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ABSTRACT

This compendium presents the extensive range of data (including nearly 300 tables and 11 figures of data) collected in the National Assessment of Educational Progress' (NAEP's) 1992 Reading Assessment. Chapters 1 and 2 of the compendium present the data in the context of the National Assessment Governing Board achievement levels, showing what students should be able to do at each of three levels: Basic, Proficient, and Advanced. Chapters 3 and 4 present the data in the context of the three purposes for reading--reading for literary experience, reading to gain information, and reading to perform a task. Chapter 5 presents examples of the regular and extended constructed-response questions used. Chapters 6 through 11 contain data related to the background questionnaires presented to students, teachers, and school administrators and discuss students' reading behaviors and attitudes, school and classroom characteristics, methods of reading instruction, teachers' reports of their professional development, students' attitudes towards the assessment itself, and characteristics of students' home life. Appendix A explains the procedure for anchoring the achievement levels in depth, presents examples of questions, and includes the results for each level at each grade. Appendix B describes participation rates for the trial state assessments. Appendix C presents co-statistics on state contextual background factors, and appendix D provides further detail about the assessment procedures. Appendix E contains standard deviations and percentiles for national demographic subpopulations. Appendix F contains examples of stories, articles, and documents used in the 1992 assessment and have been released for public review. (RS)

NATIONAL CENTER FOR EDUCATION STATISTICS

Data Compendium for the NAEP 1992 Reading Assessment of the Nation and the States

THE NATION'S REPORT CARD

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The National Assessment Governing Board

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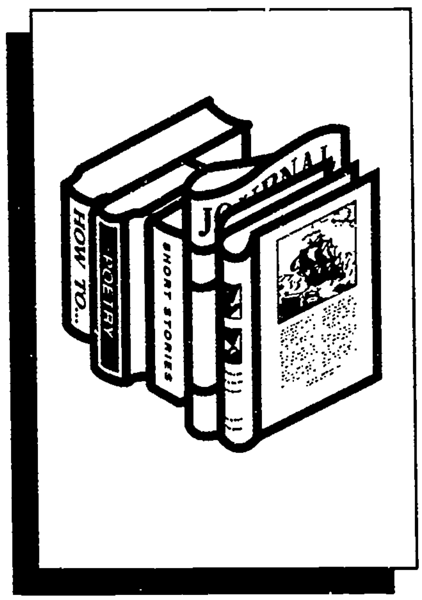
Data Compendium for the NAEP 1992 Reading Assessment of the Nation and the States



Report No. 23-ST09

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CONTENTS

INTRODUCTION

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated project of the National Center for Education Statistics (NCES) that has collected and reported information for nearly 25 years on what American students know and what they can do. It is the nation's only ongoing, comparable, and representative assessment of student achievement. Its assessments are given to scientific samples of youths attending both public and private schools and enrolled in grades 4, 8, or 12. The assessment questions are written around a framework prepared for each content area -- reading, writing, math, science, and others -- that represents the consensus of groups of curriculum experts, educators, members of the general public, and user groups on what should be covered on such a test. Reporting includes means and distributions of scores, as well as more descriptive information about the meaning of different points on the NAEP scale.

This report documents the results of NAEP's 1992 reading assessment. To maximize the range of data presented, this compendium contains little prose. The compendium serves as a valuable reference volume that presents a diverse array of student, demographic, educational, and background characteristics. It provides a wealth of data, virtually all of it in table or chart form, which make it the most comprehensive documentation of results available for the 1992 reading assessment. More detailed discussion and analyses of specific reading issues can be found in the two Focused Reports that are based on the data contained in this compendium. The *NAEP 1992 Reading Report Card for the Nation and the States* contains the overall achievement results and selected home and school variables, while subsequent reports will focus on the innovations of the 1992 reading assessment, including its emphasis on constructed-response questions, assessing reading purposes, and an individual interview study with fourth-grade students about their reading habits, attitudes, and fluency.

Scope of the Assessment

NAEP's 1992 reading assessment included nearly 140,000 fourth-, eighth-, and twelfth-grade students attending nearly 6,000 schools across the nation and the states. The assessment itself was forward looking, comprising several hundred questions across the three grades assessed. Consistent with the reading framework and current reading theory, a majority of the questions required students to construct their responses. In addition, students were asked to interact with text from a variety of stances and with different types of text representing different purposes for reading.

Nationally representative samples of students attending both public and private schools were assessed at grades 4, 8, and 12. In addition, samples of fourth graders attending public schools were assessed in 44 jurisdictions.

The participants included:

Alabama	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Pennsylvania
California	Massachusetts	Rhode Island
Colorado	Michigan	South Carolina
Connecticut	Minnesota	Tennessee
Delaware	Mississippi	Texas
District of Columbia	Missouri	Utah
Florida	Nebraska	Virginia
Georgia	New Hampshire	West Virginia
Hawaii	New Jersey	Wisconsin
Idaho	New Mexico	Wyoming
Indiana	New York	
Iowa	North Carolina	Guam
Kentucky	North Dakota	Virgin Islands*

* The Virgin Islands participated in the testing portion of the 1992 Trial State Assessment Program. However, in accordance with the legislation providing for participants to review and give permission for release of their results, the Virgin Islands chose not to release their results at grade 4 in the national composite report.

The Assessment Framework

The *NAEP Reading Framework* underlying the 1992 assessment was newly developed specifically for this assessment and the Trial State Assessment Program. To ensure a forward-looking conceptualization of reading that was responsive to the needs of policymakers and educators and that accounted for

contemporary research on reading and literacy, a national consensus process was used to develop the framework. The consensus process, which was managed by the Council of Chief State School Officers (CCSSO) under the direction of the National Assessment Governing Board (NAGB), involved a 16-member Steering Committee representing national organizations and a 15-member Planning Committee of reading experts, including educators, researchers, and curriculum specialists.[1] The CCSSO project staff continually sought guidance and reaction from a wide range of individuals in the fields of reading and assessment.

The *NAEP Reading Framework* consists of major purposes for reading and, as a cross-cutting dimension, the interactions that readers have with text as they construct, extend, and examine meaning. The purposes are reading for **literary experience**, to **gain information**, and to **perform a task**, although the latter was not assessed at grade 4. The interactions or reading stances include forming an **initial understanding, developing an interpretation, personal reflection and response**, and **demonstrating a critical stance**. Throughout the development and the conduct of the 1992 assessment, reading has been defined as a dynamic, interactive, and constructive process whereby the reader relates her or his knowledge and experiences to the text and to the situation in order to construct appropriate understandings of what is read.

The reading passages included in the assessment consisted of a wide variety of intact texts, reproduced as faithfully as possible from their original sources. Literary texts included short stories, poems, fables, historical fiction, science fiction, and mysteries. Informational passages included biographies, science articles, encyclopedia entries, primary and secondary historical accounts, and newspaper editorials. For both literary and informational reading, some students were given two passages from different genres (e.g., poem and story, or journal and encyclopedia entry). Documents used in assessing ability to perform a task at grades 8 and 12 included directions for creating a time capsule, instructions on how to write a letter to a senator, a bus schedule, and a tax form.

A combination of constructed-response and multiple-choice questions was used as determined by the nature of the reading tasks associated with each passage. From 60 to 70 percent of the students' response time was devoted to constructed-response questions, to better measure the processes readers use. Those participating in the consensus process to develop the *NAEP Reading*

[1] *Reading Framework for the 1992 National Assessment of Educational Progress* (Washington, DC: National Assessment Governing Board, U.S. Department of Education, Government Printing Office).

Framework and item specifications felt that using constructed-response questions for NAEP would:

1) provide a means of examining whether students can generate their own organized and carefully thought out responses to what they have read

2) more closely resemble the real-world reading tasks that students must be able to perform to be successful in and out of school

3) contribute to the important trend toward using more constructed-response questions -- a trend that can be seen in a number of other assessment programs, including those in several states[2]

The constructed-response questions were of two types, regular and extended. The regular constructed-response questions required answers from a few words to a few sentences and were evaluated as either satisfactory or unsatisfactory. The extended questions required responses of a paragraph or more and were evaluated according to a four-point scale ranging from unsatisfactory to extensive. Each passage was accompanied by at least one extended question. Examples of constructed-response questions are provided in Appendix A.

Across the assessment, about 40 percent of the questions assessed **initial understanding and developing an interpretation**, where students were asked either to describe their global understanding of what they had read or to extend their initial understanding to demonstrate a more in-depth understanding. **Initial understanding** included global summaries, main points, or themes. **Developing an interpretation** included making connections between cause and effect, analyzing the motives of characters, and drawing conclusions. These questions required moving beyond the text, connecting information across parts of the text, or sometimes integrating information across texts. About one-fourth of the questions required students to engage in *personal reflection* and connect knowledge from the text with their own personal background knowledge. This included comparing story characters with themselves or people they knew, for example, or indicating whether they found a passage useful or interesting. The remaining one-third of the questions assessed students' ability to take a *critical stance*, where

[2] *Reading Framework for the 1992 National Assessment of Educational Progress* (Washington, DC: National Assessment Governing Board, U.S. Department of Education, U.S. Government Printing Office).

they were asked to stand apart from the text and consider it objectively (e.g., critical evaluation, understanding text features, identifying stylistic devices such as mood and tone, and judging point of view).

These stances are not considered hierarchical or completely independent of each other, but are iterative. All students should be able to respond to reading selections from these various orientations. What varies with students' developmental and achievement levels is the amount of prompting or support needed to generate a response, the complexity of the texts to which they can respond, and the sophistication of their answers.

To supplement the achievement results, students, teachers, and school administrators were asked to complete questionnaires about their backgrounds and instructional practices in reading. Students completed questionnaires about demographics and home contexts for learning, as well as about reading instructional activities and experiences in their schools. For the fourth-grade students participating in both the national and state assessments, the teachers responsible for their reading instruction answered questionnaires about instructional content and practices, as well as about their background and school conditions. Because the sampling for teacher questionnaires was based on participating *students*, the responses do not necessarily represent all fourth-grade teachers in the nation or in a state or territory. Rather, they represent instruction for the representative sample of students assessed. The school questionnaires, completed by the principals of participating schools, contained questions about school policies and resources. Three different school questionnaires were used, one for each grade assessed. All data collected for the NAEP project are confidential. No participant's name, whether student, teacher, or school administrator, leaves the school. Data for participants are identified only by booklet or questionnaire identification numbers.

The NAEP background questionnaires make it possible to examine the relationships between student proficiency and a wide variety of background factors, relating performance to one or several variables at a time. The selection of background questions included in the NAEP assessments is guided by the wide body of available research about factors influencing student learning. Thus, the NAEP survey results often help to confirm our understanding of how school and home factors relate to achievement. Although the effects of schooling are of prime concern, these analyses do not reveal the underlying causes of the relationships between background factors and performance. Therefore, the NAEP assessment results are most useful when they are considered in light of other

knowledge about the educational system, such as trends in instructional reform and changes in the school-age population and societal demands and expectations.

The content-area questions and background questionnaires were developed by staff and consultants at Educational Testing Service (ETS), which conducted the work under contract with NCES. The work was completed with the guidance of panels of distinguished educators, reading experts, and researchers, and in accordance with the *ETS Standards for Quality and Fairness*.[3] Subsequent to rigorous internal review, the NAEP materials were further reviewed by NCES, NAGB, and the federal Office of Management and Budget. All materials used in the Trial State Assessments were reviewed by state agency personnel (both reading and assessment experts).

For both the reading assessment questions and background questionnaires, the identical assessment instruments were used in the national and Trial State Assessments at the fourth grade. The exception was a special study involving interviews of a subsample of fourth graders, which was conducted only as part of the national study. Called the Integrated Reading Performance Record (IRPR), this study involved asking a subset of the fourth graders to read aloud, share examples of their written classroom work, and answer questions about their reading habits and classroom instruction in reading. The interviews were tape-recorded so that both the students' responses and the examples of classroom work could be subjected to further analysis. In a second special study, eighth and twelfth graders were given a booklet of short stories, "The NAEP Reader," and asked to select a story to read and then answer questions about it. The results of both special studies will be presented in subsequent NAEP reports.

The Conduct of the 1992 Reading Assessment

As with all NAEP assessments, the schools and students participating in the 1992 reading assessment were selected through scientifically designed stratified random sampling procedures. Approximately 26,000 fourth, eighth, and twelfth graders in 1,500 public and private schools across the country participated in the national assessment. For each jurisdiction participating in the Trial State Assessment Program, separate state-representative samples of fourth graders were assessed, involving approximately 2,500 students sampled from approximately 100 public schools. Thus, NAEP's Trial State Assessment Program in reading involved approximately 110,000 students.

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[3] *ETS Standards for Quality and Fairness* (Princeton, NJ: Educational Testing Service, 1987).

All NAEP data are collected by trained administrators. Data for the national assessment were collected by a field staff managed by the ETS subcontractor, Westat, Inc. In accordance with the NAEP legislation, however, data collection for the Trial State Assessment Program was the responsibility of each participating jurisdiction. Uniformity of procedures across states was achieved through training and quality control monitoring by Westat, Inc. Quality control was provided by unannounced, random monitoring of half the sessions in each state. The results of the monitoring indicated a high degree of quality and uniformity across sessions.

The participation rates for the nation and the states as well as the four guidelines for interpreting these rates are found in Appendix B. Unless the overall participation rate is high for a state or territory, there is a risk that the assessment results for the jurisdiction are subject to appreciable nonresponse bias. Moreover, even if the overall participation rate is high, there may be significant nonresponse bias if the nonparticipation that does occur is heavily concentrated among certain classes of schools or students. It should be noted that several states did not satisfy one or more guidelines for participation rates. Further analyses, documented in the *Technical Report of the 1992 Trial State Assessment in Reading*, suggest that nonresponse bias due to varying participation rates was either nonexistent or quite small. Nevertheless, Maine, Nebraska, New Hampshire, New Jersey, and New York did not meet the guideline for overall school participation rates. Additionally, these five states and Delaware did not meet the guideline for sample representation across different classes of schools. Therefore, these six states are designated with asterisks in the tables and figures containing state-by-state results. All the jurisdictions reported herein met the remaining two parallel guidelines for student participation, both the one for overall participation and the one for specific subgroups of students.

The assessment booklets, including the approximately two million written responses constructed by students, were scored by a second ETS subcontractor, National Computer Systems. The constructed-response questions were scored by professional readers who had experience in education. These readers were thoroughly trained to use scoring guides developed by the NAEP Reading Test Development Committee and ETS staff. Each answer to the regular constructed-response questions was scored either as unsatisfactory or satisfactory. Responses to the extended questions were evaluated according to a four-point scale as Unsatisfactory, Partial, Essential, or Extensive. To determine the reliability of the scoring, 25 percent of the students' responses to each question were evaluated by two different scorers. For the nation, the percentage of exact agreement between

scorers, averaged across questions, was approximately 89 percent for grade 4, 86 percent for grade 8, and 88 percent for grade 12. For the Trial State Assessment Program at grade 4, the percentage of exact agreement, averaged across all questions for all states and territories, was approximately 91 percent.

ETS analyzed the assessment results to determine the percentage of students responding correctly to each multiple-choice or regular constructed-response question and the percentage of students responding in each of the four categories for the extended constructed-response questions. Item response theory (IRT) methods were used to summarize results for each of the reading purposes in the framework (two purposes at grade 4 -- literary and informational -- as well as the third -- to perform a task -- at grades 8 and 12). A partial-credit scaling procedure employing a specialized IRT method, new for the 1992 NAEP assessment, was used to account for students' responses scored according to the four-point scoring guides used with the extended-response questions. An overall composite scale was developed by weighting each content area according to its importance in the framework (see Appendix D for details). Average proficiency and levels of achievement on the composite scale, which ranges from 0 to 500, are the statistics primarily used in this report to compare overall reading performance across grades and to compare states to each other and the nation. Unless otherwise noted, all changes or differences discussed in this report are statistically significant at the .05 level of significance. This means that the observed differences are unlikely to be due to chance or to sampling variability. These "confidence intervals" are described in greater depth in Appendix D.

Throughout the development and conduct of the assessment, NCES and its contractors worked closely with the Trial State Assessment NETWORK, which includes representatives from all interested states. Federal funding permitted regular NETWORK meetings, where state education personnel met with staff members from NCES, the contractors, NAGB, and CCSSO to review NAEP materials, plans, procedures, and data.

The NAEP Achievement Levels

Although average proficiency on the NAEP scale provides an overall depiction of students' reading achievement and an efficient way to make comparisons across groups, these figures do not provide information about whether students are meeting standards or what types of reading skills they demonstrated as part of the assessment. Since 1984, when NAEP shifted from only reporting results based on percentages correct to also providing information

summarized on scales, an anchoring procedure has been used to help describe performance associated with regular intervals on the scales.[4] As implemented in previous NAEP reports, the scale anchoring procedure provided empirically based descriptions of the types of reading skills and strategies displayed by students at 150, 200, 250, 300, and 350 (essentially standard deviation units). The anchoring information described gains in student performance from one level to the next, but not whether this performance was adequate.

For reading, a transition is being made with the 1992 assessment to report NAEP results by achievement levels that describe how much students *should* know. The impetus for this shift lies in the belief that NAEP data will take on more meaning for the public if they show what proportion of our youth is able to meet standards of performance necessary for a changing world.

Because the process of setting NAEP achievement levels centers on the descriptions of what students *should* be able to do, it is important also to examine whether students actually meet those expectations for performance. For the 1992 reading assessment, a modified anchoring process was used to examine actual student performance at the achievement levels and describe what they *can* do as demonstrated by their assessment responses. NCES realizes that modifications and improvements may be necessary in the future as current achievement-level procedures are evaluated[5] and new approaches to standards-based reporting are developed by the various parties involved in systemic education reform.

As part of its statutory responsibilities, the National Assessment Governing Board (NAGB) established three achievement levels for reporting NAEP results: Basic, Proficient, and Advanced. The Basic level denotes partial mastery of the knowledge and skills fundamental for proficient work at each

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[4] For a discussion of various ways NAEP data have been reported, see: Gary W. Phillips, et al., *Interpreting NAEP Scales* (Washington, DC: National Center for Education Statistics, 1993).

[5] *Setting Achievement Levels for the Nation.* The Second Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1992 Trial State Assessment (Stanford, CA: National Academy of Education, 1993).

Education Achievement Standards. NAGB's Approach Yields Misleading Interpretations. United States General Accounting Office Report to Congressional Requestors (Washington, DC: United States General Accounting Office, June 1993) GAO/PEMD-93-12 Educational Achievement Standards.

Assessing Student Achievement in the States. The First Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1990 Trial State Assessment (Stanford, CA: National Academy of Education, 1992).

Robert L. Linn, Daniel M. Koretz, Eva L. Baker, and Leigh Burstein. *The Validity and Credibility of the Achievement Levels for the 1990 National Assessment of Educational Progress in Mathematics,* Technical Report CSE No. 330. (Los Angeles, CA: Center for Research on Evaluation, Standards, and Student Testing, UCLA, 1991).

grade, but is not considered satisfactory. Proficient, the central level, represents solid academic performance and demonstrated competence over challenging subject matter. This is the achievement level NAGB has determined all students should reach. The Advanced level signifies superior performance beyond Proficient. Full definitions of these levels are presented below. To carry out the task of applying the achievement levels to the 1992 reading assessment, NAGB contracted with American College Testing to undertake advisory and analytic functions that could assist the Board in forming its conclusions as to appropriate achievement levels.[6]

Policy Definitions of Achievement Levels

Basic. This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade -- 4, 8, and 12. For 12th grade, this is higher than minimum competency skills (which normally are taught in elementary and junior high schools) and covers significant elements of standard high school-level work.

Proficient. This central level represents solid academic performance for each grade tested -- 4, 8, and 12. It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills of cultural literacy and insight that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced. This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12. For 12th grade, the advanced level shows readiness for rigorous college courses, advanced technical training, or employment requiring advanced academic achievement. As data become available, it may be based in part on international comparisons of academic achievement and may also be related to Advanced Placement and other college placement exams.

[6] Appendix D provides more information about the process of gathering expert judgments about Basic, Proficient, and Advanced performance -- as defined by NAGB policy -- on each reading item, combining the various judgments on the various items, mapping them onto the scale, and setting the scale-score cutpoints for reporting purposes based on these levels.

Anchoring the Achievement Levels

Because the process of setting the reading achievement levels centered on the descriptions of what students *should* be able to do, it is also important to explore whether students *actually met* the expectations for performance at the Basic, Proficient, and Advanced levels. As illustrated by the handful of example questions shown in this chapter, comparing actual student performance on specific questions to the achievement level definitions can yield interesting information. To help describe students' performance on the assessment questions, NCES arranged for ETS to apply a modified anchoring procedure to the 1992 reading achievement levels that involved a thorough question-by-question analysis of students' performance vis-a-vis the achievement levels.

As applied to the reading achievement levels, the anchoring process was designed to determine the sets of questions that students scoring at or above each achievement level cutpoint could answer with a high degree of success. This was operationally defined as sets of questions answered by 65 percent or more (nearly two-thirds) of the students performing *at* each of the achievement-level cutpoints,[7] recognizing that percentages of success would be even higher for students higher on the scale beyond each of the three cutpoints. Working from the Basic level up through Advanced performance at each grade, this selection procedure accounted for all questions in the reading assessment unless they were too difficult for even the Advanced-level students (see Appendix A for details). In other words, if a question was not answered successfully by at least 65 percent of the students at the Basic level, the procedure determined whether the question was answered successfully by at least 65 percent of the students at the Proficient level, and if not, then examined the success rate of students at the Advanced level.

ETS assembled a committee of reading education experts to review the sets of questions at each grade identified through this procedure and the assessment results associated with the questions. Using their knowledge of reading and student performance on the individual questions, the committee members were asked to summarize student performance at each achievement level and select example questions to illustrate their descriptions.

The summary descriptions of reading performance at each achievement level and the example questions are presented in Appendix A. Appendix A also contains a detailed analysis of students' performance at each achievement level,

[7] To provide a sufficient pool of respondents, students were defined as those within plus or minus 12.5 scale points of the achievement level cutpoint (on average, students *at* the cutpoint).

comparing the operational definitions to the question-by-question anchoring data. Placing the anchor descriptions of how students performed at each of the levels in the context of the expectations for achievement at each of the levels as presented in the operational definitions and cross-checking with the actual question-by-question results yields some interesting findings, as discussed in Chapter Two. In general, the sets of reading skills expected were those observed. However, particularly for extended-response questions, even Advanced-level students had difficulty providing in-depth answers. In other instances, because the assessment was developed prior to the achievement-level descriptions, particular reading skills were not measured.

A Transition Phase in Reporting

The 1992 reading reports mark a continuation of NCES's attempt to shift to standards-based reporting of National Assessment statistics. The transition is being made now to report NAEP results by "achievement levels." Achievement levels describe how students should perform relative to a body of content reflected in the NAEP frameworks (i.e., how much students should know). The impetus for this shift lies in the belief that the public will better understand NAEP data if people can see what proportion of our youth are able to meet standards of performance necessary for a changing world. Chapter One of the report contains the descriptions of the reading achievement levels, the results, and provides examples of assessment exercises that illustrate the reading abilities reflected in the descriptions of the NAEP achievement levels.

NCES realizes that modifications and improvements may be necessary in the future as current procedures are evaluated and new approaches are considered. NCES conceives of this process as a research and developmental activity in which numerous statistical, psychometric, and substantive issues must be resolved. NCES believes that the numerous completed and ongoing studies[8] will lead to national debate that will ensure that the public is well informed about these issues -- as informed it must be because the results will have a strong influence on what Americans come to think about the condition and progress of our schools.

[8] *Assessing Student Achievement in the States.* The First Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1990 Trial State Assessment National Academy of Education (Stanford, CA: 1992).

Orientation to This Report

The main purpose of this compendium is to present the extensive range of data collected in NAEP's 1992 Reading Assessment.

Chapters One and Two present the data in the context of the NAGB achievement levels, showing what students should be able to do at each of three levels: Basic, Proficient, and Advanced.

Chapters Three and Four present the data in the context of the three purposes for reading -- reading for literary experience, reading to gain information, and reading to perform a task. At grade 4, only the literary and informational purposes were assessed.

Chapter Five presents examples of the regular and extended constructed-response questions used in the 1992 assessment. As NAEP continues to grow, the constructed-response questions assume an increasingly important role in the assessment. In fact, about 60 percents of students' assessment time was devoted to responding to constructed-responses questions.

Chapters Six through Eleven contain data related to the background questionnaires presented to students, teachers, and school administrators. In particular, Chapter Six deals with students' independent reading behaviors and attitudes; Chapters Seven and Eight examine school and classroom characteristics and methods of reading instruction; Chapter Nine contains teachers' reports on their professional development; Chapter Ten presents students' attitudes towards the assessment itself; and Chapter Eleven examines characteristics of students' home life that may affect their academic performance.

Appendix A explains the procedure for anchoring the achievement levels in depth, presents examples of questions, and includes the results for each level at each grade. Appendix B describes participation rates for the Trial State Assessments. Appendix C presents co-statistics on state contextual background factors from sources external to NAEP, and Appendix D provides further detail about the assessment procedures. Appendix E contains standard deviations and percentiles for national demographic subpopulations. Finally, Appendix F contains examples of stories, articles, and documents that were used in the 1992 assessment and have been released for public review.

CHAPTER ONE

Overall Reading Achievement for the Nation and the States

Overview

Chapter One contains the average overall reading performance results for both the national assessment at grades 4, 8, and 12 and the Trial State Assessment at grade 4. Regional results are also found in Chapter One.

The results also are presented for achievement levels describing what students *should* know and be able to do on the NAEP assessments. The National Assessment Governing Board (NAGB) adopted three achievement levels, each of which is fully described in Chapter One. The Proficient level defines solid grade-level performance that demonstrates competency in challenging subject matter. The Basic level for each grade denotes partial mastery of fundamental knowledge and skills. The Advanced level signifies superior performance.

Chapter One also contains percentiles for the nation and jurisdictions participating in the Trial State Assessments. State comparisons in average proficiency and percentiles are depicted graphically. These figures are based on methods that take the confidence intervals or degree of sampling error associated with the estimates of average proficiency into account, as well as the estimates of average proficiency themselves. As such, they provide the appropriate basis for comparisons.

FIGURE 1.1 Description of Reading Achievement Levels for Basic, Proficient, and Advanced Fourth Graders

The two purposes for reading that were assessed in the NAEP reading assessment at grade 4 are reading for literary experience and reading to gain information. Achievement levels are cumulative from Basic to Proficient to Advanced. One level builds on the previous levels such that knowledge at the Proficient level presumes mastery of the Basic level, and knowledge at the Advanced level presumes mastery at both the Basic and Proficient levels.

BASIC LEVEL (212)	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 4th graders, *they should be able to make relatively obvious connections between the text and their own experiences.*

For example, when reading **literary text**, they should be able to tell what the story is generally about -- providing details to support their understanding -- and be able to connect aspects of the stories to their own experiences.

When reading **informational text**, Basic-level 4th graders should be able to tell what the selection is generally about or identify the purpose for reading it; provide details to support their understanding; and connect ideas from the text to their background knowledge and experiences.

PROFICIENT LEVEL (243)	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 4th 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.*

For example, when reading **literary text**, Proficient-level 4th graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading **informational text**, Proficient-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

ADVANCED LEVEL (275)	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 4th grade, *they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.*

For example, when reading **literary text**, Advanced-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with the ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational text**, Advanced-level 4th graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

Grade 4 Basic: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Sybil's father thought that she

A was obedient but forgetful
→ **B** was courageous and a good rider
C could lead the troops against the British
D could easily become angry

Overall Percentage Correct*: **71 (1.4)**

Conditional Percentage
Basic Interval*: **76 (2.5)**

Grade 4 Basic: Example 2

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

If you had just finished a ride like Sybil's, how would you feel and why?

_____
_____
_____
_____
_____

Acceptable responses provided a personal reaction accompanied by a brief explanation or justification that reflected consideration of Sybil's experience.

Overall Percentage Acceptable*: **64 (2.0)**

Conditional Percentage
Basic Interval*: **76 (2.9)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 4 Basic: Example 3 *Amanda Clement: The Umpire in a Skirt*

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Write a paragraph explaining how Mandy got her first chance to be an umpire at a public game.

_____

_____

_____

_____

_____

Acceptable answers indicated that the umpire for a preliminary game between two local teams did not show up for the game and/or Mandy's brother suggested that she do the job.

Overall Percentage Correct*: **66 (1.6)**

Conditional Percentage
Basic Interval*: **78 (2.7)**

Grade 4 Basic: Example 4 *Amanda Clement: The Umpire in a Skirt*

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Which event came first in Mandy's career?

A Mandy was paid to umpire a game.
B Mandy was recognized in the Baseball Hall of Fame.
C Mandy became a teacher and a coach.
→ D Mandy umpired games for her brother and his friends.

Overall Percentage Correct*: **68 (1.4)**

Conditional Percentage
Basic Interval*: **77 (2.7)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 4 Proficient: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Could a similar story take place today? Tell why or why not.

_____

_____

_____

_____

_____

Acceptable answers stated an opinion and provided an explanation that demonstrates understanding of the historical context of the story.

Overall Percentage Correct*: **27 (1.3)**

Conditional Percentage
Proficient Interval*: **56 (3.5)**

Grade 4 Proficient: Example 2

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

The information about the statue and stamp helps to show that

→ **A** people today continue to recognize and respect Sybil's bravery
B people were surprised that George Washington honored her
C the author included minor details
D heroes are honored more now than they were then

Overall Percentage Correct*: **62 (1.5)**

Conditional Percentage
Proficient Interval*: **90 (3.0)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

How does the author show the excitement and danger of Sybil's ride?

Acceptable answers discussed how the author described the danger of the ride by showing how Sybil's parents were concerned, or how Sybil felt during the ride and immediately afterward.

Overall Percentage Correct*: **44 (1.7)**

Conditional Percentage
Advanced Interval*: **84 (5.6)**

Grade 4 Advanced: Example 2

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Why do you think the author called this story "Sybil Sounds the Alarm"? Use what you learned in the passage to support your answer.

Acceptable answers indicated that the title reveals the story is about a girl, Sybil, who warned people of a British invasion during the Revolutionary War. Answers that focused on the word "sounds" needed to include appropriate speculations about language usage.

Overall Percentage Correct*: **37 (1.9)**

Conditional Percentage
Advanced Interval*: **87 (4.2)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 3 *Amanda Clement: The Umpire in a Skirt*

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Give three examples showing that Mandy was not a quitter.

_____

_____

_____

_____

_____

Acceptable answers mentioned three events from the passage that reflect positively on Amanda and that demonstrate some determination in her character.

Overall Percentage Correct*: **43 (1.9)**

Conditional Percentage
Advanced Interval*: **86 (6.6)**

Grade 4 Advanced: Example 4 *Amanda Clement: The Umpire in a Skirt*

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

The information in the passage is presented mainly by

A comparing Mandy to other umpires
→ **B** discussing important events in Mandy's life
C describing the game of baseball
D providing details about life in the early 1900s

Overall Percentage Correct*: **49 (1.5)**

Conditional Percentage
Advanced Interval*: **83 (9.5)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 5 *Amanda Clement: The Umpire in a Skirt*

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

What was Hank's role in Mandy's early career?

_____

_____

_____

_____

_____

Acceptable responses discussed the fact that Hank let Mandy play ball and umpire or that he recommended her for the umpire position.

Overall Percentage Correct*: **42 (2.0)**

Conditional Percentage
Advanced Interval*: **88 (5.6)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

FIGURE 1.2 Description of Reading Achievement Levels for Basic, Proficient, and Advanced Eighth Graders

The three purposes for reading assessed as a part of the NAEP reading assessment at grade 8 are reading for literary experience, reading to gain information, and reading to perform a task. Achievement levels are cumulative from Basic to Proficient to Advanced. One level builds on the previous levels such that knowledge at the Proficient level presumes mastery of the Basic level, and knowledge at the Advanced level presumes mastery at both the Basic and Proficient levels.

BASIC LEVEL (244)	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 8th grade, *they should be able to identify specific aspects of the text that reflect the overall meaning, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.*

For example, when reading **literary text**, Basic-level 8th graders should be able to identify themes and make inferences and logical prediction about aspects such as plot and characters.

When reading **informative text**, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect order).

When reading **practical text**, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

PROFICIENT LEVEL (283)	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 8th grade, *they should 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 experience.* Proficient 8th graders *should be able to identify some of the devices authors use in composing text.*

For example, when reading **literary text**, students at the Proficient level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informative text**, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical text**, Proficient-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

FIGURE 1.2 Description of Reading Achievement Levels for Basic, Proficient, and Advanced Eighth Graders (continued)

ADVANCED LEVEL (328)	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 8th 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.*

For example, when reading **literary text**, Advanced-level 8th graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme); to explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able to critically analyze and evaluate the composition of the text.

When reading **informative text**, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical text**, Advanced-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

Grade 8 Basic: Example 1

Cady's Life/I Am One

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

The soldier released Cady after he caught her hiding because

A he was ordered to release her
→ B Cady was not Jewish
C he recognized Cady and knew her parents
D Cady could still get home before curfew if she ran

Overall Percentage Correct*: **84 (1.0)**

Conditional Percentage
Basic Interval*: **92 (2.0)**

Grade 8 Proficient: Example 1

Cady's Life/I Am One

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

For Anne Frank, what was "the something that I can do"?

_____
_____
_____
_____
_____

Acceptable answers mentioned at least one aspect of Anne Frank's life as described in the biographical sketch or portrayed in the story.

Overall Percentage Correct*: **33 (1.4)**

Conditional Percentage
Proficient Interval*: **57 (3.0)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 8 Proficient: Example 2

Cady's Life/I Am One

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

Explain what the author means when she says that slamming doors symbolized the closing of the door of life.

_____
_____
_____
_____
_____

Acceptable answers mentioned that the sound of the slamming doors meant that people were being taken away from their homes by soldiers and probably killed, or prevented from returning to their way of life.

Overall Percentage Correct*: **54 (1.7)**

Conditional Percentage Proficient Interval*: **79 (2.8)**

Grade 8 Proficient: Example 3

Cady's Life/I Am One

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

In the poem, what does the author mean when he writes "I am only one, but still I am one"?

A Life is difficult if you act as an individual.
→ **B** Even one person acting alone can make a difference.
C Everyone has an obligation to be counted.
D You can always count on yourself to solve difficult problems.

Overall Percentage Correct*: **66 (1.4)**

Conditional Percentage Proficient Interval*: **83 (2.0)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 8 Advanced: Example 1

Cady's Life/I Am One

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

Why did the author write this story from the perspective of Cady, a Christian?

_____

_____

_____

_____

_____

Acceptable responses mentioned that the author may have wanted to reveal the predicament in which Christians were placed. That is, since the author was not a Christian, she may have been trying to understand for herself or to demonstrate for others how some Christians felt about what was happening to people like herself.

Overall Percentage Correct*: **38 (1.2)**

Conditional Percentage
Advanced Interval*: **94 (3.8)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

FIGURE 1.3 Description of Reading Achievement Levels for Basic, Proficient, and Advanced Twelfth Graders

The three purposes for reading assessed as a part of the NAEP reading assessment at grade 12 are reading for literary experience, reading to gain information, and reading to perform a task. Achievement levels are cumulative from Basic to Proficient to Advanced. One level builds on the previous levels such that knowledge at the Proficient level presumes mastery of the Basic level, and knowledge at the Advanced level presumes mastery at both the Basic and Proficient levels.

BASIC LEVEL (269)	Twelfth-grade students performing at the **Basic level** *should be able to demonstrate an overall understanding and make some interpretations of the text.* When reading text appropriate to 12th grade, they *should be able to identify and relate aspects of the text to its overall meaning, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions.* They *should be able to identify elements of an author's style.*

For example, when reading **literary text**, Basic-level 12th-grade students should be able to explain the theme, support their conclusions with information from the text, and make connections between aspects of the text and their own experiences.

When reading **informational text**, Basic-level 12th graders should be able to explain the main idea or purpose of a selection and use text information to support a conclusion or make a point. They should be able to make logical connections between the ideas in the text and their own background knowledge.

When reading **practical text**, they should be able to explain its purpose and the significance of specific details or steps.

PROFICIENT LEVEL (304)	Twelfth-grade students performing at the **Proficient level** *should be able to show an overall understanding of the text which includes inferential as well as literal information.* When reading text appropriate to 12th grade, they *should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit.* These *students should be able to analyze the author's use of literary devices.*

When reading **literary text**, Proficient-level 12th graders should be able to integrate their personal experiences with ideas in the text to draw and support conclusions. They should be able to explain the author's use of literary devices such as irony or symbolism.

When reading **informative text**, they should be able to apply text information appropriately to specific situations and integrate their background information with ideas in the text to draw and support conclusions.

When reading **practical text**, they should be able to apply information or directions appropriately. They should be able to use personal experiences to evaluate the usefulness of text information.

FIGURE 1.3 Description of Reading Achievement Levels for Basic, Proficient, and Advanced Twelfth Graders (continued)

ADVANCED LEVEL (348)	Twelfth-grade students performing at the **Advanced level** *should be able to describe more abstract themes and ideas in the overall text.* When reading text appropriate to 12th grade, they *should be able to analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text.* They *should be able to extend the information from the text by relating it to their experiences and to the world.* Their *responses should be thorough, thoughtful, and extensive.*

For example, when reading **literary text**, Advanced-level 12th graders should be able to produce complex, abstract summaries and theme statements. They should be able to use cultural, historical, and personal information to develop and explain text perspectives and conclusions. They should be able to evaluate the text, applying knowledge gained from other texts.

When reading **informational text**, they should be able to analyze, synthesize, and evaluate points of view. They should be able to identify the relationship between the author's stance and elements of the text. They should be able to apply text information to new situations and to the process of forming new responses to problems or issues.

When reading **practical texts**, Advanced-level 12th graders should be able to make a critical evaluation of the usefulness of the text and apply directions from the text to new situations.

Grade 12 Basic: Example 1

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

Which statement about the author of Passage C is best supported by the information in that passage?

→ **A** He was an eyewitness to the battle.
B He know Paul Revere.
C He leapt over the wall with the other men.
D He sympathized with the British.

Overall Percentage Correct*: **75 (1.1)**

Conditional Percentage
Basic Interval*: **76 (2.3)**

Grade 12 Proficient: Example 1

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

What issue about the battle of Lexington is discussed in all passages?

_____
_____
_____
_____
_____

Acceptable answers indicated that the skirmish was between the British soldiers and the colonists, and a position is offered by each account on which side fired first.

Overall Percentage Correct*: **65 (1.7)**

Conditional Percentage
Proficient Interval*: **87 (2.1)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 12 Proficient: Example 2

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

The "someone" referred to in Passage B is most probably

→ **A** a colonist
B a British solider
C Captain Parker
D Paul Revere

Overall Percentage Correct*: **50 (1.5)**

Conditional Percentage
Proficient Interval*: **63 (3.1)**

Grade 12 Proficient: Example 3

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

For what purpose would someone want to read these four differing reports of the battle of Lexington?

_____
_____
_____
_____
_____

Acceptable answers provided a reason that reflected understanding of the content or purpose of the passages.

Overall Percentage Correct*: **68 (1.4)**

Conditional Percentage
Proficient Interval*: **82 (2.6)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 12 Advanced: Example 1

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

If you were writing a report on the battle of Lexington, which passage would you be most likely to use as a reliable source and why?

_____

_____

_____

_____

_____

Acceptable answers indicated any of the four passages and provided appropriate support based on information included in the passage chosen.

Overall Percentage Correct*: **48 (2.1)**

Conditional Percentage
Advanced Interval*: **87 (6.9)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Grade 12 Advanced: Example 2

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

Explain why the terms "embattled farmers" and "rebels" appear in quotation marks in Passage A.

_____

_____

_____

_____

_____

Acceptable answers indicated that the author recognized that not everyone would have agreed with the use of the terms, or that they were special names used during that period to identify particular groups.

Overall Percentage Correct*: **44 (1.6)**

Conditional Percentage
Advanced Interval*: **90 (8.3)**

Note: Conditional percentages show what percentage of students were successful in answering the question out of those students who performed in the interval between that achievement level and the next highest achievement level.

*The standard errors of the estimated percentages appear in parentheses.

Overall Average Reading Proficiency and Achievement Levels for the Nation and the States

TABLE 1.1 **National Overall Average Reading Proficiency and Achievement Levels, Grades 4, 8, and 12, 1992 Reading Assessment**

Grades	Average Proficiency	Percentage of Students At or Above			
		Advanced	Proficient	Basic	Below Basic
4	218 (1.0)	4 (0.5)	27 (1.2)	59 (1.1)	41 (1.1)
8	260 (0.9)	2 (0.3)	28 (1.1)	69 (1.0)	31 (1.0)
12	291 (0.6)	3 (0.3)	37 (0.8)	75 (0.7)	25 (0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 1.2 **Average Reading Proficiency and Achievement Levels by Region, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
Northeast	21 (1.1)	223 (3.7)	7 (2.2)	31 (4.1)	63 (3.5)	37 (3.5)
Southeast	23 (1.0)	214 (2.4)	4 (0.7)	21 (2.5)	54 (3.2)	46 (3.2)
Central	27 (0.5)	221 (1.4)	4 (0.9)	26 (2.1)	63 (2.0)	37 (2.0)
West	28 (0.8)	215 (1.5)	4 (0.6)	24 (1.4)	56 (1.8)	44 (1.8)
Grade 8						
Northeast	22 (0.7)	263 (1.8)	3 (0.4)	31 (1.9)	71 (2.3)	29 (2.3)
Southeast	25 (0.5)	254 (1.7)	1 (0.4)	22 (2.3)	63 (1.8)	37 (1.8)
Central	25 (0.5)	264 (2.2)	2 (0.6)	31 (2.4)	73 (2.4)	27 (2.4)
West	28 (0.6)	260 (1.2)	2 (0.5)	27 (1.4)	68 (1.5)	32 (1.5)
Grade 12						
Northeast	24 (0.6)	293 (1.2)	4 (0.5)	40 (1.6)	76 (1.6)	24 (1.6)
Southeast	23 (0.6)	284 (1.1)	2 (0.3)	28 (1.4)	68 (1.4)	32 (1.4)
Central	26 (0.6)	294 (1.1)	3 (0.4)	40 (1.6)	79 (1.4)	21 (1.4)
West	27 (0.8)	292 (1.6)	4 (0.6)	38 (2.2)	77 (2.0)	23 (2.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 1.3 | **Overall Average Reading Proficiency and Achievement Levels, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Average Proficiency	Percentage of Students At or Above Advanced	Percentage of Students At or Above Proficient	Percentage of Students At or Above Basic	Percentage of Students Below Basic
NATION	216 (1.1)	4 (0.6)	24 (1.2)	57 (1.2)	43 (1.2)
Northeast	221 (4.0)	6 (2.4)	29 (4.4)	62 (3.9)	38 (3.9)
Southeast	212 (2.5)	3 (0.6)	19 (2.4)	52 (3.5)	48 (3.5)
Central	219 (1.6)	4 (0.9)	25 (2.3)	62 (2.0)	38 (2.0)
West	213 (1.7)	3 (0.5)	22 (1.6)	53 (1.9)	47 (1.9)
STATES					
Alabama	208 (1.7)	2 (0.4)	17 (1.3)	48 (2.1)	52 (2.1)
Arizona	210 (1.3)	2 (0.4)	18 (1.1)	51 (1.7)	49 (1.7)
Arkansas	212 (1.2)	3 (0.4)	20 (1.3)	53 (1.6)	47 (1.6)
California	203 (2.1)	3 (0.5)	17 (1.6)	45 (2.3)	55 (2.3)
Colorado	218 (1.2)	3 (0.4)	22 (1.4)	60 (1.6)	40 (1.6)
Connecticut	223 (1.3)	5 (0.9)	30 (1.4)	66 (1.9)	34 (1.9)
Delaware*	214 (0.7)	3 (0.4)	21 (1.3)	54 (1.3)	46 (1.3)
Dist. Columbia	189 (0.8)	1 (0.2)	8 (0.5)	28 (1.1)	72 (1.1)
Florida	209 (1.3)	2 (0.4)	18 (1.1)	49 (1.6)	51 (1.6)
Georgia	213 (1.5)	4 (0.5)	22 (1.5)	53 (1.8)	47 (1.8)
Hawai'i	204 (1.7)	2 (0.3)	15 (1.4)	44 (2.0)	56 (2.0)
Idaho	221 (1.0)	3 (0.5)	24 (1.3)	63 (1.3)	37 (1.3)
Indiana	222 (1.3)	4 (0.7)	27 (1.4)	64 (1.7)	36 (1.7)
Iowa	227 (1.1)	5 (0.6)	32 (1.5)	70 (1.4)	30 (1.4)
Kentucky	214 (1.3)	2 (0.5)	19 (1.4)	55 (1.8)	45 (1.8)
Louisiana	205 (1.2)	1 (0.3)	13 (1.0)	42 (1.7)	58 (1.7)
Maine*	228 (1.1)	4 (0.7)	31 (1.7)	72 (1.4)	28 (1.4)
Maryland	212 (1.6)	3 (0.5)	21 (1.1)	53 (1.8)	47 (1.8)
Massachusetts	227 (1.0)	4 (0.6)	32 (1.4)	71 (1.4)	29 (1.4)
Michigan	217 (1.6)	3 (0.5)	23 (1.9)	59 (1.9)	41 (1.9)
Minnesota	222 (1.2)	4 (0.5)	28 (1.4)	65 (1.7)	35 (1.7)
Mississippi	200 (1.3)	1 (0.3)	12 (0.7)	38 (1.8)	62 (1.8)
Missouri	221 (1.3)	4 (0.4)	26 (1.5)	63 (1.5)	37 (1.5)
Nebraska*	222 (1.1)	4 (0.7)	27 (1.6)	65 (1.5)	35 (1.5)
New Hampshire*	229 (1.2)	6 (0.7)	34 (1.5)	73 (1.9)	27 (1.9)
New Jersey*	224 (1.5)	6 (0.9)	31 (1.7)	66 (1.9)	34 (1.9)
New Mexico	212 (1.5)	3 (0.6)	20 (1.6)	51 (1.7)	49 (1.7)
New York*	216 (1.4)	3 (0.5)	23 (1.1)	58 (1.4)	42 (1.4)
North Carolina	213 (1.2)	4 (0.5)	22 (1.2)	53 (1.4)	47 (1.4)
North Dakota	227 (1.2)	4 (0.6)	31 (1.5)	71 (1.9)	29 (1.9)
Ohio	219 (1.4)	3 (0.4)	24 (1.5)	60 (1.8)	40 (1.8)
Oklahoma	221 (1.0)	3 (0.5)	25 (1.1)	64 (1.3)	36 (1.3)
Pennsylvania	222 (1.3)	4 (0.6)	28 (1.5)	64 (1.9)	36 (1.9)
Rhode Island	218 (1.6)	3 (0.5)	24 (1.7)	59 (2.1)	41 (2.1)
South Carolina	211 (1.3)	2 (0.6)	19 (1.2)	49 (1.8)	51 (1.8)
Tennessee	213 (1.5)	3 (0.5)	20 (1.4)	53 (1.7)	47 (1.7)
Texas	214 (1.6)	3 (0.5)	20 (1.7)	53 (2.0)	47 (2.0)
Utah	222 (1.2)	3 (0.5)	26 (1.3)	64 (1.5)	36 (1.5)
Virginia	222 (1.4)	5 (0.8)	28 (1.5)	64 (1.8)	36 (1.8)
West Virginia	217 (1.3)	3 (0.5)	22 (1.3)	58 (1.5)	42 (1.5)
Wisconsin	225 (1.0)	4 (0.5)	29 (1.1)	67 (1.3)	33 (1.3)
Wyoming	224 (1.2)	4 (0.5)	28 (1.7)	68 (1.5)	32 (1.5)
TERRITORY					
Guam	183 (1.4)	1 (0.2)	6 (0.7)	25 (1.2)	75 (1.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

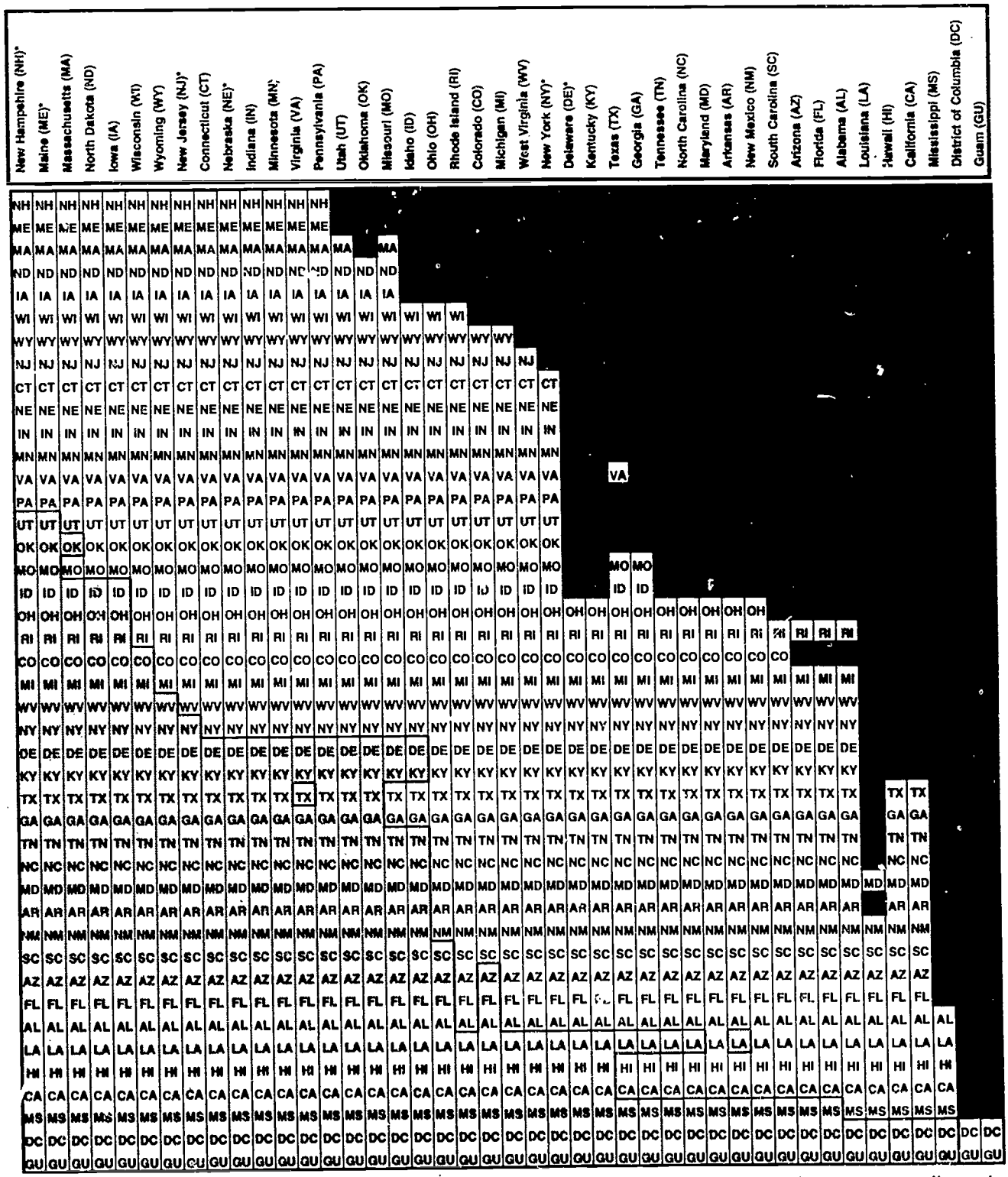
SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

FIGURE 1.4

Comparisons of Average Overall Reading Proficiency, Grade 4, 1992 Reading Assessment

THE NATION'S REPORT CARD

INSTRUCTIONS: Read *down* the column directly under a state name listed in the heading at the top of the chart. Match the shading intensity surrounding a state postal abbreviation to the key below to determine whether the average reading performance of this state is higher than, the same as, or lower than the state in the column heading.



■ State has statistically significantly higher average proficiency than the state listed at the top of the chart.

□ No statistically significant difference from the state listed at the top of the chart.

□ State has statistically significantly lower average proficiency than the state listed at the top of the chart.

The between state comparisons take into account sampling and measurement error and that each state is being compared with every other state. Significance is determined by an application of the Bonferroni procedure based on 946 comparisons by comparing the difference between the two means with four times the square root of the sum of the squared standard errors.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

Percentiles of Overall Reading Achievement for the Nation and the States

TABLE 1.4 **Percentiles of Overall Reading Proficiency for 1992, Grades 4, 8, and 12, 1992 Reading Assessment**

Grades	5th Percentile	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	95th Percentile
4	154 (1.3)	170 (1.6)	195 (1.2)	220 (1.1)	243 (1.1)	263 (1.5)	274 (1.7)
8	197 (1.8)	213 (1.2)	237 (1.2)	262 (0.9)	285 (1.0)	305 (1.2)	316 (1.3)
12	233 (1.2)	247 (0.7)	269 (0.8)	293 (0.8)	314 (0.6)	332 (1.0)	343 (0.8)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 1.5 | **Percentiles of Overall Reading Proficiency, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Average Proficiency	5th Percentile	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	95th Percentile
NATION	216 (1.1)	152 (2.0)	168 (1.7)	193 (1.1)	218 (1.4)	241 (1.4)	261 (1.9)	272 (1.6)
Northeast	221 (4.0)	157 (5.1)	173 (5.4)	197 (6.3)	223 (4.4)	247 (3.8)	268 (6.5)	279 (7.2)
Southeast	212 (2.5)	149 (3.1)	163 (3.7)	188 (3.7)	214 (3.6)	236 (2.5)	256 (4.3)	268 (3.2)
Central	219 (1.6)	157 (4.4)	172 (3.9)	197 (2.4)	222 (2.2)	243 (2.6)	262 (3.5)	272 (2.8)
West	213 (1.7)	147 (3.6)	163 (3.6)	189 (2.0)	215 (1.8)	239 (1.5)	259 (1.6)	270 (5.5)
STATES								
Alabama	208 (1.7)	146 (2.4)	160 (2.1)	185 (2.5)	210 (1.7)	234 (2.0)	253 (1.5)	264 (2.2)
Arizona	210 (1.3)	149 (2.3)	164 (2.3)	187 (2.0)	213 (1.5)	235 (1.1)	254 (1.5)	264 (1.6)
Arkansas	212 (1.2)	149 (2.2)	164 (1.9)	188 (1.2)	214 (1.5)	237 (1.0)	256 (1.6)	267 (1.9)
California	203 (2.1)	129 (4.0)	147 (2.8)	176 (2.7)	206 (2.1)	233 (3.0)	254 (3.4)	266 (2.2)
Colorado	218 (1.2)	161 (2.6)	175 (2.6)	198 (1.3)	220 (1.4)	240 (1.4)	257 (1.0)	267 (1.6)
Connecticut	223 (1.3)	162 (2.3)	177 (2.9)	202 (2.8)	226 (1.1)	247 (1.5)	264 (1.9)	274 (2.3)
Delaware*	214 (0.7)	153 (2.1)	167 (1.8)	190 (1.6)	215 (1.2)	239 (0.9)	259 (1.2)	269 (1.7)
Dist. Columbia	189 (0.8)	124 (2.4)	139 (1.0)	162 (1.8)	189 (0.7)	215 (1.6)	239 (1.6)	253 (3.9)
Florida	209 (1.3)	146 (4.7)	161 (2.9)	186 (1.5)	211 (1.6)	236 (1.4)	254 (1.4)	265 (2.0)
Georgia	213 (1.5)	150 (2.4)	164 (1.8)	189 (2.7)	215 (1.7)	239 (1.7)	259 (2.3)	271 (2.0)
Hawaii	204 (1.7)	139 (4.3)	154 (1.7)	180 (2.3)	207 (1.7)	231 (1.9)	250 (1.7)	261 (1.7)
Idaho	221 (1.0)	167 (2.2)	180 (1.9)	201 (1.2)	222 (1.1)	242 (1.1)	259 (1.5)	269 (1.5)
Indiana	222 (1.3)	168 (3.3)	181 (2.4)	202 (2.3)	224 (1.2)	244 (1.2)	262 (1.7)	272 (2.4)
Iowa	227 (1.1)	172 (1.4)	185 (1.3)	207 (1.1)	229 (1.0)	249 (1.1)	265 (1.1)	275 (1.2)
Kentucky	214 (1.3)	154 (2.4)	168 (3.4)	192 (1.7)	216 (1.5)	238 (1.8)	255 (1.4)	266 (2.2)
Louisiana	205 (1.2)	148 (3.3)	161 (2.0)	182 (2.3)	205 (1.8)	228 (1.4)	247 (1.5)	259 (2.1)
Maine*	228 (1.1)	180 (2.0)	191 (2.7)	209 (1.3)	229 (1.6)	248 (1.1)	264 (1.7)	273 (1.8)
Maryland	212 (1.6)	147 (3.8)	162 (3.1)	189 (2.4)	215 (1.4)	239 (1.5)	257 (1.3)	268 (1.8)
Massachusetts	227 (1.0)	176 (1.9)	188 (1.5)	208 (1.2)	229 (1.4)	248 (1.0)	265 (2.0)	274 (1.3)
Michigan	217 (1.6)	159 (2.0)	173 (2.9)	195 (1.6)	220 (1.3)	241 (1.8)	258 (1.6)	268 (2.4)
Minnesota	222 (1.2)	165 (2.2)	179 (2.4)	201 (1.4)	224 (1.6)	245 (0.8)	262 (1.3)	271 (1.7)
Mississippi	200 (1.3)	139 (2.1)	153 (2.9)	176 (1.8)	201 (1.8)	225 (1.6)	246 (1.5)	257 (1.8)
Missouri	221 (1.3)	164 (4.6)	178 (2.2)	200 (1.3)	223 (1.4)	244 (1.4)	261 (1.1)	272 (1.6)
Nebraska*	222 (1.1)	167 (1.7)	180 (1.9)	202 (1.6)	224 (1.5)	245 (1.4)	262 (1.1)	272 (4.1)
New Hampshire*	229 (1.2)	176 (1.7)	190 (1.8)	210 (2.2)	231 (1.5)	250 (1.6)	266 (2.0)	277 (1.7)
New Jersey*	224 (1.5)	164 (3.8)	179 (3.4)	202 (1.6)	227 (1.8)	248 (1.6)	266 (1.8)	276 (2.0)
New Mexico	212 (1.5)	153 (3.2)	166 (3.1)	189 (1.6)	213 (1.2)	237 (2.3)	256 (2.4)	266 (2.5)
New York*	216 (1.4)	150 (5.1)	167 (2.6)	194 (2.4)	219 (1.6)	241 (1.6)	259 (1.4)	270 (1.7)
North Carolina	213 (1.2)	147 (2.1)	163 (1.6)	188 (1.3)	215 (1.5)	239 (1.3)	260 (1.8)	271 (2.0)
North Dakota	227 (1.2)	174 (3.0)	188 (3.2)	208 (2.2)	229 (1.7)	247 (1.5)	263 (1.9)	272 (1.4)
Ohio	219 (1.4)	161 (2.8)	175 (3.2)	197 (2.1)	220 (1.3)	242 (2.0)	260 (1.1)	270 (1.9)
Oklahoma	221 (1.0)	169 (3.3)	181 (1.1)	201 (1.4)	223 (1.0)	243 (1.5)	260 (0.9)	269 (1.8)
Pennsylvania	222 (1.3)	162 (2.6)	177 (3.2)	201 (1.6)	225 (1.6)	246 (1.9)	263 (1.6)	273 (2.0)
Rhode Island	218 (1.8)	156 (4.8)	172 (3.9)	196 (4.2)	220 (2.1)	242 (1.8)	260 (1.6)	271 (2.2)
South Carolina	211 (1.3)	151 (1.4)	165 (1.6)	188 (1.4)	211 (1.7)	236 (1.6)	256 (1.9)	266 (2.5)
Tennessee	213 (1.5)	154 (4.1)	169 (1.4)	190 (2.0)	215 (1.7)	237 (1.9)	256 (2.0)	267 (1.5)
Texas	214 (1.6)	154 (2.4)	168 (1.9)	191 (1.4)	215 (1.8)	238 (1.9)	257 (2.5)	268 (1.6)
Utah	222 (1.2)	167 (2.7)	180 (2.0)	201 (1.5)	224 (1.4)	244 (0.9)	260 (1.2)	270 (1.7)
Virginia	222 (1.4)	164 (2.2)	177 (2.5)	200 (1.7)	224 (1.6)	246 (1.2)	263 (2.0)	274 (1.6)
West Virginia	217 (1.3)	158 (2.6)	172 (2.6)	195 (1.6)	218 (1.5)	240 (1.2)	258 (1.7)	269 (2.0)
Wisconsin	225 (1.0)	172 (2.7)	185 (2.1)	204 (1.3)	227 (1.1)	246 (0.9)	263 (0.8)	273 (1.4)
Wyoming	224 (1.2)	170 (1.8)	183 (2.0)	205 (1.9)	227 (1.3)	246 (1.5)	262 (1.1)	271 (0.9)
TERRITORY								
Guam	183 (1.4)	110 (4.1)	127 (2.2)	155 (2.3)	186 (1.5)	213 (1.4)	235 (1.6)	246 (1.7)

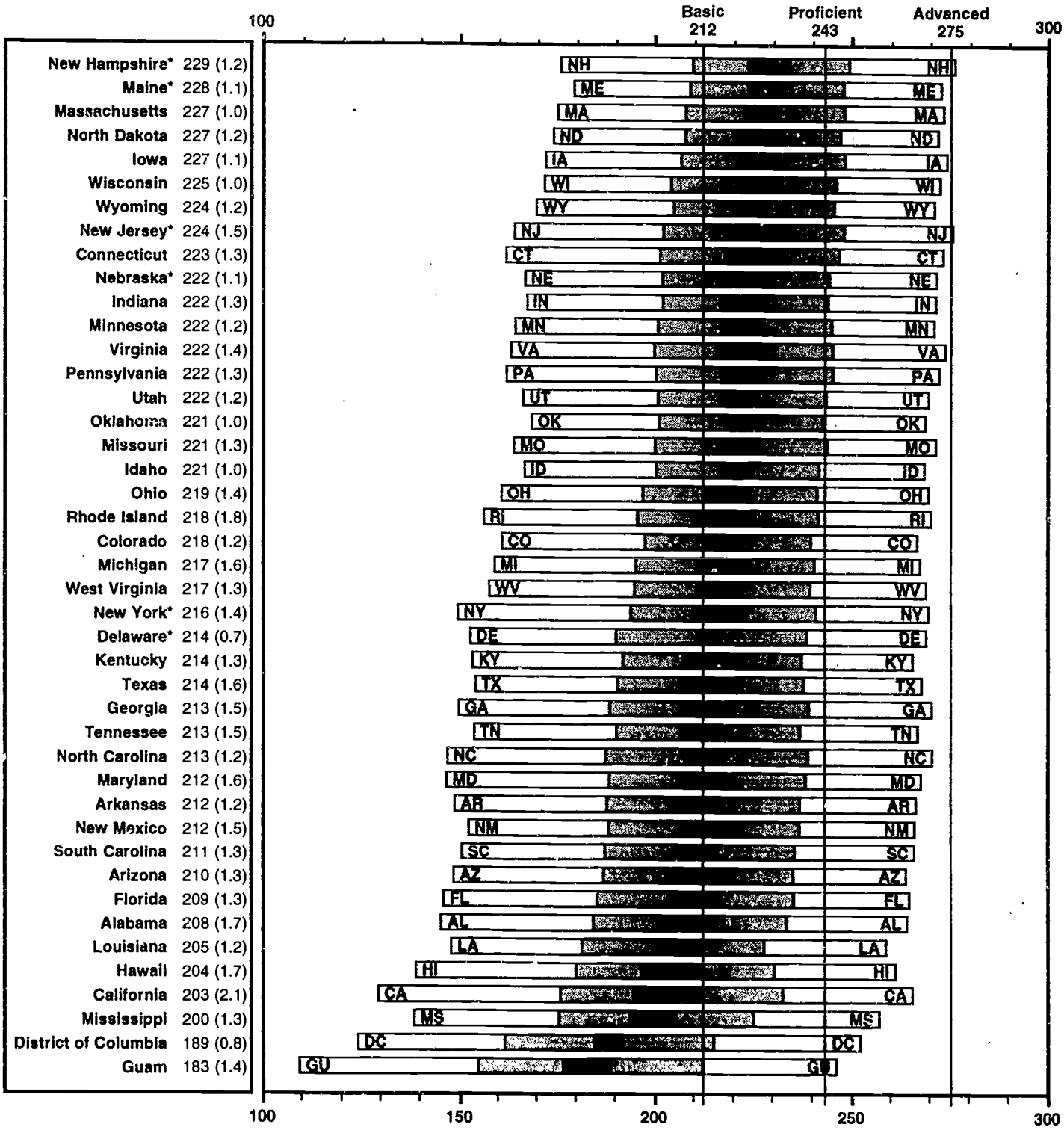
*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

FIGURE 1.5 | **Distribution of Overall Reading Proficiency Organized by Average Proficiency, Grade 4, 1992 Reading Assessment**

THE NATION'S REPORT CARD



The center ***darkest*** box indicates a simultaneous confidence interval around the average reading proficiency for the state based on the Bonferroni procedure for multiple comparisons. The ***darker shaded*** boxes indicate the ranges between the 25th and 75th percentiles of the reading proficiency distribution, and the ***lighter shaded*** boxes the ranges between the 5th to 25th percentiles and the 75th to 95th percentiles of the distribution.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

CHAPTER TWO

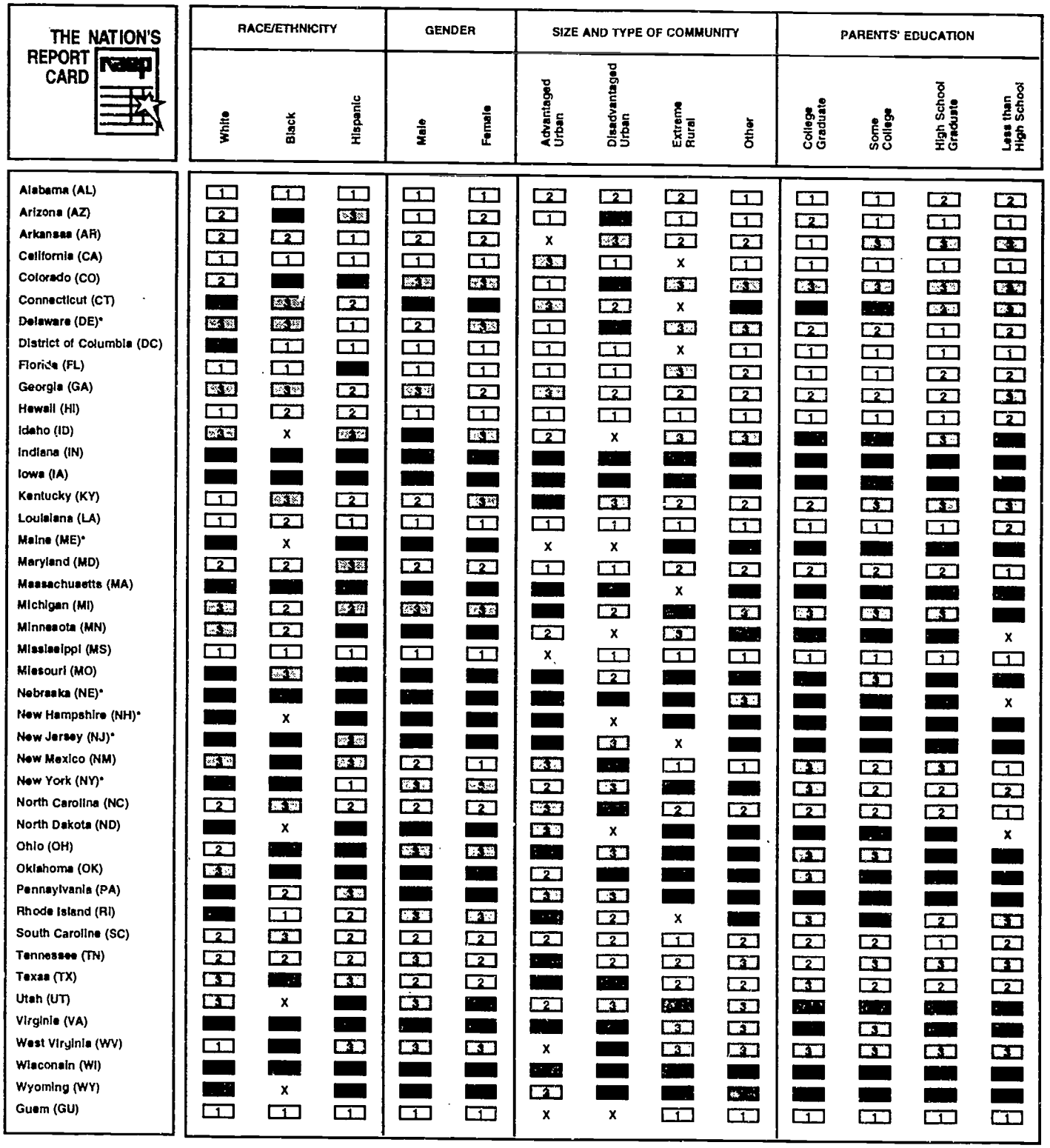
Overall Reading Achievement for Demographic Groups for the Nation and the States

Overview

Chapter Two provides the national and state results, including averages and proficiency levels, for various demographic subpopulations. Data for the nation and states are provided for race/ethnicity, gender, type of community, parents' educational level, and average school performance. In the latter analysis, NAEP sorted schools by their students' average performance on the reading assessments, identifying the top one-third of the schools. To summarize performance across states, Figure 2.1 presents the average reading proficiency for the states and territories that participated in the 1992 Trial State Assessment by 20 percent bands, called quintiles, for selected demographic subgroups. National results are presented by public and private schools, as well as for some variables only pertinent to grade 12 (type of high school program and plans subsequent to graduation).

FIGURE 2.1

Average Overall Reading Proficiency by Selected Demographics for Five Performance Bands (Quintiles), Grade 4, 1992 Reading Assessment



Quintiles of Performance

bottom 20 percent — top 20 percent

1st 2nd 3rd 4th 5th

lower ← proficiency → higher

States categorized in the bottom 20 percent of performance have average reading proficiencies in the lowest fifth of the average reading proficiency distribution of all states and are indicated by the number 1 (first quintile). States with average proficiencies in the top 20 percent of the distribution are indicated by the number 5 (fifth quintile). The numbers 2, 3, and 4 indicate states with average proficiencies in the second, third, and fourth fifths of the distribution

* Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

x Sample size too small (fewer than 62 students) to permit reliable reporting of performance bands (quintiles).

National Performance by Race/Ethnicity

TABLE 2.1 **Average Reading Proficiency and Achievement Levels by Race/Ethnicity, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
White	71(0.2)	226(1.2)	6(0.7)	31(1.6)	68(1.4)	32(1.4)
Black	16(0.1)	193(1.7)	0(0.2)	7(1.4)	31(2.3)	69(2.3)
Hispanic	9(0.1)	202(2.2)	2(0.6)	13(1.8)	41(2.2)	59(2.2)
Asian/Pacific Islander	2(0.3)	216(3.3)	2(1.3)	21(4.8)	55(5.9)	45(5.9)
American Indian	2(0.2)	208(4.7)	2(1.9)	15(4.7)	50(6.1)	50(6.1)
Grade 8						
White	70(0.2)	268(1.2)	3(0.4)	34(1.5)	77(1.1)	23(1.1)
Black	16(0.2)	238(1.6)	0(0.2)	8(1.0)	44(1.9)	56(1.9)
Hispanic	10(0.2)	242(1.4)	1(0.3)	13(1.1)	49(2.1)	51(2.1)
Asian/Pacific Islander	3(0.2)	270(3.1)	6(2.6)	38(4.1)	77(3.2)	23(3.2)
American Indian	1(0.2)	251(3.7)	1(0.9)	18(7.2)	60(5.0)	40(5.0)
Grade 12						
White	72(0.4)	297(0.6)	4(0.3)	43(0.9)	82(0.8)	18(0.8)
Black	15(0.4)	272(1.5)	0(0.2)	16(1.5)	54(2.5)	46(2.5)
Hispanic	9(0.4)	277(2.4)	1(0.7)	21(2.8)	61(3.2)	39(3.2)
Asian/Pacific Islander	4(0.2)	291(3.2)	4(1.8)	39(3.8)	74(4.1)	26(4.1)
American Indian	0(0.1)	272(5.3)	1(1.2)	24(6.9)	52(7.7)	48(7.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error or because some students categorized themselves as "others."

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.2 | **Average Reading Proficiency by Race/Ethnicity, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	White		Black		Hispanic		Asian/Pacific Islander		American Indian	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	69 (0.5)	224 (1.4)	17 (0.4)	192 (1.7)	10 (0.3)	200 (2.2)	2 (0.3)	215 (3.7)	2 (0.3)	206 (5.0)
Northeast	68 (3.4)	230 (4.0)	20 (3.2)	198 (3.9)	9 (1.3)	201 (5.0)	2 (0.5)	*** (***)	1 (0.4)	*** (***)
Southeast	63 (2.7)	221 (3.4)	29 (2.6)	195 (2.4)	5 (1.1)	195 (5.1)!	1 (0.3)	*** (***)	1 (0.4)	*** (***)
Central	79 (1.5)	225 (1.9)	11 (1.3)	187 (3.4)	7 (1.0)	210 (4.8)	1 (0.2)	*** (***)	2 (0.4)	*** (***)
West	65 (2.1)	222 (1.8)	11 (1.6)	185 (4.5)	16 (1.9)	197 (2.7)	5 (1.4)	215 (4.2)!	2 (0.6)	*** (***)
STATES										
Alabama	61 (2.4)	219 (1.6)	31 (2.2)	188 (2.3)	5 (0.7)	191 (3.8)	1 (0.2)	*** (***)	2 (0.7)	*** (***)
Arizona	56 (1.9)	222 (1.2)	4 (0.6)	201 (4.4)	29 (1.6)	198 (2.1)	1 (0.3)	*** (***)	10 (1.8)	185 (3.2)
Arkansas	70 (1.8)	221 (1.1)	21 (1.5)	191 (1.8)	7 (0.7)	188 (3.8)	1 (0.2)	*** (***)	2 (0.3)	207 (4.9)
California	46 (1.9)	219 (2.0)	7 (0.8)	185 (3.3)	35 (1.6)	183 (2.8)	11 (1.1)	213 (3.2)	2 (0.3)	*** (***)
Colorado	70 (1.3)	223 (1.1)	4 (0.9)	203 (3.4)!	21 (0.9)	203 (2.0)	2 (0.3)	225 (6.0)	2 (0.3)	204 (4.8)
Connecticut	73 (1.7)	232 (1.0)	11 (1.3)	197 (3.2)	13 (1.1)	194 (3.5)	2 (0.3)	*** (***)	1 (0.3)	*** (***)
Delaware*	64 (1.1)	224 (0.8)	25 (1.0)	196 (1.7)	8 (0.5)	188 (3.3)	2 (0.3)	*** (***)	2 (0.4)	*** (***)
Dist. Columbia	5 (0.3)	241 (3.2)	83 (0.6)	186 (0.8)	9 (0.5)	178 (2.9)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
Florida	57 (1.9)	220 (1.1)	21 (2.0)	186 (2.8)	18 (1.4)	202 (2.7)	2 (0.4)	*** (***)	2 (0.3)	*** (***)
Georgia	57 (1.9)	225 (1.4)	34 (1.8)	196 (2.3)	5 (0.5)	192 (5.0)	2 (0.3)	*** (***)	1 (0.2)	*** (***)
Hawaii	20 (1.5)	216 (2.7)	5 (0.6)	192 (4.8)	11 (0.9)	194 (2.9)	61 (2.3)	204 (1.9)	2 (0.3)	*** (***)
Idaho	84 (0.9)	224 (0.9)	1 (0.1)	*** (***)	11 (0.8)	202 (2.5)	1 (0.2)	*** (***)	3 (0.4)	206 (2.7)
Indiana	82 (1.4)	226 (1.2)	11 (1.4)	201 (2.4)	5 (0.6)	212 (3.7)	1 (0.1)	*** (***)	1 (0.3)	*** (***)
Iowa	88 (0.9)	228 (1.0)	3 (0.6)	211 (3.1)	6 (0.5)	212 (3.1)	2 (0.2)	*** (***)	1 (0.3)	*** (***)
Kentucky	86 (1.1)	216 (1.3)	9 (1.0)	197 (3.4)	3 (0.4)	196 (5.2)	0 (0.2)	*** (***)	1 (0.2)	*** (***)
Louisiana	51 (1.9)	217 (1.2)	41 (1.9)	191 (1.5)	5 (0.5)	188 (4.5)	1 (0.7)	*** (***)	1 (0.3)	*** (***)
Maine*	92 (0.6)	229 (1.1)	0 (0.1)	*** (***)	4 (0.7)	210 (3.2)	1 (0.2)	*** (***)	1 (0.3)	*** (***)
Maryland	60 (1.7)	222 (1.6)	29 (1.3)	193 (2.6)	6 (0.6)	198 (3.1)	3 (0.5)	220 (4.2)	1 (0.3)	*** (***)
Massachusetts	81 (1.2)	232 (0.9)	7 (0.6)	206 (2.8)	7 (0.6)	202 (2.2)	3 (0.7)	219 (6.5)!	1 (0.2)	*** (***)
Michigan	74 (1.6)	224 (1.5)	13 (1.6)	189 (3.1)	8 (0.8)	199 (2.9)	2 (0.3)	*** (***)	2 (0.3)	*** (***)
Minnesota	87 (1.2)	225 (1.2)	3 (0.5)	191 (6.1)	6 (0.6)	203 (3.6)	2 (0.5)	*** (***)	2 (0.2)	*** (***)
Mississippi	41 (2.0)	218 (1.5)	52 (2.2)	187 (1.6)	5 (1.0)	186 (3.8)	0 (0.1)	*** (***)	1 (0.3)	*** (***)
Missouri	77 (1.7)	227 (1.1)	14 (1.7)	197 (3.2)	5 (0.7)	203 (3.2)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
Nebraska*	83 (1.2)	226 (1.2)	6 (0.6)	198 (3.2)	8 (1.1)	206 (3.0)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
New Hampshire*	90 (1.0)	230 (1.2)	1 (0.2)	*** (***)	5 (0.6)	216 (3.2)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
New Jersey*	67 (2.2)	234 (1.4)	14 (1.6)	201 (2.7)	13 (1.4)	199 (2.8)	5 (0.8)	235 (2.9)	1 (0.2)	*** (***)
New Mexico	45 (2.0)	224 (1.9)	3 (0.4)	202 (5.7)	46 (1.7)	201 (1.6)	1 (0.3)	*** (***)	5 (1.2)	201 (3.9)!
New York*	61 (2.0)	228 (1.2)	14 (1.8)	203 (2.8)	20 (1.8)	188 (4.1)	4 (1.0)	226 (4.3)!	2 (0.3)	*** (***)
North Carolina	63 (2.0)	222 (1.3)	28 (1.6)	195 (2.2)	5 (0.6)	193 (3.5)	1 (0.2)	*** (***)	3 (1.2)	204 (6.3)!
North Dakota	93 (1.1)	228 (1.1)	0 (0.1)	*** (***)	3 (0.5)	222 (4.9)	0 (0.2)	*** (***)	3 (0.8)	212 (4.8)!
Ohio	81 (1.5)	222 (1.3)	12 (1.3)	199 (2.0)	5 (0.6)	203 (4.6)	1 (0.2)	*** (***)	1 (0.2)	*** (***)
Oklahoma	72 (1.3)	225 (1.1)	8 (0.9)	202 (2.1)	8 (0.8)	209 (2.2)	1 (0.2)	*** (***)	10 (0.8)	218 (2.4)
Pennsylvania	79 (1.7)	229 (1.2)	11 (1.6)	191 (2.5)	8 (1.0)	201 (3.9)	1 (0.3)	*** (***)	1 (0.2)	*** (***)
Rhode Island	76 (2.2)	225 (1.3)	6 (1.0)	188 (3.8)	12 (1.3)	192 (4.4)	4 (0.6)	197 (4.6)	2 (0.3)	*** (***)
South Carolina	55 (1.9)	223 (1.5)	38 (2.0)	195 (1.7)	5 (0.7)	196 (2.5)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
Tennessee	71 (1.8)	220 (1.4)	21 (1.6)	194 (2.3)	5 (0.7)	196 (4.5)	1 (0.3)	*** (***)	2 (0.3)	*** (***)
Texas	49 (2.1)	225 (2.1)	14 (1.7)	201 (2.6)	34 (2.3)	201 (1.8)	2 (0.3)	*** (***)	1 (0.2)	*** (***)
Utah	86 (1.1)	224 (1.0)	1 (0.1)	*** (***)	10 (0.9)	205 (2.4)	2 (0.3)	*** (***)	2 (0.5)	*** (***)
Virginia	67 (1.6)	230 (1.5)	24 (1.3)	204 (2.1)	5 (0.5)	203 (4.4)	2 (0.5)	228 (5.6)	2 (0.3)	*** (***)
West Virginia	91 (0.7)	218 (1.2)	2 (0.4)	204 (6.6)	4 (0.5)	197 (7.0)	1 (0.2)	*** (***)	2 (0.3)	*** (***)
Wisconsin	83 (1.4)	229 (1.0)	6 (0.8)	201 (2.5)	8 (0.9)	211 (3.4)	1 (0.3)	*** (***)	2 (0.8)	207 (5.1)!
Wyoming	83 (1.3)	227 (1.1)	1 (0.1)	*** (***)	12 (0.9)	210 (2.6)	1 (0.2)	*** (***)	4 (0.9)	212 (4.7)!
TERRITORY										
Guam	12 (0.8)	196 (3.1)	4 (0.4)	166 (5.6)	18 (0.8)	165 (3.0)	64 (0.9)	186 (1.4)	1 (0.3)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error or because some students categorized themselves as "others." When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.3 | Achievement Levels by Race/Ethnicity, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Percentage of Students At or Above Advanced					Percentage of Students At or Above Proficient				
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	White	Black	Hispanic	Asian/ Pacific Islander	American Indian
NATION	5 (0.8)	0 (0.2)	1 (0.6)	2 (1.7)	2 (1.8)	30 (1.8)	7 (1.4)	12 (1.8)	20 (5.2)	13 (4.6)
Northeast	9 (3.3)	0 (0.3)	1 (1.6)	*** (***)	*** (***)	37 (5.2)	9 (3.0)	13 (4.9)	*** (***)	*** (***)
Southeast	5 (0.9)	1 (0.4)	0 (0.6)!	*** (***)	*** (***)	25 (3.7)	8 (2.1)	10 (2.5)!	*** (***)	*** (***)
Central	4 (1.2)	0 (0.0)	4 (2.7)	*** (***)	*** (***)	29 (2.8)	3 (1.9)	20 (5.5)	*** (***)	*** (***)
West	5 (0.8)	0 (0.0)	1 (0.8)	2 (2.2)!	*** (***)	28 (2.3)	5 (2.2)	9 (1.5)	17 (6.5)!	*** (***)
STATES										
Alabama	3 (0.5)	0 (0.1)	0 (0.4)	*** (***)	*** (***)	24 (1.7)	4 (1.0)	6 (3.2)	*** (***)	*** (***)
Arizona	3 (0.7)	2 (1.2)	0 (0.4)	*** (***)	0 (0.4)	25 (1.7)	14 (4.1)	8 (1.2)	*** (***)	5 (1.7)
Arkansas	4 (0.6)	0 (0.5)	0 (0.3)	*** (***)	0 (0.0)	25 (1.6)	5 (1.2)	6 (2.1)	*** (***)	14 (4.1)
California	4 (0.8)	1 (0.8)	0 (0.4)	5 (1.6)	*** (***)	27 (2.3)	8 (2.3)	5 (1.4)	22 (2.8)	*** (***)
Colorado	3 (0.6)	0 (0.4)!	1 (0.5)	6 (4.8)	2 (2.1)	26 (1.6)	9 (3.3)!	10 (1.5)	33 (8.7)	14 (5.0)
Connecticut	6 (1.1)	1 (0.9)	0 (0.7)	*** (***)	*** (***)	37 (1.5)	7 (2.5)	6 (1.4)	*** (***)	*** (***)
Delaware*	5 (0.5)	0 (0.4)	0 (0.2)	*** (***)	*** (***)	28 (1.5)	7 (1.5)	6 (2.5)	*** (***)	*** (***)
Dist. Columbia	17 (3.9)	0 (0.2)	1 (1.0)	*** (***)	*** (***)	52 (4.9)	6 (0.6)	6 (1.9)	*** (***)	*** (***)
Florida	3 (0.5)	0 (0.3)	1 (0.8)	*** (***)	*** (***)	25 (1.6)	6 (1.5)	12 (2.2)	*** (***)	*** (***)
Georgia	5 (0.9)	1 (0.5)	2 (1.1)	*** (***)	*** (***)	31 (1.9)	8 (1.2)	13 (3.5)	*** (***)	*** (***)
Hawaii	3 (1.1)	1 (1.0)	1 (1.0)	2 (0.4)	*** (***)	22 (3.6)	9 (3.8)	9 (2.2)	14 (1.5)	*** (***)
Idaho	3 (0.6)	*** (***)	0 (0.4)	*** (***)	2 (1.6)	27 (1.4)	*** (***)	6 (2.4)	*** (***)	10 (4.2)
Indiana	4 (0.7)	1 (0.7)	3 (2.0)	*** (***)	*** (***)	30 (1.6)	8 (2.1)	19 (4.4)	*** (***)	*** (***)
Iowa	5 (0.6)	1 (1.7)	2 (1.4)	*** (***)	*** (***)	33 (1.5)	14 (4.4)	15 (3.6)	*** (***)	*** (***)
Kentucky	3 (0.6)	0 (0.4)	2 (1.4)	*** (***)	*** (***)	21 (1.5)	6 (2.5)	11 (4.4)	*** (***)	*** (***)
Louisiana	2 (0.6)	0 (0.2)	0 (0.9)	*** (***)	*** (***)	20 (1.4)	5 (0.7)	5 (2.3)	*** (***)	*** (***)
Maine*	4 (0.7)	*** (***)	0 (0.6)	*** (***)	*** (***)	33 (1.8)	*** (***)	11 (4.3)	*** (***)	*** (***)
Maryland	4 (0.6)	1 (0.4)	1 (0.8)	6 (3.0)	*** (***)	28 (1.6)	7 (1.2)	10 (2.9)	32 (5.4)	*** (***)
Massachusetts	5 (0.8)	0 (0.5)	0 (0.5)	3 (3.2)!	*** (***)	36 (1.7)	9 (2.8)	8 (2.3)	24 (8.1)!	*** (***)
Michigan	3 (0.6)	0 (0.2)	0 (0.6)	*** (***)	*** (***)	27 (2.1)	5 (2.0)	8 (2.9)	*** (***)	*** (***)
Minnesota	4 (0.5)	0 (1.3)	1 (0.8)	*** (***)	*** (***)	30 (1.4)	4 (3.0)	12 (3.8)	*** (***)	*** (***)
Mississippi	3 (0.7)	0 (0.1)	0 (0.6)	*** (***)	*** (***)	22 (1.5)	4 (0.6)	2 (1.7)	*** (***)	*** (***)
Missouri	5 (0.5)	1 (0.6)	0 (0.0)	*** (***)	*** (***)	31 (1.7)	7 (1.6)	10 (2.9)	*** (***)	*** (***)
Nebraska*	5 (0.8)	0 (0.0)	1 (1.2)	*** (***)	*** (***)	30 (1.9)	8 (2.4)	13 (3.4)	*** (***)	*** (***)
New Hampshire*	6 (0.7)	*** (***)	2 (1.7)	*** (***)	*** (***)	35 (1.6)	*** (***)	20 (4.2)	*** (***)	*** (***)
New Jersey*	7 (1.4)	1 (1.0)	2 (1.2)	6 (2.8)	*** (***)	39 (2.1)	9 (1.9)	11 (2.4)	43 (5.6)	*** (***)
New Mexico	5 (1.1)	1 (1.4)	1 (0.4)	*** (***)	0 (0.0)!	30 (2.8)	9 (6.2)	11 (1.1)	*** (***)	6 (3.6)!
New York*	5 (0.9)	1 (1.1)	0 (0.4)	6 (3.4)!	*** (***)	32 (1.5)	10 (2.2)	7 (1.7)	31 (6.3)!	*** (***)
North Carolina	6 (0.8)	1 (0.4)	1 (1.1)	*** (***)	3 (3.8)!	29 (1.7)	8 (1.7)	12 (3.4)	*** (***)	17 (4.9)!
North Dakota	4 (0.7)	*** (***)	5 (3.5)	*** (***)	1 (0.5)!	31 (1.6)	*** (***)	24 (6.7)	*** (***)	15 (5.5)!
Ohio	4 (0.5)	1 (0.6)	2 (1.5)	*** (***)	*** (***)	27 (1.6)	8 (2.2)	13 (4.9)	*** (***)	*** (***)
Oklahoma	3 (0.6)	0 (0.5)	0 (0.8)	*** (***)	2 (1.4)	29 (1.4)	8 (1.9)	12 (2.6)	*** (***)	22 (3.1)
Pennsylvania	5 (0.8)	0 (0.3)	2 (0.9)	*** (***)	*** (***)	33 (1.6)	6 (1.5)	13 (3.0)	*** (***)	*** (***)
Rhode Island	4 (0.5)	1 (1.2)	0 (0.4)	3 (2.0)	*** (***)	29 (2.0)	6 (2.6)	7 (1.7)	13 (4.2)	*** (***)
South Carolina	4 (0.8)	0 (0.2)	0 (0.9)	*** (***)	*** (***)	28 (1.6)	6 (1.1)	9 (3.6)	*** (***)	*** (***)
Tennessee	3 (0.6)	0 (0.4)	1 (1.2)	*** (***)	*** (***)	25 (1.7)	6 (1.1)	11 (3.4)	*** (***)	*** (***)
Texas	5 (0.8)	1 (0.5)	1 (0.4)	*** (***)	*** (***)	30 (2.4)	7 (1.7)	10 (1.5)	*** (***)	*** (***)
Utah	4 (0.6)	*** (***)	1 (0.9)	*** (***)	*** (***)	28 (1.3)	*** (***)	11 (2.5)	*** (***)	*** (***)
Virginia	7 (1.1)	1 (0.5)	1 (1.0)	5 (3.0)	*** (***)	35 (1.8)	10 (1.6)	10 (3.1)	36 (9.2)	*** (***)
West Virginia	4 (0.5)	2 (2.7)	2 (2.0)	*** (***)	*** (***)	23 (1.4)	10 (4.9)	13 (4.5)	*** (***)	*** (***)
Wisconsin	5 (0.6)	1 (0.7)	1 (1.1)	*** (***)	1 (1.5)!	33 (1.2)	7 (2.8)	14 (2.5)	*** (***)	13 (5.5)!
Wyoming	4 (0.6)	*** (***)	1 (0.8)	*** (***)	2 (2.3)!	31 (1.8)	*** (***)	14 (2.3)	*** (***)	15 (5.3)!
TERRITORY										
Guam	1 (0.8)	1 (1.5)	0 (0.3)	1 (0.3)	*** (***)	13 (1.6)	4 (2.4)	3 (1.3)	6 (1.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.3 | Achievement Levels by Race/Ethnicity, Grade 4, 1992 Reading Assessment (continued)

PUBLIC SCHOOLS	Percentage of Students At or Above Basic					Percentage of Students Below Basic				
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	White	Black	Hispanic	Asian/ Pacific Islander	American Indian
NATION	66 (1.5)	30 (2.0)	39 (2.1)	55 (6.5)	49 (6.4)	34 (1.5)	70 (2.0)	61 (2.1)	45 (6.5)	51 (6.4)
Northeast	72 (3.5)	34 (5.3)	41 (6.3)	*** (***)	*** (***)	28 (3.5)	66 (5.3)	59 (6.3)	*** (***)	*** (***)
Southeast	63 (4.7)	31 (3.7)	36 (4.7)!	*** (***)	*** (***)	37 (4.7)	69 (3.7)	64 (4.7)!	*** (***)	*** (***)
Central	68 (2.0)	26 (4.5)	50 (6.2)	*** (***)	*** (***)	32 (2.0)	74 (4.5)	50 (6.2)	*** (***)	*** (***)
West	63 (2.4)	24 (4.2)	34 (2.5)	53 (9.2)!	*** (***)	37 (2.4)	76 (4.2)	66 (2.5)	47 (9.2)!	*** (***)
STATES										
Alabama	60 (2.2)	25 (2.4)	29 (5.2)	*** (***)	*** (***)	40 (2.2)	75 (2.4)	71 (5.2)	*** (***)	*** (***)
Arizona	64 (1.6)	40 (5.8)	37 (2.3)	*** (***)	22 (4.7)	36 (1.6)	60 (5.8)	63 (2.3)	*** (***)	78 (4.7)
Arkansas	63 (1.7)	26 (1.8)	29 (5.4)	*** (***)	48 (7.5)	37 (1.7)	74 (1.8)	71 (5.4)	*** (***)	52 (7.5)
California	62 (3.0)	26 (4.5)	24 (2.5)	53 (4.0)	*** (***)	38 (3.0)	74 (4.5)	76 (2.5)	47 (4.0)	*** (***)
Colorado	67 (1.7)	45 (7.1)!	42 (2.8)	65 (8.6)	45 (7.8)	33 (1.7)	55 (7.1)!	58 (2.8)	35 (8.6)	55 (7.8)
Connecticut	77 (1.4)	30 (5.2)	33 (3.9)	*** (***)	*** (***)	23 (1.4)	70 (5.2)	67 (3.9)	*** (***)	*** (***)
Delaware	65 (1.6)	32 (2.2)	26 (4.5)	*** (***)	*** (***)	35 (1.6)	68 (2.2)	74 (4.5)	*** (***)	*** (***)
Dist. Columbia	81 (4.3)	25 (1.2)	20 (2.8)	*** (***)	*** (***)	19 (4.3)	75 (1.2)	80 (2.8)	*** (***)	*** (***)
Florida	62 (1.6)	24 (2.9)	39 (3.3)	*** (***)	*** (***)	38 (1.6)	76 (2.9)	61 (3.3)	*** (***)	*** (***)
Georgia	67 (1.9)	32 (3.0)	32 (5.6)	*** (***)	*** (***)	33 (1.9)	68 (3.0)	68 (5.6)	*** (***)	*** (***)
Hawaii	59 (3.7)	29 (4.9)	32 (3.7)	43 (2.2)	*** (***)	41 (3.7)	71 (4.9)	68 (3.7)	57 (2.2)	*** (***)
Idaho	67 (1.4)	*** (***)	39 (3.9)	*** (***)	42 (5.5)	33 (1.4)	*** (***)	61 (3.9)	*** (***)	58 (5.5)
Indiana	69 (1.7)	37 (3.4)	51 (4.7)	*** (***)	*** (***)	31 (1.7)	63 (3.4)	49 (4.7)	*** (***)	*** (***)
Iowa	72 (1.5)	49 (6.5)	54 (4.7)	*** (***)	*** (***)	28 (1.5)	51 (6.5)	46 (4.7)	*** (***)	*** (***)
Kentucky	58 (1.7)	35 (4.2)	31 (7.5)	*** (***)	*** (***)	42 (1.7)	65 (4.2)	69 (7.5)	*** (***)	*** (***)
Louisiana	58 (2.0)	25 (2.0)	30 (6.0)	*** (***)	*** (***)	42 (2.0)	75 (2.0)	70 (6.0)	*** (***)	*** (***)
Maine	73 (1.4)	*** (***)	47 (6.3)	*** (***)	*** (***)	27 (1.4)	*** (***)	53 (6.3)	*** (***)	*** (***)
Maryland	65 (1.8)	32 (3.1)	37 (3.7)	61 (6.5)	*** (***)	35 (1.8)	68 (3.1)	63 (3.7)	39 (6.5)	*** (***)
Massachusetts	77 (1.2)	44 (4.4)	39 (4.0)	58 (9.7)!	*** (***)	23 (1.2)	56 (4.4)	61 (4.0)	42 (9.7)!	*** (***)
Michigan	68 (2.1)	22 (2.6)	39 (4.8)	*** (***)	*** (***)	32 (2.1)	78 (2.6)	61 (4.8)	*** (***)	*** (***)
Minnesota	68 (1.6)	26 (6.1)	42 (5.5)	*** (***)	*** (***)	32 (1.6)	74 (6.1)	58 (5.5)	*** (***)	*** (***)
Mississippi	60 (2.2)	22 (1.8)	20 (4.1)	*** (***)	*** (***)	40 (2.2)	78 (1.8)	80 (4.1)	*** (***)	*** (***)
Missouri	71 (1.6)	33 (3.1)	38 (4.5)	*** (***)	*** (***)	29 (1.6)	67 (3.1)	62 (4.5)	*** (***)	*** (***)
Nebraska	70 (1.6)	32 (4.4)	45 (4.9)	*** (***)	*** (***)	30 (1.6)	68 (4.4)	55 (4.9)	*** (***)	*** (***)
New Hampshire	74 (2.0)	*** (***)	59 (5.8)	*** (***)	*** (***)	26 (2.0)	*** (***)	41 (5.8)	*** (***)	*** (***)
New Jersey	78 (1.6)	36 (3.8)	35 (4.6)	80 (4.7)	*** (***)	22 (1.6)	64 (3.8)	65 (4.6)	20 (4.7)	*** (***)
New Mexico	66 (2.2)	38 (7.1)	39 (2.3)	*** (***)	38 (6.2)!	34 (2.2)	62 (7.1)	61 (2.3)	*** (***)	62 (6.2)!
New York	71 (1.6)	40 (2.9)	30 (3.1)	66 (7.1)!	*** (***)	29 (1.6)	60 (2.9)	70 (3.1)	34 (7.1)!	*** (***)
North Carolina	64 (1.6)	33 (2.5)	34 (4.5)	*** (***)	38 (9.7)!	36 (1.6)	67 (2.5)	66 (4.5)	*** (***)	62 (9.7)!
North Dakota	72 (1.8)	*** (***)	68 (9.0)	*** (***)	53 (8.4)!	28 (1.8)	*** (***)	32 (9.0)	*** (***)	47 (8.4)!
Ohio	65 (1.8)	34 (3.2)	42 (6.7)	*** (***)	*** (***)	35 (1.8)	66 (3.2)	58 (6.7)	*** (***)	*** (***)
Oklahoma	69 (1.5)	36 (4.0)	47 (4.4)	*** (***)	58 (4.0)	31 (1.5)	64 (4.0)	53 (4.4)	*** (***)	42 (4.0)
Pennsylvania	73 (1.8)	26 (3.5)	38 (4.5)	*** (***)	*** (***)	27 (1.8)	74 (3.5)	62 (4.5)	*** (***)	*** (***)
Rhode Island	68 (1.7)	23 (3.7)	30 (4.7)	37 (5.3)	*** (***)	32 (1.7)	77 (3.7)	70 (4.7)	63 (5.3)	*** (***)
South Carolina	64 (2.4)	31 (2.2)	29 (4.5)	*** (***)	*** (***)	36 (2.4)	69 (2.2)	71 (4.5)	*** (***)	*** (***)
Tennessee	62 (1.6)	29 (3.2)	36 (5.4)	*** (***)	*** (***)	38 (1.6)	71 (3.2)	64 (5.4)	*** (***)	*** (***)
Texas	68 (2.4)	35 (4.5)	38 (2.5)	*** (***)	*** (***)	32 (2.4)	65 (4.5)	62 (2.5)	*** (***)	*** (***)
Utah	67 (1.5)	*** (***)	41 (3.5)	*** (***)	*** (***)	33 (1.5)	*** (***)	59 (3.5)	*** (***)	*** (***)
Virginia	73 (1.9)	40 (3.4)	41 (5.6)	74 (7.9)	*** (***)	27 (1.9)	60 (3.4)	59 (5.6)	26 (7.9)	*** (***)
West Virginia	59 (1.4)	37 (8.4)	36 (6.3)	*** (***)	*** (***)	41 (1.4)	63 (8.4)	64 (6.3)	*** (***)	*** (***)
Wisconsin	72 (1.4)	36 (5.3)	52 (4.7)	*** (***)	46 (9.4)!	28 (1.4)	64 (5.3)	48 (4.7)	*** (***)	54 (9.4)!
Wyoming	72 (1.7)	*** (***)	50 (4.5)	*** (***)	50 (7.6)!	28 (1.7)	*** (***)	50 (4.5)	*** (***)	50 (7.6)!
TERRITORY										
Guam	39 (3.6)	17 (5.8)	16 (2.0)	26 (1.5)	*** (***)	61 (3.6)	83 (5.8)	84 (2.0)	74 (1.5)	*** (***)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

National Performance by Gender

TABLE 2.4 **Average Reading Proficiency and Achievement Levels by Gender, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			Below Basic
			Advanced	Proficient	Basic	
Grade 4						
Male	51(0.6)	214(1.2)	4(0.6)	22(1.2)	54(1.7)	46(1.7)
Female	49(0.6)	222(1.0)	6(0.7)	28(1.5)	64(1.3)	36(1.3)
Grade 8						
Male	51(0.7)	254(1.1)	1(0.3)	22(1.2)	63(1.2)	37(1.2)
Female	49(0.7)	267(1.0)	3(0.5)	33(1.4)	75(1.1)	25(1.1)
Grade 12						
Male	49(0.6)	286(0.7)	2(0.3)	31(1.1)	70(1.1)	30(1.1)
Female	51(0.6)	296(0.7)	4(0.4)	42(1.2)	80(0.9)	20(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.5 **Average Reading Proficiency and Achievement Levels by Race/Ethnicity and Gender, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
White						
Male	36(0.5)	222(1.4)	6(0.9)	30(1.8)	64(2.0)	36(2.0)
Female	34(0.5)	230(1.4)	9(1.1)	37(2.1)	73(1.5)	27(1.5)
Black						
Male	7(0.3)	186(2.3)	0(0.1)	5(1.4)	23(2.6)	77(2.6)
Female	8(0.3)	199(2.2)	1(0.6)	10(2.2)	38(3.3)	62(3.3)
Hispanic						
Male	5(0.2)	198(3.2)	2(0.6)	12(2.1)	36(3.4)	64(3.4)
Female	4(0.2)	207(2.4)	3(1.9)	17(3.1)	46(3.7)	54(3.7)
Grade 8						
White						
Male	36(0.6)	261(1.3)	2(0.3)	28(1.6)	71(1.4)	29(1.4)
Female	34(0.6)	274(1.3)	4(0.7)	42(1.9)	83(1.3)	17(1.3)
Black						
Male	8(0.2)	232(2.0)	0(0.1)	6(1.3)	37(2.4)	63(2.4)
Female	8(0.2)	244(1.7)	0(0.3)	11(1.7)	51(2.5)	49(2.5)
Hispanic						
Male	5(0.2)	236(1.8)	0(0.5)	10(1.4)	42(2.6)	58(2.6)
Female	5(0.1)	248(2.0)	1(0.3)	18(1.7)	56(2.7)	44(2.7)
Grade 12						
White						
Male	35(0.6)	291(0.8)	5(0.4)	42(1.4)	77(1.1)	23(1.1)
Female	36(0.6)	302(0.7)	9(0.7)	55(1.4)	87(0.9)	13(0.9)
Black						
Male	7(0.3)	266(1.4)	0(0.3)	14(1.9)	46(3.7)	54(3.7)
Female	8(0.3)	276(1.9)	1(0.4)	22(2.2)	60(2.7)	40(2.7)
Hispanic						
Male	4(0.3)	273(2.8)	1(0.8)	19(3.8)	57(4.4)	43(4.4)
Female	5(0.2)	281(2.8)	3(1.1)	30(4.2)	65(3.2)	35(3.2)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error or because some students categorized themselves as "others."

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.6 | Average Reading Proficiency by Gender, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Male		Female	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	51 (0.7)	212 (1.4)	49 (0.7)	220 (1.1)
Northeast	50 (2.0)	218 (4.7)	50 (2.0)	224 (3.6)
Southeast	49 (1.3)	205 (3.0)	51 (1.3)	217 (2.6)
Central	54 (1.1)	217 (1.6)	46 (1.1)	221 (2.4)
West	52 (1.4)	208 (2.6)	48 (1.4)	218 (1.4)
STATES				
Alabama	52 (1.1)	205 (1.7)	48 (1.1)	212 (2.0)
Arizona	48 (1.0)	206 (1.5)	52 (1.0)	214 (1.4)
Arkansas	50 (1.0)	209 (1.6)	50 (1.0)	215 (1.4)
California	49 (1.1)	198 (2.4)	51 (1.1)	208 (2.2)
Colorado	51 (1.0)	215 (1.3)	49 (1.0)	221 (1.5)
Connecticut	51 (1.3)	220 (1.5)	49 (1.3)	226 (1.6)
Delaware*	50 (1.1)	210 (1.2)	50 (1.1)	218 (1.0)
Dist. Columbia	50 (1.0)	186 (1.3)	50 (1.0)	191 (1.0)
Florida	51 (0.9)	206 (1.5)	49 (0.9)	212 (1.4)
Georgia	51 (1.1)	211 (1.8)	49 (1.1)	216 (1.7)
Hawaii	51 (0.9)	199 (2.1)	49 (0.9)	210 (1.8)
Idaho	50 (1.1)	218 (1.1)	50 (1.1)	223 (1.2)
Indiana	50 (1.2)	220 (1.5)	50 (1.2)	225 (1.5)
Iowa	50 (0.8)	223 (1.4)	50 (0.8)	230 (1.1)
Kentucky	53 (1.0)	210 (1.6)	47 (1.0)	217 (1.4)
Louisiana	50 (0.9)	201 (1.5)	50 (0.9)	208 (1.3)
Maine*	48 (1.4)	226 (1.2)	52 (1.4)	230 (1.5)
Maryland	49 (1.0)	208 (1.9)	51 (1.0)	216 (1.8)
Massachusetts	50 (0.9)	226 (1.2)	50 (0.9)	229 (1.1)
Michigan	50 (1.1)	215 (1.9)	50 (1.1)	219 (1.6)
Minnesota	51 (1.3)	219 (1.5)	49 (1.3)	226 (1.4)
Mississippi	52 (1.0)	197 (1.8)	48 (1.0)	203 (1.3)
Missouri	50 (0.9)	219 (1.4)	50 (0.9)	224 (1.5)
Nebraska*	52 (1.3)	219 (1.4)	48 (1.3)	226 (1.3)
New Hampshire*	51 (1.0)	226 (1.5)	49 (1.0)	233 (1.2)
New Jersey*	50 (1.1)	222 (1.7)	50 (1.1)	227 (1.8)
New Mexico	50 (0.8)	209 (1.6)	50 (0.8)	214 (1.8)
New York*	52 (1.1)	213 (1.9)	48 (1.1)	219 (1.7)
North Carolina	51 (0.9)	210 (1.4)	49 (0.9)	216 (1.4)
North Dakota	51 (1.2)	225 (1.4)	49 (1.2)	228 (1.4)
Ohio	50 (1.0)	215 (1.7)	50 (1.0)	222 (1.5)
Oklahoma	49 (1.0)	219 (1.2)	51 (1.0)	224 (1.1)
Pennsylvania	48 (1.2)	219 (1.6)	52 (1.2)	225 (1.5)
Rhode Island	51 (1.3)	216 (2.1)	49 (1.3)	220 (2.0)
South Carolina	48 (0.9)	207 (1.5)	52 (0.9)	214 (1.6)
Tennessee	50 (1.1)	210 (1.6)	50 (1.1)	216 (1.6)
Texas	52 (1.2)	210 (1.7)	48 (1.2)	217 (1.9)
Utah	48 (1.0)	218 (1.5)	52 (1.0)	225 (1.2)
Virginia	51 (0.9)	218 (1.8)	49 (0.9)	226 (1.4)
West Virginia	51 (0.8)	212 (1.4)	49 (0.8)	221 (1.6)
Wisconsin	50 (0.9)	222 (1.2)	50 (0.9)	228 (1.2)
Wyoming	51 (0.9)	221 (1.6)	49 (0.9)	227 (1.0)
TERRITORY				
Guam	52 (1.2)	175 (1.9)	48 (1.2)	190 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.7 | **Achievement Levels by Gender, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students At or Above Advanced		Percentage of Students At or Above Proficient		Percentage of Students At or Above Basic		Percentage of Students Below Basic	
	Male	Female	Male	Female	Male	Female	Male	Female
NATION	3 (0.6)	5 (0.8)	21 (1.4)	26 (1.6)	53 (1.8)	61 (1.5)	47 (1.8)	39 (1.5)
Northeast	5 (2.5)	7 (2.7)	27 (5.5)	32 (4.4)	58 (5.0)	65 (4.2)	42 (5.0)	35 (4.2)
Southeast	2 (0.9)	4 (1.1)	16 (2.0)	22 (3.3)	45 (4.0)	58 (4.1)	55 (4.0)	42 (4.1)
Central	3 (1.2)	5 (1.2)	24 (2.7)	26 (2.9)	59 (3.0)	64 (3.2)	41 (3.0)	36 (3.2)
West	2 (0.9)	4 (1.4)	18 (2.0)	25 (2.0)	48 (3.0)	59 (2.3)	52 (3.0)	41 (2.3)
STATES								
Alabama	2 (0.5)	3 (0.5)	14 (1.4)	20 (1.8)	44 (2.2)	52 (2.4)	56 (2.2)	48 (2.4)
Arizona	1 (0.4)	3 (0.5)	14 (1.5)	21 (1.6)	47 (2.2)	55 (1.9)	53 (2.2)	45 (1.9)
Arkansas	2 (0.6)	3 (0.6)	17 (1.2)	22 (1.8)	49 (2.3)	56 (2.0)	51 (2.3)	44 (2.0)
California	2 (0.5)	4 (0.9)	14 (1.8)	20 (1.9)	41 (2.5)	49 (2.8)	59 (2.5)	51 (2.8)
Colorado	2 (0.5)	3 (0.5)	19 (1.6)	25 (1.8)	57 (2.3)	63 (2.1)	43 (2.3)	37 (2.1)
Connecticut	3 (0.6)	6 (1.5)	26 (1.6)	33 (1.8)	63 (2.3)	68 (2.3)	37 (2.3)	32 (2.3)
Delaware*	2 (0.5)	4 (0.7)	18 (1.6)	24 (1.7)	49 (1.7)	59 (2.0)	51 (1.7)	41 (2.0)
Dist. Columbia	1 (0.4)	2 (0.3)	7 (0.9)	9 (0.9)	26 (1.4)	29 (1.4)	74 (1.4)	71 (1.4)
Florida	2 (0.7)	2 (0.4)	17 (1.5)	19 (1.4)	46 (2.1)	53 (2.0)	54 (2.1)	47 (2.0)
Georgia	3 (0.6)	4 (0.8)	20 (1.7)	24 (2.0)	51 (2.3)	56 (2.3)	49 (2.3)	44 (2.3)
Hawaii	2 (0.4)	2 (0.4)	12 (1.4)	17 (1.7)	39 (2.3)	50 (2.3)	61 (2.3)	50 (2.3)
Idaho	2 (0.5)	4 (0.9)	22 (1.4)	26 (1.8)	60 (1.4)	66 (1.8)	40 (1.4)	34 (1.8)
Indiana	3 (0.7)	4 (1.0)	25 (1.6)	29 (1.9)	60 (2.2)	68 (2.1)	40 (2.2)	32 (2.1)
Iowa	3 (0.7)	6 (1.0)	28 (1.6)	35 (2.0)	66 (1.9)	74 (1.5)	34 (1.9)	26 (1.5)
Kentucky	2 (0.6)	3 (0.7)	18 (1.7)	21 (1.7)	51 (2.1)	59 (2.0)	49 (2.1)	41 (2.0)
Louisiana	1 (0.4)	2 (0.4)	11 (1.6)	14 (1.4)	39 (2.2)	46 (1.9)	61 (2.2)	54 (1.9)
Maine*	3 (0.7)	6 (1.1)	30 (1.7)	33 (2.4)	69 (2.2)	75 (1.8)	31 (2.2)	25 (1.8)
Maryland	2 (0.5)	4 (0.7)	17 (1.3)	24 (1.7)	48 (2.1)	58 (2.3)	52 (2.1)	42 (2.3)
Massachusetts	4 (0.7)	5 (0.9)	30 (2.0)	34 (1.7)	70 (1.7)	72 (1.9)	30 (1.7)	28 (1.9)
Michigan	2 (0.7)	3 (0.8)	21 (2.1)	24 (2.2)	56 (2.5)	62 (2.1)	44 (2.5)	38 (2.1)
Minnesota	2 (0.5)	5 (0.8)	24 (1.7)	32 (2.1)	62 (2.0)	68 (1.9)	38 (2.0)	32 (1.9)
Mississippi	1 (0.3)	2 (0.4)	10 (0.9)	13 (1.0)	35 (2.1)	41 (2.4)	65 (2.1)	59 (2.4)
Missouri	3 (0.6)	5 (0.8)	24 (1.6)	29 (2.1)	60 (2.1)	66 (1.9)	40 (2.1)	34 (1.9)
Nebraska*	3 (0.8)	5 (0.9)	24 (1.6)	30 (2.3)	61 (2.2)	69 (1.7)	39 (2.2)	31 (1.7)
New Hampshire*	5 (0.9)	7 (1.1)	30 (2.1)	37 (1.9)	69 (2.4)	77 (2.4)	31 (2.4)	23 (2.4)
New Jersey*	4 (0.9)	7 (1.3)	27 (1.9)	34 (2.6)	63 (2.5)	69 (2.4)	37 (2.5)	31 (2.4)
New Mexico	3 (0.6)	3 (0.8)	18 (1.7)	21 (2.2)	48 (2.2)	54 (1.9)	52 (2.2)	46 (1.9)
New York*	3 (0.6)	4 (0.7)	21 (1.6)	26 (1.6)	55 (1.9)	61 (2.2)	45 (1.9)	39 (2.2)
North Carolina	4 (0.7)	4 (0.7)	20 (1.2)	23 (1.7)	51 (1.8)	55 (1.9)	49 (1.8)	45 (1.9)
North Dakota	4 (0.9)	5 (1.1)	29 (2.0)	33 (2.0)	69 (2.4)	73 (2.2)	31 (2.4)	27 (2.2)
Ohio	2 (0.5)	5 (0.7)	20 (1.8)	27 (2.1)	56 (2.3)	64 (2.0)	44 (2.3)	36 (2.0)
Oklahoma	2 (0.5)	3 (0.7)	22 (1.3)	28 (1.5)	61 (1.8)	67 (1.6)	39 (1.8)	33 (1.6)
Pennsylvania	3 (0.6)	5 (1.0)	25 (2.1)	30 (1.7)	61 (2.2)	68 (2.4)	39 (2.2)	32 (2.4)
Rhode Island	3 (0.6)	4 (0.7)	22 (1.9)	26 (2.4)	57 (2.7)	62 (2.3)	43 (2.7)	38 (2.3)
South Carolina	2 (0.6)	3 (0.7)	17 (1.2)	20 (1.7)	45 (2.0)	53 (2.4)	55 (2.0)	47 (2.4)
Tennessee	2 (0.7)	3 (0.6)	18 (1.8)	22 (1.7)	50 (1.9)	56 (2.2)	50 (1.9)	44 (2.2)
Texas	2 (0.7)	4 (0.8)	17 (1.9)	23 (2.2)	50 (2.5)	57 (2.4)	50 (2.5)	43 (2.4)
Utah	3 (0.5)	4 (0.7)	23 (1.7)	29 (1.4)	59 (2.1)	68 (1.9)	41 (2.1)	32 (1.9)
Virginia	4 (0.7)	6 (1.0)	24 (1.9)	31 (1.8)	59 (2.5)	68 (1.9)	41 (2.5)	32 (1.9)
West Virginia	2 (0.5)	5 (0.9)	18 (1.6)	26 (1.8)	53 (1.9)	62 (1.8)	47 (1.9)	38 (1.8)
Wisconsin	3 (0.7)	5 (0.9)	25 (1.4)	33 (1.7)	64 (1.7)	70 (1.9)	36 (1.7)	30 (1.9)
Wyoming	3 (0.8)	4 (0.6)	26 (2.2)	31 (1.5)	64 (2.1)	72 (1.6)	36 (2.1)	28 (1.6)
TERRITORY								
Guam	0 (0.2)	1 (0.4)	4 (0.8)	9 (1.4)	20 (1.5)	31 (1.8)	80 (1.5)	69 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

National Performance by Type of Community

TABLE 2.8 Average Reading Proficiency and Achievement Levels by Type of Community, Grades 4, 8, and 12, 1992 Reading Assessment

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
Advantaged Urban	10(1.9)	240(3.1)	12(2.5)	48(4.1)	82(3.3)	18(3.3)
Disadvantaged Urban	9(1.2)	188(2.7)	0(0.2)	5(1.3)	25(3.1)	75(3.1)
Extreme Rural	12(2.2)	220(3.0)	4(1.3)	24(1.8)	62(3.9)	38(3.9)
Other	69(2.9)	218(1.1)	4(0.6)	25(1.3)	60(1.3)	40(1.3)
Grade 8						
Advantaged Urban	10(1.9)	280(2.1)	5(1.4)	50(3.2)	87(1.9)	13(1.9)
Disadvantaged Urban	10(1.5)	237(1.9)	0(0.2)	9(1.2)	43(2.2)	57(2.2)
Extreme Rural	7(2.2)!	263(3.8)!	2(0.8)	29(4.5)	73(5.0)	27(5.0)
Other	72(2.9)	260(1.1)	2(0.4)	27(1.0)	69(1.3)	31(1.3)
Grade 12						
Advantaged Urban	12(2.2)	303(2.1)	6(1.1)	52(3.2)	86(1.9)	14(1.9)
Disadvantaged Urban	10(1.5)	275(2.6)	1(0.7)	20(2.7)	57(3.5)	43(3.5)
Extreme Rural	10(1.5)	286(2.0)	2(0.6)	30(3.6)	71(2.5)	29(2.5)
Other	68(3.0)	292(0.8)	3(0.4)	38(1.1)	77(0.9)	23(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. Percentages may not total 100 due to rounding error. !Interpret with caution -- the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.9 | **Average Reading Proficiency by Type of Community, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Advantaged Urban		Disadvantaged Urban		Extreme Rural		Other	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	7 (2.1)	239 (4.8)!	10 (1.3)	188 (2.8)	13 (2.4)	219 (3.0)	70 (3.2)	217 (1.2)
Northeast	14 (7.2)	248 (6.6)!	14 (4.1)	199 (4.7)!	2 (2.5)	*** (***)	69 (8.1)	220 (3.5)
Southeast	5 (3.3)	240 (3.6)!	14 (3.4)	187 (3.1)!	19 (6.9)	213 (5.2)!	62 (7.5)	214 (3.1)
Central	3 (2.3)	*** (***)	9 (2.2)	183 (4.6)!	15 (3.4)	228 (4.1)!	73 (4.8)	221 (2.0)
West	7 (3.7)	226 (4.2)!	5 (1.4)	170(10.8)!	14 (4.5)	216 (4.0)!	74 (5.4)	214 (2.1)
STATES								
Alabama	11 (3.1)	229 (3.1)!	13 (3.2)	189 (4.9)!	16 (4.1)	212 (3.0)!	61 (5.7)	209 (2.7)
Arizona	12 (3.7)	224 (3.2)!	11 (3.2)	205 (4.4)!	8 (3.1)	202 (8.9)!	70 (5.2)	209 (2.2)
Arkansas	1 (1.2)	*** (***)	6 (1.5)	198 (5.7)!	25 (4.0)	212 (2.9)	68 (4.2)	212 (1.8)
California	13 (2.8)	232 (3.1)!	22 (3.7)	179 (4.7)	0 (0.1)	*** (***)	65 (4.7)	206 (2.6)
Colorado	18 (3.2)	223 (1.8)	13 (2.7)	202 (2.2)!	12 (2.7)	219 (3.6)!	57 (5.0)	220 (1.8)
Connecticut	19 (4.4)	234 (3.0)!	16 (3.1)	191 (4.1)!	0 (0.0)	*** (***)	65 (5.1)	229 (1.3)
Delaware*	10 (0.1)	213 (3.5)	8 (0.2)	209 (3.6)	23 (0.2)	215 (1.0)	58 (0.2)	215 (1.0)
Dist. Columbia	20 (0.2)	216 (1.8)	60 (0.2)	181 (1.1)	0 (0.0)	*** (***)	19 (0.2)	191 (2.0)
Florida	16 (3.1)	226 (2.7)!	21 (3.6)	189 (3.6)	4 (1.6)	215 (4.6)!	59 (4.5)	212 (1.3)
Georgia	11 (3.5)	233 (4.2)!	12 (3.5)	190 (3.9)!	12 (3.8)	214 (3.4)!	65 (6.0)	214 (1.9)
Hawaii	12 (3.6)	223 (3.1)!	9 (1.8)	180 (6.4)	5 (2.1)	202 (3.9)!	74 (4.4)	206 (2.2)
Idaho	10 (2.7)	232 (2.7)!	1 (0.9)	*** (***)	33 (4.9)	218 (1.9)	56 (5.4)	221 (1.4)
Indiana	8 (2.7)	240 (3.2)!	10 (2.9)	205 (3.5)!	15 (3.3)	225 (3.1)!	67 (5.0)	223 (1.5)
Iowa	7 (3.0)	241 (3.2)!	6 (2.6)	217 (4.9)!	39 (3.5)	227 (1.7)	48 (4.6)	228 (1.5)
Kentucky	6 (2.7)	238 (4.1)!	11 (2.8)	201 (3.9)!	23 (3.9)	214 (2.5)	61 (4.4)	213 (1.6)
Louisiana	5 (2.2)	227 (6.1)!	18 (2.6)	187 (3.7)	10 (2.4)	208 (4.5)!	67 (3.8)	207 (1.4)
Maine*	2 (1.5)	*** (***)	2 (1.1)	*** (***)	23 (5.3)	227 (2.7)!	73 (5.3)	229 (1.4)
Maryland	20 (3.9)	224 (4.3)!	15 (3.8)	185 (7.6)!	5 (2.0)	211 (4.0)!	60 (5.1)	214 (2.0)
Massachusetts	17 (3.4)	237 (2.2)!	14 (2.6)	202 (2.6)	2 (1.0)	*** (***)	67 (4.3)	231 (1.3)
Michigan	10 (3.0)	240 (4.3)!	14 (3.7)	193 (4.5)!	11 (3.6)	225 (3.2)!	65 (5.2)	221 (1.6)
Minnesota	13 (3.8)	228 (3.0)!	3 (2.0)	*** (***)	27 (4.0)	219 (2.3)	58 (5.3)	222 (2.0)
Mississippi	1 (1.2)	*** (***)	5 (1.8)	189 (5.2)!	11 (2.3)	206 (4.7)!	82 (3.2)	199 (1.6)
Missouri	9 (3.0)	238 (4.8)!	10 (2.9)	191 (5.4)!	27 (4.0)	225 (1.8)	54 (5.3)	223 (1.6)
Nebraska*	8 (2.6)	236 (3.2)!	6 (1.6)	206 (2.4)!	27 (3.8)	226 (1.9)	59 (4.7)	220 (1.7)
New Hampshire*	8 (3.5)	235 (3.2)!	1 (1.2)	*** (***)	5 (2.2)	231 (3.1)!	85 (4.1)	230 (1.6)
New Jersey*	30 (4.3)	238 (2.4)	17 (3.2)	195 (3.1)!	0 (0.0)	*** (***)	53 (4.9)	227 (2.2)
New Mexico	6 (3.0)	234 (4.3)!	9 (3.0)	203 (5.3)!	3 (1.9)	203 (7.1)!	81 (4.6)	212 (1.9)
New York*	15 (3.4)	231 (2.7)!	23 (3.7)	193 (4.3)	3 (1.6)	222 (3.5)!	60 (4.6)	222 (3.0)
North Carolina	5 (1.7)	232 (4.9)!	4 (2.0)	204 (3.2)!	21 (4.2)	210 (2.5)!	70 (4.9)	212 (1.6)
North Dakota	10 (3.2)	234 (3.5)!	2 (1.6)	*** (***)	40 (3.8)	226 (2.3)	48 (4.6)	226 (1.5)
Ohio	10 (2.7)	236 (3.6)!	17 (2.6)	198 (3.1)	17 (3.9)	220 (3.0)!	56 (5.1)	222 (2.1)
Oklahoma	9 (3.1)	231 (3.1)!	11 (3.0)	213 (4.9)!	20 (3.7)	223 (2.6)	60 (4.4)	223 (1.5)
Pennsylvania	14 (4.5)	232 (4.0)!	17 (3.2)	195 (4.7)	15 (4.1)	229 (2.3)!	54 (5.6)	226 (1.5)
Rhode Island	12 (4.0)	236 (3.7)!	24 (4.8)	191 (4.6)!	0 (0.0)	*** (***)	63 (5.6)	224 (1.9)
South Carolina	7 (2.5)	230 (5.9)!	6 (1.5)	192 (3.5)!	13 (3.0)	201 (3.4)!	74 (4.0)	212 (1.6)
Tennessee	6 (2.8)	235 (4.3)!	13 (3.5)	192 (4.5)!	10 (2.7)	210 (3.2)!	71 (4.6)	215 (1.6)
Texas	10 (2.9)	245 (3.0)!	21 (5.1)	205 (4.2)!	11 (3.3)	215 (8.6)!	57 (5.7)	212 (2.0)
Utah	19 (3.7)	230 (2.7)	4 (1.8)	200(10.6)!	7 (2.7)	220 (3.2)!	70 (4.4)	221 (1.2)
Virginia	12 (3.1)	243 (3.9)!	14 (3.1)	206 (3.5)!	14 (3.0)	220 (3.4)!	59 (4.8)	220 (2.3)
West Virginia	1 (1.2)	*** (***)	8 (2.4)	212 (5.1)!	16 (3.7)	218 (2.4)!	75 (4.7)	217 (1.7)
Wisconsin	9 (2.7)	236 (3.3)!	6 (2.1)	208 (6.3)!	26 (5.2)	226 (2.4)	60 (5.4)	226 (1.4)
Wyoming	6 (2.0)	235 (4.4)!	4 (1.7)	209 (3.9)!	22 (3.3)	229 (1.6)	68 (4.2)	223 (1.6)
TERRITORY								
Guam	0 (0.0)	*** (***)	0 (0.0)	*** (***)	23 (0.2)	179 (2.2)	77 (0.2)	187 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.10 | **Achievement Levels by Type of Community, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students At or Above Advanced				Percentage of Students At or Above Proficient			
	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	13 (4.0)!	0 (0.2)	4 (1.3)	4 (0.6)	47 (6.1)!	5 (1.3)	24 (1.8)	24 (1.4)
Northeast	19 (7.8)!	1 (0.4)!	*** (***)	5 (2.5)	58 (7.8)!	8 (3.0)!	*** (***)	28 (4.5)
Southeast	9 (3.5)!	0 (0.0)!	3 (1.0)!	3 (0.7)	47 (7.1)!	5 (1.5)!	17 (4.1)!	20 (3.0)
Central	*** (***)	0 (0.8)!	4 (2.0)!	4 (1.1)	*** (***)	4 (3.0)!	31 (4.6)!	25 (3.1)
West	4 (2.5)!	0 (0.0)!	5 (2.5)!	3 (0.6)	30 (5.9)!	1 (1.0)!	23 (2.7)!	22 (2.2)
STATES								
Alabama	5 (2.0)!	0 (0.4)!	3 (1.1)!	2 (0.6)	32 (4.4)!	5 (2.8)!	18 (2.4)!	18 (2.0)
Arizona	4 (1.7)!	1 (0.9)!	2 (0.9)!	2 (0.4)	27 (3.5)!	12 (3.5)!	14 (5.5)!	17 (1.8)
Arkansas	*** (***)	1 (0.8)!	2 (0.8)	3 (0.5)	*** (***)	12 (4.5)!	18 (2.6)	20 (1.6)
California	9 (1.9)!	0 (0.3)	*** (***)	2 (0.6)	39 (5.0)!	4 (1.5)	*** (***)	17 (1.8)
Colorado	4 (1.3)	0 (0.5)!	2 (0.7)!	3 (0.6)	26 (2.2)	10 (1.8)!	21 (3.5)!	23 (2.2)
Connecticut	7 (1.9)!	0 (0.7)!	*** (***)	5 (1.2)	41 (4.6)!	5 (2.1)!	*** (***)	34 (2.0)
Delaware*	3 (1.4)	2 (1.5)	2 (1.0)	4 (0.5)	24 (4.2)	17 (5.1)	21 (1.4)	22 (1.7)
Dist. Columbia	5 (1.0)	0 (0.2)	*** (***)	2 (1.2)	24 (2.0)	4 (0.7)	*** (***)	9 (2.2)
Florida	5 (1.4)!	0 (0.3)	3 (2.5)!	2 (0.4)	31 (3.1)!	8 (1.6)	21 (7.5)!	19 (1.5)
Georgia	8 (3.4)!	1 (1.1)!	3 (1.7)!	4 (0.7)	40 (6.6)!	7 (2.5)!	22 (4.1)!	23 (1.8)
Hawaii	5 (1.5)!	0 (0.3)	2 (1.8)!	2 (0.4)	27 (4.6)!	5 (3.1)	13 (3.2)!	15 (1.6)
Idaho	3 (1.4)!	*** (***)	2 (0.8)	3 (0.6)	35 (5.0)!	*** (***)	21 (2.6)	24 (1.9)
Indiana	10 (2.6)!	1 (0.6)!	3 (1.3)!	4 (0.8)	48 (5.0)!	11 (2.6)!	28 (4.0)!	26 (1.8)
Iowa	10 (2.1)!	3 (2.0)!	5 (1.4)	5 (0.7)	49 (6.3)!	20 (4.4)!	31 (2.2)	32 (2.5)
Kentucky	7 (3.8)!	1 (1.0)!	2 (0.8)	2 (0.5)	46 (5.8)!	12 (3.0)!	19 (2.7)	19 (1.8)
Louisiana	6 (2.0)!	0 (0.4)	1 (0.6)!	1 (0.4)	29 (6.4)!	4 (1.8)	15 (3.6)!	13 (1.1)
Maine*	*** (***)	*** (***)	4 (1.6)!	5 (0.9)	*** (***)	*** (***)	32 (4.4)!	32 (2.2)
Maryland	6 (1.5)!	1 (0.4)!	2 (1.4)!	3 (0.7)	34 (3.4)!	5 (2.2)!	15 (4.9)!	21 (1.9)
Massachusetts	6 (2.0)!	0 (0.4)	*** (***)	5 (0.8)	43 (4.4)!	9 (2.4)	*** (***)	35 (2.2)
Michigan	10 (4.4)!	0 (0.4)!	2 (1.5)!	3 (0.5)	46 (7.7)!	5 (2.3)!	27 (4.4)!	24 (2.2)
Minnesota	4 (2.2)!	*** (***)	3 (1.0)	4 (0.6)	34 (3.9)!	*** (***)	24 (2.1)	27 (2.1)
Mississippi	*** (***)	0 (0.4)!	2 (1.1)!	1 (0.4)	*** (***)	4 (3.4)!	18 (2.8)!	11 (0.9)
Missouri	10 (3.5)!	1 (1.0)!	4 (0.7)	3 (0.9)	47 (8.3)!	7 (2.8)!	28 (2.2)	26 (2.1)
Nebraska*	7 (3.7)!	2 (1.0)!	5 (1.3)	3 (0.8)	42 (5.9)!	14 (3.0)!	27 (3.2)	25 (1.9)
New Hampshire*	6 (4.1)!	*** (***)	7 (2.5)!	6 (0.9)	38 (4.4)!	*** (***)	35 (5.0)!	34 (2.1)
New Jersey*	8 (1.8)	0 (0.2)!	*** (***)	6 (1.4)	44 (4.2)	7 (2.0)!	*** (***)	32 (2.3)
New Mexico	9 (3.0)!	1 (0.7)!	1 (1.2)!	3 (0.8)	42 (8.1)!	13 (4.6)!	12 (6.3)!	19 (1.8)
New York*	7 (2.2)!	1 (0.8)	4 (2.3)!	4 (0.6)	36 (3.7)!	9 (2.3)	26 (6.3)!	27 (2.2)
North Carolina	11 (4.3)!	2 (1.2)!	3 (0.9)!	4 (0.6)	44 (4.8)!	13 (3.2)!	18 (2.1)!	21 (1.5)
North Dakota	5 (3.5)!	*** (***)	3 (0.3)	5 (1.1)	39 (6.4)!	*** (***)	29 (2.9)	30 (2.0)
Ohio	7 (2.6)!	0 (0.4)	2 (1.0)!	4 (0.8)	42 (4.4)!	8 (1.9)	23 (3.8)!	26 (2.4)
Oklahoma	5 (3.6)!	1 (0.7)!	2 (0.9)	3 (0.6)	35 (5.2)!	17 (4.3)!	26 (2.2)	26 (1.9)
Pennsylvania	8 (1.8)!	1 (1.0)	4 (1.4)!	5 (0.9)	37 (4.1)!	9 (3.7)	32 (3.1)!	30 (1.7)
Rhode Island	9 (2.2)!	0 (0.3)!	*** (***)	4 (0.9)	41 (6.0)!	7 (2.0)!	*** (***)	27 (2.4)
South Carolina	6 (1.8)!	0 (0.3)!	2 (1.2)!	3 (0.7)	36 (6.5)!	4 (2.2)!	12 (2.4)!	20 (1.5)
Tennessee	6 (2.8)!	1 (0.8)!	2 (1.0)!	2 (0.6)	42 (5.7)!	6 (1.8)!	15 (3.1)!	21 (1.6)
Texas	13 (3.3)!	1 (0.6)!	3 (1.9)!	2 (0.5)	54 (6.2)!	12 (3.3)!	23 (7.3)!	18 (1.9)
Utah	5 (1.5)	1 (1.2)!	4 (1.9)!	3 (0.6)	35 (3.7)	11 (4.2)!	24 (4.5)!	25 (1.4)
Virginia	13 (3.9)!	2 (1.2)!	4 (1.7)!	3 (0.8)	50 (7.3)!	13 (3.1)!	23 (3.8)!	25 (2.7)
West Virginia	*** (***)	3 (2.6)!	4 (1.1)!	3 (0.6)	*** (***)	20 (5.2)!	23 (2.8)!	22 (1.7)
Wisconsin	9 (2.9)!	3 (2.3)!	3 (1.2)	4 (0.8)	40 (5.5)!	16 (4.2)!	30 (2.8)!	30 (1.6)
Wyoming	8 (2.6)!	0 (0.6)!	5 (1.2)	3 (0.5)	38 (5.5)!	13 (4.0)!	35 (3.1)	26 (1.9)
TERRITORY								
Guam	*** (***)	*** (***)	0 (0.4)	1 (0.3)	*** (***)	*** (***)	4 (1.1)	8 (1.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.10 | **Achievement Levels by Type of Community, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Percentage of Students At or Above Basic				Percentage of Students Below Basic			
	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	80 (5.1)!	25 (3.1)	62 (4.0)	58 (1.4)	20 (5.1)!	75 (3.1)	38 (4.0)	42 (1.4)
Northeast	88 (5.9)!	34 (7.1)!	*** (***)	62 (3.6)	12 (5.9)!	66 (7.1)!	*** (***)	38 (3.6)
Southeast	84 (5.7)!	24 (4.6)!	56 (6.2)!	54 (4.0)	16 (5.7)!	76 (4.6)!	44 (6.2)!	46 (4.0)
Central	*** (***)	21 (6.1)!	76 (4.7)!	63 (2.3)	*** (***)	79 (6.1)!	24 (4.7)!	37 (2.3)
West	65 (4.3)!	13 (4.9)!	54 (5.4)!	54 (2.3)	35 (4.3)!	87 (4.9)!	46 (5.4)!	46 (2.3)
STATES								
Alabama	72 (4.6)!	27 (5.9)!	51 (4.6)!	49 (3.0)	28 (4.6)!	73 (5.9)!	49 (4.6)!	51 (3.0)
Arizona	66 (5.4)!	44 (5.3)!	43(11.1)!	50 (2.8)	34 (5.4)!	56 (5.3)!	57(11.1)!	50 (2.8)
Arkansas	*** (***)	35 (7.4)!	54 (3.4)	53 (2.3)	*** (***)	65 (7.4)!	46 (3.4)	47 (2.3)
California	75 (3.6)!	21 (4.8)	*** (***)	48 (2.8)	25 (3.6)!	79 (4.8)	*** (***)	52 (2.8)
Colorado	68 (2.7)	40 (3.5)!	61 (5.3)!	63 (2.5)	32 (2.7)	60 (3.5)!	39 (5.3)!	37 (2.5)
Connecticut	79 (4.3)!	27 (5.0)!	*** (***)	73 (1.9)	21 (4.3)!	73 (5.0)!	*** (***)	27 (1.9)
Delaware	54 (2.8)	48 (3.6)	55 (2.5)	55 (1.5)	46 (2.8)	52 (3.6)	45 (2.5)	45 (1.5)
Dist. Columbia	56 (2.6)	20 (1.8)	*** (***)	28 (3.0)	44 (2.6)	80 (1.8)	*** (***)	72 (3.0)
Florida	68 (3.1)!	28 (3.5)	53 (9.6)!	52 (2.0)	32 (3.1)!	72 (3.5)	47 (9.6)!	48 (2.0)
Georgia	77 (4.5)!	26 (4.9)!	55 (4.7)!	54 (2.3)	23 (4.5)!	74 (4.9)!	45 (4.7)!	46 (2.3)
Hawaii	64 (4.1)!	21 (4.8)	40 (6.1)!	46 (2.6)	36 (4.1)!	79 (4.8)	60 (6.1)!	54 (2.6)
Idaho	79 (3.2)!	*** (***)	61 (2.5)	63 (1.9)	21 (3.2)!	*** (***)	39 (2.5)	37 (1.9)
Indiana	83 (3.7)!	41 (5.3)!	69 (3.8)!	65 (2.0)	17 (3.7)!	59 (5.3)!	31 (3.8)!	35 (2.0)
Iowa	84 (4.4)!	54 (5.7)!	70 (2.2)	72 (2.1)	16 (4.4)!	46 (5.7)!	30 (2.2)	28 (2.1)
Kentucky	84 (3.8)!	39 (5.0)!	57 (4.1)	54 (2.2)	16 (3.8)!	61 (5.0)!	43 (4.1)	46 (2.2)
Louisiana	70 (8.8)!	24 (4.4)	46 (6.9)!	45 (2.0)	30 (8.8)!	76 (4.4)	54 (6.9)!	55 (2.0)
Maine	*** (***)	*** (***)	70 (3.6)!	73 (1.8)	*** (***)	*** (***)	30 (3.6)!	27 (1.8)
Maryland	69 (4.9)!	26 (7.0)!	50 (4.7)!	54 (2.4)	31 (4.9)!	74 (7.0)!	50 (4.7)!	46 (2.4)
Massachusetts	84 (2.4)!	39 (4.2)	*** (***)	75 (1.9)	16 (2.4)!	61 (4.2)	*** (***)	25 (1.9)
Michigan	85 (5.5)!	27 (4.9)!	69 (5.7)!	63 (2.4)	15 (5.5)!	73 (4.9)!	31 (5.7)!	37 (2.4)
Minnesota	73 (3.9)!	*** (***)	60 (3.3)	64 (2.9)	27 (3.9)!	*** (***)	40 (3.3)	36 (2.9)
Mississippi	*** (***)	24 (6.8)!	46 (5.1)!	37 (1.9)	*** (***)	76 (6.8)!	54 (5.1)!	63 (1.9)
Missouri	80 (4.4)!	28 (4.9)!	67 (2.9)	65 (2.3)	20 (4.4)!	72 (4.9)!	33 (2.9)	35 (2.3)
Nebraska	83 (3.2)!	43 (4.2)!	69 (3.1)	62 (2.2)	17 (3.2)!	57 (4.2)!	31 (3.1)	38 (2.2)
New Hampshire	83 (3.4)!	*** (***)	74 (5.3)!	73 (2.1)	17 (3.4)!	*** (***)	26 (5.3)!	27 (2.1)
New Jersey	84 (2.6)	29 (4.6)!	*** (***)	70 (2.6)	16 (2.6)	71 (4.6)!	*** (***)	30 (2.6)
New Mexico	75 (6.2)!	41 (5.9)!	39 (7.1)!	51 (2.3)	25 (6.2)!	59 (5.9)!	61 (7.1)!	49 (2.3)
New York	75 (3.2)!	34 (3.6)	64 (4.4)!	64 (3.1)	25 (3.2)!	66 (3.6)	36 (4.4)!	36 (3.1)
North Carolina	72 (5.0)!	43 (5.1)!	51 (2.9)!	52 (2.0)	28 (5.0)!	57 (5.1)!	49 (2.9)!	48 (2.0)
North Dakota	81 (3.7)!	*** (***)	70 (3.9)	70 (1.8)	19 (3.7)!	*** (***)	30 (3.9)	30 (1.8)
Ohio	81 (4.6)!	35 (3.6)	63 (4.2)!	63 (2.5)	19 (4.6)!	65 (3.6)	37 (4.2)!	37 (2.5)
Oklahoma	75 (4.3)!	51 (8.0)!	68 (3.8)	66 (2.0)	25 (4.3)!	49 (8.0)!	32 (3.8)	34 (2.0)
Pennsylvania	77 (5.6)!	32 (5.3)	72 (3.4)!	68 (2.1)	23 (5.6)!	68 (5.3)	28 (3.4)!	32 (2.1)
Rhode Island	78 (3.4)!	28 (4.5)!	*** (***)	67 (2.5)	22 (3.4)!	72 (4.5)!	*** (***)	33 (2.5)
South Carolina	71 (8.4)!	26 (5.3)!	39 (4.6)!	51 (2.2)	29 (8.4)!	74 (5.3)!	61 (4.6)!	49 (2.2)
Tennessee	77 (4.7)!	28 (5.3)!	50 (3.6)!	56 (2.3)	23 (4.7)!	72 (5.3)!	50 (3.6)!	44 (2.3)
Texas	89 (2.9)!	41 (5.9)!	59 (8.2)!	51 (2.7)	11 (2.9)!	59 (5.9)!	41 (8.2)!	49 (2.7)
Utah	73 (3.2)	40(13.2)!	61 (4.7)!	64 (1.7)	27 (3.2)	60(13.2)!	39 (4.7)!	36 (1.7)
Virginia	87 (2.8)!	43 (4.7)!	59 (5.0)!	62 (3.0)	13 (2.8)!	57 (4.7)!	41 (5.0)!	38 (3.0)
West Virginia	*** (***)	52 (6.4)!	58 (3.5)!	58 (2.0)	*** (***)	48 (6.4)!	42 (3.5)!	42 (2.0)
Wisconsin	80 (3.0)!	46 (7.7)!	69 (3.3)	68 (2.0)	20 (3.0)!	54 (7.7)!	31 (3.3)	32 (2.0)
Wyoming	81 (3.6)!	50 (8.7)!	73 (2.3)	66 (2.2)	19 (3.6)!	50 (8.7)!	27 (2.3)	34 (2.2)
TERRITORY								
Guam	*** (***)	*** (***)	19 (2.4)	29 (1.7)	*** (***)	*** (***)	81 (2.4)	71 (1.7)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

National Performance by Parents' Highest Level of Education

TABLE 2.11 Average Reading Proficiency and Achievement Levels by Parents' Highest Level of Education, Grades 4, 8, and 12, 1992 Reading Assessment

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
Graduated College	39(1.1)	227(1.4)	8(0.8)	35(1.7)	68(1.8)	32(1.8)
Some Education after High School	9(0.5)	224(2.2)	6(1.9)	29(3.0)	66(3.0)	34(3.0)
Graduated High School	12(0.6)	213(1.7)	2(1.0)	19(2.2)	55(2.5)	45(2.5)
Did Not Finish High School	4(0.4)	199(2.7)	1(1.3)	10(2.4)	35(3.8)	65(3.8)
I Don't Know	36(1.0)	211(1.2)	2(0.5)	18(1.2)	52(1.7)	48(1.7)
Grade 8						
Graduated College	41(1.2)	271(1.0)	4(0.5)	38(1.4)	79(1.0)	21(1.0)
Some Education after High School	19(0.5)	266(1.1)	2(0.7)	31(1.6)	76(1.5)	24(1.5)
Graduated High School	24(0.8)	251(1.4)	1(0.2)	17(1.6)	60(1.8)	40(1.8)
Did Not Finish High School	8(0.5)	243(1.5)	0(0.1)	12(1.8)	50(2.3)	50(2.3)
I Don't Know	8(0.4)	238(2.0)	0(0.3)	11(1.9)	44(2.5)	56(2.5)
Grade 12						
Graduated College	41(0.9)	300(0.8)	5(0.6)	48(1.1)	84(0.8)	16(0.8)
Some Education after High School	27(0.6)	293(0.8)	3(0.5)	38(1.2)	78(1.0)	22(1.0)
Graduated High School	22(0.5)	281(0.8)	1(0.3)	25(1.2)	66(1.6)	34(1.6)
Did Not Finish High School	8(0.4)	274(1.5)	0(0.3)	18(2.1)	56(2.6)	44(2.6)
I Don't Know	2(0.2)	257(2.8)	0(0.7)	8(2.2)	38(6.1)	62(6.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.12 | **Average Reading Proficiency by Parents' Highest Level of Education, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Graduated College		Some Education After High School		Graduated High School		Did Not Finish High School		I Don't Know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	37 (1.1)	224 (1.6)	9 (0.6)	223 (2.4)	13 (0.6)	212 (1.8)	4 (0.4)	198 (2.8)	37 (1.1)	210 (1.3)
Northeast	40 (3.3)	233 (5.3)	7 (0.8)	223 (9.4)	12 (1.8)	213 (3.5)	3 (0.5)	*** (***)	37 (2.8)	213 (3.7)
Southeast	36 (2.2)	220 (2.9)	8 (0.9)	217 (4.8)	16 (1.2)	208 (4.4)	5 (0.7)	198 (3.7)	35 (2.0)	206 (2.6)
Central	38 (2.1)	225 (2.7)	13 (1.5)	225 (4.1)	13 (1.0)	215 (3.8)	3 (0.7)	*** (***)	34 (2.1)	214 (2.2)
West	35 (1.9)	221 (2.8)	7 (1.0)	224 (3.7)	10 (1.1)	211 (4.2)	6 (1.0)	196 (5.6)	41 (1.8)	208 (1.6)
STATES										
Alabama	36 (1.4)	216 (2.2)	8 (0.7)	218 (3.0)	20 (1.0)	208 (2.4)	9 (0.7)	198 (2.7)	27 (1.2)	200 (2.2)
Arizona	34 (1.4)	219 (1.5)	8 (0.6)	217 (2.8)	9 (0.6)	205 (2.5)	5 (0.4)	196 (3.6)	43 (1.5)	205 (1.7)
Arkansas	32 (1.3)	218 (2.0)	10 (0.7)	224 (2.1)	20 (0.9)	212 (1.9)	9 (0.6)	203 (2.7)	30 (1.0)	204 (1.6)
California	37 (1.5)	217 (2.6)	7 (0.6)	207 (4.2)	8 (0.7)	199 (4.3)	5 (0.5)	178 (4.3)	43 (1.2)	194 (2.5)
Colorado	40 (1.1)	226 (1.3)	11 (0.6)	225 (2.3)	12 (0.7)	211 (2.3)	4 (0.3)	203 (3.3)	34 (1.2)	210 (1.6)
Connecticut	43 (1.2)	234 (1.5)	9 (0.7)	231 (2.9)	11 (0.6)	214 (2.7)	3 (0.3)	202 (3.6)	34 (1.3)	211 (1.7)
Delaware*	38 (0.7)	221 (1.5)	7 (0.6)	222 (2.3)	14 (0.7)	206 (2.2)	4 (0.4)	198 (4.6)	37 (0.8)	210 (1.7)
Dist. Columbia	42 (0.9)	195 (1.5)	7 (0.6)	197 (3.2)	15 (0.7)	188 (2.1)	5 (0.4)	179 (3.5)	31 (0.8)	180 (1.7)
Florida	36 (1.3)	214 (1.5)	9 (0.6)	217 (2.8)	13 (0.7)	207 (2.7)	5 (0.5)	200 (3.5)	36 (1.4)	205 (1.6)
Georgia	38 (1.3)	222 (2.3)	8 (0.5)	220 (3.2)	17 (0.8)	207 (2.2)	6 (0.5)	201 (3.3)	31 (1.2)	207 (1.4)
Hawaii	38 (1.3)	210 (2.0)	7 (0.5)	209 (3.8)	13 (0.8)	196 (2.6)	3 (0.3)	199 (4.5)	38 (1.2)	201 (2.0)
Idaho	38 (1.1)	229 (1.2)	9 (0.7)	229 (2.0)	11 (0.6)	215 (2.4)	4 (0.5)	206 (4.4)	38 (1.0)	213 (1.2)
Indiana	35 (1.4)	228 (1.7)	10 (0.7)	231 (2.5)	16 (1.0)	219 (2.0)	6 (0.6)	212 (3.8)	33 (1.4)	217 (1.6)
Iowa	41 (1.5)	235 (1.3)	10 (0.5)	232 (1.8)	15 (0.8)	223 (1.7)	3 (0.4)	207 (3.5)	32 (1.1)	218 (1.4)
Kentucky	30 (1.7)	221 (2.1)	10 (0.7)	223 (2.5)	20 (0.9)	215 (1.9)	10 (0.7)	201 (2.2)	31 (1.3)	207 (1.5)
Louisiana	33 (1.3)	207 (2.1)	9 (0.6)	216 (2.4)	18 (0.9)	202 (1.9)	8 (0.6)	197 (2.3)	33 (1.4)	202 (1.3)
Maine*	41 (1.7)	236 (1.4)	9 (0.8)	236 (2.3)	17 (1.2)	225 (1.8)	3 (0.4)	214 (4.0)	30 (1.4)	219 (1.7)
Maryland	44 (1.4)	219 (1.9)	8 (0.6)	219 (2.3)	12 (0.7)	208 (2.8)	4 (0.4)	197 (5.0)	32 (1.2)	205 (2.1)
Massachusetts	46 (1.5)	236 (1.1)	8 (0.6)	234 (2.2)	11 (0.6)	223 (2.5)	3 (0.4)	206 (3.6)	33 (1.4)	217 (1.9)
Michigan	37 (1.8)	224 (2.2)	10 (0.7)	225 (2.4)	14 (0.8)	213 (2.3)	5 (0.5)	205 (3.7)	34 (1.4)	211 (1.7)
Minnesota	40 (1.5)	228 (1.7)	9 (0.7)	232 (2.8)	13 (0.9)	219 (2.3)	2 (0.3)	*** (***)	36 (1.3)	215 (1.6)
Mississippi	34 (1.5)	205 (1.7)	7 (0.5)	210 (2.8)	16 (1.0)	198 (2.4)	8 (0.7)	189 (2.7)	35 (1.4)	196 (2.0)
Missouri	36 (1.3)	229 (1.9)	10 (0.7)	228 (2.5)	17 (0.9)	216 (2.0)	6 (0.5)	212 (2.7)	32 (1.2)	214 (1.4)
Nebraska*	44 (1.2)	229 (1.6)	10 (0.8)	232 (3.2)	12 (0.7)	218 (2.3)	3 (0.4)	*** (***)	31 (1.3)	212 (1.5)
New Hampshire*	43 (1.7)	236 (1.6)	9 (0.7)	236 (2.5)	14 (1.0)	222 (2.4)	4 (0.4)	213 (3.6)	30 (1.2)	223 (1.8)
New Jersey*	45 (1.8)	234 (1.8)	8 (0.7)	231 (2.8)	10 (0.7)	217 (2.6)	4 (0.4)	206 (4.3)	33 (1.6)	214 (1.8)
New Mexico	31 (1.8)	223 (2.0)	10 (0.9)	220 (2.8)	16 (1.1)	211 (2.1)	6 (0.7)	194 (3.3)	37 (1.7)	204 (2.2)
New York*	39 (1.5)	228 (1.4)	8 (0.8)	222 (2.4)	13 (0.7)	210 (2.3)	4 (0.5)	198 (3.8)	36 (1.5)	208 (1.8)
North Carolina	39 (1.3)	221 (1.7)	8 (0.6)	220 (2.6)	16 (0.8)	207 (2.2)	7 (0.5)	197 (2.6)	29 (0.9)	206 (1.6)
North Dakota	47 (1.5)	234 (1.2)	9 (0.7)	231 (2.7)	11 (0.8)	225 (2.2)	3 (0.4)	*** (***)	30 (1.3)	217 (1.4)
Ohio	36 (1.1)	224 (1.6)	10 (0.7)	225 (2.8)	15 (1.0)	216 (2.1)	5 (0.6)	208 (4.1)	33 (1.0)	213 (1.6)
Oklahoma	35 (1.6)	227 (1.6)	12 (0.8)	230 (2.3)	14 (0.9)	218 (2.1)	6 (0.5)	211 (3.1)	33 (1.3)	217 (1.1)
Pennsylvania	38 (1.7)	230 (1.7)	8 (0.6)	233 (2.3)	15 (0.8)	217 (1.9)	4 (0.4)	210 (2.8)	34 (1.1)	214 (1.6)
Rhode Island	36 (1.8)	227 (2.4)	8 (0.7)	229 (2.6)	11 (0.8)	210 (2.6)	5 (0.5)	204 (4.9)	40 (1.6)	210 (2.2)
South Carolina	37 (1.5)	219 (1.6)	8 (0.6)	223 (3.0)	19 (1.0)	201 (2.0)	5 (0.6)	198 (2.8)	31 (1.2)	206 (1.7)
Tennessee	34 (1.8)	221 (2.3)	9 (0.5)	223 (3.9)	19 (1.1)	211 (2.5)	8 (0.6)	203 (2.6)	30 (1.3)	205 (1.4)
Texas	34 (1.6)	223 (2.3)	9 (0.8)	220 (2.8)	14 (0.9)	209 (2.2)	7 (0.8)	201 (2.9)	35 (1.4)	208 (1.6)
Utah	40 (1.4)	228 (1.4)	9 (0.6)	230 (2.6)	10 (0.6)	216 (2.0)	3 (0.4)	209 (4.6)	39 (1.3)	215 (1.6)
Virginia	42 (1.8)	230 (2.0)	9 (0.7)	227 (2.8)	14 (0.7)	216 (1.8)	6 (0.6)	208 (2.8)	29 (1.1)	214 (1.6)
West Virginia	33 (1.4)	226 (1.6)	10 (0.6)	225 (2.1)	20 (0.8)	213 (1.9)	8 (0.6)	204 (2.7)	29 (1.0)	208 (1.9)
Wisconsin	35 (1.2)	233 (1.6)	11 (0.6)	234 (2.0)	16 (1.0)	221 (1.5)	3 (0.3)	213 (3.9)	36 (1.2)	218 (1.5)
Wyoming	39 (1.2)	232 (1.3)	11 (0.7)	232 (2.3)	13 (0.7)	219 (2.4)	4 (0.3)	211 (4.3)	33 (1.1)	217 (1.6)
TERRITORY										
Guam	32 (1.2)	183 (2.2)	6 (0.5)	193 (5.0)	14 (0.8)	182 (3.3)	5 (0.4)	176 (5.6)	44 (1.2)	182 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.13 | **Achievement Levels by Parents' Highest Level of Education, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students At or Above Advanced					Percentage of Students At or Above Proficient				
	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know
NATION	7 (0.9)	6 (2.2)	2 (1.0)	1 (1.4)	2 (0.5)	33 (1.9)	28 (3.2)	18 (2.3)	10 (2.6)	17 (1.3)
Northeast	11 (3.8)	6 (8.6)	2 (2.0)	*** (***)	2 (1.5)	44 (6.1)	30 (8.9)	17 (4.6)	*** (***)	20 (4.2)
Southeast	6 (1.0)	5 (3.3)	2 (1.2)	0 (0.3)	1 (0.5)	28 (3.6)	24 (4.8)	16 (4.4)	8 (3.3)	13 (2.5)
Central	5 (1.5)	5 (3.6)	2 (1.7)	*** (***)	3 (0.9)	31 (3.2)	28 (6.6)	18 (3.7)	*** (***)	21 (2.3)
West	6 (1.4)	6 (3.2)	2 (1.9)	1 (1.8)	2 (1.0)	29 (3.5)	29 (4.9)	20 (6.9)	12 (4.5)	16 (2.0)
STATES										
Alabama	4 (0.7)	3 (2.0)	2 (0.6)	1 (0.7)	1 (0.4)	24 (2.2)	25 (3.3)	14 (2.1)	8 (2.0)	11 (1.6)
Arizona	4 (1.0)	2 (1.2)	1 (1.0)	1 (1.5)	1 (0.3)	26 (1.7)	22 (3.9)	13 (2.8)	9 (3.2)	13 (1.2)
Arkansas	4 (1.0)	4 (1.7)	1 (0.6)	1 (1.1)	2 (0.7)	26 (2.7)	30 (3.9)	19 (2.1)	12 (2.6)	12 (1.3)
California	5 (1.2)	2 (1.6)	2 (1.5)	0 (0.5)	1 (0.4)	27 (2.6)	21 (4.8)	13 (4.9)	3 (2.7)	10 (1.4)
Colorado	5 (0.7)	3 (1.0)	1 (0.6)	0 (1.1)	1 (0.5)	29 (1.8)	28 (4.0)	15 (2.8)	12 (3.5)	14 (1.7)
Connecticut	8 (2.0)	6 (1.9)	1 (0.8)	0 (0.0)	1 (0.4)	43 (2.2)	37 (4.9)	16 (3.3)	7 (4.0)	17 (1.7)
Delaware*	5 (0.9)	5 (2.0)	1 (0.9)	0 (0.4)	2 (0.8)	30 (2.0)	24 (3.9)	13 (3.0)	7 (4.3)	17 (1.8)
Dist. Columbia	3 (0.6)	2 (1.2)	0 (0.2)	0 (0.4)	1 (0.3)	12 (0.9)	12 (3.7)	4 (1.2)	4 (2.8)	5 (0.9)
Florida	3 (0.6)	3 (1.9)	2 (0.9)	1 (1.8)	1 (0.4)	23 (1.9)	23 (3.3)	17 (2.7)	11 (4.0)	14 (1.3)
Georgia	6 (1.1)	6 (1.8)	2 (1.1)	1 (0.9)	2 (0.7)	30 (2.4)	31 (3.1)	15 (2.3)	11 (3.1)	16 (1.8)
Hawaii	2 (0.6)	2 (1.3)	1 (0.8)	0 (0.7)	1 (0.6)	18 (1.5)	19 (3.9)	10 (2.5)	12 (5.0)	12 (2.1)
Idaho	5 (1.0)	4 (1.3)	1 (0.8)	2 (3.3)	1 (0.5)	34 (2.2)	32 (3.2)	17 (4.2)	13 (4.6)	16 (1.5)
Indiana	6 (1.1)	5 (1.8)	2 (1.0)	1 (0.8)	2 (0.8)	34 (2.2)	35 (4.2)	23 (2.5)	15 (3.6)	20 (2.2)
Iowa	7 (0.8)	5 (1.7)	4 (1.5)	2 (1.9)	3 (1.1)	42 (2.2)	37 (4.2)	25 (2.5)	10 (3.3)	21 (1.8)
Kentucky	4 (1.4)	3 (2.2)	2 (0.6)	0 (0.5)	1 (0.7)	26 (3.0)	28 (3.2)	19 (3.2)	9 (2.3)	14 (1.5)
Louisiana	2 (0.7)	2 (1.5)	1 (0.3)	0 (0.9)	1 (0.5)	15 (1.8)	23 (2.5)	10 (1.7)	7 (1.7)	10 (1.2)
Maine*	8 (1.3)	5 (2.5)	2 (1.0)	0 (0.7)	2 (0.7)	42 (2.5)	42 (5.1)	25 (3.5)	12 (5.4)	21 (2.0)
Maryland	5 (0.9)	3 (1.8)	2 (0.8)	1 (0.9)	2 (0.5)	28 (1.5)	25 (3.4)	16 (3.3)	9 (3.1)	13 (1.4)
Massachusetts	7 (1.0)	5 (2.3)	2 (1.4)	0 (0.7)	2 (0.5)	43 (1.9)	36 (3.5)	23 (4.4)	13 (4.2)	19 (2.5)
Michigan	4 (1.1)	3 (1.6)	2 (0.7)	0 (1.5)	1 (0.5)	31 (3.1)	29 (4.1)	17 (2.3)	11 (4.4)	16 (1.9)
Minnesota	5 (0.9)	6 (2.0)	2 (1.2)	*** (***)	2 (0.5)	34 (2.3)	39 (5.4)	24 (2.9)	*** (***)	20 (1.8)
Mississippi	2 (0.6)	2 (1.6)	1 (0.4)	1 (0.6)	1 (0.4)	15 (1.5)	20 (3.5)	10 (1.9)	6 (1.7)	9 (1.0)
Missouri	7 (1.1)	5 (1.6)	1 (0.7)	1 (1.4)	2 (0.6)	36 (2.2)	34 (3.5)	20 (2.4)	15 (3.8)	18 (1.9)
Nebraska*	5 (1.3)	8 (3.2)	3 (1.1)	*** (***)	2 (0.9)	35 (2.3)	39 (4.9)	18 (3.4)	*** (***)	15 (1.8)
New Hampshire*	8 (1.2)	7 (2.6)	3 (1.5)	1 (1.6)	3 (1.0)	41 (2.3)	42 (4.7)	26 (3.2)	13 (5.0)	27 (2.3)
New Jersey*	9 (1.5)	6 (2.2)	3 (1.3)	1 (1.4)	2 (0.8)	42 (2.4)	38 (4.4)	21 (4.0)	12 (4.2)	19 (1.8)
New Mexico	6 (1.2)	4 (1.8)	1 (0.9)	0 (0.0)	1 (0.9)	29 (2.3)	25 (3.6)	16 (2.8)	6 (2.4)	14 (1.9)
New York*	6 (1.2)	3 (1.2)	1 (1.1)	0 (0.5)	2 (0.6)	34 (2.2)	28 (4.8)	18 (2.9)	10 (4.0)	16 (1.6)
North Carolina	6 (1.2)	4 (1.4)	2 (0.7)	1 (1.0)	2 (0.6)	30 (2.2)	26 (4.2)	16 (2.0)	7 (2.1)	16 (1.9)
North Dakota	6 (1.0)	5 (2.5)	3 (1.4)	*** (***)	2 (0.5)	39 (1.9)	36 (3.9)	25 (3.6)	*** (***)	19 (1.9)
Ohio	5 (0.9)	5 (2.0)	2 (0.9)	1 (1.7)	2 (0.6)	31 (2.2)	29 (3.5)	21 (2.7)	13 (3.2)	17 (1.7)
Oklahoma	4 (0.7)	5 (2.3)	1 (1.1)	1 (1.2)	2 (0.6)	32 (2.3)	37 (3.6)	18 (2.4)	15 (4.3)	18 (1.7)
Pennsylvania	7 (1.3)	7 (2.6)	2 (1.5)	1 (0.9)	2 (0.7)	38 (2.0)	40 (4.2)	21 (2.9)	14 (3.3)	18 (1.7)
Rhode Island	6 (1.0)	4 (1.9)	1 (0.9)	0 (0.9)	2 (0.6)	33 (3.1)	34 (4.1)	16 (3.8)	11 (3.9)	18 (1.9)
South Carolina	4 (1.0)	4 (2.0)	1 (0.5)	1 (0.7)	1 (0.5)	27 (1.7)	26 (4.8)	12 (1.8)	7 (2.9)	14 (1.5)
Tennessee	5 (1.1)	5 (1.8)	1 (0.8)	1 (0.6)	1 (0.3)	29 (2.6)	31 (5.2)	16 (2.7)	10 (3.4)	12 (1.4)
Texas	6 (1.1)	2 (1.3)	1 (0.6)	1 (0.9)	2 (0.5)	30 (3.1)	24 (3.9)	14 (2.9)	10 (2.7)	14 (1.8)
Utah	5 (0.9)	5 (1.7)	1 (0.6)	0 (0.0)	2 (0.4)	34 (2.2)	36 (4.2)	17 (2.8)	15 (5.3)	18 (1.5)
Virginia	8 (1.4)	6 (2.2)	2 (1.2)	1 (0.7)	2 (0.7)	38 (2.4)	31 (2.6)	20 (2.9)	13 (4.1)	18 (1.9)
West Virginia	6 (1.1)	6 (2.0)	2 (0.6)	1 (0.8)	2 (0.5)	32 (2.4)	29 (3.7)	18 (2.1)	10 (2.4)	13 (1.8)
Wisconsin	7 (1.1)	6 (1.4)	2 (1.1)	1 (1.1)	2 (0.5)	39 (2.5)	36 (3.2)	24 (2.0)	12 (5.0)	21 (1.7)
Wyoming	6 (1.0)	6 (1.7)	1 (1.0)	1 (1.8)	2 (0.6)	37 (2.2)	37 (3.4)	21 (3.0)	15 (4.3)	20 (2.3)
TERRITORY										
Guam	1 (0.4)	2 (1.2)	0 (0.3)	0 (1.2)	0 (0.2)	7 (1.4)	9 (3.4)	7 (1.8)	5 (2.6)	5 (1.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.13 | **Achievement Levels by Parents' Highest Level of Education, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Percentage of Students At or Above Basic					Percentage of Students Below Basic				
	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know
NATION	66 (2.0)	65 (3.3)	53 (2.6)	34 (3.9)	51 (1.8)	34 (2.0)	35 (3.3)	47 (2.6)	66 (3.9)	49 (1.8)
Northeast	74 (4.9)	64 (9.9)	54 (6.7)	*** (***)	53 (4.6)	26 (4.9)	36 (9.9)	46 (6.7)	*** (***)	47 (4.6)
Southeast	60 (3.3)	58 (8.0)	49 (5.2)	34 (6.8)	47 (4.6)	40 (3.3)	42 (8.0)	51 (5.2)	66 (6.8)	53 (4.6)
Central	68 (4.0)	68 (4.7)	59 (5.3)	*** (***)	56 (1.9)	32 (4.0)	32 (4.7)	41 (5.3)	*** (***)	44 (1.9)
West	61 (3.4)	66 (6.0)	50 (5.4)	34 (5.2)	48 (2.7)	39 (3.4)	34 (6.0)	50 (5.4)	66 (5.2)	52 (2.7)
STATES										
Alabama	56 (2.7)	61 (4.3)	47 (3.5)	34 (3.7)	40 (3.0)	44 (2.7)	39 (4.3)	53 (3.5)	66 (3.7)	60 (3.0)
Arizona	61 (2.0)	60 (4.5)	46 (3.9)	35 (5.7)	45 (2.1)	39 (2.0)	40 (4.5)	54 (3.9)	65 (5.7)	55 (2.1)
Arkansas	59 (2.5)	66 (3.0)	53 (3.1)	40 (3.8)	44 (2.5)	41 (2.5)	34 (3.0)	47 (3.1)	60 (3.8)	56 (2.5)
California	58 (3.0)	50 (5.4)	41 (4.5)	23 (4.7)	35 (2.5)	42 (3.0)	50 (5.4)	59 (4.5)	77 (4.7)	65 (2.5)
Colorado	71 (1.7)	70 (3.7)	52 (3.4)	41 (4.9)	50 (2.4)	29 (1.7)	30 (3.7)	48 (3.4)	59 (4.9)	50 (2.4)
Connecticut	78 (2.0)	76 (3.7)	56 (4.0)	42 (6.8)	53 (2.4)	22 (2.0)	24 (3.7)	44 (4.0)	58 (6.8)	47 (2.4)
Delaware	62 (2.3)	63 (4.0)	44 (3.3)	34 (7.0)	50 (2.6)	38 (2.3)	37 (4.0)	56 (3.3)	66 (7.0)	50 (2.6)
Dist. Columbia	34 (1.7)	35 (4.3)	25 (3.2)	20 (4.8)	20 (2.2)	66 (1.7)	65 (4.3)	75 (3.2)	80 (4.8)	80 (2.2)
Florida	55 (2.0)	59 (3.9)	47 (4.0)	38 (5.1)	44 (2.4)	45 (2.0)	41 (3.9)	53 (4.0)	62 (5.1)	56 (2.4)
Georgia	63 (2.6)	58 (4.2)	49 (3.1)	39 (5.0)	45 (2.0)	37 (2.6)	42 (4.2)	51 (3.1)	61 (5.0)	55 (2.0)
Hawaii	51 (2.9)	54 (4.7)	34 (3.4)	40 (6.3)	40 (2.2)	49 (2.9)	46 (4.7)	66 (3.4)	60 (6.3)	60 (2.2)
Idaho	73 (1.9)	75 (2.9)	57 (4.5)	45 (7.1)	54 (2.0)	27 (1.9)	25 (2.9)	43 (4.5)	55 (7.1)	46 (2.0)
Indiana	70 (2.1)	76 (3.0)	60 (3.5)	53 (6.2)	58 (2.7)	30 (2.1)	24 (3.0)	40 (3.5)	47 (6.2)	42 (2.7)
Iowa	79 (1.7)	78 (2.8)	66 (2.8)	42 (5.8)	60 (2.4)	21 (1.7)	22 (2.8)	34 (2.8)	58 (5.8)	40 (2.4)
Kentucky	63 (2.9)	67 (3.2)	57 (3.2)	39 (4.0)	46 (2.4)	37 (2.9)	33 (3.2)	43 (3.2)	61 (4.0)	54 (2.4)
Louisiana	47 (2.7)	56 (3.7)	39 (2.6)	30 (5.0)	39 (2.1)	53 (2.7)	44 (3.7)	61 (2.6)	70 (5.0)	61 (2.1)
Maine	81 (2.5)	84 (3.6)	70 (2.9)	51 (7.3)	61 (3.6)	19 (2.5)	16 (3.6)	30 (2.9)	49 (7.3)	39 (3.6)
Maryland	61 (2.0)	62 (3.8)	49 (3.4)	34 (6.2)	46 (2.5)	39 (2.0)	38 (3.8)	51 (3.4)	66 (6.2)	54 (2.5)
Massachusetts	81 (1.5)	81 (3.5)	69 (3.3)	39 (6.2)	58 (2.9)	19 (1.5)	19 (3.5)	31 (3.3)	61 (6.2)	42 (2.9)
Michigan	66 (2.7)	71 (3.3)	54 (3.8)	45 (6.4)	51 (2.4)	34 (2.7)	29 (3.3)	46 (3.8)	55 (6.4)	49 (2.4)
Minnesota	71 (2.5)	76 (3.5)	64 (3.1)	*** (***)	56 (2.3)	29 (2.5)	24 (3.5)	36 (3.1)	*** (***)	44 (2.3)
Mississippi	43 (2.3)	49 (4.1)	38 (3.5)	25 (3.8)	33 (2.4)	57 (2.3)	51 (4.1)	62 (3.5)	75 (3.8)	67 (2.4)
Missouri	72 (2.5)	72 (3.7)	59 (3.1)	53 (5.5)	55 (2.4)	28 (2.5)	28 (3.7)	41 (3.1)	47 (5.5)	45 (2.4)
Nebraska	74 (1.9)	77 (3.1)	60 (3.3)	*** (***)	52 (2.3)	27 (1.9)	23 (3.1)	40 (3.3)	*** (***)	48 (2.3)
New Hampshire	80 (2.2)	80 (3.7)	65 (3.9)	54 (7.7)	67 (3.1)	20 (2.2)	20 (3.7)	35 (3.9)	46 (7.7)	33 (3.1)
New Jersey	77 (2.2)	77 (3.8)	59 (4.1)	45 (6.0)	53 (2.7)	23 (2.2)	23 (3.8)	41 (4.1)	55 (6.0)	47 (2.7)
New Mexico	64 (2.6)	61 (3.4)	52 (3.5)	28 (6.6)	42 (2.0)	36 (2.6)	39 (3.4)	48 (3.5)	72 (6.6)	58 (2.0)
New York	70 (2.4)	67 (4.1)	52 (4.3)	36 (6.5)	49 (2.5)	30 (2.4)	33 (4.1)	48 (4.3)	64 (6.5)	51 (2.5)
North Carolina	62 (2.0)	60 (4.1)	46 (3.7)	35 (4.6)	47 (2.2)	38 (2.0)	40 (4.1)	54 (3.7)	65 (4.6)	53 (2.2)
North Dakota	80 (2.0)	77 (4.0)	69 (3.8)	*** (***)	59 (2.5)	20 (2.0)	23 (4.0)	31 (3.8)	*** (***)	41 (2.5)
Ohio	66 (1.8)	66 (5.4)	57 (4.1)	45 (5.2)	55 (2.4)	34 (1.8)	34 (5.4)	43 (4.1)	55 (5.2)	45 (2.4)
Oklahoma	71 (2.3)	74 (3.7)	60 (4.1)	52 (4.9)	58 (1.8)	29 (2.3)	26 (3.7)	40 (4.1)	48 (4.9)	42 (1.8)
Pennsylvania	73 (2.2)	76 (3.8)	59 (3.5)	51 (5.2)	55 (2.6)	27 (2.2)	24 (3.8)	41 (3.5)	49 (5.2)	45 (2.6)
Rhode Island	70 (2.5)	73 (3.9)	51 (3.3)	45 (6.7)	51 (2.8)	30 (2.5)	27 (3.9)	49 (3.3)	55 (6.7)	49 (2.8)
South Carolina	57 (2.3)	66 (3.7)	39 (3.1)	35 (5.0)	45 (3.0)	43 (2.3)	34 (3.7)	61 (3.1)	65 (5.0)	55 (3.0)
Tennessee	62 (2.9)	67 (4.6)	52 (3.1)	39 (4.8)	43 (2.2)	38 (2.9)	33 (4.6)	48 (3.1)	61 (4.8)	57 (2.2)
Texas	64 (2.7)	64 (4.2)	48 (2.9)	40 (3.8)	46 (2.9)	36 (2.7)	36 (4.2)	52 (2.9)	60 (3.8)	54 (2.9)
Utah	72 (2.1)	73 (3.2)	58 (3.5)	47 (6.3)	56 (2.6)	28 (2.1)	27 (3.2)	42 (3.5)	53 (6.3)	44 (2.6)
Virginia	73 (2.3)	71 (3.7)	57 (3.1)	47 (4.5)	55 (2.8)	27 (2.3)	29 (3.7)	43 (3.1)	53 (4.5)	45 (2.8)
West Virginia	69 (2.0)	67 (2.9)	55 (2.9)	43 (4.2)	47 (2.3)	31 (2.0)	33 (2.9)	45 (2.9)	57 (4.2)	53 (2.3)
Wisconsin	75 (2.3)	79 (3.5)	63 (2.5)	56 (8.5)	59 (2.1)	25 (2.3)	21 (3.5)	37 (2.5)	44 (8.5)	41 (2.1)
Wyoming	77 (1.8)	77 (3.5)	63 (4.4)	48 (6.2)	58 (2.2)	23 (1.8)	23 (3.5)	37 (4.4)	52 (6.2)	42 (2.2)
TERRITORY										
Guam	26 (2.0)	36 (7.0)	26 (3.2)	18 (4.9)	24 (2.3)	74 (2.0)	64 (7.0)	74 (3.2)	82 (4.9)	76 (2.3)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.14 **Average Reading Proficiency and Achievement Levels by Type of School, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grade 4						
Public Schools	88(1.3)	216(1.1)	4(0.6)	24(1.2)	57(1.2)	43(1.2)
Catholic Schools	8(0.8)	230(2.2)	7(1.5)	36(2.7)	73(2.5)	27(2.5)
Other Private Schools	4(1.1)	236(5.3)	10(2.9)	43(8.1)	78(4.2)	22(4.2)
Grade 8						
Public Schools	89(0.8)	258(1.0)	2(0.3)	25(1.1)	67(1.1)	33(1.1)
Catholic Schools	6(0.6)	275(1.9)	4(1.0)	43(2.7)	84(1.6)	16(1.6)
Other Private Schools	4(0.8)	23(3.0)	7(2.2)	52(4.8)	90(2.6)	10(2.6)
Grade 12						
Public Schools	87(1.2)	289(0.7)	3(0.3)	34(0.9)	73(0.9)	27(0.9)
Catholic Schools	9(1.2)	306(1.5)	6(0.8)	55(2.8)	91(1.2)	9(1.2)
Other Private Schools	4(0.7)	308(3.0)	10(1.5)	58(4.3)	87(2.6)	13(2.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

National Performance by Type of High School Program and Plans After High School

TABLE 2.15 **Average Reading Proficiency by Type of High School Program and Plans After High School Graduation, Grade 12, 1992 Reading Assessment**

Type of High-School Program		
	Percentage of Students	**Average Proficiency**
Academic	50(1.0)	304(0.6)
General	28(0.8)	280(1.0)
Vocational/Technical	4(0.4)	273(2.4)
Plans After High School		
	Percentage of Students	**Average Proficiency**
Working Full-time	8(0.5)	275(1.3)
Voc/Tech/Business School	9(0.5)	273(1.1)
2-Year College	18(0.9)	282(1.2)
4-Year College	56(1.1)	303(0.8)
Military Service	5(0.3)	278(1.9)
Other	3(0.6)	270(2.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.16 **Average Reading Proficiency and Achievement Levels for the Top One-Third of the Schools and the Bottom One-Third of the Schools, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students	Average Proficiency	Percentage of Students At or Above			
			Advanced	Proficient	Basic	Below Basic
Grades 4						
Top One-Third Schools	33(3.2)	237(1.3)	10(1.1)	44(2.1)	81(1.4)	19(1.4)
Bottom One-Third Schools	29(2.4)	195(1.6)	1(0.2)	8(1.0)	33(1.9)	67(1.9)
Grades 8						
Top One-Third Schools	21(2.5)	282(1.2)	5(0.8)	50(2.0)	90(1.1)	10(1.1)
Bottom One-Third Schools	34(3.0)	242(1.2)	0(0.2)	12(0.9)	49(1.7)	51(1.7)
Grades 12						
Top One-Third Schools	32(2.4)	306(0.9)	7(0.6)	56(1.8)	90(0.7)	10(0.7)
Bottom One-Third Schools	28(2.1)	273(1.1)	1(0.2)	17(1.4)	56(1.6)	44(1.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.17 **Percentage of Students Within Selected Demographic Subgroups in the Top One-Third of the Schools and the Bottom One-Third of the Schools, Grades 4, 8, and 12, 1992 Reading Assessment**

	Percentage of Students by Race/Ethnicity					Percentage of Students by Type of Community			
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Advan. Urban	Disadvan. Urban	Extreme Rural	Other
Grade 4									
Top One-Third	42(4.0)	5(1.8)	14(2.6)	20(6.4)	30(6.5)	76(8.5)	0(0.0)	36(13.3)	31(4.2)
Bottom One-Third	16(2.8)	70(4.8)	53(4.9)	33(7.4)	23(5.2)	2(2.4)	90(5.2)	15(9.1)	27(3.1)
Grade 8									
Top One-Third	26(3.3)	5(1.5)	9(1.8)	36(8.5)	11(2.3)	69(9.0)	0(0.2)	22(7.8)	17(2.9)
Bottom One-Third	23(3.6)	70(4.0)	62(4.4)	25(6.3)	30(5.2)	0(0.0)	91(4.1)	28(11.9)	32(3.7)
Grade 12									
Top One-Third	38(3.0)	14(3.6)	19(4.9)	32(6.5)	18(7.1)	62(7.5)	11(5.9)	15(4.5)	33(3.3)
Bottom One-Third	19(2.3)	57(3.8)	55(9.0)	25(5.8)	35(8.4)	3(1.9)	67(7.2)	40(8.0)	25(2.8)

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. Top and bottom one-third schools are calculated by computing a mean for each school, then ranking and dividing the schools into thirds.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.17 **Percentage of Students Within Selected Demographic Subgroups in the Top One-Third of the Schools and the Bottom One-Third of the Schools, Grades 4, 8, and 12, 1992 Reading Assessment (continued)**

	Percentage of Students by Region				Percentage of Students by Parents' Education			
	Northeast	Southeast	Central	West	Did Not Finish H.S.	Grad. H.S.	Some Ed. After H.S.	Grad. College
Grade 4								
Top One-Third	38(8.2)	26(7.7)	44(5.9)	25(4.5)	12(3.0)	30(4.2)	32(4.1)	43(3.8)
Bottom One-Third	29(6.9)	40(5.7)	20(4.1)	27(4.3)	46(4.7)	31(3.4)	26(3.5)	22(2.2)
Grade 8								
Top One-Third	28(6.2)	11(3.0)	32(7.1)	15(3.9)	8(2.3)	13(2.1)	18(2.2)	31(3.4)
Bottom One-Third	24(4.6)	52(7.1)	27(7.8)	33(3.7)	55(4.5)	42(3.9)	31(2.9)	24(2.6)
Grade 12								
Top One-Third	40(5.5)	12(3.1)	37(4.8)	38(6.1)	14(2.6)	23(2.2)	29(2.8)	44(3.0)
Bottom One-Third	18(3.4)	50(4.5)	18(4.8)	28(4.4)	53(4.0)	35(2.9)	27(2.4)	19(1.8)

TABLE 2.18 | **Average Reading Proficiency and Achievement Levels for the Top One-Third of the Schools, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students	Average Proficiency	Percentage of Students At or Above Advanced	Percentage of Students At or Above Proficient	Percentage of Students At or Above Basic	Percentage of Students Below Basic
NATION	42 (3.3)	233 (1.4)	8 (1.1)	38 (2.0)	75 (1.8)	25 (1.8)
Northeast	53 (8.3)	237 (3.7)	10 (3.5)	45 (4.4)	78 (4.2)	22 (4.2)
Southeast	33 (7.6)	232 (3.3)!	7 (1.3)!	35 (5.3)!	76 (4.0)!	24 (4.0)!
Central	49 (6.0)	231 (1.8)	6 (1.6)	36 (3.4)	75 (2.0)	25 (2.0)
West	35 (5.9)	231 (2.1)	7 (1.5)	36 (3.6)	73 (3.1)	27 (3.1)
STATES						
Alabama	34 (4.8)	226 (1.5)	5 (0.9)	29 (2.0)	69 (2.1)	31 (2.1)
Arizona	33 (3.3)	226 (1.1)	4 (1.0)	30 (1.9)	70 (1.7)	30 (1.7)
Arkansas	33 (4.6)	226 (1.5)	5 (1.0)	31 (2.1)	69 (2.3)	31 (2.3)
California	37 (4.7)	227 (1.7)	6 (1.1)	33 (2.6)	70 (2.1)	30 (2.1)
Colorado	32 (3.5)	232 (1.3)	6 (1.1)	35 (2.5)	77 (1.9)	23 (1.9)
Connecticut	34 (3.9)	239 (1.2)	9 (1.5)	46 (2.3)	85 (1.8)	15 (1.8)
Delaware*	30 (0.2)	224 (1.1)	6 (0.9)	29 (2.0)	65 (2.0)	35 (2.0)
Dist. Columbia	31 (0.2)	214 (1.3)	4 (0.8)	20 (1.7)	53 (2.1)	47 (2.1)
Florida	33 (3.8)	224 (1.3)	4 (0.7)	29 (1.8)	67 (1.9)	33 (1.9)
Georgia	35 (4.8)	229 (1.6)	7 (1.2)	35 (2.1)	72 (1.6)	28 (1.6)
Hawaii	33 (4.4)	222 (1.0)	4 (0.6)	26 (1.6)	64 (1.6)	36 (1.6)
Idaho	30 (4.6)	230 (1.4)	5 (1.1)	33 (2.5)	75 (1.6)	25 (1.6)
Indiana	33 (4.8)	236 (1.1)	7 (1.3)	42 (2.1)	80 (1.3)	20 (1.3)
Iowa	34 (4.6)	239 (0.9)	8 (1.0)	46 (1.8)	83 (1.5)	17 (1.5)
Kentucky	35 (4.4)	228 (1.6)	4 (1.3)	32 (2.4)	73 (2.0)	27 (2.0)
Louisiana	37 (4.4)	220 (1.3)	3 (0.8)	23 (1.8)	61 (2.1)	39 (2.1)
Maine*	33 (4.7)	239 (1.4)	8 (1.0)	45 (3.5)	84 (2.4)	16 (2.4)
Maryland	33 (3.5)	231 (1.3)	7 (1.1)	36 (1.9)	75 (1.8)	25 (1.8)
Massachusetts	35 (4.0)	241 (1.0)	8 (1.1)	49 (2.0)	87 (1.5)	13 (1.5)
Michigan	36 (5.0)	233 (1.5)	5 (1.2)	37 (2.8)	79 (2.3)	21 (2.3)
Minnesota	35 (4.6)	232 (1.2)	6 (1.2)	37 (2.4)	78 (1.3)	22 (1.3)
Mississippi	30 (3.6)	219 (0.9)	3 (0.9)	23 (1.1)	60 (1.8)	40 (1.8)
Missouri	35 (4.4)	235 (1.1)	7 (1.0)	41 (2.2)	79 (1.3)	21 (1.3)
Nebraska*	33 (4.3)	236 (1.5)	7 (1.8)	41 (2.5)	82 (2.2)	18 (2.2)
New Hampshire*	34 (5.0)	241 (1.5)	11 (1.7)	48 (2.2)	86 (2.0)	14 (2.0)
New Jersey*	35 (4.9)	243 (1.4)	12 (1.9)	52 (2.4)	88 (1.6)	12 (1.6)
New Mexico	34 (4.5)	229 (1.7)	7 (1.3)	35 (2.4)	71 (2.2)	29 (2.2)
New York*	32 (4.1)	235 (1.1)	7 (1.4)	40 (1.9)	79 (1.9)	21 (1.9)
North Carolina	34 (3.6)	227 (1.6)	8 (1.0)	35 (2.6)	69 (1.8)	31 (1.8)
North Dakota	32 (4.2)	239 (1.8)	8 (1.5)	45 (3.3)	84 (2.1)	16 (2.1)
Ohio	35 (4.2)	234 (1.4)	7 (1.0)	40 (2.6)	79 (1.6)	21 (1.6)
Oklahoma	34 (4.1)	234 (1.2)	5 (1.2)	38 (2.3)	80 (1.7)	20 (1.7)
Pennsylvania	33 (5.4)	237 (1.3)	8 (1.2)	42 (2.5)	82 (2.4)	18 (2.4)
Rhode Island	34 (4.0)	236 (1.6)	7 (0.9)	40 (2.9)	81 (1.9)	19 (1.9)
South Carolina	33 (4.5)	227 (1.3)	5 (1.3)	32 (1.9)	68 (2.6)	32 (2.6)
Tennessee	33 (4.4)	229 (1.4)	5 (1.2)	35 (2.2)	72 (2.0)	28 (2.0)
Texas	36 (4.8)	231 (2.1)	6 (1.2)	35 (3.3)	75 (2.3)	25 (2.3)
Utah	32 (4.2)	233 (1.1)	5 (1.2)	38 (1.9)	77 (1.6)	23 (1.6)
Virginia	35 (4.1)	239 (1.4)	10 (1.8)	46 (2.6)	84 (1.4)	16 (1.4)
West Virginia	33 (3.7)	231 (1.5)	7 (1.2)	36 (2.0)	74 (2.0)	26 (2.0)
Wisconsin	34 (4.6)	236 (1.1)	7 (1.1)	42 (1.6)	81 (1.9)	19 (1.9)
Wyoming	32 (4.2)	237 (1.1)	7 (1.4)	43 (2.1)	83 (1.3)	17 (1.3)
TERRITORY						
Guam	31 (0.2)	198 (2.3)	1 (0.5)	11 (1.7)	38 (2.4)	62 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.19 | **Average Reading Proficiency and Achievement Levels for the Bottom One-Third of the Schools, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students	Average Proficiency	Percentage of Students At or Above Advanced	Percentage of Students At or Above Proficient	Percentage of Students At or Above Basic	Percentage of Students Below Basic
NATION	23 (2.0)	191 (1.8)	0 (0.1)	6 (1.3)	29 (2.1)	71 (2.1)
Northeast	21 (5.3)	194 (3.7)!	0 (0.3)!	6 (2.4)!	30 (5.9)!	70 (5.9)!
Southeast	32 (4.2)	193 (2.3)	1 (0.4)	7 (1.7)	31 (2.8)	69 (2.8)
Central	19 (4.2)	192 (3.8)!	0 (0.2)!	6 (2.2)!	30 (4.5)!	70 (4.5)!
West	23 (3.4)	187 (3.4)	0 (0.2)	7 (1.6)	25 (3.2)	75 (3.2)
STATES						
Alabama	32 (3.8)	186 (2.3)	0 (0.3)	3 (0.9)	22 (2.6)	78 (2.6)
Arizona	34 (3.8)	192 (2.1)	1 (0.3)	7 (1.1)	30 (2.6)	70 (2.6)
Arkansas	30 (4.4)	194 (1.7)	1 (0.3)	8 (1.1)	32 (2.1)	68 (2.1)
California	29 (3.9)	171 (2.4)	0 (0.2)	2 (1.0)	14 (1.7)	86 (1.7)
Colorado	34 (4.0)	204 (1.4)	1 (0.3)	10 (1.1)	42 (1.7)	58 (1.7)
Connecticut	31 (3.2)	199 (2.2)	1 (0.5)	10 (1.5)	37 (3.1)	63 (3.1)
Delaware*	39 (0.2)	206 (1.4)	1 (0.4)	16 (1.5)	45 (2.1)	55 (2.1)
Dist. Columbia	36 (0.2)	169 (1.3)	0 (0.1)	1 (0.5)	10 (1.0)	90 (1.0)
Florida	34 (4.2)	192 (2.6)	1 (0.3)	8 (1.2)	30 (3.1)	70 (3.1)
Georgia	33 (4.5)	194 (1.5)	1 (0.5)	9 (1.3)	31 (1.7)	69 (1.7)
Hawaii	36 (4.5)	185 (2.1)	0 (0.2)	5 (1.4)	24 (1.8)	76 (1.8)
Idaho	35 (4.8)	211 (1.3)	2 (0.6)	15 (1.6)	51 (1.8)	49 (1.8)
Indiana	34 (4.9)	209 (1.4)	1 (0.7)	15 (1.3)	48 (2.3)	52 (2.3)
Iowa	33 (4.1)	215 (1.6)	2 (0.7)	19 (1.7)	56 (2.4)	44 (2.4)
Kentucky	33 (4.3)	199 (0.9)	1 (0.4)	9 (1.1)	37 (1.5)	63 (1.5)
Louisiana	33 (3.2)	185 (1.8)	0 (0.2)	3 (0.7)	20 (1.9)	80 (1.9)
Maine*	34 (4.6)	218 (0.9)	2 (0.8)	20 (2.1)	60 (1.8)	40 (1.8)
Maryland	34 (3.5)	191 (3.0)	1 (0.4)	8 (1.6)	30 (2.8)	70 (2.8)
Massachusetts	27 (2.5)	207 (1.8)	1 (0.6)	11 (1.8)	45 (2.8)	55 (2.8)
Michigan	34 (4.6)	198 (2.4)	1 (0.3)	8 (1.6)	35 (2.8)	65 (2.8)
Minnesota	34 (4.6)	210 (2.0)	2 (0.5)	17 (1.8)	50 (2.7)	50 (2.7)
Mississippi	35 (4.5)	181 (2.1)	0 (0.2)	3 (0.6)	19 (2.4)	81 (2.4)
Missouri	33 (4.6)	206 (2.4)	1 (0.5)	13 (1.8)	45 (2.5)	55 (2.5)
Nebraska*	33 (3.8)	208 (1.5)	2 (0.4)	13 (1.7)	47 (2.0)	53 (2.0)
New Hampshire*	35 (4.7)	218 (1.1)	3 (0.7)	22 (1.3)	58 (1.9)	42 (1.9)
New Jersey*	31 (3.6)	199 (2.0)	1 (0.5)	9 (1.7)	34 (3.0)	66 (3.0)
New Mexico	29 (4.2)	194 (1.9)	0 (0.4)	7 (1.3)	30 (2.4)	70 (2.4)
New York*	35 (3.9)	193 (3.2)	1 (0.4)	8 (1.4)	33 (2.7)	67 (2.7)
North Carolina	33 (4.4)	197 (1.5)	1 (0.6)	11 (1.6)	37 (1.8)	63 (1.8)
North Dakota	33 (4.3)	214 (1.2)	1 (0.3)	17 (1.9)	56 (2.7)	44 (2.7)
Ohio	30 (4.3)	200 (1.8)	1 (0.3)	8 (1.1)	38 (2.7)	62 (2.7)
Oklahoma	30 (4.2)	208 (1.5)	1 (0.6)	13 (1.8)	46 (2.8)	54 (2.8)
Pennsylvania	32 (4.1)	202 (1.9)	1 (0.6)	12 (1.5)	40 (2.6)	60 (2.6)
Rhode Island	34 (4.4)	196 (3.2)	0 (0.3)	8 (1.2)	33 (3.4)	67 (3.4)
South Carolina	33 (4.3)	194 (1.5)	0 (0.2)	7 (1.1)	30 (2.0)	70 (2.0)
Tennessee	36 (4.4)	197 (1.5)	1 (0.3)	8 (1.0)	34 (2.0)	66 (2.0)
Texas	31 (4.2)	194 (1.6)	0 (0.2)	6 (0.9)	30 (2.8)	70 (2.8)
Utah	36 (5.2)	210 (1.5)	2 (0.6)	15 (1.6)	49 (2.2)	51 (2.2)
Virginia	32 (4.2)	204 (1.7)	1 (0.3)	11 (1.5)	42 (2.5)	58 (2.5)
West Virginia	33 (4.2)	203 (2.0)	1 (0.4)	11 (1.2)	42 (2.1)	58 (2.1)
Wisconsin	31 (4.1)	210 (1.5)	1 (0.7)	15 (1.4)	49 (2.3)	51 (2.3)
Wyoming	35 (4.3)	212 (1.4)	2 (0.4)	16 (2.0)	53 (2.7)	47 (2.7)
TERRITORY						
Guam	45 (0.3)	170 (1.8)	0 (0.2)	3 (0.9)	16 (1.3)	84 (1.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.!Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.20 | **Percentage of Students Within Selected Demographic Subgroups in the Top One-Third of the Schools, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students by Race/Ethnicity					Percentage of Students by Type of Community			
	White	Black	Hispanic	Asian/Pacific Islander	American Indian	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	53 (4.2)	9 (2.3)!	23 (3.8)	51 (9.4)!	34 (6.9)!	85(10.2)!	0 (0.0)	48(12.3)!	43 (4.5)
Northeast	67 (9.9)	15 (7.0)!	29 (8.4)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	*** (***)	53 (9.1)
Southeast	46(10.5)!	8 (3.5)!	22 (5.9)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	28(20.1)!	36 (8.5)!
Central	56 (6.8)	5 (2.5)!	38 (6.7)!	*** (***)	*** (***)	*** (***)	0 (0.0)	85(15.7)!	46 (8.5)
West	44 (7.6)	9 (2.9)!	15 (5.6)!	53(13.0)!	*** (***)	59(25.7)!	0 (0.0)	27(15.4)!	37 (9.4)!
STATES									
Alabama	44 (6.1)	14 (3.6)!	25 (5.9)!	*** (***)	*** (***)	88(11.9)!	13 (9.1)!	31(12.8)!	37 (7.1)!
Arizona	46 (4.2)	16 (4.5)!	18 (3.9)!	*** (***)	10 (2.7)!	72(13.8)!	21(13.2)!	33(22.5)!	29 (5.0)!
Arkansas	39 (5.3)	13 (3.7)!	27 (5.6)!	*** (***)	39 (7.8)!	*** (***)	12(11.7)!	26 (8.2)!	35 (5.5)
California	51 (6.1)	22 (6.1)!	21 (3.9)	39 (7.4)!	*** (***)	90(10.4)!	8 (5.3)!	*** (***)	36 (6.0)
Colorado	37 (3.9)	19 (7.5)!	18 (2.9)	27 (6.8)!	33 (7.1)!	38 (9.3)!	0 (0.0)	42(15.9)!	35 (6.0)!
Connecticut	42 (4.5)	9 (4.1)!	12 (3.2)!	*** (***)	*** (***)	75(10.5)!	4 (3.8)!	*** (***)	31 (5.0)
Delaware*	31 (0.9)	27 (1.5)	26 (2.6)	*** (***)	*** (***)	21 (0.2)	0 (0.0)	16 (0.2)	43 (0.3)
Dist. Columbia	87 (2.8)	27 (0.4)	31 (2.5)	*** (***)	*** (***)	95 (0.1)	10 (0.2)	*** (***)	42 (0.5)
Florida	41 (4.2)	14 (3.6)!	32 (7.5)!	*** (***)	*** (***)	93 (6.3)!	1 (1.4)!	23(24.8)!	31 (5.8)
Georgia	47 (5.7)	13 (4.0)!	30 (5.8)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	7 (7.3)!	37 (6.3)!
Hawaii	43 (6.3)	32 (7.1)!	27 (5.1)	30 (4.6)	*** (***)	80(14.0)!	0 (0.0)	0 (0.0)	35 (6.3)
Idaho	31 (4.6)	*** (***)	20 (5.2)!	*** (***)	19 (6.4)!	65(17.5)!	*** (***)	28 (8.1)!	30 (6.3)!
Indiana	37 (5.2)	7 (4.1)!	28 (6.0)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	35(14.4)!	30 (6.0)
Iowa	35 (4.7)	31 (8.2)!	24 (5.1)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	34 (7.0)!	35 (7.1)!
Kentucky	35 (4.3)	31 (8.4)!	27 (7.3)!	*** (***)	*** (***)	100 (0.0)!	12(12.3)!	35(11.6)!	32 (5.9)
Louisiana	52 (5.6)	19 (4.0)!	32 (6.6)!	*** (***)	*** (***)	83(18.2)!	6 (6.5)!	39(11.8)!	44 (6.1)
Maine*	34 (4.7)	*** (***)	21 (7.0)!	*** (***)	*** (***)	*** (***)	*** (***)	34(11.5)!	38 (6.0)
Maryland	44 (4.4)	10 (2.2)!	23 (5.0)!	48 (9.3)!	*** (***)	60(11.8)!	0 (0.0)	44(17.5)!	30 (5.4)!
Massachusetts	38 (4.5)	10 (2.7)!	18 (3.6)!	24 (8.2)!	*** (***)	63(11.5)!	0 (0.0)	*** (***)	37 (5.9)
Michigan	42 (5.7)	6 (2.3)!	23 (5.4)!	*** (***)	*** (***)	100 (0.0)!	0 (0.0)	62(17.4)!	35 (6.2)!
Minnesota	37 (4.8)	19 (6.0)!	27 (6.4)!	*** (***)	*** (***)	54(18.3)!	*** (***)	25 (8.6)!	31 (6.5)!
Mississippi	54 (5.4)	13 (2.6)!	19 (5.6)!	*** (***)	*** (***)	*** (***)	8 (8.6)!	44(13.3)!	30 (4.0)
Missouri	40 (4.9)	12 (3.4)!	27 (5.7)!	*** (***)	*** (***)	77(16.7)!	0 (0.0)	47 (9.6)!	29 (7.2)!
Nebraska*	36 (4.7)	14 (4.8)!	13 (3.6)!	*** (***)	*** (***)	78(15.0)!	27 (6.2)	38 (9.9)!	22 (5.8)!
New Hampshire*	34 (5.1)	*** (***)	23 (5.5)!	*** (***)	*** (***)	44(30.8)!	*** (***)	19(20.9)!	36 (5.5)
New Jersey*	46 (6.2)	4 (1.8)!	11 (2.4)!	53(11.1)!	*** (***)	57(12.8)!	0 (0.0)	*** (***)	35 (7.2)!
New Mexico	48 (6.0)	31 (7.5)!	21 (3.6)	*** (***)	24 (7.3)!	100 (0.0)!	15(15.5)!	25(17.1)!	31 (6.1)!
New York*	46 (5.6)	9 (2.5)!	10 (2.2)!	33 (9.7)!	*** (***)	65(11.0)!	0 (0.0)	0 (0.0)	41 (7.9)
North Carolina	40 (4.1)	21 (4.2)!	36 (6.9)!	*** (***)	21(14.8)!	84(16.8)!	0 (0.0)	24 (8.8)!	32 (5.0)
North Dakota	32 (4.3)	*** (***)	29 (7.4)!	*** (***)	20 (9.5)!	31(18.1)!	*** (***)	32 (6.9)!	34 (7.2)!
Ohio	39 (4.7)	8 (2.4)!	26 (5.5)!	*** (***)	*** (***)	78(13.7)!	0 (0.0)	34(13.5)!	40 (6.8)
Oklahoma	37 (4.5)	16 (3.7)!	28 (5.5)	*** (***)	31 (4.9)	64(15.4)!	36(14.8)!	40(11.3)!	35 (7.1)!
Pennsylvania	39 (6.1)	7 (2.0)!	18 (4.3)!	*** (***)	*** (***)	67(14.1)!	6 (5.6)!	39(13.0)!	28 (6.9)!
Rhode Island	42 (4.9)	5 (2.1)!	10 (2.8)!	13 (3.5)!	*** (***)	72(11.8)!	0 (0.0)	*** (***)	39 (6.8)
South Carolina	43 (5.6)	21 (3.9)	23 (6.1)!	*** (***)	*** (***)	81(20.7)!	0 (0.0)	0 (0.0)	41 (5.5)
Tennessee	39 (4.8)	15 (4.5)!	27 (6.5)!	*** (***)	*** (***)	100 (0.0)!	4 (4.2)!	34(11.3)!	31 (5.7)!
Texas	56 (6.1)	18 (5.8)!	16 (3.8)!	*** (***)	*** (***)	100 (0.0)!	27(16.7)!	44(17.7)!	32 (7.3)!
Utah	33 (4.3)	*** (***)	25 (4.7)	*** (***)	*** (***)	62(12.9)!	0 (0.0)	16(11.4)!	30 (4.8)
Virginia	43 (4.9)	11 (2.5)!	36 (6.5)!	45(10.8)!	*** (***)	85 (9.6)!	0 (0.0)	26(11.6)!	28 (6.7)!
West Virginia	34 (3.7)	34 (9.2)!	27 (8.3)!	*** (***)	*** (***)	*** (***)	14(14.7)!	31(10.6)!	38 (4.7)
Wisconsin	37 (5.0)	12 (5.3)!	25 (4.8)	*** (***)	15 (6.8)!	70(14.5)!	8 (8.7)!	38(10.9)!	29 (6.2)!
Wyoming	33 (4.2)	*** (***)	24 (5.2)!	*** (***)	23 (7.1)!	80(21.1)!	0 (0.0)	39 (9.6)!	29 (5.5)!
TERRITORY									
Guam	48 (3.2)	36 (5.7)!	24 (2.7)	29 (0.6)	*** (***)	*** (***)	*** (***)	0 (0.0)	45 (0.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.20 | **Percentage of Students Within Selected Demographic Subgroups in the Top One-Third of the Schools, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Percentage of Students by Parents' Highest Level of Education					Percentage of Students by Gender	
	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know	Male	Female
NATION	50 (3.4)	42 (4.8)	40 (5.3)	24 (4.7)!	37 (3.6)	43 (3.4)	42 (3.3)
Northeast	64 (8.7)	48(12.9)!	50(14.2)!	*** (***)	46 (8.1)	54 (9.0)	53 (8.0)
Southeast	41 (7.1)	39(10.8)!	30(12.2)!	21 (9.9)!	27 (7.3)!	33 (7.9)!	33 (7.4)!
Central	52 (6.1)	47 (8.3)	52 (9.0)!	*** (***)	46 (6.5)	50 (5.8)	46 (6.4)
West	45 (6.9)	32 (7.9)!	32 (5.9)!	18 (6.9)!	31 (6.7)!	34 (6.0)	37 (6.1)
STATES							
Alabama	40 (5.3)	36 (5.9)	31 (6.1)!	27 (6.3)!	30 (4.7)	34 (5.0)	34 (4.9)
Arizona	41 (4.0)	37 (5.1)	29 (4.3)	13 (3.3)!	30 (3.5)	34 (3.3)	35 (3.4)
Arkansas	35 (5.0)	35 (5.7)	32 (5.2)	30 (5.5)	31 (4.7)	32 (4.6)	34 (4.8)
California	48 (5.4)	40 (7.5)!	29 (6.0)!	10 (3.6)!	31 (4.3)	34 (4.4)	40 (5.1)
Colorado	39 (4.0)	30 (4.3)	26 (4.6)	24 (5.2)!	28 (4.0)	31 (3.7)	33 (3.6)
Connecticut	45 (4.9)	32 (4.6)	26 (4.2)	19 (5.4)!	26 (3.6)	34 (4.1)	34 (4.0)
Delaware	35 (1.1)	32 (3.6)	26 (1.9)	25 (4.2)	27 (0.9)	30 (0.9)	30 (0.8)
Dist. Columbia	39 (1.2)	32 (3.4)	26 (2.1)	17 (2.7)	25 (1.3)	31 (1.0)	31 (1.0)
Florida	40 (4.6)	37 (4.7)	26 (4.2)	19 (5.3)!	31 (4.0)	34 (4.0)	32 (3.9)
Georgia	42 (5.4)	32 (5.3)	24 (4.4)	23 (4.6)!	35 (5.4)	34 (4.8)	35 (5.0)
Hawaii	37 (5.0)	34 (5.7)	27 (4.6)	27 (6.4)!	31 (4.6)	31 (4.5)	34 (4.5)
Idaho	34 (5.2)	31 (5.5)	27 (5.2)	22 (6.4)!	27 (4.2)	30 (4.6)	29 (4.7)
Indiana	40 (5.1)	40 (5.9)	29 (5.6)!	19 (5.3)!	28 (4.8)	34 (5.1)	33 (4.7)
Iowa	44 (5.2)	35 (5.5)	29 (4.4)	17 (5.5)!	27 (4.5)	34 (4.7)	35 (4.7)
Kentucky	49 (5.2)	35 (5.6)	27 (4.5)	19 (4.6)!	31 (4.8)	34 (4.4)	36 (4.7)
Louisiana	41 (4.9)	42 (6.2)	31 (4.7)	25 (4.9)!	38 (5.2)	38 (4.4)	36 (4.6)
Maine	38 (5.6)	30 (5.7)	32 (5.4)!	19 (6.1)!	29 (4.8)	32 (5.2)	34 (4.7)
Maryland	39 (3.9)	30 (4.7)	29 (4.4)	18 (4.7)!	29 (3.8)	31 (3.5)	34 (3.7)
Massachusetts	46 (4.5)	32 (4.8)	28 (4.6)	16 (5.1)!	24 (3.9)	36 (4.2)	33 (3.9)
Michigan	44 (5.9)	33 (5.8)	27 (5.2)!	21 (5.9)!	31 (5.2)	37 (5.2)	34 (5.1)
Minnesota	42 (5.3)	33 (5.2)	32 (5.4)!	*** (***)	30 (4.5)	36 (4.8)	34 (4.6)
Mississippi	32 (4.3)	30 (5.1)	30 (4.9)	26 (4.5)	30 (3.7)	29 (3.6)	31 (3.9)
Missouri	43 (5.3)	38 (5.2)	30 (5.0)	23 (5.5)!	31 (4.5)	33 (4.3)	37 (4.7)
Nebraska	38 (5.3)	35 (6.1)!	31 (5.0)	*** (***)	27 (4.1)	33 (4.7)	32 (4.3)
New Hampshire	41 (6.1)	35 (5.8)	24 (4.3)	24 (5.2)!	29 (4.8)	32 (4.9)	35 (5.3)
New Jersey	47 (6.4)	38 (6.2)	28 (5.0)!	20 (4.5)!	24 (4.1)	35 (5.0)	36 (5.1)
New Mexico	46 (5.2)	40 (5.5)	27 (4.7)	15 (4.4)!	28 (4.5)	33 (4.5)	34 (4.6)
New York	46 (5.0)	33 (6.5)	25 (5.5)!	14 (4.4)!	24 (3.6)	33 (4.6)	31 (3.9)
North Carolina	40 (4.1)	36 (5.1)	25 (3.4)	22 (4.6)!	32 (4.1)	33 (3.7)	34 (3.8)
North Dakota	35 (4.8)	27 (5.3)!	35 (4.7)	*** (***)	27 (4.4)	31 (4.2)	33 (4.4)
Ohio	43 (4.7)	34 (5.3)	31 (5.0)	21 (5.5)!	30 (4.0)	34 (4.1)	35 (4.5)
Oklahoma	40 (5.1)	36 (5.3)	28 (4.2)	21 (3.7)	34 (4.5)	34 (4.3)	34 (4.2)
Pennsylvania	43 (6.5)	32 (5.9)	27 (5.3)	14 (4.4)!	27 (4.9)	32 (5.4)	34 (5.7)
Rhode Island	45 (5.2)	40 (5.9)	27 (5.0)	20 (4.9)!	26 (4.0)	34 (4.3)	35 (4.1)
South Carolina	44 (5.4)	35 (5.7)	22 (3.9)	12 (3.2)!	31 (4.9)	33 (4.9)	34 (4.3)
Tennessee	45 (5.5)	35 (5.9)	24 (4.4)	21 (4.2)	27 (4.1)	34 (4.5)	32 (4.5)
Texas	50 (5.7)	38 (6.5)!	28 (4.9)	20 (5.2)!	31 (4.9)	36 (4.8)	37 (5.0)
Utah	39 (4.8)	24 (4.2)	23 (4.3)	14 (5.4)!	29 (4.3)	31 (4.3)	33 (4.3)
Virginia	48 (4.8)	33 (5.2)	25 (4.6)	19 (5.7)!	26 (3.7)	35 (4.2)	36 (4.2)
West Virginia	43 (5.0)	35 (5.0)	27 (3.8)	25 (4.7)	28 (3.6)	31 (3.9)	36 (3.9)
Wisconsin	41 (5.0)	33 (5.5)	30 (5.3)	28 (7.9)!	31 (4.6)	35 (4.6)	34 (4.8)
Wyoming	35 (4.8)	33 (5.1)	25 (3.9)	20 (3.9)	31 (4.7)	32 (4.2)	32 (4.3)
TERRITORY							
Guam	33 (2.0)	36 (4.6)	32 (2.7)	21 (3.4)	29 (1.4)	31 (1.1)	31 (1.1)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.21 | **Percentage of Students Within Selected Demographic Subgroups in the Bottom One-Third of the Schools, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students by Race/Ethnicity					Percentage of Students by Type of Community			
	White	Black	Hispanic	Asian/Pacific Islander	American Indian	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	11 (2.0)	60 (4.4)	47 (4.6)	20 (5.9)!	19 (4.3)!	4 (3.9)!	90 (5.3)	6 (3.1)!	19 (2.4)
Northeast	9 (4.9)!	54 (8.8)!	46(12.6)!	*** (***)	*** (***)	0 (0.0)	75(12.9)!	*** (***)	15 (5.6)!
Southeast	18 (4.0)!	57 (7.6)!	51(11.3)!	*** (***)	*** (***)	0 (0.0)	100 (0.0)!	11 (5.0)!	26 (5.5)!
Central	10 (4.4)!	71(10.1)	33 (6.3)!	*** (***)	*** (***)	*** (***)	89 (9.6)!	0 (0.0)	13 (5.5)!
West	10 (2.7)!	64 (9.9)!	51 (5.7)	16 (7.4)!	*** (***)	0 (0.0)	100 (0.0)!	7 (7.2)!	23 (3.3)
STATES									
Alabama	15 (3.3)!	65 (5.1)	44 (7.9)!	*** (***)	*** (***)	0 (0.0)	75(13.9)!	13 (9.6)!	29 (6.0)!
Arizona	18 (3.1)	40 (7.9)!	49 (5.7)	*** (***)	74 (6.2)!	10 (9.9)!	45(16.3)!	67(22.5)!	32 (5.9)
Arkansas	18 (3.6)	67 (6.8)	50 (6.9)	*** (***)	33 (6.4)!	*** (***)	78(17.7)!	26 (8.3)!	29 (5.5)!
California	11 (2.9)!	57 (7.7)!	48 (5.4)	25 (5.0)!	*** (***)	0 (0.0)	76(10.3)!	*** (***)	19 (5.1)!
Colorado	25 (3.8)	61 (9.4)!	58 (5.0)	32 (7.9)!	42 (7.6)!	14 (8.5)!	90 (6.6)!	34(15.3)!	28 (6.1)!
Connecticut	17 (2.9)	78 (5.9)	70 (5.3)	*** (***)	*** (***)	9 (7.5)!	96 (3.8)!	*** (***)	18 (4.3)!
Delaware*	38 (1.0)	40 (2.0)	46 (3.4)	*** (***)	*** (***)	79 (0.2)	30 (0.4)	22 (0.3)	37 (0.2)
Dist. Columbia	6 (1.8)!	40 (0.4)	28 (2.8)	*** (***)	*** (***)	5 (0.1)	42 (0.3)	*** (***)	38 (0.6)
Florida	19 (3.8)	67 (5.5)	43 (7.5)	*** (***)	*** (***)	0 (0.0)	83 (7.4)	0 (0.0)	29 (6.3)!
Georgia	19 (3.6)	55 (7.7)	40 (6.4)!	*** (***)	*** (***)	0 (0.0)	91 (8.4)!	28(15.6)!	30 (5.7)!
Hawaii	24 (4.8)!	36 (6.7)	37 (6.1)!	39 (5.0)	*** (***)	0 (0.0)	89(11.0)!	14(14.3)!	32 (6.4)!
Idaho	33 (4.8)	*** (***)	50 (6.5)	*** (***)	42 (9.4)!	0 (0.0)	*** (***)	45 (8.4)!	33 (6.7)!
Indiana	27 (4.8)	75 (8.0)	39 (6.8)!	*** (***)	*** (***)	0 (0.0)	90(10.9)!	34(13.3)!	28 (6.0)!
Iowa	32 (4.0)	43(11.0)!	46 (6.6)	*** (***)	*** (***)	0 (0.0)	76(25.5)!	34 (6.3)!	28 (6.6)!
Kentucky	33 (4.3)	30 (9.6)!	32 (7.5)!	*** (***)	*** (***)	0 (0.0)	62(16.8)!	25 (8.7)!	33 (5.6)
Louisiana	12 (2.1)	56 (4.4)	45 (6.7)!	*** (***)	*** (***)	0 (0.0)	65 (9.3)	33(15.9)!	27 (4.5)
Maine*	33 (4.6)	*** (***)	45 (8.7)!	*** (***)	*** (***)	*** (***)	*** (***)	50(12.6)!	33 (5.5)
Maryland	18 (3.5)	67 (4.7)	40 (7.0)!	31 (9.2)!	*** (***)	19(10.1)!	85(10.8)!	37(17.2)!	32 (5.9)!
Massachusetts	19 (2.6)	75 (4.3)	63 (4.6)	54(10.8)!	*** (***)	6 (6.0)!	96 (4.5)	*** (***)	17 (4.4)!
Michigan	23 (4.9)!	85 (3.8)	47 (6.8)	*** (***)	*** (***)	0 (0.0)	83(11.0)!	25(16.2)!	25 (6.2)!
Minnesota	32 (4.7)	67(11.9)!	43 (6.7)!	*** (***)	*** (***)	10 (8.6)!	*** (***)	40 (9.1)!	42 (7.6)!
Mississippi	13 (3.8)!	53 (5.8)	40(10.1)!	*** (***)	*** (***)	*** (***)	78(23.1)!	18 (9.2)!	38 (5.2)
Missouri	25 (4.6)	73 (5.8)	39 (7.2)!	*** (***)	*** (***)	0 (0.0)	100 (0.0)!	22 (7.7)!	31 (7.7)!
Nebraska*	29 (3.9)	65 (7.2)	52 (6.7)!	*** (***)	*** (***)	0 (0.0)	73 (6.2)!	30 (7.8)!	39 (5.9)
New Hampshire*	34 (4.6)	*** (***)	42 (7.6)!	*** (***)	*** (***)	0 (0.0)	*** (***)	17(14.1)!	33 (5.5)
New Jersey*	14 (3.2)!	81 (4.9)	67 (5.8)	21 (6.5)!	*** (***)	2 (2.6)!	88 (8.0)!	*** (***)	30 (6.3)!
New Mexico	16 (3.3)!	30 (8.2)!	41 (5.5)	*** (***)	49(12.5)!	0 (0.0)	64(19.5)!	75(17.1)!	28 (5.2)
New York*	17 (3.9)!	73 (6.3)	67 (5.7)	14 (6.8)!	*** (***)	0 (0.0)	88 (8.5)!	0 (0.0)	24 (6.7)!
North Carolina	26 (4.1)	47 (6.0)	31 (5.5)	*** (***)	58(25.4)!	0 (0.0)	66(21.7)!	37(10.9)!	34 (5.6)
North Dakota	33 (4.3)	*** (***)	30 (8.5)!	*** (***)	46(13.6)!	7 (6.3)!	*** (***)	42 (8.8)!	34 (5.9)!
Ohio	22 (4.4)!	80 (6.8)	37 (7.8)!	*** (***)	*** (***)	0 (0.0)	94 (6.4)	6 (6.2)!	18 (6.1)!
Oklahoma	25 (4.2)	56 (7.1)!	45 (6.9)!	*** (***)	39 (6.6)	0 (0.0)	43(15.4)!	26(10.0)!	27 (5.7)!
Pennsylvania	21 (4.1)	83 (4.3)	59 (6.5)!	*** (***)	*** (***)	7 (6.4)!	86 (9.1)	10 (8.5)!	28 (5.4)!
Rhode Island	23 (4.2)	71 (8.2)!	69 (5.8)	74 (5.8)	*** (***)	0 (0.0)	87 (7.6)!	*** (***)	23 (6.2)!
South Carolina	21 (4.0)	51 (5.9)	33 (7.8)!	*** (***)	*** (***)	0 (0.0)	91(10.9)!	47(12.9)!	31 (5.6)
Tennessee	24 (4.3)	69 (5.7)	50 (7.7)!	*** (***)	*** (***)	0 (0.0)	96 (4.2)!	47(11.8)!	27 (5.6)!
Texas	14 (3.2)!	41 (9.4)!	51 (6.7)	*** (***)	*** (***)	0 (0.0)	47(14.5)!	11 (9.2)!	32 (6.0)!
Utah	33 (5.0)	*** (***)	55 (6.7)	*** (***)	*** (***)	8 (7.8)!	74(20.1)!	40(19.9)!	39 (6.6)
Virginia	24 (4.2)	57 (5.1)	36 (7.1)!	21 (8.7)!	*** (***)	0 (0.0)	69(11.7)!	28(10.8)!	37 (6.9)!
West Virginia	33 (4.1)	36(11.1)!	44 (9.8)!	*** (***)	*** (***)	*** (***)	47(16.3)!	21(10.8)!	36 (5.2)
Wisconsin	26 (4.3)	73 (6.8)!	40 (6.7)!	*** (***)	71 (9.4)!	0 (0.0)	92 (8.7)!	29 (9.5)!	28 (6.1)!
Wyoming	32 (4.1)	*** (***)	45 (6.1)	*** (***)	58(11.1)!	20(21.1)!	90(10.2)!	15 (5.2)!	39 (6.1)
TERRITORY									
Guam	33 (3.2)	40 (5.3)	58 (2.5)	45 (0.8)	*** (***)	*** (***)	*** (***)	80 (0.3)	27 (0.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 2.21 | **Percentage of Students Within Selected Demographic Subgroups in the Bottom One-Third of the Schools, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Percentage of Students by Parents' Highest Level of Education					Percentage of Students by Gender	
	Graduaged College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know	Male	Female
NATION	19 (1.9)	19 (2.8)	25 (3.0)	37 (4.9)	26 (2.5)	23 (2.1)	24 (2.0)
Northeast	16 (5.4)!	18 (6.4)!	21 (6.6)!	*** (***)	26 (6.8)!	21 (5.9)!	21 (5.1)!
Southeast	28 (3.8)	27 (5.8)!	34 (5.7)!	49 (8.9)!	33 (5.8)	33 (4.8)	31 (4.0)
Central	16 (4.0)!	17 (5.4)!	14 (5.3)!	*** (***)	22 (4.7)!	16 (3.5)!	22 (5.3)!
West	18 (3.4)	17 (5.0)!	30 (5.7)!	37 (8.8)!	24 (3.7)	23 (3.7)	23 (3.4)
STATES							
Alabama	28 (3.8)	29 (5.4)!	32 (5.0)	33 (5.6)	37 (4.4)	30 (3.9)	33 (4.0)
Arizona	25 (3.7)	22 (4.3)	41 (5.4)	54 (6.1)	39 (4.4)	34 (4.0)	33 (3.8)
Arkansas	30 (5.0)	23 (4.4)	31 (4.9)	33 (4.8)	33 (4.6)	31 (4.4)	30 (4.5)
California	19 (3.6)	26 (5.1)	32 (5.7)!	49 (7.4)	37 (4.5)	31 (4.0)	27 (4.0)
Colorado	25 (3.5)	32 (5.2)	44 (5.8)	52 (6.9)	39 (4.6)	34 (4.2)	34 (4.1)
Connecticut	20 (3.0)	24 (4.2)	37 (4.7)	52 (6.6)	43 (3.9)	32 (3.4)	31 (3.5)
Delaware	38 (1.1)	42 (4.2)	37 (2.3)	44 (5.9)	41 (1.2)	39 (1.1)	40 (1.0)
Dist. Columbia	33 (1.3)	37 (3.9)	37 (2.4)	45 (4.1)	39 (1.6)	36 (1.0)	37 (1.0)
Florida	32 (4.2)	29 (5.5)	36 (5.4)	41 (7.2)!	36 (4.4)	34 (4.4)	34 (4.2)
Georgia	26 (4.6)	38 (6.0)	41 (5.0)	42 (5.9)	33 (4.9)	34 (4.8)	31 (4.3)
Hawaii	31 (4.3)	29 (5.4)	39 (5.7)	47 (7.5)!	39 (5.0)	37 (4.7)	34 (4.4)
Idaho	31 (5.0)	35 (5.9)	41 (5.8)	51 (8.1)!	36 (4.9)	36 (4.9)	35 (5.0)
Indiana	30 (4.7)	29 (5.5)	41 (6.0)	36 (7.9)!	35 (5.4)	34 (5.0)	33 (5.0)
Iowa	27 (3.9)	33 (4.6)	38 (5.0)	43 (6.7)	39 (4.8)	33 (4.2)	34 (4.2)
Kentucky	21 (3.8)	31 (5.5)	38 (5.2)	47 (5.6)	37 (5.0)	33 (4.5)	32 (4.4)
Louisiana	32 (3.5)	27 (4.2)	38 (4.2)	39 (5.6)	32 (3.5)	33 (3.5)	33 (3.1)
Maine	28 (4.8)	35 (6.1)	36 (5.8)	47 (7.5)	39 (5.1)	35 (5.0)	33 (4.6)
Maryland	31 (3.4)	33 (4.7)	41 (4.7)	44 (7.9)!	36 (4.2)	36 (3.9)	33 (3.4)
Massachusetts	17 (2.4)	23 (3.9)	33 (4.4)	54 (6.6)	38 (3.6)	27 (2.8)	28 (2.5)
Michigan	28 (4.3)	30 (4.9)	38 (5.6)	53 (7.1)	38 (5.3)	34 (4.7)	34 (4.8)
Minnesota	30 (4.7)	36 (6.0)	37 (5.6)	*** (***)	37 (5.2)	34 (4.8)	34 (4.7)
Mississippi	33 (4.8)	30 (5.9)!	35 (5.2)	40 (6.4)!	38 (5.2)	37 (4.6)	34 (4.7)
Missouri	29 (4.6)	31 (5.2)	32 (5.3)	44 (6.7)	36 (5.4)	33 (4.8)	33 (4.6)
Nebraska	26 (3.7)	27 (4.8)	34 (4.4)	*** (***)	43 (4.6)	33 (4.2)	33 (3.7)
New Hampshire	31 (5.0)	28 (5.5)	47 (5.9)	47 (6.9)	38 (4.8)	37 (5.1)	34 (4.5)
New Jersey	23 (3.3)	27 (4.6)	37 (5.1)	48 (8.1)	41 (4.5)	30 (3.9)	33 (3.6)
New Mexico	20 (3.7)	24 (4.8)	30 (5.2)	38 (7.4)	36 (5.3)	29 (4.1)	29 (4.5)
New York	22 (3.3)	28 (4.8)	36 (5.5)	50 (8.4)!	46 (5.0)	35 (4.2)	35 (3.8)
North Carolina	26 (4.1)	29 (5.3)	39 (5.0)	48 (6.6)	36 (4.8)	33 (4.6)	33 (4.4)
North Dakota	29 (4.7)	34 (6.3)	34 (5.0)	*** (***)	39 (4.8)	35 (6.4)	32 (4.4)
Ohio	26 (4.1)	26 (4.7)	30 (4.6)	50 (8.7)!	32 (5.2)	32 (4.5)	28 (4.3)
Oklahoma	26 (4.7)	26 (4.9)	36 (5.7)	43 (6.2)	31 (4.5)	28 (4.1)	32 (4.4)
Pennsylvania	25 (4.0)	31 (5.5)	33 (4.8)	45 (6.3)	37 (4.4)	31 (4.1)	32 (4.2)
Rhode Island	21 (3.5)	27 (5.4)!	38 (6.3)	51 (7.1)	44 (5.4)	33 (4.3)	35 (4.8)
South Carolina	29 (4.4)	24 (4.7)	41 (5.6)	42 (7.1)!	35 (4.5)	34 (4.3)	33 (4.5)
Tennessee	28 (4.4)	36 (6.0)	38 (4.8)	43 (5.7)	40 (5.2)	35 (4.5)	36 (4.5)
Texas	21 (3.7)	27 (5.0)	38 (5.6)	50 (7.5)!	32 (4.9)	32 (4.3)	29 (4.3)
Utah	29 (4.8)	39 (6.0)	39 (6.3)	51 (8.9)!	40 (5.7)	36 (5.3)	36 (5.3)
Virginia	26 (3.9)	35 (5.8)!	33 (4.4)	42 (6.7)	38 (5.0)	33 (4.3)	32 (4.2)
West Virginia	25 (4.1)	32 (4.7)	36 (4.9)	41 (5.9)	38 (4.9)	34 (4.5)	33 (4.2)
Wisconsin	26 (4.0)	31 (5.4)	31 (5.3)	41 (6.9)!	34 (4.3)	31 (4.1)	31 (4.2)
Wyoming	30 (4.1)	36 (5.6)	41 (5.5)	47 (6.1)	36 (4.6)	37 (4.4)	33 (4.2)
TERRITORY							
Guam	44 (1.8)	41 (4.6)	49 (2.9)	53 (4.5)	45 (1.5)	44 (1.2)	47 (1.3)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER THREE

Reading Achievement by Purposes for Reading for the Nation and the State

Overview

In contrast to the previous chapters, which contain results on overall reading achievement for the nation and the states, this chapter presents results separately for each of the three purposes for reading. In accordance with the reading framework underlying the assessment, the purposes are reading for literary experience, reading to gain information, and reading to perform a task.[9] At grade 4, only reading for literary experience and reading to gain information were assessed. All three purposes for reading were assessed at grades 8 and 12.

