

D

Nebraska

Trough the School-based Teacher-led Assessment and Reporting System (STARS), Nebraska administers exams in grades 4 and 8 in reading and mathematics. Nebraska alternates reading and mathematics exams by the year: the state tested reading in 2001 and 2003 and mathematics in 2000 and 2002. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Nebraska uses one achievement level for reporting purposes: *meeting the standard*. Because Nebraska alternates reading and mathematics tests, trend graphs for Nebraska are not included in this report. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

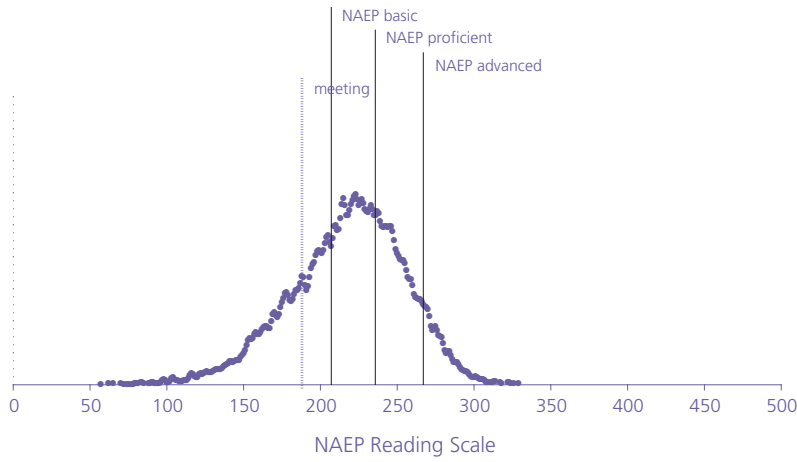
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 127 schools in grade 4 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*meeting*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*meeting*) is close to the NAEP basic level.
- **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, Hispanic-White, and poverty gaps in reading in grades 4 and 8 in 2003.

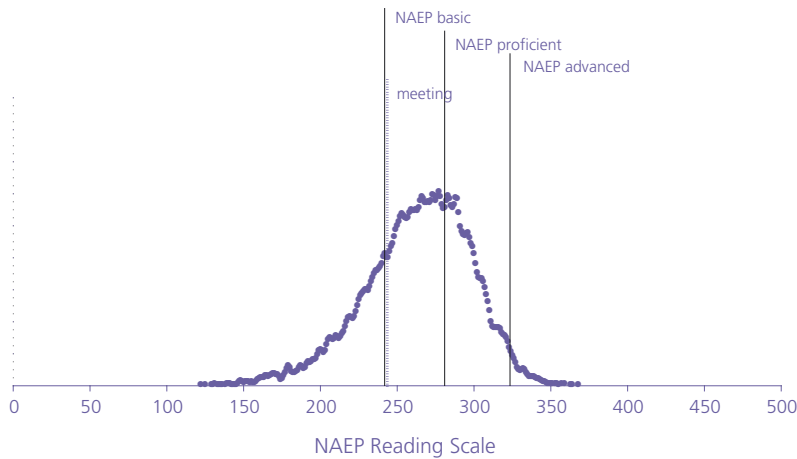
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Meeting	0.46	0.042	0.42	0.023

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading 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 reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	20.6	20.1	—	16.6	17.7
English language learner	—	3.0	3.2	—	2.9	2.1
Student with disability	—	16.2	15.6	—	12.9	14.7
Both	—	1.4	1.3	—	0.8	0.9
Excluded	—	5.4	5.0	—	6.9	5.0
English language learner	—	0.9	0.8	—	2.0	1.0
Student with disability	—	3.8	3.4	—	4.4	3.5
Both	—	0.6	0.7	—	0.5	0.5
Accommodated	—	6.3	5.8	—	2.3	4.5
English language learner	—	0.4	0.3	—	0.1	0.2
Student with disability	—	5.8	5.2	—	2.2	4.2
Both	—	0.1	0.3	—	0.1	0.1

— Not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

D

Nevada

Nevada administers the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. Nevada uses four achievement levels for reporting purposes: *Level 1 (below the standard)*, *Level 2 (approaching the standard)*, *Level 3 (meeting the standard)*, and *Level 4 (exceeding the standard)*. Before 2003, when the ITBS was implemented, students took the TerraNova, and scores were reported by percentile rank only. Because of this switch in tests, direct comparisons cannot be made between ITBS scores from 2003 and TerraNova scores from previous years. Therefore, trend graphs are not included in this report. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

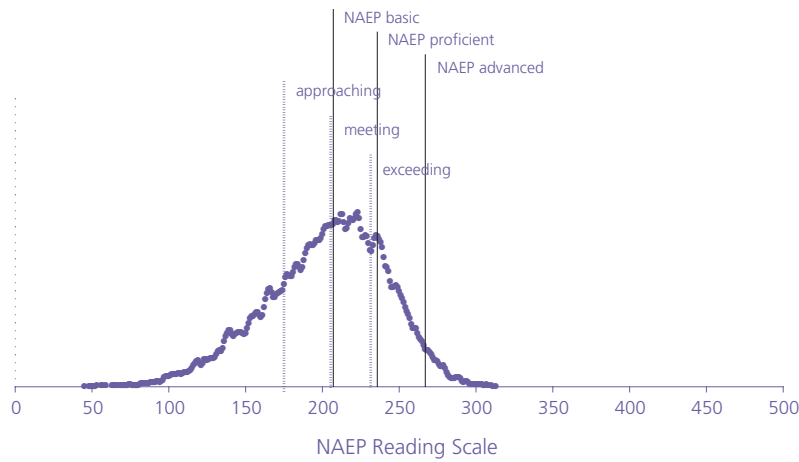
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 4 and 63 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard ((3) *meeting*) is close to the NAEP basic level. The state's primary grade 7 reading performance standard ((3) *meeting*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in reading in grades 4 and 7 in 2003. The Hispanic-White gap in grade 4 in percent meeting the state's standard in reading in 2003 was smaller when measured by NAEP compared to the state assessment. There were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in grade 7 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grade 4 in 2003. Overall, the poverty gap in grade 7 in percent meeting the state's standard in reading in 2003 was smaller when measured by NAEP compared to the state assessment.

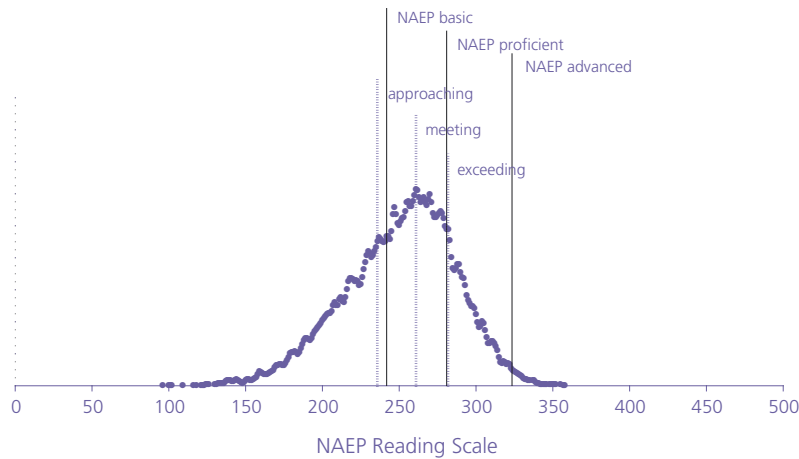
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 7	
	Correlation	Standard error	Correlation	Standard error
Approaching:2	0.80	0.032	0.78	0.029
Meeting:3	0.86	0.021	0.78	0.016
Exceeding:4	0.83	0.024	0.77	0.024

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

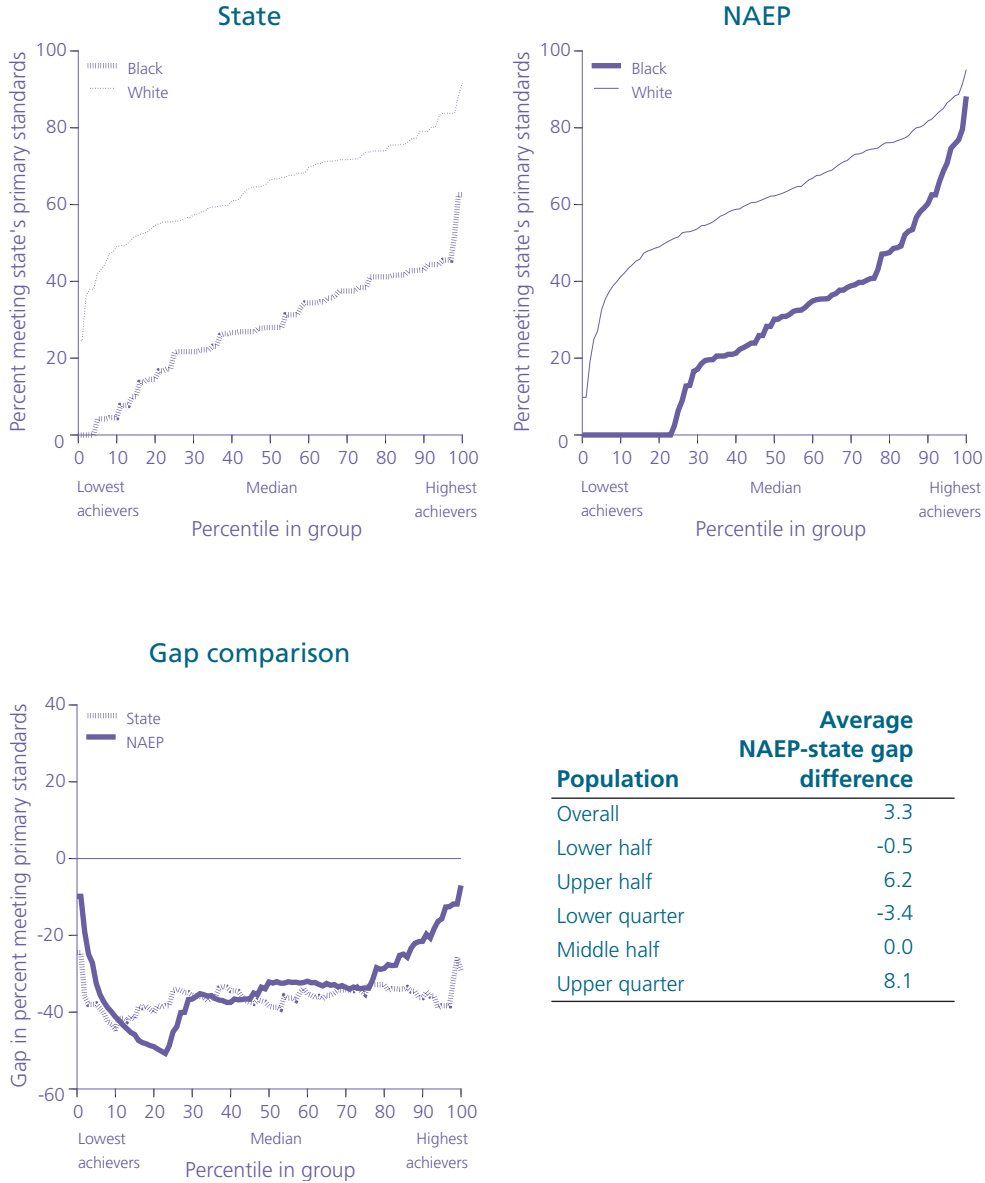


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	19.6	26.9	25.7	15.3	20.0	17.6
English language learner	9.8	14.7	12.7	5.4	7.1	5.4
Student with disability	9.2	9.3	9.8	9.2	10.6	10.3
Both	0.7	2.9	3.2	0.7	2.4	1.9
Excluded	11.0	10.3	8.3	5.8	6.0	3.5
English language learner	5.5	5.0	3.5	2.0	2.0	1.3
Student with disability	4.9	3.4	3.3	3.4	2.8	1.6
Both	0.6	1.8	1.5	0.5	1.3	0.6
Accommodated	1.1	3.0	4.6	1.8	2.0	5.4
English language learner	0.4	0.9	1.1	0.4	0.0	0.5
Student with disability	0.6	1.8	3.1	1.4	1.8	4.2
Both	0.1	0.4	0.4	0.0	0.1	0.7

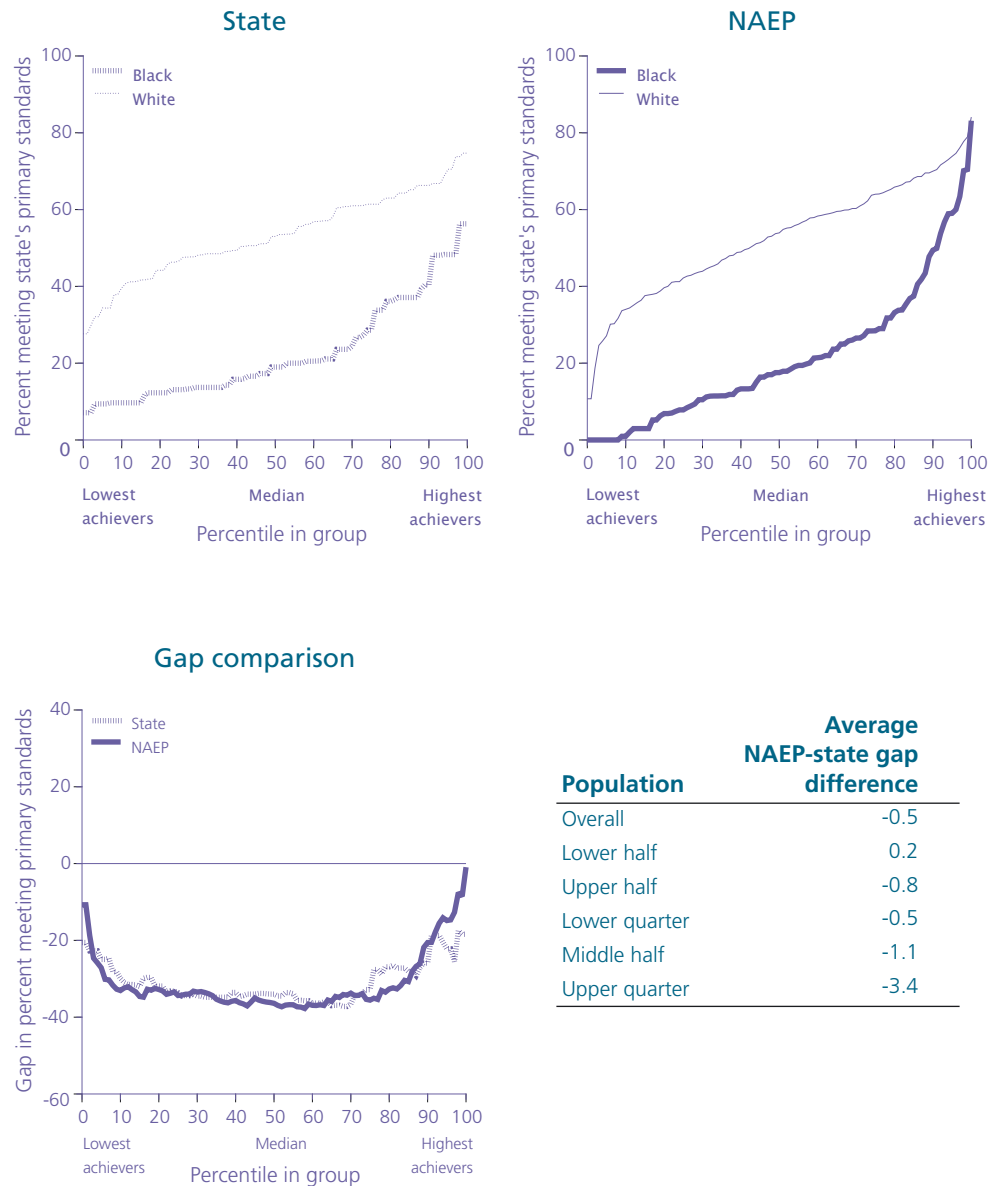
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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



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

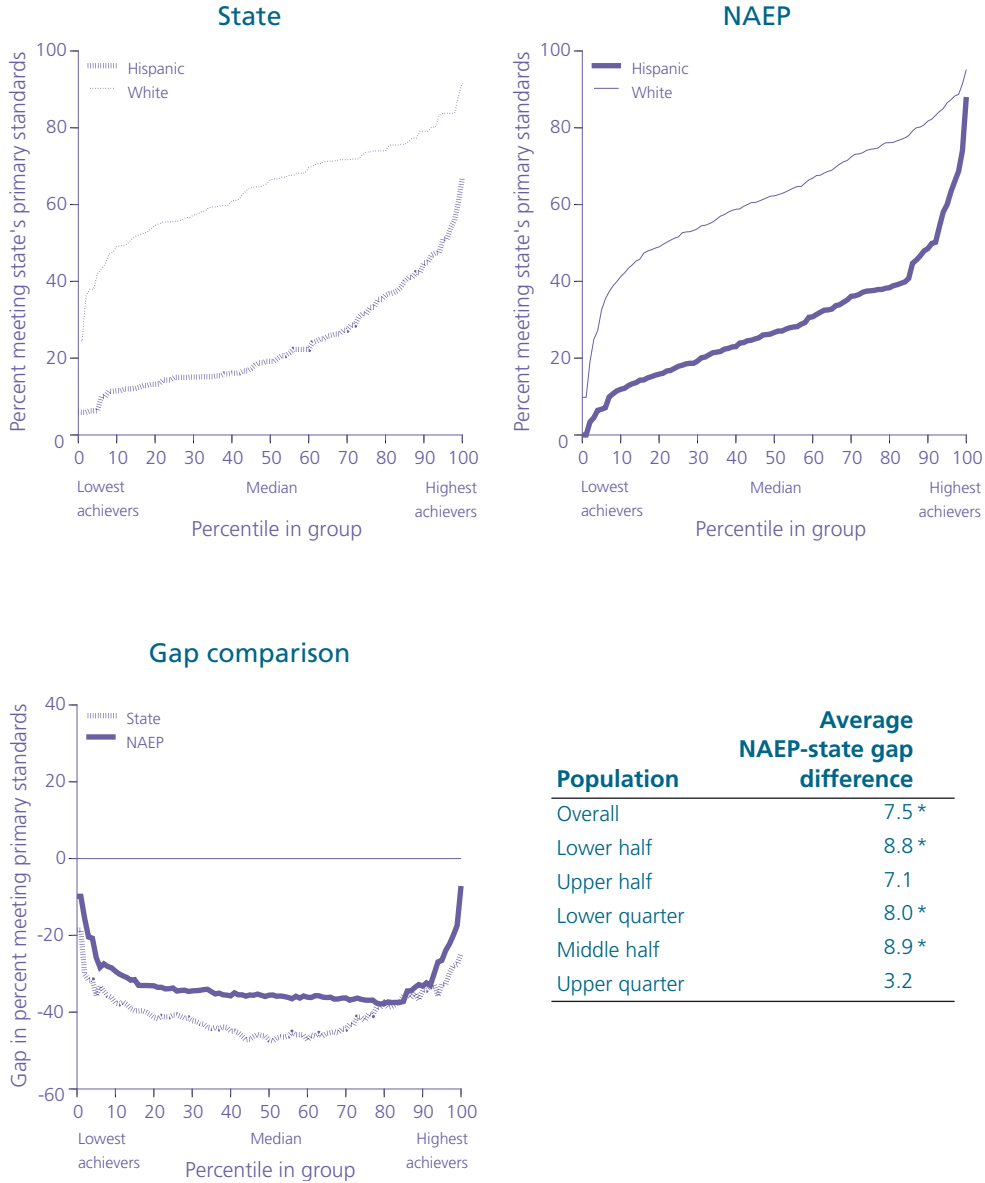
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 reading standards: 2003



NOTE: State assessment data used are for grade 7.

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

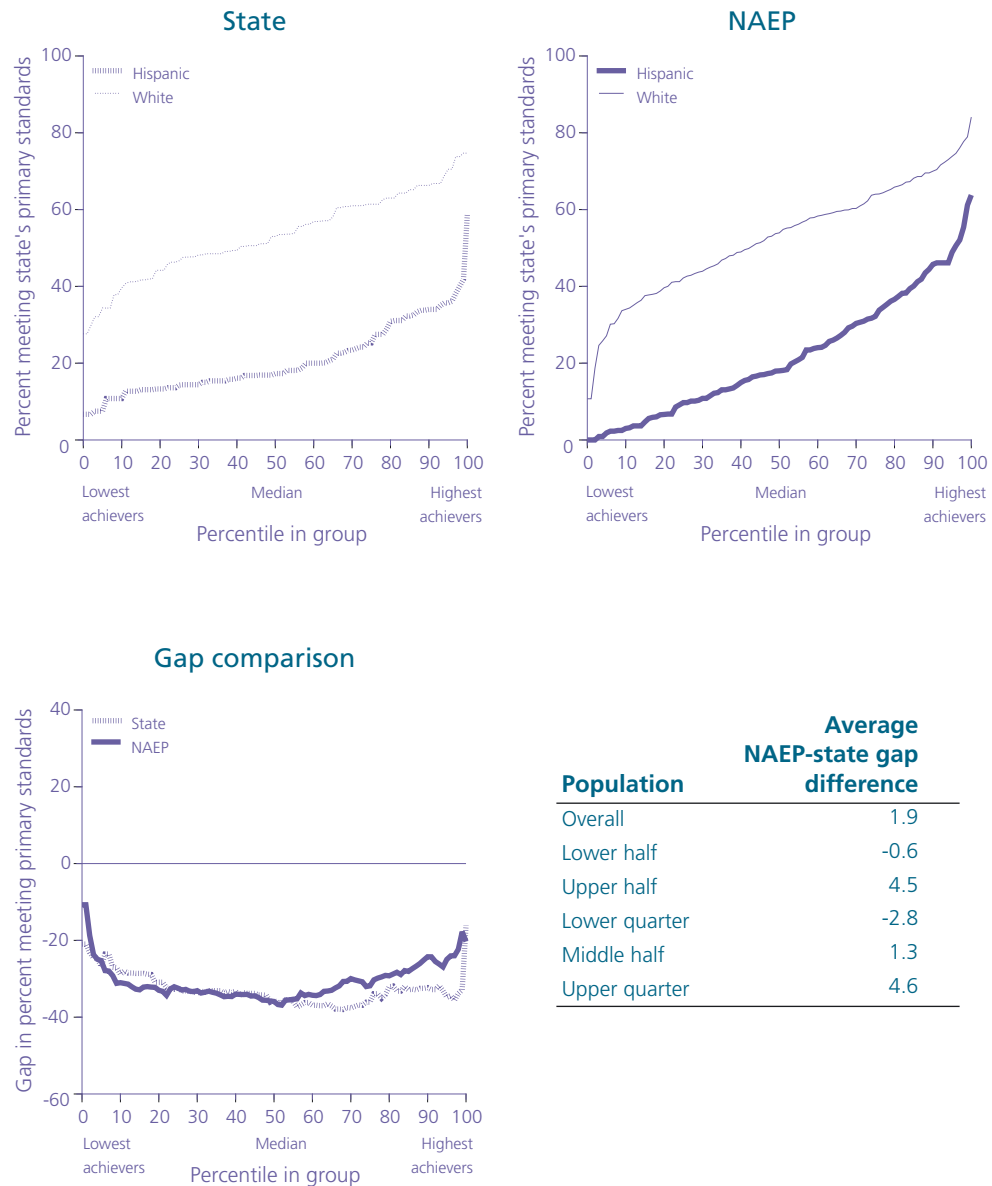
Figure 5. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 4 reading standards: 2003



* 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

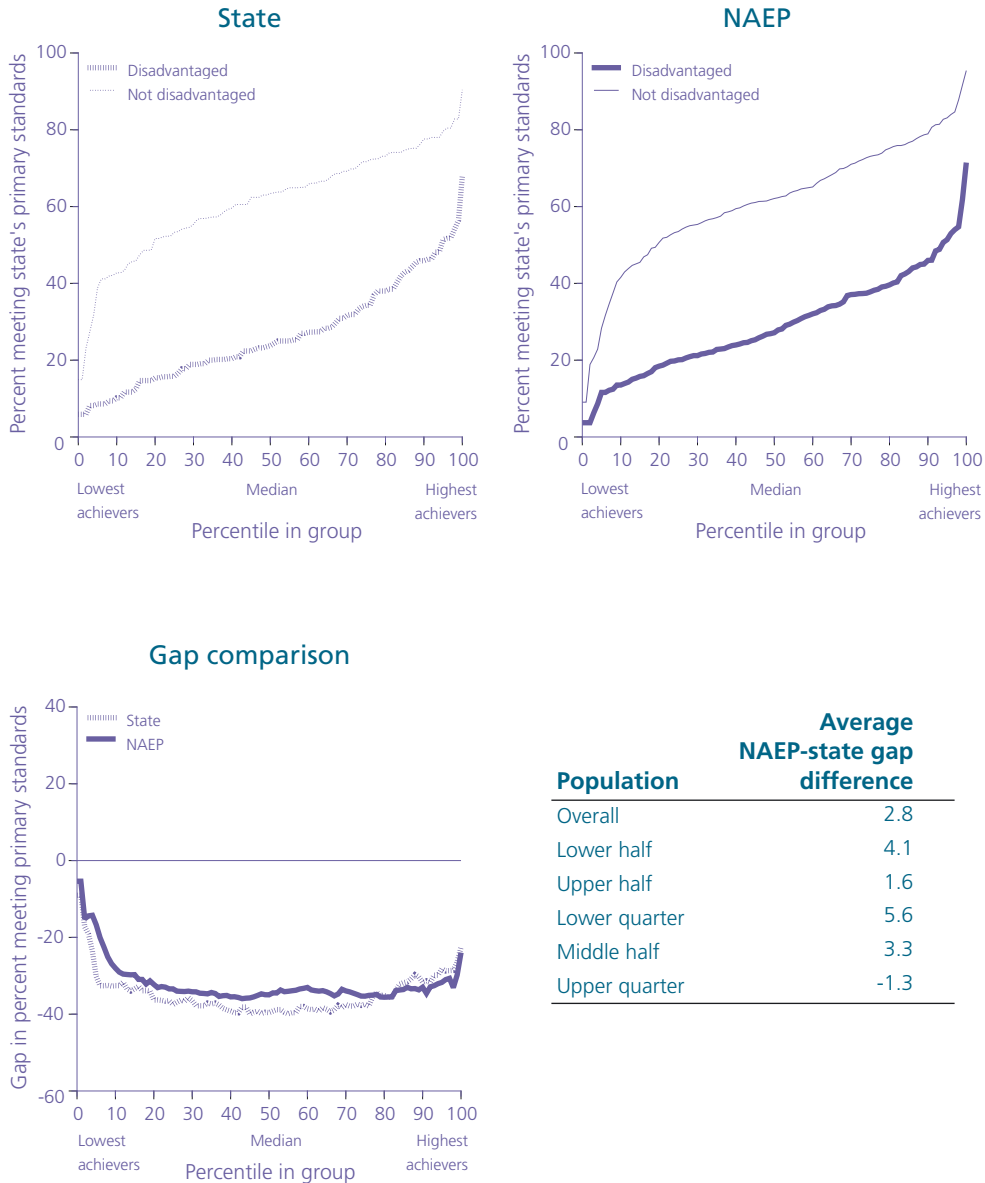
Figure 6. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 8 reading standards: 2003



NOTE: State assessment data used are for grade 7.

