



The
Nation's
Report Card

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

Reading and Mathematics 2011

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

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Commissioner
National Center for Education Statistics

November 1, 2011



Administered January–March 2011

National samples

- 422,000 fourth-graders
- 343,000 eighth-graders

Results available for

- Nation
- 50 states, the District of Columbia, and the Department of Defense school system

Performance reported as

- Average scale scores (0–500 scale)
- Achievement levels (*Basic, Proficient, Advanced*)

Changing student demographics

**Percentage of fourth-grade students
by race/ethnicity**

	1990	2011
White	75*	54
Black	18*	15
Hispanic	6*	22
Asian/Pacific Islander	1*	5

**Percentage of fourth-graders eligible
for free/reduced-price school lunch**

2003	2011
40*	49

* Significantly different ($p < .05$) from 2011.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 2003, and 2011 Mathematics Assessments.



Mathematics

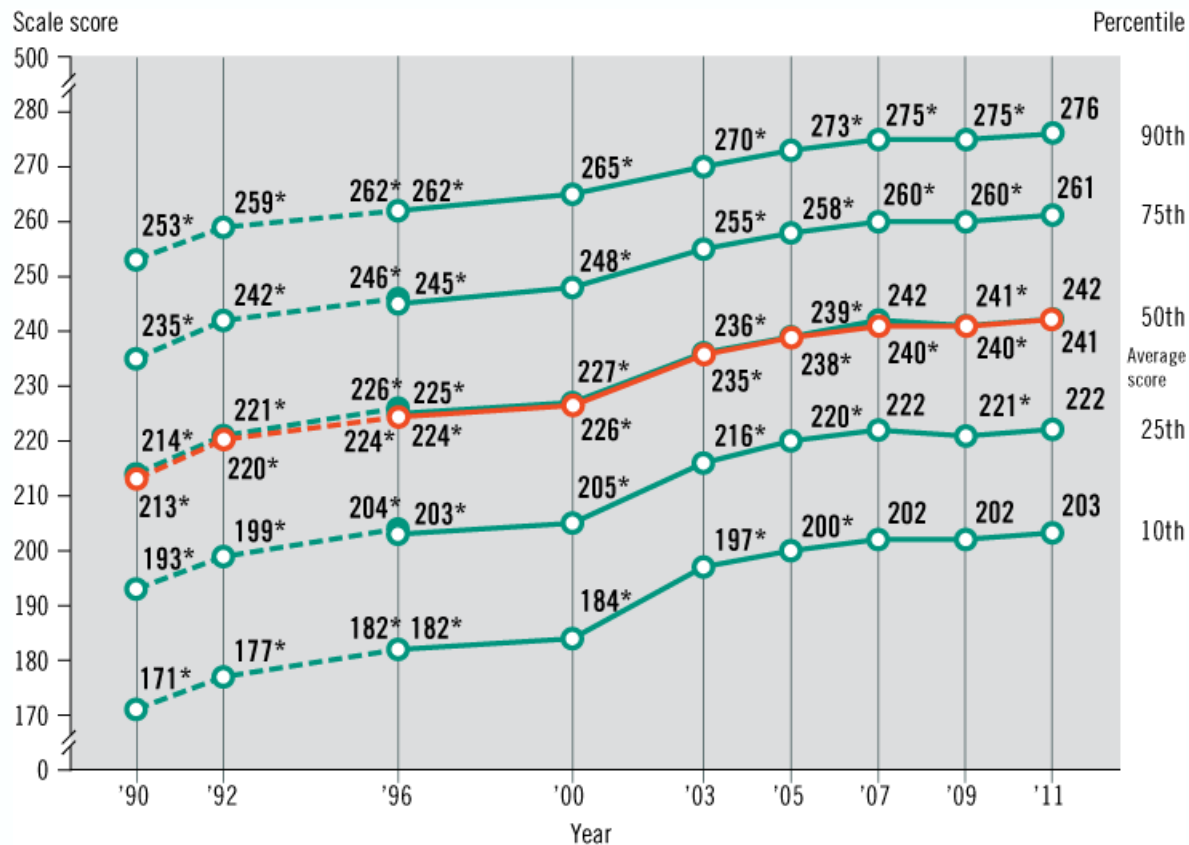
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

Proportions of questions vary by grade in five mathematical content areas

	Grade 4	Grade 8
Number properties and operations	40%	20%
Measurement	20%	15%
Geometry	15%	20%
Data analysis, statistics, and probability	10%	15%
Algebra	15%	30%

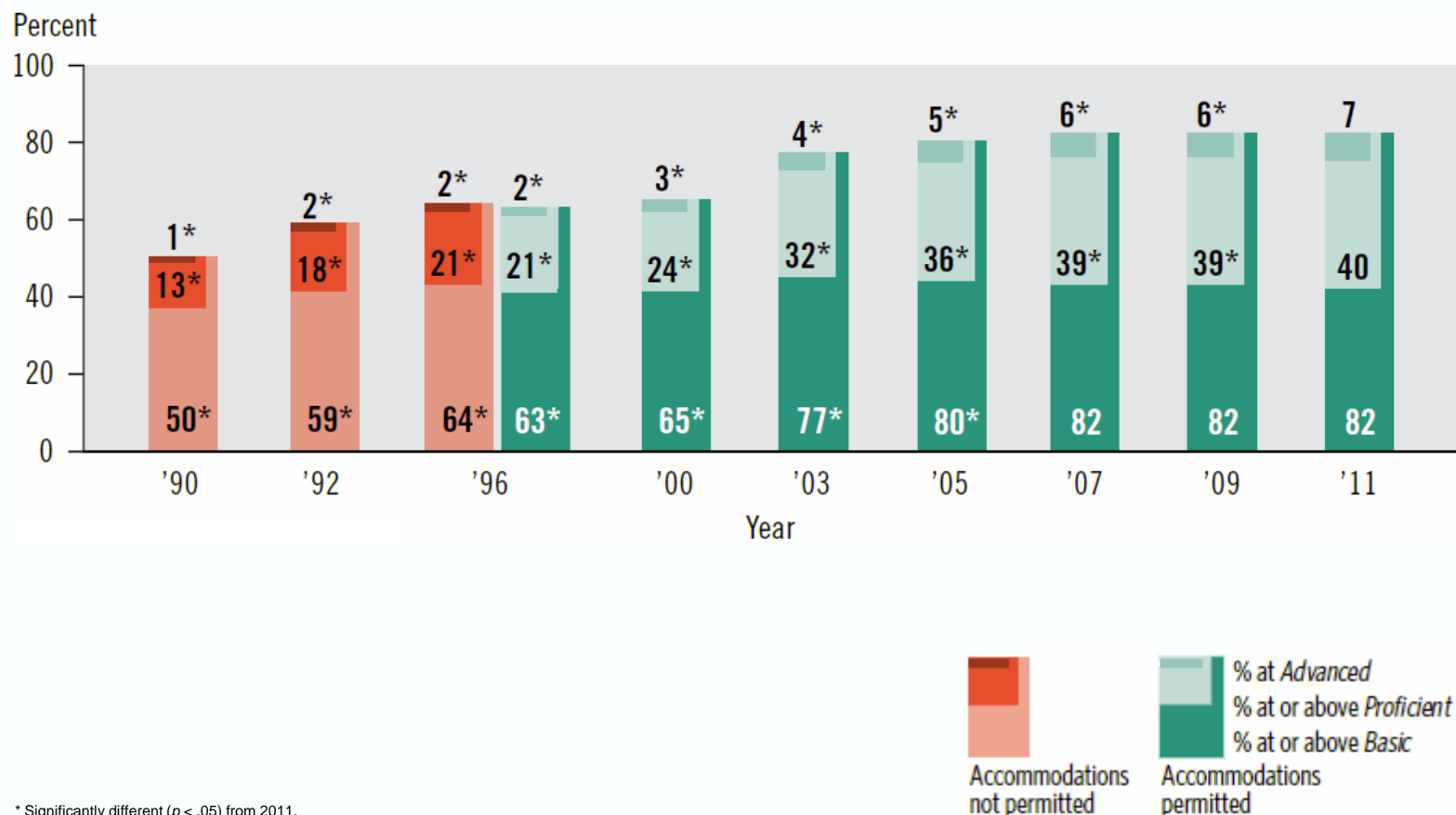
Students' performance improves from 2009

- Fourth-graders post highest score to date
- Scores higher than in 2009 for all but the 10th percentile



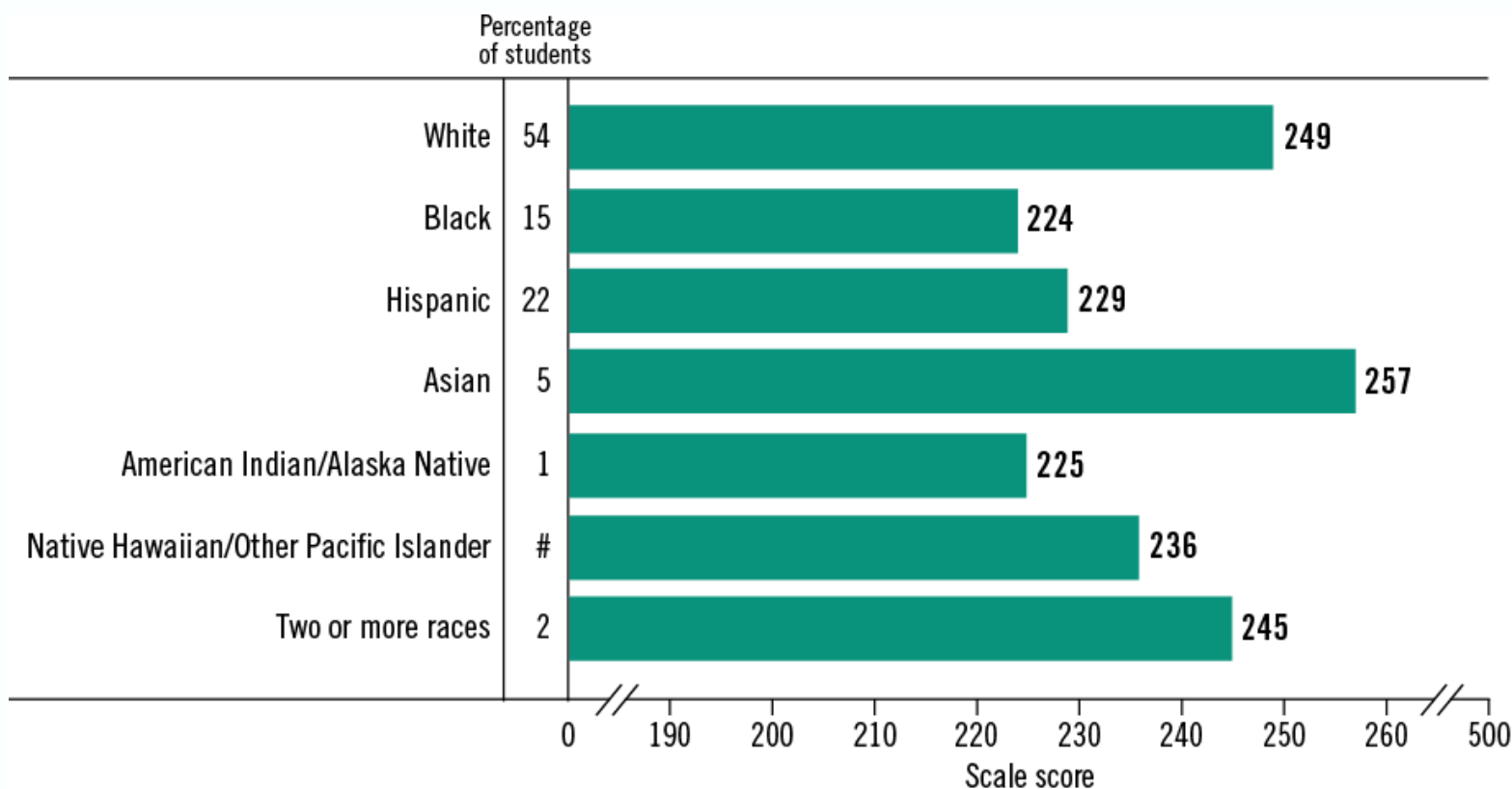
* Significantly different ($p < .05$) from 2011.

