

Nevada

Grades 4 and 8 Public Schools



State Reading 2011

This report provides selected results for Nevada's 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 nine assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, and 2011), 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 2011 reading assessment at grades 4 and 8.

For more information about the assessment, see the NAEP website <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card, Reading 2011*
- 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 2011

Grade 4:

- In 2011, the average reading score for fourth-grade students in Nevada was 213. This was lower than that of the nation's public schools (220).
- The average score for students in Nevada in 2011 (213) was higher than that in 1998 (206) and was not significantly different from that in 2009 (211).
- In 2011, the percentage of students in Nevada who performed at or above *Proficient* was 25 percent. This was smaller than that for the nation's public schools (32 percent).
- The percentage of students in Nevada who performed at or above *Proficient* in 2011 (25 percent) was greater than that in 1998 (20 percent) and was not significantly different from that in 2009 (24 percent).
- In 2011, the percentage of students in Nevada who performed at or above *Basic* was 58 percent. This was smaller than that for the nation's public schools (66 percent).
- The percentage of students in Nevada who performed at or above *Basic* in 2011 (58 percent) was greater than that in 1998 (51 percent) and was not significantly different from that in 2009 (57 percent).

Grade 8:

- In 2011, the average reading score for eighth-grade students in Nevada was 258. This was lower than that of the nation's public schools (264).
- The average score for students in Nevada in 2011 (258) was not significantly different from that in 1998 (258) and was higher than that in 2009 (254).
- In 2011, the percentage of students in Nevada who performed at or above *Proficient* was 26 percent. This was smaller than that for the nation's public schools (32 percent).
- The percentage of students in Nevada who performed at or above *Proficient* in 2011 (26 percent) was not significantly different from that in 1998 (23 percent) and was greater than that in 2009 (22 percent).
- In 2011, the percentage of students in Nevada who performed at or above *Basic* was 69 percent. This was smaller than that for the nation's public schools (75 percent).
- The percentage of students in Nevada who performed at or above *Basic* in 2011 (69 percent) was not significantly different from that in 1998 (70 percent) and was greater than that in 2009 (65 percent).

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/reading-2011-framework.pdf>.

The Reading Framework for the 2009 National Assessment of Educational Progress replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, 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. The 2011 NAEP reading assessment used the same framework used in 2009 and trends are reported from 1992 to 2011.

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 exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's 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 texts (varies by grade level – see procedural appendix for more detail)

- Exposition
- 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.

Meaning Vocabulary

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 assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated 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 2011 reading assessment at grades 4 and 8. In order for assessment results to be reported publicly, 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. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2011 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2011/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 2011 state results are compared to results from eight earlier assessments at grade 4 and from six earlier assessments at grade 8.

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. 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 has set 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 2011 State Assessment
	Descriptions of fourth-grade achievement levels for 2011 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> 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.
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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 <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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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 <i>Advanced</i> 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.
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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 in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2011 State Assessment
	Descriptions of eighth-grade achievement levels for 2011 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the <i>Basic</i> 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.
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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 <i>Proficient</i> 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.
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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 <i>Advanced</i> 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 <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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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 in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 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, 2005, 2007, 2009, and 2011).

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 2011 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2011/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 2011 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.

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

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 2011 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading results for public school students from Nevada are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

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.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Nevada, the nation (public), and the region. Prior to 2003, the list of states that comprise a given region for NAEP 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, 2009, and 2011. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. Percentiles indicate 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 2011, the average scale score for students in Nevada was 213. This was lower than that of students across the nation (220).
- In Nevada, the average scale score for students in 2011 was not significantly different from that in 2009 (211). Similarly, the average scale score for students in public schools across the nation in 2011 was not significantly different from that in 2009 (220).
- In Nevada, the average scale score for students in 2011 was higher than the scores in 1998, 2002, 2003, and 2005. However, it was not significantly different from the scores in 2007 and 2009.

Grade 8 Scale Score Results

- In 2011, the average scale score for students in Nevada was 258. This was lower than that of students across the nation (264).
- In Nevada, the average scale score for students in 2011 was higher than that in 2009 (254). Similarly, the average scale score for students in public schools across the nation in 2011 was higher than that in 2009 (262).
- In Nevada, the average scale score for students in 2011 was higher than the scores in 2002, 2003, 2005, 2007, and 2009. However, it was not significantly different from the score in 1998.

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**Table
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 1998–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998 ¹	Nation (public)	215 *	165 *	192 *	218 *	242 *	261
	Nevada	208 *	157 *	184 *	211 *	234	253
1998	Nation (public)	213 *	161 *	189 *	215 *	241 *	260 *
	Nevada	206 *	156 *	182 *	209 *	232 *	252 *
2002	Nation (public)	217 *	169 *	194 *	219 *	242 *	261 *
	Nevada	209 *	163	186	211 *	234 *	252 *
2003	Nation (public)	216 *	167 *	193 *	219 *	243 *	262 *
	West ²	210 *	158 *	185 *	213 *	238 *	258
	Nevada	207 *	157 *	184 *	210 *	233 *	252 *
2005	Nation (public)	217 *	169 *	194 *	220 *	243 *	262 *
	West ²	211 *	160 *	186 *	214 *	238 *	258
	Nevada	207 *	157 *	183 *	210 *	233 *	252 *
2007	Nation (public)	220	173	198	222	244	263
	West ²	213	162	189	216	240	259
	Nevada	211	159	188	215	237	256
2009	Nation (public)	220	173	198	222	244	263
	West ²	213	163	190	216	240	259
	Nevada	211	162	189	215	237	255
2011	Nation (public)	220	173	198	223	245	263
	West ²	214	164	191	218	241	260
	Nevada	213	164	190	216	239	257

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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**Table
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 1998–2011

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
	Nevada	257	214	237	259	280	297
1998	Nation (public)	261 *	214 *	238 *	264	285	303
	Nevada	258	217	238	260	280	297 *
2002	Nation (public)	263	219	242	265	286	303 *
	Nevada	251 *	207 *	230 *	254 *	275 *	293 *
2003	Nation (public)	261 *	215 *	240 *	264 *	286 *	304 *
	West ²	256 *	206 *	233 *	259 *	282	301 *
	Nevada	252 *	205 *	230 *	256 *	277 *	295 *
2005	Nation (public)	260 *	214 *	238 *	263 *	285 *	303 *
	West ²	255 *	207 *	232 *	257 *	280 *	299 *
	Nevada	253 *	204 *	230 *	256 *	278 *	297 *
2007	Nation (public)	261 *	216 *	240 *	264 *	285 *	303 *
	West ²	256 *	207 *	234 *	259 *	281 *	300 *
	Nevada	252 *	204 *	230 *	255 *	277 *	297
2009	Nation (public)	262 *	218 *	242 *	265	286 *	304 *
	West ²	257 *	209	236	260	282	301 *
	Nevada	254 *	208 *	233	256 *	278	297 *
2011	Nation (public)	264	219	243	266	287	305
	West ²	259	212	237	262	284	304
	Nevada	258	212	237	261	282	301

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 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 2011, the percentage of Nevada's students who performed at or above *Proficient* was 25 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Nevada, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentages in 1998, 2002, 2003, and 2005, but was not significantly different from the percentages in 2007 and 2009.
- In 2011, the percentage of Nevada's students who performed at or above *Basic* was 58 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Nevada, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentages in 1998, 2002, 2003, and 2005, but was not significantly different from the percentages in 2007 and 2009.

Grade 8 Achievement-Level Results

- In 2011, the percentage of Nevada's students who performed at or above *Proficient* was 26 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Nevada, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentages in 2002, 2003, 2005, 2007, and 2009, but was not significantly different from the percentage in 1998.
- In 2011, the percentage of Nevada's students who performed at or above *Basic* was 69 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In Nevada, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentages in 2002, 2003, 2005, 2007, and 2009, but was not significantly different from the percentage in 1998.

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**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1998 ¹	Nation (public)	39*	61*	29*	6*
	Nevada	47*	53*	21*	4
1998	Nation (public)	42*	58*	28*	6*
	Nevada	49*	51*	20*	4
2002	Nation (public)	38*	62*	30*	6*
	Nevada	46*	54*	21*	3
2003	Nation (public)	38*	62*	30*	7*
	West ²	45*	55*	25*	6
	Nevada	48*	52*	20*	3
2005	Nation (public)	38*	62*	30*	7*
	West ²	44*	56*	25*	6
	Nevada	48*	52*	21*	4
2007	Nation (public)	34	66	32	7
	West ²	42	58	27	6
	Nevada	43	57	24	5
2009	Nation (public)	34	66	32	7
	West ²	41	59	27	6
	Nevada	43	57	24	4
2011	Nation (public)	34	66	32	7
	West ²	40	60	28	6
	Nevada	42	58	25	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1998 ¹	Nation (public)	28*	72*	31	2
	Nevada	31	69	24	1
1998	Nation (public)	29*	71*	30	2*
	Nevada	30	70	23	1
2002	Nation (public)	26	74	31	2*
	Nevada	38*	62*	19*	1*
2003	Nation (public)	28*	72*	30*	3*
	West ²	34*	66*	26*	2*
	Nevada	37*	63*	21*	1*
2005	Nation (public)	29*	71*	29*	3*
	West ²	35*	65*	24*	2*
	Nevada	37*	63*	22*	1
2007	Nation (public)	27*	73*	29*	2*
	West ²	33*	67*	25*	2*
	Nevada	37*	63*	22*	2
2009	Nation (public)	26*	74*	30*	2*
	West ²	32	68	26*	2*
	Nevada	35*	65*	22*	1*
2011	Nation (public)	25	75	32	3
	West ²	30	70	28	3
	Nevada	31	69	26	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and Department of Defense Schools.