Brief descriptions of the three purposes for reading are presented in FIGURE 3.1. For each of the three purposes for reading, average proficiency and percentile results are presented. State comparisons in average proficiency are shown graphically for the two purposes assessed at grade 4.

[9] For a full description of the framework underlying NAEP's 1992 reading assessment, see *Reading Framework for the 1992 National Assessment of Educational Progress.*

FIGURE 3.1
Description of Purposes for Reading

Reading involves an interaction between a specific type of text or written material and a reader, who typically has a purpose for reading that is related to the type of text and the context of the reading situation. The 1992 NAEP reading assessment presented three types of text to students representing each of three reading purposes: literary text for literary experience, informational text to gain information, and documents to perform a task. Students' reading skills were evaluated in terms of a single purpose for each type of text.

Reading for Literary Experience

Reading for literary experience involves reading literary text to explore the human condition, to relate narrative events with personal experiences, and to consider the interplay in the selection among emotions, events, and possibilities. Students in the NAEP reading assessment were provided with a wide variety of literary text such as short stories, poems, fables, historical fiction, science fiction, and mysteries.

Reading to Gain Information

Reading to gain information involves reading informative passages in order to obtain some general or specific information. This often requires a more utilitarian approach to reading that requires the use of certain reading/thinking strategies different from those used for other purposes. In addition, reading to gain information often involves reading and interpreting adjunct aids such as charts, graphs, maps, and tables that provide supplemental or tangential data. Informational passages in the NAEP reading assessment included biographies, science articles, encyclopedia entries, primary and secondary historical accounts, and newspaper editorials.

Reading to Perform a Task

Reading to perform a task involves reading various types of materials for the purpose of applying the information or directions in completing a specific task. The readers' purpose for gaining meaning extends beyond understanding the text to include accomplishing a certain activity. Documents requiring students in the NAEP reading assessment to perform a task included directions for creating a time capsule, instructions on how to write a letter to your Senator, a bus schedule, and a tax form. In 1992, reading to perform a task was assessed only at grades 8 and 12.

FIGURE 3.2
Description of Reading Stances

Readers interact with text in various ways as they use background knowledge and understanding of text to construct, extend, and examine meaning. The NAEP reading assessment framework specified four reading stances to be assessed that represent various interactions between readers and texts. These stances are not meant to describe a hierarchy of skills or abilities. Rather, they are intended to describe behaviors that readers at all developmental levels should exhibit.

Initial Understanding

Initial understanding requires a broad, preliminary construction of an understanding of the text. Questions testing this aspect ask the reader to provide an initial impression or unreflected understanding of what was read. In the 1992 NAEP reading assessment, the first question following a passage usually assessed initial understanding.

Developing an Interpretation

Developing an interpretation requires the reader to go beyond the initial impression to develop a more complete understanding of what was read. Questions testing this aspect require a more specific understanding of the text and involve linking information across parts of the text, as well as focusing on specific information.

Personal Reflection and Response

Personal response requires the reader to connect knowledge from the text more extensively with his or her own personal background knowledge and experience. The focus is on how the text relates to personal experience, and questions on this aspect ask the readers to reflect and respond from a personal perspective. For the 1992 NAEP reading assessment, personal response questions were typically formatted as constructed-response items to allow for varied individual responses.

Demonstrating a Critical Stance

Demonstrating a critical stance requires the reader to stand apart from the text, consider it, and judge it objectively. Questions on this aspect require the reader to perform a variety of tasks, such as critical evaluation; comparing and contrasting; application to practical tasks; and understanding the impact of such text features as irony, humor, and organization. These questions focus on the reader as interpreter/critic and require the reader to reflect and make judgments.

Average Proficiency in Purposes for Reading

TABLE 3.1 **Average Proficiency in Purposes for Reading, Grades 4, 8, and 12, 1992 Reading Assessment**

Grades	Average Proficiency	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
4	218(1.0)	220(1.0)	215(1.2)	**
8	260(0.9)	259(1.0)	261(1.0)	261(1.0)
12	291(0.6)	289(0.7)	292(0.6)	292(0.7)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 3.2 **Percentiles of Proficiency in Purposes for Reading, Grades 4, 8, and 12, 1992 Reading Assessment**

	Average Proficiency	5th Percentile	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	95th Percentile
Grade 4								
Reading for Literary Experience	220(1.0)	155(1.4)	170(2.0)	196(1.3)	222(1.4)	246(1.3)	267(1.2)	278(0.8)
Reading to Gain Information	215(1.2)	149(1.5)	165(1.5)	190(1.6)	217(1.3)	241(1.4)	262(2.1)	273(1.6)
Grade 8								
Reading for Literary Experience	259(1.0)	194(1.3)	209(1.4)	234(1.5)	260(1.2)	285(1.1)	306(1.1)	318(1.5)
Reading to Gain Information	261(1.0)	197(1.1)	213(1.3)	238(1.3)	263(1.1)	286(1.1)	306(0.9)	317(1.2)
Reading to Perform a Task	261(1.0)	193(1.6)	210(1.1)	236(1.3)	263(1.1)	289(1.4)	310(1.1)	322(1.4)
Grade 12								
Reading for Literary Experience	289(0.7)	217(1.9)	234(1.3)	262(1.0)	291(0.8)	318(1.1)	341(0.9)	354(1.1)
Reading to Gain Information	292(0.6)	237(1.2)	251(1.0)	272(0.8)	294(0.6)	314(0.6)	331(0.7)	341(1.3)
Reading to Perform a Task	292(0.7)	235(1.2)	248(0.9)	270(0.9)	293(0.9)	316(0.9)	334(1.0)	345(1.3)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 3.3 Average Proficiency in Purposes for Reading by Region, Grades 4, 8, and 12, 1992 Reading Assessment

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Northeast	225(3.3)	220(4.3)	**
Southeast	216(2.3)	212(2.5)	**
Central	222(1.6)	219(1.6)	**
West	219(1.5)	210(1.9)	**
Grade 8			
Northeast	262(1.7)	265(1.8)	264(2.1)
Southeast	253(1.7)	255(1.8)	254(2.1)
Central	261(2.3)	266(2.2)	268(2.2)
West	260(1.4)	259(1.3)	259(1.3)
Grade 12			
Northeast	290(1.4)	295(1.2)	294(1.5)
Southeast	280(1.4)	286(1.2)	284(1.2)
Central	293(1.2)	295(1.5)	296(1.3)
West	292(1.9)	293(1.5)	292(1.7)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 3.4 Average Proficiency in Purposes for Reading by Type of School, Grades 4, 8, and 12, 1992 Reading Assessment

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Public Schools	218(1.1)	213(1.2)	**
Catholic Schools	232(2.2)	228(2.7)	**
Other Private Schools	238(6.2)	233(4.5)	**
Grade 8			
Public Schools	257(1.1)	259(1.0)	259(1.0)
Catholic Schools	273(1.9)	277(2.0)	277(2.2)
Other Private Schools	282(2.8)	284(3.3)	286(3.8)
Grade 12			
Public Schools	287(0.8)	290(0.8)	290(0.9)
Catholic Schools	303(2.9)	309(1.4)	306(1.4)
Other Private Schools	306(3.7)	309(2.7)	307(3.1)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was no assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 3.5 | Average Proficiency in Purposes for Reading, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Reading for Literary Experience	Reading to Gain Information
NATION	218 (1.1)	213 (1.2)
Northeast	224 (3.5)	218 (4.7)
Southeast	213 (2.5)	209 (2.7)
Central	220 (1.8)	217 (1.7)
West	217 (1.7)	208 (2.0)
STATES		
Alabama	211 (1.9)	205 (1.8)
Arizona	213 (1.2)	207 (1.5)
Arkansas	213 (1.4)	210 (1.4)
California	206 (2.2)	199 (2.2)
Colorado	222 (1.2)	213 (1.4)
Connecticut	226 (1.5)	219 (1.6)
Delaware*	214 (0.7)	213 (0.8)
Dist. Columbia	192 (0.9)	185 (1.0)
Florida	212 (1.3)	206 (1.5)
Georgia	216 (1.7)	210 (1.5)
Hawaii	207 (1.7)	201 (1.9)
Idaho	224 (1.2)	217 (1.1)
Indiana	225 (1.4)	219 (1.4)
Iowa	228 (1.1)	225 (1.5)
Kentucky	216 (1.4)	210 (1.4)
Louisiana	208 (1.3)	200 (1.3)
Maine*	230 (1.2)	226 (1.3)
Maryland	215 (1.8)	208 (1.6)
Massachusetts	230 (1.2)	224 (1.1)
Michigan	220 (1.6)	213 (1.7)
Minnesota	224 (1.4)	220 (1.3)
Mississippi	201 (1.5)	198 (1.3)
Missouri	223 (1.3)	219 (1.5)
Nebraska*	225 (1.2)	219 (1.4)
New Hampshire*	231 (1.3)	226 (1.4)
New Jersey*	226 (1.5)	222 (1.7)
New Mexico	214 (1.9)	209 (1.6)
New York*	219 (1.4)	212 (1.9)
North Carolina	215 (1.3)	210 (1.3)
North Dakota	230 (1.3)	223 (1.4)
Ohio	221 (1.4)	216 (1.5)
Oklahoma	223 (1.1)	220 (1.1)
Pennsylvania	224 (1.3)	219 (1.5)
Rhode Island	221 (1.8)	214 (2.0)
South Carolina	215 (1.5)	206 (1.6)
Tennessee	216 (1.5)	210 (1.8)
Texas	216 (1.6)	210 (1.8)
Utah	224 (1.3)	219 (1.2)
Virginia	225 (1.6)	219 (1.4)
West Virginia	219 (1.4)	214 (1.5)
Wisconsin	228 (1.2)	222 (1.0)
Wyoming	229 (1.1)	219 (1.4)
TERRITORY		
Guam	187 (1.7)	177 (1.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

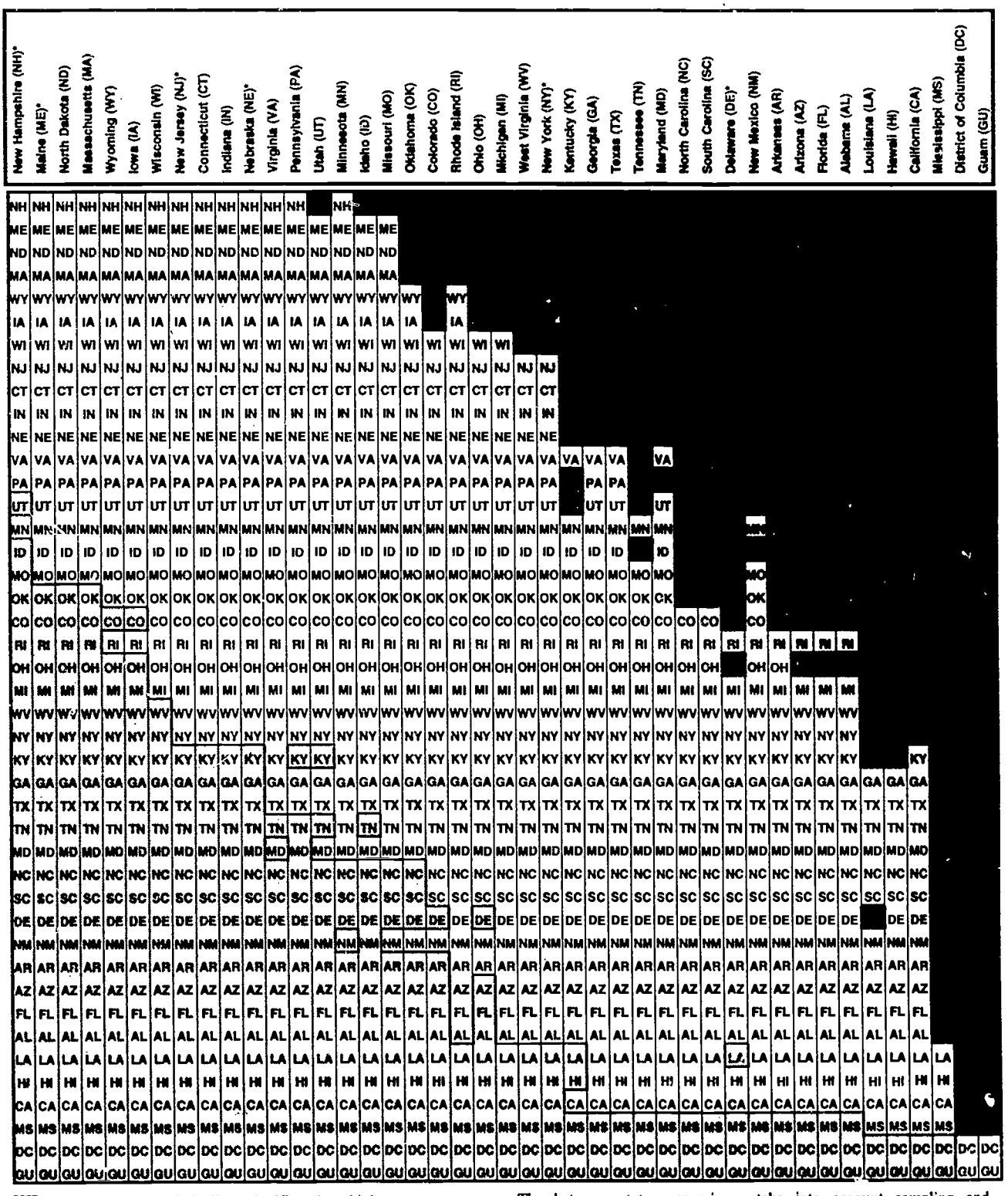
SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

FIGURE 3.3

Comparisons of Average Reading for Literary Experience Proficiency, Grade 4, 1992 Reading Assessment

THE NATION'S REPORT CARD

INSTRUCTIONS: Read *down* the column directly under a state name listed in the heading at the top of the chart. Match the shading intensity surrounding a state postal abbreviation to the key below to determine whether the average reading performance of this state is higher than, the same as, or lower than the state in the column heading.



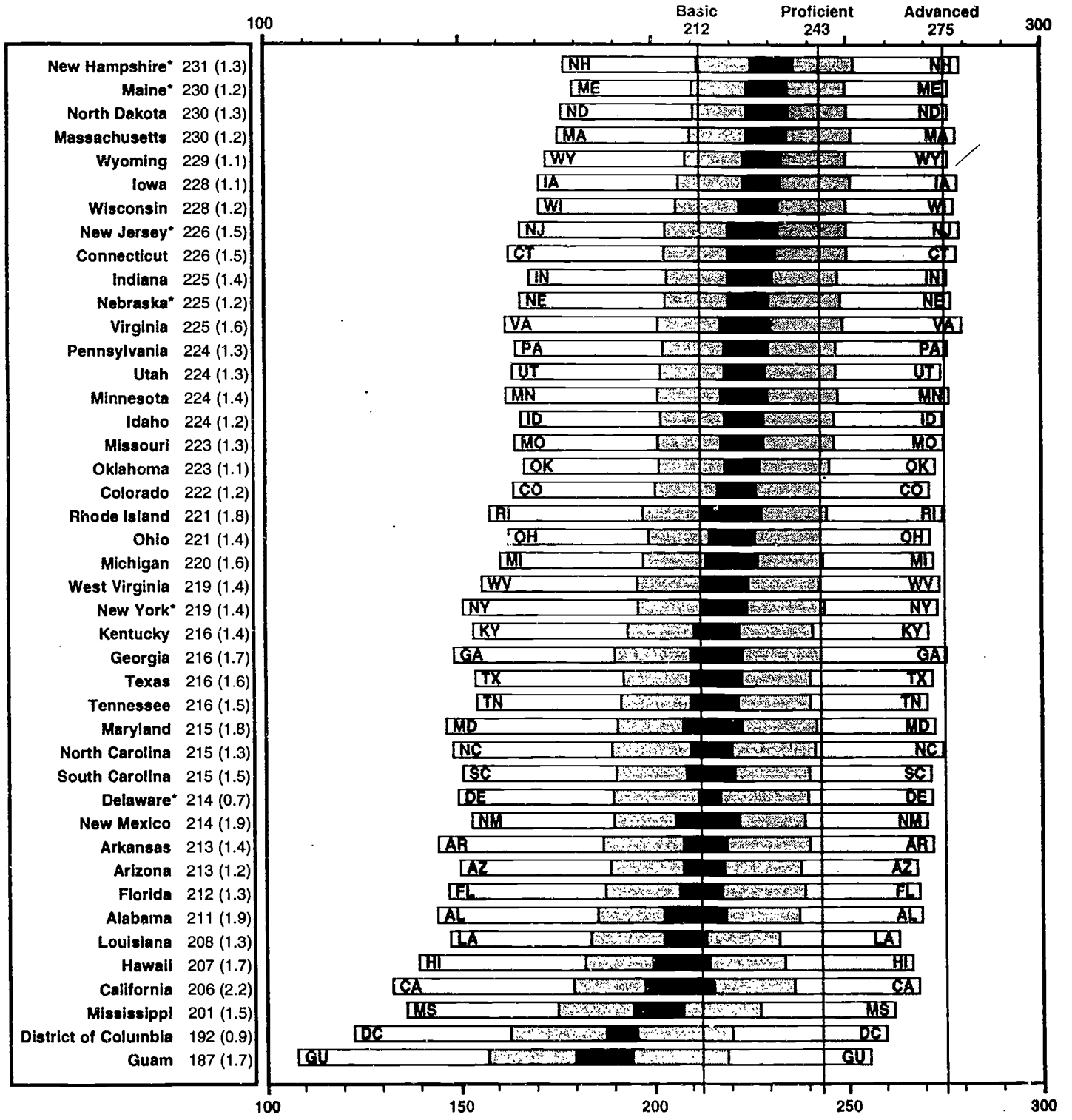
- State has statistically significantly higher average proficiency than the state listed at the top of the chart.
- No statistically significant difference from the state listed at the top of the chart.
- State has statistically significantly lower average proficiency than the state listed at the top of the chart.

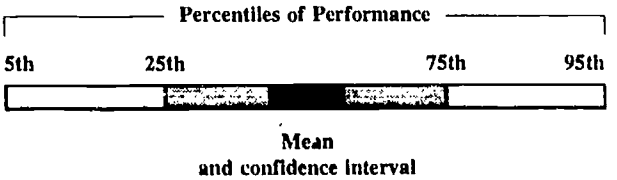
The between state comparisons take into account sampling and measurement error and that each state is being compared with every other state. Significance is determined by an application of the Bonferroni procedure based on 946 comparisons by comparing the difference between the two means with four times the square root of the sum of the squared standard errors.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

FIGURE 3.4 | **Distribution of Reading for Literary Experience Proficiency Organized by Average Proficiency, Grade 4, 1992 Reading Assessment**

THE NATION'S REPORT CARD





The center *darkest* box indicates a simultaneous confidence interval around the average reading proficiency for the state based on the Bonferroni procedure for multiple comparisons. The *darker shaded* boxes indicate the ranges between the 25th and 75th percentiles of the reading proficiency distribution, and the *lighter shaded* boxes the ranges between the 5th to 25th percentiles and the 75th to 95th percentiles of the distribution.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details)

TABLE 3.6 | **Percentiles of Proficiency in Reading for Literary Experience, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Average Proficiency	5th Percentile	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	95th Percentile
NATION	218 (1.1)	153 (2.6)	169 (1.7)	194 (1.5)	220 (1.3)	244 (1.3)	265 (1.4)	277 (2.6)
Northeast	224 (3.5)	159 (4.9)	175 (6.1)	199 (3.9)	226 (4.8)	251 (4.0)	272 (3.6)	282 (5.0)
Southeast	213 (2.5)	148 (3.3)	163 (3.6)	189 (3.8)	216 (2.8)	239 (2.7)	259 (2.3)	271 (4.1)
Central	220 (1.8)	157 (4.6)	171 (4.3)	197 (2.4)	223 (2.8)	245 (2.6)	265 (3.1)	277 (3.7)
West	217 (1.7)	151 (7.2)	167 (3.6)	192 (3.0)	219 (2.1)	243 (3.0)	264 (1.9)	275 (1.8)
STATES								
Alabama	211 (1.9)	145 (3.2)	160 (3.3)	186 (2.1)	213 (2.1)	238 (2.2)	258 (1.1)	269 (2.8)
Arizona	213 (1.2)	150 (2.7)	166 (1.4)	189 (2.6)	216 (1.1)	238 (1.6)	257 (1.4)	268 (1.6)
Arkansas	213 (1.4)	145 (2.2)	161 (1.9)	187 (1.9)	216 (1.5)	241 (1.7)	261 (2.7)	272 (1.9)
California	206 (2.2)	133 (3.8)	150 (3.4)	180 (2.6)	210 (2.1)	236 (2.0)	257 (2.6)	269 (2.9)
Colorado	222 (1.2)	165 (2.8)	178 (2.5)	201 (1.6)	224 (1.5)	244 (1.5)	261 (1.4)	272 (1.9)
Connecticut	226 (1.5)	164 (3.0)	179 (2.0)	204 (1.8)	229 (1.6)	251 (1.4)	268 (1.9)	279 (3.0)
Delaware*	214 (0.7)	150 (2.5)	165 (2.5)	190 (1.5)	216 (0.7)	240 (1.3)	261 (1.6)	272 (1.7)
Dist. Columbia	192 (0.9)	123 (2.7)	138 (1.7)	163 (1.1)	192 (1.3)	220 (1.0)	245 (1.3)	260 (2.5)
Florida	212 (1.3)	147 (3.1)	163 (2.4)	188 (1.6)	214 (1.8)	239 (1.5)	258 (1.2)	269 (1.7)
Georgia	216 (1.7)	149 (2.9)	164 (2.6)	191 (1.6)	219 (2.1)	244 (2.3)	264 (1.6)	276 (2.7)
Hawaii	207 (1.7)	140 (4.0)	156 (2.2)	183 (1.8)	209 (2.2)	234 (2.1)	255 (1.7)	267 (1.8)
Idaho	224 (1.2)	167 (2.6)	180 (2.2)	203 (1.3)	226 (1.2)	247 (1.2)	264 (1.6)	275 (1.7)
Indiana	225 (1.4)	169 (2.0)	182 (2.3)	204 (1.3)	227 (1.3)	248 (1.6)	266 (1.6)	276 (2.3)
Iowa	228 (1.1)	171 (2.7)	185 (1.9)	207 (1.4)	231 (1.0)	252 (1.4)	269 (1.8)	279 (0.9)
Kentucky	216 (1.4)	154 (2.7)	169 (2.5)	194 (1.8)	219 (1.8)	241 (2.0)	261 (1.7)	271 (1.7)
Louisiana	208 (1.3)	148 (2.7)	162 (2.4)	184 (2.2)	210 (1.8)	233 (1.2)	252 (1.0)	263 (2.3)
Maine*	230 (1.2)	180 (3.3)	192 (1.7)	211 (1.7)	231 (1.4)	250 (1.5)	267 (1.8)	277 (1.9)
Maryland	215 (1.8)	147 (3.8)	164 (3.5)	191 (2.6)	219 (2.6)	242 (2.1)	262 (1.6)	273 (2.2)
Massachusetts	230 (1.2)	176 (2.1)	189 (1.9)	210 (1.0)	231 (1.4)	252 (1.4)	268 (1.7)	279 (1.6)
Michigan	220 (1.6)	161 (2.6)	175 (2.9)	198 (1.8)	222 (1.8)	244 (2.1)	262 (2.4)	273 (2.0)
Minnesota	224 (1.4)	163 (3.1)	179 (2.7)	202 (1.8)	226 (1.2)	248 (1.3)	266 (1.7)	277 (1.7)
Mississippi	201 (1.5)	136 (3.8)	151 (3.4)	176 (2.6)	202 (1.5)	228 (1.7)	249 (1.3)	262 (3.3)
Missouri	223 (1.3)	165 (4.8)	179 (1.6)	202 (1.3)	225 (1.3)	247 (1.2)	265 (2.2)	275 (1.4)
Nebraska*	225 (1.2)	166 (2.1)	181 (1.7)	204 (1.6)	227 (1.5)	249 (1.7)	267 (1.3)	277 (2.1)
New Hampshire*	231 (1.3)	178 (2.4)	191 (3.4)	212 (1.5)	233 (1.0)	252 (0.9)	269 (2.2)	280 (1.8)
New Jersey*	226 (1.5)	167 (2.6)	181 (2.5)	204 (2.0)	229 (1.5)	251 (2.3)	269 (1.6)	279 (2.2)
New Mexico	214 (1.9)	154 (3.8)	167 (3.8)	190 (2.3)	216 (2.1)	239 (2.2)	259 (2.3)	271 (1.9)
New York*	219 (1.4)	151 (7.0)	169 (2.5)	197 (2.5)	222 (1.4)	245 (1.2)	263 (1.7)	274 (1.7)
North Carolina	215 (1.3)	149 (2.3)	164 (1.5)	190 (1.5)	217 (1.3)	242 (1.8)	263 (1.7)	275 (1.5)
North Dakota	230 (1.3)	177 (4.5)	191 (2.0)	211 (1.3)	232 (1.3)	251 (1.8)	267 (3.2)	277 (1.9)
Ohio	221 (1.4)	163 (2.2)	178 (2.6)	199 (1.8)	222 (1.3)	244 (1.7)	261 (2.7)	272 (1.4)
Oklahoma	223 (1.1)	167 (2.2)	180 (2.5)	202 (1.5)	225 (1.9)	246 (1.4)	263 (1.2)	273 (0.9)
Pennsylvania	224 (1.3)	165 (1.3)	180 (1.9)	203 (1.5)	227 (1.4)	248 (1.7)	266 (1.8)	276 (2.3)
Rhode Island	221 (1.8)	158 (4.3)	174 (2.8)	198 (1.8)	223 (2.4)	245 (1.6)	264 (3.2)	275 (2.2)
South Carolina	215 (1.5)	151 (1.8)	167 (1.7)	191 (1.8)	216 (1.5)	241 (1.6)	261 (1.4)	272 (2.3)
Tennessee	216 (1.5)	155 (2.9)	169 (2.6)	192 (2.1)	218 (1.6)	241 (1.6)	260 (1.4)	271 (2.8)
Texas	216 (1.6)	154 (2.7)	169 (3.0)	193 (1.4)	218 (1.4)	241 (2.6)	261 (2.6)	272 (3.7)
Utah	224 (1.3)	164 (3.5)	179 (1.9)	203 (2.3)	226 (1.3)	248 (1.2)	265 (0.9)	275 (1.8)
Virginia	225 (1.6)	163 (2.3)	177 (2.2)	202 (1.8)	226 (1.8)	250 (1.5)	269 (1.5)	280 (3.8)
West Virginia	219 (1.4)	156 (3.6)	172 (3.3)	196 (2.1)	221 (1.3)	243 (1.1)	262 (1.4)	274 (1.6)
Wisconsin	228 (1.2)	171 (3.2)	185 (2.5)	207 (1.6)	230 (1.7)	250 (1.0)	267 (1.8)	278 (2.4)
Wyoming	229 (1.1)	173 (2.4)	187 (1.0)	209 (1.9)	231 (1.3)	250 (1.2)	267 (1.4)	277 (1.2)
TERRITORY								
Guam	187 (1.7)	108 (5.5)	127 (5.1)	158 (2.4)	190 (2.0)	219 (1.7)	243 (1.6)	256 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

FIGURE 3.5

Comparisons of Average Reading for Information Proficiency, Grade 4, 1992 Reading Assessment

THE NATION'S REPORT CARD

INSTRUCTIONS: Read *down* the column directly under a state name listed in the heading at the top of the chart. Match the shading intensity surrounding a state postal abbreviation to the key below to determine whether the average reading performance of this state is higher than, the same as, or lower than the state in the column heading.

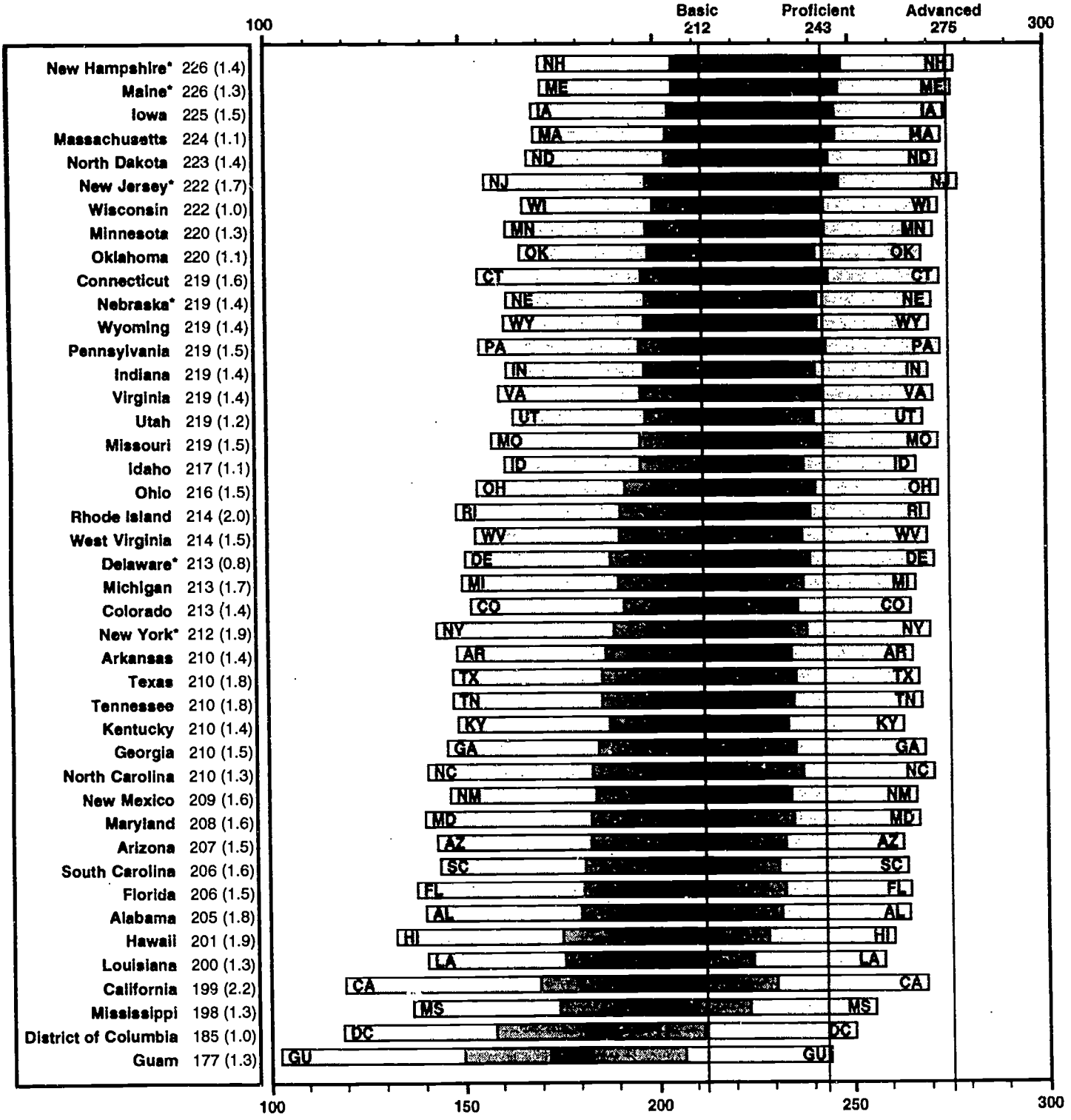
- ■ State has statistically significantly higher average proficiency than the state listed at the top of the chart.
- □ No statistically significant difference from the state listed at the top of the chart.
- □ State has statistically significantly lower average proficiency than the state listed at the top of the chart.

The between state comparisons take into account sampling and measurement error and that each state is being compared with every other state. Significance is determined by an application of the Bonferroni procedure based on 946 comparisons by comparing the difference between the two means with four times the square root of the sum of the squared standard errors.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

FIGURE 3.6 | **Distribution of Reading for Information Proficiency Organized by Average Proficiency, Grade 4, 1992 Reading Assessment**

THE NATION'S REPORT CARD



Percentiles of Performance

5th 25th 75th 95th

Mean and confidence interval

The center ***darkest*** box indicates a simultaneous confidence interval around the average reading proficiency for the state based on the Bonferroni procedure for multiple comparisons. The ***darker shaded*** boxes indicate the ranges between the 25th and 75th percentiles of the reading proficiency distribution, and the ***lighter shaded*** boxes the ranges between the 5th to 25th percentiles and the 75th to 95th percentiles of the distribution.

*Did not satisfy one or more of the guidelines for sample participation rates (see Appendix for details).

TABLE 3.7 | **Percentiles of Proficiency in Reading to Gain Information, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Average Proficiency	5th Percentile	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	95th Percentile
NATION	213 (1.2)	147 (1.6)	162 (1.9)	188 (1.5)	215 (1.1)	239 (1.3)	260 (1.8)	272 (1.7)
Northeast	218 (4.7)	152 (5.1)	168 (6.6)	193 (4.5)	220 (6.0)	245 (7.5)	267 (4.8)	278(11.2)
Southeast	209 (2.7)	145 (3.5)	159 (3.5)	184 (3.3)	211 (3.4)	235 (3.0)	256 (4.0)	270 (5.1)
Central	217 (1.7)	154 (6.2)	169 (8.2)	194 (4.1)	220 (2.4)	242 (2.9)	261 (2.5)	271 (2.8)
West	208 (2.0)	139 (4.2)	156 (3.0)	183 (2.9)	211 (2.6)	236 (2.1)	257 (3.3)	269 (3.8)
STATES								
Alabama	205 (1.8)	140 (3.5)	156 (2.2)	180 (1.9)	207 (2.2)	232 (1.9)	253 (1.7)	265 (3.5)
Arizona	207 (1.5)	144 (3.3)	158 (2.8)	183 (2.1)	210 (1.2)	233 (1.6)	252 (1.6)	263 (1.9)
Arkansas	210 (1.4)	149 (3.6)	164 (2.3)	187 (1.4)	212 (1.4)	235 (2.0)	255 (1.4)	266 (1.9)
California	199 (2.2)	120 (4.3)	139 (3.7)	170 (2.6)	202 (2.6)	231 (2.1)	255 (2.1)	269 (2.4)
Colorado	213 (1.4)	153 (3.3)	168 (3.5)	192 (2.4)	216 (1.2)	237 (1.7)	255 (2.3)	266 (2.1)
Connecticut	219 (1.6)	155 (2.6)	171 (2.9)	197 (1.9)	223 (1.8)	245 (1.8)	263 (2.2)	273 (2.1)
Delaware*	213 (0.8)	151 (3.3)	165 (2.1)	189 (1.3)	215 (1.1)	240 (1.1)	260 (1.5)	272 (0.9)
Dist. Columbia	185 (1.0)	119 (2.2)	134 (1.5)	158 (1.7)	185 (0.9)	212 (1.1)	236 (1.8)	251 (1.7)
Florida	206 (1.5)	138 (3.1)	155 (3.6)	181 (2.4)	208 (1.6)	233 (1.2)	254 (1.8)	265 (2.3)
Georgia	210 (1.5)	146 (2.6)	161 (1.6)	185 (1.6)	211 (1.8)	236 (1.5)	258 (2.3)	269 (1.9)
Hawaii	201 (1.9)	133 (3.5)	149 (2.6)	176 (2.1)	203 (1.6)	229 (1.7)	249 (1.9)	261 (1.5)
Idaho	217 (1.1)	162 (2.1)	175 (2.5)	197 (1.6)	218 (0.9)	239 (1.2)	257 (2.0)	267 (2.2)
Indiana	219 (1.4)	162 (4.6)	176 (2.3)	198 (1.8)	220 (1.5)	242 (1.7)	260 (1.7)	270 (2.1)
Iowa	225 (1.5)	169 (3.4)	182 (2.1)	204 (1.8)	227 (1.2)	247 (1.4)	264 (1.4)	275 (2.6)
Kentucky	210 (1.4)	149 (2.0)	164 (2.2)	188 (2.0)	212 (1.3)	234 (2.0)	253 (2.6)	264 (2.4)
Louisiana	200 (1.3)	141 (3.1)	154 (2.1)	176 (1.5)	201 (2.0)	225 (1.6)	247 (2.2)	258 (2.0)
Maine*	226 (1.3)	171 (2.7)	185 (1.8)	205 (1.2)	227 (1.8)	248 (1.7)	266 (2.1)	277 (1.7)
Maryland	208 (1.6)	140 (4.4)	157 (2.7)	183 (2.5)	211 (1.7)	235 (1.2)	255 (1.5)	267 (4.2)
Massachusetts	224 (1.1)	169 (2.7)	183 (2.1)	204 (1.1)	226 (1.7)	247 (1.0)	264 (1.0)	274 (1.5)
Michigan	213 (1.7)	150 (3.9)	166 (2.6)	191 (2.4)	216 (2.4)	238 (1.7)	257 (2.1)	267 (1.5)
Minnesota	220 (1.3)	162 (2.6)	176 (2.5)	198 (1.6)	222 (1.5)	244 (1.6)	261 (1.7)	272 (1.7)
Mississippi	198 (1.3)	137 (2.2)	151 (1.9)	175 (1.4)	199 (2.0)	224 (1.8)	245 (2.0)	256 (1.8)
Missouri	219 (1.5)	158 (3.2)	173 (3.4)	197 (2.8)	220 (1.9)	243 (1.3)	262 (1.5)	273 (2.1)
Nebraska*	219 (1.4)	162 (2.0)	176 (1.5)	198 (1.8)	221 (1.8)	242 (1.4)	260 (1.6)	271 (4.0)
New Hampshire*	226 (1.4)	171 (3.1)	185 (2.3)	205 (2.6)	228 (1.8)	249 (2.0)	267 (1.7)	277 (2.9)
New Jersey*	222 (1.7)	157 (2.9)	173 (3.1)	198 (2.4)	224 (2.3)	248 (2.2)	267 (1.6)	278 (3.4)
New Mexico	209 (1.6)	147 (4.1)	161 (1.8)	185 (1.5)	210 (1.6)	235 (2.0)	255 (1.8)	267 (2.7)
New York*	212 (1.9)	144 (4.7)	162 (3.3)	190 (2.6)	216 (1.3)	239 (1.7)	259 (1.7)	270 (2.2)
North Carolina	210 (1.3)	141 (2.4)	157 (2.0)	184 (1.6)	211 (1.3)	238 (1.1)	260 (1.9)	271 (1.7)
North Dakota	223 (1.4)	168 (3.2)	182 (3.3)	203 (1.8)	225 (1.3)	245 (1.3)	263 (0.9)	273 (1.1)
Ohio	216 (1.5)	154 (3.4)	168 (1.9)	193 (2.7)	218 (1.7)	241 (1.4)	261 (2.3)	273 (2.3)
Oklahoma	220 (1.1)	166 (2.7)	178 (1.4)	199 (1.4)	221 (1.5)	242 (2.2)	259 (1.4)	269 (1.0)
Pennsylvania	219 (1.5)	155 (2.3)	170 (3.9)	197 (2.1)	222 (2.0)	244 (1.4)	263 (2.2)	274 (2.9)
Rhode Island	214 (2.0)	149 (5.5)	165 (5.1)	191 (2.8)	217 (1.9)	240 (1.3)	259 (2.2)	270 (2.4)
South Carolina	206 (1.6)	144 (2.9)	158 (2.6)	182 (2.2)	206 (1.5)	231 (2.6)	253 (1.9)	264 (2.3)
Tennessee	210 (1.8)	148 (2.8)	162 (1.4)	186 (1.6)	212 (2.1)	236 (1.5)	256 (2.4)	268 (2.1)
Texas	210 (1.8)	148 (4.0)	162 (3.1)	186 (2.2)	211 (2.1)	236 (1.8)	257 (2.1)	268 (2.6)
Utah	219 (1.2)	164 (3.1)	177 (2.7)	198 (1.4)	220 (1.4)	241 (1.1)	258 (1.6)	269 (2.0)
Virginia	219 (1.4)	160 (2.8)	173 (2.5)	197 (1.8)	220 (1.2)	243 (1.2)	261 (1.3)	271 (2.0)
West Virginia	214 (1.5)	154 (3.0)	168 (2.0)	191 (2.0)	215 (1.3)	238 (1.5)	258 (2.4)	270 (2.0)
Wisconsin	222 (1.0)	167 (3.9)	179 (2.1)	200 (1.5)	223 (1.5)	244 (0.8)	263 (1.2)	273 (2.1)
Wyoming	219 (1.4)	162 (1.8)	175 (2.8)	198 (1.7)	221 (1.6)	242 (1.3)	260 (1.2)	271 (2.1)
TERRITORY								
Guam	177 (1.3)	103(10.6)	121 (3.4)	150 (2.0)	180 (1.9)	207 (1.6)	231 (2.5)	244 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER FOUR

Reading Achievement by Reading Purposes for Population Subgroups for the Nation at Grades 4, 8, and 12 and the States at Grade 4

Overview

To further explore indicators of reading achievement, Chapter Four provides the data for purposes for reading for various demographic subgroups. The same demographic characteristics that were presented for the overall proficiency scale in Chapter Two are reported herein for the three purposes for reading. The population subgroups include classifications by race/ethnicity, gender, type of community, and highest level of parents' education.

TABLE 4.1 **Average Proficiency in Purposes for Reading by Race/Ethnicity, Grades 4, 8 and 12, 1992 Reading Assessment**

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
White	228(1.2)	223(1.4)	**
Black	196(1.7)	190(1.9)	**
Hispanic	207(2.5)	196(2.1)	**
Asian/Pac. Islander	218(3.3)	213(3.9)	**
American Indian	210(4.8)	204(4.9)	**
Grade 8			
White	266(1.3)	268(1.2)	270(1.2)
Black	238(1.6)	239(1.6)	236(1.8)
Hispanic	242(1.4)	242(1.3)	240(2.1)
Asian/Pac. Islander	271(3.2)	270(3.0)	269(3.6)
American Indian	249(3.2)	253(4.2)	252(5.1)
Grade 12			
White	296(0.8)	298(0.7)	298(0.8)
Black	267(1.7)	274(1.5)	275(1.4)
Hispanic	274(3.3)	280(2.0)	276(2.7)
Asian/Pac. Islander	286(3.7)	293(3.1)	293(3.7)
American Indian	267(7.2)	274(4.9)	275(5.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was no assessed at Grade 4

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 4.2 | **Average Proficiency in Purposes for Reading by Race/Ethnicity, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Reading for Literary Experience					Reading to Gain Information				
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	White	Black	Hispanic	Asian/ Pacific Islander	American Indian
NATION	226 (1.3)	195 (1.7)	205 (2.6)	217 (3.6)	209 (5.0)	222 (1.6)	189 (1.9)	194 (2.2)	213 (4.2)	202 (5.2)
Northeast	233 (3.4)	202 (4.1)	205 (5.0)	*** (***)	*** (***)	228 (4.8)	194 (4.1)	195 (5.5)	*** (***)	*** (***)
Southeast	223 (3.4)	196 (2.4)	196 (6.8)!	*** (***)	*** (***)	219 (3.6)	193 (2.8)	194 (3.5)!	*** (***)	*** (***)
Central	226 (2.0)	188 (3.6)	213 (5.4)	*** (***)	*** (***)	223 (2.1)	185 (3.8)	206 (4.6)	*** (***)	*** (***)
West	225 (2.0)	189 (4.3)	204 (3.0)	218 (4.0)!	*** (***)	218 (1.9)	180 (5.1)	189 (3.1)	211 (4.9)!	*** (***)
STATES										
Alabama	222 (1.7)	190 (2.7)	195 (4.6)	*** (***)	*** (***)	215 (1.8)	187 (2.4)	185 (4.0)	*** (***)	*** (***)
Arizona	224 (1.2)	205 (4.9)	202 (2.4)	*** (***)	190 (3.7)	219 (1.4)	196 (4.4)	194 (2.0)	*** (***)	180 (3.7)
Arkansas	222 (1.3)	191 (2.1)	188 (3.9)	*** (***)	210 (5.4)	219 (1.3)	190 (1.9)	188 (5.4)	*** (***)	204 (4.9)
California	221 (2.3)	190 (3.4)	188 (2.8)	216 (3.6)	*** (***)	216 (2.1)	178 (3.8)	178 (3.1)	209 (3.4)	*** (***)
Colorado	227 (1.2)	208 (3.5)!	208 (2.1)	227 (6.6)	210 (4.6)	219 (1.4)	198 (4.8)!	198 (2.3)	223 (6.9)	198 (5.5)
Connecticut	235 (1.2)	199 (3.7)	199 (4.3)	*** (***)	*** (***)	228 (1.4)	193 (3.8)	188 (3.1)	*** (***)	*** (***)
Delaware*	224 (0.9)	196 (1.8)	187 (3.5)	*** (***)	*** (***)	223 (1.0)	196 (2.1)	190 (3.5)	*** (***)	*** (***)
Dist. Columbia	243 (3.9)	190 (0.9)	182 (4.0)	*** (***)	*** (***)	239 (3.3)	183 (1.1)	173 (2.7)	*** (***)	*** (***)
Florida	222 (1.3)	190 (2.9)	208 (2.7)	*** (***)	*** (***)	218 (1.3)	182 (3.0)	196 (3.5)	*** (***)	*** (***)
Georgia	228 (1.6)	199 (2.5)	194 (6.2)	*** (***)	*** (***)	221 (1.5)	194 (2.3)	190 (5.0)	*** (***)	*** (***)
Hawaii	219 (2.9)	194 (4.9)	196 (3.3)	206 (1.9)	*** (***)	211 (3.0)	190 (5.5)	191 (3.0)	200 (2.0)	*** (***)
Idaho	227 (1.2)	*** (***)	205 (2.6)	*** (***)	207 (2.8)	219 (1.1)	*** (***)	197 (2.7)	*** (***)	205 (3.1)
Indiana	229 (1.4)	202 (2.8)	217 (3.8)	*** (***)	*** (***)	222 (1.4)	200 (2.5)	207 (4.6)	*** (***)	*** (***)
Iowa	230 (1.1)	214 (4.4)	213 (3.3)	*** (***)	*** (***)	226 (1.5)	207 (4.2)	212 (4.2)	*** (***)	*** (***)
Kentucky	219 (1.4)	197 (3.8)	202 (6.2)	*** (***)	*** (***)	212 (1.4)	198 (3.3)	189 (5.0)	*** (***)	*** (***)
Louisiana	220 (1.4)	195 (1.8)	191 (5.3)	*** (***)	*** (***)	213 (1.4)	187 (1.7)	185 (4.8)	*** (***)	*** (***)
Maine*	231 (1.2)	*** (***)	211 (4.2)	*** (***)	*** (***)	227 (1.4)	*** (***)	208 (4.3)	*** (***)	*** (***)
Maryland	226 (1.7)	197 (3.0)	202 (3.4)	219 (4.5)	*** (***)	218 (1.6)	190 (2.7)	193 (3.5)	223 (5.4)	*** (***)
Massachusetts	235 (1.2)	209 (3.1)	201 (3.3)	221 (5.3)!	*** (***)	229 (1.0)	202 (3.1)	202 (3.8)	217 (8.7)!	*** (***)
Michigan	227 (1.7)	195 (3.2)	200 (3.3)	*** (***)	*** (***)	221 (1.7)	181 (3.4)	196 (3.6)	*** (***)	*** (***)
Minnesota	227 (1.4)	196 (6.6)	204 (3.5)	*** (***)	*** (***)	223 (1.1)	186 (6.5)	203 (4.3)	*** (***)	*** (***)
Mississippi	221 (1.7)	187 (2.0)	188 (4.3)	*** (***)	*** (***)	215 (1.5)	187 (1.5)	183 (3.9)	*** (***)	*** (***)
Missouri	229 (1.2)	201 (3.2)	202 (3.7)	*** (***)	*** (***)	224 (1.2)	193 (3.6)	203 (3.7)	*** (***)	*** (***)
Nebraska*	229 (1.2)	200 (3.3)	206 (3.9)	*** (***)	*** (***)	222 (1.6)	195 (4.8)	205 (3.3)	*** (***)	*** (***)
New Hampshire*	232 (1.3)	*** (***)	219 (4.0)	*** (***)	*** (***)	227 (1.4)	*** (***)	213 (3.8)	*** (***)	*** (***)
New Jersey*	235 (1.6)	205 (3.0)	203 (2.8)	235 (2.9)	*** (***)	232 (1.7)	195 (3.0)	195 (3.6)	236 (3.8)	*** (***)
New Mexico	226 (2.1)	200 (7.6)	204 (2.1)	*** (***)	203 (4.3)!	222 (2.3)	205 (4.6)	197 (1.8)	*** (***)	200 (3.8)!
New York*	230 (1.3)	206 (3.5)	192 (3.4)	227 (4.8)!	*** (***)	225 (1.6)	198 (2.9)	182 (5.4)	225 (6.1)!	*** (***)
North Carolina	224 (1.5)	198 (2.1)	195 (3.7)	*** (***)	206 (4.9)!	220 (1.4)	191 (2.7)	190 (4.5)	*** (***)	202 (8.2)!
North Dakota	231 (1.3)	*** (***)	227 (4.2)	*** (***)	216 (4.9)!	224 (1.4)	*** (***)	216 (8.2)	*** (***)	207 (5.3)!
Ohio	224 (1.2)	201 (2.4)	205 (4.5)	*** (***)	*** (***)	220 (1.5)	195 (2.0)	201 (5.3)	*** (***)	*** (***)
Oklahoma	227 (1.3)	204 (2.6)	213 (2.8)	*** (***)	219 (2.6)	224 (1.2)	199 (2.6)	204 (2.7)	*** (***)	217 (2.5)
Pennsylvania	231 (1.3)	197 (2.4)	205 (3.4)	*** (***)	*** (***)	226 (1.3)	183 (2.8)	195 (4.9)	*** (***)	*** (***)
Rhode Island	228 (1.4)	194 (3.9)	197 (4.2)	197 (5.5)	*** (***)	223 (1.5)	180 (4.9)	186 (4.8)	197 (4.5)	*** (***)
South Carolina	227 (1.6)	200 (2.0)	197 (3.2)	*** (***)	*** (***)	217 (1.8)	190 (1.8)	195 (3.3)	*** (***)	*** (***)
Tennessee	223 (1.3)	197 (2.5)	196 (4.6)	*** (***)	*** (***)	217 (1.8)	191 (2.4)	197 (4.7)	*** (***)	*** (***)
Texas	227 (2.1)	205 (2.5)	204 (1.8)	*** (***)	*** (***)	222 (2.4)	196 (3.2)	198 (2.2)	*** (***)	*** (***)
Utah	227 (1.1)	*** (***)	208 (2.9)	*** (***)	*** (***)	221 (1.2)	*** (***)	201 (2.8)	*** (***)	*** (***)
Virginia	232 (1.7)	206 (2.2)	208 (5.1)	229 (6.2)	*** (***)	227 (1.5)	200 (2.3)	196 (3.9)	227 (6.2)	*** (***)
West Virginia	220 (1.2)	209 (7.5)	195 (7.5)	*** (***)	*** (***)	215 (1.4)	198 (6.4)	199 (6.8)	*** (***)	*** (***)
Wisconsin	231 (1.1)	205 (3.8)	214 (3.8)	*** (***)	210 (6.2)!	225 (1.1)	197 (2.4)	208 (3.7)	*** (***)	203 (4.2)!
Wyoming	231 (1.2)	*** (***)	216 (2.7)	*** (***)	216 (5.7)!	222 (1.3)	*** (***)	202 (3.4)	*** (***)	207 (3.9)!
TERRITORY										
Guam	201 (3.2)	158 (7.2)	172 (3.4)	191 (1.6)	*** (***)	189 (3.4)	175 (5.4)	157 (2.8)	180 (1.5)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 4.3 **Average Proficiency in Purposes for Reading by Gender, Grades 4, 8 and 12, 1992 Reading Assessment**

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Male	216(1.4)	212(1.4)	**
Female	225(1.0)	218(1.2)	**
Grade 8			
Male	252(1.3)	255(1.2)	254(1.0)
Female	267(1.2)	267(1.0)	268(1.2)
Grade 12			
Male	283(0.9)	288(0.8)	287(0.9)
Female	295(0.8)	296(0.9)	297(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 4.4 | **Average Proficiency in Purposes for Reading by Gender, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Reading for Literary Experience		Reading to Gain Information	
	Male	Female	Male	Female
NATION	214 (1.6)	223 (1.1)	210 (1.5)	216 (1.4)
Northeast	220 (4.4)	228 (3.2)	216 (5.4)	220 (4.3)
Southeast	206 (3.2)	220 (2.4)	204 (2.9)	214 (2.9)
Central	218 (2.0)	223 (2.7)	216 (1.8)	219 (2.4)
West	212 (2.7)	222 (1.5)	204 (3.0)	212 (1.6)
STATES				
Alabama	208 (2.0)	214 (2.1)	201 (1.8)	210 (2.1)
Arizona	208 (1.5)	217 (1.5)	204 (1.8)	210 (1.9)
Arkansas	209 (1.8)	217 (1.5)	208 (1.7)	213 (1.6)
California	201 (2.5)	212 (2.3)	195 (2.6)	203 (2.4)
Colorado	218 (1.5)	225 (1.4)	211 (1.8)	215 (1.7)
Connecticut	222 (1.7)	230 (1.8)	218 (1.8)	221 (1.8)
Delaware*	210 (1.2)	219 (0.9)	210 (1.4)	217 (1.5)
Dist. Columbia	189 (1.7)	195 (1.2)	182 (1.5)	187 (1.1)
Florida	208 (1.4)	216 (1.5)	204 (1.9)	208 (1.5)
Georgia	213 (1.8)	220 (1.9)	208 (1.9)	212 (2.0)
Hawaii	202 (2.0)	212 (1.9)	195 (2.3)	207 (1.8)
Idaho	220 (1.4)	227 (1.4)	216 (1.2)	217 (1.3)
Indiana	221 (1.6)	229 (1.8)	218 (1.6)	220 (1.5)
Iowa	224 (1.4)	233 (1.1)	223 (1.7)	227 (1.8)
Kentucky	212 (1.7)	221 (1.6)	207 (1.7)	213 (1.6)
Louisiana	203 (1.8)	213 (1.4)	198 (1.6)	203 (1.5)
Maine*	227 (1.2)	233 (1.6)	224 (1.4)	228 (1.6)
Maryland	210 (2.2)	220 (2.0)	204 (2.0)	212 (1.8)
Massachusetts	229 (1.4)	231 (1.4)	223 (1.3)	226 (1.4)
Michigan	217 (2.0)	224 (1.6)	213 (2.0)	214 (1.9)
Minnesota	219 (1.7)	229 (1.6)	218 (1.6)	222 (1.3)
Mississippi	197 (2.0)	205 (1.6)	196 (1.9)	201 (1.2)
Missouri	221 (1.5)	226 (1.4)	216 (1.7)	222 (1.9)
Nebraska*	221 (1.5)	230 (1.5)	217 (1.8)	222 (1.7)
New Hampshire*	227 (1.6)	236 (1.2)	224 (1.6)	229 (1.5)
New Jersey*	224 (1.8)	229 (1.9)	219 (2.0)	225 (2.0)
New Mexico	211 (2.1)	218 (2.1)	208 (1.9)	209 (1.9)
New York*	215 (1.9)	222 (1.6)	210 (2.3)	215 (2.2)
North Carolina	211 (1.5)	219 (1.5)	208 (1.6)	212 (1.6)
North Dakota	228 (1.5)	231 (1.6)	222 (1.8)	225 (1.7)
Ohio	217 (1.8)	224 (1.5)	213 (1.8)	219 (1.7)
Oklahoma	219 (1.4)	227 (1.3)	219 (1.4)	220 (1.2)
Pennsylvania	220 (1.5)	229 (1.4)	218 (1.9)	220 (1.7)
Rhode Island	217 (2.1)	224 (2.1)	214 (2.4)	214 (2.2)
South Carolina	211 (1.6)	219 (1.8)	202 (2.0)	209 (1.8)
Tennessee	212 (1.6)	220 (1.8)	208 (2.0)	212 (1.8)
Texas	212 (1.7)	221 (1.9)	208 (2.0)	213 (2.3)
Utah	220 (1.6)	228 (1.4)	216 (1.5)	221 (1.4)
Virginia	220 (2.0)	229 (1.6)	215 (1.8)	222 (1.4)
West Virginia	214 (1.6)	224 (1.6)	210 (1.5)	218 (1.9)
Wisconsin	225 (1.3)	231 (1.4)	219 (1.3)	224 (1.4)
Wyoming	226 (1.6)	232 (1.0)	216 (1.7)	222 (1.3)
TERRITORY				
Guam	180 (2.2)	195 (1.9)	170 (1.8)	184 (1.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Average Achievement in Purposes for Reading by Type of Community

TABLE 4.5 **Average Proficiency in Purposes for Reading by Type of Community, Grades 4, 8 and 12, 1992 Reading Assessment**

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Advantaged Urban	242(3.3)	238(3.4)	**
Disadvantaged Urban	191(2.8)	183(3.1)	**
Extreme Rural	222(2.9)	216(3.5)	**
Other	221(1.2)	216(1.3)	**
Grade 8			
Advantaged Urban	278(2.5)	280(2.2)	286(2.1)
Disadvantaged Urban	238(2.0)	237(1.9)	236(1.9)
Extreme Rural	260(3.3)	265(4.4)	264(4.1)
Other	259(1.2)	261(1.1)	261(1.2)
Grade 12			
Advantaged Urban	300(3.1)	304(2.0)	304(2.0)
Disadvantaged Urban	270(3.2)	277(2.4)	278(2.4)
Extreme Rural	283(2.4)	287(2.0)	287(2.1)
Other	291(1.0)	293(0.8)	293(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 4.6 | **Average Proficiency in Purposes for Reading by Type of Community, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Reading for Literary Experience				Reading to Gain Information			
	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	241 (4.9)!	191 (2.7)	222 (2.9)	219 (1.4)	237 (5.0)!	183 (3.1)	216 (3.4)	214 (1.4)
Northeast	249 (7.2)!	205 (5.0)!	*** (***)	223 (3.2)	247 (6.3)!	192 (5.0)!	*** (***)	217 (3.9)
Southeast	240 (4.1)!	188 (3.0)!	215 (5.4)!	216 (3.2)	240 (4.0)!	186 (3.8)!	210 (5.1)!	211 (3.1)
Central	*** (***)	185 (4.9)!	229 (4.4)!	222 (2.6)	*** (***)	179 (4.6)!	226 (4.1)!	220 (1.8)
West	227 (5.0)!	177 (9.6)!	221 (3.2)!	217 (2.3)	224 (3.7)!	162(12.3)!	209 (5.4)!	209 (2.3)
STATES								
Alabama	230 (3.7)!	191 (5.2)!	214 (2.9)!	212 (3.1)	227 (3.4)!	187 (5.9)!	210 (3.6)!	205 (2.6)
Arizona	225 (3.1)!	205 (4.6)!	206 (9.2)!	212 (2.1)	222 (4.2)!	206 (5.1)!	198 (8.7)!	206 (2.5)
Arkansas	*** (***)	200 (4.9)!	214 (3.5)	214 (1.9)	*** (***)	194 (7.3)!	211 (2.9)	211 (1.8)
California	232 (2.6)!	182 (4.4)	*** (***)	210 (2.8)	231 (3.9)!	175 (5.5)	*** (***)	201 (2.8)
Colorado	225 (2.3)	208 (2.1)!	221 (3.4)!	224 (1.7)	221 (2.2)	195 (3.3)!	215 (4.3)!	214 (2.2)
Connecticut	236 (3.6)!	194 (4.6)!	*** (***)	232 (1.5)	232 (3.5)!	188 (4.2)!	*** (***)	226 (1.6)
Delaware*	212 (3.0)	204 (3.6)	216 (1.2)	216 (1.1)	213 (4.6)	214 (4.5)	214 (1.3)	214 (1.0)
Dist. Columbia	221 (2.0)	184 (1.2)	*** (***)	192 (2.3)	211 (1.9)	176 (1.2)	*** (***)	189 (2.3)
Florida	227 (2.3)!	193 (3.8)	217 (5.5)!	216 (1.4)	224 (3.9)!	184 (3.9)	213 (4.0)!	209 (1.6)
Georgia	233 (4.6)!	193 (4.5)!	217 (4.3)!	217 (2.2)	234 (4.3)!	188 (3.9)!	211 (3.1)!	210 (1.8)
Hawaii	225 (3.8)!	183 (6.5)	207 (4.8)!	208 (2.2)	220 (2.7)!	176 (6.6)	196 (3.8)!	203 (2.5)
Idaho	233 (3.2)!	*** (***)	223 (2.0)	224 (1.7)	230 (2.5)!	*** (***)	213 (2.5)	217 (1.4)
Indiana	241 (5.3)!	208 (4.0)!	228 (3.1)!	226 (1.8)	238 (3.3)!	202 (3.2)!	221 (3.4)!	219 (1.5)
Iowa	243 (3.6)!	219 (3.3)!	228 (1.8)	229 (1.6)	238 (3.6)!	214 (8.3)!	225 (2.4)	226 (1.9)
Kentucky	239 (3.5)!	203 (3.9)!	217 (2.5)	217 (1.7)	236 (5.9)!	199 (4.3)!	210 (3.3)	210 (1.8)
Louisiana	232 (7.2)!	191 (3.7)	212 (3.7)!	210 (1.7)	221 (6.4)!	182 (3.9)	204 (5.9)!	203 (1.5)
Maine*	*** (***)	*** (***)	227 (2.8)!	231 (1.6)	*** (***)	*** (***)	227 (2.9)!	226 (1.6)
Maryland	229 (4.6)!	189 (8.2)!	211 (4.8)!	217 (2.4)	219 (4.1)!	180 (7.2)!	210 (3.4)!	210 (2.0)
Massachusetts	237 (1.9)!	206 (2.3)	*** (***)	234 (1.7)	238 (3.3)!	198 (4.3)	*** (***)	227 (1.5)
Michigan	243 (4.4)!	198 (3.8)!	229 (3.2)!	223 (2.0)	236 (5.1)!	186 (5.8)!	220 (4.0)!	218 (1.9)
Minnesota	231 (3.5)!	*** (***)	220 (2.5)	223 (2.2)	225 (3.0)!	*** (***)	217 (2.3)	220 (2.1)
Mississippi	*** (***)	194 (5.3)!	208 (5.3)!	200 (1.9)	*** (***)	183 (6.1)!	204 (4.3)!	198 (1.5)
Missouri	236 (5.0)!	195 (5.5)!	227 (1.9)	225 (1.9)	239 (5.5)!	186 (5.8)!	222 (1.9)	220 (1.6)
Nebraska*	236 (1.8)!	211 (3.3)!	227 (2.3)	223 (1.9)	236 (5.4)!	201 (2.5)!	224 (2.6)	216 (1.8)
New Hampshire*	230 (3.6)!	*** (***)	234 (5.0)!	232 (1.6)	241 (3.5)!	*** (***)	228 (2.9)!	226 (1.8)
New Jersey*	238 (3.0)	201 (3.2)!	*** (***)	229 (2.3)	238 (2.3)	188 (4.1)!	*** (***)	225 (2.3)
New Mexico	236 (4.2)!	203 (5.9)!	206 (7.1)!	214 (2.4)	232 (5.5)!	202 (4.7)!	199 (8.1)!	208 (1.9)
New York*	233 (2.8)!	196 (4.8)	224 (6.9)!	225 (2.7)	230 (3.3)!	190 (4.3)	219 (3.7)!	218 (3.6)
North Carolina	233 (4.1)!	206 (4.4)!	212 (2.9)!	214 (1.7)	231 (6.1)!	202 (5.0)!	208 (2.9)!	209 (1.9)
North Dakota	238 (3.6)!	*** (***)	229 (2.2)	229 (1.8)	230 (4.1)!	*** (***)	222 (2.8)	222 (1.8)
Ohio	236 (3.4)!	201 (3.5)	223 (3.2)!	224 (1.8)	236 (4.4)!	194 (3.2)	218 (3.4)!	219 (2.6)
Oklahoma	237 (3.3)!	215 (5.3)!	222 (3.5)	225 (1.6)	225 (4.5)!	211 (4.9)!	223 (2.3)	221 (1.6)
Pennsylvania	234 (3.9)!	200 (4.6)	229 (2.5)!	228 (1.7)	229 (4.9)!	188 (5.0)	228 (2.7)!	223 (1.7)
Rhode Island	236 (3.8)!	196 (4.7)!	*** (***)	227 (2.0)	235 (4.3)!	184 (5.0)!	*** (***)	220 (2.1)
South Carolina	233 (6.9)!	198 (3.6)!	204 (3.5)!	217 (1.6)	225 (6.1)!	186 (4.2)!	197 (3.8)!	207 (2.1)
Tennessee	237 (3.8)!	195 (4.5)!	215 (3.3)!	218 (1.7)	232 (6.1)!	188 (5.0)!	205 (4.1)!	213 (1.9)
Texas	247 (4.2)!	208 (4.2)!	217 (8.2)!	215 (1.8)	242 (3.5)!	201 (4.5)!	211 (9.3)!	209 (2.6)
Utah	231 (2.8)	198(11.0)!	224 (4.1)!	224 (1.3)	228 (3.3)	202(10.6)!	215 (3.2)!	218 (1.3)
Virginia	247 (4.6)!	207 (4.4)!	222 (3.6)!	222 (2.5)	238 (3.2)!	204 (3.2)!	217 (3.6)!	217 (2.3)
West Virginia	*** (***)	216 (5.1)!	222 (2.6)!	219 (1.8)	*** (***)	208 (6.0)!	214 (2.6)!	214 (2.0)
Wisconsin	239 (3.6)!	213 (7.7)!	228 (2.3)	229 (1.7)	231 (3.9)!	203 (5.4)!	223 (3.1)	222 (1.4)
Wyoming	241 (5.2)!	216 (4.7)!	233 (1.8)	227 (1.4)	226 (4.8)!	201 (4.6)!	224 (1.8)	218 (2.0)
TERRITORY								
Guam	*** (***)	*** (***)	185 (2.7)	192 (2.1)	*** (***)	*** (***)	171 (2.3)	182 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Average Achievement in Purposes for Reading by Parents' Highest Level of Education

TABLE 4.7 Average Proficiency in Purposes for Reading by Parents' Highest Level of Education, Grades 4, 8 and 12, 1992 Reading Assessment

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Graduated College	228(1.4)	225(1.5)	**
Some Education After H.S.	227(2.6)	220(2.0)	**
Graduated H.S.	216(2.0)	210(1.8)	**
Did Not Finish H.S.	203(3.0)	194(2.6)	**
I Don't Know	214(1.3)	208(1.4)	**
Grade 8			
Graduated College	269(1.1)	272(1.0)	274(1.1)
Some Education After H.S.	266(1.5)	266(1.3)	265(1.2)
Graduated H.S.	249(1.7)	253(1.4)	250(1.6)
Did Not Finish H.S.	243(1.6)	243(1.4)	242(1.8)
I Don't Know	237(2.4)	238(2.0)	239(2.2)
Grade 12			
Graduated College	299(1.1)	301(0.8)	301(0.9)
Some Education After H.S.	291(1.0)	294(0.9)	293(1.5)
Graduated H.S.	279(1.2)	282(0.9)	284(1.5)
Did Not Finish H.S.	270(1.9)	275(1.4)	275(2.0)
I Don't Know	249(3.5)	262(3.1)	259(4.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

** Reading to Perform a Task was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 4.8 | **Average Proficiency in Purposes for Reading by Parents' Highest Level of Education, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Reading for Literary Experience					Reading to Gain Information				
	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know	Graduated College	Some Education After High School	Graduated High School	Did Not Finish High School	I Don't Know
NATION	226 (1.6)	225 (2.9)	215 (2.1)	202 (3.1)	212 (1.4)	222 (1.7)	219 (2.2)	208 (2.0)	193 (2.7)	207 (1.5)
Northeast	235 (5.0)	227 (9.5)	215 (3.9)	*** (***)	216 (3.4)	231 (5.9)	218 (9.5)	211 (3.6)	*** (***)	209 (4.2)
Southeast	221 (2.9)	219 (5.5)	211 (4.5)	201 (3.8)	207 (2.9)	218 (3.1)	214 (4.6)	205 (4.6)	194 (4.4)	204 (2.5)
Central	225 (2.9)	227 (5.2)	218 (4.2)	*** (***)	215 (2.3)	223 (2.7)	223 (3.2)	212 (3.8)	*** (***)	212 (2.6)
West	224 (3.0)	229 (3.9)	216 (4.0)	201 (6.2)	212 (1.6)	217 (2.8)	218 (4.2)	206 (4.9)	189 (5.0)	203 (2.2)
STATES										
Alabama	218 (2.5)	223 (3.6)	209 (2.9)	201 (2.9)	202 (2.5)	213 (2.2)	212 (3.0)	206 (2.6)	194 (3.0)	197 (2.3)
Arizona	222 (1.4)	223 (2.4)	207 (2.8)	199 (3.9)	207 (1.8)	216 (1.9)	211 (3.9)	202 (2.8)	192 (3.7)	202 (1.8)
Arkansas	218 (2.3)	224 (2.3)	215 (2.3)	204 (3.0)	206 (1.7)	218 (2.2)	223 (2.5)	208 (2.2)	201 (2.7)	202 (2.1)
California	219 (2.9)	211 (5.3)	198 (4.6)	184 (4.3)	199 (2.6)	214 (2.7)	202 (4.4)	200 (4.7)	172 (5.1)	188 (2.5)
Colorado	229 (1.4)	228 (2.7)	214 (2.4)	207 (3.8)	215 (1.6)	222 (1.7)	222 (2.8)	209 (2.7)	197 (3.2)	203 (1.9)
Connecticut	237 (1.7)	236 (2.9)	217 (3.0)	208 (4.0)	214 (1.9)	231 (1.7)	226 (3.8)	210 (3.0)	194 (4.1)	208 (2.0)
Delaware*	221 (1.8)	223 (2.5)	209 (2.3)	198 (5.2)	210 (1.7)	221 (1.4)	222 (2.9)	201 (2.6)	198 (4.5)	211 (2.0)
Dist. Columbia	198 (1.7)	202 (3.6)	192 (2.1)	182 (3.8)	182 (2.0)	191 (1.4)	191 (4.0)	184 (2.7)	175 (3.7)	177 (1.7)
Florida	217 (1.5)	222 (2.8)	207 (3.5)	204 (3.4)	208 (1.7)	211 (2.1)	210 (3.1)	207 (2.7)	196 (4.2)	201 (1.7)
Georgia	224 (2.4)	220 (3.8)	211 (2.5)	204 (3.5)	211 (1.6)	220 (2.3)	219 (3.1)	203 (2.5)	198 (3.2)	202 (1.6)
Hawaii	213 (2.0)	209 (4.1)	199 (2.7)	202 (5.0)	204 (2.1)	207 (2.2)	209 (3.8)	193 (2.9)	194 (4.3)	197 (2.2)
Idaho	232 (1.5)	233 (2.7)	220 (2.5)	210 (4.7)	216 (1.5)	226 (1.3)	224 (1.9)	209 (2.7)	201 (4.7)	209 (1.4)
Indiana	231 (1.9)	234 (2.3)	221 (2.2)	214 (4.0)	221 (1.7)	225 (2.0)	227 (3.1)	217 (2.4)	210 (4.3)	212 (1.9)
Iowa	236 (1.4)	234 (2.2)	225 (2.0)	210 (3.8)	221 (1.7)	234 (1.7)	230 (2.6)	221 (1.8)	203 (3.8)	215 (2.0)
Kentucky	225 (2.3)	225 (2.7)	217 (2.1)	204 (2.2)	209 (1.5)	216 (2.4)	220 (2.7)	211 (2.2)	198 (2.6)	204 (1.8)
Louisiana	210 (2.2)	219 (2.6)	206 (2.3)	201 (2.7)	206 (1.5)	203 (2.4)	212 (2.4)	197 (1.9)	192 (2.2)	198 (1.3)
Maine*	238 (1.6)	236 (2.2)	228 (1.9)	219 (4.3)	220 (1.7)	234 (1.9)	236 (3.0)	221 (2.0)	209 (4.5)	217 (2.2)
Maryland	223 (1.9)	222 (3.7)	212 (2.8)	200 (5.2)	207 (2.7)	214 (2.2)	216 (3.7)	203 (3.2)	192 (5.2)	202 (2.2)
Massachusetts	238 (1.3)	236 (2.3)	227 (2.9)	209 (4.1)	219 (2.3)	234 (1.3)	231 (3.5)	219 (3.1)	203 (3.6)	213 (2.1)
Michigan	226 (2.1)	227 (2.6)	216 (3.4)	209 (4.1)	215 (1.8)	220 (2.6)	223 (2.6)	209 (3.7)	200 (4.0)	206 (1.9)
Minnesota	230 (1.9)	231 (3.5)	220 (2.7)	*** (***)	217 (1.8)	225 (1.7)	232 (2.8)	218 (2.4)	*** (***)	213 (1.7)
Mississippi	206 (2.0)	209 (3.3)	200 (2.6)	191 (2.9)	197 (2.3)	204 (1.6)	212 (3.1)	196 (2.4)	187 (2.7)	194 (1.9)
Missouri	231 (1.8)	230 (2.7)	218 (2.2)	213 (2.8)	218 (1.8)	227 (2.3)	227 (2.9)	215 (2.3)	210 (3.2)	210 (1.8)
Nebraska*	233 (1.6)	235 (3.9)	220 (2.8)	*** (***)	214 (1.8)	225 (2.1)	228 (3.6)	215 (2.9)	*** (***)	210 (1.7)
New Hampshire*	238 (1.7)	240 (3.2)	223 (3.2)	216 (4.2)	225 (1.8)	233 (1.9)	231 (2.7)	220 (2.4)	209 (3.6)	221 (2.2)
New Jersey*	235 (1.8)	233 (3.2)	220 (2.6)	208 (4.0)	216 (2.1)	232 (2.0)	230 (3.0)	214 (3.4)	204 (5.3)	210 (2.3)
New Mexico	224 (2.2)	224 (2.8)	214 (2.8)	197 (3.6)	207 (2.8)	222 (2.5)	215 (3.9)	207 (2.1)	191 (3.9)	200 (1.9)
New York*	230 (1.6)	225 (3.1)	211 (2.9)	201 (4.0)	211 (1.6)	224 (1.9)	218 (3.0)	208 (2.6)	194 (4.1)	205 (2.4)
North Carolina	223 (1.8)	221 (2.9)	209 (2.7)	200 (3.2)	209 (1.9)	218 (1.9)	218 (2.8)	204 (2.1)	193 (2.7)	204 (1.9)
North Dakota	237 (1.4)	232 (2.8)	230 (2.4)	*** (***)	220 (1.5)	231 (1.5)	229 (3.4)	219 (2.5)	*** (***)	212 (2.2)
Ohio	226 (1.6)	225 (2.8)	218 (2.4)	210 (4.8)	217 (1.5)	223 (1.8)	224 (3.2)	214 (2.6)	204 (3.6)	209 (2.2)
Oklahoma	229 (1.7)	230 (2.8)	219 (3.2)	214 (3.3)	218 (1.4)	224 (1.7)	230 (2.6)	217 (2.0)	207 (3.2)	215 (1.4)
Pennsylvania	233 (1.7)	235 (2.4)	218 (2.2)	213 (3.0)	217 (1.5)	227 (2.1)	229 (3.0)	216 (2.0)	206 (3.3)	210 (2.0)
Rhode Island	228 (2.5)	231 (3.1)	213 (2.4)	208 (4.9)	215 (2.3)	226 (2.5)	227 (3.0)	208 (3.3)	199 (5.5)	205 (2.5)
South Carolina	222 (1.8)	227 (2.8)	206 (2.3)	203 (3.5)	210 (1.8)	214 (1.9)	217 (3.9)	196 (3.0)	192 (2.9)	201 (2.1)
Tennessee	222 (2.4)	227 (4.7)	214 (2.4)	207 (2.9)	208 (1.7)	220 (2.4)	218 (3.7)	207 (2.9)	198 (2.7)	202 (1.7)
Texas	226 (2.3)	222 (3.1)	213 (2.5)	204 (3.1)	211 (1.9)	220 (2.5)	219 (3.0)	205 (2.6)	198 (3.4)	205 (1.9)
Utah	231 (1.7)	233 (3.1)	218 (2.2)	211 (5.0)	218 (1.6)	225 (1.4)	225 (2.4)	215 (3.3)	206 (4.7)	212 (1.8)
Virginia	234 (2.3)	231 (2.9)	217 (2.0)	210 (2.9)	216 (1.7)	227 (1.9)	221 (2.8)	215 (1.7)	206 (3.1)	211 (1.7)
West Virginia	228 (1.6)	227 (2.2)	216 (2.1)	207 (3.2)	211 (2.2)	224 (1.9)	223 (2.7)	210 (2.1)	200 (2.9)	206 (1.8)
Wisconsin	235 (1.9)	234 (3.0)	223 (1.9)	216 (4.8)	222 (1.6)	229 (1.6)	234 (2.6)	218 (1.9)	210 (3.7)	213 (2.0)
Wyoming	236 (1.3)	237 (2.6)	223 (2.9)	216 (4.2)	221 (1.6)	227 (1.6)	226 (3.0)	214 (2.4)	205 (4.8)	211 (1.8)
TERRITORY										
Guam	186 (2.6)	200 (5.2)	189 (4.6)	179 (6.3)	187 (2.0)	180 (2.2)	184 (5.7)	175 (3.9)	172 (5.2)	176 (2.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER FIVE

Student Performance on Constructed-Response Questions for the Nation and the States

Overview

As a part of NAEP's 1992 reading assessment, students were asked to spend 60 percent to 70 percent of their assessment time providing constructed responses to the reading passages. Although multiple-choice items were used when the nature of the task required a clear, straightforward response, constructed-response items accounted for the majority of assessment time. This heavy emphasis on constructed-response item types was specified in the reading framework for several reasons. Current theories of reading recognize reading as an integrative process involving the readers' understanding of text and their ability to connect text with background knowledge. Constructed-response questions provide students with the opportunity to demonstrate their understanding of text while drawing on their own experiences and background knowledge to extend and examine meaning. Furthermore, constructed-response questions provide a means for assessing students' ability to produce organized, thoughtful responses to what they have read. Therefore, they are considered more authentic tasks, since real-world reading situations in and out of school typically require this type of response.

Two types of constructed-response questions were used in the 1992 reading assessment. Regular constructed-response questions required students to provide one or two sentences that were rated either Acceptable or Unacceptable. Extended constructed-response questions required students to write one paragraph or more demonstrating in-depth understanding and interpretation of the text. These extended questions were scored on a four-level scale that described levels of comprehension demonstrated in the response -- Unsatisfactory, Partial, Essential, and Extensive.

This chapter includes examples of regular constructed-response questions and extended-response questions used for all three grades in the 1992 assessment. In addition, it presents an overview of student performance on both the regular and extended constructed-response questions. In general, examples of questions are presented followed by tables containing national and state data. TABLE 5.1 shows the distribution of assessment time devoted to constructed-response and multiple-choice questions within the three purposes for reading.

Distribution of Assessment Time for Constructed-Response and Multiple-Choice Items

TABLE 5.1 **Percentage of Assessment Time Devoted to Constructed-Response and Multiple-Choice Questions, Grades 4, 8, and 12, 1992 Reading Assessment**

	Reading for Literary Experience	Reading to Gain Information	Reading to Perform a Task
Grade 4			
Constructed-Response	59	62	**
Multiple-Choice	41	38	**
Grade 8			
Constructed-Response	74	70	74
Multiple-Choice	26	30	26
Grade 12			
Constructed-Response	85	68	70
Multiple-Choice	15	32	30

** Reading to Perform a Tark was not assessed at Grade 4.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

EXAMPLE REGULAR CONSTRUCTED-RESPONSE QUESTIONS WITH NATIONAL RESULTS

Grade 4 Literary Passage: "Sybil Sounds the Alarm"

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl riding her horse to warn of the approaching British army.]

If you had just finished a ride like Sybil's, how would you feel and why?

Acceptable responses provided a personal reaction accompanied by a brief explanation or justification that reflected consideration of Sybil's experience.

Overall Percentage Acceptable*
Grade 4 - 64(2.0)

Grade 4 Literary Passage: "Sybil Sounds the Alarm"

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl riding her horse to warn of the approaching British army.]

How does the author show the excitement and danger of Sybil's ride?

Acceptable responses discussed how the author described the danger of the ride by showing how Sybil's parents were concerned, or how Sybil felt during the ride and immediately afterward.

Overall Percentage Acceptable*
Grade 4 - 44(1.7)

*The standard errors of the estimated percentage appear in parentheses.

Grade 4 Informational Passage: "Amanda Clement: The Umpire in a Skirt"

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

What was Hank's role in Mandy's early career?

Acceptable responses discussed the fact that Hank let Mandy play ball and umpire or that he recommended her for the umpire position.

Overall Percentage Acceptable*
Grade 4 - 42(2.0)

Grade 8 Literary Passage: "Cady's Life/I Am One"

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

For Anne Frank, what was "the something that I can do"?

Acceptable answers mentioned at least one aspect of Anne Frank's life as described in the biographical sketch or portrayed in the story.

Overall Percentage Acceptable*
Grade 8 - 33(1.4)

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Literary Passage: "Cady's Life/I Am One"

[This passage is a fictional short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

Explain what the author means when she says that slamming doors symbolizes the closing of the door of life.

Acceptable answers mentioned that the sound of slamming doors meant that people were being taken away from their homes by soldiers and probably killed, or prevented from returning to their way of life.

Overall Percentage Acceptable*
Grade 8 - 54(1.7)

Grade 8 Informational Passage: "Dorothea Dix: Quiet Crusader"

[This passage is an informative article about Dorothea Dix's struggles during the 19th century to gain better treatment for persons with mental illness.]

How did Dorothea Dix approach solving problems?

Acceptable answers mention at least one aspect of Dorothea's extensive preparations for confronting her challenges as described in the article.

Overall Percentage Acceptable*
Grade 8 - 53(1.7)

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Literary Passage: "Oregon Trail/Nettie's Bigfish"

[Two passages about the Oregon Trail were combined -- one passage was an informational account of the trail and the other was a narrative piece based on a diary entry.]

Based on Nettie Emory's original diary entry and what you know about the Oregon Trail, do you think that the story is an accurate portrayal of Nettie's adventure? Explain why you think so.

Acceptable responses expressed an opinion and supported it with an explanation based on an accurate understanding of the text.

Overall Percentage Acceptable*
Grade 8 - 26(1.3)

Grade 8 Task Document: "Bus Schedule"

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

On Friday, the ride from the railroad station to the intersection of Hanover and Broad takes 10 minutes. On Saturday, it takes 8 minutes. Why do the schedules differ?

Acceptable responses suggested a plausible reason that was based on accurate information from the bus schedule.

Overall Percentage Acceptable*
Grade 8 - 15(1.3)

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Literary Passage: "The Death of the Hired Man"

[This passage is a narrative poem portraying the return of a destitute worker to the home of former employers.]

What kind of relationship did Silas have with his brother?

Acceptable responses appropriately described the relationship as being distant, broken, or some other description that reflects understanding of the lack of a close or supportive relationship between the two brothers.

Overall Percentage Acceptable*
Grade 12 - 67(1.5)

Grade 12 Informational Passage: "Battle of Shiloh"

[Two passages related to the battle of Shiloh were combined. One passage is an encyclopedia entry about the battle and the other passage is a narrative account of the battle from one soldier's perspective.]

How could reading these two sources help a student learn about the battle of Shiloh?

Acceptable responses identified an appropriate aspect of both passages that could plausibly support a student's learning about the battle of Shiloh.

Overall Percentage Acceptable*
Grade 12 - 73(1.6)

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Informational Passage: "Battle of Shiloh"

[Two passages related to the battle of Shiloh were combined. One passage is an encyclopedia entry about the battle and the other passage is a narrative account of the battle from one soldier's perspective.]

Identify two conflicting emotions displayed by the Union officer in his journal entry. Explain why you think the battle of Shiloh caused him to have these conflicting feelings.

_____

_____

_____

_____

_____

Acceptable responses described contradictory feelings that were expressed in the passage, such as courage versus cowardice or compassion versus insensitivity. An appropriate explanation was provided that supported the stated feelings and reflected understanding of the text.

Overall Percentage Acceptable*
Grade 12 - 58 (1.6)

*The standard errors of the estimated percentage appear in parentheses.

TABLE 5.2 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Sybil Sounds the Alarm* - "If you had just finished a ride like Sybil's, how would you feel and why?"**

Grade 4

	Acceptable	Unacceptable	No Response
Nation	64(2.0)	33(2.1)	3(0.6)
Northeast	65(4.8)	31(5.0)	4(2.1)
Southeast	62(4.3)	34(3.9)	3(1.0)
Central	68(3.8)	29(4.0)	2(0.9)
West	62(3.7)	36(3.9)	2(0.8)
White	68(2.4)	29(2.4)	2(0.6)
Black	51(5.3)	43(5.2)	6(2.3)
Hispanic	56(3.7)	40(3.8)	4(1.5)
Male	62(2.6)	35(2.6)	4(0.9)
Female	67(2.5)	31(2.6)	2(0.6)
Advantaged Urban	72(6.5)	26(6.1)	2(1.2)
Disadvantaged Urban	41(4.6)	52(5.0)	7(2.6)
Extreme Rural	69(5.7)	28(5.8)	2(1.3)
Other	65(2.2)	32(2.3)	3(0.8)
Public	62(2.3)	35(2.3)	3(0.7)
Catholic and Other Private	80(3.0)	18(2.8)	1(0.6)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.3 | **Average Percentage of Acceptable Responses for Regular Constructed-Response Question: "If you had just finished a ride like Sybil's, how would you feel and why?" Grade 4**

PUBLIC SCHOOLS	Acceptable	Unacceptable	No Response
NATION	62 (2.3)	35 (2.3)	3 (0.7)
Northeast	64 (5.3)	32 (5.5)	4 (2.3)
Southeast	59 (4.3)	38 (3.8)	3 (1.1)
Central	66 (4.8)	31 (4.9)	3 (1.1)
West	59 (4.0)	38 (4.3)	3 (0.9)
STATES			
Alabama	67 (2.4)	31 (2.4)	3 (0.7)
Arizona	64 (2.0)	33 (2.0)	3 (0.8)
Arkansas	64 (2.3)	34 (2.4)	2 (0.5)
California	57 (2.2)	39 (2.2)	4 (0.9)
Colorado	71 (2.3)	28 (2.3)	2 (0.5)
Connecticut	72 (1.9)	27 (1.9)	1 (0.3)
Delaware*	63 (2.6)	32 (2.6)	5 (0.7)
Dist. Columbia	49 (2.6)	44 (2.4)	7 (1.4)
Florida	64 (2.1)	32 (2.1)	4 (0.9)
Georgia	64 (2.2)	33 (2.2)	3 (0.8)
Hawaii	61 (2.2)	35 (2.3)	4 (1.0)
Idaho	70 (2.1)	28 (2.0)	2 (0.7)
Indiana	74 (1.7)	25 (1.6)	1 (0.5)
Iowa	74 (1.9)	24 (1.8)	2 (0.7)
Kentucky	66 (2.1)	32 (2.0)	2 (0.7)
Louisiana	67 (2.0)	31 (1.8)	2 (0.8)
Maine*	75 (2.5)	23 (2.5)	2 (0.7)
Maryland	65 (2.7)	32 (2.7)	3 (0.7)
Massachusetts	76 (1.9)	23 (2.0)	1 (0.4)
Michigan	65 (2.4)	33 (2.3)	2 (0.8)
Minnesota	71 (2.5)	27 (2.5)	2 (0.6)
Mississippi	57 (2.9)	40 (2.9)	3 (0.8)
Missouri	73 (2.3)	25 (2.3)	2 (0.5)
Nebraska*	73 (2.4)	25 (2.3)	1 (0.5)
New Hampshire*	77 (2.4)	21 (2.3)	2 (0.6)
New Jersey*	72 (2.5)	25 (2.4)	3 (0.8)
New Mexico	68 (2.1)	29 (2.0)	3 (0.8)
New York*	69 (2.5)	28 (2.5)	3 (0.9)
North Carolina	67 (2.4)	31 (2.1)	3 (0.8)
North Dakota	72 (2.5)	27 (2.5)	0 (0.3)
Ohio	70 (2.3)	28 (2.1)	2 (0.6)
Oklahoma	70 (2.7)	29 (2.6)	1 (0.5)
Pennsylvania	72 (2.1)	25 (2.1)	3 (0.7)
Rhode Island	72 (2.3)	25 (2.2)	2 (0.6)
South Carolina	69 (2.3)	30 (2.2)	2 (0.5)
Tennessee	66 (2.5)	32 (2.2)	2 (0.8)
Texas	65 (2.2)	32 (1.9)	3 (0.9)
Utah	69 (2.8)	29 (2.7)	2 (0.6)
Virginia	72 (2.5)	27 (2.6)	1 (0.4)
West Virginia	69 (2.0)	27 (1.8)	4 (0.8)
Wisconsin	74 (2.4)	24 (2.3)	2 (0.6)
Wyoming	73 (2.4)	25 (2.4)	1 (0.4)
TERRITORY			
Guam	44 (2.6)	50 (2.7)	6 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.4 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Sybil Sounds the Alarm* - "How does the author show the excitement and danger of Sybil's ride?"**

Grade 4

	Acceptable	Unacceptable	No Response
Nation	44(1.7)	47(1.6)	9(0.9)
Northeast	53(3.0)	36(3.0)	10(2.0)
Southeast	43(3.7)	45(3.6)	12(2.3)
Central	40(2.9)	55(2.4)	6(1.5)
West	43(3.6)	48(3.6)	9(1.7)
White	50(1.9)	43(1.8)	8(1.1)
Black	28(3.3)	58(4.0)	15(3.0)
Hispanic	34(3.8)	54(4.1)	12(2.6)
Male	43(2.3)	45(2.2)	12(1.4)
Female	46(2.2)	48(2.1)	6(1.2)
Advantaged Urban	53(4.7)	41(5.5)	6(2.5)
Disadvantaged Urban	30(6.1)	57(6.6)	13(3.7)
Extreme Rural	42(5.8)	49(4.6)	9(3.1)
Other	45(1.8)	46(1.8)	9(1.0)
Public	43(1.8)	48(1.8)	10(1.1)
Catholic and Other Private	54(3.9)	41(4.5)	5(1.3)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.5 | **Average Percentage of Acceptable Responses for Regular Constructed-Response Question, "How does the author show the excitement and danger of Sybil's ride?" Grade 4**

PUBLIC SCHOOLS	Acceptable	Unacceptable	No Response
NATION	43 (1.8)	47 (1.8)	9 (1.1)
Northeast	52 (3.6)	37 (3.3)	11 (2.3)
Southeast	42 (3.7)	45 (3.6)	13 (2.6)
Central	38 (3.4)	56 (2.8)	6 (1.5)
West	41 (3.8)	50 (4.0)	9 (1.9)
STATES			
Alabama	40 (2.5)	52 (2.3)	8 (1.2)
Arizona	41 (2.3)	51 (2.3)	8 (1.2)
Arkansas	40 (2.3)	54 (2.4)	7 (0.9)
California	43 (2.5)	46 (2.8)	11 (1.6)
Colorado	42 (2.1)	49 (1.9)	10 (1.1)
Connecticut	48 (2.7)	45 (2.8)	6 (1.3)
Delaware*	37 (2.0)	52 (2.5)	11 (1.5)
Dist. Columbia	26 (2.1)	59 (2.3)	15 (1.6)
Florida	39 (2.0)	53 (2.0)	7 (1.2)
Georgia	40 (2.8)	54 (2.8)	7 (1.1)
Hawaii	39 (2.6)	52 (2.6)	8 (1.4)
Idaho	46 (2.4)	44 (2.4)	10 (1.3)
Indiana	48 (2.8)	48 (2.6)	5 (1.0)
Iowa	47 (2.0)	44 (1.6)	9 (1.2)
Kentucky	41 (2.4)	53 (2.2)	7 (1.1)
Louisiana	39 (2.4)	53 (2.5)	8 (1.3)
Maine*	55 (2.5)	40 (2.6)	5 (1.1)
Maryland	43 (2.7)	51 (2.7)	6 (1.0)
Massachusetts	48 (2.4)	46 (2.4)	6 (1.0)
Michigan	45 (2.1)	47 (1.9)	8 (1.3)
Minnesota	47 (2.7)	46 (2.6)	7 (1.3)
Mississippi	32 (2.0)	62 (2.1)	7 (0.9)
Missouri	45 (2.0)	49 (2.1)	6 (0.9)
Nebraska*	47 (2.5)	45 (2.8)	8 (1.2)
New Hampshire*	49 (2.9)	42 (3.1)	10 (1.5)
New Jersey*	52 (2.6)	42 (2.8)	6 (1.3)
New Mexico	45 (2.2)	48 (2.1)	8 (1.1)
New York*	46 (2.5)	46 (2.7)	8 (1.3)
North Carolina	43 (2.5)	51 (2.3)	6 (1.0)
North Dakota	54 (2.0)	42 (2.2)	4 (0.8)
Ohio	43 (2.6)	50 (2.6)	7 (1.0)
Oklahoma	44 (2.1)	53 (2.1)	4 (0.8)
Pennsylvania	51 (2.3)	45 (2.3)	5 (0.7)
Rhode Island	45 (2.6)	47 (2.5)	8 (1.4)
South Carolina	42 (2.4)	52 (2.1)	6 (1.0)
Tennessee	41 (2.6)	52 (2.5)	7 (1.2)
Texas	42 (2.6)	50 (2.4)	8 (1.5)
Utah	44 (2.4)	48 (2.4)	8 (1.2)
Virginia	49 (2.5)	45 (2.4)	6 (1.1)
West Virginia	47 (2.6)	44 (2.7)	9 (1.1)
Wisconsin	46 (2.5)	48 (2.4)	6 (1.0)
Wyoming	48 (2.1)	44 (2.2)	7 (0.9)
TERRITORY			
Guam	25 (2.0)	64 (2.3)	11 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.6 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Amanda Clement: The Umpire in a Skirt*- "What was Hank's role in Mandy's early career?"**

Grade 4

	Acceptable	Unacceptable	No Response
Nation	42(2.0)	55(2.2)	3(0.7)
Northeast	50(4.9)	48(4.2)	2(1.1)
Southeast	40(3.9)	59(3.8)	1(0.6)
Central	41(4.2)	57(4.4)	2(0.7)
West	39(3.3)	56(4.6)	6(2.2)
White	47(2.4)	50(2.5)	2(0.6)
Black	21(4.1)	72(4.3)	6(2.4)
Hispanic	26(3.6)	72(3.9)	2(1.2)
Male	42(2.6)	56(2.5)	2(0.7)
Female	42(2.3)	54(2.6)	4(1.3)
Advantaged Urban	58(6.2)	41(6.3)	2(1.3)
Disadvantaged Urban	15(3.7)	79(4.5)	7(3.0)
Extreme Rural	35(5.8)	58(6.8)	7(3.3)
Other	43(2.3)	55(2.4)	2(0.6)
Public	41(2.2)	56(1.4)	3(0.8)
Catholic and Other Private	50(3.9)	50(3.9)	0(0.3)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.7 | **Average Percentage of Acceptable Responses for Regular Constructed-Response Question: "What was Hank's role in Mandy's early career?" Grade 4**

PUBLIC SCHOOLS	Acceptable	Unacceptable	No Response
NATION	41 (2.2)	56 (2.4)	3 (0.8)
Northeast	50 (6.1)	48 (5.4)	2 (1.3)
Southeast	39 (3.9)	60 (3.9)	1 (0.7)
Central	39 (4.6)	58 (4.9)	2 (0.8)
West	39 (3.3)	55 (4.9)	6 (2.4)
STATES			
Alabama	34 (2.4)	65 (2.4)	1 (0.5)
Arizona	37 (2.6)	60 (2.7)	3 (0.7)
Arkansas	39 (2.8)	60 (2.6)	1 (0.4)
California	34 (2.9)	62 (2.9)	3 (1.0)
Colorado	44 (2.4)	53 (2.5)	3 (0.8)
Connecticut	49 (2.5)	49 (2.5)	2 (0.6)
Delaware*	41 (3.0)	59 (3.1)	0 (0.3)
Dist. Columbia	34 (2.8)	64 (2.8)	2 (0.7)
Florida	34 (2.4)	64 (2.3)	2 (0.6)
Georgia	42 (2.0)	56 (2.0)	2 (0.6)
Hawaii	33 (2.7)	64 (2.6)	2 (0.7)
Idaho	46 (2.2)	53 (2.2)	1 (0.4)
Indiana	46 (2.4)	53 (2.4)	1 (0.4)
Iowa	52 (2.1)	47 (2.1)	1 (0.5)
Kentucky	40 (2.1)	58 (2.1)	1 (0.5)
Louisiana	32 (2.7)	67 (2.6)	1 (0.5)
Maine*	52 (2.6)	46 (2.4)	2 (0.8)
Maryland	47 (2.6)	50 (2.5)	3 (0.8)
Massachusetts	54 (2.0)	46 (2.0)	0 (0.3)
Michigan	40 (2.8)	59 (2.8)	2 (0.6)
Minnesota	51 (2.5)	48 (2.3)	1 (0.6)
Mississippi	28 (2.2)	71 (2.2)	1 (0.5)
Missouri	43 (2.1)	56 (2.1)	1 (0.5)
Nebraska*	44 (2.5)	54 (2.5)	1 (0.4)
New Hampshire*	50 (2.6)	49 (2.7)	2 (0.6)
New Jersey*	47 (2.7)	52 (2.7)	1 (0.6)
New Mexico	38 (3.7)	61 (3.7)	1 (0.6)
New York*	48 (2.8)	51 (2.8)	1 (0.5)
North Carolina	40 (2.1)	59 (2.1)	1 (0.5)
North Dakota	45 (2.9)	55 (2.8)	1 (0.3)
Ohio	44 (2.5)	55 (2.5)	1 (0.4)
Oklahoma	49 (2.8)	50 (2.7)	1 (0.4)
Pennsylvania	42 (2.5)	57 (2.5)	1 (0.4)
Rhode Island	44 (2.2)	56 (2.2)	1 (0.5)
South Carolina	32 (2.4)	67 (2.3)	1 (0.4)
Tennessee	36 (2.2)	62 (2.3)	1 (0.4)
Texas	36 (3.3)	62 (3.3)	1 (0.7)
Utah	41 (2.8)	57 (2.9)	2 (0.7)
Virginia	47 (2.3)	52 (2.4)	1 (0.5)
West Virginia	44 (2.0)	55 (2.0)	1 (0.4)
Wisconsin	50 (2.4)	49 (2.3)	1 (0.5)
Wyoming	45 (2.4)	53 (2.2)	1 (0.6)
TERRITORY			
Guam	19 (2.1)	77 (2.2)	3 (1.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.8 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Cady's Life* - "For Anne Frank, what was 'the something that I can do'?"**

Grade 8

	Acceptable	Unacceptable	No Response
Nation	33(1.4)	50(1.3)	17(1.1)
Northeast	37(1.9)	48(2.9)	15(2.2)
Southeast	34(4.2)	50(4.1)	16(2.7)
Central	32(2.2)	54(1.9)	13(1.3)
West	29(2.6)	49(1.9)	22(2.0)
White	37(1.7)	47(1.6)	15(1.3)
Black	22(2.3)	56(2.6)	23(2.8)
Hispanic	16(2.4)	62(3.5)	22(2.5)
Male	31(2.0)	49(2.2)	21(1.6)
Female	35(1.5)	52(1.5)	13(1.1)
Advantaged Urban	46(5.4)	42(5.8)	12(2.2)
Disadvantaged Urban	20(2.7)	57(3.2)	24(2.9)
Extreme Rural	40(3.3)	47(3.9)	14(3.4)
Other	32(1.5)	51(1.3)	17(1.3)
Public	32(1.5)	51(1.3)	18(1.2)
Catholic and Other Private	43(4.4)	48(4.4)	9(1.4)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.9 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Cady's Life* - "Explain what the author means when she says that slamming doors symbolized the closing of the door of life."**

Grade 8

	Acceptable	Unacceptable	No Response
Nation	54(1.7)	40(1.9)	7(0.8)
Northeast	52(1.9)	41(2.5)	7(1.3)
Southeast	51(2.8)	42(3.2)	7(1.5)
Central	62(4.8)	33(5.1)	5(1.3)
West	53(2.9)	39(3.1)	8(1.8)
White	59(1.9)	36(2.1)	6(0.9)
Black	40(4.0)	50(4.6)	10(2.2)
Hispanic	42(3.0)	48(3.4)	10(2.2)
Male	50(2.0)	41(2.1)	9(1.2)
Female	59(2.3)	37(2.3)	4(0.8)
Advantaged Urban	63(5.6)	30(4.5)	7(2.7)
Disadvantaged Urban	38(3.3)	48(4.0)	14(2.9)
Extreme Rural	64(7.3)	34(6.9)	2(1.3)
Other	54(1.9)	40(2.2)	6(0.9)
Public	53(1.9)	40(2.1)	7(0.9)
Catholic and Other Private	68(3.9)	29(3.9)	3(1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.10 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Dorothea Dix: Quiet Crusader* - "How did Dorothea Dix approach solving problems?"**

Grade 8

	Acceptable	Unacceptable	No Response
Nation	53(1.7)	43(1.6)	4(0.5)
Northeast	54(3.4)	42(3.5)	4(0.7)
Southeast	52(3.4)	41(2.9)	6(1.5)
Central	56(3.2)	41(3.0)	3(0.9)
West	51(3.8)	46(3.6)	4(0.9)
White	58(2.2)	40(2.1)	2(0.5)
Black	45(3.8)	48(3.3)	7(2.0)
Hispanic	33(3.3)	57(3.6)	10(1.9)
Male	45(1.9)	49(1.9)	6(0.9)
Female	62(2.0)	35(1.9)	3(0.6)
Advantaged Urban	60(4.3)	37(4.2)	3(1.5)
Disadvantaged Urban	34(4.7)	55(4.0)	11(3.2)
Extreme Rural	56(5.9)	40(5.1)	5(2.3)
Other	55(2.2)	42(2.0)	4(0.5)
Public	51(1.9)	44(1.8)	4(0.6)
Catholic and Other Private	68(3.2)	30(3.0)	2(0.7)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.11 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Oregon Trail* - "Based on Nettie Emory's original diary entry and what you know about the Oregon Trail, do you think that the story is an accurate portrayal of Nettie's adventure? Explain why you think so."**

Grade 8

	Acceptable	Unacceptable	No Response
Nation	26(1.3)	66(1.7)	8(0.9)
Northeast	22(3.4)	69(3.3)	9(1.5)
Southeast	25(2.5)	64(3.1)	11(2.1)
Central	28(2.2)	66(3.7)	7(1.8)
West	27(2.7)	66(3.0)	8(1.3)
White	30(1.8)	65(2.1)	6(0.9)
Black	9(1.7)	71(3.1)	20(2.9)
Hispanic	18(2.3)	68(3.4)	14(3.0)
Male	20(1.8)	70(1.9)	10(1.2)
Female	31(2.0)	62(2.5)	7(1.2)
Advantaged Urban	42(4.7)	53(5.1)	5(1.7)
Disadvantaged Urban	11(2.8)	79(3.4)	11(2.0)
Extreme Rural	27(4.9)	64(4.2)	9(4.7)
Other	25(1.5)	66(2.1)	8(1.1)
Public	24(1.4)	67(1.8)	9(0.9)
Catholic and Other Private	41(3.8)	55(3.5)	3(0.9)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.12 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Bus Schedule* - "On Friday, the ride from the railroad station to the intersection of Hanover and Broad takes 10 minutes. On Saturday, it takes 8 minutes. Why do the schedules differ?"**

Grade 8 and 12

	Acceptable		Unacceptable		No Response	
	Grade 8	Grade 12	Grade 8	Grade 12	Grade 8	Grade 12
Nation	15(1.3)	31(1.3)	75(1.5)	64(1.3)	10(0.9)	5(0.4)
Northeast	14(2.8)	31(3.2)	76(3.3)	63(2.9)	10(1.6)	6(0.9)
Southeast	15(2.4)	28(2.2)	76(3.1)	66(2.0)	10(2.1)	6(1.2)
Central	15(1.2)	35(2.9)	76(1.4)	62(3.1)	9(1.8)	2(0.5)
West	17(3.3)	29(1.8)	73(3.6)	67(2.1)	10(1.7)	5(1.0)
White	17(1.8)	33(1.7)	75(1.9)	64(1.7)	8(1.0)	4(0.5)
Black	10(1.9)	23(2.8)	77(2.6)	70(2.8)	13(2.3)	7(1.4)
Hispanic	15(2.5)	26(4.5)	68(3.3)	64(4.7)	17(2.7)	10(2.7)
Male	15(1.6)	29(1.8)	74(2.0)	66(1.8)	11(1.1)	5(0.8)
Female	16(1.5)	32(1.6)	76(2.1)	63(1.7)	8(1.4)	4(0.6)
Advantaged Urban	19(3.0)	36(4.3)	77(3.7)	59(4.1)	4(2.0)	4(1.4)
Disadvantaged Urban	7(1.4)	23(3.3)	76(3.6)	69(3.6)	17(3.0)	8(2.0)
Extreme Rural	17(2.7)	35(5.0)	76(4.2)	59(4.2)	7(3.3)	6(2.3)
Other	16(1.6)	30(1.8)	74(1.8)	66(1.8)	10(1.1)	4(0.6)
Public	15(1.3)	30(1.5)	75(1.5)	66(1.5)	10(1.0)	5(0.5)
Catholic and Other Private	20(2.9)	38(3.5)	75(2.8)	57(3.6)	5(1.4)	5(1.2)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.13 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *The Death of the Hired Man* - "What kind of relationship did Silas have with his brother?"**

Grade 12

	Acceptable	Unacceptable	No Response
Nation	67(1.5)	27(1.5)	6(0.7)
Northeast	67(3.6)	26(3.3)	7(1.5)
Southeast	64(3.1)	29(3.0)	7(1.3)
Central	70(3.1)	27(3.5)	3(0.7)
West	66(2.5)	25(3.4)	8(1.4)
White	70(1.7)	26(1.7)	5(0.7)
Black	59(3.4)	31(3.4)	10(2.0)
Hispanic	60(5.3)	26(4.3)	14(3.2)
Male	60(2.1)	31(2.2)	9(1.2)
Female	74(2.0)	22(1.9)	4(0.7)
Advantaged Urban	69(4.2)	26(3.8)	5(1.8)
Disadvantaged Urban	64(3.7)	27(3.6)	8(2.2)
Extreme Rural	66(6.0)	30(5.5)	3(1.7)
Other	67(1.8)	26(1.8)	7(0.9)
Public	66(1.6)	28(1.6)	6(0.7)
Catholic and Other Private	72(2.3)	22(2.5)	6(1.0)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.14 National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Battle of Lexington* - "What issue about the Battle of Lexington is discussed in all passages?"

Grade 12

	Acceptable	Unacceptable	No Response
Nation	65(1.7)	32(1.7)	3(0.5)
Northeast	68(2.5)	29(2.6)	3(1.2)
Southeast	58(2.9)	36(2.8)	7(1.6)
Central	69(3.2)	29(3.1)	2(0.8)
West	64(4.3)	34(4.3)	2(0.8)
White	68(2.0)	30(2.0)	3(0.6)
Black	56(4.1)	40(4.2)	5(1.6)
Hispanic	59(4.4)	37(4.2)	5(1.9)
Male	64(2.0)	32(2.1)	4(0.9)
Female	65(2.4)	32(2.5)	2(0.5)
Advantaged Urban	74(3.7)	24(3.7)	1(0.9)
Disadvantaged Urban	57(3.9)	38(4.5)	6(2.1)
Extreme Rural	65(4.6)	26(4.6)	9(2.5)
Other	64(2.0)	34(2.0)	2(0.5)
Public	63(1.9)	34(1.9)	4(0.6)
Catholic and Other Private	79(2.3)	20(2.1)	1(0.6)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.15 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Battle of Shiloh* - "How could reading these two sources help a student learn about the battle of Shiloh?"**

Grade 12

	Acceptable	Unacceptable	No Response
Nation	73(1.6)	25(1.5)	2(0.5)
Northeast	72(3.7)	25(3.4)	3(1.1)
Southeast	66(3.4)	30(3.1)	3(1.3)
Central	74(3.0)	23(3.0)	3(1.0)
West	78(2.2)	22(2.3)	1(0.4)
White	77(1.9)	21(1.7)	2(0.5)
Black	53(3.7)	42(3.5)	5(1.8)
Hispanic	70(5.4)	28(5.6)	2(1.3)
Male	69(2.1)	27(2.1)	4(0.8)
Female	77(1.9)	22(1.9)	1(0.4)
Advantaged Urban	87(2.7)	11(2.0)	2(1.0)
Disadvantaged Urban	59(4.4)	37(4.3)	4(1.0)
Extreme Rural	63(5.5)	33(5.5)	3(2.3)
Other	74(1.7)	24(1.7)	2(0.5)
Public	71(1.7)	27(1.6)	3(0.6)
Catholic and Other Private	89(2.0)	10(1.8)	2(0.8)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.16 **National Results for Demographic Subgroups for the Regular Constructed-Response Question, *Battle of Shiloh* - "Identify two conflicting emotions displayed by the Union officer in his journal entry. Explain why you think the battle of Shiloh caused him to have these conflicting feelings."**

Grade 12

	Acceptable	Unacceptable	No Response
Nation	58(1.6)	36(1.5)	6(0.7)
Northeast	58(3.0)	36(2.1)	7(1.2)
Southeast	53(3.5)	37(3.5)	9(1.5)
Central	57(2.2)	38(2.2)	5(0.9)
West	61(3.5)	33(3.3)	6(1.5)
White	62(1.8)	32(1.6)	5(0.8)
Black	43(3.5)	44(3.2)	12(1.8)
Hispanic	41(4.3)	49(5.1)	9(2.9)
Male	52(1.9)	39(1.5)	9(1.1)
Female	63(2.3)	33(2.1)	4(0.7)
Advantaged Urban	70(2.6)	26(2.5)	4(1.2)
Disadvantaged Urban	42(3.9)	50(3.9)	8(1.8)
Extreme Rural	46(5.5)	44(4.7)	10(2.9)
Other	59(2.0)	35(2.0)	6(0.8)
Public	56(1.7)	38(1.6)	7(0.7)
Catholic and Other Private	71(2.5)	26(2.8)	3(1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Examples of Extended Constructed-Response Questions

Grade 4 Informational Passage: "Amanda Clement: The Umpire in a Skirt"

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

National Results and Scoring Guide

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

National Percentage for Each Score Level*	Level of Comprehension
3(0.5)	**Not Rated**
14(1.2)	**Unsatisfactory** -- These responses demonstrated little or no understanding by providing isolated bits of information or by posing a question that was unrelated to Mandy's experience as a woman in a career traditionally dominated by males. In some cases, students referred to a line from the text and recast it in the form of a question.
50(1.9)	**Partial** -- These responses demonstrated some understanding of the information in the article by posing at least one question that was either not explained or was explained using circular reasoning.
31(1.3)	**Essential** -- These responses demonstrated some understanding of the information in the article. They contained at least one question that was specifically related to Mandy's career with an explanation that was relevant to furthering the student's own understanding of how it might feel to be an athlete who is highly successful or the first person to do something.
2(0.4)	**Extensive** -- These responses contained one question that was explained in relation to the student's personal view of the passage and that indicated that the student had considered the more abstract aspects of the passage. These responses contained questions that were about issues or reactions and that grew out of careful consideration of the potential problems Mandy faced and the historical context in which she lived.

*The standard errors of the estimated percentage appear in parentheses.

Grade 4 Literary Passage: "Sybil Sounds the Alarm"

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl riding her horse to warn of the approaching British army.]

What are the major events in the story?

National Results and Scoring Guide

What are the major events in the story?

National Percentage for Each Score Level*	Level of Comprehension
7(0.7)	**Not Rated**
51(1.4)	**Unsatisfactory** -- These responses demonstrated little or no understanding of the events surrounding Sybil's ride -- they provided bits of information from the story that were often brief checklists of isolated events, but not major events. These responses included those in which students copied one or two lines from the text, often the first or last sentence of the story.
38(1.6)	**Partial** -- These responses demonstrated some understanding of Sybil's ride by providing an account of one major event. These responses included those that provided a brief summary statement but no specific events.
3(0.5)	**Essential** -- These responses demonstrated an understanding of at least two of the major events surrounding Sybil's ride. They provided a detailed account of these two events or explained the importance of the two major events.
0(0.2)	**Extensive** -- These responses demonstrated an in-depth understanding of the major events surrounding Sybil's ride by identifying at least three major events and providing a detailed account, an explanation of the significance of the events, or a general statement of the significance of all of the events. These responses moved beyond Essential-level responses by describing the connection between events in the story, thus demonstrating a more complete understanding of the story as a whole.

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Literary Passage: "Cady's Life/I Am One"

[This passage is a short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

How does the poem "I Am One" help you to understand Anne Frank's life? Use information from the introduction to the story to explain your ideas.

National Results and Scoring Guide

How does the poem "I Am One" help you to understand Anne Frank's life? Use information from the introduction to the story to explain your ideas.

National Percentage for Each Score Level*	Level of Comprehension
10(1.0)	**Not Rated**
62(1.3)	**Unsatisfactory** -- These responses demonstrated little or no understanding of either the poem or Anne Frank's life. They may have mentioned isolated bits of information from either the poem or the story, but failed to relate an understanding of the poem to Anne Frank's life.
17(1.0)	**Partial** -- These responses provided some evidence suggesting that the student understood the relationship between the poem and Anne Frank. However, these responses provided no explicit connection -- they failed to use information from the introduction to the story.
9(0.8)	**Essential** -- These responses provided evidence that the student understood the relationship between the poem and Anne Frank's life; they provided an explanation that interpreted Anne's situation literally in the context of the war and her being unable to stop it.
2(0.4)	**Extensive** -- These responses went beyond a literal interpretation of the relationship between the poem and Anne Frank's life to explain the larger significance of her life -- how she both provided a warning and preserved history through her writing, perhaps saving millions from the same fate.

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Informational Passage: "Dorothea Dix: Quiet Crusader"

[This passage is an informative article about Dorothea Dix's struggles during the 19th century to gain better treatment for persons with a mental illness.]

Give two reasons why Dorothea Dix might be a good role model for other people. Give specific examples from the article.

National Results and Scoring Guide

Give two reasons why Dorothea Dix might be a good role model for other people. Give specific examples from the article.

National Percentage for Each Score Level*	Level of Comprehension
6(0.5)	**Not Rated**
29(1.3)	**Unsatisfactory** -- These responses demonstrated little or no understanding of information provided in the article about Dorothea Dix. They may have provided trivial details about Dorothea that could be found in the article, but this information was not related to why she might be a good role model.
36(1.4)	**Partial** -- These responses identified at least one aspect of Dorothea's character or behavior that would make her a suitable role model. However, the responses did not explain why this aspect of Dorothea's character was chosen or did not support the choice with references to the text.
22(1.2)	**Essential** -- These responses demonstrated essential understanding of the information provided in the article about Dorothea by providing at least two reasons why she would be a suitable role model. The reasons and examples provided in these responses were typically literal restatements of significant parts of the article.
7(0.6)	**Extensive** -- These responses demonstrated a more complete understanding of the impact of Dorothea's work by providing at least two reasons why she would be a suitable role model and by using specific examples from the story to support them. These responses exhibited a fuller grasp of the impact and significance of Dorothea's work than did the Essential-level responses. They tended to infer aspects of her character from information provided in the article.

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Informational Passage: "The Oregon Trail/Nettie's Big Fish"

[Two passages about the Oregon Trail were combined -- one passage was an informational account of the trail and the other was a narrative piece based on a diary entry.]

Pretend that you are a young adult of the 1840s who has caught a case of "Oregon fever." Use information from both the passages and from your own knowledge to explain what you would do about Oregon fever and why.

National Results and Scoring Guide

Pretend that you are a young adult of the 1840s who has caught a case of "Oregon Fever." Use information from both the passages and from your own knowledge to explain what you would do about Oregon fever and why.

National Percentage for Each Score Level*	Level of Comprehension
8(0.8)	**Not Rated**
24(1.1)	**Unsatisfactory** -- These responses either did not provide a plausible idea for an action to take in response to Oregon fever, or they contained references to the text that were significantly inaccurate, such as referring to Oregon fever, but offering no explanation to support the choice.
28(1.3)	**Partial** -- These responses provided one or more ideas of what the student would do in response to Oregon fever, but offered no explanation to support the choice.
26(1.5)	**Essential** -- These responses explained both what action the student would take and why. They demonstrated essential understanding of the passages' information about Oregon fever.
15(1.2)	**Extensive** -- These responses demonstrated extended understanding of the passages by providing both a clear statement of what the student would do if he or she had Oregon fever, and more than one different reason to explain the choice. These responses generally went beyond the Essential ones by providing more integrated personal responses about the possible pros and cons of going to Oregon.

*The standard errors of the estimated percentage appear in parentheses.

Grade 8 Task Document: "Bus Schedule"

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule.

*The standard errors of the estimated percentage appear in parentheses.

National Results and Scoring Guide

Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule.

National Percentage for Each Score Level*	Level of Comprehension
14(1.0)	**Not Rated**
62(1.6)	**Unsatisfactory** -- These responses demonstrated little or no ability to critically evaluate the bus schedule. They contained suggestions that were circular, inappropriate, or merely expressions of a personal opinion about the quality of the schedule.
14(1.2)	**Partial** -- These responses demonstrated some ability to critically evaluate the bus schedule by making one suggestion that clearly would improve the bus schedule. Some of these responses described a problem with the schedule in which a suggestion for improving it was implied.
7(0.7)	**Essential** -- These responses provided at least two suggestions for the bus schedule that would clearly be improvements. The suggestions provided in these responses tended to be very specific and related to certain parts of the schedule.
2(0.4)	**Extensive** -- These responses provided at least three suggestions for the bus schedule that would clearly be improvements. At least one of these suggestions demonstrated a connection across parts of the schedule and represented a more global consideration of the schedule than Essential-level responses displayed.

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Literary Passage: "Hired Man"

[This passage is a narrative poem portraying the return of a destitute worker to the home of former employers.]

How does Robert Frost use the relationship between Mary and Warren to help explain the character of Mary? Support your answer with evidence from the poem.

National Results and Scoring Guide

How does Robert Frost use the relationship between Mary and Warren to help explain the character of Mary? Support your answer with evidence from the poem.

National Percentage for Each Score Level*	Level of Comprehension
27(1.2)	**Not Rated**
10(0.9)	**Unsatisfactory** -- These responses provided inappropriate or inaccurate information about Mary's character and/or the relationship. They demonstrated little or no understanding of Warren and Mary's relationship within the poem and no ability to objectively consider the poet's use of the relationship in the poem.
29(1.3)	**Partial** -- These responses demonstrated some understanding of the character of Mary or the relationship between Mary and Warren. However, they were unable to provide evidence from the poem to establish a connection between the relationship and the poet's portrayal of Mary's character.
26(1.3)	**Essential** -- These responses demonstrated understanding of both Mary's character and the relationship between Warren and Mary. In addition, they were able to make some connection between this relationship and the poet's portrayal of Mary's character by using evidence from the poem. This connection, however, was usually limited to describing how Mary's character was exposed during the interactions between Warren and Mary.
8(0.8)	**Extensive** -- These responses moved beyond simply describing Mary's character within the relationship to focusing on how the poet intentionally used the relationship in several parts of the poem to portray Mary in a particular light. Responses at this level demonstrated a clear critical stance by being explicit about their consideration of the poet's techniques and purposes as well as providing appropriate evidence from the poem.

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Informational Passage: "Battle of Lexington"

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

Identify three important questions that will help you decide whether Sylvanus Wood is a reliable source of information about the battle of Lexington. Explain how the answer to each question would help you reach your decision.

*The standard errors of the estimated percentage appear in parentheses.

National Results and Scoring Guide

Identify three important questions that will help you decide whether Sylvanus Wood is a reliable source of information about the battle of Lexington. Explain how the answer to each question would help you reach your decision.

National Percentage for Each Score Level*	Level of Comprehension
20(1.3)	**Not Rated**
16(0.9)	**Unsatisfactory** -- These responses either provided no relevant questions or they provided a relevant question but offered no explanation of how an answer to it could help to indicate reliability.
35(1.4)	**Partial** -- These responses demonstrated some understanding of how a historical source might be evaluated by providing more than one relevant question. Some responses attempted to explain how at least one of the questions could be useful.
14(1.4)	**Essential** -- These responses demonstrated a clear understanding of the information presented by providing both the required number of relevant questions and an explanation of the value of one of them. The explanations demonstrated complete understanding of the text but did not always explicitly address the issue of reliability.
15(1.2)	**Extensive** -- These responses demonstrated a complete understanding of the text as well as a critical stance that clearly extended the text-based understanding of the issues raised by the particular source in question. The responses provided three questions that addressed issues such as Sylvanus Wood's potential biases, the quality of his memory, his location during the battle, his mental state, or the likelihood that he was truthful. The responses also clearly explained how each of the questions could help establish the reliability of this source.

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Informational Passage: "The Battle of Shiloh"

[Two passages related to the battle of Shiloh were combined. One passage is an encyclopedia entry about the battle and the other passage is a narrative account of the battle from one soldier's perspective.]

Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?

*The standard errors of the estimated percentage appear in parentheses.

National Results and Scoring Guide

Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?

National Percentage for Each Score Level*	Level of Comprehension
10(0.8)	**Not Rated**
6(0.8)	**Unsatisfactory** -- These responses either provided inaccurate descriptions of what is included in or excluded from the passages, or provided only an opinion about the perspectives presented. Some of these responses listed only details from the passages.
32(1.6)	**Partial** -- These responses either provided accurate information about only one passage, with or without an opinion of its perspective, or they provided information from both passages but no opinion about whether either one was distorted.
21(1.2)	**Essential** -- These responses provided one idea about what is included in or excluded from the journal, and one idea about what is included in or excluded from the encyclopedia article. They also provided some opinion about whether the perspectives are distorted, although the opinion may not have been explained.
31(1.4)	**Extensive** -- These responses provided at least two ideas about what is included in or excluded from each of the two sources. These ideas were clearly relevant, rather than trivial. Examples of such ideas included the point that the journal describes emotional responses, etc.; and that the article clarified the conditions, placed the battle in historical context, etc. These responses also provided a clear opinion about implications of the differences between the sources that went beyond a "yes" or "no" response by focusing on the different viewpoints, perspectives, or different potential uses for the two passages.

*The standard errors of the estimated percentage appear in parentheses.

Grade 12 Task Document: "Bus Schedule"

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule.

National Results and Scoring Guide

Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule.

National Percentage for Each Score Level*	Level of Comprehension
11(0.9)	**Not Rated**
55(1.2)	**Unsatisfactory** -- These responses demonstrated little or no ability to critically evaluate the bus schedule. They contained suggestions that were circular, inappropriate, or merely expressions of a personal opinion about the quality of the schedule.
20(1.0)	**Partial** -- These responses demonstrated some ability to critically evaluate the bus schedule by making one suggestion that clearly would improve the bus schedule. Some of these responses described a problem with the schedule in which a suggestion for improving it was implied.
10(0.8)	**Essential** -- These responses provided at least two suggestions for the bus schedule that would clearly be improvements. The suggestions provided in these responses tended to be very specific and related to certain parts of the schedule.
4(0.5)	**Extensive** -- These responses provided at least three suggestions for the bus schedule that would clearly be improvements. At least one of these suggestions demonstrated a connection across parts of the schedule and represented a more global consideration of the schedule than Essential-level responses displayed.

*The standard errors of the estimated percentage appear in parentheses.

TABLE 5.17 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Amanda Clement: The Umpire in a Skirt* - "If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know."**

Grade 4

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	3 (0.5)	14 (1.2)	50 (1.9)	31 (1.3)	2 (0.4)	33 (1.4)
Northeast	3 (1.2)	12 (1.8)	49 (3.1)	34 (3.1)	2 (1.1)	36 (3.8)
Southeast	3 (0.8)	15 (2.8)	47 (4.4)	32 (2.4)	2 (0.8)	34 (2.7)
Central	2 (0.6)	14 (2.7)	52 (4.2)	30 (3.2)	3 (1.1)	33 (3.3)
West	4 (1.2)	15 (2.8)	52 (3.2)	28 (2.1)	1 (0.5)	29 (1.9)
White	2 (0.5)	12 (1.4)	50 (2.2)	34 (1.8)	2 (0.6)	37 (1.8)
Black	6 (1.9)	23 (3.2)	51 (4.4)	18 (2.7)	2 (1.1)	20 (3.1)
Hispanic	5 (1.5)	17 (3.3)	48 (4.1)	29 (3.5)	2 (1.1)	31 (3.6)
Male	4 (0.8)	15 (1.7)	52 (2.5)	27 (1.9)	1 (0.5)	28 (2.0)
Female	1 (0.5)	13 (1.4)	48 (2.1)	35 (1.9)	3 (0.8)	38 (2.2)
Advantaged Urban	1 (0.4)	8 (2.4)	50 (4.4)	38 (4.1)	4 (1.5)	42 (4.8)
Disadvantaged Urban	8 (2.4)	24 (2.9)	54 (4.6)	13 (3.1)	2 (1.5)	15 (3.7)
Extreme Rural	5 (2.3)	19 (4.3)	46 (6.4)	28 (4.4)	2 (1.7)	30 (5.1)
Other	3 (0.6)	13 (1.4)	51 (2.1)	32 (1.7)	2 (0.5)	34 (1.7)
Public	3 (0.6)	14 (1.3)	51 (2.1)	30 (1.4)	2 (0.5)	32 (1.6)
Catholic and Other Private	2 (0.7)	11 (2.7)	45 (3.2)	39 (2.3)	3 (1.0)	42 (2.2)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.18 | **Average Percentage for Responses to Extended Constructed-Reponse Question, "If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know." Grade 4**

PUBLIC SCHOOLS	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
NATION	3 (0.6)	14 (1.3)	51 (2.1)	29 (1.4)	2 (0.5)	32 (1.6)
Northeast	3 (1.4)	12 (1.9)	49 (3.6)	34 (3.9)	2 (1.1)	36 (4.6)
Southeast	3 (0.9)	15 (3.0)	48 (4.6)	32 (2.3)	2 (0.9)	34 (2.8)
Central	2 (0.6)	15 (2.7)	52 (4.6)	28 (3.4)	3 (1.3)	31 (3.6)
West	4 (1.3)	15 (2.4)	53 (3.7)	26 (2.3)	1 (0.6)	27 (2.2)
STATES						
Alabama	3 (0.7)	18 (1.5)	55 (2.3)	24 (2.2)	1 (0.5)	25 (2.2)
Arizona	3 (0.7)	17 (1.6)	55 (2.0)	24 (1.8)	1 (0.5)	25 (1.8)
Arkansas	3 (0.7)	17 (1.4)	56 (2.2)	24 (2.1)	1 (0.4)	25 (2.1)
California	6 (1.2)	17 (1.5)	51 (2.2)	24 (1.7)	2 (0.5)	26 (1.8)
Colorado	2 (0.6)	15 (1.3)	55 (1.9)	26 (1.6)	1 (0.4)	28 (1.6)
Connecticut	2 (0.6)	11 (1.3)	55 (2.1)	30 (2.2)	2 (0.4)	32 (2.2)
Delaware*	3 (0.9)	15 (1.4)	54 (2.5)	27 (1.9)	1 (0.6)	28 (2.1)
Dist. Columbia	3 (0.6)	23 (1.5)	54 (1.7)	18 (1.4)	1 (0.4)	19 (1.5)
Florida	4 (0.7)	16 (1.4)	54 (1.5)	26 (1.4)	1 (0.3)	26 (1.4)
Georgia	4 (0.9)	15 (1.4)	58 (2.1)	22 (1.8)	1 (0.4)	23 (1.9)
Hawaii	3 (0.6)	20 (1.8)	54 (2.1)	22 (2.0)	1 (0.4)	23 (2.0)
Idaho	4 (0.9)	12 (1.5)	57 (2.0)	27 (1.8)	1 (0.5)	28 (1.8)
Indiana	2 (0.6)	9 (1.1)	59 (1.8)	29 (1.8)	2 (0.4)	30 (1.9)
Iowa	3 (0.6)	11 (1.5)	55 (2.2)	29 (2.1)	2 (0.6)	32 (2.2)
Kentucky	4 (0.7)	12 (1.3)	52 (1.8)	31 (1.8)	1 (0.4)	32 (1.8)
Louisiana	3 (0.7)	19 (1.6)	55 (2.2)	22 (1.8)	0 (0.2)	23 (1.8)
Maine*	3 (0.7)	11 (1.1)	53 (2.7)	30 (2.6)	2 (0.7)	33 (2.7)
Maryland	3 (0.7)	15 (1.1)	54 (2.1)	27 (2.1)	1 (0.3)	28 (2.1)
Massachusetts	2 (0.6)	9 (1.2)	57 (2.1)	30 (2.0)	3 (0.7)	32 (2.1)
Michigan	2 (0.6)	14 (1.5)	57 (2.1)	25 (1.9)	2 (0.5)	27 (1.8)
Minnesota	4 (0.8)	13 (1.4)	52 (1.6)	30 (1.9)	1 (0.4)	31 (2.0)
Mississippi	3 (0.8)	24 (1.9)	51 (2.1)	22 (2.0)	1 (0.4)	23 (2.1)
Missouri	3 (0.8)	11 (1.4)	58 (2.4)	27 (2.1)	1 (0.4)	28 (2.2)
Nebraska*	2 (0.6)	14 (1.5)	56 (1.8)	27 (1.9)	1 (0.4)	28 (1.9)
New Hampshire*	3 (0.8)	9 (1.3)	54 (1.9)	32 (1.9)	2 (0.5)	34 (2.0)
New Jersey*	2 (0.8)	12 (1.4)	54 (2.5)	30 (2.2)	1 (0.6)	31 (2.2)
New Mexico	2 (0.6)	18 (1.9)	51 (1.7)	28 (1.8)	1 (0.6)	29 (1.9)
New York*	4 (0.7)	16 (1.4)	51 (1.8)	28 (1.6)	1 (0.4)	29 (1.5)
North Carolina	3 (0.5)	15 (1.3)	53 (1.8)	28 (1.6)	1 (0.3)	29 (1.6)
North Dakota	2 (0.7)	8 (1.4)	59 (2.7)	30 (2.4)	1 (0.5)	32 (2.4)
Ohio	3 (0.6)	12 (1.1)	53 (1.7)	30 (1.6)	1 (0.4)	31 (1.7)
Oklahoma	1 (0.5)	14 (1.4)	53 (2.7)	30 (2.6)	1 (0.4)	31 (2.7)
Pennsylvania	2 (0.6)	13 (1.3)	51 (2.0)	32 (2.0)	2 (0.7)	34 (1.9)
Rhode Island	3 (0.7)	15 (1.7)	54 (2.3)	27 (2.0)	1 (0.5)	28 (2.0)
South Carolina	3 (0.6)	17 (1.8)	54 (2.2)	25 (2.0)	1 (0.4)	26 (2.0)
Tennessee	3 (0.6)	17 (1.2)	53 (2.0)	26 (1.9)	1 (0.5)	28 (1.9)
Texas	2 (0.7)	17 (1.8)	54 (2.4)	26 (2.1)	1 (0.3)	27 (2.1)
Utah	3 (0.8)	12 (1.3)	56 (2.1)	28 (1.8)	2 (0.5)	30 (1.9)
Virginia	3 (0.8)	11 (1.0)	58 (1.8)	26 (1.7)	2 (0.5)	28 (1.8)
West Virginia	3 (0.7)	11 (1.2)	54 (2.0)	31 (2.0)	1 (0.3)	32 (2.1)
Wisconsin	2 (0.5)	10 (1.3)	55 (2.4)	32 (2.0)	1 (0.6)	33 (2.0)
Wyoming	3 (0.6)	14 (1.1)	54 (2.0)	28 (2.1)	1 (0.4)	29 (2.0)
TERRITORY						
Guam	9 (1.2)	31 (2.1)	43 (2.2)	17 (1.6)	0 (0.2)	17 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.19 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Sybil Sounds the Alarm* - "What are the major events in the story?"**

Grade 4

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	7 (0.7)	51 (1.4)	38 (1.6)	3 (0.5)	0 (0.2)	3 (0.5)
Northeast	6 (1.10)	47 (2.6)	42 (2.6)	5(1.3)	0 (0.2)	5 (1.3)
Southeast	9 (1.9)	54 (2.8)	34 (3.6)	2(1.0)	1 (0.9)	3 (0.9)
Central	6 (1.1)	51 (3.6)	39 (4.3)	3(1.0)	0 (0.0)	3 (1.0)
West	7 (1.1)	53 (2.5)	38 (2.8)	2(0.9)	0 (0.0)	2 (0.9)
White	6 (0.7)	48 (1.9)	43 (2.0)	4(0.7)	0 (0.2)	4 (0.7)
Black	11 (2.4)	68 (2.7)	20 (2.4)	1(0.4)	0 (0.3)	1 (0.5)
Hispanic	11 (2.4)	53 (4.4)	34 (3.1)	2(0.7)	0 (0.0)	2 (0.7)
Male	8 (1.1)	51 (2.1)	38 (2.3)	3(0.6)	0 (0.3)	3 (0.6)
Female	6 (1.0)	52 (1.8)	39 (1.8)	3(0.8)	0 (0.0)	3 (0.8)
Advantaged Urban	2 (1.5)	42 (6.1)	50 (5.5)	6(2.3)	0 (0.5)	6 (2.4)
Disadvantaged Urban	8 (2.0)	70 (3.9)	21 (3.2)	1(.08)	0 (0.0)	1 (0.8)
Extreme Rural	10 (3.1)	54 (3.8)	34 (5.4)	3(1.4)	0 (0.0)	3 (1.4)
Other	7 (0.7)	50 (1.7)	40 (1.9)	3(0.7)	0 (0.0)	3 (0.6)
Public	8 (0.8)	53 (1.5)	37 (1.7)	3(0.6)	0 (0.2)	3 (0.6)
Catholic and Other Private	4 (1.2)	44 (3.3)	49 (3.3)	3(1.1)	0 (0.3)	4 (1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.20 | **Average Percentages for Responses to Extended Constructed-Reponse Question, "What are the major events in the story?" Grade 4**

PUBLIC SCHOOLS	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
NATION	8 (0.8)	53 (1.5)	37 (1.7)	3 (0.6)	0 (0.2)	3 (0.6)
Northeast	6 (1.2)	48 (2.8)	41 (2.8)	5 (1.4)	0 (0.0)	5 (1.4)
Southeast	10 (2.1)	55 (3.4)	32 (3.9)	2 (1.0)	1 (0.7)	3 (1.1)
Central	7 (1.5)	52 (4.1)	39 (4.7)	3 (1.1)	0 (0.0)	3 (1.1)
West	7 (1.1)	54 (2.4)	36 (2.6)	2 (1.0)	0 (0.0)	2 (1.0)
STATES						
Alabama	6 (0.9)	58 (2.2)	32 (2.1)	4 (0.6)	1 (0.3)	4 (0.8)
Arizona	7 (1.0)	57 (2.1)	33 (2.1)	2 (0.7)	0 (0.2)	3 (0.7)
Arkansas	5 (0.8)	55 (1.9)	37 (1.7)	3 (0.6)	0 (0.1)	3 (0.6)
California	8 (1.4)	56 (2.2)	32 (1.8)	4 (0.9)	0 (0.2)	4 (0.9)
Colorado	7 (1.2)	49 (1.6)	40 (1.9)	4 (0.7)	1 (0.3)	4 (0.7)
Connecticut	7 (1.0)	46 (1.9)	40 (1.8)	6 (0.9)	2 (0.5)	8 (1.0)
Delaware*	8 (1.4)	56 (2.4)	31 (1.7)	4 (1.3)	1 (0.6)	5 (1.5)
Dist. Columbia	7 (0.8)	68 (1.7)	24 (1.5)	2 (0.5)	0 (0.2)	2 (0.5)
Florida	8 (1.3)	55 (2.1)	35 (1.9)	2 (0.6)	0 (0.3)	3 (0.7)
Georgia	5 (0.9)	57 (2.3)	34 (2.1)	3 (0.8)	1 (0.3)	4 (0.9)
Hawaii	6 (1.0)	61 (2.2)	31 (1.8)	2 (0.8)	0 (0.1)	3 (0.8)
Idaho	7 (1.0)	46 (2.2)	43 (1.9)	4 (0.7)	0 (0.2)	4 (0.8)
Indiana	3 (0.8)	46 (2.6)	47 (2.4)	3 (0.7)	1 (0.3)	4 (0.7)
Iowa	5 (0.9)	42 (2.0)	47 (1.8)	5 (0.8)	1 (0.4)	6 (0.9)
Kentucky	7 (1.1)	57 (2.0)	34 (1.9)	3 (0.5)	0 (0.2)	3 (0.6)
Louisiana	7 (1.3)	60 (1.9)	31 (1.9)	2 (0.6)	0 (0.1)	2 (0.6)
Maine*	5 (0.9)	43 (2.6)	48 (2.7)	4 (0.9)	0 (0.2)	5 (0.9)
Maryland	7 (1.1)	51 (2.2)	38 (2.0)	2 (0.6)	1 (0.4)	3 (0.7)
Massachusetts	4 (0.7)	41 (2.0)	50 (2.0)	4 (0.8)	1 (0.4)	5 (0.7)
Michigan	5 (0.9)	55 (1.7)	37 (1.7)	3 (0.8)	0 (0.0)	3 (0.8)
Minnesota	7 (1.1)	49 (2.1)	40 (1.9)	4 (1.1)	0 (0.2)	4 (1.0)
Mississippi	5 (0.8)	68 (2.1)	27 (2.1)	1 (0.4)	0 (0.2)	1 (0.4)
Missouri	5 (0.8)	49 (1.9)	41 (1.8)	4 (0.9)	0 (0.3)	5 (1.0)
Nebraska*	5 (0.9)	47 (2.8)	43 (2.6)	5 (1.1)	1 (0.7)	6 (1.2)
New Hampshire*	4 (0.7)	40 (2.0)	50 (2.2)	6 (1.0)	0 (0.1)	6 (1.0)
New Jersey*	6 (1.3)	45 (2.2)	44 (2.3)	4 (0.9)	1 (0.6)	5 (1.1)
New Mexico	5 (1.1)	56 (2.1)	34 (2.8)	4 (1.4)	0 (0.3)	5 (1.5)
New York*	7 (1.3)	51 (2.5)	38 (2.4)	4 (0.9)	0 (0.2)	4 (0.9)
North Carolina	6 (1.2)	54 (2.2)	35 (1.8)	4 (0.9)	1 (0.4)	5 (1.1)
North Dakota	3 (0.6)	43 (2.2)	48 (2.0)	5 (0.9)	1 (0.5)	6 (1.0)
Ohio	4 (0.9)	51 (2.2)	41 (2.0)	3 (0.9)	0 (0.2)	4 (0.9)
Oklahoma	3 (0.8)	55 (2.1)	40 (2.1)	2 (0.6)	0 (0.2)	2 (0.6)
Pennsylvania	6 (0.8)	49 (2.4)	40 (2.4)	4 (0.8)	0 (0.2)	5 (0.8)
Rhode Island	5 (0.9)	48 (2.6)	42 (2.3)	5 (1.2)	0 (0.2)	5 (1.2)
South Carolina	5 (0.8)	58 (2.1)	32 (1.8)	4 (1.0)	0 (0.2)	5 (1.0)
Tennessee	5 (1.0)	55 (1.8)	37 (1.9)	3 (0.5)	1 (0.3)	3 (0.6)
Texas	6 (0.9)	55 (2.3)	34 (1.9)	4 (0.8)	0 (0.2)	4 (0.8)
Utah	6 (1.1)	48 (1.8)	42 (1.8)	5 (0.9)	1 (0.3)	5 (1.0)
Virginia	4 (0.8)	44 (2.2)	47 (2.2)	5 (0.9)	1 (0.3)	5 (1.0)
West Virginia	6 (1.0)	51 (2.0)	39 (1.8)	4 (0.8)	0 (0.2)	4 (0.7)
Wisconsin	5 (1.1)	44 (1.9)	46 (2.2)	4 (0.7)	0 (0.2)	4 (0.8)
Wyoming	5 (0.9)	46 (2.0)	44 (2.1)	4 (0.8)	1 (0.3)	5 (0.9)
TERRITORY						
Guam	10 (1.4)	67 (2.5)	22 (1.9)	1 (0.4)	0 (0.0)	1 (0.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.21 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Cady's Life* - "How does the poem 'I Am One' help you to understand Anne Frank's life? Use information from the introduction to the story to explain your ideas."**

Grade 8

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	10 (1.0)	62 (1.3)	17 (1.0)	9 (0.8)	2 (0.4)	11 (1.0)
Northeast	10 (2.0)	58 (2.8)	18 (1.7)	11 (1.7)	3 (1.3)	13 (2.3)
Southeast	11 (2.4)	66 (2.2)	15 (2.3)	7 (1.3)	1 (0.5)	9 (1.5)
Central	8 (1.4)	64 (2.8)	17 (1.8)	9 (1.2)	3 (0.8)	12 (1.7)
West	12 (1.8)	59 (2.6)	18 (1.5)	9 (1.7)	2 (0.8)	11 (2.1)
White	9 (1.2)	59 (1.6)	19 (1.1)	11 (0.9)	3 (0.6)	13 (1.2)
Black	12 (2.3)	74 (2.5)	10 (2.4)	2 (1.0)	1 (0.5)	3 (1.1)
Hispanic	16 (6.4)	65 (3.5)	15 (3.1)	3 (1.1)	0 (0.5)	4 (1.2)
Male	14 (1.4)	65 (1.9)	14 (1.2)	6 (0.9)	1 (0.6)	7 (1.0)
Female	7 (1.1)	58 (1.8)	20 (1.6)	11 (1.3)	3 (0.6)	15 (1.4)
Advantaged Urban	6 (1.8)	46 (3.7)	23 (3.1)	18 (3.8)	6 (2.1)	24 (4.3)
Disadvantaged Urban	13 (2.5)	71 (2.3)	14 (2.3)	2 (0.9)	0 (0.0)	2 (0.9)
Extreme Rural	8 (3.0)	59 (3.9)	22 (3.9)	8 (3.0)	4 (1.6)	11 (3.8)
Other	11 (1.3)	63 (1.6)	16 (1.1)	8 (1.0)	2 (0.4)	10 (1.1)
Public	11 (1.1)	63 (1.5)	17 (1.0)	8 (0.9)	2 (0.5)	9 (1.1)
Catholic and Other Private	3 (1.0)	52 (2.8)	21 (3.5)	18 (3.6)	5 (1.2)	23 (3.6)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.22 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Dorothea Dix: Quiet Crusader* - "Give two reasons why Dorothea Dix might be a good role model for other people. Give specific examples from the article."**

Grade 8

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	6 (0.5)	29 (1.3)	36 (1.4)	22 (1.2)	7 (0.6)	29 (1.3)
Northeast	5 (1.2)	27 (1.8)	36 (3.4)	22 (2.1)	10 (1.6)	32 (3.0)
Southeast	8 (1.2)	30 (3.0)	35 (1.8)	21 (2.8)	5 (1.1)	26 (2.8)
Central	4 (1.0)	26 (3.4)	38 (2.9)	24 (2.6)	8 (1.3)	32 (2.8)
West	6 (0.9)	32 (1.6)	36 (2.5)	21 (1.9)	6 (0.8)	27 (1.7)
White	4 (0.7)	25 (1.7)	37 (2.0)	25 (1.5)	9 (0.8)	33 (1.6)
Black	7 (2.0)	39 (2.5)	37 (3.1)	14 (2.2)	3 (1.2)	17 (2.8)
Hispanic	11 (2.1)	40 (3.1)	33 (3.0)	14 (2.2)	3 (1.0)	16 (2.1)
Male	8 (0.9)	34 (1.8)	34 (1.9)	18 (1.1)	6 (0.9)	24 (1.3)
Female	3 (0.7)	23 (1.7)	39 (2.2)	26 (2.0)	8 (0.9)	35 (2.1)
Advantaged Urban	5 (1.4)	22 (4.2)	32 (4.1)	27 (4.7)	14 (2.9)	41 (3.6)
Disadvantaged Urban	13 (3.6)	39 (2.7)	34 (4.1)	12 (2.3)	2 (1.0)	14 (2.6)
Extreme Rural	7 (2.7)	24 (5.1)	42 (5.5)	22 (2.9)	5 (1.9)	27 (3.2)
Other	5 (0.7)	29 (1.6)	37 (1.5)	23 (1.4)	7 (0.7)	30 (1.5)
Public	6 (0.6)	30 (1.4)	36 (1.5)	22 (1.2)	6 (0.6)	28 (1.4)
Catholic and Other Private	4 (1.1)	20 (2.5)	35 (2.8)	26 (2.4)	15 (1.9)	41 (2.6)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.23 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Oregon Trail* - "Pretend that you are a young adult of the 1840s who has a caught a case of 'Oregon fever.' Use information from both the passages and from your own knowledge to explain what you would do about Oregon fever and why."**

Grade 8

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	8 (0.8)	24 (1.1)	28 (1.3)	27 (1.5)	15 (1.2)	41 (1.1)
Northeast	7 (1.1)	26 (2.3)	23 (2.5)	26 (2.0)	18 (1.7)	44 (2.7)
Southeast	9 (1.9)	26 (0.6)	31 (2.9)	24 (2.6)	10 (1.3)	34 (2.4)
Central	7 (1.6)	21 (2.0)	28 (2.6)	30 (2.9)	15 (2.0)	44 (2.5)
West	8 (1.4)	22 (2.7)	28 (2.5)	26 (4.0)	17 (3.4)	42 (1.9)
White	5 (0.8)	20 (1.3)	30 (1.5)	28 (1.9)	16 (1.5)	45 (1.5)
Black	14 (1.6)	38 (3.3)	22 (3.0)	17 (2.0)	9 (1.8)	26 (2.5)
Hispanic	15 (1.0)	30 (3.4)	21 (2.7)	22 (3.1)	11 (2.5)	33 (3.4)
Male	11 (1.2)	23 (1.7)	29 (2.3)	27 (2.2)	11 (1.3)	38 (2.0)
Female	5 (0.7)	25 (1.6)	26 (1.7)	26 (1.9)	18 (1.7)	44 (1.7)
Advantaged Urban	5 (1.8)	13 (2.6)	30 (3.5)	32 (4.6)	20 (2.7)	52 (5.2)
Disadvantaged Urban	11 (1.5)	40 (3.6)	21 (3.0)	18 (3.0)	10 (2.5)	28 (3.6)
Extreme Rural	8 (5.6)	25 (4.1)	28 (6.6)	31 (5.2)	9 (2.2)	40 (5.6)
Other	7 (1.0)	23 (1.6)	28 (1.5)	26 (2.0)	15 (1.5)	42 (1.4)
Public	8 (0.9)	24 (1.3)	28 (1.5)	26 (1.7)	14 (1.3)	40 (1.3)
Catholic and Other Private	4 (1.1)	20 (2.1)	26 (2.9)	29 (3.0)	20 (2.5)	49 (3.8)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.24 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Bus Schedule* - "Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule."**

Grade 8

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	14 (1.0)	62 (1.6)	15 (1.2)	7 (0.7)	2 (0.4)	9 (0.8)
Northeast	14 (2.3)	56 (3.8)	19 (3.3)	8 (1.3)	3 (0.9)	10 (1.7)
Southeast	16 (2.7)	66 (2.0)	10 (1.2)	6 (1.8)	2 (0.6)	7 (1.8)
Central	11 (1.4)	62 (3.7)	14 (2.8)	10 (1.3)	3 (0.9)	13 (1.3)
West	14 (1.8)	64 (2.7)	15 (1.3)	6 (1.3)	1 (0.4)	7 (1.3)
White	10 (1.3)	62 (2.1)	17 (1.5)	9 (1.0)	3 (0.5)	11 (1.1)
Black	25 (3.1)	64 (3.8)	8 (2.0)	2 (1.0)	0 (0.3)	2 (1.0)
Hispanic	26 (2.7)	59 (3.2)	9 (1.8)	5 (1.6)	1 (0.6)	6 (1.6)
Male	17 (1.7)	63 (2.0)	12 (1.4)	6 (1.1)	2 (0.5)	7 (1.3)
Female	11 (1.2)	61 (2.5)	17 (1.8)	9 (1.1)	2 (0.5)	11 (1.2)
Advantaged Urban	11 (2.5)	55 (5.3)	20 (5.1)	10 (2.5)	4 (1.3)	15 (3.1)
Disadvantaged Urban	28 (3.0)	57 (4.0)	10 (2.0)	5 (1.3)	0 (0.4)	6 (1.4)
Extreme Rural	7 (2.7)	60 (4.5)	14 (3.2)	13 (3.5)	6 (1.8)	19(4.2)
Other	13 (1.3)	64 (1.7)	14 (1.2)	6 (0.8)	2 (0.5)	8(0.9)
Public	14 (1.1)	62 (1.7)	14 (1.3)	7 (0.8)	2 (0.4)	9(0.8)
Catholic and Other Private	10 (2.5)	60 (2.7)	20 (2.5)	8 (1.6)	2 (0.8)	10(1.7)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.25 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Hired Man* - "How does Robert Frost use the relationship between Mary and Warren to help explain the character of Mary? Support your answer with evidence from the poem."**

Grade 12

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	27 (1.2)	10 (0.9)	29 (1.3)	26 (1.3)	8 (0.8)	34 (1.2)
Northeast	29 (3.2)	10 (1.5)	25 (3.3)	24 (2.3)	11 (1.5)	36 (2.0)
Southeast	31 (2.0)	9 (1.5)	31 (1.8)	22 (2.7)	7 (1.5)	29 (2.9)
Central	22 (2.9)	9 (1.8)	32 (2.2)	32 (3.2)	5 (1.6)	37 (2.6)
West	28 (1.9)	10 (2.4)	27 (2.8)	27 (2.2)	8 (1.8)	36 (1.6)
White	23 (1.6)	10 (1.1)	30 (1.7)	30 (1.7)	8 (1.0)	38 (1.5)
Black	45 (3.2)	9 (2.1)	30 (3.1)	12 (2.2)	6 (1.9)	17 (2.2)
Hispanic	41 (4.5)	11 (3.5)	24 (4.2)	21 (3.7)	4 (1.3)	24 (3.8)
Male	34 (2.0)	13 (1.4)	31 (2.1)	18 (1.6)	5 (0.9)	23 (1.3)
Female	21 (1.6)	6 (1.0)	27 (2.0)	35 (1.9)	11 (1.2)	46 (2.0)
Advantaged Urban	23 (3.1)	11 (1.8)	22 (4.1)	32 (3.7)	12 (2.3)	44 (3.1)
Disadvantaged Urban	47 (5.8)	11 (2.7)	19 (3.2)	16 (3.5)	7 (3.0)	24 (5.6)
Extreme Rural	23 (5.3)	8 (1.8)	31 (5.6)	32 (4.9)	6 (1.6)	38 (5.5)
Other	26 (1.6)	9 (1.2)	31 (1.6)	26 (1.9)	7 (0.9)	34 (1.7)
Public	29 (1.5)	10 (0.9)	29 (1.4)	25 (1.4)	8 (0.8)	33 (1.4)
Catholic and Other Private	16 (2.0)	9 (1.8)	30 (2.7)	35 (3.1)	10 (1.6)	45 (2.8)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.26 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Battle of Lexington* - "Identify three important questions that will help you decide whether Sylvanus Wood is a reliable source of information about the Battle of Lexington. Explain how the answer to each question would help you reach your decision."**

Grade 12

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	20 (1.3)	16 (0.9)	35 (1.4)	14 (1.4)	15 (1.2)	29 (1.3)
Northeast	21 (2.2)	15 (1.4)	34 (2.4)	14 (2.6)	17 (2.5)	31 (2.6)
Southeast	22 (2.6)	18 (2.2)	36 (1.7)	12 (2.1)	13 (2.1)	25 (2.7)
Central	15 (2.5)	13 (1.6)	34 (2.9)	20 (3.8)	18 (2.8)	38 (3.1)
West	22 (2.6)	20 (1.7)	35 (3.4)	10 (2.0)	13 (2.2)	23 (2.2)
White	17 (1.6)	14 (1.0)	37 (1.6)	15 (1.7)	17 (1.4)	32 (1.8)
Black	27 (3.1)	20 (2.9)	32 (3.6)	12 (2.5)	10 (2.6)	21 (3.7)
Hispanic	31 (5.5)	26 (3.3)	24 (5.0)	11 (2.9)	9 (3.3)	20 (3.8)
Male	21(1.8)	19(1.2)	32(1.7)	12 (1.7)	16 (1.7)	28 (1.9)
Female	19(1.6)	14(1.5)	37(1.8)	15(1.6)	14 (1.6)	30 (1.9)
Advantaged Urban	17(3.1)	15(2.4)	34(4.2)	13(3.4)	21 (3.2)	34 (4.9)
Disadvantaged Urban	28(4.0)	22(3.0)	34(4.3)	9(2.4)	7 (2.1)	16 (3.3)
Extreme Rural	23(2.9)	12(3.1)	43(3.4)	12(5.1)	10 (4.6)	22 (3.4)
Other	19(1.7)	17(1.0)	33(1.6)	15(1.4)	16 (1.4)	31 (1.6)
Public	21(1.4)	17(1.0)	35(1.7)	13(1.4)	14 (1.4)	27 (1.5)
Catholic and Other Private	12(1.8)	12(1.5)	33(2.7)	21(1.6)	22(2.7)	43 (2.8)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.27 **National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Battle of Shiloh* - "Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?"**

Grade 12

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	10 (0.8)	6 (0.8)	32 (1.6)	21 (1.2)	31 (1.4)	52 (1.6)
Northeast	11 (2.0)	6 (1.8)	29 (2.1)	20 (1.8)	33 (2.6)	53 (3.5)
Southeast	13 (1.3)	7 (1.0)	35 (1.9)	21 (1.3)	24 (1.5)	45 (1.8)
Central	6 (1.3)	4 (1.1)	34 (3.6)	22 (2.2)	34 (2.7)	56 (2.8)
West	10 (1.6)	8 (2.0)	29 (3.9)	21 (3.2)	32 (3.3)	52 (3.5)
White	7 (0.8)	5 (0.8)	31 (1.8)	23 (1.4)	34 (1.9)	57 (1.8)
Black	18 (3.2)	11 (2.1)	34 (3.2)	16 (2.7)	20 (2.7)	36 (3.4)
Hispanic	17 (2.9)	6 (2.1)	43 (3.5)	13 (3.9)	20 (3.2)	34 (4.8)
Male	12 (1.0)	7 (0.9)	35 (2.3)	22 (1.5)	23 (1.8)	46 (2.1)
Female	8 (1.2)	6 (1.0)	28 (1.6)	20 (1.8)	38 (2.0)	58 (1.9)
Advantaged Urban	5 (1.8)	2 (1.7)	27 (2.6)	29 (4.2)	37 (3.8)	66 (2.8)
Disadvantaged Urban	18 (2.4)	6 (2.2)	38 (3.8)	16 (2.0)	23 (3.2)	39 (3.6)
Extreme Rural	11 (3.6)	10 (1.9)	31 (2.5)	27 (4.0)	21 (3.6)	48 (2.8)
Other	10 (1.0)	7 (1.0)	32 (2.1)	20 (1.3)	32 (1.8)	52 (2.1)
Public	11 (0.9)	7 (0.9)	33 (1.8)	22 (1.3)	28 (1.6)	49 (1.8)
Catholic and Other Private	6 (1.6)	2 (0.8)	23 (2.0)	17 (2.2)	52 (3.1)	69 (2.5)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.28 National Results for Demographic Subgroups for the Extended Constructed-Response Question, *Bus Schedule* - "Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule."

Grade 12

	Not Rated	Unsatisfactory	Partial	Essential	Extensive	Essential or Better
Nation	11 (0.9)	55 (1.2)	20 (1.0)	10 (0.8)	4 (0.5)	14 (0.9)
Northeast	13 (1.7)	52 (1.8)	20 (1.9)	9 (1.3)	6 (1.2)	14 (2.0)
Southeast	13 (2.2)	62 (2.1)	15 (1.9)	8 (1.1)	2 (0.7)	10 (1.4)
Central	7 (1.7)	53 (2.7)	22 (2.2)	14 (2.0)	4 (0.6)	18 (2.0)
West	10 (1.8)	52 (3.1)	23 (2.3)	10 (2.0)	4 (1.2)	14 (1.7)
White	8 (0.9)	53 (1.5)	22 (1.3)	12 (1.1)	5 (0.7)	17 (1.3)
Black	19 (2.6)	60 (3.3)	14 (2.2)	4 (1.6)	2 (0.9)	6 (1.8)
Hispanic	16 (4.3)	63 (4.5)	11 (3.0)	9 (2.1)	0 (0.0)	9 (2.1)
Male	13 (1.3)	60 (1.7)	16 (1.4)	8 (1.0)	3 (0.5)	11 (1.2)
Female	8 (1.2)	49 (2.0)	25 (1.6)	12 (1.3)	5 (0.9)	18 (1.3)
Advantaged Urban	9 (2.1)	43 (3.7)	26 (2.8)	16 (1.9)	6 (2.1)	22 (2.2)
Disadvantaged Urban	21 (3.6)	56 (3.5)	15 (2.8)	6 (1.4)	2 (0.8)	8 (1.9)
Extreme Rural	8 (2.4)	57 (2.9)	20 (2.9)	10 (3.6)	4 (1.0)	15 (3.6)
Other	10 (1.1)	56 (1.7)	20 (1.3)	10 (1.1)	4 (0.6)	14 (1.2)
Public	11 (1.1)	56 (1.3)	20 (1.1)	10 (1.0)	4 (0.5)	14 (1.0)
Catholic and Other Private	8 (1.7)	49 (2.6)	22 (2.6)	14 (1.9)	7 (1.3)	21 (2.0)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.29 National Percentages of Students Receiving a Score of Essential or Better on Extended Constructed-Response Questions, Grades 4, 8, and 12, 1992 Reading Assessment

	Grade 4	Grade 8	Grade 12
Nation	25 (0.7)	26 (0.5)	38 (0.5)
Northeast	29 (2.2)	28 (1.2)	40 (0.7)
Southeast	23 (1.5)	22 (0.6)	34 (0.8)
Central	25 (0.8)	27 (1.1)	41 (1.3)
West	24 (1.1)	25 (0.9)	38 (1.1)
White	28 (0.8)	29 (0.6)	42 (0.6)
Black	14 (0.9)	15 (0.7)	28 (1.3)
Hispanic	19 (1.4)	18 (0.8)	31 (1.2)
Male	22 (0.8)	20 (0.5)	33 (0.6)
Female	28 (0.9)	31 (0.7)	44 (0.6)
Advantaged Urban	35 (2.3)	37 (1.2)	46 (1.6)
Disadvantaged Urban	12 (1.2)	15 (1.1)	30 (1.6)
Extreme Rural	24 (1.5)	27 (2.0)	35 (1.0)
Other	25 (0.8)	25 (0.7)	39 (0.7)
Public	24 (0.7)	24 (0.5)	37 (0.6)
Catholic and Other Private	32 (1.6)	34 (1.0)	48 (1.2)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.30 National Average Percentage Correct for Regular Constructed-Response Questions, Grades 4, 8, and 12, 1992 Reading Assessment

	Reading for Literary Experience			Reading to Gain Information			Reading to Perform a Task	
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 8	Grade 12
Nation	55 (0.8)	41 (0.7)	56 (0.7)	49 (0.7)	54 (0.6)	65 (0.5)	53 (0.7)	63 (0.5)
Northeast	59 (2.3)	42 (0.9)	56 (1.7)	51 (2.7)	56 (1.2)	66 (0.7)	56 (1.7)	64 (1.1)
Southeast	52 (1.8)	38 (1.0)	52 (1.4)	47 (1.7)	52 (1.2)	61 (0.9)	50 (1.1)	59 (0.7)
Central	53 (1.2)	43 (1.9)	58 (1.4)	51 (0.6)	56 (1.4)	66 (1.3)	56 (1.3)	66 (0.6)
West	54 (1.5)	41 (1.3)	57 (1.2)	46 (1.0)	52 (1.1)	65 (1.1)	52 (1.1)	61 (1.1)
White	58 (0.9)	44 (0.8)	59 (0.7)	53 (0.9)	58 (0.7)	68 (0.6)	58 (0.8)	66 (0.6)
Black	42 (1.7)	31 (0.9)	44 (1.8)	35 (1.4)	41 (1.2)	54 (1.0)	40 (1.2)	53 (0.8)
Hispanic	47 (1.5)	32 (1.5)	48 (2.0)	40 (1.6)	42 (1.1)	59 (1.4)	41 (1.4)	52 (1.4)
Male	51 (1.1)	38 (0.8)	52 (0.8)	47 (0.8)	50 (0.8)	61 (0.6)	50 (0.7)	59 (0.6)
Female	58 (0.8)	44 (0.8)	59 (1.0)	50 (0.9)	58 (0.6)	68 (0.6)	58 (0.8)	66 (0.5)
Advantaged Urban	64 (2.5)	51 (1.8)	62 (1.4)	61 (2.1)	64 (1.3)	72 (1.4)	65 (1.5)	68 (1.7)
Disadvantaged Urban	39 (2.5)	30 (1.2)	48 (2.4)	30 (1.7)	40 (1.6)	56 (1.6)	40 (1.8)	56 (1.8)
Extreme Rural	56 (2.1)	41 (1.8)	55 (2.4)	48 (1.7)	56 (2.9)	62 (1.1)	55 (1.7)	60 (1.2)
Other	55 (1.0)	41 (0.8)	56 (0.8)	49 (0.7)	54 (0.7)	65 (0.8)	53 (0.8)	63 (0.5)
Public	53 (0.9)	40 (0.7)	54 (0.8)	48 (0.7)	53 (0.6)	63 (0.6)	52 (0.7)	62 (0.5)
Catholic and Other Private	63 (1.4)	51 (1.5)	62 (1.3)	57 (1.4)	65 (1.3)	74 (0.9)	64 (1.4)	70 (1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.31 | **Average Percentage of Acceptable Responses for Regular Constructed-Response Questions, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Acceptable Responses to Regular Constructed-Response Questions		Percentage of Essential or Better Responses to Extended-Response Questions
	Reading for Literary Experience	Reading to Gain Information	Composite
NATION	53 (0.9)	48 (0.7)	24 (0.7)
Northeast	58 (2.5)	51 (2.9)	28 (2.3)
Southeast	51 (2.0)	45 (1.6)	22 (1.7)
Central	52 (1.3)	50 (0.6)	24 (1.0)
West	53 (1.8)	45 (1.1)	23 (1.4)
STATES			
Alabama	51 (1.2)	44 (1.0)	21 (0.9)
Arizona	52 (0.8)	45 (0.9)	22 (0.6)
Arkansas	51 (0.9)	47 (1.0)	22 (0.7)
California	50 (1.2)	42 (1.3)	23 (0.8)
Colorado	56 (0.8)	48 (0.9)	26 (0.8)
Connecticut	60 (0.9)	53 (0.9)	30 (1.0)
Delaware*	52 (0.7)	48 (0.9)	25 (0.9)
Dist. Columbia	40 (0.7)	34 (0.6)	15 (0.6)
Florida	51 (0.8)	44 (0.9)	23 (0.7)
Georgia	54 (1.1)	47 (0.9)	24 (0.9)
Hawaii	49 (1.1)	43 (1.2)	21 (0.9)
Idaho	58 (0.8)	50 (0.7)	26 (0.7)
Indiana	59 (1.0)	53 (0.8)	28 (0.7)
Iowa	61 (0.8)	55 (0.8)	30 (0.7)
Kentucky	53 (0.7)	46 (1.0)	24 (0.8)
Louisiana	49 (0.9)	41 (0.9)	19 (0.8)
Maine*	63 (1.0)	56 (0.7)	30 (0.9)
Maryland	54 (1.0)	47 (0.9)	25 (0.8)
Massachusetts	63 (0.8)	55 (0.7)	30 (0.8)
Michigan	56 (0.9)	48 (1.0)	26 (1.2)
Minnesota	58 (1.0)	52 (0.8)	27 (0.8)
Mississippi	45 (1.1)	40 (0.8)	18 (0.6)
Missouri	57 (0.9)	51 (0.8)	26 (0.8)
Nebraska*	58 (0.9)	52 (0.8)	28 (0.7)
New Hampshire*	63 (0.8)	56 (1.1)	32 (0.8)
New Jersey*	60 (1.1)	55 (0.9)	30 (1.1)
New Mexico	53 (1.0)	45 (1.5)	24 (0.8)
New York*	56 (0.9)	50 (1.0)	26 (0.7)
North Carolina	54 (1.0)	47 (0.9)	24 (0.7)
North Dakota	62 (0.9)	54 (0.8)	28 (0.7)
Ohio	56 (0.8)	51 (0.9)	27 (0.8)
Oklahoma	57 (1.0)	52 (0.8)	25 (0.8)
Pennsylvania	59 (0.9)	52 (1.0)	29 (0.9)
Rhode Island	56 (1.3)	50 (1.1)	25 (0.8)
South Carolina	53 (0.9)	44 (0.9)	23 (0.8)
Tennessee	54 (1.0)	46 (0.9)	23 (0.9)
Texas	54 (1.0)	47 (1.1)	24 (0.7)
Utah	58 (0.9)	51 (0.9)	27 (0.8)
Virginia	58 (1.1)	53 (1.0)	28 (0.9)
West Virginia	55 (1.0)	49 (0.9)	24 (0.8)
Wisconsin	60 (0.9)	53 (0.8)	29 (0.8)
Wyoming	60 (0.7)	52 (0.9)	27 (0.8)
TERRITORY			
Guam	37 (0.9)	31 (0.8)	13 (0.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.32 National Average Percentage Correct for Multiple-Choice Questions

Grade 4

	Literary	Informational
Nation	64 (0.6)	62 (0.5)
Northeast	67 (1.8)	64 (1.8)
Southeast	61 (1.8)	60 (1.2)
Central	64 (0.8)	63 (0.8)
West	64 (1.0)	61 (1.0)
White	68 (0.7)	65 (0.7)
Black	50 (1.1)	50 (1.1)
Hispanic	58 (1.4)	55 (1.2)
Male	62 (0.9)	61 (0.7)
Female	66 (0.6)	62 (0.6)
Advantaged Urban	74 (1.8)	73 (1.0)
Disadvantaged Urban	48 (1.5)	48 (1.8)
Extreme Rural	65 (1.5)	60 (1.3)
Other	64 (0.7)	62 (0.7)
Public	63 (0.7)	61 (0.6)
Catholic and Other Private	70 (1.3)	68 (1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.32 National Average Percentage Correct for Multiple-Choice Questions (continued)

Grade 8

	Literary	Informational	Task
Nation	70 (0.5)	66 (0.5)	66 (0.6)
Northeast	70 (0.7)	67 (1.2)	68 (1.1)
Southeast	67 (0.8)	64 (0.6)	62 (1.6)
Central	71 (1.3)	68 (1.5)	70 (1.0)
West	70 (0.9)	65 (0.9)	64 (0.8)
White	73 (0.6)	69 (0.6)	70 (0.6)
Black	59 (1.0)	55 (1.2)	55 (1.3)
Hispanic	63 (1.2)	57 (1.0)	56 (1.3)
Male	67 (0.8)	64 (0.8)	65 (0.7)
Female	72 (0.6)	68 (0.6)	68 (0.8)
Advantaged Urban	77 (1.4)	74 (1.1)	77 (1.6)
Disadvantaged Urban	59 (1.3)	53 (1.5)	56 (1.4)
Extreme Rural	71 (2.0)	69 (2.2)	66 (2.4)
Other	70 (0.6)	66 (0.6)	66 (0.6)
Public	69 (0.5)	65 (0.6)	65 (0.6)
Catholic and Other Private	76(1.2)	73 (1.0)	75 (1.1)

TABLE 5.32 National Average Percentage Correct for Multiple-Choice Questions (continued)

Grade 12

	Literary	Informational	Task
Nation	65 (0.6)	67 (0.4)	72 (0.4)
Northeast	64 (1.6)	68 (0.6)	73 (1.1)
Southeast	62 (1.1)	63 (1.2)	70 (0.9)
Central	66 (6.0)	67 (0.6)	74 (0.5)
West	67 (0.7)	68 (0.8)	72 (0.8)
White	68 (0.7)	69 (0.5)	75 (0.4)
Black	52 (1.7)	57 (1.1)	65 (0.9)
Hispanic	58 (1.8)	61 (1.2)	65 (1.1)
Male	62 (0.8)	67 (0.5)	71 (0.5)
Female	68 (0.8)	66 (0.5)	73 (0.6)
Advantaged Urban	71 (1.5)	72 (1.0)	76 (1.5)
Disadvantaged Urban	54 (2.2)	59 (1.6)	67 (1.3)
Extreme Rural	64 (1.6)	64 (1.7)	71 (0.9)
Other	66 (0.7)	67 (0.5)	73 (0.5)
Public	64 (0.7)	66 (0.5)	72 (0.4)
Catholic and Other Private	70 (1.3)	73 (0.7)	78 (0.8)

TABLE 5.33 | **Average Percentage Correct for Multiple-Choice Questions, Grade 4**

PUBLIC SCHOOLS	Literary	Informational
NATION	63 (0.7)	61 (0.6)
Northeast	66 (2.0)	63 (1.9)
Southeast	60 (1.9)	59 (1.2)
Central	63 (0.9)	62 (0.9)
West	63 (1.1)	60 (1.1)
STATES		
Alabama	59 (1.1)	56 (0.9)
Arizona	61 (0.8)	58 (0.8)
Arkansas	60 (0.7)	60 (0.6)
California	60 (1.1)	56 (1.0)
Colorado	66 (0.7)	60 (0.6)
Connecticut	68 (0.8)	65 (0.7)
Delaware*	61 (0.6)	62 (0.6)
Dist. Columbia	51 (0.6)	50 (0.6)
Florida	61 (0.7)	58 (0.8)
Georgia	63 (1.0)	59 (0.9)
Hawaii	58 (0.8)	55 (0.9)
Idaho	67 (0.6)	62 (0.7)
Indiana	66 (0.8)	63 (0.7)
Iowa	68 (0.6)	66 (0.8)
Kentucky	62 (0.8)	60 (0.8)
Louisiana	58 (0.9)	55 (0.8)
Maine*	69 (0.9)	67 (0.5)
Maryland	62 (1.0)	59 (0.8)
Massachusetts	69 (0.7)	66 (0.7)
Michigan	65 (0.9)	61 (0.9)
Minnesota	67 (0.9)	65 (0.6)
Mississippi	56 (0.8)	54 (0.6)
Missouri	65 (0.8)	63 (0.8)
Nebraska*	67 (0.7)	64 (0.6)
New Hampshire*	70 (0.8)	67 (0.7)
New Jersey*	68 (1.1)	66 (0.9)
New Mexico	62 (0.9)	59 (0.8)
New York*	64 (0.8)	62 (0.8)
North Carolina	61 (0.8)	59 (0.6)
North Dakota	69 (0.7)	65 (0.6)
Ohio	64 (0.7)	62 (0.8)
Oklahoma	65 (0.8)	64 (0.7)
Pennsylvania	66 (0.8)	64 (0.9)
Rhode Island	65 (1.0)	62 (0.9)
South Carolina	61 (0.8)	58 (0.7)
Tennessee	62 (0.8)	60 (0.8)
Texas	63 (1.0)	60 (0.9)
Utah	67 (0.8)	63 (0.6)
Virginia	66 (0.8)	63 (0.7)
West Virginia	64 (0.7)	61 (0.6)
Wisconsin	68 (0.7)	65 (0.6)
Wyoming	69 (0.7)	64 (0.7)
TERRITORY		
Guam	51 (0.8)	47 (0.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.34 National Average Percentage Correct for Both Regular Constructed-Response and Multiple-Choice Questions

Grade 4

	Literary	Informational
Nation	60 (0.6)	56 (0.6)
Northeast	63 (2.0)	58 (2.2)
Southeast	57 (1.7)	54 (1.4)
Central	59 (0.9)	57 (0.6)
West	60 (1.1)	54 (1.0)
White	63 (0.8)	59 (0.7)
Black	46 (1.2)	43 (1.2)
Hispanic	53 (1.3)	48 (1.3)
Male	57 (0.9)	54 (0.7)
Female	62 (0.6)	57 (0.7)
Advantaged Urban	69 (1.9)	67 (1.5)
Disadvantaged Urban	44 (1.8)	39 (1.6)
Extreme Rural	61 (1.6)	54 (1.3)
Other	60 (0.8)	56 (0.7)
Public	59 (0.7)	55 (0.6)
Catholic and Other Private	67 (1.2)	62 (1.1)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.34 National Average Percentage Correct for Both Regular Constructed-Response and Multiple-Choice Questions (continued)

Grade 8

	Literary	Informational	Task
Nation	58 (0.5)	60 (0.5)	59 (0.6)
Northeast	59 (0.7)	62 (1.1)	61 (1.4)
Southeast	55 (0.7)	58 (0.8)	55 (1.2)
Central	60 (1.5)	62 (1.4)	62 (1.0)
West	58 (0.9)	59 (0.9)	57 (0.8)
White	61 (0.6)	64 (0.6)	63 (0.6)
Black	47 (0.9)	48 (1.0)	46 (1.0)
Hispanic	50 (1.2)	49 (0.9)	48 (1.2)
Male	55 (0.7)	57 (0.7)	56 (0.6)
Female	61 (1.6)	63 (0.5)	62 (0.7)
Advantaged Urban	66 (1.5)	69 (1.0)	70 (1.3)
Disadvantaged Urban	47 (1.2)	47 (1.5)	47 (1.4)
Extreme Rural	59 (1.8)	62 (2.5)	60 (1.9)
Other	58 (0.6)	60 (0.6)	59 (0.6)
Public	57 (0.5)	59 (0.5)	58 (0.6)
Catholic and Other Private	66 (1.2)	69 (1.1)	69 (1.2)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.34 National Average Percentage Correct for Both Regular Constructed-Response and Multiple-Choice Questions (continued)

Grade 12

	Literary	Informational	Task
Nation	59(0.6)	66(0.4)	68(0.4)
Northeast	59(1.6)	67(0.5)	68(0.9)
Southeast	56(1.2)	62(0.9)	65(0.7)
Central	62(1.0)	67(0.9)	70(0.4)
West	61(0.9)	67(0.9)	67(0.8)
White	63(0.6)	69(0.5)	70(0.4)
Black	47(1.6)	56(0.9)	59(0.8)
Hispanic	52(1.8)	60(1.1)	59(1.1)
Male	56(0.7)	64(0.5)	66(0.5)
Female	62(0.8)	67(0.5)	70(0.5)
Advantaged Urban	66(1.3)	72(1.0)	72(1.4)
Disadvantaged Urban	51(2.2)	58(1.5)	62(1.4)
Extreme Rural	59(1.6)	63(1.1)	66(0.8)
Other	60(0.7)	66(0.5)	68(0.5)
Public	58(0.7)	64(0.4)	67(0.4)
Catholic and Other Private	66(1.2)	74(0.6)	74(0.9)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.35 | **Average Percentage Correct for Both Constructed-Response and Multiple-Choice Questions, Grade 4**

PUBLIC SCHOOLS	Literary	Informational
NATION	59 (0.7)	55 (0.6)
Northeast	63 (2.1)	57 (2.3)
Southeast	56 (1.9)	52 (1.4)
Central	58 (1.0)	56 (0.7)
West	58 (1.4)	53 (1.1)
STATES		
Alabama	56 (1.1)	50 (0.9)
Arizona	57 (0.8)	52 (0.8)
Arkansas	56 (0.7)	54 (0.8)
California	56 (1.1)	50 (1.1)
Colorado	62 (0.7)	54 (0.7)
Connecticut	64 (0.8)	59 (0.7)
Delaware*	57 (0.5)	55 (0.6)
Dist. Columbia	47 (0.6)	42 (0.5)
Florida	57 (0.7)	52 (0.8)
Georgia	59 (1.0)	53 (0.9)
Hawaii	54 (0.8)	49 (1.0)
Idaho	63 (0.6)	56 (0.7)
Indiana	62 (0.8)	58 (0.7)
Iowa	65 (0.6)	61 (0.7)
Kentucky	58 (0.7)	53 (0.8)
Louisiana	54 (0.8)	48 (0.7)
Maine*	66 (0.8)	61 (0.5)
Maryland	58 (0.9)	53 (0.8)
Massachusetts	67 (0.7)	61 (0.6)
Michigan	61 (0.8)	55 (0.9)
Minnesota	63 (0.9)	59 (0.6)
Mississippi	51 (0.8)	47 (0.6)
Missouri	62 (0.8)	58 (0.7)
Nebraska*	63 (0.7)	58 (0.6)
New Hampshire*	67 (0.7)	62 (0.8)
New Jersey*	64 (1.0)	61 (0.8)
New Mexico	58 (0.8)	52 (1.1)
New York*	61 (0.7)	56 (0.8)
North Carolina	58 (0.8)	53 (0.7)
North Dakota	66 (0.7)	60 (0.6)
Ohio	61 (0.7)	56 (0.8)
Oklahoma	61 (0.8)	59 (0.7)
Pennsylvania	63 (0.8)	58 (0.9)
Rhode Island	61 (1.1)	56 (1.0)
South Carolina	58 (0.8)	51 (0.7)
Tennessee	58 (0.8)	53 (0.8)
Texas	59 (0.9)	54 (0.9)
Utah	63 (0.8)	57 (0.6)
Virginia	63 (0.9)	58 (0.8)
West Virginia	60 (0.8)	55 (0.7)
Wisconsin	65 (0.7)	60 (0.6)
Wyoming	65 (0.6)	58 (0.7)
TERRITORY		
Guam	45 (0.8)	39 (0.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.36 National Average Percentages by Teachers' Reports on Instructional Activities -- Writing in Response to Reading and Group Projects, Grade 4, 1992 Reading Assessment

	Students Write About Something They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	27(1.7)	24(1.0)	24(1.0)	17(2.6)
Acceptable on Regular Constructed Response	54(1.7)	52(1.1)	52(1.2)	46(1.7)
Correct on Multiple-Choice	66(1.2)	63(0.9)	61(1.0)	56(2.9)
	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	28(3.2)	24(1.7)	26(1.1)	22(1.0)
Acceptable on Regular Constructed Response	54(2.3)	53(1.5)	53(1.2)	48(1.2)
Correct on Multiple-Choice	65(2.0)	64(1.2)	64(1.0)	60(1.0)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.37

Average Percentage Essential or Better Responses to Extended-Response Questions by Teachers' Reports on Writing in Response to Reading, Grade 4

PUBLIC SCHOOLS	Students Write About Something They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	27 (1.7)	23 (1.1)	23 (1.2)	16 (2.6)
Northeast	31 (3.6)	27 (3.6)	19 (3.9)	14(11.2)
Southeast	24 (3.9)	23 (1.8)	21 (2.5)	18 (5.2)
Central	27 (3.2)	23 (1.5)	25 (1.7)	0 (0.0)
West	24 (2.4)	20 (2.2)	25 (2.8)	19 (1.3)
STATES				
Alabama	18 (1.7)	22 (1.2)	22 (1.9)	20 (3.9)
Arizona	21 (1.5)	23 (0.8)	25 (2.2)	16 (2.3)
Arkansas	29 (2.4)	22 (0.9)	23 (1.5)	17 (1.9)
California	25 (1.4)	23 (1.5)	21 (3.4)	26(26.5)
Colorado	27 (1.3)	27 (0.9)	24 (2.7)	29(14.3)
Connecticut	34 (1.5)	29 (1.3)	24 (2.8)	52 (5.1)
Delaware*	28 (1.7)	26 (1.0)	22 (1.7)	14 (5.1)
Dist. Columbia	16 (0.8)	12 (0.9)	21 (2.5)	0 (0.0)
Florida	23 (1.5)	22 (0.9)	22 (2.3)	23(10.7)
Georgia	25 (1.9)	23 (1.1)	25 (2.9)	12(16.9)
Hawaii	22 (1.7)	19 (1.2)	21 (2.0)	23 (3.3)
Idaho	29 (1.8)	25 (0.9)	29 (1.2)	17 (1.3)
Indiana	34 (2.3)	25 (0.9)	29 (1.4)	28 (5.2)
Iowa	31 (1.6)	29 (0.8)	30 (2.0)	23 (2.5)
Kentucky	24 (2.1)	25 (1.1)	22 (1.8)	19 (3.4)
Louisiana	20 (2.6)	18 (1.0)	21 (1.3)	21 (2.4)
Maine*	28 (1.8)	30 (1.3)	32 (2.3)	37(12.3)
Maryland	27 (1.3)	23 (1.3)	20 (4.4)	27 (4.3)
Massachusetts	32 (1.6)	30 (1.1)	28 (1.9)	39 (7.2)
Michigan	26 (1.7)	25 (1.6)	25 (2.2)	20 (6.0)
Minnesota	29 (1.8)	28 (1.2)	25 (2.3)	23 (2.9)
Mississippi	17 (2.0)	18 (0.9)	18 (1.4)	22 (2.6)
Missouri	26 (2.0)	26 (1.2)	27 (1.4)	20 (2.4)
Nebraska*	29 (1.8)	27 (1.3)	32 (2.1)	20 (6.2)
New Hampshire*	32 (1.2)	32 (1.3)	31 (2.7)	25 (6.2)
New Jersey*	32 (2.7)	29 (1.5)	29 (1.9)	30 (5.7)
New Mexico	21 (2.4)	25 (1.3)	22 (2.4)	6 (6.9)
New York*	27 (1.2)	27 (1.1)	23 (2.9)	5 (3.5)
North Carolina	27 (1.8)	23 (0.9)	25 (1.9)	5 (2.5)
North Dakota	28 (1.9)	27 (1.1)	29 (1.2)	25 (7.5)
Ohio	32 (1.7)	26 (1.0)	24 (1.9)	26 (5.3)
Oklahoma	25 (1.9)	27 (1.2)	23 (1.5)	21 (5.4)
Pennsylvania	30 (1.5)	27 (1.1)	32 (2.1)	24 (9.9)
Rhode Island	26 (1.4)	25 (1.1)	25 (2.3)	16 (2.2)
South Carolina	24 (2.1)	23 (1.1)	23 (1.6)	25(10.7)
Tennessee	21 (1.8)	25 (1.4)	21 (1.2)	17 (3.9)
Texas	22 (1.6)	26 (1.1)	23 (1.8)	15 (4.8)
Utah	28 (1.8)	28 (1.0)	24 (1.3)	24 (3.8)
Virginia	31 (1.5)	27 (1.0)	27 (2.6)	10(10.2)
West Virginia	23 (2.2)	24 (1.1)	25 (1.6)	12 (6.1)
Wisconsin	30 (1.6)	29 (0.9)	31 (2.4)	25 (6.4)
Wyoming	26 (1.6)	28 (1.1)	26 (2.0)	22 (2.0)
TERRITORY				
Guam	10 (1.0)	13 (1.0)	13 (1.8)	4 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.38 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Teachers' Reports on Writing in Response to Reading, Grade 4**

PUBLIC SCHOOLS	Students Write About Something They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	53 (1.7)	51 (1.1)	50 (1.4)	46 (1.7)
Northeast	56 (4.6)	53 (4.2)	49 (3.9)	51(32.7)
Southeast	49 (3.7)	48 (1.8)	48 (2.1)	48 (1.9)
Central	53 (1.3)	51 (1.1)	53 (2.1)	16 (0.1)
West	53 (2.7)	50 (1.9)	50 (3.3)	45 (1.5)
STATES				
Alabama	46 (2.8)	48 (1.3)	49 (2.0)	47 (4.7)
Arizona	48 (1.5)	49 (0.9)	49 (2.5)	39 (2.5)
Arkansas	53 (2.1)	49 (1.2)	50 (1.4)	43 (2.5)
California	50 (2.1)	45 (1.6)	44 (3.7)	47(38.4)
Colorado	53 (1.4)	52 (1.1)	51 (2.6)	32(15.9)
Connecticut	61 (1.0)	56 (1.2)	49 (2.5)	66 (3.1)
Delaware*	53 (1.3)	51 (0.6)	47 (1.1)	33 (3.3)
Dist. Columbia	37 (1.0)	35 (0.8)	40 (2.4)	18 (1.4)
Florida	46 (1.7)	48 (0.9)	48 (2.0)	47 (8.4)
Georgia	51 (2.2)	50 (1.1)	48 (3.0)	44 (2.6)
Hawaii	48 (1.8)	46 (1.4)	44 (1.7)	44 (4.6)
Idaho	55 (1.5)	54 (0.8)	53 (1.0)	46 (3.0)
Indiana	61 (2.0)	54 (0.9)	57 (1.4)	52 (4.0)
Iowa	58 (1.7)	59 (0.8)	56 (1.3)	57 (1.8)
Kentucky	48 (2.0)	50 (1.1)	48 (1.7)	47 (3.0)
Louisiana	46 (2.8)	44 (1.0)	47 (1.2)	44 (3.4)
Maine*	59 (1.6)	59 (0.9)	61 (1.4)	62 (3.3)
Maryland	53 (1.2)	49 (1.2)	48 (3.8)	45 (2.1)
Massachusetts	61 (1.3)	59 (0.8)	56 (1.7)	58 (4.0)
Michigan	53 (1.9)	53 (1.1)	52 (1.6)	41 (7.3)
Minnesota	57 (1.5)	55 (1.3)	55 (1.7)	46 (4.0)
Mississippi	43 (2.3)	42 (1.1)	43 (1.6)	45 (3.8)
Missouri	54 (2.0)	55 (1.2)	55 (1.3)	50 (5.1)
Nebraska*	54 (1.1)	55 (1.1)	57 (2.4)	49(12.5)
New Hampshire*	58 (1.2)	61 (1.0)	60 (1.9)	56 (9.8)
New Jersey*	56 (2.0)	58 (1.4)	58 (2.0)	37 (6.4)
New Mexico	48 (2.0)	50 (1.7)	49 (2.0)	38 (4.0)
New York*	53 (1.5)	53 (1.1)	51 (3.0)	27 (4.7)
North Carolina	51 (1.6)	50 (1.2)	52 (1.7)	28 (5.3)
North Dakota	58 (2.0)	57 (1.1)	58 (1.1)	55 (5.5)
Ohio	58 (1.6)	52 (0.8)	50 (1.7)	50 (8.7)
Oklahoma	53 (1.8)	55 (0.9)	57 (1.3)	48 (4.2)
Pennsylvania	57 (1.6)	53 (1.0)	57 (2.1)	49 (5.8)
Rhode Island	55 (1.6)	53 (1.3)	51 (2.8)	50 (4.2)
South Carolina	50 (2.0)	48 (1.0)	49 (1.7)	39 (6.2)
Tennessee	47 (1.7)	51 (1.2)	50 (1.3)	41 (5.2)
Texas	48 (2.0)	53 (1.3)	53 (1.6)	40 (6.7)
Utah	56 (1.8)	55 (1.0)	53 (1.1)	48 (2.8)
Virginia	58 (1.7)	55 (1.0)	56 (2.3)	54(51.1)
West Virginia	52 (3.1)	51 (1.0)	53 (1.6)	34(10.1)
Wisconsin	56 (1.1)	57 (0.9)	59 (2.1)	48 (3.8)
Wyoming	56 (1.4)	57 (0.9)	56 (1.6)	51 (2.8)
TERRITORY				
Guam	33 (1.2)	32 (1.0)	39 (1.4)	18 (2.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.39 | **Average Percentage Correct for Multiple-Choice Questions by Teachers' Reports on Writing in Response to Reading, Grade 4**

