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Kansas

Kansas administers exams in grades 5 and 8 in reading and in grades 4 and 7 in mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students in grades 5 and 8 and too few Black students in grade 8 to provide reliable comparisons between these subgroups and White students. Also note that the percentage of Black students represented is below two-thirds of the population in Grade 4 (57%). Kansas uses five achievement levels for reporting purposes: *unsatisfactory*, *basic*, *proficient*, *advanced*, and *exemplary*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

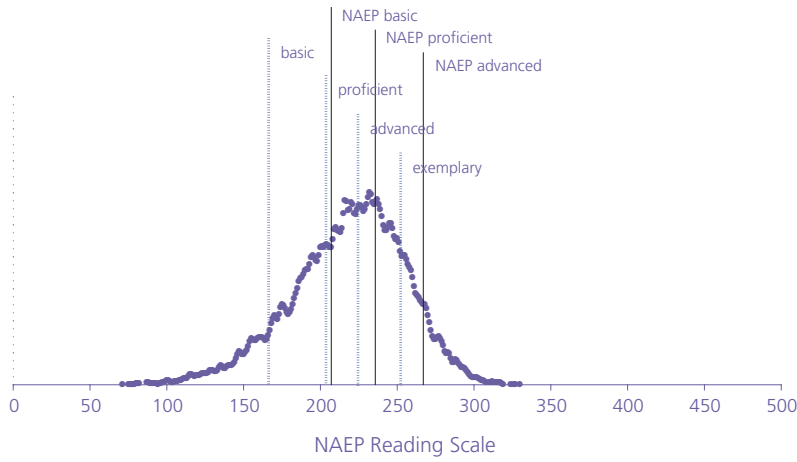
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 129 schools in grade 5 and 118 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **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 between the NAEP basic and proficient levels.
- **Trends.** Between 2002 and 2003, the state reported gains in grades 4 and 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 5. 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 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.

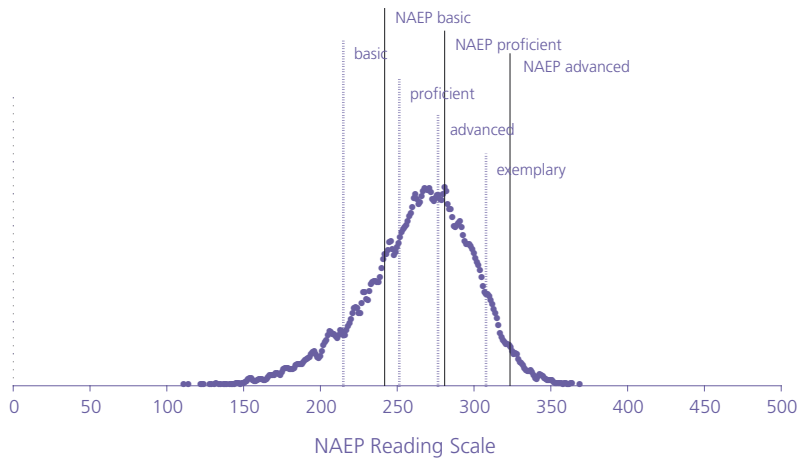
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Basic	0.53	0.036	0.50	0.017
Proficient	0.60	0.021	0.69	0.010
Advanced	0.61	0.032	0.69	0.027
Exemplary	0.52	0.045	0.39	0.073

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.

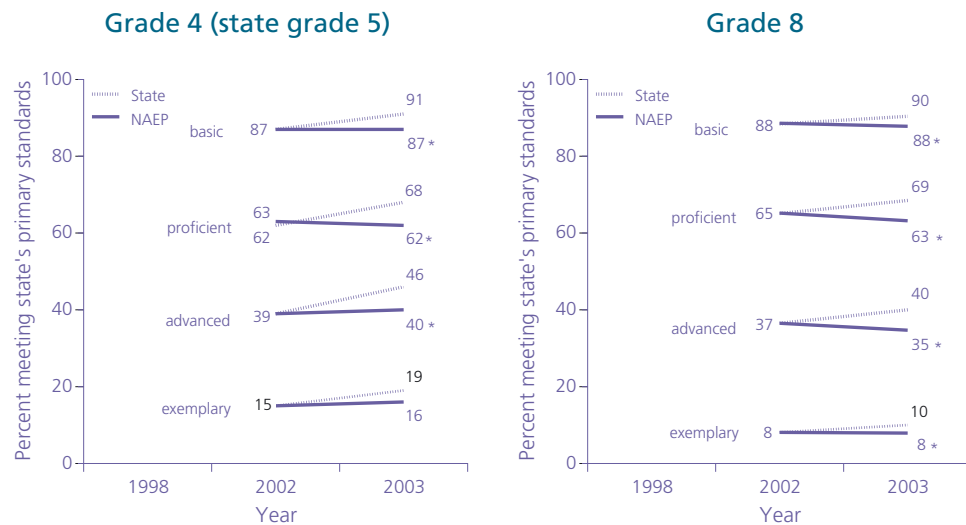


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	12.1	19.4	15.5	11.6	16.1	15.7
English language learner	3.0	5.6	2.4	2.3	2.8	2.4
Student with disability	9.0	12.3	12.0	9.1	12.4	12.3
Both	0.2	1.5	1.1	0.2	0.9	1.0
Excluded	3.9	5.4	3.1	3.6	5.4	3.7
English language learner	0.8	1.1	0.6	0.8	1.0	1.0
Student with disability	2.9	3.9	2.0	2.8	3.8	2.3
Both	0.2	0.4	0.5	0.0	0.6	0.4
Accommodated	3.5	6.7	8.6	1.8	5.0	8.9
English language learner	0.1	1.3	0.7	0.1	0.7	0.9
Student with disability	3.4	4.8	7.4	1.6	4.1	7.7
Both	0.0	0.6	0.4	0.1	0.2	0.3

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

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



* NAEP and state assessment 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.

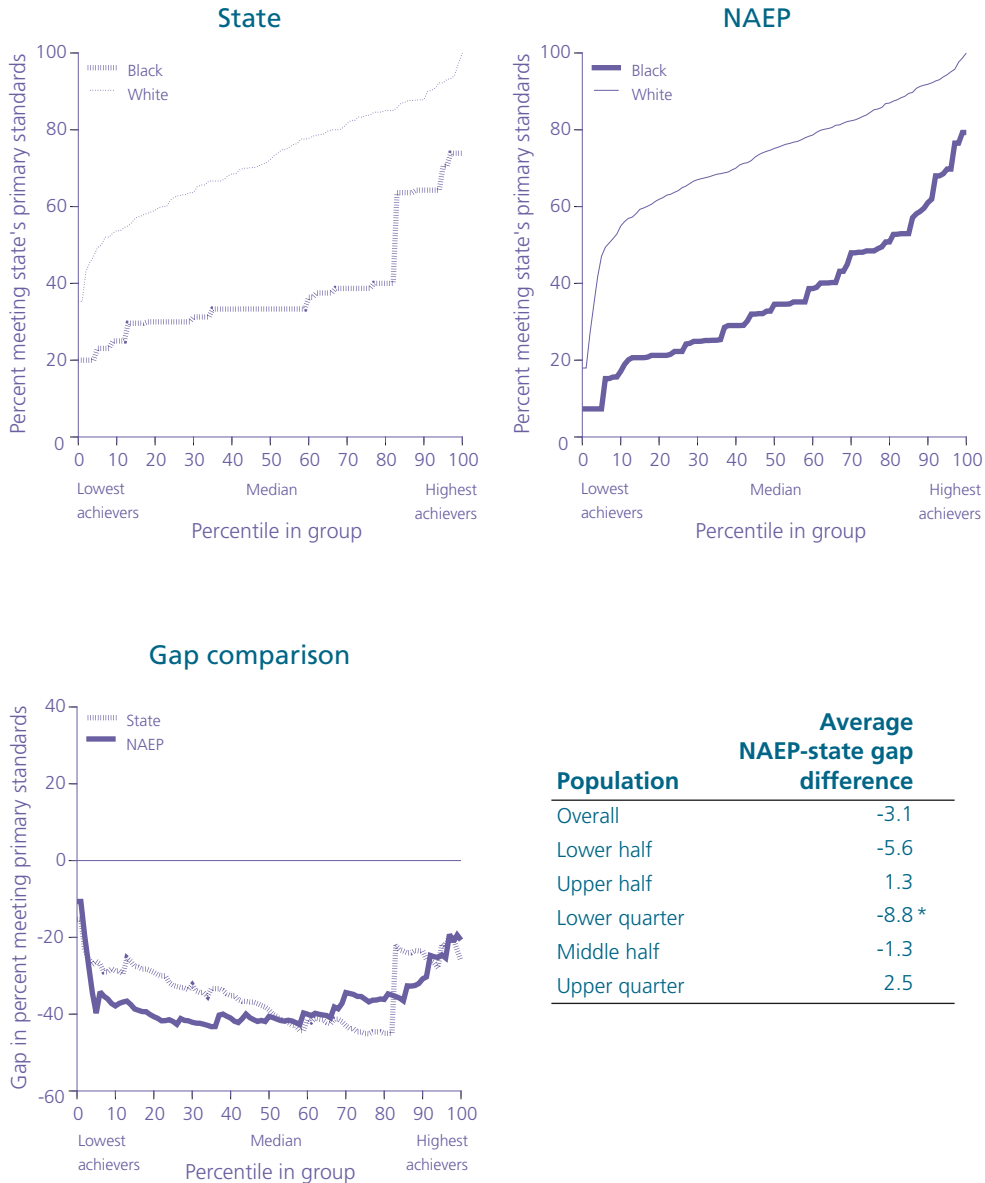
Table 3. Percentage meeting grades 5 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 5	—	63.0	68.9
Grade 8	—	66.8	70.6

— Not available.

SOURCE: Kansas State Department of Education retrieved from http://www3.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.htm.

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

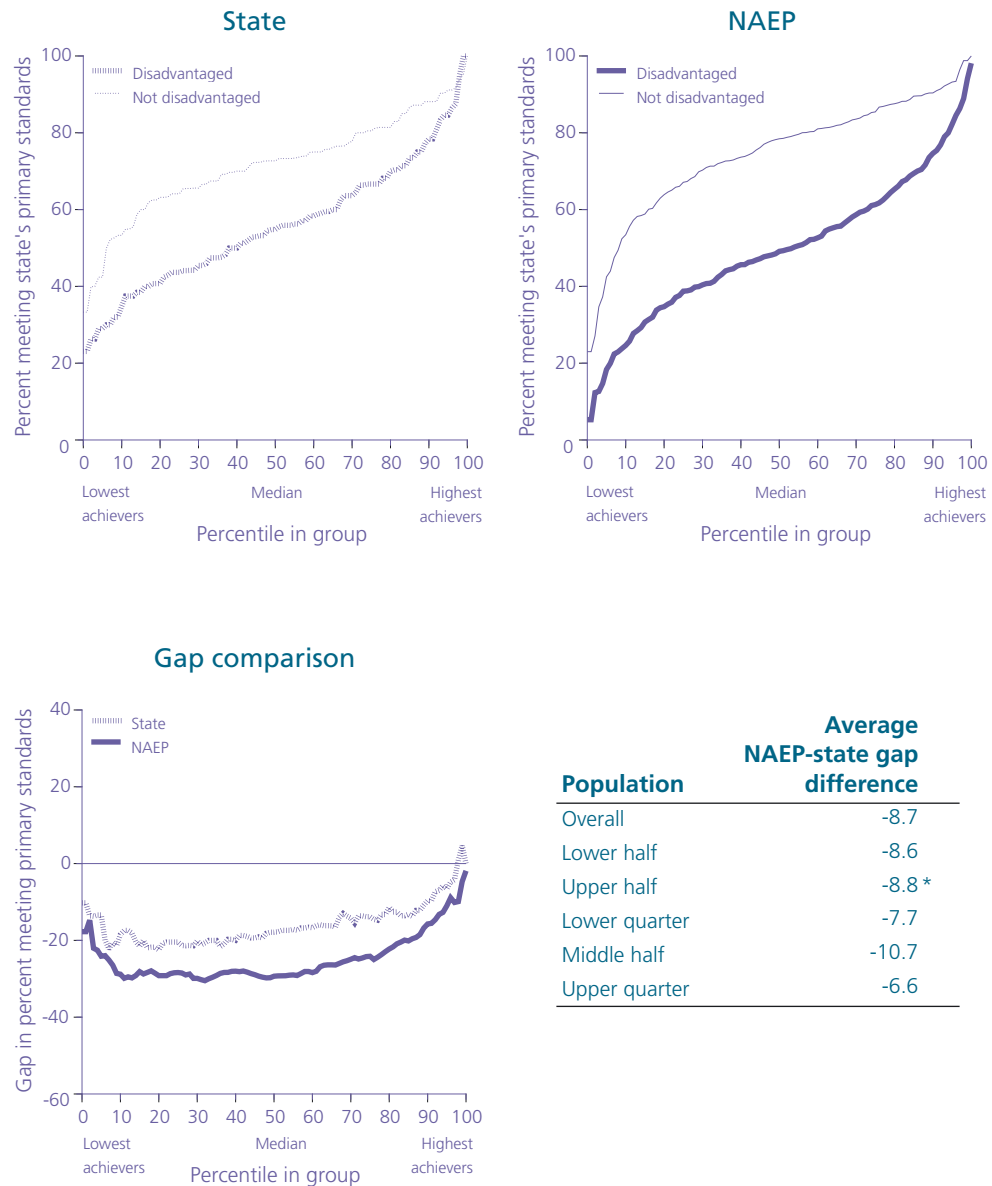


* NAEP-State gap difference significantly different from zero ($p < .05$).

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

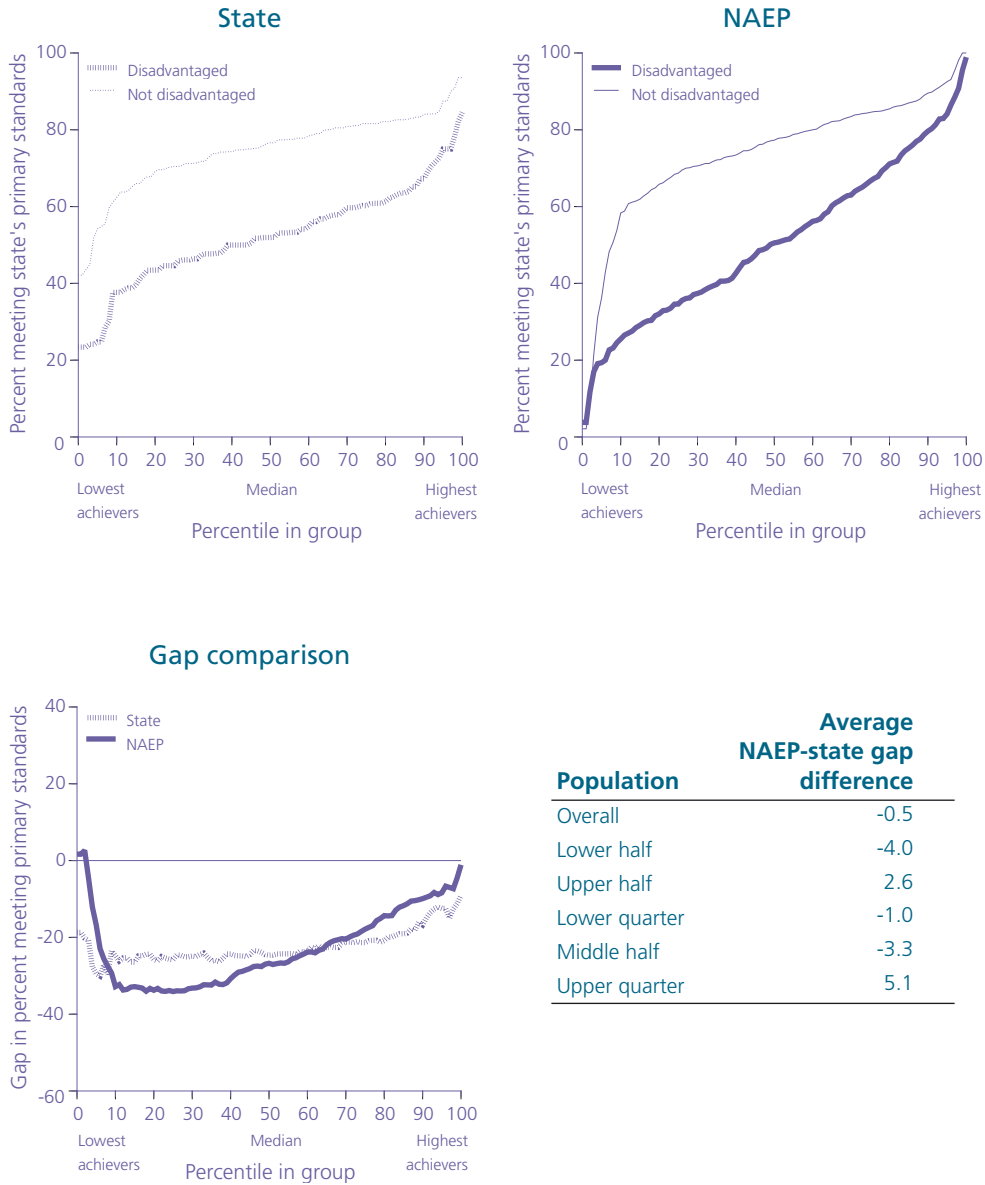


* NAEP-State gap difference significantly different from zero ($p < .05$).

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 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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Kentucky

Through the Commonwealth Accountability Testing System (CATS), the Commonwealth administers Kentucky Core Content Tests (KCCT) in grades 4 and 7 in reading and grades 5 and 8 in mathematics. Scores are available for Black and economically disadvantaged students, but there are too few Black students in grade 7 to provide a reliable comparison. Kentucky uses four achievement levels for reporting purposes: *novice*, *apprentice*, *proficient*, and *distinguished*. School-level assessment scores based on 9 or fewer students are suppressed.

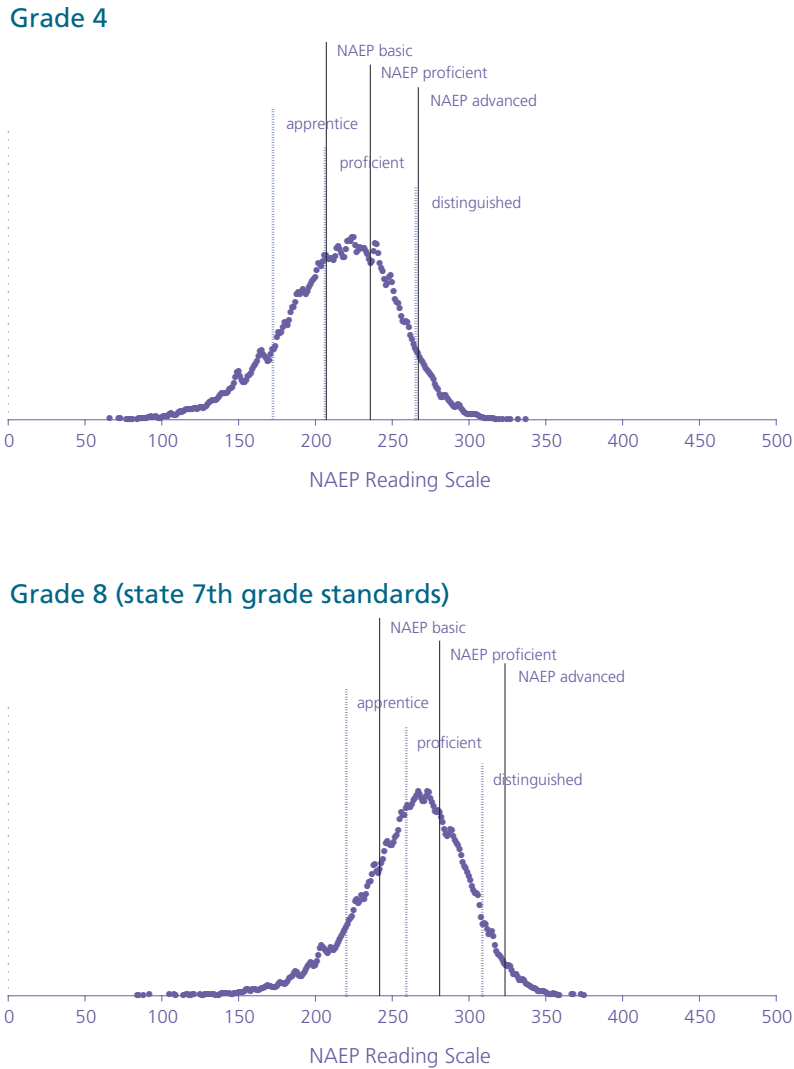
Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 121 schools in grade 4 and 111 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 (*proficient*) is close to the NAEP basic level. The state's primary grade 7 reading performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** Between 2002 and 2003, the state reported gains in grade 4 in percent proficient, which NAEP did not. There were no significant differences between grade 8 NAEP and state assessment gains in percent proficient between 2002 and 2003.
- **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. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in reading in grade 7 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 7 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 7 in 2003.

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

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

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
Apprentice	0.53	0.048	0.56	0.041
Proficient	0.58	0.016	0.57	0.027
Distinguished	0.21	0.057	0.38	0.065

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.



