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Pennsylvania

Through the Pennsylvania System of School Assessment (PSSA), the state administers exams in grades 5 and 8 in reading and mathematics. Scores are available for Black and 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. Pennsylvania uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

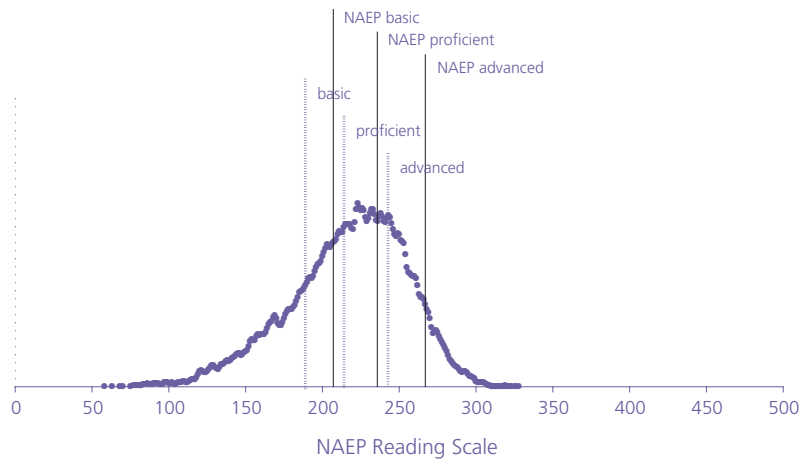
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 101 schools in grade 5 and 101 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 reading performance standard (*proficient*) is 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 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 5 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in reading in grades 5 and 8 in 2003.

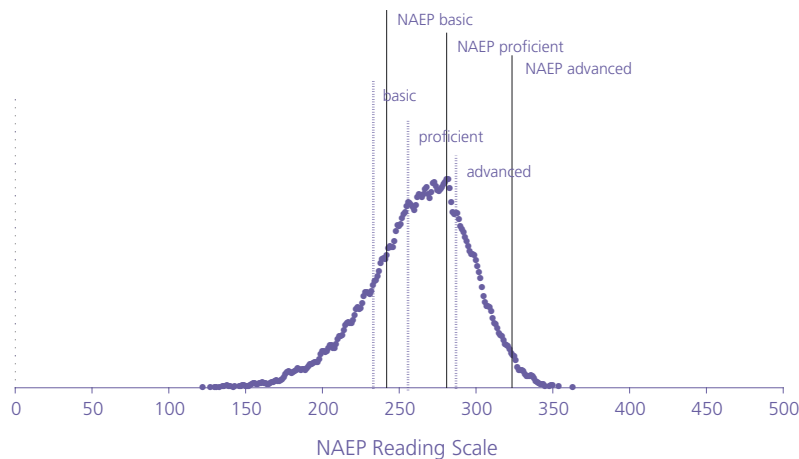
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.79	0.025	0.82	0.026
Proficient	0.80	0.024	0.80	0.012
Advanced	0.71	0.017	0.71	0.027

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	15.1	—	14.8	15.5
English language learner	—	1.7	1.3	—	1.1	0.9
Student with disability	—	12.0	12.6	—	13.5	13.7
Both	—	0.5	1.2	—	0.2	1.0
Excluded	—	4.6	3.6	—	2.8	2.2
English language learner	—	0.9	0.4	—	0.5	0.1
Student with disability	—	3.6	2.6	—	2.3	2.0
Both	—	0.2	0.6	—	0.0	0.1
Accommodated	—	5.1	8.7	—	7.7	9.8
English language learner	—	0.3	0.4	—	0.2	0.2
Student with disability	—	4.8	7.8	—	7.4	9.0
Both	—	0.1	0.5	—	0.1	0.6

— Not available.

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

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



* 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.

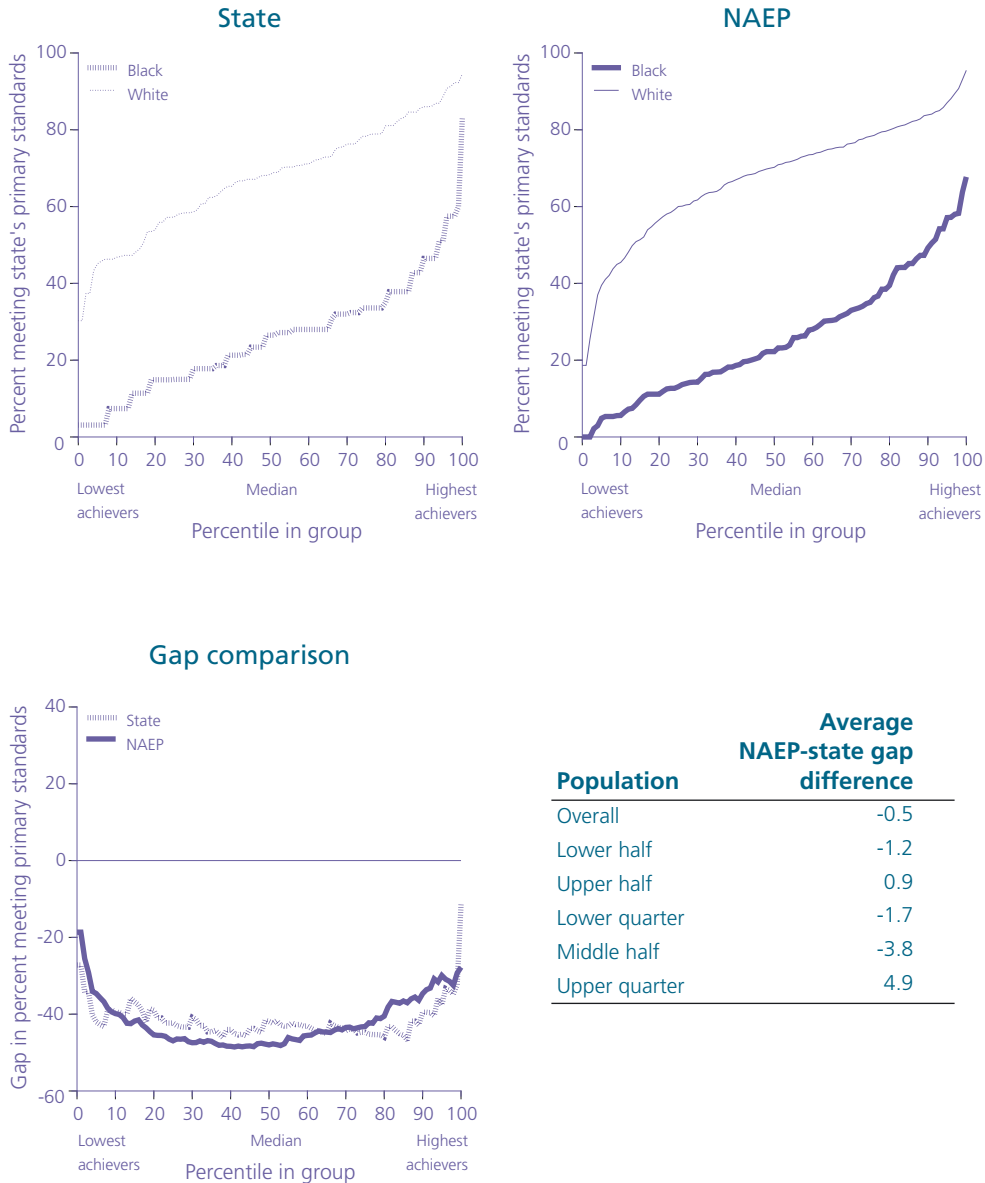
Table 3. Percentage meeting grades 5 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 5	—	57.0	58.0
Grade 8	—	58.8	63.4

— Not available.

SOURCE: PA Dept. of Education retrieved from http://www.pde.state.pa.us/a_and_t/cwp/browse.asp?A=3.

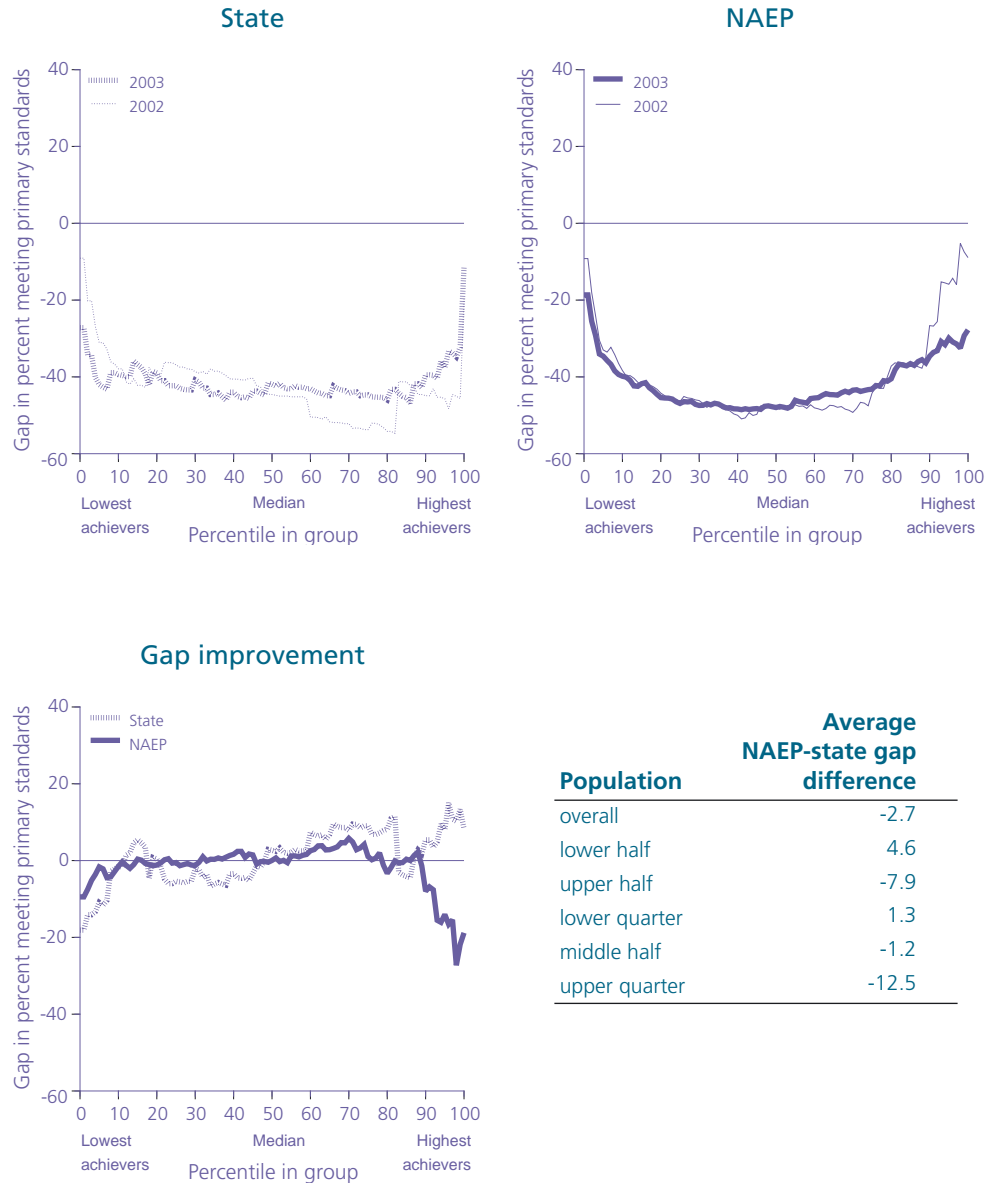
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 reading standards: 2003



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.

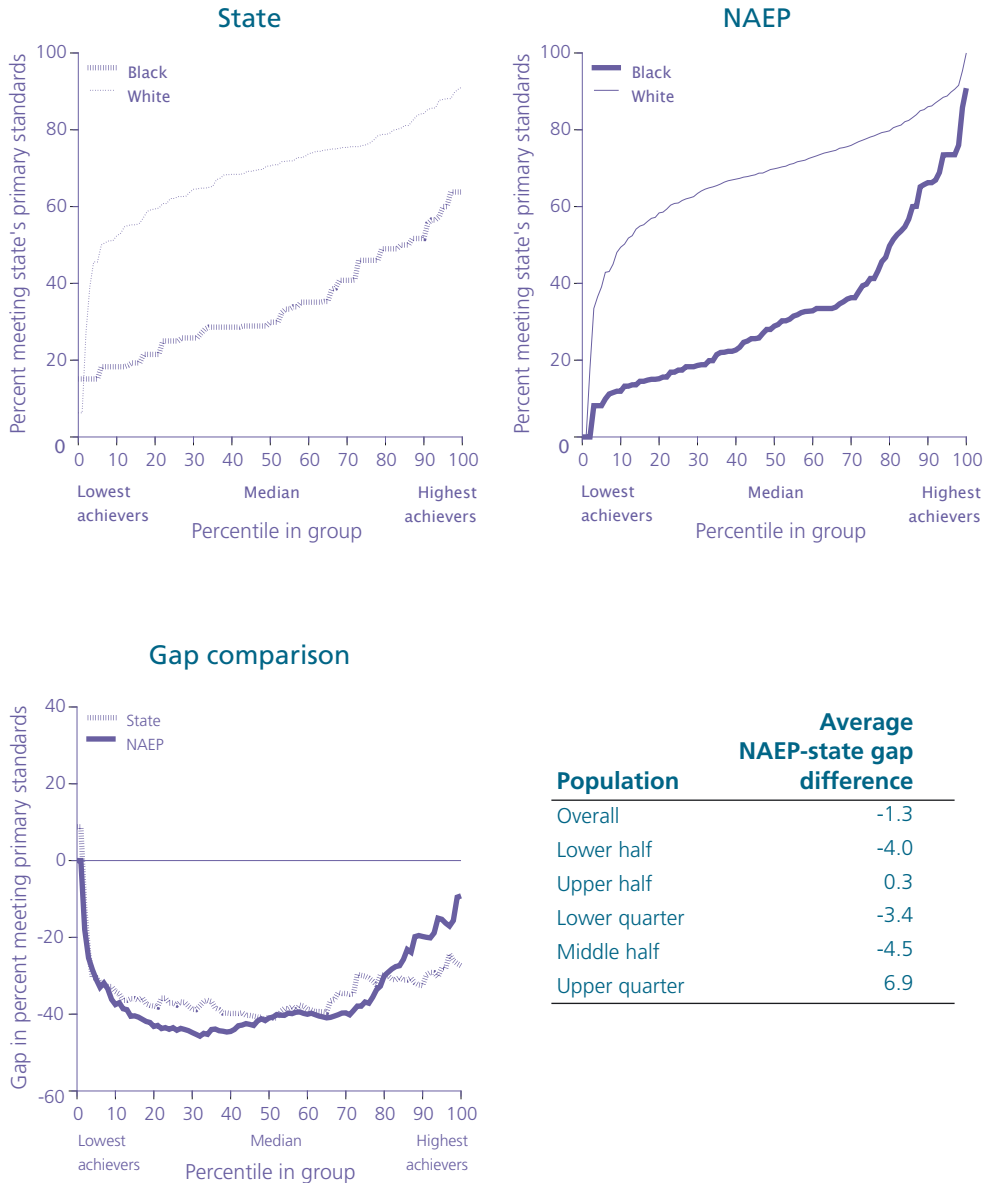
Figure 4. Comparison of NAEP and state assessment Black-White gap changes in percent meeting grade 4 reading standards: 2002 and 2003



NOTE: State assessment data used are for grade 5.

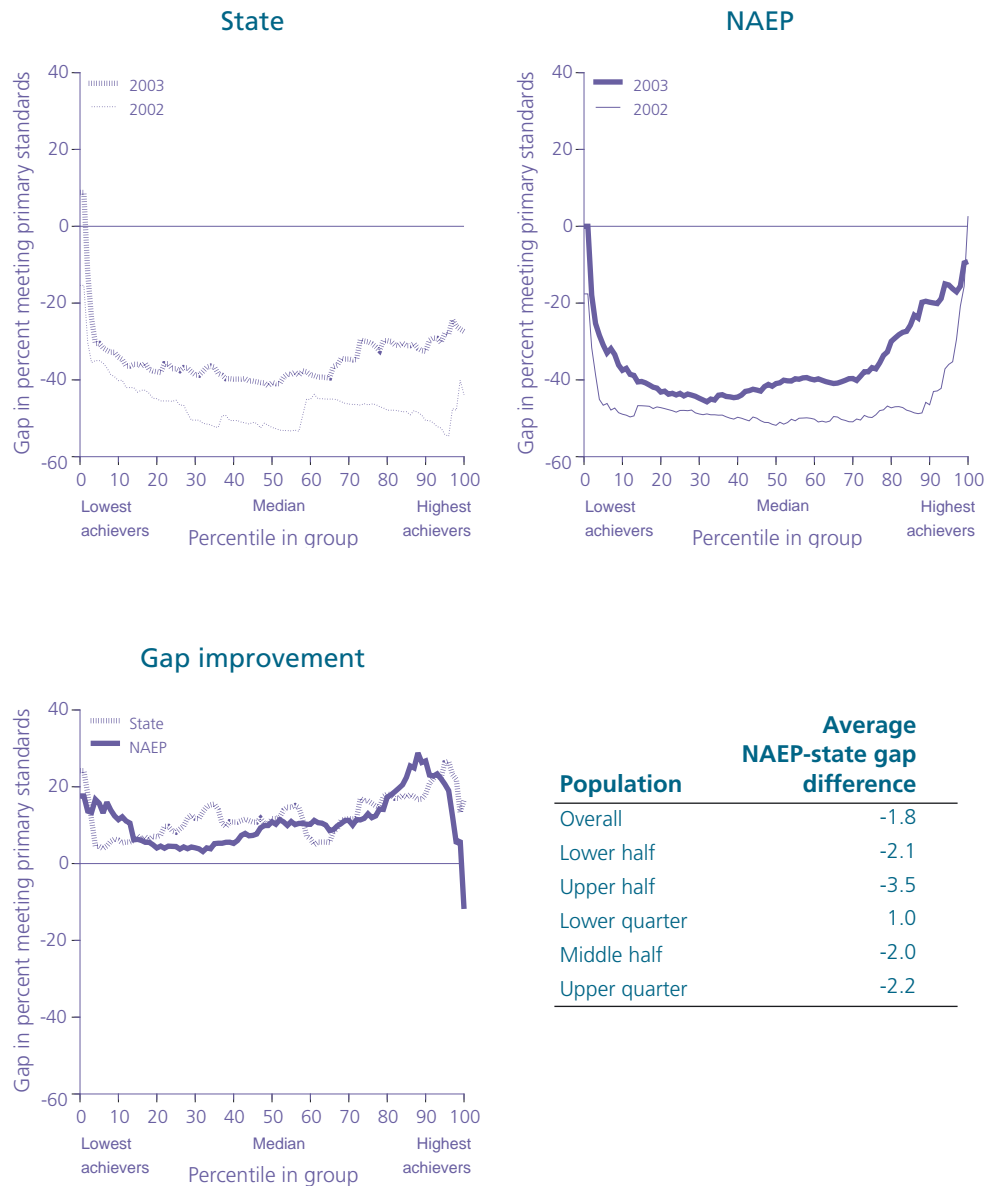
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



