

# D

## Delaware

Through the Delaware Student Testing Program (DSTP), the state administers exams in grades 3, 5, and 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. Also note that the percentage of Black students represented is below two-thirds of the population in Grade 4 (57%). Delaware uses five achievement levels for reporting purposes: *well below the standard*, *below the standard*, *meets the standard*, *exceeds the standard*, and *distinguished performance*. School-level assessment scores based on 14 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 50 schools in grade 5 and 32 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

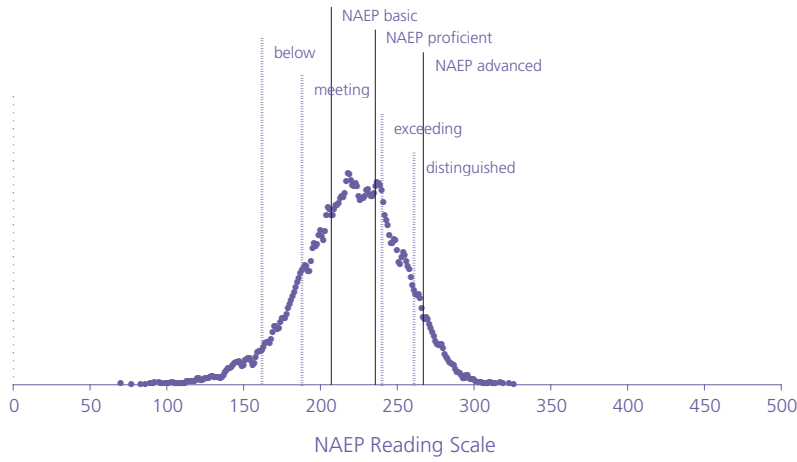
- **Standards.** The state's primary grade 5 reading performance standard (*meeting*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*meeting*) is close to the NAEP basic level.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent meeting between 2002 and 2003. Between 2002 and 2003, the NAEP grade 8 declines in percent meeting are greater than the state assessment's.
- **Gaps.** Overall, the Black-White gap in grade 5 in percent meeting the state's standard in reading in 2003 was smaller when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in 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 5 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 5 and 8 in 2003.

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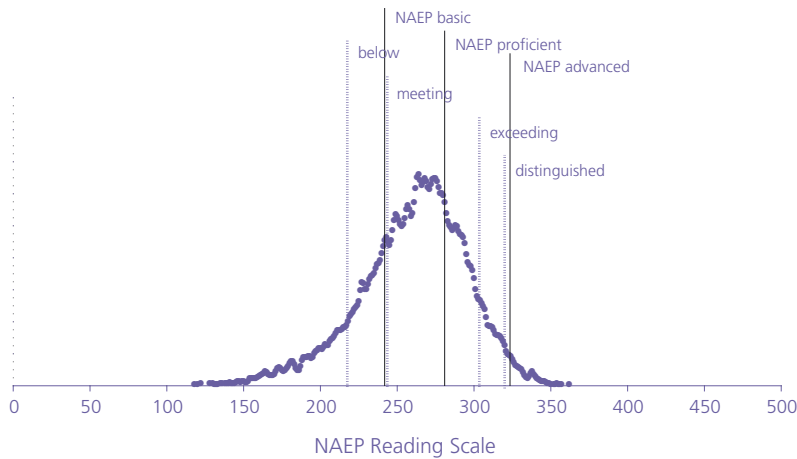
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Below	0.17	0.109	0.75	0.021
Meeting	0.52	0.039	0.83	0.016
Exceeding	0.65	0.026	0.75	0.060
Distinguished	0.52	0.025	0.59	0.151

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.

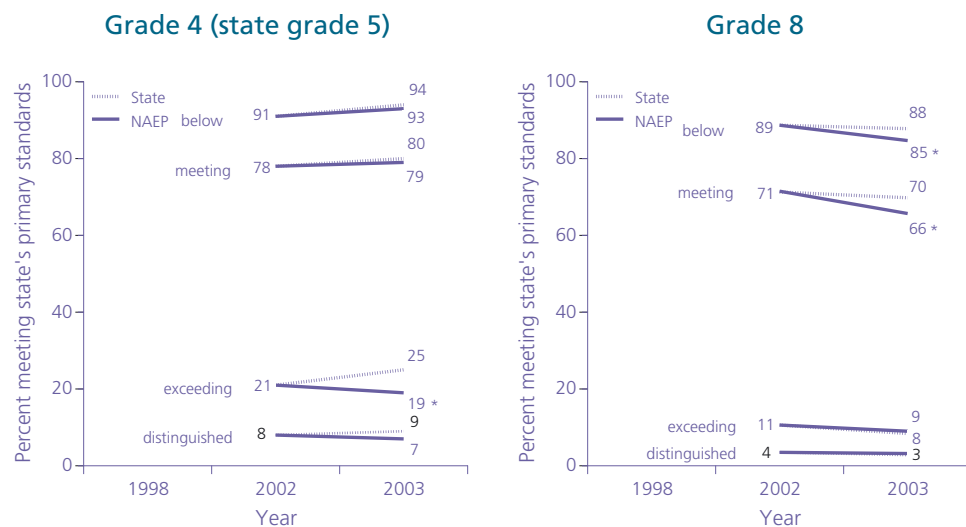


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	16.1	16.8	18.4	14.1	15.0	17.2
English language learner	2.4	1.9	1.9	0.8	1.4	1.7
Student with disability	13.5	14.2	15.6	13.0	13.3	14.7
Both	0.2	0.7	0.9	0.3	0.4	0.8
<b>Excluded</b>	1.4	8.0	11.1	1.6	6.3	8.9
English language learner	0.1	1.2	0.8	0.1	0.8	0.9
Student with disability	1.2	6.5	10.1	1.5	5.4	7.7
Both	0.1	0.4	0.3	0.0	0.2	0.3
<b>Accommodated</b>	3.5	4.9	3.0	1.8	6.2	5.1
English language learner	0.1	0.1	0.2	0.0	0.2	0.2
Student with disability	3.4	4.7	2.6	1.8	5.9	4.5
Both	0.0	0.2	0.2	0.0	0.1	0.4

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.

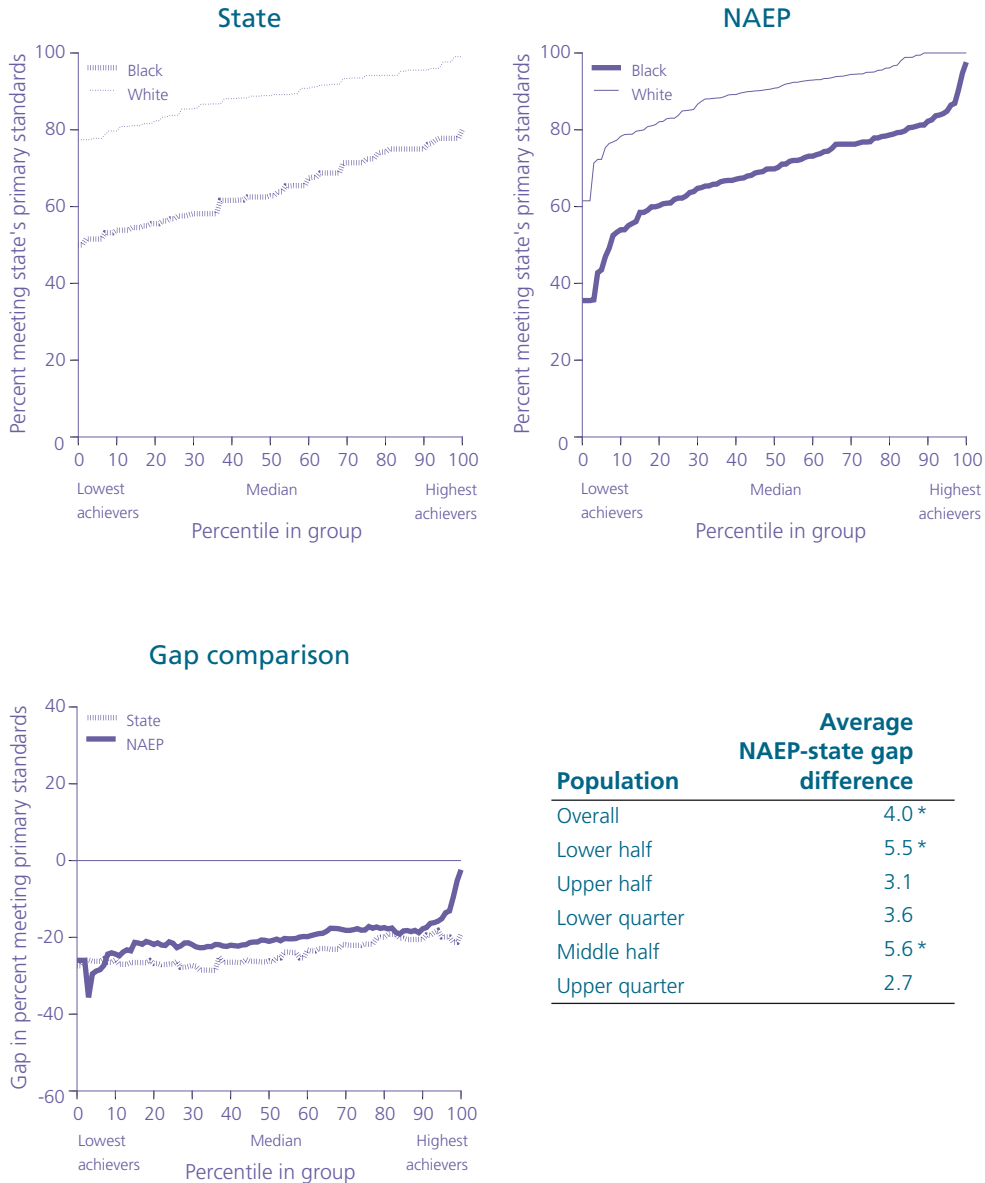
Table 3. Percentage meeting grades 5 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 5	—	78.0	78.0
Grade 8	—	72.0	70.0

— Not available.

SOURCE: Delaware DOE retrieved from <http://www.doe.state.de.us/AAB/SchoolDistrictStateWeb2003.pdf>.

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

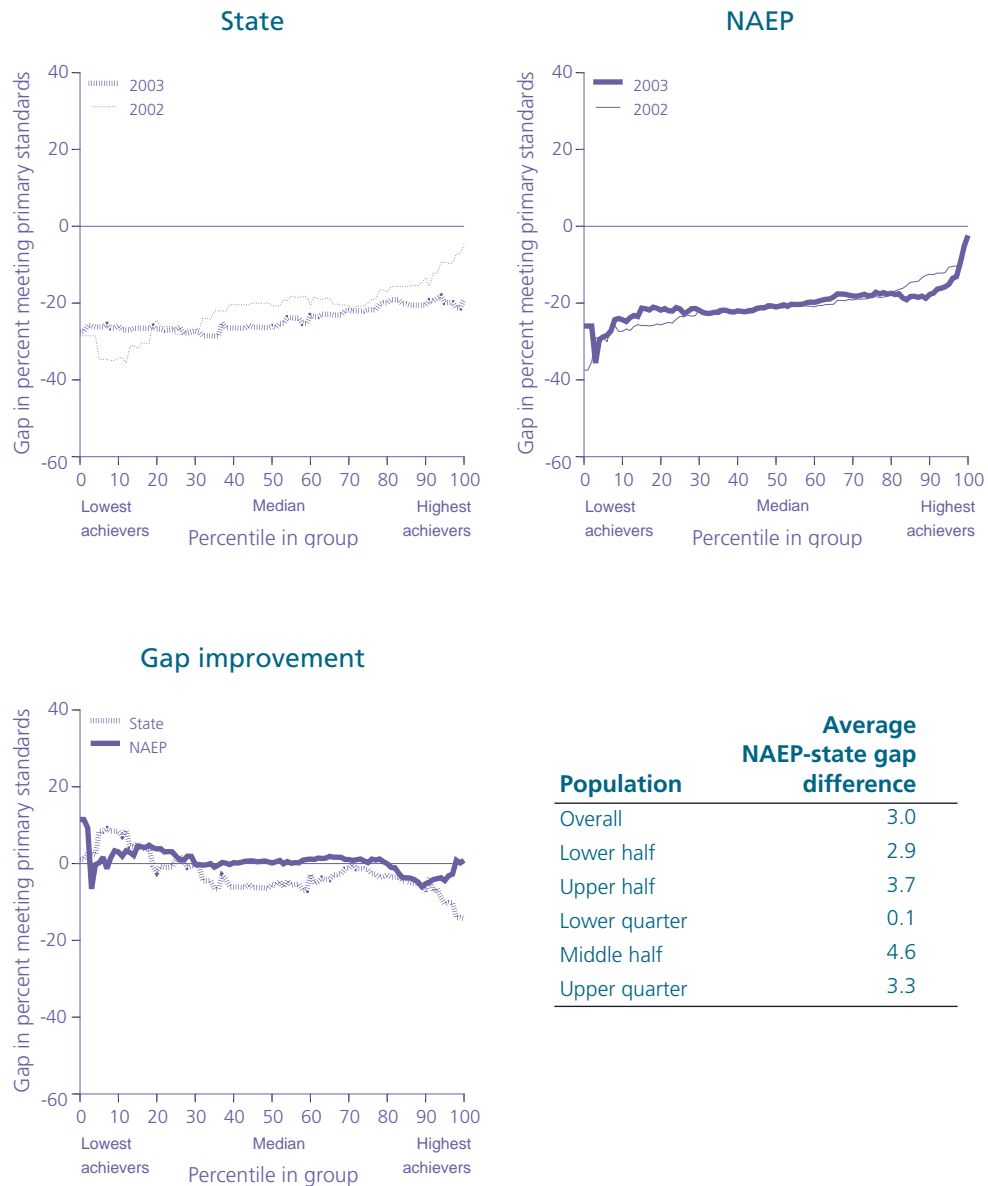


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

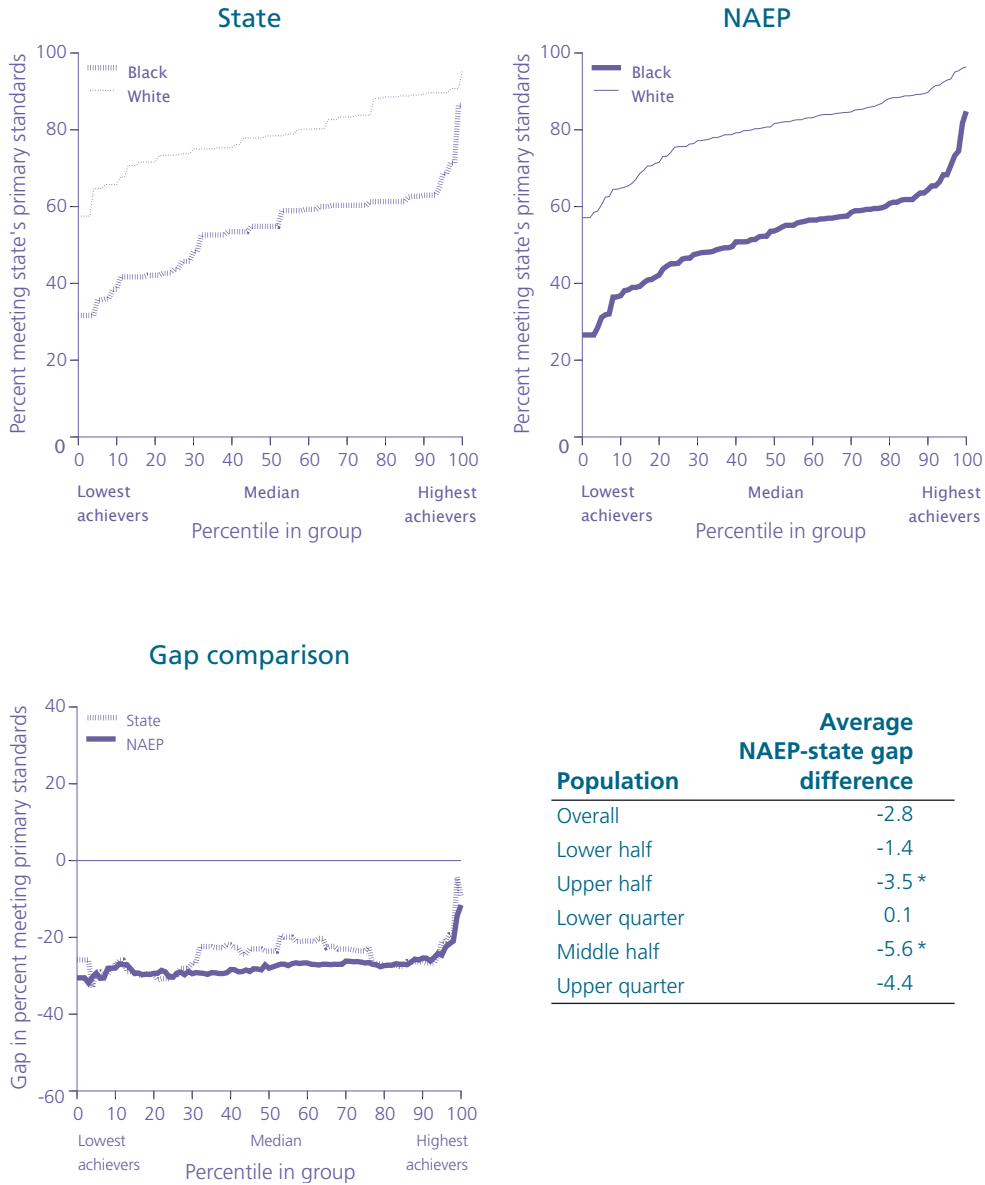
Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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), 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

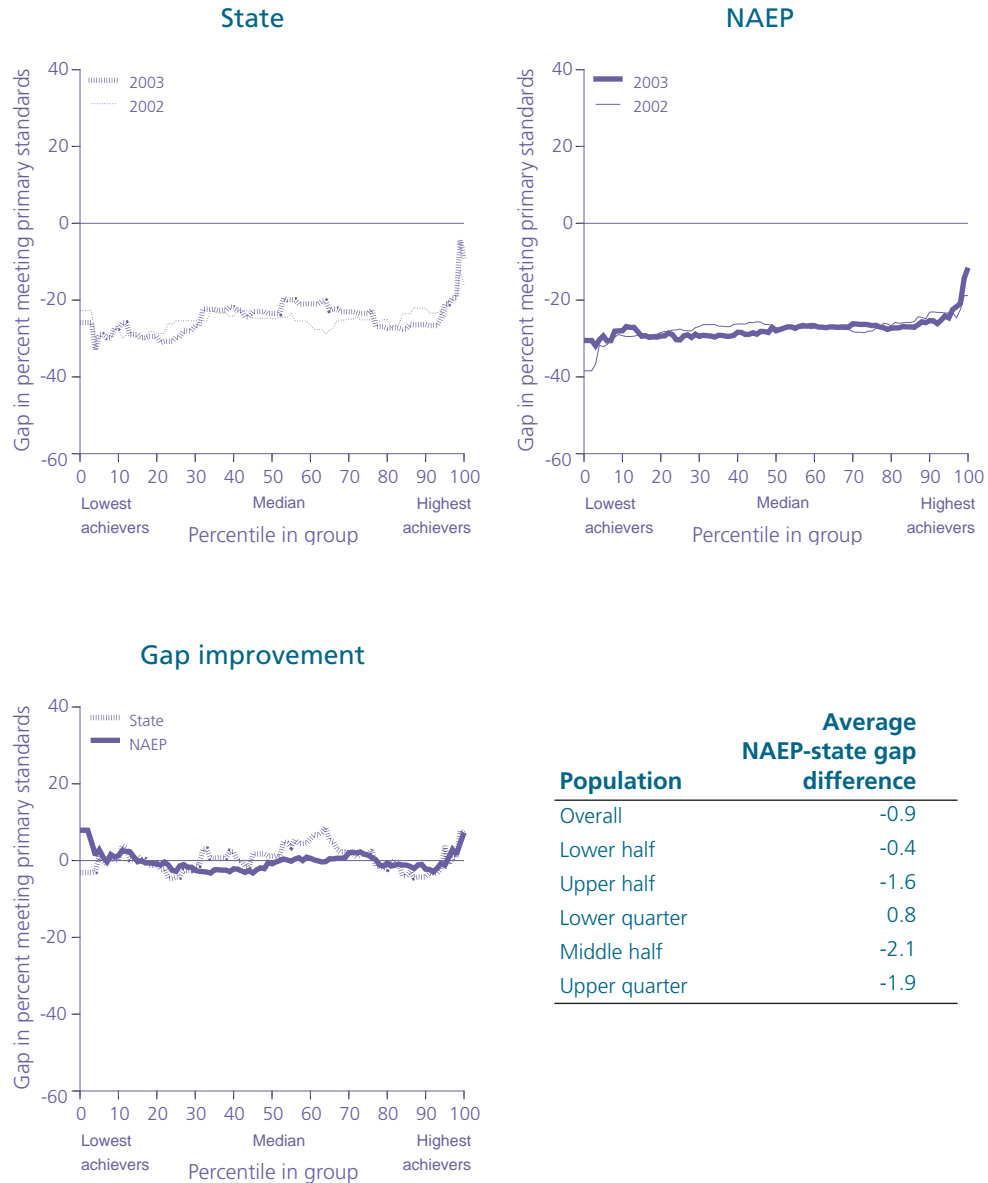


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

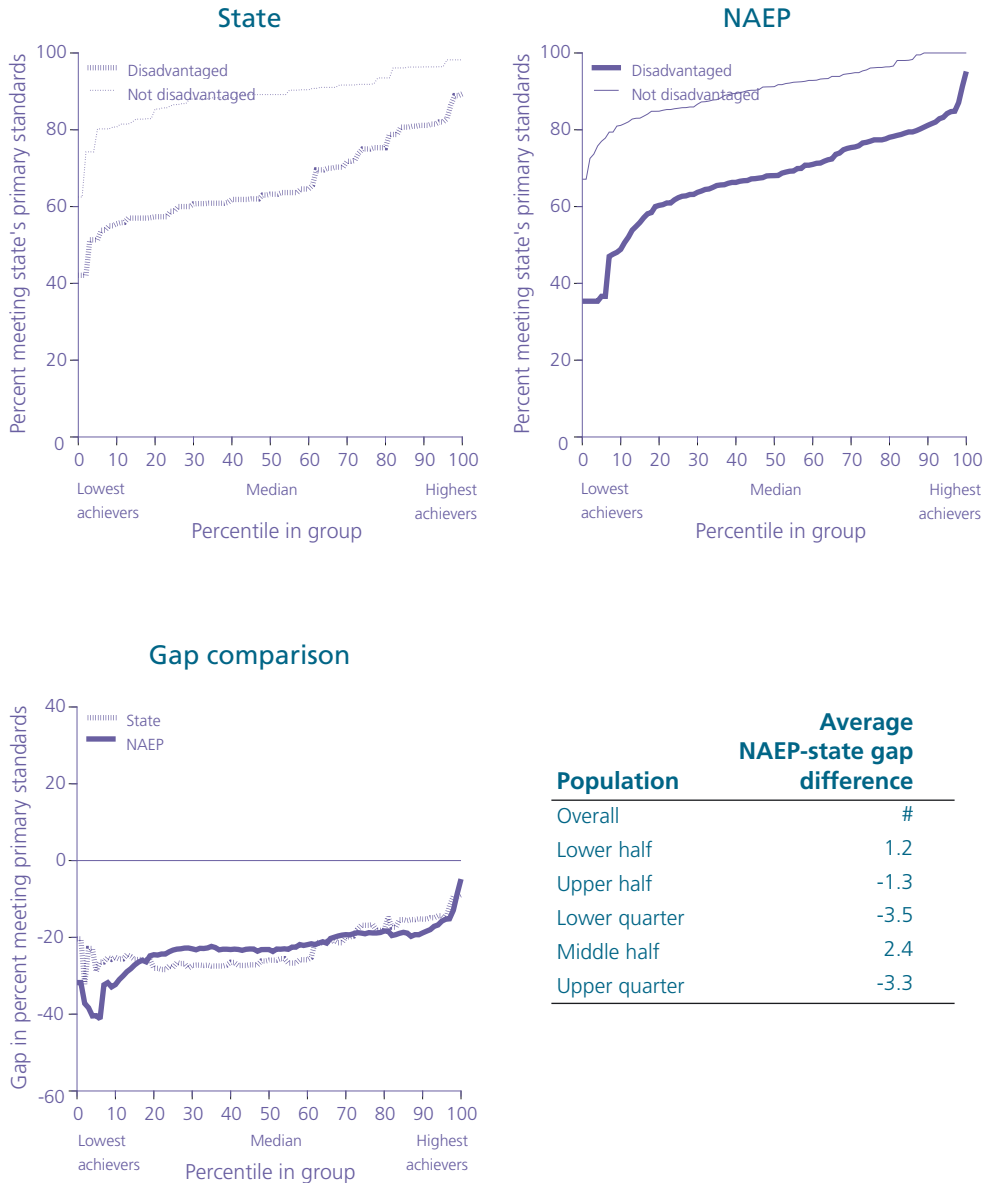


Figure 6. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



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



# Estimate rounds to zero.

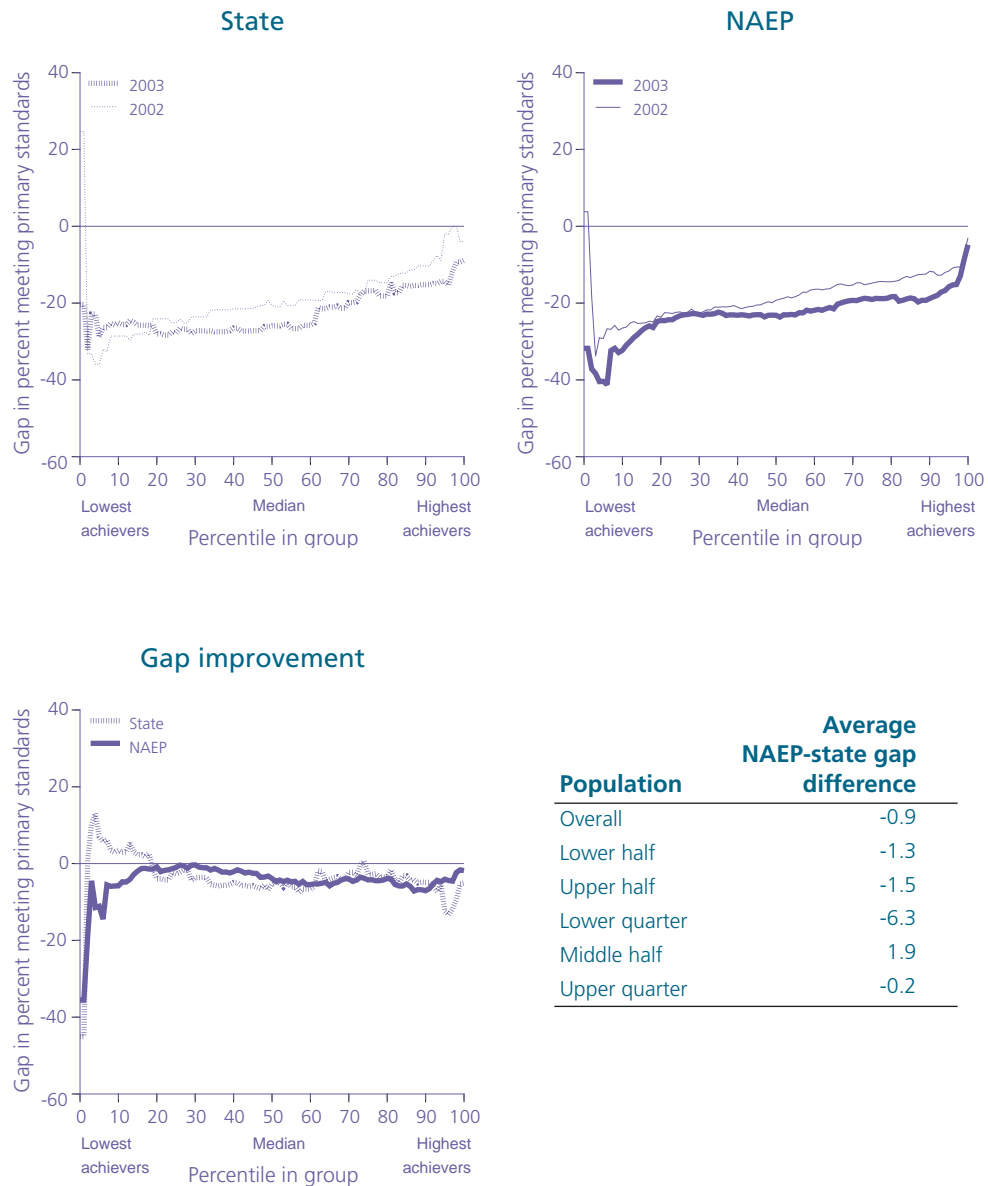
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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.





