This report provides selected results for Massachusetts' public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic, Proficient*, and *Advanced*).

State-level results in reading are available for eight assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, and 2009), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria. Grade 12 results are released a few months following the grade 4 and 8 results.

For more information about the assessment, see the NAEP website http://nces.ed.gov/nationsreportcard/ which contains
• *The Nation's Report Card, Reading 2009*
• The full set of national and state results in an interactive database
• Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2009

Grade 4:

- In 2009, the average reading score for fourth-grade students in Massachusetts was 234. This was higher than that of the nation's public schools (220).
- The average score for students in Massachusetts in 2009 (234) was higher than that in 1992 (226) and was not significantly different from that in 2007 (236).
- In 2009, the percentage of students in Massachusetts who performed at or above *Proficient* was 47 percent. This was greater than that for the nation's public schools (32 percent).
- The percentage of students in Massachusetts who performed at or above *Proficient* in 2009 (47 percent) was greater than that in 1992 (36 percent) and was not significantly different from that in 2007 (49 percent).
- In 2009, the percentage of students in Massachusetts who performed at or above *Basic* was 80 percent. This was greater than that for the nation's public schools (66 percent).
- The percentage of students in Massachusetts who performed at or above *Basic* in 2009 (80 percent) was greater than that in 1992 (74 percent) and was not significantly different from that in 2007 (81 percent).

Grade 8:

- In 2009, the average reading score for eighth-grade students in Massachusetts was 274. This was higher than that of the nation's public schools (262).
- The average score for students in Massachusetts in 2009 (274) was higher than that in 1998 (269) and was not significantly different from that in 2007 (273).
- In 2009, the percentage of students in Massachusetts who performed at or above *Proficient* was 43 percent. This was greater than that for the nation's public schools (30 percent).
- The percentage of students in Massachusetts who performed at or above *Proficient* in 2009 (43 percent) was greater than that in 1998 (38 percent) and was not significantly different from that in 2007 (43 percent).
- In 2009, the percentage of students in Massachusetts who performed at or above *Basic* was 83 percent. This was greater than that for the nation's public schools (74 percent).
- The percentage of students in Massachusetts who performed at or above *Basic* in 2009 (83 percent) was greater than that in 1998 (79 percent) and was not significantly different from that in 2007 (84 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website http://www.nagb.org/publications/frameworks/reading09.pdf.

The current NAEP reading framework approved by the Governing Board replaces the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analyses, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include expositional, argumentative/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework definition of reading, which recognizes that students read different texts for different purposes.

Literary texts (all three types at each grade)

- Fiction
- Literary nonfiction
- Poetry

Informational text

- Expositional
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and Interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and Evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

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

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the state assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrls/.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2009 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2009/participation.asp.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2009 state results are compared to results from seven earlier assessments at grade 4 and from five earlier assessments at grade 8. At grade 12, state results are available for 2009 only.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2009 State Assessment
	Descriptions of fourth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.
When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2009 State Assessment
	Descriptions of eighth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281)	Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323)	Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

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

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2004, 2005, 2007, and 2009).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2009 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2009/type_accomm.asp

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2009 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2009 Reading Overall Scale Score and Achievement-Level Results for Public School Students

Overall reading results are reported in this section for public school students from Massachusetts along with regional and national results.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Massachusetts, the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, and 2009. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2009, the average scale score for students in Massachusetts was 234. This was higher than that of students across the nation (220).
- In Massachusetts, the average scale score for students in 2009 was not significantly different from that in 2007 (236). Similarly, the average scale score for students in public schools across the nation in 2009 was not significantly different from that in 2007 (220).
- In Massachusetts, the average scale score for students in 2009 was higher than the scores in 1992, 1994, 1998, and 2003. However, it was not significantly different from the scores in 2002, 2005, and 2007.

Grade 8 Scale Score Results

- In 2009, the average scale score for students in Massachusetts was 274. This was higher than that of students across the nation (262).
- In Massachusetts, the average scale score for students in 2009 was not significantly different from that in 2007 (273). However, the average scale score for students in public schools across the nation in 2009 was higher than that in 2007 (261).
- In Massachusetts, the average scale score for students in 2009 was higher than the score in 1998. However, it was not significantly different from the scores in 2002, 2003, 2005, and 2007.

Table 1-A

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by assessment year and jurisdiction: Various years, 1992–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992[1]	Nation (public)	215*	168*	192*	217*	240*	259
	Massachusetts	226*	188	207*	228*	247*	263*
1994[1]	Nation (public)	212*	156*	187*	217*	241*	261
	Massachusetts	223*	177*	202*	226*	248*	265*
1998[1]	Nation (public)	215*	165*	192*	218*	242	261
	Massachusetts	225*	184	206*	227*	248*	265*
1998	Nation (public)	213*	161*	189*	215*	241*	260*
	Massachusetts	223*	178*	203*	226*	247*	264*
2002	Nation (public)	217*	169*	194*	219*	242*	261*
	Massachusetts	234	193	214	236	256	273
2003	Nation (public)	216*	167*	193*	219*	243*	262
	Northeast[2]	223*	176*	201*	226*	248*	266*
	Massachusetts	228*	183*	206*	230*	251*	269
2005	Nation (public)	217*	169*	194*	220*	243*	262
	Northeast[2]	224*	178*	202*	226*	248*	266
	Massachusetts	231	189	211	233	253	271
2007	Nation (public)	220	173	198	222	244	263
	Northeast[2]	227	181	206	230	252*	270*
	Massachusetts	236	194	215	237	258	276
2009	Nation (public)	220	173	198	222	244	263
	Northeast[2]	227	183	206	229	250	268
	Massachusetts	234	192	214	236	256	273

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500.

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

Table 1-B

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by assessment year and jurisdiction: Various years, 1998–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998[1]	Nation (public)	261	215	240	264	286	304
	Massachusetts	269*	228	249	271*	291*	308*
1998	Nation (public)	261	214	238*	264	285	303
	Massachusetts	269*	225	248*	271*	292*	308*
2002	Nation (public)	263	219	242	265	286	303
	Massachusetts	271	229	250	273	292	309*
2003	Nation (public)	261*	215*	240*	264*	286	304
	Northeast[2]	267*	221*	246*	270*	291*	308
	Massachusetts	273	228	251	276	297	314
2005	Nation (public)	260*	214*	238*	263*	285*	303
	Northeast[2]	267*	222*	246*	270*	291	309
	Massachusetts	274	230	253	276	297	314
2007	Nation (public)	261*	216*	240*	264*	285*	303*
	Northeast[2]	267*	223	247	270*	290*	308*
	Massachusetts	273	232	254	275	295	312
2009	Nation (public)	262	218	242	265	286	304
	Northeast[2]	269	225	249	272	292	310
	Massachusetts	274	231	254	275	297	314

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500.

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

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2009, the percentage of Massachusetts' students who performed at or above *Proficient* was 47 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Massachusetts, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentages in 1992, 1994, 1998, and 2003, but was not significantly different from the percentages in 2002, 2005, and 2007.
- In 2009, the percentage of Massachusetts' students who performed at or above *Basic* was 80 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Massachusetts, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentages in 1992, 1994, 1998, and 2003, but was not significantly different from the percentages in 2002, 2005, and 2007.

Grade 8 Achievement-Level Results

- In 2009, the percentage of Massachusetts' students who performed at or above *Proficient* was 43 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In Massachusetts, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentage in 1998, but was not significantly different from the percentages in 2002, 2003, 2005, and 2007.
- In 2009, the percentage of Massachusetts' students who performed at or above *Basic* was 83 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (74 percent).
- In Massachusetts, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentage in 1998, but was not significantly different from the percentages in 2002, 2003, 2005, and 2007.

Table 2-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by assessment year and jurisdiction: Various years, 1992–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1992[1]	Nation (public)	40*	60*	27*	6*
	Massachusetts	26*	74*	36*	7*
1994[1]	Nation (public)	41*	59*	28*	7
	Massachusetts	31*	69*	36*	8*
1998[1]	Nation (public)	39*	61*	29*	6
	Massachusetts	27*	73*	37*	8*
1998	Nation (public)	42*	58*	28*	6
	Massachusetts	30*	70*	35*	8*
2002	Nation (public)	38*	62*	30*	6*
	Massachusetts	20	80	47	13
2003	Nation (public)	38*	62*	30*	7
	Northeast[2]	31*	69*	36*	9
	Massachusetts	27*	73*	40*	10
2005	Nation (public)	38*	62*	30*	7
	Northeast[2]	30*	70*	36*	9
	Massachusetts	22	78	44	12
2007	Nation (public)	34	66	32	7
	Northeast[2]	27	73	40	11*
	Massachusetts	19	81	49	16
2009	Nation (public)	34	66	32	7
	Northeast[2]	27	73	39	10
	Massachusetts	20	80	47	13

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Table 2-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by assessment year and jurisdiction: Various years, 1998–2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1998[1]	Nation (public)	28	72	31	2
	Massachusetts	20	80	36*	3*
1998	Nation (public)	29*	71*	30	2
	Massachusetts	21*	79*	38*	3*
2002	Nation (public)	26	74	31	2
	Massachusetts	19	81	39	3*
2003	Nation (public)	28*	72*	30	3
	Northeast[2]	23*	77*	36*	4
	Massachusetts	19	81	43	5
2005	Nation (public)	29*	71*	29*	3
	Northeast[2]	22*	78*	36*	4
	Massachusetts	17	83	44	5
2007	Nation (public)	27*	73*	29*	2
	Northeast[2]	22	78	36*	3
	Massachusetts	16	84	43	4
2009	Nation (public)	26	74	30	2
	Northeast[2]	20	80	38	4
	Massachusetts	17	83	43	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Comparisons Between Massachusetts, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available for 11 states that met the reporting criteria. References to "jurisdictions" in the results statements may include states, the District of Columbia, and/or Department of Defense Schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Massachusetts' 2009 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Massachusetts in the NAEP 2009 reading assessment.