Comparisons by Scale Scores

Figures 2-A and 2-B compare Nevada's 2011 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 Nevada in the NAEP 2011 reading assessment.

Grade 4 Scale Score Comparison Results

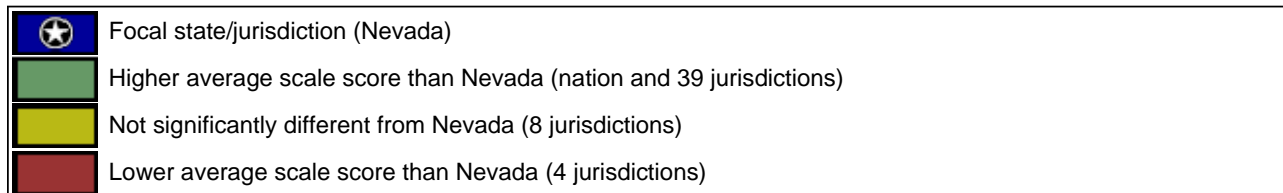
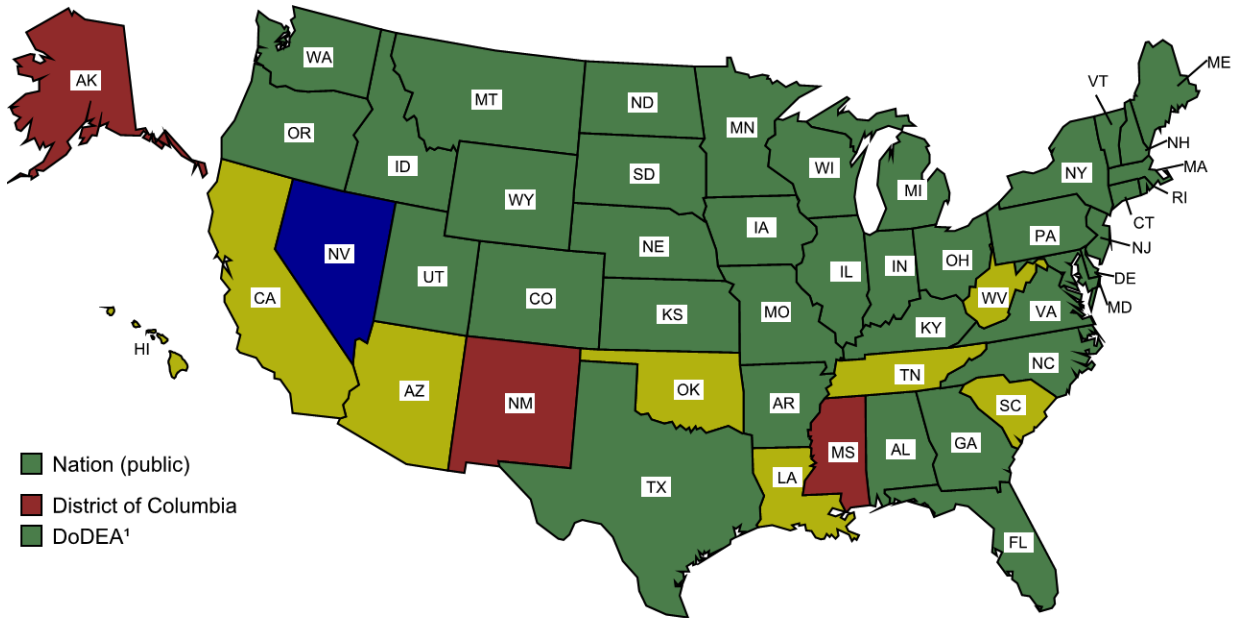
- The average score for students in Nevada was higher than the scores in 4 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 39 jurisdictions.

Grade 8 Scale Score Comparison Results

- The average score for students in Nevada was higher than the scores in 3 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 38 jurisdictions.

Figure 2-A

Nevada's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011

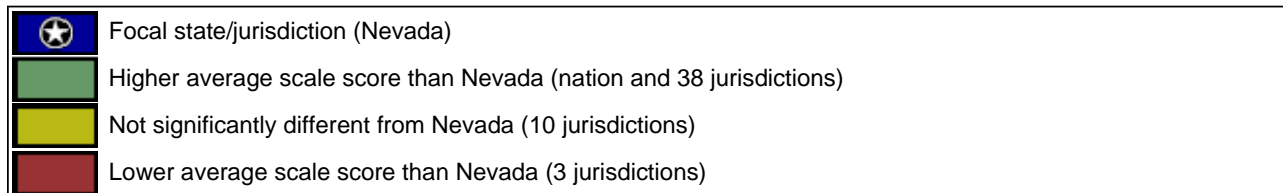
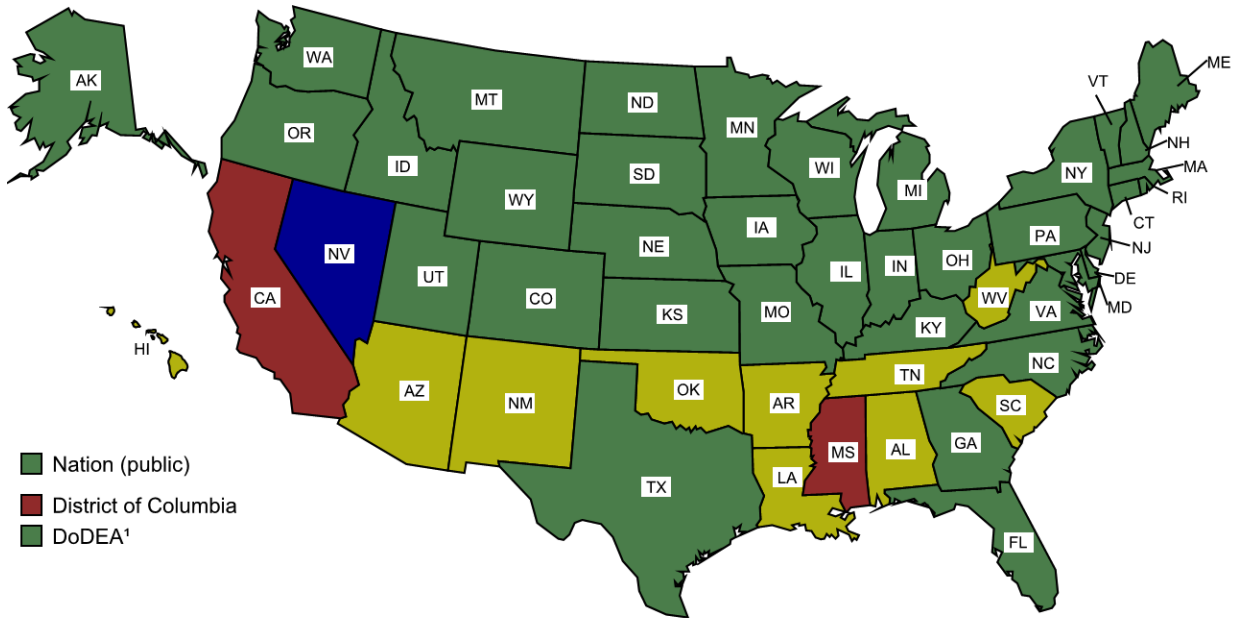


¹ Department of Defense Education Activity (overseas and domestic schools).

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), 2011 Reading Assessment.

Figure 2-B

Nevada's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



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

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), 2011 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2011 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 Nevada.

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 Nevada was greater than the percentage in 3 jurisdictions, not significantly different from those in 10 jurisdictions, and smaller than those in 38 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Nevada was greater than the percentage in 2 jurisdictions, not significantly different from those in 9 jurisdictions, and smaller than those in 40 jurisdictions (data not shown).

