The Nation's Report Card

Reading 2009

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

EMBARGOED until
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Institute of Education Sciences
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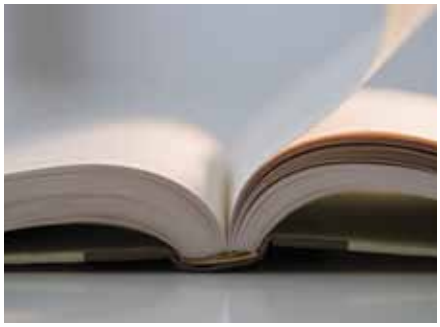

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What is The Nation's Report Card™?

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

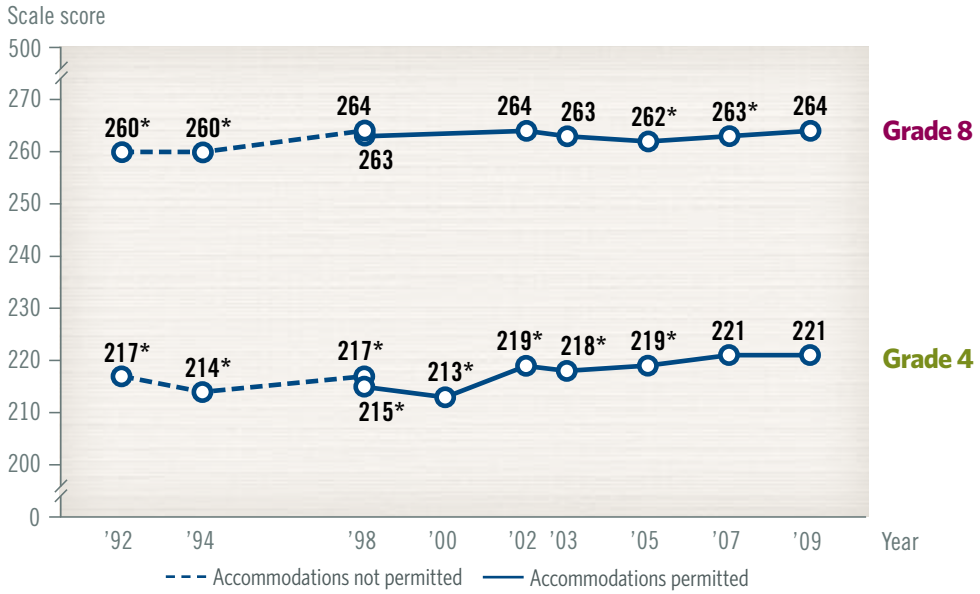
Reading scores up since 2007 at grade 8 and unchanged at grade 4

Nationally representative samples of more than 178,000 fourth-graders and 160,000 eighth-graders participated in the 2009 National Assessment of Educational Progress (NAEP) in reading. At each grade, students responded to questions designed to measure their knowledge of reading comprehension across two types of texts: literary and informational.

At grade 4, the average reading score in 2009 was unchanged from the score in 2007 but was higher than the scores in other earlier assessment years from 1992 to 2005 (figure **A**). About two-thirds (67 percent) of fourth-graders performed at or above the *Basic* level in 2009, and one-third (33 percent) performed at or above *Proficient*. Both percentages were unchanged from 2007 but were higher than previous assessment years. Eight percent of fourth-graders performed at the *Advanced* level, which was the same as in 2007 but higher than in 1992.

At grade 8, the average reading score in 2009 was one point higher than in 2007 and four points higher than in 1992 but was not consistently higher than in all the assessment years in between. Gains since 2007 were seen for lower- and middle-performing students at the 10th, 25th, and 50th percentiles, while scores for higher-performing students at the 75th and 90th percentiles showed no significant change. In 2009, about three-quarters (75 percent) of eighth-graders performed at or above the *Basic* level, and one-third (32 percent) performed at or above *Proficient*. Both percentages were higher in 2009 than in 2007 and 1992. Three percent of eighth-graders performed at the *Advanced* level in 2009, which was the same as the percentages in 2007 and 1992.

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



* Significantly different ($p < .05$) from 2009.

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Gains for some student groups but gaps persist

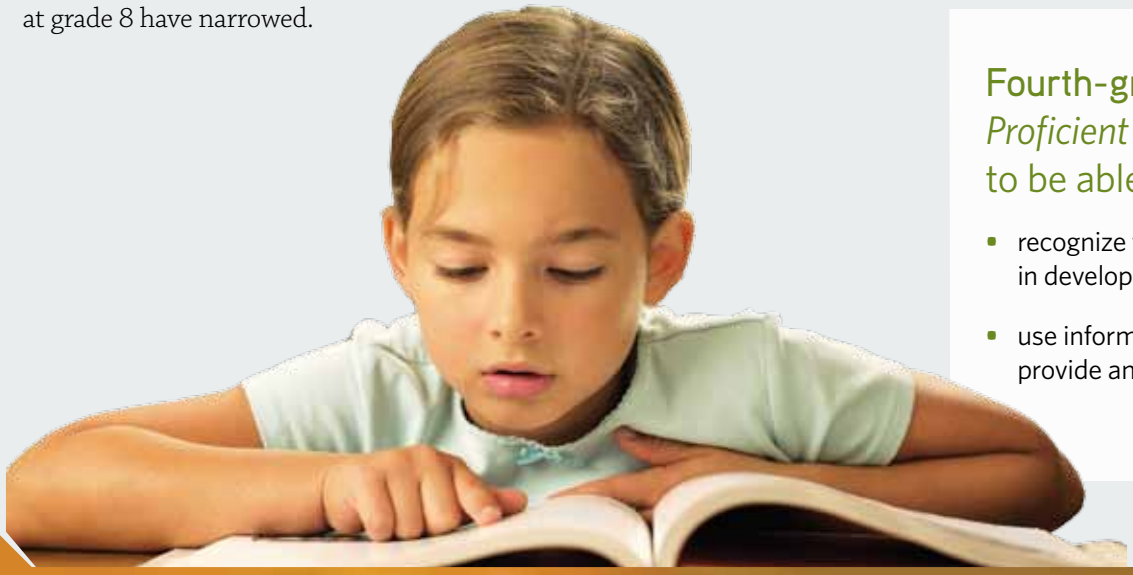
Trends in scores for student groups were generally similar to those for students overall. **At grade 4**, there were no significant changes in the average reading scores from 2007 to 2009 for student groups by race/ethnicity, gender, or type of school. Scores for most of the student groups were, however, higher in 2009 than in 1992.

At grade 8, average scores were higher in 2009 than in both 2007 and 1992 for most racial/ethnic groups, male students, and public school students. There were no significant changes compared to either 2007 or 1992 for female students or private school students, and no significant change for Asian/Pacific Islander students compared to 1992.

Even with gains for most student groups from 1992 to 2009 at both grades, and since 2007 at grade 8, score gaps have changed little. Compared to 2007, there have been no significant changes in the racial/ethnic gaps, gender gaps, or gaps by type of school at either grade. Compared to 1992, only the White – Black gap at grade 4 and the female – male gap at grade 8 have narrowed.

	GRADE 4		GRADE 8	
Characteristic	Since 1992	Since 2007	Since 1992	Since 2007
Overall	▲	◆	▲	▲
Race/ethnicity				
White	▲	◆	▲	▲
Black	▲	◆	▲	▲
Hispanic	▲	◆	▲	▲
Asian/Pacific Islander	▲	◆	◆	▲
American Indian/ Alaska Native	‡	◆	‡	▲
Gender				
Male	▲	◆	▲	▲
Female	▲	◆	◆	◆
Type of school				
Public	▲	◆	▲	▲
Private	◆	◆	◆	◆
Gaps				
White – Black	Narrowed	◆	◆	◆
White – Hispanic	◆	◆	◆	◆
Female – Male	◆	◆	Narrowed	◆
Private – Public	◆	◆	◆	◆

▲ Indicates the score was higher in 2009.
◆ Indicates no significant change in the score or the gap in 2009.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.



Fourth-graders at the *Proficient* level were likely to be able to

- recognize the author's technique in developing a character, or
- use information from an article to provide and support an opinion.

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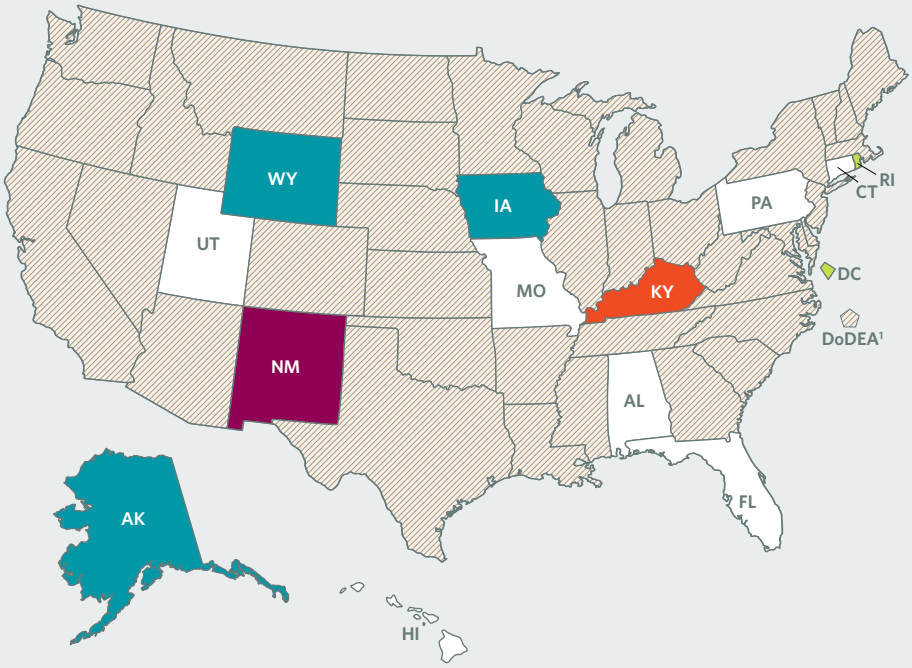
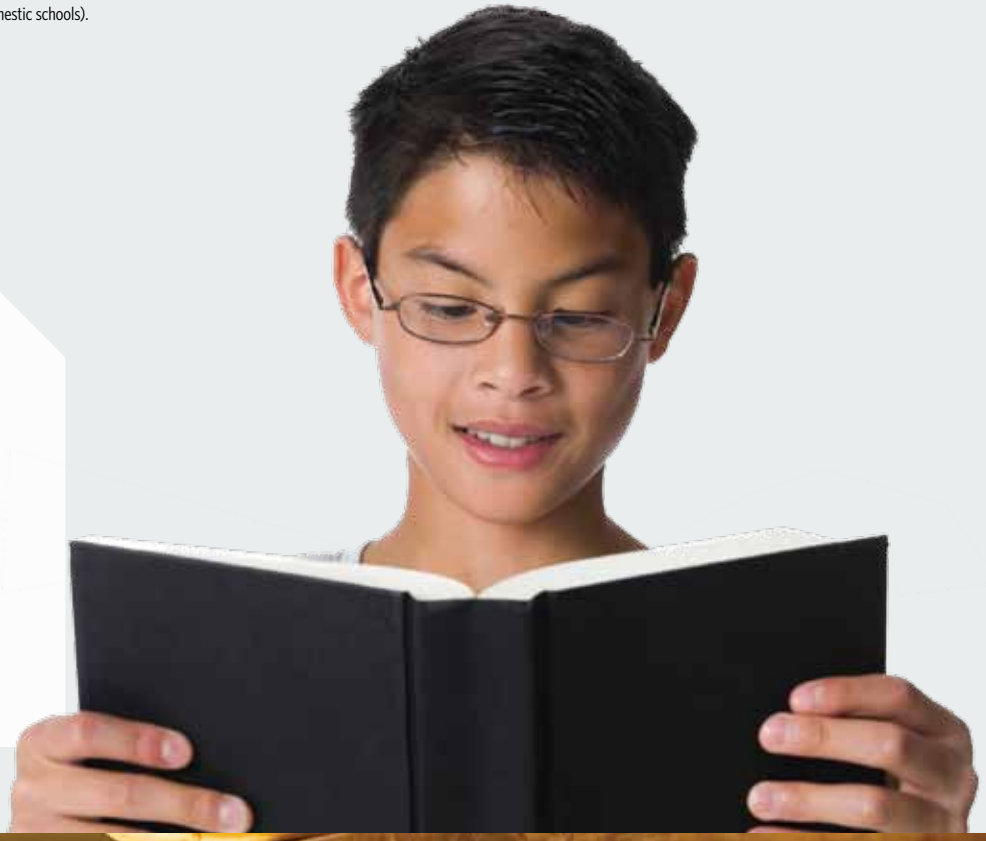
Scores increase in three states/jurisdictions at grade 4 and nine states at grade 8



Compared to 2007, average reading scores for public school students in 2009

- **increased at both grades** in Kentucky;
- **increased at grade 4 only** in the District of Columbia and Rhode Island;
- **decreased at grade 4 only** in Alaska, Iowa, and Wyoming;
- **increased at grade 8 only** in Alabama, Connecticut, Florida, Hawaii, Missouri, Pennsylvania, and Utah;
- **decreased at grade 4 but increased at grade 8** in New Mexico; and
- **showed no significant change at either grade** in 38 states and jurisdictions.

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



Eighth-graders at the *Proficient* level were likely to be able to

- recognize an interpretation of the author's point in a persuasive essay, or
- interpret lines of a poem to explain the speaker's perspective.

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Introduction

The 2009 NAEP reading assessment measured students' reading and comprehension skills by asking them to read selected grade-appropriate materials and answer questions based on what they had read. The results of the 2009 assessment are compared to those from previous years, showing how students' performance in reading has progressed over time.

The Reading Framework

The National Assessment Governing Board oversees the development of NAEP frameworks, which describe the specific knowledge and skills that should be assessed. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others. The *Reading Framework for the 2009 National Assessment of Educational Progress* describes the types of texts and questions that should 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 allows students to

- understand written text;
- develop and interpret meaning; and
- use meaning as appropriate to the type of text, purpose, and situation.

The NAEP reading framework specifies the use of both literary and informational texts. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include three broad categories: exposition; argumentation and persuasive text; and procedural text and documents. The inclusion of distinct text types recognizes that students read different texts for different purposes.

The *Reading Framework for the 2009 National Assessment of Educational Progress* replaces the framework first used for the 1992 reading assessment and then for subsequent reading assessments through 2007. Compared to the previous framework, the 2009 reading framework includes more emphasis on literary and informational texts, a redefinition of reading cognitive processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Results from special analyses determined the 2009 reading assessment results could be compared with those from earlier assessment years. These special analyses started in 2007 and included in-depth comparisons of the frameworks and the test questions, as well as a close examination of how the same students performed on the 2009 assessment and the earlier assessment. A summary of these special analyses and an overview of the differences between the previous framework and the 2009 framework are available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

The complete reading framework for 2009 is available at http://www.nagb.org/publications/frameworks/reading09.pdf.

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The framework specifies three reading behaviors, or *cognitive targets*: locate/recall, integrate/interpret, and critique/evaluate. The term *cognitive target* refers to the mental processes or kinds of thinking that underlie reading comprehension. Reading questions are developed to measure these cognitive targets for both literary and informational texts.

In addition, the framework calls for a systematic assessment of *meaning vocabulary*. Meaning vocabulary questions measure readers' knowledge of specific word meaning as used in the passage by the author and also measure passage comprehension.

Reading Cognitive Targets

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.

Reporting NAEP Results

The assessment results are based on nationally representative samples of 178,800 fourth-graders from 9,530 schools and 160,900 eighth-graders from 7,030 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 greater, the number of students assessed at grade 4 are often higher than the number of students at grade 8. Results for the nation reflect the performance of students attending public 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, scale 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.

As provided by law, 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.

NAEP Achievement Levels

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.

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Interpreting the Results

Changes in performance over time

National results from the 2009 reading assessment are compared to eight previous assessment years at grade 4 and seven previous years at grade 8 (the 2000 reading assessment was administered at grade 4 only). State results for 2009 are compared to seven previous assessment years at grade 4 and five previous years at grade 8. Changes in students' performance over time are summarized by comparing the results in 2009 to 2007 and the first assessment year, except when pointing out consistent patterns across assessments.

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). The symbol (*) is used in tables and figures to indicate that an earlier year's score or percentage is significantly different from the 2009 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.

When scores significantly increase or decrease from one assessment year to the next, we are confident that student performance has changed. However, NAEP is not designed to identify the causes of these changes. Further, the many factors that may influence average student achievement scores also change over time. These include educational policies and practices, the quality of teachers, available resources, and the demographic characteristics of the student body.

Explore Additional Results

Not all of the data for results discussed in this report are presented in corresponding tables or figures. These and other results can be found in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Accommodations and exclusions in NAEP

It is important to assess all selected students from the target population, including students with disabilities (SD) and English language learners (ELL). To accomplish this goal, many of the same testing accommodations allowed on state assessments (e.g., extra testing time or individual rather than group administration) are provided for SD and ELL students participating in NAEP. 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 assessment.

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—one sample permitted accommodations, and the other did not. 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. Variations in exclusion and accommodation rates, due to differences in state policies and practices for identifying and including SD and ELL students, should be considered when comparing students' performance over time and across states. States and jurisdictions also vary in their proportion 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. See appendix tables **A-1** through **A-8** for the percentages of students accommodated and excluded at the national and state levels. More information about NAEP's policy on the inclusion of special-needs students is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

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GRADE 4

Fourth-graders' performance unchanged from 2007

There has been no significant change in the performance of the nation's fourth-graders in reading from 2007 to 2009. State results, however, show increases in average scores from 2007 to 2009 for three states and jurisdictions and decreases for four states.

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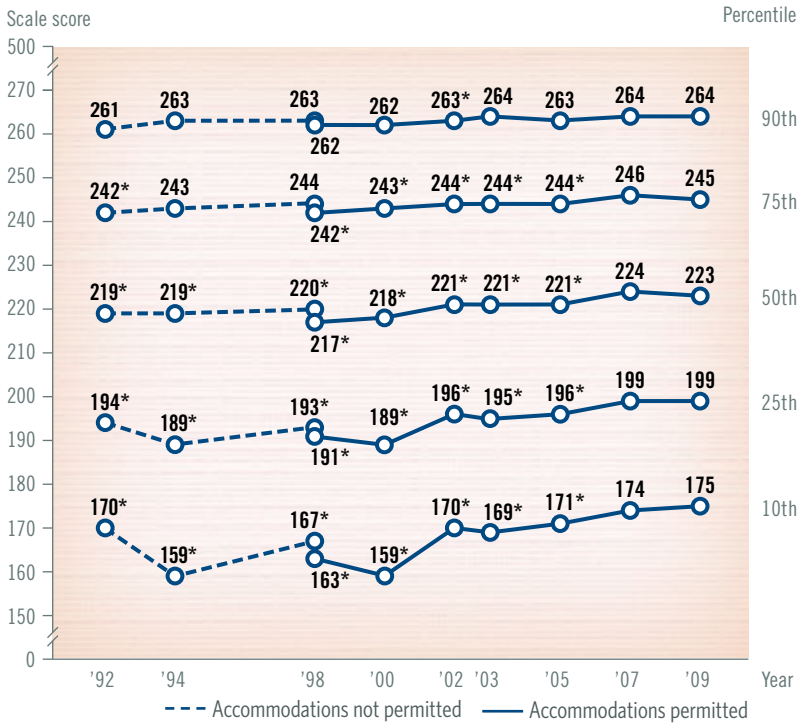
Figure 1. Trend in fourth-grade NAEP reading average scores

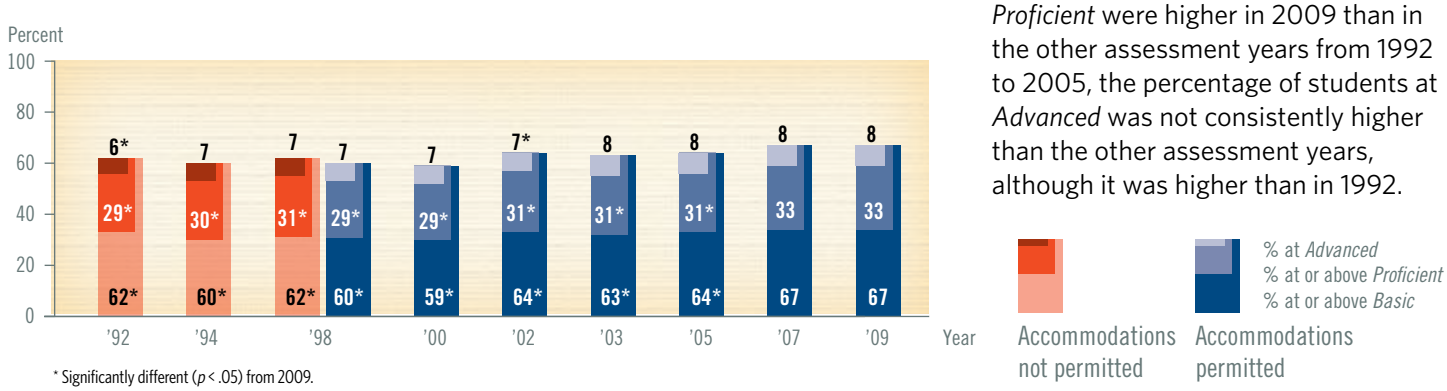
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.

