

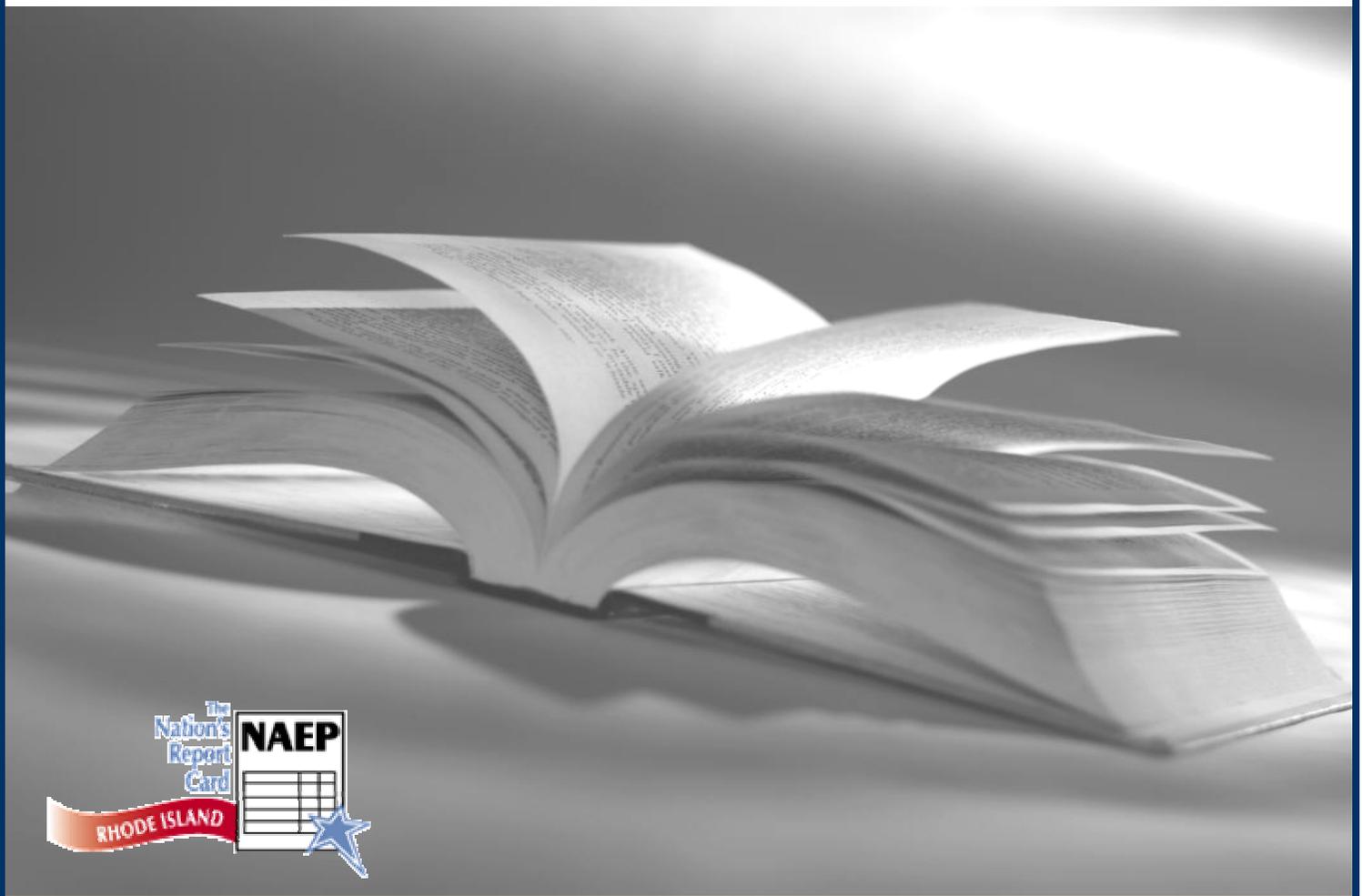
The Nation's Report Card: *2003 Reading Report for Rhode Island*

November, 2003



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- Introduction
- Description of Achievement Levels
- Overall Scale Score and Achievement-Level Results for Rhode Island Students
- Comparisons between Rhode Island and Other Participating States
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KEY FINDINGS

For grade 4:

- The average reading scale score for students in Rhode Island was 216. This was not found to differ significantly from that of 1992 (217) or from that in 2002 (220). *See page 8*
- Rhode Island's average score (216) was the same as that of the nation's public schools (216). *See page 8*
- The gap between White and Asian students at or above *Proficient* has decreased from 17% in 2002 to 8% in 2003. The percent of Asian students at or above *Proficient* has been closed by nine percentage points since 2002. *See page 18*

For grade 8:

- The average reading scale score for students in Rhode Island was 261. This was not found to differ significantly from that in 2002 (262). *See page 9*
- Rhode Island's average score (261) was the same as that of the nation's public schools (261). *See page 9*
- The percentage of students in Rhode Island who performed at or above the *Proficient* level was 30 percent. This was not found to differ significantly from that in 1998 (32 percent) or from that in 2002 (30 percent). *See page 9*
- Eighth grade LEP students' average scale score has increased significantly from 2002 (208) to 2003 (220). *See page 23*
- There is an 11% decrease in the percentage of LEP students at the below *Basic* level since 2002. *See page 23*

This report provides selected results from the National Assessment of Educational Progress (NAEP) for Rhode Island's public school students at grades 4 and 8. Since 1992, reading has been assessed in five different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2000, and 2003). In 2003, 53 jurisdictions participated: the 50 states, District of Columbia, Department of Defense Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools (Overseas). Rhode Island participated and met the criteria for reporting public-school results at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, and 2003.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Reading Highlights 2003* or *The Nation's Report Card: Reading 2003*, which will be available in 2004. The full set of state and national results is available in an interactive database on the NAEP web site (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the web site.

Introduction

How is Student Reading Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in different years). **NAEP does not produce scores for individual students, schools, or school districts.** Reading performance for groups of students is reported in two ways: 1) average scale scores and 2) achievement levels.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, and 2002. Subscales were created to report performance on each of the contexts for reading defined in the NAEP reading framework. An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8) based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

Achievement Levels: Student reading performance is also reported in terms of three achievement levels – *Basic*, *Proficient*, and *Advanced*. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies superior performance.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public. They have been widely used by national and state officials as a common yardstick for academic performance. The reading achievement-level descriptions are summarized for grades 4 and 8 in figures 1A and 1B.

Descriptions of NAEP reading achievement levels, grade 4

Advanced
Level
(268)

Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically, and, in general, give thorough answers that indicate careful thought.

For example, when reading **literary** text, *Advanced*-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational** text, *Advanced*-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

Proficient
Level
(238)

Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.

