



The 
Nation's
Report Card

Reading 2011

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

 **NATIONAL CENTER FOR
EDUCATION STATISTICS**
Institute of Education Sciences

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What Is The Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national and state levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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Executive Summary

Nationally representative samples of 213,100 fourth-graders and 168,200 eighth-graders participated in the 2011 National Assessment of Educational Progress (NAEP) in reading. At each grade, students responded to questions designed to measure their reading comprehension across two types of texts: literary and informational.

Students' reading comprehension unchanged from 2009 at grade 4, and improves at grade 8

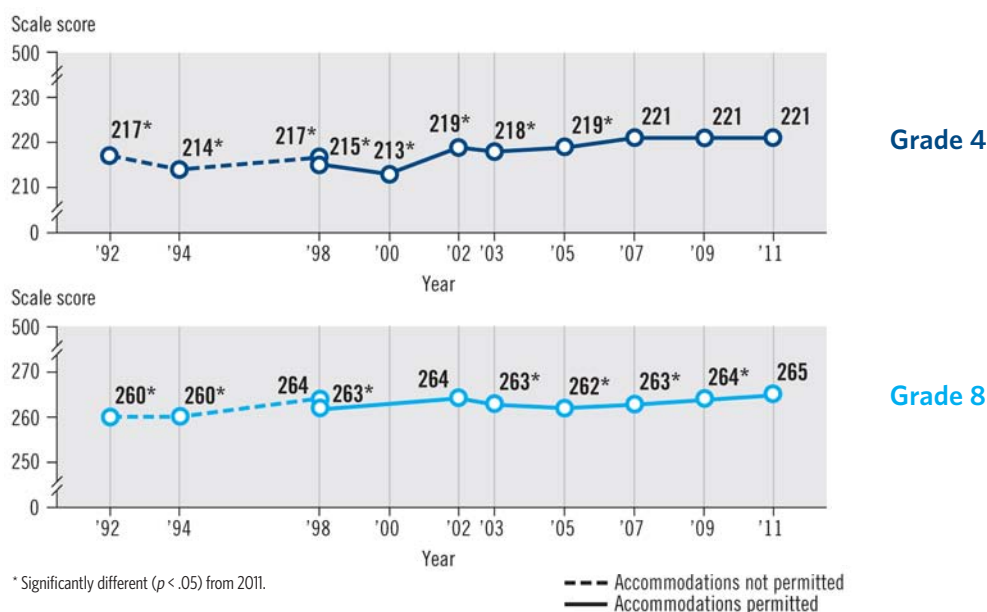
At grade 4, the average reading score in 2011 was unchanged from 2009 but 4 points higher than in 1992 (**figure A**).

- Scores were higher in 2011 than in 2009 for students from both higher-income families (i.e., students not eligible for the National School Lunch Program) and lower-income families (i.e., students eligible for free or reduced-price school lunch).

At grade 8, the average reading score in 2011 was 1 point higher than in 2009, and 5 points higher than in 1992.

- Scores were higher in 2011 than in 2009 for White, Black, and Hispanic students but did not change significantly for Asian/Pacific Islander or American Indian/Alaska Native students. While the White - Hispanic score gap was smaller in 2011 than in 2009, there was no significant change in the White - Black gap over the same period.

Figure A. Trend in fourth- and eighth-grade NAEP reading average scores



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Higher percentage of eighth-graders perform at or above *Proficient* than in 2009

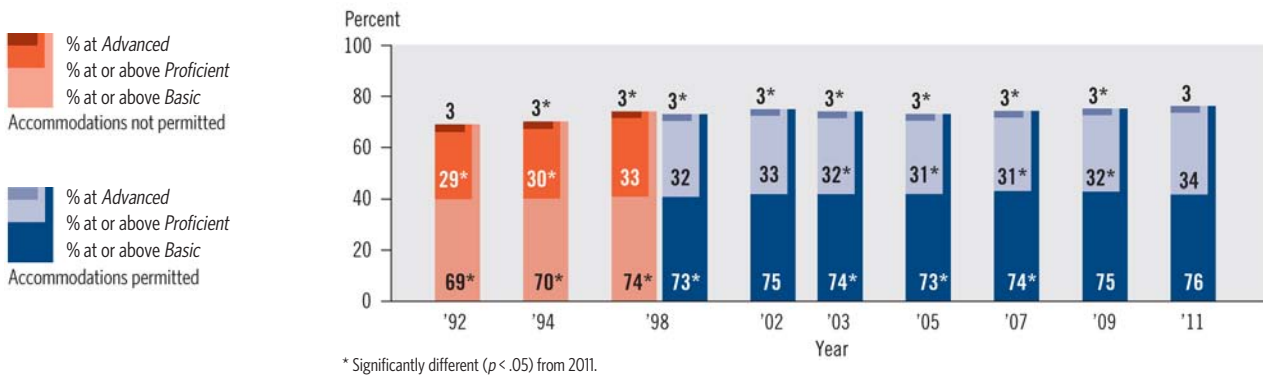
At grade 4, the percentages of students performing at or above *Basic*, at or above *Proficient*, or at *Advanced* did not change significantly from 2009 to 2011 but were higher in 2011 than in 1992 (**figure B**).

Figure B. Trend in fourth-grade NAEP reading achievement-level results



At grade 8, the percentage of students performing at or above the *Proficient* level in 2011 was higher than in 2009 and 1992 (**figure C**). The percentage of students at *Advanced* in 2011 (3.4) was higher than in 2009 (2.8). The percentage of students at or above *Basic* did not change significantly from 2009 to 2011 but was higher in 2011 than in 1992.

Figure C. Trend in eighth-grade NAEP reading achievement-level results



Examples of knowledge and skills demonstrated by students performing at each achievement level

Basic

- Interpret a character's statement to describe a character trait (grade 4).
- Recognize the main purpose of an informative article (grade 8).

Proficient

- Recognize the main problem that the character faces in a story (grade 4).
- Recognize the main purpose of an informative article (grade 8).

Advanced

- Use story events to support an opinion about story type (grade 4).
- Form an opinion about a central issue in argument text and support with references (grade 8).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Scores in 12 states higher than in 2009 at grade 4 or 8 and lower in 2 states

Changes in average reading scores for public school students from 2009 to 2011			
	Both grades	Grade 4 only	Grade 8 only
Higher	Hawaii Maryland	Alabama Massachusetts	Colorado Connecticut Idaho Michigan Montana Nevada North Carolina Rhode Island
Lower		Missouri South Dakota	
Scores were not significantly different from 2009 at either grade in 38 states and jurisdictions.			

Score gaps narrow in some states

At grade 4	
<p>Score gaps between higher- and lower-income students narrowed from 2003 to 2011 in four states.</p> <p>Arizona New Hampshire New York Pennsylvania</p>	<p>Score gaps between higher- and lower-income students widened from 2003 to 2011 in seven states/jurisdictions.</p> <p>Colorado District of Columbia Maine Oregon Vermont Washington West Virginia</p>

At grade 8	
<p>White – Black score gaps narrowed from 1998 to 2011 in 1 of 31 participating states with samples large enough to report results for both student groups.</p> <p>Delaware</p>	<p>White – Hispanic score gaps narrowed from 1998 to 2011 in 2 of 22 participating states with samples large enough to report results for both student groups.</p> <p>California Oregon</p>
<p>Racial/ethnic gaps did not widen from 1998 to 2011 in any of the states that participated in both years.</p>	

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Other information presented in this report

- Results in 2011 for **additional racial/ethnic groups**
- Information collected on how often fourth-graders **read for fun** and how frequently eighth-graders have **class discussions** about class reading



Introduction

The National Assessment of Educational Progress (NAEP) reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. The results from the 2011 assessment presented in this report are compared to those from previous years, showing how students' performance in reading has changed over time.

The Reading Framework

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others. *The Reading Framework for the 2011 National Assessment of Educational Progress* describes the types of texts and questions to be included in the assessment, as well as how the questions should be designed and scored. The development of the NAEP reading framework was guided by scientifically based reading research that defines reading as a dynamic cognitive process that involves

- understanding written text;
- developing and interpreting meaning; and
- using meaning as appropriate to the type of text, purpose, and situation.

Types of text

Drawing on an extensive research base, the NAEP reading framework specifies the use of literary and informational texts in the assessment.

Literary texts include fiction, literary nonfiction, and poetry.

Informational texts include exposition, argumentation and persuasive texts, and procedural texts and documents.

Reading cognitive targets

The term *cognitive target* refers to the mental processes or kinds of thinking that underlie reading comprehension. The framework specifies that the assessment questions measure three cognitive targets for both literary and informational texts.

Locate and Recall. When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.

Integrate and Interpret. When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.

Critique and Evaluate. When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

The proportion of the assessment questions devoted to each of the three cognitive targets varies by grade to reflect the developmental differences of students (**table 1**).

Table 1. Target percentage distribution of NAEP reading questions, by grade and cognitive target: 2011

Cognitive target	Grade 4	Grade 8
Locate and recall	30	20
Integrate and interpret	50	50
Critique and evaluate	20	30

Meaning vocabulary

The framework also calls for a systematic assessment of *meaning vocabulary*. Vocabulary assessment occurs in the context of a particular passage; that is, questions measure students' understanding of word meaning as intended by the author, as well as passage comprehension.

Assessment Design

The NAEP 2011 reading assessment included a variety of texts. Each text was part of a section that included a mix of approximately 10 multiple-choice and constructed-response questions. At grade 4, the assessment was distributed across 10 sections; at grade 8, it was distributed across 13 sections. Each student read passages and responded to questions in two 25-minute sections.

The distribution of literary and informational texts for each grade reflects the kinds of texts that students read across the curriculum. About 50 percent of the texts used in the grade 4 assessment were literary, and 50 percent were informational. At grade 8, literary texts made up about 45 percent of the assessment, and informational texts made up 55 percent. One passage from the assessment for each grade is presented in this report, along with examples of questions that accompanied the passage. Additional passages and the questions associated with these can be viewed on the Web at <http://nces.ed.gov/nationsreportcard/itmrlsx/default.aspx>.

SOURCE: U.S. Department of Education, National Assessment Governing Board, Reading Framework for the 2011 National Assessment of Educational Progress (NAEP), 2010.

Reading Framework for the 2011 National Assessment of Educational Progress

The complete reading framework for the 2011 assessment is available at <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf> and contains detailed information on the content and design of the 2011 reading assessment.

The 2011 reading framework carries forward changes that were made in 2009 to include more emphasis on literary and informational texts, a redefinition of reading cognitive processes, a systemic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Results from special analyses conducted in 2009 determined that, even with these changes to the assessment, results could continue to be compared to those from earlier assessment years.

Explore Additional Results

Not all of the results from the NAEP reading assessment are presented in this report. Additional results can be found on the Nation's Report Card website at http://nationsreportcard.gov/reading_2011/ and in the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Reporting NAEP Results

The 2011 reading assessment results are based on nationally representative samples of 213,100 fourth-graders from 8,500 schools and 168,200 eighth-graders from 7,590 schools. Because the elementary schools participating in NAEP are given the option to include all of their fourth-grade students in the sample, and fourth-grade response rates are typically higher, the number of students assessed at grade 4 is often greater than the number of students at grade 8. Results for the nation reflect the performance of students attending public schools (including charter schools), private schools, Bureau of Indian Education schools, and Department of Defense schools. Results for states and jurisdictions reflect the performance of students in public schools only and are reported along with the results for public school students in the nation.

Scale scores

NAEP reading results for grades 4 and 8 are reported as average scores on a 0–500 scale. Because NAEP scales are developed independently for each subject, scores cannot be compared across subjects.

In addition to reporting an overall reading score for each grade, scores are reported at five percentiles to show trends in results for students performing at lower (10th and 25th percentiles), middle (50th percentile), and higher (75th and 90th percentiles) levels.

Achievement levels

Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials.

Interpreting the Results

Differences in performance over time and between student groups

National results from the 2011 reading assessment are compared to nine previous assessment years at grade 4 and eight previous years at grade 8 (the 2000 reading assessment was administered at grade 4 only). State results for 2011 are compared to eight previous assessment years at grade 4 and six previous years at grade 8. Changes in students' performance over time are summarized by comparing the results in 2011 to 2009 and to the first assessment year, except when pointing out consistent patterns across assessment years.

NAEP reports results using widely accepted statistical standards; findings are reported based on a statistical significance level set at .05 with appropriate adjustments for multiple comparisons (see

the Technical Notes for more information). An asterisk (*) is used in tables and figures to indicate that an earlier year's score or percentage is significantly different from the 2011 results. Only those differences that are found to be statistically significant are discussed as higher or lower. The same standard applies when comparing the performance of one student group to another.

A score that is significantly higher or lower in comparison to an earlier assessment year is reliable evidence that student performance has changed. However, NAEP is not designed to identify the causes of these changes. Although comparisons are made in students' performance based on demographic characteristics and educational experiences, the results cannot be used to establish a cause-and-effect relationship between student characteristics and achievement. Many factors may influence student achievement, including educational policies and practices, available resources, and the demographic characteristics of the student body. Such factors may change over time and vary among student groups.

Accommodations and exclusions in NAEP

It is important to assess all selected students from the population, including students with disabilities (SD) and English language learners (ELL). To accomplish this goal, many of the same accommodations that students use on other tests (e.g., extra testing time or individual rather than group administration) are provided for SD and ELL students participating in NAEP. Due to differences between state and NAEP policies, accommodations allowed can vary between NAEP and state assessments. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions because decoding words is part of what the NAEP reading assessment is measuring. Accommodations were first made available for national and state samples in reading in 1998. Prior to 1998, no accommodations were provided in the NAEP reading assessments.

Because providing accommodations represented a change in testing conditions that could potentially affect the measurement of changes over time, split national and state samples of students were assessed in 1998—accommodations were permitted in one sample and were not permitted in the other. Although the results for both samples are presented in the tables and figures, the comparisons to 1998 in the text are based on just the accommodated samples.

Even with the availability of accommodations, some students may still be excluded. Differences in student populations and in state policies and practices for identifying and including SD and ELL students should be considered when comparing variations in exclusion and accommodation rates. States and jurisdictions also vary in their proportions of special-needs students (especially ELL students). While the effect of exclusion is not precisely known, comparisons of performance results could be affected if exclusion rates are markedly different among states or vary widely over time.

The National Assessment Governing Board has been exploring ways to reduce variation in exclusion rates for SD and ELL students across states and districts. See the section in this report on NAEP Inclusion for more information about the Governing Board's new policy on inclusion.



Fourth-graders' performance unchanged from 2009

The average reading score for the nation's fourth-graders in 2011 was unchanged from 2009 (**figure 1**). The score in 2011 was, however, 4 points higher than the score in 1992.

Other national results highlighted in this section show higher scores in 2011 than 2009 for students from both lower- and higher-income families. State results show higher scores in 2011 than 2009 for 4 of the 52 participating states and jurisdictions, and lower scores for 2 states.

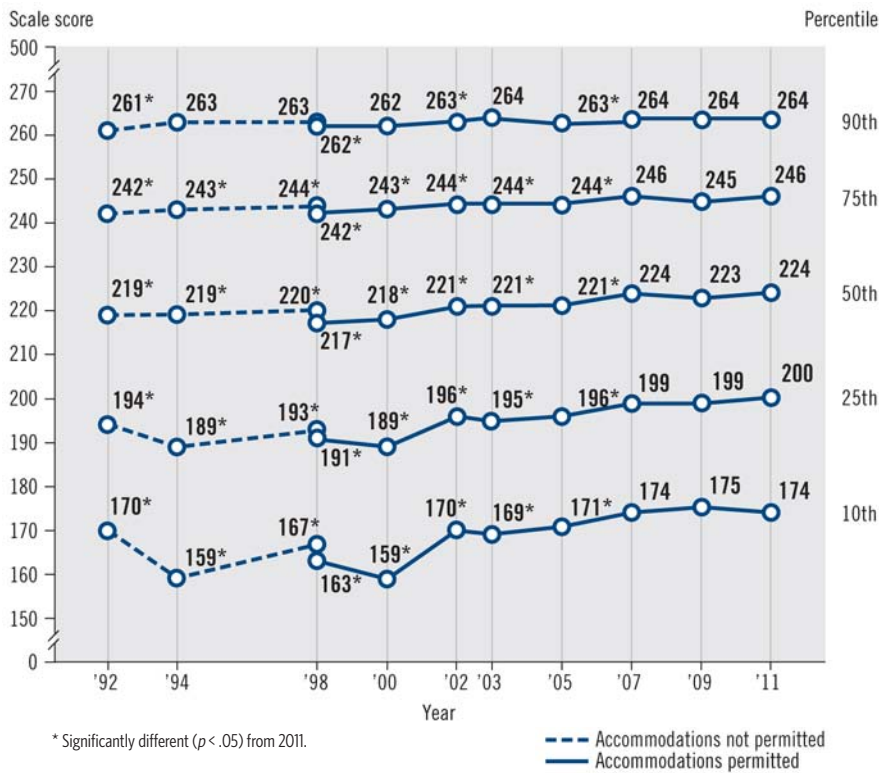
Figure 1. Trend in fourth-grade NAEP reading average scores



No significant change from 2009 for lower-, middle-, or higher-performing students

As shown in **figure 2**, there were no significant changes from 2009 to 2011 in the scores for lower-performing students (at the 10th and 25th percentiles), middle-performing students (at the 50th percentile), or higher-performing students (at the 75th and 90th percentiles). Scores for all five percentiles were higher in 2011 than in 1992.

Figure 2. Trend in fourth-grade NAEP reading percentile scores



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

A closer look at some of the background characteristics of lower- and higher-performing students

Profiles of students scoring at the lower end of the scale (below the 25th percentile) and those scoring at the higher end (above the 75th percentile) show how the two groups differed demographically.

Among fourth-graders who scored **below the 25th percentile** (i.e., below a score of 200) in 2011,

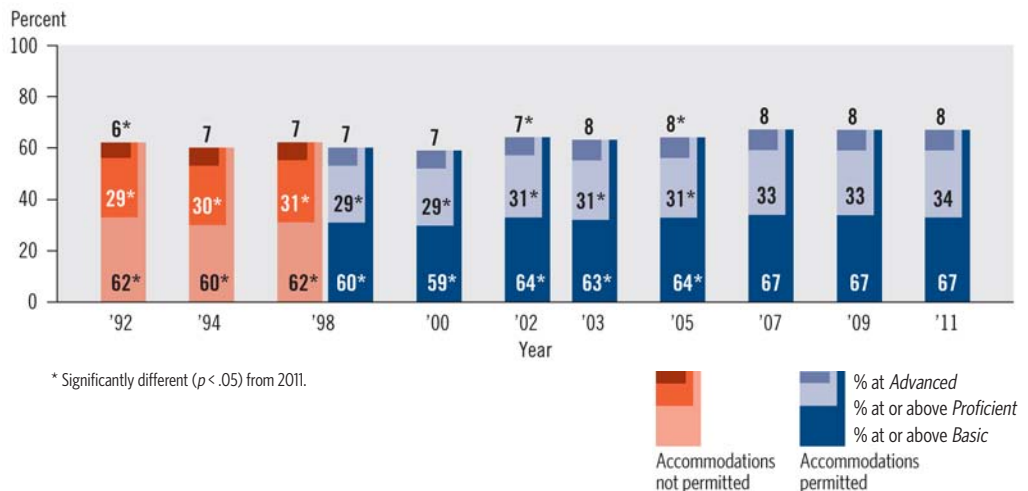
- **33%** were White, **25%** were Black, **35%** were Hispanic, and **3%** were Asian;
- **74%** were eligible for free/reduced-price school lunch;
- **24%** were English language learners; and
- **38%** read for fun almost every day.

Among fourth-graders who scored **above the 75th percentile** (i.e., above a score of 246) in 2011,

- **71%** were White, **7%** were Black, **11%** were Hispanic, and **8%** were Asian;
- **23%** were eligible for free/reduced-price school lunch;
- **2%** were English language learners; and
- **60%** read for fun almost every day.

The percentages of students performing at or above the three achievement levels did not change significantly from 2009 to 2011 but were higher in 2011 than in 1992 (figure 3). Sixty-seven percent of fourth-graders performed at or above the *Basic* level, 34 percent at or above *Proficient*, and 8 percent at *Advanced* in 2011.

Figure 3. Trend in fourth-grade NAEP reading achievement-level results



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

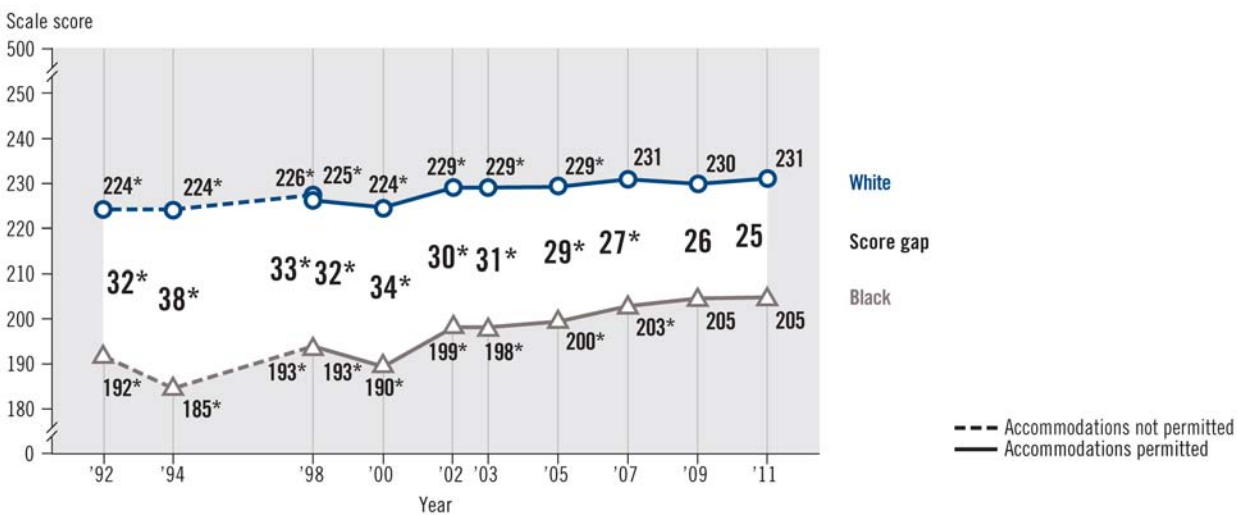
No significant change in scores for White, Black, and Hispanic students from 2009

As was seen in the results for fourth-graders overall, there were no significant changes in average reading scores for White, Black, and Hispanic students from 2009 to 2011 (figures 4 and 5). Scores were, however, higher in 2011 than in 1992 for all three groups.

The 25-point score gap between White and Black students in 2011 was not significantly different from the gap in 2009. However, larger gains from 1992 to 2011 for Black students than for White students contributed to a smaller gap in 2011 in comparison to the gap observed in the first assessment year.

The 24-point score gap between White and Hispanic students in 2011 was not significantly different from the gap in either 2009 or 1992.

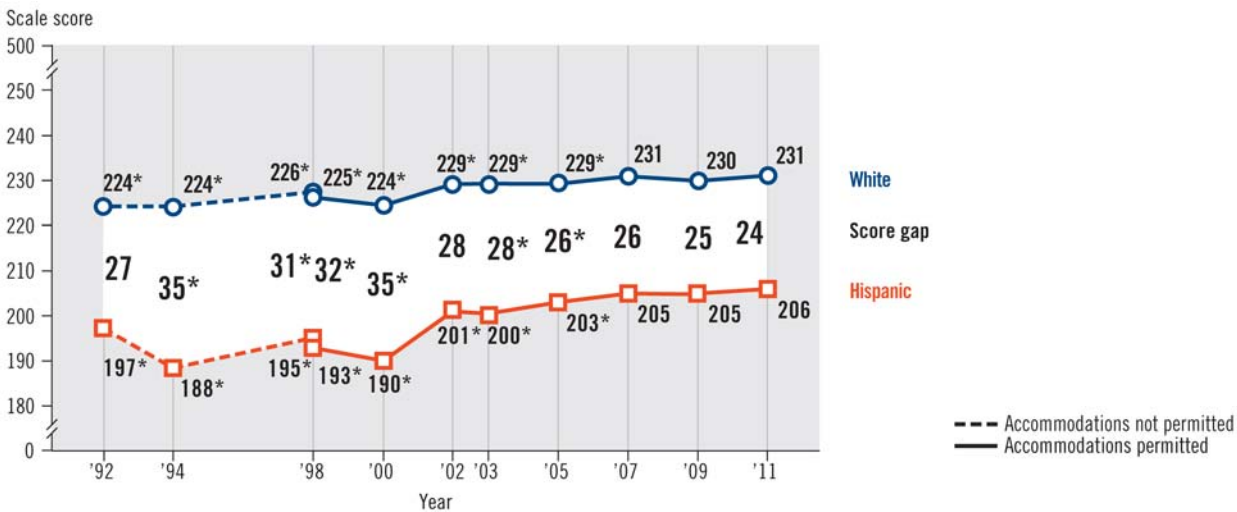
Figure 4. Trend in fourth-grade NAEP reading average scores and score gaps for White and Black students



* Significantly different ($p < .05$) from 2011.

NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Figure 5. Trend in fourth-grade NAEP reading average scores and score gaps for White and Hispanic students



* Significantly different ($p < .05$) from 2011.

NOTE: White excludes students of Hispanic origin. Hispanic includes Latino. Score gaps are calculated based on differences between unrounded average scores.

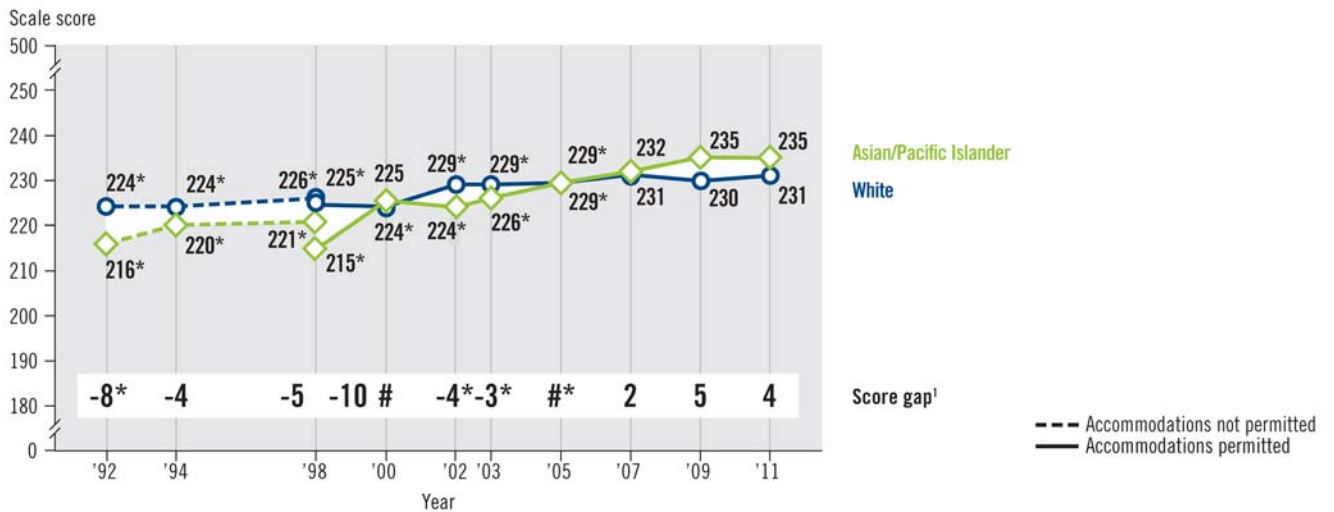
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Like the average score for White students, the score for Asian/Pacific Islander students did not change significantly from 2009 to 2011 (figure 6). Asian/Pacific Islander students scored 4 points higher on average than White students in 2011, which was not significantly different from the score gap in 2009.

Greater gains from 1992 to 2011 for Asian/Pacific Islander students than for White students resulted in a reversal of the gap. The average score for White students was 8 points higher than the score for Asian/Pacific Islander students in 1992, but in 2011, the score for Asian/Pacific Islander students was 4 points higher than the score for White students.

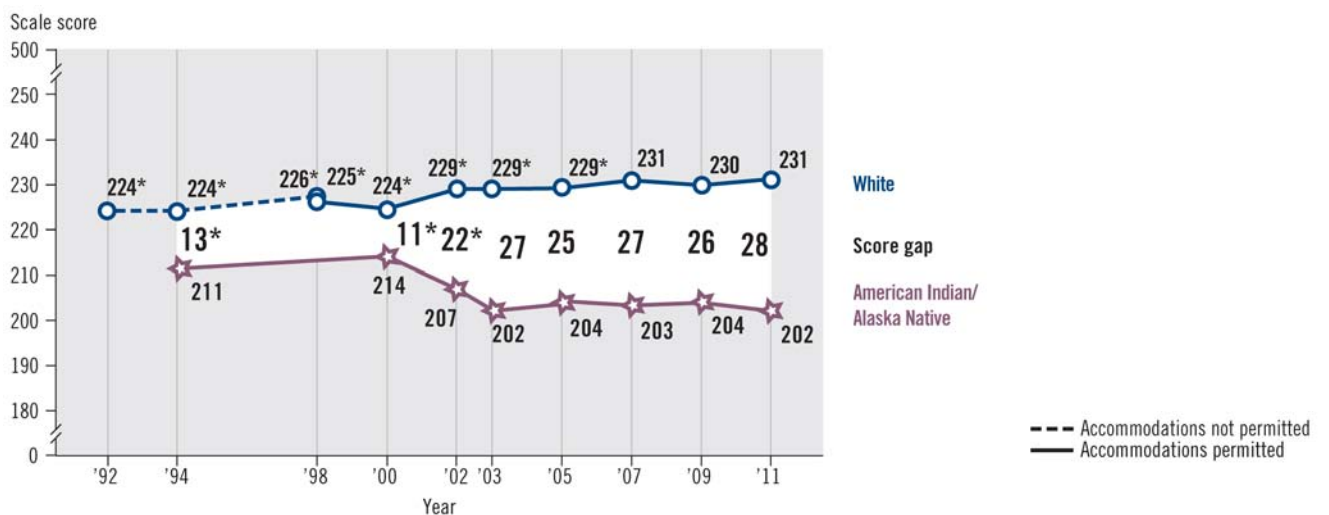
The average score for American Indian/Alaska Native students in 2011 was not significantly different from the scores in previous assessment years (figure 7). American Indian/Alaska Native students scored 28 points lower on average than White students in 2011, which was not significantly different from the gap in 2009.

Figure 6. Trend in fourth-grade NAEP reading average scores and score gaps for Asian/Pacific Islander and White students



Rounds to zero.
 * Significantly different ($p < .05$) from 2011.
¹ Score gaps reflect the average score for Asian/Pacific Islander students minus the score for White students.
 NOTE: Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. Score differences between Asian/Pacific Islander and White students were not found to be statistically significant in 1994, 1998, 2000, 2005, and 2007.

Figure 7. Trend in fourth-grade NAEP reading average scores and score gaps for White and American Indian/Alaska Native students



* Significantly different ($p < .05$) from 2011.
 NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992 and 1998. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. Score differences between White and American Indian/Alaska Native students were not found to be statistically significant in 1994 and 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

The percentage of White fourth-graders was smaller in 2011 than in any of the earlier assessment years, and the percentage of Hispanic students was larger (table 2). The percentage of Asian/Pacific Islander students was larger in 2011 than in 1992, and the percentage of Black students was smaller.

Table 2. Percentage distribution of students assessed in fourth-grade NAEP reading, by race/ethnicity: Various years, 1992-2011

Race/ethnicity	1992 ¹	1994 ¹	1998	2000	2002	2003	2005	2007	2009	2011
White	73*	72*	66*	63*	61*	60*	59*	58*	56*	54
Black	17*	17*	15	17	17*	17*	16*	16	16	15
Hispanic	7*	7*	14*	14*	16*	17*	18*	19*	20*	22
Asian/Pacific Islander	2*	3*	4	4*	4*	4*	5*	5*	5	5
American Indian/Alaska Native	1	1	1	1	1	1	1	1	1	1
Two or more races	#*	#*	1*	1*	1*	1*	1*	1*	2*	2

Rounds to zero.

* Significantly different ($p < .05$) from 2011.

¹ Accommodations not permitted.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the two or more races category were categorized as unclassified. Detail may not sum to totals because of rounding.

NAEP Results for Newly Reported Racial/Ethnic Groups

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information on students' race/ethnicity was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students categorized as being two or more races (multiracial). See the Technical Notes for more information.

In 2011, the average score for Asian students was higher than the scores for all the other reported racial/ethnic groups (table 3). Native Hawaiian/Other Pacific Islander students scored higher on average than Black, Hispanic, and American Indian/Alaska Native students, but lower than White and multiracial students. The score for multiracial students was higher than the scores for Black, Hispanic, and American Indian/Alaska Native students, but lower than the score for White students.

Table 3. Percentage of students, average scores, and achievement-level results in fourth-grade NAEP reading, by selected racial/ethnic groups: 2011

Selected racial/ethnic groups	Percentage of students	Average scale score	Percentage of students			
			Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>
Asian	5	236	19	31	33	17
Native Hawaiian/Other Pacific Islander	#	216	39	33	22	7
Two or more races	2	227	27	34	28	11

Rounds to zero.