Higher percentages of fourth-graders perform at or above *Proficient* and at *Advanced*

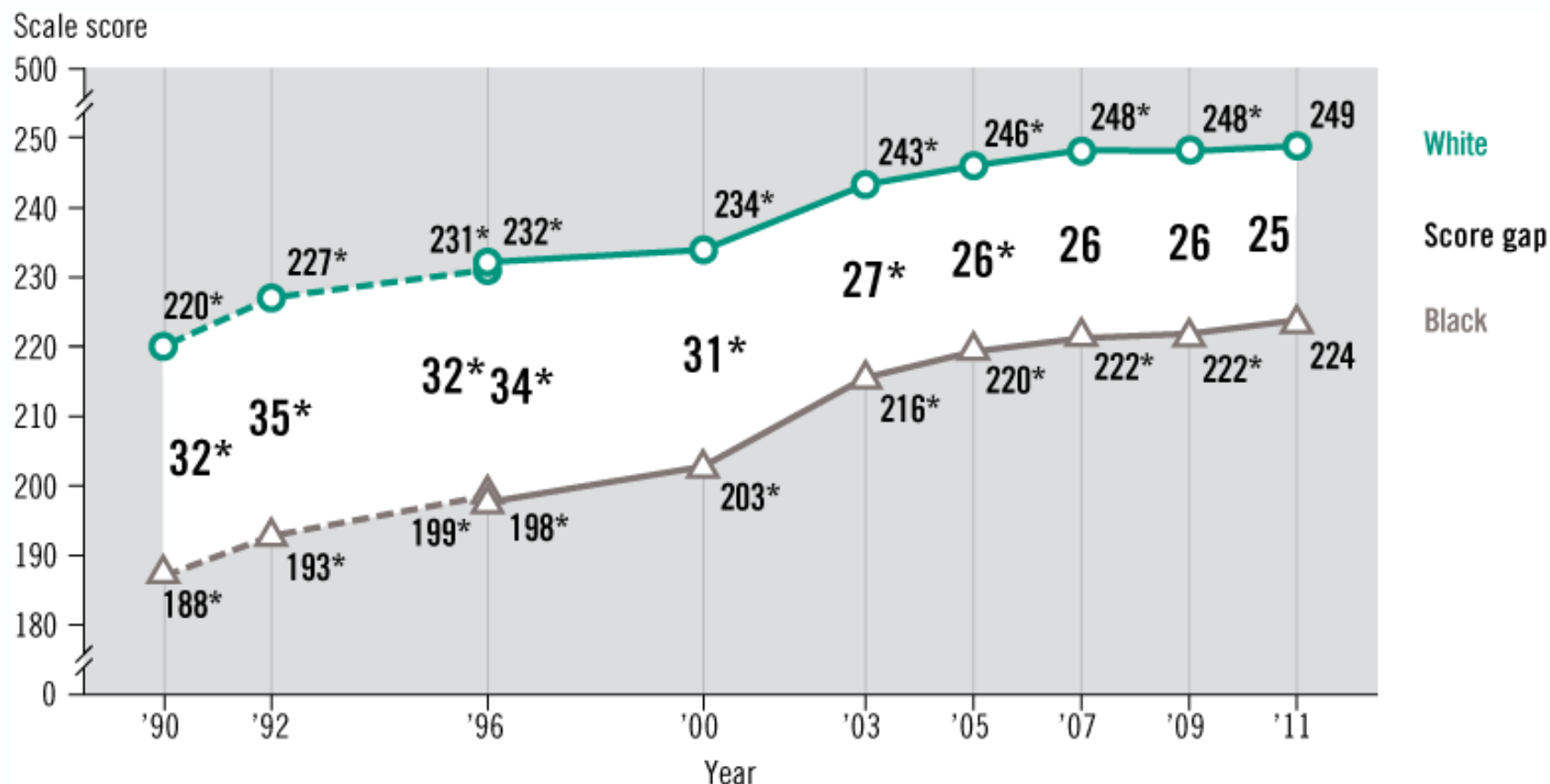


NAEP results available for three additional racial/ethnic groups in 2011

Asian students score higher than other racial/ethnic groups



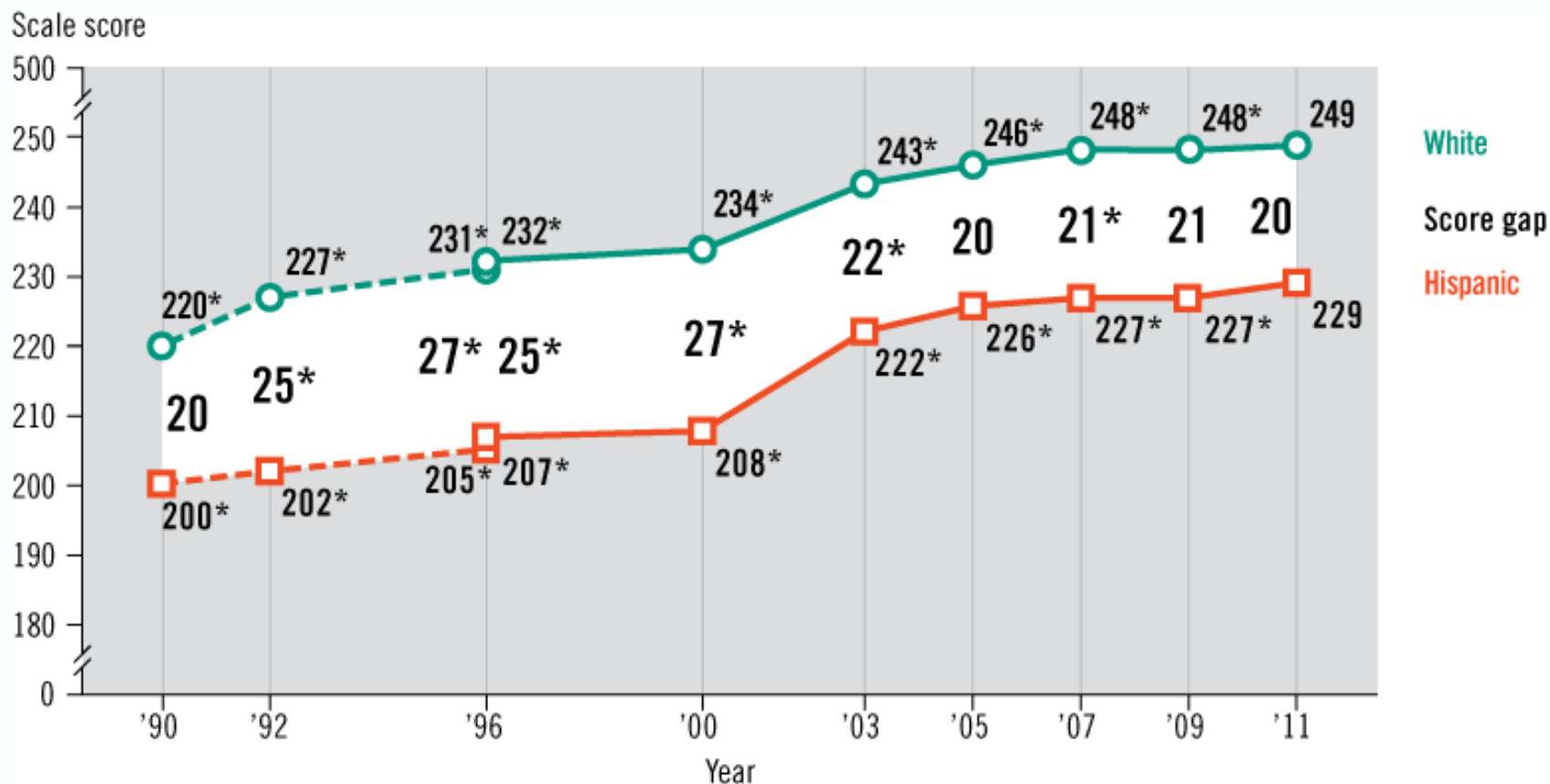
White – Black score gap shows no significant change from 2009 but smaller than in 1990



* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

No significant change in White – Hispanic score gap compared to 2009 or 1990

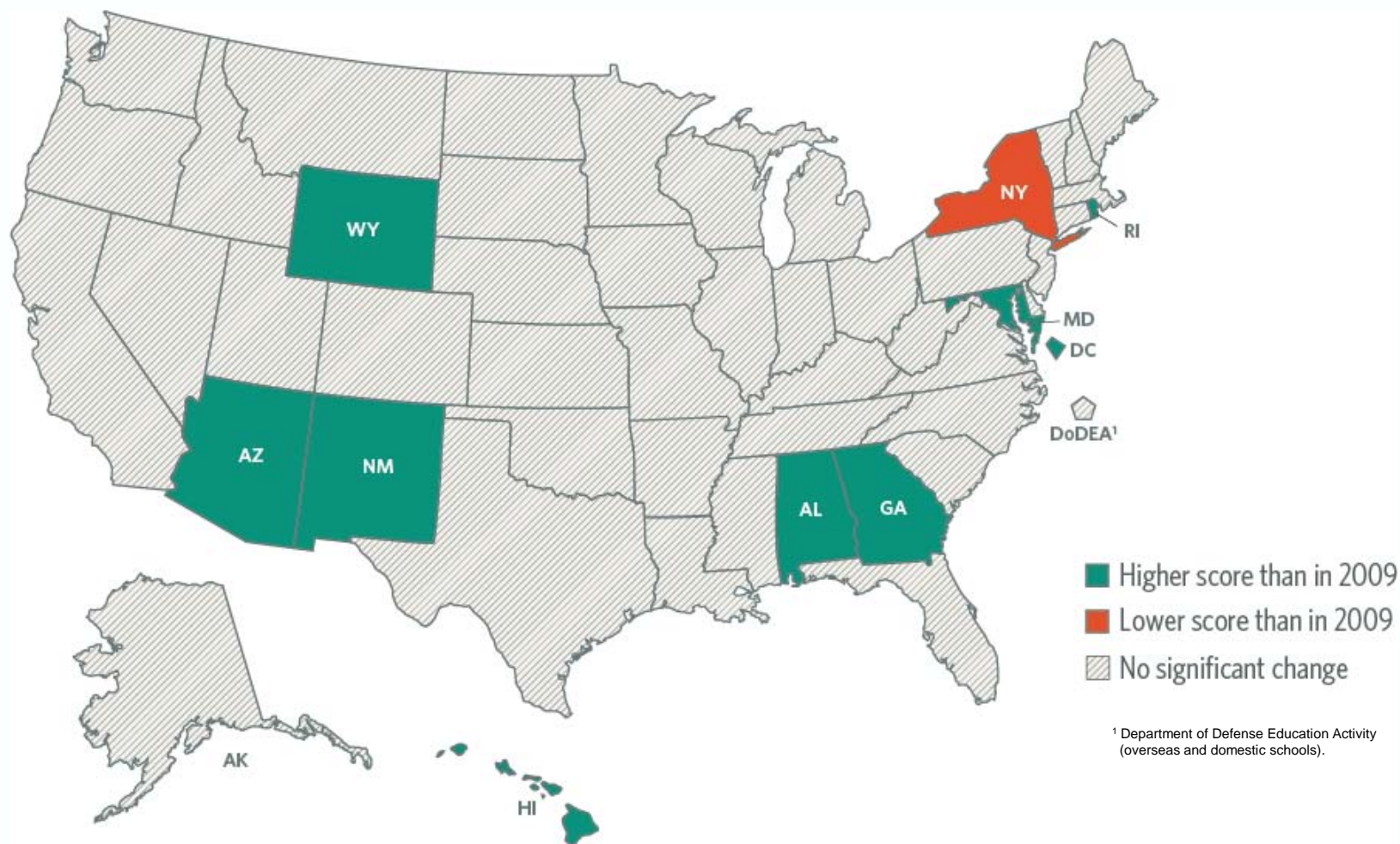


* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

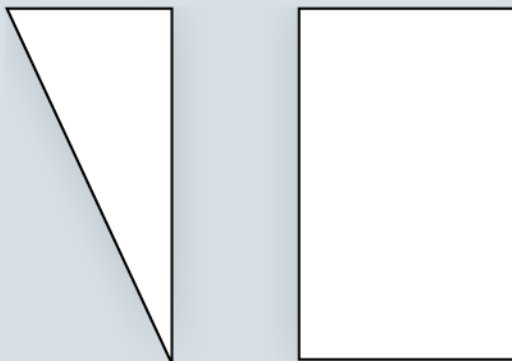
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Students in 9 states/jurisdictions score higher than in 2009, and students in 1 state score lower



Geometry Question

49% of fourth-graders were able to identify a property common to two geometric shapes



How are the right triangle and the rectangle alike?

- Ⓐ Each figure has at least one right angle.
- Ⓑ Each figure has parallel sides.
- Ⓒ Each figure has at least one line of symmetry.
- Ⓓ Each figure has at least two sides that are the same length.