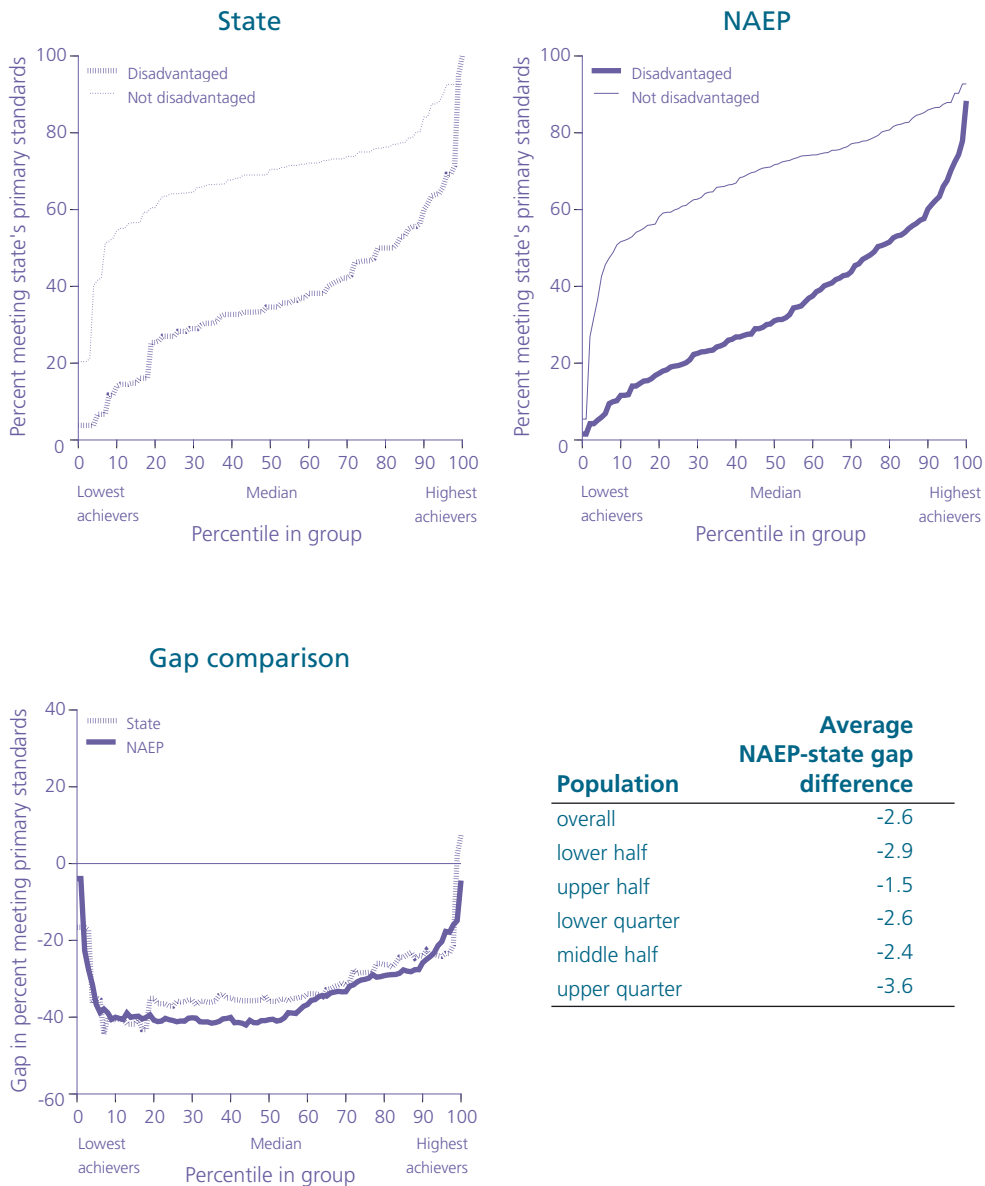
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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

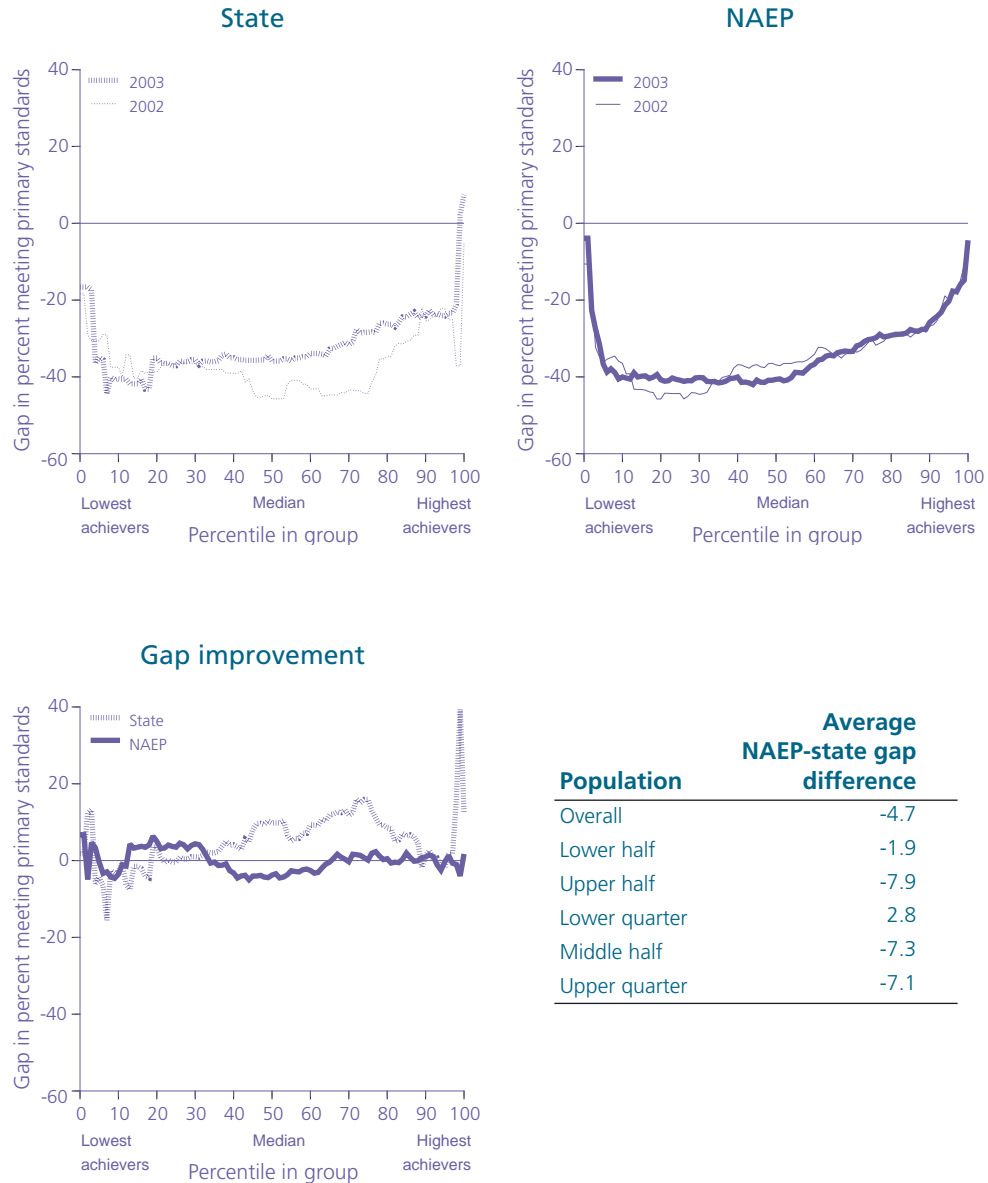


NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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.



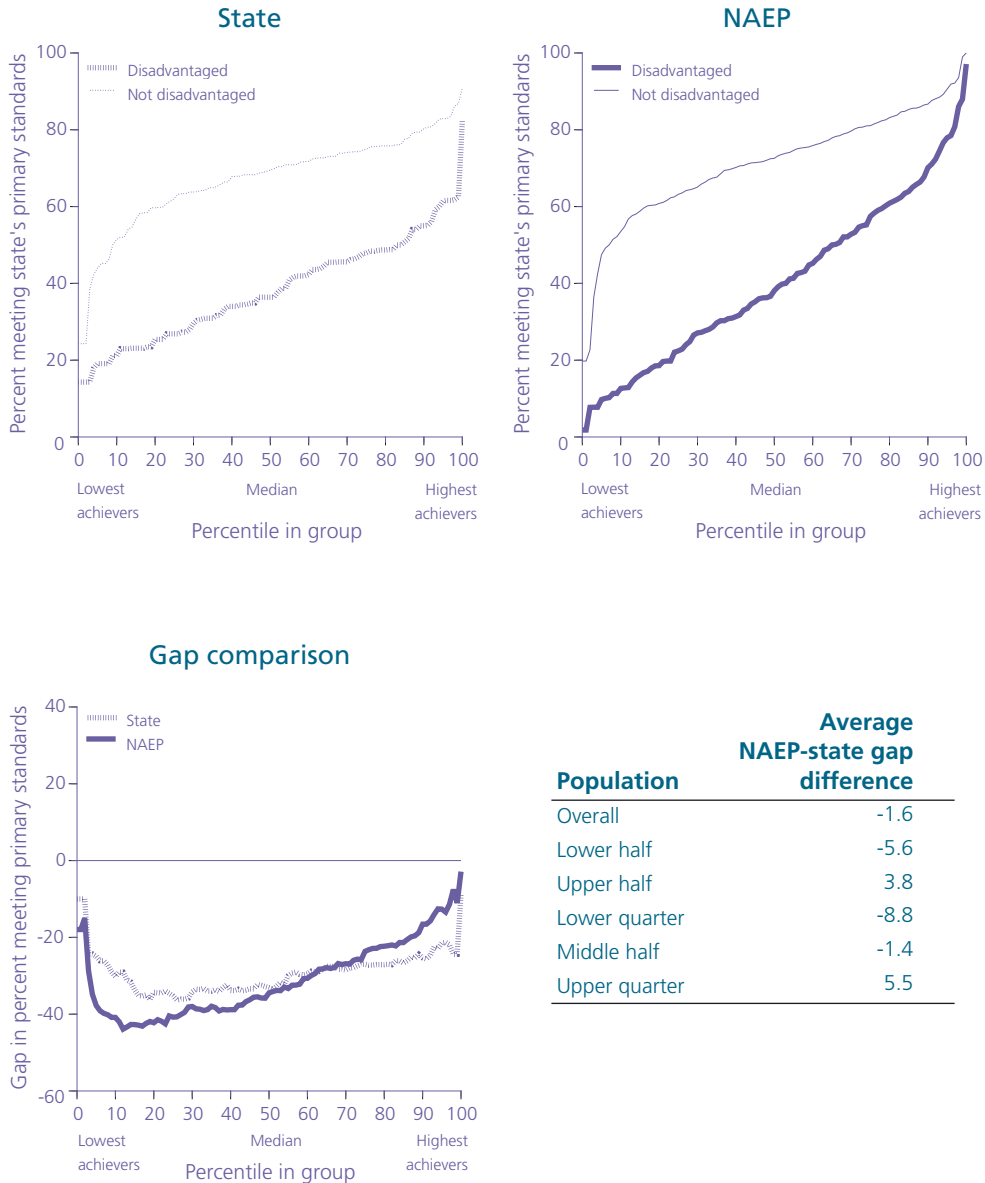
Figure 8. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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.

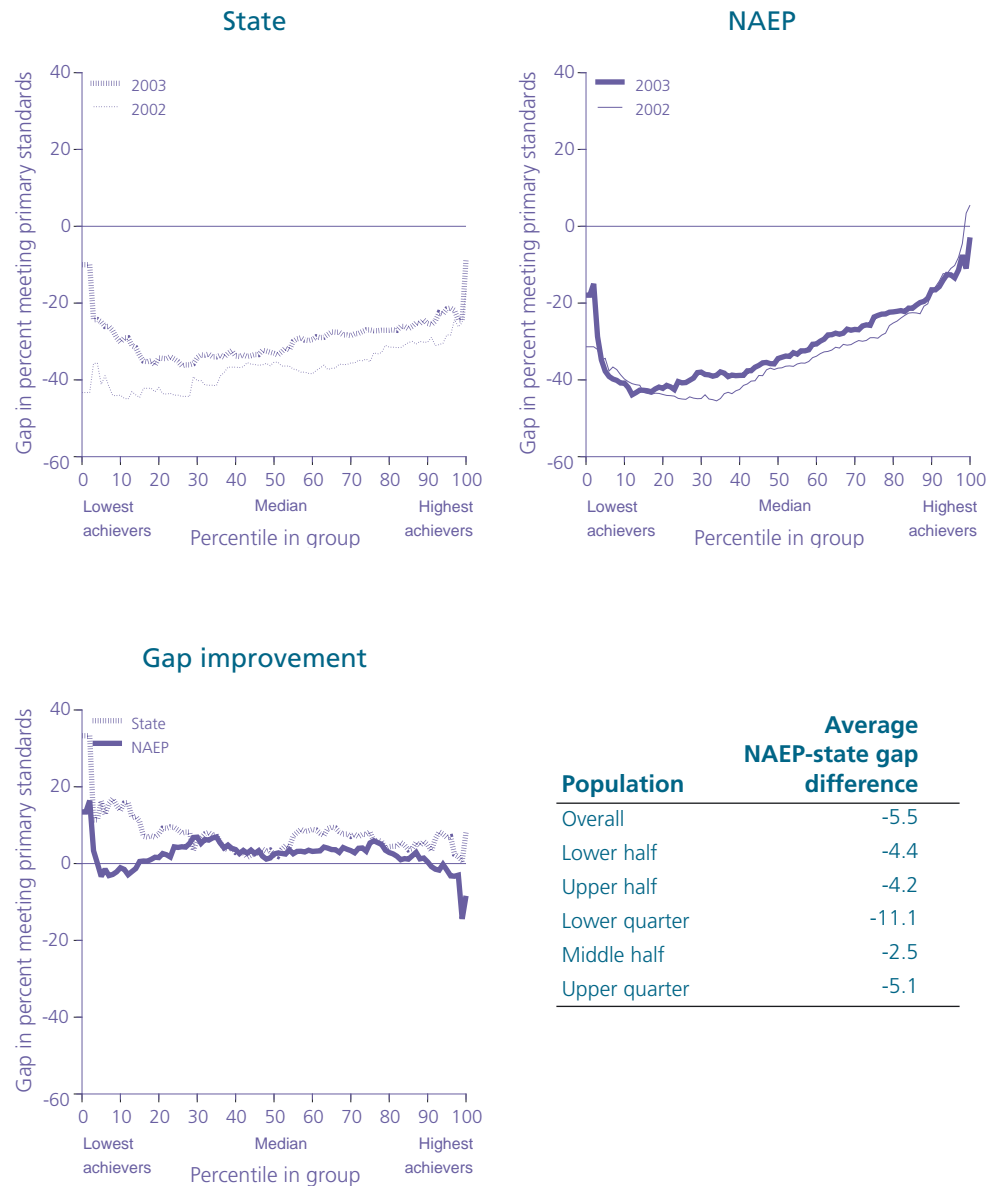
Figure 9. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



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

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

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



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

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

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Rhode Island

Rhode Island administers New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts (ELA) and mathematics. The ELA exam is broken down into four subcontent areas: reading–basic understanding, reading–analysis & interpretation, writing–effectiveness, and writing–conventions. While the 2003 data were not reported by subcontent area, previous years’ data were reported this way, so those years’ data have been aggregated to allow comparisons across years. Scores are available for Hispanic and Black students, but there are too few Black students to provide a reliable comparison. Rhode Island uses five achievement levels for reporting purposes: *little evidence of achievement*, *below the standard*, *nearly achieved the standard*, *achieved the standard*, and *achieved the standard with honors*. However, here data have been presented based only on percent proficient, defined by the state as *those achieving the standard and above*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

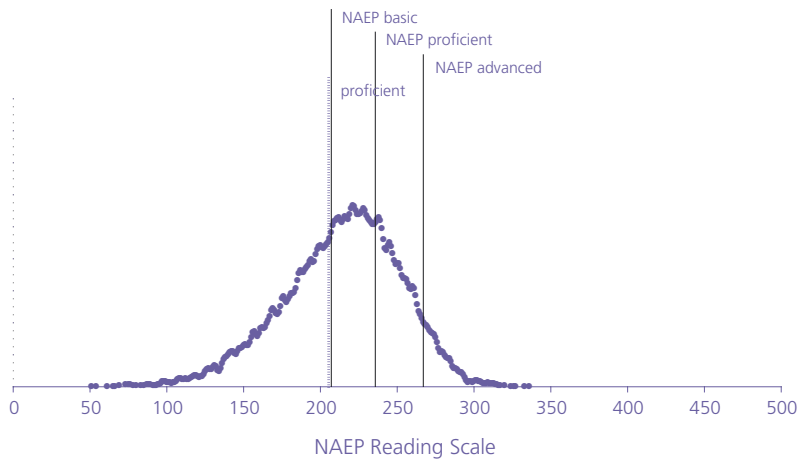
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 111 schools in grade 4 and 51 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state’s primary grade 4 reading performance standard (*proficient*) is 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.** Between 1998 and 2003, the state reported gains in grades 4 and 8 in percent proficient, which NAEP did not.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in 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 grade 4 in 2003. In grade 8 the Hispanic-White gap in percent *proficient* in 2003 was greater when measured by NAEP compared to the state assessment.

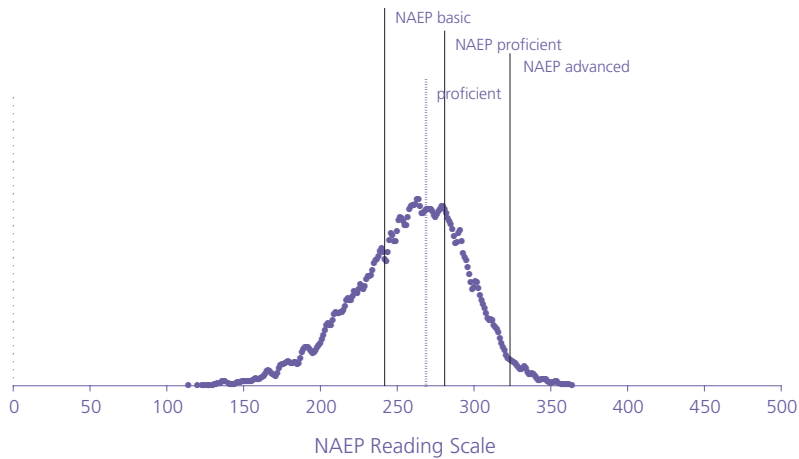
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Proficient	0.86	0.006	0.91	0.013

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

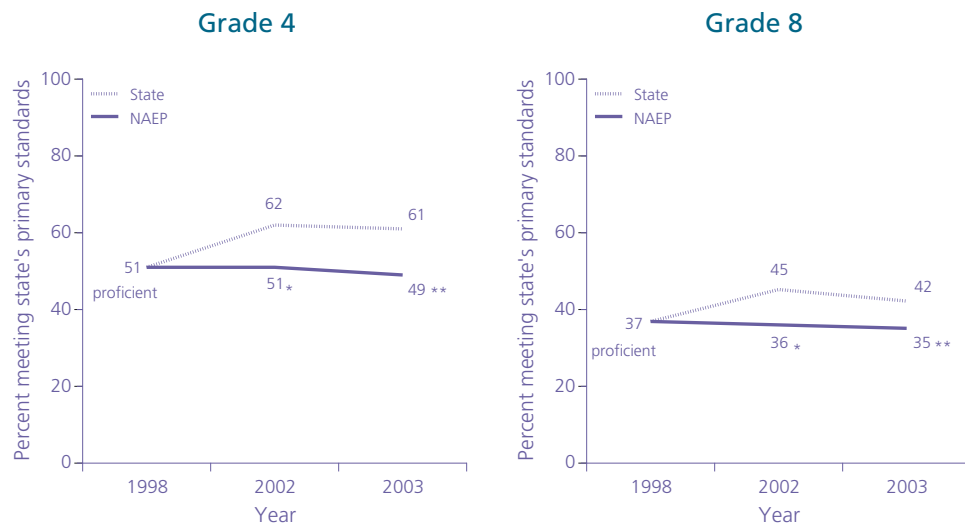


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	19.9	24.8	25.9	16.4	20.1	23.7
English language learner	5.7	5.9	7.0	3.1	4.2	4.5
Student with disability	13.6	16.3	16.8	12.8	14.8	17.8
Both	0.7	2.6	2.2	0.4	1.1	1.4
Excluded	6.6	5.5	4.8	6.3	5.0	4.5
English language learner	2.0	2.0	1.6	1.8	1.4	1.6
Student with disability	4.0	2.3	2.4	4.2	3.0	2.5
Both	0.5	1.2	0.7	0.4	0.6	0.3
Accommodated	3.7	10.9	13.1	1.4	7.4	11.6
English language learner	0.6	1.1	1.9	0.0	0.3	0.7
Student with disability	3.0	9.3	10.2	1.4	6.9	10.2
Both	0.1	0.5	0.9	0.0	0.2	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 1998-2002 or 2002-2003 changes are significantly different ($p < .05$).