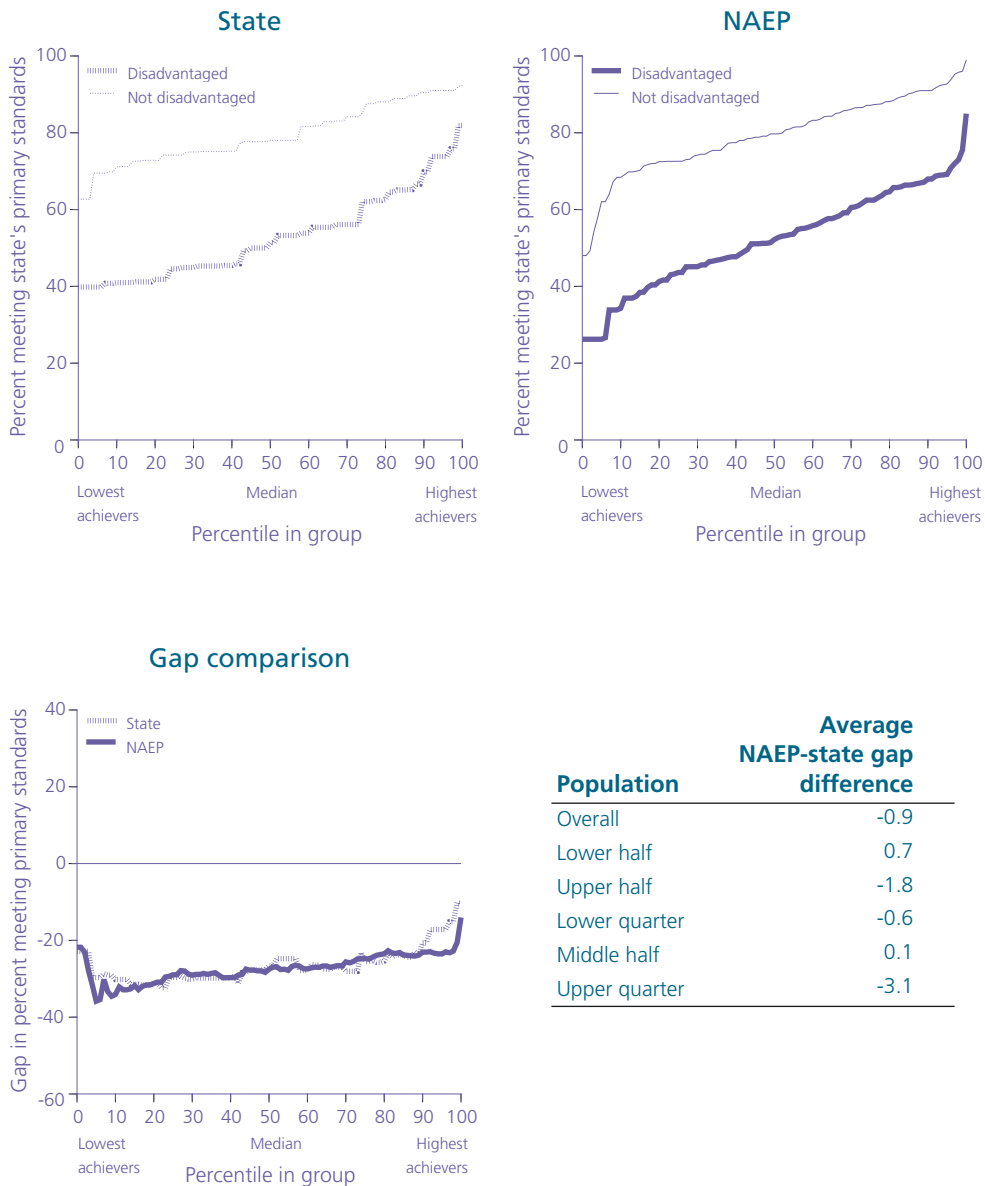
Figure 8. Comparison of NAEP and state assessment poverty gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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 grade 5.

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.

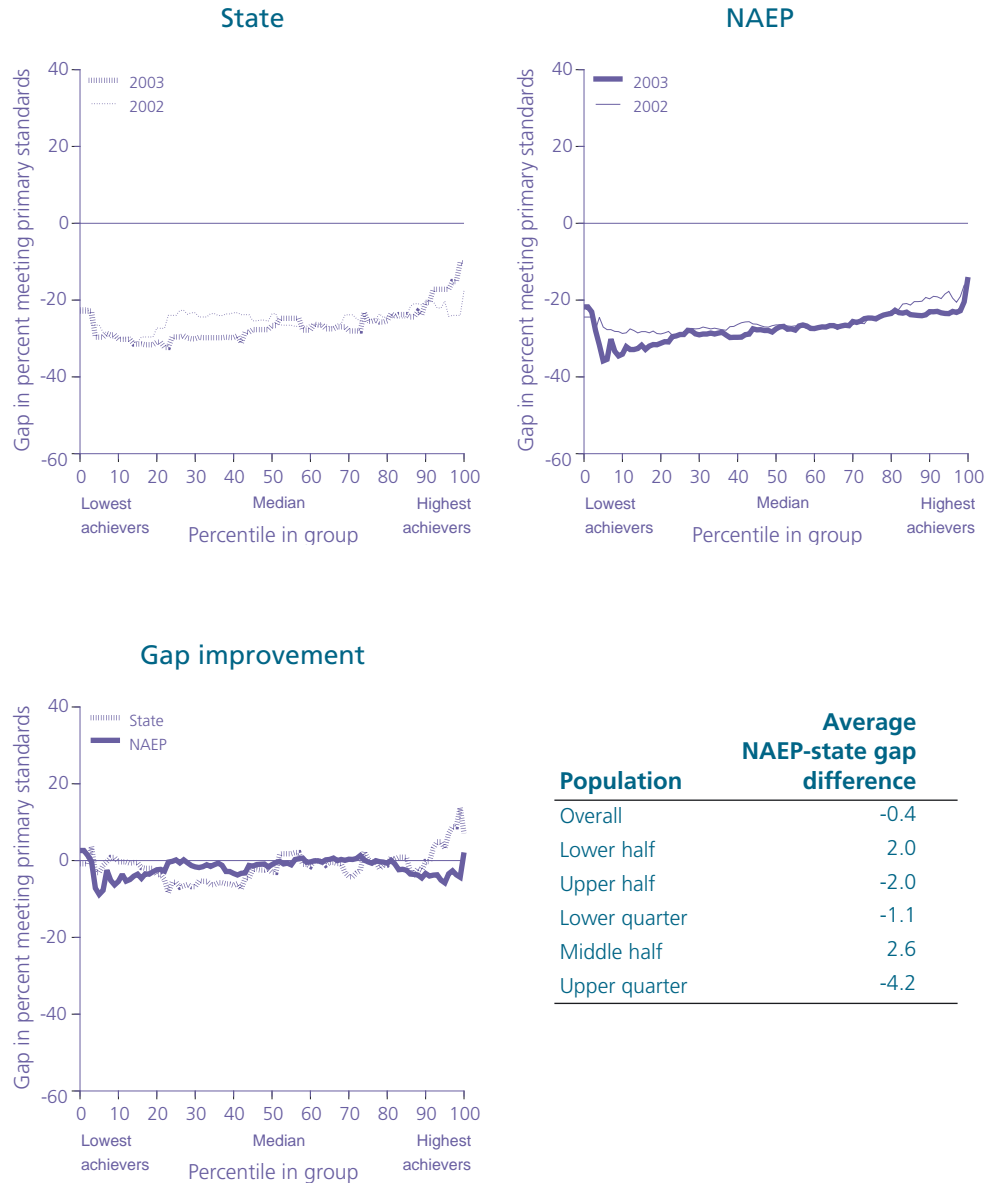
Figure 9. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



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 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

## District of Columbia

The District of Columbia administers the Stanford Achievement Test, Ninth Edition (SAT-9) in reading and mathematics in grades 3-11. Scores are available for economically disadvantaged students. DC uses four performance levels: *below basic*, *basic*, *proficient*, and *advanced*. Direct comparisons cannot be made between the data from earlier years and the data from 2003 because scores from the other years are for different grades than are those from 2003; therefore, trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 102 schools in grade 4 and 26 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

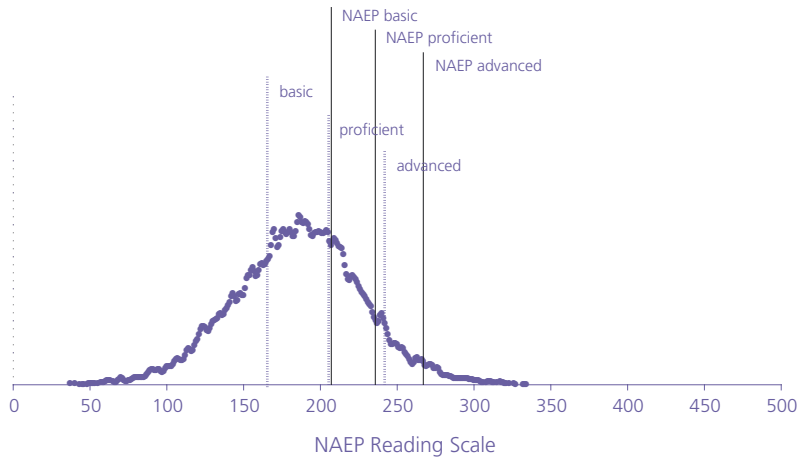
- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** 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 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.

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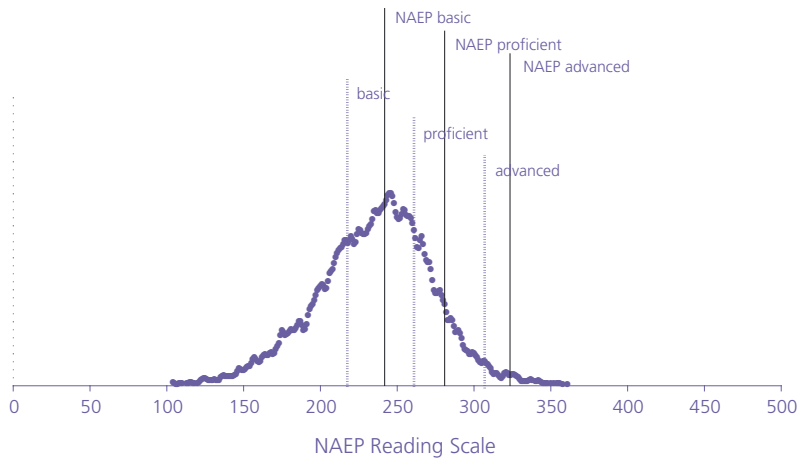
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.60	0.033	0.86	0.017
Proficient	0.71	0.015	0.95	0.018
Advanced	0.87	0.010	0.81	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.



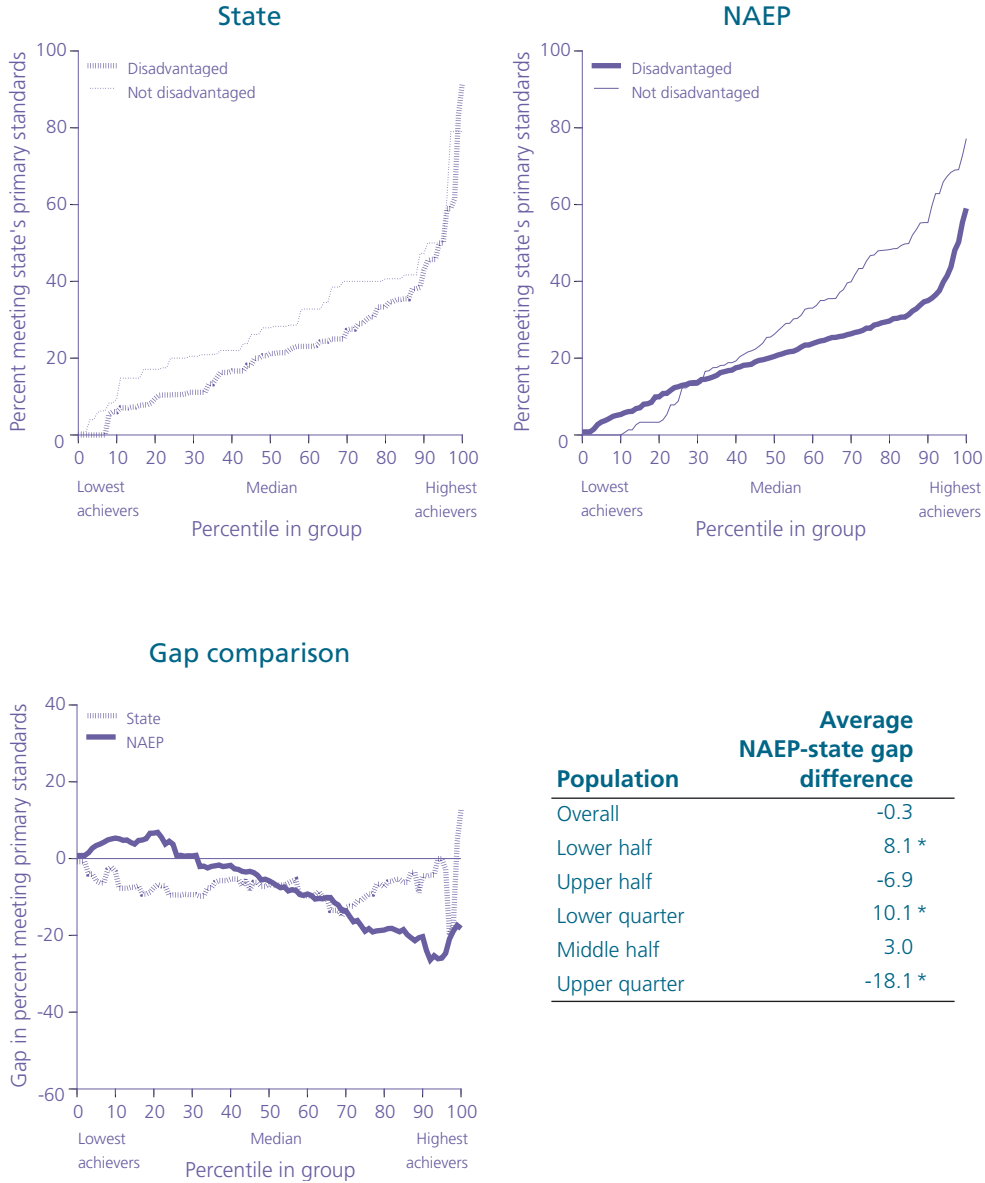
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	16.2	18.8	17.8	14.0	20.6	20.0
English language learner	6.3	5.1	5.0	1.2	4.3	3.9
Student with disability	9.6	11.4	10.8	12.6	15.3	15.1
Both	0.3	2.3	2.0	0.2	1.1	1.0
<b>Excluded</b>	8.7	8.3	5.6	5.3	7.5	7.8
English language learner	2.8	1.4	0.6	0.9	1.7	1.3
Student with disability	5.6	5.3	4.3	4.4	5.4	5.9
Both	0.2	1.6	0.6	0.0	0.4	0.6
<b>Accommodated</b>	1.9	5.3	8.9	2.3	8.0	8.1
English language learner	0.4	1.5	2.7	0.1	1.4	1.1
Student with disability	1.4	3.5	5.1	2.1	6.1	6.6
Both	#	0.3	1.1	0.1	0.5	0.3

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



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

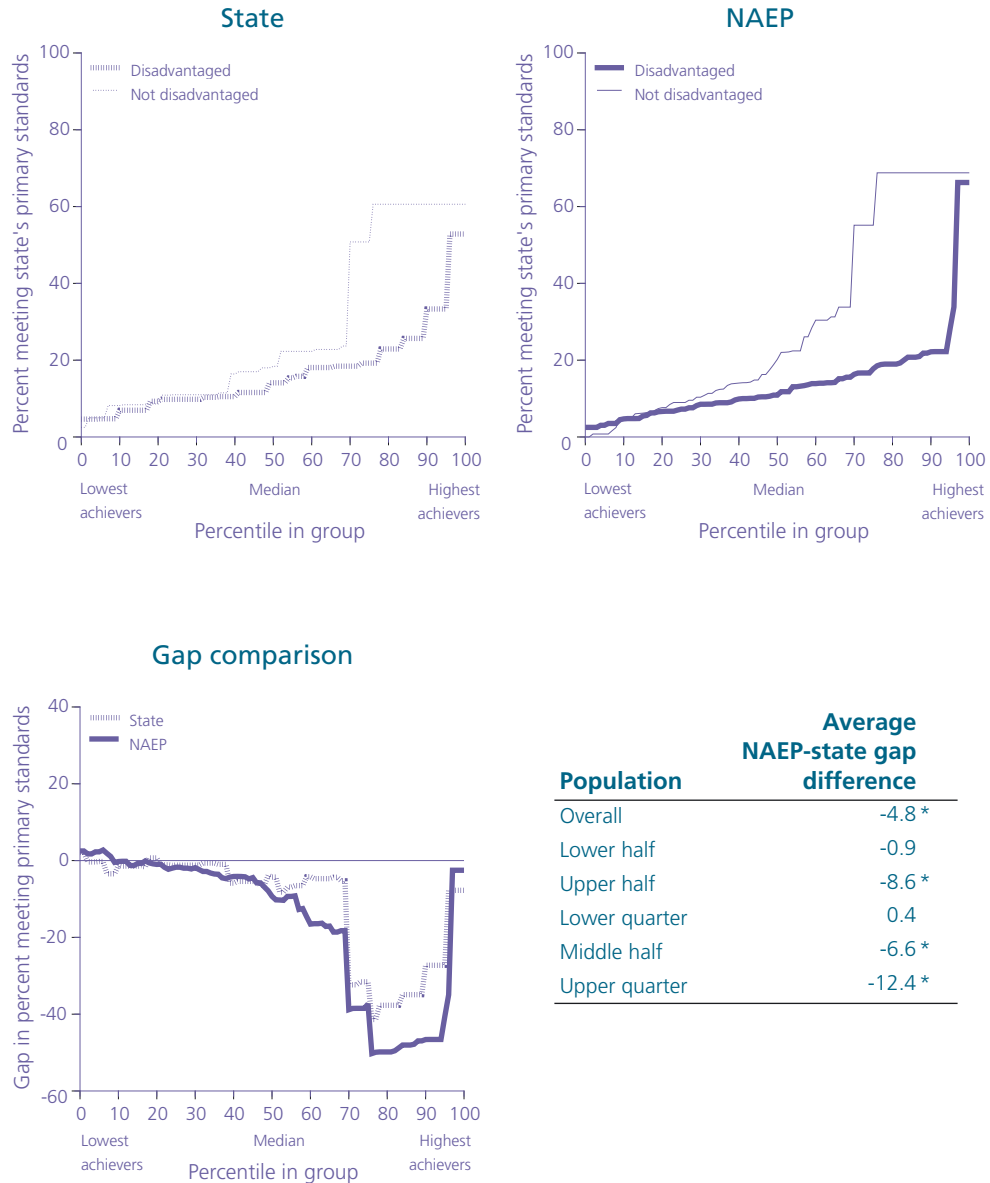
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

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 3. 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.



# D

## Florida

The state administers the Florida Comprehensive Assessment Test (FCAT) in grades 3-10 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. Florida uses five achievement levels for reporting purposes: Level 1 (*little success*), Level 2 (*limited success*), Level 3 (*partial success*), Level 4 (*some success*), and Level 5 (*success*). 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 104 schools in grade 4 and 96 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

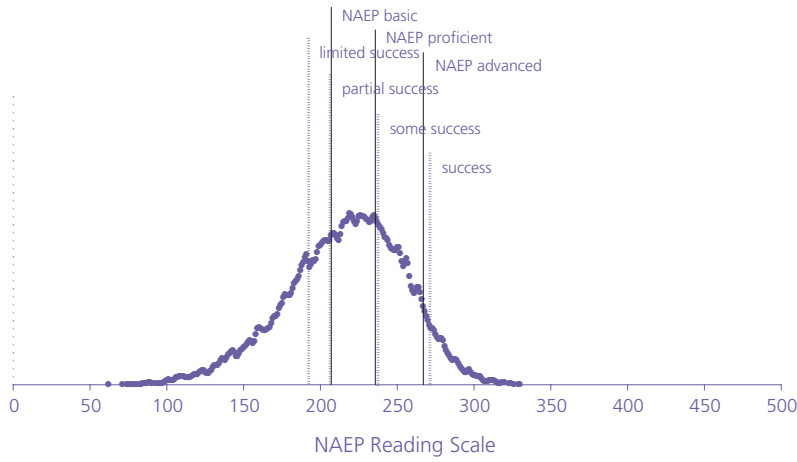
- **Standards.** The state's primary grade 4 reading performance standard ((3) *partial success*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard ((3) *partial success*) is between the NAEP basic and proficient levels.
- **Trends.** Between 2002 and 2003, the NAEP grade 4 gains in percent displaying partial success (*level 3*) are less than the state assessment gains. There were no significant differences between grade 8 NAEP and state assessment gains in percent displaying partial success (*level 3*) between 2002 and 2003.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in 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 grade 4 in 2003. Overall, the poverty gap in grade 8 in percent meeting the state's standard in reading in 2003 was smaller when measured by NAEP compared to the state assessment.

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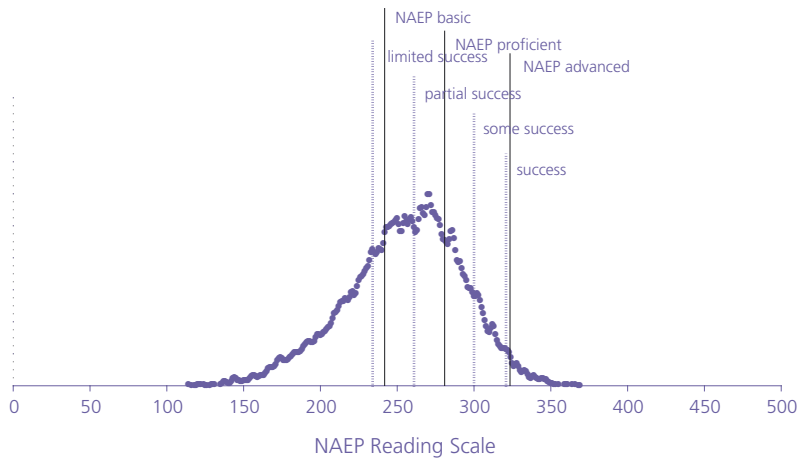
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
(2) Limited Success	0.83	0.023	0.78	0.018
(3) Partial Success	0.86	0.014	0.81	0.012
(4) Some Success	0.83	0.024	0.78	0.025
(5) Success	0.60	0.023	0.47	0.120

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.

