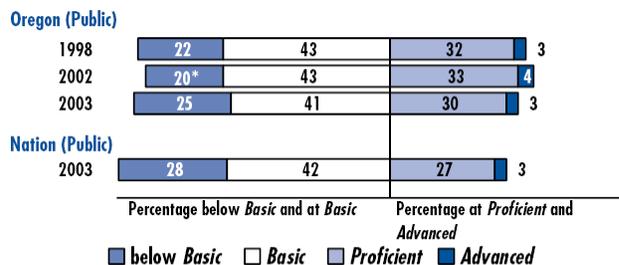


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

### Overall Reading Results for Oregon

- In 2003, the average scale score for eighth-grade students in Oregon was 264. This was lower<sup>1</sup> than the average score in 2002 (268), and was not found to be significantly different from the average score in 1998 (266).
- Oregon's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in Oregon were higher than those in 18 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (35 percent).

### Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

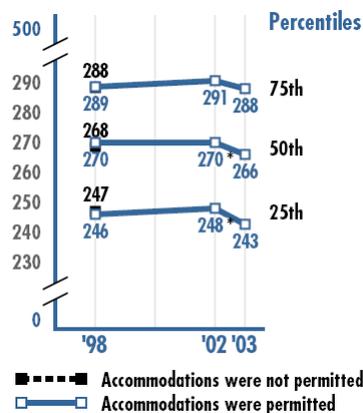
### Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percentage of students	Average Score	Below Basic	Basic	Proficient	Advanced
Male	51	259	30	43	25	2
Female	49	270	21	40	35	4
White	80	267	23	42	32	3
Black	3	251	39	43	16	2
Hispanic	9	249	40	41	17	1
Asian/Pacific Islander	4	265	28	37	29	6
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	27	254	34	44	21	1
Not eligible	67	268	22 ↑	41	33	4

### Average Score Gaps Between Selected Groups

- In 2003, male students in Oregon had an average score that was lower than that of female students (11 points). This performance gap was narrower than that of 1998 (17 points).
- In 2003, White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was narrower than that of 1998 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of 1998 (19 points).

### Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools). NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.