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

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

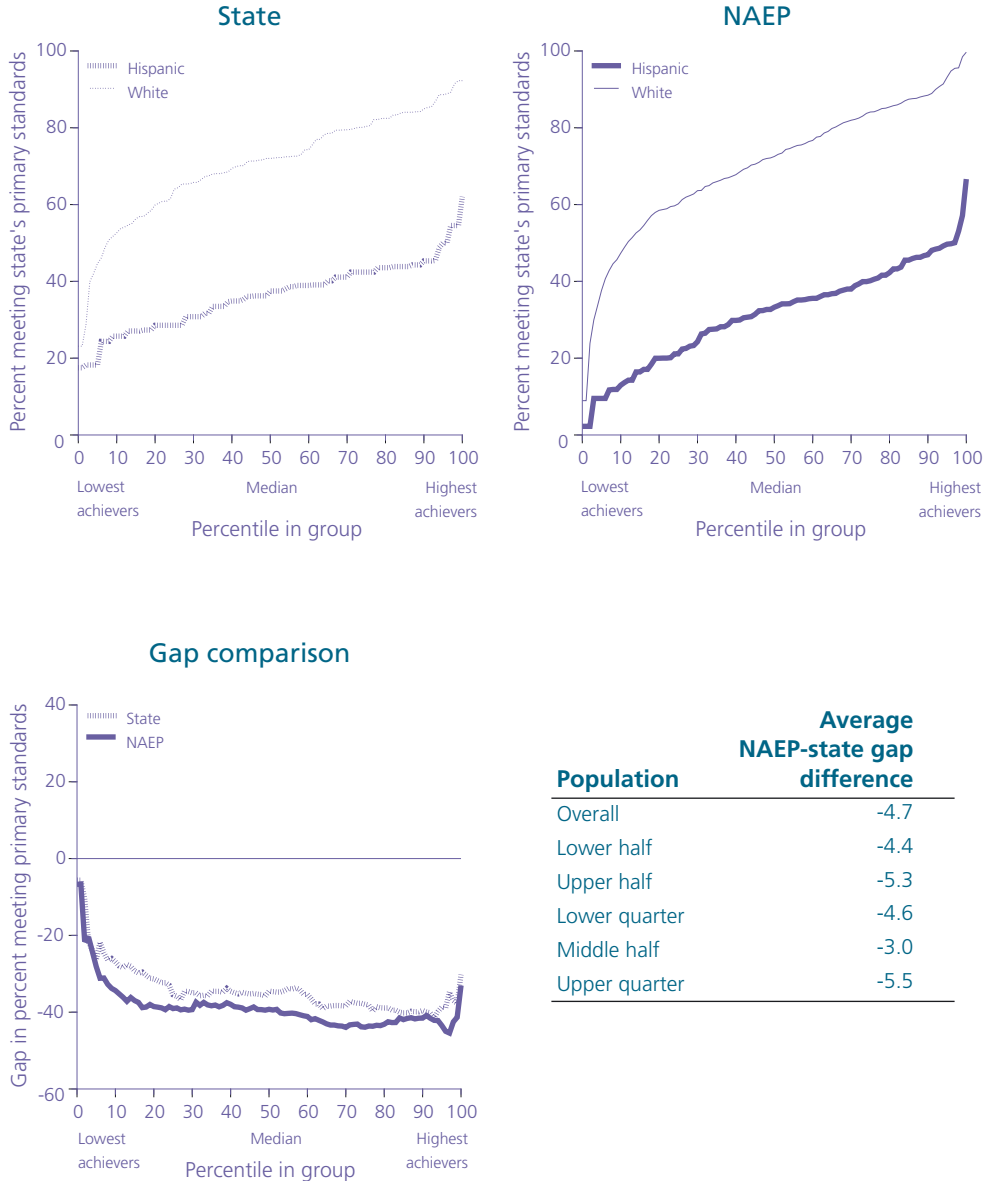
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	50.5	62.6	62.8
Grade 8	—	43.9	42.3

— Not available.

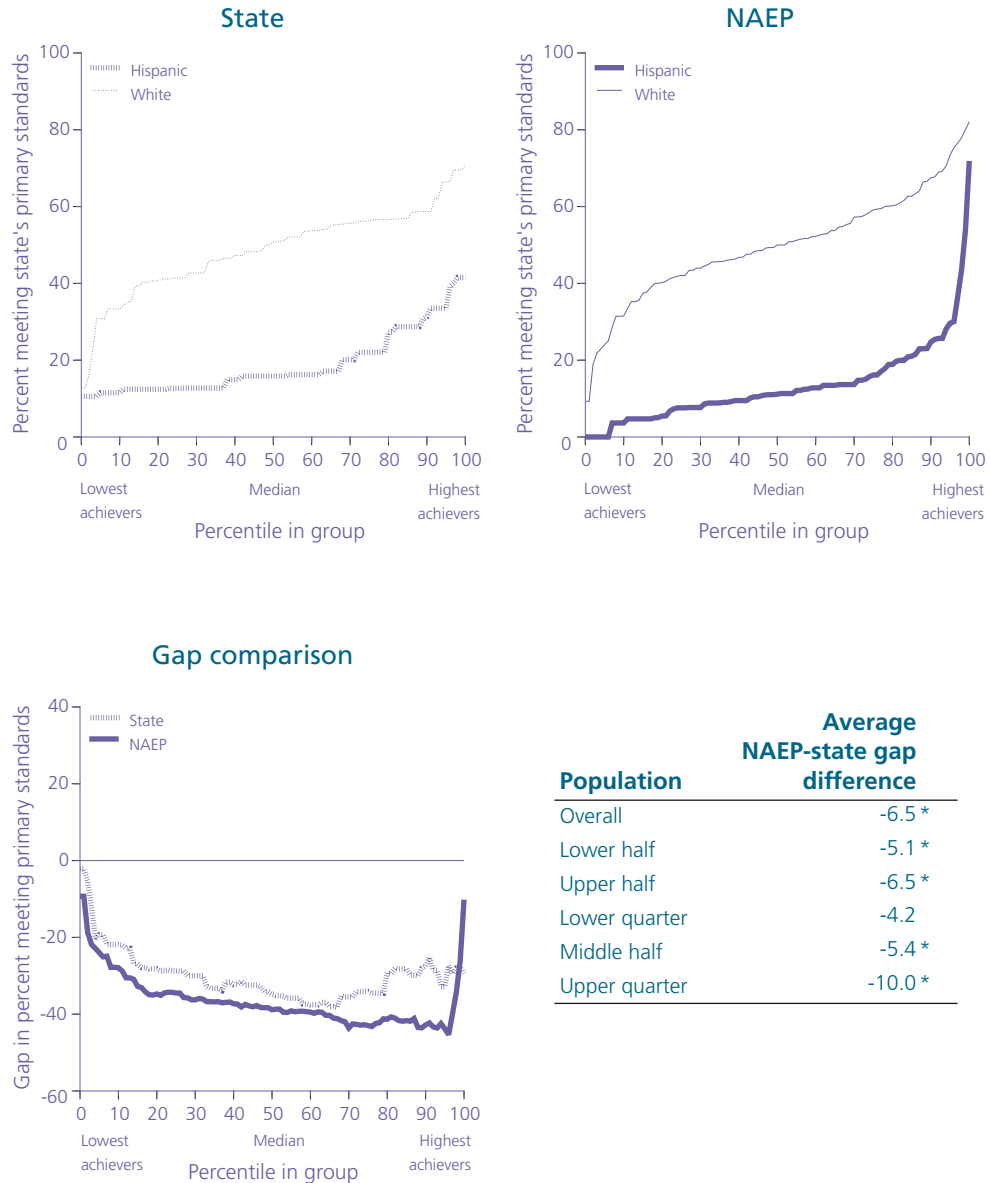
SOURCE: Rhode Island Department of Education retrieved from <http://www.infoworks.ride.uri.edu/>.

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



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

Figure 4. 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.

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South Carolina

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

Summary of Comparisons

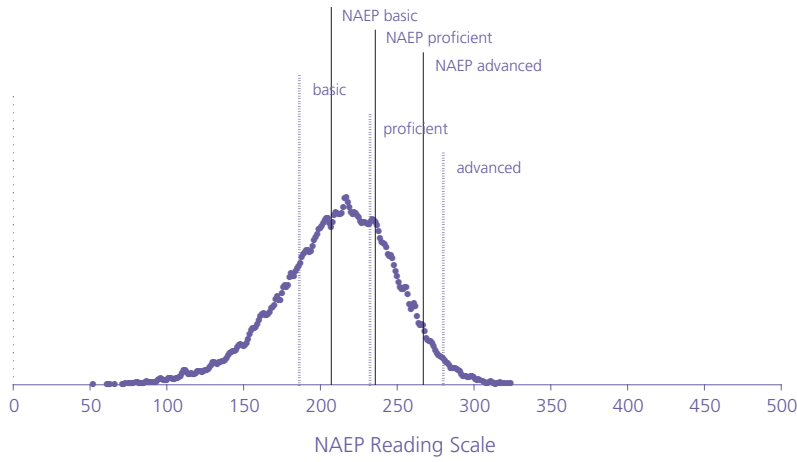
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 101 schools in grade 4 and 92 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*proficient*) is between the NAEP basic and proficient levels, closer to the NAEP proficient level. The state's primary grade 8 reading performance standard (*proficient*) is close to the NAEP proficient level.
- **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 a decline in grade 8 in percent proficient, which NAEP did not.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in reading in 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. 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.

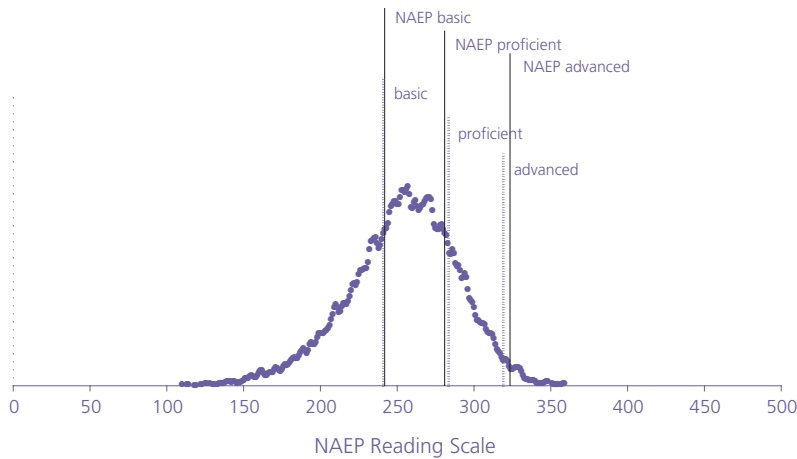
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.68	0.017	0.72	0.017
Proficient	0.73	0.031	0.71	0.042
Advanced	0.33	0.086	0.62	0.072

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

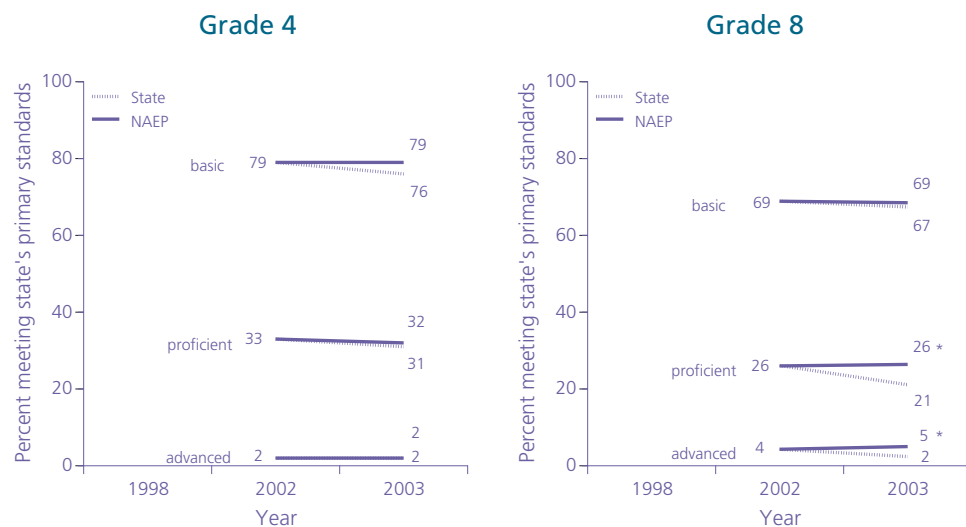


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	16.1	16.4	17.7	11.8	14.5	15.4
English language learner	0.7	0.7	1.5	0.4	0.4	0.4
Student with disability	15.4	14.8	15.5	11.4	13.6	14.5
Both	0.0	0.9	0.7	0.0	0.4	0.4
Excluded	7.6	4.7	7.9	5.1	5.5	8.3
English language learner	0.2	0.2	0.7	0.1	0.2	0.2
Student with disability	7.4	4.0	6.8	5.0	5.1	7.9
Both	0.0	0.5	0.4	0.0	0.2	0.2
Accommodated	2.0	3.0	2.2	1.4	2.9	2.6
English language learner	0.0	0.1	0.1	0.0	0.0	0.0
Student with disability	2.0	2.9	2.2	1.4	2.9	2.6
Both	0.0	0.1	0.0	0.0	0.0	0.0

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.

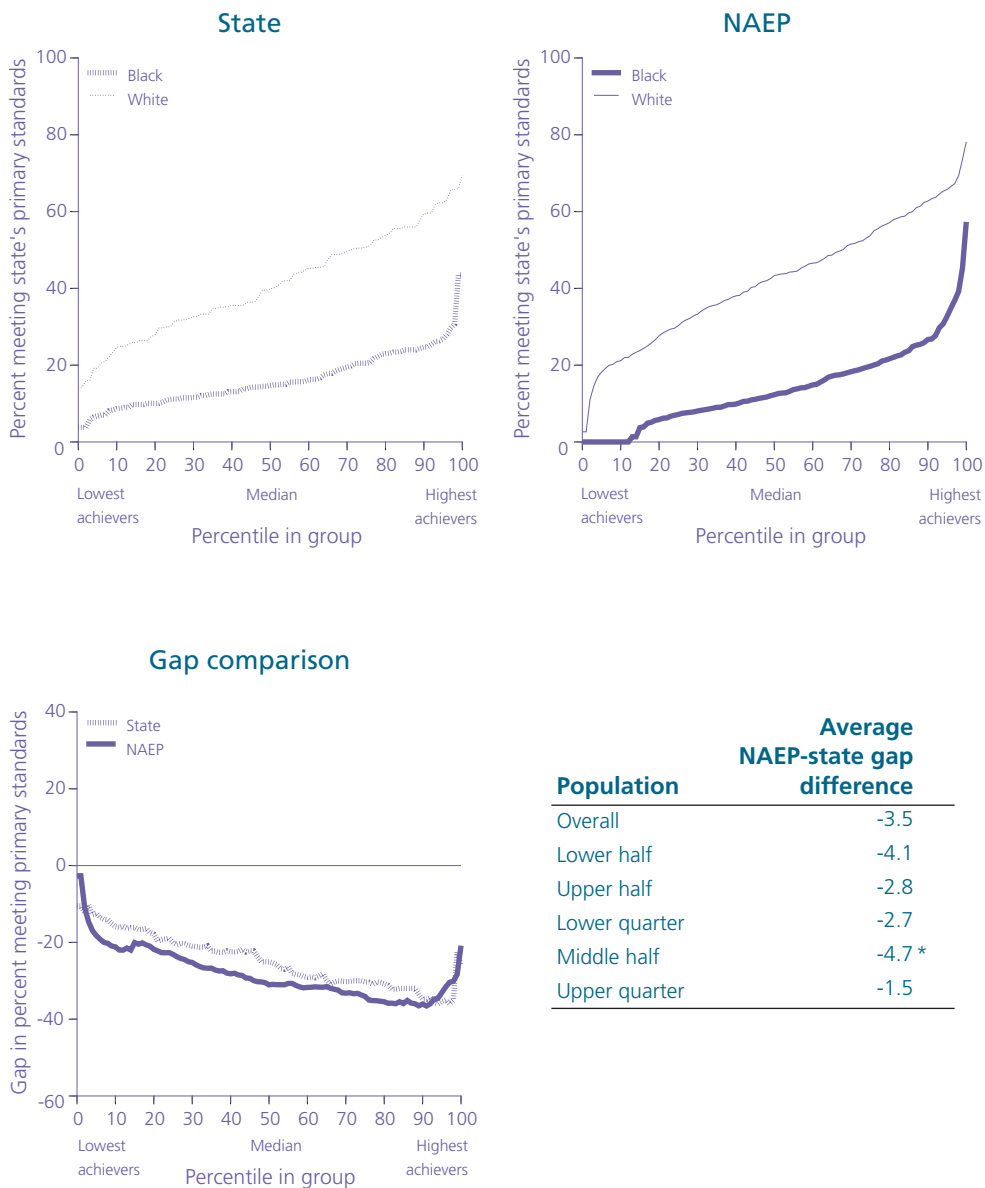
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	—	32.5	31.4
Grade 8	—	26.2	19.9

— Not available.

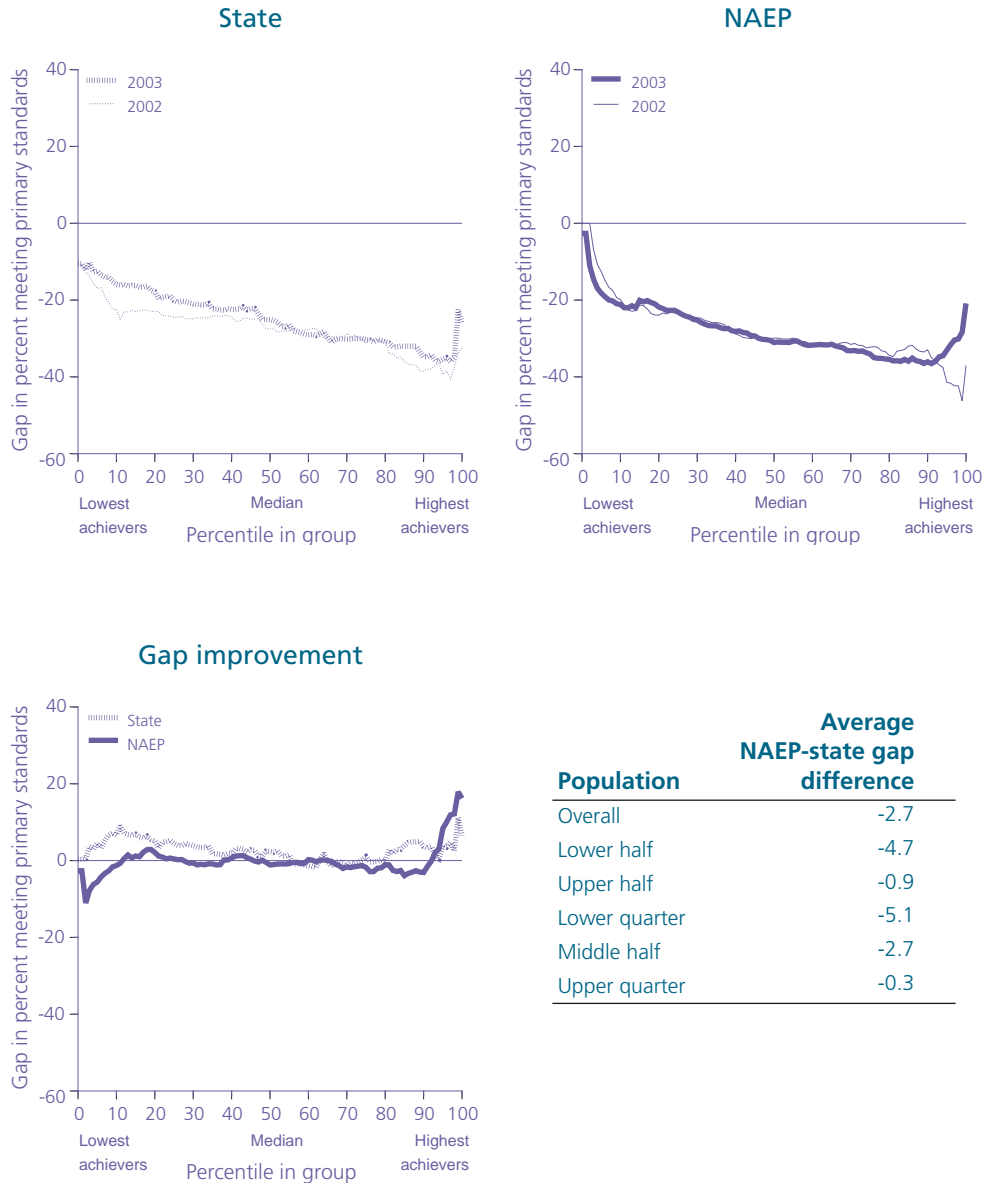
SOURCE: South Carolina Department of Education retrieved from <http://ed.sc.gov/topics/assessment/scores/>.

