This report provides selected results for New Jersey's public school students at grade 12 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic, Proficient*, and *Advanced*).

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

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

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

KEY FINDINGS FOR 2009

Grade 12:

- In 2009, the average reading score for twelfth-grade students in New Jersey was 288. This was not significantly different from that of the nation's public schools (287).
- In 2009, the percentage of students in New Jersey who performed at or above *Proficient* was 39 percent. This was not significantly different from that for the nation's public schools (37 percent).
- In 2009, the percentage of students in New Jersey who performed at or above *Basic* was 74 percent. This was not significantly different from that for the nation's public schools (73 percent).

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

Introduction

What Was Assessed?

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

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

Types of Text

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

Literary texts (all three types at each grade)

- Fiction
- Literary nonfiction
- Poetry

Informational text

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

Cognitive Targets

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

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

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

Assessment Design

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

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia. At grade 12, the national results are based on nationally representative samples of twelfth-graders from 1,670 schools.

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

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

How Is Student Reading Performance Reported?

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

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

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

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

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

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

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

Basic Level (265)	Twelfth-grade students performing at the *Basic* level should be able to identify elements of meaning and form and relate them to the overall meaning of the text. They should be able to make inferences, develop interpretations, make connections between texts, and draw conclusions; and they should be able to provide some support for each. They should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, twelfth-grade students performing at the *Basic* level should be able to describe essential literary elements such as character, narration, setting, and theme; provide examples to illustrate how an author uses a story element for a specific effect; and provide interpretations of figurative language.
When reading **informational** texts such as exposition, argumentation, and documents, twelfth-grade students performing at the *Basic* level should be able to identify the organization of a text, make connections between ideas in two different texts, locate relevant information in a document, and provide some explanation for why the information is included.

Proficient Level (302)	Twelfth-grade students performing at the *Proficient* level should be able to locate and integrate information using sophisticated analyses of the meaning and form of the text. These students should be able to provide specific text support for inferences, interpretative statements, and comparisons within and across texts.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, twelfth-grade students performing at the *Proficient* level should be able to explain a theme and integrate information from across a text to describe or explain character motivations, actions, thoughts, or feelings. They should be able to provide a description of settings, events, or character, and connect the description to the larger theme of a text. Students performing at this level should be able to make and compare generalizations about different characters' perspectives within and across texts.
When reading **informational** texts including exposition, argumentation, and documents, twelfth-grade students performing at the *Proficient* level should be able to integrate and interpret texts to provide main ideas with general support from the text. They should be able to evaluate texts by forming judgments about an author's perspective, about the relative strength of claims, and about the effectiveness of organizational elements or structures. Students performing at this level should be able to understand an author's intent and evaluate the effectiveness of arguments within and across texts. They should also be able to comprehend detailed documents to locate relevant information needed for specified purposes.

Advanced Level (346)	Twelfth-grade students performing at the *Advanced* level should be able to analyze both the meaning and the form of the text and provide complete, explicit, and precise text support for their analyses with specific examples. They should be able to read across multiple texts for a variety of purposes, analyzing and evaluating them individually and as a set.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, twelfth-grade students performing at the *Advanced* level should be able to analyze and evaluate how an author uses literary devices, such as sarcasm or irony, to enhance and convey meaning. They should be able to determine themes and explain thematic connections across texts.
When reading **informational** texts, twelfth-grade students performing at the *Advanced* level should be able to recognize, use, and evaluate argumentation and expository text structures and the organization of documents. They should be able to critique and evaluate arguments and counterarguments within and between texts, and substantiate analyses with full and precise evidence from the text. They should be able to identify and integrate essential information within and across documents.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities and/or English Language Learners

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

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

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

Interpreting Results

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

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

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

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

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

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

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

Overall Scale Score Results

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

Table 1 shows the overall performance results of grade 12 public school students in New Jersey, 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, and 2009. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. Percentiles indicates the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 12 Scale Score Results

- In 2009, the average scale score for students in New Jersey was 288. This was not significantly different from that of students across the nation (287).