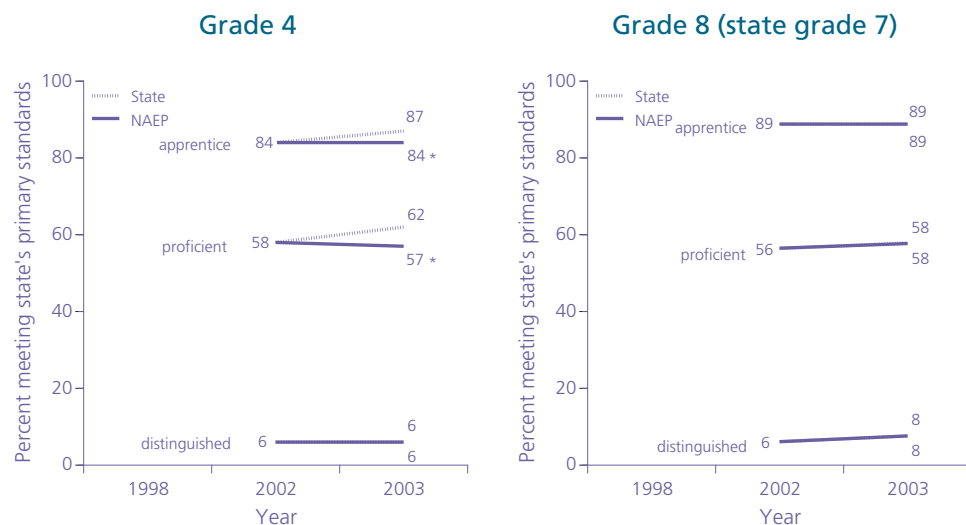
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	12.6	11.8	14.6	9.7	11.9	13.7
English language learner	0.4	0.6	0.5	0.3	0.3	0.8
Student with disability	12.0	11.0	13.7	9.1	11.3	12.4
Both	0.2	0.2	0.4	0.3	0.3	0.4
Excluded	7.3	8.0	8.5	3.2	6.7	7.1
English language learner	0.3	0.2	0.2	0.2	0.3	0.2
Student with disability	6.9	7.7	8.0	2.9	6.2	6.6
Both	0.1	0.1	0.3	0.2	0.2	0.2
Accommodated	2.3	1.1	1.4	2.6	1.2	1.5
English language learner	0.0	#	0.0	0.0	0.0	0.0
Student with disability	2.2	1.1	1.3	2.6	1.2	1.5
Both	0.1	0.0	0.1	0.0	0.0	0.0

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 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.

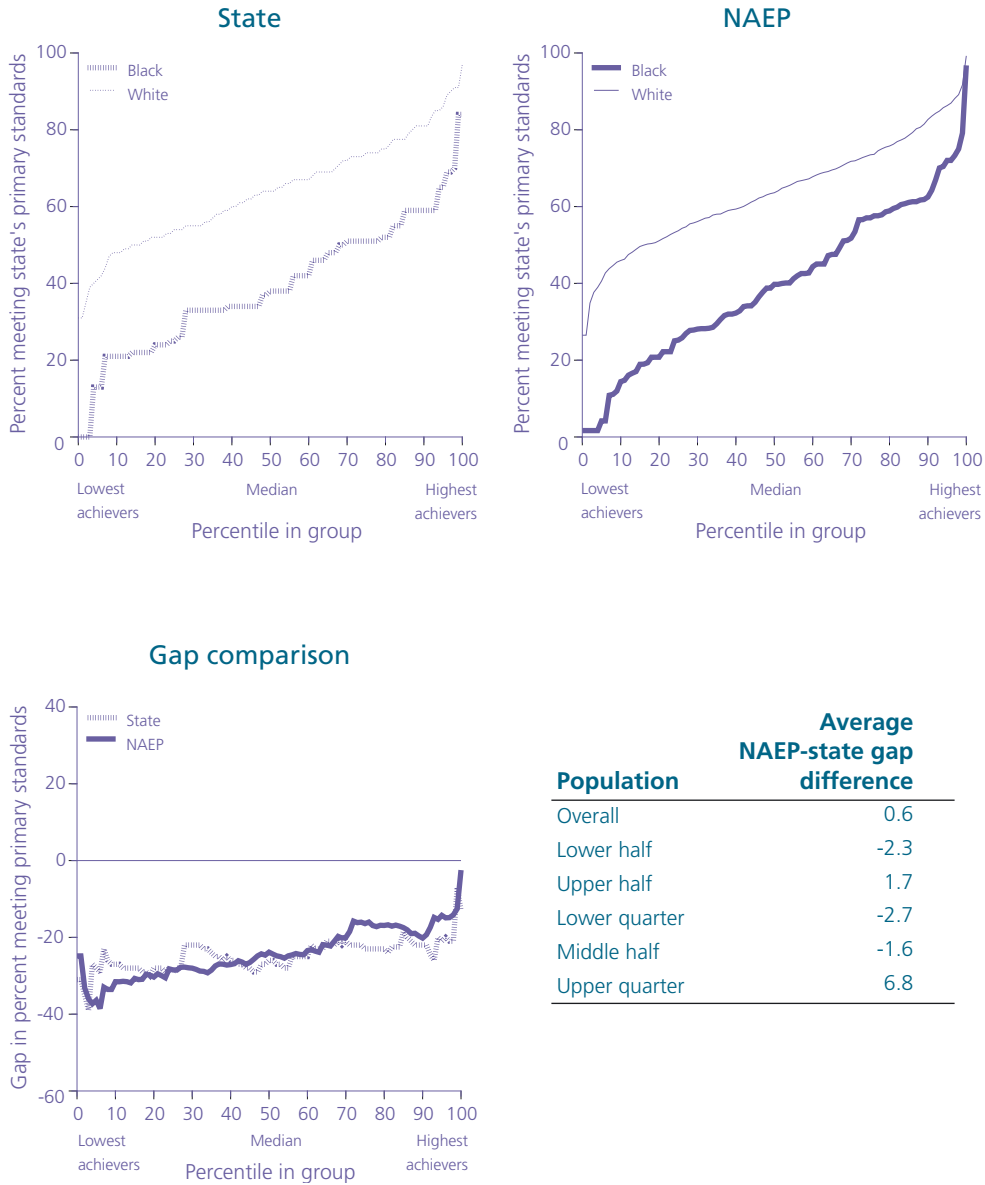
Table 3. Percentage meeting grades 4 and 7 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	60.2	62.3
Grade 7	—	55.7	57.3

— Not available.

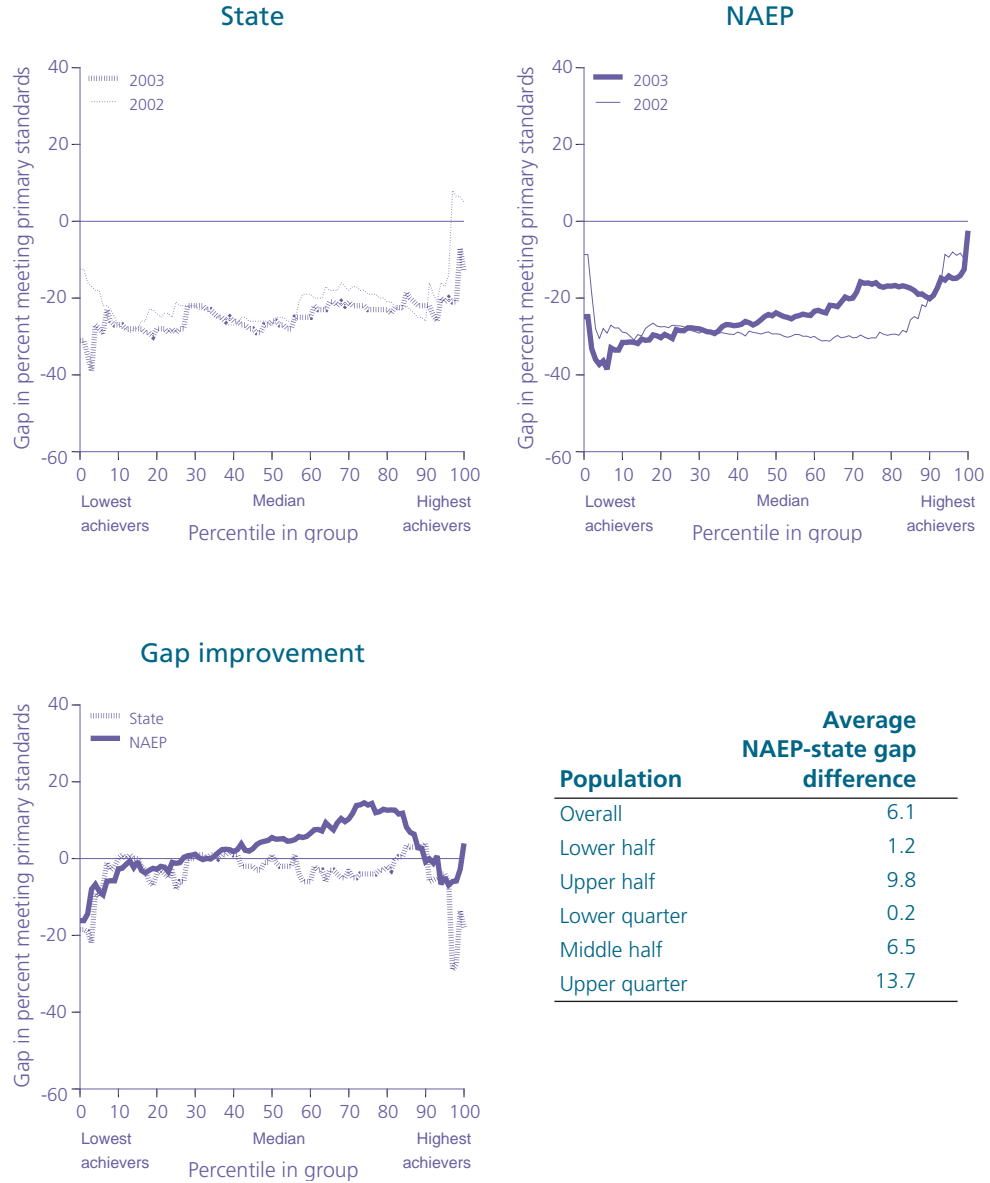
SOURCE: Kentucky Department of Education retrieved from http://www.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.htm.

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



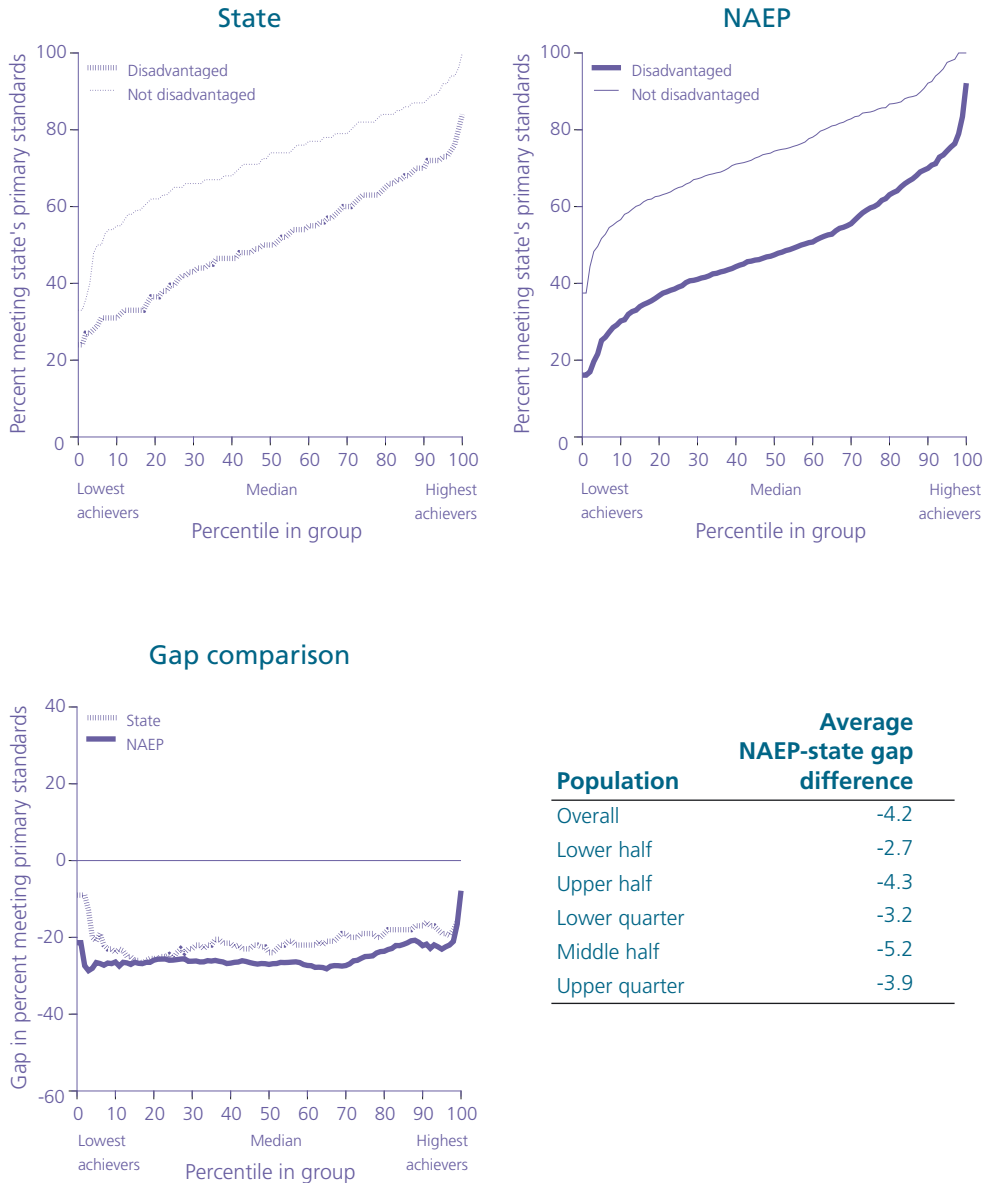
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

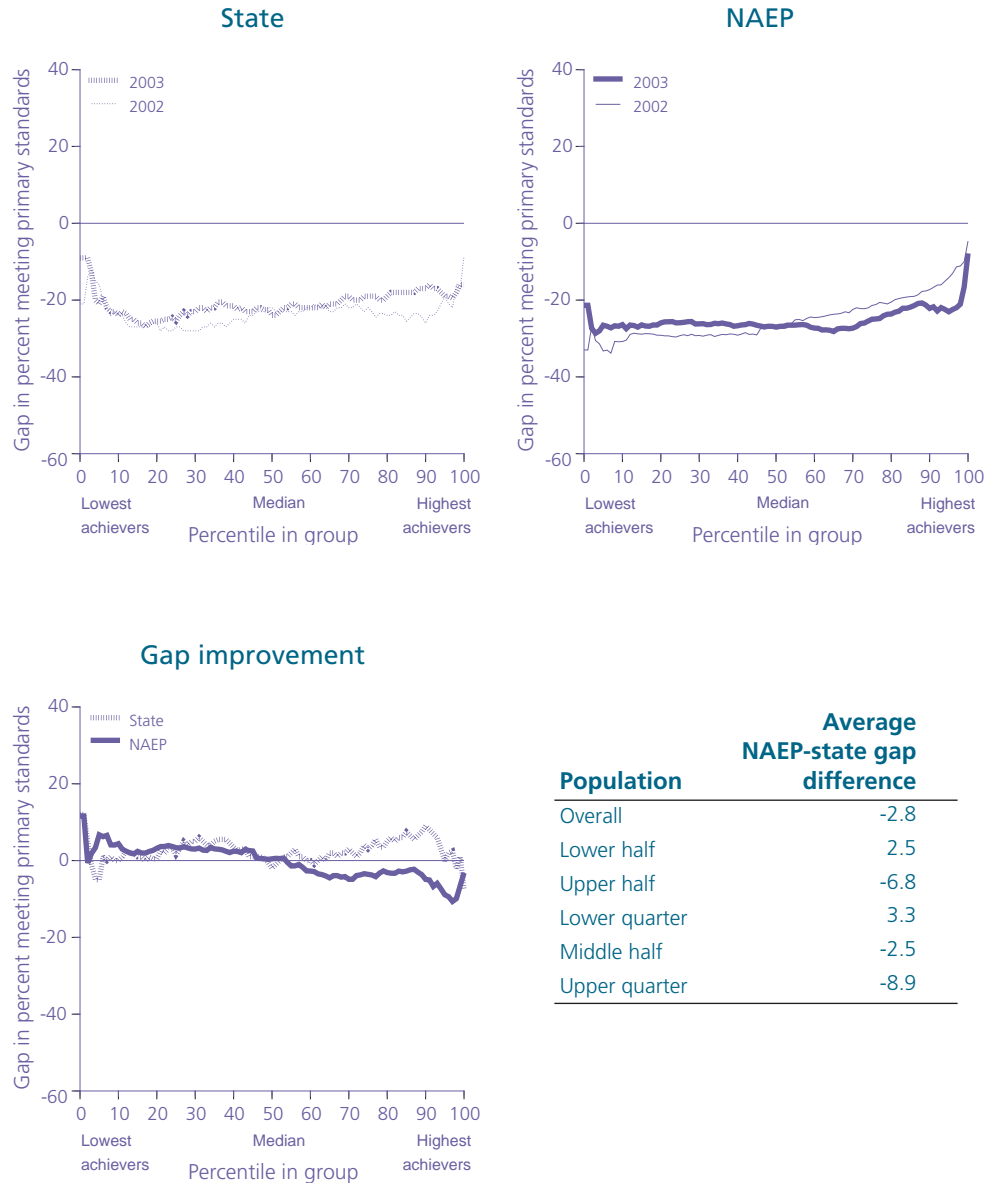
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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.

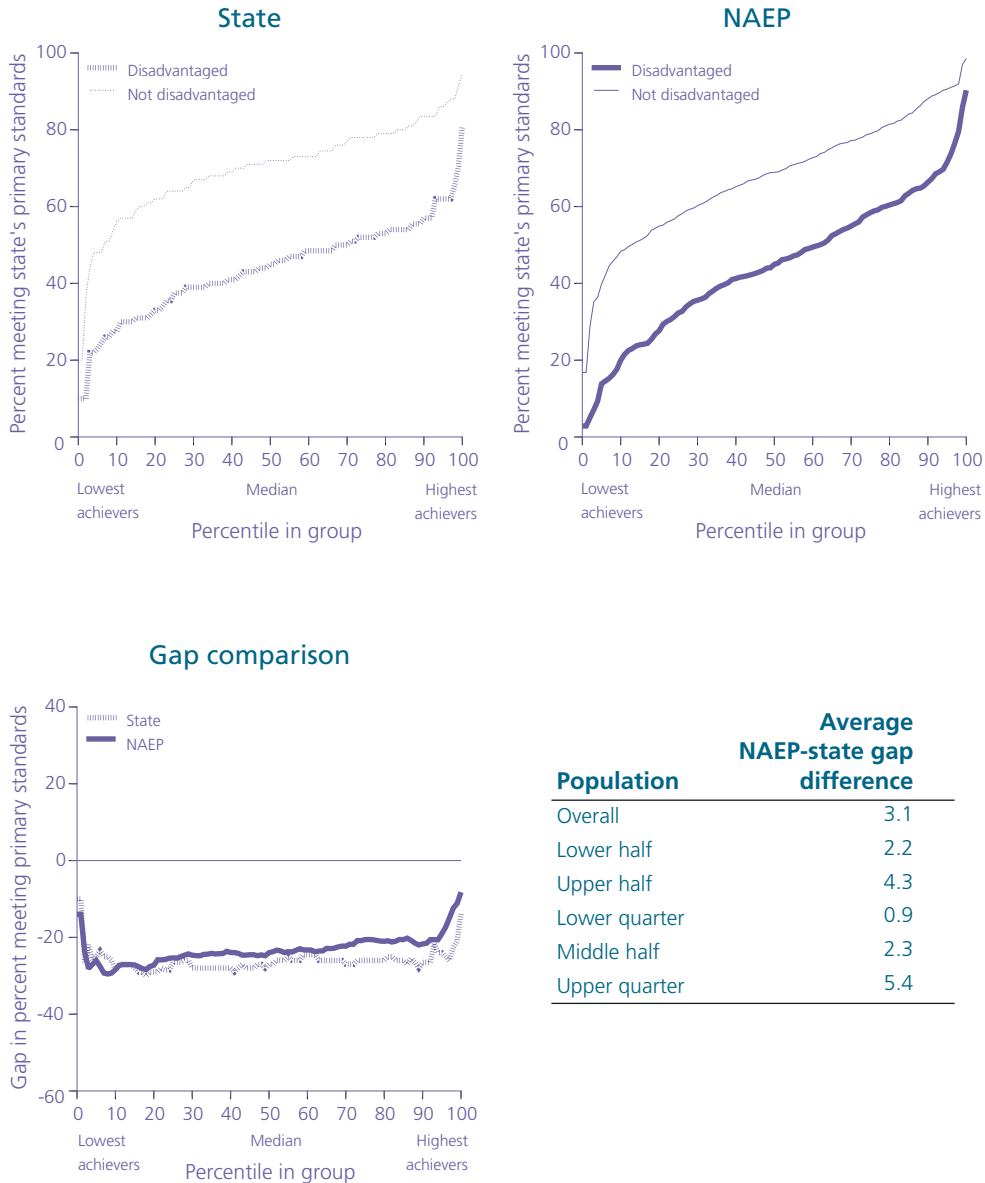
Figure 6. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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