Percentage of fourth-grade students in each response category: 2011

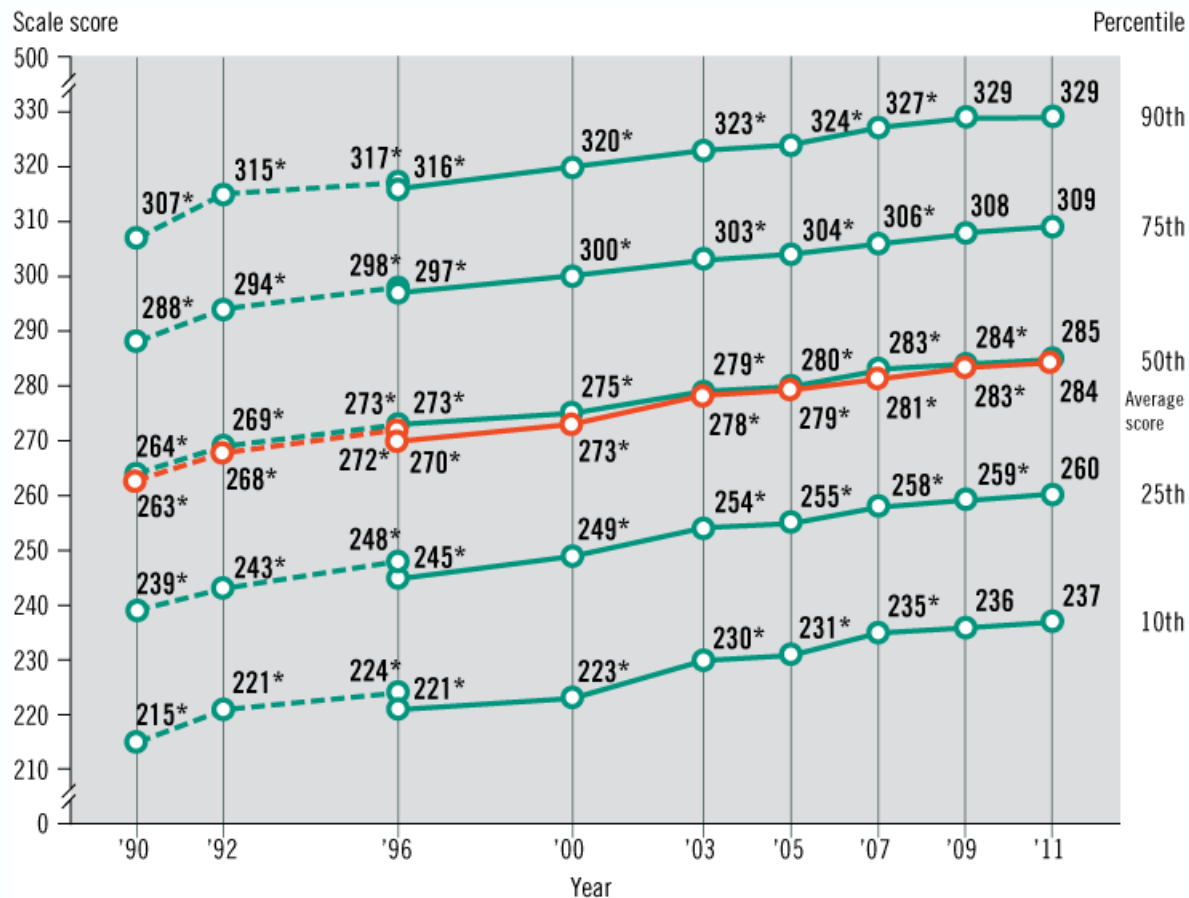
Choice A	Choice B	Choice C	Choice D	Omitted
49	9	12	29	1

Eligibility
for free/
reduced-price
school lunch

Yes	41
No	58

Students' performance improves from 2009

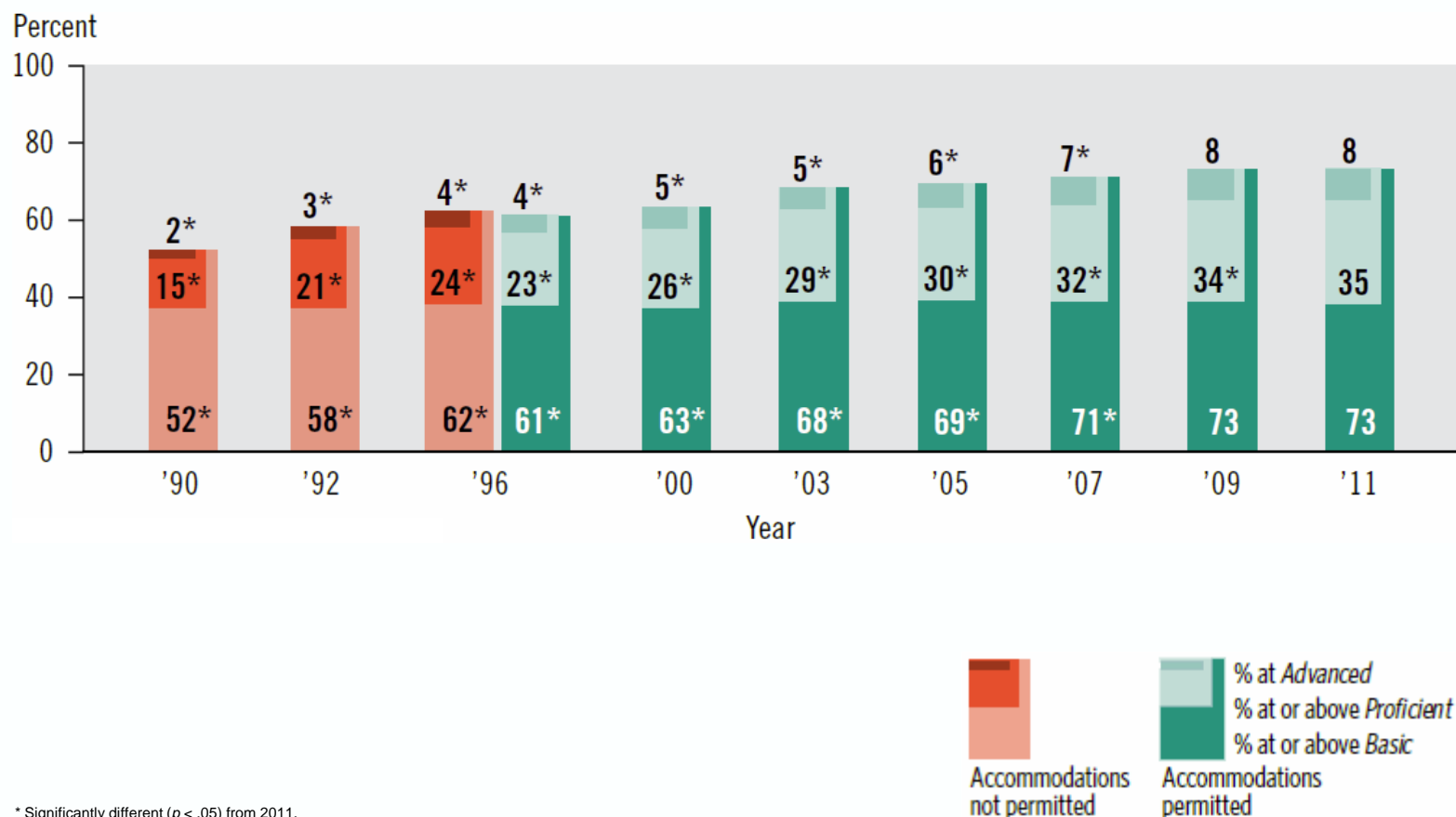
- Eighth-graders post highest score ever
- Scores higher than in 2009 for students at the 25th and 50th percentiles



* Significantly different ($p < .05$) from 2011.

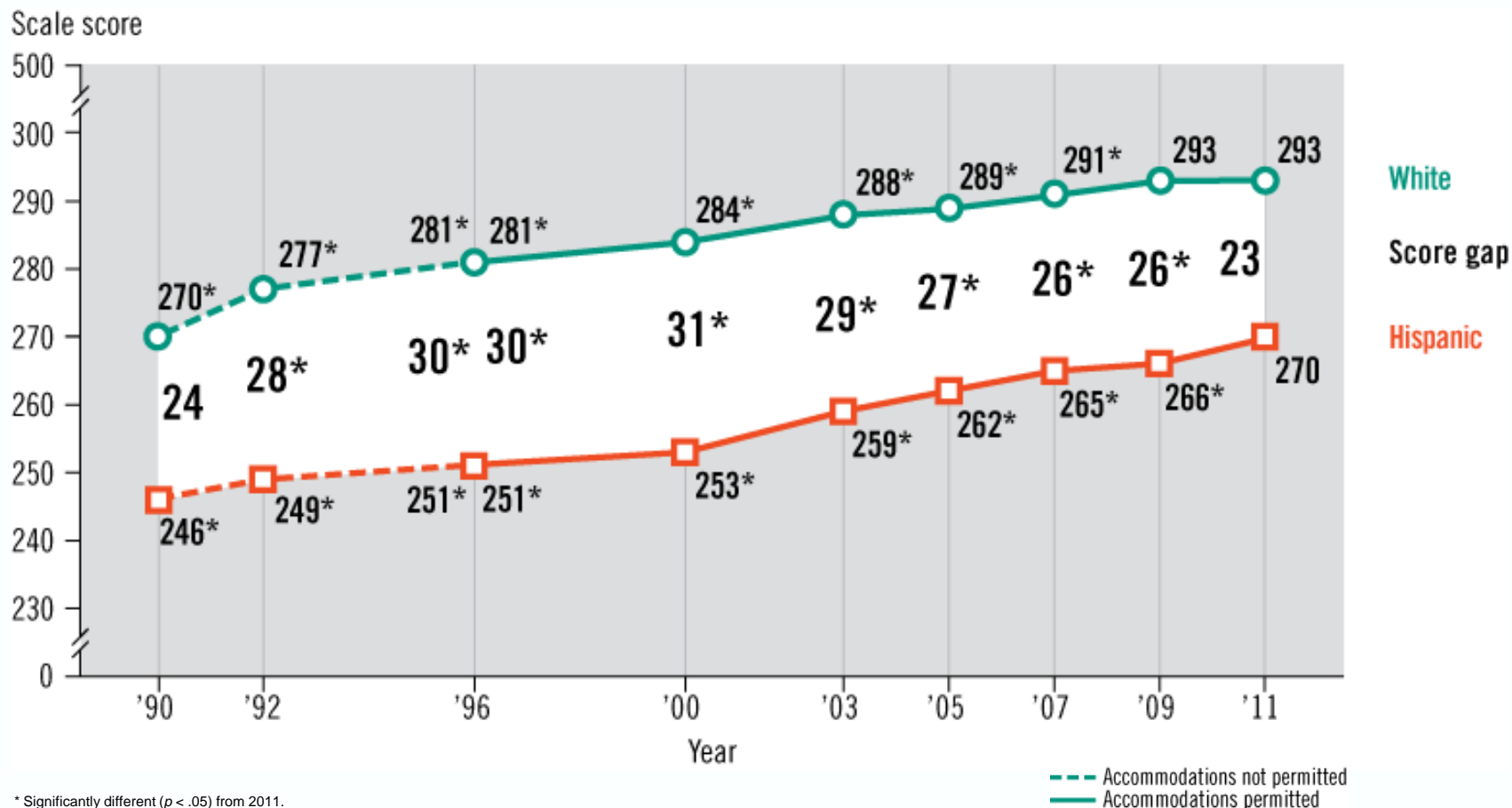
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Higher percentage of eighth-graders perform at or above *Proficient*



* Significantly different ($p < .05$) from 2011.

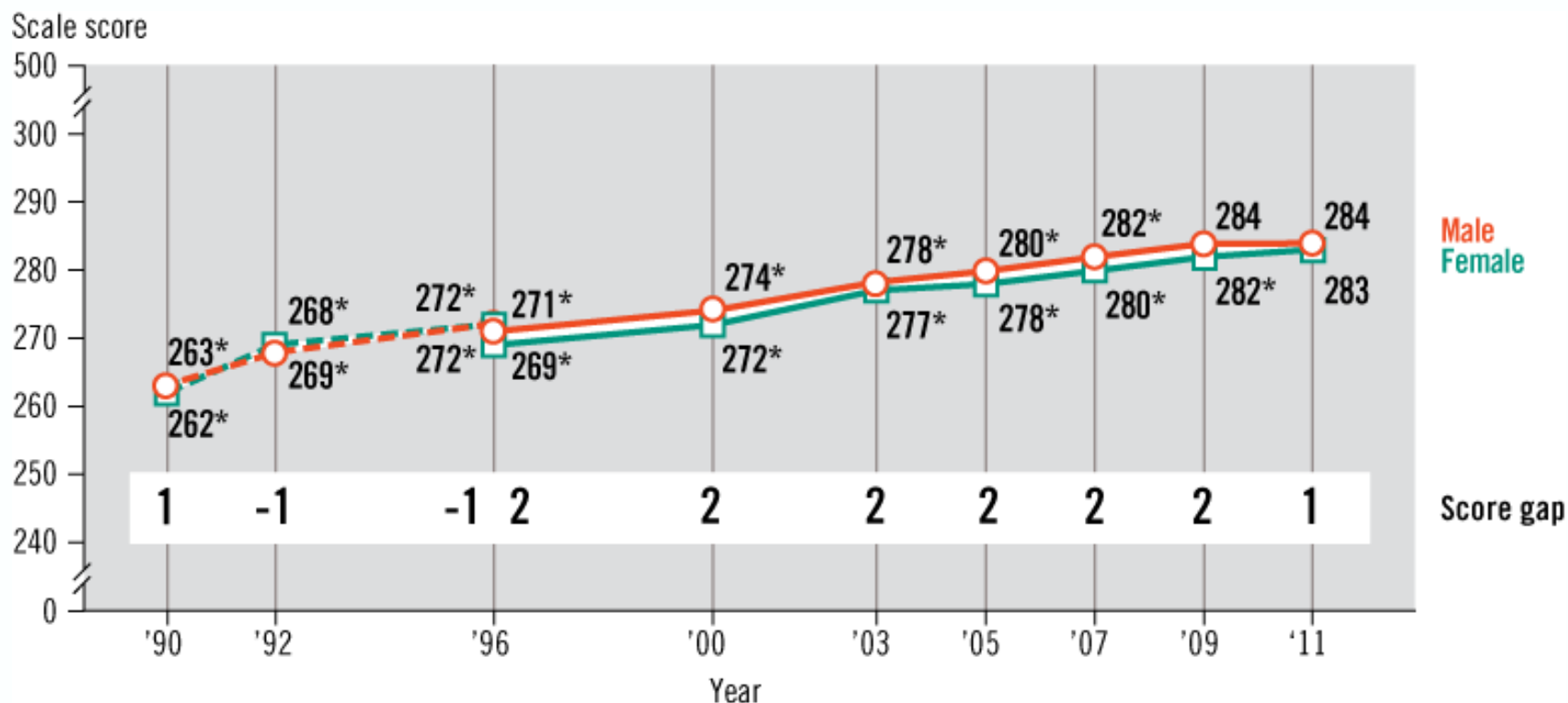
White – Hispanic score gap smaller than in 2009 but not significantly different from 1990



* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

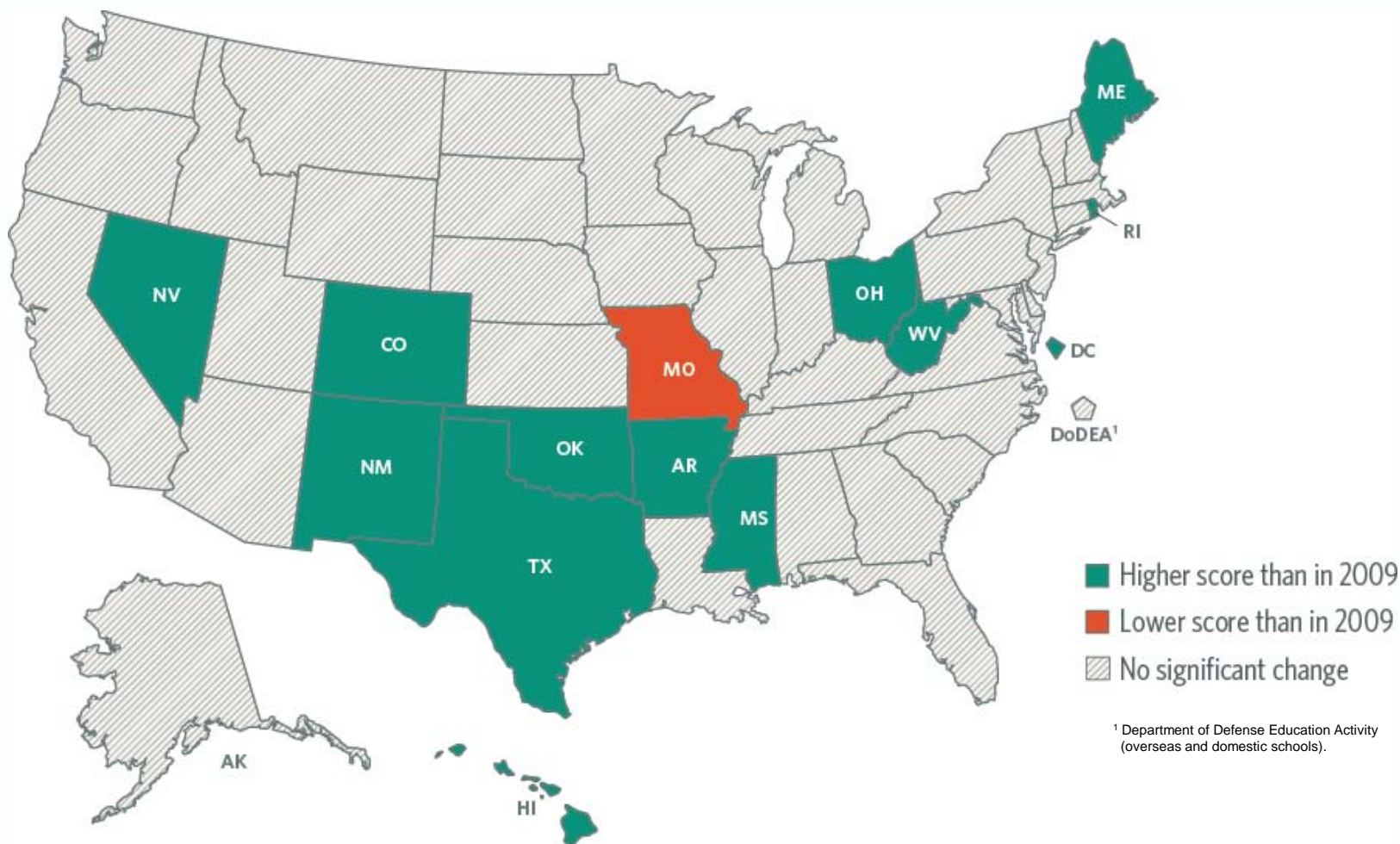
Female students score higher than in 2009



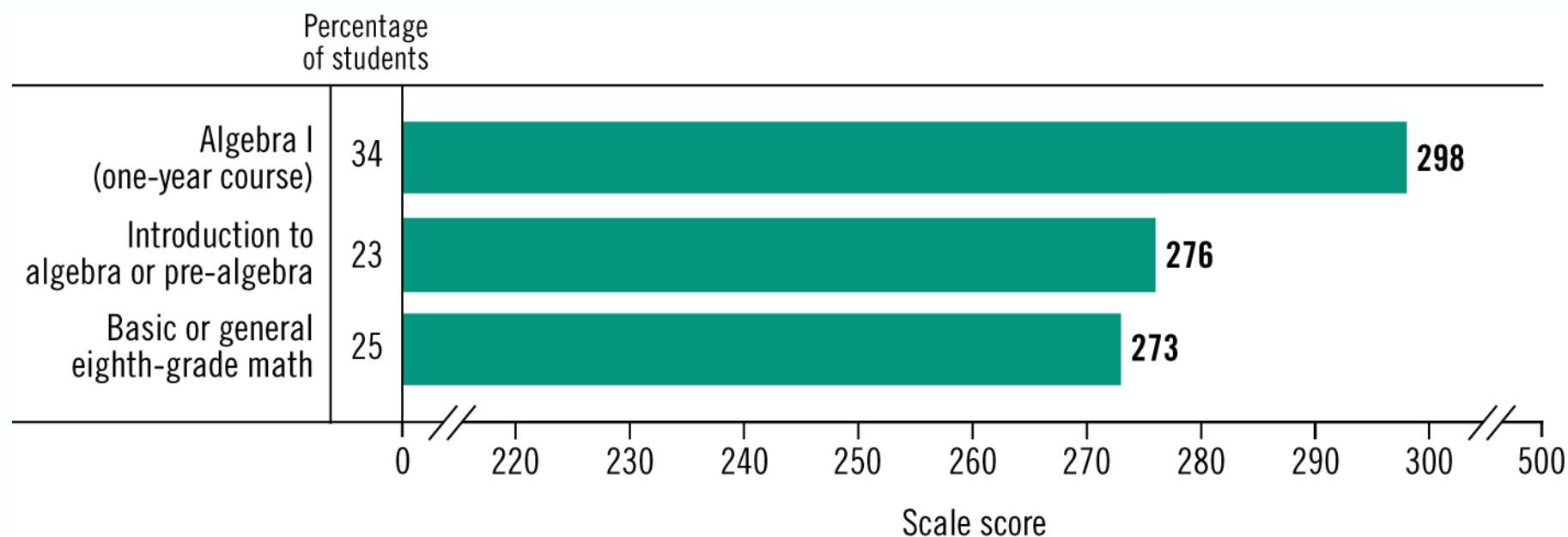
* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

Students in 13 states/jurisdictions score higher than in 2009, and students in 1 state score lower



Eighth-graders who take algebra I score higher



Percentages of students taking algebra I vary for racial/ethnic groups

Race/ethnicity	Type of class taken		
	Algebra I (one-year course)	Introduction to algebra or pre-algebra	Basic or general eighth-grade math
White	36	25	23
Black	28	23	30
Hispanic	33	20	29
Asian	45	13	13
American Indian/ Alaska Native	24	32	29
Native Hawaiian/ Other Pacific Islander	37	20	26
Two or more races	34	24	23

Algebra Question

31% of eighth-graders were able to identify the equation given a point and the slope

Which of the following is an equation of a line that passes through the point (0, 5) and has a negative slope?

- (A) $y = 5x$
- (B) $y = 5x - 5$
- (C) $y = 5x + 5$
- (D) $y = -5x - 5$
- (E) $y = -5x + 5$

Percentage of eighth-grade students in each response category: 2011

Choice A	Choice B	Choice C	Choice D	Choice E	Omitted
12	27	9	20	31	1

Selected racial/ ethnic groups	
White	34
Black	24
Hispanic	25
Asian	52
American Indian/ Alaska Native	20
Native Hawaiian/ Other Pacific Islander	22