Grade 8 Achievement-Level Comparison Results

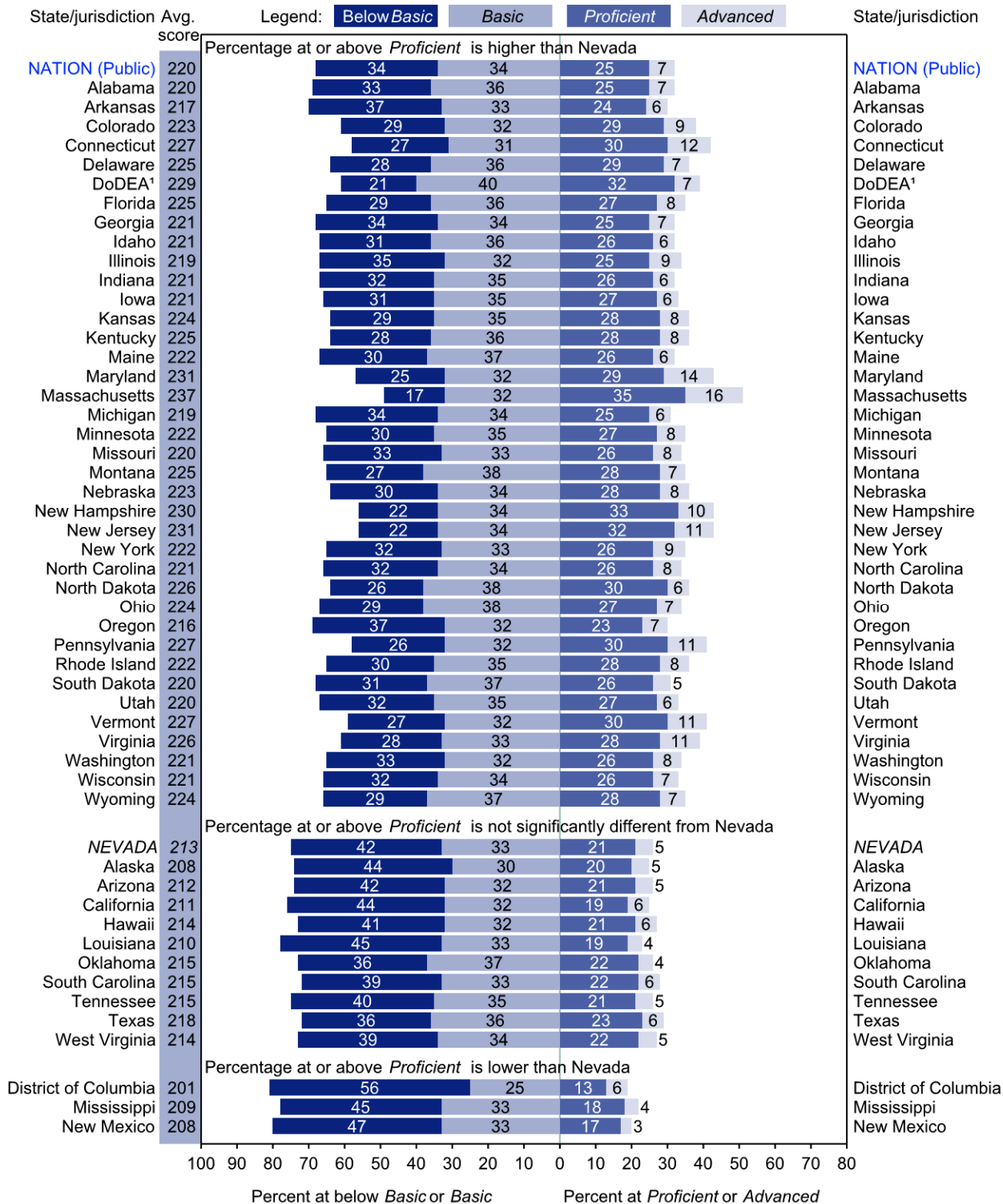
- The percentage of students performing at or above the *Proficient* level in Nevada was greater than the percentage in 4 jurisdictions, not significantly different from those in 12 jurisdictions, and smaller than those in 35 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Nevada was greater than the percentage in 3 jurisdictions, not significantly different from those in 11 jurisdictions, and smaller than those in 37 jurisdictions (data not shown).

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Figure 3-A

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Nevada's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



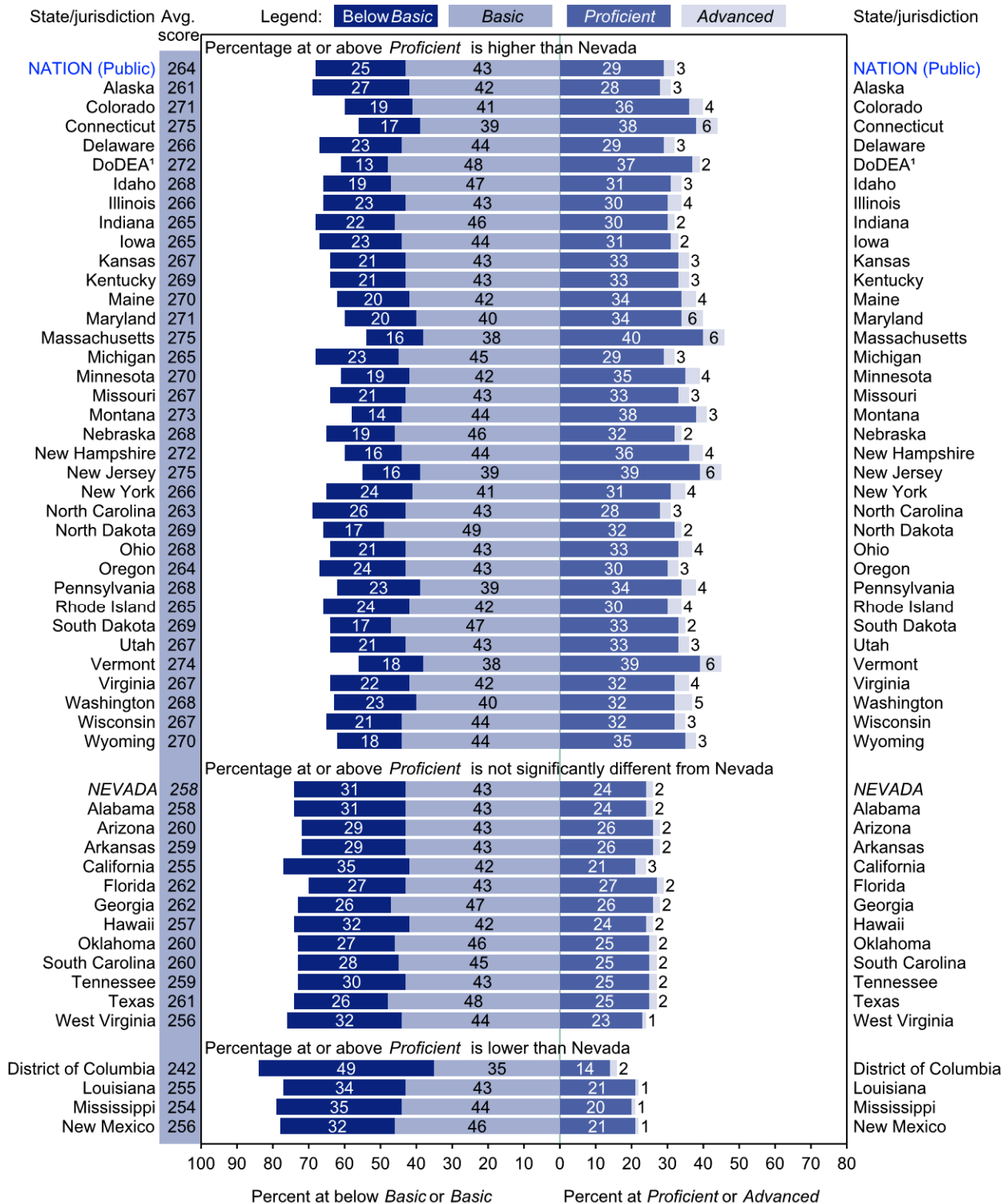
¹ Department of Defense Education Activity (overseas and domestic schools).
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. 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), 2011 Reading Assessment.

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Figure 3-B

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Nevada's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



¹ Department of Defense Education Activity (overseas and domestic schools).
 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. All differences were calculated and tested using unrounded numbers. 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), 2011 Reading Assessment.

Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in Nevada 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, 2009, and 2011)
- 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.

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 2011 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 2011 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

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- Native Hawaiian or other Pacific Islander
- American Indian or Alaska Native
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or more races" in 2011.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Nevada and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2011, White students in Nevada had an average scale score that was higher than the average scores of Black and Hispanic students, but not significantly different from the average score of Asian/Pacific Islander students.
- In 2011, the average scale score of Hispanic students in Nevada was higher than their respective scores in 1998, 2002, 2003, 2005, and 2007, but not significantly different from their respective score in 2009.
- In 2011, the average scale score of White students in Nevada was higher than their respective scores in 1998, 2002, 2003, and 2005, but not significantly different from their respective scores in 2007 and 2009.
- In 2011, the average scale scores of Black and Asian/Pacific Islander students in Nevada were higher than their respective scores in 1998, 2003, and 2005, but not significantly different from their respective scores in 2002, 2007, and 2009.
- In 2011, Black students in Nevada had an average score that was lower than that of White students by 22 points. In 1998, the average score for Black students was lower than that of White students by 30 points.
- In 2011, Hispanic students in Nevada had an average score that was lower than that of White students by 20 points. In 1998, the average score for Hispanic students was lower than that of White students by 25 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In 2011 in Nevada, 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 2011, the percentages of White and Hispanic students in Nevada performing at or above *Proficient* were greater than the percentages of their respective peers in 1998, 2002, 2003, and 2005, but not significantly different from the percentages of their respective peers in 2007 and 2009.
- In 2011, the percentage of Black students in Nevada performing at or above *Proficient* was greater than the percentage in 1998, but not significantly different from the percentages of their respective peers in 2002, 2003, 2005, 2007, and 2009.
- In 2011, the percentage of Asian/Pacific Islander students in Nevada performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, 2007, and 2009.

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**Table
3-A**

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, 1998–2011

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)	69*	224*	30*	70*	36*	8*
	Nevada	66*	214*	40*	60*	26*	5*
1998	Nation (public)	64*	223*	31*	69*	36*	9*
	Nevada	65*	213*	42*	58*	25*	5*
2002	Nation (public)	60*	227*	26*	74*	39*	9*
	Nevada	54*	218*	36*	64*	28*	5
2003	Nation (public)	59*	227*	26*	74*	39*	10
	Nevada	54*	217*	37*	63*	28*	5
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	Nevada	47*	219*	35	65	28*	5
2007	Nation (public)	56*	230	23	77	42	10
	Nevada	44*	224	29	71	35	8
2009	Nation (public)	54*	229	23	77	41	10
	Nevada	42*	222	30	70	34	7
2011	Nation (public)	52	230	23	77	42	10
	Nevada	37	224	29	71	36	8
Black							
1998 ¹	Nation (public)	17	192*	66*	34*	9*	1*
	Nevada	10	188*	69*	31*	7*	1
1998	Nation (public)	16	192*	66*	34*	10*	1*
	Nevada	10	183*	73*	27*	6*	1
2002	Nation (public)	18*	198*	61*	39*	12*	1*
	Nevada	10	196	62	38	10	1
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	Nevada	10	193*	63	37	9	1
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	Nevada	12	192*	65*	35*	10	2
2007	Nation (public)	17*	203*	54*	46*	14*	2
	Nevada	9	202	53	47	16	2
2009	Nation (public)	16	204	53	47	15	2
	Nevada	10	201	54	46	14	2
2011	Nation (public)	16	205	51	49	16	2
	Nevada	10	202	55	45	15	1

See notes at end of table.