NOTE: Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

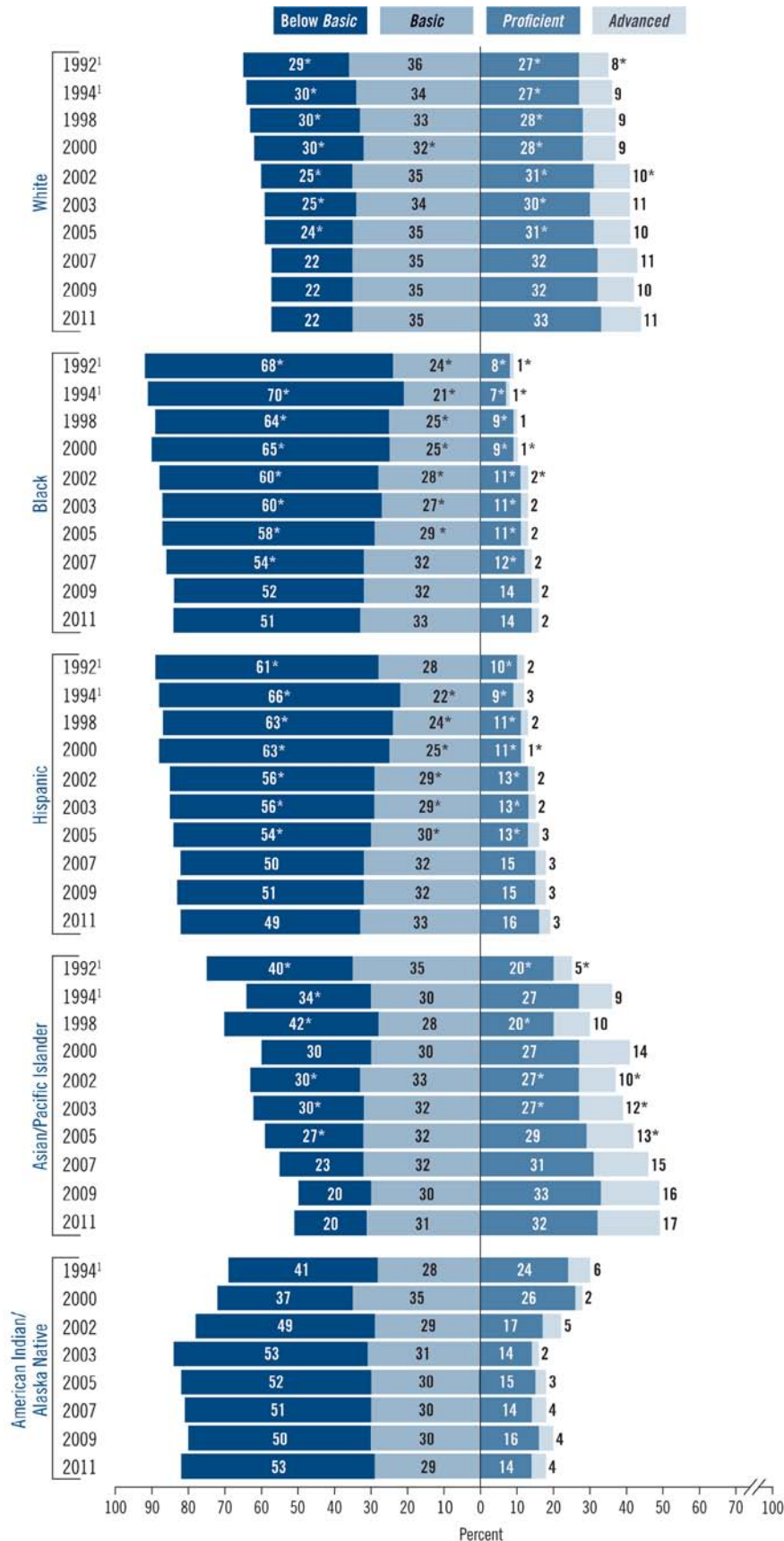
Percentages of students at *Proficient* higher than in 1992 for most racial/ethnic groups

A closer look at achievement-level results shows where improvements were made for different racial/ethnic groups. There were no significant changes in the percentages of students performing at each of the achievement levels for any of the racial/ethnic groups from 2009 to 2011 (**figure 8**). However, the percentages of students performing below the *Basic* level were lower in 2011 than in 1992, and the percentages at *Proficient* were higher for all the racial/ethnic groups with samples large enough to report results. The percentage of Black students at *Basic* was higher in 2011 than in 1992, and the percentages of White, Black, and Asian/Pacific Islander students at *Advanced* were higher.

The percentage of Black students below *Basic* in 2011 (51 percent) was higher than the percentages of White, Hispanic, and Asian/Pacific Islander students below *Basic*. The percentage of Asian/Pacific Islander students at *Advanced* (17 percent) was higher than the percentages of other racial/ethnic groups in 2011.



Figure 8. Trend in fourth-grade NAEP reading achievement-level results, by race/ethnicity



* Significantly different ($p < .05$) from 2011.

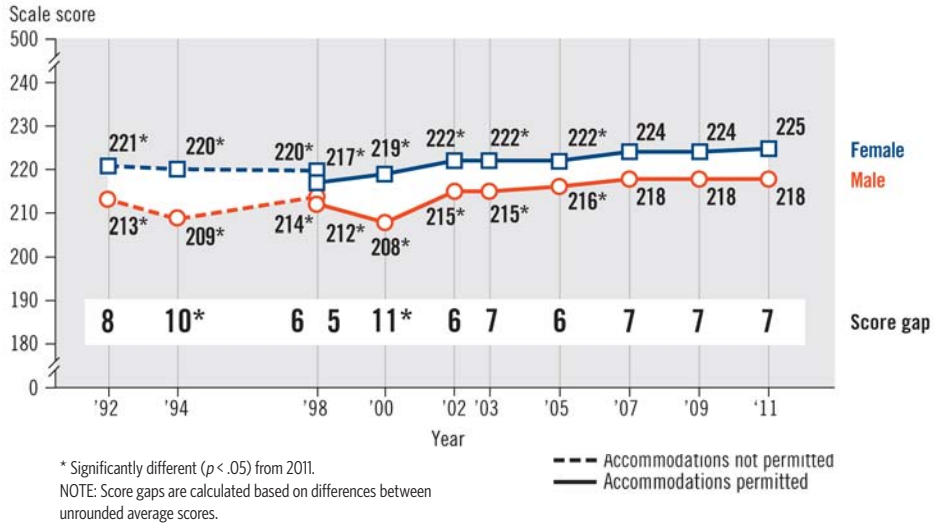
¹ Accommodations not permitted.

NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992 and 1998. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

Female students score higher than male students

In 2011, female students scored 7 points higher on average than male students, which was not significantly different from the score gap in either 2009 or 1992 (figure 9). Neither group had a significant change in the average score from 2009 to 2011. Scores for both groups were higher in 2011 than in 1992.

Figure 9. Trend in fourth-grade NAEP reading average scores and score gaps, by gender



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

No significant change from 2009 in scores for students attending different types of schools

There were no significant changes in the average scores for students attending public or private schools from 2009 to 2011 (figure 10). Scores were higher in 2011 than in 1992 for public school students and for private school students attending Catholic schools.

In 2011, the average reading score for fourth-graders attending public schools was 14 points lower than the overall score for students attending private schools, and 15 points lower than for students attending Catholic schools specifically.

There may be many reasons why private school students perform differently, on average, from public school students. Differences in demographic composition, availability of resources, admissions policies, parental involvement, and other factors not measured in NAEP may influence student achievement scores.

Figure 10. Trend in fourth-grade NAEP reading average scores, by type of school



* Significantly different ($p < .05$) from 2011.

NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Results are not shown for private schools in 2005 because the participation rates fell below the required standards for reporting.

--- Accommodations not permitted
— Accommodations permitted

Ninety-two percent of fourth-graders attended public schools in 2011, and 8 percent attended private schools, including 4 percent in Catholic schools (table 4). In comparison to 1992, the percentage of students attending public schools in 2011 was larger, and the percentages attending private schools and Catholic schools were smaller.

Table 4. Percentage distribution of students assessed in fourth-grade NAEP reading, by type of school: Various years, 1992–2011

Type of school	1992 ¹	1994 ¹	1998	2000	2002	2003	2005	2007	2009	2011
Public	89*	90*	90	90*	90*	90*	90*	90*	91*	92
Private	11*	10*	10	10*	10*	10*	10	10*	9*	8
Catholic	8*	7*	6	6*	6*	5*	5*	5*	4*	4

* Significantly different ($p < .05$) from 2011.

¹ Accommodations not permitted.

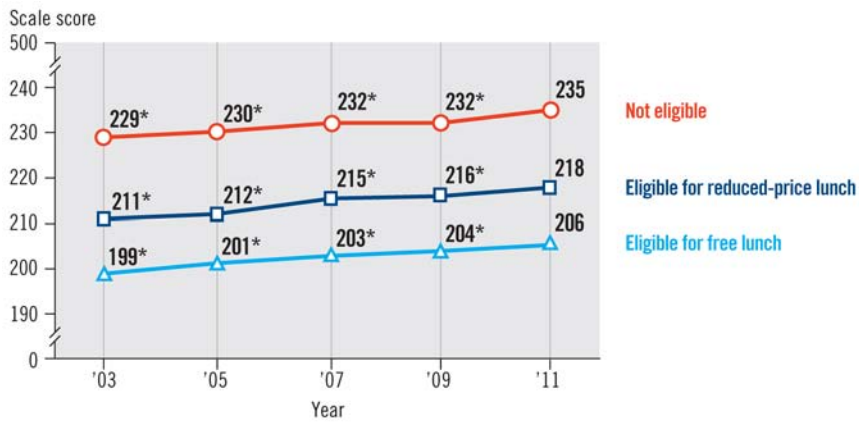
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Detail may not sum to totals because of rounding.

Highest scores to date for students across income levels

Students' eligibility for the National School Lunch Program (NSLP) is used in NAEP as an indicator of family income. Students from lower-income families are eligible for either free or reduced-price school lunches, while students from higher-income families are not (see the Technical Notes for eligibility criteria). Because of the improved quality of the data on students' eligibility in more recent years, results are only compared back to 2003.

Average reading scores were higher in 2011 than in earlier assessment years both for students who were eligible for free and reduced-price school lunch, as well as for students who were not eligible (figure 11). In 2011, fourth-graders who were eligible for free lunch scored 29 points lower on average than those not eligible. Students eligible for reduced-price lunch scored 17 points lower than those not eligible in 2011.

Figure 11. Trend in fourth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch



* Significantly different ($p < .05$) from 2011.

In comparison to previous assessment years, the percentage of fourth-graders eligible for free school lunch was larger in 2011, and the percentages of students eligible for reduced-price school lunch or not eligible for NSLP were smaller (table 5).

Table 5. Percentage distribution of students assessed in fourth-grade NAEP reading, by eligibility for free or reduced-price school lunch: Various years, 2003-11

Eligibility status	2003	2005	2007	2009	2011
Eligible for free lunch	32*	34*	35*	38*	43
Eligible for reduced-price lunch	8*	7*	6*	6*	5
Not eligible	50*	50*	52*	50*	46
Information not available	10*	8*	7	7*	6

* Significantly different ($p < .05$) from 2011.

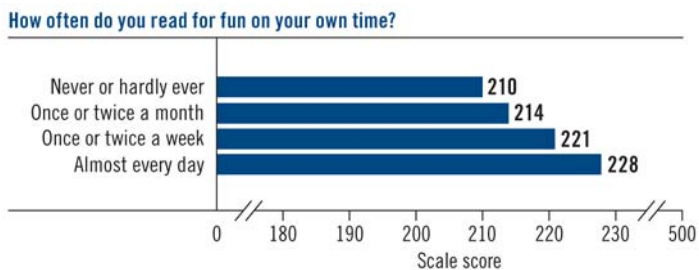
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

Fourth-graders who read for fun almost every day score higher

Students were asked how often they read for fun on their own time. Students selected one of four responses indicating “never or hardly ever,” “once or twice a month,” “once or twice a week,” or “almost every day.” In 2011, fourth-graders who reported reading for fun almost every day scored higher on average than those who did so less frequently, and students who reported never or hardly ever reading for fun scored lowest (**figure 12**).

Figure 12. Average scores in fourth-grade NAEP reading, by students' responses to a question about how often they read for fun on their own time: 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Explore Additional Results

Results for other background questions from the fourth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Forty-six percent of fourth-graders reported reading for fun almost every day in 2011 (**table 6**). Since students were asked the same question in some of the earlier assessment years, the percentages can be compared over time. The percentage of students who reported reading for fun almost every day was higher in 2011 than in all the previous assessment years, and the percentage who reported never or hardly ever reading for fun was lower in 2011 than in all other years.

Table 6. Percentage of students assessed in fourth-grade NAEP reading, by how often they read for fun on their own time: Various years, 2002-11

Frequency of reading for fun	2002	2003	2005	2007	2009	2011
Never or hardly ever	15*	15*	16*	18*	15*	14
Once or twice a month	14*	15*	15*	16*	15*	14
Once or twice a week	26	25	26*	27*	25	25
Almost every day	45*	45*	43*	40*	44*	46

* Significantly different ($p < .05$) from 2011.

NOTE: Detail may not sum to totals because of rounding.

The extent to which students reported reading for fun differed by gender, race/ethnicity, and eligibility for NSLP (**table 7**). In 2011, the percentage of students who reported reading for fun almost every day was

- higher for female students than for male students,
- higher for Asian students than for other racial/ethnic groups, and
- higher for students who were not eligible for NSLP than for students who were eligible.

Table 7. Percentage of students assessed in fourth-grade NAEP reading, by how often they read for fun on their own time and selected student characteristics: 2011

Characteristics	Frequency of reading for fun			
	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
Gender				
Male	18	17	26	39
Female	10	12	25	53
Race/ethnicity				
White	15	15	24	46
Black	17	14	24	45
Hispanic	13	15	28	44
Asian	9	11	26	54
American Indian/Alaska Native	18	16	25	41
Native Hawaiian/ Other Pacific Islander	12	17	28	43
Two or more races	14	14	26	46
Eligibility for free/reduced-price school lunch				
Eligible	15	15	26	44
Not eligible	13	14	25	47

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

State Performance at Grade 4

NAEP state results make it possible to examine the progress of students in each participating state over time. The national and state results presented in this section are for public school students only and may differ from the national results presented earlier that are based on data for both public and private school students.

All 50 states, the District of Columbia, and Department of Defense schools participated in the 2011 reading assessment. These 52 states and jurisdictions are all referred to as “states” in the following summary of results. State results for grade 4 are available for eight earlier assessment years (**table 8**). While all states have participated in the assessments since 2003, not all have participated or met the criteria for reporting in earlier assessment years.

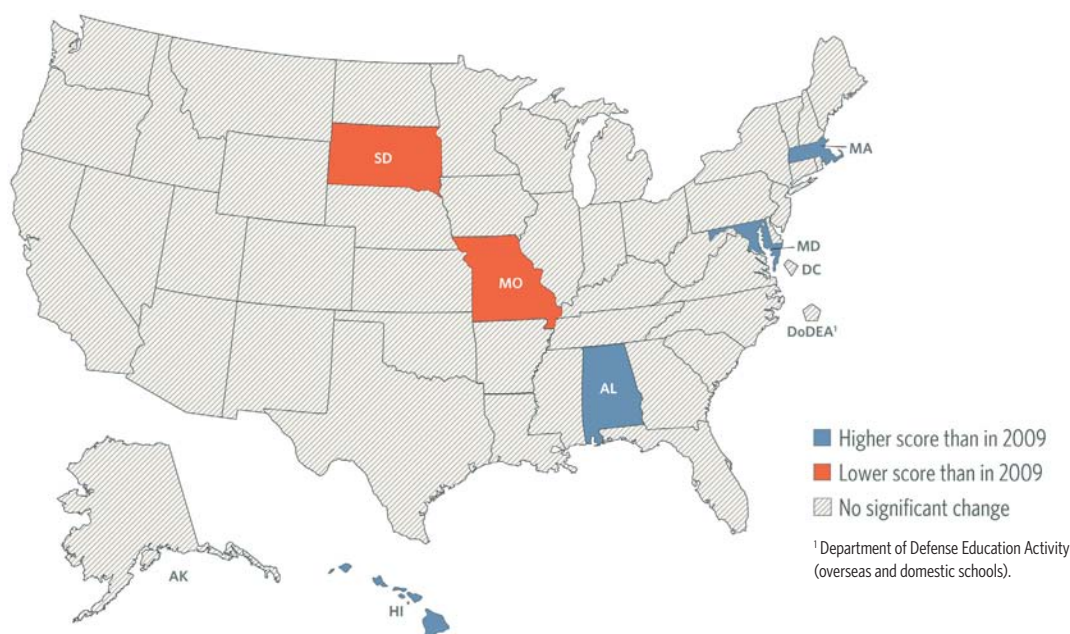
Scores higher than in 2009 for students in four states and lower in two states

The map below highlights changes in states’ average fourth-grade reading scores from 2009 to 2011 (**figure 13**). Although there was no significant change nationally in the overall average score for public school students in 2009, scores were higher in 2011 than in 2009 in Alabama, Hawaii, Maryland, and Massachusetts. The average scores in Missouri and South Dakota were lower in 2011 than in 2009.

Thirty-two percent of fourth-grade public school students performed at or above the *Proficient* level in 2011, with percentages ranging from 19 percent in the District of Columbia to 50 percent¹ in Massachusetts (**figure 14**). The percentages of students at or above *Proficient* were higher in 2011 than in 2009 for Louisiana, Maryland, and Pennsylvania (see appendix **table A-14**).

¹ The percentage is based on the sum of the unrounded percentages as opposed to the rounded percentages shown in the figure.

Figure 13. Changes in fourth-grade NAEP reading average scores between 2009 and 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

Table 8. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted						
	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	215*	212*	215*	213*	217*	216*	217*	220	220	220
Alabama	207*	208*	211*	211*	207*	207*	208*	216*	216*	220
Alaska	—	—	—	—	—	212	211	214*	211	208
Arizona	209	206*	207*	206*	205*	209*	207*	210	210	212
Arkansas	211*	209*	209*	209*	213*	214	217	217	216	217
California	202*	197*	202*	202*	206	206*	207*	209	210	211
Colorado	217*	213*	222	220	—	224	224	224	226	223
Connecticut	222*	222*	232	230	229	228	226	227	229	227
Delaware	213*	206*	212*	207*	224	224	226	225	226	225
Florida	208*	205*	207*	206*	214*	218*	219*	224	226	225
Georgia	212*	207*	210*	209*	215*	214*	214*	219	218	221
Hawaii	203*	201*	200*	200*	208*	208*	210*	213	211*	214
Idaho	219	—	—	—	220	218*	222	223*	221	221
Illinois	—	—	—	—	—	216	216	219	219	219
Indiana	221	220	—	—	222	220	218	222	223	221
Iowa	225*	223	223	220	223	223	221	225*	221	221
Kansas	—	—	222	221	222	220*	220	225	224	224
Kentucky	213*	212*	218*	218*	219*	219*	220*	222	226	225
Louisiana	204*	197*	204*	200*	207	205*	209	207	207	210
Maine	227*	228*	225*	225	225	224	225*	226*	224	222
Maryland	211*	210*	215*	212*	217*	219*	220*	226*	226*	231
Massachusetts	226*	223*	225*	223*	234*	228*	231*	236	234*	237
Michigan	216	—	217	216	219	219	218	220	218	219
Minnesota	221	218*	222	219	225	223	225	225	223	222
Mississippi	199*	202*	204*	203*	203*	205*	204*	208	211	209
Missouri	220	217	216*	216*	220	222	221	221	224*	220
Montana	—	222	226	225	224	223	225	227	225	225
Nebraska	221	220	—	—	222	221	221	223	223	223
Nevada	—	—	208*	206*	209*	207*	207*	211	211	213
New Hampshire	228	223*	226*	226*	—	228*	227*	229	229	230
New Jersey	223*	219*	—	—	—	225*	223*	231	229	231
New Mexico	211	205	206	205	208	203*	207	212*	208	208
New York	215*	212*	216*	215*	222	222	223	224	224	222
North Carolina	212*	214*	217*	213*	222	221	217*	218*	219	221
North Dakota	226	225	—	—	224	222*	225	226	226	226
Ohio	217*	—	—	—	222	222	223	226	225	224
Oklahoma	220*	—	220*	219*	213	214	214	217	217	215
Oregon	—	—	214	212*	220	218	217	215	218	216
Pennsylvania	221*	215*	—	—	221*	219*	223*	226	224	227
Rhode Island	217*	220	218*	218*	220*	216*	216*	219*	223	222
South Carolina	210*	203*	210*	209*	214	215	213	214	216	215
South Dakota	—	—	—	—	—	222	222*	223*	222*	220
Tennessee	212	213	212	212	214	212	214	216	217	215
Texas	213*	212*	217	214	217	215	219	220	219	218
Utah	220	217	215*	216*	222	219	221	221	219	220
Vermont	—	—	—	—	227	226	227	228	229	227
Virginia	221*	213*	218*	217*	225	223	226	227	227	226
Washington	—	213*	217*	218	224	221	223	224	221	221
West Virginia	216	213	216	216	219*	219*	215	215	215	214
Wisconsin	224	224*	224*	222	—	221	221	223	220	221
Wyoming	223	221	219*	218*	221*	222	223	225	223	224
Other jurisdictions										
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197*	202	201
DoDEA ¹	—	—	222*	220*	224*	224*	226*	229	228	229

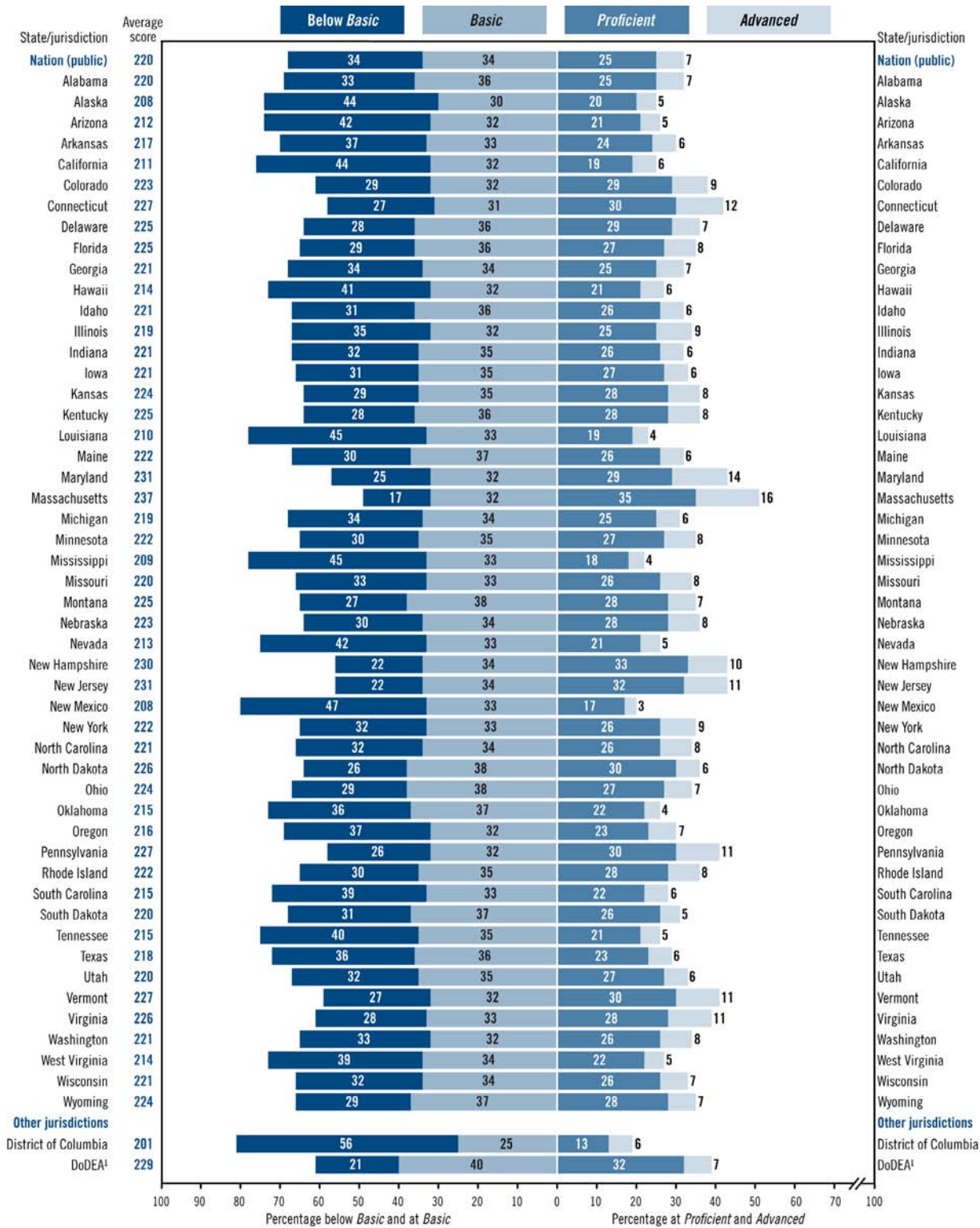
— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Figure 14. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2011



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

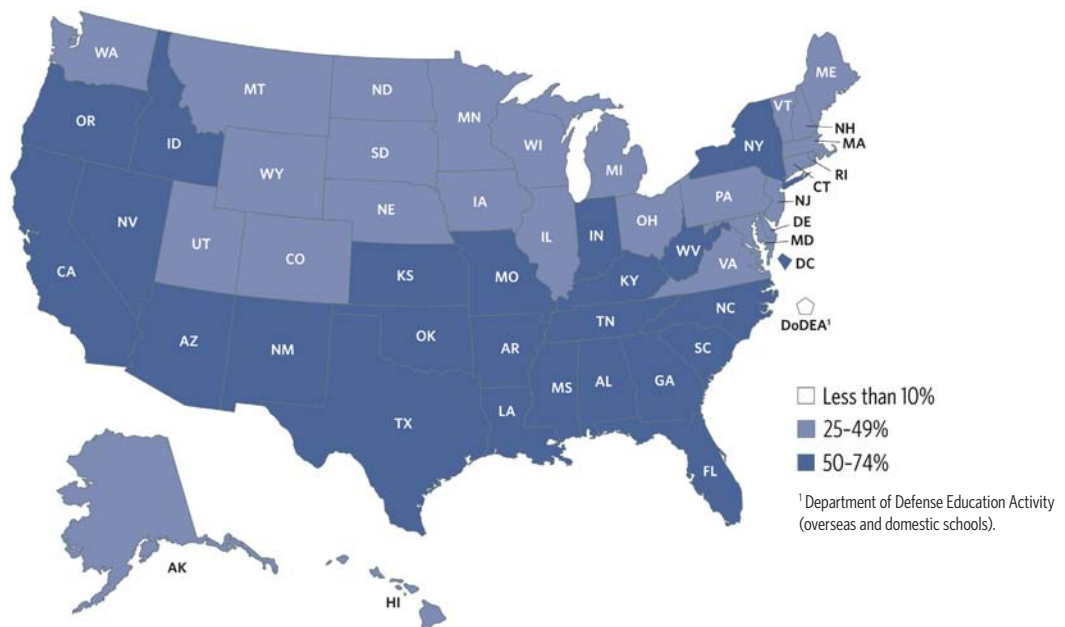
Fifty percent or more of fourth-graders eligible for school lunch in 24 states and jurisdictions

Differences in states' demographic makeup should be taken into consideration when interpreting state results. For example, the proportions of students from lower-income families who were eligible for the National School Lunch Program (NSLP) varied among states (**figure 15**). Fifty-two percent of fourth-grade public school students in the nation were eligible for either free or reduced-price school lunch in 2011 (see appendix **table A-12**). The percentages of eligible students ranged from 26 percent in New Hampshire to 74 percent in the District of Columbia. In comparison to 2003, the percentages of eligible students were larger in 2011 for the nation and 37 states.

State Profiles

Additional information on each state's school and student populations and their performance on NAEP assessments is available at <http://nces.ed.gov/nationsreportcard/states/>.

Figure 15. Percentage range of fourth-grade public school students assessed in NAEP reading who were identified as eligible for free/reduced-price school lunch: 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Score gaps between higher- and lower-income students narrow from 2003 in four states and widen in seven states

Average reading scores were higher in 2011 than in 2003 both for students who were not eligible for free or reduced-price school lunch (those from higher-income families) and students who were eligible (those from lower-income families) in the nation and in 20 states (**figure 16**). Although there was no significant change from 2003 to 2011 in the score gap between the two groups in the nation, score gaps narrowed in four states and widened in seven states.

- Score gaps in Arizona, New Hampshire, and Pennsylvania narrowed, where the score for either higher- or lower-income students or the scores for both groups were higher than in 2003.
- The score gap in New York narrowed, even though there was no significant change from 2003 in the score for either group.
- Score gaps in Colorado, the District of Columbia, Oregon, Vermont, and Washington widened, where the score was higher than in 2003 for either higher- or lower-income students or for both groups.
- The score gap in Maine widened, even though there was no significant change from 2003 in the score for either group.
- The gap in West Virginia widened, where the score for lower-income students was lower than in 2003, and the score for higher-income students did not change significantly.



Figure 16. Changes between 2003 and 2011 NAEP reading average scores and score gaps for fourth-grade public school students, by eligibility for free/reduced-price school lunch and state/jurisdiction

State/jurisdiction	Eligibility for free/reduced-price school lunch		Score gap
	Not eligible	Eligible	Not eligible – Eligible
Nation (public)	▲	▲	◆
Alabama	▲	▲	◆
Alaska	◆	◆	◆
Arizona	◆	▲	Narrowed
Arkansas	▲	◆	◆
California	▲	▲	◆
Colorado	▲	◆	Widened
Connecticut	◆	◆	◆
Delaware	▲	◆	◆
Florida	▲	▲	◆
Georgia	▲	▲	◆
Hawaii	▲	◆	◆
Idaho	▲	◆	◆
Illinois	◆	▲	◆
Indiana	▲	▲	◆
Iowa	◆	◆	◆
Kansas	▲	▲	◆
Kentucky	▲	▲	◆
Louisiana	◆	▲	◆
Maine	◆	◆	Widened
Maryland	▲	▲	◆
Massachusetts	▲	▲	◆
Michigan	◆	◆	◆
Minnesota	◆	◆	◆
Mississippi	◆	▲	◆
Missouri	◆	◆	◆
Montana	◆	▲	◆
Nebraska	▲	◆	◆
Nevada	▲	▲	◆
New Hampshire	▲	▲	Narrowed
New Jersey	▲	▲	◆
New Mexico	▲	▲	◆
New York	◆	◆	Narrowed
North Carolina	◆	◆	◆
North Dakota	▲	▲	◆
Ohio	▲	▲	◆
Oklahoma	◆	◆	◆
Oregon	▲	◆	Widened
Pennsylvania	▲	▲	Narrowed
Rhode Island	▲	▲	◆
South Carolina	◆	◆	◆
South Dakota	◆	◆	◆
Tennessee	▲	▲	◆
Texas	▲	▲	◆
Utah	◆	◆	◆
Vermont	▲	◆	Widened
Virginia	▲	◆	◆
Washington	▲	◆	Widened
West Virginia	◆	▼	Widened
Wisconsin	▲	◆	◆
Wyoming	◆	◆	◆
Other jurisdictions			
District of Columbia	▲	▲	Widened
DoDEA ¹	‡	‡	‡

▲ Higher in 2011. ◆ Not significantly different from 2011.
 ▼ Lower in 2011. ‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).
 NOTE: Included in the overall results but not shown separately are students whose eligibility status for the National School Lunch Program was not available.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2011 Reading Assessments.

Assessment Content at Grade 4

This section presents NAEP achievement levels outlining expectations for students' reading comprehension and provides examples of what students performing at different levels were able to do. In addition, one passage and several questions from the 2011 reading assessment provide insight into the kinds of texts students read and the kinds of questions they responded to.

Reading Achievement-Level Descriptions for Grade 4

The reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty, and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviors. The specific processes and reading behaviors mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of the texts they are given. These processes and reading behaviors involve different and increasing cognitive demands from one grade and performance level to the next as they are applied within more challenging contexts and with more complex information. While similar reading behaviors are included at the different performance levels and grades, it should be understood that these skills are being described in relation to texts and assessment questions of varying difficulty.

The specific descriptions of what fourth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* reading achievement levels are presented below. (Note that the shaded text is a short, general summary to describe performance at each achievement level.) NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level also includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (208)

Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient (238)

Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motives.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced (268)

Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate character motivation. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgment with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.



What Fourth-Graders Know and Can Do in Reading

The item map illustrates a range of reading behaviors associated with scores on the NAEP reading scale. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions that indicate what students need to do when responding successfully are listed on the right, along with the corresponding cognitive targets. The map on this page shows that fourth-graders performing at the *Basic* level with a score of 220 were likely to interpret a character's statement to provide a character trait. Students performing at the *Proficient* level with a score of 253 were likely to use information from an article to support an opinion. Students at the *Advanced* level with a score of 311 were likely to be able to use details from both the beginning and ending of a story to describe a change in a character's feelings.

Questions designed to assess the same cognitive target map at different points on the NAEP scale. This is so because the questions are about different passages; thus, an integrate/interpret question may be more or less difficult depending on the passage the question is referring to.

