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Appendix A Overview of Procedures Used for the NAEP 2003 Reading Assessment

This appendix provides an overview of the NAEP 2003 reading assessment's primary components—framework, development, administration, scoring, and analysis. A more extensive review of the procedures and methods used in the reading assessment will be included in the assessment procedures sections of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

The NAEP 2003 Reading Assessment

The National Assessment Governing Board (NAGB), created by Congress in 1988, is responsible for formulating policy for NAEP. NAGB is specifically charged with developing assessment objectives and test specifications. The design of the NAEP 2003 reading assessment follows the guidelines first provided in the framework developed for the 1992 assessment.¹ The framework underlying the 1992, 1994, 1998, 2000 (fourth grade only), 2002, and 2003 reading assessments reflects the expert opinions of educators and researchers about reading. The development of this framework and the specifications that guided the development of the assessment involved the critical input of hundreds of individuals across the country, including representatives of national education organizations, teachers, parents, policymakers, business leaders, and the interested general public.

¹ National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress*. Washington, DC: Author.

The framework development process was managed by the Council of Chief State School Officers (CCSSO) for NAGB.

The framework sets forth a broad definition of “reading literacy” that includes developing a general understanding of written text, thinking about it, and using various texts for different purposes. In addition, the framework views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. For example, readers may read stories to enjoy and appreciate the human experience, study science texts to form new hypotheses about knowledge, or follow directions to fill out a form. NAEP reflects current definitions of literacy by differentiating among three contexts for reading and four aspects of reading. The contexts for reading and aspects of reading make up the foundation of the NAEP reading assessment.

The “contexts for reading” dimension of the NAEP reading framework provides guidance for the types of texts to be included in the assessment. Although many commonalities exist among the different types of reading contexts, different contexts do lead to real differences in what readers do. For example, when *reading for literary experience*, readers make plot summaries and abstract major themes. They describe the interactions of various literary elements (e.g., setting, plot, characters, and theme). When *reading for information*, readers critically judge the organization and content of the text and explain their judgments. They also look for specific pieces of informa-

tion. When *reading to perform a task*, readers search quickly for specific pieces of information.

The “aspects of reading” dimension of the NAEP reading framework provides guidance for the types of comprehension questions to be included in the assessment. The four aspects are 1) *forming a general understanding*, 2) *developing interpretation*, 3) *making reader/text connections*, and 4) *examining content and structure*. These four aspects represent different ways in which readers develop understanding of a text. In *forming a general understanding*, readers must consider the text as a whole and provide a global understanding of it. As readers engage in *developing interpretation*, they must extend initial impressions in order to develop a more complete understanding of what was read. This involves linking information across parts of a text or focusing on specific information. When *making reader/text connections*, the reader must connect information in the text with knowledge and experience. This might include applying ideas in the text to the real world. Finally, *examining content and structure* requires critically evaluating, comparing and contrasting, and understanding the effect of different text features and authorial devices.

Figure A.1 demonstrates the relationship between these reading contexts and aspects of reading in the NAEP reading assessment. Included in the figure are sample questions that illustrate how each aspect of reading is assessed within each reading context. (Note that reading to perform a task is not assessed at grade 4.)

Figure A.1 Sample NAEP questions, by aspects of reading and contexts for reading specified in the reading framework

Context for Reading	Aspect of Reading			
	Forming a general understanding	Developing interpretation	Making reader/text connections	Examining content and structure
Reading for literary experience	<i>What is the story/plot about?</i>	<i>How did this character change from the beginning to the end of the story?</i>	<i>What other character that you have read about had a similar problem?</i>	<i>What is the mood of this story and how does the author use language to achieve it?</i>
Reading for information	<i>What point is the author making about this topic?</i>	<i>What caused this change?</i>	<i>What other event in history or recent news is similar to this one?</i>	<i>Is this author biased? Support your answer with information about this article.</i>
Reading to perform a task	<i>What time can you get a nonstop flight to X?</i>	<i>What must you do before step 3?</i>	<i>Describe a situation in which you would omit step 5.</i>	<i>Is the information in this brochure easy to use?</i>

SOURCE: National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress*. Washington, DC: Author.

The assessment framework specifies not only the particular dimensions of reading literacy to be measured, but also the percentage of assessment questions that should be devoted to each. The target percentage distribution for contexts of reading and aspects of reading as specified in the framework, along with the actual percentage distribution in the assessment, are presented in tables A.1 and A.2.

The actual content of the assessment has varied from the targeted distribution. For example, at grade 8 reading for

literary experience falls below the target proportions and reading for information falls above the target proportions specified in the framework. The reading instrument development panel responsible for overseeing the development of the assessment recognized this variance but felt strongly that assessment questions must be sensitive to the unique elements of the authentic reading materials being used. Thus, the distribution of question classifications will vary across reading passages and reading contexts.

Table A.1 Target and actual percentage distribution of questions, by context for reading, grades 4 and 8: 2003

		Context for Reading		
		Reading for literary experience	Reading for information	Reading to perform a task
Grade 4	Target	55	45	†
	Actual	50	50	†
Grade 8	Target	40	40	20
	Actual	28	41	30

† Not applicable. Reading to perform a task was not assessed at grade 4.

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 Reading Assessment.

Table A.2 Target and actual percentage distribution of student time, by aspect of reading, grades 4 and 8: 2003

		Aspect of Reading		
		Forming a general understanding/ Developing interpretation	Making reader/text connections	Examining content and structure
Grade 4	Target	60	15	25
	Actual	61	17	22
Grade 8	Target	55	15	30
	Actual	56	18	26

NOTE: Actual percentages are based on the classifications agreed upon by NAEP's Instrument Development Panel. It is recognized that making discrete classifications for these categories is difficult and that independent efforts to classify NAEP questions have led to different results. 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 Reading Assessment.

The Assessment Design

Each student who participated in the 2003 reading assessment received a booklet containing three or four sections: a set of general background questions, a set of subject-specific background questions, and one or two sets of questions assessing students' comprehension of a text or texts. The sets of questions assessing students' comprehension are referred to as "blocks." Each block contains one or more reading passages and a set of comprehension questions. At grade 8, students were given either two 25-minute blocks or one 50-minute block. At grade 4, however, only 25-minute blocks were used.

The blocks contain a combination of multiple-choice and constructed-response questions. Multiple-choice questions require students to select the best answer from a set of four options. Constructed-response questions require students to provide their own written response to an open-ended question. Short constructed-response questions may require a response of only a sentence or two for the answer to be considered complete. Extended constructed-response questions, however, may require a response of a paragraph or more for the answer to receive full credit. Each constructed-response question has its own unique scoring guide that is used by trained scorers to rate students' responses. (See the "Data Collection and Scoring" section of this appendix.)

The grade 4 assessment consisted of ten 25-minute blocks: five blocks of literary texts and questions and five blocks of informative texts and questions. Each block contained one passage corresponding to one of the contexts for reading and 9–12 multiple-choice and constructed-response questions. In most blocks, one of the constructed-response questions required an extended response. As a whole,

the 2003 fourth-grade assessment consisted of 49 multiple-choice questions, 45 short constructed-response questions, and 8 extended constructed-response questions.

The grade 8 assessment consisted of twelve 25-minute blocks (four literary, four informative, and four to perform a task) and one 50-minute block (informative). Each block contained at least one passage corresponding to one of the contexts for reading and 9–13 multiple-choice and constructed-response questions. Most blocks contained at least one extended constructed-response question. As a whole, the eighth-grade assessment consisted of 58 multiple-choice questions, 68 short constructed-response questions, and 15 extended constructed-response questions.

The assessment design allowed maximum coverage of a range of reading abilities at each grade, while minimizing the time burden for any one student. This was accomplished through the use of matrix sampling of items in which representative samples of students took various portions of the entire pool of assessment questions. Individual students are required to take only a small portion, but the aggregate results across the entire assessment allow for broad reporting of reading abilities for the targeted population.

In addition to matrix sampling, the assessment design utilized a procedure for distributing blocks across booklets that controlled for position and context effects. Students received different blocks of passages and comprehension questions in their booklets according to a procedure that assigned blocks of questions, balancing the positioning of blocks across booklets and balancing the pairing of blocks within booklets according to the context

for reading. Blocks were balanced within each context for reading and were partially balanced across contexts for reading. The procedure also cycles the booklets for administration so that, typically, only a few students in any assessment session receive the same booklet.

In addition to the student assessment booklets, three other instruments provided data relating to the assessment: a teacher questionnaire, a school questionnaire, and a questionnaire for students with disabilities (SD) and limited-English-proficient students (LEP). The teacher questionnaire was administered to teachers of fourth- and eighth-grade students participating in the assessment and included questions about each teacher's background and classroom organization. The fourth-grade teacher questionnaire also included questions on reading instruction. The school questionnaire was given to the principal or other administrator in each participating school and included questions related to school characteristics, policies, programs, and the composition and background of the student body.

The SD/LEP questionnaire was completed by a school staff member knowledgeable about those students selected to

participate in the assessment who were identified as having an Individualized Education Program (IEP) or equivalent plan (for reasons other than being gifted or talented), or being limited-English-proficient. An SD/LEP questionnaire was completed for each identified student regardless of whether the student participated in the assessment. Each SD/LEP questionnaire took about three minutes to complete and asked about the student and the special-education programs in which he or she participated.

NAEP Samples

National Sample

The national results presented in this report are based on nationally representative probability samples of fourth- and eighth-grade students. The national sample consisted of the combined sample of public school students assessed in each state and an additional nonpublic school sample. The method of creating the national sample as an aggregate of the state samples has been used since 2002. Before 2002, the national and state samples were independent. The combined sample was chosen using a stratified two-stage design that involved sampling students from selected schools (public and nonpublic).

Each selected school that participated in the assessment and each student assessed represents a portion of the population of interest. Sampling weights are needed to make valid inferences between the student samples and the respective populations from which they were drawn. Sampling weights account for disproportionate representation of students from different states and for students who attend nonpublic schools. Sampling weights also account for lower sampling rates for very small schools and are used to adjust for school and student nonresponse.²

As in 2002, the 2003 national assessment has only samples of students where accommodations were permitted. (See page 178 for information on the types of accommodations permitted.) NAEP inclusion rules were applied, and accommodations were offered when a student had an IEP indicating the need for accommodations because of a disability, was protected under Section 504 of the Rehabilitation Act of 1973 because of disability, or was identified as being a limited-English-proficient student (LEP) and/or was normally offered accommodations in other assessment situations.³ All other students were asked to participate in the assessment under standard conditions. Unlike the 2002 and 2003 assessments, the 1998 and 2000 national assessments featured the collection of data from

samples of students where assessment accommodations for special-needs students were not permitted and from samples of students where accommodations for special-needs students were permitted. Prior to 1998, testing accommodations (e.g., extended time, small group testing) were not permitted for special-needs students selected to participate in the NAEP reading assessments.

Table A.3 shows the number of students included in the national samples for the NAEP reading assessments at grades 4 and 8. The 2002 and 2003 reading assessments had only one sample of students, for whom accommodations were permitted. For the 1998 and 2000 assessments, the table shows both the number of students in the sample in which accommodations were not permitted and the number of students in the sample in which accommodations were permitted. Both samples included the same non-SD/non-LEP students; only the SD and/or LEP students differed between the two samples. The 1992 and 1994 design differed from more recent assessment years in that the SD and/or LEP students were assessed in standard conditions and accommodations were not permitted. The sample sizes and target populations for the 2003 reading assessment are listed for the nation and states in table A.4 and for the participating districts in table A.5.

² Additional details regarding the design and structure of the national and state samples will be included in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

³ Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to prohibit discrimination on the basis of disability in programs and activities, including education, that receive federal financial assistance.

Table A.3 Number of students assessed, by sample type, special needs status, and accommodation option, grades 4 and 8 public and nonpublic schools: 1992–2003

	1992	1994	1998		2000		2002	2003
	Accommodations not permitted sample	Accommodations not permitted sample	Accommodations not permitted sample	Accommodations permitted sample	Accommodations not permitted sample	Accommodations permitted sample	Accommodations permitted sample	Accommodations permitted sample
Grade 4								
Total students assessed	6,314	7,382	7,672	7,812	7,914	8,074	140,487	187,581
Non-SD/LEP ¹ students assessed	6,051	6,783	7,232		7,484		122,721	159,766
SD/LEP ¹ students assessed without accommodations	263	599	440	413	430	476	11,913	16,574
SD/LEP ¹ students assessed with accommodations	†	†	†	167	†	114	5,853	11,241
Grade 8								
Total students assessed	9,464	10,135	11,051	11,193	–	–	115,176	155,183
Non-SD/LEP ¹ students assessed	9,091	9,503	10,309		–	–	102,174	135,815
SD/LEP ¹ students assessed without accommodations	373	632	742	678	–	–	8,598	10,915
SD/LEP ¹ students assessed with accommodations	†	†	†	206	–	–	4,404	8,453

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

† Not applicable. Accommodations were not permitted in this sample.

¹ Students with disabilities/limited-English-proficient students.

NOTE: The sample sizes are larger in 2002 and 2003 than in previous years because the 2002 and 2003 national samples were based on the combined sample of students assessed in each participating state, plus an additional sample from nonparticipating states as well as a sample of nonpublic schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table A.4 National and state sample sizes and target populations, grades 4 and 8: 2003

	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Combined national	200,104	3,985,000	163,855	3,936,000
Public	191,444	3,609,000	154,988	3,579,000
Nonpublic	7,534	373,000	8,349	354,000
Alabama	3,571	59,000	2,667	56,000
Alaska	2,784	9,000	2,549	9,000
Arizona	4,097	72,000	2,832	71,000
Arkansas	3,365	35,000	2,724	36,000
California	8,821	490,000	5,746	441,000
Colorado	3,590	57,000	2,809	55,000
Connecticut	3,372	45,000	2,840	42,000
Delaware	3,356	8,000	2,754	9,000
Florida	3,687	189,000	2,607	172,000
Georgia	5,544	117,000	4,371	110,000
Hawaii	3,647	14,000	2,915	13,000
Idaho	3,395	17,000	2,750	19,000
Illinois	5,321	153,000	4,316	147,000
Indiana	3,779	81,000	2,749	75,000
Iowa	3,226	34,000	2,965	38,000
Kansas	3,122	32,000	3,040	36,000
Kentucky	3,547	46,000	3,028	50,000
Louisiana	3,059	56,000	2,452	50,000
Maine	2,946	15,000	3,039	17,000
Maryland	3,718	65,000	2,548	64,000
Massachusetts	4,676	72,000	4,017	74,000
Michigan	3,956	130,000	2,820	131,000
Minnesota	3,539	58,000	2,707	64,000
Mississippi	3,494	39,000	2,834	37,000
Missouri	3,655	69,000	2,903	67,000
Montana	2,967	11,000	2,717	12,000
Nebraska	2,847	21,000	2,621	21,000
Nevada	3,451	28,000	2,765	26,000
New Hampshire	3,326	16,000	2,968	17,000
New Jersey	3,692	102,000	2,958	105,000
New Mexico	3,026	24,000	3,369	24,000
New York	4,698	220,000	3,690	221,000
North Carolina	5,186	102,000	4,346	106,000
North Dakota	3,042	7,000	2,747	8,000
Ohio	5,088	145,000	3,807	142,000
Oklahoma	3,337	45,000	2,974	46,000
Oregon	3,497	41,000	2,728	41,000
Pennsylvania	3,629	135,000	2,860	139,000
Rhode Island	3,321	12,000	2,771	12,000
South Carolina	3,705	50,000	2,699	54,000
South Dakota	3,401	9,000	2,875	9,000
Tennessee	3,702	71,000	2,731	68,000
Texas	6,101	304,000	4,842	334,000
Utah	3,851	34,000	2,821	35,000
Vermont	2,928	7,000	2,818	8,000
Virginia	3,716	93,000	3,027	94,000
Washington	3,855	74,000	2,741	76,000
West Virginia	2,903	20,000	2,478	19,000
Wisconsin	3,250	61,000	2,720	66,000
Wyoming	2,775	6,000	2,828	7,000
Other jurisdictions				
District of Columbia	2,883	6,000	2,105	5,000
DDESS ¹	1,341	3,000	709	2,000
DoDDS ²	2,814	6,000	2,324	5,000

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

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

Table A.5 District sample sizes and target populations, grades 4 and 8: 2003

	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Atlanta	1,680	5,000	1,537	4,000
Boston	1,597	5,000	1,408	5,000
Charlotte	1,778	8,000	1,447	8,000
Chicago	2,392	32,000	2,056	28,000
Cleveland	1,918	6,000	1,283	5,000
District of Columbia	2,883	6,000	2,105	5,000
Houston	2,565	17,000	1,862	12,000
Los Angeles	2,991	57,000	2,050	48,000
New York City	2,571	82,000	1,821	75,000
San Diego	1,839	12,000	1,286	10,000

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trail Urban District Reading Assessment.

Table A.6 provides a summary of the 2003 national school and student participation rates for the reading assessment sample. Participation rates are presented for public and nonpublic schools, both individually and combined. Four different rates are presented. The first rate is a student-centered, weighted percentage of schools participating in the assessment, before substitution of demographically

similar schools.⁴ This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of students represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled.

⁴ The initial base sampling weights were used in weighting the percentages of participating schools and students. An attempt was made to preselect one substitute school for each sampled public school, one for each sampled Catholic school, and one for each sampled nonpublic school (other than Catholic). To minimize bias, a substitute school resembled the original selection as much as possible in affiliation, type of location, estimated number of grade-eligible students, and minority composition.

The second school participation rate is a student-centered weighted participation rate after substitution. The numerator of this rate is the estimated number of students represented by the participating schools, whether originally selected or selected as a substitute for a school that chose not to participate. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled (this is the same as that for the weighted participation rate for the sample of schools before substitution). Because of the common denominators, the weighted participation rate after substitution is at least as great as the weighted participation rate before substitution.

The third school participation rate is a school-centered, weighted percentage of schools participating in the assessment before substitution of demographically similar schools. This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of schools represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of schools represented by the initially selected schools that had eligible students enrolled.

The fourth school participation rate is a school-centered, weighted participation rate after substitution. The numerator is the estimated number of schools represented by the participating schools, whether originally selected or selected as a substitute for a school that did not participate. The denominator is the estimated number of schools, represented by the initially selected schools that had eligible students enrolled.

The student-centered and school-centered school participation rates differ if school participation is associated with the size of the school. If the student-centered rate is higher than the school-centered rate, this indicates that larger schools participated at a higher rate than smaller schools. The converse applies also.

Also presented in table A.6 are weighted student participation rates. The numerator of this rate is the estimated number of students who are represented by the students assessed (in either an initial session or a makeup session). The denominator of this rate is the estimated number of students represented by the eligible sampled students in participating schools.

Table A.6 National school and student participation rates, by type of school, grades 4 and 8: 2003

	School participation					Student participation	
	Student-centered weighted		School-centered weighted		Number of schools participating	Student weighted percentage	Number of students assessed
	Percentage before substitution	Percentage after substitution	Percentage before substitution	Percentage after substitution			
Grade 4							
Combined national	98	98	92	93	7,485	94	187,581
Public	100	100	100	100	6,908	94	179,013
Nonpublic	79	80	74	76	542	95	7,488
Grade 8							
Combined national	97	98	90	91	6,109	92	155,183
Public	100	100	100	100	5,531	91	146,351
Nonpublic	74	76	75	78	568	94	8,324

NOTE: The number of schools and students in the combined national total includes students in the Department of Defense domestic schools located within the U.S. and Bureau of Indian Affairs schools that are not included as part of either the public or nonpublic totals.

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

State Samples

The results provided in this report of the 2003 state assessment in reading are based on state-level samples of fourth- and eighth-grade public school students. The samples were selected using a two-stage sample design that first selected schools within each state or other jurisdiction and then selected students within schools. The samples were weighted to allow valid inferences about the populations of interest. Participation rates for the states and other jurisdictions were calculated the same way that rates were computed for the nation. Tables A.7 and A.8 contain the unweighted number of participating schools and students, as well as weighted school and student participation rates for the state samples at grades 4 and 8, respectively.

District Samples

Results from the 2003 reading assessments are reported (on a trial basis) for district-level samples of fourth- and eighth-grade students in the large urban school districts that participated in the Trial Urban District Assessment (TUDA)—Atlanta, Boston, Charlotte, Chicago, Cleveland, District of Columbia, Houston, Los Angeles, New York City, and San Diego. The sample of students in the urban school districts represents an augmentation to the sample of students who would usually be selected as part of state samples. These samples allow reliable subgroup reporting in these districts. Furthermore, all students at lower geographic sampling levels are assumed to be part of higher-level samples. For example, Houston is one of the urban districts included in the TUDA. Data from students tested in the Houston sample were used to report results for Houston, but also contributed to the Texas and national estimates. Participation rates for the urban district samples are presented in table A.9.

Table A.7 School and student participation rates, grade 4 public schools: By state, 2003

Grade 4	School participation					Student participation	
	Student-centered weighted		School-centered weighted		Number of schools participating	Student weighted percentage	Number of students assessed
	Percentage before substitution	Percentage after substitution	Percentage before substitution	Percentage after substitution			
Nation (public)	100	100	100	100	6,908	94	179,013
Alabama	100	100	100	100	112	95	3,495
Alaska	99	99	97	97	151	94	2,712
Arizona	100	100	99	99	119	91	3,776
Arkansas	100	100	100	100	119	96	3,162
California	99	99	99	99	254	94	8,297
Colorado	100	100	100	100	124	95	3,466
Connecticut	99	99	99	99	111	95	3,207
Delaware	99	99	99	99	88	94	2,959
Florida	100	100	100	100	106	93	3,502
Georgia	100	100	100	100	156	95	5,353
Hawaii	100	100	100	100	107	96	3,493
Idaho	100	100	100	100	124	95	3,262
Illinois	100	100	100	100	174	94	4,864
Indiana	100	100	100	100	111	94	3,624
Iowa	100	100	98	98	135	96	2,997
Kansas	100	100	100	100	138	95	3,020
Kentucky	100	100	100	100	121	96	3,239
Louisiana	100	100	100	100	110	96	2,864
Maine	100	100	100	100	150	93	2,735
Maryland	100	100	100	100	108	94	3,431
Massachusetts	100	100	100	100	165	94	4,396
Michigan	100	100	100	100	135	95	3,675
Minnesota	100	100	98	98	113	94	3,407
Mississippi	100	100	100	100	111	94	3,269
Missouri	100	100	100	100	126	95	3,347
Montana	100	100	97	97	181	94	2,823
Nebraska	99	99	97	97	156	95	2,694
Nevada	100	100	100	100	111	93	3,108
New Hampshire	100	100	98	98	123	94	3,182
New Jersey	99	99	100	100	110	95	3,497
New Mexico	99	99	99	99	117	95	2,787
New York	100	100	100	100	149	91	4,325
North Carolina	100	100	100	100	153	96	4,810
North Dakota	100	100	100	100	207	97	2,922
Ohio	100	100	100	100	168	92	4,631
Oklahoma	100	100	100	100	136	96	3,143
Oregon	100	100	98	98	124	94	3,176
Pennsylvania	100	100	100	100	114	96	3,497
Rhode Island	100	100	100	100	114	94	3,162
South Carolina	100	100	100	100	106	95	3,403
South Dakota	100	100	98	98	188	95	3,256
Tennessee	100	100	100	100	116	94	3,533
Texas	100	100	100	100	197	95	5,067
Utah	100	100	98	98	113	95	3,668
Vermont	99	99	99	99	176	94	2,734
Virginia	100	100	100	100	116	95	3,308
Washington	100	100	100	100	109	95	3,635
West Virginia	100	100	100	100	137	94	2,623
Wisconsin	100	100	100	100	127	95	3,048
Wyoming	100	100	99	99	167	94	2,716
Other jurisdictions							
District of Columbia	100	100	100	100	118	94	2,713
DDESS ¹	99	99	98	98	39	95	1,286
DoDDS ²	99	99	98	98	87	96	2,749

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

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

Table A.8 School and student participation rates, grade 8 public schools: By state, 2003

Grade 8	School participation					Student participation	
	Student-centered weighted		School-centered weighted		Number of schools participating	Student weighted percentage	Number of students assessed
	Percentage before substitution	Percentage after substitution	Percentage before substitution	Percentage after substitution			
Nation (public)	100	100	100	100	5,531	91	146,351
Alabama	100	100	100	100	104	92	2,585
Alaska	99	99	94	94	100	90	2,498
Arizona	100	100	100	100	117	89	2,625
Arkansas	100	100	100	100	109	93	2,575
California	99	99	99	99	188	91	5,510
Colorado	100	100	100	100	114	91	2,710
Connecticut	100	100	100	100	104	91	2,725
Delaware	100	100	100	100	37	90	2,496
Florida	99	99	98	98	97	91	2,443
Georgia	100	100	100	100	117	93	4,219
Hawaii	100	100	99	99	66	92	2,768
Idaho	100	100	100	100	91	93	2,642
Illinois	100	100	100	100	170	93	4,039
Indiana	100	100	100	100	99	93	2,642
Iowa	99	99	97	97	116	94	2,823
Kansas	100	100	100	100	126	93	2,916
Kentucky	100	100	100	100	113	93	2,800
Louisiana	100	100	100	100	96	92	2,308
Maine	100	100	100	100	110	92	2,882
Maryland	92	92	93	93	96	89	2,449
Massachusetts	99	99	99	99	131	91	3,770
Michigan	100	100	100	100	110	91	2,625
Minnesota	100	100	100	100	107	90	2,605
Mississippi	100	100	100	100	108	93	2,694
Missouri	100	100	100	100	117	94	2,651
Montana	98	98	96	96	128	93	2,581
Nebraska	100	100	98	98	125	94	2,476
Nevada	100	100	100	100	67	88	2,651
New Hampshire	100	100	100	100	84	92	2,868
New Jersey	99	99	99	99	107	91	2,866
New Mexico	100	100	100	100	97	93	3,061
New York	100	100	100	100	148	86	3,424
North Carolina	100	100	100	100	133	93	4,057
North Dakota	100	100	100	100	145	95	2,612
Ohio	100	100	100	100	129	91	3,414
Oklahoma	100	100	100	100	129	93	2,839
Oregon	100	100	100	100	110	90	2,561
Pennsylvania	100	100	100	100	103	92	2,792
Rhode Island	100	100	100	100	55	88	2,643
South Carolina	100	100	100	100	98	92	2,446
South Dakota	100	100	100	100	137	95	2,770
Tennessee	100	100	100	100	108	93	2,655
Texas	100	100	100	100	146	93	4,378
Utah	100	100	96	96	95	92	2,732
Vermont	98	98	98	98	104	90	2,682
Virginia	100	100	100	100	107	92	2,733
Washington	100	100	100	100	103	92	2,625
West Virginia	100	100	100	100	95	92	2,234
Wisconsin	100	100	100	100	105	92	2,566
Wyoming	100	100	100	100	89	92	2,763
Other jurisdictions							
District of Columbia	100	100	100	100	37	89	1,922
DDESS ¹	99	99	93	93	14	96	687
DoDDS ²	99	99	96	96	54	96	2,298

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

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

Table A.9 Weighted school and student participation rates, grades 4 and 8 public schools: By urban district, 2003

	School participation		Student participation	
	Student-centered weighted percentage before substitution	Number of schools participating	Student weighted percentage ¹	Number of students assessed
Grade 4				
Atlanta	100	50	94	1,645
Boston	100	59	95	1,445
Charlotte	100	51	95	1,676
Chicago	100	83	92	2,162
Cleveland	100	56	91	1,660
District of Columbia	100	118	94	2,713
Houston	100	80	93	1,889
Los Angeles	100	83	96	2,806
New York City	100	79	92	2,403
San Diego	100	55	92	1,732
Grade 8				
Atlanta	100	16	93	1,470
Boston	100	34	93	1,268
Charlotte	100	29	92	1,385
Chicago	100	83	93	1,900
Cleveland	100	35	76	1,038
District of Columbia	100	38	89	1,922
Houston	100	38	90	1,660
Los Angeles	100	67	90	1,963
New York City	100	77	81	1,707
San Diego	100	28	89	1,236

¹ The student weighted participation rate is calculated as follows: The numerator of this rate is the estimated number of students who are represented by the students assessed. The denominator of this rate is the estimated number of students represented by the eligible sampled students in participating schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trial Urban District Reading Assessment.

Standards for State Sample Participation and Reporting of Results

In carrying out the 2003 state assessment program, the National Center for Education Statistics (NCES) established participation rate standards that states and other jurisdictions were required to meet in order for their results to be reported. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students. In the 2003 reading assessment at both fourth and eighth grades, all jurisdictions met NAEP participation rate standards.

The nonresponsive bias for private schools showed significant differences between responding and nonresponding schools in terms of reporting group, census region, and racial/ethnic composition of the schools. Nonresponse weighting adjustments have completely accounted for differences in reporting group, and largely accounted for differences in census region. These adjustments are unlikely to have fully accounted for differences in race/ethnicity.

Students with Disabilities (SD) and/or Limited-English-Proficient (LEP) Students

It is NAEP's intent to assess all selected students from the target population. Therefore, every effort is made to ensure that all selected students who are capable of participating in the assessment are assessed. Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. These criteria were revised in 1996 to communicate more clearly a presumption of inclusion except under special circumstances. According to these criteria, students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except in the following cases:

- the school's IEP team determined that the student could not participate;
- the student's cognitive functioning was so severely impaired that she or he could not participate;
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All LEP students who received academic instruction in English for three years or more were to be included in the assessment. Those LEP students who received instruction in English for fewer than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

Participation of SD and/or LEP Students in the NAEP Samples

Testing all sampled students is the best way for NAEP to ensure that the statistics generated by the assessment are as representative as possible of the performance of the entire national population and the populations of participating jurisdictions. However, all groups of students include certain proportions that cannot be tested in large-scale assessments (such as students who have profound mental disabilities) or who can only be tested through the use of testing accommodations such as extra time, one-on-one administration, or use of magnifying equipment. Some students with disabilities and some LEP students cannot show on a test what they know and can do unless they are provided with accommodations. When such accommodations are not allowed, students requiring such adjustments are often excluded from large-scale assessments such as NAEP. This

phenomenon has become more common in the last decade and gained momentum with the passage of the 1997 Individuals with Disabilities Education Act (IDEA), which led schools and states to identify increasing proportions of students as needing accommodations on assessments in order to best show what they know and can do.⁵ Furthermore, section 504 of the Rehabilitation Act of 1973 requires that, when students with disabilities are tested, schools must provide them with appropriate accommodations so that the test results accurately reflect students' achievement. In addition, as the proportion of LEP students in the population has increased, some states have started offering accommodations such as translations of assessments or the use of bilingual dictionaries as part of assessments.

Before 1996, NAEP did not allow any testing under nonstandard conditions (i.e., accommodations were not permitted). At that time, NAEP samples were able to include almost all sampled students in standard assessment sessions. However, as the influence of IDEA grew more widespread, the failure to provide accommodations led to increasing levels of exclusion in the assessment. Such increases posed two threats to the program: 1) they threatened the stability of trend lines (because excluding more students in one assessment year than in another might lead to apparent rather than real differences) and 2) they made

NAEP samples less than optimally representative of target populations.

NAEP reacted to this challenge by adopting a multipart strategy. The program had to move toward allowing the same assessment accommodations that were afforded students in state and district testing programs in order for NAEP samples to be as inclusive as possible. However, allowing accommodations represents a change in testing conditions that may affect measurement of changes over time. Therefore, beginning with the 1996 national assessments and the 1998 state assessments and up to 2000, NAEP assessed a series of parallel samples of students. In one set of samples, testing accommodations were not permitted; this allowed NAEP to maintain the measurement of achievement trends. In addition to the samples where accommodations were not permitted, parallel samples in which accommodations were permitted were also assessed. By having two overlapping samples and two sets of related data points, NAEP could meet two core program goals.⁶ First, data trends could be maintained. Second, parallel trend lines could be set in ways that ensure that in future years the program would be able to use the most inclusive practices possible and mirror the procedures used by most state and district assessments. As of 2002, NAEP has used only the more inclusive samples in which assessment accommodations are permitted.

⁵ Office of Special Education Programs. (1997). *To Assure the Free Appropriate Public Education of all Children with Disabilities. Nineteenth Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act*. Archived at the U.S. Department of Education web site: <http://www.ed.gov/offices/OSERS/OSEP/Research/OSEP97AnlRpt/index.html>

⁶ The two samples are described as “overlapping” because, in 1998 and 2000, the same group of non-SD and/or LEP students were included in both samples.

In reading, national and state data from 1992, 1994, and 1998 are reported for the sample in which accommodations were not permitted. National and state data for the sample in which accommodations were permitted are reported for 1998, 2002, and 2003. National-only data at grade 4 for both accommodated and unaccommodated samples are reported for 2000.

In order to make it possible to evaluate both the impact of increasing exclusion rates in some jurisdictions and differences between jurisdictions, complete data on exclusion in all years are included in this appendix. Since the exclusion rates may affect trend measurement within a jurisdiction, readers should consider the magnitude of exclusion rate changes when interpreting score changes in jurisdictions. In addition, different rates of exclusion may influence the meaning of state comparisons. Thus, exclusion data should be reviewed in this context as well.

Percentages of SD and/or LEP students for the national sample of public and nonpublic schools in which accommodations were not permitted are presented in table A.10. The data in this table include the percentages of students *identified* as SD and/or LEP, the percentage of students *excluded*, and the percentage of SD and/or LEP students *assessed*. Tables A.11 and A.12 show similar information by jurisdiction.

Percentages of these students in the national sample where accommodations were permitted are presented in table A.13. The state and jurisdiction results where accommodations were permitted are shown in tables A.14 through A.19. The data in these tables include the percentages of students *identified* as SD and/or LEP, the percentage of students *excluded*, the percentage of SD and/or LEP students *assessed*, the percentage *assessed without accommodations*, and the percentage *assessed with accommodations*. Similar information for districts that participated in the Trial Urban District Assessment is presented in table A.20 for grade 4 and table A.21 for grade 8.

In the 2003 national sample, 6 percent of students at grade 4 and 5 percent of students at grade 8 were excluded from the assessment (see table A.13). Across the various jurisdictions that participated in the 2003 state assessment, the percentage of students excluded ranged from 2 to 11 percent at grade 4 (see table A.14) and from 1 to 9 percent at grade 8 (see table A.17). At the district level, between 2 and 24 percent of students were excluded at grade 4 (see table A.20) and between 3 and 15 percent were excluded at grade 8 (see table A.21).

Table A.10 Students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were not permitted, grades 4 and 8 public and nonpublic schools: 1992–2000

	1992		1994		1998		2000	
	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled
Grade 4								
SD¹ and/or LEP² students								
Identified	2,013	10	1,624	13	985	16	823	15
Excluded	1,750	6	1,025	5	545	9	393	7
Assessed	263	4	599	8	440	7	430	8
SD¹ students only								
Identified	1,149	7	1,039	10	490	11	524	11
Excluded	990	4	685	4	247	6	295	6
Assessed	159	3	354	6	243	5	229	5
LEP² students only								
Identified	945	3	623	4	527	6	356	5
Excluded	835	2	368	1	323	3	141	2
Assessed	110	1	255	2	204	2	215	3
Grade 8								
SD¹ and/or LEP² students								
Identified	2,403	10	1,910	13	1,365	12	—	—
Excluded	2,030	7	1,278	7	623	6	—	—
Assessed	373	4	632	6	742	7	—	—
SD¹ students only								
Identified	1,584	8	1,444	11	975	10	—	—
Excluded	1,323	5	979	6	524	5	—	—
Assessed	261	3	465	5	451	5	—	—
LEP² students only								
Identified	868	3	501	3	449	3	—	—
Excluded	750	2	323	1	134	1	—	—
Assessed	118	1	178	1	315	2	—	—

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

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: Detail may not sum to totals because of rounding. Within each grade level, the combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP. Such students would be counted separately in the bottom portions but counted only once in the top portion.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2000 Reading Assessments.

Table A.11 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were not permitted, grade 4 public schools: By state, 1992–1998

Grade 4	SD ¹ and/or LEP ² students								
	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	11	6	4	14	6	8	17	10	7
Alabama	10	6	4	11	5	5	13	8	5
Arizona	16	7	9	21	7	14	22	10	12
Arkansas	11	5	6	12	6	6	11	5	6
California	28	14	13	31	12	18	31	15	15
Colorado	11	6	4	15	7	8	15	7	8
Connecticut	15	7	8	17	8	8	18	13	6
Delaware	12	6	6	15	6	9	16	7	9
Florida	17	9	8	22	10	11	18	9	9
Georgia	9	5	4	11	5	5	11	7	4
Hawaii	13	6	8	12	5	7	15	5	10
Idaho	9	4	5	12	5	7	—	—	—
Illinois	—	—	—	—	—	—	14	10	5
Indiana	8	4	3	11	5	6	—	—	—
Iowa	9	4	6	11	5	6	15	8	7
Kansas	—	—	—	—	—	—	12	6	7
Kentucky	8	4	4	8	4	4	13	9	4
Louisiana	8	4	4	11	6	5	15	12	3
Maine	12	5	6	17	10	7	15	8	7
Maryland	14	7	7	15	7	8	13	10	3
Massachusetts	17	7	10	18	8	10	19	8	11
Michigan	7	5	2	10	6	4	10	7	3
Minnesota	10	4	6	12	4	8	15	4	11
Mississippi	7	5	2	9	6	4	7	4	3
Missouri	11	5	6	12	5	7	14	7	7
Montana	—	—	—	11	4	8	10	4	6
Nebraska	13	4	9	16	4	12	—	—	—
Nevada	—	—	—	—	—	—	20	12	7
New Hampshire	12	4	7	15	6	9	14	5	9
New Jersey	10	6	5	12	6	6	—	—	—
New Mexico	13	8	6	18	8	10	28	11	16
New York	13	6	7	15	8	7	14	9	5
North Carolina	12	4	7	14	5	9	15	10	5
North Dakota	10	2	8	10	2	8	—	—	—
Ohio	10	6	4	—	—	—	—	—	—
Oklahoma	13	8	4	—	—	—	15	9	6
Oregon	—	—	—	—	—	—	20	7	12
Pennsylvania	9	4	5	11	6	5	—	—	—
Rhode Island	16	7	9	15	5	10	20	7	12
South Carolina	11	6	5	13	7	6	16	11	5
Tennessee	11	5	7	13	6	6	13	4	9
Texas	17	8	9	24	11	13	26	14	13
Utah	10	4	6	12	5	7	14	5	9
Virginia	12	6	6	13	7	6	15	8	7
Washington	—	—	—	15	5	9	15	5	10
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	11	7	4	13	7	6	16	10	6
Wyoming	11	4	7	11	4	7	14	4	9
Other jurisdictions									
District of Columbia	12	10	3	12	9	3	16	11	6
DDESS ³	—	—	—	—	—	—	8	5	4
DoDDS ⁴	—	—	—	9	5	5	7	4	3

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

¹ Students with disabilities.

² Limited-English-proficient students.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1992, 1994, and 1998 Reading Assessments.