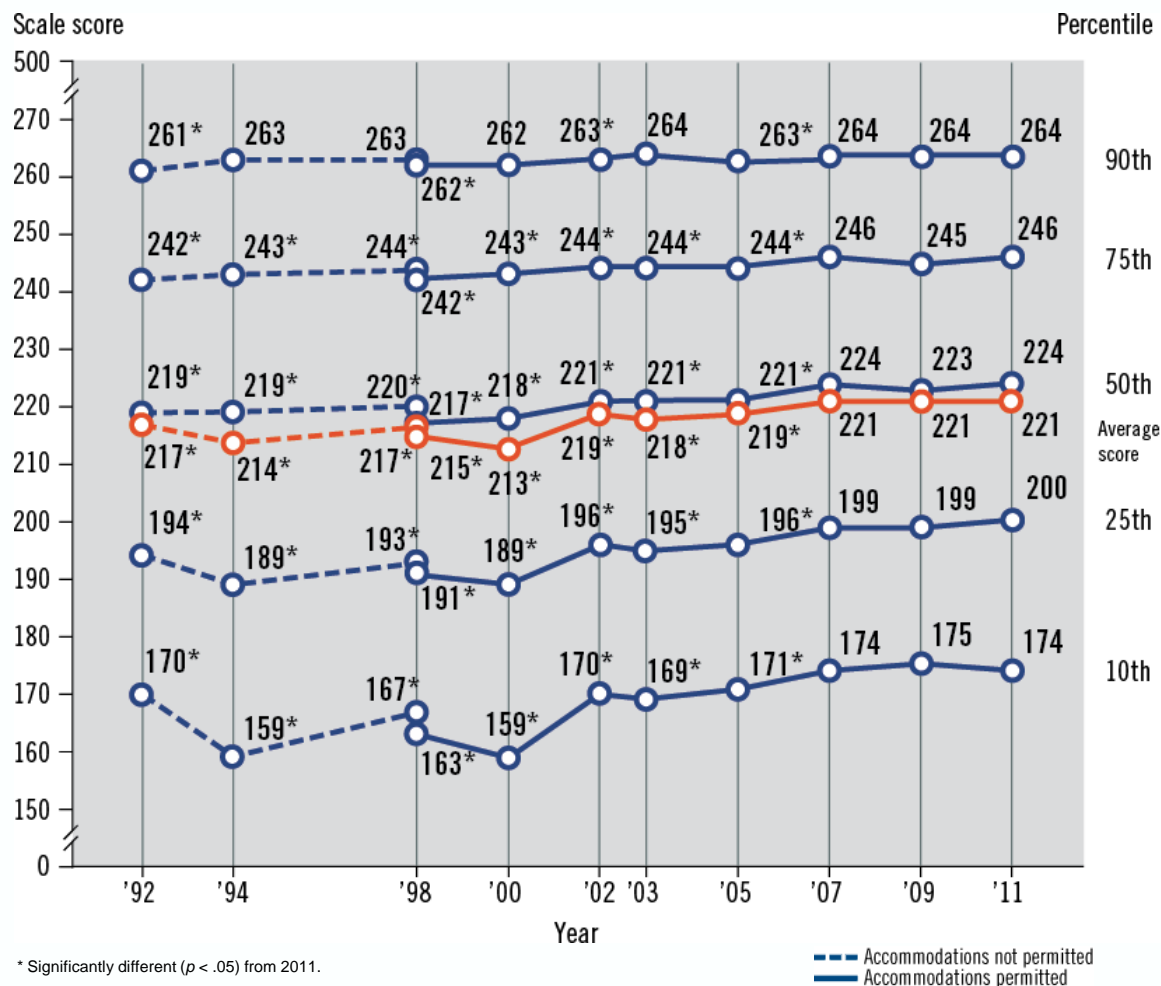
Reading

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

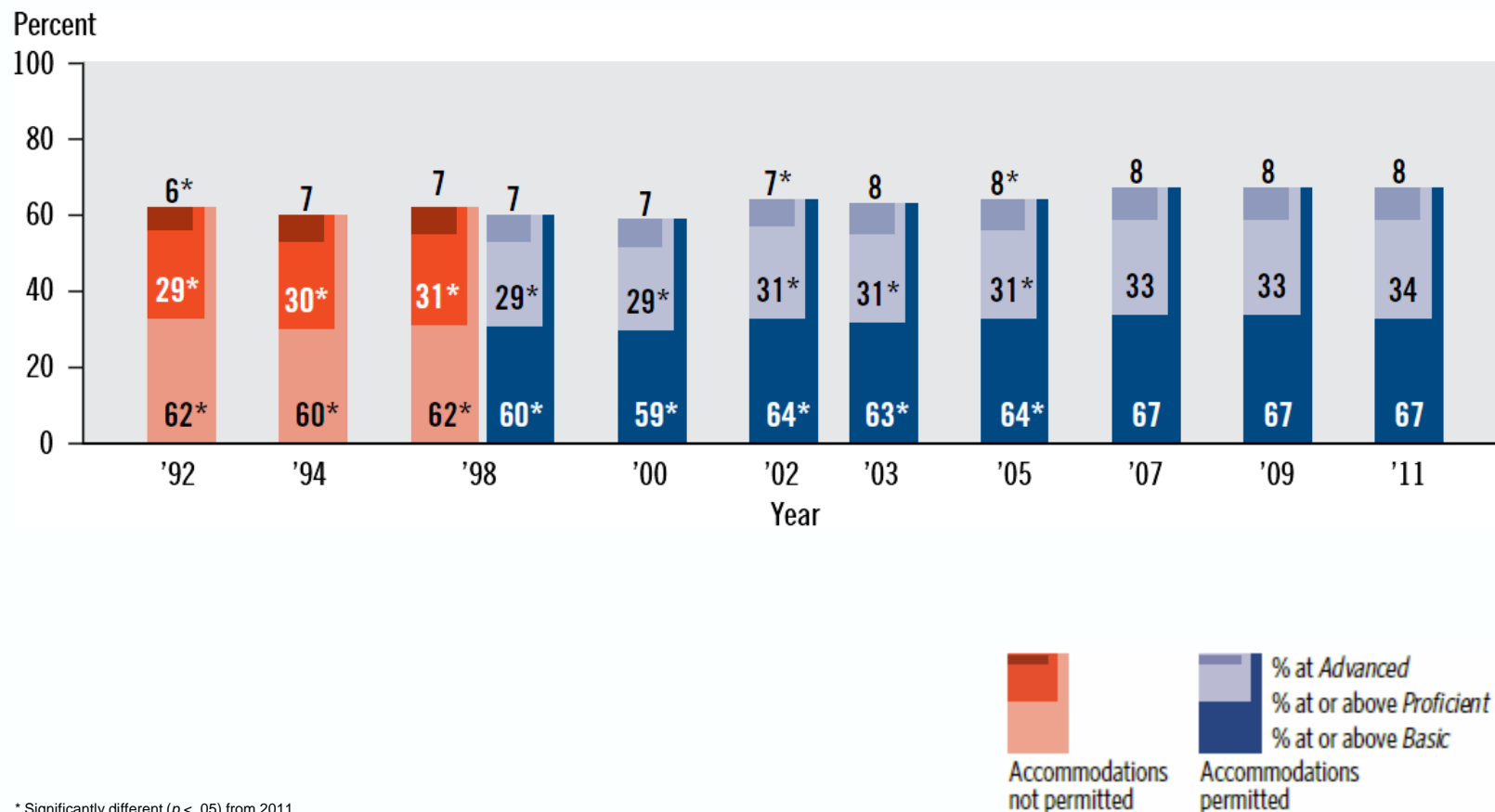
Students assessed with 2 text types and 3 reading processes

Text Types	Grade 4	Grade 8
Literary	50%	45%
Informational	50%	55%
Reading Processes	Grade 4	Grade 8
Locate and recall	30%	20%
Integrate and interpret	50%	50%
Critique and evaluate	20%	30%

Fourth-graders' performance unchanged from 2009

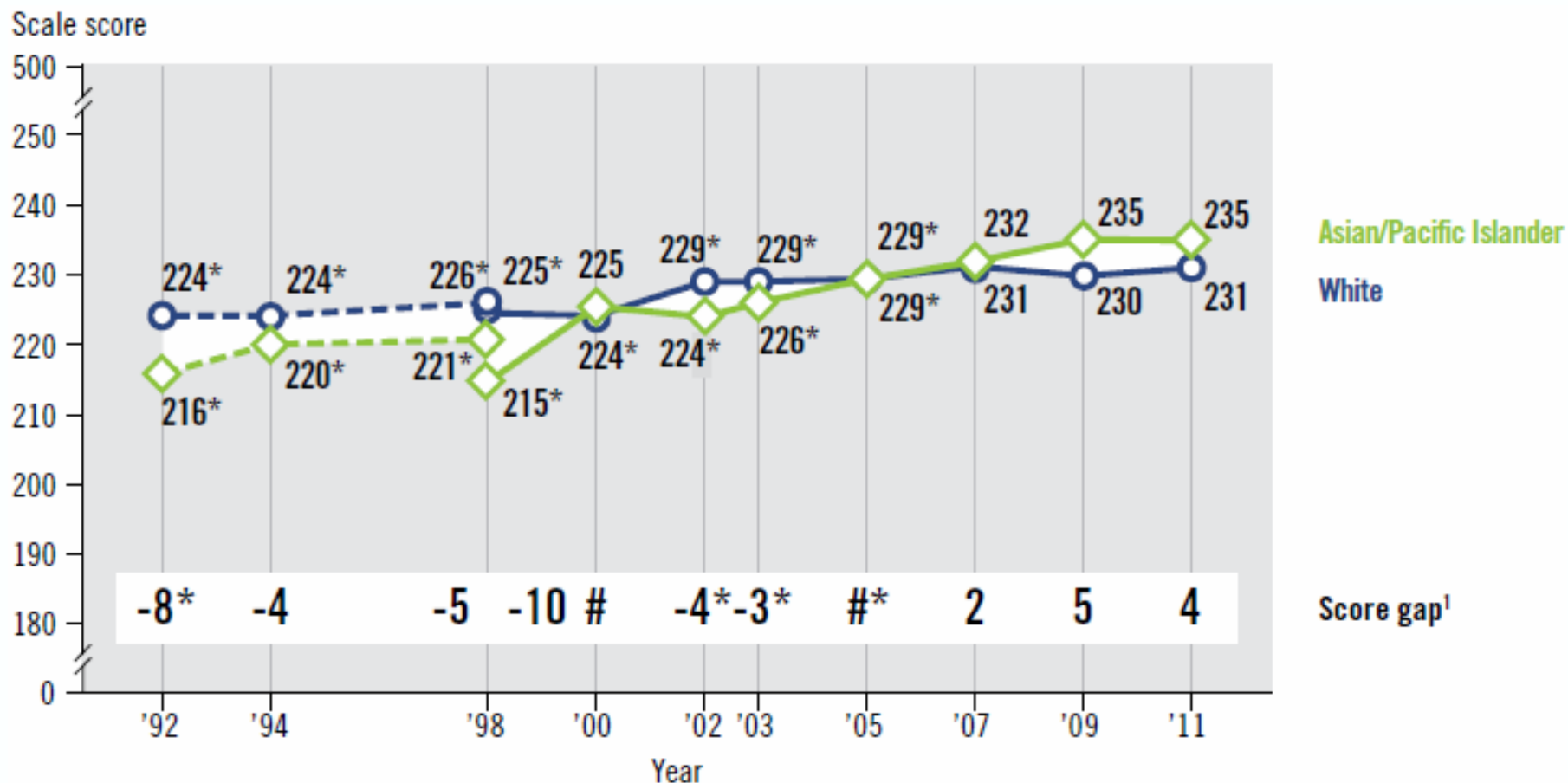


One-third of fourth-graders perform at or above *Proficient* in 2011



* Significantly different ($p < .05$) from 2011.

Score gap between White and Asian/Pacific Islander students reverses in comparison to 1992

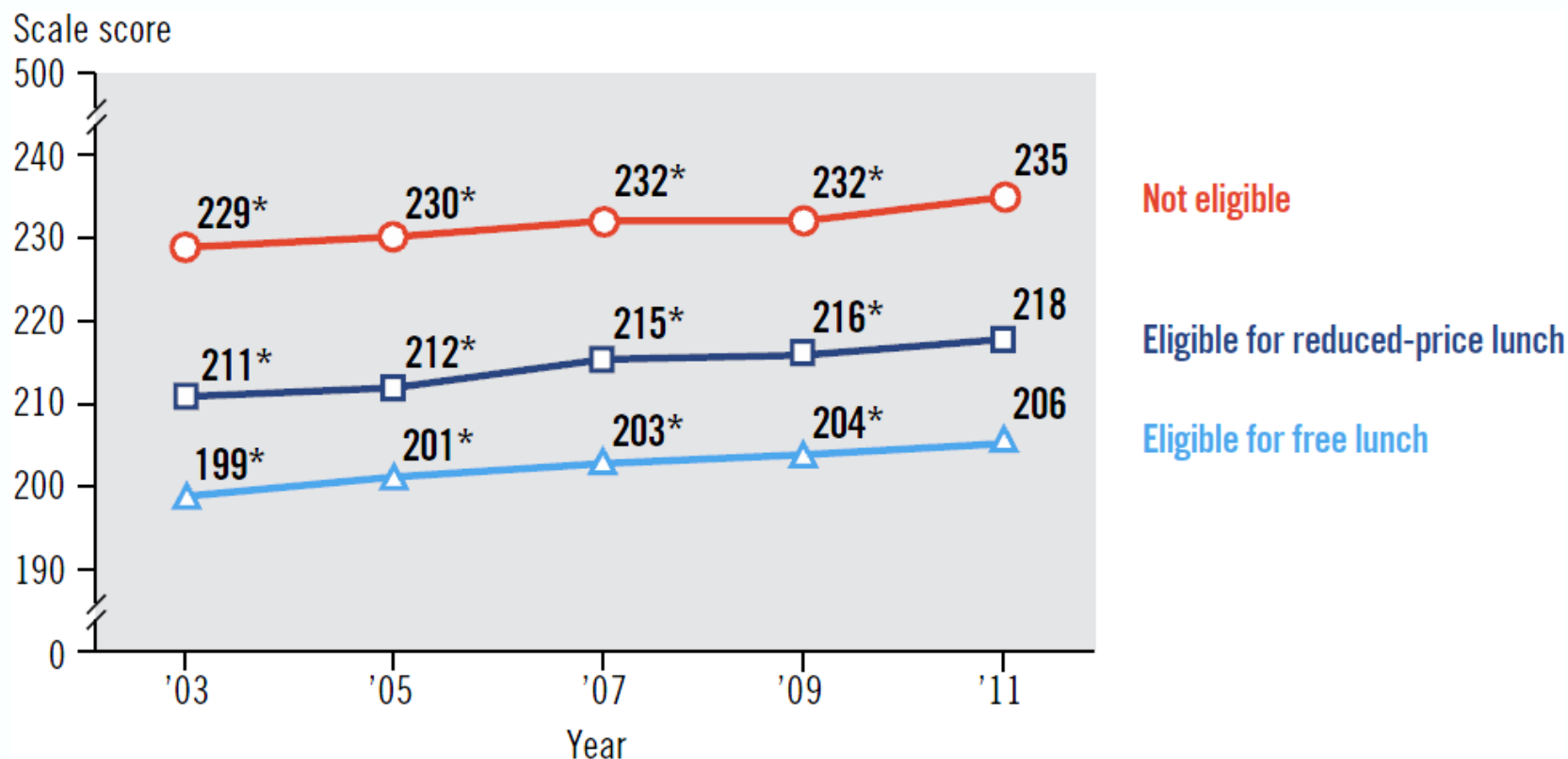


Rounds to zero.

* Significantly different ($p < .05$) from 2011.