For example, when reading **literary** text, *Proficient*-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading **informational** text, *Proficient*-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

Basic
Level
(208)

Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

For example, when reading **literary** text, *Basic*-level fourth graders should be able to tell what the story is generally about – providing details to support their understanding – and be able to connect aspects of the stories to their own experiences. When reading **informational** text, they should be able to tell what the selection is generally about or identify the purpose for reading it, providing details to support their understanding, and connect ideas from the text to their background knowledge and experiences.

Descriptions of NAEP reading achievement levels, grade 8

Advanced
Level
(323)

Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

For example, when reading **literary** text, *Advanced*-level eighth graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading **informational** text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical** text, *Advanced*-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

Proficient
Level
(281)

Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth graders should be able to identify some of the devices authors use in composing text.

For example, when reading **literary** text, students at the *Proficient* level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informational** text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical** text, *Proficient*-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

Basic
Level
(243)

Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

For example, when reading **literary** text, *Basic*-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informational** text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical** text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes in the text.

NAEP Reading 2003 Overall Scale Score and Achievement-Level Results for Rhode Island Students

Overall Scale Score Results ♦ In this section student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1998 through 2003. In 1998, accommodations were not available for students. In years 2002 and 2003 accommodations were available for students. Statistically significant change is determined by comparing past years' data to the data in 2003 only and only for the average scale score and selected achievement levels.

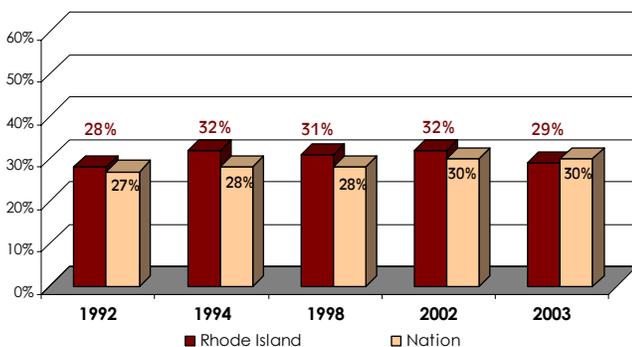
The Nation's Report Card 2003 State Assessment for Rhode Island Grade 4 Average Reading Scale Scores and Percentages of Students by Achievement Levels by **All Students**

		Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or Above Basic	At or Above Proficient
Grade 4								
2003								
	Rhode Island	216	38	33	22	7	62	29
	Nation	216	38	32	23	7	62	30
2002								
	Rhode Island	220	35	33	24	8	65	32
	Nation	217	38	32	24	6	32	30
1998								
	Rhode Island	218	36	33	24	7	64	31
	Nation	213	42*	30	22	6	58*	28*
1994								
	Rhode Island	220	35	33	24	8	65	32
	Nation	212*	41*	31	21	7	59*	28
1992								
	Rhode Island	217	37	35	23	5	63	28
	Nation	215	40	33	21	6	60	27

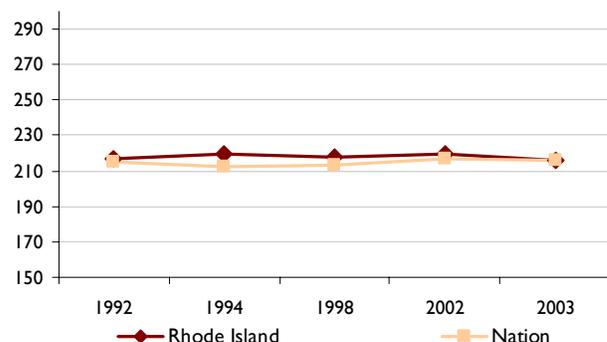
Grade 4 Findings:

- ▶ In 2003, the percentage of Rhode Island's students who performed at or above the *Proficient* level was 29 percent. This was not found to differ significantly from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- ▶ Overall, Rhode Island fourth graders' average scale score and percentage of students across achievement levels have not changed significantly since 1992.

Percent of 4th Grade Students in Rhode Island and the Nation at or above *Proficient* in NAEP Reading 1998 - 2003



Average Scale Score of Fourth Graders in Rhode Island (1992 - 2003) by All Students: NAEP Reading



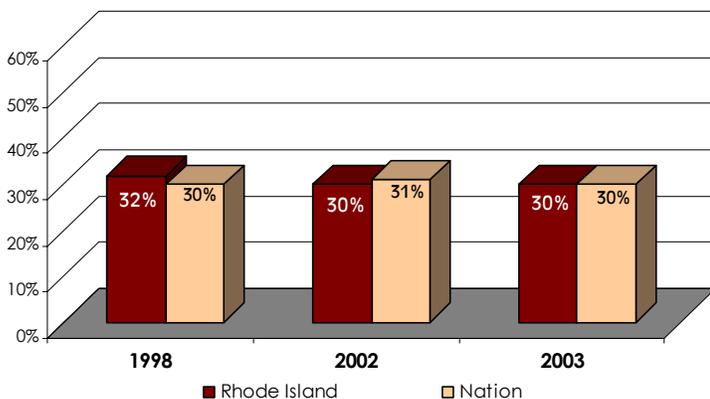
The Nation's Report Card 2002 State Assessment for Rhode Island Grade 8 Average Reading Scale Scores and Percentages of Students by Achievement Levels by **All Students**

		Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or Above Basic	At or Above Proficient
Grade 8								
2003								
	Rhode Island	261	29	41	27	3	71	30
	Nation	261	28	42	27	3	72	30
2002								
	Rhode Island	262	27	43	28	2	73	30
	Nation	263	26	43	29	2	74	31
1998								
	Rhode Island	264	24	44	29	3	76	32
	Nation	261	29	41	28	2	71	30

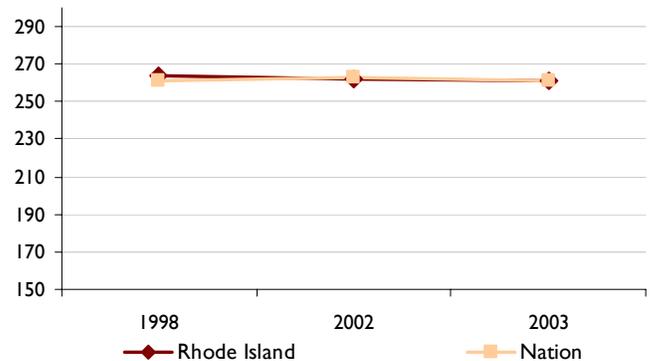
Grade 8 Findings:

- ▶ In 2003, the percentage of Rhode Island's students who performed at or above the *Proficient* level was 30 percent. This was not found to differ significantly from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- ▶ In Rhode Island the average scale score for students in 2003 was 261. This was not found to differ significantly from that of students across the nation (261).

