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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 reading scores are averages of the two subtests. Scores are available for economically disadvantaged students; however, note that the percentage of disadvantaged students represented is below two-thirds of the population in grade 4 (62%). 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

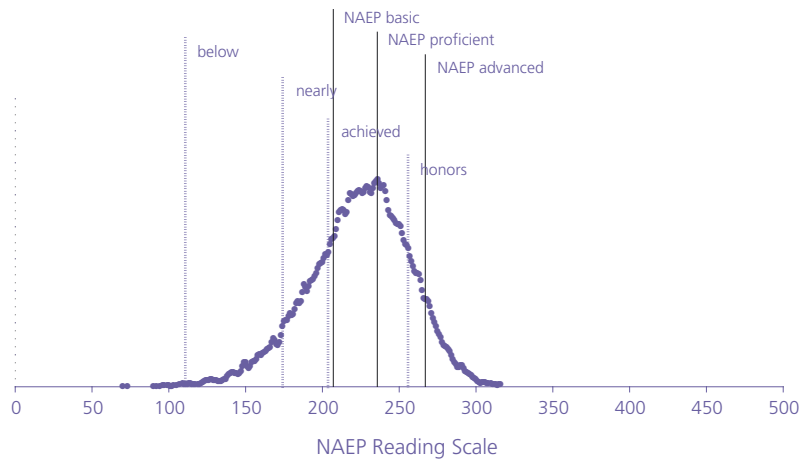
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 155 schools in grade 4 and 96 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*achieved the standard*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard (*achieved the standard*) 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.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps 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 poverty gap in grade 4 in 2003. Overall, the poverty gap in grade 8 in percent meeting the state's standard in reading in 2003 was greater when measured by NAEP compared to the state assessment.

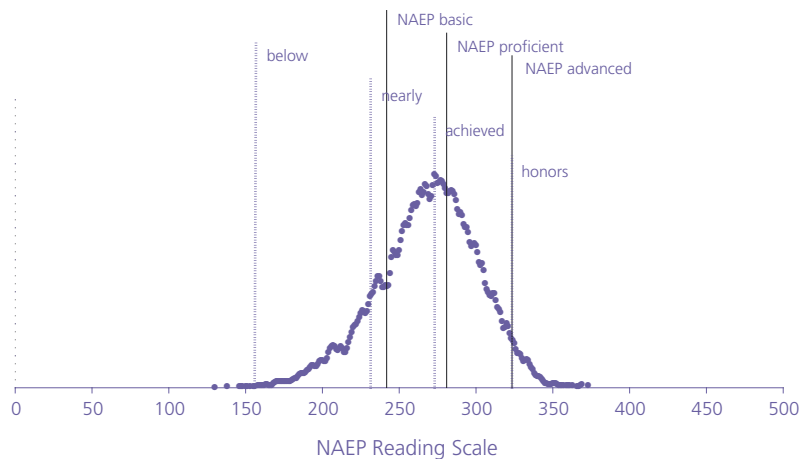
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



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
Below	0.03	0.075	0.07	0.134
Nearly	0.41	0.038	0.49	0.029
Achieved	0.50	0.036	0.63	0.029
Honors	0.40	0.065	0.23	0.026

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.



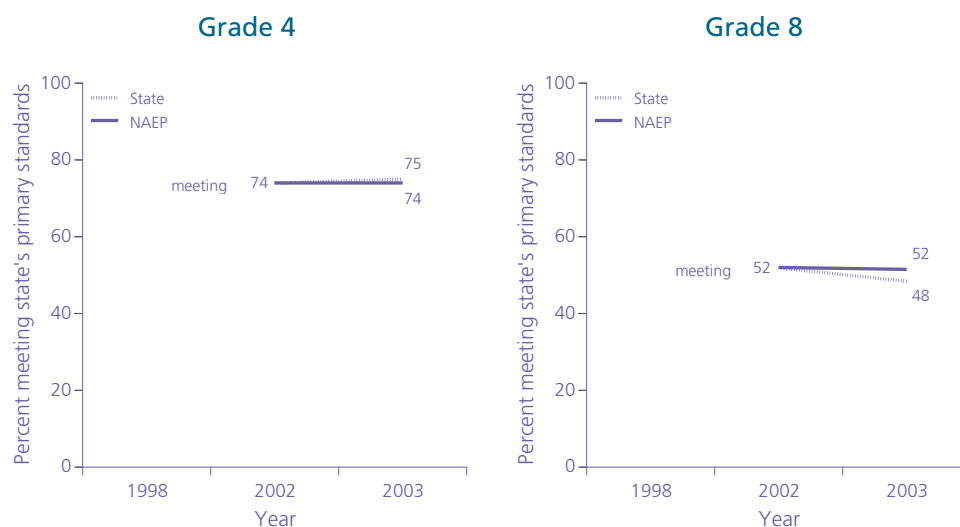
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	14.6	18.0	—	18.2	17.7
English language learner	—	1.3	1.4	—	0.9	0.5
Student with disability	—	12.8	16.0	—	16.9	16.6
Both	—	0.5	0.6	—	0.5	0.6
Excluded	—	4.8	6.2	—	4.7	4.4
English language learner	—	0.3	0.3	—	0.2	0.1
Student with disability	—	4.4	5.7	—	4.4	4.0
Both	—	0.2	0.2	—	0.1	0.3
Accommodated	—	5.9	7.5	—	5.9	6.2
English language learner	—	0.1	0.1	—	0.2	0.0
Student with disability	—	5.7	7.2	—	5.6	6.1
Both	—	0.1	0.1	—	0.2	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.

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

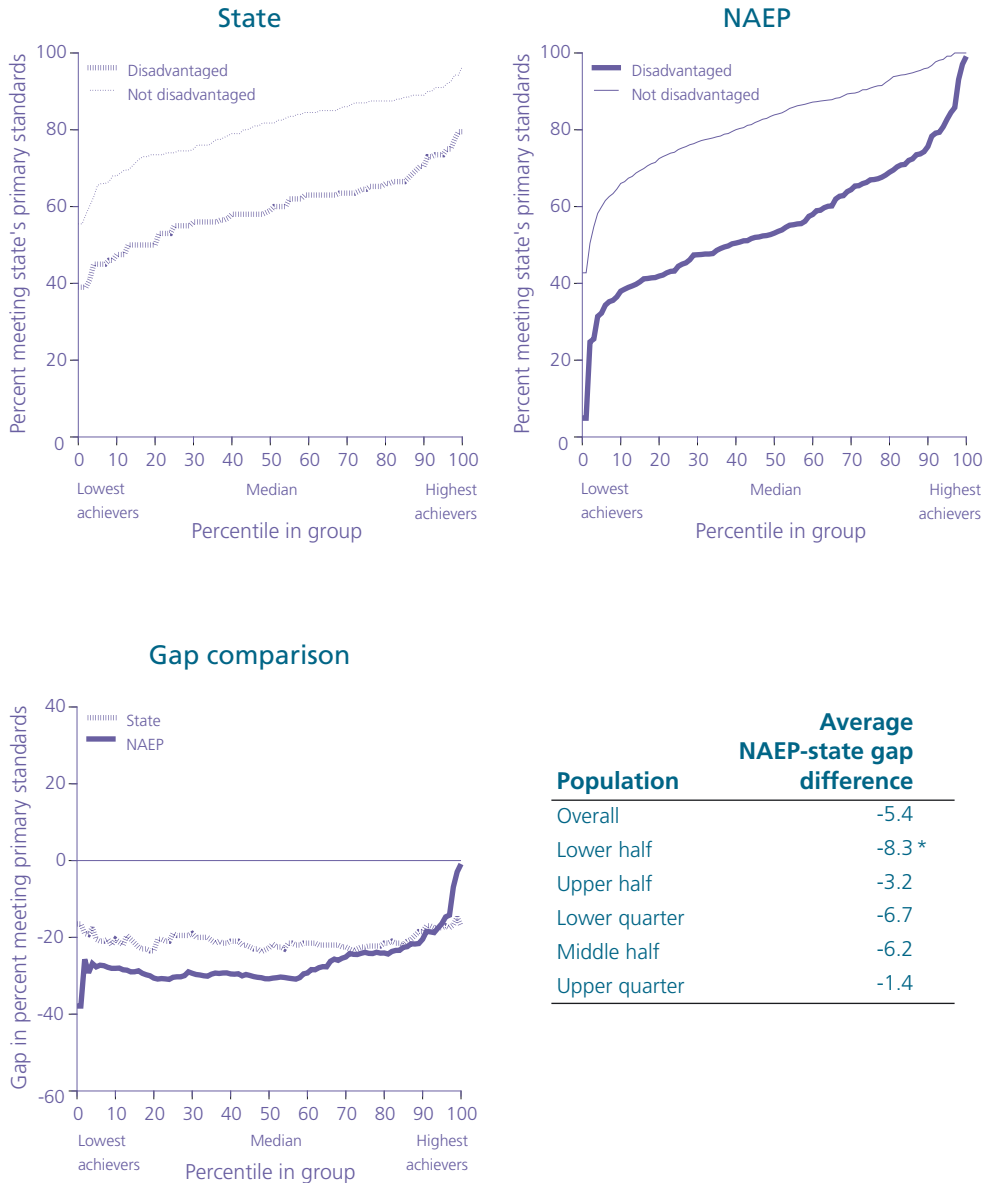
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	74.5	75.5
Grade 8	—	52.0	49.0

— Not available.

