

TESTING BRIEF

National Assessment of Educational Progress (NAEP) - Reading

January 26 – March 6, 2015

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families. This report provides selected NAEP results for Georgia's public school students in reading at grades 4 and 8. Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Beginning in 1992, reading has been assessed in eleven different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013 and 2015). This report presents results from 2002 to 2015.

KEY FINDINGS IN READING

Grade 4

- The average reading scale score for students in Georgia was 222. This was not significantly different from the score in 2013 (222) or the score in 2011 (221).
- Georgia's average score in 2015 (222) was not significantly different than that of the nation's public schools (221).
- The average reading scale score for White students in Georgia decreased one (1) point from 2013 (233) to 2015 (232). The average scale score for Black students increased three (3) points from 2013 (209) to 2015 (212). The average scale score for Hispanic students decreased two (2) points from 2013 (213) to 2015 (211). Scale score changes for these race/ethnic groups were not statistically significant.
- The average reading scale score for students who were eligible for the National School Lunch (NSL) Program was 211 in 2013 and 214 in 2015, a three (3) point increase.
- In 2015, the percentage of students in Georgia who performed at or above *Basic* was 68 percent. This was not significantly different from 2013 (67 percent) or 2011 (66 percent).
- The percentage of students in Georgia who performed at or above *Basic* (68 percent) was the same as the percentage for the nation's public schools (68 percent).
- In 2015, the percentage of students in Georgia who performed at or above *Proficient* was 34 percent. This was the same as the percentage for 2013 (34 percent), and two (2) points higher than 2011 (32 percent). There were no significant differences between these percentages.
- The percentage of students in Georgia who performed at or above *Proficient* (34 percent) was not statistically different than the percentage for the nation's public schools (35 percent).
- In 2015, the percentage of students in Georgia who performed at *Advanced* was 7 percent. This was not significantly different from 2013 (9 percent) or 2011 (7 percent).
- The percentage of students in Georgia who performed at *Advanced* was 7 percent while the percentage for the nation's public schools was 8 percent.

KEY FINDINGS IN READING

Grade 8

- The average reading score for students in Georgia was 262. This was not significantly different from the score in 2013 (265) or 2011 (262).
- Georgia's average score (262) was not significantly different than that of the nation's public schools (264).
- The average reading scale score for White students in Georgia decreased one (1) point from 2013 (274) to 2015 (273). The average scale score for Black students decreased four (4) points from 2013 (252) to 2015 (248). The average scale score for Hispanic students decreased three (3) points from 2013 (260) to 2015 (257). Scale score changes for these race/ethnic groups were not statistically significant.
- The average reading scale score for students who were eligible for the National School Lunch (NSL) Program was 255 in 2013 and 253 in 2015, a two (2) point decrease.
- In 2015, the percentage of students in Georgia who performed at or above *Basic* was 73 percent. This was not significantly different from 2013 (75 percent) or 2011 (74 percent).
- The percentage of students in Georgia who performed at or above *Basic* (73 percent) was not significantly different from the percentage for the nation's public schools (75 percent).
- In 2015, the percentage of students in Georgia who performed at or above *Proficient* was 30 percent. This was lower than the percentage for 2013 (32 percent), and two (2) points higher than 2011 (28 percent). There were no significant differences between these percentages.
- The percentage of students in Georgia who performed at or above *Proficient* (30 percent) was not significantly different than the percentage for the nation's public schools (33 percent).
- In 2015, the percentage of students in Georgia who performed at *Advanced* was 3 percent. This was not significantly different from 2013 (4 percent) or 2011 (2 percent).
- The percentage of students in Georgia who performed at *Advanced* (3 percent) was the same as the percentage for the nation's public schools (3 percent).