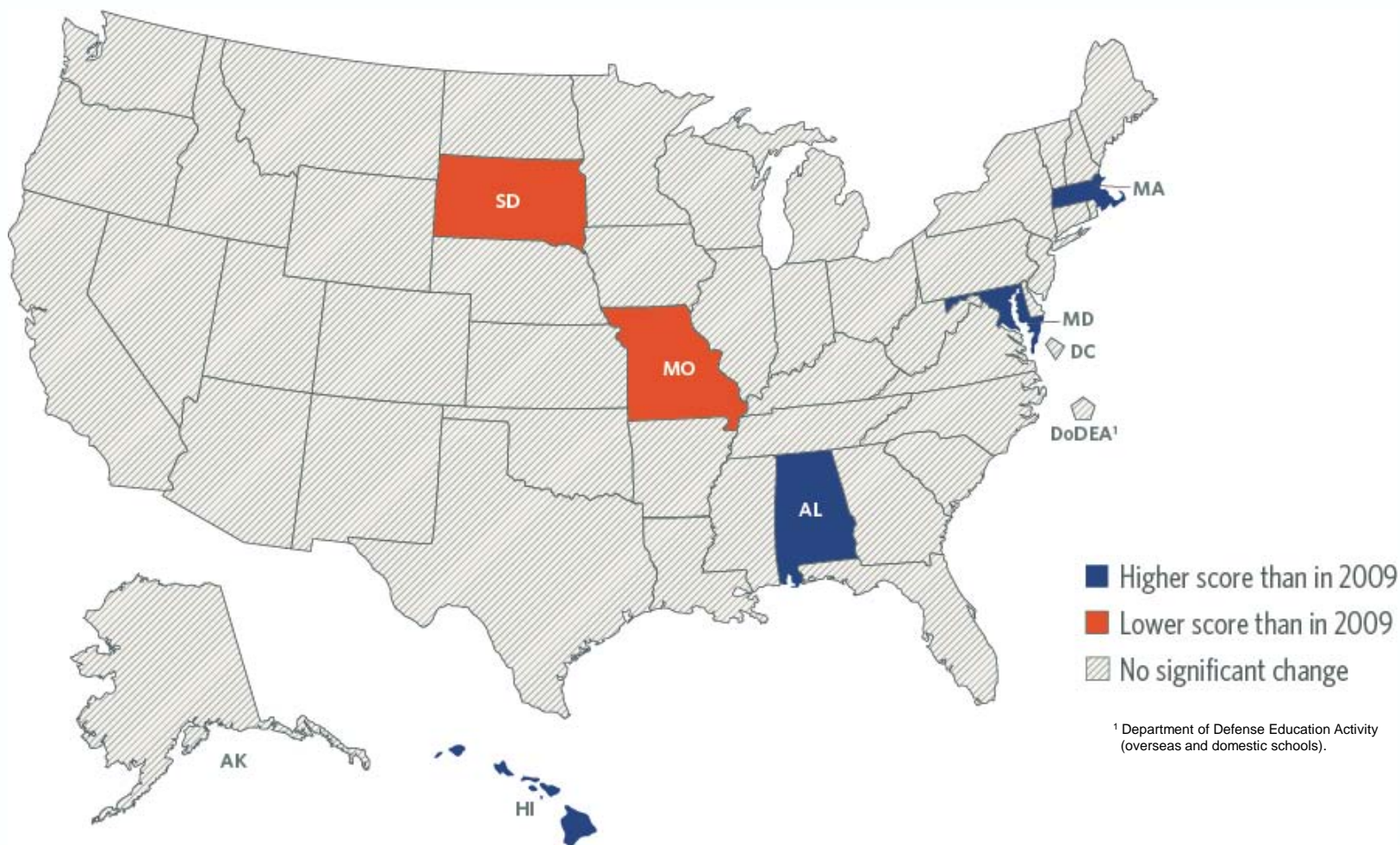
¹ Score gaps reflect the average score for Asian/Pacific Islander students minus the score for White students and are calculated based on differences between unrounded average scores.

Scores higher in 2011 for students across family income levels

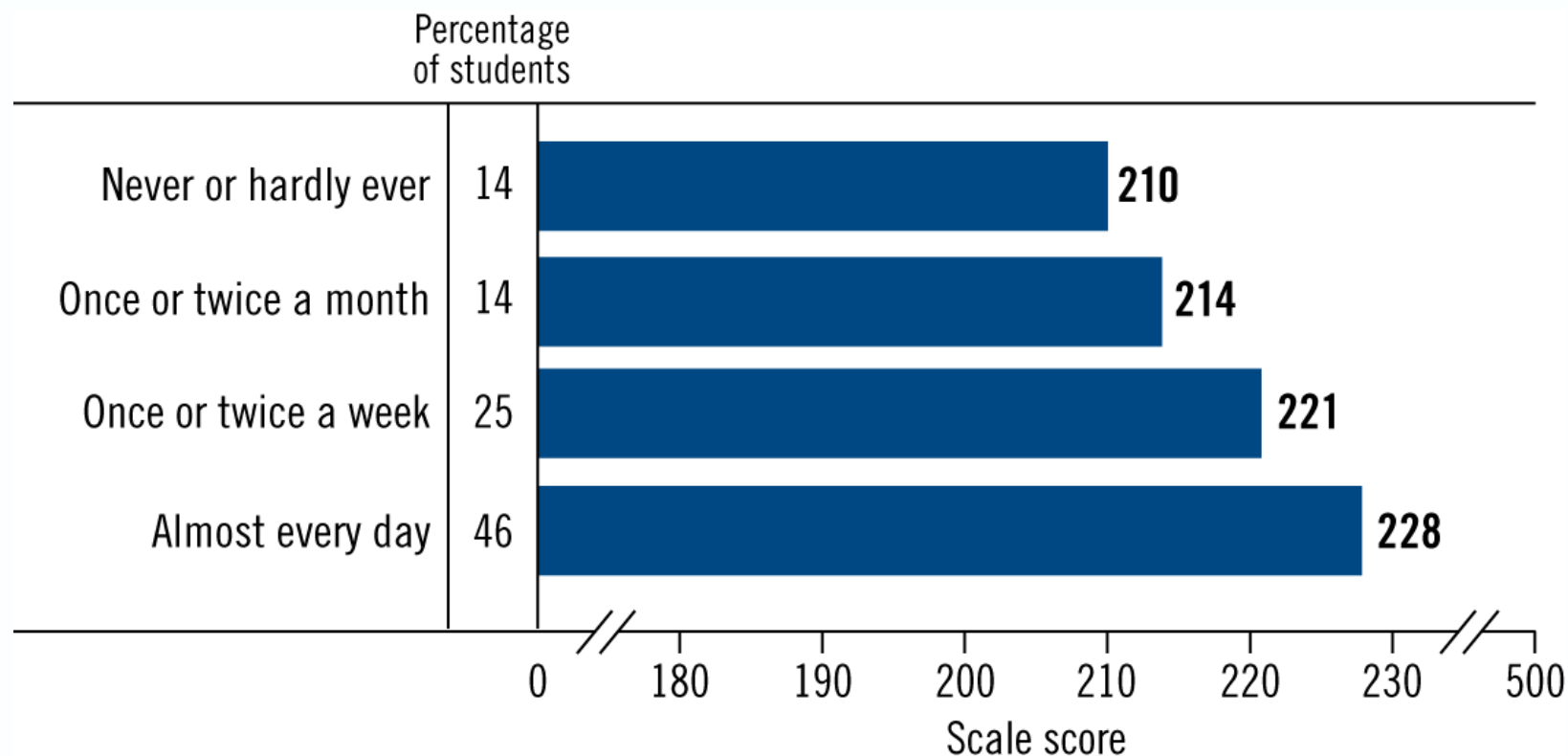


* Significantly different ($p < .05$) from 2011.

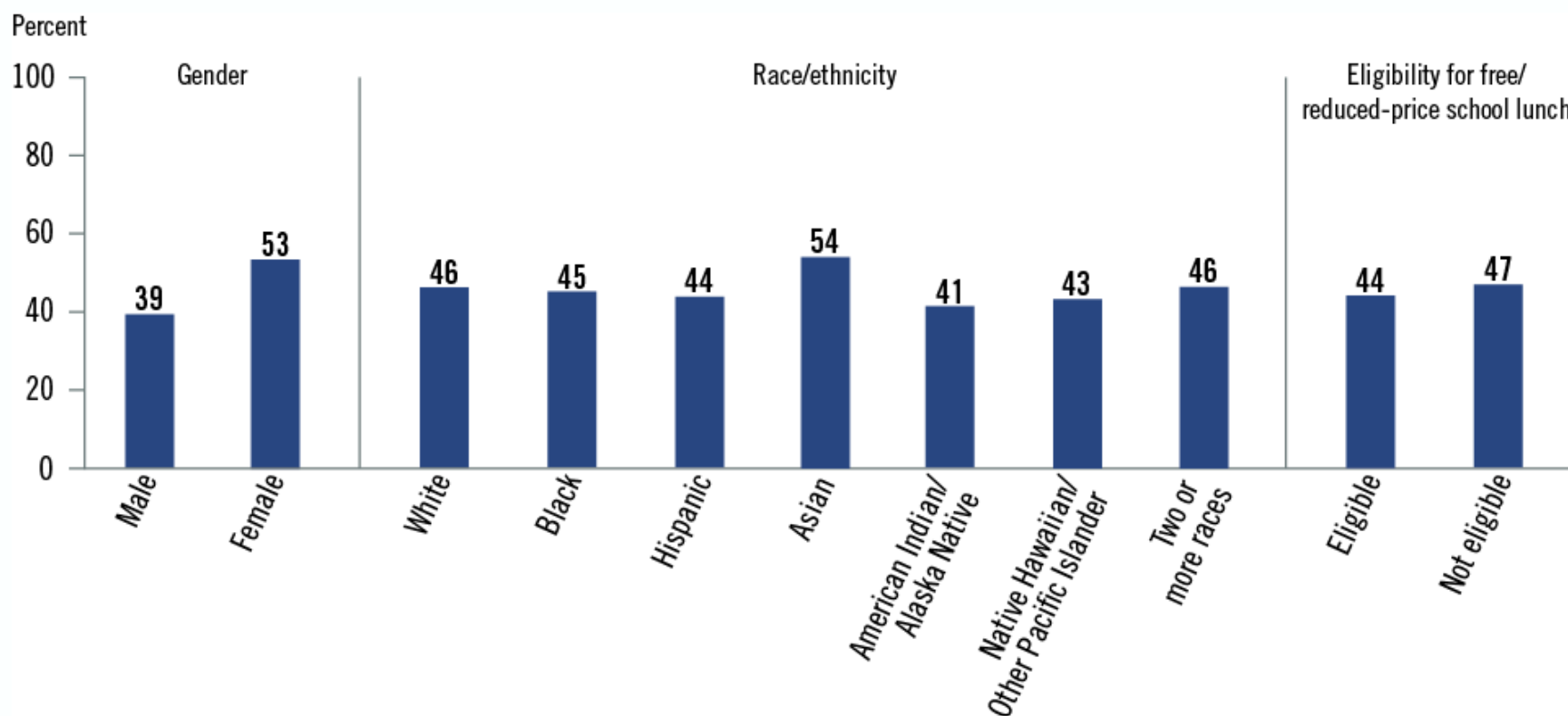
**Students in 4 states score higher than in 2009, and
students in 2 states score lower**



Fourth-graders who read for fun almost every day score higher



Proportions of students reading for fun almost every day vary for student groups



Grade 4 Sample Reading Passage



I'm the only girl at the sign-up desk.

Tough as Daisy

by David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys honey. "Yet, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him first with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him first. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snags my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when he calls me honey.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



We're locked up tight.

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Integrate and Interpret Question

64% of fourth-graders were able to interpret a part of a literary text to explain character traits

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

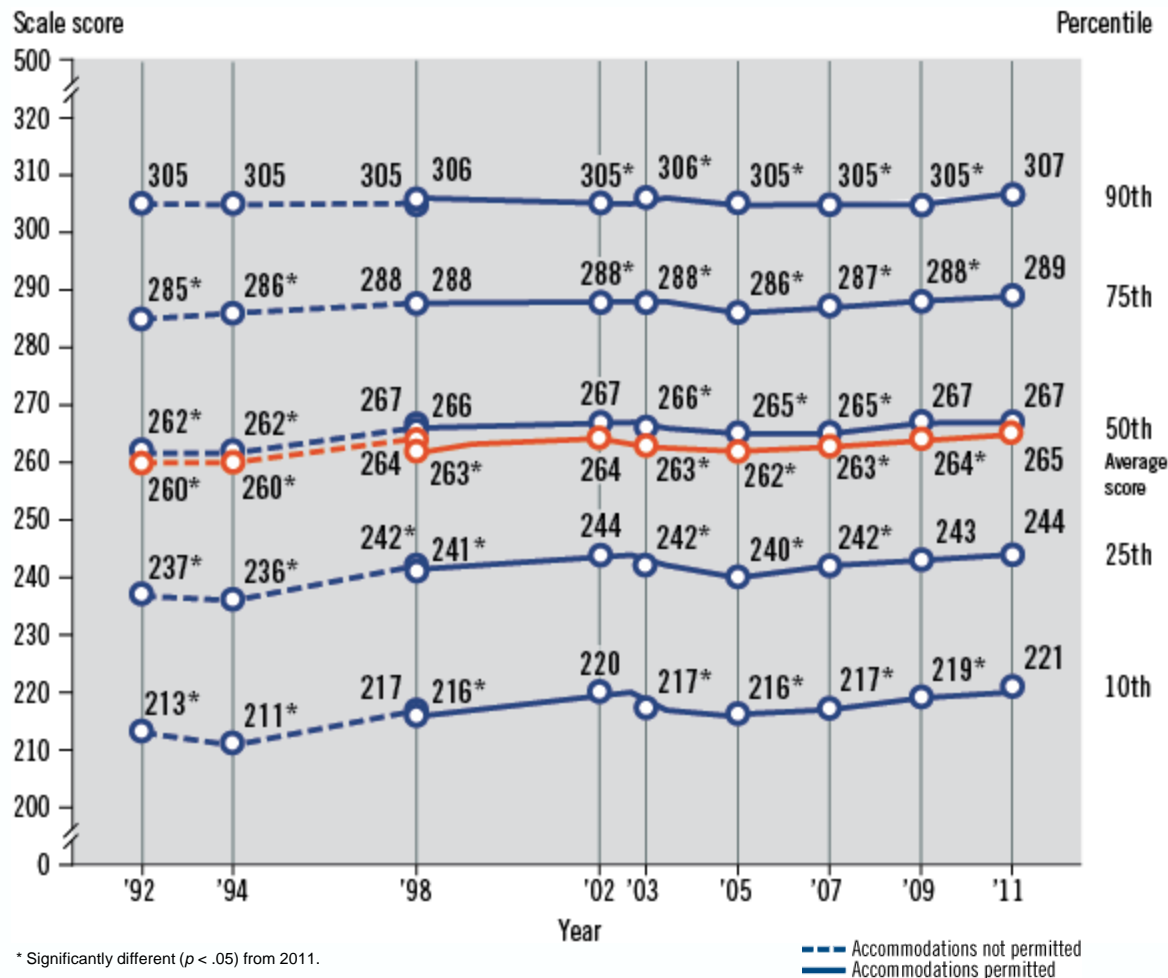
What this tells me about Daisy is she is confident and strong. She never gives up. She never thinks she is bad at anything.