SOURCE: Vermont Dept. of Education retrieved from 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 reading standards: 2003

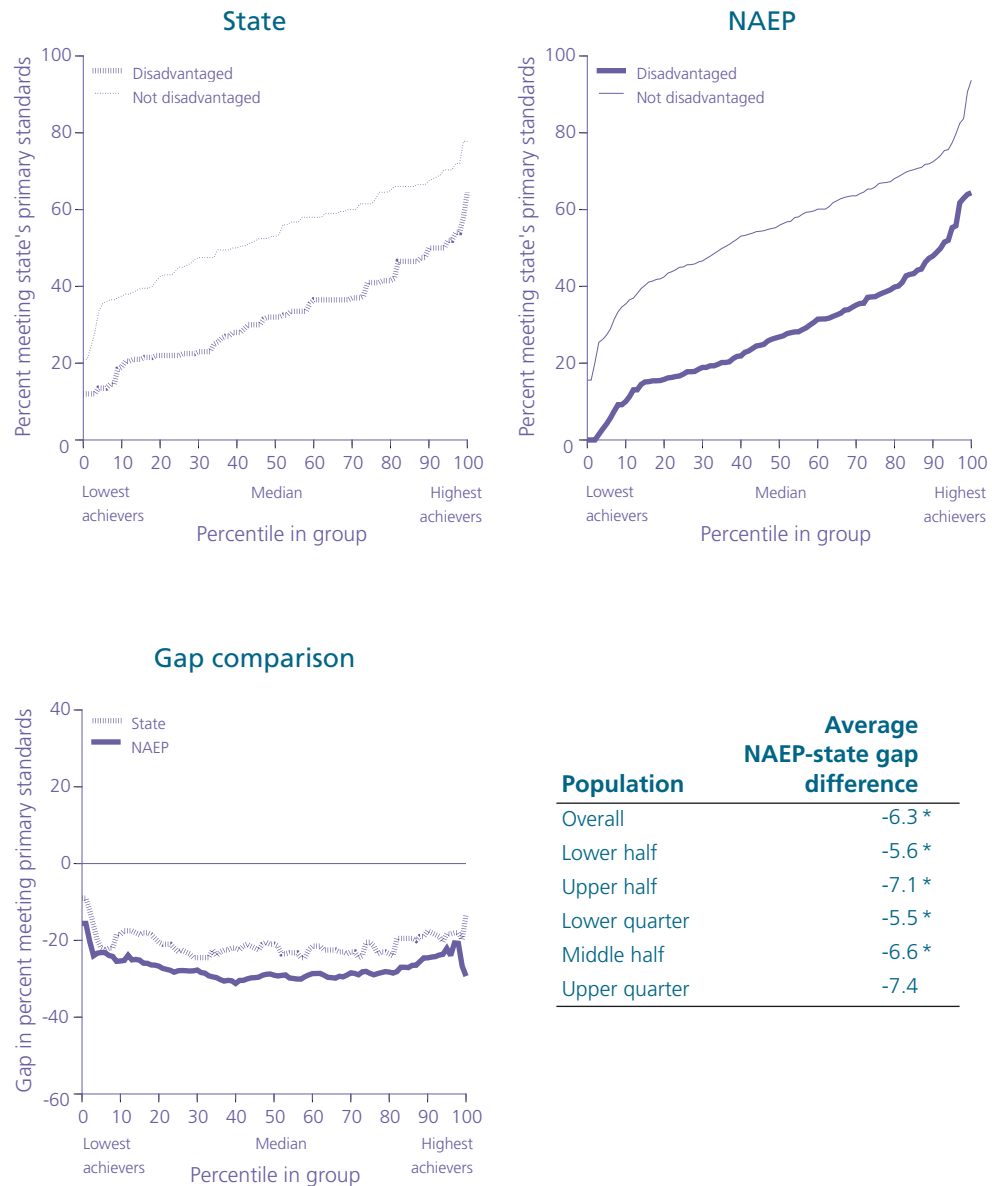


* NAEP-State gap difference significantly different from zero ($p < .05$).

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.

Figure 4. 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.

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.

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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

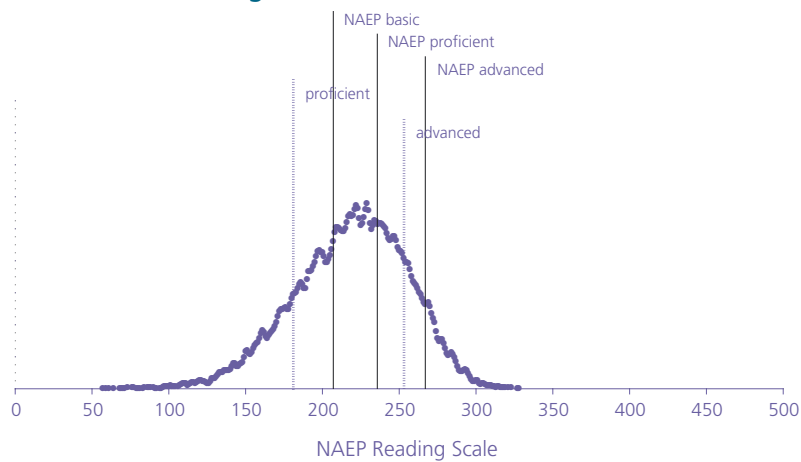
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 5 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 reading performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is close to the NAEP basic level.
- **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 grades 5 and 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.

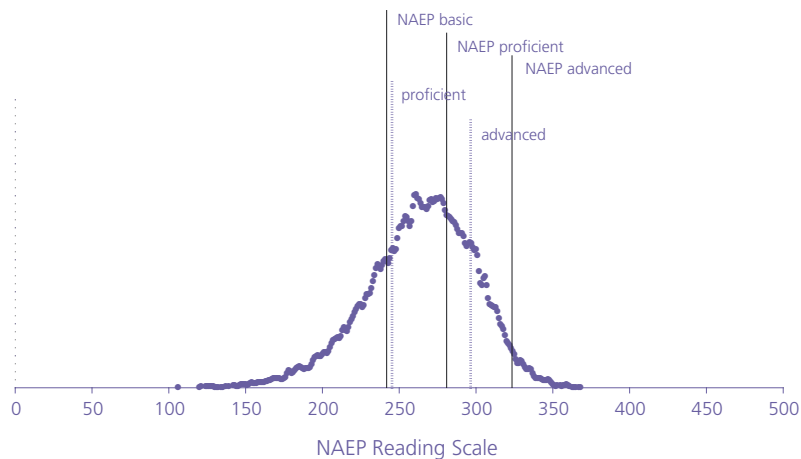
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Proficient	0.63	0.017	0.69	0.025
Advanced	0.71	0.021	0.71	0.056

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.

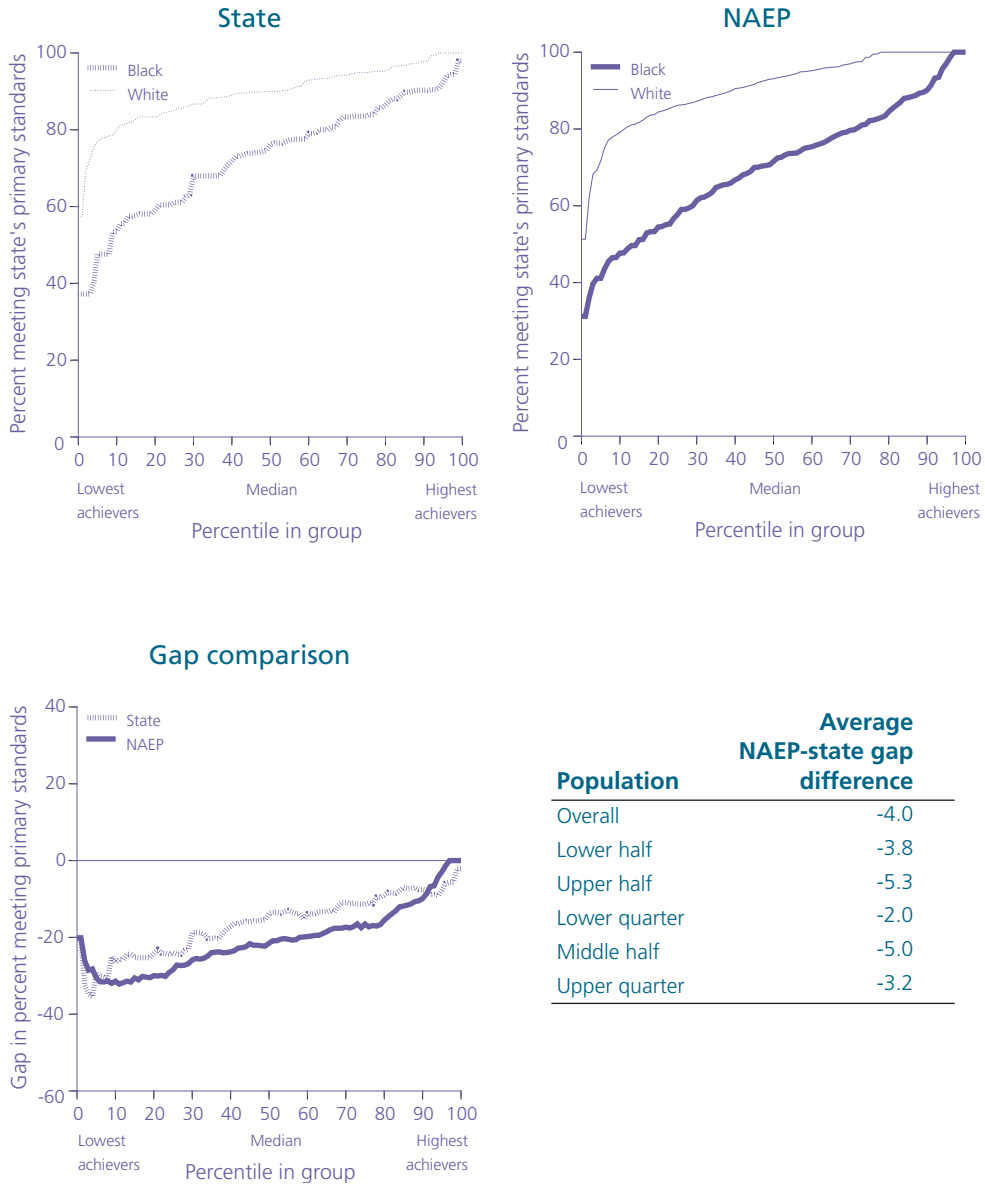


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.1	18.3	19.3	12.9	16.5	16.7
English language learner	1.5	4.7	5.6	1.0	2.7	2.4
Student with disability	12.8	12.7	12.2	11.7	13.1	13.2
Both	0.7	0.9	1.5	0.1	0.7	1.1
Excluded	6.2	10.0	10.3	5.3	7.9	8.9
English language learner	0.5	1.9	2.5	0.6	1.3	1.2
Student with disability	5.2	7.3	6.8	4.7	6.0	7.0
Both	0.5	0.8	1.0	0.1	0.5	0.7
Accommodated	3.5	3.2	3.6	3.2	3.7	3.8
English language learner	0.3	0.7	0.7	0.0	0.0	0.4
Student with disability	3.0	2.5	2.6	3.2	3.6	3.2
Both	0.2	0.1	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.