Grade 4 Scale Score Comparison Results

- Students' average score in Massachusetts was higher than the scores in 51 jurisdictions.

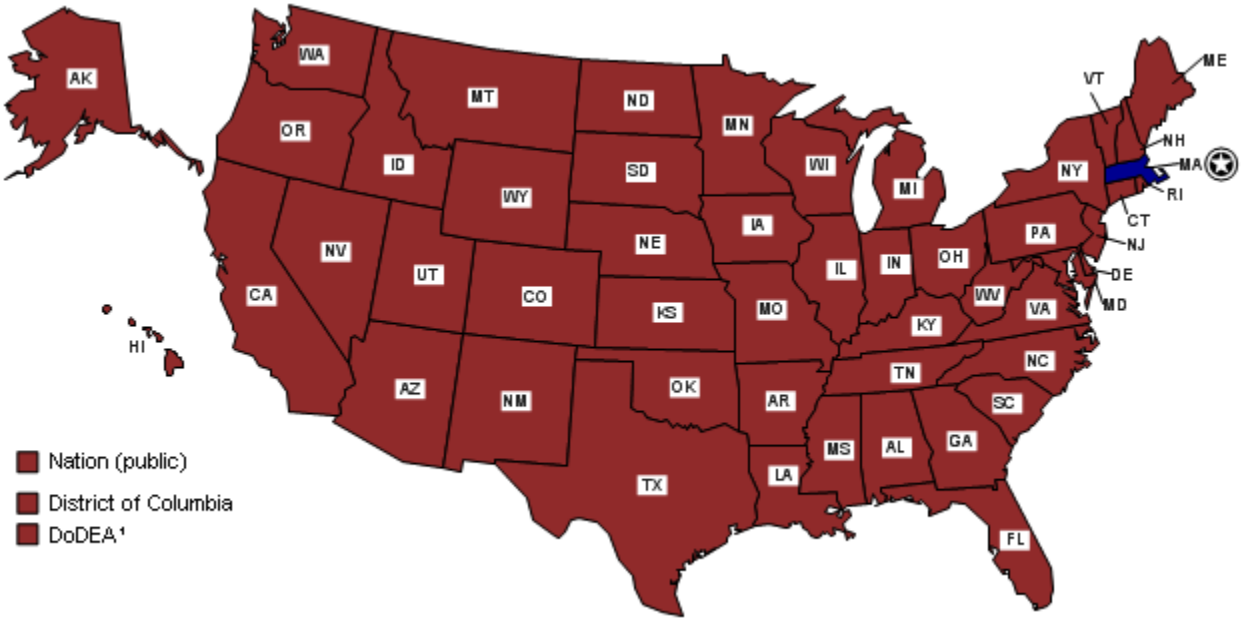
Grade 8 Scale Score Comparison Results

- Students' average score in Massachusetts was higher than the scores in 45 jurisdictions, and not significantly different from those in 6 jurisdictions.

Figure 2-A

The Nation's Report Card 2009 State Assessment

Massachusetts' average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



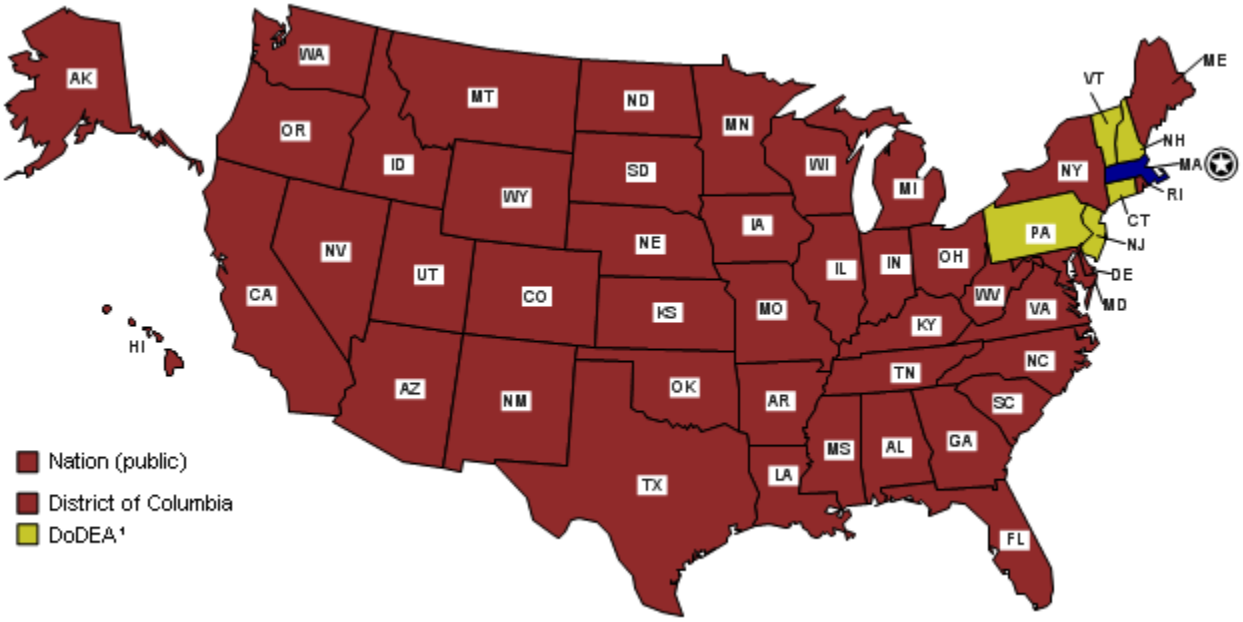
★	Focal state/jurisdiction (Massachusetts)
	Higher average scale score than Massachusetts (0 jurisdiction)
	Not significantly different from Massachusetts (0 jurisdiction)
	Lower average scale score than Massachusetts (nation and 51 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Figure 2-B

The Nation's Report Card 2009 State Assessment

Massachusetts' average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



★	Focal state/jurisdiction (Massachusetts)
	Higher average scale score than Massachusetts (0 jurisdiction)
	Not significantly different from Massachusetts (6 jurisdictions)
	Lower average scale score than Massachusetts (nation and 45 jurisdictions)

[1] Department of Defense Education Activity schools (domestic and overseas).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2009 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Massachusetts.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Massachusetts was higher than the percentage in 51 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Massachusetts was higher than the percentage in 49 jurisdictions, and not significantly different from those in 2 jurisdictions (data not shown).