Table 1: Average Scale Scores – NAEP Grade 4 Reading 2002-2015

| Average Scale Scores | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 215* | 214* | 214* | 219* | 218* | 221 | 222 | 222 | +7 |
| White | 226* | 226* | 226* | 230 | 229 | 231 | 233 | 232 | +6 |
| Black | 200* | 199* | 199* | 205* | 204* | 208 | 209 | 212 | +12 |
| Hispanic | 200 | 201* | 203 | 212 | 208 | 214 | 213 | 211 | +11 |
| Asian | 227 | 233 | 243 | 232 | 238 | 242 | 245 | 240 | +13 |
| Male | 211* | 210* | 210* | 216 | 214* | 216 | 219 | 219 | +8 |
| Female | 219* | 218* | 219* | 222 | 221* | 226 | 225 | 225 | +6 |
| FRL (NSL) | 202* | 200* | 201* | 207* | 207* | 209* | 211 | 214 | +12 |
| Students with Disabilities | 180* | 181* | 191 | 202 | 187* | 189 | 191 | 197 | +17 |
| English Learner | 180 | 182 | 182 | 185 | 186 | 191 | 189 | 188 | +8 |

*Value is significantly different from the 2015 value.

Figure 1: Average Scale Scores – NAEP Grade 4 Reading 2002-2015

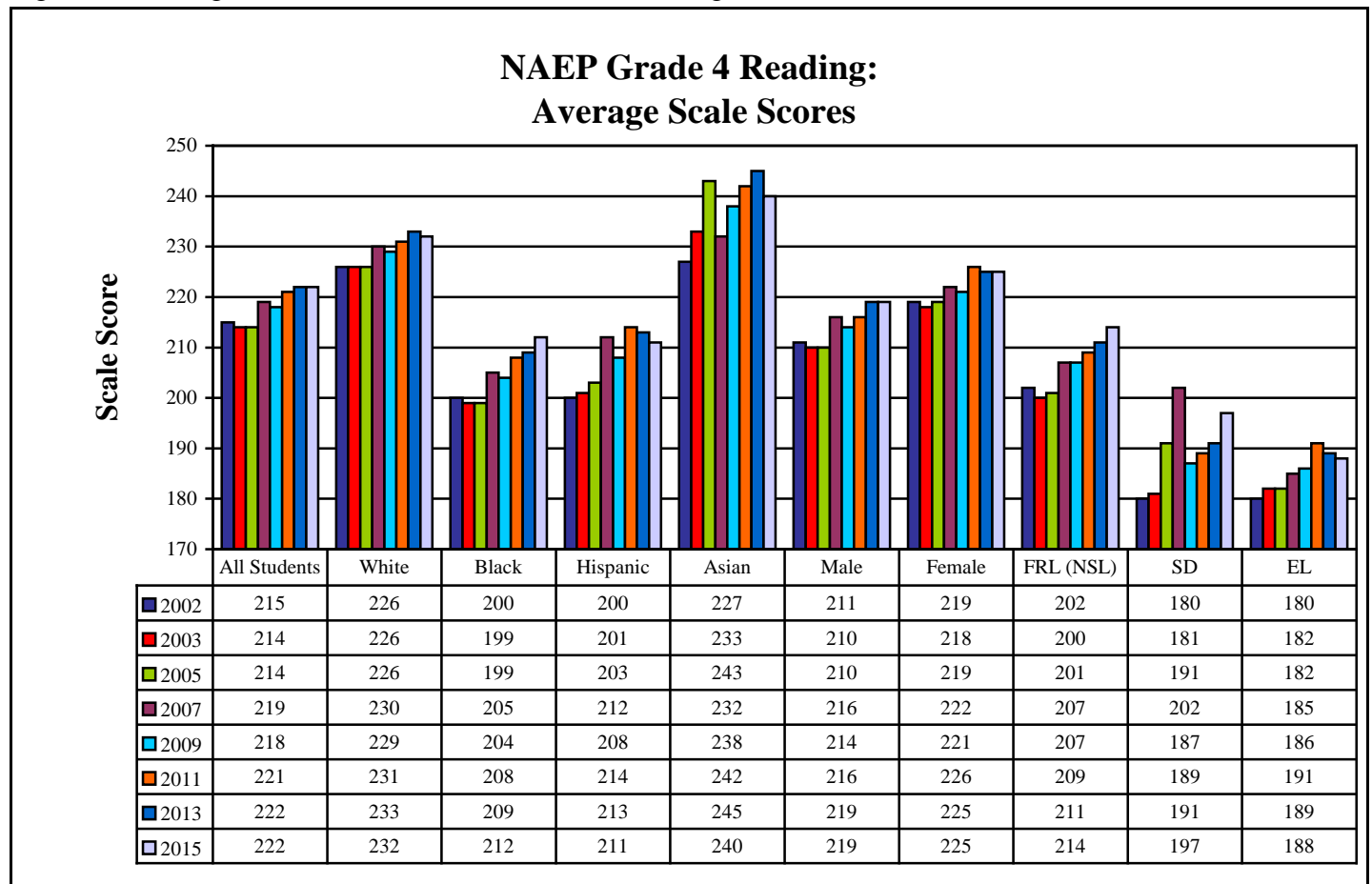


Table 2: Achievement Level – Percent At or Above Basic on NAEP Grade 4 Reading 2002-2015

| Percent At or Above Basic | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 59* | 59* | 58* | 66 | 63* | 66 | 67 | 68 | +9 |
| White | 72* | 72* | 73* | 79 | 76 | 78 | 79 | 80 | +8 |
| Black | 41* | 42* | 40* | 48* | 47* | 51 | 52 | 57 | +16 |
| Hispanic | 45 | 48 | 46 | 58 | 52 | 60 | 58 | 55 | +10 |
| Asian | 68 | 77 | 84 | 78 | 83 | 87 | 86 | 84 | +16 |
| Male | 56* | 55* | 53* | 62 | 59 | 61 | 63 | 64 | +8 |
| Female | 62* | 63* | 63* | 69 | 66* | 72 | 71 | 72 | +10 |
| FRL (NSL) | 44* | 43* | 43* | 51* | 50* | 53* | 56 | 60 | +16 |
| Students with Disabilities | 24* | 28* | 37 | 48 | 30 | 34 | 37 | 39 | +15 |
| English Learner | 23 | 28 | 20 | 24 | 22 | 31 | 29 | 23 | 0 |

*Value is significantly different from the 2015 value.