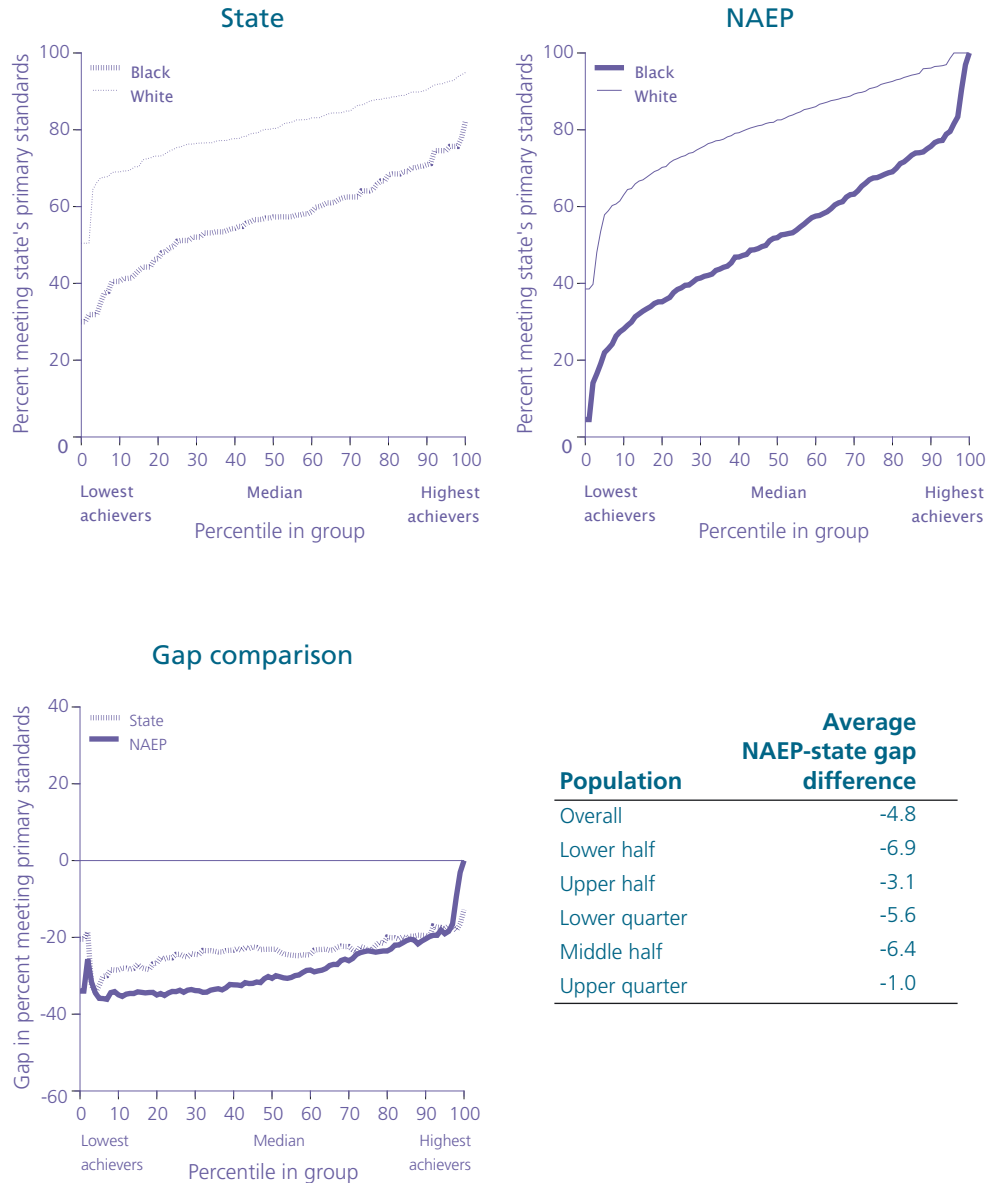
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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.

Figure 4. 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.

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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 between these subgroups with White students. Washington uses four achievement levels for reporting purposes: *far below expectations*, *below expectations*, *met expectations*, and *above expectations*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

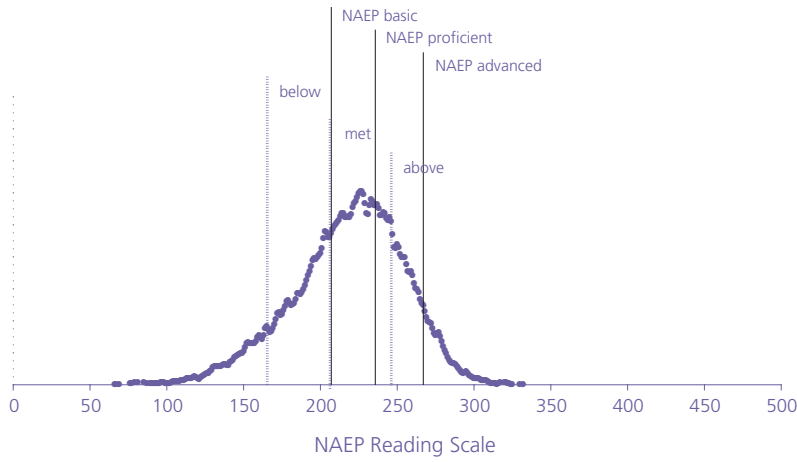
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 95 schools in grade 4 and 85 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*met expectations*) is close to the NAEP basic level. The state's primary grade 7 reading performance standard (*met expectations*) is between the NAEP basic and proficient levels.
- **Trends.** Between 1998 and 2003, the NAEP grades 4 and 8 gains in percent that met the standard are less than the state assessment gains.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in reading 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 reading in grade 4 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in reading in grade 8 in 2003.

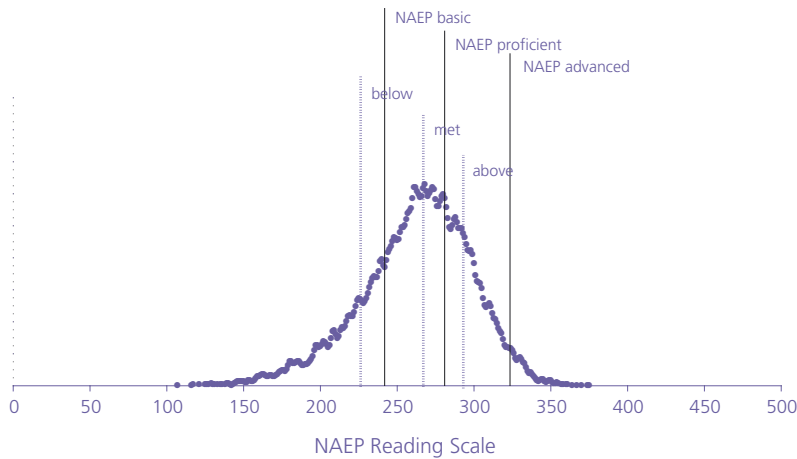
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



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
Below	0.70	0.027	0.59	0.034
Met	0.70	0.031	0.67	0.019
Above	0.64	0.016	0.59	0.063

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.

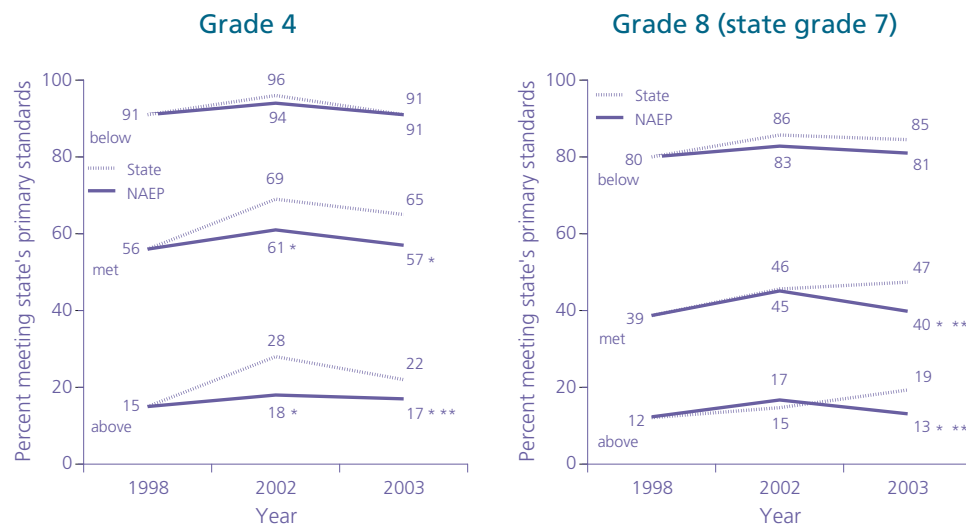


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.3	15.2	19.8	12.7	13.9	16.4
English language learner	3.9	2.2	6.2	2.7	3.4	3.5
Student with disability	11.0	12.0	12.1	9.8	9.3	11.7
Both	0.4	0.9	1.5	0.2	1.2	1.3
Excluded	5.0	4.5	5.4	3.8	3.6	3.8
English language learner	1.5	1.0	1.1	0.9	1.0	1.1
Student with disability	3.4	3.3	3.7	2.6	2.3	2.4
Both	0.2	0.3	0.5	0.2	0.3	0.4
Accommodated	2.5	3.6	4.9	2.4	4.5	3.6
English language learner	0.2	0.1	0.9	0.0	0.9	0.1
Student with disability	2.3	3.4	3.7	2.4	3.0	3.2
Both	0.0	0.1	0.2	0.0	0.6	0.2

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 ($p < .05$).

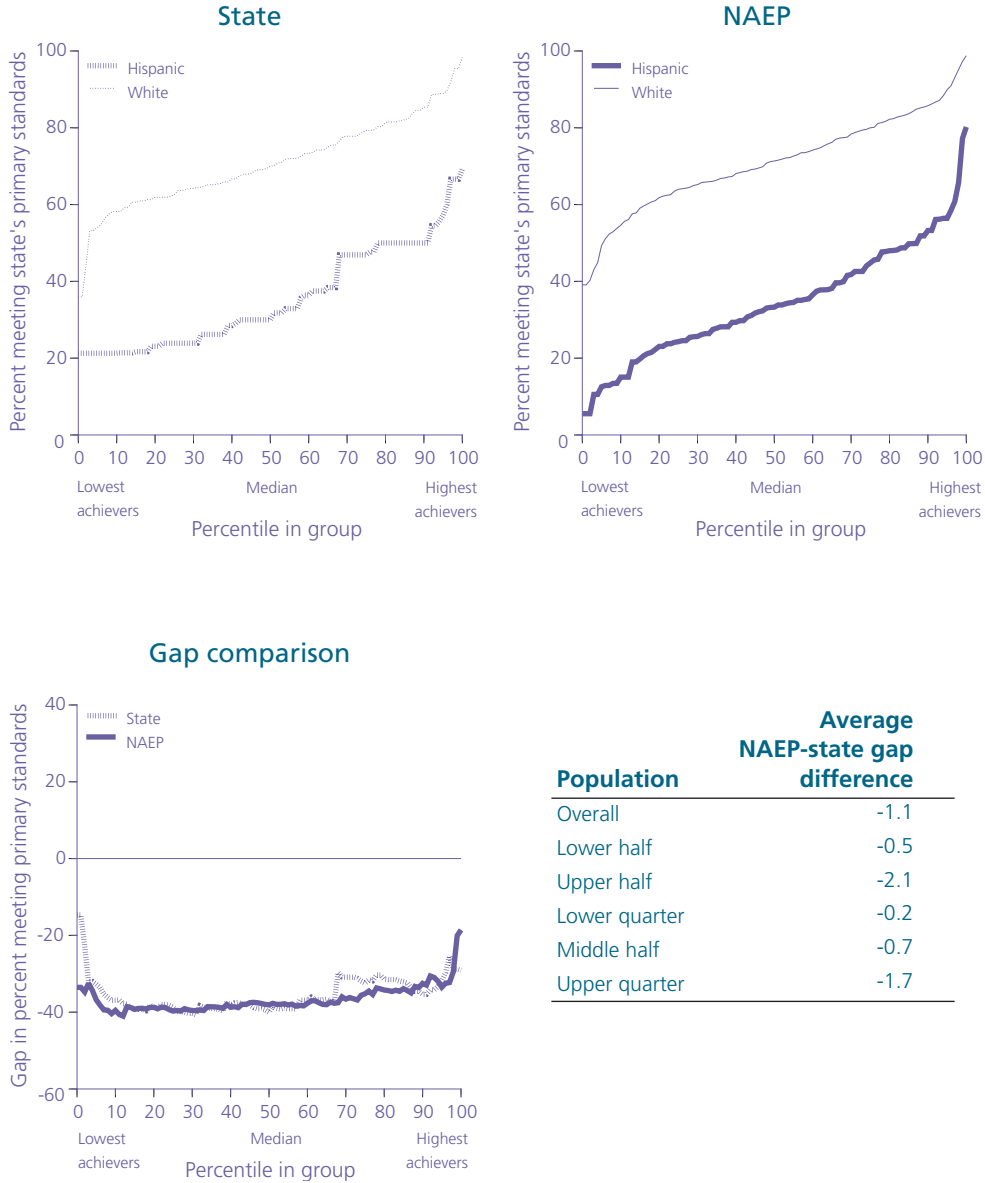
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database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