Percent of 8th Grade Students in Rhode Island and the Nation at or above Proficient in NAEP Reading 1998 - 2003



Average Scale Score of Eighth Graders in Rhode Island (1998 - 2003) by All Students: NAEP Reading



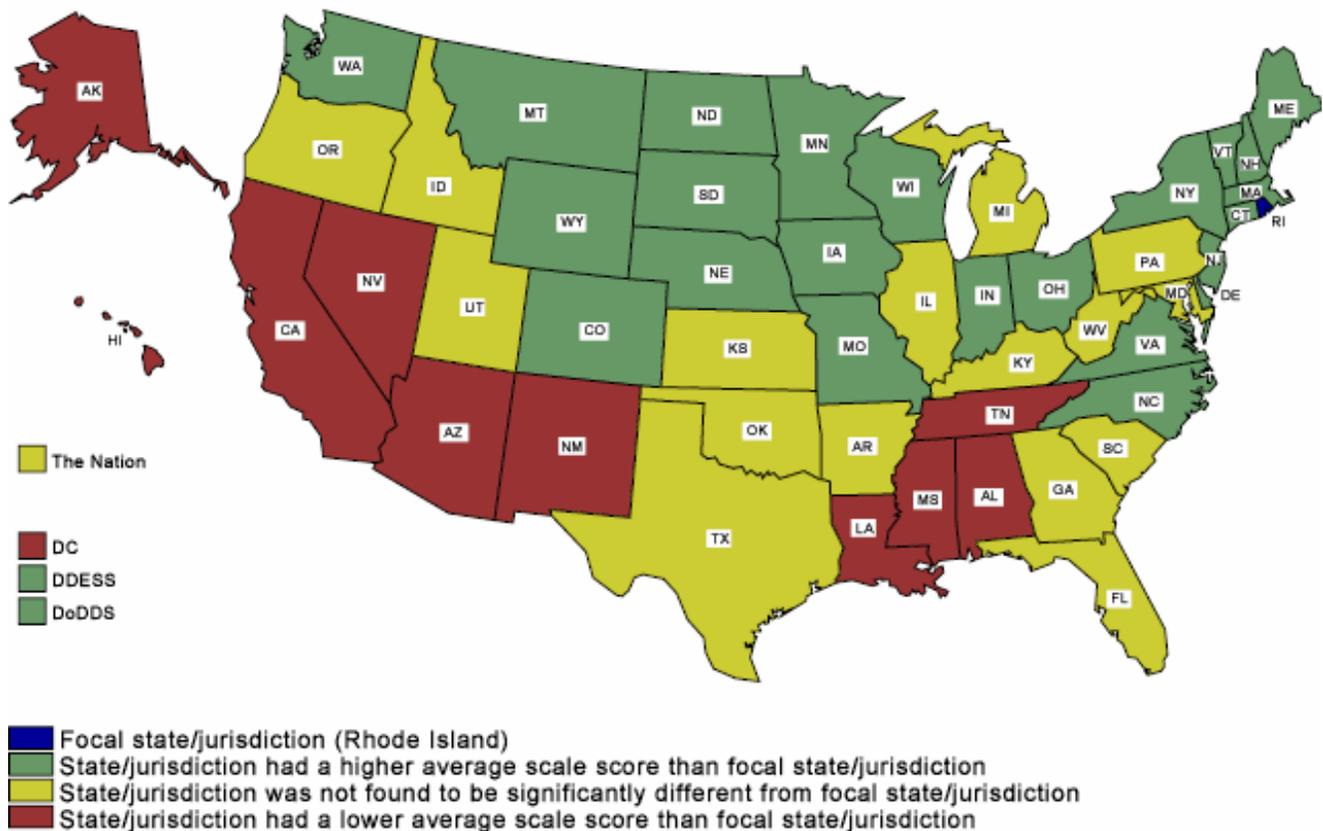
Comparisons between Rhode Island and Other Participating States and Jurisdictions

In 2003, 53 jurisdictions participated in the reading assessment. These include the 50 states, the District of Columbia and the two groups of Department of Defense Education Activity (DoDEA) schools: Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Dependents Schools (DoDDS).

Comparisons by Average Scale Scores

The maps below compare Rhode Island's 2003 overall reading scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different shadings indicate whether a state's or jurisdiction's average scale score was found to be higher than, lower than, or not significantly different from that of Rhode Island in the NAEP 2003 reading assessment.

Rhode Island's average reading scale score compared with scores for other participating jurisdictions, grade 4 public schools

