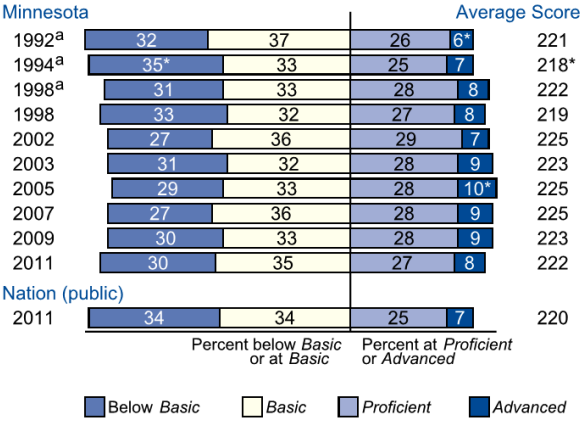
The Nation's Report Card Reading 2011 State Snapshot Report

Minnesota
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Minnesota was 222. This was not significantly different from the average score of 220 for public school students in the nation.
- The average score for students in Minnesota in 2011 (222) was not significantly different from their average score in 2009 (223) and was not significantly different from their average score in 1992 (221).
- In 2011, the score gap between students in Minnesota at the 75th percentile and students at the 25th percentile was 45 points. This performance gap was not significantly different from that of 1992 (43 points).
- The percentage of students in Minnesota who performed at or above the NAEP *Proficient* level was 35 percent in 2011. This percentage was not significantly different from that in 2009 (37 percent) and was not significantly different from that in 1992 (31 percent).
- The percentage of students in Minnesota who performed at or above the NAEP *Basic* level was 70 percent in 2011. This percentage was not significantly different from that in 2009 (70 percent) and was not significantly different from that in 1992 (68 percent).

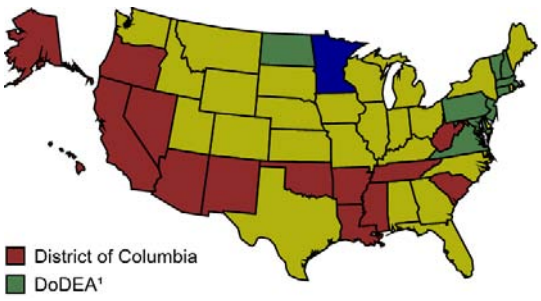
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

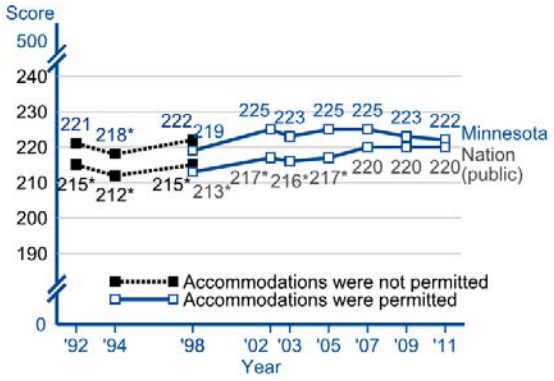


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Minnesota** (222) was

- lower than those in 10 states/jurisdictions
- higher than those in 15 states/jurisdictions
- not significantly different from those in 26 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	73	229	78	42	10
Black	9	199	44	16	3
Hispanic	9	201	45	12	2
Asian	5	218	64	32	10
American Indian/Alaska Native	2	195	40	14	2
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	209	54	20	5
Gender					
Male	50	219	67	33	7
Female	50	225	73	38	9
National School Lunch Program					
Eligible	38	205	51	17	3
Not eligible	62	233	82	46	11

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 30 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 29 points lower than White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2011, female students in Minnesota had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (30 points).

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