Table A.12 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were not permitted, grade 8 public schools: By state, 1998

Grade 8	SD ¹ and/or LEP ² students		
	1998		
	Identified	Excluded	Assessed
Nation (public)	14	6	7
Alabama	12	6	6
Arizona	17	7	11
Arkansas	12	7	5
California	23	8	15
Colorado	14	5	9
Connecticut	15	8	7
Delaware	14	6	8
Florida	17	5	12
Georgia	12	5	7
Hawaii	15	6	9
Illinois	12	6	6
Kansas	12	5	7
Kentucky	10	5	5
Louisiana	14	10	4
Maine	14	7	7
Maryland	12	7	5
Massachusetts	17	7	10
Minnesota	13	4	9
Mississippi	11	7	3
Missouri	13	6	6
Montana	11	3	8
Nevada	15	8	8
New Mexico	22	7	15
New York	16	10	6
North Carolina	14	9	5
Oklahoma	13	9	5
Oregon	14	4	11
Rhode Island	16	5	12
South Carolina	12	6	5
Tennessee	14	4	9
Texas	19	7	12
Utah	11	5	7
Virginia	13	7	6
Washington	13	4	8
West Virginia	14	8	6
Wisconsin	14	8	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	14	9	5
DDESS ³	10	5	5
DoDDS ⁴	8	4	4

¹ Students with disabilities.

² Limited-English-proficient students.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998 Reading Assessment.

Table A.13 Students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grades 4 and 8 public and nonpublic schools: 1998–2003

	1998		2000		2002		2003	
	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled	Number of students	Weighted percentage of students sampled
Grade 4								
SD¹ and/or LEP² students								
Identified	973	16	906	18	28,073	19	40,338	20
Excluded	393	6	316	6	10,307	6	12,523	6
Assessed	580	10	590	12	17,766	13	27,815	14
Without accommodations	413	7	476	10	11,913	9	16,574	9
With accommodations	167	3	114	2	5,853	4	11,241	5
SD¹ students								
Identified	558	10	510	11	19,936	12	27,658	13
Excluded	246	4	193	4	8,042	5	9,549	4
Assessed	312	6	317	7	11,894	7	18,109	8
Without accommodations	179	3	209	5	6,631	4	8,296	4
With accommodations	133	3	108	2	5,263	3	9,813	4
LEP² students								
Identified	446	6	446	8	10,334	8	16,328	10
Excluded	167	2	159	3	3,410	2	4,494	2
Assessed	279	4	287	5	6,924	6	11,834	7
Without accommodations	238	3	273	5	6,020	6	9,497	6
With accommodations	41	1	14	#	904	1	2,337	1
Grade 8								
SD¹ and/or LEP² students								
Identified	1,252	12	–	–	20,137	17	28,040	17
Excluded	368	4	–	–	7,135	5	8,672	5
Assessed	884	9	–	–	13,002	11	19,368	12
Without accommodations	678	6	–	–	8,598	8	10,915	7
With accommodations	206	2	–	–	4,404	4	8,453	5
SD¹ students								
Identified	865	10	–	–	16,159	12	22,360	13
Excluded	283	3	–	–	5,939	4	7,216	4
Assessed	582	7	–	–	10,220	8	15,144	9
Without accommodations	404	5	–	–	6,074	5	7,248	4
With accommodations	178	2	–	–	4,146	3	7,896	5
LEP² students								
Identified	447	3	–	–	5,516	6	8,053	6
Excluded	109	1	–	–	1,907	2	2,416	1
Assessed	338	2	–	–	3,609	4	5,637	4
Without accommodations	307	2	–	–	3,113	4	4,442	4
With accommodations	31	#	–	–	496	#	1,195	1

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

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: Detail may not sum to totals because of rounding. Within each grade level, the combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP. Such students would be counted separately in the bottom portions but counted only once in the top portion. The numbers of students are larger in 2002 and 2003 than in previous years because the 2002 and 2003 national samples were based on the combined sample of students in each participating state, plus an additional sample from nonparticipating states as well as a sample from nonpublic schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

Table A.14 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003

Grade 4	1998					
	SD ¹ and/or LEP ² students					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	All students assessed without accommodations
Nation (public)	18	7	11	7	3	90
Alabama	13	8	4	3	1	90
Alaska	—	—	—	—	—	—
Arizona	22	10	12	10	1	88
Arkansas	11	5	6	4	2	93
California	31	14	16	15	1	84
Colorado	15	6	9	6	3	91
Connecticut	18	10	8	5	3	87
Delaware	16	1	15	11	4	95
Florida	18	6	12	8	5	89
Georgia	11	5	6	3	3	93
Hawaii	15	5	10	9	1	94
Idaho	—	—	—	—	—	—
Illinois	14	6	8	6	2	92
Indiana	—	—	—	—	—	—
Iowa	15	5	10	7	3	92
Kansas	12	4	8	5	4	93
Kentucky	13	7	5	3	2	90
Louisiana	15	7	8	3	5	88
Maine	15	7	7	4	3	90
Maryland	13	6	8	4	4	90
Massachusetts	19	5	14	9	5	90
Michigan	10	6	4	3	1	93
Minnesota	15	3	12	9	3	94
Mississippi	7	4	3	2	#	95
Missouri	14	6	8	3	4	89
Montana	10	2	7	5	2	96
Nebraska	—	—	—	—	—	—
Nevada	20	11	9	8	1	88
New Hampshire	14	3	11	6	5	92
New Jersey	—	—	—	—	—	—
New Mexico	28	9	18	16	2	88
New York	14	7	7	2	4	88
North Carolina	15	7	9	3	6	88
North Dakota	—	—	—	—	—	—
Ohio	—	—	—	—	—	—
Oklahoma	15	9	6	5	1	90
Oregon	20	6	14	10	4	90
Pennsylvania	—	—	—	—	—	—
Rhode Island	20	7	13	9	4	89
South Carolina	16	8	9	6	3	90
South Dakota	—	—	—	—	—	—
Tennessee	13	4	9	8	2	95
Texas	26	13	14	11	3	85
Utah	14	6	8	6	2	92
Vermont	—	—	—	—	—	—
Virginia	15	6	9	4	5	89
Washington	15	5	10	7	3	92
West Virginia	12	8	4	2	1	90
Wisconsin	16	8	8	5	3	89
Wyoming	14	3	10	6	4	93
Other jurisdictions						
District of Columbia	16	9	8	5	3	89
DDESS ³	8	4	4	2	2	94
DoDDS ⁴	7	3	4	3	1	96

See notes at end of table. ►

Table A.14 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2002					
	SD ¹ and/or LEP ² students					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	All students assessed without accommodations
Nation (public)	21	7	14	10	4	89
Alabama	14	3	12	9	2	95
Alaska	—	—	—	—	—	—
Arizona	28	8	21	18	3	90
Arkansas	14	5	10	8	2	93
California	34	5	29	28	1	94
Colorado	—	—	—	—	—	—
Connecticut	16	5	11	5	6	89
Delaware	17	8	9	4	5	87
Florida	25	7	18	10	8	85
Georgia	13	4	9	6	3	93
Hawaii	18	6	12	7	5	89
Idaho	17	4	13	11	2	93
Illinois	20	7	14	8	6	87
Indiana	13	5	9	7	2	93
Iowa	16	8	8	3	5	87
Kansas	19	5	14	7	7	88
Kentucky	12	8	4	3	1	91
Louisiana	19	10	9	3	6	84
Maine	17	6	11	5	6	88
Maryland	14	7	7	5	2	92
Massachusetts	19	6	13	4	9	85
Michigan	14	7	6	5	1	92
Minnesota	19	5	13	10	4	91
Mississippi	7	4	3	2	1	95
Missouri	16	9	8	4	3	88
Montana	15	6	8	4	4	89
Nebraska	21	5	15	9	6	88
Nevada	27	10	17	14	3	87
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—
New Mexico	37	10	27	23	4	85
New York	18	8	9	3	6	86
North Carolina	19	12	7	3	4	84
North Dakota	18	5	13	9	3	91
Ohio	14	8	5	4	2	90
Oklahoma	21	5	15	10	5	89
Oregon	25	8	17	13	4	88
Pennsylvania	14	5	10	4	5	90
Rhode Island	25	6	19	8	11	84
South Carolina	16	5	12	9	3	92
South Dakota	—	—	—	—	—	—
Tennessee	14	3	10	9	1	95
Texas	27	11	16	14	2	87
Utah	19	6	13	9	4	91
Vermont	15	5	10	4	6	89
Virginia	18	10	8	5	3	87
Washington	15	5	11	7	4	92
West Virginia	16	10	5	3	2	87
Wisconsin	19	8	10	5	5	87
Wyoming	17	3	15	7	7	90
Other jurisdictions						
District of Columbia	19	8	11	5	5	86
DDESS ³	14	4	10	6	4	92
DoDDS ⁴	16	3	13	9	4	93

See notes at end of table. ►

Table A.14 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2003					
	SD ¹ and/or LEP ² students					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	All students assessed without accommodations
Nation (public)	22	6	16	10	5	88
Alabama	12	2	10	7	3	95
Alaska	29	3	27	20	7	90
Arizona	28	7	21	18	2	90
Arkansas	16	6	10	7	3	91
California	38	5	32	30	2	92
Colorado	18	3	15	7	8	88
Connecticut	15	5	10	4	6	89
Delaware	18	11	7	4	3	86
Florida	25	5	20	9	11	84
Georgia	16	4	12	6	5	91
Hawaii	17	4	13	6	7	89
Idaho	18	4	14	12	3	94
Illinois	22	8	14	7	7	85
Indiana	15	4	11	6	5	91
Iowa	17	7	11	4	6	87
Kansas	15	3	12	4	9	88
Kentucky	15	9	6	5	1	90
Louisiana	21	6	15	3	12	82
Maine	19	7	12	5	7	86
Maryland	16	7	9	6	3	90
Massachusetts	22	4	17	4	13	82
Michigan	15	7	8	5	3	90
Minnesota	19	3	16	10	6	91
Mississippi	10	6	4	3	1	93
Missouri	18	8	10	5	5	87
Montana	16	5	12	6	6	89
Nebraska	20	5	15	9	6	89
Nevada	26	8	17	13	5	87
New Hampshire	19	4	15	5	10	86
New Jersey	17	5	12	2	10	85
New Mexico	41	8	33	23	10	82
New York	19	8	11	3	8	84
North Carolina	20	7	13	5	8	84
North Dakota	17	4	13	9	4	92
Ohio	13	6	7	2	5	89
Oklahoma	22	6	16	11	5	90
Oregon	26	9	17	12	5	86
Pennsylvania	15	4	12	3	9	88
Rhode Island	26	5	21	8	13	82
South Carolina	18	8	10	8	2	90
South Dakota	18	4	14	8	5	91
Tennessee	15	4	11	8	2	94
Texas	26	11	15	14	1	88
Utah	22	5	17	11	6	89
Vermont	18	6	12	4	7	86
Virginia	19	10	9	5	4	86
Washington	20	5	15	10	5	90
West Virginia	15	9	6	4	2	88
Wisconsin	19	6	13	4	9	85
Wyoming	18	2	16	7	10	88
Other jurisdictions						
District of Columbia	18	6	12	3	9	86
DDESS ³	15	4	11	5	7	89
DoDDS ⁴	15	2	13	8	5	93

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

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.15 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003

Grade 4	1998 SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	5	7	4	3
Alabama	13	8	4	3	1
Alaska	—	—	—	—	—
Arizona	10	5	5	4	1
Arkansas	10	4	6	4	2
California	6	3	2	2	1
Colorado	10	3	8	4	3
Connecticut	14	7	7	4	3
Delaware	14	1	12	9	4
Florida	14	5	9	5	4
Georgia	9	4	6	3	3
Hawaii	10	4	7	5	1
Idaho	—	—	—	—	—
Illinois	10	3	6	4	2
Indiana	—	—	—	—	—
Iowa	14	5	9	6	3
Kansas	9	3	6	3	3
Kentucky	12	7	5	3	2
Louisiana	14	7	7	2	5
Maine	15	7	7	4	3
Maryland	11	5	6	2	4
Massachusetts	16	4	12	7	5
Michigan	9	5	3	2	1
Minnesota	12	3	9	6	3
Mississippi	7	4	3	2	#
Missouri	14	6	7	3	4
Montana	10	2	7	5	2
Nebraska	—	—	—	—	—
Nevada	10	6	4	4	1
New Hampshire	13	3	10	5	5
New Jersey	—	—	—	—	—
New Mexico	14	7	7	5	2
New York	9	4	5	1	4
North Carolina	14	6	8	2	6
North Dakota	—	—	—	—	—
Ohio	—	—	—	—	—
Oklahoma	13	9	5	3	1
Oregon	14	4	10	6	4
Pennsylvania	—	—	—	—	—
Rhode Island	14	5	10	6	3
South Carolina	15	7	8	5	3
South Dakota	—	—	—	—	—
Tennessee	12	3	9	7	2
Texas	14	7	8	5	2
Utah	10	4	6	4	1
Vermont	—	—	—	—	—
Virginia	14	6	8	4	4
Washington	11	4	8	5	3
West Virginia	12	8	4	2	1
Wisconsin	13	7	6	4	2
Wyoming	13	3	10	6	4
Other jurisdictions					
District of Columbia	10	6	4	2	2
DDESS ²	7	3	4	2	2
DoDDS ³	6	2	4	3	1

See notes at end of table. ►

Table A.15 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2002 SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	5	8	4	4
Alabama	13	2	11	8	2
Alaska	—	—	—	—	—
Arizona	11	5	7	5	2
Arkansas	12	4	7	5	2
California	7	3	4	3	1
Colorado	—	—	—	—	—
Connecticut	13	4	9	4	6
Delaware	15	7	8	3	5
Florida	17	5	13	6	7
Georgia	10	3	7	4	3
Hawaii	12	4	8	3	4
Idaho	13	4	9	7	2
Illinois	13	4	9	4	5
Indiana	12	4	8	6	2
Iowa	15	7	8	3	5
Kansas	14	4	10	4	5
Kentucky	11	8	4	2	1
Louisiana	19	10	8	3	5
Maine	16	6	10	5	6
Maryland	12	6	6	4	2
Massachusetts	16	4	12	3	9
Michigan	11	7	4	3	1
Minnesota	13	4	10	6	3
Mississippi	7	4	3	2	1
Missouri	15	8	7	4	3
Montana	13	5	8	4	4
Nebraska	18	4	13	7	6
Nevada	12	5	7	5	2
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—
New Mexico	15	7	9	6	3
New York	14	6	8	2	5
North Carolina	17	10	6	3	4
North Dakota	16	5	11	8	3
Ohio	13	8	5	3	2
Oklahoma	17	5	13	8	5
Oregon	16	5	10	7	3
Pennsylvania	13	4	9	4	5
Rhode Island	19	3	15	6	10
South Carolina	16	4	11	8	3
South Dakota	—	—	—	—	—
Tennessee	11	3	8	6	1
Texas	14	8	6	5	2
Utah	12	4	7	5	3
Vermont	13	5	9	3	6
Virginia	14	8	6	3	3
Washington	13	4	9	6	4
West Virginia	15	10	5	3	2
Wisconsin	13	6	8	3	4
Wyoming	14	2	12	5	7
Other jurisdictions					
District of Columbia	14	7	7	3	4
DDESS ²	10	3	7	3	4
DoDDS ³	9	2	7	4	3

See notes at end of table. ►

Table A.15 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2003				
	SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	5	9	4	5
Alabama	12	2	10	7	3
Alaska	16	2	14	7	7
Arizona	11	5	6	4	2
Arkansas	13	5	8	5	3
California	10	3	8	6	2
Colorado	11	2	9	3	6
Connecticut	12	4	9	3	6
Delaware	17	10	6	3	3
Florida	16	3	13	4	9
Georgia	13	3	10	5	5
Hawaii	11	3	9	3	5
Idaho	12	3	10	7	3
Illinois	16	5	10	4	7
Indiana	13	4	10	5	4
Iowa	15	7	8	2	5
Kansas	13	2	11	3	8
Kentucky	14	8	6	4	1
Louisiana	20	6	14	3	12
Maine	18	7	11	4	7
Maryland	13	6	7	4	3
Massachusetts	17	3	15	2	12
Michigan	11	6	5	2	3
Minnesota	13	3	11	6	5
Mississippi	10	6	4	3	1
Missouri	16	7	9	4	5
Montana	14	5	9	4	5
Nebraska	17	4	13	7	6
Nevada	13	5	8	5	4
New Hampshire	17	3	14	4	10
New Jersey	13	3	10	1	8
New Mexico	18	4	14	7	7
New York	14	5	9	1	7
North Carolina	17	6	10	3	7
North Dakota	15	4	11	7	4
Ohio	12	6	7	2	5
Oklahoma	17	5	11	7	5
Oregon	17	7	10	6	4
Pennsylvania	14	3	11	2	8
Rhode Island	19	3	16	5	11
South Carolina	16	7	9	7	2
South Dakota	14	4	10	6	4
Tennessee	14	4	10	8	2
Texas	14	7	7	6	1
Utah	13	3	10	5	5
Vermont	17	6	11	3	7
Virginia	14	8	6	3	3
Washington	14	4	9	5	4
West Virginia	15	9	6	3	2
Wisconsin	14	4	9	2	7
Wyoming	15	2	13	4	10
Other jurisdictions					
District of Columbia	13	5	8	2	6
DDESS ²	12	4	8	2	6
DoDDS ³	8	1	7	3	4

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

The estimate rounds to zero.

¹ Students with disabilities.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.16 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003

Grade 4	1998				
	LEP ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	3	4	4	1
Alabama	#	#	#	#	#
Alaska	—	—	—	—	—
Arizona	14	6	7	6	1
Arkansas	1	1	1	1	#
California	26	12	14	13	1
Colorado	5	3	2	2	#
Connecticut	5	4	1	1	#
Delaware	3	#	2	2	#
Florida	5	1	3	3	#
Georgia	2	1	#	#	#
Hawaii	6	2	4	4	#
Idaho	—	—	—	—	—
Illinois	5	3	2	2	#
Indiana	—	—	—	—	—
Iowa	1	1	1	1	#
Kansas	3	1	2	2	#
Kentucky	1	#	#	#	#
Louisiana	1	1	1	1	#
Maine	#	#	#	#	#
Maryland	2	1	2	1	#
Massachusetts	4	2	2	2	1
Michigan	2	1	1	1	#
Minnesota	4	1	3	3	1
Mississippi	#	#	#	#	#
Missouri	1	#	#	#	#
Montana	#	#	#	#	#
Nebraska	—	—	—	—	—
Nevada	10	6	4	4	#
New Hampshire	1	#	1	1	#
New Jersey	—	—	—	—	—
New Mexico	16	4	12	11	1
New York	5	4	1	1	#
North Carolina	2	1	1	1	#
North Dakota	—	—	—	—	—
Ohio	—	—	—	—	—
Oklahoma	2	#	1	1	#
Oregon	7	2	5	4	1
Pennsylvania	—	—	—	—	—
Rhode Island	6	3	4	3	1
South Carolina	1	#	1	1	#
South Dakota	—	—	—	—	—
Tennessee	1	1	#	#	#
Texas	13	7	6	6	#
Utah	5	2	3	2	#
Vermont	—	—	—	—	—
Virginia	2	1	1	1	1
Washington	4	2	3	2	#
West Virginia	#	#	#	#	#
Wisconsin	3	1	2	1	#
Wyoming	1	1	#	#	#
Other jurisdictions					
District of Columbia	7	3	4	2	1
DDESS ²	1	1	#	#	#
DoDDS ³	2	1	1	1	#

See notes at end of table. ►

Table A.16 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2002				
	LEP ¹ students				
Nation (public)	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Alabama	9	2	7	6	1
Alaska	1	#	1	1	#
Arizona	—	—	—	—	—
Arkansas	21	5	16	15	1
California	3	1	3	3	#
Colorado	29	3	26	26	#
Connecticut	—	—	—	—	—
Delaware	4	2	2	2	#
Florida	3	2	1	1	#
Georgia	10	3	7	5	2
Hawaii	4	1	2	2	#
Idaho	8	2	6	4	1
Illinois	7	1	6	5	#
Indiana	9	4	5	4	1
Iowa	2	1	1	1	#
Kansas	2	1	1	1	#
Kentucky	7	2	6	4	2
Louisiana	1	#	#	#	#
Maine	1	1	1	#	#
Maryland	1	#	#	#	#
Massachusetts	3	2	1	1	#
Michigan	4	2	2	1	1
Minnesota	3	1	2	2	#
Mississippi	7	2	5	4	1
Missouri	#	#	#	#	#
Montana	2	1	1	1	#
Nebraska	2	1	1	1	#
Nevada	4	2	3	2	#
New Hampshire	18	7	11	10	1
New Jersey	—	—	—	—	—
New Mexico	—	—	—	—	—
New York	27	6	21	19	2
North Carolina	6	3	3	1	1
North Dakota	5	3	1	1	1
Ohio	2	1	2	1	#
Oklahoma	1	1	1	1	#
Oregon	5	1	4	3	1
Pennsylvania	12	4	8	6	2
Rhode Island	2	1	1	1	#
South Carolina	9	3	5	4	2
South Dakota	2	1	1	1	#
Tennessee	—	—	—	—	—
Texas	3	1	3	3	#
Utah	16	5	11	10	1
Vermont	9	3	7	5	1
Virginia	2	#	1	1	#
Washington	6	3	3	2	1
West Virginia	3	1	2	2	#
Wisconsin	#	#	#	#	#
Wyoming	6	3	3	2	1
Other jurisdictions	5	1	4	3	1
District of Columbia	7	3	4	3	2
DDESS ²	6	2	4	3	1
DoDDS ³	8	1	7	6	1

See notes at end of table. ►

Table A.16 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, 1998–2003—Continued

Grade 4	2003				
	LEP ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	10	2	8	7	1
Alabama	1	#	1	1	#
Alaska	17	1	16	15	2
Arizona	21	4	16	15	1
Arkansas	4	1	3	3	#
California	32	4	28	27	1
Colorado	9	2	7	4	3
Connecticut	3	1	2	1	1
Delaware	3	1	2	1	#
Florida	12	3	9	6	3
Georgia	4	1	3	2	1
Hawaii	7	2	5	3	2
Idaho	7	1	6	5	#
Illinois	9	4	5	4	1
Indiana	2	#	2	1	1
Iowa	4	1	3	2	1
Kansas	3	1	2	1	1
Kentucky	1	1	#	#	#
Louisiana	2	1	1	#	1
Maine	1	1	1	1	#
Maryland	4	2	2	2	#
Massachusetts	6	2	4	2	1
Michigan	5	2	3	3	#
Minnesota	7	1	6	5	1
Mississippi	1	1	#	#	#
Missouri	2	1	1	1	#
Montana	4	1	4	2	1
Nebraska	4	2	3	2	1
Nevada	16	5	11	9	2
New Hampshire	3	1	2	1	1
New Jersey	4	2	2	1	1
New Mexico	30	5	24	19	6
New York	7	3	3	1	2
North Carolina	6	2	4	2	2
North Dakota	4	1	3	3	#
Ohio	2	1	1	1	#
Oklahoma	6	1	5	5	#
Oregon	13	4	9	7	2
Pennsylvania	3	1	2	1	1
Rhode Island	9	2	7	4	3
South Carolina	2	1	1	1	#
South Dakota	5	1	4	2	2
Tennessee	2	1	1	1	#
Texas	15	5	10	10	#
Utah	12	3	9	7	2
Vermont	2	1	1	1	#
Virginia	7	3	4	3	1
Washington	8	2	6	5	1
West Virginia	1	#	1	#	#
Wisconsin	6	2	4	2	2
Wyoming	5	#	4	3	1
Other jurisdictions					
District of Columbia	7	1	6	2	4
DDESS ²	5	1	4	3	1
DoDDS ³	8	1	6	5	2

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

The estimate rounds to zero.

¹ Limited-English-proficient students.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.17 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003

Grade 8	1998					
	SD ¹ and/or LEP ² students					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	All students assessed without accommodations
Nation (public)	14	4	10	7	3	93
Alabama	12	6	6	5	#	93
Alaska	–	–	–	–	–	–
Arizona	17	5	12	10	1	93
Arkansas	12	5	6	5	1	94
California	23	4	19	17	2	94
Colorado	14	4	10	7	3	93
Connecticut	15	6	9	7	3	91
Delaware	14	2	13	10	2	96
Florida	17	5	12	9	3	92
Georgia	12	4	8	5	3	93
Hawaii	15	5	10	7	3	92
Idaho	–	–	–	–	–	–
Illinois	12	4	8	6	3	93
Indiana	–	–	–	–	–	–
Iowa	–	–	–	–	–	–
Kansas	12	4	8	6	2	95
Kentucky	10	3	6	4	3	94
Louisiana	14	5	9	4	5	90
Maine	14	5	9	6	3	92
Maryland	12	3	9	3	5	92
Massachusetts	17	4	12	8	5	91
Michigan	–	–	–	–	–	–
Minnesota	13	1	12	9	3	96
Mississippi	11	6	5	4	1	94
Missouri	13	4	9	6	3	93
Montana	11	4	8	6	1	95
Nebraska	–	–	–	–	–	–
Nevada	15	6	9	8	2	92
New Hampshire	–	–	–	–	–	–
New Jersey	–	–	–	–	–	–
New Mexico	22	8	14	10	4	88
New York	16	8	8	3	5	88
North Carolina	14	6	8	3	5	89
North Dakota	–	–	–	–	–	–
Ohio	–	–	–	–	–	–
Oklahoma	13	9	4	4	1	90
Oregon	14	4	10	6	4	92
Pennsylvania	–	–	–	–	–	–
Rhode Island	16	6	10	9	1	92
South Carolina	12	5	7	5	1	93
South Dakota	–	–	–	–	–	–
Tennessee	14	6	8	7	1	93
Texas	19	5	13	11	3	92
Utah	11	4	7	6	2	95
Vermont	–	–	–	–	–	–
Virginia	13	5	8	4	3	91
Washington	13	4	9	6	3	94
West Virginia	14	7	7	4	2	90
Wisconsin	14	5	9	5	4	91
Wyoming	10	2	8	7	1	96
Other jurisdictions						
District of Columbia	14	5	9	6	3	92
DDESS ³	10	2	9	5	4	95
DoDDS ⁴	8	1	7	5	2	97

See notes at end of table. ►

Table A.17 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2002					
	SD ¹ and/or LEP ² students					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	All students assessed without accommodations
Nation (public)	18	6	12	8	4	90
Alabama	14	2	12	11	1	97
Alaska	—	—	—	—	—	—
Arizona	21	5	16	14	2	93
Arkansas	15	5	10	9	2	93
California	26	4	23	21	2	94
Colorado	—	—	—	—	—	—
Connecticut	17	4	12	6	6	90
Delaware	15	6	9	2	6	88
Florida	21	6	15	8	8	86
Georgia	13	4	8	5	3	93
Hawaii	20	5	15	10	5	90
Idaho	14	4	10	8	2	94
Illinois	16	4	13	7	6	90
Indiana	14	4	11	7	3	93
Iowa	—	—	—	—	—	—
Kansas	16	5	11	6	5	90
Kentucky	12	7	5	4	1	92
Louisiana	16	10	6	3	3	87
Maine	17	4	13	8	6	90
Maryland	15	4	10	8	2	93
Massachusetts	20	6	14	6	8	86
Michigan	13	7	6	4	2	91
Minnesota	15	3	12	9	3	94
Mississippi	10	5	5	3	1	93
Missouri	15	8	8	4	4	88
Montana	13	4	9	7	2	94
Nebraska	17	7	10	7	2	91
Nevada	20	6	14	12	2	92
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—
New Mexico	31	8	23	17	5	86
New York	20	9	11	4	7	83
North Carolina	18	9	9	3	6	85
North Dakota	15	4	11	8	2	93
Ohio	12	7	5	4	1	91
Oklahoma	17	4	13	10	4	92
Oregon	18	5	13	10	3	92
Pennsylvania	15	3	12	4	8	89
Rhode Island	20	5	15	8	7	88
South Carolina	14	5	9	6	3	92
South Dakota	—	—	—	—	—	—
Tennessee	13	3	9	9	1	96
Texas	20	8	12	11	1	91
Utah	15	4	11	9	2	94
Vermont	18	5	13	8	6	89
Virginia	17	8	9	5	4	88
Washington	14	4	10	6	5	92
West Virginia	16	10	7	4	2	88
Wisconsin	16	7	9	4	5	88
Wyoming	14	3	11	6	6	91
Other jurisdictions						
District of Columbia	21	7	13	5	8	84
DDESS ³	13	3	10	5	5	92
DoDDS ⁴	10	2	8	6	3	96

See notes at end of table. ►

Table A.17 Percentage of students with disabilities and/or limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2003					
	Identified	Excluded	Assessed	SD ¹ and/or LEP ² students		All students assessed without accommodations
Assessed without accommodations				Assessed with accommodations		
Nation (public)	19	5	13	8	5	90
Alabama	14	3	11	9	2	95
Alaska	25	2	23	15	7	91
Arizona	25	6	19	15	3	90
Arkansas	16	5	11	7	4	91
California	29	4	25	22	3	94
Colorado	15	3	11	6	6	91
Connecticut	16	4	12	5	7	90
Delaware	17	9	8	3	5	86
Florida	23	6	17	6	12	83
Georgia	12	3	9	5	5	93
Hawaii	21	5	16	9	7	88
Idaho	17	4	13	12	1	95
Illinois	17	5	11	5	7	88
Indiana	16	4	12	7	5	91
Iowa	17	5	12	5	7	89
Kansas	16	4	12	3	9	87
Kentucky	14	7	7	5	1	91
Louisiana	15	6	9	3	6	88
Maine	17	5	12	6	6	89
Maryland	15	3	12	7	5	92
Massachusetts	18	4	14	5	9	86
Michigan	13	6	7	4	3	91
Minnesota	17	3	14	8	5	91
Mississippi	9	5	4	3	1	94
Missouri	17	8	8	3	5	87
Montana	16	5	11	6	5	90
Nebraska	18	5	13	8	4	90
Nevada	18	4	14	9	5	91
New Hampshire	19	3	16	6	9	87
New Jersey	18	3	15	3	12	85
New Mexico	31	8	23	14	9	83
New York	19	7	12	3	9	84
North Carolina	18	7	11	3	8	85
North Dakota	16	4	11	8	4	92
Ohio	13	6	7	3	4	90
Oklahoma	18	4	14	9	5	91
Oregon	20	6	14	11	4	91
Pennsylvania	16	2	14	4	10	88
Rhode Island	24	4	19	8	12	84
South Carolina	15	8	7	4	3	89
South Dakota	13	3	9	6	4	93
Tennessee	15	3	12	11	1	96
Texas	20	8	12	11	1	91
Utah	16	3	12	8	4	93
Vermont	18	4	13	7	6	89
Virginia	17	9	8	4	4	87
Washington	16	4	13	9	4	93
West Virginia	18	9	9	4	4	87
Wisconsin	16	5	11	3	8	86
Wyoming	16	2	13	6	8	90
Other jurisdictions						
District of Columbia	20	8	12	4	8	84
DDESS ³	17	3	14	5	9	88
DoDDS ⁴	9	1	8	3	5	94

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

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.18 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003

Grade 8	1998				
	SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	3	7	5	2
Alabama	12	6	6	5	#
Alaska	—	—	—	—	—
Arizona	9	3	6	4	1
Arkansas	10	4	6	5	1
California	8	2	6	5	1
Colorado	10	3	7	5	2
Connecticut	13	5	9	6	3
Delaware	14	2	12	10	2
Florida	13	4	9	6	2
Georgia	10	4	6	4	2
Hawaii	11	4	7	6	2
Idaho	—	—	—	—	—
Illinois	9	3	7	4	3
Indiana	—	—	—	—	—
Iowa	—	—	—	—	—
Kansas	9	3	7	5	2
Kentucky	9	3	6	4	3
Louisiana	13	5	9	4	5
Maine	13	5	8	6	3
Maryland	10	3	8	3	5
Massachusetts	15	3	11	7	5
Michigan	—	—	—	—	—
Minnesota	10	1	9	7	2
Mississippi	10	5	5	4	1
Missouri	12	3	9	6	3
Montana	11	4	7	6	1
Nebraska	—	—	—	—	—
Nevada	10	4	6	5	1
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—
New Mexico	15	5	10	6	3
New York	10	4	6	2	5
North Carolina	13	5	8	3	5
North Dakota	—	—	—	—	—
Ohio	—	—	—	—	—
Oklahoma	11	8	3	2	1
Oregon	12	3	9	5	4
Pennsylvania	—	—	—	—	—
Rhode Island	13	5	9	7	1
South Carolina	11	5	6	5	1
South Dakota	—	—	—	—	—
Tennessee	13	5	8	7	1
Texas	13	4	9	6	2
Utah	10	3	6	5	1
Vermont	—	—	—	—	—
Virginia	12	5	7	4	3
Washington	10	3	7	4	3
West Virginia	14	7	6	4	2
Wisconsin	13	5	9	4	4
Wyoming	10	2	8	7	1
Other jurisdictions					
District of Columbia	13	4	8	6	3
DDESS ²	9	1	8	5	3
DoDDS ³	7	1	6	4	2

See notes at end of table. ►

Table A.18 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2002 SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	5	8	5	4
Alabama	14	2	12	11	1
Alaska	—	—	—	—	—
Arizona	11	4	7	6	2
Arkansas	13	4	9	7	2
California	10	2	7	6	2
Colorado	—	—	—	—	—
Connecticut	15	3	11	5	6
Delaware	14	6	8	2	6
Florida	16	4	12	6	6
Georgia	10	3	7	4	3
Hawaii	15	4	12	7	5
Idaho	11	3	8	6	2
Illinois	12	3	10	4	6
Indiana	14	4	10	7	3
Iowa	—	—	—	—	—
Kansas	13	4	9	5	4
Kentucky	12	6	5	4	1
Louisiana	16	10	6	3	3
Maine	16	4	12	7	6
Maryland	13	4	9	7	2
Massachusetts	17	4	13	5	8
Michigan	11	6	5	3	2
Minnesota	11	2	9	7	3
Mississippi	10	5	5	3	1
Missouri	15	7	7	3	4
Montana	11	4	8	6	2
Nebraska	14	5	9	7	2
Nevada	13	4	9	7	2
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—
New Mexico	18	7	12	7	5
New York	15	8	8	2	6
North Carolina	16	8	8	2	6
North Dakota	14	4	10	7	2
Ohio	12	7	5	4	1
Oklahoma	15	4	11	8	4
Oregon	13	4	9	7	2
Pennsylvania	14	2	11	4	8
Rhode Island	16	4	12	5	7
South Carolina	14	5	9	6	3
South Dakota	—	—	—	—	—
Tennessee	12	3	9	8	1
Texas	14	6	8	7	1
Utah	10	3	7	5	2
Vermont	17	4	13	7	6
Virginia	14	7	7	4	4
Washington	11	3	8	4	4
West Virginia	16	10	7	4	2
Wisconsin	14	5	8	3	5
Wyoming	13	3	10	4	6
Other jurisdictions					
District of Columbia	16	6	11	4	7
DDESS ²	8	2	7	3	4
DoDDS ³	7	1	6	3	2

See notes at end of table. ►

Table A.18 Percentage of students with disabilities identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2003				
	SD ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	4	10	5	5
Alabama	13	2	10	8	2
Alaska	15	2	13	6	7
Arizona	12	5	8	5	3
Arkansas	14	4	10	6	4
California	11	3	9	7	2
Colorado	10	2	8	3	5
Connecticut	14	3	11	5	6
Delaware	16	8	8	3	5
Florida	17	4	13	3	10
Georgia	10	2	8	4	4
Hawaii	16	3	12	6	6
Idaho	12	3	9	8	1
Illinois	14	4	10	4	7
Indiana	14	3	11	5	5
Iowa	15	4	11	4	6
Kansas	13	3	11	3	8
Kentucky	13	7	6	5	1
Louisiana	14	5	9	2	6
Maine	16	5	12	5	6
Maryland	13	3	11	6	4
Massachusetts	16	3	13	4	9
Michigan	12	6	6	3	3
Minnesota	13	3	10	6	4
Mississippi	8	5	3	2	1
Missouri	16	8	8	3	5
Montana	15	5	10	5	5
Nebraska	16	4	12	7	4
Nevada	12	2	10	5	5
New Hampshire	18	3	15	6	9
New Jersey	15	2	13	2	11
New Mexico	19	5	15	7	8
New York	15	5	10	2	8
North Carolina	16	6	10	2	7
North Dakota	15	4	10	7	4
Ohio	12	5	7	3	4
Oklahoma	15	4	11	7	4
Oregon	14	4	10	7	3
Pennsylvania	15	2	13	3	10
Rhode Island	19	3	16	5	11
South Carolina	15	8	7	4	3
South Dakota	11	3	7	4	3
Tennessee	13	2	11	10	1
Texas	15	7	8	8	1
Utah	11	2	8	5	4
Vermont	17	4	13	7	6
Virginia	14	8	7	3	3
Washington	13	3	10	7	3
West Virginia	18	9	9	4	4
Wisconsin	14	5	10	2	8
Wyoming	14	2	12	4	8
Other jurisdictions					
District of Columbia	16	6	10	3	7
DDESS ²	12	2	10	2	8
DoDDS ³	7	1	6	1	5

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

The estimate rounds to zero.