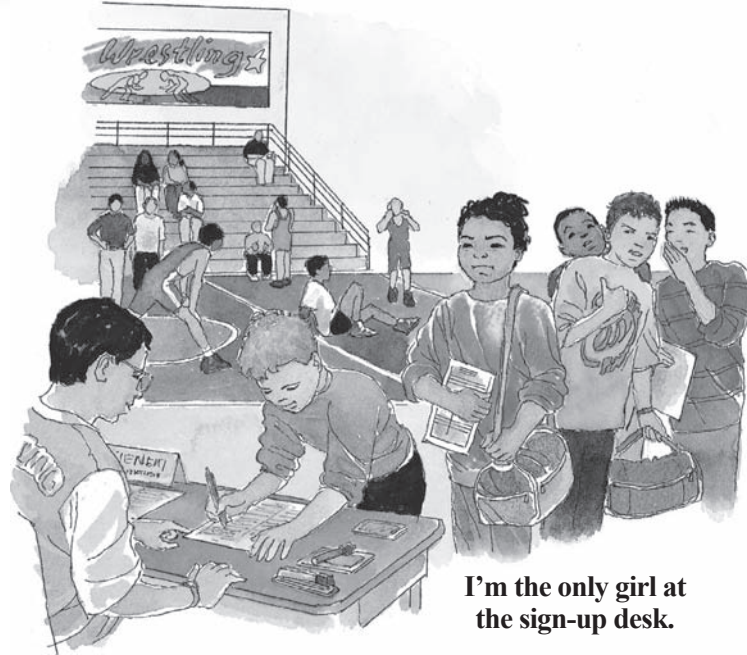
GRADE 4 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
<i>Advanced</i>	330	Critique/Evaluate	Provide an opinion about the author's craft in an expository text with supporting details
	328	Integrate/Interpret	Find and use evidence to support a claim about the central figure in an expository text
	320	❖ Integrate/Interpret	Interpret a story to infer a character trait with support from the text (see pages 34 and 35)
	311	Integrate/Interpret	Use details from both the beginning and end of a story to describe a change in a character's feelings
	303	Critique/Evaluate	Evaluate subheading and use information to support the evaluation
	298	Critique/Evaluate	Make complex inferences about a historical person's motivation and support with the central idea
	279	Integrate/Interpret	Locate and use information to explain a cause in an expository text
	271	❖ Integrate/Interpret	Infer the reason why a story event is challenging for a character
	268	Critique/Evaluate	Use story events to support an opinion about the type of story
		268	
<i>Proficient</i>	265	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
	262	❖ Critique/Evaluate	<i>Recognize a technique the author uses to develop a character (see page 36)</i>
	260	Integrate/Interpret	Provide steps in a process described in an expository text
	257	❖ Integrate/Interpret	<i>Recognize the main problem that the character faces in a story</i>
	253	Critique/Evaluate	Use information from an article to provide and support an opinion
	251	Locate/Recall	<i>Locate and recognize relevant information in a highly detailed expository text</i>
	247	Integrate/Interpret	<i>Recognize the main purpose of an expository text</i>
	244	Integrate/Interpret	<i>Recognize the implicit main idea of a story</i>
	239	Integrate/Interpret	Locate and provide two pieces of information in support of the text idea
	238	Locate/Recall	<i>Locate and recognize a relevant detail in a literary nonfiction text</i>
	238		
<i>Basic</i>	237	Locate/Recall	<i>Locate and recognize a detail in support of the main idea in an expository text</i>
	236	Locate/Recall	<i>Locate and recognize a relevant detail in an expository text</i>
	226	Locate/Recall	<i>Recognize explicitly stated dialogue from a story</i>
	223	Integrate/Interpret	<i>Make an inference to recognize a causal relation in an expository text</i>
	220	❖ Integrate/Interpret	Interpret a character's statement to provide a character trait (see page 33)
	216	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
	211	Integrate/Interpret	<i>Make an inference to recognize the feelings of a speaker in a section of a poem</i>
		208	
	205	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
	194	Critique/Evaluate	Provide an evaluation of a story character
	188	Locate/Recall	<i>Make a simple inference to recognize the main character's feeling</i>
	185	❖ Integrate/Interpret	<i>Make an inference to recognize a character trait</i>
	//		
	0		

❖ Indicates a question that pertains to the sample passage "Tough as Daisy."

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.



I'm the only girl at the sign-up desk.

Tough as Daisy

by David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

“Have you wrestled before, honey?”

He didn't call any of the boys *honey*. “Yes, sir,” I answer through clenched teeth. I hand him my registration form.

“OK,” he says. “Climb on the scale.” I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, “I can't believe I have to wrestle a girl.”

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, “Beautiful takedown!”

There's a lot of whispering going on. I hear someone say, “Man, she pinned him fast. No girl is going to beat me.”

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, “Just do your best, honey.” It's OK when *he* calls me *honey*.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. “You're pretty good,” he says. “Good luck.”

“You, too,” I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



**We're locked
up tight.**

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The following sample questions from the 2011 reading assessment measured students’ comprehension of the story “Tough as Daisy” about a young girl who has moved to a new school and must prove that she is a good enough wrestler to be on the wrestling team.

Reading Cognitive Target: Integrate and Interpret

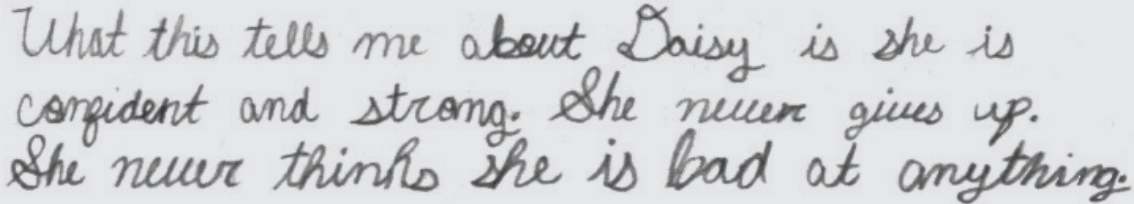
This short constructed-response question measures students’ performance in interpreting a specific part of a literary text to explain what it shows about the main character. Responses to this question were rated using two scoring levels.

Acceptable responses provided a character trait that is suggested by the quoted phrase.

Unacceptable responses may have provided story information that is not a character trait suggested by the quoted phrase, or responses may provide other irrelevant story details.

The student response shown here was rated “Acceptable” and correctly infers that the phrase indicates that Daisy is confident and strong. Sixty-four percent of fourth-graders provided responses to this question that received a rating of “Acceptable.”

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, “We’ll see about that.” What does this tell you about Daisy?



Percentage of fourth-grade students in each response category: 2011

Acceptable	Unacceptable	Omitted
64	35	1

The table below shows the percentage of fourth-graders performing at each achievement level whose responses to this question were rated “Acceptable.” For example, 68 percent of fourth-graders at the *Basic* level provided a response that was rated “Acceptable.”

Percentage of answers rated as “Acceptable” for fourth-grade students at each achievement level: 2011

Overall	Below Basic	At Basic	At Proficient	At Advanced
64	38	68	82	90

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Cognitive Target: Integrate and Interpret

This extended constructed-response question measures fourth-graders' performance in integrating and interpreting information across the story to infer additional traits of the main character from things she says or does. Student responses to this question were rated using four scoring levels.

Extensive responses provided descriptions of two aspects of Daisy's character and supported each with information from the story.

Essential responses provided a description of one aspect of Daisy's character and supported it with information from the story.

Partial responses provided a text-based generalization about Daisy's character but did not support it with information from the story.

Unsatisfactory responses provided incorrect information or irrelevant details.

In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

Extensive:

I think she is persis tant because even though everybody thinks that she can't wrestle, Daisy still went and wrestled. I also think she is encouraging because during the last match when the boy says "your good" she replys "You too."

Essential:

Daisy was strongminded. I think that because when boys made fun of her, she didn't care. She had an open mind about things.

The student responses shown on the previous page were rated as “Extensive” and “Essential.” The “Extensive” response provides two character traits, “persistent” and “encouraging,” and supports them with information about what Daisy does and says in the story. The “Essential” response provides one character trait, “strongminded,” supported with information from the story, and an additional unsupported trait. Twelve percent of student responses to this question received an “Extensive” rating, while 22 percent of student responses received an “Essential” rating.

Percentage of fourth-grade students in each response category: 2011

Extensive	Essential	Partial	Unsatisfactory	Omitted
12	22	31	30	4

NOTE: Detail may not sum to totals because the percentage of responses rated as “Off-task” is not shown. Off-task responses are those that do not provide any information related to the assessment task.

The table below shows the percentages of fourth-graders performing at each achievement level whose response to this question was rated as either “Extensive” or “Essential.” For example, 45 percent of fourth-graders at the *Advanced* level provided a response rated as “Extensive,” and 83 percent of the fourth-graders at the *Advanced* level provided a response rated “Essential.”

Percentage of answers rated as “Extensive” or “Essential” for fourth-grade students at each achievement level: 2011

Scoring level	Overall	Below Basic	At Basic	At Proficient	At Advanced
Extensive	12	1	7	21	45
Essential	22	9	29	55	83



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Cognitive Target: Critique and Evaluate

This multiple-choice question measures fourth-grade students' ability to recognize the main technique the author of the story uses to portray the main character in the story. Forty-five percent of fourth-graders were able to correctly recognize the author's primary technique in portraying the character (Choice C).

What is the main way the author shows us how Daisy feels?

- (A) He uses pictures to tell her story.
- (B) He tells what other people say about her.
- (C) He tells what she is thinking.
- (D) He describes the way she wrestles.

Percentage of fourth-grade students in each response category: 2011

Choice A	Choice B	Choice C	Choice D	Omit
6	18	45	31	#

Rounds to zero.

The table below shows the percentage of fourth-graders performing at each achievement level who selected the correct response. For example, 65 percent of students at the *Proficient* level selected the correct response.

Percentage correct for fourth-grade students at each achievement level: 2011

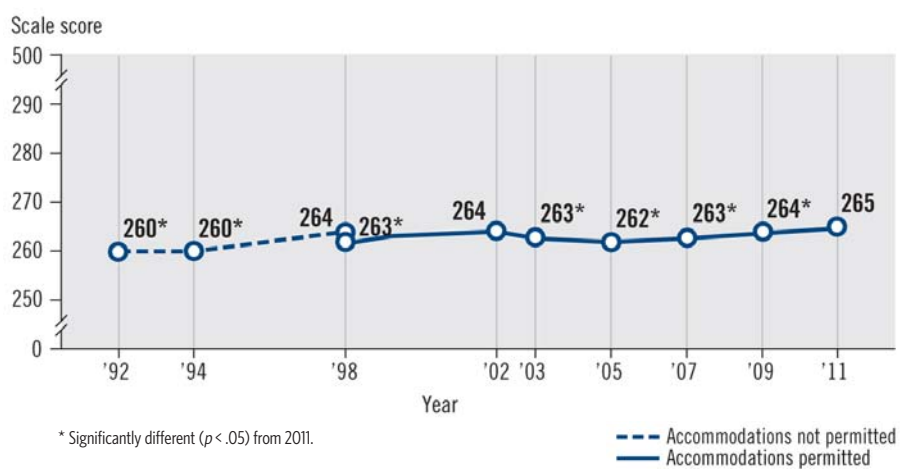
Overall	Below Basic	At Basic	At Proficient	At Advanced
45	21	40	65	87

Eighth-graders score higher than in 2009

The average reading score for the nation's eighth-graders in 2011 was 1 point higher than in 2009 and 5 points higher than in 1992 (figure 17).

Other national results show higher average scores in 2011 than 2009 for White, Black, and Hispanic students; both male and female students; and students from both lower- and higher-income families. State results show higher scores in 2011 than 2009 for 10 of the 52 participating states and jurisdictions, and no states scoring lower.

Figure 17. Trend in eighth-grade NAEP reading average scores



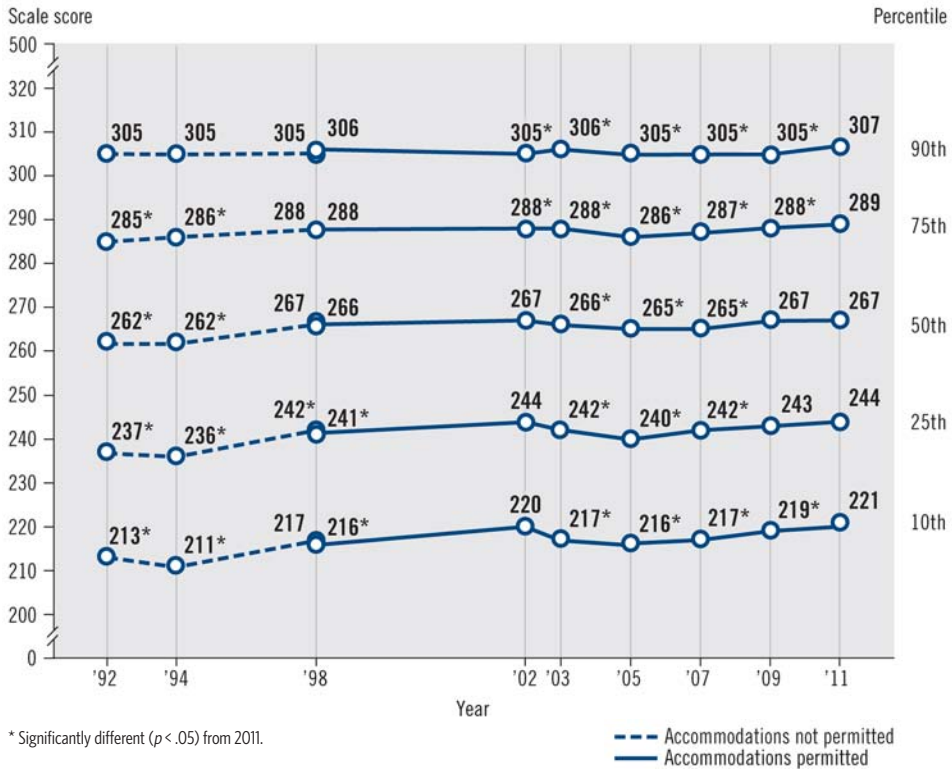
Lower-performing students make greater gains from 1992 than higher-performing students

Scores were higher in 2011 than in 2009 for lower-performing students at the 10th percentile and for higher-performing students at the 75th and 90th percentiles (figure 18). There were no significant changes from 2009 to 2011 for students at the 25th and 50th percentiles.

In comparison to 1992, scores were higher in 2011 for all but the highest-performing students at the 90th percentile, where there was no significant change. The 8-point² gains from 1992 to 2011 in the scores at the 10th and 25th percentiles were larger than the 4-point gain in the score at the 75th percentile over the same period.

² The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure 18. Trend in eighth-grade NAEP reading percentile scores



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

A closer look at some of the background characteristics of lower- and higher-performing students

Profiles of students scoring at the lower end of the scale (below the 25th percentile) and those scoring at the higher end (above the 75th percentile) show how the two groups differed demographically.

Among eighth-graders who scored **below the 25th percentile** (i.e., below a score of 244) in 2011,

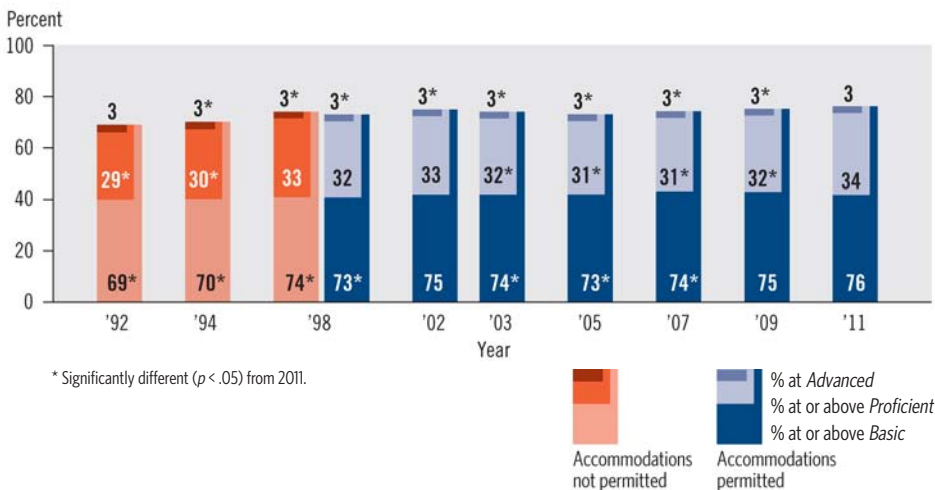
- **36%** were White, **26%** were Black, **32%** were Hispanic, and **3%** were Asian;
- **67%** were eligible for free/reduced-price school lunch;
- **32%** had at least one parent who graduated from college; and
- **8%** read for fun almost every day.

Among eighth-graders who scored **above the 75th percentile** (i.e., above a score of 289) in 2011,

- **72%** were White, **6%** were Black, **11%** were Hispanic, and **8%** were Asian;
- **21%** were eligible for free/reduced-price school lunch;
- **71%** had at least one parent who graduated from college; and
- **36%** read for fun almost every day.

Seventy-six percent of eighth-graders performed at or above the *Basic* level in 2011, which was not significantly different from the percentage in 2009, but was higher than in 1992 (figure 19). A higher percentage of students performed at or above *Proficient* in 2011 than in both 2009 and 1992. The percentage at *Advanced* in 2011 (3.45 percent) was higher than in 2009 (2.79 percent), but was not significantly different from 1992.

Figure 19. Trend in eighth-grade NAEP reading achievement-level results



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

White – Hispanic gap narrows from 2009

Average scores for White, Black, and Hispanic students were higher in 2011 than in any of the previous assessment years (figures 20 and 21). The 25-point score gap between White and Black students in 2011 did not differ significantly from the gap in 2009 but was smaller than the gap in 1992. The 22-point score gap between White and Hispanic students in 2011 was smaller than the gaps in 2009 and 1992.

Figure 20. Trend in eighth-grade NAEP reading average scores and score gaps for White and Black students



* Significantly different ($p < .05$) from 2011.

NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Figure 21. Trend in eighth-grade NAEP reading average scores and score gaps for White and Hispanic students



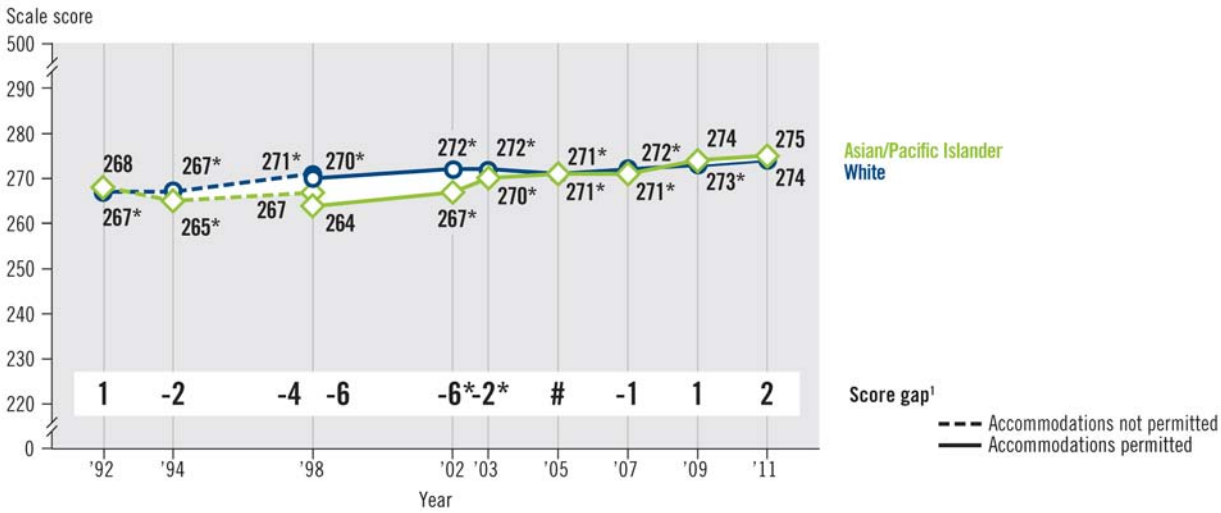
* Significantly different ($p < .05$) from 2011.

NOTE: White excludes students of Hispanic origin. Hispanic includes Latino. Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

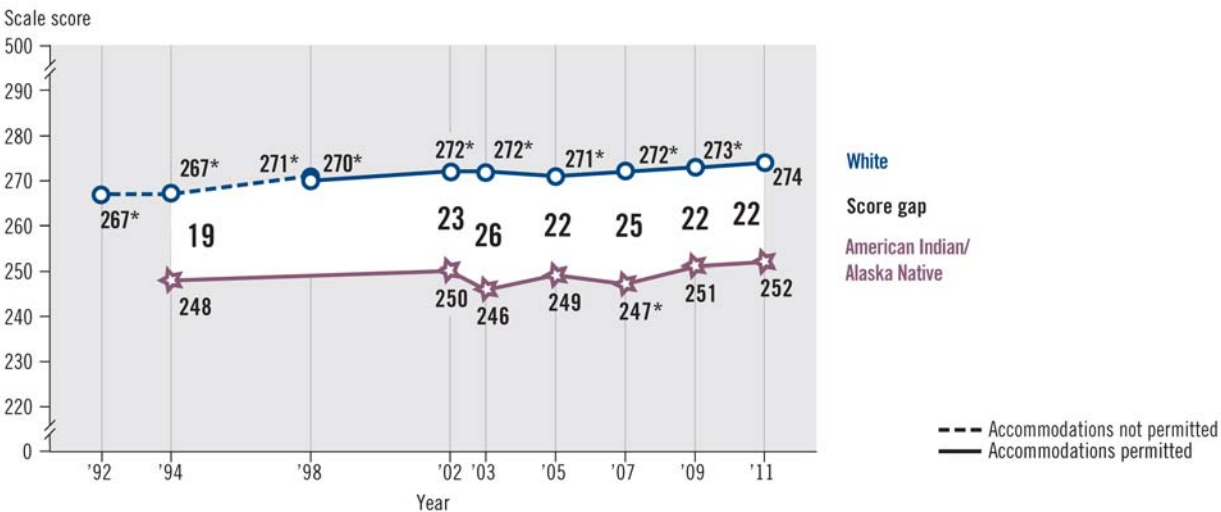
The average scores for Asian/Pacific Islander and American Indian/Alaska Native students in 2011 were not significantly different from the scores in 2009 or the first assessment year where samples were large enough to report results for each group (figures 22 and 23). In 2011, the average reading score for Asian/Pacific Islander students did not differ significantly from the score for White students, while American Indian/Alaska Native students scored lower on average than White students. The 22-point score gap between American Indian/Alaska Native and White students in 2011 was not significantly different from the gaps in previous assessment years.

Figure 22. Trend in eighth-grade NAEP reading average scores and score gaps for Asian/Pacific Islander and White students



Rounds to zero.
 * Significantly different ($p < .05$) from 2011.
¹ Score gaps reflect the average score for Asian/Pacific Islander students minus the score for White students.
 NOTE: Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. Score differences between Asian/Pacific Islander and White students were not found to be statistically significant in 1992, 1994, 1998, 2003, 2005, 2007, 2009, and 2011.

Figure 23. Trend in eighth-grade NAEP reading average scores and score gaps for White and American Indian/Alaska Native students



* Significantly different ($p < .05$) from 2011.
 NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992 and 1998. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

The percentage of White eighth-graders was smaller in 2011 than in any of the earlier assessment years, and the percentage of Hispanic students was larger (table 9). The percentage of Asian/Pacific Islander students did not change significantly from 2009 to 2011 but was larger in 2011 than in 1992. The percentage of Black students was smaller in 2011 than in 1992.

Table 9. Percentage distribution of students assessed in eighth-grade NAEP reading, by race/ethnicity: Various years, 1992-2011

Race/ethnicity	1992 ¹	1994 ¹	1998	2002	2003	2005	2007	2009	2011
White	72*	72*	70*	65*	63*	61*	60*	58*	55
Black	16*	16	15	15	16*	16*	16*	15	15
Hispanic	8*	8*	11*	14*	15*	16*	17*	20*	21
Asian/Pacific Islander	3*	3*	3*	4*	4*	4*	5*	5	6
American Indian/Alaska Native	1*	1	#*	1	1	1	1*	1	1
Two or more races	1*	#*	#*	1*	1*	1*	1*	1*	2

Rounds to zero.

* Significantly different ($p < .05$) from 2011.

¹ Accommodations not permitted.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the two or more races category were categorized as unclassified. Detail may not sum to totals because of rounding.

NAEP Results for Newly Reported Racial/Ethnic Groups

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information on students' race/ethnicity was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students categorized as being two or more races (multiracial). See the Technical Notes for more information.

In 2011, the average score for Asian students was higher than the scores for all the other reported racial/ethnic groups (table 10). Native Hawaiian/Other Pacific Islander students scored higher on average than Black students; lower than White and multiracial students; and not significantly different from Hispanic and American Indian/Alaska Native students. The score for multiracial students was higher than the scores for Black, Hispanic, and American Indian/Alaska Native students, but lower than the score for White students.

Table 10. Percentage of students, average scores, and achievement-level results in eighth-grade NAEP reading, by selected racial/ethnic groups: 2011

Selected racial/ethnic groups	Percentage of students	Average scale score	Percentage of students			
			Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>
Asian	5	277	16	35	41	8
Native Hawaiian/Other Pacific Islander	#	254	37	39	22	2
Two or more races	2	269	21	41	34	5

Rounds to zero.

NOTE: Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

Percentage of White students at *Advanced* higher than in 2009

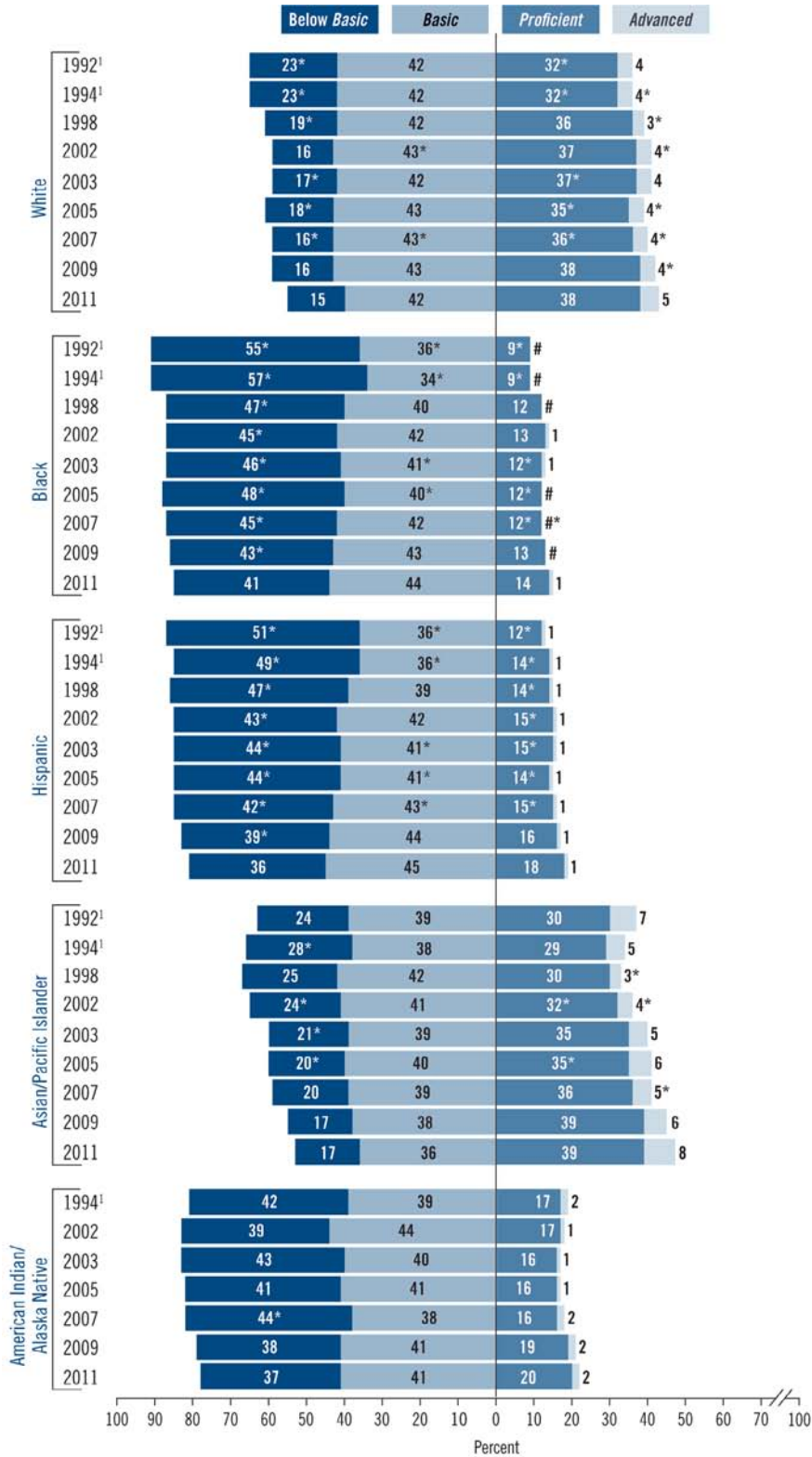
A closer look at achievement-level results shows where improvements were made for different racial/ethnic groups. In comparison to the last assessment in 2009, lower percentages of Black and Hispanic students performed below *Basic* in 2011, but there were no significant changes in the percentages of those students performing at *Basic*, *Proficient*, or *Advanced* (figure 24). A higher percentage of White students performed at the *Advanced* level in 2011 than in 2009.

In comparison to 1992, the percentages of White, Black, and Hispanic students performing below the *Basic* level were lower in 2011, and the percentages at the *Proficient* level were higher in 2011 for all three groups. Black and Hispanic students also had higher percentages at *Basic* in 2011 than in 1992.

The percentage of Black students below *Basic* in 2011 (41 percent) was higher than the percentages of other racial/ethnic groups. Asian/Pacific Islander students had a higher percentage at *Advanced* in 2011 (8 percent) than other racial/ethnic groups.



Figure 24. Trend in eighth-grade NAEP reading achievement-level results, by race/ethnicity



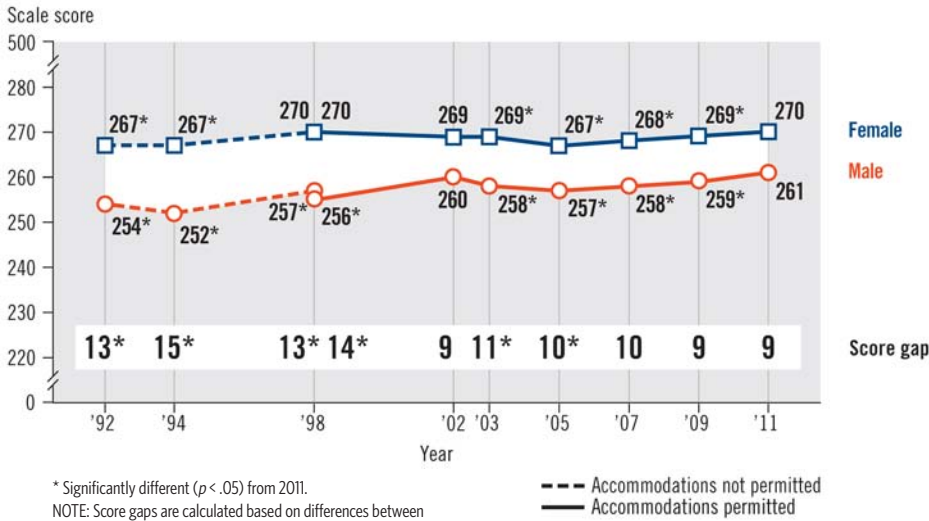
Rounds to zero.
 * Significantly different ($p < .05$) from 2011.
¹ Accommodations not permitted.
 NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992 and 1998. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

No significant change in gender gap from 2009

In 2011, female students scored 9 points higher on average than male students (figure 25). The average scores for both female and male students were higher in 2011 than in 2009 and 1992, but larger gains from 1992 to 2011 for male students than for female students resulted in a smaller score gap in 2011.

Figure 25. Trend in eighth-grade NAEP reading average scores and score gaps, by gender



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

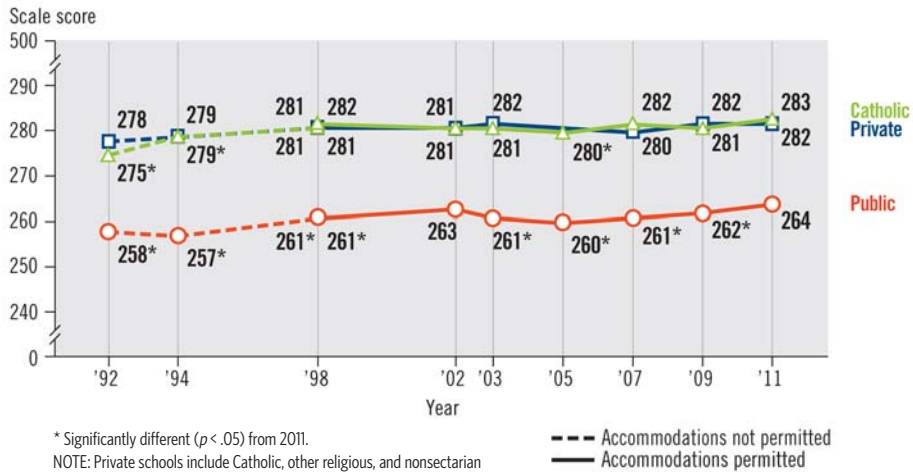
No significant change in score gap between public and private school students

In 2011, the average reading score for eighth-graders attending public schools was 19 points³ lower than the overall score for students attending private schools, and 20 points³ lower than for students attending Catholic schools specifically (figure 26). The score gap between private and public school students in 2011 was not significantly different from the gap in either 2009 or 1992.

The average score for public school students was 1 point³ higher in 2011 than in 2009 and 6 points higher than in 1992, while there was no significant change in the score for private school students overall in comparison to either previous assessment year. The average score for Catholic school students did not change significantly from 2009 to 2011, but was 8 points higher in 2011 than in 1992.

³ The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure 26. Trend in eighth-grade NAEP reading average scores, by type of school



Ninety-one percent of eighth-graders attended public schools in 2011, and 9 percent attended private schools, including 4 percent in Catholic schools (table 11). In comparison to 1992, the percentage of students attending public schools in 2011 was larger, and the percentages attending private schools and Catholic schools were smaller.

