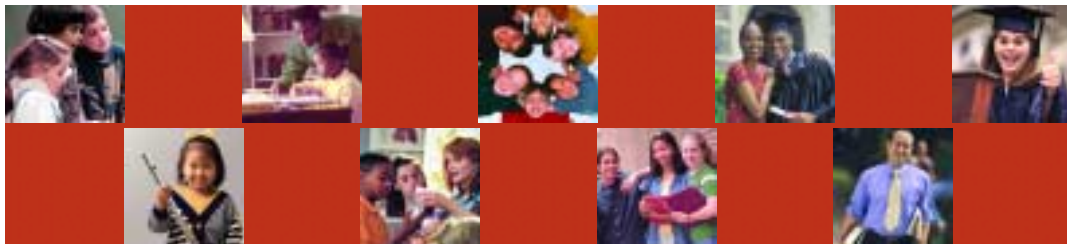


the condition of education 2003



INDICATOR 14

U.S. History Performance of Students in Grades 4, 8, and 12

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2003*, NCES 2003-067, Washington, DC: U.S. Government Printing Office, 2003.

Academic Outcomes

U.S. History Performance of Students in Grades 4, 8, and 12

The performance of 4th- and 8th-graders in U.S. history improved from 1994 to 2001. Eighteen percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders performed at or above the Proficient level in 2001.

The National Assessment of Educational Progress (NAEP) assessed the performance of 4th-, 8th-, and 12th-graders in U.S. history in 1994 and 2001. Average scale scores increased for 4th- and 8th-graders from 1994 to 2001; there was no significant change in the scale score of 12th-graders (see supplemental table 14-1).

NAEP also provides achievement levels indicating what students should know and be able to do in each grade. In 2001, 18 percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders performed at or above the *Proficient* level, which is defined as “solid academic performance for each grade assessed.” The percentage of 4th-graders performing at or above the *Basic* level was higher in 2001 than in 1994. At grade 8, the percentages of students at or above the *Basic* level, at or above the *Proficient* level, and at the *Advanced* level were higher in 2001 than in 1994. At grade 12, no significant differences were detected in the percentages of students performing at each level.

Scores at the 10th, 25th, 50th, 75th, and 90th percentiles reveal changes in scale scores for lower-

and higher-performing students. At grade 4, scale scores at the 10th and 25th percentiles were higher in 2001 than in 1994. There were increases from 1994 to 2001 in the average 8th-grade scores among the lower and upper percentiles (25th, 75th, and 90th percentiles). There were no significant changes in 12th-grade scores by percentile between the 2 years.

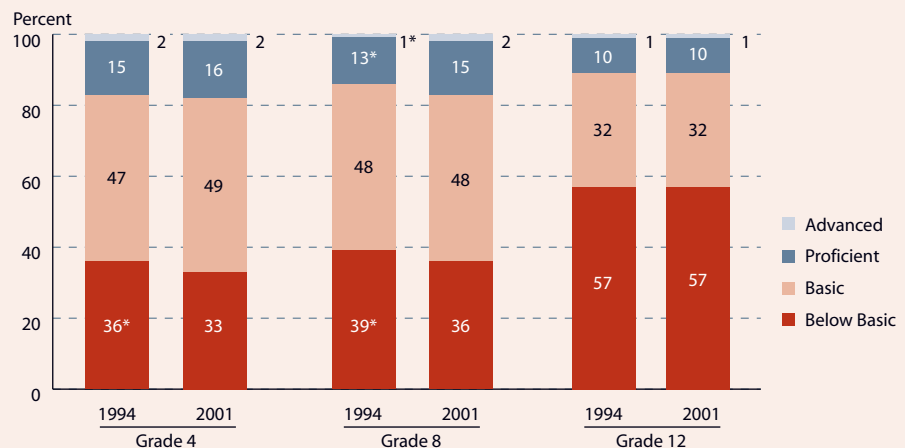
In 2001, student performance differed among subgroups. At all three grades, White students on average had higher scores than Black, Hispanic, and American Indian students, and Asian/Pacific Islander students had higher average scores than Black and Hispanic students. At grade 4, Whites had higher average scores than Asians/Pacific Islanders. There were no differences detected in the scores of males and females at all three grades. Students in lower poverty schools generally outperformed students in higher poverty schools, as measured by the percentage of students eligible for free or reduced-price lunch, at all three grades. In addition, in grades 8 and 12, students whose parents had higher levels of education scored higher than their peers whose parents had less education (see supplemental table 14-2).

