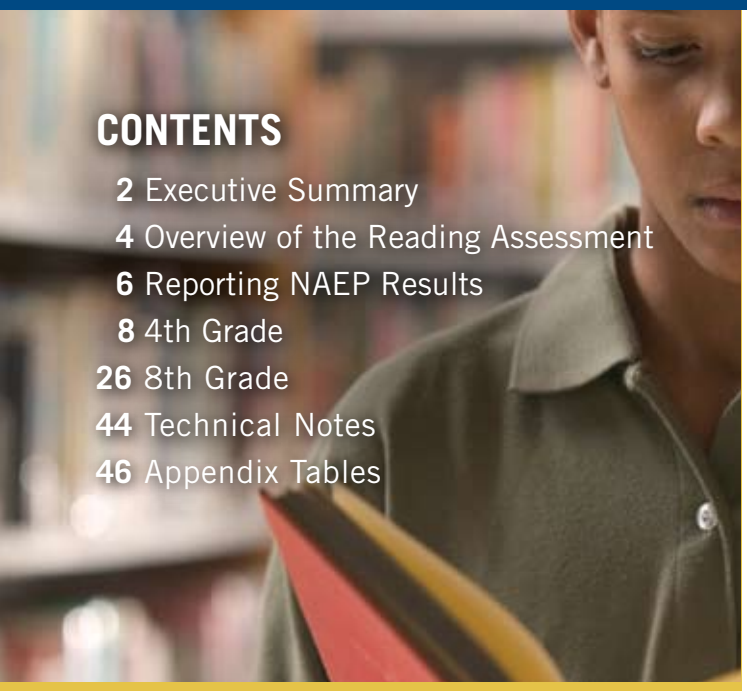
ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
U.S. Department of Education
NCES 2007–496

The Nation's Report Card Reading 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

EMBARGOED until
September 25, 2007
10 a.m. E.D.T.
DO NOT CITE



CONTENTS

2 Executive Summary
4 Overview of the Reading Assessment
6 Reporting NAEP Results
8 4th Grade
26 8th Grade
44 Technical Notes
46 Appendix Tables

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.

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

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.

Executive Summary

Reading skills are improving for both fourth- and eighth-graders, particularly among lower- and middle-performing students. Many student groups made gains in both grades; however, these gains were not always accompanied by significant closing of racial/ethnic and gender gaps.

Students demonstrated their reading comprehension skills by responding to questions about various types of reading passages on the 2007 National Assessment of Educational Progress (NAEP) reading assessment. Reading abilities were assessed in the contexts of literary experience, gaining information, and performing a task.

A nationally representative sample of more than 350,000 students at grades 4 and 8 participated in the 2007 reading assessment. Comparing these results to results from previous years shows the progress fourth- and eighth-graders are making both in the nation and in individual states.

Fourth-graders scored higher in 2007 than in all the previous assessment years. The average reading score was up 2 points since 2005 and 4 points compared to the first assessment 15 years ago. Higher percentages of students were performing at or above the *Basic* and *Proficient* achievement levels in 2007 than in previous years.

The average reading score for eighth-graders was up 1 point since 2005 and 3 points since 1992; however, the trend of increasing scores was not consistent over all assessment years. In comparison to both 1992 and 2005, the percentage of students performing at or above the *Basic* level increased, but there was no significant change in the percentage of students at or above the *Proficient* level.

White, Black, and Hispanic students in both grades make gains

As indicated on the chart below, White, Black, and Hispanic students all scored higher in 2007 than in the first assessment 15 years ago at both grades 4 and 8. However, improvements for minority students did not always result in the narrowing of the achievement gaps with White students. Only the White – Black gap at grade 4 was smaller in comparison to the gaps in 2005 and 1992.

Female students outperform males

Patterns in improvement for male and female students varied by grade. Scores for both male and female students increased since 2005 at grade 4, but not at grade 8. In 2007, female students scored 7 points higher than male students at grade 4 and 10 points higher at grade 8. These gender score gaps were not significantly different from the gaps seen 15 years ago.

Student groups	Grade 4 Since 1992	Grade 4 Since 2005	Grade 8 Since 1992	Grade 8 Since 2005
Overall	↑	↑	↑	↑
White	↑	↑	↑	↑
Black	↑	↑	↑	↑
Hispanic	↑	↑	↑	↔
Asian/Pacific Islander	↑	↑	↔	↔
American Indian/ Alaska Native	‡	↔	‡	↔
Gaps				
Male – Female	↔	↔	↔	↔
White – Black	↓	↓	↔	↔
White – Hispanic	↔	↔	↔	↔

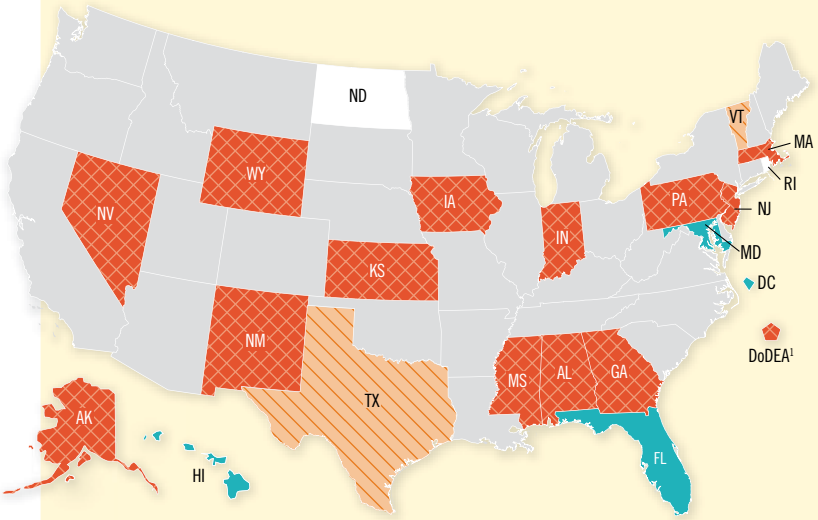
↑ Indicates the score was higher or the gap increased in 2007.

↓ Indicates the score was lower or the gap decreased in 2007.

↔ Indicates there was no significant change in the score or the gap i 2007.

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

FOUR STATES AND JURISDICTIONS MAKE GAINS IN READING AT BOTH GRADES



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

Compared with 2005,

- 4 states and jurisdictions (District of Columbia, Florida, Hawaii, and Maryland) improved at both grades,
- 13 states and Department of Defense schools improved at grade 4 only,
- 2 states improved at grade 8 only,
- 2 states declined at grade 8, and
- 30 states showed no significant change at either grade.

Differing patterns emerged when results were examined by the contexts for reading. For example, 5 of the 44 states and jurisdictions that showed no change in overall performance at grade 8 did show a gain in at least one of the three reading contexts.

Overview of the Reading Assessment

As the key that allows access to many forms of knowledge and information, reading literacy is a skill critical to learning. The NAEP reading assessment measures reading comprehension by asking students to read passages and answer questions about what they have read. In this way, it collects valuable information on the progress of literacy and provides a broad picture of what our nation's students are able to read and understand at specific grade levels.

The Reading Framework

The NAEP reading framework serves as the blueprint for the assessment, specifying what should be assessed. Developed under the direction of the National Assessment Governing Board, the framework reflects ideas from a variety of organizations involved in reading education, including reading experts, school administrators, policymakers, teachers, parents, and others.

The current NAEP reading framework was first used to guide the development of the 1992 assessment and has continued to be used through 2007. Updates to the framework over the years have provided more detail regarding the assessment design but did not change the content, allowing students' performance in 2007 to be compared with previous years. For more information on the framework, see http://www.nagb.org/frameworks/reading_07.pdf.

The framework provides a broad definition of reading that includes developing a general understanding of written texts, interpreting texts, and using texts for different purposes. In addition, it views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience.

Recognizing that readers vary in their approach to reading according to the demands of any particular text, the framework specifies that reading performance be measured in two dimensions: *reading contexts* and *aspects of reading.* Three contexts for reading provide guidance for the types of texts included in the assessment. Four aspects of reading provide guidance for the types of questions that are asked about the texts.

CONTEXTS FOR READING

Reading for literary experience includes exploring events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths, and folktales.

Reading for information involves reading materials such as magazines, newspapers, textbooks, essays, and speeches in order to better understand the world.

Reading to perform a task requires readers to apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, maps, and so on.

Assessment Design

Because of the large number of questions and the variety of texts included in the NAEP reading assessment, each student took just a portion of the test, consisting of two 25-minute sections or one 50-minute section. Each section contained a reading passage and a set of related questions. The passages used in the assessment reflect those typically available to students, such as collections of stories, children's magazines, or informational books. Students were asked to respond to both multiple-choice and constructed-response (i.e., open-ended) questions.

Each question in the NAEP reading assessment measured one of the aspects of reading within the broader context for reading. All three contexts for reading are assessed at grade 8, but only two—reading for literary experience and reading for information—are assessed at grade 4. At both grades, the framework recommends that the assessment time for each aspect of reading be distributed as shown in table 1.

Table 1. **Target percentage of assessment time in NAEP reading, by grade and aspect of reading: 2007**

Aspects of reading	Grade 4	Grade 8
Forming a general understanding/ Developing interpretation[1]	60%	55%
Making reader/text connections	15%	15%
Examining content and structure	25%	30%

[1] For the purpose of distribution by assessment time, *forming a general understanding* and *developing interpretation* were combined as per the specifications for the assessment.
SOURCE: U.S. Department of Education, National Assessment Governing Board, Reading Framework for the 2007 National Assessment of Educational Progress, 2006.

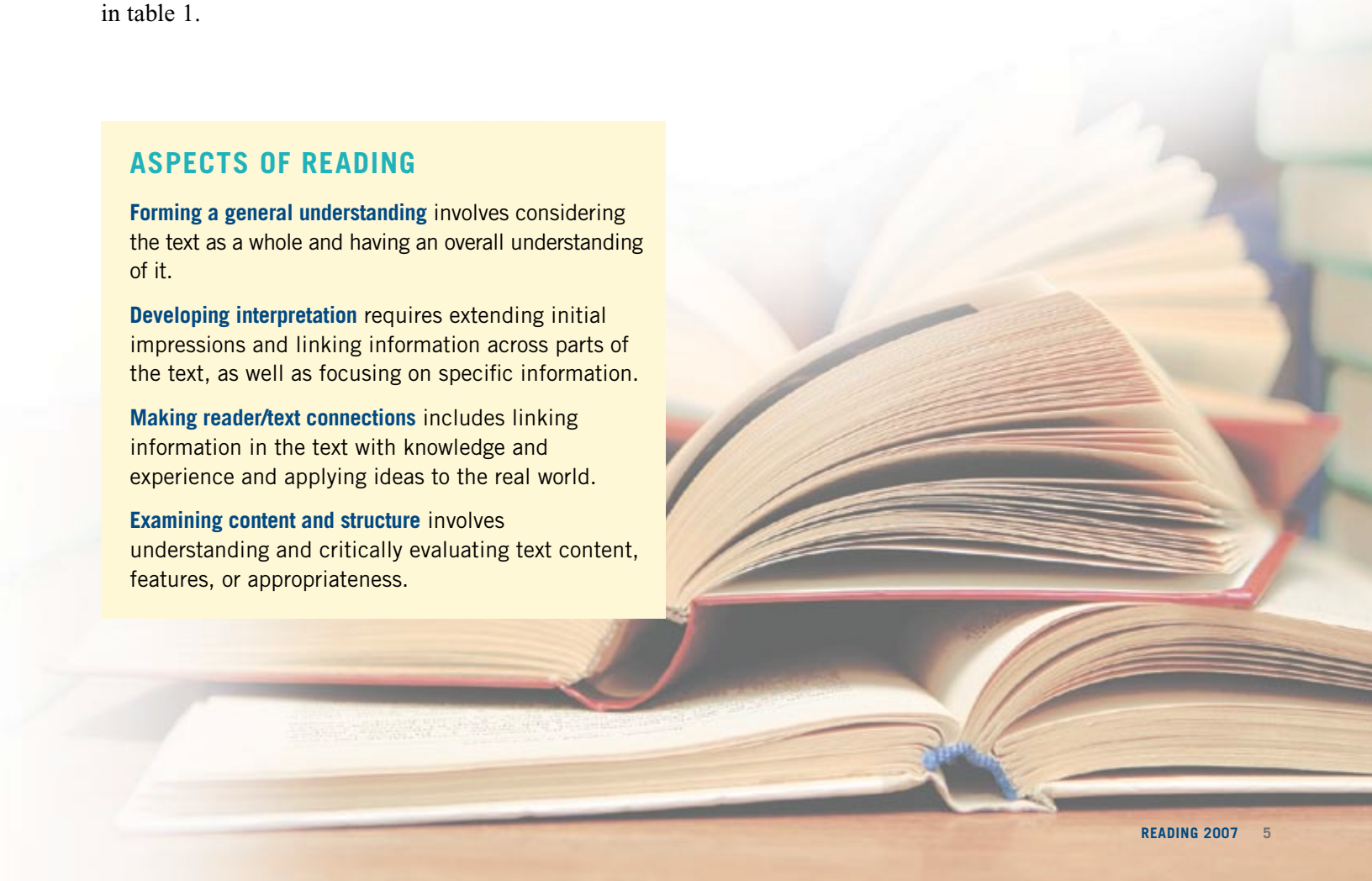
ASPECTS OF READING

Forming a general understanding involves considering the text as a whole and having an overall understanding of it.

Developing interpretation requires extending initial impressions and linking information across parts of the text, as well as focusing on specific information.

Making reader/text connections includes linking information in the text with knowledge and experience and applying ideas to the real world.

Examining content and structure involves understanding and critically evaluating text content, features, or appropriateness.



Reporting NAEP Results

The students selected to take the NAEP assessment represent all fourth- and eighth-grade students across the U.S. Students who participate in NAEP play an important role by demonstrating the achievement of our nation's students and representing the success of our schooling. NAEP data can only be obtained with the cooperation of schools, teachers, and students nationwide.

Representative samples of schools and students at grades 4 and 8 participated in the 2007 NAEP reading assessment (table 2). The national results reflect the performance of all fourth- and eighth-graders in public schools, private schools, Bureau of Indian Education schools, and Department of Defense schools. The state results reflect the performance of students in public schools only.

Table 2. **Number of participating schools and students in NAEP reading assessment, by grade: 2007**

Grade	Schools	Students
Grade 4	7,830	191,000
Grade 8	6,930	160,700

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are rounded to the nearest hundred.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

At grade 4, national results from the 2007 reading assessment are compared to results from seven previous assessment years. The 2007 national results for grade 8 are compared to results from six previous assessments, as the 2000 assessment was administered at grade 4 only. The 2007 state results are compared to results from six earlier assessments at grade 4 and four earlier assessments at grade 8.

Changes in students' performance over time are summarized by comparing the results in 2007 to those in the next most recent assessment and first assessment, except when pointing out consistent patterns in results across all assessments.

Scale Scores

NAEP reading results are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject, average scores cannot be compared across subjects even when the scale has the same range.

In addition to reporting an overall reading score for each grade, scores are reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students. Scores are also reported for two contexts for reading at grade 4 and three contexts at grade 8. Here again, the scales were set separately for each context for reading; therefore, direct comparisons cannot be made from one to another.

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. They provide another perspective with which to interpret

NAEP ACHIEVEMENT LEVELS

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

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

Advanced represents superior performance.

student performance. 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.

Item Maps

Item maps provide another way to interpret the scale scores and achievement-level results for each grade. The item maps displayed in each grade section of this report show student performance on NAEP reading questions at different points on the scale.

Accommodations and Exclusions in NAEP

Testing accommodations, such as extra testing time or individual rather than group administration, are provided for students with disabilities or English language learners who could not fairly and accurately demonstrate their abilities without modified test administration procedures. Prior to 1998, no testing accommodations were provided in the NAEP reading assessment. This resulted in the exclusion of some students. In 1998, administration procedures were introduced allowing certain accommodations for students requiring such accommodations` to participate.

Note that most figures in this report show two data points in 1998—one permitting and the other not permitting accommodations. Both 1998 data points are presented in this report, but comparisons between 1998 and 2007 are based on accommodated samples.

Even with the availability of accommodations, there still remains a portion of students excluded from the NAEP assessment. Variations in exclusion and accommodation rates, due to differences in policies and practices regarding the identification and inclusion of students with disabilities and English language learners, should be considered when comparing students' performance over time and across states. While the effect of exclusion is not precisely known, comparisons of performance results could be affected if exclusion rates are comparatively high or vary widely over time. See appendix tables A-1 through A-5 for the percentages of students accommodated and excluded at the national and state levels. More information about NAEP's

policy on inclusion of special-needs students is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Interpreting Results

Changes in performance results over time may reflect not only changes in students' knowledge and skills but also other factors, such as changes in student demographics, education programs and policies (including policies on accommodations and exclusions), and teacher qualifications.

NAEP results adopt widely accepted statistical standards; findings are reported based on a statistical significance level set at .05 with appropriate adjustments for multiple comparisons. In the tables and figures of this report that present results over time, the symbol (*) is used to indicate that a score or percentage in a previous assessment year is significantly different from the comparable measure in 2007. This symbol is also used in tables to highlight differences between male and female students within 2007. As a result of larger student sample sizes beginning in 2002, smaller differences (e.g., 1 or 2 points) can be found statistically significant than would have been detected with the smaller sample sizes used in earlier assessments.

Score differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score difference cited in the text may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

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/nde.

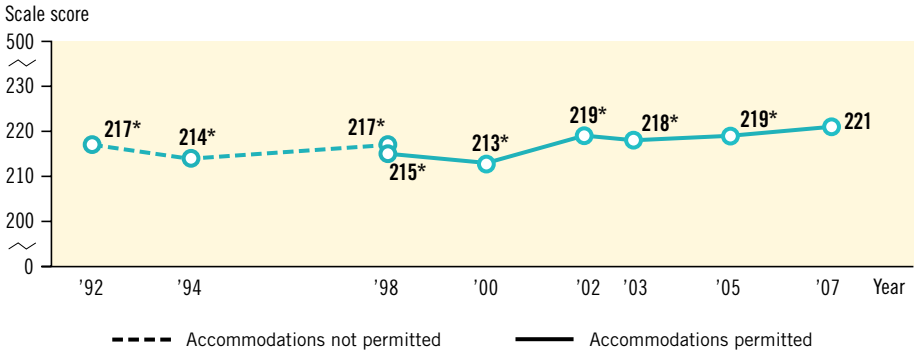
For additional information, visit http://nationsreportcard.gov.

4th Grade

Fourth-graders reading at higher levels

Fourth-graders' reading comprehension skills have risen compared to 15 years ago. As shown in figure 1, the average score of 221 in 2007 was higher than in any of the previous assessment years. Fourth-graders in 2007 scored 2 points higher than in 2005 and 4 points higher than in 1992.

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



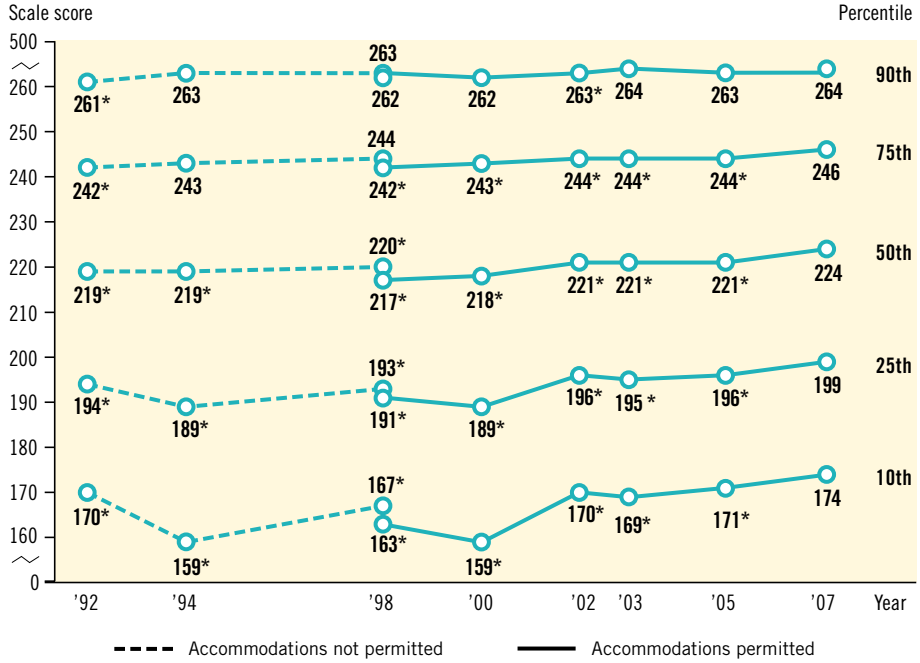
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Gains in reading contexts

Although not shown here, gains were also made in each of the two reading contexts assessed at grade 4. The score in reading for literary experience increased from 219 in 1992 to 223 in 2007. The score in reading for information increased from 214 in 1992 to 219 in 2007.

Improvement for lower- and middle-performing students

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



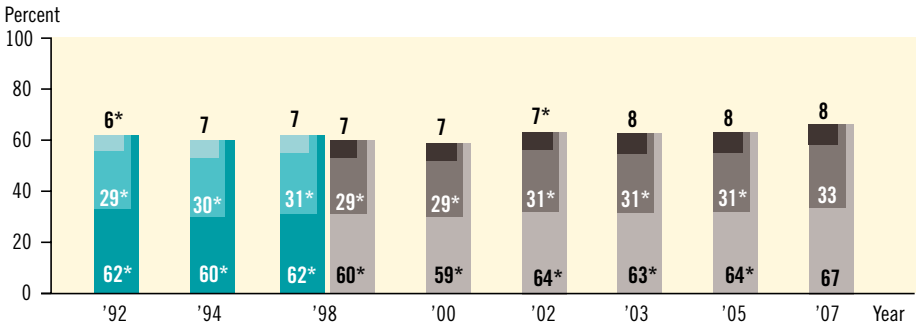
* Significantly different ($p < .05$) from 2007.

Higher reading scores were seen particularly among lower- and middle-performing students (at the 10th, 25th, and 50th percentiles). The score at each of these percentiles was higher in 2007 than in all previous assessments (figure 2). While the score in 2007 for students at the 75th percentile was higher than in both 2005 and 1992, the score for students at the 90th percentile showed no significant change in comparison to 2005 but was higher than in 1992.

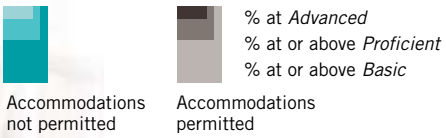
The performance increases were reflected in higher percentages of students performing at or above the *Basic* level and the *Proficient* level.

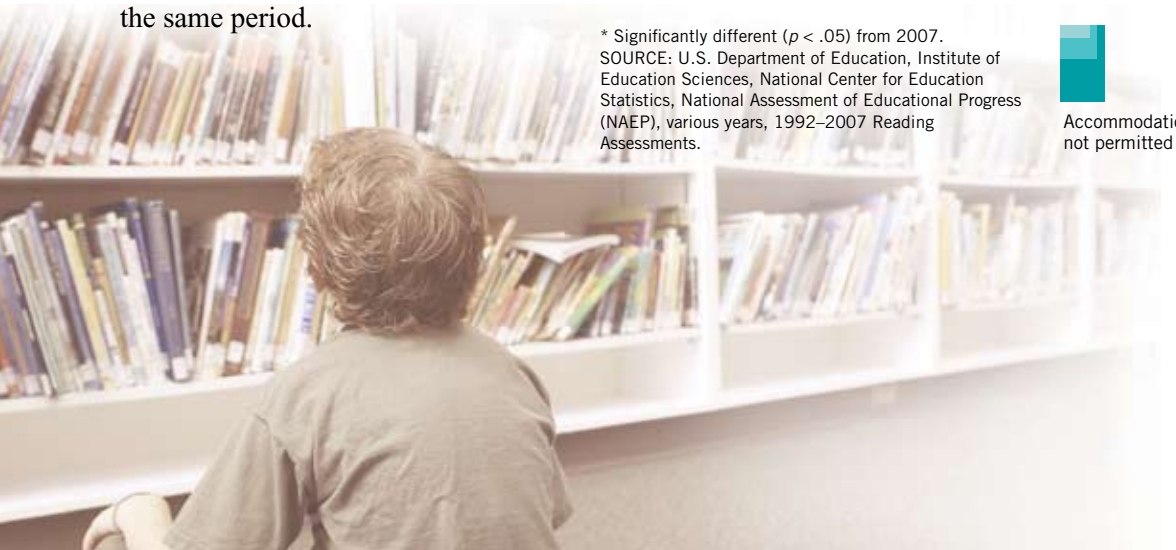
The percentage of fourth-graders performing at or above *Basic* increased from 62 percent in 1992 to 67 percent in 2007 (figure 3). The percentage at or above *Proficient* increased from 29 to 33 percent over the same period.