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

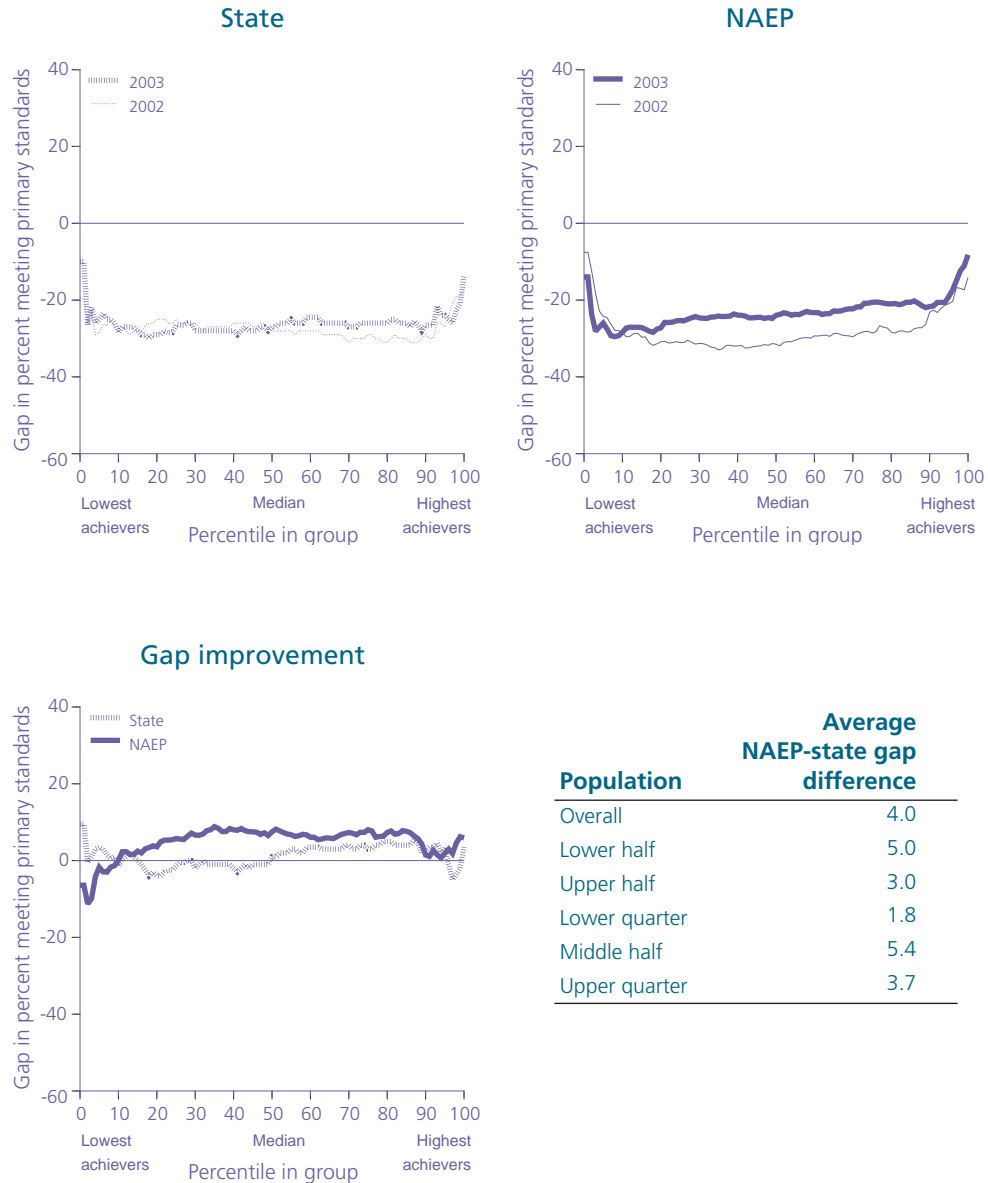
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 7.

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

Figure 8. 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 grade 7.

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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Louisiana

The state administers the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) in grades 4 and 8 in English language arts and mathematics. Scores are available for Black and economically disadvantaged students. Louisiana uses five achievement levels for reporting purposes: *unsatisfactory*, *approaching basic*, *basic*, *mastery*, and *advanced*. School-level assessment scores based on 10 or fewer students are suppressed.

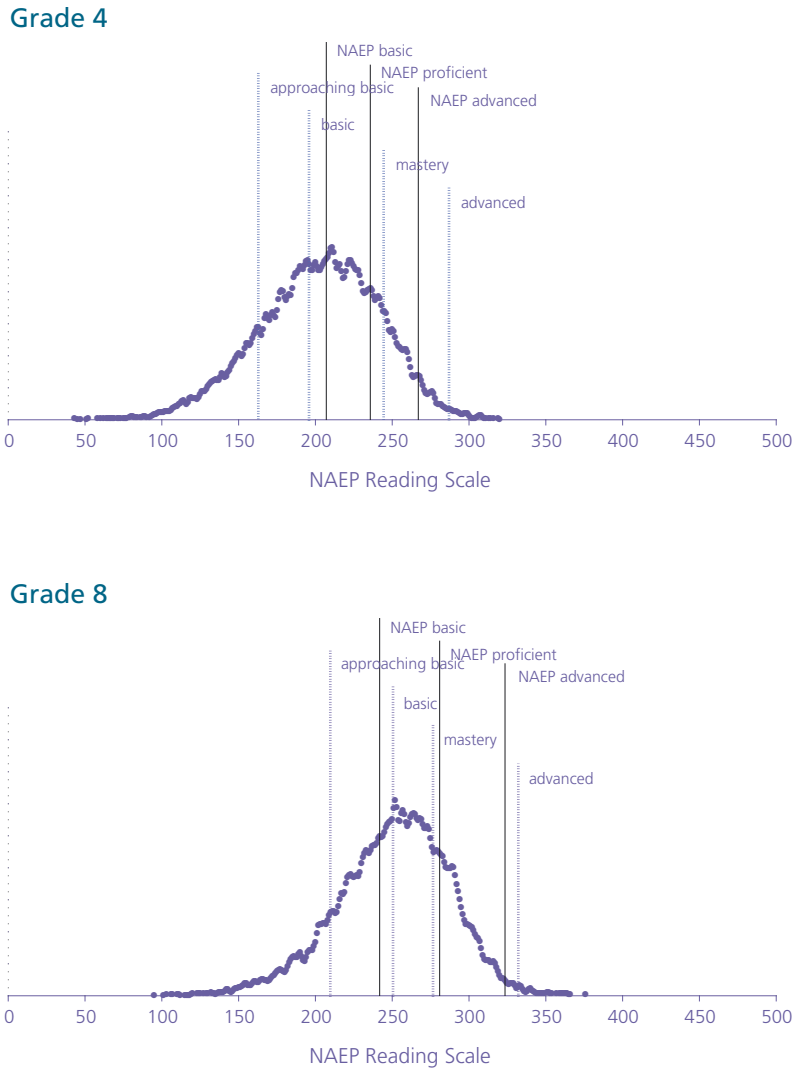
Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 109 schools in grade 4 and 94 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 (*mastery*) is between the NAEP proficient and advanced levels. This is also true for grade 8.
- **Trends.** Between 2002 and 2003, the state reported a decline in grades 4 and 8 in percent mastery, 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. The change in the Black-White gap in grade 4 between 2002 and 2003 was more positive (greater reduction) when measured by the state assessment, when compared to NAEP. 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 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



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
Approaching Basic	0.76	0.022	0.76	0.024
Basic	0.82	0.022	0.80	0.012
Mastery	0.79	0.007	0.73	0.031
Advanced	0.45	0.053	0.33	0.079

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

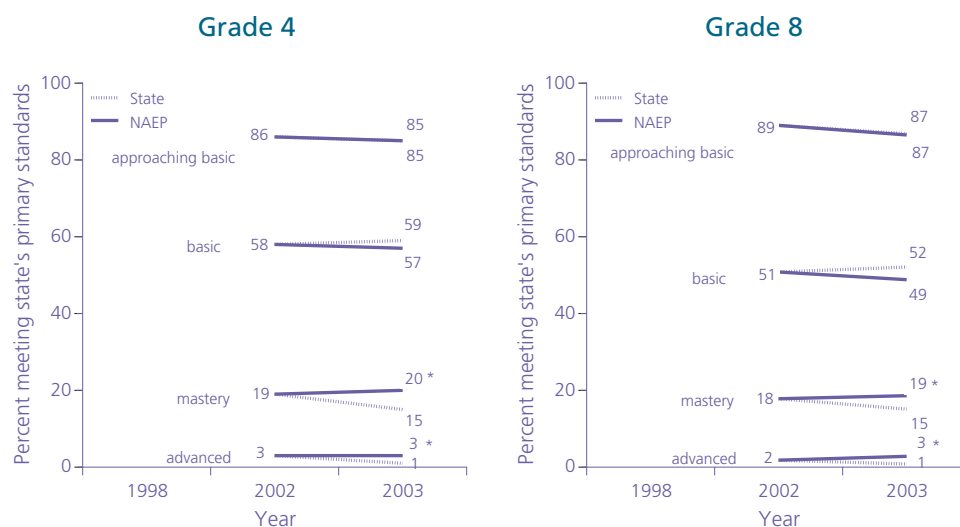
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	15.4	19.1	21.2	13.7	15.9	14.8
English language learner	1.0	0.5	1.0	0.3	0.1	0.6
Student with disability	13.9	18.1	19.1	13.3	15.3	13.7
Both	0.5	0.6	1.2	0.1	0.4	0.5
Excluded	7.2	10.4	6.2	5.2	9.8	5.6
English language learner	0.2	0.1	0.3	0.3	#	0.1
Student with disability	6.5	9.8	5.5	4.8	9.4	5.2
Both	0.5	0.4	0.4	0.1	0.3	0.3
Accommodated	4.4	5.5	11.9	4.6	3.3	6.5
English language learner	0.0	#	0.2	0.0	0.0	0.1
Student with disability	4.4	5.4	11.0	4.6	3.3	6.3
Both	0.0	0.1	0.7	0.0	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 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.

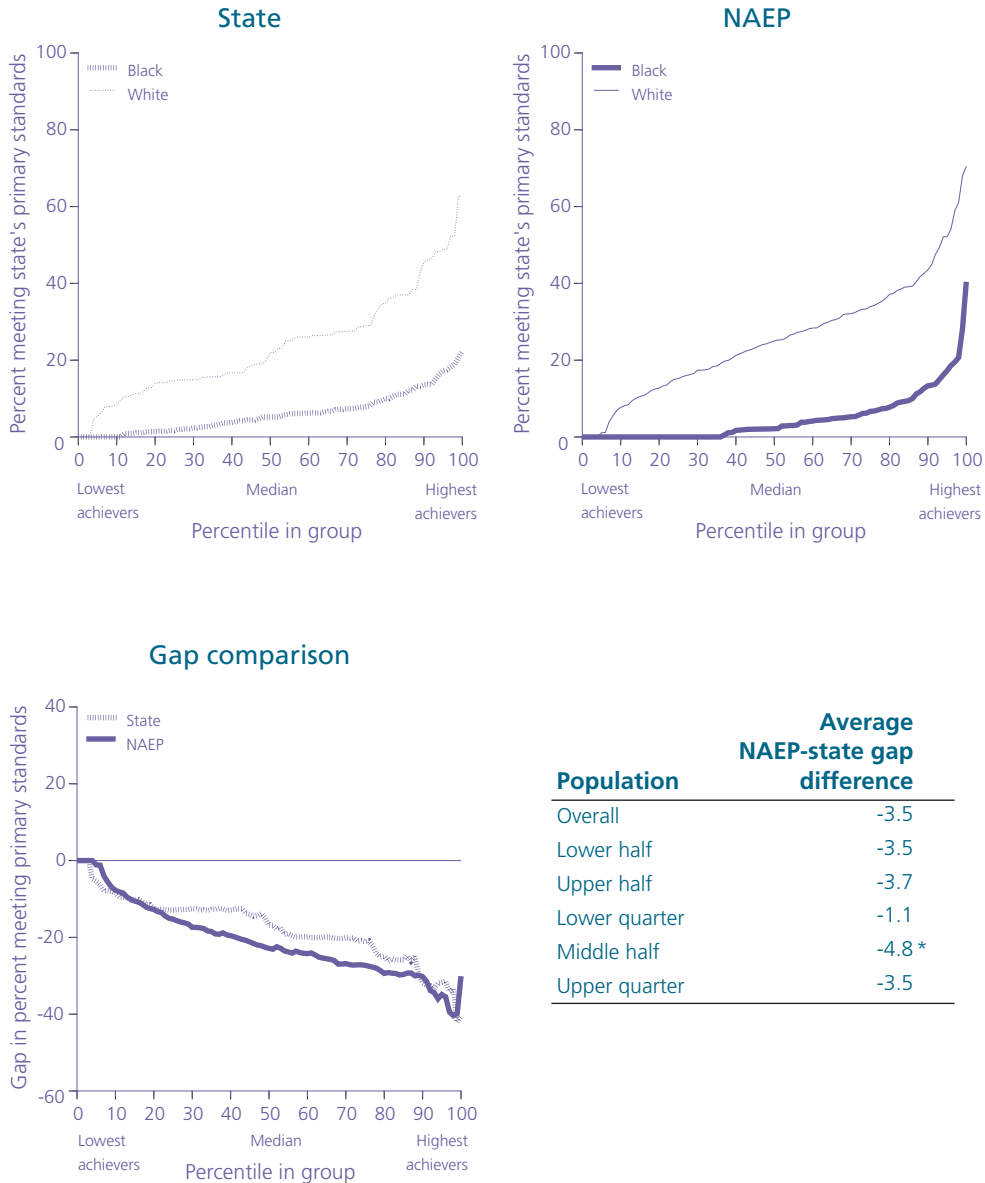
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	19.0	14.0
Grade 8	—	17.0	15.0

— Not available.

SOURCE: Louisiana Department of Education retrieved from <http://www.doe.state.la.us/lde/uploads/3779.pdf>.

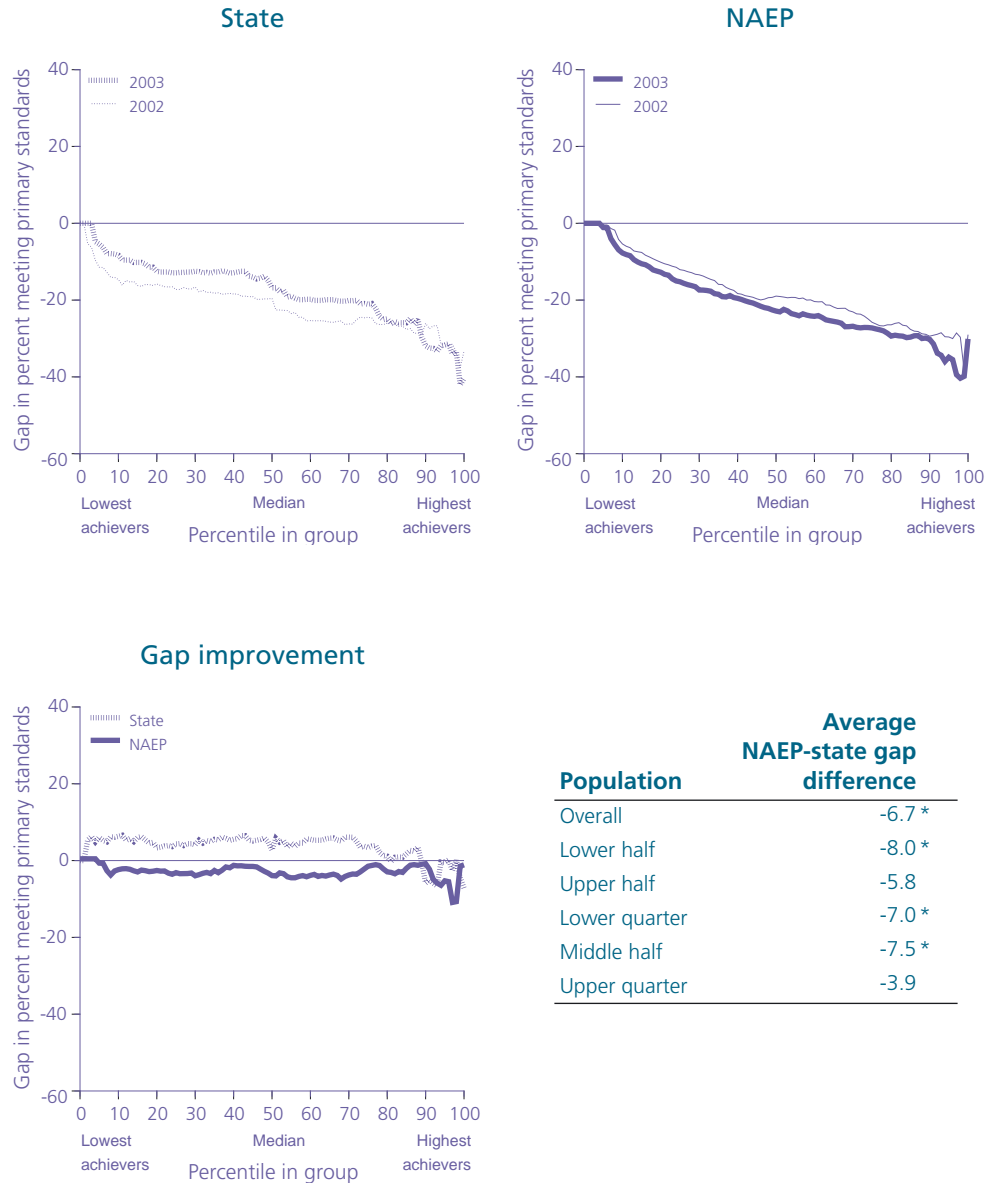
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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

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

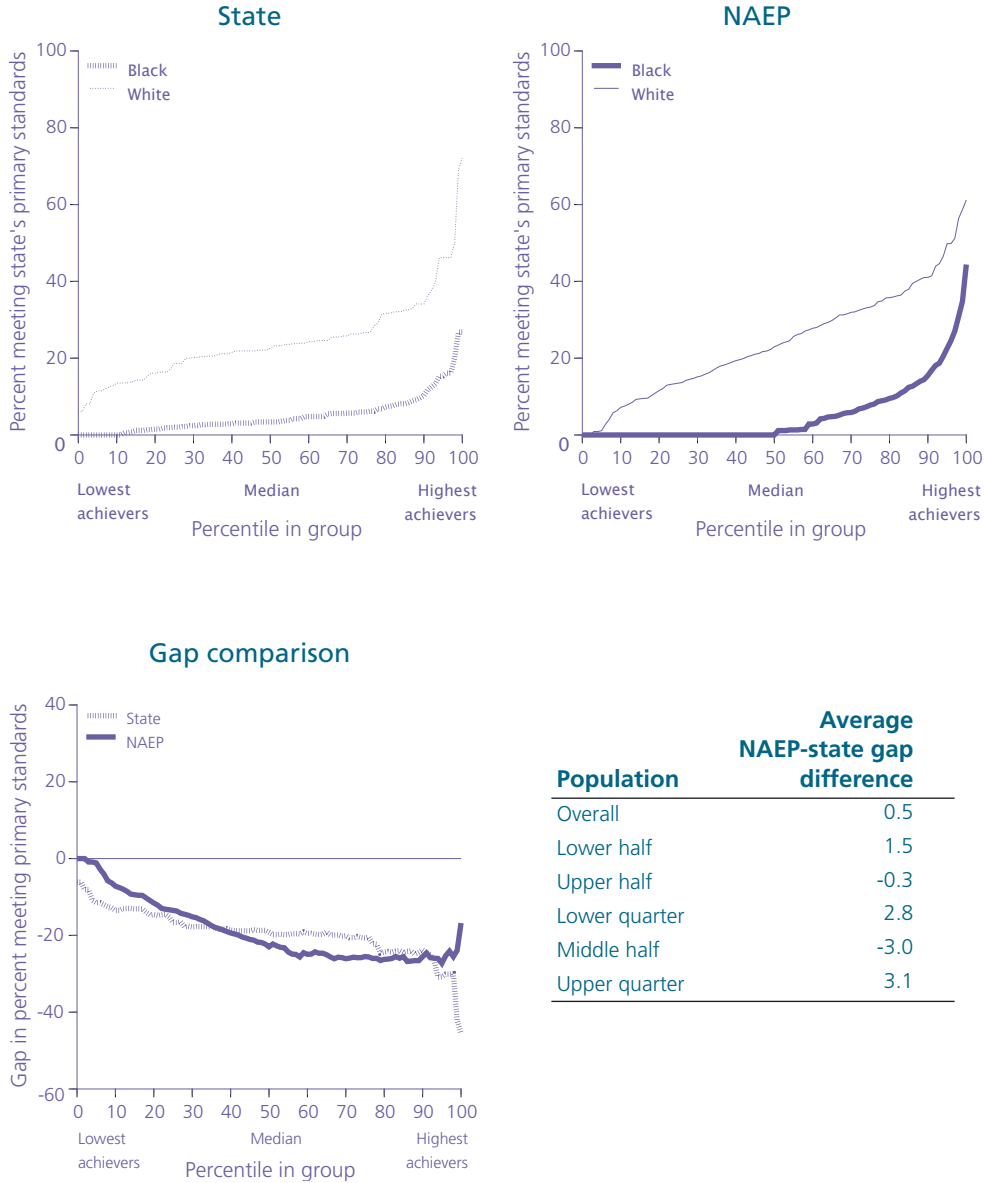
Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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