Table 3. Percentage meeting grades 4 and 7 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	55.6	65.6	66.7
Grade 7	38.4	44.5	47.9

SOURCE: Washington Office of Superintendent of Public Instruction retrieved from <http://reportcard.ospi.k12.wa.us/Reports/WASLTrend.aspx?&schoold=1&reportLevel=State>.

Figure 3. 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.

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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. Also, the data available in this report include only one combined score for 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. West Virginia reports exam results in quartiles. Suppression information is not available.

Summary of Comparisons

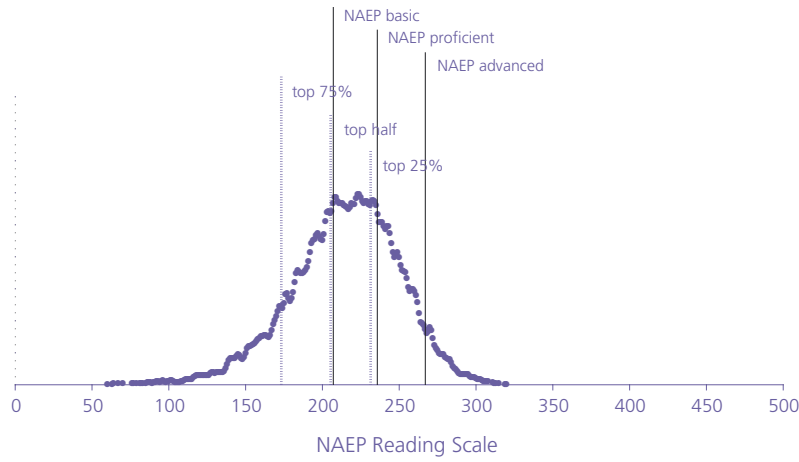
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 134 schools in the elementary school grades and 76 schools in the middle school grades, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary elementary school grade reading performance standard (in the *top half*) is close to the NAEP basic level. The state's primary middle school grade reading performance standard (in the *top half*) is between the NAEP basic and proficient levels
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent in the top half between 2002 and 2003. Between 2002 and 2003, NAEP reported a decline in grade 8 in percent in the top half, which the state did not.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in reading in the elementary and middle school grades in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grades the elementary school grades and the middle school grades in 2003.

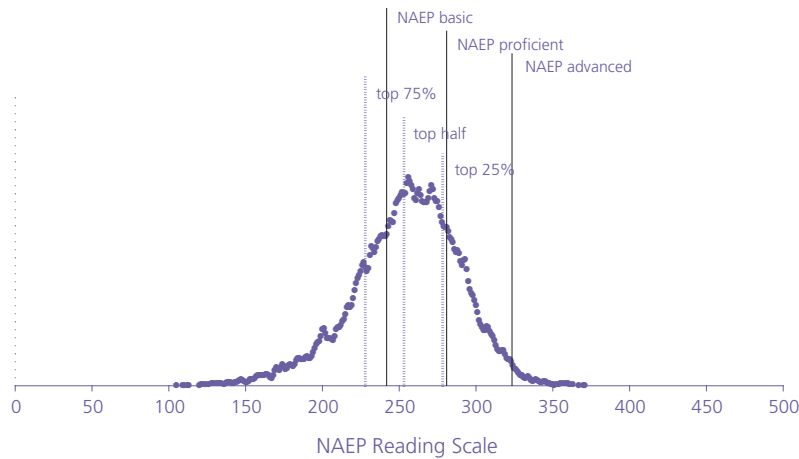
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



Grade 8 (state middle grades 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	Elementary Grades		Middle Grades	
	Correlation	Standard error	Correlation	Standard error
Top 75%	0.36	0.074	0.24	0.080
Top half	0.42	0.025	0.39	0.034
Top 25%	0.42	0.045	0.44	0.064

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	12.0	15.6	15.2	14.0	16.2	17.5
English language learner	0.2	0.1	0.4	0.2	0.1	0.2
Student with disability	11.8	15.1	14.5	13.8	15.7	16.8
Both	0.0	0.3	0.3	0.0	0.4	0.5
Excluded	8.4	10.2	9.1	7.5	9.7	9.0
English language learner	0.2	0.1	0.1	0.1	0.1	#
Student with disability	8.2	9.8	8.9	7.4	9.4	8.7
Both	0.0	0.3	0.1	0.0	0.2	0.3
Accommodated	1.2	2.4	2.5	2.1	2.5	4.4
English language learner	0.0	0.0	0.0	0.1	0.0	0.0
Student with disability	1.2	2.4	2.4	2.0	2.5	4.3
Both	0.0	0.0	0.1	0.0	0.0	0.1

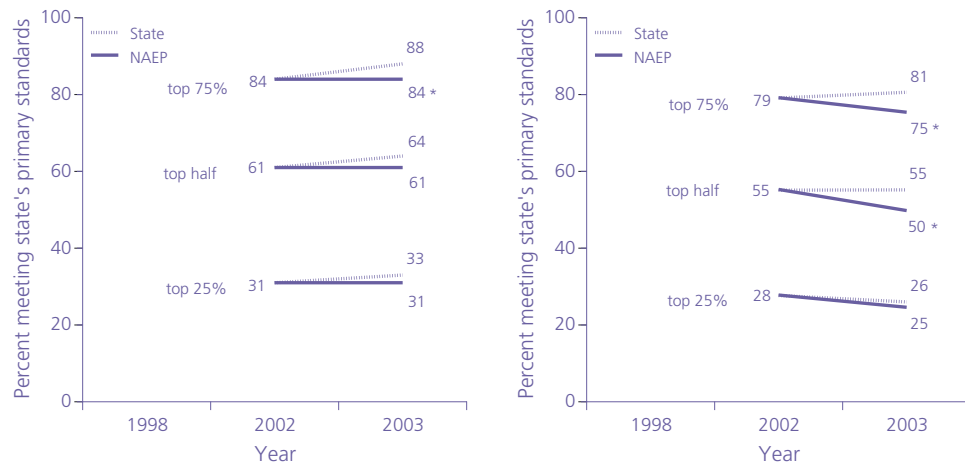
Estimate rounds to zero.

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 percent meeting reading standards, by grade: 1998, 2002, and 2003

Grade 4 (state's elementary composite)

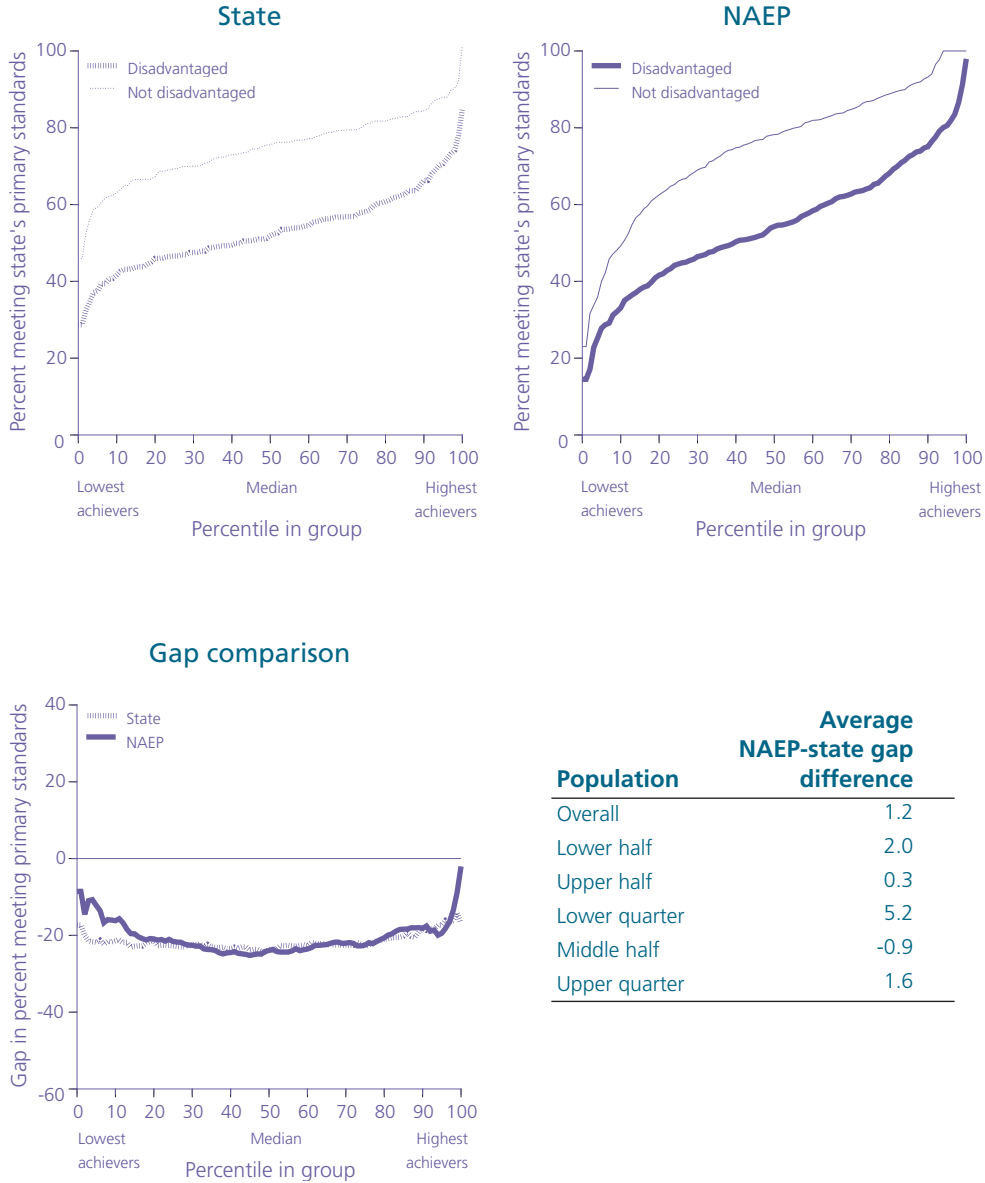
Grade 8 (state's middle composite)



* 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.