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



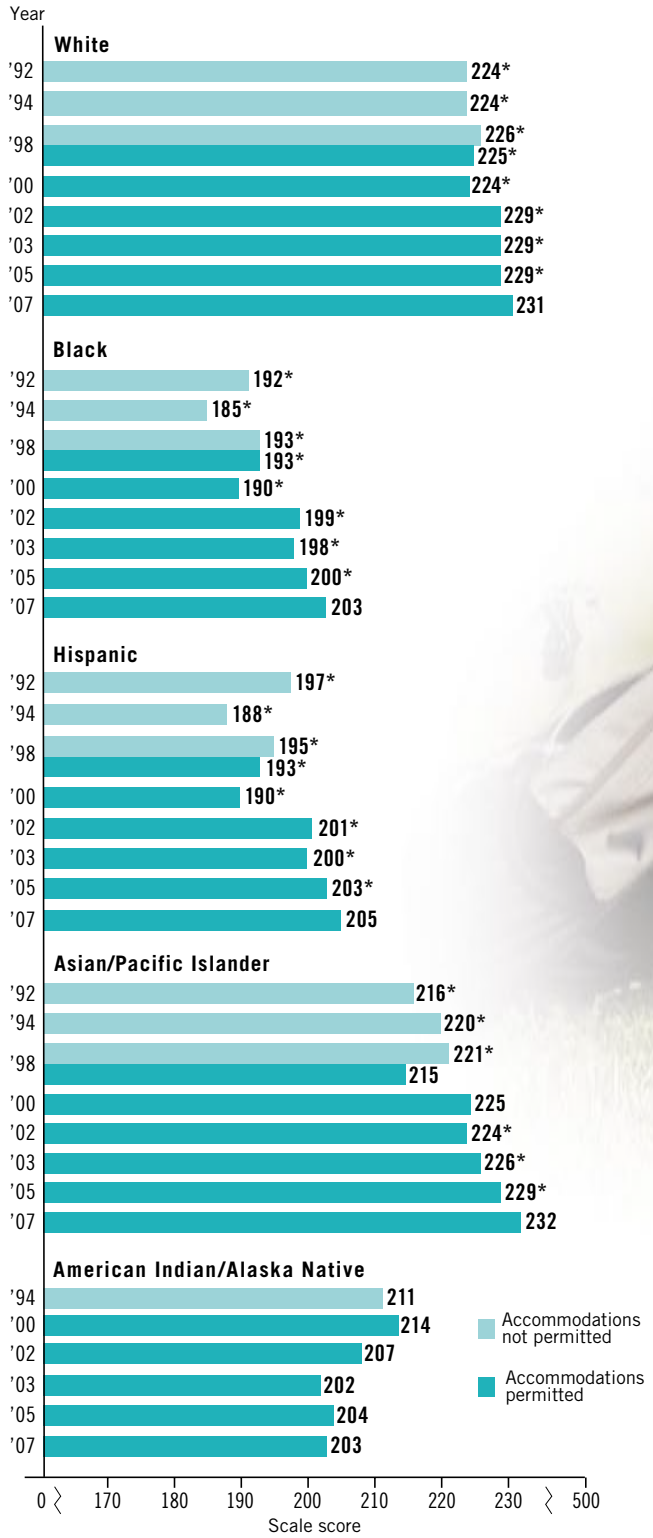
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.





Most racial/ethnic groups show improvement

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



Reading performance improved for four of the five racial/ethnic groups over the last 15 years. White, Black, Hispanic, and Asian/Pacific Islander students all showed higher average reading scores in comparison to 2005 and 1992 (figure 4). Since 1992, Black and Asian/Pacific Islander students made greater gains (increases of 11 and 16 points, respectively) than White students (a gain of 6 points[1]).

There was no significant change in the average reading score for American Indian/Alaska Native students compared to all previous assessment years for which data were available.

[1] The score-point gain is based on the difference of the unrounded scores.

ACHIEVEMENT-LEVEL RESULTS…

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/reading_2007/data.asp.

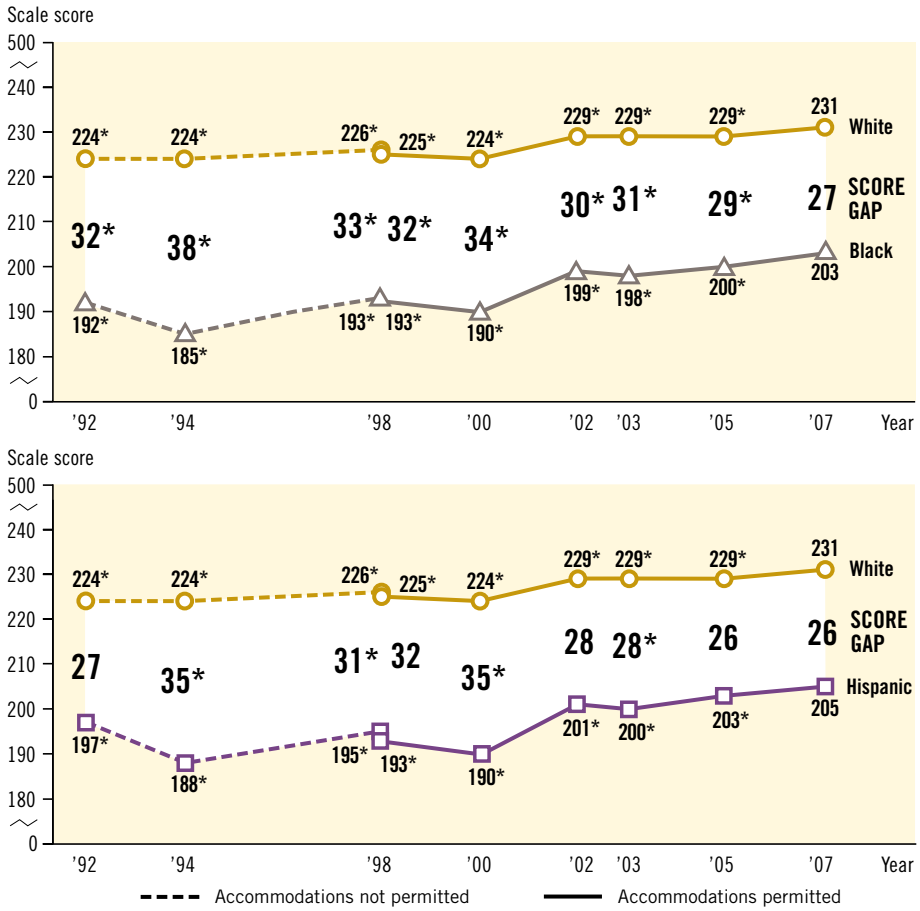
* Significantly different ($p < .05$) from 2007.
NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native fourth-graders in 1992 and 1998. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories 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, 1992–2007 Reading Assessments.

White – Black score gap narrows

The increase in the score for Black fourth-graders contributed to the narrowing of the score gap with their White peers. While there was a 27-point gap between White and Black students in 2007, the gap was smaller than in all previous assessments (figure 5).

The 26-point score gap between White and Hispanic students in 2007 was not significantly different from the gaps in 2005 or 1992.

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



* Significantly different ($p < .05$) from 2007.
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.

Table 3. **Percentage of students assessed in fourth-grade NAEP reading, by race/ethnicity: Various years, 1992–2007**

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

* Significantly different ($p < .05$) from 2007.
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 the "unclassified" race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

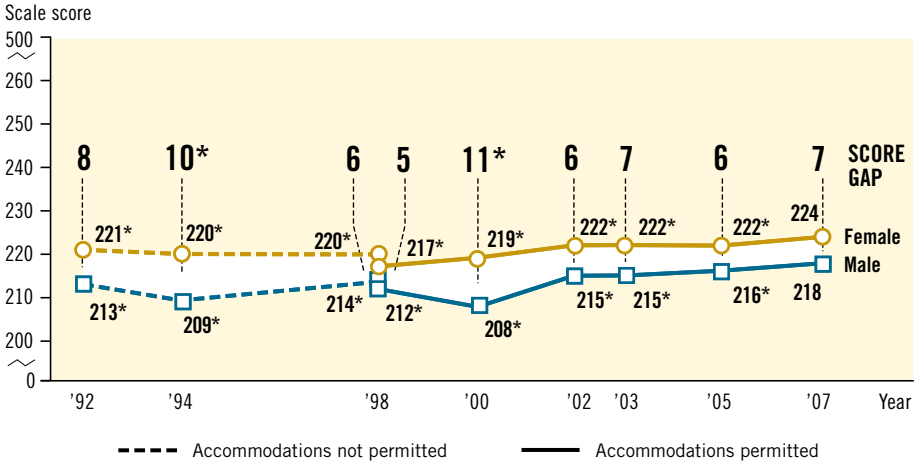
In each assessment year, NAEP collects information on student demographics. As shown in table 3, there have been no significant changes since 2005 in the percentages of students in any of the five racial/ethnic groups. In comparison to 1992, the percentage of White students in the population has declined, while the percentages of Hispanic and Asian/Pacific Islander students have increased.

Females outperform males

The overall improvement in reading at grade 4 was seen in the performance of both male and female students. Reading scores were higher in 2007 than in all previous assessment years for both groups (figure 6).

In 2007, female fourth-graders scored higher on average in reading than their male counterparts. The 7-point score gap between the two groups was not significantly different from the gaps in 2005 or in 1992.

Figure 6. **Trend in fourth-grade NAEP reading average scores and score gaps, by gender**



* Significantly different ($p < .05$) from 2007.
NOTE: Score gaps are calculated based on differences between unrounded average scores.

Table 4. **Average scores in fourth-grade NAEP reading, by reading context and gender: 2007**

Gender	Reading for literary experience	Reading for information
Male	219*	216*
Female	227	221

* Significantly different ($p < .05$) from female students in 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Average reading scores remained higher for female students than for male students when results were examined by each context for reading. Female students scored 8 points higher in reading for literary experience and 5 points higher in reading for information (table 4).

Public school students score lower than private school students

Ninety percent of fourth-graders attended public schools in 2007, and 10 percent attended private schools. The average reading score for fourth-graders in public schools (220) was lower than for students in private schools overall (234) and lower than for students in Catholic schools specifically (232).

Sample sizes for private schools as a whole were not always large enough to produce reliable estimates of student performance in some of the previous assessments, limiting the comparisons that can be made in performance over time (see the section on School and Student Participation Rates in the Technical Notes for more information). Trend results for public and Catholic school students, and for private school students in those years in which sample sizes were sufficient, are available at: http://nationsreportcard.gov/reading_2007/r0038.asp.

Both higher- and lower-income level students make gains

A student's eligibility for free or reduced-price school lunch is used as an indicator of socioeconomic status; students from low-income families are typically eligible (eligibility criteria are described in the Technical Notes), while students from higher-income families typically are not.

Students who were not eligible continued to score higher on average than students who were eligible for free or reduced-price lunch; however, average reading scores were higher in 2007 than in 2005 for all three groups (figure 7). When comparing the performance of the two eligible groups in 2007, those students eligible for reduced-price lunch scored higher on average than students eligible for free lunch.

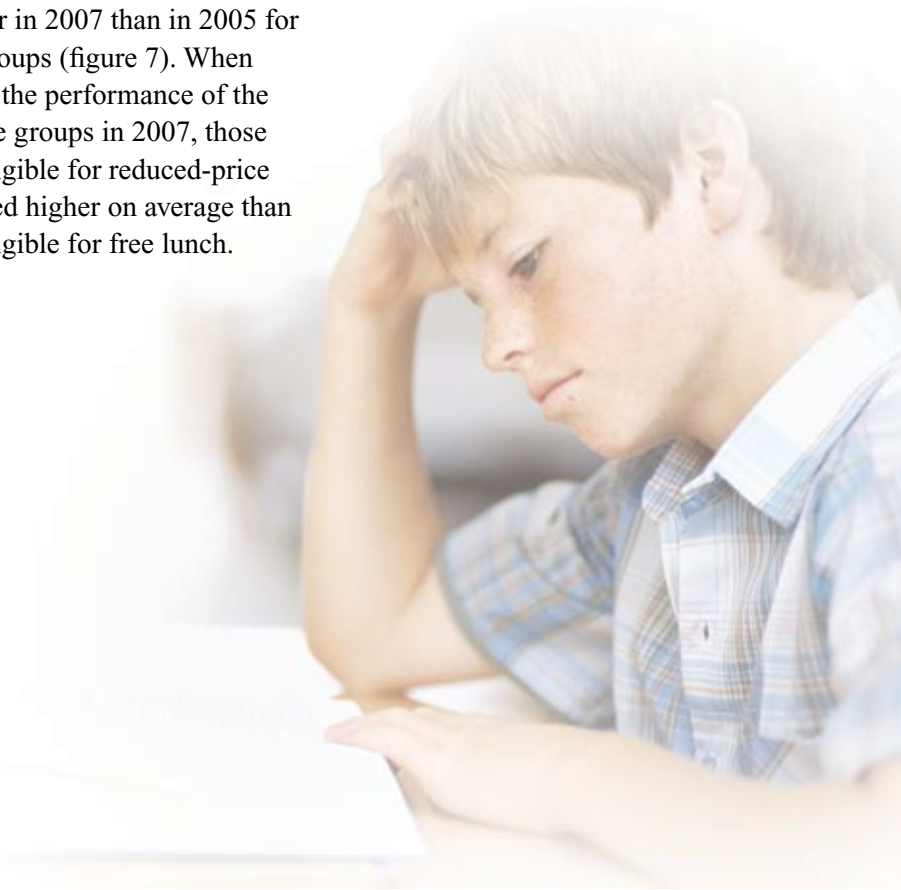
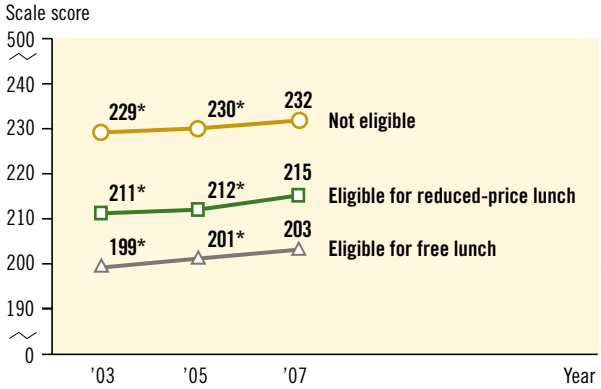


Figure 7. **Trend in fourth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch**



* Significantly different ($p < .05$) from 2007.

Table 5. **Percentage of students assessed in fourth-grade NAEP reading, by eligibility for free or reduced-price school lunch: 2003, 2005, and 2007**

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

* Significantly different ($p < .05$) from 2007.
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), 2003, 2005, and 2007 Reading Assessments.

More than one-third of fourth-graders assessed were eligible for free lunch in 2007 (table 5).

Changes in these percentages may reflect not only a shift in the population but also changes in the National School Lunch Program and improvements in data quality. See the Technical Notes for more information.

State Performance at Grade 4

State results for public school students make it possible to compare each state's performance to other states and to the nation. All 50 states and 2 jurisdictions (i.e., the District of Columbia and Department of Defense schools) participated in the 2007 reading assessment. These 52 states and jurisdictions are all referred to as "states" in the following summary of state results. All states also participated in 2005, and 42 participated in the 1992 assessment, allowing for comparisons over time.

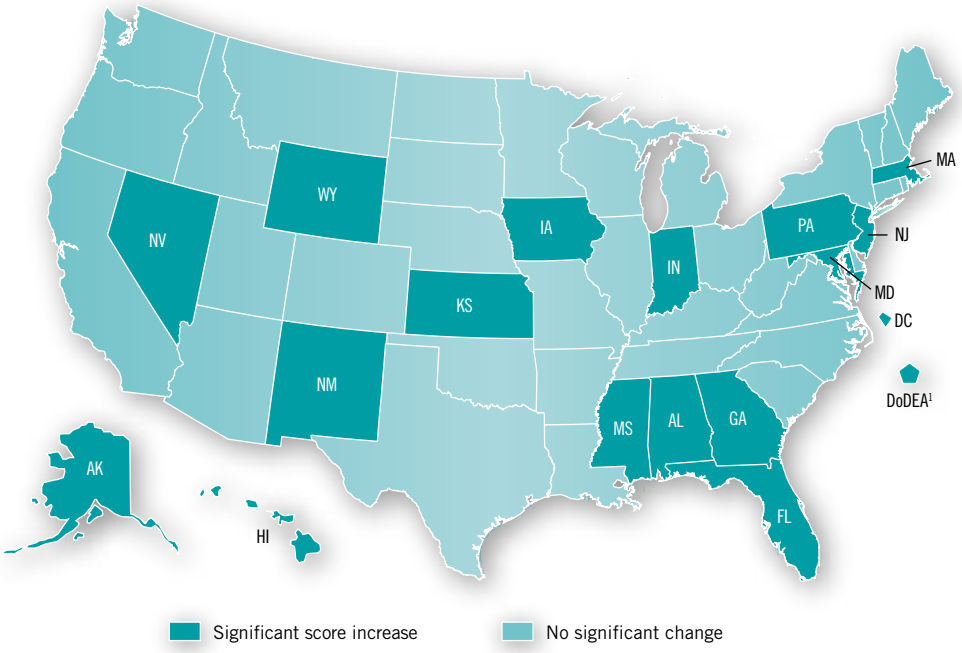
Scores increase since 2005 in one-third of states

The map on the right highlights the 18 states that showed an increase in their overall average reading score from 2005 to 2007 (figure 8). Of these 18 states, scores also increased for White students in 6 states, Black students in 8 states, and Hispanic students in 2 states. Scores increased for all three racial/ethnic student groups in New Jersey.

In no state did scores decline since 2005 for public school students overall or for any of the racial/ethnic student groups.

When making state comparisons, it is important to remember that performance results may be affected by differences in demographic makeup and exclusion and accommodation rates for students with disabilities and English language learners. Differences in performance could be affected if exclusion rates are comparatively high or vary widely over time. See appendix tables A-3 through A-5 for state exclusion and accommodation rates.

Figure 8. **Changes in fourth-grade NAEP reading average scores between 2005 and 2007**

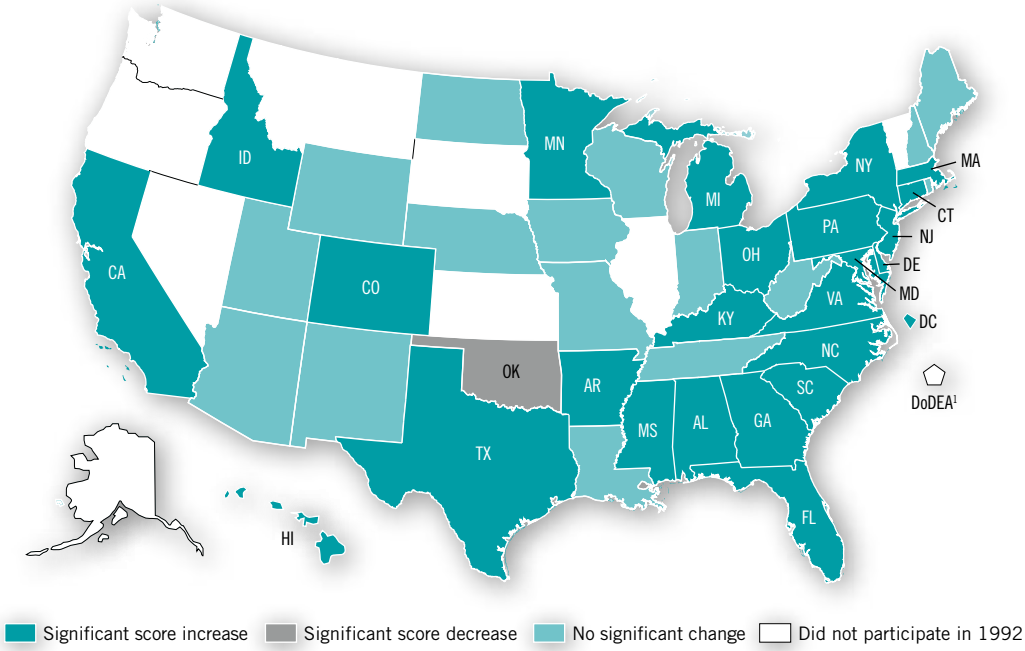


[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 and 2007 Reading Assessments.

Scores higher than in 1992 for 25 states

Of the 42 states that participated in both the 1992 and 2007 assessments, 25 showed increases in average scores, and 1 state showed a decrease (figure 9). Twenty-one of the 25 states with score increases also showed increased percentages of students performing at or above *Basic* and at or above *Proficient*. These and other state results for grade 4 are provided in figure 10, tables 6 and 7, and appendix tables A-7 through A-13.

Figure 9. **Changes in fourth-grade NAEP reading average scores between 1992 and 2007**



[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), 1992 and 2007 Reading Assessments.

States' progress varies by context for reading

All of the texts used to measure reading comprehension at grade 4 are classified within the framework dimension of context for reading: reading for literary experience and reading for information. Reading for literary experience is measured with fictional texts that include stories and folktales. Reading for information is measured with articles from children's magazines or from textbooks.

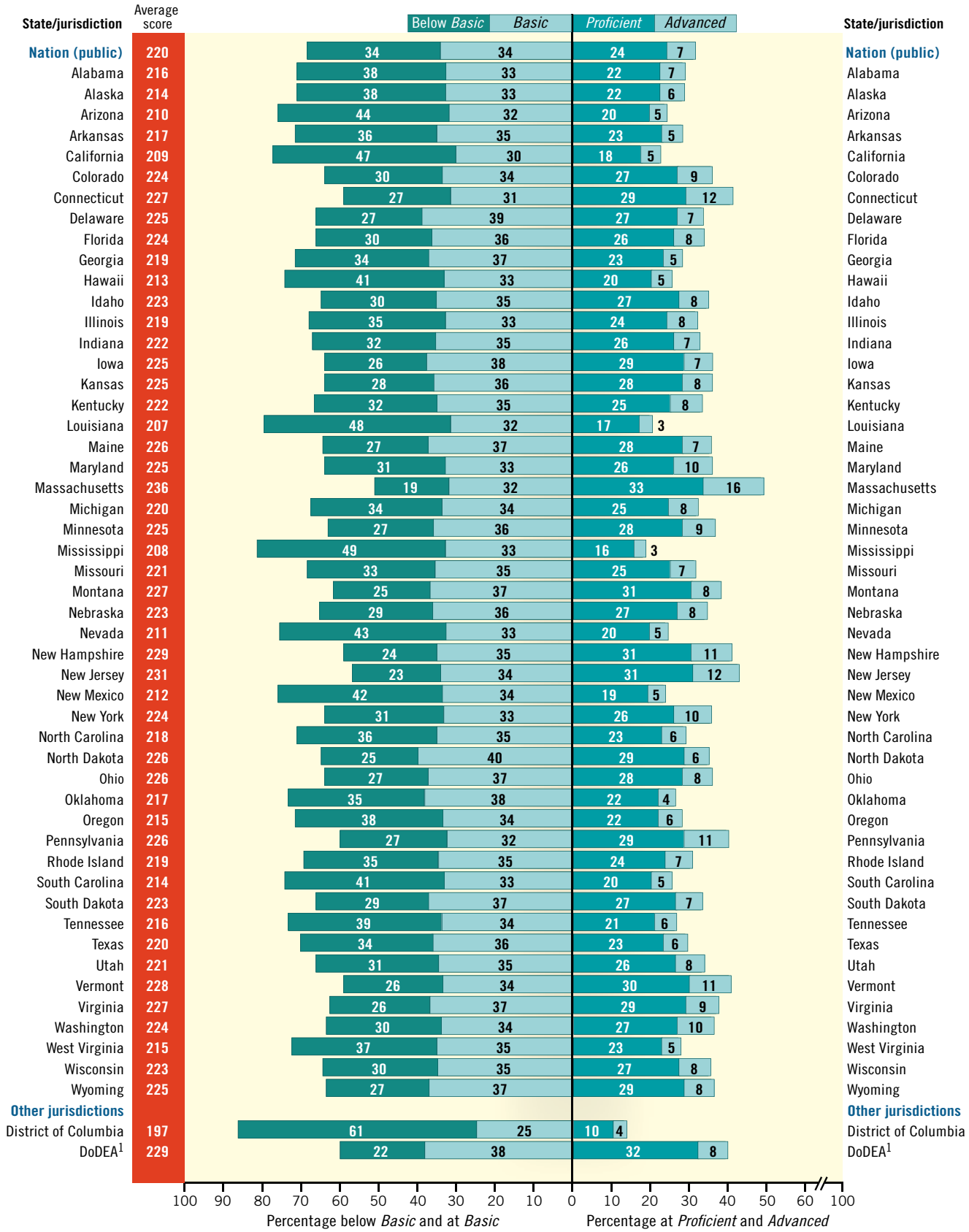
Nationally, students improved their performance overall and in both reading contexts from 2005 to 2007. States' overall performance was not always consistent with their performance in each reading context. Some states improved overall and in both reading contexts. Others did not improve in their overall performance, but did improve in one of the reading contexts. Even states that experienced an overall decline in reading performance may not have declined in both reading contexts.