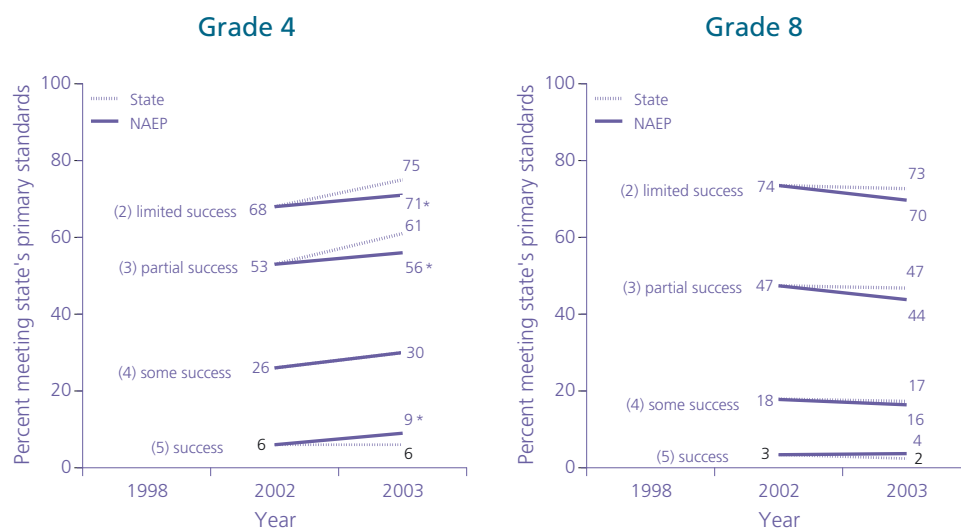


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	18.2	24.7	24.8	17.0	21.2	23.0
English language learner	4.2	7.3	8.7	4.2	5.1	5.6
Student with disability	13.6	14.7	13.2	12.6	14.4	15.3
Both	0.4	2.7	2.9	0.3	1.7	2.1
<b>Excluded</b>	5.8	6.8	4.8	5.4	6.0	5.8
English language learner	1.1	2.1	1.8	1.4	2.0	1.5
Student with disability	4.6	3.6	2.2	3.8	3.5	3.5
Both	0.1	1.0	0.8	0.1	0.5	0.8
<b>Accommodated</b>	4.7	8.4	11.1	2.1	7.7	11.6
English language learner	0.2	1.7	2.1	0.0	1.5	1.6
Student with disability	4.4	6.2	7.7	2.1	5.6	9.2
Both	0.1	0.4	1.4	0.0	0.6	0.8

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 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.

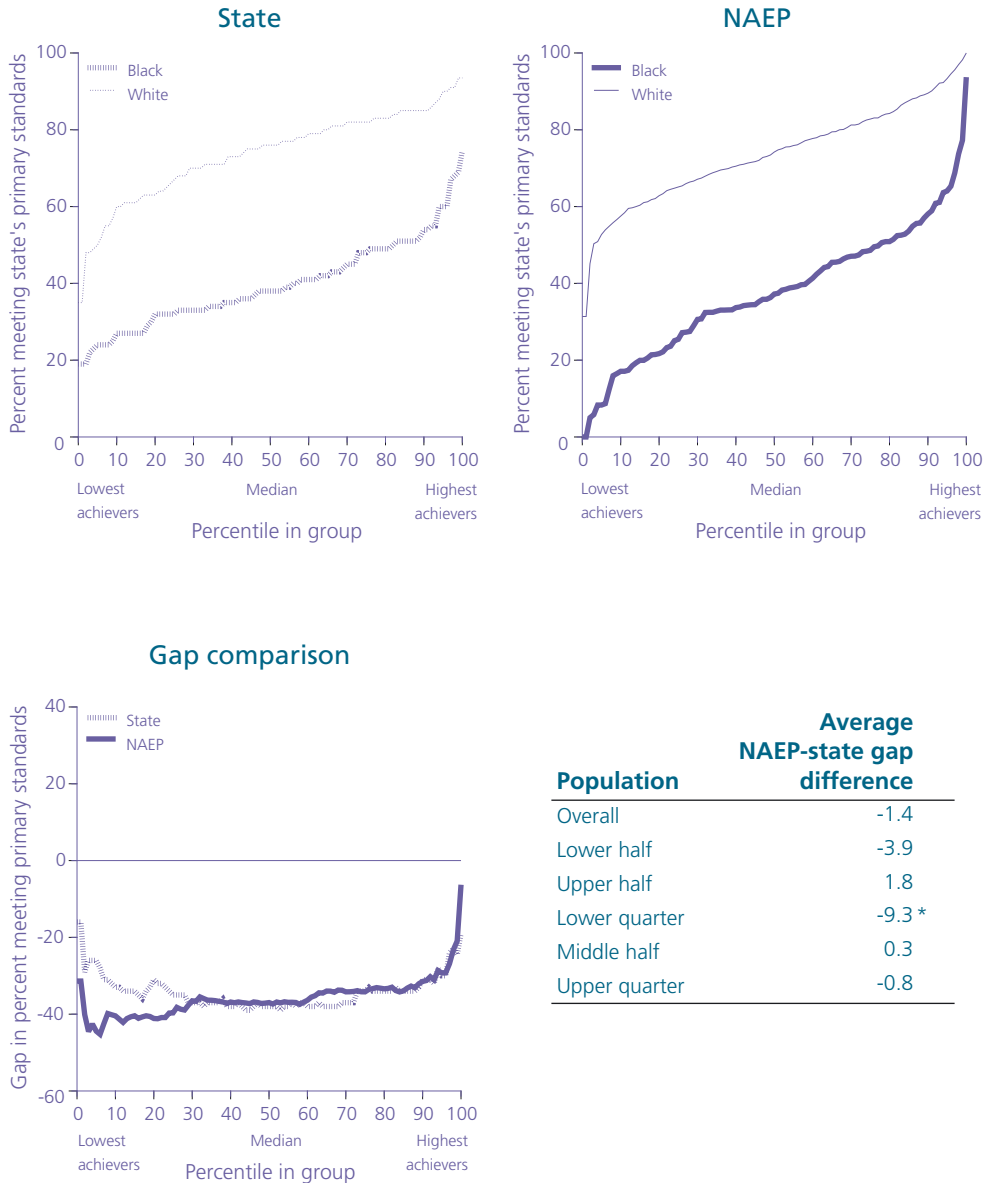
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	55.0	60.0
Grade 8	—	45.0	49.0

— Not available.

SOURCE: Florida Dept. of Education, retrieved from <http://www.firn.edu/doe/sas/fcat/fcpress.htm>.

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

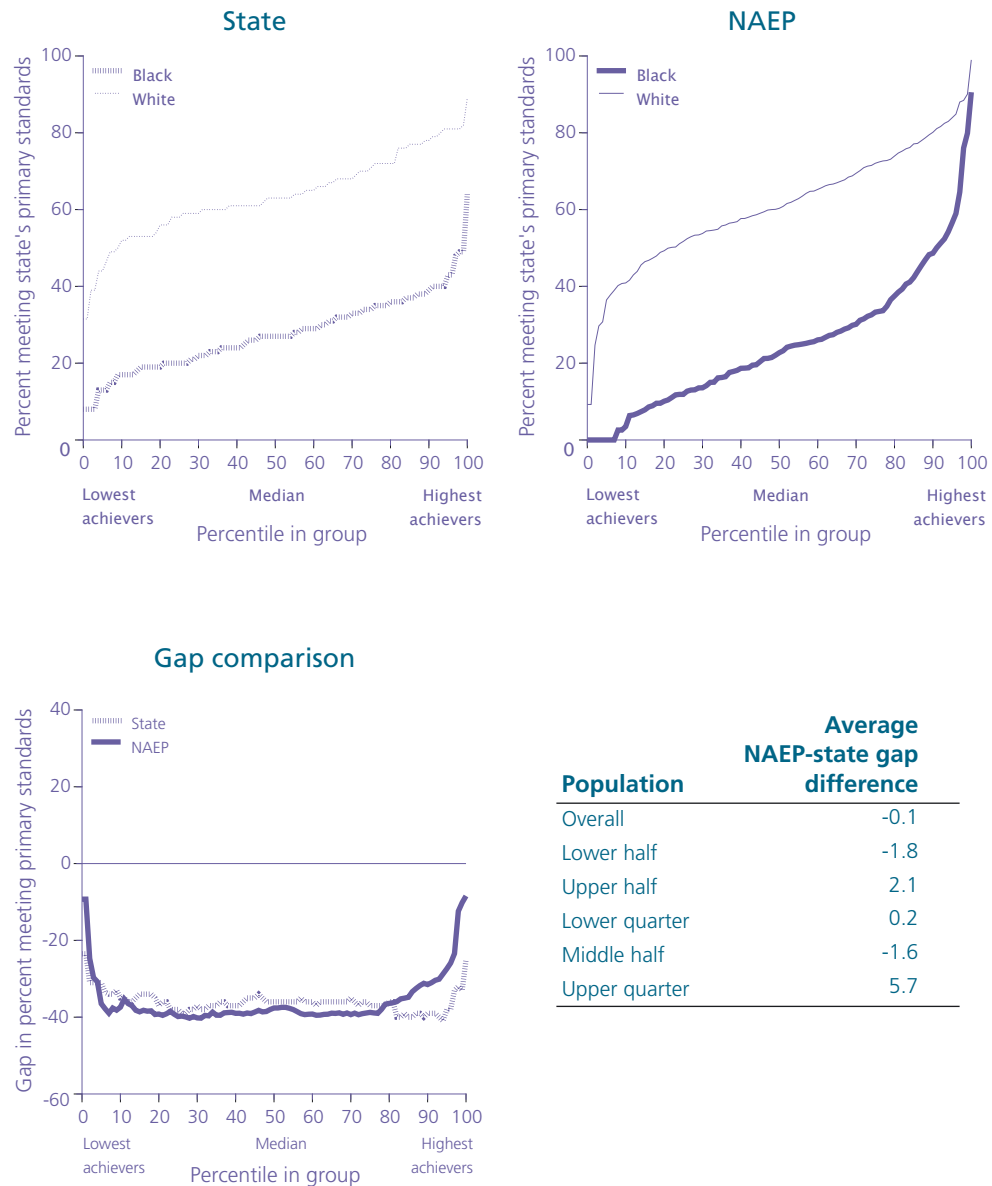


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

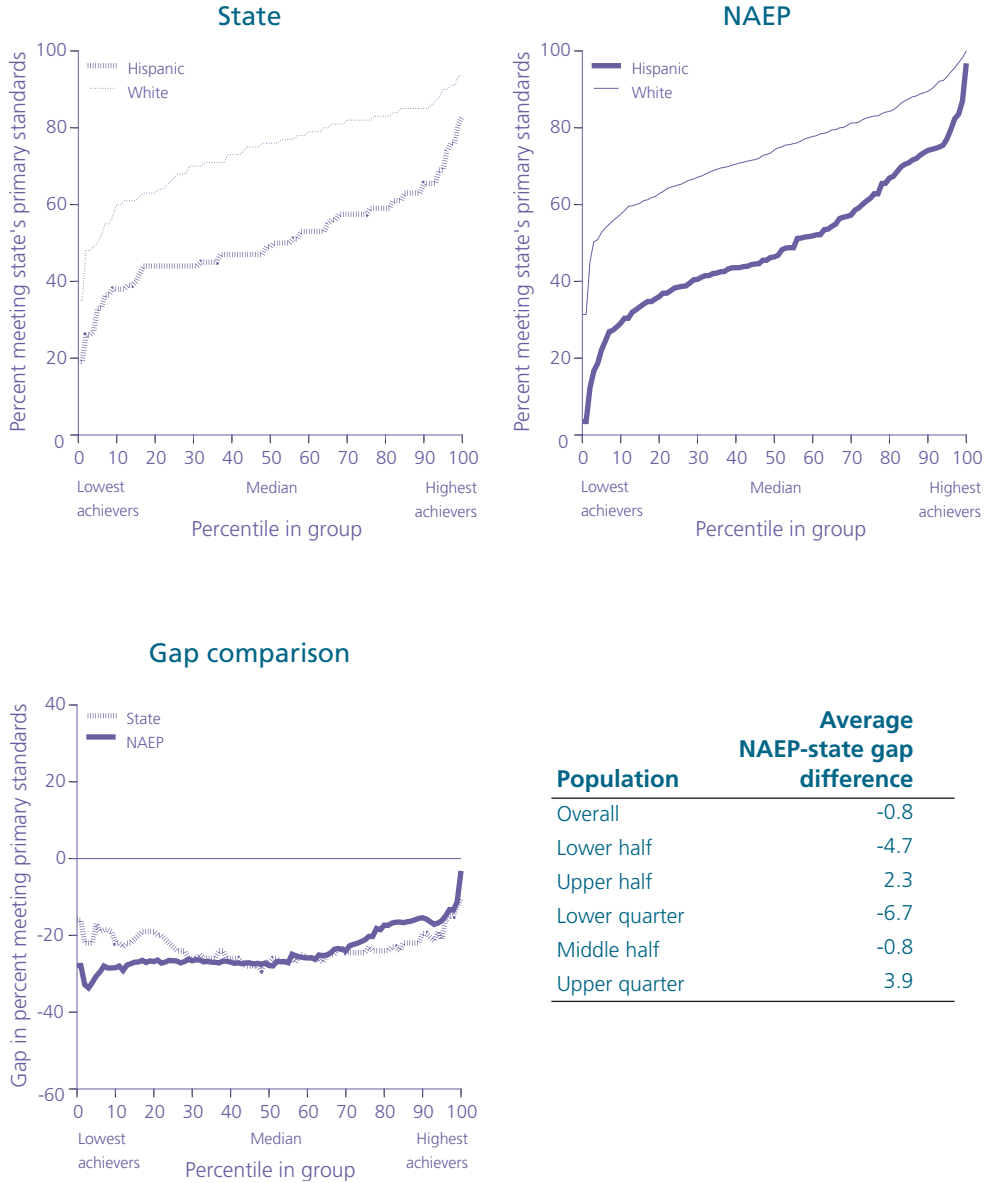


Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 reading standards: 2003



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

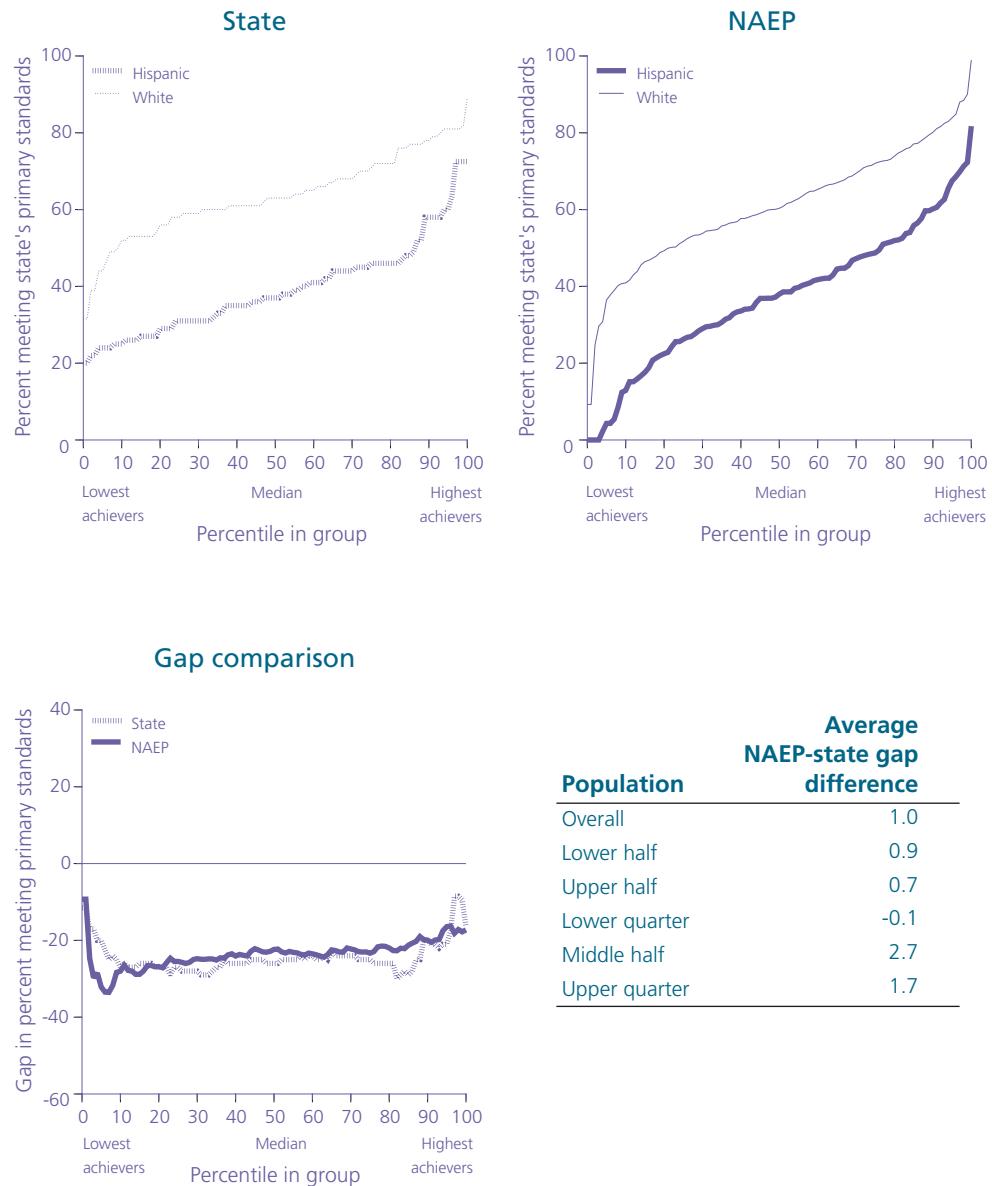


SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.



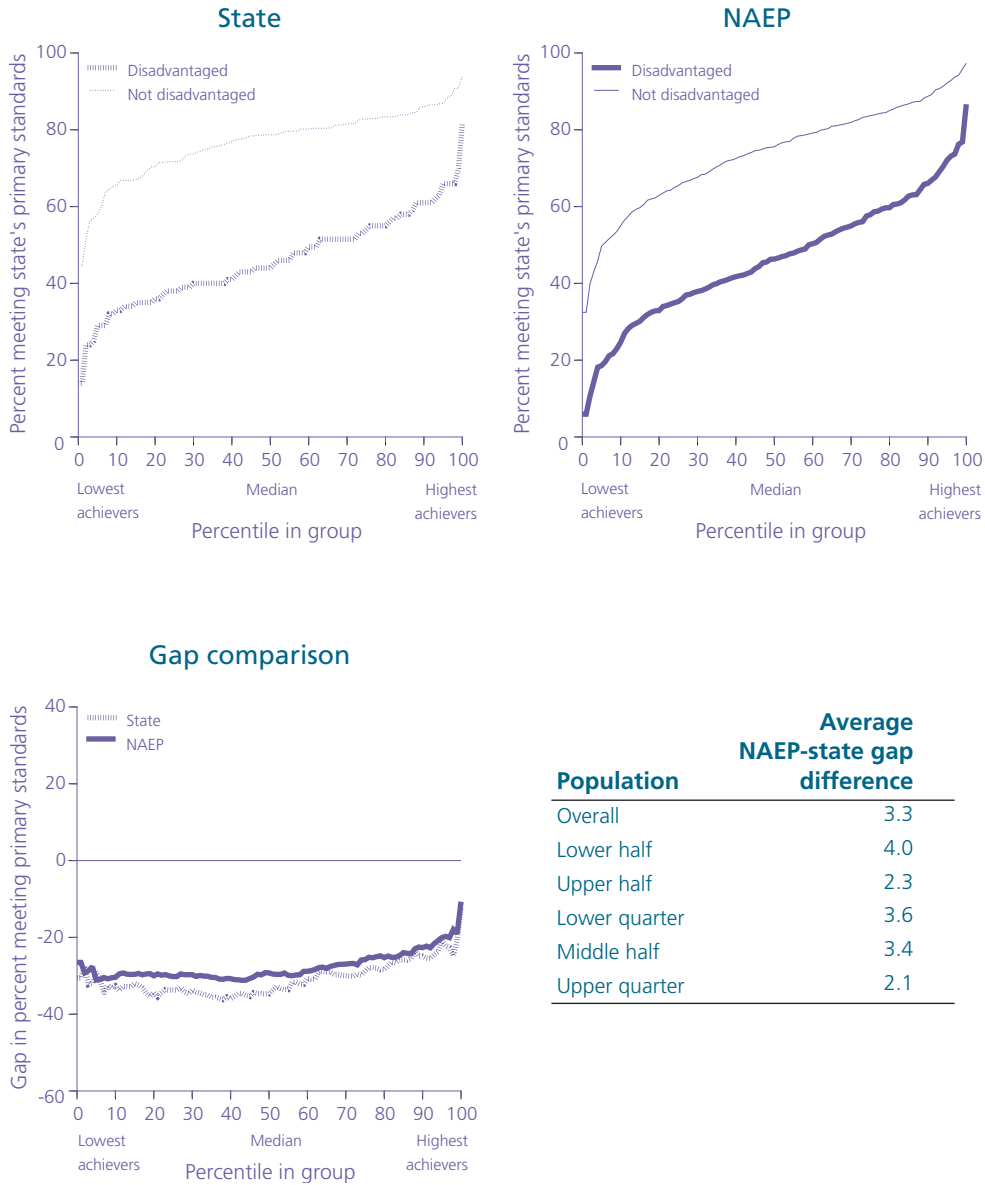


Figure 6. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 8 reading standards: 2003



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.

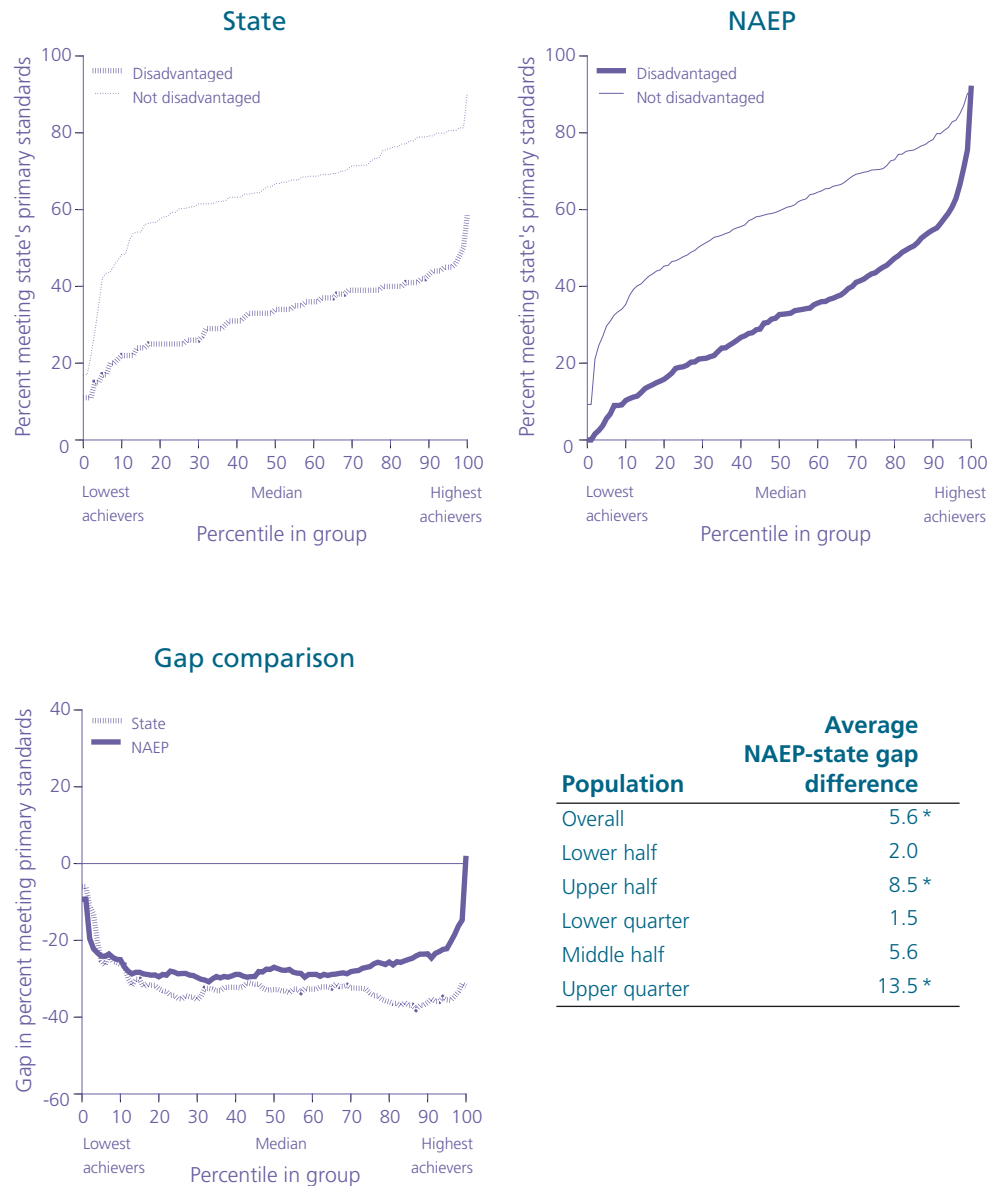
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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.