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

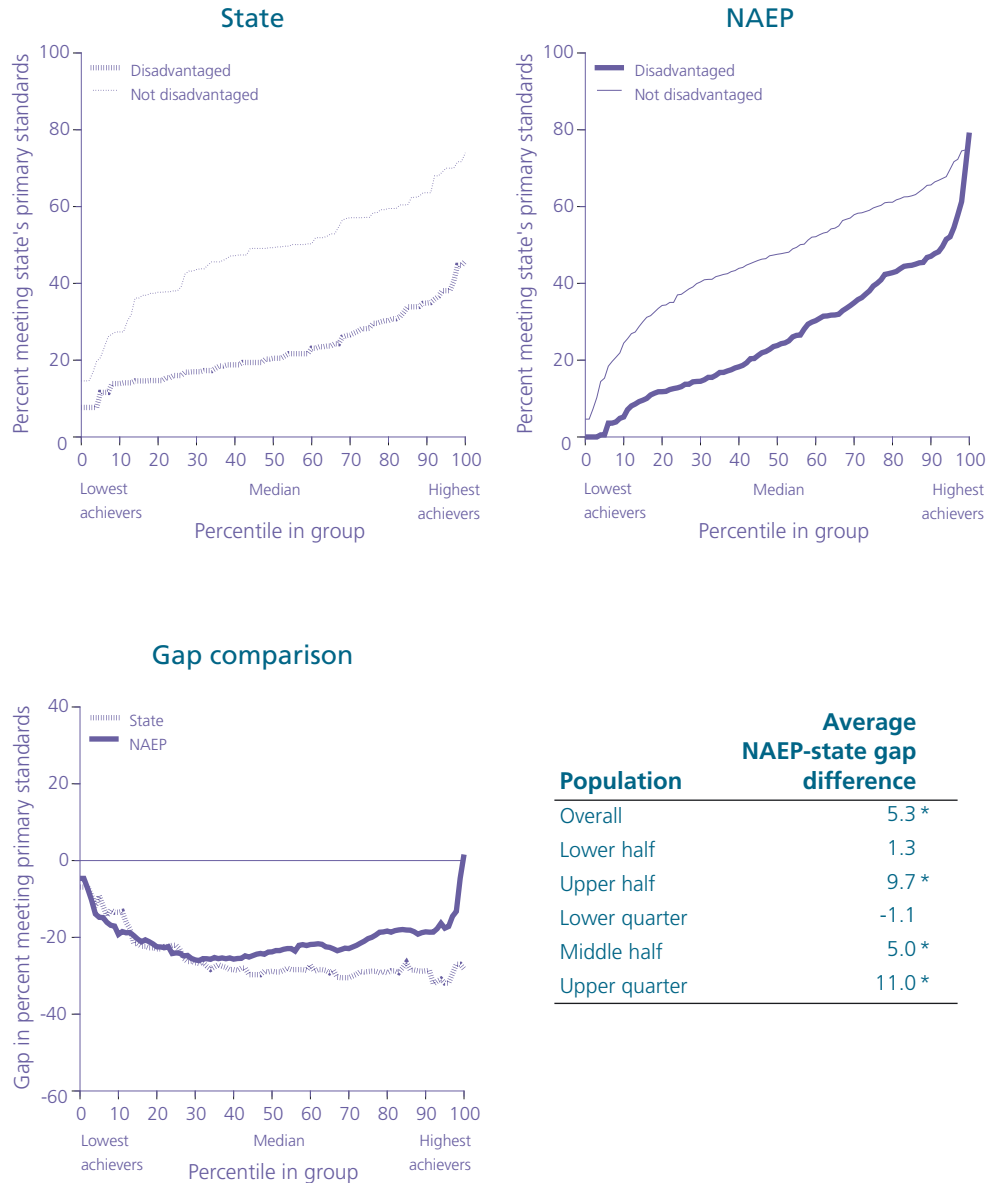
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 8. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading 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. State assessment data used are for grade 7.

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

D

New Hampshire

Through the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the state administers exams in grades 3, 6, and 10 in English language arts and mathematics. Scores are available for economically disadvantaged students; however, note that the percentage of Black students represented is below two-thirds of the population in Grade 4 (59%). New Hampshire uses four achievement levels for reporting purposes: *novice*, *basic*, *proficient*, and *advanced*. State assessment data and comparisons based upon those data are not displayed for grade 8 because New Hampshire does not test grade 8. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

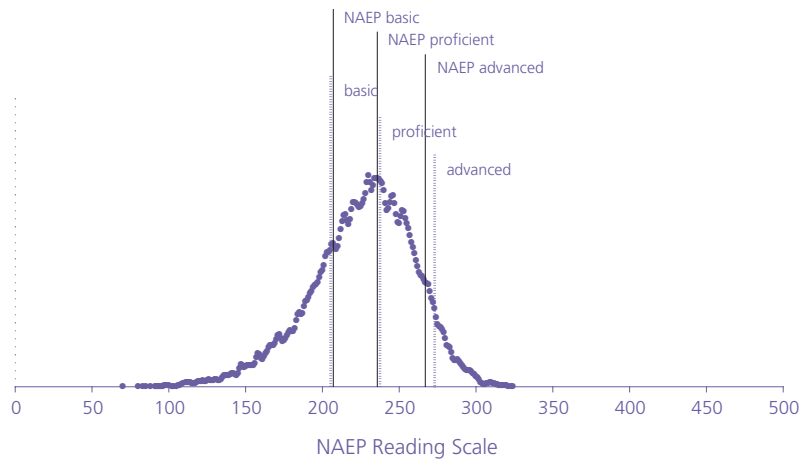
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 109 schools in grade 3 and 0 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 3 reading performance standard (*basic*) is close to the NAEP basic level. There are insufficient data for comparing state standards to NAEP for grade 8.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent basic between 1998 and 2003. No comparisons were possible for grade 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in reading in grades 3 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grade 3 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in reading in grade 8 in 2003.

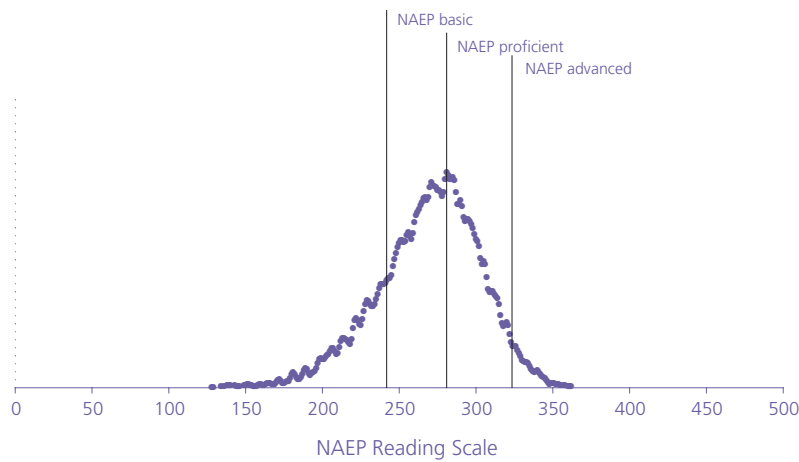
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading achievement scores: 2003

Grade 4 (state 3rd 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 Reading 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 reading standards: 2003

Standard	Grade 3		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.61	0.029	—	†
Proficient	0.49	0.035	—	†
Advanced	0.21	0.108	—	†

— Not available.
 † Not applicable.

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



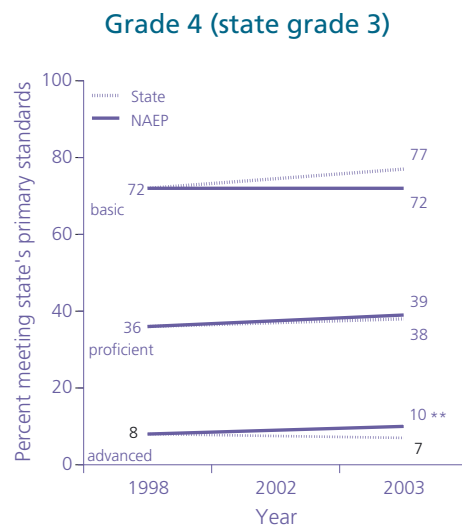
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	14.2	—	19.0	—	—	19.0
English language learner	0.9	—	2.1	—	—	1.2
Student with disability	13.2	—	16.1	—	—	17.3
Both	0.1	—	0.7	—	—	0.6
Excluded	3.3	—	3.9	—	—	3.2
English language learner	0.3	—	0.6	—	—	0.4
Student with disability	2.9	—	3.1	—	—	2.8
Both	0.1	—	0.2	—	—	0.1
Accommodated	5.0	—	10.3	—	—	9.4
English language learner	0.0	—	0.4	—	—	0.2
Student with disability	5.0	—	9.5	—	—	8.7
Both	0.0	—	0.4	—	—	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), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in grade 4 percent meeting reading standards: 1998, 2002, and 2003



* NAEP and state assessment 1998-2003 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), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

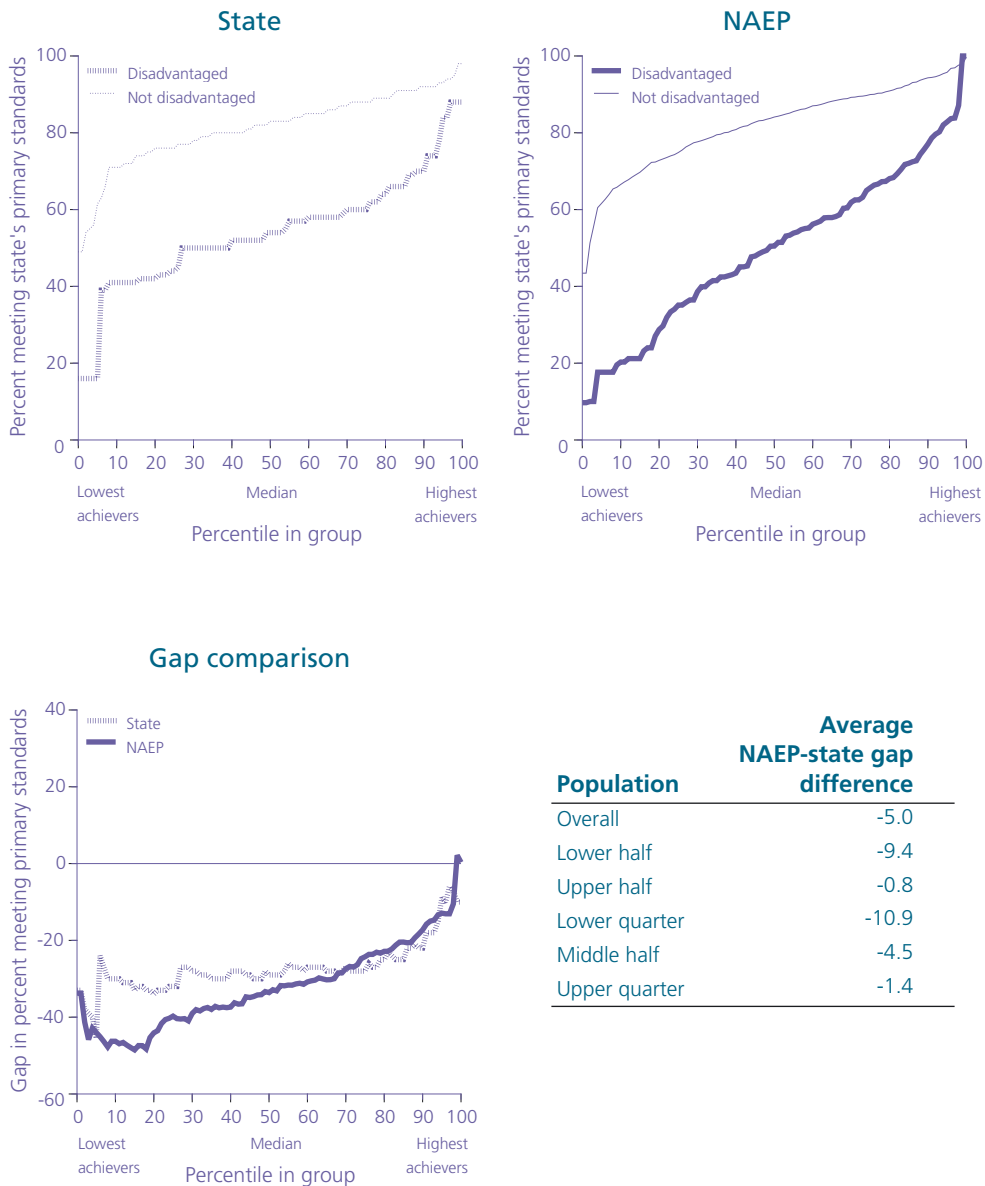
Table 3. Percentage meeting grade 3 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 3	34.0	—	37.0

— Not available.

SOURCE: NH Dept. of Education retrieved from <http://www.ed.state.nh.us/Assessment/HistoricalDataGR03.xls>.

Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading 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. State assessment data used are for grade 3.

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

D

New Jersey

The state administers the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grade 4 in English language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. New Jersey uses three achievement levels for reporting purposes: *partially proficient*, *proficient*, and *advanced proficient*. Before 2003, when the NJ ASK was implemented, grade 4 students took the Elementary School Proficiency Assessment (ESPA). Trend graphs are not included because New Jersey did not participate in State NAEP prior to 2003. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

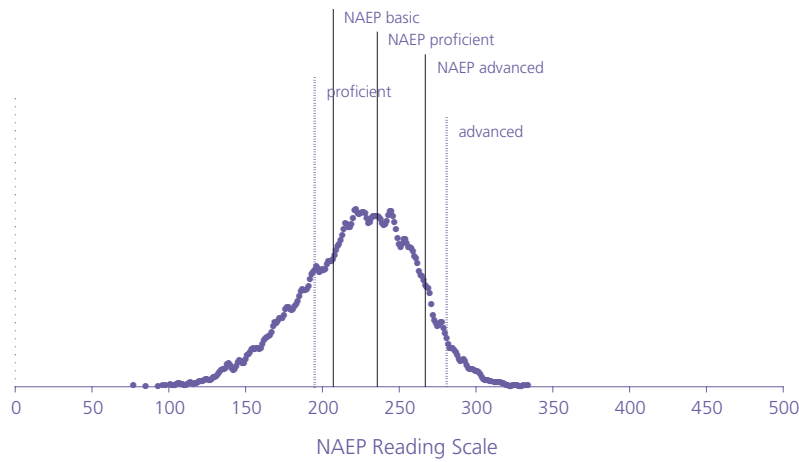
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 109 schools in grade 4 and 107 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **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, Hispanic-White, and poverty gaps in reading in grades 4 and 8 in 2003.

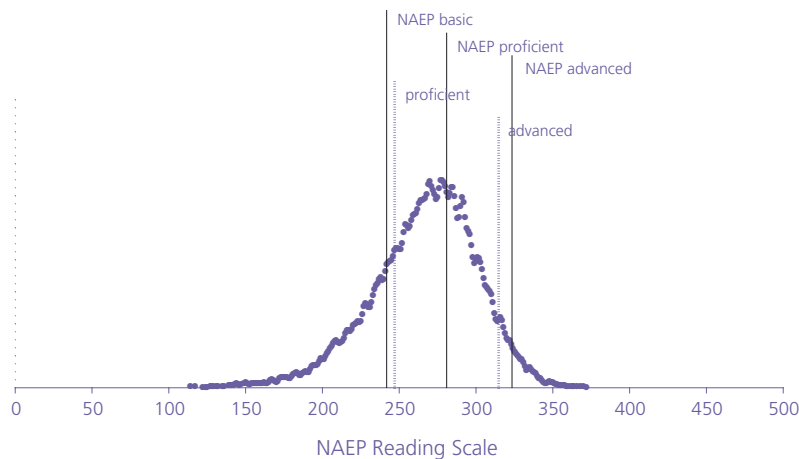
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Proficient	0.84	0.012	0.85	0.018
Advanced	0.57	0.063	0.59	0.020

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



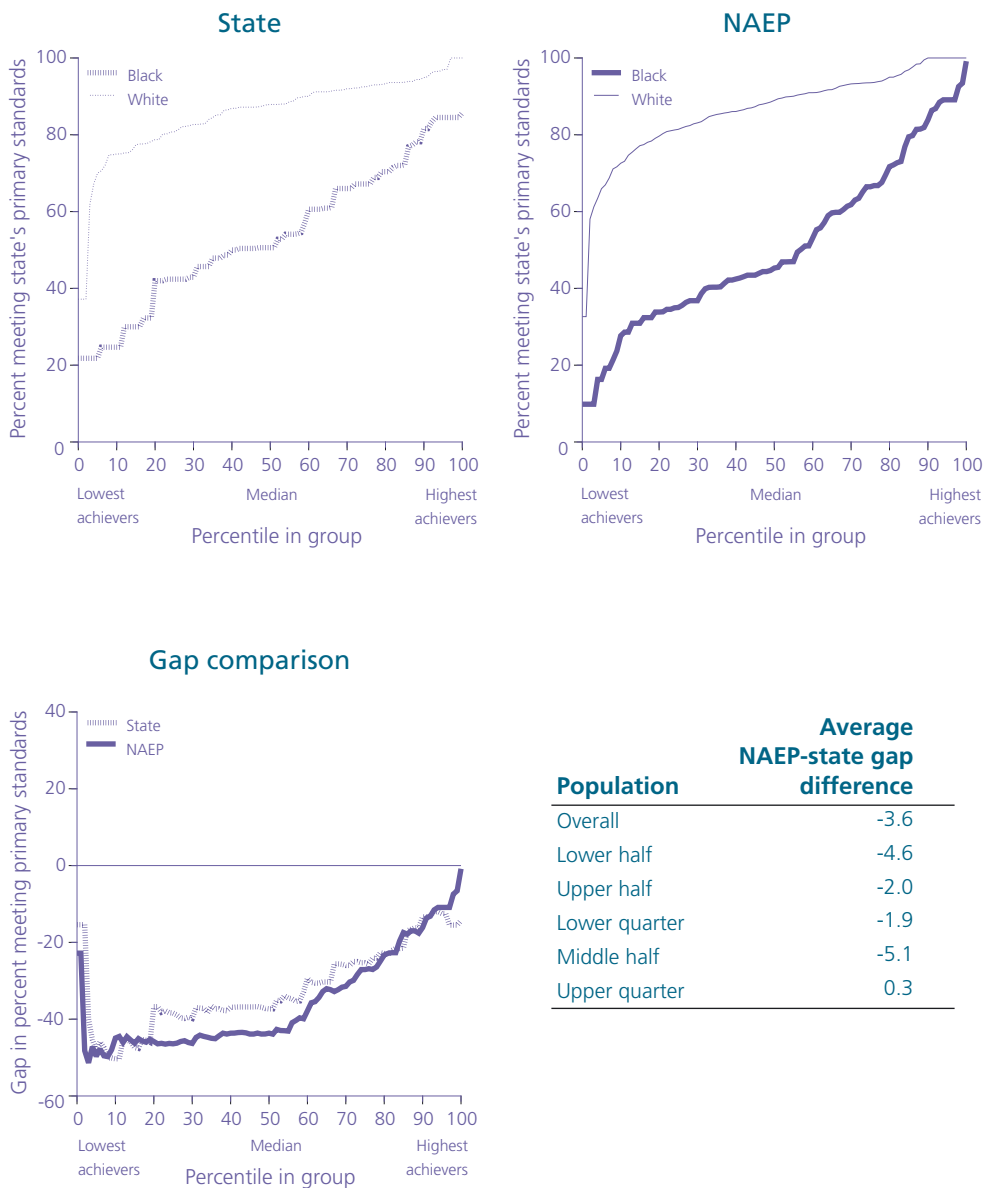
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	—	16.6	—	—	17.5
English language learner	—	—	3.5	—	—	2.1
Student with disability	—	—	12.5	—	—	15.1
Both	—	—	0.6	—	—	0.3
Excluded	—	—	4.9	—	—	2.9
English language learner	—	—	1.6	—	—	0.7
Student with disability	—	—	3.0	—	—	2.1
Both	—	—	0.4	—	—	0.1
Accommodated	—	—	9.7	—	—	11.8
English language learner	—	—	1.2	—	—	1.0
Student with disability	—	—	8.2	—	—	10.6
Both	—	—	0.2	—	—	0.2

— Not available.

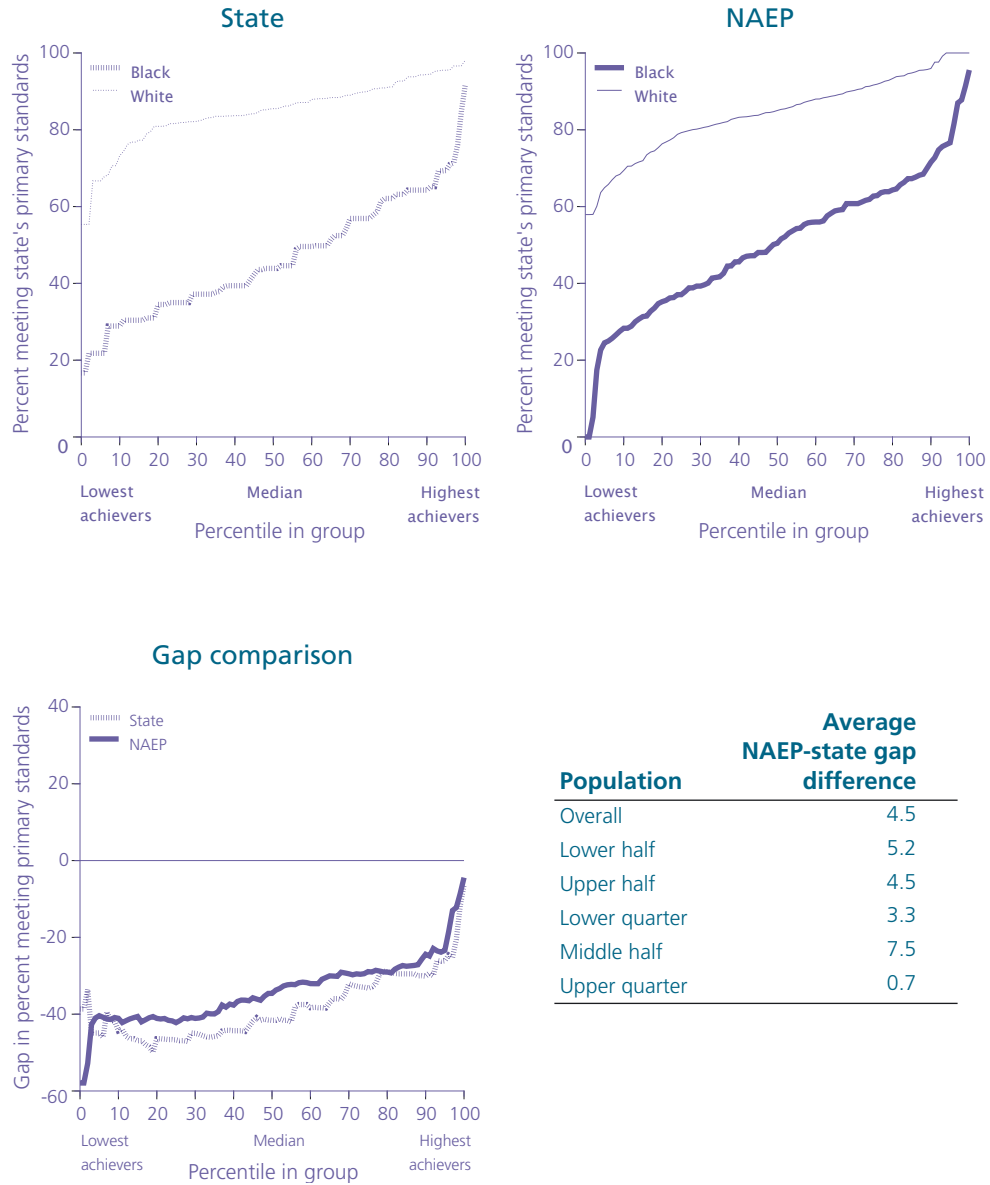
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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



