2017 Reading Results

The National Assessment of Educational Progress (NAEP) measures the progress of our nation's fourth- and eighth-graders in reading, mathematics, and various other subjects.

The Nation's Report Card

Increase in average reading score at grade 8 compared to 2015

Higher-performing students drive change at grade 8

NAEP reading scores are reported on a scale of 0–500. Scores are reported as a national average at grades 4 and 8. Compared to 2015, the average score for fourth-graders did not change significantly and the average score for eighth-graders increased by one point.

NAEP scores are reported at five selected percentiles to show the progress made by lower- (10th and 25th percentiles), middle- (50th percentile), and higher- (75th and 90th percentiles) performing students. The increase in the average score for eighth-graders was driven by improvement between 2015 and 2017 among the higher-performing students.

Grade 4	Grade 8
◆ 222	▲ 267

◆ No significant score change since 2015
▲ Score increase since 2015
▼ Score decrease since 2015

		Grade 4	Grade 8
Higher Performer	90th Percentile	◆	▲
	75th Percentile	◆	▲
Middle Performer	50th Percentile	◆	▲
Lower Performer	25th Percentile	▼	◆
	10th Percentile	▼	◆

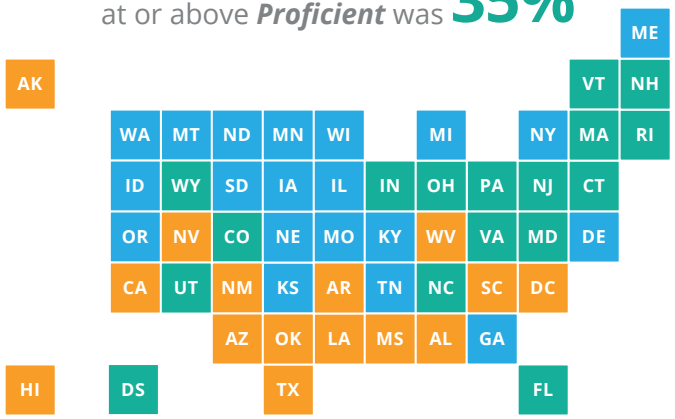
Average scores for most states unchanged compared to 2015

NAEP reports average reading scores across the 50 states, the District of Columbia, and the Department of Defense (DS) schools. Results are also reported based on three achievement levels: *Basic*, *Proficient*, and *Advanced*. It should be noted that the NAEP *Proficient* achievement level does not represent grade-level proficiency, but rather competency over challenging subject matter.

Grade 4

Score Changes		
	▲	None
	▼	AK, KY, LA, ND, NH, OK, SC, VT, WI

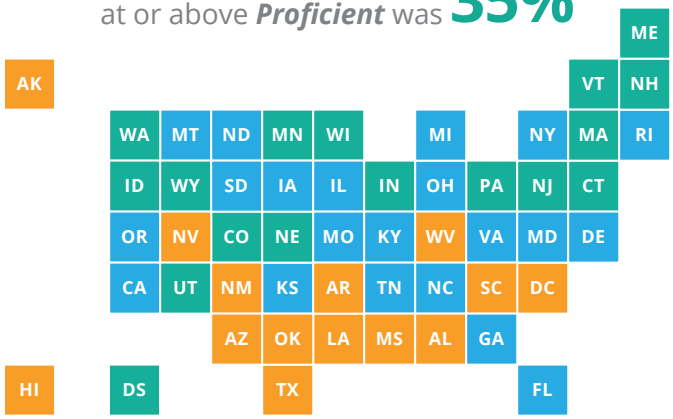
The 2017 **nation (public)** percentage at or above ***Proficient*** was **35%**



Grade 8

Score Changes		
	▲	CA, DS, FL, GA, HI, IN, MA, MS, NJ, WA
	▼	MT

The 2017 **nation (public)** percentage at or above ***Proficient*** was **35%**



Higher percentage than nation (public) | Percentage not significantly different from nation (public) | Lower percentage than nation (public)

Few score changes in districts compared to 2015

NAEP measures student progress in America's urban districts through the Trial Urban District Assessment. Fourth- and eighth-graders in 27 urban districts participated in the reading and mathematics assessments in 2017. Changes in performance are reported for the 21 districts that also participated in 2015. The average performance of public school students in cities with a population of 250,000 or more is represented by "large city."

Grade 4 Score Changes

▲	San Diego
▼	None

Grade 8 Score Changes

▲	Albuquerque, Boston
▼	None

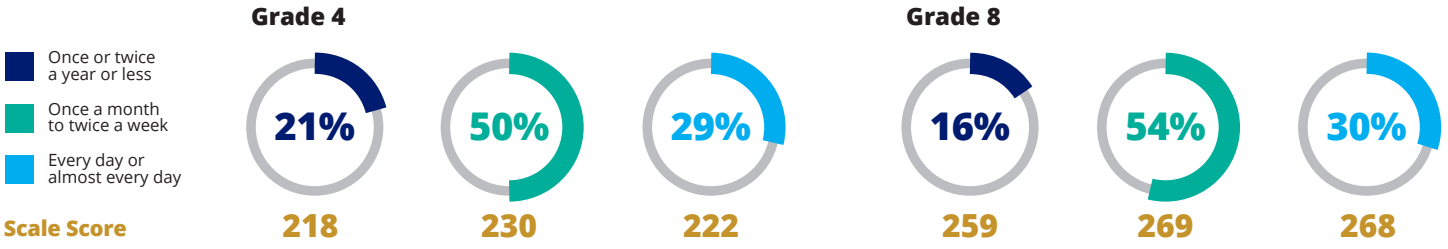
% Scoring at or Above *Basic*	Grade 4	Grade 8
70-79	Miami-Dade, Hillsborough County (FL), Duval County (FL), Charlotte-Mecklenburg	**Nation (public)**, Hillsborough County (FL), Duval County (FL), San Diego, Miami-Dade, Charlotte-Mecklenburg, Austin, Chicago, Clark County (NV), Boston
60-69	**Nation (public)**, Guilford County (NC), San Diego, Jefferson County (KY), Boston, New York City, Austin	**Large city**, Guilford County (NC), Jefferson County (KY), New York City, Denver, Los Angeles, Albuquerque, Atlanta
50-59	**Large city,** Clark County (NV), Denver, Atlanta, Chicago, District of Columbia (DCPS), Los Angeles, Albuquerque, Fort Worth	Houston, Fort Worth, Philadelphia, Shelby County (TN), Dallas, Milwaukee, Fresno, District of Columbia (DCPS), Baltimore City
40-49	Houston, Fresno, Shelby County (TN), Dallas, Philadelphia, Milwaukee	Cleveland, Detroit
30-39	Baltimore City, Cleveland	
20-29	Detroit	

Insights into **achievement and student experiences**

As part of NAEP assessments, students, teachers, and school administrators answer survey questionnaires. These questionnaires provide information about students' educational experiences and factors related to students' learning both in and outside of the classroom. Results are available for the nation, states, and participating districts.

In 2017, fourth-grade students who reported having a class discussion about something they read once or twice a month to once or twice a week had a higher average score than their peers who did so less or more frequently. At grade 8, students who reported doing this activity once or twice a month or more had higher average reading scores than those who reported doing this once or twice a year or less.

Have a class discussion about reading



To see more results for reading and other subjects, visit **www.nationsreportcard.gov**.

INSTITUTE OF EDUCATION SCIENCES
NATIONAL CENTER FOR EDUCATION STATISTICS