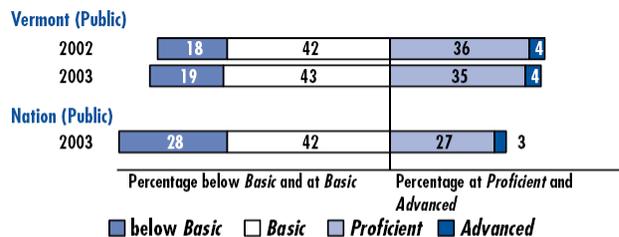


The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Vermont

- In 2003, the average scale score for eighth-grade students in Vermont was 271. This was not found to be significantly different¹ from the average score in 2002 (272).
- Vermont's average score (271) in 2003 was higher 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 Vermont were higher than those in 40 jurisdictions, and not significantly different from those in 12 jurisdictions.
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 39 percent in 2003. This percentage was not found to be significantly different from 2002 (40 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.

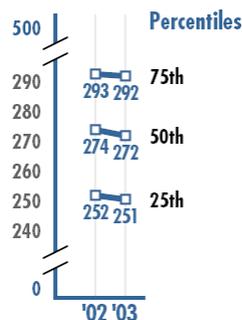
Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	265	23	45	29	2
Female	50	276	14	40	40	6
White	96	271	18	43	35	4
Black	1	---	---	---	---	---
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	25	255	33	47	18	1
Not eligible	74	276	14	41	40	5

Average Score Gaps Between Selected Groups

- In 2003, male students in Vermont had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- 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 (20 points). This performance gap was not significantly different from that of 2002 (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.

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), 2002 and 2003 Reading Assessments.