No significant change in reading score since 2007

The average reading score for the nation's fourth-graders was unchanged from 2007 to 2009 (figure 1). The score in 2009 was, however, higher than the scores in the other assessment years from 1992 to 2005.

As shown in figure 2, there were no significant changes in scores from 2007 to 2009 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). The scores in 2009 for students at the 10th, 25th, 50th, and 75th percentiles were higher than in 1992, but the score for students at the 90th percentile was not significantly different.

One-third of fourth-graders perform at or above the *Proficient* level

The percentages of students performing at or above the three achievement levels were the same in 2009 as in 2007: 67 percent at or above *Basic*, 33 percent at or above *Proficient*, and 8 percent at *Advanced* (figure 3). While the percentages of students at or above *Basic* and at or above *Proficient* were higher in 2009 than in the other assessment years from 1992 to 2005, the percentage of students at *Advanced* was not consistently higher than the other assessment years, although it was higher than in 1992.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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Performance of racial/ethnic groups not significantly changed since 2007

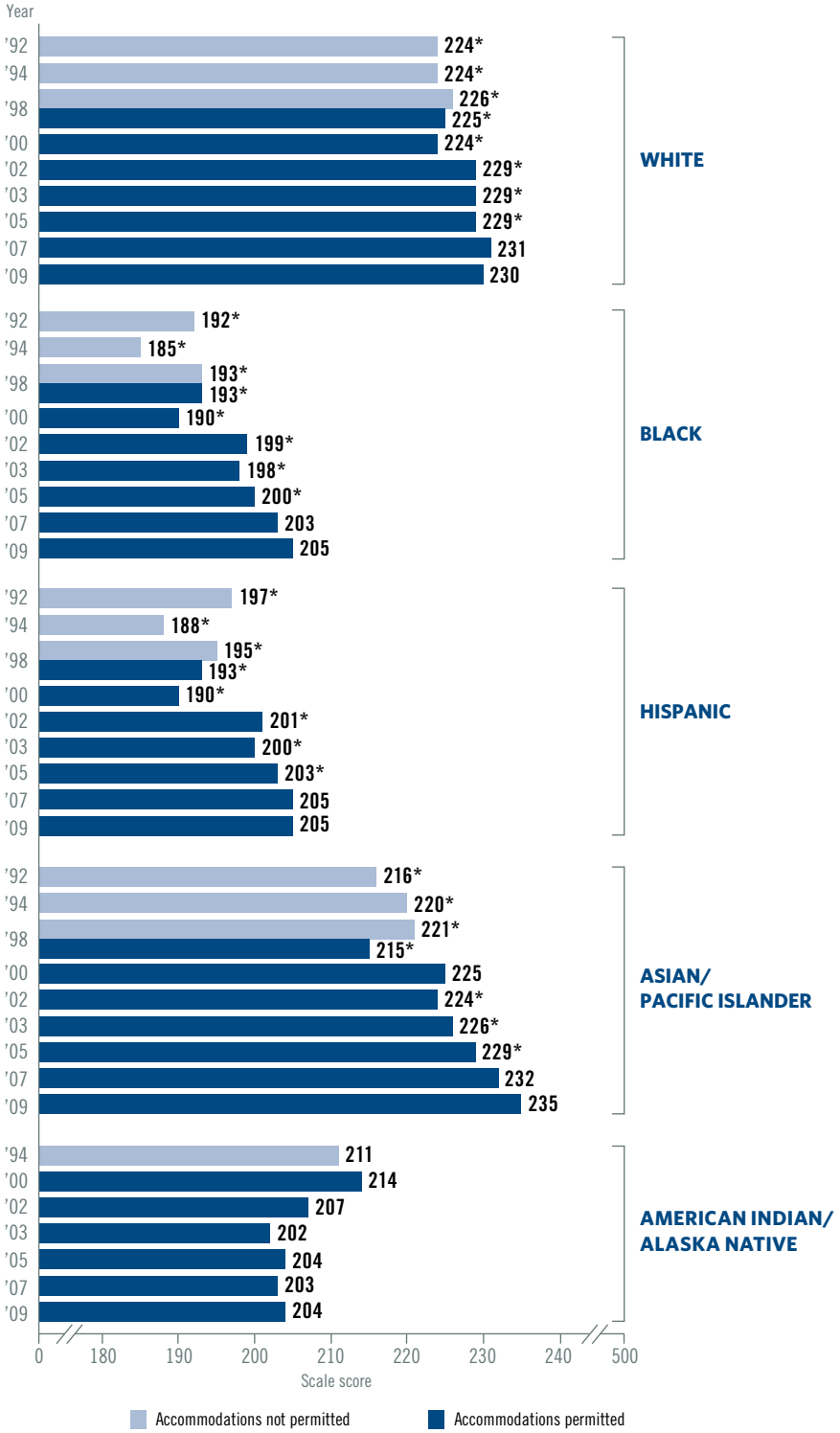
As was seen in the results for fourth-graders overall, there were no significant changes in scores between 2007 and 2009 for any of the five racial/ethnic groups (figure 4). Scores for White, Black, and Hispanic students in 2009 did, however, remain higher than the assessment years prior to 2007. While the score for Asian/Pacific Islander students in 2009 was also higher than most of the earlier assessment years from 1992 to 2005, the apparent difference in comparison to 2000 was not statistically significant. The apparent decrease in the score for American Indian/Alaska Native students in comparison to 1994 was not found to be statistically significant.

In 2009, both White and Asian/Pacific Islander students scored higher on average than Black, Hispanic, and American Indian/Alaska Native students. While White students scored higher on average than Asian/Pacific Islander students in 1992, the score for Asian/Pacific Islander students was higher than the score for White students in 2009.

Achievement-Level Results

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/reading_2009/.

Figure 4. Trend in fourth-grade NAEP reading average scores, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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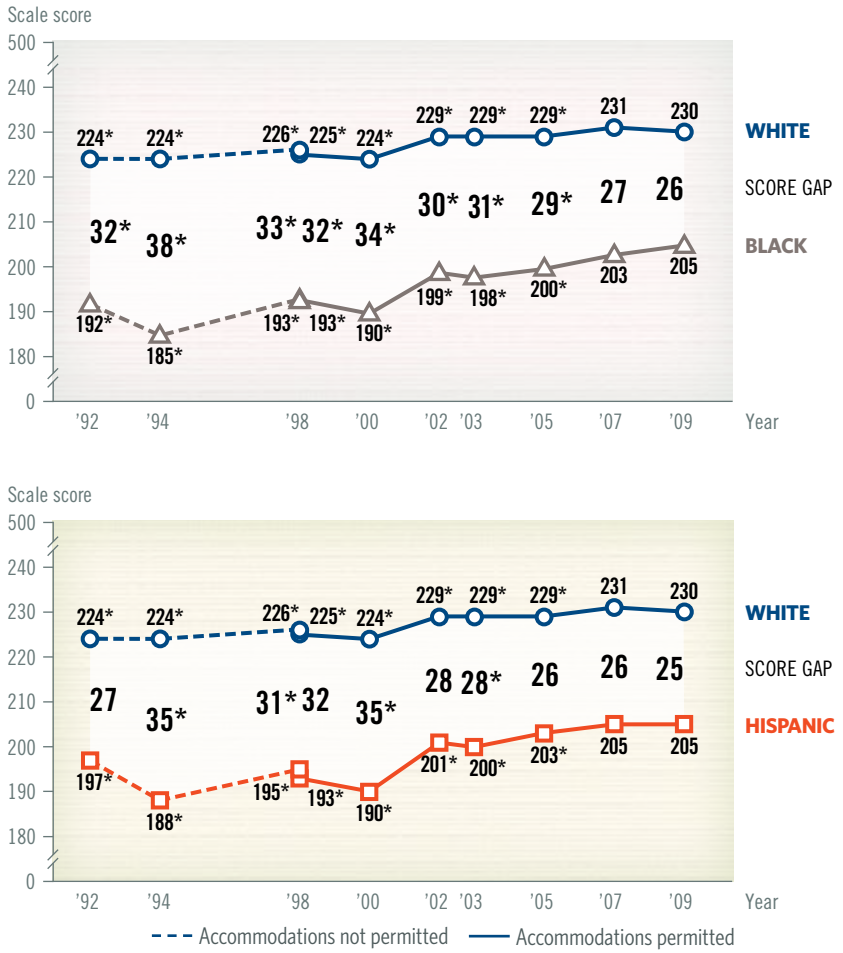
Figure 5. Trend in fourth-grade NAEP reading average scores and score gaps, by selected racial/ethnic groups



* Significantly different ($p < .05$) from 2009.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

Racial/ethnic gaps persist

The 26-point score gap in reading between White and Black students in 2009 was not significantly different from the gap in 2007 but was narrower than in all other earlier assessment years (figure 5). The 25-point score gap between White and Hispanic students in 2009 was not found to be significantly different from the gaps in either 2007 or 1992.

Table 1. Percentage of students assessed in fourth-grade NAEP reading, by race/ethnicity: Various years, 1992–2009

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

* Significantly different ($p < .05$) from 2009.
[1] Accommodations were not permitted in this assessment year.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was unclassified.

The percentage of White fourth-graders decreased from 73 percent in 1992 to 56 percent in 2009, and the percentage of Hispanic students increased from 7 to 20 percent over the same period (table 1). The percentage of Asian/Pacific Islander students was also higher in 2009 than in 1992. The percentage of Black students in 2009 was not significantly different from 2007 or 1992.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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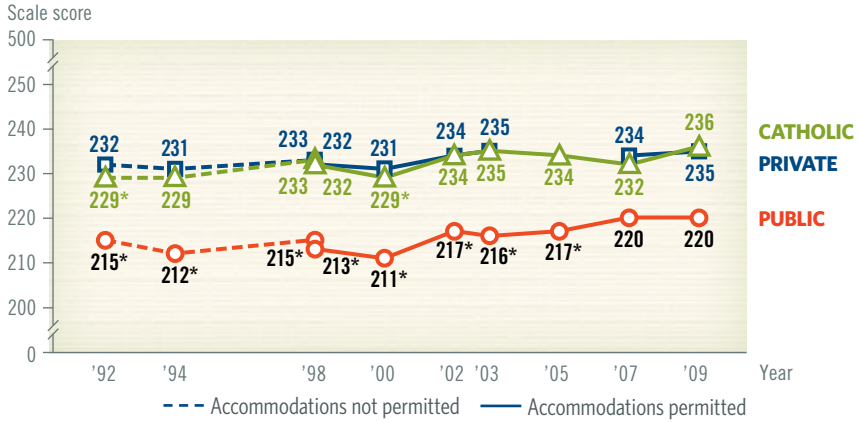
Private school students outperform public school students

In 2009, the average reading score for fourth-graders attending public schools was 15 points lower than the overall score for students attending private schools, and 16 points lower than students in Catholic schools specifically (figure 6).

There were no significant changes in the average scores for students attending public schools, private schools, or Catholic schools from 2007 to 2009. The 15-point score gap between private and public school students in 2009 was not significantly different from the gaps in 2007 or 1992.

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

Figure 6. Trend in fourth-grade NAEP reading average scores, by type of school



* Significantly different ($p < .05$) from 2009.
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 standard for reporting.

Table 2. Percentage of students assessed in fourth-grade NAEP reading, by type of school: Various years, 1992–2009

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

* Significantly different ($p < .05$) from 2009.
[1] Accommodations were not permitted in this assessment year.
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Detail may not sum to totals because of rounding.

Ninety-one percent of fourth-graders attended public schools in 2009, and 9 percent attended private schools, including 4 percent in Catholic schools (table 2). The percentage of students attending public schools in 2009 was higher than the percentage in 1992, and the percentage of students attending private schools was lower than in 1992.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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Female students score higher than male students

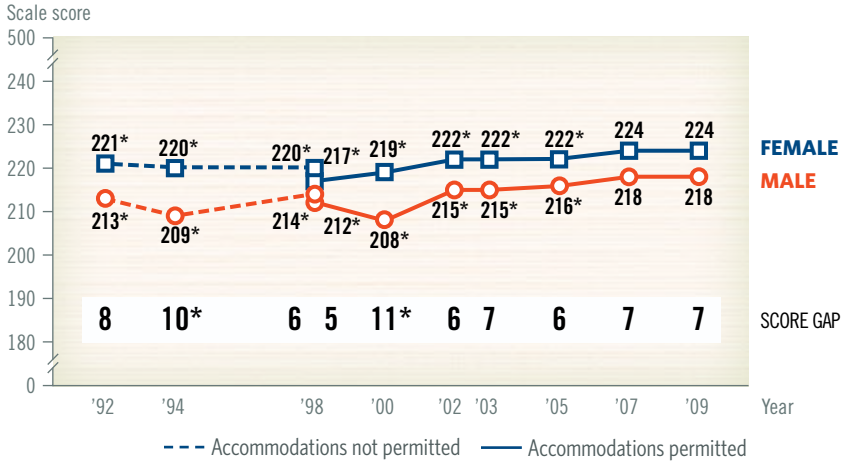
Female students scored 7 points higher on average than male students in 2009, which was not significantly different from the score gaps in either 2007 or 1992 (figure 7). Average reading scores for male and female students in 2009 remained unchanged from 2007.

Results by family income level show no significant change since 2007

NAEP uses students' eligibility for the National School Lunch Program as an indicator of low 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).

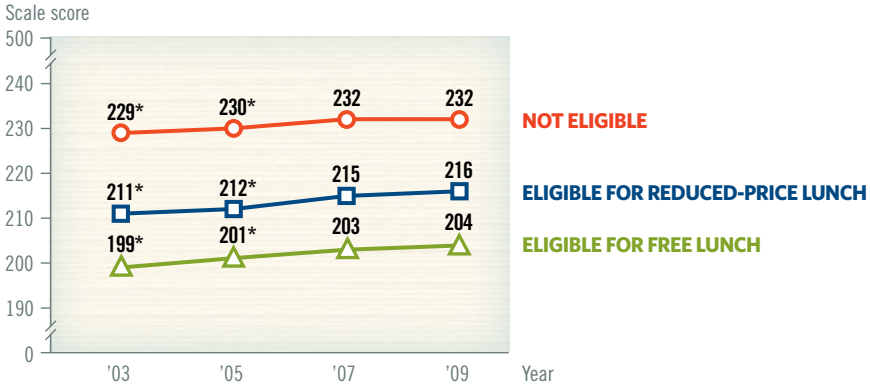
Students who were not eligible have typically scored higher on average than those eligible for reduced-price lunch, who in turn scored higher than those eligible for free lunch (figure 8). The scores for all three groups showed no significant change from 2007 to 2009 but remained higher than in 2003.

Figure 7. Trend in fourth-grade NAEP reading average scores and score gaps, by gender



* Significantly different ($p < .05$) from 2009.
NOTE: Score gaps are calculated based on differences between unrounded average scores.

Figure 8. Trend in fourth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch



* Significantly different ($p < .05$) from 2009.

Table 3. Percentage of students assessed in fourth-grade NAEP reading, by eligibility for free or reduced-price school lunch: Various years, 2003–09

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

* Significantly different ($p < .05$) from 2009.
NOTE: Detail may not sum to totals because of rounding.

Some changes were seen since 2007 in the proportion of fourth-graders eligible for the National School Lunch Program. The percentage of fourth-graders eligible for free lunch increased from 35 percent in 2007 to 38 percent in 2009, while the percentage of students who were not eligible decreased from 52 to 50 percent (table 3). There was no change in the percentage of students eligible for reduced-price lunch from 2007 to 2009.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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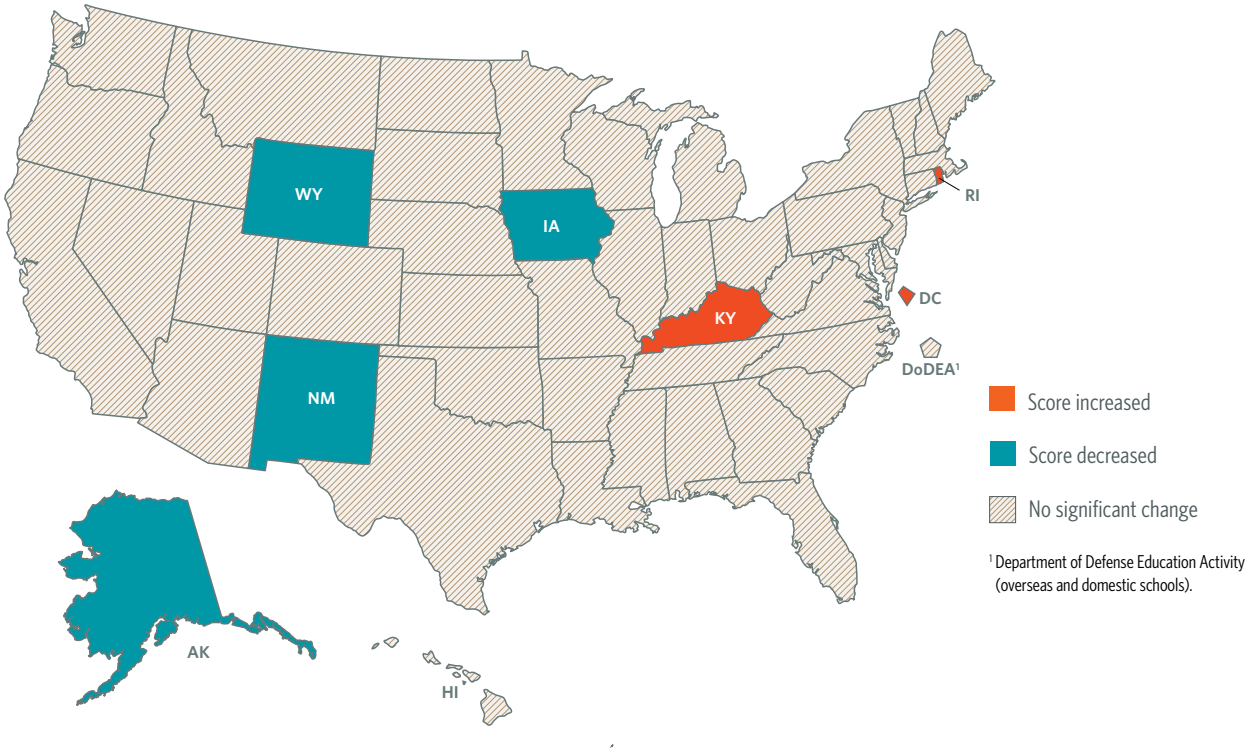
State Performance at Grade 4

NAEP state results make it possible to examine the progress of public school students in each participating state over time. All 50 states, the District of Columbia, and Department of Defense schools participated in the 2009 reading assessment. These 52 states and jurisdictions are all referred to as "states" in the following summary of results. State results are also available for seven earlier assessments at grade 4. While all states participated in the assessments since 2003, not all participated or met the criteria for reporting in earlier assessment years.

Scores increase since 2007 in three states and decrease in four states

The map shown below highlights changes in states' average reading scores from 2007 to 2009 at grade 4 (figure **9**). While there was no significant change in the overall average score for fourth-grade public school students in the nation from 2007 to 2009, scores increased in three states (District of Columbia, Kentucky, and Rhode Island) and decreased in four states (Alaska, Iowa, New Mexico, and Wyoming). In comparison to the results in 1992, scores were higher in 2009 for 25 of the 42 states that participated in both years and lower in 4 states.

Figure **9.** Changes in fourth-grade NAEP reading average scores between 2007 and 2009



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

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A Closer Look at State Results

Changes in states' overall average reading scores do not always reflect comparable changes in scores for all student groups. Among the seven states listed in figure **10** that showed either an increase or decrease in the overall average score, none showed significant changes across all student groups.