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



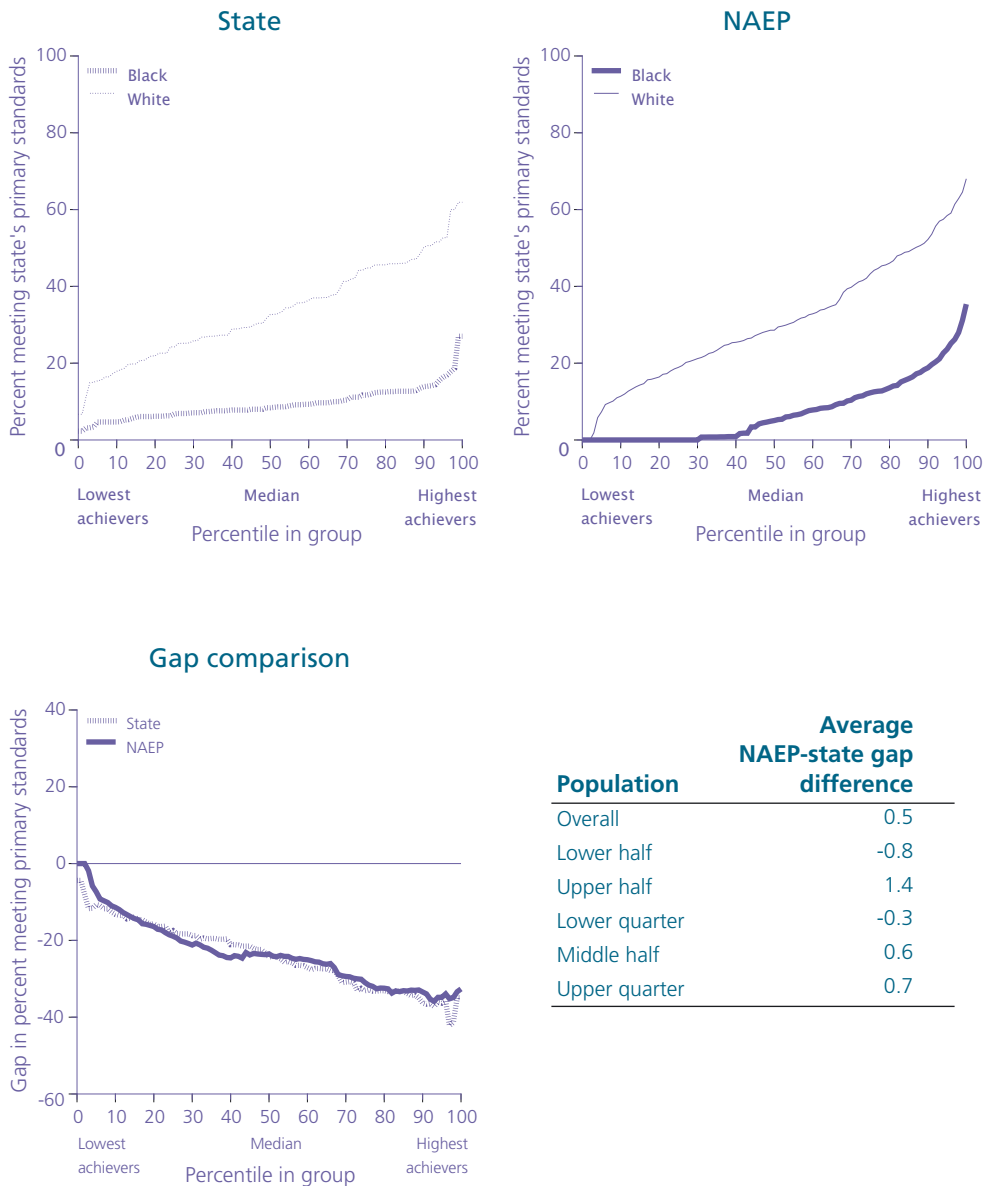
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



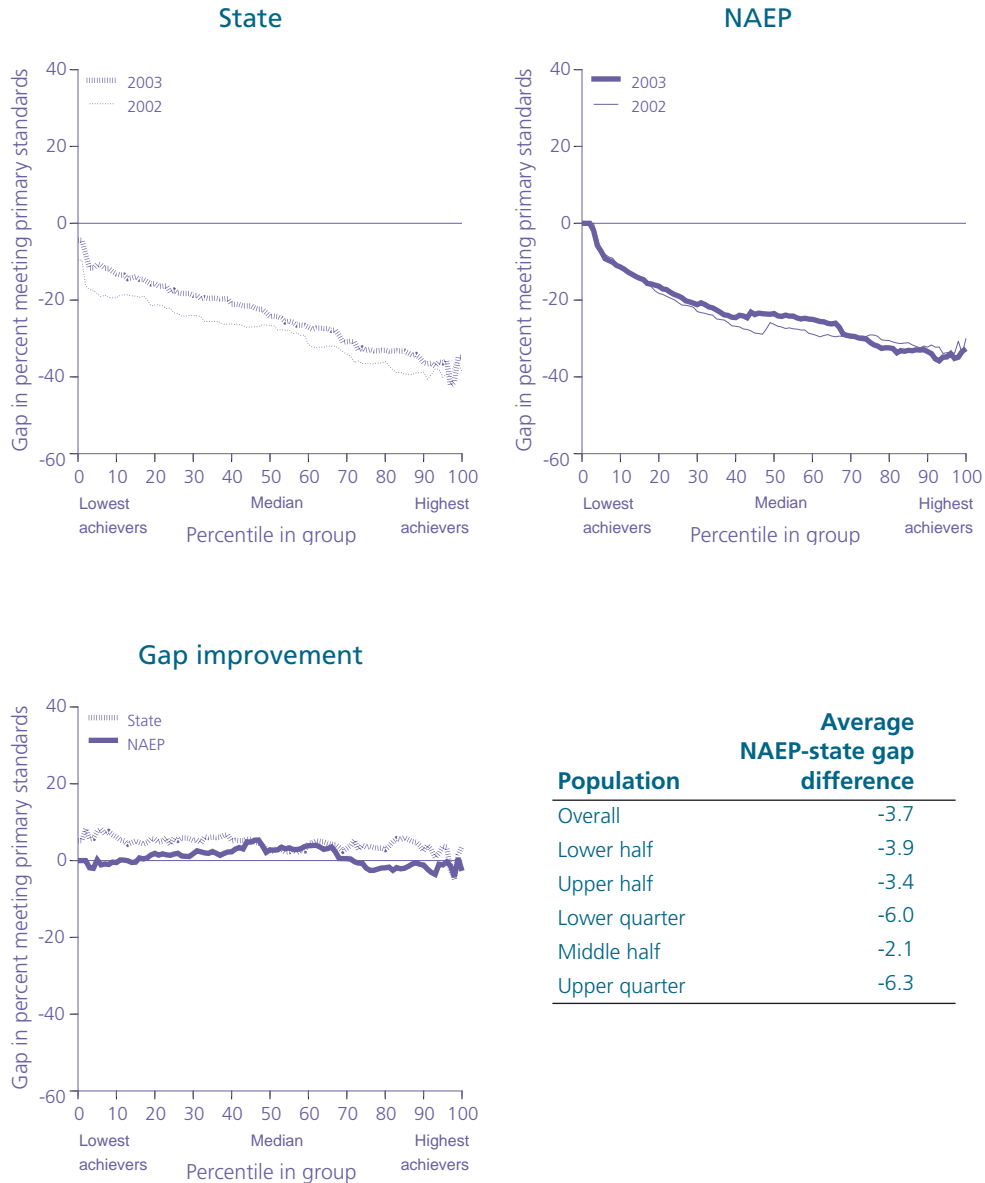
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



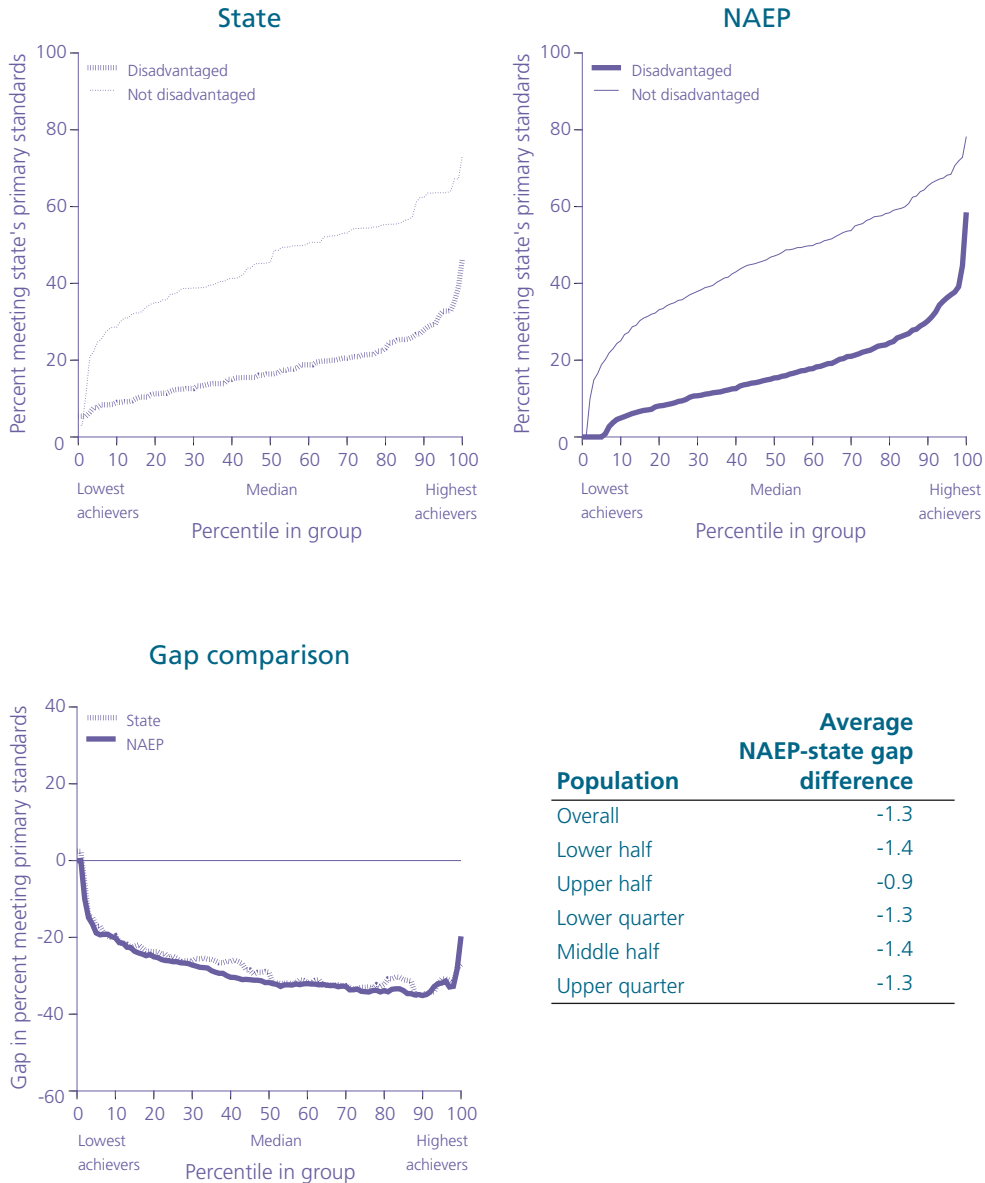
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

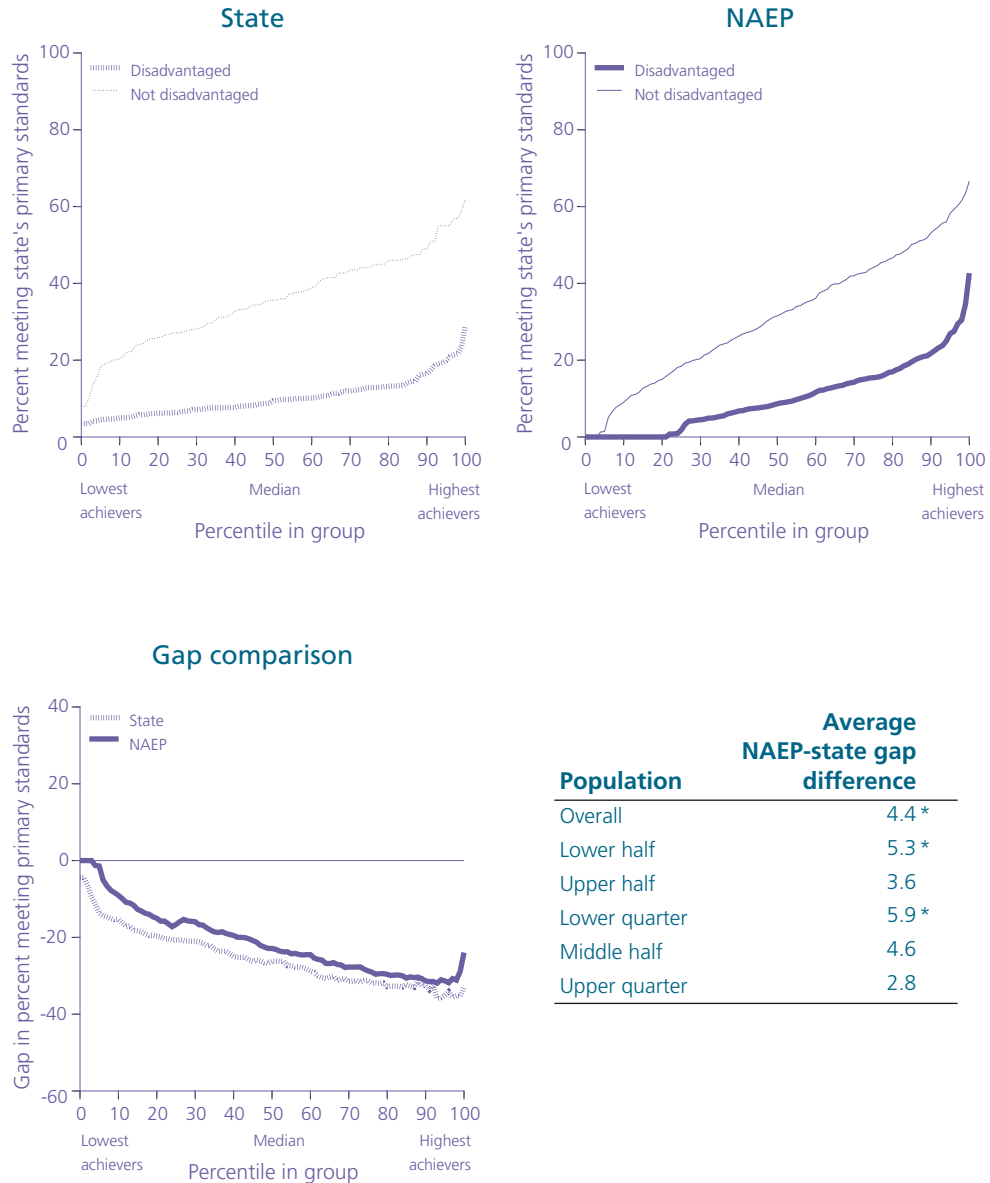
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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

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

Figure 8. Comparison of NAEP and state assessment poverty achievement 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

South Dakota

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

Summary of Comparisons

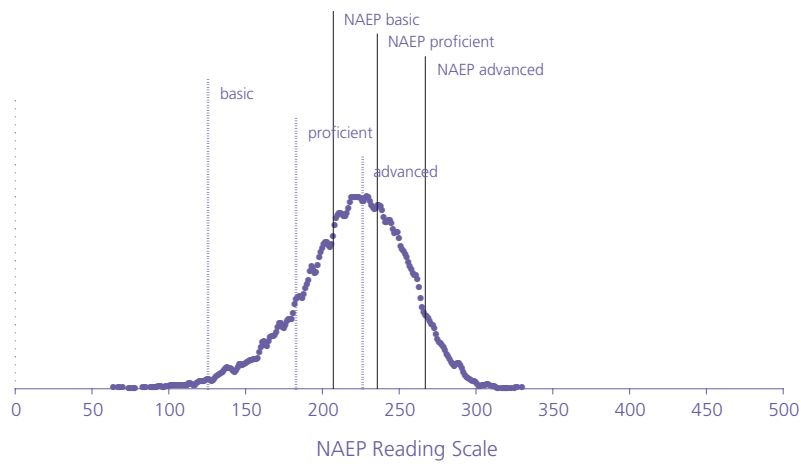
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 142 schools in grade 4 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*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 Hispanic-White gaps in reading in grades 4 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in reading in grades 4 and 8 in 2003.

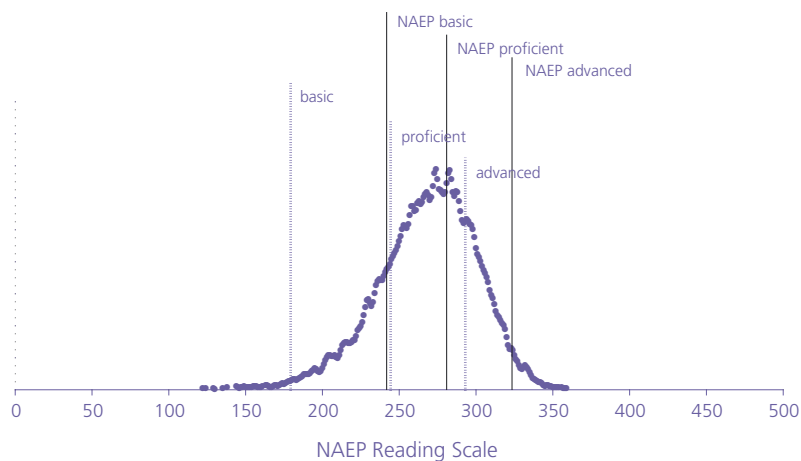
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	-0.01	0.022	0.06	0.064
Proficient	0.66	0.013	0.68	0.031
Advanced	0.71	0.023	0.51	0.034

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.



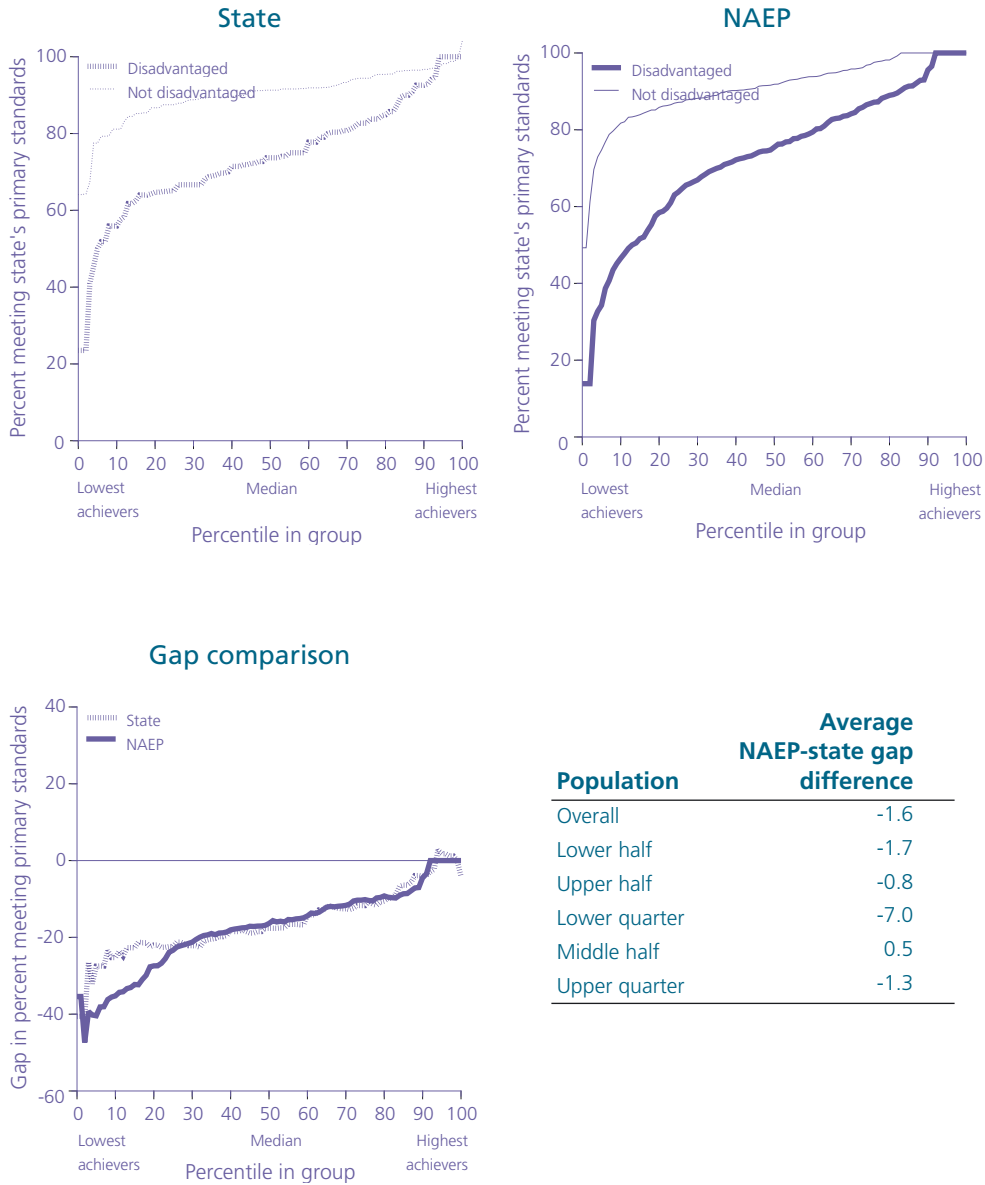
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	—	—	17.7	—	—	12.8
English language learner	—	—	3.4	—	—	2.2
Student with disability	—	—	13.2	—	—	10.2
Both	—	—	1.1	—	—	0.4
Excluded	—	—	4.2	—	—	3.4
English language learner	—	—	0.1	—	—	0.2
Student with disability	—	—	3.6	—	—	3.2
Both	—	—	0.4	—	—	0.1
Accommodated	—	—	5.2	—	—	3.7
English language learner	—	—	1.4	—	—	0.6
Student with disability	—	—	3.4	—	—	3.0
Both	—	—	0.4	—	—	0.1

— Not available.