Table 11. Percentage distribution of students assessed in eighth-grade NAEP reading, by type of school: Various years, 1992-2011

Type of school	1992 ¹	1994 ¹	1998	2002	2003	2005	2007	2009	2011
Public	89*	89*	89	91	91*	91	91	91	91
Private	11*	11*	11	9	9*	9	9	9	9
Catholic	6*	7*	7	5*	5*	5*	4	5	4

* Significantly different ($p < .05$) from 2011.

¹ Accommodations not permitted.

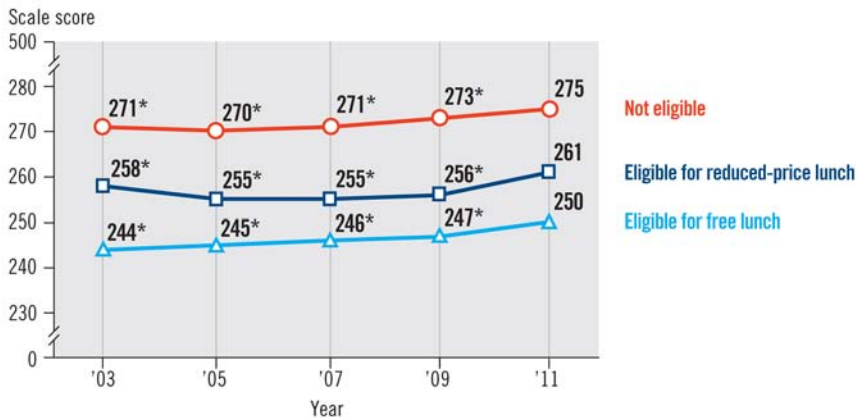
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Students across income levels score higher in 2011

Average reading scores were higher in 2011 than in earlier assessment years both for students who were eligible for free and reduced-price school lunch, as well as for students who were not eligible (figure 27). In 2011, eighth-graders who were eligible for free lunch scored 25 points lower on average than those not eligible. Students eligible for reduced-price lunch scored 14 points lower than those not eligible.

Figure 27. Trend in eighth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch



* Significantly different ($p < .05$) from 2011.

In comparison to previous assessment years, the percentage of eighth-graders eligible for free school lunch was larger in 2011, and the percentages of students eligible for reduced-price school lunch or not eligible for NSLP were smaller (table 12).

Table 12. Percentage distribution of students assessed in eighth-grade NAEP reading, by eligibility for free or reduced-price school lunch: Various years, 2003-11

Eligibility status	2003	2005	2007	2009	2011
Eligible for free lunch	26*	29*	31*	33*	39
Eligible for reduced-price lunch	7*	7*	6*	6*	5
Not eligible	55*	56*	55*	54*	50
Information not available	11*	8*	7*	7	6

* Significantly different ($p < .05$) from 2011.

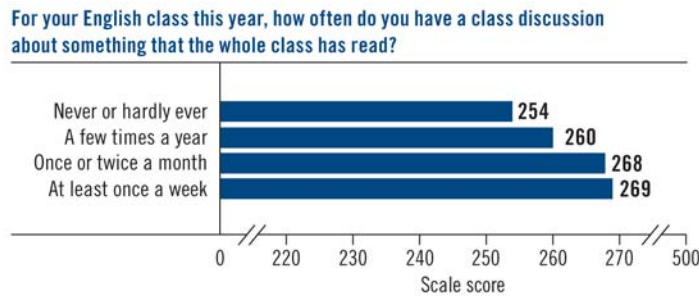
NOTE: Detail may not sum to totals because of rounding.

Students who have more frequent class discussions score higher

As part of the 2011 NAEP reading assessment, eighth-graders were asked how often they had class discussions about something their English class had read. Students chose from four options: “never or hardly ever,” “a few times a year,” “once or twice a month,” or “at least once a week.”

In 2011, eighth-graders who reported having class discussions more frequently scored higher on average than those who reported doing so less frequently (**figure 28**). For example, the average score for students who reported having discussions at least once a week was higher than the score for students who did so once or twice a month. Those who reported never or hardly ever having discussions scored lowest.

Figure 28. Average scores in eighth-grade NAEP reading, by students' responses to a question about how often they had an English class discussion about something the whole class read during the school year: 2011



Forty-eight percent of students reported having class discussions at least once a week in 2011, which was higher than the percentage in 2002 (**table 13**). The percentage of students who reported having class discussions a few times a year was also higher in 2011 than in 2002, while the percentages of students who reported never or hardly ever having discussions, or doing so once or twice a month, were lower in 2011 than in 2002.

Table 13. Percentage of students assessed in eighth-grade NAEP reading, by how often they had an English class discussion about something the whole class has read during the school year: Various years, 2002-11

Frequency of class discussion	2002	2003	2005	2007	2009	2011
Never or hardly ever	12*	12*	11*	11*	11	10
A few times a year	13*	13*	13*	14*	18	17
Once or twice a month	30*	30*	29*	30*	24	24
At least once a week	45*	45*	46*	45*	47	48

* Significantly different ($p < .05$) from 2011.

NOTE: Detail may not sum to totals because of rounding.

The extent to which students had class discussions about something they had read differed by school type, location, and enrollment (**table 14**). In 2011, the percentages of students who reported having class discussions at least once a week were

- lower for students attending public schools than for those attending private schools,
- higher for students attending schools in city and suburban locations than for those attending schools in town or rural locations, and
- higher for students attending schools with enrollments of 1 to 399 students than with larger school enrollments.

Table 14. Percentage of students assessed in eighth-grade NAEP reading, by how often they had an English class discussion about something the whole class read during the school year and selected student characteristics: 2011

Characteristics	Frequency of class discussion			
	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
Type of school				
Public	11	18	24	47
Private	8	12	19	61
School location				
City	10	16	23	50
Suburb	10	17	24	49
Town	12	19	24	45
Rural	11	18	24	46
School enrollment				
1-399	10	16	21	52
400-599	11	17	24	49
600-799	10	17	24	49
800-999	10	19	25	45
1000 or more	11	18	25	46

NOTE: Detail may not sum to totals because of rounding.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

State Performance at Grade 8

All 50 states, the District of Columbia, and Department of Defense schools participated in the 2011 reading assessment at grade 8. These 52 states and jurisdictions are all referred to as “states” in the following summary of results. State results for grade 8 are also available for six earlier assessment years ([table 15](#)).

While all states have participated in the assessments since 2003, not all have participated or met the criteria for reporting in earlier assessment years.

As in the grade 4 section, the results presented in this section for the nation and states are for public school students only and may differ from the national results presented earlier that are based on data for both public and private school students.

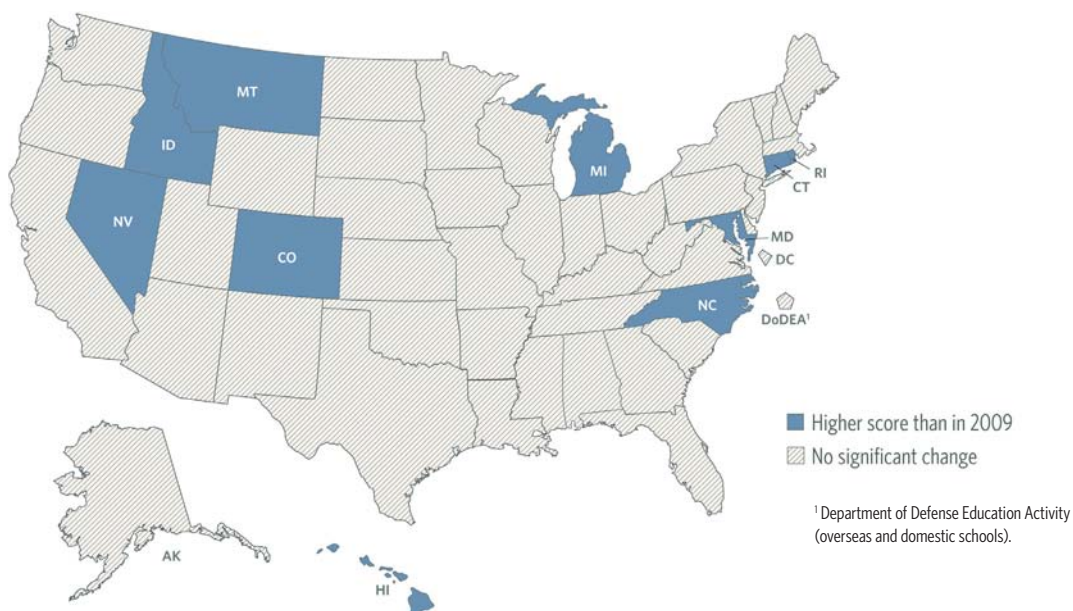
Scores higher than in 2009 for students in 10 states and no states scored lower

The map below highlights changes in states’ average eighth-grade reading scores from 2009 to 2011 ([figure 29](#)). Scores were higher in 2011 than in 2009 in Colorado, Connecticut, Hawaii, Idaho, Maryland, Michigan, Montana, Nevada, North Carolina, and Rhode Island.

Thirty-two percent of eighth-grade public school students performed at or above the *Proficient* level in 2011, with percentages ranging from 16 percent in the District of

Columbia to 46 percent in Massachusetts ([figure 30](#)). Among the 10 states that had a higher average score in 2011 than in 2009, the percentages of students at or above *Proficient* were also higher in Colorado, Hawaii, Maryland, Montana, Nevada, and Rhode Island (see appendix [table A-23](#)). Percentages of students at or above *Proficient* were also higher in 2011 than in 2009 in Alaska, the District of Columbia, Maine, and Vermont.

Figure 29. Changes in eighth-grade NAEP reading average scores between 2009 and 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

Table 15. Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998-2011

State/jurisdiction	Accommodations not permitted	Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	261*	261*	263	261*	260*	261*	262*	264
Alabama	255	255	253*	253*	252*	252*	255	258
Alaska	—	—	—	256*	259*	259	259	261
Arizona	261	260	257	255*	255*	255*	258	260
Arkansas	256*	256*	260	258	258	258	258	259
California	253	252	250*	251*	250*	251*	253	255
Colorado	264*	264*	—	268	265*	266*	266*	271
Connecticut	272*	270*	267*	267*	264*	267*	272*	275
Delaware	256*	254*	267	265	266	265	265	266
Florida	253*	255*	261	257*	256*	260	264	262
Georgia	257*	257*	258*	258*	257*	259*	260	262
Hawaii	250*	249*	252*	251*	249*	251*	255*	257
Idaho	—	—	266	264*	264*	265*	265*	268
Illinois	—	—	—	266	264	263*	265	266
Indiana	—	—	265	265	261*	264	266	265
Iowa	—	—	—	268*	267	267*	265	265
Kansas	268	268	269	266	267	267	267	267
Kentucky	262*	262*	265*	266	264*	262*	267	269
Louisiana	252	252	256	253	253	253	253	255
Maine	273	271	270	268	270	270	268	270
Maryland	262*	261*	263*	262*	261*	265*	267*	271
Massachusetts	269*	269*	271*	273	274	273	274	275
Michigan	—	—	265	264	261*	260*	262*	265
Minnesota	267	265*	—	268	268	268	270	270
Mississippi	251	251	255	255	251	250*	251	254
Missouri	263*	262*	268	267	265	263*	267	267
Montana	270*	271	270*	270*	269*	271	270*	273
Nebraska	—	—	270	266	267	267	267	268
Nevada	257	258	251*	252*	253*	252*	254*	258
New Hampshire	—	—	—	271	270	270	271	272
New Jersey	—	—	—	268*	269*	270*	273	275
New Mexico	258	258	254	252*	251*	251*	254	256
New York	266	265	264	265	265	264	264	266
North Carolina	264	262	265	262	258*	259*	260*	263
North Dakota	—	—	268	270	270	268	269	269
Ohio	—	—	268	267	267	268	269	268
Oklahoma	265*	265*	262	262	260	260	259	260
Oregon	266	266	268*	264	263	266	265	264
Pennsylvania	—	—	265	264	267	268	271	268
Rhode Island	262*	264	262*	261*	261*	258*	260*	265
South Carolina	255*	255*	258	258	257*	257*	257	260
South Dakota	—	—	—	270	269	270	270	269
Tennessee	259	258	260	258	259	259	261	259
Texas	262	261	262	259	258*	261	260	261
Utah	265	263*	263*	264*	262*	262*	266	267
Vermont	—	—	272	271*	269*	273	272	274
Virginia	266	266	269	268	268	267	266	267
Washington	265	264*	268	264*	265	265	267	268
West Virginia	262*	262*	264*	260*	255	255	255	256
Wisconsin	266	265	—	266	266	264*	266	267
Wyoming	262*	263*	265*	267*	268	266*	268	270
Other jurisdictions								
District of Columbia	236*	236*	240	239*	238*	241	242	242
DoDEA ¹	269*	269*	273	272	271	273	272	272

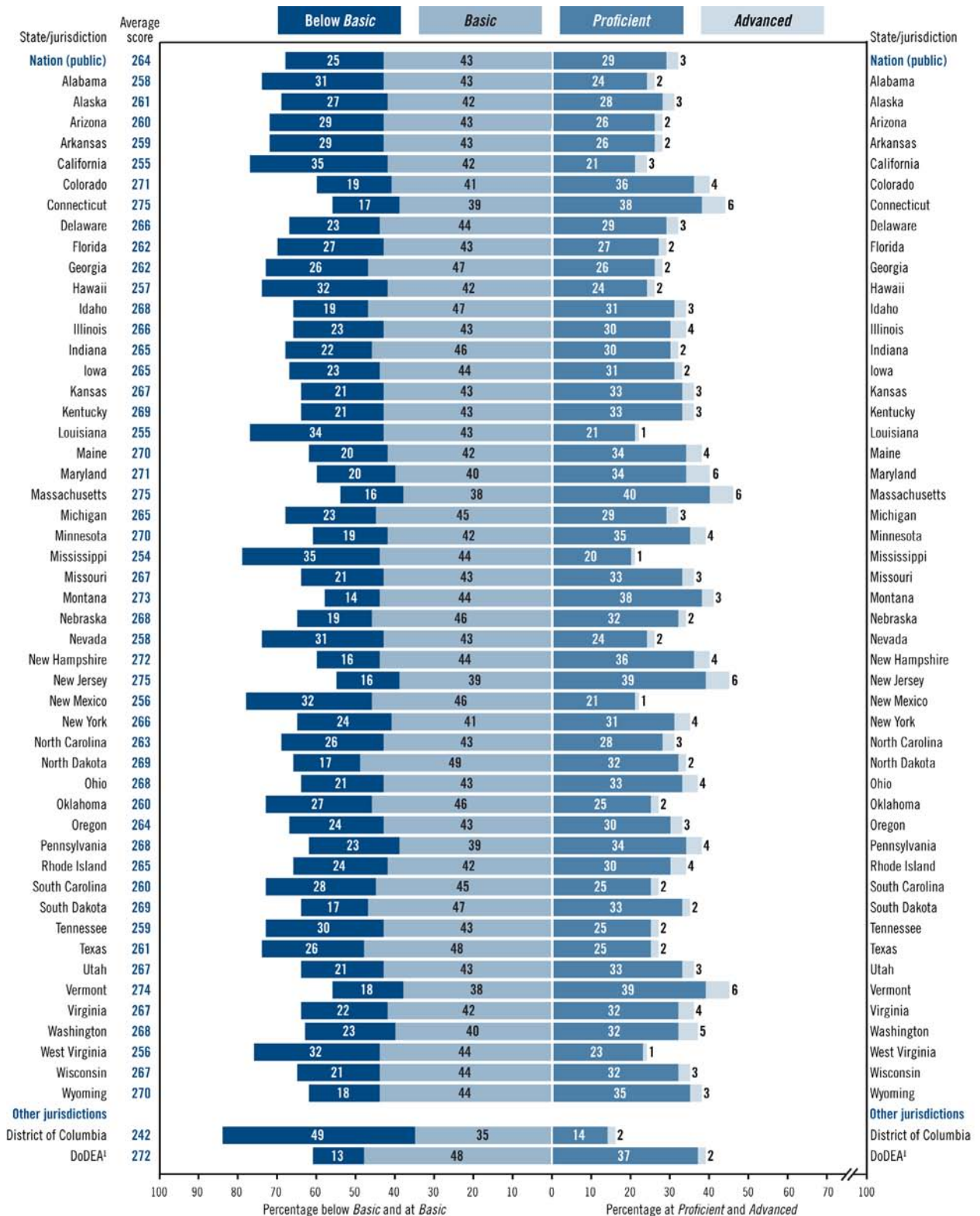
— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2011 Reading Assessments.

Figure 30. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state/jurisdiction: 2011



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

States vary in racial/ethnic makeup

Information about differences in the demographic makeup of individual states provides a necessary context for interpreting state results. For example, the proportions of eighth-graders from different racial/ethnic groups reported in NAEP varied widely among states in 2011 (**figure 31**).

- White students made up the largest proportion of eighth-grade public school students in the nation (54 percent), with percentages in the states ranging from 5 percent in the District of Columbia to 93 percent in Maine and Vermont.
- Black students made up 16 percent of eighth-grade public school students nationally, ranging from 1 percent of the students in Idaho, Montana, Utah, Vermont, and Wyoming to 83 percent in the District of Columbia.
- Hispanic students made up 22 percent of eighth-grade public school students in the nation, ranging from 1 percent of the students in Maine, Vermont, and West Virginia to 60 percent in New Mexico.
- Asian students made up 5 percent of eighth-grade public school students in the nation but over one-third of the students in Hawaii (39 percent).
- American Indian/Alaska Native students made up 1 percent of eighth-grade public school students in the nation but about one-fifth of the students in Alaska (22 percent) and in Oklahoma (20 percent).

Although not shown in the figure, Native Hawaiian/Other Pacific Islander students made up 33 percent of the students in Hawaii, and 2 percent or less of the students in all the other states. The Department of Defense schools had the highest proportion of multiracial students (11 percent); 7 percent or less of the students in other states identified with two or more races.

With a few exceptions, all of the states that participated in the reading assessment in 1998 had larger percentages of Hispanic students and smaller percentages of White students in 2011 (see appendix **table A-21**). The only exceptions were in Alabama, Louisiana, Mississippi, South Carolina, Tennessee, and Department of Defense schools, in which there were no significant changes from 1998 to 2011 in the percentages of White students; and in the District of Columbia where the percentage of White students was higher in 2011 than in 1998.

White – Black score gap narrows from 1998 in one state, and White – Hispanic score gaps narrow in two states

Average reading scores for White, Black, and Hispanic students were higher in 2011 than in 1998 for eighth-graders in the nation (**figure 32**). However, less than one-half of the 38 states that participated in both assessment years had higher scores for at least one of the three groups, and only three states had a significant change in racial/ethnic score gaps from 1998 to 2011.

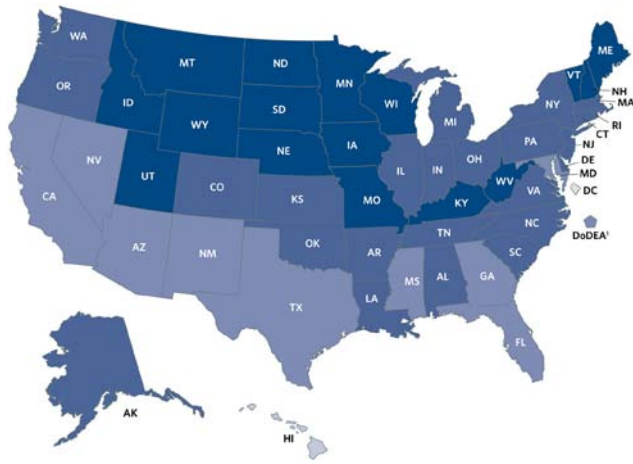
- White – Black score gap narrowed in Delaware, where scores for both groups were higher than in 1998.
- The White – Hispanic gap narrowed in California, where the score for Hispanic students was higher than in 1998, and the score for White students did not change significantly.
- The White – Hispanic gap narrowed in Oregon, although there was no significant change in the score for either group.

State Profiles

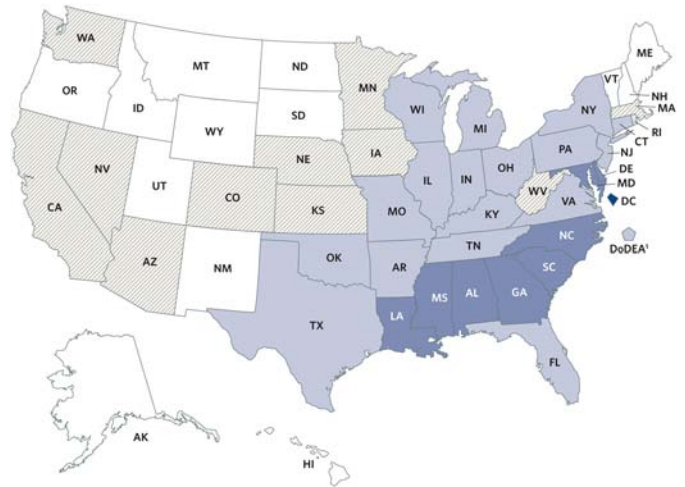
Additional information on each state's school and student populations and their performance on NAEP assessments is available at <http://nces.ed.gov/nationsreportcard/states/>.

Figure 31. Percentage range of eighth-grade public school students assessed in NAEP reading, by race/ethnicity: 2011

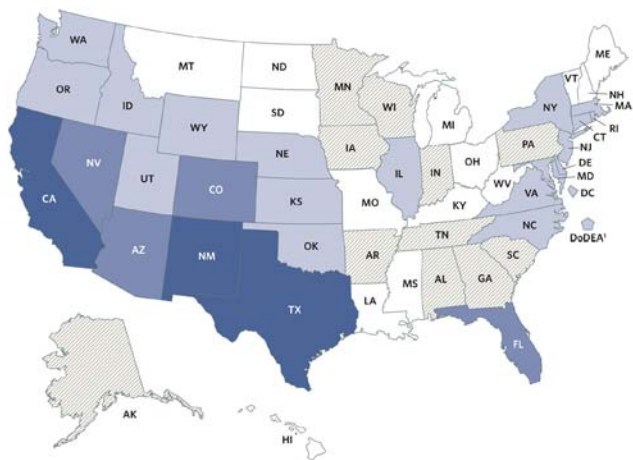
White



Black



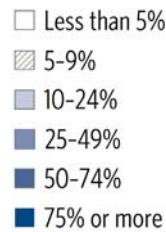
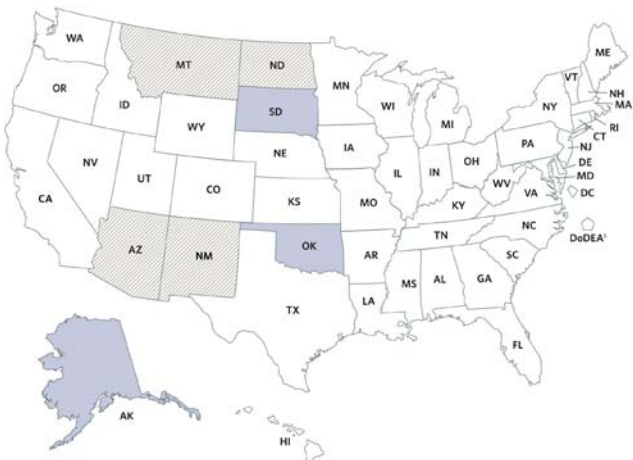
Hispanic



Asian



American Indian/Alaska Native



¹ Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was Native Hawaiian/Other Pacific Islander or two or more races.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Figure 32. Changes between 1998 and 2011 NAEP reading average scores and score gaps for eighth-grade public school students, by selected race/ethnicity categories and state/jurisdiction

State/jurisdiction	Race/ethnicity				Score gap	
	Overall	White	Black	Hispanic	White – Black	White – Hispanic
Nation (public)	▲	▲	▲	▲	◆	Narrowed
Alabama	◆	◆	◆	‡	◆	‡
Alaska	—	—	—	—	—	—
Arizona	◆	◆	◆	◆	◆	◆
Arkansas	▲	◆	◆	‡	◆	‡
California	◆	◆	◆	▲	◆	Narrowed
Colorado	▲	▲	◆	▲	◆	◆
Connecticut	▲	▲	▲	◆	◆	◆
Delaware	▲	▲	▲	◆	Narrowed	◆
Florida	▲	▲	▲	◆	◆	◆
Georgia	▲	▲	▲	‡	◆	‡
Hawaii	▲	▲	‡	‡	‡	‡
Idaho	—	—	—	—	—	—
Illinois	—	—	—	—	—	—
Indiana	—	—	—	—	—	—
Iowa	—	—	—	—	—	—
Kansas	◆	◆	◆	◆	◆	◆
Kentucky	▲	▲	◆	‡	◆	‡
Louisiana	◆	◆	◆	‡	◆	‡
Maine	◆	◆	‡	‡	‡	‡
Maryland	▲	▲	▲	◆	◆	◆
Massachusetts	▲	▲	◆	◆	◆	◆
Michigan	—	—	—	—	—	—
Minnesota	▲	▲	◆	‡	◆	‡
Mississippi	◆	◆	◆	‡	◆	‡
Missouri	▲	▲	◆	‡	◆	‡
Montana	◆	◆	‡	‡	‡	‡
Nebraska	—	—	—	—	—	—
Nevada	◆	▲	▲	◆	◆	◆
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—
New Mexico	◆	◆	‡	◆	‡	◆
New York	◆	◆	◆	◆	◆	◆
North Carolina	◆	◆	◆	‡	◆	‡
North Dakota	—	—	—	—	—	—
Ohio	—	—	—	—	—	—
Oklahoma	▼	◆	◆	◆	◆	◆
Oregon	◆	◆	◆	◆	◆	Narrowed
Pennsylvania	—	—	—	—	—	—
Rhode Island	◆	▲	◆	◆	◆	◆
South Carolina	▲	▲	▲	‡	◆	‡
South Dakota	—	—	—	—	—	—
Tennessee	◆	◆	◆	‡	◆	‡
Texas	◆	◆	◆	◆	◆	◆
Utah	▲	▲	‡	◆	‡	◆
Vermont	—	—	—	—	—	—
Virginia	◆	◆	◆	◆	◆	◆
Washington	▲	▲	◆	◆	◆	◆
West Virginia	▼	▼	◆	‡	◆	‡
Wisconsin	◆	◆	◆	◆	◆	◆
Wyoming	▲	▲	‡	◆	‡	◆
Other jurisdictions						
District of Columbia	▲	‡	◆	◆	‡	‡
DoDEA ¹	▲	◆	◆	◆	◆	◆

- ▲ Higher in 2011.
- ▼ Lower in 2011.
- ◆ Not significantly different from 2011.
- State/jurisdiction did not participate.
- ‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Included in the overall results but not shown separately are students whose race/ethnicity was Asian/Pacific Islander, American Indian/Alaska Native, unclassified, or two or more races. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2011 Reading Assessments.

Compare Results Among Participating States

The NAEP State Comparison Tool (<http://nces.ed.gov/nationsreportcard/statecomparisons/>) provides tables and maps showing how the average scores in states overall and for selected student groups compare, or how the change in performance between two assessment years compares across states.

Assessment Content at Grade 8

This section presents NAEP achievement levels outlining expectations for students' reading comprehension and provides examples of what students performing at different levels were able to do. In addition, one passage and several questions from the 2011 reading assessment provide insight into the kinds of texts students read and the kinds of questions they responded to.

Reading Achievement-Level Descriptions for Grade 8

The reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty, and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviors. The specific processes and reading behaviors mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of the texts they are given. These processes and reading behaviors involve different and increasing cognitive demands from one grade and performance level to the next as they are applied within more challenging contexts and with more complex information. While similar reading behaviors are included at the different performance levels and grades, it should be understood that these skills are being described in relation to texts and assessment questions of varying difficulty.

The specific descriptions of what eighth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* reading achievement levels are presented below. (Note that the shaded text is a short, general summary to describe performance at each achievement level.) NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level also includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (243)

Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient (281)

Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about character motivation across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced (323)

Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across text, they should be able to make thematic connections and make inferences about character feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument text). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.



What Eighth-Graders Know and Can Do in Reading

The item map illustrates a range of reading behaviors associated with scores on the NAEP reading scale. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions that indicate what students need to do when responding successfully are listed on the right, along with the corresponding cognitive targets. The map on this page shows that eighth-graders performing at the *Basic* level with a score of 263 were likely to be able to recognize the motivation of a narrator in a literary essay. Students performing at the *Proficient* level with a score of 301 were likely to be able to make a connection between a poem and a fable and explain that connection. Students performing at the *Advanced* level with a score of 338 were likely to be able to evaluate the effectiveness of an article's beginning and justify the evaluation with support from the text.

Questions designed to assess the same cognitive target map at different points on the NAEP scale. This is so because the questions are about different passages; thus, an integrate/interpret question may be more or less difficult depending on the passage the question is referring to.

GRADE 8 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
Advanced	361	❖ Critique/Evaluate	Evaluate effectiveness of descriptive language and support with specific article references (see pages 64 and 65)
	356	Critique/Evaluate	Provide an opinion about the persuasiveness of an argument and justify with text support
	344	Critique/Evaluate	Evaluate the claims of an argument and justify reasoning with text support
	338	Critique/Evaluate	Evaluate the effectiveness of the beginning of an article and justify with text support
	327	Integrate/Interpret	Synthesize across a story to provide the theme and support with the text
	326	Critique/Evaluate	Provide an opinion about the author's craft and support with information from an expository text
	323	Critique/Evaluate	Form an opinion about a central issue in a persuasive text and support with references
	323		
Proficient	315	Locate/Recall	<i>Recognize the major idea of a biographical sketch</i>
	313	Integrate/Interpret	Describe the tone of a persuasive essay with a supporting example
	310	Integrate/Interpret	Make an inference based on a quotation to explain the supporting idea in an argument text
	304	Integrate/Interpret	<i>Recognize the main purpose of an informative article</i>
	303	Critique/Evaluate	Evaluate how a subheading relates to the passage and provide text support
	301	Integrate/Interpret	Explain a cross-text connection between a poem and a fable
	293	❖ Locate/Recall	<i>Locate and recognize a relevant fact in a highly detailed informative article (see page 63)</i>
	286	Integrate/Interpret	<i>Recognize an implicit comparison in a section of a literary essay</i>
285	Integrate/Interpret	<i>Recognize the meaning of a word describing a character's action in a story</i>	
281			
Basic	278	Integrate/Interpret	Infer the feelings of a narrator in a literary essay
	276	Integrate/Interpret	Provide a relevant example from a story that supports a character's description
	276	❖ Integrate/Interpret	<i>Recognize the main purpose of an informative article (see page 62)</i>
	273	❖ Locate/Recall	<i>Recognize the paraphrase of information explicitly stated in an informative article</i>
	263	Locate/Recall	<i>Recognize the motivation of the narrator in a literary essay</i>
	255	Integrate/Interpret	<i>Recognize the meaning of a word as it is used in an expository text</i>
	254	Critique/Evaluate	Use information from an article to provide and support an opinion
	243		
242	Locate/Recall	<i>Recognize an explicitly stated supporting detail in an expository text</i>	
239	Locate/Recall	<i>Locate and recognize a relevant detail in an expository text</i>	
230	Integrate/Interpret	<i>Recognize an implicit main idea of a story</i>	
202	Integrate/Interpret	<i>Recognize character motivation in a fable</i>	
//			
0			

❖ Indicates a question that pertains to the sample passage "1920: Women Get the Vote."

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

1920: Women Get the Vote

by Sam Roberts

The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.

When John Adams and his fellow patriots were mulling independence from England in the spring of 1776, Abigail Adams famously urged her husband to “remember the ladies and be more generous and favorable to them than your ancestors.” Otherwise, she warned, “we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.”

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended, giving women the right to vote in every state.

That 19th Amendment says simply: “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.” It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)



Courtesy Library of Congress # LC-USZ62-50393

More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.



#LC-USZ62-28195

ELIZABETH CADY STANTON



#LC-USZ62-111423

SUSAN B. ANTHONY

“WOMANIFESTO”

The campaign for women’s rights began in earnest in 1848 at a Women’s Rights convention in Seneca Falls, N.Y., organized by 32-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a “Womanifesto” patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. “I saw clearly,” Stanton later recalled, “that the power to make the laws was the right through which all other rights could be secured.”

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women’s movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol), women often enlisted in the fight for voting rights too.

WYOMING IS FIRST

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. (“It made sense that a place like Wyoming would embrace women’s rights,” Gail Collins of *The New York Times* wrote in her book *America’s Women*. “With very few women around, there was no danger that they could impose their will on the male majority.”)

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn’t women vote too?

Plenty of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women’s suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1920. Their showdown in the State Legislature became known as the “War of the Roses.” (Pro-amendment forces sported yellow roses; the antis wore red.)

After two roll calls, the vote was still tied, 48–48. On the third, Harry T. Burn, a Republican and, at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: “Hurrah and vote for suffrage! Don’t keep them in doubt!”

Burn said later: “I know that a mother’s advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine.”

GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. “Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women,” says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

From *THE NEW YORK TIMES UPFRONT* magazine September 5, 2005 issue.

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The following sample questions assessed eighth-grade students' comprehension of the article "1920: Women Get the Vote," which provides a historical overview of the suffragists' campaign for women's right to vote leading to the passing of the 19th amendment.

Reading Cognitive Target: Integrate and Interpret

This multiple-choice question measures eighth-grade students' performance in integrating and interpreting the information they have read about the women's campaign for voting rights. Sixty-four percent of eighth-grade students were able to recognize the main purpose of the article (Choice A).

What is the main purpose of the article?

- A To describe the events leading to the passage of the 19th Amendment
- B To identify the states that first supported women's voting rights
- C To discuss the most important leaders of the suffragist movement in the 1800s
- D To explain why the Equal Rights Amendment has not been ratified

Percentage of eighth-grade students in each response category: 2011

Choice A	Choice B	Choice C	Choice D	Omitted
64	19	10	7	#

Rounds to zero.