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**Table
3-A**

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, 1998–2011—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)	10 *	194 *	62 *	38 *	12 *	2
	Nevada	17 *	191 *	64 *	36 *	11 *	2
1998	Nation (public)	14 *	192 *	64 *	36 *	12 *	2
	Nevada	17 *	189 *	68 *	32 *	9 *	1
2002	Nation (public)	17 *	199 *	57 *	43 *	14 *	2
	Nevada	27 *	195 *	63 *	37 *	11 *	1
2003	Nation (public)	18 *	199 *	57 *	43 *	14 *	2
	Nevada	28 *	192 *	64 *	36 *	11 *	1
2005	Nation (public)	19 *	201 *	56 *	44 *	15 *	2
	Nevada	32 *	194 *	63 *	37 *	12 *	1
2007	Nation (public)	20 *	204	51	49	17	3
	Nevada	37 *	196 *	58	42	14	2
2009	Nation (public)	21 *	204	52	48	16	2
	Nevada	39	199	56	44	13	2
2011	Nation (public)	23	205	50	50	18	2
	Nevada	42	203	51	49	17	2
Asian/Pacific Islander							
1998 ¹	Nation (public)	2 *	218 *	39 *	61 *	31 *	10
	Nevada	5	213	39	61	24	4
1998	Nation (public)	4	211 *	45 *	55 *	27 *	10 *
	Nevada	6	212 *	41	59	21	3
2002	Nation (public)	4 *	223 *	31 *	69 *	36 *	9 *
	Nevada	7	220	31	69	24	4
2003	Nation (public)	4 *	225 *	31 *	69 *	37 *	11 *
	Nevada	6	214 *	41	59	21	3
2005	Nation (public)	4 *	227 *	28 *	72 *	40 *	12 *
	Nevada	8	212 *	44	56	24	6
2007	Nation (public)	5	231	24	76	45	14
	Nevada	8	220	34	66	30	6
2009	Nation (public)	5	234	21	79	48	17
	Nevada	9	225	28	72	38	7
2011	Nation (public)	5	234	21	79	49	17
	Nevada	7	222	33	67	32	8

See notes at end of table.

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**Table
3-A**

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, 1998–2011—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)	1*	‡	‡	‡	‡	‡
	Nevada	2	‡	‡	‡	‡	‡
1998	Nation (public)	1	‡	‡	‡	‡	‡
	Nevada	2	‡	‡	‡	‡	‡
2002	Nation (public)	1	207	49	51	22	5
	Nevada	2	‡	‡	‡	‡	‡
2003	Nation (public)	1	202	53	47	16	2
	Nevada	2	190	66	34	12	#
2005	Nation (public)	1	205	51	49	19	3
	Nevada	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Nevada	2	‡	‡	‡	‡	‡
2009	Nation (public)	1	206	48	52	22	5
	Nevada	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	204	51	49	19	4
	Nevada	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 2011.

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*. 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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2011, White students in Nevada had an average scale score that was higher than the average scores of Black and Hispanic students, but not significantly different from the average score of Asian/Pacific Islander students.
- In 2011, the average scale score of Asian/Pacific Islander students in Nevada was not significantly different from their respective scores in 1998, 2002, 2003, 2005, 2007, and 2009.
- In 2011, the average scale score of White students in Nevada was higher than their respective scores in 1998, 2002, 2003, 2005, 2007, and 2009.
- In 2011, the average scale score of Hispanic students in Nevada was higher than their respective scores in 2002, 2003, 2005, 2007, and 2009, but not significantly different from their respective score in 1998.
- In 2011, the average scale score of Black students in Nevada was higher than their respective scores in 1998, 2002, 2003, 2005, and 2009, but not significantly different from their respective score in 2007.
- In 2011, Black students in Nevada had an average score that was lower than that of White students by 19 points. In 1998, the average score for Black students was lower than that of White students by 23 points.
- In 2011, Hispanic students in Nevada had an average score that was lower than that of White students by 22 points. In 1998, the average score for Hispanic students was lower than that of White students by 22 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In 2011 in Nevada, 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 2011, the percentages of White and Hispanic students in Nevada performing at or above *Proficient* were greater than the percentages of their respective peers in 1998, 2002, 2003, 2005, and 2007, but not significantly different from the percentage in 2009.
- In 2011, the percentage of Black students in Nevada performing at or above *Proficient* was greater than the percentages of their respective peers in 2002 and 2003, but not significantly different from the percentages of their respective peers in 1998, 2005, 2007, and 2009.
- In 2011, the percentage of Asian/Pacific Islander students in Nevada performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, 2007, and 2009.

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**Table
3-B**

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, 1998–2011

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
	Nevada	68 *	263 *	24	76	30 *	2
1998	Nation (public)	68 *	268 *	21 *	79 *	37 *	3 *
	Nevada	68 *	264 *	23	77	29 *	2
2002	Nation (public)	64 *	271 *	17	83	39 *	3
	Nevada	60 *	259 *	29 *	71 *	25 *	1
2003	Nation (public)	61 *	270 *	18 *	82 *	39 *	4 *
	Nevada	56 *	262 *	25 *	75 *	29 *	2
2005	Nation (public)	60 *	269 *	19 *	81 *	37 *	3 *
	Nevada	53 *	261 *	27 *	73 *	29 *	2
2007	Nation (public)	58 *	270 *	17 *	83 *	38 *	3 *
	Nevada	46 *	263 *	26 *	74 *	30 *	3
2009	Nation (public)	57 *	271 *	17	83	39 *	3 *
	Nevada	45 *	264 *	23	77	31	2
2011	Nation (public)	54	272	16	84	41	4
	Nevada	39	269	19	81	37	3
Black							
1998 ¹	Nation (public)	15	241 *	51 *	49 *	11 *	#
	Nevada	8	237	51	49	10	#
1998	Nation (public)	16	242 *	50 *	50 *	11	#
	Nevada	8	241 *	48	52	10	#
2002	Nation (public)	15	244 *	46 *	54 *	13	#
	Nevada	10	234 *	59 *	41 *	7 *	#
2003	Nation (public)	17 *	244 *	47 *	53 *	12 *	#
	Nevada	11	233 *	57 *	43 *	7 *	#
2005	Nation (public)	17 *	242 *	49 *	51 *	11 *	#
	Nevada	10	240 *	51 *	49 *	12	1
2007	Nation (public)	17 *	244 *	46 *	54 *	12 *	# *
	Nevada	11	248	44	56	16	1
2009	Nation (public)	16	245 *	44 *	56 *	13 *	#
	Nevada	11	241 *	50	50	10	#
2011	Nation (public)	16	248	42	58	14	1
	Nevada	9	250	38	62	17	2

See notes at end of table.

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**Table
3-B**

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, 1998–2011—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*	#
	Nevada	17*	242	48	52	10*	#
1998	Nation (public)	12*	241*	48*	52*	13*	#
	Nevada	18*	242	50	50	9*	#
2002	Nation (public)	15*	245*	44*	56*	14*	#
	Nevada	22*	237*	57*	43*	8*	#
2003	Nation (public)	15*	244*	46*	54*	14*	1
	Nevada	25*	237*	56*	44*	8*	#
2005	Nation (public)	17*	245*	45*	55*	14*	1
	Nevada	28*	241*	50*	50*	11*	#
2007	Nation (public)	18*	246*	43*	57*	14*	1*
	Nevada	33*	238*	52*	48*	11*	#
2009	Nation (public)	20*	248*	41*	59*	16*	1
	Nevada	35*	242*	47	53	13	#
2011	Nation (public)	22	251	37	63	18	1
	Nevada	39	247	42	58	16	#
Asian/Pacific Islander							
1998 ¹	Nation (public)	3*	265	25	75	32	3*
	Nevada	4*	259	29	71	21	2
1998	Nation (public)	4*	261	27	73	30	3*
	Nevada	4*	260	27	73	24	1
2002	Nation (public)	4*	265*	25*	75*	34*	3*
	Nevada	7	258	30	70	24	3
2003	Nation (public)	4*	268*	22*	78*	38*	5*
	Nevada	6*	260	25	75	25	1
2005	Nation (public)	4*	270*	21*	79*	39*	5
	Nevada	6*	263	28	72	32	1
2007	Nation (public)	5*	269*	21	79	40*	5*
	Nevada	8	261	26	74	26	1
2009	Nation (public)	5	273	18	82	44	6
	Nevada	8	262	23	77	28	2
2011	Nation (public)	5	275	18	82	46	8
	Nevada	8	264	25	75	34	4

See notes at end of table.

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**Table
3-B**

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, 1998–2011—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)	#*	‡	‡	‡	‡	‡
	Nevada	2	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	Nevada	2	‡	‡	‡	‡	‡
2002	Nation (public)	1	252	36	64	18	1
	Nevada	2	‡	‡	‡	‡	‡
2003	Nation (public)	1*	248*	41	59	18	1
	Nevada	2	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	Nevada	2	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42*	58*	19	2
	Nevada	2	‡	‡	‡	‡	‡
2009	Nation (public)	1	252	37	63	21	2
	Nevada	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	253	36	64	22	2
	Nevada	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 2011.

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*. 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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011: White, Black, Hispanic, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races at grades 4 and 8 in Nevada and the nation, by race/ethnicity.

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**Table
4-A**

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: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	52*	230*	23*	77*	42*	10*
	Nevada	37	224	29	71	36	8
Black							
2011	Nation (public)	16*	205	51	49	16	2
	Nevada	10	202	55	45	15	1
Hispanic							
2011	Nation (public)	23*	205	50	50	18	2
	Nevada	42	203	51	49	17	2
Asian							
2011	Nation (public)	5*	236*	19*	81*	51*	18*
	Nevada	6	223	32	68	33	9
American Indian/Alaska Native							
2011	Nation (public)	1	204	51	49	19	4
	Nevada	1	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#*	214	40	60	27	5
	Nevada	1	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	225	29	71	37	10
	Nevada	3	223	31	69	35	10

Rounds to zero.