When compared to 2005…

…6 of the 18 states that posted overall gains also showed gains in both reading contexts. They were Alabama, the District of Columbia, Florida, Iowa, Massachusetts, and New Jersey. Twelve states showed gains in either reading for information or reading for literary experience but not both.

…9 of the 34 states that showed no significant change in overall performance showed gains in reading for information. None of these 34 states improved in reading for literary experience.

Figure 10. **Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state: 2007**



[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), 2007 Reading Assessment.

Table 6. **Average scores in NAEP reading for fourth-grade public school students, by state: Various years, 1992–2007**

State/jurisdiction	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**215***	**212***	**215***	**213***	**217***	**216***	**217***	**220**
Alabama	207*	208*	211*	211*	207*	207*	208*	216
Alaska	—	—	—	—	—	212	211*	214
Arizona	209	206	207	206	205	209	207	210
Arkansas	211*	209*	209*	209*	213*	214	217	217
California	202*	197*	202	202*	206	206	207	209
Colorado	217*	213*	222	220	—	224	224	224
Connecticut	222*	222*	232	230	229	228	226	227
Delaware	213*	206*	212*	207*	224	224	226	225
Florida	208*	205*	207*	206*	214*	218*	219*	224
Georgia	212*	207*	210*	209*	215*	214*	214*	219
Hawaii	203*	201*	200*	200*	208*	208*	210*	213
Idaho	219*	—	—	—	220*	218*	222	223
Illinois	—	—	—	—	—	216	216	219
Indiana	221	220	—	—	222	220	218*	222
Iowa	225	223	223	220*	223	223	221*	225
Kansas	—	—	222	221	222	220*	220*	225
Kentucky	213*	212*	218*	218*	219*	219	220	222
Louisiana	204	197*	204	200*	207	205	209	207
Maine	227	228	225	225	225	224	225	226
Maryland	211*	210*	215*	212*	217*	219*	220*	225
Massachusetts	226*	223*	225*	223*	234	228*	231*	236
Michigan	216*	—	217	216*	219	219	218	220
Minnesota	221*	218*	222	219*	225	223	225	225
Mississippi	199*	202*	204	203*	203*	205	204*	208
Missouri	220	217*	216*	216*	220	222	221	221
Montana	—	222*	226	225	224	223*	225	227
Nebraska	221	220	—	—	222	221	221	223
Nevada	—	—	208	206*	209	207*	207*	211
New Hampshire	228	223*	226*	226	—	228	227	229
New Jersey	223*	219*	—	—	—	225*	223*	231
New Mexico	211	205*	206*	205*	208*	203*	207*	212
New York	215*	212*	216*	215*	222	222	223	224
North Carolina	212*	214*	217	213*	222*	221*	217	218
North Dakota	226	225	—	—	224*	222*	225	226
Ohio	217*	—	—	—	222	222*	223	226
Oklahoma	220*	—	220	219	213*	214*	214	217
Oregon	—	—	214	212	220*	218	217	215
Pennsylvania	221*	215*	—	—	221*	219*	223*	226
Rhode Island	217	220	218	218	220	216	216	219
South Carolina	210*	203*	210	209*	214	215	213	214
South Dakota	—	—	—	—	—	222	222	223
Tennessee	212	213	212	212*	214	212	214	216
Texas	213*	212*	217	214*	217	215*	219	220
Utah	220	217*	215*	216*	222	219	221	221
Vermont	—	—	—	—	227	226	227	228
Virginia	221*	213*	218*	217*	225	223*	226	227
Washington	—	213*	217*	218*	224	221	223	224
West Virginia	216	213	216	216	219*	219*	215	215
Wisconsin	224	224	224	222	—	221	221	223
Wyoming	223	221*	219*	218*	221*	222*	223*	225
Other jurisdictions								
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197
DoDEA[2]	—	—	222*	220*	224*	224*	226*	229

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table 7. **Percentage of fourth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**56**	**230**	**17**	**203**	**20**	**204**	**5**	**231**	**1**	**206**
Alabama	58	227	37	201	3	197	1	‡	#	‡
Alaska	54	228	4	207	4	206	6	217	26	188
Arizona	44	224	5	206	44	197	2	229	4	187
Arkansas	70	226	20	195	8	202	1	‡	1	‡
California	28	227	7	200	52	195	11	228	#	‡
Colorado	62	234	5	210	28	204	4	233	1	‡
Connecticut	64	238	14	203	16	203	4	244	#	‡
Delaware	53	233	34	213	9	218	3	246	#	‡
Florida	47	232	21	208	25	218	2	241	#	‡
Georgia	48	230	39	205	8	212	2	232	#	‡
Hawaii	16	227	3	212	4	205	65	210	1	‡
Idaho	81	227	1	‡	13	204	2	‡	2	202
Illinois	55	230	20	201	20	205	3	240	#	‡
Indiana	80	226	10	201	6	207	1	‡	#	‡
Iowa	86	227	5	205	6	208	2	235	#	‡
Kansas	73	229	8	208	13	209	3	229	2	‡
Kentucky	84	225	11	203	1	‡	1	‡	#	‡
Louisiana	49	220	48	194	2	213	1	‡	1	‡
Maine	96	226	2	‡	1	‡	1	‡	#	‡
Maryland	52	236	34	208	8	213	5	243	#	‡
Massachusetts	75	241	8	211	10	209	6	241	#	‡
Michigan	71	227	20	197	4	210	3	233	1	‡
Minnesota	78	231	8	198	6	200	6	218	2	205
Mississippi	47	222	51	195	2	‡	1	‡	#	‡
Missouri	75	226	20	200	3	213	2	‡	#	‡
Montana	83	230	1	‡	3	220	1	‡	12	204
Nebraska	76	230	8	194	13	203	2	‡	1	‡
Nevada	44	224	9	202	37	196	8	220	2	‡
New Hampshire	92	230	2	215	3	209	2	235	#	‡
New Jersey	59	238	15	212	18	214	8	245	#	‡
New Mexico	32	228	3	208	55	204	2	‡	8	197
New York	53	234	19	208	19	206	8	236	#	‡
North Carolina	56	228	27	202	10	205	2	228	2	202
North Dakota	88	229	2	‡	2	‡	1	‡	8	204
Ohio	75	231	17	204	2	214	1	‡	#	‡
Oklahoma	60	223	10	204	8	198	2	221	20	213
Oregon	69	222	3	198	18	190	6	218	2	206
Pennsylvania	76	233	15	200	6	200	3	228	#	‡
Rhode Island	68	227	9	198	18	198	4	219	1	‡
South Carolina	56	224	36	199	4	205	1	‡	#	‡
South Dakota	84	228	2	‡	2	209	1	‡	12	196
Tennessee	70	224	25	192	3	208	2	‡	#	‡
Texas	37	232	16	207	43	212	4	236	#	‡
Utah	81	226	1	‡	13	201	3	217	2	‡
Vermont	94	229	2	‡	1	‡	2	‡	1	‡
Virginia	60	233	26	213	7	216	5	237	#	‡
Washington	66	229	6	206	15	206	11	232	3	205
West Virginia	93	216	6	202	1	‡	1	‡	#	‡
Wisconsin	79	229	11	191	7	208	2	222	1	‡
Wyoming	84	228	2	‡	10	210	1	‡	4	200
Other jurisdictions										
District of Columbia	6	258	86	192	7	206	1	‡	#	‡
DoDEA[1]	49	235	19	218	14	223	7	228	1	‡

See notes at end of table.

Table 7. **Percentage of fourth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**45**	**205**	**54**	**232**	**50**	**216**	**50**	**223**
Alabama	55	203	45	232	51	213	49	219
Alaska	42	197	58	227	51	210	49	219
Arizona	51	196	46	224	52	206	48	214
Arkansas	56	205	44	232	50	213	50	221
California	53	195	44	225	51	204	49	213
Colorado	38	206	62	235	51	221	49	226
Connecticut	30	201	70	239	51	224	49	231
Delaware	38	214	61	232	50	222	50	228
Florida	49	213	50	234	51	220	49	227
Georgia	50	207	49	231	49	216	51	222
Hawaii	42	203	58	221	51	208	49	219
Idaho	43	212	56	232	51	221	49	226
Illinois	44	204	56	232	51	217	49	222
Indiana	40	209	59	231	50	219	50	224
Iowa	32	212	68	231	50	222	50	228
Kansas	40	212	60	233	49	221	51	228
Kentucky	52	212	48	234	49	219	51	226
Louisiana	69	200	31	225	51	203	49	212
Maine	36	213	64	233	51	223	49	228
Maryland	33	207	67	234	50	221	50	228
Massachusetts	26	214	73	243	50	233	50	238
Michigan	36	204	64	229	50	216	50	224
Minnesota	28	206	72	233	50	223	50	227
Mississippi	69	200	29	225	50	204	50	212
Missouri	42	208	57	230	51	216	49	225
Montana	37	215	60	234	51	225	49	228
Nebraska	39	208	61	232	51	221	49	225
Nevada	42	197	55	222	50	208	50	214
New Hampshire	18	212	80	233	50	226	50	232
New Jersey	27	210	71	238	51	228	49	234
New Mexico	65	203	35	228	49	210	51	213
New York	47	209	52	237	49	220	51	227
North Carolina	47	205	51	229	50	214	50	222
North Dakota	31	215	69	231	51	224	49	229
Ohio	36	211	64	234	51	223	49	228
Oklahoma	54	209	46	227	50	214	50	220
Oregon	44	200	54	228	51	212	49	218
Pennsylvania	35	207	65	237	50	223	50	230
Rhode Island	40	202	60	230	51	215	49	223
South Carolina	52	201	48	228	53	210	47	218
South Dakota	36	209	64	231	51	220	49	227
Tennessee	48	202	52	229	50	213	50	219
Texas	54	209	44	232	50	217	50	223
Utah	36	208	63	229	50	217	50	225
Vermont	31	212	69	235	51	225	49	232
Virginia	29	213	71	233	50	224	50	230
Washington	38	210	58	234	51	221	49	227
West Virginia	52	206	48	225	52	211	48	220
Wisconsin	32	205	67	232	51	222	49	224
Wyoming	34	214	65	231	50	222	50	228
Other jurisdictions								
District of Columbia	66	188	34	216	48	194	52	200
DoDEA[1]	#	‡	#	‡	50	226	50	233

Rounds to zero.
‡ Reporting standards not met. Sample size is 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" and for students whose eligibility 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), 2007 Reading Assessment.

Assessment Content at Grade 4

The content of the assessment varied by grade to reflect the reading skills appropriate for each grade level, with differing proportions of assessment questions devoted to each of the contexts for reading. At grade 4, assessment questions were divided between two of the contexts for reading: reading for literary experience and reading for information, with a slightly higher proportion of assessment questions devoted to reading for literary experience. The 2007 fourth-grade reading assessment included a total of 10 reading passages and 100 questions.

Reading Achievement Levels at Grade 4

The following descriptions are abbreviated versions of the full achievement-level descriptions for grade 4 reading. The cut score depicting the lowest score representative of that level is noted in parentheses.

Basic (208): Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

Proficient (238): Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.

Advanced (268): Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

The full descriptions can be found at http://www.nagb.org/frameworks/reading_07.pdf.

What Fourth-Graders Know and Can Do in Reading

The item map below is useful for understanding performance at different levels on the scale. The scale scores on the left represent the average scores for students who were likely to get the items correct or complete. The lower-boundary scores at each achievement level are noted in boxes. The descriptions of selected assessment questions are listed in the right column and indicate what students needed to do to answer the question successfully. For example, the map on this page shows that fourth-graders performing near the middle of the *Basic* range (students with an average score of 220) were likely to be able to recognize the meaning of specialized vocabulary from context. Students performing near the lower end of the *Proficient* range (with an average score of 239) were likely to be able to identify a character's problem and describe how it was solved.

GRADE 4 NAEP READING ITEM MAP

	Scale score	Question description
	500	
Advanced	347	Integrate text ideas to provide and explain their application
Advanced	326	Evaluate titles and support judgment about them
Advanced	324	Provide text-based inference and support with story details
Advanced	302	Explain causal relation between character's action and story outcome
Advanced	290	Read across text to provide a sequence of specific information
Advanced	290	Describe change in story character and explain cause
Advanced	284	Use dialogue or action to provide inference about character trait
Advanced	277	*Recognize author's purpose for including information*
Advanced	268	Provide causal relation between text ideas
	268	
Proficient	265	Connect relevant text ideas to provide an explanation
Proficient	264	Extend text information to provide an opinion
Proficient	257	*Recognize the main purpose of an article*
Proficient	250	*Use local story context to recognize meaning of a word* (shown on page 24)
Proficient	242	Retrieve relevant information to fit description
Proficient	239	Identify character's problem and describe how it was solved
Proficient	238	*Recognize the main message of a story*
	238	
Basic	237	Use story details to infer and describe character's feelings
Basic	236	Use character trait to make a comparison
Basic	231	*Recognize fact supported by text information*
Basic	226	*Recognize paraphrase of explicitly stated supporting example*
Basic	220	*Recognize meaning of specialized vocabulary from context*
Basic	216	*Recognize support for interpretation of character*
Basic	209	*Recognize literal information from text*
	208	
	205	*Make simple inference to recognize relationship of picture to text*
	203	*Recognize the main topic of an article*
	200	Provide text-based explanation of character's importance to story
	193	*Recognize character's motivation for central story action*
	189	*Recognize important lesson based on story theme*
	158	Use explicitly stated information to provide character motivation (shown on page 25)
	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 rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Sample Reading Passage

The short story below is an example of what a fourth-grader might read for literary experience. The story centers around one main character and how her actions over the course of a single day bring about a change in her situation. The two sample questions that follow were based on this reading passage.

DISHPAN DUCKS

By Margaret Springer

Illustrated by Don Dyen

Rosa walked home from school slowly. The rows of apartment buildings and the streets full of cars looked all the same. And it was cold.

Rosa missed her country. She had begun to learn some English, but she did not know what to say or what to do when other kids were around. They were friendly, but Rosa felt safer being alone.

Behind Rosa's brick apartment building was a special place, a small creek where Rosa always stopped after school. There were ducks there, and she could speak to them in her language. The ducks seemed to understand.

Every afternoon Rosa sat on a concrete slab above the creek and watched the ducks until Mama came home from work.

Rosa did not feed them. She knew that most "people food" was not right for ducks. But she watched them swim and feed and walk up to her, quacking. Once they even walked over Rosa's tummy as she lay with her feet stretched out on the bumpy grass. They like me, Rosa said to herself.

One day after school, the ducks were not in the water. They did not waddle toward Rosa, even though she stayed very still. Something was wrong.

Gently, Rosa tiptoed to where the ducks were huddled. "Are you sick?" she whispered. They looked different. They looked greasy.

Then Rosa noticed the creek. An oily film covered it, making patches of color on the water's surface. She looked closely at the ducks. Their feathers were stuck together. They could not swim. They could not fly.

I must get help, said Rosa to herself. But how? I don't know anyone. Mama told me not to speak to strangers. Besides, I don't know how to ask in English.

Rosa had an idea. She rushed back to the street, walked to the traffic light, then raced around the corner and back to the school yard.

Rosa was in luck. Boys and girls were still there, practicing baseball with the gym teacher. Rosa had never played baseball in this country.

"Please! Come!" said Rosa, breathless, "Ducks!"

"Hello, Rosa," said the teacher. "What's the trouble?"

"Ducks!" said Rosa again. It was one of the few English words she was sure of. "Come. Please. Ducks!"

She pointed in the direction of the creek. The kids were staring at her, but she didn't care. "Ducks!" she said again, her eyes pleading.

The teacher said something in English to his team. They looked at Rosa and talked all at once. Then the teacher smiled. "OK, Rosa," he said. "Show us." They all grabbed their jackets and their baseball mitts and bats, and followed Rosa to the creek.

Pretty soon there were more people at Rosa's creek than she had ever seen there before. First the police came with their squad cars and sirens. Then came the firefighters with their big trucks and Humane Society workers in their vans.

People came out from the apartment building with dishpans and towels and liquid dish detergent. Rosa did not understand all the talk, but she knew what was happening.

The ducks were too weak to fly or run away. She and the other kids rounded them up and held them in the dishpans while the Humane Society people worked. Four washes for each duck with mild detergent, and four rinses with clear water. It reminded Rosa of doing the wash.

After a while someone brought a blow-dryer. Rosa laughed as the ducks were blown fluffy-dry. One by one, they were packed carefully into cages in the Humane Society vans.

"We'll keep them for a few days," one of the workers said. "They need time to regain the natural oils in their feathers, so they can keep themselves warm and swim properly. A big factory upstream spilled four hundred gallons of diesel fuel into the storm sewers last night. What a mess! You got to these ducks just in time, young lady."

Rosa did not know what the man was saying, but she saw how everyone smiled at her, and she felt proud.

By the time Rosa's mama came home, the cars and the vans and the people were gone. Rosa was in her special place by the creek. But she was not alone. She was playing baseball with three friends. Rosa was good at baseball. She was getting better at English, too.

"Home run!" she shouted, laughing, after she slugged the ball almost to the parking lot. Rosa was happy. And the dishpan ducks were safe.

Copyright © 1990 by Highlights for Children, Inc., Columbus, Ohio

Sample Question About Vocabulary in Context

This sample question asked fourth-graders to use their understanding of a part of the story to identify the meaning of a word. The meaning of the word is related to a major event in the story. This question was classified under the reading aspect, *developing interpretation*.

Fifty-two percent of fourth-graders selected the correct answer (choice B), demonstrating their understanding that the main character knows only a few English words and so uses her eyes to ask for help with the emergency. Of the incorrect answers, choices C and D, which are ordinary functions of the eyes, were selected by 41 percent of fourth-graders.

What does the word "pleading" mean, as it is used in the sentence below?
"Ducks," she said again, her eyes pleading.

- (A) **Yelling**
- (B) **Begging**
- (C) **Looking**
- (D) **Blinking**

Percentage of fourth-grade students in each response category in 2007

Choice A	Choice B	Choice C	Choice D	Omitted
7	52	21	20	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 the question correctly. For example, 76 percent of fourth-graders performing at the *Proficient* level understood the meaning of the word.

Percentage correct for fourth-grade students at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
52	23	51	76	92

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

Sample Question About Character Motivation

This sample question asked students to demonstrate their understanding of the main character by providing the motivation for an action at a particular point in the story. In addition, students needed to support their answer with details from the story. This question was classified under the reading aspect, *developing interpretation*.

Student responses for this question were rated using the following three-level scoring guide:

Full comprehension—These responses use details from the story to explain why Rosa visits the ducks at the beginning of the story.

Partial or surface comprehension—These responses demonstrate a general understanding of why Rosa visits the ducks at the beginning of the story but do not support it with details from the story. Or, responses may provide a story detail related to Rosa visiting the ducks but are unrelated to why she visits them.

Little or no comprehension—These responses provide inappropriate information or personal opinions that are not related to why Rosa visits the ducks at the beginning of the story.

Missing responses were considered intentional omissions.

The first student response on the right was rated as "Full comprehension" because it provided both a reason why Rosa visits the ducks—"because she feels safer"—and supports it with details related to why she feels safer with the ducks. Fifty-four percent of fourth-graders provided a response rated as "Full comprehension." The second response was rated as "Partial" because it provides a story detail related to Rosa visiting the ducks at the beginning of the story. Thirty-four percent of fourth-graders provided a response rated as "Partial."

Explain why Rosa visits the ducks at the beginning of the story. Use details from the story in your answer.

Response rated as "Full comprehension"

Rosa goes because she feels safer alone so she goes to the creek. She feels better because she could talk to the ducks in her language and they understand her.

Response rated as "Partial comprehension"

Rosa visits the ducks because she liked them and her Mama wouldn't be home.

Percentage of fourth-grade students in each response category in 2007

Full comprehension	Partial or surface comprehension	Little or no comprehension	Omitted
54	34	11	1

NOTE: Detail may not sum to totals because a small percentage of responses that did not address the assessment task are not shown.

The table below shows the percentage of fourth-graders within each achievement level whose answer to the question above was rated as "Full comprehension." For example, 56 percent of fourth-graders performing at the *Basic* level were able both to provide a reason and support it with details to demonstrate full comprehension.

Percentage rated as "Full comprehension" for fourth-grade students at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
54	34	56	69	78

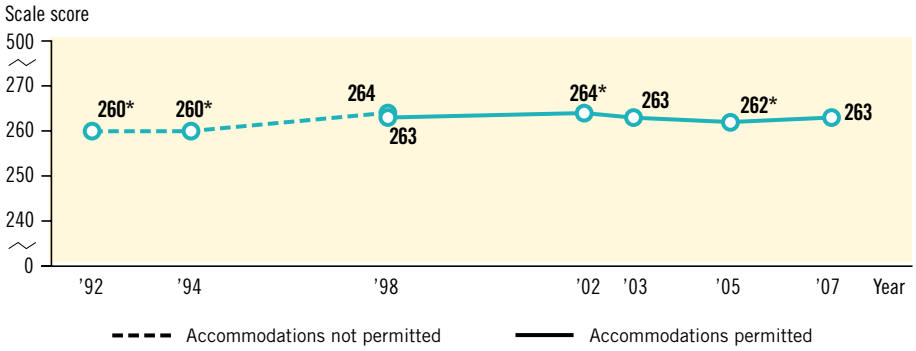
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

8th Grade

Eighth-graders show improvement

The average eighth-grade reading score in 2007 was higher than in 2005 (figure 11). The score was also higher than the first reading assessment in 1992.

Figure 11. **Trend in eighth-grade NAEP reading average scores**



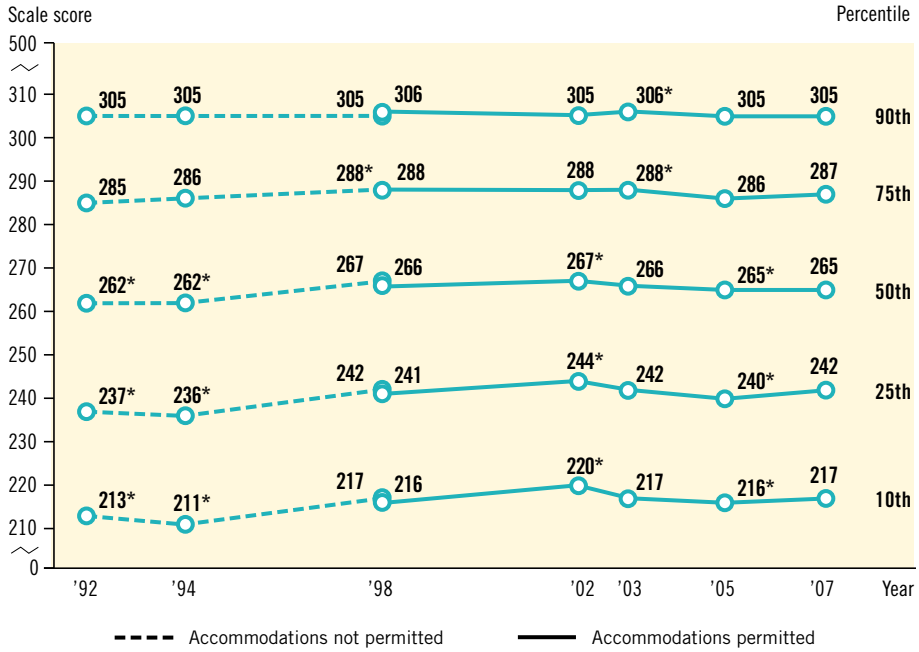
* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Gains in two reading contexts

Gains in the overall reading score since 1992 were reflected in two of the three contexts for reading assessed at grade 8. Although not shown here, the score in reading for literary experience increased from 259 in 1992 to 262 in 2007, and the score in reading for information increased from 261 to 264 over the same period. The score for reading to perform a task showed no significant change in comparison to the score in 1992.

Lower- and middle-performing students score higher than in 2005

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

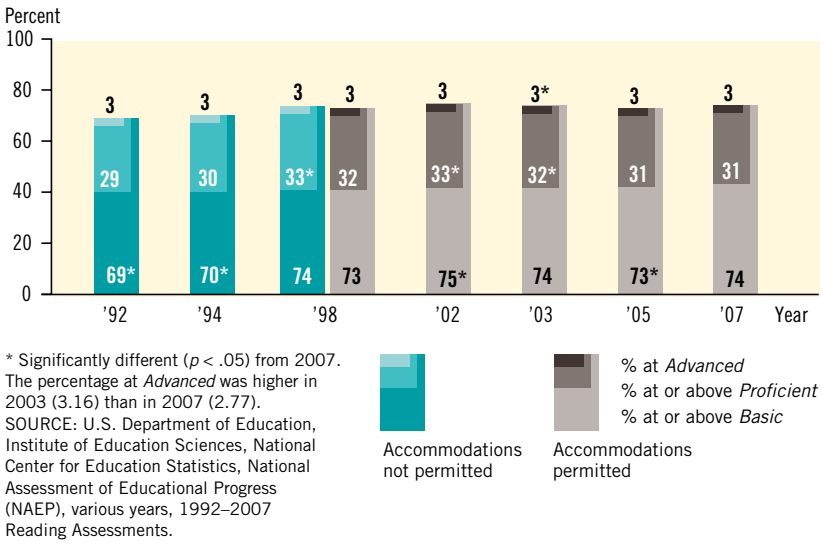


* Significantly different ($p < .05$) from 2007. The score for the 50th percentile was lower in 2005 (264.51) than in 2007 (265.36).