The table below shows the percentage of eighth-graders performing at each achievement level who answered this question correctly. For example, 62 percent of eighth-graders at the *Basic* level selected the correct answer choice.

Percentage correct for eighth-grade students at each achievement level: 2011

Overall	Below <i>Basic</i>	<i>At Basic</i>	<i>At Proficient</i>	<i>At Advanced</i>
64	32	62	87	97

Reading Cognitive Target: Locate and Recall

This multiple-choice question measures eighth-grade students' performance in locating specific information about an aspect of the campaign for women's rights. Successful responses demonstrated a capacity to negotiate information in a highly detailed paragraph. Fifty-nine percent of eighth-grade students were able to identify the correct response (Choice B).

According to the article, what was most surprising about the “Womanifesto”?

- A It was written by Elizabeth Cady Stanton.
- B It called for equal voting rights for men and women.
- C It was based on the Declaration of Independence.
- D It had such a large number of resolutions.

Percentage of eighth-grade students in each response category: 2011

Choice A	Choice B	Choice C	Choice D	Omitted
6	59	24	9	#

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

The table below shows the percentage of eighth-graders performing at each achievement level who answered this question correctly. For example, 76 percent of eighth-graders at the *Proficient* level selected the correct answer choice.

Percentage correct for eighth-grade students at each achievement level: 2011

Overall	Below Basic	At Basic	At Proficient	At Advanced
59	41	56	76	93



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Cognitive Target: Critique and Evaluate

This extended constructed-response question measures eighth-graders' ability to evaluate the author's choice of words in describing the women's suffrage movement and to support their evaluations with references from the article. Successful responses demonstrated an understanding of the appropriateness of the language in relation to the content of the article. Responses to this question were rated using four scoring levels.

Extensive responses supported an evaluation of the language with two references from the article.

Essential responses supported an evaluation of the language with one reference from the article.

Partial responses either provided a text-based general opinion or explained what the language meant.

Unsatisfactory responses provided incorrect information or irrelevant details.

The student responses shown here were rated as "Extensive" and "Essential." The response rated "Extensive" supports an opinion about the effectiveness of the language in describing the suffrage movement by explaining the relation of two of the words, "battle" and "militant," to the article. The response rated "Essential" provides only one reference in support of that opinion using a single quote from the text. Thirteen percent of eighth-graders' responses to this question received a score of "Extensive;" twenty-three percent of responses received a score of "Essential."

In describing the women's suffrage movement, the author uses such words as "battle," "militant," and "showdown." Do you think this is an effective way to describe the women's suffrage movement? Support your answer with two references to the article.

Extensive:

Yes I do think that it is an effective way to describe the women's suffrage movement because it was a battle for them. They were having to participate in civil disobedience to get their point across. Also it was militant because sometimes they were verbally abused and met with violence.

Essential:

yes because the wemon were fighting very hard to get equal rights they said "we are determined to forment a rebellion and will not hold ourselves bound by laws in wich we have no voice or representation."

Explore More NAEP Reading Questions

See how well you perform on NAEP sample questions and how your answers relate to student performance in our Test Yourself tool at: http://nationsreportcard.gov/reading_2011/sample_quest.asp.

Percentage of eighth-grade students in each response category: 2011

Extensive	Essential	Partial	Unsatisfactory	Omitted
13	23	32	22	10

The table below shows the percentages of eighth-graders performing at each achievement level whose responses to this question were rated as "Extensive" or "Essential." For example, 25 percent of eighth-grade students performing at the *Proficient* level provided a response rated as "Extensive," while 60 percent of the eighth-graders performing at the *Proficient* level provided responses that were rated as "Essential."

Percentage of answers rated as "Extensive" or "Essential" for eighth-grade students at each achievement level: 2011

Scoring level	Overall	Below Basic	At Basic	At Proficient	At Advanced
Extensive	13	1	7	25	52
Essential	23	9	29	60	85

NAEP Inclusion

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

The National Assessment Governing Board, which sets policy for NAEP, has been exploring ways to ensure that NAEP continues to appropriately include as many students as possible and to do so in a consistent manner for all jurisdictions assessed and reported. In March 2010, the Governing Board adopted a new policy, *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*. This policy was the culmination of work with experts in testing and curriculum, and those who work with exceptional children and students learning to speak English. The policy aims to

- maximize participation of sampled students in NAEP,
- reduce variation in exclusion rates for SD and ELL students across states and districts,
- develop uniform national rules for including students in NAEP, and
- ensure that NAEP is fully representative of SD and ELL students.

The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD or ELL.

Students are selected to participate in NAEP based on a sampling procedure designed to yield a sample of students that is representative of students in all schools nationwide and in public schools within each state. First, schools are selected, and then students are sampled from within those schools without regard to disability or English language proficiency. Once students are selected, those previously identified as SD or ELL may be offered accommodations or excluded.

States and jurisdictions vary in their proportions of special-needs students and in their policies on inclusion and the use of accommodations. Despite the increasing identification of SD and ELL students in some states, in particular of ELL students at grade 4, NAEP inclusion rates have generally remained steady or increased since 2003. Only a small number of states included a smaller percentage of students in the 2011 NAEP reading assessments than in 2009. At grade 4, inclusion rates increased by more than 1 percentage point for 28 of 52 jurisdictions and decreased by more than 1 percentage point for only 2 states. At grade 8, the inclusion rates increased by more than 1 percentage point for 19 jurisdictions, and no jurisdictions saw a decline of more than 1 percentage point. This reflects efforts on the part of states and jurisdictions to include all students who can meaningfully participate in the NAEP assessments. The new NAEP inclusion policy is an effort to ensure that this trend continues.

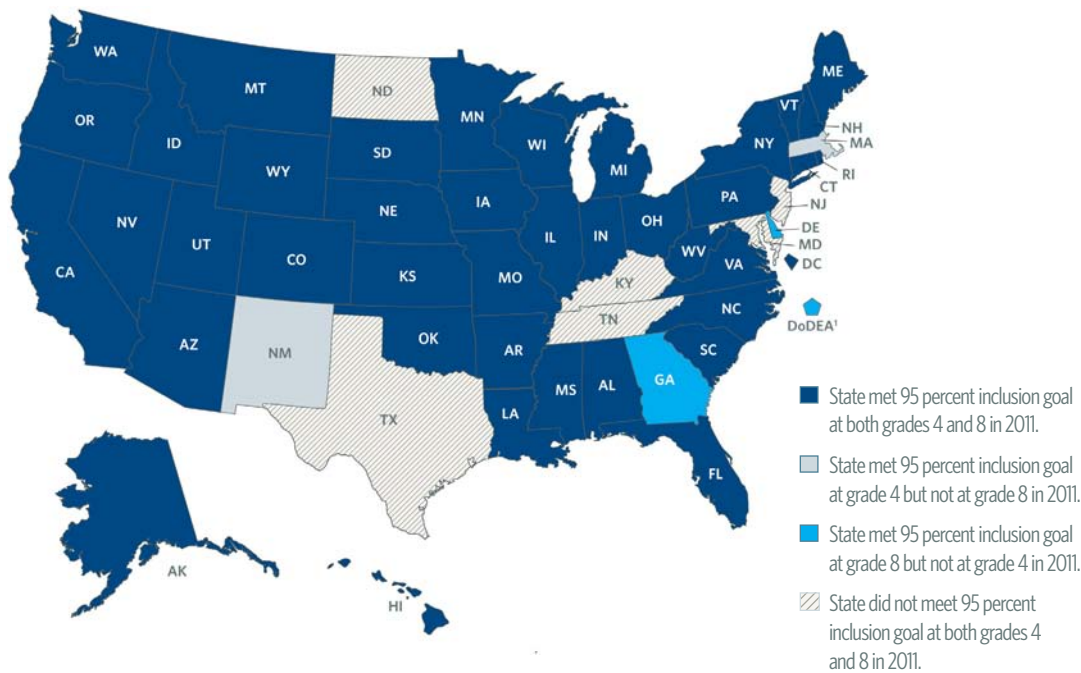
Determining whether each jurisdiction has met the NAEP inclusion goals involves looking at three different inclusion rates—an overall inclusion rate, an inclusion rate for SD students, and an inclusion rate for ELL students. Each inclusion rate is calculated as the percentage of sampled students who were included in the assessment (i.e., were not excluded).

Inclusion rate percentages are estimates because they are based on representative samples of students rather than on the entire population of students. As such, the inclusion rates are associated with a margin of error. The margin of error for each jurisdiction's inclusion rate was taken into

account when comparing it to the corresponding inclusion goal. For example, if the point estimate of a state's overall inclusion rate was 93 percent and had a margin of error of plus or minus 3 percentage points, the state was considered to have met the 95 percent inclusion goal because the 95 percent goal falls within the margin of error, which ranges from 90 percent to 96 percent. Refer to the Technical Notes for more details about how the margin of error was used in these calculations.

Forty-one of the states/jurisdictions participating in the 2011 reading assessment met the 95 percent inclusion goal at both grades 4 and 8 (figure 33). See appendix table A-4 for the inclusion rates as a percentage of all students in each state/jurisdiction, and table A-5 for the rates as a percentage of the SD or ELL students.

Figure 33. States and jurisdictions meeting the 95 percent inclusion rate goal in NAEP reading at grades 4 and 8: 2011



¹ Department of Defense Education Activity (overseas and domestic schools).

Inclusion Policy

See the National Assessment Governing Board's policy on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners* at http://www.nagb.org/policies/PoliciesPDFs/Reporting%20and%20Dissemination/naep_testandreport_studentswithdisabilities.pdf.

Technical Notes

Sampling and Weighting

The schools and students participating in NAEP assessments are selected to be representative of all schools nationally and of public schools at the state level. Samples of schools and students are drawn from each state and from the District of Columbia and Department of Defense schools. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in individual states and other jurisdictions.

While national results reflect the performance of students in both public and nonpublic schools (i.e., private schools, Bureau of Indian Education schools, and Department of Defense schools), state-level results reflect the performance of public school students only. More information on sampling can be found at <http://nces.ed.gov/nationsreportcard/about/nathow.asp>.

Because each school that participated in the assessment, and each student assessed, represents a portion of the population of interest, the results are weighted to account for the disproportionate representation of the selected sample. This includes oversampling of schools with high concentrations of students from certain racial/ethnic groups and the lower sampling rates of students who attend very small schools.

School and Student Participation

National participation

To ensure unbiased samples, NAEP statistical standards require that participation rates for original school samples be 70 percent or higher to report national results separately for public and private schools. In instances where participation rates meet the 70 percent criterion but fall below 85 percent, a nonresponse bias analysis is conducted to determine if the responding school sample is not representative of the population, thereby introducing the potential for nonresponse bias.

The weighted national school participation rates for the 2011 reading assessment were 97 percent for grade 4 (100 percent for public schools and 74 percent for private schools), and 98 percent for grade 8 (100 percent for public schools and 74 percent for private schools). Weighted student participation rates were 95 percent at grade 4, and 93 percent at grade 8.

Nonresponse bias analyses were conducted for the private school samples at both grades. The results of the nonresponse bias analyses showed that, while the original responding school samples may have been somewhat different from the entire sample of eligible schools, including substitute schools and adjusting the sampling weights to account for school nonresponse were partially effective in reducing the potential for nonresponse bias. However, some variables examined in the analyses still indicated potential bias after nonresponse adjustments. For instance, smaller schools were somewhat overrepresented in the final private school samples at both grades, and the responding sample of private schools at grade 8 contained a higher percentage of Black students and a lower percentage of White students than the original sample of eligible private schools.

State participation

Standards established by the National Assessment Governing Board require that school participation rates for the original state samples need to be at least 85 percent for results to be reported. In 2011, all 52 states and jurisdictions participating in the reading assessment at grades 4 and 8 met this participation rate requirement with participation rates of 99 or 100 percent.

Confidence intervals for state inclusion rates

NAEP endeavors to include as many sampled students as possible in the assessment, including students with disabilities (SD) and English language learners (ELL), and has established specific inclusion goals: 95 percent of all sampled students and 85 percent of sampled students identified as SD or ELL. Inclusion rates were computed for each state/jurisdiction participating in the 2011 assessment and compared to NAEP inclusion goals. Specifically, Wilson confidence intervals were used in order to avoid having an upper bound greater than 1.

Three inclusion percentages were computed for each state/jurisdiction. An overall inclusion percentage represents included students as a percentage of all students sampled within the state/jurisdiction. In addition, separate percentages were computed to report included students as a percentage of the state/jurisdiction sample that was identified as SD or ELL.

Inclusion percentages are estimates based on a sample, and each estimate has a measure of uncertainty or margin of error. Confidence intervals quantify this uncertainty due to sampling, resulting in interval estimates of the inclusion percentages. Therefore, confidence intervals for inclusion percentages were used to determine upper and lower confidence bounds around the inclusion point estimates.

When determining whether each state/jurisdiction met the NAEP inclusion goals, the confidence intervals were used, rather than just the point estimates. This means that if the inclusion goal of either 95 percent or 85 percent fell within the corresponding confidence interval, the state/jurisdiction was considered as having met the goal. States/jurisdictions for which the upper bound of the confidence interval was less than 95 percent (or 85 percent) did not meet the inclusion goal.

Interpreting Statistical Significance

Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population.

When an estimate has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the estimates. For example, a 1-point change in the average score for White eighth-graders may be statistically significant, while a 1-point change for Asian/Pacific Islander students is not. Standard errors for the estimates presented in this report are available at <http://nces.ed.gov/nationsreportcard/naepdata/>.

To ensure that significant differences in NAEP data reflect actual differences and not mere chance, error rates need to be controlled when making multiple simultaneous comparisons. The more comparisons that are made (e.g., comparing the performance of White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students), the higher the probability of finding significant differences by chance. In NAEP, the Benjamini-Hochberg False Discovery Rate (FDR) procedure is used to control the expected proportion of falsely rejected hypotheses relative to the number of comparisons that are conducted. A detailed explanation of this procedure can be found at <http://nces.ed.gov/nationsreportcard/tdw/analysis/infer.asp>. NAEP employs a number of rules to determine the number of comparisons conducted, which in most cases is simply the number of possible statistical tests. However, when comparing multiple years, the number of years does not count toward the number of comparisons.

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown on the left side of the chart below. Students identified with more than one of the other five categories were classified as “other” and were included as part of the “unclassified” category, along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

Racial/ethnic categories	
Prior to 2011	In 2011
1. White	1. White
2. Black	2. Black
3. Hispanic	3. Hispanic
4. Asian/Pacific Islander	4. Asian
	5. Native Hawaiian/Other Pacific Islander
5. American Indian/Alaska Native	6. American Indian/Alaska Native
6. Other or unclassified	7. Two or more races

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed on the right side of the chart.

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as “other” and reported as part of the “unclassified” category prior to 2011, and were classified as “two or more races” in 2011.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years in this report, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

National School Lunch Program

NAEP collects data on student eligibility for the National School Lunch Program (NSLP) as an indicator of family income. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2010 through June 30, 2011, for a family of four, 130 percent of the poverty level was \$28,665, and 185 percent was \$40,793 in most states.)

Some schools provide free meals to all students irrespective of individual eligibility, using their own funds to cover the costs of noneligible students. Under special provisions of the National School Lunch Act intended to reduce the administrative burden of determining student eligibility every year, schools can be reimbursed based on eligibility data for a single base year. Participating schools might have high percentages of eligible students and report all students as eligible for free lunch. Because of the improved quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased compared to the percentages reported prior to the 2003 assessment. Therefore, trend comparisons are only made back to 2003 in this report. For more information on NSLP, visit <http://www.fns.usda.gov/cnd/lunch/>.

Appendix Tables

Table A-1. Percentage of fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by grade and SD/ELL category: Various years, 1992-2011

Grade and SD/ELL category	Accommodations not permitted			Accommodations permitted							
	1992	1994	1998	1998	2000	2002	2003	2005	2007	2009	2011
Grade 4											
SD and/or ELL											
Identified	10	13	16	16	18	19	20	21	22	21	22
Excluded	6	5	9	6	6	6	6	6	6	5	4
Assessed	4	8	7	10	12	13	14	15	16	16	18
Without accommodations	4	8	7	7	10	9	9	9	9	8	9
With accommodations	†	†	†	3	2	4	5	6	7	8	10
SD											
Identified	7	10	11	10	11	12	13	13	13	13	13
Excluded	4	4	6	4	4	5	4	5	4	4	3
Assessed	3	6	5	6	7	7	8	8	9	9	10
Without accommodations	3	6	5	3	5	4	4	3	3	3	3
With accommodations	†	†	†	3	2	3	4	5	5	6	7
ELL											
Identified	3	4	6	6	8	8	10	10	10	10	11
Excluded	2	1	3	2	3	2	2	2	2	2	1
Assessed	1	2	2	4	5	6	7	8	8	8	10
Without accommodations	1	2	2	3	5	6	6	6	6	6	6
With accommodations	†	†	†	1	#	1	1	2	2	2	3
Grade 8											
SD and/or ELL											
Identified	10	13	12	12	—	17	17	17	18	17	17
Excluded	7	7	6	4	—	5	5	5	5	4	3
Assessed	4	6	7	9	—	11	12	13	13	13	13
Without accommodations	4	6	7	6	—	8	7	7	6	5	5
With accommodations	†	†	†	2	—	4	5	6	6	8	9
SD											
Identified	8	11	10	10	—	12	13	12	12	12	12
Excluded	5	6	5	3	—	4	4	4	4	3	3
Assessed	3	5	5	7	—	8	9	8	8	9	9
Without accommodations	3	5	5	5	—	5	4	3	2	2	2
With accommodations	†	†	†	2	—	3	5	5	6	7	7
ELL											
Identified	3	3	3	3	—	6	6	6	6	6	6
Excluded	2	1	1	1	—	2	1	1	1	1	1
Assessed	1	1	2	2	—	4	4	5	5	5	5
Without accommodations	1	1	2	2	—	4	4	4	4	3	3
With accommodations	†	†	†	#	—	#	1	1	1	1	2

— Not available. Data were not collected at grade 8 in 2000.

† Not applicable. Accommodations were not permitted in this assessment year.

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-2. Percentage of fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of students within their racial/ethnic group, by grade and SD/ELL category: 2011

Grade and SD/ELL category	Race/ethnicity		
	White	Black	Hispanic
Grade 4			
SD and/or ELL			
Identified	14	17	45
Excluded	3	4	6
Assessed	11	13	39
Without accommodations	4	3	25
With accommodations	8	10	14
SD			
Identified	13	15	12
Excluded	3	4	3
Assessed	10	11	9
Without accommodations	3	2	2
With accommodations	7	9	7
ELL			
Identified	1	2	38
Excluded	#	#	4
Assessed	1	2	34
Without accommodations	#	1	23
With accommodations	#	1	11
Grade 8			
SD and/or ELL			
Identified	12	16	28
Excluded	3	4	5
Assessed	10	12	23
Without accommodations	2	2	13
With accommodations	7	10	11
SD			
Identified	12	15	12
Excluded	2	4	3
Assessed	9	11	9
Without accommodations	2	2	2
With accommodations	7	10	7
ELL			
Identified	#	1	20
Excluded	#	#	3
Assessed	#	1	17
Without accommodations	#	#	12
With accommodations	#	1	6

Rounds to zero.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Results are not shown for all racial/ethnic groups. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-3. Percentage of fourth- and eighth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by grade and SD/ELL category: 2011

Grade and SD/ELL category	Percentage of identified SD and/or ELL students			
	Excluded	Total	Assessed	
			Without accommodations	With accommodations
Grade 4				
SD and/or ELL	17	83	40	44
SD	22	78	21	57
ELL	11	89	58	31
Grade 8				
SD and/or ELL	19	81	29	52
SD	23	77	15	62
ELL	14	86	56	31

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-4. Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students, as a percentage of all students, by state/jurisdiction: 2011

State/jurisdiction	Grade 4			Grade 8		
	Inclusion rate	95% confidence interval		Inclusion rate	95% confidence interval	
		Lower	Upper		Lower	Upper
Nation (public)	96¹	95.9	96.3	97¹	96.4	96.7
Alabama	98 ¹	97.0	98.3	98 ¹	97.1	98.5
Alaska	98 ¹	97.4	98.4	98 ¹	97.6	98.6
Arizona	99 ¹	97.9	99.0	99 ¹	98.3	99.2
Arkansas	99 ¹	98.3	99.1	99 ¹	98.0	98.9
California	98 ¹	96.8	98.5	98 ¹	97.1	98.4
Colorado	99 ¹	98.1	99.0	98 ¹	97.8	98.9
Connecticut	98 ¹	96.7	98.5	98 ¹	96.8	98.4
Delaware	93	92.1	93.8	95 ¹	94.0	95.4
Florida	98 ¹	97.2	98.3	98 ¹	97.0	98.2
Georgia	94	92.4	94.8	96 ¹	94.7	96.4
Hawaii	98 ¹	97.1	98.2	98 ¹	97.2	98.3
Idaho	98 ¹	97.5	98.7	98 ¹	97.7	98.7
Illinois	98 ¹	97.6	98.9	98 ¹	97.8	98.8
Indiana	99 ¹	98.3	99.1	98 ¹	97.0	98.5
Iowa	99 ¹	98.4	99.4	99 ¹	98.8	99.5
Kansas	98 ¹	97.2	98.3	98 ¹	97.4	98.6
Kentucky	91	90.2	92.2	93	92.1	93.4
Louisiana	99 ¹	98.1	99.1	99 ¹	98.5	99.3
Maine	98 ¹	98.0	98.8	98 ¹	97.6	98.8
Maryland	90	88.6	90.6	92	90.5	92.5
Massachusetts	94 ¹	93.3	95.2	94	92.5	94.7
Michigan	96 ¹	95.5	97.2	95 ¹	94.2	96.0
Minnesota	98 ¹	97.8	98.9	97 ¹	96.3	97.8
Mississippi	99 ¹	98.4	99.3	99 ¹	98.6	99.3
Missouri	98 ¹	97.8	98.8	99 ¹	98.0	99.0
Montana	96 ¹	94.9	96.5	96 ¹	95.2	96.6
Nebraska	96 ¹	94.4	96.7	95 ¹	94.6	95.9
Nevada	99 ¹	98.4	99.2	98 ¹	97.3	98.6
New Hampshire	97 ¹	96.3	97.9	96 ¹	94.9	96.6
New Jersey	91	89.2	92.4	93	91.2	94.3
New Mexico	94 ¹	92.9	95.4	94	93.6	94.9
New York	97 ¹	96.2	98.3	97 ¹	96.0	97.6
North Carolina	98 ¹	97.2	98.3	98 ¹	97.2	98.5
North Dakota	94	92.6	94.3	92	91.2	92.9
Ohio	94 ¹	92.5	95.6	94 ¹	93.1	95.2
Oklahoma	95 ¹	93.9	96.0	96 ¹	94.7	96.5
Oregon	97 ¹	96.7	97.9	98 ¹	97.2	98.3
Pennsylvania	97 ¹	96.2	97.8	97 ¹	95.8	97.7
Rhode Island	98 ¹	97.3	98.4	99 ¹	98.4	99.1
South Carolina	97 ¹	96.2	98.0	95 ¹	93.6	95.6
South Dakota	97 ¹	96.1	97.4	97 ¹	96.2	97.3
Tennessee	93	91.7	94.0	94	92.6	94.6
Texas	90	88.4	91.5	94	92.7	95.0
Utah	96 ¹	94.7	96.8	96 ¹	95.4	97.0
Vermont	98 ¹	96.9	98.2	97 ¹	96.7	97.7
Virginia	97 ¹	96.3	97.9	96 ¹	95.4	97.2
Washington	97 ¹	96.4	97.8	98 ¹	97.3	98.3
West Virginia	98 ¹	97.7	98.7	99 ¹	98.0	98.9
Wisconsin	98 ¹	97.6	98.6	98 ¹	97.2	98.3
Wyoming	98 ¹	97.5	98.5	98 ¹	97.4	98.5
Other jurisdictions						
District of Columbia	97 ¹	95.9	97.4	97 ¹	96.4	97.7
DoDEA ²	93	92.4	94.0	97 ¹	95.9	97.4

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

² Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-5. Inclusion rate and standard error in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Nation (public)	77	0.5	89¹	0.7	76	0.5	86¹	0.8
Alabama	77	3.5	95 ¹	3.4	82 ¹	2.9	‡	†
Alaska	92 ¹	1.4	92 ¹	1.5	88 ¹	1.7	96 ¹	1.1
Arizona	88 ¹	2.2	99 ¹	0.6	89 ¹	2.2	‡	†
Arkansas	89 ¹	1.5	98 ¹	0.9	87 ¹	2.1	97 ¹	1.6
California	80 ¹	3.3	96 ¹	0.8	78	3.3	95 ¹	1.1
Colorado	89 ¹	1.8	98 ¹	0.7	87 ¹	2.1	92 ¹	2.2
Connecticut	88 ¹	2.0	84 ¹	4.8	87 ¹	2.4	77 ¹	5.9
Delaware	60	2.6	63	4.4	67	2.2	‡	†
Florida	89 ¹	1.5	92 ¹	1.5	87 ¹	1.9	83 ¹	2.8
Georgia	54	3.4	69	7.3	62	3.1	60	8.9
Hawaii	87 ¹	2.1	89 ¹	2.4	93 ¹	1.6	84 ¹	1.9
Idaho	84 ¹	2.5	94 ¹	2.4	82 ¹	3.0	87 ¹	2.7
Illinois	91 ¹	1.6	92 ¹	2.3	90 ¹	1.6	91 ¹	2.7
Indiana	93 ¹	1.2	98 ¹	0.8	86 ¹	2.2	90 ¹	3.7
Iowa	93 ¹	1.6	98 ¹	1.1	95 ¹	1.1	99 ¹	0.9
Kansas	87 ¹	1.5	94 ¹	1.6	84 ¹	2.6	98 ¹	1.4
Kentucky	45	2.3	37	5.2	39	2.6	59	6.7
Louisiana	89 ¹	1.9	100 ¹	†	92 ¹	1.9	‡	†
Maine	91 ¹	1.2	98 ¹	1.6	90 ¹	1.5	‡	†
Maryland	31	2.2	52	4.3	30	3.3	45	6.6
Massachusetts	71	2.6	82 ¹	3.2	69	2.9	70	4.8
Michigan	75	3.1	93 ¹	2.4	63	3.3	79 ¹	4.5
Minnesota	90 ¹	1.8	98 ¹	0.8	78	2.7	94 ¹	2.3
Mississippi	90 ¹	2.2	‡	†	88 ¹	2.2	‡	†
Missouri	88 ¹	1.7	97 ¹	1.7	90 ¹	1.7	‡	†
Montana	64	3.5	87 ¹	4.0	68	2.8	‡	†
Nebraska	80	2.0	84 ¹	5.0	70	2.2	‡	†
Nevada	90 ¹	1.8	99 ¹	0.3	83 ¹	2.4	94 ¹	1.8
New Hampshire	83 ¹	2.1	90 ¹	3.3	77	2.2	‡	†
New Jersey	50	3.9	55	8.8	64	3.7	‡	†
New Mexico	72	2.9	82 ¹	2.4	66	2.4	80	1.8
New York	90 ¹	2.4	86 ¹	2.6	85 ¹	2.1	79 ¹	4.1
North Carolina	84 ¹	2.0	96 ¹	1.1	85 ¹	2.2	91 ¹	2.7
North Dakota	58	2.4	64	4.7	48	2.8	40	5.4
Ohio	59	3.9	83 ¹	5.7	62	3.4	73	6.6
Oklahoma	74	2.9	80 ¹	5.3	75	2.7	76 ¹	6.5
Oregon	84 ¹	1.8	95 ¹	1.2	85 ¹	1.9	94 ¹	2.0
Pennsylvania	85 ¹	1.9	74	4.9	84 ¹	2.5	66	10.1
Rhode Island	88 ¹	1.6	91 ¹	2.6	95 ¹	0.8	88 ¹	3.3
South Carolina	82 ¹	3.0	91 ¹	2.4	57	3.8	80 ¹	5.6
South Dakota	82	1.6	87 ¹	3.1	74	2.5	71	5.1
Tennessee	50	4.1	82 ¹	3.5	47	4.3	‡	†
Texas	48	3.8	75	2.7	53	3.6	80 ¹	3.7
Utah	72	3.5	85 ¹	3.0	70	3.0	75	4.7
Vermont	86 ¹	1.9	92 ¹	3.3	85 ¹	1.8	‡	†
Virginia	81 ¹	2.5	92 ¹	1.9	77	3.0	78	3.9
Washington	82 ¹	2.3	94 ¹	1.1	86 ¹	1.7	88 ¹	2.9
West Virginia	90 ¹	1.4	‡	†	89 ¹	1.8	‡	†
Wisconsin	88 ¹	1.4	95 ¹	1.7	86 ¹	1.8	92 ¹	2.5
Wyoming	89 ¹	1.4	91 ¹	2.4	88 ¹	1.9	‡	†
Other jurisdictions								
District of Columbia	83 ¹	2.2	88 ¹	2.2	87 ¹	1.6	83 ¹	2.9
DoDEA ²	55	2.3	69	3.4	72	3.8	75	4.8

† Not applicable. Standard error estimate cannot be accurately determined.