PUBLIC SCHOOLS	Students Write About Something They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	65 (1.2)	62 (0.9)	60 (1.2)	55 (2.9)
Northeast	68 (2.7)	62 (3.2)	59 (3.1)	49(23.2)
Southeast	63 (3.8)	61 (1.7)	58 (1.9)	64 (1.3)
Central	66 (1.6)	64 (1.0)	62 (2.2)	32 (0.0)
West	64 (2.4)	62 (1.4)	61 (2.0)	51 (2.5)
STATES				
Alabama	58 (2.4)	57 (1.2)	60 (2.0)	58 (4.4)
Arizona	60 (1.4)	60 (0.8)	60 (2.1)	55 (4.0)
Arkansas	63 (1.9)	60 (0.9)	61 (1.1)	56 (2.3)
California	60 (1.6)	57 (1.3)	57 (2.2)	60(41.9)
Colorado	64 (0.9)	64 (0.7)	61 (1.9)	46(23.2)
Connecticut	72 (0.8)	65 (1.0)	60 (2.0)	77 (4.1)
Delaware*	63 (1.1)	63 (0.6)	59 (0.9)	49 (4.2)
Dist. Columbia	51 (1.0)	49 (0.8)	52 (2.3)	33 (2.3)
Florida	58 (1.4)	60 (0.8)	59 (1.7)	60 (6.7)
Georgia	63 (1.8)	60 (0.9)	60 (3.2)	57 (5.6)
Hawaii	57 (1.3)	55 (1.0)	58 (1.4)	56 (4.8)
Idaho	65 (1.1)	65 (0.7)	64 (0.9)	53 (2.6)
Indiana	68 (1.9)	63 (0.8)	65 (1.1)	65 (3.3)
Iowa	66 (1.5)	67 (0.7)	66 (1.2)	68 (0.9)
Kentucky	60 (1.9)	61 (0.8)	60 (1.4)	58 (4.2)
Louisiana	54 (2.4)	56 (1.0)	58 (1.1)	56 (3.4)
Maine*	68 (1.2)	67 (0.9)	71 (1.2)	67 (8.3)
Maryland	62 (1.2)	59 (1.2)	58 (3.7)	58 (2.2)
Massachusetts	69 (1.3)	68 (0.6)	66 (1.6)	69 (3.8)
Michigan	64 (1.5)	63 (1.1)	62 (1.7)	61 (6.3)
Minnesota	67 (1.0)	65 (1.0)	65 (1.5)	65 (2.1)
Mississippi	56 (2.0)	55 (0.9)	55 (1.3)	58 (3.2)
Missouri	65 (1.6)	64 (0.9)	66 (1.1)	62 (4.2)
Nebraska*	65 (1.1)	65 (0.8)	69 (1.5)	67(19.1)
New Hampshire*	68 (1.2)	69 (0.7)	67 (1.9)	71(10.1)
New Jersey*	67 (2.2)	66 (1.2)	69 (1.7)	48 (3.3)
New Mexico	60 (1.5)	61 (1.3)	61 (1.9)	50 (3.3)
New York*	63 (1.2)	64 (0.9)	62 (2.1)	51(11.5)
North Carolina	61 (1.2)	59 (0.8)	61 (1.4)	52(13.2)
North Dakota	68 (1.1)	66 (0.9)	69 (0.9)	60 (5.1)
Ohio	68 (1.4)	63 (0.8)	60 (1.4)	58 (5.4)
Oklahoma	64 (1.6)	65 (0.8)	67 (1.2)	62 (5.1)
Pennsylvania	66 (1.3)	64 (1.0)	66 (1.4)	57 (4.3)
Rhode Island	67 (1.0)	63 (1.1)	61 (2.3)	61 (5.1)
South Carolina	61 (1.7)	60 (0.8)	59 (1.5)	57 (5.1)
Tennessee	59 (1.7)	62 (1.1)	60 (0.9)	51 (5.7)
Texas	61 (1.8)	62 (1.1)	62 (1.4)	57 (4.5)
Utah	66 (1.4)	65 (0.9)	65 (1.0)	61 (2.0)
Virginia	68 (1.4)	64 (0.7)	67 (1.9)	54(47.0)
West Virginia	61 (1.8)	63 (0.8)	62 (1.3)	48 (6.5)
Wisconsin	66 (0.8)	67 (0.6)	68 (2.0)	59 (5.1)
Wyoming	67 (1.3)	68 (0.8)	66 (1.3)	64 (2.4)
TERRITORY				
Guam	49 (0.9)	48 (0.8)	53 (1.1)	41 (6.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.40 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Teachers' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	29 (3.5)	24 (1.6)	25 (1.3)	21 (1.1)
Northeast	39 (4.9)	25 (3.5)	29 (3.4)	20 (4.4)
Southeast	14 (4.3)	20 (3.2)	23 (2.5)	22 (1.6)
Central	34 (6.2)	25 (2.4)	24 (1.9)	24 (2.2)
West	26 (2.6)	22 (3.2)	25 (2.7)	16 (1.9)
STATES				
Alabama	9 (3.1)	23 (2.5)	22 (1.4)	20 (1.2)
Arizona	23 (3.7)	22 (1.4)	22 (0.9)	24 (1.7)
Arkansas	18 (3.7)	23 (2.7)	22 (1.2)	22 (1.1)
California	24 (3.6)	2 (1.4)	23 (1.3)	19 (2.5)
Colorado	31 (5.3)	27 (1.5)	26 (1.0)	26 (2.4)
Connecticut	41 (3.2)	37 (2.7)	29 (1.2)	26 (2.5)
Delaware*	32 (3.3)	28 (2.0)	25 (1.0)	22 (1.4)
Dist. Columbia	10 (2.5)	18 (1.2)	15 (1.0)	10 (1.2)
Florida	22 (2.3)	24 (1.6)	23 (1.0)	16 (1.8)
Georgia	33 (4.2)	23 (2.0)	24 (1.0)	22 (2.4)
Hawaii	24 (4.3)	21 (1.8)	20 (1.2)	19 (1.9)
Idaho	27 (1.2)	26 (1.2)	26 (1.0)	27 (1.4)
Indiana	24 (2.8)	30 (2.1)	28 (1.1)	26 (1.6)
Iowa	32 (3.1)	29 (1.6)	30 (1.0)	29 (1.3)
Kentucky	30 (7.0)	24 (1.8)	25 (1.0)	21 (1.3)
Louisiana	7 (1.1)	21 (2.5)	18 (1.4)	21 (1.0)
Maine*	39(11.8)	33 (1.6)	29 (1.2)	29 (2.4)
Maryland	21 (4.8)	25 (1.8)	26 (1.1)	25 (1.8)
Massachusetts	30 (4.0)	32 (1.7)	31 (1.3)	28 (2.6)
Michigan	28 (6.3)	26 (2.4)	26 (1.6)	23 (1.9)
Minnesota	24(12.8)	33 (2.2)	27 (1.1)	25 (1.8)
Mississippi	17 (4.0)	15 (1.8)	17 (1.0)	20 (1.1)
Missouri	19 (8.9)	26 (1.7)	26 (0.9)	26 (1.9)
Nebraska*	31 (3.4)	31 (2.0)	27 (1.1)	24 (2.6)
New Hampshire*	31 (3.6)	31 (2.1)	33 (1.0)	30 (3.0)
New Jersey*	35 (7.4)	33 (2.9)	30 (1.4)	26 (1.8)
New Mexico	23 (3.5)	20 (1.5)	26 (1.6)	22 (1.7)
New York*	21 (3.5)	27 (1.7)	28 (0.9)	23 (1.8)
North Carolina	23 (2.4)	27 (1.5)	23 (1.0)	24 (1.7)
North Dakota	24 (3.6)	27 (2.0)	28 (1.2)	29 (1.7)
Ohio	22(14.0)	31 (2.4)	26 (0.8)	26 (1.6)
Oklahoma	34(13.2)	26 (1.6)	26 (1.2)	22 (1.7)
Pennsylvania	34 (2.0)	29 (1.9)	31 (1.3)	25 (1.4)
Rhode Island	22 (3.5)	25 (1.5)	25 (1.4)	26 (2.0)
South Carolina	4 (3.3)	24 (1.7)	24 (1.0)	22 (1.9)
Tennessee	22 (2.3)	27 (1.9)	22 (1.4)	22 (1.5)
Texas	20 (4.8)	23 (1.5)	26 (1.3)	21 (1.9)
Utah	28 (2.9)	26 (1.7)	27 (1.0)	27 (1.6)
Virginia	27 (6.0)	31 (1.4)	27 (1.1)	27 (2.1)
West Virginia	17 (6.6)	29 (1.7)	25 (1.1)	20 (1.6)
Wisconsin	30 (3.1)	29 (1.5)	30 (1.0)	27 (1.7)
Wyoming	30(12.5)	27 (1.5)	26 (1.0)	26 (1.7)
TERRITORY				
Guam	13 (2.2)	12 (1.4)	13 (0.9)	9 (1.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.41 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Teachers' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	54 (2.6)	52 (1.5)	52 (1.2)	47 (1.1)
Northeast	54 (4.5)	53 (4.6)	56 (3.3)	45 (3.1)
Southeast	44 (6.6)	50 (3.2)	49 (2.9)	48 (2.0)
Central	55 (6.2)	53 (1.9)	52 (1.7)	49 (1.7)
West	61 (5.2)	52 (2.5)	52 (2.1)	44 (2.1)
STATES				
Alabama	46(10.0)	48 (2.3)	49 (1.5)	46 (1.5)
Arizona	48 (3.3)	49 (1.4)	48 (0.9)	47 (2.0)
Arkansas	43 (3.0)	48 (2.7)	49 (1.3)	49 (1.1)
California	47 (7.7)	49 (1.8)	46 (1.7)	42 (2.7)
Colorado	55 (7.1)	52 (1.3)	52 (1.0)	53 (1.8)
Connecticut	59 (5.2)	60 (1.7)	58 (1.0)	48 (3.1)
Delaware*	56 (4.1)	53 (1.4)	50 (0.8)	48 (0.8)
Dist. Columbia	31 (2.9)	40 (1.4)	37 (0.7)	32 (1.2)
Florida	49 (2.9)	46 (1.5)	49 (1.0)	44 (2.3)
Georgia	57 (1.9)	54 (1.7)	49 (1.1)	46 (2.3)
Hawaii	51 (5.8)	46 (1.9)	47 (1.3)	43 (1.6)
Idaho	45 (3.2)	53 (1.4)	55 (0.8)	54 (1.3)
Indiana	66 (3.3)	56 (1.7)	56 (1.1)	54 (1.3)
Iowa	60 (2.5)	59 (1.4)	58 (1.0)	57 (1.2)
Kentucky	53 (3.8)	49 (1.6)	50 (1.1)	48 (1.1)
Louisiana	36 (3.9)	48 (2.5)	45 (1.0)	45 (1.4)
Maine*	63(32.1)	61 (1.5)	59 (0.9)	57 (1.7)
Maryland	47 (4.2)	50 (1.8)	52 (1.1)	49 (2.1)
Massachusetts	56 (3.6)	62 (1.6)	60 (0.9)	55 (1.8)
Michigan	48 (3.9)	54 (2.5)	53 (1.0)	50 (1.9)
Minnesota	64 (5.7)	56 (1.4)	55 (1.3)	52 (1.9)
Mississippi	46 (5.6)	39 (2.8)	42 (1.2)	44 (1.4)
Missouri	48 (5.0)	54 (1.6)	55 (1.0)	55 (1.6)
Nebraska*	54 (3.0)	57 (1.6)	55 (0.9)	52 (2.4)
New Hampshire*	62 (3.2)	58 (1.2)	61 (1.0)	56 (1.9)
New Jersey*	58 (6.9)	61 (2.0)	59 (1.2)	50 (2.2)
New Mexico	50 (3.9)	47 (1.6)	52 (1.4)	45 (2.0)
New York*	46 (4.8)	53 (2.0)	54 (1.0)	53 (1.7)
North Carolina	48 (4.0)	52 (1.6)	50 (1.0)	51 (2.0)
North Dakota	55 (2.7)	57 (2.0)	58 (1.0)	57 (1.2)
Ohio	41 (8.9)	55 (2.2)	53 (1.0)	52 (1.5)
Oklahoma	61 (3.2)	56 (1.8)	56 (0.9)	52 (1.6)
Pennsylvania	57 (3.0)	55 (1.7)	56 (1.1)	52 (1.5)
Rhode Island	52 (6.1)	54 (1.6)	54 (1.6)	51 (2.0)
South Carolina	32 (4.4)	53 (1.6)	49 (1.2)	45 (1.7)
Tennessee	49 (3.6)	49 (1.5)	50 (1.2)	49 (1.5)
Texas	43 (2.9)	51 (1.9)	54 (1.3)	48 (2.3)
Utah	58 (3.3)	56 (1.8)	54 (0.9)	54 (1.1)
Virginia	51 (4.4)	56 (1.5)	56 (1.1)	55 (1.8)
West Virginia	32 (5.6)	55 (1.2)	53 (1.2)	47 (1.7)
Wisconsin	56 (2.8)	56 (1.4)	58 (1.0)	56 (1.4)
Wyoming	55 (2.8)	57 (1.5)	56 (0.9)	56 (1.5)
TERRITORY				
Guam	35 (2.9)	32 (1.1)	34 (0.8)	31 (1.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.42 | **Average Percentage Correct for Multiple-Choice Questions by Teachers' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	65 (2.2)	63 (1.2)	63 (1.0)	58 (0.9)
Northeast	68 (2.6)	64 (3.2)	66 (2.3)	55 (2.5)
Southeast	63 (8.2)	58 (2.1)	61 (2.4)	60 (1.6)
Central	65 (3.3)	66 (1.5)	64 (1.3)	60 (1.5)
West	63 (4.0)	65 (2.8)	63 (1.9)	56 (2.1)
STATES				
Alabama	56 (2.6)	57 (2.2)	58 (1.4)	57 (1.3)
Arizona	58 (3.8)	61 (1.3)	60 (0.9)	59 (1.7)
Arkansas	55 (3.5)	61 (1.9)	60 (0.9)	60 (0.9)
California	57 (5.0)	59 (1.4)	58 (1.2)	56 (1.9)
Colorado	64 (3.8)	64 (0.9)	63 (0.9)	63 (1.5)
Connecticut	68 (4.3)	70 (1.7)	68 (0.8)	59 (2.8)
Delaware*	63 (1.9)	66 (1.0)	61 (0.6)	60 (0.8)
Dist. Columbia	45 (3.1)	53 (1.4)	51 (0.8)	45 (1.2)
Florida	60 (3.1)	58 (1.4)	61 (0.9)	56 (1.7)
Georgia	66 (1.5)	63 (1.5)	60 (1.1)	58 (2.4)
Hawaii	59 (5.1)	56 (1.4)	57 (1.0)	54 (1.8)
Idaho	58 (2.8)	65 (1.1)	65 (0.7)	64 (1.4)
Indiana	65 (3.3)	65 (1.6)	64 (0.9)	64 (1.2)
Iowa	68 (3.3)	67 (0.9)	67 (0.9)	67 (0.9)
Kentucky	66 (3.7)	61 (1.5)	61 (0.9)	59 (0.9)
Louisiana	48 (4.5)	59 (2.3)	56 (1.0)	56 (1.2)
Maine*	79(27.8)	69 (1.0)	68 (0.8)	65 (1.7)
Maryland	58 (4.4)	60 (1.8)	62 (1.0)	57 (1.6)
Massachusetts	59 (3.7)	70 (1.4)	69 (0.7)	64 (1.5)
Michigan	58 (5.2)	65 (1.8)	63 (0.9)	62 (2.1)
Minnesota	73 (2.5)	67 (1.1)	65 (1.1)	64 (1.3)
Mississippi	58 (4.7)	52 (2.4)	55 (1.0)	56 (1.1)
Missouri	59 (3.7)	64 (1.4)	65 (0.9)	64 (1.5)
Nebraska*	64 (2.3)	66 (1.2)	66 (0.8)	63 (1.9)
New Hampshire*	65 (1.8)	69 (1.1)	69 (0.8)	65 (1.7)
New Jersey*	69 (7.4)	69 (1.9)	68 (1.1)	64 (1.7)
New Mexico	63 (4.2)	59 (1.0)	63 (1.3)	56 (1.8)
New York*	57 (4.0)	64 (1.6)	64 (1.0)	62 (1.5)
North Carolina	59 (1.8)	62 (1.2)	60 (0.8)	60 (1.6)
North Dakota	66 (2.5)	66 (1.3)	68 (0.8)	67 (1.0)
Ohio	54 (7.6)	65 (1.8)	63 (0.9)	63 (1.4)
Oklahoma	73 (4.6)	64 (1.3)	66 (0.8)	62 (1.2)
Pennsylvania	67 (1.7)	66 (1.8)	66 (0.7)	62 (1.3)
Rhode Island	68 (4.1)	65 (1.2)	65 (1.5)	60 (1.6)
South Carolina	52 (4.0)	63 (1.6)	60 (0.9)	57 (1.5)
Tennessee	63 (4.3)	61 (1.6)	62 (1.0)	59 (1.4)
Texas	57 (2.7)	62 (1.9)	64 (1.1)	58 (1.4)
Utah	68 (2.7)	66 (1.3)	64 (0.8)	65 (1.0)
Virginia	63 (3.0)	65 (1.4)	65 (0.8)	65 (1.4)
West Virginia	53 (8.9)	65 (1.0)	63 (0.9)	59 (1.2)
Wisconsin	69 (2.0)	66 (1.1)	67 (0.5)	66 (1.1)
Wyoming	64 (1.7)	67 (1.3)	67 (0.8)	67 (1.3)
TERRITORY				
Guam	49 (2.3)	48 (0.9)	49 (0.7)	48 (1.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.43 National Average Percentages by Teachers' Reports on Assessment Activities -- Multiple-Choice Tests, Writing Paragraphs, Portfolios, Grade 4, 1992 Reading Assessment

Grade 4

	Assess Student Progress in Reading with Multiple-Choice Tests			
	Once or Twice a Week	Once or Twice a Month	Once or Twice a Year	Never or Hardly Ever
Essential or Better on Extended-Response	21(1.3)	25(1.0)	25(2.2)	28(1.7)
Acceptable on Regular Constructed Response	48(1.6)	52(1.1)	54(1.4)	53(1.8)
Correct on Multiple-Choice	61(1.5)	63(0.8)	66(1.0)	63(1.5)
	Assess Student Progress in Reading with Writing Paragraphs About What They Have Read			
	Once or Twice a Week	Once or Twice a Month	Once or Twice a Year	Never or Hardly Ever
Essential or Better on Extended-Response	26(1.2)	24(1.0)	21(2.3)	20(1.6)
Acceptable on Regular Constructed Response	53(1.4)	52(0.9)	50(2.2)	46(2.2)
Correct on Multiple-Choice	64(1.1)	63(0.7)	61(1.7)	57(2.1)
	Assess Students Progress in Reading with Reading Portfolios			
	Once or Twice a Week	Once or Twice a Month	Once or Twice a Year	Never or Hardly Ever
Essential or Better on Extended-Response	25(2.2)	25(1.0)	28(1.9)	24(0.9)
Acceptable on Regular Constructed Response	51(2.5)	54(1.4)	52(2.1)	51(0.8)
Correct on Multiple-Choice	63(1.9)	65(1.2)	63(1.7)	62(0.6)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.44 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Teachers' Reports on Assessing Progress in Reading with Multiple-Choice Tests, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Multiple-Choice Tests			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	19 (1.5)	24 (1.1)	24 (2.4)	27 (1.8)
Northeast	21 (3.7)	27 (3.1)	23 (3.1)	32 (3.4)
Southeast	18 (2.5)	23 (1.9)	20 (3.3)	25 (7.5)
Central	23 (4.0)	23 (1.8)	24 (3.9)	29 (2.7)
West	15 (2.5)	23 (2.3)	27 (5.3)	21 (3.2)
STATES				
Alabama	20 (1.3)	22 (1.2)	25 (2.8)	19 (3.3)
Arizona	20 (1.9)	24 (0.9)	22 (1.3)	22 (1.4)
Arkansas	21 (1.3)	22 (1.1)	23 (1.9)	24 (2.8)
California	34 (4.2)	21 (1.5)	24 (2.2)	23 (1.6)
Colorado	28 (2.8)	24 (1.4)	26 (1.5)	29 (1.3)
Connecticut	28 (3.4)	31 (1.7)	32 (2.0)	29 (1.8)
Delaware*	26 (2.4)	26 (1.1)	26 (1.5)	24 (1.6)
Dist. Columbia	11 (1.0)	14 (0.8)	21 (1.9)	15 (2.4)
Florida	27 (2.0)	22 (1.0)	20 (1.8)	22 (3.2)
Georgia	22 (2.0)	24 (1.2)	22 (3.8)	25 (2.2)
Hawaii	19 (2.1)	21 (1.2)	22 (1.8)	17 (2.1)
Idaho	25 (1.1)	26 (1.0)	27 (2.6)	27 (1.3)
Indiana	20 (1.4)	28 (0.8)	30 (1.9)	32 (3.2)
Iowa	32 (3.0)	29 (1.1)	31 (1.2)	29 (2.2)
Kentucky	24 (1.5)	22 (0.9)	28 (1.7)	28 (2.9)
Louisiana	18 (0.9)	20 (1.6)	21 (2.0)	25 (3.7)
Maine*	32 (2.0)	29 (1.7)	29 (1.7)	31 (1.9)
Maryland	17 (2.6)	26 (1.6)	20 (1.5)	29 (1.4)
Massachusetts	27 (2.3)	29 (1.5)	32 (1.4)	32 (1.8)
Michigan	22 (1.8)	25 (1.4)	27 (2.4)	26 (2.4)
Minnesota	25 (2.0)	27 (0.9)	31 (3.4)	27 (2.4)
Mississippi	18 (1.1)	18 (1.0)	17 (3.0)	19 (5.1)
Missouri	24 (1.3)	26 (1.1)	26 (1.8)	28 (4.1)
Nebraska*	29 (2.5)	28 (1.3)	27 (1.5)	29 (2.7)
New Hampshire*	31 (3.1)	31 (1.3)	31 (1.5)	34 (1.8)
New Jersey*	26 (1.9)	29 (1.6)	35 (3.2)	36 (3.9)
New Mexico	25 (3.6)	24 (1.7)	21 (2.8)	23 (1.8)
New York*	20 (2.4)	25 (1.2)	29 (2.2)	30 (1.8)
North Carolina	22 (1.8)	24 (1.0)	25 (1.8)	25 (2.5)
North Dakota	30 (2.4)	27 (1.0)	29 (1.6)	29 (2.8)
Ohio	26 (2.1)	26 (1.0)	29 (2.6)	29 (1.9)
Oklahoma	24 (1.5)	25 (0.9)	23 (2.6)	30 (2.4)
Pennsylvania	29 (2.3)	28 (1.3)	31 (1.6)	28 (2.2)
Rhode Island	22 (2.8)	23 (1.2)	27 (1.8)	29 (1.6)
South Carolina	22 (1.6)	23 (1.0)	28 (2.5)	20 (4.6)
Tennessee	21 (1.5)	24 (1.2)	24 (1.9)	24 (3.9)
Texas	24 (2.0)	25 (1.3)	25 (2.2)	23 (2.2)
Utah	27 (1.8)	27 (1.0)	27 (1.7)	27 (1.9)
Virginia	24 (2.4)	28 (1.2)	29 (1.9)	31 (2.2)
West Virginia	25 (2.3)	23 (1.2)	24 (2.6)	25 (2.3)
Wisconsin	27 (5.0)	30 (1.1)	30 (1.3)	27 (1.8)
Wyoming	27 (2.9)	26 (1.1)	27 (2.1)	27 (1.6)
TERRITORY				
Guam	12 (1.2)	13 (1.0)	15 (2.0)	10 (1.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.45 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Teachers' Reports on Assessing Progress in Reading with Multiple-Choice Tests, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Multiple-Choice Tests			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	46 (1.7)	51 (1.1)	53 (1.5)	53 (1.8)
Northeast	49 (4.7)	53 (3.2)	55 (3.5)	56 (4.2)
Southeast	44 (2.3)	50 (1.3)	48 (1.8)	52 (8.2)
Central	49 (3.4)	53 (1.7)	53 (1.3)	49 (2.9)
West	39 (2.9)	50 (2.4)	55 (4.0)	52 (3.4)
STATES				
Alabama	45 (1.4)	49 (1.2)	50 (3.6)	43 (4.5)
Arizona	46 (2.4)	49 (0.9)	50 (1.5)	47 (1.7)
Arkansas	49 (1.2)	49 (1.3)	49 (1.9)	47 (2.4)
California	51 (4.6)	46 (2.1)	45 (2.8)	48 (1.8)
Colorado	54 (2.6)	51 (1.4)	52 (1.3)	53 (1.5)
Connecticut	56 (3.8)	55 (1.1)	60 (1.7)	57 (1.6)
Delaware*	50 (1.4)	50 (1.0)	53 (1.6)	50 (1.8)
Dist. Columbia	31 (1.0)	36 (1.0)	46 (1.5)	36 (1.6)
Florida	49 (2.0)	48 (0.9)	46 (1.5)	47 (2.3)
Georgia	47 (2.0)	51 (1.1)	45 (3.0)	54 (2.7)
Hawaii	47 (1.8)	48 (1.3)	46 (1.6)	41 (2.1)
Idaho	53 (1.6)	54 (1.0)	55 (1.5)	53 (1.3)
Indiana	54 (1.9)	55 (0.9)	59 (2.2)	54 (2.5)
Iowa	61 (2.5)	57 (0.8)	59 (1.4)	59 (1.9)
Kentucky	49 (1.5)	48 (1.0)	53 (1.8)	50 (2.1)
Louisiana	45 (1.0)	43 (1.3)	50 (2.9)	52 (3.2)
Maine*	61 (6.3)	59 (1.2)	59 (1.1)	59 (1.4)
Maryland	37 (3.9)	50 (1.5)	50 (1.9)	55 (1.3)
Massachusetts	56 (2.1)	56 (1.4)	60 (1.3)	63 (1.3)
Michigan	47 (3.0)	52 (1.4)	53 (1.8)	54 (1.5)
Minnesota	56 (1.5)	56 (1.0)	53 (2.6)	53 (3.2)
Mississippi	42 (1.3)	44 (1.2)	38 (2.8)	47 (3.8)
Missouri	52 (2.0)	56 (1.1)	55 (1.6)	54 (2.4)
Nebraska*	59 (2.7)	55 (1.2)	54 (1.7)	55 (1.5)
New Hampshire*	65 (2.0)	60 (1.2)	58 (1.2)	60 (1.3)
New Jersey*	52 (1.9)	58 (1.3)	63 (2.2)	61 (3.9)
New Mexico	49 (2.1)	50 (1.9)	50 (2.2)	48 (1.9)
New York*	45 (3.7)	53 (1.3)	56 (2.0)	55 (1.6)
North Carolina	47 (1.8)	51 (1.0)	51 (2.0)	52 (2.4)
North Dakota	58 (2.7)	56 (0.9)	59 (1.2)	58 (2.9)
Ohio	52 (1.8)	51 (1.1)	58 (1.4)	57 (1.9)
Oklahoma	57 (1.6)	54 (1.0)	56 (2.2)	55 (2.3)
Pennsylvania	55 (2.3)	55 (1.1)	55 (2.2)	54 (2.3)
Rhode Island	53 (3.9)	52 (1.3)	57 (1.6)	53 (2.5)
South Carolina	45 (2.0)	50 (1.0)	51 (2.4)	46 (4.1)
Tennessee	47 (1.9)	50 (1.1)	51 (1.5)	53 (4.1)
Texas	50 (2.3)	53 (1.4)	52 (2.6)	52 (3.4)
Utah	55 (1.6)	55 (1.1)	55 (1.7)	51 (2.0)
Virginia	54 (2.1)	55 (1.0)	54 (2.0)	60 (1.8)
West Virginia	53 (1.9)	51 (1.1)	52 (3.5)	52 (1.8)
Wisconsin	55 (6.0)	58 (1.0)	56 (1.3)	54 (1.8)
Wyoming	56 (2.8)	57 (1.0)	56 (1.6)	57 (1.2)
TERRITORY				
Guam	32 (1.2)	33 (0.9)	41 (1.9)	28 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.46 | **Average Percentage Correct for Multiple-Choice Questions by Teachers' Reports on Assessing Progress in Reading with Multiple-Choice Tests, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Multiple-Choice Tests			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	59 (1.6)	62 (0.8)	65 (1.1)	63 (1.6)
Northeast	64 (3.2)	62 (2.1)	67 (2.7)	65 (3.2)
Southeast	57 (2.5)	61 (1.7)	59 (2.0)	63 (9.1)
Central	60 (3.3)	64 (1.2)	67 (1.7)	60 (2.4)
West	55 (2.0)	62 (1.9)	66 (2.3)	62 (3.1)
STATES				
Alabama	56 (1.3)	59 (1.2)	58 (2.8)	51 (2.8)
Arizona	57 (2.2)	61 (0.8)	60 (1.4)	60 (1.4)
Arkansas	59 (1.0)	61 (0.9)	61 (1.8)	58 (2.4)
California	60 (3.8)	57 (1.8)	58 (2.0)	59 (1.4)
Colorado	67 (1.7)	62 (1.2)	63 (0.9)	64 (0.9)
Connecticut	66 (3.0)	67 (1.0)	68 (1.3)	67 (1.3)
Delaware*	62 (1.0)	61 (0.5)	64 (1.1)	62 (1.5)
Dist. Columbia	46 (1.1)	50 (0.8)	58 (1.8)	52 (2.7)
Florida	61 (1.9)	59 (0.8)	60 (1.5)	59 (2.0)
Georgia	57 (2.0)	63 (0.9)	58 (2.8)	62 (1.9)
Hawaii	56 (1.6)	58 (0.8)	56 (1.7)	52 (1.8)
Idaho	62 (1.4)	66 (0.8)	65 (2.2)	64 (0.9)
Indiana	62 (1.4)	64 (0.7)	66 (2.2)	65 (2.0)
Iowa	69 (2.5)	66 (0.8)	67 (1.2)	67 (1.6)
Kentucky	61 (1.7)	60 (0.8)	62 (1.6)	62 (2.1)
Louisiana	56 (0.9)	55 (1.2)	59 (2.4)	65 (2.2)
Maine*	73 (3.9)	67 (0.9)	68 (1.2)	68 (1.2)
Maryland	50 (3.1)	60 (1.4)	59 (1.5)	64 (1.1)
Massachusetts	66 (1.9)	65 (1.1)	70 (1.1)	71 (1.2)
Michigan	59 (2.9)	63 (1.3)	65 (1.2)	64 (1.5)
Minnesota	66 (1.7)	66 (0.8)	62 (2.2)	66 (1.9)
Mississippi	55 (1.1)	56 (1.0)	52 (2.6)	61 (3.9)
Missouri	63 (1.5)	64 (0.9)	66 (1.1)	66 (2.5)
Nebraska*	67 (2.0)	65 (0.9)	65 (1.3)	67 (1.1)
New Hampshire*	72 (1.9)	68 (0.9)	69 (1.2)	69 (1.1)
New Jersey*	62 (1.5)	68 (1.2)	71 (1.8)	73 (3.1)
New Mexico	61 (2.2)	61 (1.3)	62 (2.4)	59 (1.4)
New York*	59 (3.4)	63 (1.1)	65 (1.7)	64 (1.8)
North Carolina	57 (1.5)	60 (0.8)	62 (1.5)	62 (1.6)
North Dakota	68 (2.6)	67 (0.7)	69 (1.2)	69 (1.8)
Ohio	61 (1.6)	62 (1.0)	67 (1.2)	67 (2.2)
Oklahoma	67 (1.2)	64 (0.8)	64 (2.3)	65 (1.8)
Pennsylvania	64 (1.8)	65 (1.1)	66 (1.6)	63 (1.8)
Rhode Island	62 (3.0)	63 (1.1)	66 (1.5)	65 (1.7)
South Carolina	57 (1.5)	61 (0.8)	64 (2.5)	56 (2.8)
Tennessee	59 (1.7)	61 (0.9)	62 (1.5)	62 (3.9)
Texas	60 (2.0)	63 (1.1)	62 (1.8)	61 (2.7)
Utah	65 (1.5)	65 (0.7)	67 (1.2)	63 (1.8)
Virginia	64 (1.5)	65 (0.9)	64 (1.6)	67 (1.8)
West Virginia	63 (1.4)	62 (0.9)	62 (2.7)	61 (1.9)
Wisconsin	62 (4.3)	69 (0.7)	66 (1.0)	63 (1.4)
Wyoming	66 (2.0)	67 (0.9)	67 (1.4)	67 (1.3)
TERRITORY				
Guam	47 (0.9)	49 (0.7)	52 (1.8)	46 (1.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.47 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Teachers' Reports on Assessing Progress in Reading and Writing Paragraphs, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Writing Paragraphs			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	26 (1.2)	24 (1.2)	19 (2.5)	19 (1.8)
Northeast	29 (3.2)	23 (2.7)	33 (4.8)	16 (5.0)
Southeast	23 (2.2)	23 (1.6)	14 (2.8)	21 (4.9)
Central	26 (1.9)	23 (2.4)	19 (4.4)	23 (3.2)
West	21 (2.1)	26 (2.6)	14 (1.9)	16 (3.8)
STATES				
Alabama	22 (1.4)	21 (1.2)	19 (1.7)	20 (3.9)
Arizona	21 (0.9)	24 (1.4)	24 (2.9)	25 (2.8)
Arkansas	22 (1.3)	22 (1.1)	24 (2.0)	21 (1.8)
California	24 (1.1)	22 (1.7)	24 (8.1)	21 (5.0)
Colorado	28 (1.1)	26 (1.3)	23 (3.1)	24 (2.7)
Connecticut	31 (1.4)	30 (1.8)	24 (4.2)	31 (6.0)
Delaware*	29 (1.5)	25 (0.9)	22 (1.7)	19 (2.2)
Dist. Columbia	15 (0.7)	14 (1.2)	20 (2.1)	13 (1.9)
Florida	22 (1.0)	22 (1.1)	24 (4.0)	17 (5.2)
Georgia	24 (1.4)	23 (1.6)	21 (7.8)	24 (3.0)
Hawaii	20 (1.3)	20 (1.3)	19 (3.5)	16 (2.3)
Idaho	27 (1.0)	26 (1.2)	29 (1.9)	24 (2.8)
Indiana	28 (1.7)	28 (1.0)	26 (2.2)	27 (1.9)
Iowa	29 (1.1)	29 (1.1)	28 (2.3)	35 (2.4)
Kentucky	24 (1.5)	24 (1.1)	23 (2.7)	23 (2.3)
Louisiana	20 (1.7)	18 (1.0)	19 (1.7)	25 (1.5)
Maine*	29 (1.4)	32 (1.1)	25 (4.9)	30 (5.8)
Maryland	26 (1.1)	24 (1.6)	20 (4.2)	21 (5.1)
Massachusetts	30 (1.3)	30 (1.3)	36 (3.3)	26 (2.4)
Michigan	26 (1.8)	24 (1.4)	28 (4.4)	28 (3.3)
Minnesota	30 (1.2)	26 (1.6)	27 (2.6)	26 (2.1)
Mississippi	18 (1.2)	18 (0.9)	17 (1.9)	23 (1.8)
Missouri	28 (1.3)	24 (1.4)	27 (2.2)	25 (2.1)
Nebraska*	29 (1.3)	26 (1.5)	36 (3.4)	22 (3.3)
New Hampshire*	33 (1.1)	31 (1.7)	31 (3.6)	27 (3.5)
New Jersey*	30 (1.6)	31 (1.8)	28 (2.9)	24 (4.7)
New Mexico	24 (1.7)	24 (1.7)	19 (3.4)	13 (4.1)
New York*	28 (1.3)	25 (1.4)	14 (3.2)	38 (4.2)
North Carolina	25 (1.2)	24 (1.2)	22 (2.3)	17 (4.2)
North Dakota	28 (1.6)	29 (1.2)	26 (2.0)	29 (1.7)
Ohio	28 (1.4)	25 (1.5)	30 (2.9)	20 (4.4)
Oklahoma	27 (1.5)	25 (1.2)	20 (2.3)	24 (3.0)
Pennsylvania	30 (1.3)	29 (1.6)	27 (3.0)	26 (2.4)
Rhode Island	27 (1.1)	24 (1.4)	19 (3.5)	20 (3.1)
South Carolina	23 (1.1)	23 (1.4)	22 (2.7)	23 (3.6)
Tennessee	24 (1.4)	24 (1.2)	19 (1.9)	17 (2.9)
Texas	24 (1.3)	25 (1.2)	21 (2.5)	24 (2.1)
Utah	29 (1.1)	26 (1.2)	26 (2.1)	25 (2.0)
Virginia	30 (1.0)	25 (1.6)	29 (2.7)	32 (5.3)
West Virginia	26 (1.6)	25 (1.1)	18 (1.9)	22 (3.3)
Wisconsin	29 (1.1)	30 (1.2)	30 (2.3)	30 (2.5)
Wyoming	28 (1.1)	26 (1.3)	26 (3.2)	24 (3.1)
TERRITORY				
Guam	12 (0.9)	13 (1.2)	12 (2.4)	9 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.48 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Teachers' Reports on Assessing Progress in Reading with Writing Paragraphs, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Writing Paragraphs			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	53 (1.4)	51 (0.9)	48 (2.6)	45 (2.5)
Northeast	55 (4.1)	52 (2.5)	55 (8.5)	47 (3.9)
Southeast	50 (2.3)	49 (2.1)	43 (1.2)	48 (7.2)
Central	53 (1.7)	52 (1.0)	51 (4.2)	40 (1.6)
West	52 (1.7)	53 (2.6)	46 (2.7)	41 (4.5)
STATES				
Alabama	49 (1.5)	48 (1.3)	46 (2.5)	45 (3.6)
Arizona	48 (1.0)	49 (1.4)	47 (2.7)	49 (3.0)
Arkansas	48 (1.4)	50 (1.2)	51 (2.2)	45 (2.0)
California	48 (1.8)	46 (1.6)	43(10.1)	36(12.5)
Colorado	53 (1.1)	52 (1.4)	49 (3.0)	60 (3.8)
Connecticut	58 (0.9)	56 (1.4)	52 (3.4)	49 (4.5)
Delaware*	54 (1.0)	50 (0.8)	48 (2.3)	43 (1.7)
Dist. Columbia	36 (0.7)	35 (0.9)	36 (9.7)	38 (2.6)
Florida	47 (1.1)	48 (1.2)	53 (4.0)	41 (6.9)
Georgia	51 (1.3)	49 (1.7)	44 (6.4)	50 (2.7)
Hawaii	47 (1.2)	45 (1.4)	42 (3.6)	40 (3.4)
Idaho	55 (1.0)	53 (0.8)	52 (2.4)	54 (3.0)
Indiana	57 (1.5)	57 (0.9)	52 (2.2)	53 (2.4)
Iowa	59 (1.2)	58 (0.8)	58 (2.8)	60 (1.9)
Kentucky	50 (1.4)	49 (1.1)	49 (2.4)	48 (1.7)
Louisiana	46 (1.7)	44 (1.0)	46 (2.6)	48 (1.8)
Maine*	59 (1.1)	60 (1.0)	58 (3.3)	62 (1.7)
Maryland	51 (0.9)	49 (2.1)	52 (5.2)	42 (5.5)
Massachusetts	60 (1.1)	59 (1.1)	59 (2.9)	53 (3.2)
Michigan	53 (1.3)	52 (1.3)	49 (3.6)	56 (2.4)
Minnesota	55 (1.3)	54 (1.7)	55 (2.6)	55 (2.7)
Mississippi	42 (1.6)	42 (1.2)	41 (2.5)	46 (3.0)
Missouri	54 (1.4)	55 (1.3)	56 (2.2)	54 (1.6)
Nebraska*	55 (1.1)	54 (1.3)	62 (3.3)	55 (2.5)
New Hampshire*	59 (1.0)	61 (1.2)	59 (3.1)	56 (2.6)
New Jersey*	57 (1.7)	59 (1.4)	52 (3.2)	52 (3.1)
New Mexico	50 (1.5)	49 (1.8)	46 (2.5)	45 (5.9)
New York*	53 (1.4)	52 (1.6)	47 (3.9)	59 (2.7)
North Carolina	50 (1.2)	52 (1.4)	46 (2.3)	44 (4.7)
North Dakota	56 (1.4)	57 (1.1)	58 (1.9)	60 (1.7)
Ohio	55 (1.5)	52 (1.1)	55 (2.4)	48 (4.1)
Oklahoma	56 (1.2)	55 (1.1)	54 (2.3)	51 (2.0)
Pennsylvania	56 (1.2)	54 (1.3)	55 (3.2)	51 (3.4)
Rhode Island	56 (1.3)	52 (1.8)	47 (4.6)	47 (4.1)
South Carolina	50 (1.2)	47 (1.3)	48 (3.2)	46 (3.2)
Tennessee	50 (1.4)	50 (1.0)	45 (2.3)	46 (3.3)
Texas	52 (1.6)	52 (1.2)	48 (3.8)	51 (3.7)
Utah	56 (1.2)	55 (1.2)	52 (2.6)	52 (1.7)
Virginia	57 (1.2)	53 (1.2)	57 (4.5)	61 (1.8)
West Virginia	53 (1.5)	52 (1.1)	48 (1.9)	46 (3.7)
Wisconsin	55 (1.1)	58 (0.9)	55 (2.7)	58 (2.2)
Wyoming	58 (1.1)	56 (1.0)	52 (2.4)	54 (2.9)
TERRITORY				
Guam	33 (0.9)	34 (1.1)	39 (2.0)	35 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.49 | **Average Percentage Correct for Multiple-Choice Questions by Teachers' Reports on Assessing Progress in Reading with Writing Paragraphs, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Writing Paragraphs			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	64 (1.1)	62 (0.8)	59 (1.7)	56 (2.3)
Northeast	65 (2.9)	63 (2.1)	61 (4.1)	48 (3.7)
Southeast	62 (1.8)	60 (2.0)	57 (2.7)	59 (6.6)
Central	64 (1.6)	64 (1.5)	59 (2.4)	54 (2.7)
West	63 (2.0)	62 (1.7)	62 (4.4)	58 (2.9)
STATES				
Alabama	58 (1.1)	57 (1.2)	57 (2.7)	56 (4.3)
Arizona	59 (1.1)	61 (1.2)	58 (2.2)	59 (2.2)
Arkansas	61 (1.0)	60 (0.9)	60 (2.0)	58 (1.8)
California	59 (1.3)	58 (1.3)	52 (8.5)	55 (7.9)
Colorado	64 (0.8)	63 (0.9)	60 (2.4)	67 (2.6)
Connecticut	68 (0.8)	66 (1.2)	65 (4.1)	63 (4.3)
Delaware*	64 (0.9)	61 (0.6)	62 (1.8)	57 (1.1)
Dist. Columbia	50 (0.8)	49 (1.1)	54 (8.0)	52 (2.5)
Florida	60 (1.0)	60 (1.0)	59 (3.6)	56 (4.4)
Georgia	62 (1.0)	59 (1.6)	59 (4.5)	63 (2.6)
Hawaii	56 (0.8)	57 (1.1)	58 (2.6)	50 (3.3)
Idaho	66 (0.8)	64 (0.8)	64 (2.2)	61 (2.4)
Indiana	65 (1.4)	65 (0.7)	63 (1.8)	63 (2.5)
Iowa	66 (1.0)	67 (0.8)	67 (1.8)	68 (1.7)
Kentucky	61 (1.3)	61 (0.9)	60 (1.9)	59 (2.2)
Louisiana	58 (1.5)	56 (0.9)	57 (2.5)	60 (2.0)
Maine*	68 (0.9)	68 (0.9)	66 (2.7)	67 (2.8)
Maryland	61 (0.8)	59 (2.0)	60 (3.1)	54 (2.8)
Massachusetts	68 (1.1)	68 (1.0)	68 (1.9)	63 (2.0)
Michigan	64 (1.2)	63 (1.1)	64 (3.2)	66 (3.0)
Minnesota	67 (0.8)	64 (1.3)	67 (1.8)	67 (2.0)
Mississippi	55 (1.4)	55 (0.9)	54 (2.1)	58 (2.3)
Missouri	65 (1.1)	64 (1.1)	65 (1.9)	65 (1.5)
Nebraska*	65 (0.8)	64 (1.1)	71 (2.4)	66 (1.9)
New Hampshire*	68 (0.8)	70 (0.9)	67 (2.7)	67 (3.7)
New Jersey*	67 (1.6)	68 (1.2)	67 (2.1)	63 (2.5)
New Mexico	61 (1.2)	61 (1.5)	57 (3.5)	54 (4.3)
New York*	64 (1.1)	63 (1.3)	59 (4.1)	68 (2.5)
North Carolina	60 (1.0)	61 (0.9)	58 (1.6)	55 (2.5)
North Dakota	66 (1.1)	68 (0.9)	69 (1.8)	69 (1.1)
Ohio	64 (1.2)	62 (1.0)	65 (1.7)	59 (4.0)
Oklahoma	66 (0.9)	64 (0.9)	65 (2.2)	65 (2.4)
Pennsylvania	66 (1.1)	65 (1.0)	63 (2.1)	62 (2.5)
Rhode Island	67 (1.0)	62 (1.5)	60 (4.0)	58 (4.2)
South Carolina	61 (0.9)	58 (1.0)	60 (2.3)	61 (2.5)
Tennessee	62 (1.2)	61 (0.9)	58 (1.8)	56 (2.9)
Texas	63 (1.4)	62 (1.0)	60 (2.3)	59 (3.2)
Utah	66 (1.0)	65 (0.8)	62 (2.0)	64 (1.1)
Virginia	66 (0.9)	63 (1.3)	66 (1.9)	68 (3.3)
West Virginia	64 (1.2)	62 (1.0)	59 (1.2)	58 (2.7)
Wisconsin	66 (0.9)	68 (0.5)	63 (2.6)	66 (1.9)
Wyoming	67 (0.9)	67 (0.9)	66 (2.3)	65 (2.2)
TERRITORY				
Guam	49 (0.8)	48 (0.9)	51 (1.8)	51 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.50 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Teachers' Reports on Assessing Progress in Reading with Portfolios, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Reading Portfolios			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	25 (2.2)	25 (1.7)	27 (2.1)	23 (0.9)
Northeast	27 (7.0)	30 (6.9)	29 (2.9)	26 (2.6)
Southeast	28 (3.9)	24 (3.1)	22 (3.9)	20 (1.2)
Central	24 (2.9)	23 (2.6)	31 (4.3)	24 (1.8)
West	20 (2.5)	24 (3.0)	27(10.1)	21 (2.2)
STATES				
Alabama	25 (3.0)	22 (2.0)	20 (2.2)	21 (1.1)
Arizona	20 (2.1)	22 (1.5)	21 (1.9)	23 (0.9)
Arkansas	19 (2.9)	22 (2.0)	22 (1.5)	22 (0.9)
California	22 (1.9)	22 (1.5)	26 (1.9)	23 (1.7)
Colorado	30 (2.1)	27 (1.8)	25 (1.7)	26 (1.0)
Connecticut	31 (2.2)	30 (2.1)	29 (2.0)	31 (1.8)
Delaware*	24 (3.1)	29 (2.0)	33 (2.7)	24 (1.0)
Dist. Columbia	15 (1.0)	14 (1.0)	13 (2.1)	16 (1.8)
Florida	25 (1.9)	20 (1.5)	23 (2.1)	22 (1.2)
Georgia	22 (2.1)	26 (1.8)	23 (1.5)	23 (1.5)
Hawaii	22 (1.9)	18 (1.6)	23 (2.4)	20 (1.3)
Idaho	28 (3.7)	24 (1.5)	27 (2.0)	27 (0.8)
Indiana	21 (4.3)	26 (3.1)	25 (2.2)	28 (0.9)
Iowa	26 (1.9)	29 (1.9)	29 (2.0)	31 (0.8)
Kentucky	23 (1.6)	24 (2.3)	23 (2.1)	24 (1.1)
Louisiana	24 (5.4)	17 (2.1)	20 (1.8)	19 (0.9)
Maine*	29 (2.8)	30 (1.9)	26 (2.4)	31 (1.3)
Maryland	24 (1.9)	26 (1.9)	27 (2.7)	24 (1.4)
Massachusetts	26 (2.3)	30 (1.9)	31 (2.4)	32 (1.1)
Michigan	29 (4.1)	26 (1.8)	26 (2.6)	25 (1.6)
Minnesota	28 (2.4)	30 (2.1)	29 (1.2)	26 (1.4)
Mississippi	15 (2.5)	18 (2.0)	15 (2.1)	19 (0.7)
Missouri	28 (3.3)	30 (2.1)	24 (2.2)	25 (1.1)
Nebraska*	29 (1.8)	28 (2.2)	27 (1.8)	28 (1.5)
New Hampshire*	31 (2.6)	32 (2.0)	34 (1.5)	31 (1.4)
New Jersey*	28 (3.3)	29 (2.1)	29 (2.4)	30 (1.7)
New Mexico	24 (1.8)	19 (2.1)	28 (4.5)	23 (1.3)
New York*	26 (2.3)	24 (2.3)	28 (1.9)	27 (1.2)
North Carolina	23 (2.3)	23 (1.3)	23 (1.8)	25 (1.3)
North Dakota	32 (4.1)	28 (2.1)	29 (2.3)	28 (0.9)
Ohio	33 (3.4)	26 (1.8)	25 (1.7)	27 (1.2)
Oklahoma	27 (2.7)	25 (1.9)	26 (1.6)	25 (1.0)
Pennsylvania	28 (3.1)	28 (1.7)	31 (2.6)	29 (1.0)
Rhode Island	23 (2.0)	26 (1.7)	25 (2.4)	25 (1.1)
South Carolina	21 (2.8)	19 (1.5)	22 (2.2)	25 (1.2)
Tennessee	22 (2.6)	21 (2.4)	25 (1.7)	23 (1.0)
Texas	23 (2.6)	22 (2.3)	23 (2.5)	26 (1.0)
Utah	31 (2.2)	27 (1.8)	27 (1.9)	26 (0.9)
Virginia	29 (2.4)	29 (1.6)	27 (1.9)	29 (1.4)
West Virginia	26 (5.2)	20 (2.2)	25 (2.1)	25 (1.2)
Wisconsin	31 (2.6)	29 (1.4)	28 (1.8)	30 (1.1)
Wyoming	26 (2.2)	25 (1.9)	26 (1.8)	27 (1.1)
TERRITORY				
Guam	13 (1.5)	14 (1.2)	10 (1.0)	13 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.51 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Teachers' Reports on Assessing Progress in Reading with Portfolios, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading with Reading Portfolios			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	50 (2.6)	54 (1.4)	50 (2.2)	50 (0.8)
Northeast	56 (8.3)	55 (6.6)	52 (3.8)	54 (2.1)
Southeast	51 (7.2)	54 (2.9)	47 (3.6)	46 (0.9)
Central	48 (2.2)	53 (2.4)	55 (3.7)	52 (1.2)
West	48 (2.9)	57 (2.2)	45 (9.5)	48 (2.3)
STATES				
Alabama	49 (4.3)	49 (2.1)	47 (2.6)	47 (1.3)
Arizona	47 (2.5)	47 (1.8)	48 (1.6)	49 (1.2)
Arkansas	44 (3.4)	50 (1.9)	50 (1.5)	49 (1.1)
California	47 (3.3)	46 (1.7)	47 (1.8)	47 (2.0)
Colorado	53 (2.4)	53 (1.5)	50 (1.6)	52 (1.3)
Connecticut	56 (2.1)	57 (1.7)	58 (1.8)	57 (1.3)
Delaware*	49 (2.8)	53 (1.0)	55 (1.3)	49 (0.7)
Dist. Columbia	38 (1.2)	35 (0.8)	33 (1.8)	35 (1.9)
Florida	50 (1.9)	44 (1.5)	48 (1.5)	49 (1.0)
Georgia	48 (2.6)	51 (1.3)	50 (1.9)	50 (1.6)
Hawaii	49 (1.9)	45 (2.0)	48 (2.3)	45 (1.1)
Idaho	54 (2.0)	54 (1.4)	56 (1.5)	54 (0.8)
Indiana	50 (3.7)	55 (2.6)	53 (1.8)	57 (1.0)
Iowa	59 (1.9)	58 (1.5)	60 (1.6)	57 (0.9)
Kentucky	49 (1.5)	50 (2.1)	48 (2.6)	49 (1.0)
Louisiana	48 (3.1)	43 (2.4)	44 (1.7)	46 (1.0)
Maine*	60 (3.0)	60 (1.9)	56 (1.8)	60 (0.9)
Maryland	52 (1.8)	51 (1.7)	53 (2.1)	49 (1.6)
Massachusetts	58 (2.5)	60 (1.6)	60 (2.4)	59 (0.8)
Michigan	54 (4.9)	52 (1.8)	52 (1.9)	52 (1.1)
Minnesota	54 (3.6)	58 (2.0)	56 (1.6)	53 (1.5)
Mississippi	44 (2.8)	41 (2.1)	38 (2.3)	44 (0.9)
Missouri	56 (2.1)	55 (2.1)	50 (2.3)	55 (0.9)
Nebraska*	54 (1.8)	54 (1.4)	56 (1.5)	55 (1.4)
New Hampshire*	60 (2.4)	58 (1.6)	62 (1.4)	59 (1.1)
New Jersey*	55 (3.0)	56 (1.9)	57 (2.0)	58 (1.4)
New Mexico	50 (3.0)	47 (1.5)	54 (4.9)	48 (1.5)
New York*	50 (2.2)	50 (2.4)	54 (2.3)	54 (1.3)
North Carolina	50 (2.8)	50 (1.6)	49 (1.9)	51 (1.1)
North Dakota	59 (4.5)	54 (2.0)	55 (1.8)	58 (0.8)
Ohio	53 (3.0)	52 (1.9)	51 (1.1)	54 (1.1)
Oklahoma	55 (2.3)	55 (1.9)	55 (1.7)	55 (1.0)
Pennsylvania	53 (2.2)	52 (2.0)	58 (2.3)	55 (1.1)
Rhode Island	54 (3.8)	52 (1.6)	52 (2.6)	54 (1.4)
South Carolina	45 (3.2)	47 (1.6)	47 (2.5)	49 (1.2)
Tennessee	48 (2.8)	45 (2.2)	51 (1.6)	50 (1.0)
Texas	50 (3.0)	51 (2.5)	49 (2.2)	53 (1.2)
Utah	58 (3.0)	56 (1.3)	54 (1.6)	54 (1.0)
Virginia	55 (2.1)	57 (1.6)	56 (1.4)	55 (1.2)
West Virginia	53 (3.9)	50 (2.7)	50 (1.6)	52 (1.1)
Wisconsin	58 (1.8)	57 (1.6)	54 (1.6)	57 (1.1)
Wyoming	56 (2.1)	56 (1.7)	56 (2.0)	57 (0.9)
TERRITORY				
Guam	31 (1.7)	35 (1.0)	31 (1.1)	35 (1.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.52 | **Average Percentage Correct for Multiple-Choice Questions by Teachers' Reports on Assessing Progress in Reading with Portfolios, Grade 4**

PUBLIC SCHOOLS	Assess Students' Progress in Reading With Reading Portfolios			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	62 (2.0)	65 (1.2)	62 (1.9)	61 (0.6)
Northeast	67 (5.2)	65 (5.4)	64 (3.0)	63 (1.6)
Southeast	63 (6.2)	62 (2.8)	61 (3.7)	59 (0.7)
Central	62 (2.5)	65 (2.0)	64 (5.7)	63 (1.3)
West	59 (2.3)	67 (2.1)	59 (6.6)	61 (1.7)
STATES				
Alabama	57 (2.1)	59 (1.8)	56 (2.2)	58 (1.2)
Arizona	59 (2.0)	59 (1.6)	60 (1.3)	60 (1.0)
Arkansas	56 (2.4)	58 (1.6)	62 (1.2)	60 (0.8)
California	57 (2.2)	58 (1.5)	59 (1.6)	58 (1.6)
Colorado	64 (1.6)	64 (1.1)	63 (1.1)	63 (1.0)
Connecticut	65 (1.4)	68 (1.5)	67 (1.4)	67 (1.2)
Delaware*	59 (1.5)	65 (1.8)	64 (1.4)	61 (0.6)
Dist. Columbia	52 (1.2)	49 (1.1)	48 (1.3)	48 (1.6)
Florida	61 (1.8)	58 (1.4)	60 (1.1)	60 (0.9)
Georgia	60 (1.9)	61 (1.5)	61 (1.8)	61 (1.4)
Hawaii	57 (1.5)	55 (1.4)	57 (1.5)	56 (1.1)
Idaho	67 (1.6)	63 (1.2)	65 (1.2)	65 (0.7)
Indiana	61 (2.4)	64 (2.5)	63 (1.4)	65 (0.8)
Iowa	66 (1.4)	68 (1.4)	69 (1.5)	66 (0.8)
Kentucky	60 (1.1)	62 (1.7)	61 (2.7)	60 (0.9)
Louisiana	57 (3.1)	55 (2.1)	56 (1.5)	57 (0.9)
Maine*	70 (1.9)	69 (1.5)	66 (1.6)	68 (0.9)
Maryland	60 (1.7)	61 (1.5)	62 (2.0)	59 (1.5)
Massachusetts	66 (2.3)	68 (1.5)	69 (2.0)	68 (0.7)
Michigan	65 (4.0)	64 (1.1)	63 (2.0)	63 (1.1)
Minnesota	67 (1.7)	68 (1.5)	66 (1.3)	64 (1.1)
Mississippi	55 (2.3)	54 (1.8)	52 (2.3)	57 (0.8)
Missouri	64 (2.1)	67 (1.9)	62 (1.6)	64 (0.8)
Nebraska*	64 (1.6)	65 (1.1)	67 (1.1)	64 (1.1)
New Hampshire*	68 (2.2)	69 (1.1)	68 (1.5)	69 (0.9)
New Jersey*	66 (2.8)	67 (1.6)	67 (1.7)	67 (1.2)
New Mexico	61 (1.9)	60 (1.4)	65 (3.5)	59 (1.2)
New York*	62 (1.7)	60 (2.1)	65 (1.7)	65 (1.1)
North Carolina	60 (1.9)	60 (1.3)	60 (1.5)	60 (0.9)
North Dakota	66 (3.6)	67 (1.5)	66 (1.5)	68 (0.7)
Ohio	64 (2.5)	61 (1.7)	63 (1.5)	64 (0.9)
Oklahoma	64 (2.8)	66 (1.4)	65 (1.1)	64 (0.9)
Pennsylvania	62 (1.6)	63 (1.6)	68 (2.2)	65 (0.8)
Rhode Island	65 (2.4)	63 (1.4)	63 (2.1)	64 (1.3)
South Carolina	56 (2.5)	60 (1.4)	59 (1.7)	60 (1.0)
Tennessee	61 (3.1)	58 (1.9)	62 (1.4)	61 (0.8)
Texas	60 (2.9)	62 (1.9)	61 (2.2)	63 (0.9)
Utah	68 (2.3)	67 (1.3)	63 (1.2)	65 (0.8)
Virginia	64 (1.8)	67 (1.4)	64 (1.4)	65 (1.1)
West Virginia	63 (4.0)	60 (1.6)	63 (1.3)	62 (0.8)
Wisconsin	67 (1.5)	66 (1.2)	64 (1.3)	68 (0.6)
Wyoming	67 (1.5)	67 (1.6)	66 (1.4)	67 (0.9)
TERRITORY				
Guam	49 (1.1)	49 (0.9)	47 (0.9)	50 (1.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.53 National Average Percentages by Students' Reports on Instructional Activities -- Writing Long Answers to Questions, Writing in Response to Reading, Group Projects, 1992 Reading Assessment

Grade 4

	Write Long Answers to Questions on Tests that Involved Reading			
	At Least Once a Week	Once or Twice a Month	Once or Twice a Year	Never
Essential or Better on Extended-Response	26(0.8)	27(1.1)	22(1.8)	17(1.4)
Acceptable on Regular Constructed Response	54(0.8)	54(0.9)	46(1.3)	41(1.3)
Correct on Multiple-Choice	64(0.6)	64(0.7)	60(1.3)	56(1.2)
	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	22(1.1)	26(1.0)	29(0.9)	22(1.1)
Acceptable on Regular Constructed Response	49(1.1)	53(0.8)	55(0.9)	50(0.8)
Correct on Multiple-Choice	60(0.8)	64(0.6)	66(0.8)	62(0.8)
	Student Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	18(1.6)	24(1.2)	28(1.1)	26(0.8)
Acceptable on Regular Constructed Response	40(1.4)	50(1.1)	56(0.8)	53(0.7)
Correct on Multiple-Choice	52(1.0)	61(0.8)	66(0.6)	65(0.7)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.53 National Average Percentages by Students' Reports on Instructional Activities -- Writing Long Answers to Questions, Writing in Response to Reading, Group Projects, 1992 Reading Assessment (continued)

Grade 8

	Write Long Answers to Questions on Tests that Involved Reading			
	At Least Once a Week	Once or Twice a Month	Once or Twice a Year	Never
Essential or Better on Extended-Response	26(0.5)	27(0.8)	23(1.0)	15(1.2)
Acceptable on Regular Constructed Response	52(0.6)	52(0.7)	50(1.2)	39(1.2)
Correct on Multiple-Choice	68(0.5)	68(0.5)	67(0.8)	57(1.3)
	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	25(0.8)	27(0.6)	27(0.7)	18(1.1)
Acceptable on Regular Constructed Response	50(0.8)	52(0.6)	52(0.7)	45(0.9)
Correct on Multiple-Choice	66(0.7)	68(0.5)	69(0.5)	63(1.0)
	Student Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	16(1.2)	24(0.8)	26(0.6)	27(0.7)
Acceptable on Regular Constructed Response	43(1.2)	49(0.9)	52(0.6)	51(0.6)
Correct on Multiple-Choice	61(1.6)	66(0.7)	69(0.5)	68(0.5)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.53 National Average Percentages by Students' Reports on Instructional Activities -- Writing Long Answers to Questions, Writing in Response to Reading, Group Projects, 1992 Reading Assessment (continued)

Grade 12

	Write Long Answers to Questions on Tests that Involved Reading			
	At Least Once a Week	Once or Twice a Month	Once or Twice a Year	Never
Essential or Better on Extended-Response	42(0.7)	38(0.6)	32(1.2)	25(1.5)
Acceptable on Regular Constructed Response	65(0.4)	62(0.5)	55(0.9)	46(1.6)
Correct on Multiple-Choice	71(0.4)	68(0.4)	62(0.8)	58(1.2)
	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	39(0.9)	40(0.6)	37(0.8)	30(1.6)
Acceptable on Regular Constructed Response	63(0.5)	63(0.5)	61(0.6)	52(1.0)
Correct on Multiple-Choice	69(0.7)	69(0.4)	68(0.5)	61(0.9)
	Student Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
Essential or Better on Extended-Response	35(1.5)	38(0.9)	40(0.7)	38(0.9)
Acceptable on Regular Constructed Response	58(1.2)	60(0.7)	63(0.5)	61(0.6)
Correct on Multiple-Choice	64(1.2)	66(0.6)	69(0.4)	69(0.4)

The standard error of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.54 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Students' Reports on Writing Long Answers to Questions, Grade 4**

PUBLIC SCHOOLS	Write Long Answers to Questions on Tests that Involved Reading			
	Almost Every Week	Once or Twice a Month	Once or Twice a Year	Never
NATION	25 (0.9)	26 (1.2)	22 (2.0)	16 (1.5)
Northeast	31 (2.7)	27 (3.8)	22 (4.4)	21 (3.8)
Southeast	22 (1.6)	24 (2.2)	23 (5.5)	15 (2.6)
Central	24 (1.8)	28 (1.6)	19 (2.7)	18 (3.5)
West	25 (1.4)	25 (2.5)	22 (3.3)	12 (2.4)
STATES				
Alabama	21 (0.9)	25 (1.5)	20 (1.4)	16 (1.7)
Arizona	22 (0.8)	25 (1.1)	18 (1.7)	21 (1.6)
Arkansas	22 (0.9)	24 (1.2)	23 (1.7)	20 (1.5)
California	25 (1.0)	24 (1.5)	13 (1.9)	19 (2.9)
Colorado	26 (1.0)	29 (1.4)	26 (1.8)	19 (1.9)
Connecticut	30 (1.2)	31 (1.3)	28 (2.2)	24 (2.6)
Delaware*	26 (1.3)	27 (1.4)	23 (1.8)	21 (1.5)
Dist. Columbia	16 (0.7)	16 (1.3)	10 (1.4)	12 (1.6)
Florida	23 (1.0)	25 (1.2)	21 (2.1)	18 (1.7)
Georgia	25 (1.2)	25 (1.3)	23 (1.8)	19 (1.5)
Hawaii	21 (1.2)	22 (1.2)	19 (1.8)	16 (2.4)
Idaho	27 (0.9)	29 (1.2)	25 (2.1)	18 (1.8)
Indiana	28 (0.9)	29 (1.1)	28 (2.2)	22 (2.5)
Iowa	29 (1.0)	32 (1.2)	30 (1.8)	20 (1.9)
Kentucky	25 (1.0)	25 (1.2)	21 (2.0)	22 (2.1)
Louisiana	19 (0.9)	21 (1.1)	20 (1.8)	19 (1.9)
Maine*	29 (1.3)	32 (1.4)	31 (2.3)	24 (2.9)
Maryland	26 (1.0)	25 (1.5)	25 (1.9)	16 (2.4)
Massachusetts	31 (0.9)	31 (1.4)	31 (2.0)	24 (2.2)
Michigan	25 (1.5)	29 (1.5)	27 (2.3)	19 (1.9)
Minnesota	26 (1.0)	29 (1.5)	31 (2.0)	23 (2.0)
Mississippi	19 (0.8)	19 (1.2)	15 (1.4)	15 (1.4)
Missouri	26 (1.2)	30 (1.4)	22 (1.5)	21 (2.0)
Nebraska*	27 (1.1)	32 (1.2)	27 (1.7)	22 (2.7)
New Hampshire*	33 (1.2)	31 (1.3)	31 (2.4)	26 (2.3)
New Jersey*	31 (1.2)	32 (1.7)	23 (2.6)	24 (2.1)
New Mexico	25 (1.0)	25 (1.4)	24 (2.6)	19 (1.9)
New York*	28 (0.9)	28 (1.2)	24 (2.3)	20 (2.6)
North Carolina	25 (0.8)	26 (1.6)	18 (1.8)	20 (2.2)
North Dakota	28 (1.1)	30 (1.2)	28 (2.0)	21 (2.5)
Ohio	27 (1.0)	29 (1.2)	23 (1.8)	24 (2.4)
Oklahoma	25 (1.1)	28 (1.2)	25 (2.1)	21 (2.0)
Pennsylvania	28 (1.2)	33 (1.4)	28 (1.7)	22 (2.1)
Rhode Island	26 (1.1)	25 (1.4)	30 (2.4)	20 (1.5)
South Carolina	23 (1.1)	26 (1.5)	20 (1.6)	22 (2.2)
Tennessee	24 (1.0)	24 (1.3)	22 (2.1)	21 (2.1)
Texas	23 (1.0)	28 (1.8)	20 (2.1)	20 (2.0)
Utah	27 (1.1)	27 (1.2)	27 (1.9)	26 (2.3)
Virginia	28 (1.2)	31 (1.4)	28 (2.1)	21 (2.0)
West Virginia	26 (1.0)	26 (1.5)	20 (2.2)	19 (1.6)
Wisconsin	29 (1.1)	31 (1.0)	30 (1.9)	22 (2.1)
Wyoming	28 (1.1)	29 (1.2)	24 (1.6)	21 (1.7)
TERRITORY				
Guam	13 (1.0)	14 (1.1)	12 (1.5)	10 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.55 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Students' Reports on Writing Long Answers to Questions, Grade 4**

PUBLIC SCHOOLS	Write Long Answers to Questions on Tests that Involved Reading			
	Almost Every Week	Once or Twice a Month	Once or Twice a Year	Never
NATION	52 (0.8)	53 (0.9)	45 (1.5)	40 (1.4)
Northeast	56 (3.2)	56 (2.8)	48 (3.3)	45 (3.3)
Southeast	50 (1.7)	50 (2.0)	43 (3.5)	41 (2.4)
Central	52 (1.0)	54 (1.2)	45 (2.2)	42 (3.8)
West	52 (0.8)	53 (1.4)	44 (3.2)	32 (2.2)
STATES				
Alabama	49 (1.1)	49 (1.6)	46 (1.5)	44 (1.6)
Arizona	50 (0.9)	49 (1.1)	48 (1.7)	41 (1.5)
Arkansas	50 (1.1)	50 (1.3)	49 (1.6)	44 (1.3)
California	49 (1.3)	47 (1.5)	34 (1.7)	39 (2.2)
Colorado	52 (0.8)	55 (1.0)	53 (1.2)	42 (1.7)
Connecticut	56 (1.0)	57 (1.1)	57 (1.6)	46 (2.3)
Delaware*	51 (0.9)	53 (1.0)	47 (1.7)	43 (1.3)
Dist. Columbia	40 (0.8)	37 (1.3)	31 (1.7)	32 (1.8)
Florida	48 (0.8)	50 (1.0)	43 (1.6)	44 (2.1)
Georgia	52 (1.1)	51 (1.4)	51 (2.3)	42 (2.1)
Hawaii	47 (1.1)	48 (1.5)	41 (1.6)	42 (2.0)
Idaho	55 (0.7)	56 (1.0)	52 (1.3)	47 (1.8)
Indiana	55 (1.0)	58 (1.0)	56 (1.4)	48 (1.9)
Iowa	58 (0.7)	60 (0.8)	58 (1.5)	50 (1.6)
Kentucky	50 (1.0)	51 (1.1)	47 (1.3)	45 (2.0)
Louisiana	46 (0.7)	46 (1.2)	45 (2.0)	41 (1.5)
Maine*	59 (0.8)	61 (0.9)	59 (1.2)	53 (2.6)
Maryland	52 (0.9)	53 (1.4)	48 (1.9)	42 (2.2)
Massachusetts	60 (0.7)	60 (1.0)	58 (1.8)	49 (2.1)
Michigan	52 (1.0)	56 (1.2)	51 (1.6)	47 (2.0)
Minnesota	54 (0.8)	57 (1.1)	58 (1.5)	50 (1.7)
Mississippi	44 (0.9)	44 (1.3)	39 (1.9)	38 (1.5)
Missouri	55 (0.9)	57 (1.0)	53 (1.4)	48 (2.1)
Nebraska*	55 (0.7)	59 (1.1)	51 (1.7)	49 (2.1)
New Hampshire*	60 (0.9)	60 (1.3)	60 (1.7)	51 (2.2)
New Jersey*	58 (0.9)	59 (1.2)	54 (1.7)	48 (2.7)
New Mexico	50 (1.2)	49 (1.7)	48 (2.4)	42 (2.2)
New York*	54 (0.8)	54 (1.2)	51 (2.3)	46 (1.9)
North Carolina	52 (0.8)	52 (1.3)	45 (1.7)	43 (2.3)
North Dakota	57 (0.9)	59 (1.2)	59 (1.5)	51 (2.5)
Ohio	54 (0.8)	54 (1.1)	51 (1.6)	49 (1.5)
Oklahoma	55 (0.9)	56 (1.0)	55 (1.5)	48 (1.6)
Pennsylvania	55 (1.1)	58 (1.0)	55 (1.6)	49 (1.6)
Rhode Island	54 (1.0)	53 (1.2)	54 (1.9)	46 (2.7)
South Carolina	48 (1.0)	51 (1.1)	46 (1.6)	45 (1.7)
Tennessee	50 (1.0)	51 (1.2)	49 (1.6)	45 (1.4)
Texas	52 (1.0)	55 (1.4)	46 (1.9)	42 (2.1)
Utah	55 (0.8)	56 (1.0)	54 (1.7)	52 (1.5)
Virginia	55 (1.0)	59 (1.5)	55 (1.5)	44 (1.7)
West Virginia	53 (0.9)	54 (1.3)	47 (1.6)	46 (1.5)
Wisconsin	56 (0.9)	59 (1.1)	57 (1.4)	48 (1.8)
Wyoming	57 (0.7)	57 (0.9)	54 (1.6)	50 (1.7)
TERRITORY				
Guam	37 (0.9)	32 (1.1)	31 (1.4)	31 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.56 | **Average Percentage Correct for Multiple-Choice Questions by Students' Reports on Writing Long Answers to Questions, Grade 4**

PUBLIC SCHOOLS	Write Long Answers to Questions on Tests that Involved Reading			
	Almost Every Week	Once or Twice a Month	Once or Twice a Year	Never
NATION	63 (0.6)	63 (0.8)	59 (1.5)	55 (1.2)
Northeast	66 (2.3)	65 (2.5)	60 (2.0)	59 (2.5)
Southeast	60 (1.1)	60 (1.6)	60 (3.5)	56 (2.7)
Central	64 (0.7)	65 (1.2)	59 (2.9)	57 (2.2)
West	64 (0.7)	63 (1.4)	58 (2.9)	50 (1.9)
STATES				
Alabama	58 (0.9)	60 (1.3)	56 (1.5)	52 (1.6)
Arizona	61 (0.7)	61 (1.1)	59 (1.4)	55 (1.6)
Arkansas	60 (0.7)	62 (1.2)	61 (1.5)	54 (1.1)
California	61 (1.0)	59 (1.3)	50 (1.6)	49 (2.4)
Colorado	64 (0.6)	65 (0.8)	63 (1.0)	54 (1.7)
Connecticut	67 (0.8)	68 (0.9)	66 (1.5)	59 (1.6)
Delaware*	62 (0.8)	64 (1.1)	60 (1.4)	57 (1.1)
Dist. Columbia	53 (0.7)	51 (1.2)	47 (1.5)	46 (1.3)
Florida	59 (0.7)	62 (1.0)	57 (1.5)	57 (1.8)
Georgia	62 (0.9)	62 (1.3)	61 (1.6)	54 (1.5)
Hawaii	58 (0.8)	58 (1.0)	53 (1.5)	50 (1.5)
Idaho	65 (0.6)	67 (1.0)	63 (1.4)	57 (1.5)
Indiana	64 (0.8)	67 (0.9)	65 (1.4)	57 (1.8)
Iowa	67 (0.6)	68 (0.7)	67 (1.3)	59 (1.9)
Kentucky	61 (0.8)	62 (1.1)	57 (1.3)	59 (1.6)
Louisiana	57 (0.8)	57 (1.0)	55 (1.8)	53 (1.2)
Maine*	67 (0.8)	69 (0.7)	69 (1.0)	62 (1.9)
Maryland	62 (0.8)	61 (1.1)	60 (1.5)	50 (1.9)
Massachusetts	69 (0.6)	69 (0.9)	68 (1.4)	59 (1.8)
Michigan	63 (1.0)	67 (1.1)	61 (1.6)	59 (1.8)
Minnesota	65 (0.7)	67 (0.8)	67 (1.4)	63 (1.6)
Mississippi	55 (0.7)	57 (1.1)	54 (1.5)	51 (1.4)
Missouri	64 (0.8)	68 (1.0)	62 (1.1)	58 (1.6)
Nebraska*	65 (0.6)	68 (0.8)	63 (1.5)	63 (1.8)
New Hampshire*	69 (0.8)	69 (0.8)	69 (1.3)	63 (1.8)
New Jersey*	67 (1.0)	69 (1.1)	66 (1.7)	60 (2.0)
New Mexico	61 (0.8)	63 (1.1)	61 (2.1)	54 (1.6)
New York*	64 (0.6)	65 (1.0)	61 (1.6)	55 (2.0)
North Carolina	61 (0.6)	62 (1.1)	57 (1.5)	56 (1.8)
North Dakota	68 (0.7)	68 (0.8)	66 (1.3)	63 (1.7)
Ohio	64 (0.8)	63 (1.0)	62 (1.5)	60 (1.4)
Oklahoma	64 (0.7)	66 (1.0)	65 (1.4)	61 (1.1)
Pennsylvania	65 (0.7)	68 (1.2)	64 (1.2)	61 (1.4)
Rhode Island	65 (0.9)	64 (1.1)	64 (1.7)	58 (2.0)
South Carolina	60 (0.8)	63 (1.0)	57 (1.5)	59 (1.6)
Tennessee	61 (0.9)	62 (1.1)	61 (1.5)	57 (1.5)
Texas	63 (0.9)	64 (1.2)	58 (1.7)	54 (1.5)
Utah	65 (0.7)	67 (0.8)	64 (1.4)	64 (1.2)
Virginia	64 (0.7)	69 (1.2)	66 (1.1)	55 (1.7)
West Virginia	63 (0.6)	64 (1.1)	60 (1.5)	58 (1.5)
Wisconsin	67 (0.6)	68 (0.6)	66 (1.2)	59 (1.6)
Wyoming	68 (0.7)	67 (1.0)	65 (1.2)	60 (1.7)
TERRITORY				
Guam	51 (0.7)	48 (1.2)	47 (1.4)	48 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.57 | **Average Percentage Essential or Better Responses for Extended-Response Questions by Students' Reports on Writing in Response to Reading, Grade 4**

PUBLIC SCHOOLS	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	21 (1.2)	25 (1.0)	29 (1.1)	21 (1.2)
Northeast	26 (3.5)	30 (3.1)	30 (2.6)	24 (3.5)
Southeast	19 (2.6)	23 (1.7)	27 (2.8)	17 (1.3)
Central	22 (1.9)	24 (1.7)	31 (2.0)	19 (2.2)
West	19 (1.7)	23 (1.6)	26 (2.1)	24 (3.0)
STATES				
Alabama	18 (1.2)	22 (1.2)	24 (1.7)	21 (1.5)
Arizona	22 (1.2)	22 (1.0)	23 (1.0)	22 (1.3)
Arkansas	17 (1.2)	22 (1.1)	26 (1.5)	21 (1.4)
California	20 (1.5)	25 (1.2)	27 (1.4)	19 (1.6)
Colorado	25 (1.4)	27 (1.1)	29 (1.3)	22 (1.4)
Connecticut	28 (1.7)	30 (1.4)	31 (1.2)	26 (1.5)
Delaware*	18 (1.2)	26 (1.7)	31 (1.5)	24 (1.5)
Dist. Columbia	14 (0.9)	14 (1.0)	19 (1.9)	15 (1.7)
Florida	18 (1.3)	23 (1.1)	27 (1.4)	22 (1.6)
Georgia	21 (1.2)	24 (1.2)	27 (1.5)	24 (1.8)
Hawaii	19 (1.3)	22 (1.3)	21 (1.5)	17 (1.5)
Idaho	23 (1.9)	27 (1.0)	29 (1.2)	23 (1.7)
Indiana	22 (1.2)	28 (1.1)	32 (1.3)	26 (1.5)
Iowa	27 (1.3)	31 (1.3)	30 (1.6)	29 (1.6)
Kentucky	21 (1.2)	24 (1.3)	28 (1.3)	22 (1.5)
Louisiana	16 (1.2)	21 (1.2)	22 (1.3)	18 (1.4)
Maine*	29 (2.2)	32 (1.5)	30 (1.5)	29 (2.1)
Maryland	22 (1.2)	27 (1.2)	28 (1.4)	21 (1.7)
Massachusetts	29 (1.6)	31 (1.2)	32 (1.3)	27 (1.8)
Michigan	21 (1.4)	26 (1.5)	29 (1.6)	27 (1.8)
Minnesota	26 (1.5)	27 (1.1)	29 (1.6)	26 (1.3)
Mississippi	15 (0.8)	19 (0.8)	22 (1.5)	17 (1.4)
Missouri	24 (1.6)	27 (1.3)	28 (1.4)	24 (1.4)
Nebraska*	27 (1.4)	29 (1.2)	30 (1.1)	23 (1.6)
New Hampshire*	31 (1.4)	33 (1.3)	34 (1.5)	28 (1.8)
New Jersey*	29 (1.7)	29 (1.6)	33 (1.6)	27 (1.8)
New Mexico	21 (1.6)	25 (1.4)	28 (2.4)	23 (1.8)
New York*	24 (1.2)	26 (1.4)	29 (1.4)	26 (1.8)
North Carolina	21 (1.1)	26 (1.1)	26 (1.6)	22 (1.7)
North Dakota	25 (2.0)	29 (1.1)	30 (1.4)	25 (1.7)
Ohio	26 (1.5)	26 (1.0)	29 (1.3)	27 (1.6)
Oklahoma	24 (1.5)	25 (1.4)	28 (1.5)	23 (1.6)
Pennsylvania	28 (1.9)	28 (1.2)	33 (1.2)	28 (1.7)
Rhode Island	24 (1.5)	25 (1.2)	29 (1.6)	23 (1.7)
South Carolina	19 (1.1)	24 (1.2)	28 (1.5)	23 (1.5)
Tennessee	20 (1.3)	24 (1.3)	25 (1.4)	21 (1.4)
Texas	19 (1.6)	25 (1.1)	28 (1.5)	23 (1.6)
Utah	25 (1.7)	29 (1.2)	29 (1.3)	23 (1.4)
Virginia	26 (1.4)	28 (1.0)	32 (1.5)	26 (1.6)
West Virginia	20 (1.5)	26 (1.2)	27 (1.8)	22 (1.4)
Wisconsin	25 (1.3)	30 (1.1)	32 (1.2)	28 (1.8)
Wyoming	25 (1.4)	28 (1.3)	30 (1.5)	24 (1.6)
TERRITORY				
Guam	11 (1.2)	13 (1.2)	14 (1.2)	12 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.58 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Students' Reports on Writing in Response to Reading, Grade 4**

PUBLIC SCHOOLS	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	48 (1.2)	51 (0.9)	54 (1.0)	49 (0.9)
Northeast	55 (3.8)	56 (2.8)	55 (3.2)	51 (2.6)
Southeast	46 (2.3)	49 (1.3)	52 (2.4)	46 (2.0)
Central	47 (1.9)	50 (1.0)	57 (1.4)	49 (2.0)
West	45 (0.9)	51 (1.7)	51 (1.8)	50 (1.8)
STATES				
Alabama	43 (1.5)	48 (1.3)	51 (1.7)	48 (1.4)
Arizona	44 (1.1)	50 (1.2)	52 (1.1)	46 (1.2)
Arkansas	41 (1.2)	50 (1.1)	55 (1.2)	49 (1.3)
California	43 (1.9)	48 (1.5)	50 (1.5)	41 (1.8)
Colorado	52 (1.4)	53 (1.1)	54 (1.2)	48 (1.4)
Connecticut	56 (1.7)	57 (1.1)	58 (1.0)	52 (1.2)
Delaware*	45 (1.1)	50 (1.2)	56 (0.8)	48 (1.3)
Dist. Columbia	35 (0.8)	38 (1.2)	44 (1.6)	35 (1.7)
Florida	44 (1.3)	49 (0.9)	51 (1.1)	47 (1.6)
Georgia	45 (1.1)	52 (1.4)	54 (1.2)	51 (1.6)
Hawaii	42 (1.4)	49 (1.2)	50 (1.3)	42 (1.6)
Idaho	49 (1.5)	55 (1.0)	58 (0.9)	52 (1.0)
Indiana	48 (1.5)	56 (1.1)	61 (0.9)	54 (1.3)
Iowa	56 (1.3)	59 (0.8)	61 (0.9)	56 (1.3)
Kentucky	45 (1.1)	51 (1.1)	53 (1.0)	47 (1.5)
Louisiana	40 (0.9)	45 (1.0)	51 (1.1)	45 (1.1)
Maine*	58 (1.4)	60 (1.0)	60 (1.0)	59 (1.4)
Maryland	48 (1.1)	53 (1.1)	54 (1.2)	46 (1.4)
Massachusetts	56 (1.3)	61 (1.0)	61 (0.7)	56 (1.3)
Michigan	48 (1.3)	52 (1.1)	56 (1.2)	53 (1.3)
Minnesota	49 (1.6)	55 (1.0)	59 (1.0)	55 (1.2)
Mississippi	38 (1.2)	44 (1.1)	49 (1.6)	41 (1.3)
Missouri	51 (1.5)	57 (0.8)	57 (1.3)	52 (1.1)
Nebraska*	51 (1.2)	55 (0.9)	59 (1.2)	53 (1.3)
New Hampshire*	57 (1.7)	61 (1.1)	61 (1.0)	58 (1.5)
New Jersey*	52 (1.4)	58 (1.3)	61 (1.1)	56 (1.5)
New Mexico	43 (2.3)	49 (1.2)	53 (1.9)	50 (1.4)
New York*	50 (1.1)	52 (1.3)	56 (1.2)	54 (1.3)
North Carolina	46 (1.4)	53 (0.9)	53 (1.5)	47 (1.4)
North Dakota	54 (1.6)	57 (1.0)	60 (1.1)	56 (1.5)
Ohio	49 (1.6)	53 (0.9)	57 (1.1)	53 (1.4)
Oklahoma	52 (1.3)	55 (1.1)	58 (1.0)	52 (1.3)
Pennsylvania	52 (1.6)	55 (1.1)	59 (0.9)	54 (1.4)
Rhode Island	51 (1.5)	51 (1.2)	58 (1.6)	53 (1.8)
South Carolina	44 (1.2)	49 (1.1)	53 (1.3)	48 (1.6)
Tennessee	45 (1.4)	51 (1.1)	54 (1.2)	48 (1.1)
Texas	44 (1.2)	52 (1.2)	54 (1.4)	52 (1.4)
Utah	53 (1.4)	56 (1.1)	57 (1.0)	52 (1.1)
Virginia	53 (1.5)	56 (1.1)	59 (1.2)	53 (1.5)
West Virginia	46 (1.7)	53 (0.9)	56 (1.3)	50 (1.1)
Wisconsin	53 (1.3)	58 (0.8)	61 (0.9)	53 (1.5)
Wyoming	53 (1.3)	56 (0.9)	60 (1.0)	55 (1.3)
TERRITORY				
Guam	31 (1.1)	36 (1.3)	36 (1.4)	33 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.59 | **Average Percentage Correct for Multiple-Choice Questions by Students' Reports on Writing in Response to Reading, Grade 4**

PUBLIC SCHOOLS	Write Something About What You Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	59 (0.9)	63 (0.7)	65 (0.8)	61 (1.0)
Northeast	63 (2.2)	66 (2.0)	66 (2.6)	61 (2.2)
Southeast	55 (2.0)	61 (1.8)	62 (1.4)	60 (1.7)
Central	59 (1.5)	62 (0.9)	68 (1.6)	61 (2.2)
West	58 (1.4)	62 (1.2)	63 (1.2)	63 (1.7)
STATES				
Alabama	52 (1.2)	58 (1.0)	61 (1.4)	59 (1.4)
Arizona	57 (1.2)	61 (1.1)	63 (1.0)	58 (1.1)
Arkansas	56 (0.9)	61 (0.9)	63 (1.0)	59 (1.3)
California	55 (1.4)	60 (1.1)	61 (1.4)	54 (1.7)
Colorado	63 (0.9)	63 (0.8)	66 (0.9)	61 (1.1)
Connecticut	65 (1.6)	67 (0.9)	68 (0.8)	65 (1.2)
Delaware*	57 (1.1)	62 (1.1)	65 (0.9)	60 (1.2)
Dist. Columbia	49 (0.9)	52 (0.8)	55 (1.2)	49 (1.4)
Florida	55 (1.2)	60 (0.9)	64 (0.9)	60 (1.4)
Georgia	57 (1.2)	62 (1.1)	65 (1.2)	60 (1.4)
Hawaii	54 (1.2)	58 (1.1)	60 (1.1)	53 (1.5)
Idaho	61 (1.1)	65 (0.9)	67 (0.8)	63 (1.1)
Indiana	57 (1.3)	65 (0.9)	69 (0.9)	64 (1.1)
Iowa	64 (1.0)	67 (0.9)	70 (0.9)	66 (1.1)
Kentucky	56 (1.1)	62 (0.9)	65 (0.9)	60 (1.2)
Louisiana	52 (1.1)	57 (1.0)	61 (0.9)	56 (1.1)
Maine*	66 (1.4)	69 (0.9)	69 (1.1)	67 (1.2)
Maryland	58 (1.1)	63 (0.9)	63 (1.0)	56 (1.3)
Massachusetts	66 (1.1)	69 (0.8)	70 (0.8)	65 (1.3)
Michigan	58 (1.1)	63 (1.0)	67 (1.1)	65 (1.2)
Minnesota	63 (1.3)	66 (0.8)	69 (0.8)	65 (1.2)
Mississippi	52 (0.9)	56 (0.8)	61 (1.3)	54 (1.1)
Missouri	62 (1.3)	66 (0.7)	66 (1.2)	61 (1.1)
Nebraska*	62 (1.1)	65 (0.7)	68 (1.0)	64 (1.2)
New Hampshire*	67 (1.3)	69 (0.9)	70 (0.9)	67 (1.2)
New Jersey*	62 (1.0)	67 (1.2)	70 (1.0)	67 (1.6)
New Mexico	56 (1.4)	61 (0.9)	65 (1.0)	61 (1.3)
New York*	60 (1.0)	63 (0.9)	66 (1.1)	65 (1.4)
North Carolina	57 (1.1)	61 (0.7)	64 (1.1)	58 (1.0)
North Dakota	65 (1.5)	66 (0.7)	70 (0.8)	67 (1.1)
Ohio	59 (1.3)	64 (0.8)	66 (0.8)	62 (1.3)
Oklahoma	63 (1.1)	64 (1.1)	67 (0.9)	63 (1.0)
Pennsylvania	61 (1.1)	65 (0.9)	69 (0.9)	65 (1.3)
Rhode Island	60 (1.2)	63 (1.0)	68 (1.4)	64 (1.4)
South Carolina	56 (1.1)	60 (0.9)	64 (1.2)	61 (1.1)
Tennessee	57 (1.1)	62 (1.0)	64 (1.1)	61 (1.2)
Texas	55 (1.0)	63 (0.9)	66 (1.5)	61 (1.2)
Utah	62 (1.1)	66 (0.9)	67 (0.7)	64 (0.9)
Virginia	62 (1.2)	65 (1.0)	68 (0.9)	64 (1.1)
West Virginia	58 (1.2)	64 (0.8)	66 (0.9)	60 (0.9)
Wisconsin	63 (0.9)	67 (0.8)	70 (0.7)	64 (1.2)
Wyoming	64 (1.3)	67 (1.0)	69 (0.9)	65 (0.9)
TERRITORY				
Guam	46 (1.1)	51 (1.0)	50 (1.2)	48 (1.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.60 | **Average Percentage Essential or Better Responses to Extended-Response Questions by Students' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	18 (1.6)	22 (1.3)	27 (1.3)	25 (1.0)
Northeast	17 (4.2)	29 (3.4)	31 (3.1)	28 (2.1)
Southeast	17 (2.5)	16 (2.4)	27 (3.6)	23 (1.9)
Central	20 (3.8)	23 (2.9)	27 (2.2)	24 (1.7)
West	16 (2.3)	23 (1.6)	25 (1.8)	24 (2.6)
STATES				
Alabama	12 (1.4)	18 (1.3)	24 (1.3)	24 (1.4)
Arizona	17 (1.5)	21 (1.2)	24 (1.2)	24 (1.2)
Arkansas	14 (1.4)	17 (1.1)	25 (1.3)	25 (0.9)
California	16 (1.8)	22 (1.3)	26 (1.6)	26 (1.3)
Colorado	21 (1.9)	23 (1.1)	30 (1.1)	27 (1.2)
Connecticut	23 (2.1)	26 (1.8)	34 (1.3)	29 (1.5)
Delaware*	15 (1.6)	22 (1.6)	30 (1.9)	27 (1.0)
Dist. Columbia	9 (0.9)	14 (1.1)	19 (1.2)	17 (1.2)
Florida	16 (1.3)	21 (1.4)	27 (1.2)	23 (1.1)
Georgia	14 (1.5)	22 (1.2)	28 (1.4)	26 (1.4)
Hawaii	15 (1.5)	19 (1.3)	24 (1.6)	22 (1.3)
Idaho	19 (1.7)	23 (1.3)	29 (1.3)	28 (1.2)
Indiana	19 (2.0)	25 (1.3)	29 (1.2)	30 (1.2)
Iowa	25 (1.5)	27 (1.3)	31 (1.3)	31 (1.1)
Kentucky	17 (1.4)	23 (1.1)	25 (1.3)	27 (1.4)
Louisiana	13 (1.3)	16 (1.4)	21 (1.2)	23 (1.3)
Maine*	19 (2.9)	29 (2.0)	31 (1.4)	32 (1.7)
Maryland	16 (1.8)	22 (1.4)	30 (1.4)	27 (1.2)
Massachusetts	21 (2.4)	28 (1.8)	32 (1.2)	32 (1.4)
Michigan	16 (1.9)	21 (1.3)	30 (1.6)	29 (1.6)
Minnesota	20 (1.7)	25 (1.5)	29 (1.2)	29 (1.1)
Mississippi	14 (1.3)	15 (1.1)	22 (1.2)	20 (1.0)
Missouri	19 (2.0)	25 (1.4)	28 (1.3)	27 (1.1)
Nebraska*	23 (1.9)	28 (1.2)	32 (1.2)	26 (1.4)
New Hampshire*	22 (2.5)	29 (1.7)	34 (1.3)	33 (1.1)
New Jersey*	23 (2.5)	25 (2.1)	33 (1.6)	30 (1.2)
New Mexico	16 (1.7)	21 (1.6)	27 (1.4)	27 (1.3)
New York*	18 (1.7)	26 (1.5)	28 (1.3)	28 (1.3)
North Carolina	16 (1.6)	22 (1.2)	27 (1.3)	26 (1.4)
North Dakota	19 (2.8)	24 (1.5)	31 (1.2)	30 (1.0)
Ohio	20 (1.8)	24 (1.5)	29 (1.5)	28 (1.3)
Oklahoma	17 (1.7)	22 (1.5)	28 (1.5)	27 (1.1)
Pennsylvania	20 (1.9)	27 (1.8)	31 (1.5)	32 (1.2)
Rhode Island	17 (1.7)	22 (1.4)	30 (1.1)	25 (1.1)
South Carolina	17 (1.8)	21 (1.3)	27 (1.3)	24 (1.0)
Tennessee	14 (1.6)	19 (1.2)	26 (1.4)	26 (1.2)
Texas	16 (1.5)	21 (1.2)	27 (1.3)	25 (1.1)
Utah	18 (2.0)	25 (1.5)	30 (1.2)	28 (1.2)
Virginia	18 (1.4)	25 (1.4)	33 (1.2)	28 (1.1)
West Virginia	19 (1.8)	21 (1.2)	28 (1.4)	25 (1.1)
Wisconsin	23 (2.1)	27 (1.3)	32 (1.3)	29 (1.1)
Wyoming	21 (1.8)	24 (1.4)	29 (1.2)	29 (1.1)
TERRITORY				
Guam	10 (1.4)	11 (1.0)	14 (1.3)	14 (1.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.61 | **Average Percentage Acceptable Responses for Regular Constructed-Response Questions by Students' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	39 (1.5)	49 (1.1)	54 (0.9)	52 (0.8)
Northeast	42 (4.4)	55 (4.3)	57 (2.4)	55 (2.2)
Southeast	39 (3.6)	44 (2.1)	51 (2.0)	51 (1.4)
Central	41 (3.1)	52 (1.2)	55 (1.8)	51 (1.6)
West	37 (2.4)	47 (1.2)	54 (1.6)	51 (1.5)
STATES				
Alabama	34 (1.7)	42 (1.3)	52 (1.3)	52 (1.1)
Arizona	39 (1.6)	48 (1.1)	51 (1.0)	50 (1.0)
Arkansas	36 (1.6)	42 (1.4)	52 (1.3)	54 (1.0)
California	37 (1.6)	45 (1.8)	50 (1.6)	50 (1.2)
Colorado	44 (1.5)	50 (1.2)	56 (1.2)	53 (1.0)
Connecticut	47 (2.0)	52 (1.3)	61 (0.9)	56 (1.2)
Delaware*	40 (1.5)	46 (1.4)	55 (0.9)	52 (1.0)
Dist. Columbia	27 (1.2)	35 (1.2)	42 (1.2)	43 (1.3)
Florida	37 (1.6)	46 (1.1)	51 (0.9)	50 (0.9)
Georgia	39 (1.4)	46 (1.4)	56 (1.2)	54 (1.3)
Hawaii	37 (1.4)	43 (1.5)	51 (1.2)	50 (1.2)
Idaho	44 (1.6)	51 (1.2)	56 (0.9)	57 (0.9)
Indiana	46 (2.1)	52 (1.3)	59 (1.0)	57 (0.9)
Iowa	50 (1.7)	56 (1.1)	61 (0.8)	60 (0.9)
Kentucky	41 (1.4)	47 (1.3)	53 (1.1)	51 (0.9)
Louisiana	36 (1.5)	43 (1.2)	47 (1.0)	49 (1.1)
Maine*	51 (2.7)	57 (1.4)	60 (0.8)	61 (1.1)
Maryland	40 (2.0)	48 (1.2)	57 (0.9)	58 (1.1)
Massachusetts	49 (1.8)	56 (1.4)	62 (0.9)	60 (0.9)
Michigan	41 (2.0)	49 (1.3)	56 (1.0)	54 (1.0)
Minnesota	45 (1.9)	52 (1.0)	59 (1.1)	57 (1.2)
Mississippi	34 (1.6)	39 (1.3)	46 (1.2)	47 (1.0)
Missouri	46 (2.2)	50 (1.4)	59 (0.8)	56 (1.0)
Nebraska*	48 (1.9)	54 (1.1)	59 (1.0)	56 (1.0)
New Hampshire*	51 (2.4)	57 (1.3)	62 (1.0)	61 (1.1)
New Jersey*	45 (2.5)	52 (1.3)	62 (1.1)	58 (1.1)
New Mexico	36 (1.4)	45 (1.9)	54 (1.4)	52 (1.4)
New York*	41 (1.6)	50 (1.4)	57 (1.1)	55 (1.1)
North Carolina	40 (1.7)	47 (1.3)	55 (1.2)	54 (1.1)
North Dakota	44 (2.3)	54 (1.5)	59 (0.9)	61 (0.9)
Ohio	45 (1.5)	50 (1.2)	56 (1.3)	56 (1.1)
Oklahoma	42 (1.9)	51 (1.2)	58 (1.1)	57 (0.9)
Pennsylvania	44 (2.0)	51 (1.5)	58 (1.0)	58 (1.0)
Rhode Island	42 (2.0)	50 (1.5)	58 (1.2)	54 (1.2)
South Carolina	41 (1.4)	46 (1.1)	53 (1.2)	50 (1.2)
Tennessee	38 (1.7)	46 (1.1)	55 (1.1)	52 (1.1)
Texas	40 (2.0)	47 (1.0)	57 (1.4)	52 (1.2)
Utah	44 (2.0)	51 (1.2)	58 (0.8)	57 (1.0)
Virginia	42 (1.6)	53 (1.3)	60 (1.0)	57 (1.2)
West Virginia	43 (1.7)	49 (1.3)	55 (1.2)	54 (1.0)
Wisconsin	48 (2.0)	55 (1.0)	60 (0.9)	58 (1.0)
Wyoming	47 (1.6)	53 (1.0)	59 (0.9)	59 (1.0)
TERRITORY				
Guam	26 (1.3)	33 (1.2)	37 (1.2)	38 (0.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 5.62 | **Average Percentage Correct for Multiple-Choice Questions by Students' Reports on Group Projects, Grade 4**

PUBLIC SCHOOLS	Students Do a Group Activity or Project About What They Have Read			
	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
NATION	51 (1.1)	60 (0.9)	65 (0.7)	64 (0.7)
Northeast	53 (3.8)	63 (2.2)	67 (1.7)	67 (2.2)
Southeast	50 (1.8)	54 (2.4)	62 (1.6)	65 (1.4)
Central	52 (2.7)	64 (1.6)	65 (1.6)	64 (1.2)
West	51 (1.9)	60 (1.2)	66 (1.2)	63 (1.2)
STATES				
Alabama	45 (1.5)	53 (1.2)	60 (1.1)	62 (1.1)
Arizona	52 (1.5)	59 (1.1)	62 (0.9)	61 (1.0)
Arkansas	49 (1.3)	56 (1.0)	62 (1.1)	64 (0.8)
California	49 (1.3)	57 (1.5)	62 (1.3)	61 (1.0)
Colorado	55 (1.3)	61 (0.9)	67 (0.7)	64 (0.8)
Connecticut	56 (1.9)	63 (1.2)	70 (0.6)	67 (1.0)
Delaware*	50 (1.3)	58 (1.1)	68 (1.0)	62 (0.8)
Dist. Columbia	43 (1.1)	49 (1.2)	56 (1.1)	54 (0.9)
Florida	51 (1.4)	57 (1.1)	63 (0.9)	61 (1.0)
Georgia	53 (1.4)	58 (1.1)	65 (0.9)	64 (1.1)
Hawaii	49 (1.1)	52 (1.1)	60 (1.0)	61 (0.9)
Idaho	57 (1.4)	61 (1.0)	67 (0.9)	67 (0.7)
Indiana	56 (1.6)	61 (1.1)	67 (0.9)	67 (0.8)
Iowa	60 (1.5)	64 (0.8)	69 (0.8)	69 (0.8)
Kentucky	53 (1.4)	58 (1.0)	64 (1.0)	63 (1.0)
Louisiana	47 (1.7)	54 (1.1)	59 (0.9)	59 (0.8)
Maine*	59 (2.3)	66 (1.5)	69 (0.8)	69 (0.8)
Maryland	51 (1.7)	58 (1.2)	65 (0.7)	62 (1.0)
Massachusetts	57 (1.9)	66 (1.2)	70 (0.7)	69 (0.7)
Michigan	52 (1.2)	60 (1.2)	68 (1.1)	66 (1.0)
Minnesota	56 (1.2)	64 (0.8)	68 (0.9)	68 (1.1)
Mississippi	47 (1.3)	53 (0.8)	58 (1.2)	58 (0.9)
Missouri	55 (1.8)	62 (1.1)	68 (0.9)	65 (0.9)
Nebraska*	58 (1.5)	64 (0.9)	68 (0.9)	67 (0.8)
New Hampshire*	60 (2.1)	66 (1.3)	70 (0.8)	70 (0.7)
New Jersey*	56 (1.9)	62 (1.2)	70 (1.1)	69 (1.1)
New Mexico	50 (1.2)	58 (1.2)	63 (1.1)	64 (1.0)
New York*	55 (1.5)	60 (1.2)	66 (1.1)	66 (1.0)
North Carolina	51 (1.5)	56 (0.8)	65 (0.9)	63 (1.0)
North Dakota	55 (2.1)	64 (1.1)	70 (0.8)	69 (0.8)
Ohio	56 (1.5)	60 (1.1)	65 (1.0)	65 (0.9)
Oklahoma	55 (1.5)	63 (1.2)	68 (0.8)	66 (0.8)
Pennsylvania	53 (1.6)	61 (1.4)	68 (0.9)	69 (0.9)
Rhode Island	56 (1.6)	60 (1.5)	68 (1.0)	66 (1.0)
South Carolina	53 (1.3)	57 (1.0)	63 (0.7)	63 (1.0)
Tennessee	50 (1.5)	57 (1.0)	65 (1.0)	64 (1.1)
Texas	54 (1.6)	58 (0.8)	67 (1.3)	62 (1.0)
Utah	55 (1.6)	62 (1.0)	68 (0.8)	67 (0.8)
Virginia	54 (1.3)	63 (1.1)	69 (0.9)	66 (0.9)
West Virginia	55 (1.5)	58 (1.1)	65 (0.9)	65 (0.8)
Wisconsin	60 (1.6)	65 (0.8)	68 (0.7)	68 (0.9)
Wyoming	59 (1.7)	65 (1.0)	70 (0.7)	68 (0.9)
TERRITORY				
Guam	42 (1.2)	48 (0.8)	52 (1.2)	52 (0.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER SIX

Students' Reading Habits and Attitudes

Overview

Students' independent reading behaviors and their perceptions of themselves as readers may be key factors in the development of reading proficiency and lifelong reading habits. Past NAEP reports and other studies have documented a relationship between students' frequency of independent reading and their overall reading proficiency.[10] In addition, research has indicated a relationship between a positive self-concept related to reading and reading achievement.[11] It has been suggested that students who demonstrate positive attitudes toward reading will develop into lifelong readers.[12] This growing awareness of the need for students to perceive reading as an enjoyable and productive activity has resulted in an increased emphasis on reading habits and attitudes.

Students who participated in the national and state assessments were asked about their perceptions of their ability to read, how often they read and discuss their reading, the type of material they choose to read, and their use of the library for reading enjoyment. Chapter Six presents data about students' reading habits and attitudes.

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[10] M. Foertsch. *Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12, in 1988 and 1990* (Washington, D.C.: U.S. Department of Education, 1992).

R. C. Anderson, P. T. Wilson, and L. G. Fielding. "Growth in Reading and How Children Spend Their Time Outside of School," *Reading Research Quarterly* 23 (1988): 285-303.

[11] J. P. Burke, G. C. Ellison, and J. P. Hunt. "Measuring Academic Self-Concept in Children: A Comparison of Two Scales," *Psychology in the Schools* 22 (1985): 260-264.

[12] B. W. Cullin (Ed.). *Children's Literature in the Reading Program* (Newark, DE: International Reading Association, 1987).

Students' Perceptions of Their Ability to Read

TABLE 6.1 **Students' Perceptions of Their Ability to Read, Grades 4, 8, and 12, 1992 Reading Assessment**

	What kind of reader do you think you are?							
	A Very Good Reader		A Good Reader		An Average Reader		A Poor Reader	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Studeuts	Average Proficiency
Grade 4	39(0.8)	225(1.3)	37(0.7)	217(1.2)	21(0.5)	212(1.5)	3(0.3)	179(3.2)
Grade 8	25(0.6)	276(1.2)	35(0.5)	266(1.2)	35(0.6)	249(1.0)	5(0.2)	231(2.5)
Grade 12	23(0.6)	305(1.0)	36(0.5)	297(0.8)	35(0.6)	281(0.9)	6(0.3)	264(1.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.2 | **Students' Perceptions of Their Ability to Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	What kind of reader do you think you are?							
	A Very Good Reader		A Good Reader		An Average Reader		A Poor Reader	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	40 (0.9)	223 (1.4)	37 (0.8)	215 (1.3)	21 (0.6)	211 (1.7)	3 (0.4)	178 (3.4)
Northeast	42 (2.0)	229 (5.4)	40 (1.9)	219 (3.9)	16 (1.4)	213 (4.1)	2 (0.6)	*** (***)
Southeast	41 (1.3)	219 (2.5)	35 (1.0)	211 (3.0)	20 (0.9)	207 (2.5)	4 (1.1)	*** (***)
Central	37 (2.4)	227 (2.2)	36 (2.3)	218 (2.5)	25 (1.2)	213 (2.5)	3 (0.5)	*** (***)
West	39 (1.1)	220 (1.9)	37 (1.2)	212 (2.4)	21 (0.9)	211 (3.2)	4 (0.7)	*** (***)
STATES								
Alabama	38 (1.3)	215 (2.2)	39 (1.2)	206 (1.8)	19 (0.8)	205 (2.5)	4 (0.3)	172 (4.4)
Arizona	36 (0.9)	219 (1.8)	37 (1.1)	208 (1.5)	23 (0.7)	205 (1.4)	4 (0.5)	183 (4.0)
Arkansas	40 (1.2)	219 (1.6)	35 (1.0)	209 (1.5)	21 (1.0)	209 (1.4)	4 (0.4)	176 (4.0)
California	36 (1.1)	216 (2.6)	39 (1.2)	202 (2.3)	21 (0.9)	197 (2.2)	5 (0.6)	165 (5.4)
Colorado	37 (0.9)	229 (1.6)	39 (0.9)	215 (1.4)	22 (0.8)	209 (1.6)	3 (0.3)	180 (4.9)
Connecticut	40 (1.0)	230 (1.7)	37 (0.9)	223 (1.5)	20 (0.8)	216 (1.8)	3 (0.3)	184 (5.0)
Delaware*	47 (1.1)	220 (1.1)	33 (0.9)	212 (1.4)	16 (1.0)	205 (2.4)	3 (0.4)	188 (4.8)
Dist. Columbia	55 (0.9)	197 (1.1)	34 (1.0)	178 (1.1)	10 (0.6)	187 (2.8)	1 (0.3)	*** (***)
Florida	40 (1.2)	218 (1.7)	37 (1.0)	207 (1.8)	19 (0.7)	203 (2.4)	3 (0.4)	173 (5.0)
Georgia	44 (1.2)	221 (1.8)	34 (1.0)	210 (2.2)	19 (0.8)	209 (2.3)	4 (0.4)	179 (3.2)
Hawaii	29 (1.2)	213 (2.3)	40 (1.0)	204 (1.9)	28 (1.1)	201 (2.0)	4 (0.4)	171 (4.0)
Idaho	34 (1.1)	231 (1.6)	38 (1.1)	219 (1.3)	24 (0.9)	215 (1.6)	4 (0.4)	187 (4.8)
Indiana	35 (1.1)	230 (1.8)	36 (0.9)	224 (1.4)	24 (0.9)	216 (1.7)	4 (0.4)	190 (3.2)
Iowa	35 (1.0)	236 (1.5)	38 (0.8)	228 (1.1)	24 (0.9)	216 (1.2)	3 (0.4)	188 (5.3)
Kentucky	36 (1.2)	221 (1.7)	37 (1.1)	215 (1.6)	22 (1.0)	208 (1.5)	4 (0.4)	180 (3.6)
Louisiana	42 (0.9)	208 (1.6)	35 (0.8)	205 (1.6)	20 (0.9)	200 (2.1)	3 (0.3)	185 (3.5)
Maine*	39 (1.1)	237 (1.8)	34 (1.2)	227 (1.5)	23 (1.4)	221 (1.9)	4 (0.4)	196 (4.6)
Maryland	45 (1.2)	221 (1.7)	35 (1.1)	209 (1.8)	17 (0.7)	205 (1.9)	3 (0.3)	161 (6.4)
Massachusetts	38 (1.0)	236 (1.4)	38 (1.1)	225 (1.4)	22 (1.3)	221 (1.5)	2 (0.3)	*** (***)
Michigan	37 (1.1)	225 (2.0)	39 (1.0)	218 (1.8)	21 (1.0)	208 (1.8)	3 (0.4)	188 (3.7)
Minnesota	37 (1.1)	231 (1.2)	38 (1.0)	222 (1.8)	22 (0.8)	213 (1.5)	3 (0.3)	186 (4.3)
Mississippi	42 (0.9)	203 (1.5)	39 (0.9)	198 (1.6)	15 (0.8)	202 (2.6)	4 (0.4)	176 (4.7)
Missouri	38 (1.2)	229 (1.5)	36 (1.0)	220 (1.7)	22 (0.9)	215 (1.5)	4 (0.5)	197 (3.9)
Nebraska*	37 (1.0)	231 (1.5)	37 (1.0)	222 (1.5)	23 (0.9)	216 (1.8)	3 (0.3)	180 (5.9)
New Hampshire*	39 (1.2)	238 (1.5)	36 (1.2)	228 (1.6)	22 (1.0)	220 (1.8)	3 (0.5)	193 (5.2)
New Jersey*	41 (1.3)	234 (1.9)	38 (1.0)	219 (1.7)	19 (1.1)	219 (2.1)	2 (0.3)	*** (***)
New Mexico	32 (1.0)	224 (1.8)	40 (1.2)	211 (2.1)	24 (0.9)	204 (1.9)	4 (0.4)	178 (5.5)
New York*	40 (1.1)	224 (1.7)	38 (0.9)	212 (1.9)	18 (1.0)	210 (2.4)	3 (0.4)	191 (7.4)
North Carolina	43 (1.2)	222 (1.5)	34 (0.9)	210 (1.8)	19 (0.8)	205 (1.9)	4 (0.4)	181 (3.4)
North Dakota	33 (1.4)	236 (1.4)	35 (1.1)	229 (1.4)	27 (1.2)	219 (1.4)	4 (0.6)	200 (4.0)
Ohio	39 (1.0)	227 (1.3)	36 (0.9)	219 (1.6)	22 (1.0)	210 (2.0)	3 (0.4)	174 (5.0)
Oklahoma	36 (1.2)	228 (1.3)	37 (1.0)	222 (1.4)	23 (1.1)	219 (1.4)	5 (0.6)	185 (2.6)
Pennsylvania	38 (1.1)	230 (1.6)	39 (0.9)	221 (1.7)	20 (1.0)	213 (2.0)	2 (0.3)	195 (5.5)
Rhode Island	36 (0.9)	228 (2.3)	42 (1.0)	214 (2.0)	19 (0.8)	214 (1.8)	3 (0.4)	179 (4.3)
South Carolina	45 (1.1)	218 (1.6)	34 (0.8)	206 (1.7)	17 (0.7)	209 (2.0)	3 (0.4)	176 (3.9)
Tennessee	35 (0.9)	220 (2.0)	40 (0.9)	213 (1.8)	21 (0.9)	209 (2.1)	4 (0.4)	180 (4.2)
Texas	36 (1.0)	221 (2.0)	40 (1.2)	213 (1.8)	20 (0.8)	211 (1.6)	4 (0.4)	178 (4.2)
Utah	36 (1.0)	231 (1.5)	39 (0.9)	221 (1.4)	22 (0.8)	213 (1.8)	4 (0.3)	194 (3.7)
Virginia	43 (1.1)	228 (1.7)	36 (1.0)	221 (1.5)	18 (0.8)	216 (1.7)	3 (0.3)	183 (4.6)
West Virginia	33 (0.8)	226 (1.7)	38 (1.0)	217 (1.4)	24 (1.0)	212 (1.7)	5 (0.5)	180 (3.6)
Wisconsin	34 (1.0)	235 (1.3)	38 (0.8)	225 (1.2)	24 (0.8)	217 (1.5)	4 (0.4)	190 (4.4)
Wyoming	37 (0.8)	233 (1.4)	36 (0.8)	225 (1.2)	23 (0.9)	216 (1.7)	4 (0.4)	190 (3.4)
TERRITORY								
Guam	27 (1.0)	190 (2.4)	44 (1.2)	185 (1.3)	23 (1.0)	182 (2.6)	7 (0.6)	156 (5.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.3 **Students' Reports on Frequency of Discussing Reading with Friends or Family, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	26(0.6)	216(1.5)	36(0.9)	225(1.1)	15(0.6)	220(1.7)	23(0.8)	210(1.4)
Grade 8	13(0.6)	263(1.3)	28(0.5)	269(1.1)	26(0.4)	264(1.2)	32(0.7)	249(1.2)
Grade 12	18(0.5)	297(1.1)	37(0.5)	298(0.7)	27(0.5)	289(0.8)	18(0.4)	276(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.4 | **Students' Reports on Frequency of Discussing Readings with Friends or Family, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	27 (0.7)	214 (1.5)	35 (1.0)	224 (1.2)	15 (0.7)	217 (1.9)	24 (0.9)	208 (1.5)
Northeast	28 (1.7)	220 (5.1)	35 (1.9)	230 (4.1)	16 (1.6)	222 (3.6)	21 (2.3)	210 (5.1)
Southeast	30 (1.2)	207 (2.6)	33 (2.2)	219 (3.6)	12 (1.2)	218 (5.0)	24 (1.4)	205 (2.6)
Central	24 (1.2)	219 (2.4)	36 (2.5)	226 (2.0)	15 (1.3)	221 (2.5)	26 (2.4)	210 (2.4)
West	26 (1.1)	212 (2.0)	36 (1.4)	221 (2.1)	15 (1.2)	210 (3.5)	23 (1.1)	207 (2.4)
STATES								
Alabama	30 (0.9)	206 (2.0)	31 (0.8)	213 (2.0)	14 (0.8)	211 (2.7)	24 (0.9)	203 (2.1)
Arizona	28 (1.2)	207 (1.9)	33 (1.1)	215 (1.5)	15 (0.7)	215 (2.4)	25 (1.0)	205 (1.8)
Arkansas	31 (1.1)	208 (2.1)	31 (0.9)	218 (1.6)	14 (0.7)	215 (2.1)	24 (1.0)	208 (1.8)
California	29 (1.1)	201 (2.5)	36 (1.3)	212 (2.2)	14 (0.8)	200 (3.5)	21 (1.0)	197 (2.6)
Colorado	28 (0.8)	216 (1.7)	37 (0.9)	224 (1.3)	16 (0.7)	218 (1.7)	19 (0.8)	208 (1.8)
Connecticut	26 (0.9)	219 (2.5)	36 (0.8)	229 (1.5)	17 (0.7)	227 (1.8)	22 (0.8)	216 (1.8)
Delaware*	29 (1.2)	209 (1.9)	32 (1.2)	223 (1.6)	16 (0.9)	217 (2.7)	22 (1.1)	207 (1.8)
Dist. Columbia	40 (1.0)	189 (1.3)	31 (1.0)	195 (1.6)	12 (0.6)	190 (2.5)	17 (0.8)	179 (2.0)
Florida	30 (0.9)	207 (1.7)	32 (1.0)	216 (1.6)	14 (0.6)	211 (2.6)	24 (0.9)	204 (1.9)
Georgia	31 (0.9)	209 (1.9)	35 (1.1)	220 (1.7)	14 (0.7)	219 (2.6)	20 (0.9)	205 (1.9)
Hawaii	27 (1.2)	199 (2.1)	34 (1.0)	210 (2.2)	16 (0.8)	205 (2.5)	22 (1.0)	203 (2.0)
Idaho	24 (1.1)	221 (1.5)	34 (1.0)	227 (1.4)	18 (0.8)	222 (2.0)	24 (0.9)	211 (1.4)
Indiana	26 (1.0)	220 (1.8)	35 (1.0)	228 (2.0)	17 (0.8)	223 (2.0)	23 (1.0)	216 (1.9)
Iowa	24 (0.9,	226 (1.4)	38 (0.9)	233 (1.3)	16 (0.7)	228 (2.0)	22 (1.0)	217 (1.5)
Kentucky	28 (0.9)	212 (1.4)	33 (0.9)	221 (1.7)	16 (0.7)	216 (2.3)	23 (0.9)	205 (1.9)
Louisiana	34 (1.0)	202 (1.5)	29 (0.9)	210 (1.5)	15 (0.7)	208 (2.0)	22 (0.7)	200 (1.8)
Maine*	23 (1.1)	227 (1.6)	35 (1.3)	233 (1.6)	18 (1.1)	232 (1.9)	24 (1.4)	221 (1.3)
Maryland	27 (1.0)	208 (1.9)	34 (1.0)	219 (1.8)	16 (0.8)	220 (2.0)	23 (0.9)	207 (2.7)
Massachusetts	25 (1.1)	226 (1.5)	38 (0.9)	234 (1.3)	16 (0.9)	226 (1.9)	21 (0.9)	220 (1.7)
Michigan	27 (1.2)	215 (2.1)	35 (1.2)	223 (1.5)	16 (0.8)	218 (2.9)	22 (1.0)	212 (2.4)
Minnesota	24 (1.0)	220 (1.8)	36 (1.1)	229 (1.4)	18 (0.8)	222 (2.7)	23 (1.0)	215 (1.9)
Mississippi	36 (1.0)	195 (1.7)	29 (0.8)	208 (1.7)	12 (0.6)	200 (3.1)	23 (1.0)	198 (2.0)
Missouri	27 (1.1)	219 (1.6)	34 (0.9)	226 (1.8)	16 (0.8)	223 (2.2)	23 (0.9)	216 (1.6)
Nebraska*	27 (1.1)	222 (1.4)	36 (1.1)	230 (1.5)	17 (1.0)	223 (2.4)	21 (0.9)	211 (2.3)
New Hampshire*	25 (1.1)	229 (2.1)	38 (1.1)	234 (1.3)	16 (0.8)	229 (2.4)	21 (1.1)	221 (1.5)
New Jersey*	26 (1.0)	221 (1.7)	37 (1.1)	230 (1.9)	16 (0.8)	229 (2.4)	20 (1.0)	217 (2.3)
New Mexico	29 (1.1)	209 (2.2)	31 (0.9)	219 (1.8)	15 (0.7)	213 (2.6)	25 (1.1)	208 (2.4)
New York*	31 (1.2)	213 (1.8)	35 (1.2)	222 (2.2)	15 (0.7)	214 (3.0)	18 (0.9)	212 (2.1)
North Carolina	31 (0.9)	208 (1.6)	35 (0.9)	221 (1.7)	13 (0.7)	211 (2.8)	21 (1.0)	210 (1.9)
North Dakota	22 (0.8)	225 (1.8)	37 (1.0)	233 (1.5)	20 (1.0)	227 (1.9)	22 (1.2)	220 (2.0)
Ohio	28 (1.1)	217 (2.0)	35 (0.9)	224 (1.5)	14 (0.8)	221 (2.8)	23 (1.1)	212 (1.8)
Oklahoma	27 (1.1)	219 (1.8)	31 (1.1)	227 (1.6)	15 (0.7)	224 (1.9)	26 (1.1)	217 (1.8)
Pennsylvania	28 (1.0)	218 (2.0)	37 (1.1)	229 (1.4)	15 (0.9)	226 (2.1)	20 (0.8)	212 (1.8)
Rhode Island	26 (1.1)	215 (1.8)	36 (1.2)	223 (2.7)	15 (0.8)	218 (2.4)	23 (1.2)	214 (2.7)
South Carolina	31 (1.1)	208 (1.8)	33 (1.0)	217 (1.5)	14 (0.8)	214 (2.5)	22 (0.9)	204 (2.0)
Tennessee	30 (1.0)	211 (1.8)	36 (1.2)	219 (1.7)	14 (0.8)	215 (2.5)	20 (0.9)	205 (1.8)
Texas	29 (1.0)	208 (2.0)	34 (1.2)	222 (1.9)	14 (0.8)	215 (2.5)	24 (1.0)	210 (1.9)
Utah	23 (0.8)	220 (1.7)	36 (0.8)	227 (1.5)	18 (0.9)	225 (1.7)	23 (0.9)	213 (1.7)
Virginia	27 (0.8)	219 (1.7)	35 (0.9)	227 (1.7)	16 (0.8)	226 (1.9)	22 (1.0)	217 (1.8)
West Virginia	27 (0.9)	215 (1.8)	34 (1.1)	223 (1.8)	14 (0.7)	221 (2.1)	24 (1.1)	208 (1.5)
Wisconsin	22 (0.7)	224 (1.6)	38 (0.9)	231 (1.1)	17 (0.9)	227 (1.7)	23 (0.9)	215 (1.9)
Wyoming	27 (1.1)	224 (1.6)	35 (0.9)	229 (1.3)	15 (0.7)	228 (1.6)	23 (0.7)	216 (1.8)
TERRITORY								
Guam	29 (1.0)	181 (2.1)	32 (1.1)	188 (2.3)	13 (0.8)	179 (3.5)	26 (1.1)	183 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.5 **Students' Reports of Number of Books Read Outside of School During the Past Month, Grades 4, 8, and 12, 1992 Reading Assessment**

	None		One or Two		Three or Four		Five or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	7(0.4)	198(2.4)	26(0.8)	217(1.4)	24(0.7)	222(1.5)	43(1.0)	220(1.2)
Grade 8	23(0.6)	249(1.5)	42(0.6)	260(1.1)	20(0.4)	265(1.2)	16(0.4)	273(1.2)
Grade 12	35(0.6)	285(0.8)	43(0.5)	293(0.7)	13(0.4)	294(1.4)	9(0.3)	304(1.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.6 | **Students' Reports on Number of Books Read Outside of School During the Past Month, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	None		One or Two		Three or Four		Five or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	7 (0.4)	196 (2.6)	25 (0.8)	215 (1.6)	24 (0.7)	220 (1.6)	44 (1.0)	218 (1.3)
Northeast	6 (0.8)	*** (***)	23 (1.6)	221 (4.7)	27 (1.2)	224 (4.3)	43 (2.0)	224 (4.9)
Southeast	9 (0.9)	196 (4.4)	27 (1.7)	212 (3.1)	22 (1.2)	217 (3.8)	42 (2.2)	212 (2.5)
Central	8 (1.0)	202 (5.3)	25 (1.5)	218 (2.4)	25 (1.9)	220 (2.6)	43 (2.0)	222 (1.9)
West	6 (0.8)	189 (5.6)	26 (1.6)	210 (2.2)	21 (1.0)	216 (3.0)	47 (2.0)	216 (2.2)
STATES								
Alabama	11 (0.8)	197 (2.5)	28 (0.8)	203 (2.1)	22 (1.0)	212 (2.4)	40 (1.1)	213 (2.0)
Arizona	7 (0.5)	197 (2.8)	22 (0.9)	208 (2.5)	22 (0.8)	211 (1.8)	49 (1.3)	213 (1.3)
Arkansas	9 (0.6)	195 (2.5)	25 (1.0)	211 (1.6)	23 (0.9)	214 (2.1)	43 (1.1)	215 (1.6)
California	5 (0.7)	175 (4.7)	25 (1.0)	198 (2.8)	22 (0.9)	203 (2.5)	48 (1.1)	210 (2.1)
Colorado	6 (0.5)	202 (3.6)	28 (0.9)	216 (1.7)	23 (0.8)	222 (1.5)	43 (1.1)	219 (1.4)
Connecticut	5 (0.6)	197 (3.1)	24 (1.1)	221 (2.0)	24 (1.0)	227 (1.9)	47 (1.4)	225 (1.8)
Delaware*	6 (0.6)	189 (2.8)	22 (0.9)	213 (1.6)	20 (1.0)	215 (1.9)	52 (0.8)	217 (1.1)
Dist. Columbia	9 (0.5)	171 (3.2)	24 (0.9)	178 (1.6)	21 (0.8)	190 (1.9)	47 (1.1)	197 (1.2)
Florida	7 (0.5)	192 (3.8)	25 (1.0)	208 (2.1)	23 (0.8)	213 (2.3)	46 (1.2)	211 (1.4)
Georgia	6 (0.4)	198 (3.3)	21 (0.9)	211 (2.1)	22 (0.9)	215 (2.1)	50 (1.2)	216 (1.7)
Hawaii	4 (0.4)	180 (3.9)	20 (0.9)	200 (2.7)	22 (0.9)	206 (2.1)	53 (1.3)	208 (2.0)
Idaho	8 (0.6)	206 (2.9)	29 (1.0)	221 (1.5)	22 (0.8)	222 (1.6)	42 (1.2)	222 (1.3)
Indiana	8 (0.6)	208 (2.5)	27 (1.1)	222 (1.7)	22 (0.7)	223 (1.7)	43 (1.3)	225 (1.7)
Iowa	5 (0.5)	208 (3.3)	28 (1.3)	225 (1.2)	24 (1.0)	231 (1.6)	43 (1.3)	229 (1.5)
Kentucky	10 (0.6)	199 (2.1)	28 (1.1)	213 (1.8)	21 (0.8)	217 (2.0)	41 (1.3)	216 (1.6)
Louisiana	10 (0.7)	192 (2.3)	24 (1.2)	203 (2.0)	20 (0.7)	205 (2.1)	46 (1.5)	208 (1.4)
Maine*	8 (0.7)	211 (3.3)	26 (0.9)	227 (1.8)	21 (0.9)	230 (1.6)	45 (1.0)	231 (1.5)
Maryland	6 (0.5)	189 (4.0)	22 (1.0)	208 (1.9)	22 (0.9)	214 (2.3)	50 (1.3)	217 (1.7)
Massachusetts	5 (0.4)	211 (3.3)	25 (1.1)	225 (1.8)	26 (0.9)	229 (1.4)	44 (1.4)	231 (1.3)
Michigan	6 (0.6)	200 (3.5)	27 (1.1)	217 (2.1)	24 (1.0)	219 (2.0)	42 (1.4)	220 (1.7)
Minnesota	5 (0.5)	204 (3.1)	22 (1.0)	221 (1.9)	24 (0.8)	225 (1.6)	49 (1.3)	224 (1.4)
Mississippi	11 (0.7)	187 (2.7)	26 (0.9)	197 (1.9)	21 (0.7)	202 (1.9)	42 (1.1)	204 (1.6)
Missouri	6 (0.5)	207 (2.8)	22 (0.9)	218 (1.9)	24 (0.9)	226 (2.0)	47 (1.1)	223 (1.3)
Nebraska*	6 (0.6)	206 (3.7)	26 (1.2)	223 (1.9)	25 (1.0)	224 (1.6)	44 (1.4)	224 (1.5)
New Hampshire*	7 (0.7)	214 (3.6)	27 (1.1)	226 (1.8)	24 (0.8)	230 (1.8)	43 (1.5)	233 (1.3)
New Jersey*	6 (0.6)	199 (3.9)	24 (1.1)	220 (2.1)	25 (1.0)	229 (2.0)	44 (1.5)	227 (1.6)
New Mexico	8 (0.6)	197 (3.6)	27 (1.2)	209 (2.3)	23 (0.9)	214 (2.3)	42 (1.3)	215 (2.2)
New York*	6 (0.5)	190 (4.5)	25 (1.0)	213 (2.4)	22 (0.9)	217 (2.5)	47 (1.4)	220 (1.3)
North Carolina	8 (0.6)	193 (3.3)	20 (0.8)	209 (2.2)	22 (0.8)	216 (1.9)	51 (1.1)	216 (1.4)
North Dakota	6 (0.5)	216 (2.7)	27 (1.0)	225 (1.6)	24 (1.0)	229 (1.9)	43 (1.2)	229 (1.4)
Ohio	7 (0.5)	203 (2.9)	23 (0.9)	218 (1.7)	22 (0.9)	219 (1.9)	47 (1.3)	221 (1.8)
Oklahoma	8 (0.7)	211 (2.5)	23 (1.0)	221 (1.6)	21 (1.0)	224 (1.7)	48 (1.5)	223 (1.3)
Pennsylvania	6 (0.6)	205 (2.9)	25 (0.7)	222 (2.0)	25 (0.8)	225 (1.9)	44 (1.2)	223 (1.5)
Rhode Island	5 (0.4)	200 (3.0)	24 (1.0)	211 (2.4)	23 (0.9)	221 (2.2)	48 (1.2)	222 (2.0)
South Carolina	9 (0.6)	196 (2.4)	25 (0.9)	209 (1.7)	21 (0.9)	210 (2.5)	45 (1.2)	215 (1.7)
Tennessee	8 (0.6)	200 (3.0)	27 (0.9)	211 (2.1)	24 (0.9)	212 (1.8)	41 (1.1)	218 (1.6)
Texas	8 (0.7)	199 (3.6)	24 (0.9)	213 (2.4)	21 (1.0)	217 (2.3)	47 (1.5)	216 (1.5)
Utah	6 (0.4)	208 (3.9)	29 (1.0)	223 (1.5)	21 (0.7)	221 (1.8)	45 (1.2)	223 (1.5)
Virginia	6 (0.6)	204 (2.9)	24 (1.0)	222 (2.1)	23 (0.9)	225 (1.7)	47 (1.4)	224 (1.6)
West Virginia	10 (0.7)	199 (2.7)	25 (0.8)	214 (2.1)	24 (0.8)	219 (2.1)	41 (1.1)	221 (1.4)
Wisconsin	6 (0.5)	208 (3.8)	22 (0.8)	222 (1.4)	25 (0.9)	227 (1.5)	46 (1.0)	227 (1.3)
Wyoming	7 (0.5)	211 (2.3)	27 (1.0)	222 (1.5)	21 (0.7)	227 (1.3)	45 (1.0)	227 (1.4)
TERRITORY								
Guam	13 (0.7)	169 (3.1)	27 (1.0)	170 (2.1)	20 (0.9)	183 (2.5)	39 (1.1)	197 (1.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.7 Students' Reports on Frequency of Reading for Fun on Their Own Time, Grades 4, 8, and 12, 1992 Reading Assessment

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	44(0.9)	225(1.2)	32(0.8)	220(1.2)	12(0.4)	211(1.6)	13(0.5)	200(1.9)
Grade 8	22(0.5)	277(1.1)	28(0.6)	263(1.0)	25(0.5)	258(1.2)	25(0.7)	246(1.4)
Grade 12	23(0.6)	303(0.9)	28(0.7)	295(0.7)	26(0.5)	289(0.9)	24(0.6)	277(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.8 | **Students' Reports on Frequency of Reading for Fun on Their Own Time, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	43 (1.0)	223 (1.3)	32 (0.9)	218 (1.3)	12 (0.5)	209 (1.8)	13 (0.6)	199 (2.0)
Northeast	43 (2.6)	231 (4.5)	35 (2.4)	220 (3.8)	12 (1.1)	211 (5.3)	10 (1.2)	200 (4.8)
Southeast	40 (1.8)	216 (3.0)	32 (1.6)	214 (2.8)	14 (0.8)	208 (3.6)	14 (1.6)	201 (3.4)
Central	42 (1.7)	227 (1.8)	33 (1.6)	220 (2.3)	11 (0.9)	211 (3.7)	14 (1.2)	204 (3.5)
West	48 (2.2)	219 (2.0)	28 (2.0)	218 (2.2)	11 (1.0)	206 (2.9)	14 (1.0)	191 (4.0)
STATES								
Alabama	38 (1.2)	212 (2.4)	34 (1.1)	210 (1.9)	12 (0.7)	205 (2.6)	16 (0.7)	197 (2.2)
Arizona	40 (1.1)	217 (1.4)	33 (1.0)	211 (1.7)	11 (0.7)	203 (2.3)	16 (0.9)	199 (2.1)
Arkansas	39 (1.2)	217 (1.9)	34 (1.0)	213 (1.3)	12 (0.8)	206 (2.7)	16 (0.8)	199 (2.1)
California	45 (1.1)	212 (2.2)	32 (1.0)	200 (2.5)	11 (0.7)	196 (3.2)	12 (0.8)	190 (3.3)
Colorado	44 (1.0)	225 (1.3)	34 (0.9)	216 (1.4)	11 (0.6)	215 (2.2)	11 (0.6)	202 (1.9)
Connecticut	46 (1.1)	230 (1.7)	32 (0.8)	220 (1.6)	12 (0.7)	219 (2.5)	11 (0.6)	207 (2.7)
Delaware*	41 (1.2)	220 (1.4)	33 (1.1)	215 (1.6)	11 (0.8)	210 (2.7)	14 (0.8)	197 (2.1)
Dist. Columbia	44 (1.0)	192 (1.2)	37 (0.9)	190 (1.2)	9 (0.6)	184 (2.9)	10 (0.7)	178 (2.8)
Florida	38 (1.2)	214 (1.6)	34 (1.1)	212 (1.9)	13 (0.7)	206 (2.0)	15 (0.9)	195 (2.3)
Georgia	44 (1.4)	219 (1.9)	32 (1.0)	215 (1.8)	11 (0.7)	206 (2.9)	13 (0.7)	198 (2.4)
Hawaii	42 (1.2)	210 (2.0)	35 (1.1)	203 (2.0)	11 (0.7)	202 (2.9)	12 (0.6)	192 (2.7)
Idaho	45 (1.2)	226 (1.3)	31 (0.8)	220 (1.1)	11 (0.8)	217 (1.9)	13 (0.7)	205 (2.4)
Indiana	41 (1.3)	229 (1.7)	32 (1.1)	222 (1.3)	14 (0.6)	221 (2.3)	14 (0.7)	206 (2.1)
Iowa	50 (1.2)	233 (1.3)	30 (1.0)	225 (1.3)	10 (0.6)	218 (2.0)	10 (0.7)	210 (2.1)
Kentucky	38 (1.1)	219 (1.9)	33 (0.9)	215 (1.4)	13 (0.8)	214 (2.9)	17 (0.8)	201 (2.0)
Louisiana	38 (1.1)	208 (1.4)	35 (0.9)	206 (1.5)	11 (0.6)	206 (2.3)	15 (0.9)	194 (2.5)
Maine*	43 (1.5)	234 (1.4)	33 (1.2)	227 (1.3)	12 (0.7)	224 (1.9)	11 (1.0)	213 (2.1)
Maryland	42 (1.1)	221 (1.9)	35 (1.0)	211 (1.7)	12 (0.6)	207 (2.5)	11 (0.7)	194 (3.3)
Massachusetts	46 (1.2)	234 (1.2)	34 (1.1)	225 (1.0)	12 (0.7)	223 (2.4)	9 (0.7)	211 (2.2)
Michigan	44 (1.2)	224 (1.9)	34 (1.1)	216 (1.6)	12 (0.7)	209 (2.4)	10 (0.6)	207 (3.0)
Minnesota	47 (1.3)	230 (1.2)	33 (1.1)	221 (1.5)	10 (0.6)	212 (2.9)	10 (0.8)	204 (2.7)
Mississippi	41 (1.1)	202 (1.7)	32 (0.9)	202 (2.0)	10 (0.6)	200 (2.5)	17 (1.0)	192 (2.3)
Missouri	43 (1.0)	227 (1.7)	32 (0.9)	222 (1.5)	11 (0.7)	220 (2.6)	13 (0.8)	205 (1.9)
Nebraska*	45 (1.1)	228 (1.5)	32 (0.9)	223 (1.4)	11 (0.8)	221 (2.1)	12 (0.8)	203 (2.7)
New Hampshire*	48 (1.6)	236 (1.2)	31 (1.2)	228 (1.5)	11 (0.7)	224 (2.6)	10 (0.8)	210 (2.6)
New Jersey*	39 (1.4)	232 (1.8)	36 (0.9)	225 (1.6)	14 (0.8)	220 (2.0)	11 (1.0)	203 (2.9)
New Mexico	41 (1.5)	218 (1.6)	33 (1.0)	212 (2.4)	11 (0.6)	214 (2.8)	15 (0.8)	194 (2.8)
New York*	44 (1.1)	221 (1.9)	34 (1.0)	216 (1.7)	13 (0.8)	214 (1.9)	10 (0.6)	201 (3.3)
North Carolina	46 (1.3)	219 (1.5)	31 (1.0)	212 (1.4)	10 (0.6)	207 (3.2)	13 (0.7)	198 (2.5)
North Dakota	43 (1.3)	234 (1.4)	33 (1.0)	226 (1.3)	13 (0.7)	222 (2.2)	11 (0.8)	212 (2.5)
Ohio	41 (1.2)	226 (1.6)	35 (1.0)	217 (1.7)	12 (0.7)	214 (2.6)	12 (0.7)	204 (2.8)
Oklahoma	40 (1.1)	225 (1.3)	32 (1.0)	225 (1.9)	12 (0.7)	221 (2.1)	16 (0.9)	207 (2.0)
Pennsylvania	43 (1.0)	227 (1.8)	35 (1.0)	221 (1.3)	12 (0.6)	221 (2.5)	9 (0.6)	206 (3.0)
Rhode Island	47 (1.3)	223 (2.4)	32 (1.1)	217 (1.7)	11 (0.8)	216 (2.7)	10 (0.7)	197 (3.3)
South Carolina	42 (1.1)	216 (1.7)	34 (0.9)	211 (1.6)	11 (0.6)	210 (2.6)	14 (0.8)	196 (2.0)
Tennessee	38 (1.1)	219 (1.9)	37 (1.1)	213 (1.7)	13 (0.8)	208 (2.8)	12 (0.9)	201 (2.5)
Texas	43 (1.1)	218 (2.0)	32 (1.1)	215 (1.7)	10 (0.6)	212 (2.6)	15 (0.9)	202 (2.0)
Utah	46 (1.1)	228 (1.4)	30 (0.7)	222 (1.5)	10 (0.7)	214 (2.2)	13 (0.7)	207 (2.1)
Virginia	46 (1.2)	228 (1.6)	31 (1.0)	223 (1.9)	12 (0.7)	216 (2.4)	11 (0.8)	204 (2.3)
West Virginia	38 (1.1)	224 (1.9)	35 (1.0)	218 (1.5)	12 (0.7)	212 (2.1)	16 (0.9)	201 (1.9)
Wisconsin	46 (1.1)	233 (1.3)	34 (1.0)	222 (1.4)	10 (0.6)	217 (2.4)	10 (0.5)	206 (2.8)
Wyoming	49 (1.1)	230 (1.1)	30 (0.9)	224 (1.8)	9 (0.6)	217 (2.0)	12 (0.6)	207 (2.1)
TERRITORY								
Guam	39 (1.0)	187 (1.8)	35 (1.0)	186 (1.7)	10 (0.6)	175 (3.2)	16 (0.8)	174 (3.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.9 **Students' Reports on Frequency of Taking Books Out of the School Library or Public Library for Their Own Enjoyment, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	14(0.6)	213(1.6)	48(0.8)	222(1.2)	23(0.7)	223(1.2)	15(0.6)	205(1.7)
Grade 8	5(0.2)	256(2.7)	18(0.7)	264(1.2)	36(0.7)	266(1.0)	41(0.9)	254(1.3)
Grade 12	2(0.2)	287(2.9)	9(0.4)	292(1.6)	32(0.6)	297(0.8)	56(0.7)	288(0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.10 | **Students' Reports on Frequency of Taking Books Out of the School Library or Public Library for Their Own Enjoyment, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	15 (0.6)	212 (1.7)	48 (0.9)	220 (1.3)	22 (0.8)	220 (1.4)	15 (0.7)	203 (1.8)
Northeast	14 (1.6)	216 (5.0)	53 (1.8)	224 (4.1)	22 (2.0)	228 (4.8)	12 (1.9)	207 (4.1)
Southeast	16 (1.0)	205 (3.5)	45 (1.9)	215 (2.9)	21 (1.9)	218 (3.9)	19 (1.3)	202 (3.7)
Central	14 (1.1)	217 (3.7)	52 (1.6)	224 (1.7)	21 (1.3)	220 (2.0)	14 (1.2)	205 (4.4)
West	15 (1.2)	212 (2.4)	45 (1.6)	218 (2.2)	24 (1.5)	217 (2.3)	16 (1.1)	200 (2.4)
STATES								
Alabama	15 (0.8)	203 (2.3)	50 (1.3)	215 (1.8)	17 (1.0)	208 (3.0)	19 (1.2)	195 (2.0)
Arizona	15 (0.7)	206 (2.5)	46 (1.0)	215 (1.4)	23 (0.8)	213 (1.5)	17 (1.1)	200 (2.5)
Arkansas	17 (0.7)	206 (1.7)	50 (1.3)	218 (1.4)	14 (0.8)	211 (2.1)	19 (0.8)	201 (1.9)
California	16 (0.9)	198 (3.5)	43 (1.2)	211 (2.1)	22 (1.1)	204 (2.9)	19 (0.9)	194 (2.8)
Colorado	15 (0.9)	215 (1.9)	47 (1.1)	222 (1.4)	24 (0.8)	220 (1.6)	14 (0.8)	205 (1.9)
Connecticut	14 (0.8)	214 (2.4)	49 (1.1)	228 (1.3)	23 (1.2)	227 (1.6)	14 (0.8)	209 (3.1)
Delaware*	15 (0.7)	207 (2.4)	49 (1.0)	219 (1.0)	19 (1.1)	221 (1.8)	18 (0.8)	203 (2.2)
Dist. Columbia	16 (0.7)	181 (2.2)	36 (1.0)	193 (1.4)	25 (0.9)	199 (1.8)	22 (0.8)	180 (1.9)
Florida	15 (0.8)	203 (3.0)	45 (1.1)	214 (1.4)	24 (0.8)	214 (1.9)	16 (0.8)	199 (2.7)
Georgia	18 (0.7)	209 (2.1)	44 (1.2)	219 (1.7)	23 (0.8)	215 (2.3)	15 (0.8)	201 (2.5)
Hawaii	18 (1.0)	197 (2.4)	44 (0.9)	208 (2.0)	24 (0.9)	209 (2.4)	14 (0.8)	197 (2.7)
Idaho	13 (0.7)	217 (2.1)	50 (1.2)	225 (1.0)	21 (0.9)	222 (1.5)	16 (0.9)	209 (1.9)
Indiana	13 (0.7)	218 (2.7)	54 (1.0)	227 (1.3)	19 (0.7)	223 (1.8)	14 (0.7)	207 (2.2)
Iowa	17 (1.0)	225 (1.7)	49 (1.0)	231 (1.2)	22 (0.9)	228 (1.6)	12 (0.7)	209 (2.6)
Kentucky	16 (0.9)	211 (2.0)	49 (1.3)	218 (1.3)	17 (0.9)	216 (2.6)	17 (0.8)	202 (2.4)
Louisiana	14 (0.7)	198 (2.1)	47 (1.1)	209 (1.3)	21 (0.8)	209 (1.9)	18 (1.0)	195 (2.0)
Maine*	12 (0.9)	224 (2.0)	57 (1.6)	231 (1.4)	18 (0.8)	229 (2.2)	14 (1.0)	219 (2.1)
Maryland	16 (0.8)	209 (2.6)	46 (1.1)	217 (1.5)	25 (0.8)	216 (1.9)	13 (0.9)	199 (3.8)
Massachusetts	11 (0.7)	222 (2.2)	48 (1.6)	231 (1.4)	27 (1.3)	231 (1.5)	14 (0.9)	216 (2.2)
Michigan	15 (0.8)	212 (2.5)	48 (1.3)	222 (1.6)	21 (1.1)	221 (2.2)	15 (0.8)	206 (2.7)
Minnesota	15 (0.8)	218 (2.7)	54 (1.1)	226 (1.3)	21 (0.9)	223 (1.8)	11 (0.7)	208 (2.8)
Mississippi	15 (0.8)	195 (2.4)	46 (1.0)	205 (1.5)	17 (1.0)	203 (2.4)	22 (0.9)	191 (2.3)
Missouri	14 (0.8)	215 (2.2)	51 (1.4)	226 (1.2)	19 (1.0)	225 (2.1)	15 (0.9)	208 (2.1)
Nebraska*	15 (0.7)	221 (1.8)	51 (1.2)	226 (1.2)	21 (1.0)	224 (2.2)	13 (0.6)	207 (2.3)
New Hampshire*	12 (0.8)	227 (2.2)	50 (1.3)	232 (1.6)	23 (1.1)	231 (1.6)	16 (0.9)	221 (2.0)
New Jersey*	12 (0.9)	216 (2.5)	51 (1.5)	229 (1.3)	23 (1.1)	229 (2.4)	13 (1.1)	209 (3.2)
New Mexico	13 (0.8)	206 (2.5)	47 (1.5)	215 (2.0)	22 (1.3)	217 (1.9)	17 (0.8)	201 (2.7)
New York*	17 (1.1)	208 (2.5)	47 (1.2)	221 (1.7)	22 (1.3)	220 (1.8)	13 (0.8)	206 (3.2)
North Carolina	17 (0.7)	207 (2.4)	50 (1.2)	219 (1.3)	20 (0.8)	214 (2.0)	14 (0.7)	198 (2.3)
North Dakota	13 (0.9)	222 (2.3)	54 (1.2)	231 (1.3)	20 (1.0)	228 (1.4)	13 (0.8)	214 (2.8)
Ohio	16 (0.8)	214 (2.3)	50 (1.2)	223 (1.3)	20 (0.7)	221 (1.9)	13 (0.7)	207 (3.7)
Oklahoma	17 (0.8)	219 (1.9)	46 (1.2)	226 (1.0)	20 (1.0)	225 (1.6)	16 (0.9)	209 (1.9)
Pennsylvania	15 (0.7)	217 (2.4)	55 (1.2)	226 (1.4)	18 (0.8)	224 (1.9)	12 (0.7)	210 (2.6)
Rhode Island	14 (0.8)	211 (2.8)	47 (1.4)	222 (1.9)	25 (1.0)	221 (2.5)	15 (0.9)	210 (2.7)
South Carolina	17 (0.8)	205 (1.8)	49 (1.2)	216 (1.7)	19 (0.9)	213 (1.7)	15 (0.8)	198 (2.6)
Tennessee	15 (0.9)	210 (2.2)	53 (1.1)	217 (1.7)	17 (0.8)	213 (2.3)	15 (0.8)	203 (2.1)
Texas	14 (0.8)	209 (2.2)	51 (1.0)	217 (1.8)	20 (0.9)	219 (1.9)	16 (0.8)	202 (2.6)
Utah	12 (0.8)	218 (2.4)	47 (1.2)	226 (1.3)	26 (1.0)	224 (1.6)	15 (0.9)	209 (2.2)
Virginia	17 (0.8)	217 (2.2)	51 (1.2)	226 (1.4)	19 (1.0)	225 (2.2)	13 (0.8)	210 (2.4)
West Virginia	14 (0.6)	211 (2.0)	43 (1.5)	222 (1.6)	23 (1.0)	218 (1.9)	20 (1.3)	208 (2.2)
Wisconsin	17 (0.8)	220 (2.2)	51 (1.2)	230 (1.1)	21 (1.0)	225 (1.3)	11 (0.8)	211 (2.5)
Wyoming	15 (0.7)	220 (1.8)	49 (1.1)	228 (1.2)	21 (0.9)	227 (1.6)	15 (0.8)	214 (2.3)
TERRITORY								
Guam	18 (1.0)	174 (2.9)	45 (1.0)	193 (1.8)	15 (0.8)	177 (2.5)	22 (0.9)	175 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 6.11 Students' Reports on Frequency of Reading Various Types of Reading Materials, Grades 8 and 12, 1992 Reading Assessment

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8								
Read a Story or Novel	11(0.4)	278(1.4)	19(0.6)	266(1.4)	37(0.7)	264(1.0)	33(0.8)	248(1.4)
Read a Newspaper	31(1.0)	264(1.1)	33(0.7)	263(1.3)	17(0.6)	258(1.3)	19(0.6)	253(1.3)
Read a Magazine	30(0.5)	261(1.2)	42(0.5)	265(1.1)	20(0.4)	260(1.2)	8(0.3)	238(1.7)
Grade 12								
Read a Story or Novel	10(0.5)	307(1.4)	15(0.4)	301(1.6)	39(0.6)	294(0.7)	36(0.7)	280(0.8)
Read a Newspaper	49(1.0)	294(0.7)	33(0.8)	291(0.9)	12(0.5)	287(1.4)	7(0.2)	283(2.0)
Read a Magazine	26(0.5)	290(0.8)	49(0.5)	294(0.7)	20(0.6)	291(0.9)	4(0.3)	269(2.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER SEVEN

School and Classroom Characteristics: The Context of Reading Instruction for the Nation and the States

Overview

The instructional context within which students learn to read has been the focus of considerable research and study.[13] Central among many recommendations for improving students' academic achievement is increasing students' opportunity to learn. Numerous research studies and reports, including those by NAEP, support a strong relationship between academic achievement and students' opportunities to learn.[14] Among such studies are those that demonstrate a relationship between reading achievement and cost or demographic factors such as student support services and district resources.[15]

Chapter Seven explores classroom and school contextual factors that may relate to students' achievement in reading. To provide information associated with in-school variables, students who participated in the national and state assessment, their teachers, and school administrators were asked questions about factors that have been shown in the past to relate to reading achievement. Information was collected regarding overall school support, classroom structures, availability of supportive resources, perceptions of the school environment, and problems that may be present in schools. Many of these are factors over which teachers probably exercise little control; however, they help to portray the context within which reading instruction takes place.

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[13] M. J. Adams. *Beginning to Read: Thinking and Learning About Print* (Cambridge, MA: MIT Press, 1990).

K. Goodman. "Whole-Language Research: Foundations and Development," *The Elementary School Journal. 90*, 207-221, 1989.

D. Bloome (Ed.). *Classrooms and Literacy* (Norwood, NJ: Ablex, 1989).

[14] R. C. Anderson, E. H. Hiebert, J. A. Scott, and I. A. G. Wilkinson. *Becoming a Nation of Readers: The Report on the Commission on Reading* (Urbana, IL: University of Illinois, Center for the Study of Reading, 1985).

M. Foertsch. *Reading In and Out of Schools: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12, in 1988 and 1990* (Washington, D.C.: U.S. Department of Education, 1992).

[15] W. E. Klingele and B. K. Warrick. "Influence of Cost and Demographic Factor on Reading Achievement," *Journal of Educational Research. 83* (May/June, 1990): 279-282.

TABLE 7.1 **Schools' Reports on the Identification of Instructional Priorities, Grades 4 and 8, 1992 Reading Assessment**

Has your school identified any of the following subjects as a special priority?	Percentages of Students in Schools With Priorities in Particular Curriculum Areas		
	Reading	Writing	Integration of Separate Subjects
Grade 4	84(2.6)	76(3.1)	62(2.9)
Grade 8	64(3.1)	68(3.2)	50(3.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.2 | **Schools' Reports on the Identification of Instructional Priorities, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Reading		Writing		Integration of Separate Subjects	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	86 (2.8)	216 (1.2)	77 (3.6)	217 (1.3)	27 (3.2)	212 (3.0)
Northeast	88 (5.9)	222 (4.5)	76 (7.6)	220 (4.5)	26 (5.5)	214 (8.3)!
Southeast	88 (4.9)	212 (2.6)	84 (6.3)	214 (2.9)	27 (8.6)	212 (6.2)!
Central	86 (5.6)	219 (2.0)	68 (8.7)	219 (2.2)	24 (3.9)	217 (5.7)
West	81 (5.9)	211 (1.8)	82 (5.6)	214 (2.1)	33 (6.0)	207 (5.3)
STATES						
Alabama	79 (3.8)	207 (2.0)	65 (4.6)	208 (2.3)	24 (5.0)	209 (4.1)!
Arizona	72 (4.5)	209 (1.6)	80 (3.8)	210 (1.5)	26 (4.8)	213 (3.3)
Arkansas	80 (3.8)	211 (1.4)	45 (4.4)	214 (2.5)	36 (4.7)	210 (3.2)
California	91 (3.6)	202 (2.1)	91 (3.1)	204 (2.1)	17 (5.2)	191 (8.0)!
Colorado	75 (4.6)	215 (1.3)	77 (4.3)	216 (1.2)	23 (4.6)	215 (3.0)!
Connecticut	91 (3.0)	222 (1.6)	93 (2.7)	223 (1.5)	39 (5.6)	216 (3.3)
Delaware*	76 (0.2)	214 (0.9)	47 (0.2)	212 (1.2)	10 (0.2)	208 (5.2)
Dist. Columbia	92 (0.1)	188 (0.8)	83 (0.2)	191 (0.8)	40 (0.2)	183 (1.5)
Florida	89 (3.1)	209 (1.5)	78 (3.9)	210 (1.8)	19 (4.1)	205 (3.8)!
Georgia	97 (1.5)	214 (1.5)	79 (4.3)	214 (1.8)	27 (4.8)	214 (4.4)
Hawaii	94 (2.6)	205 (1.7)	89 (3.1)	205 (1.9)	26 (5.5)	205 (4.1)!
Idaho	70 (4.4)	220 (1.1)	49 (4.9)	220 (1.7)	11 (3.8)	225 (4.2)!
Indiana	73 (5.0)	221 (1.4)	49 (5.3)	221 (1.8)	29 (5.5)	221 (3.4)
Iowa	73 (4.2)	227 (1.5)	65 (4.3)	227 (1.4)	19 (5.2)	221 (4.7)!
Kentucky	76 (4.2)	213 (1.6)	81 (3.8)	213 (1.4)	26 (4.9)	213 (2.8)!
Louisiana	87 (2.8)	203 (1.3)	64 (3.7)	203 (1.6)	30 (4.8)	207 (3.1)
Maine*	55 (6.4)	229 (1.5)	63 (5.5)	228 (1.3)	17 (4.6)	225 (2.5)!
Maryland	92 (3.1)	211 (1.7)	94 (2.5)	212 (1.6)	47 (5.1)	212 (2.7)
Massachusetts	80 (4.0)	225 (1.3)	73 (3.9)	227 (1.3)	14 (4.0)	219 (5.6)!
Michigan	86 (3.3)	216 (1.6)	64 (4.9)	216 (2.3)	26 (5.1)	219 (3.8)!
Minnesota	76 (4.9)	223 (1.4)	59 (5.6)	221 (1.6)	18 (5.6)	225 (3.9)!
Mississippi	91 (2.8)	199 (1.5)	51 (5.3)	197 (2.4)	46 (4.8)	196 (2.3)
Missouri	76 (4.1)	221 (1.5)	52 (4.6)	221 (2.0)	20 (5.1)	220 (5.0)!
Nebraska*	76 (4.0)	221 (1.3)	58 (5.5)	223 (1.6)	21 (5.4)	226 (4.9)!
New Hampshire*	76 (4.4)	230 (1.4)	66 (4.5)	229 (1.5)	10 (4.3)	231 (5.5)!
New Jersey*	86 (3.8)	223 (1.7)	86 (2.7)	224 (1.7)	26 (5.5)	219 (5.2)!
New Mexico	82 (3.9)	211 (1.9)	80 (4.2)	212 (1.8)	15 (4.7)	202 (6.3)!
New York*	91 (2.6)	215 (1.6)	88 (3.2)	215 (1.8)	27 (5.4)	214 (6.6)!
North Carolina	90 (3.1)	212 (1.3)	80 (4.2)	212 (1.4)	47 (4.9)	209 (2.0)
North Dakota	55 (5.4)	228 (1.7)	33 (4.7)	228 (2.1)	12 (4.1)	227 (4.8)!
Ohio	76 (5.1)	219 (1.5)	67 (4.8)	218 (1.7)	32 (4.9)	215 (2.9)
Oklahoma	87 (3.3)	222 (1.0)	45 (4.8)	222 (1.7)	28 (4.7)	222 (2.7)
Pennsylvania	82 (3.9)	221 (1.5)	73 (4.5)	222 (1.9)	17 (4.3)	221 (4.1)!
Rhode Island	88 (3.4)	216 (1.9)	93 (2.3)	217 (2.0)	11 (3.4)	213 (3.9)!
South Carolina	91 (3.0)	210 (1.5)	83 (4.1)	210 (1.6)	27 (5.1)	212 (3.4)
Tennessee	85 (3.7)	212 (1.5)	46 (4.6)	214 (2.5)	19 (4.8)	209 (4.6)!
Texas	81 (3.6)	211 (1.5)	96 (1.9)	213 (1.7)	45 (5.6)	210 (2.5)
Utah	77 (4.3)	221 (1.3)	62 (4.9)	221 (1.5)	30 (5.5)	223 (1.8)
Virginia	92 (2.4)	222 (1.5)	92 (3.0)	221 (1.5)	28 (5.1)	217 (3.6)
West Virginia	90 (2.9)	216 (1.4)	40 (4.0)	220 (2.3)	23 (4.6)	216 (3.9)
Wisconsin	84 (3.4)	224 (1.1)	58 (4.1)	224 (1.3)	21 (4.6)	223 (3.6)!
Wyoming	70 (5.0)	224 (1.5)	60 (5.6)	226 (1.5)	12 (4.0)	224 (5.3)!
TERRITORY						
Guam	94 (0.1)	183 (1.4)	66 (0.3)	187 (1.7)	24 (0.3)	190 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.3 **Teachers' Reports on the Amount of Time Spent on Reading Instruction on a Typical Day, Grade 4, 1992 Reading Assessment**

About how much time do you spend on reading instruction on a typical day?	30 or 45 Minutes		60 Minutes		90 Minutes or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	31(2.9)	220(2.1)	51(3.1)	219(1.7)	18(1.6)	216(2.5)
White	32(3.3)	226(2.2)	53(3.3)	225(1.9)	15(1.7)	226(2.6)
Black	32(4.0)	198(3.8)	41(4.2)	194(2.8)	28(4.0)	194(3.3)
Hispanic	29(3.8)	206(5.1)	48(4.7)	204(2.8)	23(4.0)	202(3.9)
Male	31(2.9)	215(2.2)	51(3.2)	215(1.9)	18(1.8)	212(3.1)
Female	32(3.0)	225(2.4)	50(3.2)	223(2.0)	18(1.7)	219(2.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.4 | **Teachers' Reports on the Amount of Time Spent on Reading Instruction on a Typical Day, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	About how much time do you spend on reading instruction on a typical day?					
	30 or 45 Minutes		60 Minutes		90 Minutes or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	29 (3.2)	217 (2.3)	52 (3.4)	218 (1.9)	19 (1.8)	215 (2.6)
Northeast	24 (3.7)	225 (7.3)	44 (5.4)	219 (5.3)	33 (4.6)	218 (4.3)
Southeast	32 (5.4)	214 (4.1)	47 (4.6)	213 (3.6)	20 (3.9)	212 (7.2)
Central	24 (7.3)	216 (3.4)!	67 (8.6)	224 (3.1)	9 (2.1)	214 (5.0)!
West	35 (7.6)	216 (5.0)!	47 (7.2)	214 (3.4)	18 (4.3)	211 (4.0)!
STATES						
Alabama	12 (1.9)	204 (3.5)	63 (3.6)	211 (2.3)	25 (3.5)	205 (3.6)
Arizona	39 (3.4)	209 (2.8)	42 (3.6)	211 (1.7)	19 (3.1)	213 (2.4)
Arkansas	45 (3.9)	210 (2.1)	42 (3.7)	213 (1.7)	13 (3.0)	212 (3.4)!
California	20 (2.7)	212 (3.5)	46 (3.5)	204 (3.1)	34 (3.3)	198 (4.3)
Colorado	27 (2.7)	219 (2.2)	49 (2.9)	219 (1.8)	24 (3.0)	216 (2.2)
Connecticut	18 (3.4)	228 (2.8)	47 (4.0)	228 (1.8)	35 (4.0)	218 (3.4)
Delaware*	39 (1.1)	210 (1.7)	41 (1.2)	216 (1.2)	20 (0.8)	222 (2.1)
Dist. Columbia	34 (1.5)	189 (2.0)	46 (1.6)	186 (1.6)	20 (1.3)	186 (2.3)
Florida	25 (2.8)	212 (2.0)	48 (3.1)	209 (1.6)	27 (3.1)	207 (3.6)
Georgia	22 (3.1)	215 (3.2)	47 (3.3)	211 (2.5)	31 (3.1)	214 (2.7)
Hawaii	37 (2.8)	199 (2.7)	37 (3.2)	205 (2.5)	27 (3.3)	207 (3.2)
Idaho	31 (3.2)	221 (1.9)	55 (3.3)	221 (1.3)	14 (2.5)	218 (2.7)
Indiana	40 (4.1)	224 (2.0)	50 (3.5)	222 (2.0)	10 (2.4)	220 (3.3)!
Iowa	29 (3.8)	226 (1.7)	50 (4.2)	228 (1.5)	22 (3.3)	225 (2.3)
Kentucky	35 (3.6)	213 (2.1)	51 (3.6)	215 (1.7)	14 (2.6)	210 (4.1)
Louisiana	20 (3.1)	206 (2.6)	69 (3.3)	205 (1.6)	11 (2.1)	203 (5.6)!
Maine*	29 (3.5)	228 (2.1)	52 (3.9)	228 (1.6)	19 (3.4)	232 (2.8)
Maryland	20 (2.9)	218 (3.4)	37 (3.3)	213 (2.5)	43 (3.3)	209 (3.1)
Massachusetts	24 (3.4)	229 (2.3)	57 (4.3)	229 (1.5)	19 (3.4)	223 (2.8)
Michigan	28 (4.1)	222 (4.3)	59 (4.0)	216 (1.5)	14 (2.3)	213 (2.9)
Minnesota	27 (3.2)	223 (3.3)	66 (3.9)	221 (1.5)	7 (2.2)	227 (2.8)!
Mississippi	10 (2.3)	203 (4.2)!	20 (3.3)	196 (3.6)	70 (3.9)	201 (1.8)
Missouri	24 (3.5)	224 (2.6)	61 (3.5)	221 (1.7)	16 (3.2)	219 (4.5)!
Nebraska*	30 (3.6)	223 (2.3)	52 (3.9)	223 (1.5)	17 (2.8)	221 (2.7)
New Hampshire*	37 (3.6)	228 (1.7)	47 (3.5)	231 (1.9)	17 (2.7)	228 (2.6)
New Jersey*	29 (4.7)	225 (3.8)	46 (5.0)	229 (2.2)	25 (3.9)	217 (4.0)
New Mexico	30 (3.8)	213 (3.7)	49 (3.9)	211 (1.9)	21 (3.0)	212 (3.4)
New York*	34 (3.7)	220 (2.5)	37 (3.3)	216 (2.5)	29 (3.4)	211 (3.3)
North Carolina	44 (3.0)	213 (2.0)	40 (3.3)	213 (2.1)	16 (2.4)	211 (3.2)
North Dakota	37 (4.3)	229 (2.1)	52 (4.2)	225 (2.1)	12 (3.1)	227 (3.4)!
Ohio	18 (2.9)	214 (3.2)	67 (3.7)	221 (1.6)	14 (2.8)	212 (3.8)!
Oklahoma	42 (3.0)	220 (1.7)	49 (3.1)	224 (1.3)	9 (2.0)	222 (3.6)!
Pennsylvania	26 (3.7)	222 (2.8)	58 (3.6)	223 (1.9)	16 (2.4)	217 (3.3)
Rhode Island	16 (2.9)	220 (6.0)	52 (4.4)	223 (2.1)	31 (3.6)	210 (2.7)
South Carolina	37 (3.3)	211 (2.2)	44 (3.5)	213 (2.1)	19 (2.8)	203 (3.9)
Tennessee	30 (3.6)	211 (2.5)	56 (3.7)	213 (2.0)	14 (2.5)	215 (4.0)
Texas	36 (4.2)	218 (2.3)	45 (3.7)	216 (2.9)	20 (3.3)	208 (4.9)
Utah	38 (3.4)	222 (1.8)	45 (3.5)	222 (1.6)	17 (2.9)	221 (3.3)
Virginia	29 (3.3)	225 (2.8)	45 (2.9)	222 (1.9)	26 (3.2)	222 (2.7)
West Virginia	17 (2.9)	216 (3.2)	63 (3.3)	217 (1.7)	20 (2.7)	213 (2.8)
Wisconsin	17 (2.5)	222 (3.4)	64 (3.3)	228 (1.1)	18 (2.9)	219 (2.8)
Wyoming	27 (3.4)	227 (2.5)	58 (4.1)	224 (1.5)	15 (2.6)	222 (2.4)
TERRITORY						
Guam	28 (1.1)	182 (2.2)	43 (0.9)	187 (2.0)	30 (1.1)	174 (2.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.5 **Teachers' Reports on the Number of Students in Their Class, Grade 4, 1992 Reading Assessment**

	1-20		21-25		26 or More	
	Percent of Students	Average Proficiency	Percent of Students	Average Proficiency	Percent of Students	Average Proficiency
Grade 4	26(2.5)	217(2.7)	37(3.5)	222(2.0)	37(3.9)	218(1.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.6 | **Teachers' Reports on the Number of Students in Their Class, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	1 to 20		21 to 25		26 or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	24 (2.7)	214 (3.3)	39 (3.8)	221 (2.1)	37 (4.4)	217 (1.8)
Northeast	28 (7.5)	220 (8.9)!	38 (7.1)	224 (3.9)!	34 (5.8)	215 (2.3)!
Southeast	19 (3.9)	207 (9.3)!	46 (6.7)	217 (4.2)	35 (7.9)	214 (2.9)!
Central	20 (4.4)	217 (2.6)!	43 (9.2)	222 (3.6)!	37(10.7)	222 (4.1)!
West	30 (5.6)	210 (6.0)!	26 (6.2)	221 (4.7)!	44 (8.3)	216 (3.8)
STATES						
Alabama	11 (2.1)	202 (4.5)	36 (4.5)	207 (3.1)	53 (4.5)	211 (2.8)
Arizona	10 (2.3)	198 (6.5)!	28 (3.6)	208 (3.0)	62 (4.3)	214 (1.4)
Arkansas	32 (3.3)	210 (2.0)	41 (3.9)	212 (1.9)	28 (3.7)	216 (3.0)
California	7 (1.6)	199 (7.5)!	12 (3.2)	200 (8.3)!	81 (3.4)	205 (2.6)
Colorado	18 (3.5)	217 (3.6)	44 (3.7)	220 (1.9)	38 (4.4)	218 (2.0)
Connecticut	39 (3.9)	228 (2.2)	48 (4.1)	225 (2.8)	13 (3.3)	216 (5.7)!
Delaware*	23 (0.9)	202 (1.5)	39 (1.3)	215 (1.4)	38 (1.1)	222 (1.3)
Dist. Columbia	41 (1.2)	190 (1.5)	44 (1.4)	184 (1.4)	16 (0.8)	189 (3.0)
Florida	13 (1.9)	195 (4.0)	21 (2.8)	208 (2.5)	66 (3.2)	213 (1.5)
Georgia	25 (2.6)	199 (2.9)	39 (3.6)	218 (2.3)	36 (4.3)	217 (3.7)
Hawaii	16 (2.3)	194 (3.9)	32 (3.6)	205 (2.5)	51 (3.7)	206 (2.6)
Idaho	9 (2.0)	213 (3.8)!	43 (4.2)	222 (1.5)	47 (4.2)	222 (1.6)
Indiana	23 (3.0)	217 (2.7)	45 (4.5)	225 (2.1)	32 (4.3)	223 (2.5)
Iowa	37 (3.9)	224 (1.9)	44 (4.4)	228 (1.6)	20 (4.2)	227 (2.3)!
Kentucky	21 (3.4)	207 (3.0)	45 (5.0)	213 (1.9)	33 (4.0)	219 (2.5)
Louisiana	19 (3.2)	203 (3.0)	36 (3.5)	209 (2.1)	45 (4.1)	204 (2.7)
Maine*	60 (4.8)	226 (1.6)	33 (4.4)	233 (2.3)	6 (2.0)	231 (4.1)!
Maryland	13 (2.2)	213 (4.8)	35 (3.6)	214 (2.4)	52 (4.0)	211 (2.9)
Massachusetts	35 (4.2)	225 (2.4)	42 (3.9)	229 (2.0)	23 (4.1)	230 (2.3)
Michigan	13 (2.5)	219 (2.8)	31 (3.8)	223 (2.3)	56 (4.3)	215 (2.5)
Minnesota	15 (2.7)	212 (3.7)	34 (4.1)	222 (3.3)	52 (4.4)	224 (2.1)
Mississippi	21 (3.4)	194 (3.6)	48 (4.0)	200 (2.4)	30 (3.4)	205 (2.9)
Missouri	26 (3.2)	217 (2.0)	40 (4.3)	222 (3.0)	35 (4.2)	224 (2.4)
Nebraska*	31 (4.4)	216 (2.6)	51 (4.0)	223 (1.6)	18 (3.4)	230 (3.1)!
New Hampshire*	26 (3.6)	226 (2.0)	53 (3.9)	231 (1.9)	22 (3.1)	231 (2.4)
New Jersey*	39 (4.5)	228 (2.9)	43 (4.9)	228 (2.5)	18 (3.1)	214 (4.7)
New Mexico	14 (2.6)	199 (5.5)	43 (3.8)	213 (3.1)	43 (4.2)	216 (2.4)
New York*	17 (2.7)	217 (3.0)	42 (4.4)	223 (1.9)	41 (4.6)	211 (3.1)
North Carolina	22 (2.9)	210 (2.8)	38 (3.8)	211 (2.2)	40 (3.4)	216 (2.1)
North Dakota	39 (4.1)	224 (2.4)	32 (3.5)	227 (1.8)	29 (3.6)	228 (1.7)
Ohio	12 (2.6)	219 (5.5)!	48 (4.3)	217 (2.2)	40 (4.7)	222 (2.0)
Oklahoma	46 (3.7)	221 (1.6)	46 (4.2)	223 (1.6)	8 (2.5)	223 (3.3)!
Pennsylvania	20 (3.0)	218 (3.0)	42 (3.9)	227 (1.8)	38 (4.0)	219 (3.2)
Rhode Island	26 (3.2)	222 (3.7)	45 (4.0)	220 (2.8)	30 (3.5)	212 (3.0)
South Carolina	25 (2.9)	201 (2.7)	38 (3.5)	211 (2.1)	38 (3.8)	217 (2.3)
Tennessee	25 (2.9)	205 (2.4)	30 (3.7)	210 (2.5)	45 (4.5)	220 (2.5)
Texas	59 (4.3)	210 (2.1)	40 (4.3)	222 (2.6)	1 (0.3)	*** (***)
Utah	7 (1.6)	208 (4.3)!	21 (3.1)	219 (2.1)	73 (3.5)	223 (1.4)
Virginia	26 (3.5)	212 (2.5)	41 (3.4)	225 (2.5)	33 (3.0)	227 (3.0)
West Virginia	34 (3.3)	210 (2.5)	49 (3.5)	221 (2.2)	16 (2.8)	215 (4.1)
Wisconsin	29 (3.2)	223 (2.6)	39 (3.6)	227 (1.7)	32 (3.8)	226 (1.7)
Wyoming	37 (3.4)	225 (1.6)	44 (3.5)	223 (1.9)	19 (3.3)	227 (2.6)
TERRITORY						
Guam	25 (0.7)	178 (3.2)	43 (0.9)	189 (1.8)	33 (0.8)	174 (2.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.7 Schools' Reports on How Classes Are Organized for Instruction, Grades 4 and 8, 1992 Reading Assessment

	Self-Contained Students stay with the same teacher for all academic subjects.		Departmentalized Students have different teachers in most or all academic subjects.		Regrouped Students remain with one teacher for most subjects but may have a different teacher for one or two subjects.	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	47(3.4)	216(1.4)	10(1.7)	222(3.8)	43(3.7)	220(1.9)
	Self Contained **Students stay with the same teacher for all academic subjects.**		**Semi-departmentalized** **Students are taught by different teachers in some of their subjects.**		**Departmentalized** **Students have different teachers for most or all academic subjects.**	
	Percentage of Students	**Average Proficiency**	**Percentage of Students**	**Average Proficiency**	**Percentage of Students**	**Average Proficiency**
Grade 8	2(0.7)	267(5.7)	8(1.3)	263(3.7)	90(1.6)	260(1.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.8 | **Schools' Reports on How Classes Are Organized For Instruction, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Self-Contained: Students stay with the same teacher for all academic subjects.		Departmentalized: Students have different teachers in most or all academic subjects.		Regrouped: Students remain with one teacher for most subjects but may have a different teacher for one or two subjects.	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	48 (3.6)	214 (1.6)	10 (1.9)	220 (4.2)	42 (3.9)	218 (2.1)
Northeast	34 (7.3)	219 (7.7)!	11 (4.0)	226 (7.2)!	55 (8.1)	222 (5.3)
Southeast	42 (4.8)	212 (3.7)	12 (3.4)	213 (6.2)!	46 (6.6)	213 (3.3)
Central	49 (7.3)	218 (2.3)	9 (2.2)	213 (9.7)!	42 (6.6)	222 (3.6)
West	61 (8.1)	208 (2.6)	10 (4.8)	228 (8.3)!	29 (8.7)	215 (5.0)!
STATES						
Alabama	61 (5.4)	211 (2.5)	15 (3.5)	204 (4.4)!	24 (4.9)	207 (3.7)!
Arizona	58 (5.2)	209 (1.8)	0 (0.0)	*** (***)	42 (5.2)	213 (2.9)
Arkansas	38 (5.0)	213 (2.5)	17 (4.2)	209 (2.9)!	45 (5.4)	212 (2.1)
California	74 (5.0)	200 (2.9)	4 (2.2)	200(17.1)!	22 (4.5)	214 (3.9)!
Colorado	47 (4.9)	217 (2.2)	2 (1.4)	226 (4.0)!	51 (5.1)	219 (1.4)
Connecticut	50 (5.5)	218 (3.0)	2 (1.5)	220(12.0)!	48 (5.6)	228 (2.3)
Delaware*	18 (0.1)	212 (1.2)	12 (0.1)	212 (2.1)	69 (0.2)	215 (0.9)
Dist. Columbia	48 (0.3)	188 (1.6)	8 (0.1)	212 (2.8)	44 (0.3)	184 (1.6)
Florida	62 (4.7)	207 (2.1)	10 (3.2)	213 (4.6)!	28 (4.2)	213 (2.4)
Georgia	49 (5.4)	212 (2.2)	8 (2.9)	211 (7.1)!	43 (5.3)	217 (2.5)
Hawaii	29 (4.8)	203 (3.2)	12 (3.6)	200 (6.3)!	59 (5.3)	206 (2.2)
Idaho	70 (4.9)	221 (1.2)	0 (0.0)	*** (***)	30 (4.9)	220 (2.0)
Indiana	60 (4.9)	221 (1.7)	4 (1.9)	220 (3.8)!	36 (4.9)	225 (2.2)
Iowa	38 (4.9)	225 (1.7)	11 (3.0)	227 (3.0)!	51 (5.3)	228 (1.6)
Kentucky	41 (4.2)	213 (1.8)	14 (3.8)	213 (3.3)!	45 (4.5)	214 (2.2)
Louisiana	53 (4.5)	204 (2.0)	24 (4.2)	206 (3.1)	23 (4.3)	206 (2.7)
Maine*	58 (5.3)	230 (1.7)	2 (1.5)	*** (***)	40 (5.2)	226 (1.4)
Maryland	18 (3.5)	204 (4.4)	12 (3.5)	209 (4.3)!	70 (4.2)	215 (2.3)
Massachusetts	54 (5.7)	226 (1.7)	2 (1.5)	238 (5.4)!	43 (5.7)	228 (2.1)
Michigan	54 (5.8)	219 (2.2)	7 (2.8)	207(11.8)!	39 (5.9)	218 (3.1)
Minnesota	30 (5.3)	223 (3.4)	5 (2.5)	221 (6.2)!	65 (5.7)	222 (1.4)
Mississippi	48 (5.1)	201 (2.3)	25 (4.4)	197 (3.2)	27 (4.7)	201 (2.3)
Missouri	55 (5.4)	222 (1.9)	4 (2.2)	223 (5.7)!	41 (5.4)	221 (2.3)
Nebraska*	54 (4.4)	219 (1.6)	2 (1.3)	*** (***)	44 (4.4)	225 (1.7)
New Hampshire*	52 (5.7)	228 (1.8)	3 (2.1)	240 (6.8)!	44 (5.9)	231 (1.9)
New Jersey*	40 (4.9)	218 (2.7)	6 (2.6)	231(12.6)!	55 (5.4)	228 (2.3)
New Mexico	71 (5.2)	213 (1.7)	3 (2.0)	196 (2.6)!	26 (4.8)	212 (3.5)
New York*	61 (5.3)	216 (2.5)	3 (1.4)	230 (4.3)!	36 (5.3)	215 (3.0)
North Carolina	56 (4.6)	211 (1.8)	7 (2.7)	210 (3.9)!	37 (4.6)	216 (2.4)
North Dakota	74 (5.0)	227 (1.4)	2 (1.2)	*** (***)	24 (4.6)	226 (2.8)
Ohio	49 (5.0)	216 (2.3)	5 (1.7)	220 (9.0)!	46 (4.9)	221 (2.1)
Oklahoma	64 (4.7)	222 (1.1)	11 (3.0)	223 (3.8)!	26 (4.0)	220 (2.3)
Pennsylvania	31 (4.2)	221 (2.1)	16 (2.8)	227 (3.3)	53 (4.6)	222 (1.8)
Rhode Island	54 (5.0)	214 (3.1)	7 (2.8)	225 (4.7)!	39 (4.8)	222 (2.8)
South Carolina	53 (5.7)	209 (1.9)	15 (3.5)	211 (4.5)!	33 (5.2)	215 (2.4)
Tennessee	57 (5.3)	210 (1.9)	9 (3.0)	219 (5.2)!	35 (5.2)	217 (3.1)
Texas	40 (5.1)	205 (2.6)	22 (4.5)	218 (3.8)!	38 (4.8)	221 (2.5)
Utah	32 (4.8)	219 (2.1)	11 (3.4)	222 (3.5)!	57 (4.9)	223 (1.6)
Virginia	54 (4.8)	221 (2.0)	2 (1.5)	213(16.4)!	44 (4.7)	224 (2.7)
West Virginia	53 (4.4)	215 (1.9)	15 (3.8)	216 (4.6)!	31 (4.4)	219 (2.7)
Wisconsin	37 (4.5)	222 (2.0)	3 (1.2)	224 (5.2)!	61 (4.5)	227 (1.3)
Wyoming	66 (4.3)	224 (1.5)	2 (1.1)	*** (***)	33 (4.2)	224 (1.7)
TERRITORY						
Guam	60 (0.3)	186 (1.9)	0 (0.0)	*** (***)	40 (0.3)	183 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.9 **Teachers' Reports on the Prevalence of Ability Grouping, Grade 4, 1992 Reading Assessment**

	Yes, Students Grouped by Ability		No, Students Not Grouped by Ability	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	34(3.7)	213(1.9)	66(3.7)	222(1.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.10 | **Teachers' Reports on the Prevalence of Ability Grouping, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Yes, Students Grouped by Ability		No, Students Not Grouped by Ability	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	34 (4.1)	212 (2.1)	66 (4.1)	220 (1.8)
Northeast	44(10.4)	212 (4.5)!	56(10.4)	227 (5.2)!
Southeast	32 (5.2)	209 (3.2)!	68 (5.2)	215 (3.9)
Central	28 (8.9)	216 (4.2)!	72 (8.9)	223 (2.5)
West	33 (7.2)	210 (3.6)!	67 (7.2)	216 (3.9)
STATES				
Alabama	32 (4.2)	203 (3.0)	68 (4.2)	211 (2.2)
Arizona	30 (3.7)	209 (2.9)	70 (3.7)	211 (1.4)
Arkansas	45 (4.5)	213 (2.1)	55 (4.5)	211 (1.6)
California	14 (2.5)	202 (6.7)	86 (2.5)	204 (2.4)
Colorado	17 (3.4)	213 (3.2)	83 (3.4)	219 (1.4)
Connecticut	34 (4.4)	222 (2.9)	66 (4.4)	226 (2.0)
Delaware*	75 (0.7)	213 (0.8)	25 (0.7)	219 (2.0)
Dist. Columbia	30 (1.5)	187 (1.8)	70 (1.5)	187 (1.2)
Florida	22 (2.8)	203 (2.9)	78 (2.8)	211 (1.3)
Georgia	40 (3.8)	209 (2.7)	60 (3.8)	215 (2.1)
Hawaii	38 (4.7)	201 (3.0)	62 (4.7)	205 (2.2)
Idaho	13 (3.2)	217 (3.6)!	87 (3.2)	221 (1.1)
Indiana	24 (4.1)	226 (2.8)	76 (4.1)	221 (1.5)
Iowa	29 (4.2)	224 (2.1)	71 (4.2)	228 (1.3)
Kentucky	37 (4.9)	215 (2.1)	63 (4.9)	212 (1.6)
Louisiana	30 (4.0)	208 (2.5)	70 (4.0)	203 (1.6)
Maine*	34 (4.9)	225 (1.9)	66 (4.9)	230 (1.5)
Maryland	60 (3.7)	212 (2.2)	40 (3.7)	213 (2.4)
Massachusetts	36 (4.6)	226 (2.0)	64 (4.6)	229 (1.4)
Michigan	30 (4.3)	218 (2.6)	70 (4.3)	218 (1.8)
Minnesota	36 (4.7)	219 (2.4)	64 (4.7)	223 (2.0)
Mississippi	29 (4.1)	200 (2.4)	71 (4.1)	201 (1.8)
Missouri	33 (4.6)	221 (2.3)	67 (4.6)	222 (1.7)
Nebraska*	35 (3.8)	224 (2.0)	65 (3.8)	222 (1.5)
New Hampshire*	21 (3.3)	228 (2.7)	79 (3.3)	230 (1.5)
New Jersey*	47 (5.0)	224 (2.4)	53 (5.0)	225 (2.4)
New Mexico	18 (3.4)	209 (4.4)	82 (3.4)	212 (2.0)
New York*	45 (4.3)	213 (2.3)	55 (4.3)	219 (1.9)
North Carolina	22 (3.5)	212 (3.2)	78 (3.5)	213 (1.6)
North Dakota	25 (3.6)	222 (3.2)	75 (3.6)	228 (1.5)
Ohio	33 (4.8)	224 (2.4)	67 (4.8)	216 (1.8)
Oklahoma	25 (3.5)	219 (2.2)	75 (3.5)	223 (1.1)
Pennsylvania	53 (4.8)	221 (2.1)	47 (4.8)	222 (2.2)
Rhode Island	38 (4.5)	220 (2.8)	62 (4.5)	217 (2.7)
South Carolina	50 (4.2)	207 (1.9)	50 (4.2)	214 (1.9)
Tennessee	35 (4.1)	212 (2.8)	65 (4.1)	213 (2.0)
Texas	34 (5.0)	214 (3.0)	66 (5.0)	216 (2.3)
Utah	24 (3.8)	220 (2.1)	76 (3.8)	222 (1.2)
Virginia	42 (4.5)	219 (2.7)	58 (4.5)	225 (2.3)
West Virginia	30 (4.1)	214 (2.3)	70 (4.1)	217 (1.8)
Wisconsin	30 (3.9)	223 (1.8)	70 (3.9)	226 (1.3)
Wyoming	18 (3.7)	221 (2.9)!	82 (3.7)	225 (1.3)
TERRITORY				
Guam	44 (0.8)	180 (2.1)	56 (0.8)	183 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.11 Teachers' Reports on the Ability Levels of Their Students' Classes, Grade 4

	Primarily High Ability		Primarily Average Ability		Primarily Low Ability		Widely Mixed Ability	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Stndents	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	9(1.2)	236(3.1)	35(2.2)	222(1.9)	14(1.5)	194(2.7)	42(2.6)	221(2.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.12 | **Teachers' Reports on the Ability Levels of Their Students' Classes, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Primarily High Ability		Primarily Average Ability		Primarily Low Ability		Widely Mixed Ability	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	7 (1.2)	235 (3.9)	35 (2.4)	220 (2.1)	15 (1.7)	193 (2.9)	44 (2.9)	220 (2.2)
Northeast	5 (2.0)	*** (***)	32 (6.7)	224 (4.2)!	15 (5.2)	195 (7.7)!	48 (7.8)	224 (5.5)
Southeast	6 (1.4)	*** (***)	38 (3.2)	216 (3.5)	18 (2.8)	193 (4.3)	38 (3.7)	216 (6.1)
Central	6 (2.9)	*** (***)	35 (3.3)	222 (3.3)	10 (2.3)	206 (5.2)!	49 (4.1)	223 (3.1)
West	12 (2.6)	236 (6.4)!	33 (6.1)	218 (4.9)!	16 (2.6)	182 (5.4)!	39 (7.0)	217 (3.0)
STATES								
Alabama	7 (1.8)	230 (3.1)!	43 (3.8)	215 (1.9)	18 (2.5)	185 (2.9)	31 (3.5)	208 (3.1)
Arizona	9 (1.7)	231 (3.6)	37 (2.6)	213 (1.9)	13 (1.9)	189 (3.6)	42 (3.4)	211 (1.6)
Arkansas	13 (1.8)	228 (3.2)	42 (3.1)	216 (2.1)	20 (2.3)	193 (2.8)	25 (2.6)	211 (2.5)
California	7 (1.8)	235 (5.7)!	30 (2.9)	213 (2.4)	17 (2.3)	176 (5.0)	47 (3.2)	203 (2.8)
Colorado	4 (1.1)	226 (5.2)!	31 (2.8)	222 (2.2)	9 (1.5)	201 (2.6)	57 (3.2)	219 (1.5)
Connecticut	8 (1.5)	237 (4.4)	31 (3.5)	227 (2.2)	9 (1.7)	190 (6.3)!	52 (3.6)	227 (1.7)
Delaware*	19 (0.9)	238 (1.6)	41 (1.1)	216 (1.2)	23 (1.1)	190 (1.7)	17 (1.1)	218 (3.0)
Dist. Columbia	5 (0.8)	213 (5.5)	31 (1.1)	189 (1.7)	23 (1.4)	179 (1.9)	41 (1.4)	187 (1.6)
Florida	6 (1.7)	238 (5.1)!	39 (2.2)	213 (1.8)	16 (1.9)	186 (3.7)	38 (2.9)	211 (1.7)
Georgia	8 (1.7)	233 (3.9)!	35 (2.8)	221 (2.2)	23 (2.5)	187 (2.7)	34 (3.8)	217 (2.4)
Hawaii	7 (1.6)	225 (5.1)!	36 (3.1)	211 (2.0)	17 (2.0)	182 (3.9)	39 (3.8)	203 (2.3)
Idaho	7 (1.6)	226 (3.1)!	40 (3.1)	222 (1.7)	8 (1.7)	205 (5.1)!	46 (3.4)	221 (1.4)
Indiana	10 (1.9)	242 (2.6)	40 (3.5)	224 (2.1)	11 (1.9)	205 (3.1)	40 (3.7)	221 (1.4)
Iowa	10 (2.1)	231 (3.6)!	40 (3.6)	228 (1.6)	8 (1.8)	215 (3.8)!	42 (3.9)	227 (1.6)
Kentucky	11 (2.0)	231 (4.2)	35 (3.2)	217 (1.8)	19 (2.6)	200 (2.5)	34 (3.8)	212 (2.0)
Louisiana	10 (1.6)	224 (4.5)	39 (2.7)	211 (1.8)	20 (2.1)	186 (3.4)	31 (3.6)	203 (2.0)
Maine*	11 (2.5)	234 (3.0)!	38 (3.4)	230 (1.7)	11 (2.1)	211 (3.2)!	40 (3.9)	229 (2.2)
Maryland	14 (2.1)	232 (3.3)	35 (2.4)	213 (2.3)	14 (1.8)	183 (4.8)	38 (3.4)	215 (2.0)
Massachusetts	11 (1.9)	242 (1.8)	37 (2.8)	230 (1.9)	12 (2.1)	206 (3.3)	40 (3.4)	229 (2.0)
Michigan	8 (1.7)	227 (5.6)!	38 (3.4)	221 (1.9)	11 (2.3)	204 (4.1)!	43 (4.2)	215 (3.0)
Minnesota	9 (1.9)	229 (3.3)!	34 (3.0)	223 (1.4)	11 (2.1)	209 (4.7)!	46 (4.2)	222 (2.5)
Mississippi	4 (0.9)	226 (5.0)!	34 (3.3)	206 (2.6)	27 (2.8)	188 (3.1)	34 (3.5)	201 (2.7)
Missouri	10 (1.8)	239 (2.8)	43 (3.6)	225 (1.5)	11 (2.1)	195 (4.6)!	37 (3.3)	221 (2.3)
Nebraska*	15 (3.2)	231 (2.3)!	34 (3.9)	226 (1.9)	12 (2.1)	205 (4.3)	39 (4.3)	222 (1.6)
New Hampshire*	8 (2.4)	237 (3.2)!	36 (2.8)	232 (2.0)	4 (1.0)	205 (5.6)!	52 (3.5)	228 (1.6)
New Jersey*	12 (2.4)	246 (3.5)	40 (3.1)	228 (2.3)	14 (2.1)	199 (4.0)	34 (4.3)	224 (2.6)
New Mexico	5 (1.5)	236 (6.9)!	44 (4.2)	217 (2.1)	15 (3.2)	192 (3.9)!	36 (3.8)	211 (3.0)
New York*	10 (1.6)	236 (3.3)	31 (2.6)	221 (1.8)	17 (1.9)	182 (4.6)	41 (3.5)	221 (2.1)
North Carolina	8 (1.6)	237 (3.6)!	35 (3.1)	216 (1.7)	16 (2.4)	192 (3.1)	41 (3.2)	214 (1.7)
North Dakota	7 (2.1)	232 (4.3)!	49 (4.6)	228 (1.5)	7 (1.8)	205 (5.6)!	38 (4.5)	228 (2.2)
Ohio	10 (1.8)	235 (4.0)	33 (3.2)	220 (2.2)	13 (2.1)	203 (3.3)	44 (4.5)	219 (2.4)
Oklahoma	8 (1.5)	237 (3.9)	45 (3.4)	224 (1.0)	13 (2.2)	205 (3.2)	34 (3.6)	223 (1.8)
Pennsylvania	15 (2.2)	240 (3.3)	42 (2.6)	221 (1.7)	16 (2.0)	197 (2.7)	27 (4.2)	226 (2.6)
Rhode Island	9 (1.9)	242 (3.8)!	35 (3.1)	222 (3.1)	13 (2.0)	192 (4.7)	43 (4.0)	219 (2.1)
South Carolina	8 (1.6)	238 (3.5)	36 (2.8)	213 (1.9)	22 (2.3)	188 (2.2)	34 (3.3)	217 (2.1)
Tennessee	8 (1.6)	229 (3.4)!	40 (3.2)	217 (1.8)	19 (2.5)	193 (2.9)	33 (3.7)	215 (2.1)
Texas	12 (2.7)	236 (4.1)!	37 (2.9)	223 (2.3)	22 (2.3)	195 (2.7)	29 (3.3)	211 (2.4)
Utah	10 (1.6)	233 (3.2)	40 (3.4)	221 (1.8)	9 (1.5)	206 (3.7)	41 (3.4)	222 (1.6)
Virginia	17 (2.0)	243 (2.2)	40 (2.8)	225 (1.8)	13 (1.7)	192 (3.3)	30 (3.4)	222 (2.1)
West Virginia	7 (1.6)	238 (3.8)!	46 (3.2)	221 (1.8)	12 (1.8)	197 (3.7)	35 (3.7)	212 (2.2)
Wisconsin	9 (1.9)	237 (2.7)!	36 (3.2)	224 (1.6)	10 (1.3)	205 (4.1)	45 (3.6)	228 (1.5)
Wyoming	6 (1.7)	234 (3.8)!	44 (3.4)	227 (1.4)	8 (1.8)	205 (5.0)!	42 (3.3)	225 (1.8)
TERRITORY								
Guam	6 (0.4)	195 (4.3)	27 (0.8)	195 (1.6)	23 (1.0)	162 (2.8)	44 (0.9)	182 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.13 Teachers' Reports on How Many Instructional Groups Are Used When Teaching Reading, Grade 4, 1992 Reading Assessment

	Whole Class		Whole Class with Flexible Grouping		Two or More Groups		Individualized Instruction	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	37(3.2)	221(1.5)	37(2.8)	220(2.0)	24(2.6)	213(2.4)	2(0.9)	220(8.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.14 | **Teachers' Reports on How Many Instructional Groups Are Used When Teaching Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Whole Class		Whole Class with Flexible Grouping		Two or More Groups		Individualized Instruction	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	36 (3.3)	219 (1.7)	37 (3.0)	219 (2.2)	24 (2.5)	211 (2.6)	3 (1.0)	220 (8.4)!
Northeast	26 (5.6)	222 (3.9)!	34 (7.4)	224 (7.5)!	35 (6.0)	215 (4.4)	5 (3.8)	*** (***)
Southeast	41 (5.2)	216 (3.9)	38 (3.9)	215 (3.4)	18 (4.2)	203 (4.8)!	3 (1.6)	*** (***)
Central	35 (8.7)	224 (2.8)!	40 (7.7)	222 (3.0)	24 (5.8)	215 (5.1)!	1 (0.6)	*** (***)
West	44 (4.4)	216 (2.1)	35 (3.7)	216 (4.0)	18 (2.4)	204 (5.8)	3 (1.5)	*** (***)
STATES								
Alabama	36 (3.3)	208 (3.6)	39 (3.4)	211 (2.4)	23 (3.9)	205 (3.2)	2 (1.0)	*** (***)
Arizona	42 (3.2)	214 (1.6)	36 (3.3)	212 (1.9)	20 (3.2)	202 (3.5)	1 (0.7)	*** (***)
Arkansas	54 (3.7)	212 (1.5)	22 (2.9)	211 (3.2)	22 (3.4)	214 (3.6)	1 (0.7)	*** (***)
California	35 (3.5)	207 (3.4)	48 (3.5)	208 (2.5)	17 (2.4)	182 (5.7)	1 (0.3)	*** (***)
Colorado	26 (2.8)	222 (2.3)	44 (3.3)	217 (1.6)	19 (2.7)	214 (2.2)	12 (2.3)	220 (3.2)!
Connecticut	19 (2.6)	224 (2.7)	39 (3.9)	230 (1.8)	40 (4.2)	219 (3.3)	2 (1.2)	*** (***)
Delaware*	40 (0.5)	216 (1.4)	21 (0.9)	214 (1.7)	39 (0.8)	214 (1.0)	1 (0.1)	*** (***)
Dist. Columbia	6 (0.7)	185 (5.3)	27 (1.0)	189 (1.8)	65 (1.3)	185 (1.0)	2 (0.4)	*** (***)
Florida	36 (3.1)	212 (2.3)	50 (3.2)	210 (1.6)	13 (2.4)	200 (5.6)	2 (0.6)	*** (***)
Georgia	33 (3.3)	217 (2.9)	51 (3.0)	212 (2.1)	14 (2.9)	207 (4.9)!	2 (0.7)	*** (***)
Hawaii	34 (3.3)	204 (2.5)	31 (2.8)	202 (3.0)	28 (3.5)	204 (3.1)	6 (2.1)	209 (7.9)!
Idaho	44 (3.4)	221 (1.7)	48 (3.4)	221 (1.3)	7 (1.7)	222 (4.9)!	1 (0.6)	*** (***)
Indiana	57 (3.5)	223 (1.5)	28 (3.1)	223 (2.2)	13 (2.9)	215 (4.1)!	1 (0.7)	*** (***)
Iowa	35 (3.7)	228 (1.9)	41 (3.5)	226 (1.7)	24 (3.7)	226 (2.0)	1 (0.4)	*** (***)
Kentucky	47 (4.0)	216 (1.7)	31 (3.3)	212 (2.4)	18 (2.8)	210 (2.3)	4 (1.8)	213(13.2)!
Louisiana	40 (3.7)	208 (1.9)	45 (3.5)	205 (1.9)	14 (2.5)	196 (4.6)	0 (0.1)	*** (***)
Maine*	20 (3.0)	230 (2.7)	36 (4.4)	228 (2.0)	37 (4.6)	227 (2.1)	7 (2.1)	227 (3.9)!
Maryland	7 (1.5)	210 (5.2)!	32 (3.7)	213 (3.1)	60 (4.0)	213 (2.2)	1 (0.7)	*** (***)
Massachusetts	30 (4.1)	231 (1.9)	32 (3.9)	229 (2.3)	37 (4.3)	225 (2.2)	1 (0.6)	*** (***)
Michigan	41 (3.9)	222 (2.1)	35 (3.3)	217 (3.2)	23 (3.8)	209 (3.9)	1 (0.5)	*** (***)
Minnesota	48 (4.0)	218 (2.5)	36 (4.2)	226 (2.0)	16 (2.9)	224 (3.1)	0 (0.0)	*** (***)
Mississippi	25 (3.3)	204 (2.7)	54 (3.0)	199 (1.9)	22 (2.9)	199 (3.5)	0 (0.0)	*** (***)
Missouri	46 (3.8)	222 (1.9)	28 (3.4)	223 (3.0)	25 (4.1)	221 (2.7)	1 (0.5)	*** (***)
Nebraska*	30 (3.8)	221 (2.6)	40 (3.8)	223 (1.9)	29 (4.3)	224 (1.8)	1 (0.8)	*** (***)
New Hampshire*	14 (2.9)	232 (3.5)!	34 (3.5)	230 (1.9)	43 (4.4)	229 (1.9)	9 (2.1)	223 (3.4)!
New Jersey*	35 (4.7)	230 (3.4)	35 (4.1)	227 (2.3)	29 (3.6)	214 (2.8)	1 (0.7)	*** (***)
New Mexico	40 (3.8)	212 (2.2)	36 (3.8)	212 (2.7)	20 (3.0)	208 (4.1)	4 (1.4)	216 (6.6)!
New York*	31 (3.1)	219 (1.9)	37 (3.5)	216 (2.8)	30 (3.8)	213 (3.0)	2 (0.8)	*** (***)
North Carolina	44 (3.6)	214 (2.2)	42 (3.8)	213 (2.2)	12 (2.8)	214 (4.2)!	2 (1.2)	*** (***)
North Dakota	56 (4.7)	228 (1.8)	27 (3.8)	225 (2.4)	16 (3.4)	225 (3.8)!	1 (0.7)	*** (***)
Ohio	37 (3.7)	220 (2.0)	41 (3.6)	218 (2.2)	21 (4.0)	218 (4.1)	1 (0.7)	*** (***)
Oklahoma	48 (3.7)	221 (1.4)	41 (3.2)	224 (1.4)	9 (2.3)	221 (4.1)!	2 (0.8)	*** (***)
Pennsylvania	40 (4.7)	223 (2.1)	31 (3.6)	226 (2.3)	28 (4.1)	214 (3.5)	1 (0.3)	*** (***)
Rhode Island	18 (2.9)	230 (3.0)	40 (3.2)	221 (2.2)	41 (3.6)	210 (3.3)	0 (0.0)	*** (***)
South Carolina	30 (3.2)	213 (2.0)	39 (3.5)	212 (2.4)	30 (3.9)	206 (2.7)	0 (0.3)	*** (***)
Tennessee	32 (3.4)	214 (2.3)	43 (3.4)	213 (2.3)	23 (3.3)	213 (3.5)	3 (1.0)	190 (8.4)!
Texas	44 (3.6)	218 (2.0)	45 (3.6)	216 (3.0)	10 (2.1)	207 (4.2)	1 (0.5)	*** (***)
Utah	45 (3.7)	222 (1.7)	42 (3.4)	222 (1.7)	10 (2.1)	218 (5.1)!	2 (1.1)	*** (***)
Virginia	32 (3.2)	223 (2.4)	43 (3.6)	223 (2.3)	22 (3.4)	221 (2.8)	3 (1.1)	*** (***)
West Virginia	51 (3.5)	214 (2.1)	33 (3.2)	221 (2.4)	15 (2.7)	211 (3.9)	1 (0.5)	*** (***)
Wisconsin	49 (4.4)	228 (1.5)	38 (3.6)	225 (1.6)	12 (2.7)	220 (3.5)!	1 (0.6)	*** (***)
Wyoming	46 (3.7)	225 (2.1)	40 (3.2)	226 (1.5)	13 (2.7)	222 (3.3)!	1 (0.4)	*** (***)
TERRITORY								
Guam	8 (0.5)	186 (3.7)	33 (0.8)	184 (2.1)	58 (0.8)	181 (2.1)	1 (0.2)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.15 **Teachers' Reports on Which Type of Material Forms the Core of Their Reading Programs, Grade 4, 1992 Reading Assessment**

	Primarily Basal		Primarily Trade Books		Both Basal and Trade Books		Other	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	36(2.4)	217(1.9)	12(2.1)	224(4.3)	49(3.4)	219(1.4)	3(1.0)	209(6.5)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.16 | **Teachers' Reports on Which Type of Material Forms the Core of Their Reading Programs, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Primarily Basal		Primarily Trade Books		Both Basal and Trade Books		Other	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	33 (2.6)	214 (2.2)	13 (2.3)	224 (4.5)	51 (3.6)	218 (1.5)	3 (1.1)	209 (6.5)!
Northeast	28 (6.5)	214 (5.6)!	19 (5.6)	236 (7.4)!	50 (8.6)	217 (4.1)	3 (2.4)	*** (***)
Southeast	45 (4.8)	214 (3.1)	7 (4.3)	217(27.0)!	44 (6.7)	212 (2.7)!	5 (3.4)	*** (***)
Central	30 (5.0)	218 (5.0)	15 (4.9)	227 (2.9)!	52 (7.5)	222 (2.2)	2 (0.6)	*** (***)
West	28 (4.5)	210 (4.0)	13 (2.9)	205(11.6)!	56 (4.7)	220 (2.8)	3 (1.8)	*** (***)
STATES								
Alabama	58 (3.6)	210 (2.4)	2 (1.0)	*** (***)	38 (3.5)	207 (2.5)	1 (0.7)	*** (***)
Arizona	28 (3.3)	212 (2.9)	13 (2.6)	212 (4.2)!	54 (2.9)	212 (1.6)	5 (1.3)	199 (7.0)!
Arkansas	63 (3.7)	212 (1.6)	0 (0.1)	*** (***)	35 (3.6)	212 (2.3)	2 (1.1)	*** (***)
California	11 (1.9)	197 (5.5)	15 (2.6)	209 (4.9)	66 (3.5)	202 (2.6)	7 (2.2)	204(12.3)!
Colorado	11 (1.8)	216 (3.5)	37 (3.0)	220 (2.3)	45 (3.5)	217 (1.7)	8 (1.8)	220 (3.3)!
Connecticut	19 (3.2)	216 (4.5)	17 (3.3)	231 (3.0)	61 (4.0)	226 (2.0)	2 (1.0)	*** (***)
Delaware*	44 (0.9)	213 (0.9)	4 (0.3)	215 (4.6)	46 (0.9)	217 (1.3)	7 (0.4)	214 (2.9)
Dist. Columbia	36 (1.5)	183 (1.6)	3 (0.1)	*** (***)	57 (1.5)	187 (1.2)	4 (0.4)	198 (5.0)
Florida	34 (3.4)	208 (1.8)	5 (1.5)	215 (3.9)!	54 (3.2)	209 (1.9)	7 (1.6)	219 (4.3)!
Georgia	29 (3.3)	211 (2.6)	7 (1.7)	218 (8.0)!	59 (3.5)	214 (2.4)	5 (1.3)	207 (8.6)!
Hawaii	38 (3.7)	204 (2.8)	11 (2.3)	193 (5.1)!	45 (4.1)	205 (2.6)	7 (2.0)	212 (5.4)!
Idaho	31 (3.5)	219 (1.6)	9 (2.7)	223 (2.7)!	58 (3.6)	222 (1.3)	2 (1.2)	*** (***)
Indiana	48 (3.8)	222 (1.7)	7 (1.4)	239 (3.8)!	44 (3.5)	221 (1.7)	1 (0.4)	*** (***)
Iowa	28 (3.5)	225 (1.9)	16 (3.2)	228 (2.8)!	55 (4.2)	228 (1.4)	1 (0.4)	*** (***)
Kentucky	36 (4.4)	213 (1.6)	15 (3.3)	213 (4.9)!	44 (4.2)	216 (2.0)	3 (0.9)	*** (***)
Louisiana	67 (3.8)	204 (1.6)	2 (0.9)	*** (***)	31 (3.3)	206 (2.4)	1 (0.5)	*** (***)
Maine*	11 (2.7)	225 (3.3)!	34 (4.5)	232 (1.8)	54 (4.4)	227 (1.6)	1 (0.3)	*** (***)
Maryland	23 (3.1)	197 (3.7)	25 (3.0)	224 (2.8)	48 (3.5)	213 (2.3)	3 (1.1)	221(12.6)!
Massachusetts	33 (3.3)	222 (1.7)	16 (3.3)	233 (3.4)!	49 (3.7)	230 (1.9)	3 (1.1)	*** (***)
Michigan	37 (3.8)	214 (2.2)	8 (1.5)	228 (3.5)	51 (3.6)	218 (2.3)	4 (1.7)	221 (6.3)!
Minnesota	40 (3.7)	220 (2.4)	10 (2.9)	224 (5.2)!	50 (4.3)	223 (1.9)	0 (0.2)	*** (***)
Mississippi	51 (3.5)	204 (1.9)	1 (0.6)	*** (***)	46 (3.6)	198 (2.3)	1 (0.6)	*** (***)
Missouri	40 (3.9)	221 (2.2)	11 (2.7)	226 (3.6)!	43 (4.2)	222 (2.2)	6 (1.6)	216 (7.5)!
Nebraska*	41 (4.1)	222 (2.0)	8 (2.3)	228 (3.3)!	49 (4.0)	222 (1.7)	2 (1.2)	*** (***)
New Hampshire*	13 (2.9)	231 (3.8)!	26 (3.8)	231 (2.5)	61 (4.4)	229 (1.6)	1 (0.4)	*** (***)
New Jersey*	48 (4.1)	219 (2.3)	8 (2.5)	238 (5.9)!	40 (4.6)	228 (3.2)	4 (1.3)	227 (7.8)!
New Mexico	29 (3.5)	210 (2.9)	7 (1.7)	213 (3.4)!	57 (4.0)	212 (2.1)	7 (2.2)	211 (5.5)!
New York*	20 (2.8)	212 (2.8)	19 (3.5)	223 (2.8)	54 (3.9)	217 (2.3)	6 (1.7)	216 (6.3)!
North Carolina	25 (3.2)	210 (2.2)	11 (2.2)	223 (5.1)!	60 (3.3)	212 (1.6)	4 (1.1)	208 (6.6)!
North Dakota	62 (4.2)	225 (1.6)	1 (0.9)	*** (***)	36 (4.0)	230 (1.7)	1 (0.4)	*** (***)
Ohio	31 (4.4)	217 (2.8)	16 (3.5)	227 (3.5)!	52 (3.5)	217 (1.8)	0 (0.3)	*** (***)
Oklahoma	39 (3.6)	221 (1.6)	2 (0.8)	*** (***)	56 (3.5)	223 (1.5)	2 (1.1)	*** (***)
Pennsylvania	52 (4.0)	220 (1.9)	5 (1.4)	227 (5.9)!	40 (4.0)	225 (2.6)	3 (0.9)	200 (8.5)!
Rhode Island	23 (3.1)	205 (5.1)	8 (2.4)	228 (5.3)!	67 (4.0)	222 (1.8)	2 (1.1)	*** (***)
South Carolina	43 (3.9)	211 (2.3)	5 (1.6)	217 (4.5)!	50 (3.5)	210 (2.2)	2 (0.9)	*** (***)
Tennessee	53 (3.0)	212 (2.0)	5 (1.8)	208 (8.2)!	40 (2.7)	214 (2.2)	1 (0.5)	*** (***)
Texas	29 (3.5)	209 (3.0)	9 (1.8)	221 (4.3)!	59 (3.5)	219 (2.2)	3 (0.8)	198 (9.3)!
Utah	32 (3.2)	218 (2.1)	8 (2.3)	224 (3.7)!	57 (3.8)	223 (1.5)	3 (1.1)	*** (***)
Virginia	34 (3.5)	219 (1.8)	13 (2.8)	236 (3.4)!	50 (3.5)	223 (2.1)	2 (0.8)	*** (***)
West Virginia	73 (3.0)	216 (1.8)	1 (0.7)	*** (***)	25 (3.0)	217 (2.8)	1 (0.5)	*** (***)
Wisconsin	25 (3.9)	226 (2.3)	13 (2.5)	228 (3.0)!	61 (4.2)	224 (1.2)	1 (0.4)	*** (***)
Wyoming	26 (3.3)	223 (2.2)	12 (2.9)	225 (3.2)!	59 (3.8)	226 (1.5)	3 (1.3)	*** (***)
TERRITORY								
Guam	44 (0.9)	183 (1.7)	5 (0.4)	170 (5.5)	48 (0.9)	182 (1.8)	4 (0.4)	181 (6.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.17 Teachers' Reports on the Availability of Resources, Grade 4