Overall gains were seen for lower- and middle-performing students. Scores for eighth-graders at the 10th, 25th, and 50th percentiles were higher in 2007 than in 2005 and 1992, while there was no significant change in the scores for students at the 75th and 90th percentiles in comparison to either 2005 or 1992 (figure 12).

NAEP achievement-level results also reflected gains for lower- and middle-performing students. The percentage of students performing at or above the *Basic* level increased from 73 percent in 2005 to 74 percent in 2007 and was higher in 2007 than in 1992 (figure 13). There was no significant change in the percentage of students performing at or above *Proficient* in comparison to either 2005 or 1992.

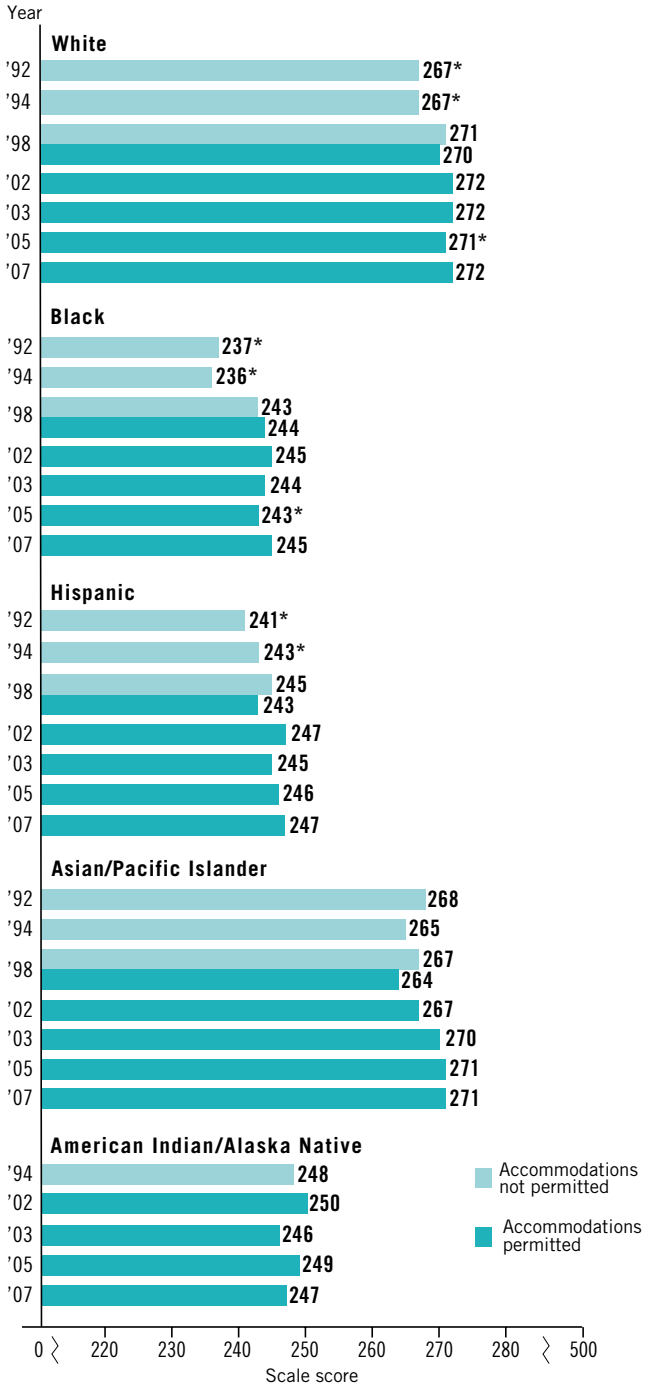
Figure 13. **Trend in eighth-grade NAEP reading achievement-level performance**



* Significantly different ($p < .05$) from 2007. The percentage at *Advanced* was higher in 2003 (3.16) than in 2007 (2.77).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Gains for White, Black, and Hispanic students

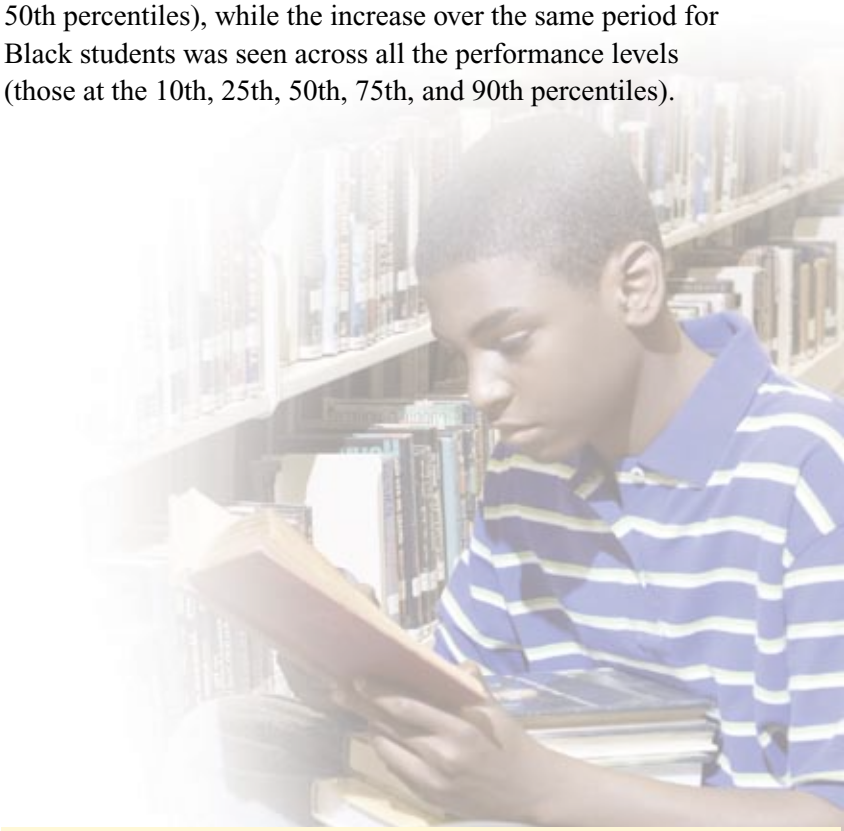
Figure 14. **Trend in eighth-grade NAEP reading average scores, by race/ethnicity**



* Significantly different ($p < .05$) from 2007.
NOTE: Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native eighth-graders 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, 1992–2007 Reading Assessments.

The overall gains for eighth-graders were not consistent across all racial/ethnic groups. Scores for White and Black students in 2007 were higher than in both 2005 and 1992 (figure 14). The score for Hispanic students has not changed significantly in comparison to 2005, but was higher than in 1992. Over the last 15 years, scores for Asian/Pacific Islander and American Indian/Alaska Native students showed no significant change in comparison to all previous assessment years in which results were available.

Although not shown here, the increase since 1992 for White students was seen mostly in the scores for lower- and middle-performing students (those at the 10th, 25th, and 50th percentiles), while the increase over the same period for Black students was seen across all the performance levels (those at the 10th, 25th, 50th, 75th, and 90th percentiles).



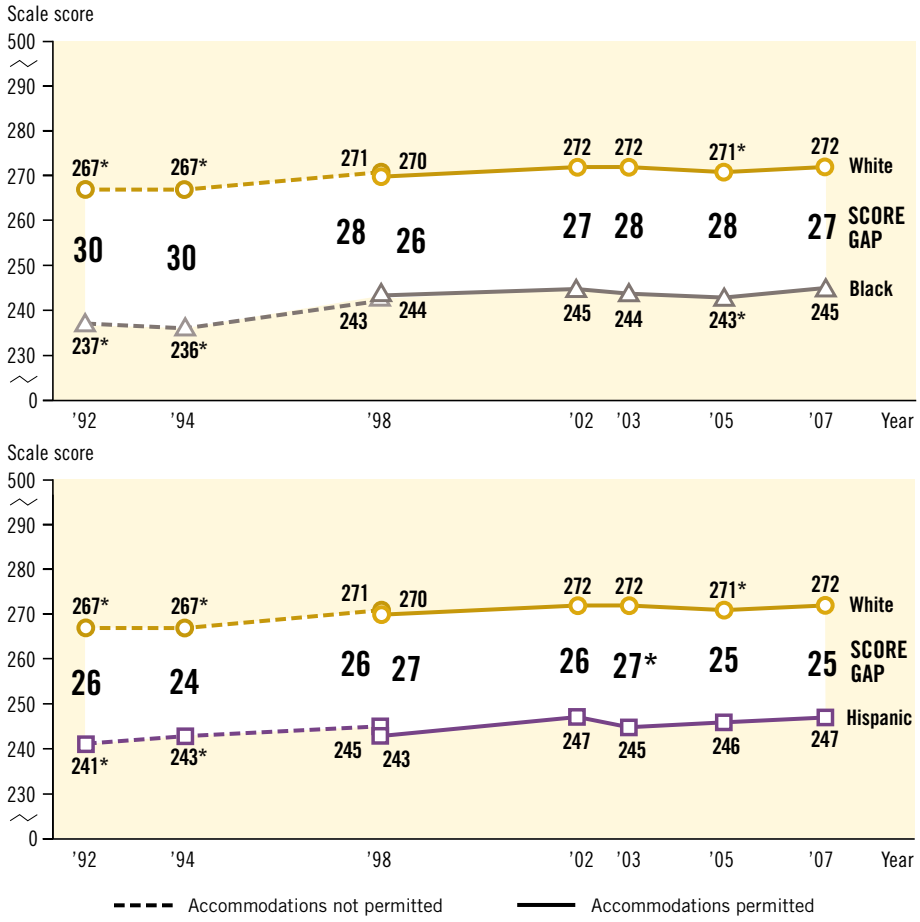
ACHIEVEMENT-LEVEL RESULTS...

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/reading_2007/data.asp.

No change in score gaps

Significant score gaps persisted between White and minority eighth-graders. Although the average scores in 2007 for Black and Hispanic students increased in comparison to their scores in 1992, the White – Black and White – Hispanic score gaps showed no significant change (figure 15).

Figure 15. **Trend in eighth-grade NAEP reading average scores and score gaps, by selected racial/ethnic groups**



* Significantly different ($p < .05$) from 2007.
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.

Table 8. **Percentage of students assessed in eighth-grade NAEP reading, by race/ethnicity: Various years, 1992–2007**

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

Rounds to zero.
* Significantly different ($p < .05$) from 2007.
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 the "unclassified" race/ethnicity category.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

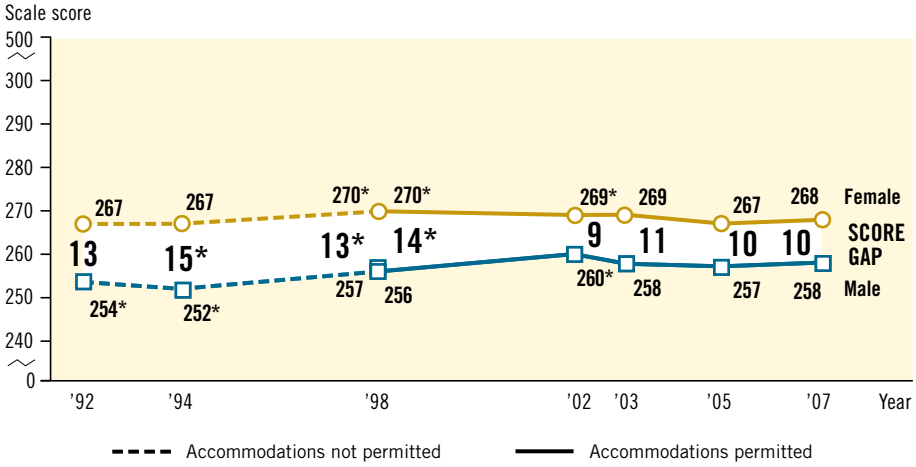
The percentage of White eighth-graders in the population was lower in 2007 than in all previous assessments, while the percentage of Hispanic students was higher (table 8). The percentage of Asian/Pacific Islander students was higher in 2007 than in 2005 and 1992.

Score gains vary by gender

Neither male nor female students showed significant score changes between 2005 and 2007. While the score for female students showed no significant change in comparison to 1992, the score for male students was higher in 2007 than in 1992 (figure 16).

Female students continued to score higher on average in reading than male students in 2007. The 10-point score gap between the two groups in 2007 was not significantly different from the gap in either 2005 or 1992.

Figure 16. **Trend in eighth-grade NAEP reading average scores and score gaps, by gender**



* Significantly different ($p < .05$) from 2007.
NOTE: Score gaps are calculated based on differences between unrounded average scores.

Table 9. **Average scores in eighth-grade NAEP reading, by reading context and gender: 2007**

Gender	Reading for literary experience	Reading for information	Reading to perform a task
Male	256*	260*	256*
Female	267	268	268

* Significantly different ($p < .05$) from female students in 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Female students scored higher on average than male students in all three contexts for reading. Female students scored 11 points higher in reading for literary experience, 8 points higher in reading for information, and 13 points[2] higher in reading to perform a task (table 9).

[2] The score difference between the two groups is based on the calculation using unrounded scores.

Gaps in performance of public and private school students

Ninety-one percent of eighth-graders attended public schools in 2007, and 9 percent attended private schools. The average reading score for eighth-graders in public schools (261) was lower than for students in private schools overall (280) and lower than for students in Catholic schools specifically (282).

Trend results for public and Catholic school students, and for private school students in those years in which sample sizes were sufficient, are available at: http://nationsreportcard.gov/reading_2007/r0038.asp.

No gains for lower-income students since 2005

Changes in reading performance since 2005 varied by students' family incomes as indicated by their eligibility for free or reduced-price school lunch. Students who were not eligible for free or reduced-price lunch scored 1 point higher in 2007 than in 2005 (figure 17). On the other hand, average scores for students who were eligible for either free or reduced-price lunch showed no significant change in comparison to 2005.

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

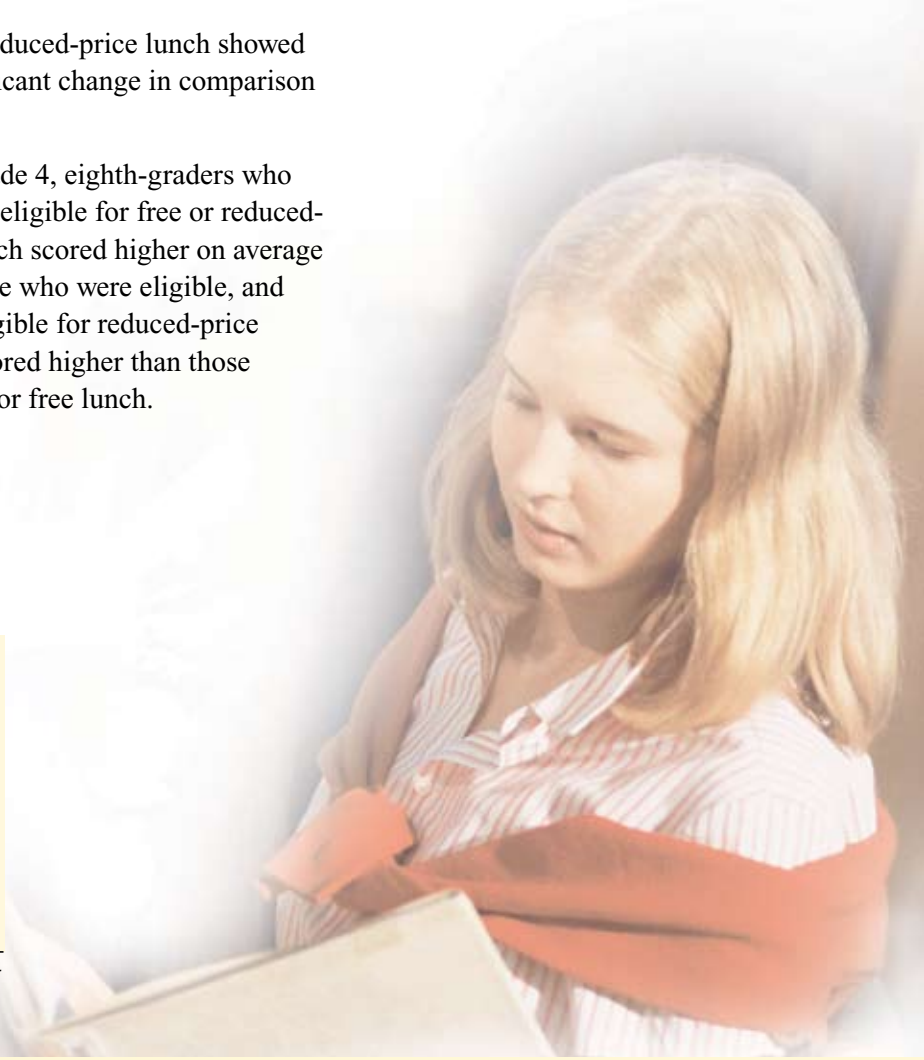
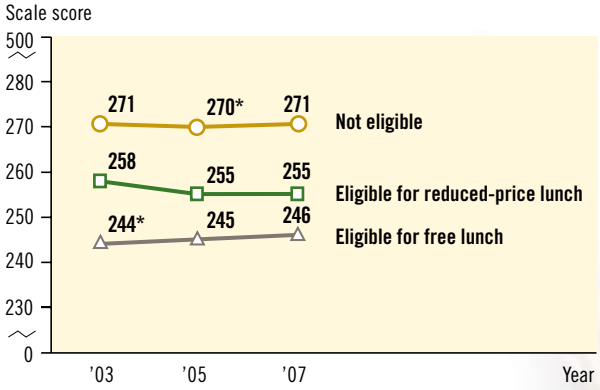


Figure 17. **Trend in eighth-grade NAEP reading average scores, by eligibility for free or reduced-price school lunch**



* Significantly different ($p < .05$) from 2007.

Table 10. **Percentage of students assessed in eighth-grade NAEP reading, by eligibility for free or reduced-price school lunch: 2003, 2005, and 2007**

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

* Significantly different ($p < .05$) from 2007.
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), 2003, 2005, and 2007 Reading Assessments.

Changes over time in the percentages of students based on their eligibility for free or reduced-price school lunch are presented in table 10. About one-third of eighth-graders assessed were eligible for free lunch in 2007.

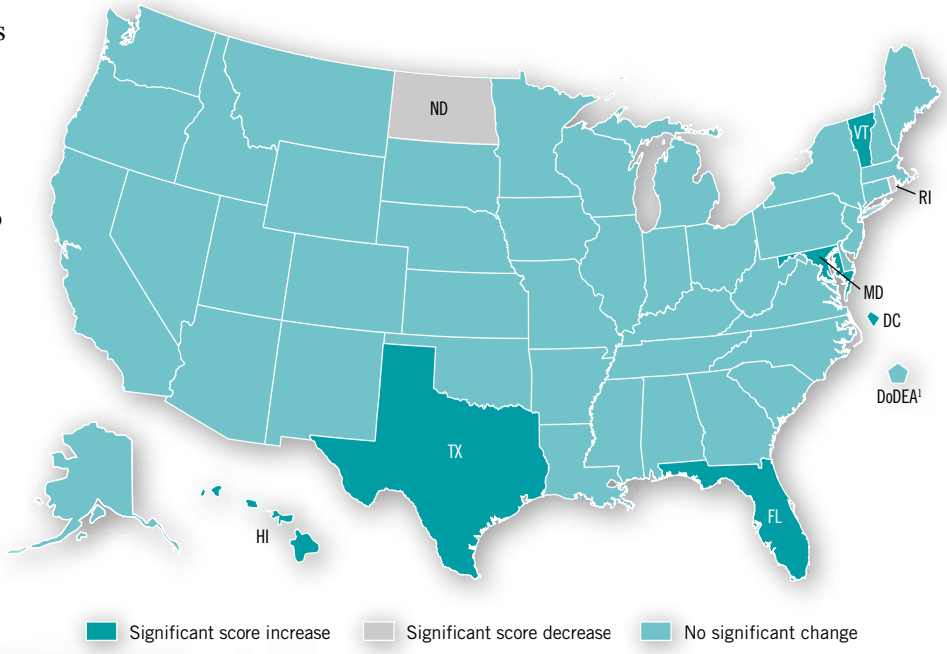
State Performance at Grade 8

All of the 52 states and jurisdictions that participated in 2007 also participated in 2005, and 38 participated in the 1998 assessment, allowing for comparisons over time. As with grade 4, it is important to remember that performance results for states may be affected by differences in demographic makeup and exclusion and accommodation rates for students with disabilities and English language learners, which may vary considerably across states as well as across years.

Six states show score increases since 2005

The map on the right highlights changes in states' average reading scores since 2005, with increases in six states and decreases in two states (figure 18). Of the six states with increases, Texas and Vermont showed increases both for students who were eligible for free/reduced-price school lunch and students who were not eligible.

Figure 18. **Changes in eighth-grade NAEP reading average scores between 2005 and 2007**



[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), 2005 and 2007 Reading Assessments.

FOR MORE INFORMATION...

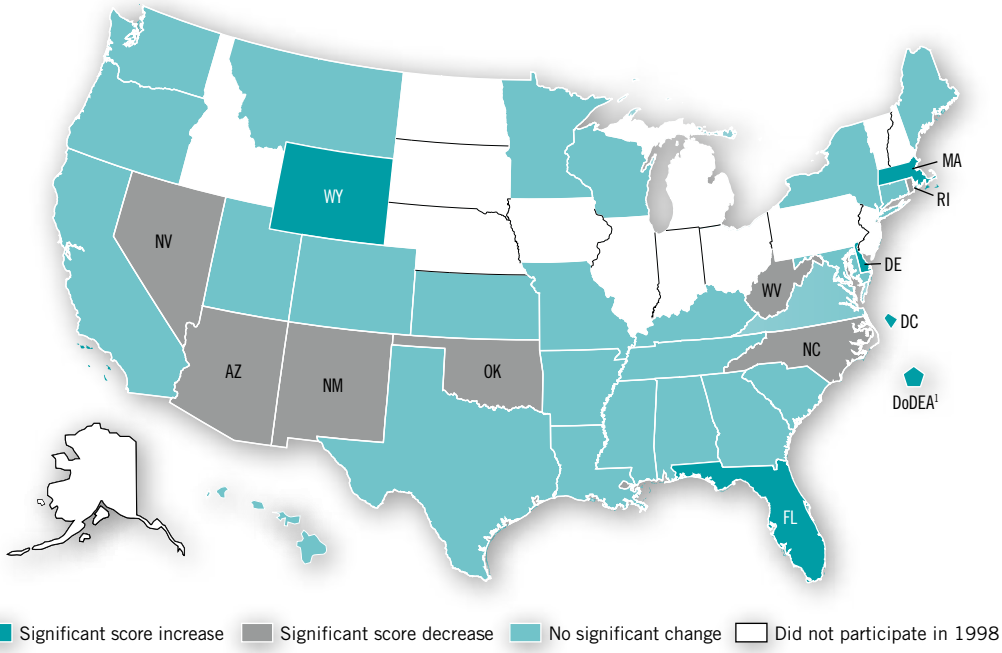
State Comparison Tool orders states by students' performance overall and for student groups both within an assessment year and based on changes across years (http://nces.ed.gov/nationsreportcard/nde/statecomp).

State Profiles provide information on each state's school and student populations and a summary of its NAEP results (http://nces.ed.gov/nationsreportcard/states).

Scores up in six states and down in seven states since 1998

Of the 38 states that participated in both the 1998 and 2007 assessments, 6 showed increases, and 7 showed decreases in average scores (figure 19). Three of the 6 states that had score gains also showed increases in the percentages of students performing both at or above *Basic* and at or above *Proficient*. These and other state results for grade 8 are provided in figure 20, tables 11 and 12, and appendix tables A-14 through A-20.

Figure 19. **Changes in eighth-grade NAEP reading average scores between 1998 and 2007**



[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), 1998 and 2007 Reading Assessments.

One state gains in all three reading contexts

The texts used to measure reading comprehension at grade 8 are classified with the framework dimension of context for reading. In addition to reading for literary experience and reading for information, the context reading to perform a task is also measured at grade 8. Reading for literary experience is measured with fictional texts that include stories and poetry. Reading for information is measured with articles and textbook material. Reading to perform a task is measured with documents and procedural materials.

Nationally, students improved their performance overall from 2005 to 2007, but they improved in only one of the reading contexts, reading for information. States also varied in their overall performance compared to their performance in the three reading contexts. For example, some states that showed increases in overall performance only improved their performance in one or two of the three reading contexts. Conversely, those states that decreased in their overall performance since 2005 did not decline in every reading context.