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

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. SE = Standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-6. Percentage of fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL) identified, excluded, and accommodated in NAEP reading, as a percentage of all students, by state/jurisdiction: 2011

State/jurisdiction	Grade 4							Grade 8						
	Overall excluded	SD			ELL			Overall excluded	SD			ELL		
		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated
Nation (public)	4	13	3	7	11	1	4	3	13	3	8	6	1	2
Alabama	2	10	2	3	2	#	1	2	10	2	4	2	#	#
Alaska	2	16	1	12	14	1	10	2	13	1	11	11	#	7
Arizona	1	12	1	8	12	#	6	1	11	1	8	2	#	1
Arkansas	1	13	1	9	8	#	5	1	11	1	9	5	#	3
California	2	10	2	5	32	1	3	2	10	2	5	17	1	3
Colorado	1	11	1	8	16	#	7	2	10	1	8	7	1	3
Connecticut	2	14	1	11	6	1	5	2	12	1	10	4	1	3
Delaware	7	16	6	7	4	1	1	5	14	5	9	2	1	1
Florida	2	16	2	11	9	1	8	2	14	2	12	5	1	4
Georgia	6	12	5	4	5	2	2	4	10	4	5	2	1	1
Hawaii	2	10	1	7	11	1	5	2	11	1	8	9	1	3
Idaho	2	11	2	6	5	#	2	2	8	1	5	4	#	1
Illinois	2	14	1	9	8	1	6	2	14	1	11	4	#	2
Indiana	1	16	1	10	7	#	5	2	14	2	11	3	#	2
Iowa	1	15	1	12	6	#	4	1	15	1	12	3	#	2
Kansas	2	14	2	8	11	1	4	2	12	2	8	6	#	1
Kentucky	9	15	8	3	2	1	1	7	12	7	4	1	1	#
Louisiana	1	20	1	16	2	#	1	1	14	1	13	1	#	1
Maine	2	17	2	14	3	#	2	2	18	2	13	2	#	1
Maryland	10	14	8	4	6	3	3	8	11	7	3	3	2	1
Massachusetts	6	18	5	12	8	1	1	6	19	5	12	4	1	1
Michigan	4	13	3	7	3	#	1	5	12	4	6	2	#	1
Minnesota	2	15	1	8	10	#	3	3	13	3	7	5	#	1
Mississippi	1	9	1	5	2	#	1	1	7	1	5	1	#	#
Missouri	2	13	2	8	3	#	2	1	13	1	10	1	#	1
Montana	4	12	4	5	2	#	#	4	12	4	6	2	#	1
Nebraska	4	17	3	8	8	1	3	5	14	4	7	3	1	1
Nevada	1	11	1	7	27	#	13	2	10	2	6	10	1	4
New Hampshire	3	17	3	13	3	#	2	4	18	4	11	2	1	#
New Jersey	9	17	8	7	3	1	2	7	17	6	10	2	1	1
New Mexico	6	13	4	7	17	3	5	6	12	4	5	12	2	2
New York	3	16	2	13	9	1	8	3	16	2	13	6	1	4
North Carolina	2	15	2	10	7	#	3	2	14	2	10	5	#	2
North Dakota	6	15	6	6	3	1	#	8	14	7	5	2	1	1
Ohio	6	14	5	7	3	1	3	6	15	5	8	1	#	1
Oklahoma	5	15	4	8	6	1	2	4	16	4	9	3	1	1
Oregon	3	15	2	8	14	1	5	2	13	2	8	6	#	2
Pennsylvania	3	15	2	10	3	1	2	3	16	2	12	2	1	1
Rhode Island	2	14	2	11	6	1	2	1	16	1	12	3	#	2
South Carolina	3	14	2	7	5	#	1	5	11	5	4	5	1	1
South Dakota	3	16	3	6	4	1	2	3	11	3	5	2	1	#
Tennessee	7	14	7	4	3	1	3	6	12	6	4	1	#	1
Texas	10	10	6	3	22	5	1	6	11	5	3	9	2	1
Utah	4	13	4	6	7	1	2	4	10	3	5	5	1	1
Vermont	2	17	2	13	2	#	1	3	18	2	13	1	#	#
Virginia	3	13	2	7	7	1	3	4	13	3	7	6	1	1
Washington	3	14	2	7	11	1	6	2	12	2	8	5	1	2
West Virginia	2	17	2	8	1	#	#	1	14	1	7	#	#	#
Wisconsin	2	14	2	11	8	#	6	2	14	2	11	5	#	3
Wyoming	2	16	2	11	4	#	2	2	13	2	11	2	1	1
Other jurisdictions														
District of Columbia	3	15	3	12	7	1	5	3	17	2	14	6	1	4
DoDEA ¹	7	13	5	5	7	2	2	3	10	3	7	5	1	1

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once in overall, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-7. Percentage of fourth- and eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded in NAEP reading, as a percentage of all students, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Grade 4									Grade 8						
	1992 ¹	1994 ¹	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	6	6	7	7	6	7	6	5	4	4	6	5	5	5	4	3
Alabama	6	5	8	3	2	2	3	2	2	6	2	3	2	4	2	2
Alaska	—	—	—	—	3	3	4	3	2	—	—	2	2	2	2	2
Arizona	7	7	10	8	7	6	6	4	1	5	5	6	4	5	3	1
Arkansas	5	6	5	5	6	8	7	1	1	5	5	5	6	6	2	1
California	14	12	14	5	5	5	4	3	2	4	4	4	3	3	2	2
Colorado	6	7	6	—	3	4	4	3	1	4	—	3	4	3	3	2
Connecticut	7	8	10	5	5	3	4	4	2	6	4	4	3	3	3	2
Delaware	6	6	1	8	11	13	12	8	7	2	6	9	11	7	5	5
Florida	9	10	6	7	5	6	7	5	2	5	6	6	5	5	4	2
Georgia	5	5	5	4	4	6	8	5	6	4	4	3	5	7	4	4
Hawaii	6	5	5	6	4	3	4	2	2	5	5	5	4	3	2	2
Idaho	4	5	—	4	4	3	3	3	2	—	4	4	3	3	2	2
Illinois	—	—	6	7	8	7	7	4	2	4	4	5	5	5	4	2
Indiana	4	5	—	5	4	5	5	5	1	—	4	4	4	5	5	2
Iowa	4	5	5	8	7	6	5	5	1	—	—	5	4	5	4	1
Kansas	—	—	4	5	3	4	6	6	2	4	5	4	4	5	5	2
Kentucky	4	4	7	8	9	9	8	8	9	3	7	7	7	8	7	7
Louisiana	4	6	7	10	6	14	4	2	1	5	10	6	8	3	2	1
Maine	5	10	7	6	7	6	6	4	2	5	4	5	7	6	4	2
Maryland	7	7	6	7	7	6	9	11	10	3	4	3	4	8	9	8
Massachusetts	7	8	5	6	4	8	6	5	6	4	6	4	7	7	5	6
Michigan	5	6	6	7	7	7	5	4	4	—	7	6	6	6	4	5
Minnesota	4	4	3	5	3	3	4	3	2	1	3	3	3	4	3	3
Mississippi	5	6	4	4	6	4	2	1	1	6	5	5	4	3	2	1
Missouri	5	5	6	9	8	8	4	4	2	4	8	8	8	3	3	1
Montana	—	4	2	6	5	5	4	4	4	4	4	5	5	4	4	4
Nebraska	4	4	—	5	5	5	5	5	4	—	7	5	4	4	6	5
Nevada	—	—	11	10	8	7	8	4	1	6	6	4	4	6	3	2
New Hampshire	4	6	3	—	4	4	4	3	3	—	—	3	2	4	4	4
New Jersey	6	6	—	—	5	5	7	9	9	—	—	3	5	7	7	7
New Mexico	8	8	9	10	8	10	12	7	6	8	8	8	8	9	6	6
New York	6	8	7	8	8	6	6	5	3	8	9	7	6	6	7	3
North Carolina	4	5	7	12	7	4	3	3	2	6	9	7	4	4	2	2
North Dakota	2	2	—	5	4	5	9	8	6	—	4	4	7	9	8	8
Ohio	6	—	—	8	6	8	8	6	6	—	7	6	7	9	7	6
Oklahoma	8	—	9	5	6	6	7	7	5	9	4	4	5	7	5	4
Oregon	—	—	6	8	9	7	5	4	3	4	5	6	4	3	3	2
Pennsylvania	4	6	—	5	4	5	5	3	3	—	3	2	3	5	3	3
Rhode Island	7	5	7	6	5	4	5	4	2	6	5	4	4	4	3	1
South Carolina	6	7	8	5	8	7	4	5	3	5	5	8	7	7	6	5
South Dakota	—	—	—	—	4	5	6	6	3	—	—	3	3	6	4	3
Tennessee	5	6	4	3	4	7	11	9	7	6	3	3	7	8	7	6
Texas	8	11	13	11	11	11	10	9	10	5	8	8	7	7	5	6
Utah	4	5	6	6	5	4	6	6	4	4	4	3	5	5	5	4
Vermont	—	—	—	5	6	5	7	4	2	—	5	4	4	5	3	3
Virginia	6	7	6	10	10	12	8	4	3	5	8	9	7	8	4	4
Washington	—	5	5	5	5	4	5	4	3	4	4	4	4	5	3	2
West Virginia	5	7	8	10	9	5	2	2	2	7	10	9	6	2	2	1
Wisconsin	7	7	8	8	6	6	5	4	2	5	7	5	6	7	5	2
Wyoming	4	4	3	3	2	2	4	2	2	2	3	2	3	4	3	2
Other jurisdictions																
District of Columbia	10	9	9	8	6	7	14	11	3	5	7	8	8	13	12	3
DoDEA ²	—	—	3	3	3	4	5	6	7	1	2	2	3	3	4	3

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

¹ Accommodations not permitted.

² Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-8. Percentage of fourth- and eighth-grade public school students with disabilities (SD) excluded in NAEP reading, as a percentage of identified SD students, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Percentage of identified SD students															
	Grade 4									Grade 8						
	1992 ¹	1994 ¹	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	60	44	42	40	34	36	34	29	23	32	36	31	32	34	28	24
Alabama	55	50	65	18	16	15	22	15	23	53	15	19	12	26	14	18
Alaska	—	—	—	—	14	18	22	17	8	—	—	14	12	14	14	11
Arizona	61	43	49	41	45	34	31	23	12	38	33	38	27	37	22	11
Arkansas	51	51	43	36	37	49	45	9	9	43	33	29	39	39	13	12
California	49	49	60	40	25	29	26	27	20	26	25	22	23	22	19	21
Colorado	59	52	26	—	20	24	27	24	11	27	—	18	25	27	23	12
Connecticut	39	43	51	29	29	23	18	24	10	35	23	23	17	15	17	11
Delaware	49	40	9	46	63	72	55	49	38	13	41	52	67	40	27	32
Florida	54	50	34	27	19	25	25	17	11	31	25	25	22	19	18	11
Georgia	59	49	40	30	24	40	58	36	44	38	30	22	40	58	33	38
Hawaii	42	52	35	35	25	19	24	13	13	33	23	22	20	14	12	7
Idaho	43	43	—	31	23	27	25	26	15	—	29	25	20	26	22	17
Illinois	—	—	36	30	33	37	35	18	9	29	22	27	29	29	22	10
Indiana	59	45	—	36	27	25	24	27	7	—	27	23	27	30	36	13
Iowa	42	41	34	49	45	36	30	28	6	—	—	28	24	28	28	5
Kansas	—	—	34	31	19	25	41	33	13	30	33	20	29	34	37	16
Kentucky	49	51	58	69	59	56	48	48	53	33	56	53	55	58	55	58
Louisiana	56	56	49	55	29	60	21	10	7	36	62	39	51	20	12	7
Maine	47	60	50	36	37	35	31	23	9	36	24	29	34	34	19	9
Maryland	47	48	45	49	46	40	51	63	59	25	30	22	32	54	59	62
Massachusetts	40	35	23	27	16	35	29	25	27	21	25	18	34	33	24	29
Michigan	70	62	60	62	57	48	33	28	25	—	54	48	45	37	29	36
Minnesota	47	34	22	28	20	18	24	15	10	10	17	22	19	27	23	21
Mississippi	77	63	60	62	59	34	23	15	10	53	52	59	43	37	17	12
Missouri	42	42	45	54	45	46	22	24	12	27	50	49	51	25	25	10
Montana	—	32	25	40	33	38	36	30	35	34	33	32	35	30	30	32
Nebraska	31	25	—	26	24	27	29	23	20	—	36	26	24	27	38	29
Nevada	—	—	56	43	37	45	36	26	10	39	31	18	27	36	19	16
New Hampshire	37	38	22	—	20	18	21	18	15	—	—	16	12	20	17	20
New Jersey	51	47	—	—	26	29	39	47	47	—	—	14	22	36	33	35
New Mexico	60	43	51	42	24	43	50	36	28	35	36	24	34	43	36	34
New York	55	58	42	45	37	28	29	24	10	38	50	34	36	35	34	14
North Carolina	34	36	45	62	38	18	15	14	14	39	50	39	20	18	14	13
North Dakota	20	20	—	31	25	36	56	44	40	—	30	30	44	61	55	49
Ohio	63	—	—	62	46	60	50	44	38	—	57	44	50	50	45	37
Oklahoma	69	—	65	26	30	29	43	45	26	71	24	25	28	41	30	24
Oregon	—	—	31	33	39	31	28	20	16	25	30	27	26	23	19	15
Pennsylvania	44	54	—	30	23	27	30	19	15	—	17	14	22	30	17	16
Rhode Island	37	35	32	18	17	13	18	17	11	34	23	15	16	15	12	5
South Carolina	54	51	48	28	45	39	27	31	18	44	38	54	49	44	42	42
South Dakota	—	—	—	—	28	30	36	41	18	—	—	31	28	50	41	25
Tennessee	40	48	24	28	29	62	64	62	49	39	27	19	58	60	60	51
Texas	55	54	47	56	52	49	52	49	53	31	44	44	40	49	39	48
Utah	42	43	43	37	25	28	39	42	28	35	27	22	31	41	40	29
Vermont	—	—	—	34	35	32	33	17	13	—	26	25	23	26	16	13
Virginia	53	52	42	59	57	64	47	27	18	40	47	54	46	46	24	22
Washington	—	34	31	28	31	24	29	24	18	28	25	21	30	35	22	14
West Virginia	60	57	70	65	61	31	10	13	10	54	59	52	37	13	14	11
Wisconsin	63	61	53	43	32	31	31	24	12	34	40	34	33	41	28	14
Wyoming	37	37	24	17	11	10	23	11	11	20	23	15	19	24	20	12
Other jurisdictions																
District of Columbia	82	79	59	50	39	44	74	68	17	34	36	40	38	67	68	12
DoDEA ²	—	—	43	26	23	30	33	35	42	13	16	10	20	24	28	25

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

¹ Accommodations not permitted.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-9. Percentage of fourth- and eighth-grade public school English language learners (ELL) excluded in NAEP reading, as a percentage of identified ELL students, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Percentage of identified ELL students															
	Grade 4									Grade 8						
	1992 ¹	1994 ¹	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	64	39	38	26	24	22	20	16	11	29	28	24	21	23	17	14
Alabama	‡	‡	‡	‡	‡	‡	17	9	5	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	6	7	13	10	8	—	—	4	4	4	13	4
Arizona	33	26	46	24	21	17	23	10	1	29	20	21	14	24	13	‡
Arkansas	‡	‡	‡	21	32	49	25	3	2	‡	‡	52	51	30	9	3
California	54	40	45	12	12	11	7	5	4	18	10	10	9	8	5	5
Colorado	70	43	64	—	20	18	15	7	2	‡	—	34	24	21	14	8
Connecticut	72	73	75	43	46	17	32	31	16	‡	53	40	37	33	45	23
Delaware	‡	‡	‡	59	38	42	43	17	37	‡	56	‡	51	56	40	‡
Florida	52	40	27	31	23	30	41	29	8	36	36	31	39	53	42	17
Georgia	‡	‡	‡	33	31	31	39	31	31	‡	46	29	38	57	43	40
Hawaii	49	25	32	27	29	14	17	7	11	26	31	24	32	18	17	16
Idaho	‡	46	—	16	18	6	13	13	6	—	26	16	21	17	11	13
Illinois	—	—	‡	40	46	32	28	20	8	‡	29	50	43	36	24	9
Indiana	‡	‡	—	41	18	31	33	20	2	—	‡	31	‡	37	22	10
Iowa	‡	‡	‡	‡	24	20	27	20	2	—	—	21	‡	26	‡	1
Kansas	—	—	‡	21	32	22	19	20	6	‡	42	42	36	20	23	2
Kentucky	‡	‡	‡	‡	‡	‡	46	43	63	‡	‡	‡	‡	‡	68	41
Louisiana	‡	‡	‡	‡	34	‡	‡	7	#	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	2	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	60	50	54	51	52	48	‡	39	27	‡	75	82	55
Massachusetts	58	70	43	50	36	31	30	18	18	‡	57	46	44	51	52	30
Michigan	‡	‡	‡	20	31	29	16	19	7	—	‡	‡	27	‡	15	21
Minnesota	‡	‡	18	32	14	14	14	9	2	‡	29	18	14	17	12	6
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	55	48	‡	28	3	‡	‡	‡	‡	19	‡	‡
Montana	—	‡	‡	‡	12	8	8	13	13	‡	‡	‡	13	12	11	‡
Nebraska	‡	‡	—	36	34	20	17	19	16	—	69	51	19	25	31	‡
Nevada	—	—	59	39	32	20	24	8	1	40	34	26	14	28	20	6
New Hampshire	‡	‡	‡	—	30	28	18	18	10	—	—	‡	‡	‡	‡	‡
New Jersey	64	55	—	—	48	54	53	64	45	—	—	33	59	45	78	‡
New Mexico	53	45	24	23	17	28	34	27	18	44	25	28	25	26	18	20
New York	37	46	‡	56	51	35	27	19	14	71	44	40	41	42	42	21
North Carolina	‡	‡	‡	68	37	19	16	15	4	‡	64	47	31	29	14	9
North Dakota	‡	‡	—	‡	19	‡	51	‡	36	—	‡	‡	‡	‡	‡	60
Ohio	‡	—	—	‡	50	56	32	35	17	—	‡	41	‡	54	63	27
Oklahoma	‡	—	‡	25	18	23	25	27	20	‡	20	18	27	27	22	24
Oregon	—	—	24	35	30	17	15	10	5	‡	31	35	25	14	11	6
Pennsylvania	‡	‡	—	46	37	32	28	24	26	—	‡	‡	‡	48	25	34
Rhode Island	59	35	40	37	26	20	21	20	9	‡	38	34	24	25	33	12
South Carolina	‡	‡	‡	‡	48	‡	17	21	9	‡	‡	‡	‡	50	35	20
South Dakota	—	—	—	—	12	25	20	‡	13	—	—	11	‡	‡	‡	29
Tennessee	‡	‡	‡	16	36	27	45	22	18	‡	‡	‡	‡	‡	‡	‡
Texas	38	40	52	34	33	40	34	28	25	24	35	41	30	34	18	20
Utah	‡	‡	‡	28	24	12	18	24	15	‡	23	19	27	16	23	25
Vermont	—	—	—	‡	‡	‡	29	19	8	—	‡	‡	‡	‡	‡	‡
Virginia	‡	‡	‡	48	49	38	31	14	8	‡	54	55	38	42	29	22
Washington	—	40	‡	40	21	17	18	13	6	‡	29	31	25	28	15	12
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	51	32	32	26	17	5	‡	‡	44	51	41	28	8
Wyoming	‡	‡	‡	12	9	11	21	16	9	‡	11	8	9	17	‡	‡
Other jurisdictions																
District of Columbia	73	69	46	41	18	26	48	27	12	‡	38	38	51	45	37	17
DoDEA ²	—	—	‡	20	17	16	28	34	31	‡	26	19	32	47	34	25

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

Rounds to zero.

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

¹ Accommodations not permitted.

² Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-10. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
	Assessed				Assessed				Assessed			
	Excluded	Total	Without accommodations	With accommodations	Excluded	Total	Without accommodations	With accommodations	Excluded	Total	Without accommodations	With accommodations
Nation (public)	17	83	40	43	23	77	21	56	11	89	58	31
Alabama	19	81	51	30	23	77	46	31	5	95	67	28
Alaska	7	93	21	72	8	92	17	75	8	92	23	69
Arizona	7	93	34	59	12	88	22	66	1	99	43	55
Arkansas	6	94	25	68	9	91	17	73	2	98	37	61
California	6	94	78	16	20	80	30	51	4	96	86	11
Colorado	6	94	40	54	11	89	15	75	2	98	54	44
Connecticut	12	88	9	79	10	90	9	81	16	84	9	75
Delaware	37	63	23	40	38	62	18	44	37	63	40	23
Florida	9	91	13	77	11	89	18	71	8	92	3	89
Georgia	39	61	26	35	44	56	23	33	31	69	33	36
Hawaii	11	89	31	57	13	87	10	77	11	89	47	42
Idaho	12	88	37	51	15	85	28	57	6	94	55	40
Illinois	8	92	28	64	9	91	29	62	8	92	23	69
Indiana	5	95	30	65	7	93	29	64	2	98	29	69
Iowa	5	95	17	78	6	94	15	79	2	98	22	76
Kansas	9	91	43	48	13	87	28	59	6	94	59	35
Kentucky	54	46	23	23	53	47	24	23	63	37	12	25
Louisiana	6	94	16	78	7	93	13	80	#	100	42	58
Maine	8	92	20	73	9	91	13	78	2	98	52	46
Maryland	54	46	10	35	59	41	11	30	48	52	7	44
Massachusetts	23	77	27	50	27	73	8	65	18	82	65	17
Michigan	21	79	35	43	25	75	26	49	7	93	70	23
Minnesota	7	93	48	45	10	90	34	56	2	98	67	31
Mississippi	9	91	41	50	10	90	38	52	‡	‡	‡	‡
Missouri	10	90	33	57	12	88	29	59	3	97	48	49
Montana	31	69	31	38	35	65	23	42	13	87	66	21
Nebraska	19	81	35	47	20	80	30	50	16	84	43	42
Nevada	3	97	46	50	10	90	30	61	1	99	50	49
New Hampshire	15	85	13	72	15	85	10	74	10	90	29	61
New Jersey	46	54	8	45	47	53	9	44	45	55	5	50
New Mexico	21	79	42	37	28	72	22	49	18	82	51	31
New York	11	89	4	85	10	90	5	85	14	86	2	84
North Carolina	10	90	32	57	14	86	20	66	4	96	53	43
North Dakota	38	62	24	37	40	60	18	41	36	64	49	15
Ohio	33	67	12	55	38	62	12	49	17	83	9	75
Oklahoma	24	76	31	45	26	74	25	49	20	80	45	35
Oregon	9	91	45	46	16	84	29	55	5	95	57	39
Pennsylvania	16	84	21	63	15	85	22	63	26	74	13	60
Rhode Island	11	89	24	65	11	89	8	81	9	91	58	33
South Carolina	15	85	46	39	18	82	34	48	9	91	73	18
South Dakota	16	84	44	39	18	82	42	40	13	87	49	38
Tennessee	42	58	17	41	49	51	19	32	18	82	10	72
Texas	33	67	57	10	53	47	20	27	25	75	71	4
Utah	22	78	36	41	28	72	27	45	15	85	51	35
Vermont	12	88	17	71	13	87	14	74	8	92	38	54
Virginia	15	85	35	51	18	82	26	56	8	92	46	46
Washington	13	87	35	52	18	82	29	53	6	94	39	54
West Virginia	9	91	46	44	10	90	46	44	‡	‡	‡	‡
Wisconsin	9	91	15	76	12	88	14	75	5	95	15	80
Wyoming	10	90	23	66	11	89	19	70	9	91	43	48
Other jurisdictions												
District of Columbia	15	85	8	77	17	83	4	80	12	88	16	72
DoDEA ¹	36	64	28	36	42	58	19	39	31	69	43	26

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-11. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
			Assessed				Assessed				Assessed	
	Excluded	Total	Without accommodations	With accommodations	Excluded	Total	Without accommodations	With accommodations	Excluded	Total	Without accommodations	With accommodations
Nation (public)	20	80	29	51	24	76	15	61	14	86	56	31
Alabama	18	82	50	33	18	82	46	36	‡	‡	‡	‡
Alaska	9	91	18	73	11	89	6	83	4	96	30	66
Arizona	10	90	19	71	11	89	18	72	‡	‡	‡	‡
Arkansas	9	91	18	72	12	88	11	77	3	97	32	64
California	9	91	64	27	21	79	25	53	5	95	77	18
Colorado	10	90	28	62	12	88	10	78	8	92	48	44
Connecticut	14	86	10	76	11	89	8	81	23	77	13	64
Delaware	33	67	12	56	32	68	10	59	‡	‡	‡	‡
Florida	12	88	7	81	11	89	7	81	17	83	4	79
Georgia	37	63	10	53	38	62	10	53	40	60	12	48
Hawaii	11	89	38	51	7	93	24	69	16	84	53	31
Idaho	15	85	32	53	17	83	22	61	13	87	52	36
Illinois	10	90	20	71	10	90	11	79	9	91	48	43
Indiana	12	88	14	74	13	87	9	77	10	90	31	59
Iowa	4	96	15	80	5	95	10	85	1	99	36	63
Kansas	11	89	41	48	16	84	19	65	2	98	78	20
Kentucky	56	44	11	33	58	42	9	33	41	59	25	34
Louisiana	6	94	7	86	7	93	5	89	‡	‡	‡	‡
Maine	9	91	21	71	9	91	18	73	‡	‡	‡	‡
Maryland	61	39	10	29	62	38	9	29	55	45	17	28
Massachusetts	29	71	15	57	29	71	6	64	30	70	48	21
Michigan	33	67	21	45	36	64	16	48	21	79	48	31
Minnesota	17	83	39	44	21	79	27	52	6	94	69	25
Mississippi	12	88	21	68	12	88	16	72	‡	‡	‡	‡
Missouri	10	90	13	77	10	90	12	78	‡	‡	‡	‡
Montana	30	70	21	48	32	68	18	50	‡	‡	‡	‡
Nebraska	29	71	26	45	29	71	21	50	‡	‡	‡	‡
Nevada	11	89	40	49	16	84	21	62	6	94	51	42
New Hampshire	21	79	21	58	20	80	18	62	‡	‡	‡	‡
New Jersey	37	63	8	56	35	65	6	59	‡	‡	‡	‡
New Mexico	26	74	45	29	34	66	22	44	20	80	62	18
New York	15	85	2	82	14	86	2	84	21	79	2	77
North Carolina	12	88	22	66	13	87	13	74	9	91	46	45
North Dakota	50	50	14	36	49	51	13	37	60	40	15	25
Ohio	36	64	10	54	37	63	9	54	27	73	18	55
Oklahoma	24	76	24	52	24	76	20	56	24	76	50	26
Oregon	12	88	37	51	15	85	25	60	6	94	61	33
Pennsylvania	18	82	9	73	16	84	9	75	34	66	9	57
Rhode Island	6	94	23	71	5	95	19	77	12	88	38	50
South Carolina	35	65	38	27	42	58	25	32	20	80	65	14
South Dakota	26	74	29	45	25	75	25	50	29	71	54	17
Tennessee	49	51	16	36	51	49	16	33	‡	‡	‡	‡
Texas	33	67	51	16	48	52	28	25	20	80	73	6
Utah	26	74	31	43	29	71	21	50	25	75	46	28
Vermont	14	86	20	66	13	87	18	69	‡	‡	‡	‡
Virginia	20	80	36	44	22	78	27	52	22	78	55	23
Washington	13	87	28	58	14	86	18	68	12	88	49	38
West Virginia	10	90	38	52	11	89	37	53	‡	‡	‡	‡
Wisconsin	12	88	13	75	14	86	9	77	8	92	25	68
Wyoming	14	86	12	75	12	88	7	81	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	13	87	9	77	12	88	4	83	17	83	23	60
DoDEA ¹	23	77	22	55	25	75	9	66	25	75	48	26

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-12. Percentage distribution of fourth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, and state/jurisdiction: 1992, 2003, and 2011

State/jurisdiction	Race/ethnicity										Eligibility for free/reduced-price school lunch			
	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Eligible		Not eligible	
	1992 ¹	2011	1992 ¹	2011	1992 ¹	2011	1992 ¹	2011	1992 ¹	2011	2003	2011	2003	2011
Nation (public)	72*	52	18*	16	7*	23	2*	5	1	1	44*	52	52*	47
Alabama	65	60	33	32	#*	5	#*	1	1	1	54	58	45	42
Alaska	—	50	—	4	—	6	—	8	—	23	34*	46	59*	53
Arizona	61*	43	5	5	23*	43	1*	3	9	5	47*	58	43	40
Arkansas	75*	65	23	21	#*	10	1*	2	#	#	53*	64	43*	36
California	51*	25	8	7	28*	54	12	13	1	#	50*	58	45	41
Colorado	74*	56	5	4	17*	33	2	3	1	#	30*	46	69*	54
Connecticut	76*	60	12	13	10*	20	2*	5	#	#	30*	37	67	63
Delaware	68*	49	27*	32	3*	12	2*	4	#*	1	38*	49	54*	51
Florida	63*	40	24	25	11*	29	2	3	#	#	48*	62	50*	38
Georgia	60*	45	37	36	1*	12	1*	4	#	#	47*	55	46	45
Hawaii	23*	15	3	3	3*	5	62*	69	#	1	48	48	51	51
Idaho	92*	78	#*	1	6*	16	1*	2	1	2	42*	50	52	50
Illinois	—	53	—	20	—	19	—	4	—	#	42*	49	54	51
Indiana	87*	72	11	12	1*	10	#*	1	#	#	35*	51	63*	49
Iowa	93*	80	3*	6	2*	9	2	2	#	#	32*	41	67*	59
Kansas	—	68	—	7	—	16	—	3	—	1	41*	50	58*	50
Kentucky	90*	84	10	9	#*	3	#*	2	#	#	50	54	47	46
Louisiana	54	47	44	46	1*	3	1	2	#	1	63	69	33	31
Maine	98*	92	#*	3	#*	2	1*	2	#	#	33*	46	65*	54
Maryland	63*	45	31	35	2*	9	3*	7	#	#	34*	41	61	59
Massachusetts	84*	68	8	9	4*	14	4*	6	#	#	29	33	62	67
Michigan	80*	70	15	17	2*	6	2	3	1	1	36*	45	63*	55
Minnesota	92*	73	3*	9	1*	9	3*	5	1*	2	29*	38	71*	62
Mississippi	42*	50	57*	46	#*	3	#*	1	#	#	66*	72	28	27
Missouri	83*	75	15	17	1*	5	1*	2	#	#	39*	51	56*	49
Montana	—	82	—	1	—	3	—	1	—	11	36*	43	58	57
Nebraska	89*	70	6*	8	3*	15	1*	2	1	1	34*	43	59	57
Nevada	—	37	—	10	—	42	—	7	—	1	41*	57	54*	43
New Hampshire	97*	91	1*	2	1*	3	1*	3	#	#	17*	26	73	73
New Jersey	69*	54	16	14	11*	22	4*	9	#	#	30	35	62	63
New Mexico	47*	28	3*	2	44*	59	1	2	4*	9	67	70	26	29
New York	63*	48	15	20	16	20	4*	10	#	1	52	55	45	43
North Carolina	66*	54	30	26	1*	12	1*	3	2	1	42*	53	52	47
North Dakota	96*	85	#*	2	#*	3	#*	1	3*	9	33	35	66	65
Ohio	85*	72	12*	18	1*	4	1*	2	#	#	35*	47	57	53
Oklahoma	78*	56	8*	11	3*	12	1*	2	9*	18	55*	62	42	38
Oregon	—	65	—	3	—	21	—	4	—	2	35*	53	63*	46
Pennsylvania	82*	74	13	13	3*	8	1*	3	#	#	38	40	60	59
Rhode Island	82*	64	6	8	7*	22	4	3	#	#	39*	46	54	54
South Carolina	57	54	41	36	#*	6	1*	2	#	#	52	57	47	43
South Dakota	—	78	—	3	—	3	—	1	—	14	37*	43	62*	57
Tennessee	75*	68	23	23	1*	7	1*	2	#	#	41*	58	54*	42
Texas	50*	31	14	14	33*	51	2	3	#	#	54*	63	43*	36
Utah	93*	79	#*	1	3*	14	2*	3	1	1	33	38	66	62
Vermont	—	92	—	2	—	1	—	2	—	#	29*	41	69*	58
Virginia	71*	56	25*	21	1*	11	2*	7	#	#	31	36	67	64
Washington	—	58	—	5	—	21	—	8	—	2	38*	46	51	53
West Virginia	96*	92	2*	5	#*	1	1	1	#	#	54	52	45	48
Wisconsin	87*	75	7	9	3*	10	2*	4	1	2	29*	42	67*	58
Wyoming	90*	80	1	1	6*	14	1	1	2	3	34*	41	64*	59
Other jurisdictions														
District of Columbia	5*	8	91*	77	3*	12	1*	2	#	#	70*	74	25	26
DoDEA ²	—	48	—	16	—	17	—	7	—	1	‡	#	‡	#

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Accommodations were not permitted in this assessment year.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified or two or more races and for students whose eligibility status for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2003, and 2011 Reading Assessments.

Table A-13. Percentage of fourth-grade public school students at or above *Basic* in NAEP reading, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted						
	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	60*	59*	61*	58*	62*	62*	62*	66	66	66
Alabama	51*	52*	56*	56*	52*	52*	53*	62*	62*	67
Alaska	—	—	—	—	—	58	58	62*	59	56
Arizona	54	52*	53*	51*	51*	54	52*	56	56	58
Arkansas	56*	54*	55*	54*	58*	60	63	64	63	63
California	48*	44*	48*	48*	50	50*	50*	53	54	56
Colorado	64*	59*	69	67	—	69	69	70	72	71
Connecticut	69	68*	78*	76	74	74	71	73	76	73
Delaware	57*	52*	57*	53*	71	71	73	73	73	72
Florida	53*	50*	54*	53*	60*	63*	65*	70	73	71
Georgia	57*	52*	55*	54*	59*	59*	58*	66	63	66
Hawaii	48*	46*	45*	45*	52*	53*	53*	59	57	59
Idaho	67	—	—	—	67	64*	69	70	69	69
Illinois	—	—	—	—	—	61*	62	65	65	65
Indiana	68	66	—	—	68	66	64*	68	70	68
Iowa	73*	69	70	67	69	70	67	74*	69	69
Kansas	—	—	71	70	68	66*	66*	72	72	71
Kentucky	58*	56*	63*	62*	64*	64*	65*	68	72	72
Louisiana	46*	40*	48*	44*	50	49*	53	52	51	55
Maine	75*	75*	73	72	72	70	71	73*	70	70
Maryland	57*	55*	61*	58*	62*	62*	65*	69*	70*	75
Massachusetts	74*	69*	73*	70*	80	73*	78*	81	80	83
Michigan	62	—	63	62	64	64	63	66	64	66
Minnesota	68	65*	69	67	73	69	71	73	70	70
Mississippi	41*	45*	48*	47*	45*	49*	48*	51	55	55
Missouri	67	62*	63	61*	66	68	67	67	70	67
Montana	—	69*	73	72	71	69*	71	75	73	73
Nebraska	68	66*	—	—	68	66*	68	71	70	70
Nevada	—	—	53*	51*	54*	52*	52*	57	57	58
New Hampshire	76	70*	75	74	—	75*	74*	76	77	78
New Jersey	69*	65*	—	—	—	70*	68*	77	76	78
New Mexico	55	49	52	51	52	47*	51	58*	52	53
New York	61*	57*	62*	62*	67	67	69	69	71	68
North Carolina	56*	59*	62*	58*	67	66	62*	64*	65	68
North Dakota	74	73	—	—	71	69*	72	75	76	74
Ohio	63*	—	—	—	68	69	69	73	71	71
Oklahoma	67	—	66	66	60	60	60	65	65	64
Oregon	—	—	61	58	66	63	62	62	65	63
Pennsylvania	68*	61*	—	—	66*	65*	69*	73	70*	74
Rhode Island	63*	65*	65*	64*	65*	62*	62*	65*	69	70
South Carolina	53*	48*	55*	53*	58	59	57	59	62	61
South Dakota	—	—	—	—	—	69	70	71	70	69
Tennessee	57	58	58	57	58	57	59	61	63	60
Texas	57*	58*	63	59	62	59*	64	66	65	64
Utah	67	64*	62*	62*	69	66	68	69	67	68
Vermont	—	—	—	—	73	73	72	74	75	73
Virginia	67*	57*	64*	62*	71	69	72	74	74	72
Washington	—	59*	63	64	70	67	70	70	68	67
West Virginia	61	58	62	60	65*	65*	61	63	62	61
Wisconsin	71	71	72*	69	—	68	67	70	67	68
Wyoming	71	68	65*	64*	68	69	71	73	72	71
Other jurisdictions										
District of Columbia	30*	24*	28*	27*	31*	31*	33*	39*	44	44
DoDEA ¹	—	—	68*	66*	72*	71*	75*	78	77	79

