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South Carolina

South Carolina administers the Palmetto Achievement Challenge Tests (PACT) in English language arts and mathematics in grades 3-8. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison with White students. South Carolina uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. Suppression information is not available.

Summary of Comparisons

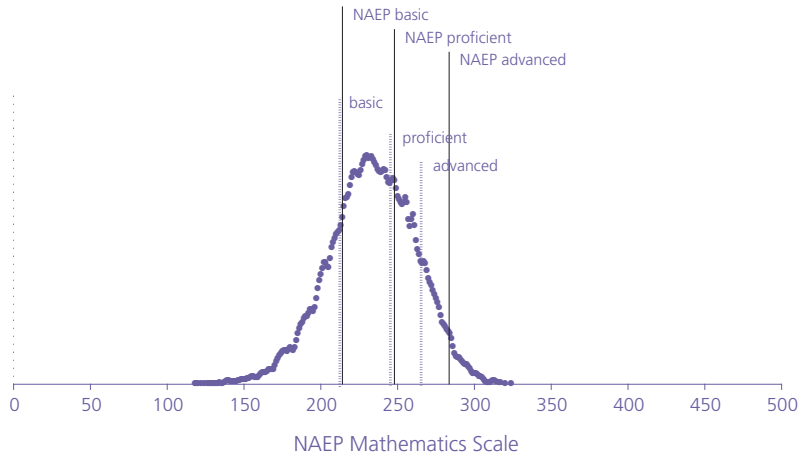
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 101 schools in grade 4 and 92 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP proficient level. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP proficient and advanced levels.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are greater than the state assessment gains.
- **Gaps.** Overall, the Black-White gap in grade 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in mathematics in grade 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grade 4 in 2003. Overall, the poverty gap in grade 8 in percent meeting the state's standard in mathematics in 2003 was smaller when measured by NAEP compared to the state assessment.

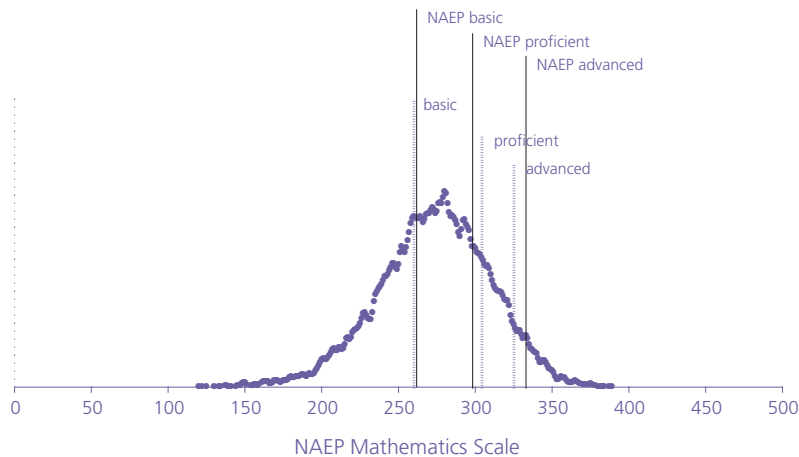
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.77	0.046	0.80	0.023
Proficient	0.74	0.012	0.80	0.014
Advanced	0.70	0.044	0.71	0.034

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	17.0	18.0	13.1	15.3
English language learner	0.4	1.2	0.4	0.6
Student with disability	16.0	16.0	12.6	14.1
Both	0.7	0.8	0.1	0.5
Excluded	5.1	6.3	4.0	7.0
English language learner	0.2	0.1	0.2	0.2
Student with disability	4.6	5.8	3.7	6.6
Both	0.4	0.3	0.1	0.3
Accommodated	4.7	4.5	2.2	3.6
English language learner	#	0.2	0.1	0.1
Student with disability	4.6	4.2	2.1	3.4
Both	0.2	0.1	#	0.1

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p < .05$).

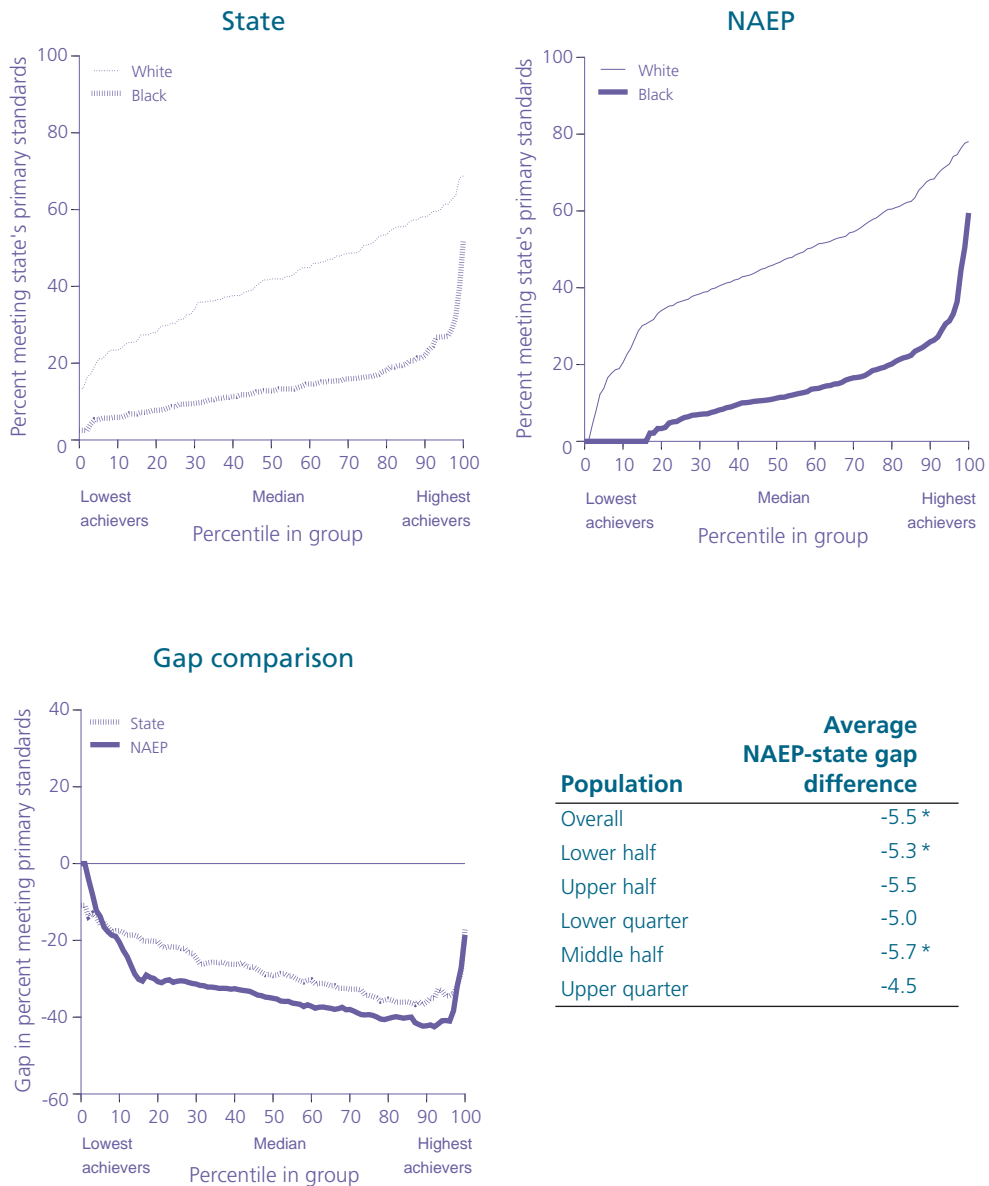
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting standards as reported by state: 2000 and 2003

Level	2000	2003
Grade 4	24.0	33.7
Grade 8	20.0	19.2

SOURCE: South Carolina Department of Education retrieved from <http://ed.sc.gov/topics/assessment/scores/>.

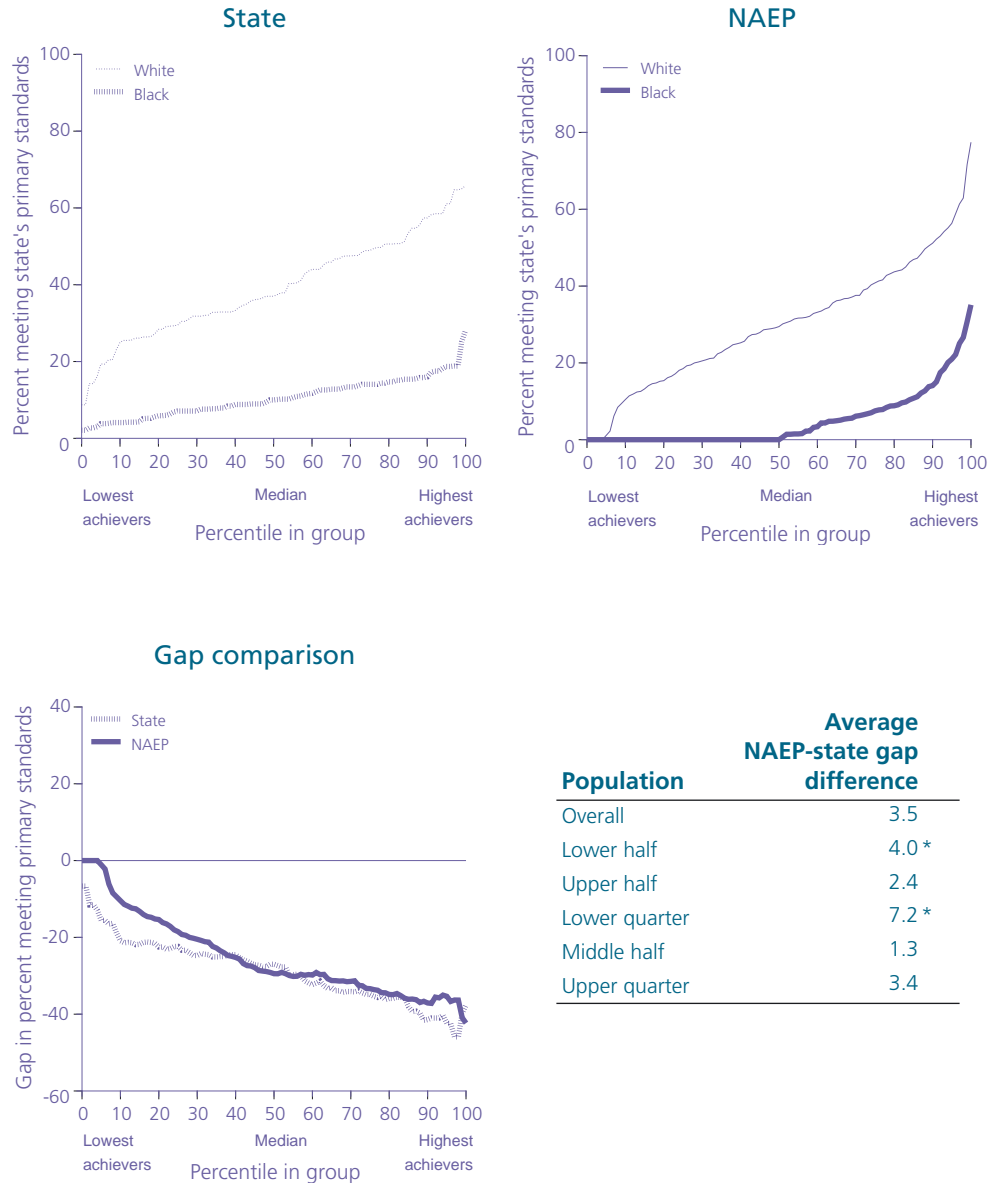
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

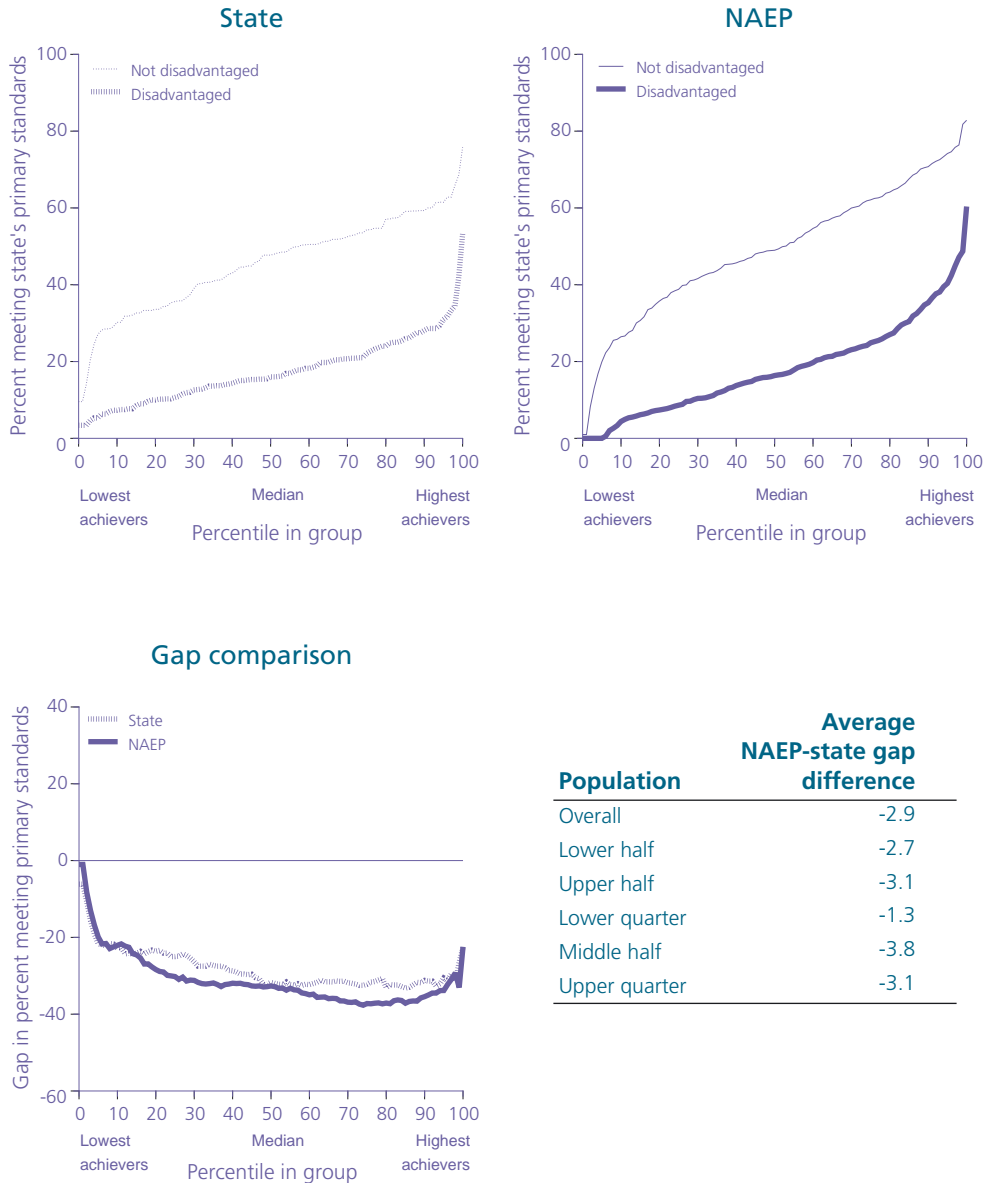
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

