

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 Oregon	Student Percentage at NAEP Achievement Levels																																			
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Oregon was 217. This was not significantly different from<sup>1</sup> their average score in 2003 (218), and was higher than their average score in 1998 (212).</li> <li>Oregon's average score (217) in 2005 was not significantly different from 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 Oregon were higher than those in 10 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 25 jurisdictions.</li> <li>The percentage of students in Oregon who performed at or above the NAEP <i>Proficient</i> level was 29 percent in 2005. This percentage was not significantly different from that in 2003 (31 percent), and was not significantly different from that in 1998 (26 percent).</li> <li>The percentage of students in Oregon who performed at or above the NAEP <i>Basic</i> level was 62 percent in 2005. This percentage was not significantly different from that in 2003 (63 percent), and was not significantly different from that in 1998 (58 percent).</li> </ul>	<p><b>Student Percentage at NAEP Achievement Levels</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>Oregon (public) 1998<sup>1</sup></td> <td>39</td> <td>33</td> <td>23</td> <td>5</td> </tr> <tr> <td>Oregon (public) 1998</td> <td>42</td> <td>32</td> <td>21</td> <td>5</td> </tr> <tr> <td>Oregon (public) 2002</td> <td>34</td> <td>34</td> <td>25</td> <td>6</td> </tr> <tr> <td>Oregon (public) 2003</td> <td>37</td> <td>33</td> <td>24</td> <td>7</td> </tr> <tr> <td>Oregon (public) 2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> <tr> <td>Nation (public) 2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Percent below <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></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: <i>Below Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	Oregon (public) 1998 <sup>1</sup>	39	33	23	5	Oregon (public) 1998	42	32	21	5	Oregon (public) 2002	34	34	25	6	Oregon (public) 2003	37	33	24	7	Oregon (public) 2005	38	33	23	7	Nation (public) 2005	38	33	23	7
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Performance of NAEP Reporting Groups in Oregon						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	49	213	42	58	26	6
Female	51	220	34	66	33	8
White	71 ↓	223	31	69	34	8
Black	4	200	55	45	15	1
Hispanic	16	194	64	36	10	1
Asian/Pacific Islander	5	220	34	66	35	8
American Indian/Alaska Native	3	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	39	204	52	48	17	2
Not eligible for free/reduced-price school lunch	57	225	28	72	37	9

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																								
<ul style="list-style-type: none"> <li>In 2005, male students in Oregon had an average score that was lower than that of female students by 7 points. In 1998, the average score for male students was lower than that of female students by 8 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 23 points. In 1998, the average score for Black students was lower than that of White students by 25 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 29 points. In 1998, the average score for Hispanic students was lower than that of White students by 39 points.</li> <li>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 21 points. This performance gap was narrower than that of 1998 (30 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points.</li> </ul>	<p><b>Reading Scale Scores at Selected Percentiles</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'98 (Accommodations not permitted)</td> <td>241</td> <td>218</td> <td>193</td> </tr> <tr> <td>'98 (Accommodations permitted)</td> <td>239</td> <td>216</td> <td>189</td> </tr> <tr> <td>'02 (Accommodations not permitted)</td> <td>244</td> <td>222</td> <td>198</td> </tr> <tr> <td>'03 (Accommodations permitted)</td> <td>243</td> <td>220</td> <td>195</td> </tr> <tr> <td>'05 (Accommodations not permitted)</td> <td>242</td> <td>220</td> <td>194</td> </tr> </tbody> </table> <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>	Year	75th Percentile	50th Percentile	25th Percentile	'98 (Accommodations not permitted)	241	218	193	'98 (Accommodations permitted)	239	216	189	'02 (Accommodations not permitted)	244	222	198	'03 (Accommodations permitted)	243	220	195	'05 (Accommodations not permitted)	242	220	194
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# 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.