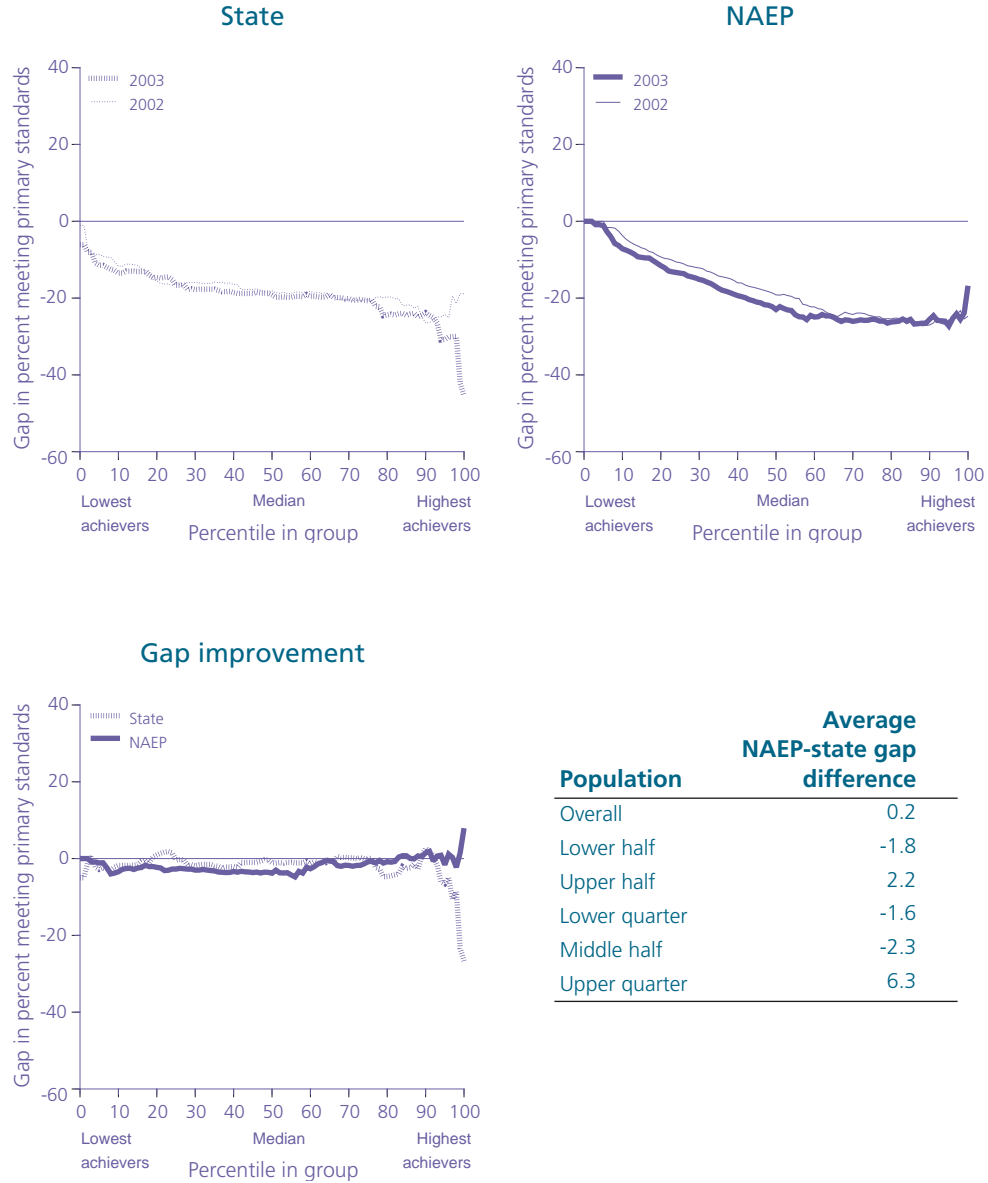
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



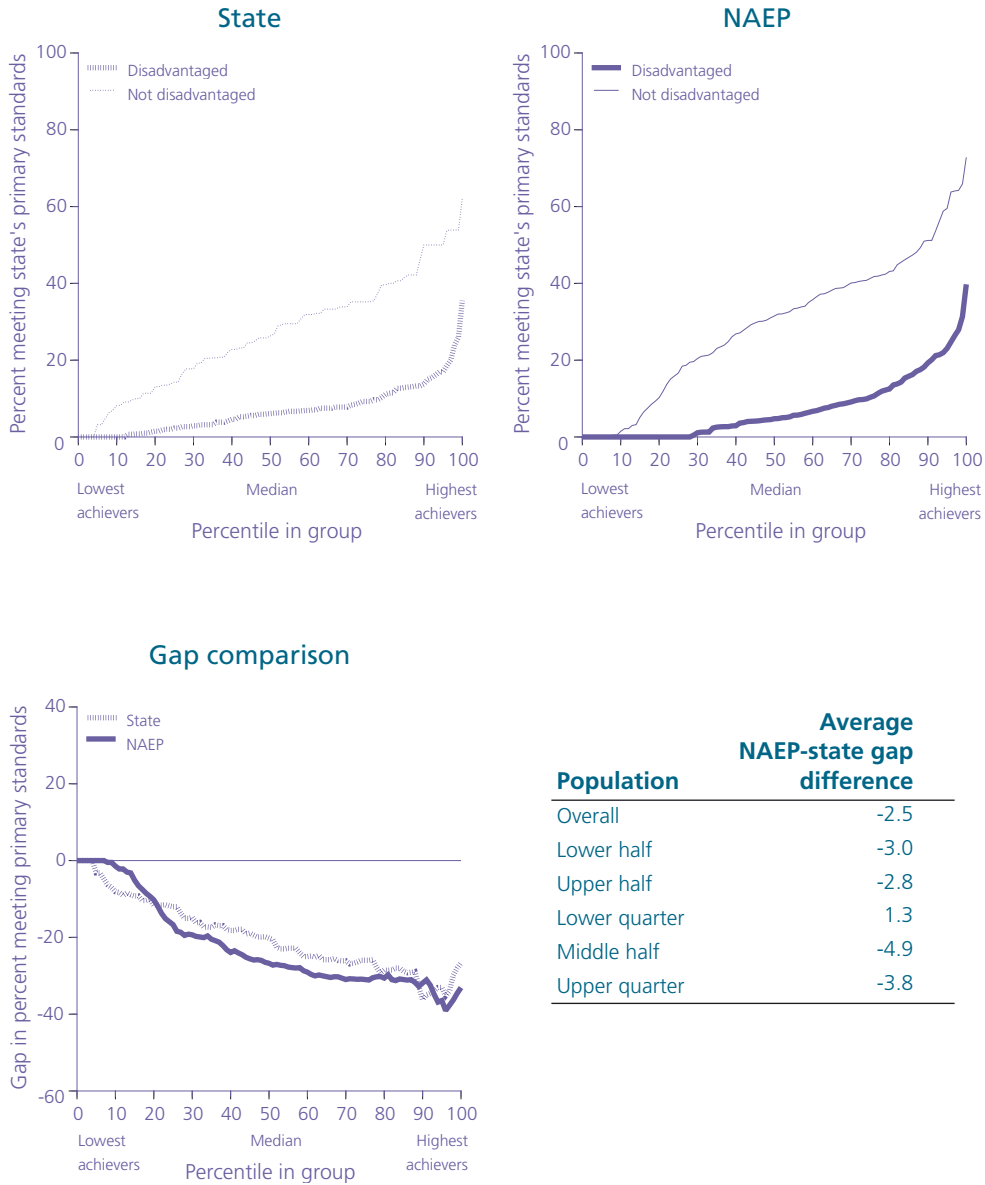
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

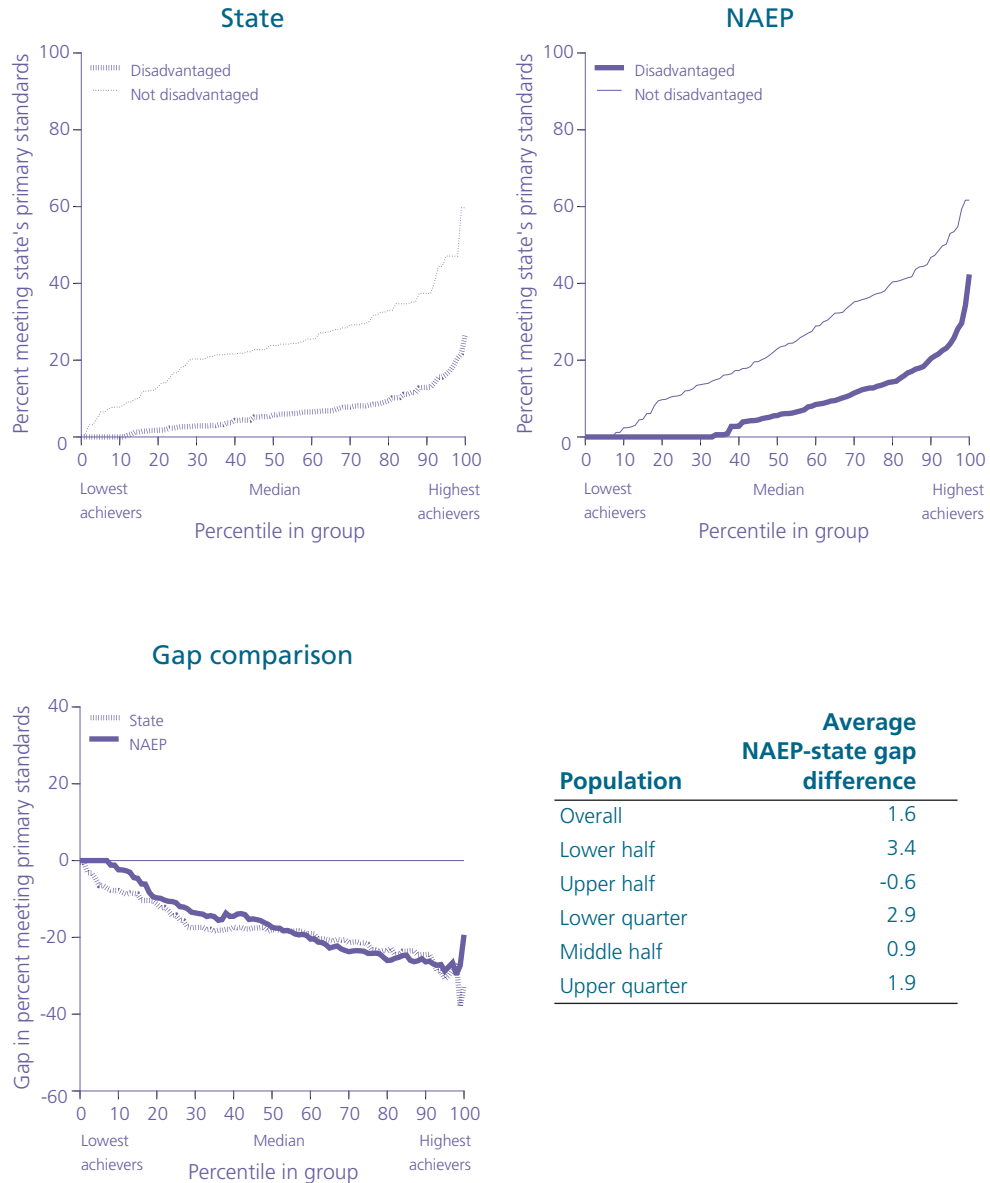
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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

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

Figure 8. Comparison of NAEP and state assessment poverty achievement 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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Maine

Through Maine's Comprehensive Assessment System (MeCAS), the state administers the Maine Educational Assessment (MEA) in grades 4 and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Maine uses four achievement levels for reporting purposes: *does not meet the standard*, *partially meets the standard*, *meets the standard*, and *exceeds the standard*. In 1997-98, Maine used the MEA, but the achievement levels were different from what they were in 2003; therefore, we do not report 1998 scores in the trend graphs. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

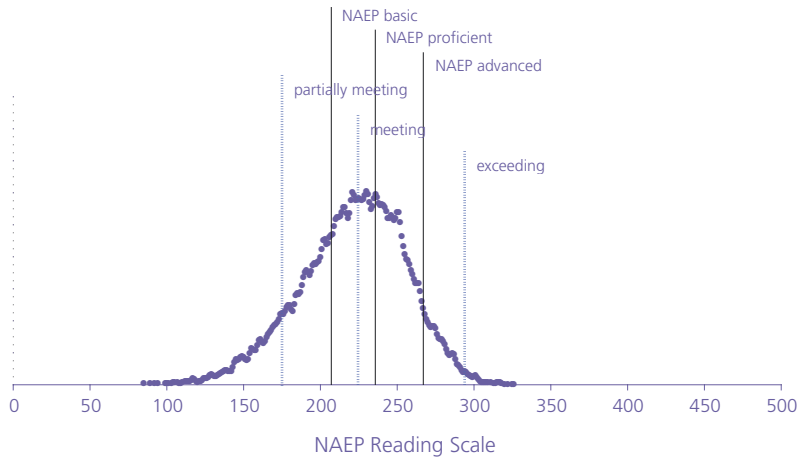
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 106 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 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 grade 4 NAEP and state assessment gains in percent meeting between 2002 and 2003. Between 2002 and 2003, NAEP reported a decline in grade 8 in percent meeting, which the state did not.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White, Hispanic-White, and poverty gaps in reading in grades 4 and 8 in 2003.

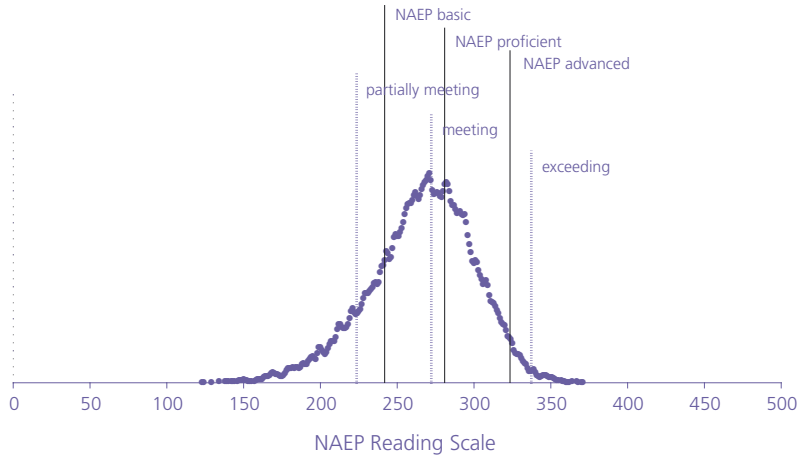
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Partially Meeting	0.35	0.104	0.46	0.049
Meeting	0.62	0.053	0.58	0.017
Exceeding	0.03	0.047	0.14	0.111

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.



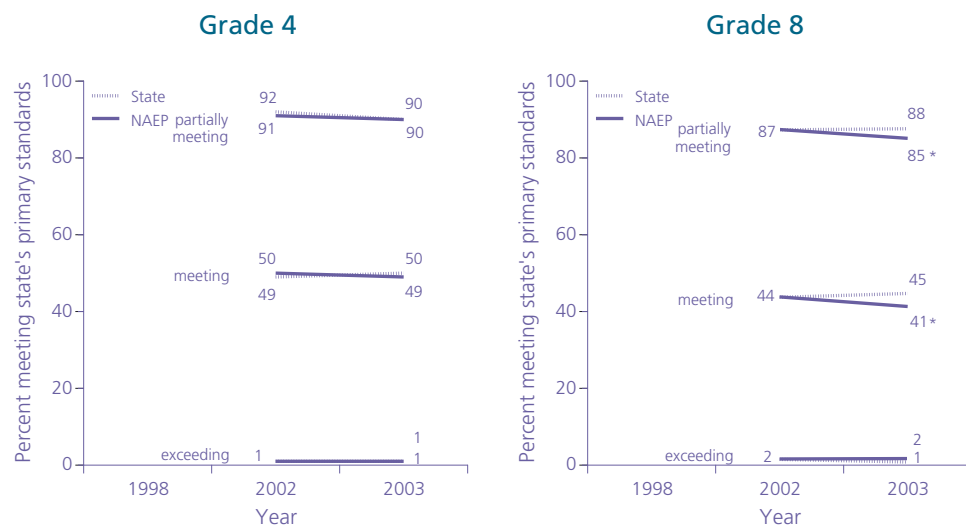
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	14.9	16.8	19.2	13.5	17.4	16.7
English language learner	0.2	0.4	0.8	0.8	1.1	0.4
Student with disability	14.5	16.1	17.7	12.7	15.7	16.0
Both	0.2	0.2	0.7	0.0	0.5	0.3
Excluded	7.4	6.1	7.0	4.9	3.9	4.7
English language learner	0.0	0.2	0.1	0.4	0.1	0.1
Student with disability	7.4	5.9	6.4	4.5	3.6	4.6
Both	0.0	#	0.4	0.0	0.3	0.1
Accommodated	3.0	6.0	7.1	2.5	5.9	6.5
English language learner	0.0	#	0.0	0.0	#	0.1
Student with disability	3.0	5.8	7.1	2.5	5.8	6.3
Both	0.1	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



* 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	—	49.0	49.0
Grade 8	—	43.0	45.0

— Not available.

SOURCE: Maine Department of Education retrieved from <http://www.state.me.us/education/mea/edmea.htm>.

D

Maryland

The state administers the Maryland School Assessment (MSA) in grades 3, 5, and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Maryland uses three achievement levels for reporting purposes: *basic*, *proficient*, and *advanced*. Before 2003, when the MSA was implemented, students took the Maryland School Performance Assessment Program (MSPAP) exams. Therefore, we report the trends using only MSPAP results from 1998 and 2002. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

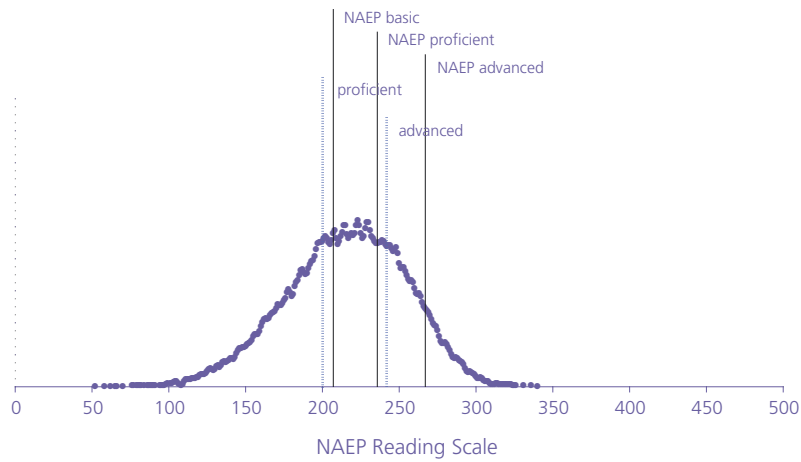
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 106 schools in grade 5 and 96 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 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.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient between 1998 and 2002.
- **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 5 and 8 in 2003.

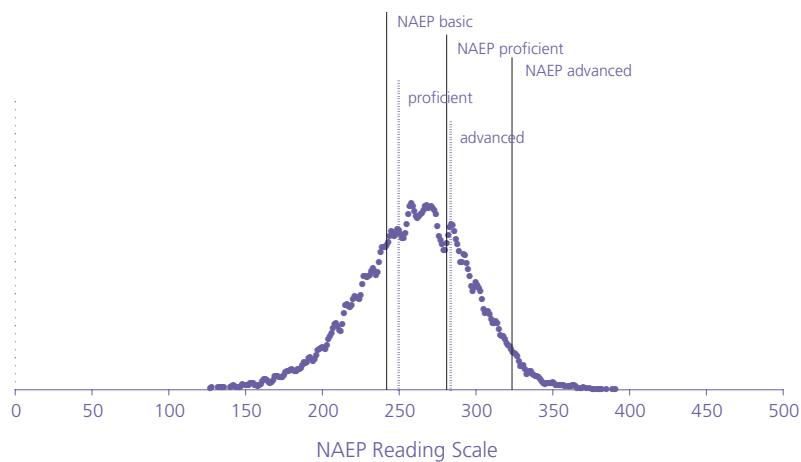
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.80	0.030	0.77	0.023
Advanced	0.82	0.015	0.75	0.022

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.