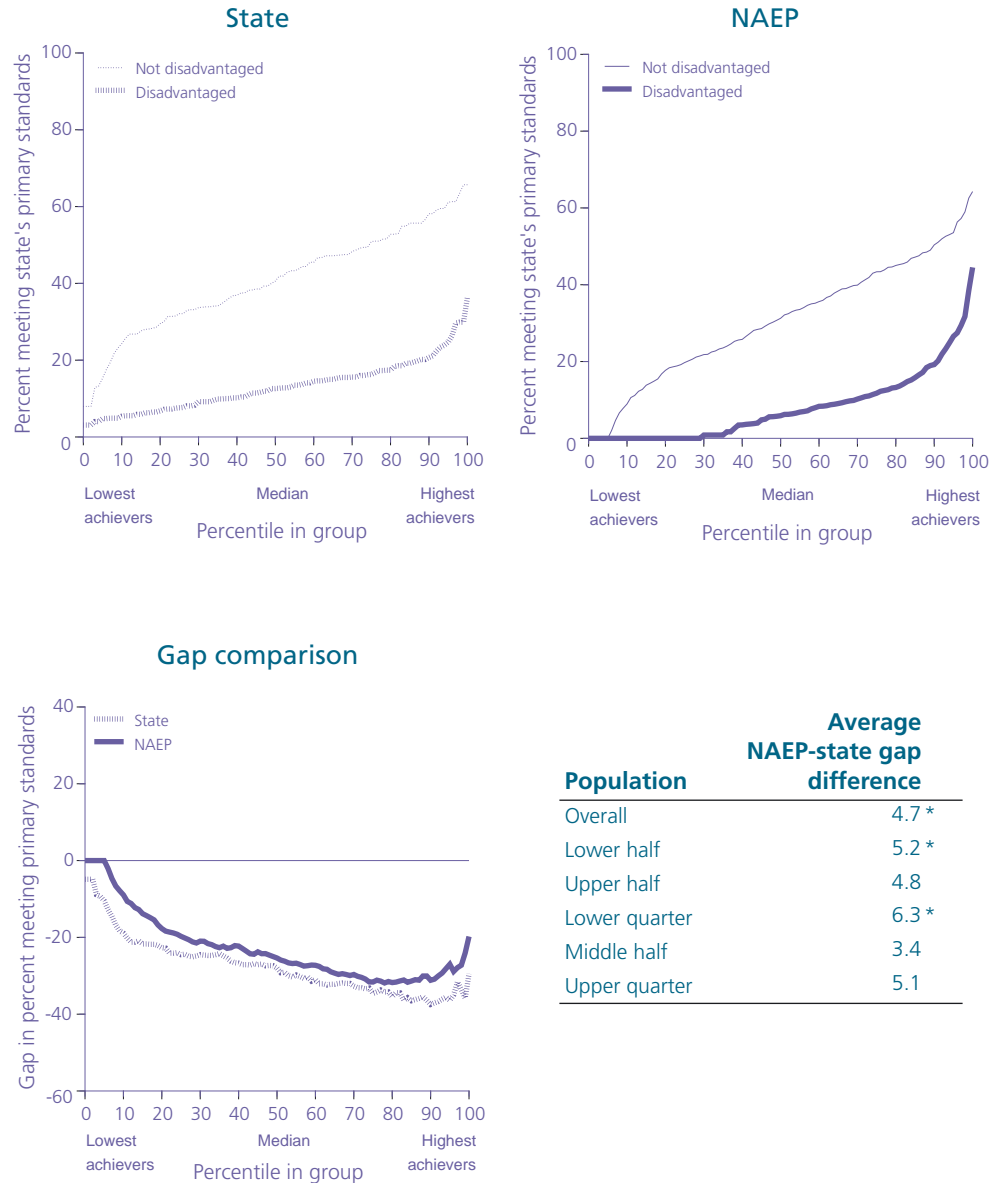
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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South Dakota

South Dakota administers the state Test of Educational Progress (STEP) in grades 3-8 in reading and mathematics. The Dakota STEP, which is un-timed and yields both norm-referenced and standards-based scores, has as its basic platform the new, augmented Stanford Achievement Test, Tenth Edition (SAT-10). Scores are available for economically disadvantaged students. South Dakota uses four achievements levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. The state did not participate in NAEP prior to 2003, so trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

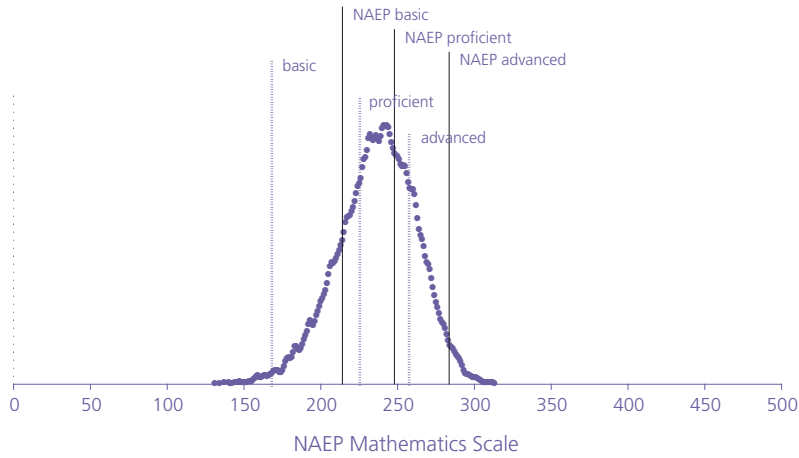
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 143 schools in grade 4 and 106 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in mathematics in grades 4 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

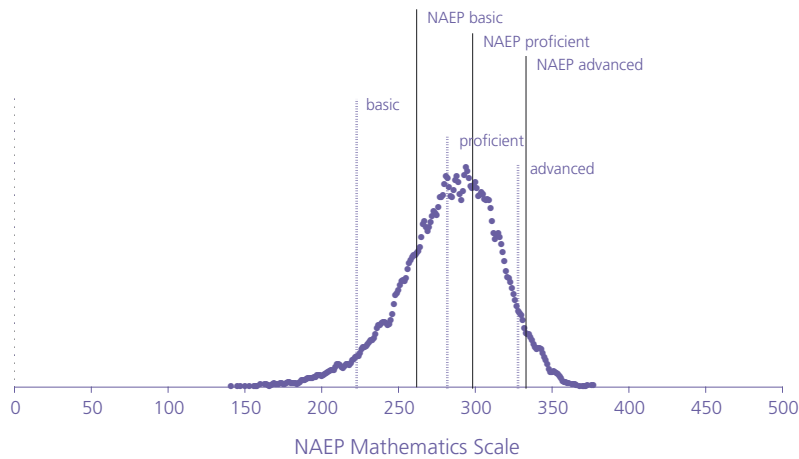
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.04	0.041	0.67	0.027
Proficient	0.77	0.011	0.71	0.008
Advanced	0.62	0.042	0.49	0.051

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

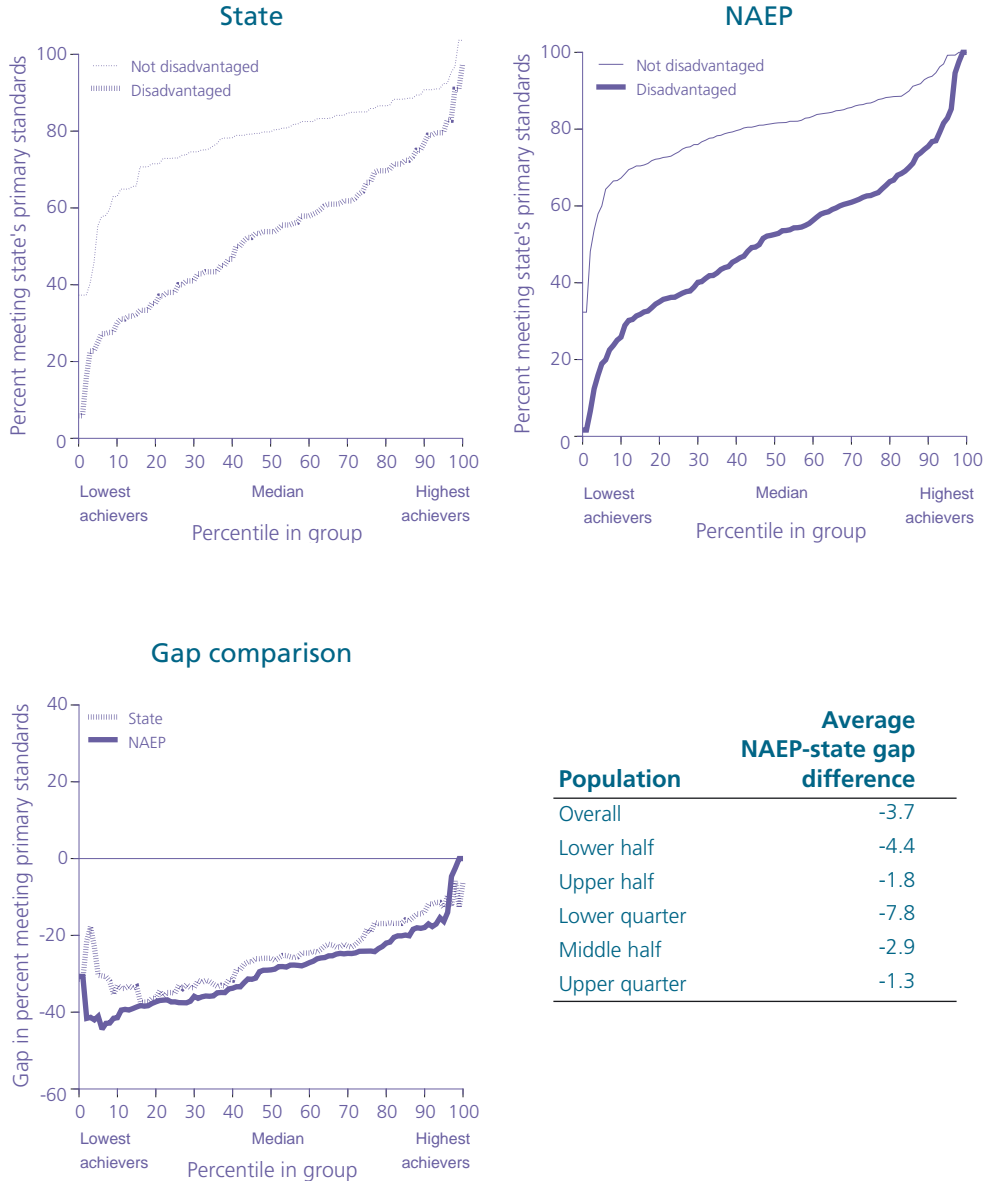
Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	—	17.5	—	13.0
English language learner	—	2.9	—	2.4
Student with disability	—	13.7	—	10.1
Both	—	0.9	—	0.5
Excluded	—	1.5	—	1.7
English language learner	—	0.1	—	#
Student with disability	—	1.2	—	1.5
Both	—	0.1	—	0.2
Accommodated	—	7.1	—	5.8
English language learner	—	1.2	—	0.7
Student with disability	—	5.5	—	4.9
Both	—	0.4	—	0.2

— Not available.

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

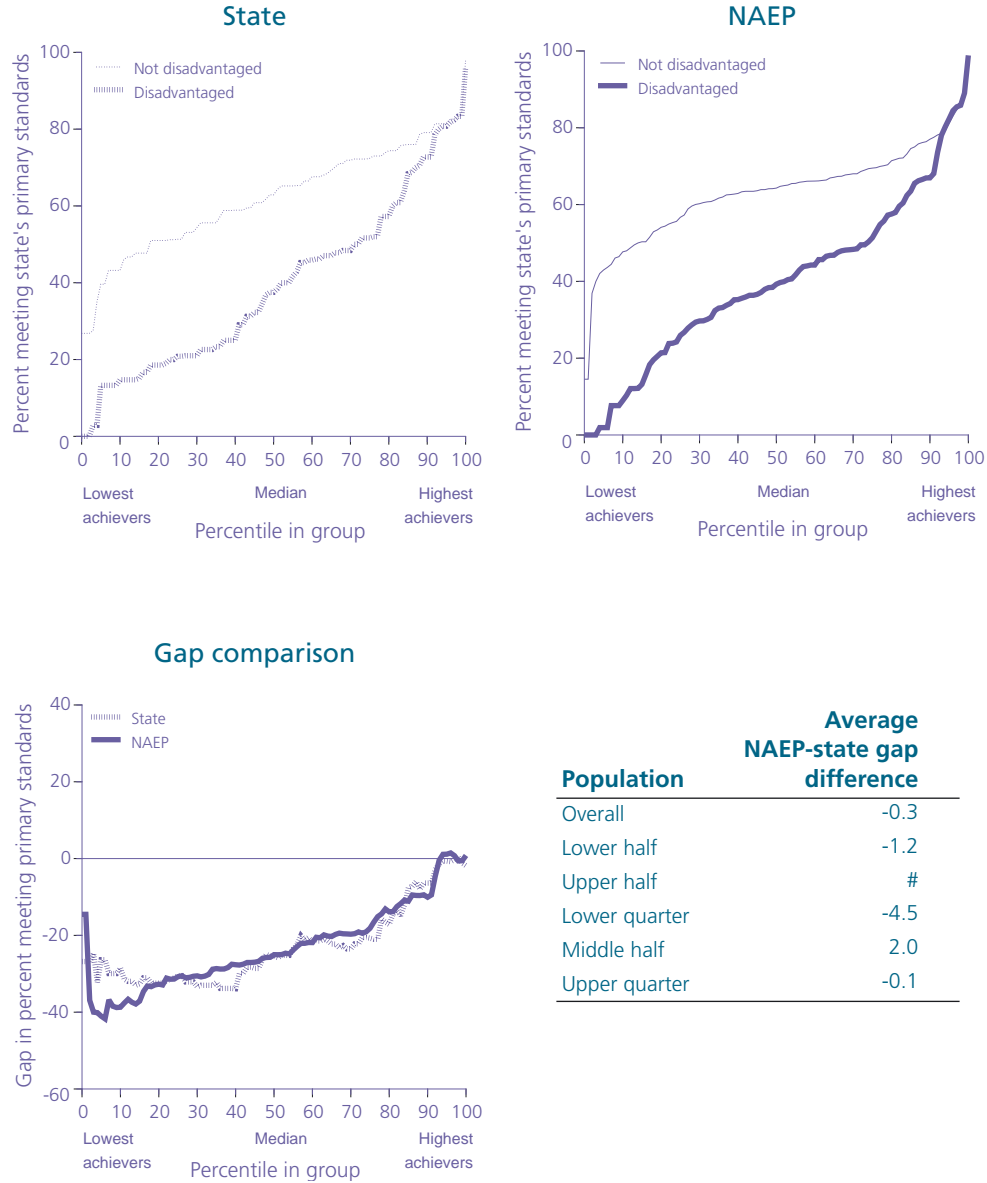
Figure 2. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



Rounds to zero.

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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Tennessee

Through the Tennessee Comprehensive Assessment Program (TCAP), the state administers exams in grades 3-8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. Tennessee does not use multiple achievement levels for reporting purposes; instead, it reports exam results in percentiles. Scores from 2000 are not available for this report; therefore, trend graphs are not included. Suppression information is not available.

Summary of Comparisons

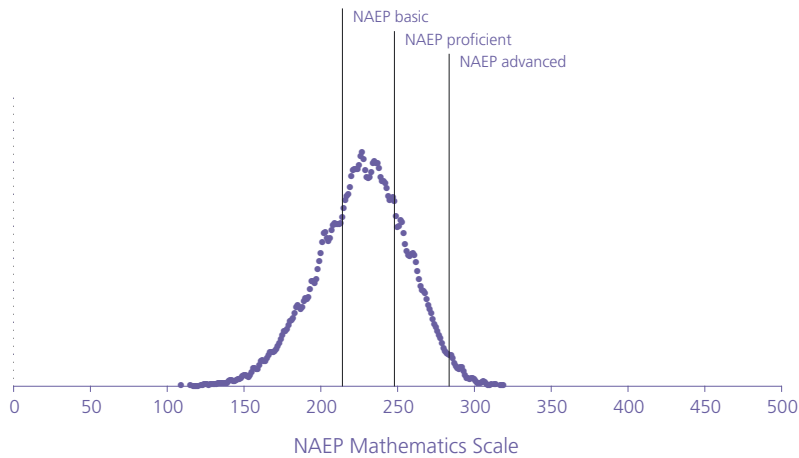
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 96 schools in grade 4 and 94 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** There are not enough data to compare state standards to NAEP for grade 4 or grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and poverty gaps in mathematics in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003.

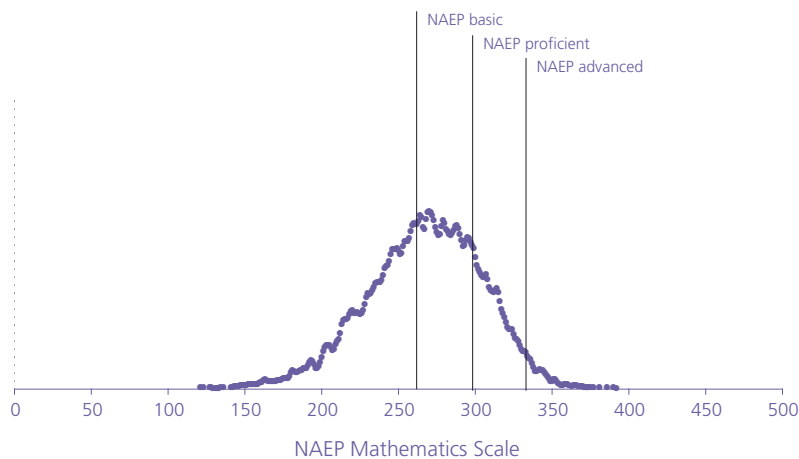
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



NOTE: State does not use multiple achievement levels for reporting; it reports exam results in percentiles.