¹ Students with disabilities.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.19 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003

Grade 8	1998				
	LEP ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	3	1	2	2	#
Alabama	#	#	#	#	#
Alaska	—	—	—	—	—
Arizona	9	3	7	6	#
Arkansas	1	1	1	#	#
California	18	3	14	14	1
Colorado	5	1	3	3	1
Connecticut	2	1	1	1	#
Delaware	1	#	1	1	#
Florida	4	2	3	3	#
Georgia	2	#	1	1	#
Hawaii	4	1	3	2	1
Idaho	—	—	—	—	—
Illinois	3	1	2	2	#
Indiana	—	—	—	—	—
Iowa	—	—	—	—	—
Kansas	2	1	2	1	#
Kentucky	1	#	#	#	#
Louisiana	#	#	#	#	#
Maine	1	#	#	#	#
Maryland	1	#	1	1	#
Massachusetts	3	2	1	1	#
Michigan	—	—	—	—	—
Minnesota	3	#	3	2	1
Mississippi	1	#	#	#	#
Missouri	#	#	#	#	#
Montana	1	#	#	#	#
Nebraska	—	—	—	—	—
Nevada	6	2	4	3	#
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—
New Mexico	9	4	5	4	1
New York	6	4	2	1	#
North Carolina	1	1	#	#	#
North Dakota	—	—	—	—	—
Ohio	—	—	—	—	—
Oklahoma	3	2	1	1	#
Oregon	3	1	2	1	1
Pennsylvania	—	—	—	—	—
Rhode Island	4	2	1	1	#
South Carolina	#	#	#	#	#
South Dakota	—	—	—	—	—
Tennessee	1	1	#	#	#
Texas	7	2	5	5	#
Utah	2	1	2	1	#
Vermont	—	—	—	—	—
Virginia	1	1	#	#	#
Washington	3	1	2	2	#
West Virginia	#	#	#	#	#
Wisconsin	1	1	#	#	#
Wyoming	#	#	#	#	#
Other jurisdictions					
District of Columbia	1	1	1	#	#
DDESS ²	1	#	#	#	#
DoDDS ³	1	1	1	1	#

See notes at end of table. ►

Table A.19 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2002 LEP ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	2	4	4	1
Alabama	1	#	#	#	#
Alaska	—	—	—	—	—
Arizona	13	3	10	10	#
Arkansas	2	1	1	1	#
California	20	2	18	17	1
Colorado	—	—	—	—	—
Connecticut	3	2	1	1	#
Delaware	2	1	1	#	#
Florida	7	2	4	2	2
Georgia	3	1	2	1	#
Hawaii	7	2	5	4	1
Idaho	4	1	3	3	#
Illinois	5	1	4	3	#
Indiana	1	#	1	1	#
Iowa	—	—	—	—	—
Kansas	4	2	2	1	1
Kentucky	1	1	#	#	#
Louisiana	1	#	#	#	#
Maine	2	#	1	1	#
Maryland	3	1	2	1	#
Massachusetts	5	3	2	1	1
Michigan	2	1	1	1	#
Minnesota	5	1	3	3	#
Mississippi	#	#	#	#	#
Missouri	1	1	1	1	#
Montana	3	1	2	2	#
Nebraska	4	3	1	1	#
Nevada	9	3	6	6	#
New Hampshire	—	—	—	—	—
New Jersey	—	—	—	—	—
New Mexico	20	5	15	13	2
New York	6	3	4	2	2
North Carolina	3	2	1	1	#
North Dakota	2	#	2	2	#
Ohio	1	1	#	#	#
Oklahoma	4	1	3	3	#
Oregon	7	2	5	4	1
Pennsylvania	1	1	1	1	#
Rhode Island	5	2	3	3	1
South Carolina	1	#	#	#	#
South Dakota	—	—	—	—	—
Tennessee	1	#	1	1	#
Texas	9	3	6	6	#
Utah	7	2	5	5	1
Vermont	1	#	1	1	#
Virginia	3	2	2	1	#
Washington	5	1	3	2	2
West Virginia	1	#	#	#	#
Wisconsin	3	2	1	1	#
Wyoming	2	#	2	2	#
Other jurisdictions					
District of Columbia	5	2	3	1	2
DDESS ²	5	2	4	2	1
DoDDS ³	4	1	3	3	#

See notes at end of table. ►

Table A.19 Percentage of limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	2003				
	LEP ¹ students				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	2	5	4	1
Alabama	1	1	1	1	#
Alaska	13	#	12	11	1
Arizona	17	4	13	12	1
Arkansas	2	1	1	1	#
California	21	2	19	18	1
Colorado	5	2	3	3	1
Connecticut	3	1	2	1	1
Delaware	3	1	1	1	1
Florida	8	2	5	3	2
Georgia	3	1	2	1	#
Hawaii	7	2	5	4	2
Idaho	6	1	5	4	#
Illinois	4	2	2	1	1
Indiana	2	1	2	2	#
Iowa	2	1	2	1	1
Kansas	3	1	2	1	1
Kentucky	1	#	1	1	#
Louisiana	1	#	1	#	#
Maine	1	#	1	#	#
Maryland	3	1	2	2	#
Massachusetts	4	2	2	1	1
Michigan	2	1	1	1	#
Minnesota	5	1	4	3	1
Mississippi	1	#	1	1	#
Missouri	1	1	#	#	#
Montana	2	#	2	1	#
Nebraska	3	2	1	1	#
Nevada	7	2	5	4	1
New Hampshire	2	#	1	1	1
New Jersey	2	1	2	#	1
New Mexico	19	5	14	10	4
New York	5	2	3	1	2
North Carolina	4	2	2	1	1
North Dakota	2	#	1	1	#
Ohio	1	#	1	#	#
Oklahoma	5	1	4	3	1
Oregon	7	3	5	4	1
Pennsylvania	2	#	2	1	1
Rhode Island	6	2	4	2	1
South Carolina	1	#	#	#	#
South Dakota	3	#	2	2	1
Tennessee	2	#	2	2	#
Texas	8	3	5	5	#
Utah	7	1	6	4	2
Vermont	1	#	1	1	#
Virginia	3	2	2	1	1
Washington	5	1	3	3	#
West Virginia	1	#	#	#	#
Wisconsin	3	1	2	1	1
Wyoming	3	#	3	2	#
Other jurisdictions					
District of Columbia	5	2	3	2	1
DDESS ²	6	2	5	3	2
DoDDS ³	4	1	3	2	1

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

The estimate rounds to zero.

¹ Limited-English-proficient students.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table A.20 Percentage of students with disabilities and limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By urban district, 2002 and 2003

Grade 4		Identified		Excluded		Assessed		Assessed with accommodations		Assessed without accommodations	
		2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
SD¹ and/or LEP² students											
	Nation (public)	21	22	7	6	14	16	4	5	10	10
	Large central city (public)	28	30	8	8	20	21	4	5	16	16
	Atlanta	8	9	2	2	6	7	1	3	5	5
	Boston	—	33	—	9	—	24	—	11	—	12
	Charlotte	—	21	—	5	—	16	—	11	—	6
	Chicago	30	31	9	9	21	22	5	6	16	16
	Cleveland	—	18	—	12	—	6	—	3	—	2
	District of Columbia	19	18	8	6	11	12	5	9	5	3
	Houston	43	42	17	24	26	19	1	1	25	18
	Los Angeles	51	59	8	6	43	53	2	5	41	49
	New York City	22	21	8	6	14	15	8	12	6	3
	San Diego	—	42	—	5	—	37	—	4	—	33
SD¹ students only											
	Nation (public)	13	14	5	5	8	9	4	5	4	4
	Large central city (public)	12	13	5	5	7	8	3	5	4	4
	Atlanta	5	8	1	2	4	6	1	3	3	4
	Boston	—	19	—	4	—	15	—	10	—	5
	Charlotte	—	16	—	4	—	13	—	8	—	4
	Chicago	16	15	4	6	12	9	4	5	8	4
	Cleveland	—	15	—	11	—	4	—	3	—	2
	District of Columbia	14	13	7	5	7	8	4	6	3	2
	Houston	12	18	4	9	8	9	1	1	7	8
	Los Angeles	11	12	3	3	8	9	2	4	5	5
	New York City	14	13	5	2	9	11	6	10	3	1
	San Diego	—	13	—	3	—	10	—	2	—	8
LEP² students only											
	Nation (public)	9	10	2	2	7	8	1	1	6	7
	Large central city (public)	19	20	5	5	14	15	1	2	13	13
	Atlanta	4	2	1	1	3	2	#	1	3	1
	Boston	—	18	—	6	—	12	—	3	—	9
	Charlotte	—	10	—	3	—	7	—	4	—	2
	Chicago	19	21	7	6	12	15	2	1	9	13
	Cleveland	—	3	—	2	—	2	—	1	—	1
	District of Columbia	7	7	3	1	4	6	2	4	3	2
	Houston	36	33	16	20	20	14	#	#	20	14
	Los Angeles	46	56	6	5	40	50	1	3	38	47
	New York City	11	11	6	5	6	6	3	3	3	2
	San Diego	—	35	—	4	—	31	—	2	—	29

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

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: The combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP. 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), 2002 and 2003 Trial Urban District Reading Assessments.

Table A.21 Percentage of students with disabilities and limited-English-proficient students identified, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By urban district, 2002 and 2003

Grade 8	Identified		Excluded		Assessed		Assessed with accommodations		Assessed without accommodations	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
SD¹ and/or LEP² students										
Nation (public)	18	19	6	5	12	13	4	5	8	8
Large central city (public)	23	24	6	6	17	17	4	5	13	12
Atlanta	6	12	2	4	4	8	1	4	3	5
Boston	–	31	–	9	–	21	–	11	–	11
Charlotte	–	16	–	4	–	12	–	7	–	4
Chicago	21	21	6	7	15	13	7	6	9	8
Cleveland	–	24	–	15	–	9	–	7	–	2
District of Columbia	21	20	7	8	13	12	8	8	5	4
Houston	27	27	7	10	19	17	#	#	19	16
Los Angeles	35	37	5	4	29	33	2	5	27	28
New York City	24	22	9	5	15	17	8	12	7	4
San Diego	–	29	–	3	–	26	–	3	–	22
SD¹ students only										
Nation (public)	13	14	5	4	8	10	4	5	5	5
Large central city (public)	13	14	4	4	9	10	3	5	6	5
Atlanta	5	11	1	3	4	8	1	3	3	4
Boston	–	20	–	5	–	16	–	9	–	6
Charlotte	–	13	–	3	–	9	–	7	–	3
Chicago	15	16	3	5	12	11	6	6	6	5
Cleveland	–	20	–	12	–	8	–	6	–	2
District of Columbia	16	16	6	6	11	10	7	7	4	3
Houston	15	18	5	7	10	11	#	#	10	11
Los Angeles	12	13	3	3	10	10	2	5	7	5
New York City	14	14	6	2	8	12	5	10	3	2
San Diego	–	11	–	1	–	9	–	3	–	7
LEP² students only										
Nation (public)	6	6	2	2	4	5	1	1	4	4
Large central city (public)	13	13	3	3	10	9	1	2	9	8
Atlanta	1	2	#	1	1	1	#	#	1	1
Boston	–	15	–	7	–	8	–	3	–	5
Charlotte	–	6	–	1	–	5	–	2	–	3
Chicago	8	7	4	3	4	4	1	1	3	3
Cleveland	–	6	–	5	–	1	–	1	–	#
District of Columbia	5	5	2	2	3	3	2	1	1	2
Houston	16	16	4	6	12	10	#	#	12	10
Los Angeles	30	33	5	3	25	30	1	3	24	26
New York City	13	11	5	4	8	7	4	4	4	3
San Diego	–	21	–	2	–	19	–	1	–	18

– Not available. The district did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: The combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP. 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), 2002 and 2003 Trial Urban District Reading Assessments.

Investigating the Potential Effects of Exclusion Rates on Assessment Results

Variation in the rates of exclusion of students with disabilities and limited-English-proficient students introduces validity concerns for comparisons over time or between jurisdictions. The essential problem is the differential representativeness of samples, which could impact the comparability of cross-state comparisons within a given year and state trends across years. Since students with disabilities or limited-English-proficient students tend to score below average on assessments, excluding students with special needs may increase a jurisdiction's scores. Conversely, including more of these students might depress score gains. In 2003, exclusion rates varied among jurisdictions. In addition, cases of both increases and decreases in exclusion rates occurred between 2002 and 2003, making comparisons over time within jurisdictions complex to interpret. Tables A.14 and A.17 on the preceding pages display the rates of exclusion in each jurisdiction for grade 4 and grade 8, respectively.

As shown in table A.14, of the 53 jurisdictions that assessed reading at grade 4 in 2003, 12 jurisdictions had exclusion rates of 8 percent or greater, and 3 of these had exclusion rates of 10 percent or greater, while the majority had exclusion rates of less than 8 percent. Table A.17 displays the corresponding data for grade 8. Of the 53 jurisdictions that assessed reading at grade 8 in 2003, eight jurisdictions had exclusion rates of 8 percent or above, and none had a rate above 9 percent. The other jurisdictions at grade 8 all had exclusion rates of less than 8 percent.

One factor that contributed to the variability in exclusion rates across states is that the percentage of students who are *identified* as having disabilities or limited English proficiency varies across jurisdictions. Reasons for the variation include 1) lack of standardized criteria for defining students as having specific disabilities or as being limited in their English proficiency; 2) changes or differences in policy and practices regarding implementation of the Individuals with Disabilities Education Act (IDEA); and 3) differences in the percentage of students classified as limited English proficient and, to a lesser extent, as students with disabilities.

With regard to cross-state comparisons, the correlations between rates of exclusion and average 2003 reading scores were not found to be significant at either grade 4 (.03) or grade 8 (.07). In other words, higher exclusion rates were not associated with higher average scores in 2003. With regard to state trends, the correlations between changes in the rate of exclusion of students with special needs and average reading score gains from 2002 to 2003 were not found to be significant either (.26 at grade 4 and .22 at grade 8).

Because the representativeness of samples is ultimately a validity issue, NCES has commissioned studies of the impact of assessment accommodations on overall scores. NCES has also investigated scenarios for estimating what the average scores might have been had the excluded students been assessed. Two alternative statistical scenarios have been proposed, based on different hypotheses about how excluded students might have performed.

Combined with the actual performance of students who were assessed, these scenarios produce results for the full population (that is, including estimates for excluded students) in each jurisdiction and each assessment year. These techniques provide some indication as to which statements about trend gains or losses *might* be changed if exclusion rates were zero in both assessment years and if the hypotheses about the performance of missing students are correct.

One scenario was developed by Donald McLaughlin of American Institutes for Research, and predicts what the performance of excluded SD and/or LEP students might have been had these students been tested. The basic assumption underlying this approach is that these students would have performed as well as included SD and/or LEP students with similar disabilities, level of English proficiency, and background characteristics.⁷

The other scenario was developed by Al Beaton of Boston College and similarly makes an assumption about what the performance of excluded SD/LEP students might have been had they been tested. The idea of Beaton's scenario is to calculate median rather than average scores. A "median" is the score reached or exceeded by fifty percent of the student population. This statistic is not influenced by extreme values. Beaton's assumption is

that all SD/LEP students would score below *Basic* or below the median of the group being analyzed. This assumption lowers the median score for every group.

The methods used to construct the scenarios are still under development. NCES is continuing research into different procedures for reducing the percentages of students excluded from NAEP. In addition, NCES will continue to evaluate the potential impact of changes in exclusion rates on score gains.

Types of Accommodations Permitted

Table A.22 displays the percentages of SD and/or LEP students assessed with the variety of available accommodations. It should be noted that students assessed with accommodations typically received some combination of accommodations. The percentages presented in the table reflect only the primary accommodation provided. For example, students assessed in small groups (as compared with standard NAEP sessions of about 30 students) usually received extended time. In one-on-one administrations, students often received assistance in recording answers (e.g., use of a scribe or computer) and were afforded extra time. Extended time was considered the primary accommodation only when it was the sole accommodation provided. The assessment did not allow some accommodations that were permitted in certain states in past

⁷ Because students with very severe levels of disability and students with little or no proficiency in English are not assessed in NAEP, ability estimates for students with those characteristics may be overestimated.

assessments. Some states have allowed questions and, in some cases, reading passages to be read aloud to the students. In designing the reading assessment, reading aloud as an accommodation was viewed as changing the nature of the construct being measured and, hence, was

not permitted. Because NAEP considers the domain of its reading assessment to be reading in English, no attempt was made to provide an alternate language version of the assessment, and the use of bilingual dictionaries was not permitted.

Table A.22 Students with disabilities and/or limited-English-proficient students assessed with accommodations, by type of primary accommodation, grades 4 and 8 public and nonpublic schools: 1998–2003

	Weighted percentage of assessed students						
	Grade 4				Grade 8		
	1998	2000	2002	2003	1998	2002	2003
SD¹ and/or LEP² students							
Large-print book	#	0.05	0.04	0.05	0.14	0.01	0.02
Extended time	1.11	0.85	1.65	1.26	1.07	2.08	1.69
Small group	1.89	1.33	2.18	3.76	1.26	1.64	3.36
One-on-one	0.21	0.21	0.09	0.15	0.07	0.05	0.06
Scribe/computer	0.05	0.02	0.06	0.12	#	0.03	0.06
Other	0.09	0.02	0.04	0.07	#	0.04	0.05
SD¹ students only							
Large-print book	#	0.05	0.04	0.04	0.14	0.01	0.02
Extended time	0.78	0.85	1.32	0.93	0.86	1.85	1.51
Small group	1.60	1.20	2.04	3.40	1.25	1.57	3.19
One-on-one	0.21	0.21	0.08	0.15	0.07	0.05	0.06
Scribe/computer	0.05	0.02	0.06	0.12	#	0.03	0.06
Other	0.09	0.02	0.03	0.07	#	0.04	0.05
LEP² students only							
Large-print book	#	#	#	0.01	#	#	#
Extended time	0.36	0.02	0.44	0.44	0.23	0.38	0.33
Small group	0.40	0.22	0.25	0.65	0.01	0.14	0.41
One-on-one	#	0.01	0.01	0.02	#	#	#
Scribe/computer	#	#	#	0.01	#	#	#
Other	#	0.02	0.01	0.01	#	#	#

The estimate rounds to less than 0.01.

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: The combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP. Such students would be counted separately in the bottom portions but counted only once in the top portion.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

Data Collection and Scoring

The 2003 NAEP reading assessment was conducted from January to March 2003 by contractors to the U.S. Department of Education. Trained field staff from Westat conducted the data collection. Materials from the 2003 assessment were shipped to Pearson, where trained staff evaluated the responses to the constructed-response questions using scoring guides prepared by Educational Testing Service (ETS). Each constructed-response question had a unique scoring guide that defined the criteria used to evaluate students' responses. Short constructed-response questions were scored as either acceptable or unacceptable, or were rated according to three-level guides that permitted partial credit. Extended constructed-response questions were evaluated with four-level guides.

For the 2003 reading assessment, 3,913,147 constructed responses were scored. This number includes rescoring to monitor interrater reliability. The within-year average percentage of exact agreement for the 2003 national reliability sample was 90 percent at both the fourth and eighth grades.

Data Analysis and IRT Scaling

After the professional scoring, all information was transcribed into the NAEP database at ETS. Each processing activity was conducted with rigorous quality control. After the assessment information was compiled in the database, the data were weighted according to the population structure. The weighting for the national and state samples reflected the probability of selection for each student as a result of

the sampling design, adjusted for nonresponse.⁸

Analyses were then conducted to determine the percentages of students who gave various responses to each cognitive and background question. In determining these percentages for the cognitive questions, a distinction was made between missing responses at the end of a block (i.e., missing responses after the last question the student answered) and missing responses before the last observed response. Missing responses before the last observed response were considered intentional omissions. In analysis, omitted responses to multiple-choice items were scored as fractionally correct.⁹ Omitted responses for constructed-response items were placed into the lowest score category. Missing responses after the last observed response were considered "not reached" and treated as if the questions had not been presented to the student. In calculating response percentages for each question, only students classified as having been presented the question were included in the denominator of the statistic.

It is standard NAEP practice to treat all nonrespondents to the last question in a block as if they had not reached the question. For multiple-choice and short constructed-response questions, this practice produces a reasonable pattern of results in that the proportion reaching the last question is not dramatically smaller than the proportion reaching the next-to-last question. However, for reading blocks that ended with extended constructed-response questions, there may be extremely large drops in the proportion of

⁸ Weighting procedures are described more fully in the "Weighting and Variance Estimation" section later in this document. Additional information about the use of weighting procedures will be included in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

⁹ Lord, F. M. (1980). *Applications of Item Response Theory to Practical Testing Problems*, p. 229. Hillsdale, NJ: Lawrence Erlbaum Associates.

students attempting some of the final questions. Therefore, for blocks ending with an extended constructed-response question, students who answered the next-to-last question, but did not respond to the extended constructed-response question, were classified as having intentionally omitted the last question.

Item Response Theory (IRT) was used to estimate average reading scale scores for the nation and for various subgroups of interest within the nation. IRT models the probability of answering a question in a certain way as a mathematical function of proficiency or skill. The main purpose of IRT analysis is to provide a common scale on which performance can be compared among groups, such as those defined by characteristics, including gender and race/ethnicity, even when students receive different blocks of items. One desirable feature of IRT is that it locates items and students on this common scale. In contrast to classical test theory, IRT does not rely solely on the total number of correct item responses, but uses the particular patterns of student responses to items in determining the student location on the scale. As a result, adding items that function at a particular point on the scale to the assessment does not change the location of the students on the scale, even though students may respond correctly to more items. It does increase the relative precision with which students are measured, particularly those students whose scale locations are close to the additional items.

The results for 1992, 1994, 1998, 2000, 2002, and 2003 are presented on the NAEP composite reading scale developed in 1992. For the NAEP 1992 reading assessment, a scale ranging from 0 to 500

was created to report performance for each reading context: literary and informative at grade 4; and literary, informative, and task-oriented at grade 8. The scales summarize student performance across all three types of questions in the assessment (multiple-choice, short constructed-response, and extended constructed-response). Results from subsequent reading assessments (1994, 1998, 2000, 2002, and 2003) are reported on these scales.

Each reading scale was initially based on the distribution of student performance across all three grades in the 1992 national assessment (grades 4, 8, and 12) and had an average of 250 and a standard deviation of 50. The composite scale was created as an overall measure of students' reading performance. This composite scale is a weighted average of the three separate scales for the reading contexts (two at grade 4). The weight for each reading context is proportional to the relative importance assigned to the reading context by the specifications developed through the consensus planning process and given in the framework.

In producing the reading scales, three distinct IRT models were used. Multiple-choice questions were scaled using the three-parameter logistic (3PL) model; short constructed-response questions rated as acceptable or unacceptable were scaled using the two-parameter logistic (2PL) model; and short constructed-response questions rated according to a three-level guide, as well as extended constructed-response questions rated on a four-level guide, were scaled using a Generalized Partial-Credit (GPC) model.¹⁰ Developed by ETS and first used in 1992, the GPC model permits the scaling of

¹⁰ Muraki, E. (1992). A Generalized Partial Credit Model: Application of an EM Algorithm. *Applied Psychological Measurement*, 16(2), 159–176.

questions scored according to multipoint rating schemes. The model takes full advantage of the information available from each of the student response categories used for these more complex constructed-response questions.¹¹

The reading scale is composed of three types of questions: multiple-choice, short constructed-response (scored either dichotomously or allowing for partial credit), and extended constructed-response (scored according to a partial-credit model). Unfortunately, the question of how much information different types of questions contribute to the reading scale has no simple answer. The information provided by a given question is determined by the IRT model used to scale the question. It is a function of the item parameters and varies by level of reading proficiency.¹² Thus, the answer to the query “How much information do the different types of questions provide?” will differ for each level of reading performance. When considering the composite reading scale, the answer is even more complicated. The reading data are scaled separately by the two contexts for reading (reading for literary experience and reading for information) for grade 4, and the three contexts for reading (reading for literary experience, reading for information, and reading to perform a task) for grade 8, resulting in two or three separate subscales at each grade. The

composite scale is a weighted combination of these subscales. IRT information functions are only strictly comparable when the item parameters are estimated together. Because the composite scale is based on three separate estimation runs, there is no direct way to compare the information provided by the questions on the composite scale.

Because of the relatively brief time available for testing, each student receives only a portion of the questions in the assessment, not the coverage of the content that would be required for reliable information about individual performance. Traditional test scores for individual students, even those based on IRT, would result in misleading estimates of population characteristics, such as subgroup means and percentages of students at or above a certain scale-score level. However, it is NAEP’s goal to estimate these population characteristics. NAEP’s objectives can be achieved with methodologies that produce estimates of the population-level parameters directly, without the intermediary computation of estimates of individuals. This is accomplished using marginal estimation scaling model techniques for latent variables.¹³ Under the assumptions of the scaling models, these population estimates will be consistent in the sense that the estimates approach the model-based population values as the sample size increases. This

¹¹ More detailed information regarding the IRT analyses used in NAEP will be included in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

¹² Donoghue, J. R. (1994). An Empirical Examination of the IRT Information of Polytomously Scored Reading Items Under the Generalized Partial Credit Model. *Journal of Educational Measurement*, 31(4), 295–311.

¹³ Mislevy, R. J., and Sheehan, K. M. (1987). Marginal Estimation Procedures. In A. E. Beaton (Ed.), *Implementing the New Design: The NAEP 1983–1984 Technical Report* (Technical Rep. No. 15-TR-20), pp. 293–260. Princeton, NJ: Educational Testing Service.

would not be the case for population estimates obtained by aggregating optimal estimates of individual performance.¹⁴

Item Mapping Procedures

The reading performance of fourth- and eighth-graders can be illustrated by “item maps,” which position question or “item” descriptions along the NAEP reading scale at each grade. Each question shown is placed at the point on the scale where questions are likely to be answered successfully by students. The descriptions used on these item maps focus on the reading knowledge or skill needed to answer the question. For multiple-choice questions, the description indicates the knowledge or skill demonstrated by selection of the correct option; for constructed-response questions, the description takes into account the knowledge or skill specified by the different levels of scoring criteria for that question.

To map questions to particular points on the NAEP reading scale, a response probability convention was adopted that would divide those who had a higher probability of success from those who had a lower probability. Establishing a response probability convention has an impact on the mapping of the test questions onto the reading scale. A lower boundary convention maps the reading questions at lower points along the scale, and a higher boundary convention maps the same questions at higher points on the scale. The underlying distribution of reading skills in the population does not change, but the choice of a response probability convention does have an impact on the proportion of the student

population that is reported as “able to do” the questions on the reading scales.

There is no obvious choice of a point along the probability scale that is clearly superior to any other point. If the convention were set with a boundary at 50 percent, those above the boundary would be more likely to get a question right than get it wrong, while those below the boundary would be more likely to get the question wrong than right. Although this convention has some intuitive appeal, it was rejected on the grounds that having a 50:50 chance of getting the question right shows an insufficient degree of mastery. If the convention were set with a boundary at 80 percent, students above the criterion would have a high probability of success with a question. However, many students below this criterion show some level of reading ability that would be ignored by such a stringent criterion. In particular, those in the range between 50 and 80 percent correct would be more likely to get the question right, yet would not be in the group described as “able to do” the question.

In a compromise between the 50 percent and the 80 percent conventions, NAEP has adopted two related response probability conventions for all its subjects: 65 percent for constructed-response questions (where guessing is not a factor) and 74 percent for multiple-choice questions (to adjust for the possibility of answering correctly by guessing). These probability conventions were established, in part, based on an intuitive judgment that they would provide the best picture of students’ reading skills.

¹⁴ For theoretical and empirical justification of the procedures employed, see Mislevy, R. J. (1988). Randomization-Based Inferences About Latent Variables From Complex Samples. *Psychometrika*, 56(2), 177–196.

Some additional support for the dual conventions adopted by NAEP was provided by Huynh.¹⁵ He examined the IRT information provided by items, according to the IRT model used in scaling NAEP questions. Following Bock, Huynh decomposed the item information into that provided by a correct response [$P(\theta) I(\theta)$] and that provided by an incorrect response [$(1 - P(\theta)) I(\theta)$].¹⁶ Huynh showed that the item information provided by a correct response to a constructed-response item is maximized at the point along the reading scale at which the probability of a correct response is .65 (for multiple-choice items, the information provided by a correct response is maximized at the point at which the probability of getting the item correct is .74). It should be noted, however, that maximizing the item information $I(\theta)$, rather than the information provided by a correct response [$P(\theta) I(\theta)$], would imply an item mapping criterion closer to 50 percent.

The results in this report are presented in terms of the composite reading scale. However, the reading assessment was scaled separately for the two contexts for reading at grade 4 and the three contexts for reading at grade 8. The composite scale is a weighted combination of the two or three subscales for the two or three contexts for reading. To obtain item map information, a procedure was used that

models the relationship between the item response function for the subscale and the subscale structure to derive the relationship between the item score and the composite scale (i.e., an item response function for the composite scale).¹⁷ This item response function is then used to derive the probability used in the mapping.

Weighting and Variance Estimation

A complex sampling design was used to select the students who were assessed. The properties of a sample selected through such a design could be very different from those of a simple random sample in which every student in the target population has an equal chance of selection and in which the observations from different sampled students can be considered to be statistically independent of one another. Therefore, the properties of the sample for the data collection design were taken into account during the analysis of the assessment data.

One way that the properties of the sample design were addressed was by using sampling weights to account for the fact that the probabilities of selection were not identical for all students. All population and subpopulation characteristics based on the assessment data were estimated using sampling weights. These weights included adjustments for school and student nonresponse.

¹⁵ Huynh, H. (1994, October). *Some Technical Aspects of Standard Setting*. Paper presented at the Joint Conference on Standard Setting for Large-Scale Assessment, Washington, DC.

¹⁶ Bock, R. D. (1972). Estimating Item Parameters and Latent Ability When Responses are Scored in Two or More Latent Categories. *Psychometrika*, 37, 29–51.

¹⁷ Donoghue, J. R. (1997, March). *Item Mapping to a Weighted Composite Scale*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Prior to 2002, the national samples used weights that had been poststratified to the census or Current Population Survey (CPS) totals for the populations being assessed. Due to concerns about the availability of appropriate targets for poststratification as a result of changes in the reporting of race in the 2000 Census, nonpoststratified weights have been used in the analysis of national samples since 2002. Due to this change in weights during NAEP's linking procedures, there was a slight change to the 1998 and 2000 national reading results that had been reported previously. The state NAEP samples have always been analyzed using nonpoststratified weights, since there were no targets available from CPS to use in poststratification.

Not only must appropriate estimates of population characteristics be derived, but appropriate measures of the degree of uncertainty must be obtained for those statistics. Two components of uncertainty are accounted for in the variability of statistics based on student ability: 1) the uncertainty due to sampling only a relatively small number of students, and 2) the uncertainty due to sampling only a portion of the cognitive domain of interest. The first component accounts for the variability associated with the estimated percentages of students who had certain background characteristics or who answered a certain cognitive question correctly.

Because NAEP uses complex sampling procedures, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate.

NAEP uses a jackknife replication procedure to estimate standard errors. The jackknife standard error provides a reasonable measure of uncertainty for any student information that can be observed without error. However, because each student typically responds to only a few questions within any theme of reading, the scale score for any single student would be imprecise. In this case, NAEP's marginal estimation methodology can be used to describe the performance of groups and subgroups of students. The estimate of the variance of the students' posterior scale score distributions (which reflect the imprecision due to lack of measurement accuracy) is computed. This component of variability is then included in the standard errors of NAEP scale scores.¹⁸

Typically, when the standard error is based on a small number of students or when the group of students is enrolled in a small number of schools, the amount of uncertainty associated with the estimation of standard errors may be quite large. Estimates of standard errors subject to a large degree of uncertainty are followed on the tables in the NAEP data tool by the "!" symbol to indicate that the nature of the sample does not allow accurate determination of the variability of the statistic. In such cases, the standard errors—and any confidence intervals or significance tests involving these standard errors—should be interpreted cautiously. Additional details concerning procedures for identifying such standard errors will be discussed in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

¹⁸ For further details, see Johnson, E. G., and Rust, K. F. (1992). Population Inferences and Variance Estimation for NAEP Data. *Journal of Educational Statistics*, 17(2), 175–190.

The reader is reminded that, as with findings from all surveys, NAEP results are subject to other kinds of error, including the effects of imperfect adjustment for student and school nonresponse and unknowable effects associated with the particular instrumentation and data collection methods. Nonsampling errors can be attributed to a number of sources—inability to obtain complete information about all selected schools in the sample (some students or schools refused to participate, or students participated but answered only certain questions); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct background information; mistakes in recording, coding, or scoring data; and other errors in collecting, processing, sampling, and estimating missing data. The extent of nonsampling errors is difficult to estimate and, because of their nature, the impact of such errors cannot be reflected in the data-based estimates of uncertainty provided in NAEP reports.

Drawing Inferences from the Results

The reported statistics are estimates and are therefore subject to a measure of uncertainty. There are two sources of such uncertainty. First, NAEP uses a sample of students rather than testing all students. Second, all assessments have some amount of uncertainty related to the fact that they cannot ask all questions that might be asked in a content area. The magnitude of this uncertainty is reflected in the standard error of each of the estimates. When the percentages or average scale scores of certain groups are compared, the estimated standard error should be taken into account. Therefore, the comparisons are

based on statistical tests that consider the estimated standard errors of those statistics and the magnitude of the difference among the averages or percentages.

For the data from this report, all the estimates have corresponding estimated standard errors of the estimates. For example, table A.23 shows the average national scale score for the NAEP 1992–2003 national assessments and table A.24 shows the percentage of students within each achievement-level range and at or above achievement levels. In both tables, estimated standard errors appear in parentheses next to each estimated scale score or percentage. Additional examples of estimated standard errors corresponding with results included in this report are presented in tables A.25, A.26, and A.27. For the estimated standard errors corresponding to other data in this report, the reader can go to the Data Tool on the NCES web site (<http://nces.ed.gov/nationsreportcard/naepdata>).

Using confidence intervals based on the standard errors provides a way to take into account the uncertainty associated with sample estimates and to make inferences about the population averages and percentages in a manner that reflects that uncertainty. An estimated sample average scale score plus or minus 1.96 standard errors approximates a 95 percent confidence interval for the corresponding population quantity. This statement means that one can conclude with an approximately 95 percent level of confidence that the average performance of the entire population of interest (e.g., all fourth-grade students in public and nonpublic schools) is within plus or minus 1.96 standard errors of the sample average.

For example, suppose that the average reading scale score of the students in a particular group was 256 with an estimated standard error of 1.2. An approximately 95 percent confidence interval for the population quantity would be as follows:

$$\begin{aligned} &\text{Average} \pm 1.96 \text{ standard errors} \\ &256 \pm 1.96 \times 1.2 \\ &256 \pm 2.4 \\ &(253.6, 258.4) \end{aligned}$$

Thus, one can conclude with a 95 percent level of confidence that the average scale score for the entire population of students in that group is between 253.6 and 258.4. It should be noted that this example and the examples in the following sections are illustrative. More precise estimates carried out to one or

more decimal places are used in the actual analyses.

Similar confidence intervals can be constructed for percentages, if the percentages are not extremely large or extremely small. Extreme percentages should be interpreted with caution. Adding or subtracting the standard errors associated with extreme percentages could cause the confidence interval to exceed 100 percent or fall below 0 percent, resulting in numbers that are not meaningful. A more complete discussion of extreme percentages will appear in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

Table A.23 Average reading scale scores and standard errors, grades 4 and 8: 1992–2003

	Accommodations not permitted				Accommodations permitted			
	1992	1994	1998	2000	1998	2000	2002	2003
Grade 4	217 (0.9)	214 (1.0)*	217 (0.8)	217 (0.8)	215 (1.1)*	213 (1.3)*	219 (0.4)	218 (0.3)
Grade 8	260 (0.9)*	260 (0.8)*	264 (0.8)	–	263 (0.8)	–	264 (0.4)*	263 (0.3)

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

* Significantly different from 2003.

NOTE: Standard errors of the estimated scale scores appear in parentheses. In addition to allowing for accommodations, the accommodation-permitted results at grade 4 (1998–2000) differ slightly from previous years, and from previous reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table A.24 Percentage of students and standard errors, by reading achievement level, grades 4 and 8: 1992–2003

			Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 4								
Accommodations not permitted	1992	38 (1.1)	34 (0.9)	22 (0.9)	6 (0.6)	62 (1.1)	29 (1.2) *	
	1994	40 (1.0) *	31 (0.7)	22 (0.8)	7 (0.7)	60 (1.0) *	30 (1.1)	
	1998	38 (0.9)	32 (0.7)	24 (0.7)	7 (0.5)	62 (0.9)	31 (0.9)	
	2000	37 (0.8)	31 (0.9)	24 (0.8)	8 (0.5)	63 (0.8)	32 (0.9)	
Accommodations permitted	1998	40 (1.2) *	30 (0.8)	22 (0.8)	7 (0.5)	60 (1.2) *	29 (0.9) *	
	2000	41 (1.4) *	30 (1.1)	23 (1.0)	7 (0.6)	59 (1.4) *	29 (1.1)	
	2002	36 (0.5)	32 (0.3)	24 (0.3)	7 (0.2) *	64 (0.5)	31 (0.4)	
	2003	37 (0.3)	32 (0.2)	24 (0.3)	8 (0.1)	63 (0.3)	31 (0.3)	
Grade 8								
Accommodations not permitted	1992	31 (1.0) *	40 (0.7)	26 (1.0) *	3 (0.3)	69 (1.0) *	29 (1.1) *	
	1994	30 (0.9) *	40 (0.7) *	27 (0.8) *	3 (0.3)	70 (0.9) *	30 (0.9) *	
	1998	26 (0.9)	41 (0.8)	31 (0.9)	3 (0.4)	74 (0.9)	33 (0.9)	
Accommodations permitted	1998	27 (0.8)	41 (0.9)	30 (0.9)	3 (0.3)	73 (0.8)	32 (1.1)	
	2002	25 (0.5) *	43 (0.4) *	30 (0.5)	3 (0.2)	75 (0.5) *	33 (0.5)	
	2003	26 (0.3)	42 (0.2)	29 (0.2)	3 (0.1)	74 (0.3)	32 (0.3)	

* Significantly different from 2003.

NOTE: Standard errors of the estimated percentages appear in parentheses. Detail may not sum to totals because of rounding. Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodation-permitted results at grade 4 (1998–2000) differ slightly from previous years, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table A.25 Average reading scale scores and standard errors, by race/ethnicity and eligibility for free/reduced-price school lunch, grades 4 and 8: 2003

		Eligible	Not eligible	Information not available
Grade 4				
	White	213 (0.4)	233 (0.3)	237 (0.7)
	Black	193 (0.4)	211 (0.6)	206 (2.0)
	Hispanic	196 (0.7)	213 (1.1)	211 (2.6)
	Asian/Pacific Islander	210 (1.9)	235 (1.6)	234 (2.6)
	American Indian/Alaska Native	196 (1.5)	215 (2.0)	200 (5.8) !
Grade 8				
	White	258 (0.5)	275 (0.3)	279 (0.9)
	Black	239 (0.6)	254 (0.7)	250 (1.5)
	Hispanic	240 (0.9)	257 (0.8)	251 (2.4)
	Asian/Pacific Islander	256 (1.2)	277 (1.4)	278 (3.0)
	American Indian/Alaska Native	237 (4.4)	258 (2.5)	251 (7.3) !

! Interpret data with caution. The nature of the sample does not allow accurate determination of the variability of the statistic.

NOTE: Standard errors of the estimated percentages appear in parentheses.