‡ Reporting standards not met.

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

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 and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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**Table
4-B**

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: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	54 *	272 *	16	84	41	4
	Nevada	39	269	19	81	37	3
Black							
2011	Nation (public)	16 *	248	42	58	14	1
	Nevada	9	250	38	62	17	2
Hispanic							
2011	Nation (public)	22 *	251 *	37 *	63 *	18	1
	Nevada	39	247	42	58	16	#
Asian							
2011	Nation (public)	5 *	277 *	16 *	84 *	48 *	8
	Nevada	7	263	26	74	33	3
American Indian/Alaska Native							
2011	Nation (public)	1	253	36	64	22	2
	Nevada	1	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	# *	251	39	61	21	2
	Nevada	1	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2 *	267	23	77	36	4
	Nevada	4	265	24	76	32	6

Rounds to zero.

‡ Reporting standards not met.

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

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 and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Nevada and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2011, male students in Nevada had an average score in reading (210) that was lower than that of female students (216). In 1998, male students in Nevada had an average score in reading (203) that was lower than that of female students (209).
- In 2011, male students in Nevada had an average scale score in reading (210) that was lower than that of male students in public schools across the nation (217). Similarly, female students in Nevada had an average scale score (216) that was lower than that of female students across the nation (223).
- In Nevada, the average scale score of male students in 2011 was higher than the scores of male students in 1998, 2003, and 2005, but not significantly different from the scores of male students in 2002, 2007, and 2009.
- In Nevada, the average scale score of female students in 2011 was higher than the scores of female students in 1998, 2003, and 2005, but not significantly different from the scores of female students in 2002, 2007, and 2009.

Grade 4 Achievement-Level Results by Gender

- In the 2011 assessment, 23 percent of male students and 28 percent of female students performed at or above *Proficient* in Nevada. The difference between these percentages was not statistically significant.
- The percentage of male students in Nevada's public schools who were at or above *Proficient* in 2011 (23 percent) was smaller than that of male students in the nation (30 percent).
- The percentage of female students in Nevada's public schools who were at or above *Proficient* in 2011 (28 percent) was smaller than that of female students in the nation (35 percent).
- In Nevada, the percentage of male students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1998, 2002, 2003, and 2005, but not significantly different from the corresponding percentages of students in 2007 and 2009.
- In Nevada, the percentage of female students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1998 and 2002, but not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

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**Table
5-A**

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, 1998–2011

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)	50	212*	43*	57*	27*	6
	Nevada	50	204*	50	50	18	3
1998	Nation (public)	50	210*	45*	55*	25*	5
	Nevada	50	203*	53*	47*	18*	3
2002	Nation (public)	51	214*	41*	59*	26*	5*
	Nevada	51	206	49	51	19*	2
2003	Nation (public)	51	213*	42*	58*	26*	6*
	Nevada	50	202*	54*	46*	16*	2*
2005	Nation (public)	50	214*	41*	59*	27*	6*
	Nevada	50	203*	53*	47*	17*	3
2007	Nation (public)	50	216	38	62	29	6
	Nevada	50*	208	46	54	23	4
2009	Nation (public)	51	216	38	62	28	6
	Nevada	50*	208	46	54	22	4
2011	Nation (public)	51	217	37	63	30	6
	Nevada	51	210	45	55	23	4
Female							
1998 ¹	Nation (public)	50	218*	36*	64*	31*	7*
	Nevada	50	211*	43	57	24	5
1998	Nation (public)	50	215*	40*	60*	30*	7
	Nevada	50	209*	46*	54*	22*	4
2002	Nation (public)	49	220*	35*	65*	33*	8*
	Nevada	49	212	44*	56*	23*	4
2003	Nation (public)	49	220*	35*	65*	33*	8
	Nevada	50	211*	42	58	24	4
2005	Nation (public)	50	220*	34*	66*	33*	8*
	Nevada	50	212*	43*	57*	24	5
2007	Nation (public)	50	223	31	69	35	9
	Nevada	50*	214	39	61	26	5
2009	Nation (public)	49	223	31	69	35	9
	Nevada	50*	214	39	61	26	5
2011	Nation (public)	49	223	30	70	35	9
	Nevada	49	216	38	62	28	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2011, male students in Nevada had an average score in reading (252) that was lower than that of female students (264). In 1998, male students in Nevada had an average score in reading (253) that was lower than that of female students (263).
- In 2011, male students in Nevada had an average scale score in reading (252) that was lower than that of male students in public schools across the nation (259). Similarly, female students in Nevada had an average scale score (264) that was lower than that of female students across the nation (268).
- In Nevada, the average scale score of male students in 2011 was higher than the scores of male students in 2002, 2003, 2005, 2007, and 2009, but not significantly different from the score of male students in 1998.
- In Nevada, the average scale score of female students in 2011 was higher than the scores of female students in 2002, 2003, 2005, 2007, and 2009, but not significantly different from the score of female students in 1998.

Grade 8 Achievement-Level Results by Gender

- In the 2011 assessment, 19 percent of male students and 34 percent of female students performed at or above *Proficient* in Nevada. The difference between these percentages was statistically significant.
- The percentage of male students in Nevada's public schools who were at or above *Proficient* in 2011 (19 percent) was smaller than that of male students in the nation (27 percent).
- The percentage of female students in Nevada's public schools who were at or above *Proficient* in 2011 (34 percent) was not significantly different from that of female students in the nation (36 percent).
- In Nevada, the percentage of male students performing at or above *Proficient* in 2011 was greater than the percentage of students in 2003, but not significantly different from the corresponding percentages of students in 1998, 2002, 2005, 2007, and 2009.
- In Nevada, the percentage of female students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 2002, 2003, 2005, and 2007, but not significantly different from the corresponding percentages of students in 1998 and 2009.

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**Table
5-B**

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, 1998–2011

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
	Nevada	52	252	36	64	19	1
1998	Nation (public)	51	253*	36*	64*	23*	1*
	Nevada	52	253	35	65	18	1
2002	Nation (public)	50	258	30	70	26	2
	Nevada	51	246*	44*	56*	16	1
2003	Nation (public)	50	256*	33*	67*	25*	2*
	Nevada	49	246*	43*	57*	15*	#
2005	Nation (public)	50	255*	34*	66*	24*	2*
	Nevada	50	247*	42*	58*	18	1
2007	Nation (public)	50	256*	32*	68*	24*	1*
	Nevada	49	245*	43*	57*	16	1
2009	Nation (public)	50	258*	30	70	26*	2*
	Nevada	50	248*	41*	59*	16	1
2011	Nation (public)	51	259	30	70	27	2
	Nevada	51	252	36	64	19	1
Female							
1998 ¹	Nation (public)	49	268	21	79	37	3
	Nevada	48	262	26	74	30	2
1998	Nation (public)	49	268	21	79	37	3
	Nevada	48	263	24	76	29	2
2002	Nation (public)	50	267	21	79	36	3
	Nevada	49	257*	32*	68*	23*	2*
2003	Nation (public)	50	267*	23*	77*	35*	4*
	Nevada	51	258*	31*	69*	26*	2
2005	Nation (public)	50	266*	24*	76*	34*	3*
	Nevada	50	258*	31*	69*	27*	2
2007	Nation (public)	50	266*	23*	77*	34*	3*
	Nevada	51	259*	31*	69*	27*	3
2009	Nation (public)	50	267*	22	78	35	3*
	Nevada	50	260*	28	72	28	2
2011	Nation (public)	49	268	21	79	36	4
	Nevada	49	264	25	75	34	4

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 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 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Nevada and the nation, by student eligibility for the NSLP.

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

- In 2011, students in Nevada eligible for free/reduced-price lunch had an average reading scale score of 202. This was lower than that of students in Nevada not eligible for this program (227).
- In 2011, students in Nevada who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 25 points. In 1998, the average score for students in Nevada who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- Students in Nevada eligible for free/reduced-price lunch had an average scale score (202) in 2011 that was lower than that of students in the nation who were eligible (207).
- In Nevada, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was higher than that of eligible students in 1998, 2003, 2005, and 2007, but not significantly different from that of eligible students in 2002 and 2009.

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

- In Nevada, 16 percent of students who were eligible for free/reduced-price lunch and 38 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Nevada in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (16 percent) was smaller than the corresponding percentage for their counterparts around the nation (18 percent).
- In Nevada, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 1998, 2002, 2003, and 2005, but not significantly different from the corresponding percentages in 2007 and 2009.

