

TESTING BRIEF
National Assessment of Educational Progress (NAEP)
January 26 – March 6, 2009

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 results from the National Assessment of Educational Progress (NAEP) 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 mathematics scale, which ranges from 0 to 500. Beginning in 1992, reading has been assessed in eight 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 and 2009).

Administration of the NAEP supports Goal 5 of the Superintendent's Strategic Plan: Improve the SAT, ACT, and achievement scores of Georgia students. This is achieved through providing an effective curriculum and assessment system designed to improve student achievement.

KEY FINDINGS IN READING

Grade 4

- The average reading score for students in Georgia was 218. This was not significantly different than the score in 2007 (219) but was significantly higher than the score in 2005 (214).
- Georgia's average score in 2009 (218) was not significantly different than that of the nation's public schools (220).
- The average reading score for White students in Georgia changed from 230 in 2007 to 229 in 2009. The average score for Black students changed from 205 in 2007 to 204 in 2009. The average score for Hispanic students changed from 212 in 2007 to 208 in 2009.
- The average reading score for students who were eligible for the National School Lunch Program remained the same in 2009 as it was in 2007 (207).
- The percentage of students in Georgia who performed at or above *Basic* was 63 percent. This was not significantly different from 2007 (66 percent) but was significantly different from 2005 (58 percent).
- The percentage of students in Georgia who performed at or above *Proficient* was 29 percent. This was not significantly different from 2007 (28 percent).
- The 2009 Strategic Plan target for fourth graders performing at or above *Basic* was seventy (70) percent. This target was not met.