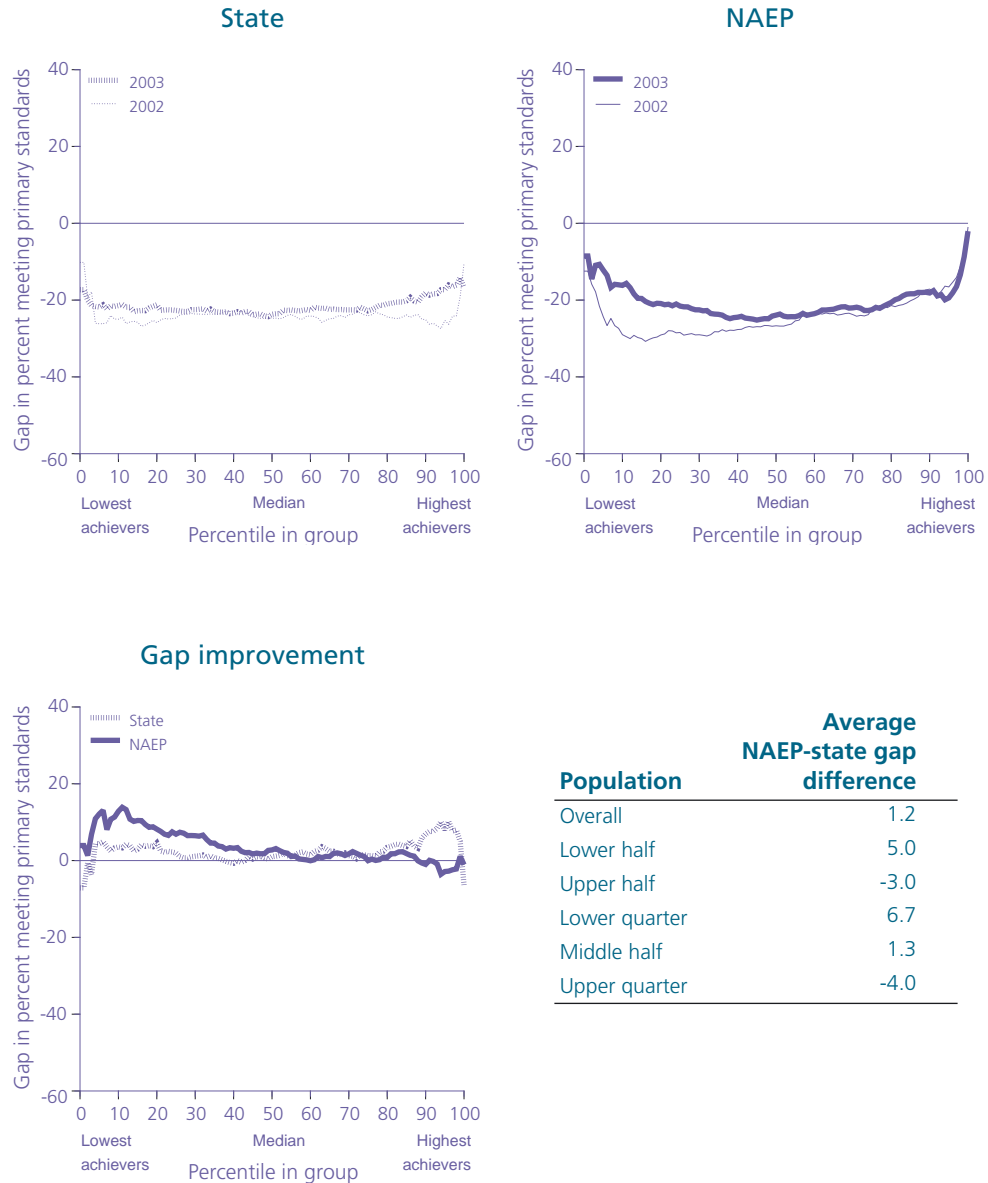
Figure 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 the elementary school composite.

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.

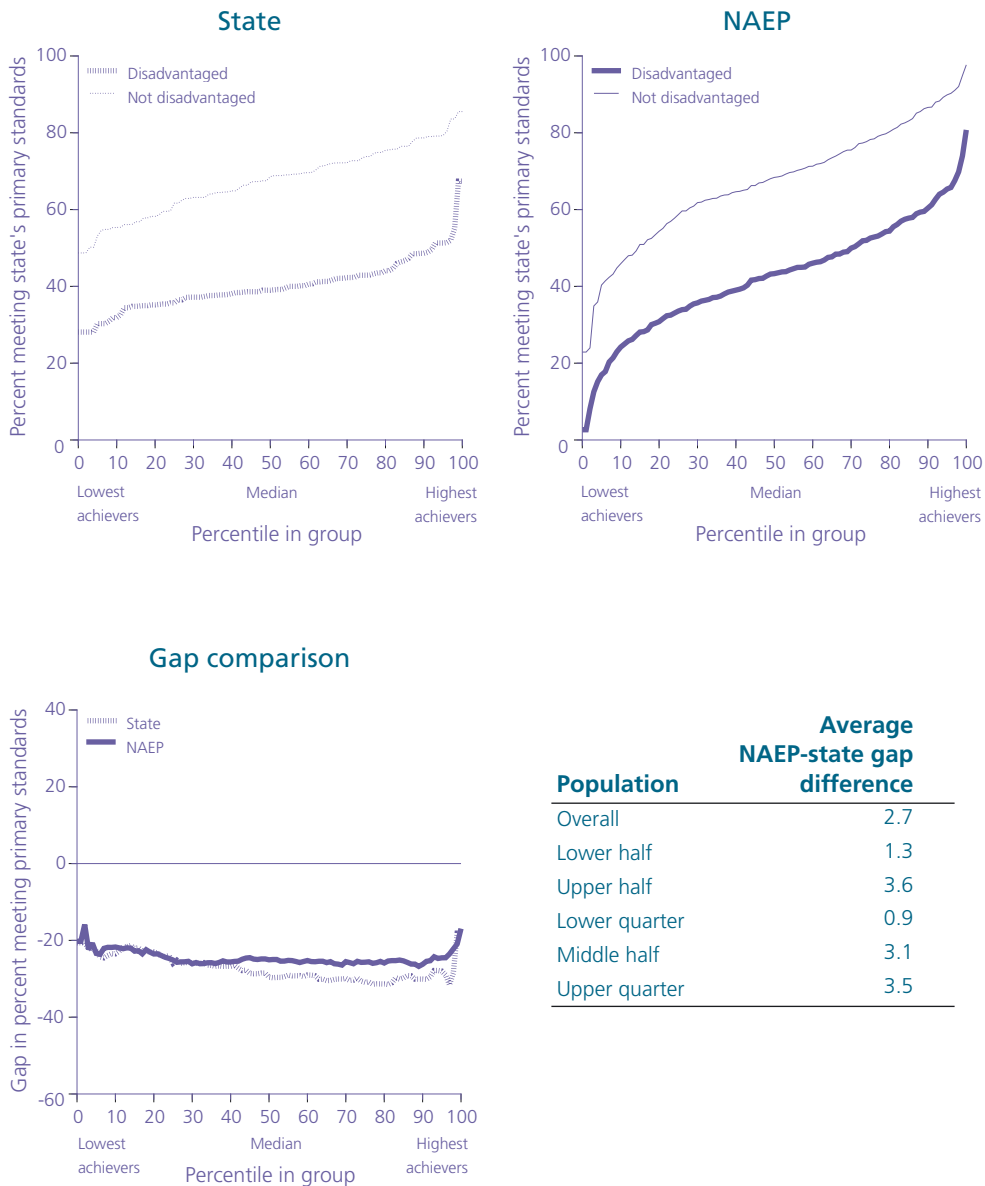
Figure 4. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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. State assessment data used are for the elementary school composite.

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.

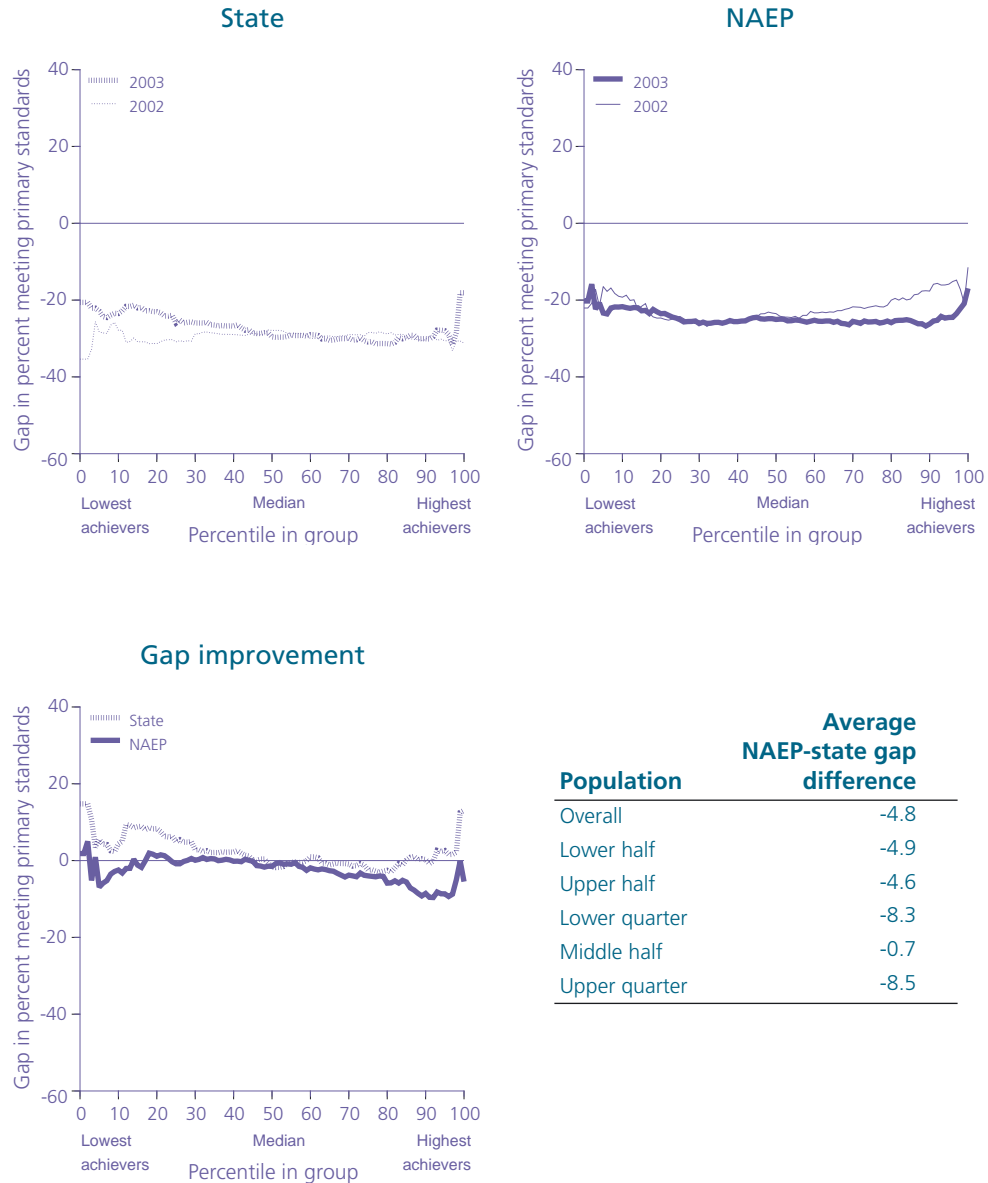
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



