

## DOCUMENT RESUME

ED 476 589

CS 512 523

TITLE The Nation's Report Card: State Reading 2003 Snapshot Reports for Grade 8.

INSTITUTION National Center for Education Statistics (ED), Washington, DC.

REPORT NO NCES-2004-456

PUB DATE 2003-11-13

NOTE 55p.; See CS 512 521-22 for related reports.

AVAILABLE FROM For full text: <http://www.nces.ed.gov/nationsreportcard/pubs/stt2003/20044568.asp>.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)

EDRS PRICE EDRS Price MF01/PC03 Plus Postage.

DESCRIPTORS Comparative Analysis; \*Grade 8; Middle Schools; \*National Competency Tests; \*Reading Achievement; Reading Research; \*Standardized Tests; \*Student Evaluation; Tables (Data); Test Results

IDENTIFIERS \*National Assessment of Educational Progress; State Reading Assessments

## ABSTRACT

Each state and jurisdiction that participated in the Grade 8 NAEP (National Assessment of Educational Progress) 2003 reading assessment receives a one-page snapshot report that presents key findings and trends in a condensed format. The 53 reports in this series present bulleted text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. In addition, bulleted text describes the trends in average scale score gaps for gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed.

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The Nation's Report Card: State Reading 2003  
Snapshot Reports for Grade 8.

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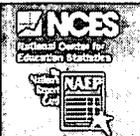
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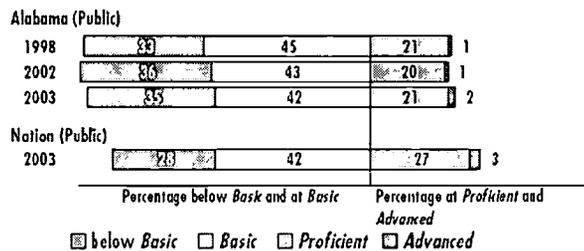


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Alabama**

- In 2003, the average scale score for eighth-grade students in Alabama was 253. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (253), and was not found to be significantly different from the average score in 1998 (255).
- Alabama's average score (253) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Alabama were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Alabama who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1998 (22 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

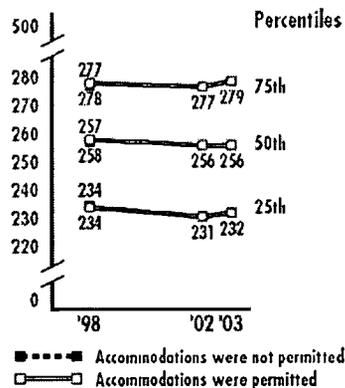
**Performance of NAEP Reporting Groups in Alabama**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 246           | 42                        | 41    | 16         | 1        |
| Female                          | 50                     | 261           | 28                        | 44    | 25         | 2        |
| White                           | 63                     | 262           | 25                        | 46    | 28         | 2        |
| Black                           | 35                     | 237           | 54                        | 37    | 9          | #        |
| Hispanic                        | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 48                     | 241           | 48                        | 40    | 11         | #        |
| Not eligible                    | 52 ↑                   | 265           | 23                        | 44    | 30         | 3        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Alabama had an average score that was lower than that of female students (15 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (28 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

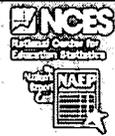
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



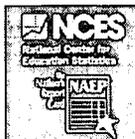
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Alaska  | Student Percentage at NAEP Achievement Levels  |
|---|--|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in Alaska was 256.</li> <li>Alaska's average score (256) in 2003 was lower<sup>1</sup> than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Alaska were higher than those in 5 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 36 jurisdictions.</li> <li>The percentage of students in Alaska who performed at or above the NAEP <i>Proficient</i> level was 27 percent in 2003. The percentage of students in Alaska who performed at or above the <i>Basic</i> level was 67 percent.</li> </ul> | <p>Alaska (Public) 2003: 36% below Basic, 40% at Basic, 24% Proficient, 3% Advanced</p> <p>Nation (Public) 2003: 42% below Basic, 42% at Basic, 27% Proficient, 3% Advanced</p> <p>Percentage below <i>Basic</i> and at <i>Basic</i>   Percentage at <i>Proficient</i> and <i>Advanced</i></p> <p><input type="checkbox"/> below <i>Basic</i> <input type="checkbox"/> <i>Basic</i> <input type="checkbox"/> <i>Proficient</i> <input type="checkbox"/> <i>Advanced</i></p> <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> |

| Performance of NAEP Reporting Groups in Alaska |                        |               |                           |              |                   |                 |
|--|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                               | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|  |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male   | 51                     | 250 ↓         | 39 ↑                      | 39           | 20                | 2               |
| Female   | 49                     | 263 ↓         | 28 ↑                      | 41           | 28 ↓              | 4               |
| White  | 58 ↓                   | 268 ↓         | 21 ↑                      | 42           | 32                | 4               |
| Black  | 4 ↓                    | 249           | 40                        | 47           | 12                | 1               |
| Hispanic                                       | 4 ↓                    | 246           | 44                        | 39           | 17                | #               |
| Asian/Pacific Islander                         | 6 ↑                    | 253 ↓         | 36 ↑                      | 41           | 22 ↓              | 1               |
| American Indian/Alaska Native                  | 26 ↑                   | 235 ↓         | 56 ↑                      | 33 ↓         | 11 ↓              | #               |
| Free/reduced-price school lunch                |                        |               |                           |              |                   |                 |
| Eligible                                       | 25 ↓                   | 239 ↓         | 51 ↑                      | 36           | 12                | #               |
| Not eligible                                   | 65 ↑                   | 263 ↓         | 27 ↑                      | 41           | 29 ↓              | 3               |

| Average Score Gaps Between Selected Groups  | Reading Scale Scores at Selected Percentiles   |                             |                             |                             |                             |        |       |       |       |                 |     |     |     |
|---|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------|-------|-------|-------|-----------------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in Alaska had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of the Nation (11 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was narrower than that of the Nation (27 points).</li> <li>In 2003, White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of the Nation (25 points).</li> </ul> | <p>Scale Score Distribution</p> <table border="1"> <thead> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>Alaska</td> <td>232 ↓</td> <td>260 ↓</td> <td>283 ↓</td> </tr> <tr> <td>Nation (Public)</td> <td>240</td> <td>264</td> <td>286</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Alaska scored below 283.</p> |                             | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | Alaska | 232 ↓ | 260 ↓ | 283 ↓ | Nation (Public) | 240 | 264 | 286 |
|   | 25 <sup>th</sup> Percentile  | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile |                             |                             |        |       |       |       |                 |     |     |     |
| Alaska  | 232 ↓  | 260 ↓                       | 283 ↓                       |                             |                             |        |       |       |       |                 |     |     |     |
| Nation (Public)   | 240  | 264                         | 286                         |                             |                             |        |       |       |       |                 |     |     |     |

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from Alaska.      ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



Snapshot Report

NCES 2004-153A23

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Arizona

- In 2003, the average scale score for eighth-grade students in Arizona was 255. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (257), and was lower than the average score in 1998 (260).
- Arizona's average score (255) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Arizona were higher than those in 4 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 37 jurisdictions.
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 25 percent in 2003. This percentage was not found to be significantly different from 2002 (23 percent), and was not found to be significantly different from 1998 (27 percent).

### Student Percentage at NAEP Achievement Levels

| Year             | Percentage below Basic and at Basic | Percentage at Proficient and Advanced | Change from 2002 |
|------------------|-------------------------------------|---------------------------------------|------------------|
| Arizona (Public) |                                     |                                       |                  |
| 1998             | 45                                  | 25                                    | 1                |
| 2002             | 45                                  | 22                                    | 1                |
| 2003             | 41                                  | 23                                    | 2                |
| Nation (Public)  |                                     |                                       |                  |
| 2003             | 42                                  | 27                                    | 3                |

Percentage below Basic and at Basic      Percentage at Proficient and Advanced

below Basic   
  Basic   
  Proficient   
  Advanced

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 242 or lower; Basic, 243-280; Proficient, 281-322; Advanced, 323 or above.

### Performance of NAEP Reporting Groups in Arizona

| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 51                     | 251           | 38          | 41    | 20         | 1        |
| Female                          | 49                     | 260           | 29          | 42    | 27         | 2        |
| White                           | 51                     | 268           | 20          | 44    | 34         | 3        |
| Black                           | 5                      | 245           | 48          | 36    | 16         | #        |
| Hispanic                        | 36                     | 240           | 49          | 39    | 11         | #        |
| Asian/Pacific Islander          | 2                      | ---           | ---         | ---   | ---        | ---      |
| American Indian/Alaska Native   | 6                      | 238           | 55          | 37    | 8          | #        |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 38                     | 241           | 49          | 40    | 11         | 1        |
| Not eligible                    | 50                     | 265           | 23          | 43    | 32         | 2        |

### Average Score Gaps Between Selected Groups

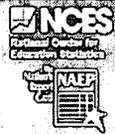
- In 2003, male students in Arizona had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (23 points).

### Reading Scale Scores at Selected Percentiles

| Percentile | Year | Accommodations not permitted | Accommodations permitted |
|------------|------|------------------------------|--------------------------|
| 75th       | 1998 | 283                          | 283                      |
|            | 2003 | 279                          | 281                      |
| 50th       | 1998 | 263*                         | 262                      |
|            | 2003 | 259                          | 259                      |
| 25th       | 1998 | 241*                         | 240*                     |
|            | 2003 | 235                          | 233                      |

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

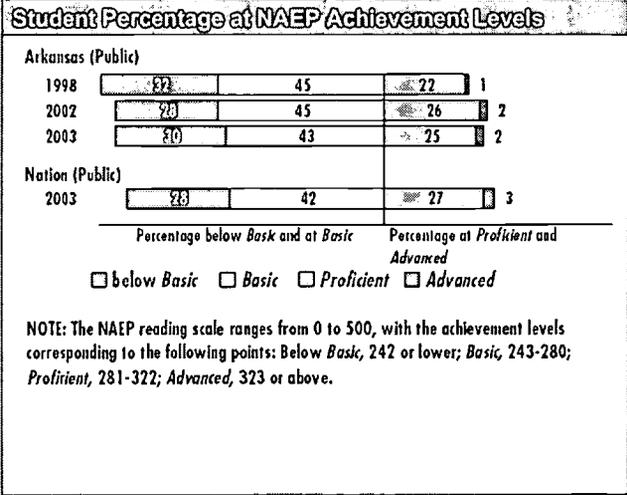
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 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
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The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Arkansas**

- In 2003, the average scale score for eighth-grade students in Arkansas was 258. This was not found to be significantly different\* from the average score in 2002 (260), and was not found to be significantly different from the average score in 1998 (256).
- Arkansas' average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Arkansas were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (27 percent), and was not found to be significantly different from 1998 (23 percent).

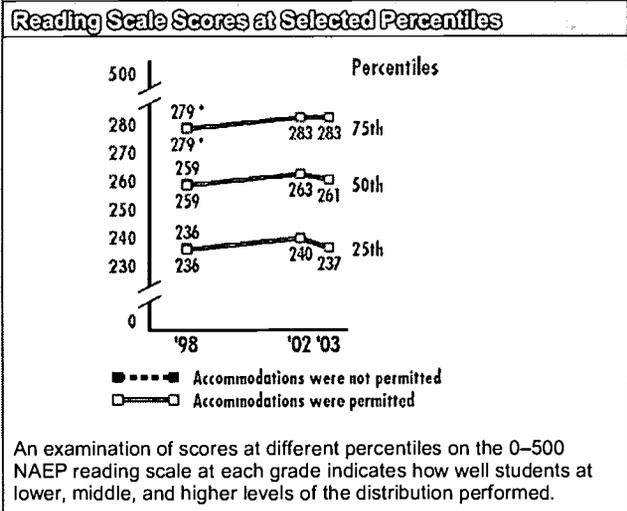


**Performance of NAEP Reporting Groups in Arkansas**

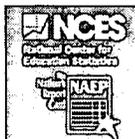
| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 51                     | 254           | 34                        | 43           | 22                | 1               |
| Female                          | 49                     | 263           | 26                        | 44           | 28                | 3               |
| White                           | 73                     | 266           | 21                        | 46           | 30                | 3               |
| Black                           | 22                     | 232           | 58                        | 35           | 6                 | #               |
| Hispanic                        | 3                      | 257           | 32                        | 43           | 24                | 2               |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 46                     | 250           | 39                        | 41           | 18                | 1               |
| Not eligible                    | 49                     | 267           | 20                        | 46           | 32                | 3               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Arkansas had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (33 points). This performance gap was not significantly different from that of 1998 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Arkansas in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (21 points).



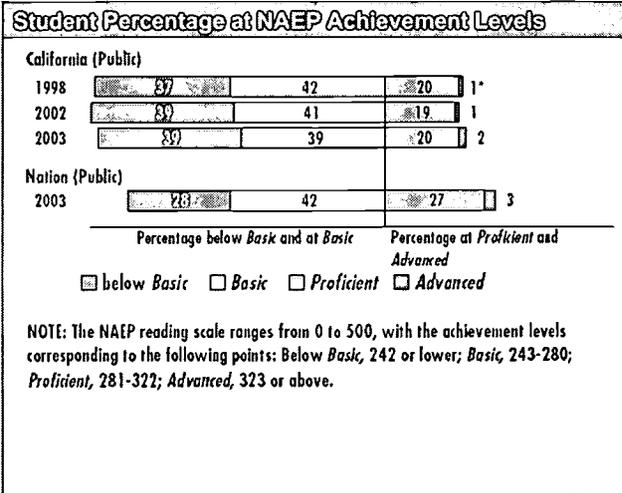
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 \* Significantly different from 2003.      | Significantly higher than, ↓ lower than 2002.  
 † Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
 ‡ "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
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The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for California**

- In 2003, the average scale score for eighth-grade students in California was 251. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (250), and was not found to be significantly different from the average score in 1998 (252).
- California's average score (251) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in California were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in California who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (21 percent).

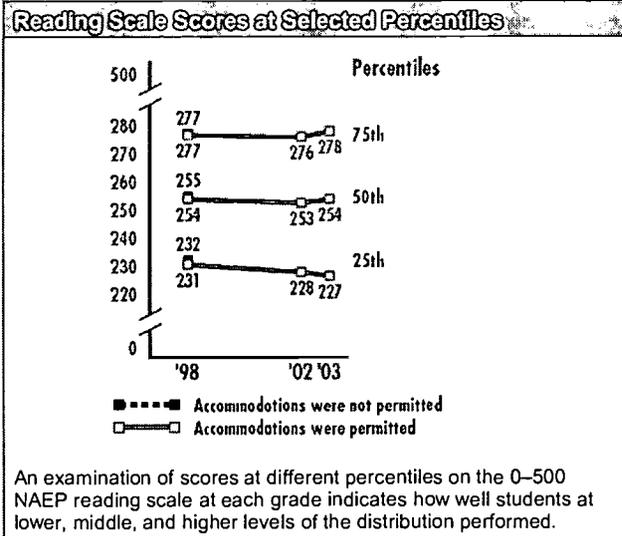


**Performance of NAEP Reporting Groups in California**

| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 51                     | 247           | 42          | 38    | 19         | 1        |
| Female                          | 49                     | 255           | 35          | 40    | 22         | 3        |
| White                           | 35                     | 265           | 24          | 43    | 30         | 4        |
| Black                           | 9                      | 239           | 52          | 37    | 11         | #        |
| Hispanic                        | 41                     | 237           | 54          | 35    | 10         | #        |
| Asian/Pacific Islander          | 13                     | 266           | 24          | 40    | 33         | 4        |
| American Indian/Alaska Native   | 1                      | ---           | ---         | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 42                     | 237           | 53          | 35    | 12         | #        |
| Not eligible                    | 46                     | 264           | 25          | 42    | 29         | 3        |

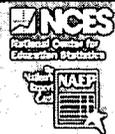
**Average Score Gaps Between Selected Groups**

- In 2003, male students in California had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (32 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
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<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



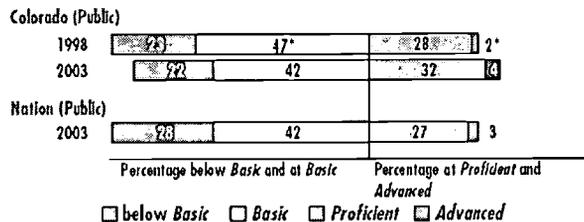


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Colorado**

- In 2003, the average scale score for eighth-grade students in Colorado was 268. This was higher<sup>1</sup> than the average score in 1998 (264).
- Colorado's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Colorado were higher than those in 23 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Colorado who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was greater than that in 1998 (30 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below Basic, 242 or lower; Basic, 243-280; Proficient, 281-322; Advanced, 323 or above.

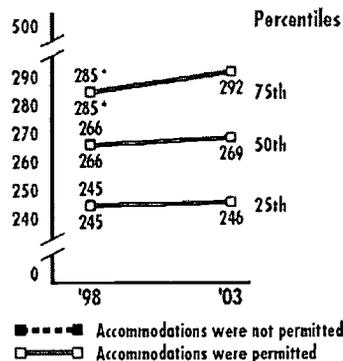
**Performance of NAEP Reporting Groups in Colorado**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 51                     | 262           | 27                        | 44    | 27         | 2        |
| Female                          | 49                     | 274           | 18                        | 39 ↓  | 37         | 6        |
| White                           | 70                     | 275 ↑         | 15                        | 41 ↓  | 38         | 5 ↑      |
| Black                           | 6                      | 249           | 40                        | 43    | 15         | 1        |
| Hispanic                        | 20                     | 247           | 43                        | 43    | 13         | 1        |
| Asian/Pacific Islander          | 4                      | 275           | 16                        | 37    | 42         | 6        |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 26                     | 250           | 40                        | 43    | 15         | 1        |
| Not eligible                    | 72                     | 274 ↑         | 16                        | 41 ↓  | 38         | 5 ↑      |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Colorado had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (26 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (21 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 1998.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.