*Significantly different from 2001.

NOTE: Detail may not sum to totals because of rounding. For more information, see supplemental note 4.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

U.S. HISTORY PERFORMANCE: Percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001



FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables
14-1, 14-2

U.S. History Performance of Students in Grades 4, 8, and 12

Table 14-1. Average U.S. history scale score by percentile and percentage of students at or above each U.S. history achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	205*	209	259*	262	286	287
Percentile						
10th	147*	158	217	220	243	246
25th	180*	186	239*	241	265	266
50th	210	212	261	264	288	288
75th	234	235	282*	285	309	309
90th	253	255	299*	303	326	327
	Percentage at achievement level					
Below Basic	36*	33	39*	36	57	57
At or above Basic	64*	67	61*	64	43	43
At or above Proficient	17	18	14*	17	11	11
At Advanced	2	2	1*	2	1	1

*Significantly different from 2001.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

U.S. History Performance of Students in Grades 4, 8, and 12

Table 14-2. Average U.S. history scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	209	262	287
Sex			
Male	209	264	288
Female	209	261	286
Race/ethnicity ¹			
American Indian	197	249	277
Asian/Pacific Islander	213	267	295
Black	188	243	269
White	220	271	292
Hispanic	186	243	274
Parents' education			
Less than high school	—	243	269
High school diploma or equivalent	—	253	274
Some college, including vocational/technical	—	265	286
Bachelor's degree or higher	—	275	298
Control			
Public	207	260	286
Private	226	279	298
Location			
Central city	199	257	283
Urban fringe/large town	211	265	292
Rural/small town	215	263	284
Percent of students in school eligible for free or reduced-price lunch			
0–10	231	278	298
11–25	219	266	288
26–50	212	262	283
51–75	200	252	272
76–100	181	237	264

—Not available.

¹American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

U.S. History Performance of Students in Grades 4, 8, and 12

Table S14. Standard errors for the percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001

Achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
Below Basic	1.1	1.1	0.9	0.9	1.1	1.2
Basic	0.9	1.1	0.8	0.9	0.9	0.9
Proficient	0.9	0.9	0.6	0.8	0.6	0.6
Advanced	0.3	0.5	0.1	0.3	0.2	0.4

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

U.S. History Performance of Students in Grades 4, 8, and 12

Table S14-1. Standard errors for the average U.S. history scale score by percentile and percentage of students at or above each U.S. history achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	1.0	1.0	0.6	0.8	0.8	1.0
Percentile						
10th	2.1	1.6	1.1	1.3	1.2	1.1
25th	1.5	1.9	0.9	0.9	1.2	0.9
50th	0.9	1.3	1.1	0.8	0.8	1.0
75th	1.2	0.9	0.7	0.7	0.9	1.2
90th	1.4	1.4	0.6	1.1	1.0	1.5
	Percentage at achievement level					
Below Basic	1.1	1.1	0.9	0.9	1.1	1.2
At or above Basic	1.1	1.1	0.9	0.9	1.1	1.2
At or above Proficient	1.0	1.0	0.6	0.8	0.7	0.9
At Advanced	0.3	0.5	0.1	0.3	0.2	0.4

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

U.S. History Performance of Students in Grades 4, 8, and 12

Table S14-2. Standard errors for the average U.S. history scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	1.0	0.8	1.0
Sex			
Male	1.1	0.9	1.3
Female	1.2	0.9	0.9
Race/ethnicity			
American Indian	6.9	4.5	5.5
Asian/Pacific Islander	2.7	3.4	4.6
Black	1.8	1.8	1.5
White	1.1	0.8	1.0
Hispanic	2.5	1.5	1.7
Parents' education			
Less than high school	—	2.3	1.5
High school diploma or equivalent	—	1.1	1.0
Some college, including vocational/technical	—	1.0	0.8
Bachelor's degree or higher	—	0.8	1.3
Control			
Public	1.2	0.8	1.1
Private	1.9	2.4	2.0
Location			
Central city	2.4	1.8	1.7
Urban fringe/large town	2.1	1.4	2.0
Rural/small town	1.7	1.4	1.0
Percent of students in school eligible for free or reduced-price lunch			
0–10	2.3	1.8	2.9
11–25	2.1	1.7	1.3
26–50	2.4	1.3	1.5
51–75	2.0	1.6	2.8
76–100	3.1	2.0	2.6

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.