	How well supplied are you by your school system with the instructional materials and other resources you need to teach your class?					
	I get some or none of the resources I need.		I get most of the resources I need.		I get all the resources I need.	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	37(3.0)	215(1.5)	51(2.5)	221(1.6)	11(1.6)	224(2.8)
Advantaged Urban	29(6.7)	241(5.8)	61(7.4)	238(5.0)	10(3.8)	252(3.9)
Disadvantaged Urban	58(7.6)	196(3.7)	34(6.7)	184(5.2)	8(3.3)	185(9.2)
Extreme Rural	35(8.4)	217(3.5)	45(5.9)	223(6.0)	19(9.7)	227(4.1)
Other	36(3.0)	216(1.8)	53(2.7)	221(1.5)	11(1.3)	222(3.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.18 | Teachers' Reports on the Availability of Resources, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	How well supplied are you by your school system with the instructional materials and other resources you need to teach your class?					
	I get some or none of the resources I need.		I get most of the resources I need.		I get all the resources I need.	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	39 (3.5)	214 (1.7)	51 (2.9)	219 (1.8)	11 (1.7)	221 (3.1)
Northeast	44 (7.3)	218 (4.8)	47 (6.0)	225 (5.2)	9 (2.7)	229(10.3)!
Southeast	44 (6.2)	212 (2.8)	45 (5.2)	215 (5.2)	11 (2.2)	212 (6.8)
Central	28 (7.8)	218 (4.0)!	58 (5.6)	221 (2.9)	14 (5.0)	224 (3.9)!
West	40 (5.8)	211 (2.7)	51 (5.7)	215 (2.5)	9 (2.3)	219 (6.8)!
STATES						
Alabama	47 (3.2)	210 (1.9)	43 (3.3)	208 (2.8)	9 (2.0)	212 (5.2)!
Arizona	47 (3.6)	209 (2.0)	44 (3.4)	212 (1.8)	9 (1.8)	214 (2.6)
Arkansas	43 (3.8)	212 (1.7)	47 (3.8)	211 (2.3)	10 (2.2)	215 (4.9)!
California	46 (3.1)	196 (3.2)	47 (3.2)	209 (2.7)	7 (1.5)	205 (5.0)!
Colorado	35 (3.2)	214 (1.6)	52 (2.9)	219 (1.8)	13 (2.1)	224 (2.4)
Connecticut	32 (3.2)	215 (3.1)	58 (3.3)	228 (1.6)	10 (1.9)	227 (4.3)
Delaware*	52 (0.8)	212 (1.2)	42 (0.8)	219 (1.4)	6 (0.4)	209 (3.2)
Dist. Columbia	78 (1.2)	185 (1.1)	18 (1.1)	199 (2.2)	4 (0.5)	189 (5.4)
Florida	30 (3.3)	211 (2.6)	58 (3.3)	209 (1.6)	11 (1.9)	211 (3.2)
Georgia	33 (3.0)	211 (2.7)	56 (3.0)	214 (1.9)	10 (1.5)	216 (4.4)
Hawaii	53 (3.1)	207 (2.1)	42 (3.0)	202 (2.6)	5 (1.2)	196 (5.0)!
Idaho	37 (2.9)	219 (1.4)	56 (2.6)	221 (1.1)	7 (1.9)	223 (4.4)!
Indiana	35 (3.6)	221 (2.1)	55 (3.4)	222 (1.3)	9 (2.2)	228 (3.1)!
Iowa	24 (2.9)	227 (2.1)	63 (3.1)	227 (1.2)	13 (2.2)	225 (3.0)
Kentucky	35 (3.7)	211 (2.2)	55 (3.7)	216 (1.8)	10 (2.3)	214 (3.9)!
Louisiana	53 (3.9)	202 (1.7)	40 (3.9)	209 (2.2)	8 (1.9)	207 (5.2)!
Maine*	42 (3.8)	227 (2.0)	51 (3.5)	229 (1.6)	6 (1.9)	229 (4.1)!
Maryland	44 (3.5)	210 (2.8)	48 (3.0)	213 (2.4)	9 (2.1)	225 (3.9)!
Massachusetts	46 (3.7)	225 (1.6)	49 (3.4)	230 (1.5)	6 (1.7)	230 (6.3)!
Michigan	48 (3.6)	217 (2.4)	45 (3.5)	218 (1.7)	7 (1.7)	222 (7.2)!
Minnesota	33 (3.4)	221 (2.5)	57 (3.5)	222 (1.6)	10 (2.2)	224 (3.0)!
Mississippi	53 (3.9)	196 (2.3)	40 (3.7)	205 (1.7)	6 (1.8)	202 (4.9)!
Missouri	31 (3.6)	217 (2.4)	58 (3.3)	223 (1.5)	12 (2.0)	226 (3.4)
Nebraska*	19 (3.3)	222 (2.2)	64 (3.6)	222 (1.4)	16 (2.7)	224 (2.7)
New Hampshire*	46 (3.8)	228 (1.5)	48 (3.8)	230 (1.9)	6 (1.7)	233 (4.6)!
New Jersey*	39 (3.3)	214 (2.5)	46 (3.6)	232 (1.8)	15 (3.0)	228 (2.1)!
New Mexico	48 (3.6)	209 (2.6)	46 (3.5)	212 (2.0)	6 (1.7)	223 (5.6)!
New York*	37 (3.1)	207 (3.5)	50 (3.3)	221 (2.1)	13 (2.4)	222 (3.6)
North Carolina	51 (3.0)	210 (1.7)	45 (2.7)	215 (1.5)	5 (1.2)	225 (4.7)!
North Dakota	39 (3.8)	224 (2.0)	55 (3.8)	229 (1.6)	5 (1.6)	227 (4.0)!
Ohio	48 (4.1)	214 (2.1)	46 (3.9)	223 (1.8)	6 (2.1)	221 (6.4)!
Oklahoma	36 (4.1)	221 (1.6)	54 (4.1)	223 (1.3)	10 (1.9)	221 (2.7)
Pennsylvania	33 (3.5)	215 (2.5)	57 (3.6)	226 (1.8)	10 (1.9)	223 (3.6)
Rhode Island	57 (3.3)	215 (2.7)	41 (3.2)	221 (1.9)	2 (0.8)	*** (***)
South Carolina	35 (3.4)	206 (2.4)	56 (3.6)	213 (2.0)	9 (1.9)	212 (3.0)!
Tennessee	51 (3.5)	210 (1.9)	44 (3.4)	216 (2.1)	6 (1.8)	213 (8.1)!
Texas	32 (3.0)	210 (2.8)	52 (3.5)	215 (2.3)	16 (2.4)	218 (3.7)
Utah	51 (3.6)	220 (1.6)	42 (3.5)	223 (1.5)	7 (1.6)	224 (3.2)!
Virginia	36 (3.4)	216 (2.3)	55 (3.4)	225 (1.8)	9 (1.6)	228 (3.0)
West Virginia	40 (2.8)	215 (1.8)	50 (2.9)	217 (2.0)	10 (1.9)	220 (4.5)
Wisconsin	28 (3.3)	224 (2.3)	60 (2.9)	226 (1.3)	12 (2.2)	224 (2.7)
Wyoming	18 (2.8)	226 (2.5)	37 (3.2)	224 (1.4)	15 (2.3)	227 (3.3)
TERRITORY						
Guam	65 (0.8)	179 (1.7)	31 (0.7)	189 (2.0)	4 (0.4)	196 (3.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.19 Teachers' Reports on How Much Control They Feel They Have Over the Reading Curriculum, Grade 4, 1992 Reading Assessment

Selecting Core Instructional Materials

	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficien
Grade 4	5(0.9)	219(4.2)	29(2.6)	224(2.2)	38(2.9)	220(1.4)	28(7.5)	213(1.9)

Deciding the Content, Topics, and Skills That will be Taught

	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficien
Grade 4	5(0.7)	215(4.5)	37(2.7)	220(1.5)	38(2.1)	221(1.9)	16(1.8)	216(2.4)

Deciding the Sequence in Which Content, Topics, and Skills will be Taught

	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficien
Grade 4	29(1.9)	219(1.9)	46(1.9)	221(1.6)	19(1.7)	218(2.1)	4(0.9)	210(3.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for e. population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In compar two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to round error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.20 | **Teachers' Reports on How Much Control They Feel They Have Over Selecting Core Instructional Materials, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	4 (0.9)	211 (5.0)!	28 (2.8)	223 (2.5)	38 (2.6)	218 (1.4)	30 (2.8)	212 (2.1)
Northeast	6 (2.5)	*** (***)	30 (6.3)	232 (7.3)!	39 (5.3)	223 (4.1)	24 (5.6)	209 (7.3)!
Southeast	4 (2.3)	*** (***)	19 (3.4)	218 (9.6)	38 (5.1)	215 (2.7)	39 (7.0)	209 (4.6)!
Central	2 (1.3)	*** (***)	39 (7.9)	225 (3.0)!	35 (5.3)	220 (2.2)	24 (5.1)	215 (3.0)!
West	4 (1.4)	202(12.8)!	23 (2.7)	216 (3.4)	39 (5.1)	214 (2.8)	34 (4.3)	215 (3.1)
STATES								
Alabama	5 (1.3)	199 (5.7)!	18 (3.0)	210 (4.3)	36 (3.5)	212 (2.8)	41 (3.2)	208 (2.4)
Arizona	6 (1.1)	197 (5.9)	24 (2.7)	210 (2.7)	39 (2.6)	213 (1.4)	31 (3.0)	210 (2.2)
Arkansas	6 (1.5)	198 (7.1)!	31 (3.8)	212 (2.1)	40 (3.4)	213 (1.7)	24 (2.9)	213 (2.9)
California	5 (2.1)	205 (9.6)!	25 (3.0)	202 (4.1)	35 (2.6)	205 (3.6)	35 (3.5)	201 (3.7)
Colorado	9 (1.6)	221 (2.8)	33 (3.2)	218 (2.1)	40 (2.8)	217 (1.8)	18 (2.5)	217 (2.0)
Connecticut	2 (0.9)	*** (***)	23 (2.8)	230 (2.7)	37 (3.2)	227 (2.0)	38 (3.2)	218 (2.7)
Delaware*	3 (0.5)	220 (7.1)	17 (0.7)	220 (1.7)	40 (0.9)	215 (1.1)	40 (1.0)	211 (0.9)
Dist. Columbia	8 (0.5)	193 (3.3)	20 (0.9)	191 (2.0)	36 (1.2)	185 (1.5)	36 (1.4)	187 (1.8)
Florida	3 (0.7)	211 (7.2)!	22 (2.4)	209 (3.4)	41 (2.9)	211 (1.7)	34 (2.8)	209 (2.5)
Georgia	1 (0.5)	*** (***)	14 (2.2)	213 (3.8)	41 (3.1)	215 (1.8)	44 (3.3)	212 (2.7)
Hawaii	10 (1.7)	197 (3.9)	41 (2.7)	203 (2.3)	34 (2.6)	208 (3.0)	16 (1.9)	203 (3.0)
Idaho	4 (1.2)	210 (8.1)!	30 (3.1)	220 (1.8)	44 (3.0)	222 (1.3)	23 (2.7)	221 (2.1)
Indiana	3 (1.1)	229 (9.5)!	29 (2.9)	223 (1.9)	54 (3.5)	223 (1.6)	14 (2.0)	216 (2.9)
Iowa	2 (0.7)	*** (***)	36 (3.2)	228 (1.6)	44 (3.1)	227 (1.6)	18 (2.2)	224 (3.1)
Kentucky	7 (1.7)	213 (4.6)!	31 (4.1)	217 (2.9)	41 (3.6)	211 (1.7)	21 (3.5)	216 (2.7)
Louisiana	1 (0.6)	*** (***)	12 (2.1)	204 (4.3)	32 (3.4)	207 (2.2)	54 (3.5)	204 (1.7)
Maine*	7 (1.8)	232 (4.8)!	37 (3.8)	232 (1.3)	43 (4.1)	225 (1.9)	12 (2.3)	225 (3.2)
Maryland	2 (0.9)	216 (6.2)!	17 (2.0)	216 (3.0)	32 (3.0)	215 (2.3)	49 (3.3)	209 (2.4)
Massachusetts	4 (1.2)	225 (6.6)!	30 (3.4)	234 (1.8)	37 (3.0)	227 (1.6)	30 (3.1)	223 (1.9)
Michigan	2 (0.7)	*** (***)	27 (3.7)	221 (3.0)	42 (3.0)	221 (2.2)	29 (3.6)	210 (3.2)
Minnesota	3 (1.5)	224(10.1)!	29 (3.3)	222 (2.1)	44 (3.3)	221 (1.7)	24 (2.8)	222 (2.4)
Mississippi	3 (1.0)	189 (6.7)!	22 (3.0)	203 (2.6)	44 (3.8)	199 (2.4)	31 (3.7)	200 (2.6)
Missouri	4 (1.2)	212 (8.9)!	27 (2.9)	224 (2.0)	44 (2.9)	222 (1.9)	25 (2.9)	219 (2.6)
Nebraska*	2 (0.8)	*** (***)	36 (3.5)	225 (1.8)	37 (3.4)	221 (1.8)	25 (3.2)	220 (2.2)
New Hampshire*	6 (1.5)	226 (2.8)!	36 (3.2)	230 (2.1)	37 (2.9)	229 (1.6)	21 (2.6)	230 (1.9)
New Jersey*	1 (0.7)	*** (***)	26 (3.1)	231 (1.9)	40 (3.5)	232 (2.0)	33 (3.4)	209 (3.0)
New Mexico	8 (1.9)	205 (4.5)!	28 (3.0)	212 (3.9)	48 (3.2)	213 (2.1)	16 (2.4)	208 (3.9)
New York*	6 (1.6)	219 (7.6)!	24 (3.1)	219 (3.2)	37 (3.6)	217 (3.1)	33 (3.7)	212 (3.1)
North Carolina	4 (1.0)	210 (5.5)!	25 (2.6)	216 (2.9)	45 (3.0)	212 (1.8)	26 (3.1)	214 (2.1)
North Dakota	5 (1.6)	227 (6.5)!	36 (3.8)	226 (2.4)	46 (4.4)	227 (1.3)	13 (2.5)	229 (3.6)!
Ohio	2 (1.0)	*** (***)	23 (3.3)	219 (3.2)	45 (3.8)	221 (2.0)	30 (3.3)	215 (2.6)
Oklahoma	6 (1.7)	220 (5.1)!	36 (3.4)	223 (1.7)	41 (3.3)	221 (1.3)	17 (2.5)	221 (2.2)
Pennsylvania	2 (0.7)	*** (***)	29 (2.6)	224 (2.1)	45 (2.6)	223 (1.8)	25 (2.8)	219 (2.8)
Rhode Island	3 (1.2)	221 (9.8)!	14 (2.4)	219 (6.2)	41 (3.2)	220 (2.0)	41 (3.2)	215 (2.8)
South Carolina	4 (0.9)	210 (5.5)!	25 (3.3)	209 (2.5)	43 (3.6)	210 (1.7)	28 (3.4)	212 (2.9)
Tennessee	3 (1.5)	218(11.5)!	14 (2.5)	206 (3.1)	40 (3.4)	216 (1.9)	43 (3.4)	213 (2.3)
Texas	9 (1.7)	208 (5.2)	25 (2.8)	213 (3.7)	38 (3.5)	220 (2.3)	28 (2.8)	209 (2.8)
Utah	7 (1.7)	218 (5.2)!	20 (2.9)	224 (2.3)	26 (2.6)	222 (1.6)	46 (3.7)	221 (1.6)
Virginia	4 (1.2)	219 (7.2)!	23 (2.8)	223 (3.0)	40 (2.8)	221 (1.9)	33 (3.3)	224 (2.4)
West Virginia	2 (0.9)	*** (***)	11 (1.8)	219 (4.0)	45 (3.1)	216 (2.3)	42 (2.7)	216 (1.7)
Wisconsin	5 (1.1)	220 (3.7)!	34 (3.3)	226 (1.8)	46 (3.3)	224 (1.4)	14 (2.0)	227 (3.0)
Wyoming	9 (2.3)	217 (3.2)!	30 (3.6)	225 (2.1)	44 (3.3)	227 (1.6)	17 (2.3)	224 (2.9)
TERRITORY								
Guam	9 (0.5)	177 (3.9)	33 (0.8)	186 (2.5)	38 (0.9)	184 (1.9)	20 (0.8)	179 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.21 | **Teachers' Reports on How Much Control They Feel They Have Over Deciding the Content, Topics, and Skills That Will Be Taught, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	4 (0.8)	208 (5.3)!	36 (2.9)	219 (1.7)	38 (2.4)	219 (2.0)	22 (2.1)	214 (2.7)
Northeast	2 (1.3)	*** (***)	34 (5.6)	220 (3.5)	35 (6.0)	231 (7.0)	28 (6.3)	215 (6.1)!
Southeast	6 (2.2)	200 (7.3)!	22 (6.6)	218 (9.3)!	41 (4.8)	215 (2.5)	31 (5.1)	210 (2.8)
Central	4 (1.3)	*** (***)	45 (5.3)	222 (3.1)	39 (4.6)	222 (3.0)	12 (2.9)	214 (5.2)!
West	4 (1.4)	216(11.2)!	40 (5.3)	215 (2.8)	38 (4.1)	212 (2.1)	18 (3.2)	217 (6.8)
STATES								
Alabama	5 (1.3)	194 (8.5)!	20 (2.6)	206 (3.5)	36 (3.4)	213 (2.6)	39 (3.5)	209 (2.5)
Arizona	6 (1.0)	205 (5.7)	28 (2.5)	209 (2.2)	35 (2.7)	213 (1.9)	31 (3.1)	210 (2.3)
Arkansas	8 (1.8)	206 (5.4)!	21 (3.2)	210 (2.7)	30 (2.8)	212 (2.1)	40 (3.6)	214 (1.8)
California	9 (2.7)	208 (5.9)!	36 (3.0)	199 (3.2)	37 (3.1)	204 (2.8)	18 (2.9)	205 (4.6)
Colorado	8 (1.6)	221 (2.4)!	39 (2.8)	219 (1.8)	34 (2.8)	218 (1.9)	20 (2.2)	213 (2.3)
Connecticut	2 (1.0)	*** (***)	20 (2.7)	228 (3.0)	48 (3.1)	225 (1.9)	30 (3.2)	220 (2.8)
Delaware*	6 (0.4)	215 (2.6)	28 (1.2)	217 (1.9)	36 (1.0)	215 (0.9)	30 (1.3)	211 (1.3)
Dist. Columbia	5 (0.4)	193 (4.5)	14 (0.8)	192 (2.5)	22 (0.9)	188 (2.2)	58 (1.3)	184 (1.2)
Florida	5 (1.2)	201 (5.9)!	32 (2.6)	208 (2.1)	37 (2.6)	209 (2.2)	26 (2.7)	214 (2.3)
Georgia	3 (1.3)	214(15.9)!	21 (2.3)	213 (3.1)	33 (2.7)	215 (2.2)	44 (3.2)	212 (2.3)
Hawaii	21 (2.3)	197 (3.9)	45 (2.5)	204 (2.0)	28 (2.4)	210 (2.6)	7 (1.6)	201 (5.0)!
Idaho	7 (1.5)	216 (4.8)!	42 (3.5)	220 (1.5)	40 (3.4)	221 (1.5)	11 (2.1)	222 (3.0)
Indiana	3 (1.0)	222 (8.3)!	38 (3.9)	222 (1.7)	38 (3.3)	222 (1.7)	21 (2.7)	222 (2.3)
Iowa	4 (1.2)	221 (4.6)!	44 (3.4)	227 (1.5)	36 (3.1)	226 (2.1)	17 (2.2)	230 (2.5)
Kentucky	8 (1.5)	216 (3.9)!	38 (3.9)	214 (2.4)	34 (3.4)	212 (1.7)	20 (3.1)	216 (3.1)
Louisiana	2 (0.9)	*** (***)	14 (2.5)	200 (2.7)	25 (2.6)	206 (2.8)	59 (3.6)	207 (1.7)
Maine*	7 (1.8)	230 (4.9)!	46 (3.8)	228 (1.5)	40 (4.0)	228 (2.1)	7 (1.9)	224 (3.3)!
Maryland	1 (0.6)!	*** (***)	13 (1.8)	216 (4.2)	34 (2.9)	214 (2.1)	52 (3.0)	211 (2.4)
Massachusetts	5 (1.5)	233 (3.6)!	33 (3.4)	231 (2.1)	39 (3.4)	226 (1.8)	22 (2.8)	225 (1.9)
Michigan	5 (1.5)	206 (8.1)!	36 (3.9)	224 (2.5)	37 (3.2)	216 (2.9)	23 (2.9)	213 (2.9)
Minnesota	4 (1.2)	220 (5.4)!	36 (3.5)	220 (2.3)	42 (3.4)	223 (1.8)	19 (2.2)	223 (2.1)
Mississippi	3 (1.2)	192 (6.1)!	27 (3.6)	199 (2.7)	37 (3.7)	201 (2.4)	33 (3.8)	200 (2.7)
Missouri	3 (1.1)	197(10.3)!	25 (3.2)	221 (1.9)	37 (2.8)	225 (1.6)	34 (3.4)	220 (2.1)
Nebraska*	5 (1.1)	222 (3.9)!	42 (3.2)	224 (1.9)	36 (3.4)	221 (1.8)	17 (2.9)	223 (2.9)
New Hampshire*	4 (1.2)	231 (4.3)!	38 (3.0)	229 (1.8)	42 (3.2)	229 (1.7)	16 (2.6)	230 (2.2)
New Jersey*	5 (1.7)	234 (8.2)!	24 (2.8)	231 (2.0)	33 (3.0)	230 (2.4)	38 (3.1)	214 (2.7)
New Mexico	10 (2.4)	207 (4.3)!	27 (3.3)	213 (2.8)	39 (3.7)	211 (2.6)	24 (3.4)	211 (3.0)
New York*	4 (1.3)	207 (8.8)!	23 (2.8)	213 (4.3)	48 (3.4)	220 (1.7)	24 (2.5)	216 (2.8)
North Carolina	6 (1.5)	211 (4.3)!	21 (2.3)	213 (2.8)	37 (3.0)	214 (2.0)	37 (3.0)	212 (2.0)
North Dakota	9 (2.0)	225 (4.7)!	43 (4.2)	226 (2.2)	39 (4.5)	228 (1.5)	9 (1.7)	228 (4.6)
Ohio	1 (0.7)	*** (***)	22 (2.8)	218 (3.2)	42 (3.3)	221 (2.0)	35 (3.4)	216 (2.5)
Oklahoma	9 (1.8)	220 (3.8)!	40 (3.1)	223 (1.4)	30 (2.8)	221 (1.6)	21 (2.6)	220 (2.3)
Pennsylvania	5 (1.5)	215 (7.0)!	32 (3.2)	226 (1.9)	35 (3.4)	224 (1.9)	29 (2.8)	216 (2.6)
Rhode Island	5 (1.4)	223 (7.1)!	21 (2.5)	215 (3.6)	43 (3.7)	219 (2.9)	31 (3.3)	217 (2.6)
South Carolina	4 (0.9)	216 (4.7)!	26 (2.9)	210 (2.7)	36 (3.0)	209 (2.1)	34 (3.6)	212 (2.5)
Tennessee	5 (1.7)	212 (9.2)!	16 (2.3)	212 (3.5)	32 (3.4)	214 (2.0)	48 (3.8)	214 (2.2)
Texas	8 (1.8)	209 (5.9)!	25 (2.7)	213 (3.8)	35 (3.2)	216 (2.0)	31 (2.8)	213 (2.7)
Utah	9 (1.9)	218 (4.9)!	27 (2.7)	224 (1.7)	33 (3.0)	222 (1.7)	31 (2.7)	220 (1.7)
Virginia	3 (0.9)	212 (6.5)!	27 (2.7)	222 (2.8)	37 (2.5)	223 (2.3)	33 (3.3)	223 (1.9)
West Virginia	5 (1.2)	222 (3.8)!	24 (3.3)	218 (3.0)	42 (3.3)	216 (1.7)	29 (2.7)	214 (2.6)
Wisconsin	6 (1.3)	222 (2.5)!	38 (3.4)	223 (1.8)	42 (3.6)	227 (1.9)	14 (2.3)	224 (3.1)
Wyoming	7 (1.4)	218 (3.1)!	40 (3.1)	226 (1.8)	37 (2.9)	227 (1.6)	16 (2.3)	221 (3.3)
TERRITORY								
Guam	14 (0.6)	183 (3.0)	47 (0.9)	185 (1.9)	28 (0.8)	178 (2.3)	11 (0.8)	183 (2.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.22 | **Teachers' Reports on How Much Control They Feel They Have Over Deciding the Sequence in Which Content, Topics, and Skills Will Be Taught, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Complete		A Lot		Some		Very Little or None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	29 (2.1)	216 (2.2)	45 (2.0)	219 (1.8)	19 (1.6)	217 (2.3)	6 (1.2)	209 (3.5)
Northeast	31 (5.3)	221 (6.5)	39 (2.3)	226 (5.5)	22 (4.6)	227 (7.9)!	8 (2.3)	195 (5.4)!
Southeast	22 (4.3)	211 (4.8)!	42 (5.7)	216 (3.6)	25 (2.7)	211 (3.2)	10 (3.4)	211 (4.5)!
Central	25 (4.0)	218 (3.8)	53 (3.9)	222 (3.0)	16 (3.7)	220 (2.6)!	6 (2.5)	*** (***)
West	37 (2.9)	215 (2.8)	45 (3.2)	215 (3.3)	15 (2.4)	209 (2.6)	3 (0.9)	*** (***)
STATES								
Alabama	19 (3.1)	208 (4.0)	36 (3.2)	210 (2.5)	28 (2.5)	213 (2.9)	17 (3.0)	203 (3.6)
Arizona	34 (2.6)	210 (2.1)	46 (2.5)	210 (1.4)	15 (2.0)	211 (3.2)	5 (1.6)	214 (7.1)!
Arkansas	30 (3.5)	210 (2.3)	44 (3.7)	213 (2.0)	17 (2.6)	213 (2.5)	8 (2.0)	209 (5.7)!
California	36 (3.2)	204 (3.4)	47 (3.2)	201 (2.6)	13 (2.1)	211 (4.6)	4 (1.1)	193 (9.4)!
Colorado	34 (3.1)	223 (1.5)	44 (3.2)	216 (1.6)	18 (2.0)	214 (2.5)	4 (1.3)	208 (4.8)!
Connecticut	24 (3.1)	230 (2.4)	42 (3.3)	225 (2.0)	25 (2.6)	219 (2.8)	8 (1.8)	216 (5.6)!
Delaware*	28 (0.7)	215 (1.3)	38 (0.9)	216 (1.5)	23 (0.8)	210 (1.0)	11 (0.7)	216 (2.8)
Dist. Columbia	14 (0.7)	195 (2.4)	24 (1.3)	187 (2.3)	34 (1.3)	188 (1.7)	28 (1.2)	182 (1.4)
Florida	25 (2.8)	208 (2.8)	46 (2.6)	210 (1.8)	22 (2.6)	210 (2.4)	7 (1.6)	210 (4.3)!
Georgia	16 (2.4)	210 (3.6	31 (2.7)	212 (2.5)	34 (3.4)	214 (2.4)	19 (3.3)	218 (3.2)
Hawaii	38 (2.6)	202 (2.5)	46 (2.3)	207 (2.0)	13 (1.8)	201 (5.0)	2 (0.8)	*** (***)
Idaho	33 (3.5)	219 (1.7)	46 (2.9)	221 (1.3)	19 (2.3)	222 (1.8)	2 (0.7)	*** (***)
Indiana	23 (2.7)	224 (2.0)	54 (3.1)	221 (2.0)	17 (2.2)	226 (2.1)	6 (1.6)	219 (3.1)!
Iowa	23 (2.9)	228 (2.1)	48 (3.6)	227 (1.4)	23 (2.8)	226 (2.3)	6 (1.4)	227 (3.5)!
Kentucky	32 (4.0)	218 (2.3)	43 (3.6)	212 (1.5)	19 (2.5)	212 (2.9)	6 (1.6)	218 (6.2)!
Louisiana	11 (2.4)	205 (3.4)!	27 (3.2)	204 (3.3)	30 (3.0)	205 (2.0)	31 (3.3)	204 (2.7)
Maine*	35 (3.8)	231 (1.6)	49 (4.3)	227 (1.8)	13 (3.0)	226 (2.6)!	3 (1.2)	*** (***)
Maryland	9 (1.6)	217 (3.1)	38 (2.7)	215 (2.6)	36 (2.7)	213 (1.8)	17 (2.0)	202 (4.2)
Massachusetts	26 (2.8)	229 (2.2)	47 (3.2)	229 (1.4)	21 (2.8)	226 (2.3)	6 (1.4)	221 (4.8)!
Michigan	28 (3.1)	220 (3.5)	44 (3.7)	221 (1.9)	20 (3.1)	210 (4.1)	8 (2.2)	211 (3.6)!
Minnesota	27 (3.1)	224 (2.4)	41 (3.8)	220 (2.4)	24 (3.4)	223 (2.2)	8 (1.6)	223 (3.5)!
Mississippi	20 (2.9)	198 (2.8)	36 (3.5)	204 (2.3)	33 (4.3)	198 (3.1)	11 (2.4)	196 (4.2)!
Missouri	26 (2.8)	218 (2.4)	44 (3.0)	224 (1.6)	23 (2.9)	219 (2.3)	7 (2.1)	226 (4.9)!
Nebraska*	23 (2.7)	219 (2.6)	52 (3.3)	224 (1.2)	20 (2.6)	223 (3.1)	5 (1.9)	221 (4.7)!
New Hampshire*	33 (3.4)	232 (2.0)	49 (3.5)	227 (1.5)	15 (2.2)	228 (2.4)	3 (0.9)	235 (5.0)!
New Jersey*	18 (2.8)	235 (2.9)	40 (3.4)	229 (2.1)	26 (3.6)	221 (3.0)	16 (3.0)	208 (4.3)
New Mexico	39 (3.8)	210 (2.7)	41 (3.4)	214 (2.1)	15 (2.6)	208 (4.4)	5 (1.2)	203 (5.3)!
New York*	23 (2.5)	219 (3.3)	43 (3.4)	221 (2.0)	24 (2.8)	213 (3.1)	10 (2.2)	202 (5.7)!
North Carolina	26 (2.7)	216 (2.3)	42 (2.9)	212 (1.6)	25 (2.5)	212 (2.9)	7 (1.6)	214 (3.5)!
North Dakota	32 (3.4)	229 (2.1)	44 (4.1)	226 (2.1)	21 (3.1)	228 (2.3)	4 (1.3)	219 (5.8)!
Ohio	24 (3.0)	220 (3.0)	41 (3.0)	221 (1.8)	24 (2.8)	217 (3.0)	11 (1.9)	211 (3.2)
Oklahoma	31 (2.7)	224 (1.7)	46 (2.9)	223 (1.4)	16 (2.5)	215 (2.4)	7 (1.6)	216 (4.4)!
Pennsylvania	20 (2.9)	227 (2.8)	44 (3.3)	226 (1.9)	22 (2.6)	221 (2.7)	14 (2.1)	206 (3.7)
Rhode Island	24 (3.3)	217 (3.6)	36 (3.0)	222 (2.4)	25 (2.7)	211 (3.5)	15 (2.6)	221 (3.4)
South Carolina	26 (3.1)	211 (2.3)	43 (4.0)	211 (1.9)	23 (3.7)	209 (3.2)	8 (1.9)	215 (4.4)!
Tennessee	21 (2.8)	216 (2.9)	28 (2.9)	212 (2.3)	31 (2.7)	215 (2.2)	20 (2.2)	209 (3.8)
Texas	24 (3.6)	213 (3.7)	37 (3.5)	217 (2.4)	24 (2.6)	210 (2.8)	14 (2.0)	213 (4.3)
Utah	35 (3.5)	220 (1.9)	41 (3.4)	224 (1.5)	20 (2.9)	220 (2.3)	5 (1.3)	222 (3.8)!
Virginia	21 (2.8)	221 (3.4)	45 (2.7)	223 (2.1)	25 (2.5)	222 (3.1)	9 (1.7)	223 (4.8)
West Virginia	24 (2.7)	215 (3.0)	47 (3.2)	219 (2.2)	19 (2.3)	214 (3.7)	10 (2.4)	212 (3.2)!
Wisconsin	28 (2.7)	223 (1.7)	46 (3.2)	225 (1.6)	22 (3.0)	225 (2.5)	4 (1.3)	227 (4.0)!
Wyoming	39 (3.3)	225 (1.6)	44 (3.4)	224 (1.7)	13 (2.5)	226 (3.1)	5 (1.4)	224 (5.4)!
TERRITORY								
Guam	35 (0.8)	184 (2.6)	43 (0.8)	186 (1.5)	19 (0.6)	177 (2.6)	3 (0.3)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.23 Teachers' Reports on the Availability of Instructional Support Personnel, Grade 4

Is there a Reading Specialist available to help or advise you?				
	Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	60(3.0)	219(1.5)	40(3.0)	220(1.5)

How often do you usually have instructional aides or volunteers to assist you in your classroom?						
	At Least Once a Week		Once a Week		Less Than Once a Week	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	30(2.7)	214(2.0)	13(1.9)	226(2.9)	57(2.4)	220(1.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.24 | **Teachers' Reports on the Availability of Instructional Support Personnel, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Is there a Reading Specialist available to help or advise you?				How often do you usually have instructional aides or volunteers to assist you in your classroom?					
	Yes		No		At Least Once a Week		Once a Week		Less Than Once a Week	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	64 (3.2)	217 (1.5)	36 (3.2)	217 (1.9)	30 (2.9)	212 (2.1)	13 (2.3)	225 (3.2)	57 (2.8)	219 (1.4)
Northeast	74 (7.2)	224 (5.2)	26 (7.2)	218 (4.7)!	23 (6.6)	209 (4.1)!	16 (5.1)	235 (7.9)!	60 (5.5)	224 (3.5)
Southeast	57 (6.3)	211 (2.1)	43 (6.3)	215 (4.6)	24 (5.9)	207 (6.6)!	12 (3.3)	223 (3.8)!	64 (6.7)	213 (2.4)
Central	66 (6.5)	218 (1.9)	34 (6.5)	225 (2.8)!	21 (5.7)	218 (2.5)!	16 (6.4)	219 (6.6)!	63 (4.7)	222 (2.6)
West	59 (5.5)	215 (2.1)	41 (5.5)	212 (2.9)	49 (4.9)	212 (3.1)	8 (2.1)	220 (3.3)!	44 (4.8)	215 (3.3)
STATES										
Alabama	54 (3.7)	208 (2.7)	46 (3.7)	211 (2.1)	37 (4.0)	199 (3.6)	4 (1.1)	221 (5.8)!	59 (3.8)	215 (2.0)
Arizona	60 (3.0)	213 (1.5)	40 (3.0)	207 (2.2)	33 (3.0)	207 (2.6)	10 (1.7)	215 (4.5)	57 (3.3)	212 (1.6)
Arkansas	48 (3.5)	209 (2.0)	52 (3.5)	214 (1.8)	32 (4.4)	207 (2.6)	7 (1.7)	219 (3.4)!	61 (4.2)	214 (1.3)
California	51 (3.7)	202 (3.2)	49 (3.7)	204 (2.7)	61 (4.1)	203 (2.9)	8 (2.2)	211 (7.4)!	31 (4.0)	200 (2.6)
Colorado	48 (3.7)	216 (1.7)	52 (3.7)	219 (1.8)	44 (3.5)	217 (1.7)	13 (2.3)	224 (3.4)	43 (3.6)	216 (1.6)
Connecticut	88 (2.3)	223 (1.5)	12 (2.3)	229 (3.6)	39 (4.3)	228 (2.4)	9 (1.8)	223 (4.4)!	53 (4.1)	221 (2.2)
Delaware*	67 (0.9)	214 (1.0)	33 (0.9)	215 (1.6)	19 (0.9)	210 (1.6)	7 (0.6)	212 (2.0)	74 (0.9)	216 (0.8)
Dist. Columbia	48 (1.1)	186 (1.2)	52 (1.1)	188 (1.6)	26 (1.0)	184 (1.8)	18 (1.1)	185 (2.5)	56 (0.9)	191 (1.1)
Florida	76 (3.1)	209 (1.5)	24 (3.1)	211 (2.7)	36 (2.9)	208 (1.9)	19 (2.5)	212 (3.6)	45 (3.5)	210 (1.9)
Georgia	83 (2.5)	213 (1.7)	17 (2.5)	213 (3.6)	32 (3.7)	206 (2.7)	10 (2.0)	225 (4.3)	58 (3.9)	215 (2.2)
Hawaii	78 (2.5)	205 (2.0)	22 (2.5)	201 (3.7)	29 (3.7)	199 (3.2)	7 (1.6)	194 (5.9)!	64 (3.6)	208 (2.0)
Idaho	43 (3.4)	223 (1.2)	57 (3.4)	219 (1.2)	51 (3.5)	221 (1.7)	14 (2.5)	221 (2.8)	35 (3.1)	219 (1.4)
Indiana	43 (3.9)	220 (1.9)	57 (3.9)	224 (1.6)	30 (4.0)	225 (1.8)	7 (2.0)	225 (2.8)!	63 (4.3)	221 (1.6)
Iowa	73 (3.5)	226 (1.3)	27 (3.5)	228 (1.7)	26 (3.9)	229 (1.9)	14 (2.3)	229 (2.3)	60 (4.5)	226 (1.4)
Kentucky	47 (3.5)	214 (2.2)	53 (3.5)	213 (1.4)	24 (3.7)	209 (2.2)	7 (1.4)	218 (3.2)	70 (3.5)	215 (1.7)
Louisiana	64 (4.1)	205 (1.7)	36 (4.1)	205 (2.5)	23 (3.7)	207 (2.7)	4 (1.3)	213 (6.8)!	73 (4.0)	204 (1.6)
Maine*	35 (4.0)	227 (2.2)	65 (4.0)	229 (1.3)	56 (4.1)	228 (1.9)	6 (1.5)	228 (2.8)!	38 (3.8)	228 (1.9)
Maryland	83 (3.2)	214 (1.6)	17 (3.2)	206 (5.4)!	32 (3.6)	214 (2.5)	10 (2.0)	216 (5.2)!	58 (3.7)	211 (2.5)
Massachusetts	69 (3.5)	228 (1.3)	31 (3.5)	227 (2.1)	24 (2.9)	230 (2.3)	14 (2.1)	229 (3.2)	62 (3.1)	227 (1.4)
Michigan	71 (3.5)	216 (2.0)	29 (3.5)	222 (2.8)	35 (4.2)	221 (2.5)	8 (1.6)	215 (6.6)!	57 (4.2)	216 (2.5)
Minnesota	52 (4.4)	223 (1.6)	48 (4.4)	221 (1.9)	69 (3.3)	222 (1.6)	6 (1.6)	229 (3.8)!	25 (3.0)	220 (2.8)
Mississippi	49 (4.1)	202 (1.8)	51 (4.1)	198 (2.4)	53 (4.1)	198 (1.9)	3 (1.4)	197 (6.7)!	44 (4.3)	203 (2.7)
Missouri	47 (4.3)	219 (2.3)	53 (4.3)	223 (1.5)	22 (3.1)	221 (2.9)	10 (1.9)	228 (4.0)	68 (3.6)	221 (1.5)
Nebraska*	53 (3.2)	223 (1.5)	47 (3.2)	222 (1.7)	38 (4.3)	222 (2.3)	12 (2.3)	222 (3.4)	50 (4.3)	222 (1.6)
New Hampshire*	77 (3.3)	229 (1.6)	23 (3.3)	228 (2.3)	50 (4.0)	229 (1.6)	15 (3.0)	233 (2.6)	35 (3.6)	228 (1.9)
New Jersey*	75 (3.2)	225 (1.8)	25 (3.2)	222 (2.9)	21 (3.4)	219 (4.6)	6 (1.7)	242 (4.1)!	73 (3.7)	224 (1.7)
New Mexico	40 (3.8)	212 (3.1)	60 (3.8)	210 (1.7)	24 (3.5)	214 (3.5)	14 (2.5)	212 (2.6)	62 (3.8)	210 (1.9)
New York*	75 (3.5)	216 (1.6)	25 (3.5)	217 (4.0)	26 (3.7)	213 (3.6)	8 (1.7)	218 (5.4)!	66 (3.8)	217 (2.1)
North Carolina	66 (3.9)	213 (1.4)	34 (3.9)	213 (2.2)	52 (4.3)	215 (1.6)	10 (2.1)	206 (4.0)!	38 (3.7)	212 (2.4)
North Dakota	35 (3.8)	225 (1.9)	65 (3.8)	228 (1.6)	39 (4.3)	227 (2.0)	6 (1.7)	221 (7.1)!	55 (4.6)	228 (1.5)
Ohio	66 (3.9)	217 (2.1)	34 (3.9)	221 (2.3)	20 (3.7)	215 (4.3)	16 (3.1)	214 (4.1)!	64 (4.4)	221 (1.7)
Oklahoma	50 (3.5)	223 (1.6)	50 (3.5)	220 (1.1)	18 (2.4)	218 (2.3)	10 (2.1)	230 (2.5)!	72 (3.3)	222 (1.1)
Pennsylvania	76 (3.4)	221 (1.7)	24 (3.4)	225 (2.4)	27 (3.3)	213 (3.0)	5 (1.4)	223 (7.3)!	68 (3.4)	225 (1.6)
Rhode Island	79 (3.4)	219 (1.8)	21 (3.4)	215 (6.7)	16 (3.1)	216 (5.2)	18 (2.9)	218 (2.9)	66 (3.9)	218 (2.4)
South Carolina	81 (3.0)	211 (1.5)	19 (3.0)	211 (3.3)	28 (3.5)	207 (2.8)	8 (1.6)	213 (4.0)!	64 (3.6)	212 (1.5)
Tennessee	51 (3.4)	214 (2.2)	49 (3.4)	213 (1.8)	26 (2.6)	207 (2.9)	9 (2.3)	222 (3.5)!	65 (3.1)	215 (1.7)
Texas	73 (3.2)	214 (1.8)	27 (3.2)	214 (3.1)	24 (3.8)	205 (4.6)	10 (2.2)	212 (3.1)!	66 (4.2)	217 (1.8)
Utah	50 (3.2)	222 (1.7)	50 (3.2)	222 (1.6)	38 (3.3)	222 (1.8)	17 (2.4)	220 (2.7)	45 (3.8)	222 (1.6)
Virginia	83 (3.0)	224 (1.6)	17 (3.0)	217 (2.6)	35 (3.9)	224 (2.8)	16 (2.6)	223 (3.3)	49 (4.2)	221 (1.8)
West Virginia	67 (3.5)	216 (1.7)	33 (3.5)	217 (2.2)	14 (2.3)	218 (2.8)	8 (2.0)	234 (5.1)!	78 (3.3)	214 (1.5)
Wisconsin	93 (1.9)	225 (1.1)	7 (1.9)	224 (4.7)!	40 (3.5)	222 (1.7)	13 (3.5)	226 (2.5)!	47 (3.8)	227 (1.4)
Wyoming	53 (3.4)	224 (1.8)	47 (3.4)	225 (1.6)	44 (3.4)	223 (1.6)	6 (1.7)	232 (4.4)!	51 (3.6)	226 (1.7)
TERRITORY										
Guam	66 (0.9)	188 (1.7)	34 (0.9)	174 (2.1)	6 (0.5)	173 (5.8)	1 (0.3)	*** (***)	93 (0.5)	183 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.25 Schools' Reports on the Use of Parents as Aides in Classrooms, Grades 4, 8, and 12

	Yes, routinely		Yes, occasionally		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	44(3.5)	221(1.8)	45(3.4)	216(1.6)	11(2.4)	212(3.6)
Grade 8	14(2.4)	259(2.3)	41(3.2)	260(1.5)	45(3.5)	262(1.8)
Grade 12	6(1.5)	289(3.3)	32(3.0)	292(1.6)	63(3.5)	291(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.26 | **Schools' Reports on the Use of Parents as Aides in Classrooms, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Yes, routinely		Yes, occasionally		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	45 (3.7)	220 (2.0)	44 (3.7)	214 (1.8)	11 (2.6)	209 (3.6)!
Northeast	42 (9.6)	223 (6.7)!	49 (9.9)	221 (6.2)	10 (4.5)	215 (5.6)!
Southeast	42 (6.2)	218 (4.7)	48 (6.8)	209 (3.4)	10 (6.9)	204 (3.6)!
Central	46 (7.3)	219 (2.4)	42 (6.9)	220 (2.8)	12 (5.4)	217 (5.5)!
West	50 (6.6)	220 (2.9)	39 (5.9)	206 (2.2)	12 (3.9)	200 (7.1)!
STATES						
Alabama	30 (4.4)	213 (3.5)	50 (5.2)	206 (2.6)	20 (4.1)	207 (4.5)!
Arizona	63 (4.7)	214 (1.7)	35 (4.8)	205 (3.1)	2 (1.4)	*** (***)
Arkansas	32 (3.8)	218 (2.4)	45 (4.6)	209 (2.1)	23 (3.7)	208 (4.0)
California	61 (4.7)	213 (2.1)	36 (4.5)	184 (3.5)	3 (1.6)	225(13.7)!
Colorado	76 (4.0)	220 (1.3)	22 (4.0)	211 (2.7)	2 (1.1)	*** (***)
Connecticut	42 (4.0)	225 (2.3)	47 (4.4)	222 (2.6)	11 (3.0)	223 (2.9)!
Delaware*	23 (0.2)	215 (1.9)	68 (0.2)	214 (0.7)	9 (0.1)	214 (2.0)
Dist. Columbia	84 (0.2)	189 (0.8)	15 (0.2)	188 (2.4)	1 (0.0)	*** (***)
Florida	65 (4.5)	213 (1.7)	33 (4.7)	202 (2.9)	2 (1.5)	208 (8.2)!
Georgia	32 (4.4)	223 (2.8)	52 (5.4)	210 (2.3)	16 (3.6)	204 (4.0)!
Hawaii	29 (5.3)	207 (3.3)	64 (5.8)	204 (2.3)	7 (2.2)	203 (9.0)!
Idaho	57 (4.6)	222 (1.3)	42 (4.6)	219 (1.5)	0 (0.4)	*** (***)
Indiana	44 (4.9)	226 (2.0)	46 (5.3)	221 (1.9)	10 (3.1)	218 (3.5)!
Iowa	41 (5.1)	225 (2.0)	47 (5.1)	230 (1.4)	13 (3.2)	223 (2.7)!
Kentucky	32 (4.1)	221 (2.3)	54 (4.7)	211 (1.6)	14 (3.2)	208 (3.6)!
Louisiana	37 (4.7)	207 (2.4)	48 (4.4)	202 (2.1)	15 (3.6)	209 (3.9)!
Maine*	46 (6.0)	231 (1.5)	48 (5.8)	227 (1.6)	5 (2.1)	221 (2.2)!
Maryland	67 (4.5)	219 (1.8)	30 (4.4)	198 (3.4)	3 (1.5)	200 (2.7)!
Massachusetts	43 (5.2)	230 (1.7)	47 (5.3)	226 (2.0)	9 (2.6)	220 (5.5)!
Michigan	48 (5.6)	219 (2.6)	48 (5.5)	215 (2.7)	3 (1.3)	214 (4.7)!
Minnesota	42 (5.5)	225 (2.6)	52 (5.4)	221 (1.4)	6 (1.9)	217 (5.1)!
Mississippi	16 (3.9)	198 (4.8)!	44 (5.4)	202 (2.0)	39 (5.0)	198 (3.0)
Missouri	43 (5.0)	226 (1.9)	45 (4.5)	219 (1.8)	11 (2.8)	213 (5.3)!
Nebraska*	31 (4.3)	224 (2.3)	55 (4.8)	221 (1.4)	14 (2.9)	224 (4.1)!
New Hampshire*	61 (5.6)	230 (1.9)	35 (5.3)	229 (2.0)	4 (1.9)	230 (4.9)!
New Jersey*	15 (3.8)	232 (4.5)!	35 (4.1)	224 (3.2)	50 (4.6)	223 (2.0)
New Mexico	52 (5.8)	214 (2.3)	43 (6.1)	211 (2.0)	6 (2.3)	202 (9.1)!
New York*	30 (5.6)	214 (4.7)	38 (5.1)	216 (3.3)	32 (5.5)	218 (3.7)
North Carolina	32 (4.8)	218 (2.2)	52 (4.8)	209 (2.0)	16 (3.6)	212 (3.8)!
North Dakota	12 (3.6)	229 (3.4)!	64 (4.4)	227 (1.4)	24 (3.4)	227 (2.6)
Ohio	51 (5.4)	220 (2.2)	45 (5.5)	216 (2.6)	4 (1.9)	231 (1.7)!
Oklahoma	32 (4.1)	224 (2.1)	52 (4.6)	221 (1.3)	15 (3.1)	219 (2.7)!
Pennsylvania	41 (4.9)	221 (2.8)	40 (4.6)	223 (1.9)	19 (3.8)	224 (3.1)
Rhode Island	31 (5.0)	224 (3.3)	51 (5.6)	217 (3.1)	18 (3.8)	209 (3.7)!
South Carolina	34 (4.8)	214 (2.5)	53 (5.4)	210 (2.0)	12 (3.3)	205 (4.8)!
Tennessee	42 (5.2)	213 (3.1)	49 (5.4)	214 (1.8)	10 (3.4)	209 (5.7)!
Texas	31 (4.4)	220 (2.5)	57 (5.4)	210 (2.4)	11 (3.6)	215 (4.0)!
Utah	71 (4.2)	224 (1.2)	29 (4.2)	216 (2.3)	0 (0.0)	*** (***)
Virginia	54 (5.0)	226 (2.2)	44 (5.0)	218 (2.1)	2 (1.3)	198(11.0)!
West Virginia	41 (4.8)	219 (2.0)	49 (4.5)	215 (1.9)	11 (2.6)	217 (5.6)!
Wisconsin	45 (5.0)	226 (1.6)	47 (5.1)	223 (1.7)	8 (2.6)	228 (5.5)!
Wyoming	41 (4.8)	227 (1.7)	52 (4.8)	223 (1.6)	7 (2.2)	221 (5.6)!
TERRITORY						
Guam	17 (0.2)	197 (3.2)	75 (0.2)	180 (1.5)	8 (0.1)	169 (4.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Availability of Computers

TABLE 7.27 **Schools' Reports on the Availability of Computers for Student Use, Grades 4, 8, and 12, 1992 Reading Assessment**

	Computers Available All the Time in Classrooms	Computers Grouped in Separate Laboratory Available to Classes	Computers Available to Classrooms When Needed
	Percentage of Students	Percentage of Students	Percentage of Students
Grade 4	42(3.3)	69(3.0)	52(3.4)
Grade 8	12(2.4)	68(2.6)	50(3.4)
Grade 12	5(1.4)	74(2.7)	47(3.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.28 | Schools' Reports on the Availability of Computers for Student Use, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Computers Available All the Time in Classrooms	Computers Grouped in Separate Laboratory Available to Classes	Computers Available to Classrooms When Needed
	Percentage of Students	Percentage of Students	Percentage of Students
NATION	44 (3.8)	66 (3.3)	54 (3.6)
Northeast	39 (7.3)	49 (7.6)	68 (8.8)
Southeast	46 (7.4)	73 (7.9)	55 (7.5)
Central	41 (7.3)	68 (5.8)	55 (6.4)
West	49 (7.6)	73 (5.4)	41 (5.8)
STATES			
Alabama	35 (5.2)	67 (4.7)	48 (5.0)
Arizona	41 (5.2)	90 (3.2)	40 (4.9)
Arkansas	31 (4.9)	70 (4.1)	29 (4.0)
California	44 (5.8)	83 (3.7)	43 (5.4)
Colorado	48 (4.7)	82 (3.5)	66 (4.5)
Connecticut	56 (5.3)	50 (5.4)	65 (5.4)
Delaware*	31 (0.1)	58 (0.3)	56 (0.2)
Dist. Columbia	12 (0.1)	95 (0.1)	35 (0.2)
Florida	60 (4.3)	74 (4.6)	56 (4.6)
Georgia	39 (5.0)	64 (4.7)	67 (4.6)
Hawaii	14 (3.0)	95 (2.0)	41 (4.9)
Idaho	35 (4.6)	69 (3.9)	19 (3.9)
Indiana	62 (5.0)	68 (4.4)	47 (5.2)
Iowa	54 (4.7)	59 (4.9)	64 (4.3)
Kentucky	33 (4.9)	61 (4.7)	42 (4.9)
Louisiana	13 (3.4)	56 (5.1)	29 (4.5)
Maine*	59 (5.7)	42 (5.4)	55 (5.7)
Maryland	40 (4.7)	78 (4.4)	63 (4.6)
Massachusetts	52 (4.5)	57 (4.8)	53 (4.3)
Michigan	51 (4.7)	54 (5.5)	57 (5.3)
Minnesota	23 (4.5)	97 (1.8)	65 (5.7)
Mississippi	13 (3.5)	78 (4.3)	19 (4.3)
Missouri	38 (4.9)	56 (4.6)	58 (5.0)
Nebraska*	48 (4.9)	59 (4.2)	75 (4.3)
New Hampshire*	73 (5.3)	39 (6.1)	52 (6.3)
New Jersey*	50 (5.7)	66 (5.5)	52 (5.9)
New Mexico	41 (5.9)	73 (4.0)	43 (6.4)
New York*	39 (5.2)	84 (3.8)	57 (5.5)
North Carolina	36 (4.9)	75 (4.2)	47 (5.0)
North Dakota	40 (5.1)	66 (4.0)	60 (4.7)
Ohio	45 (4.3)	45 (4.3)	65 (5.5)
Oklahoma	23 (3.6)	65 (4.8)	48 (4.2)
Pennsylvania	39 (5.3)	67 (4.5)	52 (4.5)
Rhode Island	57 (4.9)	46 (4.6)	65 (5.5)
South Carolina	31 (5.2)	69 (4.8)	44 (5.3)
Tennessee	33 (5.5)	52 (5.3)	53 (5.6)
Texas	11 (3.2)	93 (2.3)	29 (4.7)
Utah	26 (4.2)	89 (3.2)	30 (4.7)
Virginia	44 (4.8)	72 (4.5)	64 (5.4)
West Virginia	51 (4.8)	52 (4.9)	33 (4.6)
Wisconsin	52 (5.1)	70 (4.6)	60 (5.5)
Wyoming	63 (4.4)	86 (3.1)	56 (4.6)
TERRITORY			
Guam	8 (0.1)	95 (0.1)	6 (0.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details).

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.29 Teachers' Reports on the Availability of Computers for Use by Students in Reading Class, Grade 4, 1992 Reading Assessment

	Not Available		Available But Difficult to Access		Available Within the Classroom	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	16(1.7)	218(2.5)	42(3.1)	222(2.1)	43(3.1)	216(1.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.30 | **Teachers' Reports on the Availability of Computers for Use by Students in Reading Class, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Not Available		Available But Difficult to Access		Available Within the Classroom	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	15 (1.8)	214 (2.6)	41 (3.5)	221 (2.3)	45 (3.7)	215 (1.7)
Northeast	17 (3.0)	219 (4.5)	37 (6.7)	228 (7.6)!	46 (7.0)	214 (2.9)
Southeast	20 (5.9)	215 (4.9)!	37 (7.2)	215 (3.8)	44 (8.5)	211 (3.2)
Central	8 (2.1)	220 (5.7)!	42 (7.6)	223 (3.8)!	51 (7.0)	219 (1.8)
West	15 (2.4)	205 (5.1)	47 (5.8)	218 (4.4)	38 (6.6)	214 (5.5)!
STATES						
Alabama	18 (3.3)	205 (4.1)	44 (3.9)	211 (2.2)	38 (3.8)	207 (3.4)
Arizona	14 (2.5)	207 (3.0)	55 (3.4)	214 (1.5)	31 (3.3)	206 (2.6)
Arkansas	24 (3.9)	213 (2.4)	40 (4.0)	211 (2.0)	36 (4.0)	212 (3.1)
California	15 (2.8)	202 (4.0)	39 (3.4)	207 (3.7)	46 (3.7)	201 (3.0)
Colorado	8 (1.6)	215 (2.8)	49 (3.6)	218 (1.8)	43 (3.6)	220 (1.7)
Connecticut	11 (2.7)	216 (6.8)!	33 (3.7)	225 (2.7)	56 (4.3)	226 (2.2)
Delaware*	21 (0.8)	210 (2.3)	50 (0.9)	219 (0.9)	29 (0.6)	210 (1.6)
Dist. Columbia	31 (1.4)	180 (2.0)	56 (1.6)	189 (1.2)	13 (1.0)	197 (2.7)
Florida	7 (1.8)	207 (5.8)!	30 (3.3)	206 (2.9)	63 (3.7)	212 (1.7)
Georgia	6 (1.7)	217 (8.0)!	43 (4.0)	215 (2.3)	51 (4.0)	211 (2.5)
Hawaii	23 (2.9)	203 (3.2)	54 (3.0)	202 (2.1)	22 (2.7)	208 (3.0)
Idaho	23 (3.2)	225 (2.2)	49 (4.0)	221 (1.4)	28 (3.7)	217 (1.8)
Indiana	6 (1.7)	215 (4.9)!	44 (3.6)	223 (1.9)	50 (4.0)	223 (1.8)
Iowa	8 (1.7)	223 (4.2)!	41 (3.7)	228 (1.6)	51 (4.0)	226 (1.4)
Kentucky	19 (2.9)	215 (2.6)	45 (4.4)	212 (2.1)	36 (4.3)	215 (2.1)
Louisiana	42 (3.6)	202 (1.7)	30 (3.3)	206 (2.6)	28 (4.0)	209 (3.1)
Maine*	9 (3.1)	220 (4.8)!	35 (4.6)	230 (2.4)	55 (4.6)	229 (1.6)
Maryland	11 (2.3)	200 (6.4)!	42 (4.1)	215 (2.1)	47 (4.1)	212 (2.8)
Massachusetts	13 (2.7)	227 (2.9)!	40 (3.8)	226 (1.7)	47 (4.1)	230 (1.6)
Michigan	13 (2.4)	203 (6.4)	40 (4.1)	218 (2.0)	47 (4.5)	221 (2.2)
Minnesota	11 (2.4)	217 (4.0)!	62 (4.5)	222 (2.1)	27 (4.0)	223 (1.9)
Mississippi	32 (3.9)	200 (2.9)	44 (3.8)	200 (2.3)	24 (4.1)	201 (2.7)
Missouri	19 (3.6)	218 (3.3)!	39 (3.3)	223 (2.1)	42 (3.6)	222 (2.2)
Nebraska*	10 (3.1)	227 (2.7)!	47 (4.6)	221 (1.8)	44 (4.6)	223 (1.8)
New Hampshire*	8 (1.6)	225 (3.3)	40 (4.5)	230 (2.0)	52 (4.7)	230 (1.6)
New Jersey*	20 (3.0)	205 (4.4)	34 (4.2)	228 (2.7)	47 (4.5)	231 (1.8)
New Mexico	17 (3.2)	202 (4.6)!	54 (4.3)	214 (2.0)	29 (4.6)	214 (3.4)
New York*	27 (3.5)	208 (4.4)	45 (3.9)	219 (2.0)	28 (3.8)	220 (3.2)
North Carolina	13 (2.6)	220 (3.8)	51 (3.3)	212 (1.8)	35 (3.3)	211 (2.4)
North Dakota	9 (2.1)	224 (4.1)!	48 (4.8)	228 (1.7)	43 (4.5)	226 (1.9)
Ohio	16 (2.8)	217 (3.2)	43 (4.1)	220 (2.2)	41 (4.0)	218 (2.5)
Oklahoma	13 (2.5)	217 (3.3)	58 (3.5)	224 (1.3)	29 (3.2)	221 (1.7)
Pennsylvania	22 (3.2)	212 (3.0)	48 (4.1)	224 (1.8)	31 (4.0)	224 (2.8)
Rhode Island	18 (3.3)	215 (3.4)	40 (3.7)	221 (2.8)	42 (4.2)	217 (3.5)
South Carolina	12 (2.3)	199 (4.3)	55 (3.9)	212 (1.8)	34 (4.1)	211 (2.2)
Tennessee	20 (2.9)	215 (3.2)	38 (4.0)	214 (2.6)	43 (4.7)	211 (2.0)
Texas	21 (3.0)	215 (3.2)	57 (4.4)	216 (2.1)	22 (3.9)	213 (5.5)
Utah	21 (2.9)	219 (2.5)	50 (3.8)	222 (1.4)	29 (3.6)	222 (2.1)
Virginia	8 (1.9)	214 (4.0)!	46 (3.5)	223 (2.0)	47 (4.2)	225 (2.0)
West Virginia	17 (2.8)	218 (2.8)	40 (3.1)	215 (2.1)	43 (4.1)	216 (2.3)
Wisconsin	8 (2.0)	220 (4.5)!	52 (4.2)	228 (1.5)	41 (4.1)	223 (1.6)
Wyoming	4 (1.2)	223 (6.7)!	49 (3.2)	224 (1.7)	48 (3.5)	226 (1.7)
TERRITORY						
Guam	14 (0.6)	173 (4.2)	73 (0.9)	184 (1.7)	14 (0.8)	180 (2.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.31 **Students' Reports on the Frequency of Computer Use for School Work, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentag. of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	6(0.5)	202(3.4)	17(1.0)	217(2.2)	10(0.7)	226(2.3)	67(1.3)	218(0.9)
Grade 8	8(0.6)	265(2.0)	14(0.6)	266(1.7)	20(0.7)	271(1.5)	58(1.2)	258(1.0)
Grade 12	18(0.7)	294(0.9)	14(0.4)	301(1.3)	22(0.6)	298(0.9)	45(0.8)	285(0.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.32 | **Students' Reports on the Frequency of Computer Use for Schoolwork, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	6 (0.5)	201 (3.6)	17 (1.1)	215 (2.6)	9 (0.7)	223 (2.6)	68 (1.4)	217 (1.0)
Northeast	4 (0.7)	*** (***)	18 (2.7)	224 (9.7)	13 (2.4)	234 (5.5)!	65 (3.9)	219 (3.2)
Southeast	8 (1.1)	196 (4.9)	15 (1.6)	209 (4.7)	7 (1.0)	219 (3.8)	70 (2.2)	213 (2.9)
Central	5 (1.0)	213 (6.3)	19 (2.2)	215 (3.5)	9 (1.3)	219 (5.2)	67 (2.9)	221 (1.8)
West	6 (1.1)	194 (8.5)	16 (2.0)	213 (4.0)	9 (1.0)	220 (2.9)	68 (2.2)	214 (1.5)
STATES								
Alabama	7 (0.9)	192 (4.6)	22 (2.2)	201 (2.8)	5 (0.5)	212 (4.8)	66 (2.4)	212 (1.7)
Arizona	7 (1.1)	199 (3.8)	22 (2.1)	211 (3.5)	8 (0.7)	220 (3.0)	63 (2.2)	210 (1.1)
Arkansas	18 (2.5)	206 (2.4)	20 (2.2)	211 (2.2)	3 (0.5)	222 (4.8)	58 (3.1)	214 (1.6)
California	7 (1.1)	189 (3.9)	24 (2.5)	195 (3.8)	10 (1.0)	212 (4.7)	58 (2.9)	207 (1.9)
Colorado	5 (0.6)	208 (2.5)	25 (2.0)	219 (1.7)	12 (0.8)	226 (1.7)	57 (1.9)	217 (1.3)
Connecticut	9 (1.4)	208 (5.8)	16 (1.9)	224 (2.4)	14 (0.9)	234 (2.0)	61 (2.5)	223 (1.6)
Delaware*	6 (0.5)	206 (4.3)	13 (0.8)	208 (3.1)	11 (0.8)	223 (2.1)	70 (1.1)	214 (0.8)
Dist. Columbia	9 (0.5)	169 (3.0)	19 (0.7)	189 (2.5)	7 (0.6)	199 (3.9)	65 (0.9)	190 (0.9)
Florida	8 (1.3)	201 (3.3)	22 (2.0)	206 (3.0)	8 (0.7)	219 (3.4)	62 (2.4)	211 (1.6)
Georgia	9 (1.0)	194 (4.5)	19 (1.9)	210 (3.5)	9 (0.9)	225 (3.2)	63 (2.2)	216 (1.4)
Hawaii	4 (0.6)	189 (5.7)	30 (2.2)	201 (2.2)	8 (0.7)	211 (3.5)	57 (2.4)	206 (1.8)
Idaho	3 (0.5)	217 (4.1)	22 (2.7)	220 (1.4)	8 (0.6)	229 (2.8)	66 (2.8)	220 (1.0)
Indiana	5 (0.8)	215 (6.0)	19 (2.2)	223 (2.7)	10 (1.0)	234 (3.1)	65 (2.4)	221 (1.4)
Iowa	6 (1.2)	225 (3.9)!	16 (1.6)	227 (2.0)	12 (1.1)	233 (2.0)	66 (2.1)	226 (1.3)
Kentucky	7 (1.3)	208 (4.6)	22 (1.9)	212 (2.8)	7 (0.9)	222 (3.2)	64 (2.1)	214 (1.2)
Louisiana	6 (0.8)	189 (3.9)	14 (1.9)	197 (3.1)	6 (1.0)	210 (5.0)	74 (2.5)	207 (1.3)
Maine*	3 (0.7)	228 (4.8)	17 (2.0)	229 (1.7)	14 (0.9)	232 (1.9)	65 (2.2)	227 (1.5)
Maryland	10 (2.0)	201 (7.8)	22 (2.2)	214 (2.6)	11 (0.9)	225 (2.6)	56 (2.5)	212 (1.8)
Massachusetts	5 (0.8)	218 (3.3)	24 (2.4)	227 (2.0)	14 (1.2)	236 (2.4)	57 (2.4)	226 (1.2)
Michigan	6 (0.9)	205 (4.3)	15 (1.9)	218 (4.0)	10 (1.1)	224 (3.0)	69 (2.4)	217 (1.6)
Minnesota	5 (0.7)	209 (3.6)	24 (2.1)	222 (1.9)	13 (1.2)	229 (2.1)	58 (2.1)	222 (1.4)
Mississippi	13 (1.9)	189 (3.3)	27 (2.9)	194 (2.6)	5 (0.4)	207 (4.2)	55 (3.1)	205 (1.6)
Missouri	7 (1.4)	217 (6.5)!	17 (1.7)	223 (2.6)	7 (0.7)	233 (2.7)	69 (2.3)	220 (1.4)
Nebraska*	4 (0.7)	216 (4.5)	21 (2.4)	224 (1.5)	12 (1.0)	229 (2.4)	62 (3.0)	221 (1.5)
New Hampshire*	4 (0.9)	222 (4.7)!	18 (1.9)	232 (2.7)	15 (0.8)	238 (2.2)	64 (2.2)	227 (1.3)
New Jersey*	4 (0.5)	211 (5.1)	22 (2.5)	227 (3.0)	12 (1.0)	232 (2.6)	62 (2.6)	223 (1.6)
New Mexico	5 (0.5)	204 (4.6)	20 (2.3)	213 (2.4)	8 (0.8)	219 (4.0)	68 (2.4)	211 (1.7)
New York*	6 (1.3)	211 (6.7)	26 (2.7)	212 (2.5)	9 (1.1)	226 (4.0)	59 (3.0)	217 (1.6)
North Carolina	8 (1.4)	193 (4.4)	23 (2.4)	211 (2.4)	8 (0.7)	226 (2.6)	62 (2.6)	214 (1.4)
North Dakota	6 (1.3)	220 (4.0)!	16 (2.1)	229 (2.0)	8 (0.9)	234 (3.4)	70 (2.6)	226 (1.4)
Ohio	4 (0.4)	209 (4.6)	10 (1.1)	214 (3.6)	9 (1.0)	230 (2.8)	77 (1.8)	218 (1.3)
Oklahoma	8 (2.0)	216 (3.8)!	24 (2.5)	224 (1.7)	6 (0.7)	226 (2.9)	62 (2.8)	221 (1.2)
Pennsylvania	6 (1.8)	220 (6.1)!	21 (2.4)	219 (2.8)	11 (0.9)	228 (2.2)	63 (2.8)	222 (1.4)
Rhode Island	6 (1.2)	206 (5.5)	14 (1.4)	210 (2.7)	10 (0.7)	226 (3.5)	69 (2.1)	219 (1.8)
South Carolina	14 (1.9)	190 (2.6)	16 (1.6)	212 (2.6)	7 (0.7)	218 (3.1)	63 (2.6)	214 (1.5)
Tennessee	8 (1.4)	200 (4.6)	15 (1.3)	208 (2.7)	6 (0.5)	221 (3.2)	72 (2.0)	215 (1.6)
Texas	9 (2.6)	207 (4.4)!	27 (2.5)	215 (2.6)	6 (0.5)	224 (4.4)	58 (3.1)	214 (1.5)
Utah	15 (2.1)	218 (3.0)	27 (2.6)	225 (1.9)	9 (0.8)	224 (2.3)	49 (2.7)	220 (1.5)
Virginia	5 (1.1)	211 (3.9)!	22 (2.1)	219 (2.5)	12 (1.3)	234 (3.0)	61 (2.3)	222 (1.5)
West Virginia	6 (1.0)	214 (2.9)	17 (1.6)	217 (2.3)	7 (0.7)	225 (3.8)	70 (2.1)	216 (1.4)
Wisconsin	7 (1.2)	212 (4.4)	18 (1.4)	224 (2.1)	12 (0.8)	234 (2.8)	63 (2.0)	225 (1.0)
Wyoming	11 (1.9)	220 (2.2)	30 (2.1)	224 (1.2)	9 (0.8)	230 (2.7)	50 (2.4)	224 (1.5)
TERRITORY								
Guam	9 (0.7)	163 (4.6)	33 (1.0)	183 (2.0)	4 (0.6)	156 (4.8)	53 (1.1)	188 (1.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Amount of English/Literature/Writing Coursework Taken From Ninth Grade to Twelfth Grade

TABLE 7.33 Schools' Reports of How Many Semesters of English/Literature/Writing Coursework Are Required of Each Student for Graduation, Grade 12, 1992 Reading Assessment

	Zero to Three Semesters		Four to Five Semesters		Six to Seven Semesters		Eight Semesters or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	1(0.8)	299(4.4)	7(1.4)	285(2.6)	7(1.8)	297(3.6)	84(2.5)	291(0.7)
Advan. Urban	0(0.0)	***(0.0)	6(1.5)	304(11.0)	5(5.6)	321(1.3)	89(5.5)	303(2.1)
Disadvan. Urban	0(0.0)	***(0.0)	15(5.0)	276(8.3)	8(4.2)	284(5.2)	76(6.4)	273(3.1)
Extreme Rural	1(1.2)	291(***)	15(7.0)	277(3.3)	0(0.0)	***(0.0)	84(7.0)	287(2.1)
Other	2(1.3)	299(5.6)	5(1.5)	290(2.5)	8(2.3)	297(3.1)	85(3.1)	292(1.0)
Northeast	0(0.0)	***(0.0)	8(3.5)	282(5.1)	0(0.0)	0(0.0)	92(3.5)	295(1.4)
Southeast	0(0.0)	***(0.0)	13(4.2)	281(3.2)	0(0.0)	0(0.0)	87(4.2)	284(1.1)
Central	2(2.0)	296(4.5)	1(0.7)	294(6.7)	19(4.8)	298(2.7)	78(5.7)	294(1.7)
West	2(2.5)	302(2.9)	8(2.2)	294(5.3)	7(4.8)	297(8.7)	82(6.0)	292(1.7)
Public Schools	1(1.0)	298(4.4)	8(1.6)	284(2.6)	8(2.0)	296(3.6)	82(2.9)	288(0.8)
Private Schools	0(0.0)	***(0.0)	3(1.7)	304(6.1)	3(2.8)	320(6.8)	94(3.2)	307(1.5)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

***Sample size insufficient to permit reliable estimates.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.34 Students' Reports of How Many Semesters of English/Literature/Writing Coursework They Have Taken From Ninth Grade to Twelfth Grade, Grade 12, 1992 Reading Assessment

	Zero to Three Semesters		Four to Five Semesters		Six to Seven Semesters		Eight Semesters or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	3(0.2)	256(2.9)	22(0.8)	275(1.2)	8(0.5)	286(1.8)	68(0.9)	301(0.6)
White	2(0.3)	264(3.8)	18(0.9)	280(1.4)	8(0.6)	291(2.0)	72(1.0)	304(0.7)
Black	5(0.6)	248(5.1)	37(2.2)	262(1.8)	8(1.3)	274(3.4)	50(2.6)	285(1.6)
Hispanic	5(0.8)	246(5.5)	27(2.7)	272(2.7)	11(1.5)	270(4.8)	58(3.1)	293(2.3)
Asian/Pacific Islander	3(1.1)	234(19.0)	13(2.0)	269(5.2)	7(1.4)	285(9.4)	77(2.8)	302(2.4)
Advan. Urban	1(0.4)	255(14.1)	13(2.1)	288(4.1)	5(0.5)	286(3.9)	81(2.5)	308(1.9)
Disadvan. Urban	5(1.0)	247(4.4)	31(2.9)	265(2.7)	10(1.6)	275(3.7)	54(3.3)	289(2.8)
Extreme Rural	2(0.4)	251(9.5)	30(2.9)	272(1.5)	6(1.5)	290(4.7)	62(2.7)	297(2.0)
Other	3(0.3)	259(2.9)	21(1.1)	276(1.3)	8(0.7)	288(2.3)	68(1.2)	302(0.8)
Male	3(0.3)	252(3.4)	20(0.9)	270(1.7)	9(0.7)	283(2.3)	68(1.1)	296(0.8)
Female	2(0.3)	260(4.0)	23(0.9)	279(1.3)	7(0.6)	290(2.4)	68(1.1)	306(0.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.34 Students' Reports of How Many Semesters of English/Literature/Writing Coursework They Have Taken From Ninth Grade to Twelfth Grade, Grade 12 (continued)

	Zero to Three Semesters		Four to Five Semesters		Six to Seven Semesters		Eight Semesters or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Northeast	3(0.3)	251(6.2)	26(1.9)	278(2.7)	5(0.8)	283(2.9)	66(1.9)	305(1.0)
Southeast	3(0.4)	249(5.3)	33(2.0)	271(1.5)	6(0.5)	282(3.8)	59(2.0)	296(1.5)
Central	4(0.7)	263(4.4)	13(1.2)	276(2.5)	12(1.6)	288(3.0)	72(2.1)	302(1.0)
West	2(0.3)	258(6.8)	16(1.2)	276(1.7)	8(0.9)	289(3.6)	73(1.3)	302(1.8)
Public Schools	3(0.3)	256(2.9)	23(1.0)	274(1.3)	8(0.6)	285(1.7)	66(1.1)	299(0.8)
Private Schools	1(0.4)	252(12.3)	12(1.1)	286(2.5)	5(1.7)	305(4.3)	82(2.0)	312(1.3)
Parents' Education								
Did Not Finish H.S.	6(1.3)	250(4.3)	37(2.4)	268(2.3)	7(1.2)	275(5.4)	49(2.4)	286(2.4)
Graduated H.S.	4(0.6)	248(4.5)	28(1.4)	270(1.7)	9(0.8)	280(2.3)	59(1.8)	292(1.2)
Some Ed. After H.S.	2(0.3)	266(5.8)	21(1.1)	280(1.6)	9(0.7)	289(2.4)	68(1.4)	301(1.0)
Graduated College	2(0.3)	266(5.3)	16(0.8)	281(1.8)	6(0.7)	293(2.8)	76(1.0)	308(0.8)
Academic	1(0.1)	269(5.3)	15(0.8)	286(1.6)	6(0.5)	295(2.0)	78(0.9)	309(0.6)
General	5(0.6)	253(4.4)	30(1.4)	268(1.4)	10(0.9)	281(2.3)	55(1.6)	289(1.3)
Vocational/Technical	6(1.5)	253(8.5)	30(2.4)	260(3.6)	10(1.7)	267(8.1)	54(3.7)	283(2.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.35 **Schools' Reports on Percentage of Students in School Who Receive a Subsidized School Lunch and/or Nutrition Program, Grades 4, 8, and 12, 1992 Reading Assessment**

	10% or Less		11 to 25%		26 to 50%		51 to 75%		More than 75%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	28(2.2)	233(1.8)	25(3.6)	222(2.0)	26(2.9)	213(1.9)	10(1.7)	208(2.7)	12(1.3)	193(3.0)
Grade 8	30(3.0)	274(1.6)	31(3.0)	264(1.8)	20(2.5)	254(1.6)	11(2.0)	243(2.4)	8(1.3)	239(3.3)
Grade 12	52(3.0)	298(1.0)	27(2.8)	289(1.3)	12(2.1)	280(2.9)	6(1.0)	276(3.6)	3(0.9)	267(2.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.36 | **Schools' Reports on Percentage of Students in School Who Receive a Subsidized School Lunch and/or Nutrition Program, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	10% or Less		11 to 25%		26 to 50%		51 to 75%		More Than 75%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	21 (2.5)	231 (2.5)	27 (4.0)	222 (2.1)	29 (3.1)	213 (2.0)	10 (1.8)	207 (3.0)	13 (1.5)	192 (3.4)
Northeast	35 (8.1)	235 (6.1)!	21 (7.0)	225 (2.5)!	18 (4.9)	218 (7.4)!	11 (3.0)	205 (2.8)!	15 (4.4)	201 (9.1)!
Southeast	7 (3.4)	236 (6.4)!	25 (7.3)	221 (6.5)!	39 (5.2)	212 (3.1)	12 (3.6)	209 (5.9)!	16 (3.1)	190 (4.1)
Central	30 (4.4)	230 (2.7)	27 (9.1)	219 (3.3)!	29 (8.4)	212 (4.5)!	7 (3.7)	216(11.1)!	7 (2.6)	198 (8.7)!
West	15 (4.1)	226 (4.7)!	32 (7.5)	223 (3.0)!	28 (5.0)	211 (2.1)	11 (3.8)	200 (4.6)!	14 (3.3)	186 (6.8)!
STATES										
Alabama	6 (2.5)	231 (3.2)!	27 (5.0)	222 (2.3)	36 (4.8)	211 (2.0)	12 (3.0)	201 (3.4)!	19 (3.0	181 (3.0)
Arizona	21 (3.9)	224 (2.2)	19 (4.1)	218 (1.9)!	31 (4.7)	213 (1.8)	17 (3.7)	200 (2.2)!	12 (3.0	182 (4.7)!
Arkansas	4 (2.2)	220 (4.3)!	19 (4.2)	221 (3.7)!	46 (5.0)	215 (1.4)	20 (3.8)	201 (3.3)	10 (2.2)	196 (5.2)!
California	19 (3.7)	226 (2.6)	23 (4.6)	213 (4.2)!	29 (4.9)	208 (3.3)	12 (3.1)	185 (5.0)!	17 (2.4)	165 (3.1)
Colorado	35 (3.2)	224 (1.7)	26 (3.8)	224 (1.6)	20 (3.5)	211 (2.6)	13 (2.4)	206 (2.5)	6 (2.2)	197 (4.8)!
Connecticut	49 (3.9)	235 (1.2)	22 (3.7)	224 (2.0)	14 (3.3)	218 (3.6)!	6 (2.4)	196 (5.2)!	9 (2.3)	184 (3.9)!
Delaware*	6 (0.0)	211 (2.8)	44 (0.3)	213 (1.3)	42 (0.3)	213 (1.1)	6 (0.1)	217 (3.7)	2 (0.1)	*** (***)
Dist. Columbia	6 (0.2)	233 (3.2)	10 (0.1)	216 (1.9)	15 (0.1)	196 (2.8)	14 (0.2)	192 (1.9)	56 (0.2)	176 (0.9)
Florida	5 (2.3)	226 (7.1)!	31 (4.6)	217 (2.2)	32 (4.9)	213 (1.8)	17 (3.3)	207 (3.0)	15 (3.1)	183 (4.5)!
Georgia	19 (3.7)	229 (2.9)!	18 (3.5)	220 (3.0)!	23 (4.2)	212 (2.7)	22 (4.5)	211 (2.6)!	18 (3.4)	194 (3.6)
Hawaii	20 (4.3)	218 (3.2)!	22 (4.8)	210 (3.3)!	33 (5.0)	201 (3.0)	20 (3.8)	191 (3.3)	4 (2.0)	195(10.0)!
Idaho	14 (3.5)	226 (2.3)!	27 (4.8)	224 (1.9)	43 (4.8)	217 (1.9)	11 (2.9)	219 (3.0)!	5 (2.0)	219 (3.1)!
Indiana	25 (4.4)	233 (1.9)	42 (5.1)	225 (1.7)	17 (3.8)	218 (2.6)!	6 (2.4)	207 (5.4)!	10 (2.6)	208 (3.1)!
Iowa	19 (4.0)	234 (2.8)!	50 (5.4)	229 (1.2)	21 (3.9)	223 (2.1)	5 (1.6)	209 (6.2)!	5 (1.9)	220 (4.5)!
Kentucky	7 (2.2)	226 (6.0)!	22 (3.7)	226 (2.1)	36 (4.6)	213 (1.8)	25 (3.9)	204 (2.0)	11 (2.6)	207 (3.4)!
Louisiana	3 (1.8)	226 (7.1)!	13 (3.4)	217 (3.1)!	19 (4.1)	216 (2.6)!	32 (4.1)	204 (2.2)	33 (4.5)	192 (2.8)
Maine*	13 (3.0)	232 (2.5)!	28 (4.6)	227 (1.4)	39 (5.3)	229 (1.7)	13 (3.9)	230 (4.3)!	6 (3.0)	230 (2.4)!
Maryland	29 (3.2)	228 (2.2)	36 (4.6)	215 (1.9)	18 (2.8)	202 (2.3)	10 (2.8)	199 (3.5)!	7 (2.5)	171 (6.4)!
Massachusetts	45 (4.0)	237 (1.1)	26 (4.3)	227 (1.8)	10 (2.7)	217 (3.3)!	9 (2.3)	207 (4.1)!	11 (2.3)	210 (6.0)!
Michigan	28 (4.2)	229 (2.5)	30 (4.8)	222 (2.2)	23 (4.1)	217 (2.9)	8 (3.2)	207 (5.0)!	10 (2.1)	181 (4.1)
Minnesota	35 (5.2)	226 (2.0)	32 (5.0)	226 (1.7)	21 (4.8)	221 (2.2)!	8 (2.5)	205 (7.4)!	4 (2.5)	209 (6.1)!
Mississippi	0 (0.0)	*** (***)	5 (2.2)	213 (3.7)!	28 (4.5)	210 (2.3)	19 (4.0)	210 (2.4)!	48 (4.1)	188 (2.4)
Missouri	19 (3.8)	232 (2.6)!	34 (4.4)	227 (1.3)	25 (4.3)	219 (2.1)	11 (3.5)	213 (2.5)!	11 (2.0)	197 (4.8)
Nebraska*	30 (4.0)	228 (2.3)	28 (4.4)	224 (2.0)	25 (4.2)	221 (2.0)	10 (2.9)	217 (5.3)!	7 (2.3)	201 (2.8)!
New Hampshire*	45 (4.6)	233 (1.8)	35 (4.4)	227 (2.2)	16 (3.5)	224 (3.5)!	1 (0.7)	*** (***)	3 (1.6)	225 (5.1)!
New Jersey*	53 (3.5)	238 (1.6)	18 (3.2)	221 (3.5)	8 (2.8)	217 (3.3)!	6 (1.8)	193 (6.1)!	15 (3.1)	197 (4.5)
New Mexico	12 (3.4)	232 (3.3)!	16 (3.7)	223 (3.7)!	23 (4.8)	214 (2.4)!	26 (5.0)	205 (2.1)!	22 (3.6)	199 (2.8)
New York*	24 (3.2)	234 (1.8)	21 (4.3)	225 (1.9)!	21 (4.5)	221 (2.2)!	14 (3.9)	208 (3.8)!	19 (2.9)	184 (5.0)
North Carolina	10 (3.2)	227 (3.8)!	29 (4.3)	216 (2.2)	32 (3.9)	214 (2.6)	23 (3.2)	206 (2.5)	7 (2.3)	201 (6.8)!
North Dakota	28 (5.6)	230 (2.6)!	29 (4.4)	225 (2.2)	28 (4.1)	227 (2.2)	5 (2.3)	222 (4.3)!	9 (2.7)	226 (3.2)!
Ohio	27 (4.1)	232 (2.2)	23 (3.8)	225 (1.8)	29 (5.0)	213 (2.3)	11 (3.3)	208 (3.9)!	11 (2.5)	197 (4.5)!
Oklahoma	10 (2.5)	235 (2.8)!	24 (4.0)	224 (1.3)	33 (4.7)	223 (2.0)	24 (4.2)	220 (1.8)	9 (2.4)	204 (2.9)!
Pennsylvania	21 (3.5)	235 (1.8)	32 (4.7)	226 (2.1)	30 (4.3)	223 (2.4)	5 (2.0)	218 (5.1)!	12 (2.3)	190 (5.2)
Rhode Island	39 (4.4)	232 (1.9)	20 (3.7)	220 (3.1)	14 (3.8)	223 (2.1)!	14 (3.4)	196 (3.8)!	13 (3.1)	192 (6.9)!
South Carolina	8 (2.4)	226 (4.6)!	28 (5.1)	220 (2.4)	32 (4.5)	210 (1.9)	16 (3.0)	206 (2.5)	18 (3.1)	196 (4.1)
Tennessee	12 (2.9)	228 (3.7)!	28 (3.9)	218 (1.9)	34 (4.5)	215 (2.3)	11 (3.2)	203 (2.6)!	15 (3.4)	196 (5.3)!
Texas	13 (4.1)	238 (4.6)!	16 (4.5)	223 (2.6)!	26 (4.2)	215 (3.8)	20 (3.8)	208 (4.1)!	25 (2.7)	200 (2.1)
Utah	24 (4.1)	228 (2.0)	36 (5.2)	222 (1.9)	29 (4.6)	220 (1.7)	9 (2.9)	212 (7.0)!	3 (1.6)	200 (2.8)!
Virginia	27 (3.5)	239 (2.3)	24 (3.7)	221 (3.5)	31 (4.1)	217 (2.4)	16 (3.3)	209 (2.7)!	3 (1.6)	*** (***)
West Virginia	7 (2.5)	225 (6.0)!	16 (3.6)	229 (2.7)!	34 (4.6)	219 (1.5)	29 (3.9)	212 (2.4)	14 (3.0)	204 (3.3)!
Wisconsin	39 (4.2)	231 (1.5)	29 (4.7)	224 (1.8)	23 (3.4)	226 (1.7)	6 (2.0)	209 (5.4)!	4 (1.3)	190 (5.8)!
Wyoming	21 (3.4)	231 (1.8)	41 (4.5)	226 (1.3)	24 (4.1)	220 (2.8)	6 (2.2)	224 (6.0)!	8 (2.3)	215 (5.2)!
TERRITORY										
Guam	11 (0.2)	183 (5.4)	29 (0.2)	181 (2.2)	16 (0.2)	182 (2.8)	10 (0.1)	179 (3.4)	33 (0.3)	183 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.37 **Schools' Reports on Percentage of Students in School Who Receive Remedial Reading Instruction, Grades 4, 8, and 12, 1992 Reading Assessment**

	5% or Less		6 to 10%		11 to 25%		More than 25%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	32(3.3)	226(2.2)	28(2.6)	224(2.1)	29(2.6)	212(2.0)	11(1.7)	196(2.7)
Grade 8	51(3.3)	265(1.5)	22(2.7)	263(1.9)	15(2.2)	252(2.6)	12(2.1)	247(2.8)
Grade 12	64(3.2)	294(0.9)	25(2.6)	290(1.6)	8(1.9)	282(4.1)	3(0.8)	266(2.5)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.38 | **Schools' Reports on Percentage of Students in School Who Receive Remedial Reading Instruction, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	5% or Less		6 to 10%		11 to 25%		More Than 25%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	28 (3.4)	223 (2.7)	29 (2.7)	224 (2.3)	32 (3.0)	211 (2.0)	12 (1.9)	196 (2.7)
Northeast	18 (6.5)	233 (7.7)!	33 (5.9)	230 (7.2)	37 (7.1)	218 (2.9)!	11 (5.0)	197 (7.4)!
Southeast	37 (4.7)	224 (5.4)	10 (4.6)	215 (6.9)!	37 (4.6)	206 (2.3)	16 (3.2)	199 (5.3)!
Central	22 (7.0)	221 (6.8)!	39 (4.5)	226 (2.3)	30 (7.0)	214 (6.1)!	9 (4.2)	200 (4.4)!
West	33 (7.5)	220 (2.5)!	30 (6.5)	218 (3.6)!	25 (4.5)	208 (4.2)	11 (2.9)	189 (3.8)!
STATES								
Alabama	13 (2.9)	219 (5.4)!	16 (3.5)	214 (2.5)!	44 (4.8)	212 (2.4)	27 (4.0)	194 (3.8)
Arizona	30 (4.7)	214 (2.6)	26 (4.2)	216 (2.7)	35 (4.9)	207 (2.1)	9 (3.0)	190 (8.9)!
Arkansas	11 (3.6)	217 (5.4)!	30 (4.0)	214 (2.6)	42 (5.1)	215 (2.3)	17 (3.7)	197 (2.4)!
California	43 (5.1)	211 (3.2)	16 (3.5)	207 (5.7)!	21 (3.6)	198 (5.2)	19 (3.8)	188 (4.6)!
Colorado	34 (5.5)	224 (2.0)	31 (4.9)	221 (1.9)	29 (4.1)	209 (2.0)	6 (2.0)	206 (4.2)!
Connecticut	28 (4.6)	229 (3.2)	41 (5.4)	222 (2.6)	24 (4.9)	222 (3.5)!	7 (2.8)	206 (9.0)!
Delaware*	11 (0.1)	214 (1.6)	46 (0.2)	216 (1.4)	39 (0.2)	212 (1.0)	4 (0.1)	218 (2.6)
Dist. Columbia	16 (0.2)	203 (3.0)	21 (0.2)	200 (1.9)	34 (0.2)	184 (1.5)	30 (0.2)	179 (1.3)
Florida	35 (4.7)	217 (1.7)	25 (4.7)	212 (2.9)	27 (4.4)	206 (2.9)	14 (3.1)	190 (5.9)!
Georgia	22 (4.1)	226 (2.8)	25 (4.7)	219 (3.6)	30 (4.9)	207 (2.8)	22 (3.3)	204 (3.1)
Hawaii	33 (4.9)	211 (3.4)	29 (4.8)	208 (2.4)	24 (4.2)	199 (3.4)	14 (3.0)	190 (4.9)!
Idaho	21 (3.9)	225 (2.1)	41 (5.1)	220 (1.7)	35 (4.7)	218 (1.6)	3 (1.6)	229 (2.9)!
Indiana	17 (4.2)	228 (3.1)!	39 (5.2)	226 (2.0)	34 (4.9)	221 (2.2)	10 (3.1)	207 (2.6)!
Iowa	16 (3.5)	234 (2.8)!	43 (4.5)	229 (1.5)	35 (4.4)	223 (1.7)	5 (2.1)	218 (6.4)!
Kentucky	18 (3.4)	224 (3.0)	14 (3.5)	218 (3.6)!	44 (5.4)	212 (2.0)	23 (4.2)	206 (2.1)
Louisiana	28 (4.0)	212 (2.9)	15 (4.1)	214 (2.4)!	33 (5.0)	207 (2.6)	24 (3.3)	188 (2.8)
Maine*	14 (4.1)	228 (2.3)!	35 (5.0)	229 (1.6)	47 (5.4)	229 (1.7)	5 (2.2)	226 (8.6)!
Maryland	27 (4.5)	221 (2.9)	41 (5.1)	218 (2.0)	20 (4.2)	202 (5.1)	11 (3.0)	194 (4.5)!
Massachusetts	31 (4.7)	231 (2.0)	29 (3.9)	231 (2.6)	30 (4.2)	228 (2.1)	10 (2.2)	203 (2.9)!
Michigan	17 (3.2)	227 (3.7)	34 (4.8)	223 (2.3)	44 (4.8)	212 (2.5)	5 (1.9)	190 (6.1)!
Minnesota	22 (5.2)	226 (2.9)!	39 (5.5)	225 (1.7)	36 (5.4)	219 (2.7)	3 (1.8)	211 (7.4)!
Mississippi	4 (1.8)	201 (8.9)!	9 (2.9)	213 (4.4)!	31 (4.4)	205 (2.8)	55 (4.6)	195 (2.0)
Missouri	14 (3.1)	224 (2.1)!	31 (3.7)	225 (1.4)	46 (5.2)	220 (2.5)	8 (2.7)	209 (6.4)!
Nebraska*	29 (3.7)	226 (2.5)	34 (4.8)	222 (2.3)	32 (4.6)	221 (2.2)	6 (2.4)	210 (5.5)!
New Hampshire*	27 (5.3)	232 (2.5)	37 (5.3)	231 (1.9)	32 (5.4)	225 (2.0)	4 (1.7)	224 (3.7)!
New Jersey*	24 (4.6)	234 (2.9)!	42 (5.0)	232 (2.2)	26 (4.5)	211 (3.5)	8 (2.6)	199 (6.2)!
New Mexico	23 (4.6)	219 (3.1)	24 (4.8)	219 (3.6)	33 (5.5)	206 (2.9)	19 (3.0)	205 (2.8)
New York*	5 (2.4)	233 (4.1)!	39 (5.3)	226 (1.7)	39 (5.3)	218 (2.2)	18 (3.2)	181 (5.1)
North Carolina	26 (4.5)	221 (2.9)	18 (3.6)	213 (2.9)!	39 (4.6)	209 (1.9)	16 (3.6)	208 (3.4)!
North Dakota	26 (5.3)	228 (2.7)!	38 (4.8)	228 (2.2)	32 (5.0)	226 (1.7)	5 (2.4)	224 (9.1)!
Ohio	26 (4.7)	222 (3.6)	35 (4.6)	225 (2.2)	30 (4.4)	211 (2.9)	8 (2.7)	207 (5.2)!
Oklahoma	32 (4.3)	225 (1.9)	24 (4.8)	225 (1.7)!	39 (4.6)	219 (1.4)	5 (1.7)	202 (3.4)!
Pennsylvania	12 (3.1)	224 (5.0)!	31 (4.3)	226 (2.7)	45 (4.5)	224 (2.1)	12 (2.9)	210 (5.7)!
Rhode Island	22 (4.2)	230 (2.8)!	33 (4.7)	223 (2.3)	39 (4.3)	207 (3.7)	6 (2.6)	208 (6.9)!
South Carolina	11 (2.7)	217 (5.1)!	31 (4.7)	218 (2.5)	38 (4.6)	210 (2.0)	19 (4.0)	198 (3.1)!
Tennessee	29 (4.2)	220 (3.2)	19 (3.5)	219 (3.0)	28 (4.5)	217 (2.1)	24 (4.0)	198 (3.1)
Texas	17 (3.5)	210 (4.3)!	32 (5.3)	222 (3.3)	29 (4.4)	214 (2.8)	22 (3.9)	204 (2.7)
Utah	29 (4.7)	226 (2.2)	42 (4.9)	222 (1.7)	24 (4.6)	218 (2.9)	5 (2.3)	215 (5.0)!
Virginia	19 (3.8)	238 (2.5)!	30 (4.2)	224 (3.4)	34 (4.8)	216 (2.3)	17 (3.2)	212 (3.2)
West Virginia	26 (3.7)	222 (2.4)	18 (4.0)	223 (3.2)!	46 (4.4)	213 (2.2)	10 (2.2)	209 (2.9)!
Wisconsin	32 (4.7)	227 (2.1)	38 (5.4)	226 (1.5)	24 (4.1)	227 (2.3)	7 (2.0)	199 (5.0)!
Wyoming	33 (3.9)	227 (1.6)	43 (4.3)	228 (1.4)	18 (3.3)	219 (3.1)	6 (2.2)	209 (5.3)!
TERRITORY								
Guam	60 (0.2)	181 (1.7)	19 (0.1)	187 (3.1)	21 (0.2)	180 (2.8)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.39 Students' Reports on Disruptions By Other Students in Their School, Grades 8 and 12, 1992 Reading Assessment

Disruptions by other students get in the way of my learning.						
	Agree		Undecided		Disagree	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	47(0.7)	261(1.2)	27(0.4)	262(1.1)	26(0.6)	263(1.0)
Grade 12	48(0.7)	290(0.7)	18(0.4)	290(1.0)	34(0.7)	294(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.40 Students' Reports on Teachers' Interest in Students, Grades 8 and 12, 1992 Reading Assessment

Teachers are interested in students.						
	Agree		Undecided		Disagree	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	62(0.7)	266(1.0)	24(0.6)	261(1.0)	14(0.5)	249(1.5)
Grade 12	62(0.9)	296(0.6)	24(0.6)	287(0.9)	13(0.6)	280(1.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.41 Schools' Reports on the Extent of Problems in Their Schools, Grades 4, 8, and 12, 1992 Reading Assessment

	Degree to Which Student Tardiness is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency
Grade 4	1(0.6)	200(6.5)	10(1.8)	200(4.3)	54(3.6)	218(1.5)	36(3.8)	223(1.8)
Grade 8	2(1.0)	248(7.7)	22(2.5)	250(2.1)	54(3.5)	262(1.1)	23(3.0)	270(2.4)
Grade 12	10(1.9)	280(2.4)	39(2.9)	289(1.4)	44(2.7)	294(1.1)	7(1.3)	300 (2.3)
	Degree to Which Student Absenteeism is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	1(0.6)	190(6.8)	12(2.1)	202(3.2)	49(3.8)	217(1.3)	38(3.6)	224(2.0)
Grade 8	2(0.7)	239(7.3)	24(3.5)	252(2.1)	50(3.8)	261(1.4)	24(2.7)	271(2.0)
Grade 12	10(1.8)	277(2.3)	35(3.2)	286(1.2)	43(2.6)	295(1.0)	11(1.5)	305(2.4)
	Degree to Which Student Cutting of Class is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	0(0.0)	***(**)	0(0.0)	***(**)	2(0.9)	198(9.5)	98(0.9)	218(1.1)
Grade 8	0(0.3)	235(2.3)	5(1.4)	247(6.2)	34(3.3)	253(1.2)	61(3.4)	266(1.4)
Grade 12	3(1.0)	280(4.8)	22(2.4)	284(1.8)	56(3.1)	292(0.9)	20(2.7)	300(1.3)
	Degree to Which Physical Conflicts Among Students is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	2(0.8)	198(6.4)	7(1.8)	204(4.9)	60(3.6)	216(1.5)	31(3.3)	226(2.1)
Grade 8	3(1.4)	251(7.8)	16(2.6)	251(2.4)	61(2.9)	260(1.1)	20(2.1)	272(2.3)
Grade 12	1(0.5)	278(6.9)	11(2.0)	281(3.0)	56(2.7)	290(1.0)	32(2.4)	297(1.2)

This standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). *** Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.41 Schools' Reports on the Extent of Problems in Their Schools, Grades 4, 8, and 12, 1992 Reading Assessment (continued)

	Degree to Which Student Use of Alcohol or Illicit Drugs is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency
Grade 4	0(0.0)	***(**)	0(0.5)	225(**)	2(0.9)	220(9.5)	97(1.1)	218(1.0)
Grade 8	0(0.6)	255(**)	7(2.0)	262(5.4)	53(2.8)	257(1.2)	39(2.3)	265(1.4)
Grade 12	1(0.5)	276(6.3)	28(3.5)	294(1.6)	54(3.7)	290(1.0)	16(1.9)	292(1.9)
	Degree to Which Teacher Absenteeism is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	0(0.3)	211(6.0)	4(1.2)	198(8.2)	30(3.5)	217(2.6)	65(3.4)	220(1.5)
Grade 8	1(0.5)	257(11.1)	6(1.4)	251(2.5)	46(3.3)	259(1.4)	46(2.9)	264(1.5)
Grade 12	2(0.9)	283(6.5)	10(1.5)	281(3.5)	46(2.8)	290(1.1)	42(2.9)	296(1.3)
	Degree to Which Racial or Culture Conflict a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	0(0.0)	***(0.0)	1(0.6)	193(10.3)	24(3.2)	212(3.3)	74(3.3)	220(1.3)
Grade 8	0(0.1)	223(5.8)	4(1.4)	248(3.5)	41(3.7)	257(1.4)	55(3.7)	264(1.4)
Grade 12	0(0.3)	289(**)	2(0.7)	281(5.3)	43(2.9)	289(1.2)	54(3.0)	294(1.1)
	Degree to Which Student Health is a Problem							
	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	0(0.1)	189(10.6)	11(1.8)	207(5.2)	46(3.8)	216(1.9)	43(4.0)	223(1.8)
Grade 8	0(0.0)	***(0.0)	11(2.3)	252(3.2)	48(3.2)	258(1.4)	41(2.6)	265(1.4)
Grade 12	0(0.3)	289(**)	8(2.0)	286(4.8)	47(3.2)	290(1.0)	44(3.3)	294(1.2)

This standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). *** Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.42 | **Schools' Reports on the Degree to Which Student Tardiness Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	1 (0.7)	*** (***)	11 (2.0)	199 (4.4)	55 (3.8)	217 (1.6)	33 (4.0)	220 (2.1)
Northeast	3 (2.5)	*** (***)	14 (5.7)	214(13.0)!	38 (9.2)	224 (5.8)!	46 (8.8)	223 (4.9)!
Southeast	0 (0.0)	*** (***)	11 (3.9)	195 (4.6)!	64 (3.2)	213 (3.2)	25 (4.4)	216 (5.1)
Central	0 (0.0)	*** (***)	7 (2.6)	204 (7.6)!	55 (9.2)	218 (2.6)	38 (9.9)	223 (3.6)!
West	2 (1.4)	*** (***)	12 (3.8)	188 (5.6)!	61 (6.6)	216 (2.3)	25 (6.8)	217 (3.4)!
STATES								
Alabama	1 (0.6)	*** (***)	13 (3.0)	204 (4.8)!	62 (5.0)	208 (2.3)	25 (4.3)	213 (4.0)
Arizona	4 (2.0)	215 (4.7)!	24 (4.3)	209 (2.8)	58 (4.9)	208 (2.2)	14 (3.1)	219 (4.8)!
Arkansas	0 (0.0)	*** (***)	11 (2.9)	208 (5.3)!	60 (5.0)	211 (1.6)	29 (4.6)	214 (2.8)
California	3 (1.8)	188(17.0)!	23 (4.5)	194 (4.7)	63 (4.6)	204 (3.0)	11 (2.6)	217 (4.7)!
Colorado	2 (1.4)	203 (6.9)!	16 (3.4)	206 (3.0)!	44 (5.0)	217 (1.8)	38 (4.5)	225 (1.8)
Connecticut	1 (0.9)	*** (***)	6 (2.3)	199 (7.6)!	44 (4.9)	218 (2.5)	49 (4.6)	232 (1.6)
Delaware*	0 (0.0)	*** (***)	10 (0.2)	217 (1.7)	52 (0.2)	215 (0.9)	39 (0.2)	211 (1.2)
Dist. Columbia	11 (0.1)	181 (2.8)	24 (0.2)	182 (1.5)	55 (0.3)	189 (1.1)	11 (0.2)	209 (2.9)
Florida	4 (2.2)	194(14.7)!	22 (3.8)	202 (3.9)	53 (4.7)	212 (1.8)	21 (3.6)	213 (3.0)
Georgia	1 (0.6)	*** (***)	24 (4.5)	214 (2.9)	53 (5.4)	214 (2.5)	22 (4.2)	211 (4.1)
Hawaii	2 (1.4)	*** (***)	16 (4.0)	199 (4.5)!	63 (5.2)	203 (2.5)	20 (4.2)	214 (2.3)!
Idaho	0 (0.0)	*** (***)	6 (1.7)	215 (4.4)!	59 (4.5)	220 (1.4)	35 (4.4)	222 (1.5)
Indiana	3 (2.0)	*** (***)	12 (3.5)	214 (4.9)!	48 (5.3)	223 (1.4)	37 (4.9)	226 (2.3)
Iowa	2 (1.5)	*** (***)	6 (1.9)	212 (5.6)!	37 (4.3)	228 (1.8)	55 (4.7)	228 (1.4)
Kentucky	2 (1.3)	207 (8.6)!	11 (2.6)	210 (3.4)!	52 (4.3)	216 (1.7)	35 (4.4)	212 (2.3)
Louisiana	3 (1.8)	181(17.6)!	12 (3.4)	195 (6.6)!	60 (4.7)	207 (1.6)	25 (4.3)	207 (3.3)
Maine*	0 (0.0)	*** (***)	4 (1.8)	227 (3.8)!	32 (5.1)	227 (2.2)	64 (5.0)	229 (1.4)
Maryland	3 (1.5)	192 (5.7)!	11 (3.0)	193 (8.3)!	56 (5.0)	210 (2.4)	30 (4.1)	225 (2.8)
Massachusetts	2 (1.2)	*** (***)	9 (2.8)	217 (4.4)!	46 (4.8)	226 (1.8)	44 (4.8)	231 (2.0)
Michigan	1 (1.0)	*** (***)	10 (3.3)	199 (8.1)!	51 (5.6)	215 (2.2)	37 (5.2)	226 (2.6)
Minnesota	0 (0.0)	*** (***)	3 (1.9)	212 (7.2)!	39 (5.3)	217 (2.6)	58 (5.1)	226 (1.2)
Mississippi	1 (0.8)	*** (***)	10 (2.0)	193 (4.0)!	64 (5.0)	201 (2.0)	26 (4.9)	200 (3.3)
Missouri	1 (0.9)	*** (***)	11 (3.3)	216 (5.3)!	49 (4.5)	219 (1.9)	39 (4.8)	226 (1.9)
Nebraska*	2 (1.5)	*** (***)	8 (2.3)	218 (4.0)!	46 (4.7)	223 (1.7)	43 (4.4)	224 (2.3)
New Hampshire*	1 (1.2)	*** (***)	4 (2.0)	222 (3.7)!	42 (5.5)	227 (1.6)	53 (5.8)	232 (1.9)
New Jersey*	5 (1.9)	203 (6.3)!	8 (2.7)	199 (4.1)!	36 (5.2)	226 (3.4)	51 (5.2)	229 (2.3)
New Mexico	4 (2.1)	206 (2.6)!	13 (3.5)	203 (2.9)!	51 (5.4)	212 (2.8)	32 (4.8)	216 (2.6)
New York*	4 (2.1)	191(18.3)!	13 (3.7)	205 (7.8)!	39 (5.4)	212 (3.8)	44 (5.3)	224 (2.0)
North Carolina	3 (1.5)	201 (5.0)!	18 (3.9)	205 (3.1)!	57 (4.9)	214 (1.9)	22 (3.9)	216 (3.1)
North Dakota	0 (0.0)	*** (***)	2 (1.1)	*** (***)	35 (4.8)	225 (1.8)	63 (4.8)	229 (1.6)
Ohio	2 (1.4)	*** (***)	10 (2.4)	206 (3.4)!	55 (4.7)	219 (2.0)	32 (5.2)	224 (3.1)
Oklahoma	1 (0.7)	*** (***)	12 (3.2)	217 (2.9)!	59 (5.0)	222 (1.2)	29 (4.9)	223 (2.3)
Pennsylvania	2 (1.3)	*** (***)	12 (3.0)	198 (5.0)!	33 (5.1)	221 (2.9)	53 (5.4)	228 (1.5)
Rhode Island	0 (0.0)	*** (***)	7 (2.6)	199(15.0)!	48 (4.9)	220 (2.2)	45 (5.3)	218 (2.7)
South Carolina	1 (1.0)	*** (***)	22 (4.0)	209 (3.2)	54 (5.0)	212 (1.9)	22 (4.6)	211 (3.0)!
Tennessee	3 (1.8)	212(11.9)!	11 (3.1)	205 (4.4)!	69 (4.8)	213 (1.8)	16 (3.8)	220 (4.5)!
Texas	2 (1.3)	195 (5.1)!	10 (2.9)	209 (4.0)!	63 (5.7)	217 (2.1)	25 (4.4)	210 (3.7)
Utah	3 (1.7)	216 (5.3)!	17 (3.8)	217 (3.5)!	62 (4.6)	221 (1.3)	18 (3.8)	228 (2.5)!
Virginia	1 (0.8)	*** (***)	6 (2.4)	224 (4.1)!	51 (5.4)	220 (2.1)	42 (5.3)	224 (2.3)
West Virginia	0 (0.0)	*** (***)	7 (2.2)	214 (5.4)!	57 (4.9)	217 (1.8)	36 (4.7)	216 (2.3)
Wisconsin	0 (0.0)	*** (***)	7 (2.3)	213 (5.0)!	46 (4.5)	224 (1.7)	47 (4.6)	227 (1.4)
Wyoming	0 (0.0)	*** (***)	12 (3.2)	218 (3.7)!	46 (4.3)	223 (1.8)	42 (4.3)	228 (1.3)
TERRITORY								
Guam	4 (0.1)	176 (6.9)	26 (0.2)	192 (2.5)	70 (0.2)	178 (1.7)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.43 | **Schools' Reports on the Degree to Which Student Absenteeism Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	1 (0.7)	190 (6.8)!	13 (2.4)	201 (3.3)	52 (4.2)	216 (1.3)	34 (4.0)	222 (2.5)
Northeast	0 (0.0)	*** (***)	11 (4.2)	205 (7.4)!	44 (7.2)	221 (4.1)	45 (7.4)	227 (6.8)
Southeast	4 (2.5)	*** (***)	13 (5.7)	207 (5.7)!	54 (8.5)	212 (2.7)	30 (7.1)	218 (6.1)!
Central	0 (0.0)	*** (***)	6 (2.4)	187(12.2)!	51(10.5)	219 (2.8)	43(10.8)	223 (2.6)!
West	2 (1.4)	*** (***)	21 (6.0)	201 (5.7)!	58 (6.4)	215 (2.1)	19 (5.2)	218 (4.3)!
STATES								
Alabama	1 (1.0)	*** (***)	18 (4.0)	202 (3.6)!	60 (5.1)	210 (2.3)	21 (3.9)	209 (6.1)
Arizona	4 (1.9)	198 (3.5)!	29 (4.9)	209 (2.4)	51 (4.8)	210 (2.6)	16 (3.6)	216 (4.8)!
Arkansas	0 (0.0)	*** (***)	22 (3.8)	209 (3.3)	56 (4.7)	211 (1.8)	22 (3.9)	217 (3.4)
California	3 (1.8)	195 (6.0)!	22 (4.4)	189 (4.9)	53 (5.6)	204 (3.7)	21 (4.6)	216 (4.4)!
Colorado	0 (0.0)	*** (***)	20 (2.8)	208 (3.0)	34 (4.4)	217 (1.6)	46 (4.6)	222 (1.8)
Connecticut	2 (1.2)	*** (***)	12 (2.6)	202 (4.8)!	36 (4.8)	220 (2.7)	51 (4.8)	232 (1.5)
Delaware*	0 (0.0)	*** (***)	7 (0.1)	211 (1.7)	70 (0.2)	215 (0.8)	23 (0.2)	212 (1.7)
Dist. Columbia	2 (0.0)	*** (***)	24 (0.2)	170 (1.5)	42 (0.3)	188 (1.2)	32 (0.2)	205 (1.3)
Florida	4 (2.1)	189(12.6)!	11 (3.0)	199 (5.7)!	56 (4.8)	212 (1.7)	29 (4.3)	212 (3.1)
Georgia	1 (1.0)	*** (***)	11 (3.2)	208 (3.5)!	64 (5.0)	213 (1.9)	24 (4.2)	217 (3.1)
Hawaii	4 (1.9)	187 (7.7)!	15 (3.7)	196 (4.1)!	62 (5.0)	205 (2.3)	19 (4.0)	214 (2.8)!
Idaho	0 (0.0)	*** (***)	11 (3.2)	220 (3.8)!	50 (5.1)	218 (1.4)	39 (4.5)	223 (1.5)
Indiana	0 (0.0)	*** (***)	9 (2.6)	215 (6.0)!	58 (5.0)	223 (1.4)	33 (4.7)	224 (2.4)
Iowa	1 (0.6)	*** (***)	7 (2.5)	216 (5.9)!	54 (4.6)	228 (1.4)	38 (4.4)	228 (1.6)
Kentucky	5 (2.0)	207 (6.6)!	21 (4.0)	212 (2.4)	50 (4.5)	213 (2.2)	24 (4.1)	219 (2.7)
Louisiana	4 (1.8)	204 (5.9)!	18 (3.9)	196 (4.1)!	57 (5.2)	206 (1.9)	22 (4.2)	209 (3.2)
Maine*	0 (0.0)	*** (***)	2 (1.1)	*** (***)	46 (5.7)	226 (1.7)	52 (5.7)	231 (1.4)
Maryland	5 (2.3)	192(15.1)!	12 (2.9)	192 (6.4)!	52 (4.9)	212 (2.1)	31 (4.3)	222 (2.6)
Massachusetts	0 (0.0)	*** (***)	6 (2.1)	211 (3.7)!	45 (5.1)	223 (1.9)	49 (4.9)	233 (1.6)
Michigan	3 (1.7)	192 (3.8)!	20 (4.2)	204 (5.3)!	46 (5.0)	217 (2.0)	30 (4.4)	229 (2.2)
Minnesota	1 (1.1)	*** (***)	5 (2.4)	214 (4.7)!	46 (5.6)	221 (2.3)	48 (5.2)	225 (1.6)
Mississippi	1 (0.8)	*** (***)	24 (4.4)	194 (3.8)	59 (5.3)	202 (1.9)	17 (3.8)	200 (3.7)!
Missouri	2 (1.3)	*** (***)	15 (4.0)	212 (5.8)!	64 (5.0)	223 (1.6)	20 (4.2)	223 (2.1)!
Nebraska*	0 (0.0)	*** (***)	8 (2.5)	210 (4.4)!	52 (4.0)	222 (1.4)	39 (4.0)	225 (2.3)
New Hampshire*	0 (0.0)	*** (***)	2 (1.3)	222 (5.8)!	41 (5.7)	227 (1.6)	56 (5.9)	232 (1.9)
New Jersey*	1 (1.0)	*** (***)	7 (2.5)	195 (5.2)!	33 (5.0)	221 (3.5)	59 (5.2)	230 (2.3)
New Mexico	2 (1.7)	*** (***)	34 (5.8)	206 (2.0)	42 (5.8)	215 (2.8)	22 (4.6)	216 (2.8)!
New York*	2 (1.4)	*** (***)	14 (3.5)	195 (5.4)!	43 (5.5)	216 (3.6)	42 (5.6)	223 (2.1)
North Carolina	0 (0.0)	*** (***)	17 (3.0)	205 (2.1)	62 (4.7)	212 (1.7)	21 (3.9)	220 (2.5)
North Dakota	0 (0.0)	*** (***)	1 (0.8)	*** (***)	36 (5.1)	226 (1.9)	63 (5.0)	228 (1.5)
Ohio	2 (1.2)	*** (***)	17 (3.7)	201 (3.2)!	54 (5.2)	219 (1.7)	27 (4.4)	230 (2.4)
Oklahoma	0 (0.2)	*** (***)	18 (3.7)	214 (2.7)!	55 (5.0)	225 (1.2)	27 (4.2)	221 (1.8)
Pennsylvania	2 (1.2)	*** (***)	12 (3.3)	204 (6.6)!	46 (5.5)	222 (2.1)	40 (5.5)	229 (2.2)
Rhode Island	0 (0.0)	*** (***)	7 (2.8)	197(15.4)!	46 (5.4)	219 (2.1)	47 (5.5)	219 (2.6)
South Carolina	2 (1.2)	*** (***)	9 (3.0)	209 (4.7)!	53 (4.4)	208 (2.1)	37 (4.5)	216 (2.1)
Tennessee	1 (1.0)	*** (***)	13 (3.1)	202 (4.6)!	66 (4.2)	214 (1.9)	20 (4.3)	216 (3.8)!
Texas	2 (1.3)	*** (***)	15 (3.3)	209 (2.6)!	58 (5.1)	214 (2.2)	26 (4.9)	218 (3.8)!
Utah	2 (1.4)	*** (***)	14 (2.6)	213 (4.1)	64 (4.5)	222 (1.3)	20 (4.1)	227 (2.1)!
Virginia	1 (0.8)	*** (***)	7 (2.7)	214 (5.3)!	57 (4.8)	220 (1.9)	35 (5.0)	227 (2.7)
West Virginia	2 (1.3)	*** (***)	11 (2.9)	218 (4.9)!	55 (4.3)	214 (1.7)	32 (4.0)	222 (2.0)
Wisconsin	0 (0.0)	*** (***)	8 (2.3)	209 (5.9)!	47 (4.7)	226 (1.9)	45 (4.8)	227 (1.4)
Wyoming	2 (1.2)	*** (***)	9 (2.8)	218 (4.6)!	56 (4.6)	225 (1.4)	34 (4.3)	227 (1.5)
TERRITORY								
Guam	0 (0.0)	*** (***)	26 (0.3)	183 (2.5)	67 (0.3)	182 (1.6)	6 (0.2)	172 (5.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.44 | **Schools' Reports on the Degree to Which Student Cutting of Classes Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.0)	198 (9.5)!	97 (1.0)	217 (1.2)
Northeast	0 (0.0)	*** (***)	0 (0.0)	*** (***)	0 (0.0)	*** (***)	100 (0.0)	221 (4.0)
Southeast	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (2.7)	*** (***)	97 (2.7)	212 (2.7)
Central	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.7)	195 (8.7)!	94 (2.7)	220 (2.1)
West	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.5)	*** (***)	98 (1.5)	213 (1.7)
STATES								
Alabama	0 (0.0)	*** (***)	0 (0.0)	*** (***)	11 (3.1)	213 (5.5)!	89 (3.1)	208 (1.7)
Arizona	0 (0.0)	*** (***)	0 (0.0)	*** (***)	19 (3.8)	203 (3.2)	81 (3.8)	212 (1.6)
Arkansas	0 (0.0)	*** (***)	1 (0.9)	*** (***)	9 (2.7)	206 (4.3)!	90 (2.8)	213 (1.3)
California	0 (0.0)	*** (***)	1 (0.8)	*** (***)	11 (2.7)	186 (7.0)!	89 (2.8)	205 (2.3)
Colorado	0 (0.0)	*** (***)	0 (0.0)	*** (***)	7 (2.4)	219 (4.6)!	93 (2.4)	218 (1.2)
Connecticut	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.3)	*** (***)	98 (1.3)	223 (1.4)
Delaware*	0 (0.0)	*** (***)	4 (0.1)	*** (***)	10 (0.2)	220 (1.6)	86 (0.2)	213 (0.8)
Dist. Columbia	0 (0.0)	*** (***)	2 (0.1)	*** (***)	14 (0.2)	173 (1.8)	83 (0.2)	192 (0.9)
Florida	0 (0.0)	*** (***)	2 (1.1)	*** (***)	4 (2.0)	188 (7.1)!	94 (2.3)	211 (1.2)
Georgia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (2.1)	212 (4.9)!	95 (2.1)	213 (1.6)
Hawaii	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.4)	192 (8.0)!	97 (1.4)	205 (1.8)
Idaho	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (1.9)	213 (7.1)!	95 (1.9)	221 (1.0)
Indiana	0 (0.0)	*** (***)	0 (0.0)	*** (***)	4 (2.1)	211 (3.9)!	96 (2.1)	223 (1.4)
Iowa	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.5)	217 (6.4)!	97 (1.5)	227 (1.1)
Kentucky	0 (0.0)	*** (***)	0 (0.0)	*** (***)	4 (1.8)	229 (6.1)!	96 (1.8)	213 (1.3)
Louisiana	0 (0.0)	*** (***)	0 (0.0)	*** (***)	11 (3.1)	196 (5.3)!	89 (3.1)	206 (1.4)
Maine*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (1.3)	*** (***)	99 (1.3)	229 (1.0)
Maryland	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.8)	205(21.0)!	97 (1.8)	212 (1.5)
Massachusetts	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.4)	221 (9.0)!	98 (1.4)	228 (1.0)
Michigan	0 (0.0)	*** (***)	1 (0.9)	*** (***)	5 (2.1)	207 (4.9)!	94 (1.9)	218 (1.7)
Minnesota	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (2.4)	199 (9.9)!	95 (2.4)	223 (1.1)
Mississippi	0 (0.0)	*** (***)	0 (0.0)	*** (***)	9 (3.0)	194 (5.6)!	91 (3.0)	200 (1.4)
Missouri	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.4)	223 (8.3)!	94 (2.4)	221 (1.3)
Nebraska*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.6)	229 (1.3)!	97 (1.6)	222 (1.1)
New Hampshire*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	0 (0.0)	*** (***)	100 (0.0)	229 (1.3)
New Jersey*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	4 (2.3)	201(11.0)!	96 (2.3)	225 (1.6)
New Mexico	1 (1.1)	*** (***)	0 (0.0)	*** (***)	10 (3.3)	223 (4.0)!	89 (3.5)	210 (1.7)
New York*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.5)	197 (8.2)!	94 (2.5)	217 (1.8)
North Carolina	0 (0.0)	*** (***)	1 (0.6)	*** (***)	8 (2.5)	214 (4.8)!	91 (2.6)	213 (1.2)
North Dakota	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.0)	*** (***)	98 (1.0)	227 (1.1)
Ohio	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.7)	*** (***)	99 (0.7)	219 (1.4)
Oklahoma	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.5)	216 (4.1)!	94 (2.5)	222 (1.0)
Pennsylvania	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.7)	197 (7.6)!	97 (1.7)	223 (1.3)
Rhode Island	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.7)	*** (***)	99 (0.7)	218 (1.9)
South Carolina	0 (0.0)	*** (***)	0 (0.0)	*** (***)	4 (2.2)	208 (7.1)!	96 (2.2)	211 (1.4)
Tennessee	0 (0.0)	*** (***)	1 (1.0)	*** (***)	7 (2.6)	205 (3.0)!	92 (2.7)	214 (1.5)
Texas	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.1)	212 (6.7)!	94 (2.1)	214 (1.6)
Utah	0 (0.0)	*** (***)	1 (1.1)	*** (***)	21 (3.4)	214 (3.5)	78 (3.6)	224 (1.1)
Virginia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (1.1)	*** (***)	99 (1.1)	222 (1.5)
West Virginia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.2)	*** (***)	98 (1.2)	217 (1.3)
Wisconsin	0 (0.0)	*** (***)	0 (0.0)	*** (***)	7 (2.5)	224 (4.1)!	93 (2.5)	225 (1.2)
Wyoming	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.5)	228 (4.0)!	97 (1.5)	224 (1.2)
TERRITORY								
Guam	0 (0.0)	*** (***)	0 (0.0)	*** (***)	0 (0.0)	*** (***)	100 (0.0)	182 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.45 | **Schools' Reports on the Degree to Which Physical Conflicts Among Students Are a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	2 (0.9)	198 (6.4)!	8 (2.0)	204 (4.9)!	62 (4.0)	215 (1.6)	28 (3.6)	223 (2.6)
Northeast	0 (0.0)	*** (***)	6 (3.4)	204 (4.4)!	62 (5.8)	221 (5.1)	32 (5.9)	225 (6.6)
Southeast	3 (1.9)	*** (***)	1 (0.7)	*** (***)	72 (6.3)	209 (2.2)	25 (5.6)	226 (5.1)!
Central	0 (0.0)	*** (***)	11 (3.9)	212 (8.3)!	51 (9.0)	218 (3.4)	38(10.3)	222 (4.1)!
West	5 (2.7)	*** (***)	13 (5.3)	198 (7.7)!	64 (8.8)	214 (2.2)	18 (5.4)	220 (5.8)!
STATES								
Alabama	3 (1.6)	182 (4.7)!	6 (2.4)	200 (7.5)!	54 (5.5)	209 (2.7)	37 (4.8)	211 (3.2)
Arizona	0 (0.3)	*** (***)	20 (4.1)	206 (3.6)!	65 (4.7)	211 (1.7)	15 (3.4)	215 (3.7)!
Arkansas	1 (1.0)	*** (***)	17 (3.7)	202 (3.6)!	53 (5.4)	214 (1.6)	28 (4.8)	215 (2.9)
California	1 (0.6)	*** (***)	13 (3.9)	196 (7.1)!	67 (4.5)	201 (2.7)	19 (3.8)	215 (4.1)
Colorado	1 (1.0)	*** (***)	16 (3.1)	214 (2.6)	59 (4.5)	218 (1.7)	24 (3.8)	220 (1.6)
Connecticut	0 (0.0)	*** (***)	3 (1.5)	173(10.5)!	47 (5.2)	217 (2.6)	50 (5.2)	231 (1.8)
Delaware*	4 (0.1)	*** (***)	26 (0.2)	213 (1.5)	48 (0.2)	215 (0.8)	22 (0.2)	213 (1.8)
Dist. Columbia	5 (0.1)	183 (3.4)	21 (0.2)	172 (1.7)	56 (0.2)	190 (1.0)	19 (0.2)	205 (2.2)
Florida	4 (1.9)	170 (9.3)!	12 (3.3)	191 (4.9)!	56 (5.4)	212 (1.7)	29 (4.5)	218 (2.1)
Georgia	1 (0.6)	*** (***)	14 (3.5)	209 (4.2)!	51 (5.8)	211 (2.5)	34 (5.0)	219 (2.4)
Hawaii	1 (0.8)	*** (***)	14 (3.4)	199 (2.8)!	68 (4.5)	202 (2.3)	17 (3.5)	217 (2.8)!
Idaho	0 (0.0)	*** (***)	12 (3.4)	216 (2.3)!	66 (5.0)	221 (1.3)	22 (4.2)	221 (2.2)
Indiana	0 (0.0)	*** (***)	5 (2.1)	209 (5.9)!	63 (5.1)	221 (1.5)	31 (5.0)	228 (1.8)
Iowa	0 (0.0)	*** (***)	5 (2.3)	214 (7.6)!	58 (4.1)	227 (1.4)	37 (4.1)	229 (1.7)
Kentucky	1 (0.8)	*** (***)	15 (3.9)	209 (4.3)!	50 (4.3)	214 (1.9)	34 (4.2)	217 (2.1)
Louisiana	7 (2.6)	182 (5.1)!	13 (3.1)	199 (3.1)!	62 (4.6)	206 (1.6)	18 (3.5)	213 (3.8)
Maine*	1 (0.6)	*** (***)	10 (4.3)	230 (4.9)!	54 (6.0)	228 (1.4)	35 (5.8)	230 (1.8)
Maryland	2 (1.4)	*** (***)	12 (3.1)	199 (6.9)!	54 (4.5)	211 (2.2)	31 (3.6)	222 (2.7)
Massachusetts	0 (0.0)	*** (***)	9 (2.5)	219 (5.5)!	37 (3.8)	226 (1.9)	54 (4.1)	230 (1.5)
Michigan	3 (1.5)	194 (6.5)!	18 (4.0)	208 (2.8)!	59 (4.6)	219 (2.3)	20 (4.1)	224 (2.9)!
Minnesota	0 (0.0)	*** (***)	15 (3.6)	212 (4.3)!	47 (5.6)	222 (1.8)	38 (4.9)	227 (1.7)
Mississippi	2 (1.2)	*** (***)	15 (4.0)	196 (3.6)!	68 (5.2)	200 (1.9)	16 (3.5)	204 (5.3)!
Missouri	2 (1.4)	*** (***)	7 (2.5)	203 (6.0)!	66 (4.7)	223 (1.7)	25 (4.2)	223 (2.2)
Nebraska*	0 (0.0)	*** (***)	6 (2.3)	216 (5.1)!	61 (3.7)	221 (1.4)	34 (3.7)	226 (2.5)
New Hampshire*	0 (0.0)	*** (***)	6 (2.7)	216 (4.3)!	50 (4.9)	228 (1.7)	44 (5.5)	232 (2.1)
New Jersey*	2 (1.0)	185 (1.3)!	5 (2.2)	218 (6.6)!	45 (5.8)	222 (2.9)	48 (5.9)	229 (2.4)
New Mexico	1 (1.1)	*** (***)	16 (3.8)	208 (3.1)!	59 (5.2)	212 (2.6)	24 (4.3)	213 (2.3)
New York*	2 (1.7)	*** (***)	7 (2.5)	199 (6.2)!	57 (5.0)	216 (2.5)	34 (5.4)	220 (4.1)
North Carolina	3 (1.8)	198(10.0)!	9 (2.3)	206 (7.4)!	57 (5.0)	213 (1.5)	30 (4.5)	216 (2.8)
North Dakota	0 (0.0)	*** (***)	5 (2.3)	225 (3.9)!	40 (4.9)	224 (2.3)	55 (5.2)	230 (1.4)
Ohio	2 (1.4)	200 (3.4)!	17 (4.0)	205 (4.2)!	49 (5.5)	219 (2.1)	32 (5.3)	227 (2.1)
Oklahoma	1 (1.0)	*** (***)	13 (3.9)	221 (2.3)!	55 (4.4)	222 (1.3)	31 (5.0)	223 (1.9)
Pennsylvania	1 (0.8)	*** (***)	13 (3.0)	199 (4.6)!	52 (5.1)	223 (1.8)	35 (5.4)	230 (1.6)
Rhode Island	0 (0.0)	*** (***)	10 (3.5)	205(12.0)!	61 (4.9)	217 (2.3)	29 (4.3)	222 (3.4)
South Carolina	1 (0.8)	*** (***)	11 (2.7)	206 (4.4)!	67 (4.8)	210 (1.6)	21 (3.9)	216 (3.1)
Tennessee	0 (0.5)	*** (***)	13 (3.5)	201 (4.6)!	64 (4.9)	215 (2.0)	22 (4.1)	215 (3.0)
Texas	2 (1.2)	*** (***)	8 (2.8)	204 (2.5)!	55 (5.6)	213 (2.5)	35 (5.5)	218 (2.7)
Utah	0 (0.0)	*** (***)	19 (4.0)	211 (2.9)!	65 (4.8)	224 (1.2)	17 (3.3)	226 (2.6)
Virginia	0 (0.0)	*** (***)	4 (1.7)	217 (4.1)!	58 (4.6)	219 (2.2)	37 (4.3)	228 (2.6)
West Virginia	0 (0.0)	*** (***)	7 (2.4)	203 (6.9)!	50 (4.4)	218 (2.1)	43 (4.4)	218 (1.6)
Wisconsin	1 (0.9)	*** (***)	11 (3.1)	221 (4.7)!	52 (4.9)	224 (1.4)	36 (5.5)	228 (1.9)
Wyoming	1 (0.8)	*** (***)	11 (2.9)	222 (4.2)!	57 (5.1)	224 (1.6)	32 (4.3)	228 (1.6)
TERRITORY								
Guam	0 (0.0)	*** (***)	10 (0.1)	187 (4.4)	68 (0.2)	184 (1.7)	22 (0.2)	173 (2.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.46 | **Schools' Reports on the Degree to Which Student Use of Alcohol or Illicit Drugs Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	0 (0.0)	*** (***)	1 (0.6)	*** (***)	2 (1.1)	220(11.0)!	97 (1.3)	216 (1.1)
Northeast	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (3.1)	*** (***)	97 (3.1)	221 (3.7)
Southeast	0 (0.0)	*** (***)	3 (2.6)	*** (***)	1 (0.7)	*** (***)	97 (2.6)	212 (2.8)
Central	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (3.0)	217 (9.1)!	95 (3.0)	219 (1.6)
West	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.9)	*** (***)	99 (0.9)	213 (1.7)
STATES								
Alabama	0 (0.0)	*** (***)	1 (1.0)	*** (***)	12 (3.6)	206 (5.4)!	87 (3.8)	209 (1.9)
Arizona	1 (0.9)	*** (***)	1 (1.0)	*** (***)	16 (3.9)	203 (4.2)!	80 (3.5)	213 (1.5)
Arkansas	0 (0.0)	*** (***)	0 (0.0)	*** (***)	9 (2.8)	195 (4.2)!	91 (2.8)	213 (1.3)
California	0 (0.0)	*** (***)	0 (0.0)	*** (***)	9 (3.1)	200 (8.7)!	91 (3.1)	203 (2.2)
Colorado	0 (0.0)	*** (***)	0 (0.0)	*** (***)	8 (2.2)	208 (4.0)!	92 (2.2)	219 (1.2)
Connecticut	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (2.3)	217(12.1)!	95 (2.3)	223 (1.4)
Delaware*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (0.0)	*** (***)	98 (0.0)	214 (0.6)
Dist. Columbia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.0)	*** (***)	99 (0.0)	189 (0.8)
Florida	0 (0.0)	*** (***)	1 (0.9)	*** (***)	3 (2.0)	210(12.9)!	96 (2.1)	210 (1.3)
Georgia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.6)	214 (4.3)!	94 (2.6)	213 (1.6)
Hawaii	0 (0.0)	*** (***)	1 (0.8)	*** (***)	9 (2.8)	199 (5.0)!	90 (2.9)	205 (1.9)
Idaho	0 (0.0)	*** (***)	0 (0.0)	*** (***)	11 (2.3)	219 (4.3)!	89 (2.3)	221 (0.9)
Indiana	0 (0.0)	*** (***)	0 (0.0)	*** (***)	8 (2.5)	223 (3.2)!	92 (2.5)	223 (1.4)
Iowa	0 (0.0)	*** (***)	1 (0.2)	*** (***)	10 (2.4)	224 (3.9)!	89 (2.4)	227 (1.2)
Kentucky	0 (0.0)	*** (***)	0 (0.0)	*** (***)	11 (2.9)	212 (4.8)!	89 (2.9)	214 (1.3)
Louisiana	0 (0.0)	*** (***)	0 (0.0)	*** (***)	8 (2.9)	206 (5.2)!	92 (2.9)	205 (1.3)
Maine*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	13 (3.8)	224 (2.4)!	87 (3.8)	229 (1.1)
Maryland	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.9)	*** (***)	99 (0.9)	213 (1.5)
Massachusetts	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.7)	216 (9.8)!	97 (1.7)	228 (1.0)
Michigan	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.5)	212 (8.3)!	97 (1.5)	217 (1.6)
Minnesota	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.5)	221 (3.9)!	94 (2.5)	222 (1.4)
Mississippi	0 (0.0)	*** (***)	1 (0.7)	*** (***)	8 (2.8)	196 (6.9)!	91 (2.8)	200 (1.4)
Missouri	0 (0.0)	*** (***)	2 (0.8)	*** (***)	4 (1.8)	224 (4.3)!	94 (1.9)	221 (1.3)
Nebraska*	0 (0.0)	*** (***)	1 (0.7)	*** (***)	14 (3.7)	228 (3.0)!	85 (3.8)	221 (1.2)
New Hampshire*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.5)	228 (4.8)!	94 (2.5)	229 (1.3)
New Jersey*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.8)	211(13.5)!	94 (2.8)	225 (1.4)
New Mexico	1 (0.7)	*** (***)	1 (1.1)	*** (***)	14 (5.1)	215 (6.0)!	84 (5.1)	211 (1.5)
New York*	0 (0.0)	*** (***)	1 (0.7)	*** (***)	3 (1.5)	206(11.2)!	96 (1.5)	216 (1.5)
North Carolina	0 (0.0)	*** (***)	0 (0.0)	*** (***)	5 (2.2)	209 (5.1)!	95 (2.2)	213 (1.3)
North Dakota	0 (0.0)	*** (***)	2 (1.3)	*** (***)	8 (2.7)	225 (5.3)!	89 (2.9)	227 (1.2)
Ohio	0 (0.0)	*** (***)	0 (0.0)	*** (***)	14 (4.0)	210 (6.5)!	86 (4.0)	220 (1.4)
Oklahoma	0 (0.0)	*** (***)	1 (1.2)	*** (***)	11 (3.3)	226 (2.7)!	88 (3.6)	221 (1.1)
Pennsylvania	0 (0.0)	*** (***)	0 (0.0)	*** (***)	8 (2.8)	220 (8.2)!	92 (2.8)	222 (1.5)
Rhode Island	0 (0.0)	*** (***)	0 (0.0)	*** (***)	1 (0.7)	*** (***)	99 (0.7)	218 (1.9)
South Carolina	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.3)	*** (***)	98 (1.3)	211 (1.4)
Tennessee	1 (0.8)	*** (***)	0 (0.0)	*** (***)	12 (3.5)	209 (6.7)!	87 (3.3)	214 (1.5)
Texas	0 (0.0)	*** (***)	0 (0.0)	*** (***)	8 (2.8)	213 (4.1)!	92 (2.8)	214 (1.7)
Utah	0 (0.0)	*** (***)	0 (0.0)	*** (***)	12 (3.0)	217 (2.9)!	88 (3.0)	222 (1.2)
Virginia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	2 (1.5)	*** (***)	98 (1.5)	222 (1.5)
West Virginia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	3 (1.4)	208(10.0)!	97 (1.4)	217 (1.4)
Wisconsin	0 (0.0)	*** (***)	1 (0.8)	*** (***)	10 (2.8)	226 (3.4)!	89 (2.9)	225 (1.0)
Wyoming	0 (0.0)	*** (***)	1 (0.9)	*** (***)	12 (2.9)	222 (4.4)!	87 (3.0)	225 (1.1)
TERRITORY								
Guam	0 (0.0)	*** (***)	0 (0.0)	*** (***)	0 (0.0)	*** (***)	100 (0.0)	182 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.47 | **Schools' Reports on the Degree to Which Teacher Absenteeism Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	0 (0.4)	*** (***)	5 (1.4)	197 (8.5)!	33 (3.7)	216 (2.7)	62 (3.7)	218 (1.7)
Northeast	0 (0.0)	*** (***)	4 (2.7)	*** (***)	29 (8.1)	227 (8.7)!	67 (8.1)	220 (4.2)
Southeast	1 (1.5)	*** (***)	7 (3.8)	209(14.0)!	43 (5.6)	210 (3.5)	49 (3.4)	213 (5.1)
Central	0 (0.0)	*** (***)	1 (1.1)	*** (***)	29 (7.5)	220 (5.0)!	70 (7.5)	220 (3.3)
West	0 (0.0)	*** (***)	8 (3.3)	192(16.1)!	31 (7.8)	210 (4.6)!	61 (8.5)	216 (1.8)
STATES								
Alabama	0 (0.0)	*** (***)	10 (3.0)	202 (5.0)!	42 (5.6)	206 (2.8)	48 (5.2)	212 (2.8)
Arizona	0 (0.0)	*** (***)	7 (2.7)	207 (4.0)!	39 (5.1)	207 (2.9)	53 (4.8)	213 (2.4)
Arkansas	1 (0.9)	*** (***)	9 (2.4)	204 (5.7)!	34 (4.4)	210 (2.5)	56 (4.6)	214 (1.8)
California	0 (0.0)	*** (***)	5 (2.2)	184 (8.7)!	37 (5.1)	196 (4.3)	58 (5.2)	209 (2.5)
Colorado	0 (0.0)	*** (***)	2 (1.3)	*** (***)	32 (4.2)	214 (2.1)	66 (4.1)	220 (1.4)
Connecticut	1 (0.9)	*** (***)	3 (1.3)	215 (8.1)!	26 (4.1)	217 (4.4)	70 (4.4)	226 (1.5)
Delaware*	0 (0.0)	*** (***)	2 (0.0)	*** (***)	40 (0.2)	213 (1.5)	57 (0.2)	214 (1.0)
Dist. Columbia	1 (0.0)	*** (***)	6 (0.1)	178 (2.9)	59 (0.2)	187 (1.0)	34 (0.2)	193 (1.6)
Florida	2 (1.4)	*** (***)	8 (2.8)	193 (8.2)!	35 (4.6)	211 (1.8)	55 (5.1)	212 (2.1)
Georgia	0 (0.0)	*** (***)	8 (2.9)	205 (5.2)!	44 (5.1)	210 (2.7)	48 (5.1)	218 (2.3)
Hawaii	0 (0.0)	*** (***)	5 (2.4)	193(10.1)!	35 (5.2)	207 (2.7)	60 (5.0)	204 (2.6)
Idaho	0 (0.4)	*** (***)	4 (2.0)	225 (3.5)!	33 (4.6)	218 (2.0)	63 (4.8)	221 (1.1)
Indiana	0 (0.0)	*** (***)	3 (1.5)	209 (5.8)!	45 (4.6)	223 (1.9)	53 (4.6)	223 (1.7)
Iowa	0 (0.0)	*** (***)	0 (0.5)	*** (***)	29 (4.3)	226 (2.2)	70 (4.3)	228 (1.4)
Kentucky	0 (0.0)	*** (***)	5 (2.0)	210 (6.6)!	32 (4.5)	209 (2.3)	63 (4.2)	216 (1.7)
Louisiana	0 (0.0)	*** (***)	18 (4.1)	194 (5.5)!	56 (5.5)	206 (1.8)	26 (4.7)	210 (2.7)
Maine*	0 (0.0)	*** (***)	3 (1.8)	216 (3.5)!	20 (4.4)	226 (1.6)!	77 (4.5)	230 (1.3)
Maryland	0 (0.0)	*** (***)	4 (1.8)	206 (7.7)!	32 (4.4)	206 (4.1)	64 (4.7)	215 (1.7)
Massachusetts	0 (0.0)	*** (***)	2 (1.3)	202 (3.3)!	27 (4.5)	226 (2.6)	70 (4.5)	229 (1.2)
Michigan	0 (0.0)	*** (***)	5 (2.2)	205 (7.4)!	39 (5.2)	217 (2.5)	56 (5.1)	219 (2.6)
Minnesota	0 (0.0)	*** (***)	2 (1.8)	*** (***)	26 (5.0)	221 (2.9)!	71 (5.2)	224 (1.4)
Mississippi	2 (1.4)	*** (***)	15 (3.6)	203 (3.5)!	51 (5.0)	196 (2.3)	32 (4.2)	205 (2.5)
Missouri	1 (1.3)	*** (***)	3 (1.5)	200 (3.9)!	33 (4.8)	220 (2.6)	62 (4.9)	224 (1.6)
Nebraska*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	30 (4.3)	224 (2.1)	70 (4.3)	222 (1.5)
New Hampshire*	0 (0.0)	*** (***)	5 (2.4)	217 (4.2)!	33 (5.2)	230 (2.3)	62 (5.4)	230 (1.7)
New Jersey*	0 (0.0)	*** (***)	3 (1.6)	195 (4.1)!	27 (4.9)	221 (3.3)	70 (5.0)	227 (1.9)
New Mexico	0 (0.0)	*** (***)	10 (2.8)	205 (2.3)!	36 (5.4)	213 (2.6)	53 (5.8)	212 (2.2)
New York*	1 (1.2)	*** (***)	6 (2.4)	187(15.9)!	29 (5.0)	215 (3.5)	64 (5.3)	220 (2.3)
North Carolina	0 (0.0)	*** (***)	8 (2.6)	209 (5.2)!	43 (4.9)	214 (1.8)	49 (4.8)	213 (1.9)
North Dakota	0 (0.0)	*** (***)	1 (1.2)	*** (***)	13 (3.6)	225 (3.1)!	86 (3.7)	227 (1.2)
Ohio	0 (0.0)	*** (***)	2 (1.4)	195 (4.9)!	36 (5.1)	214 (2.4)	62 (5.1)	222 (1.9)
Oklahoma	0 (0.0)	*** (***)	4 (1.8)	219 (3.5)!	33 (4.8)	222 (2.1)	63 (4.8)	222 (1.0)
Pennsylvania	0 (0.0)	*** (***)	5 (2.2)	209 (9.6)!	24 (4.3)	214 (2.9)	71 (4.9)	226 (1.7)
Rhode Island	0 (0.0)	*** (***)	3 (1.7)	211 (7.2)!	20 (4.2)	220 (4.5)!	77 (4.6)	217 (2.4)
South Carolina	0 (0.0)	*** (***)	10 (3.2)	203 (2.9)!	46 (5.2)	210 (2.1)	44 (5.3)	213 (2.4)
Tennessee	0 (0.0)	*** (***)	8 (2.5)	206 (3.1)!	40 (5.0)	211 (2.4)	52 (5.2)	216 (2.2)
Texas	0 (0.0)	*** (***)	10 (2.8)	209 (6.6)!	49 (5.5)	211 (2.2)	41 (5.7)	218 (2.7)
Utah	0 (0.0)	*** (***)	3 (1.5)	219(12.6)!	41 (5.1)	219 (1.9)	56 (5.0)	223 (1.4)
Virginia	0 (0.0)	*** (***)	3 (1.7)	208(12.2)!	28 (4.1)	219 (2.8)	69 (4.4)	224 (1.7)
West Virginia	0 (0.0)	*** (***)	9 (2.3)	209 (5.7)!	47 (5.3)	216 (2.1)	45 (5.1)	219 (1.7)
Wisconsin	0 (0.0)	*** (***)	4 (1.9)	210 (7.2)!	26 (4.3)	226 (2.4)	71 (4.7)	225 (1.4)
Wyoming	0 (0.0)	*** (***)	4 (1.9)	214 (7.9)!	27 (4.9)	226 (2.1)	69 (5.0)	225 (1.4)
TERRITORY								
Guam	0 (0.0)	*** (***)	6 (0.1)	184 (5.3)	50 (0.3)	180 (2.0)	44 (0.2)	184 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.48 | **Schools' Reports on the Degree to Which Racial or Cultural Conflicts Are a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	0 (0.0)	*** (***)	2 (0.7)	193(10.3)!	27 (3.6)	212 (3.4)	71 (3.7)	218 (1.5)
Northeast	0 (0.0)	*** (***)	0 (0.0)	*** (***)	26 (7.5)	227 (9.7)!	74 (7.5)	219 (4.3)
Southeast	0 (0.0)	*** (***)	0 (0.0)	*** (***)	28 (6.1)	212 (3.9)!	72 (6.1)	212 (3.5)
Central	0 (0.0)	*** (***)	1 (1.4)	*** (***)	24 (7.8)	208(10.3)!	75 (9.0)	223 (2.3)
West	0 (0.0)	*** (***)	4 (2.1)	188 (7.1)!	30 (6.6)	205 (5.0)!	66 (6.5)	217 (1.8)
STATES								
Alabama	0 (0.0)	*** (***)	3 (1.6)	211 (6.4)!	27 (4.5)	208 (2.9)	71 (4.7)	208 (2.4)
Arizona	0 (0.0)	*** (***)	4 (2.0)	200 (3.4)!	38 (4.6)	208 (1.6)	58 (4.7)	213 (2.3)
Arkansas	1 (1.0)	*** (***)	3 (1.5)	185 (5.9)!	20 (3.9)	206 (3.5)	76 (4.4)	214 (1.5)
California	1 (1.1)	*** (***)	5 (1.9)	192 (9.3)!	44 (4.9)	197 (3.5)	51 (5.0)	209 (2.5)
Colorado	1 (0.6)	*** (***)	2 (1.2)!	*** (***)	30 (3.9)	214 (2.3)	67 (3.7)	220 (1.3)
Connecticut	0 (0.0)	*** (***)	1 (0.9)	*** (***)	16 (3.7)	210 (5.5)!	83 (3.8)	226 (1.4)
Delaware*	0 (0.0)	*** (***)	7 (0.1)	218 (2.1)	40 (0.3)	214 (0.9)	53 (0.2)	214 (1.1)
Dist. Columbia	1 (0.0)	*** (***)	1 (0.0)	*** (***)	14 (0.2)	207 (1.8)	84 (0.2)	186 (0.8)
Florida	0 (0.0)	*** (***)	2 (1.3)	183 (9.9)!	32 (4.7)	207 (2.7)	66 (4.9)	211 (1.8)
Georgia	0 (0.0)	*** (***)	2 (1.5)	217 (6.7)!	27 (4.2)	216 (2.8)	70 (4.5)	212 (2.0)
Hawaii	0 (0.0)	*** (***)	5 (2.3)	190 (7.3)!	37 (5.5)	204 (2.4)	57 (5.7)	206 (2.5)
Idaho	0 (0.0)	*** (***)	2 (1.1)	*** (***)	16 (3.6)	216 (2.6)!	82 (3.5)	222 (1.0)
Indiana	0 (0.0)	*** (***)	2 (1.3)	*** (***)	20 (4.0)	218 (3.3)!	78 (4.3)	224 (1.5)
Iowa	0 (0.0)	*** (***)	1 (0.7)	*** (***)	10 (2.6)	221 (3.0)!	90 (2.4)	228 (1.2)
Kentucky	0 (0.0)	*** (***)	2 (1.4)	207 (4.4)!	21 (3.4)	212 (3.3)	76 (3.5)	214 (1.4)
Louisiana	1 (1.1)	*** (***)	1 (1.0)	*** (***)	36 (4.8)	207 (2.0)	62 (4.8)	205 (1.9)
Maine*	0 (0.0)	*** (***)	1 (1.4)	*** (***)	6 (2.5)	219 (4.1)!	92 (2.8)	229 (1.1)
Maryland	0 (0.0)	*** (***)	3 (1.9)	195 (6.8)!	23 (4.2)	213 (3.9)	73 (4.3)	212 (2.1)
Massachusetts	0 (0.0)	*** (***)	2 (1.1)	*** (***)	18 (3.6)	224 (3.1)!	81 (3.6)	229 (1.1)
Michigan	0 (0.0)	*** (***)	0 (0.0)	*** (***)	24 (4.2)	213 (2.5)	76 (4.2)	218 (1.9)
Minnesota	0 (0.0)	*** (***)	3 (2.1)	*** (***)	27 (4.4)	217 (2.1)	70 (4.4)	225 (1.2)
Mississippi	0 (0.0)	*** (***)	8 (2.5)	194 (6.2)!	22 (3.7)	200 (3.0)	70 (4.1)	200 (1.8)
Missouri	0 (0.0)	*** (***)	2 (1.3)	209 (9.5)!	19 (4.7)	222 (4.1)!	79 (4.9)	221 (1.5)
Nebraska*	0 (0.0)	*** (***)	1 (1.2)	*** (***)	22 (3.7)	218 (2.8)	77 (3.9)	223 (1.4)
New Hampshire*	0 (0.0)	*** (***)	0 (0.0)	*** (***)	9 (2.8)	238 (3.6)!	91 (2.8)	229 (1.4)
New Jersey*	0 (0.0)	*** (***)	2 (1.4)	*** (***)	18 (4.0)	220 (4.3)!	80 (4.2)	225 (1.8)
New Mexico	0 (0.0)	*** (***)	7 (2.6)	206 (5.6)!	36 (5.5)	214 (3.7)	57 (5.3)	211 (1.9)
New York*	0 (0.0)	*** (***)	3 (2.0)	202(12.2)!	23 (4.1)	218 (2.9)	74 (4.4)	216 (2.0)
North Carolina	0 (0.0)	*** (***)	6 (2.3)	217 (6.8)!	32 (3.9)	214 (2.3)	63 (3.9)	212 (1.5)
North Dakota	0 (0.0)	*** (***)	2 (1.3)	*** (***)	6 (2.3)	224 (4.9)!	92 (2.6)	227 (1.1)
Ohio	0 (0.0)	*** (***)	1 (1.3)	*** (***)	26 (3.8)	212 (3.8)	72 (4.0)	221 (1.6)
Oklahoma	0 (0.0)	*** (***)	1 (1.1)	*** (***)	20 (3.8)	222 (2.0)	79 (3.8)	222 (1.2)
Pennsylvania	0 (0.0)	*** (***)	1 (0.9)	*** (***)	21 (3.5)	217 (4.4)	78 (3.6)	224 (1.5)
Rhode Island	0 (0.0)	*** (***)	1 (0.9)	*** (***)	18 (4.2)	213 (7.2)!	80 (4.3)	219 (1.7)
South Carolina	0 (0.0)	*** (***)	2 (1.1)	*** (***)	33 (5.3)	210 (2.2)	65 (5.4)	211 (1.9)
Tennessee	1 (1.5)	*** (***)	3 (1.6)	181(12.7)!	21 (3.7)	215 (2.4)	74 (4.1)	215 (1.8)
Texas	0 (0.0)	*** (***)	3 (1.9)	200 (2.9)!	21 (3.9)	211 (4.1)	76 (4.2)	215 (1.9)
Utah	0 (0.0)	*** (***)	2 (1.7)	*** (***)	23 (4.3)	216 (3.0)	75 (4.3)	224 (1.1)
Virginia	0 (0.0)	*** (***)	1 (0.6)	*** (***)	21 (3.9)	222 (2.8)	78 (3.9)	222 (1.7)
West Virginia	0 (0.0)	*** (***)	0 (0.0)	*** (***)	6 (2.1)	211 (9.6)!	94 (2.1)	217 (1.3)
Wisconsin	0 (0.0)	*** (***)	1 (0.8)	*** (***)	17 (3.3)	220 (3.2)!	83 (3.4)	226 (1.4)
Wyoming	0 (0.0)	*** (***)	2 (1.0)	*** (***)	13 (3.4)	221 (4.0)!	85 (3.5)	225 (1.2)
TERRITORY								
Guam	0 (0.0)	*** (***)	4 (0.1)	184 (5.8)	40 (0.3)	185 (2.1)	57 (0.3)	179 (1.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.49 | **Schools' Reports on the Degree to Which Student Health Is a Problem, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Serious		Moderate		Minor		Not a Problem	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	0 (0.2)	*** (***)	12 (2.1)	207 (5.3)	48 (4.3)	214 (2.0)	40 (4.5)	221 (2.1)
Northeast	0 (0.0)	*** (***)	14 (5.3)	214(13.3)!	41 (7.7)	222 (8.1)!	45 (8.2)	224 (6.0)
Southeast	0 (0.0)	*** (***)	12 (3.7)	209 (8.3)!	50 (5.9)	210 (2.9)	38 (6.5)	216 (4.4)
Central	0 (0.0)	*** (***)	3 (1.9)	*** (***)	47(11.5)	217 (3.9)!	50(12.0)	222 (3.1)!
West	1 (0.6)	*** (***)	20 (5.3)	203 (9.3)!	52 (7.4)	211 (2.5)	27 (7.1)	222 (3.3)!
STATES								
Alabama	0 (0.0)	*** (***)	7 (2.6)	191 (4.7)!	52 (5.4)	209 (2.9)	40 (5.4)	210 (2.9)
Arizona	2 (1.4)	*** (***)	22 (4.0)	208 (3.6)	52 (5.0)	211 (2.3)	25 (4.3)	214 (2.5)
Arkansas	0 (0.3)	*** (***)	9 (3.0)	207 (5.8)!	54 (4.8)	212 (1.6)	36 (5.1)	213 (2.5)
California	4 (1.6)	176 (8.4)!	17 (3.7)	186 (5.6)!	52 (4.6)!	205 (3.0)	27 (4.7)	213 (4.4)
Colorado	1 (0.8)	*** (***)	11 (2.9)	207 (2.9)!	49 (4.5)	218 (1.6)	39 (4.6)	221 (2.1)
Connecticut	1 (0.7)	*** (***)	6 (1.9)	198 (8.5)!	37 (5.3)	220 (3.2)	56 (5.3)	228 (1.9)
Delaware*	0 (0.0)	*** (***)	3 (0.1)	209 (3.8)	69 (0.2)	213 (0.7)	27 (0.2)	217 (1.5)
Dist. Columbia	2 (0.0)	*** (***)	17 (0.2)	184 (1.5)	44 (0.2)	188 (1.2)	37 (0.2)	194 (1.1)
Florida	1 (0.9)	*** (***)	11 (3.2)	198 (5.6)!	55 (5.0)	210 (2.0)	33 (4.7)	214 (2.5)
Georgia	0 (0.0)	*** (***)	10 (2.5)	212 (3.5)!	51 (5.1)	211 (2.1)	39 (4.9)	217 (2.8)
Hawaii	1 (0.7)	*** (***)	12 (3.3)	196 (5.8)!	57 (5.0)	205 (2.2)	30 (4.9)	208 (2.6)
Idaho	0 (0.0)	*** (***)	6 (1.9)	218 (6.9)!	52 (4.7)	219 (1.5)	42 (5.1)	222 (1.4)
Indiana	1 (1.1)	*** (***)	6 (2.6)	218 (6.9)!	51 (4.4)	223 (1.9)	42 (4.6)	223 (1.7)
Iowa	2 (1.2)	*** (***)	8 (2.9)	217 (5.4)!	44 (4.6)	227 (1.5)	46 (4.7)	229 (1.4)
Kentucky	1 (1.1)	*** (***)	12 (2.9)	203 (3.0)!	49 (5.0)	214 (1.9)	38 (4.9)	218 (2.1)
Louisiana	3 (1.8)	188 (2.7)!	8 (2.7)	197 (6.7)!	51 (4.9)	202 (2.0)	38 (5.1)	211 (2.4)
Maine*	0 (0.0)	*** (***)	4 (1.7)	226 (9.9)!	48 (5.4)	228 (1.6)	48 (5.6)	229 (1.6)
Maryland	2 (1.4)	*** (***)	11 (3.3)	206 (7.1)!	48 (5.3)	213 (2.6)	39 (5.2)	214 (3.7)
Massachusetts	0 (0.0)	*** (***)	5 (1.9)	208 (3.9)!	35 (5.4)	223 (2.4)	60 (5.3)	231 (1.6)
Michigan	0 (0.0)	*** (***)	7 (2.7)	216 (4.7)!	53 (5.1)	214 (1.9)	39 (4.8)	221 (3.5)
Minnesota	1 (1.4)	*** (***)	9 (3.2)	217 (4.2)!	40 (5.3)	220 (2.5)	50 (5.4)	225 (1.6)
Mississippi	0 (0.0)	*** (***)	10 (2.9)	196 (4.8)!	55 (4.3)	198 (2.2)	34 (4.3)	204 (2.7)
Missouri	1 (0.7)	*** (***)	8 (3.0)	219 (3.7)!	49 (4.9)	222 (2.3)	42 (5.2)	221 (2.1)
Nebraska*	0 (0.0)	*** (***)	3 (1.6)	216(10.9)!	49 (4.2)	221 (1.6)	48 (4.4)	225 (1.9)
New Hampshire*	0 (0.0)	*** (***)	6 (2.6)	220 (6.4)!	54 (5.7)	229 (1.6)	40 (5.2)	231 (2.1)
New Jersey*	1 (0.8)	*** (***)	2 (1.2)	*** (***)	37 (5.1)	219 (3.1)	60 (5.3)	228 (2.1)
New Mexico	3 (1.7)	199(11.9)!	19 (3.6)	204 (2.2)	41 (5.1)	215 (3.2)	38 (5.1)	213 (2.5)
New York*	1 (0.7)	*** (***)	14 (3.4)	201 (5.3)!	39 (5.5)	211 (3.9)	47 (5.5)	225 (2.0)
North Carolina	0 (0.0)	*** (***)	9 (2.8)	209 (5.5)!	63 (4.4)	213 (1.7)	28 (4.0)	212 (2.2)
North Dakota	0 (0.0)	*** (***)	2 (1.1)	*** (***)	27 (4.2)	224 (2.0)	72 (4.3)	228 (1.4)
Ohio	0 (0.0)	*** (***)	7 (2.5)	209 (2.7)!	46 (4.8)	214 (2.6)	47 (4.8)	225 (1.9)
Oklahoma	0 (0.0)	*** (***)	3 (1.6)	213 (5.5)!	55 (4.8)	222 (1.6)	42 (5.0)	222 (1.6)
Pennsylvania	1 (0.7)	*** (***)	12 (2.5)	197 (5.4)!	44 (4.5)	224 (1.8)	43 (5.0)	228 (2.1)
Rhode Island	0 (0.0)	*** (***)	6 (2.5)	221 (4.4)!	40 (5.7)	214 (4.1)	54 (5.6)	220 (2.7)
South Carolina	0 (0.0)	*** (***)	8 (2.7)	207 (4.2)!	60 (4.9)	209 (1.8)	32 (4.7)	215 (2.6)
Tennessee	1 (0.9)	*** (***)	7 (1.9)	206 (2.6)!	56 (5.2)	215 (2.1)	36 (5.1)	212 (3.3)
Texas	1 (0.6)	*** (***)	13 (3.7)	213 (5.8)!	48 (4.9)	209 (2.8)	39 (4.8)	220 (2.7)
Utah	1 (1.1)	*** (***)	8 (3.0)	218 (3.3)!	47 (5.1)	221 (2.1)	43 (4.9)	224 (1.4)
Virginia	0 (0.0)	*** (***)	5 (2.1)	218 (4.5)!	53 (4.4)	220 (2.4)	42 (4.4)	225 (2.5)
West Virginia	0 (0.0)	*** (***)	9 (2.5)	217 (4.4)!	58 (4.6)	216 (2.1)	33 (4.6)	218 (1.8)
Wisconsin	0 (0.0)	*** (***)	5 (2.3)	225 (6.0)!	48 (5.1)	224 (1.4)	48 (5.0)	226 (1.5)
Wyoming	1 (0.5)	*** (***)	7 (2.6)	219 (5.9)!	41 (4.3)	224 (2.0)	51 (4.6)	226 (1.4)
TERRITORY								
Guam	0 (0.0)	*** (***)	10 (0.1)	194 (3.5)	57 (0.2)	181 (1.6)	33 (0.2)	180 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.50 **Schools' Reports on the Nature of Attitudes and Relationships in Their Schools, Grades 4, 8, and 12, 1992 Reading Assessment**

	Teachers' Relations with Administrators							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency
Grade 4	74(2.9)	219(1.3)	23(2.9)	215(2.8)	3(1.0)	211(10.0)	0(0.0)	***(**)
Grade 8	57(3.4)	263(1.3)	40(3.2)	258(1.4)	2(1.1)	269(5.6)	0(0.0)	***(**)
Grade 12	53(3.5)	293(1.1)	43(3.1)	290(1.2)	5(1.1)	289(4.7)	0(0.0)	***(**)
	Morale of Teachers							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Stndents	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	63(3.6)	220(1.5)	32(3.5)	216(2.8)	5(1.0)	211(6.8)	0(0.0)	***(**)
Grade 8	35(2.9)	265(1.5)	56(3.2)	258(1.3)	8(2.2)	258(4.6)	0(0.3)	269(1.7)
Grade 12	32(2.3)	294(1.1)	56(2.5)	290(0.9)	11(2.0)	286(2.4)	1(0.4)	278(4.4)
	Students' Attitudes Toward Academic Achievement							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	36(3.3)	222(2.3)	61(3.5)	216(1.4)	3(1.1)	198(7.1)	0(0.1)	***(**)
Grade 8	23(2.6)	273(1.8)	64(3.0)	258(1.2)	16(2.2)	254(2.3)	0(0.3)	***(**)
Grade 12	20(2.3)	301(1.6)	70(2.6)	290(0.9)	10(1.5)	280(2.8)	1(0.3)	281(4.7)
	Teachers' Attitudes Toward Academic Achievement							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	77(2.2)	220(1.3)	22(2.2)	213(2.5)	1(0.5)	196(6.9)	0(0.0)	***(**)
Grade 8	57(3.3)	265(1.4)	40(2.8)	256(1.4)	3(1.6)	256(10.5)	0(0.3)	***(**)
Grade 12	56(3.0)	294(1.0)	41(2.9)	288(1.2)	3(0.9)	279(4.4)	0(0.0)	***(**)

This standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.50 Schools' Reports on the Nature of Attitudes and Relationships in Their Schools, Grades 4, 8, and 12, 1992 Reading Assessment (continued)

	Parental Support for Student Achievement							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency	Percentage Students	Average Proficiency
Grade 4	47(3.3)	226(1.8)	48(3.4)	212(1.6)	5(1.1)	205(5.0)	0(0.3)	182(8.9)
Grade 8	32(2.5)	269(1.7)	59(2.6)	258(1.0)	8(2.0)	249(3.1)	1(0.6)	***(**)
Grade 12	32(2.5)	300(1.3)	59(2.7)	289(1.1)	9(1.7)	276(2.2)	0(0.2)	283(7.3)
	Regard for School Property							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Studeuts	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	48(3.3)	222(1.8)	48(3.3)	216(1.6)	4(1.2)	202(4.2)	0(0.0)	***(**)
Grade 8	34(2.9)	266(1.4)	56(2.7)	259(1.4)	10(1.9)	255(2.8)	0(0.2)	250(4.0)
Grade 12	32(3.2)	296(1.3)	56(2.9)	290(0.9)	12(1.9)	283(2.1)	0(0.1)	293(6.3)
	Relations Between Students and Teachers							
	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	76(2.1)	219(1.3)	24(2.2)	214(2.3)	0(0.2)	***(**)	0(0.0)	***(**)
Grade 8	48(3.3)	265(1.4)	51(3.3)	257(1.3)	1(0.4)	241(19.9)	0(0.0)	***(**)
Grade 12	51(3.5)	295(1.1)	47(3.2)	288(1.0)	2(1.0)	287(9.9)	0(0.2)	270(3.2)

TABLE 7.51 | **Schools' Reports on Teachers' Relations with Administrators, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	72 (3.3)	217 (1.4)	25 (3.2)	213 (2.9)	3 (1.2)	211(10.0)!	0 (0.0)	*** (***)
Northeast	73 (9.5)	221 (3.6)	22 (8.6)	223(10.2)!	4 (3.3)	*** (***)	0 (0.0)	*** (***)
Southeast	76 (5.2)	212 (3.6)	20 (5.8)	213 (5.2)!	4 (2.4)	*** (***)	0 (0.0)	*** (***)
Central	74 (6.8)	221 (2.4)	24 (6.8)	214 (5.7)!	2 (2.0)	*** (***)	0 (0.0)	*** (***)
West	65 (4.9)	215 (2.4)	32 (4.7)	208 (3.4)	3 (1.9)	*** (***)	0 (0.0)	*** (***)
STATES								
Alabama	58 (5.1)	212 (2.7)	42 (5.1)	204 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Arizona	74 (4.6)	212 (1.4)	26 (4.6)	206 (3.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Arkansas	65 (4.3)	215 (1.8)	30 (4.1)	206 (2.5)	5 (2.0)	211 (7.5)!	0 (0.0)	*** (***)
California	74 (4.0)	204 (2.4)	21 (3.8)	202 (4.7)	4 (2.0)	186(18.1)!	1 (1.1)	*** (***)
Colorado	73 (4.6)	218 (1.4)	26 (4.4)	217 (2.7)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Connecticut	80 (4.6)	223 (1.6)	19 (4.6)	222 (4.2)!	1 (0.6)	*** (***)	0 (0.0)	*** (***)
Delaware*	75 (0.2)	213 (0.7)	19 (0.2)	217 (1.5)	4 (0.1)	*** (***)	2 (0.0)	*** (***)
Dist. Columbia	62 (0.3)	189 (0.9)	35 (0.2)	187 (1.5)	1 (0.1)	*** (***)	2 (0.0)	*** (***)
Florida	79 (4.0)	211 (1.3)	21 (4.0)	203 (4.9)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Georgia	70 (4.4)	217 (1.9)	28 (4.3)	204 (2.6)	2 (1.4)	214 (5.8)!	0 (0.0)	*** (***)
Hawaii	52 (5.0)	207 (2.5)	45 (4.9)	202 (2.3)	3 (1.7)	189 (4.1)!	0 (0.0)	*** (***)
Idaho	71 (4.7)	221 (1.0)	28 (4.7)	220 (2.3)	1 (0.5)	*** (***)	0 (0.0)	*** (***)
Indiana	64 (5.3)	223 (1.6)	35 (5.3)	221 (2.6)	1 (1.1)	*** (***)	0 (0.0)	*** (***)
Iowa	69 (3.3)	227 (1.3)	29 (3.4)	227 (2.0)	2 (0.7)	207(12.8)!	0 (0.0)	*** (***)
Kentucky	70 (4.8)	214 (1.6)	26 (4.7)	213 (2.4)	4 (1.1)	217 (2.4)!	0 (0.0)	*** (***)
Louisiana	65 (4.9)	208 (1.7)	35 (5.0)	199 (3.1)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Maine*	65 (5.5)	230 (1.2)	34 (5.4)	226 (2.1)	1 (0.6)	*** (***)	0 (0.0)	*** (***)
Maryland	78 (4.1)	213 (1.9)	22 (4.1)	207 (4.9)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Massachusetts	72 (4.8)	228 (1.2)	27 (4.7)	228 (2.5)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Michigan	60 (4.9)	216 (2.1)	39 (5.1)	219 (2.7)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Minnesota	61 (4.5)	223 (1.4)	37 (4.8)	220 (2.7)	2 (1.8)	*** (***)	0 (0.0)	*** (***)
Mississippi	59 (4.9)	202 (1.8)	38 (4.6)	197 (2.5)	2 (1.5)	*** (***)	1 (0.8)	*** (***)
Missouri	75 (3.8)	223 (1.5)	23 (3.8)	218 (3.0)	2 (1.5)	*** (***)	0 (0.0)	*** (***)
Nebraska*	71 (4.1)	223 (1.6)	29 (4.1)	221 (2.1)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New Hampshire*	74 (4.3)	230 (1.5)	26 (4.2)	229 (2.8)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
New Jersey*	77 (4.4)	226 (1.8)	21 (4.2)	220 (5.6)!	2 (1.5)	*** (***)	0 (0.0)	*** (***)
New Mexico	70 (5.4)	212 (2.1)	28 (5.2)	210 (2.0)	2 (2.0)	*** (***)	0 (0.0)	*** (***)
New York*	53 (4.8)	216 (3.2)	45 (4.7)	216 (3.1)	2 (1.6)	*** (***)	0 (0.0)	*** (***)
North Carolina	65 (4.4)	214 (1.7)	34 (4.3)	210 (2.2)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
North Dakota	66 (5.0)	226 (1.5)	33 (5.1)	228 (1.9)	1 (0.5)	*** (***)	0 (0.0)	*** (***)
Ohio	83 (3.5)	219 (1.5)	15 (3.2)	218 (3.7)!	1 (0.5)	*** (***)	1 (1.1)	*** (***)
Oklahoma	72 (3.8)	223 (1.3)	25 (3.7)	218 (2.0)	3 (1.4)	222 (7.2)!	0 (0.0)	*** (***)
Pennsylvania	62 (5.0)	225 (1.9)	34 (4.6)	219 (2.3)	4 (2.0)	212(10.4)!	0 (0.0)	*** (***)
Rhode Island	66 (5.3)	215 (2.7)	31 (5.3)	223 (2.3)	2 (1.2)	*** (***)	1 (0.7)	*** (***)
South Carolina	70 (5.1)	213 (1.7)	29 (5.0)	205 (2.7)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Tennessee	65 (4.2)	211 (1.8)	35 (4.2)	217 (2.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Texas	71 (4.7)	216 (2.1)	27 (4.3)	207 (2.7)	0 (0.0)	*** (***)	2 (1.9)	*** (***)
Utah	75 (4.2)	223 (1.2)	24 (4.1)	217 (3.2)	1 (1.1)	*** (***)	0 (0.0)	*** (***)
Virginia	78 (4.1)	223 (1.6)	20 (4.2)	217 (3.1)!	2 (1.3)	*** (***)	0 (0.0)	*** (***)
West Virginia	65 (4.2)	218 (1.7)	34 (4.2)	216 (2.5)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Wisconsin	69 (4.2)	225 (1.5)	29 (4.4)	226 (1.9)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Wyoming	59 (4.8)	225 (1.3)	39 (4.8)	225 (1.9)	2 (1.1)	224 (9.7)!	1 (0.5)	*** (***)
TERRITORY								
Guam	74 (0.3)	185 (1.8)	26 (0.3)	174 (2.3)	0 (0.0)	*** (***)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.52 | **Schools' Reports on Morale of Teachers, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	60 (4.0)	218 (1.7)	34 (4.0)	214 (2.8)	6 (1.4)	210 (7.0)!	0 (0.0)	*** (***)
Northeast	61 (8.7)	221 (4.4)	34 (8.1)	221 (8.4)!	4 (3.3)	*** (***)	0 (0.0)	*** (***)
Southeast	65 (8.0)	213 (3.9)	28 (8.0)	210 (4.7)!	7 (2.5)	216(12.0)!	0 (0.0)	*** (***)
Central	55 (9.9)	222 (3.0)	39(10.1)	217 (4.3)!	6 (3.4)	203 (6.3)!	0 (0.0)	*** (***)
West	61 (5.1)	216 (2.9)	34 (5.1)	208 (4.1)	5 (2.5)	201 (6.0)!	0 (0.0)	*** (***)
STATES								
Alabama	45 (5.6)	211 (3.2)	44 (5.5)	206 (2.6)	10 (2.9)	206 (4.1)!	0 (0.0)	*** (***)
Arizona	52 (3.9)	214 (1.6)	45 (4.2)	206 (2.4)	3 (1.6)	212 (6.4)!	0 (0.0)	*** (***)
Arkansas	43 (4.8)	219 (2.0)	47 (5.1)	207 (2.0)	10 (2.7)	203 (5.0)!	0 (0.0)	*** (***)
California	60 (5.8)	204 (2.8)	33 (5.2)	203 (4.1)	7 (2.7)	196(10.3)!	0 (0.0)	*** (***)
Colorado	57 (4.7)	219 (1.7)	40 (4.9)	216 (1.8)	3 (1.5)	231 (2.7)!	0 (0.0)	*** (***)
Connecticut	61 (5.1)	223 (2.1)	36 (4.9)	222 (2.8)	3 (1.5)	232 (9.9)!	0 (0.0)	*** (***)
Delaware*	55 (0.2)	214 (0.9)	39 (0.2)	213 (1.1)	6 (0.1)	220 (2.2)	0 (0.0)	*** (***)
Dist. Columbia	41 (0.2)	193 (1.3)	51 (0.3)	187 (1.1)	6 (0.1)	169 (3.4)	2 (0.0)	*** (***)
Florida	59 (4.8)	212 (1.4)	37 (4.6)	209 (2.7)	4 (2.0)	175 (9.0)!	0 (0.0)	*** (***)
Georgia	54 (4.6)	217 (2.2)	42 (4.4)	209 (2.4)	3 (1.6)	209 (6.6)!	1 (0.6)	*** (***)
Hawaii	34 (4.6)	206 (2.8)	62 (5.0)	205 (2.4)	4 (2.1)	184 (5.1)!	0 (0.0)	*** (***)
Idaho	61 (4.5)	222 (1.2)	35 (4.7)	219 (2.0)	4 (2.0)	217 (2.8)!	0 (0.0)	*** (***)
Indiana	52 (4.7)	224 (2.0)	45 (4.7)	222 (1.8)	2 (1.5)	210 (6.6)!	0 (0.0)	*** (***)
Iowa	60 (4.5)	228 (1.2)	34 (4.8)	226 (2.0)	7 (2.0)	222 (5.1)!	0 (0.0)	*** (***)
Kentucky	39 (4.5)	215 (1.6)	55 (4.5)	213 (1.8)	6 (2.3)	213 (7.5)!	0 (0.0)	*** (***)
Louisiana	37 (5.1)	210 (2.1)	54 (5.0)	202 (2.0)	8 (2.9)	205 (6.0)!	1 (0.8)	*** (***)
Maine*	52 (6.2)	230 (1.5)	46 (5.9)	226 (1.4)	2 (2.1)	*** (***)	0 (0.0)	*** (***)
Maryland	40 (4.9)	216 (2.3)	52 (4.7)	211 (2.7)	6 (2.5)	210 (8.6)!	1 (1.5)	*** (***)
Massachusetts	50 (5.1)	228 (1.6)	43 (5.0)	227 (1.9)	7 (2.6)	223 (6.0)!	0 (0.0)	*** (***)
Michigan	48 (5.3)	219 (2.2)	44 (5.4)	216 (3.0)	8 (2.9)	211 (6.4)!	0 (0.0)	*** (***)
Minnesota	49 (4.9)	224 (1.6)	46 (5.0)	223 (1.8)	5 (2.1)	204 (8.2)!	0 (0.0)	*** (***)
Mississippi	46 (4.3)	203 (2.1)	48 (4.4)	197 (2.2)	6 (2.1)	201 (5.6)!	0 (0.0)	*** (***)
Missouri	51 (5.2)	223 (1.9)	46 (5.2)	221 (2.2)	2 (1.5)	*** (***)	1 (0.9)	*** (***)
Nebraska*	65 (4.2)	223 (1.7)	33 (4.2)	221 (2.0)	3 (1.7)	*** (***)	0 (0.0)	*** (***)
New Hampshire*	54 (5.4)	230 (1.9)	42 (5.0)	229 (2.1)	3 (1.9)	226 (2.6)!	0 (0.5)	*** (***)
New Jersey*	65 (5.0)	227 (1.9)	31 (4.7)	224 (3.6)	3 (1.7)	194 (2.6)!	1 (1.0)	*** (***)
New Mexico	60 (4.9)	213 (2.4)	34 (4.8)	209 (1.9)	5 (2.3)	214 (7.1)!	0 (0.0)	*** (***)
New York*	37 (4.9)	214 (4.4)	55 (5.5)	218 (2.2)	7 (3.0)	207(10.7)!	0 (0.0)	*** (***)
North Carolina	36 (4.8)	215 (2.3)	59 (5.4)	212 (1.5)	5 (2.2)	203 (9.2)!	0 (0.0)	*** (***)
North Dakota	46 (5.8)	227 (2.0)	52 (5.8)	227 (1.7)	2 (1.1)	*** (***)	0 (0.0)	*** (***)
Ohio	67 (4.6)	220 (1.6)	32 (4.7)	215 (2.8)	1 (0.9)	*** (***)	0 (0.0)	*** (***)
Oklahoma	59 (4.9)	224 (1.5)	37 (4.8)	219 (1.8)	3 (1.8)	217 (6.1)!	0 (0.0)	*** (***)
Pennsylvania	43 (5.1)	228 (2.0)	52 (4.7)	218 (1.7)	5 (2.2)	226 (4.1)!	1 (0.9)	*** (***)
Rhode Island	56 (5.4)	214 (3.0)	39 (5.2)	223 (2.3)	4 (1.9)	223 (4.2)!	1 (0.7)	*** (***)
South Carolina	44 (5.4)	215 (2.0)	53 (5.4)	207 (2.1)	3 (1.5)	207 (9.5)!	0 (0.0)	*** (***)
Tennessee	42 (5.1)	212 (2.3)	45 (5.5)	215 (2.7)	14 (3.8)	211 (3.3)!	0 (0.0)	*** (***)
Texas	50 (5.5)	216 (2.5)	47 (5.2)	212 (2.6)	2 (1.2)	*** (***)	2 (1.9)	*** (***)
Utah	47 (4.4)	223 (1.6)	48 (4.4)	220 (1.7)	4 (2.0)	222(10.0)!	1 (1.1)	*** (***)
Virginia	56 (4.4)	222 (1.9)	40 (4.7)	221 (2.9)	4 (2.1)	220 (7.3)!	0 (0.0)	*** (***)
West Virginia	41 (4.5)	219 (1.8)	55 (4.5)	215 (2.0)	4 (1.7)	214 (6.5)!	0 (0.0)	*** (***)
Wisconsin	57 (4.6)	225 (1.6)	39 (4.8)	225 (1.8)	2 (1.4)	229 (4.5)!	1 (1.2)	*** (***)
Wyoming	48 (4.5)	224 (1.5)	44 (4.7)	225 (1.6)	8 (2.5)	223 (5.1)!	0 (0.2)	*** (***)
TERRITORY								
Guam	48 (0.3)	186 (1.8)	46 (0.2)	178 (2.1)	6 (0.2)	176 (3.2)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.53 | **Schools' Reports on Students' Attitudes Toward Academic Achievement, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	35 (3.7)	220 (2.6)	62 (3.9)	215 (1.6)	3 (1.3)	198 (7.1)!	0 (0.2)	*** (***)
Northeast	44(10.4)	223 (6.1)!	56(10.4)	220 (4.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Southeast	35 (7.5)	218 (5.8)!	60 (6.9)	210 (2.3)	5 (2.5)	189 (5.4)!	0 (0.0)	*** (***)
Central	33 (6.6)	221 (4.1)!	66 (6.7)	218 (2.7)	1 (0.9)	*** (***)	0 (0.0)	*** (***)
West	30 (5.7)	216 (3.8)!	63 (7.3)	211 (2.9)	7 (4.0)	205 (9.2)!	1 (0.6)	*** (***)
STATES								
Alabama	16 (3.7)	223 (3.6)!	68 (4.8)	207 (2.4)	16 (3.4)	200 (3.7)!	1 (0.9)	*** (***)
Arizona	32 (4.7)	215 (3.1)	58 (5.1)	210 (2.0)	9 (3.3)	198 (6.0)!	1 (1.2)	*** (***)
Arkansas	19 (3.6)	222 (3.4)	67 (4.0)	210 (1.7)	13 (3.4)	7 (4.2)!	1 (0.9)	*** (***)
California	42 (4.7)	216 (2.9)	57 (4.8)	193 (2.5)	1 (0.9)	** (***)	0 (0.0)	*** (***)
Colorado	34 (4.1)	223 (2.1)	62 (4.2)	216 (1.4)	4 (1.9)	205 (5.8)!	0 (0.0)	*** (***)
Connecticut	52 (4.7)	231 (1.9)	48 (4.7)	215 (2.7)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Delaware*	25 (0.1)	214 (1.2)	68 (0.2)	214 (0.8)	6 (0.1)	213 (2.5)	0 (0.0)	*** (***)
Dist. Columbia	38 (0.2)	200 (1.6)	54 (0.3)	183 (1.2)	8 (0.1)	174 (2.4)	1 (0.0)	*** (***)
Florida	42 (4.9)	214 (2.0)	54 (4.9)	208 (2.3)	4 (1.2)	181 (6.9)!	0 (0.0)	*** (***)
Georgia	37 (4.5)	223 (2.9)	55 (4.7)	209 (1.8)	9 (2.2)	199 (3.8)!	0 (0.0)	*** (***)
Hawaii	16 (3.9)	215 (4.0)!	82 (4.0)	202 (1.8)	2 (1.2)	*** (***)	0 (0.0)	*** (***)
Idaho	32 (4.8)	224 (1.8)	67 (4.8)	219 (1.3)	0 (0.5)	*** (***)	1 (0.5)	*** (***)
Indiana	27 (4.9)	226 (2.6)	69 (5.4)	222 (1.7)	5 (2.3)	213 (5.0)!	0 (0.0)	*** (***)
Iowa	38 (4.7)	231 (1.7)	58 (5.2)	225 (1.3)	4 (2.2)	212 (7.5)!	0 (0.0)	*** (***)
Kentucky	19 (3.3)	225 (2.5)	70 (4.0)	213 (1.6)	11 (3.0)	202 (2.8)!	0 (0.0)	*** (***)
Louisiana	20 (4.1)	215 (3.1)	66 (4.7)	204 (1.8)	11 (2.9)	195 (3.9)!	3 (1.5)	188 (3.4)!
Maine*	26 (4.8)	230 (2.1)!	69 (5.1)	228 (1.1)	5 (2.5)	228 (4.0)!	0 (0.0)	*** (***)
Maryland	35 (4.1)	221 (2.2)	62 (4.4)	208 (2.2)	3 (1.7)	183(31.4)!	0 (0.0)	*** (***)
Massachusetts	45 (5.5)	230 (1.7)	52 (5.3)	225 (1.7)	3 (1.9)	225 (5.5)!	0 (0.0)	*** (***)
Michigan	24 (4.1)	229 (3.3)	73 (4.4)	214 (1.8)	3 (1.5)	202 (8.0)!	0 (0.0)	*** (***)
Minnesota	39 (4.4)	227 (1.4)	61 (4.4)	219 (1.8)	0 (0.3)	*** (***)	0 (0.0)	*** (***)
Mississippi	13 (3.2)	202 (6.5)!	78 (4.2)	201 (1.5)	9 (3.0)	190 (4.1)!	0 (0.0)	*** (***)
Missouri	30 (4.6)	227 (2.1)	65 (4.9)	219 (1.6)	5 (2.8)	213(10.1)!	0 (0.0)	*** (***)
Nebraska*	34 (5.3)	228 (2.1)	62 (5.1)	220 (1.5)	4 (1.9)	213 (6.2)!	0 (0.0)	*** (***)
New Hampshire*	39 (4.8)	233 (2.2)	59 (4.9)	227 (1.7)	2 (1.5)	*** (***)	0 (0.0)	*** (***)
New Jersey*	57 (4.8)	230 (2.5)	40 (4.7)	219 (3.0)	4 (1.8)	193 (5.0)!	0 (0.0)	*** (***)
New Mexico	23 (4.7)	216 (4.1)	73 (5.1)	211 (1.5)	4 (1.9)	195(16.7)!	0 (0.0)	*** (***)
New York*	28 (5.1)	223 (4.8)	66 (5.5)	212 (1.7)	5 (2.3)	218 (5.1)!	0 (0.0)	*** (***)
North Carolina	29 (4.3)	219 (2.5)	60 (4.4)	211 (1.9)	11 (1.4)	203 (3.1)	0 (0.0)	*** (***)
North Dakota	36 (5.0)	231 (1.9)	63 (5.1)	224 (1.6)	1 (0.9)	*** (***)	0 (0.0)	*** (***)
Ohio	34 (5.1)	226 (2.2)	57 (5.4)	216 (2.0)	9 (3.0)	205 (6.2)!	0 (0.0)	*** (***)
Oklahoma	27 (4.5)	226 (1.9)	66 (4.4)	221 (1.2)	7 (2.6)	217 (4.0)!	0 (0.0)	*** (***)
Pennsylvania	32 (4.7)	226 (3.0)	61 (5.1)	222 (1.9)	6 (2.1)	202 (6.1)!	1 (0.9)	*** (***)
Rhode Island	33 (5.0)	225 (3.0)	65 (5.2)	214 (2.8)	3 (1.5)	214(16.3)!	0 (0.0)	*** (***)
South Carolina	26 (4.8)	220 (2.5)	67 (5.1)	209 (1.7)	7 (2.6)	197 (3.1)!	0 (0.0)	*** (***)
Tennessee	28 (5.2)	217 (3.7)	62 (5.5)	213 (1.9)	9 (3.2)	207 (4.4)!	0 (0.5)	*** (***)
Texas	25 (4.4)	222 (3.1)	70 (4.6)	211 (2.1)	4 (2.3)	213(13.9)!	1 (1.5)	*** (***)
Utah	32 (4.0)	227 (1.6)	60 (4.6)	221 (1.4)	9 (3.1)	210 (6.9)!	0 (0.0)	*** (***)
Virginia	32 (4.3)	231 (2.5)	64 (4.8)	217 (1.6)	4 (1.9)	225 (2.6)!	0 (0.0)	*** (***)
West Virginia	26 (4.0)	222 (2.2)	65 (4.7)	216 (1.6)	9 (2.5)	206 (5.3)!	0 (0.3)	*** (***)
Wisconsin	39 (5.6)	229 (1.7)	58 (5.6)	223 (1.4)	3 (1.5)	205(13.9)!	0 (0.0)	*** (***)
Wyoming	37 (4.5)	229 (1.7)	59 (4.6)	222 (1.6)	4 (1.7)	222 (7.8)!	0 (0.0)	*** (***)
TERRITORY								
Guam	16 (0.2)	184 (2.5)	84 (0.2)	181 (1.6)	0 (0.0)	*** (***)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.54 | **Schools' Reports on Teachers' Attitudes Toward Academic Achievement, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	75 (2.5)	218 (1.4)	24 (2.4)	212 (2.7)	1 (0.5)	191 (4.4)!	0 (0.0)	*** (***)
Northeast	75 (7.9)	222 (4.4)	25 (7.9)	220 (8.3)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Southeast	83 (2.3)	215 (3.1)	17 (2.3)	200 (4.6)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Central	70 (4.6)	221 (1.8)	30 (4.6)	215 (3.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
West	72 (3.9)	214 (2.6)	24 (3.2)	209 (3.9)	4 (1 8)	191 (4.4)!	0 (0.0)	*** (***)
STATES								
Alabama	51 (4.6)	215 (2.4)	46 (4.7)	201 (2.8)	3 (1.7)	212 (6.0)!	0 (0.0)	*** (***)
Arizona	58 (4.5)	213 (1.7)	39 (4.6)	207 (2.8)	3 (1.9)	205 (4.2)!	0 (0.0)	*** (***)
Arkansas	63 (5.1)	216 (1.8)	34 (5.2)	206 (2.5)	3 (1.5)	191 (5.9)!	0 (0.0)	*** (***)
California	73 (4.1)	208 (2.4)	26 (4.2)	187 (4.9)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Colorado	68 (3.6)	219 (1.5)	31 (3.7)	215 (2.1)	1 (1.0)	*** (***)	0 (0.0)	*** (***)
Connecticut	79 (4.0)	224 (1.4)	20 (3.9)	218 (4.5)!	1 (1.0)	*** (***)	0 (0.0)	*** (***)
Delaware*	65 (0.2)	213 (0.8)	31 (0.2)	215 (1.3)	4 (0.1)	*** (***)	0 (0.0)	*** (***)
Dist. Columbia	58 (0.2)	191 (1.2)	39 (0.2)	186 (1.0)	2 (0.0)	*** (***)	1 (0.0)	*** (***)
Florida	71 (4.4)	213 (1.5)	27 (4.4)	203 (3.5)	2 (0.9)	167 (7.9)!	0 (0.0)	*** (***)
Georgia	67 (4.3)	217 (1.8)	33 (4.3)	207 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Hawaii	55 (4.4)	208 (2.5)	45 (4.4)	200 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Idaho	68 (4.5)	221 (1.0)	31 (4.5)	219 (2.0)	0 (0.5)	*** (***)	0 (0.0)	*** (***)
Indiana	63 (5.5)	224 (1.8)	35 (5.5)	221 (2.3)	2 (1.2)	*** (***)	0 (0.0)	*** (***)
Iowa	69 (4.0)	229 (1.2)	26 (4.2)	224 (2.3)	4 (2.0)	212(11.3)!	0 (0.0)	*** (***)
Kentucky	72 (4.5)	215 (1.6)	27 (4.6)	211 (2.3)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Louisiana	57 (4.9)	210 (1.7)	41 (5.0)	198 (2.4)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Maine*	56 (5.8)	231 (1.4)	44 (5.8)	226 (1.6)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Maryland	74 (3.8)	214 (1.8)	24 (3.6)	210 (3.4)	1 (1.5)	*** (***)	0 (0.0)	*** (***)
Massachusetts	82 (4.0)	228 (1.0)	18 (4.0)	225 (3.6)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Michigan	71 (4.7)	218 (1.9)	27 (4.7)	216 (3.3)	2 (1.4)	*** (***)	0 (0.0)	*** (***)
Minnesota	76 (4.5)	223 (1.5)	24 (4.5)	219 (2.3)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Mississippi	60 (4.5)	202 (1.9)	39 (4.6)	196 (2.6)	1 (1.0)	*** (***)	0 (0.0)	*** (***)
Missouri	76 (4.0)	224 (1.4)	22 (4.0)	214 (3.6)	1 (1.2)	*** (***)	1 (0.9)	*** (***)
Nebraska*	80 (4.2)	223 (1.3)	20 (4.2)	219 (2.9)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New Hampshire*	75 (4.9)	230 (1.6)	25 (4.9)	229 (2.1)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New Jersey*	82 (3.8)	227 (1.9)	16 (3.5)	215 (4.2)!	2 (1.3)	*** (***)	0 (0.0)	*** (***)
New Mexico	62 (6.2)	214 (1.9)	36 (6.1)	209 (2.3)	2 (1.5)	*** (***)	0 (0.0)	*** (***)
New York*	65 (5.4)	217 (2.7)	35 (5.4)	213 (3.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
North Carolina	66 (4.2)	215 (1.6)	32 (4.2)	207 (2.2)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
North Dakota	74 (4.0)	227 (1.5)	26 (4.0)	227 (2.4)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Ohio	74 (4.7)	221 (1.6)	25 (4.7)	211 (4.0)	1 (0.6)	*** (***)	0 (0.0)	*** (***)
Oklahoma	68 (4.2)	223 (1.3)	30 (4.3)	219 (1.9)	2 (1.6)	*** (***)	0 (0.0)	*** (***)
Pennsylvania	68 (5.1)	225 (1.7)	30 (5.1)	216 (3.1)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Rhode Island	67 (4.7)	218 (2.2)	33 (4.7)	217 (4.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
South Carolina	65 (4.8)	213 (1.7)	33 (4.6)	207 (2.7)	2 (1.2)	*** (***)	0 (0.0)	*** (***)
Tennessee	63 (4.5)	214 (2.0)	35 (4.4)	213 (2.8)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Texas	64 (5.1)	217 (2.2)	32 (5.2)	209 (3.0)	3 (1.9)	204 (6.9)!	0 (0.0)	*** (***)
Utah	67 (4.8)	223 (1.2)	32 (4.7)	220 (2.3)	2 (1.2)	*** (***)	0 (0.0)	*** (***)
Virginia	83 (3.4)	224 (1.6)	17 (3.4)	212 (3.9)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
West Virginia	71 (4.2)	219 (1.6)	27 (4.3)	211 (2.3)	2 (1.4)	*** (***)	0 (0.0)	*** (***)
Wisconsin	76 (4.1)	225 (1.3)	24 (4.1)	225 (1.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Wyoming	66 (4.2)	225 (1.4)	32 (4.0)	223 (2.0)	2 (1.2)	220(12.0)!	0 (0.0)	*** (***)
TERRITORY								
Guam	68 (0.3)	186 (1.7)	32 (0.3)	173 (2.2)	0 (0.0)	*** (***)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.55 | **Schools' Reports on Parental Support for Student Achievement, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	44 (3.8)	224 (2.1)	51 (3.9)	211 (1.7)	5 (1.2)	204 (5.3)!	1 (0.4)	*** (***)
Northeast	47(10.3)	229 (6.2)!	51 (9.5)	215 (4.1)	2 (2.0)	*** (***)	0 (0.0)	*** (***)
Southeast	46 (7.3)	220 (4.7)	44 (7.1)	209 (2.3)	8 (2.7)	194 (4.1)!	2 (1.5)	*** (***)
Central	43 (7.2)	225 (3.3)	51 (7.9)	215 (2.9)	6 (3.1)	213(10.1)!	0 (0.0)	*** (***)
West	40 (6.4)	222 (2.7)	55 (6.8)	207 (3.7)	4 (1.7)	201 (7.3)!	1 (0.6)	*** (***)
STATES								
Alabama	26 (4.6)	220 (4.1)	57 (5.1)	207 (2.4)	17 (3.6)	196 (4.0)!	1 (0.9)	*** (***)
Arizona	31 (4.6)	218 (2.5)	57 (5.0)	209 (1.9)	11 (3.1)	197 (6.6)!	0 (0.0)	*** (***)
Arkansas	20 (3.9)	218 (3.6)!	68 (4.1)	212 (1.6)	12 (3.1)	203 (4.3)!	1 (0.6)	*** (***)
California	47 (4.8)	216 (2.5)	46 (5.0)	191 (3.2)	7 (2.4)	185 (8.3)!	0 (0.0)	*** (***)
Colorado	46 (4.5)	222 (1.8)	44 (4.6)	216 (1.7)	10 (2.8)	207 (3.2)!	0 (0.0)	*** (***)
Connecticut	53 (4.6)	228 (1.6)	47 (4.6)	217 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Delaware*	28 (0.1)	218 (1.4)	72 (0.1)	212 (0.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Dist. Columbia	39 (0.3)	203 (1.5)	55 (0.3)	180 (0.8)	6 (0.1)	173 (3.8)	0 (0.0)	*** (***)
Florida	43 (5.0)	213 (2.2)	49 (4.6)	208 (2.1)	7 (2.6)	198 (7.8)!	1 (0.7)	*** (***)
Georgia	43 (4.5)	224 (2.2)	49 (5.0)	206 (2.4)	9 (2.8)	202 (3.8)!	0 (0.0)	*** (***)
Hawaii	35 (4.7)	212 (2.9)	61 (4.8)	201 (2.0)	4 (1.3)	192 (7.2)!	0 (0.0)	*** (***)
Idaho	37 (3.8)	226 (1.4)	59 (4.2)	217 (1.3)	4 (2.0)	219 (2.8)!	0 (0.0)	*** (***)
Indiana	39 (4.7)	226 (1.9)	55 (5.2)	221 (1.8)	5 (2.4)	212 (6.3)!	0 (0.0)	*** (***)
Iowa	45 (4.3)	232 (1.4)	49 (4.4)	224 (1.6)	7 (2.3)	219 (5.2)!	0 (0.0)	*** (***)
Kentucky	27 (4.0)	223 (2.6)	57 (4.8)	212 (1.7)	14 (3.3)	203 (2.6)!	2 (1.4)	211 (2.6)!
Louisiana	28 (4.0)	217 (2.2)	57 (4.4)	202 (2.1)	15 (3.5)	195 (3.8)!	1 (0.9)	*** (***)
Maine*	30 (5.1)	231 (2.1)	64 (5.4)	228 (1.2)	5 (2.3)	219 (5.5)!	0 (0.0)	*** (***)
Maryland	45 (4.4)	219 (2.1)	53 (4.7)	208 (2.5)	3 (1.7)	*** (***)	0 (0.0)	*** (***)
Massachusetts	41 (4.7)	232 (1.9)	57 (4.9)	224 (1.6)	2 (1.1)	*** (***)	0 (0.0)	*** (***)
Michigan	39 (4.6)	223 (3.3)	56 (4.9)	215 (1.9)	6 (2.1)	199 (5.1)!	0 (0.0)	*** (***)
Minnesota	57 (4.8)	225 (1.4)	41 (4.8)	219 (2.3)	2 (1.7)	*** (***)	0 (0.0)	*** (***)
Mississippi	16 (3.5)	212 (3.7)!	74 (4.1)	199 (1.7)	8 (2.9)	190 (6.8)!	2 (1.4)	*** (***)
Missouri	39 (4.7)	227 (1.9)	53 (5.0)	219 (1.9)	8 (3.2)	209 (5.9)!	0 (0.0)	*** (***)
Nebraska*	45 (4.5)	227 (1.8)	49 (4.3)	220 (1.5)	6 (1.9)	207 (4.2)!	0 (0.0)	*** (***)
New Hampshire*	46 (4.7)	231 (2.1)	51 (4.8)	229 (1.7)	2 (1.3)	*** (***)	1 (1.4)	*** (***)
New Jersey*	55 (4.3)	234 (2.3)	41 (4.4)	215 (2.3)	4 (1.8)	201 (7.7)!	1 (0.7)	*** (***)
New Mexico	37 (5.8)	221 (2.7)	49 (6.1)	208 (2.0)	15 (3.5)	202 (2.1)!	0 (0.0)	*** (***)
New York*	39 (5.1)	219 (4.1)	53 (4.8)	215 (2.6)	7 (2.7)	207 (7.8)!	1 (1.0)	*** (***)
North Carolina	29 (4.7)	221 (2.5)	59 (5.4)	211 (1.5)	10 (2.6)	200 (2.5)!	2 (1.1)	*** (***)
North Dakota	43 (4.3)	230 (1.4)	55 (4.6)	224 (1.8)	3 (1.2)	230(10.3)!	0 (0.0)	*** (***)
Ohio	33 (4.3)	228 (1.9)	54 (4.7)	216 (1.7)	13 (3.0)	206 (5.1)!	0 (0.0)	*** (***)
Oklahoma	30 (4.9)	227 (1.7)	62 (4.9)	221 (1.1)	7 (2.4)	211 (4.8)!	1 (0.9)	*** (***)
Pennsylvania	38 (5.1)	226 (2.7)	54 (5.2)	222 (2.1)	8 (2.3)	210 (4.7)!	0 (0.0)	*** (***)
Rhode Island	32 (4.5)	220 (3.5)	63 (4.6)	217 (2.6)	3 (1.7)	204 (8.3)!	1 (0.9)	*** (***)
South Carolina	32 (4.9)	220 (2.1)	59 (5.4)	207 (1.8)	9 (2.9)	205 (4.5)!	0 (0.0)	*** (***)
Tennessee	33 (4.2)	214 (2.9)	52 (5.1)	214 (2.2)	13 (3.1)	208 (3.6)!	2 (1.4)	*** (***)
Texas	28 (4.9)	225 (3.7)	61 (5.5)	210 (2.3)	10 (3.4)	205 (6.0)!	1 (1.5)	*** (***)
Utah	37 (4.5)	226 (1.5)	54 (4.8)	221 (1.6)	9 (3.0)	207 (4.1)!	0 (0.0)	*** (***)
Virginia	39 (5.0)	232 (2.5)	52 (5.5)	215 (2.0)	9 (2.6)	217 (3.6)!	0 (0.0)	*** (***)
West Virginia	24 (4.0)	224 (2.1)	64 (4.8)	216 (1.7)	11 (2.8)	210 (3.6)!	1 (0.4)	*** (***)
Wisconsin	47 (4.5)	227 (1.6)	49 (4.3)	223 (1.3)	4 (1.9)	213 (6.2)!	0 (0.0)	*** (***)
Wyoming	39 (4.5)	229 (1.5)	54 (4.5)	222 (1.5)	7 (2.2)	214 (6.3)!	0 (0.0)	*** (***)
TERRITORY								
Guam	27 (0.3)	176 (1.8)	73 (0.3)	184 (1.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.56 | **Schools' Reports on Regard for School Property, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	47 (3.5)	220 (1.9)	49 (3.4)	214 (1.8)	5 (1.4)	200 (4.5)!	0 (0.0)	*** (***)
Northeast	57 (9.9)	223 (4.8)	37 (9.8)	222 (5.4)!	6 (3.5)	199(14.7)!	0 (0.0)	*** (***)
Southeast	42 (7.8)	216 (4.9)	50 (7.4)	212 (2.6)	8 (3.2)	191 (4.4)!	0 (0.0)	*** (***)
Central	50 (5.6)	220 (2.0)	47 (5.5)	218 (2.4)	3 (2.3)	*** (***)	0 (0.0)	*** (***)
West	38 (5.0)	219 (4.1)	58 (5.1)	208 (3.3)	4 (2.2)	*** (***)	0 (0.0)	*** (***)
STATES								
Alabama	39 (5.3)	215 (3.5)	52 (5.2)	205 (2.5)	8 (2.8)	201 (5.0)!	0 (0.0)	*** (***)
Arizona	49 (5.0)	212 (2.4)	37 (5.1)	212 (2.1)	14 (3.6)	200 (4.7)!	0 (0.0)	*** (***)
Arkansas	36 (5.1)	217 (2.3)	46 (4.4)	210 (1.7)	18 (3.7)	206 (3.7)!	1 (1.0)	*** (***)
California	45 (5.0)	212 (2.8)	46 (5.1)	197 (3.6)	9 (2.8)	184 (7.5)!	1 (0.5)	*** (***)
Colorado	54 (4.0)	220 (1.8)	41 (3.9)	217 (1.8)	5 (2.2)	208 (5.0)!	0 (0.0)	*** (***)
Connecticut	69 (4.8)	227 (1.8)	30 (4.7)	213 (4.0)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Delaware*	35 (0.2)	213 (1.0)	57 (0.1)	215 (1.0)	9 (0.1)	211 (2.0)	0 (0.0)	*** (***)
Dist. Columbia	44 (0.2)	197 (1.1)	52 (0.2)	183 (1.1)	2 (0.1)	*** (***)	2 (0.0)	*** (***)
Florida	57 (4.5)	214 (1.6)	32 (4.4)	207 (2.8)	10 (2.6)	197 (7.2)!	1 (0.7)	*** (***)
Georgia	50 (4.5)	221 (2.0)	41 (4.6)	206 (2.6)	9 (3.0)	206 (3.9)!	0 (0.0)	*** (***)
Hawaii	36 (4.5)	209 (3.0)	58 (4.8)	202 (2.3)	5 (1.7)	196 (8.5)!	0 (0.0)	*** (***)
Idaho	37 (4.8)	222 (1.6)	57 (5.2)	220 (1.5)	7 (2.4)	219 (2.3)!	0 (0.0)	*** (***)
Indiana	52 (5.7)	225 (1.7)	45 (5.6)	221 (2.0)	3 (1.7)	208 (6.5)!	0 (0.0)	*** (***)
Iowa	52 (4.1)	229 (1.4)	46 (4.4)	225 (1.5)	3 (1.3)	216(14.0)!	0 (0.0)	*** (***)
Kentucky	32 (4.5)	219 (2.6)	62 (4.5)	211 (1.6)	6 (2.4)	211 (4.0)!	0 (0.0)	*** (***)
Louisiana	34 (5.2)	211 (2.5)	54 (5.2)	204 (2.0)	12 (3.3)	194 (4.2)!	0 (0.0)	*** (***)
Maine*	49 (5.5)	230 (1.3)	48 (5.7)	227 (1.6)	3 (1.9)	*** (***)	0 (0.2)	*** (***)
Maryland	53 (4.9)	216 (2.3)	43 (4.8)	210 (2.8)	4 (2.1)	183(20.7)!	0 (0.0)	*** (***)
Massachusetts	48 (5.1)	229 (1.5)	47 (5.1)	226 (1.8)	5 (2.4)	220 (6.6)!	0 (0.0)	*** (***)
Michigan	47 (5.5)	219 (2.7)	49 (5.5)	217 (2.2)	3 (1.6)	201 (7.1)!	0 (0.0)	*** (***)
Minnesota	53 (4.5)	225 (1.3)	43 (4.5)	220 (1.8)	4 (2.3)	209(12.0)!	0 (0.0)	*** (***)
Mississippi	30 (4.7)	204 (2.7)	57 (5.0)	200 (2.1)	12 (3.3)	193 (4.7)!	1 (0.8)	*** (***)
Missouri	48 (5.2)	223 (1.9)	46 (5.4)	220 (2.5)	5 (2.0)	215 (5.1)!	1 (0.7)	*** (***)
Nebraska*	59 (5.0)	224 (1.8)	36 (4.8)	219 (1.5)	5 (2.3)	221 (6.1)!	0 (0.0)	*** (***)
New Hampshire*	53 (5.2)	233 (1.8)	42 (5.0)	226 (1.9)	5 (2.2)	219 (4.7)!	0 (0.0)	*** (***)
New Jersey*	54 (5.2)	230 (2.1)	44 (5.1)	218 (2.6)	2 (0.8)	199 (5.4)!	0 (0.0)	*** (***)
New Mexico	34 (4.8)	214 (2.7)	57 (5.0)	212 (2.5)	9 (3.0)	201 (3.2)!	1 (0.5)	*** (***)
New York*	41 (5.1)	219 (3.6)	55 (4.9)	213 (2.1)	5 (2.0)	213 (5.2)!	0 (0.0)	*** (***)
North Carolina	40 (4.7)	213 (2.1)	56 (4.8)	212 (1.8)	4 (1.4)	218 (8.6)!	0 (0.0)	*** (***)
North Dakota	49 (5.1)	230 (1.4)	48 (5.1)	224 (2.1)	3 (1.5)	223 (4.2)!	0 (0.5)	*** (***)
Ohio	43 (5.3)	222 (1.9)	47 (5.0)	218 (2.3)	10 (3.0)	204 (6.5)!	0 (0.0)	*** (***)
Oklahoma	43 (4.7)	223 (1.7)	47 (4.9)	222 (1.4)	9 (2.9)	219 (3.8)!	1 (0.7)	*** (***)
Pennsylvania	43 (5.1)	227 (1.7)	49 (5.3)	220 (2.4)	6 (2.0)	204 (8.1)!	2 (1.3)	*** (***)
Rhode Island	32 (4.9)	220 (3.8)	62 (5.2)	219 (2.3)	5 (2.3)	198(21.3)!	1 (0.7)	*** (***)
South Carolina	40 (4.8)	216 (1.8)	50 (4.9)	208 (2.0)	10 (3.2)	204 (2.8)!	0 (0.0)	*** (***)
Tennessee	40 (5.3)	213 (2.7)	51 (5.2)	214 (2.1)	9 (3.1)	208 (4.8)!	0 (0.0)	*** (***)
Texas	44 (6.0)	216 (2.4)	50 (5.7)	212 (2.6)	6 (2.9)	215 (7.2)!	0 (0.0)	*** (***)
Utah	35 (4.5)	225 (1.7)	55 (4.9)	220 (1.6)	10 (3.3)	218 (4.8)!	0 (0.0)	*** (***)
Virginia	49 (4.7)	227 (2.1)	48 (4.8)	218 (2.5)	3 (1.5)	196 (3.7)!	0 (0.0)	*** (***)
West Virginia	35 (4.1)	220 (1.8)	56 (4.2)	216 (1.8)	8 (2.7)	207 (6.4)!	1 (0.8)	*** (***)
Wisconsin	55 (5.5)	226 (1.7)	42 (5.4)	224 (1.5)	2 (1.5)	*** (***)	1 (0.9)	*** (***)
Wyoming	49 (5.0)	226 (1.3)	44 (5.0)	223 (1.9)	8 (2.4)	221 (3.4)!	0 (0.0)	*** (***)
TERRITORY								
Guam	27 (0.2)	185 (2.9)	60 (0.3)	181 (1.7)	12 (0.2)	180 (3.3)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 7.57 | **Schools' Reports on Relations Between Students and Teachers, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Positive		Somewhat Positive		Somewhat Negative		Very Negative	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	75 (2.4)	217 (1.4)	24 (2.5)	212 (2.4)	0 (0.3)	*** (***)	0 (0.0)	*** (***)
Northeast	87 (5.7)	222 (4.6)	13 (5.7)	216 (9.8)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Southeast	74 (5.1)	212 (3.0)	25 (5.7)	212 (4.3)!	1 (1.1)	*** (***)	0 (0.0)	*** (***)
Central	74 (4.7)	219 (2.2)	26 (4.7)	219 (4.1)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
West	69 (4.1)	215 (2.2)	31 (4.1)	206 (3.9)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
STATES								
Alabama	49 (4.8)	213 (2.9)	50 (4.9)	204 (2.3)	1 (0.9)	*** (***)	0 (0.0)	*** (***)
Arizona	68 (4.4)	212 (1.8)	31 (4.2)	207 (2.0)	1 (1.2)	*** (***)	0 (0.0)	*** (***)
Arkansas	51 (5.0)	216 (1.9)	46 (4.9)	208 (1.3)	3 (1.5)	198(13.7)!	0 (0.0)	*** (***)
California	77 (4.2)	207 (2.3)	22 (4.1)	189 (4.7)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Colorado	74 (4.2)	220 (1.3)	26 (4.1)	213 (2.4)	1 (0.6)	*** (***)	0 (0.0)	*** (***)
Connecticut	83 (4.0)	226 (1.4)	17 (4.0)	209 (6.0)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Delaware*	66 (0.2)	214 (0.8)	32 (0.2)	214 (1.1)	2 (0.0)	*** (***)	0 (0.0)	*** (***)
Dist. Columbia	55 (0.2)	194 (1.0)	43 (0.2)	182 (1.4)	1 (0.0)	*** (***)	1 (0.0)	*** (***)
Florida	74 (4.1)	214 (1.2)	25 (4.2)	198 (3.9)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Georgia	63 (4.6)	218 (1.9)	37 (4.6)	206 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Hawaii	46 (4.8)	205 (2.7)	54 (4.8)	204 (2.5)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Idaho	73 (4.0)	222 (0.9)	26 (4.0)	217 (2.1)	0 (0.5)	*** (***)	0 (0.0)	*** (***)
Indiana	72 (4.9)	223 (1.4)	28 (4.9)	223 (3.0)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Iowa	74 (4.1)	227 (1.2)	26 (4.1)	225 (2.8)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Kentucky	60 (5.2)	215 (1.8)	40 (5.2)	211 (2.3)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Louisiana	45 (5.2)	210 (2.0)	53 (5.0)	201 (2.1)	3 (1.6)	196 (3.1)!	0 (0.0)	*** (***)
Maine*	70 (5.3)	230 (1.3)	30 (5.3)	226 (1.7)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Maryland	69 (4.3)	214 (2.0)	29 (4.4)	209 (2.8)	1 (1.4)	*** (***)	0 (0.0)	*** (***)
Massachusetts	82 (4.0)	229 (1.0)	18 (4.0)	220 (3.1)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Michigan	69 (4.9)	219 (1.9)	31 (4.9)	213 (2.9)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Minnesota	81 (3.8)	224 (1.1)	19 (3.8)	215 (3.7)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Mississippi	45 (4.3)	203 (2.2)	54 (4.2)	198 (1.9)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
Missouri	68 (4.2)	224 (1.5)	31 (4.3)	217 (3.1)	1 (1.2)	*** (***)	0 (0.0)	*** (***)
Nebraska*	79 (4.1)	223 (1.4)	20 (4.0)	221 (2.5)	1 (0.8)	*** (***)	0 (0.0)	*** (***)
New Hampshire*	86 (3.6)	230 (1.4)	14 (3.6)	225 (2.7)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New Jersey*	80 (4.1)	227 (1.7)	20 (4.1)	215 (5.9)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New Mexico	70 (6.0)	214 (1.7)	30 (6.0)	208 (2.6)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
New York*	68 (5.0)	218 (2.3)	32 (5.0)	210 (3.6)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
North Carolina	58 (4.4)	215 (1.8)	42 (4.4)	209 (2.1)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
North Dakota	73 (4.0)	228 (1.3)	27 (4.0)	224 (2.3)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Ohio	72 (4.7)	221 (1.4)	28 (4.7)	212 (3.4)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Oklahoma	70 (4.8)	223 (1.3)	29 (4.8)	219 (1.6)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
Pennsylvania	68 (4.9)	226 (1.9)	30 (4.9)	215 (3.0)	2 (1.3)	*** (***)	0 (0.0)	*** (***)
Rhode Island	71 (4.8)	218 (2.6)	29 (4.7)	218 (3.3)	1 (0.7)	*** (***)	0 (0.0)	*** (***)
South Carolina	58 (5.1)	214 (1.6)	42 (5.0)	206 (2.5)	1 (0.5)	*** (***)	0 (0.0)	*** (***)
Tennessee	56 (4.7)	214 (2.1)	41 (4.5)	214 (2.4)	2 (1.4)	195 (4.5)!	0 (0.0)	*** (***)
Texas	66 (5.5)	216 (2.0)	30 (5.1)	209 (3.5)	4 (2.3)	208(17.7)!	0 (0.0)	*** (***)
Utah	71 (4.3)	223 (1.3)	27 (4.0)	221 (2.5)	2 (1.5)	*** (***)	0 (0.0)	*** (***)
Virginia	77 (4.5)	223 (1.6)	23 (4.5)	217 (3.8)!	0 (0.0)	*** (***)	0 (0.0)	*** (***)
West Virginia	63 (4.6)	218 (1.4)	36 (4.6)	215 (2.7)	1 (0.5)	*** (***)	0 (0.0)	*** (***)
Wisconsin	75 (3.9)	225 (1.4)	25 (3.9)	224 (2.1)	0 (0.0)	*** (***)	0 (0.0)	*** (***)
Wyoming	71 (4.1)	225 (1.3)	28 (4.1)	224 (2.1)	0 (0.3)	*** (***)	0 (0.0)	*** (***)
TERRITORY								
Guam	75 (0.2)	182 (1.6)	25 (0.2)	181 (2.7)	0 (0.0)	*** (***)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER EIGHT

Instructional Approaches and Strategies

Overview

Chapter Eight presents instructional approaches and strategies for teaching reading indicated by the teachers of the students participating in the NAEP assessment. Considerable debate exists in the field of reading over the most efficient and productive method for reading instruction.[16] This ongoing discussion about how best to teach reading highlights the importance of instruction in the development of reading abilities. Clearly, the manner in which reading is taught and fostered by teachers in the classroom can have a significant impact on the reading achievement of students.

