

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

| Overall Reading Results for DoDEA   | Student Percentage at NAEP Achievement Levels   |
|---|---|
| <ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in DoDEA was 226. This was higher<sup>1</sup> than their average score in 2003 (224), and was higher than their average score in 1998 (220).</li> <li>DoDEA's average score (226) in 2005 was higher than that of the Nation's public schools (217).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in DoDEA were higher than those in 38 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 1 jurisdiction.</li> <li>The percentage of students in DoDEA who performed at or above the NAEP <i>Proficient</i> level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (35 percent), and was greater than that in 1998 (32 percent).</li> <li>The percentage of students in DoDEA who performed at or above the NAEP <i>Basic</i> level was 75 percent in 2005. This percentage was greater than that in 2003 (71 percent), and was greater than that in 1998 (66 percent).</li> </ul> | <p>DoDEA (public)</p> <p>1998<sup>1</sup></p> <p>1998</p> <p>2002</p> <p>2003</p> <p>2005</p> <p>Nation (public)</p> <p>2005</p> <p>Percent below Basic    Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic    □ Basic    ■ Proficient    ■ Advanced</p> <p><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.</p> |

| Performance of NAEP Reporting Groups in DoDEA    |                     |               |                     |  |    |                  |
|--|---------------------|---------------|---------------------|--|----|------------------|
| Reporting groups                                 | Percent of students | Average score | Percent below Basic | Percent of students at or above Basic Proficient |    | Percent Advanced |
| Male   | 50                  | 222           | 29 ↓                | 71 ↑   | 31 | 5                |
| Female   | 50                  | 230           | 21                  | 79   | 40 | 8                |
| White  | 48                  | 232           | 18                  | 82   | 44 | 9                |
| Black  | 19 ↓                | 218           | 35                  | 65   | 24 | 3                |
| Hispanic   | 14                  | 219           | 34                  | 66   | 26 | 3                |
| Asian/Pacific Islander                           | 7                   | 223           | 30                  | 70   | 33 | 6                |
| American Indian/Alaska Native                    | 1                   | ‡             | ‡                   | ‡  | ‡  | ‡                |
| Eligible for free/reduced-price school lunch     | #                   | ‡             | ‡                   | ‡  | ‡  | ‡                |
| Not eligible for free/reduced-price school lunch | #                   | ‡             | ‡                   | ‡  | ‡  | ‡                |

| Average Score Gaps Between Selected Groups   | Reading Scale Scores at Selected Percentiles  |
|--|---|
| <ul style="list-style-type: none"> <li>In 2005, male students in DoDEA had an average score that was lower than that of female students by 8 points. In 1998, the average score for male students was lower than that of female students by 9 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 14 points. In 1998, the average score for Black students was lower than that of White students by 18 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 13 points. In 1998, the average score for Hispanic students was lower than that of White students by 15 points.</li> <li>Data are not reported for Not eligible students for free/reduced-price school lunch in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points. This performance gap was narrower than that of 1998 (47 points).</li> </ul> | <p>500</p> <p>250</p> <p>240</p> <p>230</p> <p>220</p> <p>210</p> <p>200</p> <p>190</p> <p>0</p> <p>Percentiles</p> <p>75th</p> <p>50th</p> <p>25th</p> <p>'98    '02    '03    '05</p> <p>■ --- ■ Accommodations were not permitted</p> <p>■ — ■ Accommodations were permitted</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p> |

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

<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 across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. 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), selected years, 1998–2005 Reading Assessments.