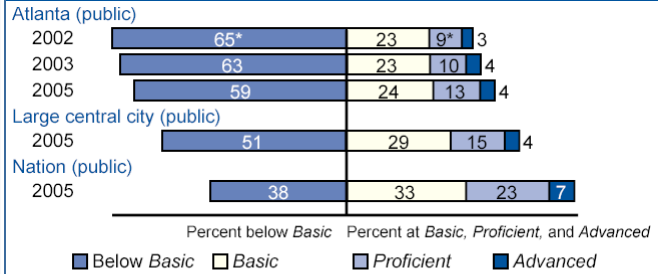


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Atlanta City was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Atlanta

- In 2005, the average scale score for fourth-grade students in Atlanta was 201. This was not significantly different from¹ their average score in 2003 (197), and was higher than their average score in 2002 (195).
- Atlanta's average score (201) in 2005 was lower than that of public schools in large central cities² (206).
- The percentage of students in Atlanta who performed at or above the NAEP *Proficient* level was 17 percent in 2005. This percentage was not significantly different from that in 2003 (14 percent), and was greater than that in 2002 (12 percent).
- The percentage of students in Atlanta who performed at or above the NAEP *Basic* level was 41 percent in 2005. This percentage was not significantly different from that in 2003 (37 percent), and was greater than that in 2002 (35 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above in grade 4.

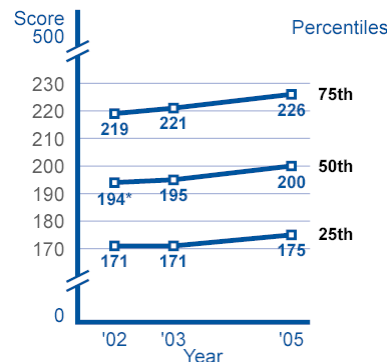
Performance of NAEP Reporting Groups in Atlanta: 2005

Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	53	197	63	37	15	4
Female	47	205	55	45	19	5
White	11	253	5	95	74	28
Black	85	194	67	33	10	1
Hispanic	4	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	76	191	71	29	7	1
Not eligible for free/reduced-price school lunch	23	233	23	77	49	15

Average Score Gaps Between Selected Groups

- In 2005, male students in Atlanta had an average score that was lower than that of female students by 8 points. In 2002, the average score for male students was lower than that of female students by 9 points.
- In 2005, Black students had an average score that was lower than that of White students by 59 points. The sample size was not sufficient to permit a reliable estimate for White students in 2002. Therefore, the performance gap data are not reported.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data 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 42 points. This performance gap was wider than that of 2002 (25 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 51 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

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. 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.

² "Large central city" includes nationally representative 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, minority students comprised 78 percent of students in large central city public schools and 41 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 45 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 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), 2002, 2003, and 2005 Trial Urban District Reading Assessments.