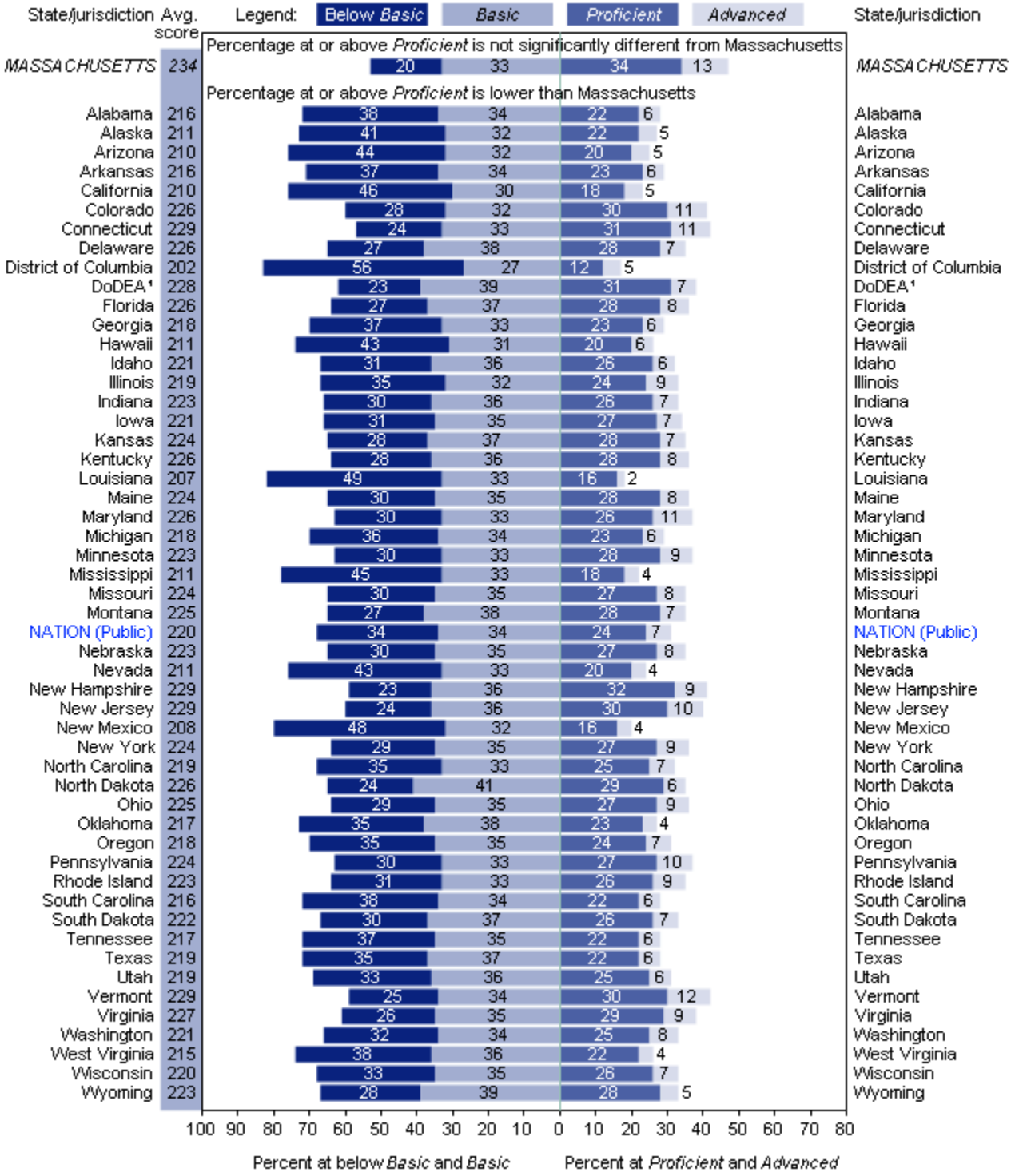
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Massachusetts was higher than the percentage in 44 jurisdictions, and not significantly different from those in 7 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Massachusetts was higher than the percentage in 37 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 1 jurisdiction (data not shown).

Figure 3-A

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Massachusetts' percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



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

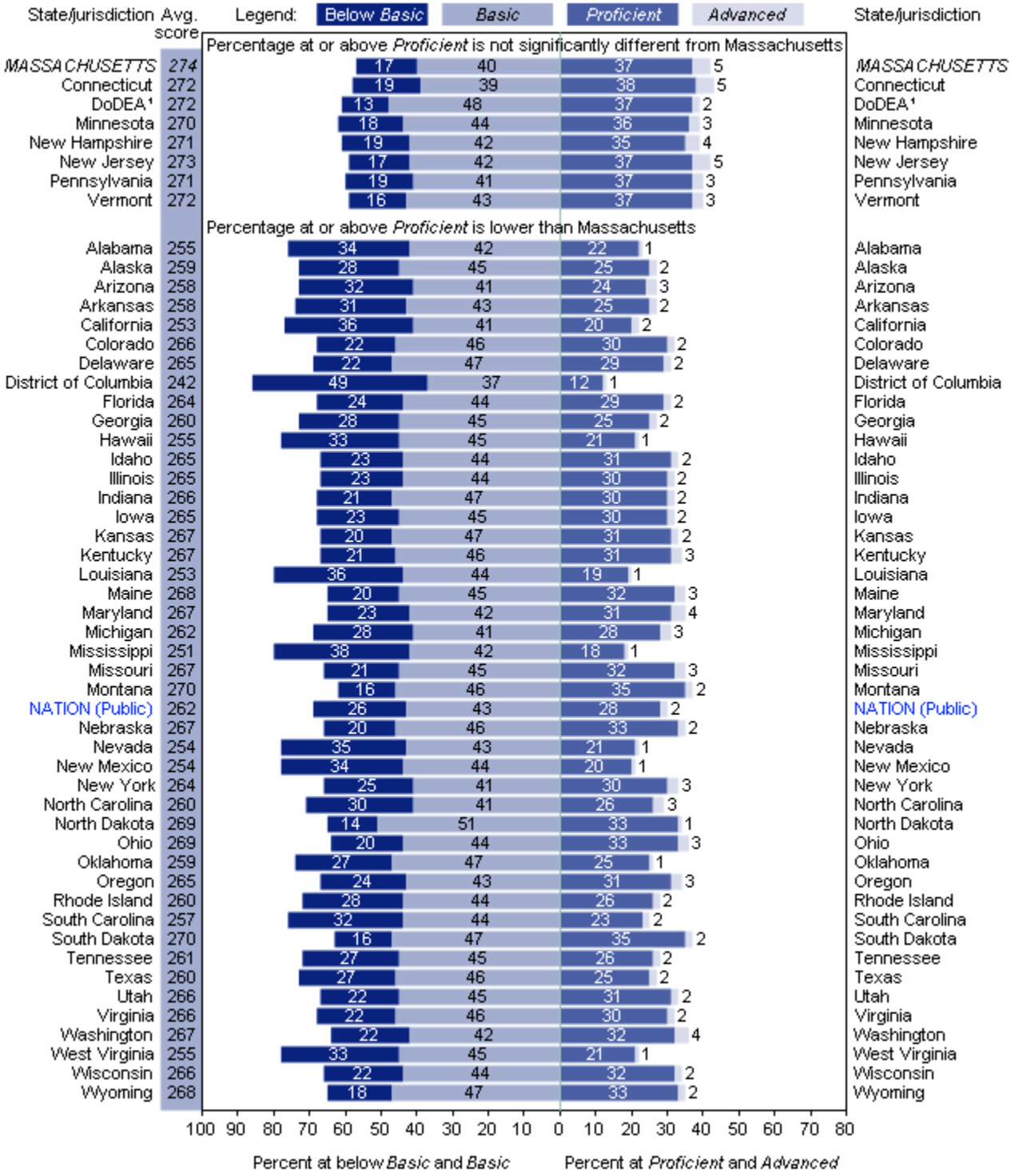
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

Figure 3-B

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Massachusetts' percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



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

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in Massachusetts and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007 and 2009 only)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Two sets of results from the 1998 reading assessment are included in the tables for grades 4 and 8: one obtained from student samples for which accommodations were permitted and one for which accommodations were not permitted. Comparisons to the 1998 results made in the summary statements, however, are based solely on the sample for which accommodations were permitted.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2009 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2009 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website http://nces.ed.gov/nationsreportcard/naepdata/.

Race/Ethnicity

Schools reported the race/ethnicity that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Tables 3-A and 3-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Massachusetts and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2009, White students in Massachusetts had an average scale score that was higher than the scores of Black and Hispanic students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in Massachusetts were higher than their respective scores in 1992, 1994, 1998, and 2003, but not significantly different from their respective scores in 2002, 2005, and 2007.
- In 2009, Black students in Massachusetts had an average score that was lower than that of White students by 25 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2009, Hispanic students in Massachusetts had an average score that was lower than that of White students by 30 points. In 1992, the average score for Hispanic students was lower than that of White students by 34 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In Massachusetts in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentage of Hispanic students in Massachusetts performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1994, 1998, and 2005, but not significantly different from the percentages of their respective peers in 2002, 2003, and 2007.
- In 2009, the percentage of White students in Massachusetts performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1994, 1998, and 2003, but not significantly different from the percentages of their respective peers in 2002, 2005, and 2007.
- In 2009, the percentages of Black and Asian/Pacific Islander students in Massachusetts performing at or above *Proficient* were greater than the percentages of their respective peers in 1992, 1994, and 1998, but not significantly different from the percentages of their respective peers in 2002, 2003, 2005, and 2007.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1992[1]	Nation (public)	72*	223*	31*	69*	33*	8*
	Massachusetts	84*	230*	21*	79*	40*	7*
1994[1]	Nation (public)	71*	222*	31*	69*	35*	9
	Massachusetts	81*	230*	23*	77*	41*	10*
1998[1]	Nation (public)	69*	224*	30*	70*	36*	8
	Massachusetts	82*	230*	20*	80*	42*	9*
1998	Nation (public)	64*	223*	31*	69*	36*	9
	Massachusetts	82*	228*	24*	76*	40*	9*
2002	Nation (public)	60*	227*	26*	74*	39*	9*
	Massachusetts	78*	239	14	86	54	16
2003	Nation (public)	59*	227*	26*	74*	39*	10
	Massachusetts	74*	234*	19*	81*	48*	13
2005	Nation (public)	57*	228*	25*	75*	39*	10
	Massachusetts	76*	237	15	85	51	14
2007	Nation (public)	56*	230	23	77	42	10
	Massachusetts	75	241	13	87	56	19
2009	Nation (public)	54	229	23	77	41	10
	Massachusetts	69	241	13	87	56	17
Black							
1992[1]	Nation (public)	18*	191*	69*	31*	8*	1*
	Massachusetts	8	204*	53*	47*	10*	1
1994[1]	Nation (public)	18	184*	72*	28*	8*	1
	Massachusetts	8	196*	64*	36*	12*	1
1998[1]	Nation (public)	17	192*	66*	34*	9*	1
	Massachusetts	6	203*	55*	45*	10*	#
1998	Nation (public)	16	192*	66*	34*	10*	1
	Massachusetts	6	202*	56*	44*	12*	#
2002	Nation (public)	18*	198*	61*	39*	12*	1
	Massachusetts	9	212	43	57	19	2
2003	Nation (public)	17*	197*	61*	39*	12*	2
	Massachusetts	10	207*	50*	50*	15	2
2005	Nation (public)	17	199*	59*	41*	12*	2
	Massachusetts	9	211	43	57	20	2
2007	Nation (public)	17	203	54	46	14	2
	Massachusetts	8	211	43	57	19	2
2009	Nation (public)	16	204	53	47	15	2
	Massachusetts	7	216	38	62	23	3