Percentage of fourth-grade students in each response category: 2011

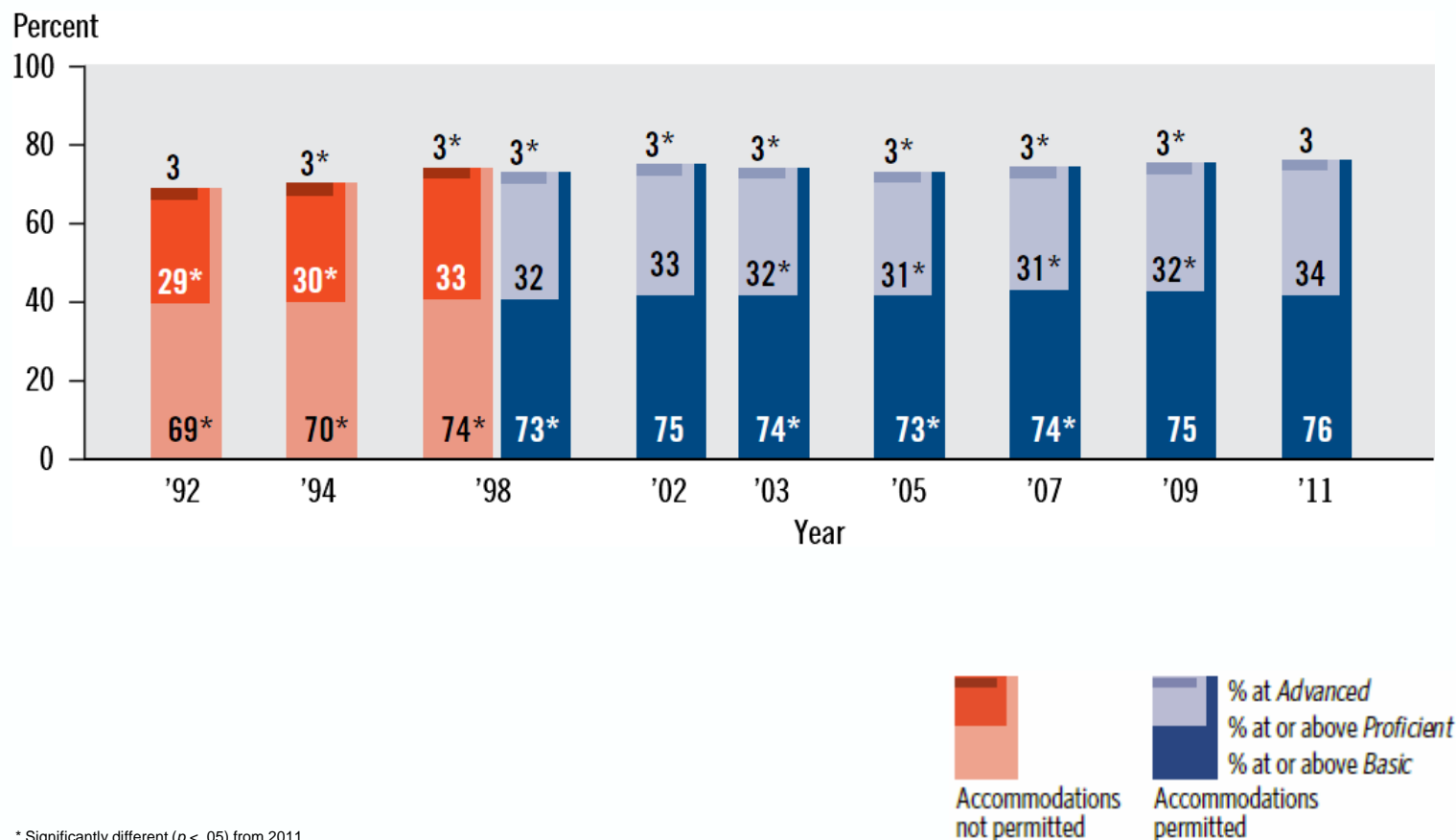
Acceptable		Unacceptable	Omitted
64		35	1
Gender			
Male	58		
Female	70		

Students' performance improves from 2009

- Eighth-graders score higher than in 2009 and 1992
- Lower-performing students make greater gains from 1992 than higher-performing students

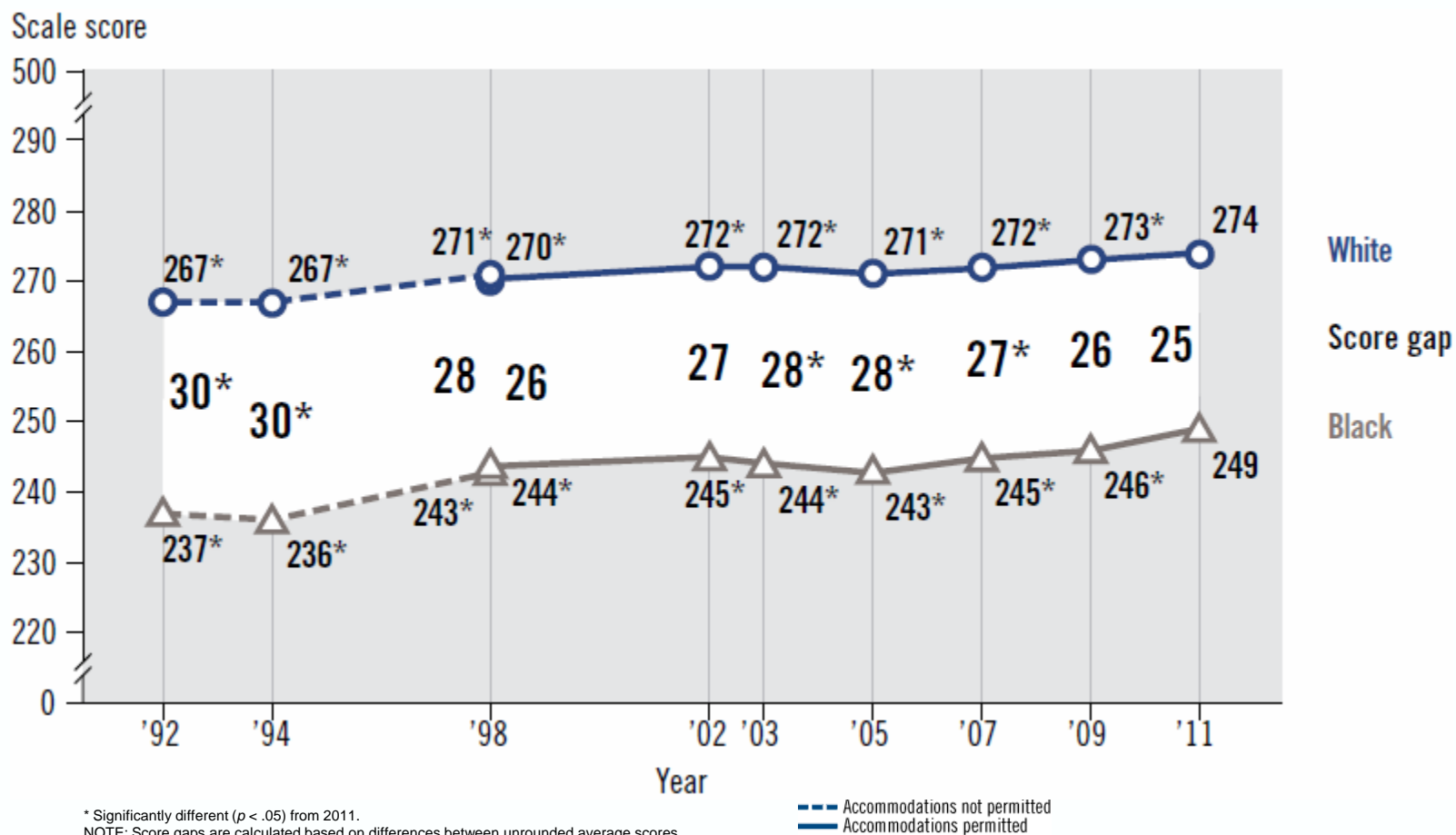


One-third of eighth-graders perform at or above *Proficient* in 2011

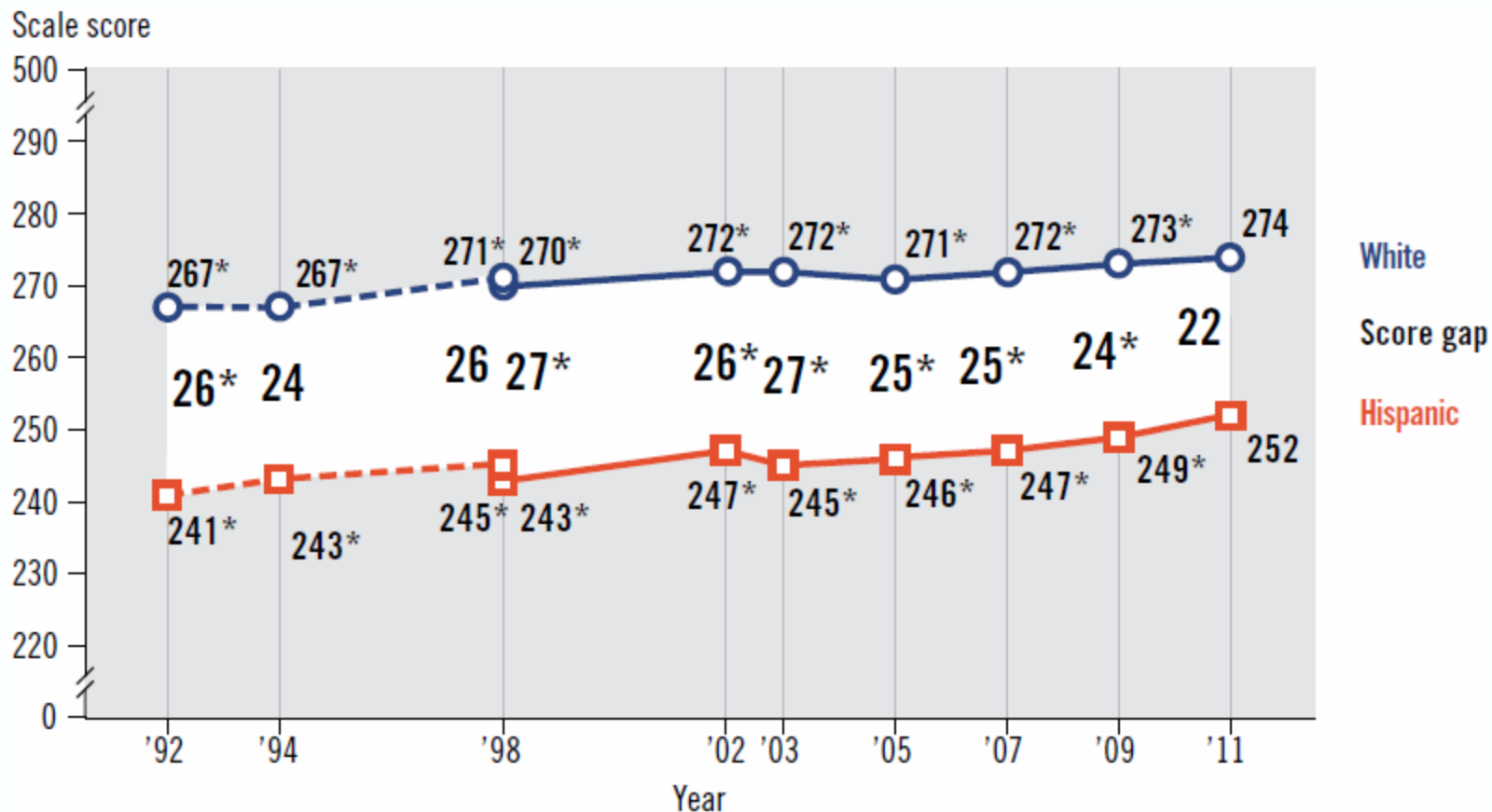


* Significantly different ($p < .05$) from 2011.