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

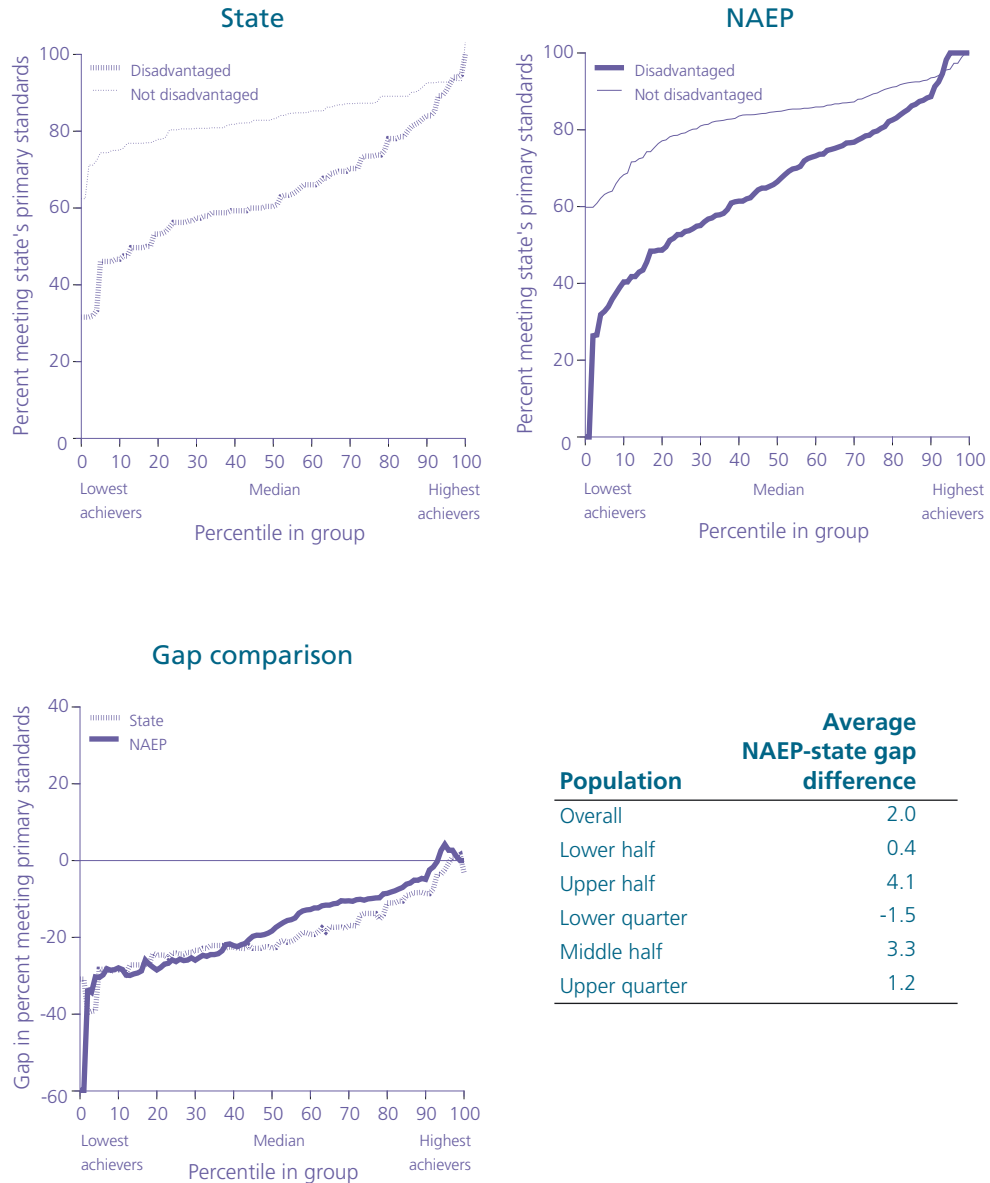
Figure 2. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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 3. 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

Tennessee

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

Summary of Comparisons

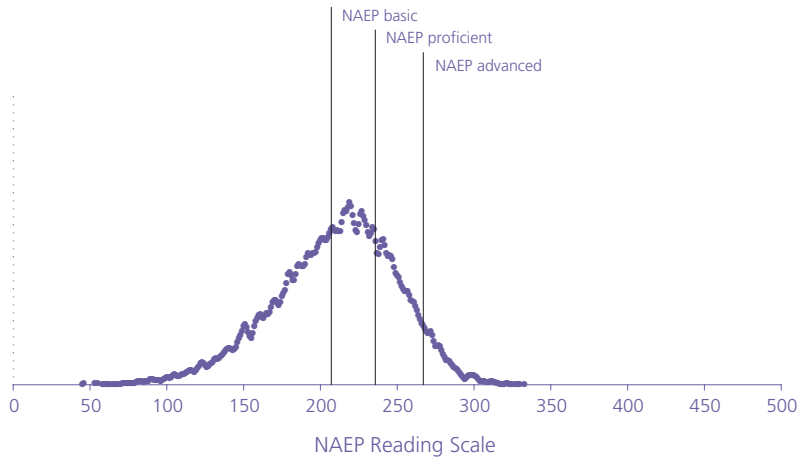
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 96 schools in grade 4 and 94 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** There is not enough data to compare state standards to NAEP for grade 4 or grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in average percentile rank 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.

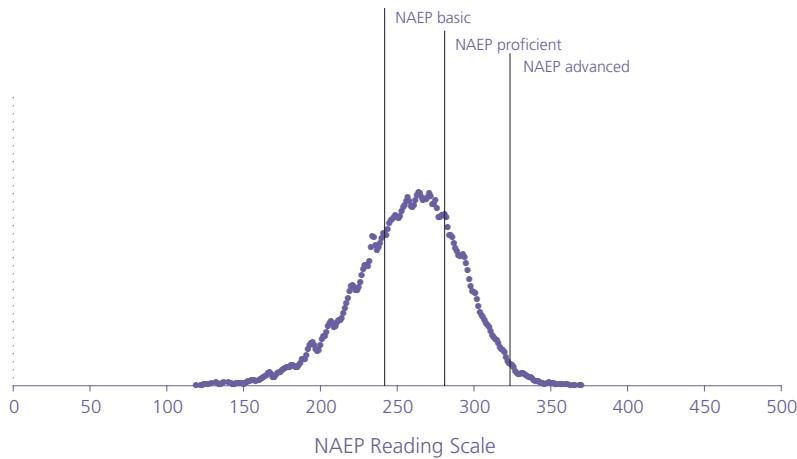
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



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

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

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
Percentile Rank	0.84	0.024	0.76	0.028

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.



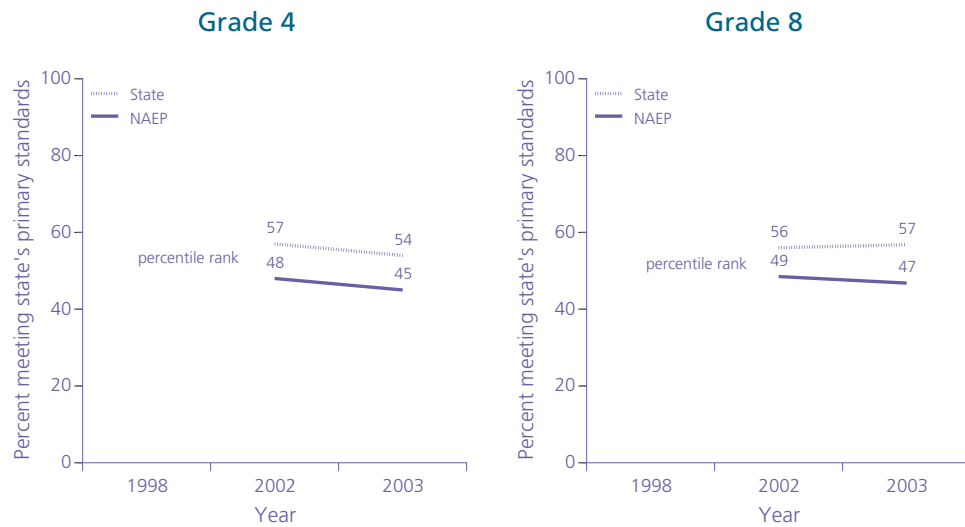
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	12.9	13.6	14.9	13.5	12.8	14.6
English language learner	1.2	2.9	1.4	0.8	0.8	1.2
Student with disability	11.6	10.1	12.9	12.7	11.5	12.4
Both	0.1	0.6	0.6	0.0	0.5	1.0
Excluded	3.6	3.5	4.4	5.7	3.5	2.6
English language learner	0.8	0.5	0.4	0.7	0.3	0.1
Student with disability	2.8	2.9	3.6	5.0	3.1	2.3
Both	0.1	0.1	0.3	0.0	0.1	0.2
Accommodated	1.4	1.5	2.1	1.0	0.5	1.0
English language learner	0.0	#	#	0.0	0.0	#
Student with disability	1.4	1.4	2.0	1.0	0.4	0.9
Both	0.0	0.0	#	0.0	0.1	0.1

Estimate rounds to zero.

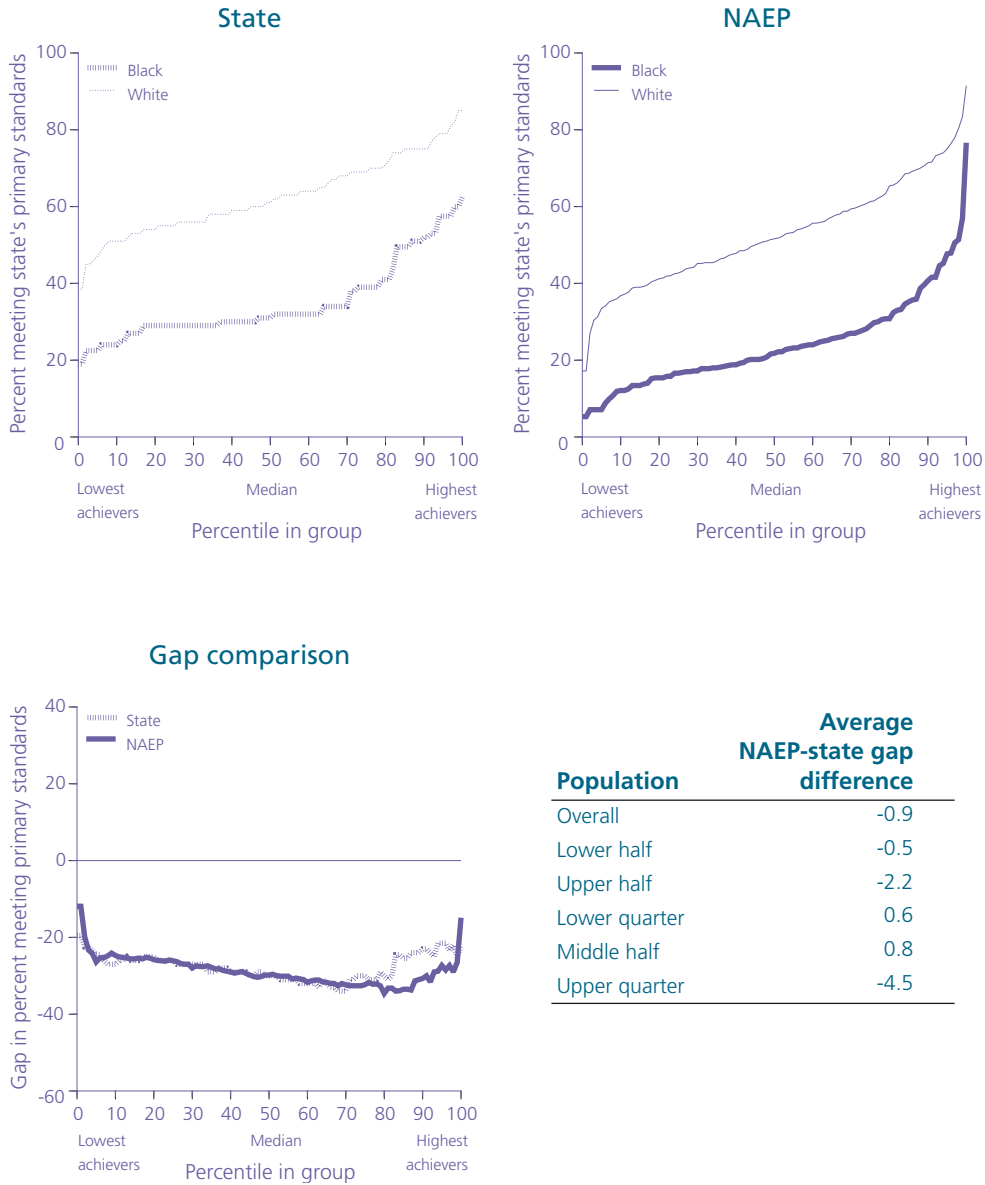
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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



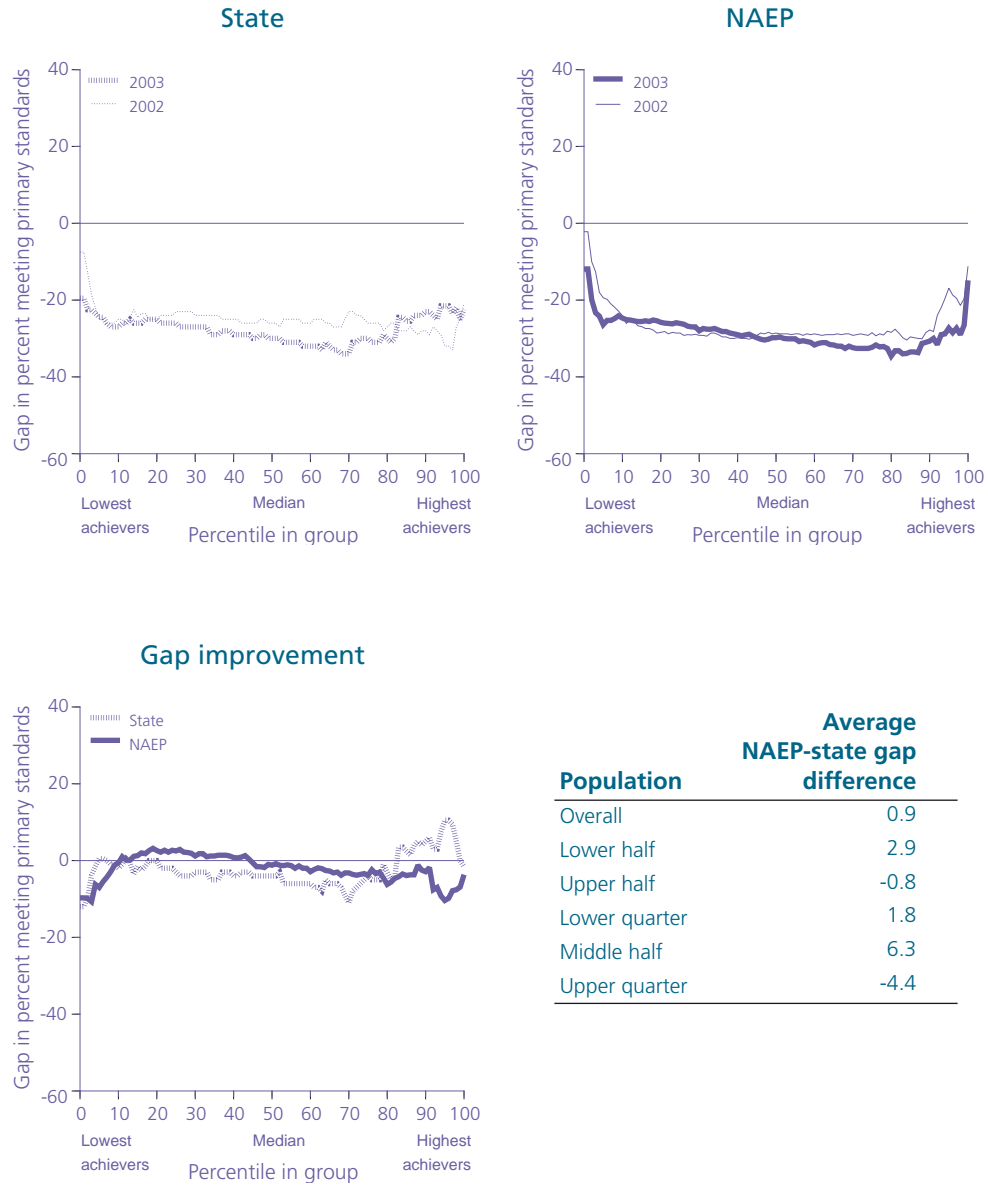
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database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

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



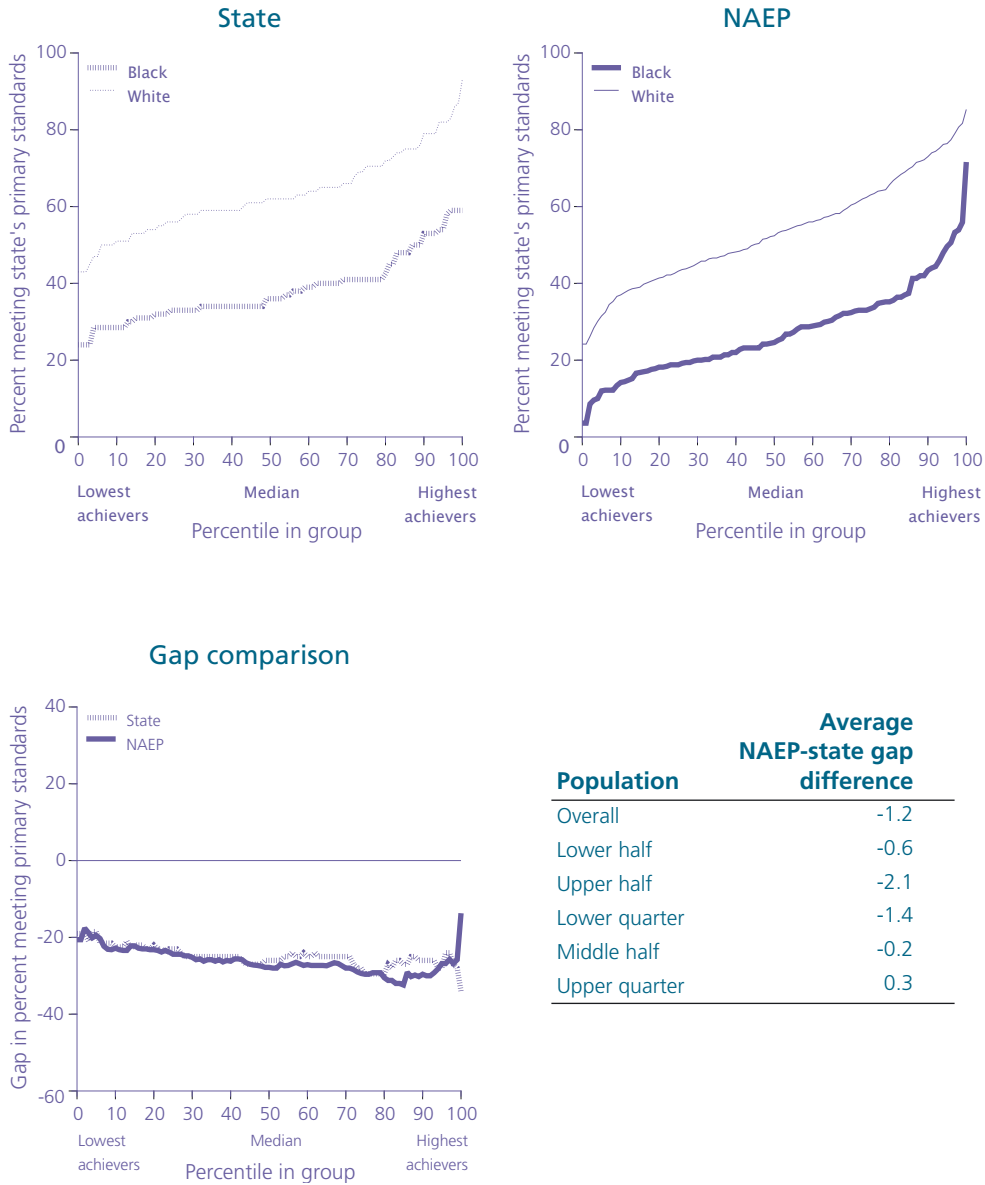
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