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

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Percentile Rank	0.76	0.016	0.81	0.027

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



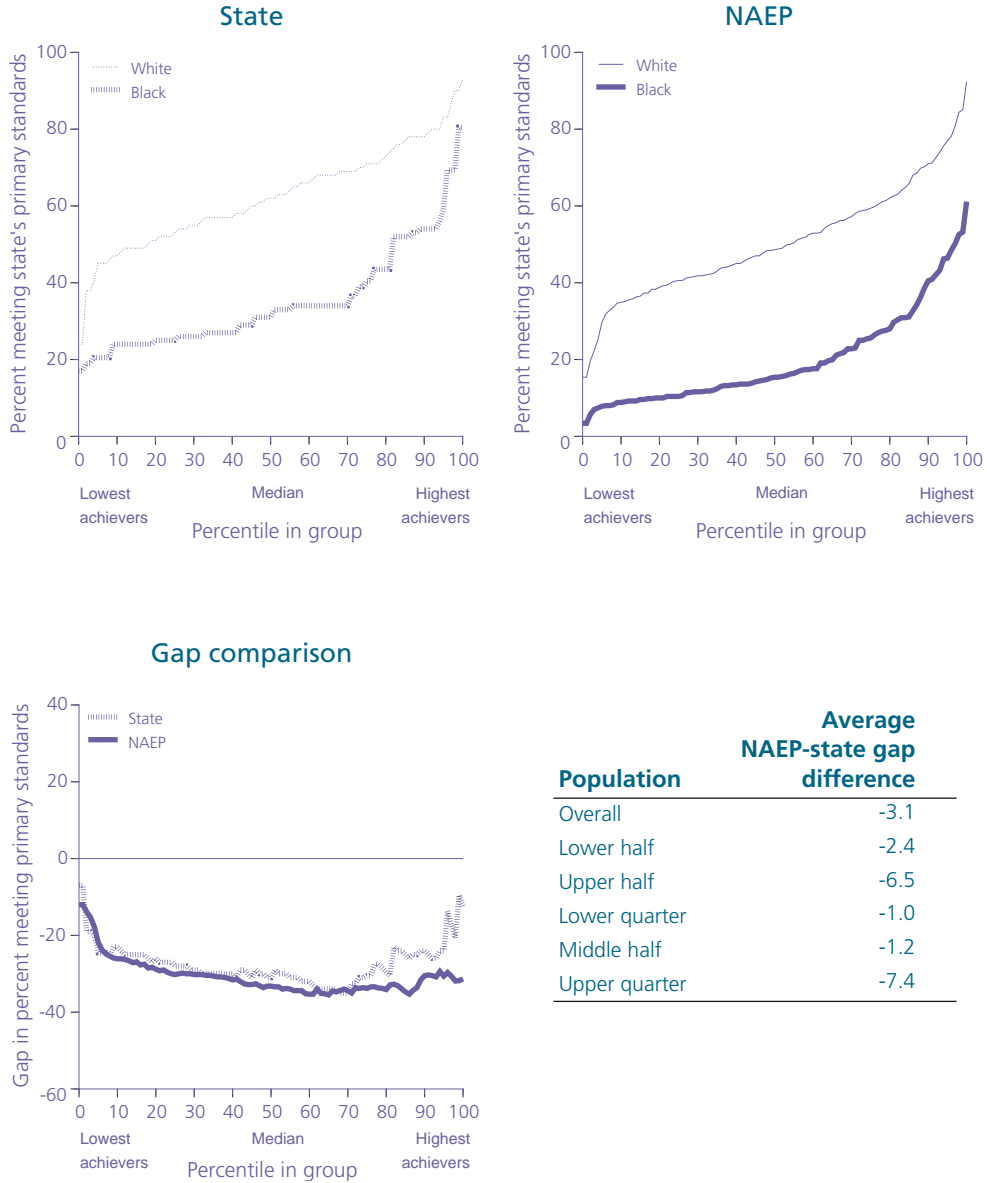
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	11.2	14.0	12.6	16.0
English language learner	0.7	0.9	1.4	1.6
Student with disability	9.8	12.5	11.2	13.5
Both	0.7	0.5	#	1.0
Excluded	2.6	2.6	2.4	3.0
English language learner	0.1	0.2	0.5	0.4
Student with disability	1.8	2.2	1.9	2.4
Both	0.6	0.2	#	0.2
Accommodated	1.3	4.8	0.7	1.4
English language learner	#	#	0.1	0.1
Student with disability	1.3	4.6	0.6	1.3
Both	#	0.2	#	#

Rounds to zero.

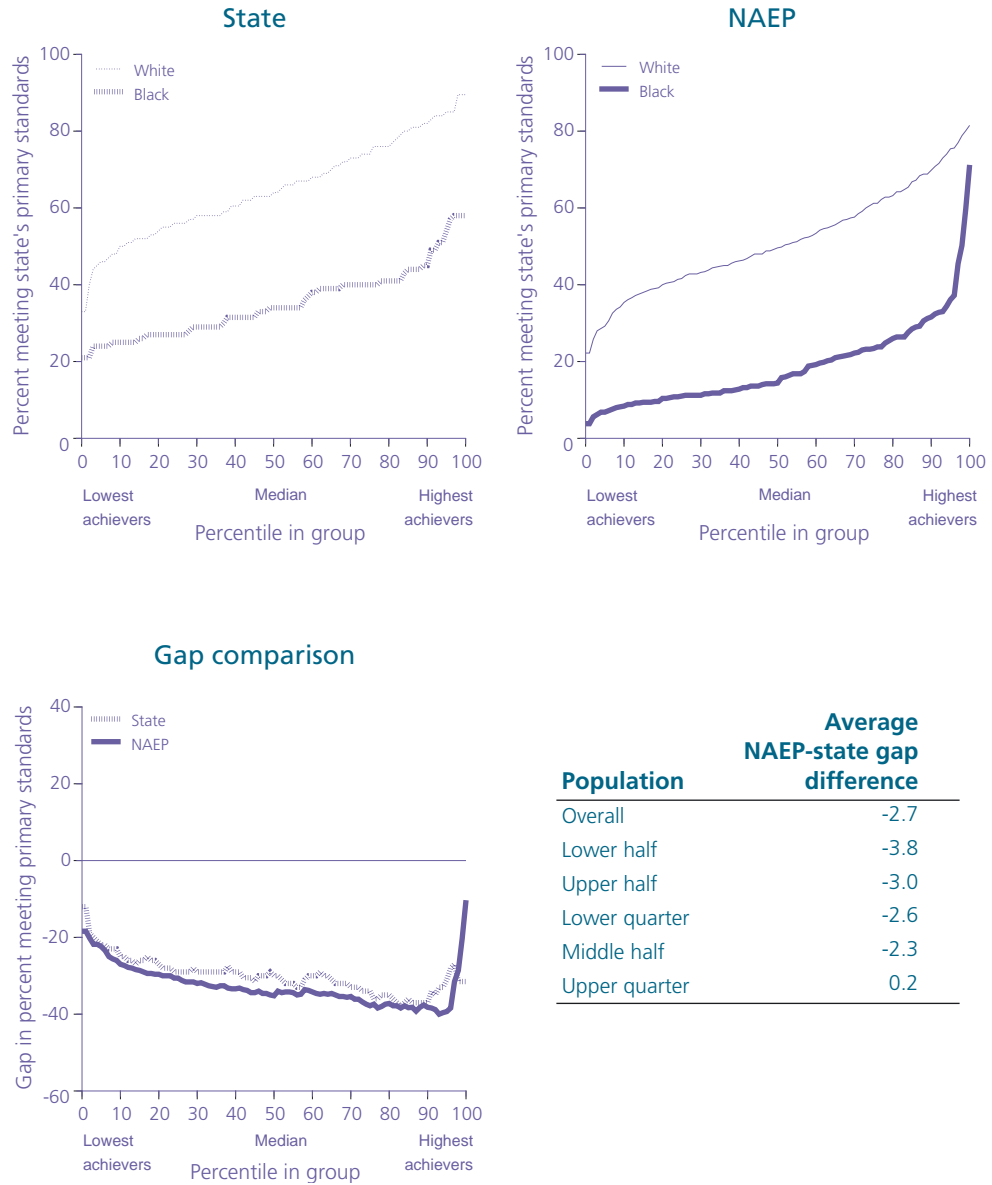
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



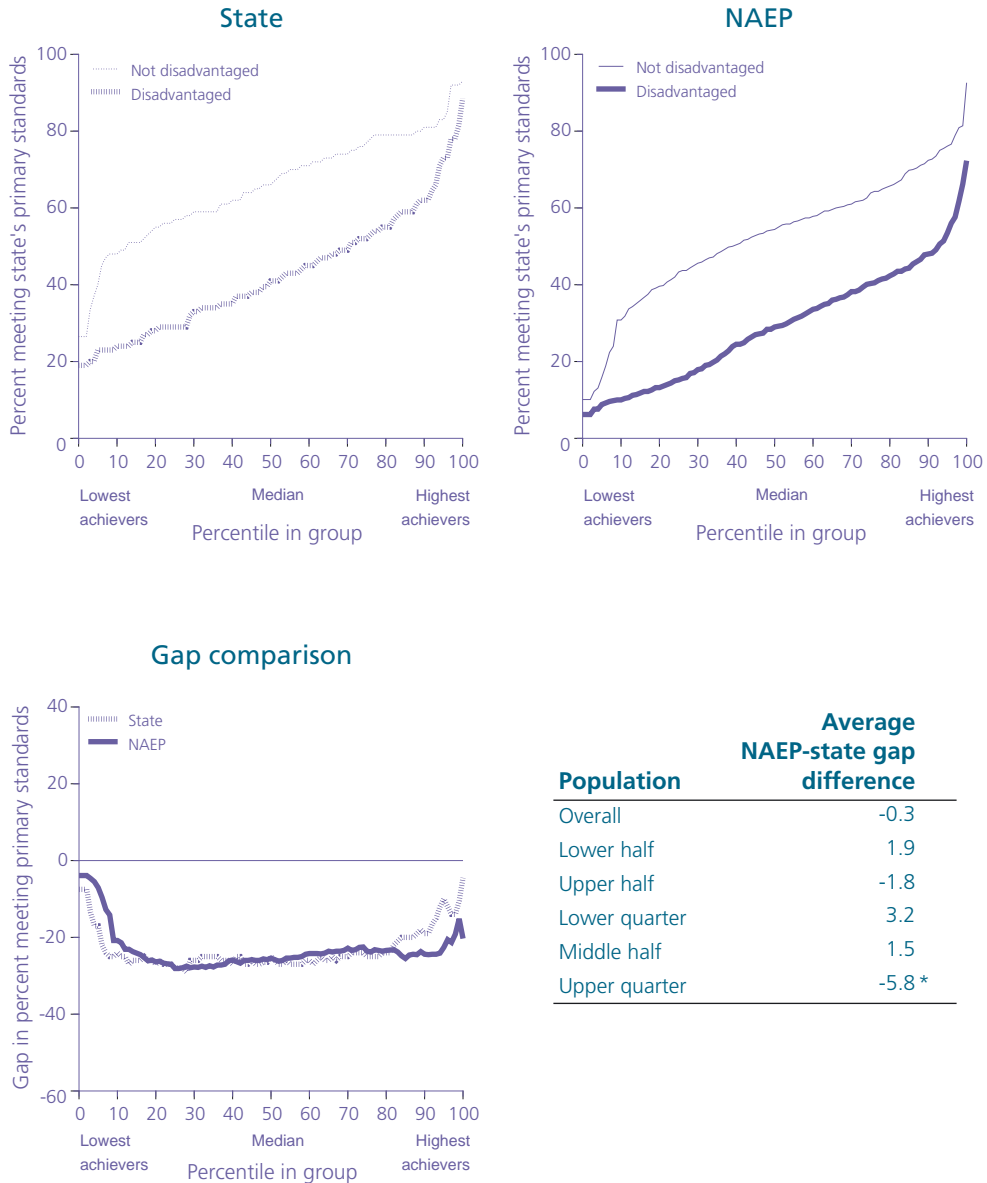
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003

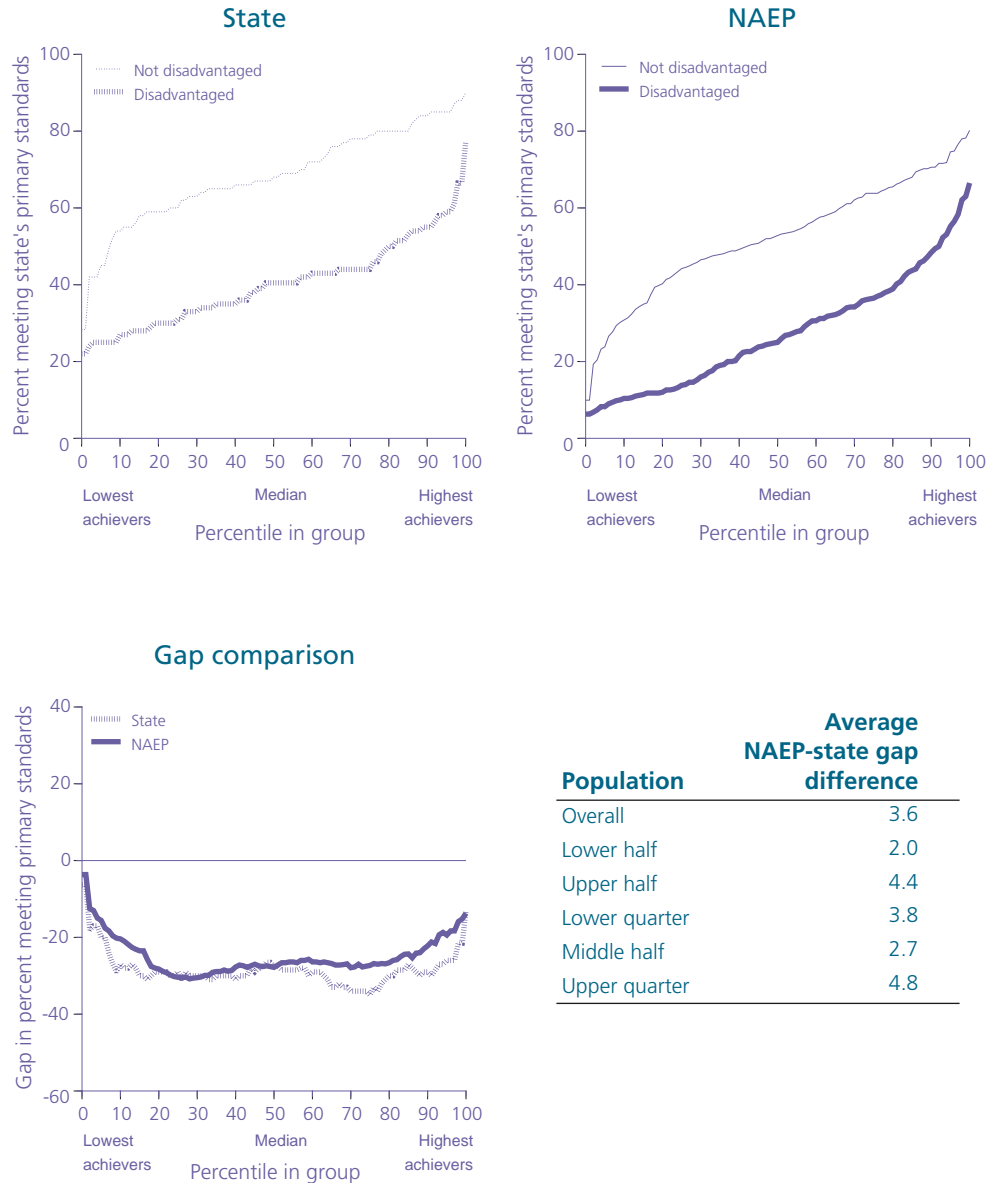


* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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Texas

The state administers the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. Scores are available for Hispanic and Black students. Texas reports its data only by percent *passing*. Before 2003, when the TAKS was implemented, students took the Texas Assessment of Academic Skills (TAAS). Because the test changed, direct comparisons cannot be made between scores from 2003 and those from 2000; therefore, trends are not included. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

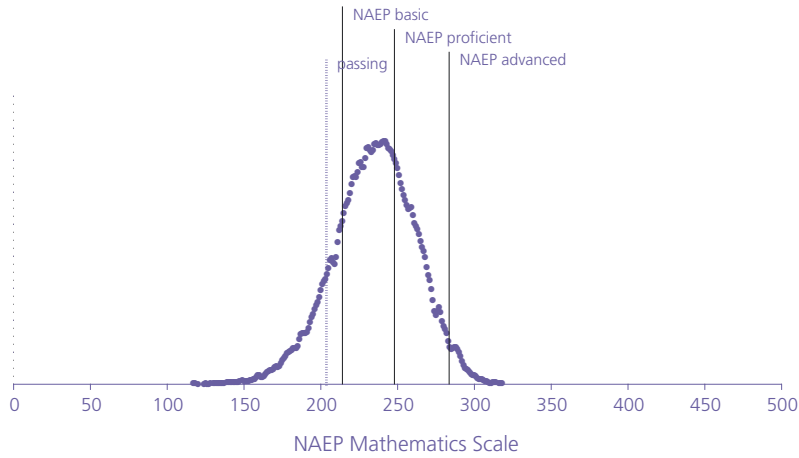
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 194 schools in grade 4 and 142 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*passing*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in mathematics in grade 4 in 2003. Overall, the Black-White gap in grade 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

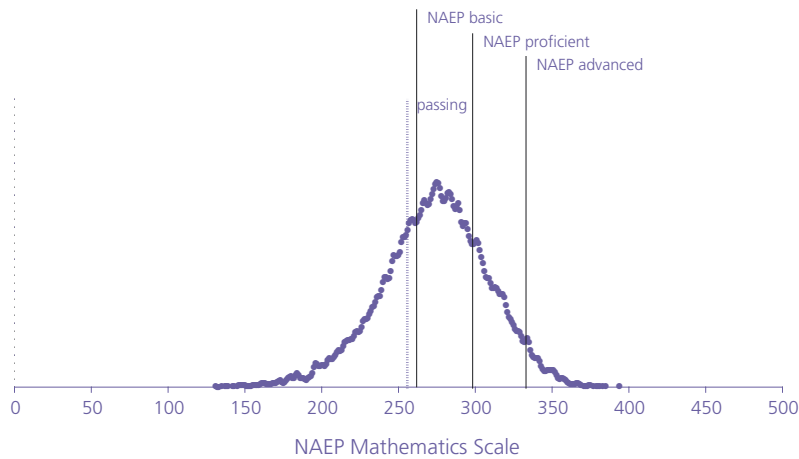
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Passing	0.52	0.052	0.71	0.009

