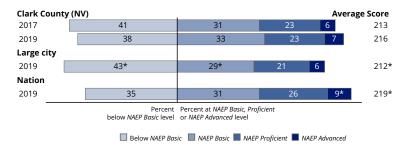
# 2019 Reading Trial Urban District Snapshot Report Clark County (NV) Grade 4 Public Schools

#### **Overall Results**

- In 2019, the average score of fourth-grade students in Clark County (NV) was 216. This was higher than the average score of 212 for students in large cities.
- The average score for students in Clark County (NV) in 2019 (216) was not significantly different from their average score in 2017 (213).
- The percentage of students in Clark County (NV) who performed at or above the *NAEP Proficient* level was 30 percent in 2019. This percentage was not significantly different from that in 2017 (29 percent).
- The percentage of students in Clark County (NV) who performed at or above the *NAEP Basic* level was 62 percent in 2019. This percentage was not significantly different from that in 2017 (59 percent).

## NAEP Achievement-Level Percentages and Average Score Results



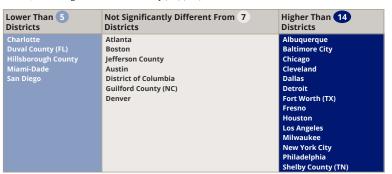
<sup>\*</sup> Significantly different (*p* < .05) from district's results in 2019. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with

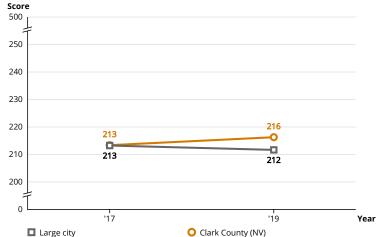
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used witl caution. Detail may not sum to totals because of rounding.

## Compare the Average Score in 2019 to Other Districts

In 2019, the average score in Clark County (NV) (216) was



## **Average Scores for District and Large Cities**



## **Results for Student Groups in 2019**

	Percentage of Avg.		Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	students	score	Basic	Proficient	Advanced
Race/Ethnicity					
White	23	230	77	44	12
Black	16	199	43	16	3
Hispanic	47	212	58	24	4
Asian	5	235	82	48	15
American Indian/Alaska Native	#	‡	‡	#	#
Native Hawaiian/Pacific Islander	2	‡	#	#	‡
Two or more races	7	227	73	38	8
Gender					
Male	50	213	60	27	5
Female	50	220	65	32	8
National School Lunch Program					
Eligible	78	211	57	24	5
Not eligible	21	234	80	48	14
# Rounds to zero.					

# Rounds to zero. ‡ Reporting standards not met

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## **Score Gaps for Student Groups**

- In 2019, Black students had an average score that was 31 points lower than that for White students. This performance gap was not significantly different from that in 2017 (25 points).
- In 2019, Hispanic students had an average score that was 19 points lower than that for White students. This performance gap was not significantly different from that in 2017 (22 points).
- In 2019, female students in Clark County (NV) had an average score that was higher than that for male students by 7 points.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 22 points lower than that for students who were not eligible. This performance gap was narrower than that in 2017 (30 points).



NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at <u>interpret results</u>. For more information and additional comparisons please visit the <u>Nation's Report Card</u> and <u>NAEP Data Explorer</u> SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 and 2019 Reading Assessments.