See notes at end of table.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1992[1]	Nation (public)	7*	194*	63*	37*	10*	1
	Massachusetts	4*	196*	66*	34*	9*	#
1994[1]	Nation (public)	7*	186*	68*	32*	11	2
	Massachusetts	6*	182*	75*	25*	6*	1
1998[1]	Nation (public)	10*	194*	62*	38*	12*	2
	Massachusetts	7*	195*	67*	33*	10*	1
1998	Nation (public)	14*	192*	64*	36*	12*	2
	Massachusetts	7*	194*	66*	34*	11*	1
2002	Nation (public)	17*	199*	57*	43*	14*	2
	Massachusetts	8*	207	49	51	15	2
2003	Nation (public)	18*	199*	57*	43*	14*	2
	Massachusetts	11*	202*	57*	43*	15	2
2005	Nation (public)	19*	201*	56*	44*	15	2
	Massachusetts	10*	203	55	45	11*	1
2007	Nation (public)	20*	204	51	49	17	3
	Massachusetts	10*	209	45	55	18	2
2009	Nation (public)	21	204	52	48	16	2
	Massachusetts	17	211	44	56	20	3
Asian/Pacific Islander							
1992[1]	Nation (public)	2*	215*	41*	59*	23*	4*
	Massachusetts	4	217*	40*	60*	28*	6
1994[1]	Nation (public)	3*	217*	36*	64*	34*	9
	Massachusetts	4	208*	47*	53*	22*	4*
1998[1]	Nation (public)	2*	218*	39*	61*	31*	10
	Massachusetts	4	212*	46*	54*	23*	7
1998	Nation (public)	4	211*	45*	55*	27*	10
	Massachusetts	3*	211*	50*	50*	19*	8*
2002	Nation (public)	4*	223*	31*	69*	36*	9*
	Massachusetts	4	233	21	79	46	16
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	Massachusetts	4	229*	26	74	40	13
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	Massachusetts	5	234	20	80	47	15
2007	Nation (public)	5	231	24	76	45	14
	Massachusetts	6	241	13	87	58	20
2009	Nation (public)	5	234	21	79	48	17
	Massachusetts	5	241	15	85	56	22

See notes at end of table.

Table 3-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1992[1]	Nation (public)	1	‡	‡	‡	‡	‡
	Massachusetts	#	‡	‡	‡	‡	‡
1994[1]	Nation (public)	1	212	40	60	31	7
	Massachusetts	#	‡	‡	‡	‡	‡
1998[1]	Nation (public)	1*	‡	‡	‡	‡	‡
	Massachusetts	#	‡	‡	‡	‡	‡
1998	Nation (public)	1	‡	‡	‡	‡	‡
	Massachusetts	#	‡	‡	‡	‡	‡
2002	Nation (public)	1*	207	49	51	22	5
	Massachusetts	#	‡	‡	‡	‡	‡
2003	Nation (public)	1	202*	53	47	16*	2
	Massachusetts	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	Massachusetts	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Massachusetts	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	206	48	52	22	5
	Massachusetts	#	‡	‡	‡	‡	‡
Unclassified[2]							
1992[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#*	‡	‡	‡	‡	‡
1994[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	1	‡	‡	‡	‡	‡
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#*	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	1	‡	‡	‡	‡	‡
2002	Nation (public)	1*	216	41	59	26	6
	Massachusetts	1	‡	‡	‡	‡	‡
2003	Nation (public)	1*	220	34	66	31	7
	Massachusetts	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	221	33	67	32	8
	Massachusetts	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	223	30	70	32	7
	Massachusetts	1	‡	‡	‡	‡	‡
2009	Nation (public)	2	224	30	70	35	9
	Massachusetts	2	239	14	86	51	13

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

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

Grade 8 Scale Score Results by Race/Ethnicity

- In 2009, White students in Massachusetts had an average scale score that was higher than the scores of Black and Hispanic students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale scores of White, Black, Hispanic, and Asian/Pacific Islander students in Massachusetts were not significantly different from their respective scores in 1998, 2002, 2003, 2005, and 2007.
- In 2009, Black students in Massachusetts had an average score that was lower than that of White students by 27 points. In 1998, the average score for Black students was lower than that of White students by 27 points.
- In 2009, Hispanic students in Massachusetts had an average score that was lower than that of White students by 28 points. In 1998, the average score for Hispanic students was lower than that of White students by 32 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Massachusetts in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in Massachusetts performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, and 2007.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
1998[1]	Nation (public)	68*	269*	20*	80*	38	3
	Massachusetts	79*	274*	14	86	41	3*
1998	Nation (public)	68*	268*	21*	79*	37	3
	Massachusetts	79*	274	15	85	43	4
2002	Nation (public)	64*	271	17	83	39	3
	Massachusetts	73	278	11	89	47	4
2003	Nation (public)	61*	270*	18*	82*	39	4
	Massachusetts	78	278	14	86	49	6
2005	Nation (public)	60*	269*	19*	81*	37*	3
	Massachusetts	77	279	12	88	50	6
2007	Nation (public)	58*	270*	17	83	38	3
	Massachusetts	76	278	11	89	49	5
2009	Nation (public)	57	271	17	83	39	3
	Massachusetts	74	279	13	87	49	6
Black							
1998[1]	Nation (public)	15	241*	51*	49*	11	#
	Massachusetts	7	248	45	55	13	2
1998	Nation (public)	16	242*	50*	50*	11	#
	Massachusetts	7	246	46	54	12	2
2002	Nation (public)	15	244	46	54	13	#
	Massachusetts	9	246	44	56	12	1
2003	Nation (public)	17*	244*	47*	53*	12	#
	Massachusetts	8	252	38	62	18	1
2005	Nation (public)	17*	242*	49*	51*	11*	#
	Massachusetts	8	253	35	65	18	1
2007	Nation (public)	17*	244*	46	54	12	#
	Massachusetts	8	253	35	65	17	1
2009	Nation (public)	16	245	44	56	13	#
	Massachusetts	8	251	36	64	17	1

See notes at end of table.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1998[1]	Nation (public)	12*	243	47	53	14	#
	Massachusetts	9	244	49	51	12	1
1998	Nation (public)	12*	241*	48*	52*	13*	#
	Massachusetts	9	242	54	46	12	#
2002	Nation (public)	15*	245	44	56	14	#
	Massachusetts	11	246	46	54	16	1
2003	Nation (public)	15*	244*	46*	54*	14	1
	Massachusetts	9	246	44	56	14	#
2005	Nation (public)	17*	245*	45*	55*	14*	1
	Massachusetts	10	246	44	56	15	1
2007	Nation (public)	18*	246*	43	57	14	1
	Massachusetts	9	251	37	63	15	1
2009	Nation (public)	20	248	41	59	16	1
	Massachusetts	10	250	38	62	17	1
Asian/Pacific Islander							
1998[1]	Nation (public)	3*	265	25	75	32	3
	Massachusetts	5	261*	28	72	35	3
1998	Nation (public)	4	261	27	73	30	3
	Massachusetts	4	269	21	79	40	3
2002	Nation (public)	4*	265*	25*	75*	34*	3
	Massachusetts	5	270	19	81	37	3
2003	Nation (public)	4*	268*	22*	78*	38	5
	Massachusetts	4	281	13	87	52	11
2005	Nation (public)	4*	270*	21*	79*	39	5
	Massachusetts	5	282	14	86	52	13
2007	Nation (public)	5	269*	21	79	40	5
	Massachusetts	5	281	11	89	54	6
2009	Nation (public)	5	273	18	82	44	6
	Massachusetts	6	281	11	89	50	10

See notes at end of table.