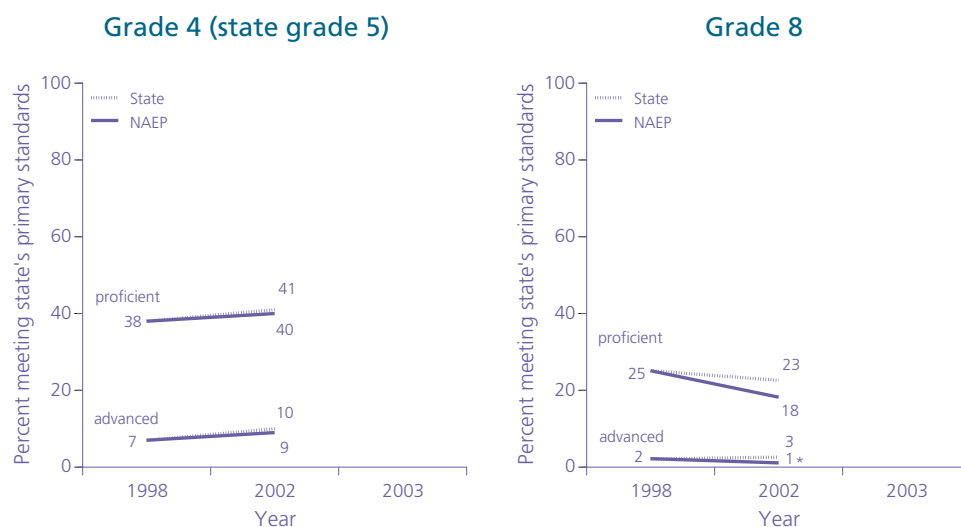
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	13.4	13.9	16.2	11.6	14.9	15.4
English language learner	2.1	2.2	3.1	1.3	1.8	2.0
Student with disability	11.1	10.9	12.2	10.3	12.2	12.7
Both	0.2	0.8	0.9	0.0	0.9	0.7
Excluded	5.7	6.9	7.2	3.0	4.4	3.4
English language learner	0.6	1.2	1.2	0.4	0.5	0.4
Student with disability	5.0	5.2	5.2	2.6	3.4	2.7
Both	0.1	0.5	0.7	0.0	0.5	0.3
Accommodated	4.1	1.5	3.2	4.4	2.3	4.5
English language learner	0.1	#	0.1	0.1	0.2	0.2
Student with disability	3.9	1.5	3.0	4.2	2.0	4.2
Both	0.1	0.0	0.1	0.0	0.1	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 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	—	42.2	—
Grade 8	—	23.6	—

— Not available.

SOURCE: Maryland State Department of Education retrieved from <http://www.mdreportcard.org/state.asp>.

D

Massachusetts

Through the Massachusetts Comprehensive Assessment System (MCAS), the Commonwealth administers exams in grades 4 and 7 in English language arts and grades 4 and 8 in mathematics. Scores are available for Hispanic and Black students, but there are too few students in these subgroups in grade 7 to provide reliable comparisons. Massachusetts uses four achievement levels for reporting purposes: *warning (failing)*, *needs improvement*, *proficient*, and *advanced*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

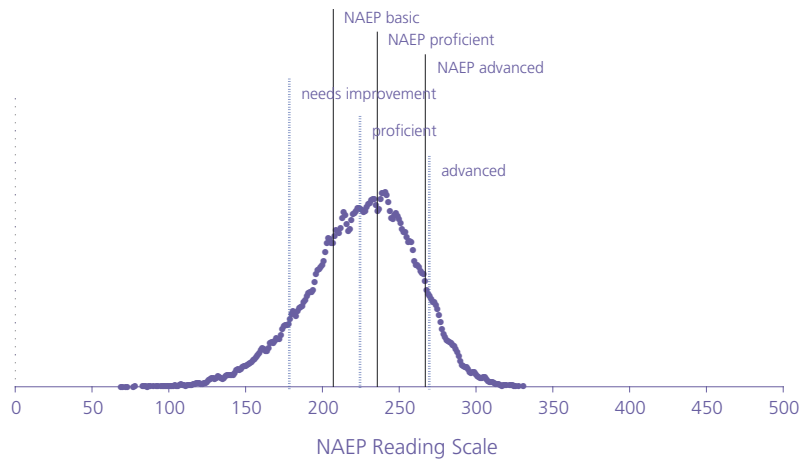
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 161 schools in grade 4 and 125 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** Between 2002 and 2003, the NAEP grade 4 declines in percent proficient are greater than the state assessment's. There were no significant differences between grade 8 NAEP and state assessment gains in percent proficient 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 grade 4. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in reading in grade 7 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in reading in grades 4 and 7 in 2003.

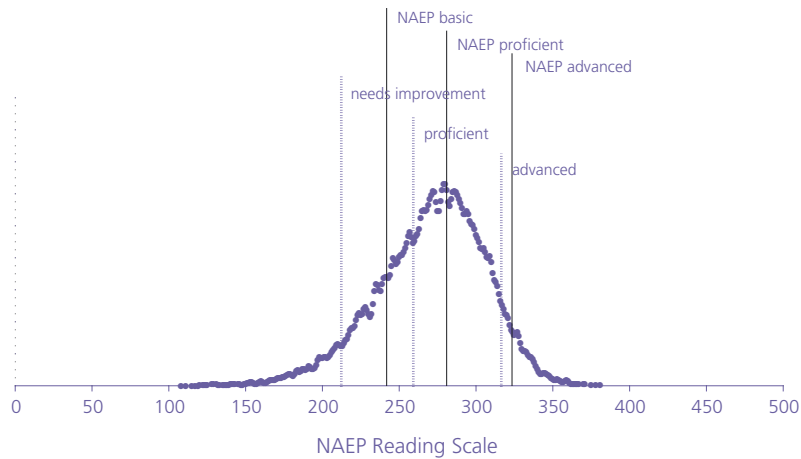
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

Figure 1. Distribution of grades 4 and 8 NAEP 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
Needs Improvement	0.71	0.018	0.74	0.035
Proficient	0.77	0.031	0.85	0.021
Advanced	0.60	0.034	0.58	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.

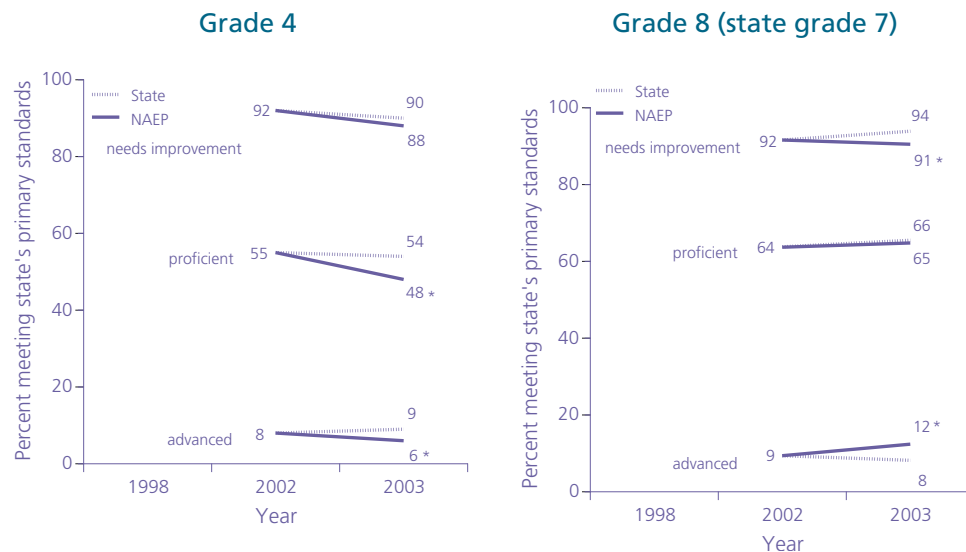


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	18.9	19.0	21.7	16.9	20.2	18.4
English language learner	3.4	3.0	4.4	2.4	2.9	2.4
Student with disability	14.9	15.1	16.3	14.3	15.6	14.6
Both	0.7	1.0	1.1	0.3	1.7	1.4
Excluded	5.1	5.9	4.4	4.4	5.9	4.1
English language learner	1.4	1.6	1.6	1.3	1.7	1.3
Student with disability	3.2	3.9	2.4	2.9	3.3	2.4
Both	0.4	0.4	0.4	0.2	0.9	0.5
Accommodated	5.1	9.2	13.1	4.5	7.9	9.4
English language learner	0.5	0.4	0.8	0.2	0.3	0.3
Student with disability	4.5	8.5	11.8	4.3	7.2	8.4
Both	0.1	0.2	0.5	0.0	0.4	0.7

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

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



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

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

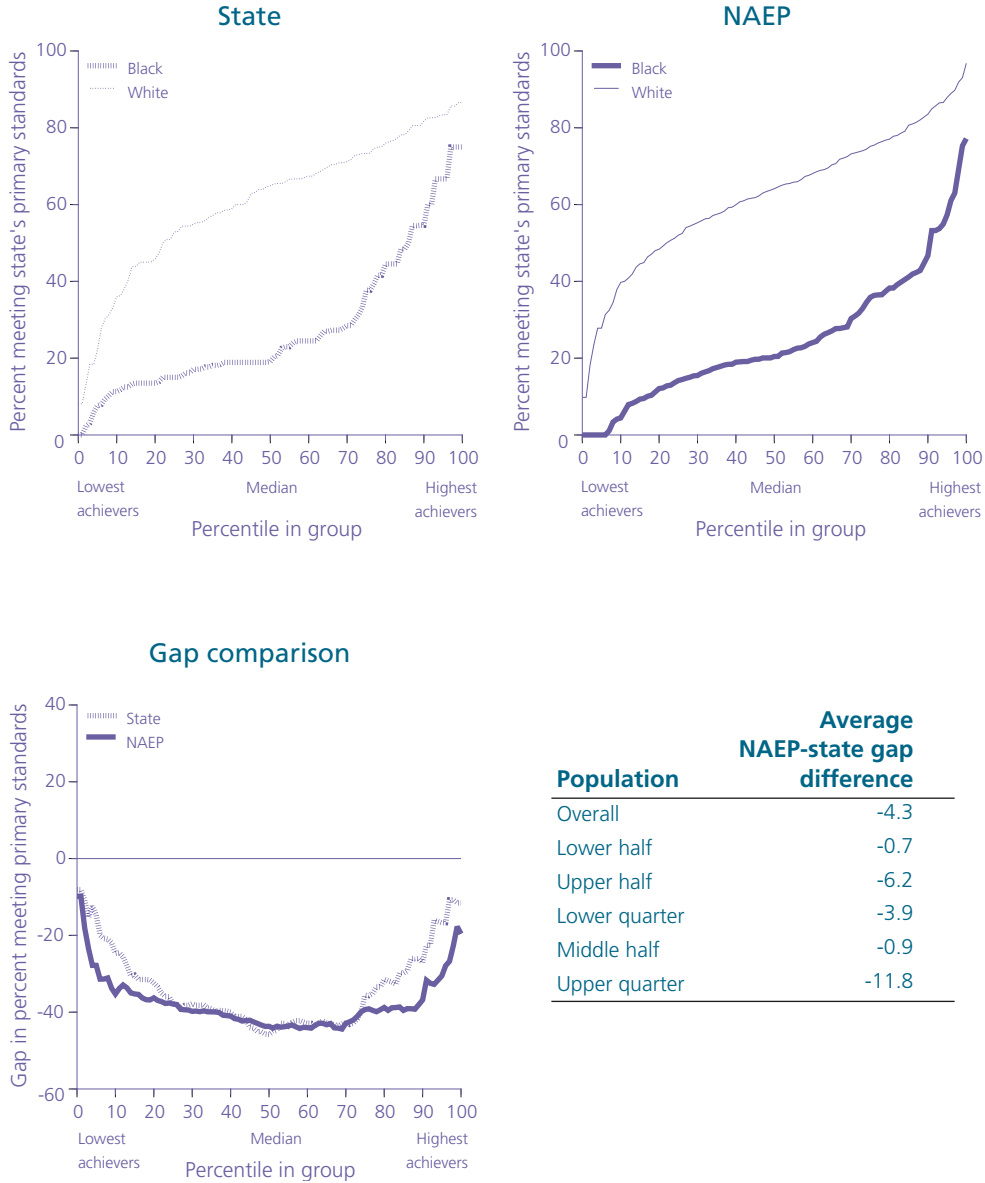
Table 3. Percentage meeting grades 4 and 7 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	54.0	56.0
Grade 7	—	64.0	66.0

— Not available.

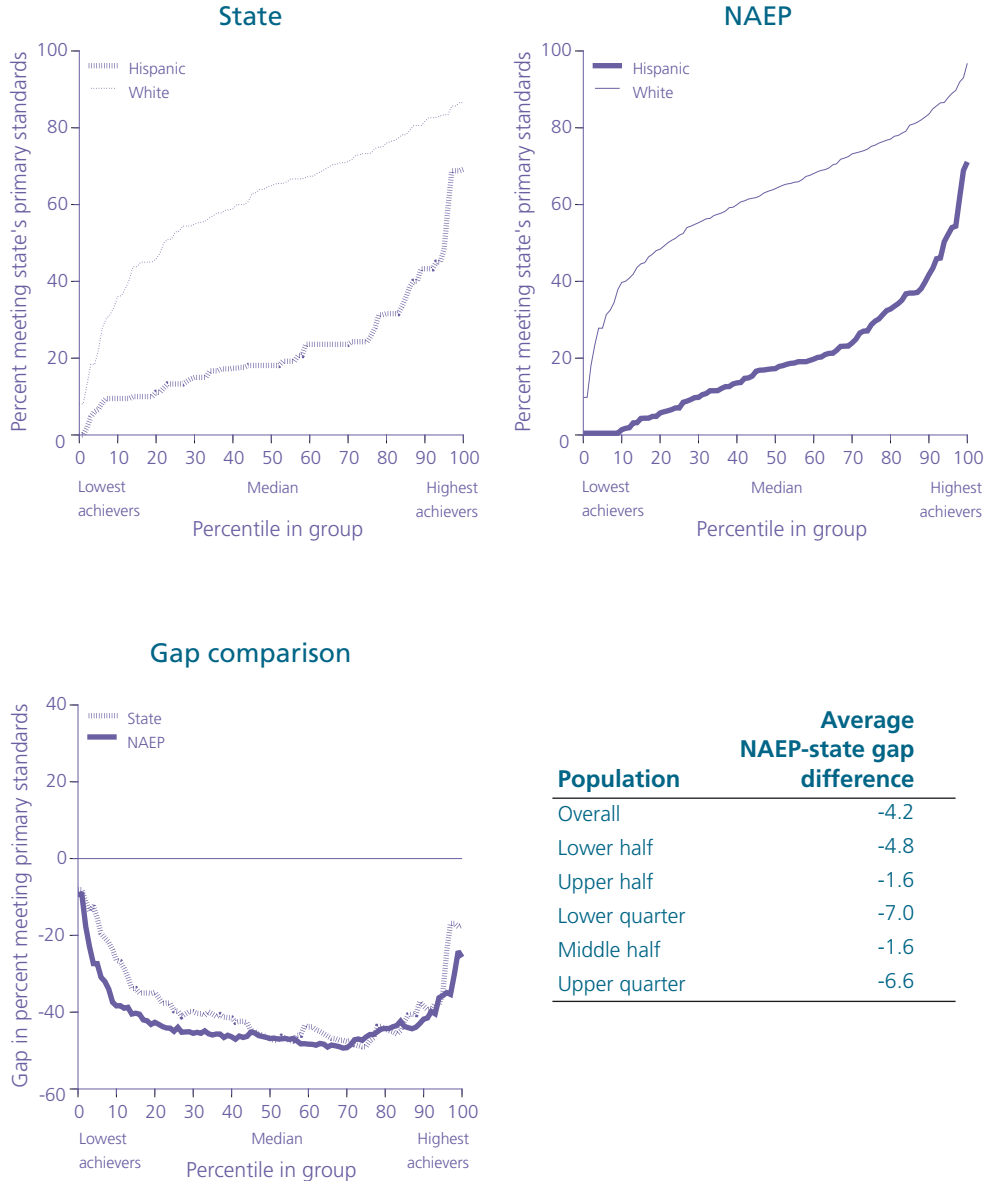
SOURCE: Massachusetts Dept. of Education at <http://www.doe.mass.edu/mcas/2003/results/summary.pdf>.

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 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.

D

Michigan

Through the Michigan Educational Assessment Program (MEAP), the state administers exams in grades 4 and 7 in reading and grades 4 and 8 in mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Michigan uses four achievement levels for reporting purposes: *Level 4 (apprentice)*, *Level 3 (basic performance)*, *Level 2 (met expectations)*, and *Level 1 (exceeded expectations)*. Because the MEAP exams changed in 2003, direct comparisons cannot be made between scores from 2003 and those from previous years; therefore, trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

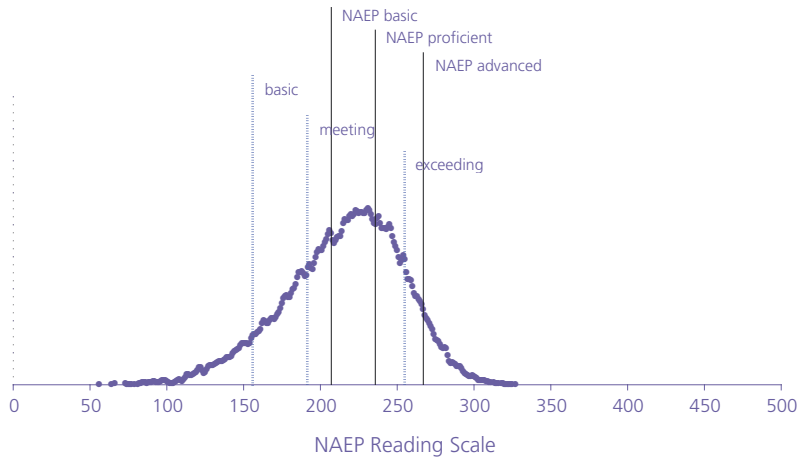
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 133 schools in grade 4 and 101 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*meeting*) is below the NAEP basic level. The state's primary grade 7 reading performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 4 or 7.
- **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 7 in 2003.

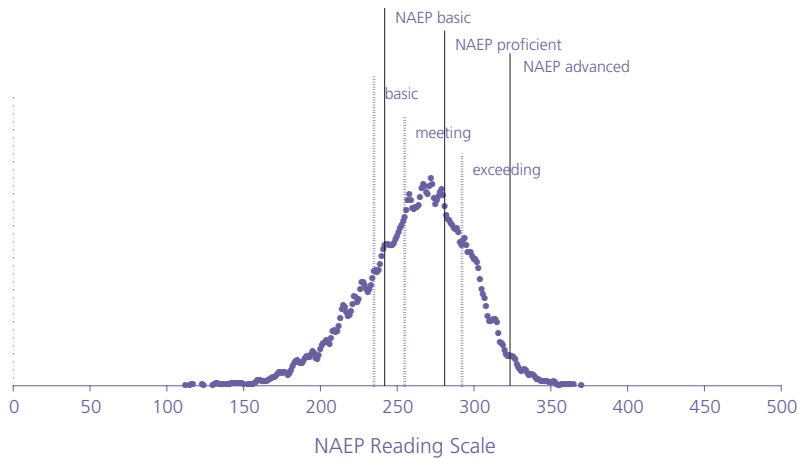
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

Figure 1. Distribution of grades 4 and 8 NAEP 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
Basic	0.57	0.036	0.72	0.024
Meeting	0.69	0.012	0.80	0.024
Exceeding	0.54	0.031	0.72	0.030

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	10.0	13.6	15.0	—	12.8	13.4
English language learner	1.5	2.1	4.1	—	1.5	1.1
Student with disability	8.2	10.9	10.1	—	10.9	11.8
Both	0.3	0.5	0.8	—	0.3	0.6
Excluded	6.0	7.4	7.1	—	6.7	6.3
English language learner	0.9	0.3	0.9	—	0.6	0.4
Student with disability	4.8	6.9	5.6	—	5.8	5.8
Both	0.3	0.2	0.6	—	0.2	0.2
Accommodated	1.4	1.1	2.9	—	1.9	3.1
English language learner	0.0	0.1	0.3	—	0.0	#
Student with disability	1.3	0.8	2.5	—	1.9	2.7
Both	0.1	0.1	0.1	—	0.0	0.4

— Not available.

Estimate rounds to zero.

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

D

Minnesota

The state administers the Minnesota Comprehensive Assessments (MCA) in grades 3 and 5 in reading and mathematics. Scores are available for Black and economically disadvantaged students in grade 3, but there are too few Black students to provide a reliable comparison. Minnesota uses five achievement levels for reporting purposes: *Level 1 (gaps in knowledge)*, *Level 2a (partial knowledge)*, *Level 2b (satisfactory)*, *Level 3 (proficient)*, and *Level 4 (superior)*. Grade 8 trends are not included in this report because the state does not test this grade. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

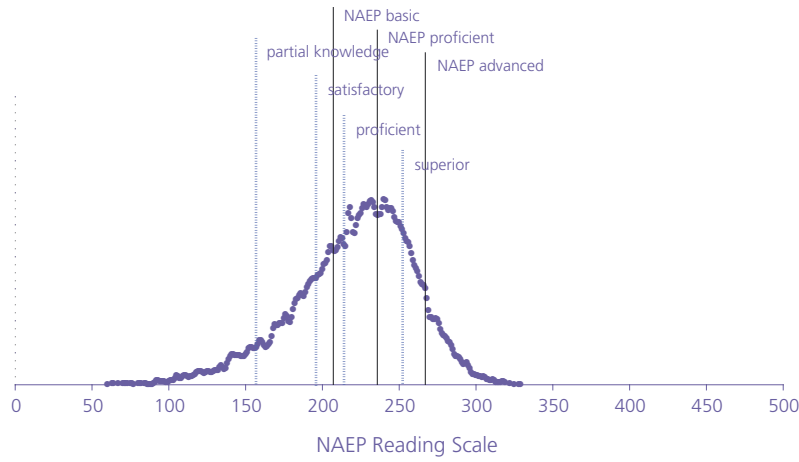
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 104 schools in grade 3 and 0 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 3 reading performance standard ((3) *proficient*) is between the NAEP basic and proficient levels. There is not enough data to compare state standards to NAEP for grade 8.
- **Trends.** Between 1998 and 2003, the NAEP grade 4 gains in percent proficient are less than the state assessment gains. No comparisons were possible for grade 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in reading in grades 3 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grade 3 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in reading in grade 8 in 2003.