NAEP collected information about instructional approaches and strategies used in the elementary grades by surveying fourth-grade students and their teachers. Understanding how fourth-grade teachers deliver reading instruction is important because of the significant emphasis placed in the elementary grades on laying the foundations of reading abilities. Among the topics of consideration in this chapter are instructional emphases and strategies, the use made of instructional time and materials, and the frequency and nature of library usage.

In order to determine which overall approaches were strongly emphasized in teaching reading to fourth-grade students, teachers were asked about the strategies and procedures they used most frequently for reading instruction. By combining responses that reflected a similar overall approach to teaching reading, three general approaches were identified -- a structured subskills approach, an integrative language approach, and a literature-based approach. Only those teachers who indicated that they strongly emphasized any of these three broad approaches were identified as being in any one category. Since some teachers did not consistently emphasize strategies or approaches representing any of the three categories, not all teachers of students in the assessment are included in this analysis. TABLE 8.1 presents information about the teachers of fourth-grade students who indicated an overwhelming emphasis on one of the three general approaches to reading instruction.

[16] F. Smith. "Learning to Read: The Never-Ending Debate," *Phi Delta Kappan*, (February, 1992): 432-435, 438-441.

TABLE 8.1 **Summary of Teachers' Reports on Their Approaches to Reading Instruction Based on Multiple Responses, Grade 4, 1992 Reading Assessment**

	Structured Subskills Approach		Integrative Language Approach		Literature-Based Approach	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	5 (0.9)	201 (4.6)	41 (2.1)	221 (2.4)	29 (2.3)	220 (2.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages do not total 100 percent because a proportion of teachers did not respond to the questions about instruction in a manner that demonstrated a consistent emphasis on any of the three overall approaches.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.2 | **Summary of Teachers' Reports on Their Approaches to Reading Instruction Based on Multiple Responses, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Structured Subskills Approach		Integrative Language Approach		Literature-Based Approach	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	5 (1.0)	200 (4.6)	43 (2.3)	220 (2.5)	31 (2.5)	219 (2.6)
Northeast	6 (2.5)	*** (***)	53 (6.8)	224 (6.2)	28 (6.5)	223 (7.5)!
Southeast	6 (1.5)	206 (8.8)!	38 (4.6)	213 (5.7)	28 (3.3)	214 (7.3)
Central	5 (2.0)	*** (***)	39 (3.4)	224 (2.8)	29 (4.8)	224 (3.1)
West	4 (1.6)	*** (***)	45 (3.6)	217 (4.8)	37 (5.4)	217 (5.1)
STATES						
Alabama	10 (2.0)	192 (5.6)	36 (2.8)	204 (3.4)	24 (2.8)	213 (3.1)
Arizona	2 (0.8)	*** (***)	35 (3.0)	211 (2.1)	33 (3.1)	213 (2.2)
Arkansas	8 (2.0)	202 (6.5)!	24 (2.9)	211 (2.7)	15 (2.2)	213 (2.7)
California	4 (1.0)	203(10.1)!	62 (3.5)	205 (2.9)	66 (3.8)	208 (2.8)
Colorado	5 (1.5)	215 (3.3)!	59 (3.3)	221 (1.4)	43 (3.2)	220 (1.7)
Connecticut	3 (1.0)	206(13.0)!	55 (3.6)	226 (2.0)	37 (3.3)	229 (1.9)
Delaware*	8 (0.6)	202 (2.6)	37 (1.2)	220 (1.5)	22 (1.3)	224 (2.0)
Dist. Columbia	24 (1.4)	182 (1.7)	53 (1.6)	188 (1.6)	34 (1.2)	191 (1.7)
Florida	7 (1.3)	193 (4.9)	56 (3.7)	208 (2.1)	31 (3.2)	210 (2.8)
Georgia	10 (2.3)	198 (6.7)!	60 (3.2)	214 (2.2)	45 (3.4)	216 (2.3)
Hawaii	5 (1.4)	187 (6.9)!	44 (3.1)	202 (2.5)	33 (3.3)	205 (2.9)
Idaho	5 (1.4)	218 (2.9)!	38 (3.1)	222 (1.6)	26 (3.2)	221 (1.9)
Indiana	4 (1.5)	203 (5.6)!	32 (3.7)	222 (2.5)	21 (2.8)	227 (2.8)
Iowa	3 (1.3)	220 (4.9)!	45 (3.7)	228 (1.7)	27 (3.2)	228 (1.7)
Kentucky	6 (1.5)	208 (4.6)!	33 (3.8)	210 (2.4)	22 (2.9)	211 (2.8)
Louisiana	14 (2.6)	196 (2.7)	36 (3.0)	200 (2.3)	15 (2.2)	203 (3.4)
Maine*	6 (1.7)	223 (5.5)!	36 (4.0)	228 (2.5)	37 (4.0)	228 (2.3)
Maryland	4 (1.0)	193(10.9)!	65 (2.8)	213 (1.8)	43 (3.1)	214 (2.7)
Massachusetts	10 (2.5)	216 (3.4)!	40 (3.6)	229 (2.1)	35 (3.6)	230 (2.1)
Michigan	4 (0.9)	201 (7.6)!	43 (3.2)	219 (2.3)	31 (3.5)	221 (2.5)
Minnesota	3 (1.0)	214 (7.0)!	29 (3.7)	226 (2.0)	22 (3.0)	223 (2.9)
Mississippi	13 (2.4)	190 (5.4)	34 (3.3)	199 (2.5)	17 (2.4)	199 (3.5)
Missouri	9 (2.0)	212 (5.8)!	35 (3.5)	220 (2.8)	31 (3.7)	222 (3.0)
Nebraska*	6 (1.8)	217 (5.6)!	29 (3.3)	222 (2.2)	26 (3.8)	226 (2.0)
New Hampshire*	4 (1.2)	216 (4.8)!	40 (3.4)	230 (2.1)	33 (3.9)	228 (2.0)
New Jersey*	7 (1.7)	210 (5.3)!	46 (3.5)	226 (2.1)	20 (2.6)	224 (3.5)
New Mexico	9 (1.6)	204 (5.9)	41 (4.0)	216 (2.8)	35 (4.0)	216 (2.7)
New York*	7 (1.1)	201 (6.7)	53 (3.0)	215 (1.8)	41 (3.4)	218 (2.3)
North Carolina	7 (1.9)	201 (3.9)!	51 (3.1)	212 (2.1)	38 (3.1)	215 (2.2)
North Dakota	6 (2.0)	232 (6.4)!	23 (3.3)	224 (2.7)	18 (2.7)	227 (2.5)
Ohio	7 (2.1)	217 (5.7)!	35 (4.1)	220 (2.8)	26 (3.6)	221 (2.3)
Oklahoma	9 (1.9)	214 (3.5)!	28 (2.8)	223 (1.8)	25 (3.2)	227 (1.8)
Pennsylvania	7 (1.7)	201 (4.4)!	35 (3.1)	222 (2.2)	20 (2.5)	221 (3.6)
Rhode Island	5 (1.4)	201 (8.5)!	36 (3.2)	220 (2.7)	25 (3.2)	223 (2.6)
South Carolina	6 (1.2)	195 (4.5)!	44 (3.6)	209 (2.0)	32 (3.3)	212 (2.7)
Tennessee	8 (1.7)	200 (5.2)!	32 (2.7)	211 (3.3)	16 (2.3)	212 (3.5)
Texas	10 (1.6)	198 (4.4)	48 (3.2)	213 (2.7)	31 (3.9)	213 (2.5)
Utah	6 (1.4)	213 (5.0)!	33 (2.8)	226 (2.2)	27 (2.6)	226 (2.3)
Virginia	5 (1.1)	209 (5.3)!	55 (3.7)	226 (1.9)	41 (3.2)	228 (2.5)
West Virginia	9 (2.1)	209 (6.3)!	28 (3.3)	219 (2.4)	17 (2.4)	217 (4.2)
Wisconsin	2 (0.9)	*** (***)	42 (3.9)	225 (1.7)	25 (3.7)	229 (2.3)
Wyoming	3 (1.4)	219 (7.1)!	36 (3.4)	226 (2.1)	34 (3.1)	225 (1.6)
TERRITORY						
Guam	22 (0.8)	184 (1.9)	47 (1.1)	181 (1.8)	28 (0.8)	181 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.3 Teachers' Reports on Instructional Emphases, Grade 4, 1992 Reading Assessment

	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Phonics						
Nation	11 (1.4)	208 (3.1)	50 (3.0)	218 (1.2)	39 (2.2)	222 (2.3)
High Ability	5 (2.6)	228(10.6)	62 (6.7)	234 (3.8)	33 (6.8)	242 (5.9)
Average Ability	8 (1.8)	219 (6.0)	53 (4.0)	222 (1.9)	39 (3.9)	222 (3.4)
Low Ability	22 (3.7)	187 (5.3)	46 (6.1)	195 (3.4)	32 (6.5)	198 (5.5)
Mixed Ability	12 (2.6)	214 (4.3)	46 (5.1)	218 (2.0)	42 (4.0)	225 (3.2)
Integration of Reading and Writing						
Nation	54 (2.6)	220 (2.1)	44 (2.5)	217 (1.6)	3 (0.8)	212 (5.0)
High Ability	68 (7.3)	239 (3.4)	32 (7.3)	232 (5.8)	0 (0.0)	***(***)
Average Ability	55 (3.2)	222 (2.6)	41 (3.4)	222 (2.7)	4 (1.8)	214 (6.0)
Low Ability	42 (6.3)	191 (4.1)	56 (6.3)	197 (3.8)	2 (1.0)	169(12.3)
Mixed Ability	53 (4.7)	222 (2.9)	45 (4.8)	219 (2.5)	2 (0.8)	218 (6.5)
Whole Language						
Nation	40 (2.5)	220 (2.5)	42 (2.5)	218 (1.2)	19 (1.5)	218 (2.0)
High Ability	44 (7.6)	239 (3.6)	44 (7.0)	235 (5.4)	12 (4.6)	232 (5.3)
Average Ability	41 (4.8)	222 (3.2)	39 (3.6)	222 (2.4)	20 (3.9)	222 (2.5)
Low Ability	27 (5.0)	188 (3.9)	51 (5.5)	194 (4.2)	22 (4.7)	203 (5.4)
Mixed Ability	42 (3.9)	222 (4.2)	41 (4.2)	221 (1.7)	18 (3.1)	218 (2.8)

(Table 8.3 continued on the next page)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. *** Sample size insufficient to permit reliable estimate.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.3 Teachers' Reports on Instructional Emphases, Grade 4, 1992 Reading Assessment (continued)

	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Literature-Based Reading						
Nation	49 (3.0)	221 (1.9)	39 (3.2)	218 (1.8)	12 (1.9)	212 (2.9)
High Ability	61 (8.3)	241 (3.6)	32 (7.5)	230 (6.0)	7 (2.9)	223 (7.1)
Average Ability	44 (4.1)	222 (2.3)	41 (4.0)	222 (3.1)	15 (3.0)	218 (4.0)
Low Ability	37 (6.1)	188 (4.1)	43 (6.2)	198 (4.1)	20 (4.5)	195 (6.2)
Mixed Ability	54 (4.7)	223 (3.1)	37 (4.9)	220 (2.7)	9 (2.6)	212 (4.7)
Reading Across the Content Areas						
Nation	48 (2.6)	218 (1.9)	43 (2.0)	221 (1.7)	10 (2.0)	214 (3.9)
High Ability	45 (6.6)	234 (4.3)	43 (7.3)	242 (4.0)	12 (4.5)	223 (5.8)
Average Ability	49 (4.8)	222 (2.9)	44 (3.6)	223 (2.4)	7 (2.8)	216 (4.4)
Low Ability	35 (5.8)	188 (4.4)	46 (6.0)	199 (3.6)	19 (5.0)	195 (8.1)
Mixed Ability	52 (4.6)	218 (3.2)	41 (4.6)	224 (2.0)	8 (2.3)	226 (6.3)
Individualized Reading Programs						
Nation	12 (1.5)	218 (3.0)	34 (2.4)	216 (2.0)	54 (2.6)	221 (1.7)
High Ability	15 (4.4)	236 (6.9)	28 (5.7)	242 (5.0)	58 (6.9)	234 (4.2)
Average Ability	11 (3.1)	220 (3.5)	32 (4.1)	220 (2.6)	57 (4.0)	223 (2.5)
Low Ability	15 (3.0)	185 (4.3)	36 (5.0)	191 (4.3)	49 (5.5)	199 (4.2)
Mixed Ability	10 (2.2)	226 (3.9)	37 (3.7)	217 (3.0)	53 (3.6)	223 (2.4)

TABLE 8.4 | **Teachers' Reports on the Instructional Emphasis Placed on Phonics, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	11 (1.4)	206 (2.9)	48 (3.2)	217 (1.3)	40 (2.4)	221 (2.4)
Northeast	9 (2.6)	204 (7.4)!	44 (6.6)	216 (2.8)	47 (5.6)	227 (6.1)
Southeast	14 (2.0)	207 (4.6)	53 (4.4)	214 (3.2)	33 (3.9)	215 (5.8)
Central	8 (3.5)	207 (8.4)!	54 (6.7)	222 (2.1)	38 (3.8)	223 (3.6)
West	14 (3.0)	204 (5.7)!	40 (7.5)	211 (3.5)!	45 (6.5)	220 (4.9)
STATES						
Alabama	18 (2.3)	199 (3.9)	60 (3.0)	211 (1.8)	22 (2.8)	209 (3.5)
Arizona	8 (1.3)	204 (4.4)	52 (3.2)	209 (1.8)	39 (3.3)	214 (1.7)
Arkansas	15 (2.7)	204 (4.3)	62 (3.2)	212 (1.5)	22 (2.8)	218 (2.0)
California	8 (1.5)	196 (6.6)	40 (2.7)	203 (3.2)	52 (3.2)	205 (3.0)
Colorado	8 (1.8)	213 (3.0)!	54 (3.3)	218 (1.5)	38 (3.0)	220 (2.0)
Connecticut	6 (1.2)	205 (8.0)!	49 (3.1)	220 (2.1)	45 (3.2)	232 (1.7)
Delaware*	18 (0.8)	204 (1.6)	52 (1.1)	214 (0.8)	30 (1.0)	222 (1.6)
Dist. Columbia	40 (1.5)	182 (1.6)	54 (1.5)	189 (1.6)	5 (0.6)	213 (5.6)
Florida	12 (1.7)	197 (4.6)	59 (2.5)	210 (1.6)	29 (2.3)	214 (1.9)
Georgia	19 (2.7)	204 (4.3)	51 (2.8)	214 (2.0)	30 (3.4)	216 (3.0)
Hawaii	9 (1.5)	194 (5.1)	61 (3.1)	204 (2.0)	30 (2.9)	205 (2.8)
Idaho	11 (2.3)	216 (2.5)!	51 (3.4)	220 (1.1)	38 (3.4)	223 (1.7)
Indiana	6 (1.7)	204 (4.4)!	58 (3.9)	223 (1.6)	36 (3.4)	225 (2.1)
Iowa	8 (2.0)	218 (3.3)!	49 (3.2)	228 (1.5)	43 (3.2)	226 (1.6)
Kentucky	14 (2.4)	208 (2.9)	66 (3.5)	214 (1.6)	20 (3.3)	215 (2.9)
Louisiana	22 (2.9)	198 (2.2)	54 (3.0)	207 (1.8)	23 (3.1)	206 (2.4)
Maine*	11 (2.4)	225 (3.4)!	50 (4.0)	228 (1.7)	39 (3.9)	230 (1.8)
Maryland	7 (1.6)	191 (7.3)!	45 (3.3)	207 (2.3)	48 (3.4)	220 (1.8)
Massachusetts	14 (2.4)	215 (2.5)	49 (3.2)	227 (1.8)	36 (3.4)	234 (1.8)
Michigan	9 (1.8)	204 (4.6)	49 (3.5)	215 (2.2)	42 (3.1)	223 (2.0)
Minnesota	10 (2.4)	213 (3.7)!	50 (3.1)	222 (1.8)	39 (3.2)	223 (2.5)
Mississippi	22 (3.0)	195 (3.6)	65 (3.0)	201 (1.6)	13 (2.2)	203 (4.0)
Missouri	13 (2.3)	212 (4.2)	54 (3.5)	220 (1.7)	33 (3.6)	228 (2.4)
Nebraska*	17 (3.3)	224 (3.1)!	50 (4.0)	223 (1.7)	33 (3.5)	221 (2.4)
New Hampshire*	10 (1.7)	221 (3.1)	56 (3.2)	230 (1.6)	34 (3.5)	232 (2.0)
New Jersey*	12 (2.0)	210 (3.9)	58 (3.4)	222 (1.6)	30 (3.0)	236 (2.9)
New Mexico	18 (2.9)	207 (3.8)	58 (4.2)	214 (2.2)	24 (3.7)	211 (3.5)
New York*	16 (2.5)	205 (5.6)	49 (3.6)	214 (2.2)	35 (3.7)	224 (2.5)
North Carolina	15 (2.6)	210 (3.2)	52 (3.2)	209 (1.7)	33 (3.3)	220 (2.1)
North Dakota	17 (3.2)	229 (2.9)	55 (4.8)	225 (1.6)	29 (3.8)	228 (2.3)
Ohio	12 (2.4)	215 (3.9)	55 (3.8)	218 (1.9)	33 (3.9)	221 (2.7)
Oklahoma	16 (2.3)	217 (2.9)	57 (3.7)	221 (1.1)	27 (3.5)	228 (2.1)
Pennsylvania	13 (2.0)	205 (3.5)	49 (3.9)	221 (1.9)	39 (4.1)	228 (2.0)
Rhode Island	9 (1.9)	209 (5.1)!	55 (3.4)	215 (2.9)	36 (3.2)	226 (2.5)
South Carolina	15 (2.3)	204 (3.0)	55 (2.9)	210 (1.8)	30 (3.0)	215 (2.3)
Tennessee	16 (2.3)	202 (3.3)	62 (2.8)	212 (1.9)	21 (2.6)	222 (2.4)
Texas	14 (1.7)	198 (3.7)	52 (2.9)	215 (2.3)	34 (3.3)	222 (2.4)
Utah	13 (2.1)	217 (3.1)	50 (3.2)	221 (1.6)	37 (3.3)	223 (1.9)
Virginia	9 (1.6)	209 (3.9)	49 (2.8)	224 (1.8)	42 (3.4)	225 (2.1)
West Virginia	16 (2.5)	210 (3.9)	64 (3.4)	218 (1.4)	20 (2.9)	216 (3.0)
Wisconsin	6 (1.6)	217 (4.7)!	51 (3.8)	226 (1.6)	43 (4.1)	226 (1.5)
Wyoming	8 (1.8)	221 (3.5)!	54 (3.2)	224 (1.4)	39 (3.3)	227 (2.3)
TERRITORY						
Guam	29 (1.0)	179 (1.8)	56 (1.0)	181 (1.8)	15 (0.6)	189 (3.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.5 | **Teachers' Reports on the Instructional Emphasis Placed on Integrating Reading and Writing, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	55 (2.7)	220 (2.2)	42 (2.6)	215 (1.7)	3 (0.9)	211 (5.4)!
Northeast	58 (6.1)	222 (5.5)	40 (5.5)	218 (3.4)	2 (1.7)	*** (***)
Southeast	49 (4.9)	214 (5.1)	50 (5.1)	213 (3.7)	1 (0.7)	*** (***)
Central	56 (5.6)	223 (2.8)	42 (5.3)	218 (3.0)	2 (1.0)	*** (***)
West	56 (5.0)	218 (4.5)	38 (4.4)	210 (2.4)	6 (3.3)	213 (6.2)!
STATES						
Alabama	47 (3.2)	205 (2.7)	50 (3.1)	211 (2.4)	2 (1.0)	*** (***)
Arizona	56 (3.1)	210 (1.6)	41 (2.8)	211 (1.8)	3 (0.8)	215 (8.9)!
Arkansas	31 (3.0)	213 (2.1)	55 (3.1)	213 (1.8)	13 (2.6)	205 (2.9)!
California	80 (2.7)	205 (2.7)	19 (2.7)	198 (4.4)	0 (0.4)	*** (***)
Colorado	70 (2.8)	220 (1.3)	29 (2.7)	214 (2.5)	1 (0.6)	*** (***)
Connecticut	72 (3.2)	227 (1.5)	27 (3.1)	219 (3.8)	1 (0.6)	*** (***)
Delaware*	49 (1.4)	220 (1.3)	46 (1.5)	210 (1.0)	5 (0.4)	200 (2.5)
Dist. Columbia	76 (1.3)	189 (1.0)	23 (1.3)	181 (2.2)	1 (0.1)	*** (***)
Florida	65 (3.4)	209 (1.8)	35 (3.4)	210 (1.6)	0 (0.3)	*** (***)
Georgia	68 (2.9)	213 (2.1)	30 (2.9)	212 (2.6)	2 (0.8)	*** (***)
Hawaii	69 (3.4)	205 (2.0)	30 (3.2)	200 (2.5)	2 (0.7)	*** (***)
Idaho	50 (3.5)	221 (1.4)	48 (3.4)	221 (1.3)	2 (0.9)	*** (***)
Indiana	41 (3.9)	224 (2.1)	53 (3.7)	221 (1.6)	6 (1.8)	224 (4.9)!
Iowa	59 (4.0)	226 (1.5)	39 (4.2)	228 (1.5)	2 (1.2)	*** (***)
Kentucky	52 (3.7)	213 (1.8)	46 (3.7)	215 (1.7)	3 (1.3)	208 (8.0)!
Louisiana	45 (3.3)	203 (2.1)	47 (3.6)	206 (1.6)	8 (2.0)	210 (4.5)!
Maine*	61 (3.8)	228 (1.8)	37 (3.8)	229 (1.7)	3 (1.0)	*** (***)
Maryland	78 (2.8)	214 (1.8)	21 (2.7)	208 (3.6)	1 (0.7)	*** (***)
Massachusetts	58 (3.6)	230 (1.4)	36 (2.9)	226 (1.9)	6 (1.6)	219 (3.7)!
Michigan	49 (3.7)	217 (2.3)	48 (3.8)	218 (2.2)	3 (1.0)	*** (***)
Minnesota	45 (4.1)	225 (1.7)	52 (4.1)	219 (2.6)	3 (1.2)	218 (4.3)!
Mississippi	44 (3.2)	200 (2.2)	50 (3.5)	201 (2.0)	6 (1.7)	191 (4.1)!
Missouri	52 (3.5)	221 (2.2)	44 (3.4)	223 (1.6)	4 (1.1)	219 (8.7)!
Nebraska*	56 (3.8)	224 (1.6)	42 (3.7)	220 (2.0)	2 (0.9)	*** (***)
New Hampshire*	63 (3.1)	231 (1.5)	34 (3.1)	228 (1.8)	3 (0.8)	*** (***)
New Jersey*	60 (4.0)	227 (2.2)	37 (4.2)	221 (2.6)	4 (1.3)	221 (7.7)!
New Mexico	66 (3.8)	213 (2.5)	33 (3.9)	211 (2.1)	1 (0.8)	*** (***)
New York*	67 (2.9)	218 (1.7)	31 (2.8)	213 (2.9)	1 (0.7)	*** (***)
North Carolina	62 (3.1)	212 (1.8)	37 (3.1)	214 (1.8)	1 (0.7)	*** (***)
North Dakota	38 (3.8)	227 (2.0)	58 (3.7)	226 (1.4)	4 (1.7)	229 (3.4)!
Ohio	52 (4.1)	221 (1.9)	45 (3.7)	217 (1.8)	3 (1.3)	202 (9.3)!
Oklahoma	44 (3.7)	223 (1.6)	52 (3.7)	222 (1.4)	4 (1.2)	222 (5.7)!
Pennsylvania	50 (3.9)	221 (2.4)	46 (3.7)	222 (1.8)	4 (1 2)	217 (6.5)!
Rhode Island	54 (3.3)	221 (2.1)	44 (3.3)	216 (3.3)	2 (0.7)	*** (***)
South Carolina	55 (3.7)	210 (1.9)	42 (3.6)	210 (2.3)	3 (1.1)	221 (7.9)!
Tennessee	47 (2.9)	214 (2.4)	47 (2.7)	212 (2.1)	6 (1.4)	205 (3.5)!
Texas	58 (3.3)	214 (2.6)	38 (3.1)	217 (2.4)	5 (1.6)	215 (4.7)!
Utah	45 (3.0)	224 (1.8)	51 (3.0)	220 (1.5)	4 (1.2)	217 (4.0)!
Virginia	72 (3.0)	225 (1.9)	27 (2.8)	218 (2.0)	1 (0.8)	*** (***)
West Virginia	36 (3.5)	221 (2.0)	59 (3.5)	215 (1.7)	4 (1.2)	197 (8.4)!
Wisconsin	54 (3.2)	225 (1.6)	42 (3.3)	225 (1.5)	4 (1.5)	219 (7.2)!
Wyoming	50 (3.7)	226 (1.8)	46 (3.7)	224 (1.6)	4 (1.2)	212 (6.1)!
TERRITORY						
Guam	51 (1.1)	181 (1.9)	47 (1.0)	182 (1.6)	2 (0.4)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.6 | **Teachers' Reports on the Instructional Emphasis Placed on Whole Language, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	42 (3.0)	219 (2.6)	41 (2.7)	217 (1.4)	18 (1.8)	215 (2.0)
Northeast	50 (5.0)	227 (5.9)	36 (3.6)	217 (3.8)	13 (3.2)	207 (5.8)!
Southeast	39 (5.7)	211 (6.0)	37 (4.8)	214 (2.7)	24 (4.3)	216 (3.0)!
Central	34 (7.2)	225 (4.1)!	47 (6.9)	218 (2.4)	19 (3.7)	221 (4.0)
West	45 (3.9)	215 (4.7)	41 (4.2)	217 (3.4)	14 (2.1)	211 (4.2)
STATES						
Alabama	30 (2.8)	205 (3.8)	51 (3.3)	210 (2.2)	19 (2.3)	211 (4.2)
Arizona	30 (2.7)	207 (2.8)	44 (2.7)	212 (1.6)	26 (2.5)	211 (3.4)
Arkansas	21 (3.3)	207 (3.2)	50 (3.8)	212 (2.1)	29 (3.3)	215 (1.9)
California	69 (3.0)	205 (2.7)	28 (3.1)	200 (4.3)	4 (1.1)	203 (7.7)!
Colorado	57 (3.2)	220 (1.4)	35 (2.8)	215 (2.1)	8 (1.8)	222 (4.2)!
Connecticut	48 (3.8)	226 (2.1)	41 (3.5)	224 (2.3)	11 (2.4)	220 (4.7)!
Delaware*	33 (1.0)	218 (1.8)	48 (1.2)	213 (1.1)	19 (0.7)	213 (1.3)
Dist. Columbia	42 (1.5)	188 (1.7)	47 (1.5)	186 (1.5)	11 (0.7)	190 (3.2)
Florida	51 (4.1)	208 (2.2)	40 (3.7)	210 (1.8)	9 (1.5)	214 (3.3)
Georgia	61 (3.3)	214 (2.2)	30 (3.0)	215 (2.2)	9 (1.6)	201 (4.1)
Hawaii	38 (3.3)	200 (2.8)	44 (3.2)	206 (1.9)	18 (2.2)	206 (3.5)
Idaho	35 (3.5)	222 (1.4)	46 (3.3)	221 (1.5)	19 (2.8)	218 (2.3)
Indiana	33 (3.7)	222 (2.3)	50 (3.8)	224 (1.6)	18 (2.4)	221 (2.7)
Iowa	47 (4.1)	228 (1.5)	40 (3.7)	226 (1.7)	13 (2.3)	223 (2.6)
Kentucky	28 (3.3)	209 (2.2)	49 (3.6)	216 (2.2)	23 (3.2)	214 (1.6)
Louisiana	34 (3.4)	198 (2.5)	36 (3.1)	207 (2.1)	30 (3.5)	211 (2.1)
Maine*	35 (4.1)	228 (2.4)	46 (4.1)	229 (1.6)	19 (3.2)	228 (2.8)
Maryland	59 (3.2)	214 (2.1)	32 (2.8)	211 (3.0)	9 (1.9)	209 (4.0)!
Massachusetts	33 (3.8)	229 (2.5)	48 (4.1)	229 (1.7)	19 (2.7)	221 (2.4)
Michigan	41 (3.4)	219 (3.1)	44 (3.3)	217 (1.7)	15 (2.3)	214 (3.5)
Minnesota	28 (3.2)	224 (2.1)	47 (3.8)	224 (2.0)	26 (3.4)	214 (3.3)
Mississippi	31 (3.6)	199 (2.5)	44 (3.3)	198 (2.4)	25 (3.2)	205 (2.5)
Missouri	32 (3.3)	219 (2.8)	48 (3.2)	223 (1.5)	20 (2.9)	224 (2.4)
Nebraska*	26 (3.8)	222 (2.5)	50 (4.9)	222 (1.5)	23 (4.2)	225 (2.8)
New Hampshire*	37 (3.5)	231 (2.1)	47 (3.2)	228 (1.6)	16 (2.3)	231 (3.2)
New Jersey*	43 (3.6)	225 (2.4)	39 (3.4)	224 (2.5)	18 (3.0)	225 (3.8)
New Mexico	35 (3.7)	214 (3.0)	45 (4.0)	212 (2.7)	21 (3.5)	206 (3.4)
New York*	49 (3.1)	214 (2.0)	40 (3.1)	217 (2.9)	11 (1.9)	220 (5.7)
North Carolina	49 (3.5)	212 (2.3)	44 (3.2)	213 (1.7)	8 (1.4)	217 (3.6)
North Dakota	19 (3.1)	225 (2.4)	45 (4.7)	225 (1.9)	36 (4.6)	231 (2.0)
Ohio	31 (4.2)	219 (2.4)	48 (3.9)	218 (2.1)	21 (3.1)	221 (3.2)
Oklahoma	24 (3.0)	223 (2.0)	58 (3.2)	222 (1.5)	18 (2.5)	220 (1.6)
Pennsylvania	34 (3.4)	223 (2.5)	42 (3.4)	220 (2.0)	23 (3.6)	222 (2.9)
Rhode Island	30 (3.3)	222 (2.8)	48 (3.4)	217 (2.8)	23 (2.8)	217 (3.8)
South Carolina	42 (3.9)	209 (2.1)	41 (3.3)	213 (2.3)	17 (2.7)	210 (3.6)
Tennessee	27 (3.0)	209 (2.9)	49 (3.7)	215 (2.0)	24 (2.6)	211 (2.3)
Texas	42 (3.0)	212 (2.8)	41 (3.5)	217 (2.5)	17 (2.6)	217 (2.6)
Utah	34 (2.9)	224 (2.2)	52 (2.7)	221 (1.4)	14 (2.2)	215 (2.4)
Virginia	48 (4.2)	225 (2.2)	41 (3.5)	221 (2.2)	12 (2.2)	221 (3.3)
West Virginia	26 (3.5)	220 (2.7)	50 (4.1)	214 (2.1)	24 (3.2)	216 (2.3)
Wisconsin	35 (3.6)	225 (1.9)	50 (3.7)	224 (1.3)	15 (2.8)	228 (3.5)
Wyoming	37 (3.1)	226 (1.9)	47 (2.9)	224 (1.6)	16 (3.1)	225 (2.4)
TERRITORY						
Guam	40 (0.9)	179 (1.9)	42 (1.1)	183 (2.1)	18 (0.9)	186 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.7 | **Teachers' Reports on the Instructional Emphasis Placed on Literature-Based Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	50 (3.1)	220 (2.0)	38 (3.3)	217 (1.9)	11 (1.9)	208 (3.2)
Northeast	51 (8.9)	223 (5.0)	38 (7.6)	221 (5.2)!	10 (3.5)	204 (7.3)!
Southeast	43 (4.9)	215 (6.2)	39 (5.9)	215 (3.3)	18 (5.1)	205 (2.4)!
Central	55 (5.3)	224 (2.0)	36 (5.8)	217 (3.8)	9 (3.5)	219 (5.8)!
West	52 (6.0)	217 (4.2)	40 (7.4)	214 (3.3)!	8 (2.2)	203 (6.6)!
STATES						
Alabama	32 (3.2)	212 (2.9)	55 (3.8)	207 (2.3)	14 (2.6)	205 (4.4)!
Arizona	48 (3.3)	214 (1.5)	37 (2.8)	207 (1.9)	15 (2.7)	209 (5.6)
Arkansas	24 (2.4)	212 (2.6)	56 (3.4)	213 (1.9)	20 (2.9)	210 (2.4)
California	87 (2.5)	206 (2.4)	12 (2.3)	186 (6.1)	2 (0.9)	*** (***)
Colorado	73 (3.5)	220 (1.4)	22 (3.0)	214 (2.6)	5 (1.6)	217 (4.1)!
Connecticut	62 (3.7)	229 (1.5)	30 (3.6)	217 (3.4)	8 (1.9)	215 (7.5)!
Delaware*	44 (1.3)	217 (1.4)	40 (1.4)	214 (1.1)	16 (0.7)	209 (1.7)
Dist. Columbia	37 (1.3)	191 (1.7)	51 (1.6)	186 (1.4)	12 (0.8)	184 (3.1)
Florida	52 (3.5)	211 (2.0)	42 (3.4)	209 (1.9)	6 (1.1)	195 (5.4)
Georgia	65 (3.9)	215 (2.2)	29 (3.4)	212 (2.5)	6 (1.5)	198 (5.4)!
Hawaii	49 (3.3)	203 (2.5)	41 (3.0)	204 (1.9)	9 (1.7)	203 (4.7)
Idaho	44 (3.5)	222 (1.6)	48 (3.5)	220 (1.3)	8 (1.7)	215 (3.9)!
Indiana	37 (3.3)	225 (2.2)	50 (3.1)	221 (1.4)	13 (2.3)	221 (3.8)
Iowa	52 (3.8)	227 (1.4)	41 (4.0)	226 (1.7)	7 (2.0)	224 (3.1)!
Kentucky	35 (3.8)	213 (2.4)	43 (3.8)	214 (1.8)	22 (3.5)	214 (2.3)
Louisiana	28 (3.1)	206 (3.0)	55 (2.9)	204 (1.8)	17 (2.7)	207 (3.3)
Maine*	62 (4.1)	229 (1.7)	34 (3.8)	227 (1.7)	4 (1.4)	229 (5.8)!
Maryland	66 (3.0)	215 (2.0)	30 (2.9)	209 (2.3)	4 (1.1)	189 (5.4)!
Massachusetts	51 (4.4)	231 (1.9)	42 (4.3)	225 (1.6)	8 (1.7)	222 (3.7)!
Michigan	46 (3.9)	220 (2.1)	45 (3.6)	217 (2.4)	10 (1.9)	211 (6.8)!
Minnesota	41 (3.3)	224 (2.0)	49 (3.4)	222 (2.0)	11 (1.8)	211 (4.7)
Mississippi	28 (3.5)	199 (2.3)	60 (3.7)	201 (2.1)	12 (2.3)	202 (3.6)
Missouri	46 (3.9)	222 (2.6)	40 (3.4)	221 (2.1)	15 (2.5)	221 (2.9)
Nebraska*	49 (4.0)	224 (1.8)	39 (3.8)	222 (1.7)	13 (2.9)	222 (4.2)!
New Hampshire*	59 (3.5)	230 (1.5)	38 (3.2)	230 (2.1)	3 (1.0)	224 (6.8)!
New Jersey*	36 (3.7)	228 (3.1)	46 (4.2)	226 (2.2)	18 (2.6)	215 (3.5)
New Mexico	50 (4.2)	215 (2.1)	43 (4.2)	209 (2.8)	7 (1.7)	203 (8.3)!
New York*	57 (3.8)	218 (2.0)	37 (3.7)	213 (3.6)	6 (1.3)	220 (3.8)!
North Carolina	60 (3.6)	215 (1.7)	35 (3.2)	210 (2.3)	5 (1.4)	200 (4.4)!
North Dakota	24 (3.2)	228 (2.2)	56 (3.7)	227 (1.4)	19 (3.5)	226 (2.9)!
Ohio	49 (4.3)	223 (1.9)	37 (3.4)	214 (2.3)	15 (3.3)	218 (4.7)!
Oklahoma	40 (3.4)	227 (1.5)	51 (3.5)	219 (1.4)	8 (2.1)	222 (3.1)!
Pennsylvania	40 (3.4)	225 (2.7)	43 (3.6)	222 (1.9)	17 (3.5)	214 (3.0)!
Rhode Island	49 (3.6)	222 (2.4)	46 (3.3)	215 (3.1)	5 (1.5)	206 (6.4)!
South Carolina	45 (3.9)	211 (2.0)	43 (3.6)	210 (2.0)	12 (2.2)	213 (4.5)!
Tennessee	28 (2.9)	214 (2.6)	58 (2.9)	213 (1.9)	13 (1.9)	209 (3.7)
Texas	53 (4.0)	220 (2.3)	38 (3.5)	211 (2.9)	10 (2.3)	208 (4.6)!
Utah	47 (3.5)	223 (1.7)	44 (3.4)	220 (1.4)	9 (1.7)	216 (2.7)!
Virginia	58 (3.4)	227 (2.0)	35 (3.2)	217 (2.1)	7 (1.5)	222 (4.9)!
West Virginia	24 (2.7)	217 (3.6)	57 (3.6)	218 (1.9)	19 (2.9)	210 (3.5)
Wisconsin	49 (4.9)	228 (1.7)	40 (4.4)	223 (1.7)	11 (2.2)	220 (4.0)
Wyoming	55 (3.4)	226 (1.6)	38 (3.1)	224 (1.9)	7 (1.5)	218 (4.7)!
TERRITORY						
Guam	39 (0.9)	180 (2.2)	45 (0.9)	185 (2.0)	15 (0.8)	177 (3.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.8 | **Teachers' Reports on the Instructional Emphasis Placed on Reading Across Content Areas, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	49 (2.7)	216 (2.0)	41 (2.1)	219 (1.8)	9 (2.1)	214 (4.4)!
Northeast	45 (7.1)	221 (6.2)	43 (3.5)	220 (4.6)	12 (7.2)	217 (7.6)!
Southeast	58 (4.2)	211 (4.2)	38 (3.8)	216 (3.5)	4 (1.2)	*** (***)
Central	43 (4.8)	219 (3.0)	46 (4.0)	221 (2.3)	11 (4.2)	225 (7.4)!
West	53 (5.7)	215 (3.7)	37 (5.3)	218 (4.6)	10 (3.0)	198 (7.5)!
STATES						
Alabama	46 (3.3)	208 (2.2)	46 (3.2)	209 (2.4)	8 (2.3)	209 (6.1)!
Arizona	48 (3.0)	211 (1.9)	42 (3.0)	210 (1.7)	10 (2.3)	210 (3.8)!
Arkansas	39 (3.7)	212 (2.2)	45 (3.6)	212 (1.9)	17 (2.9)	211 (3.2)
California	70 (3.8)	206 (2.8)	28 (3.6)	199 (3.8)	2 (0.7)	*** (***)
Colorado	53 (3.2)	220 (1.6)	42 (3.1)	218 (1.9)	5 (1.2)	213 (5.6)!
Connecticut	48 (3.6)	226 (1.7)	45 (3.5)	224 (2.7)	7 (1.8)	225 (7.0)!
Delaware*	34 (1.4)	222 (1.3)	52 (1.4)	212 (1.0)	15 (0.7)	207 (1.7)
Dist. Columbia	71 (1.3)	186 (1.0)	28 (1.3)	190 (2.0)	1 (0.1)	*** (***)
Florida	50 (3.4)	211 (2.1)	46 (3.4)	209 (1.6)	4 (1.1)	200 (9.4)!
Georgia	57 (3.3)	214 (2.0)	37 (2.9)	212 (2.5)	7 (1.6)	205 (5.0)!
Hawaii	48 (3.2)	206 (2.4)	43 (2.9)	204 (2.4)	9 (1.4)	192 (4.5)
Idaho	48 (3.6)	222 (1.5)	47 (3.4)	221 (1.4)	5 (1.3)	212 (7.0)!
Indiana	45 (3.1)	223 (2.1)	45 (2.9)	222 (1.7)	10 (1.9)	224 (4.1)!
Iowa	34 (3.7)	228 (1.6)	54 (3.8)	226 (1.6)	12 (2.7)	226 (3.2)!
Kentucky	38 (3.3)	213 (2.0)	49 (3.2)	212 (1.5)	13 (2.4)	219 (4.0)
Louisiana	46 (3.1)	204 (1.9)	47 (3.4)	205 (2.0)	7 (1.8)	210 (4.1)!
Maine*	46 (3.6)	228 (2.0)	47 (3.3)	229 (1.4)	7 (2.0)	224 (5.7)!
Maryland	54 (3.4)	213 (2.2)	40 (3.3)	212 (2.6)	5 (1.6)	211 (8.2)!
Massachusetts	52 (4.1)	228 (1.6)	40 (4.0)	228 (2.0)	7 (1.9)	223 (4.3)!
Michigan	48 (3.7)	221 (2.2)	48 (3.5)	214 (2.4)	4 (1.3)	220 (4.5)!
Minnesota	33 (3.4)	221 (2.6)	56 (3.6)	223 (1.9)	11 (2.5)	217 (4.7)!
Mississippi	45 (3.4)	197 (2.4)	47 (3.4)	203 (1.5)	8 (1.9)	204 (3.9)!
Missouri	47 (4.0)	220 (2.3)	46 (3.7)	223 (1.4)	7 (1.7)	219 (6.8)!
Nebraska*	43 (4.5)	223 (1.8)	51 (4.3)	222 (1.7)	7 (1.4)	229 (4.7)!
New Hampshire*	46 (3.6)	229 (1.7)	47 (3.3)	230 (1.9)	7 (1.8)	227 (3.5)!
New Jersey*	41 (3.3)	223 (1.9)	49 (3.3)	227 (2.2)	10 (2.2)	222 (5.5)!
New Mexico	59 (4.0)	214 (2.6)	38 (3.9)	210 (2.5)	3 (0.9)	205 (5.1)!
New York*	60 (3.4)	216 (2.0)	36 (3.1)	215 (2.4)	4 (1.3)	225 (6.2)!
North Carolina	54 (3.1)	214 (2.0)	42 (3.0)	211 (1.9)	4 (0.8)	215 (5.4)!
North Dakota	47 (4.1)	227 (1.7)	46 (3.7)	227 (1.9)	7 (2.4)	222 (3.5)!
Ohio	41 (3.9)	218 (2.0)	49 (3.3)	220 (1.8)	9 (1.9)	215 (5.0)!
Oklahoma	45 (4.1)	224 (1.4)	49 (3.9)	220 (1.3)	6 (2.0)	226 (4.2)!
Pennsylvania	38 (3.7)	221 (2.2)	48 (3.6)	223 (1.9)	13 (2.5)	217 (3.5)
Rhode Island	33 (3.4)	224 (2.3)	57 (3.1)	215 (2.5)	10 (1.8)	217 (6.0)
South Carolina	47 (3.3)	209 (2.2)	46 (3.1)	211 (1.8)	8 (1.8)	216 (5.0)!
Tennessee	44 (2.8)	211 (2.3)	47 (3.2)	215 (2.0)	9 (2.1)	211 (5.4)!
Texas	51 (3.9)	212 (2.0)	43 (4.1)	219 (2.6)	7 (1.9)	214 (6.9)!
Utah	40 (3.3)	224 (2.1)	49 (3.0)	221 (1.3)	11 (1.7)	213 (3.4)
Virginia	57 (3.1)	225 (2.1)	36 (2.7)	219 (2.4)	7 (1.6)	222 (3.7)!
West Virginia	42 (3.1)	216 (2.2)	50 (3.2)	217 (1.8)	8 (1.8)	211 (4.1)!
Wisconsin	41 (3.5)	225 (2.0)	50 (3.3)	225 (1.2)	9 (2.2)	224 (4.8)!
Wyoming	50 (3.3)	224 (1.5)	42 (3.1)	226 (1.8)	8 (1.8)	222 (5.3)!
TERRITORY						
Guam	50 (1.1)	182 (1.8)	48 (1.0)	181 (2.0)	2 (0.3)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.9 | **Teachers' Reports on the Instructional Emphasis Placed on Individualized Reading Programs, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Heavy Emphasis		Moderate Emphasis		Little or No Emphasis	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	11 (1.6)	216 (3.5)	35 (2.5)	215 (2.0)	54 (2.8)	219 (1.8)
Northeast	15 (3.8)	219 (4.7)!	32 (4.5)	215 (5.0)!	53 (7.0)	224 (4.6)
Southeast	11 (4.0)	210 (6.9)!	49 (5.5)	212 (3.1)	40 (6.2)	217 (3.8)
Central	4 (1.1)	*** (***)	27 (5.2)	220 (3.6)	69 (5.2)	222 (2.6)
West	16 (3.9)	219 (6.5)!	34 (5.2)	215 (6.3)	50 (4.3)	213 (3.1)
STATES						
Alabama	14 (2.6)	210 (3.6)	44 (3.6)	205 (2.7)	42 (3.7)	212 (2.7)
Arizona	7 (1.5)	209 (5.7)!	35 (2.8)	208 (2.1)	58 (3.0)	212 (1.7)
Arkansas	12 (1.5)	205 (4.4)	40 (3.0)	212 (2.3)	49 (3.0)	213 (1.4)
California	10 (1.7)	210 (4.7)	35 (3.2)	200 (3.4)	54 (3.9)	204 (2.7)
Colorado	25 (3.4)	220 (2.9)	39 (2.7)	218 (1.8)	36 (2.8)	217 (1.8)
Connecticut	9 (2.1)	216 (7.3)!	35 (3.0)	226 (2.1)	57 (3.1)	225 (1.8)
Delaware*	8 (1.0)	212 (3.7)	29 (1.1)	218 (1.3)	63 (1.2)	213 (0.6)
Dist. Columbia	26 (1.1)	187 (2.0)	49 (1.6)	183 (1.4)	24 (1.2)	194 (2.5)
Florida	16 (2.5)	207 (3.7)	41 (2.6)	209 (2.1)	43 (2.9)	210 (1.9)
Georgia	17 (2.5)	213 (4.7)	38 (3.2)	213 (2.0)	46 (3.7)	212 (2.6)
Hawaii	11 (2.4)	204 (4.5)!	34 (3.0)	202 (2.6)	55 (3.4)	205 (2.3)
Idaho	9 (1.9)	218 (3.5)!	34 (3.4)	221 (1.7)	58 (3.3)	221 (1.5)
Indiana	7 (1.9)	218 (5.3)!	29 (3.3)	222 (2.3)	65 (3.9)	223 (1.7)
Iowa	4 (1.0)	223 (5.0)!	21 (2.9)	225 (2.5)	74 (2.9)	227 (1.2)
Kentucky	10 (1.9)	213 (5.1)	39 (3.6)	214 (2.1)	51 (3.7)	214 (1.4)
Louisiana	12 (1.9)	197 (4.8)	36 (3.3)	204 (2.1)	53 (3.4)	208 (1.6)
Maine*	20 (3.7)	226 (2.8)	36 (3.2)	228 (2.0)	44 (3.2)	229 (1.6)
Maryland	10 (2.1)	202 (6.0)!	40 (3.0)	210 (2.7)	50 (3.0)	217 (1.9)
Massachusetts	9 (2.1)	224 (4.3)!	35 (3.1)	230 (1.9)	56 (3.7)	227 (1.6)
Michigan	5 (1.3)	207 (7.6)!	35 (3.9)	220 (2.6)	60 (4.1)	217 (1.9)
Minnesota	5 (1.6)	223 (7.3)!	27 (3.1)	221 (2.5)	67 (2.9)	222 (1.9)
Mississippi	14 (2.4)	193 (4.6)	45 (3.5)	199 (2.5)	42 (3.3)	203 (1.9)
Missouri	10 (2.2)	211 (5.4)!	32 (3.0)	223 (2.0)	59 (3.3)	223 (1.4)
Nebraska*	13 (3.4)	221 (3.0)!	28 (3.8)	221 (2.2)	59 (4.1)	224 (1.7)
New Hampshire*	23 (3.5)	226 (2.2)	32 (2.9)	228 (2.0)	46 (3.8)	232 (1.8)
New Jersey*	6 (1.4)	215 (5.9)!	40 (3.8)	224 (2.3)	54 (3.7)	226 (2.3)
New Mexico	12 (2.6)	213 (3.7)!	42 (3.9)	214 (2.6)	46 (3.9)	210 (2.6)
New York*	15 (2.1)	210 (3.7)	40 (2.8)	216 (2.7)	46 (3.6)	218 (2.2)
North Carolina	12 (2.2)	208 (4.1)	42 (3.1)	212 (2.2)	46 (3.0)	215 (1.7)
North Dakota	7 (2.0)	226 (4.1)!	38 (4.9)	226 (1.9)	55 (4.8)	228 (1.7)
Ohio	9 (2.0)	216 (3.9)!	37 (3.5)	220 (2.3)	54 (4.0)	218 (2.0)
Oklahoma	10 (1.9)	215 (3.8)	47 (3.5)	222 (1.6)	43 (3.6)	224 (1.4)
Pennsylvania	7 (1.6)	214 (5.9)!	29 (3.0)	220 (2.5)	65 (3.5)	223 (1.7)
Rhode Island	8 (1.6)	215 (5.9)!	35 (3.5)	217 (2.8)	57 (3.8)	220 (2.8)
South Carolina	13 (1.8)	204 (2.6)	36 (2.9)	211 (2.0)	51 (3.2)	213 (2.1)
Tennessee	14 (2.4)	199 (4.2)	43 (3.8)	215 (2.3)	43 (3.6)	216 (1.9)
Texas	16 (3.0)	213 (5.5)	36 (2.6)	211 (2.3)	48 (3.8)	219 (2.1)
Utah	17 (2.4)	221 (2.5)	38 (3.1)	224 (1.7)	45 (3.1)	220 (1.7)
Virginia	15 (2.5)	221 (3.3)	34 (3.0)	220 (2.5)	52 (3.1)	225 (1.8)
West Virginia	7 (1.6)	212 (4.3)!	33 (3.3)	215 (2.9)	60 (3.5)	217 (1.7)
Wisconsin	7 (1.7)	221 (4.8)!	35 (3.7)	227 (2.0)	58 (3.7)	224 (1.3)
Wyoming	6 (1.4)	223 (3.6)!	37 (3.1)	226 (1.7)	57 (2.9)	224 (1.7)
TERRITORY						
Guam	24 (1.0)	177 (2.0)	49 (1.1)	181 (1.9)	27 (0.8)	188 (2.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.10 **Teachers' Reports on the Amount of Time Devoted to Various Aspects of Reading, Grade 4, 1992 Reading Assessment**

	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Decoding Skills						
Nation	15 (1.7)	209 (2.8)	70 (2.3)	220 (1.3)	14 (1.8)	222 (3.0)
High Ability	13 (3.9)	226 (6.8)	72 (5.7)	236 (3.7)	14 (5.4)	249 (5.1)
Average Ability	14 (2.7)	218 (4.2)	76 (3.2)	224 (1.9)	10 (2.3)	212 (5.3)
Low Ability	24 (4.8)	188 (4.3)	67 (6.2)	196 (3.2)	9 (4.0)	191 (17.0)
Mixed Ability	13 (2.8)	210 (4.1)	67 (3.6)	221 (2.2)	20 (3.3)	226 (4.0)
Oral Reading						
Nation	24 (2.1)	212 (2.2)	70 (2.1)	220 (1.3)	6 (1.3)	226 (5.4)
High Ability	24 (5.6)	224 (5.8)	65 (6.4)	239 (3.4)	11 (4.6)	250 (9.1)
Average Ability	26 (3.8)	220 (2.7)	70 (4.0)	223 (2.3)	4 (1.5)	213 (6.6)
Low Ability	32 (6.0)	188 (3.3)	66 (6.4)	197 (3.3)	2 (1.3)	186(17.0)
Mixed Ability	18 (3.2)	214 (3.6)	75 (3.3)	222 (2.0)	8 (2.3)	228 (7.1)
Vocabulary						
Nation	39 (2.7)	216 (1.7)	59 (2.7)	221 (1.6)	15 (0.7)	212(11.7)
High Ability	35 (6.7)	228 (5.8)	65 (6.7)	241 (3.4)	0 (0.0)	*** (0.0)
Average Ability	41 (5.1)	222 (2.4)	57 (5.1)	222 (2.5)	2 (1.5)	213(21.5)
Low Ability	45 (6.2)	193 (3.4)	54 (6.0)	195 (4.0)	0 (0.5)	170 (***)
Mixed Ability	36 (4.0)	217 (2.9)	63 (3.8)	223 (2.2)	1 (0.9)	216 (7.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. Percentages may not total 100 percent due to rounding error. *** Sample size insufficient to permit reliable estimate.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.10 Teachers' Reports on the Amount of Time Devoted to Various Aspects of Reading, Grade 4, 1992 Reading Assessment (continued)

	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Comprehension/Interpretation						
Nation	69(2.4)	219 (1.5)	31 (2.4)	218 (1.7)	0 (0.0)	** (0.0)
High Ability	70 (7.0)	236 (3.5)	30 (7.0)	237 (5.5)	0 (0.0)	** (0.0)
Average Ability	70 (2.7)	222 (2.2)	30 (2.7)	222 (2.7)	0 (0.0)	** (0.0)
Low Ability	64 (6.4)	194 (3.7)	36 (6.4)	194 (3.9)	0 (0.0)	** (0.0)
Mixed Ability	70 (4.0)	221 (2.6)	30 (4.0)	220 (1.9)	0 (0.0)	** (0.0)
Reading Strategies						
Nation	39 (2.0)	219 (2.1)	59 (2.1)	219 (1.5)	2 (0.6)	220 (7.3)
High Ability	37 (6.9)	236 (5.4)	58 (6.6)	236 (3.8)	6 (3.5)	241(23.5)
Average Ability	41 (3.3)	221 (3.4)	57 (4.1)	223 (2.0)	2 (1.2)	220 (8.4)
Low Ability	40 (5.3)	192 (4.5)	60 (5.3)	196 (3.5)	0 (0.3)	153(24.1)
Mixed Ability	37 (3.0)	223 (3.2)	61 (3.0)	220 (2.2)	2 (0.8)	211 (8.7)

TABLE 8.11 | **Teachers' Reports on the Amount of Instructional Time Devoted to Decoding Skills, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	15 (1.7)	207 (2.7)	69 (2.5)	218 (1.4)	15 (2.1)	221 (3.2)
Northeast	20 (4.8)	209 (5.5)!	67 (4.6)	222 (3.6)	13 (2.7)	224 (6.9)!
Southeast	19 (3.3)	206 (4.1)	65 (6.2)	215 (3.1)	16 (4.1)	213 (6.5)!
Central	13 (2.7)	211 (5.1)!	74 (3.2)	221 (2.2)	12 (3.7)	229 (6.1)!
West	10 (3.0)	194 (5.2)!	69 (5.7)	215 (3.6)	21 (5.3)	221 (5.5)!
STATES						
Alabama	26 (3.1)	200 (3.5)	70 (3.4)	211 (1.8)	4 (1.3)	216 (5.1)!
Arizona	11 (2.3)	202 (5.3)!	72 (2.7)	210 (1.5)	17 (2.8)	219 (2.4)
Arkansas	24 (3.1)	207 (3.1)	73 (3.2)	213 (1.5)	3 (0.9)	*** (***)
California	9 (1.8)	197 (5.9)!	68 (3.0)	203 (2.6)	22 (2.8)	208 (4.9)
Colorado	14 (2.2)	216 (3.7)	71 (3.5)	219 (1.2)	16 (2.4)	220 (2.5)
Connecticut	13 (2.5)	213 (5.3)	69 (3.0)	224 (1.7)	18 (2.9)	234 (2.7)
Delaware*	17 (0.8)	208 (1.4)	68 (1.1)	214 (0.9)	16 (0.9)	225 (2.5)
Dist. Columbia	43 (1.5)	187 (1.3)	55 (1.5)	186 (1.3)	2 (0.3)	*** (***)
Florida	14 (1.9)	200 (4.3)	76 (2.4)	210 (1.3)	10 (2.0)	215 (2.4)!
Georgia	23 (3.2)	203 (3.2)	66 (3.0)	215 (2.2)	11 (1.8)	219 (4.1)
Hawaii	15 (2.4)	200 (4.6)	76 (2.7)	203 (2.0)	9 (1.8)	212 (4.0)!
Idaho	12 (2.2)	221 (2.6)	71 (3.2)	220 (1.2)	17 (2.7)	222 (3.1)
Indiana	15 (2.5)	215 (3.5)	77 (2.6)	223 (1.4)	8 (1.7)	231 (4.0)!
Iowa	9 (1.7)	222 (4.0)	71 (3.0)	227 (1.2)	21 (3.1)	228 (2.4)
Kentucky	17 (2.7)	210 (2.5)	78 (2.6)	214 (1.5)	5 (1.5)	210 (4.3)!
Louisiana	37 (3.3)	202 (2.0)	58 (3.1)	207 (1.7)	4 (1.7)	205 (5.3)!
Maine*	11 (2.3)	228 (4.4)!	68 (3.7)	228 (1.2)	21 (3.3)	230 (3.0)
Maryland	16 (2.2)	200 (4.8)	64 (2.9)	211 (1.9)	20 (2.4)	225 (3.0)
Massachusetts	16 (2.8)	222 (2.4)	68 (3.6)	227 (1.5)	16 (2.8)	237 (2.3)
Michigan	14 (2.2)	209 (4.2)	74 (3.2)	219 (1.8)	13 (2.4)	218 (3.2)
Minnesota	9 (1.7)	219 (4.4)	73 (2.9)	222 (1.9)	18 (3.0)	223 (3.5)
Mississippi	32 (3.4)	196 (3.3)	66 (3.4)	201 (1.5)	2 (0.9)	*** (***)
Missouri	21 (2.4)	215 (3.0)	70 (2.9)	222 (1.6)	9 (2.0)	232 (3.9)!
Nebraska*	18 (3.4)	222 (2.7)!	69 (3.5)	223 (1.5)	13 (2.4)	224 (3.2)!
New Hampshire*	10 (2.0)	224 (3.3)	78 (2.9)	229 (1.4)	11 (2.5)	238 (3.2)!
New Jersey*	28 (3.5)	220 (2.7)	60 (3.8)	225 (2.1)	12 (2.4)	233 (6.6)!
New Mexico	19 (3.6)	212 (3.9)	76 (3.6)	212 (2.0)	4 (1.4)	215 (5.3)!
New York*	17 (2.4)	206 (3.7)	69 (2.9)	216 (1.8)	14 (2.0)	228 (3.8)
North Carolina	18 (2.5)	205 (2.9)	75 (2.6)	213 (1.5)	7 (1.4)	223 (4.5)!
North Dakota	15 (3.4)	230 (3.7)!	78 (3.6)	226 (1.4)	7 (1.8)	229 (3.5)!
Ohio	17 (2.9)	220 (3.0)	72 (3.1)	218 (1.8)	11 (2.9)	221 (4.1)!
Oklahoma	25 (3.0)	217 (1.6)	70 (3.4)	223 (1.2)	5 (1.4)	230 (3.7)!
Pennsylvania	20 (2.5)	209 (2.6)	70 (3.0)	224 (1.6)	10 (1.9)	231 (4.4)!
Rhode Island	13 (2.1)	210 (5.6)	75 (2.6)	218 (2.5)	12 (1.9)	229 (3.7)
South Carolina	22 (2.5)	203 (2.5)	71 (2.7)	212 (1.7)	7 (1.7)	215 (4.0)!
Tennessee	26 (2.8)	209 (2.9)	66 (3.3)	213 (1.7)	8 (2.0)	223 (5.0)!
Texas	29 (3.2)	209 (3.2)	62 (3.1)	217 (2.1)	9 (1.4)	218 (4.6)
Utah	15 (2.2)	216 (2.8)	72 (2.3)	222 (1.3)	13 (1.8)	224 (3.3)
Virginia	18 (2.3)	218 (3.8)	66 (3.0)	222 (1.7)	16 (1.9)	231 (3.1)
West Virginia	26 (2.9)	213 (3.3)	69 (3.5)	218 (1.6)	5 (1.8)	211 (8.1)!
Wisconsin	8 (1.7)	216 (5.0)!	77 (2.7)	226 (1.1)	15 (2.2)	228 (2.7)
Wyoming	14 (2.3)	219 (3.7)	70 (3.0)	225 (1.3)	16 (2.0)	227 (2.4)
TERRITORY						
Guam	49 (1.1)	183 (1.8)	46 (1.1)	179 (1.7)	5 (0.4)	192 (5.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.12 | Teachers' Reports on the Amount of Instructional Time Devoted to Oral Reading, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	24 (2.2)	211 (2.5)	70 (2.3)	219 (1.4)	7 (1.4)	226 (5.4)!
Northeast	20 (4.6)	208 (4.6)!	74 (5.0)	222 (3.7)	6 (2.6)	*** (***)
Southeast	30 (4.7)	213 (4.6)	66 (4.1)	213 (2.5)	5 (3.1)	*** (***)
Central	19 (4.3)	217 (4.1)!	76 (4.6)	222 (2.3)	5 (1.9)	*** (***)
West	26 (4.4)	204 (5.3)!	63 (4.8)	217 (3.3)	12 (3.5)	223 (6.4)!
STATES						
Alabama	33 (3.0)	202 (3.3)	65 (3.3)	212 (1.8)	2 (0.9)	*** (***)
Arizona	30 (2.7)	207 (2.4)	66 (2.7)	212 (1.5)	4 (1.1)	207 (8.3)!
Arkansas	25 (2.6)	206 (3.4)	72 (2.7)	214 (1.5)	3 (1.3)	210 (5.1)!
California	36 (3.2)	198 (3.5)	62 (3.4)	206 (2.6)	2 (0.7)	*** (***)
Colorado	26 (2.6)	214 (2.1)	67 (3.1)	220 (1.5)	8 (1.6)	222 (4.3)!
Connecticut	17 (2.3)	212 (4.3)	72 (2.6)	228 (1.5)	11 (2.1)	220 (4.2)
Delaware*	20 (0.8)	208 (1.5)	75 (0.9)	216 (1.0)	5 (0.5)	218 (3.7)
Dist. Columbia	53 (1.6)	188 (1.3)	47 (1.6)	184 (1.4)	1 (0.0)	*** (***)
Florida	28 (2.6)	206 (3.5)	67 (2.7)	211 (1.5)	5 (1.4)	207 (6.1)!
Georgia	36 (3.4)	210 (2.8)	62 (3.3)	214 (1.7)	2 (0.5)	*** (***)
Hawaii	33 (3.0)	199 (2.9)	64 (3.0)	205 (2.1)	3 (1.0)	222 (4.4)!
Idaho	21 (2.9)	219 (1.9)	76 (3.0)	221 (1.1)	3 (1.0)	223 (4.8)!
Indiana	23 (2.6)	216 (2.7)	72 (2.9)	223 (1.6)	5 (1.3)	232 (5.1)!
Iowa	15 (2.6)	225 (3.2)	77 (3.1)	227 (1.1)	9 (1.8)	228 (3.4)!
Kentucky	22 (2.7)	215 (2.3)	71 (2.6)	213 (1.6)	7 (1.5)	216 (4.8)!
Louisiana	36 (2.9)	199 (2.3)	60 (3.2)	208 (1.4)	4 (1.4)	210(10.5)!
Maine*	13 (2.1)	229 (3.4)	80 (2.6)	228 (1.4)	7 (1.9)	230 (4.9)!
Maryland	22 (2.8)	209 (3.9)	71 (2.9)	212 (1.9)	7 (1.4)	225 (4.5)!
Massachusetts	23 (3.1)	221 (2.5)	71 (3.1)	230 (1.3)	5 (1.3)	222 (3.5)!
Michigan	17 (2.6)	215 (3.4)	77 (2.7)	217 (1.8)	6 (1.6)	229 (7.6)!
Minnesota	13 (2.2)	222 (3.2)	82 (3.0)	221 (1.7)	5 (1.6)	233 (3.2)!
Mississippi	39 (3.5)	194 (2.8)	59 (3.5)	203 (1.5)	2 (0.9)	*** (***)
Missouri	24 (2.8)	215 (2.2)	68 (2.9)	223 (1.7)	8 (1.8)	229 (3.0)!
Nebraska*	26 (3.7)	224 (2.4)	68 (3.7)	222 (1.6)	7 (1.6)	220 (2.8)!
New Hampshire*	21 (2.4)	232 (2.9)	73 (2.7)	229 (1.4)	6 (1.7)	235 (3.8)!
New Jersey*	20 (2.9)	212 (3.6)	75 (3.2)	228 (1.8)	4 (1.5)	231 (6.8)!
New Mexico	35 (4.5)	212 (2.8)	63 (4.5)	212 (2.2)	3 (1.1)	*** (***)
New York*	31 (3.5)	206 (3.6)	64 (3.6)	220 (1.9)	5 (1.1)	223 (3.6)!
North Carolina	31 (2.7)	209 (2.0)	66 (2.7)	213 (1.5)	3 (1.1)	230 (9.0)!
North Dakota	25 (3.8)	227 (2.6)	73 (3.7)	226 (1.4)	1 (0.9)	*** (***)
Ohio	24 (2.9)	216 (3.8)	67 (2.9)	218 (1.7)	9 (2.5)	231 (4.2)!
Oklahoma	33 (3.3)	218 (1.9)	65 (3.4)	224 (1.3)	2 (0.9)	*** (***)
Pennsylvania	21 (2.4)	215 (2.3)	75 (2.4)	222 (1.4)	4 (1.4)	238 (5.7)!
Rhode Island	18 (2.4)	211 (4.2)	75 (2.9)	220 (2.4)	7 (1.9)	226 (5.3)!
South Carolina	23 (2.8)	202 (2.4)	72 (2.6)	213 (1.7)	5 (1.3)	215 (6.4)!
Tennessee	27 (2.6)	207 (2.7)	69 (2.4)	215 (1.7)	3 (1.2)	213 (5.0)!
Texas	42 (4.1)	212 (2.4)	54 (4.1)	217 (2.2)	4 (1.2)	224 (5.7)!
Utah	29 (3.3)	221 (2.2)	69 (3.4)	222 (1.6)	2 (0.8)	*** (***)
Virginia	27 (2.7)	217 (2.4)	67 (2.9)	225 (1.8)	6 (1.6)	224 (3.2)!
West Virginia	27 (2.9)	212 (3.0)	73 (2.9)	218 (1.6)	0 (0.0)	*** (***)
Wisconsin	18 (2.4)	221 (2.4)	74 (2.6)	226 (1.3)	8 (1.5)	229 (3.2)
Wyoming	20 (2.2)	224 (2.9)	72 (2.6)	225 (1.4)	8 (2.0)	225 (3.3)!
TERRITORY						
Guam	43 (0.8)	183 (2.3)	53 (1.0)	181 (1.5)	4 (0.5)	173 (7.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.13 | **Teachers' Reports on the Amount of Instructional Time Devoted to Vocabulary, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	39 (2.8)	214 (1.7)	59 (2.8)	220 (1.8)	2 (0.8)	*** (***)
Northeast	41 (5.6)	218 (2.7)	56 (6.0)	221 (5.4)	2 (2.2)	*** (***)
Southeast	47 (4.9)	211 (3.6)	50 (5.0)	216 (2.9)	3 (1.9)	*** (***)
Central	33 (6.6)	218 (3.0)!	67 (6.6)	223 (2.3)	0 (0.0)	*** (***)
West	37 (4.6)	210 (3.7)	62 (4.2)	217 (3.5)	2 (1.6)	*** (***)
STATES						
Alabama	47 (4.3)	203 (2.7)	53 (4.3)	213 (1.9)	0 (0.0)	*** (***)
Arizona	38 (2.9)	209 (1.8)	62 (2.9)	212 (1.5)	0 (0.2)	*** (***)
Arkansas	41 (2.9)	210 (2.2)	58 (2.9)	213 (1.7)	1 (0.5)	*** (***)
California	40 (4.0)	200 (3.5)	60 (4.0)	206 (2.6)	0 (0.3)	*** (***)
Colorado	39 (2.7)	217 (1.9)	61 (2.7)	219 (1.5)	0 (0.3)	*** (***)
Connecticut	38 (3.1)	220 (2.7)	62 (3.1)	227 (1.7)	0 (0.2)	*** (***)
Delaware*	39 (1.2)	213 (1.0)	60 (1.3)	215 (0.9)	1 (0.2)	*** (***)
Dist. Columbia	64 (1.7)	188 (1.2)	36 (1.7)	185 (1.7)	0 (0.0)	*** (***)
Florida	49 (3.3)	208 (2.1)	51 (3.2)	211 (1.5)	0 (0.1)	*** (***)
Georgia	54 (3.1)	211 (2.1)	46 (3.1)	215 (2.1)	0 (0.0)	*** (***)
Hawaii	48 (3.4)	201 (2.2)	52 (3.3)	206 (2.3)	0 (0.3)	*** (***)
Idaho	31 (3.0)	222 (1.4)	68 (3.0)	220 (1.2)	1 (0.5)	*** (***)
Indiana	36 (3.5)	219 (2.3)	64 (3.5)	224 (1.6)	0 (0.1)	*** (***)
Iowa	30 (3.3)	228 (1.9)	69 (3.2)	226 (1.3)	1 (0.6)	*** (***)
Kentucky	40 (3.4)	212 (2.0)	60 (3.4)	214 (1.5)	0 (0.0)	*** (***)
Louisiana	55 (3.3)	200 (1.8)	45 (3.3)	211 (1.8)	0 (0.0)	*** (***)
Maine*	29 (3.6)	229 (2.4)	71 (3.6)	228 (1.6)	0 (0.2)	*** (***)
Maryland	40 (2.7)	208 (3.2)	59 (2.6)	215 (1.7)	1 (0.6)	*** (***)
Massachusetts	45 (3.7)	228 (1.8)	54 (3.6)	227 (1.6)	1 (0.4)	*** (***)
Michigan	33 (3.4)	213 (2.7)	67 (3.5)	220 (1.8)	1 (0.7)	*** (***)
Minnesota	26 (3.4)	221 (2.5)	74 (3.4)	222 (1.9)	0 (0.0)	*** (***)
Mississippi	63 (3.6)	197 (2.2)	37 (3.6)	206 (2.4)	0 (0.2)	*** (***)
Missouri	37 (3.0)	217 (2.3)	63 (3.0)	225 (1.5)	0 (0.0)	*** (***)
Nebraska*	42 (4.1)	221 (2.0)	57 (4.0)	224 (1.6)	1 (0.9)	*** (***)
New Hampshire*	31 (2.7)	230 (1.9)	69 (2.7)	229 (1.4)	0 (0.0)	*** (***)
New Jersey*	50 (3.9)	222 (2.4)	50 (4.0)	227 (2.2)	1 (0.4)	*** (***)
New Mexico	41 (4.6)	209 (2.9)	59 (4.6)	214 (2.0)	0 (0.0)	*** (***)
New York*	49 (3.1)	212 (2.2)	51 (3.1)	220 (1.9)	0 (0.0)	*** (***)
North Carolina	48 (3.3)	211 (1.8)	52 (3.3)	214 (1.9)	0 (0.0)	*** (***)
North Dakota	39 (4.1)	229 (1.7)	61 (4.1)	225 (1.6)	0 (0.0)	*** (***)
Ohio	36 (3.1)	217 (2.4)	64 (3.1)	219 (1.8)	0 (0.0)	*** (***)
Oklahoma	49 (3.0)	220 (1.2)	51 (3.0)	224 (1.5)	0 (0.3)	*** (***)
Pennsylvania	42 (3.2)	217 (2.0)	58 (3.2)	225 (1.9)	0 (0.0)	*** (***)
Rhode Island	37 (3.2)	214 (3.0)	63 (3.2)	221 (2.3)	0 (0.4)	*** (***)
South Carolina	44 (3.4)	207 (1.6)	56 (3.4)	214 (1.9)	0 (0.0)	*** (***)
Tennessee	45 (2.8)	209 (2.4)	55 (2.8)	216 (1.6)	0 (0.3)	*** (***)
Texas	52 (3.9)	213 (2.3)	47 (3.9)	217 (2.4)	0 (0.3)	*** (***)
Utah	31 (2.9)	220 (1.8)	68 (2.8)	222 (1.4)	0 (0.2)	*** (***)
Virginia	45 (2.9)	222 (1.9)	55 (2.8)	224 (2.0)	0 (0.2)	*** (***)
West Virginia	39 (3.1)	213 (2.7)	61 (3.1)	218 (1.7)	0 (0.0)	*** (***)
Wisconsin	27 (2.9)	223 (2.3)	73 (2.9)	226 (1.1)	0 (0.0)	*** (***)
Wyoming	35 (3.2)	224 (1.6)	63 (3.1)	225 (1.4)	1 (0.8)	*** (***)
TERRITORY						
Guam	74 (1.0)	182 (1.4)	26 (1.0)	180 (2.7)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.14 | **Teachers' Reports on the Amount of Instructional Time Devoted to Comprehension/Interpretation, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	70 (2.4)	218 (1.7)	30 (2.4)	216 (1.9)	0 (0.0)	*** (***)
Northeast	73 (4.1)	222 (4.6)	27 (4.1)	214 (2.8)	0 (0.0)	*** (***)
Southeast	72 (5.4)	213 (3.9)	28 (5.4)	215 (3.1)!	0 (0.0)	*** (***)
Central	68 (4.6)	222 (2.3)	32 (4.6)	220 (3.2)	0 (0.0)	*** (***)
West	68 (4.5)	214 (3.0)	32 (4.5)	215 (4.6)	0 (0.0)	*** (***)
STATES						
Alabama	57 (3.5)	206 (2.5)	43 (3.5)	211 (2.3)	0 (0.0)	*** (***)
Arizona	66 (2.5)	212 (1.6)	34 (2.5)	208 (2.2)	0 (0.0)	*** (***)
Arkansas	57 (3.3)	213 (1.7)	42 (3.3)	211 (1.8)	1 (0.4)	*** (***)
California	67 (4.0)	203 (3.1)	33 (4.0)	205 (2.9)	0 (0.0)	*** (***)
Colorado	68 (3.3)	218 (1.5)	32 (3.3)	218 (1.9)	0 (0.0)	*** (***)
Connecticut	78 (2.9)	225 (1.8)	22 (2.9)	223 (3.7)	0 (0.0)	*** (***)
Delaware*	66 (1.1)	215 (0.9)	34 (1.1)	214 (1.2)	0 (0.0)	*** (***)
Dist. Columbia	80 (1.2)	188 (1.1)	20 (1.2)	185 (2.2)	0 (0.0)	*** (***)
Florida	69 (2.9)	209 (1.8)	31 (2.9)	210 (2.1)	0 (0.0)	*** (***)
Georgia	72 (2.8)	212 (1.9)	28 (2.8)	215 (2.5)	0 (0.0)	*** (***)
Hawaii	79 (2.4)	204 (1.9)	21 (2.4)	203 (3.4)	0 (0.0)	*** (***)
Idaho	55 (3.6)	222 (1.2)	45 (3.6)	219 (1.5)	0 (0.0)	*** (***)
Indiana	59 (3.8)	222 (1.9)	41 (3.8)	223 (1.9)	0 (0.0)	*** (***)
Iowa	59 (3.6)	228 (1.4)	41 (3.6)	225 (1.8)	0 (0.0)	*** (***)
Kentucky	66 (3.6)	212 (1.7)	34 (3.6)	216 (2.0)	0 (0.0)	*** (***)
Louisiana	73 (2.8)	203 (1.6)	27 (2.8)	210 (2.5)	0 (0.0)	*** (***)
Maine*	67 (3.4)	229 (1.5)	33 (3.4)	227 (1.9)	0 (0.0)	*** (***)
Maryland	80 (2.5)	213 (1.9)	20 (2.5)	209 (3.5)	0 (0.0)	*** (***)
Massachusetts	67 (3.4)	229 (1.3)	33 (3.4)	225 (1.9)	0 (0.0)	*** (***)
Michigan	71 (3.1)	219 (1.7)	29 (3.1)	214 (3.2)	0 (0.0)	*** (***)
Minnesota	48 (4.1)	223 (1.8)	52 (4.1)	221 (2.2)	0 (0.0)	*** (***)
Mississippi	69 (3.1)	198 (2.0)	30 (3.2)	204 (2.9)	1 (0.3)	*** (***)
Missouri	63 (3.0)	221 (1.8)	37 (3.0)	222 (1.8)	0 (0.0)	*** (***)
Nebraska*	62 (3.4)	222 (1.5)	38 (3.4)	223 (2.2)	0 (0.0)	*** (***)
New Hampshire*	61 (3.1)	230 (1.4)	39 (3.1)	229 (1.9)	0 (0.0)	*** (***)
New Jersey*	72 (3.4)	226 (1.8)	28 (3.4)	221 (2.4)	0 (0.0)	*** (***)
New Mexico	63 (3.4)	213 (2.7)	37 (3.5)	210 (2.3)	1 (0.5)	*** (***)
New York*	74 (2.7)	216 (1.6)	26 (2.7)	216 (2.6)	0 (0.0)	*** (***)
North Carolina	71 (2.7)	213 (1.5)	29 (2.7)	213 (2.7)	0 (0.0)	*** (***)
North Dakota	54 (4.0)	229 (1.8)	46 (4.0)	224 (2.0)	0 (0.0)	*** (***)
Ohio	65 (3.1)	220 (1.8)	35 (3.1)	217 (2.1)	0 (0.0)	*** (***)
Oklahoma	65 (3.6)	221 (1.4)	35 (3.6)	224 (1.7)	0 (0.0)	*** (***)
Pennsylvania	69 (2.4)	220 (1.6)	31 (2.4)	224 (2.2)	0 (0.0)	*** (***)
Rhode Island	62 (3.7)	219 (2.4)	38 (3.7)	217 (2.9)	0 (0.0)	*** (***)
South Carolina	68 (2.8)	210 (1.4)	32 (2.8)	213 (2.8)	0 (0.0)	*** (***)
Tennessee	65 (3.3)	211 (2.0)	35 (3.3)	215 (2.2)	0 (0.0)	*** (***)
Texas	72 (3.0)	216 (2.0)	28 (3.0)	213 (2.8)	0 (0.0)	*** (***)
Utah	53 (3.5)	225 (1.4)	46 (3.5)	218 (1.6)	1 (0.6)	*** (***)
Virginia	75 (2.6)	224 (1.5)	25 (2.6)	220 (3.1)	0 (0.0)	*** (***)
West Virginia	57 (3.7)	214 (2.2)	43 (3.7)	218 (2.1)	0 (0.0)	*** (***)
Wisconsin	62 (3.2)	225 (1.4)	38 (3.2)	225 (1.5)	0 (0.0)	*** (***)
Wyoming	64 (3.1)	226 (1.4)	36 (3.1)	223 (1.8)	0 (0.0)	*** (***)
TERRITORY						
Guam	86 (0.7)	181 (1.4)	14 (0.7)	184 (3.1)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.15 | **Teachers' Reports on the Amount of Instructional Time Devoted to Reading Strategies, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost All of the Time		Some of the Time		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	40 (2.2)	218 (2.2)	58 (2.3)	217 (1.8)	2 (0.6)	218 (9.7)!
Northeast	53 (5.4)	224 (5.5)	46 (5.6)	215 (3.5)	1 (1.3)	*** (***)
Southeast	37 (3.7)	211 (3.7)	60 (3.4)	215 (3.7)	3 (1.2)	*** (***)
Central	37 (3.1)	222 (2.6)	62 (4.0)	221 (2.5)	1 (1.4)	*** (***)
West	36 (5.9)	213 (5.1)!	62 (5.8)	216 (3.7)	1 (0.4)	*** (***)
STATES						
Alabama	35 (3.7)	204 (3.8)	64 (3.6)	210 (1.7)	1 (0.8)	*** (***)
Arizona	32 (3.1)	211 (2.2)	64 (2.9)	211 (1.4)	4 (0.9)	210 (4.0)!
Arkansas	31 (3.1)	212 (2.6)	66 (3.1)	211 (1.5)	3 (1.2)	221 (7.2)!
California	27 (3.3)	201 (4.4)	67 (3.2)	205 (2.3)	6 (1.5)	196 (6.9)!
Colorado	39 (3.0)	218 (2.0)	60 (2.9)	218 (1.4)	1 (0.6)	*** (***)
Connecticut	42 (3.2)	224 (2.1)	57 (3.3)	224 (2.0)	1 (0.5)	*** (***)
Delaware*	36 (1.0)	217 (1.2)	63 (0.9)	213 (0.8)	1 (0.2)	*** (***)
Dist. Columbia	46 (1.5)	188 (1.6)	50 (1.7)	185 (1.2)	4 (0.6)	210 (5.1)
Florida	46 (3.1)	207 (2.4)	52 (3.0)	211 (1.5)	1 (0.6)	*** (***)
Georgia	44 (3.2)	212 (2.5)	55 (3.1)	214 (2.0)	1 (0.7)	*** (***)
Hawaii	38 (3.1)	205 (2.6)	58 (2.9)	202 (2.0)	3 (0.8)	214 (3.9)!
Idaho	29 (3.3)	221 (2.0)	69 (3.4)	220 (1.1)	2 (1.0)	*** (***)
Indiana	28 (3.3)	221 (2.8)	67 (3.6)	223 (1.6)	5 (1.4)	227 (3.9)!
Iowa	28 (2.9)	228 (2.2)	68 (3.0)	227 (1.3)	3 (1.2)	219 (6.9)!
Kentucky	32 (3.5)	212 (2.4)	65 (3.6)	215 (1.5)	3 (1.1)	205 (5.2)!
Louisiana	49 (3.1)	202 (1.9)	48 (3.2)	207 (1.7)	3 (1.8)	*** (***)
Maine*	26 (3.8)	228 (2.6)	67 (3.6)	228 (1.5)	8 (2.3)	230 (3.6)!
Maryland	54 (2.9)	213 (1.9)	45 (2.9)	211 (2.7)	2 (0.8)	*** (***)
Massachusetts	40 (3.8)	228 (1.8)	56 (3.6)	228 (1.5)	4 (1.2)	223 (7.7)!
Michigan	50 (3.3)	217 (2.3)	49 (3.4)	217 (2.5)	2 (1.2)	*** (***)
Minnesota	19 (3.2)	227 (2.3)	78 (3.5)	221 (2.0)	4 (1.2)	214 (3.9)!
Mississippi	42 (3.6)	196 (2.4)	55 (3.8)	203 (1.9)	4 (1.3)	204 (6.2)!
Missouri	32 (3.3)	219 (2.8)	64 (3.2)	223 (1.4)	4 (1.1)	222 (7.3)!
Nebraska*	27 (3.3)	219 (2.6)	69 (3.3)	224 (1.3)	3 (1.4)	*** (***)
New Hampshire*	30 (3.1)	231 (2.2)	68 (3.1)	229 (1.5)	2 (0.9)	*** (***)
New Jersey*	44 (3.7)	227 (2.2)	54 (3.9)	223 (2.3)	2 (0.9)	*** (***)
New Mexico	34 (3.8)	214 (2.8)	64 (3.8)	211 (1.9)	1 (0.7)	*** (***)
New York*	40 (2.8)	214 (2.2)	59 (2.9)	217 (1.9)	1 (0.5)	*** (***)
North Carolina	42 (3.1)	213 (1.9)	57 (3.2)	212 (1.9)	1 (0.5)	*** (***)
North Dakota	25 (3.7)	226 (2.6)	71 (3.9)	227 (1.4)	3 (1.5)	*** (***)
Ohio	34 (3.1)	220 (2.4)	63 (3.2)	217 (1.7)	3 (1.1)	*** (***)
Oklahoma	32 (3.0)	221 (1.7)	66 (3.2)	223 (1.2)	2 (0.8)	*** (***)
Pennsylvania	37 (3.2)	220 (2.0)	61 (3.4)	222 (1.6)	2 (1.2)	*** (***)
Rhode Island	34 (3.6)	216 (3.1)	62 (3.8)	220 (2.1)	5 (1.5)	219(14.2)!
South Carolina	38 (2.7)	208 (1.9)	59 (2.8)	212 (2.1)	3 (1.0)	203 (9.8)!
Tennessee	37 (2.8)	211 (2.9)	60 (3.0)	214 (1.7)	3 (0.9)	212 (7.3)!
Texas	48 (3.8)	213 (2.3)	51 (3.8)	218 (2.5)	2 (0.6)	*** (***)
Utah	23 (3.1)	225 (2.7)	70 (3.3)	221 (1.4)	7 (1.5)	215 (4.0)!
Virginia	48 (2.9)	224 (2.1)	51 (2.9)	222 (2.3)	2 (0.9)	*** (***)
West Virginia	33 (3.1)	216 (2.4)	64 (3.2)	217 (1.8)	3 (1.4)	207(11.4)!
Wisconsin	37 (3.8)	223 (1.5)	62 (3.7)	226 (1.4)	1 (0.6)	*** (***)
Wyoming	30 (2.9)	226 (2.5)	67 (3.1)	224 (1.2)	3 (1.2)	221 (4.2)!
TERRITORY						
Guam	54 (1.3)	181 (1.8)	42 (1.3)	180 (2.0)	4 (0.5)	206 (5.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.16 **Teachers' Reports on the Frequency with Which Students Work in a Reading Workbook or on a Worksheet as a Part of Reading Instruction, Grade 4, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	33 (2.6)	217 (1.8)	48 (3.2)	219 (1.7)	20 (2.5)	222 (3.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. *** Sample size insufficient to permit reliable estimate.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.17 **Students' Reports on the Frequency with Which They Work in a Reading Workbook or on a Worksheet as a Part of Reading Instruction, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	51 (1.5)	220 (1.0)	28 (0.9)	221 (1.6)	20 (1.0)	212 (1.6)
Grade 8	27 (0.7)	259 (1.3)	35 (0.8)	264 (0.9)	38 (0.8)	259 (1.3)
Grade 12	14 (0.9)	301 (1.7)	31 (1.1)	305 (1.4)	56 (1.4)	309 (1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.18 | **Teachers' Reports on the Frequency with Which Students Work in a Reading Workbook or on a Worksheet as a Part of Reading Instruction, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	31 (2.7)	214 (1.9)	48 (3.4)	217 (1.8)	22 (2.8)	222 (3.4)
Northeast	35 (5.6)	216 (3.1)	43 (5.1)	220 (4.4)	22 (7.0)	228 (8.4)!
Southeast	34 (5.1)	213 (3.3)	49 (5.4)	213 (2.6)	17 (6.0)	215(14.6)!
Central	27 (6.3)	219 (3.7)!	49 (9.3)	220 (3.8)!	25 (5.2)	225 (3.2)
West	28 (4.1)	206 (4.2)	50 (4.0)	217 (3.6)	22 (4.1)	217 (6.9)!
STATES						
Alabama	37 (3.6)	207 (2.9)	58 (3.4)	209 (2.1)	5 (1.5)	209 (7.9)!
Arizona	22 (2.5)	209 (3.2)	56 (2.9)	211 (1.7)	22 (2.9)	211 (2.8)
Arkansas	45 (3.8)	211 (1.8)	53 (3.7)	212 (1.9)	2 (0.9)	*** (***)
California	14 (2.1)	201 (4.8)	48 (3.4)	207 (3.0)	38 (3.6)	200 (3.3)
Colorado	10 (2.1)	219 (3.1)!	42 (3.6)	217 (2.1)	48 (3.6)	220 (1.9)
Connecticut	30 (3.5)	219 (3.5)	47 (3.3)	226 (2.3)	23 (3.4)	229 (2.6)
Delaware*	37 (0.9)	212 (0.9)	51 (1.2)	217 (1.0)	12 (0.8)	212 (3.6)
Dist. Columbia	29 (1.4)	186 (1.6)	55 (1.5)	187 (1.4)	16 (1.2)	191 (2.0)
Florida	35 (3.4)	207 (2.3)	47 (3.6)	211 (1.7)	18 (3.5)	211 (4.4)!
Georgia	37 (3.7)	211 (2.8)	55 (3.5)	213 (2.1)	9 (1.7)	217 (6.2)
Hawaii	26 (3.0)	202 (3.7)	49 (3.0)	205 (2.3)	25 (3.2)	201 (3.3)
Idaho	21 (2.9)	221 (2.7)	58 (3.6)	220 (1.3)	21 (3.3)	222 (1.9)
Indiana	42 (4.2)	222 (2.0)	52 (4.0)	222 (1.7)	6 (1.6)	227 (4.8)!
Iowa	27 (3.3)	225 (1.6)	47 (3.4)	227 (1.5)	27 (3.3)	228 (2.3)
Kentucky	24 (2.9)	212 (2.2)	58 (3.8)	213 (1.7)	18 (3.3)	216 (3.3)
Louisiana	49 (4.0)	206 (1.7)	50 (3.7)	203 (2.2)	1 (0.6)	*** (***)
Maine*	10 (2.1)	226 (3.7)!	56 (4.4)	227 (1.7)	35 (4.3)	231 (1.9)
Maryland	24 (2.9)	206 (3.3)	43 (3.1)	208 (3.1)	34 (3.4)	221 (2.0)
Massachusetts	38 (4.3)	224 (1.8)	44 (4.6)	229 (1.8)	18 (3.4)	232 (3.2)
Michigan	19 (2.7)	211 (2.9)	60 (3.7)	217 (2.1)	21 (3.5)	223 (2.3)
Minnesota	27 (3.7)	221 (2.5)	57 (4.2)	221 (2.0)	16 (2.8)	225 (3.9)
Mississippi	37 (4.0)	201 (2.3)	59 (4.0)	200 (2.1)	4 (1.2)	193 (6.7)!
Missouri	37 (4.2)	217 (2.5)	45 (3.8)	224 (1.7)	17 (3.1)	225 (3.8)
Nebraska*	33 (3.7)	223 (2.1)	51 (4.0)	223 (1.9)	16 (2.6)	221 (2.9)
New Hampshire*	22 (3.1)	232 (2.3)	47 (3.6)	229 (1.8)	31 (3.8)	230 (1.6)
New Jersey*	51 (3.5)	219 (1.6)	38 (3.7)	226 (2.9)	11 (2.8)	247 (2.9)!
New Mexico	22 (3.3)	211 (2.4)	61 (3.8)	213 (2.7)	17 (3.0)	208 (3.2)
New York*	38 (4.0)	207 (3.7)	42 (3.7)	226 (1.6)	20 (3.7)	214 (3.7)
North Carolina	14 (2.4)	212 (3.6)	62 (3.3)	211 (1.6)	24 (3.0)	216 (2.4)
North Dakota	50 (4.2)	227 (1.5)	44 (4.2)	226 (2.0)	6 (1.6)	226 (2.7)!
Ohio	25 (2.9)	218 (2.9)	60 (2.8)	218 (1.7)	16 (3.3)	223 (3.8)!
Oklahoma	39 (3.5)	220 (1.7)	57 (3.3)	223 (1.3)	4 (1.3)	228 (3.1)!
Pennsylvania	36 (3.6)	219 (2.3)	53 (3.6)	222 (1.9)	11 (2.4)	225 (3.9)!
Rhode Island	35 (3.2)	214 (3.4)	52 (3.6)	222 (1.9)	13 (2.6)	215 (3.5)
South Carolina	37 (3.5)	209 (2.5)	48 (3.3)	212 (2.2)	14 (2.9)	211 (3.3)!
Tennessee	44 (3.9)	211 (2.5)	47 (3.6)	215 (2.3)	9 (2.2)	209 (4.0)!
Texas	24 (3.8)	210 (3.1)	60 (4.0)	217 (2.2)	16 (2.6)	215 (3.5)
Utah	29 (3.3)	221 (2.3)	51 (4.0)	222 (1.3)	20 (3.2)	223 (3.1)
Virginia	21 (2.6)	218 (3.3)	49 (3.4)	222 (1.8)	30 (3.3)	228 (2.9)
West Virginia	39 (3.7)	216 (2.7)	55 (4.1)	216 (1.9)	6 (1.8)	217 (3.8)!
Wisconsin	27 (3.7)	224 (2.0)	50 (4.2)	226 (1.4)	24 (3.5)	224 (2.9)
Wyoming	28 (3.4)	222 (2.2)	57 (3.8)	226 (1.6)	15 (2.4)	226 (2.3)
TERRITORY						
Guam	41 (1.0)	180 (1.7)	50 (1.1)	186 (2.0)	9 (0.5)	171 (4.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.19 | **Students' Reports on the Frequency with Which They Work in a Reading Workbook or on a Worksheet as a Part of Reading Instruction, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	50 (1.6)	218 (1.1)	29 (1.0)	219 (1.8)	21 (1.1)	212 (1.8)
Northeast	48 (3.8)	222 (3.6)	30 (2.2)	222 (6.8)	21 (2.4)	221 (4.0)
Southeast	56 (3.5)	213 (2.3)	26 (2.6)	216 (2.9)	18 (2.0)	202 (7.7)
Central	51 (3.5)	220 (2.1)	27 (1.3)	223 (2.0)	22 (2.9)	215 (1.6)
West	45 (1.9)	216 (1.9)	31 (1.7)	215 (3.1)	24 (1.1)	208 (2.5)
STATES						
Alabama	60 (1.4)	212 (1.6)	25 (1.3)	210 (2.5)	15 (1.0)	195 (3.1)
Arizona	48 (1.7)	214 (1.6)	28 (1.2)	212 (1.6)	24 (1.2)	202 (2.4)
Arkansas	65 (1.5)	216 (1.6)	21 (1.1)	210 (2.3)	14 (0.9)	199 (2.6)
California	42 (1.3)	207 (2.0)	32 (1.3)	208 (2.9)	25 (1.2)	196 (3.1)
Colorado	43 (1.4)	219 (1.4)	29 (1.1)	219 (1.7)	28 (1.3)	215 (1.8)
Connecticut	52 (1.9)	224 (1.6)	27 (1.2)	224 (2.1)	21 (1.5)	221 (2.4)
Delaware*	56 (1.1)	216 (0.9)	26 (1.0)	219 (1.7)	18 (0.8)	201 (2.9)
Dist. Columbia	51 (0.8)	190 (1.1)	29 (0.9)	195 (1.6)	20 (0.6)	186 (2.2)
Florida	53 (1.7)	212 (1.5)	27 (1.0)	213 (2.0)	21 (1.4)	201 (2.2)
Georgia	59 (1.4)	216 (1.5)	24 (0.9)	215 (2.1)	17 (0.9)	204 (2.9)
Hawaii	44 (1.5)	208 (1.7)	32 (1.1)	204 (2.6)	24 (1.2)	202 (2.3)
Idaho	45 (1.6)	225 (1.3)	31 (1.1)	221 (1.3)	24 (1.2)	214 (1.9)
Indiana	62 (1.6)	224 (1.2)	25 (1.2)	224 (1.5)	13 (0.9)	214 (3.1)
Iowa	54 (1.9)	229 (1.0)	*27 (1.4)	229 (1.8)	19 (1.3)	219 (2.3)
Kentucky	53 (1.5)	216 (1.5)	26 (1.0)	218 (1.8)	21 (1.2)	205 (1.9)
Louisiana	63 (1.4)	208 (1.5)	23 (1.1)	204 (1.6)	14 (0.7)	192 (2.3)
Maine*	38 (1.7)	229 (1.6)	32 (1.5)	229 (1.3)	30 (1.7)	228 (1.7)
Maryland	46 (1.5)	215 (1.9)	29 (0.9)	215 (1.7)	26 (1.3)	209 (2.2)
Massachusetts	55 (1.8)	229 (1.1)	27 (1.3)	231 (1.5)	18 (1.3)	222 (2.2)
Michigan	50 (1.9)	220 (1.7)	28 (1.2)	217 (1.8)	22 (1.4)	214 (2.1)
Minnesota	57 (2.0)	224 (1.2)	25 (1.4)	222 (2.0)	18 (1.3)	219 (2.9)
Mississippi	58 (1.4)	205 (1.3)	27 (1.1)	199 (2.3)	15 (1.0)	184 (3.0)
Missouri	60 (1.9)	225 (1.3)	23 (1.3)	222 (1.8)	16 (1.1)	210 (2.6)
Nebraska*	59 (1.8)	225 (1.3)	25 (1.3)	226 (1.5)	16 (1.2)	209 (2.5)
New Hampshire*	46 (2.2)	233 (1.4)	32 (1.5)	228 (1.8)	22 (1.4)	225 (2.0)
New Jersey*	60 (1.7)	228 (1.5)	25 (1.3)	224 (2.7)	15 (1.2)	215 (3.7)
New Mexico	52 (1.6)	215 (1.6)	28 (1.2)	212 (2.3)	21 (1.2)	207 (2.5)
New York*	51 (1.7)	219 (1.6)	30 (1.0)	216 (2.1)	19 (1.4)	208 (2.4)
North Carolina	49 (1.4)	213 (1.2)	30 (1.0)	217 (2.2)	21 (1.0)	207 (2.2)
North Dakota	66 (1.6)	231 (1.2)	22 (1.1)	224 (2.4)	13 (0.9)	213 (2.7)
Ohio	56 (1.7)	222 (1.5)	26 (1.3)	218 (1.7)	18 (1.2)	212 (2.5)
Oklahoma	63 (1.3)	224 (1.1)	23 (1.1)	222 (1.7)	14 (1.0)	210 (2.3)
Pennsylvania	60 (1.6)	225 (1.6)	26 (1.4)	222 (2.0)	14 (1.1)	212 (2.5)
Rhode Island	51 (1.6)	220 (1.8)	29 (1.2)	219 (1.9)	21 (1.3)	212 (3.2)
South Carolina	58 (2.0)	214 (1.5)	25 (1.4)	209 (2.3)	17 (1.2)	205 (2.8)
Tennessee	61 (1.5)	217 (1.5)	25 (1.2)	215 (2.4)	14 (1.0)	197 (2.4)
Texas	53 (1.2)	215 (1.8)	28 (1.0)	219 (2.1)	19 (1.0)	204 (2.5)
Utah	49 (1.5)	224 (1.2)	28 (1.1)	224 (1.5)	23 (1.2)	215 (2.0)
Virginia	49 (1.8)	223 (1.6)	28 (1.3)	222 (1.9)	23 (1.4)	223 (2.5)
West Virginia	64 (1.5)	221 (1.4)	23 (1.1)	217 (2.0)	12 (0.8)	197 (2.6)
Wisconsin	55 (2.2)	228 (1.0)	28 (1.4)	224 (1.5)	18 (1.2)	219 (2.4)
Wyoming	57 (1.6)	227 (1.3)	26 (0.9)	225 (1.4)	18 (1.2)	217 (2.4)
TERRITORY						
Guam	46 (1.1)	192 (1.7)	28 (1.1)	184 (2.3)	26 (0.9)	169 (2.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.20 **Teachers' Reports on the Frequency of Interaction Among Students as a Part of Reading Instruction, Grade 4, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Students Do a Group Activity or Project About What They Have Read	3 (0.8)	222 (4.1)	20 (2.1)	220 (2.3)	77 (2.2)	218 (1.4)
Students Talk to Each Other About What They Have Read	30 (2.2)	216 (2.1)	49 (2.8)	221 (1.6)	20 (2.4)	217 (2.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.21 **Students' Reports on the Frequency of Interaction Among Students as a Part of Reading Instruction, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Students Do a Group Activity or Project About What They Have Read						
Grade 4	16 (0.7)	210 (1.8)	28 (0.7)	218 (1.6)	55 (0.8)	221 (1.2)
Grade 8	7 (0.4)	248 (2.6)	19 (0.6)	257 (1.4)	74 (0.8)	263 (1.0)
Grade 12	6 (0.4)	287 (1.8)	22 (0.5)	288 (1.0)	71 (0.7)	293 (0.6)
Students Talk to Each Other About What They Have Read						
Grade 4	11 (0.5)	201 (2.2)	24 (0.6)	215 (1.6)	65 (0.8)	223 (0.9)
Grade 8	9 (0.3)	261 (1.8)	21 (0.5)	263 (1.3)	69 (0.5)	260 (1.0)
Grade 12	18 (0.6)	303 (1.3)	27 (0.6)	294 (0.9)	56 (0.8)	286 (0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.22 | **Teachers' Reports on the Frequency with Which Students Do a Group Activity or Project About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	3 (0.8)	221 (4.6)!	21 (2.4)	219 (2.4)	76 (2.5)	217 (1.5)
Northeast	3 (2.4)	*** (***)	22 (4.2)	221 (6.4)!	75 (4.6)	220 (4.0)
Southeast	2 (0.8)	*** (***)	17 (2.9)	211 (4.4)	80 (2.9)	214 (3.5)
Central	4 (1.6)	*** (***)	26 (6.0)	224 (3.2)!	70 (6.5)	220 (2.4)
West	4 (1.4)	*** (***)	17 (4.3)	217 (5.8)!	80 (4.4)	213 (2.5)
STATES						
Alabama	1 (0.6)	*** (***)	15 (2.5)	208 (4.9)	84 (2.7)	209 (1.8)
Arizona	4 (1.5)	208 (7.2)!	23 (2.9)	212 (3.0)	72 (2.9)	210 (1.4)
Arkansas	2 (0.9)	*** (***)	10 (2.0)	214 (4.0)	87 (2.0)	212 (1.5)
California	4 (1.2)	201 (9.7)!	35 (4.2)	206 (3.5)	61 (4.1)	203 (2.7)
Colorado	6 (1.5)	220 (9.4)!	27 (2.8)	219 (1.9)	67 (3.0)	218 (1.4)
Connecticut	3 (0.9)	*** (***)	19 (2.5)	228 (3.4)	79 (2.5)	224 (1.7)
Delaware*	4 (0.6)	224 (5.0)	21 (0.6)	222 (2.4)	75 (0.9)	212 (0.6)
Dist. Columbia	5 (0.3)	180 (4.9)	22 (1.2)	190 (2.4)	73 (1.2)	187 (1.1)
Florida	5 (1.4)	209 (5.1)!	27 (3.1)	207 (2.7)	68 (3.2)	210 (1.5)
Georgia	3 (1.2)	226 (5.4)!	28 (2.7)	219 (2.7)	69 (2.9)	210 (1.7)
Hawaii	4 (1.1)	212 (8.1)!	19 (2.3)	202 (3.8)	77 (2.4)	203 (1.9)
Idaho	2 (0.8)	*** (***)	23 (2.5)	220 (1.9)	75 (2.4)	221 (1.2)
Indiana	1 (0.5)	*** (***)	18 (2.5)	224 (2.6)	81 (2.5)	222 (1.5)
Iowa	2 (0.7)	*** (***)	22 (2.3)	227 (1.7)	76 (2.4)	226 (1.3)
Kentucky	3 (1.0)	219 (6.5)!	14 (2.8)	214 (3.0)	83 (3.0)	213 (1.4)
Louisiana	2 (0.9)	*** (***)	11 (1.8)	209 (4.1)	87 (2.0)	205 (1.3)
Maine*	1 (0.6)	*** (***)	20 (3.3)	231 (1.8)	78 (3.1)	228 (1.6)
Maryland	5 (1.1)	204 (7.4)!	23 (2.8)	211 (3.4)	72 (3.0)	213 (1.9)
Massachusetts	3 (0.9)	217 (5.7)!	20 (3.0)	233 (3.1)	77 (3.2)	227 (1.3)
Michigan	3 (1.1)	208 (6.7)!	19 (2.7)	221 (4.1)	79 (2.8)	217 (1.7)
Minnesota	2 (1.7)	*** (***)	22 (2.9)	225 (2.2)	76 (3.1)	220 (1.9)
Mississippi	2 (0.9)	*** (***)	11 (1.9)	194 (4.8)	87 (2.0)	201 (1.5)
Missouri	3 (1.2)	210 (8.8)!	18 (2.5)	221 (3.0)	79 (2.8)	222 (1.3)
Nebraska*	3 (1.1)	222 (4.8)!	29 (3.4)	225 (2.6)	68 (3.6)	221 (1.4)
New Hampshire*	3 (1.0)	231 (3.7)!	23 (3.0)	228 (2.6)	74 (3.2)	230 (1.5)
New Jersey*	3 (1.2)	*** (***)	16 (2.8)	229 (3.1)	81 (3.1)	224 (1.7)
New Mexico	3 (1.2)	*** (***)	26 (3.3)	210 (2.3)	71 (3.5)	213 (2.4)
New York*	5 (1.3)	202 (7.7)!	20 (2.4)	217 (2.4)	75 (2.9)	217 (1.6)
North Carolina	2 (0.8)	*** (***)	21 (2.6)	216 (2.6)	76 (2.8)	212 (1.4)
North Dakota	3 (1.1)	*** (***)	16 (3.1)	227 (2.4)	81 (3.1)	227 (1.4)
Ohio	1 (0.6)	*** (***)	18 (2.7)	222 (3.6)	81 (2.8)	218 (1.5)
Oklahoma	1 (0.6)	*** (***)	19 (2.3)	223 (2.1)	80 (2.3)	222 (1.1)
Pennsylvania	2 (0.8)	*** (***)	19 (2.8)	221 (3.5)	79 (3.0)	221 (1.3)
Rhode Island	3 (1.1)	*** (***)	23 (2.8)	220 (2.6)	74 (3.0)	218 (2.4)
South Carolina	2 (1.1)	*** (***)	18 (2.5)	219 (2.9)	80 (2.9)	209 (1.7)
Tennessee	2 (0.9)	*** (***)	15 (1.9)	212 (2.9)	82 (2.0)	213 (1.7)
Texas	2 (0.6)	*** (***)	20 (2.2)	216 (3.3)	77 (2.2)	215 (1.9)
Utah	6 (2.1)	227 (6.2)!	16 (2.3)	224 (2.5)	78 (2.8)	221 (1.3)
Virginia	3 (1.0)	220 (6.7)!	30 (2.5)	223 (2.5)	67 (2.8)	223 (1.5)
West Virginia	1 (0.6)	*** (***)	14 (2.2)	222 (2.2)	85 (2.2)	215 (1.6)
Wisconsin	6 (1.5)	226 (3.6)!	21 (2.7)	223 (2.3)	73 (3.0)	225 (1.2)
Wyoming	2 (1.1)	*** (***)	22 (2.5)	226 (2.4)	76 (2.8)	224 (1.4)
TERRITORY						
Guam	5 (0.5)	183 (4.6)	24 (1.0)	178 (2.5)	71 (1.1)	183 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.23 | **Students' Reports on the Frequency with Which They Do a Group Activity or Project About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	12 (0.5)	200 (2.3)	24 (0.7)	213 (1.7)	64 (0.8)	221 (1.0)
Northeast	9 (1.0)	204 (6.0)	25 (1.4)	219 (5.9)	67 (1.5)	225 (3.5)
Southeast	13 (1.1)	196 (4 4)	22 (1.4)	204 (3.3)	64 (1.7)	219 (2.4)
Central	12 (1.3)	206 (5.7)	26 (0.9)	219 (2.6)	62 (1.3)	222 (1.5)
West	12 (1.0)	197 (3.3)	25 (1.6)	210 (2.6)	63 (1.9)	219 (1.6)
STATES						
Alabama	12 (0.8)	191 (2.6)	21 (0.8)	199 (2.1)	67 (1.2)	215 (1.7)
Arizona	12 (0.8)	199 (2.9)	24 (0.8)	210 (1.7)	64 (1.1)	214 (1.3)
Arkansas	10 (0.6)	193 (2.5)	20 (0.9)	200 (2.0)	70 (1.3)	219 (1.3)
Cal'fornia	14 (0.9)	190 (2.6)	28 (1.1)	201 (2.9)	58 (1.3)	210 (2.1)
Colorado	12 (0.7)	206 (2.4)	25 (1.1)	214 (1.7)	62 (1.3)	223 (1.1)
Connecticut	10 (0.8)	210 (3.1)	21 (1.0)	217 (2.0)	69 (1.5)	228 (1.3)
Delaware*	13 (0.6)	198 (1.9)	23 (0.9)	207 (1.5)	64 (1.2)	221 (1.1)
Dist. Columbia	20 (0.8)	179 (1.9)	29 (0.9)	187 (1.8)	52 (1.1)	197 (1.2)
Florida	14 (0.9)	196 (3.0)	24 (0.9)	206 (1.8)	62 (1.4)	215 (1.2)
Georgia	14 (0.9)	199 (2.3)	25 (0.9)	206 (2.1)	61 (1.3)	221 (1.4)
Hawaii	16 (0.7)	193 (2.4)	26 (0.9)	197 (2.4)	58 (1.2)	212 (1.7)
Idaho	11 (0.7)	209 (2.2)	23 (0.8)	215 (1.7)	66 (1.1)	225 (1.0)
Indiana	10 (0.7)	209 (2.6)	22 (1.0)	215 (2.1)	67 (1.3)	227 (1.2)
Iowa	10 (0.7)	217 (2.0)	23 (0.8)	222 (1.5)	67 (1.1)	230 (1.2)
Kentucky	12 (0.7)	202 (2.2)	24 (1.0)	209 (1.7)	63 (1.3)	219 (1.4)
Louisiana	14 (0.9)	191 (2.7)	23 (1.1)	200 (1.8)	63 (1.5)	210 (1.2)
Maine*	6 (0.6)	216 (3.0)	20 (1.0)	224 (2.1)	74 (1.0)	231 (1.0)
Maryland	15 (1.0)	197 (2.9)	23 (1.0)	208 (2.4)	61 (1.3)	219 (1.5)
Massachusetts	8 (0.6)	213 (2.8)	20 (1.0)	224 (1.8)	72 (1.1)	231 (1.0)
Michigan	11 (0.7)	202 (2.5)	25 (1.0)	211 (2.1)	65 (1.3)	223 (1.6)
Minnesota	10 (0.7)	208 (2.2)	24 (0.8)	219 (1.5)	66 (1.1)	227 (1.3)
Mississippi	16 (0.9)	187 (2.9)	27 (1.0)	194 (1.9)	58 (1.4)	207 (1.4)
Missouri	9 (0.8)	209 (3.2)	22 (1.0)	215 (2.3)	69 (1.2)	225 (1.2)
Nebraska*	11 (0.9)	214 (2.2)	27 (1.1)	219 (1.7)	61 (1.6)	226 (1.3)
New Hampshire*	8 (0.7)	218 (3.0)	20 (1.0)	225 (2.0)	72 (1.2)	232 (1.1)
New Jersey*	8 (0.8)	205 (3.3)	19 (0.9)	214 (2.0)	72 (1.3)	230 (1.5)
New Mexico	12 (0.9)	194 (2.0)	24 (1.2)	207 (2.4)	64 (1.8)	218 (1.7)
New York*	12 (0.9)	199 (2.9)	24 (1.1)	209 (2.6)	65 (1.7)	222 (1.3)
North Carolina	14 (0.7)	198 (2.6)	25 (1.0)	206 (1.4)	60 (1.3)	220 (1.4)
North Dakota	6 (0.6)	211 (3.5)	21 (1.2)	221 (2.4)	72 (1.3)	231 (1.1)
Ohio	10 (0.6)	208 (2.9)	24 (1.2)	213 (2.2)	66 (1.4)	223 (1.3)
Oklahoma	10 (0.8)	207 (2.2)	20 (1.0)	217 (1.8)	70 (1.3)	226 (1.0)
Pennsylvania	10 (0.7)	204 (2.9)	22 (0.8)	215 (2.1)	68 (1.2)	228 (1.3)
Rhode Island	10 (0.8)	205 (3.2)	23 (1.0)	211 (2.3)	67 (1.3)	223 (1.7)
South Carolina	14 (0.9)	200 (2.3)	24 (1.1)	207 (1.9)	62 (1.5)	216 (1.5)
Tennessee	11 (0.7)	197 (2.7)	23 (0.9)	206 (1.7)	66 (1.1)	219 (1.6)
Texas	12 (0.9)	200 (2.8)	27 (1.1)	209 (1.6)	61 (1.4)	220 (1.8)
Utah	8 (0.6)	207 (3.0)	22 (1.0)	215 (1.9)	70 (1.3)	226 (1.1)
Virginia	11 (0.8)	204 (2.9)	22 (0.9)	217 (1.9)	67 (1.3)	227 (1.4)
West Virginia	10 (0.6)	205 (2.2)	22 (0.8)	210 (2.2)	68 (1.1)	221 (1.4)
Wisconsin	9 (0.6)	215 (2.2)	26 (1.3)	221 (1.5)	65 (1.4)	228 (1.0)
Wyoming	11 (0.6)	213 (2.7)	24 (1.0)	221 (1.8)	66 (1.1)	228 (1.1)
TERRITORY						
Guam	18 (0.9)	169 (2.5)	28 (1.1)	180 (2.0)	54 (1.1)	190 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.24 | **Teachers' Reports on the Frequency with Which Students Talk to Each Other About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	32 (2.6)	216 (2.3)	49 (3.0)	220 (1.8)	19 (2.7)	214 (3.0)
Northeast	40 (7.2)	221 (6.3)	45 (6.3)	222 (3.7)	15 (5.5)	213 (5.2)!
Southeast	33 (3.9)	208 (2.5)	45 (4.2)	218 (5.0)	22 (4.1)	212 (4.7)!
Central	22 (4.2)	223 (3.5)!	55 (6.8)	222 (3.0)	22 (6.8)	216 (4.1)!
West	35 (5.6)	212 (4.3)!	48 (5.9)	216 (3.3)	17 (3.6)	215 (7.0)
STATES						
Alabama	24 (3.0)	203 (3.6)	47 (3.7)	210 (2.4)	29 (3.1)	211 (2.6)
Arizona	33 (3.0)	213 (2.1)	49 (3.1)	209 (1.7)	18 (2.4)	209 (2.8)
Arkansas	19 (2.9)	213 (3.6)	46 (3.5)	212 (1.9)	35 (3.4)	211 (2.6)
California	39 (3.5)	209 (4.0)	48 (3.1)	201 (3.1)	13 (2.0)	197 (4.3)
Colorado	39 (3.2)	219 (2.1)	49 (3.3)	217 (1.5)	11 (1.6)	220 (3.0)
Connecticut	43 (3.2)	227 (2.0)	44 (3.0)	224 (1.8)	14 (2.4)	219 (4.9)
Delaware*	31 (1.0)	214 (1.6)	49 (1.2)	215 (1.2)	20 (0.7)	215 (1.7)
Dist. Columbia	52 (1.5)	190 (1.4)	38 (1.5)	184 (1.7)	10 (1.0)	189 (2.9)
Florida	35 (2.9)	211 (2.0)	51 (2.6)	208 (2.0)	14 (1.8)	212 (2.9)
Georgia	39 (3.0)	214 (2.2)	49 (2.8)	213 (2.2)	12 (2.6)	211 (4.8)!
Hawaii	30 (2.7)	204 (2.6)	48 (2.9)	204 (2.2)	23 (2.5)	201 (2.9)
Idaho	33 (3.8)	220 (1.6)	53 (3.8)	221 (1.4)	14 (2.5)	220 (2.7)
Indiana	25 (2.8)	221 (3.1)	53 (3.2)	222 (1.3)	22 (3.0)	224 (2.5)
Iowa	28 (3.4)	229 (1.8)	51 (3.2)	225 (1.3)	21 (2.8)	228 (2.4)
Kentucky	29 (3.6)	213 (2.7)	46 (4.1)	214 (1.9)	25 (3.6)	214 (1.7)
Louisiana	24 (2.4)	203 (2.9)	51 (3.1)	207 (1.7)	26 (3.1)	203 (2.6)
Maine*	29 (3.7)	229 (2.1)	55 (3.7)	228 (1.6)	16 (2.6)	230 (2.7)
Maryland	50 (3.0)	214 (1.9)	40 (3.3)	210 (3.2)	11 (1.9)	213 (4.6)
Massachusetts	32 (3.6)	230 (2.2)	45 (3.6)	230 (1.6)	23 (3.2)	222 (2.3)
Michigan	28 (3.2)	216 (3.3)	50 (3.2)	220 (1.8)	22 (2.7)	213 (4.2)
Minnesota	24 (3.5)	224 (2.5)	50 (3.6)	222 (1.7)	26 (3.1)	219 (3.2)
Mississippi	24 (3.1)	195 (3.4)	55 (3.6)	200 (1.9)	21 (2.9)	207 (2.4)
Missouri	32 (3.3)	220 (3.1)	43 (3.2)	220 (1.8)	25 (3.2)	226 (2.2)
Nebraska*	34 (3.5)	219 (2.2)	54 (3.9)	225 (1.5)	13 (2.8)	225 (4.0)!
New Hampshire*	36 (3.0)	229 (1.6)	51 (3.1)	231 (1.8)	13 (2.1)	228 (2.7)
New Jersey*	32 (3.8)	226 (3.5)	41 (3.9)	225 (2.5)	27 (3.5)	223 (2.6)
New Mexico	29 (3.5)	209 (2.6)	56 (4.2)	214 (2.6)	15 (3.1)	208 (4.9)!
New York*	42 (3.0)	215 (2.5)	42 (2.5)	215 (2.7)	16 (2.3)	220 (2.9)
North Carolina	34 (2.8)	214 (2.0)	52 (3.0)	212 (1.8)	14 (2.1)	212 (3.5)
North Dakota	25 (3.7)	227 (2.6)	45 (4.1)	227 (1.4)	30 (3.7)	226 (2.7)
Ohio	24 (2.9)	221 (2.5)	54 (3.2)	219 (2.0)	23 (2.6)	216 (3.1)
Oklahoma	27 (3.3)	220 (2.2)	51 (3.6)	223 (1.3)	21 (2.6)	223 (2.1)
Pennsylvania	30 (3.1)	221 (2.4)	48 (3.2)	223 (1.9)	22 (2.6)	219 (3.6)
Rhode Island	41 (3.6)	218 (3.1)	42 (3.1)	219 (2.4)	17 (2.4)	218 (3.9)
South Carolina	25 (2.8)	210 (2.6)	53 (3.1)	209 (1.7)	22 (3.1)	215 (2.8)
Tennessee	26 (2.9)	209 (2.9)	50 (3.6)	214 (2.2)	24 (3.0)	214 (2.5)
Texas	31 (3.1)	215 (2.7)	50 (3.7)	215 (2.5)	19 (2.6)	218 (2.6)
Utah	31 (3.3)	221 (2.3)	49 (3.1)	223 (1.3)	19 (2.3)	218 (2.1)
Virginia	36 (2.9)	223 (2.3)	48 (3.0)	222 (1.8)	16 (2.1)	224 (3.3)
West Virginia	27 (3.3)	219 (2.0)	46 (3.5)	215 (2.1)	27 (3.1)	215 (2.8)
Wisconsin	30 (3.4)	223 (2.1)	52 (3.6)	225 (1.3)	17 (3.3)	228 (3.0)!
Wyoming	34 (3.2)	226 (1.7)	48 (3.8)	224 (1.6)	18 (2.9)	223 (2.4)
TERRITORY						
Guam	34 (1.0)	181 (2.7)	48 (1.1)	182 (1.8)	18 (0.8)	185 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.25 | **Students' Reports on the Frequency with Which They Talk to Each Other About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	17 (0.8)	208 (2.0)	28 (0.7)	216 (1.8)	55 (0.9)	219 (1.3)
Northeast	17 (1.6)	216 (6.1)	29 (2.0)	221 (5.2)	54 (2.1)	224 (3.5)
Southeast	17 (1.4)	202 (3.7)	29 (1.4)	212 (3.5)	54 (2.0)	215 (2.9)
Central	16 (2.0)	212 (3.6)	27 (1.7)	220 (3.1)	57 (1.6)	221 (2.4)
West	18 (1.5)	205 (3.9)	28 (0.9)	214 (2.6)	54 (1.5)	217 (2.1)
STATES						
Alabama	21 (1.1)	199 (2.3)	26 (1.0)	206 (2.1)	54 (1.3)	213 (1.9)
Arizona	17 (0.8)	204 (2.4)	29 (1.0)	211 (2.1)	55 (1.1)	212 (1.4)
Arkansas	16 (1.0)	200 (1.9)	25 (0.9)	209 (1.8)	59 (1.3)	217 (1.4)
California	19 (1.1)	193 (3.1)	30 (1.1)	204 (2.8)	51 (1.5)	208 (2.1)
Colorado	17 (0.8)	214 (2.0)	31 (1.0)	218 (1.5)	52 (1.2)	219 (1.1)
Connecticut	17 (1.0)	216 (2.6)	27 (1.2)	223 (1.6)	56 (1.4)	225 (1.4)
Delaware*	16 (0.9)	206 (2.4)	27 (1.3)	211 (2.2)	57 (1.6)	218 (1.1)
Dist. Columbia	29 (0.8)	184 (1.3)	29 (1.0)	187 (1.7)	42 (0.9)	196 (1.2)
Florida	18 (0.9)	201 (2.3)	28 (0.8)	209 (1.6)	54 (1.1)	213 (1.4)
Georgia	19 (1.0)	204 (2.3)	29 (1.1)	211 (2.0)	52 (1.1)	218 (1.6)
Hawaii	19 (0.8)	192 (2.2)	30 (1.1)	206 (2.2)	51 (1.2)	209 (1.8)
Idaho	14 (0.7)	214 (2.3)	26 (1.0)	220 (1.5)	60 (1.3)	223 (1.1)
Indiana	16 (0.8)	212 (2.1)	29 (1.2)	223 (1.8)	55 (1.3)	225 (1.3)
Iowa	13 (0.7)	222 (2.2)	30 (0.9)	227 (1.4)	57 (1.1)	228 (1.2)
Kentucky	19 (0.9)	206 (1.7)	28 (0.9)	212 (1.4)	52 (1.1)	218 (1.7)
Louisiana	20 (0.9)	196 (1.6)	25 (1.1)	203 (1.7)	55 (1.4)	209 (1.4)
Maine*	12 (1.0)	222 (2.6)	28 (1.3)	227 (1.4)	61 (1.5)	230 (1.3)
Maryland	20 (1.0)	204 (2.4)	30 (1.0)	216 (1.9)	51 (1.4)	215 (1.7)
Massachusetts	12 (0.8)	220 (2.3)	27 (1.1)	226 (1.5)	61 (1.3)	230 (1.0)
Michigan	16 (0.8)	209 (2.6)	27 (1.0)	216 (1.7)	57 (1.2)	221 (1.7)
Minnesota	12 (0.8)	213 (2.2)	29 (1.0)	221 (1.6)	58 (1.2)	226 (1.4)
Mississippi	24 (1.1)	188 (2.3)	26 (0.9)	203 (2.0)	50 (1.4)	204 (1.5)
Missouri	16 (1.0)	216 (2.7)	28 (1.1)	220 (2.1)	56 (1.3)	224 (1.0)
Nebraska*	16 (0.9)	214 (2.3)	31 (1.2)	225 (1.5)	54 (1.4)	224 (1.4)
New Hampshire*	13 (0.8)	224 (2.5)	29 (1.2)	229 (1.6)	58 (1.2)	231 (1.4)
New Jersey*	16 (1.0)	214 (2.6)	27 (1.2)	223 (2.0)	57 (1.6)	228 (1.7)
New Mexico	17 (1.0)	200 (2.1)	29 (1.0)	212 (2.3)	54 (1.4)	216 (1.6)
New York*	20 (1.3)	206 (2.2)	31 (1.1)	216 (2.0)	49 (1.7)	221 (1.6)
North Carolina	21 (0.9)	205 (1.8)	30 (1.1)	212 (1.8)	49 (1.3)	218 (1.3)
North Dakota	10 (0.7)	221 (2.8)	28 (1.2)	225 (1.7)	62 (1.4)	229 (1.1)
Ohio	16 (0.9)	209 (2.4)	29 (1.1)	218 (1.9)	55 (1.4)	222 (1.4)
Oklahoma	13 (0.8)	213 (2.2)	26 (1.1)	220 (1.3)	61 (1.6)	224 (1.1)
Pennsylvania	16 (0.9)	213 (2.1)	31 (1.0)	223 (2.0)	53 (1.0)	225 (1.2)
Rhode Island	17 (0.9)	213 (2.7)	29 (1.1)	216 (2.3)	54 (1.2)	221 (1.9)
South Carolina	20 (0.9)	202 (2.0)	28 (1.1)	210 (1.9)	51 (1.3)	215 (1.7)
Tennessee	18 (0.8)	204 (2.2)	30 (1.0)	214 (2.0)	52 (1.2)	217 (1.6)
Texas	19 (1.0)	206 (2.6)	28 (1.1)	213 (1.9)	52 (1.2)	218 (1.5)
Utah	12 (0.7)	217 (2.2)	26 (0.9)	219 (1.8)	62 (1.1)	224 (1.2)
Virginia	18 (0.9)	211 (2.0)	29 (0.8)	223 (2.0)	53 (1.3)	226 (1.5)
West Virginia	15 (0.9)	211 (1.9)	27 (0.9)	215 (1.8)	58 (1.2)	220 (1.5)
Wisconsin	13 (0.6)	220 (2.1)	31 (1.1)	226 (1.5)	56 (1.3)	226 (1.2)
Wyoming	15 (0.8)	218 (1.8)	27 (0.9)	226 (1.6)	58 (1.1)	226 (1.3)
TERRITORY						
Guam	23 (0.9)	173 (2.2)	32 (0.9)	181 (2.1)	46 (1.1)	191 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.26 **Teachers' Reports on the Frequency with Which Students Write in Response to Reading, Grade 4, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Students Write About Something They Have Read	23 (1.8)	221 (2.7)	49 (2.5)	218 (1.8)	27 (2.4)	217 (2.1)
Students Write in a Log or Journal About What They Have Read	19 (2.1)	220 (3.0)	30 (2.0)	220 (2.0)	51 (2.5)	218 (1.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.27 **Students' Reports on the Frequency with Which They Write in Response to Reading, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Students Write About Something They Have Read						
Grade 4	22 (0.8)	213 (1.6)	34 (0.8)	220 (1.2)	43 (1.0)	221 (1.1)
Grade 8	18 (0.5)	259 (1.4)	38 (0.7)	263 (1.2)	45 (0.9)	259 (1.1)
Grade 12	20 (0.7)	294 (1.0)	46 (0.6)	294 (0.7)	35 (0.7)	286 (0.8)
Students Write in a Log or Journal About What They Have Read						
Grade 4	20 (1.3)	214 (1.9)	22 (0.9)	215 (2.0)	58 (1.4)	222 (1.0)
Grade 8	15 (0.9)	257 (1.2)	18 (0.7)	260 (1.1)	67 (1.2)	262 (1.1)
Grade 12	14 (0.8)	288 (1.5)	18 (0.7)	288 (1.0)	68 (1.1)	293 (0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.28 | **Teachers' Reports on the Frequency with Which Students Write About Something They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	25 (1.8)	221 (2.8)	49 (2.6)	217 (1.9)	26 (2.5)	214 (2.5)
Northeast	35 (5.5)	226 (6.5)	47 (4.6)	220 (6.2)	17 (3.0)	209 (4.9)
Southeast	16 (3.1)	216 (7.3)	49 (5.8)	214 (3.4)	35 (6.0)	212 (3.3)
Central	21 (3.5)	223 (2.8)	54 (5.7)	221 (2.6)	25 (5.7)	220 (4.1)!
West	29 (2.8)	217 (5.2)	45 (4.0)	213 (3.4)	26 (3.8)	214 (4.4)
STATES						
Alabama	11 (2.6)	207 (4.6)!	60 (3.4)	207 (2.3)	29 (3.5)	211 (3.5)
Arizona	26 (3.1)	210 (2.7)	55 (3.1)	211 (1.6)	19 (2.5)	211 (3.5)
Arkansas	6 (1.7)	220 (4.1)!	54 (3.3)	211 (1.7)	40 (3.5)	211 (2.2)
California	37 (3.3)	207 (3.7)	56 (3.1)	201 (2.9)	7 (1.5)	201 (5.2)!
Colorado	39 (2.9)	219 (1.8)	51 (2.9)	219 (1.5)	9 (1.9)	214 (4.5)!
Connecticut	37 (3.2)	233 (1.6)	51 (2.9)	222 (2.0)	12 (1.9)	210 (4.4)
Delaware*	25 (1.0)	219 (2.1)	49 (1.1)	216 (0.9)	26 (1.1)	208 (1.2)
Dist. Columbia	42 (1.5)	188 (1.6)	51 (1.6)	185 (1.3)	7 (0.6)	192 (3.1)
Florida	26 (3.2)	208 (2.4)	59 (3.0)	210 (1.8)	16 (2.0)	210 (3.2)
Georgia	29 (3.4)	216 (3.7)	60 (2.8)	212 (1.8)	12 (2.3)	211 (5.4)
Hawaii	25 (2.7)	206 (3.2)	56 (3.4)	202 (2.4)	19 (2.3)	204 (2.8)
Idaho	18 (2.5)	222 (2.1)	61 (2.9)	221 (1.2)	22 (2.0)	219 (1.9)
Indiana	13 (2.5)	229 (3.5)	52 (3.3)	220 (1.6)	35 (3.4)	224 (2.0)
Iowa	20 (2.9)	226 (2.8)	61 (3.2)	228 (1.2)	19 (2.8)	223 (1.9)
Kentucky	18 (2.5)	211 (3.3)	54 (3.6)	215 (1.9)	28 (3.3)	212 (2.7)
Louisiana	9 (1.5)	204 (3.9)	62 (3.5)	204 (1.9)	29 (3.5)	207 (2.1)
Maine*	29 (3.0)	227 (2.4)	55 (3.3)	228 (1.7)	16 (3.1)	233 (2.2)
Maryland	51 (3.4)	215 (2.6)	44 (3.4)	210 (2.4)	5 (1.3)	207 (5.5)!
Massachusetts	29 (2.8)	231 (2.6)	52 (2.9)	227 (1.3)	19 (2.2)	224 (2.4)
Michigan	24 (3.0)	218 (3.2)	50 (3.7)	219 (1.8)	26 (3.4)	214 (4.0)
Minnesota	21 (2.7)	225 (2.5)	54 (3.4)	222 (2.0)	25 (3.4)	219 (2.4)
Mississippi	16 (2.6)	200 (4.1)	57 (3.6)	199 (2.1)	27 (3.0)	202 (2.3)
Missouri	24 (3.2)	222 (3.9)	50 (3.4)	220 (1.9)	26 (3.0)	223 (2.1)
Nebraska*	24 (3.0)	222 (2.2)	60 (3.2)	222 (1.6)	16 (2.5)	228 (3.3)
New Hampshire*	29 (2.7)	227 (1.9)	59 (2.9)	231 (1.8)	12 (1.9)	227 (3.4)
New Jersey*	20 (3.3)	223 (4.0)	63 (3.8)	225 (2.1)	17 (2.9)	226 (2.4)
New Mexico	19 (2.6)	211 (2.6)	60 (3.4)	213 (2.5)	21 (2.9)	211 (3.5)
New York*	40 (3.6)	216 (2.3)	51 (3.4)	217 (1.9)	10 (1.7)	206 (7.0)
North Carolina	24 (3.2)	215 (2.6)	58 (3.0)	211 (1.7)	18 (2.4)	214 (2.6)
North Dakota	13 (2.8)	227 (3.7)!	45 (4.3)	226 (1.8)	42 (4.4)	228 (1.6)
Ohio	20 (2.7)	228 (3.0)	56 (3.2)	218 (1.4)	24 (3.1)!	214 (2.5)
Oklahoma	17 (2.6)	221 (2.5)	55 (3.1)	222 (1.3)	28 (3.1)	223 (2.2)
Pennsylvania	24 (2.8)	224 (2.9)	54 (3.4)	219 (1.7)	23 (3.2)	225 (2.7)
Rhode Island	28 (2.8)	222 (2.1)	50 (3.1)	218 (2.3)	21 (3.1)	214 (4.4)
South Carolina	18 (2.8)	213 (3.7)	61 (2.8)	210 (1.6)	20 (2.5)	210 (2.8)
Tennessee	18 (2.3)	208 (2.9)	53 (3.1)	215 (2.0)	29 (2.7)	211 (2.2)
Texas	16 (1.9)	212 (3.2)	60 (2.8)	216 (2.3)	24 (2.6)	215 (3.0)
Utah	24 (3.3)	223 (2.8)	51 (3.3)	222 (1.5)	26 (2.7)	219 (1.5)
Virginia	32 (2.9)	228 (2.6)	58 (3.0)	220 (1.6)	10 (1.6)	223 (3.7)
West Virginia	11 (2.1)	217 (4.1)	58 (3.6)	216 (1.8)	31 (3.3)	215 (2.6)
Wisconsin	28 (3.0)	224 (1.7)	57 (3.0)	225 (1.3)	15 (3.1)	227 (2.6)!
Wyoming	24 (2.2)	224 (2.5)	54 (2.9)	226 (1.6)	22 (2.8)	222 (2.1)
TERRITORY						
Guam	30 (1.1)	182 (1.8)	49 (1.0)	179 (2.1)	21 (0.9)	188 (2.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.29 | **Students' Reports on the Frequency with Which They Write About Something They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	23 (0.8)	211 (1.6)	34 (1.0)	218 (1.3)	43 (1.2)	219 (1.2)
Northeast	25 (2.0)	220 (4.8)	37 (2.2)	224 (4.7)	38 (1.8)	221 (3.7)
Southeast	23 (1.7)	207 (3.9)	33 (1.7)	214 (2.6)	44 (2.3)	214 (2.6)
Central	21 (1.4)	213 (3.0)	34 (2.1)	219 (1.6)	45 (2.4)	222 (2.2)
West	23 (1.7)	206 (2.5)	34 (1.7)	216 (2.2)	43 (2.4)	217 (2.3)
STATES						
Alabama	22 (1.2)	202 (2.4)	34 (1.1)	209 (2.0)	44 (1.5)	212 (1.9)
Arizona	22 (0.8)	206 (2.0)	35 (1.1)	213 (1.6)	43 (1.3)	212 (1.5)
Arkansas	19 (1.1)	202 (1.7)	33 (1.1)	213 (1.6)	48 (1.4)	216 (1.6)
California	26 (1.1)	200 (2.8)	37 (1.2)	208 (2.5)	37 (1.3)	205 (2.2)
Colorado	25 (1.3)	218 (1.6)	35 (1.1)	219 (1.5)	40 (1.5)	218 (1.5)
Connecticut	21 (1.4)	221 (2.8)	35 (1.1)	224 (1.6)	44 (1.6)	224 (1.4)
Delaware*	21 (1.0)	207 (1.8)	30 (1.4)	215 (1.6)	48 (1.2)	217 (1.1)
Dist. Columbia	37 (0.9)	188 (1.4)	34 (0.9)	192 (1.4)	29 (0.9)	192 (2.1)
Florida	22 (1.1)	203 (2.3)	36 (1.0)	211 (1.4)	42 (1.2)	213 (1.5)
Georgia	25 (1.0)	207 (1.8)	36 (1.2)	215 (2.0)	40 (1.1)	217 (1.8)
Hawaii	26 (1.2)	199 (2.5)	38 (1.1)	209 (2.1)	36 (1.2)	206 (1.8)
Idaho	16 (0.7)	216 (1.9)	31 (1.0)	222 (1.3)	54 (1.1)	222 (1.2)
Indiana	17 (0.9)	212 (2.0)	33 (1.1)	223 (1.7)	50 (1.4)	226 (1.5)
Iowa	19 (1.2)	223 (2.1)	33 (1.1)	228 (1.5)	48 (1.3)	228 (1.3)
Kentucky	22 (0.8)	207 (1.8)	36 (1.0)	215 (1.6)	41 (1.0)	217 (1.4)
Louisiana	24 (0.9)	198 (1.5)	34 (1.0)	205 (1.7)	41 (1.1)	209 (1.2)
Maine*	19 (1.3)	226 (2.0)	33 (1.2)	230 (1.8)	48 (1.6)	229 (1.3)
Maryland	28 (1.2)	210 (2.0)	36 (1.0)	216 (1.7)	36 (1.3)	213 (1.9)
Massachusetts	19 (1.0)	223 (1.7)	37 (1.1)	230 (1.5)	45 (1.2)	229 (1.2)
Michigan	21 (1.2)	210 (1.9)	33 (1.1)	217 (1.9)	46 (1.5)	222 (1.7)
Minnesota	16 (0.8)	216 (2.4)	34 (0.9)	222 (1.5)	49 (1.2)	225 (1.4)
Mississippi	28 (1.3)	192 (1.7)	35 (1.1)	203 (1.9)	37 (1.6)	204 (1.8)
Missouri	24 (1.4)	217 (2.1)	35 (1.1)	226 (1.5)	41 (1.4)	221 (1.4)
Nebraska*	18 (0.9)	218 (1.6)	36 (1.2)	223 (1.6)	46 (1.2)	225 (1.5)
New Hampshire*	20 (1.2)	228 (1.9)	34 (1.3)	232 (1.7)	46 (1.4)	228 (1.3)
New Jersey*	19 (1.0)	216 (1.6)	34 (1.1)	226 (1.9)	47 (1.4)	228 (1.7)
New Mexico	21 (1.1)	204 (3.2)	34 (1.0)	212 (1.5)	44 (1.4)	217 (1.9)
New York*	25 (1.6)	210 (2.1)	33 (1.1)	215 (2.1)	42 (1.6)	221 (2.0)
North Carolina	25 (1.1)	208 (2.1)	38 (0.9)	216 (1.4)	38 (1.2)	214 (1.5)
North Dakota	15 (1.0)	224 (2.2)	37 (1.2)	227 (1.6)	48 (1.7)	229 (1.3)
Ohio	20 (1.1)	213 (2.4)	33 (1.1)	218 (1.7)	47 (1.4)	222 (1.4)
Oklahoma	19 (1.0)	218 (1.5)	33 (1.3)	222 (1.6)	48 (1.5)	223 (1.1)
Pennsylvania	21 (1.0)	216 (2.2)	34 (1.1)	222 (1.6)	45 (1.4)	226 (1.4)
Rhode Island	22 (0.9)	213 (2.3)	34 (0.9)	215 (2.0)	45 (1.4)	223 (2.2)
South Carolina	25 (1.3)	205 (2.2)	33 (1.0)	212 (1.6)	42 (1.4)	215 (1.7)
Tennessee	21 (1.0)	207 (2.0)	35 (0.9)	216 (1.8)	43 (1.2)	215 (1.7)
Texas	22 (1.0)	204 (1.8)	35 (1.1)	216 (1.8)	43 (1.2)	218 (1.7)
Utah	17 (1.1)	218 (1.8)	30 (1.0)	224 (1.5)	53 (1.4)	222 (1.2)
Virginia	24 (1.1)	219 (2.3)	36 (1.1)	223 (1.7)	40 (1.3)	224 (1.6)
West Virginia	17 (1.0)	210 (2.3)	35 (1.1)	219 (1.6)	49 (1.2)	218 (1.5)
Wisconsin	19 (1.2)	219 (1.9)	36 (1.0)	225 (1.2)	45 (1.4)	227 (1.2)
Wyoming	19 (0.8)	222 (1.8)	31 (1.0)	226 (1.6)	50 (1.3)	225 (1.3)
TERRITORY						
Guam	26 (0.9)	179 (1.9)	33 (1.0)	187 (2.5)	40 (1.0)	184 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.30 | **Teachers' Reports on the Frequency with Which Students Write in a Log or Journal About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	21 (2.3)	219 (3.1)	31 (2.3)	219 (2.0)	48 (2.8)	216 (1.9)
Northeast	33 (5.9)	224 (7.3)	31 (4.7)	218 (5.5)!	37 (3.9)	219 (4.2)
Southeast	20 (3.5)	218 (5.0)	22 (3.7)	213 (3.9)	59 (5.7)	212 (3.4)
Central	16 (5.3)	216 (5.2)!	42 (5.7)	222 (2.9)	42 (7.1)	222 (3.4)
West	19 (3.1)	216 (6.8)	29 (3.9)	217 (4.8)	52 (3.4)	212 (3.4)
STATES						
Alabama	15 (2.7)	213 (4.0)	25 (2.9)	208 (3.5)	60 (4.3)	208 (2.4)
Arizona	19 (2.5)	205 (2.9)	30 (2.8)	212 (2.1)	51 (3.7)	212 (1.8)
Arkansas	11 (2.0)	209 (5.5)	19 (2.9)	217 (2.7)	71 (3.2)	211 (1.5)
California	33 (3.4)	203 (4.0)	39 (3.1)	204 (3.2)	28 (3.6)	203 (3.5)
Colorado	31 (3.2)	221 (2.4)	38 (3.0)	218 (1.4)	30 (2.7)	216 (2.2)
Connecticut	27 (3.1)	229 (2.9)	32 (3.1)	228 (1.9)	41 (3.9)	219 (2.5)
Delaware*	15 (0.8)	219 (2.4)	19 (0.6)	220 (2.0)	66 (0.8)	212 (0.9)
Dist. Columbia	19 (1.0)	195 (2.3)	44 (1.7)	187 (1.8)	37 (1.7)	184 (1.8)
Florida	28 (3.1)	209 (2.6)	37 (3.1)	210 (2.4)	35 (3.4)	209 (2.0)
Georgia	27 (2.7)	215 (3.3)	41 (2.9)	214 (2.1)	32 (3.2)	210 (2.9)
Hawaii	25 (3.0)	203 (3.5)	34 (2.8)	205 (2.7)	41 (3.3)	203 (2.5)
Idaho	15 (2.7)	226 (3.3)	24 (2.7)	221 (1.7)	61 (3.6)	220 (1.2)
Indiana	11 (2.2)	219 (3.4)	27 (2.8)	223 (2.3)	62 (3.4)	222 (1.7)
Iowa	22 (3.0)	226 (2.6)	34 (3.2)	226 (1.7)	44 (3.2)	228 (1.4)
Kentucky	21 (3.0)	216 (2.6)	24 (2.8)	211 (2.2)	54 (4.0)	213 (1.7)
Louisiana	17 (2.5)	208 (3.6)	21 (2.4)	202 (2.7)	62 (3.1)	205 (1.6)
Maine*	23 (3.2)	227 (3.1)	24 (3.4)	229 (1.9)	53 (4.2)	229 (1.8)
Maryland	33 (3.2)	209 (3.5)	40 (3.2)	216 (2.6)	27 (3.4)	211 (3.3)
Massachusetts	18 (2.3)	228 (3.5)	29 (2.9)	230 (2.2)	54 (3.2)	226 (1.4)
Michigan	16 (2.6)	215 (4.3)	29 (3.2)	219 (2.5)	55 (3.7)	217 (2.1)
Minnesota	13 (2.7)	225 (3.5)!	30 (3.8)	224 (2.6)	57 (4.2)	220 (2.0)
Mississippi	7 (1.6)	205 (4.3)!	26 (3.1)	198 (3.1)	67 (3.3)	200 (1.8)
Missouri	18 (3.1)	224 (3.9)	27 (3.0)	221 (2.9)	56 (4.4)	221 (1.4)
Nebraska*	22 (3.0)	223 (2.7)	35 (3.4)	222 (2.0)	43 (3.6)	223 (1.6)
New Hampshire*	21 (2.8)	232 (2.1)	36 (3.4)	230 (1.6)	43 (3.5)	228 (2.3)
New Jersey*	16 (2.9)	225 (3.8)	26 (3.2)	226 (2.9)	58 (4.2)	224 (2.4)
New Mexico	16 (3.1)	212 (2.4)	34 (3.6)	213 (2.5)	51 (4.1)	211 (2.9)
New York*	28 (3.6)	217 (2.8)	32 (3.0)	217 (2.3)	40 (3.7)	215 (2.8)
North Carolina	25 (2.8)	214 (3.4)	37 (2.9)	217 (1.7)	38 (3.7)	208 (1.8)
North Dakota	15 (2.9)	229 (2.3)!	23 (3.6)	224 (3.0)	62 (4.5)	227 (1.4)
Ohio	18 (2.7)	220 (3.0)	28 (3.4)	219 (2.6)	54 (3.7)	218 (1.8)
Oklahoma	11 (2.3)	225 (2.5)	30 (3.2)	223 (1.6)	59 (3.5)	221 (1.5)
Pennsylvania	19 (3.1)	218 (4.5)	27 (2.9)	218 (2.6)	54 (3.4)	224 (1.6)
Rhode Island	29 (3.8)	214 (3.7)	34 (3.3)	224 (2.6)	37 (3.6)	217 (2.8)
South Carolina	20 (3.2)	213 (3.5)	27 (2.8)	209 (2.7)	54 (3.8)	210 (2.0)
Tennessee	15 (2.2)	211 (3.3)	28 (2.5)	213 (2.7)	58 (2.8)	213 (1.8)
Texas	23 (2.6)	212 (3.1)	29 (2.5)	219 (3.4)	48 (3.4)	214 (2.1)
Utah	24 (3.3)	224 (3.0)	22 (2.6)	222 (2.2)	54 (3.6)	220 (1.2)
Virginia	30 (3.1)	228 (3.0)	34 (3.2)	221 (2.2)	36 (3.5)	220 (2.0)
West Virginia	9 (2.2)	218 (3.9)!	29 (3.5)	215 (2.4)	62 (4.1)	216 (2.0)
Wisconsin	20 (2.7)	223 (2.9)	30 (2.5)	225 (1.8)	50 (3.7)	226 (1.4)
Wyoming	13 (1.9)	222 (3.7)	30 (3.1)	226 (1.7)	57 (3.5)	224 (1.5)
TERRITORY						
Guam	17 (0.8)	185 (2.4)	38 (0.8)	179 (2.2)	45 (1.0)	183 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.31 | **Students' Reports on the Frequency with Which They Write in a Log or Journal About What They Have Read, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	21 (1.5)	213 (2.1)	22 (1.0)	214 (2.1)	57 (1.6)	220 (1.2)
Northeast	26 (4.9)	221 (5.8)	24 (2.4)	223 (7.3)	50 (4.5)	223 (3.7)
Southeast	19 (1.6)	209 (3.8)	22 (1.9)	208 (4.8)	59 (2.8)	216 (2.3)
Central	20 (2.6)	214 (3.3)	22 (1.9)	217 (2.5)	58 (3.1)	223 (1.9)
West	19 (2.5)	207 (3.1)	23 (1.6)	210 (2.8)	58 (2.7)	220 (1.8)
STATES						
Alabama	16 (1.5)	203 (3.1)	20 (1.0)	201 (2.8)	64 (2.0)	213 (1.9)
Arizona	19 (1.4)	207 (2.3)	20 (0.9)	208 (2.1)	61 (1.8)	214 (1.4)
Arkansas	14 (1.2)	203 (2.9)	20 (0.9)	200 (2.3)	66 (1.3)	218 (1.3)
California	25 (1.3)	202 (2.5)	27 (1.2)	203 (2.8)	48 (1.6)	209 (2.4)
Colorado	26 (1.8)	218 (1.6)	23 (1.2)	214 (1.9)	51 (2.0)	221 (1.3)
Connecticut	24 (1.6)	222 (2.4)	24 (1.3)	223 (2.1)	52 (1.9)	225 (1.3)
Delaware*	21 (0.9)	211 (1.8)	20 (1.1)	206 (2.3)	59 (1.3)	219 (1.1)
Dist. Columbia	23 (1.0)	184 (1.7)	27 (1.0)	186 (1.6)	50 (1.2)	198 (1.2)
Florida	23 (1.7)	205 (2.2)	22 (1.0)	206 (2.0)	55 (1.9)	215 (1.3)
Georgia	26 (1.6)	211 (2.7)	25 (1.4)	214 (2.0)	50 (2.0)	216 (1.8)
Hawaii	29 (1.3)	201 (2.4)	27 (1.3)	204 (2.4)	44 (1.5)	209 (1.9)
Idaho	16 (1.4)	217 (2.2)	16 (0.9)	218 (2.3)	68 (1.7)	223 (0.9)
Indiana	14 (1.3)	213 (2.7)	17 (1.3)	219 (2.4)	69 (1.9)	225 (1.3)
Iowa	21 (1.7)	224 (1.8)	23 (1.0)	226 (1.7)	56 (1.8)	229 (1.2)
Kentucky	21 (1.4)	208 (2.1)	26 (1.2)	212 (1.7)	53 (1.7)	218 (1.5)
Louisiana	20 (1.4)	200 (2.3)	18 (0.9)	196 (2.4)	61 (1.7)	210 (1.3)
Maine*	18 (1.6)	226 (2.0)	19 (1.5)	227 (2.3)	63 (2.4)	230 (1.3)
Maryland	22 (1.2)	208 (2.3)	26 (1.0)	213 (2.1)	52 (1.7)	216 (1.7)
Massachusetts	18 (1.5)	224 (2.1)	21 (1.5)	224 (2.2)	61 (2.2)	231 (1.1)
Michigan	18 (1.5)	212 (2.8)	21 (1.2)	213 (2.2)	61 (2.1)	222 (1.6)
Minnesota	17 (1.4)	217 (2.5)	21 (1.2)	221 (1.9)	62 (2.3)	225 (1.3)
Mississippi	16 (1.1)	187 (2.7)	24 (0.9)	193 (2.0)	60 (1.3)	208 (1.5)
Missouri	19 (2.0)	220 (2.9)	21 (1.1)	217 (2.3)	61 (2.1)	224 (1.3)
Nebraska*	22 (1.5)	220 (1.4)	25 (1.2)	222 (1.9)	54 (1.9)	225 (1.5)
New Hampshire*	22 (1.8)	230 (1.8)	23 (1.7)	229 (2.0)	55 (2.2)	230 (1.6)
New Jersey*	15 (1.3)	215 (2.5)	21 (1.4)	223 (2.4)	64 (2.0)	229 (1.6)
New Mexico	19 (1.1)	205 (2.1)	23 (1.1)	206 (2.3)	58 (1.7)	218 (1.8)
New York*	27 (1.5)	215 (1.8)	23 (1.2)	208 (3.1)	50 (2.0)	221 (1.6)
North Carolina	21 (1.5)	209 (2.3)	23 (1.1)	208 (1.9)	55 (1.6)	218 (1.3)
North Dakota	12 (1.4)	224 (2.3)	19 (1.1)	223 (2.4)	70 (1.9)	229 (1.2)
Ohio	16 (1.4)	214 (2.6)	19 (1.4)	217 (2.1)	64 (2.1)	221 (1.4)
Oklahoma	17 (1.6)	219 (2.2)	20 (1.3)	219 (2.0)	63 (2.2)	224 (1.0)
Pennsylvania	20 (1.8)	217 (2.7)	21 (1.2)	218 (2.2)	59 (2.3)	226 (1.3)
Rhode Island	23 (1.7)	217 (2.5)	22 (1.4)	213 (2.6)	55 (2.2)	222 (2.2)
South Carolina	20 (1.4)	207 (2.7)	19 (0.9)	203 (1.7)	62 (1.7)	216 (1.5)
Tennessee	16 (1.4)	206 (2.6)	19 (0.9)	205 (2.0)	65 (1.4)	218 (1.5)
Texas	19 (1.4)	209 (2.2)	22 (1.1)	208 (2.4)	60 (1.7)	219 (1.7)
Utah	16 (1.4)	216 (2.1)	18 (0.9)	218 (2.2)	67 (1.7)	225 (1.3)
Virginia	24 (1.8)	220 (2.6)	23 (1.3)	219 (2.0)	53 (2.0)	225 (1.4)
West Virginia	14 (1.2)	213 (2.4)	20 (1.0)	213 (2.4)	66 (1.6)	220 (1.5)
Wisconsin	18 (1.3)	223 (1.8)	19 (1.1)	223 (2.0)	63 (1.9)	227 (1.3)
Wyoming	17 (1.4)	220 (2.2)	17 (0.9)	220 (1.8)	66 (1.7)	228 (1.1)
TERRITORY						
Guam	18 (0.8)	174 (2.6)	24 (1.0)	171 (2.6)	58 (1.1)	192 (1.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Emphasis on Vocabulary

TABLE 8.32 Teachers' Reports on the Frequency with Which They Discuss New or Difficult Vocabulary with Students, Grade 4, 1992 Reading Assessment

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	50 (2.2)	217 (1.7)	49 (2.1)	221 (1.8)	2 (0.7)	220 (7.2)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.33 Students' Reports on the Frequency with Which Their Teachers Discuss New or Difficult Vocabulary, Grades 4, 8, and 12, 1992 Reading Assessment

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	31 (0.8)	218 (1.3)	39 (1.0)	224 (1.2)	30 (0.7)	211 (1.2)
Grade 8	22 (0.5)	263 (1.1)	42 (0.8)	267 (1.1)	37 (0.8)	252 (1.3)
Grade 12	18 (0.6)	292 (1.0)	42 (0.6)	294 (0.6)	39 (0.8)	288 (0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.34 | **Teachers' Reports on the Frequency with Which They Discuss New or Difficult Vocabulary, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	49 (2.4)	215 (1.8)	49 (2.3)	219 (1.9)	2 (0.8)	219 (7.8)!
Northeast	54 (6.7)	216 (4.9)	43 (6.7)	224 (4.5)	4 (2.5)	*** (***)
Southeast	44 (3.9)	212 (3.4)	54 (3.3)	214 (4.0)	2 (1.8)	*** (***)
Central	49 (4.7)	220 (2.3)	51 (4.7)	222 (3.3)	0 (0.0)	*** (***)
West	51 (4.3)	211 (3.2)	47 (3.7)	218 (4.5)	2 (1.2)	*** (***)
STATES						
Alabama	63 (3.4)	206 (2.1)	37 (3.4)	213 (2.6)	0 (0.0)	*** (***)
Arizona	54 (2.9)	210 (1.6)	44 (2.7)	211 (2.0)	2 (0.9)	*** (***)
Arkansas	43 (3.0)	210 (1.8)	56 (2.9)	213 (1.9)	1 (0.7)	*** (***)
California	58 (3.8)	203 (3.1)	41 (3.8)	204 (3.4)	1 (0.4)	*** (***)
Colorado	57 (2.8)	218 (1.7)	39 (2.7)	218 (1.8)	4 (1.2)	224 (3.6)!
Connecticut	59 (3.2)	222 (1.9)	40 (3.2)	228 (2.2)	1 (0.4)	*** (***)
Delaware*	50 (1.0)	212 (1.1)	49 (1.1)	217 (1.3)	1 (0.2)	*** (***)
Dist. Columbia	71 (1.3)	187 (1.1)	29 (1.3)	187 (1.9)	0 (0.0)	*** (***)
Florida	54 (3.2)	208 (2.0)	46 (3.2)	211 (1.9)	0 (0.1)	*** (***)
Georgia	59 (3.2)	212 (1.9)	40 (3.2)	214 (2.5)	1 (0.5)	*** (***)
Hawaii	52 (3.0)	199 (2.4)	47 (3.0)	209 (2.1)	1 (0.6)	*** (***)
Idaho	54 (3.4)	220 (1.3)	45 (3.3)	221 (1.6)	2 (0.8)	*** (***)
Indiana	41 (3.2)	220 (2.0)	59 (3.2)	224 (1.6)	0 (0.0)	*** (***)
Iowa	44 (3.7)	228 (1.7)	54 (3.8)	225 (1.5)	2 (1.0)	*** (***)
Kentucky	60 (2.7)	212 (1.8)	37 (2.9)	215 (1.6)	2 (1.5)	*** (***)
Louisiana	58 (3.4)	203 (2.0)	41 (3.4)	207 (1.7)	0 (0.3)	*** (***)
Maine*	49 (4.0)	227 (1.7)	48 (3.8)	229 (1.9)	3 (1.0)	*** (***)
Maryland	59 (3.1)	209 (2.5)	40 (3.1)	217 (2.1)	1 (0.5)	*** (***)
Massachusetts	62 (3.2)	228 (1.5)	37 (3.2)	227 (2.0)	1 (0.6)	*** (***)
Michigan	50 (4.4)	217 (2.0)	49 (4.3)	218 (2.5)	1 (0.5)	*** (***)
Minnesota	50 (3.6)	221 (2.0)	50 (3.6)	222 (2.1)	0 (0.4)	*** (***)
Mississippi	70 (3.4)	199 (1.8)	29 (3.4)	203 (3.0)	1 (0.5)	*** (***)
Missouri	52 (3.3)	218 (1.8)	47 (3.2)	225 (1.8)	1 (0.5)	*** (***)
Nebraska*	52 (4.4)	222 (1.5)	46 (4.2)	223 (1.7)	2 (0.8)	*** (***)
New Hampshire*	57 (3.3)	228 (1.6)	41 (3.1)	232 (1.6)	2 (1.0)	*** (***)
New Jersey*	57 (3.9)	225 (2.1)	42 (3.8)	224 (2.3)	1 (0.7)	*** (***)
New Mexico	57 (3.7)	208 (2.1)	43 (3.7)	217 (2.8)	0 (0.1)	*** (***)
New York*	70 (2.6)	215 (1.9)	29 (2.6)	219 (2.7)	0 (0.2)	*** (***)
North Carolina	68 (3.2)	212 (1.3)	32 (3.2)	215 (2.4)	0 (0.3)	*** (***)
North Dakota	57 (3.5)	227 (1.5)	43 (3.5)	227 (1.8)	0 (0.0)	*** (***)
Ohio	47 (3.4)	217 (1.9)	53 (3.4)	220 (2.2)	0 (0.3)	*** (***)
Oklahoma	55 (3.4)	220 (1.4)	45 (3.4)	225 (1.5)	0 (0.2)	*** (***)
Pennsylvania	50 (3.0)	220 (1.7)	50 (3.0)	223 (1.9)	0 (0.3)	*** (***)
Rhode Island	55 (3.3)	217 (2.3)	43 (3.2)	221 (2.8)	2 (1.2)	*** (***)
South Carolina	63 (3.3)	209 (1.8)	37 (3.2)	212 (2.2)	1 (0.4)	*** (***)
Tennessee	55 (3.8)	211 (2.1)	44 (3.8)	215 (2.0)	1 (0.4)	*** (***)
Texas	60 (3.4)	214 (2.6)	39 (3.4)	218 (2.0)	1 (0.4)	*** (***)
Utah	54 (3.1)	221 (1.7)	45 (3.0)	222 (1.6)	2 (0.7)	*** (***)
Virginia	58 (2.8)	221 (1.9)	42 (2.8)	226 (1.7)	0 (0.2)	*** (***)
West Virginia	62 (3.4)	216 (1.8)	37 (3.2)	216 (1.8)	1 (0.7)	*** (***)
Wisconsin	55 (3.6)	224 (1.4)	43 (3.5)	226 (1.5)	1 (0.7)	*** (***)
Wyoming	47 (3.6)	222 (1.6)	51 (3.6)	226 (1.4)	2 (1.0)	*** (***)
TERRITORY						
Guam	65 (1.1)	182 (1.8)	35 (1.1)	181 (1.8)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.35 | **Students' Reports on the Frequency with Which Their Teachers Discuss New or Difficult Vocabulary, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	31 (0.9)	216 (1.5)	39 (1.0)	221 (1.3)	30 (0.8)	210 (1.3)
Northeast	32 (2.2)	223 (4.7)	41 (2.1)	227 (4.2)	28 (2.2)	212 (4.5)
Southeast	37 (1.6)	212 (2.8)	35 (2.1)	216 (2.7)	28 (1.5)	206 (3.9)
Central	28 (1.1)	219 (2.4)	40 (2.1)	224 (2.6)	32 (1.9)	215 (2.1)
West	30 (1.9)	213 (1.9)	38 (1.7)	219 (2.3)	32 (1.2)	207 (2.5)
STATES						
Alabama	37 (1.1)	211 (1.8)	40 (1.3)	211 (2.0)	23 (1.1)	199 (2.7)
Arizona	29 (0.9)	215 (1.8)	39 (1.0)	212 (1.5)	32 (1.1)	204 (1.8)
Arkansas	35 (1.1)	216 (1.9)	36 (0.9)	214 (1.6)	29 (1.0)	204 (1.9)
California	31 (1.0)	208 (2.6)	39 (1.3)	207 (2.4)	29 (1.0)	197 (2.5)
Colorado	27 (1.2)	219 (1.6)	40 (1.1)	220 (1.3)	33 (1.1)	214 (1.5)
Connecticut	32 (0.9)	224 (1.8)	39 (1.0)	229 (1.5)	28 (0.9)	214 (1.9)
Delaware*	33 (1.2)	213 (1.4)	37 (1.1)	220 (1.5)	30 (1.0)	209 (1.5)
Dist. Columbia	39 (0.9)	192 (1.3)	34 (0.7)	194 (1.2)	28 (0.9)	181 (1.7)
Florida	33 (1.0)	212 (1.5)	38 (1.0)	212 (1.6)	28 (1.1)	203 (1.8)
Georgia	36 (1.0)	215 (1.7)	37 (1.1)	217 (2.0)	26 (1.0)	206 (1.8)
Hawaii	28 (1.1)	207 (2.0)	40 (1.2)	207 (2.2)	32 (1.1)	200 (1.9)
Idaho	28 (0.9)	223 (1.4)	40 (1.0)	225 (1.3)	33 (1.0)	214 (1.4)
Indiana	34 (1.0)	223 (1.4)	42 (1.1)	226 (1.5)	23 (1.2)	214 (2.2)
Iowa	28 (0.9)	228 (1.4)	43 (1.2)	231 (1.2)	29 (1.2)	220 (1.8)
Kentucky	35 (1.0)	217 (1.7)	36 (1.0)	217 (1.6)	29 (1.0)	206 (1.5)
Louisiana	37 (1.1)	206 (1.6)	39 (1.0)	208 (1.3)	24 (1.1)	198 (1.8)
Maine*	27 (1.5)	229 (1.9)	39 (1.2)	230 (1.5)	34 (1.4)	227 (1.5)
Maryland	30 (1.1)	212 (1.9)	41 (1.0)	219 (1.5)	29 (1.0)	206 (2.2)
Massachusetts	31 (1.1)	227 (1.5)	44 (0.9)	232 (1.1)	25 (1.0)	223 (1.5)
Michigan	31 (1.2)	221 (1.7)	40 (1.0)	219 (1.8)	29 (1.1)	214 (2.1)
Minnesota	25 (1.1)	225 (1.4)	44 (1.2)	226 (1.6)	31 (1.3)	217 (1.7)
Mississippi	37 (1.2)	204 (1.7)	38 (1.1)	200 (1.8)	25 (1.2)	194 (1.9)
Missouri	33 (1.2)	223 (1.8)	38 (1.0)	225 (1.6)	29 (1.0)	215 (1.5)
Nebraska*	35 (1.2)	225 (1.4)	39 (1.2)	227 (1.3)	26 (1.2)	214 (1.9)
New Hampshire*	26 (0.9)	231 (1.6)	41 (1.1)	233 (1.5)	33 (1.2)	223 (1.8)
New Jersey*	33 (1.2)	225 (1.7)	41 (1.1)	230 (1.8)	26 (1.2)	216 (2.5)
New Mexico	32 (1.0)	214 (2.2)	35 (1.4)	215 (1.8)	33 (1.2)	207 (1.8)
New York*	33 (1.2)	217 (2.0)	40 (1.2)	218 (1.7)	27 (1.0)	212 (2.3)
North Carolina	38 (1.0)	216 (1.7)	37 (1.1)	217 (1.5)	25 (0.9)	204 (1.7)
North Dakota	31 (1.1)	231 (1.7)	40 (1.2)	230 (1.3)	29 (1.3)	220 (1.8)
Ohio	31 (1.0)	220 (1.8)	41 (0.9)	222 (1.4)	28 (0.9)	213 (2.0)
Oklahoma	34 (1.1)	224 (1.2)	35 (1.2)	223 (1.3)	32 (1.2)	218 (1.3)
Pennsylvania	33 (1.0)	224 (1.8)	41 (1.2)	225 (1.7)	26 (1.0)	216 (1.6)
Rhode Island	31 (1.0)	218 (2.2)	40 (1.1)	223 (2.0)	29 (1.2)	212 (2.4)
South Carolina	37 (1.1)	215 (1.9)	37 (1.0)	216 (1.5)	26 (1.0)	199 (1.5)
Tennessee	36 (1.0)	217 (1.7)	40 (1.0)	215 (1.7)	24 (0.9)	205 (1.9)
Texas	34 (1.2)	214 (1.8)	38 (1.2)	219 (1.8)	28 (1.0)	208 (2.2)
Utah	27 (1.1)	225 (1.6)	39 (1.3)	224 (1.2)	34 (1.3)	217 (1.6)
Virginia	35 (1.1)	221 (1.7)	40 (0.9)	227 (1.6)	25 (1.1)	217 (1.8)
West Virginia	36 (1.0)	221 (1.6)	37 (1.1)	220 (1.7)	26 (1.0)	208 (1.9)
Wisconsin	30 (1.2)	227 (1.7)	42 (1.0)	229 (1.1)	28 (1.0)	218 (1.6)
Wyoming	31 (1.0)	229 (1.3)	38 (1.1)	225 (1.4)	31 (1.1)	219 (1.6)
TERRITORY						
Guam	29 (1.0)	185 (2.2)	37 (1.0)	188 (1.9)	34 (1.0)	177 (1.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Emphasis on Explaining, Interpreting, and Predicting

TABLE 8.36 **Students' Reports on the Frequency with Which They Are Asked to Explain, Interpret, and Predict, Grades 8 and 12, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Students Explain or Support Their Understanding of What They Have Read						
Grade 8	20 (0.3)	262 (1.3)	37 (0.7)	264 (1.3)	43 (0.7)	257 (1.2)
Grade 12	29 (0.8)	301 (1.0)	40 (0.6)	293 (0.6)	31 (0.7)	281 (0.9)
Students Discuss Different Interpretations of What They Have Read						
Grade 8	16 (0.5)	261 (1.5)	33 (0.6)	263 (1.0)	51 (0.7)	260 (1.2)
Grade 12	27 (0.8)	302 (0.9)	37 (0.6)	293 (0.8)	36 (0.9)	283 (0.9)
Students Make Predictions About What They Will Find as They Continue Reading						
Grade 8	14 (0.5)	257 (1.5)	29 (0.5)	261 (1.1)	57 (0.7)	262 (1.1)
Grade 12	14 (0.6)	294 (1.3)	28 (0.6)	293 (0.8)	58 (0.8)	290 (0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.37 **Teachers' Reports on the Frequency with Which Students Read Aloud and Read Silently, Grade 4, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Read Aloud	47 (2.7)	214 (1.6)	45 (2.3)	222 (1.6)	8 (1.6)	225 (3.8)
Read Silently	73 (2.1)	220 (1.7)	25 (2.0)	215 (2.1)	2 (0.6)	209 (5.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.38 **Students' Reports on the Frequency with Which They Read Aloud and Read Silently, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Read Aloud						
Grade 4	47 (1.2)	220 (1.1)	28 (1.0)	222 (1.5)	25 (0.9)	215 (1.5)
Grade 8	37 (1.0)	259 (1.0)	34 (0.7)	264 (1.1)	30 (1.0)	260 (1.5)
Grade 12	22 (0.8)	289 (1.1)	34 (0.7)	292 (0.9)	44 (1.1)	292 (0.8)
Read Silently						
Grade 4	66 (1.0)	224 (1.2)	23 (0.8)	217 (1.4)	11 (0.5)	196 (2.0)
Grade 8	47 (1.1)	263 (0.8)	37 (0.9)	263 (1.2)	16 (0.5)	252 (1.6)
Grade 12	34 (0.8)	291 (0.8)	40 (0.7)	292 (0.7)	26 (0.8)	291 (1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.39 | **Teachers' Reports on the Frequency with Which Students Read Aloud, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	47 (2.9)	213 (1.6)	45 (2.5)	221 (1.8)	8 (1.7)	224 (4.2)!
Northeast	41 (6.9)	210 (2.6)!	49 (5.1)	227 (3.9)	10 (4.2)	230 (3.8)!
Southeast	58 (6.8)	209 (2.5)	35 (5.5)	219 (3.5)	7 (3.9)	*** (***)
Central	43 (4.6)	223 (2.7)	53 (4.3)	220 (3.6)	4 (1.1)	*** (***)
West	47 (5.6)	208 (4.4)	42 (4.7)	219 (3.8)	11 (4.4)	222 (5.7)!
STATES						
Alabama	56 (3.8)	209 (2.6)	42 (3.6)	207 (2.2)	1 (0.7)	*** (***)
Arizona	52 (2.6)	210 (1.5)	41 (2.6)	212 (2.4)	7 (1.4)	213 (4.0)!
Arkansas	40 (3.4)	209 (2.1)	55 (3.3)	213 (1.9)	5 (1.5)	221 (6.0)!
California	56 (3.3)	202 (2.8)	38 (3.1)	207 (3.6)	6 (1.3)	201 (8.1)!
Colorado	38 (2.8)	216 (1.7)	48 (3.0)	218 (1.6)	14 (2.1)	225 (3.1)
Connecticut	40 (3.1)	222 (2.3)	45 (3.0)	228 (2.0)	15 (2.4)	223 (3.4)
Delaware*	50 (0.9)	211 (1.0)	39 (0.7)	218 (1.3)	12 (0.9)	220 (3.0)
Dist. Columbia	72 (1.3)	186 (1.1)	26 (1.3)	189 (1.6)	2 (0.1)	*** (***)
Florida	46 (2.7)	206 (2.2)	47 (2.7)	212 (1.7)	7 (1.6)	213 (5.5)!
Georgia	59 (3.1)	212 (2.2)	39 (3.0)	214 (2.2)	2 (0.8)	219 (9.2)!
Hawaii	42 (2.5)	200 (2.4)	50 (2.6)	205 (2.3)	8 (1.5)	214 (3.7)!
Idaho	48 (3.7)	219 (1.4)	45 (3.4)	223 (1.4)	7 (1.7)	220 (4.1)!
Indiana	52 (3.2)	220 (1.7)	40 (3.2)	224 (1.9)	7 (1.5)	230 (4.4)!
Iowa	37 (3.5)	227 (1.8)	50 (3.2)	227 (1.4)	13 (2.4)	227 (2.6)!
Kentucky	50 (3.4)	212 (1.7)	41 (3.4)	215 (2.3)	9 (2.0)	217 (3.2)!
Louisiana	54 (3.8)	202 (1.7)	40 (3.7)	208 (1.9)	6 (1.4)	209 (5.2)!
Maine*	36 (3.2)	226 (2.3)	51 (3.5)	230 (1.5)	13 (2.6)	231 (3.3)!
Maryland	46 (3.1)	210 (2.2)	44 (3.0)	212 (3.0)	10 (2.2)	223 (4.8)!
Massachusetts	48 (3.9)	225 (1.9)	44 (3.3)	230 (1.6)	7 (1.8)	229 (3.4)!
Michigan	41 (4.1)	214 (2.6)	52 (4.0)	219 (2.0)	7 (2.0)	229 (4.6)!
Minnesota	39 (3.6)	219 (2.4)	53 (3.2)	224 (1.7)	8 (1.7)	222 (4.5)!
Mississippi	59 (3.5)	198 (1.9)	39 (3.6)	203 (2.5)	2 (0.7)	*** (***)
Missouri	51 (3.4)	220 (1.7)	40 (3.5)	223 (1.9)	9 (1.9)	228 (4.5)!
Nebraska*	41 (3.9)	222 (1.9)	48 (3.4)	223 (1.6)	12 (2.2)	226 (2.8)
New Hampshire*	42 (3.2)	227 (1.8)	48 (3.1)	231 (1.5)	11 (2.1)	235 (3.6)!
New Jersey*	42 (3.8)	219 (2.1)	51 (3.5)	229 (2.3)	7 (1.7)	228 (4.1)!
New Mexico	60 (3.5)	212 (2.2)	36 (3.6)	212 (2.8)	4 (1.3)	213 (6.1)!
New York*	64 (3.8)	213 (1.9)	31 (3.6)	221 (2.3)	5 (1.2)	227 (4.4)!
North Carolina	57 (3.3)	210 (1.7)	38 (3.1)	215 (1.8)	5 (1.6)	218 (7.1)!
North Dakota	53 (3.2)	226 (1.7)	44 (3.3)	227 (1.9)	3 (1.1)	*** (***)
Ohio	44 (3.3)	216 (2.2)	44 (3.3)	218 (2.0)	12 (2.2)	227 (4.1)
Oklahoma	50 (3.4)	220 (1.5)	47 (3.0)	225 (1.4)	3 (1.4)	226 (6.0)!
Pennsylvania	43 (3.1)	217 (1.8)	49 (3.1)	224 (2.3)	8 (1.7)	229 (4.6)!
Rhode Island	42 (3.3)	214 (3.6)	47 (3.6)	221 (2.0)	10 (2.6)	221 (5.9)!
South Carolina	55 (3.7)	209 (2.1)	38 (3.4)	213 (1.9)	7 (1.4)	214 (4.6)!
Tennessee	49 (3.7)	211 (2.0)	47 (3.6)	215 (2.3)	4 (1.3)	211 (3.9)!
Texas	54 (3.3)	212 (2.3)	39 (3.0)	216 (2.4)	[illegible].8)	233 (6.0)!
Utah	55 (3.2)	221 (1.6)	39 (3.0)	222 (1.4)	6 (1.4)	225 (4.1)!
Virginia	56 (2.9)	221 (1.8)	36 (2.6)	224 (2.4)	9 (1.8)	227 (2.2)!
West Virginia	54 (4.1)	216 (2.0)	45 (4.1)	216 (2.0)	1 (0.7)	*** (***)
Wisconsin	38 (3.4)	221 (1.8)	55 (3.5)	227 (1.3)	7 (1.7)	228 (3.3)!
Wyoming	47 (3.4)	224 (1.7)	41 (3.4)	224 (1.8)	12 (2.4)	229 (2.1)
TERRITORY						
Guam	50 (0.9)	181 (2.1)	40 (1.1)	183 (2.1)	10 (0.7)	182 (2.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.40 | **Students' Reports on the Frequency with Which They Read Aloud, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	46 (1.3)	217 (1.2)	27 (1.0)	220 (1.8)	27 (1.0)	214 (1.6)
Northeast	41 (2.3)	220 (4.5)	29 (1.9)	227 (5.5)	30 (2.2)	222 (3.8)
Southeast	51 (1.9)	213 (2.7)	25 (1.3)	217 (2.4)	24 (1.7)	208 (4.5)
Central	47 (3.8)	222 (2.0)	25 (3.1)	224 (3.4)	27 (2.2)	213 (2.3)
West	45 (1.8)	215 (2.1)	29 (1.1)	215 (2.8)	26 (1.5)	213 (3.2)
STATES						
Alabama	53 (1.4)	210 (2.0)	27 (1.1)	212 (2.1)	20 (1.2)	203 (2.4)
Arizona	46 (1.4)	215 (1.5)	26 (1.0)	213 (1.5)	28 (1.5)	204 (2.1)
Arkansas	49 (1.5)	213 (1.6)	28 (1.1)	215 (1.7)	23 (1.0)	208 (2.1)
California	50 (1.4)	209 (2.1)	27 (1.2)	207 (2.5)	22 (1.0)	196 (3.3)
Colorado	37 (1.5)	218 (1.5)	30 (1.0)	221 (1.5)	33 (1.5)	218 (1.5)
Connecticut	43 (1.5)	223 (1.6)	29 (1.0)	228 (1.8)	28 (1.6)	220 (2.0)
Delaware*	44 (1.4)	213 (1.2)	28 (1.3)	220 (1.6)	28 (1.3)	212 (2.0)
Dist. Columbia	55 (1.1)	193 (1.0)	26 (1.1)	191 (1.8)	19 (0.9)	186 (2.1)
Florida	47 (1.6)	212 (1.5)	28 (1.0)	214 (1.8)	25 (1.2)	205 (2.3)
Georgia	55 (1.4)	215 (1.6)	25 (1.0)	217 (1.8)	19 (1.0)	208 (2.5)
Hawaii	37 (1.3)	206 (2.1)	31 (1.0)	210 (1.8)	31 (1.1)	201 (2.0)
Idaho	45 (1.4)	222 (1.3)	29 (0.9)	225 (1.4)	27 (1.2)	217 (1.6)
Indiana	52 (1.4)	223 (1.5)	27 (1.2)	224 (1.7)	21 (0.9)	220 (2.5)
Iowa	40 (1.4)	231 (1.2)	29 (1.0)	229 (1.7)	32 (1.2)	222 (1.6)
Kentucky	53 (1.6)	217 (1.4)	25 (0.9)	214 (2.0)	22 (1.3)	208 (2.2)
Louisiana	53 (1.3)	207 (1.2)	25 (0.9)	208 (1.6)	22 (1.2)	200 (2.3)
Maine*	34 (2.0)	229 (1.8)	30 (1.4)	231 (1.3)	36 (2.3)	227 (1.4)
Maryland	42 (1.5)	213 (1.9)	30 (1.0)	217 (1.9)	27 (1.4)	211 (2.7)
Massachusetts	44 (1.7)	227 (1.5)	31 (1.0)	232 (1.2)	25 (1.4)	226 (1.8)
Michigan	48 (1.6)	220 (1.8)	27 (1.1)	219 (1.7)	25 (1.2)	213 (2.4)
Minnesota	40 (1.6)	223 (1.6)	31 (1.3)	227 (1.5)	29 (1.2)	218 (1.8)
Mississippi	59 (1.2)	203 (1.3)	24 (1.0)	205 (2.3)	18 (1.1)	187 (2.9)
Missouri	50 (1.6)	225 (1.5)	25 (1.0)	223 (1.9)	26 (1.1)	214 (1.9)
Nebraska*	42 (1.4)	223 (1.3)	29 (1.2)	226 (1.7)	28 (1.4)	220 (2.1)
New Hampshire*	39 (2.0)	232 (1.7)	29 (1.2)	230 (1.6)	32 (1.7)	226 (1.6)
New Jersey*	49 (1.7)	225 (1.5)	26 (1.1)	230 (2.1)	25 (1.3)	221 (2.1)
New Mexico	48 (1.6)	215 (1.8)	28 (1.2)	214 (1.7)	25 (1.0)	206 (2.3)
New York*	50 (1.4)	218 (1.5)	26 (1.1)	218 (2.0)	24 (1.4)	211 (3.3)
North Carolina	55 (1.3)	216 (1.1)	25 (1.0)	215 (1.9)	20 (1.0)	207 (2.7)
North Dakota	47 (1.3)	230 (1.4)	27 (1.2)	228 (2.1)	26 (1.0)	222 (1.4)
Ohio	51 (1.4)	222 (1.5)	26 (0.9)	220 (1.8)	24 (1.1)	213 (2.6)
Oklahoma	55 (1.9)	224 (1.2)	25 (1.2)	223 (1.8)	20 (1.2)	215 (2.0)
Pennsylvania	47 (1.4)	225 (1.5)	28 (1.0)	225 (1.7)	25 (1.2)	218 (1.9)
Rhode Island	46 (1.5)	220 (1.9)	27 (1.2)	223 (2.3)	27 (1.4)	215 (2.0)
South Carolina	51 (1.4)	212 (1.6)	26 (1.1)	215 (1.9)	23 (1.1)	208 (1.8)
Tennessee	57 (1.3)	215 (1.6)	27 (1.1)	216 (1.9)	16 (0.9)	205 (2.4)
Texas	53 (1.4)	215 (1.7)	26 (1.1)	221 (2.1)	21 (0.9)	206 (2.5)
Utah	42 (1.8)	223 (1.5)	32 (1.2)	226 (1.6)	26 (1.4)	216 (1.8)
Virginia	51 (1.5)	223 (1.4)	26 (0.8)	225 (1.8)	24 (1.3)	220 (2.3)
West Virginia	54 (1.3)	219 (1.5)	26 (1.1)	220 (1.7)	19 (1.0)	208 (2.2)
Wisconsin	43 (1.5)	227 (1.3)	32 (1.1)	228 (1.4)	25 (1.1)	219 (1.6)
Wyoming	42 (1.5)	226 (1.1)	31 (1.2)	228 (1.8)	27 (1.0)	221 (1.8)
TERRITORY						
Guam	45 (1.2)	189 (1.7)	27 (1.2)	184 (2.5)	28 (1.2)	175 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.41 | **Teachers' Reports on the Frequency with Which Students Read Silently, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	75 (2.3)	219 (1.8)	23 (2.1)	213 (2.3)	2 (0.5)	208 (5.6)!
Northeast	90 (3.0)	220 (4.4)	9 (3.1)	224 (7.8)!	1 (1.4)	*** (***)
Southeast	63 (5.5)	215 (4.5)	35 (5.2)	210 (4.0)	2 (1.0)	*** (***)
Central	75 (3.7)	222 (2.8)	24 (3.6)	217 (2.7)	1 (0.6)	*** (***)
West	73 (5.9)	216 (2.9)	24 (5.1)	210 (5.4)!	4 (1.8)	*** (***)
STATES						
Alabama	58 (3.4)	210 (2.2)	37 (3.4)	205 (2.8)	5 (1.4)	214 (4.5)!
Arizona	73 (2.5)	211 (1.4)	26 (2.4)	210 (2.6)	1 (0.6)	*** (***)
Arkansas	49 (3.0)	213 (1.8)	45 (2.9)	211 (2.1)	6 (2.1)	212 (3.9)!
California	83 (2.3)	204 (2.4)	16 (2.3)	202 (5.5)	1 (0.4)	*** (***)
Colorado	82 (2.6)	219 (1.3)	16 (2.4)	214 (3.6)	2 (0.8)	*** (***)
Connecticut	84 (2.7)	226 (1.7)	16 (2.7)	217 (3.3)	0 (0.0)	*** (***)
Delaware*	70 (0.8)	216 (1.0)	29 (0.8)	211 (1.1)	1 (0.2)	*** (***)
Dist. Columbia	81 (1.4)	187 (1.1)	19 (1.4)	189 (1.9)	1 (0.1)	*** (***)
Florida	68 (2.8)	208 (1.7)	29 (2.7)	213 (2.0)	3 (1.0)	199 (8.8)!
Georgia	70 (2.8)	214 (2.0)	27 (2.6)	210 (3.0)	3 (0.9)	*** (***)
Hawaii	71 (2.6)	205 (1.8)	26 (2.4)	201 (3.1)	3 (0.9)	189 (6.0)!
Idaho	74 (2.9)	221 (1.2)	25 (2.7)	221 (1.6)	1 (0.6)	*** (***)
Indiana	66 (3.1)	223 (1.5)	33 (3.0)	220 (2.2)	2 (1.0)	*** (***)
Iowa	79 (2.8)	227 (1.2)	19 (2.6)	225 (2.5)	3 (1.0)	*** (***)
Kentucky	68 (3.8)	214 (1.6)	29 (3.8)	213 (2.1)	3 (1.0)	210 (4.0)!
Louisiana	57 (3.1)	205 (1.8)	42 (3.2)	206 (2.1)	2 (0.5)	*** (***)
Maine*	80 (2.8)	229 (1.4)	20 (2.8)	226 (2.6)	0 (0.1)	*** (***)
Maryland	82 (2.4)	213 (1.7)	17 (2.4)	208 (4.5)	1 (0.7)	*** (***)
Massachusetts	79 (2.9)	228 (1.3)	20 (2.9)	226 (2.2)	0 (0.4)	*** (***)
Michigan	71 (3.1)	218 (1.9)	27 (2.9)	217 (2.0)	2 (0.9)	*** (***)
Minnesota	69 (3.8)	221 (2.0)	29 (3.6)	223 (2.0)	2 (1.0)	*** (***)
Mississippi	61 (3.4)	201 (1.7)	37 (3.3)	200 (2.6)	3 (0.9)	192 (9.9)!
Missouri	72 (3.4)	221 (1.7)	26 (3.4)	223 (2.3)	2 (0.6)	*** (***)
Nebraska*	75 (3.0)	223 (1.3)	22 (3.1)	226 (2.5)	3 (1.2)	*** (***)
New Hampshire*	82 (2.7)	229 (1.3)	18 (2.7)	232 (3.1)	0 (0.0)	*** (***)
New Jersey*	64 (3.5)	226 (1.7)	33 (3.5)	223 (2.9)	2 (1.0)	*** (***)
New Mexico	65 (3.5)	212 (2.0)	32 (3.5)	211 (3.3)	3 (1.5)	*** (***)
New York*	82 (2.8)	217 (1.5)	16 (2.4)	217 (3.4)	2 (1.1)	*** (***)
North Carolina	63 (3.4)	215 (1.6)	31 (3.2)	210 (2.5)	6 (1.6)	202 (4.7)!
North Dakota	69 (4.0)	228 (1.4)	29 (3.7)	225 (2.5)	2 (1.5)	*** (***)
Ohio	72 (3.8)	220 (1.7)	25 (3.4)	215 (3.0)	3 (1.2)	207(10.6)!
Oklahoma	57 (4.0)	222 (1.5)	38 (3.9)	223 (1.3)	5 (1.5)	220 (4.9)!
Pennsylvania	69 (3.2)	223 (1.6)	29 (3.1)	217 (2.4)	1 (0.7)	*** (***)
Rhode Island	74 (2.6)	220 (2.2)	26 (2.5)	213 (3.6)	0 (0.3)	*** (***)
South Carolina	68 (3.1)	212 (1.7)	29 (2.9)	209 (2.3)	2 (0.8)	*** (***)
Tennessee	55 (2.6)	212 (2.0)	39 (2.9)	214 (2.3)	5 (1.5)	209 (4.1)!
Texas	62 (2.8)	215 (2.1)	35 (2.8)	216 (2.3)	3 (1.2)	209(10.5)!
Utah	74 (3.1)	223 (1.3)	25 (2.9)	219 (2.3)	1 (0.7)	*** (***)
Virginia	67 (3.2)	224 (1.8)	30 (3.2)	220 (2.1)	3 (1.0)	216 (5.4)!
West Virginia	54 (3.4)	220 (1.8)	41 (3.7)	210 (2.2)	5 (1.5)	215 (5.2)!
Wisconsin	76 (2.9)	226 (1.1)	23 (2.9)	224 (2.2)	2 (0.7)	*** (***)
Wyoming	72 (2.8)	225 (1.2)	25 (2.6)	223 (2.6)	3 (1.1)	216 (8.2)!
TERRITORY						
Guam	67 (1.2)	182 (1.9)	31 (1.2)	183 (1.9)	2 (0.5)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.42 | **Students' Reports on the Frequency with Which They Read Silently, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	67 (1.1)	222 (1.3)	22 (0.9)	214 (1.6)	11 (0.6)	193 (2.1)
Northeast	66 (2.9)	227 (4.6)	22 (2.1)	220 (2.8)	11 (1.7)	199 (6.6)
Southeast	62 (2.8)	216 (3.2)	26 (2.1)	212 (3.0)	12 (1.3)	193 (3.1)
Central	68 (1.7)	225 (1.9)	22 (1.7)	215 (4.0)	10 (1.0)	197 (5.2)
West	69 (1.7)	221 (1.6)	20 (1.5)	210 (3.2)	12 (0.7)	186 (3.7)
STATES						
Alabama	61 (1.3)	213 (1.7)	27 (1.1)	210 (2.2)	12 (0.8)	190 (3.6)
Arizona	66 (1.4)	215 (1.2)	21 (1.0)	213 (1.9)	13 (0.9)	189 (2.7)
Arkansas	58 (1.2)	215 (1.5)	28 (1.1)	215 (1.6)	14 (0.8)	195 (2.3)
California	68 (1.5)	211 (2.2)	20 (1.2)	202 (2.6)	12 (0.7)	180 (3.5)
Colorado	73 (1.2)	223 (1.1)	18 (1.1)	215 (2.0)	10 (0.5)	194 (2.9)
Connecticut	72 (1.5)	227 (1.3)	19 (1.2)	221 (2.5)	9 (0.7)	203 (3.1)
Delaware*	67 (1.2)	219 (0.7)	21 (1.0)	214 (2.0)	11 (0.7)	191 (2.3)
Dist. Columbia	64 (1.1)	196 (0.9)	23 (0.9)	189 (1.6)	13 (0.7)	170 (2.5)
Florida	61 (1.3)	214 (1.3)	26 (1.1)	211 (1.8)	13 (0.9)	193 (2.8)
Georgia	68 (1.3)	218 (1.4)	21 (1.0)	212 (2.2)	11 (0.7)	195 (3.2)
Hawaii	66 (1.5)	211 (1.8)	21 (1.1)	202 (2.3)	14 (0.8)	189 (2.4)
Idaho	70 (1.6)	224 (0.9)	21 (1.2)	222 (1.5)	9 (0.7)	199 (3.0)
Indiana	60 (1.5)	224 (1.4)	28 (1.4)	225 (1.4)	11 (0.8)	210 (2.7)
Iowa	75 (1.3)	231 (0.9)	17 (1.0)	226 (1.9)	8 (0.7)	201 (2.9)
Kentucky	65 (1.5)	218 (1.4)	23 (1.2)	215 (2.1)	11 (0.8)	195 (2.4)
Louisiana	60 (1.4)	209 (1.3)	27 (1.2)	207 (1.8)	13 (0.8)	189 (2.6)
Maine*	75 (1.6)	230 (1.2)	18 (1.2)	230 (1.9)	7 (0.7)	211 (3.1)
Maryland	67 (1.3)	219 (1.5)	22 (1.0)	209 (2.1)	11 (0.8)	187 (4.1)
Massachusetts	68 (1.2)	230 (1.1)	24 (1.0)	228 (1.4)	8 (0.7)	214 (3.0)
Michigan	70 (1.8)	222 (1.6)	20 (1.2)	215 (2.1)	10 (0.8)	200 (2.6)
Minnesota	69 (1.4)	226 (1.3)	22 (1.0)	221 (2.0)	8 (0.7)	202 (3.2)
Mississippi	62 (1.2)	203 (1.3)	25 (0.9)	202 (1.9)	12 (0.8)	182 (2.8)
Missouri	68 (1.4)	225 (1.2)	21 (1.1)	222 (1.9)	11 (0.6)	204 (2.8)
Nebraska*	68 (1.3)	226 (1.1)	21 (1.1)	221 (2.2)	11 (0.7)	209 (3.5)
New Hampshire*	76 (1.5)	232 (1.1)	17 (1.1)	230 (2.0)	8 (0.7)	209 (3.4)
New Jersey*	61 (1.6)	226 (1.5)	28 (1.1)	230 (1.9)	11 (0.9)	209 (3.5)
New Mexico	63 (1.3)	216 (1.4)	24 (1.0)	212 (2.5)	13 (0.8)	199 (3.0)
New York*	65 (1.4)	222 (1.2)	23 (1.1)	213 (2.0)	12 (0.9)	193 (4.7)
North Carolina	65 (1.4)	219 (1.3)	24 (1.0)	210 (1.9)	11 (0.7)	190 (3.2)
North Dakota	65 (1.4)	230 (1.1)	24 (1.0)	229 (1.7)	11 (1.0)	212 (2.3)
Ohio	64 (1.6)	224 (1.4)	23 (1.2)	217 (1.9)	12 (0.9)	200 (3.3)
Oklahoma	59 (1.6)	224 (1.2)	28 (1.2)	223 (1.2)	13 (1.0)	213 (2.4)
Pennsylvania	67 (1.4)	225 (1.6)	23 (1.0)	223 (1.7)	10 (0.7)	205 (2.6)
Rhode Island	65 (1.6)	223 (1.5)	23 (1.2)	216 (2.8)	11 (0.9)	201 (4.0)
South Carolina	64 (1.3)	215 (1.2)	24 (1.0)	211 (2.3)	12 (0.8)	198 (3.1)
Tennessee	61 (1.5)	217 (1.6)	28 (1.1)	215 (2.0)	11 (0.7)	194 (2.3)
Texas	63 (1.6)	217 (1.7)	25 (1.2)	215 (2.0)	12 (0.7)	202 (2.7)
Utah	70 (1.5)	226 (1.1)	20 (1.1)	217 (2.2)	10 (0.8)	205 (2.9)
Virginia	67 (1.4)	226 (1.6)	23 (1.2)	222 (1.8)	10 (0.8)	200 (2.6)
West Virginia	60 (1.4)	220 (1.3)	28 (1.1)	221 (2.0)	12 (0.8)	196 (2.8)
Wisconsin	70 (1.2)	229 (1.1)	22 (1.0)	222 (1.7)	8 (0.6)	206 (2.9)
Wyoming	72 (1.1)	229 (1.1)	19 (0.9)	223 (2.0)	9 (0.7)	203 (3.2)
TERRITORY						
Guam	57 (1.2)	193 (1.4)	23 (0.8)	184 (2.8)	19 (0.9)	157 (2.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.43 Teachers' Reports on the Frequency with Which Students Are Provided Time for Reading Books of Their Own Choosing, Grade 4, 1992 Reading Assessment

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	67 (2.5)	221 (1.5)	25 (2.2)	215 (2.0)	8 (1.3)	211 (4.5)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.44 Students' Reports on the Frequency with Which They Are Provided Time for Reading Books of Their Own Choosing, Grades 4, 8, and 12, 1992 Reading Assessment

	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	55 (1.3)	225 (1.2)	27 (1.0)	217 (1.5)	18 (0.8)	206 (1.4)
Grade 8	15 (0.9)	261 (1.4)	25 (1.0)	260 (1.3)	60 (1.3)	261 (1.2)
Grade 12	4 (0.3)	278 (2.5)	9 (0.4)	275 (1.6)	87 (0.5)	294 (0.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.45 | **Teachers' Reports on the Frequency with Which Students Are Provided Time for Reading Books of Their Own Choosing, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	68 (2.7)	220 (1.7)	25 (2.3)	213 (2.2)	8 (1.2)	207 (5.1)
Northeast	71 (7.7)	222 (5.0)	19 (6.3)	217 (3.2)!	10 (3.0)	214(15.2)!
Southeast	61 (4.3)	214 (3.3)	31 (4.3)	213 (3.9)	8 (1.3)	209 (4.9)!
Central	71 (4.2)	225 (2.4)	21 (3.1)	216 (4.8)	8 (2.9)	205 (5.8)!
West	69 (5.4)	217 (2.9)	27 (4.7)	208 (5.3)!	4 (0.9)	*** (***)
STATES						
Alabama	50 (3.4)	210 (2.5)	35 (3.4)	208 (2.2)	15 (2.6)	202 (5.0)
Arizona	72 (3.0)	213 (1.3)	22 (2.7)	207 (2.8)	6 (1.5)	201 (7.2)!
Arkansas	54 (3.5)	213 (1.8)	31 (2.8)	209 (2.5)	16 (2.9)	212 (2.3)
California	82 (2.5)	204 (2.7)	16 (2.2)	204 (4.2)	2 (0.9)	*** (***)
Colorado	77 (2.6)	219 (1.4)	17 (2.2)	214 (2.6)	6 (1.7)	219 (4.9)!
Connecticut	77 (2.2)	227 (1.6)	18 (2.1)	216 (4.1)	5 (1.5)	216 (5.1)!
Delaware*	60 (1.3)	216 (0.9)	24 (1.1)	216 (1.7)	16 (0.8)	208 (2.1)
Dist. Columbia	47 (1.3)	188 (1.2)	41 (1.5)	183 (1.7)	12 (0.5)	198 (2.5)
Florida	71 (3.1)	210 (1.8)	25 (2.9)	210 (2.3)	4 (1.0)	201 (6.8)!
Georgia	73 (3.0)	214 (1.9)	21 (2.8)	212 (3.3)	6 (1.2)	197 (5.4)!
Hawaii	68 (3.3)	206 (1.9)	22 (2.3)	199 (3.2)	10 (2.2)	198 (4.3)!
Idaho	76 (2.9)	222 (1.2)	19 (2.6)	218 (2.2)	5 (1.6)	214 (3.1)!
Indiana	60 (4.2)	222 (1.8)	32 (4.1)	223 (1.9)	8 (1.5)	227 (4.4)
Iowa	84 (3.2)	227 (1.1)	10 (2.2)	225 (3.3)!	7 (2.2)	222 (4.0)!
Kentucky	44 (4.3)	213 (1.9)	35 (4.0)	214 (2.1)	21 (3.3)	213 (2.6)
Louisiana	44 (3.7)	208 (1.9)	39 (3.6)	205 (2.3)	17 (2.6)	197 (3.9)
Maine*	77 (3.5)	229 (1.4)	19 (3.1)	228 (2.9)	5 (1.5)	221 (4.0)!
Maryland	68 (3.1)	215 (2.0)	25 (2.9)	204 (3.7)	7 (1.8)	211 (6.6)!
Massachusetts	68 (3.5)	229 (1.4)	27 (3.1)	229 (2.0)	5 (1.4)	205 (5.9)!
Michigan	70 (3.5)	219 (2.0)	23 (3.1)	213 (3.6)	8 (2.1)	214 (3.8)!
Minnesota	68 (4.0)	223 (1.8)	25 (3.5)	217 (2.8)	6 (1.6)	223 (6.2)!
Mississippi	39 (3.4)	206 (2.1)	46 (3.0)	196 (2.3)	15 (2.6)	198 (4.2)
Missouri	68 (3.6)	223 (1.7)	24 (3.3)	218 (2.0)	8 (2.0)	220 (4.8)!
Nebraska*	76 (3.2)	223 (1.2)	20 (3.2)	222 (3.6)	4 (1.5)	*** (***)
New Hampshire*	73 (2.9)	231 (1.6)	25 (2.7)	228 (2.4)	2 (0.9)	*** (***)
New Jersey*	45 (4.4)	226 (2.0)	32 (4.0)	224 (3.3)	23 (3.4)	223 (4.1)
New Mexico	57 (4.0)	214 (1.8)	33 (3.7)	211 (4.5)	9 (2.1)	204 (7.0)!
New York*	72 (3.1)	217 (1.5)	18 (2.3)	214 (4.4)	9 (2.1)	210(10.7)!
North Carolina	68 (3.2)	213 (1.8)	22 (2.3)	212 (2.0)	10 (2.0)	208 (4.1)!
North Dakota	68 (4.6)	227 (1.4)	23 (3.4)	227 (2.5)	9 (3.3)	224 (9.0)!
Ohio	66 (3.7)	219 (1.8)	28 (3.3)	220 (2.2)	7 (2.0)	213 (9.8)!
Oklahoma	57 (4.0)	224 (1.2)	36 (3.7)	221 (1.6)	7 (2.0)	210 (3.3)!
Pennsylvania	60 (4.0)	225 (2.1)	26 (2.9)	217 (2.2)	14 (2.7)	215 (4.0)
Rhode Island	68 (3.5)	221 (2.0)	24 (3.3)	214 (3.9)	8 (2.0)	212 (5.7)!
South Carolina	67 (3.5)	212 (1.6)	24 (2.8)	211 (2.7)	8 (1.8)	203 (4.7)!
Tennessee	42 (3.2)	213 (2.5)	43 (3.1)	214 (1.8)	15 (2.3)	207 (5.1)
Texas	64 (2.8)	218 (1.8)	29 (2.6)	212 (2.9)	7 (1.6)	204 (8.2)!
Utah	78 (3.0)	222 (1.2)	14 (2.5)	222 (2.6)	8 (1.5)	214 (3.9)
Virginia	68 (3.4)	225 (1.9)	24 (2.7)	217 (2.1)	8 (1.6)	217 (3.6)
West Virginia	51 (3.9)	219 (1.9)	29 (3.2)	214 (2.5)	20 (3.0)	212 (3.2)
Wisconsin	72 (3.7)	226 (1.0)	24 (3.4)	223 (2.5)	4 (1.2)	221 (8.1)!
Wyoming	71 (3.0)	226 (1.3)	23 (2.7)	219 (2.6)	5 (1.8)	228 (6.5)!
TERRITORY						
Guam	69 (1.0)	182 (1.6)	23 (0.9)	177 (3.0)	8 (0.5)	188 (4.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.46 | **Students' Reports on the Frequency with Which They Are Provided Time for Reading Books of Their Own Choosing, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	55 (1.5)	223 (1.3)	27 (1.1)	215 (1.7)	18 (0.8)	203 (1.4)
Northeast	55 (5.5)	229 (4.8)	27 (3.6)	216 (3.3)	18 (2.5)	211 (3.9)
Southeast	53 (2.6)	218 (3.3)	26 (1.6)	212 (2.5)	21 (1.6)	201 (3.1)
Central	57 (1.9)	224 (1.9)	28 (2.2)	220 (3.4)	15 (1.5)	203 (3.4)
West	55 (1.8)	222 (1.5)	28 (1.3)	212 (3.7)	18 (1.1)	198 (3.0)
STATES						
Alabama	43 (1.5)	213 (2.2)	32 (1.0)	208 (1.9)	25 (1.1)	203 (2.0)
Arizona	54 (1.2)	217 (1.3)	28 (1.1)	207 (2.3)	19 (0.9)	200 (2.1)
Arkansas	50 (1.7)	216 (1.9)	31 (1.2)	211 (1.9)	20 (1.1)	203 (2.0)
California	57 (1.4)	214 (2.0)	25 (1.1)	201 (2.8)	18 (0.8)	187 (3.0)
Colorado	57 (1.5)	224 (1.2)	27 (1.2)	216 (1.6)	16 (1.0)	204 (2.3)
Connecticut	54 (1.5)	229 (1.3)	27 (1.2)	223 (2.1)	19 (0.8)	211 (2.4)
Delaware*	53 (1.0)	219 (0.9)	25 (0.9)	214 (1.8)	22 (1.1)	206 (2.7)
Dist. Columbia	50 (1.0)	193 (1.2)	29 (0.8)	192 (1.6)	21 (0.9)	188 (1.6)
Florida	50 (1.5)	215 (1.4)	29 (1.0)	210 (2.1)	21 (0.9)	201 (2.2)
Georgia	55 (1.2)	220 (1.6)	29 (1.0)	211 (2.0)	16 (0.8)	202 (2.5)
Hawaii	53 (1.3)	211 (1.8)	28 (1.0)	202 (2.1)	19 (0.9)	194 (2.1)
Idaho	60 (1.7)	226 (1.1)	24 (1.1)	218 (1.5)	16 (1.0)	209 (2.4)
Indiana	52 (1.7)	225 (1.4)	29 (1.2)	222 (1.9)	18 (1.1)	217 (2.3)
Iowa	69 (1.4)	232 (1.0)	20 (1.0)	223 (1.8)	11 (0.7)	208 (2.3)
Kentucky	44 (1.9)	219 (1.6)	31 (1.1)	212 (1.8)	25 (1.5)	209 (2.1)
Louisiana	42 (1.4)	207 (1.5)	33 (1.1)	206 (1.6)	25 (1.1)	202 (1.9)
Maine*	59 (1.9)	231 (1.3)	24 (1.3)	227 (1.9)	17 (1.3)	222 (2.2)
Maryland	51 (1.5)	219 (1.7)	29 (1.2)	211 (2.2)	21 (1.1)	205 (2.3)
Massachusetts	56 (1.7)	232 (1.0)	28 (1.3)	224 (1.6)	16 (0.9)	223 (2.2)
Michigan	55 (1.4)	224 (1.8)	27 (1.1)	214 (1.4)	18 (0.9)	206 (2.9)
Minnesota	56 (1.7)	227 (1.2)	31 (1.4)	222 (1.6)	13 (0.8)	205 (2.5)
Mississippi	41 (1.6)	203 (1.7)	32 (1.2)	202 (2.0)	26 (1.2)	196 (2.1)
Missouri	59 (1.5)	227 (1.2)	25 (1.3)	219 (2.0)	15 (1.0)	207 (2.3)
Nebraska*	64 (1.7)	227 (1.3)	22 (1.2)	217 (1.7)	14 (1.2)	215 (3.1)
New Hampshire*	64 (1.6)	234 (1.2)	23 (1.3)	225 (2.0)	13 (1.2)	219 (2.2)
New Jersey*	41 (2.1)	227 (1.6)	33 (1.3)	224 (1.9)	26 (1.8)	223 (3.1)
New Mexico	47 (1.6)	215 (1.9)	32 (1.5)	212 (2.4)	21 (1.0)	210 (2.5)
New York*	54 (1.4)	220 (1.4)	27 (1.1)	215 (2.2)	19 (1.1)	209 (3.9)
North Carolina	54 (1.7)	218 (1.3)	28 (1.1)	213 (1.8)	18 (0.9)	202 (2.6)
North Dakota	57 (1.7)	231 (1.3)	27 (1.3)	227 (1.6)	16 (1.1)	217 (2.6)
Ohio	54 (1.8)	222 (1.4)	29 (1.3)	219 (2.1)	17 (1.0)	212 (2.4)
Oklahoma	51 (1.6)	225 (1.3)	31 (1.5)	222 (1.3)	18 (0.9)	215 (2.2)
Pennsylvania	54 (1.9)	226 (1.5)	29 (1.3)	220 (1.8)	17 (1.0)	215 (2.1)
Rhode Island	53 (1.7)	223 (2.0)	28 (1.2)	217 (2.2)	19 (1.1)	212 (3.2)
South Carolina	51 (1.5)	215 (1.4)	30 (1.1)	212 (1.9)	19 (1.1)	204 (2.1)
Tennessee	46 (1.4)	216 (1.7)	33 (1.3)	215 (2.0)	21 (1.0)	207 (2.1)
Texas	50 (1.9)	219 (1.8)	31 (1.5)	214 (2.0)	19 (1.0)	205 (2.2)
Utah	60 (1.5)	228 (1.2)	25 (1.2)	217 (1.7)	15 (0.9)	209 (2.4)
Virginia	54 (1.8)	226 (1.7)	29 (1.1)	220 (1.9)	17 (1.1)	217 (2.4)
West Virginia	45 (1.3)	222 (1.6)	30 (1.0)	218 (1.7)	25 (1.0)	210 (1.9)
Wisconsin	58 (1.6)	230 (1.1)	28 (1.2)	222 (1.6)	14 (0.9)	212 (2.8)
Wyoming	59 (1.5)	228 (1.3)	25 (1.1)	223 (1.7)	16 (1.1)	219 (2.1)
TERRITORY						
Guam	42 (1.0)	186 (1.9)	32 (1.2)	191 (1.7)	26 (1.0)	171 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.47 **Teachers' Reports on the Frequency of Using Various Methods of Assessing Student Progress in Reading, Grade 4, 1992 Reading Assessment**