Table 3-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
American Indian/Alaska Native							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#	‡	‡	‡	‡	‡
2002	Nation (public)	1	252	36	64	18	1
	Massachusetts	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	248	41	59	18	1
	Massachusetts	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	Massachusetts	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42	58	19	2
	Massachusetts	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	252	37	63	21	2
	Massachusetts	#	‡	‡	‡	‡	‡
Unclassified[2]							
1998[1]	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#*	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Massachusetts	#*	‡	‡	‡	‡	‡
2002	Nation (public)	1*	260	28	72	24	2
	Massachusetts	1	‡	‡	‡	‡	‡
2003	Nation (public)	1*	261	27	73	28	2
	Massachusetts	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	261	30	70	30	3
	Massachusetts	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	262	26	74	32	4
	Massachusetts	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	265	24	76	32	3
	Massachusetts	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

[2] The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

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

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Massachusetts and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2009, male students in Massachusetts had an average score in reading (231) that was lower than that of female students (236). In 1992, male students in Massachusetts had an average score in reading (225) that was not significantly different from that of female students (227).
- In 2009, male students in Massachusetts had an average scale score in reading (231) that was higher than that of male students in public schools across the nation (216). Similarly, female students in Massachusetts had an average scale score (236) that was higher than that of female students across the nation (223).
- In Massachusetts, the average scale score of male students in 2009 was higher than the scores of male students in 1992, 1994, 1998, and 2003, but not significantly different from the scores of male students in 2002, 2005, and 2007.
- In Massachusetts, the average scale score of female students in 2009 was higher than the scores of female students in 1992, 1994, 1998, and 2003, but not significantly different from the scores of female students in 2002, 2005, and 2007.

Grade 4 Achievement-Level Results by Gender

- In the 2009 assessment, 45 percent of male students and 50 percent of female students performed at or above *Proficient* in Massachusetts. The difference between these percentages was not statistically significant.
- The percentage of male students in Massachusetts' public schools who were at or above *Proficient* in 2009 (45 percent) was greater than that of male students in the nation (28 percent).
- The percentage of female students in Massachusetts' public schools who were at or above *Proficient* in 2009 (50 percent) was greater than that of female students in the nation (35 percent).
- In Massachusetts, the percentage of male students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1992, 1994, 1998, and 2003, but not significantly different from the corresponding percentages of students in 2002, 2005, and 2007.
- In Massachusetts, the percentage of female students performing at or above *Proficient* in 2009 was greater than the corresponding percentages of students in 1992, 1994, 1998, and 2003, but not significantly different from the corresponding percentages of students in 2002, 2005, and 2007.

Table 4-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 1992–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1992[1]	Nation (public)	51	211*	44*	56*	24*	5
	Massachusetts	50	225*	27	73	34*	5*
1994[1]	Nation (public)	51	207*	47*	53*	24*	6
	Massachusetts	50	221*	33*	67*	33*	7*
1998[1]	Nation (public)	50	212*	43*	57*	27	6
	Massachusetts	48	221*	30*	70*	31*	5*
1998	Nation (public)	50	210*	45*	55*	25*	5
	Massachusetts	48	219*	33*	67*	31*	5*
2002	Nation (public)	51	214*	41*	59*	26*	5*
	Massachusetts	51	231	23	77	43	11
2003	Nation (public)	51	213*	42*	58*	26*	6
	Massachusetts	53*	225*	29*	71*	38*	8
2005	Nation (public)	50*	214*	41*	59*	27*	6
	Massachusetts	51	230	24	76	42	11
2007	Nation (public)	50	216	38	62	29	6
	Massachusetts	50	233	21	79	46	14
2009	Nation (public)	51	216	38	62	28	6
	Massachusetts	50	231	23	77	45	12
Female							
1992[1]	Nation (public)	49	219*	35*	65*	30*	7
	Massachusetts	50	227*	25*	75*	38*	8*
1994[1]	Nation (public)	49	218*	36*	64*	32	8
	Massachusetts	50	226*	28*	72*	39*	9*
1998[1]	Nation (public)	50	218*	36*	64*	31*	7
	Massachusetts	52	229*	24*	76*	42*	10*
1998	Nation (public)	50	215*	40*	60*	30*	7
	Massachusetts	52	226*	27*	73*	39*	10*
2002	Nation (public)	49	220*	35*	65*	33*	8*
	Massachusetts	49	237	17	83	52	16
2003	Nation (public)	49	220*	35*	65*	33*	8
	Massachusetts	47*	231*	24*	76*	43*	13
2005	Nation (public)	50*	220*	34*	66*	33*	8
	Massachusetts	49	233	21	79	45	13
2007	Nation (public)	50	223	31	69	35	9
	Massachusetts	50	238	17	83	52	18
2009	Nation (public)	49	223	31	69	35	9
	Massachusetts	50	236	17	83	50	15

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Grade 8 Scale Score Results by Gender

- In 2009, male students in Massachusetts had an average score in reading (269) that was lower than that of female students (279). In 1998, male students in Massachusetts had an average score in reading (264) that was lower than that of female students (274).
- In 2009, male students in Massachusetts had an average scale score in reading (269) that was higher than that of male students in public schools across the nation (258). Similarly, female students in Massachusetts had an average scale score (279) that was higher than that of female students across the nation (267).
- In Massachusetts, the average scale score of male students in 2009 was higher than the score of male students in 1998, but not significantly different from the scores of male students in 2002, 2003, 2005, and 2007.
- In Massachusetts, the average scale score of female students in 2009 was higher than the score of female students in 1998, but not significantly different from the scores of female students in 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Gender

- In the 2009 assessment, 37 percent of male students and 49 percent of female students performed at or above *Proficient* in Massachusetts. The difference between these percentages was statistically significant.
- The percentage of male students in Massachusetts' public schools who were at or above *Proficient* in 2009 (37 percent) was greater than that of male students in the nation (26 percent).
- The percentage of female students in Massachusetts' public schools who were at or above *Proficient* in 2009 (49 percent) was greater than that of female students in the nation (35 percent).
- In Massachusetts, the percentage of male students performing at or above *Proficient* in 2009 was greater than the percentage of students in 1998, but not significantly different from the corresponding percentages of students in 2002, 2003, 2005, and 2007.
- In Massachusetts, the percentage of female students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.

Table 4-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 1998–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1998[1]	Nation (public)	51	255 *	35 *	65 *	24	1
	Massachusetts	51	263	24	76	29 *	2
1998	Nation (public)	51	253 *	36 *	64 *	23	1
	Massachusetts	51	264 *	25	75	30 *	2
2002	Nation (public)	50	258	30	70	26	2
	Massachusetts	48	266	22	78	33	2
2003	Nation (public)	50	256 *	33 *	67 *	25	2
	Massachusetts	50	268	23	77	37	4
2005	Nation (public)	50	255 *	34 *	66 *	24 *	2
	Massachusetts	49	269	21	79	38	4
2007	Nation (public)	50	256 *	32 *	68 *	24 *	1
	Massachusetts	52	269	20	80	37	3
2009	Nation (public)	50	258	30	70	26	2
	Massachusetts	50	269	20	80	37	4
Female							
1998[1]	Nation (public)	49	268	21	79	37	3
	Massachusetts	49	274	15	85	44	4
1998	Nation (public)	49	268	21	79	37	3
	Massachusetts	49	274 *	17	83	45	4
2002	Nation (public)	50	267	21	79	36	3
	Massachusetts	52	275	15	85	45	5
2003	Nation (public)	50	267	23	77	35	4
	Massachusetts	50	278	14	86	49	7
2005	Nation (public)	50	266 *	24 *	76 *	34 *	3
	Massachusetts	51	278	13	87	50	7
2007	Nation (public)	50	266 *	23	77	34 *	3
	Massachusetts	48	278	12	88	50	6
2009	Nation (public)	50	267	22	78	35	3
	Massachusetts	50	279	13	87	49	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of low family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Massachusetts and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Massachusetts eligible for free/reduced-price lunch had an average reading scale score of 215. This was lower than that of students in Massachusetts not eligible for this program (243).
- In 2009, students in Massachusetts who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 28 points. In 1998, the average score for students in Massachusetts who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 28 points.
- Students in Massachusetts eligible for free/reduced-price lunch had an average scale score (215) in 2009 that was higher than that of students in the nation who were eligible (206).
- In Massachusetts, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was higher than that of eligible students in 1998, 2003, and 2005, but not significantly different from that of eligible students in 2002 and 2007.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Massachusetts, 23 percent of students who were eligible for free/reduced-price lunch and 59 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Massachusetts in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (23 percent) was greater than the corresponding percentage for their counterparts around the nation (17 percent).
- In Massachusetts, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was greater than the percentage for 1998, but not significantly different from the corresponding percentages for 2002, 2003, 2005, and 2007.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	38*	198*	58*	42*	13*	1
	Massachusetts	27	205*	52*	48*	15*	2
1998	Nation (public)	41*	195*	61*	39*	12*	1*
	Massachusetts	26*	203*	54*	46*	15*	1
2002	Nation (public)	43*	202*	54*	46*	16	2
	Massachusetts	27	215	40	60	23	3
2003	Nation (public)	44*	201*	56*	44*	15*	2
	Massachusetts	29	210*	47*	53*	20	3
2005	Nation (public)	45*	203*	54*	46*	15*	2
	Massachusetts	27*	211*	45	55	19	2
2007	Nation (public)	45*	205	50	50	17	2
	Massachusetts	26*	214	40	60	22	4
2009	Nation (public)	47	206	49	51	17	2
	Massachusetts	33	215	39	61	23	3
Not eligible							
1998[1]	Nation (public)	54	226*	28*	72*	39*	10
	Massachusetts	68	233*	17*	83*	45*	10*
1998	Nation (public)	51	226*	28*	72*	39*	10*
	Massachusetts	69	230*	21*	79*	43*	10*
2002	Nation (public)	50*	229*	24*	76*	41*	10*
	Massachusetts	67	241	12	88	56	17
2003	Nation (public)	52	229*	25*	75*	41*	11
	Massachusetts	62	236*	17*	83*	51*	14
2005	Nation (public)	53*	230*	23*	77*	42*	11*
	Massachusetts	73*	239*	14	86	53*	15
2007	Nation (public)	54*	232	21	79	44	12
	Massachusetts	73*	243	11	89	59	20
2009	Nation (public)	52	232	21	79	45	12
	Massachusetts	67	243	11	89	59	18

See notes at end of table.