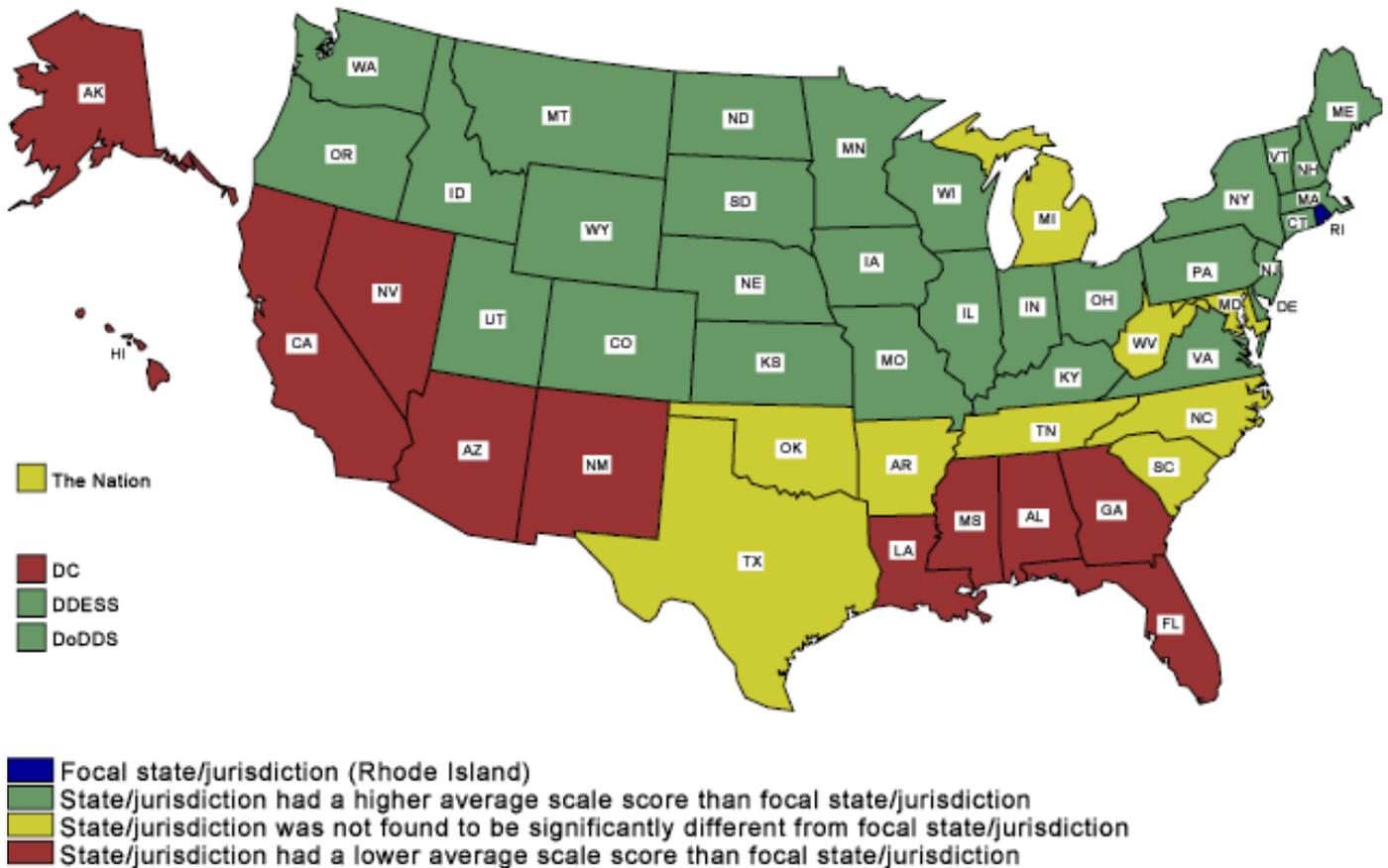


DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Rhode Island's average reading scale score compared with scores for other participating jurisdictions, grade 8 public schools