KEY FINDINGS IN READING

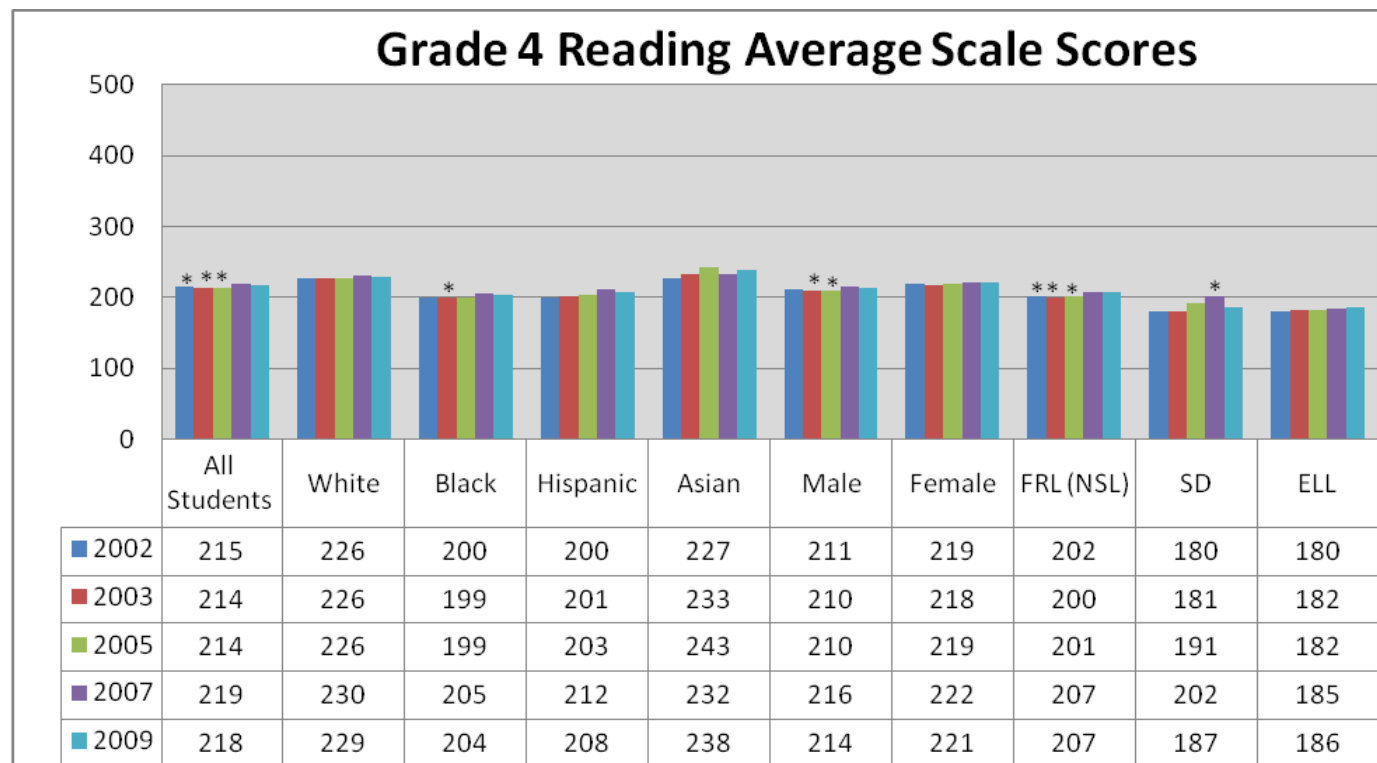
Grade 8

- The average reading score for students in Georgia was 260. This was not significantly different than the score in 2007 (259) but was significantly higher than 2005 (257).
- Georgia's average score (260) was not significantly different than that of the nation's public schools (262).
- The average reading score for White students in Georgia (268) was not significantly different from the score in 2007 (271). Black students' average score increased from 246 in 2007 to 249 in 2009. This score has changed significantly since 2005 (241). Scores for Hispanic students changed from 250 in 2007 to 254 in 2009.
- The average reading score for students who were eligible for the National School Lunch Program in Georgia increased from 247 in 2007 to 249 in 2009. The increase has been significant since 2005 when the average score for this group was 243.
- The percentage of students in Georgia who performed at or above *Basic* was 72 percent. This was not significantly different from 2007 (70 percent) but was significantly different from 2005 (67 percent).
- The percentage of students in Georgia who performed at or above *Proficient* (27 percent) was not a significant change from 2007 (26 percent).
- The 2009 Strategic Plan target for eighth graders performing at or above *Basic* was seventy-five (75) percent. This target was not met.

Table 1: Average Scale Scores in Reading 2002-2009 for Grade 4

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	2002	2003	2005	2007	2009	Change 2002-2009
All Students	215	214	214	219	218	3
White	226	226	226	230	229	3
Black	200	199	199	205	204	4
Hispanic	200	201	203	212	208	8
Asian	227	233	243	232	238	11
Male	211	210	210	216	214	3
Female	219	218	219	222	221	2
FRL (NSL)	202	200	201	207	207	5
Students with Disabilities	180	181	191	202	187	7
English Language Learner	180	182	182	185	186	6