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-14. Percentage of fourth-grade public school students at or above *Proficient* in NAEP reading, by state/jurisdiction: Various years, 1992-2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted						
	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	27*	28*	29*	28*	30*	30*	30*	32	32	32
Alabama	20*	23*	24*	24*	22*	22*	22*	29	28	31
Alaska	—	—	—	—	—	28	27	29*	27	26
Arizona	21*	24	22*	22*	22*	23	24	24	25	26
Arkansas	23*	24*	23*	23*	26*	28	30	29	29	30
California	19	18*	20	20	21	21	21	23	24	25
Colorado	25*	28*	34*	33*	—	37	37	36	40	39
Connecticut	34*	38	46	43	43	43	38	41	42	42
Delaware	24*	23*	25*	22*	35	33*	34	34	35	36
Florida	21*	23*	23*	22*	27*	32	30*	34	36	35
Georgia	25*	26*	24*	24*	28*	27*	26*	28*	29	32
Hawaii	17*	19*	17*	17*	21*	21*	23*	26	26	27
Idaho	28*	—	—	—	32	30	33	35	32	33
Illinois	—	—	—	—	—	31	29*	32	32	33
Indiana	30	33	—	—	33	33	30	33	34	33
Iowa	36	35	35	33	35	35	33	36	34	33
Kansas	—	—	34	34	34	33	32	36	35	36
Kentucky	23*	26*	29*	29*	30*	31*	31*	33	36	35
Louisiana	15*	15*	19	17*	20	20	20	20	18*	23
Maine	36	41*	36	35	35	36	35	36	35	32
Maryland	24*	26*	29*	27*	30*	32*	32*	36*	37*	43
Massachusetts	36*	36*	37*	35*	47	40*	44*	49	47	50
Michigan	26	—	28	28	30	32	32	32	30	31
Minnesota	31	33	36	35	37	37	38	37	37	35
Mississippi	14*	18*	18*	17*	16*	18	18*	19*	22	22
Missouri	30*	31	29*	28*	32	34	33	32	36	34
Montana	—	35	37	37	36	35	36	39	35	36
Nebraska	31*	34	—	—	34	32*	34	35	35	36
Nevada	—	—	21*	20*	21*	20*	21*	24	24	25
New Hampshire	38*	36*	38*	37*	—	40	39*	41	41	43
New Jersey	35*	33*	—	—	—	39*	37*	43	40	44
New Mexico	23	21	22	21	21	19	20	24	20	21
New York	27*	27*	29*	29*	35	34	33	36	36	35
North Carolina	25*	30	28*	27*	32	33	29*	29*	32	34
North Dakota	35	38	—	—	34	32*	35	35	35	36
Ohio	27*	—	—	—	34	34	34	36	36	34
Oklahoma	29	—	30	30*	26	26	25	27	28	27
Oregon	—	—	28	26	31	31	29	28	31	30
Pennsylvania	32*	30*	—	—	34*	33*	36*	40	37*	41
Rhode Island	28*	32	32	31*	32	29*	30*	31*	36	35
South Carolina	22*	20*	22*	22*	26	26	26	26	28	28
South Dakota	—	—	—	—	—	33	33	34	33	31
Tennessee	23	27	25	25	25	26	27	27	28	26
Texas	24	26	29	28	28	27	29	30	28	28
Utah	30	30	28*	28*	33	32	34	34	31	33
Vermont	—	—	—	—	39	37*	39	41	41	41
Virginia	31*	26*	30*	30*	37	35	37	38	38	39
Washington	—	27*	29*	30*	35	33	36	36	33	34
West Virginia	25	26	29	28	28	29	26	28	26	27
Wisconsin	33	35	34	34	—	33	33	36	33	34
Wyoming	33	32	30	29*	31	34	34	36	33	34
Other jurisdictions										
District of Columbia	10*	8*	10*	10*	10*	10*	11*	14*	17	19
DoDEA ¹	—	—	33*	32*	34*	35*	36	40	39	39

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	230	23	77	42	10	205	51	49	16	2	205	50	50	18	2
Alabama	230	21	79	41	9	204	52	48	14	2	205	50	50	16	2
Alaska	223	29	71	36	8	206	50	50	20	3	212	40	60	24	5
Arizona	225	28	72	38	9	204	53	47	20	5	203	52	48	16	2
Arkansas	224	28	72	38	8	197	60	40	11	1	204	50	50	18	3
California	229	24	76	40	10	208	47	53	19	4	198	58	42	12	1
Colorado	236	16	84	51	13	207	47	53	18	2	203	51	49	18	3
Connecticut	239	15	85	55	17	204	52	48	14	2	204	50	50	17	3
Delaware	234	17	83	47	11	215	40	60	23	3	214	41	59	22	3
Florida	235	17	83	48	12	209	46	54	17	2	220	33	67	30	6
Georgia	231	22	78	43	11	208	49	51	19	3	214	40	60	25	4
Hawaii	226	26	74	38	9	215	40	60	26	7	209	44	56	22	4
Idaho	225	26	74	37	7	‡	‡	‡	‡	‡	201	54	46	15	2
Illinois	231	22	78	45	12	198	58	42	12	2	204	51	49	18	2
Indiana	226	26	74	38	8	203	56	44	13	2	203	49	51	17	1
Iowa	225	27	73	37	7	193	62	38	11	1	201	52	48	15	2
Kansas	229	24	76	42	10	204	54	46	18	3	209	45	55	19	2
Kentucky	226	27	73	37	8	210	48	52	19	2	222	32	68	35	6
Louisiana	223	30	70	33	6	197	61	39	11	1	208	44	56	22	4
Maine	223	29	71	33	7	192	60	40	14	1	‡	‡	‡	‡	‡
Maryland	242	13	87	56	19	213	43	57	22	4	226	29	71	37	8
Massachusetts	243	11	89	59	18	216	39	61	24	3	216	38	62	23	4
Michigan	225	26	74	37	7	192	67	33	8	1	206	51	49	20	3
Minnesota	229	22	78	42	10	199	56	44	16	3	201	55	45	12	2
Mississippi	220	32	68	30	6	198	60	40	12	1	203	53	47	25	3
Missouri	226	27	73	39	10	199	57	43	14	2	209	46	54	23	5
Montana	229	22	78	39	8	‡	‡	‡	‡	‡	217	34	66	23	2
Nebraska	230	23	77	42	10	199	56	44	15	1	208	46	54	20	2
Nevada	224	29	71	36	8	202	55	45	15	1	203	51	49	17	2
New Hampshire	231	21	79	44	10	‡	‡	‡	‡	‡	217	38	62	26	6
New Jersey	239	12	88	53	14	216	39	61	25	4	216	38	62	25	4
New Mexico	225	28	72	34	8	208	47	53	17	2	202	54	46	15	1
New York	232	21	79	46	12	208	48	52	18	3	209	46	54	20	3
North Carolina	232	19	81	45	12	206	50	50	16	2	207	48	52	20	4
North Dakota	228	23	77	38	7	220	33	67	29	5	214	40	60	22	2
Ohio	229	22	78	39	8	204	54	46	13	1	211	41	59	19	1
Oklahoma	221	29	71	31	5	199	55	45	13	1	207	47	53	18	4
Oregon	222	30	70	35	8	202	51	49	18	3	196	60	40	12	2
Pennsylvania	233	19	81	47	13	204	52	48	19	3	202	52	48	17	3
Rhode Island	230	22	78	43	10	208	42	58	23	2	204	51	49	16	1
South Carolina	226	27	73	39	9	199	56	44	12	2	208	43	57	20	3
South Dakota	225	25	75	35	6	204	52	48	18	2	207	44	56	21	3
Tennessee	221	32	68	31	6	198	59	41	11	1	201	52	48	16	2
Texas	233	19	81	45	11	210	45	55	18	3	210	46	54	19	2
Utah	226	26	74	38	7	‡	‡	‡	‡	‡	196	59	41	13	2
Vermont	228	26	74	42	11	205	50	50	24	6	‡	‡	‡	‡	‡
Virginia	235	19	81	49	15	210	45	55	19	2	209	45	55	21	3
Washington	229	24	76	42	10	209	44	56	19	1	199	55	45	16	2
West Virginia	216	38	62	28	5	196	58	42	14	1	‡	‡	‡	‡	‡
Wisconsin	227	26	74	39	8	196	61	39	12	2	202	52	48	13	1
Wyoming	227	25	75	38	8	‡	‡	‡	‡	‡	213	42	58	21	3
Other jurisdictions															
District of Columbia	255	8	92	74	37	193	63	37	12	2	202	52	48	19	4
DoDEA ¹	233	17	83	44	9	222	27	73	29	3	226	24	76	33	5

See notes at end of table.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	234	21	79	49	17	204	51	49	19	4
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	197	58	42	13	1	175	74	26	8	1
Arizona	226	28	72	42	14	185	70	30	8	2
Arkansas	220	37	63	34	7	‡	‡	‡	‡	‡
California	233	20	80	48	15	‡	‡	‡	‡	‡
Colorado	234	20	80	51	13	‡	‡	‡	‡	‡
Connecticut	241	17	83	57	21	‡	‡	‡	‡	‡
Delaware	240	17	83	57	17	‡	‡	‡	‡	‡
Florida	244	12	88	57	25	‡	‡	‡	‡	‡
Georgia	242	13	87	57	21	‡	‡	‡	‡	‡
Hawaii	211	44	56	25	5	‡	‡	‡	‡	‡
Idaho	224	29	71	43	11	‡	‡	‡	‡	‡
Illinois	237	17	83	52	18	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	227	27	73	45	13	‡	‡	‡	‡	‡
Kansas	228	27	73	43	15	‡	‡	‡	‡	‡
Kentucky	249	6	94	67	26	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	219	29	71	28	5	‡	‡	‡	‡	‡
Maryland	251	10	90	67	31	‡	‡	‡	‡	‡
Massachusetts	243	15	85	56	25	‡	‡	‡	‡	‡
Michigan	236	19	81	48	15	‡	‡	‡	‡	‡
Minnesota	217	37	63	32	10	195	60	40	14	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	233	28	72	52	21	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	200	57	43	14	2
Nebraska	234	23	77	56	15	‡	‡	‡	‡	‡
Nevada	222	33	67	32	8	‡	‡	‡	‡	‡
New Hampshire	234	22	78	47	14	‡	‡	‡	‡	‡
New Jersey	247	12	88	64	27	‡	‡	‡	‡	‡
New Mexico	222	31	69	39	11	193	64	36	12	2
New York	235	20	80	49	17	‡	‡	‡	‡	‡
North Carolina	236	19	81	48	19	192	62	38	10	2
North Dakota	‡	‡	‡	‡	‡	206	50	50	15	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	225	31	69	38	11	212	40	60	25	4
Oregon	230	28	72	47	16	213	39	61	28	7
Pennsylvania	242	18	82	60	24	‡	‡	‡	‡	‡
Rhode Island	232	18	82	47	12	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	197	58	42	13	2
Tennessee	234	24	76	51	15	‡	‡	‡	‡	‡
Texas	247	8	92	59	24	‡	‡	‡	‡	‡
Utah	217	37	63	32	7	187	66	34	14	4
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	236	20	80	50	19	‡	‡	‡	‡	‡
Washington	227	30	70	43	15	202	54	46	19	6
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	225	32	68	39	11	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	192	65	35	11	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	231	18	82	40	9	‡	‡	‡	‡	‡

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-16. Percentage of students, average scores, and achievement-level results in fourth-grade NAEP reading, by selected racial/ethnic groups and state/jurisdiction: 2011

State/jurisdiction	Asian					Native Hawaiian/Other Pacific Islander					Two or more races				
	Percentage of students	Average scale score	Percentage of students			Percentage of students	Average scale score	Percentage of students			Percentage of students	Average scale score	Percentage of students		
			At or above Basic	At or above Proficient	At or above Advanced			At or above Basic	At or above Proficient	At or above Advanced			At or above Basic	At or above Proficient	At or above Advanced
Nation	5	236	81	50	17	#	216	61	28	7	2	227	73	39	11
Nation (public)	5	236	81	51	18	#	214	60	27	5	2	225	71	37	10
Alabama	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Alaska	6	199	45	14	1	2	192	36	12	2	8	216	62	27	4
Arizona	3	225	71	41	14	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Arkansas	2	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
California	12	233	80	49	16	1	‡	‡	‡	‡	1	230	70	43	20
Colorado	3	234	80	51	13	#	‡	‡	‡	‡	3	232	78	49	15
Connecticut	5	241	84	58	21	#	‡	‡	‡	‡	2	238	86	52	16
Delaware	4	240	83	57	17	#	‡	‡	‡	‡	2	227	76	38	6
Florida	2	246	88	58	26	#	‡	‡	‡	‡	3	235	83	46	11
Georgia	4	242	87	57	21	#	‡	‡	‡	‡	2	217	62	28	5
Hawaii	36	221	67	34	9	33	201	45	16	2	7	213	60	28	7
Idaho	2	227	74	45	12	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Illinois	4	237	84	53	17	#	‡	‡	‡	‡	3	225	70	43	14
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡	5	217	63	27	4
Iowa	2	227	73	46	13	#	‡	‡	‡	‡	2	220	62	32	8
Kansas	3	228	73	44	16	#	‡	‡	‡	‡	4	225	73	38	8
Kentucky	1	250	95	69	27	#	‡	‡	‡	‡	2	233	80	44	11
Louisiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Maine	2	217	69	27	4	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	6	252	91	67	32	#	‡	‡	‡	‡	4	235	80	48	15
Massachusetts	6	243	85	56	25	#	‡	‡	‡	‡	2	246	88	60	25
Michigan	3	236	81	48	15	#	‡	‡	‡	‡	2	223	64	33	14
Minnesota	5	218	64	32	10	#	‡	‡	‡	‡	2	209	54	20	5
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	2	234	72	53	22	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Nebraska	2	234	77	56	15	#	‡	‡	‡	‡	3	216	64	30	3
Nevada	6	223	68	33	9	1	‡	‡	‡	‡	3	223	69	35	10
New Hampshire	3	234	78	47	15	#	‡	‡	‡	‡	1	‡	‡	‡	‡
New Jersey	9	248	89	64	27	#	‡	‡	‡	‡	1	‡	‡	‡	‡
New Mexico	2	222	69	40	11	#	‡	‡	‡	‡	1	‡	‡	‡	‡
New York	10	235	80	49	17	#	‡	‡	‡	‡	1	‡	‡	‡	‡
North Carolina	3	236	81	48	19	#	‡	‡	‡	‡	3	222	69	31	8
North Dakota	1	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Ohio	2	‡	‡	‡	‡	#	‡	‡	‡	‡	4	219	65	25	5
Oklahoma	2	228	72	40	12	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Oregon	4	233	73	51	18	1	‡	‡	‡	‡	5	225	71	39	10
Pennsylvania	3	244	84	62	26	#	‡	‡	‡	‡	1	232	77	46	17
Rhode Island	3	233	82	47	12	#	‡	‡	‡	‡	3	227	71	41	12
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡	2	212	56	21	2
South Dakota	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Tennessee	2	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Texas	3	247	92	59	24	#	‡	‡	‡	‡	1	226	79	31	5
Utah	2	226	73	43	10	2	206	51	21	3	1	‡	‡	‡	‡
Vermont	2	‡	‡	‡	‡	#	‡	‡	‡	‡	3	223	68	40	14
Virginia	7	236	80	50	18	#	‡	‡	‡	‡	5	229	74	41	11
Washington	7	230	72	46	16	1	‡	‡	‡	‡	5	221	69	34	6
West Virginia	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Wisconsin	4	224	67	38	11	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Wyoming	1	‡	‡	‡	‡	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	2	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
DoDEA ¹	6	233	83	43	10	1	‡	‡	‡	‡	11	230	79	41	8

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-17. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by gender and state/jurisdiction: 2011

State/jurisdiction	Male					Female				
	Percentage of students					Percentage of students				
	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	217	37	63	30	6	223	30	70	35	9
Alabama	218	35	65	30	6	223	30	70	33	7
Alaska	204	48	52	23	4	212	40	60	28	6
Arizona	209	45	55	24	4	216	38	62	29	7
Arkansas	214	40	60	28	6	219	34	66	32	6
California	209	46	54	23	4	214	41	59	26	7
Colorado	219	33	67	33	7	228	25	75	44	11
Connecticut	224	30	70	38	10	232	23	77	46	14
Delaware	223	31	69	33	7	228	25	75	39	8
Florida	221	33	67	32	7	228	25	75	39	10
Georgia	216	39	61	28	5	226	28	72	37	9
Hawaii	208	46	54	24	5	219	35	65	30	7
Idaho	218	34	66	30	6	224	28	72	35	7
Illinois	217	37	63	31	7	222	32	68	36	10
Indiana	217	36	64	29	5	225	28	72	37	8
Iowa	218	34	66	31	6	224	28	72	36	7
Kansas	219	33	67	32	6	228	25	75	41	10
Kentucky	223	31	69	33	7	227	26	74	38	9
Louisiana	206	49	51	20	3	215	40	60	25	5
Maine	219	34	66	30	6	225	27	73	35	7
Maryland	227	29	71	39	12	234	22	78	47	16
Massachusetts	234	20	80	47	13	239	15	85	54	18
Michigan	216	38	62	29	6	222	31	69	33	7
Minnesota	219	33	67	33	7	225	27	73	38	9
Mississippi	204	51	49	18	3	215	39	61	26	5
Missouri	215	38	62	30	6	225	28	72	38	11
Montana	222	30	70	32	6	229	23	77	39	9
Nebraska	220	33	67	33	7	226	27	73	40	10
Nevada	210	45	55	23	4	216	38	62	28	5
New Hampshire	226	27	73	38	8	235	17	83	50	13
New Jersey	229	24	76	42	10	233	20	80	46	13
New Mexico	205	50	50	19	3	211	43	57	22	4
New York	219	35	65	32	8	226	29	71	38	10
North Carolina	217	36	64	30	7	225	28	72	38	10
North Dakota	223	29	71	32	5	228	24	76	39	7
Ohio	222	31	69	32	6	226	26	74	35	8
Oklahoma	213	39	61	25	4	219	33	67	28	5
Oregon	212	42	58	26	5	221	33	67	35	9
Pennsylvania	223	31	69	38	9	232	22	78	45	13
Rhode Island	218	34	66	32	6	227	26	74	39	9
South Carolina	210	43	57	25	5	220	34	66	32	7
South Dakota	217	35	65	28	4	223	28	72	35	7
Tennessee	211	44	56	23	4	219	35	65	29	6
Texas	216	38	62	26	5	220	34	66	30	6
Utah	218	35	65	31	6	223	28	72	36	7
Vermont	224	29	71	38	9	230	24	76	45	13
Virginia	223	32	68	35	9	230	24	76	43	12
Washington	216	38	62	30	6	226	29	71	39	10
West Virginia	210	45	55	23	4	219	34	66	31	6
Wisconsin	219	35	65	32	6	224	29	71	36	8
Wyoming	221	33	67	31	5	228	24	76	38	8
Other jurisdictions										
District of Columbia	194	62	38	16	4	208	50	50	22	7
DoDEA ¹	226	25	75	34	5	233	16	84	44	9

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-18. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by eligibility for free/reduced-price school lunch and state/jurisdiction: 2011

State/jurisdiction	Eligible					Not eligible					Information not available				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	207	48	52	18	2	234	18	82	48	13	224	29	71	34	10
Alabama	209	45	55	18	3	235	16	84	50	12	‡	‡	‡	‡	‡
Alaska	191	61	39	13	1	223	29	71	37	8	‡	‡	‡	‡	‡
Arizona	202	54	46	15	2	227	25	75	41	10	225	24	76	36	5
Arkansas	207	47	53	20	3	233	20	80	48	12	‡	‡	‡	‡	‡
California	198	58	42	12	1	230	23	77	43	12	198	53	47	15	1
Colorado	205	48	52	19	2	239	13	87	55	15	‡	‡	‡	‡	‡
Connecticut	205	49	51	17	2	241	14	86	57	18	‡	‡	‡	‡	‡
Delaware	214	41	59	21	2	236	15	85	50	12	‡	‡	‡	‡	‡
Florida	216	38	62	24	4	239	14	86	53	16	‡	‡	‡	‡	‡
Georgia	209	47	53	20	3	235	18	82	48	13	‡	‡	‡	‡	‡
Hawaii	201	55	45	15	2	225	27	73	38	9	‡	‡	‡	‡	‡
Idaho	210	43	57	21	3	231	20	80	44	10	‡	‡	‡	‡	‡
Illinois	203	52	48	16	2	235	18	82	49	15	‡	‡	‡	‡	‡
Indiana	210	45	55	20	2	232	19	81	46	11	‡	‡	‡	‡	‡
Iowa	206	47	53	17	2	231	20	80	44	9	‡	‡	‡	‡	‡
Kansas	212	42	58	23	3	236	17	83	50	13	‡	‡	‡	‡	‡
Kentucky	216	39	61	23	3	236	16	84	50	13	‡	‡	‡	‡	‡
Louisiana	202	54	46	14	2	228	24	76	41	9	‡	‡	‡	‡	‡
Maine	210	43	57	20	2	232	19	81	43	10	‡	‡	‡	‡	‡
Maryland	215	42	58	24	4	242	14	86	56	20	‡	‡	‡	‡	‡
Massachusetts	218	34	66	25	4	246	9	91	63	21	‡	‡	‡	‡	‡
Michigan	205	51	49	17	2	231	21	79	43	10	‡	‡	‡	‡	‡
Minnesota	205	49	51	17	3	233	18	82	46	11	‡	‡	‡	‡	‡
Mississippi	202	54	46	15	2	229	23	77	40	9	‡	‡	‡	‡	‡
Missouri	207	48	52	20	3	234	19	81	49	14	‡	‡	‡	‡	‡
Montana	214	39	61	23	3	233	18	82	45	11	‡	‡	‡	‡	‡
Nebraska	209	46	54	21	3	234	18	82	48	12	‡	‡	‡	‡	‡
Nevada	202	54	46	16	2	227	25	75	38	9	‡	‡	‡	‡	‡
New Hampshire	216	38	62	25	4	236	17	83	50	13	‡	‡	‡	‡	‡
New Jersey	215	39	61	23	3	240	12	88	55	16	‡	‡	‡	‡	‡
New Mexico	200	56	44	14	2	227	25	75	37	8	‡	‡	‡	‡	‡
New York	212	43	57	23	4	236	18	82	49	14	236	21	79	47	18
North Carolina	208	46	54	19	2	236	17	83	50	14	‡	‡	‡	‡	‡
North Dakota	216	38	62	23	3	231	20	80	43	8	‡	‡	‡	‡	‡
Ohio	212	43	57	19	2	235	15	85	47	11	‡	‡	‡	‡	‡
Oklahoma	208	45	55	19	2	228	22	78	39	7	‡	‡	‡	‡	‡
Oregon	204	50	50	19	3	230	22	78	44	12	‡	‡	‡	‡	‡
Pennsylvania	211	43	57	24	4	238	15	85	53	15	‡	‡	‡	‡	‡
Rhode Island	208	45	55	19	2	235	17	83	48	12	‡	‡	‡	‡	‡
South Carolina	202	52	48	16	2	231	21	79	45	12	‡	‡	‡	‡	‡
South Dakota	207	46	54	19	2	229	20	80	41	8	‡	‡	‡	‡	‡
Tennessee	204	52	48	15	1	230	23	77	41	9	‡	‡	‡	‡	‡
Texas	209	47	53	17	2	234	18	82	48	12	‡	‡	‡	‡	‡
Utah	206	47	53	21	3	229	22	78	41	9	‡	‡	‡	‡	‡
Vermont	213	40	60	25	4	236	18	82	52	16	‡	‡	‡	‡	‡
Virginia	207	48	52	17	2	237	17	83	51	16	‡	‡	‡	‡	‡
Washington	204	50	50	18	2	235	19	81	49	14	‡	‡	‡	‡	‡
West Virginia	204	50	50	18	2	225	27	73	37	8	‡	‡	‡	‡	‡
Wisconsin	206	49	51	18	2	232	20	80	45	11	‡	‡	‡	‡	‡
Wyoming	214	39	61	23	3	231	21	79	42	9	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	191	66	34	10	1	230	29	71	45	18	‡	‡	‡	‡	‡
DoDEA ¹	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	229	21	79	39	7

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-19. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by status as students with disabilities (SD) and state/jurisdiction: 2011

State/jurisdiction	SD					Not SD				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	186	68	32	11	2	224	30	70	35	8
Alabama	177	75	25	9	1	224	29	71	33	7
Alaska	169	82	18	5	1	215	38	62	29	6
Arizona	169	80	20	5	#	217	37	63	29	6
Arkansas	176	76	24	8	1	222	32	68	33	7
California	175	74	26	11	2	214	41	59	26	6
Colorado	178	72	28	11	2	228	25	75	42	10
Connecticut	188	69	31	11	2	233	21	79	46	14
Delaware	192	68	32	10	1	229	23	77	39	8
Florida	201	56	44	15	3	229	24	76	39	9
Georgia	189	66	34	11	3	223	31	69	34	8
Hawaii	158	88	12	2	#	219	36	64	29	6
Idaho	177	77	23	7	1	225	27	73	35	7
Illinois	183	68	32	13	2	225	30	70	36	10
Indiana	187	67	33	11	2	227	26	74	36	7
Iowa	178	78	22	7	1	228	24	76	37	7
Kansas	186	67	33	12	2	229	24	76	40	9
Kentucky	207	50	50	19	3	227	27	73	37	8
Louisiana	181	76	24	7	1	217	37	63	26	5
Maine	191	69	31	8	1	228	23	77	37	8
Maryland	215	43	57	26	8	232	24	76	44	14
Massachusetts	213	44	56	22	4	241	13	87	55	17
Michigan	180	73	27	10	2	223	30	70	34	7
Minnesota	189	64	36	13	2	227	25	75	39	9
Mississippi	171	77	23	5	1	213	42	58	23	4
Missouri	186	67	33	13	3	225	29	71	37	9
Montana	192	67	33	12	2	228	23	77	38	8
Nebraska	190	65	35	13	1	229	24	76	40	9
Nevada	176	75	25	10	2	217	38	62	27	5
New Hampshire	197	63	37	11	1	236	15	85	49	12
New Jersey	203	52	48	21	5	234	19	81	46	12
New Mexico	177	78	22	6	1	212	43	57	22	4
New York	189	68	32	10	2	228	26	74	39	10
North Carolina	184	69	31	10	1	227	26	74	37	9
North Dakota	196	65	35	10	1	229	22	78	38	7
Ohio	190	70	30	8	1	227	24	76	36	7
Oklahoma	172	79	21	6	1	221	30	70	29	5
Oregon	177	75	25	10	2	222	31	69	34	8
Pennsylvania	191	64	36	14	2	233	20	80	46	12
Rhode Island	176	80	20	5	#	229	23	77	39	9
South Carolina	168	81	19	6	#	221	33	67	31	7
South Dakota	186	67	33	11	2	225	26	74	35	6
Tennessee	177	73	27	10	1	218	37	63	27	5
Texas	188	68	32	10	1	220	34	66	29	6
Utah	184	69	31	11	1	224	28	72	36	7
Vermont	184	73	27	8	1	235	18	82	47	13
Virginia	191	66	34	15	3	231	23	77	42	12
Washington	183	69	31	10	2	225	28	72	38	9
West Virginia	182	69	31	13	2	220	33	67	29	5
Wisconsin	182	75	25	8	1	227	26	74	37	8
Wyoming	194	65	35	10	2	229	22	78	39	8
Other jurisdictions										
District of Columbia	153	90	10	2	#	208	51	49	21	6
DoDEA ¹	205	53	47	17	2	232	18	82	41	7

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-20. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by status as English language learners (ELL) and state/jurisdiction: 2011

State/jurisdiction	ELL					Not ELL				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	188	70	30	7	1	224	30	70	35	8
Alabama	189	68	32	5	#	221	32	68	32	7
Alaska	153	91	9	2	#	216	37	63	29	6
Arizona	171	86	14	1	#	218	36	64	29	6
Arkansas	197	59	41	14	2	218	35	65	31	6
California	186	73	27	5	1	223	30	70	33	8
Colorado	184	72	28	5	#	231	21	79	45	11
Connecticut	178	78	22	3	#	230	24	76	44	13
Delaware	187	78	22	4	#	226	26	74	37	8
Florida	195	65	35	7	#	227	25	75	38	9
Georgia	191	69	31	5	#	222	32	68	34	8
Hawaii	180	79	21	3	#	217	36	64	30	7
Idaho	166	88	12	2	#	223	29	71	34	7
Illinois	180	77	23	5	#	223	31	69	36	9
Indiana	197	58	42	14	2	223	30	70	34	7
Iowa	189	65	35	7	#	223	29	71	35	7
Kansas	203	52	48	16	1	226	27	73	39	9
Kentucky	‡	‡	‡	‡	‡	225	28	72	36	8
Louisiana	197	56	44	9	#	211	44	56	23	4
Maine	186	66	34	7	#	223	29	71	33	7
Maryland	205	53	47	15	3	232	24	76	44	14
Massachusetts	204	54	46	12	1	239	14	86	53	17
Michigan	192	67	33	7	#	220	33	67	32	7
Minnesota	187	70	30	5	#	226	26	74	39	9
Mississippi	‡	‡	‡	‡	‡	210	45	55	22	4
Missouri	189	71	29	11	2	221	32	68	35	9
Montana	174	82	18	4	#	226	25	75	36	8
Nebraska	191	68	32	7	1	226	27	73	38	9
Nevada	193	64	36	10	1	220	33	67	31	6
New Hampshire	203	55	45	14	2	231	21	79	44	10
New Jersey	‡	‡	‡	‡	‡	232	21	79	45	12
New Mexico	171	86	14	2	#	214	40	60	24	4
New York	187	71	29	5	#	226	28	72	38	10
North Carolina	189	68	32	7	1	224	29	71	36	9
North Dakota	198	62	38	9	2	226	25	75	36	6
Ohio	206	47	53	14	#	224	28	72	34	7
Oklahoma	186	74	26	7	1	217	34	66	28	4
Oregon	183	75	25	4	#	222	31	69	35	8
Pennsylvania	183	74	26	10	1	228	25	75	42	11
Rhode Island	180	80	20	3	#	225	27	73	37	8
South Carolina	207	44	56	20	3	215	38	62	29	6
South Dakota	175	80	20	2	#	222	29	71	33	6
Tennessee	177	79	21	5	#	216	38	62	26	5
Texas	197	62	38	9	1	223	30	70	33	7
Utah	167	86	14	2	#	224	28	72	35	7
Vermont	189	64	36	16	1	228	26	74	42	11
Virginia	190	70	30	7	#	229	25	75	41	12
Washington	172	85	15	2	#	226	27	73	38	9
West Virginia	‡	‡	‡	‡	‡	214	39	61	27	5
Wisconsin	195	61	39	10	1	223	30	70	36	8
Wyoming	190	68	32	5	#	225	27	73	35	7
Other jurisdictions										
District of Columbia	179	78	22	5	#	202	55	45	20	6
DoDEA ¹	211	47	53	17	3	230	19	81	40	7

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-21. Percentage distribution of eighth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, and state/jurisdiction: 1998, 2003, and 2011

State/jurisdiction	Race/ethnicity										Eligibility for free/reduced-price school lunch			
	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Eligible		Not eligible	
	1998 ¹	2011	1998 ¹	2011	1998 ¹	2011	1998 ¹	2011	1998 ¹	2011	2003	2011	2003	2011
Nation (public)	68*	54	15	16	12*	22	3*	5	#*	1	36*	48	58*	52
Alabama	64	60	33	33	1*	5	1	1	#	1	48	53	52	47
Alaska	—	52	—	4	—	6	—	10	—	22	25*	41	65*	58
Arizona	61*	45	4	6	26*	41	2	3	6	5	38*	51	50	45
Arkansas	76*	66	22	21	2*	9	1*	2	#	1	46*	57	49	43
California	42*	26	8	7	37*	51	11	15	1	1	42*	55	46	45
Colorado	72*	60	5	5	18*	28	3	4	1	1	26*	37	72*	63
Connecticut	76*	66	12	12	8*	16	3*	4	#	#	25*	32	71	68
Delaware	65*	52	28*	33	4*	10	2*	3	#	#	33*	43	58	56
Florida	57*	45	27	22	13*	27	2	3	#	#	46*	55	49	45
Georgia	58*	46	36	39	3*	9	2	3	#	#	41*	55	54*	44
Hawaii	19*	14	2	3	2*	4	66*	71	#*	1	42*	46	57*	53
Idaho	—	79	—	1	—	16	—	2	—	1	34*	46	57*	53
Illinois	—	51	—	18	—	23	—	5	—	#	34*	48	62*	52
Indiana	—	73	—	14	—	8	—	1	—	#	29*	44	68*	56
Iowa	—	82	—	5	—	8	—	3	—	#	25*	37	72*	62
Kansas	84*	70	8	7	5*	14	2	3	1	1	33*	44	65*	56
Kentucky	89*	84	10	10	#*	3	1	1	#	#	42*	51	56*	49
Louisiana	58	53	41	40	1*	4	1	2	#	1	50*	62	38	38
Maine	97*	93	1*	3	#*	1	1*	1	1	1	28*	41	70*	59
Maryland	59*	46	32	34	4*	10	4	6	#	#	26*	32	67	68
Massachusetts	79*	73	7	7	9*	13	5	4	#	#	23*	32	64	67
Michigan	—	74	—	16	—	4	—	3	—	1	28*	42	63	58
Minnesota	87*	77	3*	8	2*	6	4*	6	2	2	22*	31	77*	69
Mississippi	51	47	47	49	#*	2	1	1	#	#	56*	67	41*	32
Missouri	85*	78	13	16	1*	3	1*	2	#*	1	30*	43	67*	57
Montana	91*	84	#*	1	1*	3	1	1	6	9	29*	37	66	63
Nebraska	—	75	—	6	—	14	—	2	—	1	30*	39	66*	61
Nevada	68*	39	8	9	17*	39	4*	8	2	1	33*	47	63*	53
New Hampshire	—	92	—	2	—	3	—	3	—	#	14*	23	79*	75
New Jersey	—	57	—	16	—	18	—	8	—	#	24*	29	67	70
New Mexico	42*	28	3	2	45*	60	1	2	8	8	50*	63	42*	37
New York	61*	51	18	19	15*	21	4	8	#	#	43*	50	51	49
North Carolina	65*	55	28	26	2*	11	1*	3	4	1	37*	50	52	49
North Dakota	—	86	—	2	—	2	—	1	—	9	26*	30	73*	70
Ohio	—	74	—	18	—	3	—	1	—	#	23*	43	65	57
Oklahoma	72*	55	9	10	4*	11	1*	2	13*	20	44*	53	54*	47
Oregon	85*	67	3	3	6*	20	4	5	1*	2	27*	50	67*	49
Pennsylvania	—	70	—	19	—	6	—	3	—	#	28*	40	70*	60
Rhode Island	83*	68	6	7	8*	19	3	3	#	1	28*	41	65*	59
South Carolina	58	56	40*	35	1*	5	1	1	#	#	47	51	51	49
South Dakota	—	82	—	2	—	3	—	1	—	11	32*	35	67	65
Tennessee	76	71	22	22	1*	5	1	2	#	#	36*	53	61*	47
Texas	50*	32	13	13	32*	50	3	4	1	#	44*	58	54*	42
Utah	90*	79	1*	1	5*	14	3	3	2	1	26*	35	70*	65
Vermont	—	93	—	1	—	1	—	1	—	#	25*	33	74*	67
Virginia	67*	56	26*	22	3*	11	3*	7	1	#	26	32	70	68
Washington	80*	62	3*	5	7*	17	7*	9	3*	2	28*	40	58	60
West Virginia	96*	92	3*	6	#*	1	#	#	#	#	48	46	51	54
Wisconsin	84*	77	9	10	3*	7	2*	4	1	1	21*	34	69	64
Wyoming	89*	82	1	1	6*	11	1	1	3	3	27*	34	72*	65
Other jurisdictions														
District of Columbia	3*	5	87*	83	8*	10	2	1	#	#	57*	72	30	28
DoDEA ²	47	46	21*	16	10*	17	7*	9	1	#	‡	#	‡	#

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Accommodations not permitted.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified or two or more races and for students whose eligibility status for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2003, and 2011 Reading Assessments.