Among the three states where overall average reading scores increased since 2007, results for racial/ethnic groups showed increases for Black students in the District of Columbia and for both White and Black students in Rhode Island. In the four states where scores decreased since 2007, average scores for male students decreased in Iowa, New Mexico, and Wyoming, while scores for female students showed no significant change.

Although not shown here, among the 45 states where there were no significant changes in overall average reading scores since 2007, scores increased for Asian/Pacific Islander students in Pennsylvania and for students eligible for free/reduced-price school lunch in Connecticut, Florida, and New York. Scores decreased for male students in Idaho, Maine, and Wisconsin, and for students eligible for free/reduced-price lunch in Hawaii.

Additional State Results

Additional state results for grade 4 are provided in figure **11**, table **4**, and appendix tables **A-9** through **A-16**. Web-generated profiles of state results and a one-page print snapshot report that presents key findings are available for each participating state and jurisdiction at http://nces.ed.gov/nationsreportcard/states/.

Figure **10.** Change in fourth-grade NAEP reading average scores between 2007 and 2009, by selected student groups and state/jurisdiction

		Race/ethnicity				Gender		Eligibility for free/reduced-price school lunch	
State/jurisdiction	**Overall**	White	Black	Hispanic	Asian/Pacific Islander	Male	Female	Eligible	Not eligible
Nation (public)	◆	◆	◆	◆	◆	◆	◆	◆	◆
Alaska	▼	◆	◆	◆	◆	◆	◆	◆	◆
District of Columbia	▲	◆	▲	◆	‡	◆	▲	▲	▲
Iowa	▼	◆	◆	◆	◆	▼	◆	◆	◆
Kentucky	▲	◆	◆	‡	‡	◆	◆	▲	◆
New Mexico	▼	◆	◆	◆	‡	▼	◆	◆	◆
Rhode Island	▲	▲	▲	◆	◆	◆	▲	◆	▲
Wyoming	▼	▼	‡	◆	‡	▼	◆	◆	▼

▲ Score increased ▼ Score decreased ◆ No significant change

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Only states/jurisdictions that showed a significant change in overall scores between 2007 and 2009 are shown.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

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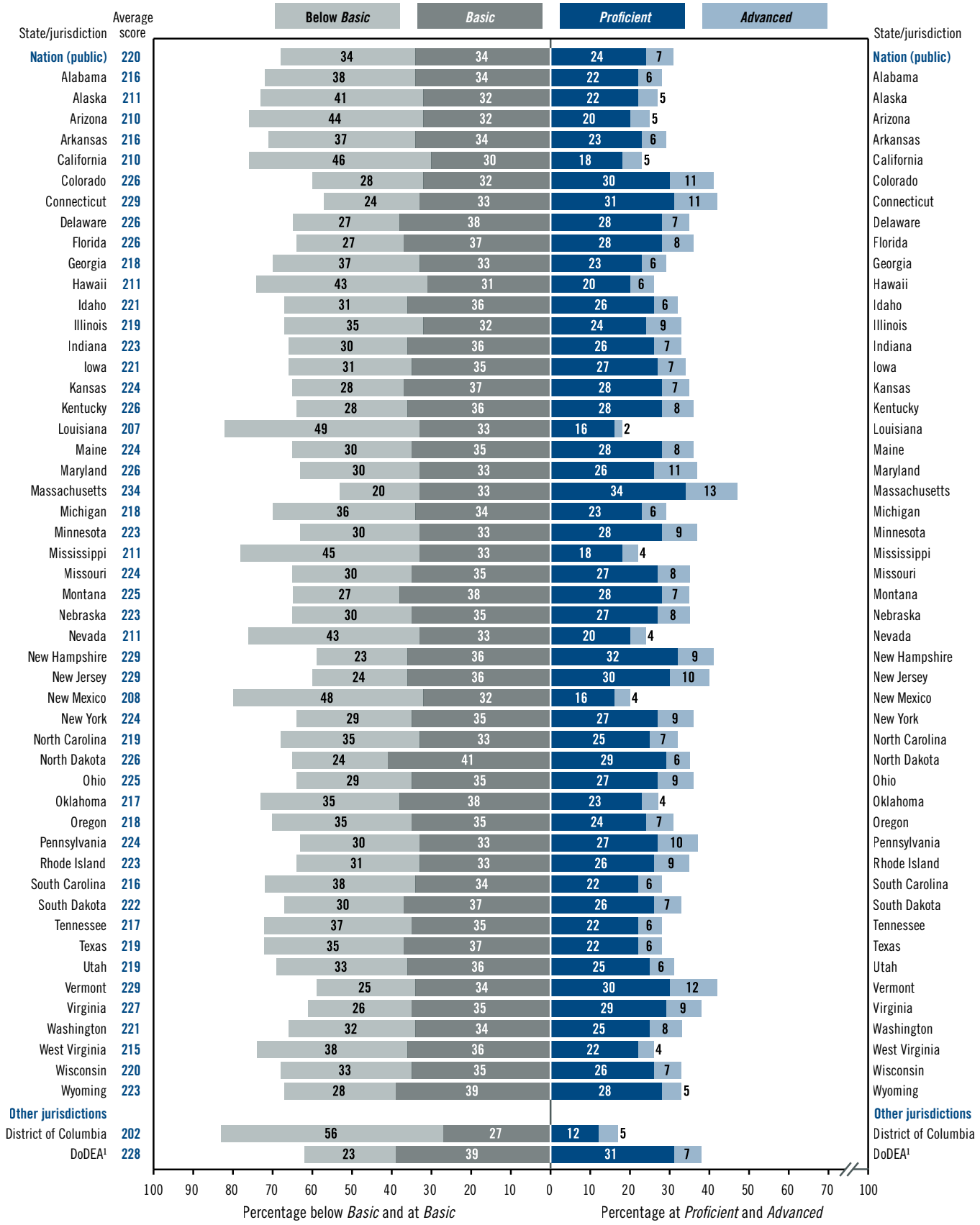
Figure 11. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2009



[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), 2009 Reading Assessment.

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Table 4. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2009

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

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2009 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, 1992–2009 Reading Assessments.

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Assessment Content at Grade 4

To reflect developmental differences expected of students at varying grade levels, the proportion of the reading assessment devoted to each of the three cognitive targets varies at each grade assessed.

20% Critique and Evaluate

These questions ask students to consider all or part of the text from a critical perspective and to make judgments about the way meaning is conveyed.

50% Integrate and Interpret

These questions move beyond a focus on discrete information and require readers to make connections across larger portions of text or to explain what they think about the text as a whole.

30% Locate and Recall

These questions focus on specific information contained in relatively small amounts of text and ask students to recognize what they have read.

Because the assessment covered a range of texts and included more questions than any one student could answer, each student took just a portion of the assessment. The 199 questions that made up the entire fourth-grade assessment were distributed across 20 sets of passages and items. Each set typically comprised 10 questions, a mix of multiple choice and constructed response. Each student read and responded to questions in just two 25-minute sets.

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Reading Achievement-Level Descriptions for Grade 4

NAEP 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 texts. 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: 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 an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

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, and 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 characters' motivations. 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 judgments 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.

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What Fourth-Graders Know and Can Do in Reading

The item map below is useful for understanding performance at different levels on the NAEP scale. The scale scores on the left represent the average scores for students who were likely to get the items correct or complete. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly are listed on the right, along with the corresponding cognitive targets.

For example, the map on this page shows that fourth-graders performing near the top of the *Basic* range (students with an average score of 229) were likely to be able to recognize the main problem faced by a historical figure. Students performing near the top of the *Proficient* range (with an average score of 260) were likely to be able to infer and provide the relationship between the main subject and a historical movement.

GRADE 4 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
Advanced	332	**Critique/evaluate**	Make and support judgment about author's craft and support with information from text
	326	**Integrate/interpret**	Use information to explain causal relations in a process (**shown on page 23**)
	309	**Integrate/interpret**	Use specific information to describe and explain a process
	301	**Critique/evaluate**	Evaluate subheading and informational text and use information to support evaluation
	299	**Critique/evaluate**	Make complex inferences about historical person's motivation and support with central idea
	292	**Integrate/interpret**	Use information across paragraphs to make complex inference about story event
	279	**Integrate/interpret**	Provide comparison of character traits across two texts of different genres
	273	**Integrate/interpret**	*Recognize meaning of a word used to describe a story setting*
	268	**Integrate/interpret**	Describe main story character using text support
	268		
Proficient	264	**Critique/evaluate**	*Recognize technique author uses to develop character*
	260	**Integrate/interpret**	Infer and provide relationship between main subject and historical movement
	258	**Integrate/interpret**	*Recognize meaning of a word that describes a character's actions*
	255	**Critique/evaluate**	Use information from an article to provide and support an opinion
	251	**Integrate/interpret**	Provide cross-text comparison of two characters' feelings
	249	**Integrate/interpret**	Provide text-based comparison of change in main character's feelings
	244	**Locate/recall**	*Recognize explicitly stated information that explains a character's behavior*
	239	**Locate/recall**	*Recognize specific detail of supporting information* (**shown on page 22**)
	238		
Basic	234	**Critique/evaluate**	Use an example to support opinion about a poem
	229	**Integrate/interpret**	*Recognize main problem faced by historical figure*
	221	**Integrate/interpret**	Interpret character's statement to provide character trait
	220	**Locate/recall**	*Recognize reason for action by a historical figure*
	220	**Integrate/interpret**	*Use information across text to infer and recognize character trait*
	219	**Integrate/interpret**	*Recognize main idea not explicitly stated in article*
	216	**Critique/evaluate**	Provide a relevant fact from an article
	211	**Integrate/interpret**	*Recognize main purpose of informational science text*
	208		
	205	**Integrate/interpret**	*Recognize meaning of word as used by character in a story*
	201	**Integrate/interpret**	Provide general comparison of two characters based on story details
	190	**Integrate/interpret**	Retrieve relevant detail that supports main idea
	187	**Locate/recall**	*Make a simple inference to recognize description of character's feeling*
	177	**Locate/recall**	*Recognize details about character in a story*
	//		
	0		

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 average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance at the highest scoring level. 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), 2009 Reading Assessment.

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What's the Buzz?

by Margery Facklam

Day-active sweat bee

"What do bees do?" Ask most people and they will say, "Bees make honey and they sting." They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Stingless bee

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.

To survive, some bee species developed new ways to live together. Some found new ways to "talk" to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

European honeybee

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another,

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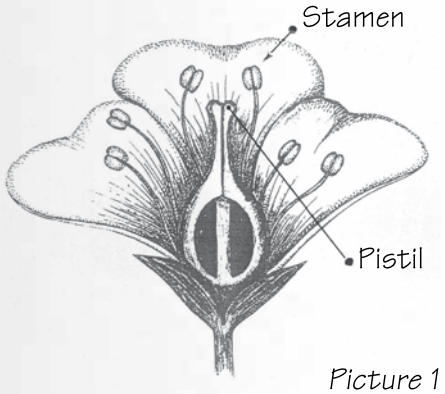
bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

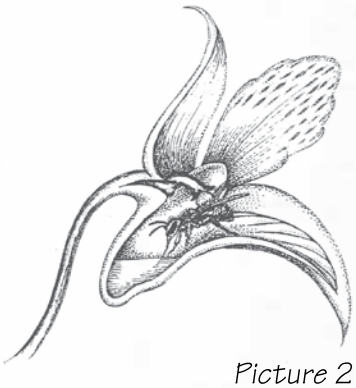
Pollination



Picture 1

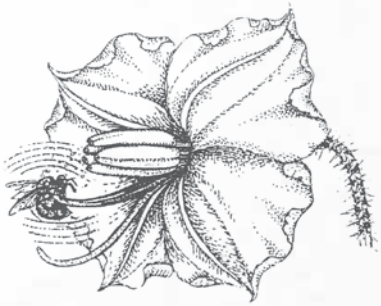
Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.



Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.



Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

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Illustrations by Patricia J. Wynne.

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The following sample questions assessed fourth-grade students' comprehension of informational text in the article titled "*What's the Buzz?*", which describes different species of bees and the important role some bees play in plant reproduction.

Sample Question: Locate and Recall

This sample question from the 2009 fourth-grade reading assessment measures students' performance in recognizing a specific detail from the article that supports the discussion of bees. Sixty-three percent of fourth-graders were able to identify the correct response.

Percentage of fourth-grade students in each response category: 2009

Choice A	Choice B	Choice C	Choice D	Omitted
10	19	63	7	1

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

The table below shows the percentage of fourth-graders within each achievement level who answered this question correctly. For example, 64 percent of fourth-graders at the *Basic* level selected the correct answer choice.

Percentage correct for fourth-grade students at each achievement level: 2009

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
63	38	64	82	93

SAMPLE QUESTION:

According to the article, what can animals of the same species do?

- (A) Travel in groups over long distances
- (B) Live together in homes such as hives
- (C) Mate with each other and give birth
- (D) Find food for their young

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

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Sample Question: Integrate and Interpret

This sample constructed-response question measures fourth-graders' performance in integrating and interpreting the information they have read about bees and pollination. Successful responses demonstrated understanding of a causal relationship between bees helping plants to reproduce and plants feeding animals. Student responses to this question were rated using four scoring levels.

Extensive responses provided a text-based explanation of why bees are important to **both** plants and animals.

Essential responses provided a text-based explanation of why bees are important to **either** plants or animals.

Partial responses provided relevant information from the article without using it to explain why bees are important to plants or animals.

Unsatisfactory responses provided incorrect information or irrelevant details.

The sample student responses shown on the right were rated as "Extensive" and "Essential." The response rated "Extensive" connects the information about what bees do in pollination to plant growth and to those plants providing food for animals. Twenty percent of fourth-graders' responses to this question received an "Extensive" rating. The response rated "Essential" demonstrates understanding that bees are important to plants because they help them to grow, but the response does not explain why helping plants grow is important to animals. The response does not explain that plants are important to the survival of animals.

SAMPLE QUESTION:

Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Extensive response:

Bees are important to plants because they pollonate flowers to make more grow. When more flowers or plants grow the plant eating animals have stuff to eat.

Essential response:

bees are important to plants cause they help them grow by spreading the pollin around the plants so they can grow.

Percentage of fourth-grade students in each response category: 2009

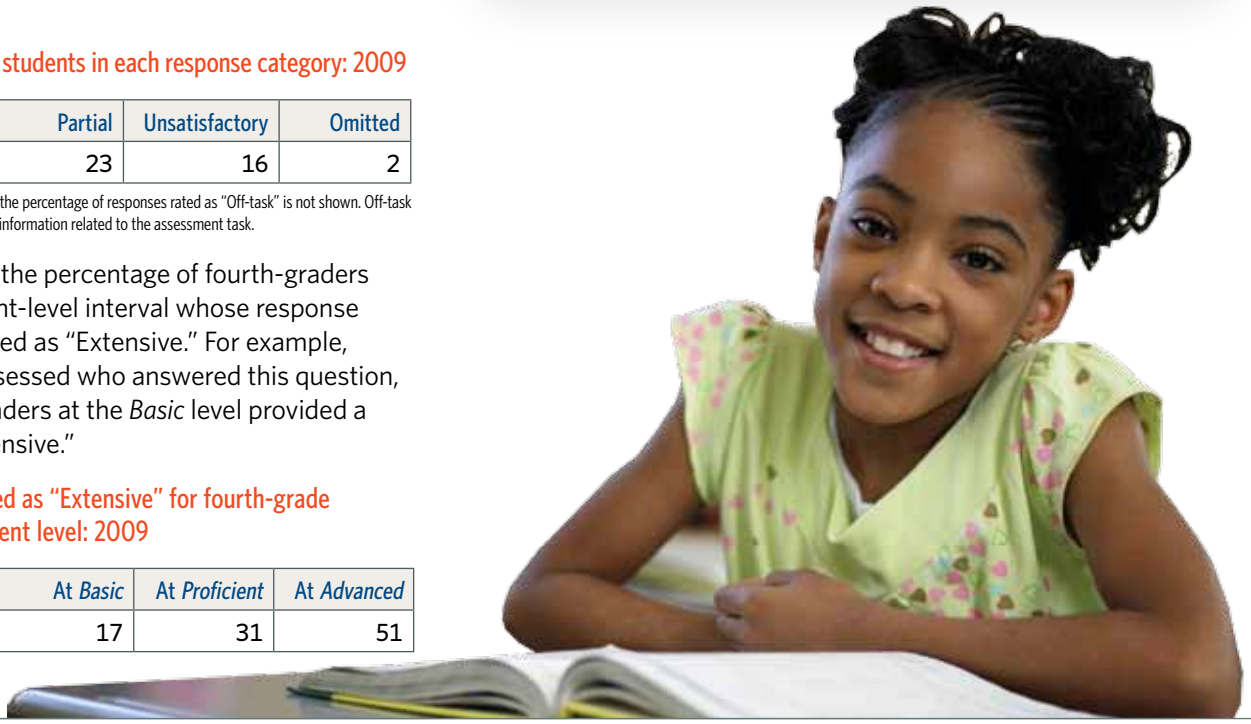
Extensive	Essential	Partial	Unsatisfactory	Omitted
20	39	23	16	2

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 percentage of fourth-graders within each achievement-level interval whose response to this question was rated as "Extensive." For example, among the students assessed who answered this question, 17 percent of fourth-graders at the *Basic* level provided a response rated as "Extensive."

Percentage of answers rated as "Extensive" for fourth-grade students at each achievement level: 2009

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
20	5	17	31	51



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

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GRADE 8

Eighth-graders' performance improves since 2007

Average reading scores increased from 2007 to 2009 for eighth-graders in the nation and in nine states, and no states showed a decline.

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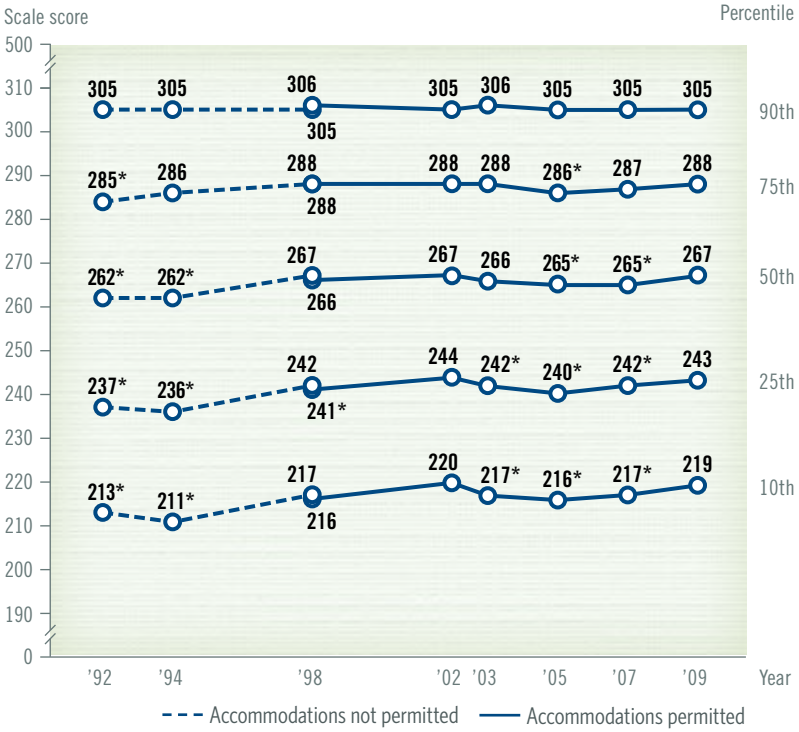
Figure **12.** Trend in eighth-grade NAEP reading average scores

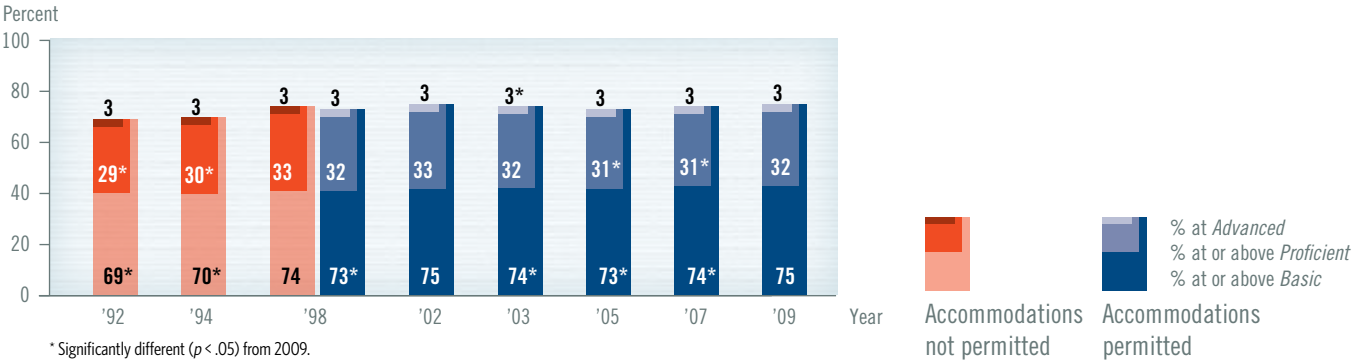
* Significantly different ($p < .05$) from 2009.