Table 1

The Nation's Report Card 2009 State Assessment

Average scale scores and selected percentile scores in NAEP reading for twelfth-grade public school students, by year and jurisdiction: 2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2009	Nation (public)	287	237	263	289	314	334
	Northeast[1]	291	240 *	267	294	317	337
	New Jersey	288	234	263	291	316	337

* Value is significantly different ($p < .05$) from the value in New Jersey.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500.

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

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.

Table 2 shows the percentage of students at grade 12 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 12 Achievement-Level Results

- In 2009, the percentage of New Jersey's students who performed at or above *Proficient* was 39 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (37 percent).
- In 2009, the percentage of New Jersey's students who performed at or above *Basic* was 74 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (73 percent).

Table 2

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: 2009

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
2009	Nation (public)	27	73	37	5
	Northeast[1]	24	76	41	6
	New Jersey	26	74	39	6

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Comparisons Between New Jersey, the Nation, and Participating States and Jurisdictions

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

Comparisons by Average Scale Scores

Figure 2 compares New Jersey's 2009 overall reading scale scores at grade 12 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 New Jersey in the NAEP 2009 reading assessment.

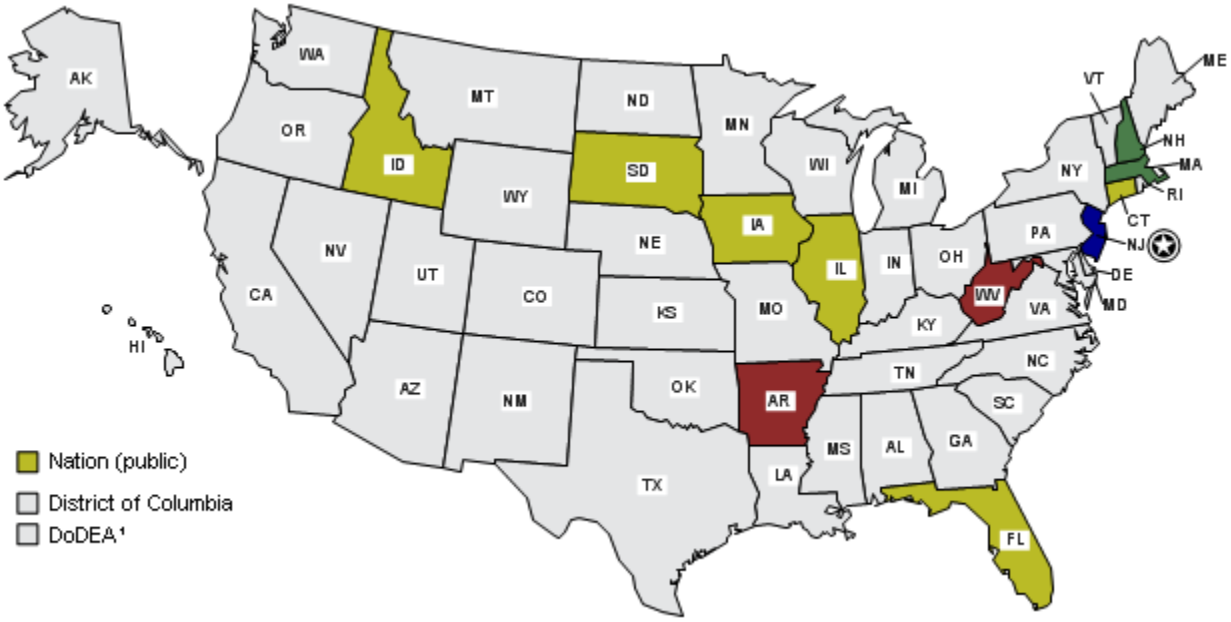
Grade 12 Scale Score Comparison Results

- Students' average score in New Jersey was higher than the scores in 2 jurisdictions, not significantly different from those in 6 jurisdictions, and lower than those in 2 jurisdictions.