Figure 1: Average Scale Scores in Reading 2002-2009 for Grade 4



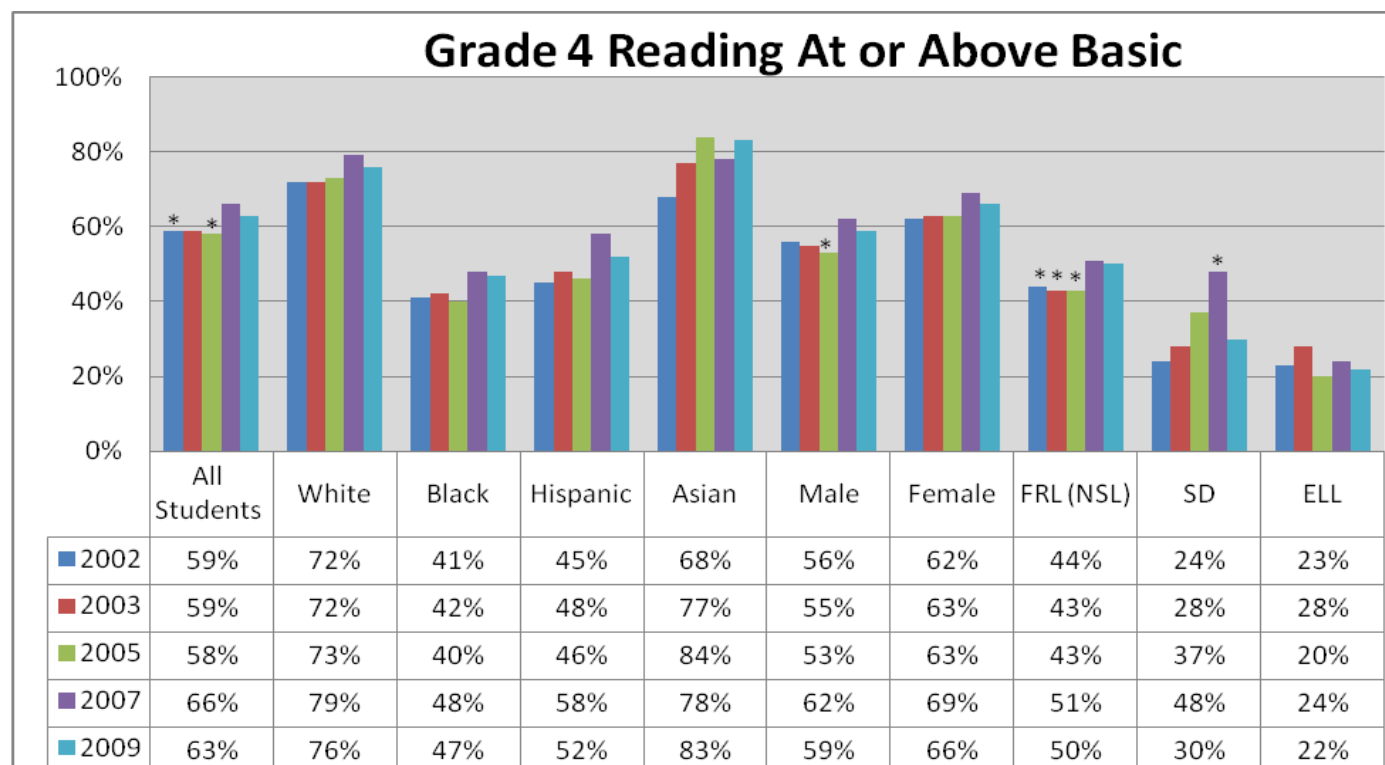
*Value is significantly different from the 2009 value.

Table 2: Achievement Level – At or Above Basic in Reading 2002-2009 for Grade 4

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	2002	2003	2005	2007	2009	*Change 2002-2009
All Students	59%	59%	58%	66%	63%	4
White	72%	72%	73%	79%	76%	4
Black	41%	42%	40%	48%	47%	6
Hispanic	45%	48%	46%	58%	52%	7
Asian	68%	77%	84%	78%	83%	15
Male	56%	55%	53%	62%	59%	3
Female	62%	63%	63%	69%	66%	4
FRL (NSL)	44%	43%	43%	51%	50%	6
Students with Disabilities	24%	28%	37%	48%	30%	6
English Language Learner	23%	28%	20%	24%	22%	-1

