

Learning Factors

How much reading are students assigned?

Fourth- and eighth-grade students were asked about the number of pages of reading assigned to them each day. Some differences were observed when comparing AI/AN students to non-AI/AN students. At grade 4, a higher percentage of AI/AN students reported having 5 or fewer pages a day of assigned reading (table 1-8). However, this pattern was not observed at grade 8, where the quantity of reading assigned to AI/AN and non-AI/AN students did not differ significantly.

Twenty-six percent of fourth-grade AI/AN students attending high density schools reported having more than 20 pages of assigned reading, compared to 32 percent of their peers in low density schools (table 1-9). At grade 8, there were no significant differences in the quantity of reading assigned to AI/AN students in high and low density schools.

Table 1-8. Percentage of students, by student group, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	Student group	
	AI/AN	Non-AI/AN
Grade 4		
More than 20	30	30
16–20	13*	15
11–15	13	15
6–10	20	20
5 or fewer	24*	22
Grade 8		
More than 20	20	19
16–20	12	12
11–15	15	15
6–10	23	24
5 or fewer	30	30

* Significantly different ($p < .05$) from non-AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native. 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), 2007 Mathematics Assessment.

Table 1-9. Percentage of AI/AN students, by school density, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	School density	
	High	Low
Grade 4		
More than 20	26*	32
16–20	12	13
11–15	13	13
6–10	22*	19
5 or fewer	26	23
Grade 8		
More than 20	21	20
16–20	11	12
11–15	14	15
6–10	23	23
5 or fewer	31	30

* Significantly different ($p < .05$) from low density schools.

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. 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), 2007 Mathematics Assessment.

The percentage of fourth-grade students from BIE schools who reported having more than 20 pages of assigned reading each day (25 percent) was lower than the percentage of AI/AN students from public schools who reported the same quantity of assigned reading (30 percent). This difference was not observed at grade 8 (table 1-10).

Table 1-10. Percentage of AI/AN students, by type of school, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	Type of school	
	Public	BIE
Grade 4		
More than 20	30	25*
16–20	13	10*
11–15	13	11*
6–10	20	21
5 or fewer	24	34*
Grade 8		
More than 20	20	21
16–20	12	12
11–15	14	16*
6–10	23	24*
5 or fewer	30	27*

* Significantly different ($p < .05$) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. 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), 2007 Mathematics Assessment.