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

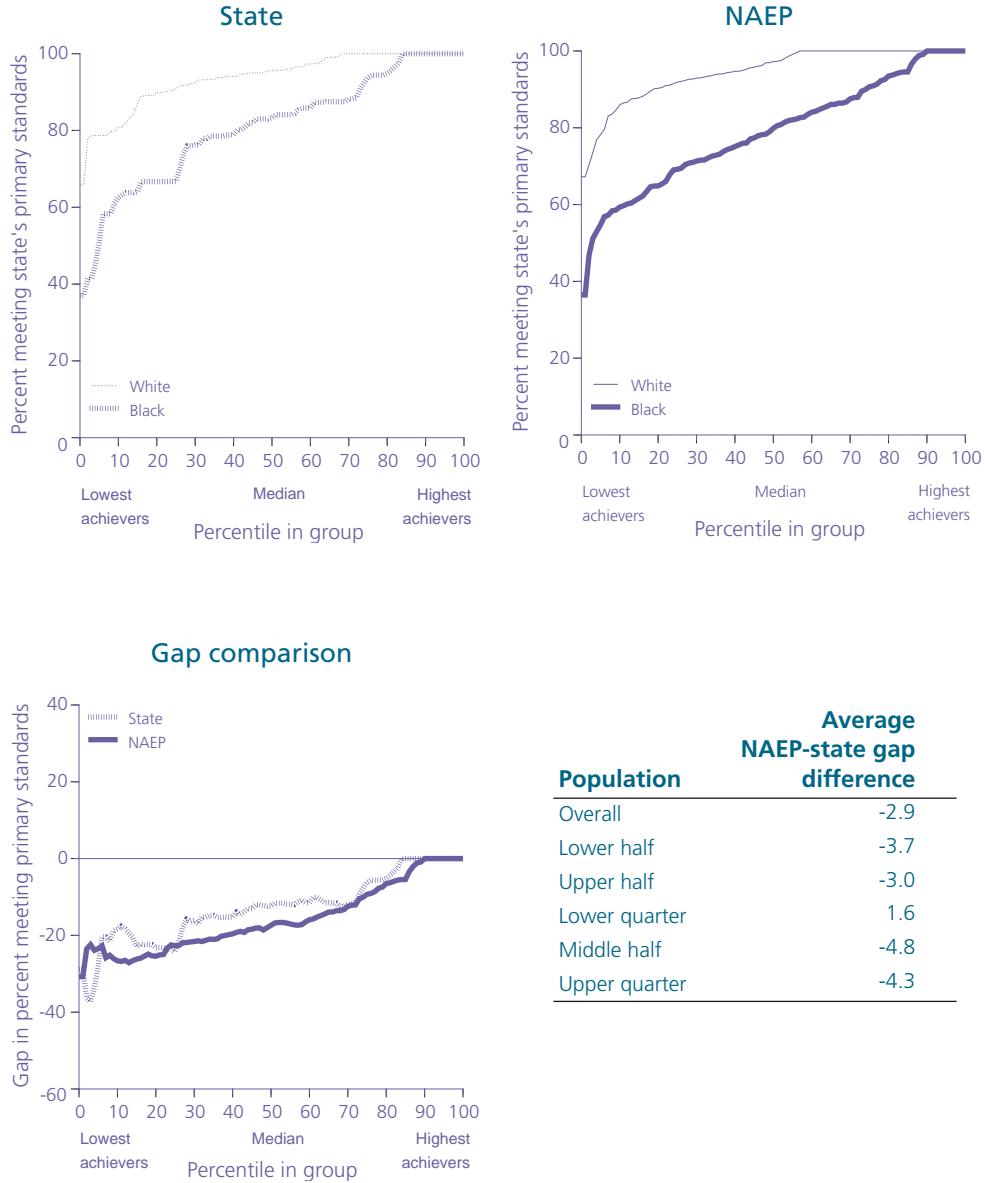


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	25.2	27.5	20.2	20.0
English language learner	10.5	12.8	6.6	4.7
Student with disability	12.6	11.3	12.1	12.2
Both	2.0	3.4	1.5	3.1
Excluded	6.9	7.4	8.0	7.2
English language learner	0.9	0.6	1.1	0.9
Student with disability	5.2	5.4	5.8	5.0
Both	0.7	1.5	1.0	1.3
Accommodated	6.1	6.0	2.0	2.1
English language learner	3.0	3.0	0.5	0.5
Student with disability	2.7	2.4	1.2	1.3
Both	0.3	0.6	0.2	0.2

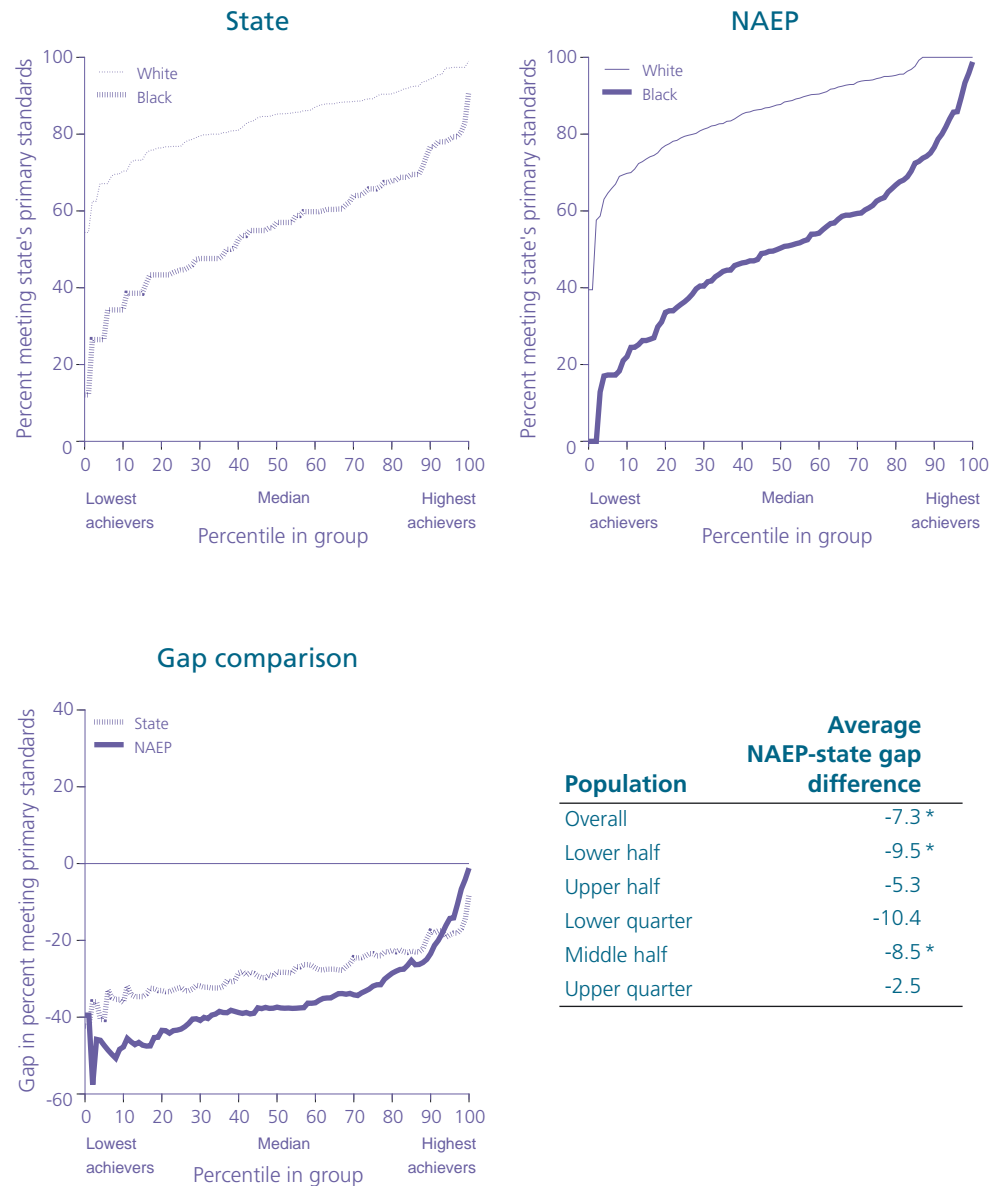
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

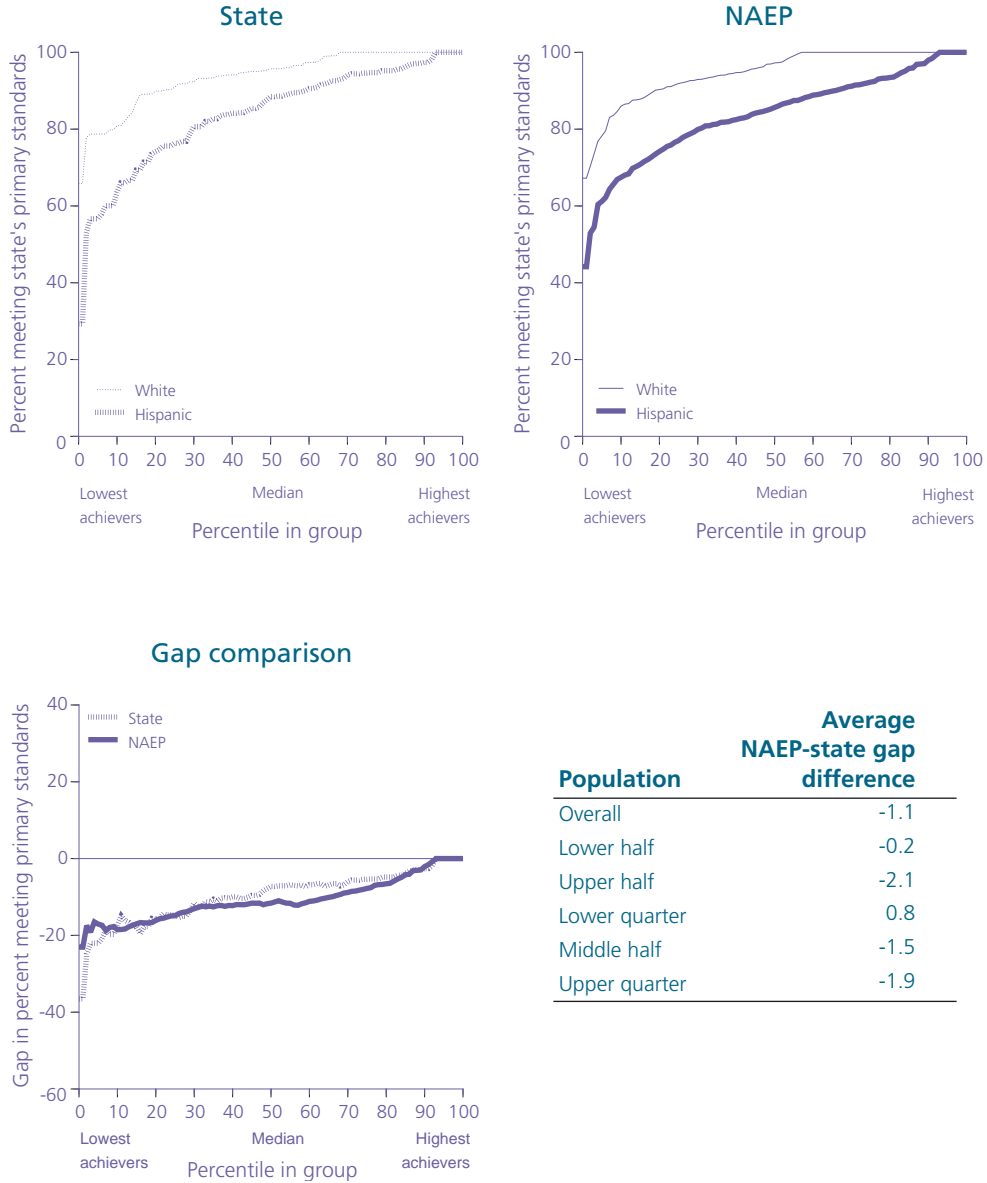
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

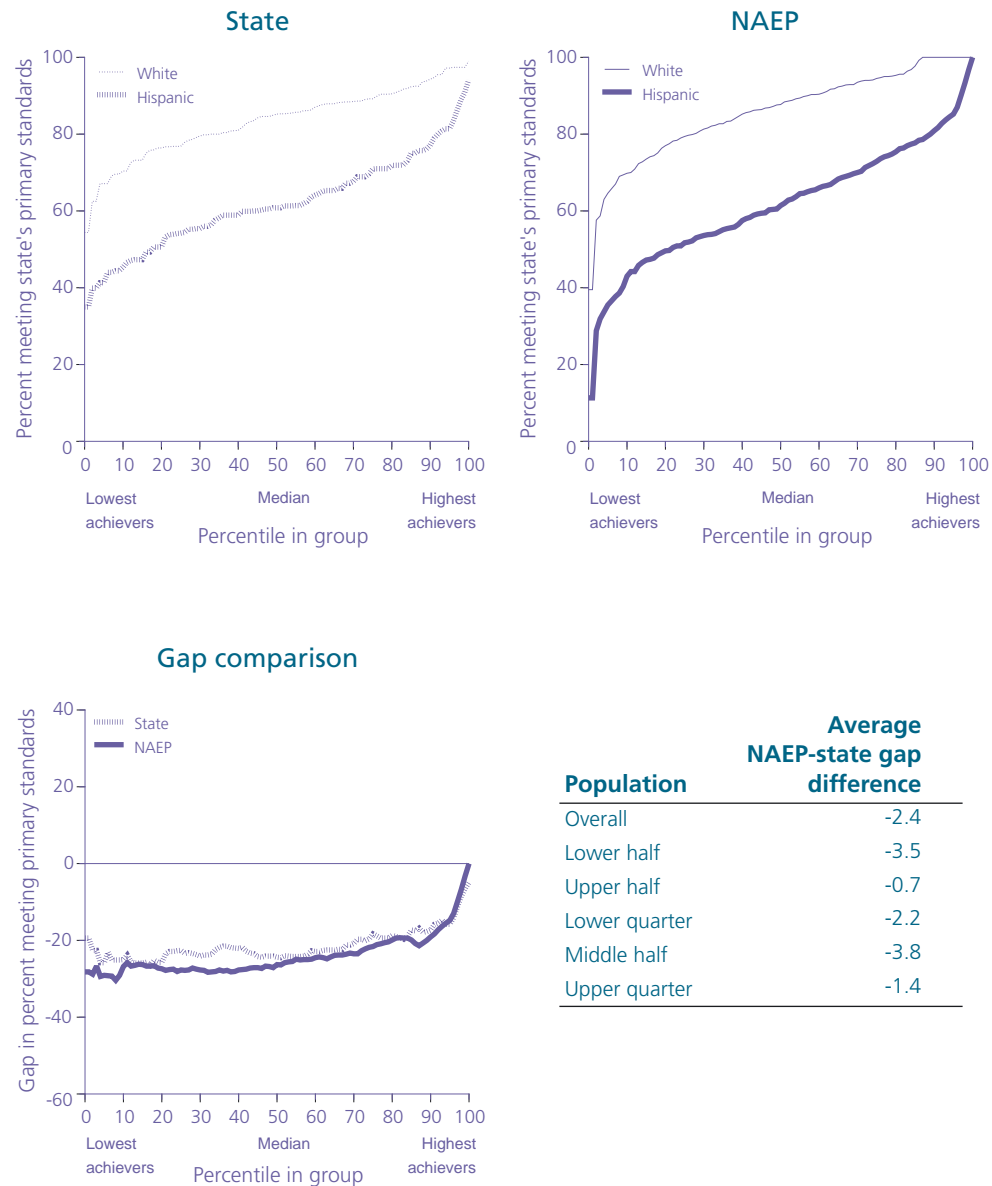
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Utah

Utah administers the Stanford Achievement Test, Ninth Edition (SAT-9) in grades 3, 5, and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Utah does not use multiple achievement levels for reporting the SAT-9; instead, it reports exam results in percentiles. Suppression information is not available.