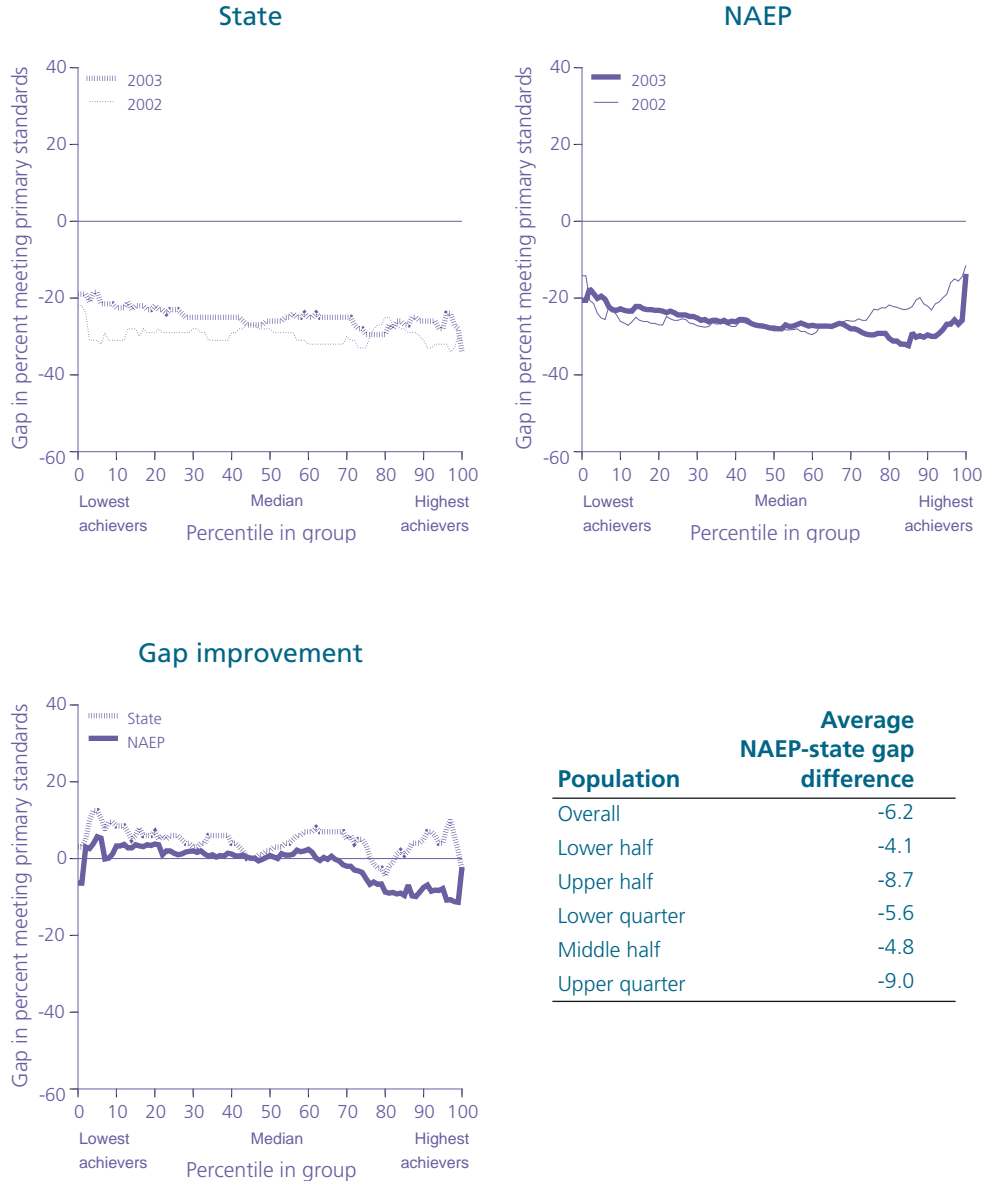
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



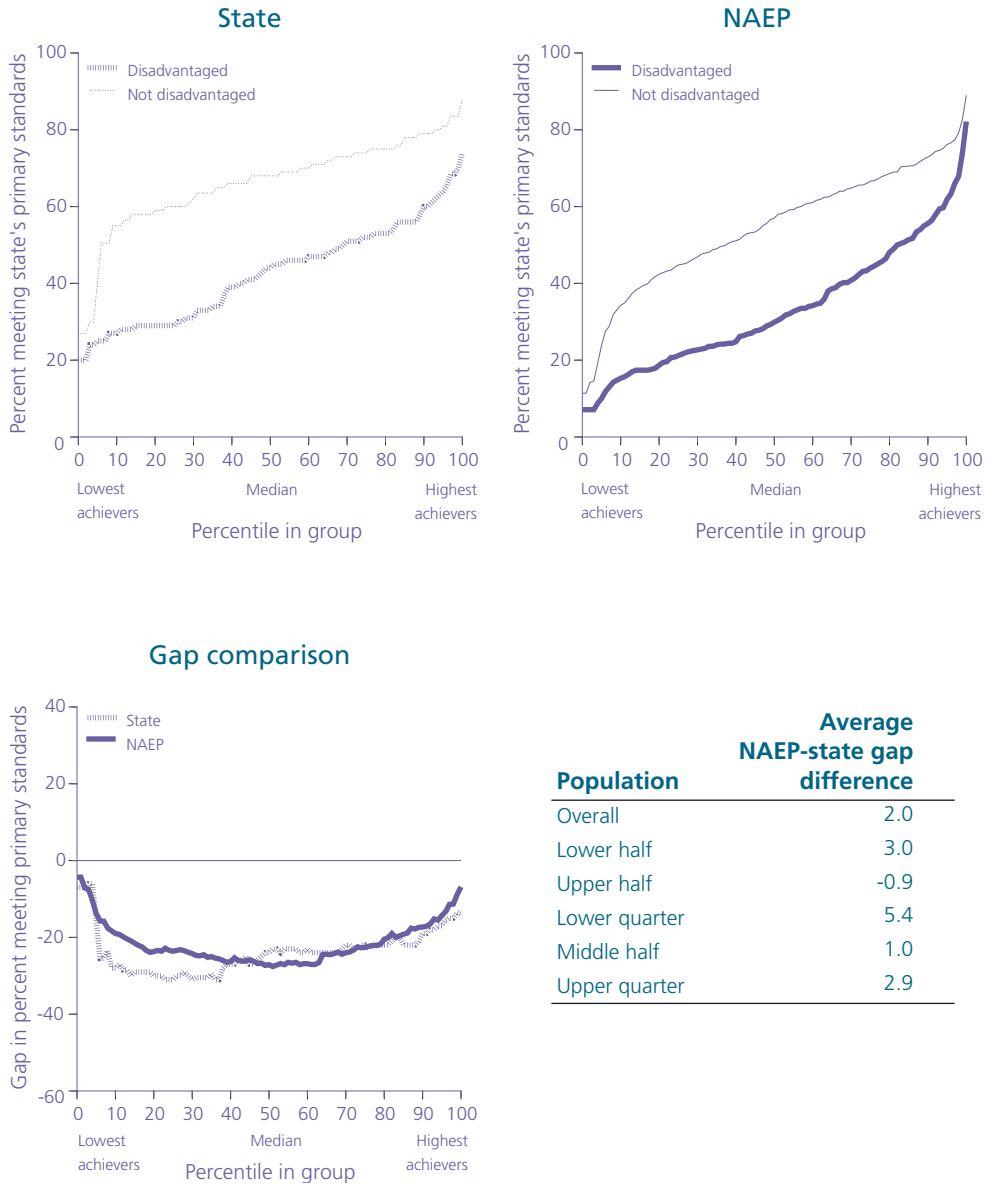
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

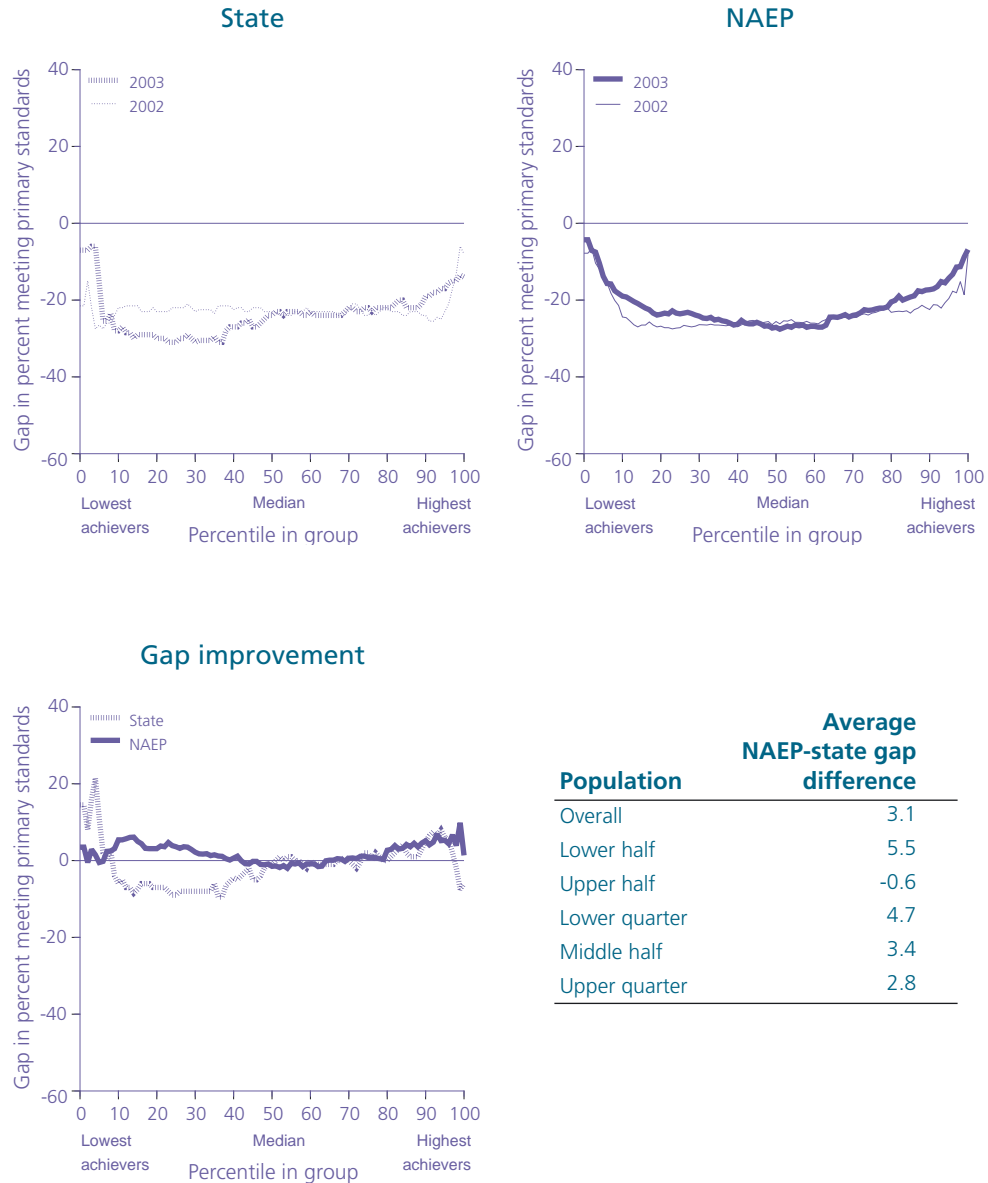
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 reading standards: 2003



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

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

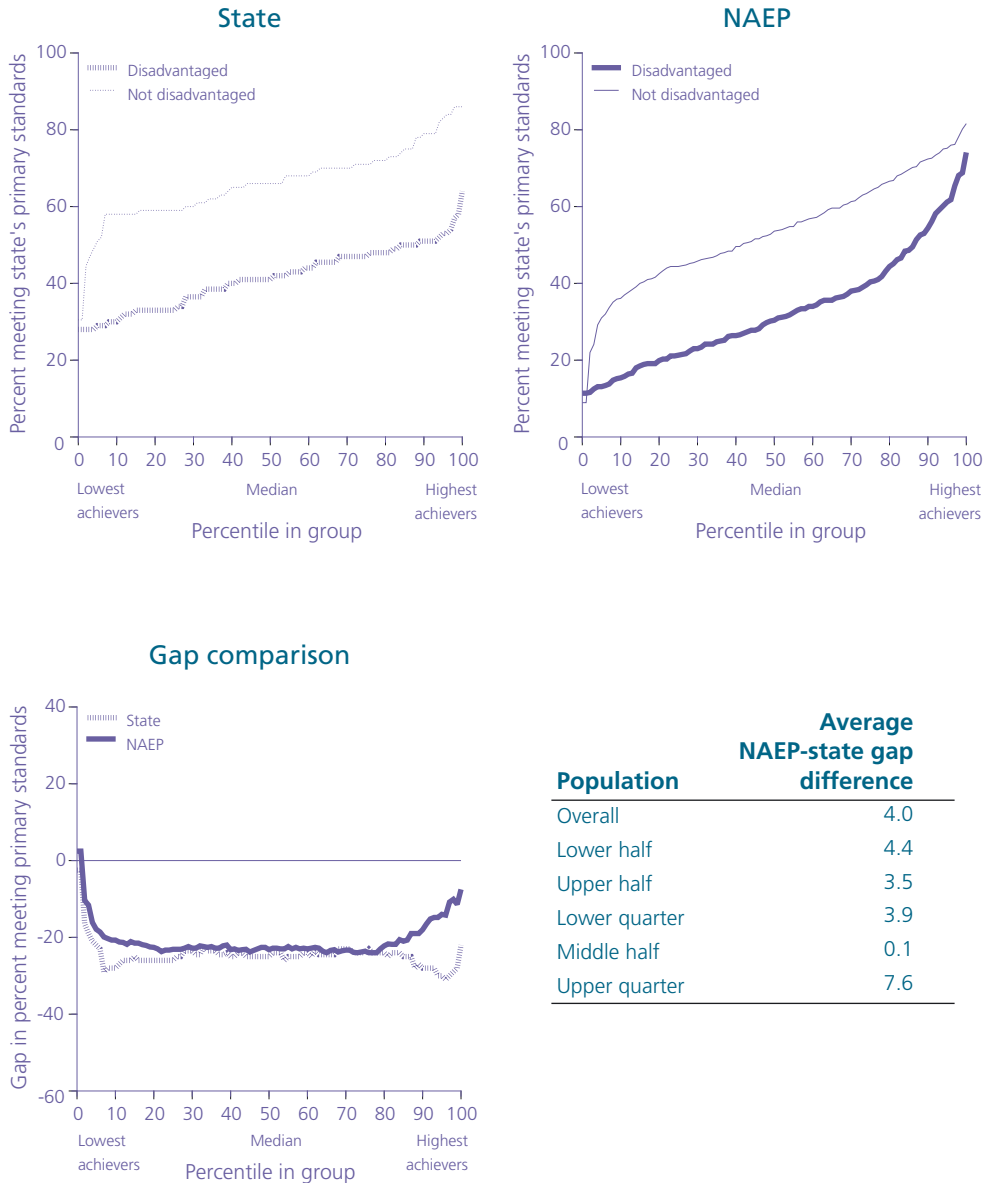
Figure 8. Comparison of NAEP and state assessment poverty achievement gap changes in percent meeting grade 4 reading standards: 2002 and 2003



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

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

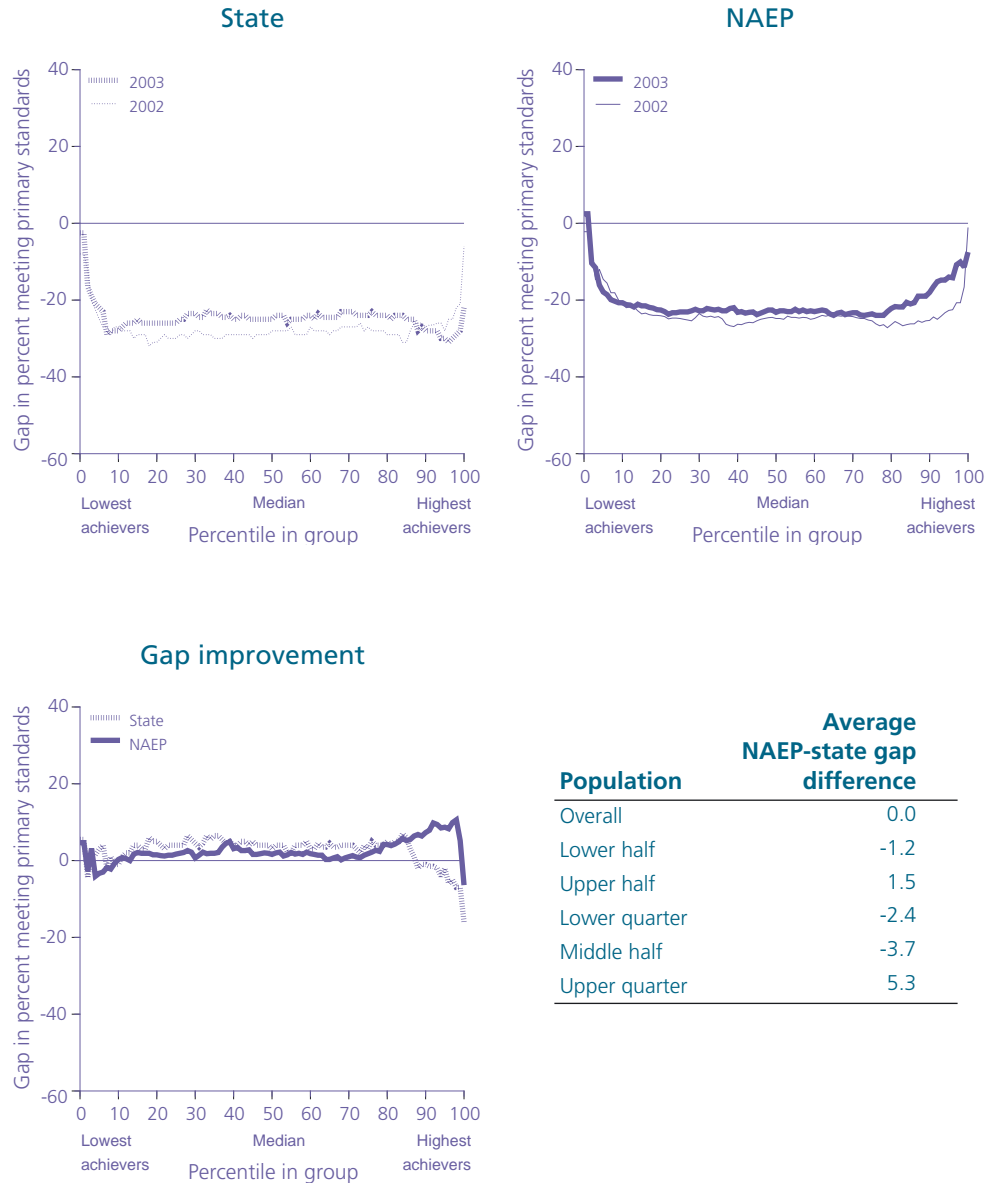
Figure 9. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 reading standards: 2003



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

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

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



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

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

D

Texas

The state administers the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. Scores are available for Hispanic and Black students. Texas does not use multiple achievement levels for reporting purposes; instead, Texas reports its data only by percent *passing*. Before 2003, when the TAKS was implemented, students took the Texas Assessment of Academic Skills (TAAS). Because the test changed in 2002, trends are reported using only TAAS results in 1998 and 2002, not 2003 TAKS scores. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

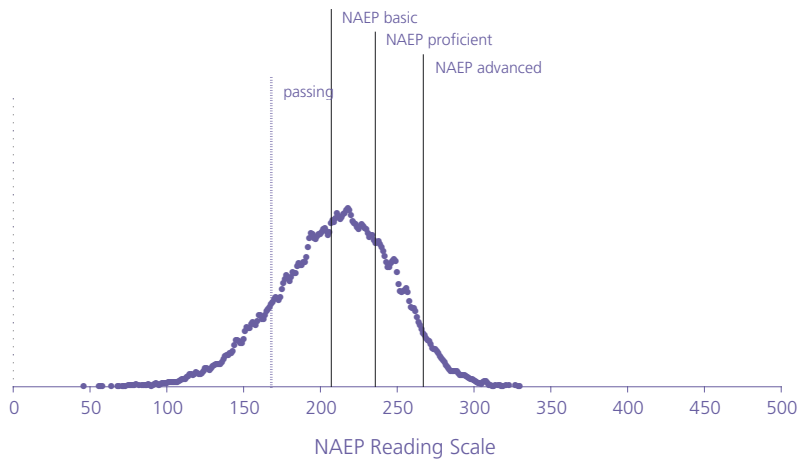
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 194 schools in grade 4 and 142 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 reading performance standard (*passing*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent passing between 1998 and 2002. Between 1998 and 2002, the state reported gains in grade 8 in percent passing, which NAEP did not.
- **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. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in reading in grades 4 and 8 in 2003.