Figure 2

The Nation's Report Card 2009 State Assessment

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



★	Focal state/jurisdiction (New Jersey)
	Higher average scale score than New Jersey (2 jurisdictions)
	Not significantly different from New Jersey (nation and 6 jurisdictions)
	Lower average scale score than New Jersey (2 jurisdictions)
	41 jurisdictions did not participate.

[1] Department of Defense Education Activity (domestic and overseas 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), 2009 Reading Assessment.

Comparisons by Achievement Levels

Figure 3 permits comparisons of all jurisdictions (and the nation) participating in the NAEP 2009 reading assessment in terms of percentages of grade 12 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 New Jersey.

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/.

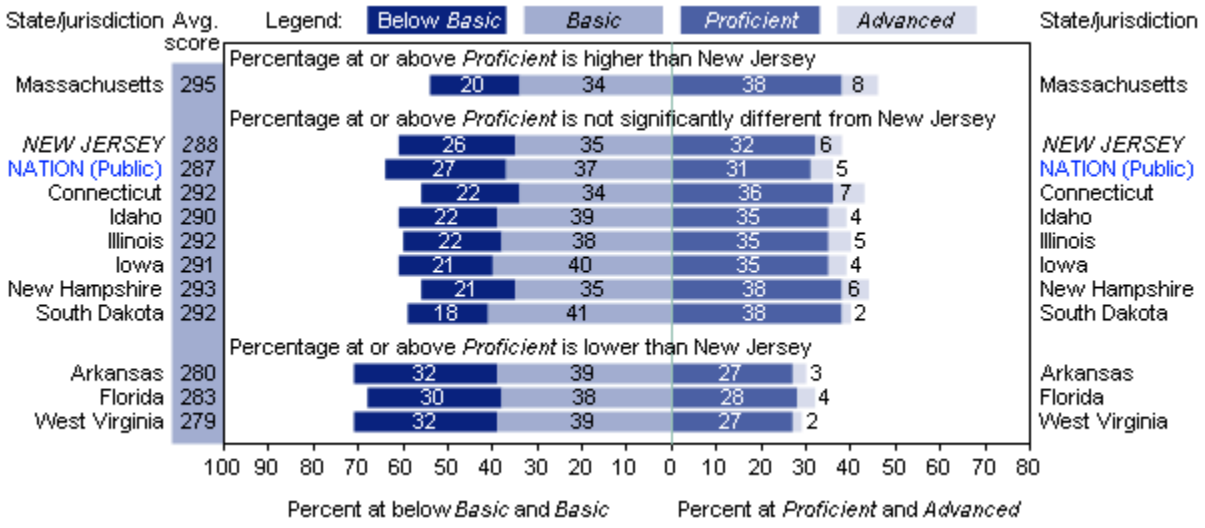
Grade 12 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in New Jersey was higher than the percentage in 3 jurisdictions, not significantly different from those in 6 jurisdictions, and lower than those in 1 jurisdiction.
- The percentage of students performing at or above the *Basic* level in New Jersey was higher than the percentage in 2 jurisdictions, not significantly different from those in 4 jurisdictions, and lower than those in 4 jurisdictions (data not shown).

Figure 3

The Nation's Report Card 2009 State Assessment

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



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

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

Reading Performance of Selected Student Groups

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

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

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

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

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

Race/Ethnicity

Schools reported the race/ethnicity that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Table 3 shows average scale scores and achievement-level data for public school students at grade 12 in New Jersey and the nation, by race/ethnicity.