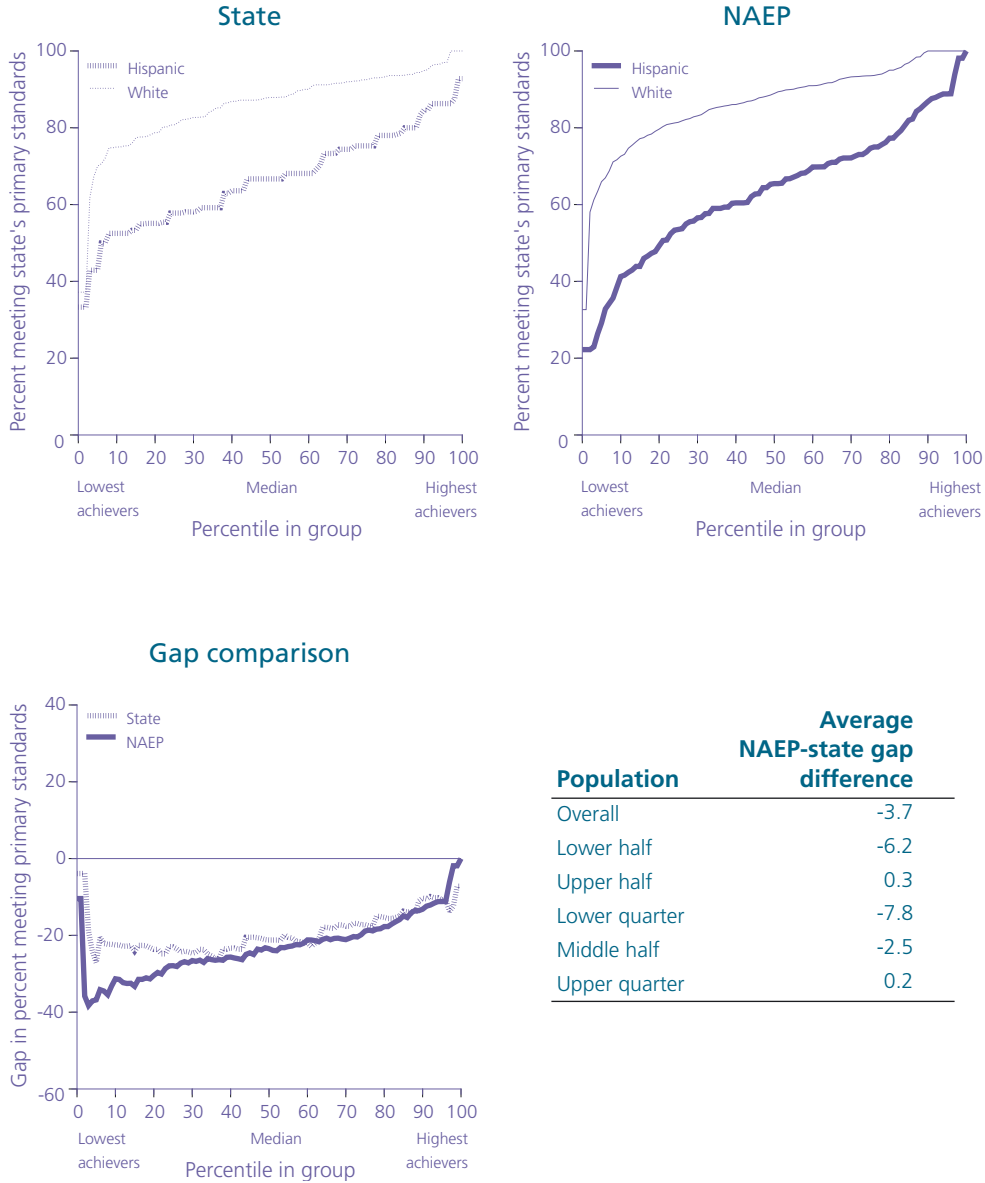
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



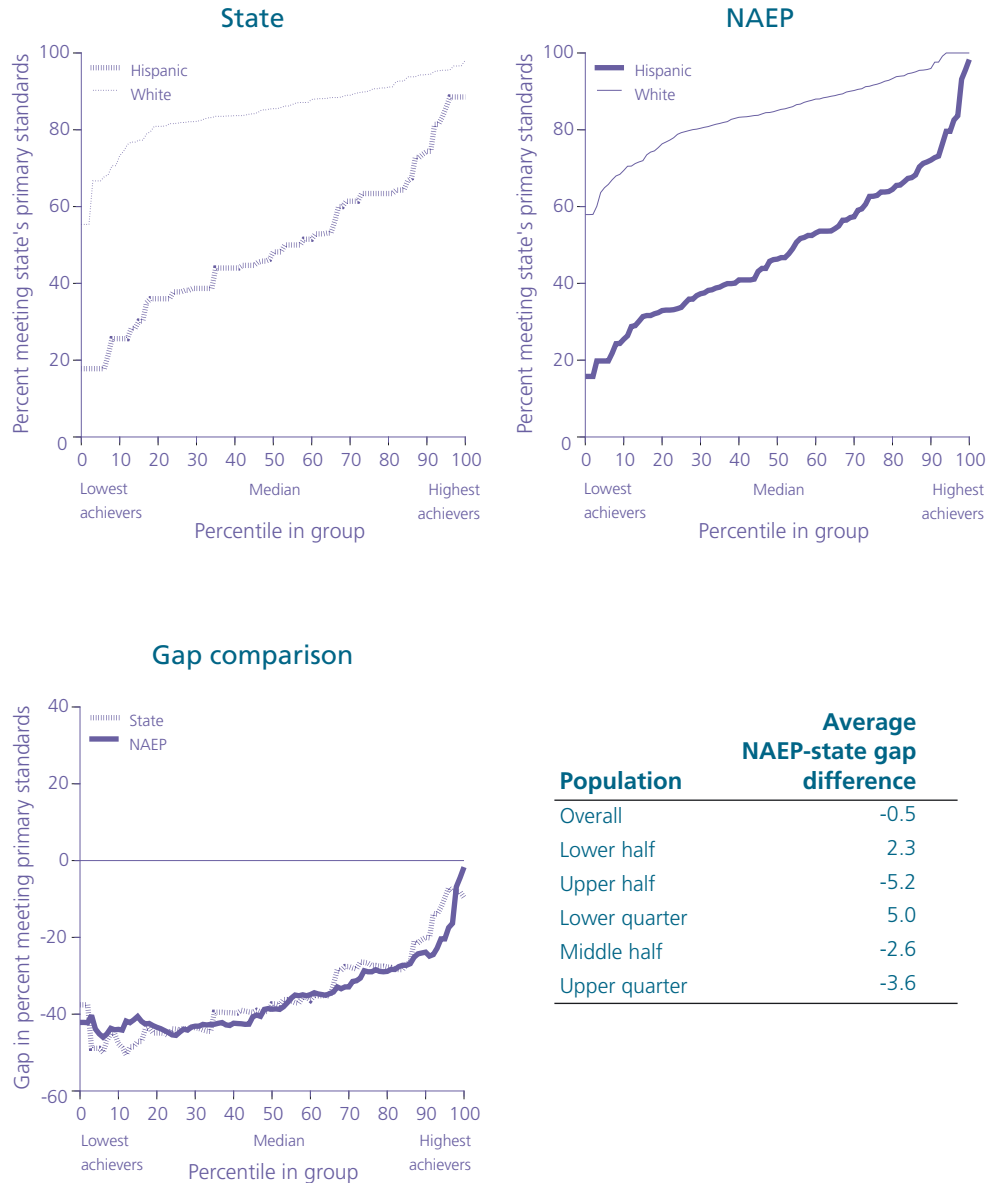
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



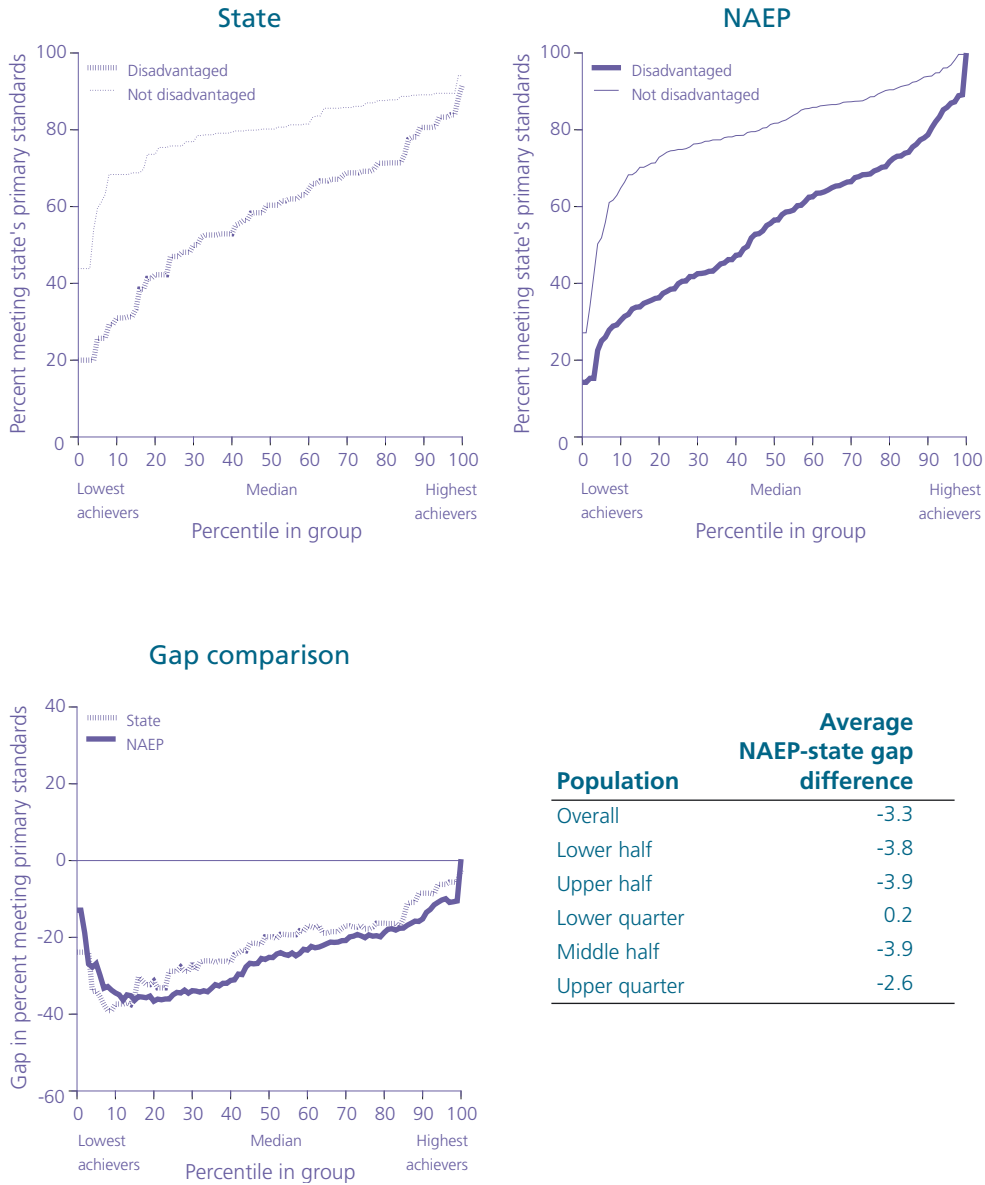
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

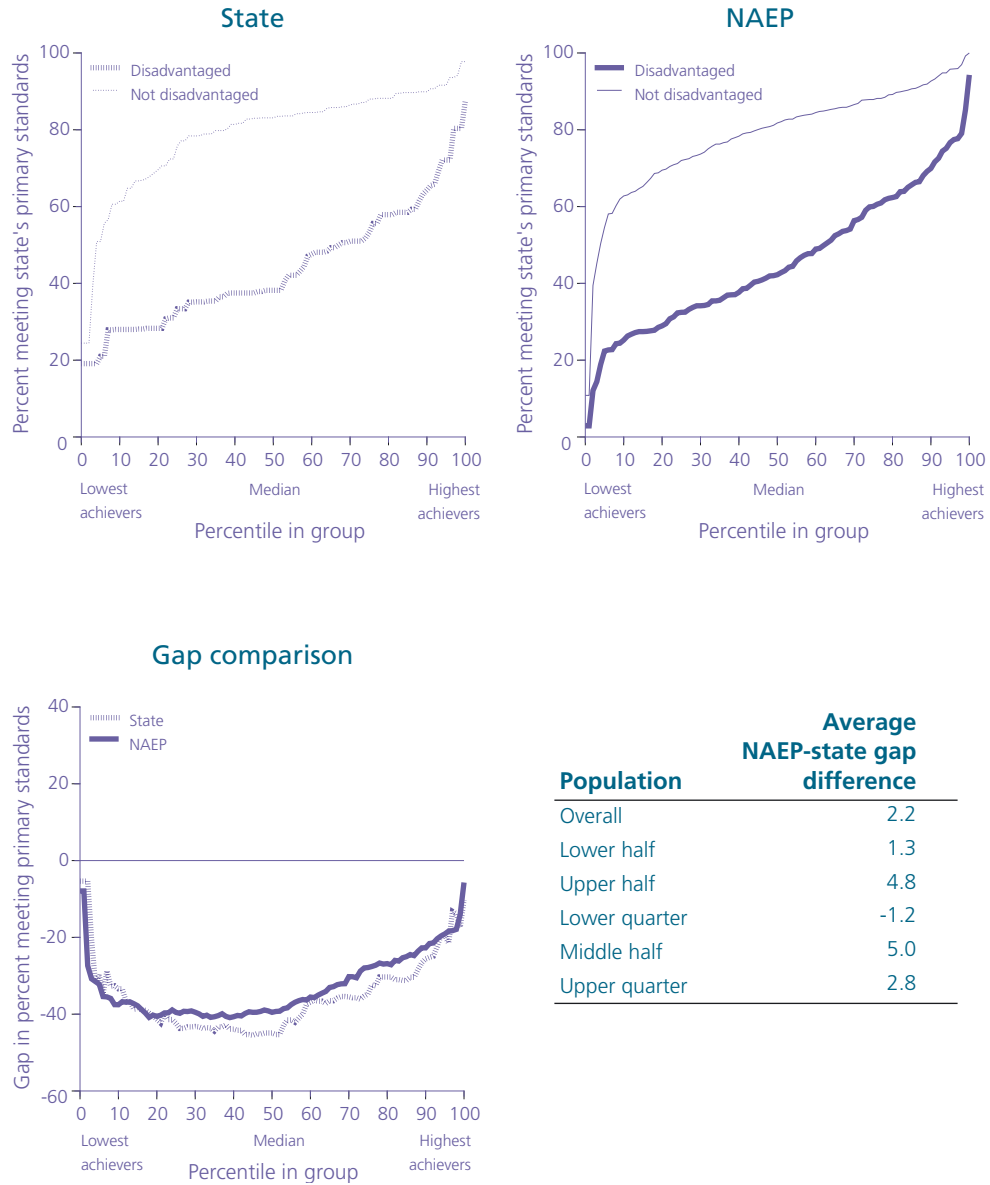
Figure 6. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

New Mexico

New Mexico administers the TerraNova in grades 3-9 in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Black students to provide a reliable comparison. New Mexico uses four quartiles for reporting purposes. Because there are no data available for 1998 and 2002, trend graphs are not included in this report. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

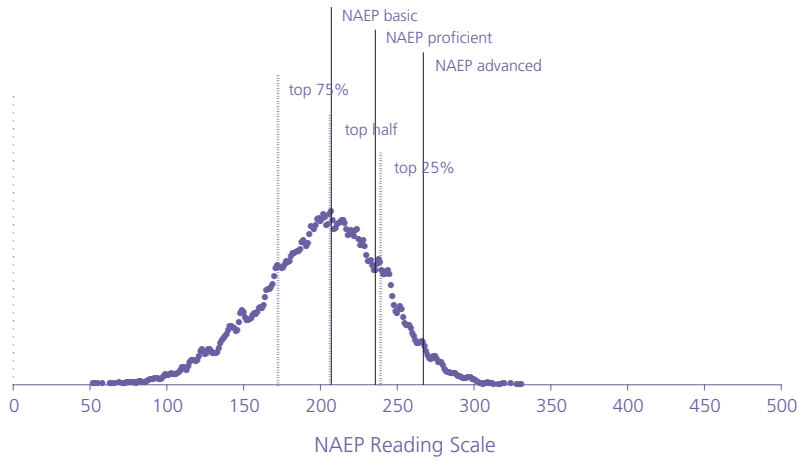
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 89 schools in grade 4 and 68 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*top half*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard (*top half*) is between the NAEP basic and proficient levels.
- **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 gap in reading in grades 4 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White and poverty gaps in reading in grades 4 and 8 in 2003.

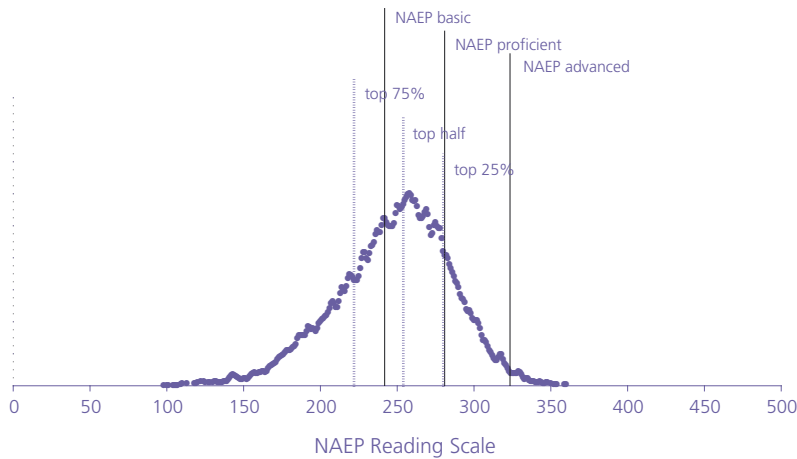
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Top 75%	0.67	0.035	0.57	0.023
Top half	0.80	0.027	0.65	0.032
Top 25%	0.79	0.021	0.67	0.038

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

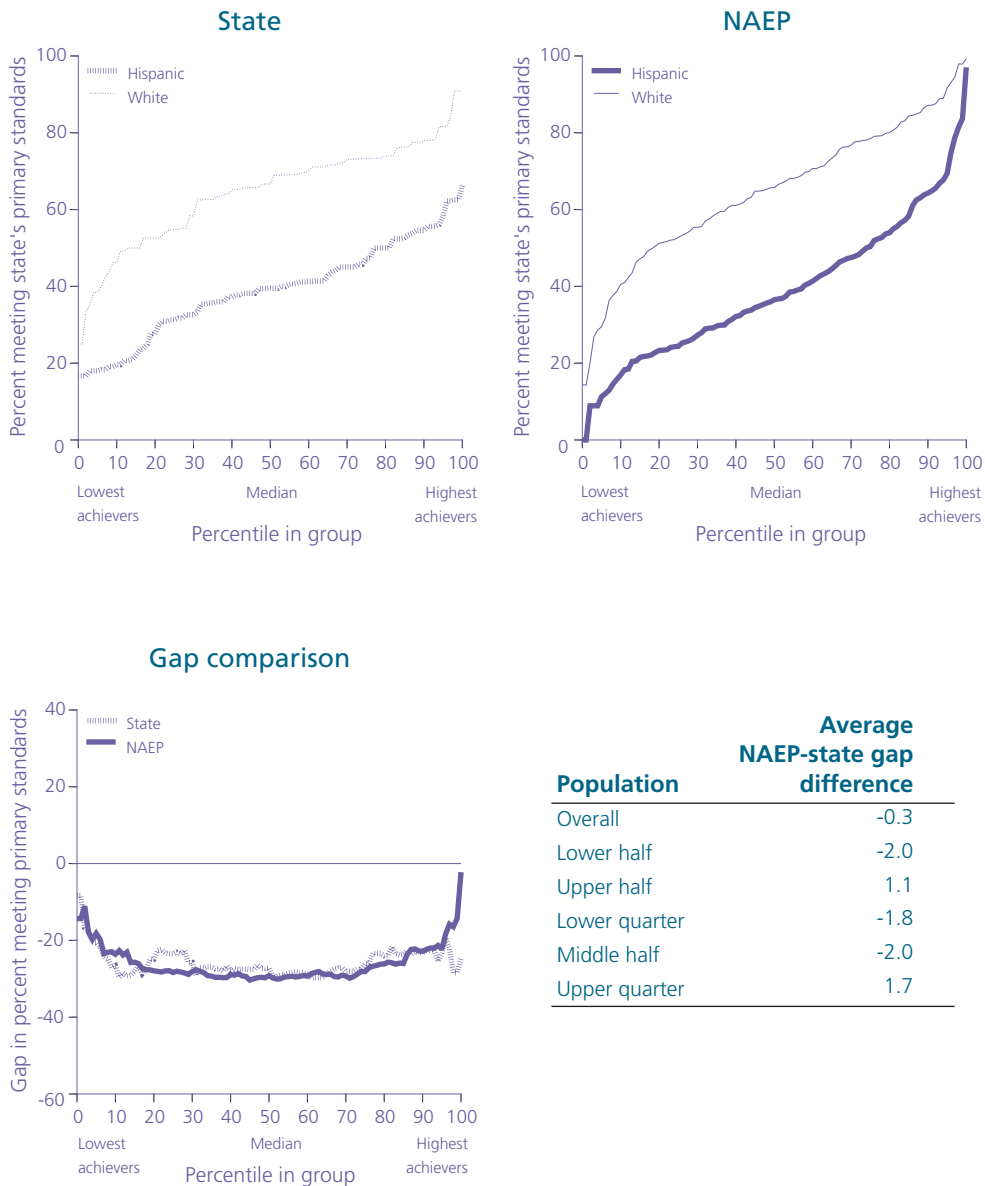


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	27.8	37.2	40.7	22.3	30.8	31.2
English language learner	13.5	21.9	22.3	7.0	12.4	12.0
Student with disability	12.1	9.7	11.2	13.3	11.0	12.4
Both	2.2	5.6	7.2	1.9	7.4	6.8
Excluded	9.4	10.1	7.6	8.3	8.3	8.0
English language learner	2.2	3.5	3.1	3.0	1.7	3.3
Student with disability	5.7	3.6	2.4	4.4	3.3	2.8
Both	1.5	2.9	2.0	0.9	3.2	1.9
Accommodated	2.3	4.4	10.1	3.2	5.5	8.9
English language learner	0.6	1.2	3.3	0.3	0.3	1.0
Student with disability	1.6	2.7	4.4	2.5	3.8	5.1
Both	0.1	0.6	2.3	0.4	1.4	2.8

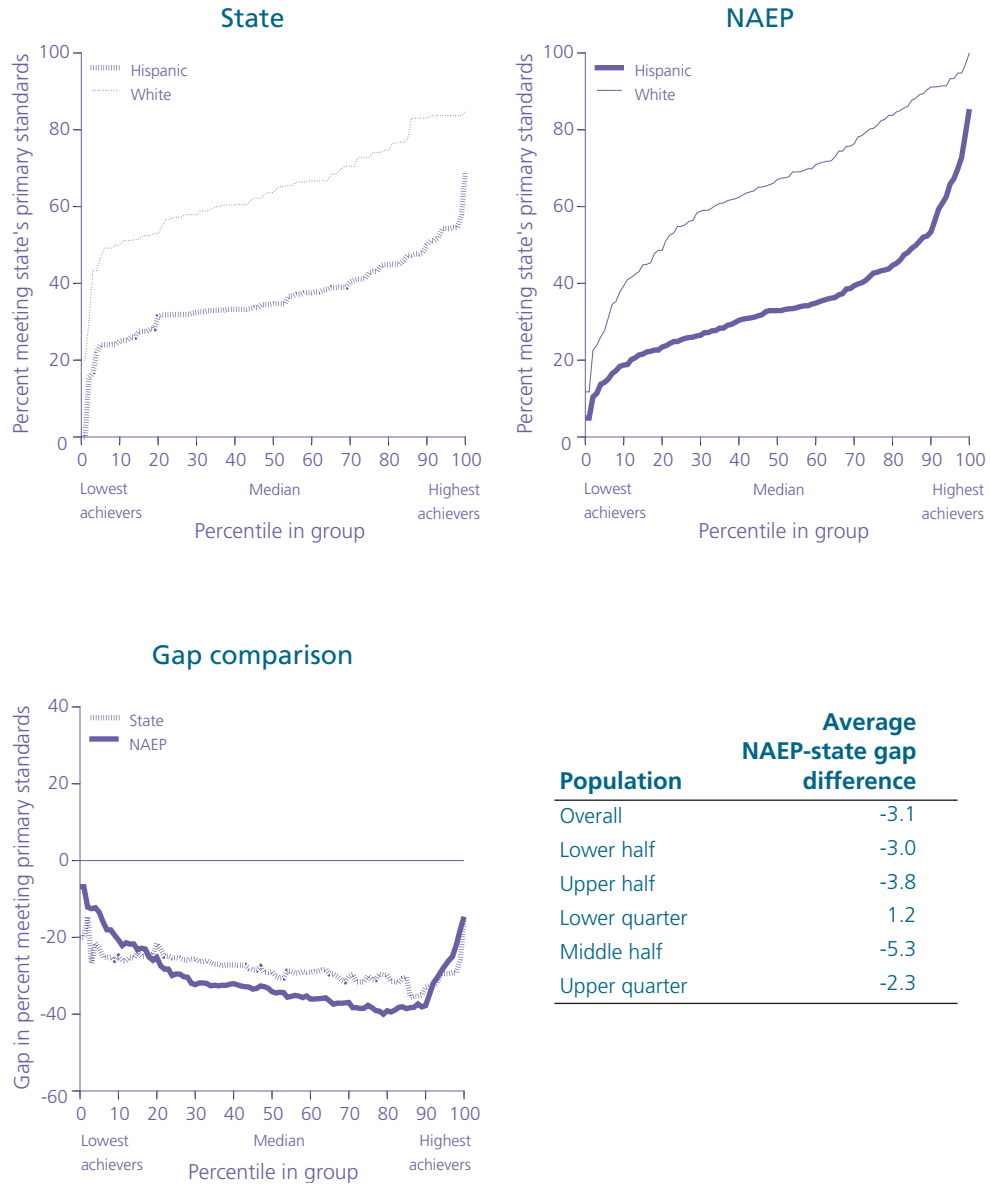
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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