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

Table A.26 Average reading scale scores and standard errors, grade 8 public schools: By state, 1998–2003

Grade 8	Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003
Nation (public) ¹	261 (0.8)	261 (0.8)	263 (0.5) *	261 (0.2)
Alabama	255 (1.3)	255 (1.4)	253 (1.3)	253 (1.5)
Alaska	—	—	—	256 (1.1)
Arizona	261 (1.2) **,**	260 (1.1) **,**	257 (1.3)	255 (1.4)
Arkansas	256 (1.3)	256 (1.3)	260 (1.1)	258 (1.3)
California	253 (1.7)	252 (1.6)	250 (1.8)	251 (1.3)
Colorado	264 (1.1) *	264 (1.0) *	—	268 (1.2)
Connecticut	272 (1.1) **,**	270 (1.0) *	267 (1.2)	267 (1.1)
Delaware	256 (1.3) **,**	254 (1.3) **,**	267 (0.5) *	265 (0.7)
Florida	253 (1.7)	255 (1.4)	261 (1.6)	257 (1.3)
Georgia	257 (1.4)	257 (1.4)	258 (1.0)	258 (1.1)
Hawaii	250 (1.3)	249 (1.0)	252 (0.9)	251 (0.9)
Idaho	—	—	266 (1.1)	264 (0.9)
Illinois	—	—	—	266 (1.0)
Indiana	—	—	265 (1.3)	265 (1.0)
Iowa	—	—	—	268 (0.8)
Kansas	268 (1.2)	268 (1.4)	269 (1.3)	266 (1.5)
Kentucky	262 (1.3) *	262 (1.4) *	265 (1.0)	266 (1.3)
Louisiana	252 (1.5)	252 (1.4)	256 (1.5)	253 (1.6)
Maine	273 (1.2) **,**	271 (1.2) *	270 (0.9)	268 (1.0)
Maryland	262 (1.8)	261 (1.8)	263 (1.7)	262 (1.4)
Massachusetts	269 (1.6) *	269 (1.4) *	271 (1.3)	273 (1.0)
Michigan	—	—	265 (1.6)	264 (1.8)
Minnesota	267 (1.3)	265 (1.4)	—	268 (1.1)
Mississippi	251 (1.4) *	251 (1.2)	255 (0.9)	255 (1.4)
Missouri	263 (1.3) **,**	262 (1.3) **,**	268 (1.0)	267 (1.0)
Montana	270 (1.1)	271 (1.3)	270 (1.0)	270 (1.0)
Nebraska	—	—	270 (0.9) *	266 (0.9)
Nevada	257 (1.1) **,**	258 (1.0) **,**	251 (0.8)	252 (0.8)
New Hampshire	—	—	—	271 (0.9)
New Jersey	—	—	—	268 (1.2)
New Mexico	258 (1.2) **,**	258 (1.2) **,**	254 (1.0)	252 (0.9)
New York	266 (1.6)	265 (1.5)	264 (1.5)	265 (1.3)
North Carolina	264 (1.1)	262 (1.1)	265 (1.1) *	262 (1.0)
North Dakota	—	—	268 (0.8)	270 (0.8)
Ohio	—	—	268 (1.6)	267 (1.3)
Oklahoma	265 (1.3) *	265 (1.2) *	262 (0.8)	262 (0.9)
Oregon	266 (1.4)	266 (1.5)	268 (1.3) *	264 (1.2)
Pennsylvania	—	—	265 (1.0)	264 (1.2)
Rhode Island	262 (1.0)	264 (0.9) **,**	262 (0.8)	261 (0.7)
South Carolina	255 (1.3)	255 (1.1) *	258 (1.1)	258 (1.3)
South Dakota	—	—	—	270 (0.8)
Tennessee	259 (1.3)	258 (1.2)	260 (1.4)	258 (1.2)
Texas	262 (1.5)	261 (1.4)	262 (1.4)	259 (1.1)
Utah	265 (1.1)	263 (1.0)	263 (1.1)	264 (0.8)
Vermont	—	—	272 (0.9)	271 (0.8)
Virginia	266 (1.1)	266 (1.1)	269 (1.0)	268 (1.1)
Washington	265 (1.3)	264 (1.2)	268 (1.2) *	264 (0.9)
West Virginia	262 (1.2)	262 (1.0)	264 (1.0) *	260 (1.0)
Wisconsin	266 (1.6)	265 (1.8)	—	266 (1.3)
Wyoming	262 (1.3) **,**	263 (1.3) **,**	265 (0.7) *	267 (0.5)
Other jurisdictions				
District of Columbia	236 (2.0)	236 (2.1)	240 (0.9)	239 (0.8)
DDESS ²	269 (3.3)	268 (4.5)	272 (1.0)	269 (1.4)
DoDDS ³	269 (1.0) **,**	269 (1.0) **,**	273 (0.6)	273 (0.7)

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Standard errors of the estimated scale scores appear in parentheses. State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

**Table A.27 Percentage of students at or above Proficient and standard errors, by race/ethnicity, grade 8 public schools:
By state, 1998–2003**

Grade 8	White				Black			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998
Nation (public) ¹	38 (1.2)	37 (1.3)	39 (0.7)	39 (0.3)	11 (1.3)	11 (1.6)	13 (0.7)	12 (0.4)
Alabama	28 (1.8)	29 (2.6)	30 (1.8)	30 (1.9)	7 (1.4)	8 (1.3)	7 (0.9)	9 (1.6)
Alaska	–	–	–	36 (2.0)	–	–	–	13 (5.0)
Arizona	37 (1.8)	35 (1.8)	32 (2.4)	36 (2.4)	10 (4.0)	12 (4.3)	12 (4.3)	16 (3.6)
Arkansas	28 (1.5)	29 (1.7)	34 (1.8)	33 (1.7)	6 (1.8)	5 (1.8)	6 (1.8)	6 (1.2)
California	35 (3.0)	35 (3.0)	33 (3.1)	34 (2.4)	12 (3.2)	9 (2.5)	13 (4.3)	12 (2.8)
Colorado	37 (1.8)*	36 (1.4)*	–	43 (1.9)	9 (3.7)!	10 (3.7)	–	16 (3.7)
Connecticut	49 (1.5)	47 (1.7)	48 (1.7)	45 (1.6)	10 (2.9)	11 (2.9)	9 (1.9)	12 (2.0)
Delaware	31 (2.0)*	30 (2.0)*	42 (1.1)	40 (1.9)	10 (1.9)	9 (1.3)	14 (1.2)	13 (1.5)
Florida	31 (2.1)	30 (2.1)*	36 (2.4)	37 (1.7)	7 (1.3)	7 (1.3)	14 (1.7)	11 (2.0)
Georgia	34 (2.5)	35 (2.0)	35 (1.8)	36 (1.9)	9 (1.5)	10 (1.3)	14 (1.5)	12 (1.9)
Hawaii	31 (2.8)	30 (2.6)	30 (2.6)	31 (2.2)	‡	‡	18 (7.9)	‡
Idaho	–	–	35 (2.2)	35 (1.5)	–	–	‡	‡
Illinois	–	–	–	45 (2.0)	–	–	–	13 (1.7)
Indiana	–	–	34 (1.6)	36 (1.5)	–	–	12 (2.6)	13 (1.7)
Iowa	–	–	–	38 (1.6)	–	–	–	10 (2.7)
Kansas	39 (1.9)	40 (2.0)	42 (1.9)	40 (1.9)	17 (9.3)	20 (8.4)	12 (3.2)	10 (3.4)
Kentucky	31 (1.8)	32 (1.7)	33 (1.6)	36 (2.0)	9 (2.9)	11 (3.1)	14 (3.0)	14 (3.4)
Louisiana	26 (1.9)*	25 (2.2)*	32 (2.0)	33 (2.2)	6 (1.3)	6 (1.2)	9 (1.2)	9 (1.3)
Maine	42 (1.8)*	42 (1.8)*	38 (1.1)	37 (1.4)	‡	‡	‡	‡
Maryland	41 (2.6)	41 (2.9)	44 (2.7)	40 (2.6)	11 (1.5)	10 (1.7)	13 (1.6)	13 (1.6)
Massachusetts	41 (2.4)*	43 (1.9)*	47 (1.8)	49 (1.4)	13 (3.8)	12 (3.8)	12 (2.8)	18 (3.8)
Michigan	–	–	37 (1.5)	39 (1.9)	–	–	13 (3.1)	12 (2.8)
Minnesota	39 (1.9)	39 (1.9)	–	42 (1.4)	8 (4.5)	7 (3.4)!	–	12 (3.1)
Mississippi	29 (1.9)	28 (2.2)	31 (2.4)	32 (2.1)	8 (1.1)	8 (1.1)	7 (1.0)	9 (1.2)
Missouri	32 (1.6)*	31 (1.8)*	37 (1.7)	39 (1.5)	8 (2.6)	9 (1.7)	13 (2.6)	10 (1.6)
Montana	40 (1.6)	42 (1.7)	40 (1.9)	40 (1.5)	‡	‡	‡	‡
Nebraska	–	–	40 (1.3)	39 (1.4)	–	–	11 (3.5)	10 (3.6)
Nevada	30 (1.5)	29 (1.7)	25 (1.6)	29 (1.6)	10 (3.0)	10 (3.4)	7 (1.9)	7 (1.9)
New Hampshire	–	–	–	41 (1.5)	–	–	–	‡
New Jersey	–	–	–	46 (1.4)	–	–	–	15 (2.3)
New Mexico	37 (2.3)	36 (1.9)	32 (2.6)	35 (1.9)	‡	‡	‡	14 (4.1)
New York	45 (3.0)	44 (2.2)	43 (2.7)	48 (2.0)	12 (2.2)	10 (1.7)	12 (3.0)	14 (1.6)
North Carolina	40 (1.8)	39 (1.7)	42 (2.1)	38 (1.5)	13 (2.1)	12 (1.7)	11 (1.3)	13 (1.3)
North Dakota	–	–	35 (1.3)*	40 (1.4)	–	–	‡	‡
Ohio	–	–	40 (2.2)	39 (1.9)	–	–	13 (3.5)!	13 (1.8)
Oklahoma	33 (2.0)	34 (2.2)	33 (1.7)	34 (1.7)	12 (3.5)	14 (2.5)	8 (2.5)	13 (3.3)
Oregon	36 (2.1)	37 (2.2)	39 (1.9)	36 (1.6)	10 (6.4)!	10 (5.6)!	‡	18 (5.2)
Pennsylvania	–	–	40 (1.7)	36 (2.1)	–	–	8 (1.2)	11 (1.8)
Rhode Island	33 (1.5)	35 (1.5)	36 (1.3)	36 (1.3)	15 (5.5)	12 (4.5)	12 (4.8)	15 (3.0)
South Carolina	30 (1.6)	30 (1.4)	35 (2.1)	35 (2.0)	8 (1.1)	9 (1.0)	9 (1.3)	10 (1.2)
South Dakota	–	–	–	41 (1.4)	–	–	–	‡
Tennessee	31 (2.0)	32 (1.9)	33 (1.7)	32 (2.0)	6 (1.4)	7 (1.7)	11 (1.7)	9 (1.8)
Texas	38 (2.4)	38 (2.6)	47 (2.8)	39 (2.5)	12 (3.7)	12 (2.5)	15 (2.3)	14 (1.8)
Utah	32 (1.2)	32 (1.5)	35 (1.3)	35 (1.5)	‡	‡	‡	‡
Vermont	–	–	40 (1.5)	39 (1.2)	–	–	‡	‡
Virginia	41 (1.8)	42 (1.6)	46 (1.8)	44 (2.0)	13 (2.1)	13 (2.2)	15 (1.7)	15 (1.8)
Washington	35 (2.0)	35 (1.9)	40 (2.0)	36 (1.5)	14 (4.9)!	13 (4.7)	18 (4.2)	19 (3.5)
West Virginia	28 (1.2)	28 (1.1)	30 (1.6)*	25 (1.2)	11 (6.1)	11 (4.1)	10 (4.8)	13 (3.9)
Wisconsin	37 (2.2)	37 (1.8)	–	41 (1.9)	8 (3.0)	10 (4.4)	–	8 (2.4)
Wyoming	31 (1.7)	32 (1.6)	33 (1.2)	36 (1.3)	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	9 (1.2)	9 (1.1)	8 (0.9)	8 (0.8)
DDESS ²	45 (3.8)	48 (5.5)	48 (4.1)	50 (3.7)	21 (6.0)	20 (7.6)	19 (3.9)	19 (3.6)
DoDDS ³	45 (3.8)	45 (2.3)	48 (2.1)	46 (1.9)	24 (2.2)	22 (5.4)	24 (2.7)	22 (2.2)

See notes at end of table. ►

**Table A.27 Percentage of students at or above *Proficient* and standard errors, by race/ethnicity, grade 8 public schools:
By state, 1998–2003—Continued**

Grade 8	Hispanic				Asian/Pacific Islander			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998
Nation (public) ¹	14 (1.5)	13 (1.0)	14 (0.8)	14 (0.6)	32 (6.0)	30 (6.1)	34 (2.0)	38 (1.7)
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	–	–	–	17 (3.6)	–	–	–	23 (4.0)
Arizona	12 (1.8)	12 (2.0)	11 (1.6)	12 (2.0)	‡	‡	‡	‡
Arkansas	‡	‡	‡	25 (6.7)	‡	‡	‡	‡
California	8 (1.3)	8 (1.4)	10 (1.4)	11 (1.3)	24 (4.7)	25 (3.7)	25 (4.6)	37 (3.7)
Colorado	10 (1.9)	11 (2.2)	–	14 (2.4)	30 (6.6)	25 (7.2)	–	47 (7.0)
Connecticut	13 (3.1)	13 (4.5)	10 (2.2)	14 (3.2)	59 (7.6)	58 (8.4)	34 (5.0)	54 (7.7)
Delaware	18 (6.3)!	17 (5.9)	14 (2.7)	13 (2.9)	‡	‡	54 (5.4)	52 (6.8)
Florida	15 (3.0)	17 (3.3)	20 (3.5)	19 (1.9)	54 (7.0)	47 (7.6)	‡	‡
Georgia	‡	‡	14 (4.9)	16 (4.9)	‡	‡	27 (5.5)	39 (8.1)
Hawaii	‡	‡	16 (5.3)	28 (7.1)	16 (1.2)*	16 (1.3)	17 (1.3)	19 (0.9)
Idaho	–	–	17 (3.1)	12 (2.9)	–	–	‡	‡
Illinois	–	–	–	16 (2.2)	–	–	–	53 (5.2)
Indiana	–	–	‡	16 (4.6)	–	–	‡	‡
Iowa	–	–	–	13 (4.1)	–	–	–	‡
Kansas	15 (4.3)	11 (2.4)	23 (4.5)	17 (3.8)	‡	‡	‡	35 (4.9)
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	27 (6.6)	23 (6.3)	24 (5.0)!	20 (3.9)	53 (7.1)	55 (7.5)!	56 (6.8)	55 (4.9)
Massachusetts	12 (3.3)	12 (3.0)	16 (2.9)	14 (2.5)	35 (7.5)	40 (6.0)	37 (7.3)	52 (7.9)
Michigan	–	–	‡	27 (5.1)!	–	–	‡	‡
Minnesota	‡	‡	–	16 (5.8)	21 (7.4)	16 (4.3)	–	26 (5.0)
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	–	–	14 (4.0)	11 (3.0)	–	–	‡	‡
Nevada	10 (1.8)	9 (1.6)	8 (1.6)	8 (1.2)	21 (5.4)	24 (4.9)	24 (4.6)	25 (4.6)
New Hampshire	–	–	–	‡	–	–	–	‡
New Jersey	–	–	–	17 (2.3)	–	–	–	62 (3.6)
New Mexico	14 (1.6)	15 (1.5)	12 (1.2)	12 (1.0)	‡	‡	‡	‡
New York	12 (2.1)	10 (2.6)	15 (3.1)	18 (2.8)	43 (9.5)!	49 (8.4)!	36 (6.8)!	42 (5.2)
North Carolina	‡	‡	18 (6.4)	15 (2.9)	‡	‡	‡	30 (8.8)
North Dakota	–	–	‡	‡	–	–	‡	‡
Ohio	–	–	‡	37 (9.0)!	–	–	‡	‡
Oklahoma	10 (4.1)	16 (4.8)	14 (4.5)	17 (3.9)	‡	‡	‡	‡
Oregon	13 (4.0)	15 (3.6)	14 (4.1)	18 (3.1)	33 (6.9)	35 (7.4)	41 (5.3)	34 (9.1)
Pennsylvania	–	–	14 (3.6)!	24 (6.3)	–	–	27 (7.5)!	‡
Rhode Island	10 (2.9)	10 (3.2)	12 (2.1)	8 (1.5)	34 (6.2)	30 (6.9)	19 (4.3)	23 (5.9)
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	–	–	–	‡	–	–	–	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	14 (1.8)	14 (2.1)	17 (1.5)	14 (1.6)	45 (8.5)	43 (8.1)	39 (9.2)!	37 (7.0)!
Utah	23 (6.4)	20 (4.3)	9 (2.9)	13 (4.2)	‡	‡	22 (5.3)	28 (6.4)
Vermont	–	–	‡	‡	–	–	‡	‡
Virginia	24 (8.1)	28 (7.1)	23 (5.4)	31 (4.6)	43 (8.5)	38 (8.1)	50 (5.3)	40 (7.1)
Washington	12 (4.0)	11 (2.7)	20 (4.5)!	16 (4.1)	32 (4.6)	34 (4.0)	39 (7.1)	39 (3.6)
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	18 (4.0)!	19 (5.4)!	–	17 (6.0)	‡	‡	–	24 (6.2)
Wyoming	15 (3.9)	19 (4.3)	13 (3.4)	20 (3.9)	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	15 (7.2)	22 (6.8)	11 (3.4)	11 (3.2)	‡	‡	‡	‡
DDESS ²	37 (6.5)	43 (6.3)	37 (5.0)	38 (4.3)	‡	‡	‡	‡
DoDDS ³	26 (5.2)	27 (5.9)	29 (4.6)	35 (4.4)	29 (4.1)	34 (3.7)	37 (4.3)	38 (3.6)

See notes at end of table. ►

**Table A.27 Percentage of students at or above Proficient and standard errors, by race/ethnicity, grade 8 public schools:
By state, 1998–2003—Continued**

Grade 8	American Indian/Alaska Native				Other ⁴			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998
Nation (public) ¹	‡	‡	18 (2.2)	18 (1.6)	‡	‡	24 (4.1)	28 (3.5)
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	11 (1.5)	—	—	—	‡
Arizona	10 (4.1)	7 (2.4) !	12 (3.0) !	8 (2.5) !	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	—	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	‡	‡	‡	‡	17 (2.9)	17 (2.9)	24 (3.4)	21 (3.5)
Idaho	—	—	‡	‡	—	—	‡	‡
Illinois	—	—	—	‡	—	—	—	‡
Indiana	—	—	‡	‡	—	—	‡	‡
Iowa	—	—	—	‡	—	—	—	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	—	—	‡	‡	—	—	‡	‡
Minnesota	‡	‡	—	‡	‡	‡	—	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	20 (6.2) !	20 (5.9) !	17 (3.9) !	13 (3.7)	‡	‡	‡	‡
Nebraska	—	—	‡	‡	—	—	‡	‡
Nevada	‡	‡	‡	‡	‡	‡	‡	‡
New Hampshire	—	—	—	‡	—	—	—	‡
New Jersey	—	—	—	‡	—	—	—	‡
New Mexico	10 (2.9)	11 (4.0)	9 (1.9)	11 (3.0)	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	21 (6.0) !	21 (6.4) !	‡	10 (7.0) !	‡	‡	‡	‡
North Dakota	—	—	19 (6.0) !	12 (3.7)	—	—	‡	‡
Ohio	—	—	‡	‡	—	—	‡	‡
Oklahoma	22 (3.8)	23 (3.7)	23 (2.6)	26 (2.8)	‡	‡	‡	31 (4.5) !
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	—	—	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	15 (3.7)	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	‡	‡	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	15 (5.3)	17 (7.3)	‡	18 (5.1)	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	—	‡	‡	‡	—	‡
Wyoming	13 (5.6) !	12 (4.5)	15 (4.1)	8 (2.8)	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	‡	‡	‡	‡	‡	‡	44 (6.8)	‡
DoDDS ³	‡	‡	‡	‡	35 (4.4)	36 (3.8)	39 (3.0)	50 (5.6)

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

! Interpret data with caution. The nature of the sample does not allow accurate determination of the variability of the statistic.

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

* Significantly different from 2003 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 Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

⁴ "Other" comprises students whose race based on school reports was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: Standard errors of the estimated percentages appear in parentheses. State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Analyzing Group Differences in Averages and Percentages

Statistical tests determine whether, based on the data from the groups in the sample, there is strong evidence to conclude that the averages or percentages are actually different for those groups in the population. If the evidence is strong (i.e., the difference is statistically significant), the report describes the group averages or percentages as being different (e.g., one group performed higher or lower than another group), regardless of whether the sample averages or percentages appear to be approximately the same. The reader is cautioned to rely on the results of the statistical tests rather than on the apparent magnitude of the difference between sample averages or percentages when determining whether the sample differences are likely to represent actual differences among the groups in the population.

To determine whether a real difference exists between the average scale scores (or percentages of a certain attribute) for two groups in the population, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the averages (or percentages) of these groups for the sample. This estimate of the degree of uncertainty, called the “standard error of the difference” between the groups, is obtained by taking the square of each group’s standard error, summing the squared standard errors, and taking the square root of that sum.

Standard Error of the Difference =

$$SE_{A-B} = \sqrt{(SE_A^2 + SE_B^2)}$$

The standard error of the difference can be used, just like the standard error for an individual group average or per-

centage, to help determine whether differences among groups in the population are real. The difference between the averages or percentages of the two groups plus or minus 1.96 standard errors of the difference represents an approximately 95 percent confidence interval. If the resulting interval includes zero, there is insufficient evidence to claim a real difference between the groups in the population. If the interval does not contain zero, the difference between the groups is statistically significant at the .05 level.

The following example of comparing groups addresses the problem of determining whether the average reading scale score of group A is higher than that of group B. The sample estimates of the average scale scores and estimated standard errors are as follows:

Group	Average Scale Score	Standard Error
A	218	0.9
B	216	1.1

The difference between the estimates of the average scale scores of groups A and B is two points (218–216). The estimated standard error of this difference is

$$\sqrt{(0.9^2 + 1.1^2)} = 1.4$$

Thus, an approximately 95 percent confidence interval for this difference is plus or minus 1.96 standard errors of the difference.

$$2 \pm 1.96 \times 1.4$$

$$2 \pm 2.7$$

$$(-0.7, 4.7)$$

The value zero is within the confidence interval; therefore, there is insufficient evidence to conclude that group A outperformed group B.

The procedure above is appropriate to use when it is reasonable to assume that the groups being compared have been independently sampled for the assessment. Such an assumption is clearly warranted when comparing results across assessment years (e.g., comparing the 2002 and 2003 results for a particular state or subgroup) or when comparing results for one state with another. This is the approach used for NAEP reports when comparisons involving independent groups are made. The assumption of independence is violated to some degree when comparing group results for the nation or a particular state (e.g., comparing national 2003 results for males and females), since these samples of students have been drawn from the same schools. When the groups being compared do not share students (as is the case, for example, in comparing males and females) the impact of this violation of the independence assumption on the outcome of the statistical tests is assumed to be small, and NAEP, by convention, has, for computational convenience, routinely applied the procedures described above to those cases as well.

When making comparisons of results for groups that share a considerable proportion of students in common, it is not appropriate to ignore such dependencies. In such cases, NAEP has used procedures appropriate to comparing dependent groups. When the dependence in group results is due to the overlap in samples (e.g., when a subgroup is being

compared to a total group), a simple modification of the usual standard error of the difference formula can be used. The formula for such cases is:

$$SE_{\text{Total-Subgroup}} = \sqrt{(SE_{\text{Total}}^2 + SE_{\text{Subgroup}}^2 - 2pSE_{\text{Subgroup}}^2)}$$

where p is the proportion of the total group contained in the subgroup.¹⁹ This formula was used for this report when a state was compared to the aggregate nation or a school district was compared to the entire state it belongs to.

Conducting Multiple Tests

The procedures used to determine whether group differences in the samples represent actual differences among the groups in the population and the certainty ascribed to intervals (e.g., a 95 percent confidence interval) are based on statistical theory that assumes that only one confidence interval or test of statistical significance is being performed. However, there are times when many different groups are being compared (i.e., multiple sets of confidence intervals are being analyzed). In sets of confidence intervals, statistical theory indicates that the certainty associated with the entire set of intervals is less than that attributable to each individual comparison from the set. To hold the significance level for the set of comparisons at a particular level (e.g., .05), standard methods must be adjusted by multiple comparison procedures.²⁰ One such procedure, the Benjamini-Hochberg False Discovery Rate (FDR) procedure was used to control the certainty level.²¹

¹⁹ This is a special form of the common formula for standard error of dependent samples. The standard formula can be found, for example, in Kish, L. (1995). *Survey Sampling*. New York: John Wiley and Sons, Inc.

²⁰ Miller, R. G. (1981). *Simultaneous Statistical Inference* (2nd ed.). New York: Springer-Verlag.

²¹ Benjamini, Y., and Hochberg, Y. (1995). Controlling the False Discovery Rate: A Practical and Powerful Approach to Multiple Testing. *Journal of the Royal Statistical Society, Series B*, no. 1, 289–300.

Unlike other multiple comparison procedures that control the familywise error rate (i.e., the probability of making even one false rejection in the set of comparisons), the FDR procedure controls the expected proportion of falsely rejected hypotheses. Furthermore, the FDR procedure used in NAEP is considered appropriately less conservative than familywise procedures for large families of comparisons.²² Therefore, the FDR procedure is more suitable for multiple comparisons in NAEP than other procedures. A detailed description of the FDR procedure will appear in the technical docu-

mentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

To illustrate how the FDR procedure is used, consider the comparisons of current and previous years' average scale scores for the five groups presented in table A.28. Note that the difference in average scale scores and the estimated standard error of the difference are calculated as the example in the previous section. The test statistic shown is the difference in average scale scores divided by the estimated standard error of the difference. (Rounding of the data occurs after the test is done.)

Table A.28 Example of False Discovery Rate comparisons of average scale scores for different groups of students

	Previous year		Current year		Previous year and current year			
	Average scale score	Standard error	Average scale score	Standard error	Differences in averages	Standard error of differences	Test statistic	Percent confidence ¹
Group 1	224	1.3	226	1.0	2.08	1.62	1.29	20
Group 2	187	1.7	193	1.7	6.31	2.36	2.68	1
Group 3	191	2.6	197	1.7	6.63	3.08	2.15	4
Group 4	229	4.4	232	4.6	3.24	6.35	0.51	62
Group 5	201	3.4	196	4.7	-5.51	5.81	-0.95	35

¹ The percent confidence is $2(1-F(x))$ where $F(x)$ is the cumulative distribution of the t-distribution with the degrees of freedom adjusted to reflect the complexities of the sample design.

The difference in average scale scores and its estimated standard error can be used to find an approximately 95 percent confidence interval, or they can be used to identify a confidence percentage. The confidence percentage for the test statistics is identified from statistical tables instead of checking to see if zero is within the 95 percent confidence interval about the mean. The significance level from the statistical tables can be directly compared to $100 - 95 = 5$ percent.

If the comparison of average scale scores across two years was made for only one of the five groups, there would be a significant difference between the average scale scores for the two years at a significance level of less than 5 percent. However, because we are interested in the difference in average scale scores across the two years for all five of the groups, comparing each of the significance levels to 5 percent is not adequate. Groups of students defined by shared characteristics,

²² Williams, V. S. L., Jones, L. V., and Tukey, J. W. (1999). Controlling Error in Multiple Comparisons with Examples From State-to-State Differences in Educational Achievement. *Journal of Educational and Behavioral Statistics*, 24(1), 42-69.

such as racial/ethnic groups, are treated as sets or families when making comparisons. However, comparisons of average scale scores for each pair of years were treated separately, so the steps described in this example would be replicated for the comparison of other current and previous year average scale scores.

Using the FDR procedure to take into account that all comparisons are of interest to us, the percents of confidence in the example are ordered from largest to smallest: 62, 35, 20, 4, and 1. In the FDR procedure, 62 percent confidence for the group 4 comparison would be compared to 5 percent, 35 percent for the group 5 comparison would be compared to $0.05 \times (5-1)/5 = 0.04 = 4$ percent,²³ 20 percent for the group 1 comparison would be compared to $0.05 \times (5-2)/5 = 0.03 = 3$ percent, 4 percent for the group 3 comparison would be compared to $0.05 \times (5-3)/5 = 0.02 = 2$ percent, and 1 percent for the group 2 comparison (actually slightly smaller than 1 prior to rounding) would be compared to $0.05 \times (5-4)/5 = 0.01 = 1$ percent. The procedure stops with the first contrast found to be significant. The last of these comparisons is the only one for which the percent confidence is smaller than the FDR procedure value. The difference between the current year's and previous years' average scale scores for the group 2 students is significant; for all of the other groups, average scale scores for current and previous year are not significantly different from one another. In practice, a very small number of counterintuitive results

occur when the FDR procedures are used to examine between-year differences in subgroup results by jurisdiction. In those cases, results were not included in this report.

NAEP Reporting Groups

NAEP results are provided for groups of students defined by shared characteristics—gender, race/ethnicity, parental education, region of the country, type of school, school's type of location, and eligibility for free/reduced-price school lunch. Based on participation rate criteria, results are reported for subpopulations only when sufficient numbers of students and adequate school representation are present. The minimum requirement is at least 62 students in a particular subgroup from at least five primary sampling units (PSUs).²⁴ However, the data for all students, regardless of whether their subgroup was reported separately, were included in computing overall results. Definitions of the subpopulations are presented below.

Gender: Results are reported separately for males and females.

Race/Ethnicity: In all NAEP assessments, data about student race/ethnicity is collected from two sources: school records and student self-reports. Prior to 2002, NAEP used students' self-reported race as the primary race/ethnicity reporting variable. As of 2002, the race/ethnicity variable presented in NAEP reports is based on the race reported by the school. When school-recorded information is missing, student-reported data are used to determine race/ethnicity. The mutually

²³ The level of confidence times the number of comparisons minus one divided by the number of comparisons is $0.05 \times (5-1)/5 = 0.04 = 4$ percent.

²⁴ For the NAEP national assessments prior to 2002, a PSU is a selected geographic region (a county, group of counties, or metropolitan statistical area). Since 2002, the first-stage sampling units are schools (public and nonpublic) in the selection of the combined sample. Further details about the procedure for determining minimum sample size will appear in the technical documentation section of the NAEP web site (<http://nces.ed.gov/nationsreportcard>).

exclusive racial/ethnic categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian (including Alaska Native), and Other. Information based on student self-reported race/ethnicity is available on the NAEP Data Tool (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Parental Education: Eighth-graders were asked the following two questions, the responses to which were combined to derive the parental education variable.

How far in school did your mother go?

- She did not finish high school.
- She graduated from high school.
- She had some education after high school.
- She graduated from college.
- I don't know.

Students were also asked

How far in school did your father go?

- He did not finish high school.
- He graduated from high school.
- He had some education after high school.
- He graduated from college.
- I don't know.

The information was combined into one parental-education reporting variable in the following way: If a student indicated the extent of education for only one parent, that level was included in the data. If a student indicated the extent of education for both parents, the higher of the two levels was included in the data. If a student responded "I don't know" for both parents, or responded "I don't know" for one parent and did not respond for the other, the parental education level was

classified as "I don't know." If the student did not respond for either parent, the student was recorded as having provided no response.

Region of the Country: Prior to 2003, NAEP results were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. As of 2003, to align NAEP with other federal data collections, NAEP analysis and reports have used Census Bureau definitions of region. The four Census-defined regions are: Northeast, South, Midwest, and West. The Midwest region defined by the Census includes the same states as the NAEP-defined Central region. The Northeast region defined by the Census is made up of the same states in the NAEP-defined Northeast region minus Delaware, the District of Columbia, Maryland, and the section of Virginia in the Washington, DC metropolitan area. The Census-defined West region includes the same states as the NAEP-defined West region except Oklahoma and Texas. The Census-defined South region includes all those states previously defined by NAEP as the Southeast region plus Delaware, the District of Columbia, Maryland, Oklahoma, Texas, and the section of Virginia in the Washington, DC metropolitan area. Due to this change in the region variable, no trend data for each region were provided in this report. Figure A.2 shows how states are subdivided into these census regions. All 50 states and the District of Columbia are listed. Other jurisdictions, including territories and the two Department of Defense Educational Activities jurisdictions, are not assigned to any region.

Figure A.2 States within regions of the country defined by the U.S. Census Bureau

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Maine	Arkansas	Indiana	Arizona
Massachusetts	Delaware	Iowa	California
New Hampshire	District of Columbia	Kansas	Colorado
New Jersey	Florida	Michigan	Hawaii
New York	Georgia	Minnesota	Idaho
Pennsylvania	Kentucky	Missouri	Montana
Rhode Island	Louisiana	Nebraska	Nevada
Vermont	Maryland	North Dakota	New Mexico
	Mississippi	Ohio	Oregon
	North Carolina	South Dakota	Utah
	Oklahoma	Wisconsin	Washington
	South Carolina		Wyoming
	Tennessee		
	Texas		
	Virginia		
	West Virginia		

SOURCE: U.S. Department of Commerce Economics and Statistics Administration.

Type of School: Results are reported by the type of school that the student attends—public or nonpublic. Nonpublic schools include Catholic and other private schools.²⁵ Because they are funded by federal authorities (not state/local governments), Bureau of Indian Affairs schools and Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) are not included in either the public or nonpublic categories; they are included in the overall national results.

Type of Location: Results from the 2003 assessment are reported for students attending schools in three mutually exclusive location types: central city, urban fringe/large town, and rural/small town.

Central city: Following standard definitions established by the Federal Office of Management and Budget, the U.S. Census Bureau (see <http://www.census.gov/>) defines “central city” as the largest city of a Metropolitan Statistical Area (MSA) or a Consolidated Metropolitan Statistical Area (CMSA). Typically, an MSA contains a city

²⁵ A more detailed breakdown of nonpublic school results is available on the NAEP web site (<http://nces.ed.gov/nationsreportcard/naepdata>).

with a population of at least 50,000 and includes its adjacent areas. An MSA becomes a CMSA if it meets the requirements to qualify as a metropolitan statistical area, has a population of 1,000,000 or more, its component parts are recognized as primary metropolitan statistical areas, and local opinion favors the designation. In the NCES Common Core of Data (CCD) locale codes are assigned to schools. For the definition of central city used in this report, two locale codes of the survey are combined. The definition of each school's type of location is determined by the size of the place where the school is located and whether or not it is in an MSA or CMSA. School locale codes are assigned by the U.S. Census Bureau. For the definition of central city, NAEP reporting uses data from two CCD locale codes: large city (a central city of an MSA or CMSA with the city having a population greater than or equal to 25,000) and midsize city (a central city of an MSA or CMSA having a population less than 25,000). Central city is a geographical term and is not synonymous with "inner city."

Urban fringe/large town: The urban fringe category includes any incorporated place, census designated place, or nonplace territory within a CMSA or MSA of a large or mid-sized city and defined as urban by the U.S. Census Bureau, but which does not qualify as a central city. A large town is defined as a place outside a CMSA or MSA with a population greater than or equal to 25,000.

Rural/small town: Rural includes all places and areas with populations of less than 2,500 that are classified as rural by the U.S. Census Bureau. A small town is defined as a place outside a CMSA or MSA with a population of less than 25,000, but greater than or equal to 2,500.

Results for each type of location are only compared across years 2000 and after. This is due to new methods used by NCES to identify the type of location assigned to each school in the CCD. The new methods were put into place by NCES in order to improve the quality of the assignments, and they take into account more information about the exact physical location of the school. The variable was revised in NAEP beginning with the 2000 assessments.

Eligibility for Free/Reduced-Price School Lunch: As part of the Department of Agriculture’s National School Lunch Program, schools can receive cash subsidies and donated commodities in turn for offering free or reduced-price lunches to eligible children. Based on available school records, students were classified as either currently eligible for free/reduced-price school lunch or not eligible. Eligibility for the program is determined by a student’s family income in relation to the federally established poverty level. Free lunch qualification is set at 130 percent of the poverty level, and reduced-price lunch qualification is set at between 130 and 185 percent of the poverty level. Additional information on eligibility may be found on the Department of Agriculture web site (<http://www.fns.usda.gov/cnd/lunch/>). The classification applies only to the school year when the assessment was administered (i.e., the 2002–2003 school year) and is not based on eligibility in previous years. If school records were not available, the student was classified as “Information not available.” If the school did not participate in the program, all students in that school were classified as “Information not available.”

Cautions in Interpretations

As previously stated, the NAEP reading scale makes it possible to examine relationships between students’ performance and various background factors measured by NAEP. However, a relationship that exists between achievement and another variable does not reveal its underlying cause, which may be influenced by a number of other variables. Similarly, the assessments do not reflect the influence of unmeasured variables. The results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

A caution is also warranted for some small population group estimates. At times in this report, smaller population groups show very large increases or decreases across years in average scores. However, it is necessary to interpret such score gains with extreme caution. Another reason for caution is that the effects of exclusion-rate changes may be more marked for small subgroups than they are for the whole population. The standard errors are often quite large around the score estimates for small groups, which in turn means the standard error around the gain is also large.

B

Appendix B

Subgroup Percentage Appendix

This appendix shows the weighted percentages of students by subgroups. There has been a shift in the racial/ethnic composition of the student population and students participating in NAEP. The percentage of Hispanic students increased from 7 percent in 1992 to 17 percent in 2003 at grade 4, and from 8 percent to 15 percent at grade 8. The percentage of White students decreased from 73 percent in 1992 to 60 percent in 2003 at grade 4, and from 72 percent to 63 percent at grade 8. The percentage of Black students, which has changed less over the years, is approximately 17 percent at grade 4 and 16 percent at grade 8.

Table B.1 Weighted percentage of students, by region of the country, grades 4 and 8: 2003

		2003	
Grade 4	Northeast	18	
	Midwest	23	
	South	35	
	West	24	
Grade 8	Northeast	18	
	Midwest	23	
	South	36	
	West	23	

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 Reading Assessment.

Table B.2 Weighted percentage of students, by gender, grades 4 and 8: 1992–2003

		Accommodations not permitted				Accommodations permitted			
		1992	1994	1998	2000	1998	2000	2002	2003
Grade 4	Male	51	51	50	50	50	50	51	51
	Female	49	49	50	50	50	50	49	49
Grade 8	Male	51	50	50	—	51	—	50	50
	Female	49	50	50	—	49	—	50	50

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

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), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table B.3 Weighted percentage of students, by race/ethnicity, grades 4 and 8: 1992–2003

	Accommodations not permitted				Accommodations permitted			
	1992	1994	1998	2000	1998	2000	2002	2003
Grade 4								
White	73	72	70	69	66	63	61	60
Black	17	17	16	16	15	17	17	17
Hispanic	7	7	10	11	14	14	16	17
Asian/Pacific Islander	2	3	3	3	4	4	4	4
American Indian/Alaska Native	1	1	1	1	1	1	1	1
Other ¹	#	#	#	#	1	1	1	1
Grade 8								
White	72	72	70	–	70	–	65	63
Black	16	16	15	–	15	–	15	16
Hispanic	8	8	11	–	11	–	14	15
Asian/Pacific Islander	3	3	3	–	3	–	4	4
American Indian/Alaska Native	1	1	#	–	#	–	1	1
Other ¹	1	#	#	–	#	–	1	1

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

The estimate rounds to zero.

¹ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table B.4 Weighted percentage of students, by eligibility for free/reduced-price school lunch, grades 4 and 8: 1998–2003

	Accommodations not permitted		Accommodations permitted			
	1998	2000	1998	2000	2002	2003
Grade 4						
Eligible	35	34	38	38	40	40
Not eligible	54	51	51	48	47	50
Information not available	12	15	11	14	13	10
Grade 8						
Eligible	27	–	28	–	31	33
Not eligible	56	–	56	–	54	55
Information not available	17	–	17	–	15	11

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

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), 1998, 2000, 2002, and 2003 Reading Assessments.

Table B.5 Weighted percentages of students, by eligibility for free/reduced-price school lunch and race/ethnicity, grades 4 and 8: 2003

	Eligible	Not eligible	Not available
Grade 4			
White	23	66	12
Black	70	24	7
Hispanic	71	22	7
Asian/Pacific Islander	35	52	13
American Indian/Alaska Native	64	29	7
Grade 8			
White	19	69	13
Black	61	31	8
Hispanic	64	27	9
Asian/Pacific Islander	33	51	15
American Indian/Alaska Native	54	41	5

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 Reading Assessment.