Figure 2: Percent At or Above Basic – NAEP Grade 4 Reading 2002-2015

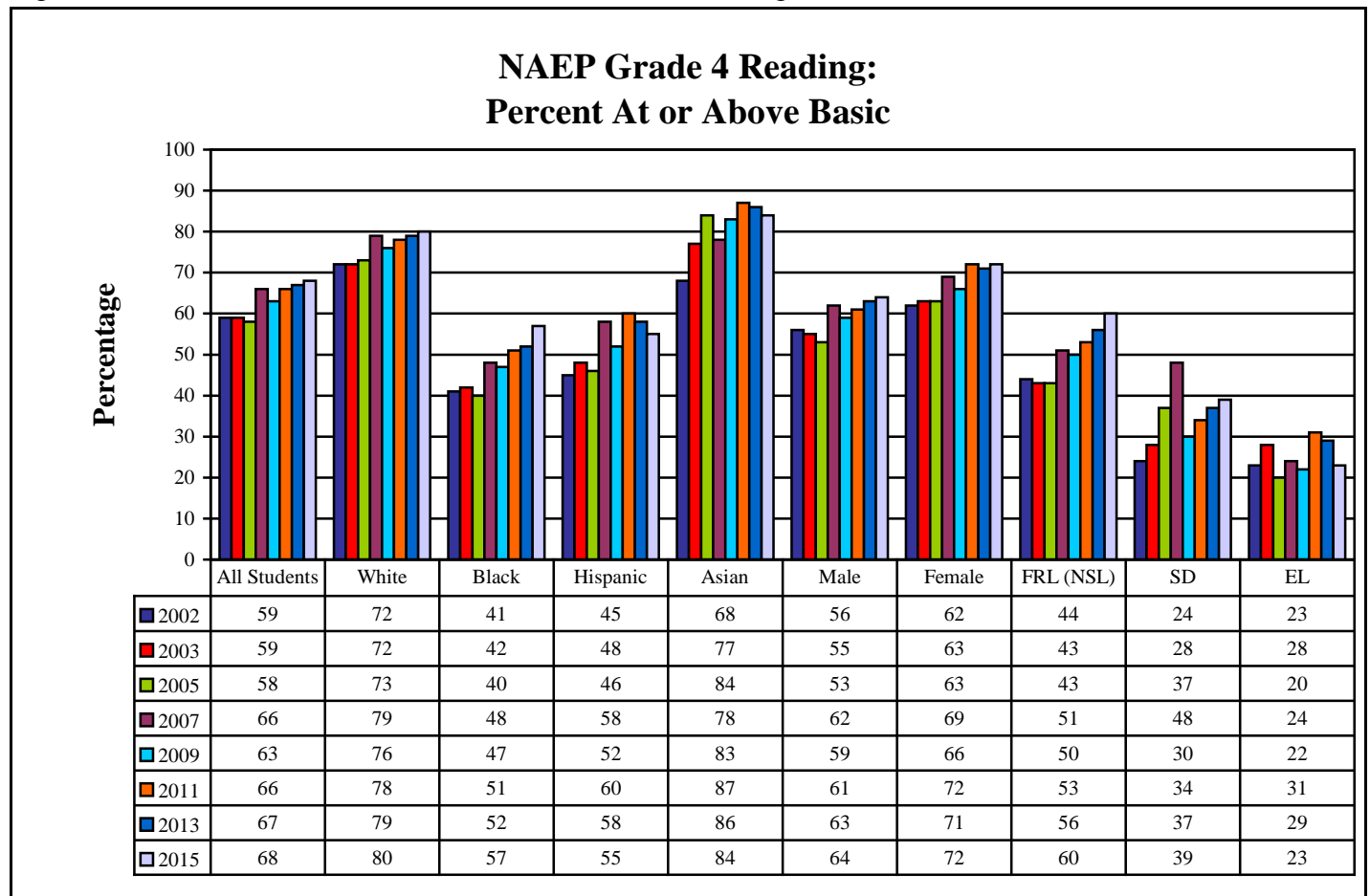


Table 3: Achievement Level – Percent At or Above Proficient on NAEP Grade 4 Reading 2002-2015

| Percent At or Above Proficient | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 28* | 27* | 26* | 28* | 29* | 32 | 34 | 34 | +6 |
| White | 39 | 38* | 37* | 40 | 40 | 43 | 45 | 45 | +6 |
| Black | 13* | 12* | 12* | 14* | 15 | 19 | 20 | 22 | +9 |
| Hispanic | 15 | 17 | 14 | 21 | 20 | 25 | 24 | 22 | +7 |
| Asian | 42 | 43 | 57 | 49 | 53 | 57 | 61 | 56 | +14 |
| Male | 25 | 24* | 22* | 25 | 26 | 28 | 32 | 30 | +5 |
| Female | 31* | 30* | 30* | 31* | 33 | 37 | 36 | 37 | +6 |
| FRL (NSL) | 16* | 13* | 13* | 15* | 18* | 20 | 21 | 23 | +7 |
| Students with Disabilities | 9* | 10* | 15 | 17 | 14 | 11 | 16 | 17 | +8 |
| English Learner | 4 | 9 | 4 | 4 | 6 | 5 | 8 | 5 | +1 |

*Value is significantly different from the 2015 value.