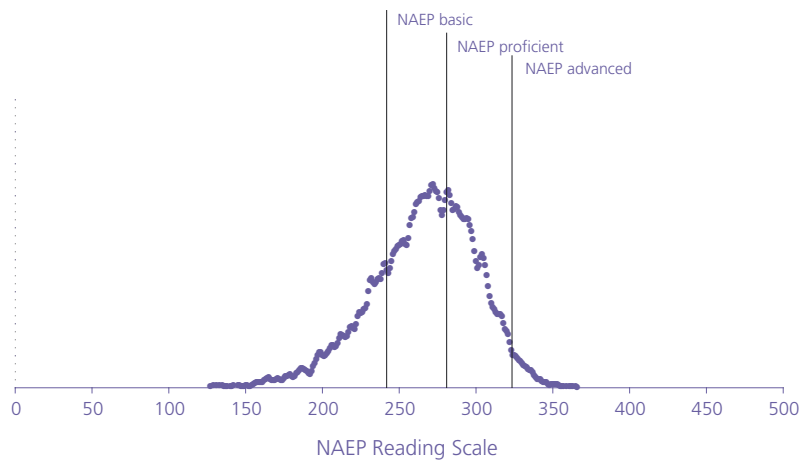
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4 (state 3rd grade standards)



Grade 8



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

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

Standard	Grade 3		Grade 8	
	Correlation	Standard error	Correlation	Standard error
(2a) Partial Knowledge	0.75	0.027	—	†
(2b) Satisfactory	0.77	0.030	—	†
(3) Proficient	0.77	0.020	—	†
(4) Superior	0.50	0.052	—	†

— Not available.

† Not applicable.

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

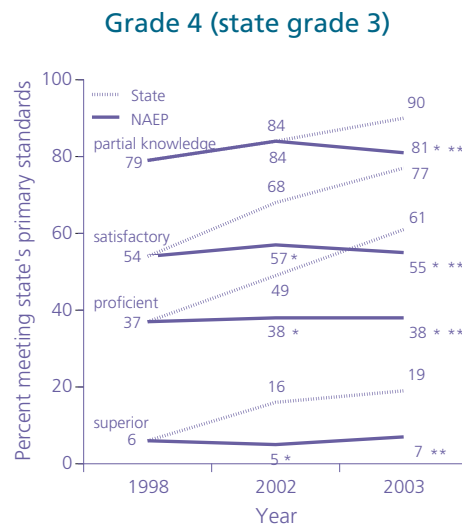


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	14.8	18.7	19.3	13.1	15.1	16.9
English language learner	3.2	5.4	5.9	3.0	3.6	4.1
Student with disability	10.8	12.0	12.4	9.7	10.5	12.3
Both	0.8	1.3	1.0	0.4	0.9	0.6
Excluded	3.2	5.4	3.4	1.3	2.9	3.4
English language learner	0.6	1.6	0.8	0.3	0.9	0.6
Student with disability	2.4	3.2	2.5	1.0	1.6	2.6
Both	0.2	0.5	0.2	0.0	0.4	0.2
Accommodated	3.1	3.8	6.0	2.3	3.0	5.1
English language learner	0.5	0.5	1.0	0.4	0.2	0.8
Student with disability	2.4	3.1	4.7	1.6	2.6	4.1
Both	0.2	0.2	0.3	0.3	0.2	0.2

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

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



* NAEP and state assessment 1998-2002 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.

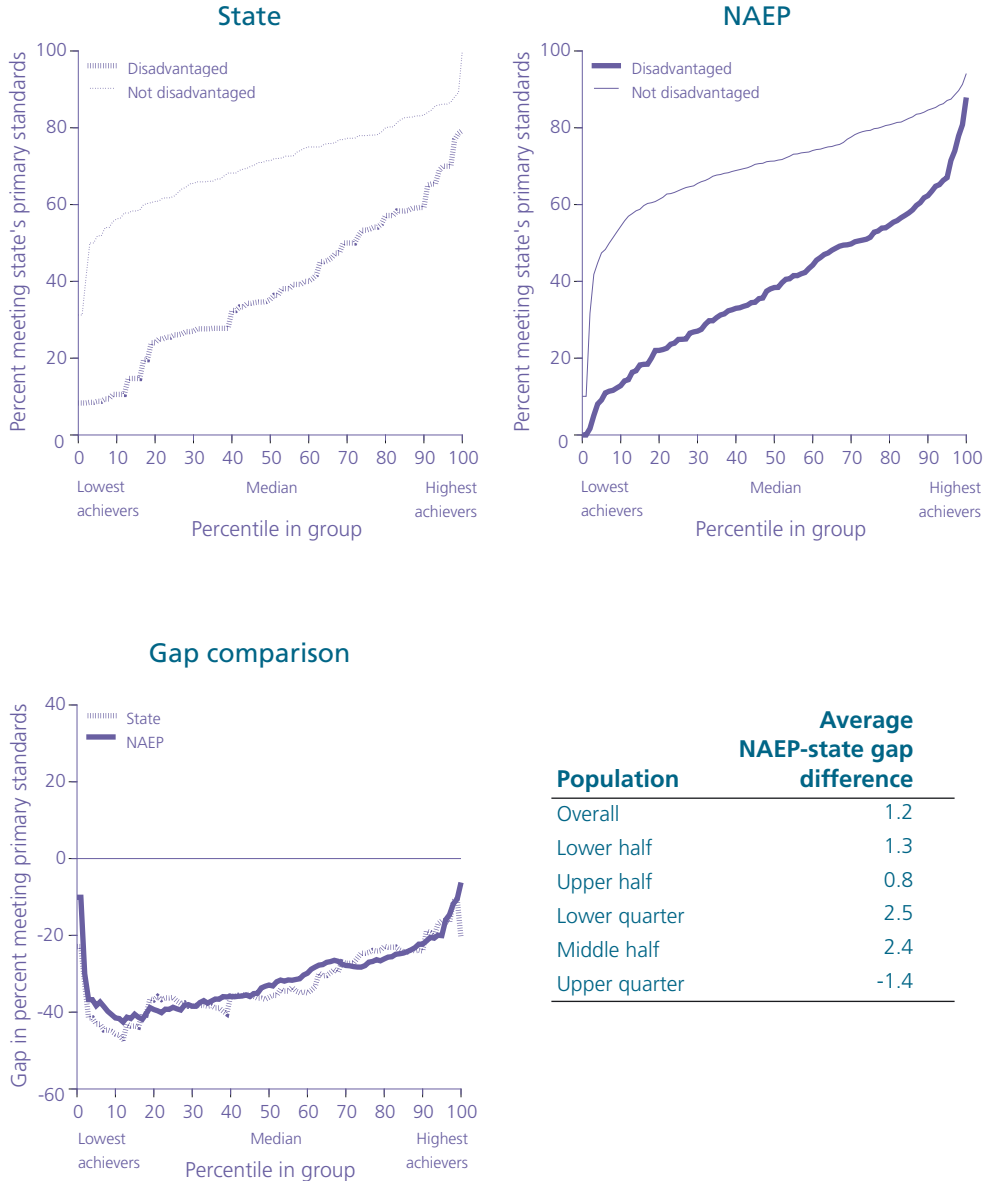
Table 3. Percentage meeting grade 3 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 3	—	48.8	59.4

— Not available.

SOURCE: Minnesota Department of Education retrieved at <http://education.state.mn.us/CLASS/mcaGraphs.do?>

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



NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 3.

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



D

Mississippi

Through the Mississippi Grade Level Testing Program, the state administers Mississippi Curriculum Tests (MCT) in grades 2-8 in reading and mathematics. Scores are available for Black and economically disadvantaged students. Mississippi uses four achievement levels for reporting purposes: *minimal*, *basic*, *proficient*, and *advanced*. However, for 2003, data were not available for the *advanced* level. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

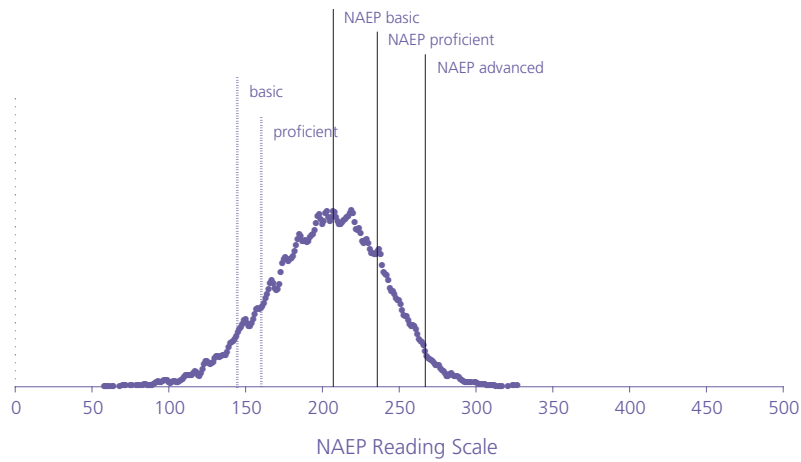
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 4 and 102 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 reading performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent proficient between 2002 and 2003. Between 2002 and 2003, 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 and poverty gaps in reading in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in reading in grades 4 and 8 in 2003.

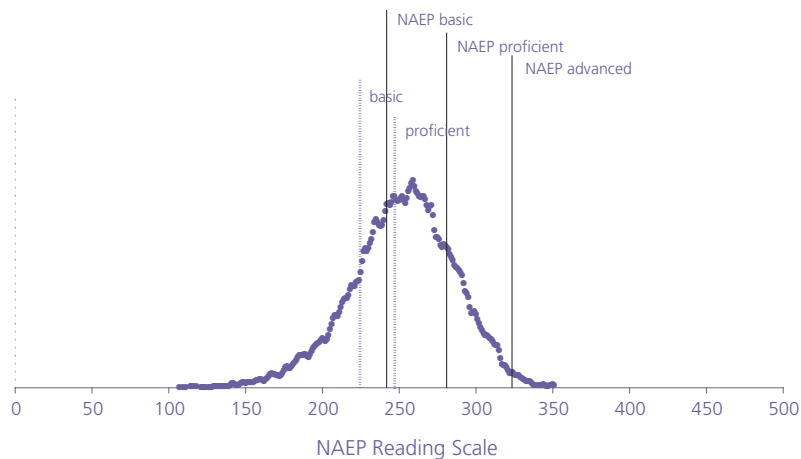
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.57	0.020	0.56	0.043
Proficient	0.72	0.036	0.71	0.036

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.



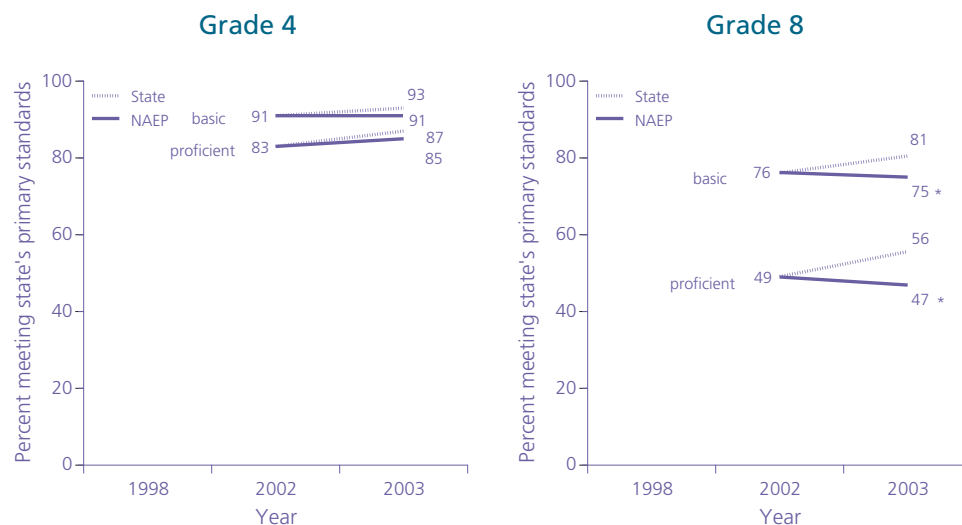
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	7.0	7.0	10.2	10.6	10.1	8.7
English language learner	0.1	0.2	0.2	0.5	0.2	0.8
Student with disability	6.9	6.7	9.3	10.0	9.9	7.8
Both	0.0	0.1	0.6	0.1	#	0.1
Excluded	4.1	4.2	6.0	5.7	5.3	5.0
English language learner	0.0	#	0.1	0.2	0.1	0.3
Student with disability	4.1	4.1	5.5	5.4	5.2	4.6
Both	0.0	0.1	0.4	0.0	0.0	0.1
Accommodated	0.4	0.8	0.7	0.7	1.5	1.1
English language learner	0.0	0.0	0.0	0.0	0.0	0.0
Student with disability	0.4	0.8	0.7	0.7	1.5	1.1
Both	0.0	0.0	#	0.0	0.0	0.0

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 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.

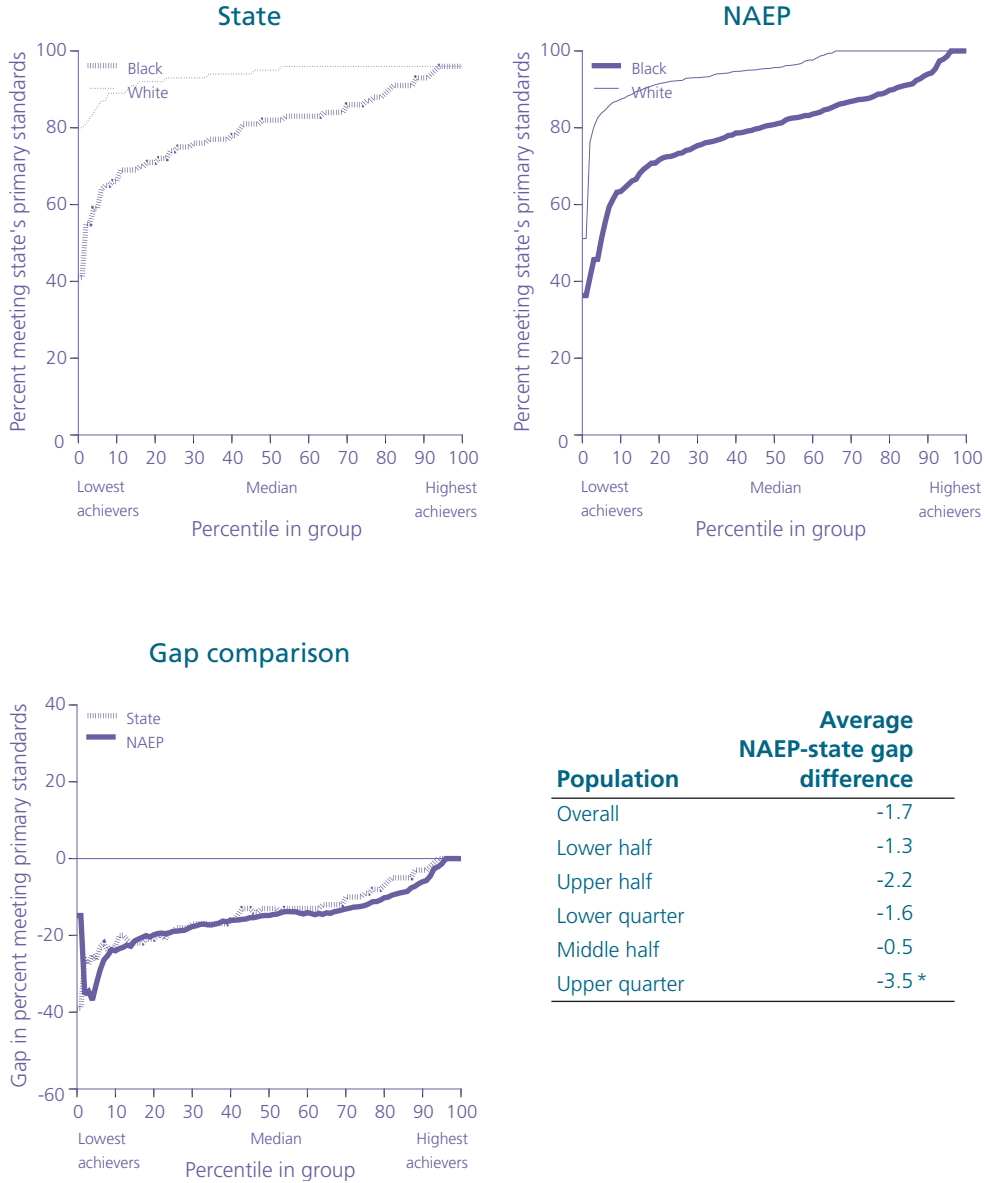
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	83.7	87.0
Grade 8	—	48.4	56.7

— Not available.

SOURCE: Mississippi Department of Education at <http://www.mde.k12.ms.us/ACAD/TD03/D0000000.HTM>.

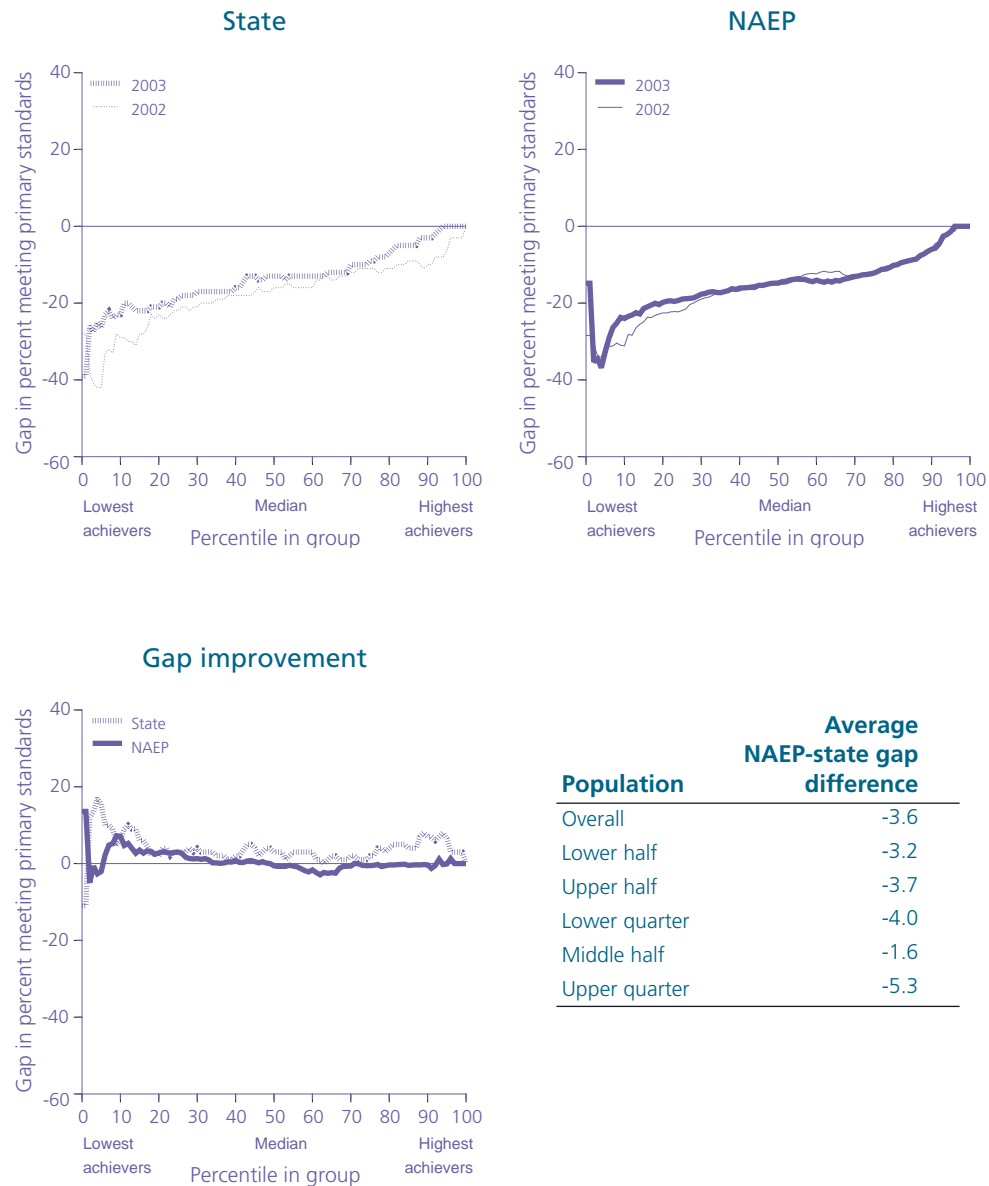
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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