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

## Georgia

Georgia administers the Criterion-Referenced Competency Test (CRCT) in grades 1-8 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. Georgia uses three performance levels for reporting purposes: *does not meet*, *meets*, and *exceeds* the standard. 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 147 schools in grade 4 and 113 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

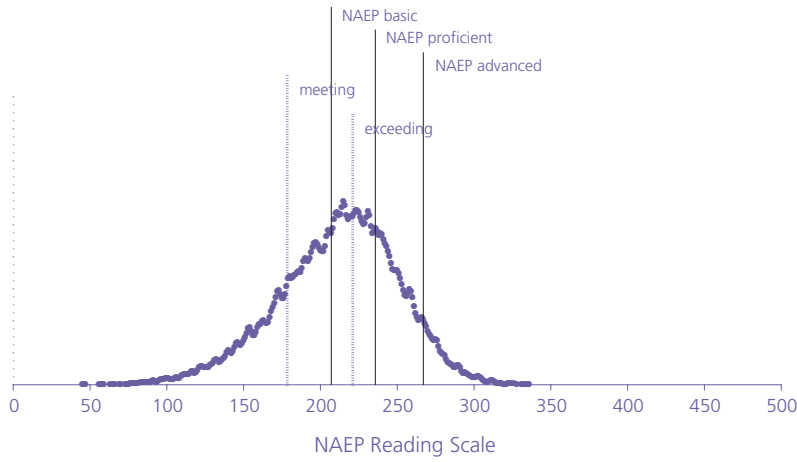
- **Standards.** The state's primary grade 4 reading performance standard (*meeting*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent meeting between 2002 and 2003.
- **Gaps.**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

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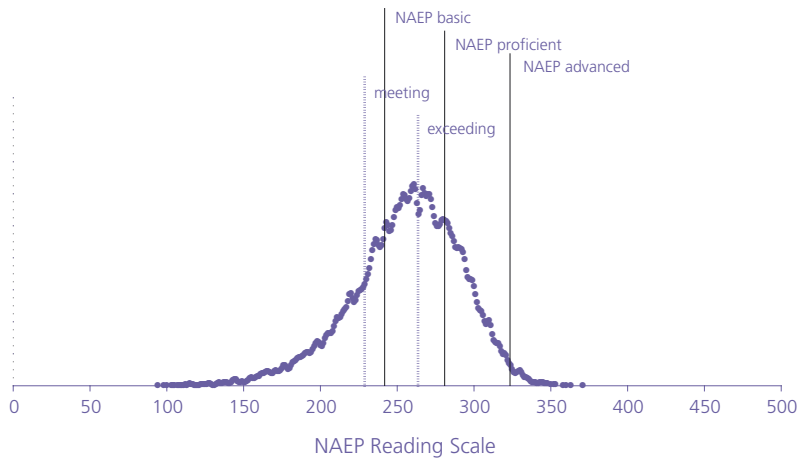
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.68	0.032	0.75	0.023
Exceeding	0.81	0.013	0.82	0.014

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.

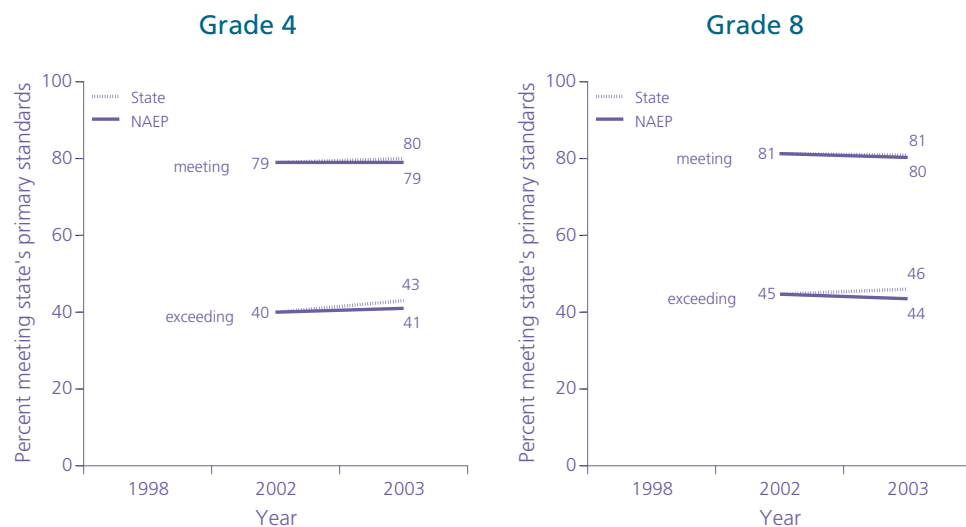


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003**

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	10.8	12.9	15.6	12.0	12.6	12.3
English language learner	1.5	2.8	2.9	1.6	2.3	2.0
Student with disability	9.2	9.2	11.4	10.4	9.8	9.8
Both	0.1	0.9	1.4	0.0	0.5	0.5
<b>Excluded</b>	4.8	3.8	3.9	4.2	4.2	2.8
English language learner	1.1	0.9	0.8	0.3	1.1	0.6
Student with disability	3.6	2.6	2.5	3.9	2.9	2.1
Both	0.1	0.4	0.6	0.0	0.2	0.2
<b>Accommodated</b>	2.3	3.5	5.5	2.7	3.3	4.6
English language learner	0.0	0.3	0.6	0.4	0.2	0.3
Student with disability	2.3	3.0	4.5	2.3	3.0	4.1
Both	0.0	0.2	0.3	0.0	0.1	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**



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.

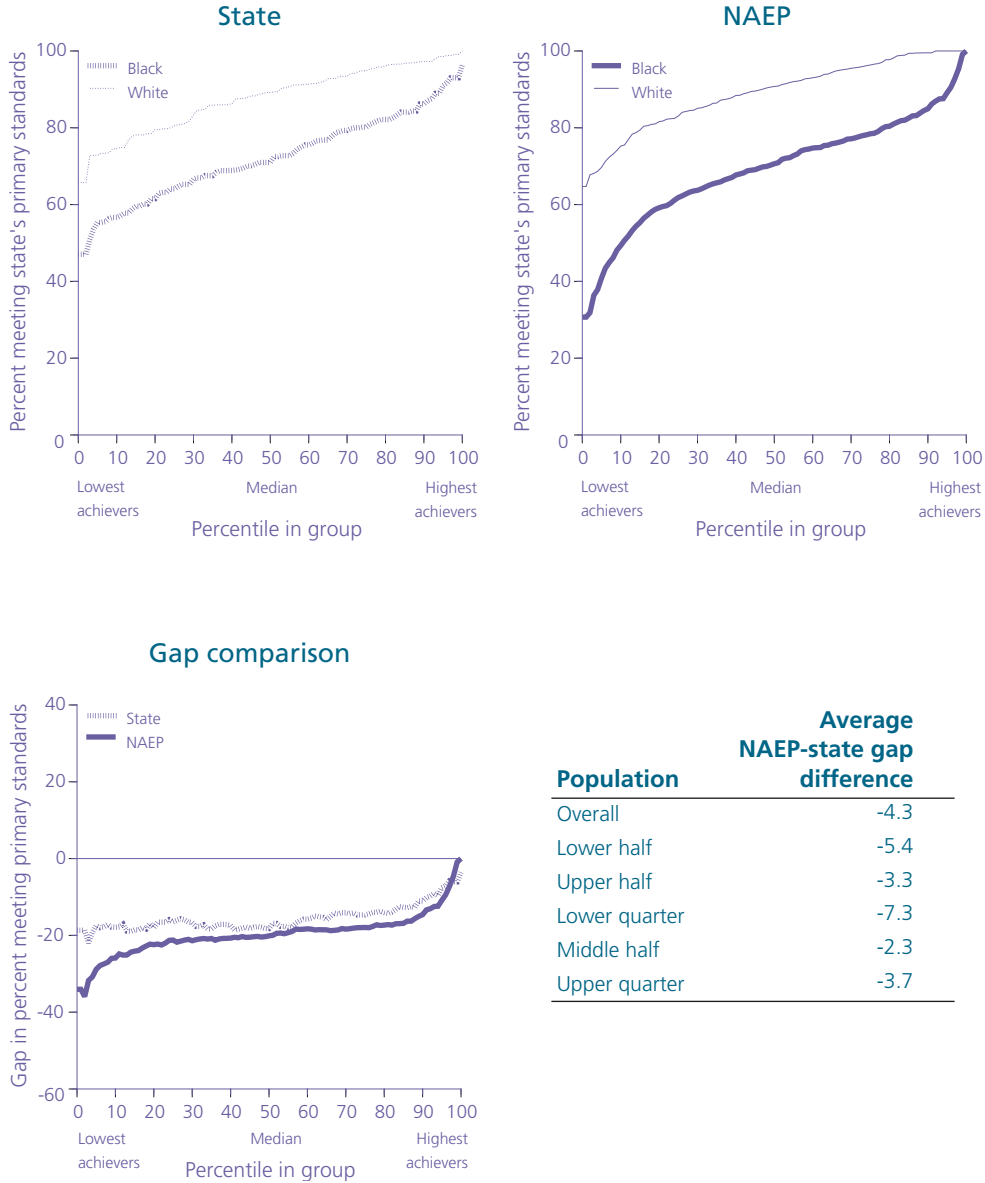
**Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003**

Level	1998	2002	2003
Grade 4	—	79.0	80.0
Grade 8	—	80.0	81.0

— Not available.

SOURCE: Georgia Department of Education retrieved from <http://public.doe.k12.ga.us/>.

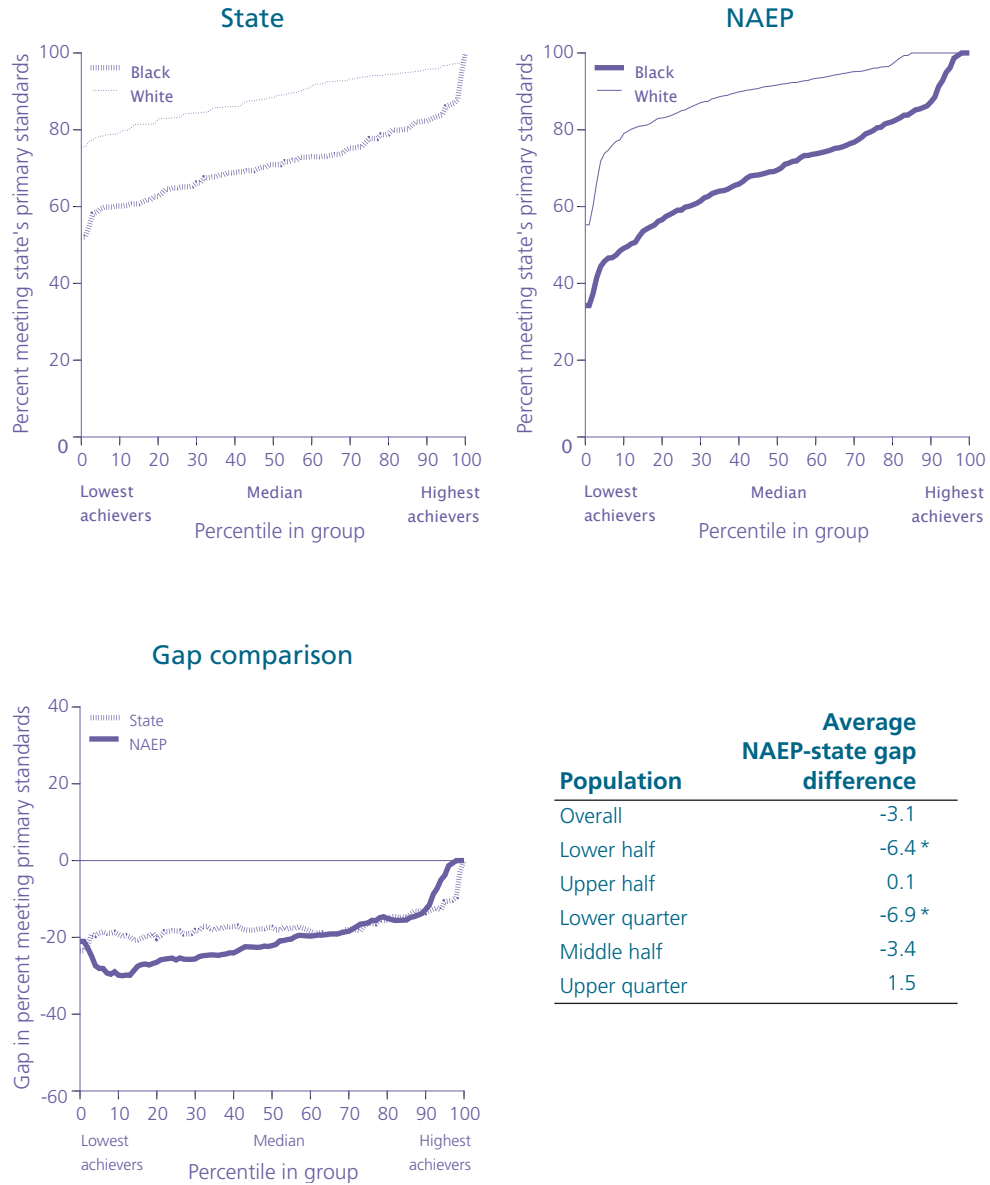
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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.



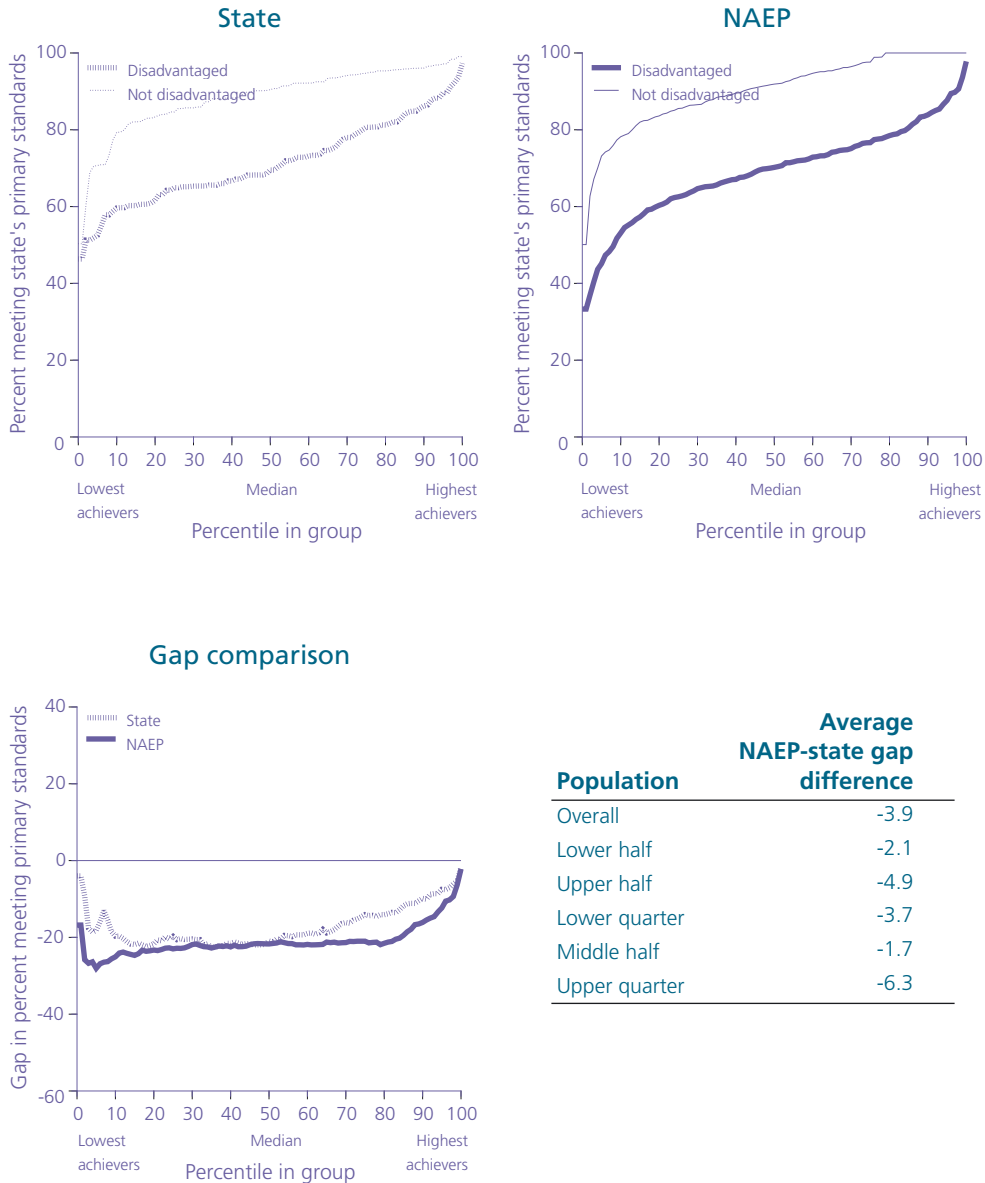
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 reading standards: 2003



\* 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.

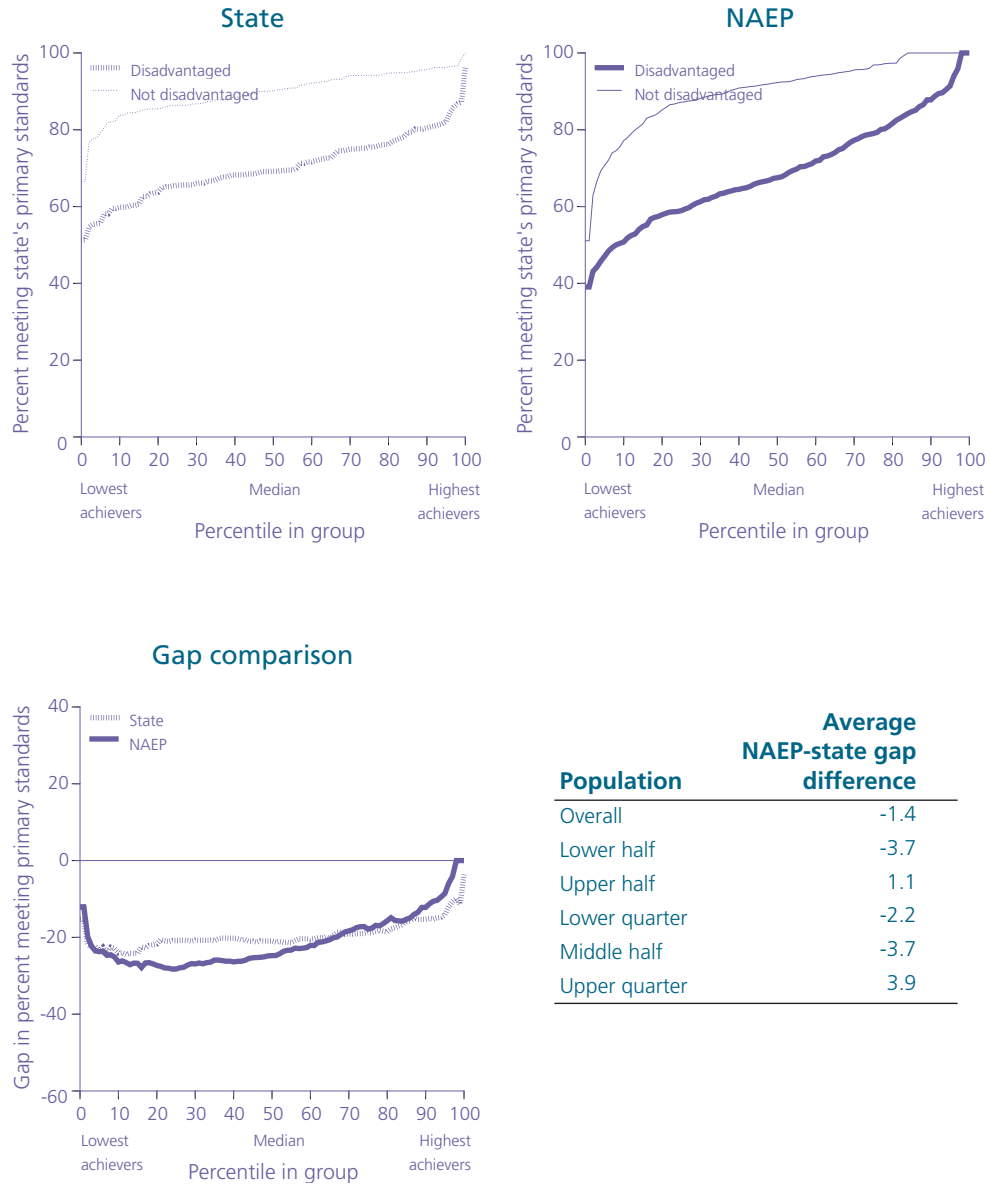
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 6. 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

## Hawaii

The state administers two tests: the Hawaii Content and Performance Standards II (HCPS-II) exam and the Stanford Achievement Test, Ninth Edition (SAT-9). Both exams test students in grades 3, 5, and 8 in reading and mathematics. Scores are available for economically disadvantaged students in grades 5 and 8 and for Hispanic students in grade 8, but there are too few Hispanic students to provide a reliable comparison. Hawaii uses four achievement levels for reporting purposes on the HCPS-II: *well below*, *approaches*, *meets*, and *exceeds*. Three levels have been used for reporting the SAT-9: percent at or above stanines 4, 5, and 7. SAT-9 results are used for trend graphs because the SAT-9 kept the same performance levels every year, while the HCPS-II set new standards in 2003. School-level assessment scores based on 9 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 5 and 53 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

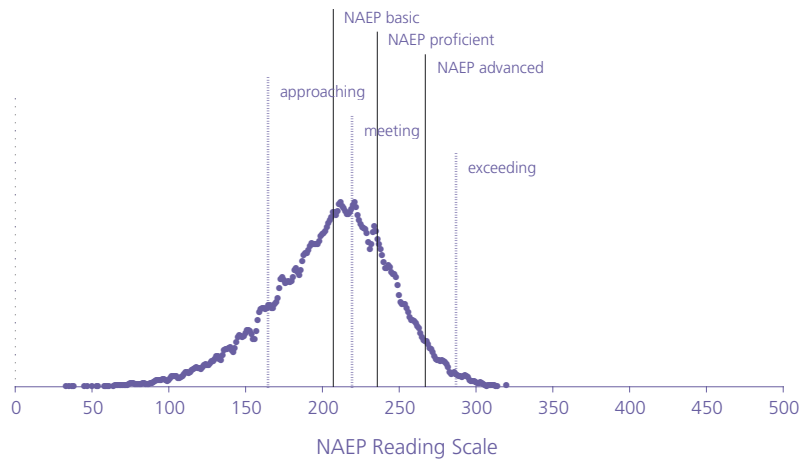
- **Standards.** The state's primary grade 5 reading performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent at or above stanine 5 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 5 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 5 in 2003. Overall, the poverty gap in grade 8 in reading in 2003 was greater when measured by NAEP compared to the state assessment.

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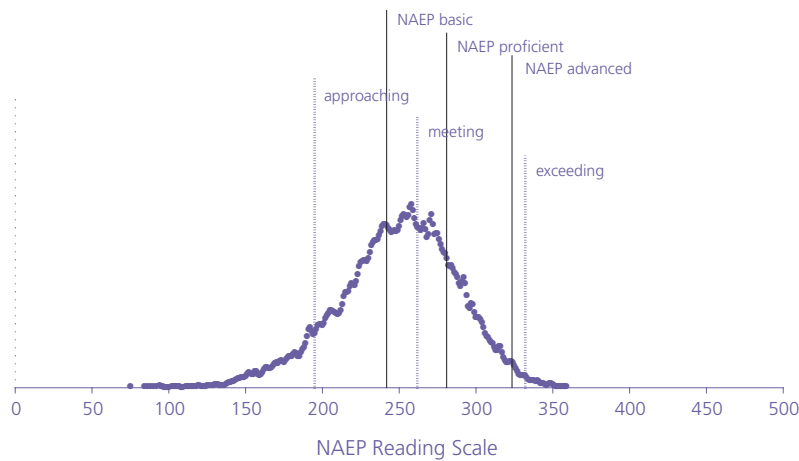
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Approaching	0.57	0.036	0.59	0.081
Meeting	0.71	0.015	0.81	0.024
Exceeding	0.14	0.102	0.23	0.081

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.