Grade 12 Scale Score Results by Race/Ethnicity

- In 2009, White students in New Jersey had an average scale score that was higher than the scores of Black and Hispanic students, but lower than the score of Asian/Pacific Islander students.
- In New Jersey, Black students had an average score that was lower than that of White students by 28 points. In the nation, the average score for Black students was lower than that of White students by 27 points.
- In New Jersey, Hispanic students had an average score that was lower than that of White students by 22 points. In the nation, the average score for Hispanic students was lower than that of White students by 22 points.

Grade 12 Achievement-Level Results by Race/Ethnicity

- In New Jersey in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but smaller than the percentage of Asian/Pacific Islander students.

Table 3

The Nation's Report Card 2009 State Assessment

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
White							
2009	Nation (public)	60	295	20	80	45	7
	New Jersey	58	295	20	80	47	8
Black							
2009	Nation (public)	15	268	44	56	16	1
	New Jersey	17	268	44	56	16	1
Hispanic							
2009	Nation (public)	17	273	39	61	21	2
	New Jersey	16	273	37	63	20	1
Asian/Pacific Islander							
2009	Nation (public)	6 *	298 *	19	81	49 *	10
	New Jersey	9	307	15	85	60	15
American Indian/Alaska Native							
2009	Nation (public)	1 *	283	30	70	29	2
	New Jersey	#	‡	‡	‡	‡	‡
Unclassified[1]							
2009	Nation (public)	1	292	21	79	40	6
	New Jersey	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

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

Table 4 shows average scale scores and achievement-level data for public school students at grade 12 in New Jersey and the nation, by gender.

Grade 12 Scale Score Results by Gender

- In New Jersey, male students had an average score in reading (282) that was lower than that of female students (294). In the nation, male students had an average score in reading (281) that was lower than that of female students (293).
- In 2009, male students in New Jersey had an average scale score in reading (282) that was not significantly different from that of male students in public schools across the nation (281). Similarly, female students in New Jersey had an average scale score (294) that was not significantly different from that of female students across the nation (293).

Grade 12 Achievement-Level Results by Gender

- In the 2009 assessment, 34 percent of male students and 44 percent of female students performed at or above *Proficient* in New Jersey. The difference between these percentages was statistically significant.
- The percentage of male students in New Jersey's public schools who were at or above *Proficient* in 2009 (34 percent) was not significantly different from that of male students in the nation (31 percent).
- The percentage of female students in New Jersey's public schools who were at or above *Proficient* in 2009 (44 percent) was not significantly different from that of female students in the nation (42 percent).

Table 4

The Nation's Report Card 2009 State Assessment

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

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
2009	Nation (public)	49	281	33	67	31	4
	New Jersey	49	282	32	68	34	5
Female							
2009	Nation (public)	51	293	21	79	42	6
	New Jersey	51	294	21	79	44	8

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

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.

Table 5 shows average scale scores and achievement-level data for public school students at grade 12 in New Jersey and the nation, by student eligibility for the NSLP.

Grade 12 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in New Jersey eligible for free/reduced-price lunch had an average reading scale score of 270. This was lower than that of students in New Jersey not eligible for this program (293).
- In 2009, students in New Jersey who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 23 points. In the nation, the average score for students in 2009 who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- Students in New Jersey eligible for free/reduced-price lunch had an average scale score (270) in 2009 that was not significantly different from that of students in the nation who were eligible (273).

Grade 12 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In New Jersey, 18 percent of students who were eligible for free/reduced-price lunch and 44 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in New Jersey in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (18 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (21 percent).

Table 5

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-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: 2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
2009	Nation (public)	30 *	273	39	61	21	2
	New Jersey	20	270	41	59	18	1
Not eligible							
2009	Nation (public)	69 *	293	21	79	43	7
	New Jersey	79	293	22	78	44	8
Information not available							
2009	Nation (public)	2	283	31	69	36	3
	New Jersey	1	‡	‡	‡	‡	‡

‡ Reporting standards not met.

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Type of Location

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

Table 6 shows average scale scores and achievement-level data for public school students at grade 12 in New Jersey and the nation, by type of location (for 2007 and 2009 only).