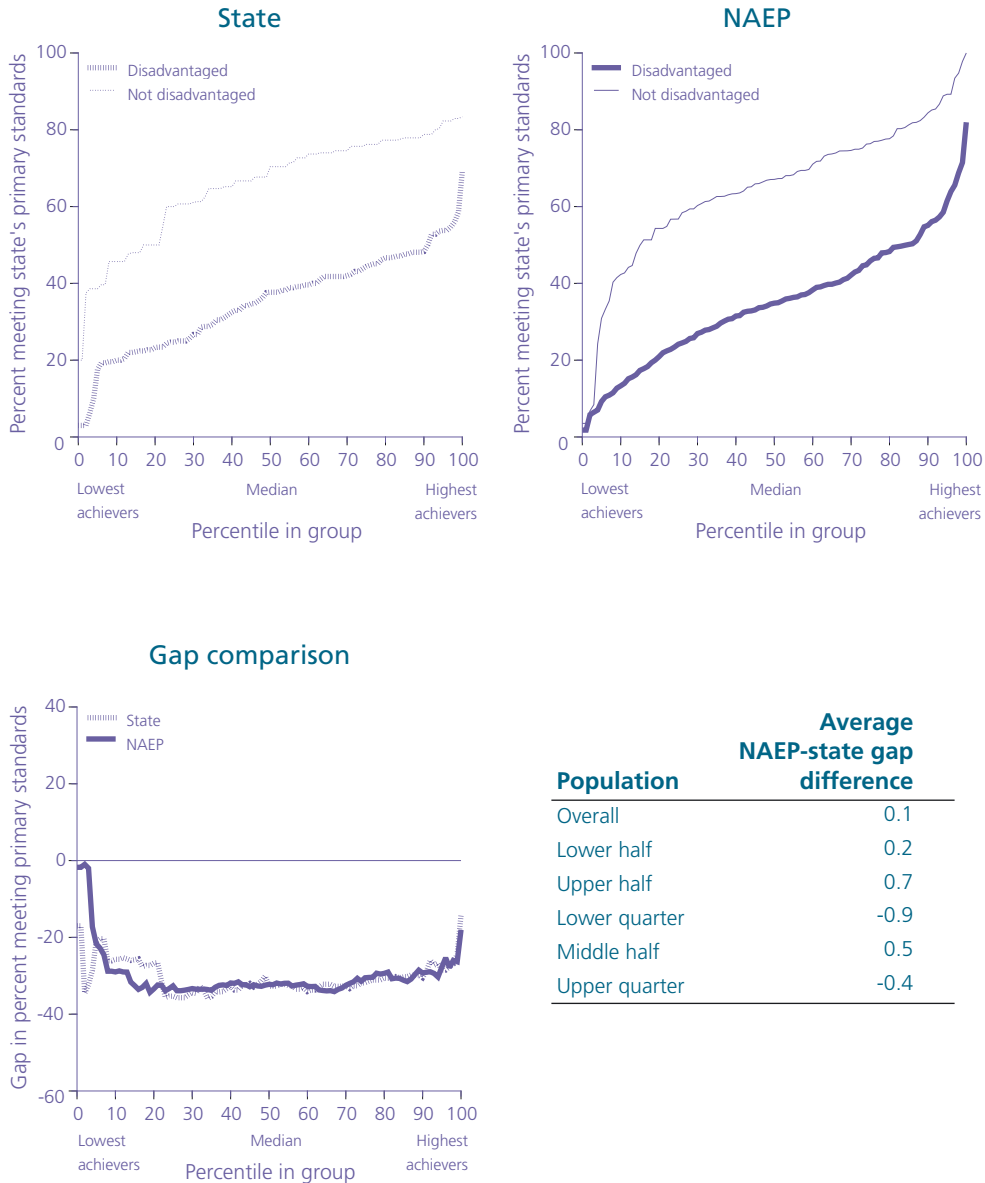
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

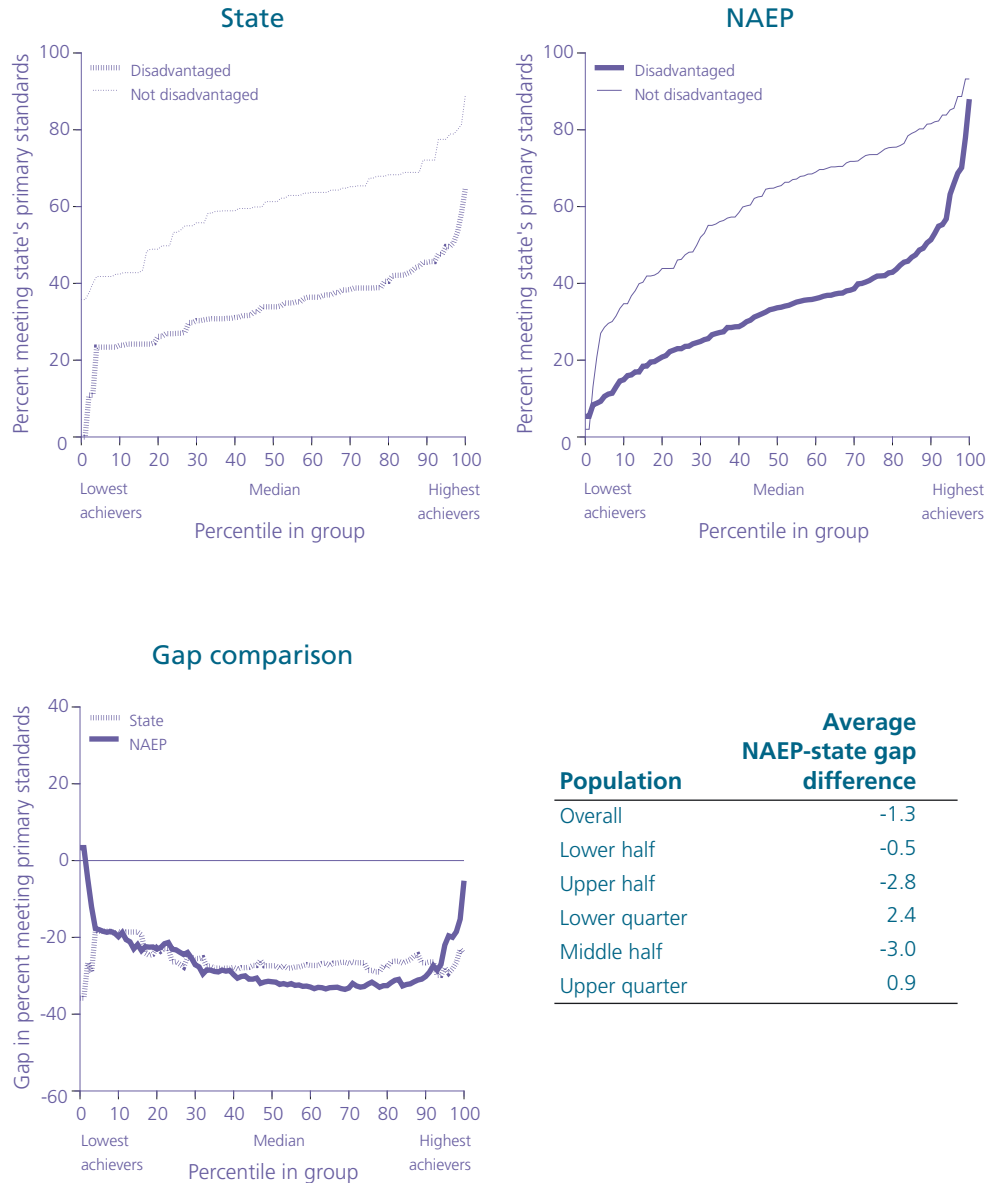
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 Reading 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 reading 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

New York

New York administers exams in grades 4 and 8 in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students; however, note that the percentage of disadvantaged students represented is below two-thirds of the population in Grade 4 (63%). New York uses four achievement levels for reporting purposes: *Step 1*, *Level 2 (needs help)*, *Level 3 (meets expectations)*, and *Level 4 (exceeds expectations)*. The total population assessment scores based on 4 or fewer students are suppressed; disaggregated data suppression rules vary from school to school.

Summary of Comparisons

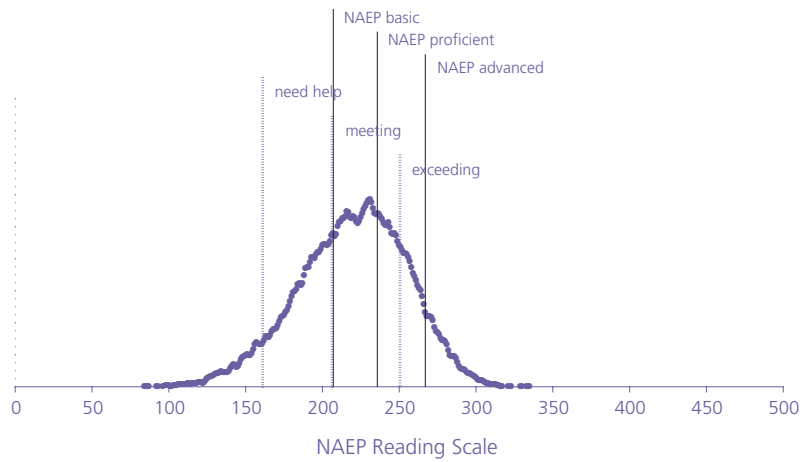
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 141 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent meeting between 2002 and 2003.
- **Gaps.** Overall, the Black-White gap in grades 4 and 8 in percent meeting the state's standard in reading 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 and poverty gaps in reading in grades 4 and 8 in 2003.

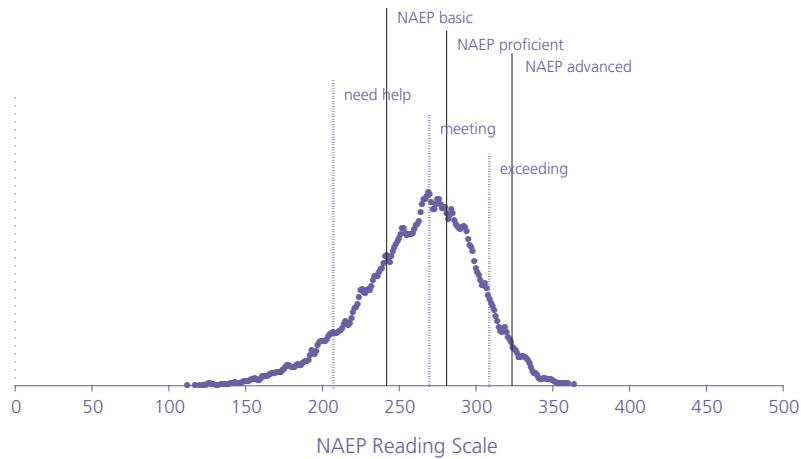
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Need Help	0.66	0.023	0.69	0.025
Meeting	0.83	0.003	0.80	0.015
Exceeding	0.74	0.021	0.53	0.047

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

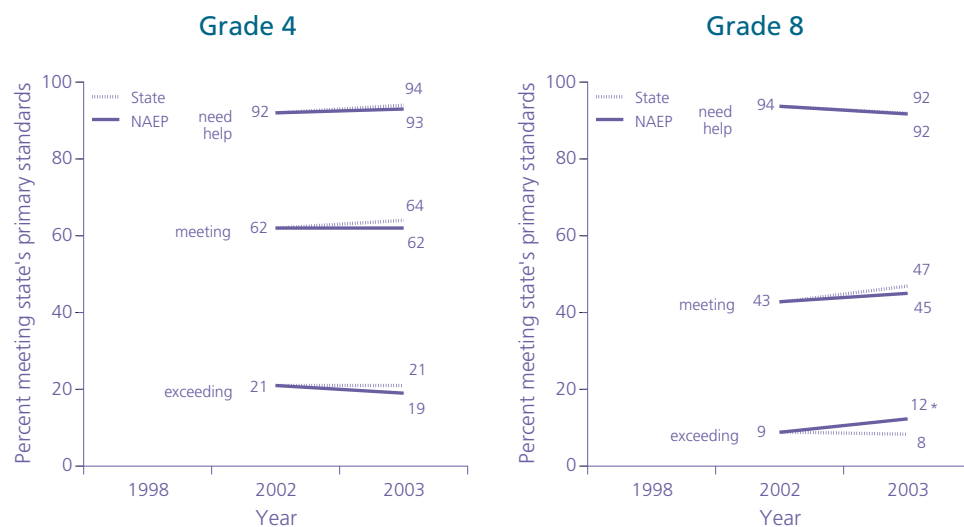


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	14.3	17.6	19.2	15.5	20.0	18.6
English language learner	4.8	3.9	5.4	5.2	4.8	3.8
Student with disability	9.1	11.8	12.3	9.8	13.7	13.2
Both	0.3	1.9	1.5	0.5	1.6	1.5
Excluded	7.4	8.2	8.0	7.6	9.4	6.6
English language learner	3.5	2.0	2.9	3.6	1.8	1.6
Student with disability	3.7	4.9	4.5	3.5	6.6	4.5
Both	0.2	1.3	0.6	0.4	1.0	0.6
Accommodated	4.2	6.1	8.4	3.9	7.1	9.4
English language learner	0.0	0.8	1.2	0.0	1.2	1.2
Student with disability	4.2	4.9	6.5	3.9	5.5	7.4
Both	0.0	0.3	0.8	0.0	0.4	0.7

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting reading standards, by grade: 1998, 2002, and 2003



* NAEP and state assessment 2002-2003 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), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

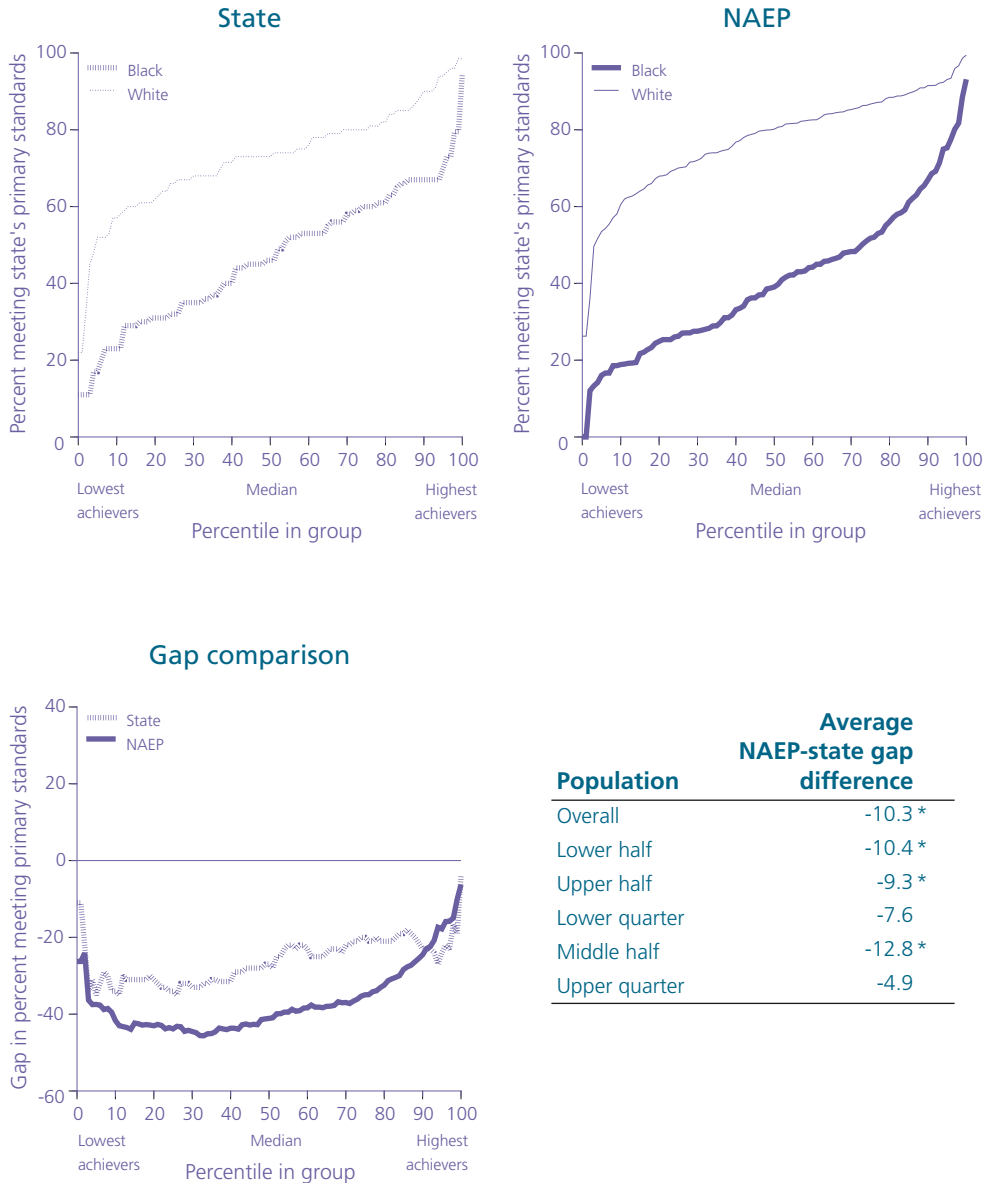
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	62.0	64.0
Grade 8	—	44.0	45.0

— Not available.

SOURCE: New York State Department of Education retrieved from <http://www.emsc.nysed.gov/reprcd2003/statewide/total-public-overview.htm>.

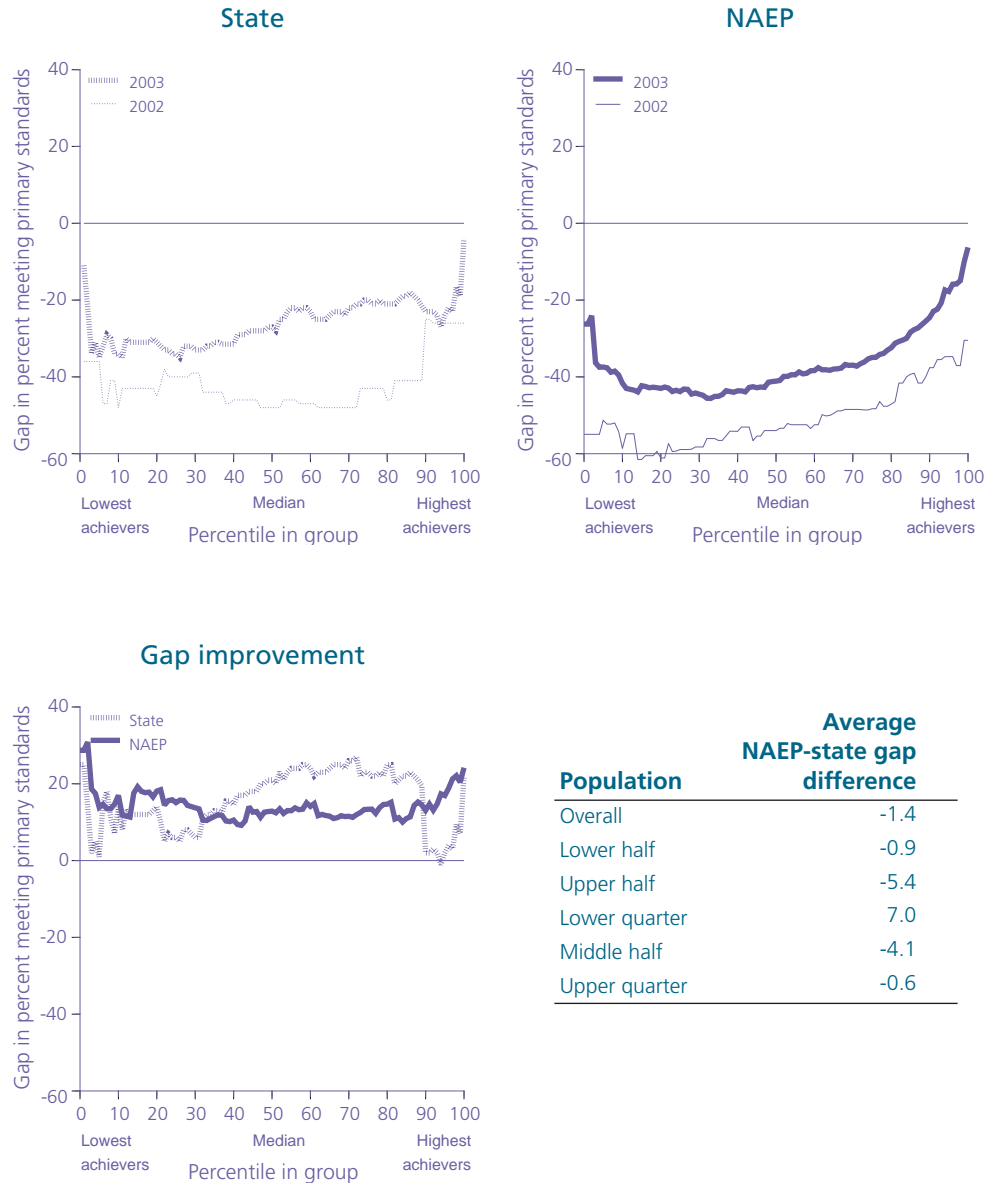
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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

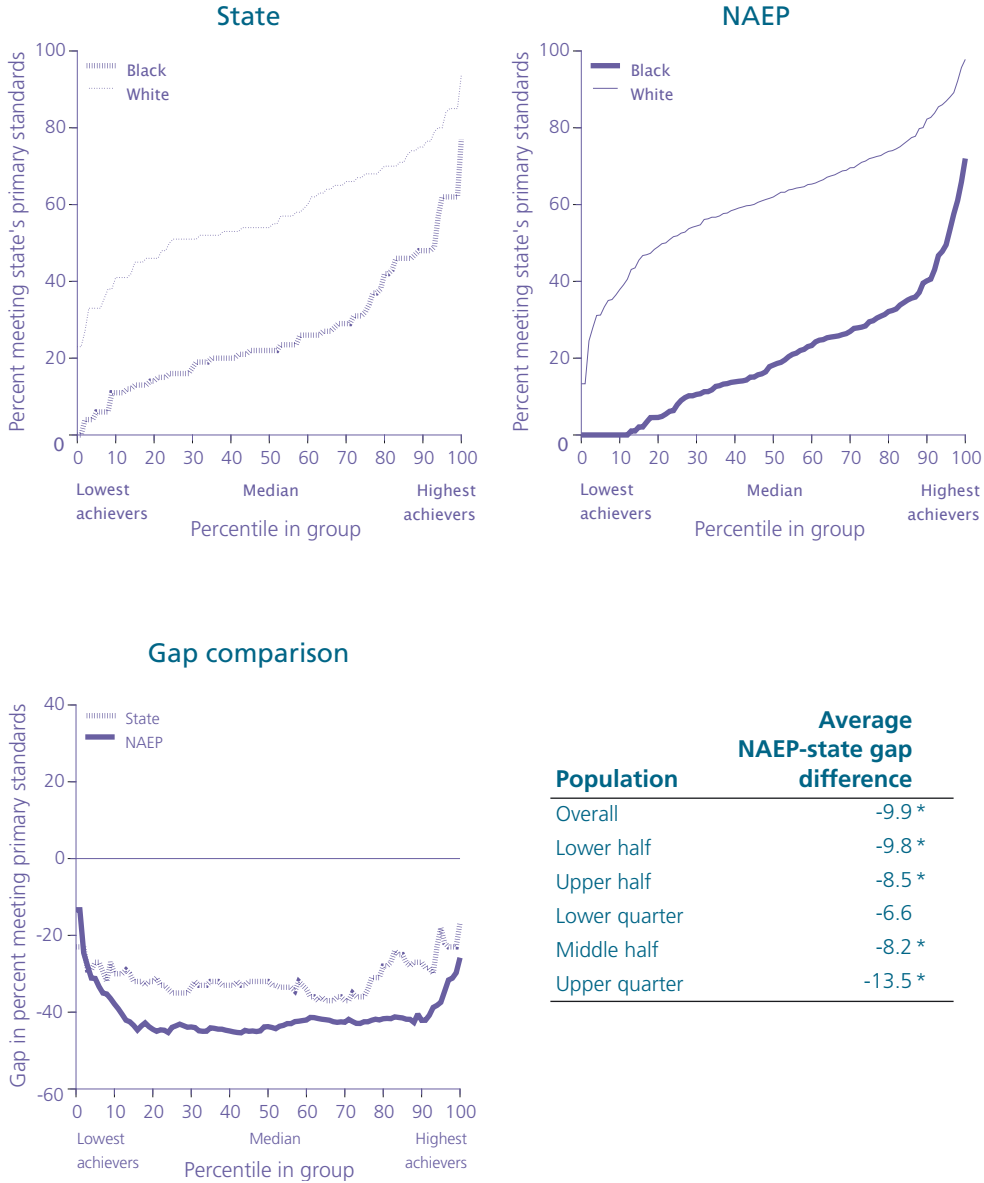
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

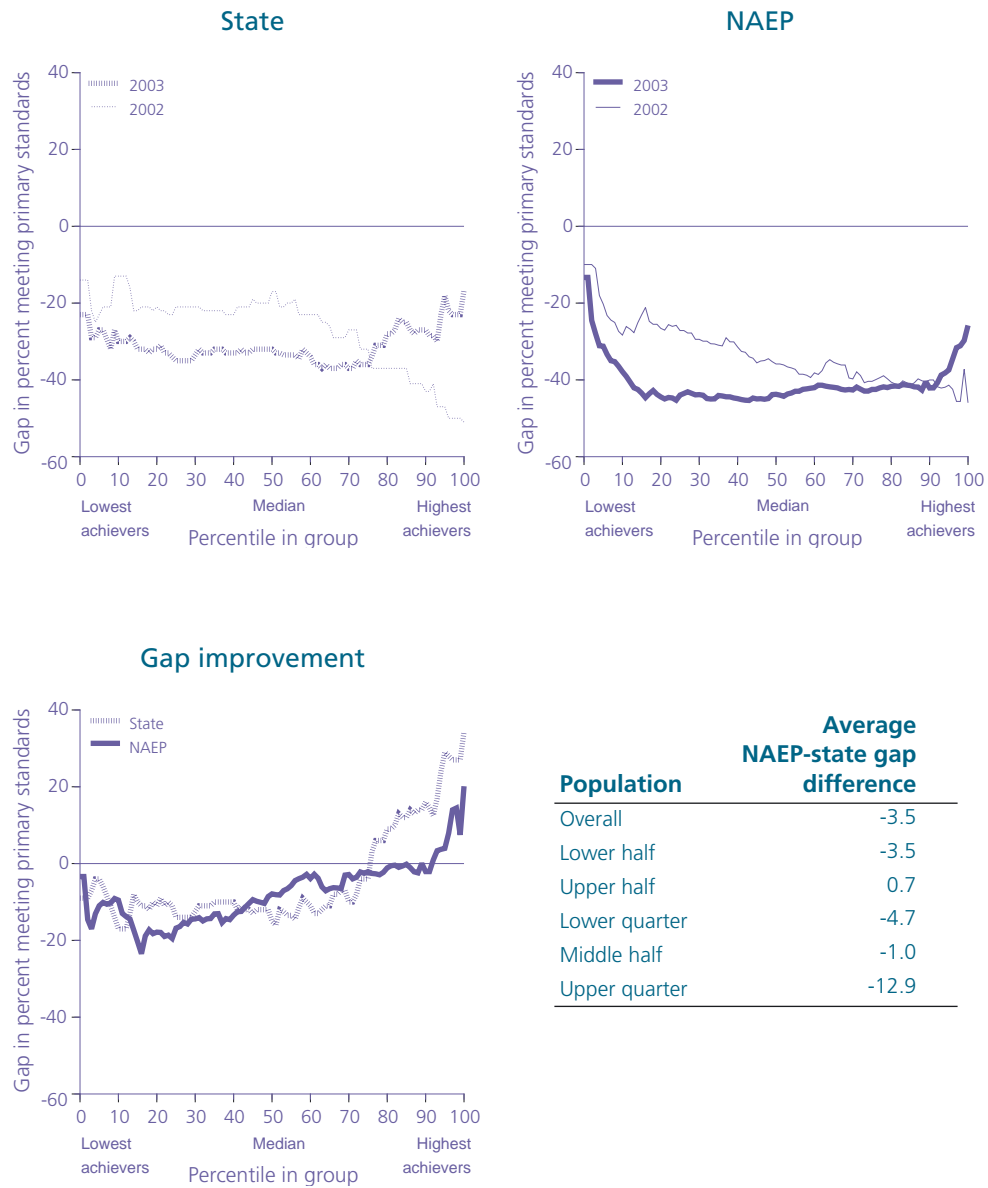
Figure 5. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 reading standards: 2003