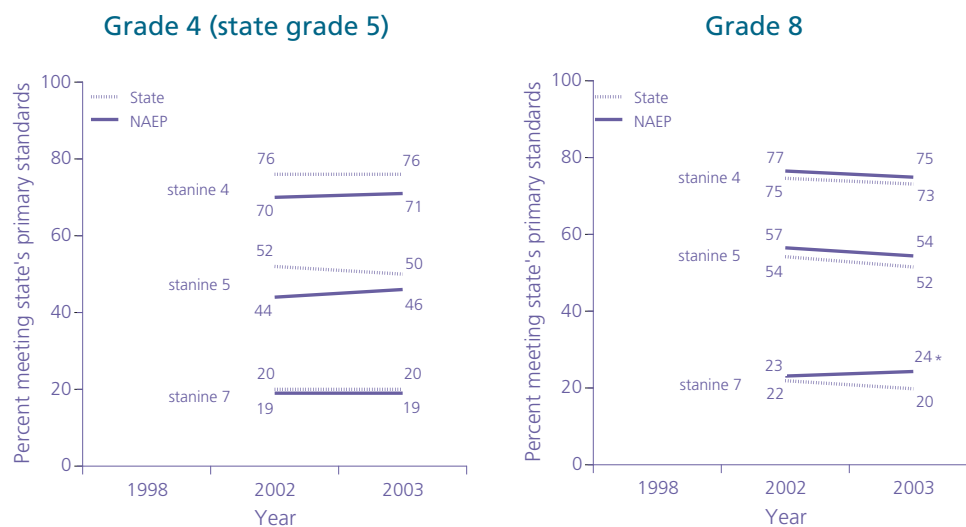


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	14.9	18.0	17.1	14.8	19.9	21.0
English language learner	4.8	6.2	5.8	3.8	4.6	5.1
Student with disability	9.2	10.4	9.9	10.6	13.3	14.1
Both	0.9	1.4	1.4	0.4	2.0	1.8
<b>Excluded</b>	4.8	5.6	4.4	4.6	4.8	4.6
English language learner	1.2	1.5	1.6	1.0	1.3	1.2
Student with disability	2.9	3.6	2.3	3.5	2.7	2.9
Both	0.6	0.5	0.5	0.1	0.8	0.5
<b>Accommodated</b>	1.4	5.3	7.0	2.8	5.2	7.1
English language learner	0.0	0.9	1.6	1.3	0.4	1.1
Student with disability	1.4	4.0	4.9	1.4	4.3	5.5
Both	0.0	0.4	0.5	0.1	0.6	0.4

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.

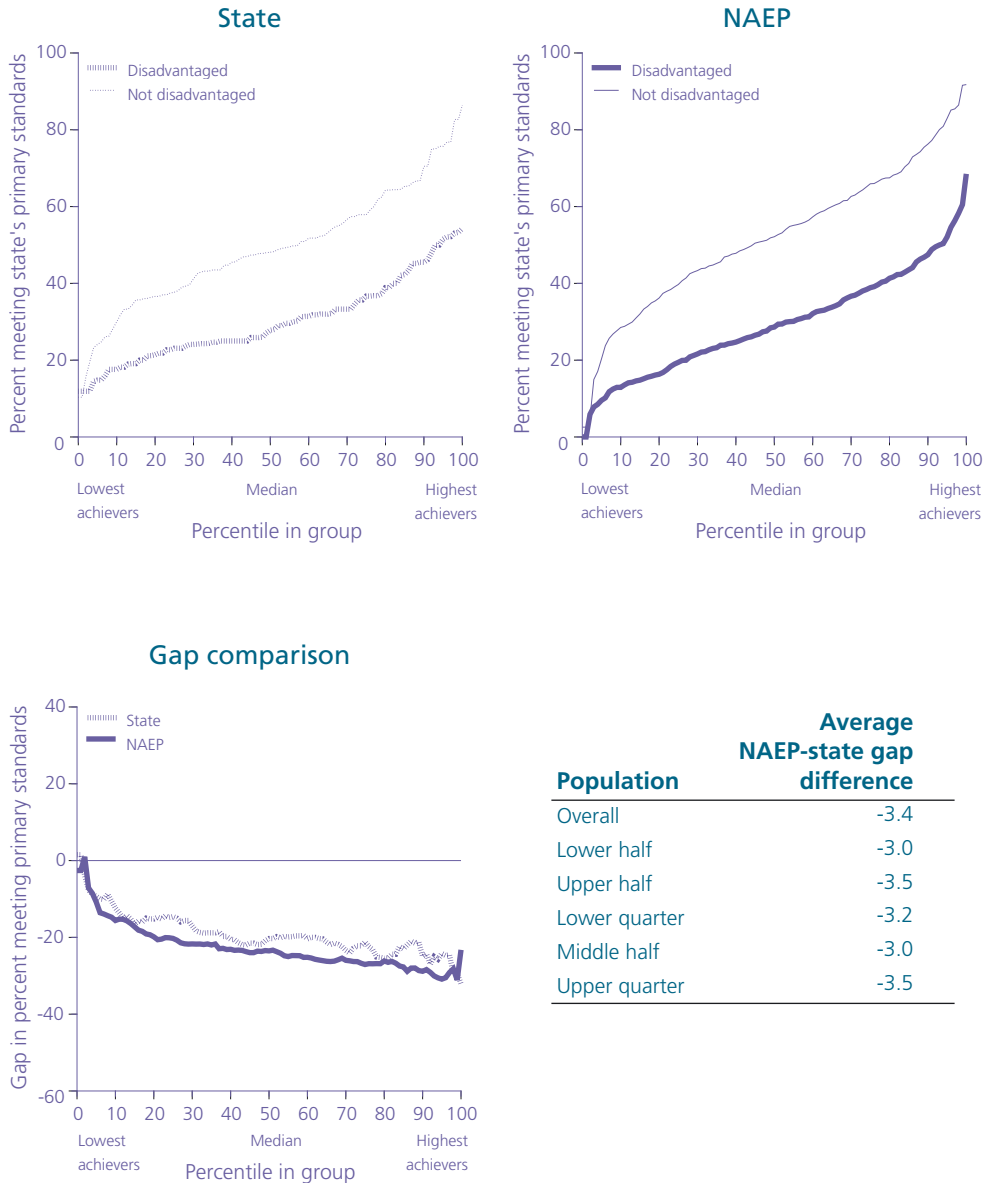
Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting reading standards, by grade: 1998, 2002, and 2003



\* 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.

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

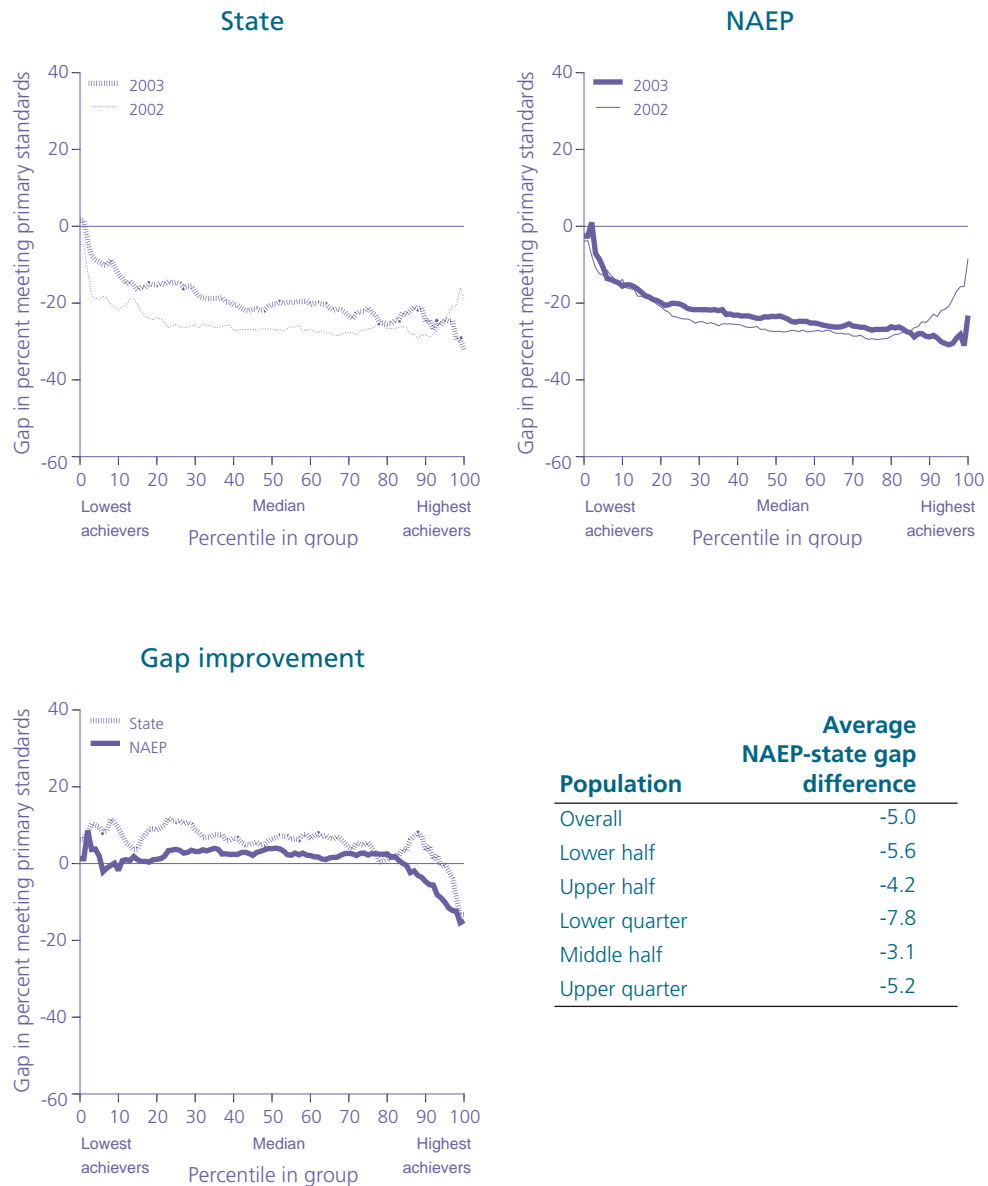


NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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.



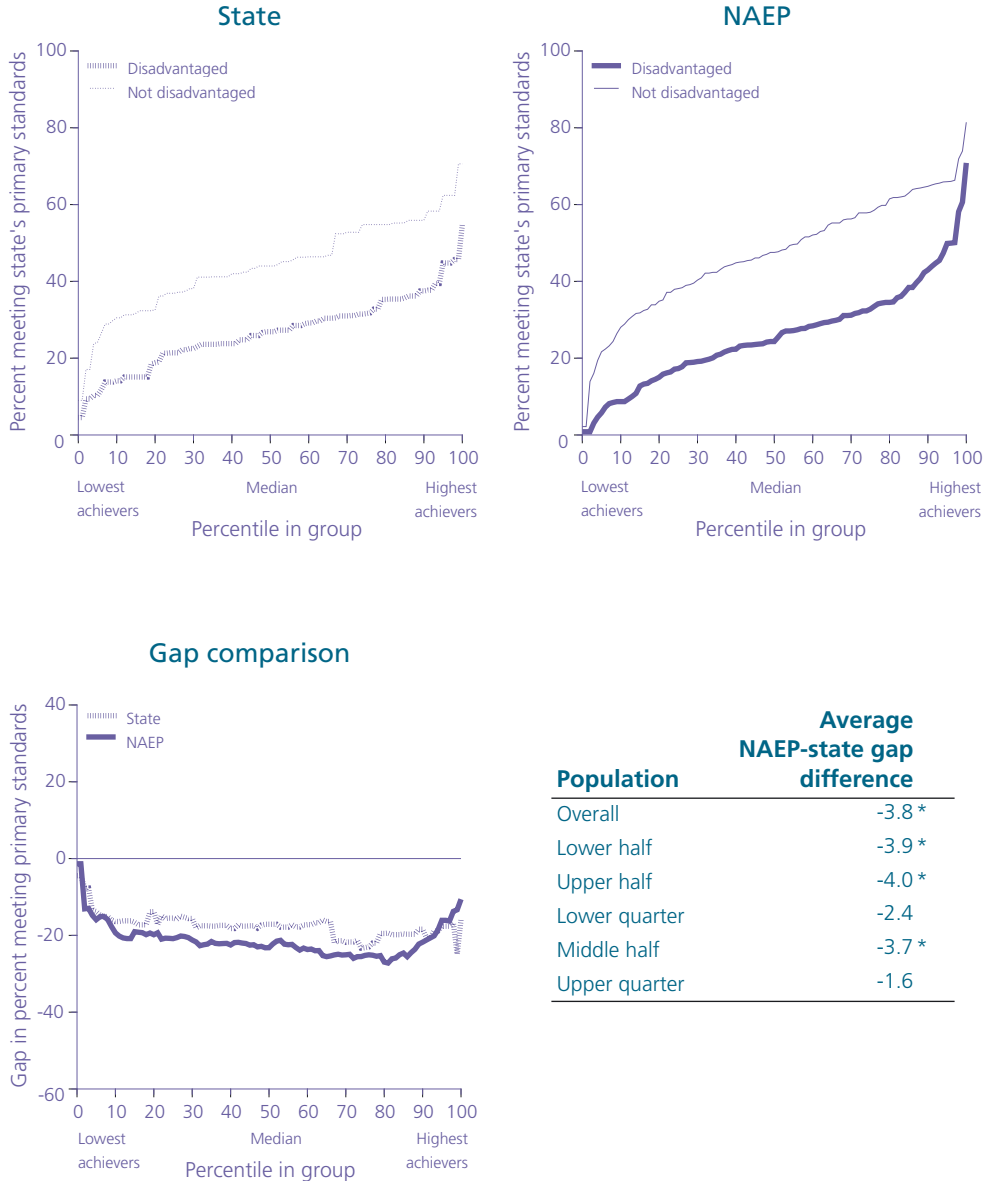
Figure 4. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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 grade 5.

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

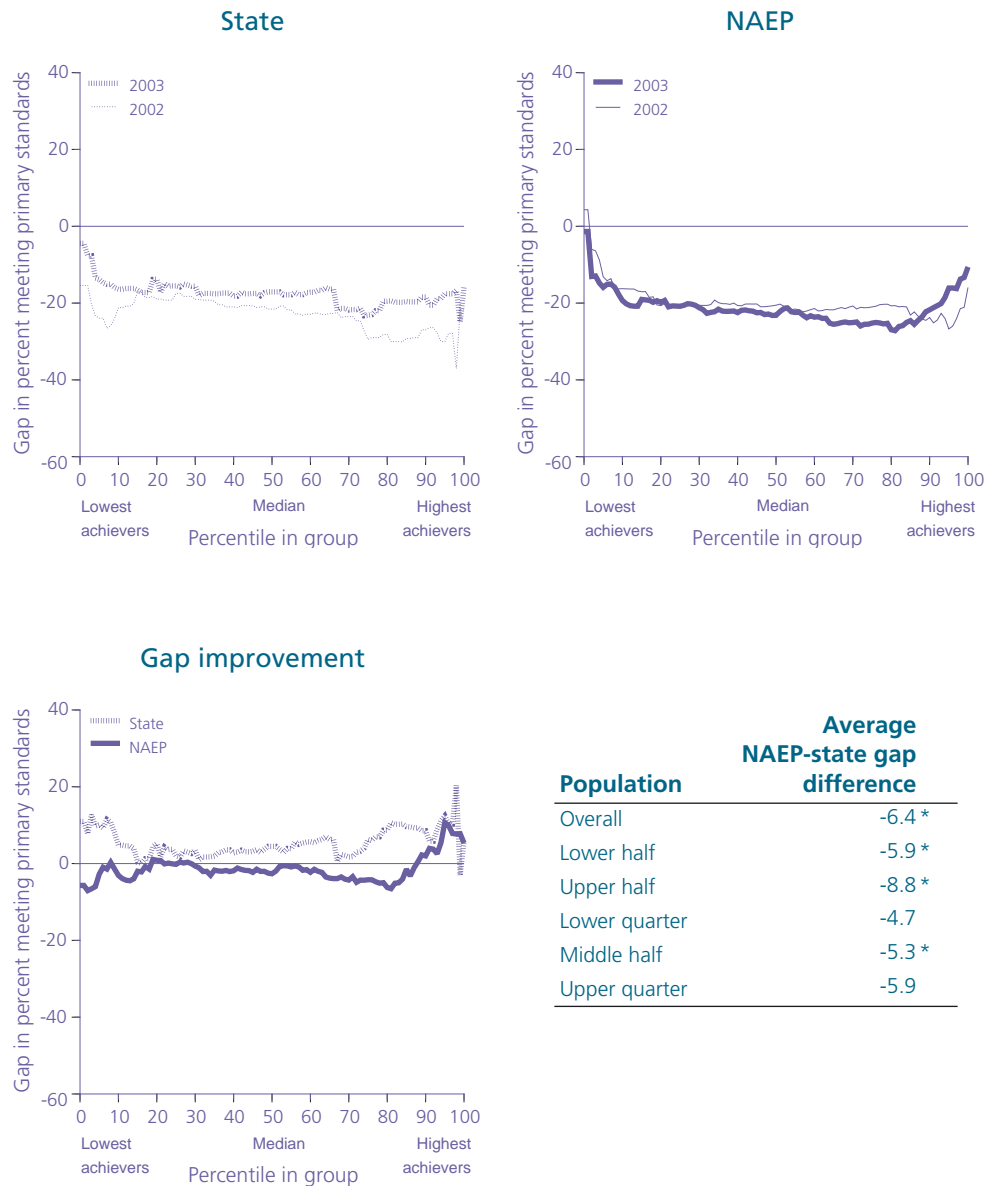


\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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



# D

## Idaho

The state administers the Idaho Standards Achievement Tests (ISAT) in grades 2-9 in reading and mathematics. Scores are available for Hispanic students. Idaho uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. Scores from 1998 and 2002 are not available for this report, so no direct comparisons could be made between those years and 2003; therefore, trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 114 schools in grade 4 and 85 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

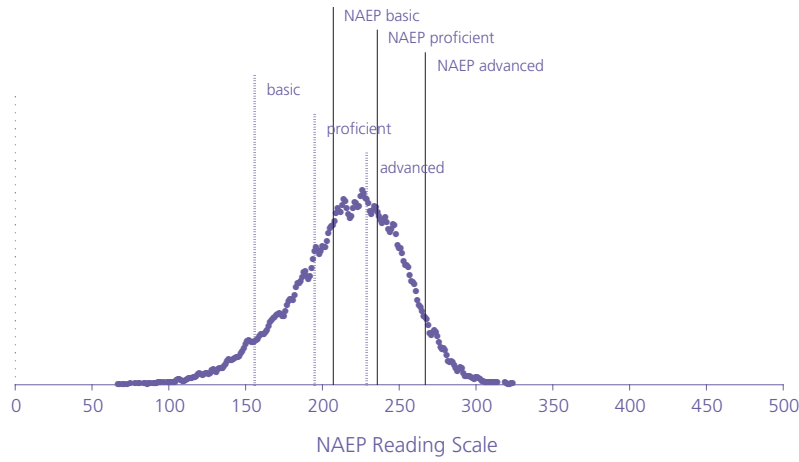
- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is close to the NAEP basic level.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.**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

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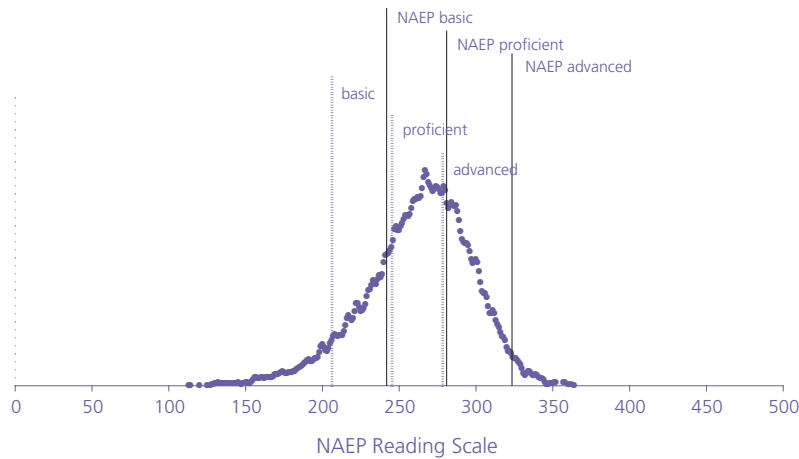
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.32	0.070	0.45	0.057
Proficient	0.59	0.043	0.59	0.057
Advanced	0.61	0.028	0.50	0.041

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

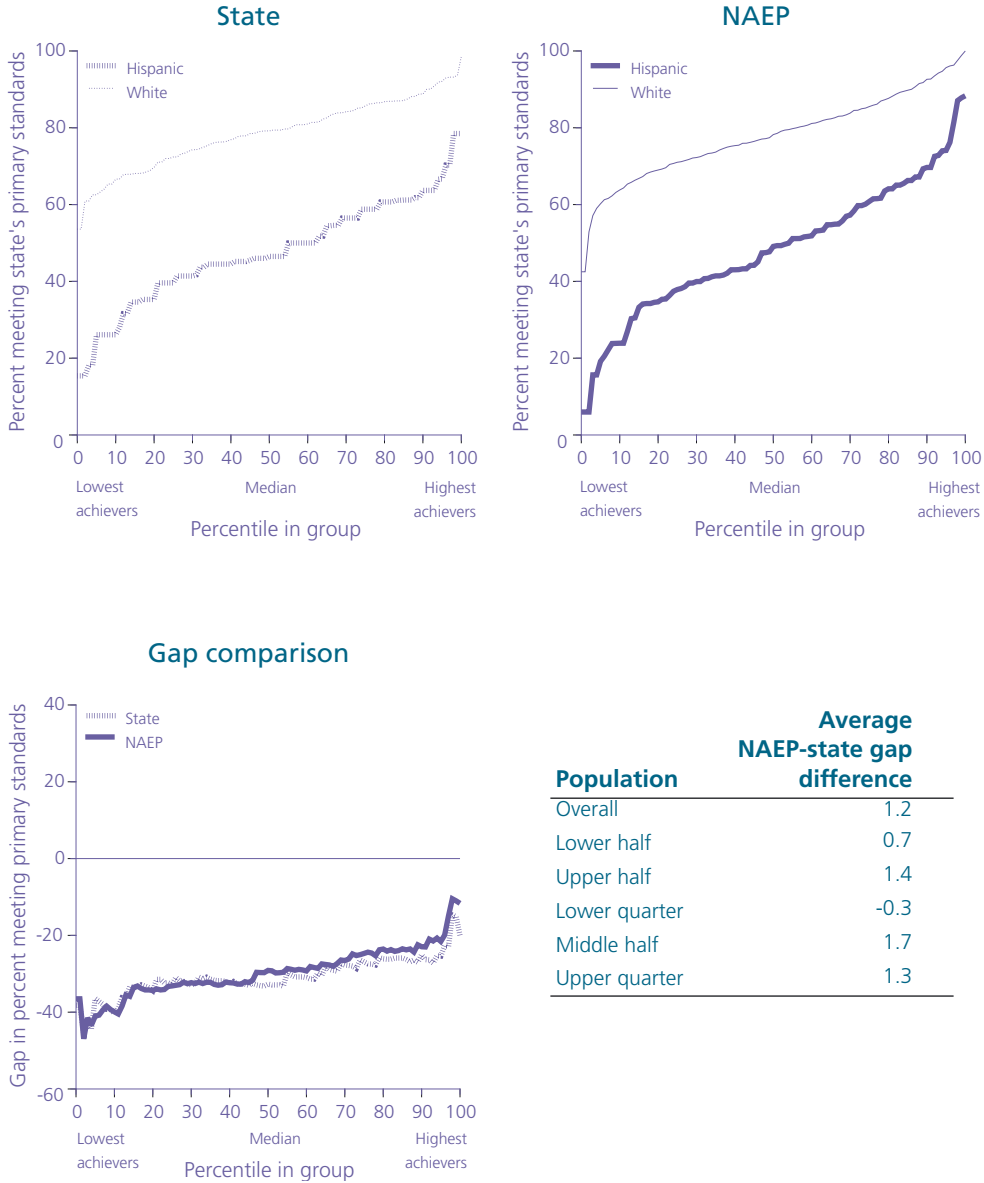
Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	—	17.4	18.0	—	14.2	16.6
English language learner	—	4.9	5.7	—	2.9	4.1
Student with disability	—	10.8	10.9	—	10.5	11.1
Both	—	1.7	1.4	—	0.8	1.4
<b>Excluded</b>	—	4.5	3.6	—	3.7	3.5
English language learner	—	0.5	0.9	—	0.5	0.4
Student with disability	—	3.4	2.3	—	2.8	2.6
Both	—	0.5	0.5	—	0.5	0.5
<b>Accommodated</b>	—	2.2	2.9	—	2.2	1.2
English language learner	—	0.2	0.1	—	#	0.0
Student with disability	—	1.7	2.5	—	2.1	1.0
Both	—	0.2	0.3	—	0.1	0.2

— 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.