Grade 12 Scale Score Results by Type of Location

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

Grade 12 Achievement-Level Results by Type of Location

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

Table 6

The Nation's Report Card 2009 State Assessment

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
City							
2009	Nation (public)	28 *	285	30	70	34 *	5
	New Jersey	12	274	38	62	22	3
Suburb							
2009	Nation (public)	36 *	290	24	76	40	6
	New Jersey	77	290	24	76	41	7
Town							
2009	Nation (public)	12	286	27	73	35	5
	New Jersey	2	‡	‡	‡	‡	‡
Rural							
2009	Nation (public)	24 *	285	27	73	34	4
	New Jersey	9	291	23	77	41	7

‡ Reporting standards not met.

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

Parents' Highest Level of Education

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

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

Grade 12 Scale Score Results by Parents' Highest Level of Education

- In 2009, students in New Jersey who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2009, the average scale scores for students in New Jersey who reported that a parent had graduated from college, 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.

Grade 12 Achievement-Level Results by Parents' Highest Level of Education

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

Table 7

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-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: 2009

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							
2009	Nation (public)	8 *	269	43	57	17	1
	New Jersey	6	266	45	55	15	#
Graduated from high school							
2009	Nation (public)	18	276	36	64	25	2
	New Jersey	17	275	35	65	24	1
Some education after high school							
2009	Nation (public)	23 *	287	25	75	34	3
	New Jersey	21	283	29	71	32	4
Graduated from college							
2009	Nation (public)	47 *	297	19	81	48	8
	New Jersey	54	299	18	82	50	10
Unknown							
2009	Nation (public)	3	257	56	44	12	#
	New Jersey	3	248	64	36	8	#

Rounds to zero.

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

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

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.

Table 8 displays data for 12th grade students in New Jersey 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 12th grade students in the state.

Table 9 shows the percentages of students assessed in New Jersey by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 12 .

Table 10 presents the percentages of students assessed in New Jersey by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 12 .

Table 11 presents the total number of grade 12 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table 8

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-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: 2009

Year and testing status		SD and/or ELL		SD		ELL	
		New Jersey	Nation (public)	New Jersey	Nation (public)	New Jersey	Nation (public)
2009	**Identified**	**16**	**14**	**14**	**11**	**2**	**3**
	Excluded	4	4	3	4	1	1
	Assessed without accommodations	2	4	1	2	#	2
	Assessed with accommodations	10	6	10	5	1	1

Rounds to zero.

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

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

Table 9

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-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: 2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
2009	Nation (public)	8*	250	64	36	10	#
	New Jersey	11	255	58	42	12	1
Not SD							
2009	Nation (public)	92*	290	24	76	39	5
	New Jersey	89	292	22	78	42	7

Rounds to zero.

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 10

The Nation's Report Card 2009 State Assessment

Percentage of twelfth-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: 2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
2009	Nation (public)	3*	240	78	22	2	#
	New Jersey	1	‡	‡	‡	‡	‡
Not ELL							
2009	Nation (public)	97*	288	25	75	37	5
	New Jersey	99	289	25	75	39	6

Rounds to zero.

‡ Reporting standards not met.

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

NOTE: The NAEP grade 12 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 264 or lower; *Basic*, 265–301; *Proficient*, 302–345; and *Advanced*, 346 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

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

Table 11

The Nation's Report Card 2009 State Assessment

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

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**48,900**	**4**
Arkansas	2,700	3
Connecticut	2,800	3
Florida	3,400	6
Idaho	3,100	2
Illinois	2,800	5
Iowa	2,700	3
Massachusetts	3,100	5
New Hampshire	2,200	3
New Jersey	3,200	4
South Dakota	2,700	3
West Virginia	3,000	3

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

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

Where to Find More Information

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

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

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

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

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

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

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

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

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

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

What is the Nation's Report Card™?

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

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

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

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