Figure **13.** Trend in eighth-grade NAEP reading percentile scores



* Significantly different ($p < .05$) from 2009.

Figure **14.** Trend in eighth-grade NAEP reading achievement-level performance



* Significantly different ($p < .05$) from 2009.
NOTE: The percentage at *Advanced* was higher in 2003 (3.16) than in 2009 (2.79).

Gains for lower- and middle-performing students

The average reading score for the nation's eighth-graders was 1 point higher in 2009 than in 2007 and 4 points higher than in 1992, but was not always significantly different from the scores in all the assessment years in between (figure **12**).

As shown in figure **13**, percentile scores were higher in 2009 than in 2007 for lower-performing students (those at the 10th and 25th percentiles) and middle-performing students (those at the 50th percentile). There were no significant changes since 2007 for higher-performing students (those at the 75th and the 90th percentiles). In comparison to 1992, scores were higher in 2009 for all but the highest-performing students at the 90th percentile, where there was no significant change.

Some improvement was also seen in achievement-level results. The percentages of students performing at or above *Basic* and at or above *Proficient* each increased 1 percentage point from 2007 to 2009, and were higher in 2009 than in 1992 (figure **14**). The percentage of students performing at *Advanced* did not change from either 2007 or 1992.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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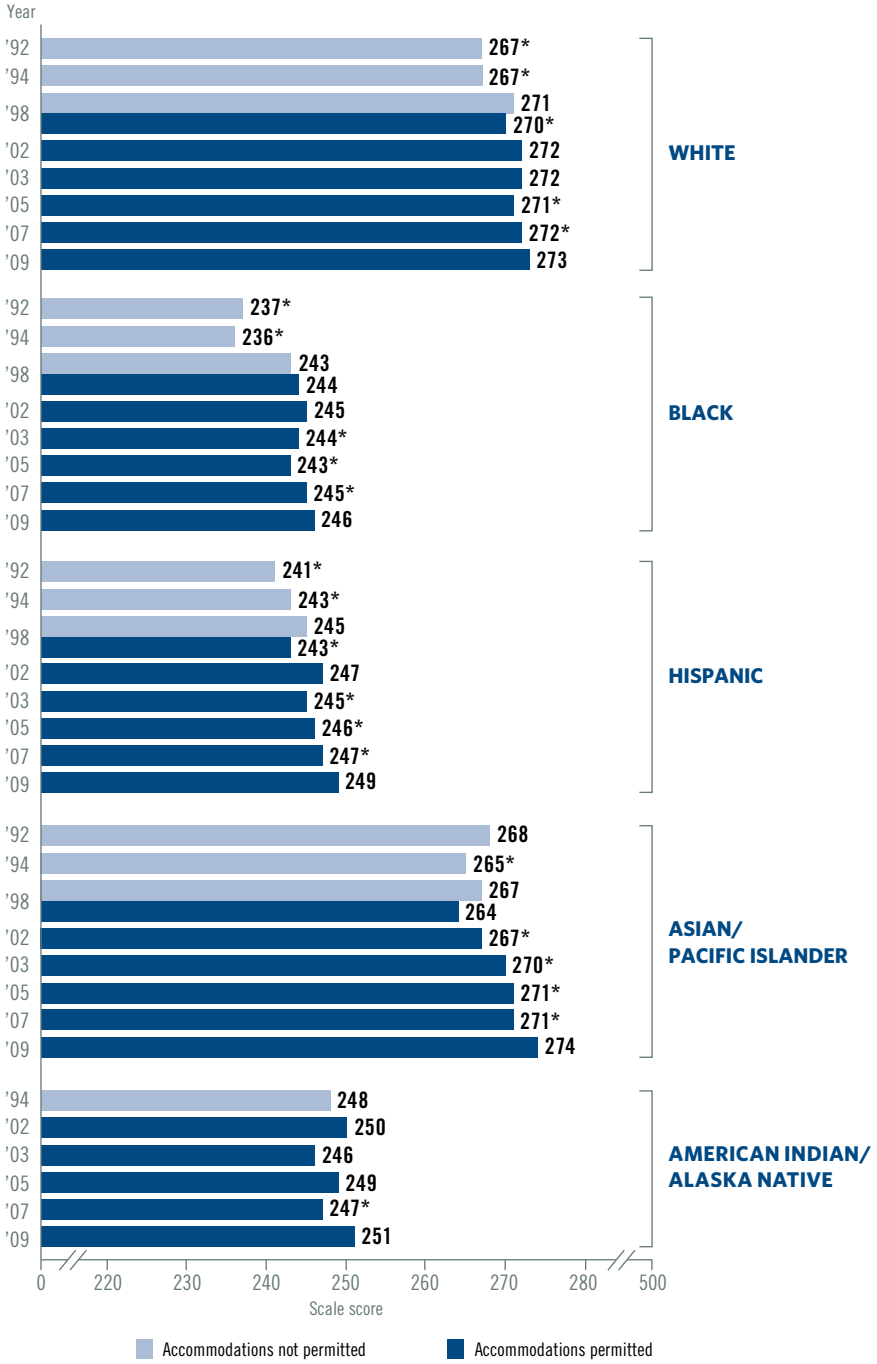
All racial/ethnic groups make gains since 2007

Average reading scores were higher in 2009 than in 2007 for all racial/ethnic groups (figure **15**). Scores were higher in 2009 than in 1992 for White, Black, and Hispanic students. However, even with recent gains, apparent increases in comparison to 1992 for Asian/Pacific Islander students and to 1994 for American Indian/Alaska Native students were not statistically significant.

In 2009, both White and Asian/Pacific Islander students scored higher on average than Black, Hispanic, and American Indian/Alaska Native students. The score in 2009 for American Indian/Alaska Native students was 5 points higher than for Black students, and the score for Hispanic students was 3 points higher than for Black students.

Figure 15. Trend in eighth-grade NAEP reading average scores, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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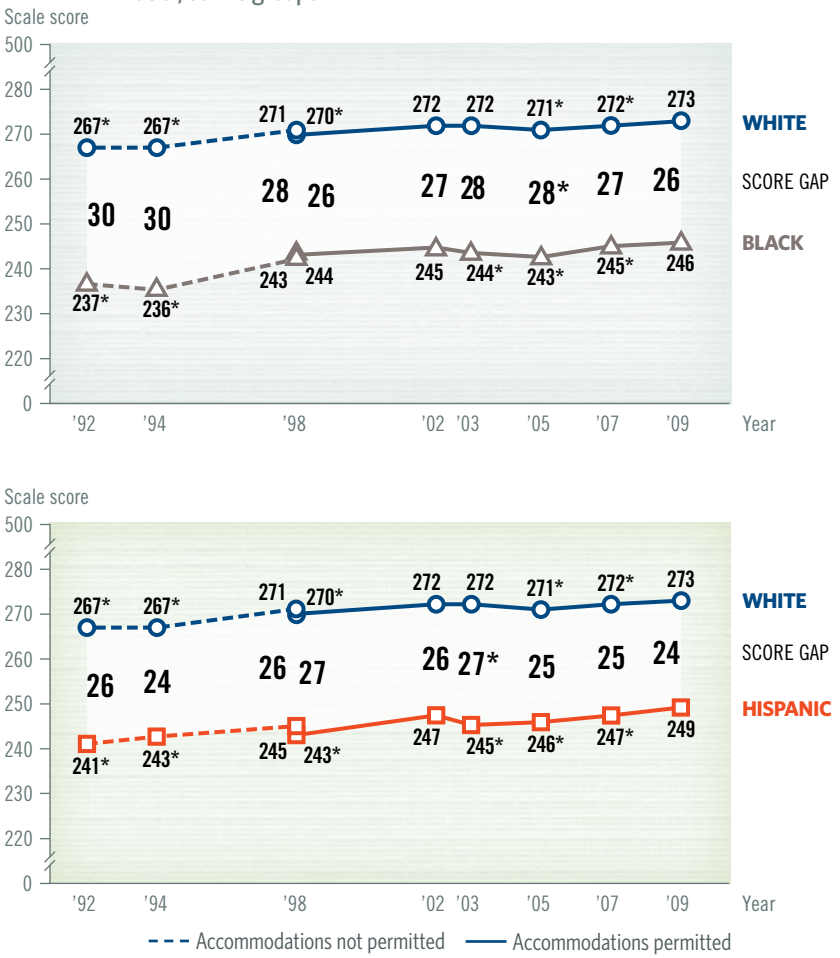
Figure **16.** Trend in eighth-grade NAEP reading average scores and score gaps, by selected racial/ethnic groups



* Significantly different ($p < .05$) from 2009.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.
Score gaps are calculated based on differences between unrounded average scores.

Racial/ethnic gaps persist

Significant score gaps persisted between White students and their Black and Hispanic peers in 2009. Because all three racial/ethnic groups have made progress, neither the White – Black nor the White – Hispanic score gap in 2009 was significantly different from its corresponding gap in 2007 or 1992 (figure **16**).

Achievement-Level Results

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/reading_2009/.

Table **5.** Percentage of students assessed in eighth-grade NAEP reading, by race/ethnicity: Various years, 1992–2009

Race/ethnicity	1992[1]	1994[1]	1998	2002	2003	2005	2007	2009
White	72*	72*	70*	65*	63*	61*	60*	58
Black	16*	16	15	15	16*	16*	16*	15
Hispanic	8*	8*	11*	14*	15*	16*	17*	20
Asian/Pacific Islander	3*	3*	3*	4*	4*	4*	5	5
American Indian/ Alaska Native	1*	1	#*	1	1	1	1*	1

\# Rounds to zero.
* Significantly different ($p < .05$) from 2009.
[1] Accommodations were not permitted in this assessment year.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was unclassified.

The percentage of White students decreased from 72 percent in 1992 to 58 percent in 2009, and the percentage of Hispanic students increased from 8 to 20 percent (table **5**). The percentage of Asian/Pacific Islander students was higher in 2009 than in 1992, but the percentage of Black students was lower.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

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Public school students make gains since 2007

In 2009, the average reading score for eighth-graders attending public schools was 19 points[1] lower than the overall score for students attending private schools (figure **17**). The average reading score for eighth-graders attending public schools was 1 point higher in 2009 than in 2007. There was no significant change from 2007 to 2009 in the average score for students attending private schools overall, or for the subset of students attending Catholic schools.

The 19-point gap between public and private schools in 2009 was not significantly different from the gap in any of the previous assessment years with reportable results for both groups.

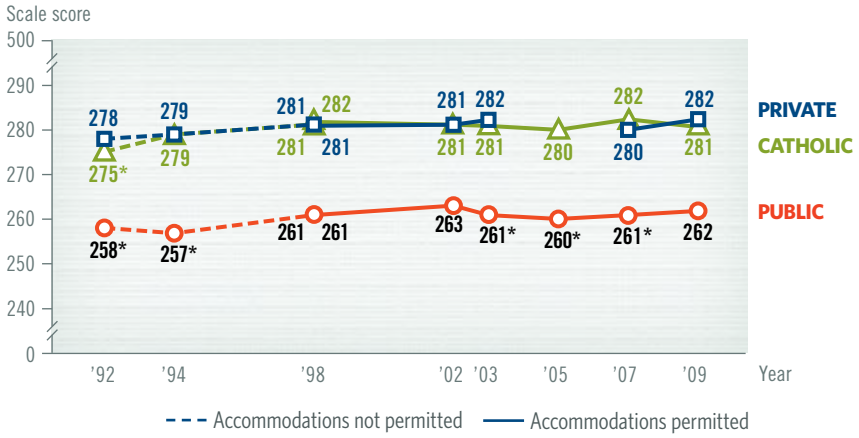
Ninety-one percent of eighth-graders attended public schools in 2009, and 9 percent attended private schools, including 5 percent in Catholic schools. The proportions of students attending public and private schools have not changed significantly in comparison to either 2007 or 1992.

Gender gap smaller than in 1992

The average reading score for male students was higher in 2009 than in both 2007 and 1992, while the score for female students was not significantly different from either year (figure **18**). The 9-point score gap between male and female students in 2009 was not significantly different from the gap in 2007 but was smaller than the gap in 1992.

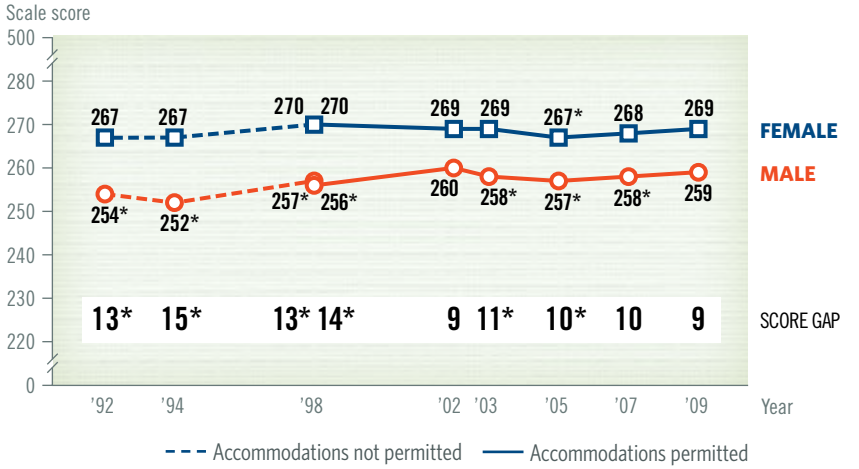
[1] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure **17.** Trend in eighth-grade NAEP reading average scores, by type of school



* Significantly different ($p < .05$) from 2009.
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.

Figure **18.** Trend in eighth-grade NAEP reading average scores and score gaps, by gender



* Significantly different ($p < .05$) from 2009.
NOTE: 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, 1992–2009 Reading Assessments.

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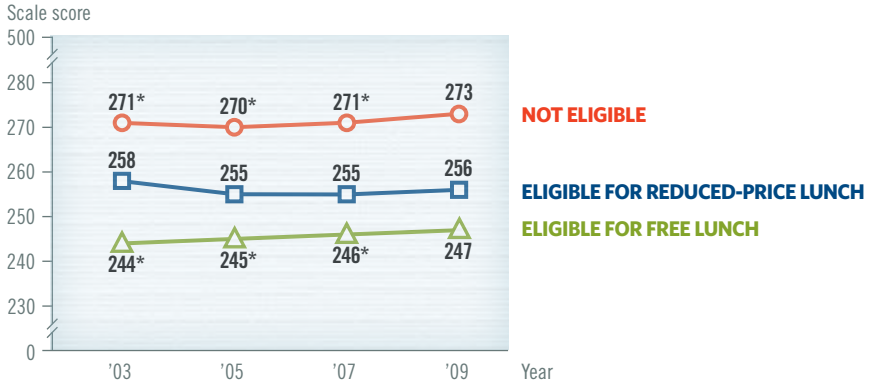
Some gains for lower-income students

Changes in reading performance since 2007 varied by family income, as indicated by students' eligibility for free or reduced-price school lunch. Average scores were higher in 2009 than in 2007 and 2003 both for students who were eligible for free school lunch and students who were not eligible, while the score in 2009 for students eligible for reduced-price lunch was not significantly different from either 2007 or 2003 (figure **19**).

As was seen in the results for grade 4, eighth-graders who were not eligible for free or reduced-price school lunch scored higher on average than those who were eligible, and students eligible for reduced-price lunch scored higher than those eligible for free lunch.

Figure **19.** Trend in eighth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch



* Significantly different ($p < .05$) from 2009.

Table **6.** Percentage of students assessed in eighth-grade NAEP reading, by eligibility for free or reduced-price school lunch: Various years, 2003–09

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

* Significantly different ($p < .05$) from 2009.
NOTE: Detail may not sum to totals because of rounding.

Thirty-nine percent of eighth-graders were eligible for free or reduced-price school lunch in 2009 (table **6**). The percentage of students who were eligible for free lunch increased from 31 percent in 2007 to 33 percent in 2009.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

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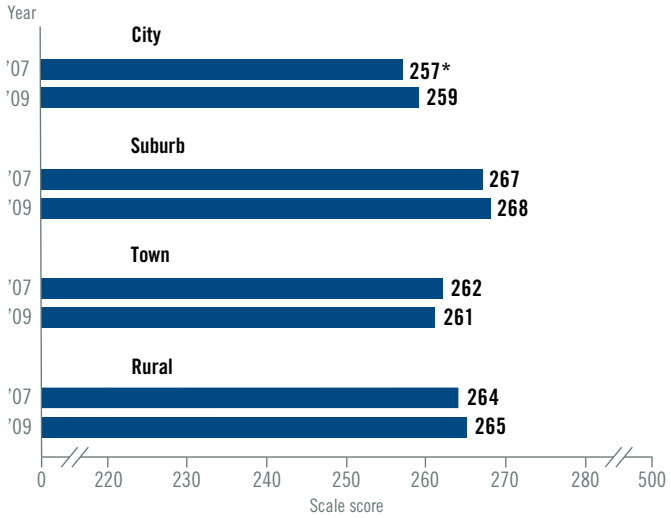
Score increases for students in city schools

Students' performance on the reading assessment differed based on the location of the school they attended. In 2009, students attending schools in suburban locations scored the highest on average (figure **20**). Those in rural schools scored higher on average than students attending schools in cities and towns. See the Technical Notes for more information on how these school location categories were defined.

Score gains since 2007 varied by school location. Average scores were higher in 2009 than in 2007 for students attending schools in city locations but showed no significant change for students whose schools were located in rural locations, suburbs, or towns.

Figure **20.** Average scores in eighth-grade NAEP reading, by school location: 2007 and 2009



* Significantly different ($p < .05$) from 2009.

Table **7.** Percentage of students assessed in eighth-grade NAEP reading, by school location: 2007 and 2009

School location	2007	2009
City	29	29
Suburb	37	37
Town	13	13
Rural	21	22

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

In 2009, a higher proportion of eighth-graders attended schools in suburban locations than in other locations (table **7**). The proportion of students in each type of location remained stable between 2007 and 2009, with no significant changes in the percentages of students attending schools in any of the four categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

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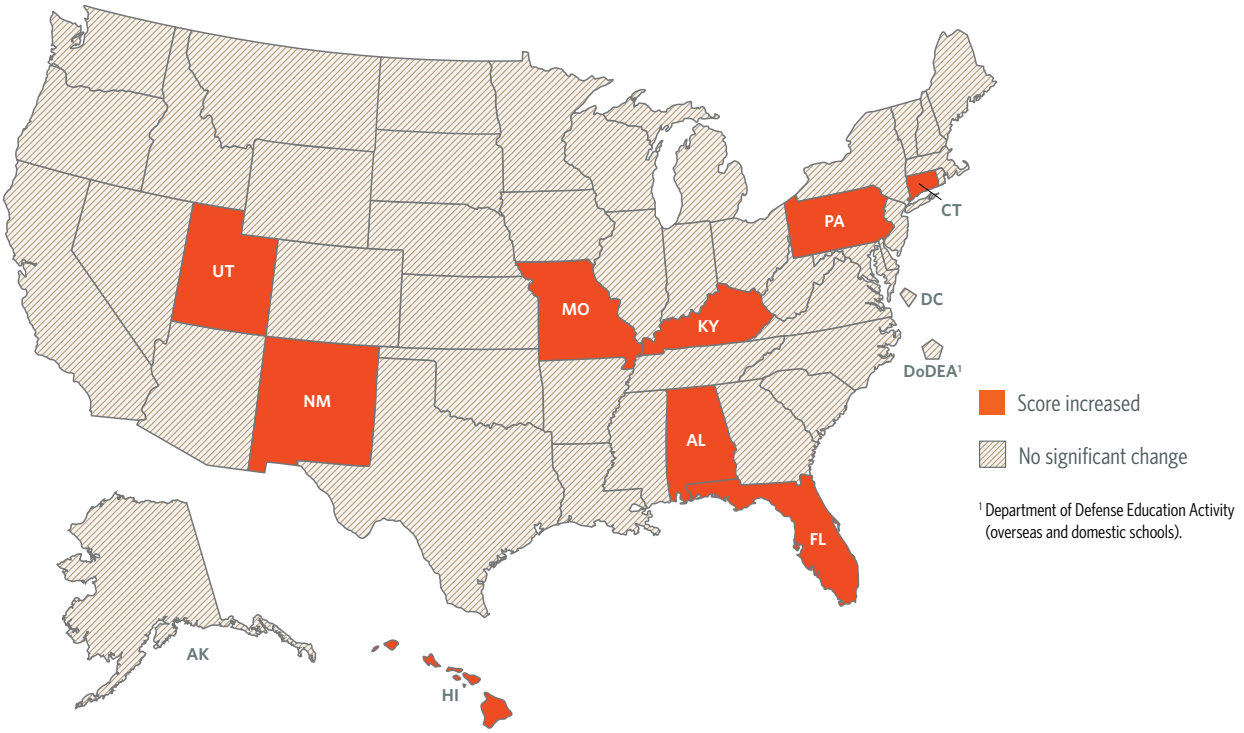
State Performance at Grade 8

All 50 states, the District of Columbia, and Department of Defense schools participated in the 2009 reading assessment. These 52 states and jurisdictions are all referred to as "states" in the following summary of results. State results are also available for five earlier assessments at grade 8. While all states participated in the assessments since 2003, not all have participated or met the criteria for reporting in earlier assessment years.