No significant change in White – Black score gap from 2009



White – Hispanic score gap narrows from 2009

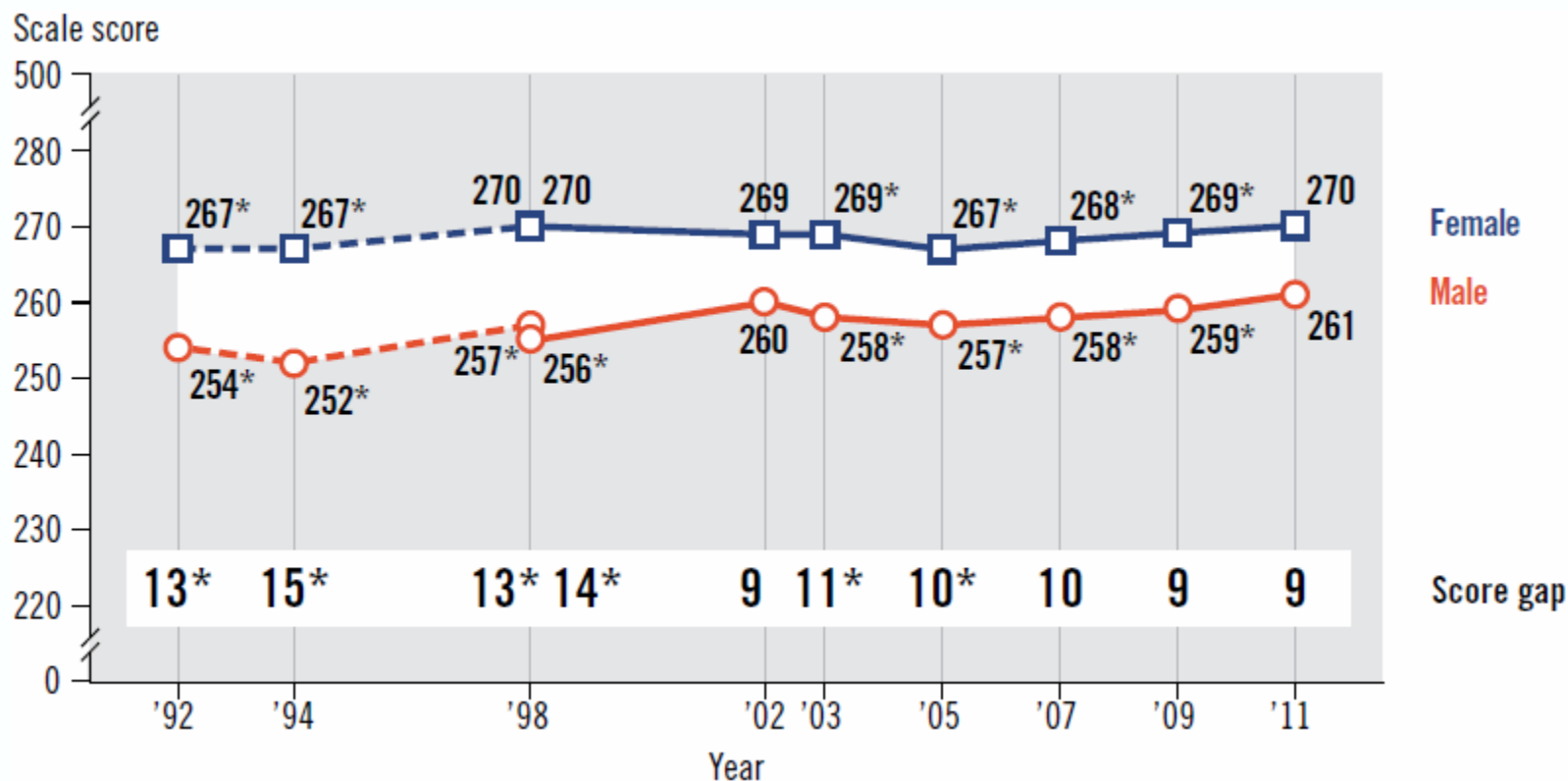


* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

--- Accommodations not permitted
— Accommodations permitted

Gender gap unchanged from 2009 but smaller than in 1992

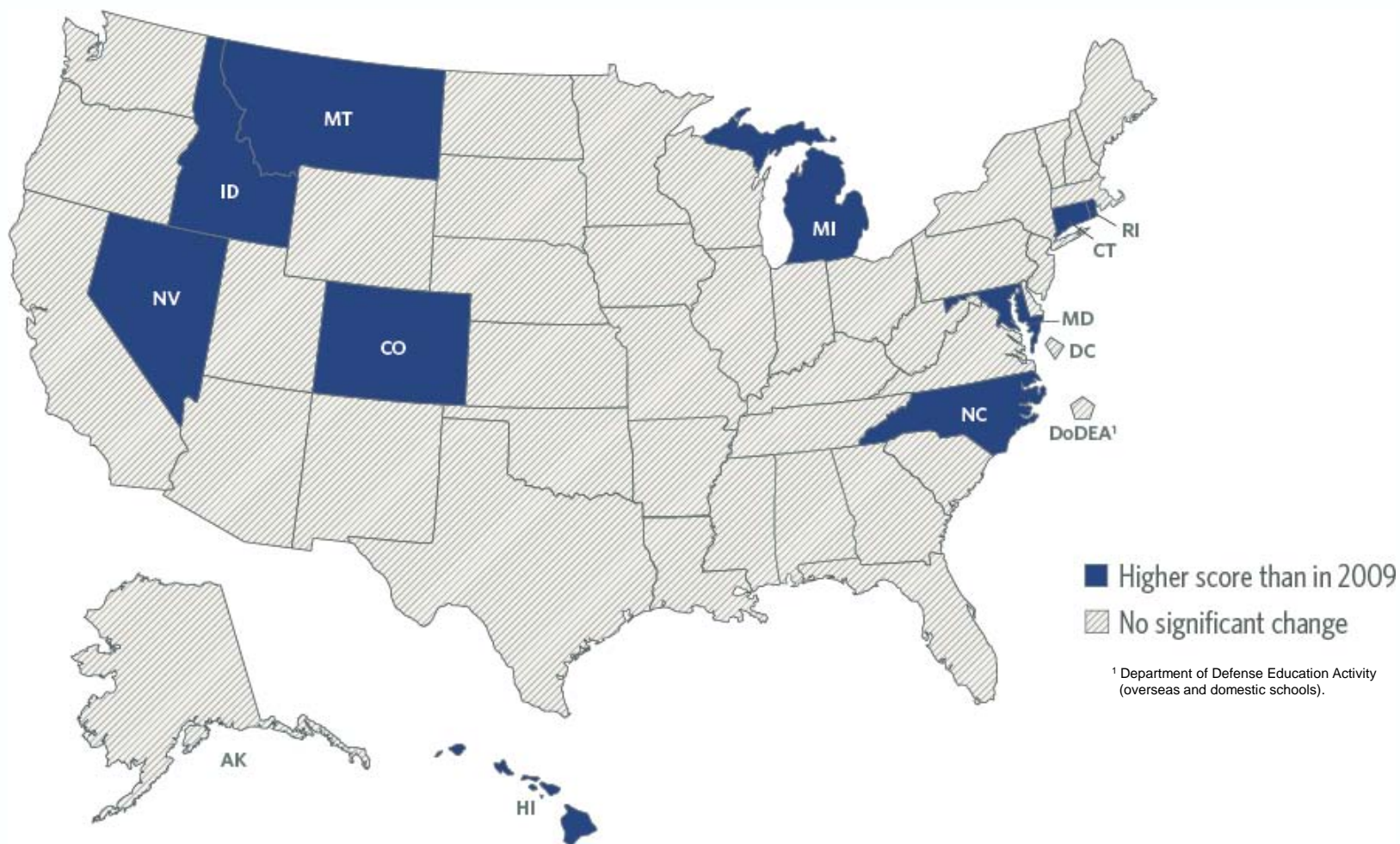


* Significantly different ($p < .05$) from 2011.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

--- Accommodations not permitted
— Accommodations permitted

**Students in 10 states score higher than in 2009, and
no states score lower**



Grade 8 Sample Reading Passage

1920: Women Get the Vote

by Sam Roberts

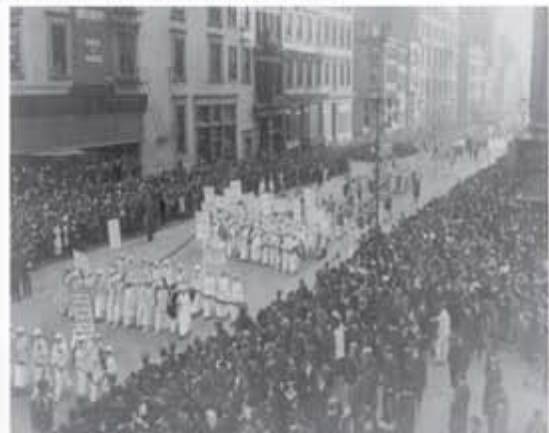
The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.

When John Adams and his fellow patriots were drafting independence from England in the spring of 1776, Abigail Adams famously urged her husband to "remember the ladies and be more generous and favorable to them than your ancestors." Otherwise, she warned, "we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended, giving women the right to vote in every state.

That 19th Amendment says simply: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)



More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.



ELIZABETH CADY STANTON



SUSAN B. ANTHONY

"WOMANIFESTO"

The campaign for women's rights began in earnest in 1848 at a Women's Rights convention in Seneca Falls, N.Y., organized by 33-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a "Womanifesto" patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. "I saw clearly," Stanton later recalled, "that the power to make the laws was the right through which all other rights could be secured."

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women's movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol), women often enlisted in the fight for voting rights too.

WYOMING IS FIRST

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. ("It made sense that a place like Wyoming would embrace women's rights," Gail Collins of *The New York Times* wrote in her book *America's Women*. "With very few women around, there was no danger that they could impose their will on the male majority.")

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn't women vote too?

Plenty of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women's suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1901. Their showdown in the State Legislature became known as the "War of the Roses." (Pro-amendment forces sported yellow roses; the anti wore red.)

After two roll calls, the vote was still tied, 48-48. On the third, Harry T. Burn, a Republican and, at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: "Harrah and vote for suffrage! Don't keep them in doubt!"

Burn said later: "I know that a mother's advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine."

GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. "Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women," says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

From *THE NEW YORK TIMES* UPFRONT magazine September 1, 2005 issue.
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Locate and Recall Question

59% of eighth-graders were able to locate specific information from the passage

According to the article, what was most surprising about the “Womanifesto”?

- (A) It was written by Elizabeth Cady Stanton.
- ☒ (B) It called for equal voting rights for men and women.
- (C) It was based on the Declaration of Independence.
- (D) It had such a large number of resolutions.

Percentage of eighth-grade students in each response category: 2011

Choice A	Choice B	Choice C	Choice D	Omitted
6	59	24	9	#

Type of school

Public	59
Private	66

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

Change in national average scores from 2009

	Mathematics		Reading	
	Grade 4	Grade 8	Grade 4	Grade 8
Overall	▲	▲	◆	▲
Male	▲	◆	◆	▲
Female	▲	▲	◆	▲
White	▲	◆	◆	▲
Black	▲	◆	◆	▲
Hispanic	▲	▲	◆	▲
Asian/Pacific Islander	◆	◆	◆	◆
American Indian/ Alaska Native	◆	◆	◆	◆

▲ Indicates the score was higher in 2011.

◆ Indicates no significant change in the score in 2011.

Change in average scores from 2009 to 2011

	Mathematics			Reading		
	Both grades	Grade 4 only	Grade 8 only	Both grades	Grade 4 only	Grade 8 only
Higher	District of Columbia	Alabama	Arkansas	Hawaii	Alabama	Colorado
	Hawaii	Arizona	Colorado	Maryland	Massachusetts	Connecticut
	New Mexico	Georgia	Maine			Idaho
	Rhode Island	Maryland	Mississippi			Michigan
		Wyoming	Nevada			Montana
			Ohio			Nevada
			Oklahoma			North Carolina
			Texas			Rhode Island
			West Virginia			
Lower		New York	Missouri		Missouri	
					South Dakota	

For more information

The collage features a boy in a plaid shirt writing in a notebook, a girl in a pink shirt reading, and a group of diverse children with a teacher. Two report card covers are prominently displayed: a green one for 'Mathematics 2011' and a blue one for 'Reading 2011'. Both covers include the 'ies' logo and the text 'NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS'. A screenshot of the website 'The Nation's Report Card' is overlaid on the right, showing a navigation bar with links to 'Home', 'About The Nation's Report Card', and 'Help'. A search bar is also present. Below the navigation bar, a 'Reports' section is visible. A large white box with a blue border contains the text 'Coming Soon: Results of the 2011 Reading and Mathematics Assessments at Grades 4 and 8'.

<http://nationsreportcard.gov>