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. State assessment data used are for the middle school composite.

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 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. State assessment data used are for the middle school composite.

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.

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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 with White students. Also note that the percentage of Black students represented is below two-thirds of the population in grade 4 (57%). 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 that year are not included in the trend graphs. School-level assessment scores based on 5 or fewer students are suppressed.

Summary of Comparisons

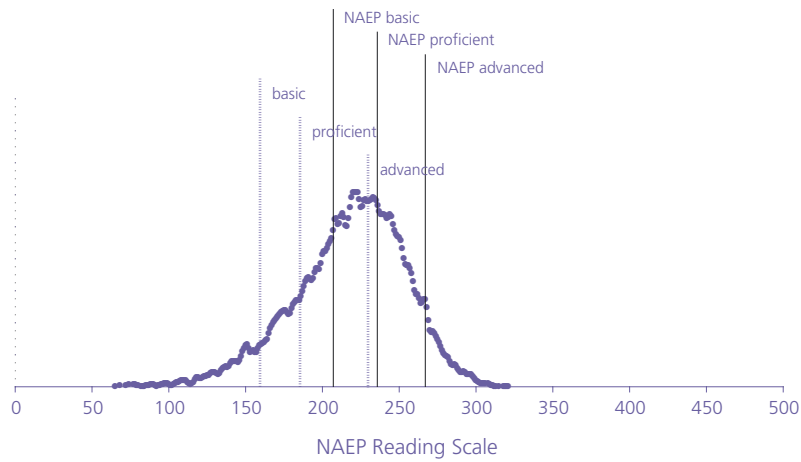
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 127 schools in grade 4 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** Between 1998 and 2002, the NAEP grade 4 gains in percent proficient are less than the state assessment gains. Between 1998 and 2002, the state reported gains in grade 8 in percent proficient, which NAEP did not.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in reading in grade 4 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 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 poverty gap in reading in grades 4 and 8 in 2003.

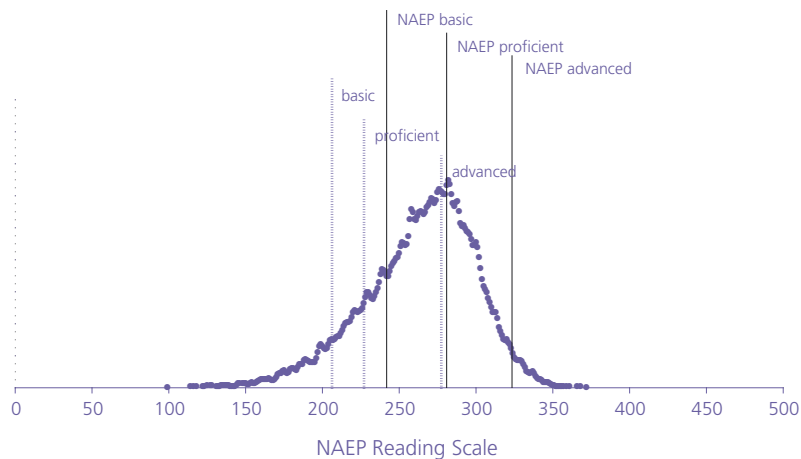
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Basic	0.49	0.079	0.78	0.050
Proficient	0.64	0.045	0.84	0.006
Advanced	0.68	0.017	0.75	0.011

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.



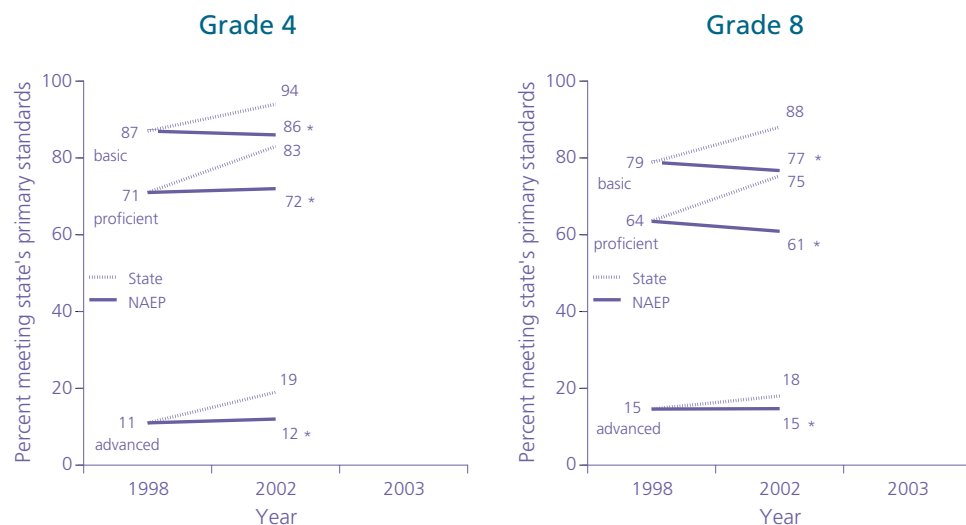
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.8	18.6	18.8	14.1	15.9	16.4
English language learner	2.5	5.3	5.0	0.8	2.3	1.9
Student with disability	12.8	12.6	12.9	13.0	13.0	13.5
Both	0.6	0.6	0.9	0.2	0.5	0.9
Excluded	8.0	8.2	5.9	5.0	6.8	5.4
English language learner	1.0	2.5	1.5	0.4	1.4	0.5
Student with disability	6.6	5.2	4.0	4.4	5.0	4.1
Both	0.5	0.5	0.4	0.2	0.5	0.7
Accommodated	2.2	5.3	9.0	3.8	5.1	8.2
English language learner	0.0	0.9	1.7	0.0	0.2	0.5
Student with disability	2.2	4.2	6.9	3.8	4.9	7.5
Both	0.0	0.1	0.4	0.0	#	0.2

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 percent meeting reading standards, by grade: 1998, 2002, and 2003



* NAEP and state assessment 1998-2002 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.

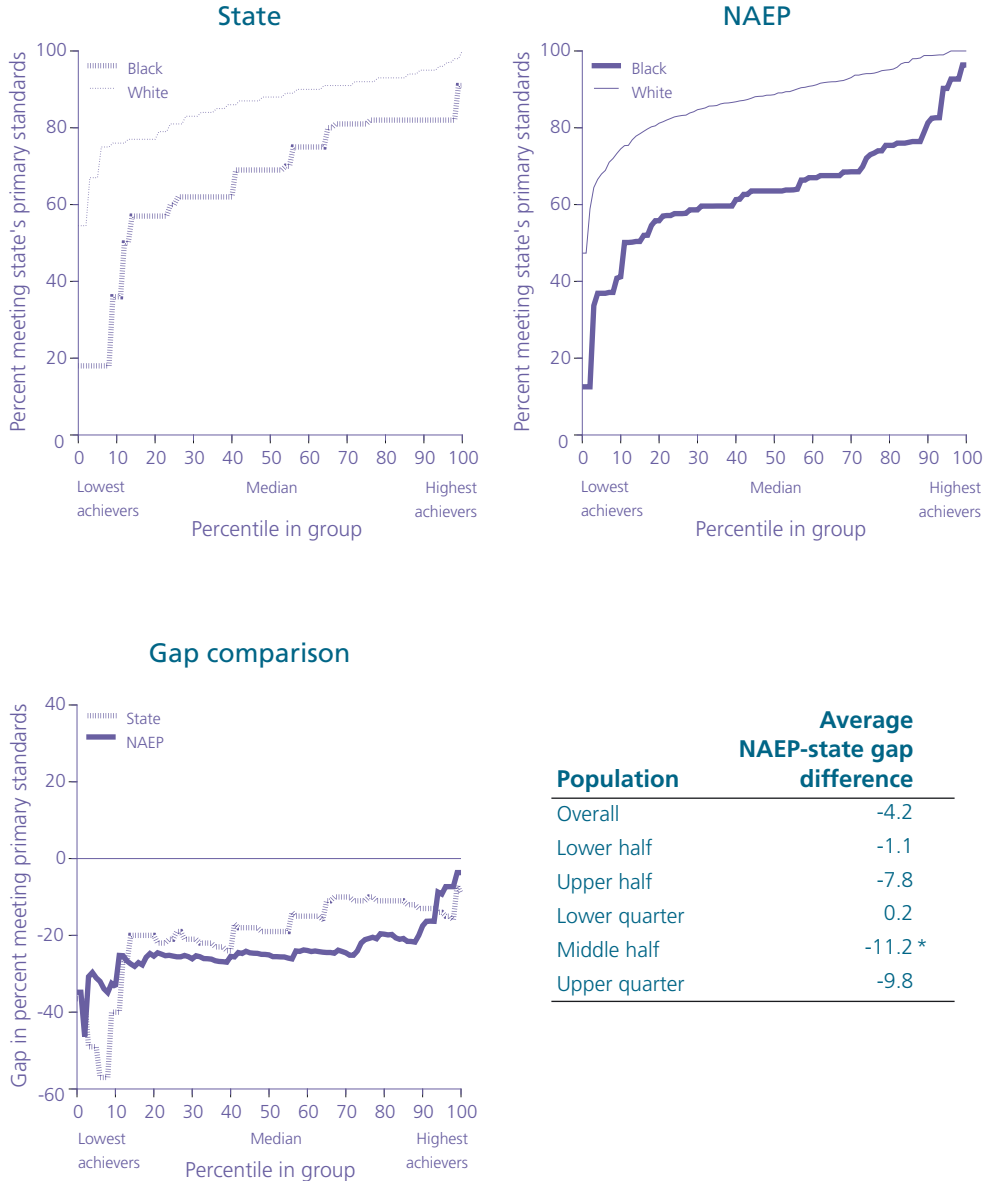
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	69.0	79.0	—
Grade 8	64.0	74.0	—

— Not available.

