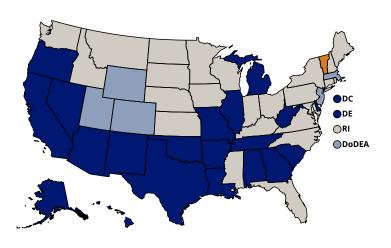


2019 Reading State Snapshot Report Vermont Grade 4 Public Schools

Overall Results

- In 2019, the average score of fourth-grade students in Vermont was 222. This was higher than the average score of 219 for students in the nation.
- The average score for students in Vermont in 2019 (222) was lower than their average score in 2017 (226) and in 2002 (227).
 The percentage of students in Vermont who performed at or above the NACE.
- The percentage of students in Vermont who performed at or above the NAEP Proficient level was 37 percent in 2019. This percentage was lower than that in 2017 (43 percent) and was not significantly different from that in 2002 (39 percent).
- The percentage of students in Vermont who performed at or above the *NAEP Basic* level was 68 percent in 2019. This percentage was lower than that in 2017 (73 percent) and in 2002 (73 percent).

Compare the Average Score in 2019 to Other States/ Iurisdictions



In 2019, the average score in Vermont (222) was

lower than those in 6 states/jurisdictions

higher than those in 21 states/jurisdictions

not significantly different from those in 24 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2019

		1	Percentage at or		Percentage at
	Percentage of	Avg.		e NAEP	ŇAEP
Reporting Groups	students	score	Basic	Proficient	Advanced
Race/Ethnicity					
White	90	222	69	37	9
Black	2	‡	‡	‡	‡
Hispanic	2	‡	‡	‡	‡
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	ŧ	‡	‡
Two or more races	4	229	72	43	14
Gender					
Male	52	218	65	33	8
Female	48	226	73	41	11
National School Lunch Program					
Eligible	37	206	53	21	4
Not eligible	57	232	79	47	13

Not eligible # Rounds to zero

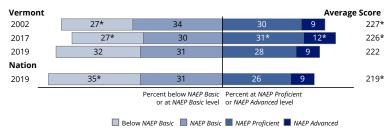
‡ Reporting standards not met.

• 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.



NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. 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), various years, 2002-2019 Reading Assessments.

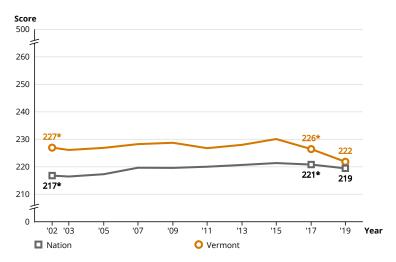
NAEP Achievement-Level Percentages and Average Score Results



* Significantly different (p < .05) from state'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 with caution. Detail may not sum to totals because of rounding.

Average Scores for State/Jurisdiction and Nation



* Significantly different (p < .05) from 2019. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- Data are not reported for Black students in 2019, because reporting standards were not met.
- Data are not reported for Hispanic students in 2019, because reporting standards were not met.
- In 2019, female students in Vermont had an average score that was higher than that for male students by 9 points.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 27 points lower than that for students who were not eligible. This performance gap was wider than that in 2002 (20 points).