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

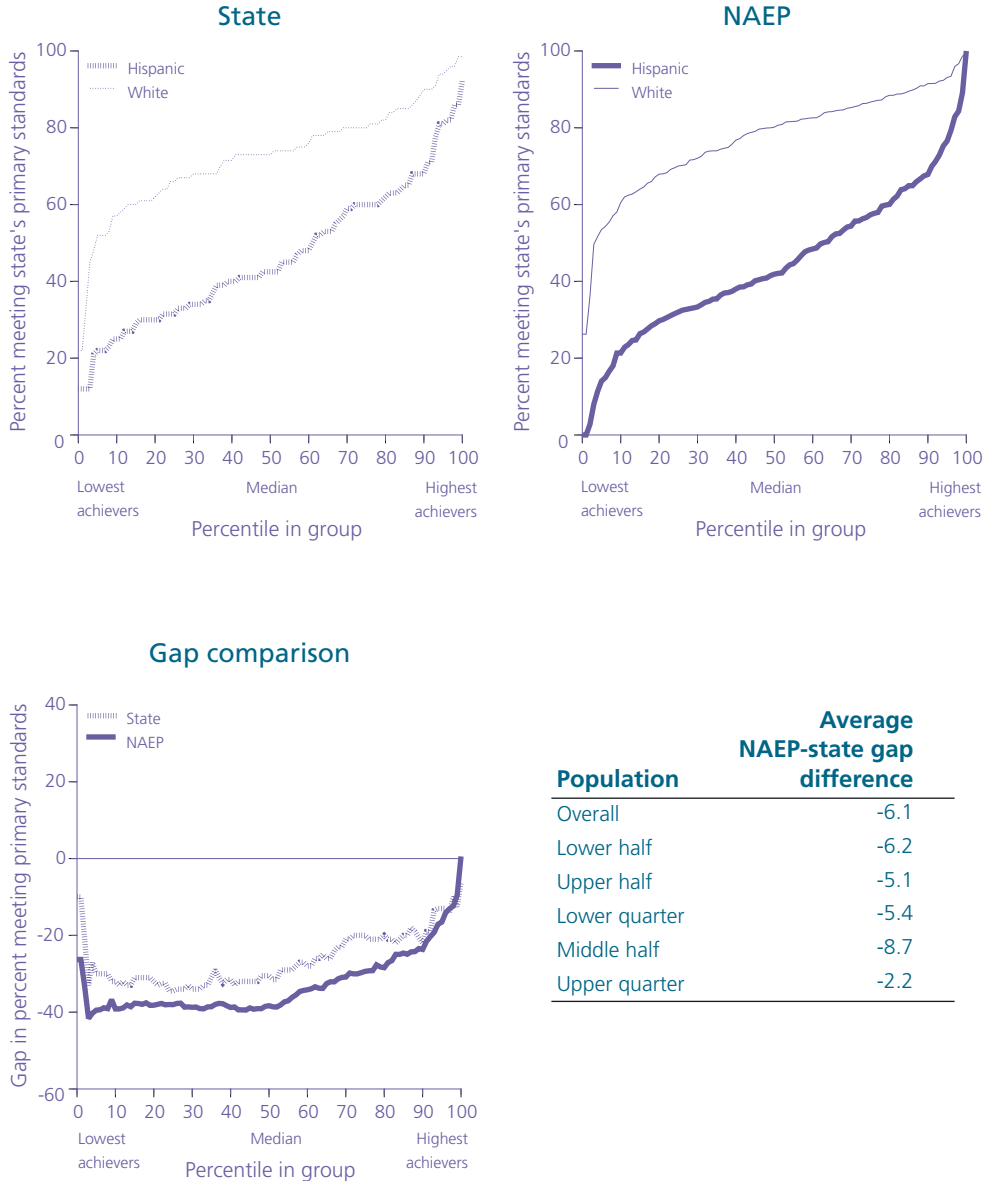
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

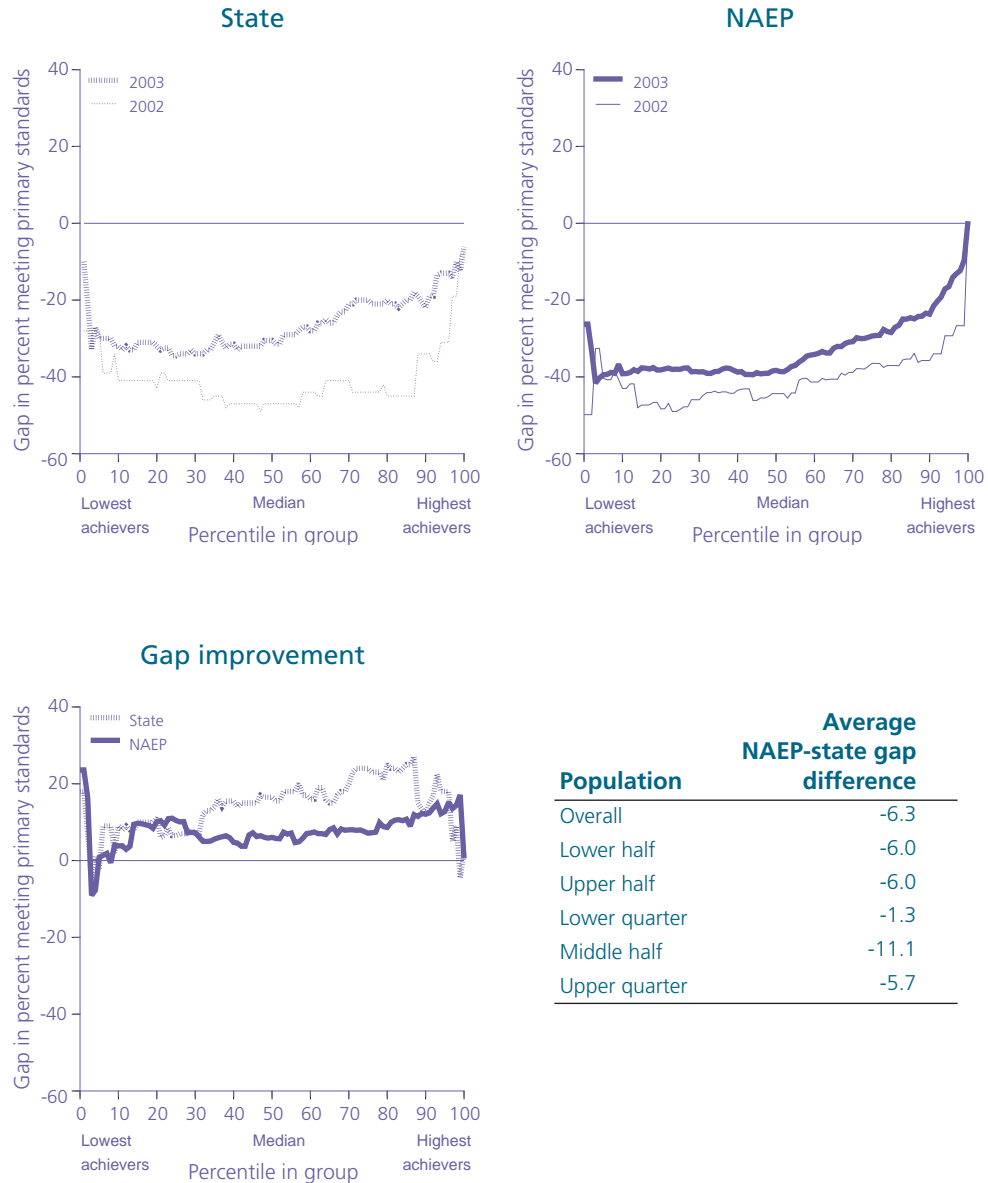
Figure 7. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 4 reading standards: 2003



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



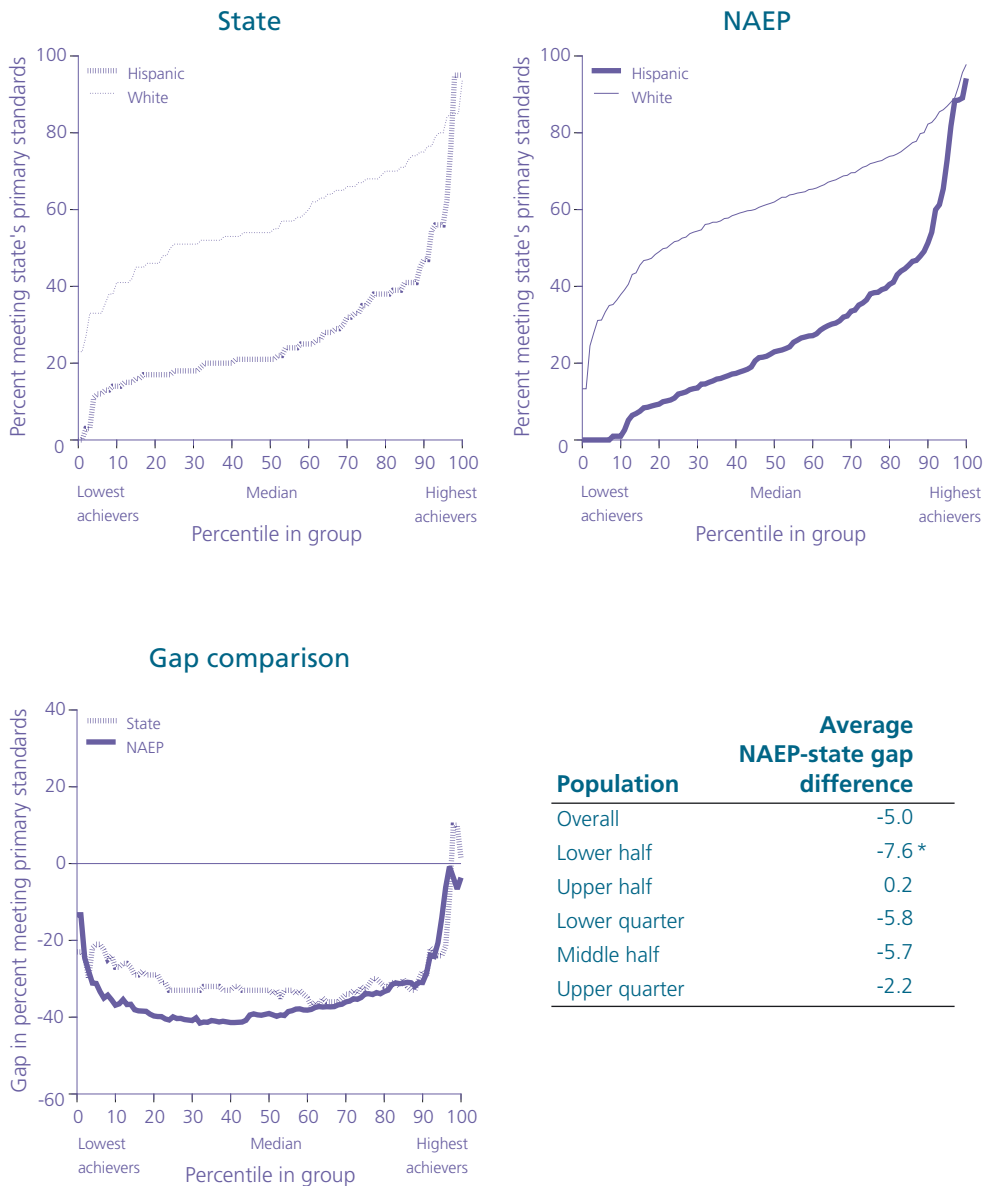
Figure 8. Comparison of NAEP and state assessment Hispanic-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



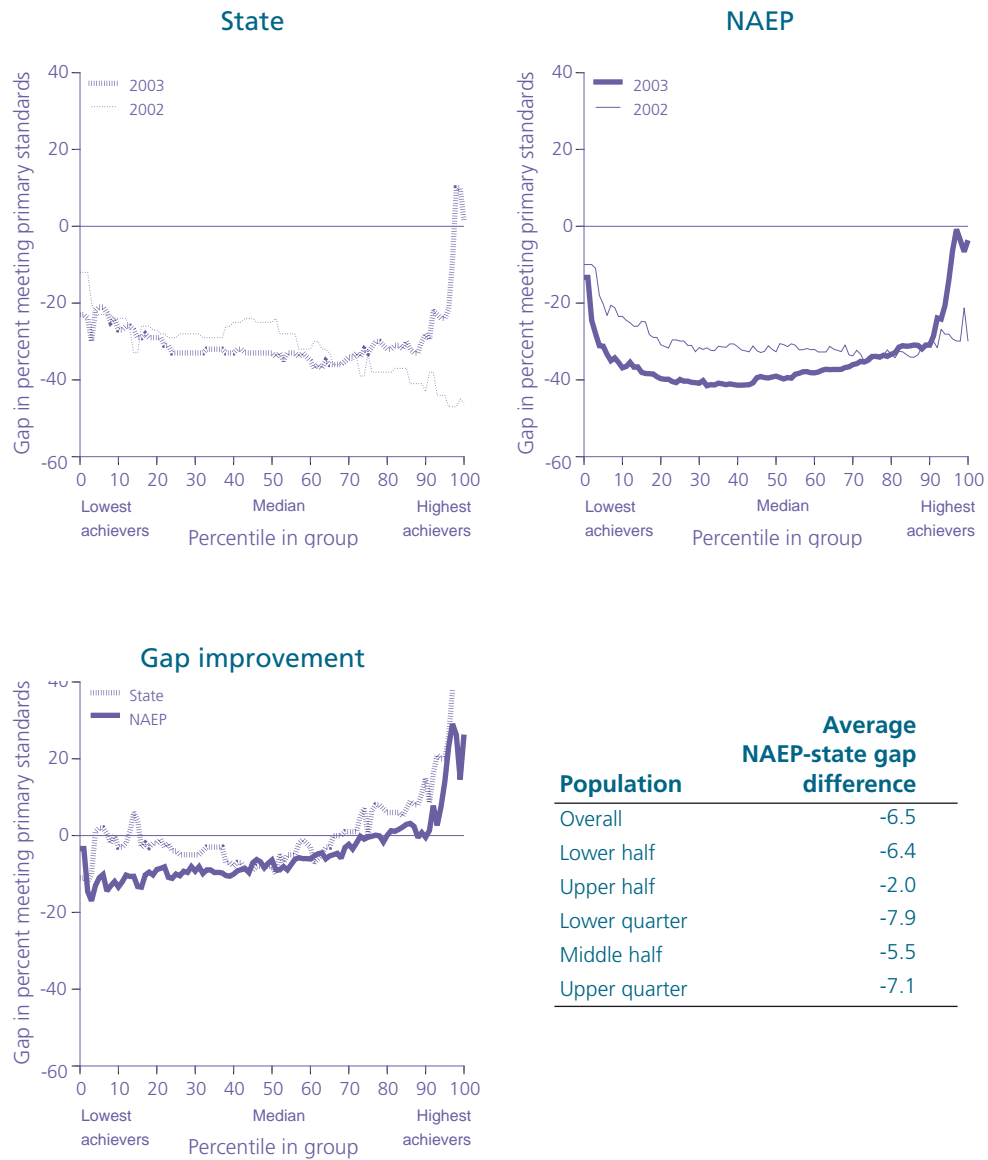
Figure 9. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 8 reading standards: 2003



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

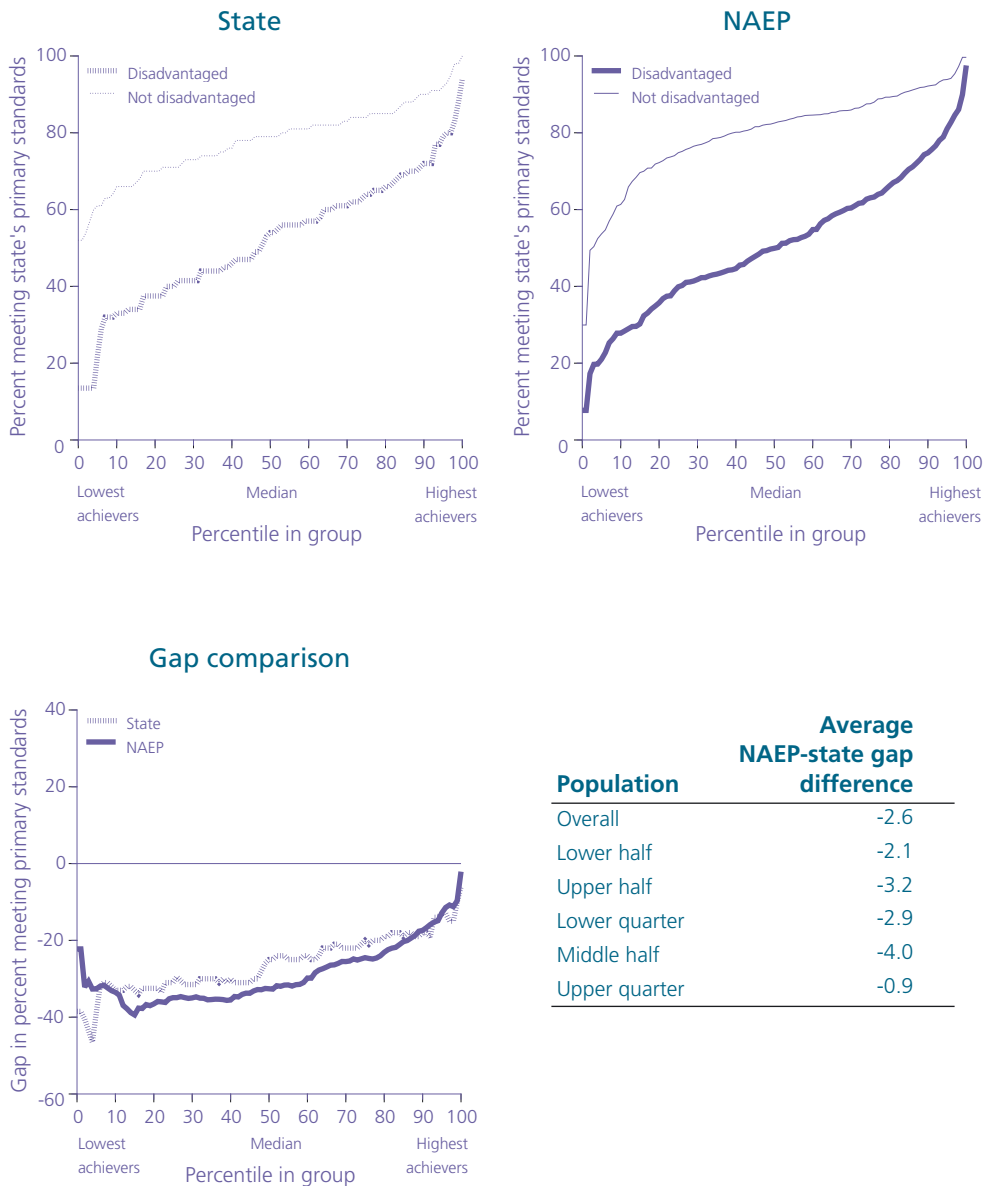
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 10. Comparison of NAEP and state assessment Hispanic-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

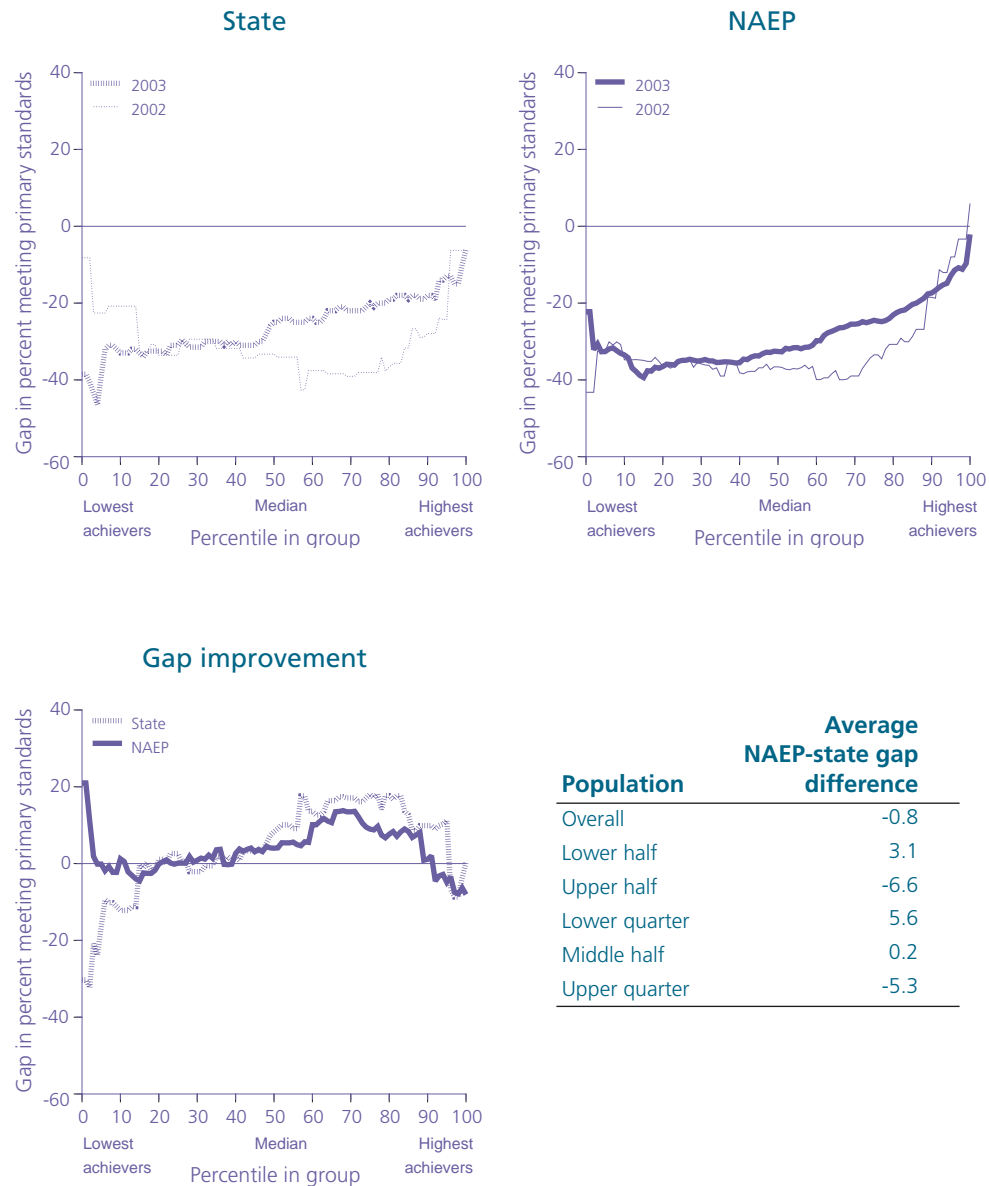
Figure 11. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

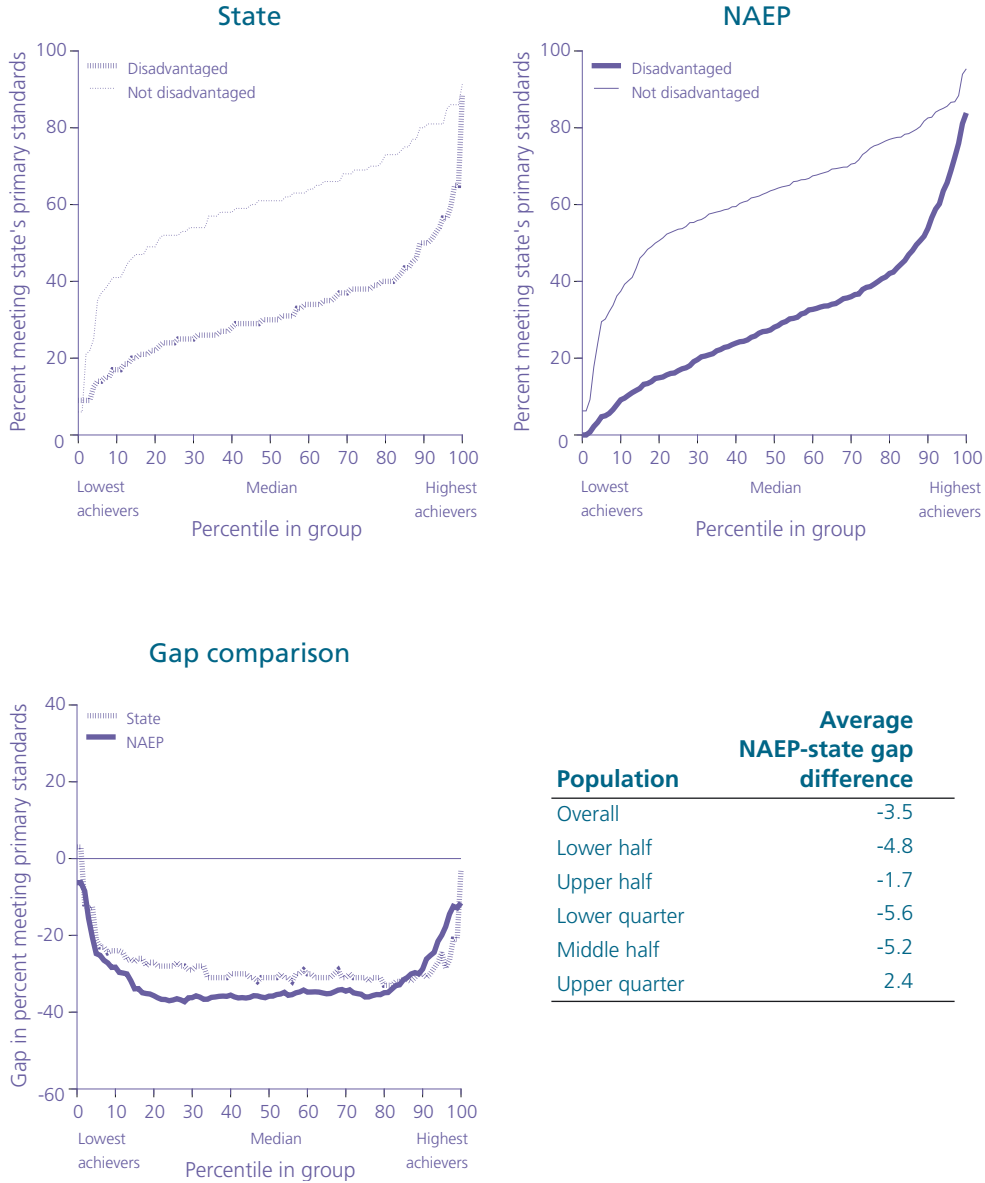
Figure 12. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 13. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003