SOURCE: Wisconsin Dept. of Public Instruction retrieved from <http://data.dpi.state.wi.us/data/performance.asp>.

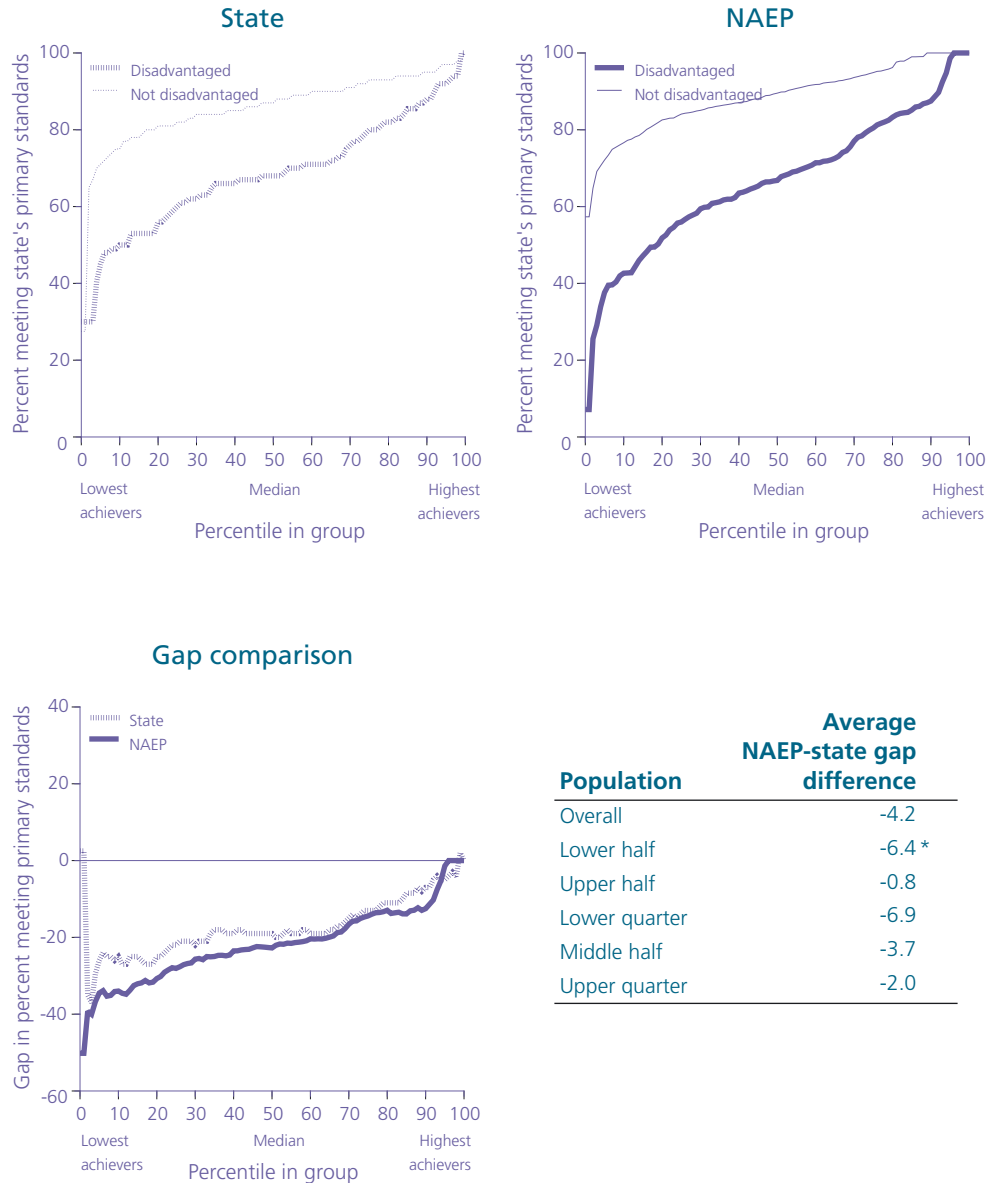
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



* 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 poverty achievement gaps in percent meeting grade 4 reading standards: 2003

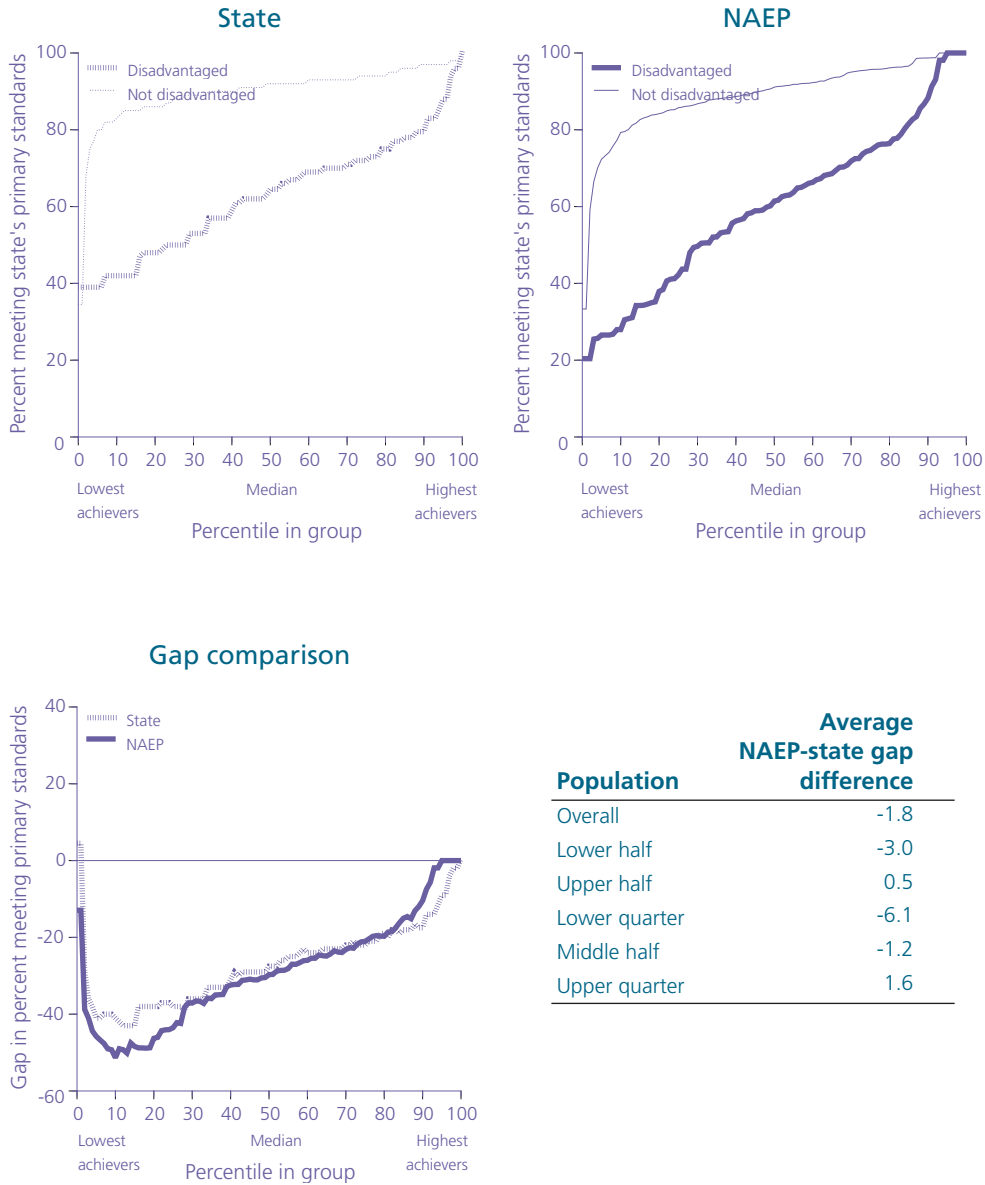


* NAEP-State gap difference significantly different from zero ($p < .05$).

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.

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.

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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

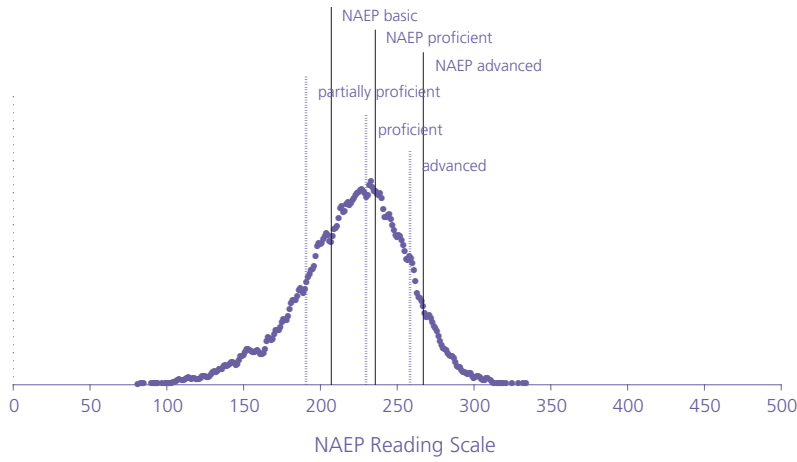
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 74 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient between 2002 and 2003.
- **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 4 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 grades 4 and 8 in 2003.

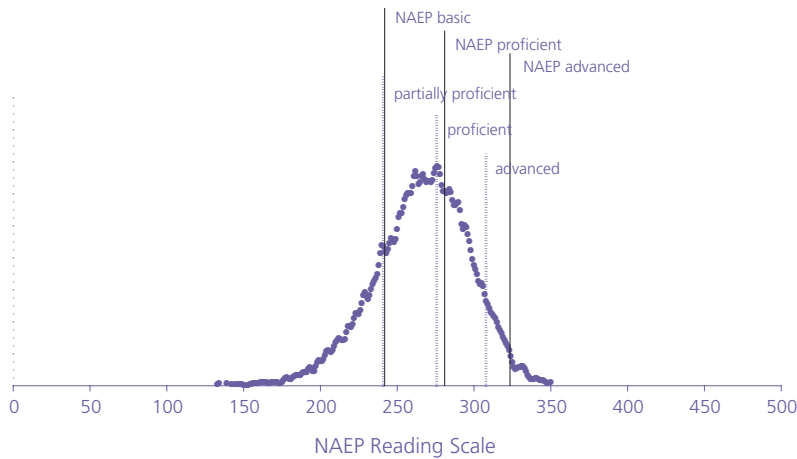
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Partially Proficient	0.61	0.025	0.61	0.034
Proficient	0.56	0.016	0.58	0.053
Advanced	0.37	0.065	0.26	0.045

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.