Figure 3: Percent At or Above Proficient – NAEP Grade 4 Reading 2002-2015

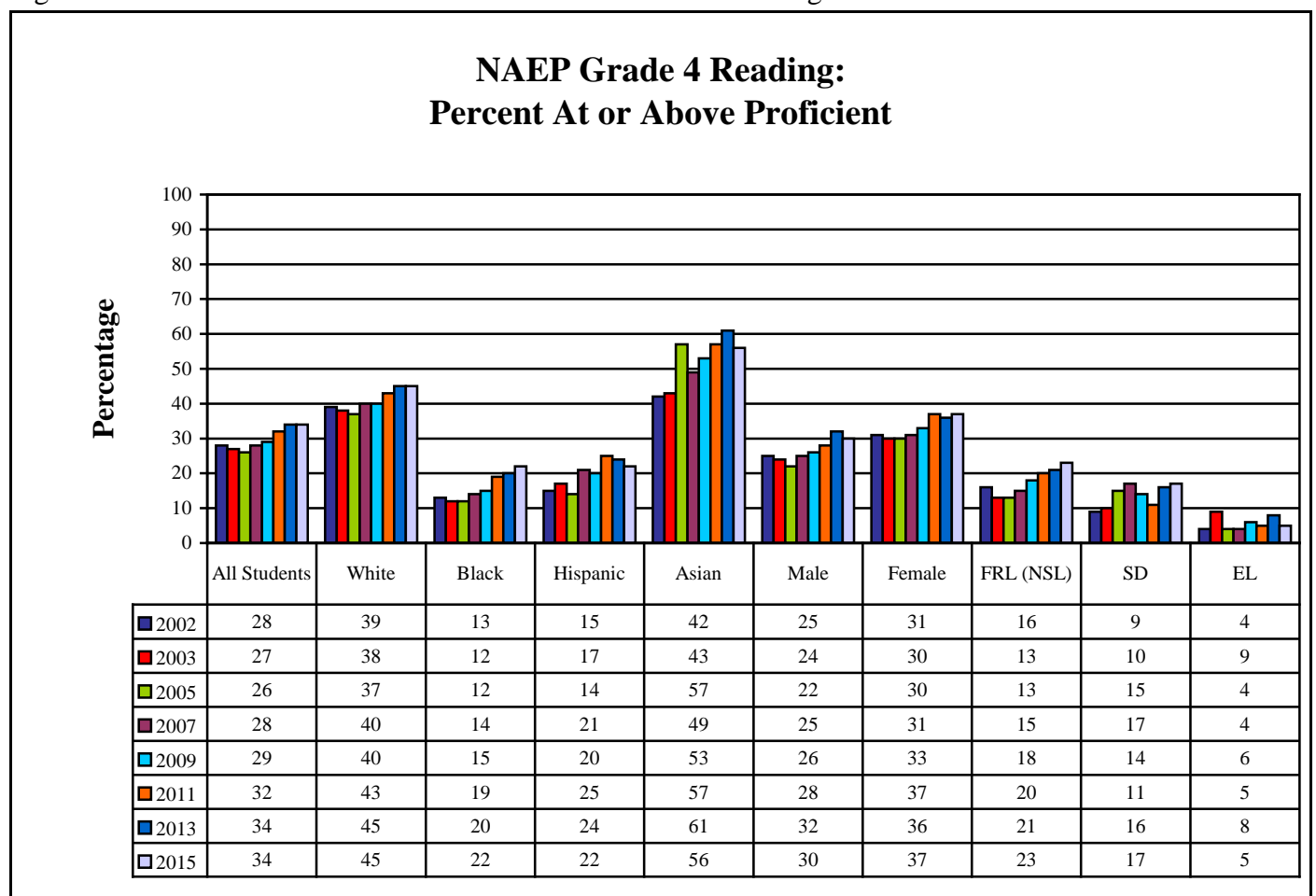


Table 4: Average Scale Scores – NAEP Grade 8 Reading 2002-2015

| Average Scale Scores | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 258* | 258* | 257* | 259* | 260 | 262 | 265 | 262 | +4 |
| White | 268* | 268 | 268* | 271 | 268 | 272 | 274 | 273 | +5 |
| Black | 246 | 244 | 241* | 246 | 249 | 251 | 252 | 248 | +2 |
| Hispanic | 242* | 245* | 247* | 250 | 254 | 258 | 260 | 257 | +15 |
| Asian | 265* | 265 | 275 | N/A | 286 | 277 | 286 | 280 | +15 |
| Male | 253 | 253 | 251* | 253 | 255 | 258 | 260 | 255 | +2 |
| Female | 263* | 263* | 263* | 264* | 266 | 267 | 270 | 269 | +6 |
| FRL (NSL) | 245* | 243* | 243* | 247* | 249* | 253 | 255 | 253 | +8 |
| Students with Disabilities | 216 | 212* | 226 | 231 | 224 | 234 | 230 | 227 | +11 |
| English Learner | N/A | N/A | N/A | N/A | N/A | N/A | 220 | 233 | +13** |

*Value is significantly different from the value for 2015.

NA – Reporting standards for sample size not met.