Summary of Comparisons

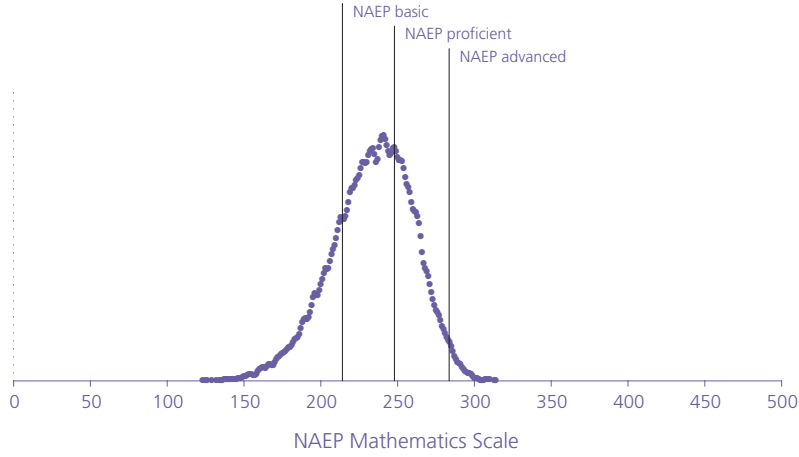
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 104 schools in grade 5 and 91 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** There are not enough data to compare state standards to NAEP for grade 5 or grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in average percentile rank between 2000 and 2003.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White, Hispanic-White, and poverty gaps in mathematics in grades 5 and 8 in 2003.

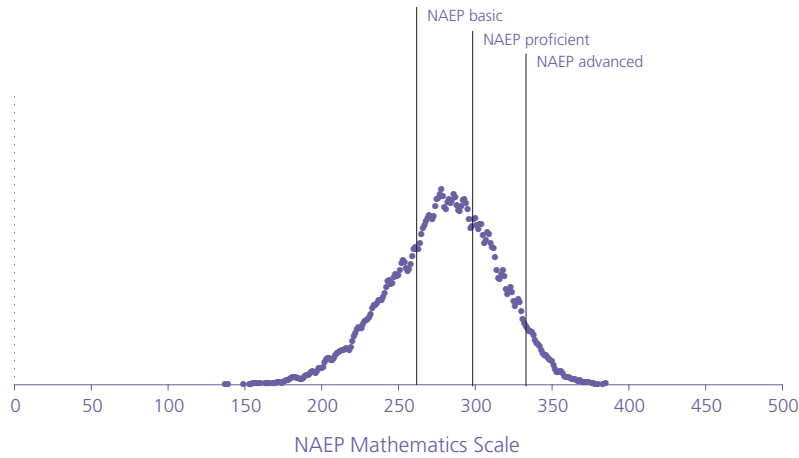
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 5th grade standards)



Grade 8



NOTE: State does not use multiple achievement levels for reporting; it reports exam results in percentiles.

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

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Percentile Rank	0.68	0.008	0.72	0.013

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



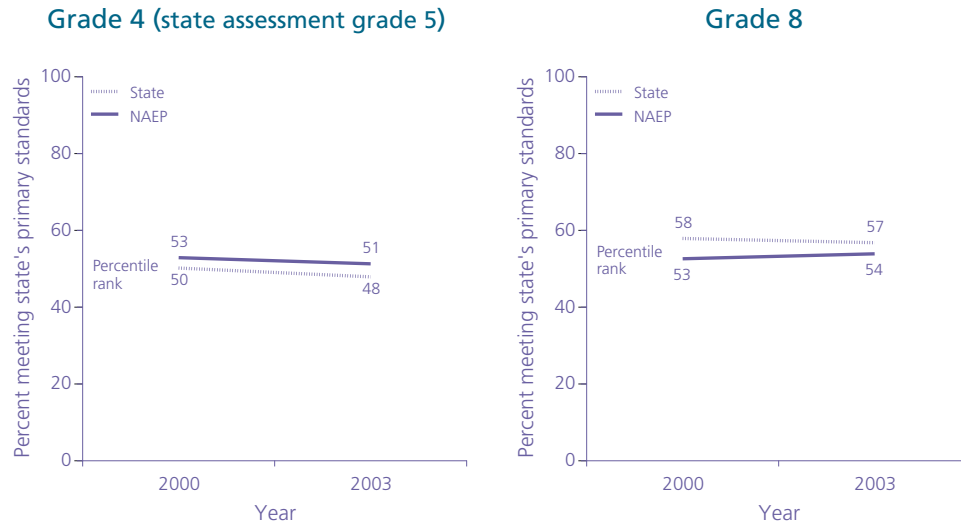


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	13.7	21.4	13.5	16.3
English language learner	5.1	9.4	3.0	5.5
Student with disability	7.8	9.5	9.8	9.1
Both	0.9	2.6	0.7	1.7
Excluded	2.8	2.8	2.7	2.5
English language learner	0.3	0.8	0.2	0.4
Student with disability	2.2	1.3	2.2	1.9
Both	0.3	0.7	0.2	0.2
Accommodated	3.7	7.1	2.7	5.1
English language learner	1.3	2.0	0.5	1.2
Student with disability	1.8	4.3	2.2	3.2
Both	0.5	0.8	0.1	0.7

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



D

Vermont

Vermont administers the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The reading exam is broken down into two reading subtests (basic understanding; analysis & interpretation); the mathematics exam is broken down into three subtests (concepts; problem solving; skills). The reading and mathematics scores are averages of the two reading subtests and three mathematics subtests, respectively. Scores are available for economically disadvantaged students. Vermont uses five achievement levels for reporting purposes: little evidence of achievement, *below the standard*, *nearly achieved the standard*, *achieved the standard*, and *achieved the standard with honors*. Because scores were only available for *achieved the standard* prior to 2003, the trend graphs are based only on that level. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

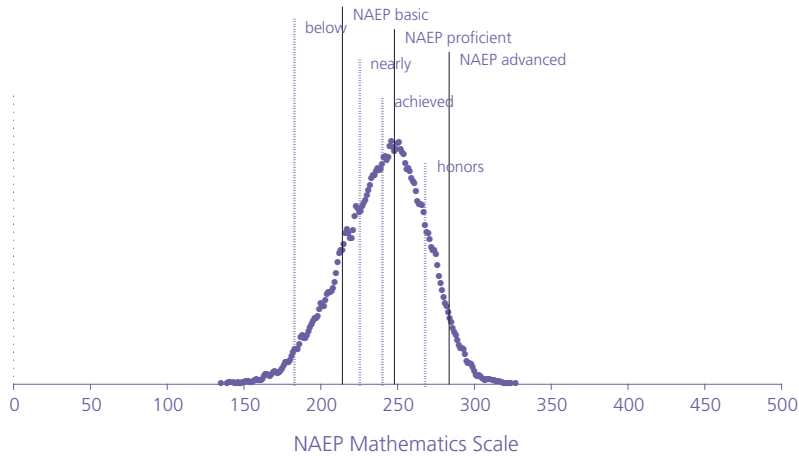
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 154 schools in grade 4 and 99 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics standard (*achieved*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent meeting are greater than the state assessment gains. There were no significant differences between grade 8 NAEP and state assessment gains in the same period.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in mathematics in grades 4 and 8 in 2003. Overall, the poverty gap in grade 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. There were no significant differences between in grade 8 in 2003.

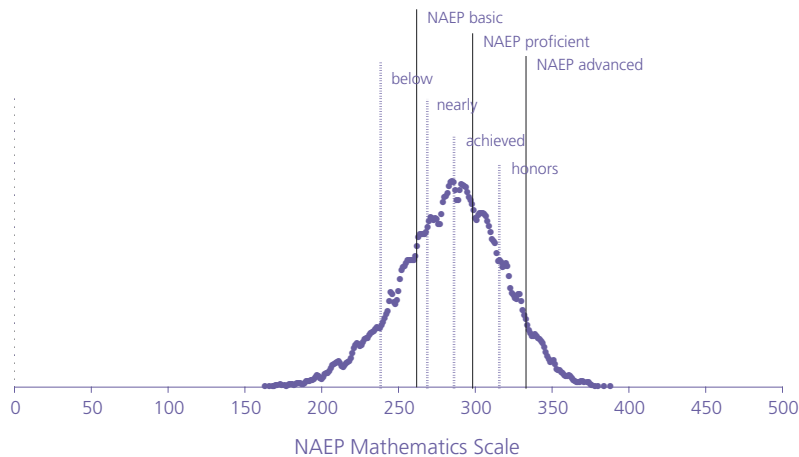
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Below	0.10	0.072	0.35	0.080
Nearly	0.50	0.019	0.63	0.036
Achieved	0.47	0.021	0.74	0.026
Honors	0.29	0.034	0.76	0.012

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



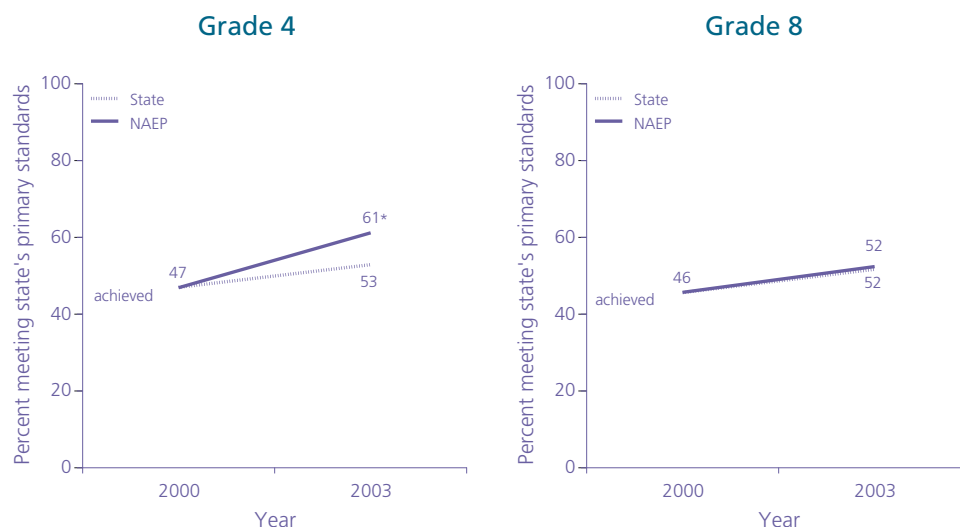
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.5	18.4	17.0	17.7
English language learner	0.4	1.3	1.2	0.4
Student with disability	15.1	16.4	15.6	16.7
Both	0.1	0.7	0.2	0.7
Excluded	2.7	4.0	3.1	2.9
English language learner	#	0.1	0.5	#
Student with disability	2.7	3.6	2.4	2.6
Both	0.1	0.3	0.2	0.3
Accommodated	8.7	10.0	4.4	7.4
English language learner	0.4	0.5	0.2	#
Student with disability	8.3	9.2	4.2	7.2
Both	#	0.3	#	0.2

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p < .05$).

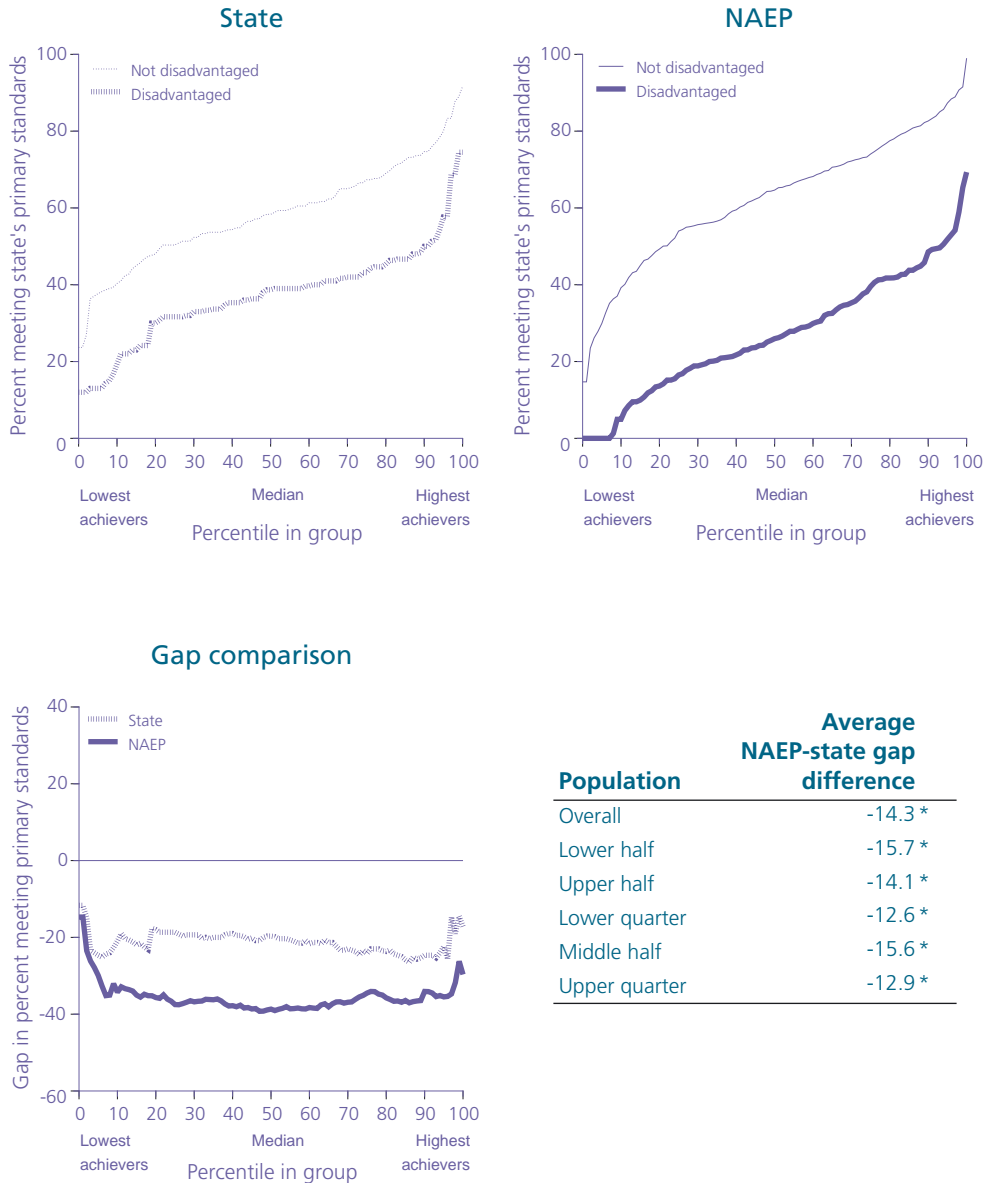
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting standards as reported by state: 2000 and 2003

Level	2000	2003
Grade 4	47.3	53.0
Grade 8	47.0	51.7

SOURCE: State of Vermont Department of Education site at http://data.ed.state.vt.us/performance/03/STATE_03.pdf

Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



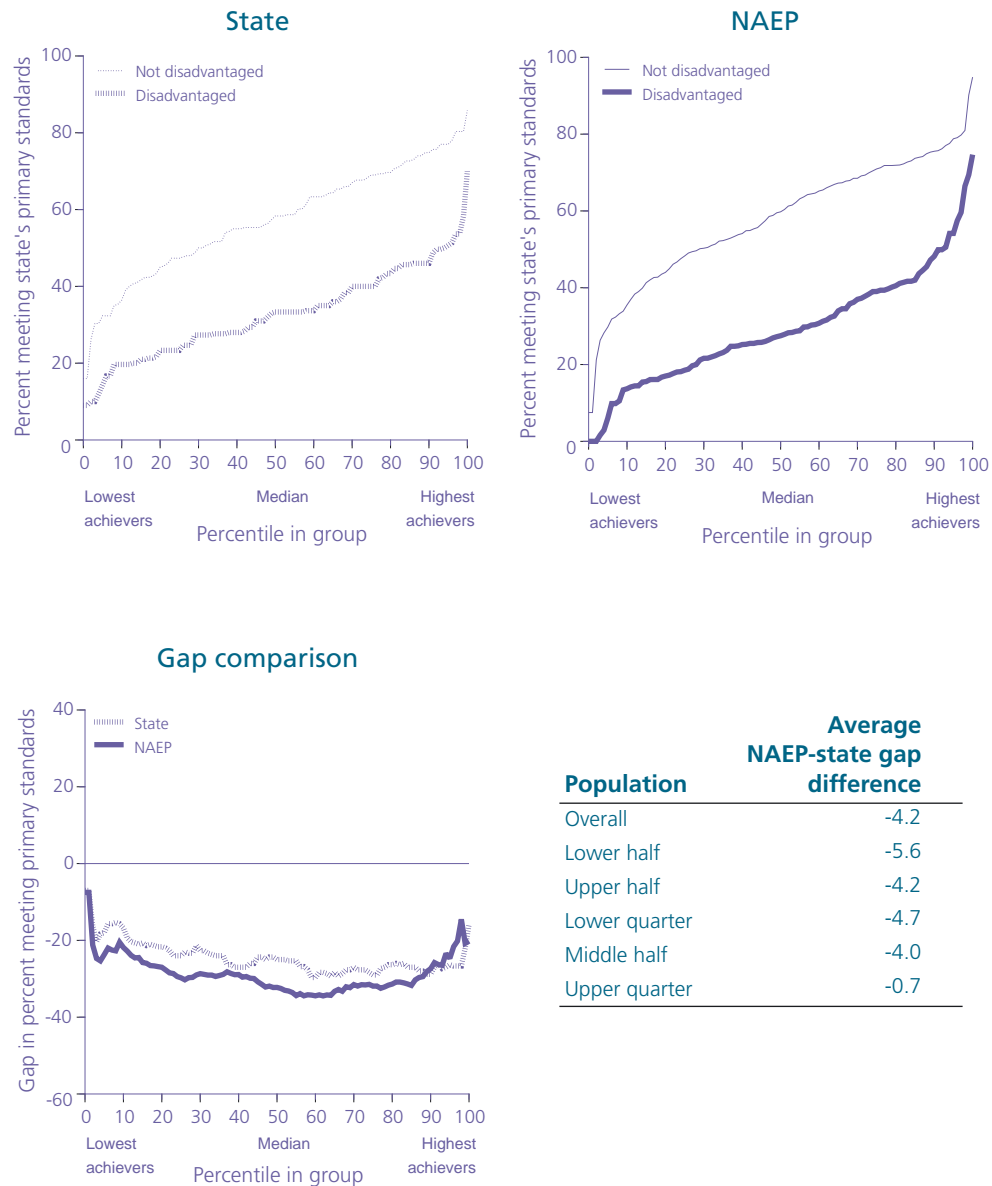
* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Virginia

Virginia administers the Standards of Learning (SOL) tests in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Hispanic students to provide a reliable comparison. Virginia uses three achievement levels for reporting purposes: *failing*, *proficient*, and *advanced*. Trend graphs are not included because new performance standards are set every year. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

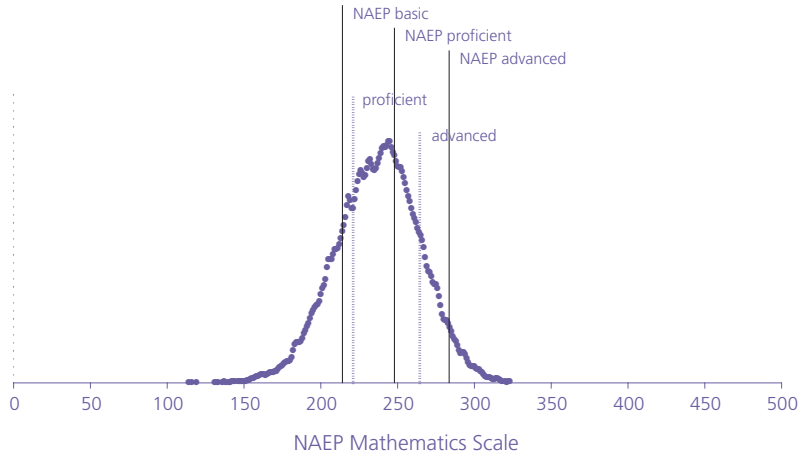
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 5 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is below the NAEP basic level.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** Overall, the Black-White gap in grades 5 and 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White and poverty gaps in mathematics in grades 5 and 8 in 2003.