	At Least Once a Week		At Least Once a Month		Less than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Multiple Choice Tests	15 (2.0)	212 (3.0)	50 (2.9)	219 (1.6)	35 (2.8)	221 (1.9)
Short Answer Tests	35 (2.9)	217 (1.7)	44 (3.1)	218 (1.7)	21 (2.1)	224 (2.7)
Writing Paragraphs About What They Have Read	45 (2.3)	221 (2.2)	40 (2.5)	219 (1.4)	15 (1.6)	213 (2.9)
Observations	72 (2.0)	218 (1.5)	19 (2.4)	220 (1.9)	9 (1.4)	220 (2.8)
Oral Reading	63 (2.8)	215 (1.3)	30 (2.6)	224 (2.2)	6 (1.4)	225 (4.4)
Individual or Group Projects or Presentations	11 (1.5)	221 (3.4)	54 (2.3)	221 (1.7)	35 (2.6)	214 (1.5)
Reading Portfolios	14 (1.6)	218 (4.1)	24 (2.1)	223 (2.3)	63 (3.0)	218 (1.2)
Student Self-Report	8 (1.2)	220 (5.1)	21 (2.1)	218 (2.2)	72 (2.5)	219 (1.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.48 | **Teachers' Reports on the Frequency with Which Multiple-Choice Tests Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	14 (2.1)	209 (3.2)	49 (3.3)	218 (1.7)	36 (3.2)	220 (2.2)
Northeast	13 (4.9)	215 (7.8)!	48 (5.7)	218 (4.0)	38 (7.6)	225 (5.6)!
Southeast	22 (4.2)	205 (4.3)!	58 (6.2)	216 (2.6)	19 (4.4)	216 (9.9)!
Central	11 (4.4)	219 (5.6)!	51 (7.1)	222 (3.4)	37 (6.1)	221 (2.8)
West	10 (2.7)	198 (3.9)!	39 (6.4)	215 (4.1)	51 (7.0)	217 (3.8)
STATES						
Alabama	32 (2.8)	206 (2.4)	56 (3.5)	211 (2.1)	12 (2.2)	203 (5.1)
Arizona	12 (1.8)	206 (4.0)	43 (3.3)	212 (1.7)	45 (3.2)	210 (2.1)
Arkansas	33 (3.5)	209 (2.1)	50 (3.5)	213 (2.2)	17 (2.7)	213 (2.9)
California	4 (1.4)	211 (6.3)!	30 (3.3)	203 (4.1)	66 (3.4)	204 (2.4)
Colorado	7 (2.1)	221 (3.5)!	26 (3.2)	216 (2.3)	67 (3.2)	219 (1.5)
Connecticut	6 (1.5)	224 (6.1)!	45 (3.4)	224 (2.3)	49 (3.8)	226 (2.0)
Delaware*	14 (0.7)	213 (2.3)	56 (1.2)	214 (1.1)	30 (1.0)	217 (1.6)
Dist. Columbia	34 (1.4)	182 (1.3)	46 (1.5)	186 (1.5)	20 (1.1)	198 (2.4)
Florida	15 (2.1)	210 (3.7)	53 (3.0)	209 (1.4)	31 (3.1)	209 (2.2)
Georgia	20 (2.5)	207 (3.5)	63 (2.8)	215 (1.9)	17 (2.4)	211 (4.1)
Hawaii	11 (1.8)	205 (4.1)	49 (2.8)	207 (1.9)	40 (3.1)	199 (2.7)
Idaho	15 (2.2)	218 (2.2)	45 (3.8)	222 (1.5)	40 (3.8)	220 (1.7)
Indiana	10 (2.5)	219 (3.0)!	65 (3.2)	222 (1.6)	25 (2.6)	225 (3.1)
Iowa	5 (1.6)	230 (4.3)!	54 (4.1)	226 (1.4)	41 (4.1)	227 (1.9)
Kentucky	19 (3.3)	213 (2.6)	51 (3.8)	212 (1.6)	30 (3.3)	217 (2.6)
Louisiana	51 (3.4)	205 (1.7)	38 (3.3)	202 (2.4)	10 (2.0)	218 (3.8)!
Maine*	3 (1.6)	*** (***)	33 (3.7)	227 (2.2)	64 (4.1)	229 (1.4)
Maryland	7 (1.4)	192 (7.3)	39 (3.4)	211 (2.9)	54 (3.4)	215 (1.9)
Massachusetts	12 (2.2)	224 (3.6)	36 (3.4)	222 (2.0)	52 (2.8)	232 (1.7)
Michigan	9 (2.4)	206 (7.0)!	48 (4.1)	217 (2.6)	43 (4.0)	220 (1.8)
Minnesota	8 (2.1)	223 (2.5)!	61 (3.9)	223 (1.7)	31 (3.5)	218 (3.2)
Mississippi	44 (3.6)	198 (2.5)	49 (3.8)	202 (1.8)	7 (1.5)	200 (4.5)!
Missouri	18 (2.6)	219 (3.1)	56 (3.7)	222 (1.7)	26 (3.0)	224 (3.1)
Nebraska*	6 (2.9)	225 (4.1)!	56 (3.8)	222 (1.7)	38 (3.7)	223 (2.0)
New Hampshire*	7 (2.0)	235 (3.2)!	38 (3.7)	228 (2.0)	56 (3.8)	230 (1.5)
New Jersey*	26 (3.8)	216 (3.3)	54 (4.3)	225 (2.2)	19 (3.2)	235 (2.9)
New Mexico	9 (1.9)	213 (3.9)!	44 (3.8)	214 (2.7)	47 (3.8)	210 (2.5)
New York*	14 (2.9)	199 (7.7)!	46 (3.2)	217 (2.4)	40 (3.5)	221 (2.4)
North Carolina	14 (2.3)	207 (2.9)	54 (3.6)	212 (1.8)	32 (3.6)	216 (2.3)
North Dakota	11 (2.3)	228 (4.4)!	61 (4.2)	225 (1.5)	28 (3.8)	231 (1.8)
Ohio	15 (2.5)	217 (3.1)	57 (3.6)	216 (2.1)	27 (3.4)	226 (2.0)
Oklahoma	19 (2.5)	225 (1.9)	58 (3.4)	221 (1.3)	23 (3.2)	223 (2.4)
Pennsylvania	16 (2.8)	222 (3.5)	54 (3.6)	222 (1.9)	29 (3.4)	221 (2.9)
Rhode Island	10 (2.2)	216 (6.5)!	51 (3.2)	216 (2.3)	39 (3.6)	222 (2.2)
South Carolina	25 (2.8)	205 (3.0)	59 (3.0)	213 (1.6)	16 (2.2)	212 (3.1)
Tennessee	25 (2.8)	208 (3.2)	57 (2.9)	214 (1.9)	18 (2.5)	216 (3.3)
Texas	28 (3.7)	212 (3.8)	49 (3.4)	217 (2.5)	23 (3.1)	216 (2.8)
Utah	19 (2.4)	222 (2.9)	51 (3.1)	222 (1.3)	31 (2.8)	220 (1.9)
Virginia	11 (1.9)	220 (3.1)	56 (2.8)	222 (1.8)	34 (3.0)	225 (2.4)
West Virginia	23 (2.6)	219 (3.1)	60 (3.3)	215 (1.9)	17 (2.8)	216 (3.8)
Wisconsin	4 (1.6)	216 (8.0)!	53 (4.2)	228 (1.4)	43 (4.1)	222 (1.5)
Wyoming	8 (1.8)	224 (3.8)!	49 (3.8)	224 (1.7)	43 (4.1)	225 (1.9)
TERRITORY						
Guam	29 (1.1)	179 (2.0)	49 (1.1)	183 (2.0)	21 (1.0)	184 (3.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.49 | **Teachers' Reports on the Frequency with Which Short-Answer Tests Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	34 (3.0)	214 (1.9)	44 (3.3)	217 (1.8)	22 (2.3)	222 (2.9)
Northeast	23 (5.0)	216 (3.6)!	49 (6.6)	218 (4.0)	28 (4.6)	226 (7.2)
Southeast	55 (6.9)	211 (3.0)	35 (5.1)	214 (2.9)	11 (5.4)	223(14.1)!
Central	31 (6.3)	220 (3.6)!	37 (7.8)	218 (3.0)!	32 (4.9)	225 (3.5)
West	25 (4.7)	211 (4.3)!	59 (4.9)	217 (3.5)	16 (3.2)	210 (3.6)!
STATES						
Alabama	59 (3.6)	208 (1.9)	32 (3.3)	207 (3.2)	9 (1.7)	212 (8.5)!
Arizona	37 (2.7)	211 (1.8)	46 (3.0)	212 (1.6)	17 (2.2)	205 (3.6)
Arkansas	49 (3.1)	211 (1.9)	36 (3.2)	212 (2.0)	15 (2.1)	212 (3.2)
California	26 (3.3)	203 (3.5)	48 (3.7)	204 (3.2)	26 (2.5)	203 (3.8)
Colorado	18 (2.4)	216 (2.6)	46 (3.4)	219 (1.7)	36 (3.4)	218 (1.8)
Connecticut	26 (3.0)	221 (2.5)	44 (3.6)	225 (2.5)	30 (3.2)	228 (2.9)
Delaware*	40 (1.1)	213 (1.4)	40 (1.4)	215 (1.1)	20 (1.0)	217 (1.9)
Dist. Columbia	59 (1.6)	186 (1.0)	34 (1.4)	186 (2.0)	8 (0.8)	198 (3.1)
Florida	43 (3.0)	209 (1.9)	45 (3.2)	209 (1.7)	13 (2.2)	213 (3.2)
Georgia	40 (3.0)	214 (2.1)	48 (2.7)	213 (2.6)	13 (2.3)	212 (3.4)
Hawaii	33 (3.0)	205 (2.7)	49 (2.7)	205 (2.0)	18 (2.4)	197 (3.9)
Idaho	45 (3.6)	219 (1.6)	41 (3.1)	222 (1.4)	15 (2.8)	223 (3.2)
Indiana	35 (4.0)	220 (1.9)	40 (3.1)	225 (1.9)	25 (3.3)	222 (2.8)
Iowa	20 (3.2)	229 (2.1)	50 (3.3)	227 (1.5)	30 (3.2)	224 (2.2)
Kentucky	42 (3.7)	212 (2.1)	41 (3.9)	216 (2.0)	17 (2.9)	212 (3.3)
Louisiana	68 (3.4)	205 (1.5)	27 (3.0)	203 (2.8)	5 (1.2)	212 (4.6)!
Maine*	23 (3.6)	228 (2.9)	47 (3.8)	228 (1.6)	30 (3.9)	228 (2.1)
Maryland	23 (2.1)	204 (3.5)	51 (2.7)	212 (2.0)	26 (2.6)	218 (2.8)
Massachusetts	41 (2.9)	227 (1.7)	32 (3.2)	226 (1.9)	27 (3.1)	231 (2.1)
Michigan	25 (2.7)	215 (2.6)	50 (3.6)	217 (2.5)	24 (2.9)	221 (2.8)
Minnesota	22 (2.9)	218 (2.7)	47 (3.6)	223 (1.6)	31 (3.3)	223 (2.9)
Mississippi	65 (3.6)	200 (1.9)	28 (3.5)	201 (2.4)	7 (1.7)	196 (5.7)!
Missouri	34 (3.2)	221 (2.4)	46 (3.6)	221 (2.1)	21 (2.4)	222 (2.2)
Nebraska*	21 (3.8)	224 (3.3)	41 (3.6)	222 (1.8)	38 (4.8)	222 (2.0)
New Hampshire*	25 (3.5)	230 (2.2)	41 (3.4)	228 (1.5)	34 (3.6)	231 (2.3)
New Jersey*	41 (3.8)	223 (2.3)	45 (4.0)	223 (2.2)	14 (2.5)	234 (3.7)
New Mexico	29 (3.8)	211 (2.5)	48 (4.0)	215 (3.2)	22 (3.2)	206 (3.5)
New York*	26 (3.1)	217 (3.0)	49 (3.5)	214 (2.7)	25 (3.2)	220 (3.7)
North Carolina	48 (3.1)	212 (1.9)	41 (2.9)	214 (1.9)	11 (1.8)	213 (3.5)
North Dakota	32 (4.2)	229 (2.5)	40 (4.0)	225 (1.8)	28 (3.6)	227 (2.2)
Ohio	40 (3.5)	219 (2.1)	47 (3.4)	219 (1.7)	12 (2.5)	219 (3.8)!
Oklahoma	39 (3.7)	222 (1.7)	42 (3.4)	222 (1.5)	19 (2.8)	223 (2.1)
Pennsylvania	40 (3.6)	220 (1.7)	49 (3.8)	224 (2.0)	11 (1.7)	215 (4.3)
Rhode Island	41 (3.0)	216 (2.5)	39 (3.1)	221 (2.1)	19 (2.6)	218 (5.1)
South Carolina	59 (3.1)	211 (1.8)	33 (3.0)	210 (2.4)	8 (1.3)	213 (4.3)
Tennessee	52 (2.8)	211 (1.9)	38 (2.4)	214 (2.3)	10 (1.8)	219 (2.7)
Texas	45 (3.3)	212 (2.3)	41 (3.2)	217 (2.7)	14 (2.3)	220 (3.7)
Utah	42 (3.7)	222 (1.7)	41 (3.3)	223 (1.6)	17 (2.4)	215 (2.7)
Virginia	41 (3.3)	219 (2.1)	44 (3.3)	224 (2.1)	15 (2.3)	232 (2.8)
West Virginia	48 (3.5)	216 (1.9)	39 (3.6)	216 (2.4)	13 (2.8)	216 (5.3)!
Wisconsin	23 (3.0)	224 (2.0)	51 (3.2)	225 (1.6)	26 (3.0)	225 (2.0)
Wyoming	32 (3.0)	225 (2.0)	42 (3.5)	225 (1.9)	25 (3.2)	223 (2.2)
TERRITORY						
Guam	54 (0.8)	181 (1.9)	39 (0.9)	184 (2.2)	7 (0.6)	171 (5.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.50 | **Teachers' Reports on the Frequency with Which Students Write Paragraphs About What They Have Read to Assess Their Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	46 (2.5)	220 (2.3)	39 (2.6)	218 (1.6)	14 (1.7)	210 (3.2)
Northeast	58 (6.4)	222 (5.7)	30 (6.0)	220 (4.1)	12 (2.6)	210(10.8)!
Southeast	38 (4.1)	216 (4.2)	47 (4.7)	213 (3.3)	15 (3.9)	208 (4.8)!
Central	49 (5.2)	223 (3.4)	38 (4.9)	220 (2.6)	13 (3.4)	215 (4.1)!
West	41 (4.2)	214 (3.8)	42 (4.6)	216 (3.8)	17 (3.7)	206 (5.6)!
STATES						
Alabama	37 (3.4)	211 (2.4)	49 (3.4)	207 (2.1)	13 (2.4)	206 (4.0)
Arizona	46 (3.0)	209 (2.0)	42 (2.9)	212 (2.3)	12 (2.0)	209 (3.0)
Arkansas	27 (3.4)	212 (2.0)	47 (3.2)	213 (1.9)	26 (3.0)	210 (2.3)
California	63 (3.7)	205 (3.0)	34 (3.4)	202 (3.2)	3 (1.3)	190(12.3)!
Colorado	57 (3.1)	219 (1.4)	33 (2.7)	217 (2.1)	10 (2.1)	217 (3.8)!
Connecticut	57 (3.1)	227 (1.4)	37 (3.0)	222 (2.6)	6 (1.4)	216 (5.7)!
Delaware*	40 (0.6)	219 (1.2)	38 (1.0)	214 (1.0)	22 (1.2)	207 (2.1)
Dist. Columbia	66 (1.3)	187 (1.3)	28 (1.3)	186 (1.7)	6 (0.8)	188 (3.7)
Florida	54 (3.6)	209 (1.9)	39 (3.2)	210 (1.8)	6 (1.2)	205 (7.3)
Georgia	54 (3.2)	215 (2.0)	36 (3.1)	210 (2.8)	10 (1.6)	211 (4.7)
Hawaii	52 (3.2)	206 (2.4)	38 (3.0)	202 (2.4)	9 (1.6)	196 (4.2)
Idaho	38 (3.6)	223 (1.6)	48 (3.8)	220 (1.2)	14 (2.4)	218 (3.5)
Indiana	25 (2.8)	223 (2.5)	47 (3.5)	224 (1.7)	28 (3.4)	220 (2.8)
Iowa	39 (3.4)	227 (1.9)	48 (3.0)	226 (1.4)	13 (2.5)	227 (2.5)
Kentucky	39 (3.6)	214 (2.4)	46 (3.6)	213 (1.8)	14 (2.7)	212 (2.3)!
Louisiana	32 (3.0)	205 (3.0)	52 (3.7)	203 (1.7)	17 (2.7)	209 (2.9)
Maine*	54 (4.1)	228 (1.7)	39 (3.6)	229 (1.7)	7 (1.8)	227 (3.7)!
Maryland	72 (2.9)	213 (2.0)	24 (2.7)	210 (3.4)	4 (1.0)	205 (5.2)!
Massachusetts	45 (3.7)	228 (2.0)	42 (3.3)	228 (1.9)	12 (2.3)	225 (3.2)
Michigan	43 (3.5)	219 (2.3)	42 (3.9)	216 (2.4)	14 (2.2)	217 (4.8)
Minnesota	37 (3.9)	223 (1.7)	40 (4.1)	219 (2.8)	23 (3.4)	223 (2.9)
Mississippi	33 (3.5)	199 (2.8)	48 (3.6)	201 (2.2)	19 (2.4)	201 (3.2)
Missouri	43 (3.6)	222 (2.4)	38 (3.0)	221 (1.9)	19 (2.3)	223 (2.4)
Nebraska*	44 (4.2)	223 (1.6)	40 (3.3)	220 (1.8)	16 (2.8)	230 (3.0)
New Hampshire*	55 (3.5)	230 (1.4)	34 (3.2)	231 (2.1)	11 (2.1)	227 (4.2)
New Jersey*	42 (3.7)	225 (2.5)	43 (4.0)	227 (2.4)	15 (2.8)	220 (4.0)
New Mexico	52 (4.5)	213 (2.2)	39 (4.7)	213 (2.6)	9 (1.9)	198 (7.3)!
New York*	51 (3.5)	216 (2.0)	42 (3.4)	214 (2.9)	7 (1.5)	215 (4.9)!
North Carolina	57 (3.5)	213 (2.0)	34 (3.5)	214 (2.2)	9 (1.7)	206 (3.4)!
North Dakota	28 (3.8)	226 (2.8)	41 (4.3)	227 (1.6)	31 (3.8)	228 (2.4)
Ohio	40 (3.8)	221 (2.5)	45 (3.7)	218 (1.7)	15 (2.8)	217 (4.4)!
Oklahoma	36 (3.3)	224 (1.8)	51 (3.4)	222 (1.3)	13 (2.2)	219 (2.3)
Pennsylvania	41 (3.4)	223 (2.2)	43 (3.5)	221 (1.9)	16 (2.5)	218 (3.4)
Rhode Island	50 (3.7)	223 (2.1)	37 (2.8)	215 (3.2)	12 (2.4)	209 (5.8)
South Carolina	44 (3.8)	213 (2.0)	43 (3.4)	208 (2.2)	13 (2.3)	210 (3.4)
Tennessee	36 (2.9)	215 (2.4)	50 (2.6)	213 (1.8)	14 (2.1)	206 (3.1)
Texas	45 (3.0)	216 (2.6)	43 (3.1)	216 (2.2)	12 (2.7)	209 (3.8)!
Utah	37 (3.1)	224 (1.8)	41 (2.7)	221 (1.7)	22 (2.8)	218 (2.1)
Virginia	63 (2.8)	225 (1.9)	30 (2.5)	218 (2.1)	7 (1.5)	227 (4.1)!
West Virginia	29 (3.4)	220 (2.5)	50 (3.5)	217 (2.0)	21 (2.9)	208 (2.9)
Wisconsin	41 (3.6)	223 (1.7)	47 (3.5)	227 (1.4)	12 (2.5)	224 (2.8)!
Wyoming	44 (3.6)	227 (1.7)	41 (3.3)	224 (1.7)	15 (2.4)	220 (3.0)
TERRITORY						
Guam	53 (1.2)	181 (1.9)	36 (1.2)	182 (2.3)	11 (0.5)	186 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.51 | **Teachers' Reports on the Frequency with Which Observations Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	73 (2.1)	217 (1.7)	18 (2.6)	218 (2.0)	9 (1.5)	218 (3.0)
Northeast	72 (3.3)	220 (4.8)	17 (3.9)	222 (6.6)!	11 (3.2)	220 (4.6)!
Southeast	73 (4.5)	212 (3.5)	19 (5.1)	215 (4.2)!	8 (3.1)	219(10.3)!
Central	74 (4.3)	222 (2.7)	17 (6.3)	218 (2.8)!	9 (2.9)	220 (5.4)!
West	72 (4.1)	214 (3.3)	20 (3.5)	218 (3.6)!	8 (3.2)	*** (***)
STATES						
Alabama	74 (3.0)	208 (1.8)	16 (2.4)	209 (3.8)	10 (2.3)	208 (5.7)!
Arizona	67 (2.8)	212 (1.5)	23 (2.3)	210 (2.2)	10 (2.0)	205 (5.8)!
Arkansas	65 (2.9)	212 (1.7)	23 (2.7)	211 (2.7)	13 (2.2)	214 (3.1)
California	81 (2.3)	204 (2.7)	16 (2.0)	202 (4.1)	3 (0.9)	*** (***)
Colorado	81 (2.6)	219 (1.4)	14 (2.3)	216 (3.2)	4 (1.1)	218 (7.6)!
Connecticut	76 (2.7)	224 (1.6)	20 (2.2)	228 (3.4)	5 (1.4)	221 (5.6)!
Delaware*	69 (1.0)	214 (0.8)	20 (1.1)	216 (2.2)	11 (0.7)	213 (1.7)
Dist. Columbia	76 (1.5)	187 (1.2)	17 (1.4)	185 (2.6)	6 (1.0)	182 (5.4)
Florida	74 (2.4)	208 (1.6)	20 (2.3)	214 (2.4)	6 (1.5)	210 (3.9)!
Georgia	83 (2.3)	213 (1.7)	12 (1.8)	213 (4.5)	5 (1.5)	216 (7.2)!
Hawaii	81 (2.2)	204 (1.6)	14 (1.9)	202 (5.4)	5 (1.2)	206 (6.5)!
Idaho	64 (3.2)	220 (1.2)	26 (2.7)	222 (2.2)	10 (1.9)	220 (3.7)
Indiana	67 (3.4)	222 (1.8)	19 (2.7)	222 (2.9)	14 (2.3)	226 (2.7)
Iowa	77 (3.1)	226 (1.3)	18 (2.8)	229 (2.4)	4 (1.3)	226 (4.0)!
Kentucky	67 (3.6)	214 (1.5)	23 (2.8)	213 (2.7)	10 (1.9)	212 (3.5)
Louisiana	73 (2.9)	205 (1.6)	21 (2.8)	206 (2.9)	7 (1.9)	201 (4.8)!
Maine*	66 (4.6)	228 (1.6)	26 (4.0)	228 (1.9)	7 (1.6)	230 (3.9)!
Maryland	78 (2.7)	213 (1.9)	17 (2.4)	210 (3.7)	5 (1.3)	220 (4.3)!
Massachusetts	77 (3.0)	227 (1.2)	17 (2.3)	231 (2.3)	6 (2.0)	227 (5.5)!
Michigan	65 (3.9)	215 (2.1)	27 (3.5)	221 (2.3)	8 (1.8)	223 (3.8)!
Minnesota	68 (3.3)	221 (1.7)	26 (2.8)	222 (3.2)	6 (1.7)	222 (4.3)!
Mississippi	76 (3.3)	200 (1.8)	19 (2.9)	196 (3.3)	6 (1.7)	210 (6.1)!
Missouri	71 (3.2)	222 (1.8)	22 (3.0)	221 (2.7)	7 (1.3)	221 (5.0)
Nebraska*	76 (3.9)	222 (1.4)	17 (4.0)	224 (2.7)!	6 (1.7)	229 (3.0)!
New Hampshire*	74 (2.8)	229 (1.5)	19 (2.6)	234 (2.6)	7 (1.7)	229 (3.5)!
New Jersey*	77 (2.9)	225 (1.8)	16 (2.5)	223 (5.3)	7 (1.7)	221 (5.7)!
New Mexico	71 (3.8)	211 (2.2)	25 (3.4)	215 (3.9)	5 (1.5)	213 (7.1)!
New York*	83 (2.4)	217 (1.6)	12 (2.1)	208 (7.1)	5 (1.2)	222 (4.6)!
North Carolina	76 (2.8)	213 (1.5)	19 (2.6)	212 (2.6)	5 (1.4)	216 (7.0)!
North Dakota	67 (4.8)	227 (1.4)	18 (4.2)	224 (3.0)!	15 (3.1)	229 (2.9)!
Ohio	75 (2.8)	220 (1.4)	18 (2.5)	217 (2.8)	7 (1.7)	216 (5.3)!
Oklahoma	71 (3.0)	222 (1.3)	20 (2.6)	224 (2.1)	9 (2.2)	220 (2.5)!
Pennsylvania	65 (2.9)	220 (1.6)	26 (2.7)	225 (2.1)	9 (1.7)	223 (5.0)
Rhode Island	71 (3.0)	219 (1.8)	20 (2.6)	214 (3.6)	10 (2.0)	222 (6.1)!
South Carolina	81 (2.2)	210 (1.6)	14 (1.9)	212 (3.8)	4 (1.0)	219 (6.4)!
Tennessee	76 (2.5)	212 (1.7)	17 (2.4)	213 (3.3)	7 (1.8)	214 (6.1)!
Texas	73 (2.1)	215 (2.0)	17 (2.1)	216 (3.6)	10 (1.9)	216 (4.2)!
Utah	64 (3.3)	222 (1.2)	25 (2.8)	221 (2.5)	11 (1.6)	218 (3.4)
Virginia	74 (2.9)	223 (1.8)	18 (2.2)	220 (2.8)	9 (1.8)	226 (3.5)!
West Virginia	66 (3.5)	217 (1.6)	23 (3.1)	215 (2.6)	11 (2.3)	216 (4.8)!
Wisconsin	77 (2.7)	225 (1.2)	20 (2.5)	225 (2.0)	3 (1.2)	218 (5.8)!
Wyoming	66 (3.4)	224 (1.3)	22 (3.3)	226 (3.0)	12 (2.2)	228 (3.4)
TERRITORY						
Guam	71 (0.8)	180 (1.5)	23 (0.7)	187 (2.5)	6 (0.4)	184 (5.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.52 | **Teachers' Reports on the Frequency with Which Oral Reading Is Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	63 (3.0)	214 (1.4)	31 (2.8)	223 (2.4)	6 (1.4)	224 (4.9)!
Northeast	54 (7.4)	212 (2.5)	36 (7.6)	230 (5.2)!	9 (3.8)	230(10.1)!
Southeast	77 (4.6)	213 (2.8)	18 (3.8)	215 (8.6)!	5 (2.3)	*** (***)
Central	58 (6.0)	219 (2.3)	37 (6.0)	223 (1.9)	5 (2.1)	*** (***)
West	63 (5.5)	210 (3.3)	31 (3.7)	222 (4.7)	6 (3.6)	*** (***)
STATES						
Alabama	79 (3.1)	208 (2.0)	16 (2.7)	208 (3.5)	6 (1.8)	215 (6.4)!
Arizona	72 (2.7)	209 (1.5)	24 (2.5)	215 (2.3)	4 (0.7)	211 (5.5)
Arkansas	76 (2.9)	211 (1.6)	18 (2.7)	217 (2.7)	6 (1.7)	210 (4.5)!
California	78 (2.0)	203 (2.5)	17 (2.1)	202 (3.9)	4 (1.0)	218 (6.5)!
Colorado	63 (3.0)	217 (1.5)	30 (2.6)	220 (2.2)	8 (1.7)	227 (3.0)!
Connecticut	53 (4.0)	222 (2.5)	35 (3.5)	228 (2.1)	11 (2.2)	227 (4.2)!
Delaware*	66 (1.1)	213 (0.8)	26 (0.8)	216 (1.7)	7 (0.7)	223 (2.9)
Dist. Columbia	84 (1.1)	187 (1.0)	14 (1.0)	186 (2.5)	2 (0.6)	*** (***)
Florida	71 (2.9)	207 (1.7)	22 (2.6)	215 (2.2)	7 (1.4)	209 (5.8)!
Georgia	80 (2.5)	212 (1.8)	17 (2.4)	217 (3.0)	4 (1.0)	222 (7.9)!
Hawaii	73 (2.5)	200 (2.1)	24 (2.2)	212 (2.3)	3 (1.2)	217 (4.7)!
Idaho	68 (3.6)	220 (1.2)	23 (2.6)	222 (2.0)	9 (2.1)	223 (3.1)!
Indiana	72 (2.8)	220 (1.7)	19 (2.7)	230 (2.2)	9 (1.9)	226 (3.0)!
Iowa	58 (3.8)	225 (1.6)	30 (3.1)	229 (1.7)	11 (2.1)	226 (3.1)
Kentucky	68 (3.7)	212 (1.5)	19 (2.5)	218 (3.2)	12 (2.3)	215 (3.2)
Louisiana	72 (2.5)	203 (1.4)	18 (2.4)	213 (3.1)	9 (2.2)	208 (4.3)!
Maine*	56 (4.4)	227 (1.5)	35 (3.8)	229 (1.9)	9 (2.3)	234 (3.5)!
Maryland	63 (3.3)	209 (2.3)	29 (3.1)	216 (3.5)	8 (1.7)	221 (4.0)!
Massachusetts	67 (3.0)	225 (1.2)	27 (2.8)	234 (2.0)	6 (1.3)	232 (3.6)!
Michigan	62 (3.5)	216 (2.1)	26 (3.3)	219 (3.0)	12 (2.2)	224 (3.8)
Minnesota	68 (3.0)	220 (1.9)	26 (2.6)	225 (2.9)	6 (2.3)	231 (4.2)!
Mississippi	82 (2.9)	198 (1.6)	13 (2.4)	207 (3.4)	5 (1.5)	213 (5.5)!
Missouri	65 (3.4)	220 (1.9)	26 (2.9)	224 (2.0)	9 (1.9)	227 (3.8)!
Nebraska*	65 (3.6)	223 (1.6)	28 (3.3)	222 (1.8)	7 (1.9)	225 (3.9)!
New Hampshire*	63 (3.4)	228 (1.7)	27 (2.8)	231 (1.7)	10 (2.5)	234 (2.8)!
New Jersey*	68 (3.6)	223 (1.7)	24 (3.1)	230 (3.9)	7 (1.5)	225 (4.2)
New Mexico	82 (2.2)	213 (2.0)	16 (2.1)	210 (4.0)	2 (0.9)	*** (***)
New York*	71 (2.8)	212 (1.8)	21 (2.7)	226 (2.4)	7 (1.6)	223 (3.9)!
North Carolina	74 (2.9)	211 (1.5)	21 (2.7)	217 (2.8)	5 (1.3)	226 (4.6)!
North Dakota	76 (4.3)	227 (1.4)	17 (2.7)	225 (3.8)	7 (3.0)	232 (5.6)!
Ohio	69 (3.4)	217 (1.7)	23 (2.9)	220 (2.5)	8 (2.2)	230 (5.5)!
Oklahoma	84 (2.6)	222 (1.1)	13 (2.5)	226 (2.7)	3 (1.2)	*** (***)
Pennsylvania	55 (3.5)	216 (1.5)	35 (3.5)	226 (2.2)	10 (1.9)	232 (3.0)
Rhode Island	60 (3.3)	219 (2.0)	31 (2.8)	217 (4.3)	9 (1.8)	223 (4.1)!
South Carolina	73 (2.7)	210 (1.7)	16 (2.2)	211 (3.0)	10 (1.8)	215 (4.7)
Tennessee	81 (2.8)	213 (1.7)	16 (2.3)	213 (2.9)	3 (1.1)	215 (5.3)!
Texas	71 (3.4)	212 (2.0)	22 (3.1)	222 (3.3)	7 (1.3)	220 (5.2)!
Utah	78 (2.8)	222 (1.3)	18 (2.6)	223 (2.2)	4 (1.2)	212 (4.7)!
Virginia	68 (2.7)	220 (1.9)	21 (2.1)	229 (2.4)	10 (2.3)	232 (3.5)!
West Virginia	77 (3.4)	215 (1.8)	22 (3.3)	218 (2.8)	1 (0.7)	*** (***)
Wisconsin	65 (2.8)	224 (1.5)	26 (2.8)	226 (1.9)	9 (1.9)	230 (3.6)!
Wyoming	66 (3.6)	223 (1.4)	23 (3.0)	226 (2.3)	11 (2.1)	229 (3.0)!
TERRITORY						
Guam	71 (1.0)	182 (1.6)	25 (0.9)	180 (2.0)	3 (0.4)	189 (7.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.53 | **Teachers' Reports on the Frequency with Which Individual or Group Projects or Presentations Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	12 (1.8)	220 (3.6)	54 (2.5)	220 (1.8)	34 (2.9)	212 (1.7)
Northeast	11 (3.6)	227(11.5)!	55 (4.5)	225 (4.8)	34 (3.5)	210 (3.0)
Southeast	7 (3.0)	210 (7.7)!	56 (5.0)	216 (4.1)	37 (5.5)	208 (2.4)
Central	15 (3.8)	221 (5.1)!	51 (5.2)	222 (3.1)	34 (6.0)	220 (2.8)
West	13 (3.6)	217 (7.5)!	57 (5.0)	218 (2.9)	29 (6.7)	206 (4.7)!
STATES						
Alabama	9 (2.0)	206 (4.8)!	46 (3.1)	210 (2.3)	45 (3.4)	208 (2.6)
Arizona	10 (1.8)	213 (4.2)	51 (3.7)	213 (1.9)	39 (3.5)	207 (2.0)
Arkansas	6 (1.5)	216 (4.6)!	42 (3.5)	212 (2.4)	52 (3.4)	211 (1.5)
California	19 (2.7)	205 (4.6)	58 (3.2)	206 (2.8)	23 (2.9)	196 (3.8)
Colorado	19 (2.5)	223 (1.9)	57 (2.9)	218 (1.3)	24 (2.9)	215 (2.9)
Connecticut	12 (1.9)	227 (3.1)	61 (2.7)	227 (1.6)	28 (2.5)	218 (3.6)
Delaware*	12 (0.5)	221 (3.2)	52 (1.1)	218 (1.1)	35 (1.1)	208 (1.0)
Dist. Columbia	20 (1.3)	193 (2.8)	60 (1.4)	188 (1.5)	20 (1.2)	177 (2.0)
Florida	17 (2.3)	210 (3.5)	58 (3.1)	210 (1.6)	25 (2.9)	207 (2.5)
Georgia	16 (2.2)	215 (4.1)	64 (3.0)	214 (1.9)	21 (2.7)	208 (3.5)
Hawaii	13 (1.9)	202 (4.0)	58 (3.1)	204 (2.3)	29 (2.8)	203 (2.4)
Idaho	9 (1.5)	220 (2.5)	54 (2.9)	222 (1.3)	37 (3.0)	219 (1.5)
Indiana	9 (2.0)	220 (4.1)!	44 (3.4)	224 (1.8)	47 (3.5)	221 (1.7)
Iowa	10 (1.6)	227 (3.2)	55 (3.2)	228 (1.5)	35 (3.0)	224 (1.8)
Kentucky	8 (1.9)	215 (3.5)!	52 (3.6)	216 (1.9)	40 (3.2)	210 (1.9)
Louisiana	7 (1.6)	208 (5.5)!	42 (3.9)	204 (2.1)	51 (3.6)	205 (1.8)
Maine*	10 (1.9)	230 (2.7)!	65 (3.8)	229 (1.6)	26 (3.9)	225 (2.1)
Maryland	14 (2.4)	205 (5.7)	60 (2.7)	217 (2.2)	27 (2.6)	207 (3.0)
Massachusetts	13 (2.3)	229 (3.9)	57 (3.5)	231 (1.3)	30 (3.2)	221 (2.1)
Michigan	8 (1.8)	221 (4.2)!	56 (3.7)	219 (2.2)	36 (3.7)	213 (2.7)
Minnesota	9 (2.2)	225 (4.5)!	51 (3.6)	223 (1.9)	40 (3.2)	219 (2.4)
Mississippi	10 (1.8)	195 (4.6)	55 (3.2)	201 (1.8)	36 (3.0)	201 (2.2)
Missouri	11 (2.1)	219 (5.4)!	46 (3.8)	222 (1.7)	43 (3.8)	222 (2.2)
Nebraska*	14 (2.8)	222 (2.7)!	55 (4.8)	223 (1.7)	30 (4.3)	223 (2.2)
New Hampshire*	16 (2.7)	228 (2.3)	60 (3.8)	229 (1.7)	24 (3.0)	231 (2.2)
New Jersey*	9 (2.1)	228 (4.9)!	53 (3.3)	229 (2.0)	37 (3.4)	218 (2.4)
New Mexico	14 (2.6)	210 (3.9)!	58 (3.8)	217 (2.1)	29 (3.3)	203 (3.1)
New York*	14 (2.5)	215 (5.0)	50 (3.2)	218 (1.6)	36 (3.1)	214 (3.5)
North Carolina	14 (2.4)	214 (3.4)	56 (2.9)	213 (2.0)	30 (2.9)	211 (2.2)
North Dakota	9 (2.2)	228 (3.1)!	46 (3.8)	226 (1.6)	45 (3.8)	227 (2.0)
Ohio	10 (1.7)	212 (4.5)	55 (3.4)	221 (1.6)	35 (3.3)	216 (2.2)
Oklahoma	13 (2.2)	220 (2.9)	55 (3.7)	225 (1.3)	32 (3.6)	218 (1.6)
Pennsylvania	6 (1.8)	225 (3.9)!	53 (3.6)	223 (2.2)	41 (3.8)	220 (2.0)
Rhode Island	9 (1.6)	221 (5.1)	53 (3.3)	223 (2.0)	39 (3.5)	211 (3.6)
South Carolina	8 (1.8)	216 (4.3)!	56 (3.1)	211 (1.7)	36 (3.2)	209 (2.4)
Tennessee	10 (1.5)	205 (3.8)	50 (3.2)	216 (2.2)	40 (3.1)	211 (2.3)
Texas	10 (1.4)	210 (3.5)	58 (3.9)	220 (2.1)	32 (3.7)	207 (2.8)
Utah	14 (2.0)	224 (3.2)	50 (3.1)	222 (1.4)	36 (2.9)	219 (1.7)
Virginia	14 (2.1)	226 (3.8)	58 (3.0)	225 (1.8)	28 (3.0)	218 (2.2)
West Virginia	9 (2.1)	225 (3.9)!	46 (3.6)	218 (2.0)	45 (3.8)	213 (2.1)
Wisconsin	12 (2.0)	227 (2.7)	62 (3.7)	225 (1.4)	25 (3.9)	225 (1.7)
Wyoming	12 (1.9)	229 (3.3)	53 (3.2)	225 (1.5)	35 (3.3)	223 (1.8)
TERRITORY						
Guam	20 (0.9)	188 (2.1)	51 (1.0)	180 (2.7)	29 (1.1)	181 (1.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.54 | **Teachers' Reports on the Frequency with Which Portfolios Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	14 (1.8)	218 (4.3)	25 (2.3)	222 (2.4)	60 (3.4)	215 (1.3)
Northeast	17 (5.1)	226(12.4)!	18 (4.3)	222 (9.5)!	65 (7.0)	219 (2.8)
Southeast	11 (3.1)	217(12.9)!	23 (4.8)	219 (5.7)!	66 (7.3)	210 (1.9)
Central	14 (3.1)	216 (5.0)!	30 (5.1)	224 (4.0)	56 (6.8)	221 (2.4)
West	17 (3.5)	212 (5.4)!	29 (4.2)	224 (3.8)	54 (5.8)	211 (3.5)
STATES						
Alabama	8 (1.7)	212 (5.9)!	22 (2.7)	210 (3.7)	70 (3.1)	207 (2.2)
Arizona	10 (2.0)	209 (4.3)	21 (2.2)	209 (2.7)	69 (2.7)	211 (1.6)
Arkansas	7 (2.2)	205 (6.1)!	14 (2.5)	210 (2.9)	79 (3.0)	213 (1.5)
California	14 (1.9)	205 (5.1)	31 (3.2)	202 (3.7)	55 (3.9)	204 (2.7)
Colorado	17 (2.1)	221 (3.1)	25 (3.3)	219 (2.1)	58 (3.6)	218 (1.7)
Connecticut	17 (2.1)	223 (3.1)	21 (2.8)	226 (2.9)	62 (3.2)	225 (2.1)
Delaware*	8 (0.6)	213 (3.9)	16 (1.1)	222 (2.2)	76 (1.2)	213 (0.7)
Dist. Columbia	34 (1.7)	189 (2.2)	37 (1.7)	186 (1.7)	29 (1.3)	185 (2.1)
Florida	18 (2.5)	212 (3.1)	30 (2.8)	205 (2.5)	52 (3.9)	211 (1.4)
Georgia	24 (2.6)	210 (3.7)	32 (3.2)	215 (2.8)	45 (3.6)	213 (2.3)
Hawaii	20 (2.8)	207 (3.9)	23 (2.4)	203 (3.6)	57 (3.1)	203 (2.0)
Idaho	6 (1.8)	223 (2.9)!	20 (2.5)	218 (2.3)	74 (2.7)	221 (1.1)
Indiana	5 (1.4)	215 (6.7)!	11 (2.2)	221 (4.8)	84 (2.6)	223 (1.4)
Iowa	13 (2.5)	226 (3.2)	18 (2.4)	228 (2.3)	69 (3.1)	226 (1.3)
Kentucky	21 (3.0)	213 (2.0)	17 (2.6)	214 (3.4)	62 (3.9)	214 (1.6)
Louisiana	6 (1.2)	207 (5.9)!	15 (2.5)	202 (4.1)	79 (2.6)	205 (1.3)
Maine*	13 (2.8)	229 (4.3)!	19 (2.8)	230 (2.7)	68 (3.3)	228 (1.4)
Maryland	14 (2.3)	214 (2.8)	32 (2.7)	211 (3.2)	53 (3.4)	212 (2.6)
Massachusetts	11 (2.2)	227 (4.2)!	16 (2.2)	228 (2.8)	73 (3.2)	228 (1.3)
Michigan	8 (2.0)	222 (7.3)!	18 (2.8)	218 (3.2)	74 (3.6)	216 (1.9)
Minnesota	11 (2.6)	222 (4.6)!	19 (2.8)	227 (2.7)	71 (3.2)	220 (2.0)
Mississippi	5 (1.7)	203 (3.4)!	17 (2.9)	199 (3.8)	78 (2.9)	201 (1.6)
Missouri	9 (2.1)	223 (4.7)!	21 (3.3)	224 (4.1)	69 (3.9)	221 (1.4)
Nebraska*	19 (3.1)	221 (2.4)	22 (2.6)	221 (2.4)	59 (3.4)	223 (1.5)
New Hampshire*	10 (2.0)	228 (3.0)	18 (2.6)	229 (2.1)	72 (3.1)	230 (1.5)
New Jersey*	8 (2.0)	223 (5.0)!	23 (3.0)	222 (3.6)	68 (3.8)	226 (1.7)
New Mexico	15 (2.8)	212 (4.1)!	23 (3.5)	210 (2.7)	62 (4.3)	212 (2.8)
New York*	12 (2.1)	213 (3.9)	19 (2.6)	209 (5.4)	69 (3.2)	219 (1.9)
North Carolina	12 (2.5)	212 (3.9)!	26 (2.9)	211 (2.6)	62 (3.2)	213 (1.7)
North Dakota	4 (1.3)	228 (5.4)!	14 (2.8)	224 (3.2)!	83 (3.0)	227 (1.3)
Ohio	6 (1.7)	222 (5.6)!	16 (3.0)	215 (3.1)	77 (3.6)	219 (1.7)
Oklahoma	5 (1.4)	224 (4.0)!	17 (2.5)	224 (2.2)	78 (2.7)	222 (1.3)
Pennsylvania	7 (1.9)	218 (3.6)!	20 (2.8)	216 (3.1)	73 (3.3)	224 (1.6)
Rhode Island	9 (1.7)	219 (7.0)	21 (2.6)	218 (2.4)	70 (3.3)	219 (2.4)
South Carolina	7 (1.3)	203 (5.6)	21 (2.3)	210 (2.4)	72 (2.6)	212 (1.6)
Tennessee	7 (1.5)	210 (4.4)!	16 (2.0)	206 (3.8)	77 (2.3)	214 (1.5)
Texas	9 (2.0)	213 (4.4)!	20 (2.6)	214 (4.2)	71 (3.1)	215 (1.8)
Utah	10 (2.3)	227 (4.4)!	15 (2.3)	224 (2.3)	75 (3.2)	220 (1.3)
Virginia	15 (2.0)	222 (3.5)	30 (3.0)	225 (2.6)	55 (3.6)	222 (1.8)
West Virginia	6 (1.9)	217 (8.0)!	19 (2.6)	213 (4.1)	75 (2.9)	217 (1.5)
Wisconsin	7 (1.6)	227 (3.4)!	22 (2.9)	225 (2.4)	70 (3.3)	225 (1.1)
Wyoming	4 (1.1)	224 (4.9)!	19 (2.5)	224 (2.7)	76 (2.7)	225 (1.4)
TERRITORY						
Guam	17 (0.7)	177 (3.5)	30 (1.2)	184 (2.0)	53 (1.2)	182 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.55 | **Teachers' Reports on the Frequency with Which Student Self-Reports Are Used to Assess Student Progress in Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Less Than Monthly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	8 (1.3)	219 (5.3)	21 (2.2)	217 (2.2)	71 (2.7)	217 (1.6)
Northeast	15 (4.9)	224(11.2)!	21 (5.4)	217 (4.6)!	64 (7.4)	220 (4.0)
Southeast	7 (1.4)	212 (7.5)!	24 (2.4)	214 (4.4)	69 (2.5)	213 (3.1)
Central	5 (1.7)	*** (***)	26 (5.2)	221 (3.7)!	69 (6.0)	221 (2.6)
West	7 (2.1)	*** (***)	13 (2.5)	211 (4.5)!	81 (3.5)	215 (2.6)
STATES						
Alabama	6 (1.5)	209 (8.1)!	19 (2.9)	205 (3.6)	75 (3.4)	209 (2.1)
Arizona	8 (1.9)	208 (4.9)!	27 (2.9)	213 (2.3)	66 (3.2)	210 (1.8)
Arkansas	7 (1.9)	214 (4.2)!	16 (2.6)	208 (3.6)	77 (2.7)	212 (1.6)
California	8 (1.6)	219 (5.3)!	23 (2.8)	200 (4.1)	70 (3.1)	203 (2.4)
Colorado	10 (1.8)	223 (3.4)	30 (3.3)	220 (1.7)	59 (3.3)	217 (1.6)
Connecticut	5 (1.2)	222 (6.5)!	22 (2.7)	225 (3.4)	73 (2.7)	225 (1.5)
Delaware*	3 (0.6)	*** (***)	16 (0.7)	214 (3.0)	81 (0.8)	215 (0.7)
Dist. Columbia	17 (1.3)	185 (2.3)	41 (1.7)	187 (1.6)	43 (1.5)	188 (1.6)
Florida	7 (1.3)	206 (6.3)!	32 (3.1)	209 (2.8)	61 (3.3)	210 (1.4)
Georgia	10 (2.1)	210 (6.5)!	37 (3.0)	214 (2.6)	52 (2.7)	212 (1.9)
Hawaii	8 (1.7)	202 (5.0)!	24 (2.7)	210 (3.1)	68 (3.2)	202 (1.9)
Idaho	5 (1.2)	226 (3.4)!	25 (2.6)	220 (2.1)	70 (2.8)	221 (1.1)
Indiana	3 (1.1)	*** (***)	10 (2.0)	225 (4.3)!	87 (2.2)	222 (1.3)
Iowa	4 (1.7)	235 (4.1)!	17 (2.1)	225 (2.5)	78 (2.5)	227 (1.2)
Kentucky	9 (1.8)	210 (3.5)!	25 (3.3)	215 (2.4)	66 (3.7)	213 (1.7)
Louisiana	5 (1.5)	198 (5.8)!	19 (2.7)	199 (3.8)	76 (2.9)	207 (1.4)
Maine*	5 (1.5)	240 (4.9)!	21 (3.4)	228 (2.3)	74 (3.7)	228 (1.3)
Maryland	9 (1.7)	210 (5.7)	25 (2.2)	212 (3.0)	66 (2.5)	213 (2.0)
Massachusetts	4 (1.5)	220 (5.8)!	17 (2.2)	231 (2.7)	79 (2.7)	227 (1.1)
Michigan	5 (1.1)	227 (6.2)!	20 (2.4)	215 (3.7)	75 (2.6)	217 (1.7)
Minnesota	1 (0.7)	*** (***)	18 (3.0)	221 (2.9)	81 (3.2)	222 (1.9)
Mississippi	6 (1.5)	204 (4.5)!	26 (3.6)	194 (3.8)	67 (3.7)	203 (1.6)
Missouri	7 (1.8)	214 (5.9)!	19 (3.0)	220 (3.6)	73 (3.5)	223 (1.5)
Nebraska*	5 (1.4)	219 (4.0)!	20 (2.7)	220 (2.9)	74 (3.0)	223 (1.4)
New Hampshire*	5 (1.4)	231 (3.5)!	19 (3.2)	225 (2.3)	75 (3.5)	231 (1.5)
New Jersey*	7 (1.6)	229 (6.7)!	17 (2.3)	224 (4.2)	77 (2.8)	224 (1.7)
New Mexico	7 (1.7)	216 (5.1)!	25 (3.2)	211 (2.8)	68 (3.3)	212 (2.5)
New York*	7 (1.4)	209 (5.1)!	23 (2.8)	214 (3.5)	70 (3.0)	217 (1.8)
North Carolina	9 (1.9)	211 (3.5)!	31 (2.9)	214 (2.3)	60 (3.1)	212 (1.8)
North Dakota	6 (2.2)	219 (5.6)!	12 (2.6)	228 (3.2)!	82 (3.3)	227 (1.3)
Ohio	3 (1.0)	218 (7.2)!	22 (3.0)	215 (2.7)	75 (3.1)	220 (1.6)
Oklahoma	4 (1.1)	213 (4.4)!	22 (2.9)	223 (2.0)	74 (3.0)	222 (1.3)
Pennsylvania	4 (1.2)	219 (5.6)!	15 (2.6)	217 (3.1)	80 (2.9)	223 (1.6)
Rhode Island	3 (1.0)	*** (***)	17 (2.3)	222 (4.3)	81 (2.4)	218 (2.3)
South Carolina	6 (1.3)	201 (4.3)!	19 (2.3)	208 (3.0)	75 (2.4)	212 (1.6)
Tennessee	10 (2.3)	210 (4.8)!	20 (2.2)	208 (2.9)	71 (2.6)	214 (1.9)
Texas	6 (1.2)	211 (6.2)	25 (3.7)	216 (3.7)	68 (4.0)	215 (1.9)
Utah	11 (2.3)	224 (3.6)!	24 (2.4)	225 (2.0)	65 (3.3)	220 (1.3)
Virginia	8 (1.7)	222 (3.6)!	29 (2.9)	226 (2.6)	63 (3.2)	221 (1.8)
West Virginia	4 (1.1)	215 (4.8)!	16 (2.8)	214 (2.5)	80 (2.8)	217 (1.6)
Wisconsin	8 (1.9)	230 (3.5)!	18 (2.6)	219 (2.7)	74 (3.0)	226 (1.0)
Wyoming	5 (1.4)	224 (3.6)!	18 (2.6)	227 (2.4)	77 (2.8)	224 (1.5)
TERRITORY						
Guam	17 (0.7)	183 (2.6)	30 (1.0)	186 (2.2)	53 (1.1)	179 (1.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Use of Additional Resources to Teach Reading

TABLE 8.56 Teachers' Reports on the Frequency with Which They Use Additional Resources to Teach Reading, Grade 4, 1992 Reading Assessment

	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Children's Newspapers and/or Magazines	31 (2.8)	220 (2.2)	33 (2.3)	216 (1.9)	36 (2.3)	220 (2.0)
Reading Kits	24 (2.4)	214 (2.1)	20 (2.2)	220 (2.1)	56 (3.0)	220 (2.1)
Computer Software	24 (2.7)	214 (2.2)	22 (2.5)	219 (1.6)	53 (3.5)	221 (1.7)

	Almost Every Day		At Least Once a Week		Less than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
A Variety of Books (e.g., Novels, Collections of Poetry, Nonfiction)	42 (3.1)	221 (2.2)	22 (2.3)	216 (2.3)	37 (2.9)	218 (1.7)
Materials from Other Subject Areas	26 (2.7)	218 (2.6)	29 (2.8)	222 (2.1)	45 (2.2)	217 (1.5)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.57

Teachers' Reports on the Frequency with Which They Use Children's Newspapers and/or Magazines to Teach Reading, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	32 (3.2)	219 (2.3)	32 (2.4)	214 (2.0)	36 (2.6)	219 (2.2)
Northeast	23 (6.4)	216 (6.1)!	32 (6.6)	214 (4.2)!	45 (6.0)	227 (5.0)
Southeast	37 (5.4)	219 (5.0)	40 (4.7)	211 (4.2)	24 (3.7)	208 (3.7)
Central	36 (7.4)	223 (2.4)	24 (4.6)	216 (3.6)!	40 (5.1)	222 (3.9)
West	29 (5.3)	215 (6.0)!	34 (3.5)	216 (3.7)	37 (5.8)	213 (3.6)
STATES						
Alabama	34 (3.5)	211 (2.8)	40 (4.2)	205 (2.8)	26 (3.0)	209 (2.8)
Arizona	26 (2.6)	209 (2.4)	37 (3.2)	212 (2.1)	37 (3.3)	211 (2.6)
Arkansas	25 (2.7)	214 (2.1)	28 (3.0)	210 (3.3)	47 (3.5)	212 (2.2)
California	34 (3.8)	205 (3.8)	31 (2.5)	199 (3.1)	36 (3.9)	206 (3.8)
Colorado	27 (3.2)	218 (2.6)	42 (2.7)	217 (2.0)	32 (3.4)	221 (1.8)
Connecticut	31 (3.2)	224 (2.6)	34 (2.9)	223 (2.1)	34 (3.1)	228 (2.3)
Delaware*	20 (0.9)	219 (1.6)	32 (1.0)	214 (1.2)	47 (1.2)	213 (1.0)
Dist. Columbia	54 (1.6)	188 (1.2)	37 (1.7)	187 (1.6)	9 (0.8)	180 (3.6)
Florida	32 (3.3)	210 (2.2)	43 (2.7)	208 (1.8)	26 (2.4)	211 (2.9)
Georgia	31 (2.8)	216 (2.7)	41 (2.8)	211 (2.3)	28 (2.4)	213 (2.4)
Hawaii	31 (3.1)	206 (2.8)	39 (3.2)	204 (2.5)	29 (2.8)	200 (3.3)
Idaho	39 (3.7)	221 (1.8)	33 (3.3)	222 (1.5)	28 (2.8)	219 (2.0)
Indiana	29 (3.1)	223 (2.6)	33 (3.0)	221 (1.9)	38 (3.5)	223 (2.2)
Iowa	31 (4.1)	231 (1.8)	23 (2.5)	224 (2.3)	47 (3.4)	225 (1.4)
Kentucky	30 (3.6)	214 (1.8)	36 (3.0)	212 (2.3)	34 (3.7)	214 (2.4)
Louisiana	23 (2.7)	204 (2.8)	36 (3.7)	203 (2.1)	41 (3.8)	209 (1.9)
Maine*	34 (4.1)	228 (1.9)	27 (3.7)	230 (2.8)	39 (3.7)	228 (1.6)
Maryland	38 (3.4)	211 (2.6)	41 (3.2)	212 (2.6)	22 (2.7)	212 (4.4)
Massachusetts	35 (3.9)	227 (2.1)	26 (3.0)	229 (2.5)	39 (3.7)	228 (1.8)
Michigan	33 (3.8)	219 (2.6)	32 (3.8)	216 (2.7)	35 (3.5)	217 (2.8)
Minnesota	26 (2.9)	225 (2.0)	27 (2.7)	221 (2.5)	47 (3.5)	221 (2.4)
Mississippi	35 (3.9)	201 (2.9)	40 (3.9)	199 (2.4)	25 (3.0)	202 (2.4)
Missouri	33 (3.8)	220 (2.6)	31 (2.9)	218 (2.5)	36 (4.2)	227 (2.2)
Nebraska*	34 (4.3)	223 (2.0)	32 (3.3)	222 (2.2)	34 (4.7)	222 (2.1)
New Hampshire*	29 (3.3)	231 (1.7)	36 (3.2)	228 (2.0)	35 (3.3)	230 (2.2)
New Jersey*	32 (4.5)	227 (2.5)	29 (3.5)	225 (3.2)	39 (3.8)	225 (2.9)
New Mexico	40 (4.5)	213 (2.5)	32 (4.5)	213 (3.4)	28 (3.6)	209 (2.6)
New York*	39 (3.9)	214 (2.4)	33 (2.8)	217 (2.9)	27 (3.5)	216 (2.3)
North Carolina	31 (2.6)	215 (2.4)	39 (2.7)	210 (2.3)	31 (2.9)	213 (1.7)
North Dakota	33 (4.1)	225 (2.5)	24 (3.6)	225 (2.7)	43 (4.7)	229 (1.8)
Ohio	25 (3.1)	220 (2.5)	34 (3.5)	216 (2.5)	41 (3.7)	220 (2.0)
Oklahoma	32 (3.7)	221 (1.7)	32 (3.0)	222 (1.5)	36 (3.5)	223 (1.7)
Pennsylvania	24 (3.3)	219 (2.5)	32 (3.4)	222 (2.5)	44 (3.4)	223 (1.8)
Rhode Island	27 (3.6)	221 (3.6)	30 (3.1)	219 (3.5)	43 (3.5)	217 (2.3)
South Carolina	36 (3.4)	210 (2.4)	35 (3.4)	212 (2.3)	29 (3.2)	210 (2.7)
Tennessee	34 (3.3)	210 (2.2)	29 (2.9)	213 (3.0)	37 (2.9)	215 (2.4)
Texas	26 (3.4)	211 (3.6)	33 (3.4)	218 (2.8)	42 (3.2)	216 (2.4)
Utah	30 (3.4)	222 (2.5)	27 (2.5)	223 (1.9)	43 (3.1)	220 (1.2)
Virginia	32 (3.5)	222 (2.9)	33 (2.5)	224 (2.1)	35 (3.3)	223 (2.3)
West Virginia	29 (3.4)	217 (2.3)	34 (3.3)	216 (2.9)	37 (2.9)	215 (2.2)
Wisconsin	36 (3.7)	225 (1.6)	27 (3.3)	222 (2.3)	37 (4.2)	228 (1.6)
Wyoming	36 (3.0)	224 (1.9)	32 (3.3)	224 (1.9)	32 (3.1)	225 (2.0)
TERRITORY						
Guam	36 (0.9)	186 (1.7)	37 (0.9)	178 (2.4)	27 (0.9)	181 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.58 | **Teachers' Reports on the Frequency with Which They Use Reading Kits to Teach Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	22 (2.6)	211 (2.6)	20 (2.4)	219 (2.3)	58 (3.2)	219 (2.2)
Northeast	24 (6.7)	217 (3.7)!	12 (5.0)	224 (5.7)!	64 (7.9)	220 (5.7)
Southeast	28 (4.1)	207 (3.8)	17 (4.0)	209 (2.7)!	54 (5.0)	219 (4.6)
Central	18 (5.?)	216 (6.6)!	29 (5.7)	222 (4.2)	53 (7.4)	222 (3.3)
West	20 (4.6)	206 (5.9)!	17 (3.9)	220 (5.2)!	63 (5.4)	216 (4.1)
STATES						
Alabama	40 (3.7)	206 (3.1)	19 (2.9)	207 (3.6)	41 (3.4)	211 (2.5)
Arizona	17 (2.2)	207 (3.5)	17 (1.9)	209 (2.4)	67 (2.9)	212 (1.7)
Arkansas	28 (3.2)	208 (2.6)	23 (2.8)	214 (2.3)	49 (3.1)	213 (1.6)
California	23 (3.0)	198 (3.7)	13 (2.5)	200 (6.4)	64 (3.8)	207 (2.7)
Colorado	17 (2.8)	216 (2.5)	17 (2.4)	216 (3.4)	67 (3.2)	219 (1.4)
Connecticut	16 (2.3)	223 (4.1)	17 (2.4)	223 (2.7)	67 (3.3)	226 (1.7)
Delaware*	19 (1.0)	212 (2.3)	22 (1.0)	219 (1.2)	60 (1.4)	214 (1.1)
Dist. Columbia	41 (1.7)	184 (1.5)	29 (1.5)	182 (1.7)	30 (1.6)	193 (1.9)
Florida	35 (2.9)	205 (2.7)	26 (2.6)	209 (2.9)	39 (3.2)	214 (1.7)
Georgia	27 (2.8)	212 (2.7)	26 (2.8)	208 (3.7)	47 (3.3)	216 (2.1)
Hawaii	27 (3.1)	203 (3.5)	16 (1.9)	205 (3.0)	57 (3.3)	203 (2.2)
Idaho	21 (3.1)	220 (2.5)	16 (2.5)	224 (2.6)	63 (3.7)	220 (1.2)
Indiana	25 (3.3)	220 (2.0)	25 (2.9)	226 (3.0)	50 (3.9)	222 (1.9)
Iowa	9 (2.0)	229 (3.3)!	21 (3.0)	225 (2.9)	70 (3.4)	227 (1.2)
Kentucky	18 (2.5)	216 (2.8)	16 (2.3)	211 (3.4)	67 (3.5)	214 (1.5)
Louisiana	34 (3.0)	201 (2.0)	17 (2.5)	207 (2.9)	48 (3.7)	208 (1.7)
Maine*	13 (2.6)	225 (4.0)	19 (2.8)	229 (2.9)	69 (3.3)	229 (1.5)
Maryland	20 (2.2)	208 (3.9)	19 (2.7)	206 (4.6)	61 (3.1)	215 (1.8)
Massachusetts	31 (3.5)	227 (2.1)	17 (2.5)	231 (3.0)	52 (3.9)	228 (1.7)
Michigan	13 (2.5)	216 (3.8)!	20 (3.1)	211 (3.4)	67 (3.3)	220 (2.0)
Minnesota	11 (2.2)	220 (2.8)	26 (3.1)	223 (2.4)	63 (3.4)	221 (1.9)
Mississippi	39 (3.6)	197 (2.7)	22 (3.1)	199 (3.2)	39 (3.3)	203 (2.2)
Missouri	16 (3.0)	218 (4.3)	15 (2.1)	220 (3.6)	69 (3.0)	223 (1.7)
Nebraska*	19 (3.1)	221 (2.8)	25 (3.5)	223 (2.5)	56 (4.1)	223 (1.7)
New Hampshire*	20 (2.9)	229 (2.5)	13 (2.1)	227 (2.9)	67 (3.5)	230 (1.5)
New Jersey*	26 (4.0)	223 (3.2)	18 (3.0)	224 (3.7)	56 (4.0)	227 (2.3)
New Mexico	28 (3.3)	214 (2.8)	22 (2.9)	213 (2.9)	51 (3.8)	210 (3.2)
New York*	21 (3.2)	204 (5.6)	22 (3.1)	215 (3.0)	56 (3.6)	222 (1.8)
North Carolina	24 (3.6)	204 (2.9)	20 (2.4)	212 (2.3)	55 (3.2)	217 (1.6)
North Dakota	19 (3.6)	224 (2.3)!	12 (2.2)	222 (2.5)	68 (4.0)	228 (1.4)
Ohio	17 (2.8)	218 (3.0)	20 (3.1)	213 (2.5)	63 (3.8)	222 (1.6)
Oklahoma	34 (2.8)	221 (1.7)	24 (2.6)	221 (2.1)	42 (3.1)	223 (1.6)
Pennsylvania	18 (3.1)	218 (3.8)	26 (3.0)	223 (2.5)	56 (3.9)	222 (2.1)
Rhode Island	24 (2.9)	218 (4.2)	25 (2.7)	225 (2.7)	51 (3.4)	216 (2.4)
South Carolina	27 (2.8)	203 (2.5)	19 (2.1)	210 (2.9)	54 (3.2)	215 (1.7)
Tennessee	38 (3.0)	211 (2.5)	25 (2.7)	212 (2.6)	37 (2.9)	215 (2.2)
Texas	25 (3.0)	212 (3.5)	23 (2.5)	215 (4.1)	53 (3.5)	217 (1.8)
Utah	28 (3.3)	216 (2.1)	20 (2.6)	224 (2.4)	52 (3.5)	224 (1.3)
Virginia	24 (2.4)	216 (3.2)	22 (2.2)	221 (2.8)	54 (3.1)	227 (1.8)
West Virginia	28 (3.4)	216 (3.0)	22 (2.5)	220 (3.3)	50 (3.3)	214 (1.7)
Wisconsin	18 (2.6)	219 (3.1)	22 (3.4)	228 (2.4)	60 (3.9)	226 (1.3)
Wyoming	19 (2.5)	224 (2.7)	21 (3.2)	227 (1.8)	59 (3.2)	224 (1.6)
TERRITORY						
Guam	58 (0.8)	182 (1.8)	19 (0.7)	184 (2.7)	23 (0.8)	178 (3.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.59 | **Teachers' Reports on the Frequency with Which They Use Computer Software to Teach Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	25 (3.0)	213 (2.5)	23 (2.7)	217 (2.7)	52 (3.8)	219 (1.9)
Northeast	23 (5.5)	214 (4.1)!	17 (5.6)	228 (7.7)!	60 (6.5)	220 (4.6)
Southeast	40 (7.1)	210 (3.5)	20 (3.9)	215 (7.6)!	40 (6.7)	216 (4.7)
Central	17 (5.4)	216 (4.1)!	30 (6.5)	219 (3.4)!	53 (8.3)	223 (3.2)
West	20 (6.0)	214 (7.4)!	24 (5.1)	209 (3.6)!	56 (7.8)	217 (3.0)
STATES						
Alabama	33 (3.4)	206 (3.5)	19 (2.6)	207 (3.2)	47 (3.9)	210 (2.4)
Arizona	19 (2.9)	204 (3.5)	30 (2.7)	211 (2.5)	51 (3.2)	213 (2.0)
Arkansas	47 (4.7)	209 (2.2)	14 (2.4)	221 (3.8)	39 (4.2)	212 (1.9)
California	24 (3.6)	195 (4.9)	23 (2.6)	205 (3.4)	53 (3.9)	208 (2.7)
Colorado	15 (2.6)	213 (3.3)	26 (2.6)	218 (1.6)	59 (3.5)	220 (1.7)
Connecticut	19 (3.2)	219 (4.5)	23 (3.1)	227 (2.3)	58 (3.7)	226 (1.9)
Delaware*	18 (0.6)	212 (1.9)	18 (0.7)	216 (2.2)	64 (0.9)	214 (1.0)
Dist. Columbia	19 (0.9)	186 (2.6)	13 (0.8)	195 (2.7)	68 (1.0)	184 (1.3)
Florida	47 (3.7)	208 (2.1)	24 (2.4)	212 (2.7)	29 (3.3)	210 (1.9)
Georgia	37 (3.5)	208 (3.1)	28 (2.8)	218 (2.4)	35 (3.7)	214 (2.9)
Hawaii	12 (2.3)	198 (4.5)	12 (2.2)	203 (5.4)	76 (3.0)	204 (1.9)
Idaho	12 (2.2)	219 (2.4)	23 (2.9)	217 (1.7)	65 (3.2)	222 (1.3)
Indiana	24 (3.3)	215 (2.5)	29 (3.0)	223 (2.1)	47 (3.4)	225 (1.8)
Iowa	11 (2.3)	225 (3.6)!	26 (3.2)	225 (2.0)	63 (3.9)	227 (1.5)
Kentucky	29 (3.6)	210 (2.2)	22 (3.7)	215 (2.7)	49 (3.9)	215 (1.8)
Louisiana	21 (3.5)	203 (3.7)	13 (2.6)	208 (4.1)!	66 (4.2)	206 (1.5)
Maine*	7 (2.5)	226 (5.9)!	21 (3.6)	231 (2.2)	72 (3.9)	228 (1.6)
Maryland	27 (3.2)	205 (3.3)	25 (2.6)	217 (3.5)	48 (3.7)	214 (2.1)
Massachusetts	21 (2.7)	223 (3.0)	17 (2.3)	228 (3.1)	62 (3.2)	229 (1.2)
Michigan	13 (2.5)	215 (3.4)	27 (3.2)	221 (2.9)	60 (3.7)	216 (2.2)
Minnesota	8 (2.5)	222 (4.5)!	26 (3.9)	227 (2.0)	65 (3.8)	219 (2.3)
Mississippi	44 (4.0)	199 (2.1)	12 (2.5)	201 (4.7)!	45 (4.6)	203 (2.1)
Missouri	13 (2.7)	218 (3.1)!	23 (2.7)	224 (3.2)	64 (3.5)	222 (1.9)
Nebraska*	16 (2.7)	222 (3.1)	34 (4.1)	221 (2.1)	51 (4.2)	224 (1.8)
New Hampshire*	10 (1.9)	225 (3.0)	20 (3.2)	233 (2.5)	70 (3.7)	229 (1.5)
New Jersey*	7 (1.8)	216 (4.6)!	24 (3.5)	226 (2.4)	69 (3.4)	227 (2.1)
New Mexico	18 (3.0)	214 (2.6)	28 (2.7)	216 (3.8)	54 (3.7)	209 (2.2)
New York*	11 (2.6)	219 (4.6)!	20 (3.0)	218 (2.8)	69 (4.1)	215 (2.0)
North Carolina	28 (3.0)	204 (2.4)	24 (2.4)	216 (2.6)	48 (3.0)	216 (2.0)
North Dakota	10 (2.2)	224 (3.0)!	34 (3.8)	227 (1.8)	56 (4.0)	228 (1.8)
Ohio	16 (2.5)	214 (2.9)	26 (3.1)	222 (2.8)	58 (3.3)	219 (1.8)
Oklahoma	27 (3.4)	222 (2.1)	25 (3.3)	224 (1.5)	47 (3.5)	221 (1.6)
Pennsylvania	12 (2.5)	220 (3.4)!	20 (2.7)	226 (3.3)	68 (3.5)	221 (1.6)
Rhode Island	16 (2.6)	217 (4.8)	21 (2.8)	221 (4.4)	63 (3.4)	218 (1.7)
South Carolina	25 (3.6)	208 (2.9)	23 (2.8)	214 (2.2)	52 (3.8)	210 (2.2)
Tennessee	29 (3.4)	205 (2.6)	21 (2.8)	219 (3.2)	50 (3.8)	215 (1.9)
Texas	34 (3.7)	214 (3.0)	24 (3.0)	217 (3.3)	42 (4.0)	215 (2.5)
Utah	24 (3.9)	223 (2.8)	21 (3.2)	224 (2.1)	55 (4.2)	219 (1.6)
Virginia	21 (2.9)	217 (2.6)	30 (3.1)	226 (1.9)	48 (3.6)	224 (2.2)
West Virginia	25 (3.2)	216 (2.6)	22 (3.1)	215 (2.8)	53 (4.2)	217 (1.7)
Wisconsin	14 (2.4)	217 (3.0)	21 (2.7)	225 (2.0)	65 (3.4)	228 (1.2)
Wyoming	21 (2.7)	223 (2.6)	27 (3.1)	222 (2.0)	52 (3.4)	227 (1.3)
TERRITORY						
Guam	61 (0.8)	188 (1.7)	7 (0.6)	155 (4.0)	32 (0.9)	176 (2.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.60 | **Teachers' Reports on the Frequency with Which They Use a Variety of Books (e.g., Novels, Collections of Poetry, Nonfiction) to Teach Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	43 (3.6)	220 (2.4)	22 (2.4)	214 (2.5)	35 (3.1)	215 (1.9)
Northeast	46 (9.2)	225 (5.6)!	21 (5.8)	213 (5.0)!	34 (9.3)	219 (4.2)!
Southeast	38 (6.2)	217 (7.1)	21 (3.3)	209 (3.1)	41 (6.0)	211 (3.7)
Central	49 (8.0)	222 (3.3)	19 (5.8)	220 (4.4)!	32 (4.4)	219 (4.1)
West	40 (4.9)	215 (4.4)	27 (3.8)	215 (5.2)	34 (5.1)	213 (2.5)
STATES						
Alabama	29 (3.5)	204 (3.5)	32 (3.5)	209 (2.9)	39 (3.9)	211 (2.4)
Arizona	44 (3.2)	212 (1.8)	26 (2.6)	211 (2.3)	30 (2.7)	209 (3.3)
Arkansas	23 (2.9)	212 (2.3)	24 (3.0)	213 (3.1)	53 (3.6)	211 (2.5)
California	55 (3.1)	205 (2.9)	27 (2.7)	200 (3.8)	19 (2.3)	205 (4.2)
Colorado	63 (3.7)	220 (1.5)	21 (3.1)	217 (2.3)	16 (2.7)	213 (3.4)
Connecticut	47 (3.1)	229 (1.6)	26 (2.9)	224 (2.6)	27 (2.6)	217 (3.3)
Delaware*	36 (1.2)	217 (1.6)	24 (1.0)	219 (1.5)	40 (1.1)	211 (1.1)
Dist. Columbia	29 (1.1)	191 (2.2)	41 (1.3)	185 (1.4)	30 (1.6)	187 (2.1)
Florida	42 (3.0)	210 (2.0)	33 (2.1)	208 (2.4)	25 (2.5)	210 (2.1)
Georgia	51 (2.9)	214 (2.3)	27 (2.9)	215 (2.4)	21 (2.6)	207 (4.0)
Hawaii	36 (3.3)	200 (3.0)	32 (2.8)	206 (3.0)	33 (2.8)	204 (2.6)
Idaho	33 (3.5)	221 (1.9)	30 (3.1)	221 (1.6)	37 (3.4)	220 (1.5)
Indiana	26 (2.9)	224 (2.5)	25 (3.2)	222 (2.3)	49 (3.9)	222 (1.6)
Iowa	43 (4.0)	226 (1.6)	22 (2.6)	226 (1.9)	34 (3.2)	228 (1.9)
Kentucky	28 (3.6)	214 (2.9)	24 (3.1)	212 (2.8)	48 (4.2)	214 (1.4)
Louisiana	19 (2.7)	212 (2.9)	34 (3.1)	202 (2.6)	47 (3.3)	204 (1.6)
Maine*	50 (4.7)	231 (1.6)	27 (3.9)	226 (2.3)	23 (3.5)	225 (2.5)
Maryland	47 (3.2)	216 (2.2)	24 (2.6)	211 (3.1)	30 (2.8)	207 (3.1)
Massachusetts	45 (4.0)	230 (2.0)	27 (2.8)	226 (2.5)	28 (3.4)	224 (1.8)
Michigan	35 (3.4)	222 (2.4)	30 (3.5)	212 (3.3)	35 (3.9)	218 (2.1)
Minnesota	34 (2.6)	222 (2.1)	25 (3.0)	222 (2.6)	40 (2.8)	221 (2.4)
Mississippi	24 (2.6)	203 (3.1)	38 (3.2)	195 (2.6)	38 (3.3)	203 (2.0)
Missouri	35 (4.2)	221 (2.7)	25 (2.8)	221 (2.4)	40 (4.0)	222 (1.9)
Nebraska*	46 (3.7)	225 (1.9)	20 (2.9)	221 (2.2)	34 (3.4)	221 (2.1)
New Hampshire*	53 (3.7)	229 (1.5)	26 (2.9)	229 (2.1)	21 (2.7)	232 (3.1)
New Jersey*	24 (3.4)	231 (3.2)	31 (3.6)	227 (2.6)	45 (3.6)	221 (2.7)
New Mexico	38 (3.5)	215 (2.5)	31 (3.4)	210 (2.7)	32 (3.7)	210 (2.8)
New York*	50 (3.4)	219 (1.9)	29 (3.2)	215 (2.6)	21 (2.7)	209 (4.3)
North Carolina	43 (3.4)	216 (2.0)	32 (3.1)	210 (2.6)	25 (3.4)	210 (2.1)
North Dakota	26 (3.8)	228 (2.2)	17 (3.1)	226 (3.3)	57 (4.6)	227 (1.8)
Ohio	41 (4.4)	222 (2.0)	27 (3.0)	216 (3.1)	32 (3.5)	217 (2.6)
Oklahoma	26 (3.2)	224 (2.3)	28 (2.8)	222 (1.9)	46 (4.2)	221 (1.5)
Pennsylvania	25 (3.0)	220 (2.9)	31 (3.6)	224 (2.9)	43 (3.5)	220 (1.8)
Rhode Island	33 (3.4)	223 (2.6)	32 (3.1)	220 (2.7)	35 (3.2)	212 (2.7)
South Carolina	41 (3.6)	212 (2.2)	31 (3.2)	208 (2.6)	28 (3.4)	211 (2.9)
Tennessee	28 (2.8)	212 (2.2)	28 (2.6)	215 (2.5)	44 (3.0)	212 (2.2)
Texas	43 (3.9)	218 (2.2)	25 (2.6)	216 (3.4)	31 (3.7)	211 (3.0)
Utah	44 (3.8)	222 (1.9)	24 (2.9)	222 (2.0)	33 (3.2)	220 (1.4)
Virginia	43 (3.9)	228 (2.2)	32 (2.4)	216 (2.2)	25 (3.3)	222 (2.1)
West Virginia	21 (3.4)	220 (3.0)	31 (2.5)	215 (2.4)	48 (2.9)	215 (2.0)
Wisconsin	36 (3.9)	226 (2.3)	25 (3.1)	224 (2.2)	39 (3.6)	225 (1.9)
Wyoming	48 (3.5)	225 (1.7)	29 (3.1)	224 (1.8)	23 (3.2)	225 (2.3)
TERRITORY						
Guam	29 (0.8)	183 (2.7)	34 (0.9)	184 (2.4)	37 (0.9)	179 (2.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for deta ls).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the e stimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variabi ity of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.61 | **Teachers' Reports on the Frequency with Which They Use Materials from Other Subject Areas to Teach Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		At Least Once a Week		Less Than Weekly	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	26 (2.8)	217 (2.9)	30 (3.0)	221 (2.3)	44 (2.5)	215 (1.5)
Northeast	27 (7.0)	219 (8.9)!	28 (3.8)	223 (7.5)	44 (7.4)	218 (2.6)
Southeast	23 (4.8)	215 (6.0)!	37 (4.6)	216 (3.9)	40 (3.3)	210 (2.6)
Central	25 (6.2)	220 (3.8)!	27 (7.5)	225 (2.8)!	47 (4.4)	219 (3.2)
West	30 (4.9)	213 (4.9)	25 (5.6)	219 (5.7)!	45 (4.9)	213 (2.6)
STATES						
Alabama	32 (3.2)	206 (2.9)	27 (3.0)	207 (3.1)	41 (3.6)	211 (2.1)
Arizona	31 (2.5)	211 (2.1)	29 (2.8)	211 (2.3)	40 (3.2)	211 (2.7)
Arkansas	14 (2.2)	209 (4.0)	28 (2.8)	211 (2.5)	58 (3.3)	213 (1.9)
California	46 (3.0)	208 (2.6)	32 (2.9)	199 (4.2)	22 (2.6)	202 (4.3)
Colorado	33 (3.2)	219 (1.7)	39 (2.9)	220 (2.0)	28 (3.1)	215 (2.3)
Connecticut	30 (3.1)	227 (2.8)	30 (2.6)	222 (2.9)	41 (2.9)	225 (2.1)
Delaware*	15 (1.0)	218 (2.1)	25 (1.1)	218 (1.8)	60 (1.4)	213 (0.9)
Dist. Columbia	44 (1.4)	186 (1.5)	38 (1.2)	189 (1.5)	18 (1.3)	186 (3.0)
Florida	35 (3.0)	211 (2.2)	34 (2.7)	208 (2.4)	31 (3.1)	210 (1.9)
Georgia	36 (2.7)	216 (2.2)	35 (2.8)	212 (3.0)	30 (3.0)	211 (2.5)
Hawaii	25 (2.8)	199 (3.4)	34 (2.8)	207 (2.4)	41 (3.0)	203 (2.4)
Idaho	28 (3.5)	220 (1.8)	32 (3.0)	221 (1.8)	40 (3.8)	221 (1.5)
Indiana	26 (3.0)	222 (2.3)	22 (2.8)	222 (2.2)	52 (3.2)	223 (1.7)
Iowa	15 (2.5)	230 (2.7)	24 (2.9)	225 (1.9)	61 (3.5)	227 (1.3)
Kentucky	25 (2.8)	213 (3.1)	23 (2.8)	214 (2.3)	53 (3.8)	214 (1.6)
Louisiana	18 (2.5)	206 (3.4)	36 (3.3)	201 (2.3)	45 (3.4)	208 (1.6)
Maine*	25 (3.3)	226 (2.7)	27 (3.6)	230 (2.4)	48 (4.2)	229 (1.6)
Maryland	20 (2.6)	210 (3.2)	41 (3.3)	212 (2.6)	39 (3.1)	213 (2.6)
Massachusetts	27 (3.7)	223 (2.4)	33 (3.1)	232 (1.8)	40 (4.1)	228 (2.1)
Michigan	27 (2.7)	217 (2.6)	34 (2.9)	217 (3.0)	39 (2.8)	218 (2.0)
Minnesota	18 (3.4)	224 (2.7)	25 (3.1)	221 (3.0)	57 (4.3)	221 (2.1)
Mississippi	23 (2.7)	201 (2.8)	25 (3.1)	193 (3.5)	52 (4.1)	203 (1.9)
Missouri	26 (3.5)	216 (4.0)	26 (3.1)	223 (1.8)	47 (3.9)	224 (1.6)
Nebraska*	22 (4.3)	223 (2.9)!	31 (3.9)	219 (2.4)	46 (4.2)	225 (1.4)
New Hampshire*	31 (3.7)	228 (1.8)	31 (3.0)	230 (1.7)	39 (3.6)	230 (2.2)
New Jersey*	26 (3.5)	224 (2.5)	29 (4.1)	229 (3.5)	45 (3.7)	224 (2.2)
New Mexico	39 (3.1)	210 (3.0)	34 (3.3)	214 (2.4)	27 (3.6)	210 (3.5)
New York*	44 (3.8)	217 (2.0)	34 (2.6)	213 (3.6)	22 (2.8)	218 (2.5)
North Carolina	30 (2.7)	211 (2.6)	34 (2.7)	213 (2.3)	36 (2.9)	213 (1.6)
North Dakota	19 (2.7)	226 (2.5)	26 (3.6)	226 (2.7)	55 (3.5)	227 (1.9)
Ohio	22 (3.3)	216 (2.9)	28 (3.3)	220 (2.9)	50 (4.4)	219 (2.1)
Oklahoma	26 (3.1)	224 (1.7)	25 (3.1)	218 (2.1)	49 (3.5)	223 (1.5)
Pennsylvania	12 (2.3)	218 (5.3)!	23 (2.8)	220 (3.1)	64 (3.5)	223 (1.6)
Rhode Island	23 (3.0)	221 (3.1)	28 (3.1)	219 (2.9)	49 (3.6)	217 (2.8)
South Carolina	26 (3.5)	212 (3.1)	32 (3.3)	209 (2.3)	42 (3.5)	212 (2.0)
Tennessee	23 (2.6)	213 (2.5)	31 (3.0)	209 (2.5)	45 (2.6)	215 (2.0)
Texas	23 (2.3)	207 (2.9)	33 (2.8)	216 (3.2)	45 (3.5)	219 (1.9)
Utah	28 (3.0)	222 (2.3)	27 (2.3)	225 (2.1)	44 (2.7)	219 (1.2)
Virginia	30 (3.3)	225 (2.8)	33 (2.6)	219 (2.1)	38 (3.1)	225 (2.2)
West Virginia	23 (2.7)	217 (2.3)	33 (3.2)	218 (2.3)	44 (3.6)	214 (2.2)
Wisconsin	21 (2.5)	223 (2.8)	33 (3.0)	224 (1.8)	46 (3.4)	227 (1.6)
Wyoming	31 (3.2)	224 (1.5)	32 (3.3)	224 (2.3)	38 (3.6)	225 (2.0)
TERRITORY						
Guam	32 (0.9)	185 (2.0)	29 (0.9)	181 (2.1)	39 (1.1)	180 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Library Use

TABLE 8.62 **Teachers' Reports on the Frequency of Library Use, Grade 4, 1992 Reading Assessment**

	At Least Once a Week		At Least Once a Month		Never of Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Send or Take the Class to the Library	84 (2.7)	220 (1.4)	10 (1.8)	212 (3.4)	6 (1.6)	212 (3.2)
Assign Students to Read a Book from the Library	49 (2.7)	218 (1.6)	32 (2.4)	221 (1.9)	20 (2.1)	216 (2.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.63 | **Teachers' Reports on the Frequency with Which They Send or Take the Class to the Library, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	85 (2.7)	219 (1.5)	9 (1.9)	208 (4.2)!	5 (1.6)	209 (4.4)!
Northeast	76 (8.5)	223 (4.5)	11 (4.0)	213 (7.2)!	13 (6.6)	214 (6.0)!
Southeast	83 (5.7)	214 (3.7)	14 (5.0)	211 (8.2)!	2 (1.0)	*** (***)
Central	93 (2.3)	222 (2.0)	2 (1.1)	*** (***)	5 (1.8)	*** (***)
West	86 (5.2)	217 (2.7)	12 (4.9)	203 (6.5)!	2 (1.3)	*** (***)
STATES						
Alabama	86 (3.3)	209 (1.8)	9 (2.8)	199 (6.8)!	5 (1.9)	210 (8.4)!
Arizona	81 (2.8)	211 (1.5)	14 (2.6)	211 (4.0)	5 (1.0)	203 (5.9)!
Arkansas	88 (2.8)	213 (1.4)	3 (1.5)	206 (7.0)!	9 (2.3)	207 (3.9)!
California	90 (2.8)	204 (2.4)	8 (2.5)	200(11.1)!	0 (0.2)	*** (***)
Colorado	92 (2.1)	219 (1.3)	7 (1.8)	215 (5.2)!	2 (0.7)	*** (***)
Connecticut	87 (2.6)	227 (1.6)	7 (1.9)	207 (7.8)!	4 (1.3)	214 (6.4)!
Delaware*	62 (0.9)	215 (0.9)	8 (0.5)	212 (2.1)	29 (0.9)	214 (1.6)
Dist. Columbia	75 (1.0)	191 (1.1)	23 (1.0)	177 (2.1)	2 (0.2)	*** (***)
Florida	86 (2.5)	210 (1.4)	13 (2.5)	210 (3.3)!	1 (0.5)	*** (***)
Georgia	79 (2.9)	215 (1.7)	15 (2.4)	204 (4.5)	6 (1.7)	210 (4.1)!
Hawaii	54 (3.8)	205 (2.3)	38 (3.7)	202 (3.1)	8 (2.1)	196 (5.5)!
Idaho	95 (1.4)	221 (1.0)	3 (1.1)	214 (6.5)!	1 (0.6)	*** (***)
Indiana	87 (3.0)	223 (1.4)	10 (2.4)	213 (4.3)!	3 (1.4)	226 (4.8)!
Iowa	88 (2.4)	227 (1.1)	6 (1.8)	229 (2.9)!	5 (1.8)	223 (5.4)!
Kentucky	82 (3.1)	214 (1.4)	7 (2.1)	209 (4.4)!	10 (2.6)	213 (3.8)!
Louisiana	80 (4.0)	206 (1.5)	14 (3.6)	204 (4.7)!	6 (1.6)	196 (6.6)!
Maine*	88 (3.3)	229 (1.4)	5 (1.5)	220 (4.8)!	6 (2.6)	225 (6.7)!
Maryland	75 (3.4)	215 (1.9)	20 (3.3)	205 (4.7)	5 (1.4)	205 (8.8)!
Massachusetts	74 (3.9)	230 (1.3)	12 (2.9)	225 (5.3)!	10 (2.4)	224 (4.2)!
Michigan	84 (2.9)	221 (1.4)	5 (1.4)	210 (7.4)!	6 (2.0)	199 (5.2)!
Minnesota	83 (3.3)	222 (1.8)	8 (1.9)	226 (4.1)!	9 (2.4)	217 (4.9)!
Mississippi	89 (2.7)	201 (1.5)	8 (2.7)	192 (5.1)!	3 (1.1)	204 (5.0)!
Missouri	86 (3.2)	223 (1.6)	7 (2.8)	213 (3.8)!	6 (1.6)	225 (5.1)!
Nebraska*	89 (2.2)	222 (1.2)	6 (1.9)	223 (5.7)!	5 (1.9)	228 (6.3)!
New Hampshire*	83 (3.0)	230 (1.4)	13 (2.8)	233 (2.9)!	4 (1.6)	214 (5.6)!
New Jersey*	76 (3.9)	227 (1.6)	11 (2.4)	222 (4.4)!	12 (2.6)	215 (4.1)!
New Mexico	93 (2.3)	213 (2.0)	6 (2.0)	202(12.4)!	2 (0.7)	*** (***)
New York*	72 (4.3)	218 (1.9)	17 (3.7)	213 (5.8)!	9 (1.9)	211 (5.6)!
North Carolina	90 (2.4)	214 (1.4)	6 (2.0)	205 (6.6)!	4 (1.1)	206 (5.5)!
North Dakota	89 (2.8)	227 (1.4)	5 (1.7)	223 (8.8)!	4 (1.5)	222 (4.9)!
Ohio	90 (2.6)	219 (1.5)	2 (1.1)	217 (9.8)!	6 (1.9)	220 (5.3)!
Oklahoma	81 (3.2)	222 (1.2)	11 (2.1)	223 (3.0)	5 (1.8)	213 (3.8)!
Pennsylvania	72 (3.8)	221 (1.8)	8 (1.7)	219 (7.6)!	20 (3.3)	224 (2.7)
Rhode Island	86 (2.4)	218 (2.1)	9 (2.0)	222 (6.2)!	5 (1.1)	223 (6.1)!
South Carolina	84 (2.5)	212 (1.5)	10 (2.2)	212 (5.1)!	6 (1.4)	191 (5.5)!
Tennessee	82 (3.3)	213 (1.6)	8 (2.8)	216 (6.6)!	9 (2.1)	205 (4.7)!
Texas	81 (4.0)	216 (1.9)	13 (3.3)	207 (3.7)!	6 (2.3)	215 (6.7)!
Utah	94 (1.6)	222 (1.2)	3 (1.2)	222 (8.5)!	3 (1.0)	213 (7.7)!
Virginia	88 (2.5)	223 (1.7)	7 (1.8)	226 (4.1)!	5 (1.5)	222 (6.9)!
West Virginia	69 (3.9)	218 (1.8)	10 (2.8)	218 (4.4)!	6 (1.7)	211 (4.8)!
Wisconsin	92 (2.0)	226 (1.0)	3 (1.1)	227 (5.9)!	4 (1.4)	213 (9.9)!
Wyoming	93 (1.9)	225 (1.2)	3 (1.3)	229 (6.3)!	4 (1.3)	208 (7.5)!
TERRITORY						
Guam	92 (0.4)	182 (1.5)	7 (0.3)	182 (4.0)	1 (0.1)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.64 | **Teachers' Reports on the Frequency with Which They Assign Students to Read a Book from the Library, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		At Least Once a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	50 (2.8)	217 (1.6)	31 (2.7)	220 (2.2)	19 (2.3)	214 (2.6)
Northeast	43 (6.7)	222 (6.5)	36 (6.2)	220 (3.9)	20 (5.7)	217 (3.4)!
Southeast	47 (3.3)	209 (2.9)	31 (4.8)	215 (4.8)	22 (5.1)	219 (5.3)!
Central	57 (5.6)	222 (2.4)	27 (5.8)	222 (2.4)!	17 (3.6)	214 (5.1)!
West	52 (6.6)	213 (2.6)	30 (4.4)	222 (6.0)	18 (4.7)	207 (5.2)!
STATES						
Alabama	47 (3.5)	208 (2.5)	40 (3.3)	208 (2.5)	14 (2.9)	211 (2.9)!
Arizona	52 (3.3)	211 (1.8)	32 (2.8)	212 (2.4)	16 (2.4)	210 (3.0)
Arkansas	45 (3.9)	211 (2.0)	31 (3.9)	214 (2.1)	24 (3.5)	211 (2.5)
California	57 (3.9)	200 (2.8)	29 (2.9)	212 (2.8)	12 (2.3)	202 (8.7)
Colorado	46 (3.1)	217 (1.5)	32 (3.3)	221 (2.0)	22 (2.9)	217 (3.0)
Connecticut	38 (3.3)	221 (2.7)	46 (3.8)	228 (2.0)	14 (2.1)	222 (3.9)
Delaware*	32 (1.0)	216 (1.1)	40 (1.3)	217 (1.4)	26 (1.0)	210 (1.3)
Dist. Columbia	56 (1.5)	186 (1.4)	37 (1.5)	188 (1.6)	7 (1.0)	191 (4.0)
Florida	58 (2.4)	208 (2.1)	30 (2.0)	211 (2.0)	12 (1.8)	212 (3.1)
Georgia	60 (3.3)	212 (1.8)	30 (2.7)	214 (3.0)	10 (1.8)	212 (4.5)
Hawaii	55 (3.2)	202 (2.3)	33 (2.9)	209 (2.3)	13 (2.3)	196 (3.5)
Idaho	53 (3.5)	222 (1.2)	23 (2.8)	221 (1.7)	23 (2.9)	219 (2.3)
Indiana	41 (3.4)	220 (1.8)	40 (3.2)	224 (2.1)	19 (3.0)	225 (2.3)
Iowa	48 (3.6)	227 (1.6)	23 (2.5)	226 (2.0)	29 (3.3)	227 (1.8)
Kentucky	35 (3.5)	211 (2.2)	41 (3.4)	216 (2.2)	22 (3.3)	213 (1.8)
Louisiana	46 (4.0)	204 (1.9)	35 (3.2)	208 (2.2)	19 (2.8)	202 (3.5)
Maine*	33 (3.9)	228 (2.1)	43 (4.3)	231 (1.9)	22 (3.0)	225 (2.6)
Maryland	42 (3.0)	211 (2.6)	44 (3.3)	214 (2.5)	14 (2.5)	209 (3.5)
Massachusetts	37 (3.5)	227 (2.2)	50 (3.5)	229 (1.6)	13 (2.2)	227 (3.6)
Michigan	49 (3.5)	220 (1.8)	35 (3.0)	217 (2.6)	16 (2.8)	210 (5.8)
Minnesota	48 (3.8)	221 (2.0)	28 (3.0)	222 (2.2)	24 (3.0)	223 (3.3)
Mississippi	44 (3.1)	199 (2.3)	41 (3.9)	200 (2.3)	14 (2.5)	202 (3.9)
Missouri	53 (4.0)	220 (2.0)	31 (3.2)	223 (2.0)	16 (3.0)	227 (4.4)!
Nebraska*	58 (4.6)	223 (1.6)	27 (3.9)	225 (2.2)	15 (3.0)	218 (3.6)!
New Hampshire*	40 (3.0)	230 (1.7)	44 (3.4)	231 (1.9)	15 (2.3)	226 (2.7)
New Jersey*	37 (3.5)	222 (2.4)	47 (3.9)	226 (1.8)	16 (3.3)	228 (5.0)!
New Mexico	51 (4.2)	211 (1.9)	32 (3.8)	215 (4.2)	16 (3.4)	207 (3.4)!
New York*	40 (3.8)	211 (2.9)	45 (3.8)	220 (2.6)	14 (2.1)	218 (3.3)
North Carolina	52 (3.1)	211 (1.9)	32 (2.8)	214 (1.8)	16 (2.1)	214 (3.2)
North Dakota	48 (4.2)	226 (2.0)	33 (4.6)	228 (2.6)	18 (3.8)	226 (2.5)!
Ohio	43 (3.6)	217 (1.7)	38 (3.6)	221 (2.4)	18 (2.4)	217 (3.3)
Oklahoma	50 (3.4)	220 (1.4)	39 (3.3)	226 (1.6)	11 (2.2)	219 (2.6)!
Pennsylvania	38 (3.2)	219 (2.3)	37 (3.0)	222 (2.6)	23 (3.0)	225 (3.0)
Rhode Island	27 (2.8)	212 (2.9)	56 (3.4)	222 (2.2)	17 (3.0)	217 (5.0)
South Carolina	48 (3.4)	208 (2.1)	35 (2.8)	216 (2.6)	16 (2.5)	205 (3.8)
Tennessee	40 (2.7)	210 (2.0)	43 (3.3)	216 (2.3)	17 (2.4)	210 (2.7)
Texas	51 (3.3)	214 (2.2)	38 (3.4)	217 (3.1)	12 (2.0)	210 (5.2)
Utah	62 (3.3)	222 (1.5)	20 (2.4)	220 (2.0)	18 (3.0)	221 (2.6)
Virginia	46 (2.9)	223 (2.1)	42 (2.6)	221 (2.2)	12 (2.0)	227 (3.6)
West Virginia	46 (3.7)	220 (2.1)	33 (3.2)	214 (2.2)	17 (2.7)	213 (3.0)
Wisconsin	55 (3.6)	224 (1.5)	27 (3.3)	227 (1.8)	18 (2.6)	227 (1.9)
Wyoming	45 (3.6)	226 (1.5)	30 (3.2)	226 (2.2)	25 (2.9)	221 (2.3)
TERRITORY						
Guam	61 (0.7)	179 (1.8)	22 (0.7)	192 (2.3)	17 (0.5)	179 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 8.65 Students' Reports on the Frequency with Which They Use the School Library or Public Library, Grades 8 and 12, 1992 Reading Assessment

	Do Research for a School Assignment							
	Almost Every Day		At Least Once a Week		At Least Once a Month		Less Than Once a Month	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Stndents	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	5 (0.3)	246 (2.1)	18 (0.7)	258 (1.1)	43 (0.7)	266 (1.2)	34 (0.9)	259 (1.2)
Grade 12	5 (0.3)	282 (2.4)	16 (0.6)	293 (1.3)	40 (0.8)	296 (0.8)	39 (1.0)	287 (0.7)
	Borrow Books for a School Assignment							
	Almost Every Day		At Least Once a Week		At Least Once a Month		Less Than Once a Month	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	6 (0.3)	246 (1.8)	17 (0.5)	256 (1.4)	41 (0.8)	268 (0.9)	36 (0.8)	258 (1.4)
Grade 12	3 (0.2)	275 (2.2)	13 (0.6)	289 (1.3)	40 (0.7)	298 (0.7)	44 (1.0)	288 (0.7)
	Get Information for Student's Own Use							
	Almost Every Day		At Least Once a Week		At Least Once a Month		Less Than Once a Month	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	9 (0.4)	248 (1.4)	19 (0.6)	257 (1.3)	29 (0.4)	267 (1.1)	43 (0.7)	263 (1.3)
Grade 12	6 (0.4)	280 (2.0)	15 (0.4)	288 (1.1)	28 (0.5)	295 (0.9)	52 (0.7)	292 (0.7)
	Have a Quiet Place to Study							
	Almost Every Day		At Least Once a Week		At Least Once a Month		Less Than Once a Month	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	25 (0.5)	254 (1.1)	17 (0.5)	256 (1.4)	16 (0.5)	268 (1.6)	42 (0.7)	265 (1.2)
Grade 12	21 (0.8)	286 (1.4)	16 (0.5)	290 (1.0)	16 (0.3)	294 (1.2)	46 (1.0)	294 (0.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER NINE

Characteristics of Fourth-Grade Reading Teachers

Overview

Chapter Nine presents information about the background and professional development of the fourth-grade teachers whose students participated in the NAEP reading assessment. NAEP gathered this information because teachers play a critical role in developing students' reading abilities. Important data have been collected regarding the exposure that teachers have had to various topics related to reading -- for example, reading assessment and motivational strategies. In addition, data are presented about the levels and types of degrees and certifications earned by teachers. Such data provide information about the preparedness of the instructors who teach reading to the students who participated in the NAEP reading assessment.

Years of Teaching Experience

TABLE 9.1 **Teachers' Reports on the Number of Years Overall Teaching Experience at the Elementary or Secondary Level, Grade 4, 1992 Reading Assessment**

	10 Years or Less		More Than 10 Years But Less Than 25 Years		25 Years or More Experience	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	33(2.0)	216(1.9)	50(2.2)	221(1.4)	18(1.5)	218(2.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.2 | **Teachers' Reports on the Number of Years Overall Teaching Experience at the Elementary or Secondary Level, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	10 Years or Less		More Than 10 Years But Less Than 25 Years		25 Years or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	31 (2.2)	213 (2.2)	51 (2.4)	220 (1.5)	18 (1.7)	217 (2.1)
Northeast	22 (6.2)	220 (5.7)!	67 (6.0)	223 (4.0)	11 (2.8)	219 (7.7)!
Southeast	35 (3.6)	212 (5.6)	50 (5.1)	215 (3.4)	15 (3.2)	208 (5.3)!
Central	30 (4.1)	218 (2.4)	43 (4.4)	222 (3.1)	27 (3.8)	222 (3.5)
West	37 (3.7)	208 (3.9)	45 (3.6)	219 (1.7)	17 (3.8)	215 (3.0)!
STATES						
Alabama	30 (2.7)	209 (3.0)	62 (2.9)	210 (2.2)	8 (1.8)	208 (5.8)!
Arizona	43 (2.5)	207 (2.0)	47 (2.5)	213 (1.7)	10 (1.9)	216 (3.2)
Arkansas	35 (2.9)	213 (2.0)	50 (3.5)	212 (1.9)	16 (2.4)	208 (3.6)
California	41 (3.8)	198 (3.5)	40 (3.7)	206 (3.7)	19 (2.7)	206 (3.9)
Colorado	34 (2.8)	218 (2.2)	52 (3.0)	217 (1.7)	14 (2.1)	218 (2.7)
Connecticut	24 (2.9)	221 (3.7)	57 (3.4)	227 (1.4)	19 (2.4)	220 (3.5)
Delaware*	40 (1.1)	213 (1.7)	49 (1.0)	215 (1.1)	10 (0.5)	218 (1.8)
Dist. Columbia	27 (1.0)	195 (2.0)	38 (1.1)	185 (1.4)	35 (1.2)	185 (1.5)
Florida	37 (3.0)	210 (1.8)	49 (2.9)	210 (1.8)	14 (1.8)	208 (3.3)
Georgia	40 (2.7)	213 (2.3)	50 (2.8)	212 (2.1)	10 (1.9)	218 (4.8)!
Hawaii	39 (2.7)	203 (3.0)	39 (3.1)	206 (2.6)	22 (2.2)	203 (3.4)
Idaho	41 (2.9)	220 (1.5)	50 (3.1)	222 (1.4)	9 (1.6)	215 (2.5)
Indiana	28 (3.2)	221 (2.1)	56 (3.3)	222 (1.6)	16 (2.1)	225 (2.4)
Iowa	31 (2.8)	223 (2.1)	49 (3.3)	229 (1.4)	21 (2.7)	227 (1.7)
Kentucky	30 (3.2)	210 (2.1)	56 (2.8)	217 (1.9)	14 (2.4)	212 (3.1)
Louisiana	37 (3.0)	203 (1.9)	52 (3.1)	206 (1.8)	11 (2.0)	207 (4.2)
Maine*	34 (3.6)	228 (1.8)	52 (3.8)	229 (1.3)	14 (2.4)	224 (3.1)
Maryland	41 (3.0)	211 (2.5)	43 (3.0)	213 (2.0)	16 (2.3)	214 (4.3)
Massachusetts	15 (2.4)	228 (2.8)	56 (3.3)	228 (1.3)	29 (3.6)	227 (2.2)
Michigan	27 (3.1)	218 (2.6)	50 (3.5)	217 (2.6)	24 (2.3)	219 (2.4)
Minnesota	26 (3.1)	222 (2.8)	54 (3.1)	223 (1.5)	20 (2.2)	219 (2.6)
Mississippi	32 (3.8)	198 (2.8)	53 (3.4)	200 (2.2)	15 (2.5)	205 (3.0)
Missouri	35 (2.8)	222 (2.5)	54 (2.7)	221 (1.4)	11 (2.0)	220 (3.5)
Nebraska*	31 (3.2)	218 (2.0)	51 (3.3)	225 (1.5)	18 (3.1)	224 (2.5)
New Hampshire*	34 (2.9)	226 (2.2)	53 (3.4)	231 (1.4)	12 (2.3)	231 (2.8)
New Jersey*	23 (2.7)	215 (4.0)	56 (3.4)	229 (1.6)	21 (3.1)	223 (3.6)
New Mexico	38 (3.3)	209 (2.5)	45 (3.5)	213 (2.0)	17 (3.1)	211 (4.1)
New York*	35 (3.6)	203 (3.8)	47 (3.2)	222 (1.5)	18 (2.1)	225 (2.3)
North Carolina	32 (2.5)	214 (1.7)	52 (3.3)	213 (1.8)	16 (2.3)	213 (2.7)
North Dakota	28 (3.0)	226 (2.3)	53 (3.5)	228 (1.6)	18 (2.5)	226 (2.6)
Ohio	29 (2.9)	215 (2.5)	51 (2.9)	219 (1.7)	20 (2.8)	222 (3.4)
Oklahoma	41 (3.0)	225 (1.5)	51 (3.2)	220 (1.4)	9 (1.8)	215 (3.2)!
Pennsylvania	20 (2.7)	220 (3.4)	59 (2.5)	222 (1.5)	21 (2.6)	226 (2.6)
Rhode Island	30 (2.9)	217 (2.9)	55 (3.4)	219 (2.0)	16 (2.2)	215 (4.1)
South Carolina	40 (3.1)	208 (2.2)	55 (3.2)	213 (1.9)	5 (1.1)	211 (4.3)!
Tennessee	28 (2.6)	211 (2.8)	49 (3.2)	215 (2.0)	23 (2.8)	211 (3.1)
Texas	54 (2.9)	212 (1.8)	37 (2.6)	215 (2.2)	9 (1.9)	219 (5.3)!
Utah	45 (3.0)	222 (1.6)	43 (3.1)	220 (1.7)	11 (2.0)	227 (2.1)
Virginia	41 (2.6)	221 (1.8)	48 (2.4)	225 (2.1)	11 (2.2)	220 (4.8)
West Virginia	19 (2.7)	211 (3.1)	66 (3.3)	218 (1.5)	15 (2.0)	215 (3.9)
Wisconsin	29 (2.9)	224 (2.2)	45 (2.9)	224 (1.5)	26 (3.0)	226 (1.9)
Wyoming	29 (2.7)	222 (1.9)	55 (2.9)	226 (1.6)	16 (2.2)	224 (2.2)
TERRITORY						
Guam	38 (1.0)	178 (2.6)	50 (1.1)	189 (1.5)	12 (0.6)	171 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.3 **Teachers' Reports on Their Gender and Race/Ethnicity, Grade 4, 1992 Reading Assessment**

	Teachers' Gender		Teachers' Race/Ethnicity		
	Male	Female	White	Black	Hispanic
	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students
Nation	11(1.0)	89(1.0)	91(1.2)	7(1.0)	2(0.9)
White	10(1.1)	90(1.1)	96(0.7)	3(0.7)	1(0.2)
Black	15(2.5)	85(2.5)	72(3.8)	27(3.9)	1(0.5)
Hispanic	15(2.4)	85(2.4)	75(7.4)	10(2.3)	14(8.2)
Male	11(1.2)	89(1.2)	92(1.2)	6(1.0)	2(0.8)
Female	10(1.0)	90(1.0)	90(1.4)	8(1.2)	2(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.4 | Teachers' Reports on Their Gender and Race/Ethnicity, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Teachers' Gender		Teachers' Race/Ethnicity				
	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	American Indian
	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students	Percentage of Students
NATION	12 (1.1)	88 (1.1)	90 (1.3)	7 (1.1)	2 (1.0)	0 (0.1)	0 (0.2)
Northeast	16 (3.0)	84 (3.0)	92 (2.9)	8 (2.9)	0 (0.1)	0 (0.0)	0 (0.0)
Southeast	4 (1.4)	96 (1.4)	82 (3.0)	16 (3.0)	1 (0.3)	0 (0.0)	0 (0.0)
Central	13 (2.0)	87 (2.0)	97 (1.4)	3 (1.3)	0 (0.4)	0 (0.0)	0 (0.0)
West	13 (2.4)	87 (2.4)	89 (3.3)	4 (1.4)	6 (3.5)	1 (0.3)	1 (0.7)
STATES							
Alabama	5 (1.3)	95 (1.3)	76 (2.5)	22 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)
Arizona	17 (2.0)	83 (2.0)	88 (2.0)	3 (1.1)	6 (1.1)	2 (0.9)	2 (1.1)
Arkansas	3 (1.0)	97 (1.0)	86 (1.6)	14 (1.6)	0 (0.0)	0 (0.0)	0 (0.0)
California	19 (2.4)	81 (2.4)	82 (2.3)	6 (1.5)	6 (1.5)	5 (1.3)	0 (0.3)
Colorado	15 (2.0)	85 (2.0)	91 (1.5)	2 (0.6)	6 (1.2)	1 (0.4)	0 (0.0)
Connecticut	16 (1.9)	84 (1.9)	92 (1.5)	7 (1.4)	1 (0.5)	0 (0.2)	0 (0.0)
Delaware*	11 (0.7)	89 (0.7)	86 (0.7)	14 (0.7)	0 (0.0)	0 (0.0)	0 (0.1)
Dist. Columbia	12 (0.7)	88 (0.7)	9 (0.6)	90 (0.6)	0 (0.0)	0 (0.0)	0 (0.1)
Florida	10 (1.8)	90 (1.8)	79 (1.9)	17 (1.5)	4 (0.9)	0 (0.0)	0 (0.2)
Georgia	4 (1.2)	96 (1.2)	76 (2.8)	24 (2.8)	0 (0.1)	0 (0.0)	0 (0.0)
Hawaii	8 (1.4)	92 (1.4)	18 (2.7)	0 (0.0)	0 (0.2)	81 (2.7)	0 (0.0)
Idaho	16 (2.2)	84 (2.2)	99 (0.5)	0 (0.0)	0 (0.3)	0 (0.0)	0 (0.4)
Indiana	15 (2.1)	85 (2.1)	95 (1.1)	4 (0.9)	1 (0.7)	0 (0.0)	0 (0.0)
Iowa	12 (1.7)	88 (1.7)	98 (0.9)	1 (0.6)	0 (0.2)	1 (0.6)	0 (0.0)
Kentucky	6 (1.5)	94 (1.5)	98 (0.8)	2 (0.7)	0 (0.2)	0 (0.0)	0 (0.0)
Louisiana	5 (0.9)	95 (0.9)	72 (2.4)	26 (2.6)	1 (1.0)	1 (0.3)	0 (0.0)
Maine*	15 (2.3)	85 (2.3)	100 (0.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.4)
Maryland	14 (1.8)	86 (1.8)	82 (2.3)	17 (2.3)	0 (0.5)	0 (0.0)	0 (0.0)
Massachusetts	18 (2.3)	82 (2.3)	96 (1.3)	3 (1.2)	1 (0.5)	0 (0.0)	0 (0.3)
Michigan	17 (2.6)	83 (2.6)	91 (2.0)	7 (1.9)	0 (0.0)	2 (1.0)	0 (0.0)
Minnesota	29 (2.8)	71 (2.8)	99 (0.5)	1 (0.4)	0 (0.2)	0 (0.0)	0 (0.0)
Mississippi	5 (1.5)	95 (1.5)	67 (3.3)	33 (3.3)	0 (0.0)	0 (0.3)	0 (0.0)
Missouri	8 (1.6)	92 (1.6)	91 (2.1)	8 (2.0)	1 (0.7)	0 (0.0)	0 (0.0)
Nebraska*	7 (1.5)	93 (1.5)	97 (0.9)	2 (0.9)	1 (0.4)	0 (0.0)	0 (0.0)
New Hampshire*	14 (2.4)	86 (2.4)	100 (0.3)	0 (0.0)	0 (0.0)	0 (0.3)	0 (0.0)
New Jersey*	10 (1.9)	90 (1.9)	87 (1.5)	12 (1.5)	1 (0.4)	0 (0.0)	0 (0.0)
New Mexico	16 (2.8)	84 (2.8)	71 (4.0)	1 (0.7)	27 (3.9)	0 (0.4)	0 (0.2)
New York*	16 (2.3)	84 (2.3)	91 (1.9)	5 (1.7)	4 (1.1)	0 (0.0)	0 (0.0)
North Carolina	3 (0.9)	97 (0.9)	84 (2.1)	16 (2.1)	0 (0.0)	0 (0.0)	1 (0.3)
North Dakota	8 (2.1)	92 (2.1)	99 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)
Ohio	15 (2.2)	85 (2.2)	96 (1.1)	4 (1.1)	0 (0.1)	0 (0.1)	0 (0.0)
Oklahoma	4 (1.0)	96 (1.0)	93 (1.4)	3 (0.8)	0 (0.3)	0 (0.0)	3 (1.1)
Pennsylvania	24 (2.3)	76 (2.3)	90 (1.4)	8 (1.6)	1 (0.6)	0 (0.0)	0 (0.1)
Rhode Island	10 (1.7)	90 (1.7)	99 (0.6)	1 (0.6)	0 (0.2)	0 (0.0)	0 (0.0)
South Carolina	4 (1.0)	96 (1.0)	84 (2.1)	16 (2.1)	0 (0.0)	0 (0.0)	0 (0.3)
Tennessee	4 (0.9)	96 (0.9)	82 (2.0)	18 (2.0)	0 (0.0)	0 (0.0)	0 (0.0)
Texas	7 (1.6)	93 (1.6)	78 (3.0)	10 (2.1)	12 (2.7)	0 (0.2)	0 (0.1)
Utah	18 (2.1)	82 (2.1)	98 (0.9)	1 (0.5)	1 (0.5)	1 (0.5)	0 (0.0)
Virginia	3 (0.9)	97 (0.9)	85 (2.2)	14 (2.1)	1 (0.5)	0 (0.0)	0 (0.2)
West Virginia	8 (1.5)	92 (1.5)	98 (0.8)	2 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)
Wisconsin	17 (2.4)	83 (2.4)	96 (1.0)	2 (0.7)	1 (0.5)	1 (0.4)	0 (0.4)
Wyoming	21 (2.2)	79 (2.2)	99 (0.6)	0 (0.0)	0 (0.4)	1 (0.5)	0 (0.2)
TERRITORY							
Guam	13 (0.7)	87 (0.7)	26 (0.9)	0 (0.0)	0 (0.0)	74 (0.9)	0 (0.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.5 Teachers' Reports on Their Level and Type of Teaching Certification, Grade 4, 1992 Reading Assessment

Level of Certification					
None, Temporary, Probational, Provisional; or Emergency		Regular Certification, But Not the Highest		Highest Certification (Permanent or Long-Term)	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
9(1.4)	220(3.4)	37(2.4)	218(1.8)	55(2.6)	220(1.4)

Type of Certification							
Education (Elementary or Middle School)		English/Language Arts (Middle School or Secondary)		Reading		Other	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
97(0.7)	219(1.1)	19(3.3)	224(2.6)	23(2.5)	220(2.4)	24(2.0)	220(2.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.6 | **Teachers' Reports on Their Level of Teaching Certification, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	None, Temporary, Probational, Provisional, or Emergency		Regular Certification, But Not Highest Level		Highest Certification (Permanent or Long-Term)	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	7 (1.2)	214 (4.2)	37 (2.7)	216 (2.0)	57 (2.7)	219 (1.5)
Northeast	6 (2.9)	*** (***)	23 (4.6)	220 (8.3)!	71 (5.0)	223 (4.2)
Southeast	3 (1.4)	*** (***)	60 (5.8)	215 (3.5)	37 (5.8)	211 (3.1)
Central	5 (2.0)	*** (***)	31 (4.5)	220 (4.0)	64 (5.1)	221 (2.2)
West	11 (2.8)	210 (5.7)!	34 (6.2)	212 (4.0)	55 (6.1)	217 (2.2)
STATES						
Alabama	0 (0.0)	*** (***)	81 (2.7)	210 (1.7)	19 (2.7)	208 (4.7)
Arizona	6 (1.1)	205 (5.9)	37 (2.7)	211 (1.7)	57 (2.8)	211 (1.6)
Arkansas	0 (0.4)	*** (***)	47 (3.6)	212 (1.9)	52 (3.5)	213 (1.8)
California	7 (1.8)	183 (9.5)!	16 (2.5)	201 (4.1)	77 (3.1)	206 (2.4)
Colorado	4 (1.0)	219 (5.3)!	42 (2.8)	218 (2.0)	54 (2.9)	217 (1.3)
Connecticut	14 (2.1)	220 (4.9)	16 (2.5)	226 (3.7)	70 (3.2)	225 (1.5)
Delaware*	5 (0.5)	218 (2.6)	25 (1.1)	212 (1.4)	71 (1.1)	215 (1.0)
Dist. Columbia	12 (1.1)	190 (2.3)	16 (1.0)	185 (2.6)	72 (1.4)	188 (1.1)
Florida	11 (2.1)	201 (4.6)!	55 (3.0)	209 (1.6)	34 (2.7)	212 (2.4)
Georgia	2 (1.0)	*** (***)	81 (2.2)	212 (1.7)	17 (2.1)	218 (3.4)
Hawaii	4 (1.0)	193 (7.4)!	47 (2.9)	200 (2.5)	50 (3.2)	208 (1.9)
Idaho	1 (0.7)	*** (***)	42 (2.9)	221 (1.4)	56 (2.9)	221 (1.3)
Indiana	0 (0.5)	*** (***)	22 (3.2)	221 (2.3)	77 (3.2)	223 (1.6)
Iowa	5 (1.4)	227 (5.1)!	50 (3.6)	228 (1.4)	45 (3.3)	226 (1.4)
Kentucky	8 (1.8)	215 (4.5)!	51 (3.0)	212 (2.0)	42 (3.5)	216 (1.9)
Louisiana	5 (1.5)	181 (5.1)!	48 (3.6)	204 (1.6)	47 (3.7)	208 (2.2)
Maine*	11 (2.3)	228 (2.0)!	49 (4.5)	229 (1.5)	40 (4.4)	227 (1.9)
Maryland	2 (0.7)	*** (***)	42 (3.0)	210 (2.6)	56 (3.1)	215 (2.0)
Massachusetts	1 (0.5)	*** (***)	31 (3.3)	229 (2.0)	69 (3.3)	227 (1.4)
Michigan	10 (1.8)	215 (4.1)!	16 (2.8)	216 (3.6)	74 (3.1)	218 (2.1)
Minnesota	2 (1.4)	*** (***)	36 (3.0)	223 (1.8)	62 (3.3)	221 (1.8)
Mississippi	2 (0.8)	*** (***)	87 (2.6)	200 (1.5)	11 (2.4)	205 (4.3)!
Missouri	3 (1.0)	206(14.9)!	26 (3.0)	219 (2.6)	71 (3.1)	223 (1.4)
Nebraska*	2 (1.0)	*** (***)	52 (4.0)	223 (1.7)	46 (4.0)	221 (1.5)
New Hampshire*	1 (0.3)	*** (***)	28 (3.1)	229 (2.2)	71 (3.1)	230 (1.4)
New Jersey*	2 (0.7)	*** (***)	19 (3.2)	217 (4.3)	79 (3.2)	227 (1.7)
New Mexico	3 (1.2)	*** (***)	50 (3.2)	210 (2.3)	47 (3.6)	213 (2.2)
New York*	14 (2.4)	200 (5.9)	9 (1.5)	214 (4.5)	77 (2.6)	219 (1.5)
North Carolina	4 (1.3)	216 (4.8)!	59 (3.1)	212 (1.5)	36 (3.1)	215 (2.1)
North Dakota	0 (0.1)	*** (***)	32 (4.7)	224 (2.2)	68 (4.7)	228 (1.6)
Ohio	13 (2.3)	213 (3.9)	55 (3.0)	219 (1.8)	32 (2.7)	220 (2.5)
Oklahoma	1 (0.4)	*** (***)	47 (3.6)	221 (1.7)	52 (3.7)	223 (1.4)
Pennsylvania	5 (1.4)	220 (4.4)!	23 (2.7)	219 (3.4)	73 (2.9)	223 (1.5)
Rhode Island	6 (1.5)	207 (6.1)!	33 (2.9)	215 (3.2)	61 (3.1)	220 (2.2)
South Carolina	1 (0.4)	*** (***)	42 (3.7)	209 (2.1)	57 (3.7)	213 (1.8)
Tennessee	5 (1.0)	200 (4.3)!	47 (3.4)	214 (2.1)	48 (3.3)	213 (2.1)
Texas	9 (2.2)	202 (3.4)!	38 (3.4)	213 (2.7)	53 (3.5)	217 (2.4)
Utah	3 (1.0)	222 (3.5)!	34 (3.3)	218 (1.8)	63 (3.3)	223 (1.3)
Virginia	3 (0.9)	218 (5.5)!	37 (3.5)	222 (2.1)	60 (3.4)	223 (1.8)
West Virginia	1 (0.5)	*** (***)	40 (3.2)	215 (2.4)	59 (3.3)	217 (1.7)
Wisconsin	1 (0.7)	*** (***)	30 (3.6)	225 (2.3)	69 (3.7)	225 (1.1)
Wyoming	0 (0.0)	*** (***)	39 (4.0)	224 (1.9)	61 (4.0)	225 (1.5)
TERRITORY						
Guam	2 (0.2)	*** (***)	56 (1.1)	186 (2.3)	43 (1.0)	179 (1.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. !There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.7 | **Teachers' Reports on Their Type of Teaching Certification, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Education (Elementary or Middle School)		English/Language Arts (Middle School or Secondary)		Reading		Other	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	99 (0.4)	217 (1.2)	19 (3.6)	222 (2.9)	23 (2.6)	219 (2.4)	12 (2.2)	217 (2.9)
Northeast	99 (0.9)	222 (3.9)	10 (5.4)	*** (***)	13 (3.1)	222 (5.9)!	1 (0.2)	*** (***)
Southeast	97 (1.0)	213 (2.7)	24 (8.0)	219 (3.5)!	26 (6.0)	216 (4.1)!	21 (7.1)	218 (3.6)!
Central	99 (0.8)	221 (1.9)	16 (8.0)	224 (6.0)!	24 (4.9)	222 (4.3)	9 (3.4)	227 (6.9)!
West	99 (0.5)	214 (1.9)	26 (5.7)	218 (5.6)!	26 (5.7)	216 (4.5)!	14 (3.4)	210 (4.6)!
STATES								
Alabama	100 (0.2)	209 (1.8)	25 (4.0)	208 (3.5)	38 (4.7)	210 (2.5)	20 (3.9)	206 (4.1)!
Arizona	99 (0.4)	211 (1.3)	20 (2.8)	210 (3.0)	18 (2.6)	210 (3.2)	16 (2.4)	212 (3.5)
Arkansas	97 (1.2)	212 (1.3)	8 (2.1)	213 (4.5)!	23 (3.0)	211 (3.1)	5 (1.3)	220 (4.2)!
California	98 (1.1)	204 (2.2)	22 (3.8)	203 (3.2)	14 (3.0)	194 (5.8)!	11 (3.3)	201 (5.1)!
Colorado	99 (0.4)	218 (1.3)	6 (1.7)	216 (4.7)!	21 (3.0)	220 (3.0)	2 (1.3)	*** (***)
Connecticut	99 (0.7)	224 (1.5)	26 (3.4)	221 (2.8)	20 (3.1)	228 (3.0)	20 (2.8)	223 (3.0)
Delaware*	97 (0.5)	215 (0.7)	13 (0.9)	208 (2.6)	22 (1.5)	214 (2.2)	11 (1.0)	211 (2.8)
Dist. Columbia	96 (0.6)	188 (0.9)	7 (1.1)	180 (5.7)	35 (1.4)	182 (1.7)	3 (0.6)	*** (***)
Florida	98 (0.9)	210 (1.3)	6 (1.5)	205 (6.2)!	20 (2.7)	211 (3.8)	2 (0.9)	*** (***)
Georgia	97 (0.6)	213 (1.6)	14 (2.4)	211 (5.0)	14 (2.5)	214 (5.1)	12 (2.5)	209 (6.8)!
Hawaii	98 (0.5)	205 (1.8)	4 (1.3)	207 (6.5)!	25 (2.8)	209 (2.9)	2 (1.1)	*** (***)
Idaho	99 (0.5)	221 (1.0)	22 (3.1)	223 (1.9)	24 (3.6)	222 (1.8)	16 (2.6)	221 (2.5)
Indiana	99 (0.8)	222 (1.3)	11 (2.6)	225 (4.5)!	13 (2.8)	220 (4.6)!	11 (2.6)	228 (4.4)!
Iowa	99 (0.4)	227 (1.2)	29 (3.5)	224 (2.1)	41 (3.6)	226 (1.8)	23 (3.2)	224 (2.2)
Kentucky	98 (0.8)	214 (1.4)	29 (4.6)	216 (3.4)	30 (3.6)	216 (3.1)	26 (4.5)	216 (3.8)
Louisiana	97 (1.2)	206 (1.2)	27 (3.7)	208 (2.1)	35 (3.8)	207 (2.1)	24 (3.5)	210 (2.3)
Maine*	99 (0.4)	228 (1.2)	23 (4.0)	224 (2.5)	19 (3.9)	226 (3.4)!	18 (4.1)	223 (2.8)!
Maryland	98 (0.6)	213 (1.7)	32 (3.4)	218 (2.9)	35 (3.7)	214 (3.0)	24 (3.5)	215 (3.5)
Massachusetts	99 (0.4)	228 (0.9)	17 (2.6)	228 (3.3)	21 (3.0)	229 (3.4)	8 (2.1)	227 (5.5)!
Michigan	100 (0.0)	218 (1.7)	41 (4.1)	217 (2.5)	43 (3.3)	214 (2.4)	22 (3.8)	220 (3.8)
Minnesota	99 (0.6)	221 (1.4)	2 (1.0)	*** (***)	19 (3.3)	220 (2.6)	1 (0.5)	*** (***)
Mississippi	98 (1.1)	200 (1.5)	24 (3.9)	204 (4.2)	40 (4.2)	198 (3.3)	21 (3.6)	206 (4.8)
Missouri	98 (0.7)	221 (1.3)	20 (2.7)	217 (2.9)	19 (2.5)	221 (3.3)	11 (2.3)	217 (4.0)!
Nebraska*	98 (0.8)	222 (1.1)	14 (2.5)	223 (2.8)	20 (2.9)	225 (2.5)	7 (1.8)	228 (4.0)!
New Hampshire*	99 (0.7)	230 (1.2)	6 (1.7)	229 (3.4)!	11 (2.2)	227 (2.9)!	4 (1.3)	*** (***)
New Jersey*	99 (0.5)	225 (1.5)	18 (3.6)	226 (4.3)	19 (3.1)	231 (3.3)	12 (2.7)	225 (6.0)!
New Mexico	98 (0.9)	211 (1.6)	32 (4.0)	209 (3.8)	31 (4.3)	212 (3.9)	18 (3.8)	211 (2.7)!
New York*	96 (1.3)	218 (1.3)	4 (1.1)	*** (***)	15 (2.9)	223 (2.7)!	4 (1.4)	*** (***)
North Carolina	98 (0.7)	213 (1.2)	23 (3.3)	211 (3.1)	26 (3.0)	210 (2.7)	10 (2.2)	214 (5.0)!
North Dakota	99 (0.8)	227 (1.3)	15 (3.8)	232 (1.7)!	22 (3.9)	227 (2.0)	12 (3.5)	232 (2.1)!
Ohio	99 (0.5)	219 (1.4)	13 (2.3)	220 (4.8)	19 (3.1)	222 (4.1)	11 (2.3)	220 (5.9)!
Oklahoma	99 (0.6)	222 (0.9)	43 (3.8)	224 (1.7)	25 (3.3)	224 (2.2)	16 (2.7)	223 (2.7)
Pennsylvania	99 (0.5)	222 (1.3)	10 (2.4)	223 (4.2)!	17 (2.6)	225 (3.3)	6 (1.6)	225 (5.0)!
Rhode Island	99 (0.7)	218 (1.9)	10 (2.3)	224 (6.9)!	10 (2.3)	225 (3.7)!	2 (0.8)	*** (***)
South Carolina	96 (1.0)	211 (1.3)	14 (2.4)	211 (3.8)	15 (2.6)	212 (5.0)	8 (1.9)	212 (5.5)!
Tennessee	99 (0.5)	214 (1.5)	31 (3.6)	216 (2.5)	31 (3.5)	218 (2.2)	25 (3.3)	219 (2.3)
Texas	97 (1.2)	214 (1.6)	19 (2.2)	216 (3.1)	34 (3.3)	214 (2.6)	11 (1.9)	210 (4.1)!
Utah	97 (1.2)	222 (1.2)	6 (1.7)	219 (4.8)!	29 (3.6)	220 (2.2)	4 (1.4)	221 (3.5)!
Virginia	99 (0.5)	223 (1.1)	26 (3.2)	225 (2.4)	20 (2.8)	221 (2.6)	17 (2.5)	225 (3.4)
West Virginia	99 (0.5)	216 (1.4)	37 (3.4)	219 (2.2)	29 (3.8)	221 (2.3)	16 (2.7)	220 (3.8)
Wisconsin	100 (0.4)	225 (1.0)	25 (4.4)	225 (2.5)	24 (4.3)	223 (1.9)	17 (3.9)	224 (2.5)!
Wyoming	98 (0.8)	225 (1.2)	5 (1.7)	222 (5.5)!	25 (3.7)	221 (2.1)	5 (1.4)	232 (4.3)!
TERRITORY								
Guam	100 (0.1)	183 (1.5)	3 (0.6)	*** (***)	8 (0.8)	174 (5.0)	2 (0.4)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.8 Teachers' Reports on Their Highest Academic Degree, Grade 4, 1992 Reading Assessment

	Bachelor's Degree		Master's or Specialist's Degree		Doctorate or Professional Degree	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Nation	56(2.6)	218(1.3)	43(2.6)	221(1.8)	1(0.4)	223(15.1)
White	56(2.9)	224(1.4)	43(2.9)	228(1.9)	1(0.4)	233(13.2)
Black	55(3.6)	196(2.3)	43(4.0)	196(2.5)	2(1.0)	203(15.6)
Hispanic	57(4.7)	205(2.3)	42(4.7)	202(3.4)	0(0.0)	***(*.*)
Male	57(2.6)	214(1.3)	42(2.6)	216(2.1)	1(0.3)	218(20.5)
Female	56(2.8)	222(1.6)	43(2.8)	225(1.7)	1(0.5)	226(14.3)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

***FOOTNOTE NEEDED

TABLE 9.9 | **Teachers' Reports on Their Highest Academic Degree, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Bachelor's Degree		Master's or Specialist's Degree		Doctorate or Professional Degree	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	54 (2.7)	215 (1.4)	45 (2.8)	220 (1.9)	1 (0.4)	*** (***)
Northeast	41 (7.3)	217 (3.7)!	57 (7.5)	226 (4.9)	1 (1.2)	*** (***)
Southeast	49 (7.1)	211 (3.3)	50 (7.2)	215 (3.7)	1 (0.8)	*** (***)
Central	56 (3.4)	222 (2.6)	43 (3.7)	217 (2.5)	1 (1.0)	*** (***)
West	66 (4.3)	211 (2.2)	34 (4.3)	219 (2.7)	0 (0.0)	*** (***)
STATES						
Alabama	40 (3.1)	211 (2.2)	60 (3.1)	208 (2.1)	0 (0.0)	*** (***)
Arizona	60 (2.9)	209 (1.9)	40 (3.0)	212 (1.6)	0 (0.3)	*** (***)
Arkansas	67 (3.2)	211 (1.7)	33 (3.2)	213 (1.9)	0 (0.0)	*** (***)
California	69 (2.6)	204 (2.4)	31 (2.5)	202 (3.8)	0 (0.3)	*** (***)
Colorado	53 (3.1)	218 (1.6)	46 (3.1)	217 (1.5)	1 (0.5)	*** (***)
Connecticut	17 (2.4)	220 (4.5)	82 (2.4)	225 (1.4)	0 (0.2)	*** (***)
Delaware*	64 (0.9)	216 (0.8)	36 (0.9)	212 (1.1)	0 (0.0)	*** (***)
Dist. Columbia	50 (1.3)	185 (7.3)	50 (1.4)	190 (1.7)	1 (0.1)	*** (***)
Florida	65 (3.0)	209 (1.5)	34 (3.0)	212 (2.1)	0 (0.0)	*** (***)
Georgia	51 (3.5)	211 (2.0)	49 (3.5)	215 (2.2)	0 (0.0)	*** (***)
Hawaii	61 (2.7)	201 (1.9)	36 (2.6)	208 (2.6)	2 (0.9)	*** (***)
Idaho	84 (2.3)	221 (1.1)	15 (2.3)	220 (3.5)	0 (0.0)	*** (***)
Indiana	17 (2.6)	220 (3.0)	83 (2.6)	223 (1.4)	0 (0.4)	*** (***)
Iowa	77 (2.1)	228 (1.2)	23 (2.1)	225 (1.8)	0 (0.0)	*** (***)
Kentucky	20 (2.7)	211 (2.5)	80 (2.7)	215 (1.6)	0 (0.0)	*** (***)
Louisiana	65 (3.1)	203 (1.7)	35 (3.1)	208 (2.3)	0 (0.0)	*** (***)
Maine*	76 (3.4)	228 (1.3)	24 (3.5)	229 (2.4)	1 (0.7)	*** (***)
Maryland	47 (3.2)	210 (2.3)	53 (3.2)	215 (2.0)	0 (0.0)	*** (***)
Massachusetts	43 (3.1)	228 (1.7)	57 (3.1)	228 (1.4)	0 (0.0)	*** (***)
Michigan	44 (3.6)	217 (2.6)	56 (3.6)	218 (2.0)	0 (0.2)	*** (***)
Minnesota	69 (3.0)	220 (1.8)	31 (3.0)	227 (1.6)	0 (0.0)	*** (***)
Mississippi	56 (3.5)	201 (1.9)	44 (3.5)	198 (2.2)	0 (0.0)	*** (***)
Missouri	57 (3.5)	221 (1.5)	43 (3.5)	223 (2.2)	0 (0.0)	*** (***)
Nebraska*	65 (3.4)	222 (1.5)	35 (3.4)	224 (1.5)	0 (0.2)	*** (***)
New Hampshire*	67 (2.6)	229 (1.6)	31 (2.5)	231 (1.8)	1 (0.4)	*** (***)
New Jersey*	67 (3.9)	222 (2.1)	32 (4.0)	228 (2.2)	0 (0.4)	*** (***)
New Mexico	58 (3.5)	210 (1.9)	42 (3.5)	214 (3.1)	0 (0.0)	*** (***)
New York*	31 (3.6)	210 (4.0)	68 (3.6)	218 (1.7)	1 (0.4)	*** (***)
North Carolina	75 (2.5)	213 (1.3)	25 (2.5)	215 (1.9)	0 (0.2)	*** (***)
North Dakota	88 (2.3)	227 (1.3)	11 (2.2)	231 (2.9)!	0 (0.0)	*** (***)
Ohio	63 (2.7)	218 (1.8)	37 (2.7)	219 (2.3)	0 (0.0)	*** (***)
Oklahoma	63 (3.4)	222 (1.2)	37 (3.4)	221 (1.4)	0 (0.0)	*** (***)
Pennsylvania	45 (3.1)	221 (2.3)	55 (3.1)	223 (1.5)	0 (0.3)	*** (***)
Rhode Island	42 (2.8)	215 (2.9)	58 (2.8)	220 (1.9)	0 (0.0)	*** (***)
South Carolina	57 (2.9)	210 (1.8)	43 (2.9)	212 (2.0)	0 (0.0)	*** (***)
Tennessee	56 (3.1)	213 (1.5)	44 (3.1)	213 (2.5)	0 (0.0)	*** (***)
Texas	69 (2.9)	213 (1.8)	30 (3.0)	216 (2.7)	0 (0.0)	*** (***)
Utah	80 (2.4)	222 (1.2)	19 (2.2)	223 (2.5)	0 (0.0)	*** (***)
Virginia	73 (2.5)	223 (1.6)	27 (2.5)	221 (2.8)	0 (0.0)	*** (***)
West Virginia	44 (3.4)	213 (1.6)	56 (3.4)	218 (1.9)	0 (0.2)	*** (***)
Wisconsin	67 (3.2)	224 (1.3)	33 (3.2)	227 (1.7)	0 (0.0)	*** (***)
Wyoming	78 (3.0)	225 (1.3)	22 (3.0)	224 (2.5)	0 (0.4)	*** (***)
TERRITORY						
Guam	67 (1.0)	182 (1.9)	33 (1.0)	185 (1.9)	0 (0.0)	*** (***)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.10 Teachers' Reports on Their Undergraduate and Graduate Majors, Grade 4, 1992 Reading Assessment

Undergraduate Major					
Undergraduate Major in English, Reading, and/or Language Arts		Undergraduate Major in Education		Other Undergraduate Major	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
22(2.7)	220(1.9)	88(1.6)	220(1.1)	29(2.1)	219(1.8)

Graduate Major							
Graduate Major in English, Reading, and/or Language Arts		Graduate Major in Education		Other Graduate Major		No Graduate Study	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
18(2.1)	218(1.8)	65(2.2)	220(1.3)	16(1.6)	217(2.4)	19(1.8)	217(2.2)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.11 | Teachers' Reports on Their Undergraduate Major, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Undergraduate Major in English, Reading and/or Language Arts		Undergraduate Major in Education		Other Undergraduate Major	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	22 (2.9)	219 (2.1)	69 (3.5)	217 (1.4)	9 (1.6)	203 (3.5)
Northeast	22 (5.4)	226 (6.8)!	71 (6.6)	220 (4.4)	6 (2.3)	234(12.2)!
Southeast	13 (3.4)	214 (5.8)!	75 (6.3)	213 (3.0)	12 (5.5)	207 (2.5)!
Central	24 (7.6)	219 (3.0)!	74 (7.6)	221 (2.2)	1 (0.7)	*** (***)
West	28 (5.0)	217 (3.0)	56 (6.3)	215 (2.1)	16 (2.6)	204 (5.3)
STATES						
Alabama	19 (3.2)	210 (2.7)	76 (3.4)	209 (2.1)	5 (1.5)	200 (7.8)!
Arizona	17 (2.0)	207 (2.8)	74 (2.4)	211 (1.5)	10 (1.6)	211 (3.2)
Arkansas	14 (2.3)	211 (4.2)	82 (2.4)	212 (1.4)	4 (1.0)	209 (7.8)!
California	22 (2.6)	204 (4.2)	43 (3.2)	206 (2.4)	34 (2.6)	198 (3.4)
Colorado	21 (2.4)	216 (2.5)	67 (2.6)	218 (1.4)	12 (1.9)	220 (2.5)
Connecticut	14 (1.6)	224 (3.7)	71 (2.6)	224 (1.6)	15 (2.1)	222 (4.5)
Delaware*	10 (0.5)	211 (2.6)	84 (0.7)	215 (0.8)	6 (0.4)	205 (3.2)
Dist. Columbia	15 (1.1)	186 (2.6)	77 (1.3)	187 (0.9)	9 (0.6)	191 (3.3)
Florida	13 (1.7)	214 (3.0)	82 (1.9)	209 (1.4)	5 (1.3)	211 (4.2)!
Georgia	13 (1.9)	218 (3.2)	78 (2.4)	213 (1.6)	9 (1.8)	204 (4.9)
Hawaii	20 (2.5)	204 (3.6)	69 (2.9)	204 (2.1)	11 (1.9)	207 (3.3)
Idaho	26 (3.1)	222 (1.6)	68 (2.9)	220 (1.3)	5 (1.3)	219 (3.7)!
Indiana	11 (1.7)	216 (3.5)	88 (1.8)	223 (1.4)	2 (0.9)	*** (***)
Iowa	28 (2.5)	228 (2.0)	67 (2.9)	226 (1.4)	5 (1.4)	228 (3.1)!
Kentucky	10 (1.8)	207 (4.4)	86 (2.3)	215 (1.4)	3 (1.2)	206 (7.5)!
Louisiana	12 (2.0)	204 (3.3)	83 (2.6)	206 (1.3)	5 (1.7)	196 (5.7)!
Maine*	27 (3.5)	232 (2.2)	64 (4.1)	226 (1.3)	9 (2.0)	230 (3.3)!
Maryland	17 (2.6)	213 (4.2)	76 (2.8)	214 (1.7)	6 (1.4)	196 (7.5)!
Massachusetts	21 (2.5)	233 (2.5)	67 (2.8)	226 (1.2)	12 (2.0)	226 (4.1)
Michigan	40 (3.1)	218 (2.1)	49 (2.8)	217 (2.5)	12 (2.3)	215 (7.2)!
Minnesota	11 (1.9)	221 (3.0)	86 (2.1)	222 (1.5)	3 (1.1)	230 (5.0)!
Mississippi	15 (2.5)	203 (4.2)	80 (2.8)	200 (1.7)	4 (1.3)	190 (4.4)!
Missouri	16 (2.3)	223 (2.5)	79 (2.3)	221 (1.5)	5 (1.1)	223 (5.4)!
Nebraska*	17 (1.9)	219 (2.4)	79 (2.2)	223 (1.2)	4 (1.2)	224 (4.7)!
New Hampshire*	16 (2.3)	225 (2.6)	73 (2.8)	231 (1.5)	11 (1.8)	227 (2.3)
New Jersey*	19 (2.8)	224 (3.8)	71 (3.7)	225 (1.5)	10 (2.3)	224 (6.0)!
New Mexico	29 (3.4)	212 (2.6)	65 (3.3)	210 (2.0)	6 (1.5)	222 (3.9)!
New York*	14 (2.1)	217 (3.3)	66 (3.0)	217 (1.9)	20 (2.7)	212 (4.9)
North Carolina	20 (2.2)	210 (2.1)	75 (2.6)	214 (1.4)	5 (1.3)	205 (4.4)!
North Dakota	14 (2.9)	223 (3.0)!	82 (3.4)	228 (1.4)	3 (1.3)	224 (5.3)!
Ohio	11 (1.9)	218 (3.6)	85 (2.4)	219 (1.5)	5 (1.6)	214 (6.8)!
Oklahoma	20 (2.8)	222 (2.2)	75 (2.8)	222 (1.0)	4 (1.2)	220 (5.4)!
Pennsylvania	12 (2.0)	219 (4.5)	82 (2.3)	223 (1.4)	7 (1.5)	215 (5.6)!
Rhode Island	24 (2.7)	215 (4.1)	65 (3.0)	217 (2.0)	11 (2.3)	227 (3.2)!
South Carolina	9 (1.4)	210 (4.2)	86 (1.6)	211 (1.4)	5 (0.9)	211 (5.0)
Tennessee	15 (2.2)	214 (3.6)	81 (2.7)	213 (1.7)	4 (1.3)	216 (2.9)!
Texas	35 (2.4)	215 (2.2)	55 (2.3)	215 (2.0)	10 (1.4)	207 (4.4)
Utah	26 (2.4)	226 (1.7)	69 (2.5)	220 (1.5)	5 (1.3)	222 (4.7)!
Virginia	16 (2.2)	225 (3.3)	78 (2.5)	222 (1.7)	7 (1.5)	218 (4.5)!
West Virginia	23 (2.6)	219 (2.2)	70 (2.7)	215 (1.7)	6 (1.7)	226 (3.9)!
Wisconsin	18 (2.6)	226 (2.8)	79 (2.5)	225 (1.1)	2 (0.9)	224 (8.0)!
Wyoming	14 (1.7)	224 (2.1)	80 (2.0)	225 (1.4)	6 (1.3)	223 (4.4)!
TERRITORY						
Guam	10 (0.5)	173 (4.0)	82 (0.6)	186 (1.5)	8 (0.3)	166 (4.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.12 | **Teachers' Reports on Their Graduate Major, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Graduate Major in English, Reading and/or Language Arts		Graduate Major in Education		Other Graduate Major		No Graduate Study	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	18 (2.3)	216 (1.9)	54 (3.2)	218 (1.8)	11 (1.9)	217 (3.1)	16 (1.8)	214 (2.7)
Northeast	21 (3.5)	218 (4.6)!	50 (7.8)	223 (4.9)	17 (7.0)	230 (9.6)!	12 (4.6)	214 (9.5)!
Southeast	15 (4.5)	213 (3.7)!	53 (6.9)	214 (4.8)	10 (2.9)	207 (5.3)!	22 (4.5)	210 (4.0)!
Central	24 (6.2)	220 (3.4)!	62 (6.4)	222 (2.5)	7 (2.3)	213 (6.6)!	7 (2.0)	216 (9.0)!
West	14 (3.7)	211 (3.4)!	50 (4.7)	214 (2.6)	12 (2.4)	213 (4.6)!	24 (3.4)	216 (3.7)
STATES								
Alabama	9 (1.4)	211 (3.8)	65 (3.1)	208 (2.2)	7 (1.8)	206 (5.9)!	18 (2.5)	210 (3.1)
Arizona	14 (2.1)	215 (3.4)	61 (2.9)	210 (1.5)	12 (1.7)	214 (2.4)	13 (1.8)	206 (4.7)
Arkansas	12 (2.4)	209 (3.9)!	51 (3.6)	213 (1.6)	10 (1.8)	210 (3.7)	27 (3.2)	212 (3.0)
California	12 (2.0)	200 (4.3)	65 (3.2)	202 (2.8)	11 (2.0)	204 (6.0)	11 (1.4)	211 (5.3)
Colorado	14 (2.0)	219 (2.1)	58 (2.8)	217 (1.8)	14 (2.1)	216 (2.1)	14 (2.0)	220 (2.4)
Connecticut	18 (2.2)	227 (2.9)	65 (3.3)	223 (1.5)	11 (2.0)	224 (4.5)	6 (1.7)	219 (8.0)!
Delaware*	7 (0.5)	208 (2.6)	51 (1.2)	217 (1.0)	12 (0.7)	206 (2.4)	31 (1.0)	215 (1.5)
Dist. Columbia	20 (1.0)	188 (2.0)	54 (1.4)	186 (1.1)	18 (1.1)	188 (2.7)	8 (0.9)	193 (4.5)
Florida	11 (1.7)	213 (3.7)	49 (3.1)	210 (1.9)	10 (1.6)	208 (3.6)	30 (2.7)	209 (2.3)
Georgia	7 (1.5)	211 (4.1)!	60 (3.4)	214 (2.1)	9 (1.7)	208 (4.7)	23 (2.6)	212 (2.7)
Hawaii	16 (2.3)	209 (3.2)	55 (2.0)	203 (2.3)	10 (1.7)	205 (4.0)	19 (2.2)	203 (2.6)
Idaho	17 (2.4)	221 (2.3)	54 (2.8)	219 (1.3)	9 (1.8)	223 (3.5)	20 (2.5)	222 (2.0)
Indiana	8 (1.7)	223 (4.0)!	85 (2.1)	222 (1.4)	2 (0.7)	*** (***)	6 (1.5)	217 (5.7)!
Iowa	26 (3.2)	231 (1.9)	48 (3.3)	225 (1.5)	10 (1.7)	225 (3.7)	17 (2.3)	226 (2.6)
Kentucky	10 (2.0)	216 (4.3)!	79 (2.5)	214 (1.5)	6 (1.4)	212 (6.7)!	6 (1.7)	206 (4.3)!
Louisiana	12 (2.1)	202 (3.0)	48 (3.4)	206 (1.8)	12 (2.2)	206 (4.5)	28 (2.7)	203 (2.7)
Maine*	12 (3.0)	223 (4.0)!	34 (3.8)	230 (1.9)	10 (1.8)	229 (4.1)	44 (4.2)	228 (1.4)
Maryland	21 (2.6)	215 (3.4)	51 (3.0)	211 (1.9)	12 (1.9)	212 (4.1)	16 (2.3)	214 (3.8)
Massachusetts	17 (2.0)	226 (2.4)	58 (2.8)	228 (1.5)	7 (1.5)	223 (4.4)!	17 (2.3)	229 (2.6)
Michigan	26 (2.7)	215 (3.6)	52 (3.8)	220 (2.3)	14 (2.7)	213 (4.5)	8 (1.8)	214 (4.8)!
Minnesota	7 (1.4)	214 (3.9)	66 (2.8)	224 (1.4)	9 (1.9)	218 (5.7)!	18 (2.6)	220 (2.7)
Mississippi	11 (2.3)	201 (4.2)!	58 (3.5)	199 (2.0)	8 (2.1)	201 (4.9)!	23 (3.1)	201 (2.7)
Missouri	14 (2.4)	225 (2.0)	60 (3.3)	222 (1.7)	8 (1.9)	214 (5.2)!	18 (2.5)	219 (3.0)
Nebraska*	10 (1.9)	224 (2.3)	67 (3.1)	223 (1.2)	8 (1.6)	222 (4.0)!	14 (2.3)	219 (3.5)
New Hampshire*	15 (2.1)	231 (2.9)	47 (3.0)	229 (1.5)	7 (1.7)	233 (4.2)!	32 (2.9)	228 (1.9)
New Jersey*	11 (2.1)	234 (4.3)	37 (3.2)	222 (2.3)	19 (2.7)	226 (3.7)	33 (3.4)	223 (2.7)
New Mexico	19 (2.6)	210 (3.9)	56 (3.1)	212 (2.0)	10 (1.9)	208 (3.5)!	16 (3.4)	211 (3.2)!
New York*	19 (2.6)	218 (3.0)	67 (3.1)	217 (1.8)	10 (1.9)	208 (6.4)	4 (1.3)	218 (6.9)!
North Carolina	12 (2.0)	214 (2.7)	28 (2.9)	213 (2.3)	14 (2.2)	210 (3.7)	45 (2.9)	214 (1.7)
North Dakota	8 (2.0)	226 (3.7)!	57 (4.4)	228 (1.6)	10 (2.1)	226 (3.8)!	24 (3.7)	225 (2.4)
Ohio	15 (2.1)	229 (3.2)	54 (3.4)	217 (1.9)	8 (2.0)	212 (5.4)!	23 (2.9)	217 (2.1)
Oklahoma	16 (2.5)	223 (2.4)	43 (2.9)	220 (1.3)	10 (2.0)	220 (2.8)	31 (2.9)	224 (1.5)
Pennsylvania	16 (3.0)	226 (3.0)!	69 (3.2)	222 (1.5)	7 (1.7)	211 (6.8)!	8 (1.4)	218 (6.0)
Rhode Island	21 (2.8)	220 (4.0)	63 (2.9)	217 (2.2)	10 (1.7)	217 (4.9)	6 (1.2)	216 (5.9)
South Carolina	13 (2.4)	214 (3.9)	65 (3.1)	212 (1.8)	6 (1.2)	201 (3.7)	16 (2.1)	209 (2.4)
Tennessee	11 (2.1)	217 (3.0)	55 (2.8)	213 (1.9)	14 (1.9)	214 (3.2)	20 (2.5)	212 (3.2)
Texas	15 (1.9)	214 (3.2)	40 (3.0)	215 (2.4)	14 (1.5)	215 (3.1)	32 (2.4)	212 (2.1)
Utah	15 (2.4)	227 (2.3)	48 (2.9)	221 (1.6)	11 (1.7)	222 (2.5)	26 (2.8)	219 (1.9)
Virginia	13 (2.1)	225 (4.8)	40 (3.1)	222 (2.0)	11 (1.4)	223 (3.7)	37 (2.9)	222 (2.1)
West Virginia	16 (2.3)	213 (2.7)	66 (3.1)	216 (1.8)	16 (2.6)	224 (3.0)	3 (0.9)	206 (3.7)!
Wisconsin	18 (2.4)	222 (2.8)	55 (3.2)	225 (1.3)	9 (2.4)	228 (3.0)!	18 (3.1)	224 (2.5)
Wyoming	14 (2.3)	222 (2.5)	57 (3.3)	225 (1.6)	12 (2.0)	225 (3.3)	17 (2.6)	226 (2.5)
TERRITORY								
Guam	11 (0.8)	172 (4.3)	62 (1.1)	188 (1.5)	11 (0.5)	185 (2.8)	17 (0.7)	169 (3.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.13 Teachers' Reports on Their Exposure to Reading Topics Through College Courses or In-service Education, Grade 4, 1992 Reading Assessment

	During the past five years, have you ever had training in any of the following, either in college courses or in-service education?			
	Yes		No	
	Percentage of students	Average Proficiency	Percentage of Students	Average Proficiency
Study Strategies	66(2.2)	220(1.4)	34(2.2)	217(1.6)
Motivational Strategies	86(1.7)	219(1.2)	14(1.7)	217(2.5)
Teaching Critical Thinking	81(1.5)	219(1.2)	19(1.5)	220(2.3)
The Role of Students' Prior Knowledge in Their Reading	68(2.7)	218(1.4)	32(2.7)	220(1.7)
Diagnosis and Remediation of Reading Difficulties	64(2.4)	217(1.2)	36(2.4)	222(2.0)
Ability Grouping	64(2.6)	218(1.4)	36(2.6)	220(1.6)
Literature-Based Reading Instruction	83(1.8)	219(1.2)	17(1.8)	218(2.0)
Reading Assessment	74(1.8)	218(1.3)	26(1.8)	220(2.1)
Content Area Reading	78(1.9)	219(1.2)	22(1.9)	218(2.2)
Combining Reading and Writing	88(1.4)	219(1.2)	12(1.4)	220(2.8)
Whole Language Approach to Teaching Reading	79(1.8)	220(1.3)	21(1.8)	217(1.5)
Phonics in the Teaching of Reading	45(2.0)	216(1.4)	55(2.0)	221(1.6)
Individual Reading Programs	55(2.2)	218(1.4)	45(2.2)	220(1.5)
Teaching Students from Different Cultural Backgrounds	41(3.1)	216(1.9)	59(3.1)	221(1.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)

PUBLIC SCHOOLS	Diagnosis and Remediation of Reading Difficulties				Ability Grouping			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	65 (2.6)	216 (1.3)	35 (2.6)	220 (2.2)	63 (2.9)	216 (1.5)	37 (2.9)	219 (1.7)
Northeast	51 (5.4)	220 (5.5)	49 (5.4)	224 (4.8)	59 (8.4)	222 (5.5)	41 (8.4)	223 (3.9)!
Southeast	71 (3.4)	212 (3.0)	29 (3.4)	212 (4.2)	69 (4.1)	212 (3.3)	31 (4.1)	213 (3.2)
Central	61 (6.8)	219 (1.5)	39 (6.8)	224 (4.1)	54 (5.7)	220 (2.2)	46 (5.7)	222 (2.8)
West	72 (4.3)	214 (1.7)	28 (4.3)	214 (3.4)	68 (4.5)	213 (2.0)	32 (4.5)	217 (3.2)
STATES								
Alabama	85 (2.4)	209 (2.0)	15 (2.4)	211 (2.8)	75 (2.4)	208 (1.9)	25 (2.4)	213 (2.8)
Arizona	63 (2.9)	210 (1.4)	37 (2.9)	211 (2.0)	58 (2.3)	210 (1.7)	42 (2.3)	211 (1.8)
Arkansas	62 (3.6)	211 (1.5)	38 (3.6)	213 (2.5)	58 (3.4)	211 (1.7)	42 (3.4)	214 (1.7)
California	64 (3.4)	204 (2.5)	36 (3.4)	201 (3.5)	61 (3.8)	202 (3.0)	39 (3.8)	203 (3.0)
Colorado	64 (2.8)	218 (1.4)	36 (2.8)	217 (1.8)	57 (3.8)	216 (1.6)	43 (3.8)	220 (1.6)
Connecticut	63 (3.2)	224 (1.8)	37 (3.2)	224 (2.0)	62 (2.9)	223 (1.8)	38 (2.9)	225 (2.2)
Delaware	65 (1.1)	214 (1.0)	35 (1.1)	215 (1.2)	66 (1.1)	214 (1.1)	34 (1.1)	215 (1.2)
Dist. Columbia	72 (1.3)	186 (1.1)	28 (1.3)	192 (1.6)	75 (1.2)	187 (1.2)	25 (1.2)	189 (2.1)
Florida	78 (2.1)	209 (1.6)	22 (2.1)	214 (2.3)	74 (2.4)	210 (1.7)	26 (2.4)	210 (2.0)
Georgia	70 (2.8)	212 (2.2)	30 (2.8)	215 (2.3)	66 (2.6)	213 (1.8)	34 (2.6)	213 (2.5)
Hawaii	67 (2.7)	204 (2.3)	33 (2.7)	204 (2.1)	52 (2.9)	205 (2.5)	48 (2.9)	203 (2.2)
Idaho	61 (3.0)	221 (1.2)	39 (3.0)	220 (1.6)	63 (3.2)	221 (1.3)	37 (3.2)	221 (1.6)
Indiana	52 (3.2)	219 (1.5)	48 (3.2)	226 (1.8)	53 (3.9)	221 (1.5)	47 (3.9)	224 (1.7)
Iowa	54 (3.1)	227 (1.4)	46 (3.1)	227 (1.5)	50 (3.0)	227 (1.7)	50 (3.0)	227 (1.4)
Kentucky	53 (4.0)	213 (1.8)	47 (4.0)	215 (1.8)	54 (3.7)	212 (1.8)	46 (3.7)	216 (1.9)
Louisiana	68 (3.3)	203 (1.6)	32 (3.3)	208 (2.2)	72 (2.9)	205 (1.5)	28 (2.9)	205 (2.7)
Maine	56 (3.6)	228 (1.5)	44 (3.6)	229 (1.5)	43 (3.3)	230 (1.7)	57 (3.3)	227 (1.5)
Maryland	69 (2.8)	212 (2.0)	31 (2.8)	214 (3.1)	72 (2.7)	212 (1.9)	28 (2.7)	213 (2.9)
Massachusetts	54 (3.2)	228 (1.4)	46 (3.2)	228 (1.5)	56 (3.9)	227 (1.8)	44 (3.9)	228 (1.4)
Michigan	60 (3.6)	218 (2.0)	40 (3.6)	217 (2.7)	53 (4.2)	216 (2.6)	47 (4.2)	219 (2.3)
Minnesota	63 (3.4)	223 (1.5)	37 (3.4)	220 (2.0)	62 (3.7)	222 (1.4)	38 (3.7)	222 (2.2)
Mississippi	75 (2.9)	200 (1.7)	25 (2.9)	198 (2.6)	68 (3.3)	199 (1.7)	32 (3.3)	202 (2.1)
Missouri	57 (3.7)	221 (1.7)	43 (3.7)	222 (1.8)	59 (3.1)	220 (1.8)	41 (3.1)	223 (1.8)
Nebraska	62 (3.9)	222 (1.3)	38 (3.9)	222 (1.9)	64 (3.5)	223 (1.5)	36 (3.5)	221 (1.5)
New Hampshire	57 (3.3)	228 (1.5)	43 (3.3)	232 (1.7)	60 (3.4)	228 (1.4)	40 (3.4)	232 (1.9)
New Jersey	57 (3.6)	223 (2.1)	43 (3.6)	228 (2.1)	60 (3.6)	223 (2.0)	41 (3.6)	227 (2.1)
New Mexico	67 (3.4)	211 (2.0)	33 (3.4)	212 (3.2)	60 (3.5)	211 (1.7)	40 (3.5)	212 (2.9)
New York	61 (3.1)	213 (2.4)	39 (3.1)	220 (2.1)	60 (3.3)	214 (2.6)	40 (3.3)	218 (3.1)
North Carolina	60 (3.0)	213 (1.6)	40 (3.0)	212 (2.1)	59 (2.5)	213 (1.4)	41 (2.5)	213 (2.0)
North Dakota	68 (3.4)	225 (1.5)	32 (3.4)	231 (2.0)	56 (4.6)	225 (1.3)	44 (4.6)	229 (2.1)
Ohio	59 (3.0)	217 (1.6)	41 (3.0)	221 (2.0)	54 (3.5)	216 (2.0)	46 (3.5)	221 (2.2)
Oklahoma	78 (2.8)	222 (1.1)	22 (2.8)	220 (2.1)	68 (3.3)	222 (1.3)	32 (3.3)	221 (1.8)
Pennsylvania	60 (4.0)	221 (2.0)	40 (4.0)	224 (2.3)	59 (3.5)	220 (1.9)	41 (3.5)	226 (1.9)
Rhode Island	50 (2.8)	216 (2.3)	50 (2.8)	219 (2.3)	63 (3.5)	218 (2.6)	37 (3.5)	218 (2.4)
South Carolina	78 (2.4)	209 (1.5)	22 (2.4)	218 (2.6)	74 (2.9)	210 (1.4)	26 (2.9)	214 (2.9)
Tennessee	77 (2.3)	212 (1.6)	23 (2.3)	217 (2.4)	72 (2.7)	212 (1.8)	28 (2.7)	216 (2.7)
Texas	69 (3.1)	214 (1.9)	31 (3.1)	213 (2.5)	67 (2.5)	213 (1.9)	33 (2.5)	214 (2.4)
Utah	59 (2.8)	221 (1.4)	41 (2.8)	221 (1.7)	66 (2.7)	222 (1.3)	34 (2.7)	220 (1.8)
Virginia	79 (1.8)	222 (1.5)	21 (1.8)	225 (2.7)	68 (2.9)	222 (1.6)	32 (2.9)	225 (2.5)
West Virginia	65 (3.3)	217 (1.6)	35 (3.3)	215 (2.3)	61 (3.3)	216 (1.8)	39 (3.3)	217 (1.8)
Wisconsin	64 (3.1)	224 (1.1)	36 (3.1)	225 (2.1)	67 (2.9)	224 (1.3)	33 (2.9)	226 (2.1)
Wyoming	55 (3.0)	224 (1.5)	45 (3.0)	226 (1.4)	52 (3.0)	225 (1.6)	48 (3.0)	224 (1.5)
TERRITORY								
Guam	76 (0.9)	185 (1.7)	24 (0.9)	177 (2.3)	82 (0.8)	183 (1.6)	18 (0.8)	180 (2.2)

!Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | **Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Literature-Based Instruction				Reading Assessment			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	84 (1.9)	218 (1.3)	16 (1.9)	214 (2.2)	75 (1.8)	217 (1.3)	25 (1.8)	218 (2.4)
Northeast	77 (5.4)	223 (4.9)	23 (5.4)	221 (3.7)!	66 (4.2)	224 (5.6)	34 (4.2)	219 (4.2)
Southeast	82 (2.7)	214 (3.5)	18 (2.7)	205 (3.6)	79 (3.9)	212 (3.1)	21 (3.9)	214 (4.7)
Central	87 (4.0)	221 (1.8)	13 (4.0)	219 (4.0)!	73 (3.7)	220 (1.6)	27 (3.7)	225 (4.4)
West	87 (3.6)	214 (2.0)	13 (3.6)	211 (3.6)!	81 (2.7)	214 (1.8)	19 (2.7)	213 (4.0)
STATES								
Alabama	72 (2.8)	210 (2.1)	28 (2.8)	208 (2.8)	85 (2.4)	209 (2.0)	15 (2.4)	210 (3.3)
Arizona	82 (2.6)	211 (1.4)	18 (2.6)	209 (2.9)	70 (3.0)	210 (1.4)	30 (3.0)	212 (2.4)
Arkansas	72 (2.8)	213 (1.3)	28 (2.8)	210 (2.7)	72 (3.4)	211 (1.4)	28 (3.4)	214 (2.7)
California	97 (1.1)	203 (2.3)	3 (1.1)	*** (***)	76 (3.0)	205 (2.5)	24 (3.0)	195 (4.2)
Colorado	91 (1.6)	218 (1.2)	9 (1.6)	216 (4.1)	71 (3.0)	218 (1.4)	29 (3.0)	216 (2.2)
Connecticut	94 (1.6)	225 (1.4)	6 (1.6)	205 (7.2)!	73 (3.1)	225 (1.7)	27 (3.1)	221 (2.7)
Delaware	83 (0.8)	215 (0.8)	17 (0.8)	213 (1.8)	72 (0.8)	213 (1.0)	28 (0.8)	217 (1.1)
Dist. Columbia	70 (1.3)	188 (1.1)	30 (1.3)	187 (1.6)	82 (1.0)	186 (1.1)	18 (1.0)	190 (1.8)
Florida	88 (2.2)	211 (1.4)	12 (2.2)	203 (3.5)	87 (1.7)	210 (1.5)	13 (1.7)	212 (3.3)
Georgia	90 (2.0)	214 (1.7)	10 (2.0)	208 (3.7)	84 (2.1)	213 (1.9)	16 (2.1)	212 (2.9)
Hawaii	86 (1.9)	205 (2.0)	14 (1.9)	200 (3.7)	76 (2.7)	203 (2.2)	24 (2.7)	206 (2.5)
Idaho	85 (2.6)	221 (1.0)	15 (2.6)	220 (2.3)	74 (2.8)	220 (1.2)	26 (2.8)	221 (1.9)
Indiana	78 (2.8)	222 (1.3)	22 (2.8)	222 (2.4)	59 (3.2)	220 (1.4)	41 (3.2)	224 (2.0)
Iowa	89 (2.5)	227 (1.2)	11 (2.5)	226 (3.9)!	67 (3.3)	227 (1.3)	33 (3.3)	227 (1.8)
Kentucky	68 (3.6)	214 (1.7)	32 (3.6)	214 (1.8)	68 (3.3)	213 (1.5)	32 (3.3)	216 (2.2)
Louisiana	67 (3.6)	203 (1.7)	33 (3.6)	209 (1.9)	74 (2.9)	204 (1.4)	26 (2.9)	206 (2.5)
Maine	88 (3.0)	228 (1.3)	12 (3.0)	229 (1.7)!	67 (3.4)	228 (1.4)	33 (3.4)	229 (1.9)
Maryland	91 (2.1)	213 (1.7)	9 (2.1)	201 (5.8)!	77 (2.4)	212 (1.9)	23 (2.4)	212 (3.2)
Massachusetts	84 (2.8)	228 (1.1)	16 (2.8)	227 (2.0)	57 (3.5)	227 (1.4)	43 (3.5)	228 (1.6)
Michigan	81 (2.8)	218 (1.9)	19 (2.8)	213 (3.1)	72 (3.7)	216 (1.9)	28 (3.7)	220 (3.0)
Minnesota	82 (2.4)	223 (1.6)	18 (2.4)	218 (2.3)	69 (3.3)	223 (1.4)	31 (3.3)	220 (2.8)
Mississippi	70 (2.9)	199 (1.6)	30 (2.9)	202 (2.3)	81 (2.3)	200 (1.5)	19 (2.3)	204 (2.9)
Missouri	80 (2.8)	222 (1.5)	20 (2.8)	220 (2.7)	64 (3.7)	222 (1.6)	36 (3.7)	220 (2.1)
Nebraska	84 (2.6)	222 (1.2)	16 (2.6)	224 (3.4)	75 (4.0)	222 (1.3)	25 (4.0)	222 (2.3)
New Hampshire	96 (1.2)	229 (1.3)	4 (1.2)	226 (5.1)!	66 (3.4)	228 (1.3)	34 (3.4)	233 (2.2)
New Jersey	72 (3.2)	225 (1.6)	28 (3.2)	224 (3.2)	67 (3.0)	224 (1.8)	33 (3.0)	225 (2.7)
New Mexico	78 (3.1)	213 (1.7)	22 (3.1)	207 (3.5)	75 (2.9)	213 (1.6)	25 (2.9)	206 (4.0)
New York	85 (2.6)	217 (1.7)	15 (2.6)	210 (5.6)	68 (3.2)	214 (2.0)	32 (3.2)	219 (3.3)
North Carolina	86 (2.0)	214 (1.3)	14 (2.0)	210 (2.9)	72 (3.1)	214 (1.3)	28 (3.1)	212 (2.6)
North Dakota	72 (4.2)	227 (1.3)	28 (4.2)	226 (2.8)	61 (3.7)	225 (1.4)	39 (3.7)	230 (2.0)
Ohio	82 (3.0)	219 (1.4)	18 (3.0)	217 (4.8)	66 (3.4)	217 (1.7)	34 (3.4)	221 (2.6)
Oklahoma	86 (2.1)	223 (1.1)	14 (2.1)	217 (2.4)	78 (3.1)	222 (1.1)	22 (3.1)	220 (2.4)
Pennsylvania	78 (2.6)	224 (1.5)	22 (2.6)	215 (2.6)	67 (3.0)	222 (1.8)	33 (3.0)	224 (2.3)
Rhode Island	88 (2.1)	219 (1.9)	12 (2.1)	213 (4.8)	65 (2.9)	218 (2.1)	35 (2.9)	216 (2.5)
South Carolina	82 (2.5)	211 (1.5)	18 (2.5)	209 (3.4)	86 (2.4)	211 (1.3)	14 (2.4)	212 (4.0)
Tennessee	75 (3.2)	214 (1.6)	25 (3.2)	212 (2.7)	81 (2.7)	212 (1.8)	19 (2.7)	217 (2.6)
Texas	83 (2.3)	216 (1.7)	17 (2.3)	204 (3.7)	75 (3.1)	214 (2.0)	25 (3.1)	213 (3.1)
Utah	78 (2.5)	222 (1.2)	22 (2.5)	218 (2.4)	71 (2.4)	222 (1.3)	29 (2.4)	220 (1.6)
Virginia	87 (2.0)	224 (1.5)	13 (2.0)	215 (3.3)	85 (1.7)	223 (1.4)	15 (1.7)	221 (3.6)
West Virginia	67 (3.0)	218 (1.7)	33 (3.0)	214 (2.6)	71 (3.3)	217 (1.7)	29 (3.3)	215 (1.8)
Wisconsin	89 (1.8)	225 (1.1)	11 (1.8)	222 (3.7)	71 (2.7)	224 (1.1)	29 (2.7)	227 (1.7)
Wyoming	81 (3.2)	225 (1.3)	19 (3.2)	224 (2.6)	57 (3.4)	224 (1.6)	43 (3.4)	225 (1.3)
TERRITORY								
Guam	70 (0.8)	184 (1.8)	30 (0.8)	180 (1.9)	72 (0.6)	184 (1.7)	28 (0.6)	179 (2.6)

***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | **Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Study Strategies: Yes		Study Strategies: No		Motivational Strategies: Yes		Motivational Strategies: No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	67 (2.4)	218 (1.5)	33 (2.4)	216 (1.7)	86 (1.8)	218 (1.3)	14 (1.8)	215 (2.7)
Northeast	56 (6.6)	223 (5.8)	44 (6.6)	221 (4.6)	86 (4.3)	223 (3.9)	14 (4.3)	222(11.0)!
Southeast	67 (4.5)	213 (3.7)	33 (4.5)	211 (3.4)	90 (2.1)	212 (3.1)	10 (2.1)	211 (4.6)!
Central	68 (4.7)	222 (2.3)	32 (4.7)	220 (2.9)	82 (3.8)	222 (2.0)	18 (3.8)	219 (3.7)!
West	73 (3.6)	216 (1.8)	27 (3.6)	209 (3.5)	87 (3.5)	215 (2.1)	13 (3.5)	207 (4.3)!
STATES								
Alabama	77 (3.1)	209 (2.2)	23 (3.1)	211 (3.1)	94 (1.5)	208 (1.9)	6 (1.5)	217 (4.3)!
Arizona	68 (3.0)	211 (1.5)	32 (3.0)	210 (2.6)	86 (2.1)	211 (1.4)	14 (2.1)	208 (2.9)
Arkansas	73 (3.5)	211 (1.5)	27 (3.5)	214 (2.6)	91 (1.9)	212 (1.3)	9 (1.9)	209 (4.8)!
California	66 (2.8)	204 (2.6)	34 (2.8)	200 (2.8)	87 (2.1)	203 (2.4)	13 (2.1)	203 (4.7)
Colorado	70 (2.7)	219 (1.4)	30 (2.7)	216 (2.0)	86 (2.3)	217 (1.3)	14 (2.3)	220 (3.3)
Connecticut	73 (2.4)	224 (1.6)	27 (2.4)	223 (2.4)	87 (1.9)	223 (1.5)	13 (1.9)	227 (3.8)
Delaware*	64 (1.1)	214 (1.1)	36 (1.1)	215 (1.3)	90 (0.6)	215 (0.8)	10 (0.6)	210 (2.2)
Dist. Columbia	68 (1.4)	187 (1.3)	32 (1.4)	187 (1.5)	81 (1.1)	188 (1.0)	19 (1.1)	185 (2.2)
Florida	72 (2.2)	210 (1.6)	28 (2.2)	209 (2.2)	89 (1.8)	211 (1.5)	11 (1.8)	199 (4.6)
Georgia	70 (2.7)	214 (1.9)	30 (2.7)	211 (2.7)	88 (1.8)	214 (1.6)	12 (1.8)	208 (4.2)
Hawaii	81 (2.3)	204 (2.0)	19 (2.3)	202 (2.9)	87 (2.0)	204 (1.9)	13 (2.0)	205 (3.4)
Idaho	74 (2.5)	220 (1.1)	26 (2.5)	221 (1.9)	88 (1.7)	221 (1.0)	12 (1.7)	220 (2.6)
Indiana	55 (3.4)	222 (1.8)	45 (3.4)	222 (1.6)	84 (2.2)	222 (1.4)	16 (2.2)	224 (2.6)
Iowa	68 (2.8)	227 (1.2)	32 (2.8)	227 (1.7)	89 (1.9)	227 (1.1)	11 (1.9)	225 (2.9)
Kentucky	62 (3.3)	214 (1.8)	38 (3.3)	215 (1.7)	81 (2.5)	214 (1.4)	19 (2.5)	214 (3.0)
Louisiana	73 (3.1)	204 (1.4)	27 (3.1)	208 (2.8)	89 (1.8)	205 (1.3)	11 (1.8)	204 (3.7)
Maine*	52 (3.8)	229 (1.6)	48 (3.8)	228 (1.5)	76 (3.2)	229 (1.3)	24 (3.2)	226 (2.0)
Maryland	76 (2.5)	211 (2.0)	24 (2.5)	217 (2.2)	90 (1.8)	212 (1.8)	10 (1.8)	215 (2.9)
Massachusetts	60 (3.4)	228 (1.4)	40 (3.4)	227 (1.6)	78 (3.0)	227 (1.2)	22 (3.0)	229 (2.1)
Michigan	75 (2.7)	218 (1.8)	25 (2.7)	215 (2.5)	84 (2.7)	217 (1.7)	16 (2.7)	220 (4.2)
Minnesota	67 (3.7)	222 (1.4)	33 (3.7)	221 (2.6)	83 (3.0)	222 (1.4)	17 (3.0)	223 (4.0)
Mississippi	76 (3.3)	199 (1.6)	24 (3.3)	202 (3.5)	93 (1.8)	199 (1.4)	7 (1.8)	205 (5.4)!
Missouri	66 (3.0)	221 (1.5)	34 (3.0)	222 (2.4)	89 (1.9)	221 (1.4)	11 (1.9)	223 (3.3)
Nebraska*	73 (3.7)	221 (1.2)	27 (3.7)	225 (2.2)	83 (3.0)	222 (1.1)	17 (3.0)	224 (2.9)
New Hampshire*	67 (3.3)	228 (1.3)	33 (3.3)	232 (2.3)	86 (2.1)	228 (1.2)	14 (2.1)	235 (2.6)
New Jersey*	70 (3.5)	223 (1.9)	30 (3.5)	228 (2.6)	88 (2.2)	224 (1.6)	12 (2.2)	231 (3.7)!
New Mexico	67 (3.3)	212 (1.8)	33 (3.3)	211 (3.1)	82 (2.5)	213 (1.7)	18 (2.5)	202 (3.5)
New York*	62 (3.6)	214 (2.1)	38 (3.6)	220 (2.6)	80 (2.8)	215 (1.8)	20 (2.8)	218 (5.2)
North Carolina	60 (3.5)	213 (1.7)	40 (3.5)	214 (2.0)	85 (2.1)	213 (1.2)	15 (2.1)	211 (2.5)
North Dakota	82 (3.1)	227 (1.3)	18 (3.1)	227 (2.9)	89 (1.9)	226 (1.3)	11 (1.9)	230 (3.4)
Ohio	66 (3.4)	217 (1.7)	34 (3.4)	220 (2.8)	88 (2.1)	218 (1.4)	12 (2.1)	218 (3.6)
Oklahoma	79 (2.7)	222 (1.2)	21 (2.7)	221 (1.8)	94 (1.4)	222 (1.0)	6 (1.4)	216 (3.3)!
Pennsylvania	75 (3.1)	223 (1.6)	25 (3.1)	220 (2.5)	87 (1.6)	222 (1.4)	13 (1.6)	222 (3.0)
Rhode Island	53 (3.9)	221 (1.9)	47 (3.9)	214 (2.7)	75 (2.5)	218 (2.2)	25 (2.5)	218 (2.6)
South Carolina	69 (2.5)	210 (1.6)	31 (2.5)	212 (2.3)	90 (2.0)	210 (1.3)	10 (2.0)	215 (4.5)!
Tennessee	71 (2.8)	213 (1.6)	29 (2.8)	215 (2.4)	91 (1.5)	213 (1.5)	9 (1.5)	215 (4.4)
Texas	77 (2.2)	213 (1.8)	23 (2.2)	214 (2.9)	90 (1.5)	214 (1.6)	10 (1.5)	209 (5.3)
Utah	70 (2.6)	222 (1.3)	30 (2.6)	221 (1.9)	85 (1.8)	222 (1.2)	15 (1.8)	221 (2.9)
Virginia	71 (2.6)	222 (1.6)	29 (2.6)	223 (2.3)	91 (1.9)	222 (1.5)	9 (1.9)	225 (3.2)!
West Virginia	63 (3.1)	218 (1.7)	37 (3.1)	213 (2.3)	87 (2.0)	217 (1.4)	13 (2.0)	216 (5.3)
Wisconsin	81 (2.2)	225 (1.2)	19 (2.2)	225 (2.4)	87 (2.2)	225 (1.1)	13 (2.2)	222 (3.4)
Wyoming	62 (3.1)	225 (1.4)	38 (3.1)	224 (1.8)	81 (2.6)	225 (1.3)	19 (2.6)	223 (2.5)
TERRITORY								
Guam	74 (0.9)	183 (1.8)	26 (0.9)	183 (2.6)	89 (0.6)	183 (1.6)	11 (0.6)	179 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | **Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Content Area Reading				Combining Reading and Writing			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	79 (2.1)	218 (1.4)	21 (2.1)	216 (2.3)	89 (1.7)	217 (1.3)	11 (1.7)	218 (3.2)
Northeast	71 (4.1)	223 (4.6)	29 (4.1)	220 (5.7)	85 (4.5)	223 (4.7)	15 (4.5)	216 (7.0)!
Southeast	83 (2.3)	213 (3.4)	17 (2.3)	209 (3.9)	92 (1.8)	213 (3.1)	8 (1.8)	209 (5.7)!
Central	77 (6.0)	221 (1.8)	23 (6.0)	222 (3.8)!	88 (4.0)	221 (2.0)	12 (4.0)	220 (5.2)!
West	82 (2.7)	215 (1.9)	18 (2.7)	211 (2.8)	90 (3.0)	213 (2.0)	10 (3.0)	222 (6.5)!
STATES								
Alabama	85 (2.9)	209 (2.1)	15 (2.9)	207 (3.6)	90 (2.2)	209 (1.9)	10 (2.2)	205 (4.6)!
Arizona	75 (2.6)	210 (1.4)	25 (2.6)	212 (2.5)	87 (2.4)	210 (1.5)	13 (2.4)	211 (4.4)
Arkansas	82 (2.8)	211 (1.3)	18 (2.8)	214 (3.0)	83 (2.3)	213 (1.3)	17 (2.3)	209 (3.2)
California	82 (2.6)	204 (2.3)	18 (2.6)	198 (4.9)	97 (1.0)	203 (2.2)	3 (1.0)	189 (8.0)!
Colorado	77 (2.6)	213 (1.4)	23 (2.6)	218 (2.3)	94 (1.3)	218 (1.2)	6 (1.3)	216 (5.8)!
Connecticut	83 (2.1)	223 (1.7)	17 (2.1)	226 (2.7)	97 (0.8)	224 (1.4)	3 (0.8)	213 (9.2)!
Delaware	81 (1.0)	215 (0.9)	19 (1.0)	210 (2.2)	88 (0.9)	215 (0.8)	12 (0.9)	207 (1.7)
Dist. Columbia	80 (1.0)	187 (1.1)	20 (1.0)	190 (2.0)	87 (0.9)	188 (1.0)	13 (0.9)	180 (3.1)
Florida	87 (1.8)	210 (1.5)	13 (1.8)	206 (3.4)	91 (1.7)	211 (1.4)	9 (1.7)	202 (4.2)!
Georgia	84 (2.0)	214 (1.8)	16 (2.0)	208 (3.5)	93 (1.6)	214 (1.6)	7 (1.6)	206 (3.5)!
Hawaii	83 (2.0)	204 (1.9)	17 (2.0)	207 (2.7)	93 (1.3)	204 (1.9)	7 (1.3)	205 (3.4)
Idaho	81 (2.4)	221 (1.1)	19 (2.4)	220 (2.2)	89 (2.0)	221 (1.0)	11 (2.0)	220 (2.8)
Indiana	63 (3.8)	222 (1.4)	37 (3.8)	223 (2.0)	79 (3.0)	222 (1.3)	21 (3.0)	222 (2.7)
Iowa	73 (3.3)	227 (1.2)	27 (3.3)	227 (1.9)	94 (1.9)	227 (1.1)	6 (1.9)	221 (3.5)!
Kentucky	64 (3.8)	213 (1.6)	36 (3.8)	216 (1.8)	84 (2.5)	214 (1.5)	16 (2.5)	213 (2.7)
Louisiana	72 (3.4)	204 (1.5)	28 (3.4)	208 (2.4)	81 (2.7)	205 (1.4)	19 (2.7)	205 (3.2)
Maine	73 (3.8)	229 (1.4)	27 (3.8)	227 (1.8)	91 (2.1)	228 (1.2)	9 (2.1)	226 (2.7)!
Maryland	82 (2.5)	212 (1.8)	18 (2.5)	212 (3.1)	94 (1.6)	213 (1.7)	6 (1.6)	206 (5.9)!
Massachusetts	70 (3.4)	227 (1.2)	30 (3.4)	229 (1.8)	84 (3.1)	228 (1.3)	16 (3.1)	228 (2.8)
Michigan	87 (2.4)	217 (1.7)	13 (2.4)	219 (4.0)	89 (2.0)	218 (1.8)	11 (2.0)	212 (5.6)
Minnesota	73 (2.8)	223 (1.4)	27 (2.8)	221 (2.8)	87 (2.1)	222 (1.4)	13 (2.1)	222 (3.5)
Mississippi	84 (2.2)	199 (1.4)	16 (2.2)	208 (2.8)	85 (2.1)	199 (1.5)	15 (2.1)	204 (3.3)
Missouri	73 (2.8)	220 (1.4)	27 (2.8)	224 (2.3)	87 (2.3)	221 (1.3)	13 (2.3)	226 (3.3)
Nebraska	80 (3.2)	221 (1.2)	20 (3.2)	226 (2.6)	91 (2.5)	222 (1.1)	9 (2.5)	222 (4.4)!
New Hampshire	80 (2.8)	229 (1.3)	20 (2.8)	232 (2.5)	95 (1.5)	229 (1.3)	5 (1.5)	231 (5.3)!
New Jersey	75 (2.9)	224 (1.7)	25 (2.9)	227 (2.9)	86 (3.0)	224 (1.5)	14 (3.0)	227 (4.8)!
New Mexico	80 (2.4)	213 (1.5)	20 (2.4)	206 (4.8)	85 (2.5)	213 (1.9)	15 (2.5)	205 (3.8)
New York	77 (3.0)	214 (2.1)	23 (3.0)	222 (2.9)	87 (2.2)	217 (1.7)	13 (2.2)	212 (6.6)
North Carolina	75 (3.0)	214 (1.4)	25 (3.0)	210 (2.5)	92 (1.8)	213 (1.2)	8 (1.8)	209 (3.0)!
North Dakota	75 (3.3)	226 (1.2)	25 (3.3)	230 (2.7)	84 (3.8)	227 (1.3)	16 (3.8)	227 (4.6)!
Ohio	72 (3.2)	217 (1.6)	28 (3.2)	221 (2.5)	87 (2.3)	219 (1.4)	13 (2.3)	216 (4.1)
Oklahoma	85 (2.7)	222 (1.0)	15 (2.7)	221 (3.1)	93 (1.8)	222 (1.0)	7 (1.8)	219 (2.9)!
Pennsylvania	74 (3.0)	223 (1.7)	26 (3.0)	221 (2.6)	89 (2.0)	223 (1.4)	11 (2.0)	219 (3.7)
Rhode Island	71 (3.3)	219 (2.5)	29 (3.3)	216 (2.6)	90 (2.0)	218 (1.9)	10 (2.0)	217 (5.0)!
South Carolina	82 (2.4)	210 (1.4)	18 (2.4)	214 (3.5)	94 (1.3)	211 (1.4)	6 (1.3)	206 (5.7)!
Tennessee	81 (2.6)	213 (1.6)	19 (2.6)	214 (2.6)	85 (2.3)	214 (1.6)	15 (2.3)	211 (3.0)
Texas	84 (2.3)	213 (1.9)	16 (2.3)	214 (2.7)	92 (1.6)	214 (1.7)	8 (1.6)	209 (3.9)
Utah	72 (2.6)	224 (1.1)	28 (2.6)	216 (1.9)	90 (1.7)	222 (1.1)	10 (1.7)	217 (3.5)
Virginia	86 (1.9)	222 (1.5)	14 (1.9)	224 (2.8)	94 (1.4)	222 (1.6)	6 (1.4)	225 (3.8)!
West Virginia	74 (3.6)	217 (1.6)	26 (3.6)	213 (2.7)	87 (2.5)	217 (1.5)	13 (2.5)	210 (4.1)
Wisconsin	83 (2.3)	225 (1.1)	17 (2.3)	224 (2.6)	92 (1.7)	225 (1.1)	8 (1.7)	229 (3.6)!
Wyoming	66 (2.8)	224 (1.6)	34 (2.8)	225 (1.7)	85 (2.7)	225 (1.3)	15 (2.7)	225 (3.2)
TERRITORY								
Guam	85 (0.7)	184 (1.6)	15 (0.7)	176 (2.2)	85 (0.9)	184 (1.6)	15 (0.9)	174 (2.2)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | **Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Individual Reading Programs				Teaching Students from Different Cultural Backgrounds			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	56 (2.4)	217 (1.6)	44 (2.4)	218 (1.6)	41 (3.2)	214 (2.1)	59 (3.2)	219 (1.7)
Northeast	51 (5.1)	221 (5.8)	49 (5.1)	223 (5.2)	35 (4.8)	220 (8.9)	65 (4.8)	224 (4.7)
Southeast	59 (5.0)	211 (3.5)	41 (5.0)	214 (2.7)	40 (4.7)	210 (3.2)	60 (4.7)	214 (3.9)
Central	56 (5.4)	222 (2.3)	44 (5.4)	220 (2.6)	39 (9.7)	216 (3.6)!	61 (9.7)	224 (2.3)
West	57 (3.4)	213 (2.4)	43 (3.4)	215 (2.0)	50 (4.6)	212 (2.8)	50 (4.6)	216 (2.5)
STATES								
Alabama	71 (3.3)	209 (1.9)	29 (3.3)	209 (3.1)	38 (3.8)	207 (2.9)	62 (3.8)	210 (1.9)
Arizona	51 (3.7)	211 (1.9)	49 (3.7)	210 (2.0)	48 (3.4)	205 (2.0)	52 (3.4)	215 (1.3)
Arkansas	55 (3.4)	210 (1.6)	45 (3.4)	214 (2.1)	40 (2.9)	210 (2.1)	60 (2.9)	213 (1.7)
California	55 (3.3)	204 (2.5)	45 (3.3)	201 (3.6)	75 (3.2)	201 (2.5)	25 (3.2)	208 (3.6)
Colorado	65 (2.6)	219 (1.4)	35 (2.6)	216 (2.0)	53 (3.0)	216 (1.7)	47 (3.0)	220 (1.4)
Connecticut	58 (3.0)	224 (1.9)	42 (3.0)	224 (2.1)	38 (3.9)	219 (2.7)	62 (3.9)	227 (1.7)
Delaware	55 (1.2)	214 (1.1)	45 (1.2)	214 (0.9)	51 (0.8)	212 (1.5)	49 (0.8)	217 (1.0)
Dist. Columbia	70 (1.3)	189 (1.0)	30 (1.3)	184 (1.7)	37 (1.4)	190 (1.7)	63 (1.4)	186 (1.0)
Florida	66 (2.9)	210 (1.9)	34 (2.9)	210 (1.5)	69 (3.6)	211 (1.8)	31 (3.6)	208 (1.9)
Georgia	61 (3.1)	214 (2.1)	39 (3.1)	212 (2.2)	40 (3.6)	212 (3.0)	60 (3.6)	213 (1.9)
Hawaii	47 (3.1)	202 (2.4)	53 (3.1)	206 (2.1)	53 (3.1)	204 (2.4)	47 (3.1)	204 (2.0)
Idaho	54 (3.0)	220 (1.2)	46 (3.0)	222 (1.4)	33 (2.9)	218 (1.5)	67 (2.9)	222 (1.1)
Indiana	48 (2.8)	220 (1.8)	52 (2.8)	224 (1.4)	22 (2.6)	215 (2.5)	78 (2.6)	224 (1.4)
Iowa	47 (3.8)	226 (1.6)	53 (3.8)	228 (1.2)	38 (3.1)	227 (1.9)	62 (3.1)	227 (1.4)
Kentucky	51 (3.8)	215 (1.9)	49 (3.8)	213 (1.7)	26 (3.1)	215 (3.2)	74 (3.1)	214 (1.5)
Louisiana	54 (2.7)	202 (1.6)	46 (2.7)	209 (1.4)	37 (3.5)	202 (2.5)	63 (3.5)	207 (1.6)
Maine	54 (3.6)	229 (1.7)	46 (3.6)	228 (1.4)	11 (1.6)	226 (2.7)	89 (1.6)	228 (1.3)
Maryland	56 (3.2)	211 (2.3)	44 (3.2)	214 (2.2)	56 (2.7)	211 (1.8)	44 (2.7)	213 (2.6)
Massachusetts	55 (3.6)	228 (1.6)	45 (3.6)	227 (1.4)	30 (3.3)	221 (2.5)	70 (3.3)	230 (1.2)
Michigan	48 (3.8)	219 (2.6)	52 (3.8)	216 (2.3,	29 (3.0)	214 (3.1)	71 (3.0)	219 (1.9)
Minnesota	47 (3.4)	224 (1.6)	53 (3.4)	220 (1.9)	41 (2.9)	220 (1.9)	59 (2.9)	223 (1.7)
Mississippi	70 (3.2)	199 (1.7)	30 (3.2)	202 (2.6)	46 (3.8)	199 (2.2)	54 (3.8)	201 (1.9)
Missouri	52 (3.0)	221 (1.5)	48 (3.0)	222 (1.9)	34 (2.8)	221 (2.5)	66 (2.8)	222 (1.7)
Nebraska	58 (4.2)	221 (1.6)	42 (4.2)	224 (1.7)	54 (3.7)	221 (1.6)	46 (3.7)	224 (1.5)
New Hampshire	68 (3.4)	229 (1.4)	32 (3.4)	231 (1.8)	19 (2.4)	224 (2.3)	81 (2.4)	231 (1.4)
New Jersey	45 (3.2)	221 (2.2)	55 (3.2)	228 (2.1)	37 (3.7)	220 (2.6)	63 (3.7)	227 (1.8)
New Mexico	58 (3.5)	212 (1.8)	42 (3.5)	211 (2.9)	58 (3.3)	209 (1.8)	42 (3.3)	215 (2.7)
New York	57 (2.7)	214 (2.1)	43 (2.7)	218 (2.9)	47 (3.0)	208 (2.8)	53 (3.0)	222 (1.7)
North Carolina	51 (2.8)	2' 3 (1.8)	49 (2.8)	212 (1.5)	37 (2.8)	212 (2.0)	63 (2.8)	214 (1.3)
North Dakota	56 (3.8)	225 (1.7)	44 (3.8)	229 (1.6)	24 (3.2)	228 (2.0)	76 (3.2)	227 (1.4)
Ohio	52 (3.3)	219 (1.9)	48 (3.3)	218 (1.8)	30 (2.7)	211 (2.6)	70 (2.7)	222 (1.4)
Oklahoma	70 (3.3)	222 (1.2)	30 (3.3)	220 (1.5)	70 (3.1)	222 (1.1)	30 (3.1)	220 (1.8)
Pennsylvania	50 (3.3)	222 (1.9)	50 (3.3)	223 (1.9)	27 (3.0)	219 (2.9)	73 (3.0)	223 (1.3)
Rhode Island	49 (3.5)	218 (2.5)	51 (3.5)	218 (2.3)	33 (3.2)	211 (3.4)	67 (3.2)	221 (1.9)
South Carolina	58 (3.2)	211 (1.4)	42 (3.2)	211 (2.3)	32 (2.8)	207 (2.2)	68 (2.8)	213 (1.7)
Tennessee	65 (3.2)	212 (1.8)	35 (3.2)	215 (2.0)	34 (2.7)	210 (2.8)	66 (2.7)	215 (1.5)
Texas	61 (2.7)	213 (2.1)	39 (2.7)	214 (2.4)	57 (3.5)	212 (2.1)	43 (3.5)	215 (2.1)
Utah	62 (2.9)	223 (1.4)	38 (2.9)	220 (1.5)	36 (3.2)	220 (2.1)	64 (3.2)	222 (1.1)
Virginia	64 (2.8)	222 (1.6)	36 (2.8)	223 (2.3)	45 (3.1)	222 (2.2)	55 (3.1)	223 (1.9)
West Virginia	49 (4.2)	215 (1.9)	51 (4.2)	217 (1.8)	23 (3.0)	219 (2.9)	77 (3.0)	215 (1.5)
Wisconsin	59 (3.0)	224 (1.6)	41 (3.0)	227 (1.6)	34 (3.8)	223 (1.7)	66 (3.8)	226 (1.2)
Wyoming	49 (3.1)	223 (1.5)	51 (3.1)	227 (1.5)	23 (2.9)	223 (2.5)	77 (2.9)	225 (1.2)
TERRITORY								
Guam	66 (0.7)	182 (1.8)	34 (0.7)	184 (2.0)	77 (1.0)	182 (1.7)	23 (1.0)	186 (2.0)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | **Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)**

PUBLIC SCHOOLS	Teaching Critical Thinking				The Role of Students' Prior Knowlege in Their Reading			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	83 (1.8)	217 (1.3)	17 (1.8)	218 (2.7)	71 (2.8)	217 (1.5)	29 (2.8)	217 (1.9)
Northeast	80 (3.3)	221 (4.6)	20 (3.3)	229 (6.4)!	71 (4.0)	223 (5.5)	29 (4.0)	221 (4.2)
Southeast	88 (2.4)	213 (3.0)	12 (2.4)	208 (5.3)!	70 (2.9)	212 (3.0)	30 (2.9)	213 (4.4)
Central	78 (4.8)	222 (1.8)	22 (4.8)	220 (4.2)!	68 (8.4)	222 (1.8)	32 (8.4)	220 (3.5)!
West	84 (2.3)	214 (2.1)	16 (2.3)	213 (5.2)	73 (4.2)	214 (2.4)	27 (4.2)	214 (2.8)
STATES								
Alabama	85 (2.4)	209 (2.0)	15 (2.4)	209 (4.4)	61 (3.4)	206 (2.6)	39 (3.4)	213 (2.2)
Arizona	81 (2.5)	211 (1.4)	19 (2.5)	210 (3.1)	75 (2.8)	210 (1.5)	25 (2.8)	210 (2.1)
Arkansas	82 (2.7)	212 (1.3)	18 (2.7)	211 (2.8)	70 (3.4)	213 (1.4)	30 (3.4)	211 (2.4)
California	89 (1.8)	203 (2.4)	11 (1.8)	201 (3.5)	78 (2.2)	205 (2.4)	22 (2.2)	197 (3.1)
Colorado	85 (2.2)	218 (1.3)	15 (2.2)	216 (2.9)	77 (2.7)	218 (1.3)	23 (2.7)	216 (2.6)
Connecticut	91 (1.6)	224 (1.5)	9 (1.6)	221 (3.8)	79 (2.7)	224 (1.8)	21 (2.7)	223 (3.3)
Delaware	80 (1.3)	216 (0.9)	20 (1.3)	208 (1.5)	70 (0.8)	214 (0.9)	30 (0.8)	215 (1.4)
Dist. Columbia	87 (1.1)	188 (0.9)	13 (1.1)	181 (3.2)	62 (1.6)	189 (1.2)	38 (1.6)	186 (1.4)
Florida	87 (1.6)	211 (1.4)	13 (1.6)	202 (3.1)	78 (2.1)	210 (1.6)	22 (2.1)	209 (2.2)
Georgia	78 (2.1)	214 (1.8)	22 (2.1)	208 (2.8)	69 (2.7)	215 (1.8)	31 (2.7)	208 (2.4)
Hawaii	89 (1.8)	205 (1.9)	11 (1.8)	199 (3.6)	76 (2.6)	204 (2.1)	24 (2.6)	203 (2.6)
Idaho	83 (1.9)	221 (1.0)	17 (1.9)	219 (2.1)	73 (3.1)	220 (1.2)	27 (3.1)	222 (1.7)
Indiana	72 (2.8)	222 (1.3)	28 (2.8)	223 (2.5)	50 (3.2)	220 (1.4)	50 (3.2)	225 (1.9)
Iowa	81 (2.7)	227 (1.2)	19 (2.7)	225 (2.4)	68 (2.9)	227 (1.4)	32 (2.9)	228 (1.4)
Kentucky	66 (3.3)	214 (1.7)	34 (3.3)	214 (2.0)	51 (4.0)	213 (1.9)	49 (4.0)	215 (1.6)
Louisiana	86 (2.5)	204 (1.3)	14 (2.5)	209 (4.2)	66 (3.5)	204 (1.6)	34 (3.5)	206 (2.4)
Maine	75 (2.9)	229 (1.4)	25 (2.9)	225 (1.6)	63 (3.9)	229 (1.4)	37 (3.9)	227 (1.7)
Maryland	92 (1.7)	212 (1.7)	8 (1.7)	209 (5.2)!	83 (2.3)	213 (1.7)	17 (2.3)	208 (4.9)
Massachusetts	80 (2.9)	228 (1.3)	20 (2.9)	226 (2.4)	58 (3.7)	228 (1.5)	42 (3.7)	227 (1.5)
Michigan	89 (2.1)	218 (1.8)	11 (2.1)	212 (3.2)!	93 (1.9)	217 (1.6)	7 (1.9)	217 (5.4)!
Minnesota	77 (2.9)	223 (1.2)	23 (2.9)	219 (3.3)	65 (3.6)	222 (1.4)	35 (3.6)	221 (2.1)
Mississippi	84 (2.7)	199 (1.4)	16 (2.7)	202 (3.4)	68 (3.0)	200 (1.5)	32 (3.0)	200 (2.3)
Missouri	74 (3.0)	220 (1.6)	26 (3.0)	224 (2.1)	60 (3.5)	222 (1.6)	40 (3.5)	221 (2.0)
Nebraska	81 (3.3)	222 (1.3)	19 (3.3)	226 (2.6)	72 (4.1)	221 (1.2)	28 (4.1)	225 (2.2)
New Hampshire	83 (2.7)	229 (1.4)	17 (2.7)	230 (3.0)	70 (3.2)	229 (1.2)	30 (3.2)	230 (2.1)
New Jersey	80 (2.9)	223 (1.6)	20 (2.9)	230 (3.6)	59 (4.2)	224 (2.0)	41 (4.2)	225 (2.5)
New Mexico	82 (2.7)	212 (1.8)	18 (2.7)	210 (3.9)	64 (2.9)	211 (1.7)	36 (2.9)	213 (3.4)
New York	79 (2.7)	215 (1.9)	21 (2.7)	219 (2.7)	71 (3.2)	214 (2.0)	29 (3.2)	220 (2.4)
North Carolina	82 (2.5)	214 (1.3)	18 (2.5)	208 (3.2)	64 (2.4)	214 (1.5)	36 (2.4)	211 (2.0)
North Dakota	84 (2.3)	226 (1.3)	16 (2.3)	231 (2.6)	59 (4.8)	226 (1.5)	41 (4.8)	228 (1.9)
Ohio	78 (2.7)	219 (1.5)	22 (2.7)	217 (3.1)	56 (3.3)	218 (1.8)	44 (3.3)	219 (2.2)
Oklahoma	83 (3.0)	222 (1.1)	17 (3.0)	222 (2.6)	69 (3.3)	223 (1.4)	31 (3.3)	219 (1.7)
Pennsylvania	80 (3.1)	223 (1.6)	20 (3.1)	221 (2.4)	71 (2.9)	222 (1.7)	29 (2.9)	223 (2.0)
Rhode Island	66 (2.7)	219 (2.0)	34 (2.7)	216 (3.0)	53 (3.2)	219 (2.4)	47 (3.2)	217 (2.3)
South Carolina	89 (2.0)	211 (1.5)	11 (2.0)	212 (3.6)	73 (3.0)	211 (1.5)	27 (3.0)	212 (2.9)
Tennessee	84 (2.3)	213 (1.6)	16 (2.3)	215 (2.8)	70 (2.6)	213 (1.7)	30 (2.6)	214 (2.5)
Texas	84 (2.2)	213 (1.8)	16 (2.2)	217 (2.8)	71 (3.1)	214 (1.8)	29 (3.1)	214 (2.8)
Utah	87 (1.7)	221 (1.2)	13 (1.7)	221 (2.4)	58 (3.2)	221 (1.4)	42 (3.2)	222 (1.6)
Virginia	86 (1.5)	223 (1.5)	14 (1.5)	220 (3.3)	80 (2.3)	222 (1.5)	20 (2.3)	224 (3.4)
West Virginia	73 (3.4)	217 (1.6)	27 (3.4)	215 (2.5)	53 (3.7)	216 (1.9)	47 (3.7)	217 (1.8)
Wisconsin	84 (2.1)	225 (1.1)	16 (2.1)	222 (2.8)	82 (2.5)	225 (1.2)	18 (2.5)	225 (2.2)
Wyoming	81 (2.3)	225 (1.3)	19 (2.3)	223 (2.3)	66 (3.4)	224 (1.4)	34 (3.4)	225 (1.5)
TERRITORY								
Guam	82 (0.8)	184 (1.5)	18 (0.8)	177 (3.1)	80 (0.6)	184 (1.5)	20 (0.6)	177 (2.5)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.14 | Teachers' Reports on Their College Courses or In-Service Education in Reading and Teaching Reading, Grade 4, 1992 Reading Assessment (continued)

PUBLIC SCHOOLS	The Whole Language Approach to Teaching Reading				Phonics in the Teaching of Reading			
	Yes		No		Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	80 (2.0)	218 (1.4)	20 (2.0)	214 (1.8)	44 (1.9)	214 (1.6)	56 (1.9)	220 (1.6)
Northeast	74 (4.7)	225 (5.2)	26 (4.7)	215 (3.1)	41 (4.6)	220 (6.4)	59 (4.6)	224 (5.0)
Southeast	78 (2.3)	213 (3.8)	22 (2.3)	209 (3.2)	48 (3.6)	210 (2.7)	52 (3.6)	215 (3.4)
Central	85 (5.0)	222 (2.0)	15 (5.0)	219 (3.8)!	40 (3.1)	217 (2.2)	60 (3.1)	224 (2.6)
West	83 (3.5)	214 (2.2)	17 (3.5)	214 (4.0)	47 (3.8)	210 (2.2)	53 (3.8)	218 (2.3)
STATES								
Alabama	80 (2.8)	208 (2.1)	20 (2.8)	212 (3.0)	62 (3.2)	206 (2.3)	38 (3.2)	213 (2.4)
Arizona	77 (2.7)	211 (1.4)	23 (2.7)	209 (2.9)	51 (3.3)	210 (1.8)	49 (3.3)	211 (1.7)
Arkansas	68 (3.4)	212 (1.5)	32 (3.4)	213 (2.2)	49 (3.5)	210 (1.6)	51 (3.5)	214 (1.8)
California	93 (1.8)	202 (2.4)	7 (1.8)	209 (8.5)!	47 (3.5)	204 (2.6)	53 (3.5)	202 (2.9)
Colorado	89 (1.8)	218 (1.2)	11 (1.8)	216 (3.9)	46 (2.9)	216 (1.7)	54 (2.9)	220 (1.4)
Connecticut	89 (2.2)	225 (1.5)	11 (2.2)	214 (5.0)!	44 (3.1)	221 (2.4)	56 (3.1)	226 (1.9)
Delaware	71 (0.9)	214 (1.0)	29 (0.9)	216 (1.1)	60 (1.1)	213 (1.2)	40 (1.1)	217 (1.6)
Dist. Columbia	71 (1.3)	190 (1.1)	29 (1.3)	183 (1.3)	67 (1.2)	185 (1.3)	33 (1.2)	192 (1.6)
Florida	89 (1.9)	210 (1.4)	11 (1.9)	208 (3.4)	59 (3.0)	208 (2.1)	41 (3.0)	213 (1.6)
Georgia	92 (1.6)	214 (1.6)	8 (1.6)	206 (3.9)	56 (3.0)	214 (2.1)	44 (3.0)	212 (2.2)
Hawaii	83 (2.1)	204 (2.0)	17 (2.1)	206 (3.0)	44 (2.6)	201 (2.4)	56 (2.6)	206 (2.1)
Idaho	80 (2.9)	220 (1.1)	20 (2.9)	223 (2.2)	56 (2.9)	219 (1.3)	44 (2.9)	222 (1.4)
Indiana	70 (3.5)	221 (1.4)	30 (3.5)	224 (2.4)	36 (2.7)	218 (2.0)	64 (2.7)	224 (1.5)
Iowa	88 (2.6)	227 (1.1)	12 (2.6)	224 (3.4)!	36 (3.4)	226 (1.8)	64 (3.4)	227 (1.2)
Kentucky	71 (3.2)	215 (1.7)	29 (3.2)	212 (1.8)	48 (3.9)	213 (1.9)	52 (3.9)	215 (1.8)
Louisiana	68 (3.0)	202 (1.6)	32 (3.0)	211 (1.7)	57 (3.5)	202 (1.6)	43 (3.5)	208 (1.9)
Maine	80 (3.2)	228 (1.3)	20 (3.2)	229 (2.2)	37 (3.6)	228 (1.9)	63 (3.6)	228 (1.4)
Maryland	86 (2.1)	212 (1.9)	14 (2.1)	212 (3.1)	50 (3.2)	209 (2.7)	50 (3.2)	215 (2.1)
Massachusetts	77 (3.1)	228 (1.3)	23 (3.1)	228 (2.1)	38 (3.7)	224 (1.9)	62 (3.7)	230 (1.3)
Michigan	81 (3.2)	219 (1.8)	19 (3.2)	212 (4.5)	44 (3.9)	213 (2.6)	56 (3.9)	221 (2.1)
Minnesota	82 (2.7)	223 (1.4)	18 (2.7)	218 (2.9)	52 (3.6)	223 (1.5)	48 (3.6)	221 (2.3)
Mississippi	73 (3.2)	199 (1.7)	27 (3.2)	202 (2.6)	65 (3.2)	199 (1.7)	35 (3.2)	202 (2.1)
Missouri	79 (3.1)	220 (1.4)	21 (3.1)	225 (2.3)	44 (2.9)	220 (1.8)	56 (2.9)	222 (1.6)
Nebraska	78 (3.4)	222 (1.1)	22 (3.4)	225 (3.0)	51 (3.5)	221 (1.6)	49 (3.5)	224 (1.5)
New Hampshire	89 (1.6)	229 (1.3)	11 (1.6)	230 (3.7)	46 (3.5)	226 (1.4)	54 (3.5)	232 (1.7)
New Jersey	71 (3.1)	225 (1.7)	29 (3.1)	225 (2.9)	42 (3.0)	218 (2.2)	58 (3.0)	229 (2.1)
New Mexico	75 (3.0)	211 (1.8)	25 (3.0)	213 (3.2)	52 (3.8)	212 (1.7)	48 (3.8)	211 (2.9)
New York	82 (2.3)	215 (1.6)	18 (2.3)	218 (4.6)	50 (2.6)	209 (2.4)	50 (2.6)	223 (1.6)
North Carolina	83 (2.6)	214 (1.3)	17 (2.6)	209 (3.2)	48 (2.9)	211 (1.7)	52 (2.9)	214 (1.6)
North Dakota	69 (3.9)	226 (1.2)	31 (3.9)	228 (2.0)	55 (3.7)	224 (1.6)	45 (3.7)	230 (1.8)
Ohio	81 (3.0)	219 (1.5)	19 (3.0)	218 (4.1)	38 (3.9)	214 (2.4)	62 (3.9)	221 (1.8)
Oklahoma	88 (2.3)	222 (1.0)	12 (2.3)	220 (2.8)	69 (3.3)	222 (1.2)	31 (3.3)	222 (1.7)
Pennsylvania	76 (2.7)	223 (1.5)	24 (2.7)	219 (2.4)	42 (3.8)	219 (2.4)	58 (3.8)	224 (1.4)
Rhode Island	77 (2.4)	219 (1.7)	23 (2.4)	214 (3.8)	44 (3.2)	216 (2.4)	56 (3.2)	220 (2.1)
South Carolina	85 (2.4)	211 (1.5)	15 (2.4)	210 (3.4)	51 (3.1)	207 (1.8)	49 (3.1)	215 (1.9)
Tennessee	78 (3.0)	213 (1.8)	22 (3.0)	214 (2.6)	59 (3.2)	212 (2.0)	41 (3.2)	216 (2.2)
Texas	84 (2.5)	214 (1.7)	16 (2.5)	209 (3.8)	54 (2.6)	210 (2.1)	46 (2.6)	218 (2.3)
Utah	77 (2.6)	222 (1.2)	23 (2.6)	221 (2.0)	58 (3.3)	222 (1.4)	42 (3.3)	220 (1.7)
Virginia	86 (2.1)	223 (1.6)	14 (2.1)	219 (3.1)	49 (3.5)	218 (2.1)	51 (3.5)	226 (1.9)
West Virginia	67 (3.3)	217 (1.6)	33 (3.3)	215 (2.6)	49 (3.2)	216 (2.0)	51 (3.2)	217 (1.9)
Wisconsin	83 (2.3)	224 (1.1)	17 (2.3)	228 (2.7)	48 (3.7)	224 (1.6)	52 (3.7)	225 (1.2)
Wyoming	76 (3.4)	224 (1.3)	24 (3.4)	226 (2.4)	40 (3.3)	223 (1.6)	60 (3.3)	226 (1.5)
TERRITORY								
Guam	74 (1.0)	182 (1.6)	26 (1.0)	184 (2.1)	70 (0.8)	182 (1.5)	30 (0.8)	185 (2.5)

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.15 **Teachers' Reports on the Amount of Time Spent on In-service Education in Reading or the Teaching of Reading During the Last Year, Grade 4, 1992 Reading Assessment**

	16 Hours or More		One to 15 Hours		None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	29(2.5)	217(2.2)	61(2.8)	220(1.3)	10(1.3)	218(3.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 percent were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 9.16 | **Teachers' Reports on The Amount of Time Spent on In-Service Education in Reading or the Teaching of Reading During the Last Year, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	16 Hours or More		One to 15 Hours		None	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	31 (2.6)	216 (2.3)	60 (2.9)	219 (1.4)	9 (1.4)	215 (3.4)
Northeast	25 (5.7)	223 (7.4)!	63 (8.9)	221 (3.1)	12 (4.3)	224 (9.8)!
Southeast	34 (4.6)	210 (4.5)	59 (4.9)	216 (3.1)	7 (1.8)	205 (4.7)!
Central	36 (6.5)	222 (3.2)!	54 (6.0)	220 (2.1)	11 (3.1)	219 (4.1)!
West	29 (3.0)	208 (4.7)	65 (3.1)	218 (2.8)	7 (1.9)	204 (4.7)!
STATES						
Alabama	30 (3.1)	209 (3.1)	62 (3.6)	210 (2.0)	8 (1.9)	205 (4.7)!
Arizona	24 (3.0)	212 (2.4)	58 (2.9)	209 (2.1)	18 (2.1)	213 (2.1)
Arkansas	33 (3.9)	213 (2.4)	57 (3.8)	213 (1.6)	10 (2.0)	204 (5.2)!
California	33 (2.8)	201 (3.1)	61 (3.2)	205 (2.5)	6 (1.8)	201(12.6)!
Colorado	23 (2.4)	220 (2.5)	66 (2.6)	217 (1.4)	11 (1.8)	213 (4.0)
Connecticut	28 (2.9)	221 (3.3)	68 (2.9)	225 (1.4)	4 (1.1)	227 (5.1)!
Delaware*	20 (1.0)	213 (2.2)	66 (1.2)	214 (0.8)	13 (0.9)	216 (1.1)
Dist. Columbia	19 (0.9)	187 (2.0)	73 (0.9)	188 (1.1)	8 (0.8)	186 (3.9)
Florida	30 (3.1)	213 (2.0)	63 (3.2)	209 (1.6)	7 (1.3)	203 (3.8)
Georgia	27 (2.7)	211 (2.9)	61 (2.7)	214 (1.9)	12 (2.0)	214 (3.8)
Hawaii	30 (2.6)	201 (2.4)	61 (2.7)	205 (2.1)	9 (1.7)	213 (4.4)
Idaho	20 (2.5)	220 (2.4)	69 (2.7)	221 (1.0)	11 (1.9)	218 (3.1)
Indiana	17 (2.3)	221 (2.6)	64 (3.1)	223 (1.5)	19 (3.0)	220 (2.9)
Iowa	26 (3.2)	226 (2.1)	63 (2.9)	228 (1.2)	11 (1.9)	222 (3.1)
Kentucky	18 (2.6)	215 (3.1)	64 (3.3)	215 (1.4)	17 (3.4)	212 (2.2)!
Louisiana	17 (2.7)	204 (2.8)	63 (3.0)	205 (1.8)	19 (3.1)	204 (3.3)
Maine*	16 (2.4)	232 (3.1)	60 (3.2)	227 (1.5)	24 (3.3)	229 (1.9)
Maryland	32 (3.2)	213 (2.4)	60 (3.2)	213 (2.3)	8 (1.6)	205 (6.5)!
Massachusetts	16 (2.1)	227 (2.9)	67 (3.0)	228 (1.2)	17 (2.9)	229 (2.3)
Michigan	26 (3.0)	216 (2.5)	65 (3.4)	219 (2.1)	9 (2.3)	217 (4.9)!
Minnesota	27 (2.5)	222 (2.1)	62 (2.9)	223 (1.4)	11 (2.1)	217 (5.3)
Mississippi	28 (3.3)	198 (3.3)	62 (3.6)	201 (1.8)	9 (1.7)	197 (3.7)
Missouri	15 (2.2)	220 (3.5)	64 (3.1)	220 (1.6)	21 (3.0)	226 (2.8)
Nebraska*	33 (3.0)	220 (1.6)	57 (3.5)	224 (1.5)	9 (2.1)	221 (4.9)!
New Hampshire*	34 (3.9)	230 (1.9)	60 (3.2)	230 (1.5)	6 (1.8)	222 (3.5)!
New Jersey*	23 (3.1)	222 (3.0)	58 (3.5)	227 (2.0)	19 (2.6)	220 (3.2)
New Mexico	18 (2.8)	207 (2.5)	63 (3.2)	212 (2.5)	19 (3.1)	212 (2.6)
New York*	27 (3.2)	213 (3.2)	52 (3.3)	215 (2.0)	21 (2.9)	222 (2.5)
North Carolina	28 (2.6)	212 (2.1)	63 (2.9)	213 (1.7)	9 (2.1)	216 (4.2)!
North Dakota	18 (3.1)	224 (2.0)	69 (4.0)	228 (1.6)	13 (3.1)	224 (4.1)!
Ohio	19 (2.9)	219 (3.5)	67 (3.5)	218 (1.8)	13 (2.4)	223 (3.6)
Oklahoma	24 (3.0)	221 (1.9)	70 (3.2)	222 (1.1)	6 (1.4)	223 (4.2)!
Pennsylvania	24 (2.4)	224 (2.1)	62 (3.2)	221 (1.9)	14 (2.7)	224 (2.9)
Rhode Island	30 (2.7)	217 (3.3)	59 (2.9)	218 (2.0)	11 (1.9)	217 (4.9)
South Carolina	27 (3.4)	211 (2.6)	67 (3.4)	211 (1.6)	6 (1.2)	210 (4.7)
Tennessee	23 (2.4)	214 (2.7)	63 (2.4)	213 (1.7)	14 (2.1)	211 (3.4)
Texas	37 (3.5)	215 (2.8)	55 (3.3)	213 (2.1)	9 (1.8)	210 (4.3)!
Utah	22 (2.4)	226 (2.3)	62 (2.7)	220 (1.3)	16 (2.1)	223 (2.0)
Virginia	25 (3.1)	225 (3.1)	67 (3.1)	221 (1.7)	8 (1.4)	222 (3.8)
West Virginia	17 (2.6)	215 (2.8)	71 (3.1)	217 (1.6)	12 (2.1)	213 (5.5)
Wisconsin	28 (3.2)	226 (2.0)	63 (3.2)	224 (1.2)	9 (2.2)	227 (2.9)!
Wyoming	20 (2.7)	226 (2.5)	64 (3.2)	224 (1.5)	16 (2.4)	226 (2.4)
TERRITORY						
Guam	38 (0.9)	186 (2.4)	50 (1.1)	182 (1.6)	13 (0.7)	178 (3.6)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER TEN

Student Motivation on NAEP's 1992 Assessment for the Nation and the States

Overview

To try to gauge students' motivation, the 1992 assessment added a section of follow-up questions that asked the students for a frank appraisal of how much effort they put into the test and how important it was for them to do well. In addition, the follow-up questions sought to determine students' perception of the difficulty of the assessment and confidence in their own performance. These questions asked students how the test compared to their regular school tests and how many questions they think they answered correctly. Data about students' familiarity with the item types can be used both to provide information about their classroom instruction and as contextual background for interpreting the results on performance tasks.