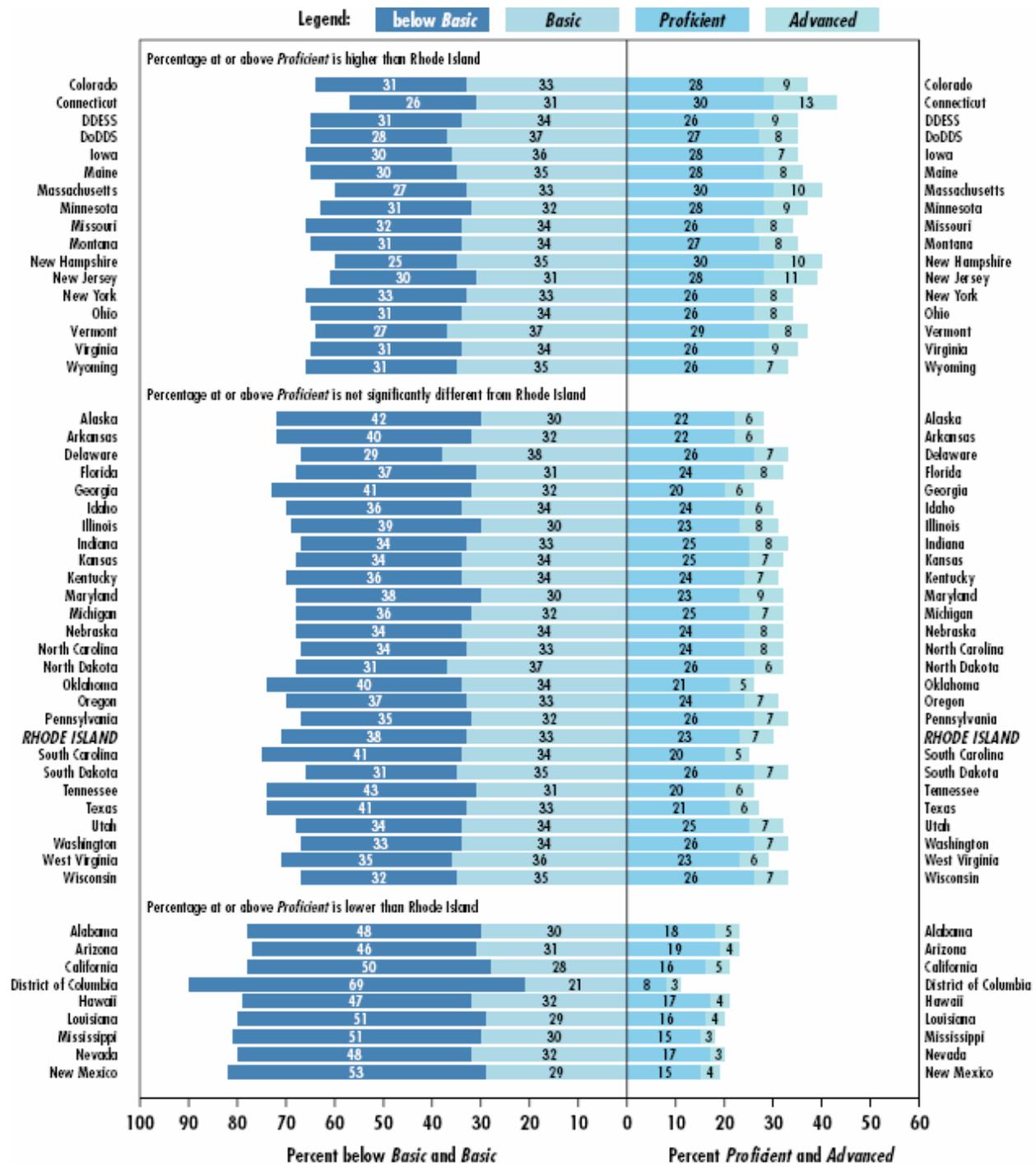


DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

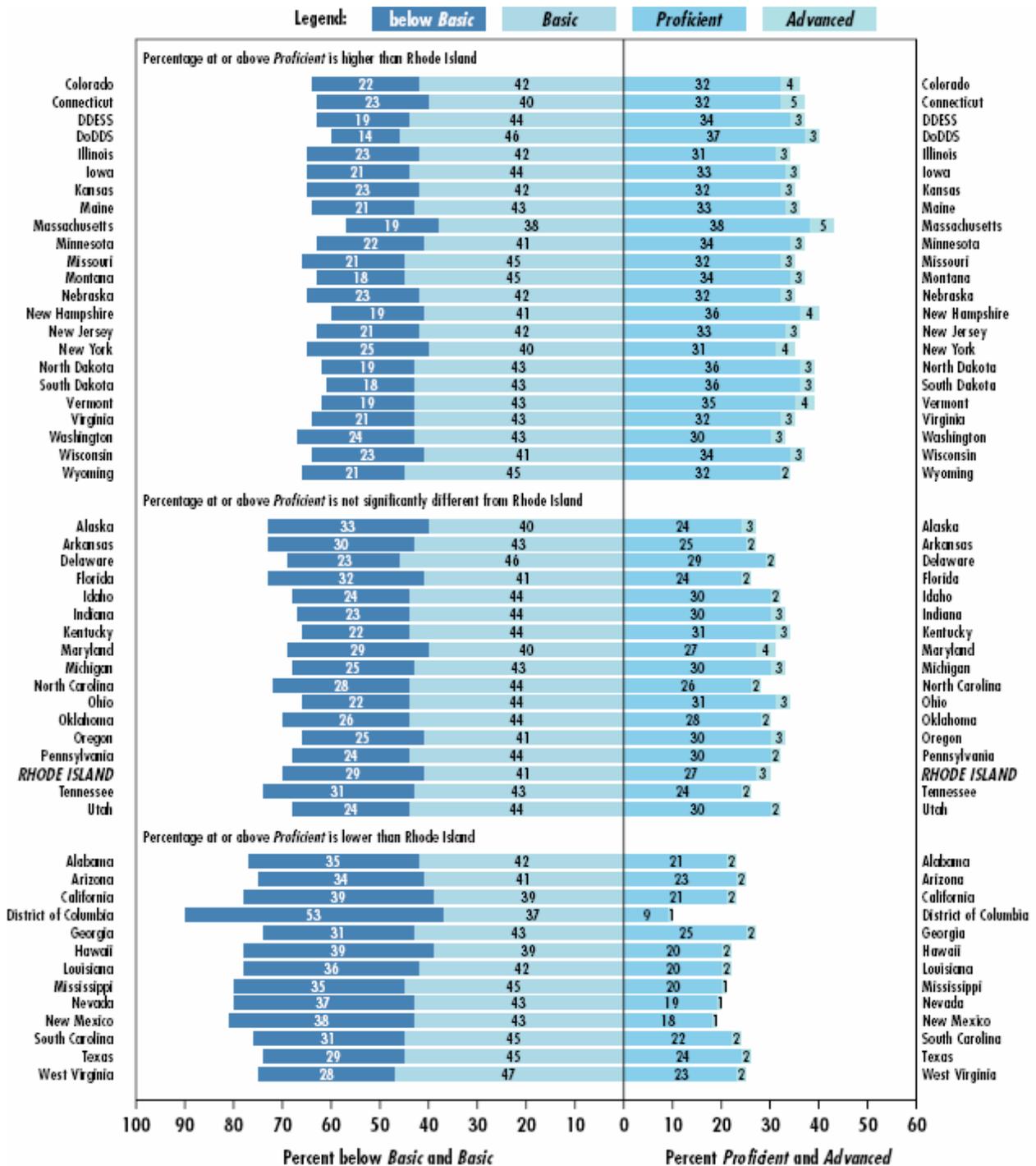
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Percentage of students at or above each reading achievement level range, and Rhode Island's percentage at or above Proficient compared with other participating jurisdictions, grade 4 public schools: By state, 2003
States and jurisdictions are arranged alphabetically within categories



DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.
 DoDDS: Department of Defense Dependents Schools (Overseas).
 NOTE: The bars above contain percentages of students in each NAEP reading achievement range. Achievement levels corresponding to each population of students are aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Percentage of students at or above each reading achievement level range, and Rhode Island's percentage at or above Proficient compared with other participating jurisdictions, grade 8 public schools: By state, 2003
States and jurisdictions are arranged alphabetically within categories



DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement range. Achievement levels corresponding to each population of students are aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

2003 Reading Performance by Subgroup



This section of the report presents trend results for students in Rhode Island and the nation by demographic characteristics. Student performance data are reported for:

1. Gender
2. Race/Ethnicity
3. Eligibility for free/reduced school lunch
4. Students with disabilities
5. LEP/ESL status

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance. Average scale scores and achievement levels for 2003 were not reported for students receiving Title I services.

Scores on this scale are comparable from 1998 through 2003. In 1998, accommodations were not available for students. In years 2002 and 2003 accommodations were available for students. Statistically significant change is determined by comparing past years' data to the data in 2003 only and only for the average scale score and selected achievement levels.

Accommodated Sessions: The 1998 NAEP Reading assessment was administered both with and without accommodations. For the purposes of this report, data from the sample which permitted accommodations is used.

Statistical Significance: (*) signifies a statistically significant change as compared to the 2003 value.

Gender ♦ Information on student gender is reported by schools on rosters of students eligible to be assessed.

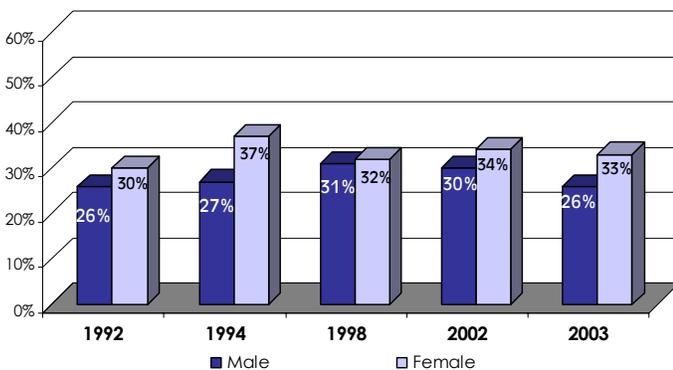
**The Nation's Report Card 2003 State Assessment for Rhode Island
Grade 4 Average Reading Scale Scores and
Percentages of Students by Achievement Levels by Gender**

Grade 4		Average Score	Below Basic	At Basic		At Proficient		At or above Basic	At or above Proficient
				At Basic	At Proficient	At Advanced	At Proficient		
Male	2003	213	41	33	21	5	59	26	
	2002	217	37	33	23	7	63	30	
	1998	218*	35	34	24	7	65	31	
Female	2003	220	34	33	25	8	66	33	
	2002	222	33	33	25	9	67	34	
	1998	217	36	32	24	8	64	32	

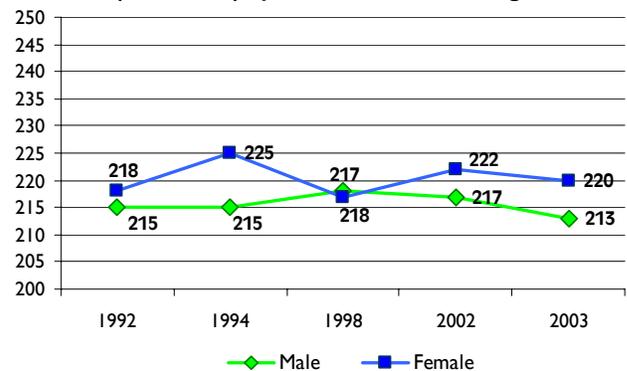
Findings:

- ▶ The gap in the average scale scores between male and female students is seven points; a slight increase from 2002 (5 points). This was not found to be significantly different from 2002 (five scale score points).
- ▶ There is a seven percentage point difference between students at or above *Proficient* between males and females in 2003. This is an increase over previous years: four percent in 2002 and one percent in 1998.
- ▶ While the average scale score for both males and females has decreased from 2002 to 2003; this change was not found to be statistically significant.
- ▶ The percentage of male students reaching proficiency has decreased from 1998 to 2003; this change was not found to be statistically significant.

