

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Atlanta City School District was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Atlanta	Student Percentages at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in Atlanta was 240. This was not significantly different from their average score in 2003 (240), and was higher than their average score in 2002 (236).¹ Atlanta's average score (240) in 2005 was lower than that of public schools in large central cities² (250). The percentage of students in Atlanta who performed at or above the NAEP <i>Proficient</i> level was 12 percent in 2005. This percentage was not significantly different from that in 2003 (11 percent), and was greater than that in 2002 (8 percent). The percentage of students in Atlanta who performed at or above the NAEP <i>Basic</i> level was 46 percent in 2005. This percentage was not significantly different from that in 2003 (47 percent), and was not significantly different from that in 2002 (42 percent). 	<p>Atlanta (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2002</td><td>58</td><td>35</td><td>7</td><td>#</td></tr> <tr><td>2003</td><td>53</td><td>36</td><td>11</td><td>#</td></tr> <tr><td>2005</td><td>54</td><td>34</td><td>11</td><td>1</td></tr> </table> <p>Large central city (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2005</td><td>40</td><td>40</td><td>18</td><td>1</td></tr> </table> <p>Nation (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2005</td><td>29</td><td>42</td><td>26</td><td>3</td></tr> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	2002	58	35	7	#	2003	53	36	11	#	2005	54	34	11	1	Year	Below Basic	Basic	Proficient	Advanced	2005	40	40	18	1	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
Year	Below Basic	Basic	Proficient	Advanced																																					
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Performance of NAEP Reporting Groups in Atlanta: 2005						
Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	48	232	62	38	8	#
Female	52	246	47	53	16	1
White	4	‡	‡	‡	‡	‡
Black	92	237	57	43	9	#
Hispanic	2	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	74 ↓	234	60	40	7	#
Not eligible for free/reduced-price school lunch	21 ↑	260	33	67	31	4

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> In 2005, male students in Atlanta had an average score that was lower than that of female students by 14 points. In 2002, the average score for male students was lower than that of female students by 9 points. Data are not reported for White students in 2005, because reporting standards were not met. Therefore, the performance gap results are not reported. Data are not reported for White students in 2005, because reporting standards were not met. Therefore, the performance gap results are not reported. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 26 points. This performance gap was wider than that of 2002 (11 points). In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. 	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <tr><th>Year</th><th>75th Percentile</th><th>50th Percentile</th><th>25th Percentile</th></tr> <tr><td>'02</td><td>259</td><td>236</td><td>214</td></tr> <tr><td>'03</td><td>263</td><td>240</td><td>217</td></tr> <tr><td>'05</td><td>262</td><td>239</td><td>216</td></tr> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'02	259	236	214	'03	263	240	217	'05	262	239	216
Year	75th Percentile	50th Percentile	25th Percentile														
'02	259	236	214														
'03	263	240	217														
'05	262	239	216														

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

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

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Atlanta were 3 percent and percentage rounds to zero in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison, non-White students comprised 76 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 63 percent of students in large central city public schools and 39 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/reading/tuda.asp> 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), 2002, 2003, and 2005 Trial Urban District Reading Assessments.