Table B.6 Weighted percentage of students, by student-reported parents' highest level of education, grade 8: 1992–2003

	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Grade 8						
Less than high school	8	7	7	7	7	7
Graduated high school	24	22	22	22	17	17
Some education after high school	19	20	18	18	19	18
Graduated college	41	43	44	44	48	48
Unknown	8	9	9	9	9	10

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), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table B.7 Weighted percentage of students, by type of school, grades 4 and 8: 1992–2003

	Accommodations not permitted				Accommodations permitted			
	1992	1994	1998	2000	1998	2000	2002	2003
Grade 4								
Public	89	90	89	89	90	90	90	90
Nonpublic	11	10	11	11	10	10	10	10
Nonpublic: Catholic	8	7	7	6	6	6	6	5
Nonpublic: Other	4	4	4	5	4	5	5	5
Grade 8								
Public	89	89	89	–	89	–	91	91
Nonpublic	11	11	11	–	11	–	9	9
Nonpublic: Catholic	6	7	7	–	7	–	5	5
Nonpublic: Other	4	4	4	–	4	–	4	4

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

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), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Table B.8 Weighted percentages of students, by parents' highest level of education and type of school, grade 8: 2003

	Less than high school	Graduated high school	Some education after high school	Graduated college	Unknown
Grade 8					
Public	7	18	18	46	11
Nonpublic	1	9	13	72	5

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 Reading Assessment.

Table B.9 Weighted percentage of students, by type of location, grades 4 and 8: 2000–2003

	Accommodations not permitted	Accommodations permitted		
	2000	2000	2002	2003
Grade 4				
Central city	32	33	30	31
Urban fringe/large town	45	45	42	41
Rural/small town	23	23	28	28
Grade 8				
Central city	–	–	29	29
Urban fringe/large town	–	–	42	41
Rural/small town	–	–	29	29

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

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), 2000, 2002, and 2003 Reading Assessments.

Table B.10 Weighted percentage of students, by gender, grade 4: By state, 1992–2003

Grade 4	Male						Female					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public)	51	51	50	50	51	51	49	49	50	50	49	49
Alabama	52	51	51	51	49	52	48	49	49	49	51	48
Alaska	—	—	—	—	—	51	—	—	—	—	—	49
Arizona	48	50	49	49	51	50	52	50	51	51	49	50
Arkansas	50	50	50	51	53	50	50	50	50	49	47	50
California	49	51	48	47	53	50	51	49	52	53	47	50
Colorado	51	50	49	50	—	51	49	50	51	50	—	49
Connecticut	51	50	47	49	52	50	49	50	53	51	48	50
Delaware	50	49	51	51	49	49	50	51	49	49	51	51
Florida	51	49	50	50	50	51	49	51	50	50	50	49
Georgia	51	48	50	50	51	52	49	52	50	50	49	48
Hawaii	51	51	50	50	51	51	49	49	50	50	49	49
Idaho	50	—	—	—	53	51	50	—	—	—	47	49
Illinois	—	—	—	—	—	51	—	—	—	—	—	49
Indiana	50	49	—	—	50	49	50	51	—	—	50	51
Iowa	50	51	50	51	50	51	50	49	50	49	50	49
Kansas	—	—	53	53	50	52	—	—	47	47	50	48
Kentucky	53	51	50	50	52	49	47	49	50	50	48	51
Louisiana	50	49	49	50	51	52	50	51	51	50	49	48
Maine	48	50	51	52	53	51	52	50	49	48	47	49
Maryland	49	52	49	50	52	50	51	48	51	50	48	50
Massachusetts	50	50	48	48	51	53	50	50	52	52	49	47
Michigan	50	—	49	49	51	49	50	—	51	51	49	51
Minnesota	51	51	51	51	52	51	49	49	49	49	48	49
Mississippi	52	49	49	49	52	52	48	51	51	51	48	48
Missouri	50	51	52	51	50	50	50	49	48	49	50	50
Montana	—	51	50	51	51	51	—	49	50	49	49	49
Nebraska	52	51	—	—	50	49	48	49	—	—	50	51
Nevada	—	—	50	50	51	50	—	—	50	50	49	50
New Hampshire	51	50	51	51	—	50	49	50	49	49	—	50
New Jersey	50	49	—	—	—	51	50	51	—	—	—	49
New Mexico	50	48	49	50	50	51	50	52	51	50	50	49
New York	52	50	49	48	48	50	48	50	51	52	52	50
North Carolina	51	51	49	50	49	50	49	49	51	50	51	50
North Dakota	51	50	—	—	52	51	49	50	—	—	48	49
Ohio	50	—	—	—	50	50	50	—	—	—	50	50
Oklahoma	49	—	50	50	51	49	51	—	50	50	49	51
Oregon	—	—	49	49	50	51	—	—	51	51	50	49
Pennsylvania	48	50	—	—	53	51	52	50	—	—	47	49
Rhode Island	51	49	53	53	51	51	49	51	47	47	49	49
South Carolina	48	51	48	49	51	50	52	49	52	51	49	50
South Dakota	—	—	—	—	—	51	—	—	—	—	—	49
Tennessee	50	49	50	50	52	52	50	51	50	50	48	48
Texas	52	50	50	51	48	51	48	50	50	49	52	49
Utah	48	50	52	52	51	51	52	50	48	48	49	49
Vermont	—	—	—	—	51	51	—	—	—	—	49	49
Virginia	51	50	50	50	51	51	49	50	50	50	49	49
Washington	—	52	51	51	50	50	—	48	49	49	50	50
West Virginia	51	51	48	48	49	51	49	49	52	52	51	49
Wisconsin	50	49	50	51	—	51	50	51	50	49	—	49
Wyoming	51	51	51	52	52	51	49	49	49	48	48	49
Other jurisdictions												
District of Columbia	50	50	48	48	49	49	50	50	52	52	51	51
DDESS ¹	—	—	49	49	51	51	—	—	51	51	49	49
DoDDS ²	—	50	50	50	51	51	—	50	50	50	49	49

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table B.11 Weighted percentage of students, by gender, grade 8: By state, 1998–2003

Grade 8	Male				Female			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public)	51	51	50	50	49	49	50	50
Alabama	50	50	51	50	50	50	49	50
Alaska	–	–	–	51	–	–	–	49
Arizona	50	51	51	51	50	49	49	49
Arkansas	51	52	50	51	49	48	50	49
California	50	51	52	51	50	49	48	49
Colorado	52	52	–	51	48	48	–	49
Connecticut	51	53	50	50	49	47	50	50
Delaware	50	50	51	52	50	50	49	48
Florida	49	49	48	49	51	51	52	51
Georgia	51	51	50	50	49	49	50	50
Hawaii	50	51	50	51	50	49	50	49
Idaho	–	–	48	50	–	–	52	50
Illinois	–	–	–	49	–	–	–	51
Indiana	–	–	52	49	–	–	48	51
Iowa	–	–	–	49	–	–	–	51
Kansas	50	51	50	50	50	49	50	50
Kentucky	51	52	50	50	49	48	50	50
Louisiana	49	50	49	48	51	50	51	52
Maine	50	50	50	51	50	50	50	49
Maryland	51	51	50	51	49	49	50	49
Massachusetts	51	51	48	50	49	49	52	50
Michigan	–	–	49	50	–	–	51	50
Minnesota	51	52	–	51	49	48	–	49
Mississippi	49	48	48	49	51	52	52	51
Missouri	52	52	49	49	48	48	51	51
Montana	48	48	52	50	52	52	48	50
Nebraska	–	–	53	49	–	–	47	51
Nevada	52	52	51	49	48	48	49	51
New Hampshire	–	–	–	49	–	–	–	51
New Jersey	–	–	–	51	–	–	–	49
New Mexico	49	48	52	50	51	52	48	50
New York	49	50	51	48	51	50	49	52
North Carolina	48	49	49	50	52	51	51	50
North Dakota	–	–	52	50	–	–	48	50
Ohio	–	–	51	48	–	–	49	52
Oklahoma	50	49	50	49	50	51	50	51
Oregon	51	51	49	51	49	49	51	49
Pennsylvania	–	–	50	50	–	–	50	50
Rhode Island	50	50	49	51	50	50	51	49
South Carolina	48	48	49	48	52	52	51	52
South Dakota	–	–	–	49	–	–	–	51
Tennessee	49	49	51	52	51	51	49	48
Texas	50	50	49	52	50	50	51	48
Utah	51	51	50	49	49	49	50	51
Vermont	–	–	50	50	–	–	50	50
Virginia	50	50	50	49	50	50	50	51
Washington	51	52	49	51	49	48	51	49
West Virginia	50	50	49	50	50	50	51	50
Wisconsin	50	51	–	52	50	49	–	48
Wyoming	52	52	51	53	48	48	49	47
Other jurisdictions								
District of Columbia	48	47	47	48	52	53	53	52
DDESS ¹	52	54	49	51	48	46	51	49
DoDDS ²	51	51	50	51	49	49	50	49

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table B.12 Weighted percentage of students, by race/ethnicity, grade 4: By state, 1992–2003

Grade 4	Nation (public)	White						Black					
		Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
		1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Alabama	65	66	65	65	60	60	33	32	33	33	37	37	
Alaska	—	—	—	—	—	54	—	—	—	—	—	5	
Arizona	61	63	59	60	51	50	5	4	5	5	6	5	
Arkansas	75	76	74	75	70	69	23	23	23	23	24	25	
California	51	48	47	46	34	34	8	7	9	9	7	8	
Colorado	74	74	74	75	—	67	5	5	7	7	—	5	
Connecticut	76	74	75	76	71	69	12	13	12	12	13	14	
Delaware	68	68	64	62	58	56	27	28	29	31	33	33	
Florida	63	61	55	56	49	51	24	24	27	27	25	23	
Georgia	60	60	54	55	53	51	37	35	41	40	37	38	
Hawaii	23	22	18	19	18	16	3	3	3	3	3	2	
Idaho	92	—	—	—	84	84	#	—	—	—	1	1	
Illinois	—	—	—	—	—	60	—	—	—	—	—	21	
Indiana	87	86	—	—	80	80	11	11	—	—	12	12	
Iowa	93	94	91	91	88	87	3	3	4	4	5	5	
Kansas	—	—	80	79	77	78	—	—	11	11	8	10	
Kentucky	90	88	87	88	86	85	10	11	10	10	11	12	
Louisiana	54	53	52	52	47	44	44	43	45	44	49	53	
Maine	98	98	96	97	96	95	#	1	1	1	2	2	
Maryland	63	61	55	55	52	52	31	34	35	35	36	37	
Massachusetts	84	81	82	82	78	74	8	8	6	6	9	10	
Michigan	80	—	78	78	72	71	15	—	17	17	21	21	
Minnesota	92	91	87	86	81	81	3	3	6	6	6	8	
Mississippi	42	49	53	53	47	45	57	50	46	46	51	53	
Missouri	83	81	80	80	80	78	15	16	16	16	17	18	
Montana	—	88	89	89	85	85	—	1	1	1	1	1	
Nebraska	89	89	—	—	82	81	6	4	—	—	6	6	
Nevada	—	—	66	65	54	54	—	—	10	10	10	10	
New Hampshire	97	97	96	96	—	94	1	1	1	1	—	2	
New Jersey	69	64	—	—	—	58	16	17	—	—	—	18	
New Mexico	47	41	40	39	37	32	3	3	3	3	2	3	
New York	63	58	61	62	55	52	15	23	18	17	20	20	
North Carolina	66	68	65	65	58	58	30	28	29	29	33	29	
North Dakota	96	92	—	—	87	88	#	1	—	—	1	1	
Ohio	85	—	—	—	75	78	12	—	—	—	21	17	
Oklahoma	78	—	70	70	62	61	8	—	9	9	11	11	
Oregon	—	—	83	81	78	76	—	—	3	3	3	3	
Pennsylvania	82	80	—	—	76	74	13	16	—	—	17	19	
Rhode Island	82	83	78	79	75	69	6	6	7	7	8	9	
South Carolina	57	57	57	56	55	55	41	41	41	41	42	40	
South Dakota	—	—	—	—	—	84	—	—	—	—	—	1	
Tennessee	75	77	71	72	73	71	23	21	26	25	23	25	
Texas	50	53	50	50	37	41	14	13	17	17	17	14	
Utah	93	91	86	86	86	83	#	1	1	1	1	2	
Vermont	—	—	—	—	95	95	—	—	—	—	2	2	
Virginia	71	62	65	65	63	62	25	31	27	27	26	27	
Washington	—	79	78	79	76	70	—	5	5	4	6	7	
West Virginia	96	96	95	95	95	95	2	3	4	4	4	4	
Wisconsin	87	87	83	82	—	79	7	5	10	10	—	9	
Wyoming	90	90	87	88	83	86	1	1	1	1	2	1	
Other jurisdictions													
District of Columbia	5	5	5	6	3	5	91	90	84	84	88	85	
DDESS ¹	—	—	47	48	39	47	—	—	29	29	26	27	
DoDDS ²	—	51	47	47	47	49	—	20	19	18	16	21	

See notes at end of table. ▶

Table B.12 Weighted percentage of students, by race/ethnicity, grade 4: By state, 1992–2003—Continued

Grade 4	Hispanic						Asian/Pacific Islander					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public)	7	7	10	14	17	18	2	3	2	4	4	4
Alabama	#	#	1	1	1	1	#	1	1	1	1	1
Alaska	—	—	—	—	—	4	—	—	—	—	—	8
Arizona	23	25	29	28	34	36	1	3	2	2	2	2
Arkansas	#	1	2	2	4	4	1	1	#	#	1	1
California	28	30	29	29	47	47	12	14	13	13	10	10
Colorado	17	16	15	15	—	23	2	4	3	2	—	3
Connecticut	10	10	9	8	12	14	2	3	2	2	3	3
Delaware	3	2	3	5	6	8	2	2	2	1	3	3
Florida	11	14	15	15	22	21	2	1	1	1	2	2
Georgia	1	2	2	2	5	6	1	2	2	2	2	2
Hawaii	3	3	2	2	3	3	62	59	64	63	63	67
Idaho	6	—	—	—	11	13	1	—	—	—	2	1
Illinois	—	—	—	—	—	16	—	—	—	—	—	2
Indiana	1	2	—	—	4	5	#	1	—	—	1	1
Iowa	2	2	2	2	4	5	2	1	2	2	2	2
Kansas	—	—	6	7	11	8	—	—	1	2	2	2
Kentucky	#	1	#	#	1	1	#	1	#	#	1	1
Louisiana	1	2	1	1	2	1	1	2	1	2	1	1
Maine	#	#	#	#	1	1	1	1	1	1	1	1
Maryland	2	2	4	4	5	5	3	3	5	5	5	5
Massachusetts	4	6	7	7	8	11	4	4	4	3	4	4
Michigan	2	—	3	3	4	5	2	—	2	2	1	2
Minnesota	1	1	2	2	4	4	3	3	3	4	4	6
Mississippi	#	#	#	#	1	1	#	1	#	#	1	1
Missouri	1	1	2	2	2	3	1	1	2	1	1	1
Montana	—	1	1	1	2	2	—	1	1	1	1	1
Nebraska	3	4	—	—	8	9	1	2	—	—	1	1
Nevada	—	—	17	17	27	28	—	—	5	6	7	6
New Hampshire	1	1	1	1	—	2	1	1	2	2	—	1
New Jersey	11	12	—	—	—	16	4	6	—	—	—	7
New Mexico	44	43	43	44	47	51	1	2	2	2	1	2
New York	16	14	15	15	19	21	4	3	5	5	4	5
North Carolina	1	1	3	3	5	6	1	1	1	2	2	2
North Dakota	#	1	—	—	1	2	#	1	—	—	1	1
Ohio	1	—	—	—	2	2	1	—	—	—	1	1
Oklahoma	3	—	6	5	7	7	1	—	1	1	1	1
Oregon	—	—	7	9	11	14	—	—	5	4	4	4
Pennsylvania	3	2	—	—	4	4	1	2	—	—	2	1
Rhode Island	7	6	9	9	13	18	4	3	3	3	3	4
South Carolina	#	1	1	1	2	3	1	1	1	1	1	1
South Dakota	—	—	—	—	—	2	—	—	—	—	—	1
Tennessee	1	1	1	1	3	2	1	#	1	1	1	1
Texas	33	31	29	31	43	42	2	2	3	2	3	3
Utah	3	4	7	8	9	11	2	3	3	3	3	3
Vermont	—	—	—	—	1	1	—	—	—	—	1	2
Virginia	1	3	4	3	4	5	2	4	3	3	4	4
Washington	—	6	6	6	7	12	—	7	7	7	7	8
West Virginia	#	#	#	#	#	#	1	1	#	1	#	1
Wisconsin	3	4	3	4	—	6	2	3	2	2	—	3
Wyoming	6	6	7	7	9	8	1	1	1	1	1	1
Other jurisdictions												
District of Columbia	3	4	8	8	7	9	1	1	2	2	1	1
DDESS ¹	—	—	13	13	14	18	—	—	2	2	3	3
DoDDS ²	—	10	6	6	7	12	—	9	9	9	7	10

See notes at end of table. ►

Table B.12 Weighted percentage of students, by race/ethnicity, grade 4: By state, 1992–2003—Continued

Grade 4	American Indian/Alaska Native						Other ³					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public)	1	1	1	1	1	1	#	#	#	#	1	1
Alabama	1	1	1	1	1	1	#	#	#	#	#	#
Alaska	—	—	—	—	—	28	—	—	—	—	—	1
Arizona	9	6	5	6	6	7	#	#	#	#	#	#
Arkansas	#	#	1	#	#	1	#	#	#	#	#	#
California	1	#	1	1	1	#	1	#	1	2	#	#
Colorado	1	1	1	1	—	1	1	#	#	#	—	#
Connecticut	#	#	1	1	#	#	#	1	1	1	#	1
Delaware	#	#	#	#	#	#	#	#	#	#	#	#
Florida	#	#	#	#	#	#	#	#	#	#	2	2
Georgia	#	#	#	#	#	#	1	1	1	1	1	2
Hawaii	#	1	#	#	#	#	8	12	12	13	12	11
Idaho	1	—	—	—	3	2	#	—	—	—	#	#
Illinois	—	—	—	—	—	#	—	—	—	—	—	#
Indiana	#	#	—	—	1	#	#	#	—	—	2	2
Iowa	#	#	#	#	1	1	#	#	#	#	#	#
Kansas	—	—	1	1	1	1	—	—	#	#	#	#
Kentucky	#	#	#	#	#	#	#	#	1	1	1	2
Louisiana	#	#	1	1	1	1	#	#	#	#	#	#
Maine	#	#	1	#	#	1	#	#	#	#	#	#
Maryland	#	#	#	#	1	#	#	#	#	#	#	#
Massachusetts	#	#	#	#	#	#	#	1	#	1	1	#
Michigan	1	—	#	#	2	1	#	—	#	#	1	1
Minnesota	1	2	2	2	4	1	#	#	#	#	1	#
Mississippi	#	#	#	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	#	#	#	#	#	#	1
Montana	—	9	8	8	11	11	—	#	#	#	#	#
Nebraska	1	1	—	—	3	2	#	#	—	—	#	1
Nevada	—	—	2	2	2	2	—	—	#	#	#	#
New Hampshire	#	#	#	#	—	#	1	#	#	#	—	#
New Jersey	#	#	—	—	—	#	#	1	—	—	—	#
New Mexico	4	10	11	11	13	13	1	1	1	1	1	1
New York	#	1	#	#	#	1	1	1	1	1	1	#
North Carolina	2	2	1	1	1	2	#	#	1	1	2	2
North Dakota	3	4	—	—	9	9	#	#	—	—	#	#
Ohio	#	—	—	—	#	#	#	—	—	—	1	2
Oklahoma	9	—	14	14	17	18	1	—	1	1	3	2
Oregon	—	—	2	2	2	2	—	—	1	1	2	1
Pennsylvania	#	#	—	—	#	#	#	#	—	—	#	#
Rhode Island	#	1	1	1	#	#	1	1	1	1	#	#
South Carolina	#	#	#	#	#	#	#	#	#	#	#	#
South Dakota	—	—	—	—	—	12	—	—	—	—	—	#
Tennessee	#	#	1	#	#	#	#	#	#	#	#	#
Texas	#	#	1	1	1	1	1	#	#	#	#	#
Utah	1	1	2	1	1	1	#	#	1	1	#	#
Vermont	—	—	—	—	#	1	—	—	—	—	1	#
Virginia	#	#	1	1	1	1	#	#	#	#	2	1
Washington	—	2	3	3	3	3	—	1	1	1	#	1
West Virginia	#	#	#	#	#	#	#	#	1	1	#	#
Wisconsin	1	1	1	1	—	2	#	#	#	#	—	#
Wyoming	2	2	3	3	4	4	#	#	#	#	1	#
Other jurisdictions												
District of Columbia	#	#	#	#	#	#	#	#	1	1	#	#
DDESS ¹	—	—	1	1	1	1	—	—	8	8	18	4
DoDDS ²	—	1	1	1	1	1	—	8	18	19	22	8

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

The estimate rounds to zero.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

³ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: Detail may not sum to totals because of rounding. 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), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table B.13 Weighted percentage of students, by race/ethnicity, grade 8: By state, 1998–2003

Grade 8	Weighted percentage of students, by race/ethnicity, grade 8: By state, 1998–2003							
	Accommodations not permitted	White			Accommodations not permitted	Black		
		1998	1998	2002		2003	1998	2002
Nation (public)	68	68	64	61	15	16	15	17
Alabama	64	63	61	63	33	34	37	35
Alaska	–	–	–	58	–	–	–	4
Arizona	61	62	56	51	4	4	4	5
Arkansas	76	75	75	73	22	22	21	22
California	42	40	35	35	8	9	7	9
Colorado	72	73	–	70	5	4	–	6
Connecticut	76	77	70	71	12	12	13	14
Delaware	65	64	63	63	28	30	29	27
Florida	57	57	58	51	27	27	21	27
Georgia	58	58	54	54	36	36	38	39
Hawaii	19	19	16	15	2	2	2	2
Idaho	–	–	89	87	–	–	1	#
Illinois	–	–	–	63	–	–	–	20
Indiana	–	–	86	82	–	–	10	12
Iowa	–	–	–	91	–	–	–	3
Kansas	84	83	82	80	8	8	8	9
Kentucky	89	89	90	87	10	9	8	10
Louisiana	58	58	55	49	41	41	41	46
Maine	97	97	96	96	1	1	1	2
Maryland	59	59	55	58	32	33	35	32
Massachusetts	79	79	73	78	7	7	9	8
Michigan	–	–	77	70	–	–	18	24
Minnesota	87	85	–	83	3	4	–	6
Mississippi	51	51	53	49	47	48	45	49
Missouri	85	85	81	82	13	13	16	15
Montana	91	90	87	87	#	#	#	#
Nebraska	–	–	86	84	–	–	6	5
Nevada	68	68	60	56	8	8	10	11
New Hampshire	–	–	–	94	–	–	–	2
New Jersey	–	–	–	60	–	–	–	20
New Mexico	42	42	38	34	3	3	2	3
New York	61	60	57	55	18	19	20	21
North Carolina	65	64	64	60	28	29	29	31
North Dakota	–	–	94	90	–	–	1	1
Ohio	–	–	81	78	–	–	15	18
Oklahoma	72	72	62	64	9	9	10	9
Oregon	85	86	82	80	3	3	2	3
Pennsylvania	–	–	81	80	–	–	13	15
Rhode Island	83	82	76	75	6	7	7	8
South Carolina	58	58	56	54	40	40	41	43
South Dakota	–	–	–	88	–	–	–	1
Tennessee	76	76	77	73	22	22	21	24
Texas	50	50	44	44	13	12	12	15
Utah	90	90	86	86	1	1	1	1
Vermont	–	–	96	96	–	–	1	1
Virginia	67	66	66	65	26	27	25	27
Washington	80	79	78	74	3	4	4	6
West Virginia	96	95	95	94	3	3	4	5
Wisconsin	84	85	–	84	9	9	–	9
Wyoming	89	89	88	88	1	1	1	2
Other jurisdictions								
District of Columbia	3	3	3	3	87	90	88	88
DDESS ¹	42	42	41	40	27	30	25	25
DoDDS ²	48	48	47	51	19	19	17	19

See notes at end of table. ►

Table B.13 Weighted percentage of students, by race/ethnicity, grade 8: By state, 1998–2003—Continued

Grade 8	Accommodations not permitted	Hispanic			Asian/Pacific Islander			
		1998	Accommodations permitted		1998	Accommodations permitted		
			1998	2002		2003	1998	2002
Nation (public)	12	12	15	15	3	4	4	4
Alabama	1	1	1	1	1	#		1
Alaska	—	—	—	4	—	—	—	6
Arizona	26	26	31	36	2	2	2	2
Arkansas	2	2	2	3	1	1	1	1
California	37	37	45	41	11	11	12	13
Colorado	18	19	—	20	3	3	—	4
Connecticut	8	8	12	11	3	3	4	3
Delaware	4	3	5	6	2	2	2	3
Florida	13	13	17	19	2	3	2	2
Georgia	3	2	4	4	2	3	3	2
Hawaii	2	2	3	2	66	66	68	70
Idaho	—	—	8	10	—	—	1	1
Illinois	—	—	—	14	—	—	—	3
Indiana	—	—	2	3	—	—	1	1
Iowa	—	—	—	4	—	—	—	2
Kansas	5	6	7	7	2	2	2	3
Kentucky	#	#	#	1	1	1	1	1
Louisiana	1	1	2	2	1	1	1	1
Maine	#	#	#	1	1	1	1	1
Maryland	4	3	6	6	4	4	5	4
Massachusetts	9	9	11	9	5	4	5	4
Michigan	—	—	2	3	—	—	2	2
Minnesota	2	2	—	3	4	6	—	5
Mississippi	#	#	1	1	1	1	1	1
Missouri	1	1	2	1	1	1	1	1
Montana	1	2	2	2	1	1	1	1
Nebraska	—	—	6	7	—	—	2	1
Nevada	17	18	22	25	4	4	7	6
New Hampshire	—	—	—	2	—	—	—	1
New Jersey	—	—	—	14	—	—	—	6
New Mexico	45	44	45	52	1	1	1	1
New York	15	15	17	17	4	4	6	7
North Carolina	2	1	3	4	1	1	1	2
North Dakota	—	—	1	1	—	—	1	1
Ohio	—	—	2	2	—	—	1	1
Oklahoma	4	4	7	6	1	1	2	2
Oregon	6	6	8	9	4	4	5	4
Pennsylvania	—	—	3	3	—	—	3	1
Rhode Island	8	7	13	13	3	3	4	3
South Carolina	1	1	1	2	1	1	1	1
South Dakota	—	—	—	1	—	—	—	1
Tennessee	1	1	1	2	1	1	1	1
Texas	32	33	40	37	3	3	4	3
Utah	5	5	8	9	3	2	3	2
Vermont	—	—	#	1	—	—	2	1
Virginia	3	3	4	4	3	3	4	3
Washington	7	7	6	9	7	6	9	8
West Virginia	#	#	#	#	#	1	1	#
Wisconsin	3	3	—	3	2	2	—	3
Wyoming	6	6	6	6	1	1	1	1
Other jurisdictions								
District of Columbia	8	6	7	8	2	1	2	1
DDESS ¹	23	20	19	23	1	1	4	7
DoDDS ²	7	7	7	10	9	9	9	10

See notes at end of table. ►

Table B.13 Weighted percentage of students, by race/ethnicity, grade 8: By state, 1998–2003—Continued

Grade 8 Nation (public)	American Indian/Alaska Native				Other ³			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003	1998	1998	2002	2003
	#	#	1	1	#	#	1	1
Alabama	#	#	#	1	#	#	#	#
Alaska	—	—	—	26	—	—	—	2
Arizona	6	6	6	6	#	#	#	#
Arkansas	#	#	1	1	#	#	#	#
California	1	2	1	1	1	1	1	1
Colorado	1	1	—	1	#	#	—	#
Connecticut	#	#	1	#	1	1	1	#
Delaware	#	#	#	#	#	#	#	#
Florida	#	#	#	#	#	#	1	1
Georgia	#	#	#	#	1	1	1	1
Hawaii	#	#	#	#	10	11	11	11
Idaho	—	—	2	1	—	—	#	#
Illinois	—	—	—	#	—	—	—	#
Indiana	—	—	#	#	—	—	1	2
Iowa	—	—	—	#	—	—	—	#
Kansas	1	1	1	1	#	#	#	#
Kentucky	#	#	#	#	#	1	1	1
Louisiana	#	#	1	1	#	#	#	#
Maine	1	1	#	#	#	#	#	#
Maryland	#	#	#	#	#	#	#	#
Massachusetts	#	#	#	#	#	#	1	#
Michigan	—	—	1	2	—	—	#	#
Minnesota	2	3	—	2	#	#	—	#
Mississippi	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	#	#	#
Montana	6	6	9	10	1	1	#	#
Nebraska	—	—	1	2	—	—	#	#
Nevada	2	2	2	2	#	#	#	#
New Hampshire	—	—	—	#	—	—	—	#
New Jersey	—	—	—	#	—	—	—	#
New Mexico	8	8	13	9	1	1	1	1
New York	#	#	#	1	1	1	#	#
North Carolina	4	3	1	2	1	1	1	1
North Dakota	—	—	4	7	—	—	#	1
Ohio	—	—	#	#	—	—	1	1
Oklahoma	13	13	18	16	1	1	1	2
Oregon	1	1	2	2	1	1	1	1
Pennsylvania	—	—	#	#	—	—	#	#
Rhode Island	#	#	#	#	#	#	#	#
South Carolina	#	#	#	#	#	#	#	#
South Dakota	—	—	—	9	—	—	—	#
Tennessee	#	#	#	#	#	#	#	#
Texas	1	2	#	#	#	#	#	#
Utah	2	2	2	2	#	#	#	#
Vermont	—	—	1	1	—	—	#	#
Virginia	1	#	1	#	#	#	1	1
Washington	3	3	2	3	#	#	#	1
West Virginia	#	#	#	#	#	#	#	#
Wisconsin	1	1	—	1	#	#	—	#
Wyoming	3	4	3	3	#	#	#	#
Other jurisdictions								
District of Columbia	#	#	#	#	#	#	#	#
DDESS ¹	1	1	1	#	7	6	10	5
DoDDS ²	1	1	1	1	17	16	19	9

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

The estimate rounds to zero.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

³ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table B.14 Weighted percentage of students, by eligibility for free/reduced-price school lunch, grade 4: By state, 1998–2003

Grade 4	Eligible												Not eligible			Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted									
		1998	1998	2002		2003	1998	1998		2002	2003	1998	1998	2002	2003				
		1998	1998	2002		2003	1998	1998		2002	2003	1998	1998	2002	2003				
Nation (public)	38	41	43	44	54	51	50	52	7	7	7	4							
Alabama	49	48	55	54	48	49	32	45	3	3	13	#							
Alaska	–	–	–	34	–	–	–	59	–	–	–	6							
Arizona	41	39	45	47	45	45	37	43	14	16	18	11							
Arkansas	47	47	55	53	49	49	42	43	4	4	3	3							
California	42	44	46	50	43	43	37	45	15	13	16	4							
Colorado	27	27	–	30	71	70	–	69	2	2	–	1							
Connecticut	24	23	28	30	66	66	66	67	10	11	6	4							
Delaware	36	39	38	38	62	60	59	54	2	1	2	8							
Florida	48	47	56	48	47	49	42	50	4	4	2	2							
Georgia	49	48	46	47	44	45	51	46	6	7	3	7							
Hawaii	46	46	47	48	53	53	51	51	1	1	1	#							
Idaho	–	–	45	42	–	–	47	52	–	–	9	6							
Illinois	–	–	–	42	–	–	–	54	–	–	–	4							
Indiana	–	–	35	35	–	–	58	63	–	–	7	2							
Iowa	27	28	31	32	69	69	69	67	3	3	#	1							
Kansas	34	34	42	41	62	61	58	58	4	5	#	#							
Kentucky	47	46	49	50	52	53	49	47	1	1	2	2							
Louisiana	61	61	59	63	34	34	32	33	5	5	9	4							
Maine	35	35	33	33	63	63	61	65	2	2	6	2							
Maryland	33	33	39	34	65	64	58	61	2	3	3	4							
Massachusetts	27	26	27	29	68	69	67	62	5	5	6	9							
Michigan	34	33	38	36	61	62	57	63	6	5	5	1							
Minnesota	27	28	29	29	69	68	58	71	3	4	13	#							
Mississippi	64	63	64	66	36	36	26	28	1	1	10	5							
Missouri	37	38	42	39	60	60	55	56	3	3	3	5							
Montana	34	34	40	36	56	56	55	58	10	10	5	5							
Nebraska	–	–	38	34	–	–	58	59	–	–	4	7							
Nevada	34	33	38	41	62	62	56	54	5	5	6	6							
New Hampshire	18	17	–	17	72	74	–	73	10	9	–	10							
New Jersey	–	–	–	30	–	–	–	62	–	–	–	8							
New Mexico	56	56	55	67	31	31	31	26	13	13	15	8							
New York	45	45	45	52	52	52	50	45	3	3	6	3							
North Carolina	41	41	47	42	54	54	49	52	5	5	4	6							
North Dakota	–	–	32	33	–	–	66	66	–	–	3	1							
Ohio	–	–	33	35	–	–	60	57	–	–	7	8							
Oklahoma	48	47	52	55	47	48	45	42	5	5	3	3							
Oregon	36	36	35	35	57	57	51	63	7	8	14	2							
Pennsylvania	–	–	35	38	–	–	63	60	–	–	3	3							
Rhode Island	37	35	33	39	63	65	54	54	#	#	12	7							
South Carolina	46	47	52	52	53	52	43	47	1	1	5	#							
South Dakota	–	–	–	37	–	–	–	62	–	–	–	1							
Tennessee	44	43	45	41	53	53	50	54	3	4	4	5							
Texas	45	47	56	54	50	50	39	43	5	4	5	2							
Utah	32	32	32	33	51	51	63	66	17	17	5	1							
Vermont	–	–	29	29	–	–	67	69	–	–	5	3							
Virginia	31	31	33	31	61	62	64	67	8	7	3	2							
Washington	33	33	33	38	64	64	58	51	3	3	9	11							
West Virginia	48	49	50	54	50	50	47	45	1	1	3	1							
Wisconsin	24	25	–	29	71	69	–	67	5	6	–	4							
Wyoming	34	33	42	34	62	62	55	64	4	4	4	2							
Other jurisdictions																			
District of Columbia	79	78	78	70	12	13	21	25	9	9	1	5							
DDESS ¹	50	50	32	37	48	48	36	54	2	2	32	9							
DoDDS ²	9	9	10	–	19	19	23	–	72	73	67	–							

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

The estimate rounds to zero.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table B.15 Weighted percentage of students, by eligibility for free/reduced-price school lunch, grade 8: By state, 1998–2003

Grade 8	Eligible												Not eligible				Information not available			
	Accommodations not permitted				Accommodations permitted				Accommodations not permitted				Accommodations permitted							
	1998				1998 2002 2003				1998				1998 2002 2003							
	1998	1998	2002	2003	1998	1998	2002	2003	1998	1998	2002	2003	1998	1998	2002	2003				
Nation (public)	30	30	34	36	58	58	57	58	12	11	10	6								
Alabama	40	41	43	48	58	58	42	52	2	2	15	#								
Alaska	–	–	–	25	–	–	–	65	–	–	–	10								
Arizona	34	32	35	38	53	53	52	50	13	14	13	12								
Arkansas	37	38	44	46	59	58	55	49	4	4	2	5								
California ¹	37	40	36	42	44	42	47	46	19	18	17	12								
Colorado	24	22	–	26	67	67	–	72	9	10	–	1								
Connecticut	17	18	29	25	70	70	63	71	13	13	8	4								
Delaware	27	26	32	33	61	60	67	58	12	15	1	9								
Florida	39	40	42	46	52	50	53	49	9	10	5	5								
Georgia	36	37	40	41	53	52	55	54	11	11	5	5								
Hawaii	35	35	41	42	60	60	59	57	5	4	#	1								
Idaho	–	–	33	34	–	–	58	57	–	–	8	9								
Illinois	–	–	–	34	–	–	–	62	–	–	–	4								
Indiana	–	–	25	29	–	–	70	68	–	–	6	3								
Iowa	–	–	–	25	–	–	–	72	–	–	–	3								
Kansas	33	33	29	33	65	65	68	65	2	2	3	2								
Kentucky	40	39	40	42	57	58	57	56	3	4	3	2								
Louisiana	48	49	48	50	45	44	37	38	7	7	15	12								
Maine	24	25	23	28	68	67	70	70	8	8	7	2								
Maryland	26	28	28	26	72	70	70	67	2	2	2	7								
Massachusetts	23	23	28	23	73	72	69	64	4	5	3	13								
Michigan	–	–	33	28	–	–	61	63	–	–	6	8								
Minnesota	22	22	–	22	72	71	–	77	6	6	–	1								
Mississippi	50	51	57	56	42	41	37	41	8	7	6	3								
Missouri	27	28	29	30	70	69	65	67	3	3	6	3								
Montana	24	24	29	29	66	66	68	66	10	10	2	6								
Nebraska	–	–	35	30	–	–	63	66	–	–	2	4								
Nevada	25	25	27	33	66	65	64	63	9	10	10	4								
New Hampshire	–	–	–	14	–	–	–	79	–	–	–	7								
New Jersey	–	–	–	24	–	–	–	67	–	–	–	9								
New Mexico	42	42	50	50	42	43	30	42	16	15	20	9								
New York	37	38	38	43	48	46	55	51	15	15	7	6								
North Carolina	30	31	37	37	63	62	53	52	7	7	10	11								
North Dakota	–	–	24	26	–	–	74	73	–	–	1	1								
Ohio	–	–	23	23	–	–	67	65	–	–	10	13								
Oklahoma	34	34	46	44	57	57	49	54	10	9	5	2								
Oregon	26	25	26	27	68	69	64	67	5	6	10	6								
Pennsylvania	–	–	30	28	–	–	69	70	–	–	#	3								
Rhode Island	28	28	23	28	71	72	62	65	#	#	16	7								
South Carolina	40	41	45	47	56	56	51	51	4	4	4	2								
South Dakota	–	–	–	32	–	–	–	67	–	–	–	1								
Tennessee	30	33	34	36	65	64	56	61	4	3	10	4								
Texas	37	37	45	44	60	60	48	54	3	3	7	2								
Utah	21	21	25	26	68	69	65	70	11	9	10	4								
Vermont	–	–	22	25	–	–	77	74	–	–	1	1								
Virginia	22	23	26	26	71	70	70	70	7	6	3	4								
Washington	23	23	21	28	66	66	57	58	10	10	21	14								
West Virginia	39	39	41	48	57	57	58	51	4	4	1	1								
Wisconsin	20	21	–	21	71	71	–	69	9	8	–	10								
Wyoming	25	26	33	27	74	73	65	72	2	2	2	1								
Other jurisdictions																				
District of Columbia	53	53	68	57	24	23	31	30	23	24	1	12								
DDESS ²	35	37	24	26	65	63	56	56	#	#	20	18								
DoDDS ³	4	5	7	–	23	22	23	–	73	73	71	–								

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

The estimate rounds to zero.

¹ Percentages by students' eligibility for free/reduced-price lunch in California in 2002 do not include Los Angeles.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. 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), 1998, 2002, and 2003 Reading Assessments.