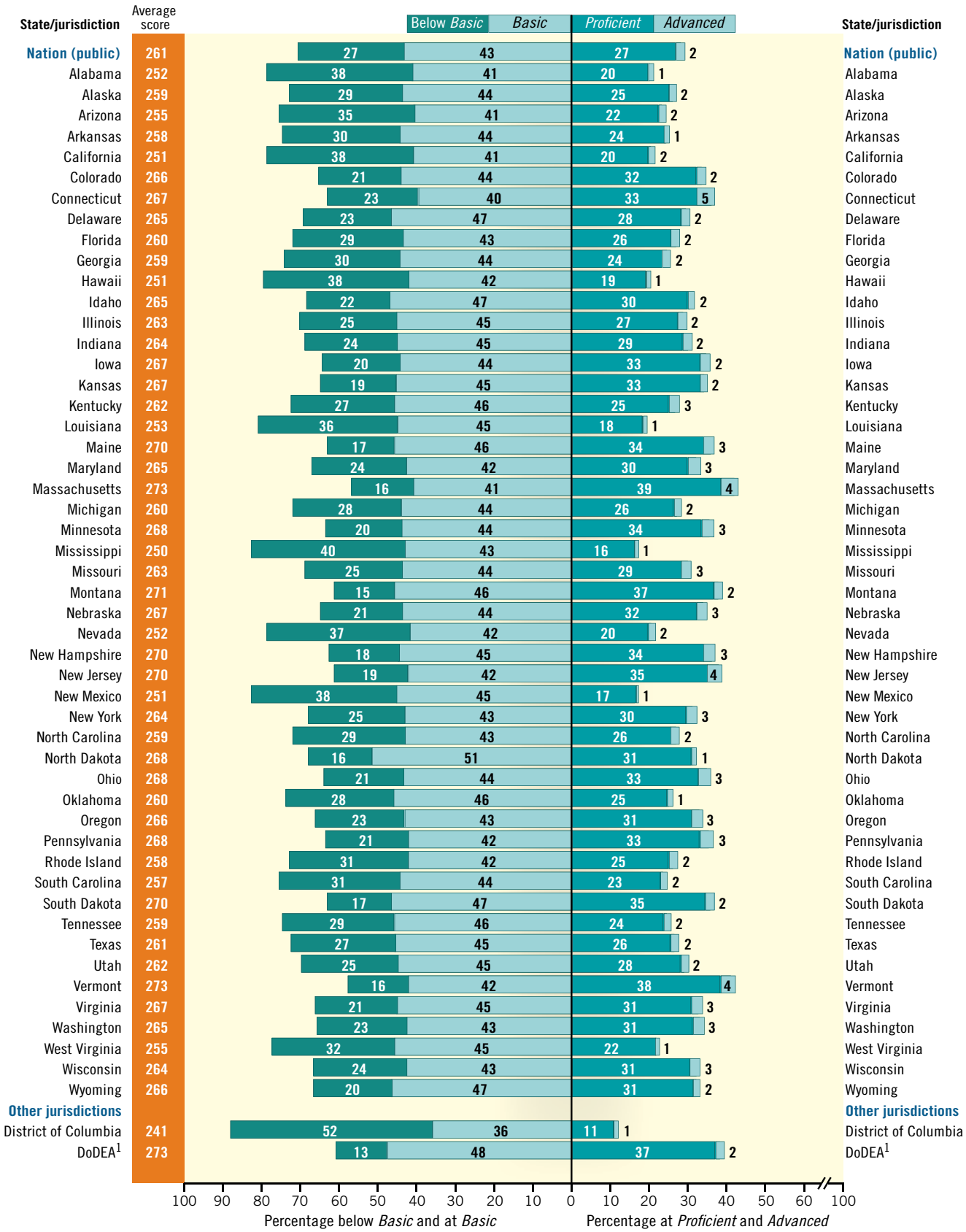
When compared to 2005…

…1 of the 6 states that posted overall gains, Vermont, also showed gains in all three reading contexts, while 5 states showed gains in one or two of the reading contexts.

…1 of the 2 states showing a decrease in overall performance also showed a decrease in reading for literary experience and reading to perform a task, and 1 state showed a decrease in reading for information.

…5 of the 44 states that showed no significant change in overall performance showed gains in at least one of the reading contexts, and 3 states showed a decline in one of the three reading contexts.

Figure 20. **Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state: 2007**



[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), 2007 Reading Assessment.

Table 11. **Average scores in NAEP reading for eighth-grade public school students, by state: Various years, 1998–2007**

State/jurisdiction	Accommodations not permitted 1998	Accommodations permitted 1998	2002	2003	2005	2007
Nation (public)[1]	**261**	**261**	**263***	**261**	**260***	**261**
Alabama	255	255	253	253	252	252
Alaska	—	—	—	256	259	259
Arizona	261*	260*	257	255	255	255
Arkansas	256	256	260	258	258	258
California	253	252	250	251	250	251
Colorado	264	264	—	268	265	266
Connecticut	272*	270	267	267	264	267
Delaware	256*	254*	267*	265	266	265
Florida	253*	255*	261	257	256*	260
Georgia	257	257	258	258	257	259
Hawaii	250	249	252	251	249*	251
Idaho	—	—	266	264	264	265
Illinois	—	—	—	266*	264	263
Indiana	—	—	265	265	261	264
Iowa	—	—	—	268	267	267
Kansas	268	268	269	266	267	267
Kentucky	262	262	265*	266*	264	262
Louisiana	252	252	256	253	253	253
Maine	273	271	270	268	270	270
Maryland	262	261	263	262	261*	265
Massachusetts	269*	269*	271	273	274	273
Michigan	—	—	265*	264	261	260
Minnesota	267	265	—	268	268	268
Mississippi	251	251	255*	255*	251	250
Missouri	263	262	268*	267*	265	263
Montana	270	271	270	270	269	271
Nebraska	—	—	270*	266	267	267
Nevada	257*	258*	251	252	253	252
New Hampshire	—	—	—	271	270	270
New Jersey	—	—	—	268	269	270
New Mexico	258*	258*	254*	252	251	251
New York	266	265	264	265	265	264
North Carolina	264*	262*	265*	262	258	259
North Dakota	—	—	268	270	270*	268
Ohio	—	—	268	267	267	268
Oklahoma	265*	265*	262*	262	260	260
Oregon	266	266	268	264	263	266
Pennsylvania	—	—	265	264	267	268
Rhode Island	262*	264*	262*	261*	261*	258
South Carolina	255	255	258	258	257	257
South Dakota	—	—	—	270	269	270
Tennessee	259	258	260	258	259	259
Texas	262	261	262	259	258*	261
Utah	265	263	263	264	262	262
Vermont	—	—	272	271*	269*	273
Virginia	266	266	269	268	268	267
Washington	265	264	268*	264	265	265
West Virginia	262*	262*	264*	260*	255	255
Wisconsin	266	265	—	266	266	264
Wyoming	262*	263*	265	267	268	266
Other jurisdictions						
District of Columbia	236*	236*	240	239	238*	241
DoDEA[2]	269*	269*	273	272	271	273

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 1992, 1994, or 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**58**	**270**	**17**	**244**	**18**	**246**	**5**	**269**	**1**	**248**
Alabama	60	261	36	236	3	250	1	‡	#	‡
Alaska	55	270	5	250	4	257	7	263	26	236
Arizona	47	269	5	248	39	241	2	277	7	233
Arkansas	68	266	24	236	6	249	1	‡	1	‡
California	33	266	7	237	47	239	12	264	1	251
Colorado	64	275	7	252	25	249	3	269	1	‡
Connecticut	69	276	13	246	15	243	3	272	#	‡
Delaware	55	274	34	250	8	257	3	277	#	‡
Florida	49	268	23	244	23	256	3	278	#	‡
Georgia	46	271	45	246	5	250	2	‡	#	‡
Hawaii	13	262	2	255	3	249	68	249	#	‡
Idaho	84	268	1	‡	12	243	2	‡	1	‡
Illinois	60	271	17	244	17	250	4	277	#	‡
Indiana	79	268	12	242	5	255	1	‡	#	‡
Iowa	87	270	5	247	6	250	2	‡	#	‡
Kansas	77	272	8	246	10	248	2	‡	2	‡
Kentucky	84	264	12	247	2	‡	1	‡	#	‡
Louisiana	53	264	44	240	2	‡	1	‡	1	‡
Maine	96	270	2	‡	1	‡	1	‡	#	‡
Maryland	51	276	38	249	5	258	5	287	#	‡
Massachusetts	76	278	8	253	9	251	5	281	#	‡
Michigan	75	267	19	236	3	241	2	‡	1	‡
Minnesota	82	273	6	245	5	245	6	258	1	247
Mississippi	44	264	53	238	2	‡	1	‡	#	‡
Missouri	75	270	20	242	3	248	2	‡	#	‡
Montana	84	274	1	‡	2	‡	1	‡	11	249
Nebraska	80	271	7	243	10	255	2	‡	1	‡
Nevada	46	263	11	248	33	238	8	261	2	‡
New Hampshire	94	270	1	‡	2	252	2	‡	#	‡
New Jersey	57	278	17	249	17	257	9	285	#	‡
New Mexico	32	265	3	248	51	246	1	‡	12	234
New York	57	274	19	246	17	246	7	269	#	‡
North Carolina	58	270	30	241	7	246	2	265	1	236
North Dakota	88	270	1	‡	2	‡	1	‡	8	248
Ohio	76	274	18	246	1	260	1	‡	#	‡
Oklahoma	59	266	11	243	7	241	2	‡	21	256
Oregon	75	270	2	250	14	243	5	270	2	260
Pennsylvania	77	272	14	248	6	244	3	284	#	‡
Rhode Island	70	267	9	239	18	233	3	258	1	‡
South Carolina	56	268	38	242	3	244	1	‡	#	‡
South Dakota	87	272	2	‡	1	‡	1	‡	9	249
Tennessee	68	267	27	240	3	252	2	‡	#	‡
Texas	39	275	16	249	41	251	3	280	#	‡
Utah	81	266	1	‡	13	242	4	261	1	‡
Vermont	94	273	2	‡	1	‡	2	‡	1	‡
Virginia	61	273	26	252	6	258	5	280	#	‡
Washington	68	270	5	247	14	247	10	268	3	252
West Virginia	94	256	5	241	1	‡	#	‡	#	‡
Wisconsin	81	270	9	231	6	247	3	264	1	‡
Wyoming	85	269	1	‡	9	248	1	‡	4	253
Other jurisdictions										
District of Columbia	3	‡	88	238	8	249	1	‡	#	‡
DoDEA[1]	47	278	19	259	15	273	7	276	#	‡

See notes at end of table.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	**40**	**247**	**58**	**271**	**50**	**256**	**50**	**266**
Alabama	49	241	51	263	50	247	50	257
Alaska	37	244	62	268	51	253	49	264
Arizona	44	241	54	265	50	251	50	259
Arkansas	51	247	49	269	49	253	51	263
California	48	239	48	264	51	246	49	257
Colorado	32	251	68	273	51	262	49	271
Connecticut	26	243	74	275	49	262	51	272
Delaware	33	254	67	270	50	260	50	269
Florida	42	249	57	268	52	254	48	266
Georgia	48	247	52	270	50	253	50	264
Hawaii	41	243	59	257	50	244	50	259
Idaho	37	256	62	270	51	260	49	270
Illinois	39	249	61	272	49	259	51	267
Indiana	35	251	65	271	50	259	50	270
Iowa	31	253	69	274	52	263	48	272
Kansas	36	253	64	275	51	263	49	272
Kentucky	48	252	52	271	48	257	52	266
Louisiana	59	245	41	265	50	248	50	258
Maine	33	261	67	274	50	264	50	276
Maryland	29	251	71	271	49	260	51	270
Massachusetts	26	256	74	279	52	269	48	278
Michigan	32	244	68	268	50	255	50	266
Minnesota	26	254	72	273	51	263	49	274
Mississippi	66	242	32	266	52	246	48	255
Missouri	38	252	61	271	50	259	50	268
Montana	34	260	65	277	52	265	48	278
Nebraska	32	254	68	273	50	262	50	272
Nevada	36	240	60	260	49	245	51	259
New Hampshire	16	257	81	272	50	264	50	275
New Jersey	26	251	73	277	51	266	49	274
New Mexico	60	242	40	264	52	247	48	255
New York	46	250	53	275	50	258	50	269
North Carolina	44	246	55	270	52	254	48	265
North Dakota	26	258	74	272	51	264	49	272
Ohio	31	251	67	275	50	264	50	272
Oklahoma	50	252	50	268	52	255	48	264
Oregon	38	253	59	274	50	260	50	271
Pennsylvania	31	253	68	275	50	265	50	270
Rhode Island	33	242	67	267	50	256	50	261
South Carolina	47	245	53	269	50	253	50	262
South Dakota	30	259	70	274	50	266	50	274
Tennessee	45	247	55	269	49	254	51	264
Texas	52	249	48	273	49	256	51	266
Utah	32	252	67	267	51	258	49	267
Vermont	26	260	74	278	49	268	51	278
Virginia	26	252	74	272	49	262	51	272
Washington	33	251	65	272	49	260	51	270
West Virginia	46	246	54	263	51	248	49	262
Wisconsin	29	246	69	272	50	257	50	272
Wyoming	27	255	73	270	50	261	50	271
Other jurisdictions								
District of Columbia	65	234	35	253	44	235	56	245
DoDEA[1]	#	‡	#	‡	50	267	50	279

Rounds to zero.
‡ Reporting standards not met. Sample size is 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" and for students whose eligibility 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), 2007 Reading Assessment.

Assessment Content at Grade 8

All three contexts for reading were assessed at grade 8. The proportion of assessment questions devoted to reading for literary experience was lower than the proportion at grade 4. At grade 8, equal proportions of assessment questions were devoted to reading for literary experience and reading for information. The remaining assessment questions were devoted to reading to perform a task, which was allotted one-half as much time as either literary or informational reading. The 2007 eighth-grade reading assessment included a total of 13 reading passages and 140 questions.

Reading Achievement Levels at Grade 8

The following descriptions are abbreviated versions of the full achievement-level descriptions for grade 8 reading. The cut score depicting the lowest score representative of that level is noted in parentheses.

Basic (243): Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient (281): Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth-graders should be able to identify some of the devices authors use in composing text.

Advanced (323): Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

The full descriptions can be found at http://www.nagb.org/frameworks/reading_07.pdf.

What Eighth-Graders Know and Can Do in Reading

The item map below illustrates the range of reading ability demonstrated by eighth-graders. For example, students performing in the middle of the *Basic* range (with an average score of 261) were likely to be able to identify the appropriate text recommendation for a specific situation. Students performing near the top of the *Proficient* range (with an average score of 318) were likely to be able to infer and explain traits of a character using specific examples.

GRADE 8 NAEP READING ITEM MAP

	Scale score	Question description
	500	
Advanced	365	*Use understanding of character to interpret author's purpose*
Advanced	357	Use examples to explain importance of setting to plot
Advanced	337	Search dense text to retrieve relevant explanatory facts
Advanced	329	Recognize narrative device and explain function in story
Advanced	326	Follow directions to fully complete task
	323	
Proficient	321	Integrate story details to explain central conflict
Proficient	318	Use specific examples to infer and explain character traits (shown on page 43)
Proficient	315	Apply text information to real life situation
Proficient	312	Infer and provide lesson based on historical biography
Proficient	308	Describe difficulty of a task in a different context
Proficient	299	*Recognize explicit information from highly detailed article*
Proficient	298	Use metaphor to interpret character
Proficient	293	*Recognize author's device to convey information related to a task*
Proficient	288	*Identify genre of story*
Proficient	284	*Recognize what story action reveals about a character*
	281	
Basic	279	Use task directions and prior knowledge to make a comparison
Basic	278	Infer character's action from plot outcome
Basic	272	Describe central problem faced by the main character
Basic	265	*Recognize author's purpose for including a quotation* (shown on page 42)
Basic	262	*Identify causal relation between historical events*
Basic	261	*Use context to identify meaning of vocabulary*
Basic	261	*Identify appropriate text recommendation for a specific situation*
Basic	259	Provide specific text information to support a generalization
Basic	253	Read across text to provide explanation
Basic	248	*Recognize information included by author to persuade*
Basic	244	Support opinion with text information or related prior knowledge
	243	
	235	*Recognize explicitly stated reason for action in an article*
	230	*Recognize reason for character's central emotion*
	218	*Identify inference based on part of the document*
	215	*Recognize an explicitly stated embedded detail*
	206	*Identify appropriate description of character's feelings*
	205	Use global understanding of the article to provide explanation
	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 rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Sample Reading Passage

The article below is an example of what an eighth-grader might read for information. The article uses a human interest approach to relate the investigative efforts of a middle-school student and how her efforts helped her community. The two sample questions that follow were based on this reading passage.

KID FIGHTS CHEATER METERS AND WINS!

The true story of a girl with a stopwatch and a bag of nickels who uncovered a local parking scandal and helped change the laws of her state . . .

Ellie Lammer wasn't trying to spark a revolt, she just wanted a haircut. That was in the fall of 1997. Ellie was 11 years old at the time, and she was getting her tresses trimmed in her hometown of Berkeley, California. When Ellie and her mom returned to their car, they found a parking ticket stuck to the windshield. It didn't seem possible: Less than an hour earlier, Ellie had pumped an hour's worth of coins into the meter. But now the needle was at zero, and Ellie's mom owed $20.

Feeling cheated, Ellie dropped another nickel in the meter and twisted the knob. The needle clicked over to the four-minute mark. Ellie stared at her watch while her mom watched the meter. Less than three minutes later, all of the time had expired. There it was: proof that they'd been cheated. The city tore up the ticket when Ellie's mom complained about the meter.

But the experience left Ellie wondering how many other meters were inaccurate. Six months later, she decided to find out. She'd been looking around for a good science-fair project—and that meter in Berkeley still bothered her. So armed with a bag of nickels and a stopwatch, she hit the streets.

Ellie didn't have the time or money to test every meter, so she focused on a sample of 50 meters located in different parts of the city. To avoid inconveniencing motorists, she did her research after 6 P.M. and on Sundays, when the meters were not in use. She put in eight minutes' worth of nickels in each meter, then measured how much time it really gave.

The results were not pretty. Ellie's findings suggested that more than nine out of every ten meters in the city were inaccurate—and that every fourth parking meter was running out of time too quickly. With 3,600 parking meters in the city, that meant a lot of undeserved tickets. As Ellie wrote in her science-project report, "I learned which meters cheat you and which meters cheat the City of Berkeley. But I learned that almost all meters cheat someone, so beware."

When the science fair rolled around, Ellie presented her findings with computer-generated charts and graphs. Her classmates weren't very interested in her project. "It's not like they have to drive a car or put money in a parking meter," she explains. But her project was a huge hit with parents. More than 50 of them lined up that night to share their own parking-meter horror stories with Ellie.

After that, word about Ellie's meter project spread fast. Within a few weeks, Ellie got a call from local politician Diane Woolley. At the time, Berkeley was considering replacing its meters with more accurate digital ones. Ellie shared her findings at city hall, and the politicians were impressed. "We don't get reports this thorough when we pay consultants hundreds of thousands of dollars," one remarked. Based on Ellie's study, they decided to purchase 2,000 new meters.

The California state legislature also decided to crack down on cheater meters. After Ellie presented her findings, they enacted "Lammer's Law," which requires California's 26 counties to test the accuracy of parking meters. Any meter found to be inaccurate must be fixed or dismantled.

California Governor Pete Wilson signed the law on November 1, 1998. At the time, he commented, "Ellie's ingenuity and dedication has earned her the gratitude of those Californians who've dug through their purses and pockets in search of exact change to feed the meters, only to return to find their cars bearing the dreaded green envelope of a parking ticket."

Ellie became a celebrity. She was in newspapers all over the country and featured on local television news during the summer and fall of 1998. CNN did a story about her. She was even a guest on the *Late Show* with David Letterman. "It was kind of a weird moment of being a celebrity," she says.

Ellie, who's now an eighth-grader at Martin Luther King Middle School, is proud of the work she's done. But she doesn't see meter monitoring as her life's work: "Right now I don't mind being known as the parking-meter girl, but I'm sure that later in life I'll want something different."

© 2000 by Consumers Union of U.S., Inc. Yonkers, NY 10703-1057, a nonprofit organization. Reprinted with permission from the July/August 2000 issue of ZILLIONS.® For educational purposes only. No commercial use or photocopying permitted. Log onto www.Zillions.org and www.ConsumersReports.org.

Sample Question on Supporting Idea

This sample question asked students to take a critical perspective on a sentence from the article. The focus is not on the information itself, but on how that information functions in relation to other information in the article. This question was classified under the reading aspect, *examining content and structure*.

Seventy-two percent of eighth-graders selected the correct answer (choice C), recognizing that this supporting information was included to highlight the main subject of the article. Of the incorrect answers, choice B was selected by 14 percent of eighth-graders, perhaps making a literal connection between the money amount and the word "budget."

Percentage of eighth-grade students in each response category in 2007

Choice A	Choice B	Choice C	Choice D	Omitted
8	14	72	7	#

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

The table below shows the percentage of students within each achievement level who answered the question above correctly. For example, 72 percent of eighth-grade students performing at the *Basic* level selected the correct answer choice.

Percentage correct for eighth-grade students at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
72	45	72	92	99

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

"We don't get reports this thorough when we pay consultants hundreds of thousands of dollars."

The author included this information to

- (A) **show how the city saves money**
- (B) **describe the city budget**
- (C) **emphasize Ellie's achievement**
- (D) **criticize the city of Berkeley**

Sample Question on Drawing Conclusions

This sample question asked students to consider specific information provided in the article and to draw a conclusion from this information about the character of the person discussed in the article. This question was classified under the reading aspect, *developing interpretation*.

Student responses to this question were rated using the following four-level scoring guide:

Extensive—Responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide at least two specific text-based things that she did and explain what those things say about her character.

Essential—Responses at this level provide one example of something Ellie Lammer did and explain what that says about her character. Responses at this level may provide a generalization about Ellie's actions without providing a specific example from the article; however, these responses do explain what her actions say about her character.

Partial—Responses at this level may focus on Ellie's actions without explaining what the actions tell about her character.

Unsatisfactory—Responses at this level demonstrate no understanding of Ellie's actions as described in the article or what those actions say about her character.

The first response on the left was rated "Extensive" because it uses two things that Ellie did as the bases for explaining two different aspects of her character. While the second response, rated "Essential," gives two aspects of Ellie's character, only the first is based on something Ellie did. Thirty-two percent of eighth-graders provided a response rated as "Extensive" on this question.

Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.

Response rated as "Extensive"

Ellie Lammer got cheated out of her money, and then decided that she wasn't going to give up, she was going to do experiments and take this problem to the next level. This shows perseverance, because she chose to keep going with the problem even though it was time-consuming, to help people.

She also chose to prove the meters wrong by timing them using a stop watch. This shows intelligence, because she knew what methods to use in order to prove the meters inaccurate.

Response rated as "Essential"

She did her science fair project on meters to see how many other people got cheated. Which means she cares about other people and not just her self. At the end of her article it said she enjoyed being a super star, but wanted something more in life. She wants to be someone important.

Percentage of eighth-grade students in each response category in 2007

Extensive	Essential	Partial	Unsatisfactory	Omitted
32	17	41	5	5

NOTE: Detail may not sum to totals because a small percentage of responses that did not address the assessment task are not shown.

The table below shows the percentage of eighth-graders within each achievement level whose answer to the question on the left was rated as "Extensive." For example, 29 percent of eighth-graders performing at the *Basic* level provided extensive responses—they were able both to provide a reason and support it with details.

Percentage rated as "Extensive" for eighth-grade students at each achievement level in 2007

Overall	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
32	8	29	54	77

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

Technical Notes

Sampling and Weighting

The schools and students participating in NAEP assessments are selected to be representative both nationally and for 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.