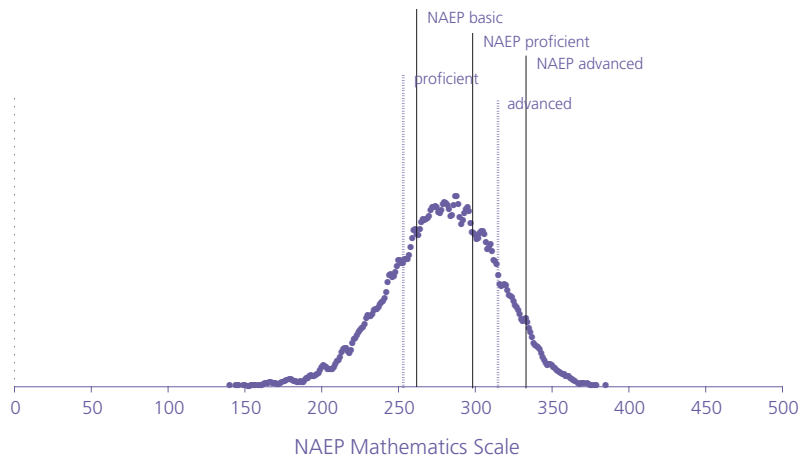
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 5th grade standards)



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Proficient	0.54	0.017	0.63	0.028
Advanced	0.66	0.026	0.77	0.016

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



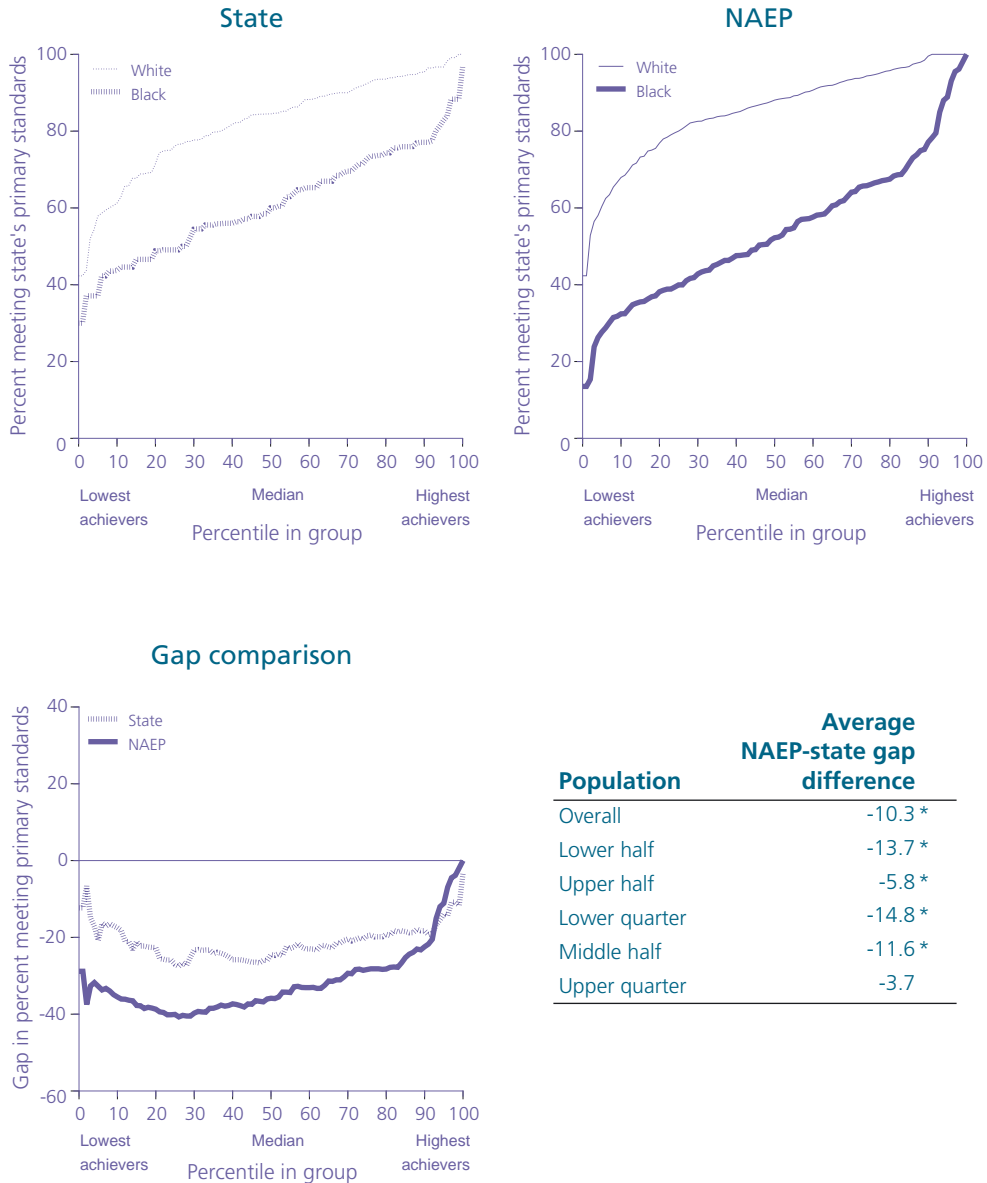
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.8	19.4	14.9	16.9
English language learner	3.0	6.4	2.2	2.4
Student with disability	12.3	11.3	12.3	13.1
Both	0.5	1.6	0.4	1.5
Excluded	4.0	6.1	6.2	6.5
English language learner	1.1	1.7	0.8	0.8
Student with disability	2.5	3.8	5.3	4.9
Both	0.4	0.7	0.1	0.8
Accommodated	6.6	8.1	3.9	6.4
English language learner	0.9	2.4	0.2	0.5
Student with disability	5.7	4.9	3.3	5.5
Both	#	0.8	0.3	0.4

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003

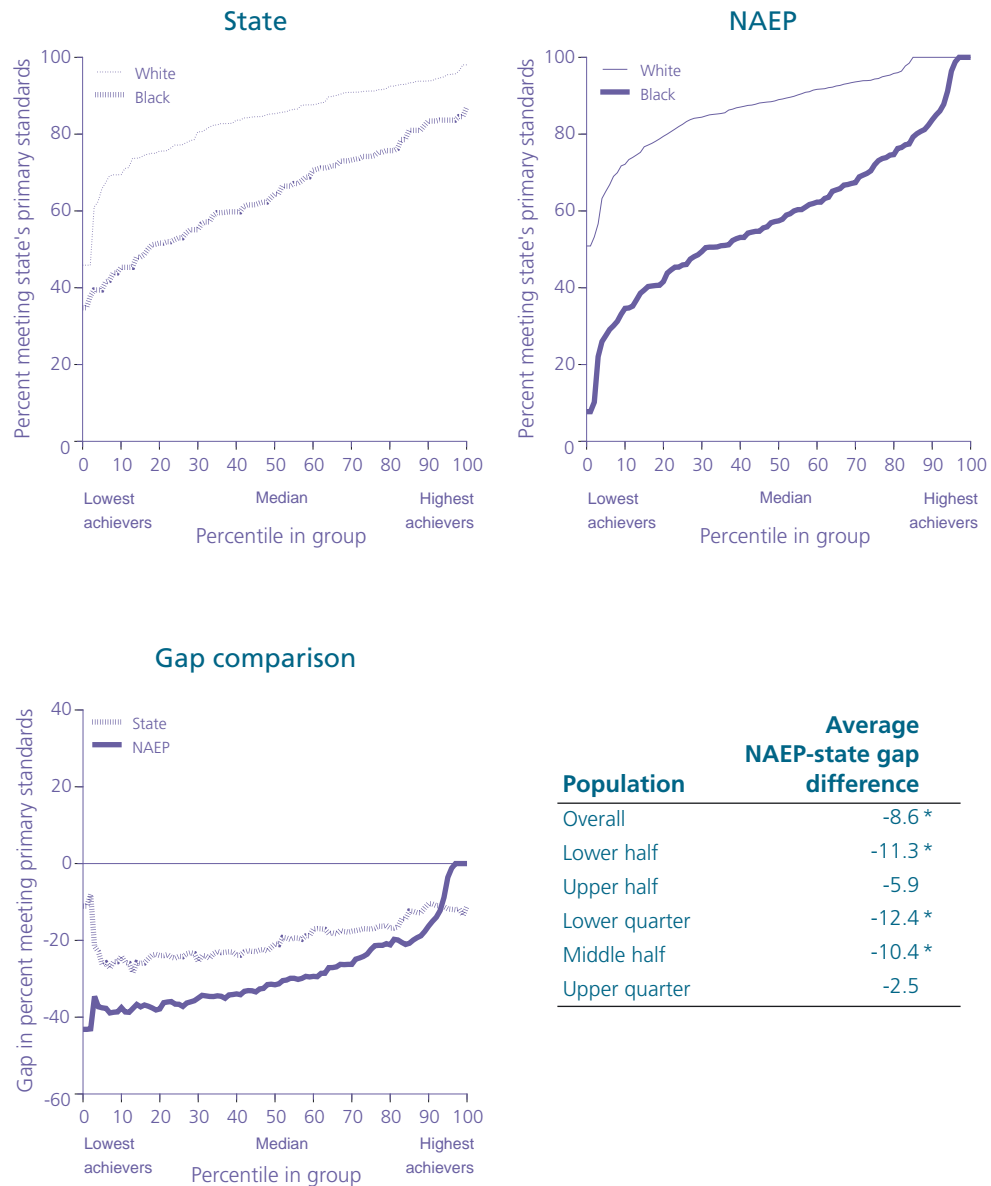


* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: State assessment data used are for grade 5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Washington

The state administers the Washington Assessment of Student Learning (WASL) in grades 4 and 7 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Black students in grades 4 and 7 and too few Hispanic students in grade 7 to provide reliable comparisons. Washington uses four achievement levels for reporting purposes: *far below expectations*, *below expectations*, *met expectations*, and *above expectations*. Trend graphs are not included because Washington did not participate in State NAEP in 2000, and because scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

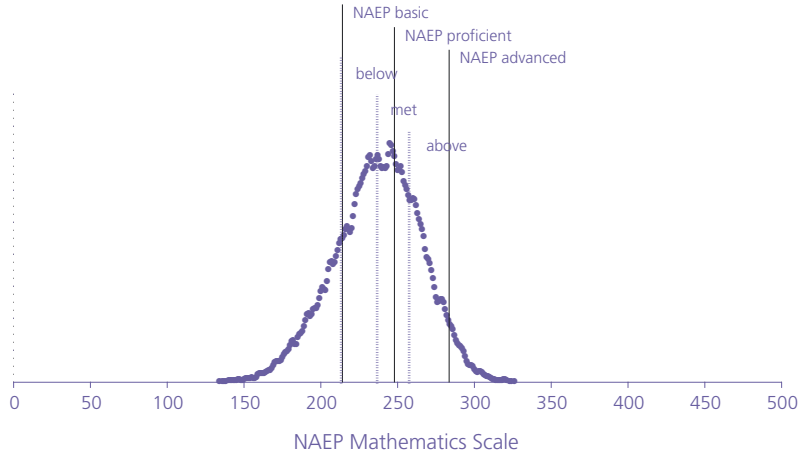
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 96 schools in grade 4 and 85 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*met*) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in mathematics in grades 4 and 7 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in mathematics in grade 4 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grade 7 in 2003.

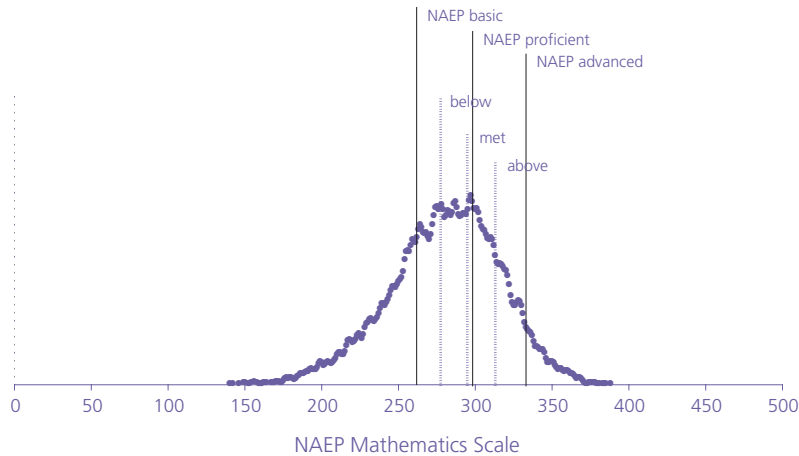
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8 (state 7th grade standards)



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 7	
	Correlation	Standard error	Correlation	Standard error
Below	0.65	0.043	0.73	0.020
Met	0.69	0.019	0.69	0.026
Above	0.57	0.007	0.66	0.026