* Indicates change in percentage points

Figure 2: Achievement Level – At or Above Basic in Reading 2002-2009 for Grade 4



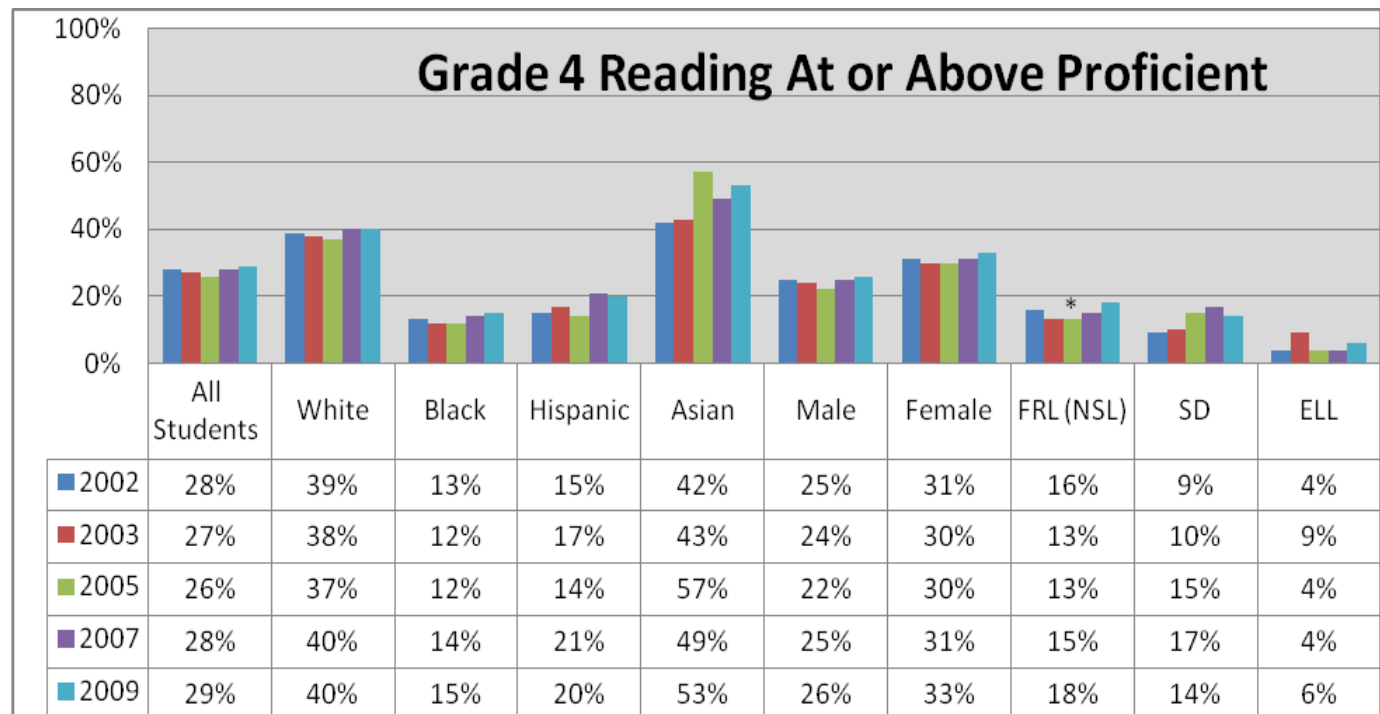
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Table 3: Achievement Level – At or Above Proficient in Reading 2002-2009 for Grade 4

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	2002	2003	2005	2007	2009	*Change 2002-2009
All Students	28%	27%	26%	28%	29%	1
White	39%	38%	37%	40%	40%	1
Black	13%	12%	12%	14%	15%	2
Hispanic	15%	17%	14%	21%	20%	5
Asian	42%	43%	57%	49%	53%	11
Male	25%	24%	22%	25%	26%	1
Female	31%	30%	30%	31%	33%	2
FRL (NSL)	16%	13%	13%	15%	18%	2
Students with Disabilities	9%	10%	15%	17%	14%	5
English Language Learner	4%	9%	4%	4%	6%	2

* Indicates change in percentage points

Figure 3: Achievement Level – At or Above Proficient in Reading 2002-2009 for Grade 4



