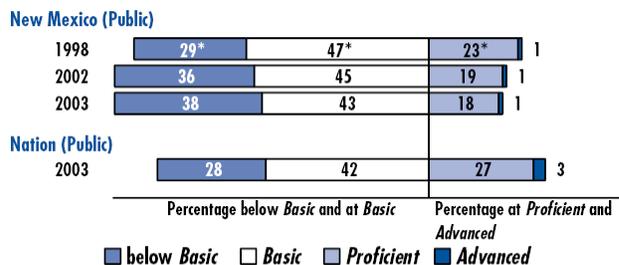


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Mexico

- In 2003, the average scale score for eighth-grade students in New Mexico was 252. This was not found to be significantly different¹ from the average score in 2002 (254), and was lower than the average score in 1998 (258).
- New Mexico's average score (252) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions² that participated in the 2003 eighth-grade assessment, students' average scale scores in New Mexico were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was smaller than that in 1998 (23 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.

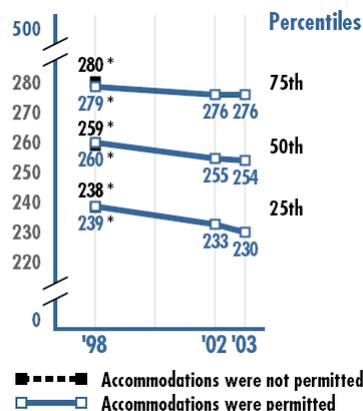
Performance of NAEP Reporting Groups in New Mexico

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	50	246	43	42	15	1
Female	50	257	32	44	22	2
White	34	268	20	45	32	3
Black	3	246	45	41	13	#
Hispanic	52 ↑	243	47	42	11	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	9	242	48	41	10	1
Free/reduced-price school lunch						
Eligible	50	241	49	41	10	#
Not eligible	42 ↑	262	26	46	26	2

Average Score Gaps Between Selected Groups

- In 2003, male students in New Mexico had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (11 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Mexico in 1998.
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was wider than that of 1998 (20 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 (21 points). This performance gap was wider than that of 1998 (15 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.

¹ 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.

² "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.