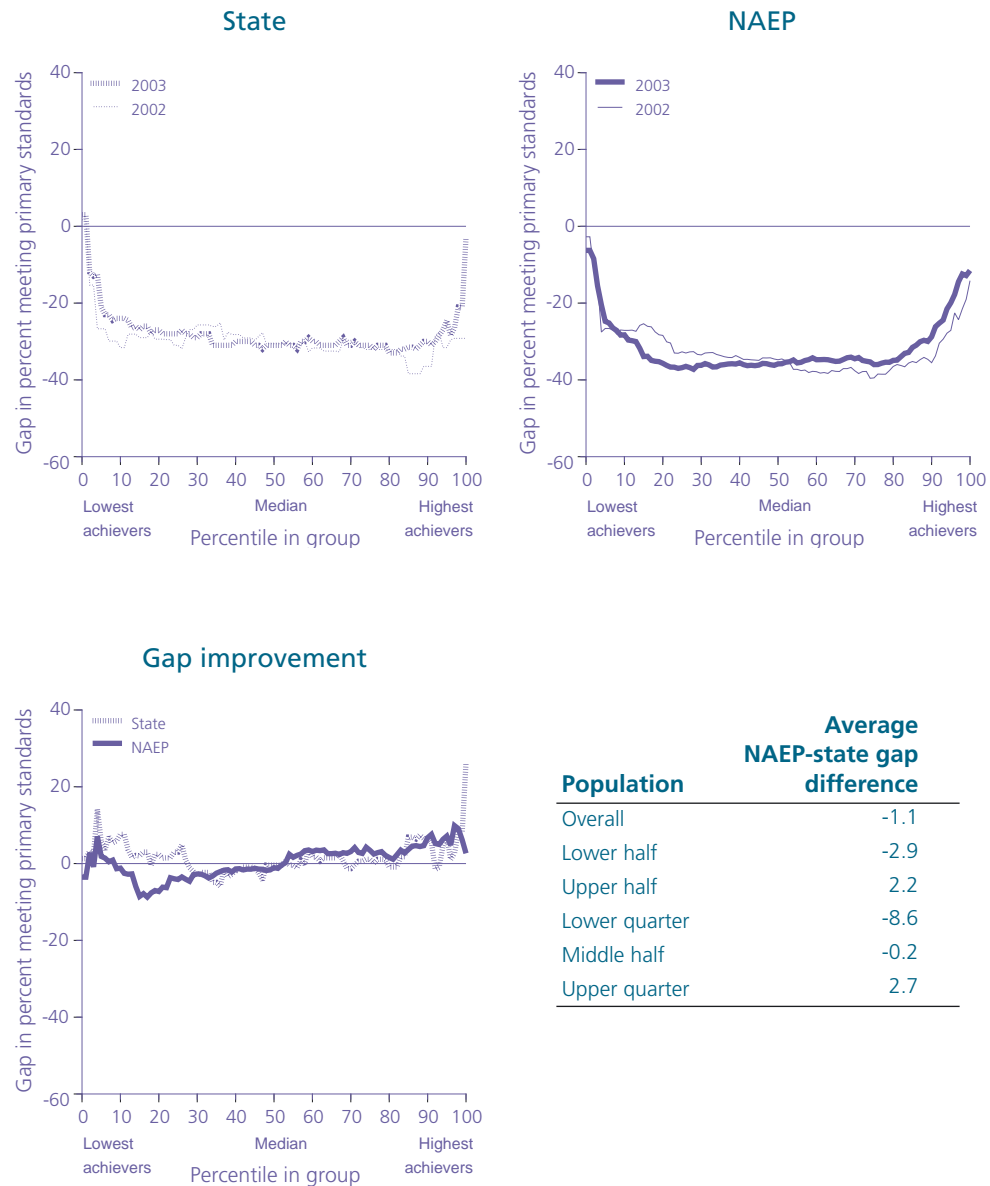


NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

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



Figure 14. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 8 reading standards: 2002 and 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), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

North Carolina

In accordance with the ABCs of Public Education, North Carolina administers End-of-Grade (EOG) 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. North Carolina uses four achievement levels for reporting purposes: *Level I (insufficient mastery)*, *Level II (inconsistent mastery)*, *Level III (consistent mastery)*, and *Level IV (superior)*. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

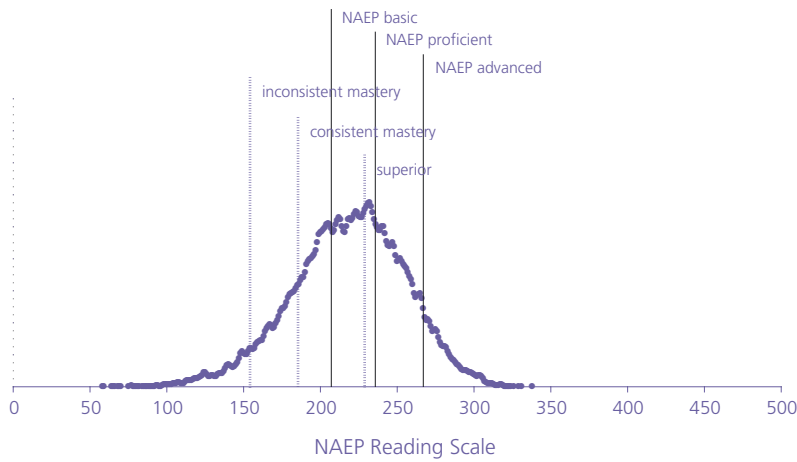
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 147 schools in grade 4 and 129 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*consistent mastery*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** Between 1998 and 2003, the NAEP grade 4 gains in percent displaying consistent mastery are less than the state assessment gains. Between 1998 and 2003, the state reported gains in grade 8 in percent displaying consistent mastery, which NAEP did not.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and poverty gaps in reading 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 reading in grades 4 and 8 in 2003.

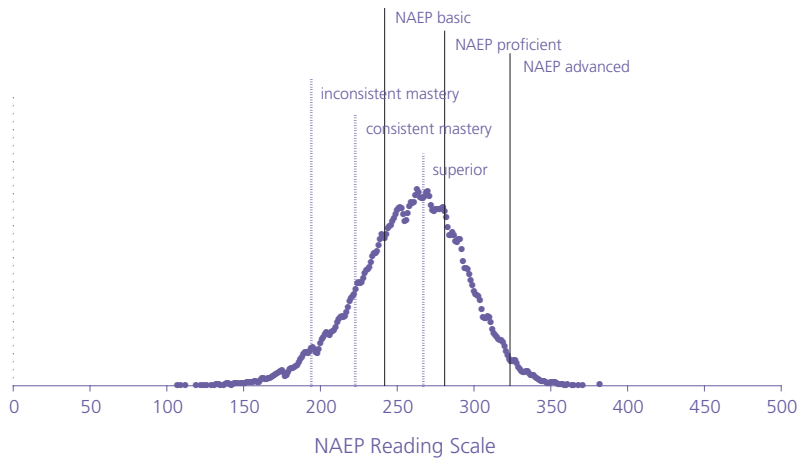
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Inconsistent Mastery	0.46	0.034	0.50	0.051
Consistent Mastery	0.80	0.006	0.71	0.041
Superior	0.86	0.017	0.81	0.013

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

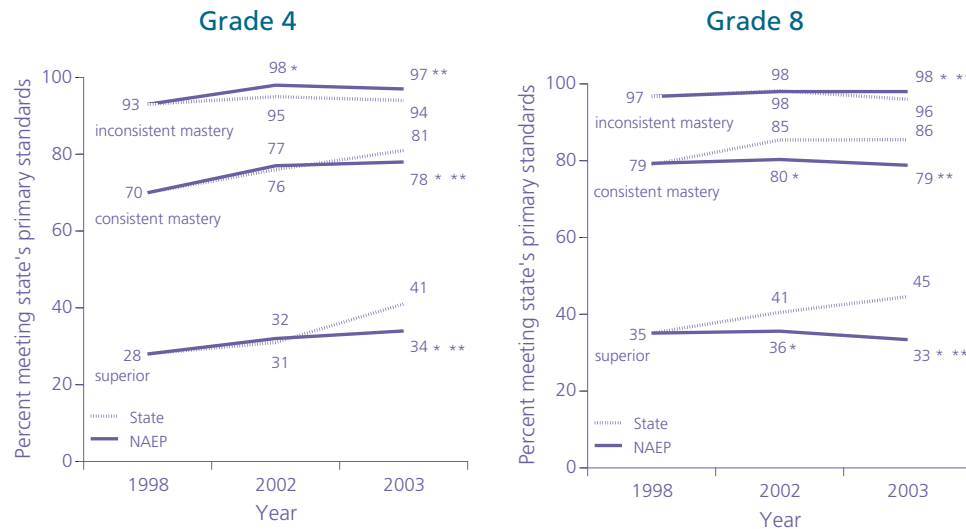


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.4	19.4	20.1	13.8	18.1	17.8
English language learner	1.7	2.7	3.4	1.2	1.9	1.6
Student with disability	13.5	14.7	14.4	12.5	14.9	14.3
Both	0.1	2.0	2.3	0.1	1.3	1.9
Excluded	6.8	11.9	7.2	5.6	9.2	6.9
English language learner	0.7	1.6	1.0	0.7	1.1	0.6
Student with disability	6.1	8.7	5.1	4.8	7.1	5.3
Both	0.0	1.6	1.1	0.1	1.0	1.0
Accommodated	5.6	4.1	8.3	4.8	6.3	8.0
English language learner	0.1	0.5	0.9	0.2	0.2	0.6
Student with disability	5.4	3.5	6.7	4.6	5.9	6.9
Both	0.1	0.2	0.7	0.0	0.1	0.5

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting reading standards, by grade: 1998, 2002, and 2003



* NAEP and state assessment 1998-2002 or 2002-2003 changes are significantly different ($p < .05$).

** NAEP and state assessment 1998-2003 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), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

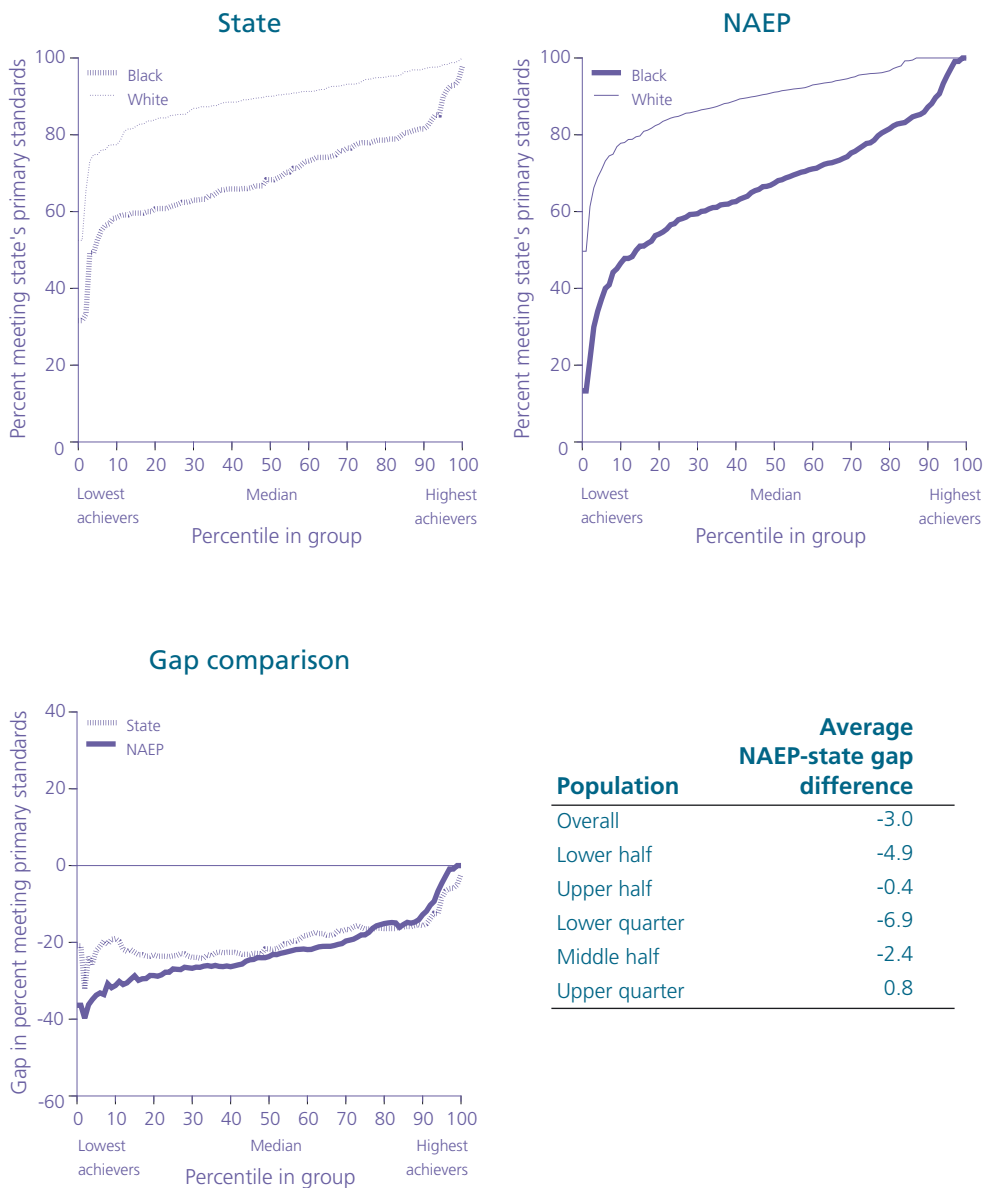
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	77.1	81.1
Grade 8	—	85.1	85.7

— Not available.

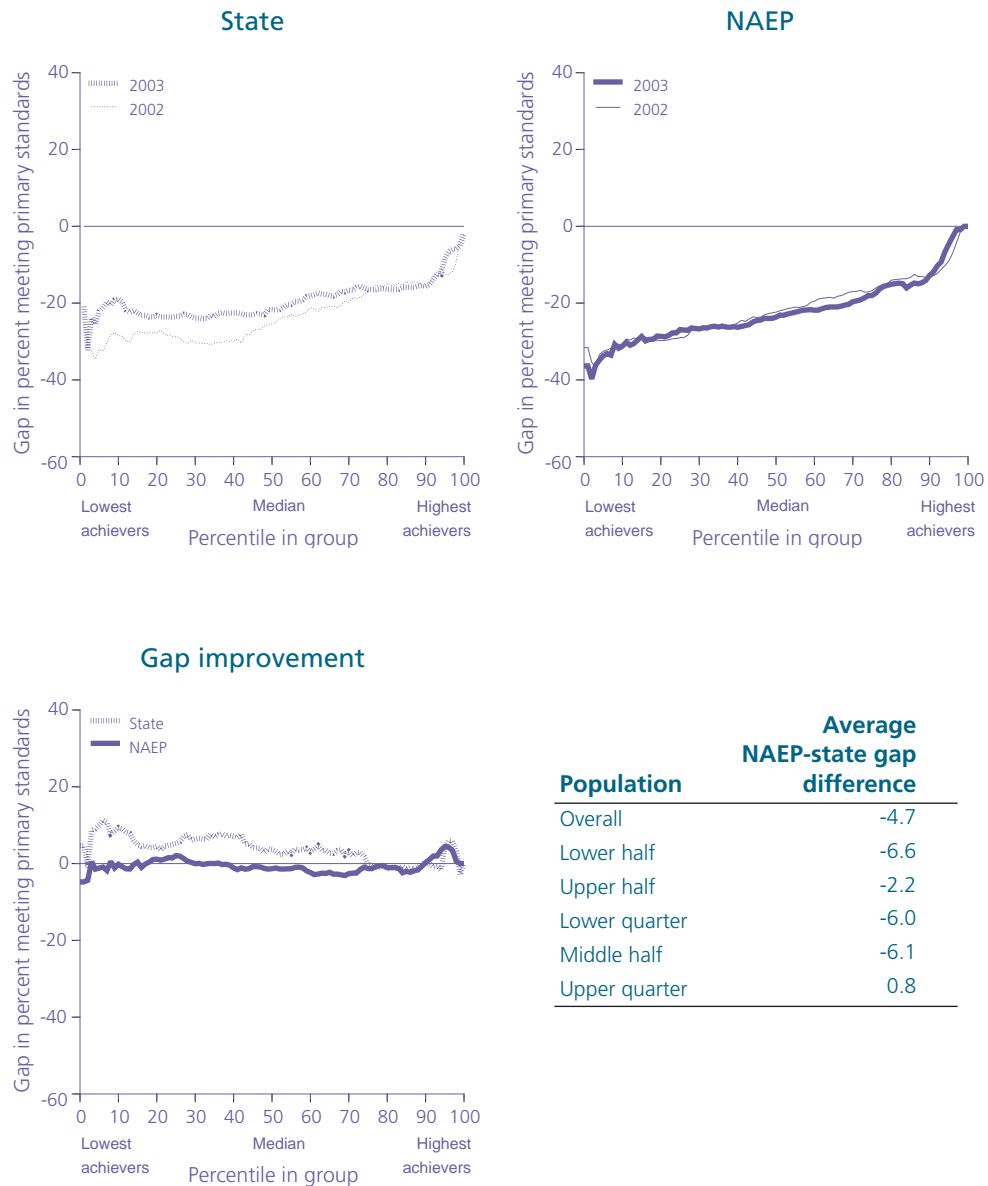
SOURCE: North Carolina Department of Public Instruction site at <http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2002-2003>.

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



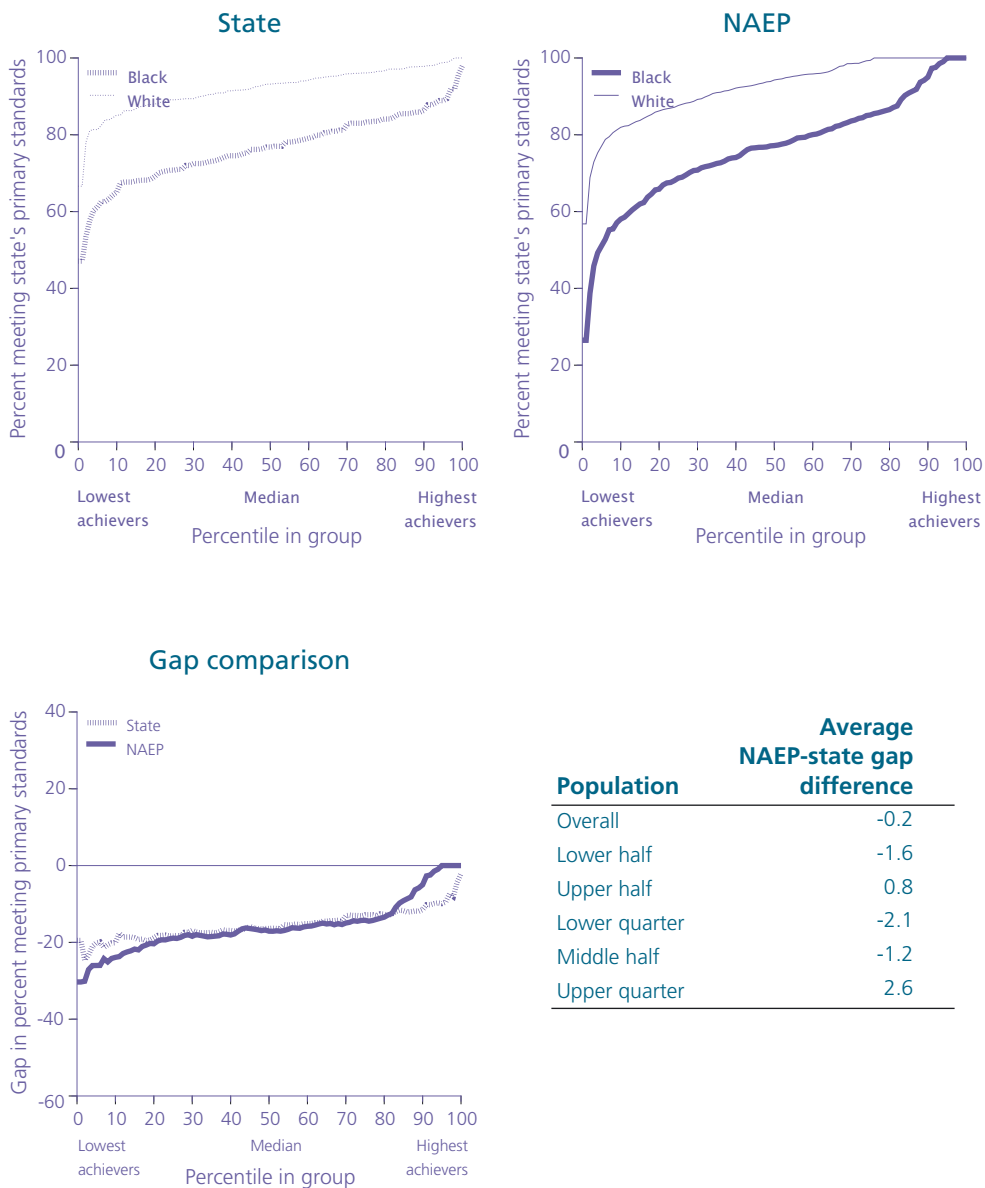
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



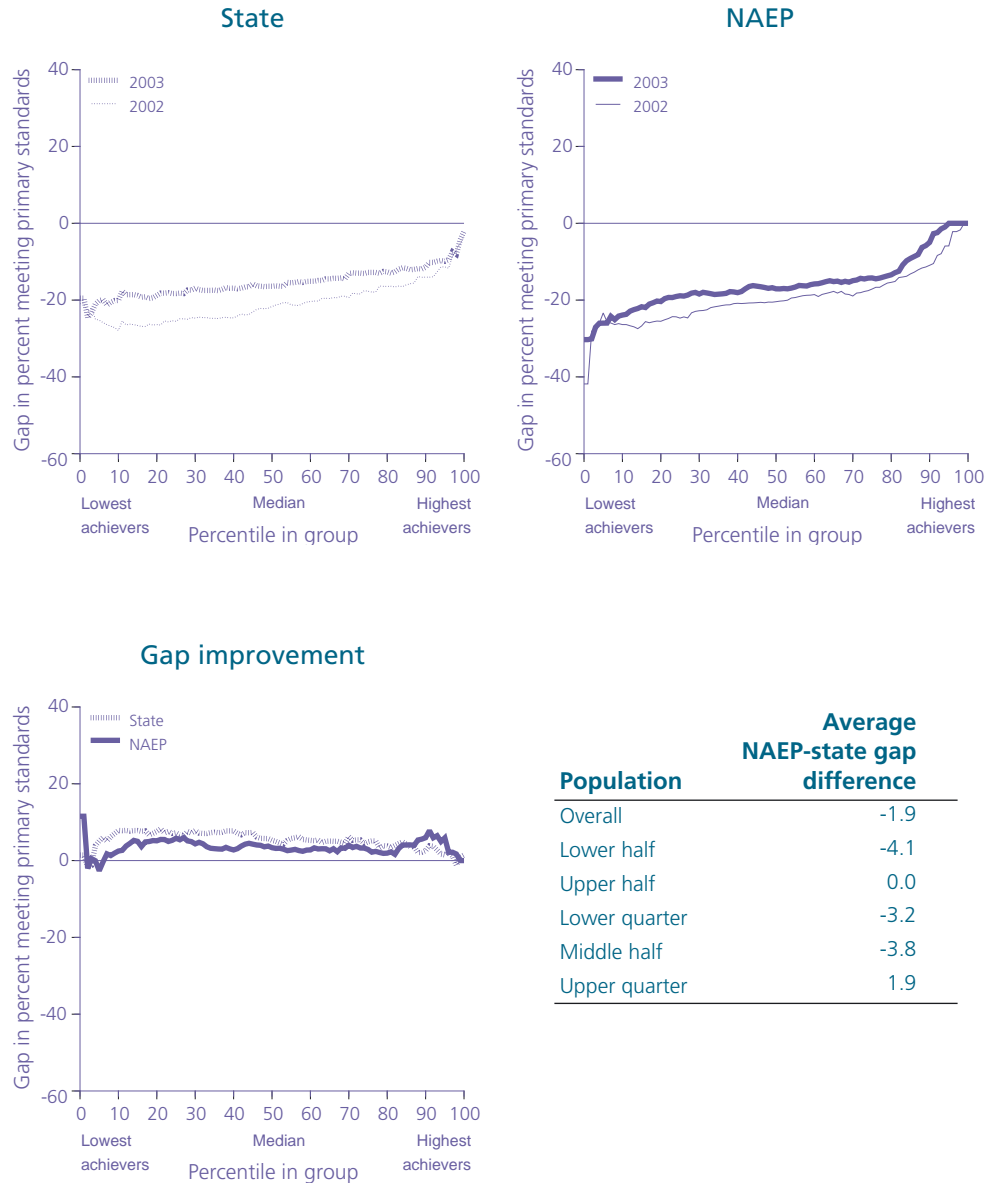
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