Table B.16 Weighted percentage of students, by gender, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Male		Female	
	2002	2003	2002	2003
Grade 4				
Nation (public)	51	51	49	49
Large central city (public)	50	50	50	50
Atlanta	47	50	53	50
Boston	—	53	—	47
Charlotte	—	50	—	50
Chicago	50	49	50	51
Cleveland	—	50	—	50
District of Columbia	49	49	51	51
Houston	51	49	49	51
Los Angeles	51	51	49	49
New York City	50	50	50	50
San Diego	—	51	—	49
Grade 8				
Nation (public)	50	50	50	50
Large central city (public)	50	50	50	50
Atlanta	49	47	51	53
Boston	—	47	—	53
Charlotte	—	50	—	50
Chicago	50	46	50	54
Cleveland	—	48	—	52
District of Columbia	47	48	53	52
Houston	51	49	49	51
Los Angeles	53	52	47	48
New York City	—	47	—	53
San Diego	—	48	—	52

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

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), 2002 and 2003 Trial Urban District Reading Assessments.

Table B.17 Weighted percentage of students, by race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003

	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/Alaska Native		Other ¹	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4												
Nation (public)	60	59	18	17	17	18	4	4	1	1	1	1
Large central city (public)	22	23	38	35	34	33	5	7	1	1	1	1
Atlanta	6	10	90	87	3	2	#	#	#	#	#	#
Boston	—	11	—	49	—	30	—	9	—	1	—	#
Charlotte	—	42	—	45	—	8	—	4	—	#	—	2
Chicago	10	10	48	53	37	35	3	2	1	#	2	#
Cleveland	—	16	—	73	—	7	—	1	—	1	—	2
District of Columbia	3	5	88	85	7	9	1	1	#	#	#	#
Houston	10	10	37	40	50	47	3	3	#	#	#	#
Los Angeles	9	10	12	12	72	72	6	6	1	#	#	#
New York City	15	14	36	37	40	37	8	11	#	1	1	#
San Diego	—	22	—	18	—	43	—	18	—	#	—	#
Grade 8												
Nation (public)	64	61	15	17	15	15	4	4	1	1	1	1
Large central city (public)	26	23	33	36	31	31	9	9	1	1	1	#
Atlanta	5	5	92	91	2	2	1	1	#	#	#	1
Boston	—	16	—	47	—	25	—	11	—	#	—	#
Charlotte	—	46	—	43	—	6	—	4	—	#	—	1
Chicago	11	10	50	52	35	34	2	3	1	#	1	#
Cleveland	—	16	—	78	—	5	—	1	—	#	—	1
District of Columbia	3	3	88	88	7	8	2	1	#	#	#	#
Houston	8	8	31	34	58	56	3	2	#	#	#	#
Los Angeles	10	10	14	13	67	69	9	8	#	#	#	#
New York City	—	13	—	38	—	33	—	16	—	#	—	#
San Diego	—	24	—	16	—	37	—	22	—	#	—	#

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

The estimate rounds to zero.

¹ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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), 2002 and 2003 Trial Urban District Reading Assessments.

Table B.18 Weighted percentage of students, by eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Eligible		Not eligible		Information not available	
	2002	2003	2002	2003	2002	2003
Grade 4						
Nation (public)	43	44	50	52	7	4
Large central city (public)	68	69	24	28	8	3
Atlanta	74	81	16	19	11	#
Boston	—	81	—	11	—	8
Charlotte	—	44	—	56	—	#
Chicago	88	85	8	6	4	9
Cleveland ¹	—	100	—	0	—	0
District of Columbia	78	70	21	25	1	5
Houston	72	72	24	27	4	2
Los Angeles	79	83	5	5	16	12
New York City	73	89	16	9	11	2
San Diego	—	58	—	35	—	7
Grade 8						
Nation (public)	34	36	57	58	10	6
Large central city (public)	56	61	34	33	10	7
Atlanta	76	78	20	14	4	8
Boston	—	70	—	9	—	20
Charlotte	—	37	—	63	—	#
Chicago	84	88	10	6	6	7
Cleveland ¹	—	100	—	0	—	0
District of Columbia	68	57	31	30	1	12
Houston	68	67	29	32	3	1
Los Angeles	—	67	—	6	—	27
New York City	—	85	—	11	—	4
San Diego	—	53	—	42	—	5

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

The estimate rounds to zero.

¹ In 2003 all students in Cleveland were categorized as eligible for the school lunch program.

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), 2002 and 2003 Trial Urban District Reading Assessments.

Table B.19 Weighted percentage of students, by student-reported parents' highest level of education, grade 8 public schools: By urban district, 2002 and 2003

	Less than high school		Graduated high school		Some education after high school		Graduated college		Unknown	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Grade 8										
Nation (public)	7	7	18	18	20	18	46	46	9	11
Large central city (public)	10	11	18	18	19	17	38	38	15	17
Atlanta	7	8	26	22	22	18	35	41	10	11
Boston	–	11	–	18	–	19	–	34	–	19
Charlotte	–	5	–	15	–	16	–	54	–	9
Chicago	14	11	19	22	22	19	31	32	15	16
Cleveland	–	10	–	24	–	21	–	31	–	13
District of Columbia	7	7	21	23	18	18	40	38	14	14
Houston	21	19	19	19	15	12	28	30	17	20
Los Angeles	19	18	14	15	16	14	26	24	26	29
New York City	–	9	–	15	–	13	–	45	–	18
San Diego	–	12	–	13	–	18	–	37	–	20

– Not available. The district did not participate or did not meet the minimum participation guidelines for reporting.

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), 2002 and 2003 Trial Urban District Reading Assessments.

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Appendix C

State and Urban District Subgroup Appendix

Additional state-level and district-level subgroup results are presented in this appendix.

Table C.1 Gaps in average reading scale scores, by gender, grade 4 public schools: By state, 1992–2003

Grade 4	Female average score minus male average score					
	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Nation (public) ¹	8	11	6	5	7	8
Alabama	7	10	6	5	8	7
Alaska	—	—	—	—	—	13
Arizona	8	10	11	10	11	5
Arkansas	6	9	6	8	6	10
California	9	6	8	8	5	7
Colorado	6	9	7	7	—	7
Connecticut	5	8	6	10	7	8
Delaware	8	12*	9	6	4	4
Florida	6	11	9	9	8	9
Georgia	5	11	7	7	7	8
Hawaii	10	13	11	13	10	13
Idaho	4	—	—	—	8	6
Illinois	—	—	—	—	—	5
Indiana	5	6	—	—	3	8
Iowa	7	9	10	9	6	7
Kansas	—	—	7	7	7	8
Kentucky	7	10	4	3	9	8
Louisiana	7	7	9	10	6	10
Maine	4	6	7	6	6	5
Maryland	9	9	12	11	6	7
Massachusetts	2	5	8	7	6	5
Michigan	4	—	10	10	6	6
Minnesota	7*	8	9	8	8	13
Mississippi	6	11	7	8	6	7
Missouri	5	9	11	11	8	7
Montana	—	9	10	10	10	10
Nebraska	7	8	—	—	7	5
Nevada	—	—	7	6	6	9
New Hampshire	7	11	7	4	—	8
New Jersey	5	6	—	—	—	7
New Mexico	4	7	7	8	8	5
New York	6	9	4	4	10	9
North Carolina	6	11	7	10	7	11
North Dakota	3	9	—	—	6	7
Ohio	7	—	—	—	6	8
Oklahoma	5	—	2	2	7	7
Oregon	—	—	8	8	9	10
Pennsylvania	6	9	—	—	5	7
Rhode Island	4	9	3	-1*	5	7
South Carolina	7	8	6	6	9	8
South Dakota	—	—	—	—	—	6
Tennessee	6	9	6	7	6	9
Texas	7	4	8	12	4	6
Utah	7	9	7	6	7	9
Vermont	—	—	—	—	8	5
Virginia	8	11	9	9	4	8
Washington	—	8	9	10	7	10
West Virginia	8	10	6	8	4	8
Wisconsin	5	6	4	4*	—	9
Wyoming	6	6	7	7	5	6
Other jurisdictions						
District of Columbia	6*	10	8	8	10	13
DDESS ²	—	—	6	9	6*	12
DoDDS ³	—	10	9	9	5	6

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

* Significantly different from 2003 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 Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Score gaps are calculated based on differences between unrounded average scale scores. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table C.2 Gaps in average reading scale scores, by gender, grade 8 public schools: By state, 1998–2003

Grade 8	Female average score minus male average score			
	Accommodations not permitted	Accommodations permitted		
		1998	1998	2002
Nation (public) ¹	14 *	15 *	9	11
Alabama	8 *	11	10	15
Alaska	–	–	–	13
Arizona	10	10	9	10
Arkansas	12	11	11	9
California	8	6	8	8
Colorado	13	12	–	12
Connecticut	13	12	11	11
Delaware	13	12	7	10
Florida	13	13	11	12
Georgia	10	10	9	10
Hawaii	14	15	16	14
Idaho	–	–	14	12
Illinois	–	–	–	6
Indiana	–	–	11	11
Iowa	–	–	–	12
Kansas	10	11	9	13
Kentucky	14	14	9	11
Louisiana	13	12	8	10
Maine	15	15	10	13
Maryland	14	12	12	14
Massachusetts	11	11	9	10
Michigan	–	–	11	11
Minnesota	15	15	–	13
Mississippi	11	9	9	11
Missouri	11	10	6	8
Montana	14	14	7	12
Nebraska	–	–	7	10
Nevada	11	11	11	12
New Hampshire	–	–	–	11
New Jersey	–	–	–	9
New Mexico	11	11	8	11
New York	6	8	6	12
North Carolina	14	14	10	11
North Dakota	–	–	10	10
Ohio	–	–	6	7
Oklahoma	12	11	10	12
Oregon	15	17 *	9	11
Pennsylvania	–	–	5 *	12
Rhode Island	10	10	8	11
South Carolina	10	9	10	10
South Dakota	–	–	–	11
Tennessee	13	15	12	13
Texas	10	10	11	11
Utah	9	9	12	10
Vermont	–	–	9	11
Virginia	9	10	11	9
Washington	14	16	14	13
West Virginia	14	13	8	11
Wisconsin	13	15	–	15
Wyoming	15	15	11	10
Other jurisdictions				
District of Columbia	12	12	10	14
DDESS ²	3	6	6 *	17
DoDDS ³	9	9	8	8

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

* Significantly different from 2003 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 Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Score gaps are calculated based on differences between unrounded average scale scores. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.3 Percentages of students, by gender and reading achievement level, grade 4 public schools: By state, 2003

Grade 4	Male				Female			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	42	58	26	6	35	65	33	8
Alabama	50	50	21	4	44	56	24	5
Alaska	48	52	23	4	36	64	33	8
Arizona	49	51	21	4	43	57	26	5
Arkansas	45	55	25	5	36	64	31	7
California	54	46	18	4	47	53	24	6
Colorado	33	67	32	7	28	72	41	11
Connecticut	30	70	38	10	23	77	47	15
Delaware	31	69	30	5	27	73	36	8
Florida	42	58	29	6	33	67	35	9
Georgia	45	55	24	5	37	63	30	8
Hawaii	53	47	17	3	39	61	26	6
Idaho	38	62	28	5	33	67	33	7
Illinois	41	59	28	6	37	63	33	9
Indiana	38	62	29	6	30	70	37	10
Iowa	33	67	31	5	26	74	38	9
Kansas	38	62	29	6	29	71	36	9
Kentucky	40	60	27	5	32	68	34	8
Louisiana	56	44	17	3	46	54	23	4
Maine	32	68	32	7	27	73	39	9
Maryland	42	58	29	8	34	66	36	10
Massachusetts	29	71	38	8	24	76	43	13
Michigan	39	61	30	6	33	67	34	8
Minnesota	37	63	31	6	25	75	44	12
Mississippi	55	45	17	2	48	52	20	4
Missouri	35	65	31	7	29	71	37	10
Montana	35	65	30	6	26	74	40	10
Nebraska	37	63	30	7	31	69	35	9
Nevada	54	46	16	2	42	58	24	4
New Hampshire	29	71	35	7	22	78	45	12
New Jersey	33	67	35	9	27	73	42	12
New Mexico	55	45	18	3	51	49	20	4
New York	37	63	30	7	28	72	38	10
North Carolina	40	60	27	6	29	71	38	11
North Dakota	35	65	28	5	28	72	36	7
Ohio	35	65	31	7	27	73	37	9
Oklahoma	43	57	23	4	37	63	29	6
Oregon	42	58	26	4	31	69	36	9
Pennsylvania	38	62	30	6	32	68	36	8
Rhode Island	41	59	26	5	34	66	33	8
South Carolina	45	55	22	4	36	64	30	7
South Dakota	34	66	31	6	28	72	36	8
Tennessee	47	53	22	5	38	62	30	8
Texas	44	56	24	5	38	62	29	7
Utah	38	62	28	5	30	70	36	9
Vermont	29	71	34	7	24	76	40	9
Virginia	36	64	32	7	27	73	39	11
Washington	37	63	27	5	28	72	39	10
West Virginia	40	60	25	5	30	70	32	7
Wisconsin	36	64	28	5	28	72	37	8
Wyoming	34	66	30	6	28	72	37	9
Other jurisdictions								
District of Columbia	74	26	8	2	64	36	13	4
DDESS ¹	37	63	28	6	25	75	42	12
DoDDS ²	32	68	32	7	24	76	38	10

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.4 Percentages of students, by gender and reading achievement level, grade 8 public schools: By state, 2003

Grade 8	Male				Female			
	Below Basic	At or above Basic	At or above Proficient	At Advanced	Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	33	67	25	2	23	77	35	4
Alabama	42	58	17	1	28	72	28	2
Alaska	39	61	22	2	28	72	32	4
Arizona	38	62	21	1	29	71	29	2
Arkansas	34	66	23	1	26	74	31	3
California	42	58	20	1	35	65	25	3
Colorado	27	73	29	2	18	82	43	6
Connecticut	28	72	31	3	19	81	43	6
Delaware	28	72	26	2	18	82	37	3
Florida	39	61	21	1	26	74	32	3
Georgia	37	63	22	1	24	76	30	2
Hawaii	46	54	17	1	32	68	26	3
Idaho	29	71	26	1	18	82	39	4
Illinois	25	75	31	2	21	79	38	4
Indiana	28	72	26	2	18	82	39	3
Iowa	26	74	28	1	15	85	43	4
Kansas	29	71	28	2	18	82	42	5
Kentucky	27	73	27	2	17	83	40	4
Louisiana	41	59	18	1	31	69	26	2
Maine	26	74	29	2	15	85	45	5
Maryland	35	65	24	2	23	77	37	5
Massachusetts	23	77	37	4	14	86	49	7
Michigan	30	70	27	2	20	80	38	3
Minnesota	27	73	29	2	16	84	46	4
Mississippi	41	59	16	1	28	72	26	2
Missouri	25	75	30	2	16	84	39	4
Montana	22	78	30	1	14	86	45	4
Nebraska	27	73	29	2	18	82	41	3
Nevada	43	57	15	#	31	69	26	2
New Hampshire	24	76	34	2	14	86	47	5
New Jersey	25	75	32	2	17	83	42	5
New Mexico	43	57	16	1	32	68	24	2
New York	31	69	28	2	19	81	42	5
North Carolina	33	67	23	1	22	78	34	3
North Dakota	22	78	31	1	15	85	46	4
Ohio	25	75	30	2	19	81	38	4
Oklahoma	32	68	24	1	20	80	35	3
Oregon	30	70	27	2	21	79	39	4
Pennsylvania	30	70	26	1	18	82	38	3
Rhode Island	34	66	25	2	23	77	34	4
South Carolina	36	64	19	1	26	74	29	2
South Dakota	23	77	32	2	14	86	45	4
Tennessee	38	62	21	1	24	76	31	3
Texas	35	65	21	1	24	76	31	3
Utah	28	72	26	1	19	81	38	3
Vermont	23	77	32	2	14	86	45	6
Virginia	25	75	31	2	18	82	41	5
Washington	30	70	27	1	19	81	39	5
West Virginia	35	65	20	1	22	78	30	3
Wisconsin	29	71	29	1	16	84	45	5
Wyoming	26	74	29	1	15	85	40	3
Other jurisdictions								
District of Columbia	62	38	8	1	45	55	13	1
DDESS ¹	27	73	28	2	11	89	47	5
DoDDS ²	17	83	34	2	12	88	46	4

The estimate rounds to zero.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.5 Percentage of students at or above *Basic* in reading, by gender, grade 4 public schools: By state, 1992–2003

Grade 4	Male						Female					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	56	53*	57	55	59	58	65	64	64	60*	65	65
Alabama	48	48	53	53	48	50	55	57	59	59	56	56
Alaska	—	—	—	—	—	52	—	—	—	—	—	64
Arizona	50	47	47	46	46	51	58	56	58	56	56	57
Arkansas	52	49*	51	50	56	55	59	58*	58	58	61	64
California	43	41	44	45	48	46	52	48	52	51	53	53
Colorado	61	55***	65	63	—	67	67	64***	73	71	—	72
Connecticut	66	65	76	72	71	70	71	71	81	81	78	77
Delaware	53***	46***	52***	50***	69	69	62***	59***	62***	56***	73	73
Florida	49***	45***	49***	48***	56	58	56***	55***	58***	57***	65	67
Georgia	54	47***	52	51	56	55	60	57	58	57	62	63
Hawaii	43	41	40*	39*	46	47	53*	52***	51***	51***	58	61
Idaho	64	—	—	—	63	62	69	—	—	—	72	67
Illinois	—	—	—	—	—	59	—	—	—	—	—	63
Indiana	64	63	—	—	65	62	71	69	—	—	70	70
Iowa	69	66	66	63	67	67	77	73	75	72	72	74
Kansas	—	—	67	65	65	62	—	—	75	75	71	71
Kentucky	54*	51***	61	61	59	60	62*	62*	65	63	70	68
Louisiana	42	38*	43	39	48	44	50	43***	53	49	53	54
Maine	73	72	69	69	69	68	78	78	77	75	75	73
Maryland	51	51*	55	52	59	58	62	60***	66	63	64	66
Massachusetts	73	67	70	67	77*	71	75	72	76	73	83*	76
Michigan	60	—	59	58	62	61	65	—	68	67	67	67
Minnesota	65	61	65	63	68*	63	71	69	73	70	78	75
Mississippi	39*	40	44	43	43	45	44*	50	51	50	48	52
Missouri	64	58	57*	56***	62	65	70	66	69	67	69	71
Montana	—	64	68	67	67	65	—	74	78	76	75	74
Nebraska	64	63	—	—	66	63	73	69	—	—	70	69
Nevada	—	—	50	47	51	46	—	—	57	54	56	58
New Hampshire	72	65*	71	72	—	71	80	76	78	77	—	78
New Jersey	66	63	—	—	—	67	72	67***	—	—	—	73
New Mexico	52*	46	47	46	48	45	57*	52	56	54	55	49
New York	59	53***	59	60	61	63	64***	62***	65*	64*	72	72
North Carolina	53*	54*	59	54*	63	60	59***	64***	66	63***	70	71
North Dakota	72*	69	—	—	69	65	76	76	—	—	74	72
Ohio	60	—	—	—	65	65	67*	—	—	—	71	73
Oklahoma	65*	—	65*	65***	57	57	70*	—	66	66	62	63
Oregon	—	—	57	53	62	58	—	—	65	63	70	69
Pennsylvania	64	57	—	—	64	62	71	65	—	—	69	68
Rhode Island	61	61	64	65	63	59	65	69	66	64	67	66
South Carolina	49*	44***	51	49*	54	55	57*	52***	58	57*	63	64
South Dakota	—	—	—	—	—	66	—	—	—	—	—	72
Tennessee	53	53	55	53	54	53	60	62	61	60	63	62
Texas	53	56	58	52	60	56	60	59	67	66	64	62
Utah	63	59	59	59	65	62	71	69	66	66	73	70
Vermont	—	—	—	—	69	71	—	—	—	—	77	76
Virginia	62	52***	60	58*	70	64	72	63***	69	67*	72	73
Washington	—	55***	59	59	66	63	—	62***	67	70	74	72
West Virginia	57	53***	59	56	63	60	65	63***	65	65	67	70
Wisconsin	68	67	70	68	—	64	73	75	75	71	—	72
Wyoming	67	66	62	60	66	66	75	71	69	68	71	72
Other jurisdictions												
District of Columbia	29	21*	24	24	26	26	32	27***	31	29**	36	36
DDESS ²	—	—	61	59	70*	63	—	—	68*	67***	75	75
DoDDS ³	—	57***	65	63*	69	68	—	68***	74	71	75	76

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table C.6 Percentage of students at or above *Basic* in reading, by gender, grade 8 public schools: By state, 1998–2003

Grade 8	Male				Female			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	65	64*	70*	67	79	79	79*	77
Alabama	62	61	59	58	71	73	69	72
Alaska	—	—	—	61	—	—	—	72
Arizona	68*	67	64	62	78*	78*	73	71
Arkansas	62	63	67	66	74	74	77	74
California	60	60	58	58	68	67	64	65
Colorado	70	72	—	73	83	83	—	82
Connecticut	76	75	71	72	88*	87	82	81
Delaware	60***	58***	78*	72	73*	70***	83	82
Florida	59	59	66	61	72	74	78	74
Georgia	63	63	64	63	73	74	75	76
Hawaii	52	51	55	54	68	67	72	68
Idaho	—	—	72	71	—	—	86*	82
Illinois	—	—	—	75	—	—	—	79
Indiana	—	—	72	72	—	—	83	82
Iowa	—	—	—	74	—	—	—	85
Kansas	77	77	77	71	85	85	84	82
Kentucky	67	67	74	73	81	81	82	83
Louisiana	57	56	63	59	71	70	72	69
Maine	77	76	77	74	90*	89	86	85
Maryland	64	64	67	65	79	76	79	77
Massachusetts	76	75	78	77	85	83	85	86
Michigan	—	—	71	70	—	—	82	80
Minnesota	76	72	—	73	86	85	—	84
Mississippi	56	57	62	59	66	67	71	72
Missouri	70	69	80	75	82	81	84	84
Montana	77	76	81	78	89	90	88	86
Nebraska	—	—	80*	73	—	—	86*	82
Nevada	64*	65***	56	57	74	76*	68	69
New Hampshire	—	—	—	76	—	—	—	86
New Jersey	—	—	—	75	—	—	—	83
New Mexico	63	65*	60	57	76***	76***	70	68
New York	75	72	72	69	80	79	80	81
North Carolina	68	67	71	67	83	81	82	78
North Dakota	—	—	77	78	—	—	87	85
Ohio	—	—	79	75	—	—	85	81
Oklahoma	74	74*	71	68	86*	86***	81	80
Oregon	71	69	76	70	85*	86***	84	79
Pennsylvania	—	—	75	70	—	—	79	82
Rhode Island	69	70	70	66	79	81	77	77
South Carolina	60	62	63	64	70	70	74	74
South Dakota	—	—	—	77	—	—	—	86
Tennessee	64	63	66	62	77	77	77	76
Texas	71	69	68	65	80	79	79	76
Utah	73	73	69	72	82	81	81	81
Vermont	—	—	78	77	—	—	87	86
Virginia	73	73	75	75	82	83	86	82
Washington	70	68	72	70	84	83	84	81
West Virginia	67	68	73*	65	82	82	82	78
Wisconsin	74	72	—	71	85	85	—	84
Wyoming	69*	69	73	74	83	83	84	85
Other jurisdictions								
District of Columbia	39	37	42	38	50	49	54	55
DDESS ²	74	75	84*	73	81	80	90	89
DoDDS ³	76*	76*	85	83	85	85	92*	88

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.7 Gaps in average reading scale scores, by race/ethnicity, grade 4 public schools: By state, 1992–2003

Grade 4	White score minus Black score						White score minus Hispanic score					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	32	38*	32	31	29	30	28	36*	30	31	28	28
Alabama	30	33	29	31	30	30	‡	‡	‡	‡	‡	‡
Alaska	–	–	–	–	–	17	–	–	–	–	–	17
Arizona	22	31	28	28	21	27	23	31	37	31	32	28
Arkansas	29	34	33	32	33	33	‡	‡	‡	‡	18	19
California	36	30	29	31	27	31	37	40	39	35	31	33
Colorado	21	29	28	30	–	23	20*	29	27	26	–	27
Connecticut	34	45	35	34	31	37	43	51*	39	41	33	33
Delaware	26	28*	22	30*	24	22	‡	‡	17	42	21	24
Florida	33	36	31	31	30	31	15	24	20	20	19	18
Georgia	28	37*	32	30	26	27	‡	‡	‡	‡	26	25
Hawaii	7	17	9	11	12	10	19	25	19	17	16	18
Idaho	‡	–	–	–	‡	‡	23	–	–	–	27	23
Illinois	–	–	–	–	–	34	–	–	–	–	–	31
Indiana	25	31	–	–	23	28	‡	‡	–	–	9	12
Iowa	18*	39	30	31	18*	30	‡	‡	‡	‡	22	21
Kansas	–	–	34	30	20	28	–	–	12	25	21	18
Kentucky	18	24	23	21	23	20	‡	‡	‡	‡	‡	‡
Louisiana	26*	35	38	38	30	35	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	29	37	36	34	30	31	24	‡	20	18	21	22
Massachusetts	26	33	28	26	27	27	34	47*	36	34	32	32
Michigan	35	–	36	36	31	40	‡	–	22	22	21	24
Minnesota	34	45	37	40	27	35	‡	‡	‡	‡	26	34
Mississippi	31	33	25	26	29	29	‡	‡	‡	‡	‡	‡
Missouri	30	30	35*	33*	28	24	‡	‡	‡	‡	‡	9
Montana	–	‡	‡	‡	‡	‡	–	‡	‡	‡	‡	‡
Nebraska	28	33	–	–	17	21	19	24	–	–	23	23
Nevada	–	–	27	30	22	25	–	–	23	25	22	25
New Hampshire	‡	‡	‡	‡	–	‡	‡	‡	‡	‡	–	23
New Jersey	35	40	–	–	–	36	38*	37*	–	–	–	24
New Mexico	21	24	28	26	‡	20	23	23	25	27	21	25
New York	27	36	36	37	32	32	42*	37*	39*	40*	30	27
North Carolina	26	32	28	30	27	29	‡	‡	24	‡	19	20
North Dakota	‡	‡	–	–	‡	‡	‡	‡	–	–	‡	‡
Ohio	23	–	–	–	27	25	‡	–	–	–	‡	19
Oklahoma	22	–	31	30	32	25	16	–	14	21	23	21
Oregon	–	–	25	25	20	19	–	–	32	39*	24	23
Pennsylvania	36	46	–	–	37	36	35	‡	–	–	31	32
Rhode Island	31	28	35	34	26	28	40	32	50*	48*	32	28
South Carolina	27	36*	27	29	26	27	‡	‡	‡	‡	‡	21
South Dakota	–	–	–	–	–	‡	–	–	–	–	–	‡
Tennessee	26	31	29	25	26	32	‡	‡	‡	‡	28	14
Texas	24	36	39*	39*	30	25	23	28	26	30*	24	22
Utah	‡	‡	‡	‡	‡	‡	21	27	34	29	23	29
Vermont	–	–	–	–	‡	‡	–	–	–	–	‡	‡
Virginia	26	32	24	27	27	25	‡	13	26	18	9*	21
Washington	–	19	19	17	14	14	–	32	25	22	23	25
West Virginia	‡	13	25	23	13	17	‡	‡	‡	‡	‡	‡
Wisconsin	28	32	36*	41*	–	25	18	24	20	27	–	16
Wyoming	‡	‡	‡	‡	‡	‡	19	15	15	15	17	11
Other jurisdictions												
District of Columbia	62	73	71	72	60*	70	57	64	67	74	55*	67
DDESS ²	–	–	20	19	16	19	–	–	18	14	9	16
DoDDS ³	–	18	18	18	15	15	–	10	13	16	7	10

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

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

* Significantly different from 2003 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 Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Score gaps are calculated based on differences between unrounded average scale scores. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table C.8 Gaps in average reading scale scores, by race/ethnicity, grade 8 public schools: By state, 1998–2003

Grade 8	White score minus Black score				White score minus Hispanic score			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	28	26	27	27	26	27	26	27
Alabama	27	28	30	26	‡	‡	‡	‡
Alaska	–	–	–	19	–	–	–	21
Arizona	26	21	17	24	26	25	25	28
Arkansas	29	29	28	33	‡	‡	‡	9
California	25	30	23	26	30	30	27	29
Colorado	25	22	–	26	29	26	–	27
Connecticut	35	32	38	31	31	30	38	31
Delaware	25	28	23	24	17	15	25	27
Florida	32	28	25	29	17	17	17	17
Georgia	28	27	22	25	‡	‡	25	24
Hawaii	‡	‡	10	‡	‡	‡	17	10
Idaho	–	–	‡	‡	–	–	21	25
Illinois	–	–	–	29	–	–	–	26
Indiana	–	–	20	24	–	–	‡	22
Iowa	–	–	–	25	–	–	–	25
Kansas	19	22	29	27	23	31	20	26
Kentucky	22	19	19	24	‡	‡	‡	‡
Louisiana	27	26	28	28	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	30	32	28	26	10	11	21	20
Massachusetts	25	27	31	26	30	32	31	32
Michigan	–	–	28	31	–	–	‡	16
Minnesota	34	38	–	29	‡	‡	–	32
Mississippi	26	25	28	25	‡	‡	‡	‡
Missouri	22	23	22	28	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	–	–	27	32	–	–	22	30
Nevada	26	23	25	29	21	22	22	25
New Hampshire	–	–	–	‡	–	–	–	‡
New Jersey	–	–	–	29	–	–	–	28
New Mexico	‡	‡	‡	22	23	20*	20*	25
New York	28	28	28	32	28	28	23	28
North Carolina	22	25	27	24	‡	‡	22	27
North Dakota	–	–	‡	‡	–	–	‡	‡
Ohio	–	–	27	22	–	–	‡	3
Oklahoma	17	16*	29	27	20	14	17	16
Oregon	28	30	‡	15	23	32*	22	17
Pennsylvania	–	–	35*	25	–	–	31*	11
Rhode Island	14*	22	25	26	27	29	28	30
South Carolina	26	25	26	25	‡	‡	‡	‡
South Dakota	–	–	–	‡	–	–	–	‡
Tennessee	29	29	26	26	‡	‡	‡	‡
Texas	27	25	30	25	21	22	26	24
Utah	‡	‡	‡	‡	14*	21	30	27
Vermont	–	–	‡	‡	–	–	‡	‡
Virginia	23	24	24	25	15	8	14	9
Washington	19	25	24	17	23	27	24	22
West Virginia	16	14	22	12	‡	‡	‡	‡
Wisconsin	36	35	–	38	15	13*	–	28
Wyoming	‡	‡	‡	‡	21	15	18	14
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	23	30	19	26	7	2	6	13
DoDDS ³	17	19	15	17	16	12	11	8

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

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

* Significantly different from 2003 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 Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Score gaps are calculated based on differences between unrounded average scale scores. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.9 Percentages of students, by race/ethnicity and reading achievement level, grade 4 public schools: By state, 2003

Grade 4	White				Black			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	26	74	39	10	61	39	12	2
Alabama	34	66	30	6	69	31	9	1
Alaska	27	73	40	10	44	56	21	1
Arizona	29	71	35	7	59	41	13	2
Arkansas	30	70	35	8	68	32	10	1
California	31	69	36	9	63	37	11	1
Colorado	22	78	45	12	46	54	18	1
Connecticut	16	84	54	17	54	46	12	1
Delaware	18	82	44	10	46	54	16	2
Florida	25	75	42	11	60	40	13	2
Georgia	28	72	38	10	58	42	12	2
Hawaii	32	68	35	9	42	58	18	1
Idaho	31	69	33	7	‡	‡	‡	‡
Illinois	26	74	42	11	64	36	10	2
Indiana	29	71	36	9	62	38	11	2
Iowa	26	74	37	8	66	34	8	1
Kansas	29	71	37	9	60	40	14	2
Kentucky	33	67	33	7	56	44	16	2
Louisiana	30	70	34	7	70	30	8	1
Maine	29	71	36	8	‡	‡	‡	‡
Maryland	24	76	44	13	59	41	14	2
Massachusetts	19	81	48	13	50	50	15	2
Michigan	25	75	40	9	70	30	8	1
Minnesota	24	76	43	11	62	38	14	2
Mississippi	33	67	30	6	67	33	8	1
Missouri	27	73	39	9	54	46	14	1
Montana	26	74	38	9	‡	‡	‡	‡
Nebraska	29	71	36	9	53	47	17	3
Nevada	37	63	28	5	63	37	9	1
New Hampshire	24	76	41	10	‡	‡	‡	‡
New Jersey	18	82	49	14	59	41	14	2
New Mexico	33	67	34	8	55	45	18	3
New York	18	82	48	13	56	44	14	2
North Carolina	23	77	44	12	56	44	12	2
North Dakota	28	72	34	6	‡	‡	‡	‡
Ohio	26	74	39	9	56	44	16	3
Oklahoma	32	68	32	6	59	41	13	1
Oregon	32	68	34	7	52	48	19	3
Pennsylvania	25	75	40	9	68	32	9	1
Rhode Island	29	71	36	9	60	40	12	1
South Carolina	26	74	36	8	60	40	11	1
South Dakota	26	74	37	8	‡	‡	‡	‡
Tennessee	33	67	32	8	70	30	9	1
Texas	26	74	39	9	56	44	16	2
Utah	29	71	35	8	‡	‡	‡	‡
Vermont	27	73	37	8	‡	‡	‡	‡
Virginia	23	77	44	12	51	49	16	2
Washington	27	73	38	9	42	58	23	3
West Virginia	35	65	29	6	55	45	13	#
Wisconsin	27	73	36	7	58	42	13	2
Wyoming	29	71	36	8	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	10	90	70	37	73	27	7	1
DDESS ¹	22	78	44	12	43	57	21	3
DoDDS ²	22	78	43	11	38	62	22	3

See notes at end of table. ▶

Table C.9 Percentages of students, by race/ethnicity and reading achievement level, grade 4 public schools: By state, 2003—Continued

Grade 4	Hispanic				Asian/Pacific Islander			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	57	43	14	2	31	69	37	11
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	45	55	21	2	50	50	18	2
Arizona	62	38	12	2	32	68	38	11
Arkansas	52	48	18	2	‡	‡	‡	‡
California	67	33	9	1	32	68	37	12
Colorado	52	48	18	3	31	69	33	9
Connecticut	51	49	18	3	26	74	44	14
Delaware	47	53	20	3	14	86	48	13
Florida	45	55	24	5	21	79	44	15
Georgia	52	48	17	3	23	77	43	21
Hawaii	47	53	17	2	50	50	18	3
Idaho	61	39	12	1	‡	‡	‡	‡
Illinois	58	42	15	2	16	84	46	11
Indiana	42	58	26	5	‡	‡	‡	‡
Iowa	52	48	17	1	‡	‡	‡	‡
Kansas	49	51	19	3	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	48	52	23	3	20	80	52	18
Massachusetts	57	43	15	2	26	74	40	13
Michigan	52	48	16	3	25	75	51	16
Minnesota	64	36	16	4	63	37	15	3
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	39	61	30	8	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	56	44	14	2	‡	‡	‡	‡
Nevada	64	36	11	1	41	59	21	3
New Hampshire	52	48	19	3	‡	‡	‡	‡
New Jersey	44	56	21	4	21	79	47	17
New Mexico	59	41	13	2	‡	‡	‡	‡
New York	49	51	18	3	25	75	42	12
North Carolina	44	56	24	5	27	73	36	11
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	52	48	23	5	‡	‡	‡	‡
Oklahoma	56	44	14	2	‡	‡	‡	‡
Oregon	57	43	15	3	39	61	33	10
Pennsylvania	59	41	10	1	‡	‡	‡	‡
Rhode Island	61	39	12	2	33	67	28	7
South Carolina	52	48	20	3	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	‡	‡	‡
Tennessee	49	51	27	7	‡	‡	‡	‡
Texas	52	48	17	3	27	73	39	11
Utah	64	36	11	1	46	54	23	4
Vermont	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	45	55	20	2	21	79	50	17
Washington	56	44	16	3	36	64	29	6
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	46	54	20	4	46	54	27	7
Wyoming	41	59	23	4	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	71	29	8	2	‡	‡	‡	‡
DDESS ¹	41	59	26	6	‡	‡	‡	‡
DoDDS ²	34	66	29	7	30	70	31	7

See notes at end of table. ►

Table C.9 Percentages of students, by race/ethnicity and reading achievement level, grade 4 public schools: By state, 2003—Continued

Grade 4	American Indian/Alaska Native				Other ³			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	53	47	16	2	34	66	31	7
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	70	30	9	1	‡	‡	‡	‡
Arizona	75	25	6	#	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡	‡	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	26	74	42	13
Georgia	‡	‡	‡	‡	42	58	24	6
Hawaii	‡	‡	‡	‡	45	55	22	5
Idaho	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	‡	‡	‡	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	29	71	30	5
Iowa	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	‡	‡	‡	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	62	38	15	2	‡	‡	‡	‡
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	66	34	12	#	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	‡	‡	‡	‡	‡	‡	‡	‡
New Mexico	75	25	6	1	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	59	41	8	1	23	77	44	10
North Dakota	57	43	13	2	‡	‡	‡	‡
Ohio	‡	‡	‡	‡	35	65	27	7
Oklahoma	48	52	18	3	‡	‡	‡	‡
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	‡	‡	‡	‡	‡	‡	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	60	40	11	1	‡	‡	‡	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	43	57	21	2	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	42	58	25	4	‡	‡	‡	‡
Wyoming	70	30	10	1	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ¹	‡	‡	‡	‡	‡	‡	‡	‡
DoDDS ²	‡	‡	‡	‡	30	70	38	12

The estimate rounds to zero.