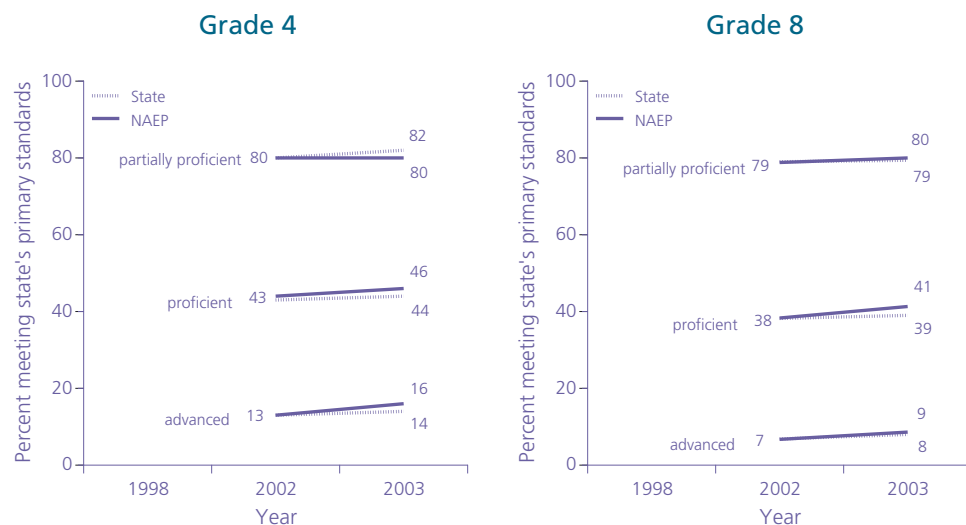
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	13.6	17.3	18.3	10.5	14.4	15.2
English language learner	0.3	3.1	3.5	0.2	1.4	1.8
Student with disability	12.6	12.7	13.6	10.3	12.2	12.6
Both	0.7	1.5	1.1	0.0	0.8	0.9
Excluded	3.2	2.6	2.0	2.1	3.0	2.0
English language learner	0.0	0.2	0.3	#	0.0	#
Student with disability	2.6	2.0	1.5	2.1	2.7	1.8
Both	0.6	0.4	0.1	0.0	0.3	0.2
Accommodated	3.7	7.5	9.6	1.4	5.7	7.6
English language learner	0.0	0.2	#	0.0	#	0.1
Student with disability	3.7	6.8	8.9	1.4	5.3	7.2
Both	0.0	0.4	0.7	0.0	0.3	0.4

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 percent meeting reading standards, by grade: 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.

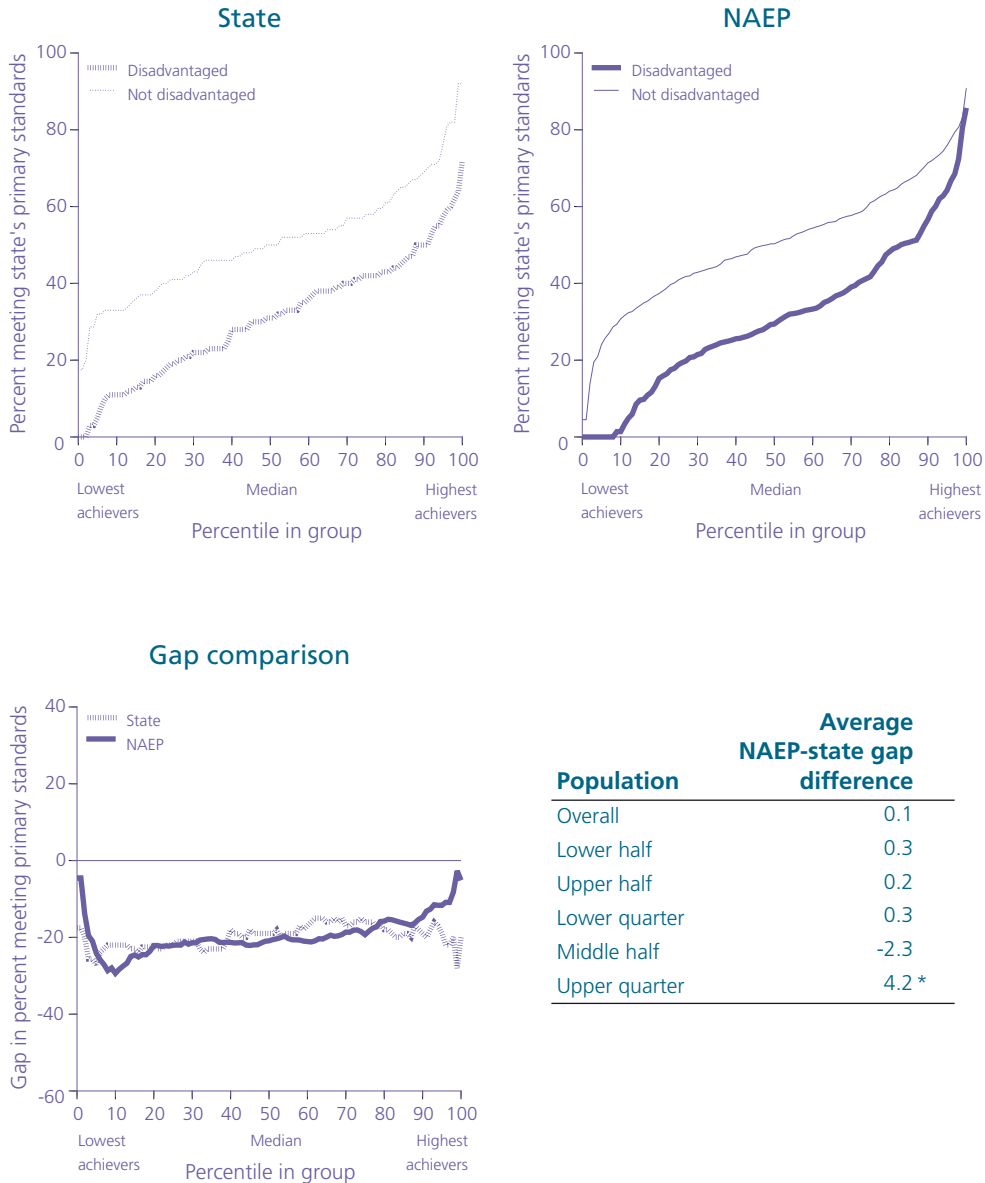
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	44.0	44.0
Grade 8	—	38.0	39.0

— Not available.

SOURCE: WY Department of Education retrieved from 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 reading standards: 2003

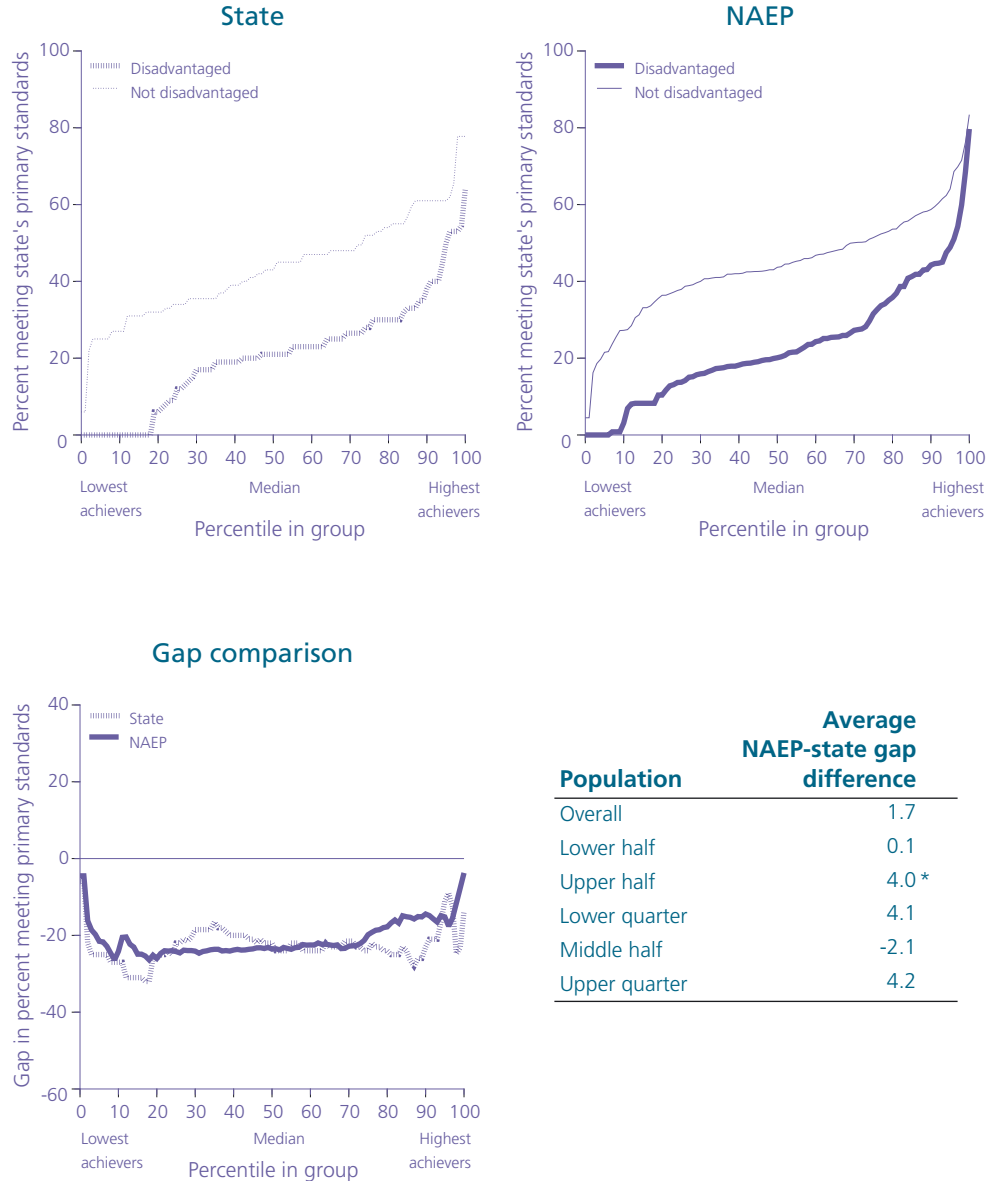


* NAEP-State gap difference significantly different from zero ($p < .05$).

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.

Figure 4. 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.

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.