Scores increase since 2007 in nine states, and no states show a decline

The map shown below highlights changes in states' average reading scores from 2007 to 2009 at grade 8 (figure **21**). While the overall average score for eighth-grade public school students in the nation was higher in 2009 than in 2007, increases were seen in less than 20 percent of the states. Scores were higher in 2009 than in 2007 for 9 states. No states showed a decline since 2007. In comparison to the results in 1998, scores were higher in 2009 for 11 of the 38 states that participated in both years, and lower in 6 states.

Figure **21.** Changes in eighth-grade NAEP reading average scores between 2007 and 2009



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

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A Closer Look at State Results

Not all student groups made gains in the 9 states shown in figure **22** where overall eighth-grade reading scores increased from 2007 to 2009. Results by race/ethnicity showed increases for White, Hispanic, and Asian/Pacific Islander students in Connecticut, and for White students only in Kentucky, New Mexico, and Utah. Results by students' eligibility for free/reduced-price school lunch showed higher scores in 2009 than in 2007 both for students who were eligible and for those who were not eligible in Florida, Hawaii, Kentucky, and New Mexico, and just for students who were not eligible in Connecticut, Pennsylvania, and Utah. Although not shown here, among the 43 states where reading scores showed no significant change since 2007, scores increased for Hispanic students in Rhode Island, South Carolina, and Wyoming; for female students in Rhode Island; and for male students in Wyoming. The average score decreased from 2007 to 2009 for students not eligible for the school lunch program in Iowa.

Additional State Results

Additional state results for grade 8 are provided in figure **23**, table **8**, and appendix tables **A-17** through **A-24**. Web-generated profiles of state results and a one-page print snapshot report that presents key findings are available for each participating state and jurisdiction at http://nces.ed.gov/nationsreportcard/states/.

Figure **22.** Change in eighth-grade NAEP reading average scores between 2007 and 2009, by selected student groups and state/jurisdiction

		Race/ethnicity				Gender		Eligibility for free/reduced-price school lunch	
State/jurisdiction	**Overall**	White	Black	Hispanic	Asian/Pacific Islander	Male	Female	Eligible	Not eligible
Nation (public)	▲	▲	▲	▲	▲	▲	▲	▲	▲
Alabama	▲	◆	◆	◆	‡	◆	▲	◆	◆
Connecticut	▲	▲	◆	▲	▲	◆	▲	◆	▲
Florida	▲	◆	◆	◆	◆	▲	◆	▲	▲
Hawaii	▲	◆	◆	◆	◆	▲	▲	▲	▲
Kentucky	▲	▲	◆	‡	‡	▲	▲	▲	▲
Missouri	▲	◆	◆	◆	‡	◆	▲	◆	◆
New Mexico	▲	▲	◆	◆	‡	▲	◆	▲	▲
Pennsylvania	▲	◆	◆	◆	◆	◆	▲	◆	▲
Utah	▲	▲	‡	◆	◆	◆	▲	◆	▲

▲ Score increased ◆ No significant change

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Only states/jurisdictions that showed a significant change in overall scores between 2007 and 2009 are shown.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments.

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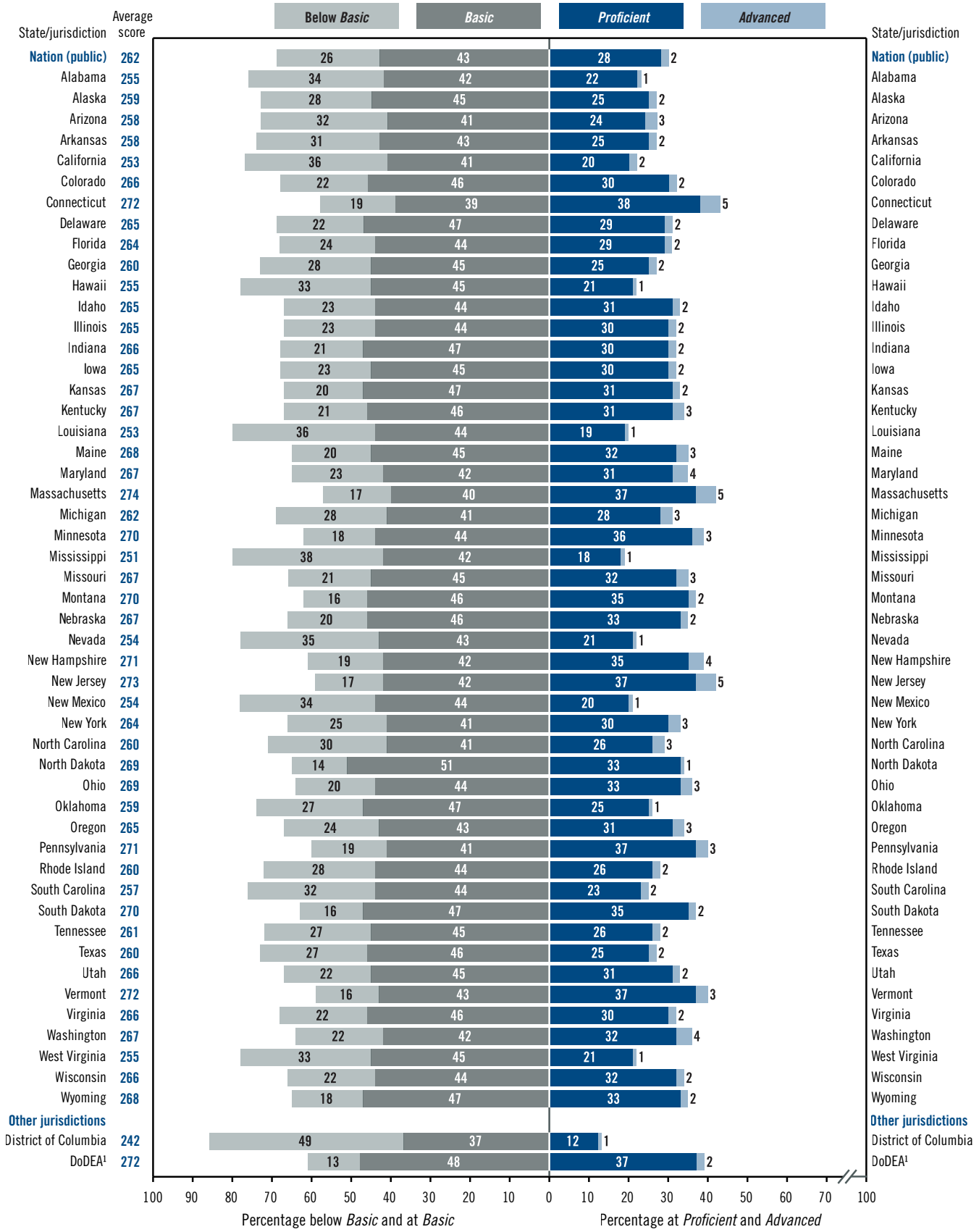
Figure 23. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state/jurisdiction: 2009



[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), 2009 Reading Assessment.

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Table **8.** Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998–2009

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

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

* Significantly different ($p < .05$) from 2009 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, 1998–2009 Reading Assessments.

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Assessment Content at Grade 8

The distribution of items among the three cognitive targets reflects the different developmental emphases across grade levels as specified in the reading framework.

30% Critique and Evaluate

These questions ask students to consider all or part of the text from a critical perspective and to make judgments about the way meaning is conveyed.

50% Integrate and Interpret

These questions move beyond a focus on discrete information and require readers to make connections across larger portions of text or to explain what they think about the text as a whole.

20% Locate and Recall

These questions focus on specific information contained in relatively small amounts of text and ask students to recognize what they have read.

Because the assessment covered a range of texts and included more questions than any one student could answer, each student took just a portion of the assessment. The 257 questions that made up the entire eighth-grade assessment were distributed across 25 sets of passages and items. Each set typically comprised 10 questions, a mix of multiple choice and constructed response. Each student read and responded to questions in just two 25-minute sets.

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Reading Achievement-Level Descriptions for Grade 8

NAEP 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 texts. 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: 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 characters' motivations 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 texts, they should be able to make thematic connections and make inferences about characters' 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 texts). 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.

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What Eighth-Graders Know and Can Do in Reading

The item map below illustrates the range of reading comprehension skills demonstrated by eighth-graders. The scale scores on the left represent the average scores for students who were likely to get the items correct or complete. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly are listed on the right, along with the corresponding cognitive targets.

For example, students performing in the middle of the *Basic* range (with an average score of 266) were likely to be able to recognize a character's motivation as it related to the theme of the story. Students performing in the middle of the *Proficient* range (with an average score of 294) were likely to be able to recognize an interpretation of the author's point in a persuasive essay.

GRADE 8 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
Advanced	364	**Critique/evaluate**	Evaluate presentation of information and support with examples
	353	**Integrate/interpret**	Interpret poetic image in relation to poem's events
	352	**Critique/evaluate**	Explain how setting enhances central idea of essay
	346	**Critique/evaluate**	Evaluate arguments and justify reasoning with support from text
	340	**Integrate/interpret**	Compare two texts of different genres to provide similarity and difference
	336	**Integrate/interpret**	Describe event and explain causal relation in narrative poem (**shown on page 41**)
	330	**Integrate/interpret**	Synthesize across story to provide theme and support with text
	324	**Critique/evaluate**	Make judgment about author's craft and support with information from text
	323	**Critique/evaluate**	Explain relation between information in box and rest of article
	323		
Proficient	318	**Integrate/interpret**	Interpret lines of poem to explain speaker's perspective
	301	**Integrate/interpret**	Analyze to connect character descriptions in story and poem
	297	**Critique/evaluate**	Evaluate subheading and use information to support evaluation
	294	**Integrate/interpret**	*Recognize interpretation of author's point in persuasive essay*
	291	**Integrate/interpret**	*Recognize central purpose of expository text with multiple viewpoints*
	286	**Integrate/interpret**	*Recognize meaning of word describing character's action*
	284	**Critique/evaluate**	*Recognize that poetic lines indicate a change in what the poem describes* (**shown on page 40**)
	281	**Integrate/interpret**	Provide information that defines key concept related to main idea
	281		
Basic	280	**Integrate/interpret**	Provide relevant information from text to support a given argument
	277	**Locate/recall**	*Recognize specific event in narrative poem*
	268	**Locate/recall**	*Recognize specific information in expository text*
	266	**Integrate/interpret**	*Recognize character motivation related to theme of story*
	264	**Integrate/interpret**	*Recognize meaning of word linked to central argument*
	259	**Critique/evaluate**	Provide and support an opinion about the title of persuasive essay
	257	**Critique/evaluate**	Use information from an article to provide and support an opinion
	243	**Integrate/interpret**	Provide text-based comparison of change in main character's feelings
	243		
	239	**Locate/recall**	*Recognize causal relationship between facts in article*
	238	**Integrate/interpret**	Infer trait that describes person in biographical text
	229	**Integrate/interpret**	*Use information across text to infer and recognize character trait*
	226	**Integrate/interpret**	*Recognize main problem faced by historical figure*
	200	**Locate/recall**	*Recognize character motivation based on explicit story details*
	189	**Integrate/interpret**	Provide text-based description of character
	//		
	0		

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 average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance at the highest scoring level. 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), 2009 Reading Assessment.

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Alligator Poem

by Mary Oliver

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn't understand,
I drank up to the very moment it came
crashing toward me,
its tail flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that's how I almost died
of foolishness
in beautiful Florida.
But I didn't.
I leaped aside, and fell,
and it streamed past me, crushing everything in its path
as it swept down to the water
and threw itself in,
and, in the end,
this isn't a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.

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The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the back-lit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

From *New and Selected Poems* by Mary Oliver
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The following sample questions assessed eighth-grade students' comprehension of literary text from a first-person narrative poem entitled *"Alligator Poem,"* which describes the speaker's encounter with an alligator and her subsequent reaction to that experience.

Sample Question: Critique and Evaluate

This sample question from the 2009 eighth-grade reading assessment measures students' recognition of how two lines function within the poem to shift the emphasis of the content. Sixty-five percent of eighth-graders were able to identify the correct response.

Percentage of eighth-grade students in each response category: 2009

Choice A	Choice B	Choice C	Choice D	Omitted
65	13	17	4	#

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

The table below shows the percentage of eighth-graders within each achievement level who answered this question correctly. For example, 63 percent of eighth-graders at the *Basic* level selected the correct answer choice.

Percentage correct for eighth-grade students at each achievement level: 2009

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
65	44	63	83	97

SAMPLE QUESTION:

On page 3, the speaker says:

"and, in the end,
this isn't a poem about foolishness"

What is the purpose of these lines in relation to the rest of the poem?

- (A) To signal a turning point in the poem
- (B) To emphasize the speaker's confusion
- (C) To focus the reader on the first part of the poem
- (D) To show the speaker was embarrassed

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

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Sample Question: Integrate and Interpret

This sample constructed-response question measures eighth-graders' performance in interpreting a first-person narrative poem. Successful responses demonstrated understanding of both the explicit narrative in the poem and the implicit effect of the narrated event on the speaker. Responses to this question were rated using four scoring levels.

Extensive responses both described what happens to the speaker in the poem and interpreted what the speaker realizes from the experience.

Essential responses described what happens to the speaker and generalized about what the speaker realizes, or responses interpreted what the speaker realizes without describing what happens to her.

Partial responses either described something that happens in the poem or provided text-based generalizations about the speaker.

Unsatisfactory responses provided incorrect information or irrelevant details.

The sample student responses shown on the right were rated as "Extensive" and "Essential." In the response rated "Extensive," the student focuses on the lines of the poem that describe what happens to the speaker and interprets the end of the poem by providing a text-based explanation of what the speaker realizes. Sixteen percent of eighth-graders' responses to this question received an "Extensive" rating. The response rated "Essential" describes the speaker's experience but offers only a general explanation of how the speaker's perspective on the world has changed.

Percentage of eighth-grade students in each response category: 2009

Extensive	Essential	Partial	Unsatisfactory	Omitted
16	20	55	7	2

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 percentage of eighth-graders within each achievement-level interval whose response to this question was rated as "Extensive." For example, among the students assessed who answered this question, 10 percent of eighth-graders at the *Basic* level provided a response rated as "Extensive."

Percentage of answers rated as "Extensive" for eighth-grade students at each achievement level: 2009

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
16	2	10	31	66

SAMPLE QUESTION:

Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

Extensive response:

The speaker is drinking water from a river, and an alligator came up behind the speaker at full speed, but the speaker jumped out of the way just in time. Then, she looked around at the area and realized that although nature can be deadly, it is also beautiful.

Essential response:

The speaker is attacked by an alligator and barely survives, so after that the speaker starts seeing the world in a better way.

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

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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 schools 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. Results are also reported separately for Department of Defense schools in state tables and maps. 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 nonpublic 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 2009 reading assessment were 97 percent for grade 4 (100 percent for public schools and 73 percent for private schools), and 97 percent for grade 8 (100 percent for public schools and 72 percent for private schools). Weighted student participation rates were 95 percent at grade 4 (95 percent for public school students and 96 percent for private school students), and 93 percent at grade 8 (92 percent for public school students and 95 percent for private school students). The nonresponse bias analysis for private schools at grades 4 and 8 showed that, while the original responding school sample may not have been fully representative, the potential bias was reduced by including substitute schools and by adjusting the sampling weights to account for school nonresponse.

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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 2009, all 52 states and jurisdictions participating in the reading assessment at grades 4 and 8 met this requirement with rates ranging from 96 to 100 percent.

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 2-point change in the average score for White students may be statistically significant, while a 2-point change for American Indian/Alaska Native students may not be. 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, there are two exceptions where the FDR is not applied: when comparing multiple years and when comparing multiple jurisdictions to the nation, neither the number of years nor the number of jurisdictions counts toward the number of comparisons.

National School Lunch Program

NAEP collects data on student eligibility for the National School Lunch Program (NSLP) as an indicator of low 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, 2008 through June 30, 2009, for a family of four, 130 percent of the poverty level was $27,560, and 185 percent was $39,220.)

Some schools provide free meals to all students irrespective of individual eligibility, using their own funds to cover the costs of non-eligible 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/.

School Location

NAEP results are reported for four mutually exclusive categories of school location: city, suburb, town, and rural. The categories are based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data locale codes based on their physical address.

The classification system was revised for 2007; therefore, results are only included in this report for 2007 and 2009. The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes." More details on the classification system can be found at http://nces.ed.gov/ccd/rural_locales.asp.

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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, 1992–2009

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

— 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. 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, 1992–2009 Reading Assessments.

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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 all students, by selected racial/ethnic groups, grade, and SD/ELL category: 2009

Grade and SD/ELL category	Race/ethnicity		
	White	Black	Hispanic
Grade 4			
SD and/or ELL			
Identified	13	16	44
Excluded	3	5	8
Assessed	10	11	36
Without accommodations	4	3	24
With accommodations	6	8	12
SD			
Identified	13	15	12
Excluded	3	5	4
Assessed	10	10	8
Without accommodations	3	2	2
With accommodations	6	8	5
ELL			
Identified	1	2	37
Excluded	#	#	6
Assessed	1	1	31
Without accommodations	#	1	23
With accommodations	#	1	9
Grade 8			
SD and/or ELL			
Identified	12	17	29
Excluded	3	5	5
Assessed	9	11	24
Without accommodations	2	3	15
With accommodations	7	9	9
SD			
Identified	12	16	11
Excluded	3	5	3
Assessed	9	11	8
Without accommodations	2	2	2
With accommodations	7	8	6
ELL			
Identified	#	1	22
Excluded	#	#	3
Assessed	#	1	19
Without accommodations	#	#	13
With accommodations	#	#	5

Rounds to zero.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

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

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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 all identified SD and/or ELL students, by grade and SD/ELL category: 2009

	Percentage of identified SD and/or ELL students			
Grade and SD/ELL category	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Grade 4				
SD and/or ELL	22	78	40	38
SD	28	72	23	49
ELL	16	84	59	25
Grade 8				
SD and/or ELL	24	76	31	45
SD	28	72	18	54
ELL	18	82	58	24

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. 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), 2009 Reading Assessment.