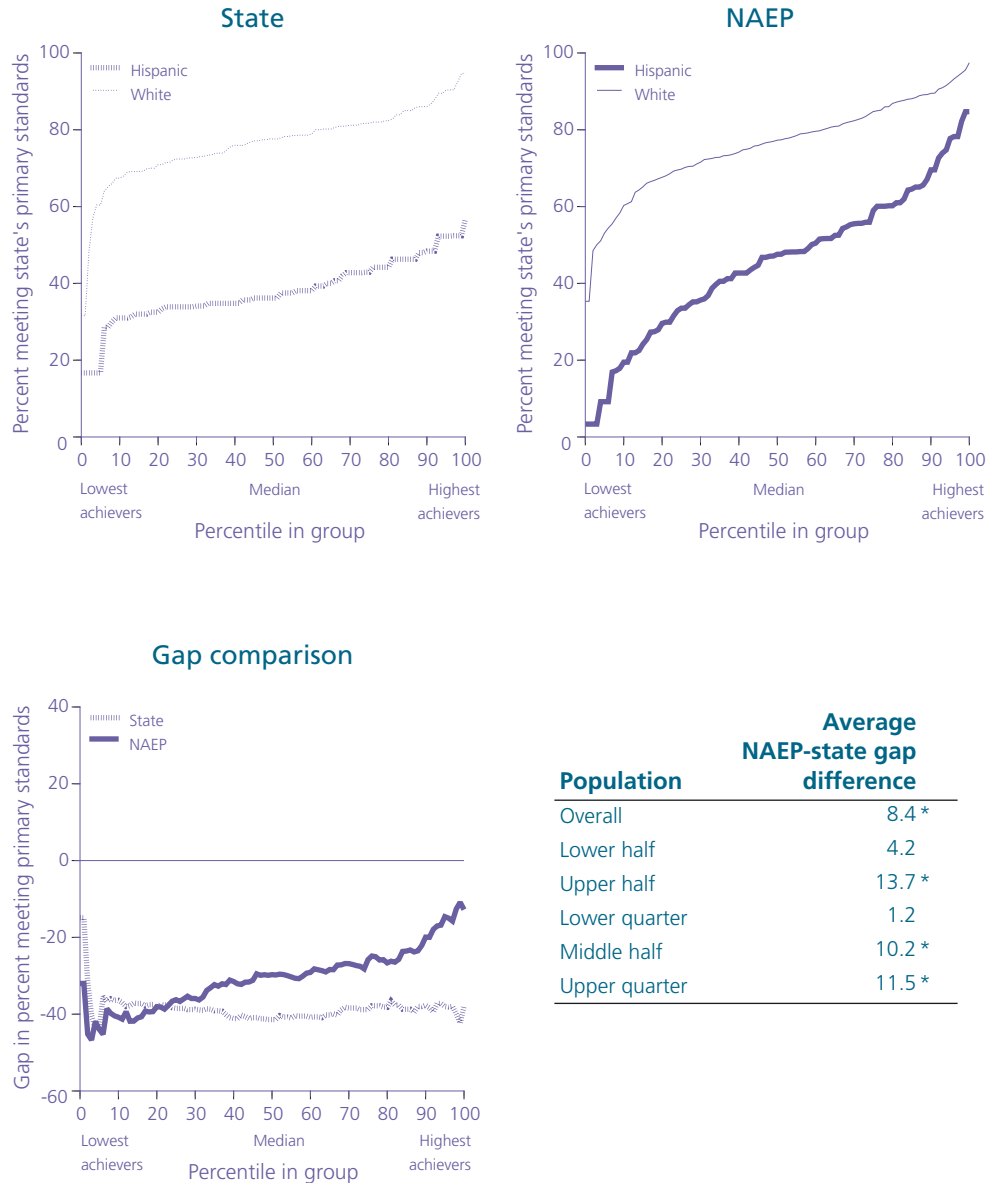
Figure 2. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 4 reading standards: 2003



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



\* 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.



# D

## Illinois

The state administers the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. Illinois uses four achievement levels for reporting purposes: *academic warning*, *below the standard*, *meets the standard*, and *exceeds the standard*. However, due to data unavailability, the trend graphs only include the top two levels. 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 161 schools in grade 5 and 169 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

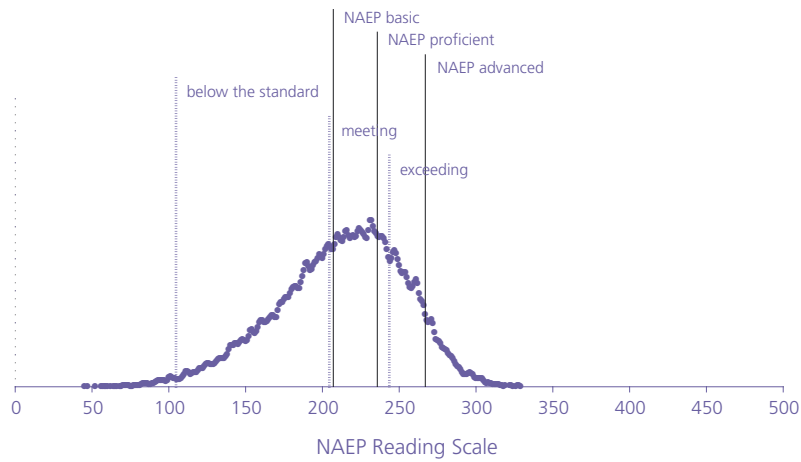
- **Standards.** The state's primary grade 5 reading performance standard (*meets*) is close to the NAEP basic level. The state's primary grade 8 reading performance standard (*meets*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent meeting between 2002 and 2003.
- **Gaps.** Overall, 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 grade 5 in 2003. Overall, the Black-White, Hispanic-White, and poverty gaps in grade 8 in percent meeting the state's standard in reading in 2003 were greater when measured by NAEP compared to the state assessment.

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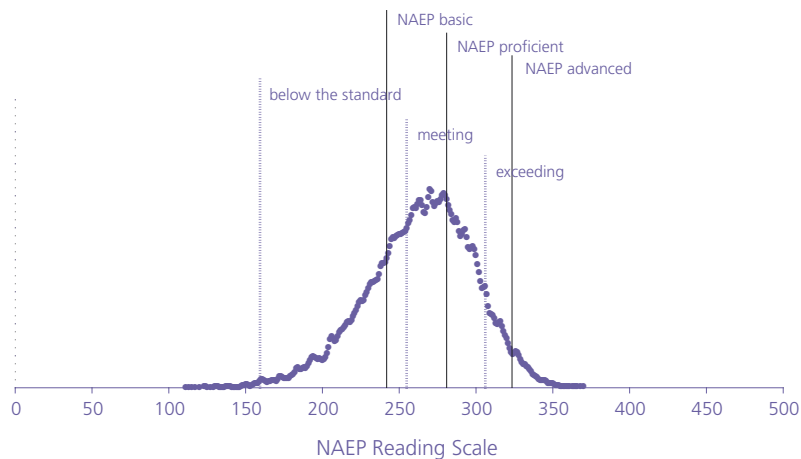
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Below the Standard	0.28	0.075	0.18	0.086
Meeting	0.85	0.008	0.82	0.014
Exceeding	0.80	0.022	0.64	0.037

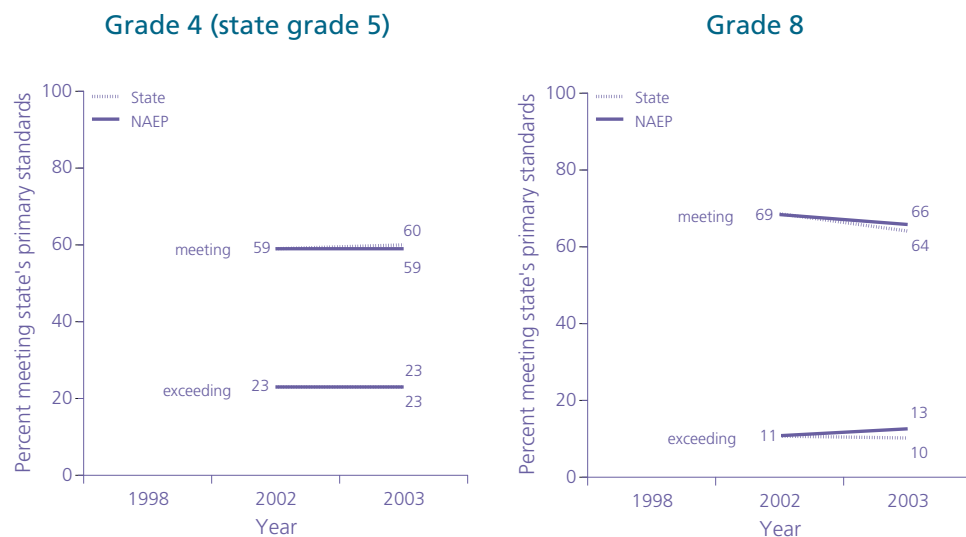
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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
<b>Identified</b>	14.1	20.4	22.5	12.1	16.4	16.7
English language learner	4.5	7.4	6.9	2.6	4.1	2.5
Student with disability	9.2	11.4	13.6	9.2	11.4	12.9
Both	0.4	1.6	2.0	0.3	0.9	1.3
<b>Excluded</b>	5.9	6.8	8.0	3.7	3.8	5.3
English language learner	2.4	2.9	2.8	1.0	1.1	1.4
Student with disability	3.1	3.2	3.9	2.5	2.4	3.4
Both	0.4	0.7	1.3	0.3	0.4	0.5
<b>Accommodated</b>	1.9	5.7	7.0	2.8	5.8	6.8
English language learner	0.0	0.6	0.5	0.2	0.2	0.1
Student with disability	1.9	4.7	6.1	2.7	5.4	6.2
Both	0.0	0.4	0.3	0.0	0.3	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



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.

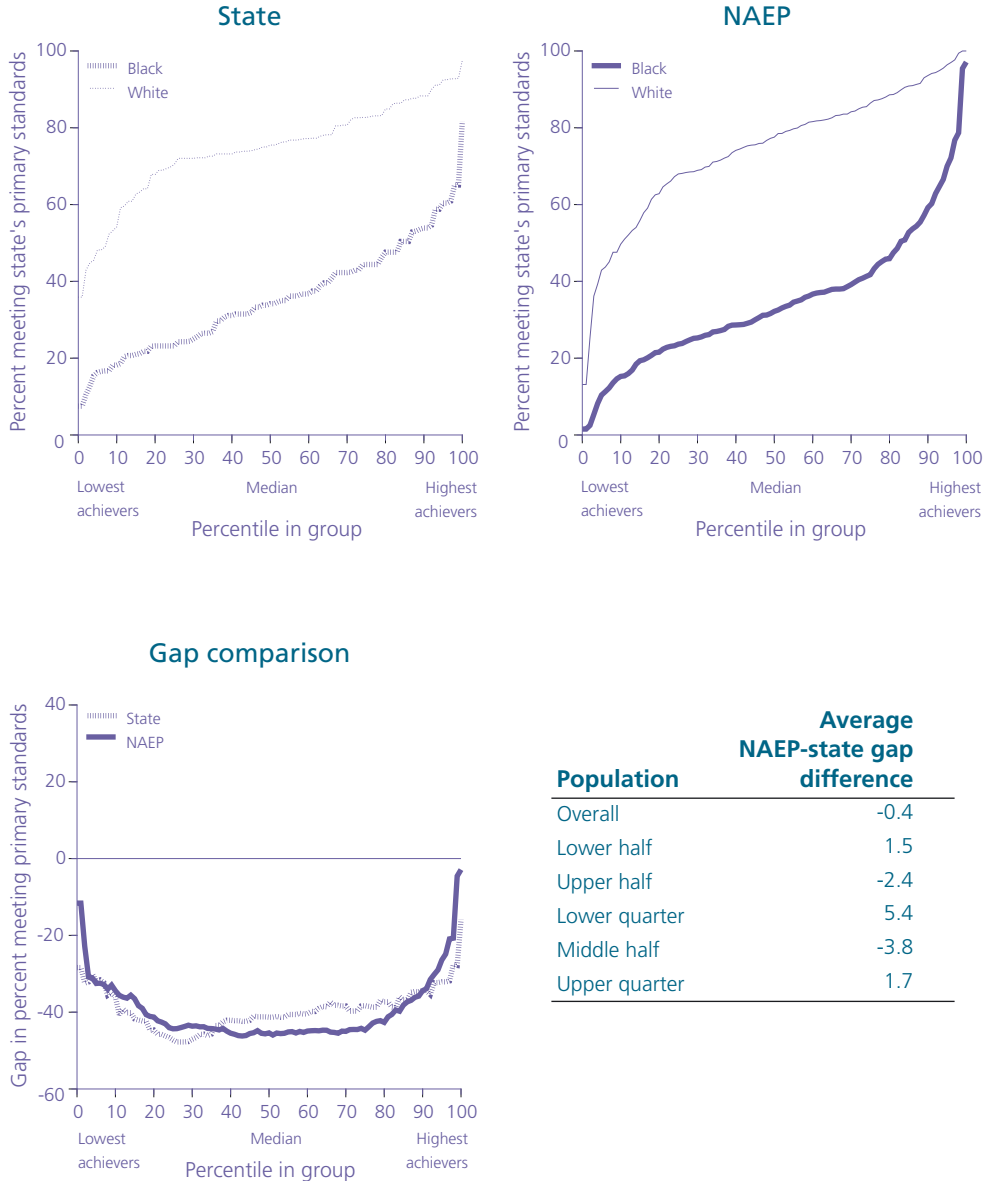
Table 3. Percentage meeting grades 5 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 5	—	59.2	60.4
Grade 8	—	68.0	63.7

— Not available.

SOURCE: Illinois State Board of Education retrieved from [http://www.isbe.net/news/2003/isat\\_charts.pdf](http://www.isbe.net/news/2003/isat_charts.pdf).

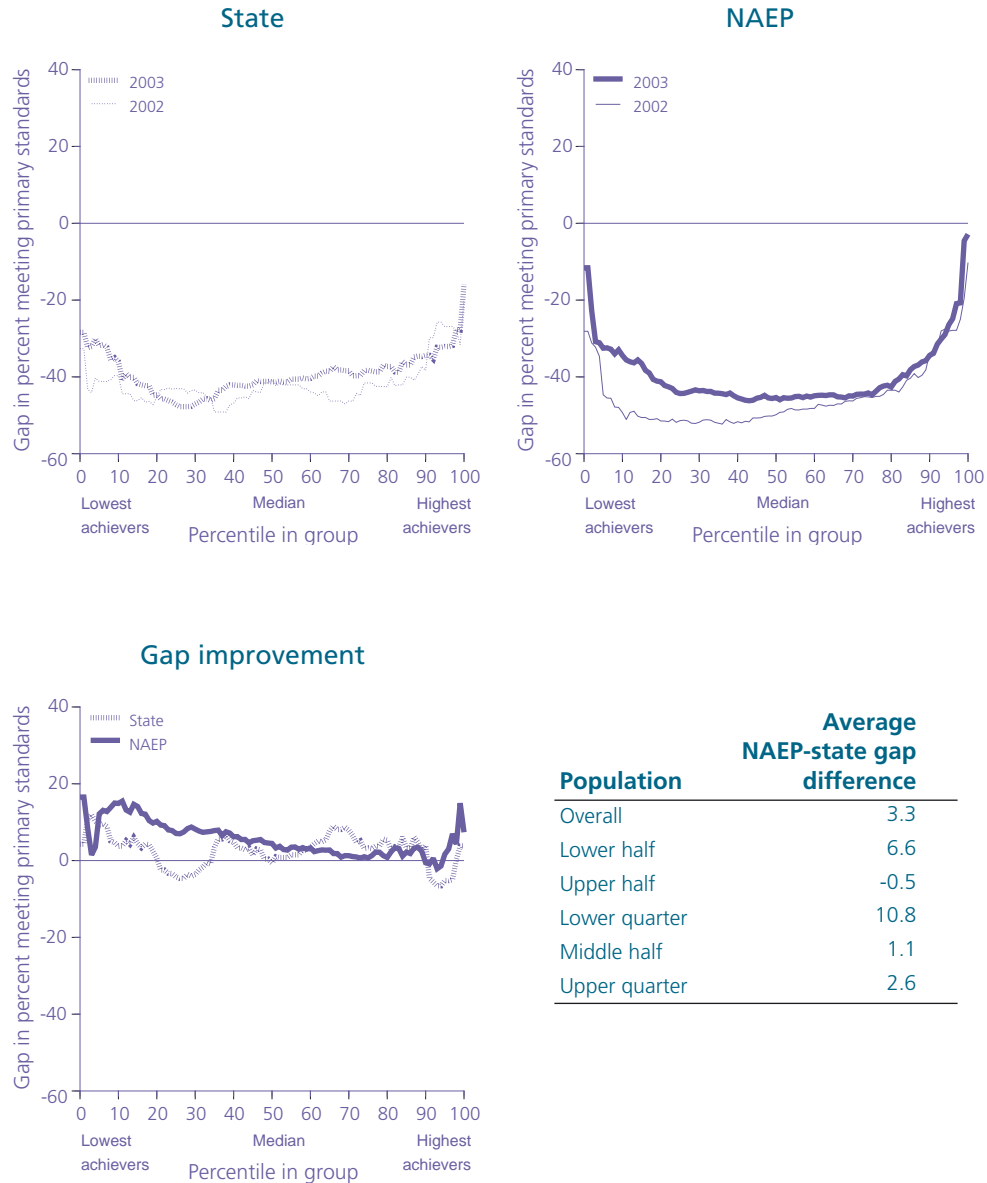
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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.

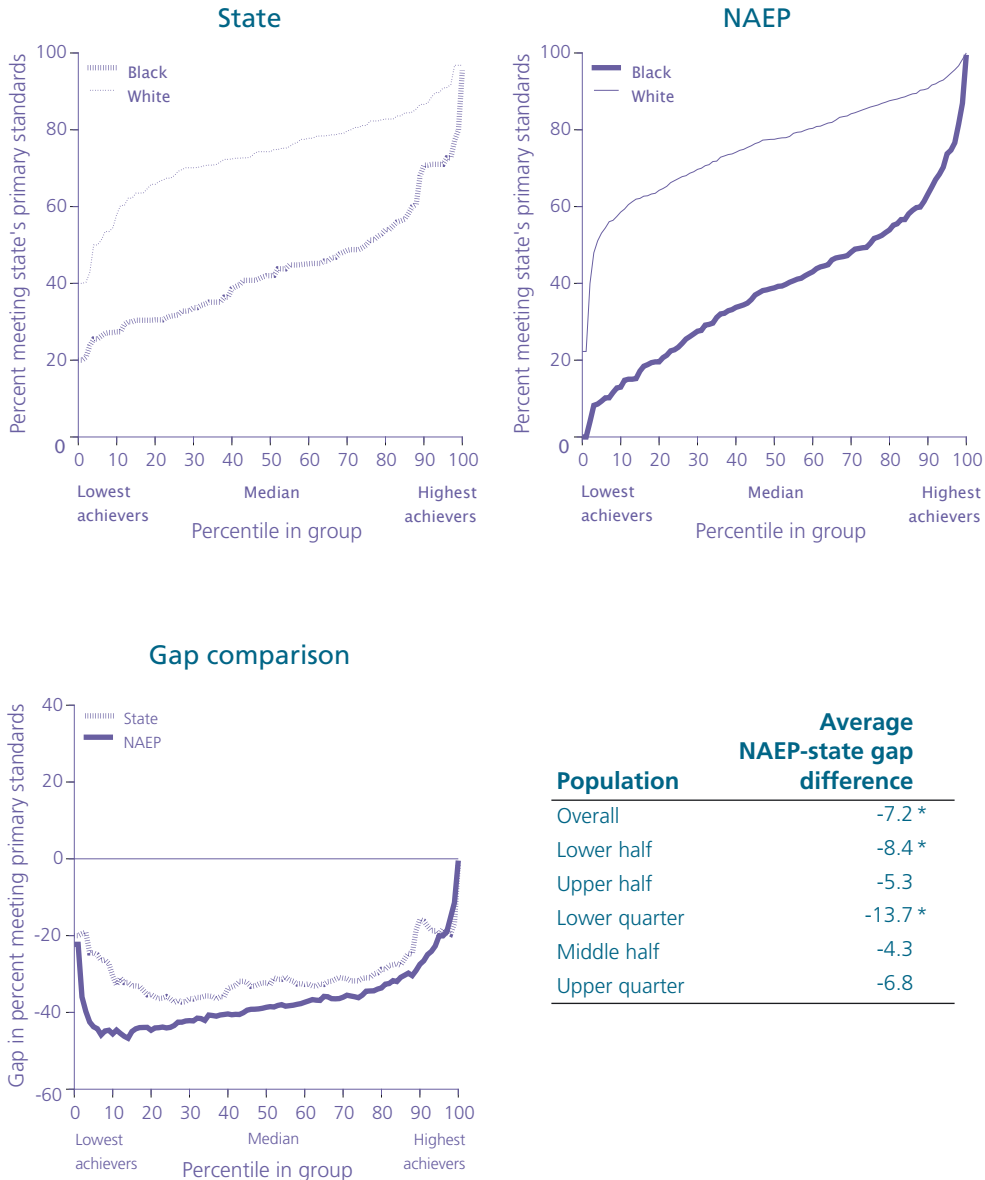
Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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), 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

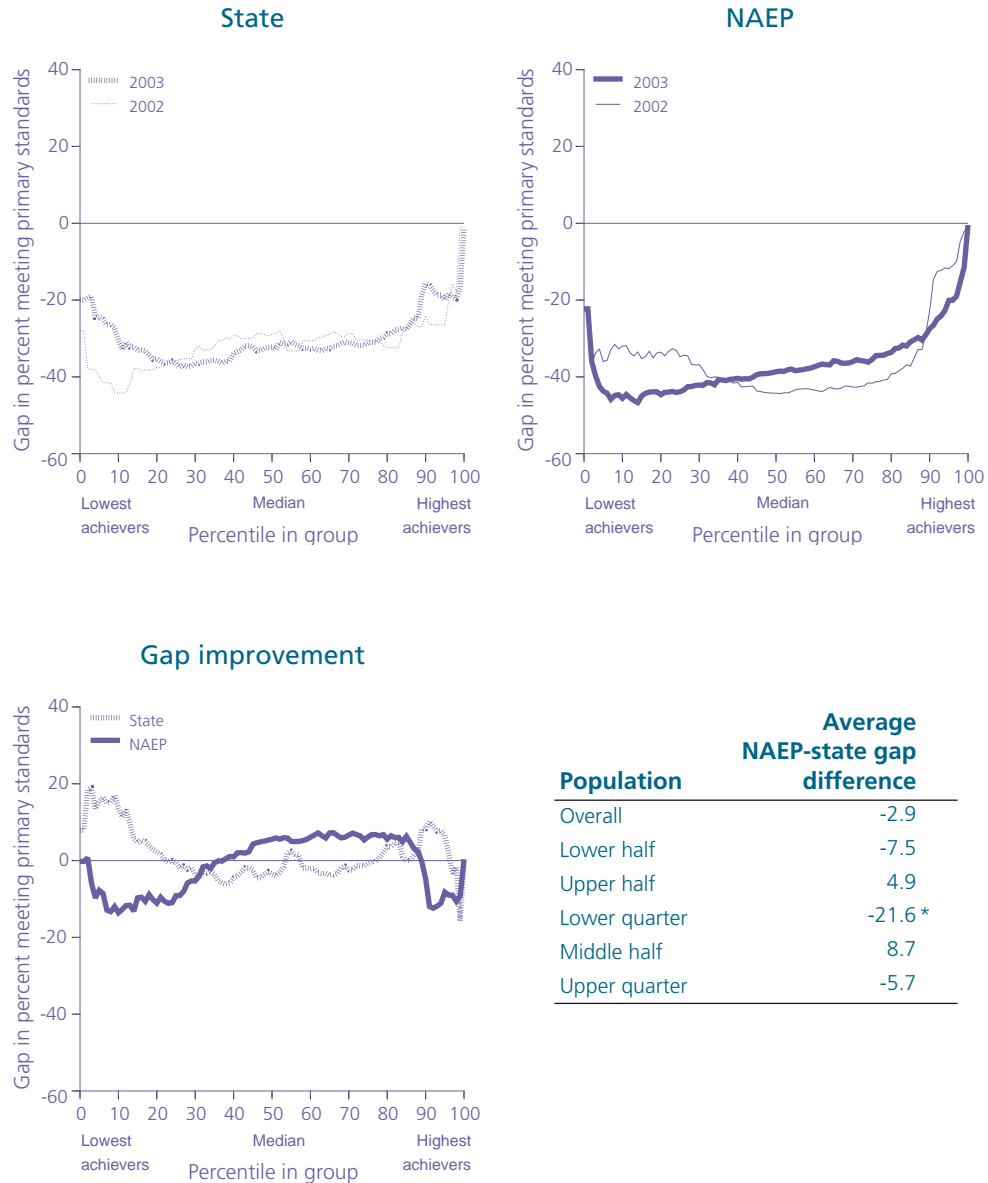


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.



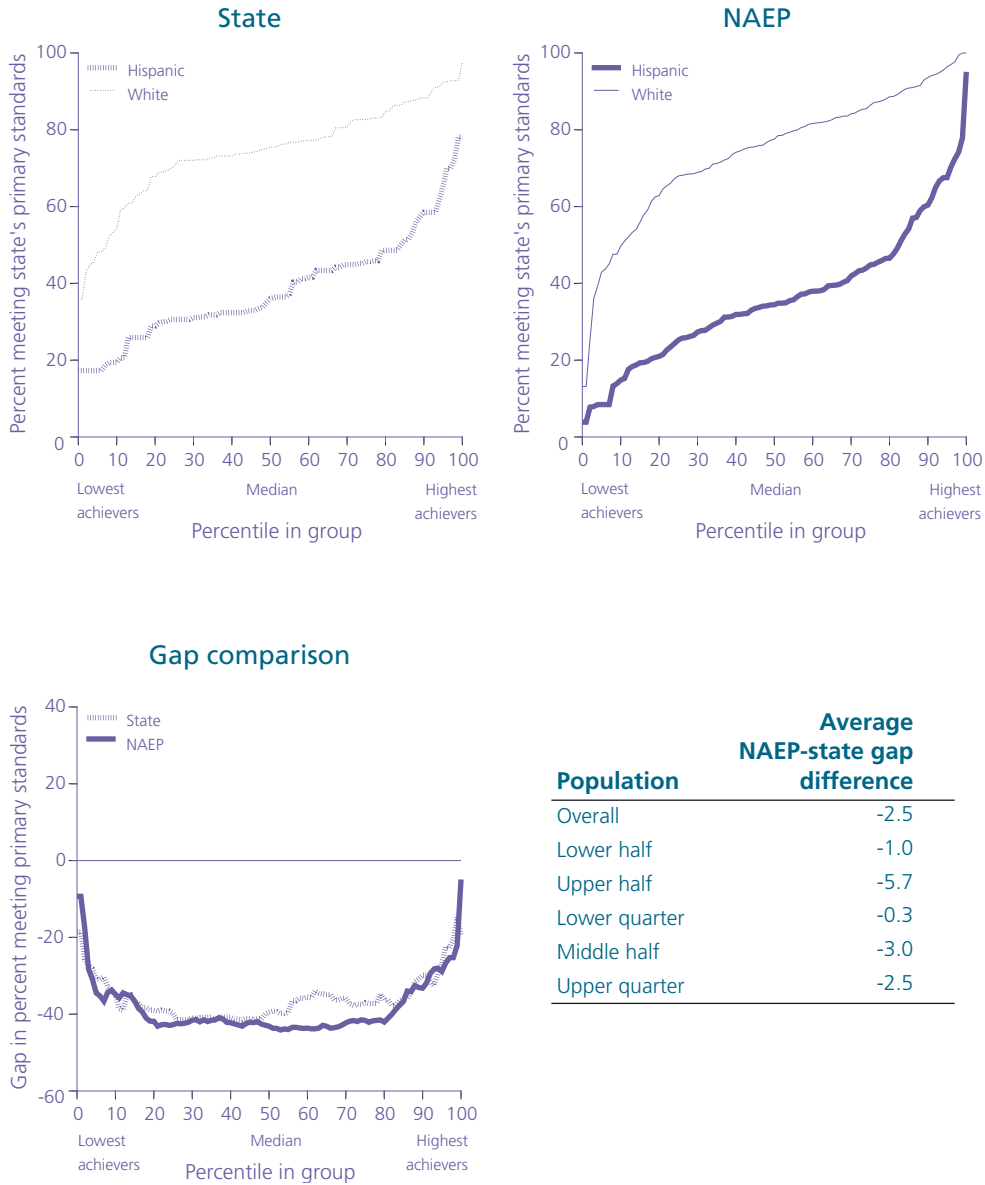
Figure 6. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



\* 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.