**Due to N/A, change reported for years other than 2002-2015.

Figure 4: Average Scale Scores – NAEP Grade 8 Reading 2002-2015

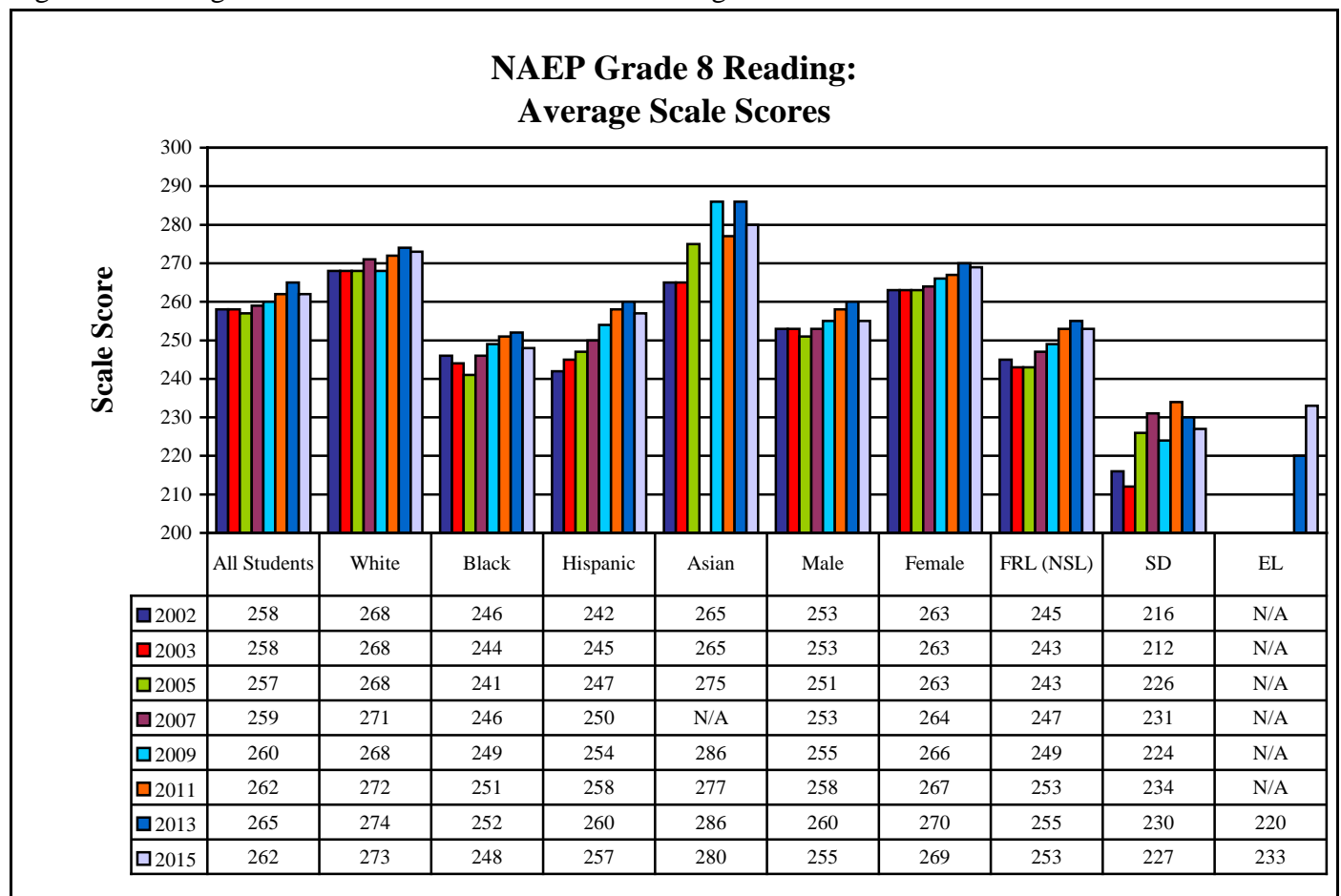


Table 5: Achievement Level – Percent At or Above Basic on NAEP Grade 8 Reading 2002-2015

| Percent At or Above Basic | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 70 | 69* | 67* | 70 | 72 | 74 | 75 | 73 | +3 |
| White | 80 | 81 | 79* | 84 | 81 | 85 | 85 | 85 | +5 |
| Black | 56 | 54 | 49* | 56 | 60 | 61 | 64 | 59 | +3 |
| Hispanic | 51 | 55 | 59 | 62 | 67 | 70 | 74 | 70 | +19 |
| Asian | 77 | 70 | 79 | N/A | 90 | 88 | 85 | 89 | +12 |
| Male | 64 | 63 | 61* | 65 | 66 | 69 | 71 | 67 | +3 |
| Female | 75 | 76 | 73* | 75 | 78 | 79 | 80 | 79 | +4 |
| FRL (NSL) | 56* | 54* | 52* | 57* | 60 | 65 | 67 | 65 | +9 |
| Students with Disabilities | 26 | 22* | 32 | 41 | 32 | 39 | 38 | 36 | +10 |
| English Learner | N/A | N/A | N/A | N/A | N/A | N/A | 21* | 42 | + 21** |

*Value is significantly different from the 2015 value.

N/A – Reporting standards for sample size not met.