Table 5-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1998[1]	Nation (public)	7*	225	30	70	38	10
	Massachusetts	5	226	29	71	37	8
1998	Nation (public)	7*	219	35	65	33	9
	Massachusetts	5	224	28	72	35	9
2002	Nation (public)	7*	217	38	62	30	7
	Massachusetts	6	238	16	84	54	17
2003	Nation (public)	4*	219	35	65	33	8
	Massachusetts	9*	225	29	71	35	9
2005	Nation (public)	2*	218	38	62	32	8
	Massachusetts	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	220	34	66	33	9
	Massachusetts	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	Massachusetts	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Massachusetts eligible for free/reduced-price lunch had an average reading scale score of 254. This was lower than that of students in Massachusetts not eligible for this program (282).
- In 2009, students in Massachusetts who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 27 points. In 1998, the average score for students in Massachusetts who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points.
- Students in Massachusetts eligible for free/reduced-price lunch had an average scale score (254) in 2009 that was higher than that of students in the nation who were eligible (249).
- In Massachusetts, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was higher than that of eligible students in 1998, but not significantly different from that of eligible students in 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Massachusetts, 20 percent of students who were eligible for free/reduced-price lunch and 52 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Massachusetts in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (20 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (16 percent).
- In Massachusetts, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was not significantly different from the corresponding percentages for 1998, 2002, 2003, 2005, and 2007.

Table 5-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1998[1]	Nation (public)	30*	246	44*	56*	15	#
	Massachusetts	23*	248*	42	58	14*	#
1998	Nation (public)	30*	245*	45*	55*	14	#
	Massachusetts	23*	247*	43*	57*	14	#
2002	Nation (public)	34*	249	40	60	17	1
	Massachusetts	28	253	36	64	18	#
2003	Nation (public)	36*	246*	44*	56*	15*	1
	Massachusetts	23*	251	39	61	19	1
2005	Nation (public)	39*	247*	43*	57*	15	1
	Massachusetts	27	256	33	67	23	2
2007	Nation (public)	40*	247*	42*	58*	15*	1
	Massachusetts	26	256	31	69	20	1
2009	Nation (public)	43	249	40	60	16	1
	Massachusetts	29	254	34	66	20	1
Not eligible							
1998[1]	Nation (public)	58	269*	20*	80*	38	3
	Massachusetts	73	276*	12	88	43*	4*
1998	Nation (public)	58	268*	21*	79*	37*	3
	Massachusetts	72	276*	13*	87*	45*	4*
2002	Nation (public)	57	271	17	83	40	3
	Massachusetts	69	278	11	89	49	5*
2003	Nation (public)	58*	271*	18*	82*	39*	4
	Massachusetts	64*	280	12	88	51	6
2005	Nation (public)	59*	270*	19*	81*	38*	4
	Massachusetts	70	280	11	89	52	7
2007	Nation (public)	58*	271*	18*	82*	39*	4
	Massachusetts	74	279	11	89	51	6
2009	Nation (public)	56	273	16	84	41	4
	Massachusetts	71	282	10	90	52	7

See notes at end of table.

Table 5-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 1998–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1998[1]	Nation (public)	12*	265	25	75	35	4
	Massachusetts	4	269	24	76	37	7
1998	Nation (public)	11*	264	27	73	34	3
	Massachusetts	5	265	27	73	31	6
2002	Nation (public)	10*	264	25	75	32	4
	Massachusetts	3	259	27	73	24	1
2003	Nation (public)	6*	262	28	72	31	3
	Massachusetts	13*	278	16	84	49	8
2005	Nation (public)	3*	258	31	69	28	3
	Massachusetts	3	275	13	87	45	5
2007	Nation (public)	1	255	34	66	27	3
	Massachusetts	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	259	31	69	29	3
	Massachusetts	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only comparisons between 2007 and 2009 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Massachusetts and the nation, by type of location (for 2007 and 2009 only).

Grade 4 Scale Score Results by Type of Location

- In 2009 in Massachusetts, the average scale score of students attending public schools in city locations was lower than the scores of students in suburban and rural schools.
- In 2009, students attending public schools in city, suburban, and rural locations in Massachusetts had average scale scores that were higher than the average scale scores of students in city, suburban, and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, and rural locations in Massachusetts had average scale scores that were not significantly different from the average scale scores of students in city, suburban, and rural locations in 2007 in Massachusetts.

Grade 4 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Massachusetts' public schools in city locations who performed at or above *Proficient* was smaller than the corresponding percentages of students in suburban and rural schools.
- The percentage of students in Massachusetts' public schools in city locations who performed at or above *Proficient* in 2009 was not significantly different from those of students in city locations in the nation.
- The percentages of students in Massachusetts' public schools in suburban and rural locations who performed at or above *Proficient* in 2009 were greater than those of students in suburban and rural locations in the nation.
- The percentages of students in Massachusetts' public schools in city, suburban, and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in city, suburban, and rural locations in 2007 in Massachusetts.

Table 6-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	29	213	43	57	25	6
	Massachusetts	18	221	35	65	32	8
2009	Nation (public)	30	214	42	58	26	6
	Massachusetts	20	222	32	68	31	8
Suburb							
2007	Nation (public)	37	224	29	71	37	9
	Massachusetts	72	239	15	85	53	17
2009	Nation (public)	36	224	30	70	36	9
	Massachusetts	68	236	17	83	51	15
Town							
2007	Nation (public)	12	218	35	65	29	6
	Massachusetts	1	‡	‡	‡	‡	‡
2009	Nation (public)	12	217	36	64	28	5
	Massachusetts	2	‡	‡	‡	‡	‡
Rural							
2007	Nation (public)	22	222	31	69	33	7
	Massachusetts	10	241	16	84	56	19
2009	Nation (public)	22	222	31	69	33	7
	Massachusetts	10	237	15	85	51	13

‡ Reporting standards not met.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Grade 8 Scale Score Results by Type of Location

- In 2009 in Massachusetts, the average scale score of students attending public schools in city locations was lower than the scores of students in suburban and rural schools.
- In 2009, students attending public schools in city locations in Massachusetts had average scale score that was not significantly different from the average scale score of students in city locations in the nation.
- In 2009, students attending public schools in suburban and rural locations in Massachusetts had average scale scores that were higher than the average scale scores of students in suburban and rural locations in the nation.
- In 2009, students attending public schools in city, suburban, and rural locations in Massachusetts had average scale scores that were not significantly different from the average scale scores of students in city, suburban, and rural locations in 2007 in Massachusetts.

Grade 8 Achievement-Level Results by Type of Location

- In 2009, the percentage of students in Massachusetts' public schools in city locations who performed at or above *Proficient* was smaller than the corresponding percentages of students in suburban and rural schools.
- The percentage of students in Massachusetts' public schools in city locations who performed at or above *Proficient* in 2009 was not significantly different from those of students in city locations in the nation.
- The percentages of students in Massachusetts' public schools in suburban and rural locations who performed at or above *Proficient* in 2009 were greater than those of students in suburban and rural locations in the nation.
- The percentages of students in Massachusetts' public schools in city, suburban, and rural locations who performed at or above *Proficient* in 2009 were not significantly different from those of students in city, suburban, and rural locations in 2007 in Massachusetts.