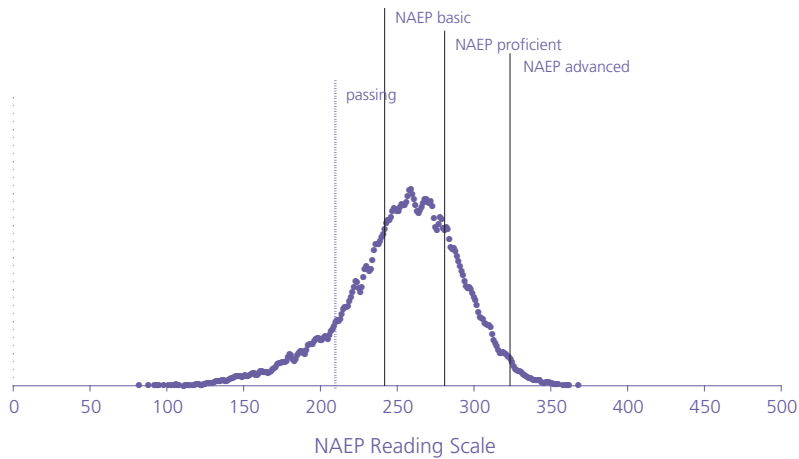
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4



Grade 8



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

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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Passing	0.49	0.064	0.45	0.032

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.



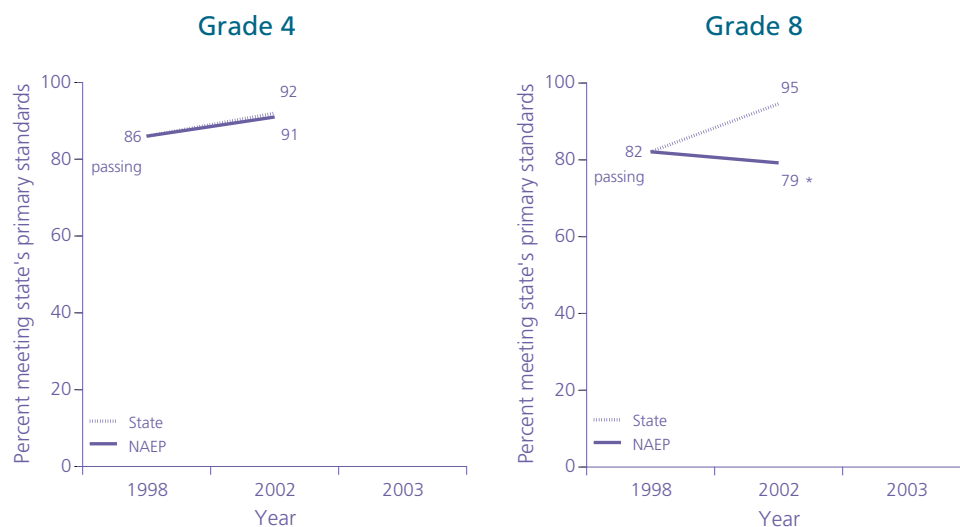
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	26.3	26.9	26.1	18.6	20.3	19.8
English language learner	11.8	13.0	12.2	5.8	6.2	4.7
Student with disability	13.0	10.6	10.7	11.6	11.2	12.1
Both	1.5	3.3	3.2	1.2	2.9	3.1
Excluded	12.7	11.2	10.6	5.2	8.0	8.3
English language learner	5.8	3.5	3.3	1.2	1.8	1.6
Student with disability	5.7	5.8	5.5	3.5	4.8	5.1
Both	1.1	2.0	1.8	0.4	1.4	1.6
Accommodated	2.4	2.0	1.1	2.5	1.0	0.9
English language learner	0.4	0.5	0.2	0.1	0.3	0.0
Student with disability	2.0	1.1	0.8	2.2	0.7	0.8
Both	0.1	0.4	0.1	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 achievement changes in percent meeting reading standards, by grade: 1998, 2002, and 2003



* NAEP and state assessment 1998-2002 trends 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.

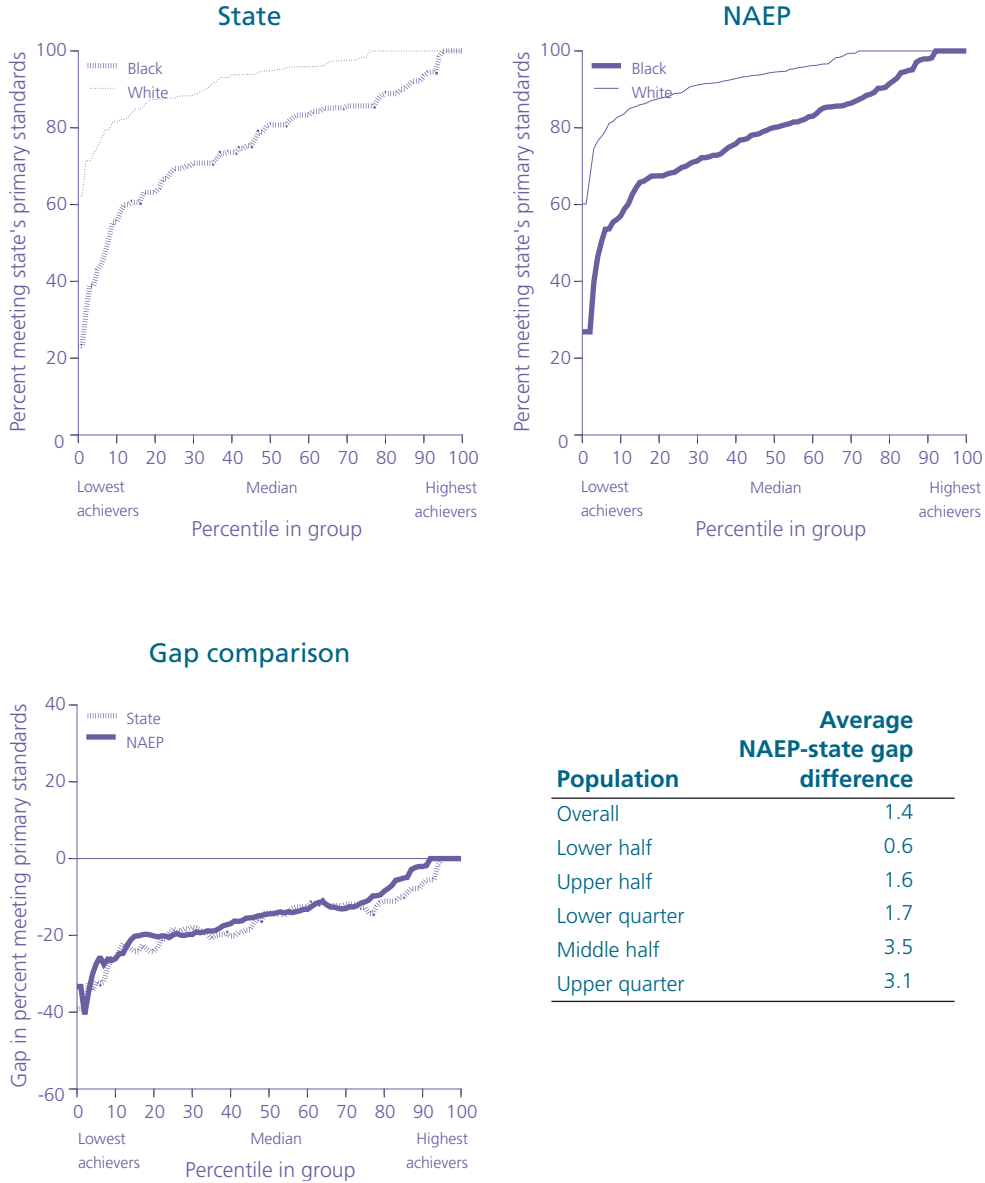
Table 3. Percentage meeting grades 4 and 8 reading standards as reported by state: 1998, 2002, and 2003

Level	1998	2002	2003
Grade 4	86.0	92.0	—
Grade 8	85.0	94.0	—

— Not available.

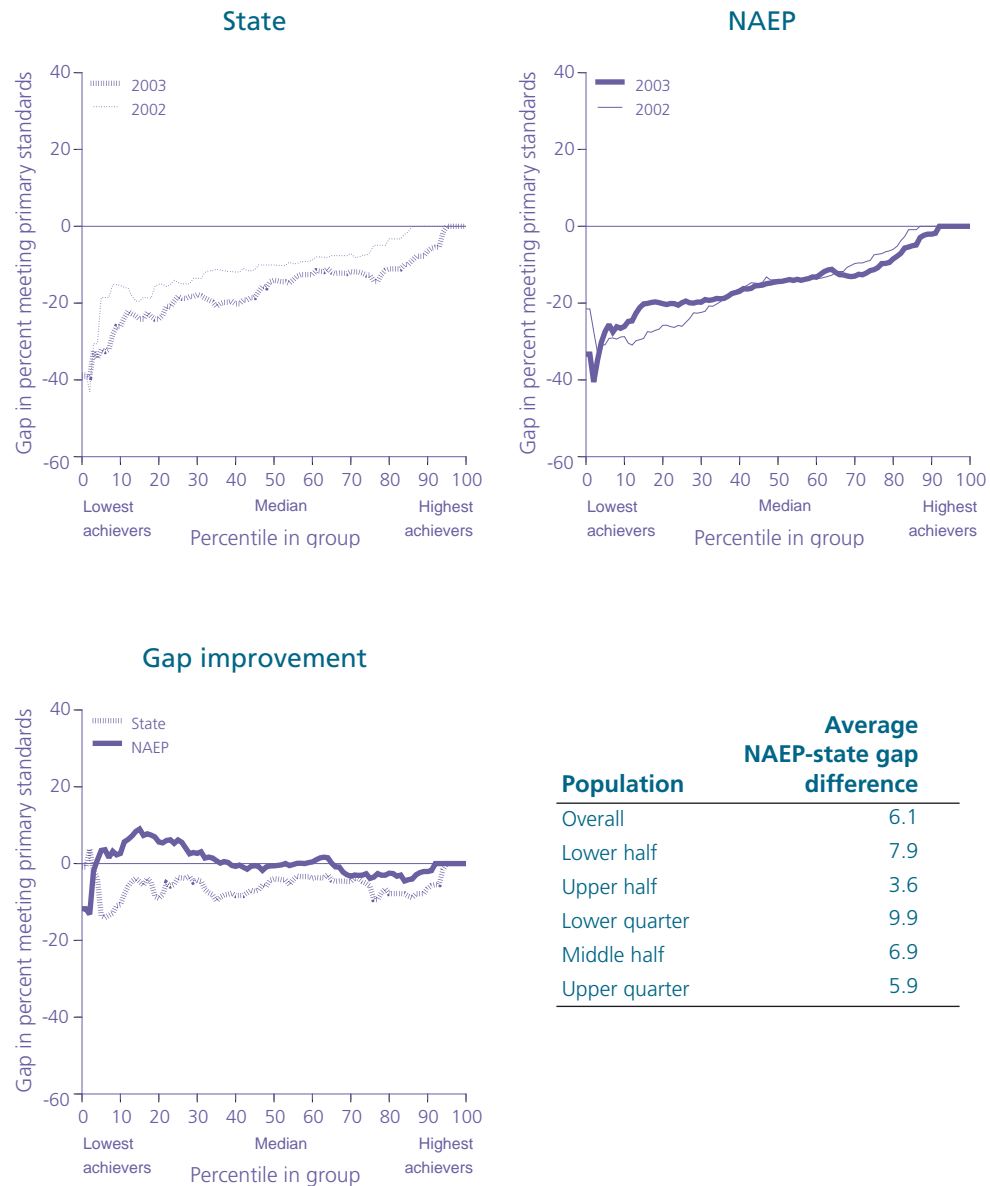
SOURCE: Texas Education Agency at <http://www.tea.state.tx.us/student.assessment/reporting/index.html>.

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



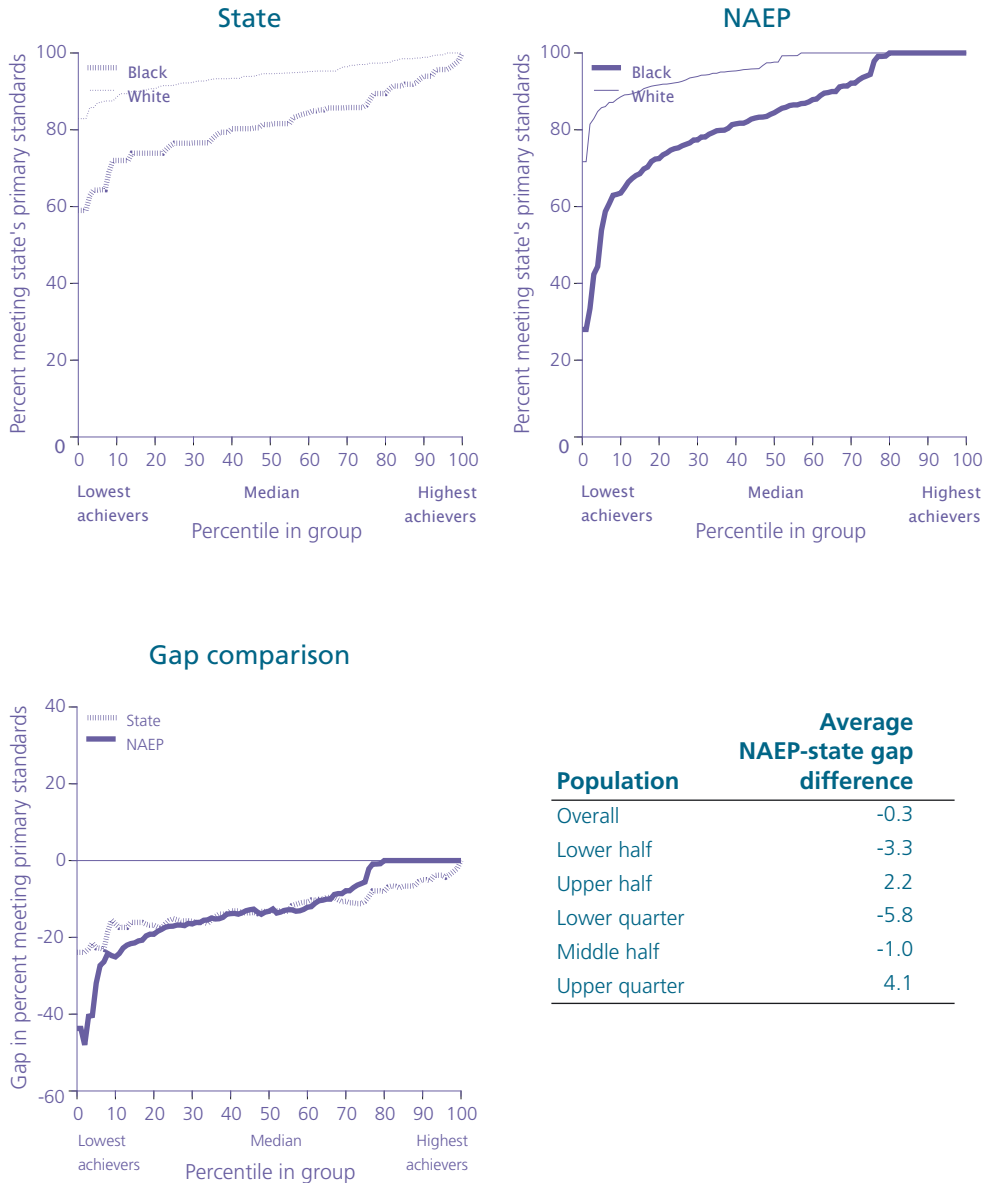
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



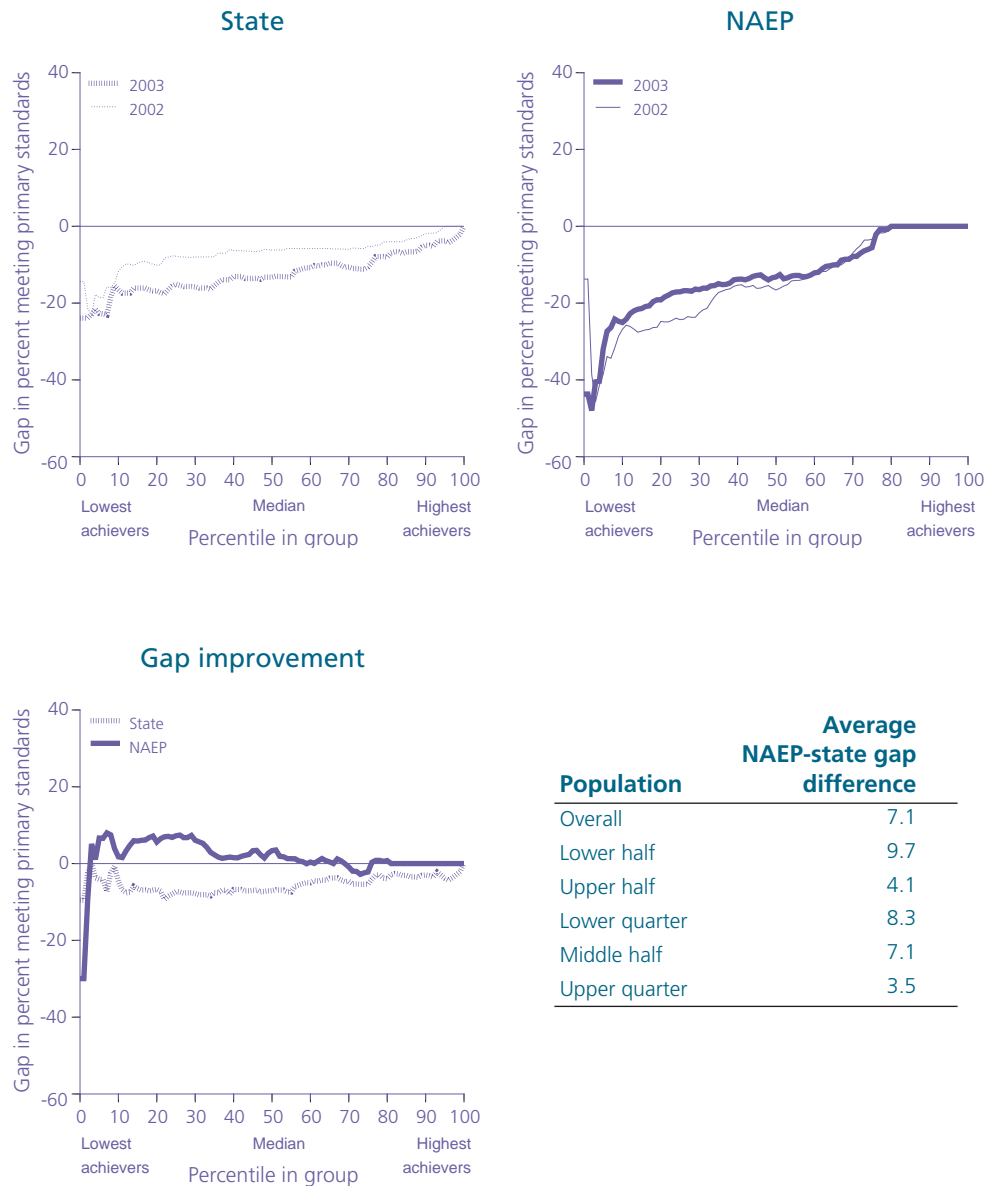
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