** Due to N/A, change reported for years other than 2002-2015.

Figure 5: Percent At or Above Basic – NAEP Grade 8 Reading 2002-2015

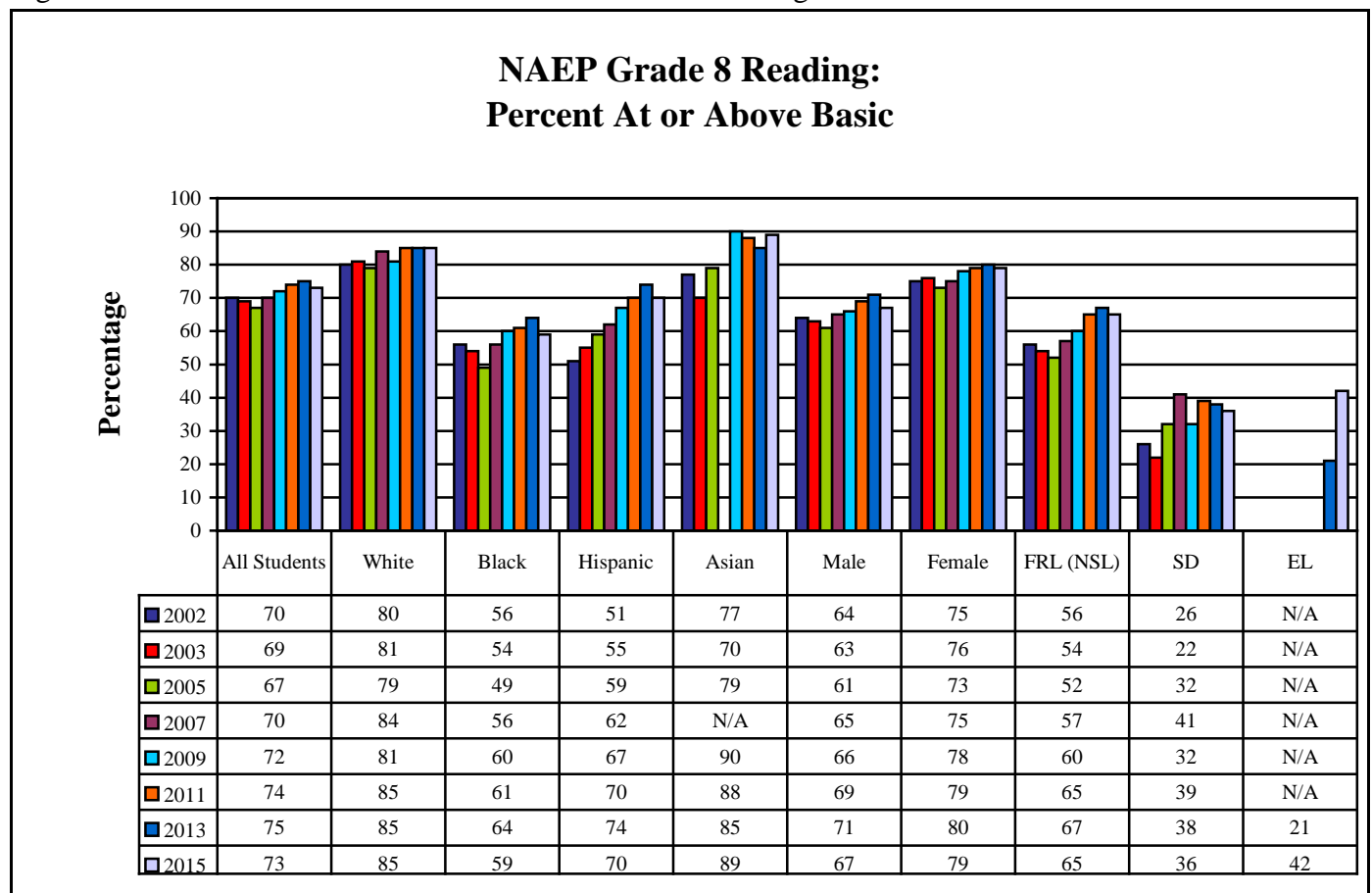


Table 6: Achievement Level – Percent At or Above Proficient on NAEP Grade 8 Reading 2002-2015

| Percent At or Above Proficient | | | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|------|------|------------------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Change 2002-2015 |
| All Students | 26 | 26 | 25* | 26* | 27 | 28 | 32 | 30 | +4 |
| White | 35* | 36 | 35 | 38 | 35* | 38 | 42 | 43 | +8 |
| Black | 14 | 12 | 10* | 13 | 15 | 14 | 17 | 15 | +1 |
| Hispanic | 14 | 16 | 14 | 17 | 20 | 21 | 26 | 21 | +7 |
| Asian | 27* | 39 | 47 | N/A | 61 | 48 | 60 | 51 | +24 |
| Male | 22 | 22 | 20 | 20 | 22 | 23 | 26 | 23 | +1 |
| Female | 30* | 30* | 30* | 31 | 32 | 32 | 37 | 37 | +7 |
| FRL (NSL) | 14 | 12* | 12* | 14* | 14* | 16 | 20 | 20 | +6 |
| Students with Disabilities | 6 | 2 | 5 | 6 | 4 | 8 | 6 | 7 | +1 |
| English Learner | N/A | N/A | N/A | N/A | N/A | N/A | 4 | 6 | +2** |

*Value is significantly different from the 2015 value.

N/A – Reporting standards for sample size not met.

** Due to N/A, change reported for years other than 2002-2015.

Figure 6: Percent At or Above Proficient – NAEP Grade 8 Reading 2002-2015