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**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011

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
	Nevada	34 *	189 *	67 *	33 *	9 *	1
1998	Nation (public)	41 *	195 *	61 *	39 *	12 *	1 *
	Nevada	33 *	189 *	69 *	31 *	9 *	1
2002	Nation (public)	43 *	202 *	54 *	46 *	16 *	2
	Nevada	38 *	198	60 *	40 *	13 *	1
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	Nevada	41 *	192 *	65 *	35 *	10 *	1 *
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	Nevada	43 *	192 *	66 *	34 *	9 *	1
2007	Nation (public)	45 *	205 *	50 *	50 *	17 *	2
	Nevada	42 *	197 *	58 *	42 *	13	1
2009	Nation (public)	47 *	206	49 *	51 *	17 *	2
	Nevada	41 *	200	56	44	13	2
2011	Nation (public)	52	207	48	52	18	2
	Nevada	57	202	54	46	16	2
Not eligible							
1998 ¹	Nation (public)	54 *	226 *	28 *	72 *	39 *	10 *
	Nevada	62 *	217 *	37 *	63 *	27 *	5 *
1998	Nation (public)	51 *	226 *	28 *	72 *	39 *	10 *
	Nevada	62 *	214 *	40 *	60 *	26 *	5 *
2002	Nation (public)	50 *	229 *	24 *	76 *	41 *	10 *
	Nevada	56 *	217 *	36 *	64 *	27 *	5 *
2003	Nation (public)	52 *	229 *	25 *	75 *	41 *	11 *
	Nevada	54 *	218 *	36 *	64 *	28 *	5 *
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	Nevada	56 *	219 *	34 *	66 *	30 *	6
2007	Nation (public)	54 *	232 *	21 *	79 *	44 *	12 *
	Nevada	55 *	222 *	31 *	69 *	33	7
2009	Nation (public)	52 *	232 *	21 *	79 *	45 *	12 *
	Nevada	58 *	220 *	33 *	67 *	32 *	6
2011	Nation (public)	47	234	18	82	48	13
	Nevada	43	227	25	75	38	9

See notes at end of table.

**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011—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
	Nevada	5*	217	35	65	27	5
1998	Nation (public)	7*	219	35	65	33	9
	Nevada	5*	221	33	67	27	6
2002	Nation (public)	7*	217	38	62	30	7
	Nevada	6*	206	50	50	18	2
2003	Nation (public)	4*	219	35	65	33	8
	Nevada	6*	212	41	59	24	3
2005	Nation (public)	2*	218	38	62	32	8
	Nevada	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	220	34	66	33	9
	Nevada	3	204	48	52	23	4
2009	Nation (public)	1	219	38	62	31	9
	Nevada	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	224	29	71	34	10
	Nevada	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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

- In 2011, students in Nevada eligible for free/reduced-price lunch had an average reading scale score of 248. This was lower than that of students in Nevada not eligible for this program (267).
- In 2011, students in Nevada who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 20 points. In 1998, the average score for students in Nevada who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 19 points.
- Students in Nevada eligible for free/reduced-price lunch had an average scale score (248) in 2011 that was lower than that of students in the nation who were eligible (251).
- In Nevada, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was higher than that of eligible students in 2002, 2003, 2005, 2007, and 2009, but not significantly different from that of eligible students in 1998.

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

- In Nevada, 17 percent of students who were eligible for free/reduced-price lunch and 35 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Nevada in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (17 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In Nevada, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 1998, 2002, 2003, 2005, and 2007, but not significantly different from the percentage in 2009.

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**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011

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 *	#
	Nevada	25 *	241 *	48	52	12 *	#
1998	Nation (public)	30 *	245 *	45 *	55 *	14 *	# *
	Nevada	25 *	245	45	55	12 *	#
2002	Nation (public)	34 *	249 *	40 *	60 *	17 *	1
	Nevada	27 *	240 *	53 *	47 *	11 *	#
2003	Nation (public)	36 *	246 *	44 *	56 *	15 *	1
	Nevada	33 *	242 *	50 *	50 *	13 *	1
2005	Nation (public)	39 *	247 *	43 *	57 *	15 *	1
	Nevada	33 *	240 *	51 *	49 *	12 *	1
2007	Nation (public)	40 *	247 *	42 *	58 *	15 *	1 *
	Nevada	36 *	240 *	50 *	50 *	12 *	1
2009	Nation (public)	43 *	249 *	40 *	60 *	16 *	1 *
	Nevada	35 *	243 *	46 *	54 *	13	1
2011	Nation (public)	48	251	37	63	18	1
	Nevada	47	248	41	59	17	1
Not eligible							
1998 ¹	Nation (public)	58 *	269 *	20 *	80 *	38 *	3 *
	Nevada	66 *	263 *	25	75	28 *	2
1998	Nation (public)	58 *	268 *	21 *	79 *	37 *	3 *
	Nevada	65 *	263 *	24	76	28 *	2
2002	Nation (public)	57 *	271 *	17 *	83 *	40 *	3 *
	Nevada	64 *	256 *	32 *	68 *	22 *	1 *
2003	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	Nevada	63 *	258 *	30 *	70 *	25 *	1 *
2005	Nation (public)	59 *	270 *	19 *	81 *	38 *	4 *
	Nevada	64 *	259 *	29 *	71 *	28 *	2
2007	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	Nevada	60 *	260 *	29 *	71 *	28 *	3
2009	Nation (public)	56 *	273 *	16 *	84 *	41 *	4 *
	Nevada	65 *	260 *	29 *	71 *	27 *	2 *
2011	Nation (public)	52	275	15	85	44	5
	Nevada	53	267	21	79	35	3

See notes at end of table.

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**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011—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
	Nevada	9 *	259	27	73	26
1998	Nation (public)	11 *	264	27	73	34
	Nevada	10 *	255	32	68	21
2002	Nation (public)	10 *	264	25	75	32
	Nevada	10 *	253	36	64	24
2003	Nation (public)	6 *	262	28	72	31
	Nevada	4	‡	‡	‡	‡
2005	Nation (public)	3 *	258	31	69	28
	Nevada	3	251	34	66	19
2007	Nation (public)	1 *	255	34	66	27
	Nevada	4 *	246	44	56	15
2009	Nation (public)	1 *	259	31	69	29
	Nevada	#	‡	‡	‡	‡
2011	Nation (public)	#	265	27	73	32
	Nevada	#	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 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, 2009, and 2011 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 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Nevada and the nation, by type of location (for 2007, 2009, and 2011 only).

Grade 4 Scale Score Results by Type of Location

- In 2011, the average scale score of students in Nevada attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2011, students attending public schools in suburban locations in Nevada had an average scale score that was lower than the average scale score of students in suburban locations in the nation.
- In 2011, students attending public schools in city, town, and rural locations in Nevada had average scale scores that were not significantly different from the average scale scores of students in city, town, and rural locations in the nation.
- In 2011, students attending public schools in city, suburban, town, and rural locations in Nevada had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 and 2009 in Nevada.

Grade 4 Achievement-Level Results by Type of Location

- In 2011, the percentage of students in Nevada's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentage of students in Nevada's public schools in suburban locations who performed at or above *Proficient* in 2011 was smaller than those of students in suburban locations in the nation.
- The percentages of students in Nevada's public schools in city, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, town, and rural locations in the nation.
- The percentages of students in Nevada's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 and 2009 in Nevada.

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**Table
7-A**

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, 2009 and 2011

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
	Nevada	40	210	43	57	26	5
2009	Nation (public)	30	214	42	58	26	6
	Nevada	40	209	45	55	23	4
2011	Nation (public)	29	213	42	58	26	6
	Nevada	39	210	44	56	23	4
Suburb							
2007	Nation (public)	37	224	29	71	37	9
	Nevada	43	208	46	54	21	4
2009	Nation (public)	36	224	30	70	36	9
	Nevada	39	209	45	55	21	3
2011	Nation (public)	36	225	29	71	37	9
	Nevada	35	211	44	56	25	5
Town							
2007	Nation (public)	12	218	35	65	29	6
	Nevada	6	214	40	60	25	4
2009	Nation (public)	12	217	36	64	28	5
	Nevada	4	211	43	57	20	3
2011	Nation (public)	12	217	36	64	29	5
	Nevada	11	215	40	60	26	5
Rural							
2007	Nation (public)	22	222	31	69	33	7
	Nevada	11	219	34	66	33	9
2009	Nation (public)	22	222	31	69	33	7
	Nevada	16	222	31	69	34	7
2011	Nation (public)	23	223	30	70	35	7
	Nevada	14	220	32	68	32	6

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2011, the average scale score of students in Nevada attending public schools in city locations was higher than the score of students in suburban schools, but was lower than the scores of students in town and rural schools.
- In 2011, students attending public schools in suburban locations in Nevada had an average scale score that was lower than the average scale score of students in suburban locations in the nation.
- In 2011, students attending public schools in city, town, and rural locations in Nevada had average scale scores that were not significantly different from the average scale scores of students in city, town, and rural locations in the nation.
- In 2011, students attending public schools in city locations in Nevada had an average scale score that was higher than the average scale score of students in city locations in 2007 in Nevada, but not significantly different from the average scale score of students in city locations in 2009 in Nevada.
- In 2011, students attending public schools in suburban locations in Nevada had an average scale score that was not significantly different from the average scale score of students in suburban locations in 2007 and 2009 in Nevada.
- In 2011, students attending public schools in town and rural locations in Nevada had average scale scores that were higher than the average scale scores of students in town and rural locations in 2007 and 2009 in Nevada.

Grade 8 Achievement-Level Results by Type of Location

- In 2011, the percentage of students in Nevada's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentage of students in Nevada's public schools in suburban locations who performed at or above *Proficient* in 2011 was smaller than those of students in suburban locations in the nation.
- The percentages of students in Nevada's public schools in city, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, town, and rural locations in the nation.
- The percentages of students in Nevada's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 and 2009 in Nevada.

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**Table
7-B**

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, 2009 and 2011

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*
	Nevada	46*	251*	38*	62*	22	2
2009	Nation (public)	27	256*	34	66	24	2*
	Nevada	39	253	36	64	23	1
2011	Nation (public)	29	257	32	68	26	2
	Nevada	36	257	33	67	25	3
Suburb							
2007	Nation (public)	36	265*	24*	76*	34*	3*
	Nevada	26*	251	39	61	21	1
2009	Nation (public)	36	266	23	77	35	3*
	Nevada	31	251	38	62	20	1
2011	Nation (public)	36	267	22	78	36	4
	Nevada	31	252	37	63	21	1
Town							
2007	Nation (public)	13	261*	27	73	28	2
	Nevada	10	255*	35*	65*	24	2
2009	Nation (public)	14	261	27	73	28	2*
	Nevada	12	258*	30	70	24	1
2011	Nation (public)	13	263	25	75	30	2
	Nevada	11	267	20	80	34	2
Rural							
2007	Nation (public)	22	264*	24*	76*	31*	2
	Nevada	18	256*	32*	68*	21	2
2009	Nation (public)	23	264*	23	77	31*	2*
	Nevada	18	259*	29	71	26	2
2011	Nation (public)	23	266	22	78	33	3
	Nevada	22	265	22	78	32	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2011 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 8.