Table A-22. Percentage of eighth-grade public school students at or above *Basic* in NAEP reading, by state/jurisdiction: Various years, 1998-2011

State/jurisdiction	Accommodations not permitted	Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	72*	71*	74	72*	71*	73*	74*	75
Alabama	66	67	64	65	63*	62*	66	69
Alaska	—	—	—	67*	70	71	72	73
Arizona	73	72	68	66*	65*	65*	68	71
Arkansas	68	68	72	70	69	70	69	71
California	64	63	61	61*	60*	62*	64	65
Colorado	76*	77*	—	78	75*	79	78	81
Connecticut	82	81	76*	77*	74*	77*	81	83
Delaware	66*	64*	81*	77	80*	77	78	77
Florida	65*	67*	72	68*	66*	71	76	73
Georgia	68*	68*	70*	69*	67*	70*	72	74
Hawaii	60*	59*	64*	61*	58*	62*	67	68
Idaho	—	—	79	76*	76*	78	77*	81
Illinois	—	—	—	77	75	75	77	77
Indiana	—	—	77	77	73*	76	79	78
Iowa	—	—	—	79	79	80*	77	77
Kansas	81	81	81	77	78	81	80	79
Kentucky	74*	74*	78	78	75*	73*	79	79
Louisiana	64	63	68	64	64	64	64	66
Maine	84*	83	82	79	81	83	80	80
Maryland	72*	70*	73*	71*	69*	76*	77	80
Massachusetts	80*	79*	81	81*	83	84	83	84
Michigan	—	—	77	75	73*	72*	72*	77
Minnesota	81	78	—	78	80	80	82	81
Mississippi	61	62	67	65	60	60*	62	65
Missouri	76	75	82*	79	76	75*	79	79
Montana	83	83	85	82*	82*	85	84	86
Nebraska	—	—	83	77*	80	79	80	81
Nevada	69	70	62*	63*	63*	63*	65*	69
New Hampshire	—	—	—	81	80*	82	81	84
New Jersey	—	—	—	79*	80*	81	83	84
New Mexico	70	71	64	62*	62*	62*	66	68
New York	78	76	76	75	75	75	75	76
North Carolina	76	74	76	72	69*	71	70*	74
North Dakota	—	—	82	81	83	84	86	83
Ohio	—	—	82	78	78	79	80	79
Oklahoma	80*	80*	76	74	72	72	73	73
Oregon	78	78	80*	75	74	77	76	76
Pennsylvania	—	—	77	76	77	79	81*	77
Rhode Island	74	76	73	71*	71*	69*	72*	76
South Carolina	65*	66*	68	69	67*	69	68	72
South Dakota	—	—	—	82	82	83	84	83
Tennessee	71	71	71	69	71	71	73	70
Texas	76	74	73	71*	69*	73	73	74
Utah	77	77	75*	76	73*	75*	78	79
Vermont	—	—	82	81	79*	84	84	82
Virginia	78	78	80	79	78	79	78	78
Washington	77	76	78	76	75	77	78	77
West Virginia	74*	75*	77*	72*	67	68	67	68
Wisconsin	79	78	—	77	77	76	78	79
Wyoming	76*	76*	78*	79	81	80	82	82
Other jurisdictions								
District of Columbia	44*	44*	48*	47*	45*	48*	51	51
DoDEA ¹	80*	79*	88	85	84*	87	87	87

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2011 Reading Assessments.

Table A-23. Percentage of eighth-grade public school students at or above *Proficient* in NAEP reading, by state/jurisdiction: Various years, 1998-2011

State/jurisdiction	Accommodations not permitted	Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	31	30	31	30*	29*	29*	30*	32
Alabama	21*	22	21*	22	22	21*	24	26
Alaska	—	—	—	27*	26*	27*	27*	31
Arizona	28	27	23*	25	23*	24	27	28
Arkansas	23*	23*	27	27	26	25	27	28
California	22	21	20	22	21*	21	22	24
Colorado	30*	30*	—	36	32*	35*	32*	40
Connecticut	42	40*	37*	37*	34*	37*	43	45
Delaware	25*	23*	33	31	30	31	31	33
Florida	23*	23*	29	27	25*	28	32	30
Georgia	25	25	26	26	25	26	27	28
Hawaii	19*	19*	20*	22*	18*	20*	22*	26
Idaho	—	—	34	32	32	32	33	34
Illinois	—	—	—	35	31	30*	33	34
Indiana	—	—	32	33	28	31	32	32
Iowa	—	—	—	36	34	36	32	33
Kansas	35	36	38	35	35	35	33	35
Kentucky	29*	30*	32*	34	31*	28*	33	36
Louisiana	18*	17*	22	22	20	19	20	22
Maine	42	41	38	37	38	37	35*	39
Maryland	31*	31*	32*	31*	30*	33*	36*	40
Massachusetts	36*	38*	39*	43	44	43	43	46
Michigan	—	—	32	32	28	28*	31	32
Minnesota	37	36	—	37	37	37	38	39
Mississippi	19	19	20	21	18	17	19	21
Missouri	29*	28*	33	34	31	31*	34	35
Montana	38	40	37*	37*	37*	39	38*	42
Nebraska	—	—	36	35	35	35	35	35
Nevada	24	23	19*	21*	22*	22*	22*	26
New Hampshire	—	—	—	40	38	37	39	40
New Jersey	—	—	—	37*	38*	39*	42	45
New Mexico	24	23	20	20	19	17*	22	22
New York	34	32	32	35	33	32	33	35
North Carolina	31	30	32	29	27*	28	29	31
North Dakota	—	—	35	38*	37	32	34	34
Ohio	—	—	35	34	36	36	37	37
Oklahoma	29	30	28	30	25	26	26	27
Oregon	33	35	37	33	33	34	33	33
Pennsylvania	—	—	35	32*	36	36	40	38
Rhode Island	30*	32	30*	30*	29*	27*	28*	33
South Carolina	22*	22*	24	24	25	25	24	27
South Dakota	—	—	—	39	35	37	37	35
Tennessee	26	27	28	26	26	26	28	27
Texas	28	27	31	26	26	28	27	27
Utah	31*	31	32	32	29*	30*	33	35
Vermont	—	—	40*	39*	37*	42	41*	44
Virginia	33	33	37	36	36	34	32	36
Washington	32*	32*	37	33*	34	34	36	37
West Virginia	27	28*	29*	25	22	23	22	24
Wisconsin	33	34	—	37	35	33	34	35
Wyoming	29*	31*	31*	34*	36	33*	34	38
Other jurisdictions								
District of Columbia	12*	11*	10*	10*	12*	12*	14*	16
DoDEA ¹	37	37	39	39	37	39	39	39

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2011 Reading Assessments.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	272	16	84	41	4	248	42	58	14	1	251	37	63	18	1
Alabama	268	20	80	34	3	243	49	51	11	#	246	44	56	16	2
Alaska	274	15	85	42	4	252	34	66	17	1	260	26	74	24	1
Arizona	272	18	82	41	4	248	42	58	18	1	251	37	63	17	#
Arkansas	267	21	79	35	2	238	54	46	9	#	253	36	64	21	1
California	268	21	79	35	5	243	47	53	11	1	245	44	56	14	1
Colorado	278	11	89	49	5	257	34	66	22	2	254	35	65	22	1
Connecticut	283	9	91	54	9	255	34	66	21	1	255	34	66	22	1
Delaware	273	15	85	42	5	254	34	66	18	1	259	27	73	26	2
Florida	270	18	82	38	3	248	43	57	14	1	259	29	71	27	2
Georgia	272	15	85	38	2	251	39	61	14	#	258	30	70	21	1
Hawaii	273	16	84	41	4	261	27	73	25	2	246	44	56	17	1
Idaho	271	16	84	37	3	‡	‡	‡	‡	‡	254	33	67	17	1
Illinois	274	15	85	44	5	249	38	62	15	1	257	31	69	23	2
Indiana	269	18	82	36	2	247	41	59	14	1	255	32	68	22	2
Iowa	267	20	80	35	2	247	43	57	12	1	251	38	62	20	1
Kansas	272	16	84	41	3	248	42	58	15	1	254	34	66	19	#
Kentucky	271	18	82	39	4	248	42	58	13	#	264	25	75	30	2
Louisiana	264	24	76	31	2	241	49	51	10	#	249	42	58	19	2
Maine	271	19	81	39	4	248	45	55	21	2	‡	‡	‡	‡	‡
Maryland	282	10	90	52	8	255	34	66	21	1	262	29	71	30	3
Massachusetts	282	9	91	53	8	255	32	68	20	2	248	41	59	18	1
Michigan	269	18	82	36	3	244	46	54	11	#	260	25	75	26	1
Minnesota	274	14	86	44	4	246	42	58	15	1	257	31	69	23	2
Mississippi	267	18	82	33	1	240	52	48	9	#	‡	‡	‡	‡	‡
Missouri	271	17	83	40	3	244	44	56	12	#	258	30	70	26	5
Montana	275	12	88	44	3	‡	‡	‡	‡	‡	262	24	76	27	3
Nebraska	272	14	86	39	3	250	36	64	15	1	252	37	63	20	1
Nevada	269	19	81	37	3	250	38	62	17	2	247	42	58	16	#
New Hampshire	273	15	85	41	3	‡	‡	‡	‡	‡	253	37	63	16	1
New Jersey	284	8	92	56	8	256	34	66	21	1	257	29	71	22	1
New Mexico	270	17	83	36	2	248	39	61	14	#	251	37	63	16	1
New York	276	14	86	46	6	251	37	63	18	1	251	38	62	20	1
North Carolina	271	17	83	40	4	247	42	58	14	#	256	33	67	22	1
North Dakota	272	13	87	37	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	274	15	85	43	4	247	42	58	14	1	252	35	65	17	#
Oklahoma	265	22	78	32	2	247	40	60	13	1	251	37	63	15	#
Oregon	269	19	81	37	3	248	41	59	19	1	250	39	61	16	1
Pennsylvania	275	15	85	46	5	244	46	54	13	#	250	40	60	16	1
Rhode Island	272	17	83	41	5	248	42	58	17	1	248	43	57	14	1
South Carolina	269	18	82	37	3	246	44	56	11	#	257	31	69	22	2
South Dakota	273	12	88	39	2	256	30	70	17	1	256	32	68	22	1
Tennessee	265	23	77	31	3	240	52	48	12	#	255	32	68	24	1
Texas	274	13	87	42	3	252	37	63	15	#	254	32	68	17	1
Utah	272	16	84	40	3	‡	‡	‡	‡	‡	247	42	58	13	#
Vermont	274	17	83	45	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	273	16	84	43	5	251	38	62	16	1	259	28	72	24	1
Washington	272	18	82	42	5	254	34	66	22	1	250	40	60	17	1
West Virginia	256	31	69	24	1	249	43	57	19	1	‡	‡	‡	‡	‡
Wisconsin	272	16	84	40	3	240	51	49	11	#	248	40	60	13	1
Wyoming	272	16	84	40	3	‡	‡	‡	‡	‡	258	31	69	26	1
Other jurisdictions															
District of Columbia	292	6	94	66	15	239	52	48	12	1	239	50	50	16	1
DoDEA ¹	277	9	91	46	3	263	19	81	25	1	268	16	84	32	1

See notes at end of table.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	275	18	82	46	8	253	36	64	22	2
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	261	28	72	29	3	234	56	44	10	1
Arizona	269	19	81	34	8	241	50	50	15	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	271	21	79	41	6	‡	‡	‡	‡	‡
Colorado	285	11	89	60	12	‡	‡	‡	‡	‡
Connecticut	282	11	89	55	9	‡	‡	‡	‡	‡
Delaware	285	10	90	56	11	‡	‡	‡	‡	‡
Florida	279	16	84	48	10	‡	‡	‡	‡	‡
Georgia	277	12	88	48	6	‡	‡	‡	‡	‡
Hawaii	255	34	66	23	2	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	280	12	88	53	11	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	266	23	77	38	5	‡	‡	‡	‡	‡
Kansas	269	24	76	46	7	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	294	5	95	68	19	‡	‡	‡	‡	‡
Massachusetts	288	10	90	61	14	‡	‡	‡	‡	‡
Michigan	279	20	80	53	14	‡	‡	‡	‡	‡
Minnesota	267	26	74	37	6	258	33	67	30	5
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	257	33	67	25	2
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	264	25	75	34	4	‡	‡	‡	‡	‡
New Hampshire	280	18	82	49	14	‡	‡	‡	‡	‡
New Jersey	291	8	92	66	15	‡	‡	‡	‡	‡
New Mexico	273	20	80	40	9	242	48	52	16	1
New York	276	17	83	50	6	‡	‡	‡	‡	‡
North Carolina	274	17	83	44	8	245	48	52	16	3
North Dakota	‡	‡	‡	‡	‡	245	48	52	13	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	256	31	69	23	1
Oregon	263	31	69	38	9	256	34	66	30	7
Pennsylvania	285	15	85	62	13	‡	‡	‡	‡	‡
Rhode Island	261	26	74	31	4	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	244	48	52	14	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	284	8	92	59	6	‡	‡	‡	‡	‡
Utah	257	33	67	30	1	244	43	57	18	#
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	282	11	89	55	8	‡	‡	‡	‡	‡
Washington	279	17	83	51	10	254	40	60	24	4
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	271	22	78	39	7	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	272	16	84	39	2	‡	‡	‡	‡	‡

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-25. Percentage of students, average scores, and achievement-level results in eighth-grade NAEP reading, by selected racial/ethnic groups and state/jurisdiction: 2011

State/jurisdiction	Asian					Native Hawaiian/Other Pacific Islander					Two or more races				
	Percentage of students	Average scale score	Percentage of students			Percentage of students	Average scale score	Percentage of students			Percentage of students	Average scale score	Percentage of students		
			At or above Basic	At or above Proficient	At or above Advanced			At or above Basic	At or above Proficient	At or above Advanced			At or above Basic	At or above Proficient	At or above Advanced
Nation	5	277	84	49	8	#	254	63	24	2	2	269	79	39	5
Nation (public)	5	277	84	48	8	#	251	61	21	2	2	267	77	36	4
Alabama	1	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Alaska	7	263	73	31	4	2	‡	‡	‡	‡	7	264	76	30	2
Arizona	3	269	80	36	8	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Arkansas	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
California	14	272	81	43	7	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Colorado	4	283	88	60	11	#	‡	‡	‡	‡	3	283	89	54	10
Connecticut	4	282	88	55	9	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Delaware	3	285	90	57	11	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Florida	3	280	86	49	10	#	‡	‡	‡	‡	3	265	77	30	2
Georgia	3	278	88	48	6	#	‡	‡	‡	‡	2	273	83	43	3
Hawaii	39	264	76	32	3	33	244	54	13	#	7	256	68	27	2
Idaho	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Illinois	4	281	89	54	11	#	‡	‡	‡	‡	2	263	72	31	3
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡	4	263	79	28	3
Iowa	2	268	79	39	5	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Kansas	3	269	76	46	7	#	‡	‡	‡	‡	4	264	78	29	3
Kentucky	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Louisiana	2	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	6	295	95	69	19	#	‡	‡	‡	‡	3	276	84	42	6
Massachusetts	4	288	90	62	14	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Michigan	3	280	81	54	14	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Minnesota	6	267	74	37	6	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	2	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Nebraska	2	‡	‡	‡	‡	#	‡	‡	‡	‡	3	‡	‡	‡	‡
Nevada	7	263	74	33	3	1	‡	‡	‡	‡	4	265	76	32	6
New Hampshire	3	280	82	51	14	#	‡	‡	‡	‡	#	‡	‡	‡	‡
New Jersey	8	291	92	66	14	#	‡	‡	‡	‡	#	‡	‡	‡	‡
New Mexico	2	272	79	39	10	#	‡	‡	‡	‡	1	‡	‡	‡	‡
New York	8	277	83	50	6	#	‡	‡	‡	‡	#	‡	‡	‡	‡
North Carolina	3	275	83	44	8	#	‡	‡	‡	‡	4	268	78	35	6
North Dakota	1	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Ohio	1	‡	‡	‡	‡	#	‡	‡	‡	‡	4	261	70	31	2
Oklahoma	2	‡	‡	‡	‡	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Oregon	4	271	77	45	11	1	‡	‡	‡	‡	4	273	83	42	6
Pennsylvania	3	285	85	62	13	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Rhode Island	3	263	75	33	4	#	‡	‡	‡	‡	2	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡	2	‡	‡	‡	‡
South Dakota	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Tennessee	2	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Texas	4	283	91	58	6	#	‡	‡	‡	‡	1	269	80	35	5
Utah	2	‡	‡	‡	‡	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Vermont	1	‡	‡	‡	‡	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Virginia	7	282	89	55	8	#	‡	‡	‡	‡	4	278	86	49	5
Washington	8	281	85	54	11	1	‡	‡	‡	‡	4	270	76	42	6
West Virginia	#	‡	‡	‡	‡	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Wisconsin	4	271	77	39	8	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Wyoming	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	1	‡	‡	‡	‡	#	‡	‡	‡	‡	1	‡	‡	‡	‡
DoDEA ¹	7	272	84	40	2	2	‡	‡	‡	‡	11	273	88	39	2

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-26. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by gender and state/jurisdiction: 2011

State/jurisdiction	Male					Female				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	259	30	70	27	2	268	21	79	36	4
Alabama	254	36	64	22	1	263	26	74	29	3
Alaska	256	32	68	24	1	267	22	78	38	4
Arizona	255	34	66	24	1	265	24	76	33	3
Arkansas	254	34	66	23	1	264	25	75	33	2
California	249	41	59	19	1	261	28	72	28	4
Colorado	268	20	80	36	2	274	18	82	45	6
Connecticut	270	20	80	40	5	279	14	86	50	8
Delaware	260	27	73	26	2	271	19	81	40	5
Florida	257	31	69	25	1	267	22	78	34	3
Georgia	258	31	69	23	1	267	21	79	32	2
Hawaii	252	37	63	22	1	263	26	74	30	3
Idaho	264	22	78	29	1	272	16	84	39	4
Illinois	261	28	72	29	3	271	18	82	39	5
Indiana	260	27	73	27	1	270	18	82	36	3
Iowa	261	27	73	28	1	269	19	81	37	3
Kansas	263	26	74	31	2	272	17	83	40	4
Kentucky	264	25	75	31	2	274	16	84	42	4
Louisiana	251	39	61	18	1	259	30	70	26	2
Maine	265	23	77	33	3	275	16	84	44	6
Maryland	267	23	77	35	4	275	17	83	45	7
Massachusetts	271	19	81	41	5	280	12	88	51	8
Michigan	260	28	72	25	2	271	18	82	39	4
Minnesota	266	21	79	35	3	274	16	84	44	5
Mississippi	249	41	59	17	#	259	29	71	25	1
Missouri	261	26	74	29	2	272	17	83	42	4
Montana	268	19	81	35	2	278	10	90	48	4
Nebraska	264	23	77	30	2	272	15	85	40	3
Nevada	252	36	64	19	1	264	25	75	34	4
New Hampshire	268	20	80	34	2	276	13	87	46	5
New Jersey	270	19	81	39	5	280	13	87	51	8
New Mexico	252	36	64	19	1	260	29	71	26	2
New York	261	28	72	30	3	270	19	81	40	5
North Carolina	256	33	67	25	2	270	19	81	37	4
North Dakota	264	20	80	28	1	273	14	86	41	3
Ohio	263	26	74	32	3	273	15	85	42	4
Oklahoma	256	31	69	22	1	264	24	76	32	2
Oregon	260	29	71	28	2	269	20	80	38	4
Pennsylvania	263	26	74	32	3	272	19	81	44	6
Rhode Island	260	29	71	28	2	271	20	80	39	5
South Carolina	255	33	67	22	1	265	23	77	31	3
South Dakota	265	20	80	30	1	273	15	85	41	3
Tennessee	255	34	66	22	2	264	25	75	32	3
Texas	260	27	73	25	1	263	24	76	28	2
Utah	262	25	75	30	1	272	17	83	41	4
Vermont	268	22	78	37	4	280	13	87	52	8
Virginia	263	25	75	31	3	271	19	81	41	5
Washington	261	28	72	30	3	274	18	82	44	7
West Virginia	250	39	61	19	1	263	25	75	30	2
Wisconsin	262	26	74	30	2	272	17	83	40	4
Wyoming	265	22	78	32	2	274	14	86	43	4
Other jurisdictions										
District of Columbia	234	56	44	12	1	249	42	58	20	2
DoDEA ¹	268	16	84	34	1	276	10	90	45	3

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-27. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by eligibility for free/reduced-price school lunch and state/jurisdiction: 2011

State/jurisdiction	Eligible					Not eligible					Information not available				
	Percentage of students					Percentage of students					Percentage of students				
	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	251	37	63	18	1	275	15	85	44	5	265	27	73	32	5
Alabama	248	42	58	15	1	270	18	82	37	3	‡	‡	‡	‡	‡
Alaska	245	44	56	16	1	273	15	85	41	4	‡	‡	‡	‡	‡
Arizona	249	39	61	17	1	271	19	81	40	4	276	9	91	42	5
Arkansas	250	40	60	18	1	272	16	84	41	3	‡	‡	‡	‡	‡
California	244	45	55	13	1	268	22	78	36	5	260	37	63	29	7
Colorado	254	34	66	20	1	281	10	90	52	6	‡	‡	‡	‡	‡
Connecticut	257	32	68	23	2	283	10	90	55	9	‡	‡	‡	‡	‡
Delaware	256	32	68	21	1	273	16	84	41	5	‡	‡	‡	‡	‡
Florida	254	35	65	20	1	273	17	83	41	4	‡	‡	‡	‡	‡
Georgia	253	35	65	16	#	274	13	87	43	3	‡	‡	‡	‡	‡
Hawaii	246	43	57	16	1	267	22	78	34	3	‡	‡	‡	‡	‡
Idaho	259	27	73	23	1	275	13	87	43	4	‡	‡	‡	‡	‡
Illinois	253	34	66	19	1	277	13	87	48	6	‡	‡	‡	‡	‡
Indiana	254	32	68	19	1	273	15	85	41	3	‡	‡	‡	‡	‡
Iowa	253	35	65	20	1	272	16	84	40	3	‡	‡	‡	‡	‡
Kansas	256	32	68	22	1	276	13	87	46	4	‡	‡	‡	‡	‡
Kentucky	260	29	71	25	2	278	12	88	48	5	‡	‡	‡	‡	‡
Louisiana	247	43	57	14	1	268	21	79	35	3	‡	‡	‡	‡	‡
Maine	258	30	70	24	1	278	12	88	49	6	‡	‡	‡	‡	‡
Maryland	253	37	63	18	1	280	12	88	50	8	‡	‡	‡	‡	‡
Massachusetts	257	30	70	25	1	284	9	91	57	9	‡	‡	‡	‡	‡
Michigan	253	35	65	19	1	274	14	86	42	4	‡	‡	‡	‡	‡
Minnesota	255	32	68	22	1	277	13	87	47	5	‡	‡	‡	‡	‡
Mississippi	246	44	56	13	#	271	15	85	39	2	‡	‡	‡	‡	‡
Missouri	255	33	67	21	1	276	13	87	46	4	‡	‡	‡	‡	‡
Montana	263	24	76	30	1	279	9	91	49	4	‡	‡	‡	‡	‡
Nebraska	255	32	68	21	1	276	11	89	44	4	‡	‡	‡	‡	‡
Nevada	248	41	59	17	1	267	21	79	35	3	‡	‡	‡	‡	‡
New Hampshire	257	32	68	23	1	276	12	88	44	4	‡	‡	‡	‡	‡
New Jersey	255	33	67	20	1	283	9	91	55	8	‡	‡	‡	‡	‡
New Mexico	249	39	61	15	#	267	20	80	34	3	‡	‡	‡	‡	‡
New York	255	34	66	24	2	277	13	87	47	6	‡	‡	‡	‡	‡
North Carolina	252	37	63	18	1	274	15	85	44	5	‡	‡	‡	‡	‡
North Dakota	257	30	70	19	1	274	12	88	40	2	‡	‡	‡	‡	‡
Ohio	255	33	67	21	1	278	11	89	49	6	‡	‡	‡	‡	‡
Oklahoma	254	34	66	20	1	268	19	81	34	2	‡	‡	‡	‡	‡
Oregon	253	35	65	20	1	276	13	87	46	5	‡	‡	‡	‡	‡
Pennsylvania	252	37	63	20	1	278	13	87	50	6	‡	‡	‡	‡	‡
Rhode Island	251	38	62	18	1	275	15	85	44	5	‡	‡	‡	‡	‡
South Carolina	250	39	61	16	1	271	17	83	38	3	‡	‡	‡	‡	‡
South Dakota	257	29	71	22	1	275	11	89	42	3	‡	‡	‡	‡	‡
Tennessee	250	40	60	17	1	270	18	82	38	4	‡	‡	‡	‡	‡
Texas	253	34	66	16	#	274	13	87	41	3	‡	‡	‡	‡	‡
Utah	254	34	66	20	1	274	14	86	44	4	‡	‡	‡	‡	‡
Vermont	260	30	70	28	2	281	12	88	52	8	‡	‡	‡	‡	‡
Virginia	250	38	62	15	1	276	14	86	45	5	‡	‡	‡	‡	‡
Washington	255	34	66	22	2	276	15	85	47	7	‡	‡	‡	‡	‡
West Virginia	246	42	58	15	1	264	23	77	32	2	‡	‡	‡	‡	‡
Wisconsin	251	38	62	17	1	275	13	87	44	4	‡	‡	‡	‡	‡
Wyoming	260	27	73	26	1	275	14	86	44	4	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	235	55	45	10	1	259	33	67	31	4	‡	‡	‡	‡	‡
DoDEA ¹	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	272	13	87	39	2

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-28. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by status as students with disabilities (SD) and state/jurisdiction: 2011

State/jurisdiction	SD					Not SD				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	230	64	36	7	#	267	21	79	34	3
Alabama	217	80	20	2	#	262	26	74	28	2
Alaska	225	67	33	3	#	266	22	78	35	3
Arizona	221	74	26	3	#	264	24	76	31	3
Arkansas	217	75	25	4	#	264	24	76	30	2
California	213	80	20	3	#	259	31	69	25	3
Colorado	231	62	38	6	#	274	15	85	44	5
Connecticut	247	45	55	17	1	278	13	87	48	7
Delaware	231	66	34	6	#	270	18	82	36	4
Florida	235	58	42	9	#	266	22	78	33	3
Georgia	234	61	39	8	1	264	23	77	29	2
Hawaii	213	78	22	3	#	262	26	74	29	2
Idaho	231	63	37	4	#	271	16	84	36	3
Illinois	230	64	36	8	#	271	17	83	38	4
Indiana	229	64	36	6	#	270	16	84	36	2
Iowa	225	70	30	4	#	271	16	84	37	2
Kansas	231	65	35	6	#	271	16	84	39	3
Kentucky	245	49	51	13	1	270	19	81	38	3
Louisiana	223	70	30	4	#	260	29	71	25	2
Maine	241	53	47	13	1	276	13	87	44	5
Maryland	247	43	57	14	1	272	19	81	41	6
Massachusetts	249	41	59	16	1	280	11	89	51	7
Michigan	230	66	34	7	#	268	19	81	34	3
Minnesota	231	61	39	7	#	275	14	86	43	4
Mississippi	211	82	18	2	#	257	32	68	22	1
Missouri	225	69	31	4	#	272	15	85	39	3
Montana	238	52	48	7	#	276	11	89	45	3
Nebraska	232	58	42	8	#	272	15	85	38	3
Nevada	218	70	30	5	#	262	27	73	28	3
New Hampshire	250	39	61	16	#	276	12	88	44	4
New Jersey	246	46	54	15	2	279	12	88	49	7
New Mexico	223	71	29	4	#	259	29	71	24	1
New York	234	59	41	8	#	271	18	82	40	4
North Carolina	227	67	33	6	#	268	20	80	35	3
North Dakota	240	53	47	9	#	271	14	86	36	2
Ohio	236	55	45	11	#	272	17	83	40	4
Oklahoma	227	67	33	6	#	265	22	78	30	2
Oregon	227	66	34	5	#	269	19	81	36	3
Pennsylvania	235	58	42	10	#	273	17	83	42	5
Rhode Island	233	62	38	6	#	271	18	82	38	4
South Carolina	224	70	30	5	#	263	25	75	28	2
South Dakota	231	67	33	5	#	272	13	87	38	2
Tennessee	224	70	30	8	#	261	27	73	28	2
Texas	230	65	35	6	#	263	23	77	28	2
Utah	224	72	28	5	#	271	17	83	38	3
Vermont	234	59	41	7	#	282	9	91	52	7
Virginia	231	60	40	9	1	272	17	83	39	4
Washington	230	62	38	8	1	272	18	82	40	5
West Virginia	214	78	22	3	#	262	26	74	27	2
Wisconsin	235	58	42	9	1	272	16	84	38	3
Wyoming	234	60	40	7	#	274	13	87	42	3
Other jurisdictions										
District of Columbia	204	84	16	2	#	249	43	57	19	2
DoDEA ¹	242	51	49	10	#	275	10	90	41	2

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-29. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by status as English language learners (ELL) and state/jurisdiction: 2011

State/jurisdiction	ELL					Not ELL				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	223	71	29	3	#	266	23	77	33	3
Alabama	‡	‡	‡	‡	‡	259	30	70	26	2
Alaska	215	78	22	5	#	267	21	79	34	3
Arizona	‡	‡	‡	‡	‡	261	28	72	29	2
Arkansas	239	53	47	8	1	260	28	72	29	2
California	220	74	26	3	#	262	27	73	28	3
Colorado	224	72	28	2	#	274	15	85	43	5
Connecticut	224	76	24	3	#	277	15	85	46	7
Delaware	‡	‡	‡	‡	‡	266	22	78	33	3
Florida	225	72	28	4	#	264	25	75	31	3
Georgia	‡	‡	‡	‡	‡	263	25	75	28	2
Hawaii	220	74	26	3	#	260	28	72	28	2
Idaho	231	61	39	2	#	269	18	82	35	3
Illinois	224	68	32	2	#	267	22	78	35	4
Indiana	235	55	45	6	#	266	21	79	33	2
Iowa	231	61	39	6	#	266	22	78	34	2
Kansas	242	51	49	11	#	269	19	81	37	3
Kentucky	‡	‡	‡	‡	‡	269	20	80	37	3
Louisiana	‡	‡	‡	‡	‡	255	34	66	22	1
Maine	‡	‡	‡	‡	‡	271	19	81	39	4
Maryland	‡	‡	‡	‡	‡	272	19	81	40	6
Massachusetts	211	83	17	1	#	277	13	87	48	7
Michigan	237	52	48	8	#	266	22	78	33	3
Minnesota	233	62	38	6	#	272	17	83	41	4
Mississippi	‡	‡	‡	‡	‡	254	35	65	21	1
Missouri	‡	‡	‡	‡	‡	267	21	79	35	3
Montana	‡	‡	‡	‡	‡	273	14	86	42	3
Nebraska	‡	‡	‡	‡	‡	268	18	82	36	3
Nevada	215	80	20	2	#	263	25	75	29	3
New Hampshire	‡	‡	‡	‡	‡	273	16	84	40	4
New Jersey	‡	‡	‡	‡	‡	276	15	85	45	6
New Mexico	218	78	22	1	#	260	27	73	25	1
New York	216	79	21	1	#	268	21	79	37	4
North Carolina	233	62	38	3	#	264	25	75	32	3
North Dakota	‡	‡	‡	‡	‡	269	16	84	34	2
Ohio	224	73	27	5	#	269	20	80	37	4
Oklahoma	‡	‡	‡	‡	‡	261	26	74	27	2
Oregon	215	78	22	1	#	267	21	79	35	3
Pennsylvania	220	77	23	2	#	269	22	78	39	4
Rhode Island	219	70	30	3	#	267	23	77	34	4
South Carolina	251	37	63	18	#	261	28	72	27	2
South Dakota	‡	‡	‡	‡	‡	270	17	83	36	2
Tennessee	‡	‡	‡	‡	‡	260	29	71	27	2
Texas	225	73	27	1	#	264	22	78	29	2
Utah	222	77	23	2	#	269	19	81	37	3
Vermont	‡	‡	‡	‡	‡	274	17	83	45	6
Virginia	241	46	54	7	#	269	21	79	37	4
Washington	222	75	25	4	#	270	20	80	39	5
West Virginia	‡	‡	‡	‡	‡	256	32	68	24	1
Wisconsin	240	53	47	9	#	269	20	80	36	3
Wyoming	‡	‡	‡	‡	‡	270	18	82	38	3
Other jurisdictions										
District of Columbia	215	75	25	3	#	244	48	52	17	2
DoDEA ¹	‡	‡	‡	‡	‡	273	12	88	40	2

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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