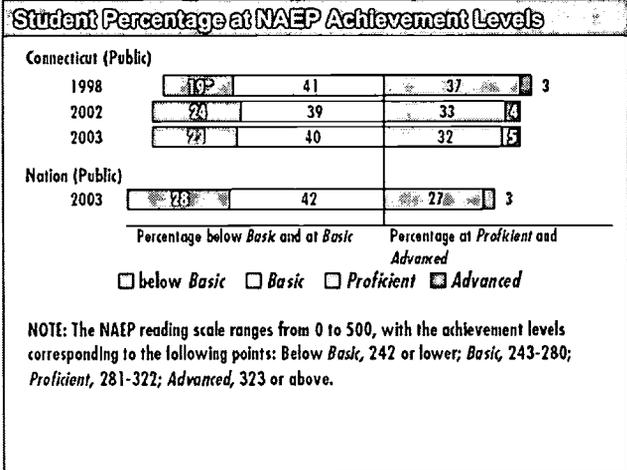
Snapshot Report

NAEP 2002-493076

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Connecticut**

- In 2003, the average scale score for eighth-grade students in Connecticut was 267. This was not found to be significantly different\* from the average score in 2002 (267), and was lower than the average score in 1998 (270).
- Connecticut's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Connecticut were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (40 percent).

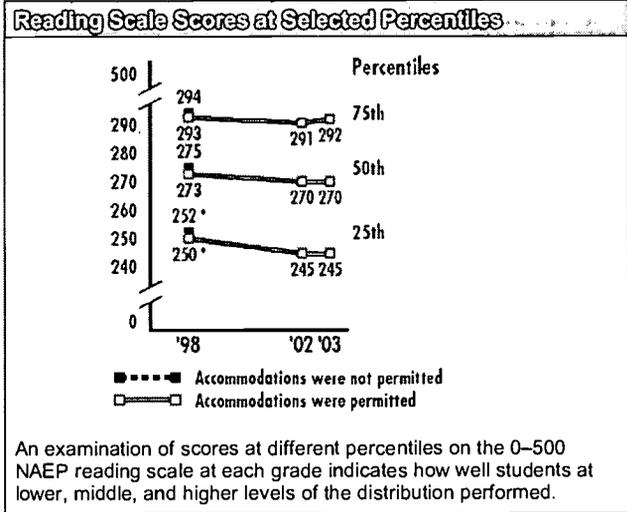


**Performance of NAEP Reporting Groups in Connecticut**

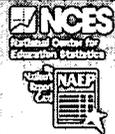
| Reporting groups                | Percentage of students | Average Score | Below <i>Basic</i> | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
|---------------------------------|------------------------|---------------|--------------------|--------------|-------------------|-----------------|
| Male                            | 50                     | 262           | 28                 | 41           | 29                | 3               |
| Female                          | 50                     | 273           | 19                 | 39           | 36                | 6               |
| White                           | 71                     | 275           | 16                 | 39           | 39                | 6               |
| Black                           | 14                     | 244           | 46                 | 42           | 12                | #               |
| Hispanic                        | 11                     | 244           | 45                 | 41           | 13                | #               |
| Asian/Pacific Islander          | 3                      | 282 †         | 12                 | 34           | 43                | 11              |
| American Indian/Alaska Native   | # †                    | ---           | ---                | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                    |              |                   |                 |
| Eligible                        | 25                     | 245           | 44                 | 41           | 14                | #               |
| Not eligible                    | 71                     | 275           | 17                 | 39           | 38                | 6               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Connecticut had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1998 (32 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (31 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of 1998 (27 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
\* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
\* Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
\* "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



Snapshot Report

NCES 2004-458DD6

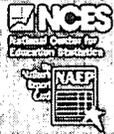
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for DDESS  | Student Percentage at NAEP Achievement Levels  |      |    |    |    |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |    |
|--|--|------|----|----|----|----|------|----|----|----|---|------|----|----|----|---|------|----|----|----|----|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in DDESS was 269. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (272), and was not found to be significantly different from the average score in 1998 (268).</li> <li>DoDEA/DDESS' average score (269) in 2003 was higher than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in DDESS were higher than those in 28 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 2 jurisdictions.</li> <li>The percentage of students in DoDEA/DDESS who performed at or above the NAEP <i>Proficient</i> level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (39 percent).</li> </ul> | <p><b>DDESS (Public)</b></p> <table border="1"> <tr> <td>1998</td> <td>39</td> <td>32</td> <td>16</td> <td>13</td> </tr> <tr> <td>2002</td> <td>49</td> <td>36</td> <td>15</td> <td>0</td> </tr> <tr> <td>2003</td> <td>44</td> <td>34</td> <td>16</td> <td>6</td> </tr> </table> <p><b>Nation (Public)</b></p> <table border="1"> <tr> <td>2003</td> <td>42</td> <td>27</td> <td>13</td> <td>18</td> </tr> </table> <p>Percentage below <i>Basic</i> and at <i>Basic</i>      Percentage at <i>Proficient</i> and <i>Advanced</i></p> <p> <input checked="" type="checkbox"/> below <i>Basic</i>           <input type="checkbox"/> <i>Basic</i>           <input type="checkbox"/> <i>Proficient</i>           <input type="checkbox"/> <i>Advanced</i> </p> <p><b>NOTE:</b> The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> | 1998 | 39 | 32 | 16 | 13 | 2002 | 49 | 36 | 15 | 0 | 2003 | 44 | 34 | 16 | 6 | 2003 | 42 | 27 | 13 | 18 |
| 1998   | 39   | 32   | 16 | 13 |    |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |    |
| 2002   | 49   | 36   | 15 | 0  |    |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |    |
| 2003   | 44   | 34   | 16 | 6  |    |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |    |
| 2003   | 42   | 27   | 13 | 18 |    |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |    |

| Performance of NAEP Reporting Groups in DDESS |                        |               |                           |              |                   |                 |
|---|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                              | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|   |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male  | 51                     | 261 ↓         | 27 †                      | 45           | 26                | 2               |
| Female  | 49                     | 278           | 11                        | 42           | 42                | 5               |
| White   | 40                     | 280           | 11                        | 39           | 45                | 5               |
| Black   | 25                     | 255           | 30                        | 51           | 18                | 1               |
| Hispanic                                      | 23                     | 268           | 21                        | 41           | 34                | 4               |
| Asian/Pacific Islander                        | 7                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native                 | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch               |                        |               |                           |              |                   |                 |
| Eligible                                      | 26                     | 262           | 23                        | 51           | 23                | 3               |
| Not eligible                                  | 56                     | 270           | 18                        | 41           | 37                | 3               |

| Average Score Gaps Between Selected Groups   |   |
|--|---|
| <ul style="list-style-type: none"> <li>In 2003, male students in DoDEA/DDESS had an average score that was lower than that of female students (17 points). This performance gap was not significantly different from that of 1998 (6 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (30 points).</li> <li>In 2003, White students had an average score that was higher than that of Hispanic students (13 points). This performance gap was not significantly different from that of 1998 (2 points).</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (8 points). This performance gap was not significantly different from that of 1998 (15 points).</li> </ul> | <p># The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.</p> <p>* Significantly different from 2003.      † Significantly higher than, ↓ lower than 2002.</p> <p><sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.</p> <p><sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).</p> <p>NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit <a href="http://nces.ed.gov/nationsreportcard/states/">http://nces.ed.gov/nationsreportcard/states/</a> for additional results and detailed information.</p> <p>SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.</p> |

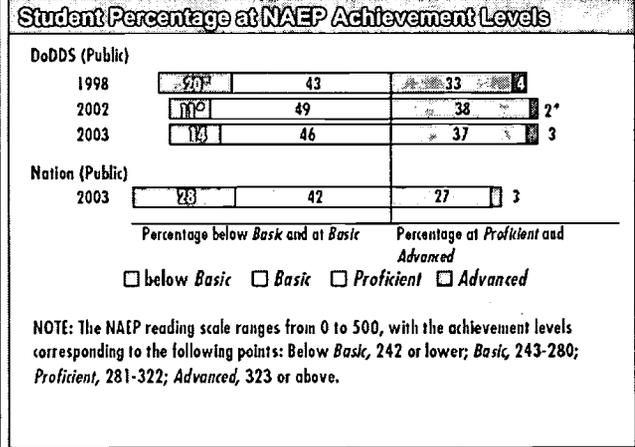
| Reading Scale Scores at Selected Percentiles  |                              |                              |                              |      |      |                              |                              |                              |      |                              |                              |                              |   |
|---|------------------------------|------------------------------|------------------------------|------|------|------------------------------|------------------------------|------------------------------|------|------------------------------|------------------------------|------------------------------|---|
| <p><b>Percentiles</b></p> <table border="1"> <tr> <th>Year</th> <th>75th</th> <th>50th</th> <th>25th</th> </tr> <tr> <td>1998</td> <td>292 (no acc), 295 (with acc)</td> <td>270 (no acc), 271 (with acc)</td> <td>246 (no acc), 246 (with acc)</td> </tr> <tr> <td>2003</td> <td>290 (no acc), 291 (with acc)</td> <td>273 (no acc), 271 (with acc)</td> <td>255 (no acc), 250 (with acc)</td> </tr> </table> <p> <input checked="" type="checkbox"/> Accommodations were not permitted<br/> <input type="checkbox"/> Accommodations were permitted         </p> | Year                         | 75th                         | 50th                         | 25th | 1998 | 292 (no acc), 295 (with acc) | 270 (no acc), 271 (with acc) | 246 (no acc), 246 (with acc) | 2003 | 290 (no acc), 291 (with acc) | 273 (no acc), 271 (with acc) | 255 (no acc), 250 (with acc) | <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.</p> |
| Year  | 75th                         | 50th                         | 25th                         |      |      |                              |                              |                              |      |                              |                              |                              |   |
| 1998  | 292 (no acc), 295 (with acc) | 270 (no acc), 271 (with acc) | 246 (no acc), 246 (with acc) |      |      |                              |                              |                              |      |                              |                              |                              |   |
| 2003  | 290 (no acc), 291 (with acc) | 273 (no acc), 271 (with acc) | 255 (no acc), 250 (with acc) |      |      |                              |                              |                              |      |                              |                              |                              |   |



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for DoDDS**

- In 2003, the average scale score for eighth-grade students in DoDDS was 273. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (273), and was higher than the average score in 1998 (269).
- DoDEA/DoDDS' average score (273) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in DoDDS were higher than those in 49 jurisdictions, and not significantly different from those in 3 jurisdictions.
- The percentage of students in DoDEA/DoDDS who performed at or above the NAEP *Proficient* level was 40 percent in 2003. This percentage was not found to be significantly different from 2002 (40 percent), and was not found to be significantly different from 1998 (37 percent).

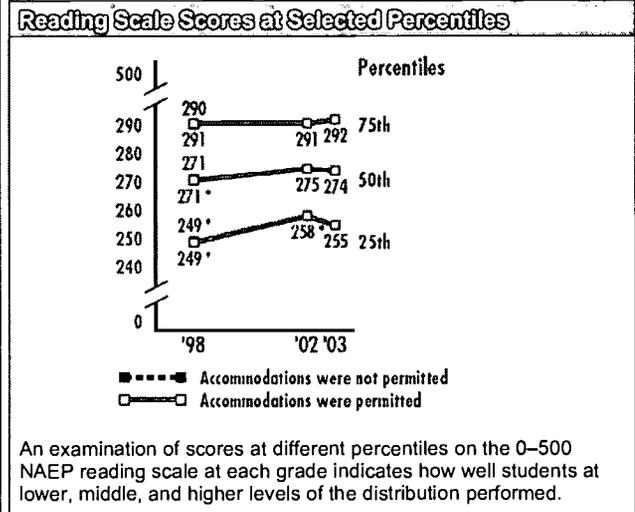


**Performance of NAEP Reporting Groups in DoDDS**

| Reporting groups              | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|-------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                               |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                          | 51                     | 269           | 17                        | 49           | 32                | 2               |
| Female                        | 49                     | 277           | 12 ↑                      | 42           | 42                | 4               |
| White                         | 51 ↑                   | 277           | 10                        | 44           | 42                | 4               |
| Black                         | 19 ↑                   | 260           | 25                        | 53           | 21                | 1               |
| Hispanic                      | 10 ↑                   | 269           | 19                        | 46           | 31                | 4               |
| Asian/Pacific Islander        | 10                     | 272           | 14                        | 48           | 36                | 2               |
| American Indian/Alaska Native | 1                      | ---           | ---                       | ---          | ---               | ---             |

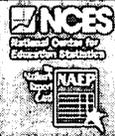
**Average Score Gaps Between Selected Groups**

- In 2003, male students in DoDEA/DoDDS had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (8 points). This performance gap was not significantly different from that of 1998 (12 points).
- Data for free/reduced-price school lunch were not available in DoDDS at grade 8 to compare gaps across assessment years.



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.





Snapshot Report

NAEP's 2003-0500EE

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Delaware

- In 2003, the average scale score for eighth-grade students in Delaware was 265. This was lower<sup>1</sup> than the average score in 2002 (267), and was higher than the average score in 1998 (254).
- Delaware's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Delaware were higher than those in 20 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 16 jurisdictions.
- The percentage of students in Delaware who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1998 (23 percent).

### Student Percentage at NAEP Achievement Levels

Delaware (Public)

|      |     |     |     |   |
|------|-----|-----|-----|---|
| 1998 | 23% | 40* | 21* | 2 |
| 2002 | 17* | 48  | 31  | 2 |
| 2003 | 23* | 46  | 29  | 2 |

Nation (Public)

|      |    |    |    |   |
|------|----|----|----|---|
| 2003 | 23 | 42 | 27 | 3 |
|------|----|----|----|---|

Percentage below *Basic* and at *Basic* | Percentage at *Proficient* and *Advanced*

□ below *Basic* □ *Basic* □ *Proficient* □ *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in Delaware

| Reporting groups                | Percentage of students | Average Score | Below <i>Basic</i> | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
|---------------------------------|------------------------|---------------|--------------------|--------------|-------------------|-----------------|
| Male                            | 52                     | 260 ↓         | 28 ↑               | 46           | 24                | 2               |
| Female                          | 48                     | 270           | 18                 | 45           | 33                | 3               |
| White                           | 63                     | 273           | 15 ↑               | 46           | 37                | 3               |
| Black                           | 27                     | 248           | 40                 | 47           | 13                | #               |
| Hispanic                        | 6                      | 246           | 40                 | 48           | 13                | #               |
| Asian/Pacific Islander          | 3                      | 281           | 13                 | 35           | 42                | 10              |
| American Indian/Alaska Native   | #                      | ---           | ---                | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                    |              |                   |                 |
| Eligible                        | 33                     | 250           | 39                 | 45           | 15                | 1               |
| Not eligible                    | 58 ↓                   | 271 ↓         | 15 ↑               | 47           | 35                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in Delaware had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (24 points).

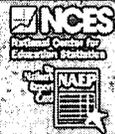
### Reading Scale Scores at Selected Percentiles

| Percentile | Year    | Accommodations not permitted | Accommodations permitted |
|------------|---------|------------------------------|--------------------------|
| 75th       | '98     | 281*                         | 279*                     |
|            | '02 '03 | 287                          | 286                      |
| 50th       | '98     | 258*                         | 255*                     |
|            | '02 '03 | 269                          | 267                      |
| 25th       | '98     | 233*                         | 231*                     |
|            | '02 '03 | 249                          | 245                      |

Legend: ■ --- ■ Accommodations were not permitted; □ — □ Accommodations were permitted

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for District of Columbia

- In 2003, the average scale score for eighth-grade students in District of Columbia was 239. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (240), and was not found to be significantly different from the average score in 1998 (236).
- District of Columbia's average score (239) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in District of Columbia were lower than those in 52 jurisdictions.
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 10 percent in 2003. This percentage was not found to be significantly different from 2002 (10 percent), and was not found to be significantly different from 1998 (11 percent).

### Student Percentage at NAEP Achievement Levels

District of Columbia (Public)

|      |    |     |    |   |
|------|----|-----|----|---|
| 1998 | 35 | 32* | 10 | 1 |
| 2002 | 52 | 38  | 9  | # |
| 2003 | 53 | 37  | 9  | 1 |

Nation (Public)

|      |    |    |    |   |
|------|----|----|----|---|
| 2003 | 26 | 42 | 27 | 3 |
|------|----|----|----|---|

Percentage below *Basic* and at *Basic* | Percentage at *Proficient* and *Advanced*

■ below *Basic* □ *Basic* ■ *Proficient* ■ *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in District of Columbia

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 48                     | 231           | 62                        | 31           | 7                 | 1               |
| Female                          | 52                     | 245           | 45                        | 42           | 11                | 1               |
| White                           | 3                      | ---           | ---                       | ---          | ---               | ---             |
| Black                           | 88                     | 236           | 55                        | 37           | 7                 | #               |
| Hispanic                        | 8                      | 240           | 49                        | 39           | 11                | #               |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 57 ↓                   | 232           | 61                        | 33           | 6                 | #               |
| Not eligible                    | 30                     | 248           | 44                        | 39           | 14                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in District of Columbia had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (12 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (25 points).