TABLE 10.1 **Students' Reports on Number of Questions They Thought They Answered Correctly on the NAEP Reading Test, Grades 4, 8, and 12, 1992 Reading Assessment**

	Almost All		More than Half		About Half		Less Than Half	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	40(0.8)	223(1.2)	36(0.7)	222(1.2)	19(0.6)	210(1.5)	6(0.4)	188(2.1)
Grade 8	22(0.6)	275(1.2)	42(0.6)	267(0.9)	28(0.6)	249(1.5)	8(0.4)	228(1.7)
Grade 12	24(0.7)	307(1.0)	38(0.6)	298(0.6)	27(0.6)	280(0.9)	11(0.4)	258(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.2 | **Students' Reports on Number of Questions They Thought They Answered Correctly on the NAEP Reading Test, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost All		More Than Half		About Half		Less Than Half	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	40 (0.9)	221 (1.4)	35 (0.8)	220 (1.4)	19 (0.7)	209 (1.6)	6 (0.5)	187 (2.1)
Northeast	38 (2.5)	227 (5.0)	40 (2.0)	225 (4.0)	18 (1.8)	210 (3.7)	4 (0.8)	*** (***)
Southeast	43 (2.0)	218 (3.4)	31 (1.6)	212 (1.9)	19 (1.7)	205 (2.7)	6 (1.0)	184 (4.7)
Central	37 (1.4)	224 (2.1)	39 (1.4)	221 (2.3)	19 (1.1)	214 (3.5)	5 (0.8)	192 (4.2)
West	40 (1.4)	216 (2.1)	32 (1.7)	220 (3.2)	21 (1.0)	206 (2.8)	7 (0.9)	185 (2.9)
STATES								
Alabama	43 (0.9)	214 (2.0)	33 (0.9)	211 (2.0)	19 (0.7)	199 (2.1)	5 (0.5)	179 (3.7)
Arizona	35 (0.9)	217 (1.6)	37 (1.0)	215 (1.6)	22 (0.9)	201 (1.7)	6 (0.5)	185 (2.9)
Arkansas	41 (1.1)	218 (1.3)	31 (1.2)	217 (1.9)	21 (0.9)	201 (1.7)	7 (0.6)	188 (3.8)
California	35 (1.1)	212 (2.6)	34 (1.2)	210 (2.3)	23 (0.9)	192 (2.4)	8 (0.8)	173 (4.4)
Colorado	37 (1.0)	223 (1.6)	37 (0.8)	222 (1.2)	21 (0.9)	207 (1.6)	5 (0.4)	191 (4.0)
Connecticut	40 (1.3)	229 (1.7)	36 (1.3)	227 (1.7)	20 (0.9)	213 (2.1)	5 (0.5)	187 (3.9)
Delaware*	43 (1.2)	220 (1.2)	31 (1.0)	216 (1.6)	20 (0.8)	204 (1.5)	6 (0.6)	196 (3.2)
Dist. Columbia	48 (1.0)	194 (1.0)	28 (0.9)	190 (1.4)	18 (0.7)	182 (2.1)	5 (0.4)	163 (4.7)
Florida	40 (0.8)	216 (1.8)	34 (0.9)	212 (1.5)	21 (0.8)	200 (2.0)	6 (0.5)	186 (3.1)
Georgia	44 (1.0)	218 (2.1)	32 (1.0)	217 (1.7)	18 (0.8)	204 (1.8)	5 (0.4)	187 (3.3)
Hawaii	32 (1.2)	208 (2.0)	35 (1.1)	209 (2.0)	25 (0.9)	201 (2.2)	8 (0.6)	185 (3.4)
Idaho	37 (1.1)	227 (1.3)	37 (1.1)	223 (1.1)	19 (0.8)	213 (1.6)	7 (0.4)	195 (3.1)
Indiana	37 (1.3)	223 (1.5)	37 (1.2)	225 (1.5)	21 (0.9)	214 (1.8)	5 (0.5)	197 (3.5)
Iowa	36 (1.1)	233 (1.4)	39 (1.1)	232 (1.1)	20 (0.9)	214 (1.5)	5 (0.5)	197 (3.2)
Kentucky	37 (1.0)	218 (1.6)	34 (1.0)	219 (1.5)	22 (1.0)	206 (1.9)	6 (0.5)	188 (3.3)
Louisiana	44 (1.0)	209 (1.5)	29 (0.9)	205 (1.8)	20 (0.9)	199 (1.9)	6 (0.5)	187 (2.6)
Maine*	34 (1.0)	234 (1.5)	39 (1.1)	232 (1.5)	20 (1.0)	219 (1.8)	7 (0.7)	205 (3.0)
Maryland	39 (1.0)	216 (1.8)	35 (1.0)	217 (1.6)	20 (0.9)	206 (2.2)	5 (0.6)	183 (4.6)
Massachusetts	38 (1.3)	235 (1.4)	36 (1.1)	230 (1.2)	22 (1.0)	217 (1.5)	4 (0.4)	200 (3.1)
Michigan	38 (1.3)	223 (2.0)	37 (1.3)	221 (1.5)	20 (0.9)	208 (1.6)	5 (0.5)	191 (3.6)
Minnesota	39 (1.1)	228 (1.3)	37 (1.1)	227 (1.5)	18 (0.8)	209 (2.3)	6 (0.4)	199 (3.1)
Mississippi	41 (1.0)	204 (1.6)	32 (1.0)	202 (1.7)	19 (0.8)	194 (2.5)	7 (0.5)	179 (3.7)
Missouri	39 (1.3)	227 (1.6)	35 (1.1)	222 (1.5)	21 (1.1)	213 (1.7)	5 (0.4)	205 (3.2)
Nebraska*	37 (1.1)	227 (1.4)	38 (1.1)	227 (1.4)	21 (0.9)	214 (1.6)	4 (0.5)	191 (4.4)
New Hampshire*	41 (1.2)	236 (1.7)	36 (1.2)	232 (1.5)	19 (0.7)	217 (1.6)	5 (0.5)	196 (3.2)
New Jersey*	43 (1.1)	231 (1.9)	36 (0.9)	226 (1.6)	18 (1.0)	212 (2.0)	4 (0.4)	202 (4.6)
New Mexico	40 (1.5)	217 (1.8)	34 (1.0)	217 (1.9)	20 (0.8)	205 (1.8)	7 (0.7)	179 (4.1)
New York*	39 (1.2)	221 (1.7)	34 (1.0)	220 (1.8)	21 (0.9)	206 (2.4)	6 (0.5)	196 (4.6)
North Carolina	40 (1.1)	219 (1.5)	33 (1.1)	216 (1.6)	21 (0.8)	204 (1.4)	6 (0.5)	186 (3.5)
North Dakota	39 (1.2)	233 (1.4)	36 (1.3)	228 (1.2)	19 (1.1)	223 (2.0)	6 (0.6)	201 (3.2)
Ohio	40 (1.2)	224 (1.6)	35 (1.0)	221 (1.5)	19 (1.0)	209 (2.4)	5 (0.5)	197 (3.4)
Oklahoma	37 (1.3)	227 (1.4)	35 (1.1)	226 (1.2)	22 (1.2)	215 (1.6)	6 (0.6)	194 (3.7)
Pennsylvania	39 (1.2)	228 (1.8)	38 (0.9)	224 (1.6)	19 (1.0)	213 (1.9)	5 (0.4)	194 (3.1)
Rhode Island	38 (1.1)	225 (1.7)	35 (1.0)	220 (2.2)	21 (1.0)	209 (1.8)	6 (0.6)	190 (5.7)
South Carolina	45 (1.0)	218 (1.6)	32 (1.0)	212 (1.9)	18 (0.9)	200 (2.0)	5 (0.4)	186 (3.5)
Tennessee	40 (0.9)	218 (2.0)	33 (0.9)	216 (1.6)	21 (0.8)	204 (2.0)	5 (0.4)	190 (3.7)
Texas	37 (1.2)	219 (2.0)	34 (1.0)	218 (2.1)	22 (0.9)	207 (1.7)	7 (0.6)	190 (4.1)
Utah	39 (1.0)	228 (1.5)	38 (1.1)	224 (1.3)	18 (0.8)	212 (1.6)	5 (0.4)	196 (3.3)
Virginia	42 (1.1)	228 (1.7)	35 (1.0)	225 (1.4)	18 (0.7)	210 (1.9)	5 (0.5)	194 (3.1)
West Virginia	34 (1.0)	222 (1.8)	37 (0.9)	221 (1.5)	22 (0.9)	210 (1.6)	7 (0.6)	190 (3.1)
Wisconsin	35 (1.1)	231 (1.3)	39 (1.2)	230 (1.3)	21 (1.0)	214 (1.8)	6 (0.5)	193 (2.8)
Wyoming	40 (1.1)	231 (1.3)	36 (0.9)	227 (1.3)	18 (0.7)	216 (1.7)	6 (0.5)	196 (3.7)
TERRITORY								
Guam	29 (0.8)	184 (2.1)	27 (1.0)	186 (2.0)	31 (1.2)	187 (1.7)	12 (0.7)	165 (4.3)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.3 Students' Reports on Degree of Difficulty of the NAEP Test Compared with Other Reading Tests or Assignments This Year, Grades 4, 8, and 12, 1992 Reading Assessment

	Much Harder		Harder		About As Hard		Not As Hard	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	18(0.7)	203(1.4)	19(0.7)	219(1.8)	37(0.8)	225(1.3)	[illegible].8)	218(1.4)
Grade 8	7(0.4)	240(2.0)	19(0.6)	259(1.5)	44(0.7)	267(1.1)	31(0.7)	259(1.0)
Grade 12	3(0.2)	264(2.2)	13(0.4)	280(1.2)	42(0.5)	290(0.7)	42(0.7)	299(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.4 | **Students' Reports on Degree of Difficulty of the NAEP Test Compared with Other Reading Tests or Assignments This Year, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Much Harder		Harder		About As Hard		Not as Hard	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	18 (0.8)	201 (1.5)	19 (0.7)	217 (2.0)	36 (1.0)	223 (1.5)	26 (0.9)	217 (1.5)
Northeast	17 (1.7)	203 (3.9)	20 (1.5)	226 (6.4)	38 (1.3)	227 (4.4)	25 (2.5)	224 (4.1)
Southeast	19 (1.6)	200 (3.4)	18 (1.5)	211 (3.4)	31 (2.1)	216 (3.6)	32 (2.0)	216 (3.6)
Central	19 (1.9)	206 (2.4)	20 (1.8)	218 (2.9)	41 (2.1)	227 (2.1)	21 (1.6)	218 (3.3)
West	19 (0.8)	198 (3.5)	19 (1.2)	212 (3.9)	35 (1.7)	222 (1.7)	27 (1.3)	212 (2.7)
STATES								
Alabama	23 (1.0)	198 (2.0)	19 (0.8)	211 (2.6)	29 (1.1)	215 (2.4)	30 (1.1)	208 (2.1)
Arizona	17 (0.8)	200 (1.9)	19 (0.8)	205 (2.5)	34 (0.9)	216 (1.8)	30 (0.8)	214 (1.7)
Arkansas	22 (0.9)	204 (2.1)	17 (0.7)	211 (2.2)	32 (1.0)	218 (1.8)	29 (0.9)	212 (1.7)
California	19 (1.1)	188 (3.1)	21 (1.0)	204 (2.8)	36 (1.2)	211 (2.2)	23 (1.0)	205 (3.3)
Colorado	15 (0.8)	202 (1.8)	20 (0.8)	217 (1.7)	38 (0.9)	224 (1.4)	27 (1.0)	219
Connecticut	16 (0.8)	207 (2.0)	21 (0.9)	223 (2.1)	37 (1.1)	230 (1.8)	26 (1.2)	22+ (1.9)
Delaware*	21 (1.2)	200 (1.4)	18 (1.3)	209 (2.1)	33 (1.4)	224 (1.3)	28 (1.0)	217 (1.8)
Dist. Columbia	23 (0.9)	182 (1.8)	16 (0.8)	184 (3.0)	30 (1.0)	195 (1.6)	31 (0.9)	191 (1.8)
Florida	22 (0.9)	198 (2.0)	20 (0.9)	213 (2.3)	33 (1.0)	213 (1.8)	25 (1.1)	212 (1.3)
Georgia	19 (1.3)	201 (2.2)	18 (0.9)	212 (2.5)	34 (1.3)	222 (1.9)	29 (0.8)	213 (1.8)
Hawaii	24 (1.1)	197 (2.1)	22 (0.8)	204 (2.0)	34 (0.9)	211 (2.1)	20 (1.2)	205 (2.3)
Idaho	19 (0.8)	211 (1.7)	21 (0.9)	222 (1.7)	34 (0.9)	228 (1.2)	26 (1.1)	218 (1.3)
Indiana	18 (1.0)	210 (1.7)	23 (0.9)	224 (1.9)	35 (1.0)	230 (1.6)	25 (0.9)	219 (1.7)
Iowa	16 (1.0)	212 (2.1)	20 (0.7)	228 (1.8)	37 (1.0)	234 (1.3)	27 (1.0)	225 (1.4)
Kentucky	23 (1.1)	205 (1.6)	20 (0.8)	219 (2.3)	30 (1.0)	219 (1.7)	27 (1.2)	214 (1.8)
Louisiana	25 (1.0)	196 (1.7)	18 (0.9)	206 (1.9)	28 (1.0)	210 (1.7)	29 (1.2)	205 (1.7)
Maine*	14 (0.8)	214 (2.2)	19 (1.0)	227 (2.3)	40 (1.4)	235 (1.4)	28 (1.2)	227 (1.6)
Maryland	19 (0.9)	198 (2.3)	20 (0.8)	211 (2.9)	37 (1.1)	221 (1.6)	24 (0.9)	214 (1.8)
Massachusetts	19 (1.0)	213 (1.5)	23 (0.9)	230 (1.8)	38 (1.2)	234 (1.2)	19 (1.0)	228 (1.6)
Michigan	16 (1.0)	201 (2.0)	21 (1.0)	220 (2.3)	39 (1.2)	224 (1.5)	25 (1.1)	216 (2.2)
Minnesota	18 (0.9)	209 (2.0)	24 (0.8)	223 (1.7)	36 (0.8)	229 (1.3)	22 (0.8)	223 (1.9)
Mississippi	25 (1.1)	193 (1.8)	17 (0.8)	197 (2.0)	28 (1.0)	204 (2.1)	30 (1.2)	203 (1.6)
Missouri	20 (1.0)	210 (1.9)	19 (0.9)	225 (2.2)	35 (1.1)	227 (1.6)	25 (1.1)	219 (1.7)
Nebraska*	19 (1.0)	210 (1.7)	20 (1.2)	225 (2.1)	38 (1.3)	228 (1.4)	23 (1.4)	222 (1.7)
New Hampshire*	16 (1.0)	215 (2.5)	24 (1.1)	230 (2.0)	38 (1.3)	234 (1.8)	23 (1.2)	232 (1.6)
New Jersey*	17 (1.1)	210 (2.5)	22 (1.0)	226 (2.6)	36 (1.4)	233 (1.8)	25 (1.1)	221 (2.1)
New Mexico	20 (1.3)	201 (2.9)	18 (0.8)	210 (2.2)	36 (1.0)	218 (2.0)	26 (1.4)	213 (1.6)
New York*	19 (1.1)	201 (2.0)	21 (1.2)	217 (2.4)	33 (1.0)	221 (2.1)	27 (1.1)	220 (1.8)
North Carolina	19 (0.8)	200 (1.8)	21 (0.8)	216 (2.1)	32 (0.9)	218 (1.8)	28 (0.9)	213 (1.8)
North Dakota	17 (1.1)	216 (2.0)	24 (1.0)	231 (1.9)	36 (1.1)	231 (1.4)	23 (1.1)	226 (1.8)
Ohio	23 (1.1)	206 (2.1)	20 (0.9)	222 (1.9)	33 (1.1)	226 (1.6)	25 (1.1)	217 (1.7)
Oklahoma	18 (1.0)	212 (1.7)	19 (0.9)	222 (2.1)	33 (1.1)	227 (1.3)	29 (1.2)	221 (1.7)
Pennsylvania	17 (0.9)	207 (1.9)	24 (0.9)	225 (1.7)	37 (1.2)	229 (1.7)	23 (1.3)	219 (1.6)
Rhode Island	20 (1.1)	204 (2.6)	21 (1.0)	221 (2.4)	34 (1.0)	222 (2.2)	24 (0.9)	221 (2.0)
South Carolina	24 (1.0)	202 (1.7)	18 (0.8)	211 (2.0)	27 (1.0)	217 (2.0)	31 (1.0)	213 (1.6)
Tennessee	21 (1.0)	205 (2.1)	20 (0.9)	214 (2.4)	32 (0.9)	220 (2.1)	26 (0.9)	211 (1.5)
Texas	23 (1.2)	206 (2.4)	19 (1.0)	217 (2.5)	32 (1.0)	221 (1.7)	26 (0.9)	212 (2.1)
Utah	16 (0.8)	211 (1.9)	21 (1.0)	223 (1.6)	37 (0.9)	226 (1.5)	26 (1.1)	221 (1.5)
Virginia	20 (1.0)	208 (1.7)	19 (0.9)	227 (2.2)	31 (0.8)	230 (1.6)	29 (1.1)	221 (1.7)
West Virginia	22 (0.9)	206 (2.1)	19 (0.9)	219 (2.1)	34 (0.9)	223 (1.5)	26 (1.1)	216 (2.1)
Wisconsin	17 (1.1)	209 (1.4)	24 (0.9)	227 (1.5)	39 (1.0)	231 (1.2)	21 (1.0)	224 (1.9)
Wyoming	19 (0.8)	212 (2.0)	19 (0.8)	226 (2.1)	37 (0.8)	230 (1.2)	25 (1.1)	225 (1.4)
TERRITORY								
Guam	31 (1.0)	182 (1.6)	24 (1.1)	180 (3.2)	26 (0.9)	185 (2.1)	19 (0.9)	187 (2.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.5 **Students' Reports on How Hard They Tried on the NAEP Test Compared with Other Reading Tests or Assignments This Year in School, Grades 4, 8, and 12, 1992 Reading Assessment**

	Much Harder		Harder		About As Hard		Not As Hard	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	36(0.7)	214(1.1)	21(0.5)	218(1.3)	34(0.7)	229(1.2)	9(0.5)	198(1.5)
Grade 8	12(0.5)	248(1.3)	19(0.7)	257(1.6)	50(0.7)	266(1.0)	20(0.5)	253(1.2)
Grade 12	3(0.2)	263(2.3)	8(0.4)	278(1.5)	48(0.8)	298(0.6)	41(0.9)	288(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.6 | **Students' Reports on How Hard They Tried on the NAEP Test Compared with Other Reading Tests or Assignments This Year in School, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Much Harder		Harder		About As Hard		Not as Hard	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	37 (0.8)	212 (1.2)	20 (0.7)	215 (1.5)	33 (0.8)	227 (1.2)	9 (0.6)	197 (2.7)
Northeast	33 (1.9)	217 (3.9)	22 (1.3)	221 (5.1)	36 (2.0)	233 (4.0)	9 (1.9)	200 (7.3)!
Southeast	42 (1.2)	210 (2.2)	19 (1.5)	209 (2.5)	28 (1.6)	221 (3.7)	10 (0.9)	200 (6.1)
Central	36 (1.7)	214 (2.4)	21 (1.5)	218 (2.7)	35 (1.8)	230 (1.5)	8 (0.9)	201 (5.2)
West	37 (1.5)	210 (2.4)	20 (1.2)	213 (2.7)	33 (1.4)	224 (1.6)	10 (0.6)	191 (3.8)
STATES								
Alabama	44 (1.1)	210 (1.7)	20 (0.8)	203 (2.4)	27 (0.9)	216 (2.0)	9 (0.7)	191 (3.4)
Arizona	36 (1.3)	209 (1.4)	21 (0.9)	209 (2.2)	32 (1.2)	218 (1.6)	10 (0.7)	195 (2.5)
Arkansas	46 (1.0)	211 (1.4)	19 (0.8)	214 (2.1)	27 (1.0)	219 (1.8)	8 (0.5)	192 (3.4)
California	39 (1.0)	202 (2.2)	21 (0.8)	205 (2.8)	29 (1.0)	214 (2.4)	10 (0.6)	181 (3.3)
Colorado	36 (1.0)	214 (1.1)	22 (0.8)	219 (1.6)	35 (1.0)	226 (1.5)	7 (0.7)	196 (3.1)
Connecticut	33 (1.3)	217 (1.7)	22 (0.7)	227 (1.9)	38 (1.2)	231 (1.6)	7 (0.5)	201 (3.4)
Delaware*	39 (1.3)	209 (1.0)	21 (0.9)	215 (1.8)	32 (1.4)	225 (1.7)	8 (0.8)	196 (3.2)
Dist. Columbia	43 (1.1)	192 (1.1)	18 (0.8)	186 (2.7)	24 (0.7)	195 (2.0)	15 (0.7)	176 (2.0)
Florida	40 (1.1)	207 (1.5)	22 (0.8)	207 (2.6)	29 (0.9)	220 (1.6)	9 (0.6)	196 (2.4)
Georgia	42 (1.2)	212 (1.3)	21 (0.9)	212 (2.6)	29 (1.0)	221 (2.2)	8 (0.6)	197 (3.4)
Hawaii	42 (1.1)	206 (1.7)	23 (0.8)	206 (2.3)	26 (0.9)	208 (2.3)	9 (0.7)	183 (3.3)
Idaho	40 (1.0)	218 (1.1)	22 (1.1)	225 (1.6)	30 (0.9)	226 (1.4)	7 (0.5)	202 (3.2)
Indiana	40 (1.2)	219 (1.1)	21 (0.7)	225 (1.9)	32 (1.0)	230 (1.8)	7 (0.6)	203 (3.7)
Iowa	37 (1.2)	223 (1.1)	21 (0.9)	228 (2.0)	36 (1.3)	233 (1.3)	6 (0.5)	210 (3.1)
Kentucky	47 (1.1)	212 (1.3)	22 (0.8)	214 (2.0)	26 (1.3)	222 (2.2)	6 (0.4)	199 (3.8)
Louisiana	48 (1.2)	206 (1.3)	18 (0.8)	203 (2.1)	24 (0.8)	210 (2.0)	10 (0.7)	187 (2.5)
Maine*	30 (1.3)	221 (1.4)	21 (0.9)	229 (2.1)	42 (1.3)	236 (1.2)	7 (0.6)	211 (2.6)
Maryland	39 (1.1)	208 (1.7)	21 (0.7)	214 (2.2)	31 (1.0)	223 (1.9)	8 (0.5)	191 (3.8)
Massachusetts	37 (1.1)	222 (1.3)	24 (0.9)	229 (1.9)	34 (1.0)	235 (1.2)	5 (0.5)	209 (3.6)
Michigan	37 (1.2)	213 (1.5)	22 (0.8)	218 (2.3)	33 (1.0)	227 (1.8)	8 (0.6)	198 (2.6)
Minnesota	33 (1.3)	218 (1.4)	24 (1.0)	221 (1.9)	36 (1.0)	232 (1.5)	7 (0.5)	202 (3.7)
Mississippi	48 (0.9)	202 (1.3)	19 (0.8)	199 (1.9)	23 (0.9)	204 (2.4)	10 (0.5)	180 (3.0)
Missouri	40 (1.2)	218 (1.4)	22 (1.0)	224 (1.8)	32 (1.0)	228 (1.5)	6 (0.7)	200 (3.5)
Nebraska*	39 (1.4)	218 (1.1)	23 (1.0)	225 (2.2)	33 (1.4)	229 (1.7)	5 (0.4)	202 (3.4)
New Hampshire*	34 (1.1)	224 (1.3)	22 (1.0)	231 (2.0)	38 (1.2)	235 (1.5)	6 (0.5)	215 (3.1)
New Jersey*	33 (1.3)	220 (1.7)	22 (0.8)	225 (2.2)	37 (1.3)	235 (1.7)	9 (0.7)	199 (3.4)
New Mexico	41 (1.3)	209 (2.2)	22 (1.0)	213 (1.9)	29 (1.2)	220 (2.2)	8 (0.6)	198 (3.0)
New York*	37 (1.5)	214 (1.4)	20 (1.0)	217 (1.9)	34 (1.4)	224 (1.9)	9 (0.8)	196 (3.5)
North Carolina	43 (1.1)	211 (1.1)	22 (0.7)	215 (2.2)	28 (1.0)	221 (1.7)	7 (0.5)	188 (3.4)
North Dakota	38 (1.3)	223 (1.5)	22 (1.1)	232 (1.8)	35 (1.1)	232 (1.3)	6 (0.6)	209 (3.7)
Ohio	40 (1.2)	215 (1.6)	22 (0.7)	220 (2.0)	30 (1.1)	227 (1.9)	7 (0.6)	199 (3.6)
Oklahoma	42 (1.3)	218 (1.3)	20 (0.9)	222 (2.0)	31 (1.2)	230 (1.2)	7 (0.6)	204 (3.7)
Pennsylvania	38 (1.5)	217 (1.2)	22 (0.9)	226 (1.8)	33 (1.1)	230 (1.9)	7 (0.5)	202 (3.4)
Rhode Island	38 (1.2)	214 (1.7)	21 (0.8)	216 (2.8)	34 (1.0)	227 (2.0)	7 (0.6)	201 (4.3)
South Carolina	46 (1.1)	209 (1.4)	19 (0.7)	210 (2.0)	27 (1.0)	219 (2.0)	8 (0.6)	197 (3.5)
Tennessee	44 (1.2)	212 (1.6)	21 (0.9)	215 (2.2)	27 (1.1)	219 (2.0)	7 (0.6)	193 (3.9)
Texas	46 (1.2)	213 (1.8)	19 (0.9)	215 (2.2)	28 (1.1)	220 (2.1)	7 (0.7)	196 (3.9)
Utah	41 (1.3)	221 (1.2)	23 (0.9)	223 (1.8)	30 (1.0)	226 (1.6)	6 (0.7)	202 (3.7)
Virginia	42 (1.2)	218 (1.5)	20 (1.0)	225 (2.2)	31 (1.0)	231 (1.8)	7 (0.6)	201 (3.2)
West Virginia	45 (1.0)	216 (1.6)	18 (0.7)	217 (2.0)	30 (0.9)	223 (1.7)	6 (0.5)	196 (3.6)
Wisconsin	36 (1.2)	219 (1.4)	23 (0.8)	227 (1.6)	36 (1.2)	233 (1.0)	5 (0.5)	203 (4.0)
Wyoming	39 (1.2)	222 (1.4)	21 (0.8)	227 (1.8)	34 (0.9)	230 (1.5)	6 (0.5)	205 (3.2)
TERRITORY								
Guam	37 (1.1)	189 (1.7)	21 (1.1)	186 (2.4)	25 (0.9)	185 (2.2)	16 (0.9)	162 (3.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.7 **Students' Reports on How Important It Was for Them to Perform Well on the NAEP Reading Test, Grades 4, 8, and 12, 1992 Reading Assessment**

	Very Important		Important		Somewhat Important		Not Very Important	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	67(0.9)	218(0.9)	24(0.7)	225(1.6)	6(0.4)	216(3.1)	4(0.3)	197(3.5)
Grade 8	25(0.8)	258(1.1)	34(0.6)	264(1.2)	27(0.6)	262(1.3)	14(0.6)	253(1.7)
Grade 12	10(0.4)	284(1.8)	25(0.5)	295(0.9)	37(0.6)	295(0.7)	29(0.8)	287(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.8 | **Students' Reports on How Important It Was for Them to Perform Well on the NAEP Reading Test, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Very Important		Important		Somewhat Important		Not Very Important	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	68 (0.9)	216 (1.0)	23 (0.8)	223 (1.8)	6 (0.5)	212 (3.5)	4 (0.4)	195 (4.0)
Northeast	67 (1.7)	222 (3.6)	23 (1.8)	226 (6.0)	6 (1.2)	*** (***)	4 (1.0)	*** (***)
Southeast	72 (1.8)	211 (1.9)	19 (1.7)	220 (4.0)	6 (1.2)	214(10.2)!	3 (0.6)	*** (***)
Central	65 (1.9)	219 (1.7)	25 (1.7)	225 (3.1)	6 (0.7)	212 (4.0)	4 (0.7)	*** (***)
West	66 (1.8)	214 (1.7)	24 (1.7)	221 (2.1)	6 (0.6)	202 (6.4)	5 (0.8)	190 (4.5)
STATES								
Alabama	76 (1.0)	209 (1.7)	17 (0.8)	210 (2.9)	4 (0.5)	203 (5.3)	3 (0.4)	195 (4.3)
Arizona	62 (1.4)	211 (1.4)	26 (1.0)	214 (1.9)	8 (0.7)	205 (3.4)	4 (0.4)	200 (4.4)
Arkansas	77 (1.2)	213 (1.4)	16 (0.8)	212 (2.4)	4 (0.4)	211 (4.9)	3 (0.3)	199 (5.5)
California	66 (0.9)	206 (2.2)	23 (0.9)	207 (2.6)	8 (0.6)	193 (4.8)	3 (0.4)	179 (7.5)
Colorado	62 (1.0)	218 (1.3)	26 (0.8)	222 (1.4)	7 (0.6)	219 (2.7)	4 (0.4)	201 (4.6)
Connecticut	61 (1.5)	220 (1.6)	27 (1.1)	231 (1.5)	8 (0.6)	224 (3.0)	4 (0.6)	218 (3.8)
Delaware*	66 (1.2)	213 (0.8)	24 (1.1)	221 (1.7)	7 (0.6)	215 (3.6)	3 (0.3)	200 (7.4)
Dist. Columbia	84 (0.7)	190 (0.8)	11 (0.6)	194 (3.3)	3 (0.3)	180 (5.6)	2 (0.3)	*** (***)
Florida	68 (1.2)	209 (1.3)	22 (0.8)	214 (2.0)	6 (0.5)	207 (4.0)	4 (0.4)	203 (4.3)
Georgia	74 (1.1)	213 (1.5)	18 (0.9)	218 (2.5)	5 (0.6)	214 (5.0)	3 (0.3)	192 (8.0)
Hawaii	72 (1.1)	206 (1.7)	22 (0.9)	208 (2.1)	4 (0.4)	192 (4.9)	2 (0.3)	*** (***)
Idaho	67 (1.3)	222 (1.1)	23 (1.1)	222 (1.6)	6 (0.5)	215 (3.4)	3 (0.4)	204 (4.2)
Indiana	68 (1.4)	223 (1.4)	23 (1.0)	223 (1.8)	7 (0.7)	224 (2.8)	2 (0.4)	*** (***)
Iowa	65 (1.4)	227 (1.0)	26 (1.1)	230 (1.7)	6 (0.5)	220 (3.6)	3 (0.3)	218 (4.8)
Kentucky	74 (1.2)	214 (1.3)	19 (1.0)	218 (2.3)	4 (0.5)	206 (4.1)	3 (0.4)	189 (5.4)
Louisiana	79 (1.1)	205 (1.2)	14 (0.8)	206 (2.8)	4 (0.4)	197 (3.5)	2 (0.3)	*** (***)
Maine*	63 (1.5)	227 (1.3)	26 (1.3)	232 (1.5)	8 (0.8)	232 (3.4)	3 (0.4)	222 (5.6)
Maryland	68 (1.2)	212 (1.6)	22 (0.8)	219 (2.0)	7 (0.6)	213 (4.2)	3 (0.4)	197 (6.1)
Massachusetts	64 (1.3)	226 (1.2)	26 (1.0)	233 (1.4)	7 (0.6)	232 (2.7)	3 (0.4)	217 (4.3)
Michigan	69 (1.5)	218 (1.6)	22 (1.2)	221 (2.0)	6 (0.6)	215 (3.6)	2 (0.3)	*** (***)
Minnesota	58 (1.4)	224 (1.3)	30 (1.1)	224 (1.8)	9 (0.7)	221 (3.7)	3 (0.4)	203 (5.7)
Mississippi	83 (1.0)	201 (1.3)	12 (0.8)	198 (3.3)	3 (0.4)	184 (6.4)	2 (0.3)	*** (***)
Missouri	70 (1.4)	221 (1.5)	21 (1.1)	225 (1.6)	5 (0.5)	216 (3.7)	3 (0.5)	208 (5.4)
Nebraska*	70 (1.5)	222 (1.3)	23 (1.2)	226 (2.0)	5 (0.5)	222 (4.0)	3 (0.3)	207 (5.8)
New Hampshire*	57 (1.4)	230 (1.3)	29 (1.1)	231 (1.7)	9 (0.6)	229 (2.5)	5 (0.5)	213 (3.9)
New Jersey*	61 (1.5)	222 (1.5)	25 (1.0)	229 (2.6)	10 (0.9)	232 (2.7)	5 (0.5)	223 (3.6)
New Mexico	71 (2.1)	212 (1.6)	21 (1.5)	214 (2.0)	6 (0.8)	216 (3.8)	3 (0.4)	195 (7.9)
New York*	65 (1.6)	215 (1.4)	23 (0.9)	224 (2.1)	8 (0.8)	210 (4.7)	5 (0.6)	211 (4.8)
North Carolina	70 (1.1)	212 (1.0)	21 (0.9)	218 (2.4)	5 (0.5)	215 (4.0)	4 (0.3)	190 (5.2)
North Dakota	63 (1.6)	228 (1.0)	26 (1.3)	227 (2.1)	7 (0.6)	228 (2.9)	3 (0.4)	210 (5.9)
Ohio	69 (1.6)	218 (1.4)	21 (1.3)	223 (2.3)	6 (0.7)	218 (4.4)	3 (0.4)	207 (4.7)
Oklahoma	75 (1.4)	221 (1.0)	19 (1.1)	224 (1.7)	4 (0.6)	224 (4.7)	2 (0.3)	*** (***)
Pennsylvania	67 (1.5)	222 (1.4)	24 (1.2)	226 (1.7)	6 (0.5)	226 (3.3)	3 (0.5)	208 (5.7)
Rhode Island	65 (1.1)	217 (1.7)	24 (0.9)	225 (2.2)	7 (0.6)	223 (4.3)	4 (0.4)	200 (5.1)
South Carolina	77 (1.1)	210 (1.4)	16 (0.8)	219 (2.3)	4 (0.4)	215 (4.1)	2 (0.4)	198 (5.7)
Tennessee	76 (1.3)	214 (1.5)	18 (1.0)	216 (2.4)	3 (0.4)	207 (5.6)	2 (0.3)	205 (4.2)
Texas	76 (1.2)	214 (1.5)	18 (1.0)	218 (2.2)	4 (0.4)	212 (4.2)	2 (0.4)	*** (***)
Utah	67 (1.5)	223 (1.2)	24 (1.1)	222 (1.8)	6 (0.6)	217 (3.4)	3 (0.4)	204 (4.9)
Virginia	69 (1.4)	220 (1.3)	23 (1.2)	228 (2.3)	6 (0.6)	228 (3.7)	2 (0.3)	218 (4.4)
West Virginia	74 (1.3)	217 (1.6)	19 (1.0)	219 (2.1)	5 (0.5)	219 (3.6)	2 (0.3)	191 (6.0)
Wisconsin	63 (1.1)	225 (1.1)	27 (1.1)	228 (1.3)	8 (0.6)	225 (2.7)	2 (0.3)	210 (6.1)
Wyoming	68 (1.1)	225 (1.3)	23 (0.9)	225 (1.5)	6 (0.5)	222 (3.3)	3 (0.4)	207 (5.3)
TERRITORY								
Guam	72 (1.1)	188 (1.5)	19 (0.9)	178 (2.4)	4 (0.4)	157 (5.2)	4 (0.4)	163 (5.8)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.9 **Students' Reports on Their Experience in Writing Long Answers to Questions on Tests or Assignments That Involve Reading, Grades 4, 8, and 12, 1992 Reading Assessment**

	At Least Once a Week		Once or Twice a Month		Once or Twice this Year		Never	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	51(1.0)	222(1.1)	28(0.8)	222(1.2)	13(0.5)	210(2.3)	9(0.5)	203(2.2)
Grade 8	41(0.8)	262(1.1)	38(0.6)	263(1.1)	14(0.5)	259(1.7)	6(0.4)	239(2.2)
Grade 12	46(0.9)	298(0.8)	37(0.7)	291(0.8)	13(0.5)	280(1.4)	5(0.4)	265(2.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 10.10 | **Students' Reports on Their Experience in Writing Long Answers to Questions on Tests or Assignments That Involve Reading, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	At Least Once a Week		Once or Twice a Month		Once or Twice This Year		Never	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	51 (1.1)	220 (1.2)	27 (0.8)	220 (1.3)	13 (0.6)	209 (2.6)	9 (0.5)	201 (2.4)
Northeast	51 (2.7)	225 (4.8)	28 (1.4)	225 (4.9)	12 (1.7)	212 (4.2)	8 (1.1)	207 (4.3)
Southeast	52 (1.6)	214 (2.2)	23 (2.0)	215 (2.9)	13 (1.4)	207 (5.6)	11 (1.5)	204 (4.7)
Central	49 (2.0)	222 (1.5)	30 (1.9)	222 (2.3)	14 (1.2)	211 (3.5)	8 (0.9)	207 (5.9)
West	50 (2.0)	219 (1.5)	27 (1.1)	217 (2.3)	13 (0.9)	206 (6.2)	9 (0.9)	191 (3.7)
STATES								
Alabama	52 (1.0)	210 (1.8)	24 (1.1)	212 (2.3)	12 (0.7)	207 (2.6)	12 (0.8)	199 (3.3)
Arizona	48 (1.3)	214 (1.2)	28 (0.9)	212 (1.9)	14 (0.7)	208 (2.4)	11 (0.8)	198 (2.5)
Arkansas	49 (1.3)	213 (1.5)	25 (1.0)	215 (2.3)	14 (0.8)	212 (2.7)	12 (0.8)	203 (2.1)
California	55 (1.2)	210 (2.2)	26 (0.9)	207 (2.4)	11 (0.6)	183 (3.6)	8 (0.6)	189 (4.0)
Colorado	48 (1.3)	219 (1.1)	30 (1.0)	222 (1.7)	14 (0.7)	218 (1.9)	8 (0.7)	200 (2.7)
Connecticut	49 (1.2)	225 (1.5)	32 (1.0)	225 (1.7)	13 (0.8)	223 (3.0)	7 (0.5)	210 (4.0)
Delaware*	49 (1.2)	216 (1.1)	27 (1.1)	220 (1.9)	12 (0.7)	209 (2.9)	12 (0.8)	205 (2.1)
Dist. Columbia	56 (1.0)	195 (1.0)	21 (0.8)	190 (1.9)	12 (0.7)	179 (2.8)	11 (0.6)	180 (3.2)
Florida	50 (1.1)	211 (1.4)	28 (1.0)	215 (1.9)	12 (0.7)	200 (3.1)	10 (0.7)	203 (3.5)
Georgia	52 (1.1)	215 (1.6)	26 (0.9)	216 (2.0)	12 (0.8)	213 (3.1)	9 (0.6)	201 (3.1)
Hawaii	55 (1.2)	207 (1.9)	24 (0.8)	210 (2.1)	13 (0.8)	196 (3.0)	8 (0.6)	195 (3.1)
Idaho	51 (1.0)	222 (1.0)	29 (1.1)	225 (1.5)	12 (0.6)	218 (2.3)	8 (0.6)	207 (2.9)
Indiana	48 (1.0)	221 (1.6)	32 (0.9)	227 (1.6)	12 (0.7)	223 (2.4)	8 (0.6)	211 (2.8)
Iowa	45 (1.1)	227 (1.1)	32 (1.0)	231 (1.5)	14 (0.9)	228 (2.0)	9 (0.6)	214 (3.4)
Kentucky	56 (1.2)	215 (1.6)	25 (0.9)	216 (1.9)	10 (0.6)	208 (2.4)	9 (0.5)	209 (2.8)
Louisiana	54 (1.0)	206 (1.3)	23 (0.8)	206 (1.9)	11 (0.5)	204 (2.6)	12 (0.7)	198 (2.8)
Maine*	47 (1.5)	228 (1.5)	34 (1.2)	231 (1.5)	13 (0.8)	230 (1.7)	6 (0.8)	218 (2.8)
Maryland	52 (1.3)	216 (1.5)	28 (1.1)	215 (2.0)	13 (0.7)	210 (3.4)	8 (0.6)	194 (3.1)
Massachusetts	54 (1.2)	230 (1.1)	28 (1.1)	230 (1.5)	11 (0.7)	227 (2.4)	7 (0.5)	211 (2.6)
Michigan	51 (1.4)	213 (1.7)	29 (0.9)	224 (1.8)	12 (0.9)	213 (2.7)	8 (0.7)	207 (2.8)
Minnesota	41 (1.1)	221 (1.2)	34 (1.1)	226 (1.6)	16 (0.8)	226 (2.3)	9 (0.6)	214 (2.7)
Mississippi	53 (1.2)	202 (1.4)	23 (0.9)	203 (1.9)	12 (0.7)	194 (2.5)	13 (0.8)	192 (2.7)
Missouri	50 (1.2)	222 (1.6)	28 (1.1)	226 (1.9)	13 (0.7)	217 (3.0)	9 (0.6)	210 (2.3)
Nebraska*	48 (0.9)	223 (1.1)	31 (0.9)	228 (1.7)	13 (0.7)	216 (2.8)	8 (0.6)	215 (3.1)
New Hampshire*	49 (1.5)	231 (1.3)	31 (1.2)	230 (1.6)	13 (0.9)	229 (2.6)	8 (0.8)	216 (3.1)
New Jersey*	50 (1.3)	226 (1.5)	30 (1.1)	229 (1.8)	10 (0.7)	219 (3.4)	10 (0.8)	210 (3.7)
New Mexico	54 (1.1)	214 (1.5)	24 (1.1)	215 (2.3)	12 (0.7)	210 (3.3)	10 (1.0)	199 (4.2)
New York*	53 (1.1)	219 (1.2)	27 (1.0)	220 (1.9)	12 (0.7)	210 (3.0)	9 (0.6)	203 (3.8)
North Carolina	55 (1.3)	215 (1.2)	25 (1.1)	216 (2.0)	11 (0.6)	204 (2.7)	8 (0.6)	203 (2.9)
North Dakota	46 (1.4)	227 (1.3)	32 (1.5)	230 (1.4)	16 (1.0)	226 (2.3)	6 (0.6)	219 (2.9)
Ohio	50 (1.2)	220 (1.4)	27 (0.8)	220 (1.8)	13 (0.8)	214 (3.1)	10 (0.8)	213 (2.4)
Oklahoma	53 (1.3)	221 (1.2)	28 (1.0)	225 (1.4)	11 (0.9)	223 (1.9)	8 (0.7)	213 (1.8)
Pennsylvania	51 (1.2)	222 (1.4)	29 (1.3)	228 (1.6)	11 (0.6)	221 (2.5)	8 (0.5)	211 (2.5)
Rhode Island	51 (1.4)	221 (1.6)	26 (0.9)	219 (2.2)	13 (0.8)	220 (3.0)	10 (0.8)	206 (4.3)
South Carolina	50 (1.2)	211 (1.6)	25 (0.9)	216 (1.8)	13 (0.8)	206 (2.4)	12 (0.8)	206 (3.0)
Tennessee	55 (1.4)	215 (1.7)	25 (0.9)	215 (2.1)	11 (0.6)	212 (2.2)	9 (0.7)	205 (2.5)
Texas	56 (1.5)	216 (1.6)	22 (1.1)	221 (2.3)	12 (0.9)	206 (2.8)	10 (0.8)	199 (2.7)
Utah	44 (1.3)	221 (1.4)	31 (1.0)	225 (1.6)	16 (0.8)	221 (2.2)	10 (0.6)	217 (2.2)
Virginia	52 (1.2)	221 (1.7)	28 (0.9)	229 (2.1)	12 (0.7)	223 (2.1)	8 (0.5)	205 (2.7)
West Virginia	52 (1.4)	219 (1.4)	26 (1.1)	221 (2.0)	12 (0.7)	210 (2.7)	10 (0.8)	207 (2.5)
Wisconsin	47 (1.3)	225 (1.2)	32 (1.1)	229 (1.2)	13 (0.6)	226 (2.0)	7 (0.5)	208 (3.0)
Wyoming	48 (1.0)	227 (1.3)	29 (0.9)	226 (1.7)	14 (0.6)	221 (2.4)	9 (0.6)	214 (2.6)
TERRITORY								
Guam	47 (1.1)	190 (1.7)	24 (1.0)	180 (2.5)	14 (0.7)	177 (2.9)	14 (0.7)	176 (3.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

CHAPTER ELEVEN

Reading Achievement by Influences in the Home

Overview

Chapter Eleven presents information about various home characteristics and relative reading proficiencies of students who participated in the NAEP reading assessment. The home environment has been found in past NAEP assessments to be an important factor that may affect students' developing abilities as readers.[17] Research has shown that the presence in the home of parents or siblings who model reading habits and share reading, and the availability of reading materials in the home are critical factors in the development of student appreciation of reading and, ultimately, comprehension and fluency.[18] Chapter Eleven presents data regarding these factors as well as such factors as the amount of time spent by students doing homework and watching television.

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[17] M. Foertsch. *Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12, in 1900 and 1990* (National Center for Education Statistics, U.S. Department of Education, 1992).

[18] W. H. Teale. "Home and Background and Literacy Development," in W.H. Teale and E. Sulzby, editors. *Emergent Literacy. Writing and Reading* (Norwood, NJ: Ablex, 1986).

D. Taylor. *Family Literacy: Young Children Learning to Read and Write* (Exeter, NH: Heinemann Educational Books, 1983).

Reading Materials in the Home

TABLE 11.1 **Students' Reports on Types of Reading Materials in the Home, Grades 4, 8, and 12, 1992 Reading Assessment**

	Yes		No		I don't know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Newspapers						
Grade 4	71(1.0)	222(1.0)	20(0.8)	209(1.3)	9(0.5)	205(2.4)
Grade 8	76(0.7)	264(0.9)	21(0.7)	251(1.3)	3(0.2)	237(2.6)
Grade 12	81(0.5)	294(0.6)	18(0.5)	281(1.0)	1(0.1)	257(4.2)
Encyclopedia						
Grade 4	68(0.7)	221(1.1)	24(0.7)	210(1.0)	8(0.5)	218(2.6)
Grade 8	78(0.6)	262(0.9)	19(0.6)	255(1.4)	3(0.3)	237(3.7)
Grade 12	83(0.5)	292(0.6)	16(0.5)	288(1.1)	2(0.1)	262(3.6)
More than 25 Books						
Grade 4	89(0.5)	221(1.0)	5(0.3)	186(2.3)	6(0.3)	198(2.2)
Grade 8	90(0.4)	263(0.9)	5(0.3)	232(1.8)	5(0.3)	236(1.9)
Grade 12	93(0.4)	293(0.6)	5(0.3)	267(1.6)	3(0.2)	265(2.6)
Magazines						
Grade 4	65(0.9)	222(1.2)	23(0.9)	208(1.2)	13(0.5)	215(2.1)
Grade 8	78(0.7)	265(0.9)	18(0.6)	243(1.3)	5(0.3)	242(2.0)
Grade 12	83(0.5)	294(0.6)	15(0.2)	277(1.2)	2(0.2)	262(3.6)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.2 | **Students' Reports on Newspapers in the Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Does your family get a newspaper regularly?					
	Yes		No		I Don't Know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	69 (1.1)	220 (1.1)	21 (0.9)	207 (1.3)	9 (0.6)	203 (2.6)
Northeast	72 (2.3)	227 (4.0)	20 (2.3)	206 (2.9)	8 (1.1)	214 (9.1)
Southeast	66 (2.3)	214 (2.9)	25 (1.5)	208 (2.7)	10 (1.5)	204 (3.7)
Central	71 (2.9)	222 (1.4)	20 (2.5)	211 (3.1)	8 (0.8)	209 (4.5)
West	69 (1.4)	219 (1.9)	21 (1.3)	204 (2.1)	10 (1.0)	193 (3.3)
STATES						
Alabama	62 (1.2)	212 (1.8)	30 (1.1)	203 (1.9)	8 (0.6)	202 (4.3)
Arizona	60 (1.3)	214 (1.4)	28 (1.2)	206 (1.6)	12 (0.7)	203 (3.1)
Arkansas	64 (1.6)	216 (1.5)	28 (1.4)	207 (1.4)	8 (0.5)	202 (2.9)
California	64 (1.5)	209 (2.2)	26 (1.2)	193 (2.5)	10 (0.7)	190 (3.5)
Colorado	72 (1.2)	221 (1.1)	20 (1.0)	211 (1.7)	8 (0.6)	208 (2.4)
Connecticut	74 (1.3)	227 (1.3)	17 (1.0)	213 (2.6)	9 (0.7)	210 (3.0)
Delaware*	65 (1.2)	217 (0.8)	26 (1.3)	209 (1.4)	10 (0.7)	204 (2.7)
Dist. Columbia	66 (0.9)	192 (1.0)	26 (0.9)	183 (1.6)	8 (0.5)	175 (3.3)
Florida	66 (1.4)	213 (1.1)	25 (1.1)	204 (2.2)	8 (0.6)	198 (2.6)
Georgia	68 (1.2)	216 (1.6)	24 (1.1)	208 (2.1)	8 (0.6)	203 (3.0)
Hawaii	64 (1.4)	209 (1.6)	25 (1.0)	198 (2.1)	12 (0.9)	192 (3.6)
Idaho	68 (1.1)	223 (0.9)	24 (1.0)	216 (1.7)	8 (0.6)	214 (2.6)
Indiana	72 (1.4)	225 (1.4)	20 (1.1)	217 (1.7)	7 (0.6)	213 (3.5)
Iowa	75 (1.3)	229 (1.1)	17 (1.1)	220 (1.7)	9 (0.6)	217 (2.9)
Kentucky	63 (1.2)	216 (1.6)	27 (1.0)	210 (1.3)	10 (0.6)	207 (2.1)
Louisiana	66 (1.4)	207 (1.2)	26 (1.3)	201 (2.1)	8 (0.8)	199 (2.3)
Maine*	67 (1.2)	230 (1.1)	27 (1.0)	225 (1.8)	7 (0.7)	220 (2.7)
Maryland	68 (1.4)	217 (1.6)	21 (1.2)	204 (2.6)	11 (0.8)	202 (3.0)
Massachusetts	77 (0.9)	230 (1.0)	17 (0.7)	218 (2.1)	6 (0.5)	220 (2.9)
Michigan	70 (1.4)	220 (1.6)	21 (1.2)	210 (2.3)	9 (0.8)	209 (2.7)
Minnesota	79 (1.1)	224 (1.2)	13 (1.0)	219 (1.5)	7 (0.7)	209 (3.7)
Mississippi	61 (1.4)	201 (1.7)	31 (1.2)	198 (1.6)	8 (0.6)	193 (2.7)
Missouri	71 (1.5)	225 (1.4)	20 (1.3)	214 (1.7)	8 (0.6)	212 (2.4)
Nebraska*	75 (1.4)	225 (1.2)	18 (1.2)	213 (1.9)	8 (0.6)	214 (2.3)
New Hampshire*	76 (1.5)	231 (1.4)	18 (1.3)	222 (2.0)	7 (0.6)	222 (3.2)
New Jersey*	76 (1.3)	227 (1.6)	17 (1.1)	213 (2.0)	6 (0.6)	215 (3.2)
New Mexico	57 (1.3)	217 (1.9)	32 (1.2)	205 (1.7)	10 (0.8)	201 (2.8)
New York*	68 (1.5)	220 (1.3)	23 (1.3)	208 (2.1)	9 (0.7)	202 (5.0)
North Carolina	67 (1.1)	216 (1.5)	26 (1.1)	207 (1.6)	6 (0.5)	203 (3.7)
North Dakota	78 (1.4)	229 (1.2)	14 (1.0)	223 (2.3)	8 (1.0)	221 (5.0)
Ohio	70 (1.5)	222 (1.4)	23 (1.3)	211 (2.0)	8 (0.6)	210 (3.1)
Oklahoma	66 (1.3)	225 (1.2)	24 (1.1)	215 (1.5)	9 (0.9)	219 (2.3)
Pennsylvania	72 (1.1)	224 (1.5)	22 (1.1)	216 (1.9)	6 (0.5)	216 (3.2)
Rhode Island	68 (1.4)	224 (1.6)	24 (1.3)	206 (2.4)	8 (0.6)	204 (4.4)
South Carolina	68 (1.1)	213 (1.3)	26 (1.1)	207 (2.0)	7 (0.6)	199 (3.6)
Tennessee	65 (1.2)	217 (1.7)	27 (1.1)	206 (1.9)	8 (0.5)	208 (3.1)
Texas	66 (1.5)	218 (1.7)	25 (1.3)	208 (1.9)	9 (0.7)	202 (3.0)
Utah	72 (1.4)	223 (1.2)	19 (1.5)	220 (2.0)	9 (0.6)	213 (3.3)
Virginia	71 (1.3)	225 (1.4)	23 (1.2)	215 (2.0)	7 (0.6)	214 (2.6)
West Virginia	67 (1.2)	220 (1.4)	25 (1.2)	211 (1.6)	8 (0.5)	206 (2.7)
Wisconsin	75 (1.2)	228 (1.1)	16 (0.9)	217 (1.8)	9 (0.6)	212 (2.2)
Wyoming	67 (1.2)	227 (1.2)	23 (1.0)	219 (1.9)	9 (0.7)	218 (2.5)
TERRITORY						
Guam	58 (1.1)	186 (1.6)	22 (0.8)	182 (2.4)	21 (0.8)	176 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.3 | **Students' Reports on Encyclopedias in the Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Is there an encyclopedia in your home?					
	Yes		No		I Don't Know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	66 (0.9)	219 (1.2)	25 (0.9)	208 (1.2)	8 (0.5)	216 (2.8)
Northeast	65 (2.0)	224 (4.3)	25 (1.9)	212 (3.6)	11 (1.3)	227 (7.2)
Southeast	68 (1.8)	215 (2.7)	26 (2.1)	204 (2.9)	6 (0.8)	211 (4.5)
Central	68 (1.5)	223 (2.0)	24 (1.4)	211 (2.3)	8 (1.1)	214 (4.3)
West	65 (1.6)	216 (1.6)	26 (1.8)	205 (2.6)	9 (0.8)	211 (4.7)
STATES						
Alabama	74 (1.0)	211 (1.6)	21 (1.0)	201 (2.6)	5 (0.6)	206 (5.1)
Arizona	61 (1.4)	214 (1.2)	30 (1.3)	202 (1.9)	9 (0.5)	213 (2.2)
Arkansas	69 (1.0)	214 (1.4)	25 (0.9)	205 (1.7)	6 (0.5)	212 (3.8)
California	61 (1.3)	210 (1.9)	30 (1.3)	192 (2.8)	9 (0.7)	193 (4.1)
Colorado	67 (0.9)	220 (1.2)	24 (0.8)	212 (1.6)	9 (0.5)	214 (2.3)
Connecticut	72 (1.1)	226 (1.3)	20 (0.9)	211 (2.4)	8 (0.5)	225 (2.9)
Delaware*	70 (1.1)	217 (0.8)	24 (0.9)	206 (1.6)	6 (0.7)	214 (3.8)
Dist. Columbia	73 (0.9)	190 (0.9)	23 (0.8)	184 (1.7)	4 (0.4)	185 (3.6)
Florida	65 (1.2)	213 (1.2)	29 (1.1)	202 (2.0)	6 (0.5)	203 (3.9)
Georgia	70 (1.0)	216 (1.6)	26 (1.0)	207 (2.4)	4 (0.4)	209 (4.2)
Hawaii	59 (1.3)	207 (1.9)	33 (1.3)	200 (2.0)	8 (0.6)	202 (3.1)
Idaho	68 (1.0)	222 (1.0)	23 (0.8)	216 (1.6)	10 (0.7)	224 (2.2)
Indiana	71 (1.0)	224 (1.4)	22 (1.0)	217 (1.8)	7 (0.5)	224 (2.5)
Iowa	69 (0.8)	229 (1.0)	24 (0.7)	222 (1.8)	7 (0.6)	224 (3.2)
Kentucky	68 (1.2)	217 (1.5)	26 (1.2)	207 (1.6)	6 (0.5)	208 (3.9)
Louisiana	71 (1.0)	207 (1.2)	25 (1.0)	198 (1.8)	4 (0.4)	203 (4.3)
Maine*	69 (1.2)	229 (1.2)	22 (1.0)	227 (1.7)	9 (0.7)	229 (2.8)
Maryland	71 (1.0)	215 (1.5)	21 (1.0)	206 (2.3)	8 (0.6)	210 (4.2)
Massachusetts	73 (1.1)	229 (0.8)	19 (1.0)	221 (2.1)	8 (0.6)	224 (3.5)
Michigan	66 (1.4)	220 (1.6)	24 (1.1)	211 (2.3)	10 (0.8)	214 (2.8)
Minnesota	67 (1.2)	224 (1.3)	24 (0.8)	219 (1.9)	9 (0.8)	215 (2.4)
Mississippi	71 (1.3)	203 (1.3)	26 (1.2)	192 (2.0)	3 (0.5)	200 (4.1)
Missouri	70 (1.1)	224 (1.3)	24 (1.0)	215 (2.1)	7 (0.5)	220 (3.0)
Nebraska*	68 (1.3)	225 (1.0)	25 (1.3)	216 (1.9)	8 (0.6)	222 (3.1)
New Hampshire*	75 (1.2)	231 (1.2)	16 (1.0)	224 (2.1)	9 (0.7)	226 (2.7)
New Jersey*	72 (1.2)	228 (1.5)	23 (1.0)	213 (2.2)	6 (0.6)	225 (3.9)
New Mexico	62 (1.5)	216 (1.4)	32 (1.1)	204 (2.0)	7 (0.6)	209 (4.1)
New York*	68 (1.0)	222 (1.5)	25 (0.9)	203 (2.1)	7 (0.7)	208 (4.5)
North Carolina	72 (1.1)	216 (1.2)	24 (1.1)	203 (2.1)	5 (0.4)	216 (4.0)
North Dakota	73 (1.2)	228 (1.1)	20 (1.0)	226 (2.4)	7 (0.9)	221 (3.1)
Ohio	67 (1.3)	221 (1.3)	25 (1.2)	212 (2.4)	9 (0.5)	223 (2.6)
Oklahoma	67 (1.3)	224 (1.0)	26 (1.2)	216 (1.4)	7 (0.6)	223 (2.8)
Pennsylvania	74 (1.2)	224 (1.4)	20 (1.1)	215 (2.5)	7 (0.5)	221 (2.9)
Rhode Island	66 (1.4)	223 (1.5)	25 (1.1)	207 (3.4)	9 (0.8)	213 (4.2)
South Carolina	72 (1.0)	213 (1.5)	24 (0.9)	206 (1.8)	5 (0.5)	206 (3.5)
Tennessee	68 (1.2)	217 (1.4)	27 (1.2)	206 (2.3)	5 (0.4)	205 (3.8)
Texas	62 (1.1)	218 (1.6)	31 (1.3)	207 (2.0)	7 (0.6)	211 (2.8)
Utah	68 (0.9)	223 (1.2)	22 (0.9)	219 (2.0)	10 (0.6)	220 (2.3)
Virginia	70 (1.0)	225 (1.4)	24 (0.9)	214 (2.2)	6 (0.6)	221 (3.6)
West Virginia	70 (1.0)	218 (1.3)	23 (0.9)	212 (2.0)	6 (0.5)	214 (3.5)
Wisconsin	69 (1.2)	227 (1.1)	24 (1.0)	220 (1.4)	7 (0.6)	223 (2.5)
Wyoming	67 (1.1)	227 (1.2)	23 (0.8)	219 (1.9)	10 (0.6)	221 (2.5)
TERRITORY						
Guam	61 (1.2)	185 (1.6)	33 (1.1)	182 (2.0)	7 (0.6)	169 (3.1)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.4 | **Students' Reports on More Than 25 Books in the Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Are there more Than 25 books in your home?					
	Yes		No		I Don't Know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	88 (0.6)	219 (1.1)	6 (0.4)	185 (2.3)	6 (0.3)	197 (2.4)
Northeast	90 (1.0)	224 (4.1)	5 (0.7)	188 (5.1)	4 (0.6)	*** (***)
Southeast	83 (1.3)	215 (2.6)	8 (0.9)	186 (4.4)	8 (0.7)	199 (4.1)
Central	90 (1.1)	222 (1.5)	5 (0.7)	184 (4.4)	5 (0.6)	196 (5.3)
West	89 (1.4)	216 (1.4)	6 (0.7)	183 (5.3)	6 (0.8)	192 (4.0)
STATES						
Alabama	81 (1.3)	213 (1.5)	11 (0.9)	183 (3.0)	8 (0.7)	192 (2.9)
Arizona	85 (0.9)	214 (1.1)	8 (0.7)	187 (3.3)	7 (0.6)	196 (2.7)
Arkansas	84 (0.9)	216 (1.3)	8 (0.6)	184 (2.6)	8 (0.6)	198 (2.6)
California	85 (1.2)	209 (1.9)	9 (0.8)	166 (3.5)	6 (0.7)	176 (4.3)
Colorado	92 (0.6)	220 (1.1)	3 (0.4)	188 (3.2)	4 (0.5)	196 (3.6)
Connecticut	92 (0.8)	226 (1.2)	4 (0.6)	182 (5.5)	4 (0.4)	202 (3.0)
Delaware*	87 (0.8)	217 (0.8)	6 (0.6)	192 (2.8)	7 (0.4)	196 (4.1)
Dist. Columbia	78 (0.8)	193 (0.9)	13 (0.7)	171 (2.3)	9 (0.5)	173 (3.1)
Florida	83 (1.0)	214 (1.1)	10 (0.8)	183 (3.1)	7 (0.5)	195 (3.7)
Georgia	84 (0.9)	218 (1.4)	9 (0.7)	186 (2.5)	7 (0.5)	197 (3.6)
Hawaii	86 (1.0)	208 (1.7)	7 (0.7)	178 (2.9)	7 (0.5)	190 (3.5)
Idaho	93 (0.5)	222 (0.9)	3 (0.3)	195 (4.8)	4 (0.4)	206 (3.9)
Indiana	90 (0.8)	225 (1.2)	4 (0.5)	200 (3.4)	5 (0.5)	204 (3.8)
Iowa	94 (0.5)	228 (1.0)	3 (0.4)	198 (4.6)	3 (0.4)	205 (4.6)
Kentucky	86 (1.0)	216 (1.4)	7 (0.7)	187 (2.5)	7 (0.6)	206 (3.0)
Louisiana	80 (1.1)	209 (1.3)	12 (0.8)	185 (2.7)	9 (0.5)	193 (2.2)
Maine*	95 (0.5)	229 (1.1)	2 (0.3)	*** (***)	3 (0.4)	212 (4.3)
Maryland	88 (1.0)	216 (1.4)	5 (0.6)	175 (4.8)	7 (0.8)	190 (3.7)
Massachusetts	93 (0.6)	229 (0.9)	3 (0.4)	200 (3.9)	4 (0.4)	208 (3.1)
Michigan	92 (0.8)	219 (1.5)	3 (0.4)	183 (3.7)	5 (0.5)	198 (4.3)
Minnesota	95 (0.4)	223 (1.2)	2 (0.3)	*** (***)	3 (0.3)	208 (4.8)
Mississippi	73 (1.2)	206 (1.3)	16 (0.8)	179 (2.1)	11 (0.7)	189 (2.8)
Missouri	91 (0.6)	224 (1.2)	4 (0.5)	192 (3.8)	5 (0.5)	204 (3.0)
Nebraska*	93 (0.8)	225 (1.1)	3 (0.4)	188 (4.0)	4 (0.5)	203 (4.0)
New Hampshire*	96 (0.5)	230 (1.2)	1 (0.3)	*** (***)	3 (0.4)	215 (4.6)
New Jersey*	89 (1.0)	228 (1.4)	6 (0.6)	185 (3.4)	5 (0.7)	208 (4.5)
New Mexico	85 (1.1)	216 (1.4)	8 (0.7)	182 (2.8)	8 (0.7)	198 (3.9)
New York*	86 (1.0)	220 (1.3)	8 (0.7)	183 (4.3)	7 (0.6)	193 (3.5)
North Carolina	86 (0.9)	216 (1.1)	8 (0.6)	186 (3.0)	6 (0.5)	193 (3.8)
North Dakota	96 (0.5)	228 (1.1)	1 (0.3)	*** (***)	3 (0.4)	*** (***)
Ohio	88 (0.9)	221 (1.3)	6 (0.7)	194 (3.0)	6 (0.5)	203 (2.8)
Oklahoma	89 (0.9)	224 (1.0)	5 (0.6)	201 (3.4)	6 (0.6)	211 (3.0)
Pennsylvania	92 (0.7)	224 (1.3)	4 (0.5)	187 (4.1)	4 (0.4)	200 (3.2)
Rhode Island	86 (1.4)	222 (1.4)	7 (1.0)	182 (5.0)	7 (0.6)	197 (3.6)
South Carolina	84 (0.9)	214 (1.4)	9 (0.5)	187 (2.6)	7 (0.6)	198 (3.2)
Tennessee	83 (1.1)	217 (1.4)	9 (0.8)	186 (2.8)	8 (0.6)	200 (2.4)
Texas	81 (1.3)	219 (1.4)	12 (1.0)	191 (2.4)	8 (0.7)	199 (3.0)
Utah	95 (0.4)	223 (1.1)	2 (0.3)	*** (***)	3 (0.3)	199 (4.7)
Virginia	89 (0.9)	225 (1.4)	6 (0.5)	198 (3.2)	5 (0.5)	203 (3.3)
West Virginia	89 (0.6)	219 (1.3)	5 (0.4)	190 (3.8)	5 (0.5)	199 (3.1)
Wisconsin	94 (0.6)	226 (1.0)	3 (0.4)	197 (4.8)	4 (0.4)	209 (2.7)
Wyoming	94 (0.6)	226 (1.2)	2 (0.3)	*** (***)	4 (0.4)	208 (3.2)
TERRITORY						
Guam	71 (0.9)	188 (1.4)	14 (0.7)	162 (2.9)	15 (1.0)	177 (3.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.5 | **Students' Reports on Magazines in the Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Does your family get any magazines regularly?					
	Yes		No		I Don't Know	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	64 (1.0)	220 (1.3)	24 (1.0)	207 (1.3)	13 (0.5)	213 (2.3)
Northeast	68 (1.8)	225 (4.4)	19 (2.5)	213 (3.6)	13 (1.2)	216 (6.9)
Southeast	59 (2.4)	214 (3.4)	29 (1.5)	208 (2.1)	13 (1.2)	209 (3.7)
Central	66 (1.8)	222 (2.0)	21 (2.2)	210 (3.1)	13 (1.2)	217 (3.7)
West	62 (1.8)	218 (1.6)	25 (1.6)	201 (2.3)	13 (0.7)	210 (3.6)
STATES						
Alabama	57 (1.4)	213 (1.9)	30 (1.1)	201 (1.7)	13 (0.9)	203 (2.6)
Arizona	58 (1.4)	214 (1.3)	27 (1.3)	203 (1.9)	15 (0.8)	207 (2.4)
Arkansas	58 (1.2)	216 (1.5)	28 (1.1)	206 (1.6)	13 (0.7)	207 (2.4)
California	58 (1.4)	210 (2.4)	28 (1.1)	193 (2.6)	15 (0.8)	194 (2.5)
Colorado	65 (1.2)	222 (1.2)	22 (1.0)	210 (1.8)	13 (0.8)	210 (2.2)
Connecticut	69 (1.2)	228 (1.2)	19 (1.0)	209 (2.5)	12 (0.8)	217 (2.8)
Delaware*	64 (1.2)	218 (1.0)	24 (1.4)	205 (1.6)	12 (0.6)	210 (2.9)
Dist. Columbia	58 (1.0)	193 (1.1)	31 (0.9)	183 (1.3)	11 (0.5)	181 (2.5)
Florida	59 (1.3)	212 (1.3)	28 (1.2)	204 (1.8)	13 (0.8)	207 (2.4)
Georgia	60 (1.2)	218 (1.9)	28 (1.1)	204 (1.8)	13 (0.8)	210 (2.6)
Hawaii	53 (1.6)	209 (1.7)	31 (1.4)	198 (2.2)	16 (0.8)	201 (2.8)
Idaho	66 (1.1)	224 (1.1)	19 (0.8)	214 (1.6)	14 (0.7)	216 (1.7)
Indiana	64 (1.1)	227 (1.4)	24 (1.1)	214 (1.7)	12 (0.6)	218 (2.9)
Iowa	68 (1.4)	231 (1.0)	18 (0.9)	216 (1.6)	14 (0.8)	222 (2.3)
Kentucky	62 (1.3)	217 (1.5)	26 (1.1)	208 (1.5)	12 (0.8)	208 (2.1)
Louisiana	57 (1.3)	208 (1.4)	30 (1.0)	199 (1.8)	14 (0.8)	203 (2.0)
Maine*	70 (1.5)	231 (1.2)	19 (1.1)	220 (2.0)	11 (0.9)	225 (2.1)
Maryland	65 (1.4)	216 (1.7)	21 (1.1)	201 (2.6)	15 (0.8)	210 (2.7)
Massachusetts	65 (1.2)	231 (1.0)	23 (1.0)	218 (2.1)	12 (0.8)	226 (1.8)
Michigan	63 (1.4)	221 (1.7)	21 (0.9)	211 (2.2)	15 (1.0)	210 (2.3)
Minnesota	73 (1.3)	225 (1.2)	16 (1.1)	211 (2.2)	10 (0.8)	217 (2.9)
Mississippi	55 (1.3)	203 (1.6)	32 (1.1)	195 (1.6)	12 (0.8)	196 (2.6)
Missouri	63 (1.1)	224 (1.4)	24 (1.0)	215 (2.3)	13 (0.7)	217 (2.6)
Nebraska*	69 (1.2)	226 (1.2)	17 (0.9)	214 (2.2)	14 (0.8)	218 (2.2)
New Hampshire*	73 (1.3)	232 (1.2)	16 (1.0)	223 (2.0)	11 (0.8)	222 (2.5)
New Jersey*	69 (1.3)	228 (1.7)	20 (1.0)	215 (1.9)	12 (0.8)	220 (2.3)
New Mexico	58 (1.7)	218 (1.7)	27 (1.2)	201 (1.6)	15 (0.9)	206 (2.8)
New York*	65 (1.2)	220 (1.5)	21 (1.0)	207 (2.0)	14 (0.9)	208 (3.1)
North Carolina	60 (1.4)	218 (1.5)	30 (1.2)	204 (1.8)	10 (0.6)	205 (2.5)
North Dakota	75 (1.1)	230 (1.2)	13 (0.9)	219 (2.6)	12 (0.9)	221 (2.1)
Ohio	60 (1.4)	223 (1.3)	26 (1.2)	211 (1.9)	14 (0.8)	215 (2.2)
Oklahoma	61 (1.5)	225 (1.1)	26 (1.2)	216 (1.6)	13 (0.8)	221 (2.0)
Pennsylvania	65 (1.3)	226 (1.6)	24 (1.0)	213 (1.3)	12 (0.8)	217 (2.1)
Rhode Island	62 (1.5)	223 (1.7)	25 (1.2)	207 (2.9)	13 (0.9)	211 (2.9)
South Carolina	60 (1.1)	216 (1.6)	30 (1.0)	202 (1.5)	10 (0.7)	206 (2.4)
Tennessee	59 (1.3)	219 (1.6)	29 (1.2)	202 (1.6)	11 (0.7)	213 (2.3)
Texas	57 (1.6)	219 (1.8)	28 (1.4)	205 (1.8)	15 (1.0)	212 (2.3)
Utah	68 (1.3)	224 (1.1)	17 (1.0)	215 (2.3)	14 (0.8)	219 (2.1)
Virginia	64 (1.2)	227 (1.6)	24 (1.1)	211 (1.7)	11 (0.6)	219 (2.1)
West Virginia	62 (1.2)	221 (1.4)	25 (1.0)	210 (1.7)	13 (0.7)	211 (2.3)
Wisconsin	70 (1.0)	228 (1.0)	18 (0.8)	218 (1.9)	12 (0.7)	218 (1.9)
Wyoming	70 (0.9)	228 (1.3)	18 (0.8)	215 (1.7)	13 (0.8)	218 (2.1)
TERRITORY						
Guam	38 (1.1)	186 (2.3)	39 (1.2)	181 (2.0)	23 (1.0)	179 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.6 Students' Reports on How Many Types of Reading Materials are in the Home, Grades 4, 8, and 12, 1992 Reading Assessment

	Zero to Two Types		Three Types		Four Types	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	31(0.8)	205(0.9)	32(0.7)	221(1.4)	37(0.9)	227(1.3)
Grade 8	20(0.7)	241(1.2)	29(0.5)	260(1.3)	51(0.8)	267(0.9)
Grade 12	14(0.4)	272(1.1)	26(0.6)	289(0.9)	60(0.7)	297(0.6)

Students were asked about four types of reading materials in the home, including 25 or more books, magazines, daily newspaper, and encyclopedia. The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.7 | **Students' Reports on How Many Types of Reading Materials Are in the Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Zero to Two Types		Three Types		Four Types	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	33 (0.9)	204 (0.9)	32 (0.7)	219 (1.6)	36 (1.0)	226 (1.5)
Northeast	31 (2.0)	207 (3.8)	32 (1.5)	223 (4.4)	37 (2.0)	232 (4.9)
Southeast	37 (2.0)	203 (2.1)	30 (1.5)	213 (3.5)	32 (2.4)	220 (3.3)
Central	29 (2.3)	207 (2.1)	33 (1.3)	221 (1.9)	38 (2.0)	227 (2.5)
West	33 (1.4)	199 (1.8)	32 (1.2)	217 (2.2)	35 (2.1)	223 (1.9)
STATES						
Alabama	38 (1.3)	198 (2.1)	34 (0.9)	210 (1.9)	28 (1.2)	220 (1.8)
Arizona	40 (1.5)	202 (1.6)	33 (1.1)	212 (1.4)	27 (1.1)	221 (1.6)
Arkansas	37 (1.2)	203 (1.6)	32 (0.9)	214 (1.7)	31 (1.3)	221 (1.7)
California	39 (1.4)	188 (2.2)	31 (1.0)	208 (2.9)	30 (1.3)	220 (2.1)
Colorado	28 (1.0)	207 (1.5)	36 (0.9)	218 (1.6)	36 (1.2)	226 (1.2)
Connecticut	25 (1.0)	208 (2.5)	32 (0.9)	223 (1.6)	43 (1.3)	232 (1.3)
Delaware*	32 (1.2)	203 (1.2)	35 (1.1)	216 (1.2)	33 (1.3)	224 (1.3)
Dist. Columbia	38 (1.0)	179 (1.7)	32 (0.9)	188 (1.5)	30 (0.9)	202 (1.7)
Florida	38 (1.5)	199 (2.1)	34 (1.0)	211 (1.5)	29 (1.3)	221 (1.4)
Georgia	34 (1.2)	202 (1.8)	35 (1.0)	213 (1.8)	31 (1.2)	226 (1.9)
Hawaii	41 (1.7)	196 (2.2)	34 (1.0)	208 (1.8)	25 (1.2)	215 (1.9)
Idaho	29 (1.1)	212 (1.5)	36 (0.9)	222 (1.3)	35 (1.1)	226 (1.3)
Indiana	28 (1.3)	212 (1.8)	34 (1.1)	223 (1.6)	37 (1.3)	230 (1.4)
Iowa	25 (1.2)	216 (1.9)	34 (0.9)	227 (1.4)	41 (1.3)	234 (1.1)
Kentucky	34 (1.2)	206 (1.3)	35 (0.8)	216 (1.5)	31 (1.2)	221 (2.2)
Louisiana	38 (1.4)	197 (1.6)	33 (0.9)	206 (1.5)	29 (1.2)	213 (1.6)
Maine*	27 (1.2)	221 (1.8)	37 (1.3)	230 (1.6)	36 (1.2)	232 (1.3)
Maryland	30 (1.4)	198 (2.6)	35 (1.0)	215 (1.8)	35 (1.2)	222 (1.7)
Massachusetts	25 (1.0)	215 (1.9)	33 (1.0)	230 (1.4)	42 (1.2)	233 (1.1)
Michigan	30 (1.5)	206 (1.9)	35 (1.0)	221 (1.9)	34 (1.6)	224 (2.0)
Minnesota	21 (1.2)	212 (2.3)	35 (1.0)	223 (1.4)	44 (1.3)	228 (1.3)
Mississippi	42 (1.4)	191 (1.6)	32 (0.9)	202 (1.9)	25 (1.2)	211 (2.0)
Missouri	29 (1.2)	210 (1.8)	35 (1.0)	223 (1.4)	36 (1.3)	229 (1.7)
Nebraska*	26 (1.2)	211 (1.6)	33 (0.8)	225 (1.5)	41 (1.3)	228 (1.2)
New Hampshire*	20 (1.2)	221 (2.2)	34 (1.0)	226 (1.7)	46 (1.6)	235 (1.4)
New Jersey*	25 (1.2)	208 (1.8)	33 (1.0)	224 (1.6)	42 (1.4)	234 (1.8)
New Mexico	41 (1.6)	200 (1.7)	34 (1.0)	215 (1.6)	26 (1.6)	226 (2.0)
New York*	32 (1.3)	201 (2.3)	32 (1.1)	217 (1.6)	36 (1.3)	229 (1.5)
North Carolina	33 (1.3)	201 (1.8)	34 (0.9)	214 (1.4)	33 (1.1)	223 (2.0)
North Dakota	18 (1.0)	220 (2.4)	35 (1.3)	225 (1.4)	46 (1.2)	232 (1.3)
Ohio	33 (1.6)	209 (2.2)	34 (1.0)	220 (1.4)	32 (1.2)	227 (1.5)
Oklahoma	33 (1.6)	214 (1.2)	35 (1.0)	223 (1.2)	32 (1.3)	228 (1.4)
Pennsylvania	26 (1.2)	210 (2.0)	35 (1.2)	223 (1.7)	39 (1.3)	229 (1.7)
Rhode Island	33 (1.7)	202 (3.0)	33 (1.1)	223 (1.7)	34 (1.3)	229 (1.7)
South Carolina	34 (1.1)	200 (1.5)	34 (0.8)	212 (1.9)	32 (0.8)	221 (1.6)
Tennessee	37 (1.5)	202 (1.6)	33 (1.0)	214 (1.6)	31 (1.4)	226 (1.7)
Texas	40 (1.5)	203 (1.8)	32 (1.0)	217 (1.6)	28 (1.6)	227 (2.0)
Utah	26 (1.2)	216 (2.1)	35 (1.0)	222 (1.3)	38 (1.3)	226 (1.3)
Virginia	30 (1.2)	210 (1.7)	34 (1.2)	223 (1.7)	36 (1.4)	232 (1.5)
West Virginia	33 (1.2)	207 (1.8)	33 (0.9)	218 (1.5)	35 (1.1)	224 (1.5)
Wisconsin	23 (1.0)	215 (1.5)	36 (0.9)	224 (1.5)	40 (1.2)	232 (1.2)
Wyoming	27 (0.9)	215 (1.7)	37 (0.9)	223 (1.3)	35 (1.1)	233 (1.3)
TERRITORY						
Guam	54 (1.1)	179 (1.9)	30 (1.1)	187 (2.2)	16 (0.8)	192 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.8 Students' Reports on Time Spent on Homework Each Day for All Subjects, Grades 4, 8, and 12, 1992 Reading Assessment

	Grade 4		Grade 8		Grade 12	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Don't Usually Have Homework Assigned	16(1.6)	221(1.7)	6(0.4)	248(2.2)	11(0.6)	274(1.5)
Have Homework But Don't Do It	2(0.2)	196(3.8)	6(0.3)	240(2.1)	7(0.3)	280(1.7)
One-Half Hour or Less	39(1.2)	218(1.3)	20(0.6)	256(1.6)	19(0.5)	291(0.9)
One Hour	28(0.9)	223(1.2)	42(0.8)	264(1.1)	33(0.7)	293(0.7)
Two Hours** (More than One Hour)	15(0.6)	210(2.0)	18(0.6)	268(1.4)	18(0.5)	297(1.3)
More Than Two Hours	--	--	8(0.4)	266(2.0)	12(0.5)	301(1.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

** At fourth grade this response represented the longest amount of time and was worded "More than 1 hour."

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.9 | **Students' Reports on Time Spent on Homework Each Day for All Subjects, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Don't Usually Have Homework Assigned		Have Homework Assigned But Don't Do It		One Half Hour or Less		One Hour		More Than One Hour	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	17 (1.7)	220 (1.7)	2 (0.3)	197 (3.9)	40 (1.3)	216 (1.4)	26 (0.9)	220 (1.3)	14 (0.6)	206 (2.3)
Northeast	3 (0.9)	*** (***)	1 (0.5)	*** (***)	46 (2.1)	220 (4.4)	33 (1.7)	227 (4.2)	16 (1.2)	219 (6.1)
Southeast	13 (3.0)	212 (5.4)!	3 (0.6)	*** (***)	41 (1.8)	214 (2.6)	28 (1.8)	216 (2.3)	15 (1.3)	201 (4.7)
Central	29 (5.6)	223 (2.9)	3 (0.7)	*** (***)	32 (3.5)	218 (2.8)	24 (2.5)	223 (2.7)	12 (1.3)	209 (4.1)
West	19 (2.3)	220 (2.7)	2 (0.5)	*** (***)	42 (2.5)	214 (1.9)	22 (1.5)	215 (2.9)	14 (1.1)	199 (4.3)
STATES										
Alabama	8 (0.9)	209 (2.9)	3 (0.5)	185 (4.5)	37 (1.1)	209 (1.9)	29 (0.9)	212 (2.2)	23 (1.0)	205 (2.7)
Arizona	22 (1.7)	212 (2.2)	4 (0.4)	191 (3.1)	37 (1.4)	212 (1.7)	24 (1.1)	213 (1.9)	13 (0.8)	204 (2.8)
Arkansas	19 (1.9)	214 (3.5)	3 (0.4)	191 (4.3)	32 (1.6)	213 (1.6)	25 (1.1)	217 (1.6)	22 (1.4)	205 (2.1)
California	5 (0.9)	195 (5.2)!	2 (0.4)	*** (***)	47 (1.6)	203 (2.6)	31 (1.2)	208 (2.2)	15 (1.1)	201 (3.2)
Colorado	23 (1.8)	220 (1.9)	2 (0.3)	198 (5.0)	35 (1.4)	216 (1.6)	26 (1.2)	221 (1.8)	14 (0.9)	215 (2.1)
Connecticut	5 (0.7)	225 (4.5)	2 (0.4)	*** (***)	46 (1.4)	224 (1.5)	32 (1.0)	227 (1.6)	15 (1.1)	216 (2.6)
Delaware*	6 (0.4)	201 (3.1)	3 (0.3)	195 (3.8)	47 (1.0)	214 (1.2)	28 (0.8)	220 (1.3)	16 (0.8)	214 (2.3)
Dist. Columbia	6 (0.6)	171 (3.2)	3 (0.3)	166 (5.6)	39 (1.0)	189 (1.5)	30 (0.9)	195 (1.7)	23 (0.7)	187 (1.8)
Florida	10 (1.1)	206 (2.8)	3 (0.4)	180 (5.6)	44 (1.6)	211 (1.5)	27 (1.2)	212 (1.8)	17 (1.1)	207 (2.3)
Georgia	10 (1.1)	215 (3.4)	3 (0.3)	187 (5.7)	44 (1.4)	214 (1.5)	27 (1.0)	219 (2.4)	16 (0.7)	206 (2.3)
Hawaii	4 (0.6)	187 (7.3)	3 (0.4)	183 (5.1)	40 (1.3)	202 (1.8)	32 (1.2)	209 (2.1)	21 (1.0)	208 (2.7)
Idaho	43 (1.9)	226 (1.2)	3 (0.4)	199 (5.0)	27 (1.4)	219 (1.7)	18 (1.0)	218 (1.7)	9 (0.7)	209 (2.2)
Indiana	20 (1.5)	228 (2.3)	3 (0.4)	196 (6.0)	32 (1.3)	223 (1.6)	28 (1.1)	225 (1.7)	18 (1.1)	215 (2.0)
Iowa	35 (2.1)	231 (1.4)	2 (0.3)	*** (***)	30 (1.4)	227 (1.7)	22 (1.1)	226 (1.4)	11 (0.8)	218 (2.3)
Kentucky	19 (1.4)	216 (1.8)	3 (0.5)	184 (3.7)	33 (1.2)	214 (1.6)	27 (1.1)	219 (2.1)	17 (0.9)	208 (1.8)
Louisiana	7 (0.9)	205 (3.0)	3 (0.4)	184 (3.6)	39 (1.1)	204 (1.4)	28 (1.0)	209 (1.6)	23 (1.1)	204 (2.2)
Maine*	14 (1.9)	226 (2.7)	2 (0.4)	*** (***)	35 (1.3)	229 (1.5)	33 (1.4)	230 (1.5)	15 (1.1)	226 (1.9)
Maryland	3 (0.8)	192 (5.7)!	2 (0.4)	*** (***)	48 (1.5)	214 (1.7)	32 (1.2)	218 (1.9)	15 (1.0)	206 (2.5)
Massachusetts	5 (1.3)	225 (4.4)!	1 (0.3)	*** (***)	46 (2.1)	227 (1.0)	33 (1.5)	231 (1.2)	14 (1.1)	224 (2.9)
Michigan	24 (1.7)	223 (2.1)	2 (0.4)	*** (***)	36 (1.5)	217 (2.2)	25 (1.2)	218 (2.2)	13 (0.8)	208 (2.7)
Minnesota	31 (1.6)	227 (1.7)	4 (0.4)	195 (4.7)	33 (1.3)	222 (1.9)	22 (1.2)	223 (1.8)	11 (0.9)	214 (2.4)
Mississippi	9 (1.0)	205 (2.7)	5 (0.5)	185 (3.6)	37 (1.3)	200 (1.8)	27 (1.0)	203 (2.0)	23 (1.3)	197 (2.0)
Missouri	26 (1.6)	227 (1.9)	2 (0.4)	197 (5.2)	32 (1.1)	221 (1.6)	24 (0.9)	223 (2.0)	16 (1.0)	213 (2.2)
Nebraska*	42 (2.3)	225 (1.5)	1 (0.3)	*** (***)	26 (1.5)	222 (1.6)	19 (1.2)	223 (2.0)	12 (1.1)	214 (3.1)
New Hampshire*	11 (1.6)	228 (3.5)	2 (0.3)	*** (***)	43 (1.4)	230 (1.4)	30 (1.7)	232 (1.4)	14 (1.3)	224 (2.3)
New Jersey*	3 (0.7)	209 (5.2)!	2 (0.4)	*** (***)	36 (1.5)	224 (1.6)	36 (1.2)	229 (1.8)	22 (1.4)	222 (2.1)
New Mexico	27 (2.5)	214 (2.3)	3 (0.4)	*** (***)	30 (2.1)	212 (2.2)	24 (1.3)	214 (1.9)	16 (1.0)	208 (2.2)
New York*	12 (1.9)	223 (2.7)	2 (0.3)	*** (***)	34 (1.6)	213 (2.0)	30 (1.6)	219 (2.4)	22 (1.4)	213 (2.8)
North Carolina	7 (1.0)	207 (3.4)	3 (0.4)	185 (4.2)	40 (1.5)	213 (1.3)	32 (1.1)	219 (1.8)	19 (1.4)	207 (2.3)
North Dakota	33 (2.0)	232 (1.6)	1 (0.2)	*** (***)	28 (1.1)	227 (1.9)	24 (1.3)	226 (1.8)	15 (0.9)	220 (2.7)
Ohio	15 (1.4)	223 (2.3)	2 (0.3)	*** (***)	36 (1.3)	219 (1.9)	28 (1.2)	222 (1.8)	19 (1.1)	213 (2.1)
Oklahoma	35 (1.7)	228 (1.4)	3 (0.4)	*** (***)	28 (1.3)	218 (1.5)	20 (1.1)	223 (1.8)	14 (0.7)	214 (1.9)
Pennsylvania	4 (0.7)	223 (3.2)	2 (0.3)	*** (***)	42 (1.2)	221 (1.8)	36 (1.0)	225 (1.7)	16 (1.1)	220 (1.9)
Rhode Island	7 (1.1)	219 (4.5)	3 (0.6)	186 (8.7)!	50 (1.7)	220 (1.7)	26 (1.1)	221 (2.5)	14 (1.0)	212 (2.4)
South Carolina	4 (0.6)	205 (4.7)	3 (0.3)	185 (5.2)	43 (1.2)	212 (1.6)	30 (0.9)	215 (1.9)	21 (1.1)	208 (2.0)
Tennessee	14 (1.5)	215 (3.1)	3 (0.4)	186 (4.7)	35 (1.2)	212 (1.9)	29 (1.2)	218 (1.9)	21 (1.2)	210 (2.1)
Texas	16 (1.7)	214 (3.1)	3 (0.3)	196 (4.7)	38 (1.5)	214 (1.7)	26 (1.2)	217 (2.4)	17 (1.0)	212 (2.3)
Utah	31 (1.7)	225 (1.5)	4 (0.5)	203 (4.9)	36 (1.6)	223 (1.4)	19 (1.0)	221 (2.2)	10 (0.9)	214 (2.6)
Virginia	4 (0.8)	218 (3.8)	2 (0.3)	*** (***)	41 (1.1)	220 (1.5)	33 (1.2)	229 (1.8)	20 (1.1)	219 (1.8)
West Virginia	23 (1.5)	220 (1.7)	3 (0.4)	192 (3.5)	30 (1.3)	219 (2.0)	27 (1.1)	219 (1.7)	16 (0.9)	208 (2.4)
Wisconsin	22 (1.7)	230 (1.6)	2 (0.4)	*** (***)	36 (1.2)	225 (1.5)	26 (1.1)	225 (1.3)	14 (0.9)	217 (2.2)
Wyoming	36 (2.1)	229 (1.8)	3 (0.4)	207 (3.8)	32 (1.6)	225 (1.6)	18 (1.1)	224 (2.0)	11 (1.0)	216 (1.8)
TERRITORY										
Guam	14 (0.7)	181 (3.7)	5 (0.4)	158 (4.4)	38 (1.0)	189 (1.9)	28 (1.0)	186 (2.1)	15 (0.8)	172 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.10 **Students' Reports on Number of Pages Read Each Day for School and Homework for All Subjects, Grades 4, 8, and 12, 1992 Reading Assessment**

	More Than Ten Pages		Six to Ten Pages		Five or Fewer Pages	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	56(1.2)	224(1.1)	23(0.7)	218(1.4)	21(1.0)	204(1.4)
Grade 8	22(0.6)	268(1.5)	16(0.4)	266(1.3)	62(0.7)	256(1.0)
Grade 12	45(0.9)	300(0.8)	24(0.4)	289(0.9)	31(0.7)	280(0.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.11 | **Students' Reports on Number of Pages Read Each Day for School and Homework for All Subjects, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	More Than 10 Pages		Six to Ten Pages		Five or Fewer Pages	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	55 (1.3)	222 (1.2)	22 (0.7)	216 (1.6)	22 (1.1)	203 (1.5)
Northeast	55 (4.0)	228 (4.2)	21 (1.6)	221 (5.0)	24 (2.7)	206 (4.4)
Southeast	51 (2.8)	216 (3.4)	24 (1.7)	208 (3.4)	24 (2.2)	205 (2.7)
Central	57 (1.9)	223 (1.7)	22 (1.2)	221 (2.6)	21 (2.4)	206 (2.8)
West	57 (2.0)	219 (1.7)	22 (1.2)	214 (2.4)	20 (2.1)	194 (3.1)
STATES						
Alabama	50 (1.9)	212 (2.0)	26 (1.2)	212 (2.0)	24 (1.6)	198 (2.5)
Arizona	59 (1.7)	214 (1.5)	21 (1.1)	209 (1.9)	20 (1.2)	201 (1.9)
Arkansas	50 (1.6)	217 (1.7)	23 (1.0)	213 (1.6)	26 (1.4)	201 (2.0)
California	63 (1.8)	208 (2.3)	19 (1.0)	201 (3.6)	18 (1.3)	187 (3.0)
Colorado	66 (1.2)	222 (1.2)	18 (1.0)	213 (1.8)	15 (0.8)	204 (2.2)
Connecticut	59 (1.8)	227 (1.2)	23 (1.2)	222 (2.0)	18 (1.1)	210 (2.7)
Delaware*	50 (1.1)	219 (1.5)	23 (1.3)	215 (1.8)	28 (1.1)	205 (1.4)
Dist. Columbia	37 (0.8)	192 (1.5)	24 (0.9)	190 (1.7)	39 (0.9)	184 (1.4)
Florida	54 (1.6)	213 (1.6)	24 (1.1)	209 (2.2)	22 (1.0)	201 (2.2)
Georgia	56 (1.5)	217 (1.7)	23 (1.0)	215 (2.4)	21 (1.2)	201 (2.3)
Hawaii	58 (1.6)	208 (1.8)	21 (0.9)	204 (2.3)	20 (1.2)	194 (2.7)
Idaho	66 (1.5)	223 (1.0)	19 (1.1)	220 (1.4)	15 (1.0)	212 (2.2)
Indiana	60 (1.7)	226 (1.4)	23 (1.2)	222 (1.5)	17 (1.2)	210 (2.7)
Iowa	69 (1.7)	229 (1.0)	18 (1.0)	227 (1.7)	13 (1.0)	214 (2.8)
Kentucky	53 (1.8)	218 (1.6)	25 (1.2)	215 (1.8)	22 (1.3)	202 (1.9)
Louisiana	48 (1.3)	209 (1.4)	26 (1.0)	205 (1.8)	26 (1.2)	196 (2.0)
Maine*	59 (1.9)	230 (1.3)	23 (1.3)	227 (1.8)	18 (1.2)	223 (1.6)
Maryland	53 (1.4)	217 (1.8)	23 (1.0)	214 (2.3)	25 (1.0)	200 (2.7)
Massachusetts	66 (1.7)	231 (1.1)	20 (1.2)	223 (1.5)	14 (0.9)	218 (2.3)
Michigan	58 (1.9)	223 (1.6)	23 (1.3)	214 (2.0)	19 (1.1)	205 (2.6)
Minnesota	60 (1.9)	226 (1.3)	22 (1.2)	218 (2.4)	18 (1.3)	215 (2.2)
Mississippi	46 (1.7)	203 (1.5)	26 (0.9)	202 (1.9)	29 (1.4)	193 (2.3)
Missouri	60 (1.7)	224 (1.2)	20 (1.2)	222 (1.6)	19 (1.6)	211 (2.3)
Nebraska*	67 (1.7)	225 (1.3)	18 (1.0)	221 (2.3)	15 (1.0)	212 (1.9)
New Hampshire*	62 (1.7)	232 (1.4)	22 (1.2)	229 (2.1)	16 (1.2)	219 (1.8)
New Jersey*	58 (2.0)	228 (1.7)	23 (1.1)	226 (2.4)	18 (1.3)	211 (2.3)
New Mexico	55 (1.5)	215 (1.6)	25 (1.2)	213 (2.1)	21 (1.2)	201 (2.1)
New York*	56 (2.0)	223 (1.4)	22 (1.2)	213 (2.4)	22 (1.5)	201 (3.1)
North Carolina	55 (1.7)	216 (1.4)	22 (0.9)	216 (1.8)	23 (1.3)	200 (1.7)
North Dakota	67 (1.6)	229 (1.2)	22 (1.0)	226 (1.6)	11 (0.9)	215 (2.6)
Ohio	58 (2.0)	222 (1.6)	23 (1.1)	218 (2.1)	20 (1.3)	210 (2.5)
Oklahoma	62 (1.8)	224 (1.1)	21 (1.2)	223 (1.5)	17 (1.0)	213 (2.0)
Pennsylvania	52 (1.8)	225 (1.6)	25 (1.2)	224 (1.7)	23 (1.4)	212 (2.0)
Rhode Island	54 (1.9)	222 (1.5)	24 (1.3)	216 (2.9)	22 (1.6)	209 (3.1)
South Carolina	53 (1.4)	212 (1.5)	24 (0.9)	215 (2.0)	23 (1.1)	202 (1.8)
Tennessee	52 (1.8)	217 (1.7)	26 (1.0)	213 (2.0)	22 (1.3)	203 (2.5)
Texas	59 (1.6)	219 (1.7)	22 (0.9)	214 (2.1)	19 (1.1)	200 (1.8)
Utah	69 (1.7)	225 (1.1)	16 (1.0)	219 (2.1)	14 (1.1)	209 (2.5)
Virginia	62 (1.6)	226 (1.5)	21 (1.2)	222 (2.3)	17 (0.9)	209 (2.3)
West Virginia	58 (1.8)	219 (1.5)	24 (1.3)	219 (1.8)	18 (1.0)	207 (2.0)
Wisconsin	65 (1.6)	228 (1.2)	21 (1.0)	224 (2.1)	15 (1.1)	214 (2.3)
Wyoming	67 (1.2)	226 (1.3)	18 (0.7)	226 (1.7)	15 (0.9)	214 (2.6)
TERRITORY						
Guam	44 (1.2)	183 (2.0)	26 (0.9)	188 (2.0)	30 (1.1)	177 (2.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.12 Students' Reports on Extent to Which They Discuss Schoolwork with Someone at Home, Grades 4, 8, and 12, 1992 Reading Assessment

	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	54(0.8)	222(1.1)	22(0.7)	221(1.5)	6(0.3)	216(1.9)	17(0.6)	202(1.6)
Grade 8	37(0.7)	269(1.0)	30(0.4)	263(1.0)	11(0.4)	258(2.0)	21(0.6)	248(1.4)
Grade 12	30(0.5)	297(1.0)	34(0.5)	294(0.7)	16(0.4)	291(1.1)	20(0.5)	279(1.1)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.13 | **Students' Reports on Extent to Which They Discuss Schoolwork with Someone at Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Hardly Ever	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	54 (0.9)	220 (1.2)	22 (0.7)	219 (1.6)	6 (0.3)	214 (2.2)	18 (0.8)	201 (1.8)
Northeast	55 (2.4)	226 (4.0)	25 (1.3)	221 (5.2)	6 (0.9)	*** (***)	14 (1.3)	202 (4.8)
Southeast	58 (2.2)	214 (3.1)	19 (1.1)	217 (2.6)	5 (0.5)	202 (4.7)	18 (1.6)	201 (3.1)
Central	51 (1.6)	225 (2.2)	23 (1.5)	220 (1.7)	7 (0.8)	215 (3.5)	19 (1.4)	204 (3.3)
West	54 (1.4)	217 (1.4)	19 (1.5)	217 (3.5)	6 (0.5)	216 (4.1)	20 (1.8)	198 (3.5)
STATES								
Alabama	55 (1.0)	210 (1.9)	22 (0.9)	211 (2.0)	5 (0.4)	205 (3.4)	18 (0.8)	199 (2.5)
Arizona	50 (1.1)	215 (1.5)	20 (0.7)	213 (1.8)	6 (0.5)	207 (3.5)	24 (1.0)	200 (1.9)
Arkansas	52 (1.2)	216 (1.4)	21 (1.0)	213 (2.1)	5 (0.4)	208 (3.6)	22 (1.0)	202 (2.2)
California	55 (1.2)	209 (2.2)	22 (1.0)	203 (2.5)	6 (0.5)	188 (4.7)	18 (1.0)	192 (3.1)
Colorado	57 (1.1)	222 (1.2)	22 (0.8)	218 (1.9)	5 (0.5)	218 (3.3)	15 (0.7)	203 (1.9)
Connecticut	56 (0.9)	226 (1.6)	22 (0.9)	227 (1.7)	7 (0.5)	222 (3.1)	16 (0.7)	206 (2.3)
Delaware*	52 (1.2)	217 (0.9)	22 (1.1)	219 (1.6)	5 (0.6)	204 (5.6)	20 (0.9)	202 (2.3)
Dist. Columbia	62 (1.1)	190 (1.0)	21 (0.8)	189 (2.1)	6 (0.5)	189 (4.8)	11 (0.7)	181 (3.0)
Florida	55 (1.0)	213 (1.4)	21 (0.7)	213 (2.4)	6 (0.4)	201 (3.9)	18 (1.0)	198 (2.0)
Georgia	58 (1.0)	216 (1.7)	22 (0.8)	216 (1.9)	4 (0.4)	210 (4.4)	15 (0.8)	202 (2.3)
Hawaii	47 (1.2)	207 (1.9)	25 (1.0)	208 (2.4)	7 (0.6)	203 (3.8)	20 (1.1)	194 (2.3)
Idaho	50 (1.3)	224 (1.1)	22 (0.9)	222 (1.7)	7 (0.5)	220 (3.1)	20 (0.9)	209 (1.3)
Indiana	55 (1.3)	226 (1.4)	22 (1.0)	224 (1.8)	6 (0.6)	222 (2.8)	17 (0.8)	211 (2.1)
Iowa	53 (1.1)	231 (1.1)	24 (0.9)	230 (1.4)	7 (0.5)	220 (2.2)	16 (1.0)	212 (2.2)
Kentucky	53 (1.1)	217 (1.5)	23 (0.8)	215 (2.3)	5 (0.4)	214 (4.1)	19 (1.0)	203 (1.9)
Louisiana	57 (1.2)	206 (1.3)	22 (1.0)	206 (1.7)	6 (0.4)	203 (4.1)	16 (0.9)	200 (2.0)
Maine*	49 (1.7)	231 (1.4)	26 (1.1)	229 (1.4)	7 (0.7)	231 (3.5)	17 (1.3)	219 (2.0)
Maryland	54 (1.2)	216 (1.7)	23 (0.9)	217 (2.2)	6 (0.4)	209 (3.3)	17 (1.0)	197 (2.7)
Massachusetts	55 (1.3)	231 (1.2)	24 (1.0)	228 (1.7)	6 (0.5)	224 (2.3)	14 (0.9)	214 (1.6)
Michigan	57 (1.2)	221 (1.8)	22 (0.9)	217 (2.0)	6 (0.5)	218 (3.3)	15 (1.0)	204 (3.0)
Minnesota	52 (1.4)	226 (1.2)	24 (0.9)	224 (2.1)	6 (0.5)	216 (3.8)	17 (0.9)	210 (2.1)
Mississippi	55 (1.2)	201 (1.6)	21 (0.7)	203 (1.7)	5 (0.5)	200 (4.0)	20 (0.9)	193 (2.1)
Missouri	54 (1.0)	223 (1.6)	23 (1.0)	225 (1.5)	5 (0.5)	222 (2.9)	18 (1.0)	211 (1.8)
Nebraska*	54 (1.3)	226 (1.2)	23 (0.9)	225 (2.0)	7 (0.6)	224 (2.4)	16 (0.8)	206 (1.9)
New Hampshire*	56 (1.4)	233 (1.4)	23 (0.9)	231 (1.6)	6 (0.6)	223 (3.2)	15 (1.1)	215 (1.8)
New Jersey*	55 (1.3)	227 (1.4)	25 (0.9)	227 (2.0)	6 (0.5)	223 (4.0)	14 (0.9)	208 (2.9)
New Mexico	54 (1.2)	215 (1.7)	23 (0.9)	213 (2.2)	5 (0.6)	214 (4.3)	19 (0.9)	200 (2.9)
New York*	57 (1.1)	219 (1.5)	22 (0.8)	217 (1.8)	6 (0.6)	206 (4.7)	15 (1.0)	206 (3.4)
North Carolina	57 (1.0)	215 (1.4)	21 (0.7)	215 (1.8)	5 (0.5)	212 (3.8)	17 (0.7)	201 (2.1)
North Dakota	51 (1.6)	229 (1.3)	26 (1.2)	231 (1.5)	7 (0.6)	222 (2.5)	16 (1.0)	215 (2.3)
Ohio	58 (1.3)	222 (1.5)	21 (0.9)	218 (2.4)	6 (0.5)	215 (3.6)	16 (0.8)	207 (2.3)
Oklahoma	51 (1.2)	225 (1.1)	22 (0.9)	223 (1.9)	6 (0.5)	225 (2.5)	21 (1.1)	213 (2.0)
Pennsylvania	57 (1.2)	225 (1.5)	24 (0.9)	223 (1.9)	6 (0.5)	219 (3.4)	13 (0.7)	209 (2.1)
Rhode Island	53 (1.1)	221 (1.8)	24 (0.8)	219 (2.4)	5 (0.5)	215 (3.7)	18 (1.0)	209 (3.6)
South Carolina	57 (1.1)	213 (1.6)	22 (0.9)	212 (1.7)	5 (0.4)	213 (4.0)	16 (0.7)	201 (2.1)
Tennessee	56 (1.2)	217 (1.7)	23 (0.9)	215 (2.1)	5 (0.4)	211 (4.0)	16 (1.0)	199 (2.6)
Texas	52 (1.2)	217 (1.8)	24 (1.0)	216 (2.4)	5 (0.5)	209 (2.9)	18 (1.0)	203 (2.0)
Utah	51 (1.1)	225 (1.4)	24 (1.0)	224 (1.5)	6 (0.5)	216 (3.0)	19 (0.8)	212 (1.9)
Virginia	56 (1.0)	226 (1.6)	22 (0.8)	223 (1.6)	6 (0.4)	222 (3.3)	17 (0.7)	209 (1.7)
West Virginia	55 (1.0)	220 (1.6)	21 (0.7)	222 (2.2)	5 (0.4)	210 (2.8)	19 (1.0)	205 (2.0)
Wisconsin	54 (1.0)	227 (1.2)	25 (0.8)	227 (1.4)	6 (0.4)	222 (3.1)	15 (0.8)	213 (2.4)
Wyoming	54 (1.1)	229 (1.1)	21 (0.7)	226 (2.1)	6 (0.5)	224 (2.7)	19 (1.1)	210 (1.9)
TERRITORY								
Guam	38 (1.0)	186 (1.9)	30 (1.0)	184 (2.3)	7 (0.6)	181 (4.4)	26 (0.9)	177 (2.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.14 Students' Reports on Number of Parents Living at Home, Grades 4, 8, and 12, 1992 Reading Assessment

	Both Parents		One Parent		Neither Parent	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	77(0.7)	222(1.1)	19(0.7)	207(1.6)	4(0.3)	193(2.9)
Grade 8	76(0.6)	266(0.9)	21(0.6)	252(1.3)	3(0.2)	236(2.9)
Grade 12	76(0.7)	295(0.6)	20(0.6)	284(1.2)	4(0.3)	275(2.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.15 | **Students' Reports on Number of Parents Living at Home, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Both Parents		One Parent		Neither Parent	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	76 (0.9)	220 (1.2)	20 (0.8)	206 (1.7)	4 (0.4)	192 (3.2)
Northeast	74 (2.4)	225 (4.4)	22 (2.3)	213 (4.6)	4 (0.9)	*** (***)
Southeast	75 (1.4)	215 (2.9)	21 (1.4)	203 (2.7)	4 (0.8)	*** (***)
Central	78 (2.0)	223 (1.7)	18 (1.7)	208 (4.2)	4 (0.7)	*** (***)
West	76 (1.6)	217 (1.5)	20 (1.4)	202 (3.0)	4 (0.6)	188 (7.3)
STATES						
Alabama	75 (1.3)	212 (1.6)	20 (1.2)	198 (2.5)	5 (0.5)	188 (4.5)
Arizona	76 (1.1)	214 (1.2)	20 (0.9)	202 (2.0)	5 (0.6)	187 (4.3)
Arkansas	76 (1.0)	215 (1.3)	19 (1.0)	204 (2.5)	5 (0.5)	191 (3.3)
California	75 (1.3)	207 (2.1)	20 (1.2)	195 (2.7)	5 (0.5)	174 (4.5)
Colorado	77 (1.2)	222 (1.1)	19 (1.1)	207 (1.7)	3 (0.3)	192 (3.3)
Connecticut	80 (1.0)	228 (1.2)	16 (0.9)	209 (2.2)	4 (0.4)	188 (4.8)
Delaware*	75 (1.1)	218 (0.8)	21 (0.8)	204 (1.4)	4 (0.5)	184 (5.3)
Dist. Columbia	48 (1.0)	194 (1.3)	44 (0.9)	185 (1.6)	8 (0.6)	173 (3.4)
Florida	73 (1.1)	213 (1.2)	22 (0.9)	202 (2.3)	4 (0.6)	184 (4.8)
Georgia	74 (1.2)	218 (1.6)	22 (1.0)	202 (2.3)	4 (0.4)	194 (3.9)
Hawaii	76 (1.1)	209 (1.5)	18 (0.9)	196 (2.9)	6 (0.6)	178 (4.9)
Idaho	85 (0.9)	222 (0.9)	12 (0.9)	214 (2.3)	3 (0.3)	200 (5.1)
Indiana	78 (1.2)	225 (1.2)	19 (1.0)	214 (2.4)	3 (0.4)	203 (3.8)
Iowa	81 (0.8)	229 (1.1)	16 (0.8)	217 (1.8)	2 (0.3)	203 (5.4)
Kentucky	78 (1.2)	217 (1.3)	18 (1.1)	204 (2.2)	4 (0.4)	199 (4.5)
Louisiana	72 (1.1)	208 (1.2)	23 (0.9)	197 (1.7)	5 (0.5)	189 (4.3)
Maine*	82 (0.9)	230 (1.2)	16 (0.9)	221 (2.0)	2 (0.3)	*** (***)
Maryland	73 (1.1)	218 (1.4)	22 (0.9)	202 (2.4)	5 (0.5)	185 (4.3)
Massachusetts	80 (0.8)	229 (1.0)	17 (0.8)	222 (1.7)	3 (0.3)	210 (4.6)
Michigan	77 (1.3)	221 (1.5)	19 (1.2)	206 (2.2)	4 (0.6)	189 (5.7)
Minnesota	80 (1.1)	225 (1.2)	16 (1.0)	216 (2.6)	4 (0.4)	197 (3.6)
Mississippi	68 (1.1)	205 (1.4)	27 (1.1)	191 (1.8)	5 (0.5)	184 (4.8)
Missouri	77 (1.0)	224 (1.1)	21 (0.9)	212 (2.2)	3 (0.3)	204 (5.6)
Nebraska*	81 (1.1)	225 (1.1)	16 (1.1)	212 (2.1)	3 (0.4)	200 (4.0)
New Hampshire*	83 (0.9)	231 (1.2)	15 (0.8)	222 (2.4)	3 (0.4)	*** (***)
New Jersey*	79 (1.2)	229 (1.5)	17 (1.0)	208 (2.2)	4 (0.5)	195 (5.0)
New Mexico	77 (1.0)	214 (1.8)	18 (0.8)	207 (2.0)	5 (0.5)	192 (3.8)
New York*	75 (1.0)	221 (1.2)	20 (0.8)	207 (2.0)	5 (0.5)	182 (4.5)
North Carolina	73 (0.9)	217 (1.4)	22 (0.8)	202 (1.9)	5 (0.4)	189 (3.5)
North Dakota	85 (1.0)	229 (1.3)	13 (0.9)	219 (2.4)	2 (0.4)	*** (***)
Ohio	77 (0.9)	222 (1.3)	21 (0.9)	210 (2.1)	3 (0.2)	193 (4.2)
Oklahoma	77 (1.1)	224 (1.0)	20 (1.0)	216 (2.0)	3 (0.4)	209 (4.7)
Pennsylvania	78 (1.3)	226 (1.2)	18 (1.1)	210 (2.0)	4 (0.6)	192 (4.2)
Rhode Island	78 (1.2)	221 (1.7)	19 (1.1)	208 (2.9)	3 (0.4)	185 (5.6)
South Carolina	72 (0.9)	215 (1.4)	23 (1.0)	202 (2.0)	5 (0.6)	191 (3.7)
Tennessee	73 (1.1)	217 (1.6)	22 (1.0)	205 (2.2)	5 (0.5)	191 (3.8)
Texas	75 (0.9)	217 (1.6)	20 (0.9)	209 (1.7)	5 (0.4)	191 (3.7)
Utah	85 (1.0)	224 (1.1)	12 (0.8)	215 (2.4)	3 (0.3)	192 (4.9)
Virginia	76 (1.1)	226 (1.4)	21 (0.9)	211 (1.8)	3 (0.4)	202 (4.1)
West Virginia	79 (0.8)	219 (1.3)	17 (0.7)	209 (2.4)	3 (0.4)	195 (4.9)
Wisconsin	80 (0.9)	228 (1.0)	17 (0.8)	215 (2.0)	2 (0.4)	193 (5.3)
Wyoming	80 (1.0)	227 (1.1)	17 (0.8)	214 (2.1)	3 (0.4)	203 (3.6)
TERRITORY						
Guam	77 (0.9)	186 (1.3)	15 (0.7)	178 (2.8)	8 (0.6)	158 (4.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

Television Watching

TABLE 11.16 Students' Reports on Amount of Time Spent Watching Television Each Day, Grades 4, 8, and 12, 1992 Reading Assessment

	Grade 4		Grade 8		Grade 12	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Six Hours or More	20(0.7)	200(1.6)	14(0.5)	241(1.6)	6(0.3)	269(1.8)
Four to Five Hours	22(0.8)	218(1.3)	27(0.5)	258(1.2)	20(0.4)	283(0.9)
Three Hours	19(0.6)	225(1.2)	24(0.5)	262(1.3)	21(0.4)	290(1.2)
Two Hours	21(0.7)	225(1.4)	22(0.5)	268(1.2)	27(0.5)	294(0.8)
One Hour or Less	19(0.8)	223(1.6)	13(0.5)	271(1.5)	27(0.8)	300(1.0)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.17 | **Students' Reports on Amount of Time Spent Watching Television Each Day, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Six Hours or More		Four to Five Hours		Three Hours		Two Hours		One Hour or Less	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	21 (0.8)	198 (1.7)	22 (0.9)	216 (1.5)	19 (0.7)	223 (1.3)	21 (0.9)	223 (1.6)	18 (0.8)	220 (1.9)
Northeast	20 (2.9)	201 (4.2)	22 (2.1)	221 (3.8)	18 (1.5)	232 (4.4)	20 (1.6)	227 (5.2)	19 (3.0)	229 (6.6)
Southeast	26 (1.9)	198 (4.4)	20 (1.3)	214 (4.5)	17 (1.5)	218 (2.6)	19 (0.8)	217 (3.4)	18 (1.6)	217 (3.1)
Central	17 (1.0)	199 (2.4)	23 (0.7)	215 (3.1)	22 (1.4)	226 (1.6)	22 (1.9)	228 (2.3)	16 (1.0)	224 (3.6)
West	20 (1.3)	197 (3.4)	21 (2.2)	215 (1.7)	18 (1.4)	218 (2.4)	21 (2.0)	221 (3.1)	20 (1.4)	214 (2.8)
STATES										
Alabama	26 (1.2)	198 (2.3)	25 (1.0)	209 (2.1)	17 (0.9)	216 (2.3)	17 (0.8)	215 (2.2)	16 (0.9)	210 (2.6)
Arizona	18 (1.0)	201 (2.0)	20 (0.8)	210 (2.1)	19 (0.7)	214 (2.0)	21 (0.8)	217 (1.7)	22 (0.9)	210 (2.1)
Arkansas	28 (1.5)	200 (1.7)	24 (1.0)	217 (1.5)	18 (0.9)	220 (1.9)	15 (0.7)	217 (2.8)	16 (0.9)	212 (2.8)
California	20 (1.3)	184 (2.8)	20 (1.1)	205 (2.8)	18 (0.9)	208 (2.2)	21 (0.9)	208 (2.7)	22 (1.3)	210 (2.7)
Colorado	15 (1.0)	203 (2.4)	21 (1.0)	218 (1.5)	17 (0.7)	220 (1.7)	23 (0.9)	223 (1.8)	24 (1.0)	220 (1.7)
Connecticut	19 (1.2)	204 (2.2)	23 (1.1)	219 (2.2)	18 (0.8)	226 (1.8)	21 (0.9)	232 (1.6)	19 (1.1)	233 (1.9)
Delaware*	24 (1.2)	198 (1.8)	23 (0.8)	216 (1.4)	15 (0.8)	216 (1.7)	21 (0.8)	225 (2.2)	16 (0.8)	218 (2.1)
Dist. Columbia	36 (0.9)	184 (1.1)	24 (0.8)	190 (1.7)	13 (0.7)	190 (2.3)	12 (0.7)	193 (2.6)	15 (0.7)	193 (2.2)
Florida	25 (1.3)	196 (1.9)	22 (0.9)	210 (1.8)	18 (0.8)	214 (2.2)	17 (0.9)	220 (2.2)	17 (0.9)	212 (2.1)
Georgia	25 (1.4)	200 (1.9)	22 (0.9)	216 (2.1)	18 (0.8)	220 (2.4)	19 (0.8)	220 (2.4)	17 (0.9)	215 (2.6)
Hawaii	24 (1.2)	193 (2.2)	19 (0.6)	208 (1.7)	16 (0.8)	210 (2.6)	18 (1.0)	208 (2.8)	24 (1.1)	205 (2.5)
Idaho	14 (0.9)	206 (2.3)	21 (0.9)	219 (1.2)	18 (0.8)	223 (1.8)	23 (0.9)	225 (1.2)	23 (1.0)	224 (1.5)
Indiana	20 (1.4)	210 (1.6)	26 (1.0)	223 (1.5)	19 (0.8)	227 (1.9)	19 (1.0)	228 (1.7)	16 (1.0)	225 (2.3)
Iowa	15 (1.1)	212 (2.3)	26 (0.8)	224 (1.5)	20 (0.9)	231 (1.5)	23 (0.9)	234 (1.4)	16 (0.9)	229 (2.0)
Kentucky	25 (1.1)	203 (2.2)	25 (0.8)	218 (1.6)	19 (0.8)	219 (2.0)	17 (0.9)	217 (2.1)	14 (0.8)	213 (2.7)
Louisiana	28 (1.3)	195 (1.9)	24 (1.0)	207 (1.7)	17 (0.8)	210 (2.2)	16 (0.7)	209 (1.6)	15 (0.7)	209 (1.7)
Maine*	14 (1.1)	215 (1.8)	22 (1.1)	226 (1.5)	20 (1.0)	233 (1.9)	22 (1.1)	230 (1.9)	21 (1.3)	232 (2.4)
Maryland	25 (1.3)	194 (2.5)	23 (1.0)	213 (2.0)	18 (0.7)	220 (1.8)	17 (0.9)	223 (2.2)	17 (0.9)	220 (2.2)
Massachusetts	16 (0.9)	211 (2.3)	23 (0.9)	226 (1.5)	20 (0.8)	230 (1.7)	21 (1.1)	234 (1.4)	20 (0.9)	234 (1.9)
Michigan	20 (1.2)	198 (2.4)	23 (1.1)	217 (1.7)	19 (0.7)	222 (1.7)	20 (1.1)	225 (2.1)	18 (1.2)	225 (2.8)
Minnesota	16 (1.1)	204 (2.3)	23 (0.9)	220 (2.0)	21 (0.9)	228 (2.0)	22 (1.0)	229 (1.5)	18 (0.9)	227 (2.0)
Mississippi	30 (1.4)	192 (1.8)	26 (0.8)	202 (2.0)	14 (0.8)	208 (2.3)	15 (0.8)	209 (2.3)	16 (0.8)	195 (2.2)
Missouri	19 (1.3)	208 (2.0)	27 (1.0)	222 (1.7)	18 (1.0)	227 (2.3)	19 (0.8)	229 (1.6)	16 (0.9)	222 (2.3)
Nebraska*	15 (0.9)	204 (2.1)	23 (1.0)	224 (1.9)	21 (0.9)	228 (2.1)	24 (1.1)	227 (1.6)	17 (0.9)	222 (1.7)
New Hampshire*	14 (0.9)	216 (2.6)	22 (0.9)	229 (2.0)	20 (0.9)	228 (1.7)	23 (0.9)	233 (1.6)	21 (1.0)	235 (1.6)
New Jersey*	23 (1.3)	205 (2.3)	24 (1.1)	225 (1.7)	19 (0.9)	229 (2.2)	18 (0.9)	233 (2.0)	17 (1.1)	235 (2.4)
New Mexico	18 (1.2)	196 (2.2)	23 (1.1)	212 (2.3)	17 (1.0)	217 (2.7)	21 (1.0)	220 (2.0)	22 (1.2)	211 (2.0)
New York*	23 (1.1)	202 (3.0)	24 (1.1)	214 (1.7)	17 (0.8)	224 (2.0)	20 (1.0)	223 (1.7)	16 (0.8)	221 (3.5)
North Carolina	24 (1.2)	197 (1.7)	22 (0.8)	214 (1.7)	17 (0.7)	218 (2.1)	19 (0.8)	222 (2.3)	17 (0.9)	217 (2.2)
North Dakota	12 (0.8)	211 (1.8)	22 (1.0)	226 (1.9)	22 (1.1)	231 (1.8)	25 (1.1)	231 (1.4)	19 (1.1)	229 (2.3)
Ohio	21 (1.3)	204 (1.9)	25 (0.8)	220 (1.8)	19 (0.7)	225 (1.7)	20 (0.9)	224 (2.0)	15 (0.8)	222 (2.4)
Oklahoma	20 (1.1)	211 (1.9)	25 (1.0)	224 (1.3)	20 (0.8)	227 (2.1)	18 (0.8)	227 (1.9)	17 (0.9)	220 (2.0)
Pennsylvania	17 (1.0)	202 (1.5)	25 (1.0)	221 (1.2)	20 (0.8)	228 (1.9)	22 (1.0)	230 (1.9)	17 (0.8)	227 (2.7)
Rhode Island	18 (1.2)	203 (3.4)	23 (1.0)	217 (2.1)	20 (0.8)	222 (2.2)	19 (0.9)	223 (1.9)	19 (0.9)	223 (3.1)
South Carolina	27 (1.3)	198 (1.8)	23 (1.0)	212 (1.9)	17 (0.7)	215 (2.1)	16 (1.0)	222 (2.6)	16 (0.8)	215 (2.0)
Tennessee	22 (0.9)	199 (2.0)	24 (1.0)	218 (2.2)	19 (0.7)	219 (1.9)	18 (0.9)	218 (2.3)	17 (0.9)	214 (1.9)
Texas	22 (1.1)	200 (2.1)	24 (0.9)	213 (2.0)	17 (0.7)	220 (2.5)	19 (0.9)	222 (2.1)	18 (0.9)	218 (2.7)
Utah	11 (0.9)	209 (2.4)	18 (0.9)	220 (1.9)	19 (0.8)	225 (1.7)	24 (0.9)	224 (1.9)	28 (1.1)	224 (1.6)
Virginia	25 (1.3)	205 (2.2)	23 (1.0)	223 (1.5)	16 (0.8)	228 (2.3)	19 (1.0)	232 (2.1)	17 (0.8)	230 (2.5)
West Virginia	22 (1.2)	204 (2.0)	26 (1.0)	218 (1.8)	20 (0.9)	223 (1.8)	17 (0.9)	223 (2.0)	15 (0.8)	219 (2.4)
Wisconsin	16 (1.0)	211 (2.1)	24 (0.8)	225 (1.4)	19 (0.9)	228 (1.9)	24 (1.0)	230 (1.5)	17 (0.9)	227 (1.9)
Wyoming	14 (0.8)	210 (2.4)	20 (0.7)	223 (1.8)	19 (0.9)	227 (1.6)	21 (0.9)	229 (1.5)	26 (1.2)	227 (1.8)
TERRITORY										
Guam	20 (0.9)	176 (2.2)	17 (0.7)	190 (2.0)	13 (0.7)	193 (2.9)	19 (1.0)	184 (2.0)	31 (1.1)	178 (2.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.18 **Students' Reports on Whether They Were Born in the United States or One of the United States Territories, Grades 4, 8, and 12, 1992 Reading Assessment**

	Were you born in one of the 50 states of the United States, in the District of Columbia, or in one of the United States territories?			
	Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	92(0.6)	220(1.0)	8(0.6)	197(2.2)
Grade 8	93(0.4)	262(1.0)	7(0.4)	242(2.0)
Grade 12	93(0.4)	292(0.6)	7(0.4)	278(2.0)

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimated for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.19 | **Students' Reports on Whether They Were Born in the United States or One of the United States Territories, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Yes		No	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	92 (0.6)	218 (1.1)	8 (0.6)	195 (2.3)
Northeast	91 (1.2)	224 (4.2)	9 (1.2)	199 (5.5)
Southeast	91 (1.6)	213 (2.7)	9 (1.6)	194 (4.4)
Central	93 (1.1)	221 (1.6)	7 (1.1)	196 (5.7)
West	91 (1.3)	215 (1.5)	9 (1.3)	192 (3.7)
STATES				
Alabama	94 (0.8)	210 (1.7)	6 (0.8)	182 (3.6)
Arizona	92 (0.8)	212 (1.3)	8 (0.8)	191 (3.4)
Arkansas	91 (0.9)	215 (1.3)	9 (0.9)	185 (2.6)
California	86 (1.0)	207 (2.0)	14 (1.0)	181 (3.2)
Colorado	93 (0.6)	219 (1.1)	7 (0.6)	201 (3.8)
Connecticut	91 (1.0)	225 (1.2)	9 (1.0)	199 (4.5)
Delaware*	91 (0.8)	217 (0.9)	9 (0.8)	189 (3.2)
Dist. Columbia	89 (0.6)	189 (0.9)	11 (0.6)	183 (2.7)
Florida	90 (0.8)	211 (1.2)	10 (0.8)	191 (3.8)
Georgia	92 (0.7)	215 (1.5)	8 (0.7)	192 (3.6)
Hawaii	82 (1.5)	207 (1.6)	18 (1.5)	191 (3.1)
Idaho	95 (0.5)	222 (0.9)	5 (0.5)	202 (4.3)
Indiana	95 (0.5)	223 (1.3)	5 (0.5)	206 (3.6)
Iowa	96 (0.4)	228 (1.1)	4 (0.4)	203 (4.0)
Kentucky	95 (0.6)	214 (1.3)	5 (0.6)	199 (4.1)
Louisiana	94 (0.9)	206 (1.2)	6 (0.9)	189 (2.9)
Maine*	96 (0.4)	229 (1.1)	4 (0.4)	214 (3.4)
Maryland	91 (0.9)	214 (1.7)	9 (0.9)	193 (3.4)
Massachusetts	93 (0.7)	229 (0.9)	7 (0.7)	206 (3.9)
Michigan	93 (0.8)	218 (1.6)	7 (0.8)	202 (4.6)
Minnesota	95 (0.8)	223 (1.2)	5 (0.8)	202 (4.4)
Mississippi	91 (1.1)	202 (1.5)	9 (1.1)	181 (3.6)
Missouri	94 (0.6)	223 (1.3)	6 (0.6)	198 (3.8)
Nebraska*	95 (0.5)	223 (1.1)	5 (0.5)	205 (4.5)
New Hampshire*	95 (0.5)	230 (1.2)	5 (0.5)	216 (3.6)
New Jersey*	89 (1.0)	227 (1.5)	11 (1.0)	205 (2.9)
New Mexico	91 (1.7)	214 (1.4)	9 (1.7)	194 (3.5)!
New York*	87 (1.1)	219 (1.5)	13 (1.1)	195 (4.0)
North Carolina	93 (0.7)	214 (1.2)	7 (0.7)	192 (3.2)
North Dakota	97 (0.5)	228 (1.2)	3 (0.5)	209 (3.8)
Ohio	94 (0.6)	220 (1.4)	6 (0.6)	200 (2.8)
Oklahoma	94 (0.6)	223 (0.9)	6 (0.6)	209 (3.0)
Pennsylvania	94 (0.6)	224 (1.3)	6 (0.6)	197 (3.2)
Rhode Island	90 (0.9)	221 (1.7)	10 (0.9)	191 (4.0)
South Carolina	94 (0.6)	212 (1.4)	6 (0.6)	190 (3.9)
Tennessee	93 (0.8)	215 (1.5)	7 (0.8)	191 (3.4)
Texas	89 (0.9)	216 (1.5)	11 (0.9)	195 (2.4)
Utah	95 (0.5)	224 (1.0)	5 (0.5)	190 (3.8)
Virginia	93 (0.7)	223 (1.4)	7 (0.7)	212 (3.2)
West Virginia	94 (0.8)	218 (1.3)	6 (0.8)	195 (4.4)
Wisconsin	95 (0.5)	226 (1.0)	6 (0.5)	202 (3.5)
Wyoming	97 (0.4)	225 (1.2)	3 (0.4)	202 (4.6)
TERRITORY				
Guam	65 (1.2)	186 (1.6)	35 (1.2)	177 (2.4)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.29 **Students' Reports on How Often People in Their Home Speak a Language Other Than English, Grades 4, 8, and 12, 1992 Reading Assessment**

	Never		Sometimes		Always	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	66(1.0)	220(1.0)	29(0.9)	217(1.3)	5(0.3)	198(3.4)
Grade 8	67(0.6)	262(1.1)	25(0.6)	261(1.0)	8(0.4)	247(1.5)
Grade 12	74(0.7)	293(0.6)	16(0.6)	290(1.2)	10(0.5)	281(1.6)

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimated for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.21 | **Students' Reports on How Often People in Their Home Speak a Language Other Than English, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Never		Sometimes		Always	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	67 (1.0)	218 (1.1)	28 (0.9)	215 (1.6)	5 (0.3)	195 (3.4)
Northeast	62 (1.7)	223 (4.2)	32 (1.4)	223 (4.6)	6 (1.0)	201 (5.4)
Southeast	75 (1.7)	213 (2.8)	22 (1.5)	210 (2.8)	4 (0.6)	185 (7.6)
Central	71 (1.7)	220 (1.7)	26 (1.6)	218 (3.0)	3 (0.5)	*** (***)
West	61 (2.9)	217 (1.7)	32 (2.5)	209 (2.4)	7 (0.8)	193 (4.2)
STATES						
Alabama	81 (1.0)	208 (1.7)	17 (0.9)	211 (2.5)	3 (0.4)	187 (7.4)
Arizona	47 (1.7)	219 (1.4)	45 (1.3)	205 (1.7)	8 (0.7)	192 (2.9)
Arkansas	78 (1.1)	213 (1.2)	19 (1.0)	209 (2.4)	3 (0.4)	190 (4.8)
California	42 (1.4)	211 (2.2)	46 (1.1)	200 (2.3)	11 (1.1)	184 (4.3)
Colorado	59 (1.1)	221 (1.2)	37 (1.0)	216 (1.5)	4 (0.4)	198 (3.7)
Connecticut	61 (1.4)	227 (1.3)	33 (1.2)	220 (2.2)	6 (0.6)	200 (3.7)
Delaware*	69 (1.0)	216 (1.0)	26 (0.9)	213 (1.3)	5 (0.4)	191 (4.3)
Dist. Columbia	76 (0.7)	187 (0.9)	18 (0.6)	196 (2.1)	6 (0.5)	183 (3.3)
Florida	66 (1.5)	210 (1.5)	26 (1.1)	210 (2.3)	8 (0.6)	198 (3.2)
Georgia	78 (1.1)	213 (1.5)	19 (1.1)	217 (2.2)	3 (0.4)	197 (5.2)
Hawaii	40 (1.5)	208 (1.9)	49 (1.3)	205 (1.9)	11 (0.7)	188 (3.1)
Idaho	65 (1.2)	221 (1.0)	32 (1.1)	221 (1.5)	3 (0.4)	201 (5.3)
Indiana	75 (1.5)	222 (1.4)	23 (1.3)	224 (1.7)	2 (0.4)	*** (***)
Iowa	73 (1.2)	227 (1.0)	26 (1.2)	228 (1.7)	2 (0.3)	*** (***)
Kentucky	82 (1.0)	214 (1.3)	17 (1.1)	216 (2.6)	1 (0.2)	*** (***)
Louisiana	67 (2.0)	204 (1.4)	30 (1.9)	207 (1.8)	3 (0.4)	192 (3.4)
Maine*	69 (1.7)	228 (1.3)	30 (1.5)	229 (1.4)	2 (0.5)	*** (***)
Maryland	68 (1.3)	211 (1.9)	28 (1.1)	216 (1.9)	4 (0.6)	204 (3.4)
Massachusetts	70 (1.1)	231 (0.9)	25 (0.9)	223 (1.7)	5 (0.5)	202 (3.0)
Michigan	68 (1.5)	217 (1.6)	28 (1.5)	219 (2.2)	3 (0.5)	199 (4.4)
Minnesota	73 (1.4)	223 (1.3)	24 (1.2)	222 (2.0)	3 (0.4)	203 (4.7)
Mississippi	84 (1.6)	200 (1.5)	12 (1.0)	206 (2.5)	4 (1.0)	182 (3.1)!
Missouri	76 (1.1)	222 (1.2)	22 (1.1)	221 (2.5)	2 (0.3)	*** (***)
Nebraska*	75 (1.3)	223 (1.1)	23 (1.2)	221 (1.9)	2 (0.4)	*** (***)
New Hampshire*	67 (1.5)	229 (1.3)	31 (1.4)	229 (1.8)	2 (0.3)	*** (***)
New Jersey*	63 (1.7)	227 (1.6)	30 (1.3)	221 (2.2)	7 (0.7)	212 (3.4)
New Mexico	37 (1.4)	223 (2.2)	54 (1.3)	207 (1.7)	9 (0.9)	197 (2.9)
New York*	53 (1.5)	222 (1.3)	38 (1.3)	214 (2.2)	9 (0.8)	197 (3.2)
North Carolina	76 (1.3)	213 (1.3)	21 (1.1)	213 (1.9)	3 (0.4)	193 (5.1)
North Dakota	74 (1.6)	227 (1.3)	24 (1.5)	227 (1.8)	2 (0.8)	*** (***)
Ohio	76 (1.2)	219 (1.5)	22 (1.1)	219 (2.1)	2 (0.3)	*** (***)
Oklahoma	73 (1.2)	223 (1.0)	24 (1.1)	221 (1.5)	3 (0.3)	208 (4.0)
Pennsylvania	72 (1.1)	222 (1.5)	26 (1.0)	225 (1.5)	3 (0.4)	202 (5.7)
Rhode Island	59 (1.5)	224 (1.8)	34 (1.3)	213 (2.6)	7 (0.8)	192 (3.9)
South Carolina	79 (1.1)	210 (1.4)	19 (1.1)	214 (2.0)	2 (0.3)	*** (***)
Tennessee	80 (1.3)	213 (1.4)	18 (1.2)	215 (2.6)	3 (0.4)	198 (5.8)
Texas	48 (2.1)	219 (1.9)	42 (1.7)	211 (1.7)	10 (0.9)	200 (2.5)
Utah	62 (1.6)	222 (1.1)	35 (1.6)	224 (1.8)	3 (0.3)	197 (6.6)
Virginia	74 (1.4)	221 (1.6)	24 (1.3)	226 (1.9)	2 (0.3)	213 (4.7)
West Virginia	80 (1.1)	216 (1.3)	18 (1.0)	221 (2.2)	1 (0.2)	*** (***)
Wisconsin	72 (1.4)	226 (1.1)	26 (1.4)	223 (1.7)	2 (0.3)	208 (4.3)
Wyoming	64 (1.2)	226 (1.2)	33 (1.1)	222 (1.8)	2 (0.3)	*** (***)
TERRITORY						
Guam	12 (0.8)	192 (3.0)	72 (1.0)	184 (1.6)	16 (0.7)	173 (3.0)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.22 **Average Reading Proficiency for Limited English Proficiency (LEP) and Non-LEP Students Assessed, Grades 4, 8, and 12, 1992 Reading Assessment**

	All Students Assessed	Non-LEP Students Assessed		LEP Students Assessed		LEP Students Excluded
	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students
Grade 4						
Nation	218(1.0)	99(0.3)	218(1.0)	1(0.3)	179(3.9)	3
Northeast	223(3.7)	100(0.1)	223(3.7)	0(0.1)	***(*.*)	3
Southeast	214(2.4)	100(0.0)	214(2.4)	0(0.0)	***(*.*)	1
Central	221(1.4)	100(0.2)	221(1.4)	0(0.2)	***(*.*)	1
West	215(1.5)	97(1.0)	216(1.4)	3(1.0)	177(4.4)	6
Grade 8						
Nation	260(0.9)	99(0.1)	261(0.9)	1(0.1)	226(5.0)	2
Northeast	263(1.8)	99(0.2)	264(1.7)	1(0.2)	***(*.*)	2
Southeast	254(1.7)	100(0.0)	254(1.7)	0(0.0)	***(*.*)	1
Central	264(2.2)	99(0.1)	264(2.2)	0(0.1)	***(*.*)	1
West	260(1.2)	97(0.4)	261(1.3)	3(0.4)	223(5.6)	4
Grade 12						
Nation	291(0.6)	99(0.2)	291(0.6)	1(0.2)	262(6.3)	2
Northeast	293(1.2)	100(0.1)	294(1.1)	0(0.1)	***(*.*)	2
Southeast	284(1.1)	100(0.2)	284(1.1)	0(0.2)	***(*.*)	0
Central	294(1.1)	100(0.2)	294(1.1)	0(0.2)	***(*.*)	1
West	292(1.6)	98(0.6)	293(1.7)	2(0.6)	260(6.7)	1

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimated for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.23 | **Average Reading Proficiency for Limited English Proficiency (LEP) and Non-LEP Students Assessed, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	All Students Assessed	Non-LEP Students Assessed		LEP Students Assessed		LEP Students Not Assessed
	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students
NATION	216 (1.1)	99 (0.3)	216 (1.1)	1 (0.3)	179 (4.0)!	3
Northeast	221 (4.0)	100 (0.1)	221 (4.0)	0 (0.1)	*** (***)	3
Southeast	212 (2.5)	100 (0.0)	212 (2.5)	0 (0.0)	*** (***)	4
Central	219 (1.6)	100 (0.2)	219 (1.6)	0 (0.2)	*** (***)	0
West	213 (1.7)	96 (1.1)	214 (1.6)	4 (1.1)	177 (4.4)!	7
STATES						
Alabama	208 (1.7)	100 (0.1)	208 (1.7)	0 (0.1)	*** (***)	0
Arizona	210 (1.3)	93 (1.6)	213 (1.1)	7 (1.6)	175 (3.4)!	3
Arkansas	212 (1.2)	100 (0.1)	212 (1.2)	0 (0.1)	*** (***)	0
California	203 (2.1)	89 (1.3)	207 (2.2)	11 (1.3)	170 (2.8)	11
Colorado	218 (1.2)	99 (0.2)	218 (1.1)	1 (0.2)	*** (***)	2
Connecticut	223 (1.3)	99 (0.4)	223 (1.4)	1 (0.4)	*** (***)	3
Delaware	214 (0.7)	99 (0.2)	214 (0.6)	1 (0.2)	*** (***)	0
Dist. Columbia	189 (0.8)	99 (0.2)	189 (0.8)	1 (0.2)	*** (***)	3
Florida	209 (1.3)	98 (0.4)	210 (1.3)	2 (0.4)	*** (***)	2
Georgia	213 (1.5)	100 (0.1)	213 (1.5)	0 (0.1)	*** (***)	1
Hawaii	204 (1.7)	98 (0.4)	205 (1.7)	2 (0.4)	174 (5.2)	2
Idaho	221 (1.0)	99 (0.2)	221 (1.0)	1 (0.2)	*** (***)	1
Indiana	222 (1.3)	100 (0.2)	222 (1.3)	0 (0.2)	*** (***)	0
Iowa	227 (1.1)	99 (0.2)	227 (1.1)	1 (0.2)	*** (***)	0
Kentucky	214 (1.3)	100 (0.1)	214 (1.3)	0 (0.1)	*** (***)	0
Louisiana	205 (1.2)	99 (0.4)	205 (1.2)	1 (0.4)	*** (***)	0
Maine	228 (1.1)	100 (0.1)	228 (1.1)	0 (0.1)	*** (***)	0
Maryland	212 (1.6)	99 (0.3)	212 (1.6)	1 (0.3)	*** (***)	1
Massachusetts	227 (1.0)	98 (0.6)	228 (0.9)	2 (0.6)	*** (***)	2
Michigan	217 (1.6)	100 (0.1)	217 (1.5)	0 (0.1)	*** (***)	1
Minnesota	222 (1.2)	98 (0.6)	223 (1.2)	2 (0.6)	*** (***)	1
Mississippi	200 (1.3)	100 (0.1)	200 (1.3)	0 (0.1)	*** (***)	0
Missouri	221 (1.3)	100 (0.0)	221 (1.3)	0 (0.0)	*** (***)	0
Nebraska	222 (1.1)	100 (0.1)	222 (1.1)	0 (0.1)	*** (***)	1
New Hampshire	229 (1.2)	100 (0.1)	229 (1.2)	0 (0.1)	*** (***)	0
New Jersey	224 (1.5)	99 (0.3)	225 (1.5)	1 (0.3)	*** (***)	2
New Mexico	212 (1.5)	98 (1.1)	212 (1.6)	2 (1.1)	*** (***)	2
New York	216 (1.4)	96 (0.6)	218 (1.4)	4 (0.6)	163 (6.5)	2
North Carolina	213 (1.2)	100 (0.1)	213 (1.2)	0 (0.1)	*** (***)	1
North Dakota	227 (1.2)	100 (0.1)	227 (1.2)	0 (0.1)	*** (***)	0
Ohio	219 (1.4)	100 (0.1)	219 (1.4)	0 (0.1)	*** (***)	1
Oklahoma	221 (1.0)	99 (0.4)	222 (1.0)	1 (0.4)	*** (***)	1
Pennsylvania	222 (1.3)	99 (0.2)	222 (1.3)	1 (0.2)	*** (***)	1
Rhode Island	218 (1.8)	97 (0.6)	219 (1.8)	3 (0.6)	167 (4.8)!	4
South Carolina	211 (1.3)	100 (0.0)	211 (1.3)	0 (0.0)	*** (***)	0
Tennessee	213 (1.5)	100 (0.1)	213 (1.5)	0 (0.1)	*** (***)	0
Texas	214 (1.6)	94 (1.0)	216 (1.6)	6 (1.0)	179 (3.1)	3
Utah	222 (1.2)	100 (0.1)	222 (1.1)	0 (0.1)	*** (***)	1
Virginia	222 (1.4)	99 (0.2)	222 (1.4)	1 (0.2)	*** (***)	1
West Virginia	217 (1.3)	100 (0.1)	217 (1.3)	0 (0.1)	*** (***)	0
Wisconsin	225 (1.0)	99 (0.2)	225 (1.0)	1 (0.2)	*** (***)	1
Wyoming	224 (1.2)	99 (0.5)	224 (1.1)	1 (0.5)	*** (***)	0
TERRITORY						
Guam	183 (1.4)	96 (0.6)	183 (1.4)	4 (0.6)	163 (5.8)	4

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.24 Students' Reports on Number of Times They Changed Schools During the Past Two Years Because They Changed Where They Lived, Grades 4 and 8, 1992 Reading Assessment

	None		One or Two		Three or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	61(1.0)	224(1.1)	27(0.7)	213(1.6)	12(0.6)	200(2.1)
Grade 8	78(0.7)	263(1.0)	18(0.6)	255(1.2)	4(0.3)	241(2.4)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.25 | **Students' Reports on Number of Times They Changed Schools During the Past Two Years Because They Changed Where They Lived, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	None		One or Two		Three or More	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	60 (1.1)	222 (1.2)	27 (0.8)	212 (1.7)	13 (0.7)	199 (2.2)
Northeast	63 (1.4)	227 (4.1)	27 (1.0)	214 (4.0)	10 (0.9)	204 (6.8)
Southeast	57 (2.6)	217 (2.9)	29 (1.6)	209 (2.7)	14 (1.5)	193 (3.7)
Central	65 (2.3)	224 (1.6)	24 (1.9)	214 (3.2)	11 (1.3)	200 (4.4)
West	55 (2.0)	218 (1.8)	29 (1.6)	211 (3.1)	15 (1.4)	200 (4.1)
STATES						
Alabama	63 (1.3)	212 (1.7)	26 (1.1)	204 (2.5)	11 (0.7)	195 (3.3)
Arizona	53 (1.2)	215 (1.6)	29 (1.0)	208 (1.6)	17 (0.9)	200 (2.0)
Arkansas	63 (1.0)	217 (1.4)	25 (0.8)	207 (1.8)	13 (0.7)	196 (2.5)
California	53 (1.6)	212 (2.2)	32 (1.2)	198 (2.6)	15 (1.0)	184 (2.7)
Colorado	58 (1.1)	221 (1.1)	28 (1.0)	219 (2.0)	13 (1.0)	200 (2.2)
Connecticut	68 (1.4)	229 (1.2)	24 (1.0)	215 (2.0)	8 (0.7)	198 (2.8)
Delaware*	59 (1.0)	220 (0.8)	30 (1.1)	208 (2.0)	12 (1.0)	200 (2.4)
Dist. Columbia	53 (1.1)	197 (1.1)	35 (1.0)	180 (1.3)	12 (0.7)	176 (2.9)
Florida	52 (1.5)	215 (1.2)	33 (1.2)	207 (1.9)	15 (0.8)	194 (2.5)
Georgia	56 (1.4)	219 (1.7)	31 (1.2)	210 (2.0)	13 (0.8)	199 (2.2)
Hawaii	54 (1.9)	209 (2.0)	30 (1.4)	202 (2.3)	16 (1.0)	193 (2.9)
Idaho	64 (1.2)	224 (1.1)	24 (1.1)	219 (1.4)	12 (0.6)	206 (2.1)
Indiana	65 (1.4)	227 (1.2)	24 (1.0)	219 (1.8)	12 (0.9)	204 (2.3)
Iowa	72 (1.2)	230 (1.1)	20 (1.0)	223 (1.7)	8 (0.6)	210 (2.8)
Kentucky	66 (1.2)	218 (1.4)	23 (1.0)	211 (2.2)	11 (0.7)	195 (3.3)
Louisiana	61 (1.5)	208 (1.5)	28 (1.3)	201 (1.6)	11 (0.7)	194 (2.3)
Maine*	74 (1.1)	231 (1.1)	19 (1.1)	221 (1.6)	7 (0.7)	216 (3.5)
Maryland	58 (1.3)	219 (1.5)	29 (1.2)	207 (2.2)	12 (0.7)	194 (3.1)
Massachusetts	75 (1.1)	231 (1.1)	19 (0.8)	221 (1.7)	6 (0.6)	208 (3.6)
Michigan	65 (1.5)	223 (1.5)	25 (1.0)	209 (2.4)	10 (0.9)	198 (2.4)
Minnesota	71 (1.2)	226 (1.2)	21 (1.1)	217 (2.2)	8 (0.7)	203 (3.1)
Mississippi	63 (1.4)	203 (1.7)	26 (1.0)	197 (1.8)	11 (0.8)	191 (3.0)
Missouri	63 (1.2)	226 (1.1)	25 (1.1)	216 (2.5)	12 (0.6)	208 (2.3)
Nebraska*	66 (1.3)	227 (1.1)	24 (1.0)	219 (2.2)	9 (0.7)	201 (2.6)
New Hampshire*	72 (1.1)	232 (1.3)	21 (1.1)	223 (1.8)	7 (0.6)	212 (3.2)
New Jersey*	67 (1.4)	231 (1.6)	25 (1.3)	213 (2.1)	8 (0.7)	204 (3.4)
New Mexico	55 (1.7)	215 (1.9)	31 (1.5)	210 (1.9)	14 (0.9)	201 (2.4)
New York*	69 (1.3)	222 (1.4)	24 (1.0)	207 (2.1)	8 (0.6)	197 (3.3)
North Carolina	62 (1.2)	217 (1.3)	26 (1.0)	209 (1.7)	12 (0.7)	195 (2.8)
North Dakota	74 (1.4)	229 (1.2)	20 (1.2)	223 (1.8)	6 (0.6)	213 (3.0)
Ohio	65 (1.3)	223 (1.2)	25 (1.0)	212 (2.3)	10 (0.6)	203 (2.9)
Oklahoma	63 (1.2)	226 (1.1)	25 (1.0)	218 (1.5)	13 (1.0)	207 (1.8)
Pennsylvania	69 (1.4)	227 (1.3)	23 (1.1)	215 (1.9)	8 (0.7)	202 (2.6)
Rhode Island	65 (1.6)	223 (1.5)	25 (1.0)	212 (2.9)	10 (0.9)	197 (3.4)
South Carolina	62 (1.3)	215 (1.6)	26 (1.1)	207 (1.8)	11 (0.7)	198 (2.9)
Tennessee	61 (1.1)	218 (1.5)	27 (0.8)	210 (2.0)	12 (0.7)	195 (2.7)
Texas	56 (1.5)	219 (1.6)	28 (1.1)	213 (1.8)	15 (1.0)	199 (2.3)
Utah	66 (1.2)	225 (1.2)	23 (0.9)	218 (1.8)	11 (1.0)	208 (2.6)
Virginia	61 (1.6)	227 (1.5)	28 (1.3)	218 (1.6)	11 (0.7)	205 (2.6)
West Virginia	72 (1.0)	220 (1.3)	20 (0.7)	212 (2.0)	8 (0.7)	200 (2.7)
Wisconsin	70 (1.3)	229 (1.0)	23 (1.1)	217 (1.5)	8 (0.7)	210 (2.5)
Wyoming	62 (1.1)	228 (1.2)	25 (1.0)	221 (1.7)	13 (0.7)	212 (2.2)
TERRITORY						
Guam	46 (1.0)	185 (1.5)	37 (1.0)	183 (2.3)	18 (0.9)	177 (2.9)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.26 **Students' Reports on Number of Grades They Have Attended School in the State from Kindergarten Through Fourth Grade and Through Eighth Grade, Grades 4 and 8, 1992 Reading Assessment**

Grade 4					
Less than One Grade		One or Two Grades		Three or More Grades	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
5(0.4)	207(2.8)	7(0.4)	208(2.3)	88(0.6)	220(1.1)

Grade 8					
Two Grades or Less		Three to Five Grades		More than Five Grades	
Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
6(0.4)	251(2.5)	8(0.4)	260(1.8)	86(0.7)	265(0.9)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.27 | **Students' Reports on Number of Grades They Have Attended School in the State from Kindergarten Through Fourth Grade, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Less Than One Grade		One to Two Grades		Three or More Grades	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	6 (0.5)	206 (3.0)	8 (0.4)	207 (2.6)	87 (0.6)	218 (1.2)
Northeast	6 (1.7)	*** (***)	7 (0.9)	209 (6.8)	87 (1.8)	223 (4.1)
Southeast	6 (0.9)	196 (2.9)	9 (0.8)	204 (3.8)	85 (0.8)	213 (2.8)
Central	5 (0.8)	207 (3.9)	5 (0.7)	*** (***)	90 (1.3)	221 (1.6)
West	5 (0.8)	211 (7.5)	9 (0.9)	207 (4.9)	86 (0.9)	214 (1.8)
STATES						
Alabama	6 (0.5)	201 (4.0)	8 (0.5)	204 (3.5)	86 (0.7)	209 (1.7)
Arizona	6 (0.7)	210 (3.5)	9 (0.7)	206 (2.9)	86 (1.1)	211 (1.4)
Arkansas	6 (0.5)	203 (3.2)	9 (0.8)	209 (3.4)	85 (0.9)	213 (1.3)
California	4 (0.5)	187 (5.8)	7 (0.6)	190 (4.6)	89 (0.9)	205 (2.0)
Colorado	6 (0.6)	215 (2.9)	10 (0.7)	217 (3.0)	84 (1.0)	218 (1.1)
Connecticut	5 (0.8)	212 (4.1)	6 (0.6)	207 (4.8)	89 (1.0)	225 (1.3)
Delaware*	5 (0.6)	200 (3.5)	11 (0.9)	211 (2.2)	84 (1.1)	215 (0.8)
Dist. Columbia	7 (0.4)	184 (3.0)	10 (0.7)	184 (2.5)	83 (0.8)	190 (0.9)
Florida	5 (0.4)	200 (4.0)	10 (0.6)	208 (2.4)	85 (0.8)	210 (1.3)
Georgia	8 (1.0)	201 (3.9)	9 (0.6)	206 (3.1)	83 (1.1)	215 (1.5)
Hawaii	6 (0.5)	207 (3.7)	10 (1.0)	201 (3.7)	84 (1.1)	205 (1.8)
Idaho	5 (0.6)	208 (3.3)	10 (0.6)	217 (2.3)	85 (0.8)	222 (1.0)
Indiana	6 (1.2)	219 (4.8)!	6 (0.6)	216 (3.4)	88 (1.4)	223 (1.4)
Iowa	6 (1.1)	221 (3.8)	6 (0.5)	219 (3.6)	89 (1.3)	228 (1.1)
Kentucky	5 (1.0)	205 (3.5)	6 (0.6)	211 (3.2)	88 (1.1)	214 (1.3)
Louisiana	6 (0.9)	197 (3.7)	7 (0.7)	200 (3.2)	87 (1.2)	205 (1.2)
Maine*	3 (0.4)	*** (***)	7 (0.8)	216 (2.7)	90 (0.9)	230 (1.2)
Maryland	5 (0.6)	207 (4.9)	9 (0.7)	205 (3.1)	85 (1.1)	214 (1.6)
Massachusetts	3 (0.4)	216 (3.9)	5 (0.5)	217 (3.1)	92 (0.7)	228 (1.0)
Michigan	4 (0.9)	198 (8.2)!	5 (0.4)	205 (4.1)	91 (0.9)	219 (1.5)
Minnesota	4 (0.7)	215 (4.1)	6 (0.5)	210 (3.1)	90 (1.0)	223 (1.2)
Mississippi	6 (0.6)	194 (4.4)	8 (0.6)	195 (2.3)	86 (0.9)	201 (1.4)
Missouri	5 (0.7)	212 (3.1)	7 (0.6)	217 (3.4)	88 (1.0)	222 (1.3)
Nebraska*	8 (2.3)	215 (4.0)!	7 (0.7)	215 (3.7)	86 (2.2)	224 (1.2)
New Hampshire*	3 (0.6)	223 (4.5)	7 (0.6)	221 (3.2)	90 (0.9)	230 (1.2)
New Jersey*	4 (0.6)	213 (5.4)	7 (0.8)	212 (3.7)	89 (1.1)	226 (1.5)
New Mexico	10 (1.1)	207 (2.6)	12 (0.8)	209 (2.7)	78 (1.4)	213 (1.8)
New York*	4 (0.5)	196 (4.7)	7 (0.7)	186 (4.7)	89 (1.0)	219 (1.4)
North Carolina	6 (1.2)	204 (3.6)!	9 (0.5)	206 (2.6)	85 (1.3)	214 (1.3)
North Dakota	4 (0.8)	218 (3.8)	6 (0.7)	222 (3.9)	90 (0.9)	228 (1.1)
Ohio	4 (0.6)	209 (4.8)	6 (0.5)	211 (3.6)	90 (0.7)	220 (1.4)
Oklahoma	5 (0.7)	213 (3.6)	8 (0.7)	213 (2.3)	87 (1.0)	223 (1.1)
Pennsylvania	4 (0.4)	211 (3.9)	7 (0.6)	214 (2.5)	89 (0.8)	223 (1.4)
Rhode Island	5 (0.8)	207 (3.6)	8 (0.8)	205 (4.4)	87 (1.2)	220 (1.8)
South Carolina	6 (0.5)	204 (3.5)	8 (0.6)	207 (3.3)	86 (0.9)	212 (1.4)
Tennessee	7 (1.0)	206 (2.9)	9 (0.6)	201 (3.6)	84 (1.4)	215 (1.4)
Texas	5 (0.9)	206 (4.3)	7 (0.5)	201 (2.6)	88 (1.1)	216 (1.5)
Utah	6 (0.6)	212 (3.3)	8 (0.5)	218 (3.0)	87 (0.7)	223 (1.1)
Virginia	6 (0.8)	214 (3.5)	9 (0.7)	221 (3.1)	84 (1.1)	223 (1.5)
West Virginia	5 (0.5)	209 (4.2)	7 (0.6)	217 (3.2)	89 (0.8)	217 (1.3)
Wisconsin	4 (0.7)	208 (4.8)	6 (0.6)	214 (3.3)	91 (0.9)	226 (1.0)
Wyoming	6 (0.4)	216 (2.9)	10 (0.6)	219 (2.5)	84 (0.8)	226 (1.2)
TERRITORY						
Guam	11 (0.9)	190 (3.4)	16 (0.8)	187 (3.1)	72 (1.1)	181 (1.5)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. ***Sample size insufficient to permit reliable estimate. There were fewer than 62 students. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.28 **Schools' Reports on Percentage of Students Enrolled at the Beginning of the School Year Who Are Still Enrolled at the End of the School Year, Grades 4, 8, and 12, 1992 Reading Assessment**

	98 to 100%		95 to 97%		90 to 94%		Less than 90%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 4	27(2.9)	230(2.1)	27(3.0)	220(1.8)	22(2.6)	214(2.8)	24(2.6)	206(2.2)
Grade 8	27(2.5)	270(2.1)	37(3.0)	262(1.7)	20(2.2)	254(2.1)	16(2.8)	249(1.7)
Grade 12	24(2.9)	299(1.5)	34(2.9)	291(1.2)	28(3.0)	288(1.4)	13(2.3)	283(2.7)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.29 | **Schools' Reports on Percentage of Students Enrolled at the Beginning of the School Year Who Are Still Enrolled at the End of the School Year, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	98 to 100%		95 to 97%		90 to 94%		Less Than 90%	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency
NATION	21 (3.2)	227 (2.8)	28 (3.5)	219 (1.9)	24 (3.0)	214 (2.9)	26 (3.0)	206 (2.3)
Northeast	27 (8.0)	233 (8.1)!	34 (9.8)	223 (4.9)!	22 (4.0)	218 (7.1)!	17 (4.7)	205 (8.3)!
Southeast	18 (5.1)	227 (4.4)!	21 (5.0)	211 (3.8)!	22 (5.3)	218 (7.2)!	39 (8.2)	203 (3.3)!
Central	26 (7.1)	226 (2.2)!	33 (6.9)	222 (2.0)!	26 (8.2)	214 (4.7)!	16 (4.0)	208 (3.1)!
West	15 (5.3)	221 (5.9)!	25 (5.9)	215 (4.6)!	27 (4.9)	209 (4.3)	33 (6.0)	209 (4.3)
STATES								
Alabama	31 (4.3)	209 (3.1)	32 (5.0)	209 (3.7)	30 (5.0)	208 (3.8)	7 (2.0)	202 (6.8)!
Arizona	4 (1.5)	204 (9.0)!	21 (3.5)	210 (4.1)	28 (3.9)	212 (3.9)	46 (4.5)	210 (1.5)
Arkansas	10 (2.0)	212 (3.1)!	40 (4.9)	211 (2.4)	30 (4.3)	213 (2.1)	20 (3.4)	212 (3.0)
California	9 (3.2)	217 (8.2)!	23 (4.9)	217 (4.6)!	22 (4.4)	215 (3.5)	45 (5.2)	187 (3.0)
Colorado	4 (1.8)	228 (5.9)!	26 (4.1)	222 (2.1)	30 (4.4)	219 (2.5)	40 (4.5)	212 (1.8)
Connecticut	29 (4.3)	234 (1.5)	32 (4.1)	232 (1.7)	17 (3.7)	216 (4.3)!	22 (3.5)	201 (3.6)
Delaware*	22 (0.1)	218 (1.9)	29 (0.2)	211 (1.2)	28 (0.1)	213 (0.9)	21 (0.2)	215 (1.4)
Dist. Columbia	34 (0.2)	199 (1.5)	30 (0.2)	187 (1.0)	27 (0.2)	183 (1.9)	9 (0.1)	171 (2.8)
Florida	9 (2.7)	214 (2.7)!	25 (4.8)	213 (2.9)	27 (4.7)	207 (3.9)	39 (4.7)	208 (2.5)
Georgia	23 (4.0)	217 (3.2)	22 (3.6)	212 (2.5)	35 (4.5)	215 (3.1)	20 (3.2)	209 (3.3)
Hawaii	6 (2.0)	211 (6.5)!	23 (4.2)	201 (3.7)	17 (3.8)	215 (3.1)!	54 (4.8)	201 (2.5)
Idaho	22 (3.9)	220 (2.0)	41 (5.1)	221 (1.4)	21 (4.2)	219 (2.7)	16 (4.0)	221 (2.2)!
Indiana	17 (3.8)	228 (2.9)!	34 (4.6)	225 (2.4)	24 (4.6)	221 (2.9)	25 (3.9)	217 (2.5)
Iowa	29 (4.1)	231 (2.0)	35 (3.9)	228 (1.5)	23 (4.2)	228 (2.4)	13 (2.9)	214 (3.3)!
Kentucky	28 (4.6)	218 (2.4)	31 (4.7)	214 (2.2)	26 (4.1)	208 (2.4)	15 (3.7)	215 (3.8)!
Louisiana	20 (4.3)	206 (2.9)!	36 (4.7)	203 (2.6)	32 (4.6)	208 (2.6)	11 (3.2)	199 (4.1)!
Maine*	22 (4.7)	232 (2.3)!	52 (5.9)	228 (1.8)	19 (4.4)	225 (1.8)!	7 (2.1)	227 (2.3)!
Maryland	13 (3.3)	222 (3.9)!	33 (4.3)	216 (3.9)	22 (3.5)	209 (3.0)	31 (4.1)	205 (3.7)
Massachusetts	35 (4.7)	234 (1.7)	34 (4.9)	229 (2.5)	16 (3.3)	221 (3.2)!	15 (3.3)	215 (3.0)!
Michigan	17 (4.0)	230 (4.0)!	29 (4.3)	220 (3.2)	29 (4.6)	214 (2.6)	25 (4.5)	208 (3.4)
Minnesota	29 (4.4)	224 (1.8)	44 (4.8)	223 (1.9)	20 (3.8)	221 (2.3)	7 (2.8)	213 (8.6)!
Mississippi	32 (4.6)	198 (3.0)	34 (5.1)	197 (3.0)	23 (4.0)	205 (2.4)	11 (3.3)	200 (4.4)!
Missouri	20 (4.1)	222 (3.4)!	34 (5.2)	223 (2.8)	34 (4.9)	222 (2.2)	12 (3.0)	212 (3.9)!
Nebraska*	30 (4.5)	227 (2.4)	35 (4.9)	226 (1.8)	20 (4.1)	218 (1.8)	15 (2.6)	209 (2.9)
New Hampshire*	39 (5.0)	231 (2.3)	33 (5.6)	232 (1.8)	24 (4.9)	224 (2.2)!	5 (2.0)	221 (2.3)!
New Jersey*	42 (5.4)	233 (3.0)	25 (4.7)	228 (3.0)	18 (4.1)	214 (5.5)!	15 (3.3)	206 (4.0)!
New Mexico	7 (2.2)	206 (7.7)!	30 (5.3)	215 (4.5)	31 (5.0)	214 (2.4)	31 (4.3)	208 (2.4)
New York*	24 (4.3)	229 (2.0)	26 (4.5)	220 (2.8)	25 (4.3)	214 (3.1)	25 (4.2)	199 (5.1)
North Carolina	23 (4.5)	211 (3.1)!	29 (3.9)	215 (2.3)	34 (4.8)	213 (2.2)	14 (3.5)	208 (5.9)!
North Dakota	56 (4.6)	227 (1.7)	27 (5.0)	229 (2.1)	10 (3.0)	224 (3.4)!	7 (2.7)	222 (4.4)!
Ohio	22 (4.2)	227 (3.4)	27 (4.2)	219 (3.3)	24 (4.1)	221 (3.7)	28 (3.9)	210 (2.6)
Oklahoma	17 (3.8)	222 (3.1)!	31 (4.5)	223 (2.0)	25 (4.3)	224 (1.9)	28 (4.0)	219 (1.9)
Pennsylvania	32 (4.0)	229 (1.6)	35 (4.5)	229 (2.2)	23 (3.5)	211 (3.9)	10 (3.0)	202 (6.6)!
Rhode Island	23 (4.1)	228 (2.5)	35 (5.0)	222 (2.9)	26 (4.4)	214 (3.9)	16 (3.8)	200 (6.8)!
South Carolina	28 (4.0)	211 (3.0)	27 (4.5)	211 (2.8)	28 (4.6)	209 (2.6)	17 (3.4)	212 (3.0)
Tennessee	12 (2.8)	221 (4.0)!	29 (4.4)	217 (2.5)	41 (4.8)	212 (2.3)	18 (3.8)	205 (5.3)!
Texas	15 (4.0)	219 (4.4)!	31 (4.9)	221 (3.5)	25 (3.9)	208 (3.4)	29 (4.8)	208 (2.6)
Utah	17 (3.9)	226 (2.6)!	34 (4.9)	224 (1.6)	28 (4.5)	220 (2.4)	21 (3.7)	215 (2.5)
Virginia	14 (3.0)	224 (4.6)!	43 (4.6)	224 (2.2)	25 (3.8)	223 (3.4)	18 (3.3)	213 (2.6)
West Virginia	26 (3.9)	219 (2.2)	43 (4.5)	218 (1.9)	24 (3.9)	213 (3.0)	7 (2.1)	213 (5.9)!
Wisconsin	40 (4.7)	227 (1.6)	31 (4.2)	226 (1.5)	23 (3.8)	223 (2.6)	6 (2.3)	212 (5.9)!
Wyoming	19 (3.5)	227 (2.2)	35 (4.7)	226 (1.5)	28 (3.9)	224 (2.2)	19 (3.1)	219 (3.7)
TERRITORY								
Guam	6 (0.1)	187 (5.5)	32 (0.2)	171 (2.1)	50 (0.2)	183 (1.9)	13 (0.1)	202 (2.7)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. !Interpret with caution - the nature of the sample does not allow accurate determination of the variability of this estimated statistic.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE 11.30 Students' Reports on Days Absent from School During the Last Month, Grades 8 and 12, 1992 Reading Assessment

	None		1 or 2 days		3 or 4 days		5 to 10 days		More than 10 days	
	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentage of Students	Average Proficiency	Percentages of Students	Average Proficiency	Percentage of Students	Average Proficiency
Grade 8	45(0.7)	263(1.0)	34(0.6)	264(1.2)	14(0.5)	256(1.5)	6(0.3)	247(2.2)	2(0.2)	236(3.4)
Grade 12	35(0.7)	295(0.9)	39(0.6)	294(0.6)	17(0.5)	285(1.0)	7(0.3)	281(1.8)	3(0.2)	269(2.8)

The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

APPENDIX A

Anchoring Students' Performance with the Reading Achievement Levels

Introduction

This Appendix contains detailed information about what students' performance on the individual reading assessment questions tells us about attainment of the achievement levels set by the National Assessment Governing Board (NAGB). The scale anchoring procedure involved experts analyzing performance on each assessment question, and an attempt has been made to capitalize on that effort to present a thorough description of what was found. Some materials from the 1992 reading assessment have been released to illustrate the assessment content and many of these are used as points of reference. Because plans call for administering the majority of the materials in NAEP's 1992 reading assessment again in 1994 to measure trends in students' reading achievement, those passages and questions are, by necessity, being kept secure, and the specifics cannot be revealed as part of the following discussion.

First, the anchoring process is described as applied to the achievement levels. Next, for each grade, there is a summary of the reading skills displayed by students in the assessment at each achievement level, according to the reading purposes described in the *NAEP Reading Framework* -- literary, informational, and to perform a task. The anchor summaries are supported with examples of questions selected to illustrate the types of questions contained in the 1992 reading assessment. The summaries also explain how these questions and their anchor data were used to create a picture of students' reading abilities and skills at each of the achievement levels. The released reading passages are presented in their entirety in Appendix D.

Following the anchor summary for each grade is a detailed discussion (achievement level by achievement level) that recasts the findings from the anchoring process in the context of the full operational definitions of the achievement levels. Both the performance summaries and the analyses of individual questions are brought to bear in describing how students' reading achievement, as measured in the assessment, corresponds to the operational definitions of each of the achievement levels at each grade.

The Scale-Anchoring Process

To describe actual students' performance on the NAEP reading assessment, a modified scale-anchoring procedure was applied to the 1992 reading achievement levels. The modified anchoring process determined the sets of questions that students scoring at or above each achievement level cutpoint could perform with a high degree of success. A committee of reading experts and educators reviewed the questions and, using their knowledge of reading and student performance, generalized from the questions to describe reading skills exhibited at each achievement level.

Specifically, a question was identified as anchoring at an achievement level for a given grade if it was answered correctly by at least 65 percent of the students in that grade scoring at the cutpoint of that achievement level and by less than 65 percent of the students scoring at the cutpoints for any lower achievement levels. To permit all questions to be included in the analysis, the traditional discrimination criterion, requiring that success at the next lower level be at least 30 percentage points lower, was not used. Because the extended constructed-response questions were scored according to four levels (Unsatisfactory, Partial, Essential, and Extensive), each extended constructed-response question was treated as three distinct items corresponding to scores of Partial or better, Essential or better, and Extensive. The three items were analyzed in the same manner as questions scored correct/incorrect, allowing, for example, an extended constructed-response item to anchor both at the Proficient level for Partial-or-better responses and at the Advanced level for Essential-or-better responses.

To extend the description of the Advanced achievement level, since that interval does not have an upper boundary, an additional set of questions was identified as almost anchoring at the Advanced level. These questions had probabilities of success between 50 and 65 percent for minimally advanced students and identify the types of skills that more advanced students are likely to possess.

To provide a sufficient pool of respondents in identifying anchor questions, students at the cutpoint of each achievement level were defined as those whose estimated reading proficiency was within plus or minus 12.5 points of the achievement level cutpoint. This cutpoint interval is consistent with previous anchoring procedures and provides an empirical estimate of the average performance of students scoring at the cutpoint. To provide stable estimates, the calculations of the chances of success on an item were based on at least 70

students in the cutpoint interval; this is a reduction from the previous requirement of 100 students to accommodate the small number of students reaching the Advanced level.

Since NAEP reports the percentages of students *at or above* each achievement level cutpoint, it is important that the process of describing student performance be sensitive to skills displayed by students *at* the cutpoint as well as by those *above* the cutpoint. Conducting the anchoring at the achievement level cutpoints enables an examination of the reading skills exhibited by the range of students within each of the intervals. Because, for example, an item anchoring at the Basic-level cutpoint will be answered correctly by at least 65 percent of minimally Basic students and even more of the students scoring higher in the interval, a description of an entire achievement level interval can be inferred by comparing the descriptions for adjacent cutpoints. (In contrast, anchoring the intervals would enable inferences about what the typical or average student within an interval can likely do, but not about the students at the threshold of the interval.)

The items were placed in notebooks by grade in the following order: anchored at Basic, Proficient, Advanced, and Almost Advanced. For cross-referencing purposes, the remaining items in the assessment were also included in the notebook under the "did not anchor" heading. Within achievement level, the questions were presented by reading purpose and stance. The data for each question included the percentage of success for students at each achievement level, the counts and weighted proportions of students at each level, and the overall percentage correct on the item for the total population of respondents. Each constructed-response question was accompanied by its scoring guide.

TABLE A.1 presents the distribution of items for each grade and text type by the corresponding achievement level. The questions that did not anchor were those too difficult for even 50 percent of the Advanced students. There were 14 such questions at grade 4, 17 at grade 8, and 19 at grade 12. The majority of these were for Extensive scores for the extended constructed-response questions.

To provide additional information about the performance of students within each of the achievement level intervals, and of students who performed below the Basic level, data also were available from an item-mapping procedure. For each reading purpose, the questions were arranged in the order of the proficiency level corresponding to a defined expected probability of success based on the Item Response Theory parameters. For consistency with the anchoring process, a .65 expected probability of success was used.

TABLE A.1 **Distribution of Items by Achievement Level**

Grade 4			
Achievement Level	*Literary*	*Informative*	
Basic	16	15	
Proficient	12	11	
Advanced	12	12	
Almost Advanced	4	4	
Grade 8			
Achievement Level	*Literary*	*Informative*	*Practical*
Basic	11	16	8
Proficient	12	20	19
Advanced	11	13	6
Almost Advanced	2	8	3
Grade 12			
Achievement Level	*Literary*	*Informative*	*Practical*
Basic	8	27	18
Proficient	11	20	9
Advanced	11	17	10
Almost Advanced	1	3	2

Twenty reading education experts participated in the anchoring process. They represented teachers for the various grades involved, college professors, state curriculum supervisors, and researchers. The panelists were divided into three groups, one for each grade, with each group undertaking a systematic analysis of the anchor items and data for each achievement level at that grade, reading purpose by reading purpose. The grade-level groups worked independently for the most part, with periodic meetings across the three groups to reconcile views. With the framework for the 1992 reading assessment and the achievement level definitions as references, panelists were asked to use the anchoring and item mapping information to describe the knowledge, skills, and

reasoning abilities demonstrated by the students at each achievement level. In developing these descriptions, the panelists were instructed to consider the context of the assessment and not to over-infer skills from limited numbers of items.

Anchor Descriptions of Achievement Levels and Exemplar Items

The anchor descriptions of reading abilities summarize students' performance on the 1992 NAEP reading assessment at each achievement level for each grade. The descriptions are intended to be cumulative from Basic-level performance through Advanced. Therefore, demonstrated ability at the Proficient level presumes Basic-level performance and Advanced performance presumes Proficient as well as Basic abilities.

Examples of questions were selected for each achievement level by the anchoring panel to illustrate the range of reading proficiency for students at each level. Examples of items for a particular grade are presented in this appendix after the anchor descriptions of achievement levels for the corresponding grade. Both multiple-choice and constructed-response questions were selected to illustrate performance at each of the achievement levels. Multiple-choice items as well as regular constructed-response items were scored dichotomously. That is, students were either given credit for answering the question correctly or given no credit for the item. Extended constructed-response questions, however, were rated with a four-point scoring guide describing four levels of comprehension. Therefore, different score levels for the same question may have anchored at different achievement levels. The particular response (Partial or better, Essential or better, or Extensive) that anchored at the achievement level is indicated. Also, a summary of the scoring rubric used to rate students' responses to constructed-response questions is provided.

The national percentage correct for multiple-choice questions and dichotomously scored constructed-response questions as well as the percentage of students attaining a specific score point for polytomously scored constructed-response questions is indicated for each example. In addition, the conditional percentages that represent the performance of students at an achievement level are included. These conditional percentages show what percentages of students at various achievement levels answered the question correctly. The overall percentages are for all students in the nation, not just those performing at the achievement level being described. The percentage of students across the nation answering a question acceptably -- regardless of reading proficiency on the NAEP

scale -- will usually differ from the percentage at that achievement level who answered acceptably. (Also, please note that the conditional percentages in Chapter One will differ from those in Appendix A because the percentages in Chapter One were based on students who fell in the achievement level intervals rather than at the threshold of the achievement levels.)

Students' Performance in the Context of Achievement Levels

The anchor summaries and examples of questions for each grade are followed by a detailed discussion of performance at each achievement level. Drawing on the anchor summaries and question-by-question data used in the anchoring process, the discussion explores what the assessment tells us about student performance across the achievement levels at that grade as operationalized for the reading assessment. When possible, an attempt has been made both to characterize typical performance within the achievement level as well as to provide some indication of the range of student abilities, from skills that were emerging to those that students seemed to find relatively easy.

The detailed discussions begin by providing the operational definition of each of the achievement levels in turn (reproduced from Chapter One) and then proceed to describe student performance from the perspective of that achievement level. Because NAEP's 1992 reading assessment was developed -- according to specifications provided by NAGB -- prior to the Board's development of the achievement levels, the correspondence between the assessment questions and the operational definitions is sometimes uneven. If portions of the operational definitions were not covered in the assessment, this is so noted. Also, in trying to generalize about students' reading achievement vis-à-vis the achievement levels, the greater the number of assessment questions the better. However, these concerns imply a substantially larger pool of assessment questions, carefully designed to support reporting about performance relative to a set of performance standards. That may be easier to say than to do, especially given both the available resources and students' propensity to answer questions from their own knowledge base regardless of which standards questions were designed to measure.

Throughout the detailed discussions, the percentages of students responding acceptably to individual questions refer to performance at the specific achievement level using the conditional percentages of success. For example, if substantial percentages of students at the threshold of the achievement level can answer a question acceptably, say 80 percent or more, then students at that

achievement level have demonstrated a solid grasp of the information being measured. If 90 percent or more demonstrate understanding, then there is nearly universal understanding of the concept for students at that achievement level. In comparison, if fewer students, say 65 percent or so of the students at the threshold of the achievement level, can answer a question acceptably, then the concept being measured may be a beginning or emerging understanding for students at that achievement level. That is, about two-thirds of the students would be able to perform the task, but not all. In these instances, it is often informative to see if students at the threshold of the next highest achievement level have developed a fuller understanding and have greater success with the question.

Because the threshold of the Proficient level also is the top of the Basic level, demonstrated ability at the Proficient level presumes Basic-level performance -- all questions answered acceptably by Basic-level students were answered acceptably by even greater percentages of Proficient-level students. In describing performance at the Proficient-level and on to the Advanced level, we are interested primarily in describing new skills that have been added to students' reading repertoires.

Anchor Descriptions of Fourth Graders' Performance at the Basic, Proficient, and Advanced Achievement Levels

Grade 4 students ...

Basic (212)	... understand uncomplicated narratives and high-interest informative texts, identify obvious themes, locate explicit information, summarize parts of text, and make judgments about characters' actions.

Fourth-grade students at the Basic level can read uncomplicated narratives with understanding. The *literary* texts at this level include fables and realistic fiction about familiar topics. These students can answer questions that focus on specific parts of the story. They are able to identify an obvious theme or message. They can take the perspective of characters that are familiar or similar to themselves and compare characters to each other. In addition, they can relate to the feelings of familiar characters, as well as interpret and make judgments about the characters' actions.

Students at the Basic level are able to gain information from high-interest *informative* texts. These students are successful when texts are structured as narratives and deal with relatively familiar topics. Students can search for and locate explicit information within the text, as well as provide evidence of straightforward comprehension of the text. They are able to select relevant information in order to provide a summary focusing on part of the text. They can build simple inferences based on specific information. These students also are able to construct their own simple questions related to the passage.

Grade 4 students ...

Proficient (243)	... understand and interpret less familiar texts, provide textual support for interpretations, generalize across text, identify relevant information, understand subtleties in aspects of a story, relate text to background experiences, and formulate simple questions.

Fourth-grade students at the Proficient level can form an understanding and extend the meaning of more difficult, unfamiliar *literary* pieces -- those in culturally different or historical settings. They are able to respond to questions that require some interpretation. Some can construct responses to the story as a whole, as well as consider subtleties in aspects of the story. When given interpretations of the story, they can provide some justification and support for those interpretations. They are able to recognize multiple perspectives. In addition, they have the ability to connect information in the story to the author's purpose, as well as consider alternate possibilities for the story's development.

Students at the Proficient level are able to gain information and to interpret the meaning of *informative* text that contains narrative elements and direct quotes. Their responses to increasingly more challenging questions provide evidence that they can search for, locate, select, prioritize, and apply relevant information. They can generalize across parts of the text. They can relate information from the selection to their own background experiences and to inferences that are provided for them. They also are able to recognize an author's basic organizational pattern.

Grade 4 students ...

Advanced (275)	... interpret and examine the meaning of text, summarize information across whole texts, develop their own ideas about textual information, understand some literary devices, and are beginning to formulate more complex questions about text.

Fourth-grade students at the Advanced level can form an understanding of what they read and extend, elaborate, and examine the meaning of *literary* texts. They can construct responses to a story by selecting relevant information and building their own interpretations that remain consistent with the text. They are able to summarize information across the whole story. They understand some literary devices, such as figurative language, and can interpret the author's intentions.

Students at the Advanced level can gain information from what they read and can extend, elaborate, and examine the meaning of *informative* texts about less familiar topics. They are able to read for the purpose of gaining a more thorough understanding of a particular topic, and some can develop their own ideas based on the information presented in the passage. They can discriminate the relative importance of ideas in the text and are beginning to form more complex questions about the selection. They are able to provide an explanation of the author's techniques for presenting information.

Grade 4 Basic: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Sybil's father thought that she

A was obedient but forgetful
→ **B** was courageous and a good rider
C could lead the troops against the British
D could easily become angry

Overall Percentage Correct*: **71 (1.4)**

Conditional Percentage Basic Level*: **70 (3.0)**

Grade 4 Basic: Example 2

Amanda Clement: The Umpire in a Skirt

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Write a paragraph explaining how Mandy got her first chance to be an umpire at a public game.

_____

_____

_____

_____

_____

Acceptable answers indicated that the umpire for a preliminary game between two local teams did not show up for the game and/or Mandy's brother suggested that she do the job.

Overall Percentage Correct*: **66(1.6)**

Conditional Percentage Basic Level*: **66 (3.4)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 4 Basic: Example 3

Amanda Clement: The Umpire in a Skirt

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Answers to this extended constructed-response question that were scored ***Partial or better*** *anchored at the Basic Achievement Level.*

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

Partial-level performance on this item demonstrated at least some understanding of the information in the article by posing one or more questions that were either not explained or were explained using circular reasoning. In addition, Partial-level responses may have focused on issues unrelated to Mandy's nontraditional role.

Overall Percentage at Partial or Better*: **83 (1.5)**

Conditional Percentage Basic Level*: **84 (2.8)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 4 Proficient: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

If you had just finished a ride like Sybil's, how would you feel and why?

_____

_____

_____

_____

_____

Acceptable responses provided a personal reaction accompanied by a brief explanation or justification that reflected a consideration of Sybil's experience.

Overall Percentage Correct*: **64 (2.0)**

Conditional Percentage Proficient Level*: **85 (3.1)**

Grade 4 Proficient: Example 2

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

The information about the statue and stamp helps to show that

→ **A** people today continue to recognize and respect Sybil's bravery
B people were surprised that George Washington honored her
C the author included minor details
D heroes are honored more now than they were then

Overall Percentage Correct*: **62 (1.5)**

Conditional Percentage Proficient Level*: **80 (3.1)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 1

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Answers to this extended constructed-response question that were scored ***Partial or better*** *anchored at the Advanced Achievement Level.*

What are the major events in the story?

Partial-level performance on this item demonstrated some understanding of Sybil's ride by providing an account of one or two events, but not accompanied by a description or an explanation of the importance of the events. These responses may also have been a brief statement without actually mentioning specific events.

Overall Percentage at Partial or Better*: **41 (1.8)**

Conditional Percentage
Advanced Level*: **34 (6.9)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 2

Sybil Sounds the Alarm

[This passage is a fictional account of a historical event that describes the courage of a young colonial girl in riding her horse to warn of the approaching British army.]

Could a similar story take place today? Tell why or why not.

_____

_____

_____

_____

_____

Acceptable answers stated an opinion and provided an explanation that demonstrates understanding of the historical context of the story.

Overall Percentage Correct*: **27 (1.3)**

Conditional Percentage Advanced Level*: **74 (6.4)**

Grade 4 Advanced: Example 3

Amanda Clement: The Umpire in a Skirt

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

The information in the passage is presented mainly by

A comparing Mandy to other umpires
→ **B** discussing important events in Mandy's life
C describing the game of baseball
D providing details about life in the early 1900s

Overall Percentage Correct*: **49 (1.5)**

Conditional Percentage Advanced Level*: **74 (6.4)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 4 Advanced: Example 4

Amanda Clement: The Umpire in a Skirt

[This passage is an informative article about how Amanda Clement became the first paid woman umpire on record.]

Answers to this extended constructed-response question that were scored ***Essential or better*** *anchored at the Advanced Achievement Level.*

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

Responses to this item scored Essential demonstrated understanding of the primary information presented in the article by posing at least one question that was specifically related to Mandy's career. The question was accompanied with an explanation that was relevant to furthering the students' own understanding of how it feels to be an athlete who is highly successful or the first person to do something.

Overall Percentage at Essential or Better*: **33 (1.4)**

Conditional Percentage Advanced Level*: **57 (7.5)**

* The standard errors of the estimated percentages appear in parentheses.

Fourth-Grade Students' Performance at the Achievement Levels

BASIC LEVEL (212)	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 4th graders, *they should be able to make relatively obvious connections between the text and their own experiences.*

For example, when reading **literary text**, they should be able to tell what the story is generally about -- providing details to support their understanding -- and be able to connect aspects of the stories to their own experiences.

When reading **informational text**, Basic-level 4th graders should be able to tell what the selection is generally about or identify the purpose for reading it; provide details to support their understanding; and connect ideas from the text to their background knowledge and experiences.

* * *

Grade 4: Basic Level -- Literary Text

With the exception of the first example question shown from "Sybil Sounds the Alarm" about her father thinking she was courageous, the remaining questions about this passage were too difficult for fourth graders at the Basic level (see "Sybil Sounds the Alarm" in Appendix D). The literary texts understood the best by fourth graders at this level included a fable and a straightforward fictional account, both about familiar topics (and both secure for use in future assessments). Students at the Basic level were able to identify the rather obvious theme or message of each of these passages.

Fourth graders at the Basic level had considerable success in answering questions about characters' traits, actions, and perspectives, much of the time because the familiarity of the topics related either implicitly or explicitly to their own experiences. Nearly all fourth graders at this level could identify the primary traits and feelings of the characters and interpret and make judgments about those traits and feelings from their own point of view. Most were capable of making connections between these characters and their own experiences as evidenced by their success (72 to 79 percent acceptable) on four personal-response questions, three of which required written answers.

Basic-level fourth graders answered questions that focused on specific parts of the stories and provided details to support their understanding in several constructed-response questions. Two of the more difficult questions within the range of these fourth graders were about relationships between characters. One is the "Sybil" Example 1 question about her father thinking she was courageous

and the other required students to take one character's perspective about another character rather than their own perspective.

Grade 4: Basic Level -- Informative Text

Fourth graders at the Basic level were able to search for and locate explicit information in high-interest informative texts that were configured as narratives about familiar topics. For example, they had some degree of success with the questions associated with the released passage about "Amanda Clements: Umpire in a Skirt" (see Appendix D). Among the most difficult tasks within the range of Basic-level fourth graders was summarizing informative text, as shown by Example 2, asking students to tell how Mandy got her first chance in baseball. Fourth graders within the Basic level were able to summarize parts of texts, not whole texts.

Basic-level fourth graders were partially successful at making connections to background knowledge or experiences. They constructed one question of their own to ask Mandy, an exercise that shows some connection to their background knowledge and experiences. However, they were unable to articulate two questions they could ask. Similarly, they were only partially successful on another personal-response question requiring an extended constructed response.

These fourth graders demonstrated straightforward comprehension by choosing relevant information and building simple inferences based on specific information in the passages. A more difficult task for these students was generalizing across parts of the text to identify what the passage was mostly about, given a choice among major and minor topics (65 percent correct). Fourth-grade students were not asked directly to identify the purpose for reading any of the four informational texts administered at that grade.

PROFICIENT LEVEL (243)	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 4th 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.*

For example, when reading **literary text**, Proficient-level 4th graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading **informational text**, Proficient-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

* * *

Grade 4: Proficient Level -- Literary Text

The literary passages understood by Proficient-level fourth graders were more complex and unfamiliar, including the Sybil passage set in a historical context, as well as a story presented from a culturally different perspective. Although Proficient-level students were able to answer several questions requiring global consideration of the passages, as illustrated by the Sybil question asking students to provide their own summarizations of the major events of a story (Example 1 at the Advanced level), summarization of important information was relatively difficult for those at the threshold of the Proficient level. Only 61 percent of the Proficient-level students were able to provide even a partial response that included one or two major events or a brief generalization. Since summarizing important information involves decision-making, discrimination, and is dependent upon writing skills, this complex task was better handled by Advanced-level readers. (Eighty-four percent at that higher level could provide partial summaries, even though only 13 percent provided the essential information for a complete answer -- at least two major events from the story with some context.)

Proficient-level readers were able to answer questions that required some interpretation and consideration of subtleties in aspects of the stories. For example, they recognized multiple perspectives among the characters in the stories and adopted characters' perspectives in order to draw conclusions about characters' actions and feelings and to describe obvious cause/effect relationships

or problem/solution situations related to story events. Of four questions that required connections between the stories and students' own experiences, percentages of success ranged from 77 to 82 percent for all but one (68 percent). For an illustration, see Example 1, where 82 percent of the students were able to explain how they might have felt if asked to take a dangerous ride like that taken by Sybil. This is a somewhat more difficult question than that seen at the Basic level, requiring inferences to be made as well as connections with the readers' own experiences and knowledge. Three of the questions about connections to personal experiences were constructed-response questions requiring some justification or support.

Six of the literary questions successfully answered by students at the Proficient level were classified under critical stance, providing some evidence that these students could connect information in the stories to the author's purpose, as well as consider alternate possibilities for the story's development. For example, 80 percent of Proficient-level students correctly recognized that the Sybil story contained information about her statue and stamp to show that people respected Sybil's bravery (Example 2).

Grade 4: Proficient Level -- Informative Text

Fourth graders at the Proficient-level successfully answered questions about texts that were expository or mixed in genre. For example, one article contained both expository and narrative elements, as well as quotes from primary sources and captioned illustrations.

Although no questions about the informational texts directly asked students to provide summarizations, Proficient-level fourth graders successfully answered seven questions that required thinking about the entire text and sorting out the key concepts according to some criteria (from 66 to 86 percent acceptable performance).

When asked to describe cause-and-effect relationships requiring thoughtful consideration of implicit information, they were only partially successful. Three-fourths provided acceptable answers to a question explicitly asking for similarities and differences.

Several multiple-choice and four constructed-response questions provided evidence that Proficient-level fourth graders can search for, locate, select, prioritize, and apply relevant information. One of these questions also required specific connections to students' own background experiences. Seventy-four percent of the Proficient-level fourth graders were able to identify the author's

strategy or organizational pattern in helping the reader to learn about the topic of the article.

ADVANCED LEVEL (275)	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 4th grade, *they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.*

For example, when reading **literary text**, Advanced-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with the ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational text**, Advanced-level 4th graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

* * *

Grade 4: Advanced Level -- Literary Text

When reading literary text, Advanced-level fourth graders were able to generalize about the main points and topics in the stories they read by selecting relevant information and building their own interpretations that remained consistent with the text. To some extent, they were able to extend the meaning of the passages by combining their personal knowledge with the ideas in the text. For example, 73 percent of the Advanced fourth graders (compared to 27 percent nationally) were able to express a conclusion about whether events such as those in the Sybil story could be expected to happen in today's world (see Example 2). This question required the readers to make critical inferences and predictions consistent with both the information in the passage and their own knowledge and experience. In another question, when students were required to use their own experience to help explain a metaphor contained in a story, they were only partially successful, tending to provide rather literal presentations of the characters' actions.

Generally, Advanced-level fourth graders were only beginning to demonstrate the ability to provide essential information in their responses to the extended questions. Of the four extended questions about literary passages, two were answered at the essential level or better by only slightly more than half the

Advanced-level fourth graders (the one requiring the presentation of specific information was easier and the summary of the Sybil passage was more difficult). Only a few of the Advanced students provided extensive responses to the literary extended constructed-response questions (from 1 to 33 percent). Also, these percentages are conditional on only the 4 percent of the fourth graders reaching the Advanced achievement level. Therefore, only negligible percentages of fourth graders across the nation demonstrated the ability to provide in-depth, detailed responses to questions in the 1992 reading assessment.

Fourth graders at the Advanced level were able to understand some literary devices, such as figurative language, and could interpret authors' intentions. For example, 78 percent of the students at the Advanced level explained why the author called the story "Sybil Sounds the Alarm" and 80 percent described how the author showed the excitement and danger of Sybil's ride.

Grade 4: Advanced Level -- Informative Text

Fourth graders at the Advanced level explained the author's techniques of presenting information, but were not asked to support their explanations. For example, 74 percent of the Advanced fourth graders recognized that the information in the Amanda Clements passage was presented mainly by discussing important events in Mandy's life (see Example 3).

Advanced-level fourth graders used the information presented to draw logical conclusions about textual content and answer other questions requiring inferences. They were able to read for the purpose of gaining a more thorough understanding of a particular topic, and some developed their own ideas based on the information presented in the passage. For example, across a series of six questions, from 65 to 83 percent were able to review the text carefully, to locate and confirm information (either locally or across the whole text), or to support a hypothesis or interpretation. In several instances, they were asked to provide this information in written form and to apply their own background knowledge.

Advanced-level fourth graders were able to make critical judgments about the form and content of informative text by discriminating the relative importance of ideas and successfully answering several questions about stylistic devices. They had some difficulty, however, providing essential information when responding to the extended constructed-response questions. The four such questions were answered at the Essential or better level by 72, 62, 57, and 28 percent of the Advanced-level fourth graders. The task answered at the Essential

or better level by 57 percent of these students required them to think of questions to ask Mandy about her career as a baseball umpire, (discussed earlier as Example 3 at the Basic level). Basic-level fourth graders were able to provide Partial responses to this task, whereas Advanced-level fourth graders provided more information in their responses, asking Mandy more complex questions accompanied by explanations about why their questions were relevant to her career. Very few Advanced-level fourth graders provided Extensive responses to these informational extended-response questions (from 2 to 37 percent of the 4 percent at this level).

Anchor Descriptions of Eighth Graders' Performance at the Basic, Proficient, and Advanced Achievement Levels

Grade 8 students ...

Basic (244)	... understand familiar genres, identify literal information, recognize central theme or topic, identify the central purpose of practical documents, interpret and describe character traits, and connect information from across text.

Eighth-grade students' responses at the Basic level demonstrate fundamental understandings of *literary* texts from familiar genres. These texts are not complex or abstract -- they contain a single perspective and a central focus. These students can answer questions that focus on surface or literal understandings of the story. They can identify the basic theme of a story and can connect ideas within one section or across larger parts of the text. They are able to interpret and describe character traits.

Students' responses at the Basic level demonstrate an ability to make concrete interpretations from *informative* texts (i.e., biographies, articles, informative narratives) that present information in a relatively straightforward manner. These students can recognize the central purpose by interpreting information across a text and by using structural text features such as subheadings, exemplification, and organizational patterns. They are able to locate and to recognize explicitly stated information as well as to connect information in one section of text with that from other sections. They are able to recognize the reasons an author might include partial information.

Students at the Basic level are able to locate guidelines or directions that are explicitly stated in practical *documents*. They demonstrate some familiarity with documents as well as an understanding of their purpose and usefulness. They can connect information presented within one section of a text to information in another. They can articulate a personal view or choice about a document and support their opinion. In addition, they can use explicit directions to produce a specific textual form or document type.

Grade 8 students ...

Proficient (283)	... move beyond surface understanding of a text or multiple texts, make inferences about characters and themes, link generalizations to specific details, support an opinion about text, recognize an author's intentions, and use a document to solve simple problems.

Eighth-grade students at the Proficient level are able to move beyond surface understandings of *literary* texts (i.e., historical fiction, tales) to develop fuller interpretations. They can recognize and interpret overall messages or themes implied in a literary piece. They are able to connect and make inferences about essential elements of stories and characters. They are able to interpret a character's ideas and feelings based on the events in the story and their own interpretation of the character's personality and role. These students can develop a perspective on a character's motivation by relying on their own understanding of human nature and essential story features, such as plot, dialogue, and description. They also can recognize an author's intentions and identify an author's use of symbolism to convey a story theme.

Proficient readers are able to locate and integrate information from different sections of an *informative* text and across multiple texts. At this level, students are able to gain information from textbook chapters as well as biographies, articles, and informative narratives. These students can recognize a generalization and link it to specific details within the text. They demonstrate the ability to compare and contrast as well as summarize information from across the text. They are able to form

personal opinions about the content and provide supportive examples from text. They demonstrate an ability to use knowledge of organizational structures to gain information.

Readers at the Proficient level are able to use multiple sources (i.e., timetables, instructions, maps) to locate information explicitly stated in a *document*. They can interpret the meaning of graphic symbols, such as map legends. They show the ability to perform tasks that involve extracting information embedded within a document. They are able to discriminate among similar sources in accessing information to perform a task and solve a simple problem. They can understand how and why authors use text features and the relationship among particular features within documents, such as illustrations and examples.

Grade 8 students ...

Advanced (328)	... compare and contrast information across multiple texts, connect inferences with themes, understand underlying meanings, integrate prior knowledge with text interpretations, and demonstrate some ability to evaluate the limitations of documents.

Eighth-grade students reading at the Advanced level are able to extend *literary* interpretations by relating personal knowledge to story characters and events. They demonstrate an understanding of fairly abstract themes and provide personal reactions to overall themes. They are able to interpret underlying meanings and complexities of characterizations and plot developments. They are able to connect inferences about characters' motives and feelings with story themes and provide supporting evidence from the story. In addition, they can relate themes across genres and to real-world situations. They also demonstrate the ability to consider the author's use of literary devices and relate it to an underlying theme.

Advanced eighth-grade readers are able to understand, interpret, and evaluate information presented in *informative* text. They are able to compare and contrast information within a text and across multiple texts and various genres. They make use of illustrations to enhance their interpretations of text. They can locate specific information embedded within text. They draw on knowledge from other subject areas and take a historical perspective in developing interpretations about text information. These students demonstrate the ability to formulate opinions about the information they read and support their ideas with appropriate text-based evidence.

Eighth-grade students at the Advanced level are able to locate and to use very specific, deeply embedded information in a fairly complex *document*. They use multiple pieces of information from various locations within a document to complete a task or solve a real-world problem. Many are able to evaluate the presentation of information in a document, recognize its limitations, and suggest improvements.

Grade 8 Basic: Example 1

Cady's Life/I Am One

[This passage is a short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

Why did Cady believe Mary would be leaving home soon?

→ **A** Other children were being taken away during the night.
B Mary told Cady that her family wanted to leave soon.
C Mary's family received an eviction notice from the landlord.
D Mary's father, a German officer, was being reassigned.

Overall Percentage Correct*: **74 (1.1)**

Conditional Percentage Basic Level*: **67 (2.9)**

Grade 8 Basic: Example 2

Dorothea Dix: Quiet Crusader

[This passage is an informative article about Dorothea Dix's struggles during the 19th century to gain better treatment for persons with a mental illness.]

Why is Dorothea Dix's poor health mentioned periodically throughout the passage?

A To make us feel sorry for her
→ **B** To remind us of the difficulties she overcame
C To highlight her unrealistic attitude about good health
D To draw attention to the effects of tuberculosis

Overall Percentage Correct*: **79 (1.1)**

Conditional Percentage Basic Level*: **72 (3.2)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 8 Basic: Example 3

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

Lois wants to use a wheelchair lift. What telephone number should she call to arrange this?

A 1-201-935-2500
B 1-800-772-3606
C 1-800-772-2287
→ **D** 1-800-582-5946

Overall Percentage Correct*: **91 (1.0)**

Conditional Percentage Basic Level*: **91 (2.3)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 8 Proficient: Example 1

The Oregon Trail/Nettie's Big Fish

[Two passages about the Oregon Trail were combined -- one passage was an informational account of the Trail and the other was a narrative piece based on a diary entry.]

Answers to this extended constructed-response question that were scored ***Partial or better*** *anchored at the Proficient Achievement Level.*

Pretend that you are a young adult of the 1840s who has caught a case of "Oregon fever." Use information from both the passages and from your own knowledge to explain what you would do about Oregon fever and why.

Responses to this item scored Partial demonstrated understanding of only part of either passage by providing some explanation of what they would do but not explaining why.

Overall Percentage at Partial or Better*: **69 (1.2)**

Conditional Percentage Proficient Level*: **86 (3.2)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 8 Proficient: Example 2

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

If you need to transfer to connecting bus service 602, you can make the connection at which of the following transfer points?

A The Justice Complex
→ **B** The intersection of W. State Street and Warren Street
C The railroad station
D The intersection of Fairview Avenue and Barlow Street

Overall Percentage Correct*: **64 (1.3)**

Conditional Percentage Proficient Level*: **74 (2.9)**

Grade 8 Advanced: Example 1

Cady's Life/I Am One

[This passage is a short story written by Anne Frank about a young Christian girl in Nazi Germany and her Jewish friend. The story is introduced with a brief biography of Anne Frank. A poem with a related theme follows the story.]