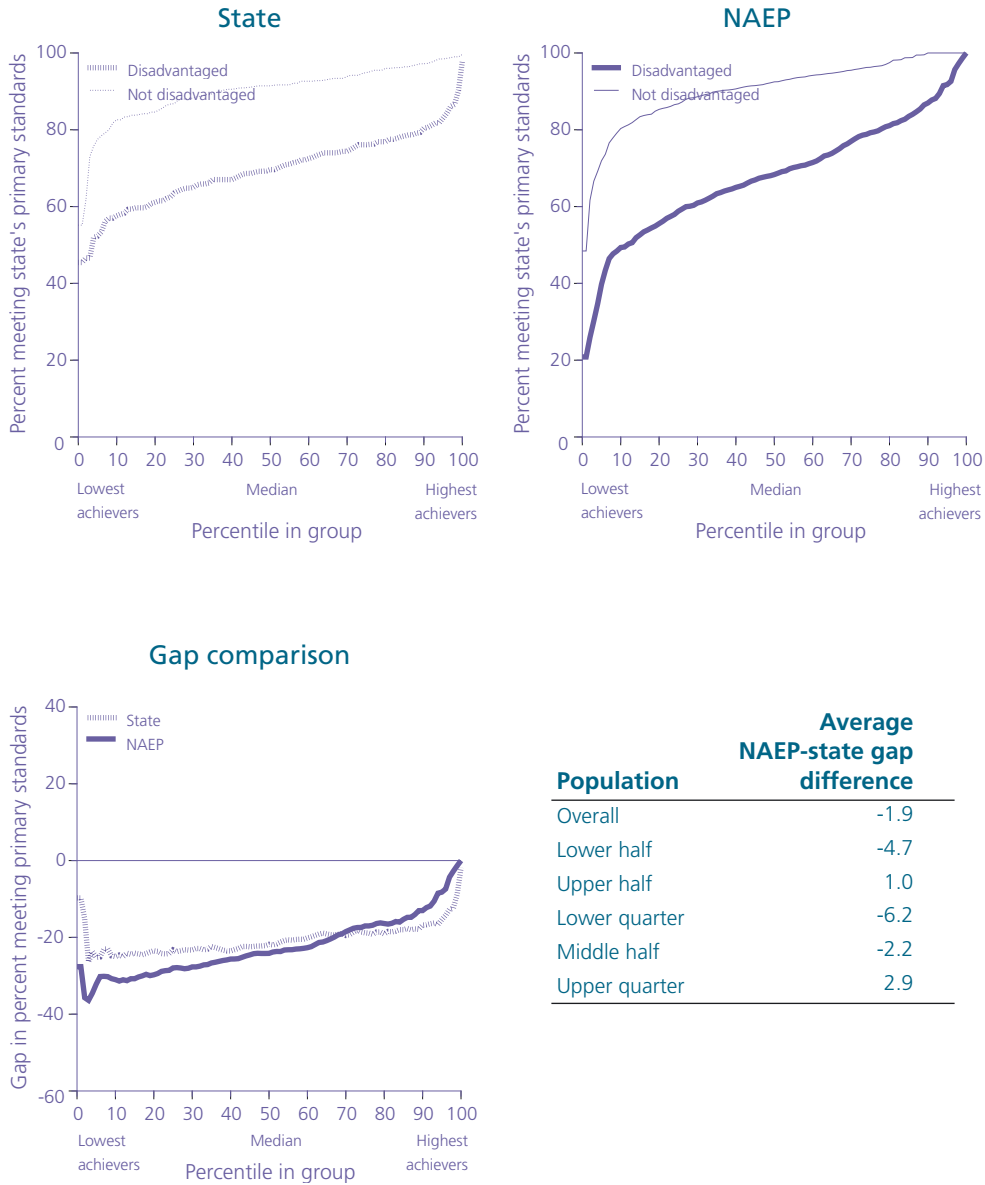
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

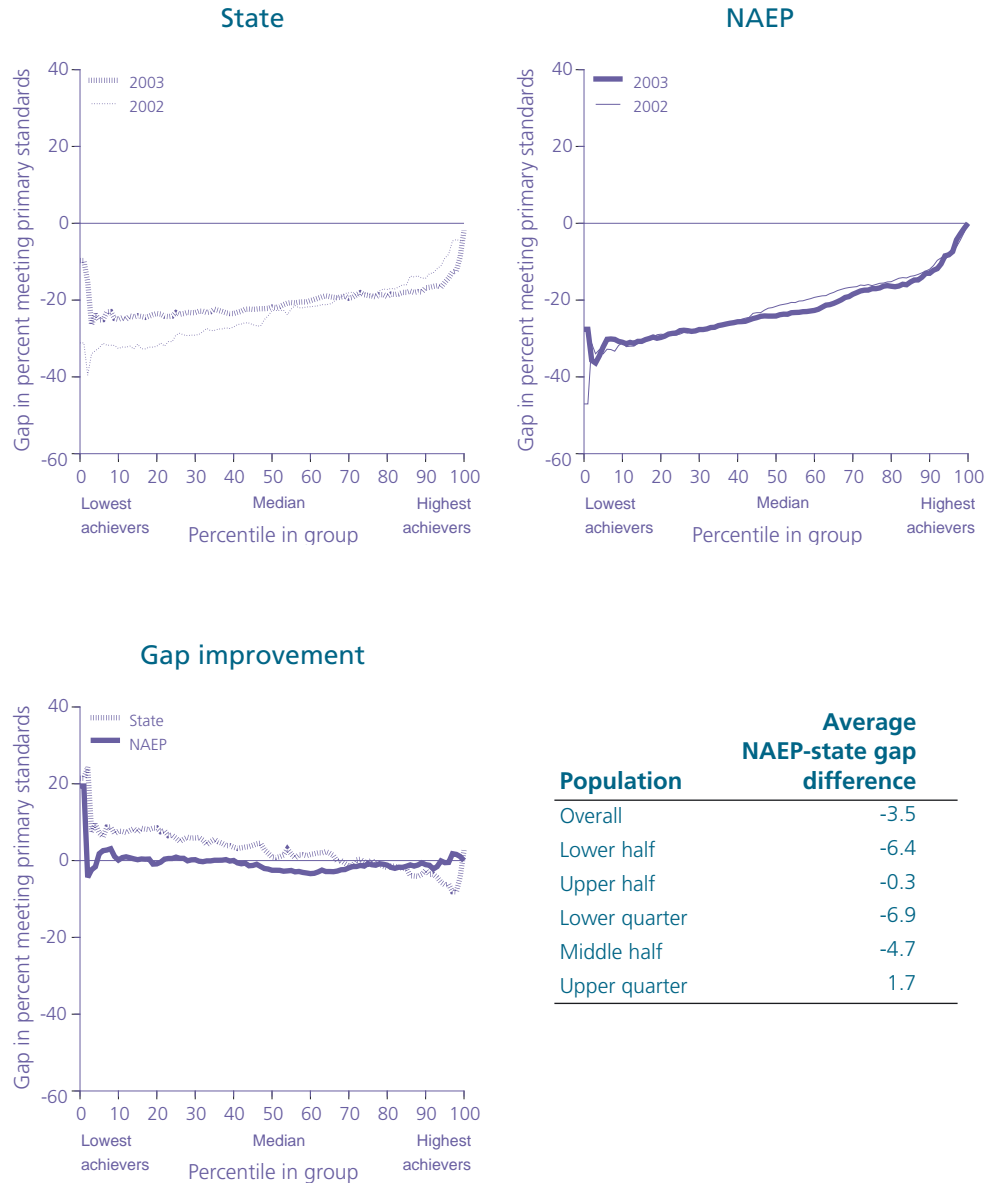
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

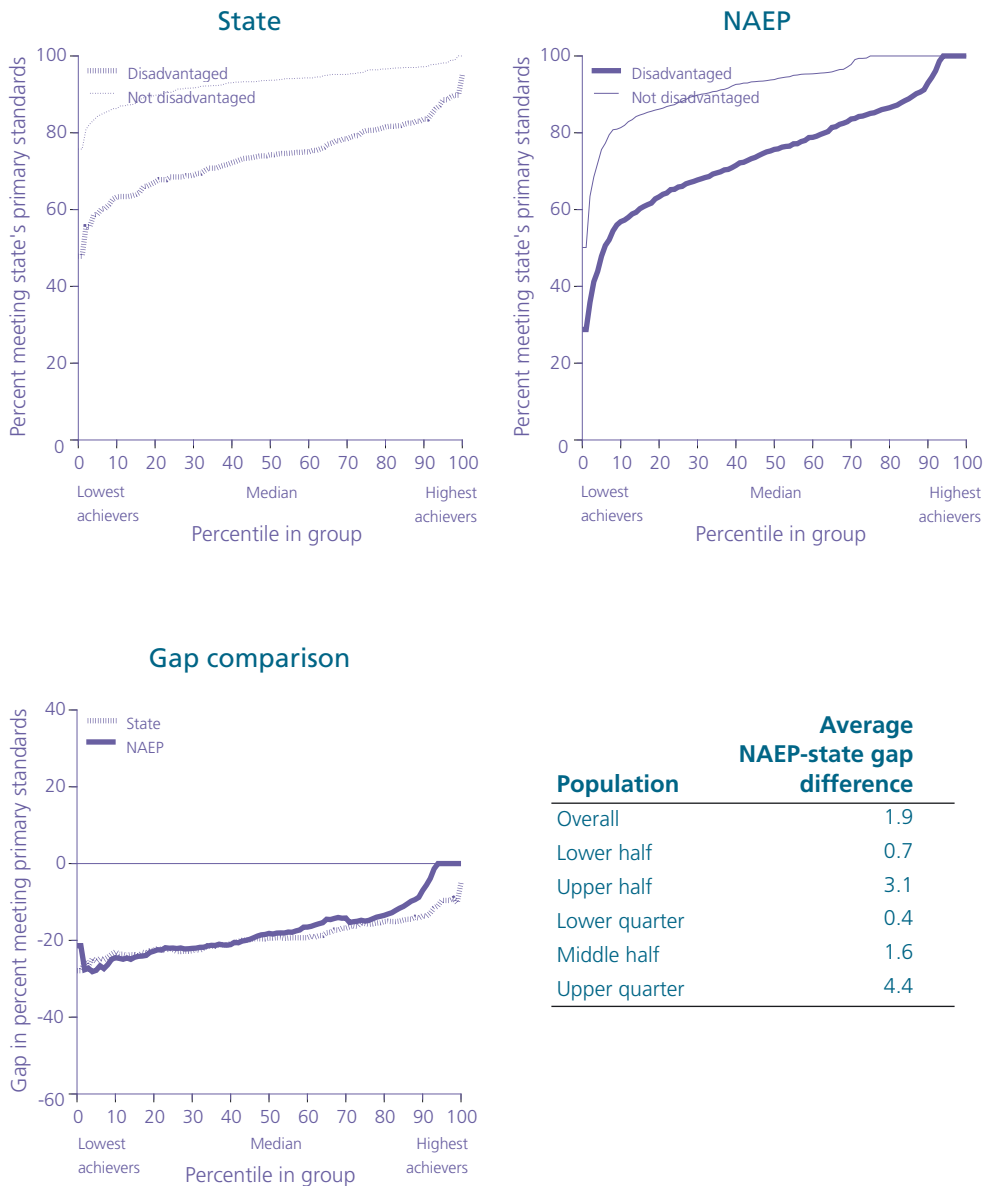
Figure 8. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

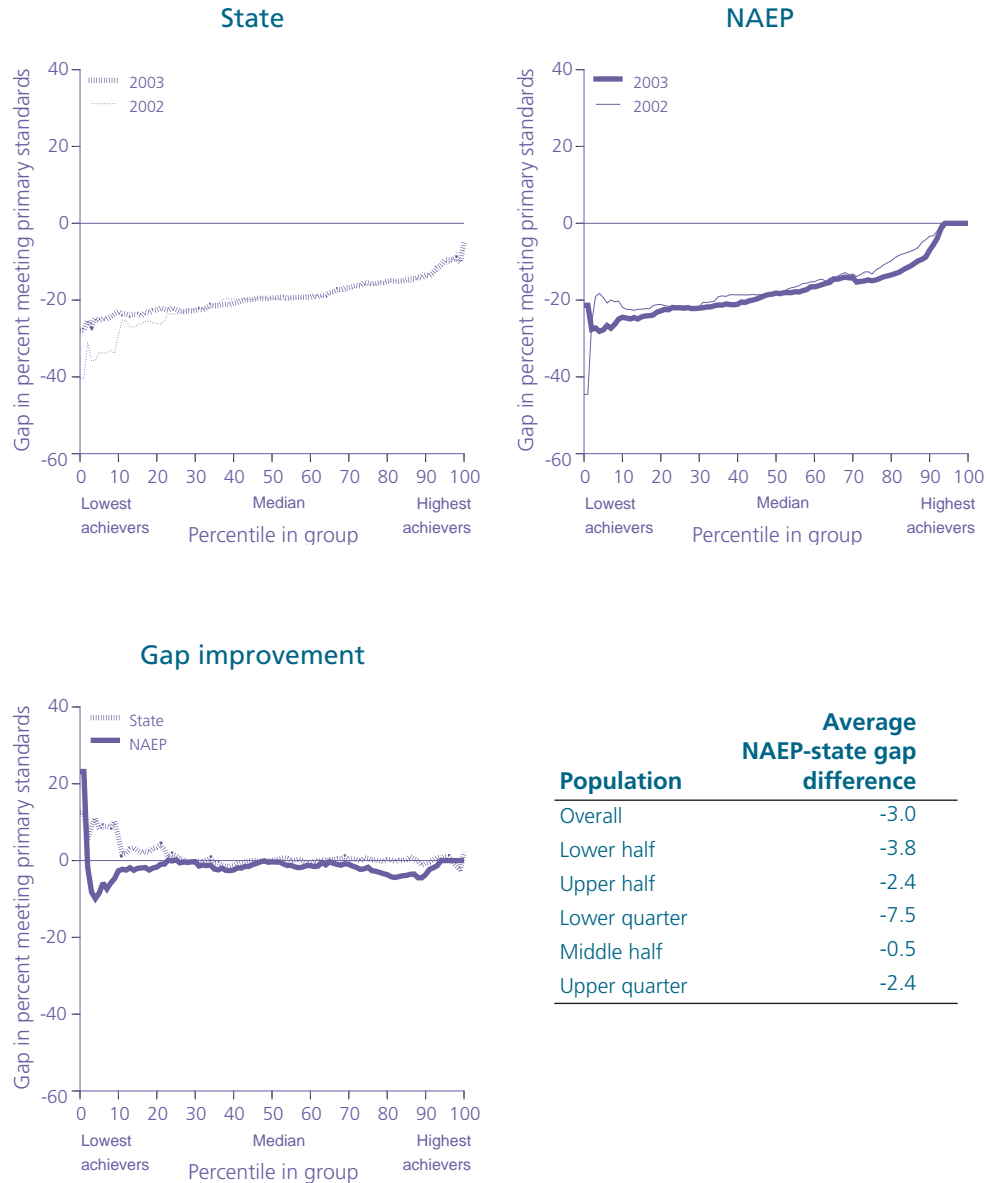
Figure 9. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 10. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 8 reading standards: 2002 and 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), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

North Dakota

Through the North Dakota State Assessment (NDSA) Program, the state administers the CAT (California Achievement Test)/TerraNova, Second Edition, in grades 4 and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. North Dakota uses only one achievement level: *meeting the standard*. Because there are no data available for 1998 and 2002, trend graphs are not included in this report. Suppression information is not available.

Summary of Comparisons

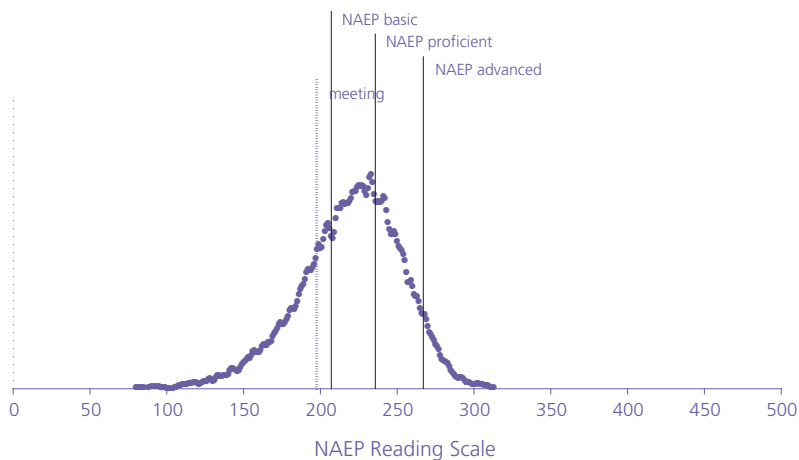
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 176 schools in grade 4 and 31 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*meeting*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **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, Hispanic-White, and poverty gaps in reading in grades 4 and 8 in 2003.

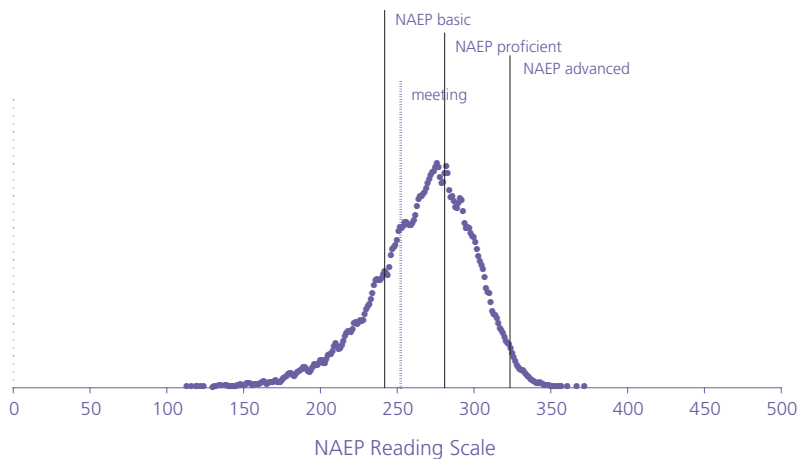
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Meeting	0.65	0.023	0.72	0.087

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading 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 reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	18.2	16.8	—	14.9	15.7
English language learner	—	1.7	2.2	—	1.2	1.0
Student with disability	—	15.8	12.9	—	12.7	14.1
Both	—	0.6	1.7	—	1.0	0.6
Excluded	—	5.4	3.7	—	4.2	4.5
English language learner	—	0.3	0.1	—	#	0.1
Student with disability	—	4.7	3.0	—	3.7	4.0
Both	—	0.4	0.7	—	0.4	0.3
Accommodated	—	3.3	4.0	—	2.4	3.6
English language learner	—	0.2	0.1	—	0.1	0.1
Student with disability	—	3.1	3.8	—	2.2	3.4
Both	—	#	0.2	—	0.1	0.1

— Not available.

Estimate rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

D

Ohio

Ohio administers proficiency tests in grades 4, 6, and 9 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. Ohio uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. However, we only have data for the *proficient* level in 2002; therefore, we report the trends using this performance level only. State assessment data and comparisons based upon those data are not displayed for grade 9 because there are not enough schools that have grades 8 and 9 to allow a reliable comparison with NAEP. Scores based on 10 or fewer students are suppressed.

Summary of Comparisons

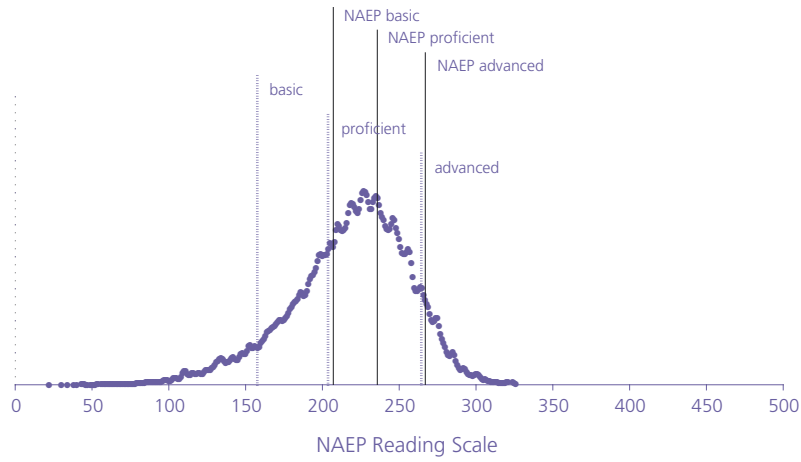
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 163 schools in grade 4 and 0 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading standard (*proficient*) is below the NAEP basic level. There is not enough data to compare state standards to NAEP for grade 8.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent proficient between 2002 and 2003. No comparisons were possible for grade 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in grade 4 in 2003. The change in the Black-White gap in grade 4 between 2002 and 2003 was more positive (greater reduction) when measured by the state assessment than when compared to NAEP. In 2003, there were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in grade 8, for the Hispanic-White gap in grades 4 and 8, and the poverty gap in grade 8. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grade 4 in 2003.

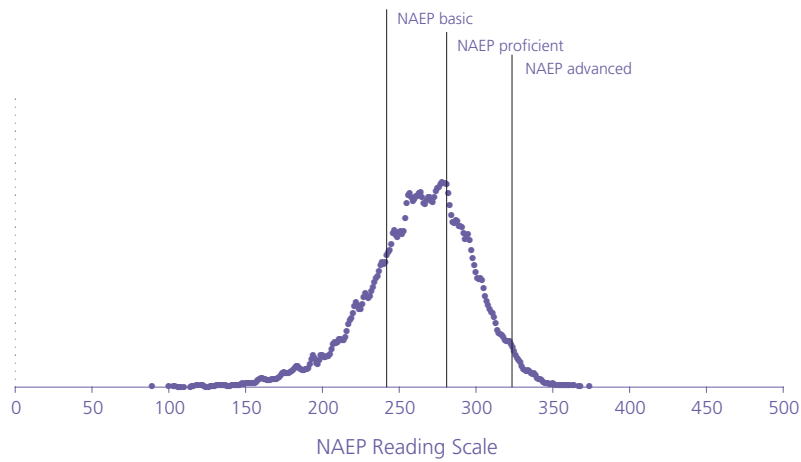
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.64	0.040	—	†
Proficient	0.74	0.026	—	†
Advanced	0.42	0.052	—	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading 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 reading assessments, by grade: 1998, 2002, and 2003

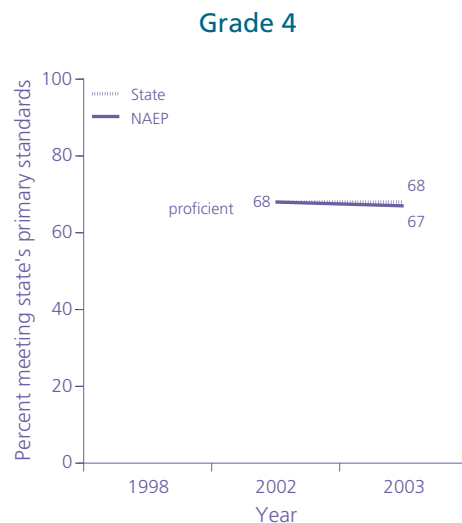
Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	13.9	13.2	—	12.4	13.0
English language learner	—	1.0	0.8	—	0.5	0.7
Student with disability	—	12.6	11.6	—	11.2	11.8
Both	—	0.3	0.7	—	0.7	0.4
Excluded	—	8.4	6.1	—	7.1	5.7
English language learner	—	0.4	0.4	—	0.3	0.3
Student with disability	—	7.8	5.4	—	6.3	5.2
Both	—	0.2	0.4	—	0.5	0.2
Accommodated	—	1.5	4.7	—	1.4	4.3
English language learner	—	0.0	#	—	#	0.1
Student with disability	—	1.5	4.4	—	1.4	4.1
Both	—	0.0	0.2	—	0.0	0.1

— Not available.

Estimate rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in grade 4 percent meeting reading standards: 1998, 2002, and 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

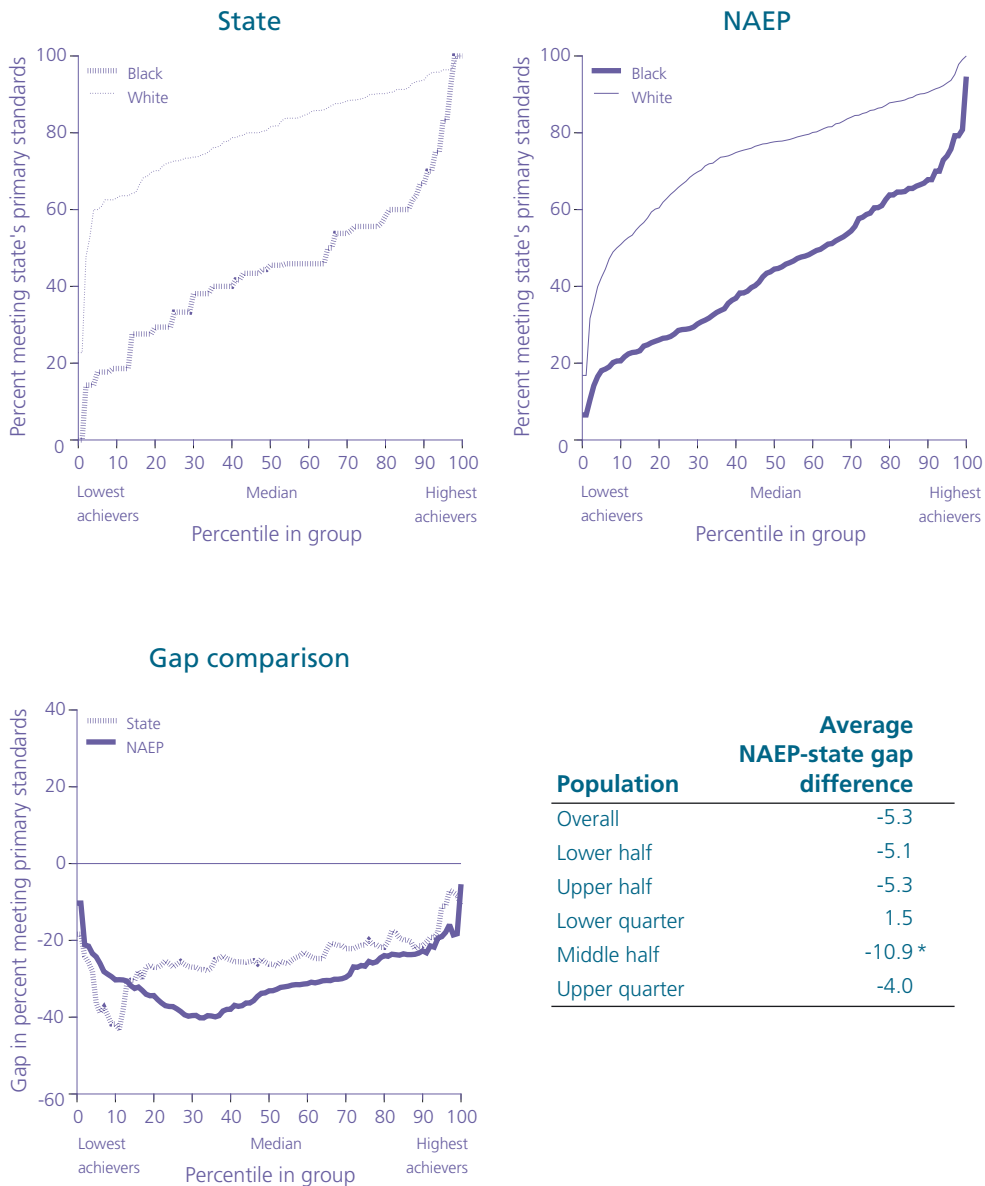
Table 3. Percentage meeting grade 4 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	64.0	68.0

— Not available.