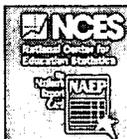
### Reading Scale Scores at Selected Percentiles

| Percentile | Year    | Accommodations not permitted | Accommodations permitted |
|------------|---------|------------------------------|--------------------------|
| 75th       | '98     | 263                          | 262                      |
|            | '02-'03 | 262                          | 262                      |
| 50th       | '98     | 237                          | 237                      |
|            | '02-'03 | 241                          | 241                      |
| 25th       | '98     | 211                          | 212                      |
|            | '02-'03 | 216                          | 219                      |

Legend: ■ --- ■ Accommodations were not permitted; □ — □ Accommodations were permitted

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

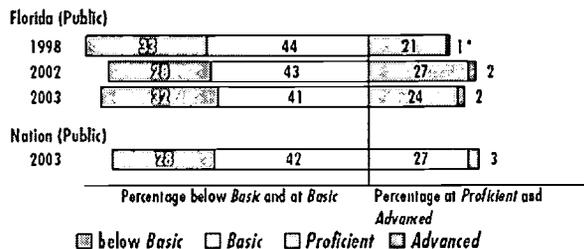


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Florida**

- In 2003, the average scale score for eighth-grade students in Florida was 257. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (261), and was not found to be significantly different from the average score in 1998 (255).
- Florida's average score (257) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Florida were higher than those in 5 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Florida who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (29 percent), and was not found to be significantly different from 1998 (23 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

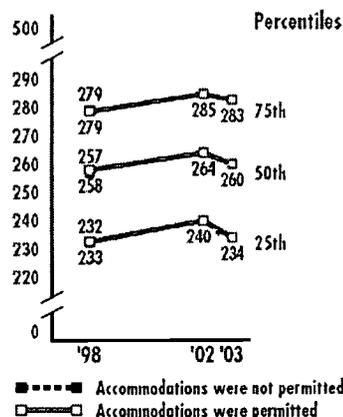
**Performance of NAEP Reporting Groups in Florida**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 49                     | 251           | 39                        | 40    | 20         | 1        |
| Female                          | 51                     | 263           | 26                        | 42    | 29         | 3        |
| White                           | 51 ↓                   | 268           | 21                        | 42    | 33         | 4        |
| Black                           | 27 ↑                   | 239           | 52                        | 38    | 10         | 1        |
| Hispanic                        | 19                     | 251           | 38                        | 43    | 18         | 1        |
| Asian/Pacific Islander          | 2                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 46                     | 245           | 45                        | 39    | 15         | 1        |
| Not eligible                    | 49                     | 267           | 22                        | 43    | 32         | 3        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Florida had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (13 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was not significantly different from that of 1998 (17 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (24 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

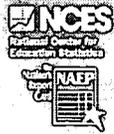
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



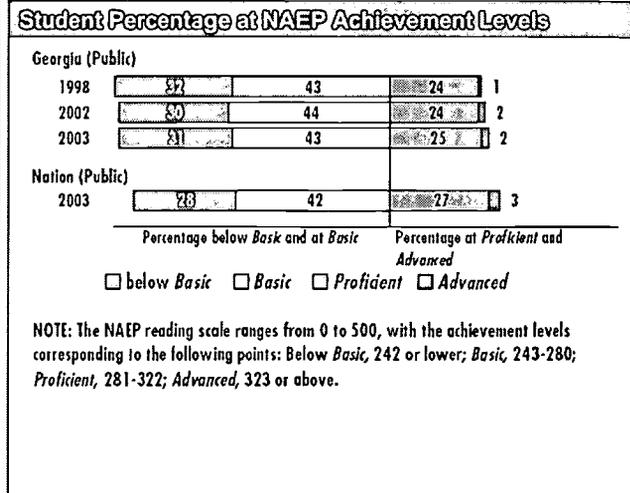
Snapshot Report

NAEP 2004-4666A6

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Georgia**

- In 2003, the average scale score for eighth-grade students in Georgia was 258. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (258), and was not found to be significantly different from the average score in 1998 (257).
- Georgia's average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Georgia were higher than those in 7 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Georgia who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was not found to be significantly different from 1998 (25 percent).

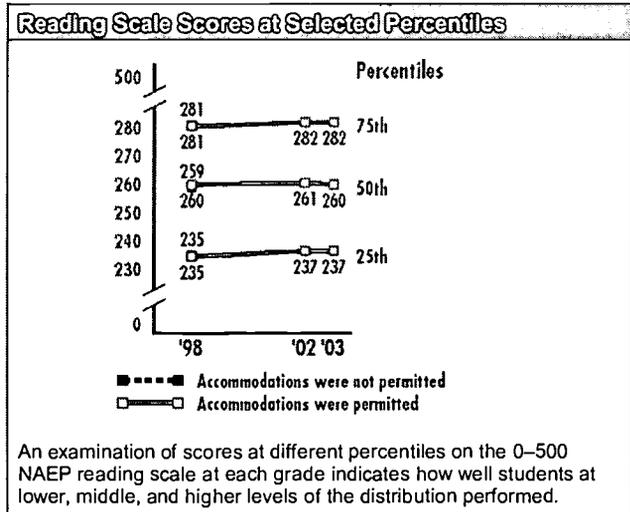


**Performance of NAEP Reporting Groups in Georgia**

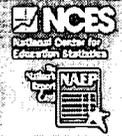
| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 253           | 37                        | 41    | 21         | 1        |
| Female                          | 50                     | 263           | 24                        | 46    | 28         | 2        |
| White                           | 54                     | 268           | 19                        | 45    | 34         | 2        |
| Black                           | 39                     | 244           | 46                        | 42    | 12         | #        |
| Hispanic                        | 4                      | 245           | 45                        | 40    | 15         | #        |
| Asian/Pacific Islander          | 2                      | 265           | 30                        | 32    | 34         | 5        |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 41                     | 243           | 46                        | 42    | 12         | #        |
| Not eligible                    | 54                     | 269           | 18                        | 44    | 35         | 3        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Georgia had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Georgia in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (28 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



Snapshot Report

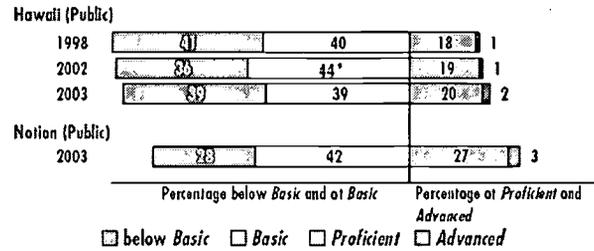
NCEES 2004-438118

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Hawaii**

- o In 2003, the average scale score for eighth-grade students in Hawaii was 251. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (252), and was not found to be significantly different from the average score in 1998 (249).
- o Hawaii's average score (251) in 2003 was lower than that of the nation's public schools (261).
- o Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Hawaii were higher than those in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 46 jurisdictions.
- o The percentage of students in Hawaii who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (19 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

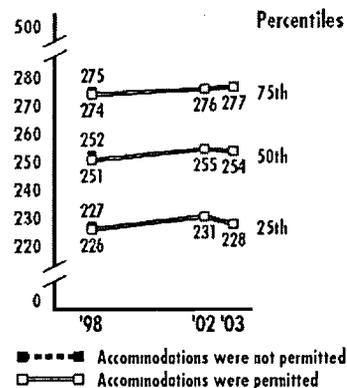
**Performance of NAEP Reporting Groups in Hawaii**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 51                     | 245           | 46                        | 36    | 16         | 1        |
| Female                          | 49                     | 258           | 32                        | 42    | 23         | 3        |
| White                           | 15                     | 259           | 31                        | 38    | 27         | 4        |
| Black                           | 2                      | ---           | ---                       | ---   | ---        | ---      |
| Hispanic                        | 2                      | 249           | 41                        | 32    | 26         | 1        |
| Asian/Pacific Islander          | 70                     | 249           | 41                        | 40    | 18         | 1        |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 42                     | 240           | 51                        | 37    | 12         | 1        |
| Not eligible                    | 57                     | 259           | 30                        | 41    | 26         | 3        |

**Average Score Gaps Between Selected Groups**

- o In 2003, male students in Hawaii had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (15 points).
- o The sample size was not sufficient to permit a reliable estimate for Black students in Hawaii.
- o The sample size was not sufficient to permit a reliable estimate for Hispanic students in Hawaii in 1998.
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 1998 (16 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

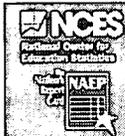
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

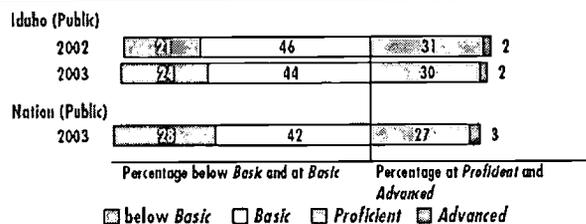


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Idaho**

- In 2003, the average scale score for eighth-grade students in Idaho was 264. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (266).
- Idaho's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Idaho were higher than those in 18 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

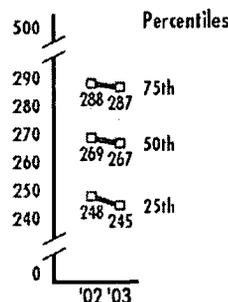
**Performance of NAEP Reporting Groups in Idaho**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 258           | 29                        | 45    | 25         | 1        |
| Female                          | 50                     | 271           | 18 ↑                      | 43    | 35         | 4        |
| White                           | 87                     | 267           | 21                        | 44    | 32         | 3        |
| Black                           | #                      | ---           | ---                       | ---   | ---        | ---      |
| Hispanic                        | 10                     | 242           | 47                        | 42    | 11         | #        |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 34                     | 254 ↓         | 34                        | 44    | 21         | 1        |
| Not eligible                    | 57                     | 270           | 18                        | 44    | 34         | 4        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Idaho had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 2002 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 2002 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 2002 (11 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

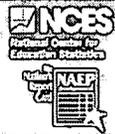
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



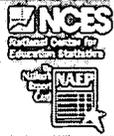
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Illinois  | Student Percentage at NAEP Achievement Levels  |
|---|--|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in Illinois was 266.</li> <li>Illinois' average score (266) in 2003 was higher<sup>1</sup> than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Illinois were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.</li> <li>The percentage of students in Illinois who performed at or above the NAEP <i>Proficient</i> level was 35 percent in 2003. The percentage of students in Illinois who performed at or above the <i>Basic</i> level was 77 percent.</li> </ul> | <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> |

| Performance of NAEP Reporting Groups in Illinois |                        |               |                           |       |            |          |
|--|------------------------|---------------|---------------------------|-------|------------|----------|
| Reporting groups                                 | Percentage of students | Average Score | Percentage of students at |       |            |          |
|  |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male   | 49                     | 264 ↑         | 25 ↓                      | 44    | 28 ↑       | 2        |
| Female   | 51                     | 269 ↑         | 21                        | 40    | 34         | 4        |
| White  | 63                     | 276 ↑         | 13 ↓                      | 42    | 40 ↑       | 5        |
| Black  | 20 ↑                   | 247           | 44                        | 43    | 13         | #        |
| Hispanic   | 14                     | 250 ↑         | 39 ↓                      | 45    | 15         | 1        |
| Asian/Pacific Islander                           | 3 ↓                    | 281 ↑         | 13                        | 34    | 45         | 8        |
| American Indian/Alaska Native                    | # ↓                    | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch                  |                        |               |                           |       |            |          |
| Eligible   | 34                     | 249 ↑         | 41                        | 44    | 14         | 1        |
| Not eligible                                     | 62                     | 276 ↑         | 13 ↓                      | 41    | 41 ↑       | 5        |

| Average Score Gaps Between Selected Groups   | Reading Scale Scores at Selected Percentiles  |                             |                             |  |  |  |                             |                             |                             |          |       |       |       |                 |     |     |     |
|--|---|-----------------------------|-----------------------------|--|--|--|-----------------------------|-----------------------------|-----------------------------|----------|-------|-------|-------|-----------------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in Illinois had an average score that was lower than that of female students (6 points). This performance gap was narrower than that of the Nation (11 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, White students had an average score that was higher than that of Hispanic students (26 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of the Nation (25 points).</li> </ul> | <table border="1"> <thead> <tr> <th colspan="4">Scale Score Distribution</th> </tr> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>Illinois</td> <td>245 ↑</td> <td>269 ↑</td> <td>290 ↑</td> </tr> <tr> <td>Nation (Public)</td> <td>240</td> <td>264</td> <td>286</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Illinois scored below 290.</p> | Scale Score Distribution    |                             |  |  |  | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | Illinois | 245 ↑ | 269 ↑ | 290 ↑ | Nation (Public) | 240 | 264 | 286 |
| Scale Score Distribution   |   |                             |                             |  |  |  |                             |                             |                             |          |       |       |       |                 |     |     |     |
|  | 25 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile |  |  |  |                             |                             |                             |          |       |       |       |                 |     |     |     |
| Illinois   | 245 ↑   | 269 ↑                       | 290 ↑                       |  |  |  |                             |                             |                             |          |       |       |       |                 |     |     |     |
| Nation (Public)  | 240   | 264                         | 286                         |  |  |  |                             |                             |                             |          |       |       |       |                 |     |     |     |

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from Illinois.      ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

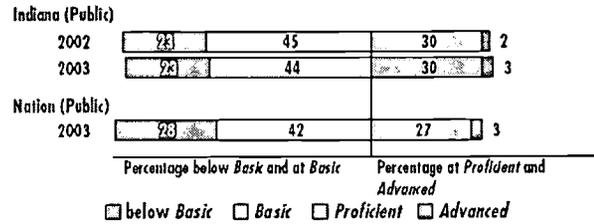


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Indiana**

- In 2003, the average scale score for eighth-grade students in Indiana was 265. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (265).
- Indiana's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Indiana were higher than those in 20 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 9 jurisdictions.
- The percentage of students in Indiana who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

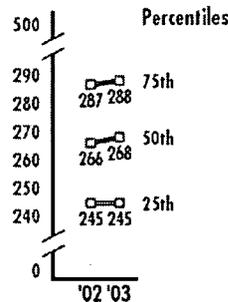
**Performance of NAEP Reporting Groups in Indiana**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 49 ↓                   | 259           | 28                        | 46           | 25                | 2               |
| Female                          | 51 ↑                   | 270           | 18                        | 43           | 36                | 3               |
| White                           | 82                     | 269           | 19                        | 44           | 33                | 3               |
| Black                           | 12                     | 244           | 46                        | 41           | 13                | #               |
| Hispanic                        | 3                      | 247           | 43                        | 41           | 15                | 1               |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 29                     | 248           | 41                        | 43           | 15                | 1               |
| Not eligible                    | 68                     | 272           | 16                        | 44           | 36                | 3               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Indiana had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 2002 (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Indiana in 2002.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was wider than that of 2002 (16 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

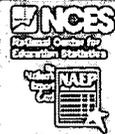
↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



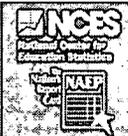
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Iowa   | Student Percentage at NAEP Achievement Levels  |
|--|--|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in Iowa was 268.</li> <li>Iowa's average score (268) in 2003 was higher<sup>1</sup> than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Iowa were higher than those in 27 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 5 jurisdictions.</li> <li>The percentage of students in Iowa who performed at or above the NAEP <i>Proficient</i> level was 36 percent in 2003. The percentage of students in Iowa who performed at or above the <i>Basic</i> level was 79 percent.</li> </ul> | <p>Iowa (Public) 2003: 21% Below Basic, 44% Basic, 33% Proficient, 3% Advanced</p> <p>Nation (Public) 2003: 27% Below Basic, 42% Basic, 27% Proficient, 3% Advanced</p> <p>Percentage below <i>Basic</i> and at <i>Basic</i>   Percentage at <i>Proficient</i> and <i>Advanced</i></p> <p><input type="checkbox"/> below <i>Basic</i> <input type="checkbox"/> <i>Basic</i> <input type="checkbox"/> <i>Proficient</i> <input type="checkbox"/> <i>Advanced</i></p> <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> |

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 49                     | 261 ↑         | 26 ↓                      | 46           | 27                | 1               |
| Female                          | 51                     | 273 ↑         | 15 ↓                      | 42           | 39 ↑              | 4               |
| White                           | 91 ↑                   | 269           | 18                        | 44           | 35                | 3               |
| Black                           | 3 ↓                    | 245           | 44                        | 46           | 10                | #               |
| Hispanic                        | 4 ↓                    | 244           | 46                        | 41           | 12                | 1               |
| Asian/Pacific Islander          | 2 ↓                    | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | # ↓                    | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 25 ↓                   | 252 ↑         | 37 ↓                      | 45           | 17                | 1               |
| Not eligible                    | 72 ↑                   | 273 ↑         | 15 ↓                      | 43           | 38                | 3               |

| Average Score Gaps Between Selected Groups   | Reading Scale Scores at Selected Percentiles  |                             |                             |                             |                             |      |       |       |       |                 |     |     |     |
|--|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------|-------|-------|-------|-----------------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in Iowa had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of the Nation (11 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (25 points).</li> </ul> | <p><b>Scale Score Distribution</b></p> <table border="1"> <thead> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>Iowa</td> <td>248 ↑</td> <td>270 ↑</td> <td>290 ↑</td> </tr> <tr> <td>Nation (Public)</td> <td>240</td> <td>264</td> <td>286</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Iowa scored below 290.</p> |                             | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | Iowa | 248 ↑ | 270 ↑ | 290 ↑ | Nation (Public) | 240 | 264 | 286 |
|  | 25 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile |                             |                             |      |       |       |       |                 |     |     |     |
| Iowa   | 248 ↑   | 270 ↑                       | 290 ↑                       |                             |                             |      |       |       |       |                 |     |     |     |
| Nation (Public)  | 240   | 264                         | 286                         |                             |                             |      |       |       |       |                 |     |     |     |

# The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from Iowa. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

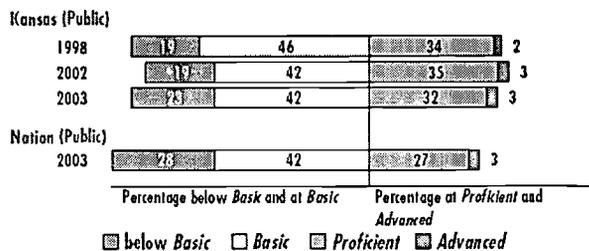


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Kansas**

- In 2003, the average scale score for eighth-grade students in Kansas was 266. This was not found to be significantly different\* from the average score in 2002 (269), and was not found to be significantly different from the average score in 1998 (268).
- Kansas' average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Kansas were higher than those in 20 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Kansas who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (38 percent), and was not found to be significantly different from 1998 (36 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