Table 6-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007 and 2009

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2007	Nation (public)	28	254 *	36	64	23	2
	Massachusetts	20	264	25	75	31	3
2009	Nation (public)	27	256	34	66	24	2
	Massachusetts	18	261	29	71	28	3
Suburb							
2007	Nation (public)	36	265	24	76	34	3
	Massachusetts	64	275	14	86	46	5
2009	Nation (public)	36	266	23	77	35	3
	Massachusetts	66	276	14	86	45	6
Town							
2007	Nation (public)	13	261	27	73	28	2
	Massachusetts	3	‡	‡	‡	‡	‡
2009	Nation (public)	14	261	27	73	28	2
	Massachusetts	4	‡	‡	‡	‡	‡
Rural							
2007	Nation (public)	22	264	24	76	31	2
	Massachusetts	12	276	12	88	46	6
2009	Nation (public)	23	264	23	77	31	2
	Massachusetts	12	280	12	88	54	6

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2009 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 7.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2009, students in Massachusetts who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2009, the average scale scores for students in Massachusetts who reported that a parent had graduated from college, had some education after high school, or had graduated from high school were higher than the corresponding scores of students in the nation.
- In 2009, the average scale score for students in Massachusetts who reported that a parent had not finished high school was not significantly different from the score of students in the nation.
- In 2009, the average scale score for students in Massachusetts who reported that a parent had graduated from college was higher than the score of students in 1998, but not significantly different from the score of students in 2002, 2003, 2005, and 2007.
- In 2009, the average scale scores for students in Massachusetts who reported that a parent had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 1998, 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2009, the percentage of students performing at or above *Proficient* in Massachusetts who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2009 in Massachusetts, the percentages of students reporting that a parent had graduated from college or had some education after high school who performed at or above *Proficient* were greater than the corresponding percentages of students in the nation.
- In 2009 in Massachusetts, the percentages of students reporting that a parent had graduated from high school or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2009 in Massachusetts, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, and 2007.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Did not finish high school							
1998[1]	Nation (public)	8	242*	49*	51*	11	#
	Massachusetts	6	242	49	51	12	#
1998	Nation (public)	8	242*	49*	51*	11	#
	Massachusetts	6	247	44	56	14	#
2002	Nation (public)	7*	247	42	58	14	#
	Massachusetts	4*	248	41	59	13	#
2003	Nation (public)	7*	245*	45*	55*	13	#
	Massachusetts	5	249	39	61	16	1
2005	Nation (public)	8	244*	47*	53*	12	#
	Massachusetts	5	252	38	62	18	1
2007	Nation (public)	8	245*	44*	56*	12	#
	Massachusetts	5	250	35	65	11	#
2009	Nation (public)	8	247	41	59	14	#
	Massachusetts	6	252	36	64	18	1
Graduated from high school							
1998[1]	Nation (public)	23*	253	36	64	21	1
	Massachusetts	19*	256	31	69	20	1
1998	Nation (public)	23*	253	36	64	20	1
	Massachusetts	19*	256	32	68	20	1
2002	Nation (public)	18*	256*	31*	69*	21*	1
	Massachusetts	16	258	28	72	22	1
2003	Nation (public)	18*	253	35	65	19	1
	Massachusetts	16	260	27	73	25	1
2005	Nation (public)	18*	252*	37*	63*	18	1
	Massachusetts	15	263	26	74	29	2
2007	Nation (public)	17	252	36	64	18	1
	Massachusetts	14	260	25	75	24	1
2009	Nation (public)	17	253	34	66	18	1
	Massachusetts	14	260	26	74	23	1

See notes at end of table.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Some education after high school							
1998[1]	Nation (public)	18	268	20	80	35	2
	Massachusetts	16	273	12	88	39	2
1998	Nation (public)	18*	267	22	78	34	2
	Massachusetts	16	273	15	85	42	3
2002	Nation (public)	20*	267	19	81	33	2
	Massachusetts	15	270	16	84	36	2
2003	Nation (public)	18*	266	21	79	32	2
	Massachusetts	15	271	19	81	40	3
2005	Nation (public)	18*	265	23*	77*	31	2
	Massachusetts	14	272	14	86	38	3
2007	Nation (public)	17	265	21	79	31	2
	Massachusetts	13	270	16	84	35	2
2009	Nation (public)	17	266	21	79	31	2
	Massachusetts	15	270	16	84	37	3
Graduated from college							
1998[1]	Nation (public)	42*	272	18	82	42	4
	Massachusetts	50*	278	11	89	48	5
1998	Nation (public)	42*	271	19	81	41	4
	Massachusetts	51*	278*	12	88	49	5
2002	Nation (public)	46	273	17	83	42	4
	Massachusetts	55	281	10	90	53	5
2003	Nation (public)	46*	271*	19*	81*	41	4
	Massachusetts	55	284	9	91	57	8
2005	Nation (public)	46*	270*	20*	80*	40*	4
	Massachusetts	57	283	10	90	56	8
2007	Nation (public)	46	271*	18*	82*	40*	4
	Massachusetts	58	284	9	91	57	7
2009	Nation (public)	47	272	17	83	42	4
	Massachusetts	58	283	10	90	55	8

See notes at end of table.

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 1998–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Unknown							
1998[1]	Nation (public)	10 *	241	51	49	12	#
	Massachusetts	8	253	37	63	18	1
1998	Nation (public)	9 *	241	49	51	12	#
	Massachusetts	9	249	44	56	18	1
2002	Nation (public)	9 *	246 *	44	56	14	#
	Massachusetts	10 *	252	36	64	17	1
2003	Nation (public)	11	242	48	52	13	#
	Massachusetts	9	249	43	57	17	1
2005	Nation (public)	11	242	49	51	12	#
	Massachusetts	9	254	34	66	21	#
2007	Nation (public)	11	243	47	53	12	1
	Massachusetts	10 *	253	33	67	16	1
2009	Nation (public)	11	243	47	53	13	#
	Massachusetts	7	252	35	65	19	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 8-A and 8-B display data for 4th and 8th grade students in Massachusetts who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4th or 8th grade students in the state.

Tables 9-A and 9-B show the percentages of students assessed in Massachusetts by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 10-A and 10-B present the percentages of students assessed in Massachusetts by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table 8-A

The Nation's Report Card 2009 State Assessment

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status, as a percentage of all students: Various years, 1992–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Massachusetts	Nation (public)	Massachusetts	Nation (public)	Massachusetts	Nation (public)
1992[1]	**Identified**	**17**	**11**	**14**	**8**	**3**	**3**
	Excluded	7	6	6	5	2	2
	Assessed without accommodations	10	4	8	3	1	1
1994[1]	**Identified**	**18**	**14**	**14**	**11**	**4**	**4**
	Excluded	8	6	5	5	3	2
	Assessed without accommodations	10	8	9	6	1	2
1998	**Identified**	**19**	**18**	**16**	**11**	**4**	**7**
	Excluded	5	7	4	5	2	3
	Assessed without accommodations	9	7	7	4	2	4
	Assessed with accommodations	5	3	5	3	1	1
2002	**Identified**	**19**	**21**	**16**	**13**	**4**	**9**
	Excluded	6	7	4	5	2	2
	Assessed without accommodations	4	10	3	4	1	6
	Assessed with accommodations	9	4	9	4	1	1
2003	**Identified**	**22**	**22**	**17**	**14**	**6**	**10**
	Excluded	4	6	3	5	2	2
	Assessed without accommodations	4	10	2	4	2	7
	Assessed with accommodations	13	5	12	5	1	1
2005	**Identified**	**25**	**23**	**20**	**14**	**6**	**11**
	Excluded	8	7	7	5	2	2
	Assessed without accommodations	6	10	3	4	3	7
	Assessed with accommodations	11	7	10	5	1	2
2007	**Identified**	**23**	**23**	**18**	**14**	**6**	**11**
	Excluded	6	6	5	5	2	2
	Assessed without accommodations	6	10	3	3	3	7
	Assessed with accommodations	10	7	10	6	1	2
2009	**Identified**	**24**	**23**	**19**	**13**	**7**	**11**
	Excluded	5	5	5	4	1	2
	Assessed without accommodations	7	9	3	3	5	6
	Assessed with accommodations	12	9	11	7	1	3

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

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

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

Table 8-B

The Nation's Report Card 2009 State Assessment

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status, as a percentage of all students: Various years, 1998–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Massachusetts	Nation (public)	Massachusetts	Nation (public)	Massachusetts	Nation (public)
1998	**Identified**	**17**	**14**	**15**	**11**	**3**	**3**
	Excluded	4	4	3	3	2	1
	Assessed without accommodations	8	7	7	5	1	2
	Assessed with accommodations	5	3	5	2	#	#
2002	**Identified**	**20**	**18**	**17**	**13**	**5**	**6**
	Excluded	6	6	4	5	3	2
	Assessed without accommodations	6	8	5	5	1	4
	Assessed with accommodations	8	4	8	4	1	1
2003	**Identified**	**18**	**19**	**16**	**14**	**4**	**6**
	Excluded	4	5	3	4	2	2
	Assessed without accommodations	5	8	4	5	1	4
	Assessed with accommodations	9	5	9	5	1	1
2005	**Identified**	**20**	**19**	**18**	**13**	**3**	**6**
	Excluded	7	5	6	4	1	1
	Assessed without accommodations	3	7	2	3	1	4
	Assessed with accommodations	10	6	10	6	1	1
2007	**Identified**	**21**	**19**	**18**	**13**	**4**	**7**
	Excluded	7	5	6	5	2	2
	Assessed without accommodations	4	7	2	3	2	4
	Assessed with accommodations	10	7	10	6	#	1
2009	**Identified**	**21**	**18**	**19**	**13**	**3**	**6**
	Excluded	5	4	4	4	2	1
	Assessed without accommodations	4	6	3	2	1	3
	Assessed with accommodations	12	8	12	7	#	1