For Anne Frank, what was "the something that I can do?"

_____

_____

_____

_____

_____

Acceptable answers mentioned at least one aspect of Anne Frank's life as described in the biographical sketch or portrayed in the story.

Overall Percentage Correct*: **33 (1.4)**

Conditional Percentage Advanced Level*: **77 (7.2)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 8 Advanced: Example 2

The Oregon Trail/Nettie's Big Fish

[Two passages about the Oregon Trail were combined -- one passage was an informational account of the Trail and the other was a narrative piece based on a diary entry.]

Answers to this extended constructed-response question that were scored ***Essential or better*** *anchored at the Advanced Achievement Level.*

Pretend that you are a young adult of the 1840s who has caught a case of "Oregon fever." Use information from both the passages and from your own knowledge to explain what you would do about Oregon fever and why.

Responses to this item scored Essential demonstrated fundamental understanding of both passages by providing some explanation of what they would do and a reason that includes appropriate information from the passages.

Overall Percentage at Essential or Better*: **41 (1.1)**

Conditional Percentage Advanced Level*: **83 (4.4)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 8 Advanced: Example 3

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

Monthly bus passes are not valid on which routes?

_____

_____

_____

_____

_____

Acceptable answers indicate all four of the routes identified in the bus schedule as not valid with monthly passes.

Overall Percentage Correct*: **32 (1.2)**

Conditional Percentage Advanced Level*: **73 (7.1)**

* The standard errors of the estimated percentages appear in parentheses.

Eighth-Grade Students' Performance at the Achievement Levels

BASIC LEVEL (244)	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 8th grade, *they should be able to identify specific aspects of the text that reflect the overall meaning, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.*

For example, when reading **literary text**, Basic-level 8th graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informative text**, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect order).

When reading **practical text**, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

* * *

Grade 8: Basic Level -- Literary Text

Eighth graders performing at the Basic level responded most successfully to a tale with an obvious moral or message and a short story written by Anne Frank about a Christian girl in Nazi Germany (see "Cady's Life" in Appendix D). These two literary passages may have been easier to understand for these students who could recognize a familiar narrative structure in one story and relate to the character's age in the other.

The questions that students at this level answered most successfully required literal understanding or, in some instances, simple interpretations. They recognized facts and ideas and identified story elements that reflected overall meaning. When asked about a character's feelings or a plot event, they could locate specific ideas. Among the five questions that required this type of comprehension, 66 to 84 percent of students at the Basic level provided correct responses.

In the upper range of Basic-level performance, eighth graders made connections between ideas and events in text to support conclusions, particularly when characters were involved. For instance, Example 1, answered correctly by 67 percent of Basic-level students, required connecting information from across parts of the text to identify the nature of a main character's beliefs. Sixty-seven percent were able to draw on recurring story elements to identify the theme of a tale. Questions requiring simple inferences about the meaning of a particular

phrase and the reason for a character's feelings were answered successfully by 66 and 71 percent of Basic-level eighth graders.

Demonstrating their understanding through constructed responses was noticeably difficult for Basic-level eighth graders. The one constructed-response question associated with this level was relatively straightforward: it simply asked students to express a personal opinion about characters in a tale and provide minimal support for their opinions. Seventy-nine percent of the Basic-level students provided satisfactory responses.

Although the ability to make predictions about aspects of characters did emerge at the Proficient level, questions requiring logical prediction were difficult for eighth graders performing at the Basic level.

Grade 8: Basic Level -- Informative Text

Eighth-grade students at the Basic level successfully answered questions about informative passages that were structured as narratives, as well as those with more typical expository text elements. However, when provided with two longer passages representing different genres (refer to Oregon Trail passages in Appendix D), these students were more challenged. Only two of the 17 informative questions at the Basic level were associated with this combination of passages.

Basic-level eighth graders were able to identify the main idea of an informative article (78 to 89 percent correct responses). In addition, they recognized the author's purpose for parts of texts. One illustration of this is Example 2, where 71 percent selected the most plausible reason for the inclusion of specific information. In one constructed-response question, 68 percent provided a written explanation for why the author would include direct quotes in an informative article.

Although the majority of questions at the Basic level simply required straightforward, literal understanding, there were some indications that these students could make inferences and draw conclusions that were closely tied to text. For example, 65 percent made a simple inference to identify why the work of a mental health advocate caused such an uproar (see "Dorothea Dix: Quiet Crusader" in Appendix D). There was some evidence that Basic-level students could recognize relationships among facts and ideas presented in text. Although eighth graders were not asked specifically about the chronological order of events in a passage, 65 percent of Basic-level students evidenced understanding of a fairly obvious cause and effect relationship between major events.

Grade 8: Basic Level - Practical Text

The practical materials read by eighth-grade students included instructions on how to write to a senator, a step-by-step description of how to prepare a time capsule, and an actual bus schedule for a bus route in an urban area (this schedule appears in Appendix D). With the exception of Example 3, the bus schedule appeared to be difficult for students at the Basic level, perhaps because it included tables and a map.

Basic-level students demonstrated an understanding of the general purposes for practical texts. In two questions, 72 and 78 percent of these students provided a personal reaction to the tasks described in the texts. In addition, 71 percent of the students at this level restated the major steps in preparing a time capsule that were listed directly in the text. However, when asked to write an actual letter to a senator according to the guidelines provided, 82 percent of these students were only partially successful.

Eighth-grade students at this level did not demonstrate an ability to make logical predictions about procedures described in practical text, although this skill was demonstrated by students at the higher achievement levels. Basic-level eighth graders experienced more success with items like the third example, which required them to extract specific, but embedded, information.

PROFICIENT LEVEL (283)	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 8th grade, *they should 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 8th graders *should be able to identify some of the devices authors use in composing text.*

For example, when reading **literary text**, students at the Proficient level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informative text**, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical text**, Proficient-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

* * *

Grade 8: Proficient Level -- Literary Text

When reading text drawn from authentic literary sources, eighth graders at the Proficient level recognized and interpreted overall messages or themes that were implied, and provided appropriate details from the text in support of themes. For example, 70 percent of these students accurately described an underlying theme that was implied in a tale. They also selected an appropriate interpretation of a poem's theme. In their responses, Proficient-level eighth graders could integrate genre-specific knowledge, as well as personal background knowledge, with textual understanding. For example, these students interpreted a character's ideas and feelings based on events in the story and their own interpretation of the character's personality. Of the four questions that required students to interpret some aspect of a character, percentages of success ranged from 71 to 82 percent.

Students at this level were beginning to recognize and interpret an author's use of specific literary devices. Although questions about personification and foreshadowing were not included with these passages, students were asked about the symbolism used by Anne Frank in "Cady's Life." Seventy percent of them were able to describe the symbolism of a specific literary image used in this story.

Despite their relative success with the literary passages, Proficient-level eighth graders had difficulty constructing extended responses. For example, 89 percent of these students provided responses that were rated only partial or better

when asked to demonstrate more in-depth understanding of a character's viewpoint that required integration with outside knowledge. Their responses to this question demonstrated some ability to predict character traits, but without adequate text-based explanation. Also, 86 percent demonstrated only partial comprehension when asked to provide an extended response comparing two characters in relation to a general theme.

These students did have some success (70 to 82 percent) with three regular constructed-response questions. The most difficult of these required articulation of an implied theme.

Grade 8: Proficient Level -- Informative Text

Eighth-grade students at the Proficient level successfully answered questions associated with a variety of informative texts, including the combination of texts about the Oregon Trail. They had considerable success in locating relevant information and responded equally well to multiple-choice and regular constructed-response questions.

They constructed adequate summaries of parts of text, but had some difficulty connecting events across a passage into an overall, extended summary. For example, 88 percent provided a brief summary of one person's contribution to the Oregon Trail, but 77 percent gave only partial summaries of all the events in an informative article. They supported text-based conclusions by connecting information in one section of text to a given conclusion and by providing specific details that could be linked to a generalization or major idea. Success with the seven items that specifically required this type of skill ranged from 73 percent to 91 percent. Those questions with lower percentages of success required written responses.

When asked to provide extended, personal responses to informative texts, these students evidenced at least partial comprehension, as shown by the first example. Although 86 percent were able to provide a personal connection by putting themselves in the historical context of the passage, they did not support their responses with adequate explanations.

Proficient-level eighth graders apparently were using knowledge of text structure to respond to some questions. For example, 86 percent identified one similarity or difference between two passages representing different genres.

Grade 8: Proficient Level -- Practical Text

Students at this level demonstrated proficiency with the bus schedule, which had been particularly difficult for Basic-level students. In general, students at the Proficient level demonstrated more complete understanding of the documents and practical tasks than Basic-level students.

Although eighth-grade students were not asked to describe a practical text's purpose, 76 percent of them identified an appropriate situation in which to use the bus schedule and 87 percent recognized a major point that was given the most emphasis by an author. They also provided written descriptions of key ideas and features in practical texts. Five of the questions at this level asked students to write brief summaries about important aspects of the task being described in the passage (e.g., how the final product could be improved). The proportion of Proficient-level students providing acceptable responses to these questions ranged from 76 to 87 percent. On two questions specifically asking about the importance of certain procedures, 91 percent identified an optional step and 87 percent identified which procedure had been left out when a negative outcome was described.

Some Proficient-level eighth graders understood how and why authors use text features and the relationship among particular features within documents. For example, 69 percent identified one author's use of a particular text feature to present information. Also, 78 percent correctly identified the reason for including illustrations in practical text.

In four items, 74 percent to 80 percent of eighth graders at this level were able to use the tabular and graphic information displayed in the bus schedule in conjunction with the text to answer questions about bus service. One of these questions is Example 2, which 73 percent of Proficient-level students answered correctly.

ADVANCED LEVEL (328)	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 8th 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.*

For example, when reading **literary text**, Advanced-level 8th graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme); to explain how the use of literary devices affects both the meaning of the text and their responses to the author's style. They should be able to critically analyze and evaluate the composition of the text.

When reading **informative text**, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical text**, Advanced-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

* * *

Grade 8: Advanced Level -- Literary Text

Eighth-grade students at the Advanced level were able to extend literary interpretations by relating personal knowledge to story themes, characters, and events. At least five questions at this level required students to interpret the theme or relate it to other story elements. In one multiple-choice question, 85 percent of Advanced students identified the group of words that best summarized the overall theme. In the first example question, students had to relate their understanding of a theme in a poem to their understanding of a situation described in another passage of a different genre. Seventy-nine percent of Advanced-level students made the connection, while only 33 percent of all eighth-grade students could do the same. In another question, 72 percent of the Advanced students successfully related the same poem's theme to a personal experience.

Generally, Advanced-level eighth graders demonstrated success interpreting underlying meanings and complexities of characters in stories. Five of the questions at this level dealt with some aspect of the characters. From 67 to 87 percent of students performed successfully on these questions. Three of these pertained specifically to some internal motivation or complexity of the

characters' perspective or personality. One extended-response question asked students to compare characters in relation to the interpretation of a metaphor. Seventy-five percent of Advanced eighth graders provided at least Essential information in answering this question. Another question asked students to describe story events that helped to portray the qualities of one character. In the most difficult of these questions (67 percent correct), students needed to draw on their understanding of the story's theme to describe a character's perspective.

Several questions asked students to describe the interactions between various literary elements. Responding to one such question, students explained how the use of a particular literary element affected both the meaning of a passage and the reader's response to it. They were asked why the Anne Frank story was written from the perspective of a Christian. Eighty-seven percent of the Advanced students provided an acceptable response describing the author's purpose. One extended constructed-response question asked students to provide a critical analysis of text. Eighty-four percent of the Advanced students provided at least partial responses to this question about how a poem contributed to their understanding of a short biographical sketch.

Grade 8: Advanced Level -- Informative Text

Eighth graders at the Advanced level responded to informative text with accuracy and understanding, and used their personal knowledge of culture and history to develop insightful perspectives on the passages. For example, 83 percent of Advanced students provided Essential-level responses to the second example item in which they were required to integrate textual information with their own knowledge in providing a personal response. In comparison, students at the Proficient level were able to provide only Partial-level responses to this same question.

Advanced-level eighth graders had considerable success in identifying an author's point of view about a particular subject. For one question, 87 percent constructed a response describing the author's perspective on the subject of a biographical article. They also were successful in applying text information to their own lives. For example, 88 percent of the Advanced students were able to describe one lesson that could be learned from an informative passage and 79 percent provided at least Essential responses that required drawing conclusions from text and applying them to their own opinions.

In the upper range of performance at this level, Advanced-level students had some success constructing adequate summaries of an informative article.

Sixty-six percent of these eighth graders provided at least Essential responses to a question requiring this ability. Also, these students were beginning to consider the differences and similarities in various types of texts. Sixty-three percent provided at least Essential information in response to a question comparing two passages that represented different genres -- one was an expository passage and the other was a narrative.

Among the most difficult questions for students at this level were those that required integrating specific knowledge from other subject areas with text information. When asked to identify a group of people or a historical figure who had an experience similar to one described in the text, 81 percent of Advanced students could provide responses that were rated only Partial or better.

Grade 8: Advanced Level -- Practical Text

Eighth-grade students at the Advanced level showed they could read practical texts to perform tasks and to apply what they read to real-world situations or problems. They synthesized information such as complex directions and schedules and used multiple pieces of information from various locations within a document to complete a task and solve a real-world problem.

In writing a letter to their senator, 81 percent of Advanced-level students constructed a letter following all the specified guidelines. In addition, these students answered questions that made connections to real-world situations or applications of practical text. For example, they described how local weather conditions might affect the burial of a time capsule as described in practical text. Another illustration is Example 3, where students were asked to examine the bus schedule and draw fairly obvious conclusions. Seventy-three percent of the Advanced-level students wrote acceptable responses to this question, indicating their understanding of the validity of certain bus passes on various routes.

The ability to critique the usefulness of practical text and suggest improvements was not apparent, even at the Advanced level. Only 59 percent of these students could provide at least Partial responses when asked to examine the bus schedule and make suggestions to improve it.

Anchor Descriptions of Twelfth Graders' Performance at the Basic, Proficient, and Advanced Achievement Levels

Grade 12 students...

Basic (269)	...develop interpretations from a variety of texts, understand overall arguments, recognize explicit aspects of plot and characters, support global generalizations, respond personally to texts, use major document features to solve real-world problems.

Twelfth-grade students at the Basic level can gain meaning and develop interpretations from a variety of *literary* works (i.e., first-person adventures, narrative poems, tales). They respond to literature in a straightforward manner and focus their interpretations on specific aspects of a story. They are able to recognize fairly explicit aspects of plot development and characterization. Students at this level demonstrate surface understanding of characters' motives and are able to understand and use dialogue in constructing meaning. They can focus their attention, gain meaning, and develop interpretations from a character's perspective as well as their own. They respond personally to particular portions of a piece and relate their responses to textual evidence.

Students at the Basic level are able to gain information and to understand specific issues as a result of reading a variety of *informative* texts (i.e., encyclopedia entries, journal accounts, textbook chapters, science periodicals, editorials, and biographical essays). Students can gain information from reading individual texts or multiple texts on the same topic. They are able to recognize general arguments and viewpoints. They can use information from across text segments to make and support global generalizations. They are able to recognize explicitly stated problems and their solutions, as well as important causal relationships. In addition, these students are able to evaluate the importance of a particular issue and formulate an opinion.

Twelfth grade students reading at the Basic level are able to respond to forms, schedules, and practical *documents* adhering to most directions or guidelines. Drawing on text clues, they recognize and are able to locate explicit information stated in a document. These students demonstrate an understanding of the use of labels to group ideas and mark sections within documents. They are able to infer the purpose for document guidelines and compare a task completed according to the guidelines with another related task. In addition, these students are able to use accompanying maps, legends, symbols, and timetables to solve real-world problems. Students at the basic level recognize the most obvious limitations of a document's applicability and present personal reactions in response to document information.

Grade 12 students...

Proficient (304)	...integrate background experiences and knowledge with meaning from a variety of texts, interpret characters' motives, consider differing points of view, interpret literary devices, identify text structure and writing style, and apply document information to solve complex problems.

Proficient readers are able to form interpretations and express overall responses to *literary* texts (i.e., first-person adventures, narrative poems, tales). Drawing on their personal knowledge, they can interpret characters' motives and feelings, perceive significant character traits, identify similarities between characters, as well as develop an understanding of evolving characterizations within a story. In addition, they are able to find textual evidence to support their assumptions about characters and their actions. By delving beneath surface language and events, Proficient readers are able to develop an understanding of the underlying intentions and communicative intent of dialogue. These readers integrate personal

experiences with narrative or poetic elements and bring their real-world perceptions of the human condition to their literary interpretations. They are able to interpret figurative language and the symbolism suggested by major story elements.

Proficient readers are able to gain and interpret relevant information from an individual *informative* passage or across multiple passages (i.e., encyclopedia entries, journal accounts, textbook chapters, science periodicals, editorials, and biographical essays). They are able to consider differing points of view in developing an understanding of text. They recognize the contributions of various texts in gaining overall understanding of a particular topic and are able to evaluate the credibility of different sources. Proficient readers demonstrate familiarity with informative genres by identifying organizational forms and recognizing patterns in writing style used by the author. They also demonstrate an understanding of the potential contribution of illustrations and captions to readers' comprehension and engagement. They are able to draw on background knowledge to interpret textual information and determine text reliability. Their responses to this type of text demonstrate an ability to analyze and make judgments about informative material.

Readers at the Proficient level demonstrate comprehension of moderately complex and specific instructions presented in practical *documents*, including forms and schedules. Their responses demonstrate a clear understanding of a document's purpose. They are able to search documents to locate specific information from major sections and highly embedded details. They exhibit strategies for extracting and applying document information in successfully completing a multistep task. These readers are able to suggest alternative approaches to task completion and make choices based on an appropriate interpretation of the document's main features. They are able to access and use tabular and graphic information in making generalizations and decisions about real-world problems. They understand the purpose of a particular document and are able to tell the importance of complying with the guidelines.

Grade 12 students...

Advanced (348)	... construct complex understandings of multiple genres, interpret multidimensional aspects of characters, connect discipline-specific knowledge to text, examine author's devices, judge the value of informative sources, and suggest improvements for documents.

Advanced students are able to construct more complex and abstract understandings of *literary* texts by integrating personal knowledge and experiences with textual ideas and events. They are able to connect ideas and relate interpretations across multiple types of literary genre. They are able to interpret the significance of major story elements as well as draw on underlying meaning to develop a thorough understanding of an abstract theme. They consider non-explicit implications of language and dialogue within a literary piece. Drawing on their knowledge of human nature, they are able to interpret and describe nuances and multidimensional aspects of character relationships, feelings, and motives. They demonstrate an ability to examine their own personal understandings based on considerations of text meaning and real-world issues. They make use of their familiarity with literary elements to develop in-depth interpretations and examine critically the author's style and use of literary devices.

Students reading at the Advanced level demonstrate the ability to synthesize and critically examine information presented in individual and multiple *informative* texts. They use information presented within a text to build overall understandings of conditions occurring across time. These readers can identify the significance of events and draw on general background experiences as well as discipline-specific knowledge to advance their understanding of information presented within text. They use genre-appropriate strategies to glean specific information, search for evidence to support generalizations, evaluate the credibility of multiple sources, and identify potentially different uses for information gained from different sources. They perceive ways in which a point of view is expressed in an author's language

and make judgments about the author's intent. By considering a text's purpose, structure, and content, they are able to make and support judgments about its informative value.

Advanced readers demonstrate an ability to manage various organizational structures in accessing and applying information presented in *documents*, including forms and schedules. They are able to use specified directions and guidelines to complete highly detailed tasks. In addition, they are able to integrate text with graphic organizers in interpreting the meaning of written directions. These students are able to follow a series of complex steps specified by document directions in order to extract relevant information for a particular purpose. Based on a thorough examination of document text and structure, they make thoughtful and appropriate recommendations for improving the usefulness and presentation of information within a document.

Grade 12 Basic: Example 1

The Battle of Shiloh

[Two passages related to the battle of Shiloh were combined. One passage is an encyclopedia entry about the battle and the other passage is a narrative account of the battle from one soldier's perspective.]

Answers to this extended constructed-response question that were scored ***Partial or better*** *anchored at the Basic Achievement Level.*

Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?

Responses to this item scored Partial provided accurate information from only one passage with or without an opinion about its perspective, or they provided information from both passages but stated no opinion about each perspective.

Overall Percentage at Partial or Better*: **84 (1.1)**

Conditional Percentage Basic Level*: **78 (3.9)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 12 Basic: Example 2

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

The schedule is organized from top to bottom according to

→ **A** time of departure
B geographic location of the stop
C length of the bus ride
D alphabetical order of the destination

Overall Percentage Correct*: **80 (1.1)**

Conditional Percentage Basic Level*: **75 (2.5)**

Grade 12 Basic: Example 3

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

If you need to transfer to connecting bus service 602, you can make the connection at which of the following transfer points?

A The Justice Complex
→ **B** The intersection of W. State Street and Warren Street
C The railroad station
D The intersection of Fairview Avenue and Barlow Street

Overall Percentage Correct*: **80 (1.2)**

Conditional Percentage Basic Level*: **70 (3.9)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 12 Basic: Example 4

Hired Man

[This passage is a narrative poem portraying the return of a destitute worker to the home of former employers.]

From your experience, do you think that most people would do what Mary did for Silas? Explain why or why not.

Acceptable answers provided an opinion that was supported by something from the student's experience. The answer also had to correctly state or imply that Mary tried to understand Silas' behavior or to see things from his perspective.

Overall Percentage Correct*: **76 (1.2)**

Conditional Percentage Basic Level*: **66 (4.0)**

Grade 12 Proficient: Example 1

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives on the battle of Lexington -- two from primary source materials and two from secondary sources.]

For what purpose would someone want to read these four differing reports of the battle of Lexington?

Acceptable answers provided a reason that reflected understanding of the content or purpose of the passsages.

Overall Percentage Correct*: **68 (1.4)**

Conditional Percentage Proficient Level*: **77 (2.9)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 12 Advanced: Example 1

Hired Man

[This passage is a narrative poem portraying the return of a destitute worker to the home of former employers.]

What are two types of relationships that Robert Frost explores in the poem?

_____

_____

_____

_____

_____

Acceptable responses mention any two relationships that are described explicitly or implicitly in the poem (e.g., husband and wife, worker and boss, young and old...etc.)

Overall Percentage Correct*: **50 (1.9)**

Conditional Percentage Advanced Level*: **83 (4.4)**

Grade 12 Advanced: Example 2

Battle of Lexington

[This passage contains excerpts from four different accounts with differing perspectives of the battle of Lexington -- two from primary source materials and two from secondary sources.]

If you were writing a report on the battle of Lexington, which passage would you be most likely to use as a reliable source and why?

_____

_____

_____

_____

_____

Acceptable answers indicated any of the four passages and provided appropriate support based on information included in the passage chosen.

Overall Percentage Correct*: **48 (2.1)**

Conditional Percentage Advanced Level*: **89 (8.9)**

* The standard errors of the estimated percentages appear in parentheses.

Grade 12 Advanced: Example 3

Bus Schedule

[This task required students to read and use an actual bus schedule that included tables, maps, and text.]

Answers to this extended constructed-response question that were scored ***Partial or better*** *anchored at the Advanced Achievement Level.*

Now that you have looked carefully at the bus schedule, use your notes and make suggestions to help New Jersey Transit improve this schedule.

Responses to this item scored Partial provided only one specific suggestion for improving the schedule that demonstrated understanding of the content or use of the bus schedule.

Overall Percentage at Partial or Better*: **35 (1.3)**

Conditional Percentage Advanced Level*: **74 (5.1)**

* The standard errors of the estimated percentages appear in parentheses.

Twelfth-Grade Students' Performance at the Achievement Levels

BASIC LEVEL (269)	Twelfth-grade students performing at the **Basic level** *should be able to demonstrate an overall understanding and make some interpretations of the text.* When reading text appropriate to 12th grade, they *should be able to identify and relate aspects of the text to its overall meaning, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions.* They *should be able to identify elements of an author's style.*

For example, when reading **literary text**, 12th-grade students should be able to explain the theme, support their conclusions with information from the text, and make connections between aspects of the text and their own experiences.

When reading **informational text**, Basic-level 12th graders should be able to explain the main idea or purpose of a selection and use text information to support a conclusion or make a point. They should be able to make logical connections between the ideas in the text and their own background knowledge.

When reading **practical text**, they should be able to explain its purpose and the significance of specific details or steps.

* * *

Grade 12: Basic Level -- Literary Text

Twelfth-grade students at the Basic level were most successful in responding to questions about literary text that dealt with the explicit feelings or motivations of characters. Seventy-eight percent of Basic-level twelfth graders identified an explicit reference to a character's point of view and 75 percent provided a written explanation for characters' actions. However, in two questions, only 65 percent could interpret an underlying motivation for a character's actions when that motivation was implied rather than explicit in the text. One extended constructed-response question that asked students to predict the feelings of a character was answered with at least partial success by 74 percent of the Basic-level students.

The proportion of Basic-level twelfth graders able to identify an element of an author's style in one question was 72 percent. Also, 73 percent made a connection between aspects of the text and their own experiences by stating and supporting a personal opinion about part of a story. Another question that required relating a characterization to personal knowledge about human behavior was answered successfully by 66 percent of these students.

There was no evidence that students at this level could explain a theme or support conclusions with information from text. Both of these skills did emerge, however, at the higher achievement levels.

Grade 12: Basic Level -- Informative Text

Twelfth-grade students at the Basic level were able to gain information and to understand specific issues as a result of reading a variety of informative texts, including a rather lengthy article about a scientific study. Sixty-seven to 86 percent successfully explained the main idea or purpose of two newspaper editorials and a scientific article.

The twelfth graders at this level could use text information to support a conclusion or make a point with a brief written response. Ninety-three percent used explicit information from text to support a conclusion, while other similar questions were answered successfully by 68 to 86 percent of these students. However, when asked to provide extended responses using text information in support of a conclusion, Basic-level twelfth graders wrote answers that were rated only Partial or better.

These students demonstrated at least an emerging ability to make connections between aspects of the text and their own experience. They used information from the text in relation to their own knowledge and experience to construct an appropriate understanding of what they read. Basic-level twelfth graders could formulate an opinion about the author of an editorial and support their judgment with text information. Also, 67 percent of them could make a direct connection to personal experience by explaining one lesson from an article that they could apply to their own life. Once again, these skills were most evident when students were writing brief responses to text. They provided answers rated partial or better to two of the extended constructed-response questions that required personal responses.

Other skills displayed by twelfth graders at this level included connecting ideas within text and recognizing important relationships. Seventy-five and 86 percent of Basic-level students successfully answered two questions asking students about causal relationships. However, these students had some difficulty when asked to connect ideas across two different texts, as in Example 1, where 78 percent provided answers that were rated only Partial or better.

Grade 12: Basic Level - Practical Text

Twelfth-grade students at the Basic level could use information or directions to explain the purpose of a document and the importance of particular factual details or task procedures. They were successful with the parts of practical texts that involved step-by-step descriptions of a task and they appeared competent in using some graphic materials such as maps, legends, symbols, and timetables.

Among the easiest tasks for students at this level was locating and extracting specific information from practical texts. On five such items, the number of Basic-level students responding successfully ranged from 66 to 98 percent. The most difficult of these required students to search through at least two sections of the text in order to find the information. Beyond simply locating information, these students could identify the organizational pattern of at least one document structure. Example 2 illustrates this skill, performed successfully by 75 percent of the Basic-level students.

Students at the Basic level also could perform straightforward tasks that were explained in text or required the use of information in text. For example, 79 percent used a timetable to identify the number of minutes it would take to ride between two points on a bus route. Also, in the third example item, 70 percent read map information to identify which point on a bus route was used for transfers to other bus services.

Basic-level twelfth graders explained the purpose for certain document guidelines and recognized the most obvious limitations of a document's applicability. Specifically, 72 percent inferred the usefulness of numbered lines on a tax form, 68 percent identified the limited scope of a particular bus schedule's applicability, and 66 percent described why one part of the instructions for writing a letter was important. Eighty-one percent of these students expressed a personal reaction to the information in one practical text and provided appropriate support for their opinions.

PROFICIENT LEVEL (304)	Twelfth-grade students performing at the **Proficient level** *should be able to show an overall understanding of the text which includes inferential as well as literal information.* When reading text appropriate to 12th grade, they *should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit.* These *students should be able to analyze the author's use of literary devices.*

When reading **literary text**, Proficient-level 12th graders should be able to integrate their personal experiences with ideas in the text to draw and support conclusions. They should be able to explain the author's use of literary devices such as irony or symbolism.

When reading **informative text**, they should be able to apply text information appropriately to specific situations and integrate their background information with ideas in the text to draw and support conclusions.

When reading **practical text**, they should be able to apply information or directions appropriately. They should be able to use personal experiences to evaluate the usefulness of text information.

* * *

Grade 12: Proficient Level -- Literary Texts

When reading literary passages, twelfth graders at the Proficient level were able to relate their own experiences to ideas and concepts in texts. They appeared to be equally successful with different types of literary passages -- a story set in a historically different period, an adventure story, and a narrative poem (the poem, "Hired Man," appears in Appendix D). Nearly half of the literary items at this level were regular constructed-response questions, providing some indication of the increasing ability of Proficient-level twelfth graders to express their understanding of texts in written responses.

In responding to literature, twelfth graders at this level demonstrated their ability to extend the ideas of the text by drawing on their personal knowledge to make inferences and draw conclusions. This ability was evident in their responses to at least two questions. In one, 78 percent drew conclusions about the nature of the relationship between characters based on their personal knowledge of human relationships. In a more difficult question requiring analysis of a character's implicit motivation, 65 percent of these students used their understanding of human interactions to make acceptable interpretations.

Proficient-level twelfth graders performed strongly on questions that involved aspects of characters. Integrating their personal experiences with text meaning, they were able to interpret characters' motives and feelings, perceive significant character traits, identify similarities between characters, and develop an understanding of evolving characterizations within a story. In the six items that tapped understanding of characters and their roles, 65 to 82 percent of the

Proficient-level students had successful performance. One of these required students to delve beneath surface language and interpret the communicative intent of dialogue. In a more difficult question, 65 percent of these students were able to infer the underlying meaning of characters' dialogue.

Students at this level were beginning to recognize the use of certain literary devices. Sixty-nine percent adequately interpreted the symbolism of a major story element and 80 percent provided examples of descriptive language in a poem.

Grade 12: Proficient Level -- Informative Text

Twelfth graders at the Proficient level were able to apply information they read to a particular situation by linking what they knew from prior experiences and readings to the ideas and facts in the text. Example 1 illustrates this ability. Here, 77 percent of the Proficient students described a situation in which the four passages (see Appendix D, "Battle of Lexington") presented would be useful. In addition, two very similar questions about the use of informative texts were answered successfully by 77 and 88 percent of these students.

There was considerable evidence that students at this level could integrate background information with ideas in the text to draw and support conclusions. One item required students to use their understanding of human nature to identify a pattern of behavior being described in a passage. Seventy-seven percent of Proficient-level students were successful with this item. On two similar items calling for more of an inference about events in the passage, 73 percent responded accurately.

Other responses provided by students at this level demonstrated an ability to analyze and make judgments about informative material. For instance, they recognized the contributions of various texts in gaining overall understanding of a particular topic and they evaluated the credibility of different sources. Performance on the three items that explicitly involved analysis and evaluation of text ranged from 72 to 76 percent. One of these required an extended constructed response, and 72 percent provided Partial or better responses. Demonstrating their understanding of certain informative text features, 81 percent described how pictures and captions may contribute to the readers' comprehension and engagement. A more difficult question asked students to describe how two accounts of the same historical event differed in perspective and type of information. Sixty-five percent of Proficient-level students provided answers that were complete and accurate, earning an Essential or better rating.

Twelfth grade..s were asked to develop a summary of a historical event based on two passages that represented different perspectives of that event (see Appendix D, "Battle of Shiloh"). At the Proficient level, 70 percent of the students drew on the different types of information in both passages in constructing their overall summaries, demonstrating comprehension at the Essential or better level.

Grade 12: Proficient Level -- Practical Text

Twelfth-grade students at the Proficient level demonstrated comprehension of moderately complex and specific instructions presented in practical texts, including forms and schedules. They demonstrated an ability to read and follow directions and to interpret practical passages appropriately in order to solve a problem or attempt a particular task.

Students at this level located relevant information and specific details in practical text. Seventy-two percent to 78 percent of the students answered three such questions acceptably. An additional item that required more extensive searching and interpretation of somewhat ambiguous instructions was answered correctly by 65 percent of these students.

Many responses at this level demonstrated students' understanding of a document's purpose -- 75 percent of Proficient-level students identified the purpose of a tax table and 74 percent could understand the basis for determining the amount of tax owed. An emerging skill at this level was the ability to integrate instructions in a practical text to produce an acceptable product. After reading instructions for writing a letter to a senator, 67 percent of Proficient-level students were able to adhere to most guidelines and produce a letter that could receive a response.

When asked to identify the usefulness of text in particular situations, some Proficient-level students (65 percent) were able to give acceptable answers. However, students at this level did not adequately demonstrate the ability to evaluate the usefulness of practical text information, although they were given the opportunity with a bus schedule.

ADVANCED LEVEL (348)	Twelfth-grade students performing at the **Advanced level** *should be able to describe more abstract themes and ideas in the overall text.* When reading text appropriate to 12th grade, they *should be able to analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text.* They *should be able to extend the information from the text by relating it to their experiences and to the world.* Their *responses should be thorough, thoughtful, and extensive.*

For example, when reading **literary text**, Advanced-level 12th graders should be able to produce complex, abstract summaries and theme statements. They should be able to use cultural, historical, and personal information to develop and explain text perspectives and conclusions. They should be able to evaluate the text, applying knowledge gained from other texts.

When reading **informational text**, they should be able to analyze, synthesize, and evaluate points of view. They should be able to identify the relationship between the author's stance and elements of the text. They should be able to apply text information to new situations and to the process of forming new responses to problems or issues.

When reading **practical texts**, Advanced-level 12th graders should be able to make a critical evaluation of the usefulness of the text and apply directions from the text to new situations.

* * *

Grade 12: Advanced Level -- Literary Text

Advanced twelfth-grade students constructed more complex and abstract understandings of literary texts by integrating personal knowledge and experiences with textual ideas and events. They connected ideas and related interpretations across multiple types of literary genres. All of the literary questions at this level involved some degree of interpretation or extension of meaning beyond surface understandings, typically requiring students to interpret and describe underlying meanings, nuances of characterizations, and the author's use of literary devices.

Advanced-level students demonstrated an ability to construct summaries or descriptions of major story elements. Seventy-seven percent were able to identify and describe a major conflict in a story that had a relatively complex and abstract theme. Also, as illustrated in Example 1, 83 percent were able to stand apart from a narrative poem and describe two relationships explored by the poet.

Drawing on their knowledge of human nature, Advanced-level students were able to interpret and describe multidimensional aspects of character relationships, feelings, and motivations. Eighty-one percent successfully described the hidden implication of one character's dialogue. In a similar question that called for an understanding that literary dialogue can carry more than one level of meaning, 71 percent were successful. In both cases, it was necessary for

students to draw on personal knowledge to develop and explain text perspectives and conclusions.

Twelfth graders at this level also used their familiarity with literary elements to develop in-depth interpretations and critically examine the author's style. On an extended question that required them to become familiar enough with a writer's style to consider possible language choices, 80 percent provided written answers complete and thoughtful enough to show evidence of comprehension at least at the Essential level. In addition, 83 percent of these students described differences in language, tone, or theme between a story and a poem.

Although students were not asked explicitly to use cultural or historical information in responding to text, one story was set in an unfamiliar cultural and historical period. Their responses indicated that Advanced-level twelfth graders were able to construct and extend meaning from even this more complex passage. In addition, when these students encountered representations of regional dialect in a narrative poem, 71 percent to 90 percent were able to construct meaning from characters' dialogue as demonstrated in at least three questions at this level.

Grade 12: Advanced Level -- Informative Text

Twelfth-grade students at the Advanced level synthesized and critically examined information presented in individual and multiple informative texts. They constructed comprehensive summaries of different types of informative materials, identified the significance of supporting ideas, and drew on general background experiences, as well as discipline-specific knowledge, to enhance their understanding of information presented within text.

Advanced-level twelfth graders demonstrated that they could analyze and evaluate the point of view expressed in an informative piece. Eighty-four percent identified what aspect of an author's language most clearly displayed the author's stance on a particular issue. Seventy-two percent of Advanced-level twelfth graders adequately analyzed the author's tone in an article as an indication of the author's intent and provided support for their analysis. In addition, 74 percent provided written responses that were considered thorough, thoughtful, and extensive when asked to evaluate the usefulness of two passages with different perspectives and to describe what information was provided by one and not the other.

The number of questions requiring students to use text information in new situations was limited. However, at least one item required applying text information to situations beyond the passage. This is illustrated in Example 2,

where 82 percent of the students were able to read four passages and explain why one of the passages would be the most useful for writing a report.

Other abilities demonstrated at the Advanced level included comparing and contrasting text information with background knowledge and synthesizing ideas across the passage. Specifically, when students were asked to compare information provided in a passage about whales with what they knew about human behavior, 87 percent provided complete responses. Also, in two instances, they synthesized information across a text and constructed summaries that reflected understanding of the entire piece. Seventy-eight percent and 53 percent of Advanced-level students displayed Essential or better performance on these two extended constructed-response questions.

Grade 12: Advanced Level -- Practical Text

Twelfth graders at the Advanced level dealt effectively with practical texts and managed various organizational structures in accessing and applying information presented in documents, including forms and schedules. They demonstrated the ability to both evaluate and apply directions completely and accurately. In doing so, they were required to integrate text with graphic organizers and follow a series of complex steps.

Advanced-level twelfth graders used headings and labels in documents to identify a section of text that contained relevant information. One question that explicitly required this skill was answered successfully by 78 percent of these students. In another task, students not only had to locate specific information, but also had to infer the meaning of text in order to provide an accurate response. Seventy-six percent of the Advanced-level students demonstrated this ability.

These students described real-world situations that would be appropriate for using the practical text they read. Successful performance on the two items requiring this ability was achieved by 73 and 77 percent of the students respectively. In addition, Advanced-level twelfth graders were beginning to critically evaluate documents and provide suggestions for improving them. Example 3 required students to extensively review a bus schedule and provide suggestions for making it a better document. Seventy-four percent of the students at this level provided at least one suggestion.

Two quite different questions performed successfully by students at this level required following directions with accuracy and thoroughness in completing a task. One of these involved writing a letter to a senator based on specified guidelines in the text. Eighty-two percent of the Advanced-level students

provided thorough and extensive responses to this task. Their letters not only met the basic guidelines, but displayed careful attention to suggestions made in the text about aspects of form and content. The second task performed by students at this level was a very practical, and yet a rather complex one -- completing a tax form. Seventy-six percent of Advanced-level twelfth graders were able to follow the directions that accompanied the form in order to complete the document in a manner that would allow it to be processed. Although minor errors in the form may have been noted, they were not the type that would delay the processing of the tax form.

APPENDIX B

Guidelines for Sample Participation and Explanation of Derivation of Weighted Participation

Overview

Since 1989, state representatives, the National Assessment Governing Board (NAGB), several committees of external advisors to the National Assessment of Educational Progress (NAEP), and the National Center for Education Statistics (NCES) have engaged in numerous discussions about the procedures for reporting the NAEP Trial State Assessment results. As part of these discussions, it was recognized that sample participation rates across the states and territories have to be uniformly high to permit fair and valid comparisons. Unless the overall participation rate is high for a state or territory, there is a risk that the assessment results for that jurisdiction are subject to appreciable nonresponse bias. Moreover, even if the overall participation rate is high, there may be significant nonresponse bias if the nonparticipation that does occur is heavily concentrated among certain classes of schools or students. Therefore, NCES established four guidelines for school and student participation in the 1990 Trial State Assessment Program.

For the 1992 Trial State Assessment, NCES decided to continue to use those four guidelines, two relating to school participation -- one for overall sample participation and the other for classes of students -- and two relating to student participation -- one for overall sample participation and the other for classes of students. The guidelines are based on the standards for sample surveys that are set forth in the *NCES Statistical Standards*. Three of the guidelines for the 1992 program are identical to those used in 1990, while the guideline for overall school participation has been modified.

Those states receiving notations for not satisfying the guideline about overall school participation rates included Maine, Nebraska, New Hampshire, New Jersey, and New York. These five states and Delaware failed to meet the guideline for minimum participation rates for classes of schools with similar characteristics. Therefore, these six states are designated with asterisks in the tables and figures containing state-by-state results. All participants met or

exceeded the two student participation guidelines for overall student participation rates and minimum participation rates for classes of students with similar characteristics.

The results of further study of participation rates for entities that failed to meet the sample participation guidelines are presented in the *Technical Report of the 1992 Trial State Assessment in Reading*. Evidence of significant nonresponse bias was not detected for any state. However, the participation rate data are presented so those reading the report can accurately assess the quality of the data being presented.

The next section of this report provides an explanation of the guidelines and notations. In brief, the guidelines cover levels of school and student participation, both overall and for particular population classes. Consistent with the NCES standards, weighted data must be used to calculate all participation rates for sample surveys, and weighted rates will be provided in the reports. The procedures used to derive the weighted school and student participation rates are provided immediately after the discussion of the guidelines and notations.

The final section of this appendix consists of a set of tables that provide the participation rate information for the 1992 Trial State Mathematics Assessment. Because the aggregate across all states is not representative of any meaningful sample, the weighted participation rates across states have not been analyzed. However, the national and regional counts from the national assessment have been included and do provide some context for interpreting the summary of activities in each individual state and territory.

Notations for Use in Reporting School and Student Participation Rates

Unless the overall participation rate is high for a state or territory, there is a risk that the assessment results for the jurisdiction are subject to appreciable nonresponse bias. Moreover, even if the overall participation rate is high, there may be significant nonresponse bias if the nonparticipation that does occur is heavily concentrated among certain classes of schools or students.

The following notations concerning school and student participation rates in the Trial State Assessment Program were established to address four significant ways in which nonresponse bias could be introduced into the jurisdiction sample estimates. The four conditions that will result in a state or territory receiving a notation in the 1992 reports are presented below. Note that in order to receive no notations, a state or territory must satisfy all four guidelines.

A jurisdiction will receive a notation if:

1. Both the state's weighted participation rate for the initial sample of schools was below 85 percent AND the weighted school participation rate after substitution was below 90 percent; OR the weighted school participation rate of the initial sample of schools was below 70 percent (regardless of the participation rate after substitution).

Discussion: For states or territories that did not use substitute schools, the participation rates are based on participating schools from the original sample. In these situations, the NCES standards specify weighted school participation rates of at least 85 percent to guard against potential bias due to school nonresponse. Thus, the first part of the notation that refers to the weighted school participation rate for the initial sample of schools is in direct accordance with NCES standards.

To help ensure adequate sample representation for each jurisdiction participating in the 1992 Trial State Assessment Program, NAEP provided substitutes for nonparticipating schools. When possible, a substitute school was provided for each initially selected school that declined participation before November 15, 1991. For states or territories that used substitute schools, the assessment results will be based on the student data from all participating schools from both the original sample and the list of substitutes (unless both an initial school and its substitute eventually participated, in which case only the data from the initial school was used).

The NCES standards do not explicitly address the use of substitute schools to replace initially selected schools that decide not to participate in the assessment. However, considerable technical consideration was given to this issue. Even though the characteristics of the substitute schools were matched as closely as possible to the characteristics of the initially selected schools, substitution does not entirely eliminate bias due to the nonparticipation of initially selected schools. Thus, for the weighted school participation rates including substitute schools, the guideline was set at 90 percent.

Finally, if the jurisdiction's school participation rate for the initial sample of schools is below 70 percent, even if the rate after substitution exceeds 90 percent there is a substantial possibility that, in aggregate, the substitute schools are not sufficiently similar to the schools that they replaced to ensure that there is negligible bias in the assessment results. The last part of this guideline takes this into consideration.

A jurisdiction will receive a notation if:

2. The nonparticipating schools included a class of schools with similar characteristics, which together accounted for more than 5 percent of the state's total fourth-grade weighted sample of public schools. The classes of schools from each of which a state needed minimum school participation levels were determined by urbanicity, minority enrollment, and median household income of the area in which the school is located.

Discussion: The NCES standards specify that attention should be given to the representativeness of the sample coverage. Thus, if some important segment of the jurisdiction's population is not adequately represented, it is of concern, regardless of the overall participation rate.

This notation addresses the fact that if nonparticipating schools are concentrated within a particular class of schools, the potential for substantial bias remains, even if the overall level of school participation appears to be satisfactory. Nonresponse adjustment cells have been formed within each jurisdiction, and the schools within each cell are similar with respect to minority enrollment, urbanicity, and/or median household income, as appropriate for each jurisdiction.

If more than 5 percent (weighted) of the sampled schools (after substitution) are nonparticipants from a single adjustment cell, then the potential for nonresponse bias is too great. This guideline is based on the NCES standard for stratum-specific school nonresponse rates.

A jurisdiction will receive a notation if:

3. The weighted student response rate within participating schools was below 85 percent.

Discussion: This guideline follows the NCES standard of 85 percent for overall student participation rates. The weighted student participation rate is based on all eligible students from initially selected or substitute schools that participated in the assessment in either an initial session or a make-up session. If the rate falls below 85 percent, then the potential for bias due to students' nonresponse is too great.

A jurisdiction will receive a notation if:

4. The nonresponding students within participating schools included a class of students with similar characteristics who

together comprised more than 5 percent of the state's weighted assessable student sample. Student groups from which a state needed minimum levels of participation were determined by age of student and type of assessment session (unmonitored or monitored), as well as school urbanicity, minority enrollment, and median household income of the area in which the school is located.

Discussion: This notation addresses the fact that if nonparticipating students are concentrated within a particular class of students, the potential for substantial bias remains even if the overall student participation level appears to be satisfactory. Student nonresponse adjustment cells have been formed using the school-level nonresponse adjustment cells together with the student's age and the nature of the assessment session (unmonitored or monitored). If more than 5 percent (weighted) of the invited students who do not participate in the assessment are from a single adjustment cell, then the potential for nonresponse bias is too great. This guideline is based on the NCES standard for stratum-specific student nonresponse rates.

Derivation of Weighted Participation Rates

Weighted School Participation Rates. The weighted school participation rates within each state or territory provide the percentages of fourth-grade students in public schools who are represented by the schools participating in the assessment, prior to statistical adjustments for school nonresponse.

Two weighted school participation rates are computed per subject per grade for each state and territory. The first is the weighted participation rate for the initial sample of schools. This rate is based only on those schools that were initially selected for the assessment. The numerator of this rate is the sum of the number of students represented by each initially selected school that participated in the assessment. The denominator is the sum of the number of students represented by each of the initially selected schools found to have eligible students enrolled. This includes both participating and nonparticipating schools.

The second participation rate is the weighted participation rate after substitution. The numerator of this rate is the sum of the number of students represented by each of the participating schools, whether originally selected or a substitute. The denominator is the same as that for the weighted participation rate for the initial sample. This means that for a given state, grade, and subject,

the weighted participation rate after substitution is always at least as great as the weighted participation rate for the initial sample of schools.

In general, different schools in the sample can represent different numbers of students in the state population. The number of students represented by an initially selected school (the school weight) is the fourth-grade enrollment of the school divided by the probability that the school was included in the sample. For instance, a selected school with an eighth-grade enrollment of 150 and a selection probability of 0.2 represents 750 students from that state. The number of students represented by a substitute school is the number of students represented by the replaced nonparticipating school.

Because each selected school represents different numbers of students in the population, the weighted school participation rates may differ somewhat from the simple unweighted rates. (The unweighted rates are calculated from the counts of schools by dividing the number of participating schools by the number of schools in the sample.) The difference between the weighted and the unweighted rates is potentially largest in smaller jurisdictions where all schools with fourth- or eighth-grade students were included in the sample. In those jurisdictions, each school represents only its own students. Therefore, the nonparticipation of a large school reduces the weighted school participation rate by a greater amount than does the nonparticipation of a small school.

The nonparticipation of larger schools also has greater impact than that of smaller schools on reducing weighted school participation rates in larger jurisdictions where fewer than all of the schools were included in the sample. However, since the number of students represented by each school is more nearly constant in larger states, the difference between the impact of nonparticipation by either large or small schools is less marked than in states where all schools were selected.

In general, the larger the jurisdiction, the less the difference is between the weighted and unweighted school participation rates. However, even in the smaller jurisdictions, the differences tend to be small.

Weighted Student Participation Rate. The weighted student participation rate provides the percentage of the eligible student population from participating schools within the state or territory that are represented by the students who participated in the assessment (in either an initial session or a make-up session). The eligible student population from participating schools within a jurisdiction consists of all public-school students who were in the fourth grade or eighth grade, who attended a school that, if selected, would have participated and who,

if selected, would not have been excluded from the assessment. The numerator of this rate is the sum, across all assessed students, of the number of students represented by each assessed student (prior to adjustment for student nonparticipation). The denominator is the sum of the number of students represented by each selected student who was invited and eligible to participate (i.e., not excluded), including students who did not participate. Thus, the denominator is an estimate of the total number of assessable students in the group of schools within the jurisdiction that would have participated if selected.

The number of students represented by a single selected student (the student weight) is 1.0 divided by the overall probability that the student was selected for assessment. In general, the number of students from a jurisdiction's population that are represented by a sampled student is approximately constant across students. Consequently, there is little difference between the weighted student participation rate and the unweighted student participation rate.

Weighted Overall School and Student Participation Rate. An overall indicator of the effect of nonparticipation by both students and schools is given by the overall participation rate. This is calculated as the product of the weighted school participation rate (after substitution), and the weighted student participation rate. For jurisdictions having a high overall participation rate the potential is low for bias to be introduced through either school nonparticipation or student nonparticipation. This rate provides a summary measure that indicates the proportion of the jurisdiction's fourth-grade student population that is directly represented by the final student sample. When the overall rate is high, the adjustments for nonresponse that are used in deriving the final survey weights are likely to be effective in maintaining nonresponse bias at a negligible level. Conversely, when the overall rate is relatively low there is a greater chance that a nonnegligible bias remains even after making such adjustments.

The overall rate is not used in establishing the guidelines/notations for school and student participation, since guidelines exist already covering school and student participation separately.

Derivation of Weighted Percentages for Excluded Students

Weighted Percentage of Excluded Students. The weighted percentage of excluded students estimates the percentage of the fourth-grade population in the jurisdiction's public schools that are represented by the students who were excluded from the assessment, after accounting for school nonparticipation. The numerator is the sum, across all excluded students, of the number of students represented by each excluded student. The denominator is the sum of the number of students represented by each of the students who was sampled (and had not withdrawn from the school at the time of the assessment).

Weighted Percentage of Students with an Individualized Education Plan (IEP). The weighted percentage of IEP students estimates the percentage of the fourth-grade population in the jurisdiction's public schools that are represented by the students who were classified as IEP, after accounting for school nonparticipation. The numerator is the sum, across all students classified as IEP, of the number of students represented by each IEP student. The denominator is the sum of the number of students represented by each of the students who was sampled (and had not withdrawn from the school at the time of the assessment).

Weighted Percentage of Excluded IEP Students. The weighted percentage of IEP students who were excluded estimates the percentage of students in the jurisdiction that are represented by those IEP students who were excluded from the assessment, after accounting for school nonparticipation. The numerator is the sum, across all students classified as IEP and excluded from the assessment, of the number of students represented by each excluded IEP student. The denominator is the sum of the number of students represented by each of the IEP students who was sampled (and had not withdrawn from the school at the time of the assessment).

Weighted Percentage of Limited English Proficiency (LEP) Students. The weighted percentage of LEP students estimates the percentage of the fourth-grade population in the jurisdiction's public schools that are represented by the students who were classified as LEP, after accounting for school nonparticipation. The numerator is the sum, across all students classified as LEP, of the number of students represented by each LEP student. The denominator is the sum of the

number of students represented by each of the students who was sampled (and had not withdrawn from the school at the time of the assessment).

Weighted Percentage of Excluded LEP Students. The weighted percentage of LEP students who were excluded estimates the percentage of students in the jurisdiction that are represented by those LEP students who were excluded from the assessment, after accounting for school nonparticipation.

TABLE B.1 | School Participation Rates, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Weighted Percentage School Participation Before Substitution	Weighted Percentage School Participation After Substitution	Number Schools in Original Sample	Number Schools Not Eligible	Number Schools in Original Sample That Participated	Number Substituted Schools Provided	Number Substituted Schools That Participated	Total Number Schools That Participated
NATION	86	87	284	2	247	7	2	249
Northeast	80	80	56	0	46	1	0	46
Southeast	92	93	70	1	65	1	1	66
Central	92	92	64	0	59	0	0	59
West	82	83	94	1	77	5	1	78
STATES								
Alabama	76	97	112	3	82	25	23	105
Arizona[4]	99	99	107	1	106	0	0	106
Arkansas[4]	87	96	120	2	105	12	11	116
California	92	97	115	3	103	6	6	109
Colorado	100	100	124	2	122	0	0	122
Connecticut	99	99	113	4	108	0	0	108
Delaware[2 3]	92	92	56	6	44	0	0	44
Dist. Columbia	99	99	118	4	113	0	0	113
Florida	100	100	111	1	110	0	0	110
Georgia	100	100	109	2	107	0	0	107
Hawaii	100	100	106	0	106	0	0	106
Idaho	82	96	123	1	100	19	15	115
Indiana	77	92	116	2	88	24	16	104
Iowa	100	100	133	4	129	0	0	129
Kentucky[4]	94	97	124	3	116	3	3	119
Louisiana	100	100	115	4	111	0	0	111
Maine[1 2 4 5]	58	71	141	1	76	41	20	96
Maryland	99	99	112	1	110	1	0	110
Massachusetts	87	97	123	4	103	12	11	114
Michigan[4]	83	90	116	3	92	17	8	100
Minnesota[5]	81	94	116	5	91	15	13	104
Mississippi	98	100	110	3	105	2	2	107
Missouri	90	97	123	6	105	9	9	114
Nebraska[1 2]	76	87	161	7	106	41	15	121
New Hampshire[1 2 4 5]	68	81	128	4	83	34	17	100
New Jersey[1 2]	76	82	121	4	89	23	7	96
New Mexico[4 5]	76	91	114	1	84	26	18	102
New York[1 2 4]	78	84	110	0	86	21	7	93
North Carolina[4]	95	99	118	2	111	5	5	116
North Dakota	70	91	133	3	97	33	23	120
Ohio	78	91	121	1	93	21	15	108
Oklahoma	86	98	130	0	115	14	13	128
Pennsylvania	85	95	119	0	102	17	12	114
Rhode Island	83	96	114	5	89	15	15	104
South Carolina	98	99	112	1	109	1	1	110
Tennessee	93	94	120	1	110	8	1	111
Texas	92	97	111	3	98	5	5	103
Utah	99	99	110	1	108	0	0	108
Virginia	99	99	118	4	113	0	0	113
West Virginia	100	100	144	7	137	0	0	137
Wisconsin[4]	99	99	127	5	122	0	0	122
Wyoming	97	97	158	6	148	0	0	148
TERRITORY								
Guam[3]	100	100	21	0	21	0	0	21

See explanations of the notations and guidelines about sample representativeness and for the derivation of weighted participation. [1]Both the state's weighted participation rate for the initial sample of schools was below 85% AND the weighted school participation rate after substitution was below 90%; OR the weighted school participation rate of the initial sample of schools was below 70% (regardless of the participation rate after substitution.) [2]The nonparticipating schools included a class of schools with similar characteristics, which together accounted for more than five percent of the state's total fourth- or eighth-grade weighted sample of public schools. The classes of schools from each of which a state needed minimum school participation levels were determined by urbanicity, minority enrollment, and median household income of the area in which the school is located. [3]The Trial State Assessment was based on all eligible schools. There was no sampling of schools. [4]In one or more schools an assessment was conducted, but either the wrong materials were sent to the school(s) or the materials were lost in shipping via the U.S. Postal Service. The school(s) are included in the counts of participating schools, both before and after substitution. However, in the weighted results, the school(s) are treated in the same manner as a nonparticipating school because no student responses were available for analysis and reporting. [5]One or more schools in the original sample initially declined and then decided to participate after their substitute(s) had also agreed to participate. Further, assessments were conducted in both the original and substitute schools. For these cases the substitute school is included in the number of substitute schools provided and in the number of substitute schools participating. The state's estimates will be based on the student responses from the original school only.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE B.2 | **Student Participation Rates, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Weighted Percentage Student Participation After Make-ups	Number Students Original Sample	Number Students Supplemental Sample	Number Students Withdrawn	Number Students Excluded	Number Students to be Assessed	Number Students Assessed Initial Sessions	Number Students Assessed Make-ups	Total Number Students Assessed
NATION	94	5,981	--	--	602	5,379	5,038	7	5,045
Northeast	95	1,055	--	--	104	951	903	0	903
Southeast	94	1,595	--	--	128	1,467	1,381	1	1,382
Central	95	1,281	--	--	71	1,210	1,137	6	1,143
West	93	2,050	--	--	299	1,751	1,617	0	1,617
STATES									
Alabama	96	2,885	58	106	153	2,684	2,567	4	2,571
Arizona[2]	95	3,095	146	216	218	2,807	2,659	18	2,677
Arkansas[2]	96	2,909	87	144	153	2,699	2,585	4	2,589
California	94	3,041	139	234	440	2,506	2,345	20	2,365
Colorado	95	3,275	129	160	204	3,040	2,882	15	2,897
Connecticut	95	2,914	52	106	205	2,655	2,506	8	2,514
Delaware	95	2,330	90	126	138	2,156	2,040	8	2,048
Dist. Columbia	94	3,033	76	177	284	2,648	2,472	24	2,496
Florida	95	3,258	187	224	296	2,925	2,751	16	2,767
Georgia	96	3,078	115	202	159	2,832	2,705	7	2,712
Hawaii	95	2,995	121	154	171	2,791	2,624	18	2,642
Idaho	96	2,934	88	121	112	2,789	2,671	3	2,674
Indiana	96	2,798	69	103	114	2,650	2,532	3	2,535
Iowa	96	3,006	49	80	115	2,860	2,747	9	2,756
Kentucky	96	3,007	111	143	112	2,863	2,728	24	2,752
Louisiana	96	3,159	98	145	135	2,977	2,834	14	2,848
Maine[1]	95	2,183	27	49	123	2,038	1,932	7	1,939
Maryland	95	3,193	123	199	199	2,918	2,782	4	2,786
Massachusetts	96	2,935	29	77	224	2,663	2,535	10	2,545
Michigan[2]	94	2,777	71	97	136	2,515	2,436	10	2,446
Minnesota[1]	96	2,895	35	72	117	2,741	2,607	13	2,620
Mississippi	97	2,981	99	177	150	2,753	2,649	8	2,657
Missouri	95	2,834	129	153	124	2,686	2,548	14	2,562
Nebraska	96	2,648	46	72	126	2,496	2,383	10	2,393
New Hampshire	96	2,554	53	75	115	2,417	2,314	8	2,322
New Jersey	96	2,510	62	91	139	2,342	2,221	18	2,239
New Mexico[1]	95	2,852	71	201	214	2,508	2,380	2	2,382
New York	95	2,594	49	76	149	2,418	2,278	7	2,285
North Carolina	96	3,128	129	130	136	2,991	2,871	12	2,883
North Dakota	97	2,275	34	39	48	2,222	2,158	0	2,158
Ohio	96	2,910	90	117	179	2,704	2,580	0	2,580
Oklahoma	85	2,936	115	153	240	2,658	2,251	0	2,251
Pennsylvania	95	3,071	69	77	122	2,941	2,791	14	2,805
Rhode Island	95	2,764	58	166	192	2,464	2,344	3	2,347
South Carolina	96	3,083	116	172	170	2,857	2,758	0	2,758
Tennessee	95	3,047	127	159	141	2,874	2,728	6	2,734
Texas	96	2,987	106	163	252	2,678	2,567	4	2,571
Utah	96	3,139	94	159	140	2,934	2,819	10	2,829
Virginia	96	3,128	117	132	199	2,914	2,782	4	2,786
West Virginia	96	3,009	80	89	152	2,848	2,722	11	2,733
Wisconsin[2]	96	3,049	49	72	199	2,827	2,712	0	2,712
Wyoming	96	3,046	124	152	124	2,894	2,775	0	2,775
TERRITORY									
Guam	94	2,268	134	94	154	2,154	2,025	4	2,029

See explanations of the notations and guidelines about sample representativeness and for the derivation of weighted participation. [1]One or more schools in the original sample initially declined and then decided to participate after their substitute(s) had also agreed to participate. Further, assessments were conducted in both the original and substitute schools. For these cases, the students in the substitute school(s) are included in the counts of students in the table. The state's estimates will be based on the student responses from the original school only. [2]In one or more schools an assessment was conducted but the wrong materials were sent to the school(s). The students in these school(s) are included in the counts of students in the tables. However, the state's estimates will not be based on these student responses. (--) Because student sampling for the national assessment was implemented within several days of the assessment within each school there was no supplemental sample and the number of students withdrawn was negligible.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE B.3 | **Summary of School and Student Participation, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Weighted Percentage School Participation Before Substitution	Weighted Percentage School Participation After Substitution	Notation Number 1	Weighted Percentage Student Participation After Make-ups	Notation Number 3	Weighted Overall Rate
NATION	86	87		94		82
Northeast	80	80		95		76
Southeast	92	93		94		87
Central	92	92		95		87
West	82	83		93		77
STATES						
Alabama	76	97		96		93
Arizona	99	99		95		95
Arkansas	87	96		96		93
California	92	97		94		92
Colorado	100	100		95		95
Connecticut	99	99		95		94
Delaware*	92	92		95		88
Dist. Columbia	99	99		94		94
Florida	100	100		95		95
Georgia	100	100		96		96
Hawaii	100	100		95		95
Idaho	82	96		96		92
Indiana	77	92		96		88
Iowa	100	100		96		96
Kentucky	94	97		96		93
Louisiana	100	100		96		96
Maine*	58	71	***	95		67
Maryland	99	99		95		95
Massachusetts	87	97		96		92
Michigan	83	90		94		84
Minnesota	81	94		96		90
Mississippi	98	100		97		97
Missouri	90	97		95		93
Nebraska*	76	87	***	96		83
New Hampshire*	68	81	***	96		77
New Jersey*	76	82	***	96		79
New Mexico	76	91		95		86
New York*	78	84	***	95		79
North Carolina	95	99		96		95
North Dakota	70	91		97		89
Ohio	78	91		96		87
Oklahoma	86	98		85		83
Pennsylvania	85	95		95		91
Rhode Island	83	96		95		92
South Carolina	98	99		96		96
Tennessee	93	94		95		89
Texas	92	97		96		93
Utah	99	99		96		95
Virginia	99	99		96		95
West Virginia	100	100		96		96
Wisconsin	99	99		96		95
Wyoming	97	97		96		93
TERRITORY						
Guam	100	100		94		94

See explanations of the notations and guidelines about sample representativeness and for the derivation of weighted participation.
Notation Number 1 = Both the state's weighted participation rate for the initial sample of schools was below 85% AND the weighted school participation rate after substitution was below 90%; OR the weighted school participation rate of the initial sample of schools was below 70% (regardless of the participation rate after substitution.) **Notation number 3** = The weighted student response rate within participating schools was below 85 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE B.4 | **Weighted Percentages of Students Excluded (IEP and LEP) from Original Sample, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Total Percentage Students Identified IEP and LEP	Total Percentage Students Excluded	Percentage Students Identified IEP	Percentage Students Excluded IEP	Percentage Students Identified LEP	Percentage Students Excluded LEP
NATION	12	8	9	6	4	3
Northeast	12	8	9	5	3	3
Southeast	11	7	9	6	1	1
Central	7	5	6	4	1	1
West	18	12	10	6	9	7
STATES						
Alabama	10	6	10	5	0	0
Arizona	16	7	8	5	10	3
Arkansas	11	5	11	5	0	0
California	28	14	7	4	21	11
Colorado	11	6	9	5	2	2
Connecticut	15	7	12	4	4	3
Delaware*	12	6	11	5	1	0
Dist. Columbia	12	10	9	7	4	3
Florida	17	9	14	7	4	2
Georgia	9	5	8	5	1	1
Hawaii	14	6	9	4	5	2
Idaho	9	4	8	3	2	1
Indiana	8	4	7	4	0	0
Iowa	10	4	9	4	1	0
Kentucky	8	4	7	4	0	0
Louisiana	8	4	7	4	1	0
Maine*	12	5	12	5	0	0
Maryland	14	7	12	6	2	1
Massachusetts	17	7	14	5	4	2
Michigan	7	5	6	4	1	1
Minnesota	10	4	8	4	2	1
Mississippi	7	5	7	5	0	0
Missouri	11	5	11	4	0	0
Nebraska*	13	4	13	4	1	1
New Hampshire*	12	4	12	4	0	0
New Jersey*	10	6	7	3	4	2
New Mexico	14	8	10	6	3	2
New York*	13	6	8	4	5	2
North Carolina	12	4	11	4	1	1
North Dakota	10	2	10	2	0	0
Ohio	10	6	9	6	1	1
Oklahoma	13	8	12	8	2	1
Pennsylvania	9	4	8	3	2	1
Rhode Island	16	7	10	4	6	4
South Carolina	11	6	11	6	0	0
Tennessee	12	5	11	5	0	0
Texas	17	8	9	5	9	3
Utah	10	4	9	4	1	1
Virginia	12	6	11	6	1	1
West Virginia	8	5	8	5	0	0
Wisconsin	11	7	9	6	2	1
Wyoming	11	4	10	4	1	0
TERRITORY						
Guam	12	7	6	4	6	3

IEP = Individual Education Plan and LEP = Limited English Proficiency. To be excluded, a student was supposed to be IEP or LEP and judged incapable of participating in the assessment. A student reported as both IEP and LEP is counted once in the overall rate (first column), once in the overall excluded rate (second column), and separately in the remaining columns. Note: Weighted percentages for the nation and region are based on students sampled for all subject areas assessed in 1992 (mathematics, reading, and writing). However, based on the national sampling design, the rates shown also are the best estimates for the reading assessment.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE B.5 | **Weighted Percentages of Absent, IEP, and LEP Students Based on Those Invited to Participate in the Assessment, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Weighted Percentage Student Participation After Make-up	Weighted Percentage Absent	Weighted Percentage Assessed IEP	Weighted Percentage Absent IEP	Weighted Percentage Assessed LEP	Weighted Percentage Absent LEP
NATION	94	6	89	11	93	7
Northeast	94	6	93	7	81	19
Southeast	93	7	83	17	68	32
Central	94	6	92	8	96	4
West	93	7	90	10	94	6
STATES						
Alabama	96	4	92	8	68	32
Arizona	95	5	93	7	95	5
Arkansas	96	4	94	6	100	0
California	94	6	95	5	94	6
Colorado	95	5	89	11	90	10
Connecticut	95	5	91	9	94	6
Delaware*	95	5	95	5	100	0
Dist. Columbia	94	6	92	8	93	7
Florida	95	5	90	10	96	4
Georgia	96	4	89	11	100	0
Hawaii	95	5	89	11	98	2
Idaho	96	4	91	9	95	5
Indiana	96	4	93	7	100	0
Iowa	96	4	95	5	100	0
Kentucky	96	4	95	5	100	0
Louisiana	96	4	92	8	100	0
Maine*	95	5	93	7	80	20
Maryland	95	5	94	6	94	6
Massachusetts	96	4	93	7	97	3
Michigan	94	6	80	20	92	8
Minnesota	96	4	93	7	100	0
Mississippi	97	3	93	7	100	0
Missouri	95	5	94	6	100	0
Nebraska*	96	4	95	5	88	12
New Hampshire*	96	4	92	8	78	22
New Jersey*	96	4	97	3	97	3
New Mexico	95	5	84	16	93	7
New York*	95	6	96	4	98	2
North Carolina	96	4	94	6	89	11
North Dakota	97	3	97	3	100	0
Ohio	96	4	91	9	100	0
Oklahoma	85	15	73	27	88	12
Pennsylvania	95	4	93	7	94	6
Rhode Island	95	5	97	3	97	3
South Carolina	96	4	93	7	0	0
Tennessee	95	5	93	7	69	31
Texas	96	4	95	5	97	3
Utah	96	4	98	2	86	14
Virginia	96	4	94	6	95	5
West Virginia	96	4	97	3	100	0
Wisconsin	96	4	95	5	100	0
Wyoming	96	4	94	6	100	0
TERRITORY						
Guam	94	6	84	16	98	2

IEP = Individual Education Plan and LEP = Limited English Proficiency. Note: Weighted percentages for the nation and region are based on students sampled for all subject areas assessed in 1992 (mathematics, reading, and writing). However, based on the national sampling design, the rates shown also are the best estimates for the reading assessment.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE B.6 | Questionnaire Response Rates, Grade 4, 1992 Reading Assessment

PUBLIC SCHOOLS	Weighted Percentage of Students Matched to Reading Teacher Questionnaires	Percentage of Reading Teacher Questionnaires Returned	Weighted Percentage of Students Matched to School Characteristics / Policies Questionnaire	Percentage of School Characteristics / Policies Questionnaires Returned	Percentage of Excluded Student Questionnaires Returned
NATION	72.3	97.7	98.9	98.4	91.0
Northeast	75.6	95.8	100.0	100.0	94.6
Southeast	80.4	99.0	95.6	95.5	94.4
Central	74.9	97.6	99.7	98.3	93.3
West	60.4	97.2	100.0	100.0	87.1
STATES					
Alabama	90.4	100.0	100.0	100.0	100.0
Arizona	90.1	99.6	99.0	99.1	97.7
Arkansas	93.2	100.0	99.3	99.1	98.7
California	88.9	99.3	98.7	99.1	90.7
Colorado	82.2	99.3	100.0	100.0	97.1
Connecticut	87.5	99.8	98.5	98.1	83.9
Delaware*	95.5	100.0	100.0	100.0	99.3
Dist. Columbia	73.8	99.0	93.7	94.7	90.8
Florida	88.4	98.9	99.3	99.1	97.3
Georgia	86.9	99.3	100.0	100.0	96.9
Hawaii	92.2	98.8	98.8	99.1	97.1
Idaho	93.3	99.7	100.0	100.0	100.0
Indiana	89.2	100.0	100.0	100.0	99.1
Iowa	89.8	99.5	100.0	100.0	98.3
Kentucky	90.0	99.5	99.4	99.1	100.0
Louisiana	87.5	99.6	98.2	98.2	98.5
Maine*	85.8	99.1	97.7	97.8	92.4
Maryland	90.0	99.5	100.0	100.0	95.5
Massachusetts	88.1	100.0	100.0	100.0	92.9
Michigan	87.2	100.0	100.0	100.0	97.8
Minnesota	74.7	97.6	95.7	96.1	88.9
Mississippi	86.7	99.8	100.0	100.0	99.3
Missouri	89.7	99.7	100.0	100.0	94.4
Nebraska*	82.1	100.0	99.0	99.2	98.4
New Hampshire*	93.7	99.7	97.7	99.0	99.1
New Jersey*	92.1	100.0	100.0	100.0	95.7
New Mexico	81.1	99.0	100.0	100.0	93.9
New York*	88.8	99.0	99.5	98.9	97.3
North Carolina	89.5	100.0	99.2	99.1	98.5
North Dakota	90.4	100.0	100.0	100.0	100.0
Ohio	86.9	99.5	99.7	99.1	97.2
Oklahoma	91.5	99.1	98.0	98.4	94.2
Pennsylvania	90.7	100.0	100.0	100.0	99.2
Rhode Island	88.2	99.4	99.0	98.9	95.3
South Carolina	94.2	99.6	100.0	100.0	98.8
Tennessee	91.2	100.0	98.7	98.2	95.7
Texas	85.3	99.9	99.4	99.0	99.2
Utah	91.6	99.5	100.0	100.0	100.0
Virginia	91.1	99.6	97.8	97.3	95.5
West Virginia	87.1	100.0	100.0	100.0	97.4
Wisconsin	89.5	99.7	99.5	99.2	98.5
Wyoming	85.4	100.0	100.0	100.0	99.2
TERRITORY					
Guam	92.5	98.3	93.7	95.2	99.4

The Mathematics Teacher Questionnaire requested background information about the teacher (Part I) and information about instruction in particular classes (Part II). The percentage of students matched to questionnaires is provided for Part II. If they differed, the match rates for Part I were higher. Note: For the nation and regions, the percentage of excluded student questionnaires returned is based on students sampled for all subjects assessed in 1992 (mathematics, reading, and writing). However, based on the sampling design, these rates also are the best estimates of the comparable rates for the reading assessment.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

APPENDIX C

State Contextual Background Factors: Summary of Students' Characteristics by Race/Ethnicity and Type of Community and Costatistics From Sources External to NAEP

Overview

Appendix C presents a summary of student characteristics by race/ethnicity and type of community on a state-by-state level. To supplement the NAEP data, costatistics have been compiled from sources external to NAEP. The statistics provide a comprehensive overview of demographic characteristics for each state, with an emphasis on the school systems. With data ranging from pupil-teacher ratios to the percentage of schools offering free lunches, Appendix C examines many of the external factors which may affect student performance.

TABLE C.1 | **Characteristics of NAEP Students by Race/Ethnicity and by Type of Community, Grade 4, 1992 Reading Assessment**

PUBLIC SCHOOLS	Percentage of Students by Race/Ethnicity					Percentage of Students by Type of Community			
	White	Black	Hispanic	Asian/Pacific Islander	American Indian	Advantaged Urban	Disadvantaged Urban	Extreme Rural	Other
NATION	69 (0.5)	17 (0.4)	10 (0.3)	2 (0.3)	2 (0.3)	7 (2.1)	10 (1.3)	13 (2.4)	70 (3.2)
Northeast	68 (3.4)	20 (3.2)	9 (1.3)	2 (0.5)	1 (0.4)	14 (7.2)	14 (4.1)	2 (2.5)	69 (8.1)
Southeast	63 (2.7)	29 (2.6)	5 (1.1)	1 (0.3)	1 (0.4)	5 (3.3)	14 (3.4)	19 (6.9)	62 (7.5)
Central	79 (1.5)	11 (1.3)	7 (1.0)	1 (0.2)	2 (0.4)	3 (2.3)	9 (2.2)	15 (3.4)	73 (4.8)
West	65 (2.1)	11 (1.6)	16 (1.9)	5 (1.4)	2 (0.6)	7 (3.7)	5 (1.4)	14 (4.5)	74 (5.4)
STATES									
Alabama	61 (2.4)	31 (2.2)	5 (0.7)	1 (0.2)	2 (0.7)	11 (3.1)	13 (3.2)	16 (4.1)	61 (5.7)
Arizona	56 (1.9)	4 (0.6)	29 (1.6)	1 (0.3)	10 (1.8)	12 (3.7)	11 (3.2)	8 (3.1)	70 (5.2)
Arkansas	70 (1.8)	21 (1.5)	7 (0.7)	1 (0.2)	2 (0.3)	1 (1.2)	6 (1.5)	25 (4.0)	68 (4.2)
California	46 (1.9)	7 (0.8)	35 (1.6)	11 (1.1)	2 (0.3)	13 (2.8)	22 (3.7)	0 (0.1)	65 (4.7)
Colorado	70 (1.3)	4 (0.9)	21 (0.9)	2 (0.3)	2 (0.3)	18 (3.2)	13 (2.7)	12 (2.7)	57 (5.0)
Connecticut	73 (1.7)	11 (1.3)	13 (1.1)	2 (0.3)	1 (0.3)	19 (4.4)	16 (3.1)	0 (0.0)	65 (5.1)
Delaware*	64 (1.1)	25 (1.0)	8 (0.5)	2 (0.3)	2 (0.4)	10 (0.1)	8 (0.2)	23 (0.2)	58 (0.2)
Dist. Columbia	5 (0.3)	83 (0.6)	9 (0.5)	1 (0.2)	2 (0.3)	20 (0.2)	60 (0.2)	0 (0.0)	19 (0.2)
Florida	57 (1.9)	21 (2.0)	18 (1.4)	2 (0.4)	2 (0.3)	16 (3.1)	21 (3.6)	4 (1.6)	59 (4.5)
Georgia	57 (1.9)	34 (1.8)	5 (0.5)	2 (0.3)	1 (0.2)	11 (3.5)	12 (3.5)	12 (3.8)	65 (6.0)
Hawaii	20 (1.5)	5 (0.6)	11 (0.9)	61 (2.3)	2 (0.3)	12 (3.6)	9 (1.8)	5 (2.1)	74 (4.4)
Idaho	84 (0.9)	1 (0.1)	11 (0.8)	1 (0.2)	3 (0.4)	10 (2.7)	1 (0.9)	33 (4.9)	56 (5.4)
Indiana	82 (1.4)	11 (1.4)	5 (0.6)	1 (0.1)	1 (0.3)	8 (2.7)	10 (2.9)	15 (3.3)	67 (5.0)
Iowa	88 (0.9)	3 (0.6)	6 (0.5)	2 (0.2)	1 (0.3)	7 (3.0)	6 (2.6)	39 (3.5)	48 (4.6)
Kentucky	86 (1.1)	9 (1.0)	3 (0.4)	0 (0.2)	1 (0.2)	6 (2.7)	11 (2.8)	23 (3.9)	61 (4.4)
Louisiana	51 (1.9)	41 (1.9)	5 (0.5)	1 (0.7)	1 (0.3)	5 (2.2)	18 (2.6)	10 (2.4)	67 (3.8)
Maine*	92 (0.6)	0 (0.1)	4 (0.7)	1 (0.2)	2 (0.3)	2 (1.5)	2 (1.1)	23 (5.3)	73 (5.3)
Maryland	60 (1.7)	29 (1.3)	6 (0.6)	3 (0.5)	1 (0.3)	20 (3.9)	15 (3.8)	5 (2.0)	60 (5.1)
Massachusetts	81 (1.2)	7 (0.6)	7 (0.6)	3 (0.7)	1 (0.2)	17 (3.4)	14 (2.6)	2 (1.0)	67 (4.3)
Michigan	74 (1.6)	13 (1.6)	8 (0.8)	2 (0.3)	2 (0.3)	10 (3.0)	14 (3.7)	11 (3.6)	65 (5.2)
Minnesota	87 (1.2)	3 (0.5)	6 (0.6)	2 (0.5)	2 (0.2)	13 (3.8)	3 (2.0)	27 (4.0)	58 (5.3)
Mississippi	41 (2.0)	52 (2.2)	5 (1.0)	0 (0.1)	1 (0.3)	1 (1.2)	5 (1.8)	11 (2.3)	82 (3.2)
Missouri	77 (1.7)	14 (1.7)	5 (0.7)	1 (0.2)	2 (0.3)	9 (3.0)	10 (2.9)	27 (4.0)	54 (5.3)
Nebraska*	83 (1.2)	6 (0.6)	8 (1.1)	1 (0.2)	2 (0.3)	8 (2.6)	6 (1.6)	27 (3.8)	59 (4.7)
New Hampshire*	90 (1.0)	1 (0.2)	5 (0.6)	1 (0.2)	2 (0.3)	8 (3.5)	1 (1.2)	5 (2.2)	85 (4.1)
New Jersey*	67 (2.2)	14 (1.6)	13 (1.4)	5 (0.8)	1 (0.2)	30 (4.3)	17 (3.2)	0 (0.0)	53 (4.9)
New Mexico	45 (2.0)	3 (0.4)	46 (1.7)	1 (0.3)	5 (1.2)	6 (3.0)	9 (3.0)	3 (1.9)	81 (4.6)
New York*	61 (2.0)	14 (1.8)	20 (1.8)	4 (1.0)	2 (0.3)	15 (3.4)	23 (3.7)	3 (1.6)	60 (4.6)
North Carolina	63 (2.0)	28 (1.6)	5 (0.6)	1 (0.2)	3 (1.2)	5 (1.7)	4 (2.0)	21 (4.2)	70 (4.9)
North Dakota	93 (1.1)	0 (0.1)	3 (0.5)	0 (0.2)	3 (0.8)	10 (3.2)	2 (1.6)	40 (3.8)	48 (4.6)
Ohio	81 (1.5)	12 (1.3)	5 (0.6)	1 (0.2)	1 (0.2)	10 (2.7)	17 (2.6)	17 (3.9)	56 (5.1)
Oklahoma	72 (1.3)	8 (0.9)	8 (0.8)	1 (0.2)	10 (0.8)	9 (3.1)	11 (3.0)	20 (3.7)	60 (4.4)
Pennsylvania	79 (1.7)	11 (1.6)	8 (1.0)	1 (0.3)	1 (0.2)	14 (4.5)	17 (3.2)	15 (4.1)	54 (5.6)
Rhode Island	76 (2.2)	6 (1.0)	12 (1.3)	4 (0.6)	2 (0.3)	12 (4.0)	24 (4.8)	0 (0.0)	63 (5.6)
South Carolina	55 (1.9)	38 (2.0)	5 (0.7)	1 (0.2)	2 (0.3)	7 (2.5)	6 (1.5)	13 (3.0)	74 (4.0)
Tennessee	71 (1.8)	21 (1.6)	5 (0.7)	1 (0.3)	2 (0.3)	6 (2.8)	13 (3.5)	10 (2.7)	71 (4.6)
Texas	49 (2.1)	14 (1.7)	34 (2.3)	2 (0.3)	1 (0.2)	10 (2.9)	21 (5.1)	11 (3.3)	57 (5.7)
Utah	86 (1.1)	1 (0.1)	10 (0.9)	2 (0.3)	2 (0.5)	19 (3.7)	4 (1.8)	7 (2.7)	70 (4.4)
Virginia	67 (1.6)	24 (1.3)	5 (0.5)	2 (0.5)	2 (0.3)	12 (3.1)	14 (3.1)	14 (3.0)	59 (4.8)
West Virginia	91 (0.7)	2 (0.4)	4 (0.5)	1 (0.2)	2 (0.3)	1 (1.2)	8 (2.4)	16 (3.7)	75 (4.7)
Wisconsin	83 (1.4)	6 (0.8)	8 (0.9)	1 (0.3)	2 (0.8)	9 (2.7)	6 (2.1)	26 (5.2)	60 (5.4)
Wyoming	83 (1.3)	1 (0.1)	12 (0.9)	1 (0.2)	4 (0.9)	6 (2.0)	4 (1.7)	22 (3.3)	68 (4.2)
TERRITORY									
Guam	12 (0.8)	4 (0.4)	18 (0.8)	64 (0.9)	1 (0.3)	0 (0.0)	0 (0.0)	23 (0.2)	77 (0.2)

*Did not satisfy one or more of the guidelines for school sample participation rates (see Appendix B for details).

The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference (see Appendix for details). Percentages may not total 100 percent due to rounding error. When the proportion of students is either 0 percent or 100 percent, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages 0.5 percent and less were rounded to 0 percent.

SOURCE: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment.

TABLE C.2 | **Population Characteristics from Non-NAEP Sources**

PUBLIC SCHOOLS	Per Capita Income 1991	Gross State Product per School-Age Child 1989	Percent Minority Students 1986	Resident Population Per Square Mile 1990	Percent Public School Students in Large City Populations 1987-88	Percent Students Free Lunch 1987	Status Dropout Rate, Persons Ages 16-19, 1990
NATION	$19,092	$113,935	30.0	70.3	13.2	24	11.2
STATES							
Alabama	15,518	83,707	38.0	79.6	0.0	36	12.6
Arizona	16,579	97,326	37.8	32.3	24.1	23	14.3
Arkansas	14,629	78,086	25.3	45.1	0.0	30	10.9
California	20,847	133,470	46.3	190.8	21.5	26	14.3
Colorado	19,358	109,934	21.3	31.8	11.0	17	9.6
Connecticut	26,022	167,036	22.8	678.4	13.7	14	9.2
Delaware	20,816	129,563	31.7	340.8	0.0	18	11.2
Dist. Columbia	24,063	432,560	---	9882.8	100.0	---	19.1
Florida	18,992	114,340	34.6	239.6	15.2	26	14.2
Georgia	17,436	100,914	39.3	111.9	6.7	28	14.1
Hawaii	21,190	129,422	76.5	172.5	0.0	22	7.0
Idaho	15,333	72,618	7.4	12.2	0.0	19	9.6
Indiana	17,179	98,886	11.3	154.6	5.5	15	11.4
Iowa	17,296	101,299	5.4	49.7	0.0	18	6.5
Kentucky	15,626	91,980	10.8	92.8	0.0	31	13.0
Louisiana	15,046	86,869	43.5	96.9	10.5	46	11.9
Maine	17,454	106,700	1.7	39.8	0.0	16	8.4
Maryland	22,189	123,380	40.3	489.2	15.0	18	11.0
Massachusetts	23,003	156,700	16.3	767.6	7.5	16	9.5
Michigan	18,655	103,252	23.6	163.6	11.1	18	9.9
Minnesota	19,125	116,803	6.1	55.0	5.9	15	6.1
Mississippi	13,328	67,376	56.1	54.9	0.0	52	11.7
Missouri	17,928	106,924	16.6	74.3	7.5	22	11.2
Nebraska	17,718	102,016	8.6	20.5	0.0	18	6.6
New Hampshire	21,760	125,662	2.0	123.7	0.0	8	9.9
New Jersey	25,666	158,145	30.9	1042.0	10.7	17	9.3
New Mexico	14,644	79,419	56.9	12.5	0.0	35	10.8
New York	22,471	144,898	31.6	381.0	39.2	30	10.1
North Carolina	16,853	110,335	31.6	136.1	0.0	25	13.2
North Dakota	15,605	87,062	7.6	9.3	0.0	19	4.3
Ohio	17,770	103,902	16.9	264.9	7.4	18	8.8
Oklahoma	15,541	84,559	21.0	45.8	11.8	24	9.9
Pennsylvania	19,306	111,769	15.6	265.1	13.2	19	9.4
Rhode Island	19,207	116,093	12.1	960.3	16.1	17	12.9
South Carolina	15,467	87,174	45.4	115.8	0.0	32	11.9
Tennessee	16,486	100,838	23.5	118.3	21.6	26	13.6
Texas	17,230	97,886	49.0	64.9	24.3	30	12.5
Utah	14,625	61,700	6.3	21.0	0.0	14	7.9
Virginia	20,082	131,373	27.4	156.3	0.0	17	10.4
West Virginia	14,301	79,099	4.1	74.5	0.0	28	10.6
Wisconsin	17,939	104,536	13.4	90.1	8.4	17	6.9
Wyoming	16,937	111,150	9.3	4.7	0.0	14	6.3

Per Capita Income 1991 -- Source: U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business*, August 1992. Data are estimates and are reported in current dollars. **Gross State Product per School-Age Child, 1989** -- Source: Gross State Product figures: *Survey of Current Business*, Volume 71, No. 12, December 1991, U.S. Department of Commerce; School-Age Child figures: *Current Population Report*, Series P-25, No. 1058, U.S. Bureau of the Census. Note: Calculated using 1989 Census data for resident persons age 5-17 years. **Percent Minority Students, 1986** -- Source: *Elementary and Secondary School Civil Rights Survey, State Summaries of Projected Data*, U.S. Department of Education, Office of Civil Rights. Reprinted in *Results in Education: 1989*, National Governors' Association. **Resident Population per Square Mile, 1990** -- Source: Table 26 in *Statistical Abstract of the United States: 1991*, Washington, DC, (111th Edition), U.S. Bureau of the Census. **Percent Public School Students in Large City Population, 1987-88** -- Source: *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, U.S. Department of Education, National Center for Education Statistics. Reprinted in *Results in Education: 1989*, Washington, DC, National Governors' Association. **Percent Students Free Lunch, 1987** -- Source: Calculated from data provided by U.S. Department of Agriculture, Food and Nutrition Service, 1987; and *Statistical Abstract of the United States: 1987*. Reprinted in *Results in Education: 1989*, Washington, DC, National Governors' Association. **Status Dropout Rate, Persons Ages 16-19, 1990** -- Source: 1990 Census datain Table C1 in *Dropout Rates in the United States: 1991*, U.S. Department of Education, National Center for Education Statistics, 1992.

TABLE C.3 | **School System Characteristics from Non-NAEP Sources**

PUBLIC SCHOOLS	Current Expenditure Per Pupil 1989-90	Percent of Total Current Expenditures, by Function				Pupil-Teacher Ratio Fall 1990	Average Annual Teacher Salary	
		Instruction	Support Services	Non-Instructional	Direct Support		(NEA) 1990-91	(AFT) 1990-91
NATION	$4,960	58.2	33.8	4.5	3.5	17.2	$32,977	$32,880
STATES								
Alabama	3,327	61.9	29.4	8.7	0.0	19.9	26,862	26,846
Arizona	4,057	58.3	36.7	4.8	0.2	19.4	30,773	30,773
Arkansas	3,485	52.4	29.7	8.4	9.5	16.8	23,611	23,735
California	4,391	56.6	37.4	3.8	2.2	22.8	39,598	39,118
Colorado	4,720	60.2	36.8	3.0	0.0	17.8	31,819	31,819
Connecticut	7,604	54.9	30.6	1.0	13.5	13.6	43,808	43,398
Delaware	5,696	67.7	30.4	1.9	0.0	16.7	35,245	35,246
Dist. Columbia	8,904	45.3	37.0	4.2	13.6	13.6	39,497	39,362
Florida	4,997	57.8	37.1	5.0	0.0	17.2	30,555	30,555
Georgia	4,187	61.8	31.1	6.0	1.0	18.3	29,172	28,950
Hawaii	4,448	60.1	32.9	7.0	0.0	18.9	32,451	33,548
Idaho	3,078	58.4	31.0	5.0	5.6	19.6	25,485	25,510
Indiana	4,549	58.0	31.8	4.7	5.6	17.5	32,434	32,931
Iowa	4,453	60.0	35.5	4.4	0.0	15.6	27,977	27,949
Kentucky	3,675	51.5	30.9	4.6	12.9	17.3	29,115	29,115
Louisiana	3,855	58.5	32.1	8.4	1.0	---	26,240	26,170
Maine	5,373	57.3	28.8	2.8	11.1	13.9	28,531	28,531
Maryland	6,196	52.5	32.4	3.5	11.6	16.8	38,382	38,312
Massachusetts	6,237	55.5	35.7	3.1	5.7	15.4	36,090	36,090
Michigan	5,546	51.8	36.5	3.0	8.7	19.8	38,326	37,800
Minnesota	4,971	63.3	32.3	4.1	0.3	17.3	33,126	33,128
Mississippi	3,096	62.4	28.3	8.1	1.2	17.9	24,355	24,609
Missouri	4,507	60.5	35.1	4.5	0.0	15.5	28,290	27,638
Nebraska	4,842	60.9	29.2	9.7	0.3	14.8	25,592	26,592
New Hampshire	5,304	62.3	34.2	3.5	0.0	16.2	31,273	31,273
New Jersey	7,991	53.1	34.3	2.6	10.1	13.6	38,411	38,411
New Mexico	3,518	58.2	35.9	4.8	0.0	18.1	25,754	25,800
New York	8,062	66.0	30.9	3.1	0.0	14.7	42,080	42,080
North Carolina	4,268	62.1	30.7	6.6	0.6	16.9	29,276	29,165
North Dakota	4,189	60.3	31.8	7.9	0.0	15.5	23,574	23,574
Ohio	5,136	56.6	38.2	5.2	0.0	17.2	32,615	31,964
Oklahoma	3,512	57.0	29.2	5.7	8.1	15.6	24,457	24,378
Pennsylvania	6,061	57.4	32.4	3.8	6.5	16.6	35,057	36,057
Rhode Island	5,249	6301	30.8	1.8	4.2	14.6	34,997	38,220
South Carolina	4,088	57.9	30.7	9.2	2.2	15.8	28,301	28,174
Tennessee	3,664	59.4	26.7	7.0	6.9	19.2	28,248	28,248
Texas	4,150	55.5	31.2	6.3	6.9	15.4	27,658	28,100
Utah	2,730	65.0	28.7	6.3	0.0	25.0	25,578	25,415
Virginia	4,512	60.1	35.9	3.9	0.0	15.7	32,239	32,692
West Virginia	4,359	50.0	29.7	6.1	14.2	15.0	25,967	25,955
Wisconsin	5,524	62.4	34.3	3.2	0.0	16.2	33,209	33,077
Wyoming	5,577	59.1	37.4	3.5	0.0	14.5	28,588	28,995
TERRITORY								
Guam	---	---	---	---	---	---	---	---

Current Expenditure per Pupil, 1989-90 -- Source: Table 157, "Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by State: 1959-60 to 1989-90", *Digest of Education Statistics, 1992*. U.S. Department of Education, National Center for Education Statistics, Common Core of Data Surveys. Note: Amounts are in current dollars. **Percent of Total Current Expenditures, by Function** -- Source: Table 154, "Current expenditures for public elementary and secondary education, by function and State: 1989-90", *Digest of Education Statistics, 1992*. U.S. Department of Education, National Center for Education Statistics, Common Core of Data Surveys. Note: Excludes expenditures for State education agencies. **Pupil-Teacher Ratio, Fall 1990** -- Source: Table 64, "Teachers, enrollment, and pupil-teacher ratios in public elementary and secondary schools, by State: Fall 1985 to 1990", *Digest of Education Statistics, 1992* , U.S. Department of Education, National Center for Education Statistics, Common Core of Data Surveys. [1]U.S. total includes imputation for nonreporting State. Note: Teachers reported in full-time equivalents. **Average Annual Teacher Salary (NEA)** -- Source: Table 74, "Estimated average annual salary of teachers in public elementary and secondary schools, by State: 1969-70 to 1990-91", *Digest of Education Statistics, 1992*, U.S. Department of Education, National Center for Education Statistics. **Average Annual Teacher Salary (AFT)** -- Source: Table 75, "Minimum and average teacher salaries, by State: 1989-90 and 1990-91", *Digest of Education Statistics, 1991*, U.S. Department of Education, National Center for Education Statistics. Note: Data in this table reflect results of surveys conducted by the American Federation of Teachers. Because of differing survey and estimation methods, these data are not entirely comparable with figures appearing in other columns and tables.

TABLE C.4 | **Curricula and School Policies from Non-NAEP Sources**

PUBLIC SCHOOLS	Days in the School Year 1990	Length of the School Day, Grades 7-8, 1990	Units Required in English 1990	Competency Test Required 1990
STATES				
Alabama	175	6.0	4.0	YES
Arizona	175	6.0	4.0	NO
Arkansas[1]	178	5.5	4.0	YES
California[2]	180	5.0	3.0	YES
Colorado	1080 HRS	-.-	-.-	NO
Connecticut	180	4.0	4.0	NO
Delaware	180	6.0	4.0	NO
Dist. Columbia	180	6.0	4.0	NO
Florida	180	5.0	4.0	NO
Georgia	180	6.0	4.0	YES
Hawaii	180	6.0	4.0	YES
Idaho	180	5.5	4.0	NO
Indiana	180	6.0	3.0	NO
Iowa	180	5.5	-.-	NO
Kentucky	175	6.0	4.0	NO
Louisiana	180	5.5	4.0	YES
Maine	175	5.0	4.0	YES
Maryland	180	6.0	4.0	NO
Massachusetts	180	5.0	-.-	NO
Michigan	180	-.-	-.-	NO
Minnesota	175	6.0	4.0	NO
Mississippi	180	-.-	4.0	YES
Missouri	174	3.0-7.0	3.0	NO
Nebraska	1010 HRS	-.-	-.-	YES
New Hampshire	180	5.5	4.0	NO
New Jersey	180	4.0	4.0	YES
New Mexico	180	6.0	4.0	YES
New York	180	5.5	4.0	YES
North Carolina	180	5.5	4.0	YES
North Dakota	180	5.5	4.0	NO
Ohio	182	5.5	3.0	NO
Oklahoma	175	6.0	4.0	NO
Pennsylvania	180	5.5	4.0	NO
Rhode Island	180	5.5	4.0	NO
South Carolina	180	6.0	4.0	YES
Tennessee	180	6.5	4.0	YES
Texas	175	7.0	4.0	YES
Utah	180	5.5	3.0	NO
Virginia	180	5.5	4.0	NO
West Virginia[3]	180	5.5	4.0	NO
Wisconsin	180	6.5	4.0	NO
Wyoming	175	6.0	-.-	NO
TERRITORY				
Guam	-.-	-.-	-.-	-.-

[1]Ora[1] communication may be substituted in twelfth grade. [2]Four units are required for college bound students. [3]A one-half unit of speech may be substituted. (-.-) No statewide policy.

SOURCE: Council of Chief State School Officers' 1990 Policies and Practices Questionnaire, Tables 13, 14, and 16 in *State Education Indicators, 1990*, Washington, DC, Council of Chief State School Officers.

APPENDIX D

Overview of Procedures Used in NAEP's 1992 Reading Assessment

Overview

This appendix provides further information about the methods and procedures used in NAEP's 1992 reading assessment. The forthcoming *NAEP 1992 Technical Report* and the *Technical Report for the 1992 Reading Trial State Assessment* provide more extensive information about procedures.

NAEP's 1992 Reading Assessment Framework

As described earlier in the report, the framework underlying NAEP's 1992 reading assessment was newly developed under the direction of the National Assessment Governing Board through a consensus process managed by the Council of Chief State School Officers. The content questions, the majority of which require students to construct their own responses, and the background questionnaires were developed through a similarly broad-based process managed by Educational Testing Service. The development of the 1992 reading assessment, including the Trial State Assessment Program at grade 4, benefited from the involvement of hundreds of representatives from State Education Agencies who attended numerous NETWORK meetings; served on committees; reviewed the framework, objectives, and questions; and in general, provided important suggestions on all aspects of the program.

The aspects of reading literacy covered in the *NAEP Reading Framework* are summarized in FIGURE D.1 on the following page.[19] TABLES D.1 and D.2 show the approximate percentage distribution of questions for the 1992 reading assessment by reading purpose, reading stance, and grade.

[19] *Reading Framework for the 1992 National Assessment of Educational Progress* (Washington, DC: National Assessment Governing Board, U.S. Department of Education, U.S. Government Printing Office).

FIGURE D.1 1992 NAEP Framework--Aspects of Reading Literacy

	Constructing, Extending, and Examining Meaning			
	Initial Understanding	**Developing an Interpretation**	**Personal Reflection and Response**	**Demonstrating a Critical Stance**
	Requires the reader to provide an initial impression or unreflected understanding of what was read.	Requires the reader to go beyond the initial impression to develop a more complete understanding of what was read.	Requires the reader to connect knowledge from the text with his/her own personal background knowledge. The focus here is on how the text relates to personal knowledge.	Requires the reader to stand apart from the text and consider it.
Reading for Literary Experience	What is the story/plot about?	How did the plot develop?	How did this character change your idea of _____?	Rewrite this story with ____as a setting or ____as a character.
	How would you describe the main character?	How did this character change from the beginning to the end of the story?	Is this story similar to or different from your own experiences?	How does this author's use of _____(irony, personification, humor) contribute to _____?
Reading for Information	What does this article tell you about _____?	What caused this event?	What current event does this remind you of?	How useful would this article be for _____? Explain.
	What does the author think about this topic?	In what ways are these ideas important to the topic or theme?	Does this description fit what you know about _____? Why?	What could be added to improve the author's argument?
Reading to Perform a Task	What is this supposed to help you do?	What will be the result of this step in the directions?	In order to _____, what information would you need to find that you don't know right now?	Why is this information needed?
	What time can you get a non-stop flight to X? (Search)	What must you do before this step?	Describe a situation where you could leave out step X.	What would happen if you omitted this?

Some questions require making linkages across parts of a text or between texts using either personal reflection, critical stance, or both.

Fluency--Special study of how well students read orally.

Strategic Behaviors and Knowledge about Reading--When you have difficulty understanding what you are reading, what do you do?

Reading Habits and Practices--Have you read a book for enjoyment in the last week? Do you have a library card for your public library?

TABLE D.1 **Target and Actual Percentage Distribution of Questions by Grade and Reading Purpose**

Reading Purpose	Grade 4		Grade 8		Grade 12	
	Target	Actual	Target	Actual	Target	Actual
Literary	55	50	40	36	35	33
Informational	45	50	40	36	45	42
Perform a Task	N/A	N/A	20	28	20	25

TABLE D.2 **Target and Actual Percentage Distribution of Questions by Grade and Reading Ability**

Reading Stance	Grade 4		Grade 8		Grade 12	
	Target	Actual	Target	Actual	Target	Actual
Initial Understanding and Developing an Interpretation	33	39	33	44	33	39
Personal Response	33	27	33	22	33	23
Critical Stance	33	34	33	34	33	38

Actual percentages are based on the classifications agreed upon by NAEP's 1992 Item Development Committee. It is recognized that making discrete classifications is difficult for these categories and that independent efforts to classify NAEP questions have led to different results.[20] Also, it had been found that developing personal response questions that are considered equitable across students' different backgrounds and experiences is difficult.

The Assessment Design

Each student received an assessment booklet containing a set of general background questions, reading passages and content questions, a set of subject-specific background questions, and a set of questions about his or her motivation and familiarity with the assessment materials. The same booklets were used in both the national and trial state assessments. The passages and content questions were assembled into sections or blocks, each containing a passage or passages and the corresponding questions. Students were given either two 25-minute blocks or one 50-minute block.

[20] *Assessing Student Achievement in the States.* The First Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1990 Trial State Assessment (Stanford, CA: National Academy of Education, 1992).

At grade 4, the assessment consisted of eight 25-minute blocks, each containing a passage and about 10 multiple-choice and constructed-response questions. Each block contained one extended-response question. Four of the blocks were based on literary passages and four on informational materials. The special interview study of a subsample of fourth graders was only conducted in conjunction with the national assessment. Called the Integrated Reading Performance Record (IRPR), this special study consisted of an interview with individual students in which they discussed their independent reading, read aloud, provided oral responses to several constructed-response questions included in the written portion of the assessment, and described their classroom work based on examples they brought to the interview. The findings of the special IRPR study will be included in a future report.

At grades 8 and 12, the assessment consisted of nine 25-minute blocks, each containing a passage and 10 to 15 multiple-choice and constructed-response questions. Similar to grade 4, each block contained at least one extended-response question. Three of the blocks were based on literary passages, three on informational materials, and three on materials related to performing a task. In addition, at grade 8 there were two 50-minute blocks -- one literary and one informational, and at grade 12 there were three such blocks -- one literary and two informational. These blocks were based on more extensive texts or provided opportunities for students to compare and contrast materials, and included several extended-response questions. The 50-minute block assessing literary experience at both grades 8 and 12 was based on a compendium of short stories called "The NAEP Reader," from which students selected a story to read and then answered questions about it. Because students were given the opportunity to exercise self-selection skills, there is, of course, an interaction between these skills, the story they selected, and their assessment performance. Therefore, these data were not included as part of the 1992 NAEP reading scale reported herein, but will be included in a future report.

At grade 4, the assessment consisted of 85 questions, of which 35 required short constructed responses and 8 required extended responses. At grade 8, there were 135 questions, 63 of which were regular constructed response and 16 of which were extended response. The grade 12 assessment contained 145 questions, of which 67 were regular constructed response and 19 were extended response. These counts do not include the 12 constructed-response questions associated with "The NAEP Reader" at both grades 8 and 12.

Students received different blocks of content questions in their booklets according to a specific design. The 1992 assessment was based on an adaptation

of matrix sampling called balanced incomplete block (BIB) spiraling -- a design that enables broad coverage of reading content while minimizing the burden for any one student. The balanced incomplete block part of the design assigns the blocks of questions to booklets in a way that provides for position effect, complete balancing within each reading purpose, and partial balancing across reading purposes. The spiraling part of the method cycles the booklets for administration, so that typically only a few students in any assessment session receive the same booklet.

Teacher and School Questionnaires

As part of the 1992 reading assessment, including the Trial State Assessment Program, questionnaires about instruction were given to the teachers responsible for teaching reading to the fourth-grade students participating in the assessment. Also, the principal or another administrator in each participating school completed a questionnaire about school policies, priorities, and resources, among other topics. An expert panel developed guidelines for the teacher and school questionnaires focusing on five educational areas: instructional content, instructional practices and experiences, teacher characteristics, school conditions and contexts, and conditions outside the school (i.e., home support, out-of-school activities, and attitudes).[21]

The questionnaire for students' language arts/reading teachers consisted of two parts. The first requested information about the teacher, such as race/ethnicity and gender as well as academic degrees held, teaching certification, training in reading, and ability to get instructional resources. In the second part, teachers were asked to provide information on each class they taught that included one or more students who participated in the assessment. The information included, among other things, the amount of time spent on reading instruction and homework, the extent to which textbooks or worksheets were used, the instructional emphasis placed on different aspects of reading, and the use of various instructional approaches.

Because the sampling for the teacher questionnaires was based on participating students, the teachers' questionnaire responses do not necessarily represent all fourth-grade teachers of reading in the nation, or in a state or territory. Rather, they represent teachers of the representative sample of students

[21]National Assessment of Educational Progress, *1992 Policy Information Framework* (Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service, 1992).

assessed. It is important to note that in this report, as in all NAEP reports, the student is always the unit of analysis, even when information from the teacher or school questionnaire is being reported. Using the student as the unit of analysis makes it possible to describe the instruction received by representative samples of students. Although this approach may provide a different perspective from other studies simply reporting information about teachers or schools, it is consistent with NAEP's goal of providing information about the educational context and performance of students.

National Sampling

Sampling and data collection activities for the 1992 NAEP assessment were conducted by Westat, Inc. In 1992, the assessment was conducted from January through March, with some make-up sessions in early April.

As with all NAEP national assessments, the results for the national samples were based on a stratified, three-stage sampling plan. The first stage included defining geographic primary sampling units (PSUs), which are typically groups of contiguous counties, but sometimes a single county; classifying the PSUs into strata defined by region and community type; and randomly selecting PSUs. For each grade, the second stage included listing, classifying, and randomly selecting schools, both public and private, within each PSU selected at the first stage. The third stage involved randomly selecting students within a school for participation. Some students who were selected (about 7 to 8 percent) were excluded because of limited English proficiency or severe disability.

TABLE B.3 presents the student and school sample sizes and the cooperation and response rates for the national assessment.

TABLE D.3 1992 Student and School Sample Sizes

	Number of Participating Schools	Percent of Schools Participating	Number of Students	Percent of Student Completion
Grade				
4	527	86	6,314	93
8	587	84	9,464	89
12	468	81	9,856	81
Total	1,582		25,634	

Although sampled schools that refused to participate were occasionally replaced, school cooperation rates were computed based on the schools originally selected for participation in the assessments. The rates, which are based on schools sampled for all subjects assessed in 1992 (reading, writing, and mathematics) are also the best estimates for the reading assessment. The student completion rates represent the percentage of students assessed of those invited to be assessed in reading, including those assessed in follow-up sessions, when necessary. Of the participating schools, 944 were public schools and 638 were Catholic and other private schools.

Trial State Assessment Sampling

For the 43 jurisdictions participating in the 1992 Trial State Assessment Program, the basic design for each grade was to select a sample of 100 public schools from each state, with a sample of 30 students drawn from each school. For states with small numbers of schools, and no or very few small schools, all schools were included in the sample with certainty. In the fourth grade, all the eligible fourth-grade schools in the District of Columbia, Delaware, and Guam were taken into the sample with certainty.

In states where a sample of schools was drawn, schools were stratified by urbanicity, minority strata (which varied by state and urbanicity level), and median income. Special procedures were used for small schools and for identifying and including new schools in the sampling frame for each jurisdiction. To minimize the potential for nonresponse bias, substitutes for nonparticipating schools were selected on a one-by-one basis to be similar to the original school in terms of urbanicity, percent Black enrollment, percent Hispanic enrollment,

median household income, and total fourth-grade enrollment. Furthermore, the substitute school was selected from the same district whenever possible.

In Guam and the Virgin Islands, all grade-eligible students were targeted for inclusion in the assessment.[22] In the remaining jurisdictions, a systematic equal probability sample of the desired number of students (usually 30, but sometimes more) was drawn from each school, typically yielding a sample size in excess of 2,500 students at each grade for each participating state and territory. Representative samples of approximately 600 to 700 public-school fourth graders in each participating state and territory responded to each question or task. The state assessments were conducted during February.

LEP and IEP Students

It is NAEP's intent to assess all selected students. Therefore, all selected students who are capable of participating in the assessment should be assessed. However, some students sampled for participation in NAEP can be excused from the sample according to carefully defined criteria. Specifically, some of the students identified as having Limited English Proficiency (LEP) or having an Individualized Education Plan (IEP) may be incapable of participating meaningfully in the assessment. These students are identified as follows:

LEP students may be excluded if:

- the student is a native speaker of a language other than English; AND
- he or she has been enrolled in an English-speaking school for less than two years; AND
- the student is judged to be incapable of taking part in the assessment.

IEP students may be excluded if:

- the student is mainstreamed less than 50 percent of the time in academic subjects and is judged to be incapable of taking part in the assessment, OR

[22] In Guam, students participated in both assessments. In the Virgin Islands, half the fourth graders were assigned to the mathematics assessment and half to reading.

- the IEP team has determined that the student is incapable of taking part meaningfully in the assessment.

When there is doubt, the student is included in the assessment.

For each student excused from the assessment, including those in the 1992 Trial State Assessment Programs, school personnel complete a questionnaire about the characteristics of that student and the reason for exclusion. Approximately 7 to 8 percent of the students nationally were excluded from the assessment. Across the participating states and territories, the percentages ranged from 2 to 12 percent at grade 4.

Data Collection

As with all NAEP assessments, data collection for the 1992 assessment was conducted by a trained field staff. For the national assessment, this was accomplished by Westat staff. However, in keeping with the legislative requirements of the Trial State Assessment Program, the state reading assessments involving approximately 110,000 fourth graders in about 4,300 schools were conducted by personnel from each of the participating states. NAEP's responsibilities included selecting the sample of schools and students for each participating state, developing the administration procedures and manuals, training the personnel who would conduct the assessments, and conducting an extensive quality assurance program.

Each participating state and territory was asked to appoint a State Coordinator to be the liaison between NAEP and participating schools. The State Coordinator was asked to gain cooperation of the selected schools, assist in scheduling, provide information necessary for sampling, and notify personnel about training. At the local school level, the administrators, usually school or district staff, were responsible for attending training, identifying excluded students, distributing school and teacher questionnaires, notifying sampled students and their teachers, administering the assessment session, completing the necessary paperwork, and preparing the materials for shipment.

Westat staff trained assessment administrators within the states in three-and-one-half-hour sessions that included a videotape and practice exercises to provide uniformity in procedures. For the 1992 Trial State Assessment Program,

which also included mathematics at grades 4 and 8, nearly 10,000 persons were trained in NAEP data collection procedures in about 500 training sessions around the nation.

To provide quality control across states, a randomly selected 50 percent of the state assessment sessions were monitored by approximately 400 quality control monitors, who were also trained Westat staff. The identity of the schools to be monitored was not revealed to state, district, or school personnel until shortly before the assessment was to commence. The analysis of the results for the unmonitored schools as compared to the monitored schools yielded no systematic differences that would suggest different procedures were used. See the *Technical Report of the 1992 Trial State Assessment in Reading* for details and results of this analysis.

Scoring

Materials from the 1992 assessment, including the Trial State Assessment Program, were shipped to National Computer Systems in Iowa City for processing. Receipt and quality control were managed through a sophisticated bar-coding and tracking system. After all appropriate materials were received from a school, they were forwarded to the professional scoring area, where the responses to the open-ended items were evaluated by trained staff using guidelines prepared by NAEP. Each open-ended question had a unique scoring guide that defined the criteria to be used in evaluating students' responses. The extended constructed-response questions were evaluated on a scale of 1 to 4, permitting degrees of partial credit to be given.

For the national reading assessment and the Trial State Assessment Program, approximately 2 million student responses were scored, including a 25 percent reliability sample. The overall percentage of agreement between readers for the national reliability samples at each of the three grades assessed was 89 percent at grade 4, 86 percent at grade 8, and 88 percent at grade 12. For the Trial State Assessment Program at grade 4, the percentage of agreement across questions and states averaged 91 percent. In general, scoring reliabilities for the questions rarely dropped below 85 percent and often exceeded 90 percent exact agreement. TABLE D.4 contains the reliability results for the extended responses, eight of which were administered at two different grades.

TABLE D.4 Percentages of Exact Agreement for Scoring Reliability Samples for Extended-Response Tasks

	National	States	Overall
Grade 4 - Extended Tasks			
Watch Out for Wombats	94	91	92
Blue Crabs	91	89	89
Spider and Turtle	90	88	88
Box in Barn	95	93	93
Sybil Sounds the Alarm	94	90	90
Amanda Clements	88	85	86
Money Makes Cares	93	93	93
Ellis Island	96	94	94
Grade 8 - Extended Tasks			
Money Makes Cares	90		
Ellis Island	90		
Dorothea Dix	87		
Oregon Trail-1	87		
Oregon Trail-2	92		
Cady's Life	91		
Time Capsule	88		
Gift of Phan-1	86		
Gift of Phan-2	94		
Flying Machine	89		
Write Your Senator-1	96		
Write Your Senator-2	88		
Bus Schedule	92		
Grade 12 - Extended Tasks			
On A Mountain Trail	97		
Garbage Glut	91		
Hired Man	96		
Battle of Lexington	91		
Battle of Shiloh-1	90		
Battle of Shiloh-2	90		
Battle of Shiloh-3	85		
Call me Gentle-1	88		
Call me Gentle-2	93		
Gift of Phan-1	85		
Gift of Phan-2	92		
Flying Machine	85		
Write Your Senator-1	94		
Write Your Senator-2	87		
Bus Schedule	91		
Tax Form	87		

*Scoring extended-response tasks was based on five categories: Extended, Essential, Partial, Unsatisfactory, and Not Rateable. At grades 8 and 12, the reading assessment was conducted only for the nation.

Subsequent to the professional scoring, the booklets were scanned, and all information was transcribed to the NAEP database at ETS. Each processing activity was conducted with rigorous quality control.

Data Analysis and IRT Scaling

After the assessment information had been compiled in the database, the data were weighted according to the population structure. The weighting for the national and state samples reflected the probability of selection for each student as a result of the sampling design, adjusted for nonresponse. Through poststratification, the weighting ensured that the representation of certain subpopulations corresponded to figures from the U.S. Census and the Current Population Survey.[23]

Analyses were then conducted to determine the percentages of students who gave various responses to each cognitive and background question. In determining the percentages of students who gave the various responses to the NAEP cognitive items, a distinction was made between missing responses at the end of each block (i.e., missing responses subsequent to the last item the student answered) and missing responses prior to the last observed response. Missing responses before the last observed response were considered intentional omissions. Missing responses at the end of the block were considered "not reached," and treated as if they had not been presented to the student. In calculating percentages for each item, only students classified as having been presented the item were included in the denominator of the statistic.

It is standard practice at ETS to treat all nonrespondents to the last item as if they had not reached the item. For multiple-choice and standard constructed-response items, the use of such a convention most often produces a reasonable pattern of results in that the proportion reaching the last item is not dramatically smaller than the proportion reaching the next-to-last item. However, for the blocks that ended with extended-response tasks, use of the standard ETS convention resulted in an extremely large drop in the proportion of students attempting the final item. A drop of such magnitude seemed somewhat implausible. Therefore, for blocks ending with an extended-response task, students who answered the next-to-last item but did not respond to the extended-response task were classified as having intentionally omitted the last item.

Item response theory (IRT) was used to estimate average scale-score proficiency for the nation, various subgroups of interest within the nation, and for the states and territories. IRT models the probability of answering an item in a certain way as a mathematical function of proficiency or skill. The main purpose

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[23] For additional information about the use of weighting procedures in NAEP, see Eugene G. Johnson, "Considerations and Techniques for the Analysis of NAEP Data" in *Journal of Educational Statistics* (December 1989).

of IRT analysis is to provide a common scale on which performance can be compared across groups, such as those defined by grades, and subgroups, such as those defined by race/ethnicity or gender. Because of the BIB-spiraling design used by NAEP, students do not receive enough questions about a specific topic to provide reliable information about individual performance. Traditional test scores for individual students, even those based on IRT, would lead to misleading estimates of population characteristics, such as subgroup means and percentages of students at or above a certain proficiency level. Instead, NAEP constructs sets of plausible values designed to represent the distribution of proficiency in the population. A plausible value for an individual is not a scale score for that individual but may be regarded as a representative value from the distribution of potential scale scores for all students in the population with similar characteristics and identical patterns of item response. Statistics describing performance on the NAEP proficiency scale are based on these plausible values. They estimate values that would have been obtained had individual proficiencies been observed -- that is, had each student responded to a sufficient number of cognitive items so that proficiency could be precisely estimated.[24]

For the 1992 assessment, a scale ranging from 0 to 500 was created to report performance for each reading purpose -- **literary** and **informational** at grade 4 and **literary, informational,** and to **perform a task** at grades 8 and 12. The scales summarize examinee performance across all three question types used in the assessment (multiple-choice, regular constructed-response, and extended-response). In producing the scales, three distinct IRT models were used. Multiple-choice items were scaled using the three-parameter logistic (3PL) model; regular constructed-response questions were scaled using the two-parameter logistic (2PL) model; and the extended-response tasks were scaled using a generalized partial-credit (GPC) model.[25] Recently developed by ETS and first used in 1992, the generalized partial-credit model permits the scaling of questions scored according to multi-point rating schemes. The model takes full advantage of the information available from each of the student response categories used for these more complex performance tasks.

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[24] For theoretical justification of the procedures employed, see Robert J. Mislevy, "Randomization-Based Inferences About Latent Variables from Complex Samples," *Psychometrika*, 56(2), 177-196, 1988.

For computational details, see *Focusing the New Design: NAEP 1988 Technical Report* (Princeton, NJ: Educational Testing Service, National Assessment of Education Progress, 1990) and the *1990 NAEP Technical Report.*

[25] E. Mauraki. "A Generalized Partial Credit Model: Application of an EM algorithm," *Applied Psychological Measurement*, 16(2), 159-176, 1992.

Each scale was based on the distribution of student performance across all three grades assessed in the national assessment (grades 4, 8, and 12) and had a mean of 250 and a standard deviation of 50. A composite scale was created as an overall measure of students' reading proficiency. The composite scale was a weighted average of the separate scales for the reading purposes, where the weight for each reading purpose was proportional to the relative importance assigned to the reading purpose the specifications developed through the consensus planning process as shown previously in TABLE D.1.

As described earlier, the NAEP proficiency scales make it possible to examine relationships between students' performance and a variety of background factors measured by NAEP. The fact that a relationship exists between achievement and another variable, however, does not reveal the underlying cause of the relationship, which may be influenced by a number of other variables. Similarly, the assessments do not capture the influence of unmeasured variables. The results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

Linking the Trial State Results to the National Results

Although the assessment booklets used in the Trial State Assessment Program were identical to those used in the national assessment, the various differences between the national and trial state assessments, including those in administration procedures, required that careful and complex equating procedures based on a special design be used to create an appropriate basis for comparison between the national and state results.

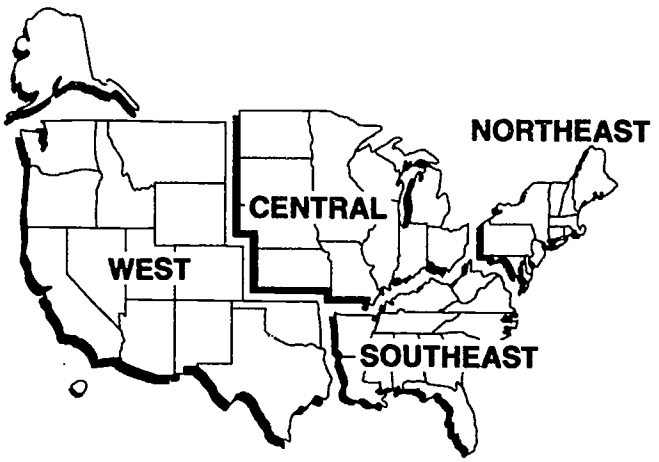
Two separate sets of IRT-based scales (one set based on data from the trial state assessment and one set based on national assessment data) were established for the 1992 assessment. The scales from the trial state assessment were linked to those from the national assessment through a linking function determined by comparing the results for the aggregate of students assessed in the trial state assessment (except those in Guam and the Virgin Islands) with the results for students in the State Aggregate Comparison subsample of the national assessment. This subsample is representative of the population of all grade-eligible public school students within the aggregate of the 41 participating states and the District of Columbia who were assessed as part of the national assessment.

The linking was accomplished for each subscale by matching the mean and standard deviation of the subscale proficiencies across all students in the Trial State Assessment (excluding Guam and the Virgin Islands) to the corresponding subscale mean and standard deviation across all students in the State Aggregate Comparison subsample.

NAEP Reporting Groups

This report contains results for the nation, participating states, and groups of students within the nation and the states defined by shared characteristics. The definitions for subgroups as defined by region, race/ethnicity, gender, size and type of community, and type of school follow.

Region. The United States has been divided into four regions: Northeast, Southeast, Central, and West. States in each region are shown on the following map.



Race/Ethnicity. Results are presented for students of different racial/ethnic groups based on the students' self-identification of race/ethnicity according to the following mutually exclusive categories: White, Black, Hispanic, Asian/Pacific Islander, and American Indian (including Alaskan Native). Based on statistically determined criteria, at least 62 students in a particular subpopulation must participate in order for the results for that subpopulation to be considered

reliable. However, the data for all students, regardless of whether their racial/ethnic group was reported separately, were included in computing the overall national or state-level results.

Gender. Results are reported separately for males and females. Gender was reported by the student.

Type of Community. Results are provided for four mutually exclusive community types -- advantaged urban, disadvantaged urban, extreme rural, and other -- as described below. According to information about parents' occupation obtained from the Principal's Questionnaire completed by each sampled school, indices are developed such that for each assessment approximately the 10 percent of the most extreme advantaged urban, disadvantaged urban, and rural schools are classified into the first three categories. The remaining approximately 70 percent of the schools are classified into the "other" category.

Advantaged Urban: Students in this group reside in metropolitan statistical areas and attend schools where a high proportion of the students' parents are in professional or managerial positions.

Disadvantaged Urban: Students in this group reside in metropolitan statistical areas and attend schools where a high proportion of the students' parents are on welfare or are not regularly employed.

Extreme Rural: Students in this group do not reside in metropolitan statistical areas. They attend schools in areas with a population below 10,000 where many of the students' parents are farmers or farm workers.

Other: Students in the "Other" category attend schools in areas other than those defined as advantaged urban, disadvantaged urban, or extreme rural.

Type of School. For the nation, results are presented separately for public school students and for private school students, both those attending Catholic schools and other types of private schools.

Parental Education. Results are reported for students according to their parents' highest level of education. Students were asked to indicate the extent of their mother's and their father's education. The higher of the two levels was identified for reporting.

School Ranking. Results are reported for students attending schools in the top third and bottom third performing schools. To identify the top one-third and bottom one-third of the schools, NAEP sorted schools by their students' average performance on the reading assessment.

Minimum Subgroup Sampling Size

As described earlier, results for reading proficiency and background variables were tabulated and reported for groups defined by race/ethnicity and type of community, as well as by gender and parents' education level. However, in many states or territories and for some regions of the country, the number of students in some of these population subgroups was not sufficiently high to permit accurate estimation of proficiency and/or background variable results. As a result, data are not provided for the subgroups with very small sample sizes. For results to be reported for any subgroup, a minimum sample size of 62 students was required. This number was determined by computing the sample size required to detect an effect size of .2 at the 5 percent significance level, with a probability of .8 or greater.

Estimating Variability

Because the statistics presented in this report are estimates of group and subgroup performance based on samples of students, rather than the values that could be calculated if every student in the nation answered every question, it is important to have measures of the degree of uncertainty of the estimates. Two components of uncertainty are accounted for in the variability of statistics based on proficiency: the uncertainty due to sampling only a relatively small number of students and the uncertainty due to sampling only a relatively small number of reading questions. The variability of estimates of percentages of students having certain background characteristics or answering a certain cognitive question correctly is accounted for by the first component alone.

In addition to providing estimates of percentages of students and their average proficiency, this report also provides information about the uncertainty of each statistic. Because NAEP uses complex sampling procedures, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate and NAEP uses a jackknife replication procedure to estimate standard errors. The jackknife standard error provides a reasonable measure of uncertainty for any information about students that can be observed without error, but each student typically responds to so few items within any content area that the proficiency measurement for any single student would be imprecise. In this case, using plausible values technology makes it possible to describe the performance of groups and subgroups of students, but the underlying imprecision

that makes this step necessary adds an additional component of variability to statistics based on NAEP proficiencies.[26]

The reader is reminded that, like those from all surveys, NAEP results are also subject to other kinds of errors, including the effects of necessarily imperfect adjustment for student and school nonresponse and other largely unknowable effects associated with the particular instrumentation and data-collection methods used. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all selected students in all selected schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording, coding, or scoring data; and other errors of collecting, processing, sampling, and estimating missing data. The extent of nonsampling errors is difficult to estimate. By their nature, the impacts of such error cannot be reflected in the data-based estimates of uncertainty provided in NAEP reports.

Setting the Achievement Levels

Setting achievement levels is a method for setting standards on the NAEP assessment that identifies what students should know and be able to do at various points along the proficiency scale. The method depends on securing and summarizing a set of judgmental ratings of expectations for student educational performance on specific items. The NAEP proficiency scale is a numerical index of students' performance in reading ranging from 0 to 500, and has three achievement levels -- Basic, Proficient, and Advanced -- mapped onto it for each grade level assessed.

In developing the threshold values for the levels, a broadly constituted panel of judges -- including teachers (50 percent), non-teacher educators (20 percent), and non-educators (30 percent)[27] -- rated a grade-specific item pool using the Board's policy definitions for Basic, Proficient, and Advanced. The policy definitions were operationalized by the judges in terms of specific reading skills, knowledge, and behaviors that were judged to be appropriate expectations for students in each grade and were in accordance with the current reading assessment framework. The policy definitions are as follows:

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[26] For further details, see Eugene G. Johnson. "Considerations and Techniques for the Analysis of NAEP Data" in *Journal of Educational Statistics* (December 1989).

[27] Non-educators represented business, labor, government service, parents, and the general public.

- BASIC — This level, below proficient, denotes partial mastery of the knowledge and skills that are fundamental for proficient work at each grade -- 4, 8, and 12.

- PROFICIENT — This central level represents solid academic performance for each grade assessed -- 4, 8, and 12. Students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling.

- ADVANCED — This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.

The judges' operationalized definitions were incorporated into lists of descriptors that represented what borderline students should be able to do at each of the policy levels. The purpose of having panelists develop their own operational definitions of the achievement levels was to ensure that all panelists would have a common understanding of borderline performances and a common set of content-based referents to use during the item-rating process.

For the multiple-choice and regular constructed-response items that were scored correct/incorrect, the judges (22 at grade 4) each rated half of the items in the NAEP pool in terms of the expected probability that a student at a borderline achievement level would answer the item correctly, based on the judges' operationalization of the policy definitions and the factors that influence item difficulty. To assist the judges in generating consistently scaled ratings, the rating process was repeated twice, with feedback. Information on consistency among different judges and on the difficulty of each item[28] was fed back into the first repetition (round 2), while information on consistency within each judge's set of ratings was fed back into the second repetition (round 3). The third round of ratings permitted the judges to discuss their ratings among themselves to resolve problematic ratings. The mean final rating of the judges aggregated across multiple-choice and regular constructed-response items yielded the threshold values in the percent correct metric. These cut scores were then mapped onto the NAEP scale (which is defined and scored using item response theory, rather than percent

[28] Item difficulty estimates were based on a preliminary, partial set of responses to the national assessment.

correct). For extended constructed-response (ECR) items, judges were asked to select student papers that exemplified performance at the cutpoint of each achievement level. Then for each achievement level, the mean of the scores assigned to the selected papers was mapped onto the NAEP scale in a manner similar to that used for the items scored correct/incorrect. The final cut score for each achievement level was a weighted average of the cut score for the multiple-choice and regular constructed-response items and the cut score for extended constructed-response items, with the weights being proportional to the information supplied by the two classes of items. The judges' ratings, in both metrics, and their associated errors of measurement are shown below.

TABLE D.5 Cutpoints for Achievement Levels

Grade	Level	*Dichotomous Items* Mean Percent Correct (Round 3)	*Dichotomous Items* Scale Score	*Extended-Response Items* Mean Paper Rating -- ECR (Round 3)	*Extended-Response Items* Scale Score	*Combined Item Types* Scale Score*	Standard Error of Scale Score**
4	Basic	38	191	2.72	281	212	2.5
4	Proficient	62	230	3.14	317	243	2.1
4	Advanced	80	260	3.48	356	275	8.8
8	Basic	41	232	2.13	290	244	2.6
8	Proficient	66	272	2.66	336	283	0.8
8	Advanced	85	311	3.22	389	328	7.7
12	Basic	41	250	2.42	329	269	7.9
12	Proficient	67	294	2.85	363	304	2.8
12	Advanced	86	337	3.14	394	348	4.1

* Scale Score is derived from a weighted average of the mean percent correct (for multiple-choice and short constructed-response items) and the mean paper rating for the extended constructed-response items after both were mapped onto the NAEP scale. ** The standard error of the scale is estimated from the difference in mean scale scores for the two equivalent subgroups of judges.

For each achievement level, exemplar items were selected that reflected the kinds of tasks that examinees at or above the level were likely to be able to perform successfully. Panelists who had rated specific blocks of released items were asked to review those same items again to select particular ones as exemplary of each achievement level. The items were preassigned to each achievement level based on the final round of the judges' rating data, and using

the following statistical criteria. For any given level, Basic, Proficient, or Advanced,

- items having an expected p-value[29] ≥ .501 and ≤ .750, *at that level,* were assigned to that level
- items meeting the criteria at *more than one level* were assigned to *one* level taking both the expected p-value and the appropriateness of the item for one of the levels into account
- items with expected p-values ≤ .501 were assigned to levels where a specific passage had few or no items at that level

During the validation process, items were again reviewed. Those that had been selected by the original standard-setting panel were grouped into sets of *preselected* items. All remaining items in the released blocks that met the statistical criteria, *but were not recommended by the original panel* were grouped into a set identified as additional items for review. Exercises that had been recommended for reclassification into another achievement-level category were presented in their original classification for purposes of this review.

Panelists worked in grade-level groups to review the possible exemplar items. The task was to select a set of items for each achievement level for their grade that would best communicate to the public the levels of reading ability and the types of skills needed to perform in reading at that level.

After selecting sets of items for their grades, the three grade-level groups met as a whole group to review item selection. During this process, cross-grade items that had been selected as exemplars by two grades (two such items were selected by grades 8 and 12) were assigned to one grade by whole-group consensus. In addition, items were evaluated by the whole group for overall quality. This process yielded 13 items as recommended exemplars for Grade 4, 13 items as recommended exemplars for Grade 8, and 21 items as recommended exemplars for Grade 12.

In Chapter One, Figures 1.1 - 1.3 provide the final descriptions of the three achievement levels for grades 4, 8, and 12. Exemplar items, illustrating what students at each level should be able to perform, also are included in Chapter

[29] Expected p-values were based on the average predicted performance at the cutpoint for each achievement level.

One. In principle, the descriptions of the levels, though based on the 1992 item pool, apply to the current reading assessment framework and will not change from year to year (that is, until the framework changes). The sample items reflective of the levels, however, will need to be updated each time the assessment is administered. TABLE 1.1 provides the percentage of students at or above each of the three levels and the percentage of students below the Basic level.

Drawing Inferences from the Results

The use of *confidence intervals*, based on the standard errors, provides a way to make inferences about the population means and proportions in a manner that reflects the uncertainty associated with the sample estimates. An estimated sample mean proficiency of ± 2 standard errors represents a 95 percent confidence interval for the corresponding population quantity. This means that with approximately 95 percent certainty, the average performance of the entire population of interest is within ± 2 standard errors of the sample mean.

As an example, suppose that the average reading proficiency of students in a particular group was 256, with a standard error of 1.2. A 95 percent confidence interval for the population quantity would be as follows:

Mean ± 2 standard errors = 256 ± 2 • (1.2) = 256 ± 2.4 =

256 - 2.4 and 256 + 2.4 = 253.6, 258.4

Thus, one can conclude with 95 percent certainty that the average proficiency for the entire population of students in that group is between 253.6 and 258.4.

Similar confidence intervals can be constructed for percentages, provided that the percentages are not extremely large (greater than 90) or extremely small (less than 10). For extreme percentages, confidence intervals constructed in the above manner may not be appropriate. However, procedures for obtaining accurate confidence intervals are quite complicated. Thus, comparisons involving extreme percentages should be interpreted with this in mind.

To determine whether there is a real difference between the mean proficiency (or proportion of a certain attribute) for two groups in the population, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the proficiency means or proportions of these groups for the sample. This estimate of the degree of uncertainty -- called the standard error of the difference between the groups -- is obtained by taking the square of each

group's standard error, summing these squared standard errors, and then taking the square root of this sum.

Similar to the manner in which the standard error for an individual group mean or proportion is used, the standard error of the difference can be used to help determine whether differences between groups in the population are real. The difference between the mean proficiency or proportion of the two groups ± 2 standard errors of the difference represents an approximate 95 percent confidence interval. If the resulting interval includes zero, there is insufficient evidence to claim a real difference between groups in the population. If the interval does not contain zero, the difference between groups is statistically significant (different) at the .05 level.

The procedures described in this section, and the certainty ascribed to intervals (e.g., a 95 percent confidence interval) are based on statistical theory that assumes that only one confidence interval or test of statistical significance is being performed. When one considers sets of confidence intervals, such as those for the average proficiency of all participating states and territories, statistical theory indicates that the certainty associated with the entire set of intervals is less than that attributable to each individual comparison from the set. If one wants to hold the certainty level for a specific set of comparisons at a particular level (e.g., .95), adjustments (called multiple-comparisons procedures) need to be made.

The standard errors for means and proportions in the NAEP reports are statistics and subject to a certain degree of uncertainty. In certain cases, typically when the standard error is based on a small number of students or when the group of students is enrolled in a small number of schools, the amount of uncertainty associated with the standard errors may be quite large. Throughout this report, the symbol "!" designates estimates of standard errors subject to a large degree of uncertainty. In such cases, the standard errors -- and any confidence intervals or significance tests involving these standard errors -- should be interpreted cautiously.

APPENDIX E

Mean Proficiencies, Standard Deviations, and Percentiles for National Demographic Subpopulations

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 4

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Total	218(1.0)	36(0.6)	154(1.3)	170(1.6)	195(1.2)	220(1.1)	243(1.1)	263(1.5)	274(1.7)
Sex									
Male	214(1.2)	37(0.8)	149(1.9)	165(2.3)	190(1.9)	216(1.1)	240(1.8)	260(1.3)	271(1.7)
Female	222(1.0)	35(0.7)	160(3.9)	176(2.3)	200(1.2)	224(1.1)	246(1.7)	266(2.8)	277(2.1)
Race/Ethnicity									
White	226(1.2)	33(0.6)	168(2.9)	182(2.3)	205(1.3)	228(1.0)	249(1.4)	267(1.2)	278(1.5)
Black	193(1.7)	35(1.2)	134(3.4)	148(3.8)	170(2.0)	195(2.2)	217(1.8)	237(2.9)	249(3.1)
Hispanic	202(2.2)	37(1.7)	138(4.7)	152(5.5)	177(2.9)	204(3.4)	228(2.3)	249(2.9)	260(3.6)
Asian American/ Pacific Islander	216(3.3)	33(1.5)	161(8.6)	171(14.6)	193(6.9)	217(5.7)	240(7.0)	257(9.6)	268(9.0)
American Indian/ Alaskan Native	208(4.7)	39(3.8)	134(29.0)	156(11.0)	185(7.5)	212(12.6)	233(4.7)	251(6.0)	263(6.1)
Parents' Education Level									
Less Than HS	199(2.7)	35(2.2)	142(5.2)	154(5.5)	176(3.7)	200(2.5)	223(3.6)	243(5.4)	254(9.9)
Graduated HS	213(1.7)	34(1.3)	153(3.2)	167(2.5)	192(1.9)	216(1.5)	237(1.3)	255(2.0)	265(3.1)
Education After HS	224(2.2)	34(1.4)	164(8.2)	179(2.6)	203(3.0)	225(2.8)	248(3.6)	267(5.2)	277(3.8)
Graduated College	227(1.4)	36(0.8)	163(2.7)	178(3.3)	203(2.1)	230(1.7)	252(1.6)	271(2.4)	281(2.6)
Unknown	211(1.2)	35(0.8)	149(1.1)	164(2.0)	189(1.4)	214(1.2)	235(1.6)	254(2.6)	265(2.2)
School Ranking									
Top Third	237(1.3)	30(0.7)	185(3.4)	198(2.2)	218(1.4)	239(1.6)	258(2.0)	274(2.7)	284(1.8)
Middle Third	218(0.8)	32(0.8)	164(2.5)	176(1.4)	198(1.5)	220(0.9)	240(1.1)	259(2.2)	269(2.2)
Lower Third	195(1.6)	35(0.6)	135(2.2)	149(2.9)	171(1.9)	196(1.6)	220(2.1)	239(2.0)	250(1.8)

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 4 (Cont'd)

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Type of Community									
Extreme Rural	220(3.0)	34(1.2)	158(9.0)	173(3.0)	198(6.0)	223(2.4)	242(2.0)	262(5.9)	272(4.4)
Disadvantaged Urban	188(2.7)	36(1.9)	129(4.5)	141(6.7)	164(6.7)	190(5.2)	212(3.5)	232(3.3)	243(4.4)
Advantaged Urban	240(3.1)	31(1.3)	189(5.7)	200(3.6)	220(4.5)	241(4.5)	262(2.1)	278(3.5)	288(3.9)
Other	218(1.1)	35(0.7)	158(1.6)	172(2.1)	196(1.5)	221(1.4)	243(1.8)	262(2.1)	272(1.4)
Ability of Students in Class									
High Ability	236(3.1)	32(2.4)	176(9.3)	195(9.4)	216(3.8)	238(2.6)	259(3.0)	275(2.8)	285(5.4)
Average Ability	222(1.9)	33(1.1)	164(3.8)	177(3.2)	200(2.2)	224(1.9)	245(1.7)	263(2.7)	273(2.6)
Low Ability	194(2.7)	35(1.9)	134(4.0)	148(4.2)	170(2.6)	195(2.6)	218(4.4)	238(2.2)	249(5.0)
Mixed Ability	221(2.0)	34(0.9)	160(4.5)	176(3.4)	198(2.2)	223(3.0)	244(2.4)	264(2.5)	274(3.6)
Region									
Northeast	223(3.7)	36(1.5)	160(6.0)	174(4.5)	198(3.4)	225(3.3)	248(2.6)	269(5.3)	279(5.4)
Southeast	214(2.4)	36(1.2)	150(3.5)	166(3.3)	190(3.2)	216(2.0)	238(3.4)	259(4.3)	270(2.6)
Central	221(1.4)	34(1.1)	159(4.4)	174(3.3)	199(1.7)	224(1.8)	245(1.6)	263(2.4)	273(2.3)
West	215(1.5)	38(1.1)	150(4.4)	165(3.5)	191(2.5)	217(2.3)	241(1.9)	261(2.2)	272(1.1)
Type of School									
Public	216(1.1)	36(0.7)	152(2.0)	168(1.7)	193(1.1)	218(1.4)	241(1.4)	261(1.9)	272(1.6)
Private/Catholic	232(2.1)	32(0.9)	176(3.5)	190(3.2)	212(2.0)	234(2.4)	255(2.1)	272(2.3)	282(2.1)
Private Only	236(5.3)	31(1.3)	183(8.6)	196(7.6)	215(6.2)	236(7.2)	259(5.0)	275(4.8)	285(4.5)
Catholic Only	230(2.2)	33(1.2)	172(6.3)	186(6.7)	210(2.3)	232(3.7)	253(3.2)	271(2.6)	281(3.7)

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 8

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Total	260(0.9)	36(0.3)	197(1.8)	213(1.2)	237(1.2)	262(0.9)	285(1.0)	305(1.2)	316(1.3)
Sex									
Male	254(1.1)	36(0.4)	191(1.9)	206(1.5)	230(1.3)	256(1.2)	279(1.3)	299(1.9)	310(1.2)
Female	267(1.0)	35(0.5)	207(1.4)	221(1.7)	244(1.2)	269(1.2)	291(1.2)	310(2.2)	321(1.7)
Race/Ethnicity									
White	268(1.2)	33(0.4)	209(2.3)	223(2.1)	246(1.6)	270(1.1)	291(1.1)	309(1.5)	319(1.8)
Black	238(1.6)	33(0.7)	181(3.9)	194(3.1)	216(1.9)	240(1.3)	261(2.5)	279(1.2)	289(1.8)
Hispanic	242(1.4)	36(0.8)	180(2.0)	193(2.1)	217(2.7)	242(1.4)	267(1.9)	288(2.2)	301(2.2)
Asian American/ Pacific Islander	270(3.1)	36(2.0)	209(8.6)	223(2.7)	246(3.8)	271(3.5)	295(3.5)	318(4.9)	328(9.1)
American Indian/ Alaskan Native	251(3.7)	34(3.4)	192(7.9)	208(4.9)	231(3.2)	252(5.0)	274(12.0)	293(2.8)	304(11.1)
Parents' Education Level									
Less Than HS	243(1.5)	34(1.7)	182(2.5)	197(3.0)	222(2.2)	244(2.2)	266(2.3)	286(3.6)	297(5.1)
Graduated HS	251(1.4)	34(0.7)	191(1.6)	205(3.1)	228(1.8)	253(2.0)	275(1.3)	293(1.8)	304(2.5)
Education After HS	266(1.1)	32(0.7)	210(3.3)	223(1.9)	245(1.9)	267(1.3)	287(1.5)	305(2.5)	315(2.3)
Graduated College	271(1.0)	34(0.5)	211(2.4)	226(1.0)	249(1.4)	273(1.0)	295(1.1)	313(0.9)	323(1.8)
Unknown	238(2.0)	36(1.1)	177(4.7)	190(3.6)	212(3.0)	239(2.5)	263(2.2)	284(1.8)	294(3.8)
School Ranking									
Top Third	282(1.2)	30(0.7)	231(2.6)	243(2.6)	263(1.4)	283(1.2)	302(1.5)	319(1.5)	328(2.0)
Middle Third	264(0.9)	32(0.6)	208(1.5)	222(2.1)	243(1.0)	266(1.0)	287(1.0)	304(1.3)	315(0.9)
Lower Third	242(1.2)	35(0.6)	182(1.9)	196(1.4)	219(1.3)	243(1.3)	265(1.5)	286(1.3)	297(2.1)

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 8 (Cont'd)

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Type of Community									
Extreme Rural	263(3 8)	34(1.8)	202(9.9)	216(8.5)	242(6.0)	266(3.2)	286(2.7)	303(2.4)	314(5.8)
Disadvantaged Urban	237(1.9)	35(1.0)	177(3.2)	190(2.8)	214(2.8)	238(1.8)	261(3.3)	280(3.3)	292(2.6)
Advantaged Urban	280(2.1)	32(1.2)	225(5.3)	238(2.9)	260(2.5)	282(2.8)	303(2.7)	319(2.8)	329(4.3)
Other	260(1.1)	35(0.4)	199(2.1)	214(1.8)	238(1.6)	262(1.1)	285(1.0)	304(1.2)	315(1.1)
Region									
Northeast	263(1.8)	36(1.0)	201(5.7)	216(1.9)	239(2.7)	268(1.6)	289(1.8)	308(2.6)	319(1.8)
Southeast	254(1.7)	36(1.0)	190(2.3)	206(2.7)	231(1.9)	256(2.0)	279(2.6)	299(3.2)	310(2.7)
Central	264(2.2)	35(0.8)	203(5.0)	218(4.0)	242(2.4)	267(2.5)	288(1.8)	308(2.1)	318(2.1)
West	260(1.2)	36(0.7)	196(1.8)	211(2.5)	236(2.0)	262(1.2)	285(1.2)	304(1.9)	315(2.8)
Type of School									
Public	258(1.0)	36(0.3)	196(1.3)	211(1.6)	235(1.2)	260(1.1)	283(1.0)	303(1.1)	314(1.1)
Private/Catholic	278(2.0)	32(1.0)	222(2.4)	237(3.4)	258(2.2)	280(2.9)	300(1.7)	318(2.1)	329(2.5)
Private Only	283(3.0)	32(2.3)	230(7.1)	243(5.6)	264(3.0)	285(3.3)	305(3.0)	322(6.7)	332(4.5)
Catholic Only	275(1.9)	32(0.8)	219(4.9)	234(2.5)	255(1.9)	277(1.8)	297(1.8)	315(2.1)	326(3.0)

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 12

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Total	291(0.6)	33(0.4)	233(1.2)	247(0.7)	269(0.8)	293(0.8)	314(0.6)	332(1.0)	343(0.8)
Sex									
Male	286(0 7)	33(0.4)	228(1.4)	241(1.4)	264(1.0)	288(1.0)	310(1.0)	327(0.8)	337(0.9)
Female	296(0.7)	33(0.5)	239(1.4)	253(1.0)	275(1.3)	298(1.4)	319(1.0)	336(1.3)	346(0.8)
Race/Ethnicity									
White	297(0.6)	31(0.5)	242(1.2)	256(1.6)	277(0.9)	299(0.8)	319(0.8)	336(0.7)	345(0.8)
Black	272(1.5)	31(0.8)	220(4.2)	231(2.1)	251(1.5)	272(2.0)	294(2.0)	312(1.4)	323(1.5)
Hispanic	277(2.4)	33(1.1)	221(3.6)	233(2.6)	256(2.3)	279(2.9)	300(3.0)	318(3.5)	328(4.4)
Asian American/ Pacific Islander	291(3.2)	37(1.8)	224(4.5)	241(2.6)	268(5.5)	294(3.7)	316(4.1)	336(2.6)	347(5.5)
American Indian/ Alaskan Native	272(5.3)	39(4.8)	210(8.3)	223(19.9)	241(7.2)	274(22.1)	302(24.1)	327(9.1)	337(9.2)
Parents' Education Level									
Less Than HS	273(1.5)	32(0.9)	221(2.7)	231(2.5)	252(2.3)	274(2.1)	297(2.2)	314(1.7)	323(1.5)
Graduated HS	281(0.8)	32(0.6)	228(1.4)	240(1.7)	260(1.2)	282(0.9)	304(0.9)	322(1.7)	332(1.3)
Education After HS	293(0.8)	31(0.6)	239(2.4)	251(2.0)	272(1.1)	294(1.3)	314(0.8)	331(1.6)	341(1.9)
Graduated College	300(0.8)	32(0.5)	245(1.6)	259(1.4)	281(0.9)	302(1.0)	323(1.1)	339(1.0)	349(1.3)
Unknown	257(2.8)	34(2.5)	197(10.0)	210(10.7)	233(5.1)	259(7.7)	282(2.9)	300(5.2)	310(6.0)
School Ranking									
Top Third	306(0.9)	29(0.5)	255(1.5)	268(1 1)	288(1.2)	308(1.2)	327(0.9)	342(1.2)	352(1.1)
Middle Third	291(0.6)	31(0.6)	238(1.5)	251(1.6)	271(1.3)	293(0.7)	312(0.9)	329(1.6)	339(1.2)
Lower Third	273(1 1)	32(0.7)	219(1.8)	231(1.2)	252(1.6)	274(1.3)	296(1.8)	313(2.5)	324(1.6)

NAEP 1992 Reading Assessment -- Mean Proficiencies, Standard Deviations, and Percentiles for the Nation and Demographic Subpopulations: Grade 12 (Cont'd)

	Mean	Std. Dev.	5th	10th	25th	50th	75th	90th	95th
Type of Community									
Extreme Rural	286(2.0)	32(1.1)	230(3.6)	243(2.5)	265(1.6)	287(2.7)	309(3.7)	326(2.5)	335(3.5)
Disadvantaged Urban	275(2.6)	33(0.9)	219(2.5)	231(2.4)	252(3.2)	276(3.6)	299(3.4)	318(3.9)	328(3.0)
Advantaged Urban	303(2.1)	31(1.3)	246(4.9)	261(5.4)	284(1.7)	305(2.8)	324(1.9)	340(3.0)	350(1.9)
Other	292(0.8)	33(0.4)	235(1.3)	249(1.3)	271(1 2)	294(0.9)	315(0.8)	333(0.7)	343(0.9)
Type of High School Program									
General	280(1.0)	31(0.7)	226(2.5)	240(1.5)	260(1.7)	281(1.1)	301(1.2)	318(1.5)	328(2.4)
College/Preparatory	304(0.6)	29(0.4)	254(1.3)	266(0.6)	286(1.0)	306(0.8)	325(0.8)	340(0.9)	350(0.9)
Vocational/Technical	273(2.4)	31(1.6)	220(6.8)	232(3.3)	252(3.6)	274(2.3)	296(6.9)	312(5.0)	322(1.1)
Region									
Northeast	293(1.2)	34(0.8)	233(2.1)	247(3.3)	271(1.9)	295(1.2)	317(1.2)	335(0.9)	345(1.5)
Southeast	284(1.1)	33(0.9)	226(2.4)	240(1.9)	262(1.4)	285(1.6)	307(1.5)	326(1.6)	336(1.7)
Central	294(1.1)	32(0.5)	238(3.0)	252(1.1)	274(1.5)	296(1.8)	317(1.3)	334(1.3)	343(1.3)
West	292(1.6)	33(0.8)	236(1.7)	250(1.5)	271(1.8)	294(1.9)	315(1.9)	333(1.3)	344(2.6)
Type of School									
Public	289(0.7)	33(0.4)	231(0.9)	245(0.9)	267(1.0)	290(0.9)	312(0.8)	330(0.9)	340(0.8)
Private/Catholic	307(1.3)	30(0.6)	254(2.8)	268(2.1)	288(1.2)	308(1.2)	327(1.5)	344(2.0)	354(1.2)
Private Only	308(3.0)	35(1.6)	243(5.7)	261(7.9)	287(5.6)	310(3.3)	332(3.6)	349(2.7)	360(8.6)
Catholic Only	306(1.5)	28(0.8)	259(4.3)	271(3.2)	289(2.0)	307(2.0)	325(1.5)	342(1.4)	351(2.1)

APPENDIX F

Released Reading Passages

SYBIL SOUNDS THE ALARM

by Drollene P. Brown

A red sky at night does not usually cause wonder. But on the evening of April 26, 1777, the residents of Ludingtons' Mills were concerned. The crimson glow was in the east, not from the west where the sun was setting.

The Ludington family sat at supper, each one glancing now and again toward the eastern window. Sybil, at sixteen the oldest of eight children, could read the question in her mother's worried eyes. Would Henry Ludington have to go away again? As commander of the only colonial army regiment between Danbury, Connecticut, and Peekskill, New York, Sybil's father did not have much time to be with his family.

Thudding hooves in the yard abruptly ended their meal. The colonel pushed back his chair and strode to the door. Although Sybil followed him with her eyes, she dutifully began to help her sister Rebecca clear the table.

The girls were washing dishes when their father burst back into the room with a courier at his side.

"Here, Seth," said the colonel, "sit you down and have some supper. Rebecca, see to our weary friend."

Sybil, glancing over her shoulder, saw that the stranger was no older than she. A familiar flame of indignation burned her cheeks. Being a girl kept her from being a soldier!

Across the room, her parents were talking together in low tones. Her father's voice rose.

"Sybil, leave the dishes and come here," he said.

Obeying quickly, she overheard her father as he again spoke to her mother.

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"Abigail, she is a skilled rider. It is Sybil who has trained Star, and the horse will obey her like no other."

"That red glow in the sky," Colonel Ludington said, turning now to his daughter, "is from Danbury. It's been burned by British raiders. There are about two thousand Redcoats, and they're heading for Ridgefield. Someone must tell our men that the lull in the fighting is over; they will have to leave their families and crops again."

"I'll go! Star and I can do it!" Sybil exclaimed. She faced her mother. "Star is sure of foot, and will carry me safely."

"There are dangers other than slippery paths," her mother said, softly. "Outlaws or deserters or Tories or even British soldiers may be met. You must be wary in a way that Star cannot."

A lump rose in Sybil's throat. "I can do it," she declared.

Without another word, Abigail Ludington turned to fetch a woolen cape to protect her daughter from the wind and rain. One of the boys was sent to saddle Star, and Sybil was soon ready. When she had swung up on her sturdy horse, the colonel placed a stick in her hand.

As though reciting an oath, she repeated her father's directions: "Go south by the river, then along Horse

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Pound Road to Mahopac Pond. From there, turn right to Red Mills, then go north to Stormville." The colonel stood back and saluted. She was off!

At the first few isolated houses, windows or doors flew open as she approached. She shouted her message and rode on. By the time she reached the first hamlet, all was dark. There were many small houses there at the edge of Shaw's Road, but everyone was in bed. Lights had not flared up at the sound of Star's hoofbeats. Sybil had not anticipated this. Biting her lower lip, she pulled Star to a halt. After considering for a moment, she nudged the horse forward, and riding up to one cottage after another, beat on each door with her stick.

"Look at the sky!" she shouted. "Danbury's burning! All men muster at Ludingtons'!"

At each village or cluster of houses, she repeated the cry. When lights began to shine and people were yelling and moving about, she would spur her horse onward. Before she and Star melted into the night, the village bells would be pealing out the alarm.

Paths were slippery with mud and wet stones, and the terrain was often hilly and wooded. Sybil's ears strained for sounds of other riders who might try to steal her horse or stop her mission. Twice she pulled Star off the path while unknown riders passed within a few feet. Both times, her fright dried her mouth and made her hands tremble.

By the time they reached Stormville, Star had stumbled several times, and Sybil's voice was almost gone. The town's call to arms was sounding as they turned homeward. Covered with mud, tired beyond belief, Sybil could barely stay on Star's back when they rode into their yard. She had ridden more than thirty miles that night.

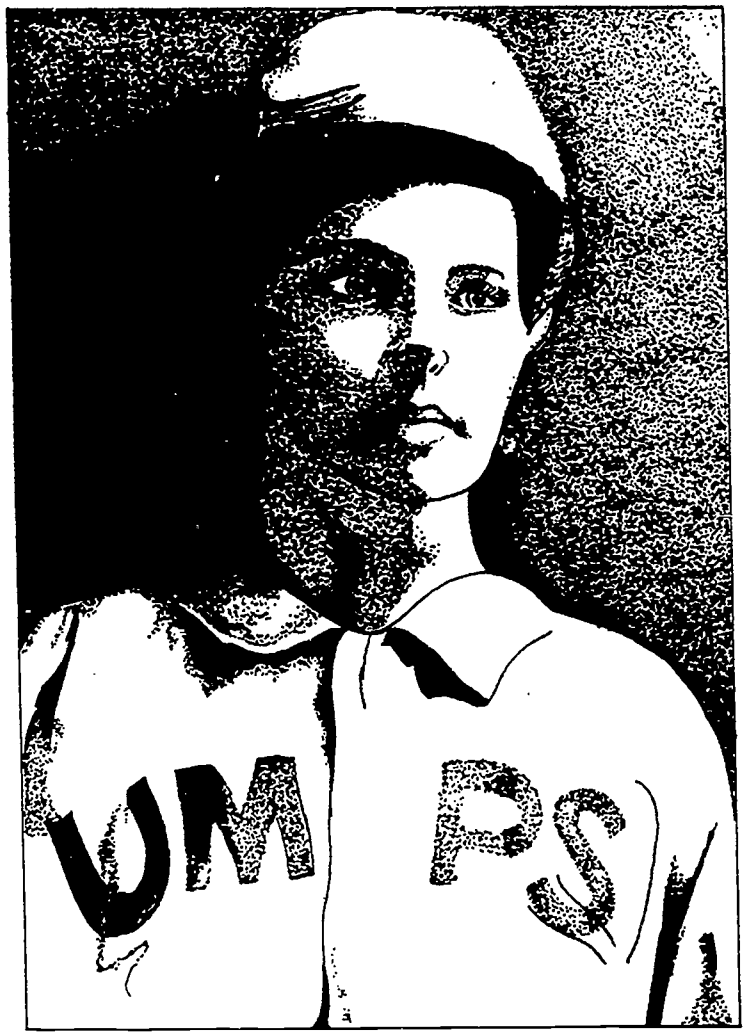
In a daze, she saw the red sky in the east. It was the dawn. Several hundred men were milling about. She had roused them in time, and Ludington's regiment marched out to join the Connecticut militia in routing the British at Ridgefield, driving them back to their ships on Long Island Sound.

Afterward, General George Washington made a personal visit to Ludingtons' Mills to thank Sybil for her courageous deed. Statesman Alexander Hamilton wrote her a letter of praise.

Two centuries later visitors to the area of Patterson, New York, can still follow Sybil's route. A statue of Sybil on horseback stands at Lake Gleneida in Carmel, New York, and people in that area know well the heroism of Sybil Ludington. In 1978, a commemorative postage stamp was issued in her honor, bringing national attention to the heroic young girl who rode for independence.

Amanda Clement: The Umpire in a Skirt

Marilyn Kratz



IT WAS A HOT SUNDAY AFTERNOON in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

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Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

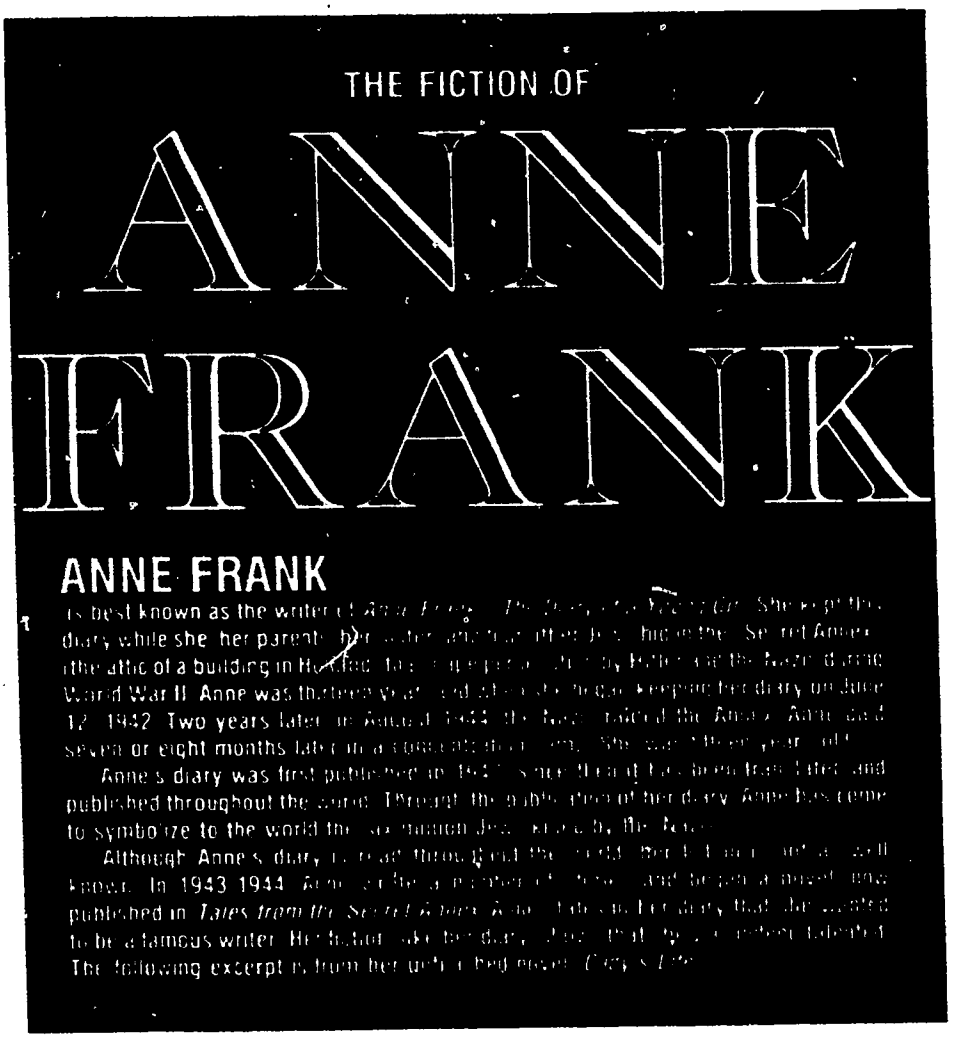
Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them—with pay!

Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers, sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stenciled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention—players never said, "Kill the umpire!" They argued more politely, asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognized in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Women's Sports Foundation in San Francisco, California. In 1912 she held the world record for a woman throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organizing teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.



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CADY'S LIFE

by Anne Frank

was a hard time for the Jews. The fate of many would be decided in 1942. In July they began to round up boys and girls and deport them. Luckily Cady's girl friend Mary seemed to have been forgotten. Later it wasn't just the young people, no one was spared. In the fall and winter Cady went through terrible experiences. Night after night she heard cars driving down the street, she heard children screaming and doors being slammed. Mr. and Mrs. Van Altenhoven looked at each other and Cady in the lamplight, and in their eyes the question could be read: "Whom will they take tomorrow?"

One evening in December, Cady decided to run over to Mary's house and cheer her up a little. That night the noise in the street was worse than ever. Cady rang three times at the Hopkens's and when Mary came to the front of the house and looked cautiously out of the window, she called out her name to reassure her. Cady was let in. The whole family sat waiting in gym suits, with packs on their backs. They all looked pale and didn't say a word when Cady stepped into the room. Would they sit there like this every night for months? The sight of all these pale, frightened faces was terrible. Every time a door slammed outside, a shock went through the people sitting there. Those slamming doors seemed to symbolize the slamming of the door of life.

At ten o'clock Cady took her leave. She saw there was no point in her sitting there, there was nothing she could do to help or comfort these people, who already seemed to be in another world. The only one who kept her courage up a little was Mary. She nodded to Cady from time to time and tried desperately to get her parents and sisters to eat something.

Mary took her to the door and bolted it after her. Cady started home with her little flashlight. She hadn't taken five steps when she stopped still and listened: she heard steps around the corner, a whole regiment of soldiers. She couldn't see much in the darkness, but she knew very well who was coming and what it meant. She flattened herself against a wall, switched off her light, and hoped the men wouldn't see her. Then suddenly one of them stopped in front of her, brandishing a pistol and looking at her with threatening eyes and a cruel face. "Come!" That was all he said, and immediately she was roughly seized and led away.

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"I'm a Christian girl of respectable parents," she managed to say. She trembled from top to toe and wondered what this brute would do to her. At all costs she must try to show him her identity card.

"What do you mean respectable? Let's see your card."

Cady took it out of her pocket.

"Why didn't you say so right away?" the man said as he looked at it. "*So ein Lumpenpack*!"* Before she knew it she was lying on the street. Furious over his own mistake, the German had given the "respectable Christian girl" a violent shove. Without a thought for her pain or anything else, Cady stood up and ran home.

After that night a week passed before Cady had a chance to visit Mary. But one afternoon she took time off, regardless of her work or other appointments. Before she got to the Hopkens's house she was as good as sure she wouldn't find Mary there, and, indeed, when she came to the door, it was sealed up.

Cady was seized with despair. "Who knows," she thought, "where Mary is now?" She turned around and went straight back home. She went to her room and slammed the door. With her coat still on, she threw herself down on the sofa, and thought and thought about Mary.

Why did Mary have to go away when she, Cady, could stay here? Why did Mary have to suffer her terrible fate when *she* was left to enjoy herself? What difference was there between them? Was she better than Mary in any way? Weren't they exactly the same? What crime had Mary committed? Oh, this could only be a terrible injustice. And suddenly she saw Mary's little figure before her, shut up in a cell, dressed in rags, with a sunken, emaciated face. Her eyes were very big, and she looked at Cady so sadly and reproachfully. Cady couldn't stand it anymore, she fell on her knees and cried and cried, cried till her whole body shook. Over and over again she saw Mary's eyes begging for help, help that Cady knew she couldn't give her.

"Mary, forgive me, come back . . ."

Cady no longer knew what to say or to think. For this misery that she saw so clearly before her eyes there were no words. Doors slammed in her ears, she heard children crying and in front of her she saw a troop of armed brutes, just like the one who had pushed her into the mud, and in among them, helpless and alone, Mary, Mary who was the same as she was.

*"*Such a bunch of scoundrels*."

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I AM ONE

I am only one,
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something that I can do.

—EDWARD EVERETT HALE

Passage 1

The Oregon Trail

Americans have long been thought of as a restless group of people. They seem to have always been on the move, searching for a better place to live. From America's first colonies small groups of people uprooted themselves, migrating westward to look for better farmland. They built pioneer roads, or trails, such as the Cumberland Road that led into the Ohio Valley, and the Genesee Road that led across New York to the shores of Lake Erie. Many of these roads and trails have disappeared. Others can still be traced, revealing artifacts along the way that help us to recreate their story.

The Oregon Trail is one of these trails. Even today you can retrace its path, walking beside wagon ruts that were gouged almost a century and a half ago. The Oregon Trail was different from the earlier trails and roads that had crossed the Appalachian Mountains in the East. It was longer and more difficult than most pioneers had experienced. Unlike the eastern trails, the Oregon Trail crossed nearly 2,000 miles of unfamiliar prairie, desert, and mountainous regions. There were no settlements along the way that could offer friendly hospitality, and emigrants couldn't scout out their new homeland before they moved there. Oregon Country was so far away, it took from four to six months to get there. When people moved there, they moved to stay.

The story of the Oregon Trail and the people who used it begins when the trail was an ancient Indian footpath used by explorers and fur traders. Independence, Missouri, was the frontier town that served as the starting place. The trail wound westward, following the banks of the Platte, North Platte, and Snake Rivers. It crossed the Rockies through the South Pass, crossed the Blue Mountains further north, and ended in Oregon Country at a place called The Dalles. From The Dalles, anyone continuing on to the Willamette Valley floated down the Columbia River. Up until the mid-1830s, no wagon had ever made the trip.

It is difficult for us to imagine Oregon Country as it was a century and a half ago. A vast wilderness that stretched from the crest of the Rockies to the Pacific coast, it included the present states of Oregon, Washington, and Idaho. The area was inhabited by several tribes of Indians, including the Cayuse, Umatilla, and Nez Perce. There were some trappers and traders in the region, but to most, the area was too far away and too strange for them to consider settling there.

President Thomas Jefferson was the first to actively encourage exploration of Oregon Country. After the Louisiana Purchase of 1803, he sent Meriwether Lewis and William Clark into the area to seek a trade route to the Pacific. Jefferson knew that their explorations would help the United States strengthen its claim to the Pacific Northwest.

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It is important to remember that for the first half of the nineteenth century both Great Britain and the United States occupied the Pacific Northwest. Great Britain already had a strong claim to the land that was to become Canada, and the Hudson's Bay Company had many fur trading posts in the Pacific Northwest. There were American fur trading posts as well, such as the American Fur Company organized by John Jacob Astor in 1808.

In 1818, Great Britain and the United States signed a treaty that allowed both countries to occupy the area, but it was not until the 1830s that Americans began moving in. Missionaries, such as Marcus and Narcissa Whitman, were among the first settlers. When people learned that the Whitmans had journeyed successfully over the Oregon Trail in 1836, they began to think differently about Oregon Country. The fact that a woman had made the journey safely, and that the Whitmans had traveled with a wagon, encouraged others to think that they could make the journey, too.

In fact, when Dr. Whitman returned East in 1842 to help promote his missionary work, he found many people who were eager to travel to Oregon Country. In 1843, some 1,000 people and 2,000 animals joined Dr. Whitman and a surveyor named Jesse Applegate as they led a wagon train over the Oregon Trail. The "great migration"—one of the greatest migrations in recorded history—had begun.

Why were so many people going to Oregon Country? Some said they had Oregon fever, a "disease" that made them restless, hungry for new land, and eager for adventure. But why were they going all the way to Oregon Country? One very important reason was that the United States government was encouraging them to do so. Since Thomas Jefferson's presidency, our government had come a long way toward believing that the United States should stretch from coast to coast. If Americans were to settle the Oregon Country in large numbers, our claim to the land would be strengthened.

One man in particular wrote reports about the Oregon Country that were designed to make people want to go there. His name was John Charles Frémont (1813-90). He was a soldier, explorer, and political leader who, in 1838, was asked to be the chief assistant in mapping the upper waters of the Mississippi and Missouri rivers. He wrote very detailed descriptions of his explorations, and his reports were reprinted and read by many people. It was Frémont who wrote guidebooks for emigrants who were encouraged to settle in Oregon Country and help wrest it from British control.

As Americans began pouring into the Willamette River valley in the 1840s, a dispute between Great Britain and the United States almost caused a war. The biggest disagreement was over the northern boundary of the Oregon Country. The British wanted the boundary to be on the north bank of the Columbia River. The Americans wanted it further north on the 54th Parallel. After careful negotiations, war was prevented when the two countries signed the Oregon Treaty of 1846. They agreed to compromise, placing the boundary on the 49th Parallel extending to Puget Sound and leaving Vancouver Island as a part of Canada.

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The Oregon Treaty gave the United States undisputed claim to the Pacific Northwest, encouraging even more emigrants to move west. By the 1850s, the Oregon Trail had become a series of parallel wagon ruts that could be seen even in solid rock. Oregon Country officially became the Oregon Territory in 1848. In 1859, the state of Oregon was created and admitted to the Union as the 33rd state. Twenty years earlier the area had been an unknown wilderness!

What was it like to travel on the Oregon Trail in the 1840s and 1850s? Fortunately there are many accounts that have survived, written by the people who used the trail and who wanted to preserve their experiences for later generations. The story of the Sager children was preserved by three of the Sager girls who survived. Diaries, such as the one handed down to Jean Burroughs, provide eyewitness accounts of the daily travel. When we read these accounts, we can easily imagine the hardship, the anxiety, and the excitement the emigrants must have experienced.

According to several historians, at least 30,000 emigrants died on the Oregon Trail between 1843 and 1859. You might say that there is an average of one grave for every 100 yards of trail from the Missouri River to the Willamette River! Why did so many people die? Cholera, a disease that spreads when there are filthy conditions caused by garbage and sewage, claimed thousands of lives. Emigrants passed through, and sometimes camped near, the refuse left by earlier wagon trains. Other diseases caused people to die, but cholera was probably the most common.

Accident was another common cause of death. Children often hurt themselves as the wagons rolled along. Doctors were not always available, and even when they were they often lacked necessary supplies. Most of the emigrants were simply not prepared for the difficult journey ahead, and they were careless.

There were some problems as the emigrants passed through Indian territory. Indian attacks usually took the form of raids on the livestock, but few people were ever killed. The Indians owned much of the land on both sides of the Oregon Trail, and the emigrants were trespassing. Some tribal leaders demanded payment as the wagon trains rolled through, and, if the emigrants cooperated, there was no further trouble. In other instances, the Indians made a surprise attack, took livestock, and left the wagons unharmed.

It would be several years later, in the 1860s, when the Indians would finally realize that their homelands had been lost forever. Tribal chiefs, such as Red Cloud and Crazy Horse, both of the Oglala Sioux, devoted their lives to trying to save their homelands and people. But the idea that the United States should stretch from coast to coast had already taken hold. The Oregon Trail, no longer just a footpath, had opened the way to the West.

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Passage 2

Nettie's Big Fish

by Jean M. Burroughs

"Here's your baited hook and line, Daughter. See what you can land. Every family in our wagon train needs fresh fish for supper." Nettie Emory's father stood by her on the banks of the North Platte River late one evening in June, 1863. "And mind you keep your shoes on this time, Pet."

Nettie drew down the corners of her mouth in disappointment. She'd been counting on cool water and squishy mud to cool her feet, hot and sweaty from her high-topped, laced shoes. She knew her father was referring to the time she had wandered from camp to gather "yellow roses," the enticing blooms of prickly pear cactus. Stepping on dozens of stickers in her bare feet was a painful experience she would never forget. She'd never seen cactus before so how was she supposed to know?

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Now, holding her line and hook high, Nettie edged closer to the water, hoping against hope she would catch a fish. Otherwise, it was going to be salt bacon and corn pone for supper again. After several weeks on the Oregon Trail, their supply of meat was used up. Even wild game had been scarce, and they had not yet reached the plentiful buffalo on the plains. She was certainly tired of the monotonous diet.

Nettie's father called back over his shoulder. "Remember there's quicksand and sinkholes. Test the ground before you step. Stay close to me. Good luck, Blackie."

Nettie grinned at her father's use of her nickname, given because of her dark hair and eyes. Her French mother preferred Minette, but had agreed to the shortened form of Nettie. An only child, the nine-year-old girl answered to all the names that her loving parents called her. She was proud that her father had been chosen wagon master to lead the train over the plains and mountains to faraway Oregon. Perhaps if she caught a fish, he'd be proud of her too, just as he was when she drove the ox team safely during her mother's illness. She wanted to help him during this difficult journey as much as she could.

She watched him and the other men choose places to cast their lines at the water's edge. Some waded into the shallows near the sand islands in the river where the current was running swifter because of a recent rain. Through a thicket of willows she edged closer to where a quiet pool had formed under the tree roots. Just the place for a fish to hide, she thought. She quietly dropped her hook, watching it sink to the bottom. Then she waited, swinging her sun-bonnet strings back and forth to brush off the gnats and mosquitoes that hummed around her face.

She waited. She waited, but no fish rose to her bait. As she slid down the riverbank she kept her father's black hat in sight. Her line drifted faster with the fresh current. Fishing can be tiresome, she fretted, but it's better than just watching the trail from the back of our crowded wagon.

None of the men had caught a fish so far. She squinted at the sun, well above the horizon of the summer sky. There's plenty of time before supper fires are lighted, she thought. With her left hand she slapped at a pesky mosquito again; her right hand tightened its grip on the pole. A sudden jerk on the line caused her to stumble forward to keep her balance. A bite! A bite! The pull on her line was steady and strong. She lifted her pole and it bent forward. It surely must be a big one.

And it was a big one, big enough to pull Nettie dangerously toward the water. Her breath came in gasps. She dug in the heels of her sturdy shoes, glad now that she wasn't barefoot. She couldn't back up because the end of the line was moving fast toward the center of the river. She could no longer see her father's hat because of the tall rushes growing at water's edge.

Grimly, she held on. Her feet were already soaked. Would her next step be into quicksand? The line moved downstream, dragging Nettie into ankle-deep, then knee-deep water. She was excited about the catch and dared not let go. She also was becoming a little frightened.

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"Papa, Papa, I've got a big one!" she cried. "It's pulling me into the river!" Her voice was lost in the evening breeze that stirred the rushes. "Papa, can't you hear me?"

How much longer could she hold on? She used all her strength. Her shoulders ached from the strain. "Help! Help!" she shouted to anyone who might hear her. She turned her body so that the line wrapped around her hips. Her legs sank deeper into the sandy bottom. Muddy water billowed out her full skirt. "I'm like an umbrella," she laughed to herself. "Now maybe they'll see me."

Fresh fish or dry salt bacon: the very thought gave her extra endurance. Not just for her own family, but the other wagon people who were also hungry for a change in diet. Drawing a deeper breath, she called hoarsely, "Save me! Save my fish!"

An answering shout gave her courage. She heard footsteps splashing nearer. "Blackie, hold on. Pull back," called her father. Other men dropped their poles and ran to help. Josiah Emory placed his body in front of his little girl's, grabbing the line with his strong hands. Nettie clung to the pole while her father slowly, steadily, pulled in the line. Soon a flashing, grey body flapped in and out of the water. "It's a big catfish, Blackie, a really huge one. Good girl! I'm proud of you." Only then did Nettie let go. He lifted the pole with a grunt at the unexpected weight. Indeed, it was a huge fish. Her father guessed it was over three feet long and more than twenty-five pounds.

Sloshing back to the wagon, muddy and exhausted, Nettie wondered what her mother would say. Her dress and petticoats were caked with red mud. Her shoes squished water through the laces. Now perhaps I can go barefoot until my shoes dry, she thought. She hoped her mother would be so glad over the fish that she wouldn't scold.

News of Nettie's big catch spread among the wagons. A hungry crowd gathered to watch while Nettie's father dressed the fish. "Build up the fire," he said. "We'll all feast tonight. No ration of salt pork but fresh fish for all."

"And biscuits and syrup instead of corn bread?" Nettie asked her mother.

"Yes, Minette. All the biscuits and syrup and fish you can eat."

Nettie grinned a happy, tired grin. "I'll always remember how that fish almost swam away with me. I am going to write about it in my diary."

A Note from the Author:

This is a true story. A copy of Nettie Emory's diary was given to me by her granddaughter. From Nettie's entries about her trip on the Oregon Trail, written in 1863, I have retold her exciting adventure with the big fish. Of course I used imaginary conversation and descriptions. This is what Nettie wrote in her diary:

"I was allowed to fish with the men in the Missouri River. Suddenly a fish took my bait, and I was pulled to the water's edge. My father heard my call for help. He began to run when he saw me splashing in the water. Other men helped him land the fish while I went back to the wagon to dry out. The fish was over three feet long and weighed about 25 pounds. I was the only one who caught a fish that day but we shared it with the others."

Dorothea Dix: Quiet Crusader

by Lucie Germer

Dorothea Dix was so shy and quiet that it is hard to believe she had such a tremendous impact on ninteenth-century America. Yet almost single-handedly, she transformed the way people with mental illness were treated.

Dorothea was born in Maine in 1802 to a neglectful father and a mother who had trouble coping with daily activities. She ran away at the age of twelve to live with her grandmother, a cold, inflexible woman who nevertheless taught her the importance of doing her duty, as well as the organizational skills to help her do it.

Dorothea grew into an attractive woman, with blue-gray eyes, wavy brown hair, and a rich, low speaking voice. As a young adult, she spent her time teaching, writing books for children, and fighting the effects of tuberculosis. Despite her poor health, by age thirty-nine, she had saved enough money so that she had no financial worries. Afraid that her health was too poor for her to continue teaching, she looked forward to a lonely, unfulfilling life.

Then a friend suggested that she teach a Sunday school class for women in a Massachusetts jail. It would be useful without overtaxing her. On her first day, she discovered that among the inmates were several mentally ill women. They were anxious to hear what she had to say, but she found it impossible to teach them because the room was unheated. Dix, angry at this neglect on the part of the authorities, asked noted humanitarian Samuel Howe for his help in taking the case to court. The court ordered the authorities to install a wood stove.

This sparked Dix's interest in the ways mentally ill people were treated. Encouraged by Howe and education reformer Horace Mann, she spent two years visiting every asylum, almshouse, and jail in Massachusetts, quietly taking notes on the conditions. Her grandmother had trained her to be thorough, and the training paid off.

Dix put her findings into a memorial (a report) that Howe presented to the Massachusetts legislature: "I tell what I have seen. . . . [I]nsane persons confined . . . in cages, closets, cellars, stalls, pens; chained, naked, beaten with rods and lashed into obedience."

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The memorial caused an uproar: What kind of woman would be interested in such a subject and insist on discussing it in public? Gradually, the personal attacks abated, primarily because Dix's research had been so thorough and her results were so complete that no one could argue with them. Howe was able to push a bill through the Massachusetts legislature to enlarge the state asylum.

Dix spent the next few years systematically studying conditions and getting legislation passed in other states. Her health did not keep her from putting in long hours of hard work and travel. First, she studied the psychological and legal views of mental illness and its treatment. Before she went into a state, she examined local laws and previous proposals for change. Then she visited every institution, small or large, and met with administrators, politicians, and private citizens. She put all this information together in a memorial that was presented to the legislature. She also wrote newspaper articles to inform the public of her findings. By this time, she knew what kind of opposition to expect, and she could help deflect it by appealing to the citizens' sense of pride or desire for economy. She also met privately with small groups of politicians to answer their questions and try to persuade them to come around to her point of view. She was usually successful, and public institutions to house and treat people with mental illness were established.

Unfortunately, that success did not carry over to her next goal: national legislation to improve the living conditions for people with mental illness. In the 1850s, Congress passed a bill setting aside land for the establishment of national hospitals for those with mental illness, but President Franklin Pierce vetoed the bill on constitutional grounds.

Dix was shattered. Her health, which had been surprisingly good during her struggles, took a turn for the worse, and doctors recommended she take a long voyage. Dix was unable to relax, however, and her vacation turned into a marathon journey through Europe, as she examined the living conditions of mentally ill people in each place she visited. She spoke with doctors, government officials, and even the pope, pleading for humanitarian treatment for those who were mentally ill. She went as far east as Constantinople (now Istanbul) in Turkey and as far north as St. Petersburg (now Leningrad) in Russia. She was greeted respectfully everywhere she went, and many of her recommendations were followed.

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She returned to the United States in 1857 and was appointed superintendent of women nurses during the Civil War. Dix was the only woman to hold an official position in the U.S. government during the war.

After the war, Dix continued her work on behalf of mentally ill people both in the United States and abroad. She died in 1887 at the age of eighty-five. Between 1841, when she began her crusade, and the year she died, thirty-two new hospitals for those who were mentally ill were built, most of them directly because she had brought the problem to the attention of people in power. Several other institutions in Canada and Europe, and even two in Japan, were established because of her influence. She also left a legacy of concern: No longer was mental illness treated as a crime, and her enlightened and tireless work led to more humane living conditions for people with mental illness.

To East Trenton

Weekdays
including the following Holidays
Lincoln's Birthday
Veterans' Day

	TRENTON RR Station	TRENTON Justice Complex	TRENTON Hanover & Broad	EAST TRENTON Mulberry & Enterprise	HAMILTON Goodall Rubber
	A.M.	A.M.	A.M.	A.M.	A.M.
W	6.25	6.30	6.35	6.48	6.53
W	7.00	7.05	7.10	7.23	-
W	7.30	7.35	7.40	7.53	-
W	8.00	8.05	8.10	8.23	-
W	8.30	8.35	8.40	-	-
W	9.00	9.05	9.10	9.23	-
W	10.00	10.05	10.10	10.23	-
W	11.00	11.05	11.10	11.23	-
	P.M.	P.M.	P.M.	P.M.	P.M.
W	12.00	12.05	12.10	12.23	-
W	1.00	1.05	1.10	1.23	-
W	2.00	2.05	2.10	2.23	-
W	3.00	3.05	3.10	3.23	-
W	4.00	4.05	4.10	4.23	-
W	4.30	4.35	4.40	4.53	-
W	5.00	5.05	5.10	5.23	-
W	5.30	5.35	5.40	5.53	-
W	6.00	6.05	6.10	6.23	-
W	6.30	6.35	6.40	6.53	-

1062

NO SERVICE will be operated on Sundays or the following Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day.

Saturdays
including the following Holidays
Martin Luther King Jr. Day
Presidents' Day
Good Friday
Columbus Day
Election Day

	TRENTON RR Station	TRENTON Hanover & Broad	EAST TRENTON Mulberry & Enterprise
	A.M.	A.M.	A.M.
W	7.00	7.08	7.21
W	8.00	8.08	8.21
W	9.00	9.08	9.21
W	10.00	10.08	10.21
W	11.00	11.08	11.21
	P.M.	P.M.	P.M.
W	12.00	12.08	12.21
W	1.00	1.08	1.21
W	2.00	2.08	2.21
W	3.00	3.08	3.21
W	4.00	4.08	4.21
W	5.00	5.08	5.21
W	6.00	6.08	6.21

1063

Notice to Wheelchair Passengers

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NJ TRANSIT Customer Services

If you have a compliment or complaint regarding our service or employees, please call Customer Services Monday thru Friday 8:00 a.m. to 6:00 p.m.

In New Jersey 1 (800) 772-3606
Out of State 1 (201) 935-2500

How to use this schedule

1. Select day of week desired.
2. Locate direction of travel desired.
3. Locate time check point or alternate destination nearest you.
4. Locate time desired under check point.
5. Check meaning of footnotes, IF APPLICABLE.
6. Check bus destination sign before boarding.

Transit Information

(6 a.m. to 12 Midnight Daily)

Telephone Numbers for Bus, Train & Fare Information

Northern New Jersey 1 (800) 772-2222
Southern New Jersey 1 (800) 582-5946
Out of State 1 (201) 460-8444
*Hearing Impaired 1 (800) 772-2287
* (TTD/TTY - Daily, 6:00 a.m. to Midnight)

Prohibited on the bus

1. Smoking of any kind
2. Eating food and drinking beverages
3. Littering
4. Loud playing of radios

Exact Fare Line

Passengers are required to have exact fare in coins no larger than a quarter when boarding buses on this line. Drivers do not carry money and cannot make change.

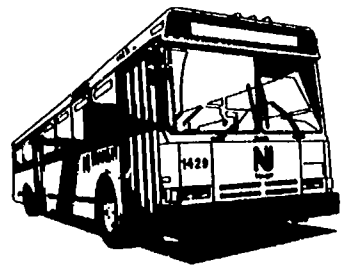
T0904-S-14M770-11/89

604 EAST TRENTON TRENTON RAIL STATION

(formerly L Line)

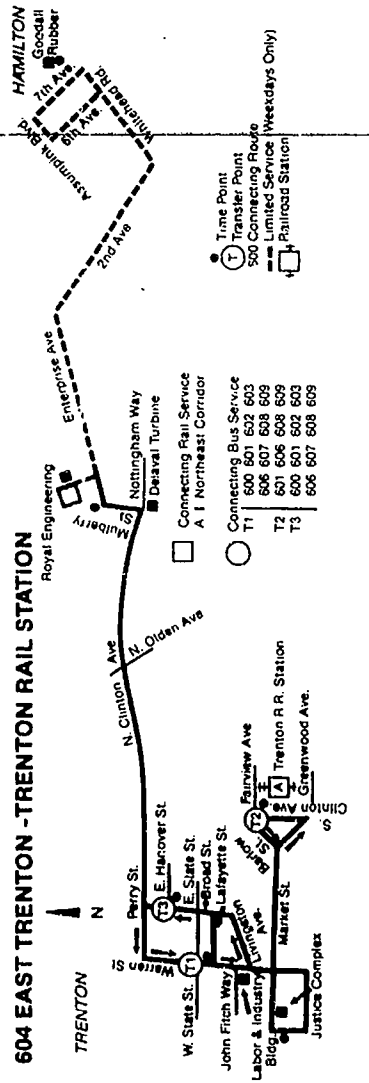
Serving: Trenton
East Trenton
Trenton Rail Station
Labor & Industry Bldg.
Justice Complex
Hamilton

Effective: January 6, 1990



Information **1 (800) 772-2222**

NJ TRANSIT MERCER



FLASH A PASS

NJ TRANSIT offers a variety of bus passes. For one discounted monthly price you can travel an unlimited number of times within the zone range indicated on your pass. Your pass is valid on all NJ TRANSIT or NJT subsidized routes (except: 320 - Lincoln Tunnel Park & Ride; 321 - Vince Lombardi Park & Ride; 322 - Meadowlands Park & Ride and 302 - NJ TRANSIT Newark Airlink) and selected private carriers. You'll never need a transfer or have to carry exact change again. The following passes are available:

- **Interstate Bus Pass** - New Jersey to New York
- **Intrastate Bus Card** - For travel on local lines WITHIN New Jersey
- **Intra-Commuter Pass** - For commuter travel via Routes 9 and 18 to Newark or Jersey City

Available at outlets throughout the State or by mail direct from. **NJ TRANSIT - Mail-Fare - P.O. Box 180, Maplewood, N.J. 07040 Toll Free 1 (800) 648-0215.** Write or call for more information and an order form.

Ticket Agents

NJ TRANSIT Mercer Inc.
1132 E. State St.
Trenton, N.J. 08608 1 (609) 396-9171

NJ TRANSIT Rail Station
72 South Clinton Ave.
Trenton, N.J. 08609

EDDIE'S DONUTS
508 Hamilton Ave.
Trenton, N.J. 08608 1 (609) 392-4456

FUJI'S MARKET
4 N. Broad St.
Trenton, N.J. 08608 1 (609) 393-1115

Feeder Fare
NJ TRANSIT Rail Passengers displaying their Monthly Rail Pass to an NJ TRANSIT Bus Driver can get a Reduced Fare for a ride to or from a Rail Station.

To Trenton Rail Station

Weekdays

including the following Holidays
Lincoln's Birthday
Veterans' Day

	HAMILTON Goodall Rubber	EAST TRENTON Mulberry & Enterprise	TRENTON State & Warren	TRENTON Justice Complex	TRENTON RR Station
	A.M.	A.M.	A.M.	A.M.	A.M.
W	-	5.55	6.08	6.12	6.17
W	-	6.25	6.38	6.42	6.47
W	6.55	7.00	7.13	7.17	7.22
W	-	7.25	7.38	7.42	7.47
W	-	7.55	8.08	8.12	8.17
W	-	8.25	8.38	8.42	8.47
W	-	9.25	9.38	9.42	9.47
W	-	10.25	10.38	10.42	10.47
W	-	11.25	11.38	11.42	11.47
W	-	P.M.	P.M.	P.M.	P.M.
W	-	12.25	12.38	12.42	12.47
W	-	1.25	1.38	1.42	1.47
W	-	2.25	2.38	2.42	2.47
W	-	3.25	3.38	3.42	3.47
	P.M.	-	-	-	-
W	3.50	3.55	4.08	4.12	4.17
W	-	4.25	4.38	4.42	4.47
W	-	4.55	5.08	5.12	5.17
W	-	5.25	5.38	5.42	5.47
W	-	5.55	6.08	6.12	6.17

1082

NO SERVICE will be operated on Sundays or the following Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day.

Saturdays

including the following Holidays
Martin Luther King Jr. Day
Presidents' Day
Good Friday
Columbus Day
Election Day

	EAST TRENTON Mulberry & Enterprise	TRENTON State & Warren	TRENTON RR Station
	A.M.	A.M.	A.M.
W	6.25	6.38	6.45
W	7.25	7.38	7.45
W	8.25	8.38	8.45
W	9.25	9.38	9.45
W	10.25	10.38	10.45
W	11.25	11.38	11.45
	P.M.	P.M.	P.M.
W	12.25	12.38	12.45
W	1.25	1.38	1.45
W	2.25	2.38	2.45
W	3.25	3.38	3.45
W	4.25	4.38	4.45
W	5.25	5.38	5.45
W	6.25	6.38	6.45

1083

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The death of the hired man

Robert Frost

Mary sat musing on the lamp-flame at the table
Waiting for Warren. When she heard his step,
She ran on tip-toe down the darkened passage
To meet him in the doorway with the news
And put him on his guard. "Silas is back."
She pushed him outward with her through the door
And shut it after her. "Be kind," she said.
She took the market things from Warren's arms
And set them on the porch, then drew him down
To sit beside her on the wooden steps.
"When was I ever anything but kind to him?
But I'll not have the fellow back," he said.
"I told him so last haying, didn't I?
'If he left then,' I said, 'that ended it.'
What good is he? Who else will harbor him
At his age for the little he can do?
What help he is there's no depending on.
Off he goes always when I need him most.
'He thinks he ought to earn a little pay,
Enough at least to buy tobacco with,
So he won't have to beg and be beholden.'
'All right,' I say, 'I can't afford to pay
Any fixed wages, though I wish I could.'
'Someone else can.' 'Then someone else will have to.'
I shouldn't mind his bettering himself
If that was what it was. You can be certain,
When he begins like that, there's someone at him
Trying to coax him off with pocket-money—
In haying time, when any help is scarce.
In winter he comes back to us. I'm done."

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"Sh! not so loud: he'll hear you," Mary said.

"I want him to: he'll have to soon or late."

"He's worn out. He's asleep beside the stove.
When I came up from Rowe's I found him here,
Huddled against the barn-door fast asleep,
A miserable sight, and frightening, too—
You needn't smile—I didn't recognize him—
I wasn't looking for him—and he's changed.
Wait till you see."

"Where did you say he'd been?"

"He didn't say. I dragged him to the house,
And gave him tea and tried to make him smoke.
I tried to make him talk about his travels.
Nothing would do: he just kept nodding off."

"What did he say? Did he say anything?"

"But little."

"Anything? Mary, confess
He said he'd come to ditch the meadow for me."

"Warren!"

"But did he? I just want to know."

"Of course he did. What would you have him say?
Surely you wouldn't grudge the poor old man
Some humble way to save his self-respect.
He added, if you really care to know,
He meant to clear the upper pasture, too.
That sounds like something you have heard before?
Warren, I wish you could have heard the way
He jumbled everything. I stopped to look
Two or three times—he made me feel so queer—
To see if he was talking in his sleep.
He ran on Harold Wilson—you remember—

GO ON TO THE NEXT PAGE

The boy you had in haying four years since.
He's finished school, and teaching in his college.
Silas declares you'll have to get him back.
He says they two will make a team for work:
Between them they will lay this farm as smooth!
The way he mixed that in with other things.
He thinks young Wilson a likely lad, though daft
On education—you know how they fought
All through July under the blazing sun,
Silas up on the cart to build the load,
Harold along beside to pitch it on."

"Yes, I took care to keep well out of earshot."

"Well, those days trouble Silas like a dream.
You wouldn't think they would. How some things linger!
Harold's young college boy's assurance piqued him.
After so many years he still keeps finding
Good arguments he sees he might have used.
I sympathize. I know just how it feels
To think of the right thing to say too late.
Harold's associated in his mind with Latin.
He asked me what I thought of Harold's saying
He studied Latin like the violin
Because he liked it—that an argument!
He said he couldn't make the boy believe
He could find water with a hazel prong—
Which showed how much good school had ever done him.
He wanted to go over that. But most of all
He thinks if he could have another chance
To teach him how to build a load of hay—"

"I know, that's Silas' one accomplishment.
He bundles every forkful in its place,
And tags and numbers it for future reference,
So he can find and easily dislodge it
In the unloading. Silas does that well.

GO ON TO THE NEXT PAGE

He takes it out in bunches like big birds' nests.
You never see him standing on the hay
He's trying to lift, straining to lift himself."

"He thinks if he could teach him that, he'd be
Some good perhaps to someone in the world.
He hates to see a boy the fool of books.
Poor Silas, so concerned for other folk,
And nothing to look backward to with pride,
And nothing to look forward to with hope,
So now and never any different."

Part of a moon was falling down the west,
Dragging the whole sky with it to the hills.
Its light poured softly in her lap. She saw
And spread her apron to it. She put out her hand
Among the harp-like morning-glory strings,
Taut with the dew from garden bed to eaves,
As if she played unheard the tenderness
That wrought on him beside her in the night.
"Warren," she said, "he has come home to die:
You needn't be afraid he'll leave you this time."

"Home," he mocked gently.

"Yes, what else but home?
It all depends on what you mean by home.
Of course he's nothing to us, any more
Than was the hound that came a stranger to us
Out of the woods, worn out upon the trail."

"Home is the place where, when you have to go there,
They have to take you in."

"I should have called it
Something you somehow haven't to deserve."

Warren leaned out and took a step or two,
Picked up a little stick, and brought it back

GO ON TO THE NEXT PAGE

And broke it in his hand and tossed it by.
"Silas has better claim on us, you think,
Than on his brother? Thirteen little miles
As the road winds would bring him to his door.
Silas has walked that far no doubt today.
Why didn't he go there? His brother's rich,
A somebody—director in the bank."

"He never told us that."

"We know it though."

"I think his brother ought to help, of course.
I'll see to that if there is need. He ought of right
To take him in, and might be willing to—
He may be better than appearances.
But have some pity on Silas. Do you think
If he'd had any pride in claiming kin
Or anything he looked for from his brother,
He'd keep so still about him all this time?"

"I wonder what's between them."

"I can tell you.
Silas is what he is—we wouldn't mind him—
But just the kind that kinsfolk can't abide.
He never did a thing so very bad.
He don't know why he isn't quite as good
As anyone. He won't be made ashamed
To please his brother, worthless though he is."

"I can't think Si ever hurt anyone."

"No, but he hurt my heart the way he lay
And rolled his old head on that sharp-edged chair-back.
He wouldn't let me put him on the lounge.
You must go in and see what you can do.
I made the bed up for him there tonight.
You'll be surprised at him—how much he's broken.
His working days are done; I'm sure of it."

GO ON TO THE NEXT PAGE

"I'd not be in a hurry to say that."

"I haven't been. Go, look, see for yourself.
But, Warren, please remember how it is:
He's come to help you ditch the meadow.
He has a plan. You mustn't laugh at him.
He may not speak of it, and then he may.
I'll sit and see if that small sailing cloud
Will hit or miss the moon."

It hit the moon.
Then there were three there, making a dim row,
The moon, the little silver cloud, and she.

Warren returned—too soon, it seemed to her,
Slipped to her side, caught up her hand and waited.

"Warren," she questioned.

"Dead," was all he answered.

THE BATTLE OF LEXINGTON

Passage A

In April 1775, General Gage, the military governor of Massachusetts, sent out a body of troops to take possession of military stores at Concord, a short distance from Boston. At Lexington, a handful of "embattled farmers," who had been tipped off by Paul Revere, barred the way. The "rebels" were ordered to disperse. They stood their ground. The English fired a volley of shots that killed eight patriots. It was not long before the swift riding Paul Revere spread the news of this new atrocity to the neighboring colonies. The patriots of all of New England, although still a handful, were now ready to fight the English. Even in faraway North Carolina, patriots organized to resist them.

Samuel Steinberg, *The United States: Story of a Free People* (1963)

Passage B

At five o'clock in the morning the local militia of Lexington, seventy strong, formed up on the village green. As the sun rose the head of the British column, with three officers riding in front, came into view. The leading officer, brandishing his sword, shouted, "Disperse, you rebels, immediately!"

The militia commander ordered his men to disperse. The colonial committees were very anxious not to fire the first shot, and there were strict orders not to provoke open conflict with the British regulars. But in the confusion someone fired. A volley was returned. The ranks of the militia were thinned and there was a general *melee*. Brushing aside the survivors, the British column marched on to Concord.

Winston Churchill, *History of the English-Speaking Peoples* (1957)

GO ON TO THE NEXT PAGE

Passage C

The British troops approached us rapidly in platoons, with a General officer on horse-back at their head. The officer came up to within about two rods of the centre of the company, where I stood.—The first platoon being about three rods distant. They there halted. The officer then swung his sword, and said, "Lay down your arms, you damn'd rebels, or you are all dead men—fire." Some guns were fired by the British at us from the first platoon, but no person was killed or hurt, being probably charged only with powder. Just at this time, Captain Parker ordered every man to take care of himself. The company immediately dispersed; and while the company was dispersing and leaping over the wall, the second platoon of the British fired, and killed some of our men. There was not a gun fired by any of Captain Parker's company within my knowledge.

Sylvanus Wood, Deposition (June 17, 1826)

Passage D

I, John Bateman, belonging to the Fifty-Second Regiment, commanded by Colonel Jones, on Wednesday morning on the nineteenth day of April instant, was in the party marching to Concord, being at Lexington, in the County of Middlesex; being nigh the meeting-house in said Lexington, there was a small party of men gathered together in that place when our Troops marched by, and I testify and declare, that I heard the word of command given to the Troops to fire, and some of said Troops did fire, and I saw one of said small party lay dead on the ground nigh said meeting-house, and I testify that I never heard any of the inhabitants so much as fire one gun on said Troops.

John Bateman, Testimony (April 23, 1775)

THE CIVIL WAR IN THE UNITED STATES: THE BATTLE OF SHILOH

Here are two perspectives on the battle of Shiloh which was part of the American Civil War. Each of the two passages was taken from a different source; the first is from a soldier's journal and the second is from an encyclopedia. Read them and see how each passage makes a contribution to your understanding of the battle of Shiloh and the Civil War. Think about what each source tells you that is missing from the other source, as well as what each one leaves out.

Journal Entry

The following journal entry relates the noise, confusion, and horror of the battle of Shiloh as told by a Union officer.

On the evening of the 5th, the 18th Wisconsin infantry arrived and were assigned to General Prentiss' division, on the front. They cooked their first suppers in the field that night at nine o'clock, and wrapped themselves in their blankets, to be awakened by the roar of battle, and receive, thus early, their bloody baptism. Before they had been on the field one day, their magnificent corps was decimated, most of the officers killed.

On going to the field the second day, our regiment strode on in line over wounded, dying, and dead. My office detaching me from the lines, I had an opportunity to notice incidents about the field. The regiment halted amidst a gory, ghastly scene. I heard a voice calling, "Ho, friend! ho! Come here." I went to a pile of dead human forms in every kind of stiff contortion; I saw one arm raised, beckoning me. I found there a rebel, covered with blood, pillowing his head on the dead body of a comrade. Both were red from head to foot. The live one had lain across the dead one all that horrible, long night in the storm. The first thing he said to me was "Give me some water. Send me a surgeon—won't you! What made you come down here to fight us? We never would have come up there." And then he affectionately put one arm over the form, and laid his bloody face against the cold, clammy, bloody face of his friend.

I filled his canteen nearly—reserving some for myself—knowing that I might be in the same sad condition. I told him we had no surgeon in our regiment, and that we would have to suffer, if wounded, the same as he; that other regiments were coming, and to call on them for a surgeon; that they were humane.

"Forward!" shouted the Colonel; and 'Forward' was repeated by the officers. I left him.

The above recalls to mind one of the hardest principles in warfare—where your sympathy and humanity are appealed to, and from sense of expediency, you are forbidden to exercise it. After our regiment had been nearly annihilated, and were compelled to retreat under a galling fire, a boy was supporting his dying brother on one arm, and trying to drag him from the field and the advancing foe. He looked at me imploringly, and said, "Captain, help him—won't you? Do, Captain; he'll live." I said, "He's shot through the head; don't you see? and can't live—he's dying now." "Oh, no, he ain't, Captain. Don't leave me." I was forced to reply, "The rebels won't hurt him. Lay him down and come, or both you and I will be lost." The rush of bullets and the yells of the approaching enemy hurried me away—leaving the young soldier over his dying brother.

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At home I used to wince at the sight of a wound or of a corpse; but here, in one day, I learned to be among the scenes I am describing without emotion. My friend and myself, on the second night, looking in the dark for a place to lie down, he said, 'Let's lie down here. Here's some fellows sleeping.' We slept in quiet until dawn revealed that we had passed the night among sprawling, stiffened, ghastly corpses. I saw one of our dead soldiers with his mouth crammed full of cartridges until the cheeks were bulged out. Several protruded from his mouth. This was done by the rebels. On the third day most of our time was employed in burying the dead. Shallow pits were dug, which would soon fill with water. Into these we threw our comrades with a heavy splash, or a dump against solid bottom. Many a hopeful, promising youth thus indecently ended his career.

I stood in one place in the woods near the spot of the engagement of the 57th Illinois, and counted eighty-one dead rebels. There I saw one tree, seven inches in diameter, with thirty-one bullet holes. Such had been death's storm. Near the scenes of the last of the fighting, where the rebels precipitately retreated, I saw one grave containing one hundred and thirty-seven dead rebels, and one side of it another grave containing forty-one dead Federals.

One dead and uniformed officer lay covered with a little housing of rails. On it was a fly-leaf of a memorandum-book with the pencil writing: 'Federals, respect my father's corpse.' Many of our boys wanted to cut off his buttons and gold cord; but our Colonel had the body religiously guarded.

My poor friend, Carson, after having fought and worked, and slaved from the beginning of the war, unrequited, comparatively, and after having passed hundreds of hair-breadth escapes, and through this wild battle was killed with almost the last shot. A round shot took off his whole face and tore part of his head. Poor Carson! We all remember your patriotism, your courage, your devotion. We will cheer, all we can, the bereaved and dear ones you have left.

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Encyclopedia Entry

The last account you will read of the battle comes from an encyclopedia.

SHILOH, Battle of, shīlō, one of the most bitterly contested battles of the American Civil War, fought on April 6 and 7, 1862, in southern Tennessee, about 100 miles (160 km) southwest of Nashville. The first great battle of the war had been fought at Bull Run (Manassas) in Virginia in July 1861, nearly a year before. It had ended in a temporary stalemate in the eastern theater. In the West, Kentucky tried to remain neutral, but by the end of 1861 both sides had sent troops into the state.

In February 1862, Union General Ulysses S. Grant captured forts Henry and Donelson on the Tennessee and Cumberland rivers in northern Tennessee near the Kentucky boundary, taking about 11,500 men and 40 guns. The whole Confederate line of defense across Kentucky gave way. The Confederates were forced to retreat to Murfreesboro, Tenn., southeast of Nashville, as other Union forces moved toward Nashville.

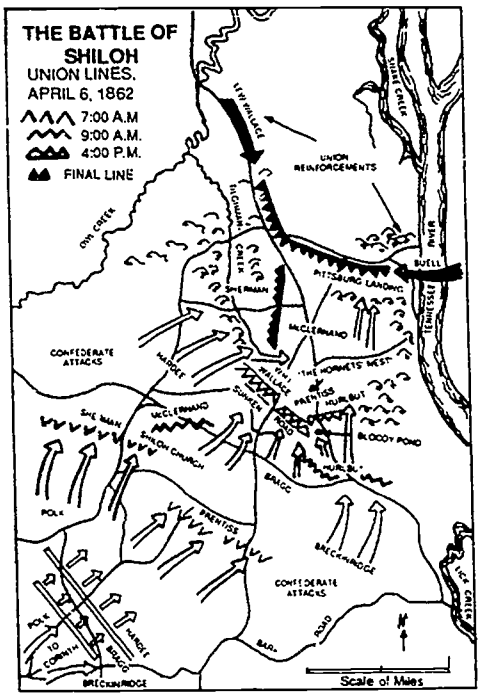
With the Southern press clamoring for his removal, General Albert Sidney Johnston, commanding the Confederate forces in the region, began to assemble the scattered troops. He decided to designate Corinth, in the northeast corner of Mississippi, as the concentration point for the army.

Assembling of the Armies. By the end of March, Johnston and his second-in-command, General Pierre G.T. Beauregard, managed to gather in Corinth more than 40,000 men, including a few units from as far away as the Gulf of Mexico. These were organized into three corps, commanded by Generals Leonidas Polk, Braxton Bragg, and William J. Hardee. There was also a small reserve corps under General John C. Breckinridge.

Meanwhile, General Henry W. Halleck, who was Grant's department commander, had ordered Grant's troops to make a reconnaissance southward along the Tennessee River. They encamped near Pittsburg Landing, on the west side of the river, about 5 miles (8 km) north of the Mississippi boundary. There they awaited the arrival of another large Union force under General Don Carlos Buell, which had been ordered southward from Nashville to join them.

Grant's army of 42,000 men was divided into six divisions. Five of these, a total of 37,000, were near Pittsburg Landing. One division, under General Lew Wallace's command, was stationed 6 miles (9 km) to the north. Buell's army marching from Nashville was almost as large as Grant's; together they would far outnumber the concentration of forces that the Confederates could put in the field.

General Johnston saw that he must strike Grant's army before Buell arrived. The Confederates started northward from Corinth on the afternoon of April 3, intending to attack at dawn on the 5th, but a violent rainstorm turned the dirt roads into a sea of mud. The attack was postponed from the 5th to Sunday, April 6, but on the 5th the



leading division of Buell's army arrived on the other side of the Tennessee River, only 7 miles (11 km) away.

That night the armies encamped only 2 miles (3 km) apart, with the Union forces, whose advanced units were about 4 miles (6 km) west of the river, wholly unaware of their danger. Neither they nor their leaders expected an attack. They were not disposed for defense, nor had any trenches been dug for their protection. Early in the morning of April 6, a suspicious brigade commander in General Benjamin M. Prentiss' Union division sent a small force forward to investigate the nearby woods. At dawn they exchanged shots with the Confederate outpost, but it was too late to give warning of the attack, which burst on the Union camps.

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Confederate Attack. For the assault, General Johnston had chosen an unusual formation. He formed his troops in three lines, with Hardee's corps in front, Bragg's corps in a second parallel line, and then Polk's and Breckenridge's reserve corps.

The Confederates charged straight to their front into the divisions of Prentiss and General William Tecumseh Sherman, who held the right flank near the Old Shiloh Church. They and General John A. McClernand's division made a brief stand. Many men fought valiantly, but others broke and fled. When Grant, who had been absent from the field, arrived he found all five of the divisions fighting desperately in what seemed like a hopeless struggle. He had already sent for Buell's troops, and now he sent for Lew Wallace to join him.

The Union forces had retreated about halfway to the river to a new position, naturally strong, with open fields on each side and a sunken road in front. Here, in the center, in a position known to history as "The Hornets' Nest," the Confederates were halted for hours. They could not take it by assault, but gradually the Union troops on each flank were forced back. Johnston fell mortally wounded. Beauregard took command, and the attack continued.

Finally "The Hornets' Nest" was surrounded. General William H.L. Wallace was killed trying to lead his division out. Prentiss was forced to surrender, but time was running out for the Confederates. They made a last attack on the Union left toward Pittsburg Landing to cut off the escape of the Union forces, but Buell's troops were now arriving.

Union Counterstroke. On the next day, Grant attacked. Of the soldiers who had fought on the first day, he had only about 7,000 effectives, (soldiers ready for battle), but Lew Wallace had arrived with his 5,000, and Buell had supplied 20,000 more. To oppose these, the Confederates could muster only about 20,000 men. For hours they held the line in front of Shiloh Church, but at last they withdrew in good order from the field.

The Battle of Shiloh, the second great battle of the war, was a tremendous shock to the people of the North and the South. When the reports were published, they found that each side had lost about 25% of the troops engaged—the Confederates about 10,700, the Union more than 13,000. The people suddenly realized that this was to be a long and bloody war.

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