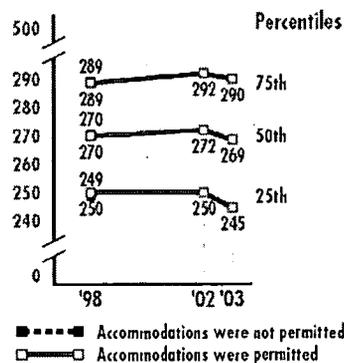
**Performance of NAEP Reporting Groups in Kansas**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 260           | 29                        | 43    | 26         | 2        |
| Female                          | 50                     | 272           | 18                        | 41    | 37         | 5        |
| White                           | 80                     | 271           | 18                        | 42    | 36         | 4        |
| Black                           | 9                      | 243           | 47                        | 43    | 10         | #        |
| Hispanic                        | 7                      | 245           | 45                        | 38    | 16         | 1        |
| Asian/Pacific Islander          | 3                      | 266           | 25                        | 41    | 30         | 5        |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 33                     | 253           | 36                        | 42    | 21         | 1        |
| Not eligible                    | 65                     | 273           | 16                        | 42    | 37         | 4        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Kansas had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (26 points). This performance gap was not significantly different from that of 1998 (31 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (21 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

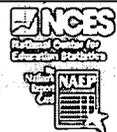
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

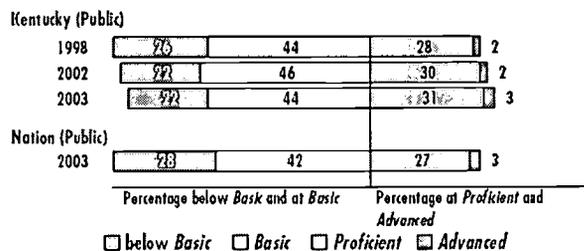


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Kentucky**

- In 2003, the average scale score for eighth-grade students in Kentucky was 266. This was not found to be significantly different\* from the average score in 2002 (265), and was higher than the average score in 1998 (262).
- Kentucky's average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Kentucky were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Kentucky who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (30 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

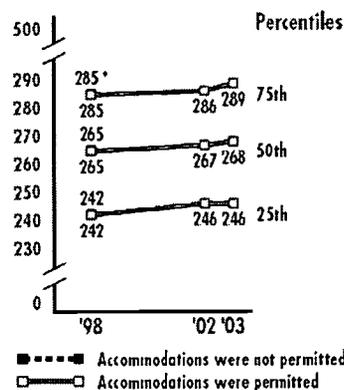
**Performance of NAEP Reporting Groups in Kentucky**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 261           | 27                        | 46    | 26         | 2        |
| Female                          | 50                     | 272           | 17                        | 43    | 36         | 4        |
| White                           | 87                     | 269           | 19                        | 45    | 33         | 3        |
| Black                           | 10                     | 245           | 46                        | 41    | 13         | 1        |
| Hispanic                        | 1                      | ---           | ---                       | ---   | ---        | ---      |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 42                     | 257           | 31                        | 46    | 22 ↑       | 1        |
| Not eligible                    | 56                     | 273           | 15                        | 43    | 37         | 4        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Kentucky had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (19 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (20 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

-- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



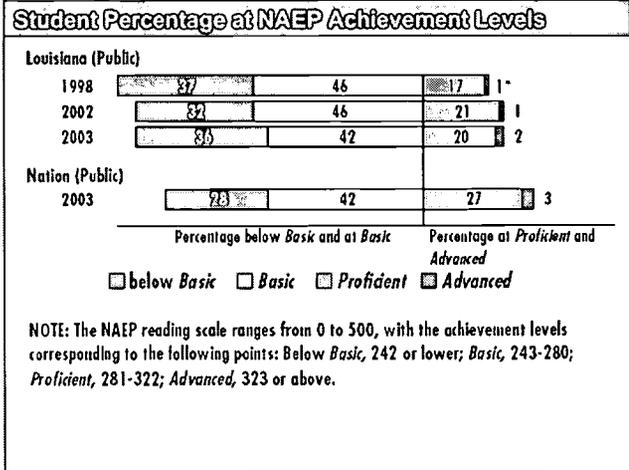
Snapshot Report

NCES 2004-1991A3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

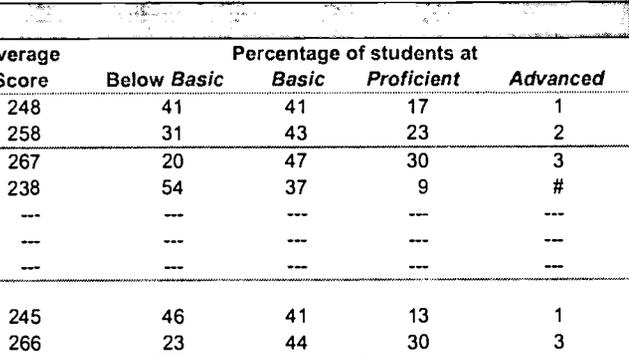
**Overall Reading Results for Louisiana**

- In 2003, the average scale score for eighth-grade students in Louisiana was 253. This was not found to be significantly different\* from the average score in 2002 (256), and was not found to be significantly different from the average score in 1998 (252).
- Louisiana's average score (253) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Louisiana were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Louisiana who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was greater than that in 1998 (17 percent).



**Performance of NAEP Reporting Groups in Louisiana**

| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 48                     | 248           | 41          | 41    | 17         | 1        |
| Female                          | 52                     | 258           | 31          | 43    | 23         | 2        |
| White                           | 49                     | 267           | 20          | 47    | 30         | 3        |
| Black                           | 46                     | 238           | 54          | 37    | 9          | #        |
| Hispanic                        | 2                      | ---           | ---         | ---   | ---        | ---      |
| Asian/Pacific Islander          | 1                      | ---           | ---         | ---   | ---        | ---      |
| American Indian/Alaska Native   | 1                      | ---           | ---         | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 50                     | 245           | 46          | 41    | 13         | 1        |
| Not eligible                    | 38                     | 266           | 23          | 44    | 30         | 3        |

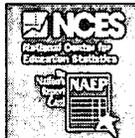


**Average Score Gaps Between Selected Groups**

- In 2003, male students in Louisiana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (20 points).

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

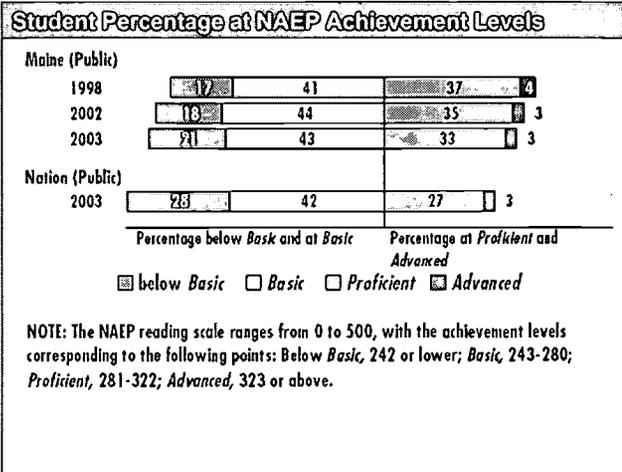
# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Maine**

- In 2003, the average scale score for eighth-grade students in Maine was 268. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (270), and was lower than the average score in 1998 (271).
- Maine's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Maine were higher than those in 28 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Maine who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (38 percent), and was not found to be significantly different from 1998 (41 percent).

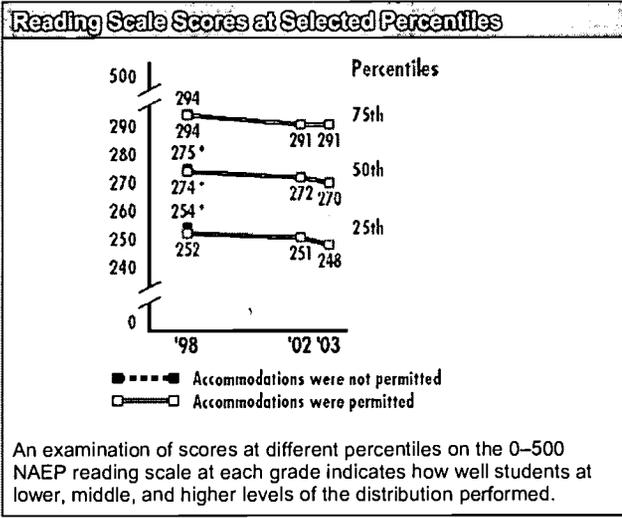


**Performance of NAEP Reporting Groups in Maine**

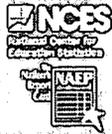
| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 51                     | 262           | 26          | 44    | 28         | 2        |
| Female                          | 49                     | 275           | 15          | 41    | 39         | 5        |
| White                           | 96                     | 269           | 21          | 43    | 34         | 3        |
| Black                           | 2                      | ---           | ---         | ---   | ---        | ---      |
| Hispanic                        | 1                      | ---           | ---         | ---   | ---        | ---      |
| Asian/Pacific Islander          | 1                      | ---           | ---         | ---   | ---        | ---      |
| American Indian/Alaska Native   | #                      | ---           | ---         | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 28 †                   | 258           | 31          | 44    | 24         | 1        |
| Not eligible                    | 70                     | 273           | 17          | 42    | 37         | 4        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Maine had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (15 points). This performance gap was not significantly different from that of 1998 (17 points).



# The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003. † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

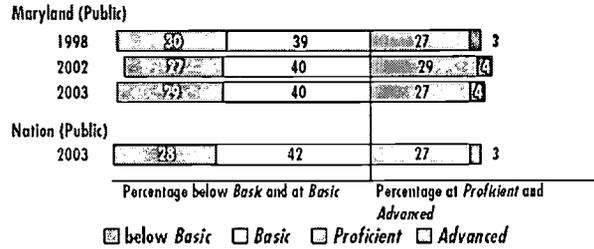


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Maryland**

- In 2003, the average scale score for eighth-grade students in Maryland was 262. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (263), and was not found to be significantly different from the average score in 1998 (261).
- Maryland's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Maryland were higher than those in 11 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (31 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

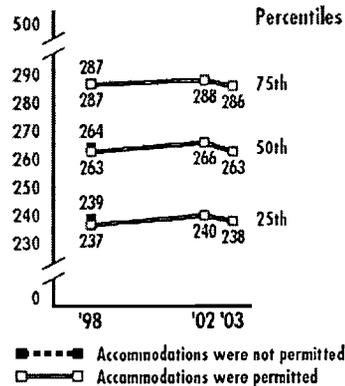
**Performance of NAEP Reporting Groups in Maryland**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | <i>Below Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 51                     | 255           | 35                        | 40           | 22                | 2               |
| Female                          | 49                     | 269           | 23                        | 40           | 32                | 5               |
| White                           | 58                     | 271           | 20                        | 40           | 35                | 5               |
| Black                           | 32                     | 245           | 45                        | 42           | 12                | 1               |
| Hispanic                        | 6                      | 251           | 39                        | 40           | 19                | 1               |
| Asian/Pacific Islander          | 4                      | 282           | 13                        | 31           | 43                | 13              |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 26                     | 242           | 49                        | 38           | 12                | 1               |
| Not eligible                    | 67                     | 268           | 22                        | 42           | 32                | 4               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Maryland had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (32 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (30 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

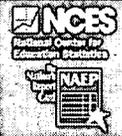
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

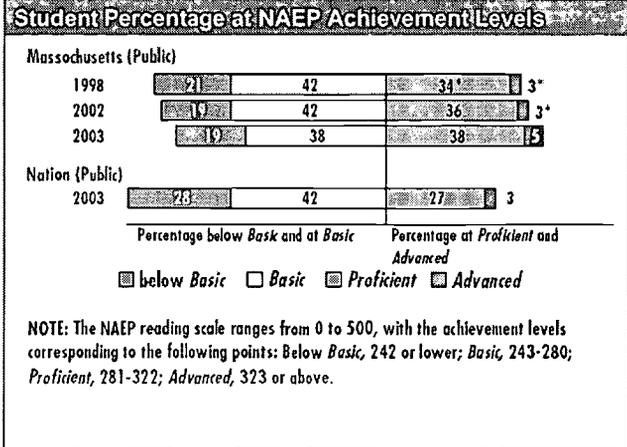
Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

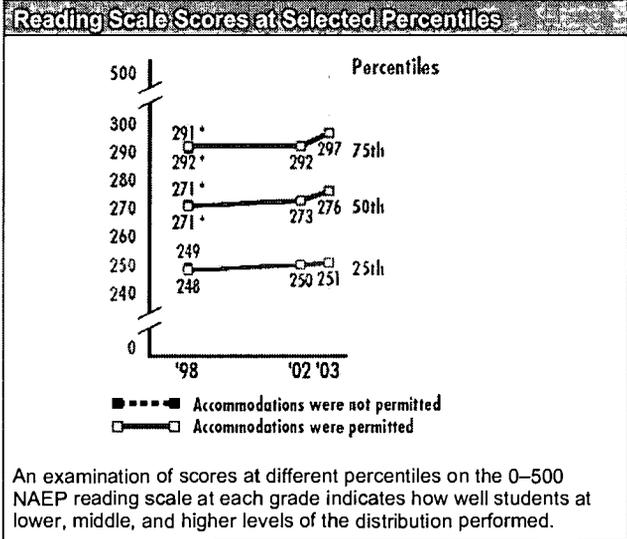
- Overall Reading Results for Massachusetts**
- In 2003, the average scale score for eighth-grade students in Massachusetts was 273. This was not found to be significantly different\* from the average score in 2002 (271), and was higher than the average score in 1998 (269).
  - Massachusetts' average score (273) in 2003 was higher than that of the nation's public schools (261).
  - Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Massachusetts were higher than those in 49 jurisdictions, and not significantly different from those in 3 jurisdictions.
  - The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 43 percent in 2003. This percentage was not found to be significantly different from 2002 (39 percent), and was greater than that in 1998 (38 percent).



**Performance of NAEP Reporting Groups in Massachusetts**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 50 ↑                   | 268           | 23                        | 40           | 33                | 4               |
| Female                          | 50 ↓                   | 278           | 14                        | 36           | 42                | 7               |
| White                           | 78                     | 278           | 14                        | 37           | 43                | 6               |
| Black                           | 8                      | 252           | 38                        | 44           | 17                | 1               |
| Hispanic                        | 9                      | 246           | 44                        | 42           | 14                | #               |
| Asian/Pacific Islander          | 4                      | 281           | 13                        | 35           | 42                | 11              |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 23                     | 251           | 39                        | 42           | 17                | 1               |
| Not eligible                    | 64                     | 280           | 12                        | 37           | 45                | 6               |

- Average Score Gaps Between Selected Groups**
- In 2003, male students in Massachusetts had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (11 points).
  - In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (27 points).
  - In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1998 (32 points).
  - In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (29 points).



# The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003. † Significantly higher than, ‡ lower than 2002.  
 \* Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
 † "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

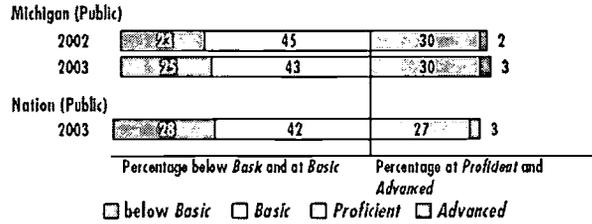


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Michigan**

- o In 2003, the average scale score for eighth-grade students in Michigan was 264. This was not found to be significantly different\* from the average score in 2002 (265).
- o Michigan's average score (264) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- o Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Michigan were higher than those in 17 jurisdictions, not significantly different from those in 28 jurisdictions, and lower than those in 7 jurisdictions.
- o The percentage of students in Michigan who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

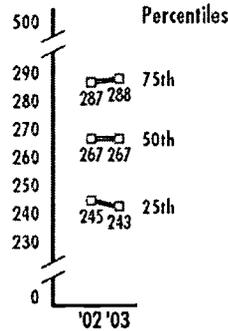
**Performance of NAEP Reporting Groups in Michigan**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 50                     | 259           | 30                        | 44           | 25                | 2               |
| Female                          | 50                     | 270           | 20                        | 42           | 34                | 3               |
| White                           | 70                     | 272           | 16                        | 45           | 36                | 3               |
| Black                           | 24                     | 242           | 51                        | 37           | 12                | #               |
| Hispanic                        | 3                      | 257           | 33                        | 40           | 26                | 1               |
| Asian/Pacific Islander          | 2                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 2                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 28                     | 247           | 43                        | 42           | 14 ↓              | 1               |
| Not eligible                    | 63                     | 272           | 16                        | 44           | 37                | 4               |

**Average Score Gaps Between Selected Groups**

- o In 2003, male students in Michigan had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (11 points).
- o In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 2002 (28 points).
- o The sample size was not sufficient to permit a reliable estimate for Hispanic students in Michigan in 2002.
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was wider than that of 2002 (13 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

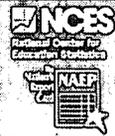
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

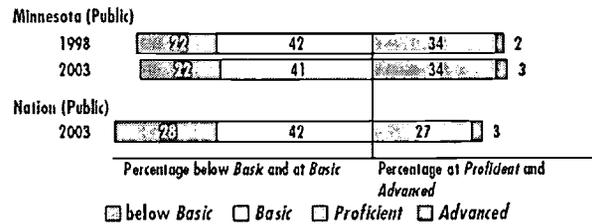


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Minnesota**

- o In 2003, the average scale score for eighth-grade students in Minnesota was 268. This was not found to be significantly different\* from the average score in 1998 (265).
- o Minnesota's average score (268) in 2003 was higher than that of the nation's public schools (261).
- o Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Minnesota were higher than those in 27 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 2 jurisdictions.
- o The percentage of students in Minnesota who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (36 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

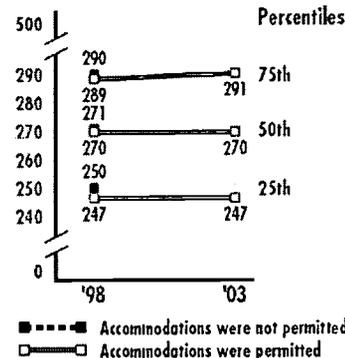
**Performance of NAEP Reporting Groups in Minnesota**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 51                     | 261           | 27                        | 44    | 27         | 2        |
| Female                          | 49                     | 274           | 16                        | 38    | 41         | 4        |
| White                           | 83                     | 273           | 17                        | 42    | 38         | 3        |
| Black                           | 6                      | 243           | 49                        | 39    | 12         | #        |
| Hispanic                        | 3                      | 240           | 54                        | 30    | 14         | 2        |
| Asian/Pacific Islander          | 5                      | 257 ↑         | 36                        | 38    | 23         | 2        |
| American Indian/Alaska Native   | 2                      | --            | --                        | --    | --         | --       |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 22                     | 248           | 44                        | 39    | 16         | 1        |
| Not eligible                    | 77                     | 274           | 15                        | 41    | 40         | 4        |

**Average Score Gaps Between Selected Groups**

- o In 2003, male students in Minnesota had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- o In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (38 points).
- o The sample size was not sufficient to permit a reliable estimate for Hispanic students in Minnesota in 1998.
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (23 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

-- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 1998.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

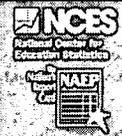
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.