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

- In 2011, students in Nevada 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: graduated from high school and did not finish high school, but was not significantly different from the average score of students with a parent in any of the following education categories: some education after high school.
- In 2011, the average scale score for students in Nevada who reported that a parent had graduated from college was lower than the score of students in the nation.
- In 2011, the average scale scores for students in Nevada 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 the nation.
- In 2011, the average scale score for students in Nevada who reported that a parent had not finished high school was higher than the score of students in 2003 and 2005, but not significantly different from the score of students in 1998, 2002, 2007, and 2009.
- In 2011, the average scale score for students in Nevada who reported that a parent had some education after high school was higher than the score of students in 2003, but not significantly different from the score of students in 1998, 2002, 2005, 2007, and 2009.
- In 2011, the average scale score for students in Nevada who reported that a parent had graduated from high school was higher than the score of students in 2002, but not significantly different from the score of students in 1998, 2003, 2005, 2007, and 2009.
- In 2011, the average scale score for students in Nevada who reported that a parent had graduated from college was higher than the score of students in 2002, 2003, 2005, 2007, and 2009, but not significantly different from the score of students in 1998.

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

- In 2011, the percentage of students performing at or above *Proficient* in Nevada 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: graduated from high school and did not finish high school, but was not significantly different from the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school.
- In 2011, the percentage of students in Nevada reporting that a parent had graduated from college and who performed at or above *Proficient* was smaller than the percentage of students in the nation.
- In 2011, the percentages of students in Nevada reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2011 in Nevada, the percentage of students reporting that a parent had graduated from college and who performed at or above *Proficient* was greater than the percentage of students in 2002 and 2003, but was not significantly different from the percentage of students in 1998, 2005, 2007, and 2009.
- In 2011 in Nevada, the respective percentages of students reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 1998, 2002, 2003, 2005, 2007, and 2009.

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**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2011

Highest 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	#
	Nevada	9	241	47	53	11	#
1998	Nation (public)	8	242*	49*	51*	11	#
	Nevada	8*	247	44	56	11	#
2002	Nation (public)	7*	247	42	58	14	#
	Nevada	10	242	50	50	8	#
2003	Nation (public)	7*	245*	45*	55*	13	#
	Nevada	11	239*	52	48	8	#
2005	Nation (public)	8	244*	47*	53*	12	#
	Nevada	12	238*	54	46	9	#
2007	Nation (public)	8	245*	44	56	12	#
	Nevada	11	242	50	50	11	#
2009	Nation (public)	8	247	41	59	14	#
	Nevada	12	245	46	54	15	#
2011	Nation (public)	8	247	41	59	13	#
	Nevada	11	247	42	58	14	1
Graduated from high school							
1998 ¹	Nation (public)	23*	253	36	64	21	1
	Nevada	22*	248	40	60	12	#
1998	Nation (public)	23*	253	36	64	20	1
	Nevada	22*	250	38	62	12	#
2002	Nation (public)	18*	256*	31*	69*	21	1
	Nevada	20	246*	45	55	13	#
2003	Nation (public)	18*	253	35	65	19	1
	Nevada	18	249	40	60	17	1
2005	Nation (public)	18*	252*	37*	63*	18*	1
	Nevada	21	249	41	59	17	#
2007	Nation (public)	17*	252*	36	64	18	1
	Nevada	20	249	41	59	18	1
2009	Nation (public)	17*	253	34	66	18	1
	Nevada	20	249	39	61	16	#
2011	Nation (public)	17	254	34	66	20	1
	Nevada	19	253	37	63	20	1

See notes at end of table.

**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2011—Continued

Highest 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
	Nevada	21	265	21	79	30	2
1998	Nation (public)	18 *	267	22	78	34	2
	Nevada	21	265	19	81	28	1
2002	Nation (public)	20 *	267	19	81	33	2
	Nevada	19	259	29	71	25	2
2003	Nation (public)	18 *	266	21	79	32	2
	Nevada	20	259 *	28	72	25	1
2005	Nation (public)	18 *	265 *	23 *	77 *	31	2
	Nevada	19	262	25	75	29	2
2007	Nation (public)	17 *	265 *	21	79	31	2
	Nevada	19	262	27	73	29	3
2009	Nation (public)	17 *	266	21	79	31	2
	Nevada	20	260	28	72	27	2
2011	Nation (public)	16	266	20	80	32	2
	Nevada	18	264	22	78	30	2
Graduated from college							
1998 ¹	Nation (public)	42 *	272	18	82	42	4
	Nevada	35	269	18	82	38	3
1998	Nation (public)	42 *	271 *	19 *	81 *	41	4
	Nevada	35	270	18	82	37	3
2002	Nation (public)	46 *	273	17	83	42	4
	Nevada	38	262 *	25	75	28 *	2
2003	Nation (public)	46 *	271 *	19 *	81 *	41 *	4 *
	Nevada	37	261 *	27	73	29 *	2
2005	Nation (public)	46 *	270 *	20 *	80 *	40 *	4
	Nevada	34	262 *	27	73	32	2
2007	Nation (public)	46 *	271 *	18 *	82 *	40 *	4 *
	Nevada	35	260 *	29	71	28	2
2009	Nation (public)	47 *	272 *	17	83	42	4 *
	Nevada	36	262 *	26	74	30	2
2011	Nation (public)	48	273	16	84	43	5
	Nevada	38	267	23	77	36	4

See notes at end of table.

**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2011—Continued

Highest 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	#
	Nevada	13	238	53	47	7	#
1998	Nation (public)	9*	241*	49	51	12	#
	Nevada	14	237	53	47	7	#
2002	Nation (public)	9*	246	44	56	14	#
	Nevada	12	238	55*	45*	10	#
2003	Nation (public)	11	242*	48*	52*	13	#
	Nevada	14	237*	56*	44*	8	#
2005	Nation (public)	11	242*	49*	51*	12*	#
	Nevada	14	239	53	47	11	#
2007	Nation (public)	11	243*	47	53	12	1
	Nevada	15	237	52	48	11	1
2009	Nation (public)	11	243*	47	53	13	#
	Nevada	13	239	53	47	11	#
2011	Nation (public)	11	245	45	55	14	1
	Nevada	14	244	44	56	13	#

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 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 9-A and 9-B display data for 4th and 8th grade students in Nevada 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 10-A and 10-B show the percentages of students assessed in Nevada by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the percentages of students assessed in Nevada by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 12-A and 12-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.

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**Table
9-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2011

Year and testing status		SD and/or ELL		SD		ELL	
		Nevada	Nation (public)	Nevada	Nation (public)	Nevada	Nation (public)
1998	Identified	20	18	10	11	10	7
	Excluded	11	7	6	5	6	3
	Assessed without accommodations	8	7	4	4	4	4
	Assessed with accommodations	1	3	1	3	#	1
2002	Identified	27	21	12	13	18	9
	Excluded	10	7	5	5	7	2
	Assessed without accommodations	14	10	5	4	10	6
	Assessed with accommodations	3	4	2	4	1	1
2003	Identified	26	22	13	14	16	10
	Excluded	8	6	5	5	5	2
	Assessed without accommodations	13	10	5	4	9	7
	Assessed with accommodations	5	5	4	5	2	1
2005	Identified	25	23	12	14	16	11
	Excluded	7	7	5	5	3	2
	Assessed without accommodations	13	10	3	4	10	7
	Assessed with accommodations	5	7	3	5	3	2
2007	Identified	32	23	13	14	23	11
	Excluded	8	6	5	5	5	2
	Assessed without accommodations	16	10	4	3	11	7
	Assessed with accommodations	8	7	4	6	6	2
2009	Identified	30	23	12	13	20	11
	Excluded	4	5	3	4	2	2
	Assessed without accommodations	13	9	3	3	10	6
	Assessed with accommodations	13	9	5	7	9	3
2011	Identified	35	23	11	13	27	11
	Excluded	1	4	1	3	#	1
	Assessed without accommodations	16	9	3	3	14	7
	Assessed with accommodations	18	10	7	7	13	4

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, 1998–2011 Reading Assessments.

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**Table
9-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2011

Year and testing status	SD and/or ELL		SD		ELL		
	Nevada	Nation (public)	Nevada	Nation (public)	Nevada	Nation (public)	
1998	Identified	15	14	10	11	6	3
	Excluded	6	4	4	3	2	1
	Assessed without accommodations	8	7	5	5	3	2
	Assessed with accommodations	2	3	1	2	#	#
2002	Identified	20	18	13	13	9	6
	Excluded	6	6	4	5	3	2
	Assessed without accommodations	12	8	7	5	6	4
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	18	19	12	14	7	6
	Excluded	4	5	2	4	2	2
	Assessed without accommodations	9	8	5	5	4	4
	Assessed with accommodations	5	5	5	5	1	1
2005	Identified	22	19	12	13	11	6
	Excluded	4	5	3	4	2	1
	Assessed without accommodations	12	7	4	3	8	4
	Assessed with accommodations	6	6	5	6	2	1
2007	Identified	19	19	11	13	10	7
	Excluded	6	5	4	5	3	2
	Assessed without accommodations	9	7	3	3	6	4
	Assessed with accommodations	4	7	4	6	1	1
2009	Identified	17	18	11	13	8	6
	Excluded	3	4	2	4	2	1
	Assessed without accommodations	5	6	2	2	3	3
	Assessed with accommodations	9	8	6	7	3	1
2011	Identified	18	18	10	13	10	6
	Excluded	2	3	2	3	1	1
	Assessed without accommodations	7	5	2	2	5	3
	Assessed with accommodations	9	9	6	8	4	2

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, 1998–2011 Reading Assessments.

