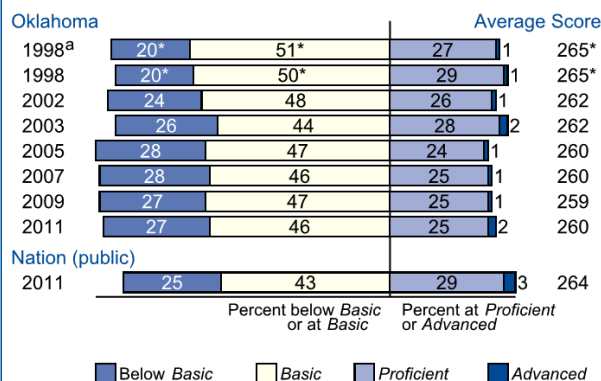


Overall Results

- In 2011, the average score of eighth-grade students in Oklahoma was 260. This was lower than the average score of 264 for public school students in the nation.
- The average score for students in Oklahoma in 2011 (260) was not significantly different from their average score in 2009 (259) and was lower than their average score in 1998 (265).
- In 2011, the score gap between students in Oklahoma at the 75th percentile and students at the 25th percentile was 42 points. This performance gap was wider than that of 1998 (36 points).
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 27 percent in 2011. This percentage was not significantly different from that in 2009 (26 percent) and was not significantly different from that in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 73 percent in 2011. This percentage was not significantly different from that in 2009 (73 percent) and was smaller than that in 1998 (80 percent).

Achievement-Level Percentages and Average Score Results

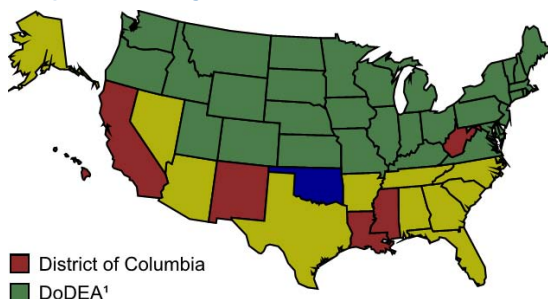


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

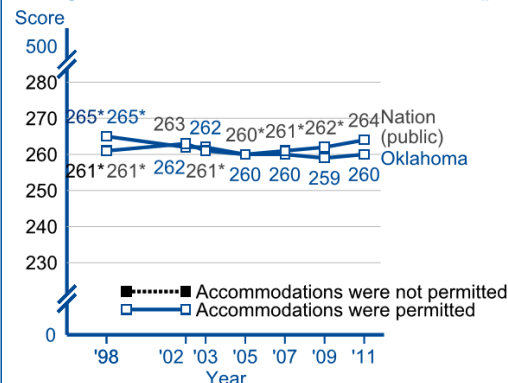


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Oklahoma** (260) was

- lower than those in 33 states/jurisdictions
- higher than those in 7 states/jurisdictions
- not significantly different from those in 11 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	55	265	78	32	2
Black	10	247	60	13	1
Hispanic	11	251	63	15	#
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	20	256	69	23	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	49	256	69	22	1
Female	51	264	76	32	2
National School Lunch Program					
Eligible	53	254	66	20	1
Not eligible	47	268	81	34	2

Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 19 points lower than White students. This performance gap was not significantly different from that in 1998 (16 points).
- In 2011, Hispanic students had an average score that was 15 points lower than White students. This performance gap was not significantly different from that in 1998 (14 points).
- In 2011, female students in Oklahoma had an average score that was higher than male students by 8 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 14 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (13 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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.