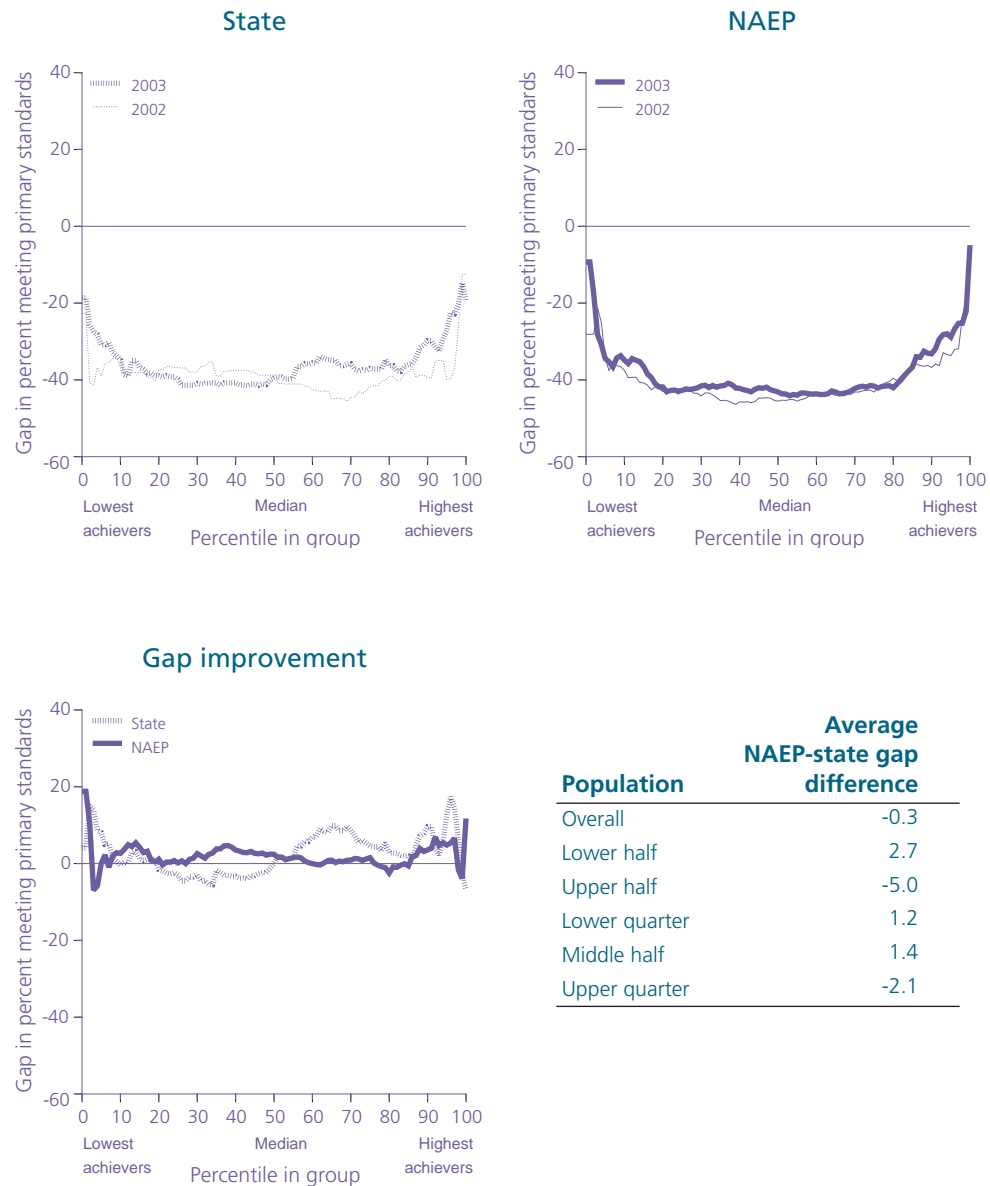
Figure 7. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 4 reading standards: 2003



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.

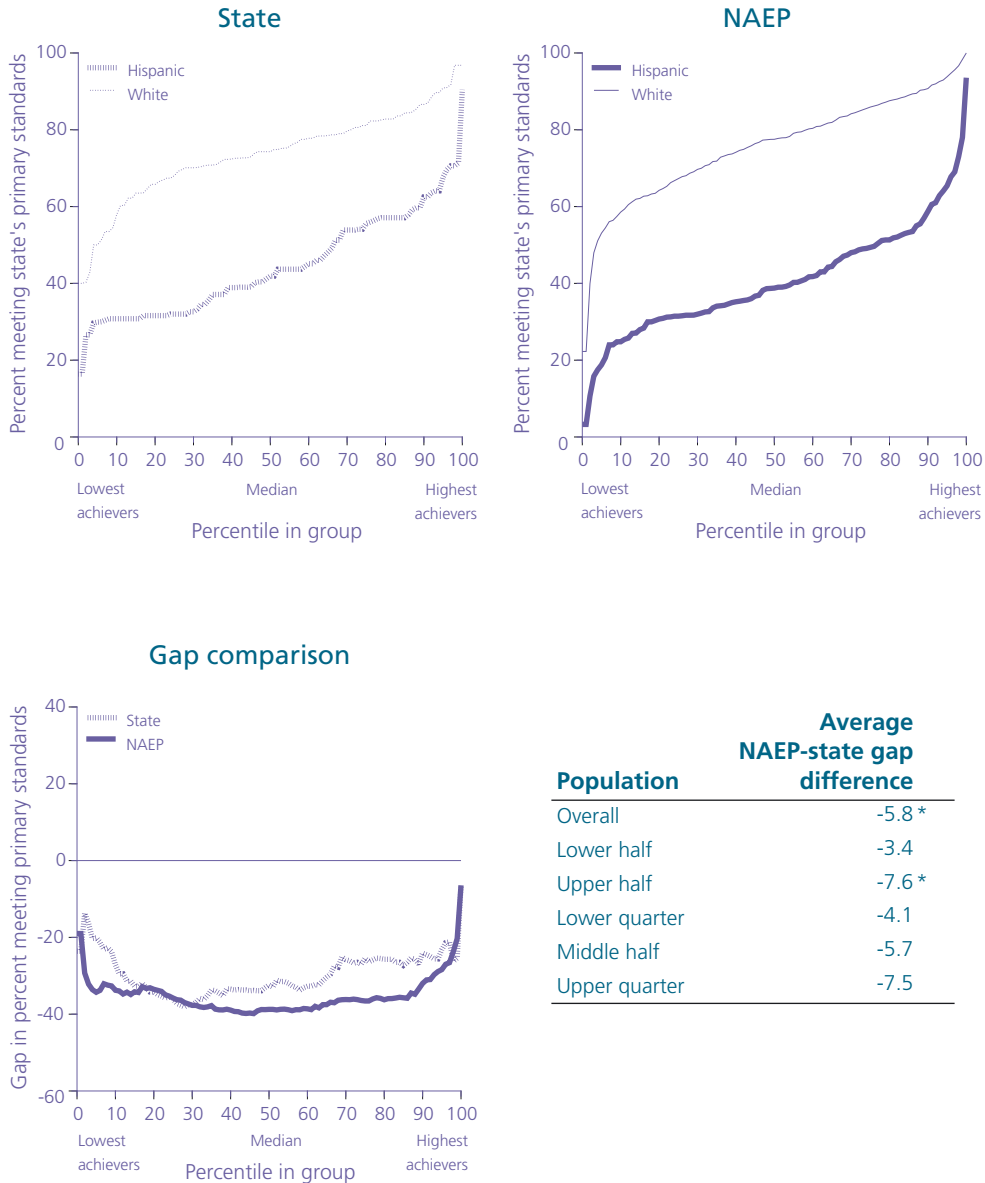
Figure 8. Comparison of NAEP and state assessment Hispanic-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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

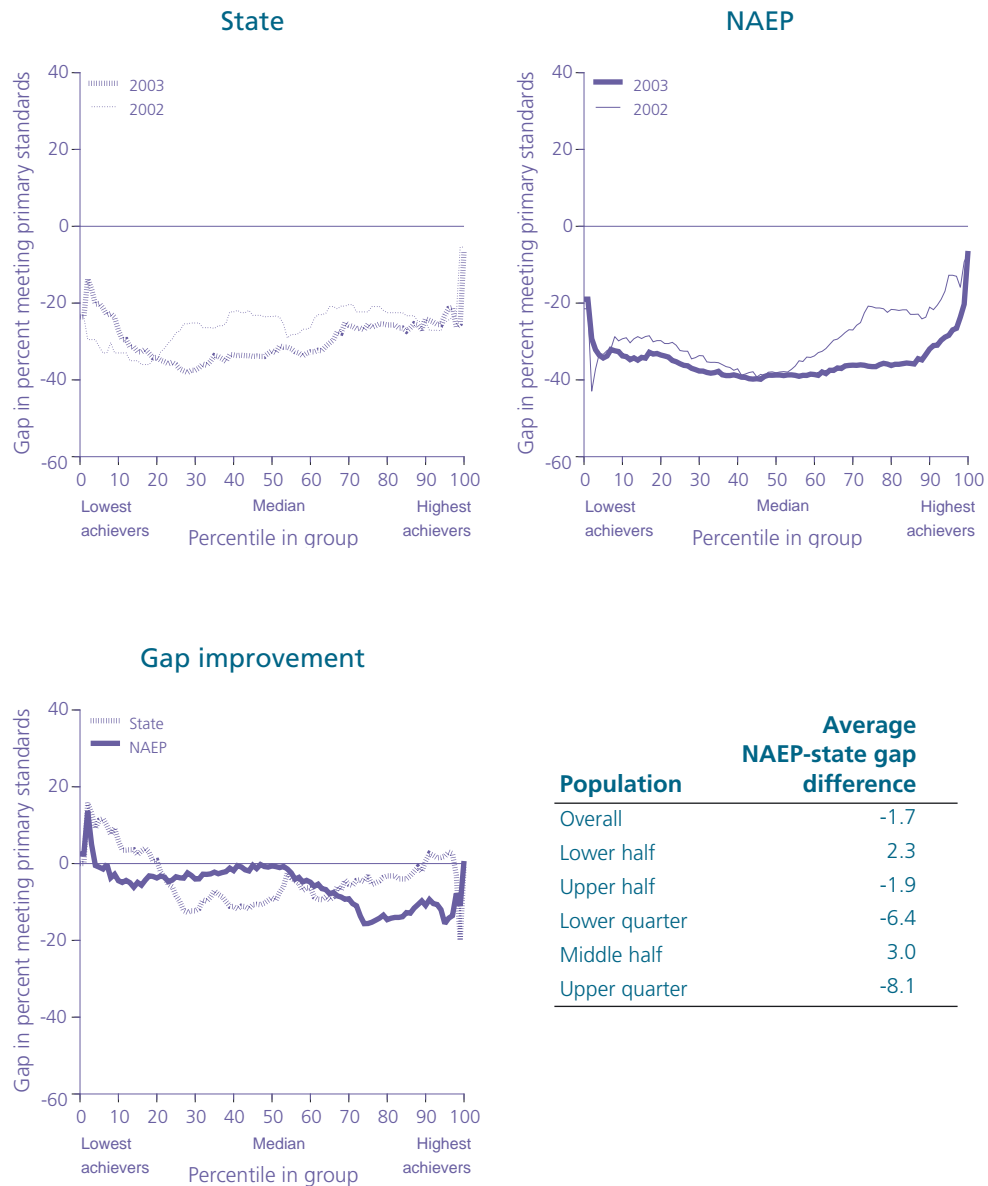
Figure 9. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 8 reading standards: 2003



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

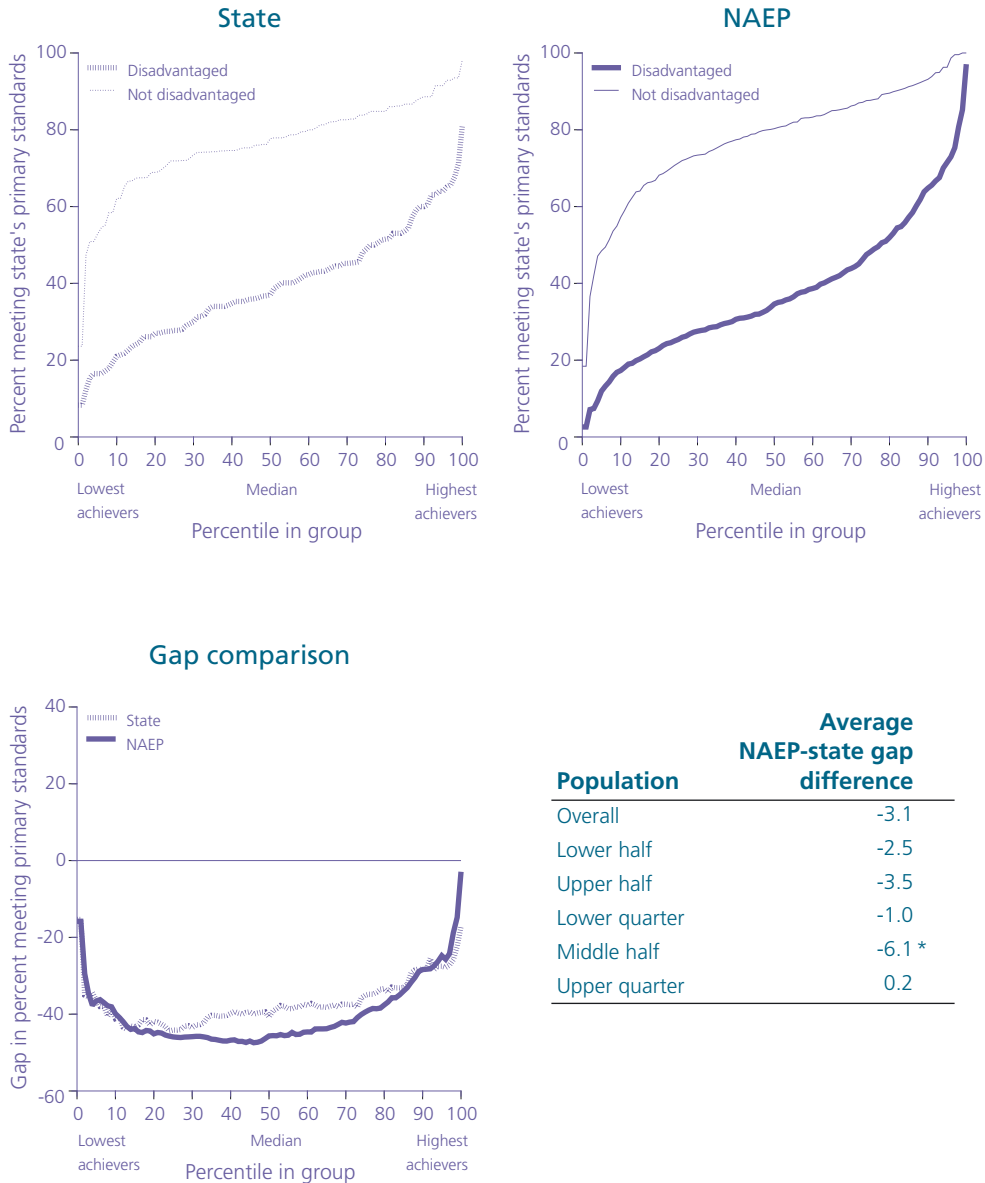
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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

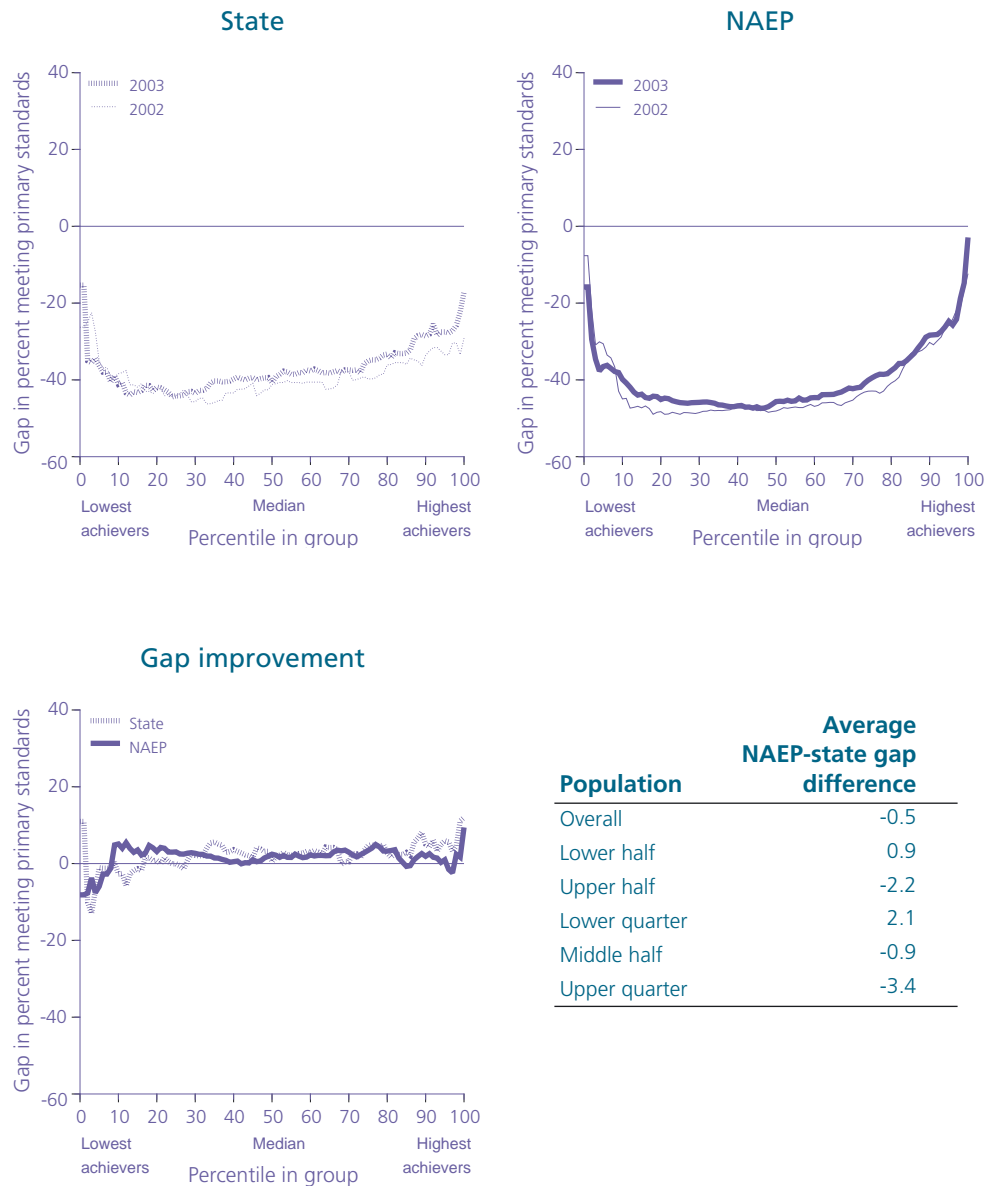


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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 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.

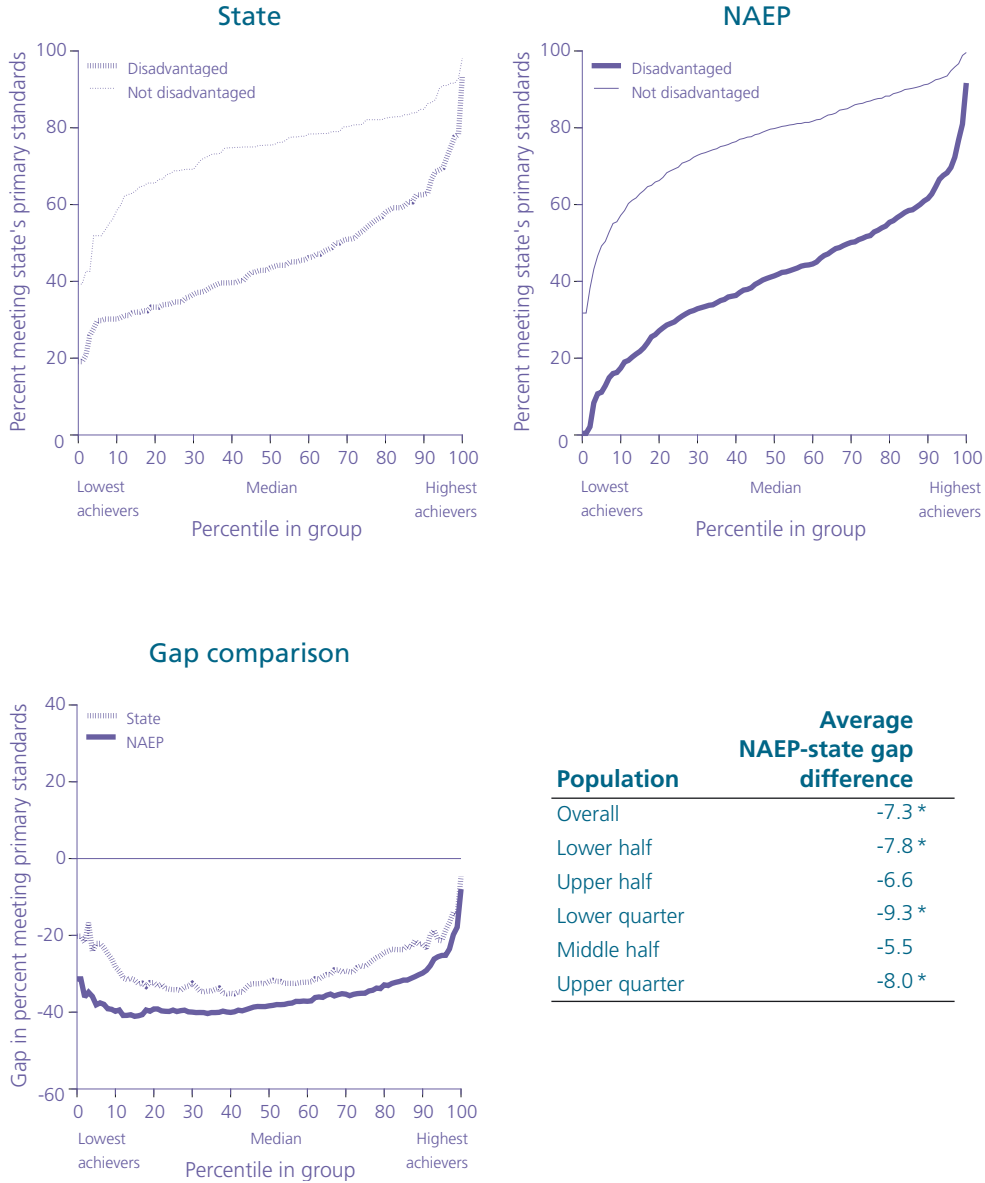
Figure 12. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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. 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), 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