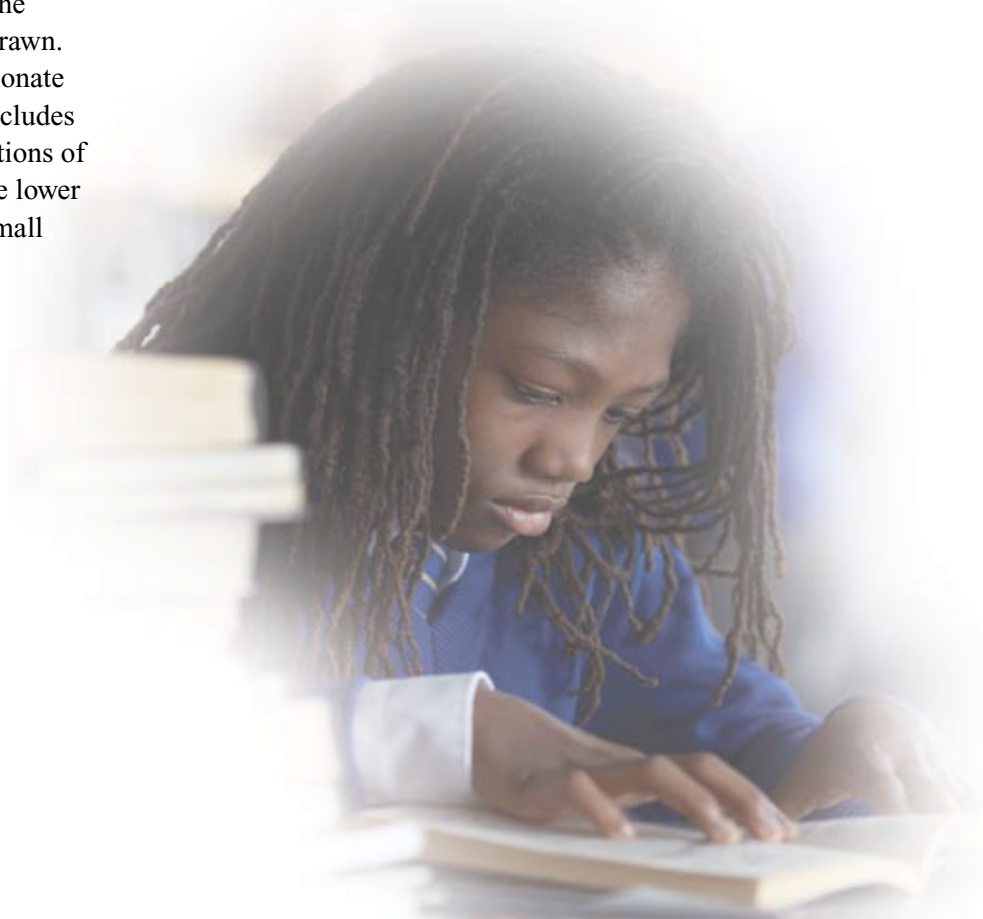
While national results reflect the performance of students in both public schools and nonpublic schools (i.e., private schools, Bureau of Indian Education schools, and Department of Defense schools), state-level results reflect the performance of public school students only. More information on sampling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

Each school that participated in the assessment, and each student assessed, represents a portion of the population of interest. Results are weighted to make appropriate inferences between the student samples and the respective populations from which they are drawn. Sampling weights account for the disproportionate representation of the selected sample. This includes oversampling of schools with high concentrations of students from certain minority groups and the lower sampling rates of students who attend very small nonpublic schools.

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 students assessed 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 difference between Black and Hispanic students may be statistically significant, while a 2-point difference between Black and 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/nde.



School and Student Participation Rates

To ensure unbiased samples, NCES and the Governing Board established participation rate standards that states and jurisdictions were required to meet in order for their results to be reported. Participation rates for the original sample needed to be at least 85 percent for schools to meet reporting requirements. In the 2007 reading assessment, all 52 states and jurisdictions met participation rate standards at both grades 4 and 8.

The national school participation rates for public and private schools combined were 98 percent for grade 4 and 97 percent for grade 8. Student participation rates were 95 percent for grade 4 and 92 percent for grade 8.

Participation rates needed to be 70 percent or higher to report results separately for private schools. While the school participation rate for private schools did meet the standard in 2007, it did not always meet the standard in previous assessment years. Therefore, comparisons could not be made for private schools as a group across all years. Participation rates for Catholic schools, however, were sufficient for reporting in 2007 and in previous assessment years. These data and other private school data are available at http://nationsreportcard.gov/reading_2007/r0038.asp.

National School Lunch Program

NAEP first began collecting data in 1996 on student eligibility for the National School Lunch Program (NSLP) as an indicator of poverty. 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, 2006 through June 30, 2007, for a family of four, 130 percent of the poverty level was $26,000, and 185 percent was $37,000.)

As a result of improvements in the quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased in comparison to the percentages reported prior to the 2003 assessment. Therefore, trend comparisons are only made back to 2003 in this report. For more information on NSLP, visit http://www.fns.usda.gov/cnd/lunch/.

Appendix Tables

Table A-1. **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: Various years, 1992–2007**

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

— Not available. Data were not collected at grade 8 in 2000.
† Not applicable. Accommodations were not permitted in this sample.
# 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, 1992–2007 Reading Assessments.

Table A-2. **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 race/ethnicity categories: 2007**

	Race/ethnicity		
Student characteristics	White	Black	Hispanic
Grade 4			
SD and/or ELL			
Identified	14	17	46
Excluded	4	6	10
Assessed	10	10	36
Without accommodations	4	4	26
With accommodations	6	7	10
SD			
Identified	13	15	12
Excluded	4	6	5
Assessed	9	9	7
Without accommodations	4	3	3
With accommodations	6	6	4
ELL			
Identified	1	2	40
Excluded	#	1	8
Assessed	1	2	32
Without accommodations	1	1	25
With accommodations	#	1	7
Grade 8			
SD and/or ELL			
Identified	12	17	34
Excluded	4	6	8
Assessed	9	11	26
Without accommodations	3	3	19
With accommodations	6	8	8
SD			
Identified	12	16	12
Excluded	4	6	5
Assessed	8	10	7
Without accommodations	2	3	3
With accommodations	6	7	5
ELL			
Identified	1	1	27
Excluded	#	#	6
Assessed	1	1	21
Without accommodations	#	1	17
With accommodations	#	#	4

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), 2007 Reading Assessment.

Table A-3. **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: 2007**

State/jurisdiction	Grade 4							Grade 8						
	Overall excluded	SD			ELL			Overall excluded	SD			ELL		
		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated
Nation (public)	**6**	**14**	**5**	**6**	**11**	**2**	**2**	**5**	**13**	**5**	**6**	**7**	**2**	**1**
Alabama	3	12	3	3	3	1	#	4	13	3	2	2	#	#
Alaska	4	15	3	8	15	2	5	2	12	2	8	17	1	6
Arizona	6	11	4	4	17	4	2	5	11	4	4	11	3	1
Arkansas	7	13	6	4	7	2	3	6	13	5	4	4	1	1
California	4	10	3	3	33	2	2	3	9	2	3	22	2	1
Colorado	4	11	3	7	15	2	5	3	10	3	6	7	1	2
Connecticut	4	14	2	9	6	2	3	3	13	2	9	4	1	2
Delaware	12	18	10	5	5	2	1	7	16	6	7	3	2	1
Florida	7	16	4	11	9	4	4	5	14	3	10	6	3	2
Georgia	8	13	8	2	3	1	1	7	11	7	3	2	1	#
Hawaii	4	10	2	6	10	2	2	3	15	2	8	6	1	2
Idaho	3	11	3	5	8	1	2	3	11	3	4	6	1	1
Illinois	7	15	5	6	9	3	2	5	14	4	8	4	1	#
Indiana	5	16	4	7	4	1	1	5	15	5	8	3	1	1
Iowa	5	13	4	7	5	1	1	5	16	5	10	3	1	1
Kansas	6	12	5	4	9	2	2	5	13	4	6	4	1	1
Kentucky	8	15	7	3	2	1	#	8	13	7	3	1	#	#
Louisiana	4	19	4	11	1	#	#	3	14	3	10	1	#	#
Maine	6	19	6	9	2	#	#	6	17	6	8	2	1	#
Maryland	9	13	7	4	5	3	1	8	12	6	4	2	2	1
Massachusetts	6	18	5	10	6	2	1	7	18	6	10	4	2	#
Michigan	5	14	4	5	3	#	1	6	15	6	8	2	#	#
Minnesota	4	14	3	6	8	1	3	4	12	3	6	6	1	1
Mississippi	2	11	2	4	1	#	#	3	9	3	4	#	#	#
Missouri	4	16	3	8	2	#	1	3	13	3	7	2	#	#
Montana	4	12	4	6	5	#	2	4	13	4	7	5	1	2
Nebraska	5	16	5	7	7	1	2	4	13	3	6	3	1	1
Nevada	8	13	5	4	23	5	6	6	11	4	4	10	3	1
New Hampshire	4	18	4	12	3	1	1	4	18	3	10	1	#	1
New Jersey	7	14	5	7	4	2	1	7	15	5	8	4	2	1
New Mexico	12	14	7	4	23	8	3	9	15	6	4	18	5	2
New York	6	15	4	10	9	2	6	6	14	5	9	5	2	2
North Carolina	3	15	2	10	8	1	4	4	15	3	10	4	1	2
North Dakota	9	15	8	3	3	1	#	9	14	9	3	2	1	#
Ohio	8	15	7	6	2	1	1	9	17	9	7	2	1	#
Oklahoma	7	15	7	5	5	1	1	7	16	6	5	3	1	#
Oregon	5	15	4	6	15	2	4	3	11	3	4	8	1	2
Pennsylvania	5	16	5	8	3	1	1	5	18	5	9	2	1	1
Rhode Island	5	19	3	11	8	2	3	4	18	3	11	4	1	1
South Carolina	4	14	4	5	4	1	1	7	14	6	4	2	1	#
South Dakota	6	15	6	4	4	1	#	6	11	6	4	1	#	#
Tennessee	11	16	10	2	2	1	#	8	12	7	2	1	#	#
Texas	10	13	7	3	16	5	2	7	13	6	3	8	3	1
Utah	6	12	5	4	12	2	2	5	10	4	4	9	1	1
Vermont	7	18	6	8	3	1	#	5	20	5	9	2	#	#
Virginia	8	15	7	4	7	2	2	8	14	6	5	4	2	#
Washington	5	15	4	5	8	1	1	5	11	4	5	6	2	1
West Virginia	2	17	2	7	1	#	#	2	15	2	6	1	#	#
Wisconsin	5	14	4	6	7	2	2	7	14	6	7	5	2	2
Wyoming	4	16	4	8	4	1	#	4	14	3	7	3	1	1
Other jurisdictions														
District of Columbia	14	15	11	3	9	4	4	13	18	12	4	4	2	1
DoDEA[1]	5	10	3	4	6	2	2	3	7	2	5	4	2	#

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), 2007 Reading Assessment.

Table A-4. **Fourth- and eighth-grade public school students with disabilities excluded in NAEP reading, as a percentage of all students, by state: Various years, 1992–2007**

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

— Not available. The 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). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table A-5. **Fourth- and eighth-grade public school English language learners excluded in NAEP reading, as a percentage of all students, by state: Various years, 1992–2007**

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

— Not available. The 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). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table A-6. **Percentage distribution of fourth- and eighth-grade students in NAEP reading, by selected race/ethnicity categories and state: 1992, 1998, and 2007**

	Grade 4						Grade 8					
	White		Black		Hispanic		White		Black		Hispanic	
State/jurisdiction	1992	2007	1992	2007	1992	2007	1998	2007	1998	2007	1998	2007
Nation (public)[1]	**72***	**56**	**18**	**17**	**7***	**20**	**68***	**58**	**16***	**17**	**12***	**18**
Alabama	65*	58	33	37	#*	3	64	60	34	36	1*	3
Alaska	—	54	—	4	—	4	—	55	—	5	—	4
Arizona	61*	44	5	5	23*	44	62*	47	4	5	26*	39
Arkansas	75*	70	23	20	#*	8	75*	68	22	24	2*	6
California	51*	28	8	7	28*	52	40*	33	9	7	37*	47
Colorado	74*	62	5	5	17*	28	73*	64	4	7	19*	25
Connecticut	76*	64	12	14	10*	16	77*	69	12	13	8*	15
Delaware	68*	53	27*	34	3*	9	64*	55	30*	34	4*	8
Florida	64*	47	24	21	11*	25	57*	49	27	23	13*	23
Georgia	60*	48	37	39	1*	8	58*	46	36*	45	2*	5
Hawaii	23*	16	3	3	3	4	19*	13	2	2	2	3
Idaho	92*	81	#*	1	6*	13	—	84	—	1	—	12
Illinois	—	55	—	20	—	20	—	60	—	17	—	17
Indiana	87*	80	11	10	1*	6	—	79	—	12	—	5
Iowa	93*	86	3	5	2*	6	—	87	—	5	—	6
Kansas	—	73	—	8	—	13	83*	77	8	8	6*	10
Kentucky	90*	84	10	11	#*	1	89*	84	9	12	#*	2
Louisiana	54	49	44	48	1*	2	58	53	41	44	1	2
Maine	99*	96	#*	2	#*	1	97	96	1*	2	#	1
Maryland	63*	52	31	34	2*	8	59*	51	33	38	3	5
Massachusetts	84*	75	8	8	4*	10	79	76	7	8	9	9
Michigan	80*	71	15	20	2	4	—	75	—	19	—	3
Minnesota	92*	78	3*	8	1*	6	85	82	4	6	2*	5
Mississippi	42	47	57*	51	#*	2	51*	44	48*	53	#*	2
Missouri	83*	75	15	20	1*	3	85*	75	13*	20	1*	3
Montana	—	83	—	1	—	3	90*	84	#*	1	2	2
Nebraska	89*	76	6	8	3*	13	—	80	—	7	—	10
Nevada	—	44	—	9	—	37	68*	46	8*	11	18*	33
New Hampshire	97*	92	1*	2	1*	3	—	94	—	1	—	2
New Jersey	69*	59	16	15	11*	18	—	57	—	17	—	17
New Mexico	47*	32	3	3	44*	55	42*	32	3	3	44*	51
New York	63*	53	15	19	16	19	60	57	19	19	15	17
North Carolina	66*	56	30	27	1*	10	64*	58	29	30	1*	7
North Dakota	96*	88	#*	2	#*	2	—	88	—	1	—	2
Ohio	85*	75	12*	17	1*	2	—	76	—	18	—	1
Oklahoma	78*	60	8	10	3*	8	72*	59	9	11	4*	7
Oregon	—	69	—	3	—	18	86*	75	3	2	6*	14
Pennsylvania	82*	76	13	15	3	6	—	77	—	14	—	6
Rhode Island	82*	68	6*	9	7*	18	82*	70	7*	9	7*	18
South Carolina	58	56	41	36	#*	4	58	56	40	38	1*	3
South Dakota	—	84	—	2	—	2	—	87	—	2	—	1
Tennessee	75	70	23	25	1*	3	76*	68	22	27	1*	3
Texas	50*	37	14	16	33*	43	50*	39	12	16	33*	41
Utah	93*	81	#*	1	3*	13	90*	81	1	1	5*	13
Vermont	—	94	—	2	—	1	—	94	—	2	—	1
Virginia	71*	60	25	26	1*	7	66	61	27	26	3*	6
Washington	—	66	—	6	—	15	79*	68	4	5	7*	14
West Virginia	96*	93	2*	6	#*	1	95	94	3	5	#*	1
Wisconsin	87*	79	7*	11	3*	7	85	81	9	9	3	6
Wyoming	91*	84	1*	2	6*	10	89*	85	1	1	6*	9
Other jurisdictions												
District of Columbia	5*	6	91*	86	3*	7	3	3	90	88	6	8
DoDEA[2]	—	49	—	19	—	14	47	47	21	19	10*	15

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2007 Reading Assessments.

Table A-7. **Percentage of fourth-grade public school students at or above *Basic* in NAEP reading, by state: Various years, 1992–2007**

State/jurisdiction	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**60***	**59***	**61***	**58***	**62***	**62***	**62***	**66**
Alabama	51*	52*	56*	56*	52*	52*	53*	62
Alaska	—	—	—	—	—	58	58	62
Arizona	54	52	53	51*	51*	54	52	56
Arkansas	56*	54*	55*	54*	58*	60	63	64
California	48*	44*	48	48	50	50	50*	53
Colorado	64*	59*	69	67	—	69	69	70
Connecticut	69	68*	78*	76	74	74	71	73
Delaware	57*	52*	57*	53*	71	71	73	73
Florida	53*	50*	54*	53*	60*	63*	65*	70
Georgia	57*	52*	55*	54*	59*	59*	58*	66
Hawaii	48*	46*	45*	45*	52*	53*	53*	59
Idaho	67*	—	—	—	67	64*	69	70
Illinois	—	—	—	—	—	61	62	65
Indiana	68	66	—	—	68	66	64*	68
Iowa	73	69*	70	67*	69*	70	67*	74
Kansas	—	—	71	70	68	66*	66*	72
Kentucky	58*	56*	63*	62*	64*	64*	65	68
Louisiana	46*	40*	48	44*	50	49	53	52
Maine	75	75	73	72	72	70	71	73
Maryland	57*	55*	61*	58*	62*	62*	65*	69
Massachusetts	74*	69*	73*	70*	80	73*	78*	81
Michigan	62	—	63	62	64	64	63	66
Minnesota	68*	65*	69	67*	73	69*	71	73
Mississippi	41*	45*	48	47*	45*	49	48	51
Missouri	67	62*	63	61*	66	68	67	67
Montana	—	69*	73	72	71	69*	71*	75
Nebraska	68	66*	—	—	68	66*	68	71
Nevada	—	—	53	51*	54	52*	52*	57
New Hampshire	76	70*	75	74	—	75	74	76
New Jersey	69*	65*	—	—	—	70*	68*	77
New Mexico	55	49*	52*	51*	52*	47*	51*	58
New York	61*	57*	62*	62*	67	67	69	69
North Carolina	56*	59*	62	58*	67	66	62	64
North Dakota	74	73	—	—	71*	69*	72*	75
Ohio	63*	—	—	—	68*	69*	69*	73
Oklahoma	67	—	66	66	60*	60*	60*	65
Oregon	—	—	61	58	66	63	62	62
Pennsylvania	68*	61*	—	—	66*	65*	69	73
Rhode Island	63	65	65	64	65	62	62	65
South Carolina	53*	48*	55	53*	58	59	57	59
South Dakota	—	—	—	—	—	69	70	71
Tennessee	57	58	58	57	58	57	59	61
Texas	57*	58*	63	59*	62	59*	64	66
Utah	67	64*	62*	62*	69	66	68	69
Vermont	—	—	—	—	73	73	72	74
Virginia	67*	57*	64*	62*	71	69*	72	74
Washington	—	59*	63*	64*	70	67	70	70
West Virginia	61	58*	62	60	65	65	61	63
Wisconsin	71	71	72	69	—	68	67	70
Wyoming	71	68*	65*	64*	68*	69*	71	73
Other jurisdictions								
District of Columbia	30*	24*	28*	27*	31*	31*	33*	39
DoDEA[2]	—	—	68*	66*	72*	71*	75*	78

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table A-8. **Percentage of fourth-grade public school students at or above *Proficient* in NAEP reading, by state: Various years, 1992–2007**

	Accommodations not permitted			Accommodations permitted				
State/jurisdiction	1992	1994	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**27***	**28***	**29***	**28***	**30***	**30***	**30***	**32**
Alabama	20*	23*	24*	24*	22*	22*	22*	29
Alaska	—	—	—	—	—	28	27	29
Arizona	21	24	22	22	22	23	24	24
Arkansas	23*	24*	23*	23*	26	28	30	29
California	19	18*	20	20	21	21	21	23
Colorado	25*	28*	34	33	—	37	37	36
Connecticut	34*	38	46	43	43	43	38	41
Delaware	24*	23*	25*	22*	35	33	34	34
Florida	21*	23*	23*	22*	27*	32	30*	34
Georgia	25	26	24	24*	28	27	26	28
Hawaii	17*	19*	17*	17*	21*	21*	23	26
Idaho	28*	—	—	—	32	30*	33	35
Illinois	—	—	—	—	—	31	29	32
Indiana	30	33	—	—	33	33	30	33
Iowa	36	35	35	33	35	35	33	36
Kansas	—	—	34	34	34	33	32	36
Kentucky	23*	26*	29*	29*	30	31	31	33
Louisiana	15*	15*	19	17	20	20	20	20
Maine	36	41*	36	35	35	36	35	36
Maryland	24*	26*	29*	27*	30*	32	32	36
Massachusetts	36*	36*	37*	35*	47	40*	44*	49
Michigan	26*	—	28	28	30	32	32	32
Minnesota	31*	33*	36	35	37	37	38	37
Mississippi	14*	18	18	17	16*	18	18	19
Missouri	30	31	29	28	32	34	33	32
Montana	—	35	37	37	36	35	36	39
Nebraska	31	34	—	—	34	32	34	35
Nevada	—	—	21	20*	21*	20*	21*	24
New Hampshire	38	36*	38	37	—	40	39	41
New Jersey	35*	33*	—	—	—	39*	37*	43
New Mexico	23	21	22	21	21	19*	20	24
New York	27*	27*	29*	29*	35	34	33	36
North Carolina	25*	30	28	27	32	33*	29	29
North Dakota	35	38	—	—	34	32	35	35
Ohio	27*	—	—	—	34	34	34	36
Oklahoma	29	—	30	30	26	26	25	27
Oregon	—	—	28	26	31	31	29	28
Pennsylvania	32*	30*	—	—	34*	33*	36*	40
Rhode Island	28	32	32	31	32	29	30	31
South Carolina	22*	20*	22	22*	26	26	26	26
South Dakota	—	—	—	—	—	33	33	34
Tennessee	23	27	25	25	25	26	27	27
Texas	24*	26	29	28	28	27*	29	30
Utah	30	30	28*	28*	33	32	34	34
Vermont	—	—	—	—	39	37*	39	41
Virginia	31*	26*	30*	30*	37	35	37	38
Washington	—	27*	29*	30*	35	33	36	36
West Virginia	25	26	29	28	28	29	26	28
Wisconsin	33	35	34	34	—	33	33	36
Wyoming	33*	32*	30*	29*	31*	34	34	36
Other jurisdictions								
District of Columbia	10*	8*	10*	10*	10*	10*	11*	14
DoDEA[2]	—	—	33*	32*	34*	35*	36*	40

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table A-9. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state: 2007**

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)	**230**	**23**	**77**	**42**	**10**	**203**	**54**	**46**	**14**	**2**	**204**	**51**	**49**	**17**	**3**
Alabama	227	27	73	39	9	201	57	43	13	2	197	55	45	17	3
Alaska	228	23	77	40	9	207	46	54	20	2	206	47	53	17	4
Arizona	224	29	71	36	8	206	48	52	20	2	197	58	42	13	2
Arkansas	226	26	74	36	7	195	65	35	9	1	202	52	48	16	2
California	227	26	74	40	10	200	58	42	13	2	195	61	39	11	1
Colorado	234	19	81	47	12	210	44	56	18	3	204	52	48	15	2
Connecticut	238	16	84	52	16	203	53	47	15	2	203	53	47	16	3
Delaware	233	18	82	44	10	213	42	58	18	2	218	36	64	24	4
Florida	232	19	81	44	11	208	48	52	16	2	218	36	64	28	6
Georgia	230	21	79	40	8	205	52	48	14	1	212	42	58	21	3
Hawaii	227	26	74	40	11	212	41	59	23	2	205	48	52	21	5
Idaho	227	25	75	39	9	‡	‡	‡	‡	‡	204	53	47	15	2
Illinois	230	23	77	42	12	201	56	44	14	2	205	50	50	18	3
Indiana	226	27	73	37	8	201	57	43	12	1	207	49	51	17	1
Iowa	227	24	76	38	8	205	45	55	16	2	208	47	53	18	1
Kansas	229	23	77	41	9	208	48	52	18	2	209	46	54	19	3
Kentucky	225	29	71	36	9	203	54	46	14	2	‡	‡	‡	‡	‡
Louisiana	220	33	67	31	6	194	64	36	9	1	213	42	58	26	5
Maine	226	27	73	36	8	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	236	19	81	49	15	208	50	50	17	3	213	43	57	21	3
Massachusetts	241	13	87	56	19	211	43	57	19	2	209	45	55	18	2
Michigan	227	26	74	39	9	197	62	38	12	2	210	44	56	19	3
Minnesota	231	21	79	42	10	198	57	43	12	1	200	54	46	16	3
Mississippi	222	30	70	31	5	195	66	34	8	1	‡	‡	‡	‡	‡
Missouri	226	26	74	37	8	200	59	41	12	1	213	41	59	22	5
Montana	230	21	79	42	9	‡	‡	‡	‡	‡	220	31	69	30	6
Nebraska	230	21	79	40	9	194	59	41	10	#	203	53	47	16	2
Nevada	224	29	71	35	8	202	53	47	16	2	196	58	42	14	2
New Hampshire	230	23	77	42	11	215	42	58	25	7	209	48	52	20	4
New Jersey	238	14	86	52	15	212	43	57	22	4	214	39	61	23	4
New Mexico	228	24	76	40	9	208	48	52	15	1	204	50	50	16	2
New York	234	19	81	47	13	208	48	52	17	2	206	49	51	18	3
North Carolina	228	25	75	39	9	202	55	45	12	1	205	51	49	18	3
North Dakota	229	22	78	38	7	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	231	20	80	42	9	204	54	46	14	1	214	45	55	21	2
Oklahoma	223	28	72	31	5	204	54	46	11	1	198	56	44	15	2
Oregon	222	30	70	34	7	198	62	38	10	1	190	65	35	10	2
Pennsylvania	233	19	81	47	14	200	56	44	13	2	200	57	43	15	4
Rhode Island	227	25	75	39	9	198	60	40	10	1	198	57	43	12	2
South Carolina	224	29	71	35	8	199	60	40	12	1	205	51	49	17	3
South Dakota	228	24	76	37	8	‡	‡	‡	‡	‡	209	46	54	15	3
Tennessee	224	29	71	34	7	192	68	32	8	1	208	47	53	20	4
Texas	232	20	80	44	11	207	49	51	17	2	212	42	58	21	3
Utah	226	26	74	38	9	‡	‡	‡	‡	‡	201	55	45	15	2
Vermont	229	25	75	41	11	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	233	19	81	46	11	213	40	60	19	2	216	39	61	26	5
Washington	229	24	76	41	11	206	47	53	21	4	206	49	51	18	2
West Virginia	216	37	63	28	5	202	54	46	13	2	‡	‡	‡	‡	‡
Wisconsin	229	23	77	41	10	191	65	35	11	2	208	50	50	17	2
Wyoming	228	23	77	39	9	‡	‡	‡	‡	‡	210	44	56	21	3
Other jurisdictions															
District of Columbia	258	4	96	74	38	192	67	33	9	1	206	45	55	15	2
DoDEA[1]	235	16	84	49	11	218	35	65	26	3	223	28	72	31	5

See notes at end of table.