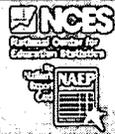
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Mississippi  |    | Student Percentage at NAEP Achievement Levels   |    |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |
|--|----|---|----|------|----|----|----|---|------|----|----|----|---|------|----|----|----|---|------|----|----|----|---|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in Mississippi was 255. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (255), and was not found to be significantly different from the average score in 1998 (251).</li> <li>Mississippi's average score (255) in 2003 was lower than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Mississippi were higher than those in 2 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 37 jurisdictions.</li> <li>The percentage of students in Mississippi who performed at or above the NAEP <i>Proficient</i> level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (19 percent).</li> </ul> |    | <p>Mississippi (Public)</p> <table border="1"> <tr> <td>1998</td> <td>33</td> <td>43</td> <td>18</td> <td>1</td> </tr> <tr> <td>2002</td> <td>33</td> <td>47</td> <td>19</td> <td>1</td> </tr> <tr> <td>2003</td> <td>35</td> <td>45</td> <td>20</td> <td>1</td> </tr> </table> <p>Nation (Public)</p> <table border="1"> <tr> <td>2003</td> <td>23</td> <td>42</td> <td>27</td> <td>3</td> </tr> </table> <p>Percentage below <i>Basic</i> and at <i>Basic</i>   Percentage at <i>Proficient</i> and <i>Advanced</i></p> <p>■ below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> |    | 1998 | 33 | 43 | 18 | 1 | 2002 | 33 | 47 | 19 | 1 | 2003 | 35 | 45 | 20 | 1 | 2003 | 23 | 42 | 27 | 3 |
| 1998   | 33 | 43  | 18 | 1    |    |    |    |   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |
| 2002   | 33 | 47  | 19 | 1    |    |    |    |   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |
| 2003   | 35 | 45  | 20 | 1    |    |    |    |   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |
| 2003   | 23 | 42  | 27 | 3    |    |    |    |   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |

| Performance of NAEP Reporting Groups in Mississippi |                        |               |                           |              |                   |                 |
|---|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                                    | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|   |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male  | 49                     | 249           | 41                        | 43           | 15                | 1               |
| Female  | 51                     | 260           | 28                        | 46           | 24                | 2               |
| White   | 49                     | 267           | 20                        | 48           | 30                | 2               |
| Black   | 49                     | 243           | 50                        | 41           | 9                 | #               |
| Hispanic  | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander                              | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native                       | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch                     |                        |               |                           |              |                   |                 |
| Eligible  | 56                     | 246           | 44                        | 43           | 12                | #               |
| Not eligible  | 41                     | 266           | 22                        | 46           | 30                | 2               |

| Average Score Gaps Between Selected Groups   |      | Reading Scale Scores at Selected Percentiles   |      |      |      |      |      |      |      |     |     |      |     |     |     |
|--|------|--|------|------|------|------|------|------|------|-----|-----|------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in Mississippi had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (9 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).</li> <li>The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (23 points).</li> </ul> |      | <p>Percentiles</p> <table border="1"> <tr> <th>Year</th> <th>25th</th> <th>50th</th> <th>75th</th> </tr> <tr> <td>1998</td> <td>229*</td> <td>253</td> <td>275</td> </tr> <tr> <td>2003</td> <td>235</td> <td>257</td> <td>276</td> </tr> </table> <p>Legend: ■ Accommodations were not permitted, □ Accommodations were permitted</p> <p>An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.</p> |      | Year | 25th | 50th | 75th | 1998 | 229* | 253 | 275 | 2003 | 235 | 257 | 276 |
| Year   | 25th | 50th   | 75th |      |      |      |      |      |      |     |     |      |     |     |     |
| 1998   | 229* | 253  | 275  |      |      |      |      |      |      |     |     |      |     |     |     |
| 2003   | 235  | 257  | 276  |      |      |      |      |      |      |     |     |      |     |     |     |

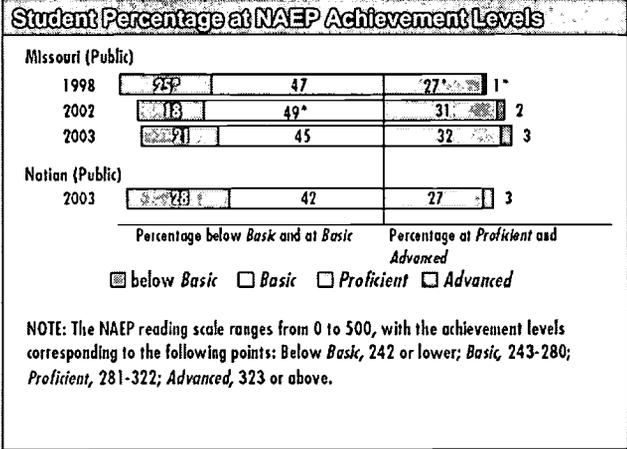
# The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003. † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Missouri**

- In 2003, the average scale score for eighth-grade students in Missouri was 267. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (268), and was higher than the average score in 1998 (262).
- Missouri's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Missouri were higher than those in 24 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Missouri who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1998 (28 percent).

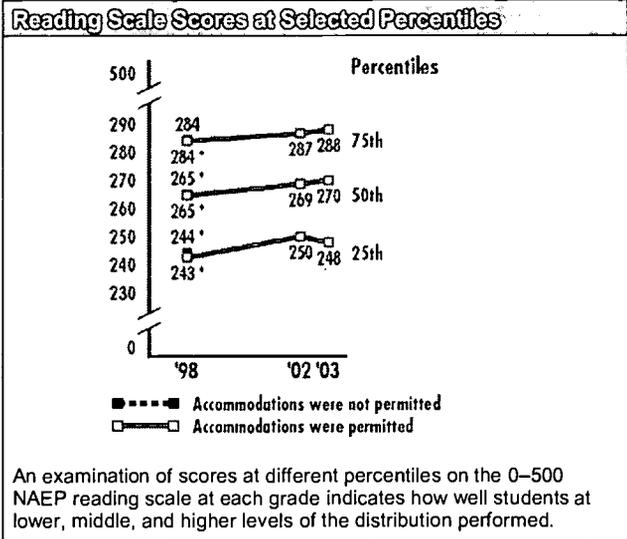


**Performance of NAEP Reporting Groups in Missouri**

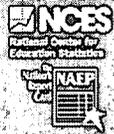
| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | <i>Below Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 49                     | 263           | 25                        | 45 ↓         | 28                | 2               |
| Female                          | 51                     | 271           | 16                        | 45           | 35                | 4               |
| White                           | 82                     | 272           | 15                        | 46           | 36                | 3               |
| Black                           | 15                     | 243           | 48                        | 42           | 10                | #               |
| Hispanic                        | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 30                     | 255           | 34                        | 44           | 21                | 1               |
| Not eligible                    | 67                     | 273           | 15                        | 45           | 36                | 3               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Missouri had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 1998 (21 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



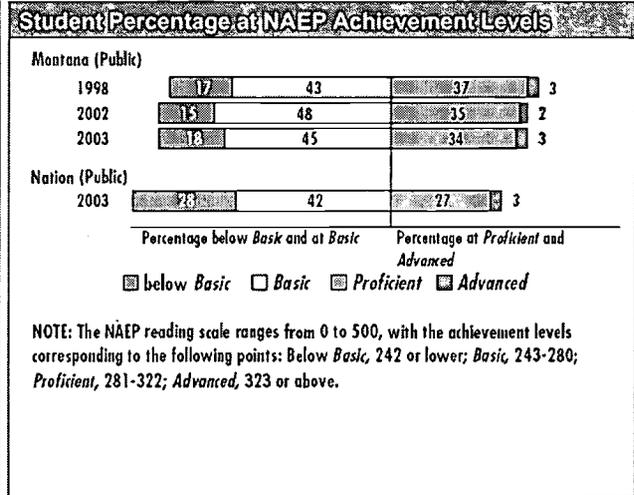
Snapshot Report

NGES 2004-458MT8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Montana**

- In 2003, the average scale score for eighth-grade students in Montana was 270. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (270), and was not found to be significantly different from the average score in 1998 (271).
- Montana's average score (270) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Montana were higher than those in 34 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Montana who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (40 percent).

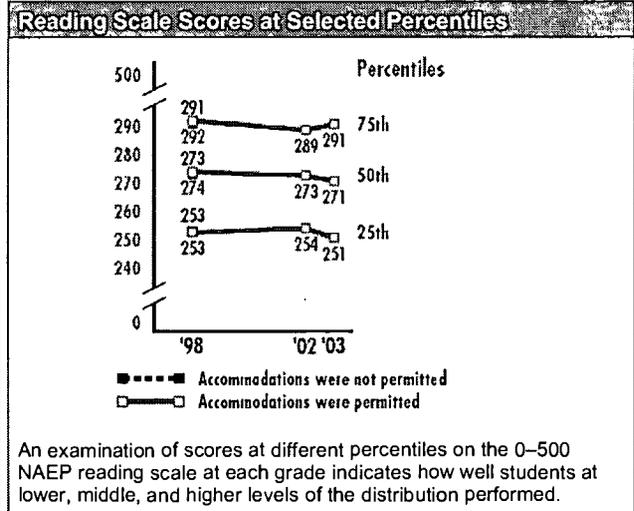


**Performance of NAEP Reporting Groups in Montana**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 50                     | 264           | 22                        | 48           | 28                | 1               |
| Female                          | 50                     | 276           | 14                        | 41           | 40                | 4               |
| White                           | 87                     | 273           | 15                        | 45           | 37                | 3               |
| Black                           | #                      | ---           | ---                       | ---          | ---               | ---             |
| Hispanic                        | 2                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 10                     | 247           | 40                        | 46           | 13                | #               |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 29                     | 258           | 30                        | 46           | 24                | 1               |
| Not eligible                    | 66                     | 275           | 13                        | 45           | 39                | 4 ↑             |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Montana had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (17 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Nebraska

- In 2003, the average scale score for eighth-grade students in Nebraska was 266. This was lower<sup>1</sup> than the average score in 2002 (270).
- Nebraska's average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Nebraska were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Nebraska who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (36 percent).

### Student Percentage at NAEP Achievement Levels

| Year                   | Below Basic | At Basic | Proficient | Advanced |
|------------------------|-------------|----------|------------|----------|
| Nebraska (Public) 2002 | 47*         | 34*      | 17*        | 2        |
| Nebraska (Public) 2003 | 42          | 32*      | 26         | 3        |
| Nation (Public) 2003   | 42          | 27*      | 27         | 3        |

Percentage below *Basic* and at *Basic*      Percentage at *Proficient* and *Advanced*

below *Basic*  
  *Basic*  
  *Proficient*  
  *Advanced*

**NOTE:** The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in Nebraska

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 49 ↓                   | 261 ↓         | 27 ↑                      | 44           | 27                | 2               |
| Female                          | 51 ↑                   | 271           | 18 ↑                      | 41           | 38                | 3               |
| White                           | 84                     | 271           | 18 ↑                      | 43           | 36                | 3               |
| Black                           | 5                      | 239           | 53                        | 37           | 10                | #               |
| Hispanic                        | 7                      | 241           | 51 ↑                      | 37           | 11                | 1               |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 2                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 30                     | 253 ↓         | 37 ↑                      | 42           | 20                | 1               |
| Not eligible                    | 66                     | 273           | 16 ↑                      | 43           | 38                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in Nebraska had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 2002 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 2002 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was not significantly different from that of 2002 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was wider than that of 2002 (15 points).

### Reading Scale Scores at Selected Percentiles

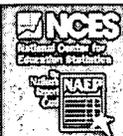
| Percentile | '02 | '03 |
|------------|-----|-----|
| 75th       | 289 | 289 |
| 50th       | 277 | 269 |
| 25th       | 252 | 246 |

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

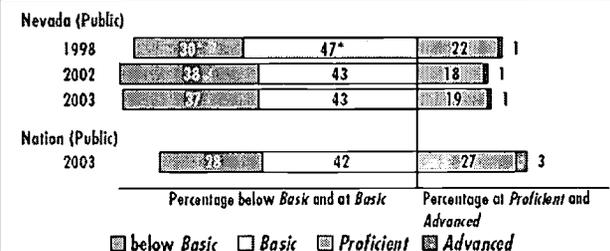


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Nevada**

- In 2003, the average scale score for eighth-grade students in Nevada was 252. This was not found to be significantly different\* from the average score in 2002 (251), and was lower than the average score in 1998 (258).
- Nevada's average score (252) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Nevada were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Nevada who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (19 percent), and was not found to be significantly different from 1998 (23 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

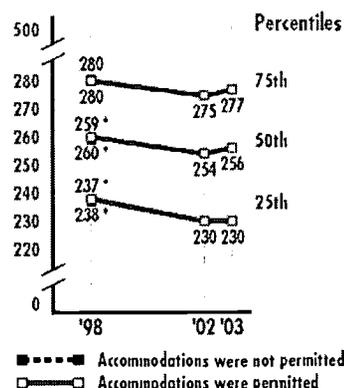
**Performance of NAEP Reporting Groups in Nevada**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 49                     | 246           | 43                        | 42    | 14         | #        |
| Female                          | 51                     | 258           | 31                        | 43    | 25         | 2        |
| White                           | 56                     | 262 †         | 25                        | 46    | 27         | 2        |
| Black                           | 11                     | 233           | 57                        | 36    | 7          | #        |
| Hispanic                        | 25                     | 237           | 56                        | 36    | 8          | #        |
| Asian/Pacific Islander          | 6                      | 260           | 25                        | 51    | 24         | 1        |
| American Indian/Alaska Native   | 2                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 33 †                   | 242           | 50                        | 38    | 12         | 1        |
| Not eligible                    | 63                     | 258           | 30                        | 45    | 23         | 1        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Nevada had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (23 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (19 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

† Significantly higher than, ‡ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

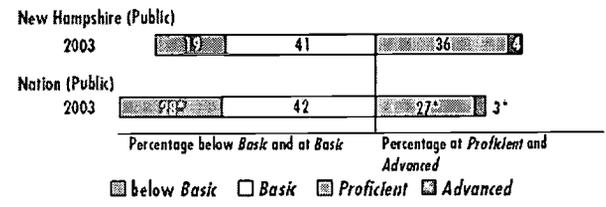
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

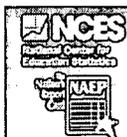
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for New Hampshire  | Student Percentage at NAEP Achievement Levels   |
|--|---|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in New Hampshire was 271.</li> <li>New Hampshire's average score (271) in 2003 was higher<sup>1</sup> than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in New Hampshire were higher than those in 40 jurisdictions, and not significantly different from those in 12 jurisdictions.</li> <li>The percentage of students in New Hampshire who performed at or above the NAEP <i>Proficient</i> level was 40 percent in 2003. The percentage of students in New Hampshire who performed at or above the <i>Basic</i> level was 81 percent.</li> </ul> |  <p> <b>New Hampshire (Public)</b><br/>       2003: 19% below Basic, 41% Basic, 36% Proficient, 4% Advanced     </p> <p> <b>Nation (Public)</b><br/>       2003: 42% below Basic, 27% Basic, 27% Proficient, 3% Advanced     </p> <p>       Percentage below <i>Basic</i> and at <i>Basic</i>   Percentage at <i>Proficient</i> and <i>Advanced</i> </p> <p>       ■ below Basic □ Basic ■ Proficient ■ Advanced     </p> <p> <b>NOTE:</b> The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.     </p> |

| Performance of NAEP Reporting Groups in New Hampshire |                        |               |                           |              |                   |                 |
|---|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                                      | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|   |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male  | 49                     | 265 ↓         | 24 ↓                      | 42           | 31 ↓              | 2               |
| Female  | 51                     | 276 ↑         | 14 ↓                      | 39           | 42 ↑              | 5 ↑             |
| White   | 94 ↑                   | 272           | 18                        | 41           | 37                | 4               |
| Black   | 2 ↓                    | ---           | ---                       | ---          | ---               | ---             |
| Hispanic  | 2 ↓                    | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander                                | 1 ↓                    | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native                         | # ↓                    | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch                       |                        |               |                           |              |                   |                 |
| Eligible  | 14 ↓                   | 255 ↑         | 34 ↓                      | 44           | 19 ↑              | 3               |
| Not eligible  | 79 ↑                   | 273 ↑         | 17                        | 41           | 39                | 4               |

| Average Score Gaps Between Selected Groups   | Reading Scale Scores at Selected Percentiles  |                             |                             |  |  |  |                             |                             |                             |                      |       |       |       |                        |     |     |     |
|--|---|-----------------------------|-----------------------------|--|--|--|-----------------------------|-----------------------------|-----------------------------|----------------------|-------|-------|-------|------------------------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in New Hampshire had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of the Nation (11 points).</li> <li>The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire.</li> <li>The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire.</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of the Nation (25 points).</li> </ul> | <table border="1"> <thead> <tr> <th></th> <th colspan="3">Scale Score Distribution</th> </tr> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td><b>New Hampshire</b></td> <td>251 ↑</td> <td>273 ↑</td> <td>293 ↑</td> </tr> <tr> <td><b>Nation (Public)</b></td> <td>240</td> <td>264</td> <td>286</td> </tr> </tbody> </table> <p>           An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in New Hampshire scored below 293.         </p> |                             | Scale Score Distribution    |  |  |  | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | <b>New Hampshire</b> | 251 ↑ | 273 ↑ | 293 ↑ | <b>Nation (Public)</b> | 240 | 264 | 286 |
|  | Scale Score Distribution  |                             |                             |  |  |  |                             |                             |                             |                      |       |       |       |                        |     |     |     |
|  | 25 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile |  |  |  |                             |                             |                             |                      |       |       |       |                        |     |     |     |
| <b>New Hampshire</b>   | 251 ↑   | 273 ↑                       | 293 ↑                       |  |  |  |                             |                             |                             |                      |       |       |       |                        |     |     |     |
| <b>Nation (Public)</b>   | 240   | 264                         | 286                         |  |  |  |                             |                             |                             |                      |       |       |       |                        |     |     |     |