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



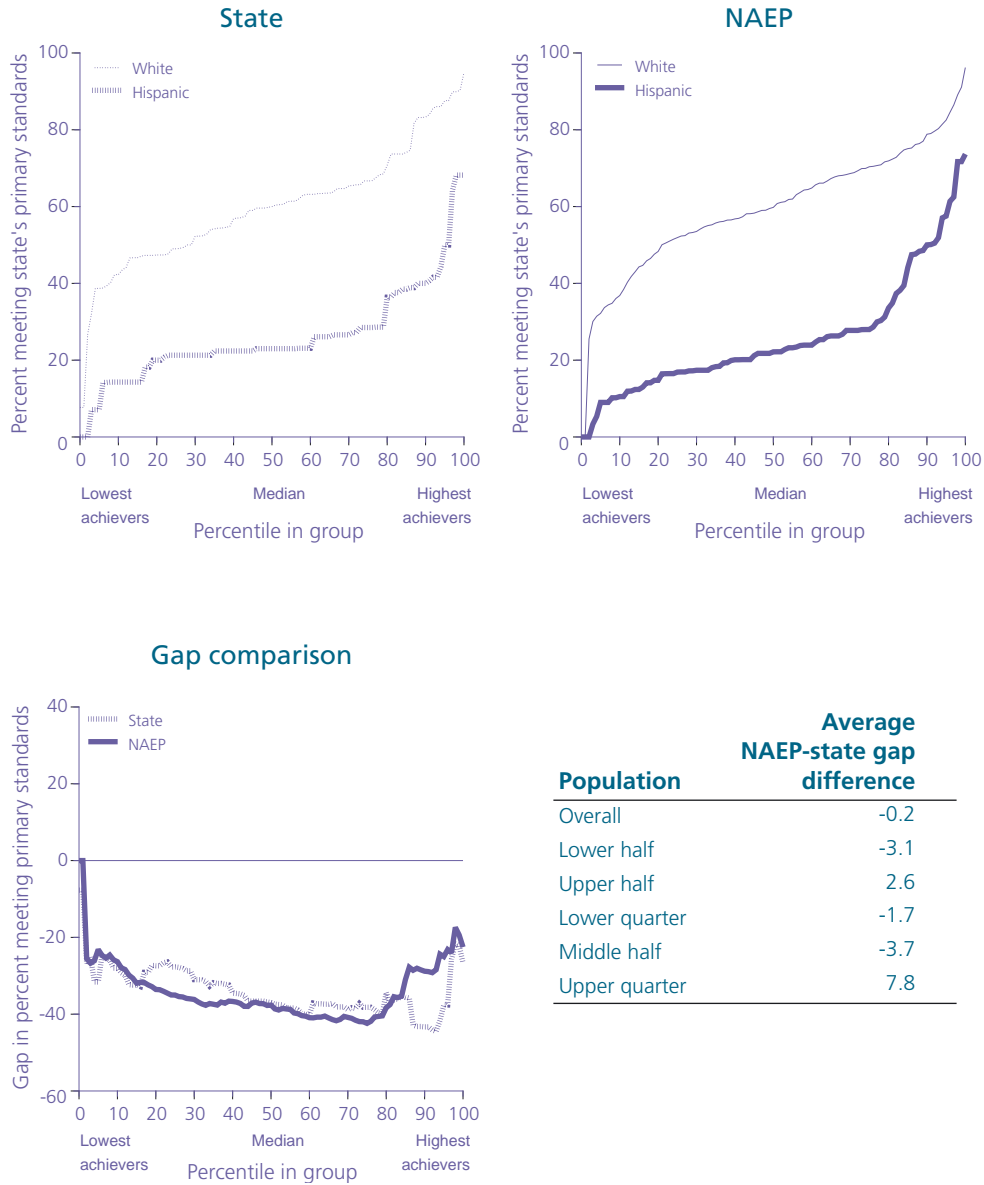
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	—	19.1	—	16.2
English language learner	—	5.2	—	3.5
Student with disability	—	12.2	—	11.4
Both	—	1.7	—	1.2
Excluded	—	3.2	—	2.0
English language learner	—	0.9	—	0.4
Student with disability	—	2.1	—	1.5
Both	—	0.2	—	0.2
Accommodated	—	7.9	—	4.6
English language learner	—	1.2	—	0.4
Student with disability	—	5.6	—	3.9
Both	—	1.0	—	0.4

— Not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

West Virginia

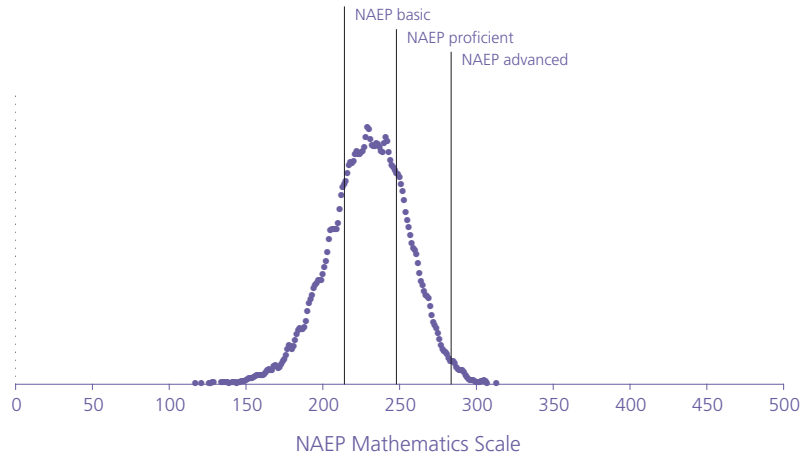
West Virginia administers the Stanford Achievement Test, Ninth Edition (SAT-9) in grades 3-8 in reading and mathematics. However, the data available in this report include only school-level scores which have been designated as either elementary or middle school scores based upon state-reported grade span information. The data available in this report include only one combined score for reading and mathematics, which we have treated as reading data for this report. For this reason, neither state assessment mathematics data nor comparisons based upon the mathematics data are displayed here. Suppression information is not available.

Summary of Comparisons

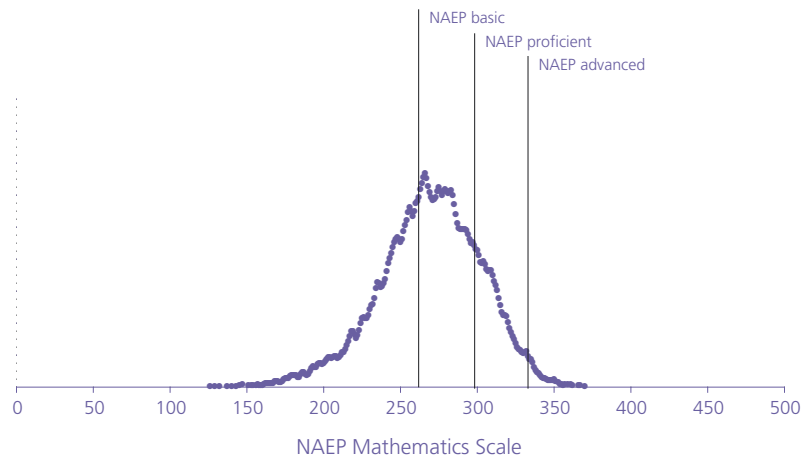
Because 2003 state mathematics assessment data do not exist for West Virginia, no comparisons to NAEP were possible.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	13.4	15.1	14.6	16.2
English language learner	#	0.1	0.1	0.3
Student with disability	13.2	14.6	14.3	15.7
Both	0.2	0.3	0.1	0.2
Excluded	2.7	2.8	2.7	2.8
English language learner	#	#	0.1	#
Student with disability	2.6	2.8	2.6	2.7
Both	0.2	#	#	#
Accommodated	8.0	9.1	7.7	8.5
English language learner	#	#	#	#
Student with disability	7.9	8.8	7.6	8.4
Both	0.1	0.3	0.1	#

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

D

Wisconsin

The state administers the Wisconsin Knowledge and Concepts Examination (WKCE) in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students in grades 4 and 8 and too few Black students in grade 8 to provide reliable comparisons between these subgroups. Wisconsin uses four achievement levels for reporting purposes: *minimal performance*, *basic*, *proficient*, and *advanced*. Because new performance standards for the WKCE were set in 2003, scores from 2003 and those from 2000 are not comparable; therefore, trend graphs are not included. School-level assessment scores based on 5 or fewer students are suppressed.

Summary of Comparisons

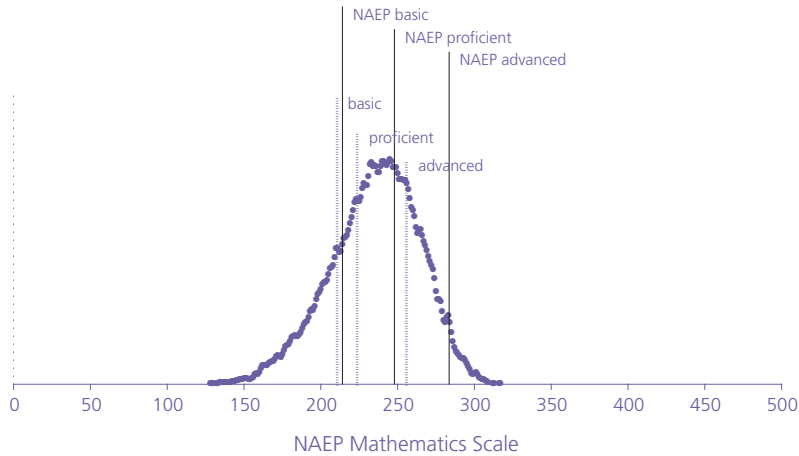
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 127 schools in grade 4 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is close to the NAEP basic level.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in mathematics in grade 4 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in mathematics in grade 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003. Overall, the poverty gap in grade 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grade 8 in 2003.

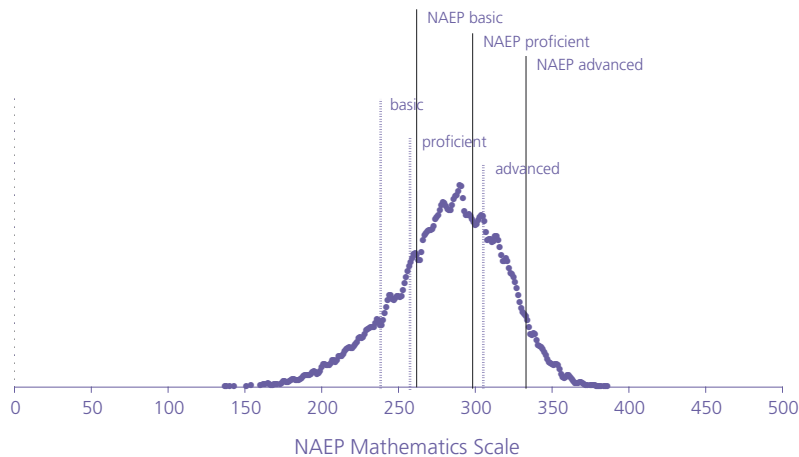
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.77	0.010	0.89	0.014
Proficient	0.81	0.015	0.90	0.008
Advanced	0.79	0.004	0.85	0.014

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

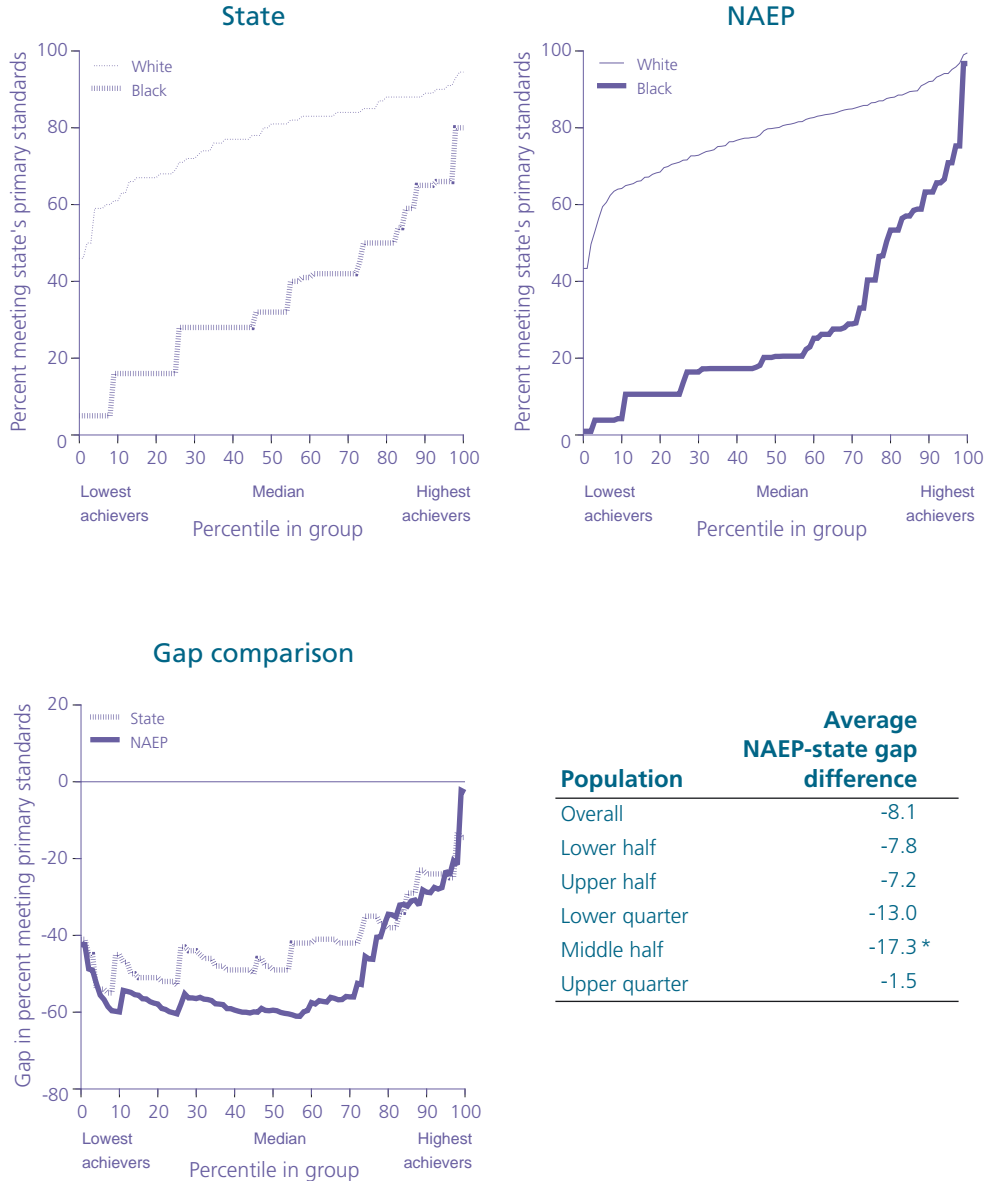


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	19.3	20.0	16.9	17.5
English language learner	4.5	5.4	1.6	2.3
Student with disability	14.1	13.4	15.0	14.3
Both	0.7	1.2	0.4	0.8
Excluded	4.8	3.6	4.2	3.0
English language learner	0.4	0.6	0.5	0.4
Student with disability	4.1	2.6	3.6	2.3
Both	0.3	0.4	0.1	0.3
Accommodated	7.9	12.3	6.2	11.3
English language learner	2.4	2.5	0.4	0.9
Student with disability	5.1	9.1	5.6	10.0
Both	0.4	0.7	0.2	0.4

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

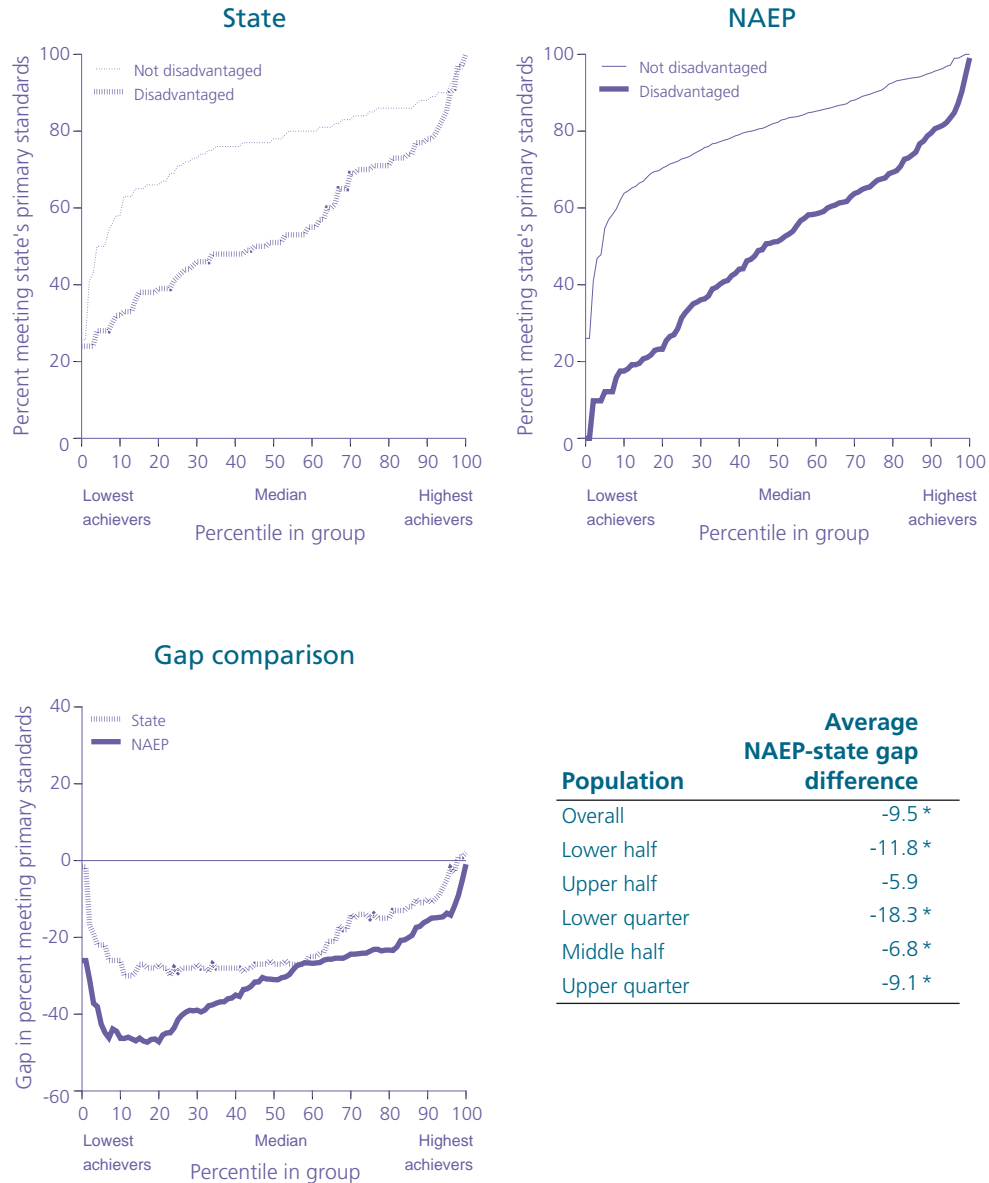
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003