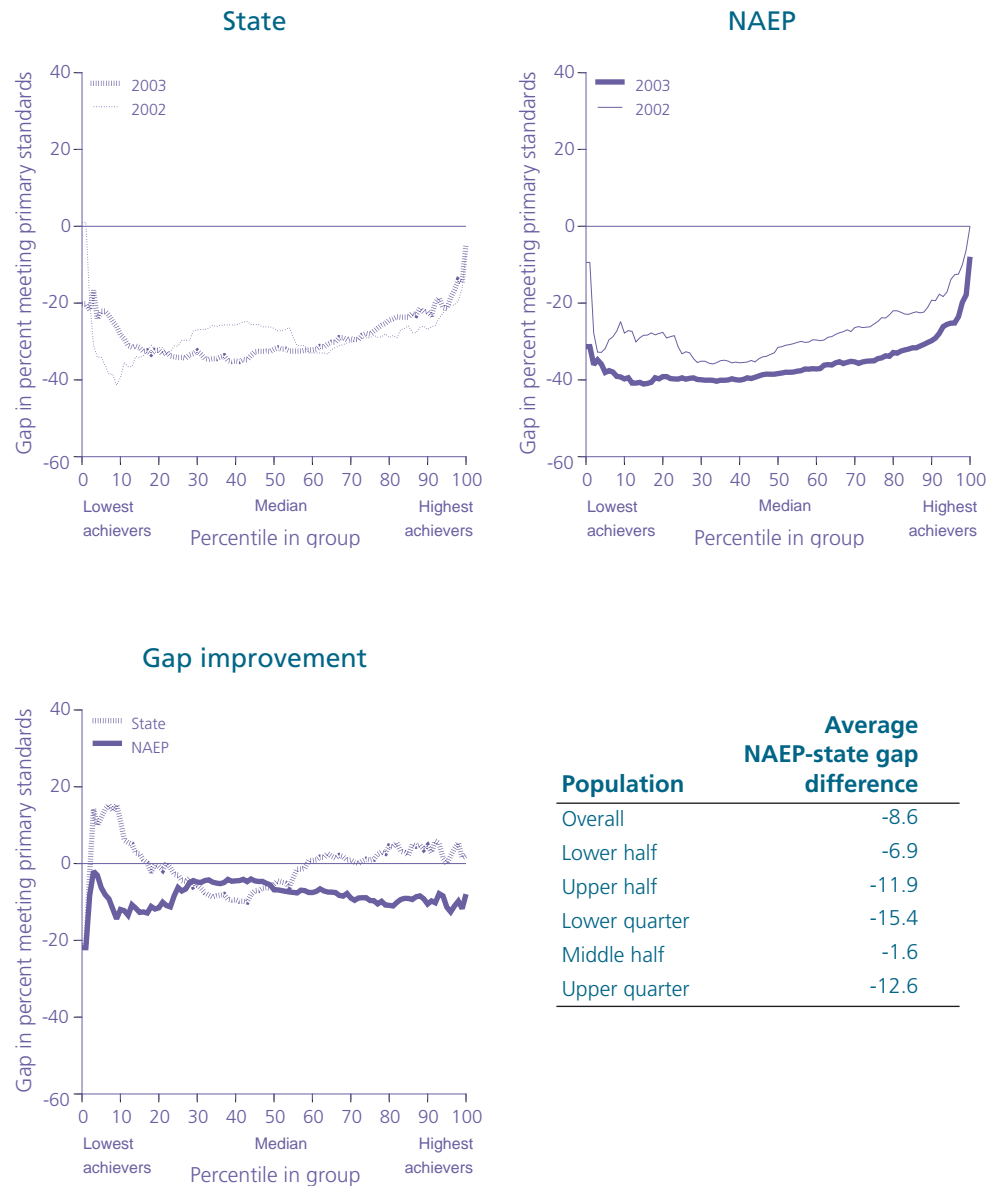
\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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 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

## Indiana

The state administers the Indiana Statewide Testing for Education Progress-Plus (ISTEP+) assessment in grades 3 and 8 in English language arts and mathematics. Scores are available for Black and economically disadvantaged students in grades 3 and 8 and for Hispanic students in grade 8, but there are too few Hispanic students to provide a reliable comparison. Indiana uses three achievement levels for reporting purposes: *not pass*, *pass*, and *pass+*. The ISTEP+ is given in the fall, so 2002-03 data correspond to the exams administered in the Fall of 2002. Since the new ISTEP+ is based upon new content and is scored on a new scale trend graphs 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 110 schools in grade 3 and 99 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

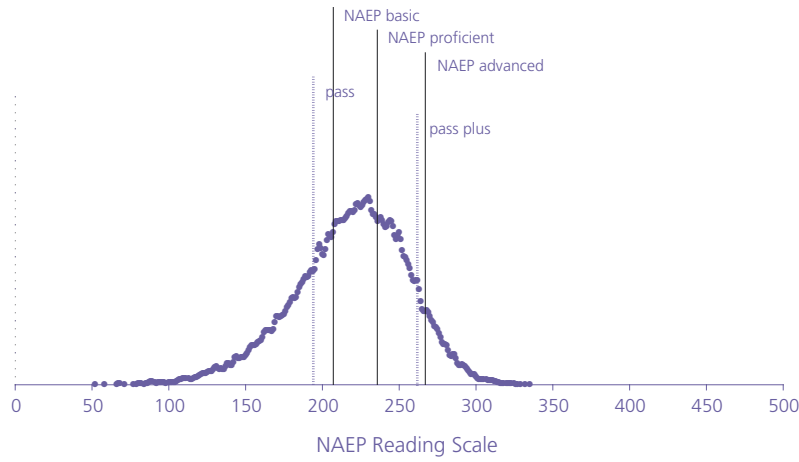
- **Standards.** The state's primary grade 3 reading performance standard (*pass*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*pass*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 3 and 8.
- **Gaps.** Overall, the Black-White and poverty gaps in grade 3 in percent meeting the state's standard in reading in 2003 were greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and poverty gaps 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 3 and 8 in 2003.

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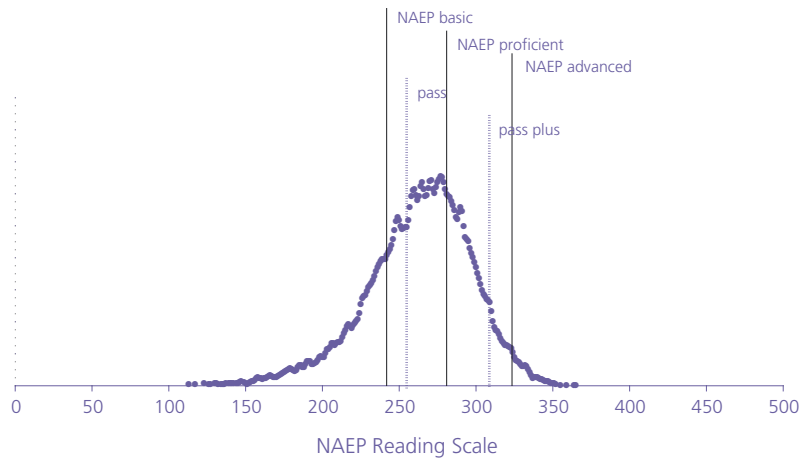
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Pass	0.57	0.018	0.75	0.019
Pass Plus	0.42	0.041	0.63	0.078

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

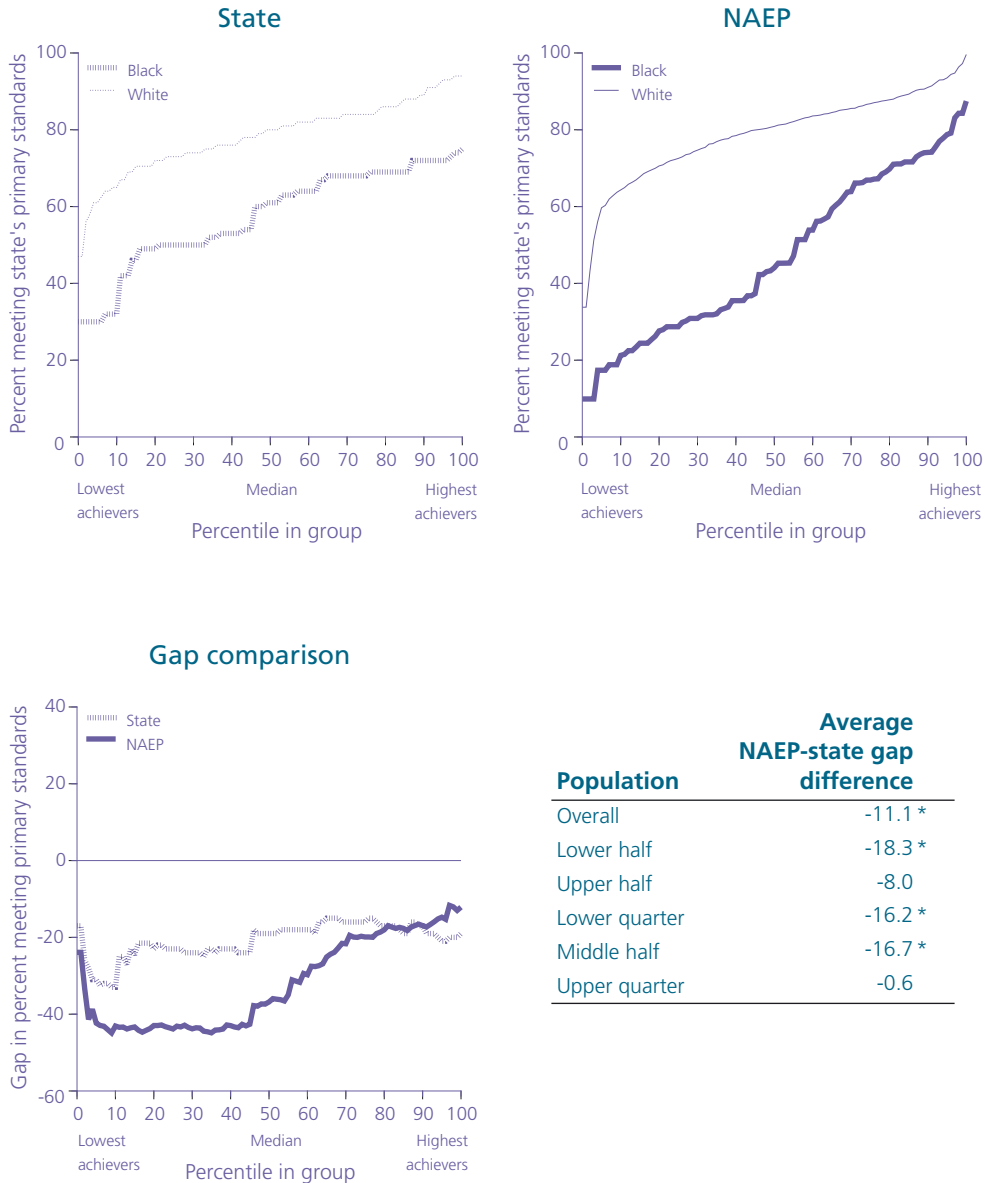
Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
<b>Identified</b>	—	13.2	15.0	—	14.5	15.7
English language learner	—	1.2	1.7	—	0.9	1.8
Student with disability	—	11.4	12.8	—	13.0	13.2
Both	—	0.6	0.4	—	0.6	0.7
<b>Excluded</b>	—	4.6	3.9	—	3.9	3.7
English language learner	—	0.4	0.3	—	0.2	0.4
Student with disability	—	3.9	3.5	—	3.5	2.9
Both	—	0.4	0.1	—	0.2	0.4
<b>Accommodated</b>	—	1.9	4.7	—	3.2	5.5
English language learner	—	0.0	0.4	—	0.1	0.1
Student with disability	—	1.9	4.1	—	3.0	5.3
Both	—	0.0	0.2	—	0.2	#

— 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 Black-White achievement gaps in percent meeting grade 4 reading standards: 2003

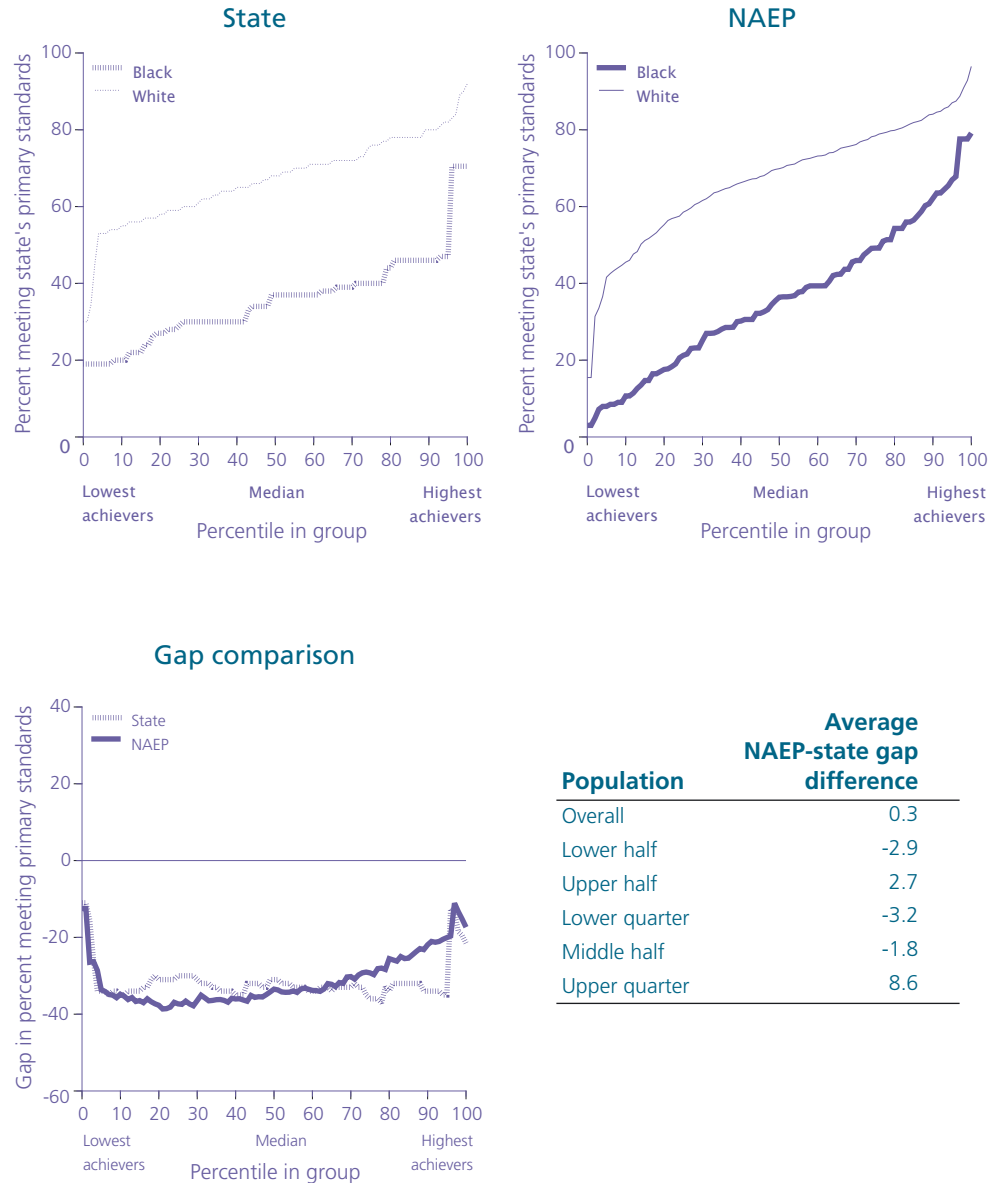


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 3.

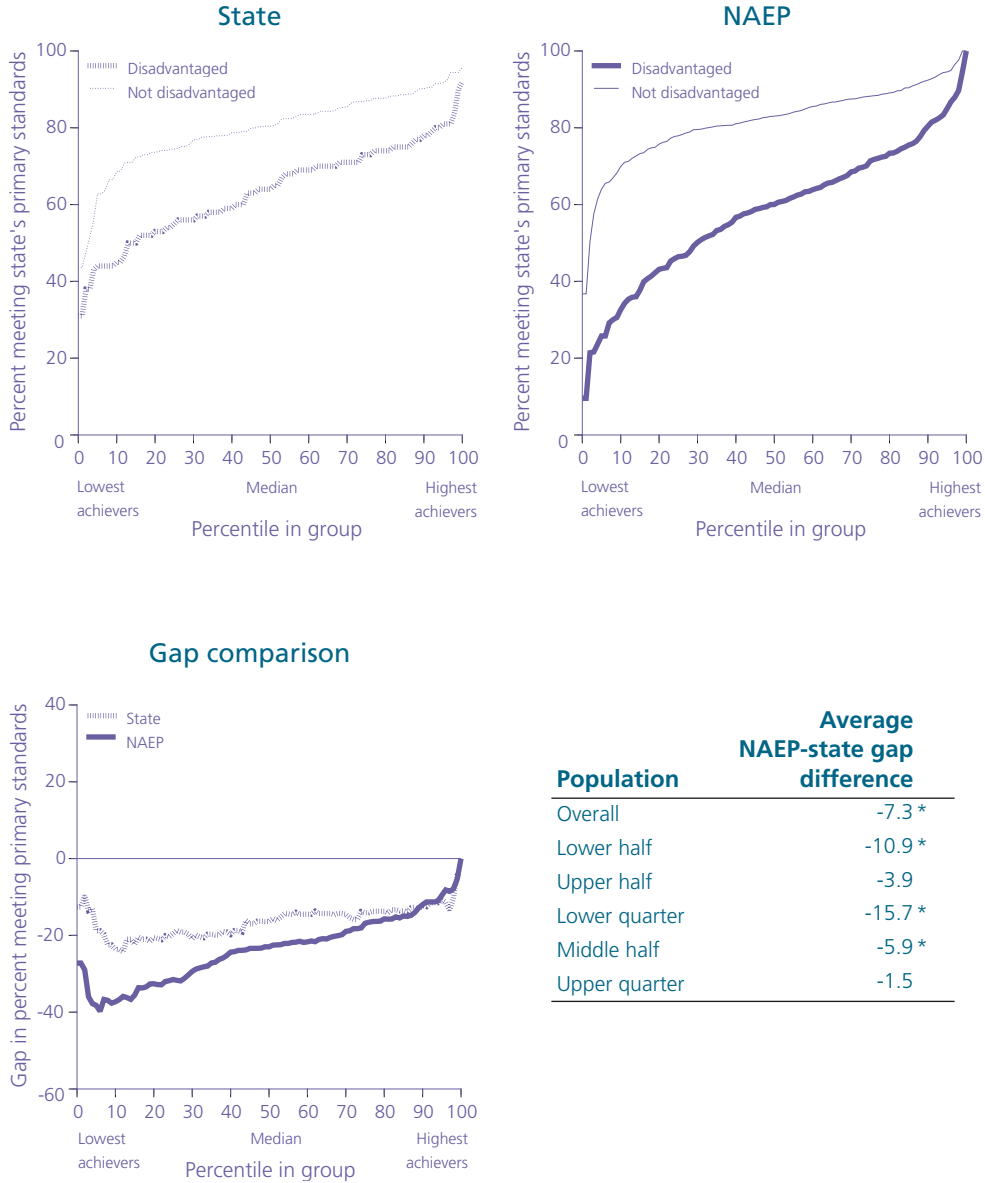
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



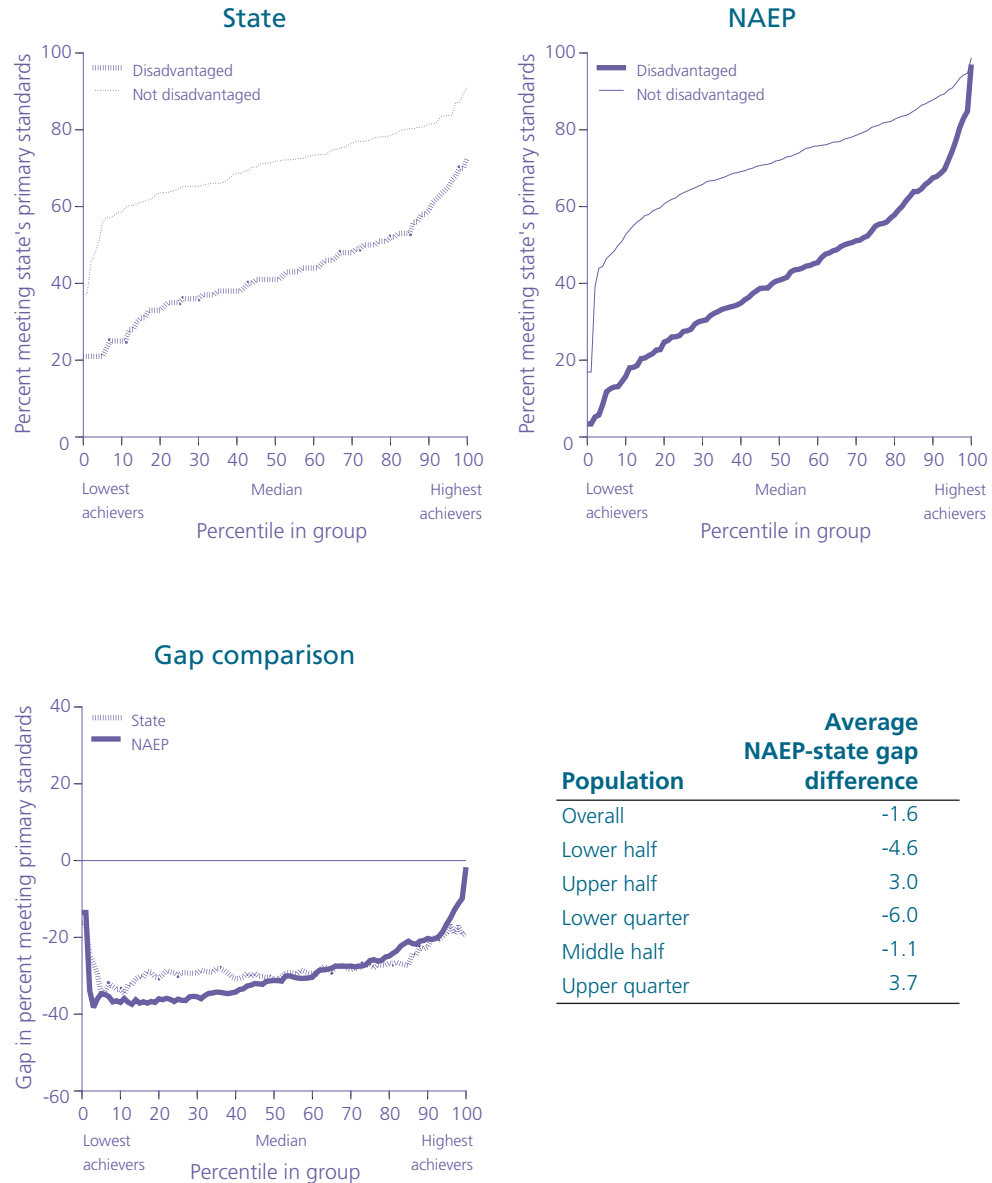
\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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. 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.



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

## Iowa

Iowa administers the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic and Black students in grade 8, but there are too few students in these subgroups to provide a reliable comparison. Iowa uses three achievement levels for reporting purposes (*low*, *intermediate*, and *high*), although the data available only included percent proficient. Iowa has defined *proficient* as the *intermediate* and *high* levels combined. Iowa's scores are available for *biennium* periods only. For example, this year's scores represent the biennium period 2001-02 to 2002-03. This is also the first year in which scores are available for this report; for these reasons, trend graphs are not included. 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 132 schools in grade 4 and 114 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

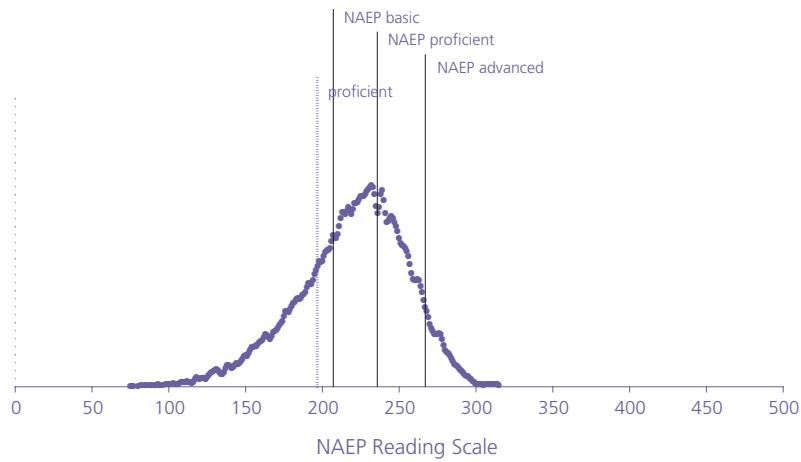
- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** 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.

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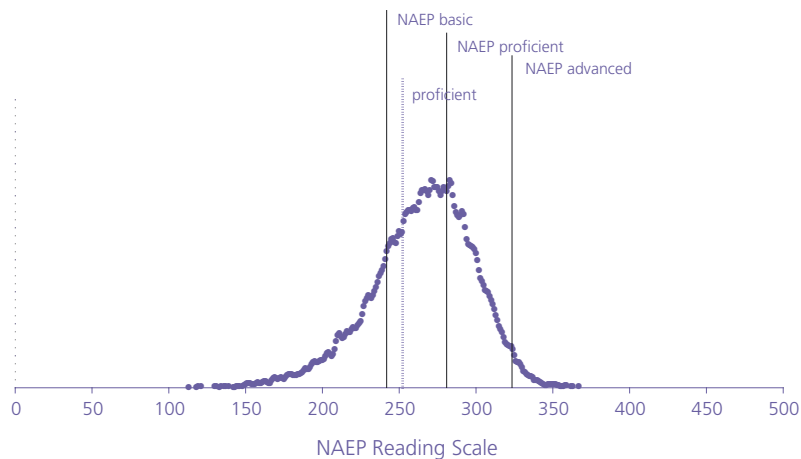
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.73	0.027	0.66	0.029

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
<b>Identified</b>	14.9	16.2	17.4	—	—	16.7
English language learner	1.1	1.2	2.9	—	—	1.7
Student with disability	13.4	14.3	13.5	—	—	14.3
Both	0.3	0.7	1.0	—	—	0.7
<b>Excluded</b>	5.3	7.8	6.8	—	—	4.6
English language learner	0.6	0.4	0.3	—	—	0.3
Student with disability	4.4	6.7	5.9	—	—	4.1
Both	0.2	0.7	0.6	—	—	0.2
<b>Accommodated</b>	2.7	5.2	6.4	—	—	6.8
English language learner	0.0	0.3	0.9	—	—	0.5
Student with disability	2.7	4.9	5.3	—	—	6.2
Both	0.0	#	0.2	—	—	0.2

— 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.