Percent of 4th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1992 - 2003: By Gender



Average Scale Score of Fourth Graders in Rhode Island (1992 - 2003) by Gender: NAEP Reading



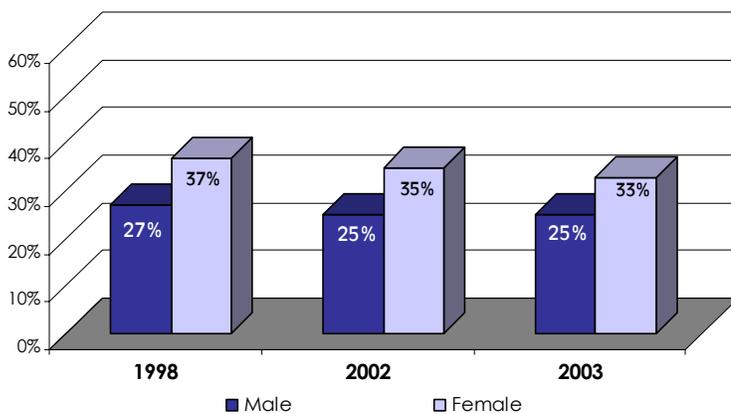
The Nation's Report Card 2003 State Assessment for Rhode Island Grade 8 Average Reading Scale Scores and Percentages of Students by Achievement Levels by Gender

Grade 8		Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Male	2003	256	34	41	23	2	66	25
	2002	258	30	45	24	1	70	25
	1998	259	30	43	25	2	70	27
Female	2003	266	23	43	30	4	77	34
	2002	266	23	42	32	3	77	35
	1998	269	19	44	33	4	81	37

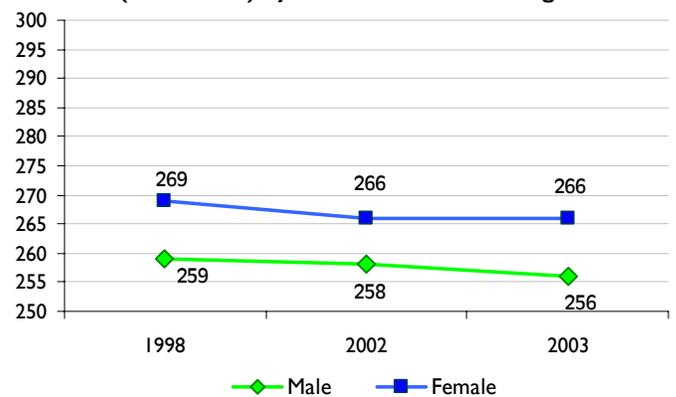
Findings:

- At 8th grade, the gap between male and female average scale scores is ten scale score points. The overall scores of males have been decreasing over time. The female overall scale score has remained constant over time. Both decreases are not shown to be statistically significant.
- The percentage of male and female students at or above *Proficient* has not shown significant change across achievement levels from 1998 to 2003.
- The percentage of females at each achievement level has not made any statistically significant change from 1998 to 2003.

Percent of 8th Grade Students in Rhode Island at or above *Proficient* in NAEP Reading 1992 - 2003: By Gender



Average Scale Score of Eighth Graders in Rhode Island (1998 - 2003) by Gender: NAEP Reading



Race/Ethnicity ♦ Information on student race/ethnicity is reported by schools on rosters of students eligible to be assessed.

**The Nation's Report Card 2003 State Assessment for Rhode Island
Grade 4 Average Reading Scale Scores and
Percentages of Students by Achievement Levels by Race/Ethnicity**

	Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 4							
White							
2003	224	29	35	27	9	71	36
2002	227	27	34	29	10	73	39
1998	226	27	36	28	9	73	37
1994	225	30	34	27	9	70	36
Black							
2003	196	60	28	11	1	40	12
2002	201	56	32	11	1	44	12
1998	192	65	25	9	1	35	10
1994	197	61	27	9	3	39	12
Hispanic							
2003	196	61	27	10	2	39	12
2002	195	62	28	9	1	38	10
1998	177*	77*	18	4	1	23*	5
1994	193	64	24	10	2	36	12
Asian/Pacific Islander							
2003	221	33	39	27	7	67	28
2002	205*	56*	22	17	5	44*	22
1998	206	52	26	16	6	48	22
1994	199*	58*	25	13	4	42*	17
American Indian/ Alaska Native							
2003	---	---	---	---	---	---	---
2002	---	---	---	---	---	---	---
1998	---	---	---	---	---	---	---
1994	---	---	---	---	---	---	---

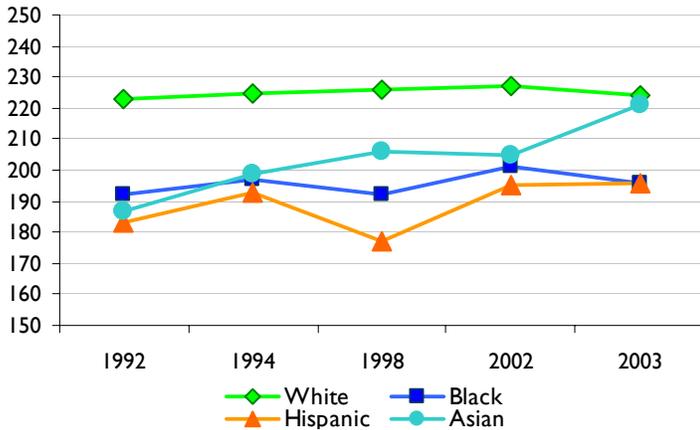
Gaps between the Average Scale Scores of Students

	White – Black	White – Hispanic	White – Asian
2003	28	28	3
2002	26	32	22
1998	34	49	20
1994	28	32	26

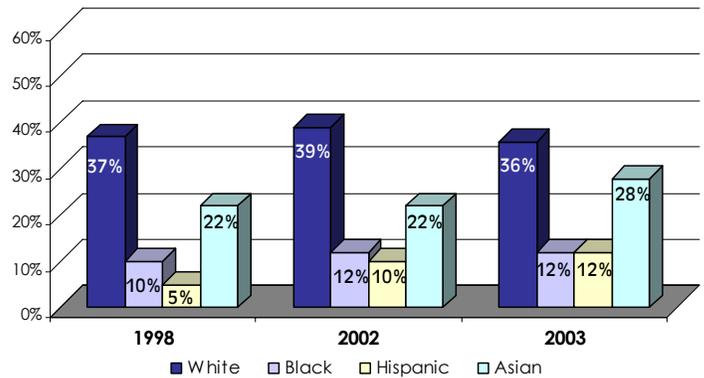
Gaps between percentage of students at or above Proficient

	White – Black	White – Hispanic	White – Asian
2003	24%	24%	8%
2002	27%	29%	17%
1998	27%	32%	15%
1994	24%	24%	19%

Average Scale Score of Fourth Graders in Rhode Island (1992 - 2003) by Race/Ethnicity: NAEP Reading



Percent of 4th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By Race/Ethnicity



Findings:

- The gap between White and Black students has not changed significantly since 1994 in both their average scale scores and the percent at or above *Proficient*.
- The gap between the percentage of students at or above *Proficient* is steadily shrinking between White/Hispanic and White/Asian students.
- The gap between the percentage of White and Asian students at or above *Proficient* has decreased from 17% in 2002 to 8% in 2003. The percent of Asian students at or above *Proficient* has been closed by nine percentage points since 2002.
- The gap in the average scale scores of White and Asian students has also decreased from 22 scale score points in 2002 to three scale score points in 2003.
- The percentage of Asian students has increased by six percent since 2002 while the percentage of Black students has remained steady at twelve percent.
- The percentage of Asian students at or above *Proficient* has increased from 44% in 2002 to 67% in 2003. This is a 23% increase.
- Performance of White students has remained relatively constant across years and achievement levels. The average scale score of White students has dropped slightly, but not significantly, across the years.