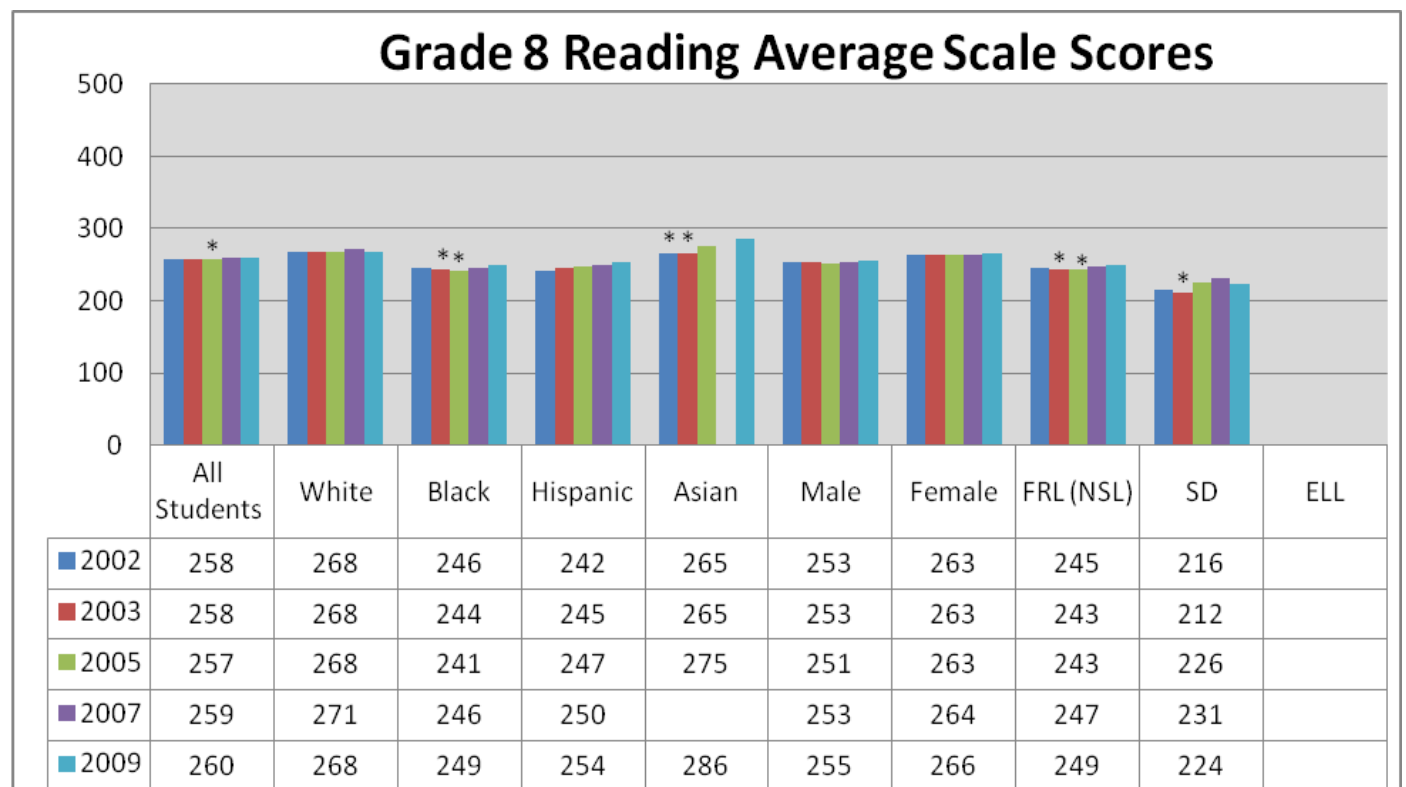
*Value is significantly different from the 2009 value.

Table 4: Average Scale Scores in Reading 2002-2009 for Grade 8

Table 4: Average Scale Scores						
	2002	2003	2005	2007	2009	Change 2002-2009
All Students	258	258	257	259	260	2
White	268	268	268	271	268	0
Black	246	244	241	246	249	3
Hispanic	242	245	247	250	254	12
Asian	265	265	275	NA	286	21
Male	253	253	251	253	255	2
Female	263	263	263	264	266	3
FRL (NSL)	245	243	243	247	249	4
Students with Disabilities	216	212	226	231	224	8
English Language Learner	NA	NA	NA	NA	NA	NA

NA – Reporting standards for sample size not met.

Figure 4: Average Scale Scores in Reading 2002-2009 for Grade 8



*Value is significantly different from the value for 2009.