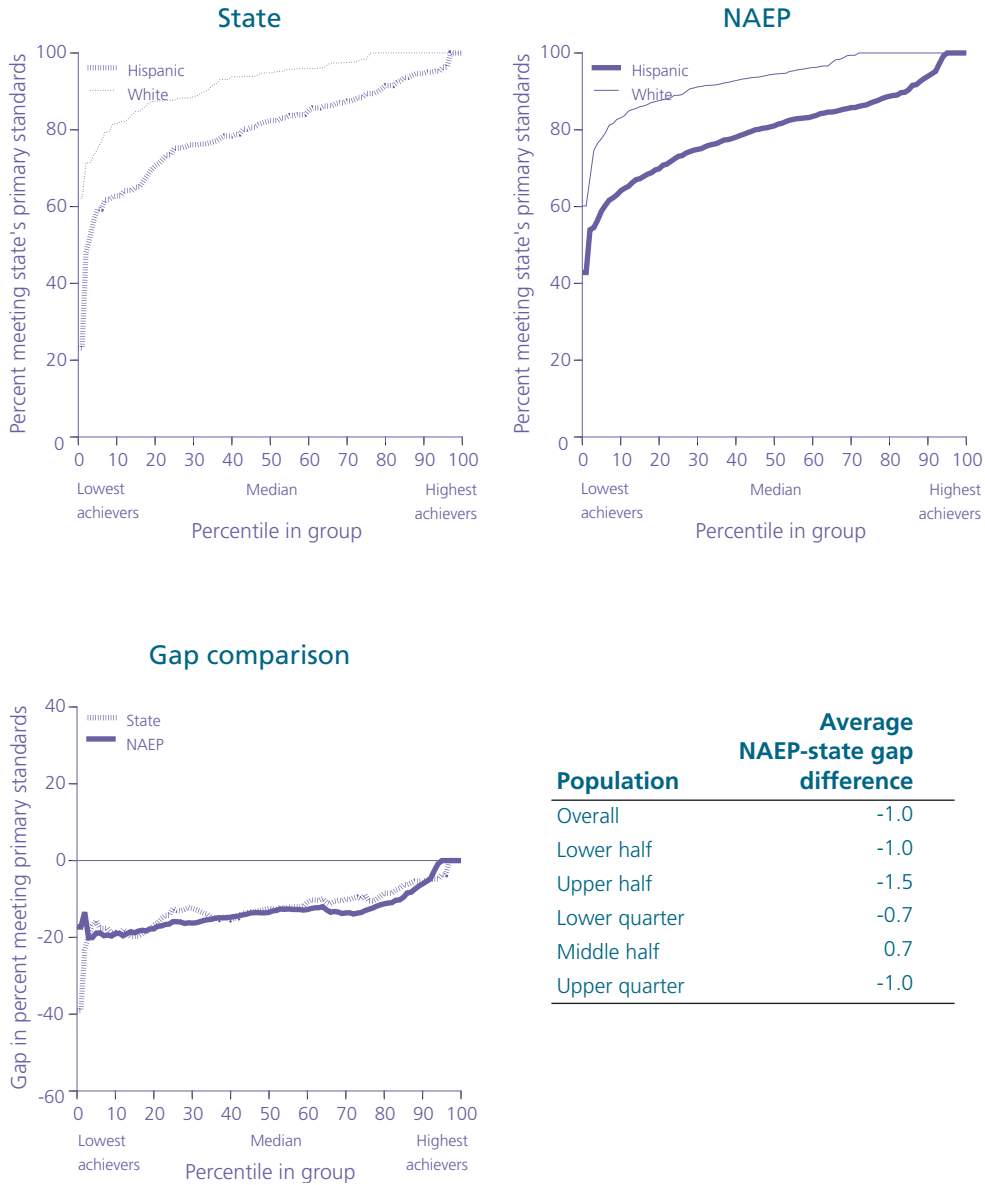
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



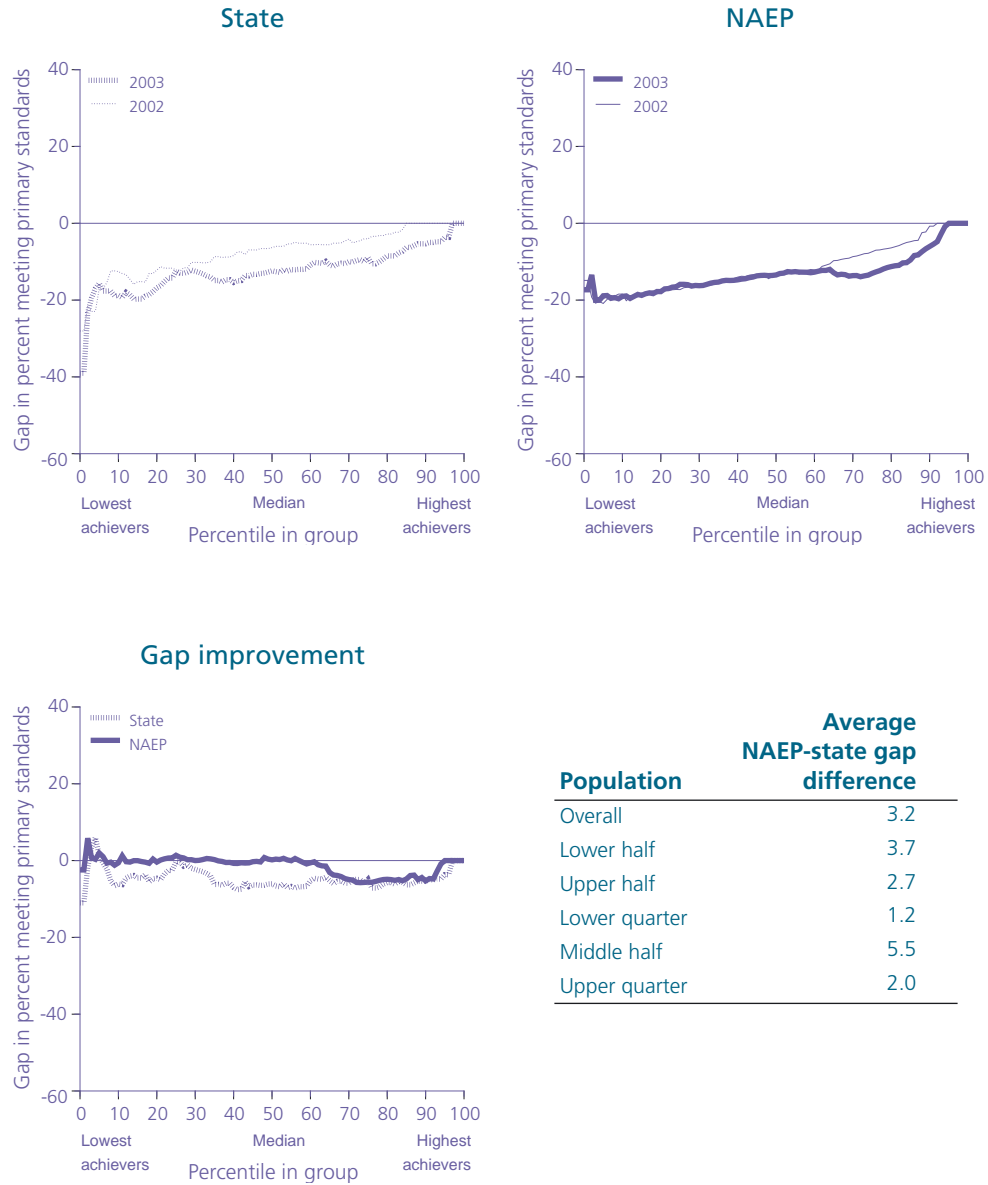
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



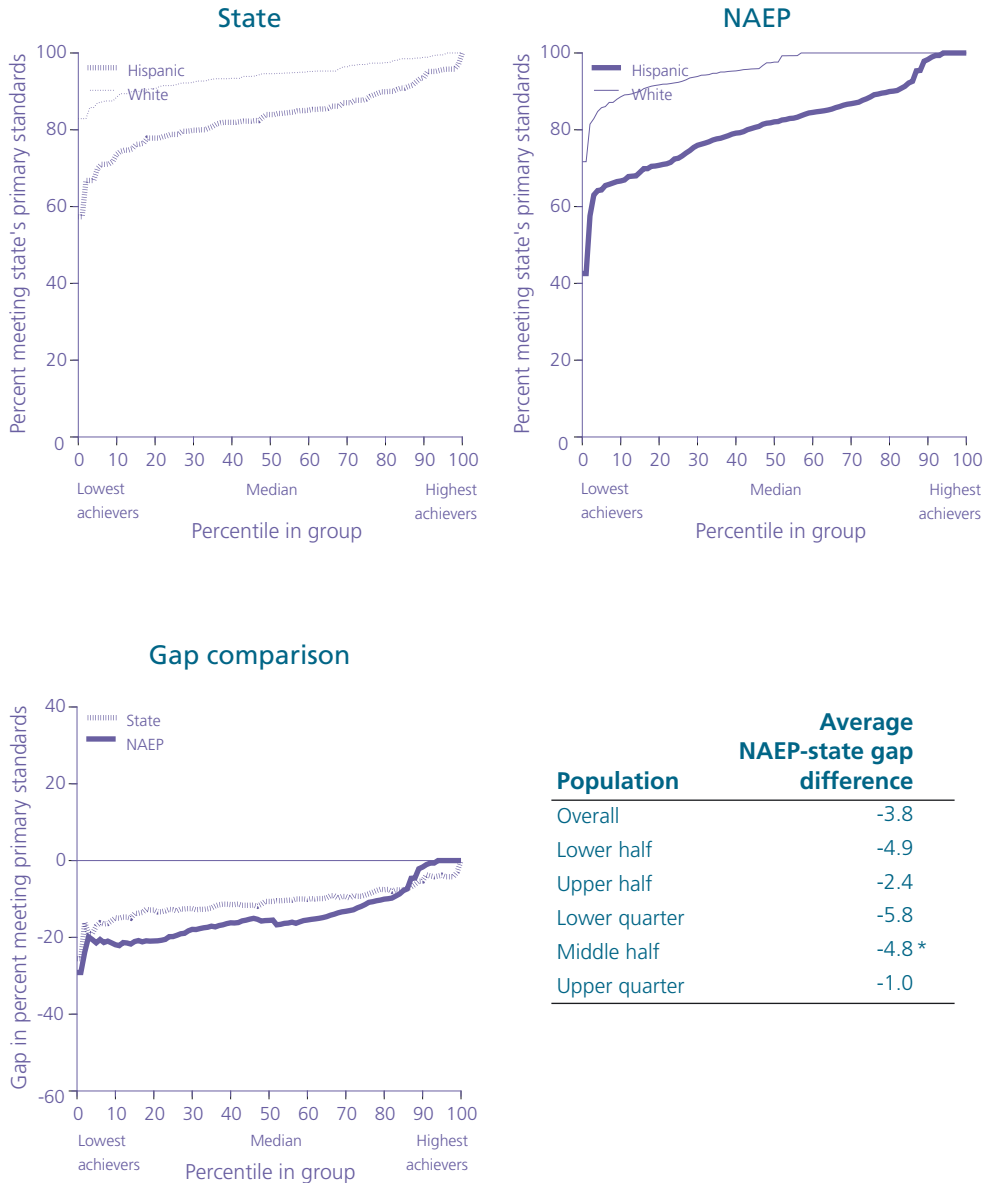
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

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



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

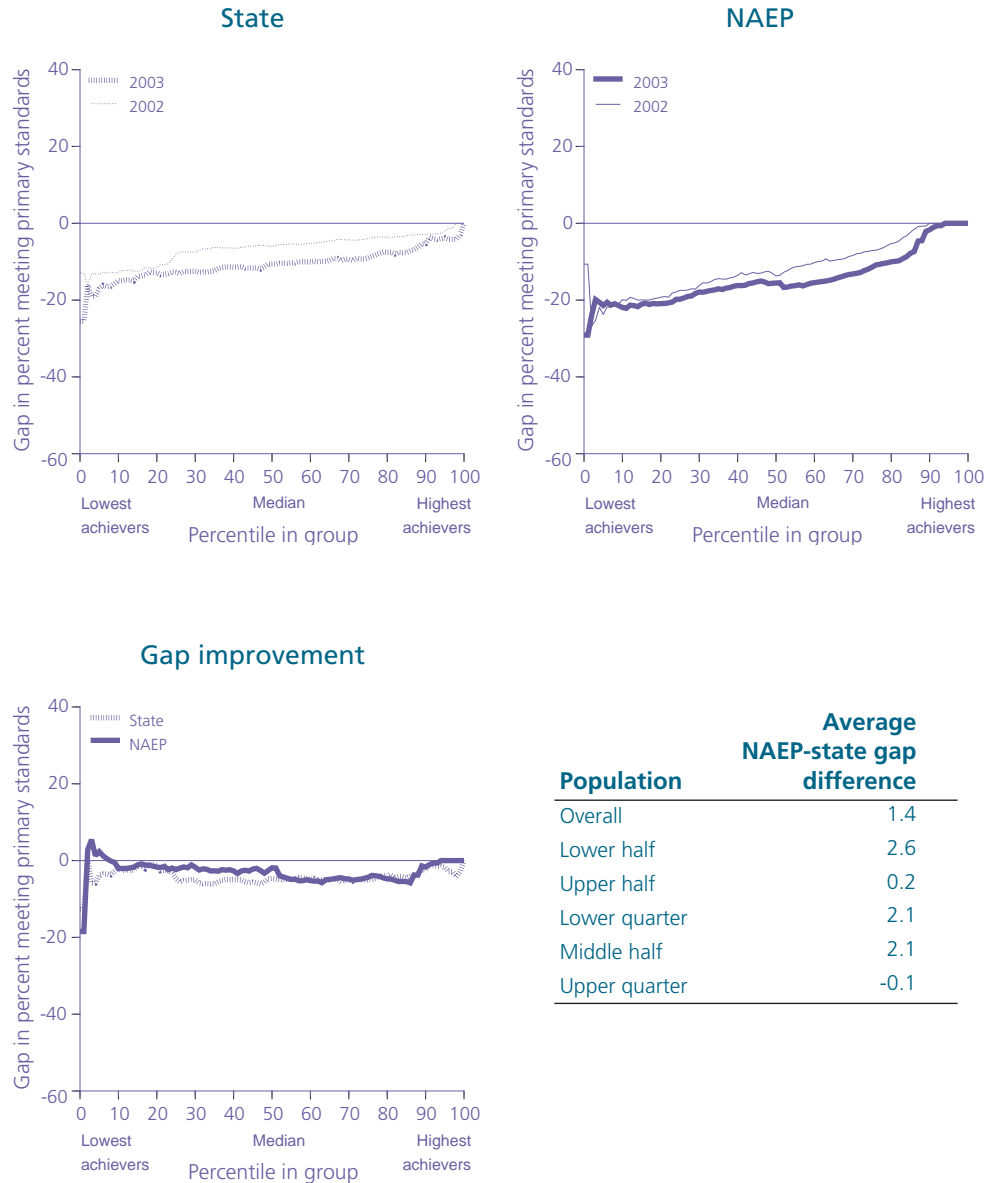
Figure 9. Comparison of NAEP and state assessment Hispanic-White gaps in percent meeting grade 8 reading standards: 2003



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

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

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



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

D

Utah

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

Summary of Comparisons

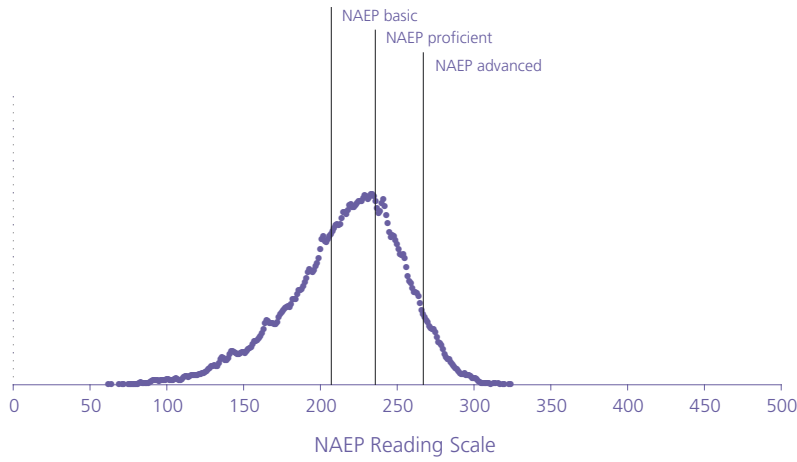
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 104 schools in grade 5 and 91 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** There is not enough data to compare state standards to NAEP for grade 5 or grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in average percentile rank between 1998 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 5 and 8 in 2003.

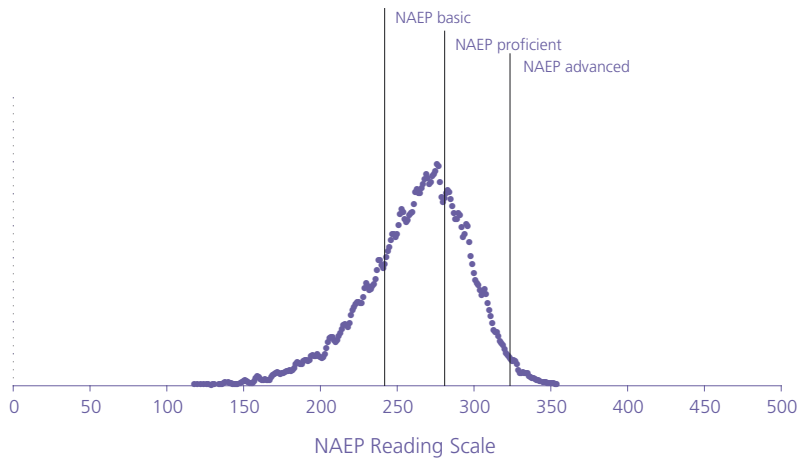
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



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

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

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
Percentile Rank	0.71	0.008	0.65	0.042

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

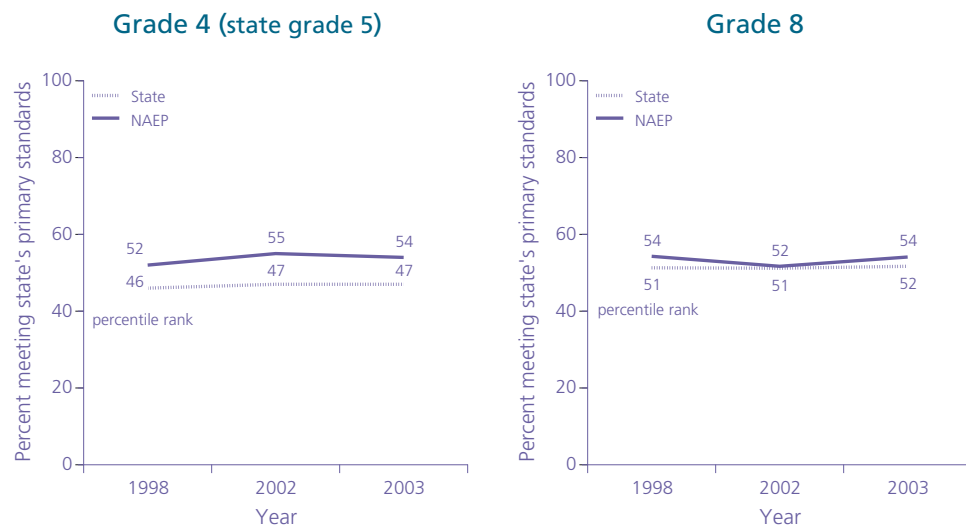


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP reading assessments, by grade: 1998, 2002, and 2003

Students	Grade 4			Grade 8		
	1998	2002	2003	1998	2002	2003
Identified	13.9	18.7	21.8	11.3	15.3	15.5
English language learner	4.2	6.9	8.7	1.7	5.1	4.7
Student with disability	9.1	9.4	9.9	8.9	8.2	8.3
Both	0.6	2.4	3.2	0.7	2.0	2.5
Excluded	6.2	5.8	4.8	3.8	3.9	3.1
English language learner	2.1	1.4	1.6	0.5	1.2	0.7
Student with disability	4.1	3.2	2.0	3.1	2.4	1.7
Both	0.1	1.2	1.3	0.3	0.4	0.7
Accommodated	1.3	3.5	6.0	1.4	2.4	4.4
English language learner	0.3	0.9	1.4	0.2	0.4	0.7
Student with disability	1.0	2.2	3.6	1.0	1.5	2.8
Both	0.0	0.4	0.9	0.1	0.5	0.9

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.