**The Nation's Report Card 2003 State Assessment for Rhode Island
Grade 8 Average Reading Scale Scores and
Percentages of Students by Achievement Levels by Race/Ethnicity**

	Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 8							
White							
2003	267	22	42	33	3	78	36
2002	268	20	44	33	3	80	36
1998	268	20	45	32	3	80	35
Black							
2003	241	50	38	15	0	50	15
2002	243	46	42	12	0	54	12
1998	246	42	46	12	0	58	12
Hispanic							
2003	238	54	38	9	1	46	8
2002	240	51	37	12	0	49	12
1998	239	54	36	10	0	46	10
Asian/Pacific Islander							
2003	252	42	35	20	3	58	23
2002	251	41	40	18	1	59	19
1998	260	31	39	26	4	69	30
American Indian/Alaska Native							
2003	---	---	---	---	---	---	---
2002	---	---	---	---	---	---	---
1998	---	---	---	---	---	---	---

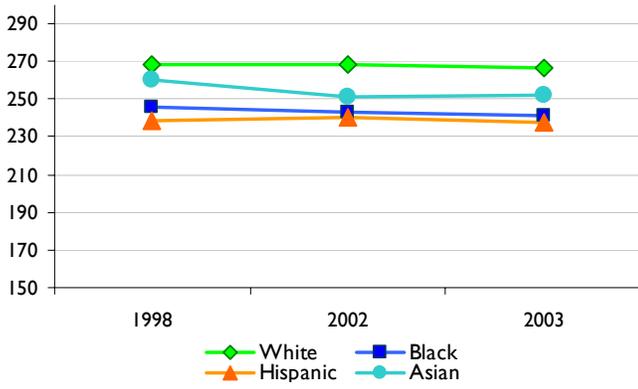
Findings:

- The gaps in the average scale score, unlike the percentage of students at or above *Proficient*, have not decreased between White and Black and White and Hispanic students. The gap has decreased by two scale score points between White and Asian students from 2002 to 1998.
- The gap between White and Black eighth graders at or above *Proficient* has decreased from 24% to 21%.
- The gap between White and Hispanic students has increased from 24% in 2002 to 28% in 2003.
- The gap between White and Asian students has declined by 4% from 2002 to 2003.

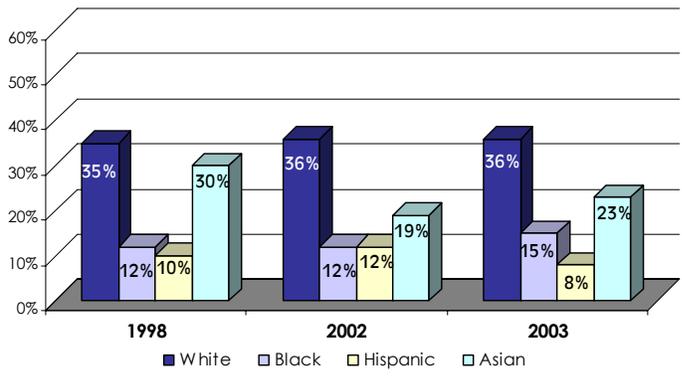
	White – Black	White – Hispanic	White – Asian
2003	26	29	15
2002	25	28	17
1998	22	29	8

	White – Black	White – Hispanic	White – Asian
2003	21%	28%	13%
2002	24%	24%	17%
1998	23%	25%	5%

Average Scale Score of Eighth Graders in Rhode Island (1998 - 2003) by Race/Ethnicity: NAEP Reading



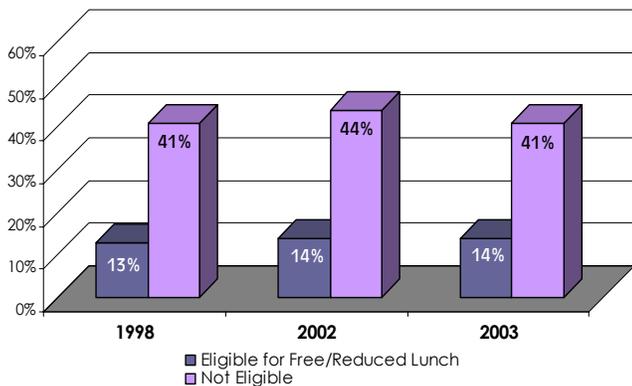
Percent of 8th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By Race/Ethnicity



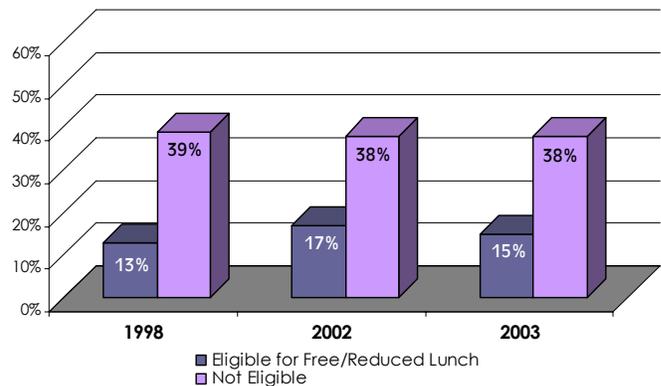
**The Nation's Report Card 2003 State Assessment for Rhode Island
Grades 4 and 8 Average Reading Scale Scores and
Percentages of Students by Achievement Levels by Free/Reduced Lunch**

	Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 4							
Eligible							
2003	200	56	30	12	2	44	14
2002	202	55	31	12	2	45	14
1998	195	60	27	12	1	40	13
Not Eligible							
2003	229	24	35	31	10	76	41
2002	231	22	34	33	11	78	44
1998	230	22	37	31	10	78	41
Grade 8							
Eligible							
2003	245	45	40	14	1	55	15
2002	249	42	41	17	1	58	17
1998	246	44	43	13	0	56	13
Not Eligible							
2003	270	19	43	34	4	81	38
2002	270	18	44	35	3	82	38
1998	272	17	44	35	4	83	39