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

³ "Other" comprises students whose race, based on school records, was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.10 Percentages of students, by race/ethnicity and reading achievement level, grade 8 public schools: By state, 2003

Grade 8	White				Black			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	18	82	39	4	47	53	12	#
Alabama	25	75	30	2	54	46	9	#
Alaska	21	79	36	4	40	60	13	1
Arizona	20	80	36	3	48	52	16	#
Arkansas	21	79	33	3	58	42	6	#
California	24	76	34	4	52	48	12	#
Colorado	15	85	43	5	40	60	16	1
Connecticut	16	84	45	6	46	54	12	#
Delaware	15	85	40	3	40	60	13	#
Florida	21	79	37	4	52	48	11	1
Georgia	19	81	36	2	46	54	12	#
Hawaii	31	69	31	4	‡	‡	‡	‡
Idaho	21	79	35	3	‡	‡	‡	‡
Illinois	13	87	45	5	44	56	13	#
Indiana	19	81	36	3	46	54	13	#
Iowa	18	82	38	3	44	56	10	#
Kansas	18	82	40	4	47	53	10	#
Kentucky	19	81	36	3	46	54	14	1
Louisiana	20	80	33	3	54	46	9	#
Maine	21	79	37	3	‡	‡	‡	‡
Maryland	20	80	40	5	45	55	13	1
Massachusetts	14	86	49	6	38	62	18	1
Michigan	16	84	39	3	51	49	12	#
Minnesota	17	83	42	3	49	51	12	#
Mississippi	20	80	32	2	50	50	9	#
Missouri	15	85	39	3	48	52	10	#
Montana	15	85	40	3	‡	‡	‡	‡
Nebraska	18	82	39	3	53	47	10	#
Nevada	25	75	29	2	57	43	7	#
New Hampshire	18	82	41	4	‡	‡	‡	‡
New Jersey	12	88	46	4	42	58	15	1
New Mexico	20	80	35	3	45	55	14	#
New York	13	87	48	5	45	55	14	1
North Carolina	17	83	38	3	44	56	13	1
North Dakota	16	84	40	3	‡	‡	‡	‡
Ohio	18	82	39	4	40	60	13	1
Oklahoma	20	80	34	3	49	51	13	#
Oregon	23	77	36	3	39	61	18	2
Pennsylvania	19	81	36	2	48	52	11	#
Rhode Island	22	78	36	3	50	50	15	#
South Carolina	18	82	35	3	47	53	10	#
South Dakota	15	85	41	3	‡	‡	‡	‡
Tennessee	24	76	32	2	53	47	9	#
Texas	16	84	39	3	44	56	14	#
Utah	20	80	35	2	‡	‡	‡	‡
Vermont	18	82	39	4	‡	‡	‡	‡
Virginia	15	85	44	5	38	62	15	#
Washington	20	80	36	3	40	60	19	1
West Virginia	28	72	25	2	40	60	13	#
Wisconsin	17	83	41	3	60	40	8	#
Wyoming	18	82	36	2	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	55	45	8	#
DDESS ¹	11	89	50	5	30	70	19	1
DoDDS ²	10	90	46	4	25	75	22	1

See notes at end of table. ▶

Table C.10 Percentages of students, by race/ethnicity and reading achievement level, grade 8 public schools: By state, 2003—Continued

Grade 8	Hispanic				Asian/Pacific Islander			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	46	54	14	1	22	78	38	5
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	44	56	17	#	36	64	23	1
Arizona	49	51	12	#	‡	‡	‡	‡
Arkansas	32	68	25	2	‡	‡	‡	‡
California	54	46	11	#	24	76	37	4
Colorado	43	57	14	1	16	84	47	6
Connecticut	45	55	14	#	12	88	54	11
Delaware	40	60	13	#	13	87	52	10
Florida	38	62	19	1	‡	‡	‡	‡
Georgia	45	55	16	#	30	70	39	5
Hawaii	41	59	28	1	41	59	19	1
Idaho	47	53	12	#	‡	‡	‡	‡
Illinois	39	61	16	1	13	87	53	8
Indiana	43	57	16	1	‡	‡	‡	‡
Iowa	46	54	13	1	‡	‡	‡	‡
Kansas	45	55	17	1	25	75	35	5
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	39	61	20	1	13	87	55	13
Massachusetts	44	56	14	#	13	87	52	11
Michigan	33	67	27	1	‡	‡	‡	‡
Minnesota	54	46	16	2	36	64	26	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	51	49	11	1	‡	‡	‡	‡
Nevada	56	44	8	#	25	75	25	1
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	39	61	17	1	8	92	62	12
New Mexico	47	53	12	#	‡	‡	‡	‡
New York	39	61	18	1	23	77	42	7
North Carolina	48	52	15	1	24	76	30	7
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	19	81	37	2	‡	‡	‡	‡
Oklahoma	38	62	17	1	‡	‡	‡	‡
Oregon	40	60	18	1	28	72	34	6
Pennsylvania	36	64	24	1	‡	‡	‡	‡
Rhode Island	54	46	8	1	42	58	23	3
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	‡	‡	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	41	59	14	1	14	86	37	4
Utah	49	51	13	#	26	74	28	2
Vermont	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	22	78	31	2	12	88	40	2
Washington	45	55	16	1	21	79	39	5
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	49	51	17	1	39	61	24	2
Wyoming	34	66	20	1	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	49	51	11	#	‡	‡	‡	‡
DDESS ¹	21	79	38	4	‡	‡	‡	‡
DoDDS ²	19	81	35	4	14	86	38	2

See notes at end of table. ▶

Table C.10 Percentages of students, by race/ethnicity and reading achievement level, grade 8 public schools: By state, 2003—Continued

Grade 8	American Indian/Alaska Native				Other ³			
	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	41	59	18	1	27	73	28	2
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	56	44	11	#	‡	‡	‡	‡
Arizona	55	45	8	#	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡	‡	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	‡	‡	‡	‡	40	60	21	2
Idaho	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	‡	‡	‡	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	‡	‡	‡	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	40	60	13	#	‡	‡	‡	‡
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	‡	‡	‡	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	‡	‡	‡	‡	‡	‡	‡	‡
New Mexico	48	52	11	1	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	48	52	10	#	‡	‡	‡	‡
North Dakota	51	49	12	1	‡	‡	‡	‡
Ohio	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	31	69	26	1	19	81	31	2
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	‡	‡	‡	‡	‡	‡	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	46	54	15	#	‡	‡	‡	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	38	62	18	1	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	‡	‡	‡	‡	‡
Wyoming	52	48	8	#	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ¹	‡	‡	‡	‡	‡	‡	‡	‡
DoDDS ²	‡	‡	‡	‡	9	91	50	6

The estimate rounds to zero.

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

³ "Other" comprises students whose race, based on school records, was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.11 Percentage of students at or above *Basic* in reading, by race/ethnicity, grade 4 public schools: By state, 1992–2003

Grade 4	White												Black											
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted														
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003												
Nation (public) ¹	69 *	69 *	70 *	69 *	74	74	31 *	28 *	34 *	34 *	39	39												
Alabama	63	64	68	69	65	66	28	28	32	30	30	31												
Alaska	—	—	—	—	—	73	—	—	—	—	—	56												
Arizona	67	64 **	67	64 *	67	71	41	34	34	33	42	41												
Arkansas	65 *	62 ***,	64 *	63 ***,	69	70	28	25	25	25	29	32												
California	63	59 ***,	62	62	70	69	28	30	31	32	37	37												
Colorado	70 ***,	67 ***,	77	74	—	78	44	36 *	42	41	—	54												
Connecticut	79 ***,	79 ***,	87	85	84	84	34	33 *	46	45	48	46												
Delaware	67 ***,	61 ***,	65 ***,	65 ***,	81	82	35 ***,	32 ***,	39 ***,	33 ***,	54	54												
Florida	64 ***,	62 ***,	66 ***,	64 ***,	74	75	26 ***,	26 ***,	32	31 *	39	40												
Georgia	70	66 ***,	71	68	72	72	36	29 ***,	34 *	34 ***,	41	42												
Hawaii	58	60	60	60	66	68	50	41	48	46	57	58												
Idaho	69	—	—	—	72	69	‡	—	—	—	‡	‡												
Illinois	—	—	—	—	—	74	—	—	—	—	—	36												
Indiana	72	70	—	—	72	71	40	34	—	—	44	38												
Iowa	74	70	73	70	72	74	52	26	38	34	51	34												
Kansas	—	—	76	75	73	71	—	—	39	44	49	40												
Kentucky	60 ***,	59 ***,	66	65	68	67	37	36	38	37	40	44												
Louisiana	61 ***,	58 ***,	69	64 ***,	69	70	27	20 ***,	24	22 ***,	32	30												
Maine	75 *	75 *	73	72	72	71	‡	‡	‡	‡	‡	‡												
Maryland	68 ***,	68 ***,	76	72	76	76	34	30 ***,	35	34	42	41												
Massachusetts	79	77 *	80	76	86 *	81	47	36 ***,	45	44	57	50												
Michigan	70 *	—	73	71	73	75	24	—	28	28	36	30												
Minnesota	71 *	68 ***,	73	71	77	76	29	29	33	32	44	38												
Mississippi	63	63	62	61	64	67	25 *	28	31	30	28	33												
Missouri	72	67 ***,	70	68 *	72	73	36 *	34 *	31 *	32 ***,	39	46												
Montana	—	72	76	75	74	74	—	‡	‡	‡	‡	‡												
Nebraska	72	69	—	—	73	71	34	35	—	—	54	47												
Nevada	—	—	60	58	64	63	—	—	31	27	38	37												
New Hampshire	76	71 *	75	75	—	76	‡	‡	‡	‡	—	‡												
New Jersey	81	78	—	—	—	82	37	33	—	—	—	41												
New Mexico	69	65	71	70	69	67	43	37	37	36	‡	45												
New York	74 ***,	72 ***,	77 *	77 ***,	81	82	41	33 ***,	33 *	33 ***,	43	44												
North Carolina	66 ***,	70 ***,	74	69 ***,	79	77	35 *	34 ***,	39	35 *	46	44												
North Dakota	75	74	—	—	75	72	‡	‡	—	—	‡	‡												
Ohio	67 ***,	—	—	—	76	74	38	—	—	—	43	44												
Oklahoma	72	—	72	72	68	68	41	—	33	34	31	41												
Oregon	—	—	65	63	70	68	—	—	35	38	48	48												
Pennsylvania	75	69 ***,	—	—	75	75	29	24	—	—	33	32												
Rhode Island	70	70	74	73	73	71	32	39	35	35	44	40												
South Carolina	67 *	64 ***,	68	67 *	72	74	33 *	24 ***,	35	33 *	41	40												
South Dakota	—	—	—	—	—	74	—	—	—	—	—	‡												
Tennessee	64	65	67	65	67	67	31	30	33	32	34	30												
Texas	71	73	80	77	80	74	39	37	36	32 ***,	43	44												
Utah	69	66	67	66	72	71	‡	‡	‡	‡	‡	‡												
Vermont	—	—	—	—	74	73	—	—	—	—	‡	‡												
Virginia	75	70 ***,	73	72	80	77	43	31 ***,	44	40	47	49												
Washington	—	63 ***,	68	69	74	73	—	41 ***,	45	45	53	58												
West Virginia	62	58 ***,	63	61	66	65	‡	42	31	36	51	45												
Wisconsin	74	75	78 *	76	—	73	38	38	31	27 *	—	42												
Wyoming	73	70	67	66	72	71	‡	‡	‡	‡	‡	‡												
Other jurisdictions																								
District of Columbia	90	85	88	89	91	90	27	20 ***,	23	22 *	28	27												
DDESS ²	—	—	75	71 *	80	78	—	—	52	51	63	57												
DoDDS ³	—	68 ***,	76	74	78	78	—	48 ***,	54	54	59	62												

See notes at end of table. ▶

Table C.11 Percentage of students at or above Basic in reading, by race/ethnicity, grade 4 public schools: By state, 1992–2003—Continued

Grade 4	Hispanic						Asian/Pacific Islander					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	37	32 *	38	36	43	43	59	64	61	55	69	69
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	55	—	—	—	—	—	50
Arizona	39	33	29*	31	32	38	‡	35	‡	‡	70	68
Arkansas	‡	‡	‡	‡	49	48	‡	‡	‡	‡	‡	‡
California	23***	19***	27	28	35	33	52***	52***	57	57	66	68
Colorado	44	35***	45	45	—	48	63	50*	67	‡	—	69
Connecticut	29***	29***	43	40	44	49	‡	68	‡	‡	85	74
Delaware	‡	‡	44	26***	57	53	‡	‡	‡	‡	85	86
Florida	45*	38***	46	46	53	55	‡	‡	‡	‡	74	79
Georgia	‡	‡	‡	‡	45	48	‡	‡	‡	‡	68	77
Hawaii	33	29***	38	42	46	53	44	42***	41***	41***	48	50
Idaho	38	—	—	—	38	39	‡	—	—	—	‡	‡
Illinois	—	—	—	—	—	42	—	—	—	—	—	84
Indiana	‡	‡	—	—	58	58	‡	‡	—	—	‡	‡
Iowa	‡	‡	‡	‡	46	48	‡	‡	‡	‡	‡	‡
Kansas	—	—	64	53	49	51	—	—	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	43	‡	53	51	53	52	63	78	80	78	79	80
Massachusetts	34	25***	33	34	51	43	60	53*	54	50	79	74
Michigan	‡	—	43	43	46	48	‡	—	‡	‡	‡	75
Minnesota	‡	‡	‡	‡	46	36	50	53	57	43	66***	37
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	61	‡	‡	‡	‡	‡	‡
Montana	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡
Nebraska	49	46	—	—	45	44	‡	‡	—	—	‡	‡
Nevada	—	—	36	32	37	36	—	—	61	59	69	59
New Hampshire	‡	‡	‡	‡	—	48	‡	‡	‡	‡	—	‡
New Jersey	34***	35***	—	—	—	56	80	81	—	—	—	79
New Mexico	41	41	42	40	46	41	‡	‡	‡	‡	‡	‡
New York	30***	35***	31***	31***	47	51	64	68	78	76	82	75
North Carolina	‡	‡	43	‡	58	56	‡	‡	‡	‡	‡	73
North Dakota	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Ohio	‡	—	—	—	‡	48	‡	—	—	—	‡	‡
Oklahoma	49	—	52	48	39	44	‡	—	‡	‡	‡	‡
Oregon	—	—	28	25	41	43	—	—	59	55	64	61
Pennsylvania	33	‡	—	—	40	41	‡	‡	—	—	80	‡
Rhode Island	24	36	21*	23***	38	39	27***	42***	46	48	44*	67
South Carolina	‡	‡	‡	‡	‡	48	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	‡	—	—	—	—	—	‡
Tennessee	‡	‡	‡	‡	32	51	‡	‡	‡	‡	‡	‡
Texas	40***	40***	49	43	52	48	‡	‡	56	‡	77	73
Utah	41	39	30	33	44	36	‡	58	53	64	59	54
Vermont	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Virginia	‡	54	43	51	72	55	77	70	65	62	76	79
Washington	—	30*	37	42	48	44	—	56	56	57	68	64
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	56	48	55	43	—	54	‡	47	‡	‡	—	54
Wyoming	49	49	51	47	52	59	‡	‡	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	27	32	29	27	34	29	‡	‡	‡	‡	‡	‡
DDESS ²	—	—	57	57	70	59	—	—	‡	‡	‡	‡
DoDDS ³	—	59	64	58	68	66	—	62	71	71	72	70

See notes at end of table. ▶

Table C.11 Percentage of students at or above *Basic* in reading, by race/ethnicity, grade 4 public schools: By state, 1992–2003—Continued

Grade 4	American Indian/Alaska Native						Other ⁴					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	‡	60	‡	‡	51	47	‡	‡	‡	‡	59	66
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	30	—	—	—	—	—	‡
Arizona	18	20	34	22	24	25	‡	‡	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	74
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	69	58
Hawaii	‡	‡	‡	‡	‡	‡	52	45	49	44	54	55
Idaho	‡	—	—	—	27	‡	‡	—	—	—	‡	‡
Illinois	—	—	—	—	—	‡	—	—	—	—	—	‡
Indiana	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	71
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	‡	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡
Minnesota	‡	‡	‡	‡	66	‡	‡	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	—	49	47	42	53 *	38	—	‡	‡	‡	‡	‡
Nebraska	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Nevada	—	—	‡	‡	‡	34	—	—	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡
New Jersey	‡	‡	—	—	—	‡	‡	‡	—	—	—	‡
New Mexico	40	25	21	23	25	25	‡	‡	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	41	‡	‡	‡	‡	‡	77
North Dakota	50	42	—	—	44	43	‡	‡	—	—	‡	‡
Ohio	‡	—	—	—	‡	‡	‡	—	—	—	‡	65
Oklahoma	58	—	62	62	54	52	‡	—	‡	‡	75	‡
Oregon	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Pennsylvania	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	40	—	—	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Washington	—	‡	42	44	55	57	—	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	‡	—	58	‡	‡	‡	‡	—	‡
Wyoming	44	45	40	36	50	30	‡	‡	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	—	—	‡	‡	‡	‡	—	—	64	61	73	‡
DoDDS ³	—	‡	‡	‡	‡	‡	—	69	73	65	70	70

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

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

⁴ "Other" comprises students whose race, based on school records, was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table C.12 Percentage of students at or above *Basic* in reading, by race/ethnicity, grade 8 public schools: By state, 1998–2003

Grade 8	White				Black			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	80	79	83	82	49	50	54	53
Alabama	78	79	77	75	43	44	42	46
Alaska	–	–	–	79	–	–	–	60
Arizona	85	83	80	80	53	60	60	52
Arkansas	76	77	79	79	41	41	47	42
California	81	82	79	76	50	47	50	48
Colorado	84	84	–	85	57	61	–	60
Connecticut	89*	88	87	84	48	52	47	54
Delaware	75*,**	74*,**	89*	85	46*	43*,**	64	60
Florida	78	78	81	79	40	44	55	48
Georgia	81	80	80	81	48	48	56	54
Hawaii	72	72	76	69	‡	‡	65	‡
Idaho	–	–	82	79	–	–	‡	‡
Illinois	–	–	–	87	–	–	–	56
Indiana	–	–	80	81	–	–	56	54
Iowa	–	–	–	82	–	–	–	56
Kansas	84	86	85	82	60	60	54	53
Kentucky	76*	76*	79	81	53	55	56	54
Louisiana	79	77	83	80	44	43	48	46
Maine	84*	83*	82	79	‡	‡	‡	‡
Maryland	82	82	83	80	50	47	56	55
Massachusetts	86	85	89	86	55	54	56	62
Michigan	–	–	82	84	–	–	53	49
Minnesota	84	82	–	83	44	40	–	51
Mississippi	77	78	83	80	43	45	48	50
Missouri	79*	79*	86	85	53	51	60	52
Montana	84	85	88	85	‡	‡	‡	‡
Nebraska	–	–	86*	82	–	–	55	47
Nevada	76	77	71	75	49	52	41	43
New Hampshire	–	–	–	82	–	–	–	‡
New Jersey	–	–	–	88	–	–	–	58
New Mexico	84	84	78	80	‡	‡	‡	55
New York	88	87	86	87	58	55	57	55
North Carolina	84	82	86	83	60	57	56	56
North Dakota	–	–	83	84	–	–	‡	‡
Ohio	–	–	87	82	–	–	57	60
Oklahoma	84	84	82	80	66	67	48	51
Oregon	81	81	82	77	49	46	‡	61
Pennsylvania	–	–	83	81	–	–	45	52
Rhode Island	77	80	80	78	66	58	54	50
South Carolina	78	79	82	82	47	48	50	53
South Dakota	–	–	–	85	–	–	–	‡
Tennessee	79	78	77	76	43	44	48	47
Texas	87	86	88	84	55	57	57	56
Utah	79	80	79	80	‡	‡	‡	‡
Vermont	–	–	83	82	–	–	‡	‡
Virginia	85	85	86	85	59	60	64	62
Washington	81	79	82	80	58	51	55	60
West Virginia	75	75	78*	72	56	58	53	60
Wisconsin	84	83	–	83	42	43	–	40
Wyoming	77*	77	81	82	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	42	41	46	45
DDESS ²	85	85	93	89	62	62	77	70
DoDDS ³	86	86	92	90	71	68	80	75

See notes at end of table. ▶

Table C.12 Percentage of students at or above *Basic* in reading, by race/ethnicity, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	Nation (public) ¹	Hispanic				Asian/Pacific Islander			
		Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002	2003	1998	1998	2002	2003
		53	52	56	54	75	73	75	78
	Alabama	‡	‡	‡	‡	‡	‡	‡	‡
	Alaska	—	—	—	56	—	—	—	64
	Arizona	53	54	51	51	‡	‡	‡	‡
	Arkansas	‡	‡	‡	68	‡	‡	‡	‡
	California	46	46	46	46	70	71	67	76
	Colorado	52	54	—	57	77	75	—	84
	Connecticut	55	54	46	55	90	94	75	88
	Delaware	55	55	62	60	‡	‡	92	87
	Florida	59	61	62	62	90	85	‡	‡
	Georgia	‡	‡	51	55	‡	‡	77	70
	Hawaii	‡	‡	55	59	56	56	61	59
	Idaho	—	—	56	53	—	—	‡	‡
	Illinois	—	—	—	61	—	—	—	87
	Indiana	—	—	‡	57	—	—	‡	‡
	Iowa	—	—	—	54	—	—	—	‡
	Kansas	64	57	61	55	‡	‡	‡	75
	Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
	Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
	Maine	‡	‡	‡	‡	‡	‡	‡	‡
	Maryland	73	73	65	61	88	82	88	87
	Massachusetts	51	46	54	56	72	79	81	87
	Michigan	—	—	‡	67	—	—	‡	‡
	Minnesota	‡	‡	—	46	55	45	—	64
	Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
	Missouri	‡	‡	‡	‡	‡	‡	‡	‡
	Montana	‡	‡	‡	‡	‡	‡	‡	‡
	Nebraska	—	—	65*	49	—	—	‡	‡
	Nevada	52	50	43	44	71	73	70	75
	New Hampshire	—	—	—	‡	—	—	—	‡
	New Jersey	—	—	—	61	—	—	—	92
	New Mexico	58	61*	57	53	‡	‡	‡	‡
	New York	58	56	65	61	84	89	69	77
	North Carolina	‡	‡	63	52	‡	‡	‡	76
	North Dakota	—	—	‡	‡	—	—	‡	‡
	Ohio	—	—	‡	81	—	—	‡	‡
	Oklahoma	60	66	65	62	‡	‡	‡	‡
	Oregon	53	46	59	60	87	77	83	72
	Pennsylvania	—	—	52	64	—	—	61	‡
	Rhode Island	44	46	49	46	78	69	59	58
	South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
	South Dakota	—	—	—	‡	—	—	—	‡
	Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
	Texas	65	62	62	59	81	84	82	86
	Utah	59	56	45	51	‡	‡	65	74
	Vermont	—	—	‡	‡	—	—	‡	‡
	Virginia	74	79	75	78	85	90	88	88
	Washington	57	52	55	55	74	77	79	79
	West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
	Wisconsin	70	72	—	51	‡	‡	—	61
	Wyoming	58	63	60	66	‡	‡	‡	‡
	Other jurisdictions								
	District of Columbia	55	59	53	51	‡	‡	‡	‡
	DDESS ²	81	85	89	79	‡	‡	‡	‡
	DoDDS ³	70	77	85	81	78	78	89	86

See notes at end of table. ▶

Table C.12 Percentage of students at or above *Basic* in reading, by race/ethnicity, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	American Indian/Alaska Native				Other ⁴			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003	1998	1998	2002	2003
Nation (public) ¹	‡	‡	64	59	‡	‡	72	73
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	44	—	—	—	‡
Arizona	49	45	53	45	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	—	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	‡	‡	‡	‡	60	55	65	60
Idaho	—	—	‡	‡	—	—	‡	‡
Illinois	—	—	—	‡	—	—	—	‡
Indiana	—	—	‡	‡	—	—	‡	‡
Iowa	—	—	—	‡	—	—	—	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	—	—	‡	‡	—	—	‡	‡
Minnesota	‡	‡	—	‡	‡	‡	—	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	67	63	64	60	‡	‡	‡	‡
Nebraska	—	—	‡	‡	—	—	‡	‡
Nevada	‡	‡	‡	‡	‡	‡	‡	‡
New Hampshire	—	—	—	‡	—	—	—	‡
New Jersey	—	—	—	‡	—	—	—	‡
New Mexico	55	54	47	52	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	67	69	‡	52	‡	‡	‡	‡
North Dakota	—	—	62	49	—	—	‡	‡
Ohio	—	—	‡	‡	—	—	‡	‡
Oklahoma	74	74	73	69	‡	‡	‡	81
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	—	—	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	54	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	‡	‡	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	59	63	‡	62	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	—	‡	‡	‡	—	‡
Wyoming	63	54	57	48	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	‡	‡	‡	‡	‡	‡	85	‡
DoDDS ³	‡	‡	‡	‡	80	80	90	91

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

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

⁴ "Other" comprises students whose race, based on school records, was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.13 Percentages of students, by eligibility for free/reduced-price school lunch and reading achievement level, grade 4 public schools: By state, 2003

Grade 4	Eligible				Not eligible				Information not available			
	Below Basic	At or above Basic	At or above Proficient	At Advanced	Below Basic	At or above Basic	At or above Proficient	At Advanced	Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	56	44	15	2	25	75	41	11	35	65	33	8
Alabama	63	37	11	1	29	71	36	9	‡	‡	‡	‡
Alaska	63	37	13	2	30	70	36	8	49	51	25	9
Arizona	63	37	11	1	28	72	36	8	43	57	27	4
Arkansas	51	49	20	4	26	74	39	10	59	41	19	4
California	67	33	10	1	32	68	34	9	52	48	18	4
Colorado	49	51	19	3	22	78	45	12	‡	‡	‡	‡
Connecticut	50	50	18	3	16	84	53	17	24	76	50	17
Delaware	44	56	18	2	20	80	41	9	19	81	44	9
Florida	51	49	18	3	23	77	45	12	46	54	20	1
Georgia	57	43	13	2	26	74	39	11	36	64	33	10
Hawaii	59	41	13	2	35	65	29	6	‡	‡	‡	‡
Idaho	48	52	20	3	27	73	38	9	28	72	37	8
Illinois	59	41	14	2	22	78	45	12	55	45	17	4
Indiana	51	49	18	3	25	75	40	10	‡	‡	‡	‡
Iowa	47	53	19	2	22	78	42	9	‡	‡	‡	‡
Kansas	49	51	18	3	23	77	42	11	‡	‡	‡	‡
Kentucky	47	53	21	3	24	76	41	10	32	68	35	9
Louisiana	62	38	12	1	30	70	36	8	62	38	15	4
Maine	43	57	24	4	23	77	42	10	‡	‡	‡	‡
Maryland	60	40	13	2	26	74	43	13	41	59	31	8
Massachusetts	47	53	20	3	17	83	51	14	29	71	35	9
Michigan	57	43	16	3	24	76	41	10	42	58	24	4
Minnesota	52	48	19	3	23	77	44	11	‡	‡	‡	‡
Mississippi	62	38	11	1	28	72	36	7	47	53	22	4
Missouri	48	52	19	3	22	78	44	11	26	74	38	10
Montana	47	53	20	3	20	80	44	11	30	70	35	6
Nebraska	48	52	19	3	25	75	40	11	34	66	31	9
Nevada	65	35	10	1	36	64	28	5	41	59	24	3
New Hampshire	49	51	18	2	20	80	45	11	23	77	40	11
New Jersey	54	46	15	2	20	80	48	14	16	84	54	18
New Mexico	62	38	13	2	33	67	32	8	40	60	26	8
New York	49	51	18	3	15	85	51	15	13	87	53	14
North Carolina	52	48	16	2	22	78	45	13	24	76	46	13
North Dakota	45	55	19	2	25	75	38	8	‡	‡	‡	‡
Ohio	49	51	19	3	21	79	43	11	25	75	39	11
Oklahoma	51	49	17	2	25	75	38	8	43	57	19	3
Oregon	50	50	18	3	30	70	37	8	‡	‡	‡	‡
Pennsylvania	58	42	14	1	21	79	44	11	31	69	43	9
Rhode Island	56	44	14	2	24	76	41	10	44	56	25	6
South Carolina	55	45	14	2	24	76	39	9	‡	‡	‡	‡
South Dakota	45	55	21	3	22	78	41	10	‡	‡	‡	‡
Tennessee	58	42	15	2	32	68	34	9	36	64	32	8
Texas	52	48	16	2	28	72	39	10	30	70	41	10
Utah	49	51	20	3	26	74	38	8	‡	‡	‡	‡
Vermont	41	59	22	3	21	79	43	10	‡	‡	‡	‡
Virginia	53	47	16	2	21	79	44	12	25	75	47	15
Washington	47	53	20	3	23	77	42	11	25	75	37	8
West Virginia	43	57	21	3	25	75	38	9	‡	‡	‡	‡
Wisconsin	50	50	18	3	25	75	39	8	33	67	35	7
Wyoming	44	56	23	5	24	76	40	9	47	53	20	1
Other jurisdictions												
District of Columbia	75	25	6	1	52	48	24	9	71	29	8	1
DDESS ¹	36	64	26	5	29	71	40	11	24	76	43	12
DoDDS ²	—	—	—	—	—	—	—	—	—	—	—	—

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

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.14 Percentages of students, by eligibility for free/reduced-price school lunch and reading achievement level, grade 8 public schools: By state, 2003

Grade 8	Eligible				Not eligible				Information not available			
	Below Basic	At or above Basic	At or above Proficient	At Advanced	Below Basic	At or above Basic	At or above Proficient	At Advanced	Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	44	56	15	1	18	82	39	4	28	72	31	3
Alabama	48	52	11	#	23	77	33	3	‡	‡	‡	‡
Alaska	51	49	12	#	27	73	32	3	31	69	28	3
Arizona	49	51	12	1	23	77	34	2	31	69	29	3
Arkansas	39	61	19	1	20	80	34	3	46	54	19	1
California	53	47	12	#	25	75	33	3	42	58	19	2
Colorado	40	60	17	1	16	84	43	5	‡	‡	‡	‡
Connecticut	44	56	15	#	17	83	45	6	16	84	38	3
Delaware	39	61	16	1	15	85	38	3	16	84	44	5
Florida	45	55	15	1	22	78	35	3	21	79	41	5
Georgia	46	54	12	#	18	82	37	3	35	65	20	#
Hawaii	51	49	12	1	30	70	28	3	‡	‡	‡	‡
Idaho	34	66	22	1	18	82	38	4	19	81	36	2
Illinois	41	59	15	1	13	87	46	5	25	75	27	1
Indiana	41	59	16	1	16	84	40	3	13	87	38	2
Iowa	37	63	18	1	15	85	41	3	10	90	42	2
Kansas	36	64	22	1	16	84	42	4	‡	‡	‡	‡
Kentucky	31	69	23	1	15	85	41	4	‡	‡	‡	‡
Louisiana	46	54	14	1	23	77	33	3	37	63	21	1
Maine	31	69	25	1	17	83	42	4	‡	‡	‡	‡
Maryland	49	51	13	1	22	78	36	4	25	75	43	8
Massachusetts	39	61	19	1	12	88	51	6	16	84	49	8
Michigan	43	57	15	1	16	84	40	4	29	71	30	2
Minnesota	44	56	17	1	15	85	43	4	‡	‡	‡	‡
Mississippi	44	56	12	#	22	78	32	2	30	70	26	1
Missouri	34	66	21	1	15	85	40	3	8	92	48	5
Montana	30	70	25	1	13	87	42	4	21	79	40	6
Nebraska	37	63	21	1	16	84	41	3	28	72	34	2
Nevada	50	50	13	1	30	70	25	1	‡	‡	‡	‡
New Hampshire	34	66	22	3	17	83	43	4	15	85	49	6
New Jersey	44	56	15	1	14	86	45	5	17	83	37	3
New Mexico	49	51	10	#	26	74	28	2	29	71	33	5
New York	41	59	18	1	12	88	48	6	15	85	51	7
North Carolina	44	56	13	#	18	82	37	3	20	80	39	5
North Dakota	29	71	27	1	15	85	42	3	‡	‡	‡	‡
Ohio	40	60	18	1	15	85	40	4	23	77	30	2
Oklahoma	36	64	19	1	17	83	38	3	‡	‡	‡	‡
Oregon	34	66	22	1	22	78	37	4	20	80	40	3
Pennsylvania	42	58	15	#	17	83	39	3	31	69	22	#
Rhode Island	45	55	15	1	19	81	38	4	54	46	12	1
South Carolina	42	58	13	1	20	80	34	3	‡	‡	‡	‡
South Dakota	28	72	30	2	14	86	43	3	‡	‡	‡	‡
Tennessee	45	55	13	1	23	77	32	2	24	76	44	6
Texas	43	57	12	#	19	81	37	3	‡	‡	‡	‡
Utah	38	62	19	#	18	82	37	3	18	82	33	3
Vermont	33	67	19	1	14	86	45	5	‡	‡	‡	‡
Virginia	38	62	17	1	15	85	43	4	20	80	34	1
Washington	42	58	18	1	17	83	39	4	18	82	36	2
West Virginia	37	63	17	1	19	81	32	3	‡	‡	‡	‡
Wisconsin	47	53	17	1	17	83	42	4	13	87	39	4
Wyoming	33	67	21	1	16	84	39	3	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	61	39	6	#	44	56	17	3	38	62	15	1
DDESS ¹	23	77	26	3	18	82	40	3	15	85	44	6
DoDDS ²	—	—	—	—	—	—	—	—	—	—	—	—

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

The estimate rounds to zero.

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.15 Percentage of students at or above *Basic* in reading, by student eligibility for free/reduced-price school lunch, grade 4 public schools: By state, 1998–2003

Grade 4	Eligible				Not eligible				Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
Nation (public) ¹	42	39*	46	44	72	72*	76	75	70	65	62	65
Alabama	38	37	39	37	74	74	68	71	48	54	67	‡
Alaska	—	—	—	37	—	—	—	70	—	—	—	51
Arizona	33	33	35	37	69	66	66	72	57	53	59	57
Arkansas	41*	40***	46	49	68	68	74	74	55	53	54	41
California	28	27	32	33	63	64	72	68	60	65	52	48
Colorado	47	46	—	51	77	76	—	78	60	63	—	‡
Connecticut	49	45	52	50	87	85	83	84	90	88	84	76
Delaware	41***	35***	56	56	66***	65***	80	80	‡	‡	79	81
Florida	38***	37***	49	49	69***	67***	75	77	61	63	‡	54
Georgia	37	37	44	43	74	70	73	74	64	65	59	64
Hawaii	30***	32***	40	41	58*	56***	63	65	‡	‡	‡	‡
Idaho	—	—	56	52	—	—	77	73	—	—	71	72
Illinois	—	—	—	41	—	—	—	78	—	—	—	45
Indiana	—	—	50	49	—	—	77	75	—	—	78	‡
Iowa	55	51	57	53	77	74	75	78	57	63	‡	‡
Kansas	54	53	55	51	79	78	78	77	88	79	‡	‡
Kentucky	49	49	54	53	76	74	76	76	‡	‡	52	68
Louisiana	35	31*	39	38	71	66	75	70	55	50	39	38
Maine	63	61	59	57	78	78	78	77	73	70	74	‡
Maryland	37	36	44	40	73	70	73	74	53	42	73	59
Massachusetts	48	46	60	53	83	79	88*	83	71	72	84	71
Michigan	43	44	48	43	75	72	76	76	58	58	62	58
Minnesota	46	45	64***	48	77	76	78	77	76	65	70	‡
Mississippi	37	35	36	38	67	66	68	72	‡	‡	47	53
Missouri	46	45	49	52	73	71***	79	78	72	69	72	74
Montana	60	58	59	53	81	80	79	80	72	70	‡	70
Nebraska	—	—	53	52	—	—	78	75	—	—	‡	66
Nevada	33	31	40	35	63	60	64	64	65	67	50	59
New Hampshire	56	56	—	51	80	79	—	80	70	72	—	77
New Jersey	—	—	—	46	—	—	—	80	—	—	—	84
New Mexico	39	39	43	38	71	69	71	67	60	58	44	60
New York	39***	40***	49	51	82	81	82	85	69	65	69	87
North Carolina	45	42*	51	48	75	71***	82	78	71	61	67	76
North Dakota	—	—	60	55	—	—	77	75	—	—	‡	‡
Ohio	—	—	49	51	—	—	78	79	—	—	72	75
Oklahoma	53	53	48	49	78	79	75	75	62	62	43	57
Oregon	42*	39***	51	50	73	70	76	70	67	61	63	‡
Pennsylvania	—	—	43	42	—	—	79	79	—	—	65	69
Rhode Island	41	40	45	44	79	78	78	76	‡	‡	60	56
South Carolina	37*	35***	43	45	70*	70*	76	76	‡	‡	70	‡
South Dakota	—	—	—	55	—	—	—	78	—	—	—	‡
Tennessee	40	41	44	42	73	71	72	68	44	35	56	64
Texas	47	41	53	48	79	77	76	72	43	44	57	70
Utah	49	50	56	51	69*	69	75	74	68	66	63	‡
Vermont	—	—	57	59	—	—	80	79	—	—	79	‡
Virginia	42	41	53	47	75	72***	80	79	64	73	89	75
Washington	44	46	55	53	73	73	79	77	74	72	64	75
West Virginia	50*	48***	55	57	75	74	76	75	‡	‡	63	‡
Wisconsin	50	46	—	50	80*	78	—	75	67	60	—	67
Wyoming	52	50	58	56	72	71	76	76	69	66	81*	53
Other jurisdictions												
District of Columbia	21*	20*	25	25	60*	59***	52	48	44*	37	‡	29
DDESS ²	58	57	68	64	71	69	79*	71	68	57	71	76
DoDDS ³	65	63	70	—	75	71	75	—	69	67	71	—

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

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

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

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

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

Table C.16 Percentage of students at or above *Basic* in reading, by student eligibility for free/reduced-price school lunch, grade 8 public schools: By state, 1998–2003

Grade 8	Eligible				Not eligible				Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
		1998	1998	2002	2003	1998	1998	2002	2003	1998	1998	2002
Nation (public) ¹	56	55	60 *	56	80	79 *	83 *	82	75	73	75	72
Alabama	48	50	50	52	79	79	78	77	‡	‡	66	‡
Alaska	—	—	—	49	—	—	—	73	—	—	—	69
Arizona	54	55	50	51	84	82	79	77	77	72	71	69
Arkansas	53 *	53 *	60	61	77	78	81	80	73	70	‡	54
California ²	44	42	50	47	80	81	74	75	67	67	61	58
Colorado	56	60	—	60	85	85	—	84	69	65	—	‡
Connecticut	59	57	56	56	87	86	85	83	84	84	83	84
Delaware	48 *	47 *	65	61	74 **	73 ***	88 *	85	67 *	57 *	‡	84
Florida	51	52	59	55	75	78	81	78	73	73	85	79
Georgia	49	48	56	54	80	80	79	82	72	76	78	65
Hawaii	48	46	52	49	66	65	72	70	73	75	‡	‡
Idaho	—	—	71	66	—	—	84	82	—	—	82	81
Illinois	—	—	—	59	—	—	—	87	—	—	—	75
Indiana	—	—	65	59	—	—	81	84	—	—	83	87
Iowa	—	—	—	63	—	—	—	85	—	—	—	90
Kansas	69	69	62	64	87	88 *	88	84	‡	‡	‡	‡
Kentucky	62	62	65	69	82	82	86	85	75	73	89	‡
Louisiana	52	51	55	54	78	77	82	77	55	56	73	63
Maine	74	73	71	69	87	86	85	83	84	89	82	‡
Maryland	52	48	58	51	79	79	78	78	‡	‡	‡	75
Massachusetts	58	57	64	61	88	87	89	88	76	73	73	84
Michigan	—	—	68	57	—	—	82	84	—	—	65	71
Minnesota	63	59	—	56	86	84	—	85	85	79	—	‡
Mississippi	48	49	56	56	76	78	83	78	59	64	74	70
Missouri	61	58	70	66	82	83	87	85	58	61	81	92
Montana	73	71	75	70	88	88	89	87	79	82	‡	79
Nebraska	—	—	73 *	63	—	—	89 *	84	—	—	‡	72
Nevada	52	55	47	50	75 *	76 *	68	70	73	68	64	‡
New Hampshire	—	—	—	66	—	—	—	83	—	—	—	85
New Jersey	—	—	—	56	—	—	—	86	—	—	—	83
New Mexico	61 *	62 *	54	51	78	79	77	74	69	72	71	71
New York	63	60	62	59	88	87	87	88	81	80	65	85
North Carolina	59	58	63	56	84	83	85	82	73	71	79	80
North Dakota	—	—	73	71	—	—	84	85	—	—	‡	‡
Ohio	—	—	69	60	—	—	87	85	—	—	77	77
Oklahoma	72	72 *	66	64	85	85	84	83	78	79	83	‡
Oregon	63	65	68	66	84 *	82	84 *	78	81	76	83	80
Pennsylvania	—	—	57	58	—	—	85	83	—	—	‡	69
Rhode Island	56	56	58	55	81	83	82	81	‡	‡	62 *	46
South Carolina	48 *	48 *	54	58	77	79	81	80	70	74	73	‡
South Dakota	—	—	—	72	—	—	—	86	—	—	—	‡
Tennessee	51	51	57	55	80	81	79	77	65	65	79	76
Texas	61	58	60	57	85	84	86 *	81	‡	73	74	‡
Utah	66	62	59	62	82	81	82	82	72	81	69	82
Vermont	—	—	68	67	—	—	86	86	—	—	‡	‡
Virginia	56	59	67	62	84	84	85	85	84	80	91	80
Washington	58	56	63	58	83	82	83	83	83	82	78	82
West Virginia	67	67	69	63	81	81	83	81	63	68	‡	‡
Wisconsin	60	61	—	53	85	83	—	83	81	81	—	87
Wyoming	65	64	71	67	79 *	80	82	84	‡	‡	82	‡
Other jurisdictions												
District of Columbia	36	36	43	39	65	62	61	56	43 ***	43 ***	‡	62
DDESS ³	68	68	83	77	83	83	88	82	‡	‡	88	85
DoDDS ⁴	65	65	90	—	78	79	90	—	82	81	88	—