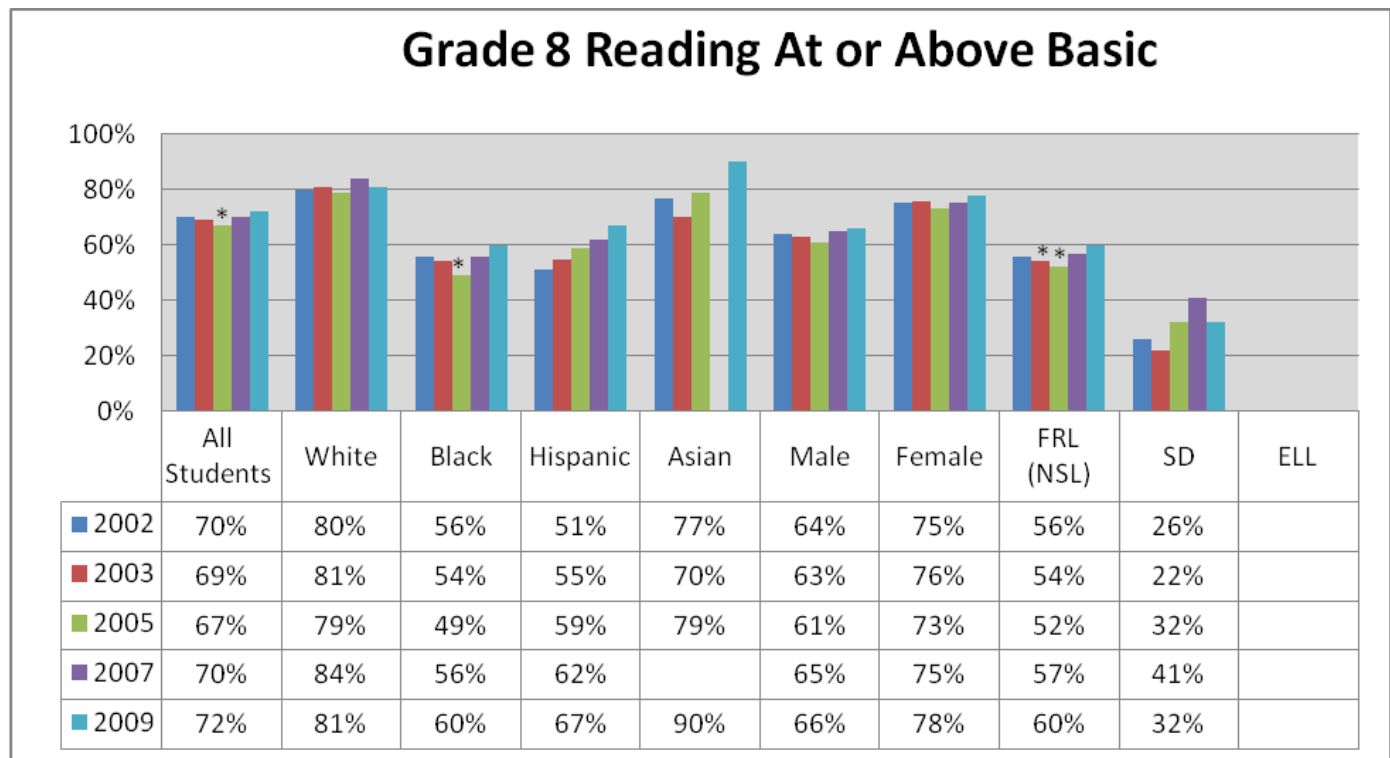
Blank cells indicate NA value.

Table 5: Achievement Level – At or Above Basic in Reading 2002-2009 for Grade 8

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	2002	2003	2005	2007	2009	*Change 2002-2009
All Students	70%	69%	67%	70%	72%	2
White	80%	81%	79%	84%	81%	1
Black	56%	54%	49%	56%	60%	4
Hispanic	51%	55%	59%	62%	67%	16
Asian	77%	70%	79%	NA	90%	13
Male	64%	63%	61%	65%	66%	2
Female	75%	76%	73%	75%	78%	3
FRL (NSL)	56%	54%	52%	57%	60%	14
Students with Disabilities	26%	22%	32%	41%	32%	6
English Language Learner	NA	NA	NA	NA	NA	NA

* Indicates change in percentage points
 NA – Reporting standards for sample size not met.

Figure 5: Achievement Level – At or Above Basic in Reading 2002-2009 for Grade 8



*Value is significantly different from the 2009 value.
 Blank cells indicate NA value.