Percent of 4th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By School Lunch Eligibility



Percent of 8th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By School Lunch Eligibility



Findings:

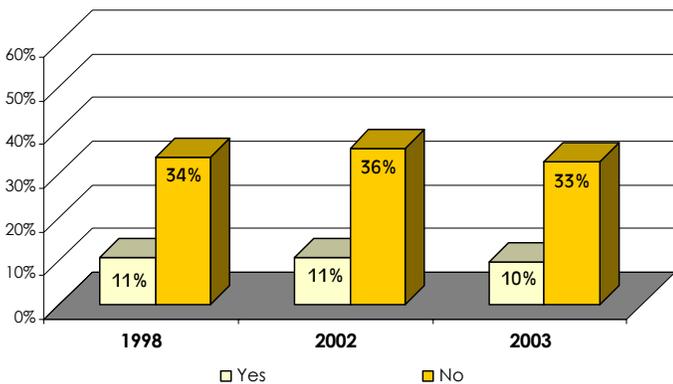
- The percentage of students at or above *Proficient* for both the 4th and 8th grade has not shown significant change from 1998 to 2003.
- The average scale score for 8th grade students eligible for Free/Reduced Lunch and those who are not do not show any statistically significant change from 1998 to 2003.
- At the 8th grade, the percentages of students at or above *Proficient* for both groups are decreasing. However, the average scale scores show no significant change.
- The gap between eligible and non-eligible students does not drop below 24% from fourth to eighth grade.

Students with Disabilities ♦ Information on students with disabilities is reported by schools on rosters of students eligible to be assessed.

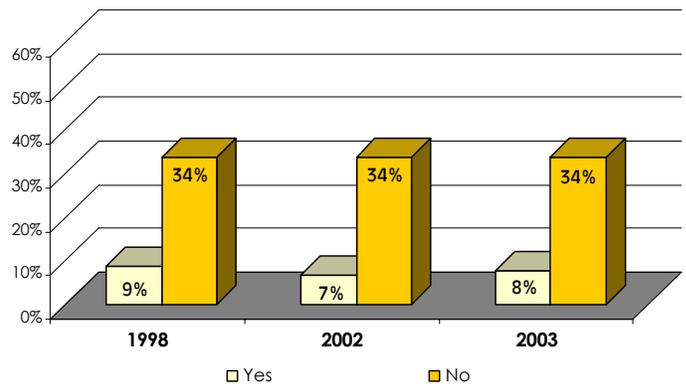
**The Nation's Report Card 2003 State Assessment for Rhode Island
Grades 4 and 8 Average Reading Scale Scores and Percentages of Students by
Achievement Levels by **Students with Disabilities****

	Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 4							
Eligible							
2003	190	66	24	9	1	34	10
2002	194	65	24	10	1	35	11
1998	195	59	30	10	1	41	11
Not Eligible							
2003	222	32	35	25	8	68	33
2002	225	29	35	27	9	71	36
1998	221	33	33	26	8	67	34
Grade 8							
Eligible							
2003	233	61	31	8	0	39	8
2002	232	62	31	7	-	38	7
1998	233	60	31	9	0	40	9
Not Eligible							
2003	267	22	44	31	3	78	34
2002	266	22	44	32	2	78	34
1998	268	21	45	31	3	79	34

Percent of 4th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By Students with Disabilities



Percent of 8th Grade Students in Rhode Island at or above Proficient in NAEP Reading 1998 - 2003: By Students with Disabilities



Findings:

- At both the fourth and eighth grade levels, students with and without disabilities are showing a downward trend in the average scale score. This downward trend is not statistically significant.
- The percentage of fourth graders with and without disabilities at *Basic* and *Proficient* is not showing any significant change either up or down.
- The percentage of eighth graders at *Basic* and at *Proficient* has also not shown any significant change since 1998.

LEP/ESL Status ♦ Information on students LEP/ESL status is reported by schools on rosters of students eligible to be assessed.

**The Nation's Report Card 2003 State Assessment for Rhode Island
Grades 4 and 8 Average Reading Scale Scores and
Percentages of Students by Achievement Levels by LEP Status**

--- signifies that there were not enough students to produce reliable results.

	Average Score	Below Basic	At Basic	At Proficient	At Advanced	At or above Basic	At or above Proficient
Grade 4							
Eligible							
2003	177	81	15	4	0	19	4
2002	174	88	10	2	0	12	2
1998	---	---	---	---	---	---	---
Not Eligible							
2003	220	34	35	24	7	66	31
2002	222	32	34	26	8	68	34
1998	220	33	35	25	7	67	32
Grade 8							
Eligible							
2003	220	76	23	1	0	24	1
2002	208*	87	12	1	0	13	1
1998	---	---	---	---	---	---	---
Not Eligible							
2003	263	27	42	28	3	73	31
2002	264	25	44	29	2	75	31
1998	265	24	44	29	3	76	32

Findings:

- › The percentage of fourth grade LEP students below *Basic* has decreased by seven percent.
- › There were not enough LEP students in 1998 in either fourth or eighth grade to produce reliable results.
- › At the 8th grade, the percentage of LEP students below *Basic* has decreased by eleven percent and the percentage of students at or above *Basic* has increased by eleven percent since 2002.
- › Eighth grade LEP students' average scale score has increased significantly from 2002 (208) to 2003 (220). This change is significant.
- › There was an 11% decrease in the percentage of LEP students at the below *Basic* level since 2002.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2003 reading assessment and the national results can be found on the NAEP web site at <http://nces.ed.gov/nationsreportcard/reading/results/>. *The Nation's Report Card: Reading Highlights 2003* may be ordered or downloaded from the NAEP web site. *The Nation's Report Card: Reading 2003* will be available at the NAEP web site in 2004. Both of these reports contain only data on the National sample. *The Reading Framework for the 2003 National Assessment of Educational Progress*, on which this assessment is based, is available at the Internet address http://www.nagb.org/pubs/read_fw_03.pdf.

Information on Rhode Island's performance in NAEP can be found on the Rhode Island Department of Education's website: www.ridoe.net. Reports available on this website are the 2002 Reading, 2002 Writing, 2003 Reading, and 2003 Mathematics results. For more information, please contact Heather Heineke Agnew, RI NAEP Coordinator, Office of Assessment and Accountability, at rid03258@ride.ri.net or (401) 222-4600, ext. 2112.

Additional Results from the Reading Assessment

For more findings from the 2003 reading assessments, refer to the NAEP 2003 results at <http://nces.ed.gov/nationsreportcard/naepdata/>. The interactive database at this site includes student and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables.

Technical Documentation

For explanations of NAEP survey procedures see Allen, N. L., Donoghue, J. R., and Schoeps, T. L. (2001). *The NAEP 1998 Technical Report*. (NCES 2001-509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP web site (<http://nces.ed.gov/nationsreportcard/reading/results2003/interpret-results.asp>).