SOURCE: Ohio Department of Education retrieved from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=400&Content=15350>.

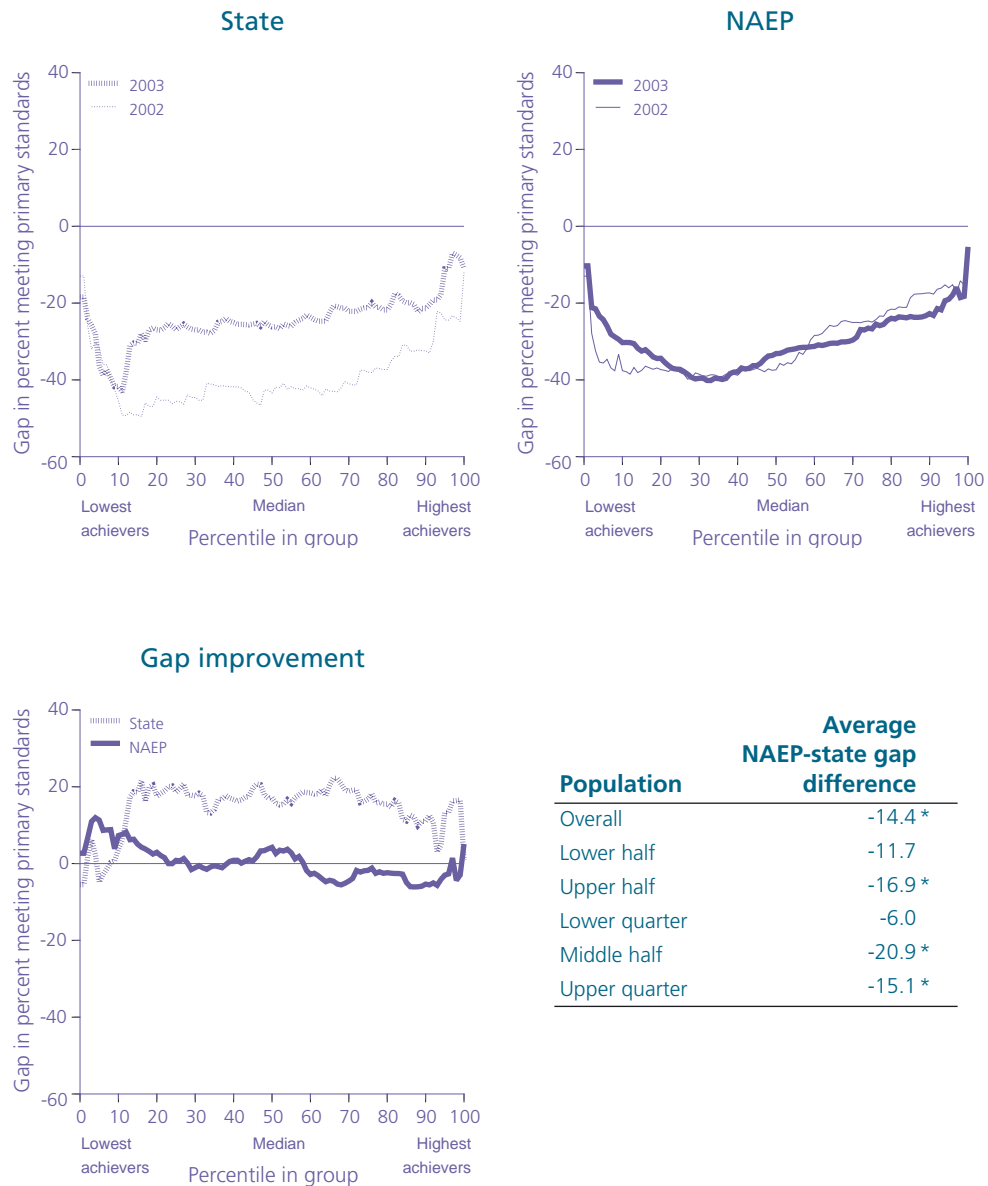
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



* 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

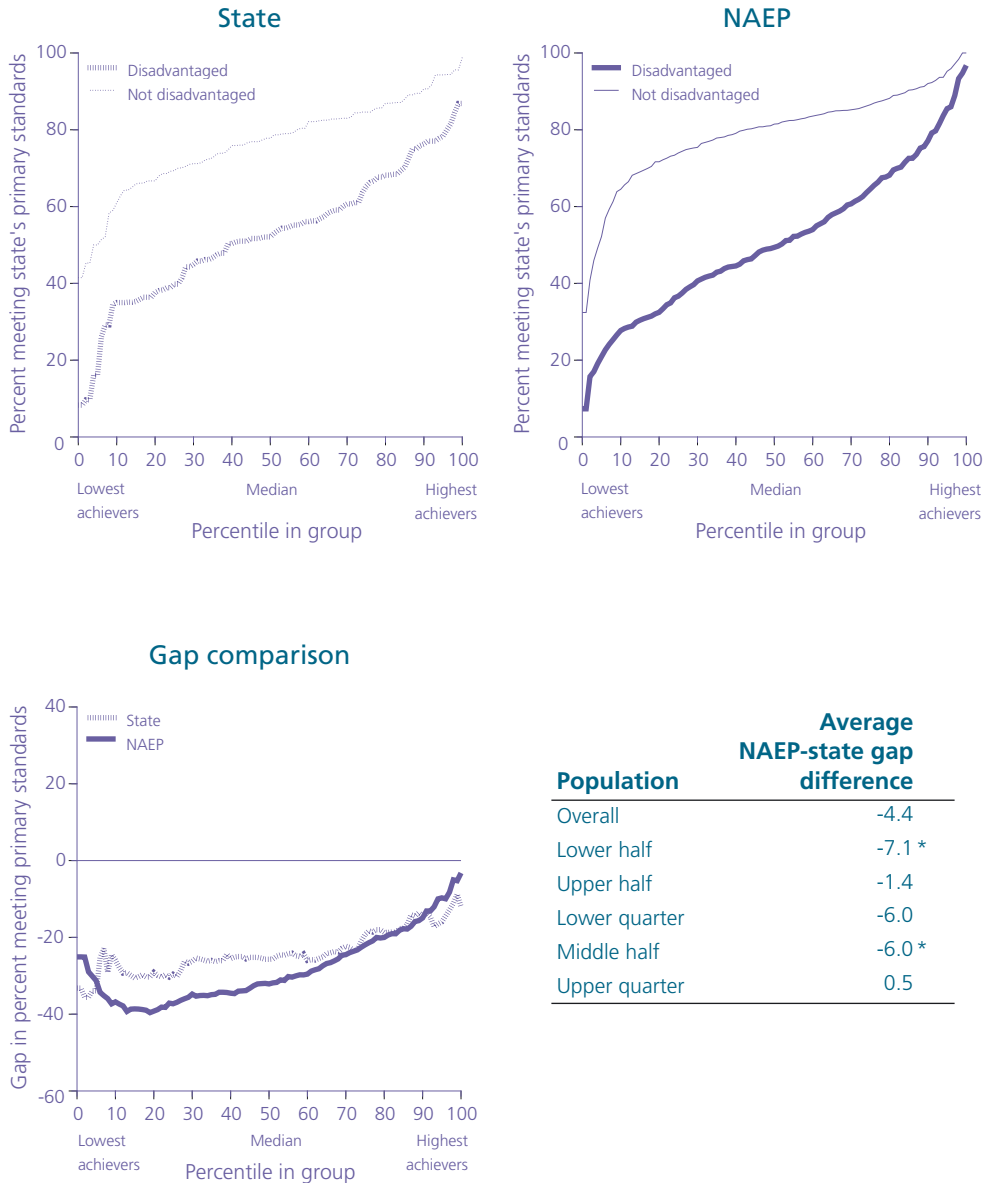
Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



* 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), 2002 and 2003 Reading Assessments: 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 reading 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Oklahoma

Through the Oklahoma State Testing Program (OSTP), the state administers Oklahoma Core Curriculum Tests (OCCT) in grades 5 and 8 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Hispanic students in grades 5 and 8 and too few Black students in grade 8 to provide reliable comparisons between these subgroups with White students. Oklahoma uses four achievement levels for reporting purposes: *unsatisfactory*, *limited knowledge*, *satisfactory*, and *advanced*. Because there are no data available for 1998 and 2002, trend graphs are not included in this report. School-level assessment scores based on 5 or fewer students are suppressed.

Summary of Comparisons

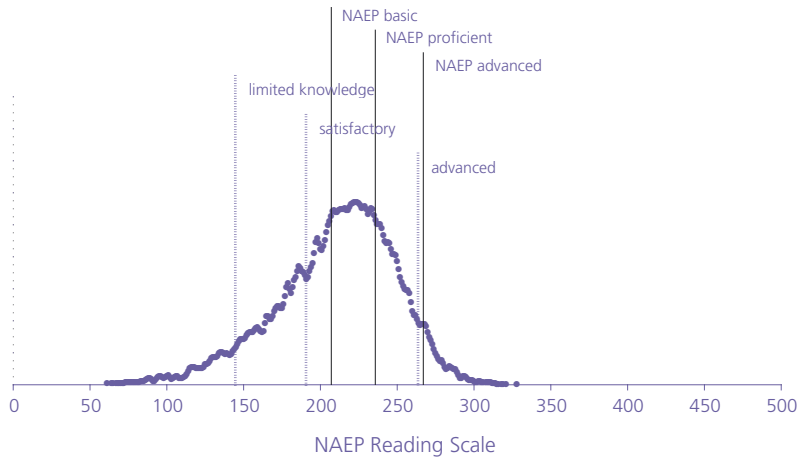
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 131 schools in grade 5 and 123 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 reading performance standard (*satisfactory*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in reading in grade 5 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in reading in grade 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White and poverty gaps in reading in grades 5 and 8 in 2003.

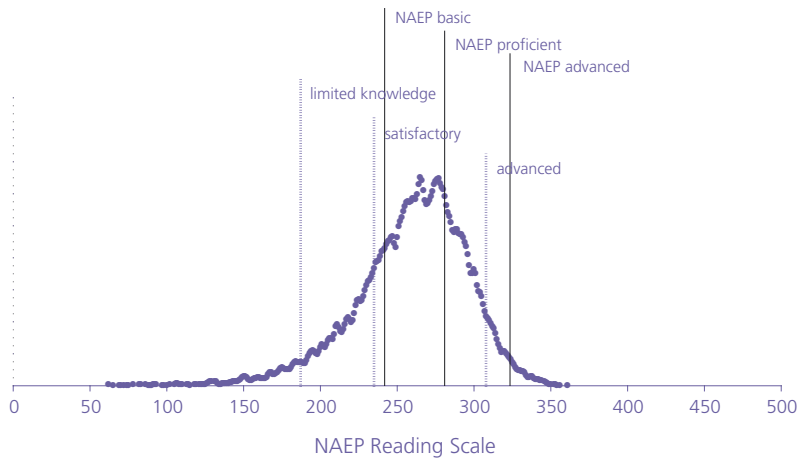
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Little Knowledge	0.30	0.058	0.46	0.088
Satisfactory	0.58	0.023	0.66	0.014
Advanced	0.30	0.045	0.41	0.051

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

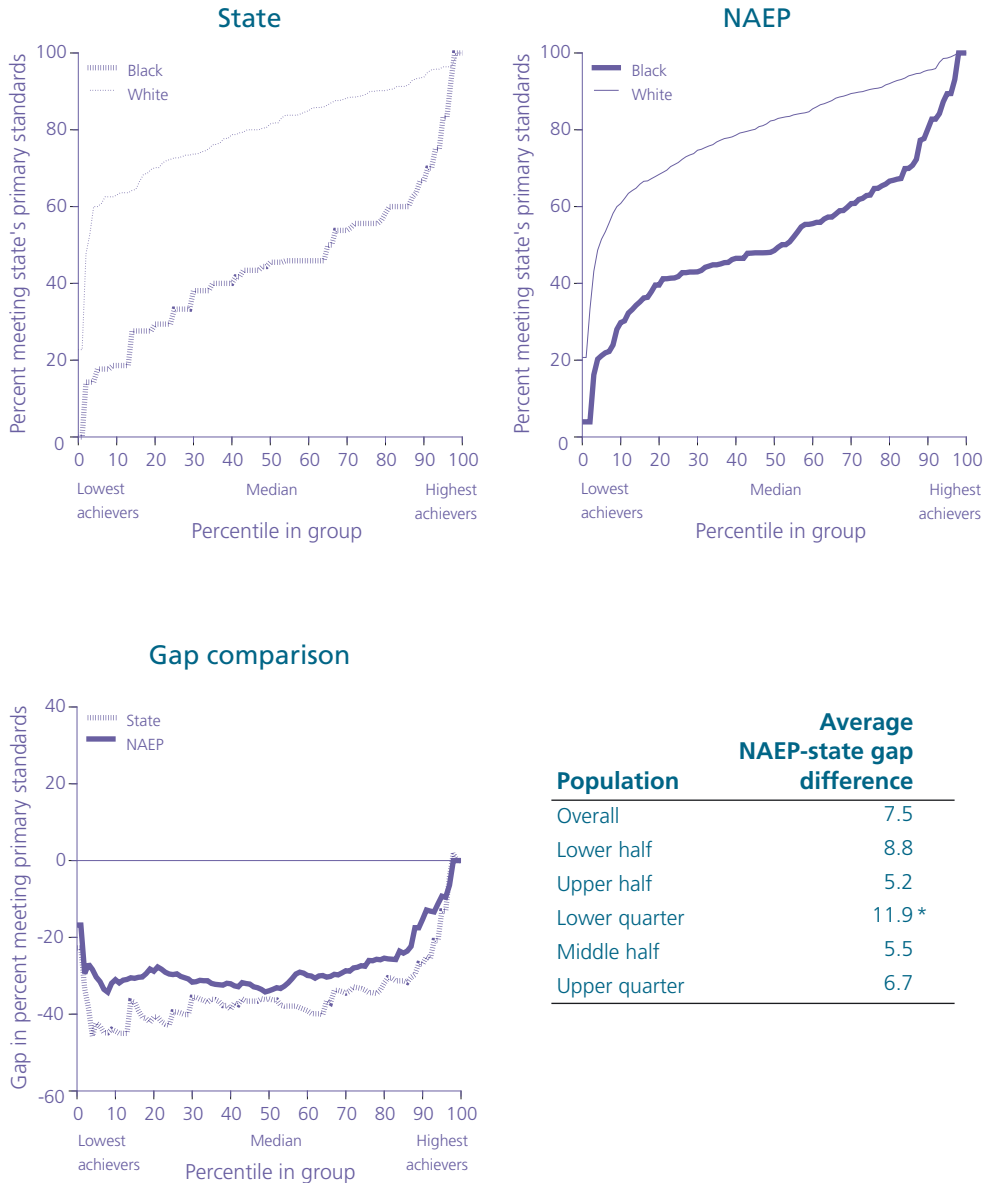


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.2	20.8	21.5	13.4	17.4	18.0
English language learner	1.8	3.7	5.0	2.2	2.3	3.4
Student with disability	13.4	15.7	15.2	10.8	13.7	13.2
Both	0.0	1.4	1.3	0.4	1.4	1.4
Excluded	9.2	5.5	5.6	9.1	4.1	4.1
English language learner	0.4	0.9	0.6	1.1	0.5	0.5
Student with disability	8.8	4.2	4.5	7.6	3.4	3.2
Both	0.0	0.3	0.5	0.4	0.2	0.4
Accommodated	1.3	5.1	4.8	0.8	3.7	4.5
English language learner	0.0	0.4	0.2	0.0	0.0	0.3
Student with disability	1.3	4.5	4.3	0.8	3.6	3.9
Both	0.0	0.2	0.3	0.0	0.1	0.3

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading 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 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D

Oregon

The state administers the Oregon Statewide Assessment in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic and Black students in grade 8, but there are too few Black students to provide a reliable comparison. Oregon uses five achievement levels for reporting purposes: *very low*, *low*, *nearly meets the standard*, *meets the standard*, and *exceeds the standard*. However, due to data unavailability, this report is based on only the top two standards. Suppression information is not available.

Summary of Comparisons

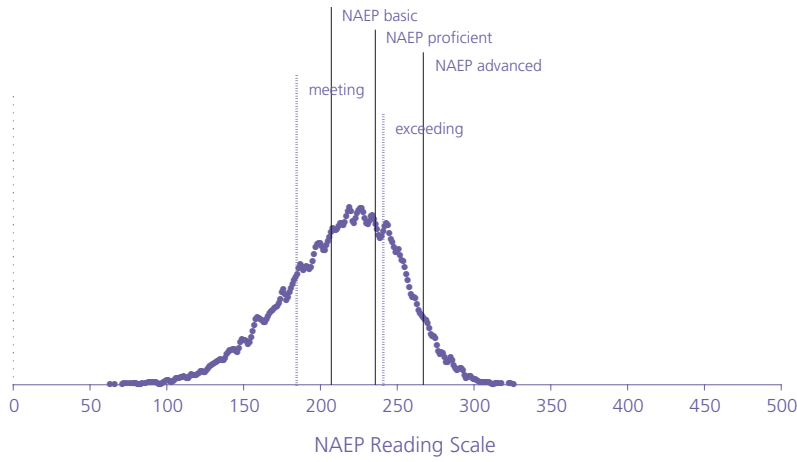
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 111 schools in grade 5 and 107 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 reading performance standard (*meets the standard*) is below the NAEP basic level for grade 4. The state's primary grade 8 reading performance standard (*meets the standard*) is between the NAEP basic and proficient levels.
- **Trends.** Between 1998 and 2003, the NAEP grade 4 gains in percent meeting are less than the state assessment gains. Between 1998 and 2003, the state reported gains in grade 8 in percent meeting, which NAEP did not.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in reading in grades 5 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in reading in grade 5 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in reading in grade 8 in 2003.

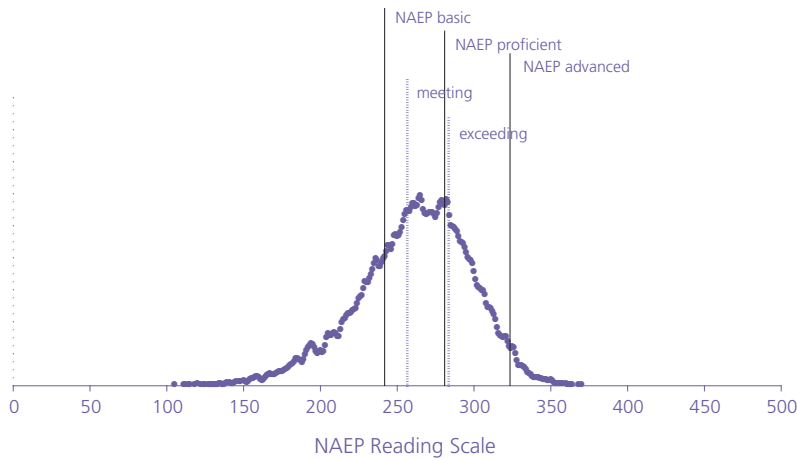
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 reading 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 Reading 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 reading standards: 2003

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Meeting	0.54	0.047	0.60	0.052
Exceeding	0.61	0.060	0.56	0.049

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

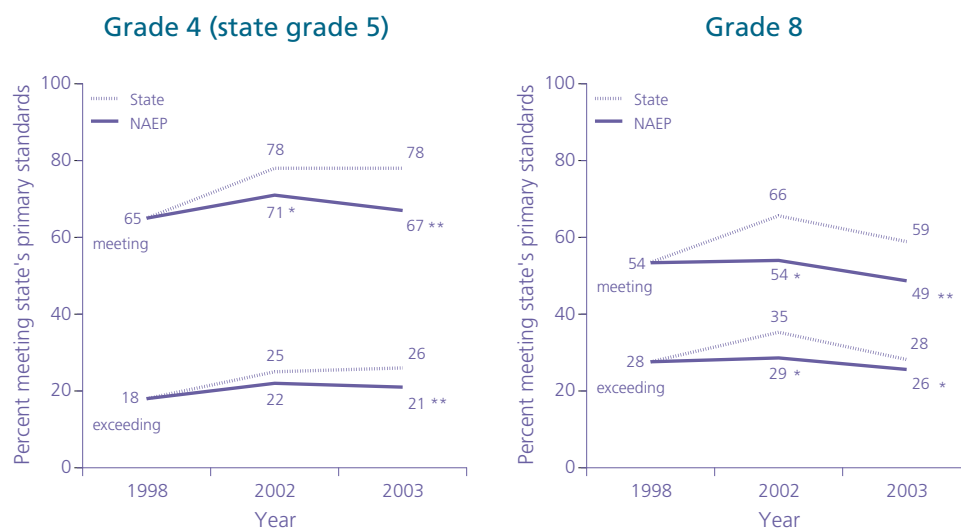


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	19.7	24.5	26.0	14.2	17.8	19.8
English language learner	5.9	9.0	9.7	2.6	5.1	5.4
Student with disability	13.2	12.7	13.4	11.3	10.4	12.3
Both	0.6	2.9	3.0	0.2	2.3	2.0
Excluded	5.6	7.8	8.8	3.8	5.2	5.5
English language learner	1.4	2.6	2.3	0.9	1.3	1.6
Student with disability	4.1	3.6	4.9	2.9	2.9	2.9
Both	0.2	1.6	1.5	0.0	1.0	1.0
Accommodated	4.2	4.1	5.1	3.5	2.6	3.6
English language learner	0.7	1.1	1.5	0.5	0.3	0.5
Student with disability	3.1	2.6	3.1	2.8	1.9	2.8
Both	0.3	0.4	0.5	0.1	0.4	0.3

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting reading standards, by grade: 1998, 2002, and 2003



* NAEP and state assessment 1998-2002 or 2002-2003 changes are significantly different ($p < .05$).

** NAEP and state assessment 1998-2003 changes are significantly different ($p < .05$).

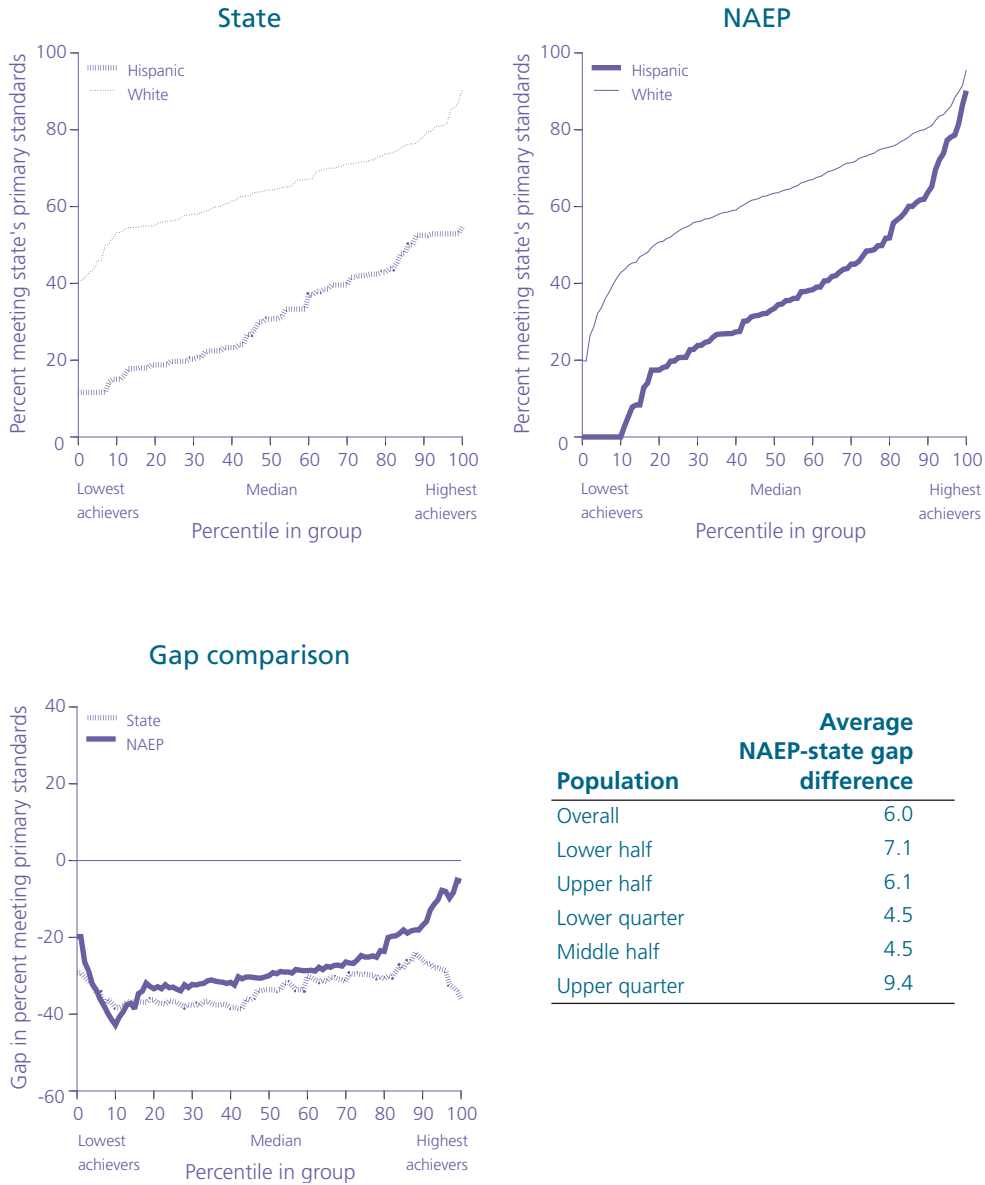
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting grades 5 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 5	66.0	79.0	76.0
Grade 8	55.0	64.0	61.0

SOURCE: Oregon Department of Education retrieved from <http://www.ode.state.or.us/search/results/?id=126>.

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



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