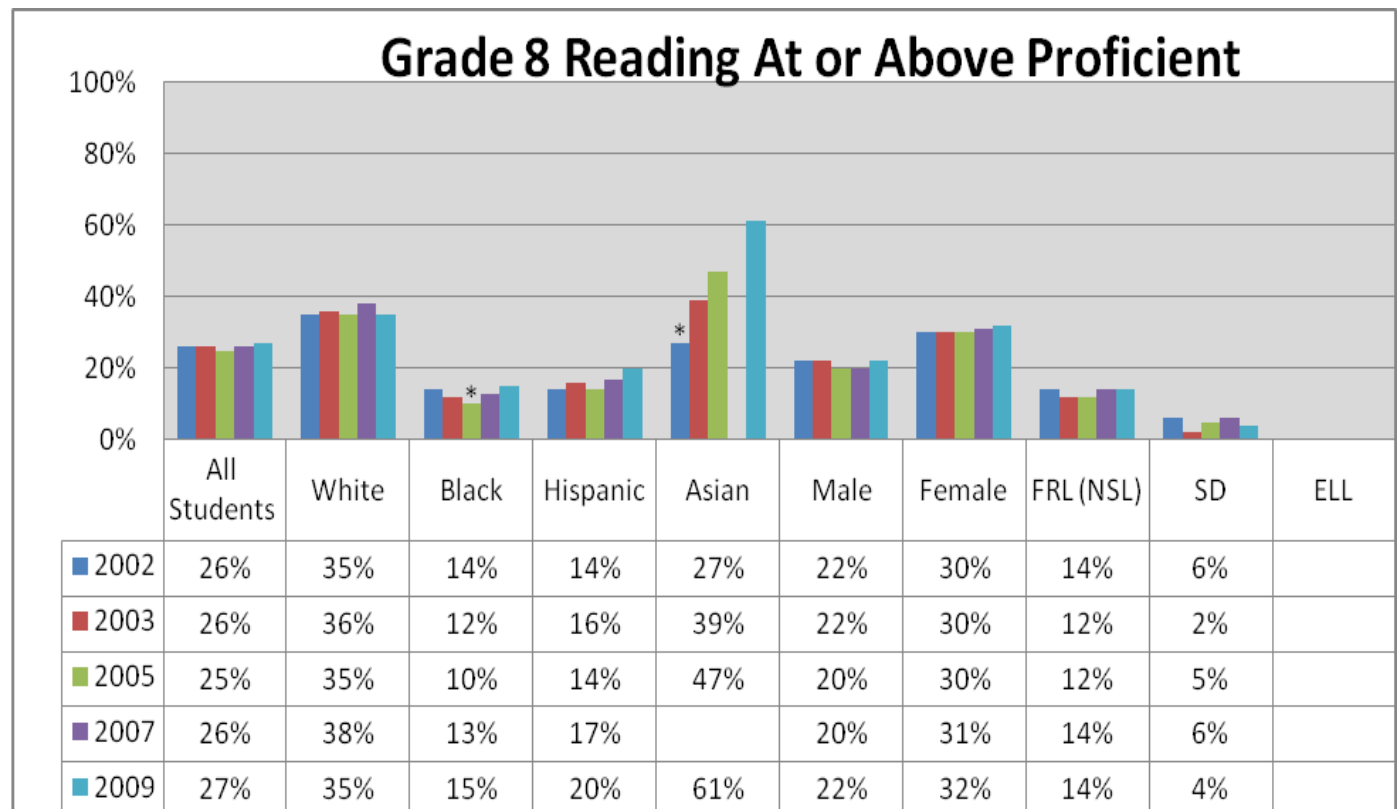
Table 6: Achievement Level – At or Above Proficient in Reading 2002-2009 for Grade 8

Table 6: Achievement Level – At or Above Proficient						
	2002	2003	2005	2007	2009	*Change 2002-2009
All Students	26%	26%	25%	26%	27%	1
White	35%	36%	35%	38%	35%	0
Black	14%	12%	10%	13%	15%	1
Hispanic	14%	16%	14%	17%	20%	6
Asian	27%	39%	47%	NA	61%	34
Male	22%	22%	20%	20%	22%	0
Female	30%	30%	30%	31%	32%	2
FRL (NSL)	14%	12%	12%	14%	14%	0
Students with Disabilities	6%	2%	5%	6%	4%	-2
English Language Learner	NA	NA	NA	NA	NA	NA

* Indicates change in percentage points

NA – Reporting standards for sample size not met.

Figure 6: Achievement Level – At or Above Proficient in Reading 2002-2009 for Grade 8



*Value is significantly different from the 2009 value.

Blank cells indicate NA value.