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

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

Table 9-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1998	Nation (public)	7*	176*	76*	24*	8	1
	Massachusetts	13*	192*	64*	36*	11*	1
2002	Nation (public)	8*	187*	71*	29*	9*	1*
	Massachusetts	12*	208	51	49	20	4
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Massachusetts	15	200*	59*	41*	13*	1
2005	Nation (public)	10*	190	67	33	11	2
	Massachusetts	14	208	47	53	17	2
2007	Nation (public)	10*	190	64	36	13	2
	Massachusetts	14	213	46	54	23	6
2009	Nation (public)	10	189	66	34	12	2
	Massachusetts	15	211	46	54	21	5
Not SD							
1998	Nation (public)	93*	216*	40*	60*	29*	7
	Massachusetts	87*	227*	25*	75*	39*	9*
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Massachusetts	88*	237	16	84	51	15
2003	Nation (public)	90*	220*	35*	65*	32*	8
	Massachusetts	85	233*	21*	79*	45*	12
2005	Nation (public)	90*	220*	34*	66*	32*	7
	Massachusetts	86	235	18	82	48	13
2007	Nation (public)	90*	223	31	69	34	8
	Massachusetts	86	239	15	85	53	17
2009	Nation (public)	90	223	31	69	34	8
	Massachusetts	85	238	15	85	52	15

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 9-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
1998	Nation (public)	8*	224	69	31	6	#
	Massachusetts	12*	241	51	49	14	#
2002	Nation (public)	9*	227	65	35	6*	#
	Massachusetts	14	242	49	51	9*	#
2003	Nation (public)	10*	224*	68*	32*	5*	#
	Massachusetts	14	239*	56*	44*	11	#
2005	Nation (public)	9	226*	67*	33*	6*	#
	Massachusetts	13*	246	47	53	13	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Massachusetts	13*	246	45	55	13	1
2009	Nation (public)	10	229	63	37	8	#
	Massachusetts	15	251	39	61	18	1
Not SD							
1998	Nation (public)	92*	264*	25*	75*	32	2
	Massachusetts	88*	272*	17	83	41*	4*
2002	Nation (public)	91*	266	22	78	33	3
	Massachusetts	86	275	14	86	44	4*
2003	Nation (public)	90*	266	23	77	33	3
	Massachusetts	86	278	13	87	48	6
2005	Nation (public)	91	264*	25*	75*	31*	3
	Massachusetts	87*	278	13	87	48	6
2007	Nation (public)	91*	265*	24*	76*	31*	3
	Massachusetts	87*	277	12	88	47	5
2009	Nation (public)	90	266	22	78	33	3
	Massachusetts	85	278	13	87	47	6

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 10-A

The Nation's Report Card 2009 State Assessment

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1998	Nation (public)	5*	174*	79*	21*	6	1
	Massachusetts	3*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	183	76	24	5	#
	Massachusetts	2*	193	70	30	6	3
2003	Nation (public)	8	186	72	28	7	1
	Massachusetts	4*	193	68	32	7	#
2005	Nation (public)	9	187	73	27	7	1
	Massachusetts	5	198	61	39	11	2
2007	Nation (public)	9	188	70	30	7	1
	Massachusetts	4*	205	50	50	15	3
2009	Nation (public)	9	188	71	29	6	#
	Massachusetts	6	198	60	40	12	1
Not ELL							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	Massachusetts	97*	224*	29*	71*	36*	8*
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Massachusetts	98*	235	19	81	48	13
2003	Nation (public)	92	219*	35*	65*	32*	8
	Massachusetts	96*	229*	25*	75*	42*	11*
2005	Nation (public)	91	220*	34*	66*	32*	7
	Massachusetts	95	233*	20	80	45	12
2007	Nation (public)	91	223	31	69	34	8
	Massachusetts	96*	237	18	82	51	16
2009	Nation (public)	91	223	31	69	34	8
	Massachusetts	94	236	17	83	50	14

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 10-B

The Nation's Report Card 2009 State Assessment

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
1998	Nation (public)	2*	217	77	23	3	#
	Massachusetts	1	‡	‡	‡	‡	‡
2002	Nation (public)	5	224*	71	29	4	#
	Massachusetts	2	‡	‡	‡	‡	‡
2003	Nation (public)	5	222	71	29	5*	#
	Massachusetts	2	222	76	24	2	#
2005	Nation (public)	5	224*	71*	29*	4*	#
	Massachusetts	2	222	74	26	2	#
2007	Nation (public)	6	222*	71*	29*	4	#
	Massachusetts	2	232	60	40	4	#
2009	Nation (public)	5	219	75	25	3	#
	Massachusetts	2	217	75	25	3	#
Not ELL							
1998	Nation (public)	98*	262*	28*	72*	30	2
	Massachusetts	99	269*	20*	80*	38*	3*
2002	Nation (public)	95	265	24	76	32	3
	Massachusetts	98	271	17	83	40	3*
2003	Nation (public)	95	263*	25*	75*	31	3
	Massachusetts	98	274	17	83	44	6
2005	Nation (public)	95	262*	27*	73*	30*	3
	Massachusetts	98	275	16	84	45	5
2007	Nation (public)	94	263*	25*	75*	31*	2
	Massachusetts	98	274	15	85	44	5
2009	Nation (public)	95	265	24	76	32	3
	Massachusetts	98	275	16	84	44	6

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 11-A

The Nation's Report Card 2009 State Assessment

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**172,500**	**5**
Alabama	2,900	2
Alaska	2,800	3
Arizona	3,200	4
Arkansas	3,000	1
California	8,000	3
Colorado	2,900	3
Connecticut	2,900	4
Delaware	2,900	8
Florida	5,000	5
Georgia	4,200	5
Hawaii	3,000	2
Idaho	3,200	3
Illinois	4,400	4
Indiana	3,000	5
Iowa	3,000	5
Kansas	3,200	6
Kentucky	3,900	8
Louisiana	3,200	2
Maine	2,900	4
Maryland	3,400	11
Massachusetts	3,900	5
Michigan	3,700	4
Minnesota	3,600	3
Mississippi	3,100	1
Missouri	2,900	4
Montana	2,900	4
Nebraska	3,300	5
Nevada	3,200	4
New Hampshire	2,900	3
New Jersey	2,900	9
New Mexico	2,900	7
New York	4,200	5
North Carolina	4,800	3
North Dakota	2,100	8
Ohio	3,600	6
Oklahoma	3,000	7
Oregon	3,100	4
Pennsylvania	3,900	3
Rhode Island	2,700	4
South Carolina	3,100	5
South Dakota	2,900	6
Tennessee	3,000	9
Texas	6,000	9
Utah	3,500	6
Vermont	2,900	4
Virginia	3,100	4
Washington	3,400	4
West Virginia	3,000	2
Wisconsin	4,100	4
Wyoming	2,200	2
Other jurisdictions		
District of Columbia	1,800	11
DoDEA[1]	2,200	6

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

NOTE: The number of students assessed is rounded to the nearest hundred.

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

Table 11-B

The Nation's Report Card 2009 State Assessment

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**155,400**	**4**
Alabama	2,700	2
Alaska	2,500	2
Arizona	2,800	3
Arkansas	2,700	2
California	7,200	2
Colorado	2,800	3
Connecticut	2,800	3
Delaware	2,800	5
Florida	4,200	4
Georgia	3,500	4
Hawaii	2,900	2
Idaho	3,000	2
Illinois	4,100	4
Indiana	2,700	5
Iowa	2,600	4
Kansas	2,700	5
Kentucky	3,500	7
Louisiana	2,600	2
Maine	2,700	4
Maryland	3,200	9
Massachusetts	3,600	5
Michigan	3,300	4
Minnesota	2,900	3
Mississippi	2,800	2
Missouri	2,700	3
Montana	2,600	4
Nebraska	2,600	6
Nevada	2,900	3
New Hampshire	2,500	4
New Jersey	2,700	7
New Mexico	2,500	6
New York	3,700	7
North Carolina	4,500	2
North Dakota	2,100	8
Ohio	3,400	7
Oklahoma	2,700	5
Oregon	2,900	3
Pennsylvania	3,500	3
Rhode Island	2,700	3
South Carolina	2,700	6
South Dakota	2,800	4
Tennessee	2,800	7
Texas	5,700	5
Utah	2,800	5
Vermont	2,900	3
Virginia	2,800	4
Washington	2,800	3
West Virginia	2,900	2
Wisconsin	3,400	5
Wyoming	1,900	3
Other jurisdictions		
District of Columbia	1,600	12
DoDEA[1]	1,600	4

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

NOTE: The number of students assessed is rounded to the nearest hundred.

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

Where to Find More Information

The NAEP Reading Assessment
The latest news about the NAEP 2009 reading assessment and the national results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/reading/results/. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The Nation's Report Card: Reading 2009 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2009 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at http://www.nagb.org/publications/frameworks/reading09.pdf

The NAEP Data Explorer (NDE)
The interactive database at http://nces.ed.gov/nationsreportcard/naepdata/ includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)
Technical documentation section of the NAEP website http://nces.ed.gov/nationsreportcard/tdw/ contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners
References for a variety of research publications related to the assessment of students with special needs may be found at http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research.

To order publications
Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: http://www.edpubs.gov.

The NAEP State Report Generator was developed for the NAEP 2009 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Patricia Donahue, Rick Hasney, and Ming Kuang.

What is the Nation's Report Card™?

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

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

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

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