Table A-9. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state: 2007—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)	**231**	**24**	**76**	**45**	**14**	**206**	**49**	**51**	**20**	**4**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	217	40	60	28	7	188	67	33	10	2
Arizona	229	20	80	46	10	187	67	33	9	2
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	228	26	74	42	13	‡	‡	‡	‡	‡
Colorado	233	24	76	47	16	‡	‡	‡	‡	‡
Connecticut	244	16	84	59	25	‡	‡	‡	‡	‡
Delaware	246	8	92	62	21	‡	‡	‡	‡	‡
Florida	241	14	86	57	18	‡	‡	‡	‡	‡
Georgia	232	22	78	49	12	‡	‡	‡	‡	‡
Hawaii	210	45	55	22	4	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	202	55	45	20	8
Illinois	240	13	87	54	16	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	235	18	82	49	15	‡	‡	‡	‡	‡
Kansas	229	27	73	42	16	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	243	13	87	57	21	‡	‡	‡	‡	‡
Massachusetts	241	13	87	58	20	‡	‡	‡	‡	‡
Michigan	233	19	81	44	12	‡	‡	‡	‡	‡
Minnesota	218	35	65	29	7	205	48	52	20	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	204	50	50	17	3
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	220	34	66	30	6	‡	‡	‡	‡	‡
New Hampshire	235	22	78	43	15	‡	‡	‡	‡	‡
New Jersey	245	11	89	60	23	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	197	60	40	13	2
New York	236	21	79	50	20	‡	‡	‡	‡	‡
North Carolina	228	26	74	41	13	202	54	46	17	5
North Dakota	‡	‡	‡	‡	‡	204	52	48	15	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	221	34	66	36	9	213	39	61	25	5
Oregon	218	38	62	32	9	206	47	53	21	6
Pennsylvania	228	28	72	41	12	‡	‡	‡	‡	‡
Rhode Island	219	36	64	30	7	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	196	60	40	12	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	236	19	81	48	16	‡	‡	‡	‡	‡
Utah	217	38	62	26	6	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	237	14	86	48	13	‡	‡	‡	‡	‡
Washington	232	24	76	47	16	205	53	47	18	4
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	222	29	71	33	5	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	200	56	44	18	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	228	23	77	41	7	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

Table A-10. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by gender and state: 2007**

State/jurisdiction	Male					Female				
		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)	**216**	**38**	**62**	**29**	**6**	**223**	**31**	**69**	**35**	**9**
Alabama	213	41	59	27	6	219	35	65	31	7
Alaska	210	42	58	24	5	219	34	66	33	8
Arizona	206	48	52	22	4	214	40	60	27	5
Arkansas	213	41	59	25	4	221	32	68	32	6
California	204	51	49	19	4	213	43	57	26	7
Colorado	221	32	68	34	7	226	28	72	38	11
Connecticut	224	31	69	37	10	231	24	76	46	14
Delaware	222	31	69	29	5	228	24	76	38	8
Florida	220	34	66	30	6	227	25	75	38	10
Georgia	216	38	62	25	4	222	31	69	31	6
Hawaii	208	47	53	22	4	219	35	65	29	7
Idaho	221	32	68	32	6	226	28	72	38	9
Illinois	217	37	63	30	7	222	33	67	35	9
Indiana	219	35	65	31	6	224	29	71	35	8
Iowa	222	29	71	32	6	228	23	77	40	9
Kansas	221	32	68	33	6	228	24	76	40	9
Kentucky	219	35	65	30	7	226	28	72	37	10
Louisiana	203	53	47	17	3	212	43	57	23	4
Maine	223	29	71	33	6	228	25	75	38	9
Maryland	221	34	66	32	8	228	28	72	40	12
Massachusetts	233	21	79	46	14	238	17	83	52	18
Michigan	216	38	62	29	6	224	30	70	36	9
Minnesota	223	29	71	35	8	227	25	75	39	9
Mississippi	204	52	48	16	2	212	45	55	22	4
Missouri	216	37	63	27	5	225	28	72	37	8
Montana	225	26	74	36	7	228	23	77	41	9
Nebraska	221	31	69	33	7	225	27	73	36	9
Nevada	208	46	54	23	4	214	39	61	26	5
New Hampshire	226	27	73	37	9	232	21	79	46	12
New Jersey	228	25	75	39	10	234	21	79	47	14
New Mexico	210	44	56	24	5	213	41	59	24	4
New York	220	34	66	33	9	227	27	73	39	11
North Carolina	214	40	60	26	5	222	32	68	33	7
North Dakota	224	27	73	32	4	229	22	78	39	8
Ohio	223	29	71	33	6	228	24	76	39	9
Oklahoma	214	38	62	25	4	220	32	68	29	5
Oregon	212	41	59	25	5	218	35	65	32	8
Pennsylvania	223	31	69	37	11	230	24	76	44	12
Rhode Island	215	39	61	27	6	223	30	70	35	9
South Carolina	210	45	55	23	5	218	37	63	29	6
South Dakota	220	33	67	30	5	227	25	75	38	9
Tennessee	213	43	57	25	5	219	36	64	29	7
Texas	217	37	63	27	5	223	31	69	33	8
Utah	217	36	64	30	6	225	27	73	38	9
Vermont	225	30	70	37	9	232	22	78	45	13
Virginia	224	29	71	34	7	230	22	78	41	10
Washington	221	33	67	34	8	227	26	74	39	11
West Virginia	211	42	58	24	4	220	33	67	32	6
Wisconsin	222	31	69	35	8	224	28	72	36	9
Wyoming	222	30	70	34	7	228	23	77	39	9
Other jurisdictions										
District of Columbia	194	64	36	12	3	200	59	41	16	4
DoDEA[1]	226	25	75	35	6	233	18	82	45	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), 2007 Reading Assessment.

Table A-11. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by eligibility for free/reduced-price school lunch and state: 2007**

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)	**205**	**50**	**50**	**17**	**2**	**232**	**21**	**79**	**44**	**12**	**220**	**34**	**66**	**33**	**9**
Alabama	203	53	47	15	2	232	21	79	45	12	‡	‡	‡	‡	‡
Alaska	197	56	44	15	2	227	25	75	39	9	‡	‡	‡	‡	‡
Arizona	196	59	41	13	2	224	28	72	36	8	218	37	63	31	5
Arkansas	205	50	50	17	2	232	20	80	44	10	‡	‡	‡	‡	‡
California	195	62	38	11	1	225	29	71	37	10	206	50	50	20	4
Colorado	206	49	51	17	2	235	18	82	48	13	‡	‡	‡	‡	‡
Connecticut	201	56	44	13	1	239	15	85	53	17	‡	‡	‡	‡	‡
Delaware	214	41	59	19	2	232	19	81	43	10	‡	‡	‡	‡	‡
Florida	213	41	59	22	3	234	18	82	46	12	‡	‡	‡	‡	‡
Georgia	207	49	51	15	2	231	20	80	42	8	‡	‡	‡	‡	‡
Hawaii	203	53	47	16	2	221	32	68	33	8	‡	‡	‡	‡	‡
Idaho	212	42	58	23	4	232	20	80	44	10	‡	‡	‡	‡	‡
Illinois	204	52	48	16	2	232	21	79	45	12	‡	‡	‡	‡	‡
Indiana	209	46	54	19	2	231	22	78	43	10	‡	‡	‡	‡	‡
Iowa	212	40	60	22	2	231	19	81	43	10	‡	‡	‡	‡	‡
Kansas	212	43	57	21	3	233	19	81	46	11	‡	‡	‡	‡	‡
Kentucky	212	43	57	21	3	234	20	80	46	14	‡	‡	‡	‡	‡
Louisiana	200	57	43	14	2	225	27	73	36	7	‡	‡	‡	‡	‡
Maine	213	41	59	20	3	233	19	81	45	10	‡	‡	‡	‡	‡
Maryland	207	52	48	16	3	234	21	79	46	14	‡	‡	‡	‡	‡
Massachusetts	214	40	60	22	4	243	11	89	59	20	‡	‡	‡	‡	‡
Michigan	204	52	48	16	2	229	24	76	42	11	‡	‡	‡	‡	‡
Minnesota	206	47	53	19	2	233	19	81	44	11	‡	‡	‡	‡	‡
Mississippi	200	58	42	12	1	225	27	73	34	7	214	46	54	25	3
Missouri	208	47	53	18	2	230	23	77	42	10	‡	‡	‡	‡	‡
Montana	215	37	63	26	4	234	17	83	47	10	‡	‡	‡	‡	‡
Nebraska	208	46	54	20	3	232	18	82	44	11	‡	‡	‡	‡	‡
Nevada	197	58	42	13	1	222	31	69	33	7	204	48	52	23	4
New Hampshire	212	42	58	21	3	233	20	80	46	12	‡	‡	‡	‡	‡
New Jersey	210	44	56	20	3	238	15	85	51	15	‡	‡	‡	‡	‡
New Mexico	203	52	48	15	2	228	24	76	41	10	‡	‡	‡	‡	‡
New York	209	46	54	20	3	237	16	84	51	16	‡	‡	‡	‡	‡
North Carolina	205	51	49	16	2	229	23	77	41	10	226	27	73	34	8
North Dakota	215	37	63	23	3	231	19	81	41	8	‡	‡	‡	‡	‡
Ohio	211	42	58	19	2	234	18	82	46	11	‡	‡	‡	‡	‡
Oklahoma	209	44	56	19	2	227	24	76	36	7	‡	‡	‡	‡	‡
Oregon	200	54	46	14	2	228	25	75	40	9	212	42	58	26	4
Pennsylvania	207	47	53	19	3	237	17	83	52	16	‡	‡	‡	‡	‡
Rhode Island	202	52	48	14	2	230	23	77	42	11	‡	‡	‡	‡	‡
South Carolina	201	56	44	14	2	228	25	75	39	9	‡	‡	‡	‡	‡
South Dakota	209	45	55	19	3	231	20	80	42	9	‡	‡	‡	‡	‡
Tennessee	202	56	44	14	2	229	24	76	39	9	‡	‡	‡	‡	‡
Texas	209	47	53	17	2	232	20	80	44	11	241	10	90	51	16
Utah	208	45	55	23	4	229	24	76	40	10	‡	‡	‡	‡	‡
Vermont	212	42	58	21	3	235	18	82	50	14	‡	‡	‡	‡	‡
Virginia	213	42	58	20	2	233	19	81	45	11	‡	‡	‡	‡	‡
Washington	210	44	56	21	3	234	19	81	47	14	214	41	59	29	9
West Virginia	206	47	53	19	3	225	27	73	37	7	‡	‡	‡	‡	‡
Wisconsin	205	49	51	18	3	232	20	80	44	11	‡	‡	‡	‡	‡
Wyoming	214	39	61	24	3	231	20	80	43	10	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	188	71	29	6	#	216	42	58	29	10	‡	‡	‡	‡	‡
DoDEA[1]	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	229	22	78	40	8

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

Table A-12. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by status as students with disabilities (SD) and state: 2007**

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)	**190**	**64**	**36**	**13**	**2**	**223**	**31**	**69**	**34**	**8**
Alabama	179	72	28	11	3	220	35	65	31	7
Alaska	181	70	30	10	1	219	34	66	31	7
Arizona	180	74	26	10	1	212	42	58	26	5
Arkansas	183	68	32	11	2	220	34	66	30	6
California	175	74	26	8	1	211	44	56	24	5
Colorado	194	62	38	13	3	227	27	73	38	10
Connecticut	190	66	34	12	2	232	22	78	45	13
Delaware	205	53	47	16	3	227	25	75	36	7
Florida	195	62	38	12	1	228	25	75	37	9
Georgia	202	52	48	17	2	220	33	67	29	5
Hawaii	171	80	20	7	1	217	38	62	27	6
Idaho	185	70	30	11	2	227	26	74	37	8
Illinois	193	63	37	14	4	223	32	68	34	8
Indiana	192	65	35	13	2	226	27	73	36	8
Iowa	180	77	23	6	#	230	21	79	39	8
Kansas	191	64	36	13	2	227	25	75	38	8
Kentucky	200	56	44	18	5	224	29	71	35	9
Louisiana	181	73	27	8	1	212	44	56	23	4
Maine	199	59	41	14	2	230	22	78	39	8
Maryland	202	54	46	15	2	227	29	71	37	11
Massachusetts	213	46	54	23	6	239	15	85	53	17
Michigan	191	64	36	14	2	223	31	69	34	8
Minnesota	196	56	44	17	4	228	24	76	39	9
Mississippi	184	71	29	10	1	210	47	53	19	3
Missouri	193	63	37	12	2	225	29	71	35	7
Montana	191	64	36	13	2	230	21	79	41	8
Nebraska	196	56	44	17	3	227	26	74	37	8
Nevada	190	59	41	22	6	213	41	59	25	5
New Hampshire	199	60	40	14	2	234	18	82	46	12
New Jersey	202	54	46	18	3	233	20	80	46	13
New Mexico	180	68	32	13	2	214	40	60	25	5
New York	186	74	26	8	2	229	25	75	40	11
North Carolina	188	68	32	10	2	223	31	69	32	7
North Dakota	208	47	53	17	1	228	23	77	37	7
Ohio	197	59	41	12	2	228	24	76	38	8
Oklahoma	180	70	30	8	1	221	31	69	29	5
Oregon	180	74	26	9	1	220	33	67	31	7
Pennsylvania	190	64	36	15	4	231	22	78	44	13
Rhode Island	190	65	35	12	2	224	29	71	34	8
South Carolina	182	73	27	8	1	218	37	63	28	6
South Dakota	202	54	46	17	3	226	26	74	36	7
Tennessee	203	54	46	25	9	217	38	62	27	5
Texas	195	60	40	17	4	221	32	68	31	6
Utah	178	71	29	9	1	225	28	72	36	8
Vermont	194	63	37	12	2	234	20	80	45	12
Virginia	209	48	52	24	4	229	23	77	39	9
Washington	192	61	39	13	2	228	26	74	39	10
West Virginia	178	72	28	9	1	222	31	69	31	6
Wisconsin	191	63	37	14	3	227	26	74	38	9
Wyoming	196	60	40	13	1	230	22	78	40	9
Other jurisdictions										
District of Columbia	162	85	15	5	#	199	60	40	14	4
DoDEA[1]	203	55	45	17	3	231	19	81	42	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), 2007 Reading Assessment.

Table A-13. **Average scale scores and achievement-level results in NAEP reading for fourth-grade public school students, by status as English language learners (ELL) and state: 2007**

State/jurisdiction	ELL					Not ELL				
		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)	**188**	**70**	**30**	**7**	**1**	**223**	**31**	**69**	**34**	**8**
Alabama	192	57	43	15	2	217	38	62	29	7
Alaska	182	72	28	8	1	220	33	67	32	7
Arizona	166	84	16	3	#	216	38	62	28	5
Arkansas	188	70	30	7	2	219	34	66	30	6
California	184	74	26	6	1	220	34	66	31	7
Colorado	188	72	28	6	1	229	24	76	41	10
Connecticut	185	74	26	8	1	229	25	75	43	13
Delaware	207	51	49	15	1	226	27	73	34	7
Florida	197	62	38	12	1	225	28	72	35	8
Georgia	185	76	24	4	#	220	34	66	29	5
Hawaii	189	67	33	8	1	216	39	61	27	6
Idaho	191	70	30	7	1	226	27	73	37	8
Illinois	183	77	23	3	#	222	32	68	34	9
Indiana	198	60	40	8	#	222	31	69	34	7
Iowa	203	56	44	13	2	226	25	75	37	8
Kansas	201	54	46	14	1	227	26	74	38	8
Kentucky	‡	‡	‡	‡	‡	222	32	68	33	8
Louisiana	‡	‡	‡	‡	‡	207	48	52	20	3
Maine	‡	‡	‡	‡	‡	226	27	73	36	8
Maryland	204	60	40	15	6	225	30	70	36	10
Massachusetts	205	50	50	15	3	237	18	82	51	16
Michigan	203	52	48	13	1	221	33	67	33	8
Minnesota	188	67	33	8	1	228	24	76	39	9
Mississippi	‡	‡	‡	‡	‡	208	48	52	19	3
Missouri	‡	‡	‡	‡	‡	221	32	68	32	7
Montana	192	66	34	9	1	228	23	77	40	8
Nebraska	193	63	37	9	1	225	27	73	36	8
Nevada	179	77	23	4	#	218	35	65	29	6
New Hampshire	203	55	45	13	1	230	23	77	42	11
New Jersey	188	70	30	7	1	232	22	78	44	12
New Mexico	182	73	27	6	1	218	36	64	28	5
New York	185	74	26	5	#	227	27	73	38	11
North Carolina	192	64	36	8	#	220	34	66	31	7
North Dakota	‡	‡	‡	‡	‡	227	24	76	36	7
Ohio	211	50	50	18	5	226	26	74	37	8
Oklahoma	182	74	26	6	#	218	33	67	28	5
Oregon	176	78	22	4	#	221	32	68	32	7
Pennsylvania	187	69	31	10	3	227	27	73	41	12
Rhode Island	176	78	22	4	1	222	32	68	33	8
South Carolina	201	54	46	19	3	214	41	59	26	5
South Dakota	195	63	37	8	1	224	28	72	35	7
Tennessee	‡	‡	‡	‡	‡	216	39	61	27	6
Texas	196	62	38	9	#	223	31	69	32	7
Utah	199	58	42	14	3	224	28	72	36	8
Vermont	‡	‡	‡	‡	‡	229	25	75	41	11
Virginia	210	46	54	21	3	228	24	76	39	9
Washington	182	78	22	6	1	227	26	74	39	10
West Virginia	‡	‡	‡	‡	‡	215	38	62	27	5
Wisconsin	201	58	42	10	1	225	28	72	37	9
Wyoming	194	64	36	14	2	226	25	75	37	8
Other jurisdictions										
District of Columbia	198	58	42	9	#	197	61	39	14	4
DoDEA[1]	210	47	53	20	3	230	21	79	41	8

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

Table A-14. **Percentage of eighth-grade public school students at or above *Basic* in NAEP reading, by state: Various years, 1998–2007**

	Accommodations not permitted	Accommodations permitted				
State/jurisdiction	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**72**	**71**	**74***	**72**	**71***	**73**
Alabama	66	67*	64	65	63	62
Alaska	—	—	—	67*	70	71
Arizona	73*	72*	68	66	65	65
Arkansas	68	68	72	70	69	70
California	64	63	61	61	60*	62
Colorado	76	77	—	78	75	79
Connecticut	82*	81	76	77	74	77
Delaware	66*	64*	81*	77	80*	77
Florida	65*	67*	72	68*	66*	71
Georgia	68	68	70	69	67	70
Hawaii	60	59*	64	61	58*	62
Idaho	—	—	79	76	76	78
Illinois	—	—	—	77	75	75
Indiana	—	—	77	77	73	76
Iowa	—	—	—	79	79	80
Kansas	81	81	81	77	78	81
Kentucky	74	74	78*	78*	75	73
Louisiana	64	63	68	64	64	64
Maine	84	83	82	79*	81	83
Maryland	72	70*	73	71*	69*	76
Massachusetts	80	79*	81	81	83	84
Michigan	—	—	77	75	73	72
Minnesota	81	78	—	78	80	80
Mississippi	61	62	67*	65*	60	60
Missouri	76	75	82*	79*	76	75
Montana	83	83	85	82	82*	85
Nebraska	—	—	83*	77	80	79
Nevada	69*	70*	62	63	63	63
New Hampshire	—	—	—	81	80	82
New Jersey	—	—	—	79	80	81
New Mexico	70*	71*	64	62	62	62
New York	78	76	76	75	75	75
North Carolina	76*	74	76*	72	69	71
North Dakota	—	—	82	81	83	84
Ohio	—	—	82	78	78	79
Oklahoma	80*	80*	76*	74	72	72
Oregon	78	78	80	75	74	77
Pennsylvania	—	—	77	76	77	79
Rhode Island	74*	76*	73*	71	71	69
South Carolina	65	66	68	69	67	69
South Dakota	—	—	—	82	82	83
Tennessee	71	71	71	69	71	71
Texas	76	74	73	71	69*	73
Utah	77	77	75	76	73	75
Vermont	—	—	82	81	79*	84
Virginia	78	78	80	79	78	79
Washington	77	76	78	76	75	77
West Virginia	74*	75*	77*	72	67	68
Wisconsin	79	78	—	77	77	76
Wyoming	76*	76	78	79	81	80
Other jurisdictions						
District of Columbia	44	44	48	47	45	48
DoDEA[2]	80*	79*	88	85	84	87

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

Table A-15. **Percentage of eighth-grade public school students at or above *Proficient* in NAEP reading, by state: Various years, 1998–2007**

State/jurisdiction	Accommodations not permitted	Accommodations permitted				
	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**31**	**30**	**31***	**30***	**29**	**29**
Alabama	21	22	21	22	22	21
Alaska	—	—	—	27	26	27
Arizona	28	27	23	25	23	24
Arkansas	23	23	27	27	26	25
California	22	21	20	22	21	21
Colorado	30*	30*	—	36	32	35
Connecticut	42*	40	37	37	34	37
Delaware	25*	23*	33	31	30	31
Florida	23*	23*	29	27	25	28
Georgia	25	25	26	26	25	26
Hawaii	19	19	20	22	18	20
Idaho	—	—	34	32	32	32
Illinois	—	—	—	35*	31	30
Indiana	—	—	32	33	28	31
Iowa	—	—	—	36	34	36
Kansas	35	36	38	35	35	35
Kentucky	29	30	32*	34*	31	28
Louisiana	18	17	22	22	20	19
Maine	42*	41	38	37	38	37
Maryland	31	31	32	31	30	33
Massachusetts	36*	38*	39	43	44	43
Michigan	—	—	32*	32	28	28
Minnesota	37	36	—	37	37	37
Mississippi	19	19	20	21	18	17
Missouri	29	28	33	34	31	31
Montana	38	40	37	37	37	39
Nebraska	—	—	36	35	35	35
Nevada	24	23	19	21	22	22
New Hampshire	—	—	—	40	38	37
New Jersey	—	—	—	37	38	39
New Mexico	24*	23*	20	20	19	17
New York	34	32	32	35	33	32
North Carolina	31	30	32	29	27	28
North Dakota	—	—	35	38*	37*	32
Ohio	—	—	35	34	36	36
Oklahoma	29	30	28	30*	25	26
Oregon	33	35	37	33	33	34
Pennsylvania	—	—	35	32	36	36
Rhode Island	30	32*	30	30	29	27
South Carolina	22	22	24	24	25	25
South Dakota	—	—	—	39	35	37
Tennessee	26	27	28	26	26	26
Texas	28	27	31	26	26	28
Utah	31	31	32	32	29	30
Vermont	—	—	40	39	37*	42
Virginia	33	33	37	36	36	34
Washington	32	32	37	33	34	34
West Virginia	27*	28*	29*	25	22	23
Wisconsin	33	34	—	37	35	33
Wyoming	29*	31	31	34	36	33
Other jurisdictions						
District of Columbia	12	11	10	10	12	12
DoDEA[2]	37	37	39	39	37	39

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

Table A-16. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state: 2007**

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)	**270**	**17**	**83**	**38**	**3**	**244**	**46**	**54**	**12**	**#**	**246**	**43**	**57**	**14**	**1**
Alabama	261	27	73	29	2	236	57	43	9	#	250	39	61	20	1
Alaska	270	17	83	36	3	250	36	64	17	1	257	31	69	24	1
Arizona	269	20	80	37	3	248	42	58	19	1	241	50	50	11	#
Arkansas	266	21	79	32	2	236	57	43	8	#	249	40	60	15	#
California	266	22	78	34	3	237	53	47	10	#	239	50	50	11	#
Colorado	275	13	87	43	3	252	35	65	18	1	249	38	62	17	#
Connecticut	276	14	86	46	6	246	43	57	12	#	243	48	52	14	1
Delaware	274	13	87	41	3	250	37	63	14	1	257	31	69	21	2
Florida	268	20	80	36	3	244	45	55	13	#	256	33	67	23	1
Georgia	271	16	84	38	3	246	44	56	13	1	250	38	62	17	1
Hawaii	262	27	73	31	2	255	33	67	21	#	249	40	60	21	1
Idaho	268	18	82	34	2	‡	‡	‡	‡	‡	243	45	55	14	#
Illinois	271	17	83	38	3	244	46	54	10	#	250	36	64	16	#
Indiana	268	20	80	35	3	242	47	53	10	#	255	32	68	21	1
Iowa	270	18	82	38	3	247	42	58	17	1	250	39	61	16	1
Kansas	272	14	86	40	2	246	41	59	12	#	248	41	59	17	#
Kentucky	264	24	76	30	3	247	45	55	14	1	‡	‡	‡	‡	‡
Louisiana	264	23	77	29	2	240	52	48	8	#	‡	‡	‡	‡	‡
Maine	270	17	83	38	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	276	14	86	45	5	249	40	60	14	1	258	31	69	24	2
Massachusetts	278	11	89	49	5	253	35	65	17	1	251	37	63	15	1
Michigan	267	20	80	34	2	236	56	44	7	#	241	48	52	14	#
Minnesota	273	15	85	41	3	245	43	57	13	#	245	44	56	19	1
Mississippi	264	22	78	29	2	238	54	46	7	#	‡	‡	‡	‡	‡
Missouri	270	18	82	37	3	242	49	51	10	#	248	42	58	12	1
Montana	274	12	88	42	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	271	17	83	39	3	243	49	51	12	1	255	34	66	21	1
Nevada	263	26	74	30	3	248	44	56	16	1	238	52	48	11	#
New Hampshire	270	18	82	37	3	‡	‡	‡	‡	‡	252	40	60	20	1
New Jersey	278	10	90	48	5	249	42	58	17	#	257	30	70	22	1
New Mexico	265	21	79	29	1	248	42	58	13	#	246	43	57	12	#
New York	274	13	87	43	4	246	44	56	14	1	246	44	56	16	1
North Carolina	270	18	82	39	3	241	47	53	10	#	246	44	56	16	2
North Dakota	270	14	86	34	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	274	15	85	42	4	246	43	57	12	#	260	30	70	31	2
Oklahoma	266	20	80	31	2	243	48	52	13	#	241	48	52	9	#
Oregon	270	18	82	37	3	250	43	57	21	3	243	47	53	14	#
Pennsylvania	272	16	84	41	4	248	42	58	14	1	244	47	53	14	1
Rhode Island	267	20	80	35	3	239	52	48	10	#	233	59	41	6	#
South Carolina	268	19	81	35	2	242	49	51	9	#	244	49	51	15	1
South Dakota	272	14	86	39	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Tennessee	267	20	80	32	2	240	52	48	8	#	252	33	67	18	#
Texas	275	14	86	43	4	249	39	61	14	#	251	36	64	16	#
Utah	266	21	79	33	2	‡	‡	‡	‡	‡	242	47	53	12	#
Vermont	273	16	84	42	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	273	15	85	40	4	252	36	64	16	#	258	33	67	25	3
Washington	270	18	82	39	3	247	40	60	16	#	247	42	58	16	1
West Virginia	256	31	69	23	1	241	48	52	11	#	‡	‡	‡	‡	‡
Wisconsin	270	18	82	38	3	231	60	40	8	1	247	42	58	17	1
Wyoming	269	17	83	36	2	‡	‡	‡	‡	‡	248	38	62	13	#
Other jurisdictions															
District of Columbia	‡	‡	‡	‡	‡	238	55	45	9	#	249	44	56	19	1
DoDEA[1]	278	9	91	46	3	259	25	75	20	#	273	11	89	40	1

See notes at end of table.