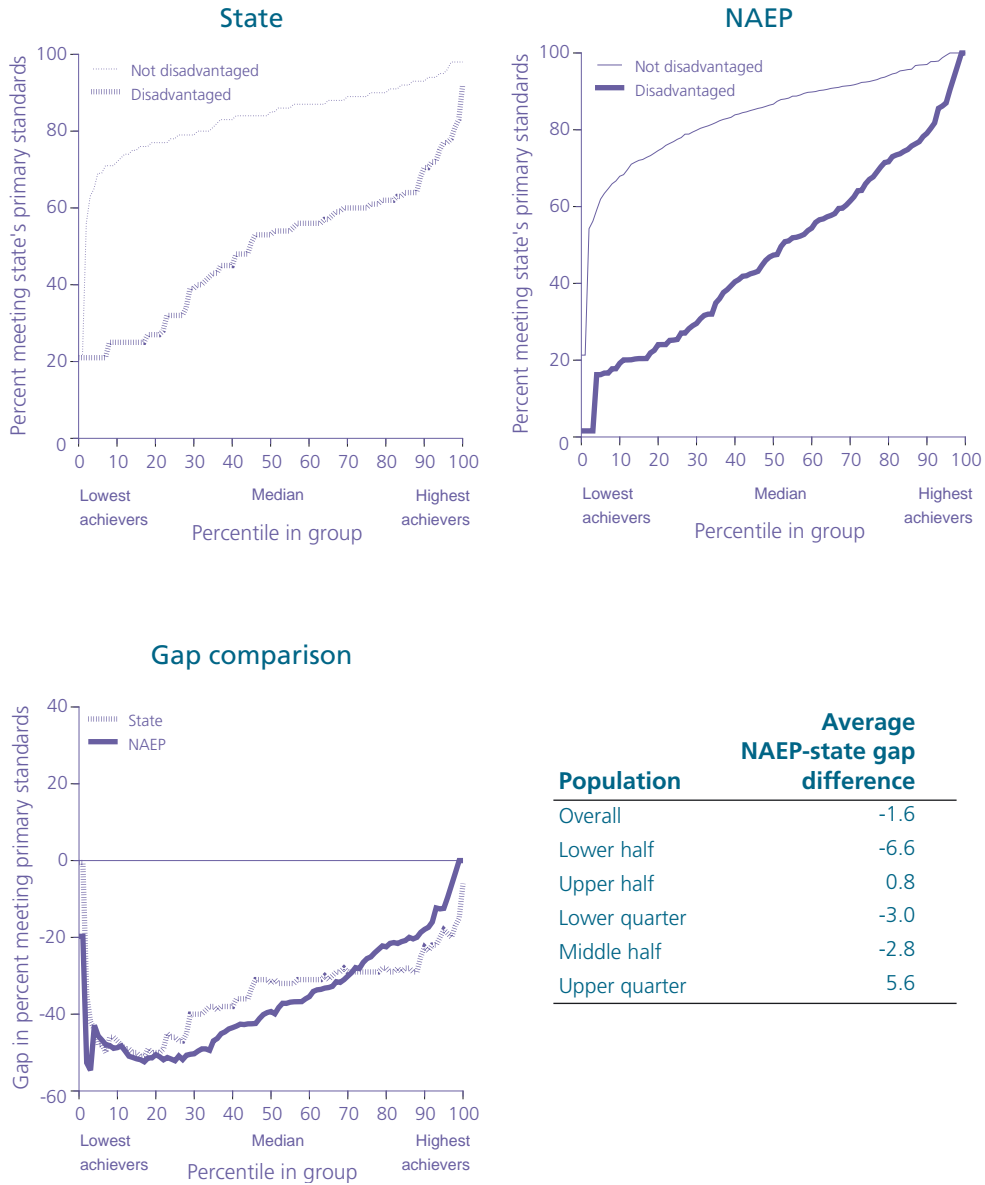


* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Wyoming

Through the Wyoming Comprehensive Assessment System (WyCAS), the state administers criterion-referenced tests in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic and Black students to provide reliable comparisons. Wyoming uses four achievement levels for reporting purposes: *novice*, *partially proficient*, *proficient*, and *advanced*. Suppression information is not available.

Summary of Comparisons

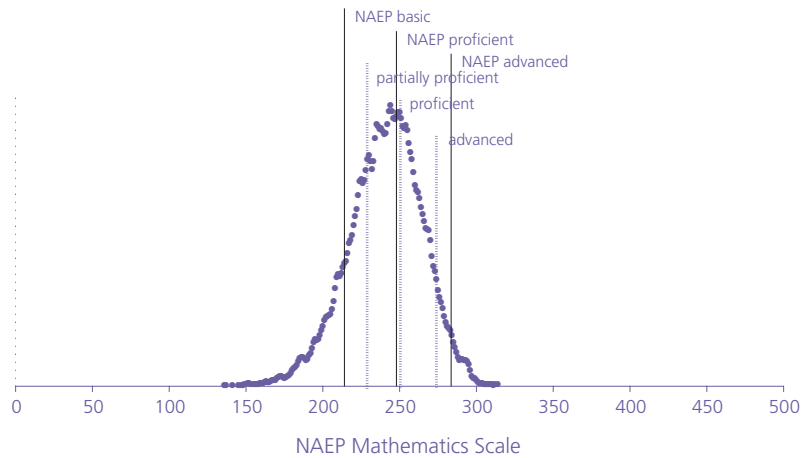
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 74 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (proficient) is close to the NAEP proficient level. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are greater than the state assessment gains.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in mathematics in grades 4 and 8 in 2003. Overall, the poverty gap in grades 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. By contrast, in grade 8, WyCAS found a large poverty gap than NAEP did.

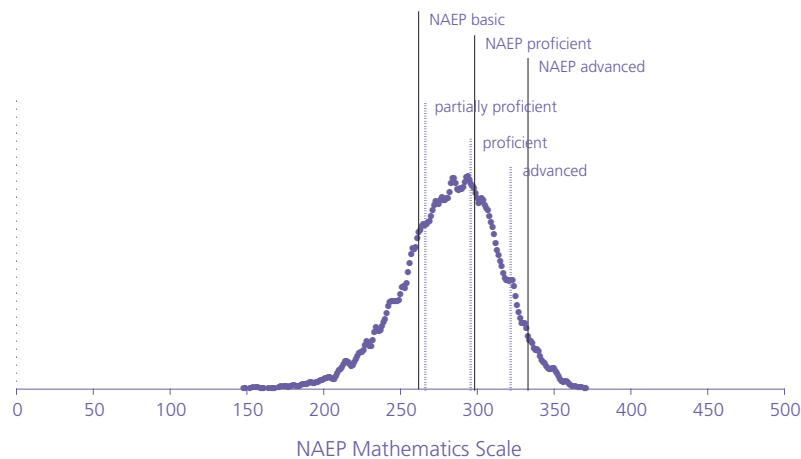
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state’s mathematics standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Partially Proficient	0.68	0.041	0.74	0.037
Proficient	0.64	0.018	0.74	0.023
Advanced	0.38	0.033	0.63	0.028

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



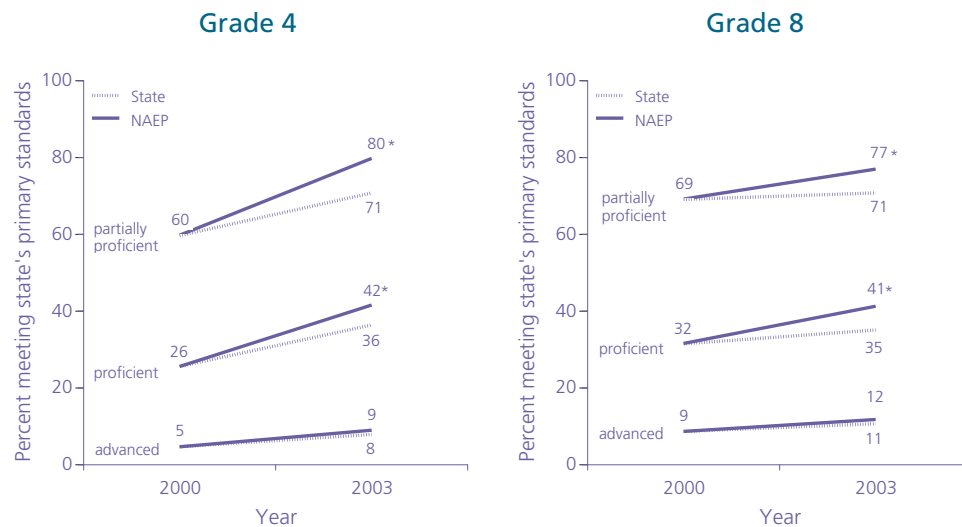
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.3	17.6	12.9	16.3
English language learner	1.4	2.7	1.1	1.7
Student with disability	13.2	13.3	11.4	13.3
Both	0.7	1.6	0.4	1.3
Excluded	1.9	1.1	1.0	1.2
English language learner	#	#	#	0.1
Student with disability	1.9	1.0	1.0	0.7
Both	#	0.1	#	0.3
Accommodated	5.8	10.8	3.0	9.5
English language learner	0.1	0.2	#	0.2
Student with disability	5.7	9.6	3.0	8.6
Both	#	1.0	#	0.6

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p < .05$).

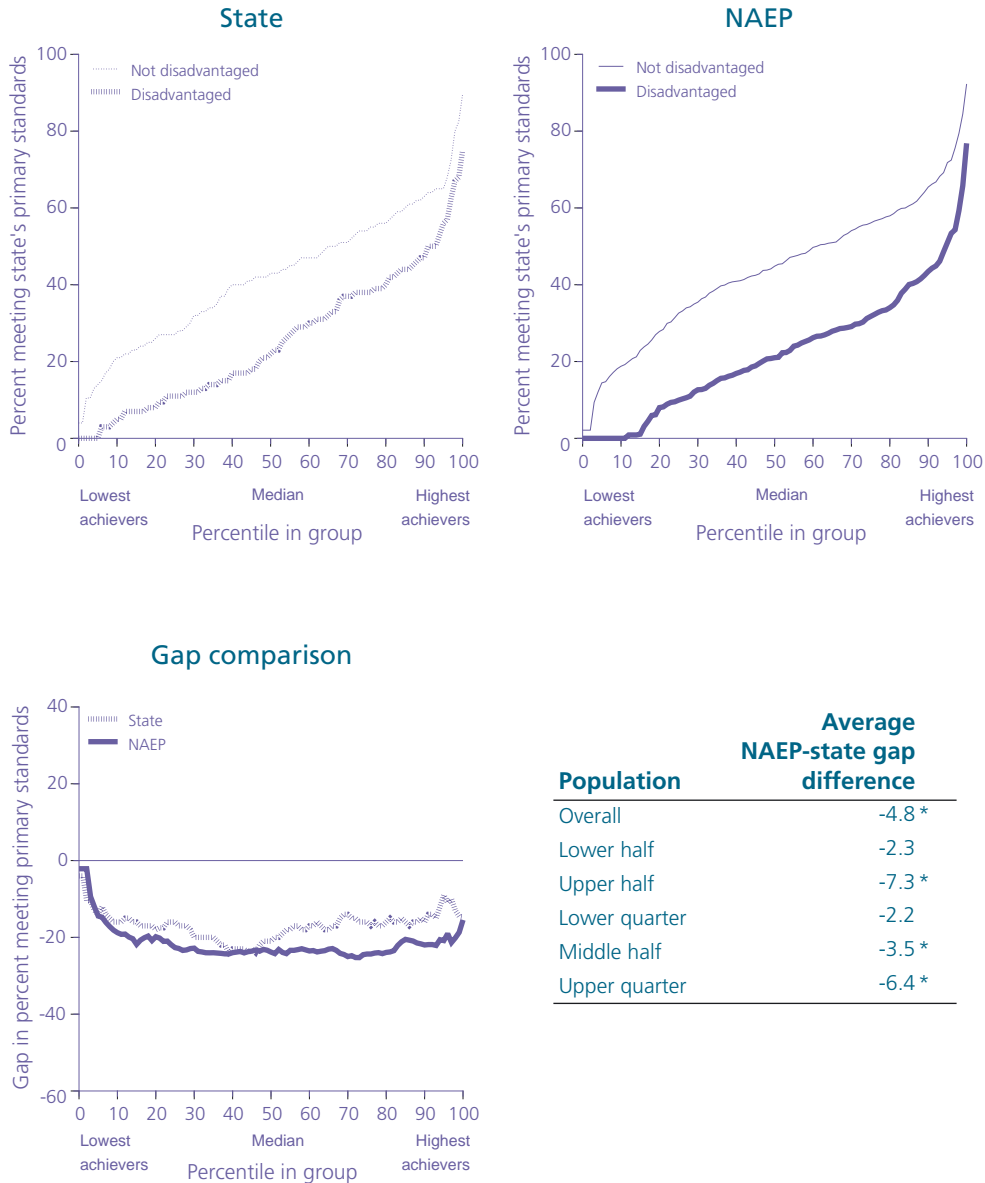
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting standards as reported by state: 2000 and 2003

Level	2000	2003
Grade 4	27.0	37.0
Grade 8	32.0	35.0

SOURCE: Wyoming Department of Education site at https://wdesecure.k12.wy.us/stats/wde.esc.show_menu.

Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003

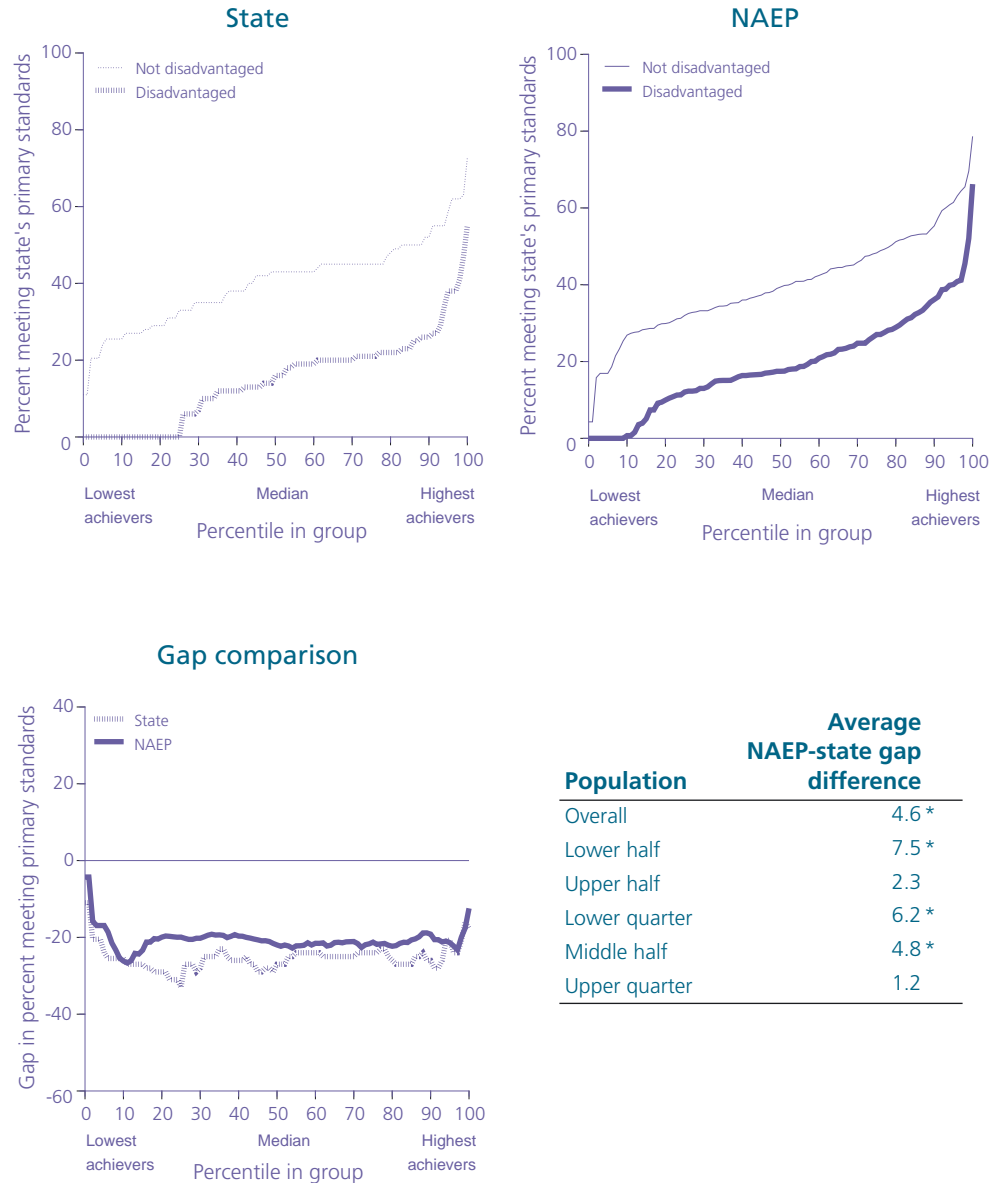


* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