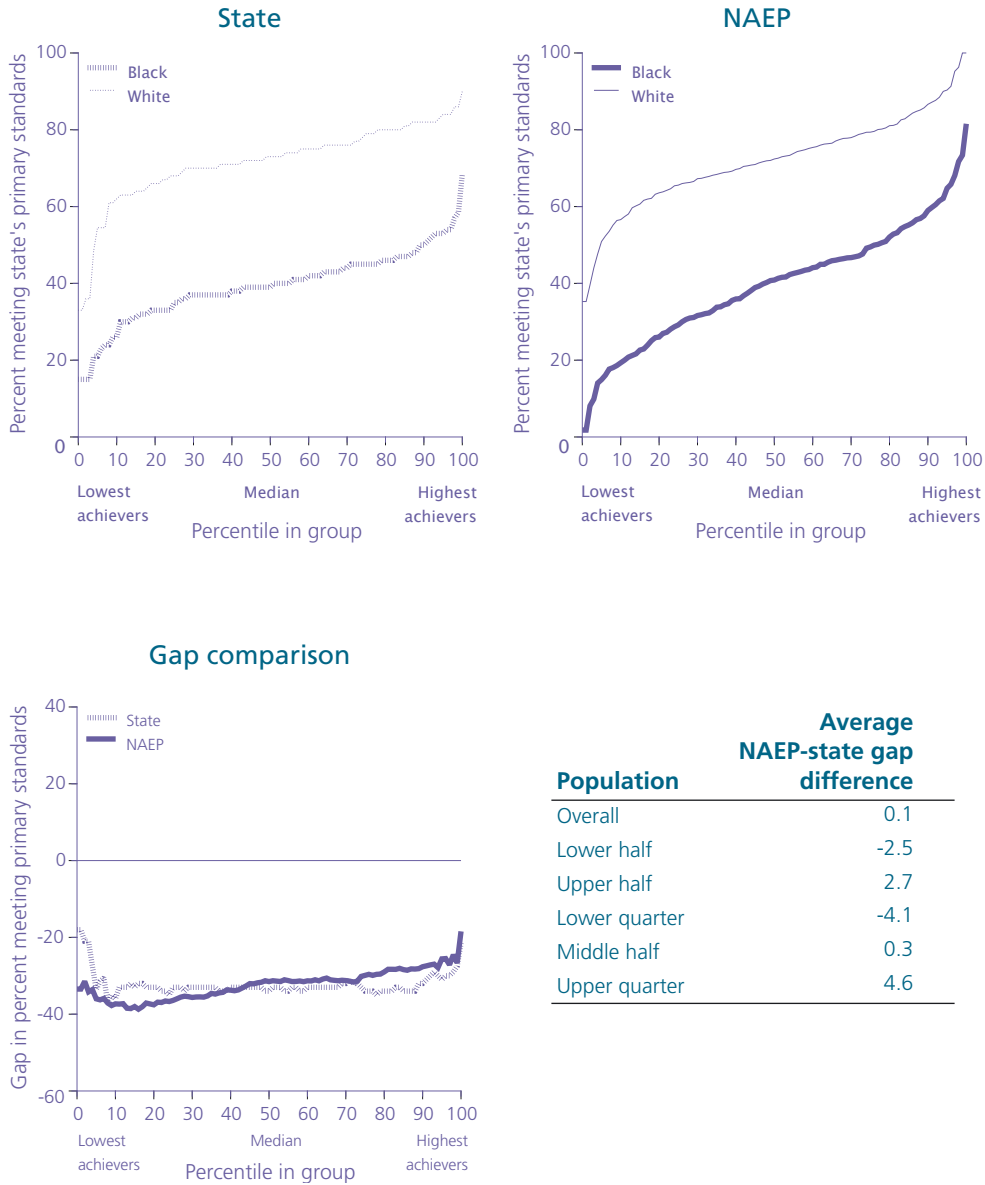
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



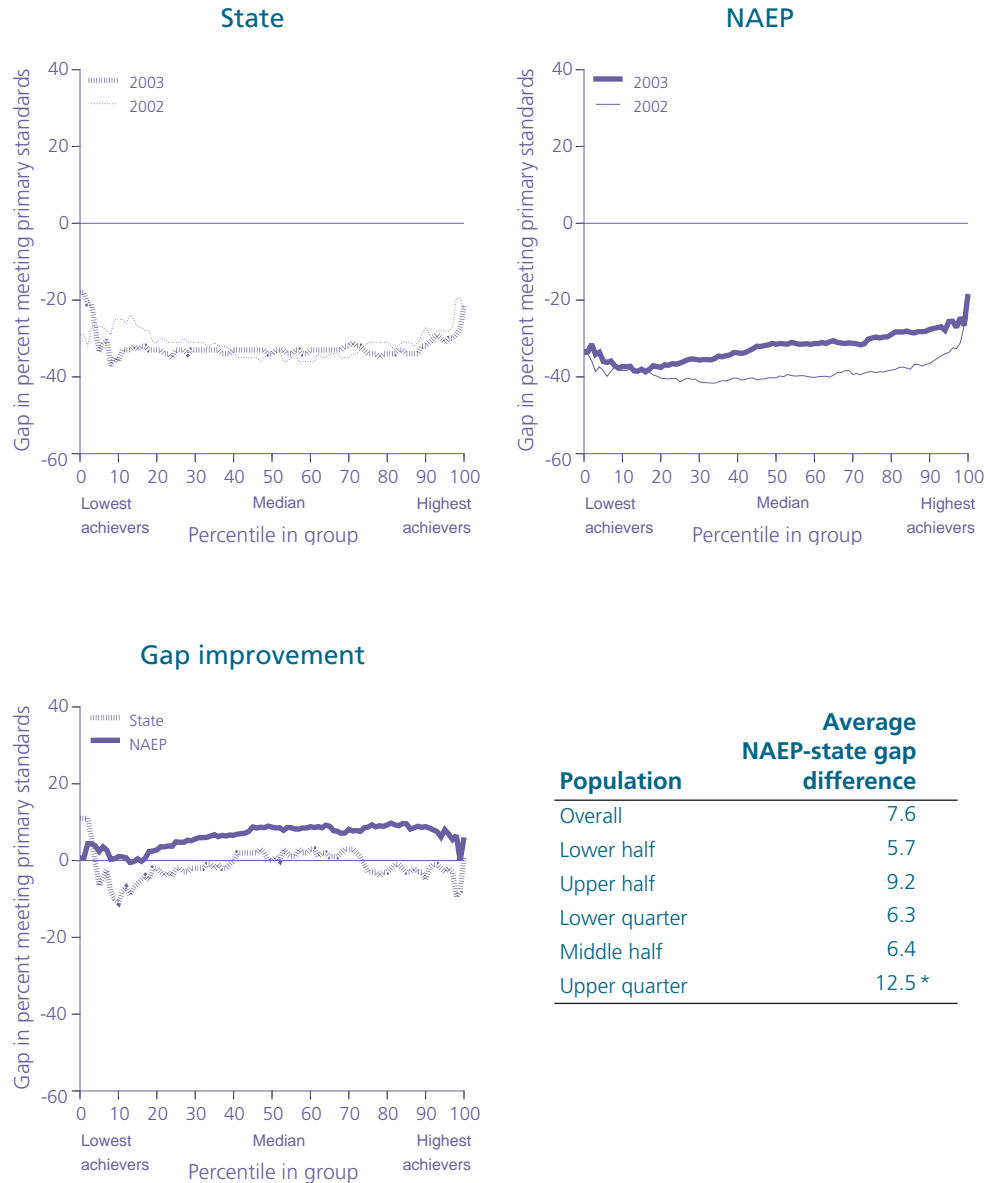
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



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.

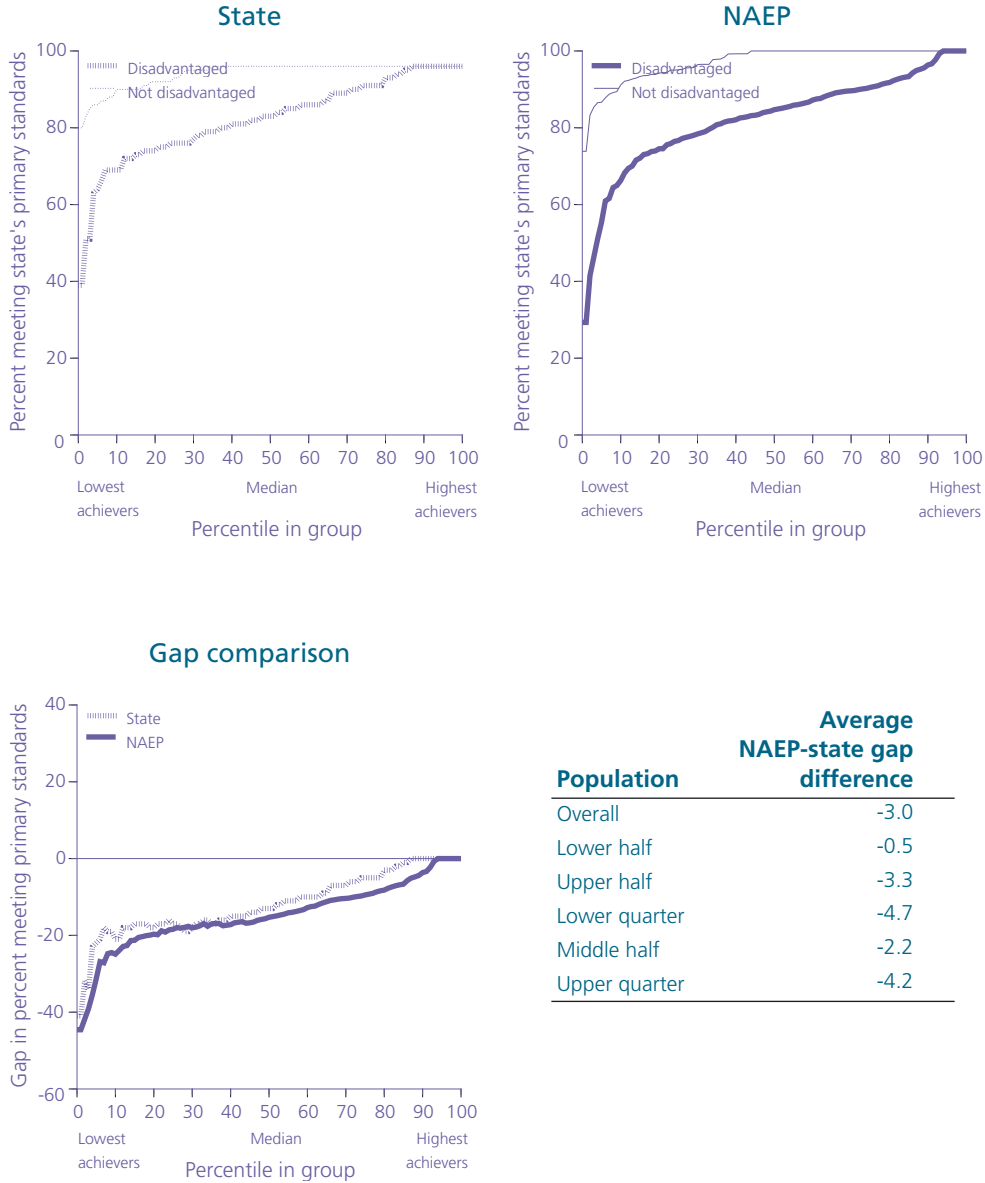
Figure 6. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 8 reading standards: 2002 and 2003



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

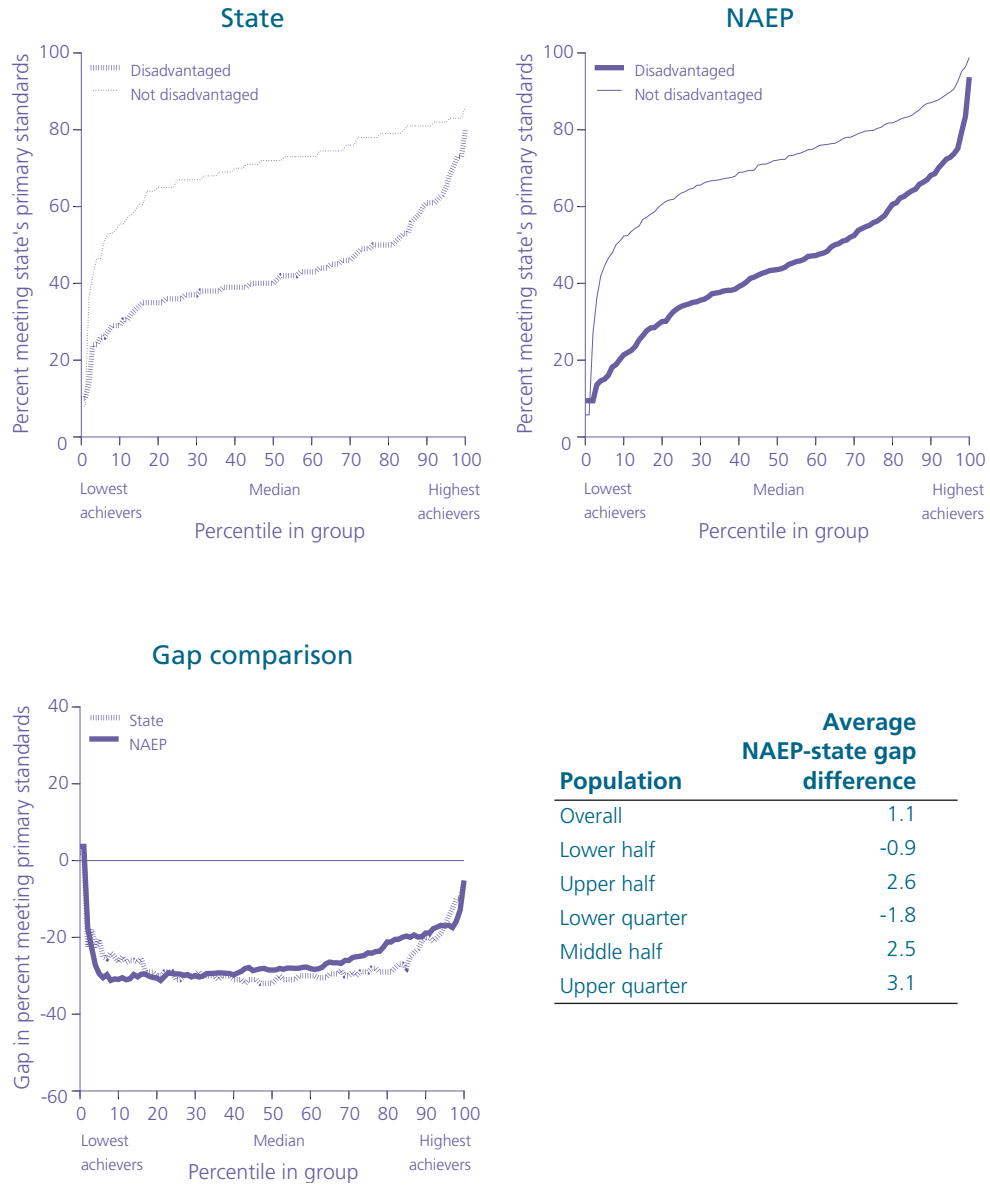
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

Figure 7. Comparison of NAEP and state assessment 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



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

Missouri

Through the Missouri Assessment Program (MAP), the state administers exams in grades 3 and 7 in communication arts (which includes reading) and grades 4 and 8 in mathematics. Scores are available for Black students. Missouri uses five achievement levels for reporting purposes: *step 1*, *progressing*, *nearing proficiency*, *proficient*, and *advanced*. The total population assessment scores based on 4 or fewer students are suppressed; the disaggregated population assessment scores based on 29 or fewer students are suppressed.

Summary of Comparisons

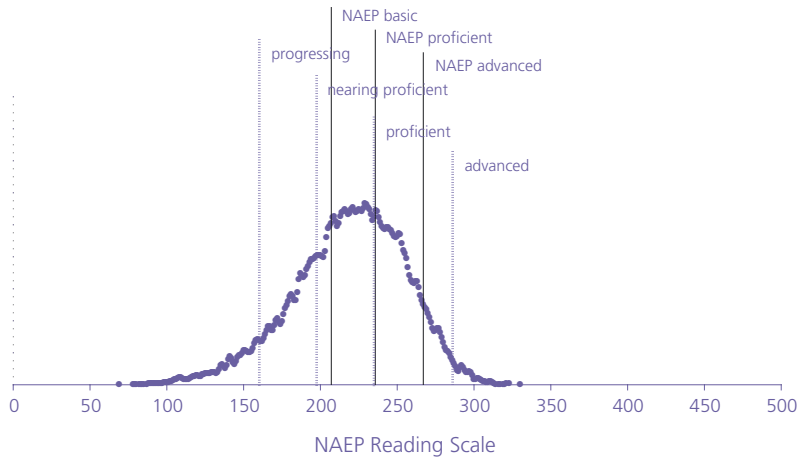
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 119 schools in grade 3 and 107 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 3 reading performance standard (*proficient*) is close to the NAEP proficient level. This is also true for grade 7.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient between 2002 and 2003.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in reading in grades 3 and 7 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 3 and 7 in 2003.

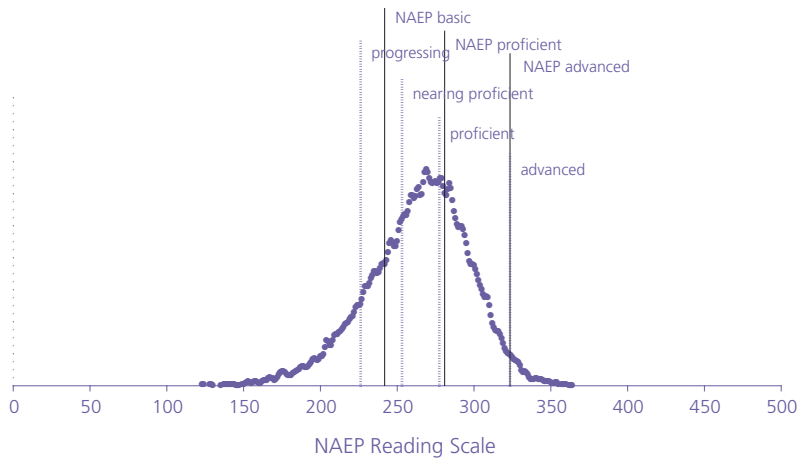
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4 (state 3rd grade standards)



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 3		Grade 7	
	Correlation	Standard error	Correlation	Standard error
Progressing	0.57	0.069	0.63	0.028
Nearing Proficient	0.67	0.023	0.66	0.019
Proficient	0.63	0.016	0.52	0.059
Advanced	0.25	0.080	0.11	0.048

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



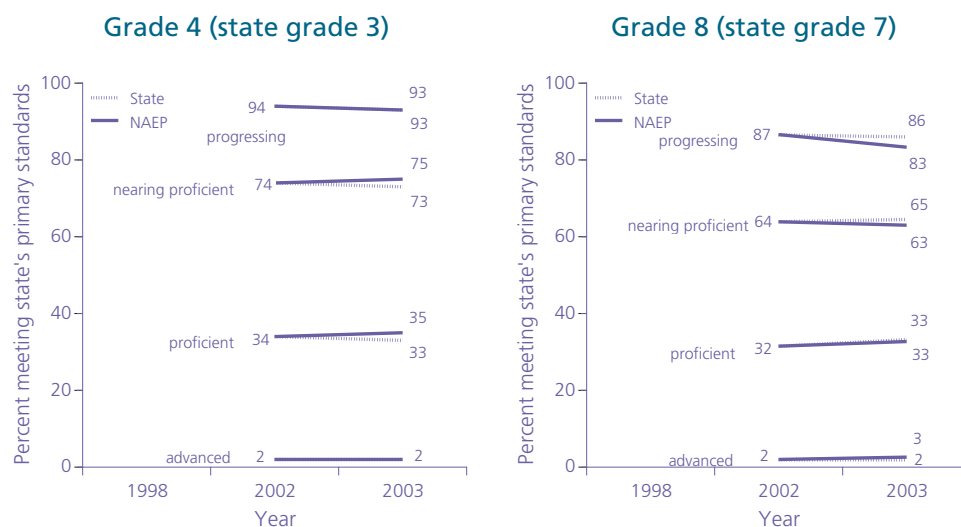
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	14.2	16.3	17.8	12.5	15.5	16.5
English language learner	0.7	1.2	1.5	0.4	0.7	0.7
Student with disability	13.5	14.7	15.6	12.1	14.3	15.3
Both	0.0	0.3	0.7	0.0	0.4	0.6
Excluded	6.5	8.7	8.2	3.6	7.6	8.2
English language learner	0.3	0.5	0.9	0.3	0.2	0.5
Student with disability	6.1	7.9	6.9	3.3	7.1	7.4
Both	0.0	0.3	0.4	0.0	0.3	0.3
Accommodated	4.1	3.3	5.1	3.3	3.9	5.0
English language learner	0.1	0.1	0.2	0.1	#	#
Student with disability	4.0	3.2	4.7	3.2	3.7	4.9
Both	0.0	0.0	0.2	0.0	0.1	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



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.