Table A-16. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state: 2007—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)	**269**	**21**	**79**	**40**	**5**	**248**	**42**	**58**	**19**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	263	25	75	27	1	236	55	45	10	#
Arizona	277	15	85	48	8	233	58	42	9	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	264	25	75	35	4	251	38	62	22	4
Colorado	269	21	79	36	3	‡	‡	‡	‡	‡
Connecticut	272	22	78	45	7	‡	‡	‡	‡	‡
Delaware	277	14	86	47	5	‡	‡	‡	‡	‡
Florida	278	9	91	46	5	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	249	39	61	18	1	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	277	13	87	46	4	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	287	7	93	62	7	‡	‡	‡	‡	‡
Massachusetts	281	11	89	54	6	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	258	31	69	27	2	247	42	58	13	1
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	249	42	58	21	1
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	261	26	74	26	1	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	285	9	91	57	10	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	234	58	42	8	#
New York	269	20	80	37	3	‡	‡	‡	‡	‡
North Carolina	265	23	77	34	2	236	55	45	15	#
North Dakota	‡	‡	‡	‡	‡	248	41	59	13	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	256	33	67	23	2
Oregon	270	24	76	44	6	260	31	69	32	6
Pennsylvania	284	15	85	58	13	‡	‡	‡	‡	‡
Rhode Island	258	33	67	27	3	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	249	39	61	20	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	280	12	88	52	7	‡	‡	‡	‡	‡
Utah	261	27	73	30	2	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	280	10	90	54	5	‡	‡	‡	‡	‡
Washington	268	21	79	37	4	252	38	62	22	4
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	264	28	72	27	5	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	253	35	65	23	1
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	276	13	87	46	4	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

Table A-17. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by gender and state: 2007**

State/jurisdiction	Male					Female				
		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)	**256**	**32**	**68**	**24**	**1**	**266**	**23**	**77**	**34**	**3**
Alabama	247	43	57	18	1	257	33	67	25	2
Alaska	253	35	65	22	1	264	24	76	33	3
Arizona	251	40	60	21	1	259	31	69	28	3
Arkansas	253	36	64	21	1	263	25	75	30	2
California	246	43	57	17	1	257	33	67	26	2
Colorado	262	25	75	29	1	271	17	83	41	4
Connecticut	262	26	74	31	3	272	20	80	43	7
Delaware	260	27	73	26	1	269	18	82	35	3
Florida	254	34	66	22	1	266	22	78	34	3
Georgia	253	35	65	20	1	264	25	75	31	3
Hawaii	244	46	54	14	#	259	29	71	26	2
Idaho	260	26	74	27	1	270	16	84	36	2
Illinois	259	30	70	26	2	267	21	79	34	3
Indiana	259	29	71	26	1	270	18	82	36	3
Iowa	263	23	77	30	1	272	17	83	42	4
Kansas	263	24	76	30	1	272	15	85	41	3
Kentucky	257	31	69	23	2	266	23	77	32	4
Louisiana	248	42	58	16	#	258	30	70	23	1
Maine	264	21	79	29	1	276	13	87	45	4
Maryland	260	29	71	28	2	270	20	80	38	4
Massachusetts	269	20	80	37	3	278	12	88	50	6
Michigan	255	33	67	23	1	266	23	77	34	3
Minnesota	263	24	76	30	2	274	15	85	44	4
Mississippi	246	45	55	15	1	255	34	66	20	1
Missouri	259	30	70	27	2	268	20	80	35	3
Montana	265	20	80	31	1	278	10	90	47	3
Nebraska	262	25	75	28	2	272	17	83	42	4
Nevada	245	43	57	16	1	259	31	69	27	3
New Hampshire	264	23	77	31	2	275	13	87	44	4
New Jersey	266	22	78	35	2	274	15	85	43	5
New Mexico	247	41	59	14	#	255	33	67	21	1
New York	258	30	70	26	2	269	20	80	38	4
North Carolina	254	34	66	24	1	265	23	77	33	3
North Dakota	264	19	81	26	#	272	13	87	38	2
Ohio	264	24	76	31	3	272	17	83	40	4
Oklahoma	255	33	67	21	1	264	23	77	31	2
Oregon	260	28	72	28	2	271	18	82	40	4
Pennsylvania	265	23	77	33	3	270	20	80	40	4
Rhode Island	256	33	67	24	2	261	28	72	31	3
South Carolina	253	36	64	21	1	262	26	74	28	2
South Dakota	266	20	80	32	2	274	13	87	41	3
Tennessee	254	34	66	21	1	264	23	77	30	3
Texas	256	31	69	23	1	266	23	77	32	3
Utah	258	29	71	26	1	267	21	79	35	3
Vermont	268	20	80	35	2	278	11	89	49	5
Virginia	262	26	74	28	2	272	16	84	39	4
Washington	260	28	72	28	2	270	19	81	40	4
West Virginia	248	38	62	19	1	262	24	76	27	2
Wisconsin	257	31	69	25	1	272	17	83	41	4
Wyoming	261	25	75	27	1	271	15	85	39	2
Other jurisdictions										
District of Columbia	235	59	41	9	1	245	47	53	15	1
DoDEA[1]	267	18	82	31	1	279	8	92	47	3

Rounds to zero.

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

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

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

Table A-18. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by eligibility for free/reduced-price school lunch and state: 2007**

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)	**247**	**42**	**58**	**15**	**1**	**271**	**18**	**82**	**39**	**4**	**255**	**34**	**66**	**27**	**3**
Alabama	241	50	50	11	#	263	25	75	31	2	‡	‡	‡	‡	‡
Alaska	244	44	56	14	#	268	20	80	35	3	‡	‡	‡	‡	‡
Arizona	241	50	50	11	1	265	24	76	34	3	272	22	78	44	5
Arkansas	247	42	58	15	1	269	18	82	36	2	‡	‡	‡	‡	‡
California	239	50	50	11	#	264	25	75	32	3	248	41	59	21	2
Colorado	251	36	64	18	#	273	14	86	42	3	‡	‡	‡	‡	‡
Connecticut	243	47	53	14	1	275	15	85	45	6	‡	‡	‡	‡	‡
Delaware	254	34	66	18	1	270	17	83	37	3	‡	‡	‡	‡	‡
Florida	249	39	61	17	1	268	21	79	36	3	‡	‡	‡	‡	‡
Georgia	247	43	57	14	#	270	18	82	36	4	‡	‡	‡	‡	‡
Hawaii	243	47	53	13	#	257	31	69	25	1	‡	‡	‡	‡	‡
Idaho	256	31	69	22	1	270	16	84	36	2	‡	‡	‡	‡	‡
Illinois	249	39	61	15	1	272	16	84	39	3	‡	‡	‡	‡	‡
Indiana	251	37	63	16	1	271	17	83	39	3	‡	‡	‡	‡	‡
Iowa	253	35	65	22	1	274	14	86	42	3	‡	‡	‡	‡	‡
Kansas	253	34	66	20	1	275	11	89	44	2	‡	‡	‡	‡	‡
Kentucky	252	36	64	17	1	271	18	82	38	4	‡	‡	‡	‡	‡
Louisiana	245	46	54	12	1	265	22	78	30	2	‡	‡	‡	‡	‡
Maine	261	26	74	26	1	274	13	87	42	3	‡	‡	‡	‡	‡
Maryland	251	39	61	17	1	271	18	82	39	4	‡	‡	‡	‡	‡
Massachusetts	256	31	69	20	1	279	11	89	51	6	‡	‡	‡	‡	‡
Michigan	244	47	53	12	#	268	19	81	36	3	‡	‡	‡	‡	‡
Minnesota	254	33	67	21	1	273	15	85	42	4	‡	‡	‡	‡	‡
Mississippi	242	49	51	10	#	266	22	78	32	2	‡	‡	‡	‡	‡
Missouri	252	37	63	18	1	271	17	83	39	4	‡	‡	‡	‡	‡
Montana	260	26	74	24	1	277	10	90	46	3	‡	‡	‡	‡	‡
Nebraska	254	35	65	21	1	273	15	85	42	3	‡	‡	‡	‡	‡
Nevada	240	50	50	12	1	260	29	71	28	3	246	44	56	15	1
New Hampshire	257	31	69	25	1	272	16	84	40	3	270	14	86	36	2
New Jersey	251	38	62	16	#	277	12	88	47	5	‡	‡	‡	‡	‡
New Mexico	242	48	52	10	#	264	22	78	28	1	‡	‡	‡	‡	‡
New York	250	38	62	19	1	275	13	87	44	4	‡	‡	‡	‡	‡
North Carolina	246	43	57	14	1	270	18	82	39	3	‡	‡	‡	‡	‡
North Dakota	258	28	72	20	1	272	12	88	36	1	‡	‡	‡	‡	‡
Ohio	251	37	63	16	1	275	13	87	45	4	‡	‡	‡	‡	‡
Oklahoma	252	36	64	18	1	268	19	81	34	2	‡	‡	‡	‡	‡
Oregon	253	35	65	21	1	274	15	85	42	4	263	24	76	32	3
Pennsylvania	253	37	63	20	1	275	14	86	44	4	‡	‡	‡	‡	‡
Rhode Island	242	49	51	12	#	267	22	78	35	3	‡	‡	‡	‡	‡
South Carolina	245	45	55	11	#	269	19	81	37	3	‡	‡	‡	‡	‡
South Dakota	259	27	73	25	1	274	12	88	42	3	‡	‡	‡	‡	‡
Tennessee	247	42	58	14	#	269	18	82	35	3	‡	‡	‡	‡	‡
Texas	249	38	62	15	#	273	15	85	41	4	‡	‡	‡	‡	‡
Utah	252	36	64	21	1	267	20	80	34	2	‡	‡	‡	‡	‡
Vermont	260	26	74	25	1	278	12	88	48	5	‡	‡	‡	‡	‡
Virginia	252	35	65	16	1	272	16	84	40	4	‡	‡	‡	‡	‡
Washington	251	38	62	20	1	272	16	84	41	4	‡	‡	‡	‡	‡
West Virginia	246	41	59	15	#	263	23	77	30	2	‡	‡	‡	‡	‡
Wisconsin	246	43	57	16	1	272	16	84	40	3	‡	‡	‡	‡	‡
Wyoming	255	31	69	22	1	270	16	84	37	2	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	234	59	41	7	#	253	40	60	22	3	‡	‡	‡	‡	‡
DoDEA[1]	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	273	13	87	39	2

Rounds to zero.
‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

Table A-19. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by status as students with disabilities (SD) and state: 2007**

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)	**226**	**66**	**34**	**7**	**#**	**265**	**24**	**76**	**31**	**3**
Alabama	203	89	11	1	#	257	32	68	23	1
Alaska	224	66	34	6	#	263	25	75	30	2
Arizona	218	76	24	5	#	258	32	68	26	2
Arkansas	218	74	26	3	#	261	26	74	27	1
California	211	79	21	4	#	255	34	66	23	2
Colorado	235	56	44	8	#	269	18	82	37	3
Connecticut	232	58	42	8	#	272	19	81	41	5
Delaware	239	54	46	10	#	268	19	81	33	3
Florida	228	64	36	7	#	264	24	76	31	3
Georgia	231	59	41	6	#	260	28	72	27	2
Hawaii	209	81	19	4	#	257	31	69	23	1
Idaho	226	71	29	6	#	268	17	83	34	2
Illinois	228	65	35	8	1	267	21	79	32	3
Indiana	230	64	36	5	#	268	19	81	34	3
Iowa	227	66	34	4	#	273	14	86	40	3
Kansas	232	61	39	6	#	271	15	85	38	2
Kentucky	230	65	35	7	#	264	24	76	29	3
Louisiana	221	74	26	3	#	257	31	69	21	1
Maine	240	54	46	11	#	274	12	88	40	3
Maryland	236	56	44	9	#	267	22	78	35	3
Massachusetts	246	45	55	13	1	277	12	88	47	5
Michigan	224	70	30	6	#	265	23	77	31	2
Minnesota	233	59	41	10	1	272	16	84	39	3
Mississippi	205	87	13	2	#	253	37	63	18	1
Missouri	225	70	30	6	#	268	20	80	34	3
Montana	235	57	43	7	#	275	11	89	42	2
Nebraska	232	62	38	8	#	271	17	83	38	3
Nevada	218	69	31	7	#	255	34	66	23	2
New Hampshire	244	47	53	11	#	274	13	87	42	3
New Jersey	236	54	46	10	#	274	15	85	42	4
New Mexico	219	70	30	6	#	254	34	66	18	1
New York	230	64	36	9	#	267	21	79	35	3
North Carolina	226	62	38	7	#	264	24	76	31	2
North Dakota	240	50	50	8	#	270	14	86	34	1
Ohio	235	58	42	9	#	271	17	83	39	3
Oklahoma	221	73	27	4	#	264	23	77	29	2
Oregon	231	63	37	6	#	269	19	81	37	3
Pennsylvania	234	60	40	10	1	273	16	84	40	4
Rhode Island	229	64	36	6	#	264	24	76	31	3
South Carolina	219	71	29	6	#	261	28	72	26	2
South Dakota	230	62	38	6	#	272	14	86	39	2
Tennessee	228	62	38	15	2	261	27	73	26	2
Texas	225	69	31	5	#	263	24	76	29	2
Utah	216	75	25	4	#	265	22	78	32	2
Vermont	248	41	59	17	1	278	11	89	47	4
Virginia	236	59	41	9	#	270	18	82	36	3
Washington	224	69	31	6	1	268	20	80	36	3
West Virginia	210	79	21	3	#	262	24	76	26	1
Wisconsin	221	73	27	3	#	269	19	81	36	3
Wyoming	232	59	41	6	#	270	16	84	36	2
Other jurisdictions										
District of Columbia	210	81	19	4	#	243	50	50	13	1
DoDEA[1]	237	58	42	8	#	275	10	90	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), 2007 Reading Assessment.

Table A-20. **Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by status as English language learners (ELL) and state: 2007**

State/jurisdiction	ELL					Not ELL				
		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)	**222**	**71**	**29**	**4**	**#**	**263**	**25**	**75**	**31**	**2**
Alabama	‡	‡	‡	‡	‡	252	37	63	21	1
Alaska	230	63	37	7	#	265	22	78	31	2
Arizona	214	80	20	4	#	259	31	69	26	2
Arkansas	234	58	42	6	#	259	30	70	26	1
California	219	74	26	3	#	260	28	72	26	2
Colorado	222	72	28	3	#	269	18	82	36	2
Connecticut	216	77	23	2	#	269	22	78	38	5
Delaware	‡	‡	‡	‡	‡	265	22	78	31	2
Florida	232	60	40	7	1	261	28	72	29	2
Georgia	‡	‡	‡	‡	‡	259	30	70	26	2
Hawaii	219	81	19	3	#	253	35	65	21	1
Idaho	229	62	38	4	#	267	19	81	33	2
Illinois	219	75	25	3	#	264	24	76	30	2
Indiana	‡	‡	‡	‡	‡	264	23	77	31	2
Iowa	‡	‡	‡	‡	‡	268	19	81	36	3
Kansas	227	67	33	5	#	269	18	82	36	2
Kentucky	‡	‡	‡	‡	‡	262	27	73	28	3
Louisiana	‡	‡	‡	‡	‡	253	36	64	19	1
Maine	‡	‡	‡	‡	‡	270	17	83	37	3
Maryland	‡	‡	‡	‡	‡	265	24	76	33	3
Massachusetts	232	60	40	4	#	274	15	85	44	5
Michigan	‡	‡	‡	‡	‡	261	28	72	29	2
Minnesota	233	59	41	6	#	270	18	82	38	3
Mississippi	‡	‡	‡	‡	‡	250	40	60	17	1
Missouri	‡	‡	‡	‡	‡	264	25	75	31	3
Montana	227	68	32	8	#	273	13	87	40	2
Nebraska	‡	‡	‡	‡	‡	268	20	80	36	3
Nevada	217	74	26	6	#	255	34	66	23	2
New Hampshire	‡	‡	‡	‡	‡	270	18	82	37	3
New Jersey	235	56	44	5	#	271	18	82	40	4
New Mexico	223	74	26	2	#	255	31	69	20	1
New York	211	81	19	1	#	265	23	77	33	3
North Carolina	230	60	40	6	#	260	28	72	29	2
North Dakota	‡	‡	‡	‡	‡	268	16	84	32	1
Ohio	‡	‡	‡	‡	‡	268	20	80	36	3
Oklahoma	235	57	43	13	#	260	27	73	26	1
Oregon	220	77	23	2	#	269	19	81	36	3
Pennsylvania	‡	‡	‡	‡	‡	268	21	79	37	3
Rhode Island	202	87	13	2	#	260	29	71	28	2
South Carolina	‡	‡	‡	‡	‡	258	31	69	25	2
South Dakota	‡	‡	‡	‡	‡	270	16	84	37	2
Tennessee	‡	‡	‡	‡	‡	259	28	72	26	2
Texas	215	80	20	1	#	264	24	76	29	2
Utah	234	58	42	9	#	265	22	78	32	2
Vermont	‡	‡	‡	‡	‡	273	15	85	42	4
Virginia	246	47	53	10	1	267	21	79	34	3
Washington	216	78	22	2	#	267	21	79	36	3
West Virginia	‡	‡	‡	‡	‡	255	32	68	23	1
Wisconsin	243	46	54	11	#	265	23	77	34	3
Wyoming	‡	‡	‡	‡	‡	267	19	81	34	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	241	51	49	12	1
DoDEA[1]	‡	‡	‡	‡	‡	273	13	87	40	2

Rounds to zero.

‡ Reporting standards not met. Sample size is 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), 2007 Reading Assessment.

U.S. DEPARTMENT OF EDUCATION

The National Assessment of Educational Progress (NAEP) is a congressionally authorized project sponsored by the U.S. Department of Education. The National Center for Education Statistics, a department within the Institute of Education Sciences, administers NAEP. The Commissioner of Education Statistics is responsible by law for carrying out the NAEP project.

Margaret Spellings
Secretary
U.S. Department of Education

Grover J. Whitehurst
Director
Institute of Education Sciences

Mark Schneider
Commissioner
National Center for Education Statistics

THE NATIONAL ASSESSMENT GOVERNING BOARD

In 1988, Congress created the National Assessment Governing Board to set policy for the National Assessment of Educational Progress, commonly known as The Nation's Report Card ™. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Darvin M. Winick, Chair
President
Winick & Associates
Austin, Texas

Amanda P. Avallone, Vice Chair
Assistant Principal and Eighth-Grade Teacher
Summit Middle School
Boulder, Colorado

Francie Alexander
Chief Academic Officer, Scholastic, Inc.
Senior Vice President, Scholastic Education
New York, New York

David J. Alukonis
Chairman
Hudson School Board
Hudson, New Hampshire

Barbara Byrd-Bennett
Executive Superintendent-in-Residence
Cleveland State University
Cleveland, Ohio

Gregory Cizek
Professor of Educational Measurement
University of North Carolina
Chapel Hill, North Carolina

Shirley V. Dickson
Educational Consultant
Aliso Viejo, California

Honorable David P. Driscoll
Former Commissioner of Education
Massachusetts Department of Education
Malden, Massachusetts

John Q. Easton
Executive Director
Consortium on Chicago School Research
University of Chicago
Chicago, Illinois

Alan J. Friedman
Consultant
Museum Development and Science Communication
New York, New York

David W. Gordon
County Superintendent of Schools
Sacramento County Office of Education
Sacramento, California

Robin C. Hall
Principal
Beecher Hills Elementary School
Atlanta, Georgia

Kathi M. King
Twelfth-Grade Teacher
Messalonskee High School
Oakland, Maine

Honorable Keith King
Former Member
Colorado House of Representatives
Denver, Colorado

Kim Kozbial-Hess
Fourth-Grade Teacher
Hawkins Elementary School
Toledo, Ohio

James S. Lanich
President
California Business for Education Excellence
Sacramento, California

Honorable Cynthia L. Nava
Senator
New Mexico State Senate
Las Cruces, New Mexico

Andrew C. Porter
Dean
Graduate School of Education
University of Pennsylvania
Philadelphia, Pennsylvania

Luis A. Ramos
Community Relations Manager
PPL Susquehanna
Berwick, Pennsylvania

Mary Frances Taymans, SND
Executive Director
Secondary Schools Department
National Catholic Educational Association
Washington, D.C.

Oscar A. Troncoso
Principal
Anthony High School
Anthony, Texas

Honorable Michael E. Ward
Former North Carolina Superintendent of Public Instruction
Hattiesburg, Mississippi

Eileen L. Weiser
Former Member, State Board of Education
Michigan Department of Education
Lansing, Michigan

Grover J. Whitehurst (Ex officio)
Director
Institute of Education Sciences
U.S. Department of Education
Washington, D.C.

Charles E. Smith
Executive Director
National Assessment Governing Board
Washington, D.C.

THE NATION'S REPORT CARD

Reading 2007

September 2007

MORE INFORMATION

The report release site is http://nationsreportcard.gov. The NCES web electronic catalog is http://nces.ed.gov/pubsearch.

For ordering information, write to
U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs

or order online at http://www.edpubs.org.

SUGGESTED CITATION

Lee, J., Grigg, W., and Donahue, P. (2007). *The Nation's Report Card: Reading 2007* (NCES 2007–496). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

CONTENT CONTACT

William Tirre
202-502-7361
William.Tirre@ed.gov

"THE DEPARTMENT OF EDUCATION'S MISSION IS TO PROMOTE STUDENT ACHIEVEMENT AND PREPARATION FOR GLOBAL COMPETITIVENESS BY FOSTERING EDUCATIONAL EXCELLENCE AND ENSURING EQUAL ACCESS."

www.ed.gov