

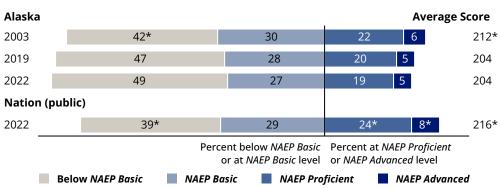
2022 READING STATE SNAPSHOT REPORT ALASKA GRADE 4 DUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of fourth-grade students in Alaska was 204. This was lower than the average score of 216 for students in the nation.
- The average score for students in Alaska in 2022 (204) was not significantly different from their average score in 2019 (204) and was lower than their average score in 2003 (212).
- The percentage of students in Alaska who performed at or above the *NAEP Proficient* level was 24 percent in 2022. This percentage was not significantly different from that in 2019 (25 percent) and in 2003 (28 percent).
- The percentage of students in Alaska who performed at or above the *NAEP Basic* level was 51 percent in 2022. This percentage was not significantly different from that in 2019 (53 percent) and was smaller than that in 2003 (58 percent).

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/

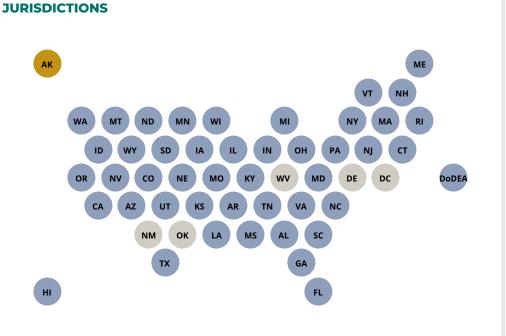
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different (p < .05) from state's results in 2022. 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 caution. Detail may not sum to totals because of rounding.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



In 2022, the average score in Alaska (204) was

lower than those in 46 states/jurisdictions

higher than those in 0 states/jurisdictions

not significantly different from those in 5 states/jurisdictions

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

RESULTS FOR STUDENT GROUPS IN 2022

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	OR A	ENTAGE AT BOVE <i>NAEP</i> PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	42	220	67	35	9
Black	2	‡	‡	‡	‡
Hispanic	8	214	62	28	5
Asian	5	211	57	26	5
American Indian/Alaska Native	23	168	19	6	#
Native Hawaiian/Pacific Islander	4	‡	‡	‡	‡
Two or more races	15	207	55	24	3
Gender					
Male	49	197	46	21	4
Female	51	210	56	28	6
National School Lunch Program					
Eligible	46	188	36	13	2
Not eligible	52	218	65	34	8

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 interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003-2022 Reading Assessments.

216 219* 216 216 0 212* 0 204 204

* Significantly different (p < .05) from 2022. Significance tests were performed using unrounded numbers.

'11

'13

'15

Alaska

'17

'19

'22

Year

SCORE GAPS FOR STUDENT GROUPS

'07

'09

-D- Nation (public)

Score 500

230

220

210

200

0

'03

'05

- Data are not reported for Black students in 2022, because reporting standards were not met.
- In 2022, Hispanic students had an average score that was not significantly different from that for White students.
- In 2022, male students in Alaska had an average score that was lower than that for female students by 13 points.
- In 2022, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 30 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2003 (32 points).