# The estimate rounds to zero.      -- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from New Hampshire.      ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



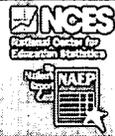
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for New Jersey   | Student Percentage at NAEP Achievement Levels  |
|--|--|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in New Jersey was 268.</li> <li>New Jersey's average score (268) in 2003 was higher<sup>1</sup> than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in New Jersey were higher than those in 26 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 2 jurisdictions.</li> <li>The percentage of students in New Jersey who performed at or above the NAEP <i>Proficient</i> level was 37 percent in 2003. The percentage of students in New Jersey who performed at or above the <i>Basic</i> level was 79 percent.</li> </ul> | <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> |

| Performance of NAEP Reporting Groups in New Jersey |                        |               |                           |              |                   |                 |
|--|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                                   | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|  |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male   | 51                     | 263 ↑         | 25 ↓                      | 43           | 29 ↑              | 2               |
| Female   | 49                     | 272 ↑         | 17 ↓                      | 40           | 38 ↑              | 5               |
| White  | 60                     | 277 ↑         | 12 ↓                      | 42           | 42 ↑              | 4               |
| Black  | 20                     | 248           | 42                        | 43           | 15                | 1               |
| Hispanic   | 14                     | 248           | 39                        | 44           | 16                | 1               |
| Asian/Pacific Islander                             | 6                      | 289 ↑         | 8 ↓                       | 30 ↓         | 51 ↑              | 12              |
| American Indian/Alaska Native                      | # ↓                    | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch                    |                        |               |                           |              |                   |                 |
| Eligible   | 24 ↓                   | 246           | 44                        | 41           | 15                | 1               |
| Not eligible                                       | 67 ↑                   | 275 ↑         | 14 ↓                      | 42           | 40 ↑              | 5               |

| Average Score Gaps Between Selected Groups  | Reading Scale Scores at Selected Percentiles  |                             |                             |  |  |                             |                             |                             |            |       |       |       |                 |     |     |     |
|---|---|-----------------------------|-----------------------------|--|--|-----------------------------|-----------------------------|-----------------------------|------------|-------|-------|-------|-----------------|-----|-----|-----|
| <ul style="list-style-type: none"> <li>In 2003, male students in New Jersey had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of the Nation (11 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of the Nation (27 points).</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of the Nation (25 points).</li> </ul> | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Scale Score Distribution</th> </tr> <tr> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>New Jersey</td> <td>248 ↑</td> <td>271 ↑</td> <td>291 ↑</td> </tr> <tr> <td>Nation (Public)</td> <td>240</td> <td>264</td> <td>286</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in New Jersey scored below 291.</p> |                             | Scale Score Distribution    |  |  | 25 <sup>th</sup> Percentile | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile | New Jersey | 248 ↑ | 271 ↑ | 291 ↑ | Nation (Public) | 240 | 264 | 286 |
|   | Scale Score Distribution  |                             |                             |  |  |                             |                             |                             |            |       |       |       |                 |     |     |     |
|   | 25 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile | 75 <sup>th</sup> Percentile |  |  |                             |                             |                             |            |       |       |       |                 |     |     |     |
| New Jersey  | 248 ↑   | 271 ↑                       | 291 ↑                       |  |  |                             |                             |                             |            |       |       |       |                 |     |     |     |
| Nation (Public)   | 240   | 264                         | 286                         |  |  |                             |                             |                             |            |       |       |       |                 |     |     |     |

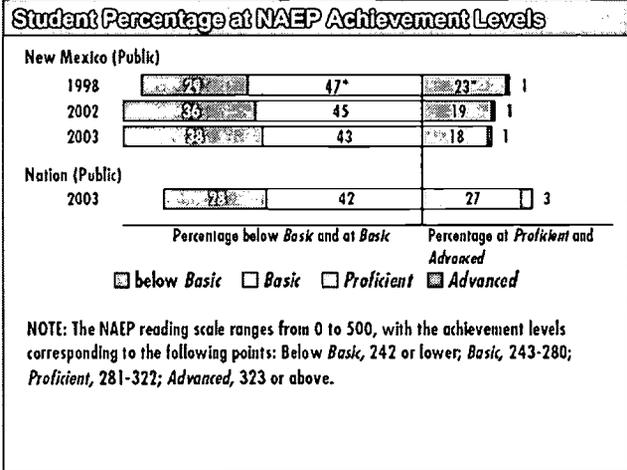
# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from New Jersey.      ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for New Mexico**

- In 2003, the average scale score for eighth-grade students in New Mexico was 252. This was not found to be significantly different\* from the average score in 2002 (254), and was lower than the average score in 1998 (258).
- New Mexico's average score (252) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in New Mexico were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was smaller than that in 1998 (23 percent).

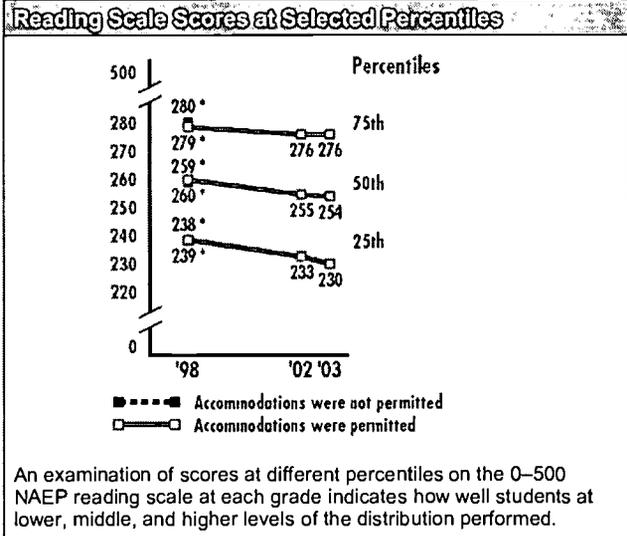


**Performance of NAEP Reporting Groups in New Mexico**

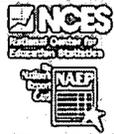
| Reporting groups                | Percentage of students | Average Score | Below <i>Basic</i> | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
|---------------------------------|------------------------|---------------|--------------------|--------------|-------------------|-----------------|
| Male                            | 50                     | 246           | 43                 | 42           | 15                | 1               |
| Female                          | 50                     | 257           | 32                 | 44           | 22                | 2               |
| White                           | 34                     | 268           | 20                 | 45           | 32                | 3               |
| Black                           | 3                      | 246           | 45                 | 41           | 13                | #               |
| Hispanic                        | 52 †                   | 243           | 47                 | 42           | 11                | #               |
| Asian/Pacific Islander          | 1                      | ---           | ---                | ---          | ---               | ---             |
| American Indian/Alaska Native   | 9                      | 242           | 48                 | 41           | 10                | 1               |
| Free/reduced-price school lunch |                        |               |                    |              |                   |                 |
| Eligible                        | 50                     | 241           | 49                 | 41           | 10                | #               |
| Not eligible                    | 42 †                   | 262           | 26                 | 46           | 26                | 2               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in New Mexico had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (11 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Mexico in 1998.
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was wider than that of 1998 (20 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was wider than that of 1998 (15 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
\* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
1 Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
2 "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

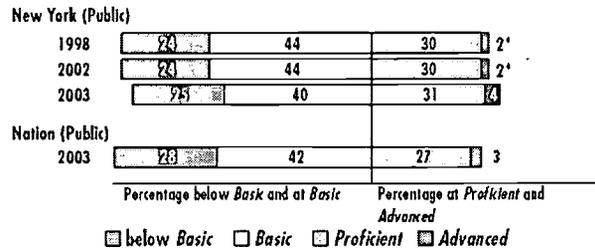


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for New York**

- In 2003, the average scale score for eighth-grade students in New York was 265. This was not found to be significantly different\* from the average score in 2002 (264), and was not found to be significantly different from the average score in 1998 (265).
- New York's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in New York were higher than those in 20 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in New York who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (32 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

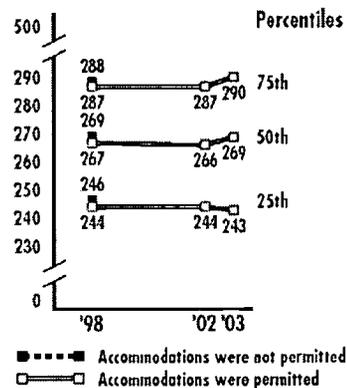
**Performance of NAEP Reporting Groups in New York**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 48                     | 259           | 31                        | 41           | 26                | 2               |
| Female                          | 52                     | 271           | 19                        | 39           | 37                | 5 ↑             |
| White                           | 55                     | 277           | 13                        | 40           | 43                | 5               |
| Black                           | 21                     | 246           | 45                        | 41           | 13                | 1               |
| Hispanic                        | 17                     | 250           | 39                        | 43           | 17                | 1               |
| Asian/Pacific Islander          | 7                      | 270           | 23                        | 35           | 35                | 7               |
| American Indian/Alaska Native   | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 43                     | 249           | 41                        | 42           | 16                | 1               |
| Not eligible                    | 51                     | 278           | 12                        | 40           | 43                | 6               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in New York had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (25 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

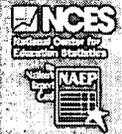
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for North Carolina

- In 2003, the average scale score for eighth-grade students in North Carolina was 262. This was lower\* than the average score in 2002 (265), and was not found to be significantly different from the average score in 1998 (262).
- North Carolina's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in North Carolina were higher than those in 15 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 26 jurisdictions.
- The percentage of students in North Carolina who performed at or above the NAEP *Proficient* level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (30 percent).

### Student Percentage at NAEP Achievement Levels

| Year                           | below Basic | Basic | Proficient | Advanced |
|--------------------------------|-------------|-------|------------|----------|
| <b>North Carolina (Public)</b> |             |       |            |          |
| 1998                           | 26          | 44    | 28         | 2        |
| 2002                           | 24          | 45    | 29         | 2        |
| 2003                           | 23          | 44    | 26         | 2        |
| <b>Nation (Public)</b>         |             |       |            |          |
| 2003                           | 23          | 42    | 27         | 3        |

Percentage below *Basic* and at *Basic* | Percentage at *Proficient* and *Advanced*

■ below *Basic* □ *Basic* ■ *Proficient* □ *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in North Carolina

| Reporting groups                       | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|--|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|  |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                                   | 50                     | 256           | 33                        | 43           | 22                | 1               |
| Female                                 | 50                     | 267           | 22                        | 44           | 31                | 3               |
| White                                  | 60                     | 271           | 17                        | 45           | 35                | 3               |
| Black                                  | 31                     | 247           | 44                        | 43           | 12                | 1               |
| Hispanic                               | 4                      | 244           | 48                        | 37           | 14                | 1               |
| Asian/Pacific Islander                 | 2                      | 267           | 24                        | 46           | 23                | 7               |
| American Indian/Alaska Native          | 2                      | 242           | 48                        | 41           | 10                | #               |
| <b>Free/reduced-price school lunch</b> |                        |               |                           |              |                   |                 |
| Eligible                               | 37                     | 247 ↓         | 44                        | 43           | 13                | #               |
| Not eligible                           | 52                     | 270           | 18                        | 45           | 34                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in North Carolina had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

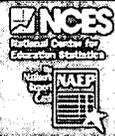
### Reading Scale Scores at Selected Percentiles

| Year    | Percentile | Accommodations not permitted | Accommodations permitted |
|---------|------------|------------------------------|--------------------------|
| '98     | 75th       | 286                          | 286                      |
|         | 50th       | 266                          | 265                      |
|         | 25th       | 244                          | 242                      |
| '02 '03 | 75th       | 287                          | 285                      |
|         | 50th       | 267                          | 263                      |
|         | 25th       | 245                          | 240                      |

Legend: ■ Accommodations were not permitted, □ Accommodations were permitted

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
 † Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
 ‡ "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for North Dakota

- In 2003, the average scale score for eighth-grade students in North Dakota was 270. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (268).
- North Dakota's average score (270) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in North Dakota were higher than those in 35 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in North Dakota who performed at or above the NAEP *Proficient* level was 38 percent in 2003. This percentage was greater than that in 2002 (35 percent).

### Student Percentage at NAEP Achievement Levels

| Year                  | below Basic | Basic | Proficient | Advanced |
|-----------------------|-------------|-------|------------|----------|
| North Dakota (Public) |             |       |            |          |
| 2002                  | 18          | 47    | 32         | 2        |
| 2003                  | 19          | 43    | 36         | 3        |
| Nation (Public)       |             |       |            |          |
| 2003                  | 23          | 42    | 27         | 3        |

Percentage below *Basic* and at *Basic*      Percentage at *Proficient* and *Advanced*

below *Basic*  
  *Basic*  
  *Proficient*  
  *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in North Dakota

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 50                     | 264           | 22                        | 47           | 29                | 1               |
| Female                          | 50                     | 275           | 15                        | 39           | 42                | 4               |
| White                           | 90 ↓                   | 272 ↓         | 16                        | 44           | 38 ↓              | 3               |
| Black                           | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Hispanic                        | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 7 ↑                    | 244           | 51                        | 37           | 11                | 1               |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 26                     | 259           | 29                        | 44           | 25                | 1               |
| Not eligible                    | 73                     | 273           | 15                        | 43           | 39                | 3               |

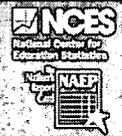
### Average Score Gaps Between Selected Groups

- In 2003, male students in North Dakota had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 2002 (10 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of 2002 (9 points).

### Reading Scale Scores at Selected Percentiles

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



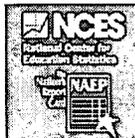
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Ohio  | Student Percentage at NAEP/Achievement Levels   |      |    |    |    |   |      |    |    |    |   |      |    |    |    |   |
|---|---|------|----|----|----|---|------|----|----|----|---|------|----|----|----|---|
| <ul style="list-style-type: none"> <li>In 2003, the average scale score for eighth-grade students in Ohio was 267. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (268).</li> <li>Ohio's average score (267) in 2003 was higher than that of the nation's public schools (261).</li> <li>Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Ohio were higher than those in 21 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 5 jurisdictions.</li> <li>The percentage of students in Ohio who performed at or above the NAEP <i>Proficient</i> level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent).</li> </ul> | <p>Ohio (Public)</p> <table border="1"> <tr> <td>2002</td> <td>38</td> <td>46</td> <td>33</td> <td>3</td> </tr> <tr> <td>2003</td> <td>22</td> <td>44</td> <td>31</td> <td>3</td> </tr> </table> <p>Nation (Public)</p> <table border="1"> <tr> <td>2003</td> <td>28</td> <td>42</td> <td>27</td> <td>3</td> </tr> </table> <p>Percentage below <i>Basic</i> and at <i>Basic</i>      Percentage at <i>Proficient</i> and <i>Advanced</i></p> <p>■ below <i>Basic</i>   □ <i>Basic</i>   ■ <i>Proficient</i>   ■ <i>Advanced</i></p> <p>NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.</p> | 2002 | 38 | 46 | 33 | 3 | 2003 | 22 | 44 | 31 | 3 | 2003 | 28 | 42 | 27 | 3 |
| 2002  | 38  | 46   | 33 | 3  |    |   |      |    |    |    |   |      |    |    |    |   |
| 2003  | 22  | 44   | 31 | 3  |    |   |      |    |    |    |   |      |    |    |    |   |
| 2003  | 28  | 42   | 27 | 3  |    |   |      |    |    |    |   |      |    |    |    |   |

| Performance of NAEP Reporting Groups in Ohio |                        |               |                           |              |                   |                 |  |
|--|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|--|
| Reporting groups                             | Percentage of students | Average Score | Percentage of students at |              |                   |                 |  |
|  |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |  |
| Male   | 48                     | 263           | 25                        | 45           | 27                | 2               |  |
| Female                                       | 52                     | 270           | 19                        | 43           | 34                | 4               |  |
| White  | 78                     | 271           | 18                        | 43           | 35                | 4               |  |
| Black  | 18                     | 249           | 40                        | 47           | 12                | 1               |  |
| Hispanic                                     | 2                      | 268           | 19                        | 44           | 35                | 2               |  |
| Asian/Pacific Islander                       | 1                      | ---           | ---                       | ---          | ---               | ---             |  |
| American Indian/Alaska Native                | #                      | ---           | ---                       | ---          | ---               | ---             |  |
| Free/reduced-price school lunch              |                        |               |                           |              |                   |                 |  |
| Eligible                                     | 23                     | 251           | 40                        | 42           | 16                | 1               |  |
| Not eligible                                 | 65                     | 273           | 15                        | 44           | 36                | 4               |  |

| Average Score Gaps Between Selected Groups  | Reading Scale Scores at Selected Percentiles  |          |          |          |      |          |          |      |          |          |
|---|---|----------|----------|----------|------|----------|----------|------|----------|----------|
| <ul style="list-style-type: none"> <li>In 2003, male students in Ohio had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 2002 (6 points).</li> <li>In 2003, White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 2002 (27 points).</li> <li>The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio in 2002.</li> <li>In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 2002 (16 points).</li> </ul> | <p>Percentiles</p> <table border="1"> <tr> <td>75th</td> <td>'02: 289</td> <td>'03: 289</td> </tr> <tr> <td>50th</td> <td>'02: 270</td> <td>'03: 268</td> </tr> <tr> <td>25th</td> <td>'02: 250</td> <td>'03: 247</td> </tr> </table> <p>An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.</p> | 75th     | '02: 289 | '03: 289 | 50th | '02: 270 | '03: 268 | 25th | '02: 250 | '03: 247 |
| 75th  | '02: 289  | '03: 289 |          |          |      |          |          |      |          |          |
| 50th  | '02: 270  | '03: 268 |          |          |      |          |          |      |          |          |
| 25th  | '02: 250  | '03: 247 |          |          |      |          |          |      |          |          |

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Oklahoma

- In 2003, the average scale score for eighth-grade students in Oklahoma was 262. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (262), and was lower than the average score in 1998 (265).
- Oklahoma's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Oklahoma were higher than those in 15 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 26 jurisdictions.
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1998 (30 percent).