NAEP 2011 Reading Report for Nevada

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**Table
10-A**

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, 1998–2011

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
	Nevada	5*	168	85	15	4	1
2002	Nation (public)	8*	187	71*	29*	9*	1
	Nevada	8*	187*	67	33	13	2
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Nevada	9	172	77	23	6	#
2005	Nation (public)	10*	190*	67	33	11	2
	Nevada	7*	185*	70	30	10	2
2007	Nation (public)	10*	190*	64*	36*	13*	2
	Nevada	9	190*	59*	41*	22*	6
2009	Nation (public)	10*	189*	66*	34*	12	2
	Nevada	9	177	70	30	10	2
2011	Nation (public)	11	186	68	32	11	2
	Nevada	10	176	75	25	10	2
Not SD							
1998	Nation (public)	93*	216*	40*	60*	29*	7*
	Nevada	95*	208*	48*	52*	21*	4
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Nevada	92*	211*	45*	55*	22*	4
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	Nevada	91	210*	45*	55*	22*	4
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	Nevada	93*	209*	46*	54*	21*	4
2007	Nation (public)	90*	223*	31*	69*	34*	8
	Nevada	91	213*	41	59	25	5
2009	Nation (public)	90*	223*	31*	69*	34	8
	Nevada	91	215	40	60	25	5
2011	Nation (public)	89	224	30	70	35	8
	Nevada	90	217	38	62	27	5

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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**Table
10-B**

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, 1998–2011

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	#
	Nevada	6*	221	75	25	3	#
2002	Nation (public)	9*	227	65	35	6*	#
	Nevada	9*	222	71	29	5	#
2003	Nation (public)	10	224*	68*	32*	5*	#
	Nevada	10*	214	81*	19*	2	#
2005	Nation (public)	9*	226*	67*	33*	6*	#
	Nevada	9	214	77	23	3	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Nevada	7	218	69	31	7	#
2009	Nation (public)	10*	229	63	37	8	#
	Nevada	9	216	72	28	4	#
2011	Nation (public)	10	230	64	36	7	#
	Nevada	8	218	70	30	5	#
Not SD							
1998	Nation (public)	92*	264*	25*	75*	32	2*
	Nevada	94*	260	27	73	25*	1
2002	Nation (public)	91*	266	22	78	33	3*
	Nevada	91*	254*	35*	65*	21*	1*
2003	Nation (public)	90	266*	23*	77*	33*	3*
	Nevada	90*	257*	32*	68*	23*	1*
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	Nevada	91	257*	32*	68*	24*	2
2007	Nation (public)	91*	265*	24*	76*	31*	3*
	Nevada	93	255*	34*	66*	23*	2
2009	Nation (public)	90*	266*	22*	78*	33*	3*
	Nevada	91	258*	31*	69*	24*	1*
2011	Nation (public)	90	267	21	79	34	3
	Nevada	92	262	27	73	28	3

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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**Table
11-A**

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, 1998–2011

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
	Nevada	5*	166*	86*	14*	2	#
2002	Nation (public)	7*	183	76*	24*	5	#
	Nevada	12*	183*	79*	21*	4*	#
2003	Nation (public)	8*	186*	72	28	7	1
	Nevada	12*	177*	79*	21*	4*	#
2005	Nation (public)	9*	187	73*	27*	7	1
	Nevada	14*	176*	83*	17*	3*	#
2007	Nation (public)	9*	188	70	30	7	1
	Nevada	19*	179*	77*	23*	4*	#
2009	Nation (public)	9*	188	71	29	6	#
	Nevada	20*	183*	74*	26*	5*	#
2011	Nation (public)	11	188	70	30	7	1
	Nevada	27	193	64	36	10	1
Not ELL							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	Nevada	95*	208*	48*	52*	21*	4*
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Nevada	88*	213*	42*	58*	23*	4*
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	Nevada	88*	211*	44*	56*	23*	4*
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	Nevada	86*	212*	42*	58*	23*	4*
2007	Nation (public)	91*	223*	31*	69*	34*	8
	Nevada	81*	218	35	65	29	6
2009	Nation (public)	91*	223*	31*	69*	34*	8
	Nevada	80*	218	35	65	29	5
2011	Nation (public)	89	224	30	70	35	8
	Nevada	73	220	33	67	31	6

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

NAEP 2011 Reading Report for Nevada

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**Table
11-B**

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, 1998–2011

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	#
	Nevada	4*	‡	‡	‡	‡	‡
2002	Nation (public)	5*	224	71	29	4	#
	Nevada	7*	218	79	21	2	#
2003	Nation (public)	5	222	71	29	5*	#
	Nevada	6*	218	77	23	2	#
2005	Nation (public)	5	224	71	29	4	#
	Nevada	10	221	76	24	2	#
2007	Nation (public)	6	222	71	29	4	#
	Nevada	8*	217	74	26	6	#
2009	Nation (public)	5	219*	75	25	3	#
	Nevada	7*	204*	87	13	1	#
2011	Nation (public)	5	223	71	29	3	#
	Nevada	10	215	80	20	2	#
Not ELL							
1998	Nation (public)	98*	262*	28*	72*	30*	2*
	Nevada	96*	259*	28	72	24*	1
2002	Nation (public)	95*	265*	24	76	32	3*
	Nevada	93*	254*	35*	65*	21*	1*
2003	Nation (public)	95	263*	25*	75*	31*	3*
	Nevada	94*	254*	34*	66*	22*	1*
2005	Nation (public)	95	262*	27*	73*	30*	3*
	Nevada	90	257*	32*	68*	25*	2
2007	Nation (public)	94	263*	25*	75*	31*	2*
	Nevada	92*	255*	34*	66*	23*	2
2009	Nation (public)	95	265*	24	76	32*	3*
	Nevada	93*	257*	31*	69*	24*	1*
2011	Nation (public)	95	266	23	77	33	3
	Nevada	90	263	25	75	29	3

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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**Table
12-A**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	202,900	4
Alabama	3,000	2
Alaska	2,800	2
Arizona	3,800	1
Arkansas	3,600	1
California	9,300	2
Colorado	3,600	1
Connecticut	3,200	2
Delaware	3,400	7
Florida	7,300	2
Georgia	5,300	6
Hawaii	3,500	2
Idaho	3,700	2
Illinois	5,200	2
Indiana	3,600	1
Iowa	3,500	1
Kansas	3,200	2
Kentucky	4,700	9
Louisiana	3,400	1
Maine	3,300	2
Maryland	4,300	10
Massachusetts	5,000	6
Michigan	4,100	4
Minnesota	3,700	2
Mississippi	3,000	1
Missouri	3,600	2
Montana	3,200	4
Nebraska	3,100	4
Nevada	4,000	1
New Hampshire	3,300	3
New Jersey	3,100	9
New Mexico	4,100	6
New York	4,800	3
North Carolina	5,400	2
North Dakota	3,000	6
Ohio	4,200	6
Oklahoma	3,100	5
Oregon	3,700	3
Pennsylvania	4,700	3
Rhode Island	3,300	2
South Carolina	3,400	3
South Dakota	3,300	3
Tennessee	3,400	7
Texas	8,900	10
Utah	4,000	4
Vermont	2,700	2
Virginia	3,800	3
Washington	4,000	3
West Virginia	3,100	2
Wisconsin	4,600	2
Wyoming	3,000	2
Other jurisdictions		
District of Columbia	2,200	3
DoDEA ¹	3,100	7

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

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), 2011 Reading Assessment.

NAEP 2011 Reading Report for Nevada

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**Table
12-B**

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	157,800	3
Alabama	2,600	2
Alaska	2,400	2
Arizona	2,700	1
Arkansas	2,700	1
California	7,100	2
Colorado	2,600	2
Connecticut	2,600	2
Delaware	2,600	5
Florida	5,900	2
Georgia	3,900	4
Hawaii	2,800	2
Idaho	2,800	2
Illinois	4,100	2
Indiana	2,600	2
Iowa	2,600	1
Kansas	2,700	2
Kentucky	3,700	7
Louisiana	2,500	1
Maine	2,700	2
Maryland	3,300	8
Massachusetts	3,600	6
Michigan	3,800	5
Minnesota	2,900	3
Mississippi	2,500	1
Missouri	2,500	1
Montana	2,500	4
Nebraska	2,500	5
Nevada	2,700	2
New Hampshire	2,600	4
New Jersey	2,500	7
New Mexico	3,200	6
New York	4,000	3
North Carolina	4,200	2
North Dakota	2,100	8
Ohio	3,400	6
Oklahoma	2,400	4
Oregon	2,800	2
Pennsylvania	3,700	3
Rhode Island	2,600	1
South Carolina	2,600	5
South Dakota	2,900	3
Tennessee	2,600	6
Texas	7,200	6
Utah	2,800	4
Vermont	2,000	3
Virginia	2,600	4
Washington	3,000	2
West Virginia	2,700	1
Wisconsin	3,500	2
Wyoming	2,000	2
Other jurisdictions		
District of Columbia	2,400	3
DoDEA ¹	1,600	3

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

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), 2011 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2011 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/>. 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 2011 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2011 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/reading-2011-framework.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 districts, the nation, and public schools in large cities. Data tables are also available for districts, with all contextual 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>.

<p>The NAEP State Report Generator was developed for the NAEP 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.</p>
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What is the Nation's Report Card™?

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

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, 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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