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Table **A-4.** 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: 2009

	Grade 4							Grade 8						
		SD			ELL				SD			ELL		
State/jurisdiction	Overall excluded	Identified	Excluded	Accom-modated	Identified	Excluded	Accom-modated	Overall excluded	Identified	Excluded	Accom-modated	Identified	Excluded	Accom-modated
Nation (public)	**5**	**13**	**4**	**7**	**11**	**2**	**3**	**4**	**13**	**4**	**7**	**6**	**1**	**1**
Alabama	2	10	1	3	2	#	#	2	10	1	2	1	#	#
Alaska	3	17	3	11	10	1	6	2	13	2	10	11	1	5
Arizona	4	13	3	5	15	2	4	3	12	3	7	6	1	3
Arkansas	1	12	1	8	6	#	4	2	12	2	9	4	#	3
California	3	10	3	4	30	1	2	2	9	2	4	20	1	3
Colorado	3	11	3	7	11	1	5	3	11	2	7	7	1	3
Connecticut	4	13	3	9	6	2	3	3	13	2	9	4	2	1
Delaware	8	15	7	6	4	1	2	5	15	4	10	2	1	1
Florida	5	17	3	10	8	2	5	4	15	3	11	5	2	3
Georgia	5	10	4	4	4	1	1	4	11	4	6	2	1	1
Hawaii	2	10	1	8	10	1	6	2	12	2	8	6	1	2
Idaho	3	10	3	4	5	1	2	2	9	2	5	4	#	1
Illinois	4	15	3	9	8	2	5	4	14	3	9	3	1	2
Indiana	5	16	4	6	5	1	3	5	14	5	7	3	1	1
Iowa	5	14	4	8	5	1	3	4	14	4	9	2	#	1
Kansas	6	14	5	7	9	2	2	5	12	4	6	6	1	1
Kentucky	8	15	7	3	2	1	1	7	12	7	4	1	1	#
Louisiana	2	20	2	14	2	#	2	2	15	2	11	1	#	#
Maine	4	18	4	11	2	#	1	4	17	3	11	2	#	1
Maryland	11	14	9	4	6	3	2	9	12	7	4	3	2	#
Massachusetts	5	19	5	11	7	1	1	5	19	4	12	3	2	#
Michigan	4	14	4	7	4	1	1	4	13	4	7	2	#	#
Minnesota	3	14	2	7	8	1	3	3	12	3	8	6	1	1
Mississippi	1	10	1	5	1	#	#	2	10	2	6	1	#	#
Missouri	4	14	3	7	2	1	1	3	13	3	7	1	#	#
Montana	4	12	4	6	3	#	1	4	12	4	6	2	#	1
Nebraska	5	18	4	7	7	1	2	6	14	5	6	3	1	1
Nevada	4	12	3	5	20	2	9	3	11	2	6	8	2	3
New Hampshire	3	18	3	13	3	1	1	4	21	3	12	1	#	#
New Jersey	9	16	7	7	4	3	1	7	16	5	9	2	2	#
New Mexico	7	13	4	5	17	4	5	6	13	5	5	11	2	3
New York	5	16	4	11	8	2	6	7	16	5	10	5	2	3
North Carolina	3	15	2	9	6	1	3	2	12	2	10	5	1	3
North Dakota	8	16	7	5	2	1	#	8	15	8	4	2	1	#
Ohio	6	14	6	6	3	1	2	7	15	7	7	1	1	#
Oklahoma	7	15	7	5	4	1	1	5	15	5	8	3	1	1
Oregon	4	16	3	8	12	1	5	3	13	2	6	6	1	2
Pennsylvania	3	15	3	9	3	1	2	3	17	3	12	2	1	1
Rhode Island	4	17	3	12	6	1	2	3	18	2	12	3	1	2
South Carolina	5	14	4	5	5	1	1	6	14	6	4	3	1	1
South Dakota	6	15	6	3	2	1	#	4	10	4	4	2	1	#
Tennessee	9	14	8	2	3	1	2	7	11	7	3	1	#	1
Texas	9	10	5	3	21	6	1	5	12	5	4	7	1	1
Utah	6	12	5	3	9	2	3	5	10	4	4	5	1	1
Vermont	4	19	3	12	2	#	1	3	20	3	11	2	#	#
Virginia	4	14	4	7	7	1	3	4	14	3	7	4	1	1
Washington	4	12	3	5	10	1	3	3	11	2	6	4	1	1
West Virginia	2	17	2	7	1	#	#	2	15	2	7	1	#	#
Wisconsin	4	15	4	9	6	1	4	5	14	4	8	4	1	2
Wyoming	2	16	2	10	3	#	1	3	14	3	9	1	#	1
Other jurisdictions														
District of Columbia	11	14	9	3	8	2	4	12	17	11	4	5	2	2
DoDEA[1]	6	12	4	5	7	2	2	4	9	2	5	5	2	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.

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

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Table **A-5.** Percentage of fourth- and eighth-grade public school students with disabilities excluded in NAEP reading, as a percentage of all students, by state/jurisdiction: Various years, 1992–2009

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

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

[1] Accommodations were not permitted in this assessment year.

[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, 1992–2009 Reading Assessments.

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Table **A-6.** Percentage of fourth- and eighth-grade public school English language learners excluded in NAEP reading, as a percentage of all students, by state/jurisdiction: Various years, 1992–2009

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

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

Rounds to zero.

[1] Accommodations were not permitted in this assessment year.

[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, 1992–2009 Reading Assessments.

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Table **A-7.** 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 all identified SD and/or ELL students, by state/jurisdiction: 2009

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

[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. 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), 2009 Reading Assessment.

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Table **A-8.** 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 all identified SD and/or ELL students, by state/jurisdiction: 2009

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

[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. 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), 2009 Reading Assessment.

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Table **A-9.** Percentage of fourth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, and state/jurisdiction: 1992, 1998, and 2009

	Race/ethnicity										Eligibility for free/reduced-price school lunch			
	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Eligible		Not eligible	
State/jurisdiction	1992[1]	2009	1992[1]	2009	1992[1]	2009	1992[1]	2009	1992[1]	2009	1998[1]	2009	1998[1]	2009
Nation (public)	**72***	**54**	**18***	**16**	**7***	**21**	**2***	**5**	**1**	**1**	**38***	**47**	**54**	**52**
Alabama	65	61	33	33	#*	4	#	1	1	#	49	54	48	46
Alaska	—	50	—	4	—	7	—	8	—	24	—	44	—	54
Arizona	61*	41	5	6	23*	45	1*	3	9	6	41*	53	45	45
Arkansas	75*	66	23	24	#*	8	1*	2	#	1	47*	59	49*	41
California	51*	28	8	7	28*	51	12	11	1	1	42*	53	43	45
Colorado	74*	61	5	5	17*	29	2*	4	1*	1	27*	37	71*	61
Connecticut	76*	67	12	12	10*	16	2*	4	#	#	24	29	66	71
Delaware	68*	51	27*	33	3*	12	2*	4	#	#	36*	42	62*	58
Florida	63*	47	24	22	11*	24	2	2	#	#	48*	54	47	46
Georgia	60*	47	37	37	1*	10	1*	3	#	#	49	55	44	45
Hawaii	23*	14	3	2	3	3	62	65	#	1	46	45	53	55
Idaho	92*	82	#*	1	6*	13	1*	2	1	1	—	42	—	57
Illinois	—	52	—	19	—	21	—	5	—	#	—	46	—	54
Indiana	87*	77	11	11	1*	6	#*	1	#	#	—	44	—	56
Iowa	93*	84	3*	6	2*	7	2	2	#	1	27*	37	69*	63
Kansas	—	70	—	10	—	14	—	2	—	1	34*	48	62*	52
Kentucky	90*	84	10	10	#*	3	#*	1	#	#	47	50	52	50
Louisiana	54*	47	44	48	1*	3	1	1	#	#	61*	70	34	30
Maine	98*	94	#*	3	#*	1	1*	2	#	#	35	40	63	60
Maryland	63*	49	31	35	2*	10	3*	5	#	#	33*	38	65	61
Massachusetts	84*	69	8	7	4*	17	4	5	#	#	27	33	68	67
Michigan	80*	71	15	19	2*	5	2	3	1	1	34*	43	61	57
Minnesota	92*	76	3*	9	1*	7	3*	6	1*	2	27	32	69	68
Mississippi	42	45	57	52	#*	2	#*	1	#	#	64	69	36	31
Missouri	83*	77	15	17	1*	4	1*	2	#	#	37	43	60	55
Montana	—	83	—	1	—	3	—	1	—	12	34*	40	56	58
Nebraska	89*	73	6	8	3*	15	1*	2	1	2	—	42	—	58
Nevada	—	42	—	10	—	39	—	9	—	1	34*	41	62	58
New Hampshire	97*	91	1*	2	1*	3	1*	3	#*	#	18	22	72	77
New Jersey	69*	55	16	16	11*	19	4*	9	#	#	—	31	—	68
New Mexico	47*	29	3	3	44*	56	1	2	4*	10	56*	67	31	33
New York	63*	52	15	19	16	19	4*	9	#	#	45	51	52	47
North Carolina	66*	54	30	27	1*	10	1*	2	2	1	41*	48	54	51
North Dakota	96*	86	#*	2	#*	2	#*	1	3*	9	—	32	—	68
Ohio	85*	72	12*	18	1*	3	1*	2	#	#	—	39	—	61
Oklahoma	78*	58	8*	11	3*	9	1*	2	9*	20	48*	54	47	46
Oregon	—	70	—	4	—	16	—	6	—	2	36*	46	57	53
Pennsylvania	82*	72	13	15	3*	8	1*	4	#	#	—	38	—	62
Rhode Island	82*	69	6*	10	7*	18	4	4	#	1	37	41	63	59
South Carolina	57	56	41*	35	#*	5	1*	1	#	#	46*	55	53*	45
South Dakota	—	81	—	2	—	3	—	1	—	13	—	35	—	64
Tennessee	75	70	23	24	1*	5	1	2	#	#	44	50	53	49
Texas	50*	32	14	14	33*	49	2*	4	#	#	45*	58	50*	41
Utah	93*	78	#*	2	3*	15	2*	4	1	1	32	35	51*	62
Vermont	—	94	—	2	—	1	—	2	—	1	—	34	—	64
Virginia	71*	57	25	26	1*	8	2*	5	#	#	31	33	61	67
Washington	—	62	—	6	—	18	—	9	—	3	33*	45	64*	55
West Virginia	96*	92	2*	6	#*	1	1	1	#	#	48*	57	50*	43
Wisconsin	87*	75	7*	10	3*	9	2*	3	1	2	24*	38	71*	60
Wyoming	90*	84	1*	2	6*	10	1	1	2	3	34	35	62	65
Other jurisdictions														
District of Columbia	5*	7	91*	80	3*	11	1*	2	#	#	79*	73	12*	26
DoDEA[2]	—	49	—	16	—	16	—	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 2009 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 and for students whose eligibility status for free/reduced-price school lunch was not available. Data on eligibility for free/reduced-price school lunch were not collected until 1998.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2009 Reading Assessments.

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Table **A-10.** Percentage of fourth-grade public school students at or above *Basic* in NAEP reading, by state/jurisdiction: Various years, 1992–2009

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

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

* Significantly different ($p < .05$) from 2009 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, 1992–2009 Reading Assessments.

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Table **A-11.** Percentage of fourth-grade public school students at or above *Proficient* in NAEP reading, by state/jurisdiction: Various years, 1992–2009

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

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

* Significantly different ($p < .05$) from 2009 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, 1992–2009 Reading Assessments.

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Table **A-12.** Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
		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)	**229**	**23**	**77**	**41**	**10**	**204**	**53**	**47**	**15**	**2**	**204**	**52**	**48**	**16**	**2**
Alabama	225	27	73	36	8	201	56	44	13	1	200	57	43	18	4
Alaska	226	25	75	38	8	204	50	50	13	1	215	36	64	27	4
Arizona	225	27	73	37	8	206	48	52	20	5	198	58	42	14	2
Arkansas	224	28	72	35	8	199	57	43	14	1	202	53	47	16	2
California	227	26	74	39	8	200	58	42	14	1	196	62	38	11	1
Colorado	236	16	84	51	14	213	43	57	27	5	204	50	50	18	3
Connecticut	238	15	85	52	15	209	46	54	22	4	205	49	51	15	2
Delaware	235	16	84	47	11	213	43	57	19	2	216	37	63	24	4
Florida	233	19	81	45	11	211	44	56	18	2	223	29	71	31	6
Georgia	229	24	76	40	10	204	53	47	15	2	208	48	52	20	3
Hawaii	226	28	72	42	13	204	50	50	18	2	215	38	62	27	6
Idaho	225	27	73	36	7	‡	‡	‡	‡	‡	201	55	45	14	2
Illinois	231	22	78	44	12	198	60	40	11	1	203	52	48	16	2
Indiana	227	25	75	38	9	206	49	51	15	2	203	50	50	15	2
Iowa	224	28	72	36	8	203	51	49	22	3	207	47	53	20	3
Kansas	229	22	78	40	8	210	44	56	20	2	210	45	55	20	2
Kentucky	228	25	75	39	9	204	55	45	13	1	215	42	58	22	5
Louisiana	219	34	66	28	4	196	63	37	9	1	206	52	48	16	1
Maine	225	29	71	36	8	198	58	42	18	3	‡	‡	‡	‡	‡
Maryland	237	19	81	50	16	210	47	53	19	3	221	33	67	30	7
Massachusetts	241	13	87	56	17	216	38	62	23	3	211	44	56	20	3
Michigan	225	28	72	36	8	194	65	35	9	1	206	49	51	17	2
Minnesota	230	22	78	43	11	195	61	39	12	2	194	62	38	13	3
Mississippi	225	28	72	35	7	198	61	39	10	1	212	40	60	19	4
Missouri	228	25	75	40	10	204	54	46	16	3	216	36	64	26	3
Montana	228	24	76	37	7	‡	‡	‡	‡	‡	219	36	64	26	3
Nebraska	228	24	76	40	9	203	52	48	19	3	207	47	53	20	3
Nevada	222	30	70	34	7	201	54	46	14	2	199	56	44	13	2
New Hampshire	230	22	78	42	9	216	38	62	28	5	217	37	63	30	8
New Jersey	237	14	86	51	13	213	43	57	18	3	213	42	58	19	2
New Mexico	224	30	70	35	9	205	50	50	13	1	201	55	45	14	1
New York	233	19	81	45	11	209	47	53	18	3	210	44	56	22	4
North Carolina	230	23	77	44	11	204	52	48	14	1	204	50	50	17	3
North Dakota	228	21	79	37	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	230	22	78	42	10	203	54	46	13	1	215	44	56	30	9
Oklahoma	223	28	72	33	5	197	59	41	11	1	207	47	53	17	3
Oregon	223	28	72	35	7	202	53	47	17	3	196	59	41	13	2
Pennsylvania	230	23	77	42	11	201	56	44	15	2	199	56	44	14	2
Rhode Island	231	22	78	44	12	207	48	52	17	2	200	55	45	14	2
South Carolina	226	26	74	38	9	200	56	44	11	1	205	47	53	17	1
South Dakota	227	25	75	37	7	‡	‡	‡	‡	‡	216	36	64	29	4
Tennessee	224	28	72	34	7	197	62	38	12	1	202	52	48	16	2
Texas	232	20	80	43	11	213	42	58	20	2	210	46	54	18	2
Utah	225	27	73	36	7	202	54	46	14	2	194	63	37	10	#
Vermont	229	25	75	42	12	214	39	61	29	9	‡	‡	‡	‡	‡
Virginia	234	18	82	47	11	210	44	56	18	2	214	40	60	26	5
Washington	229	24	76	40	10	209	46	54	21	2	201	55	45	14	2
West Virginia	215	37	63	26	4	204	53	47	16	2	‡	‡	‡	‡	‡
Wisconsin	227	25	75	38	8	192	66	34	9	1	202	54	46	16	2
Wyoming	224	26	74	34	5	‡	‡	‡	‡	‡	212	42	58	22	2
Other jurisdictions															
District of Columbia	256	6	94	75	36	196	63	37	11	2	207	49	51	17	4
DoDEA[1]	234	17	83	48	10	218	34	66	22	3	223	27	73	30	4

See notes at end of table.

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Table **A-12.** Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		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*
Nation (public)	**234**	**21**	**79**	**48**	**17**	**206**	**48**	**52**	**22**	**5**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	208	49	51	19	3	179	73	27	9	1
Arizona	228	24	76	41	13	190	64	36	12	3
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	234	22	78	48	16	‡	‡	‡	‡	‡
Colorado	238	19	81	53	17	‡	‡	‡	‡	‡
Connecticut	239	18	82	55	21	‡	‡	‡	‡	‡
Delaware	242	12	88	57	19	‡	‡	‡	‡	‡
Florida	237	16	84	56	15	‡	‡	‡	‡	‡
Georgia	238	17	83	53	15	‡	‡	‡	‡	‡
Hawaii	208	46	54	22	4	‡	‡	‡	‡	‡
Idaho	225	26	74	33	9	‡	‡	‡	‡	‡
Illinois	249	9	91	63	27	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	229	28	72	46	16	‡	‡	‡	‡	‡
Kansas	234	21	79	50	13	‡	‡	‡	‡	‡
Kentucky	243	15	85	56	22	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	245	11	89	59	25	‡	‡	‡	‡	‡
Massachusetts	241	15	85	56	22	‡	‡	‡	‡	‡
Michigan	234	21	79	42	17	‡	‡	‡	‡	‡
Minnesota	219	37	63	34	9	200	57	43	20	7
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	206	50	50	16	3
Nebraska	230	25	75	40	12	‡	‡	‡	‡	‡
Nevada	225	28	72	38	7	‡	‡	‡	‡	‡
New Hampshire	232	23	77	45	12	‡	‡	‡	‡	‡
New Jersey	246	11	89	62	24	‡	‡	‡	‡	‡
New Mexico	226	29	71	39	12	191	66	34	10	1
New York	238	17	83	52	17	‡	‡	‡	‡	‡
North Carolina	241	10	90	52	15	202	53	47	18	6
North Dakota	‡	‡	‡	‡	‡	204	53	47	16	3
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	215	37	63	27	5
Oregon	227	28	72	43	14	210	44	56	17	3
Pennsylvania	243	16	84	61	23	‡	‡	‡	‡	‡
Rhode Island	219	34	66	30	9	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	196	62	38	11	2
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	242	12	88	52	22	‡	‡	‡	‡	‡
Utah	217	37	63	30	7	195	58	42	17	2
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	242	13	87	57	22	‡	‡	‡	‡	‡
Washington	221	33	67	35	10	212	40	60	27	7
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	220	36	64	36	7	197	58	42	18	3
Wyoming	‡	‡	‡	‡	‡	205	48	52	19	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	224	25	75	34	4	‡	‡	‡	‡	‡

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 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), 2009 Reading Assessment.

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Table **A-13.** Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by gender and state/jurisdiction: 2009

	Male					Female				
		Percentage of students					Percentage of students			
State/jurisdiction	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)	**216**	**38**	**62**	**28**	**6**	**223**	**31**	**69**	**35**	**9**
Alabama	212	43	57	25	4	221	32	68	32	7
Alaska	207	45	55	24	4	216	37	63	31	7
Arizona	207	47	53	22	4	213	40	60	27	6
Arkansas	211	42	58	25	4	222	31	69	33	7
California	207	49	51	22	4	213	43	57	26	6
Colorado	222	31	69	36	8	229	25	75	44	13
Connecticut	225	29	71	38	9	234	20	80	47	14
Delaware	223	30	70	33	6	228	24	76	38	8
Florida	223	30	70	33	6	229	23	77	39	9
Georgia	214	41	59	26	5	221	34	66	33	7
Hawaii	205	49	51	22	4	217	37	63	30	7
Idaho	217	36	64	28	5	226	26	74	37	8
Illinois	215	40	60	29	7	224	30	70	36	10
Indiana	218	35	65	29	6	227	25	75	38	8
Iowa	217	36	64	29	6	226	26	74	39	9
Kansas	222	29	71	34	6	226	26	74	37	8
Kentucky	222	31	69	32	7	229	25	75	40	10
Louisiana	203	54	46	15	2	212	44	56	22	3
Maine	220	34	66	31	6	228	25	75	40	10
Maryland	223	33	67	34	9	229	26	74	40	13
Massachusetts	231	23	77	45	12	236	17	83	50	15
Michigan	214	39	61	26	5	222	32	68	34	8
Minnesota	220	33	67	34	8	227	26	74	41	11
Mississippi	208	49	51	20	3	213	42	58	24	4
Missouri	219	34	66	31	6	229	25	75	41	11
Montana	222	31	69	32	5	228	24	76	37	8
Nebraska	220	33	67	33	7	225	27	73	37	9
Nevada	208	46	54	22	4	214	39	61	26	5
New Hampshire	226	26	74	37	8	233	20	80	46	11
New Jersey	227	27	73	37	9	232	21	79	44	12
New Mexico	203	53	47	17	3	213	43	57	23	4
New York	221	33	67	32	7	228	25	75	40	10
North Carolina	215	39	61	29	6	224	30	70	36	8
North Dakota	223	28	72	30	4	229	21	79	39	7
Ohio	222	32	68	32	7	227	26	74	40	10
Oklahoma	214	38	62	26	4	220	31	69	29	5
Oregon	214	38	62	28	5	223	30	70	34	8
Pennsylvania	221	33	67	35	9	226	28	72	38	11
Rhode Island	218	36	64	31	8	228	26	74	40	11
South Carolina	213	40	60	26	6	219	36	64	29	6
South Dakota	220	34	66	31	6	225	27	73	35	8
Tennessee	214	40	60	26	4	220	34	66	30	7
Texas	216	39	61	25	5	222	31	69	30	7
Utah	217	36	64	28	5	222	31	69	34	6
Vermont	226	27	73	38	10	231	23	77	45	13
Virginia	223	30	70	35	8	230	22	78	42	11
Washington	217	36	64	29	6	226	29	71	38	10
West Virginia	211	42	58	23	3	218	35	65	29	5
Wisconsin	217	36	64	29	6	224	29	71	37	8
Wyoming	219	33	67	30	4	226	23	77	36	6
Other jurisdictions										
District of Columbia	198	60	40	16	4	206	52	48	18	5
DoDEA[1]	224	27	73	33	5	233	18	82	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), 2009 Reading Assessment.