### Student Percentage at NAEP Achievement Levels

Oklahoma (Public)

|      |     |     |    |    |
|------|-----|-----|----|----|
| 1998 | 20* | 50* | 29 | 1* |
| 2002 | 24  | 48  | 26 | 1* |
| 2003 | 26  | 44  | 28 | 2  |

Nation (Public)

|      |    |    |    |   |
|------|----|----|----|---|
| 2003 | 26 | 42 | 27 | 3 |
|------|----|----|----|---|

Percentage below *Basic* and at *Basic* | Percentage at *Proficient* and *Advanced*

■ below *Basic* □ *Basic* ■ *Proficient* ■ *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in Oklahoma

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 49                     | 256           | 32                        | 44           | 23                | 1               |
| Female                          | 51                     | 268           | 20                        | 45           | 33                | 3               |
| White                           | 64                     | 267           | 20                        | 45           | 32                | 3               |
| Black                           | 9                      | 240           | 49                        | 38           | 13                | #               |
| Hispanic                        | 6                      | 250           | 38                        | 45           | 16                | 1               |
| Asian/Pacific Islander          | 2                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | 16                     | 257           | 31                        | 43           | 25                | 1               |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 44                     | 251           | 36                        | 44           | 19                | 1               |
| Not eligible                    | 54                     | 271           | 17                        | 45           | 35                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in Oklahoma had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was wider than that of 1998 (16 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was wider than that of 1998 (13 points).

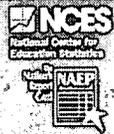
### Reading Scale Scores at Selected Percentiles

| Percentile | Year    | Accommodations not permitted | Accommodations permitted |
|------------|---------|------------------------------|--------------------------|
| 75th       | '98     | 284                          | 285                      |
|            | '02 '03 | 283                          | 285                      |
| 50th       | '98     | 267                          | 267                      |
|            | '02 '03 | 265                          | 265                      |
| 25th       | '98     | 248*                         | 248*                     |
|            | '02 '03 | 244                          | 242                      |

Legend: --- ■ Accommodations not permitted; — □ Accommodations were permitted

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Oregon

- In 2003, the average scale score for eighth-grade students in Oregon was 264. This was lower<sup>1</sup> than the average score in 2002 (268), and was not found to be significantly different from the average score in 1998 (266).
- Oregon's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Oregon were higher than those in 18 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (35 percent).

### Student Percentage at NAEP Achievement Levels

| Year                 | below Basic | Basic | Proficient | Advanced |
|----------------------|-------------|-------|------------|----------|
| Oregon (Public) 1998 | 43          | 32    | 13         | 3        |
| Oregon (Public) 2002 | 43          | 33    | 14         | 4        |
| Oregon (Public) 2003 | 41          | 30    | 13         | 3        |
| Nation (Public) 2003 | 42          | 27    | 13         | 3        |

Percentage below *Basic* and at *Basic*      Percentage at *Proficient* and *Advanced*

■ below *Basic*   □ *Basic*   ■ *Proficient*   ■ *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in Oregon

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 51                     | 259           | 30                        | 43           | 25                | 2               |
| Female                          | 49                     | 270           | 21                        | 40           | 35                | 4               |
| White                           | 80                     | 267           | 23                        | 42           | 32                | 3               |
| Black                           | 3                      | 251           | 39                        | 43           | 16                | 2               |
| Hispanic                        | 9                      | 249           | 40                        | 41           | 17                | 1               |
| Asian/Pacific Islander          | 4                      | 265           | 28                        | 37           | 29                | 6               |
| American Indian/Alaska Native   | 2                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 27                     | 254           | 34                        | 44           | 21                | 1               |
| Not eligible                    | 67                     | 268           | 22 ↑                      | 41           | 33                | 4               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in Oregon had an average score that was lower than that of female students (11 points). This performance gap was narrower than that of 1998 (17 points).
- In 2003, White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was narrower than that of 1998 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of 1998 (19 points).

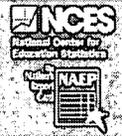
### Reading Scale Scores at Selected Percentiles

| Percentile | Year | Accommodations not permitted | Accommodations permitted |
|------------|------|------------------------------|--------------------------|
| 75th       | 1998 | 288                          | 289                      |
|            | 2003 | 291                          | 288                      |
| 50th       | 1998 | 268                          | 270                      |
|            | 2003 | 270                          | 266                      |
| 25th       | 1998 | 247                          | 246                      |
|            | 2003 | 248                          | 243                      |

Legend: ■ Accommodations were not permitted   □ Accommodations were permitted

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Pennsylvania

- In 2003, the average scale score for eighth-grade students in Pennsylvania was 264. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (265).
- Pennsylvania's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Pennsylvania were higher than those in 18 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students in Pennsylvania who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent).

### Student Percentage at NAEP Achievement Levels

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in Pennsylvania

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 50                     | 259           | 30                        | 44    | 25         | 1        |
| Female                          | 50                     | 270           | 18                        | 44    | 35         | 3        |
| White                           | 80                     | 268           | 19                        | 45    | 34         | 2        |
| Black                           | 15                     | 243           | 48                        | 41    | 11         | #        |
| Hispanic                        | 3                      | 257           | 36                        | 40    | 23         | 1        |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 28                     | 247           | 42                        | 43    | 14         | #        |
| Not eligible                    | 70                     | 271           | 17                        | 44    | 36         | 3        |

### Average Score Gaps Between Selected Groups

- In 2003, male students in Pennsylvania had an average score that was lower than that of female students (12 points). This performance gap was wider than that of 2002 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was narrower than that of 2002 (35 points).
- In 2003, White students had an average score that was not found to be significantly different from that of Hispanic students. In 2002, White students had an average score that was higher than that of Hispanic students.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 2002 (28 points).

### Reading Scale Scores at Selected Percentiles

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      -- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

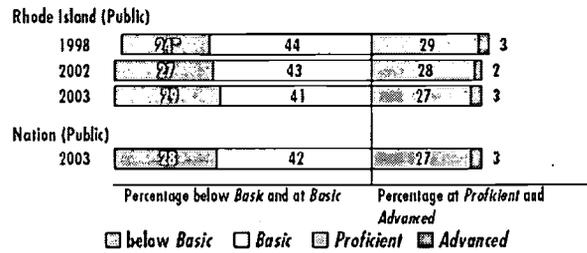


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Rhode Island**

- In 2003, the average scale score for eighth-grade students in Rhode Island was 261. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (262), and was lower than the average score in 1998 (264).
- Rhode Island's average score (261) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Rhode Island were higher than those in 12 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 31 jurisdictions.
- The percentage of students in Rhode Island who performed at or above the NAEP *Proficient* level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was not found to be significantly different from 1998 (32 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

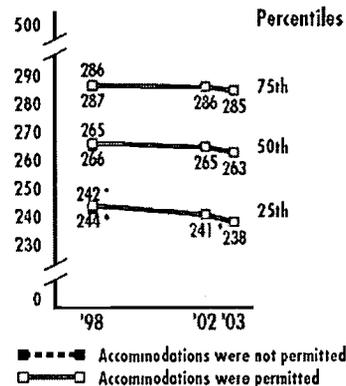
**Performance of NAEP Reporting Groups in Rhode Island**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 51                     | 256           | 34                        | 40 ↓         | 24                | 2               |
| Female                          | 49                     | 266           | 23                        | 43           | 31                | 4               |
| White                           | 75                     | 267           | 22                        | 43           | 32                | 3               |
| Black                           | 8                      | 241           | 50                        | 36           | 14                | #               |
| Hispanic                        | 13                     | 238           | 54                        | 38           | 8                 | 1               |
| Asian/Pacific Islander          | 3                      | 252           | 42                        | 35           | 19                | 3               |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 28 ↑                   | 245           | 45                        | 40           | 14                | 1               |
| Not eligible                    | 65 ↑                   | 270           | 19                        | 43           | 35                | 4               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Rhode Island had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was not significantly different from that of 1998 (29 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (26 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

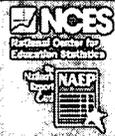
↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

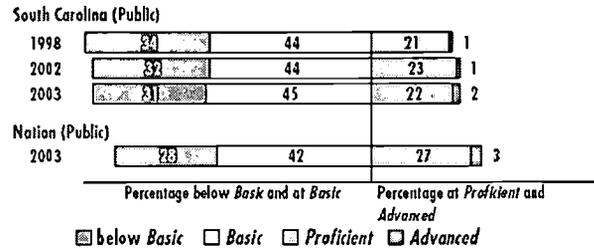


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for South Carolina**

- o In 2003, the average scale score for eighth-grade students in South Carolina was 258. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (258), and was higher than the average score in 1998 (255).
- o South Carolina's average score (258) in 2003 was lower than that of the nation's public schools (261).
- o Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in South Carolina were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- o The percentage of students in South Carolina who performed at or above the NAEP *Proficient* level was 24 percent in 2003. This percentage was not found to be significantly different from 2002 (24 percent), and was not found to be significantly different from 1998 (22 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

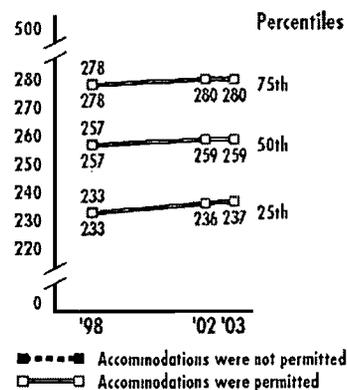
**Performance of NAEP Reporting Groups in South Carolina**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 48                     | 253           | 36                        | 45    | 18         | 1        |
| Female                          | 52                     | 263           | 26                        | 46    | 26         | 2        |
| White                           | 54                     | 269           | 18                        | 47    | 33         | 3        |
| Black                           | 43                     | 244           | 47                        | 43    | 9          | #        |
| Hispanic                        | 2                      | ---           | ---                       | ---   | ---        | ---      |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 47                     | 247           | 42                        | 44    | 13         | 1        |
| Not eligible                    | 51                     | 268           | 20                        | 46    | 31         | 3        |

**Average Score Gaps Between Selected Groups**

- o In 2003, male students in South Carolina had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (9 points).
- o In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- o The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina.
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (26 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

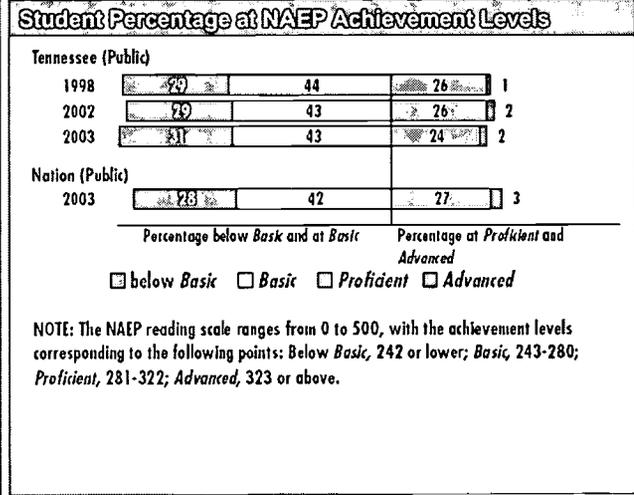




The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Tennessee**

- In 2003, the average scale score for eighth-grade students in Tennessee was 258. This was not found to be significantly different\* from the average score in 2002 (260), and was not found to be significantly different from the average score in 1998 (258).
- Tennessee's average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Tennessee were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Tennessee who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1998 (27 percent).

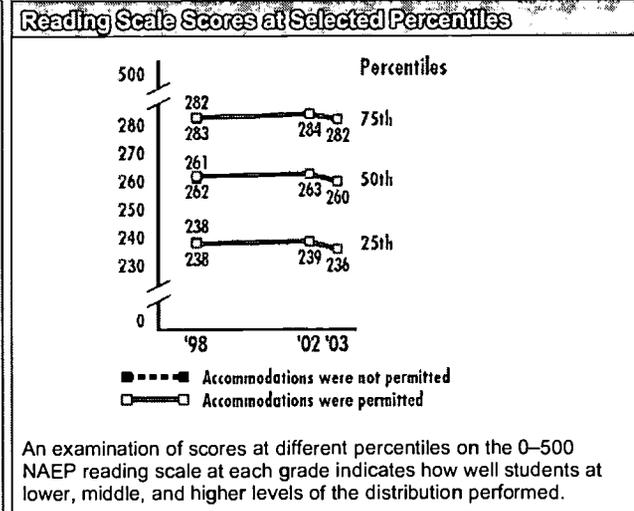


**Performance of NAEP Reporting Groups in Tennessee**

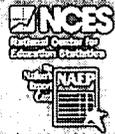
| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 52                     | 252           | 38                        | 41           | 20                | 1               |
| Female                          | 48                     | 265           | 24                        | 45           | 28                | 3               |
| White                           | 73                     | 265           | 24                        | 45           | 29                | 2               |
| Black                           | 24                     | 239           | 53                        | 38           | 8                 | #               |
| Hispanic                        | 2                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 36                     | 245           | 45                        | 41           | 13                | 1               |
| Not eligible                    | 61                     | 265           | 23                        | 45           | 30                | 2               |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Tennessee had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Tennessee.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of 1998 (27 points).



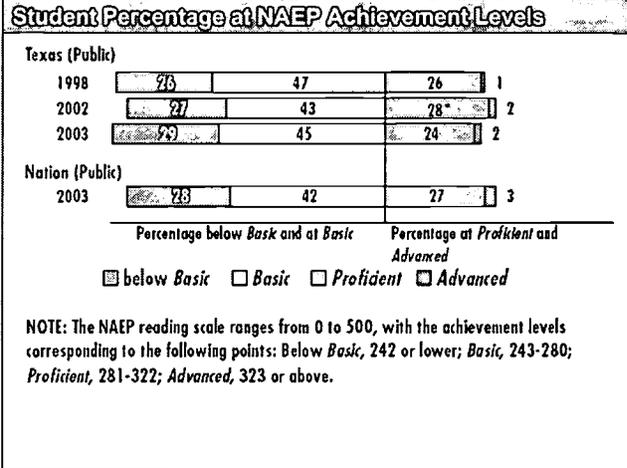
# The estimate rounds to zero.      -- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Texas**

- In 2003, the average scale score for eighth-grade students in Texas was 259. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (262), and was not found to be significantly different from the average score in 1998 (261).
- Texas' average score (259) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Texas were higher than those in 7 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was smaller than that in 2002 (31 percent), and was not found to be significantly different from 1998 (27 percent).

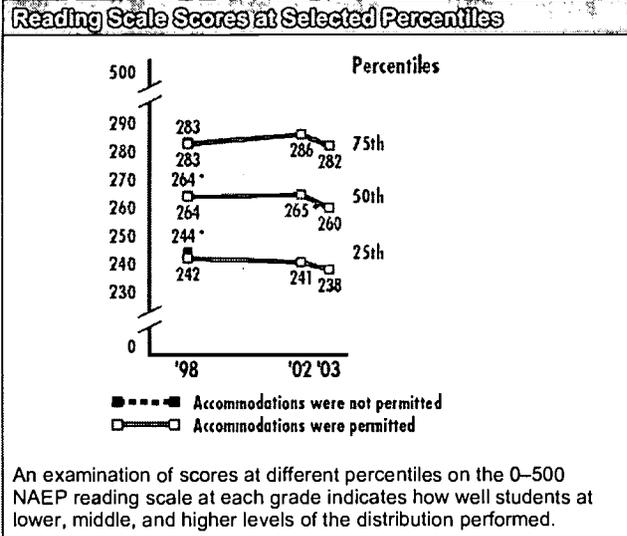


**Performance of NAEP Reporting Groups in Texas**

| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 52                     | 253           | 35          | 45    | 20         | 1        |
| Female                          | 48                     | 265           | 24          | 45    | 29         | 3        |
| White                           | 44                     | 272           | 16          | 45    | 36         | 3        |
| Black                           | 15                     | 247           | 44          | 42    | 13         | #        |
| Hispanic                        | 37                     | 247           | 41          | 45    | 14         | 1        |
| Asian/Pacific Islander          | 3                      | 272           | 14          | 49    | 32         | 4        |
| American Indian/Alaska Native   | #                      | ---           | ---         | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 44                     | 246           | 43          | 45    | 12         | #        |
| Not eligible                    | 54                     | 269 ↓         | 19 ↑        | 44    | 34         | 3        |

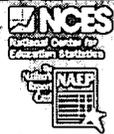
**Average Score Gaps Between Selected Groups**

- In 2003, male students in Texas had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.