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different from 2003 when only one jurisdiction or the nation is being examined.
** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.
¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
² Percentages by students' eligibility for free/reduced-price lunch in California in 2002 do not include Los Angeles.
³ Department of Defense Domestic Dependent Elementary and Secondary Schools.
⁴ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Table C.17 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 4 public schools: By state, 2003

Grade 4	Students with disabilities										
	Weighted percentage of students assessed	Average scale scores	YES			Weighted percentage of students assessed	Average scale scores	NO			Weighted percentage of students excluded
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient	
Nation (public)	10	184	71	29	9	90	220	35	65	32	5
Alabama	10	158	87	13	3	90	212	43	57	24	2
Alaska	14	177	75	25	8	86	217	37	63	31	2
Arizona	7	177	77	23	6	93	211	44	56	25	5
Arkansas	9	164	81	19	5	91	218	37	63	30	5
California	8	176	78	22	5	92	208	48	52	23	3
Colorado	9	185	73	27	8	91	228	26	74	40	2
Connecticut	9	192	64	36	12	91	232	22	78	46	4
Delaware	7	205	52	48	16	93	225	27	73	34	10
Florida	14	184	72	28	10	86	223	32	68	35	3
Georgia	10	181	72	28	10	90	217	38	62	28	3
Hawaii	9	162	89	11	3	91	213	42	58	23	3
Idaho	10	175	81	19	4	90	223	30	70	33	3
Illinois	11	183	69	31	11	89	221	35	65	33	5
Indiana	10	188	67	33	10	90	224	30	70	35	4
Iowa	9	181	80	20	5	91	227	25	75	37	7
Kansas	11	185	71	29	8	89	224	29	71	36	2
Kentucky	6	190	67	33	11	94	221	34	66	32	8
Louisiana	15	172	81	19	6	85	211	46	54	22	6
Maine	12	195	63	37	10	88	228	25	75	39	7
Maryland	8	191	66	34	12	92	221	36	64	34	6
Massachusetts	15	200	59	41	13	85	233	21	79	45	3
Michigan	5	186	70	30	8	95	221	34	66	33	6
Minnesota	11	185	70	30	11	89	227	26	74	40	3
Mississippi	4	191	64	36	12	96	206	51	49	19	6
Missouri	10	196	61	39	15	90	225	29	71	36	7
Montana	10	188	69	31	6	90	226	27	73	38	5
Nebraska	14	190	69	31	10	86	225	28	72	36	4
Nevada	9	172	77	23	6	91	210	45	55	22	5
New Hampshire	14	194	66	34	9	86	233	19	81	45	3
New Jersey	10	196	62	38	13	90	228	26	74	41	3
New Mexico	15	181	72	28	13	85	207	49	51	20	4
New York	9	193	67	33	11	91	225	29	71	37	5
North Carolina	11	194	64	36	13	89	225	31	69	35	6
North Dakota	11	190	71	29	6	89	226	26	74	35	4
Ohio	7	174	80	20	5	93	226	28	72	36	6
Oklahoma	12	172	81	19	6	88	219	34	66	29	5
Oregon	11	188	69	31	10	89	221	33	67	33	7
Pennsylvania	11	179	76	24	7	89	224	30	70	36	3
Rhode Island	17	190	66	34	10	83	222	32	68	33	3
South Carolina	10	193	63	37	12	90	217	38	62	27	7
South Dakota	11	192	65	35	11	89	226	27	73	36	4
Tennessee	10	180	70	30	14	90	216	40	60	27	4
Texas	7	191	67	33	9	93	217	39	61	28	7
Utah	10	179	76	24	7	90	224	29	71	35	3
Vermont	11	203	56	44	13	89	229	23	77	40	6
Virginia	7	201	57	43	18	93	225	30	70	36	8
Washington	10	188	69	31	11	90	225	29	71	35	4
West Virginia	6	192	66	34	12	94	221	33	67	30	9
Wisconsin	10	181	77	23	7	90	225	27	73	35	4
Wyoming	13	184	75	25	6	87	228	25	75	38	2
Other jurisdictions											
District of Columbia	8	148	91	9	3	92	192	67	33	11	5
DDESS ¹	8	190	68	32	14	92	226	28	72	37	4
DoDDS ²	7	189	69	31	13	93	227	25	75	37	1

See notes at end of table. ►

Table C.17 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 4 public schools: By state, 2003—Continued

Grade 4	Limited-English-proficient students										
	YES					NO					Weighted percentage of students excluded
	Weighted percentage of students assessed	Average scale scores	Percentage of students			Weighted percentage of students assessed	Average scale scores	Percentage of students			
Below Basic			At or above Basic	At or above Proficient	Below Basic			At or above Basic	At or above Proficient		
Nation (public)	8	186	72	28	7	92	219	35	65	32	2
Alabama	1	‡	‡	‡	‡	99	207	47	53	22	#
Alaska	17	177	76	24	6	83	219	36	64	32	1
Arizona	18	177	81	19	4	82	216	38	62	28	4
Arkansas	3	201	55	45	15	97	214	40	60	29	1
California	30	184	75	25	6	70	215	40	60	28	4
Colorado	8	191	66	34	9	92	226	28	72	39	2
Connecticut	2	‡	‡	‡	‡	98	229	26	74	43	1
Delaware	2	‡	‡	‡	‡	98	225	28	72	33	1
Florida	9	198	57	43	15	91	220	35	65	33	3
Georgia	3	182	72	28	9	97	215	40	60	27	1
Hawaii	5	167	87	13	3	95	211	44	56	22	2
Idaho	6	190	71	29	8	94	220	33	67	32	1
Illinois	5	178	78	22	5	95	219	36	64	32	4
Indiana	2	‡	‡	‡	‡	98	221	33	67	33	#
Iowa	3	195	67	33	6	97	224	29	71	36	1
Kansas	2	191	67	33	7	98	221	33	67	33	1
Kentucky	#	‡	‡	‡	‡	100	219	36	64	31	1
Louisiana	2	‡	‡	‡	‡	98	205	51	49	20	1
Maine	1	‡	‡	‡	‡	99	224	30	70	36	1
Maryland	2	194	64	36	14	98	219	37	63	33	2
Massachusetts	4	193	68	32	7	96	229	25	75	42	2
Michigan	4	204	53	47	22	96	219	35	65	32	2
Minnesota	6	176	84	16	3	94	226	28	72	39	1
Mississippi	#	‡	‡	‡	‡	100	206	51	49	18	1
Missouri	1	‡	‡	‡	‡	99	222	32	68	34	1
Montana	4	177	81	19	4	96	225	29	71	36	1
Nebraska	3	183	77	23	4	97	222	32	68	33	2
Nevada	12	177	79	21	4	88	211	44	56	23	5
New Hampshire	2	201	55	45	12	98	228	25	75	41	1
New Jersey	2	186	80	20	5	98	226	29	71	39	2
New Mexico	26	182	75	25	8	74	211	45	55	23	5
New York	4	189	73	27	5	96	223	31	69	35	3
North Carolina	4	201	56	44	15	96	222	34	66	33	2
North Dakota	3	188	72	28	6	97	223	30	70	33	1
Ohio	1	174	74	26	14	99	222	31	69	34	1
Oklahoma	6	195	63	37	10	94	215	38	62	27	1
Oregon	10	187	72	28	8	90	221	33	67	33	4
Pennsylvania	2	‡	‡	‡	‡	98	219	35	65	33	1
Rhode Island	7	177	81	19	4	93	220	34	66	31	2
South Carolina	1	‡	‡	‡	‡	99	215	40	60	26	1
South Dakota	4	180	79	21	5	96	224	29	71	35	1
Tennessee	1	‡	‡	‡	‡	99	212	43	57	26	1
Texas	12	189	73	27	7	88	218	37	63	29	5
Utah	9	190	69	31	9	91	222	30	70	34	3
Vermont	2	‡	‡	‡	‡	98	226	26	74	37	1
Virginia	4	200	60	40	15	96	224	30	70	36	3
Washington	7	185	77	23	5	93	223	30	70	35	2
West Virginia	1	‡	‡	‡	‡	99	219	35	65	29	#
Wisconsin	4	199	62	38	10	96	222	31	69	34	2
Wyoming	4	190	68	32	10	96	224	30	70	35	#
Other jurisdictions											
District of Columbia	6	174	81	19	3	94	189	68	32	11	1
DDESS ¹	4	‡	‡	‡	‡	96	225	29	71	36	1
DoDDS ²	7	203	58	42	12	93	226	26	74	37	1

The estimate rounds to zero.

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English-proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.

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

Table C.18 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 8 public schools: By state, 2003

Grade 8											
Students with disabilities											
	Weighted percentage of students assessed	Average scale scores	YES			Weighted percentage of students assessed	Average scale scores	NO			Weighted percentage of students excluded
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient	
Nation (public)	10	224	68	32	5	90	266	23	77	33	4
Alabama	11	206	82	18	2	89	259	30	70	25	2
Alaska	13	221	72	28	4	87	262	28	72	30	2
Arizona	8	214	80	20	3	92	259	30	70	27	5
Arkansas	10	214	75	25	3	90	263	24	76	30	4
California	9	208	80	20	3	91	255	34	66	25	3
Colorado	9	226	71	29	5	91	272	18	82	39	2
Connecticut	11	229	60	40	6	89	272	19	81	41	3
Delaware	8	224	71	29	4	92	268	19	81	33	8
Florida	14	223	71	29	4	86	263	26	74	30	4
Georgia	8	212	78	22	2	92	262	26	74	28	2
Hawaii	13	209	83	17	1	87	258	32	68	25	3
Idaho	10	223	73	27	2	90	269	18	82	36	3
Illinois	11	234	60	40	5	89	271	18	82	38	4
Indiana	11	225	69	31	3	89	270	18	82	36	3
Iowa	11	228	69	31	4	89	272	14	86	40	4
Kansas	11	232	61	39	8	89	270	18	82	38	3
Kentucky	6	229	63	37	7	94	269	19	81	35	7
Louisiana	9	219	72	28	7	91	257	32	68	23	5
Maine	12	238	57	43	10	88	273	15	85	41	5
Maryland	11	228	67	33	7	89	266	25	75	34	3
Massachusetts	14	239	56	44	11	86	278	13	87	48	3
Michigan	7	228	63	37	4	93	267	22	78	34	6
Minnesota	10	231	65	35	6	90	272	17	83	41	3
Mississippi	3	217	81	19	1	97	256	33	67	22	5
Missouri	9	237	57	43	7	91	270	17	83	37	8
Montana	10	239	54	46	6	90	273	14	86	41	5
Nebraska	12	231	64	36	5	88	271	17	83	39	4
Nevada	10	214	81	19	2	90	257	32	68	23	2
New Hampshire	16	238	56	44	8	84	277	12	88	46	3
New Jersey	14	231	63	37	5	86	274	15	85	42	2
New Mexico	16	223	69	31	8	84	257	32	68	22	5
New York	10	227	67	33	8	90	270	20	80	38	5
North Carolina	11	236	58	42	11	89	265	24	76	31	6
North Dakota	11	233	62	38	6	89	274	13	87	42	4
Ohio	7	225	68	32	4	93	270	18	82	36	5
Oklahoma	11	217	74	26	3	89	267	20	80	33	4
Oregon	11	233	62	38	7	89	268	21	79	36	4
Pennsylvania	13	227	69	31	4	87	270	17	83	36	2
Rhode Island	17	233	61	39	8	83	267	22	78	34	3
South Carolina	7	229	65	35	4	93	260	28	72	26	8
South Dakota	8	231	66	34	4	92	273	15	85	41	3
Tennessee	11	235	56	44	14	89	261	28	72	27	2
Texas	9	223	68	32	6	91	262	26	74	28	7
Utah	9	221	76	24	3	91	268	19	81	35	2
Vermont	14	245	45	55	11	86	275	15	85	43	4
Virginia	7	236	57	43	9	93	271	18	82	38	8
Washington	11	222	72	28	4	89	270	19	81	36	3
West Virginia	9	223	71	29	3	91	264	24	76	27	9
Wisconsin	10	226	70	30	4	90	271	18	82	40	5
Wyoming	12	235	61	39	4	88	271	16	84	38	2
Other jurisdictions											
District of Columbia	10	199	89	11	1	90	243	49	51	11	6
DDESS ¹	10	222	75	25	1	90	274	13	87	41	2
DoDDS ²	6	236	61	39	4	94	275	11	89	42	1

See notes at end of table. ▶

Table C.18 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 8 public schools: By state, 2003—Continued

Grade 8		Limited-English-proficient students									
		YES					NO				
	Weighted percentage of students assessed	Average scale scores	Percentage of students			Weighted percentage of students assessed	Average scale scores	Percentage of students			Weighted percentage of students excluded
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	
Nation (public)	5	222	71	29	5	95	263	25	75	31	2
Alabama	1	‡	‡	‡	‡	99	253	35	65	22	1
Alaska	13	227	65	35	6	87	261	29	71	30	#
Arizona	14	219	74	26	3	86	261	27	73	29	4
Arkansas	1	‡	‡	‡	‡	99	258	29	71	27	1
California	20	221	73	27	4	80	258	30	70	27	2
Colorado	4	228	68	32	4	96	269	21	79	37	2
Connecticut	2	‡	‡	‡	‡	98	267	23	77	37	1
Delaware	2	‡	‡	‡	‡	98	265	22	78	31	1
Florida	6	225	66	34	6	94	259	30	70	28	2
Georgia	2	‡	‡	‡	‡	98	259	30	70	27	1
Hawaii	5	216	80	20	2	95	253	37	63	23	2
Idaho	5	236	55	45	7	95	266	22	78	33	1
Illinois	2	226	67	33	6	98	268	22	78	35	2
Indiana	2	‡	‡	‡	‡	98	265	23	77	33	1
Iowa	2	‡	‡	‡	‡	98	268	20	80	36	1
Kansas	2	‡	‡	‡	‡	98	267	22	78	36	1
Kentucky	1	‡	‡	‡	‡	99	266	22	78	34	#
Louisiana	1	‡	‡	‡	‡	99	254	36	64	22	#
Maine	1	‡	‡	‡	‡	99	269	20	80	37	#
Maryland	2	‡	‡	‡	‡	98	263	28	72	31	1
Massachusetts	2	222	76	24	2	98	274	17	83	44	2
Michigan	1	‡	‡	‡	‡	99	265	24	76	33	1
Minnesota	4	226	71	29	3	96	269	20	80	39	1
Mississippi	1	‡	‡	‡	‡	99	255	35	65	21	#
Missouri	1	‡	‡	‡	‡	99	268	20	80	35	1
Montana	2	‡	‡	‡	‡	98	270	17	83	38	#
Nebraska	2	‡	‡	‡	‡	98	267	22	78	36	2
Nevada	6	218	77	23	2	94	254	34	66	22	2
New Hampshire	1	‡	‡	‡	‡	99	271	18	82	41	#
New Jersey	2	‡	‡	‡	‡	98	269	21	79	37	1
New Mexico	15	228	65	35	4	85	256	33	67	22	5
New York	3	216	77	23	4	97	267	23	77	36	2
North Carolina	2	227	71	29	5	98	262	27	73	29	2
North Dakota	1	‡	‡	‡	‡	99	270	18	82	39	#
Ohio	1	‡	‡	‡	‡	99	267	22	78	34	#
Oklahoma	4	245	45	55	17	96	262	25	75	30	1
Oregon	5	232	60	40	7	95	266	24	76	34	3
Pennsylvania	2	‡	‡	‡	‡	98	265	23	77	32	#
Rhode Island	4	220	76	24	1	96	263	27	73	31	2
South Carolina	#	‡	‡	‡	‡	100	258	30	70	24	#
South Dakota	2	‡	‡	‡	‡	98	271	17	83	40	#
Tennessee	2	‡	‡	‡	‡	98	259	31	69	26	#
Texas	5	213	81	19	2	95	261	27	73	27	3
Utah	6	237	57	43	11	94	266	21	79	34	1
Vermont	1	‡	‡	‡	‡	99	271	19	81	39	#
Virginia	2	‡	‡	‡	‡	98	268	21	79	36	2
Washington	3	224	73	27	4	97	266	23	77	34	1
West Virginia	#	‡	‡	‡	‡	100	260	28	72	25	#
Wisconsin	2	‡	‡	‡	‡	98	268	22	78	37	1
Wyoming	3	234	63	37	2	97	268	20	80	35	#
Other jurisdictions											
District of Columbia	3	231	61	39	6	97	239	52	48	11	2
DDESS ¹	5	‡	‡	‡	‡	95	270	18	82	39	2
DoDDS ²	3	240	51	49	7	97	274	13	87	41	1

#The estimate rounds to zero.

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

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English-proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.

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

Table C.19 Average reading scale score and achievement-level results, by students with disabilities or limited-English-proficient students, grade 4 public schools: By urban district, 2003

Grade 4	Weighted percentage of students assessed	Average scale scores	Percentage of students		
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>
Students with disabilities					
Nation (public)	10	184	71	29	9
Large central city (public)	9	175	79	21	6
Atlanta	6	180	76	24	11
Boston	16	181	80	20	3
Charlotte	14	191	68	32	9
Chicago	10	163	85	15	5
Cleveland	5	161	96	4	1
District of Columbia	8	148	91	9	3
Houston	11	183	78	22	5
Los Angeles	9	167	85	15	4
New York City	12	181	80	20	6
San Diego	11	185	70	30	8
Limited-English-proficient students					
Nation (public)	8	186	72	28	7
Large central city (public)	16	185	75	25	6
Atlanta	2	‡	‡	‡	‡
Boston	13	192	69	31	7
Charlotte	7	190	69	31	4
Chicago	16	176	82	18	4
Cleveland	2	‡	‡	‡	‡
District of Columbia	6	174	81	19	3
Houston	18	186	75	25	5
Los Angeles	54	183	76	24	4
New York City	6	183	79	21	4
San Diego	33	186	74	26	7

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

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 Trial Urban District Reading Assessment.

Table C.20 Average reading scale score and achievement-level results, by students with disabilities or limited-English-proficient students, grade 8 public schools: By urban district, 2003

Grade 8	Weighted percentage of students assessed	Average scale scores	Percentage of students		
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>
Students with disabilities					
Nation (public)	10	224	68	32	5
Large central city (public)	10	212	80	20	3
Atlanta	8	208	85	15	4
Boston	17	217	81	19	2
Charlotte	10	228	67	33	7
Chicago	12	215	80	20	2
Cleveland	9	208	85	15	1
District of Columbia	10	199	89	11	1
Houston	12	222	73	27	3
Los Angeles	10	195	86	14	1
New York City	13	211	84	16	2
San Diego	10	209	79	21	2
Limited-English-proficient students					
Nation (public)	5	222	71	29	5
Large central city (public)	10	216	79	21	3
Atlanta	1	‡	‡	‡	‡
Boston	9	215	82	18	1
Charlotte	5	230	65	35	7
Chicago	4	212	82	18	4
Cleveland	1	‡	‡	‡	‡
District of Columbia	3	231	61	39	6
Houston	11	214	84	16	1
Los Angeles	31	205	88	12	1
New York City	7	212	81	19	2
San Diego	20	220	78	22	2

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

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 Trial Urban District Reading Assessment.

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Appendix D

State- and District-Level Contextual Variables

To help place results from the NAEP 2003 state Trial Urban District Assessment program into context, this appendix presents selected state- and district-level data from sources other than NAEP. These data are taken from the *Digest of Education Statistics 2002*.

Table D.1 Population and public school enrollment, from non-NAEP sources: By state, April 2000 and fall 2000

	Estimated resident populations: April 1, 2000		Enrollment in public elementary and secondary schools: Fall 2000		
	Total (in thousands)	5- to 17-year-olds (in thousands)	Total (in thousands)	Kindergarten through grade 8 ¹	
				(in thousands)	Grades 9–12 (in thousands)
Nation	281,422	53,118	47,223	33,709	13,514
Alabama	4,447	827	740	539	201
Alaska	627	143	133	94	39
Arizona	5,131	985	878	641	237
Arkansas	2,673	499	450	318	132
California	33,872	6,763	6,142	4,409	1,733
Colorado	4,301	803	725	517	208
Connecticut	3,406	618	562	406	156
Delaware	784	143	115	81	34
Florida	15,982	2,701	2,435	1,760	675
Georgia	8,186	1,574	1,445	1,060	385
Hawaii	1,212	218	184	132	52
Idaho	1,294	271	245	170	75
Illinois	12,419	2,369	2,049	1,474	575
Indiana	6,080	1,151	989	703	286
Iowa	2,926	545	495	334	161
Kansas	2,688	524	471	323	147
Kentucky	4,042	729	666	472	194
Louisiana	4,469	902	743	547	197
Maine	1,275	231	207	146	61
Maryland	5,296	1,003	853	609	244
Massachusetts	6,349	1,103	975	703	273
Michigan	9,938	1,924	1,743	1,256	488
Minnesota	4,919	957	854	578	277
Mississippi	2,845	571	498	364	134
Missouri	5,595	1,058	913	645	268
Montana	902	175	155	105	50
Nebraska	1,711	333	286	195	91
Nevada	1,998	366	341	251	90
New Hampshire	1,236	234	208	147	61
New Jersey	8,414	1,524	1,308	953	355
New Mexico	1,819	378	320	225	95
New York	18,976	3,451	2,882	2,029	853
North Carolina	8,049	1,425	1,294	945	348
North Dakota	642	121	109	72	37
Ohio	11,353	2,133	1,835	1,294	541
Oklahoma	3,451	656	623	445	178
Oregon	3,421	624	546	379	167
Pennsylvania	12,281	2,194	1,814	1,258	556
Rhode Island	1,048	184	157	114	44
South Carolina	4,012	745	677	493	184
South Dakota	755	152	129	88	41
Tennessee	5,689	1,024	909	668	241
Texas	20,852	4,262	4,060	2,943	1,117
Utah	2,233	509	482	333	148
Vermont	609	114	102	70	32
Virginia	7,079	1,276	1,145	816	329
Washington	5,894	1,120	1,005	694	310
West Virginia	1,808	301	286	201	85
Wisconsin	5,364	1,026	879	595	285
Wyoming	494	98	90	60	30
Other Jurisdictions					
District of Columbia	572	82	69	54	15
DDESS ²	—	—	34	31	3
DoDDS ³	—	—	74	59	14

— Not available.

¹ Includes a number of prekindergarten students.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

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, *Digest of Education Statistics, 2002* (NCES 2003-060), tables 17 and 37 (pp. 24, 50-51), 2003; U.S. Department of Commerce, U.S. Census Bureau, Current Population Reports, Series P-25, No. 1095 at the national level, SF1-P12 and unpublished data; and Common Core of Data surveys.

Table D.2 Poverty status of school-age children and children served under Individuals with Disabilities Education Act and Chapter 1, from non-NAEP sources: By state, 2001 and school years 1990–1991 through 2000–2001

	Poverty status of 5- to 17-year-olds: 2001		Children (birth to age 21) served under IDEA ¹ and Chapter 1 of the Education Consolidation and Improvement Act, State Operated Programs	
	Number in poverty (in thousands)	Percent in poverty	Number of children: 2000–2001 school year	Percent change: 1990–1991 to 2000–2001
Nation	7,891	15.1	6,292,930	32.2
Alabama	174	21.1	99,828	5.1
Alaska	14	10.3	17,691	20.0
Arizona	214	20.1	96,442	68.5
Arkansas	124	25.0	62,222	30.1
California	1,101	15.4	645,287	37.5
Colorado	90	10.5	78,806	38.0
Connecticut	58	9.6	73,886	14.4
Delaware	13	8.5	16,760	17.3
Florida	499	17.5	367,335	55.6
Georgia	301	18.4	171,292	67.9
Hawaii	32	14.6	23,951	81.9
Idaho	36	13.1	29,174	32.5
Illinois	342	15.3	297,316	24.3
Indiana	105	9.6	156,320	36.4
Iowa	32	6.1	72,461	19.4
Kansas	58	12.3	61,267	35.5
Kentucky	108	15.5	94,572	19.1
Louisiana	188	21.3	97,938	33.0
Maine	22	11.2	35,633	27.3
Maryland	73	6.8	112,077	22.8
Massachusetts	110	11.3	162,216	4.9
Michigan	206	11.6	221,456	32.7
Minnesota	70	8.1	109,955	35.9
Mississippi	131	24.0	62,281	2.2
Missouri	108	10.7	137,381	34.7
Montana	22	13.7	19,129	11.6
Nebraska	39	12.5	42,793	30.6
Nevada	37	8.9	38,160	106.9
New Hampshire	16	7.1	30,077	53.0
New Jersey	124	8.9	221,715	22.3
New Mexico	85	24.1	52,256	45.0
New York	624	19.0	438,465	42.6
North Carolina	216	14.7	173,067	40.6
North Dakota	16	16.7	13,652	9.2
Ohio	294	15.0	237,643	15.7
Oklahoma	113	18.0	85,577	30.3
Oregon	87	13.8	75,204	36.4
Pennsylvania	257	12.7	242,655	10.6
Rhode Island	16	9.1	30,727	45.8
South Carolina	169	22.2	105,922	36.2
South Dakota	9	6.9	16,825	12.3
Tennessee	169	17.3	125,863	20.0
Texas	897	20.4	491,642	40.2
Utah	54	10.8	53,921	12.9
Vermont	9	9.9	13,623	11.1
Virginia	99	7.4	162,212	42.3
Washington	134	12.1	118,851	39.2
West Virginia	56	20.5	50,333	16.7
Wisconsin	111	12.1	125,358	44.2
Wyoming	7	8.9	13,154	17.4
Other Jurisdictions				
District of Columbia	24	30.9	10,559	67.9

¹ Individuals with Disabilities Education Act.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics, 2002* (NCES 2003-060), tables 20 and 55 (pp. 27, 68), 2003; U.S. Department of Commerce, U.S. Census Bureau, Decennial Census, Minority Economic Profiles, unpublished data; *Current Population Reports, Series P-60, "Poverty in the United States;" "Money Income of Households, Families, and Persons in the United States;" and "Income, Poverty, and Valuation of Noncash Benefits,"* various years, and "Money Income in the U.S.: 2001," P60-218; U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act*, various years; and unpublished tabulations.

Table D.3 Expenditure per pupil, average teacher salary, and pupil/teacher ratio in public schools, from non-NAEP sources: By state, school years 1999–2000, 2001–2002, and fall 2000

In public elementary and secondary schools			
	Expenditure per pupil: 1999–2000	Estimated average annual salary of teachers: 2001–2002	Pupil/teacher ratio: Fall 2000
Nation	\$6,911	\$44,604	16 ¹
Alabama	5,638	39,268	15 ¹
Alaska	8,806	49,418	17
Arizona	4,999	36,966	20
Arkansas	5,277	35,389	14
California	6,314	53,870	21 ¹
Colorado	6,215	40,222	17
Connecticut	9,753	54,300	14
Delaware	8,310	48,363	15
Florida	5,831	38,719	18
Georgia	6,437	44,073	16
Hawaii	6,530	41,951	17
Idaho	5,315	37,482	18
Illinois	7,133	50,000	16
Indiana	7,192	44,195	17
Iowa	6,564	38,230	14
Kansas	6,294	36,673	14
Kentucky	5,921	37,847	17
Louisiana	5,804	35,437	17
Maine	7,667	37,100	13
Maryland	7,731	46,200	16
Massachusetts	8,761	50,293	14
Michigan	8,110	52,037	18 ¹
Minnesota	7,190	43,330	16
Mississippi	5,014	32,800	16
Missouri	6,187	37,695	14
Montana	6,314	34,379	15
Nebraska	6,683	36,236	14
Nevada	5,760	41,524	19
New Hampshire	6,860	38,911	15
New Jersey	10,337	54,575	13
New Mexico	5,825	36,490	15
New York	9,846	53,081	14
North Carolina	6,045	42,959	15
North Dakota	5,667	31,709	13
Ohio	7,065	44,492	16
Oklahoma	5,395	35,412	15
Oregon	7,149	43,886	19
Pennsylvania	7,772	50,599	16
Rhode Island	8,904	49,758	15
South Carolina	6,130	38,943	15
South Dakota	5,632	31,295	14
Tennessee	5,383	38,554	15 ¹
Texas	6,288	39,293	15
Utah	4,378	37,414	22
Vermont	8,323	38,802	12
Virginia	6,841	41,262	13 ¹
Washington	6,376	43,483	20
West Virginia	7,152	36,751	14
Wisconsin	7,806	43,114	14
Wyoming	7,425	37,841	13
Other Jurisdictions			
District of Columbia	10,107	47,049	14
DDESS ²	—	—	14
DoDDS ³	—	—	14

— Not available.

¹ Includes imputations for underreporting.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics, 2002* (NCES 2003-060), tables 67, 78 and 169 (pp. 79, 88, 198-99), 2003; U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Schools*, various years; *Statistics of State School Systems*, various years; and Common Core of Data surveys; National Education Association, *Estimates of School Statistics*; and unpublished data, 2002.

**Table D.4 Enrollment, expenditure per pupil, and pupil/teacher ratio in public schools, from non-NAEP sources:
By urban district, fall 2000 and school year 1999–2000**

In public elementary and secondary schools			
	Total enrollment: Fall 2000 (in thousands)	Expenditure per pupil:¹ 1999–2000	Pupil/teacher ratio: Fall 2000
Atlanta	58	\$8,623	15
Boston	63	11,503	11
Charlotte	103	6,617	16
Chicago	435	7,214	18
Cleveland	76	7,679	14
District of Columbia	69	10,874	14
Houston	208	6,196	19
Los Angeles	721	6,740	21
New York City	1,067	9,472	16
San Diego	142	6,765	19

¹ Expenditure per pupil based on fall enrollment collected by the Bureau of the Census.

NOTE: Total enrollment reflects totals reported by school districts and may differ from data derived from summing school level data to school district aggregates.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics, 2002* (NCES 2003-060), tables 90 and 91 (pp. 99–116), 2003; U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey; and U.S. Department of Commerce, “Survey of Local Government Finances.”

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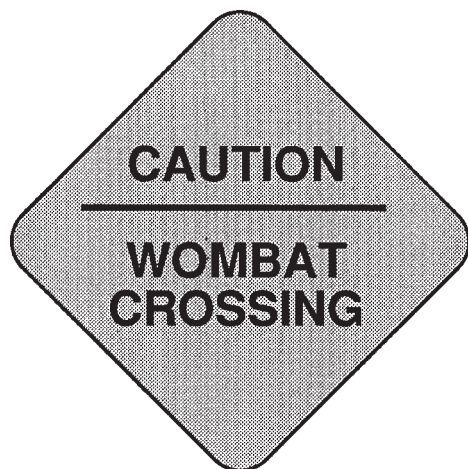
E

Appendix E

Sample Text from the

NAEP 2003 Reading Assessment

This appendix contains the reading passages released from the NAEP 2003 reading assessment at each grade. To review passages and questions from previous NAEP assessments, please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.



WATCH OUT FOR WOMBATS!

As we rode along the highway sixty miles northeast of Adelaide, Australia, a diamond-shaped sign suddenly loomed ahead. Watch Out for Wombats, it warned. We peered into the sparse scrub along the roadside and searched for the brown furry animals. In the distance we spotted a mob of red kangaroos bouncing out of sight, and near the road a crowlike bird called a currawong was perched, but nowhere did we see any wombats. However, we later found out that this was not surprising because we were traveling during midday, and wombats are active mostly at night. It wasn't until we visited the animal reserve that we finally saw our first wombat and learned more about this funny-looking creature.

We found that there are two types of wombats in Australia: the hairy-nosed wombat, which lives in Queensland and

South Australia, and the coarse-haired wombat, which lives along the southeast coast. Both have soft brown fur, short ears, and thick-set bodies. They are said to resemble North American badgers. The hairy-nosed wombat is smaller and has pointier ears compared to its coarse-haired cousin; otherwise they are very much alike.

In many ways the wombat is similar to another Australian native, the koala. Like koalas, wombats have strong forelimbs and powerful claws. But instead of using its claws to cling to high tree branches as the koala does, the wombat digs large underground burrows. These burrows are usually nine to fifteen feet across, but they can be enormous—sometimes as long as ninety feet. One end of the burrow is used as a sleeping area—there the wombat builds a nest made of bark.

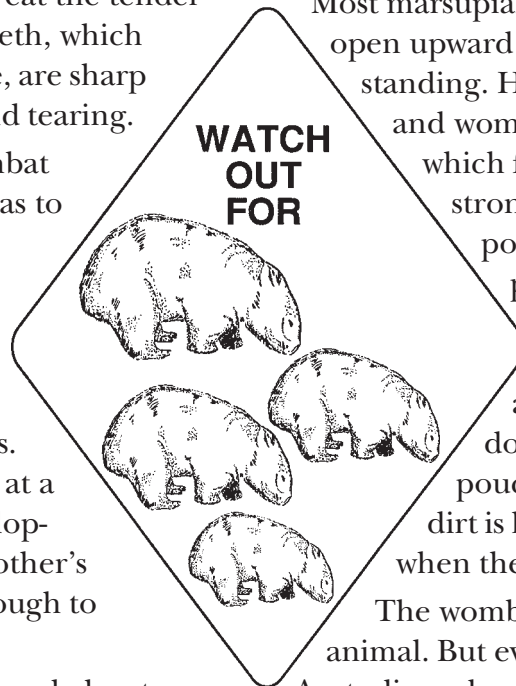
The wombat is a vegetarian, so it also uses its mighty claws to tear up grasses and roots for its food. A mother wombat will pull out single stems of grass and lay them on the ground so her young wombat can eat the tender bases. The wombat's teeth, which grow throughout its life, are sharp and ideal for cutting and tearing.

When a mother wombat gives birth, she never has to worry about finding a baby-sitter—she simply carries her baby along with her. Like most mammals in Australia, wombats are marsupials. A baby wombat is born at a very early stage of development and lives in its mother's pouch until it is old enough to survive on its own.

Wombats have only one baby at a time, usually during the Australian winter months, May to July. A baby wombat is called a joey. At birth the tiny joey—barely an inch long—uses its forelimbs to pull itself along its mother's underside to get into her pouch, where it will be kept warm, protected, and fed.

Marsupials, like all mammals, are nourished by their mothers' milk. The nipples that supply the milk are inside the pouch. Once inside, the wombat joey finds a nipple and grabs it. The

nipple then swells up in the baby's mouth, providing a firm hold and a steady supply of food. The joey stays in its mother's pouch for the next four months and grows rapidly.



Most marsupials have pouches which open upward when the animal is standing. However, both koalas and wombats have pouches which face downwards. A strong muscle keeps the pouch tightly closed and prevents the young wombat or koala from falling out. An advantage of the downward-opening pouch for wombats is that dirt is less likely to get inside when the wombat is burrowing.

The wombat is a shy and gentle animal. But even if you lived in Australia and were willing to keep watch during the nighttime hours, it would be difficult to get to know one. As more and more people move into territories in which wombats live, they destroy the wombat's burrows and food supplies. In some areas where the wombat was once plentiful, it is now almost extinct. Animal reserves have been set up recently to protect the wombat. Perhaps with a little help these friendly creatures will again prosper and multiply. The next time we drive through Australia, we really may have to Watch Out for Wombats!

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THANK YOU, M'AM

by Langston Hughes

She was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with a sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirtfront, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him tightly. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirtfront, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

"Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being-dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

“But you put yourself in contact with *me*,” said the woman. “If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones.”

Sweat popped out on the boy’s face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, “What is your name?”

“Roger,” answered the boy.

“Then, Roger, you go to that sink and wash your face,” said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*.

“Let the water run until it gets warm,” she said. “Here’s a clean towel.”

“You gonna take me to jail?” asked the boy, bending over the sink.

“Not with that face, I would not take you nowhere,” said the woman. “Here I am trying to get home to cook me a bite to eat, and you snatch my pocketbook! Maybe you ain’t been to your supper either, late as it be. Have you?”

“There’s nobody home at my house,” said the boy.

“Then we’ll eat,” said the woman. “I believe you’re hungry—or been hungry—to try to snatch my pocketbook!”

“I want a pair of blue suede shoes,” said the boy.

“Well, you didn’t have to snatch my pocketbook to get some suede shoes,” said Mrs. Luella Bates Washington Jones. “You could’ve asked me.”

“M’am?”

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do, dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, *run!*

The woman was sitting on the daybed. After a while she said, “I were young once and I wanted things I could not get.”

There was another long pause. The boy’s mouth opened. Then he frowned, not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say *but* didn’t you? You thought I was going to say, *but I didn’t snatch people’s pocketbooks*. Well, I wasn’t going

to say that.” Pause. Silence. “I have done things, too, which I would not tell you, son. Everybody’s got something in common. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable.”

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse, which she left behind her on the daybed. But the boy took care to sit on the far side of the room, away from the purse, where he thought she could easily see him out of the corner of her eye if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

“Do you need somebody to go to the store,” asked the boy, “maybe to get some milk or something?”

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, redheads, and Spanish. Then she cut him a half of her ten-cent cake.

“Eat some more, son,” she said.

When they were finished eating, she got up and said, “Now here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else’s*. I got to get my rest now. But from here on in, son, I hope you will behave yourself.”

She led him down the hall to the front door and opened it. “Good night! Behave yourself, boy!” she said, looking out into the street as he went down the steps.

The boy wanted to say something other than, “Thank you, m’am,” to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn’t even say that as he turned at the foot of the barren stoop and looked up at the large woman in the door. Then she shut the door.

“Thank You M’am” from SHORT STORIES by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

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