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Table **A-14.** 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: 2009

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)	**206**	**49**	**51**	**17**	**2**	**232**	**21**	**79**	**45**	**12**	**219**	**38**	**62**	**31**	**9**
Alabama	204	51	49	16	2	231	22	78	43	10	‡	‡	‡	‡	‡
Alaska	194	59	41	14	2	225	26	74	38	8	‡	‡	‡	‡	‡
Arizona	197	58	42	13	2	225	27	73	38	8	‡	‡	‡	‡	‡
Arkansas	207	47	53	20	3	230	21	79	42	10	‡	‡	‡	‡	‡
California	196	62	38	10	1	226	27	73	40	10	207	51	49	20	4
Colorado	206	48	52	19	3	238	16	84	53	15	‡	‡	‡	‡	‡
Connecticut	207	47	53	18	3	238	15	85	52	15	‡	‡	‡	‡	‡
Delaware	214	40	60	21	3	234	18	82	45	11	‡	‡	‡	‡	‡
Florida	217	36	64	25	3	236	17	83	49	13	‡	‡	‡	‡	‡
Georgia	207	50	50	18	3	231	22	78	44	11	‡	‡	‡	‡	‡
Hawaii	198	57	43	15	2	221	32	68	34	8	‡	‡	‡	‡	‡
Idaho	211	43	57	21	3	229	23	77	41	9	‡	‡	‡	‡	‡
Illinois	202	53	47	15	2	234	20	80	47	14	‡	‡	‡	‡	‡
Indiana	210	43	57	20	2	232	20	80	45	11	‡	‡	‡	‡	‡
Iowa	208	46	54	21	3	229	23	77	42	9	‡	‡	‡	‡	‡
Kansas	213	40	60	22	3	234	16	84	47	11	‡	‡	‡	‡	‡
Kentucky	215	39	61	24	4	236	17	83	49	13	‡	‡	‡	‡	‡
Louisiana	201	57	43	13	1	222	29	71	32	5	‡	‡	‡	‡	‡
Maine	212	43	57	21	3	232	21	79	45	11	‡	‡	‡	‡	‡
Maryland	210	48	52	18	3	236	19	81	49	16	‡	‡	‡	‡	‡
Massachusetts	215	39	61	23	3	243	11	89	59	18	‡	‡	‡	‡	‡
Michigan	204	52	48	15	2	229	24	76	40	10	‡	‡	‡	‡	‡
Minnesota	203	52	48	17	3	233	20	80	47	12	‡	‡	‡	‡	‡
Mississippi	203	54	46	14	2	227	26	74	38	9	‡	‡	‡	‡	‡
Missouri	210	44	56	21	3	234	19	81	47	13	‡	‡	‡	‡	‡
Montana	214	40	60	21	3	232	19	81	44	9	‡	‡	‡	‡	‡
Nebraska	210	44	56	22	3	232	20	80	44	11	‡	‡	‡	‡	‡
Nevada	200	56	44	13	2	220	33	67	32	6	‡	‡	‡	‡	‡
New Hampshire	213	40	60	23	3	234	18	82	47	11	‡	‡	‡	‡	‡
New Jersey	211	44	56	17	2	238	15	85	51	14	‡	‡	‡	‡	‡
New Mexico	199	57	43	12	1	225	29	71	36	9	‡	‡	‡	‡	‡
New York	214	41	59	24	4	235	17	83	48	12	243	22	78	60	30
North Carolina	205	50	50	17	2	233	21	79	46	12	232	17	83	47	8
North Dakota	216	36	64	22	2	231	19	81	41	7	‡	‡	‡	‡	‡
Ohio	208	48	52	17	2	235	17	83	48	13	‡	‡	‡	‡	‡
Oklahoma	207	47	53	18	2	229	21	79	39	7	‡	‡	‡	‡	‡
Oregon	204	50	50	17	2	231	21	79	43	10	‡	‡	‡	‡	‡
Pennsylvania	206	49	51	19	3	235	19	81	48	14	‡	‡	‡	‡	‡
Rhode Island	205	49	51	17	2	235	19	81	48	14	‡	‡	‡	‡	‡
South Carolina	204	51	49	15	2	230	23	77	43	11	‡	‡	‡	‡	‡
South Dakota	209	47	53	20	3	230	22	78	40	9	‡	‡	‡	‡	‡
Tennessee	205	50	50	17	2	228	24	76	39	9	‡	‡	‡	‡	‡
Texas	209	46	54	17	2	232	20	80	43	11	‡	‡	‡	‡	‡
Utah	205	50	50	19	2	226	25	75	37	8	231	20	80	41	6
Vermont	215	38	62	26	5	236	18	82	49	15	‡	‡	‡	‡	‡
Virginia	210	44	56	18	2	235	18	82	49	13	‡	‡	‡	‡	‡
Washington	208	47	53	18	2	233	20	80	46	13	‡	‡	‡	‡	‡
West Virginia	206	48	52	17	2	226	25	75	37	7	‡	‡	‡	‡	‡
Wisconsin	202	54	46	15	2	231	20	80	44	10	‡	‡	‡	‡	‡
Wyoming	212	40	60	21	2	228	22	78	39	6	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	193	65	35	9	1	226	31	69	39	14	‡	‡	‡	‡	‡
DoDEA[1]	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	228	23	77	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), 2009 Reading Assessment.

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Table **A-15.** 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: 2009

	SD					Not SD				
		Percentage of students					Percentage of students			
State/jurisdiction	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)	**189**	**66**	**34**	**12**	**2**	**223**	**31**	**69**	**34**	**8**
Alabama	172	79	21	8	1	221	34	66	30	6
Alaska	173	77	23	6	1	218	35	65	31	6
Arizona	177	70	30	13	3	214	41	59	26	5
Arkansas	174	75	25	8	1	221	32	68	31	6
California	170	78	22	9	2	213	44	56	25	5
Colorado	192	63	37	15	3	229	24	76	43	11
Connecticut	195	62	38	13	2	233	20	80	46	13
Delaware	201	59	41	15	2	228	24	76	37	8
Florida	204	55	45	17	4	229	22	78	39	8
Georgia	187	70	30	14	2	220	35	65	31	7
Hawaii	155	89	11	3	1	216	39	61	28	6
Idaho	176	79	21	5	1	225	27	73	35	7
Illinois	188	67	33	15	4	224	31	69	35	9
Indiana	199	54	46	19	3	226	27	73	36	8
Iowa	172	81	19	5	#	227	25	75	38	8
Kansas	189	65	35	10	1	228	24	76	38	8
Kentucky	204	54	46	16	2	228	26	74	38	9
Louisiana	183	75	25	7	1	213	43	57	21	3
Maine	195	64	36	12	2	229	24	76	39	9
Maryland	211	46	54	21	5	227	29	71	38	11
Massachusetts	211	46	54	21	5	238	15	85	52	15
Michigan	189	66	34	10	3	222	32	68	32	7
Minnesota	189	63	37	16	4	228	25	75	40	10
Mississippi	183	74	26	7	1	213	43	57	23	4
Missouri	191	64	36	10	2	228	25	75	39	9
Montana	192	67	33	11	2	228	24	76	37	7
Nebraska	194	59	41	16	3	227	25	75	38	8
Nevada	177	70	30	10	2	215	40	60	25	5
New Hampshire	201	58	42	14	2	234	17	83	46	10
New Jersey	208	49	51	21	4	231	21	79	42	11
New Mexico	171	82	18	5	1	211	45	55	21	4
New York	196	62	38	12	2	229	24	76	40	10
North Carolina	187	66	34	12	2	224	30	70	35	8
North Dakota	208	49	51	17	2	228	22	78	37	6
Ohio	191	69	31	9	2	228	26	74	38	9
Oklahoma	178	75	25	9	1	221	31	69	30	5
Oregon	185	66	34	13	3	223	30	70	34	7
Pennsylvania	193	62	38	14	3	228	26	74	40	10
Rhode Island	187	67	33	9	1	229	25	75	40	11
South Carolina	188	66	34	12	3	219	35	65	29	6
South Dakota	200	55	45	17	3	224	28	72	34	7
Tennessee	188	64	36	12	2	218	36	64	29	6
Texas	185	71	29	6	1	221	33	67	29	6
Utah	186	67	33	13	2	222	31	69	32	6
Vermont	194	65	35	11	2	235	17	83	47	14
Virginia	195	62	38	15	3	230	22	78	41	10
Washington	186	69	31	12	3	225	28	72	36	9
West Virginia	185	66	34	13	2	220	33	67	28	5
Wisconsin	183	73	27	9	1	225	27	73	36	8
Wyoming	193	66	34	10	1	228	22	78	36	5
Other jurisdictions										
District of Columbia	165	81	19	6	2	204	55	45	17	5
DoDEA[1]	204	51	49	16	1	231	20	80	41	8

Rounds to zero.

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

NOTE: 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), 2009 Reading Assessment.

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Table **A-16.** 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: 2009

	ELL					Not ELL				
		Percentage of students					Percentage of students			
State/jurisdiction	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)	**188**	**71**	**29**	**6**	**#**	**223**	**31**	**69**	**34**	**8**
Alabama	‡	‡	‡	‡	‡	217	37	63	29	6
Alaska	165	86	14	4	#	216	36	64	30	6
Arizona	168	86	14	2	#	217	37	63	28	6
Arkansas	191	67	33	9	1	218	35	65	30	6
California	184	75	25	4	#	220	34	66	32	7
Colorado	184	74	26	4	#	231	23	77	44	12
Connecticut	184	71	29	6	1	231	22	78	44	12
Delaware	201	58	42	9	#	226	26	74	36	8
Florida	205	48	52	13	1	227	26	74	37	8
Georgia	186	78	22	6	1	219	36	64	30	7
Hawaii	178	77	23	5	#	214	40	60	28	6
Idaho	177	81	19	3	#	223	29	71	34	7
Illinois	186	70	30	7	1	222	33	67	34	9
Indiana	190	69	31	6	1	224	29	71	35	8
Iowa	195	66	34	9	1	223	30	70	35	7
Kansas	203	53	47	17	2	226	26	74	37	7
Kentucky	‡	‡	‡	‡	‡	226	28	72	36	8
Louisiana	198	63	37	10	1	208	48	52	19	2
Maine	‡	‡	‡	‡	‡	224	29	71	36	8
Maryland	208	49	51	17	4	227	29	71	38	11
Massachusetts	198	60	40	12	1	236	17	83	50	14
Michigan	194	65	35	9	1	219	35	65	30	7
Minnesota	188	70	30	7	1	226	27	73	40	10
Mississippi	‡	‡	‡	‡	‡	211	45	55	22	4
Missouri	‡	‡	‡	‡	‡	224	29	71	36	9
Montana	188	72	28	5	2	226	26	74	35	7
Nebraska	186	73	27	4	#	225	27	73	37	8
Nevada	183	74	26	5	#	218	35	65	29	5
New Hampshire	202	54	46	15	1	230	22	78	42	9
New Jersey	‡	‡	‡	‡	‡	230	23	77	41	10
New Mexico	174	84	16	3	#	213	43	57	22	4
New York	189	71	29	6	#	227	27	73	38	9
North Carolina	189	67	33	11	1	221	33	67	33	7
North Dakota	‡	‡	‡	‡	‡	226	24	76	35	6
Ohio	194	65	35	8	#	225	28	72	36	9
Oklahoma	190	71	29	9	1	218	33	67	28	4
Oregon	181	77	23	3	#	223	29	71	34	7
Pennsylvania	179	76	24	4	#	225	29	71	37	10
Rhode Island	179	74	26	6	2	225	29	71	37	10
South Carolina	206	47	53	20	2	216	38	62	28	6
South Dakota	‡	‡	‡	‡	‡	223	30	70	33	7
Tennessee	181	75	25	4	1	218	36	64	29	6
Texas	197	63	37	8	#	223	30	70	32	7
Utah	182	76	24	5	#	222	30	70	33	6
Vermont	‡	‡	‡	‡	‡	229	25	75	42	12
Virginia	201	55	45	12	1	228	24	76	40	10
Washington	181	80	20	3	#	225	27	73	36	9
West Virginia	‡	‡	‡	‡	‡	215	38	62	26	4
Wisconsin	191	69	31	8	#	222	31	69	34	7
Wyoming	‡	‡	‡	‡	‡	224	27	73	33	5
Other jurisdictions										
District of Columbia	194	65	35	6	1	202	56	44	17	5
DoDEA[1]	200	57	43	8	#	230	21	79	40	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: 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), 2009 Reading Assessment.

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Table **A-17.** Percentage of eighth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, and state/jurisdiction: 1998 and 2009

	Race/ethnicity										Eligibility for free/reduced-price school lunch			
	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Eligible		Not eligible	
State/jurisdiction	1998[1]	2009	1998[1]	2009	1998[1]	2009	1998[1]	2009	1998[1]	2009	1998[1]	2009	1998	2009
Nation (public)	**68***	**57**	**15**	**16**	**12***	**20**	**3***	**5**	**#***	**1**	**30***	**43**	**58**	**56**
Alabama	64	60	33	35	1*	3	1	1	#	1	40*	50	58*	50
Alaska	—	53	—	4	—	6	—	9	—	22	—	37	—	62
Arizona	61*	45	4	5	26*	42	2	3	6	5	34*	47	53	51
Arkansas	76*	69	22	21	2*	7	1	1	#	1	37*	53	59*	47
California	42*	28	8	6	37*	51	11	13	1	1	37*	53	44	45
Colorado	72*	61	5	6	18*	28	3*	4	1	1	24*	34	67	63
Connecticut	76*	71	12	11	8*	14	3	4	#	#	17*	26	70	74
Delaware	65*	54	28*	34	4*	9	2*	3	#	#	27*	38	61	62
Florida	57*	46	27	22	13*	25	2	3	#	#	39*	47	52	53
Georgia	58*	47	36	37	3*	9	2*	3	#	#	36*	49	53	50
Hawaii	19*	14	2	3	2	3	66	68	#	#	35*	41	60	59
Idaho	—	82	—	1	—	14	—	2	—	2	—	36	—	62
Illinois	—	58	—	18	—	18	—	4	—	#	—	39	—	61
Indiana	—	76	—	12	—	6	—	1	—	#	—	37	—	63
Iowa	—	86	—	5	—	6	—	2	—	1	—	33	—	67
Kansas	84*	73	8	9	5*	13	2	2	1	2	33*	42	65*	58
Kentucky	89*	85	10	10	#*	2	1	1	#	#	40*	47	57	53
Louisiana	58	52	41	43	1*	2	1	2	#	1	48*	62	45*	38
Maine	97*	94	1*	2	#*	1	1*	2	1	#	24*	34	68	66
Maryland	59*	49	32	36	4*	8	4*	7	#	#	26	30	72	70
Massachusetts	79*	74	7	8	9	10	5	6	#	#	23*	29	73	71
Michigan	—	74	—	18	—	4	—	2	—	1	—	37	—	62
Minnesota	87*	79	3*	7	2*	5	4*	6	2	2	22*	27	72	73
Mississippi	51	47	47	50	#*	1	1	1	#	#	50*	66	42*	33
Missouri	85*	80	13	14	1*	3	1*	2	#	#	27*	36	70*	64
Montana	91*	85	#*	1	1*	2	1*	1	6*	10	24*	34	66	66
Nebraska	—	77	—	8	—	12	—	2	—	1	—	36	—	64
Nevada	68*	45	8*	11	17*	35	4*	8	2	1	25*	35	66	65
New Hampshire	—	92	—	2	—	3	—	2	—	#	—	20	—	77
New Jersey	—	60	—	16	—	16	—	8	—	#	—	26	—	72
New Mexico	42*	30	3	3	45*	57	1	1	8	9	42*	63	42*	36
New York	61	55	18	18	15	19	4	7	#	#	37*	44	48	53
North Carolina	65*	55	28	28	2*	10	1*	2	4	1	30*	44	63*	55
North Dakota	—	88	—	1	—	1	—	1	—	8	—	28	—	72
Ohio	—	79	—	15	—	2	—	1	—	#	—	34	—	66
Oklahoma	72*	59	9	9	4*	10	1*	2	13*	19	34*	49	57	51
Oregon	85*	72	3	2	6*	16	4	5	1*	2	26*	41	68*	58
Pennsylvania	—	77	—	13	—	6	—	3	—	#	—	33	—	67
Rhode Island	83*	71	6*	9	8*	17	3	3	#	#	28*	37	71*	63
South Carolina	58	55	40	38	1*	4	1	1	#	#	40*	51	56*	49
South Dakota	—	84	—	2	—	2	—	1	—	11	—	31	—	69
Tennessee	76	70	22	25	1*	3	1	2	#	#	30*	42	65*	57
Texas	50*	37	13	13	32*	46	3	4	1	#	37*	53	60*	47
Utah	90*	81	1*	1	5*	13	3	3	2	1	21*	27	68*	64
Vermont	—	94	—	2	—	1	—	2	—	1	—	29	—	71
Virginia	67*	59	26	26	3*	7	3*	6	1	#	22*	31	71	69
Washington	80*	68	3*	5	7*	15	7	8	3	2	23*	37	66	62
West Virginia	96	93	3*	6	#	1	#	1	#	#	39*	51	57*	48
Wisconsin	84*	79	9	10	3	6	2	3	1	1	20*	30	71	67
Wyoming	89*	84	1	1	6*	10	1	1	3	3	25*	28	74	72
Other jurisdictions														
District of Columbia	3	3	87	87	8	9	2	1	#	#	53*	72	24*	27
DoDEA[2]	47	46	21*	16	10*	16	7	9	1	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 2009 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 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 and 2009 Reading Assessments.