Snapshot Report

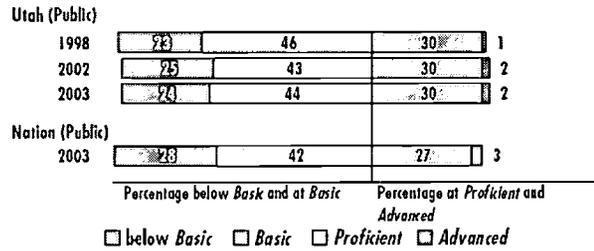
NAEP 2004-453UT8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Utah**

- In 2003, the average scale score for eighth-grade students in Utah was 264. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (263), and was not found to be significantly different from the average score in 1998 (263).
- Utah's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Utah were higher than those in 18 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 16 jurisdictions.
- The percentage of students in Utah who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (31 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

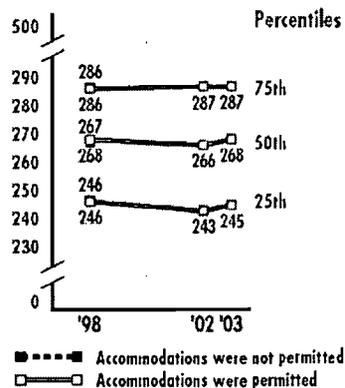
**Performance of NAEP Reporting Groups in Utah**

| Reporting groups                | Percentage of students | Average Score | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|-------------|-------|------------|----------|
| Male                            | 49                     | 259           | 28          | 45    | 25         | 1        |
| Female                          | 51                     | 269           | 19          | 43    | 35         | 3        |
| White                           | 86                     | 268           | 20          | 45    | 33         | 2        |
| Black                           | 1                      | ---           | ---         | ---   | ---        | ---      |
| Hispanic                        | 9                      | 241           | 49          | 38    | 13         | #        |
| Asian/Pacific Islander          | 2                      | 262           | 26          | 46    | 26         | 2        |
| American Indian/Alaska Native   | 2                      | ---           | ---         | ---   | ---        | ---      |
| Free/reduced-price school lunch |                        |               |             |       |            |          |
| Eligible                        | 26                     | 251           | 38          | 43    | 19         | #        |
| Not eligible                    | 70 ↑                   | 269           | 18          | 44    | 35         | 3        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Utah had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 1998 (20 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

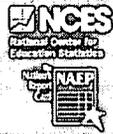
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for Vermont   | Student Percentage at NAEP Achievement Levels   |
|---|---|
| <ul style="list-style-type: none"> <li>○ In 2003, the average scale score for eighth-grade students in Vermont was 271. This was not found to be significantly different* from the average score in 2002 (272).</li> <li>○ Vermont's average score (271) in 2003 was higher than that of the nation's public schools (261).</li> <li>○ Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Vermont were higher than those in 40 jurisdictions, and not significantly different from those in 12 jurisdictions.</li> <li>○ The percentage of students in Vermont who performed at or above the NAEP <i>Proficient</i> level was 39 percent in 2003. This percentage was not found to be significantly different from 2002 (40 percent).</li> </ul> | <p style="font-size: small;">             Vermont (Public)<br/>             2002: 18% below Basic, 42% Basic, 36% Proficient, 4% Advanced<br/>             2003: 19% below Basic, 43% Basic, 35% Proficient, 4% Advanced<br/>             Nation (Public)<br/>             2003: 28% below Basic, 42% Basic, 27% Proficient, 3% Advanced           </p> <p style="font-size: x-small;">             Percentage below <i>Basic</i> and at <i>Basic</i>      Percentage at <i>Proficient</i> and <i>Advanced</i><br/>             ■ below <i>Basic</i>   □ <i>Basic</i>   □ <i>Proficient</i>   ■ <i>Advanced</i> </p> <p style="font-size: x-small;">             NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243-280; <i>Proficient</i>, 281-322; <i>Advanced</i>, 323 or above.           </p> |

| Performance of NAEP Reporting Groups in Vermont |                        |               |                           |              |                   |                 |
|---|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| Reporting groups                                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|   |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male  | 50                     | 265           | 23                        | 45           | 29                | 2               |
| Female  | 50                     | 276           | 14                        | 40           | 40                | 6               |
| White   | 96                     | 271           | 18                        | 43           | 35                | 4               |
| Black   | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Hispanic  | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander                          | 1                      | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native                   | 1                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch                 |                        |               |                           |              |                   |                 |
| Eligible  | 25                     | 255           | 33                        | 47           | 18                | 1               |
| Not eligible                                    | 74                     | 276           | 14                        | 41           | 40                | 5               |

| Average Score Gaps Between Selected Groups   | Reading Scale Scores at Selected Percentiles  |
|--|---|
| <ul style="list-style-type: none"> <li>○ In 2003, male students in Vermont had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (9 points).</li> <li>○ The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.</li> <li>○ The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.</li> <li>○ In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 2002 (19 points).</li> </ul> | <p style="font-size: small;">             An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.           </p> |

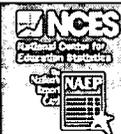
# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      † Significantly higher than, ‡ lower than 2002.

\* Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

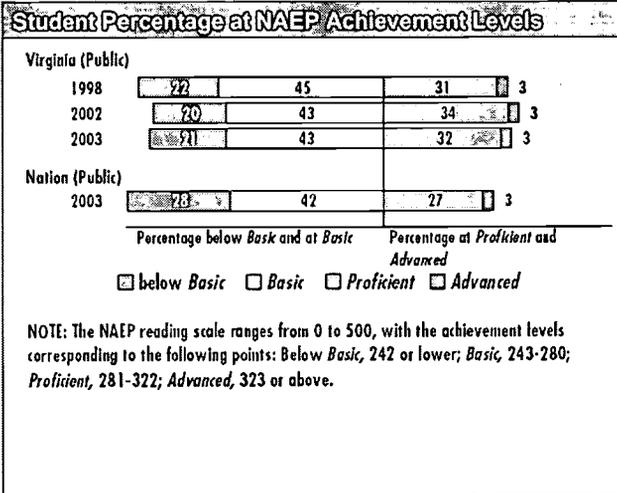
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.



The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Virginia**

- In 2003, the average scale score for eighth-grade students in Virginia was 268. This was not found to be significantly different\* from the average score in 2002 (269), and was not found to be significantly different from the average score in 1998 (266).
- Virginia's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Virginia were higher than those in 27 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Virginia who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (33 percent).

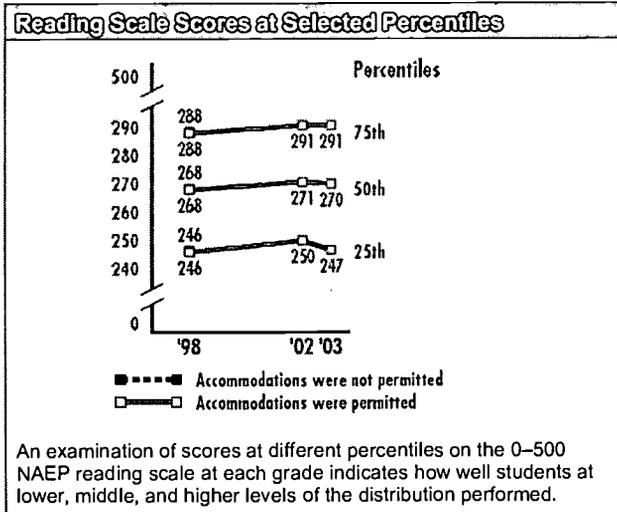


**Performance of NAEP Reporting Groups in Virginia**

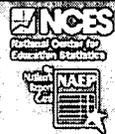
| Reporting groups                 | Percentage of students | Average Score | Percentage of students at |       |            |          |
|----------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                  |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                             | 49                     | 263           | 25                        | 44    | 29         | 2        |
| Female                           | 51                     | 272           | 18                        | 42    | 36         | 5        |
| White                            | 65                     | 275           | 15                        | 41    | 39         | 5        |
| Black                            | 27                     | 250           | 38                        | 46    | 15         | #        |
| Hispanic                         | 4                      | 266           | 22                        | 48    | 28         | 2        |
| Asian/Pacific Islander           | 3                      | 274           | 12                        | 48    | 38         | 2        |
| American Indian/Alaska Native    | #                      | ---           | ---                       | ---   | ---        | ---      |
| Free/reduced-price school lunch: |                        |               |                           |       |            |          |
| Eligible                         | 26                     | 252           | 38                        | 44    | 16         | 1        |
| Not eligible                     | 70                     | 274           | 15                        | 42    | 38         | 4        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Virginia had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (24 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (9 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (25 points).



# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      | Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
 Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

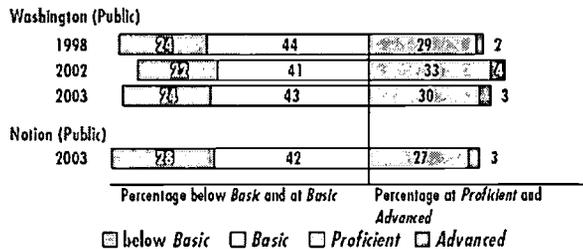


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Washington**

- In 2003, the average scale score for eighth-grade students in Washington was 264. This was lower\* than the average score in 2002 (268), and was not found to be significantly different from the average score in 1998 (264).
- Washington's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Washington were higher than those in 18 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (32 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

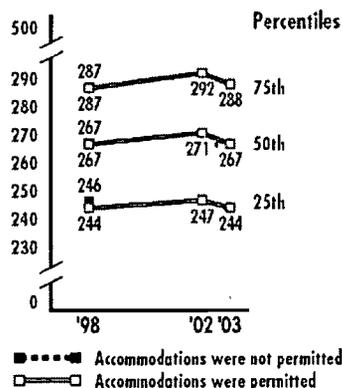
**Performance of NAEP Reporting Groups in Washington**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at | Below Basic | Basic | Proficient | Advanced |
|---------------------------------|------------------------|---------------|---------------------------|-------------|-------|------------|----------|
| Male                            | 51                     | 258           | 30                        | 43          | 25    | 1          |          |
| Female                          | 49                     | 271           | 19                        | 42          | 35    | 5          |          |
| White                           | 74                     | 268           | 20                        | 43          | 33    | 3          |          |
| Black                           | 6                      | 251           | 40                        | 41          | 18    | 1          |          |
| Hispanic                        | 9                      | 246           | 45                        | 39          | 15    | 1          |          |
| Asian/Pacific Islander          | 8                      | 270           | 21                        | 40          | 34    | 5          |          |
| American Indian/Alaska Native   | 3                      | 247           | 38                        | 45          | 17    | 1          |          |
| Free/reduced-price school lunch |                        |               |                           |             |       |            |          |
| Eligible                        | 28 ↑                   | 248           | 42                        | 40          | 17    | 1          |          |
| Not eligible                    | 58                     | 271           | 17                        | 43          | 35    | 4          |          |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Washington had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (16 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1998 (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (24 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

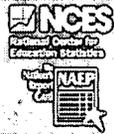
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.



## Snapshot Report

NCES 2004-463WW3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for West Virginia

- In 2003, the average scale score for eighth-grade students in West Virginia was 260. This was lower<sup>1</sup> than the average score in 2002 (264), and was not found to be significantly different from the average score in 1998 (262).
- West Virginia's average score (260) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in West Virginia were higher than those in 9 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP *Proficient* level was 25 percent in 2003. This percentage was smaller than that in 2002 (29 percent), and was not found to be significantly different from 1998 (28 percent).

### Student Percentage at NAEP Achievement Levels

| Year                   | Below Basic | Basic | Proficient | Advanced |
|------------------------|-------------|-------|------------|----------|
| West Virginia (Public) |             |       |            |          |
| 1998                   | 25          | 47    | 27         | 1        |
| 2002                   | 28          | 48    | 28         | 1        |
| 2003                   | 35          | 47    | 23         | 2        |
| Nation (Public)        |             |       |            |          |
| 2003                   | 23          | 42    | 27         | 3        |

Percentage below *Basic* and at *Basic*      Percentage at *Proficient* and *Advanced*

below *Basic*  
  *Basic*  
  *Proficient*  
  *Advanced*

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

### Performance of NAEP Reporting Groups in West Virginia

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 50                     | 254 ↓         | 35 ↑                      | 46           | 19                | 1               |
| Female                          | 50                     | 265           | 22                        | 48           | 27                | 3               |
| White                           | 94                     | 260 ↓         | 28 ↑                      | 47           | 24 ↓              | 2               |
| Black                           | 5                      | 248           | 40                        | 46           | 13                | #               |
| Hispanic                        | #                      | ---           | ---                       | ---          | ---               | ---             |
| Asian/Pacific Islander          | # ↓                    | ---           | ---                       | ---          | ---               | ---             |
| American Indian/Alaska Native   | #                      | ---           | ---                       | ---          | ---               | ---             |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 48 ↑                   | 252           | 37                        | 45           | 16                | 1               |
| Not eligible                    | 51 ↓                   | 267           | 19                        | 48           | 30                | 3               |

### Average Score Gaps Between Selected Groups

- In 2003, male students in West Virginia had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (13 points).
- In 2003, White students had an average score that was higher than that of Black students (12 points). This performance gap was not significantly different from that of 1998 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (13 points).

### Reading Scale Scores at Selected Percentiles

| Percentile | Year    | Accommodations not permitted | Accommodations permitted |
|------------|---------|------------------------------|--------------------------|
| 75th       | '98     | 283                          | 284                      |
|            | '02 '03 | 285                          | 281                      |
| 50th       | '98     | 264                          | 264                      |
|            | '02 '03 | 266                          | 261                      |
| 25th       | '98     | 242                          | 243                      |
|            | '02 '03 | 245                          | 240                      |

■ --- ■ Accommodations were not permitted  
 □ — □ Accommodations were permitted

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.      --- Reporting standards not met; sample size insufficient to permit a reliable estimate.  
 \* Significantly different from 2003.      ↑ Significantly higher than, ↓ lower than 2002.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
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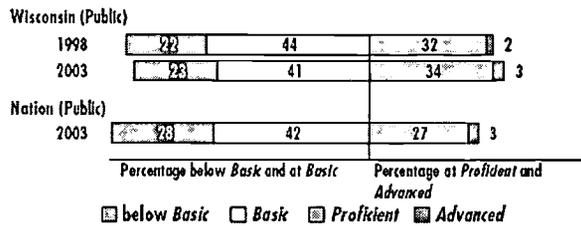


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Wisconsin**

- o In 2003, the average scale score for eighth-grade students in Wisconsin was 266. This was not found to be significantly different<sup>1</sup> from the average score in 1998 (265).
- o Wisconsin's average score (266) in 2003 was higher than that of the nation's public schools (261).
- o Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Wisconsin were higher than those in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 6 jurisdictions.
- o The percentage of students in Wisconsin who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (34 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

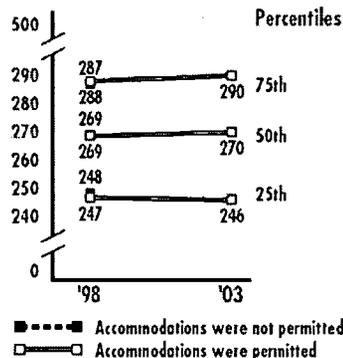
**Performance of NAEP Reporting Groups in Wisconsin**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |              |                   |                 |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
|                                 |                        |               | Below <i>Basic</i>        | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male                            | 52                     | 259           | 29                        | 42           | 27                | 1               |
| Female                          | 48                     | 274           | 16                        | 39           | 40                | 5               |
| White                           | 84                     | 271           | 17                        | 42           | 37                | 3               |
| Black                           | 9                      | 234           | 60                        | 32           | 7                 | #               |
| Hispanic                        | 3                      | 244           | 49                        | 35           | 15                | 1               |
| Asian/Pacific Islander          | 3                      | 253           | 39                        | 38           | 22                | 2               |
| American Indian/Alaska Native   | 1                      | --            | --                        | --           | --                | --              |
| Free/reduced-price school lunch |                        |               |                           |              |                   |                 |
| Eligible                        | 21                     | 244           | 47                        | 36           | 15                | 1               |
| Not eligible                    | 69                     | 272           | 17                        | 41           | 39                | 4               |

**Average Score Gaps Between Selected Groups**

- o In 2003, male students in Wisconsin had an average score that was lower than that of female students (15 points). This performance gap was not significantly different from that of 1998 (15 points).
- o In 2003, White students had an average score that was higher than that of Black students (38 points). This performance gap was not significantly different from that of 1998 (35 points).
- o In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was wider than that of 1998 (13 points).
- o In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (28 points). This performance gap was not significantly different from that of 1998 (20 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

-- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 1998.

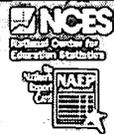
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<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.

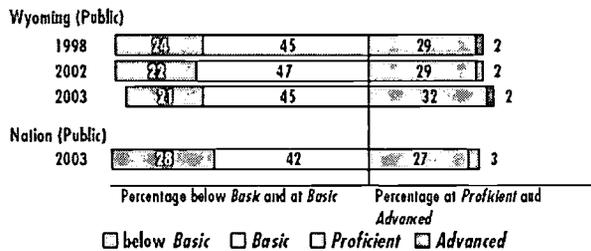


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for Wyoming**

- In 2003, the average scale score for eighth-grade students in Wyoming was 267. This was higher<sup>1</sup> than the average score in 2002 (265), and was higher than the average score in 1998 (263).
- Wyoming's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Wyoming were higher than those in 26 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1998 (31 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

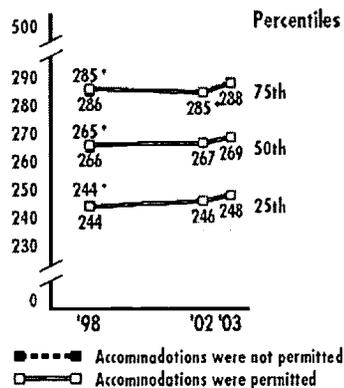
**Performance of NAEP Reporting Groups in Wyoming**

| Reporting groups                | Percentage of students | Average Score | Percentage of students at |       |            |          |
|---------------------------------|------------------------|---------------|---------------------------|-------|------------|----------|
|                                 |                        |               | Below Basic               | Basic | Proficient | Advanced |
| Male                            | 53                     | 262           | 26                        | 46    | 27         | 1        |
| Female                          | 47                     | 272           | 15                        | 45    | 36         | 3        |
| White                           | 88                     | 269           | 18                        | 46    | 34         | 2        |
| Black                           | 2                      | ---           | ---                       | ---   | ---        | ---      |
| Hispanic                        | 6                      | 255           | 34                        | 46    | 19         | 1        |
| Asian/Pacific Islander          | 1                      | ---           | ---                       | ---   | ---        | ---      |
| American Indian/Alaska Native   | 3                      | 242           | 52                        | 40    | 8          | #        |
| Free/reduced-price school lunch |                        |               |                           |       |            |          |
| Eligible                        | 27 ↓                   | 255           | 33                        | 46    | 20         | 1        |
| Not eligible                    | 72 ↑                   | 272 ↑         | 16                        | 45    | 36         | 3        |

**Average Score Gaps Between Selected Groups**

- In 2003, male students in Wyoming had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (15 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- In 2003, White students had an average score that was higher than that of Hispanic students (14 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (15 points).

**Reading Scale Scores at Selected Percentiles**



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

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