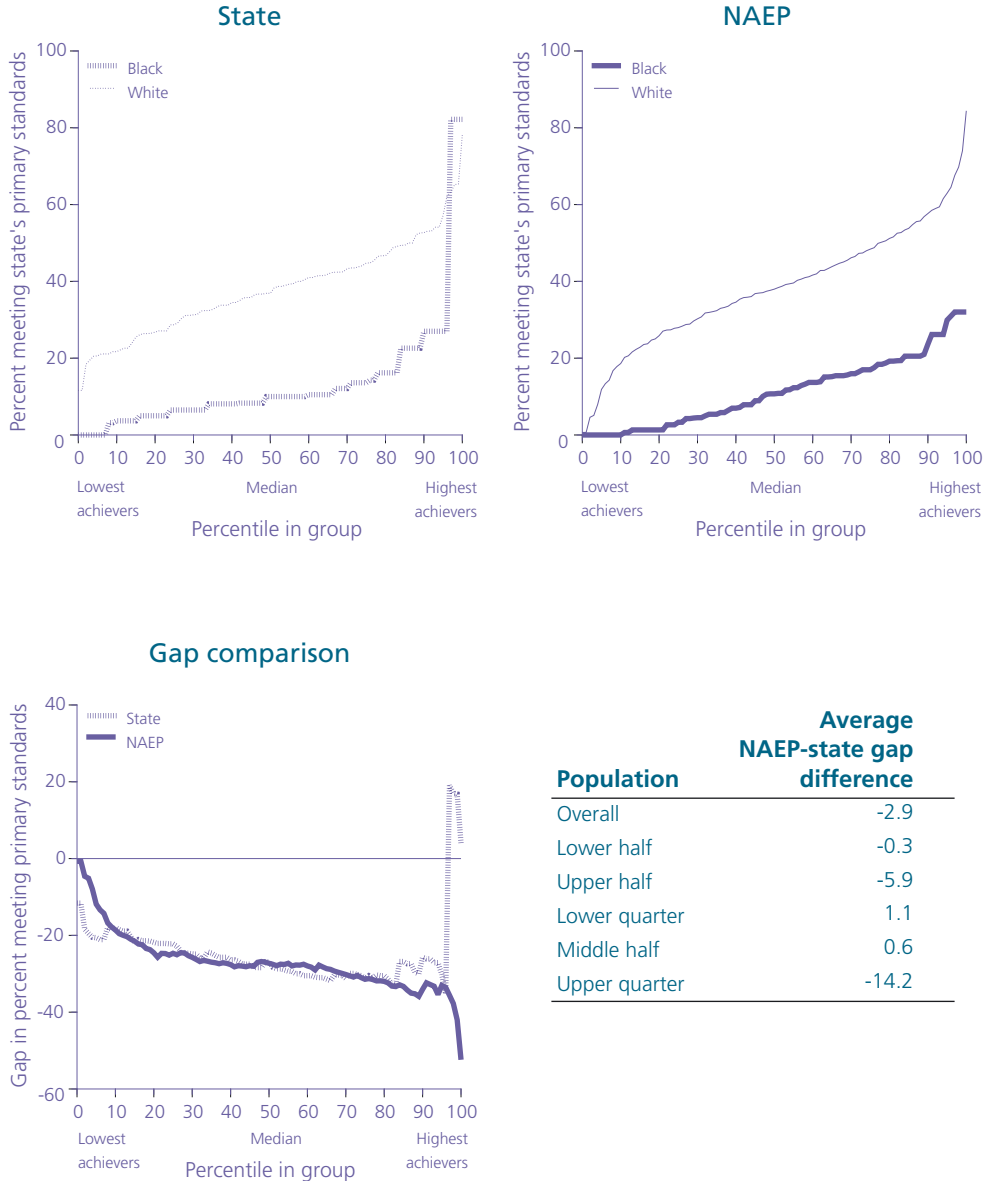
Table 3. Percentage meeting grades 3 and 7 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 3	—	35.4	34.1
Grade 7	—	32.0	32.5

— Not available.

SOURCE: Missouri Dept. of Education site at <http://www.dese.state.mo.us/divimprove/assess/stateresults.html>.

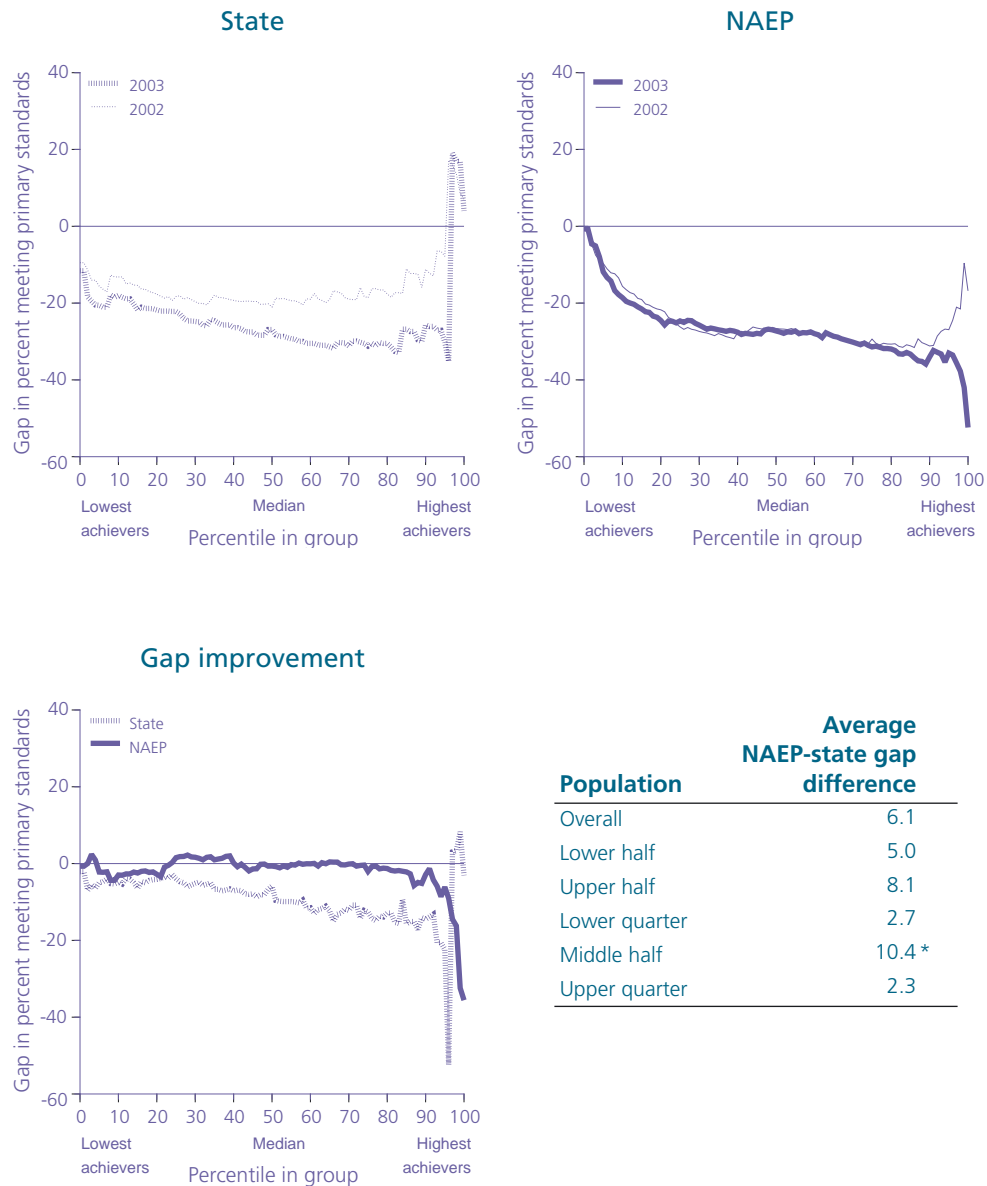
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



NOTE: State assessment data used are for grade 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 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003

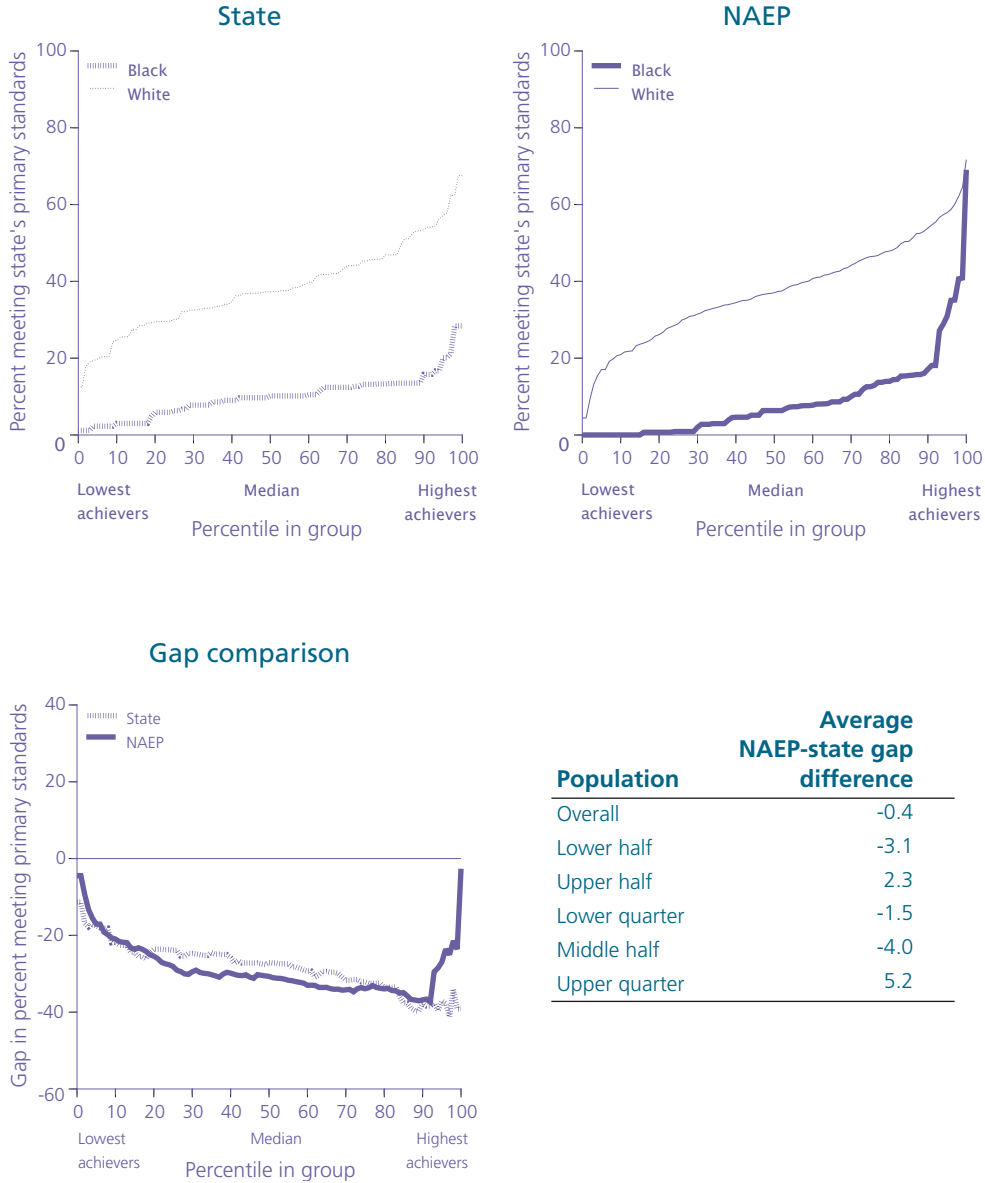


* NAEP-State gap difference significantly different from zero (p<.05).

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

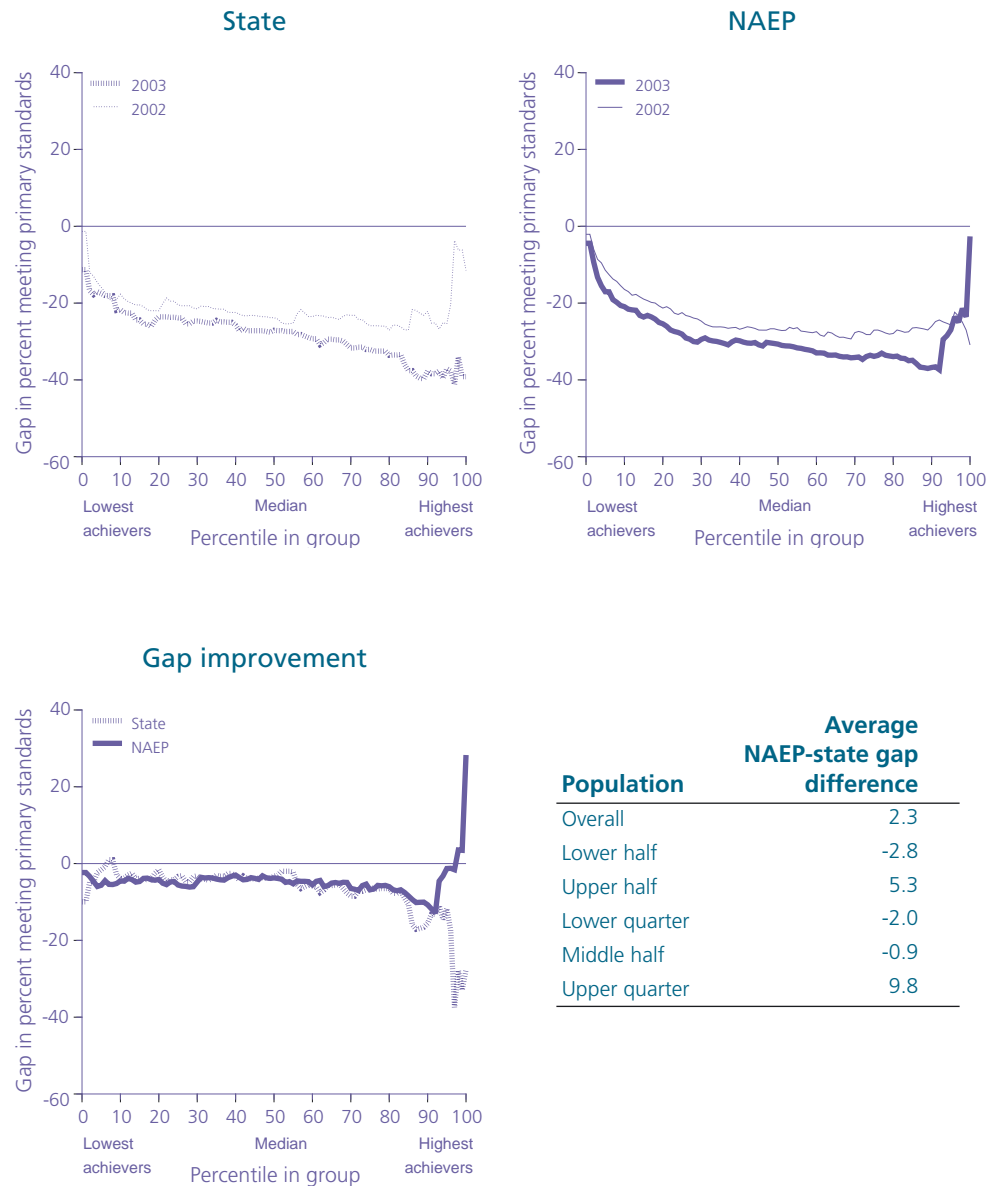
Figure 5. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 reading standards: 2003



NOTE: State assessment data used are for grade 7.

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

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



NOTE: State assessment data used are for grade 7.

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

D

Montana

Through the Montana Comprehensive Assessment System (MontCAS), the state administers Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Montana uses four achievement levels for reporting purposes: *novice*, *nearing proficiency*, *proficient*, and *advanced*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

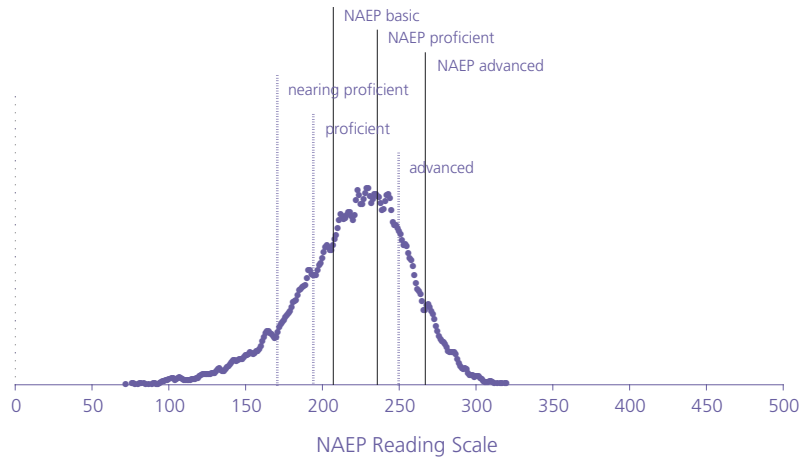
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 141 schools in grade 4 and 100 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

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

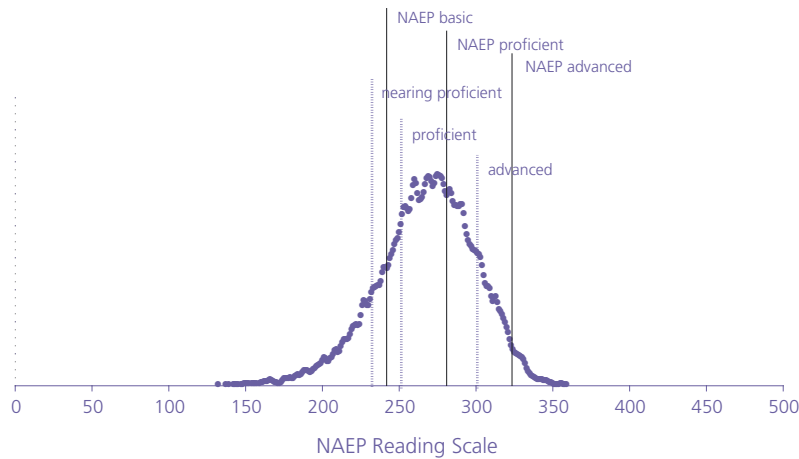
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Nearing Proficient	0.68	0.052	0.68	0.054
Proficient	0.75	0.030	0.72	0.050
Advanced	0.56	0.042	0.45	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.



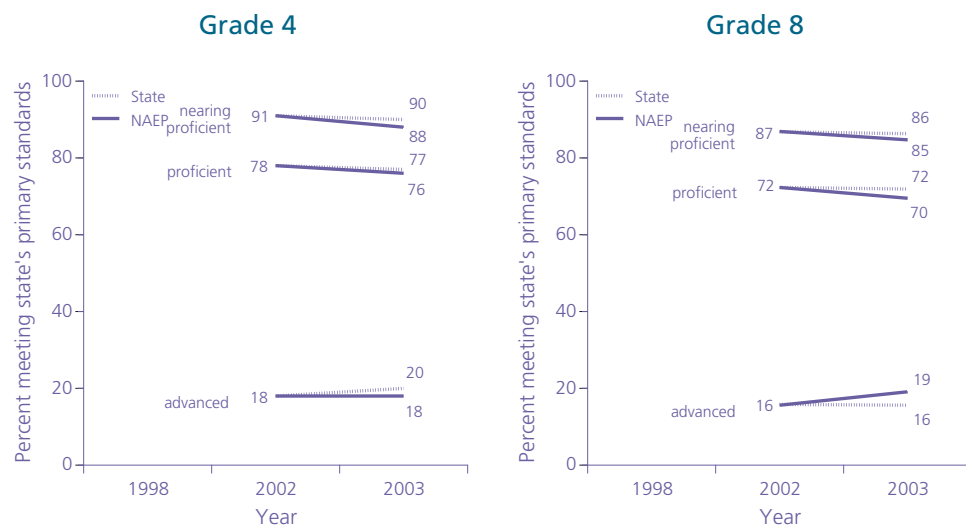
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	9.9	14.8	16.4	11.2	13.0	15.6
English language learner	0.1	1.5	2.6	0.5	1.7	1.0
Student with disability	9.9	12.9	12.2	10.5	10.2	13.5
Both	0.0	0.4	1.6	0.2	1.1	1.0
Excluded	2.5	6.4	4.7	3.6	3.8	4.7
English language learner	0.0	1.0	0.1	0.0	#	0.0
Student with disability	2.5	5.3	4.2	3.4	3.0	4.3
Both	0.0	0.1	0.4	0.2	0.7	0.4
Accommodated	1.6	4.5	5.8	1.2	1.9	5.2
English language learner	0.1	0.0	0.7	0.0	0.3	0.2
Student with disability	1.5	4.4	4.6	1.2	1.6	4.9
Both	0.0	0.1	0.6	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



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	—	75.0	76.0
Grade 8	—	71.0	70.0

— Not available.

SOURCE: Montana Office of Public Instruction at <http://data.opi.state.mt.us/IRISReports/>.