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Table **A-18.** Percentage of eighth-grade public school students at or above *Basic* in NAEP reading, by state/jurisdiction: Various years, 1998–2009

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

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Table **A-19.** Percentage of eighth-grade public school students at or above *Proficient* in NAEP reading, by state/jurisdiction: Various years, 1998–2009

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

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Table **A-20.** Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
		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)	**271**	**17**	**83**	**39**	**3**	**245**	**44**	**56**	**13**	**#**	**248**	**41**	**59**	**16**	**1**
Alabama	264	23	77	31	2	238	54	46	9	#	245	47	53	23	4
Alaska	269	17	83	36	2	249	39	61	12	#	260	30	70	25	2
Arizona	270	19	81	39	4	249	42	58	21	2	246	43	57	15	1
Arkansas	266	22	78	33	3	234	57	43	8	#	249	42	58	19	1
California	269	20	80	37	4	243	47	53	11	#	241	48	52	13	1
Colorado	274	13	87	41	3	250	38	62	15	#	250	39	61	16	1
Connecticut	279	12	88	51	6	245	45	55	11	#	252	36	64	19	1
Delaware	273	14	86	41	3	254	34	66	16	#	256	31	69	21	1
Florida	272	18	82	40	4	250	38	62	15	#	260	27	73	27	1
Georgia	268	19	81	35	3	249	40	60	15	#	254	33	67	20	1
Hawaii	267	20	80	35	2	256	31	69	20	1	252	38	62	24	1
Idaho	269	18	82	37	2	‡	‡	‡	‡	‡	241	50	50	11	#
Illinois	274	14	86	42	3	243	46	54	10	#	252	35	65	18	#
Indiana	269	17	83	36	3	250	40	60	15	#	251	34	66	15	#
Iowa	267	20	80	34	2	241	49	51	12	#	249	39	61	18	1
Kansas	272	14	86	39	2	248	43	57	14	1	250	39	61	16	1
Kentucky	269	19	81	35	3	249	40	60	15	1	265	21	79	30	2
Louisiana	263	25	75	28	2	241	50	50	10	#	‡	‡	‡	‡	‡
Maine	268	19	81	35	3	254	32	68	22	#	‡	‡	‡	‡	‡
Maryland	279	12	88	48	7	250	39	61	16	1	258	29	71	25	1
Massachusetts	279	13	87	49	6	251	36	64	17	1	250	38	62	17	1
Michigan	268	21	79	36	3	238	54	46	9	#	253	40	60	26	2
Minnesota	275	13	87	44	3	244	46	54	10	#	247	39	61	16	#
Mississippi	264	23	77	31	2	239	53	47	8	#	‡	‡	‡	‡	‡
Missouri	270	17	83	38	3	246	45	55	14	#	260	29	71	25	4
Montana	273	14	86	40	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	272	14	86	39	2	242	49	51	12	#	253	35	65	19	1
Nevada	264	23	77	31	2	241	50	50	10	#	242	47	53	13	#
New Hampshire	271	18	82	40	4	‡	‡	‡	‡	‡	257	36	64	27	3
New Jersey	281	8	92	51	6	250	40	60	17	1	256	32	68	20	1
New Mexico	271	16	84	38	4	246	44	56	16	1	248	42	58	14	#
New York	275	15	85	44	4	246	44	56	13	#	247	42	58	16	#
North Carolina	270	19	81	39	4	243	47	53	12	#	249	42	58	19	2
North Dakota	271	12	88	35	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	273	14	86	42	4	247	44	56	13	#	251	39	61	16	#
Oklahoma	264	22	78	29	1	247	43	57	16	1	246	43	57	14	#
Oregon	269	19	81	37	3	‡	‡	‡	‡	‡	247	42	58	14	1
Pennsylvania	276	13	87	46	4	249	40	60	16	1	247	42	58	12	#
Rhode Island	267	21	79	34	2	238	50	50	9	#	241	50	50	11	#
South Carolina	267	21	79	34	3	243	48	52	10	#	259	30	70	30	4
South Dakota	273	12	88	40	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Tennessee	267	20	80	34	2	243	48	52	11	#	252	38	62	21	2
Texas	273	14	86	42	3	249	39	61	13	#	251	36	64	17	1
Utah	270	17	83	37	2	‡	‡	‡	‡	‡	246	45	55	13	#
Vermont	272	16	84	41	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	272	15	85	40	3	250	39	61	14	#	256	30	70	22	1
Washington	273	17	83	41	5	245	39	61	13	#	248	40	60	17	1
West Virginia	255	32	68	22	1	250	41	59	18	2	‡	‡	‡	‡	‡
Wisconsin	271	16	84	39	3	238	52	48	9	#	250	40	60	15	1
Wyoming	269	17	83	36	2	‡	‡	‡	‡	‡	259	28	72	23	#
Other jurisdictions															
District of Columbia	‡	‡	‡	‡	‡	239	52	48	10	#	249	40	60	21	1
DoDEA[1]	278	9	91	48	2	262	20	80	22	1	269	16	84	35	1

See notes at end of table.

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Table **A-20.** Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		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*
Nation (public)	**273**	**18**	**82**	**44**	**6**	**252**	**37**	**63**	**21**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	254	34	66	21	1	239	52	48	11	1
Arizona	280	13	87	56	13	244	48	52	13	2
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	266	23	77	35	3	‡	‡	‡	‡	‡
Colorado	274	14	86	43	3	‡	‡	‡	‡	‡
Connecticut	290	9	91	64	15	‡	‡	‡	‡	‡
Delaware	272	15	85	38	3	‡	‡	‡	‡	‡
Florida	288	6	94	64	8	‡	‡	‡	‡	‡
Georgia	286	10	90	61	10	‡	‡	‡	‡	‡
Hawaii	252	36	64	19	1	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	284	8	92	60	8	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	272	17	83	36	4	258	31	69	25	2
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	286	7	93	60	10	‡	‡	‡	‡	‡
Massachusetts	281	11	89	50	10	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	260	31	69	30	1	259	28	72	26	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	253	36	64	20	1
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	262	23	77	28	2	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	291	5	95	64	13	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	239	50	50	12	1
New York	277	17	83	49	8	‡	‡	‡	‡	‡
North Carolina	272	20	80	46	8	235	54	46	16	2
North Dakota	‡	‡	‡	‡	‡	246	40	60	22	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	258	29	71	25	1
Oregon	276	15	85	48	4	259	32	68	28	4
Pennsylvania	287	12	88	60	15	‡	‡	‡	‡	‡
Rhode Island	270	19	81	35	6	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	248	40	60	16	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	280	13	87	53	7	‡	‡	‡	‡	‡
Utah	266	26	74	33	6	235	62	38	10	1
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	279	8	92	48	3	‡	‡	‡	‡	‡
Washington	272	17	83	42	6	254	40	60	25	3
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	265	25	75	34	3	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
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: 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), 2009 Reading Assessment.

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Table **A-21.** Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by gender and state/jurisdiction: 2009

	Male					Female				
		Percentage of students					Percentage of students			
State/jurisdiction	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)	**258**	**30**	**70**	**26**	**2**	**267**	**22**	**78**	**35**	**3**
Alabama	249	41	59	19	1	261	28	72	28	2
Alaska	254	34	66	21	1	265	23	77	33	2
Arizona	254	34	66	24	2	261	29	71	30	3
Arkansas	254	35	65	23	1	262	27	73	30	3
California	248	40	60	19	1	257	33	67	26	3
Colorado	262	25	75	28	1	270	18	82	37	3
Connecticut	267	23	77	37	4	277	15	85	48	6
Delaware	260	27	73	25	1	270	17	83	37	3
Florida	259	29	71	27	2	269	19	81	37	3
Georgia	255	34	66	22	1	266	22	78	32	2
Hawaii	248	42	58	16	1	262	25	75	28	2
Idaho	259	29	71	26	1	271	17	83	40	3
Illinois	260	28	72	28	2	269	19	81	37	3
Indiana	263	24	76	29	2	269	18	82	35	3
Iowa	261	26	74	26	1	269	19	81	38	3
Kansas	265	23	77	31	2	269	18	82	36	2
Kentucky	263	26	74	29	2	271	16	84	38	4
Louisiana	248	41	59	16	1	258	31	69	24	2
Maine	262	24	76	28	2	273	16	84	41	4
Maryland	262	28	72	31	3	272	18	82	41	6
Massachusetts	269	20	80	37	4	279	13	87	49	7
Michigan	257	33	67	25	2	267	23	77	36	4
Minnesota	265	22	78	32	2	275	13	87	45	4
Mississippi	248	43	57	17	1	255	34	66	21	1
Missouri	262	25	75	28	1	272	17	83	41	4
Montana	265	21	79	30	1	276	12	88	45	3
Nebraska	263	23	77	28	1	272	16	84	41	3
Nevada	248	41	59	16	1	260	28	72	28	2
New Hampshire	264	24	76	32	2	277	13	87	47	6
New Jersey	269	20	80	36	3	277	13	87	47	6
New Mexico	251	37	63	20	1	257	32	68	23	2
New York	259	30	70	28	2	270	21	79	39	4
North Carolina	253	36	64	22	1	267	24	76	36	4
North Dakota	265	18	82	27	1	274	11	89	41	2
Ohio	265	22	78	32	2	272	17	83	41	5
Oklahoma	255	32	68	21	#	264	22	78	31	2
Oregon	260	28	72	28	2	270	19	81	39	4
Pennsylvania	267	22	78	35	3	274	15	85	45	4
Rhode Island	255	33	67	23	1	265	23	77	32	2
South Carolina	251	38	62	19	1	264	26	74	30	3
South Dakota	266	19	81	30	1	275	12	88	44	3
Tennessee	257	31	69	24	1	265	24	76	32	3
Texas	256	31	69	23	1	264	23	77	31	2
Utah	260	26	74	27	1	271	17	83	39	3
Vermont	267	21	79	34	2	278	12	88	48	5
Virginia	260	27	73	25	1	271	17	83	39	3
Washington	261	26	74	30	3	273	18	82	42	5
West Virginia	248	40	60	17	1	262	25	75	28	2
Wisconsin	260	26	74	27	1	271	18	82	41	3
Wyoming	265	21	79	30	1	271	16	84	39	2
Other jurisdictions										
District of Columbia	236	56	44	11	1	248	43	57	16	1
DoDEA[1]	269	15	85	34	1	276	11	89	44	2

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), 2009 Reading Assessment.

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Table **A-22.** 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: 2009

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)	**249**	**40**	**60**	**16**	**1**	**273**	**16**	**84**	**41**	**4**	**259**	**31**	**69**	**29**	**3**
Alabama	243	48	52	12	#	267	20	80	35	2	‡	‡	‡	‡	‡
Alaska	247	42	58	15	1	267	20	80	34	2	‡	‡	‡	‡	‡
Arizona	244	45	55	14	1	269	20	80	38	4	‡	‡	‡	‡	‡
Arkansas	248	41	59	17	1	269	19	81	38	3	‡	‡	‡	‡	‡
California	241	48	52	11	#	267	22	78	35	4	245	47	53	14	1
Colorado	251	37	63	16	1	273	14	86	40	3	283	9	91	56	7
Connecticut	250	39	61	18	1	279	12	88	51	6	‡	‡	‡	‡	‡
Delaware	253	35	65	17	1	272	15	85	39	3	‡	‡	‡	‡	‡
Florida	255	33	67	21	1	273	16	84	42	4	‡	‡	‡	‡	‡
Georgia	249	40	60	14	#	272	16	84	40	3	‡	‡	‡	‡	‡
Hawaii	246	42	58	14	#	261	27	73	27	2	‡	‡	‡	‡	‡
Idaho	254	34	66	21	1	271	17	83	39	3	‡	‡	‡	‡	‡
Illinois	249	40	60	16	1	275	13	87	43	3	‡	‡	‡	‡	‡
Indiana	254	32	68	18	#	273	15	85	40	3	‡	‡	‡	‡	‡
Iowa	253	35	65	21	1	270	17	83	38	2	‡	‡	‡	‡	‡
Kansas	255	33	67	19	1	275	11	89	43	3	‡	‡	‡	‡	‡
Kentucky	257	31	69	21	1	276	12	88	44	4	‡	‡	‡	‡	‡
Louisiana	246	43	57	13	#	266	23	77	32	2	‡	‡	‡	‡	‡
Maine	259	29	71	23	1	272	15	85	41	4	‡	‡	‡	‡	‡
Maryland	250	39	61	16	1	275	16	84	44	6	‡	‡	‡	‡	‡
Massachusetts	254	34	66	20	1	282	10	90	52	7	‡	‡	‡	‡	‡
Michigan	247	44	56	15	1	271	18	82	40	4	‡	‡	‡	‡	‡
Minnesota	252	36	64	18	1	276	12	88	46	3	‡	‡	‡	‡	‡
Mississippi	243	47	53	12	#	267	20	80	34	2	‡	‡	‡	‡	‡
Missouri	253	35	65	18	#	275	13	87	44	4	‡	‡	‡	‡	‡
Montana	261	25	75	26	1	275	12	88	44	3	‡	‡	‡	‡	‡
Nebraska	253	35	65	19	#	275	12	88	43	3	‡	‡	‡	‡	‡
Nevada	243	46	54	13	1	260	29	71	27	2	‡	‡	‡	‡	‡
New Hampshire	257	32	68	24	1	274	16	84	43	5	282	9	91	54	6
New Jersey	253	35	65	18	#	279	10	90	49	6	‡	‡	‡	‡	‡
New Mexico	246	43	57	14	1	268	20	80	34	3	‡	‡	‡	‡	‡
New York	252	38	62	19	1	275	14	86	46	5	254	35	65	24	2
North Carolina	245	44	56	14	1	271	19	81	40	4	‡	‡	‡	‡	‡
North Dakota	260	25	75	25	1	273	10	90	38	2	‡	‡	‡	‡	‡
Ohio	255	33	67	21	1	276	13	87	45	5	‡	‡	‡	‡	‡
Oklahoma	250	37	63	16	#	268	18	82	35	2	‡	‡	‡	‡	‡
Oregon	252	37	63	19	1	274	14	86	43	4	‡	‡	‡	‡	‡
Pennsylvania	253	35	65	19	#	279	10	90	51	5	‡	‡	‡	‡	‡
Rhode Island	245	44	56	14	1	269	19	81	36	2	‡	‡	‡	‡	‡
South Carolina	246	44	56	13	1	269	19	81	36	3	‡	‡	‡	‡	‡
South Dakota	258	28	72	22	1	276	10	90	44	2	‡	‡	‡	‡	‡
Tennessee	250	39	61	15	#	269	19	81	38	3	‡	‡	‡	‡	‡
Texas	249	38	62	15	#	273	15	85	40	3	‡	‡	‡	‡	‡
Utah	251	40	60	18	1	271	15	85	38	2	273	15	85	41	3
Vermont	260	27	73	24	1	277	12	88	48	4	‡	‡	‡	‡	‡
Virginia	251	37	63	15	#	272	16	84	40	3	‡	‡	‡	‡	‡
Washington	254	34	66	21	1	275	15	85	44	6	‡	‡	‡	‡	‡
West Virginia	246	42	58	15	1	264	23	77	31	2	‡	‡	‡	‡	‡
Wisconsin	249	39	61	18	1	273	15	85	41	3	‡	‡	‡	‡	‡
Wyoming	257	30	70	19	#	273	14	86	41	2	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	237	55	45	9	#	256	35	65	26	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), 2009 Reading Assessment.

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Table **A-23.** 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: 2009

State/jurisdiction	SD					Not SD				
		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*
Nation (public)	**229**	**63**	**37**	**8**	**#**	**266**	**22**	**78**	**33**	**3**
Alabama	208	82	18	2	#	259	30	70	26	2
Alaska	225	69	31	5	#	264	23	77	30	2
Arizona	217	73	27	6	#	262	27	73	29	3
Arkansas	216	74	26	5	#	263	25	75	29	2
California	212	76	24	2	#	256	33	67	24	2
Colorado	231	59	41	7	#	269	18	82	35	2
Connecticut	238	53	47	13	1	276	14	86	46	5
Delaware	240	55	45	9	1	268	18	82	33	2
Florida	239	55	45	11	1	268	20	80	35	3
Georgia	224	68	32	4	#	263	24	76	29	2
Hawaii	215	79	21	3	#	260	27	73	24	1
Idaho	224	71	29	5	#	268	19	81	35	2
Illinois	230	63	37	10	#	269	19	81	36	3
Indiana	236	55	45	9	#	269	18	82	34	2
Iowa	225	72	28	5	#	270	17	83	35	2
Kansas	236	59	41	6	#	269	17	83	35	2
Kentucky	239	53	47	12	#	269	19	81	35	3
Louisiana	221	72	28	5	#	258	30	70	23	1
Maine	240	53	47	10	#	272	14	86	39	3
Maryland	247	43	57	18	1	269	21	79	37	4
Massachusetts	251	39	61	18	1	278	13	87	47	6
Michigan	222	73	27	5	#	266	23	77	33	3
Minnesota	235	59	41	9	1	274	14	86	42	3
Mississippi	210	82	18	2	#	255	35	65	21	1
Missouri	235	59	41	8	#	270	17	83	37	3
Montana	238	54	46	7	#	274	13	87	41	3
Nebraska	226	68	32	6	#	271	15	85	38	2
Nevada	216	72	28	4	#	258	31	69	24	1
New Hampshire	244	47	53	12	1	276	13	87	45	5
New Jersey	250	41	59	19	2	276	13	87	44	5
New Mexico	219	72	28	5	#	258	31	69	23	2
New York	233	61	39	9	1	268	21	79	36	3
North Carolina	221	72	28	5	#	264	25	75	32	3
North Dakota	240	50	50	7	#	272	12	88	36	1
Ohio	238	52	48	13	#	272	17	83	39	4
Oklahoma	223	70	30	6	#	264	22	78	28	1
Oregon	235	59	41	9	#	269	19	81	36	3
Pennsylvania	239	54	46	10	1	276	12	88	45	4
Rhode Island	229	64	36	7	#	266	21	79	32	2
South Carolina	227	66	34	7	1	260	29	71	26	2
South Dakota	232	63	37	4	#	273	12	88	39	2
Tennessee	223	70	30	5	#	263	25	75	29	2
Texas	223	70	30	4	#	263	24	76	29	2
Utah	223	72	28	3	#	268	19	81	35	2
Vermont	245	48	52	14	1	278	10	90	47	4
Virginia	236	57	43	8	#	269	18	82	35	2
Washington	231	62	38	9	1	270	18	82	38	4
West Virginia	217	73	27	5	#	261	27	73	25	2
Wisconsin	228	64	36	6	#	270	17	83	37	3
Wyoming	238	55	45	6	#	272	13	87	38	2
Other jurisdictions										
District of Columbia	205	85	15	2	#	245	47	53	14	1
DoDEA[1]	241	49	51	9	#	275	11	89	41	2

Rounds to zero.

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

NOTE: 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), 2009 Reading Assessment.

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Table **A-24.** 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: 2009

	ELL					Not ELL				
		Percentage of students					Percentage of students			
State/jurisdiction	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)	**219**	**75**	**25**	**3**	**#**	**265**	**24**	**76**	**32**	**3**
Alabama	‡	‡	‡	‡	‡	255	34	66	24	1
Alaska	219	75	25	2	#	264	24	76	30	2
Arizona	204	85	15	1	#	261	29	71	28	3
Arkansas	236	57	43	7	#	259	30	70	27	2
California	215	79	21	2	#	261	26	74	27	2
Colorado	222	71	29	3	#	268	19	81	34	2
Connecticut	‡	‡	‡	‡	‡	273	18	82	43	5
Delaware	‡	‡	‡	‡	‡	266	22	78	31	2
Florida	233	59	41	7	#	265	23	77	33	2
Georgia	‡	‡	‡	‡	‡	261	27	73	27	2
Hawaii	217	78	22	3	#	257	31	69	23	1
Idaho	224	74	26	3	#	266	21	79	34	2
Illinois	224	72	28	4	#	266	22	78	33	2
Indiana	‡	‡	‡	‡	‡	266	21	79	32	2
Iowa	‡	‡	‡	‡	‡	266	22	78	33	2
Kansas	235	61	39	5	#	268	18	82	34	2
Kentucky	‡	‡	‡	‡	‡	267	21	79	33	3
Louisiana	‡	‡	‡	‡	‡	253	35	65	20	1
Maine	‡	‡	‡	‡	‡	268	20	80	35	3
Maryland	‡	‡	‡	‡	‡	268	22	78	36	4
Massachusetts	217	75	25	3	#	275	16	84	44	6
Michigan	237	60	40	8	#	262	27	73	31	3
Minnesota	230	61	39	3	#	272	16	84	40	3
Mississippi	‡	‡	‡	‡	‡	251	38	62	19	1
Missouri	‡	‡	‡	‡	‡	267	21	79	34	3
Montana	‡	‡	‡	‡	‡	271	15	85	38	2
Nebraska	‡	‡	‡	‡	‡	268	19	81	35	2
Nevada	204	87	13	1	#	257	31	69	24	1
New Hampshire	‡	‡	‡	‡	‡	271	18	82	40	4
New Jersey	‡	‡	‡	‡	‡	273	16	84	42	5
New Mexico	211	87	13	1	#	258	29	71	24	2
New York	213	80	20	2	#	266	24	76	34	3
North Carolina	226	65	35	5	#	261	28	72	30	3
North Dakota	‡	‡	‡	‡	‡	270	14	86	34	1
Ohio	‡	‡	‡	‡	‡	269	19	81	37	3
Oklahoma	224	68	32	3	#	260	26	74	26	1
Oregon	221	76	24	1	#	268	21	79	35	3
Pennsylvania	237	55	45	5	#	271	18	82	41	4
Rhode Island	204	84	16	1	#	261	27	73	28	2
South Carolina	249	34	66	18	3	257	32	68	25	2
South Dakota	‡	‡	‡	‡	‡	270	15	85	37	2
Tennessee	‡	‡	‡	‡	‡	261	27	73	28	2
Texas	216	80	20	1	#	263	24	76	29	2
Utah	225	72	28	3	#	267	20	80	34	2
Vermont	‡	‡	‡	‡	‡	273	16	84	41	4
Virginia	233	63	37	9	#	267	21	79	33	2
Washington	213	81	19	2	#	269	20	80	37	4
West Virginia	‡	‡	‡	‡	‡	255	33	67	22	1
Wisconsin	240	51	49	7	#	267	21	79	35	2
Wyoming	‡	‡	‡	‡	‡	269	18	82	35	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	243	49	51	14	1
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), 2009 Reading Assessment.

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