

**National Center for
Education Statistics****Fax**

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Per your request.

Science

Table 2.2

Science Scale Score Results by Jurisdiction for Grade 8 Public Schools



	MEAN	10th	25th	50th	75th	90th
Performed Above the National Average						
Maine	163	128	145	164	182	196
North Dakota	162	127	146	164	181	195
Montana ‡	162	127	146	164	180	194
Wisconsin ‡	160	120	141	162	181	196
Minnesota	159	121	140	161	179	194
Iowa ‡	158	121	140	160	178	193
Wyoming	158	122	140	158	176	192
Nebraska	157	118	139	159	178	193
Vermont ‡	157	119	139	158	177	193
Massachusetts	157	114	137	160	179	196
Utah	156	120	138	158	175	190
Connecticut	155	110	135	158	179	195
DoDDS	155	118	137	157	175	190
Oregon	155	115	136	157	176	192
Colorado	155	114	136	157	176	192
Michigan ‡	153	111	133	156	176	192
Indiana	153	115	133	155	174	190
DDESS	153	117	135	153	172	188
Alaska ‡	153	111	133	156	175	192
Performed At or Around the National Average						
Missouri	151	109	132	154	172	189
Washington	150	108	130	152	172	189
Virginia	149	106	128	151	172	190
Rhode Island	149	108	129	150	171	189
Nation	148	102	126	151	172	191
Kentucky	147	107	127	149	168	185
West Virginia	147	112	129	148	166	182
North Carolina	147	104	125	148	169	187
New York ‡	146	96	122	149	172	190
Maryland ‡	145	99	123	148	170	189
Texas	145	102	123	147	169	185
Arizona	145	102	124	147	168	184
Performed Below the National Average						
Arkansas ‡	144	100	123	147	168	184
Tennessee	143	98	121	146	167	185
Florida	142	98	120	144	166	184
Georgia	142	97	120	143	166	184
Delaware	142	96	121	144	165	183
New Mexico	141	99	119	142	164	182
Alabama	139	95	117	140	163	180
South Carolina ‡	139	96	116	139	161	180
California	138	89	115	140	164	183
Hawaii	135	90	114	137	158	176
Mississippi	133	91	111	134	155	174
Louisiana	132	86	110	135	157	175
Guam	120	74	96	121	146	165
District of Columbia	113	71	90	112	135	156

‡ Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NAEP science scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores range from 0 to 300.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

National results are based on the national assessment sample of public schools, not on aggregated state assessment program samples (see Appendix A).

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 Science Assessment.

Writing

Table 5.1Average grade 8 scale scores for the states for public schools only:
1998

Average scale score	
Nation	148
States	
Connecticut	165
Delaware	144
Florida	142
Georgia	146
Hawaii	135
Minnesota †	148
Mississippi	134
Missouri	142
Montana †	150
Nevada	140
Rhode Island	148
South Carolina	140
Tennessee	148
Texas	154
Utah	143
Other Jurisdictions	
District of Columbia	126
DDESS	160
DoDDS	156
Virgin Islands	124

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

AUTOMATIC COVER SHEET

DATE: JAN-14-00 FRI 04:09 PM

TO:

FAX #: 94565581

FROM: DEPT OF EDUCATION

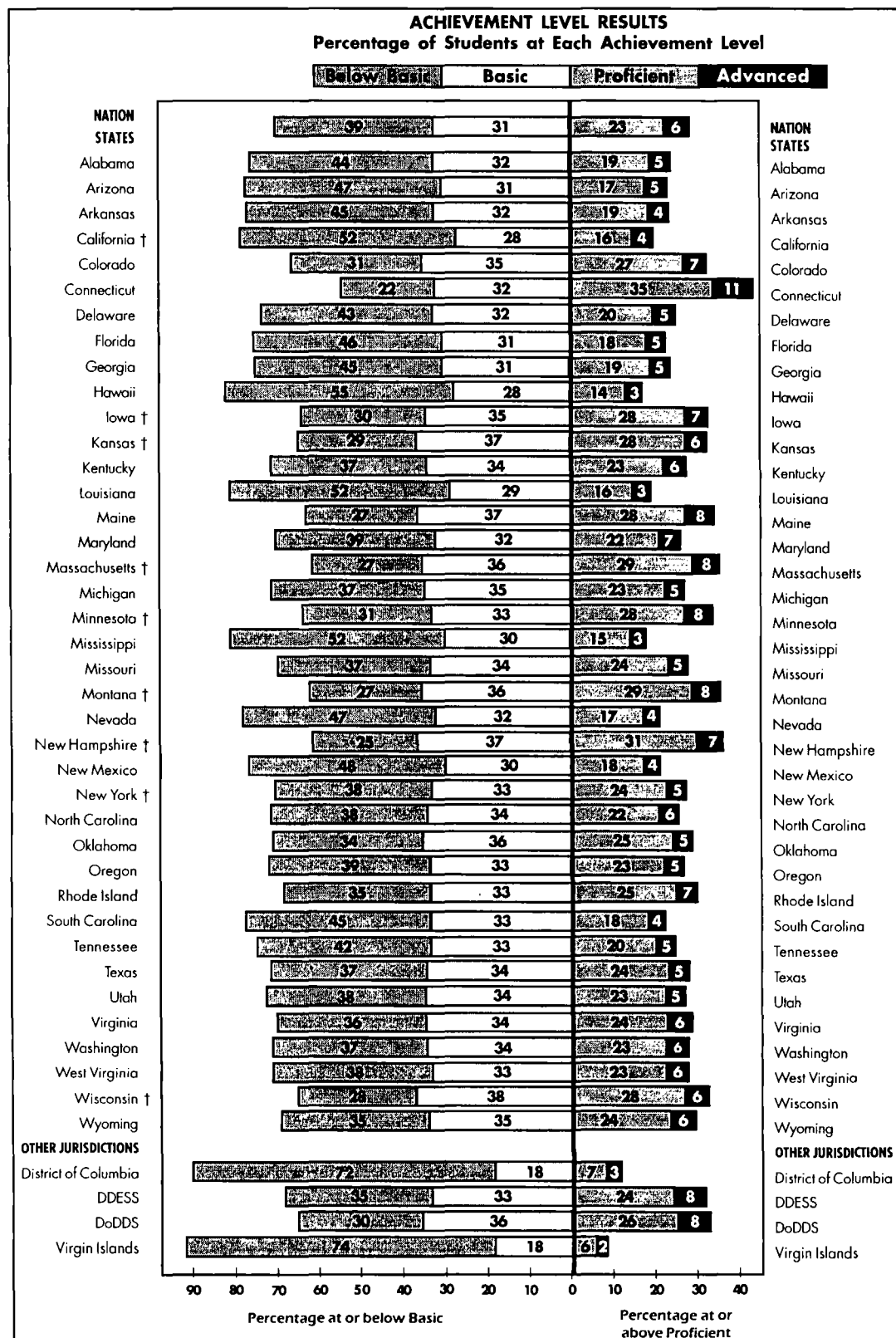
FAX #: 2022191736

04 PAGES WERE SENT

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Figure 5.5

Percentage of grade 4 students within each achievement level range for public schools only: 1998



† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools; DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: Numbers may not add to 100 due to rounding. In addition, summing the percentages between two or more categories may not result in the exact cumulative percentage due to rounding. National results are based on the national sample, not on aggregated state assessment samples. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Figure 5.6

Percentage of grade 8 students within each achievement level range for public schools only: 1998

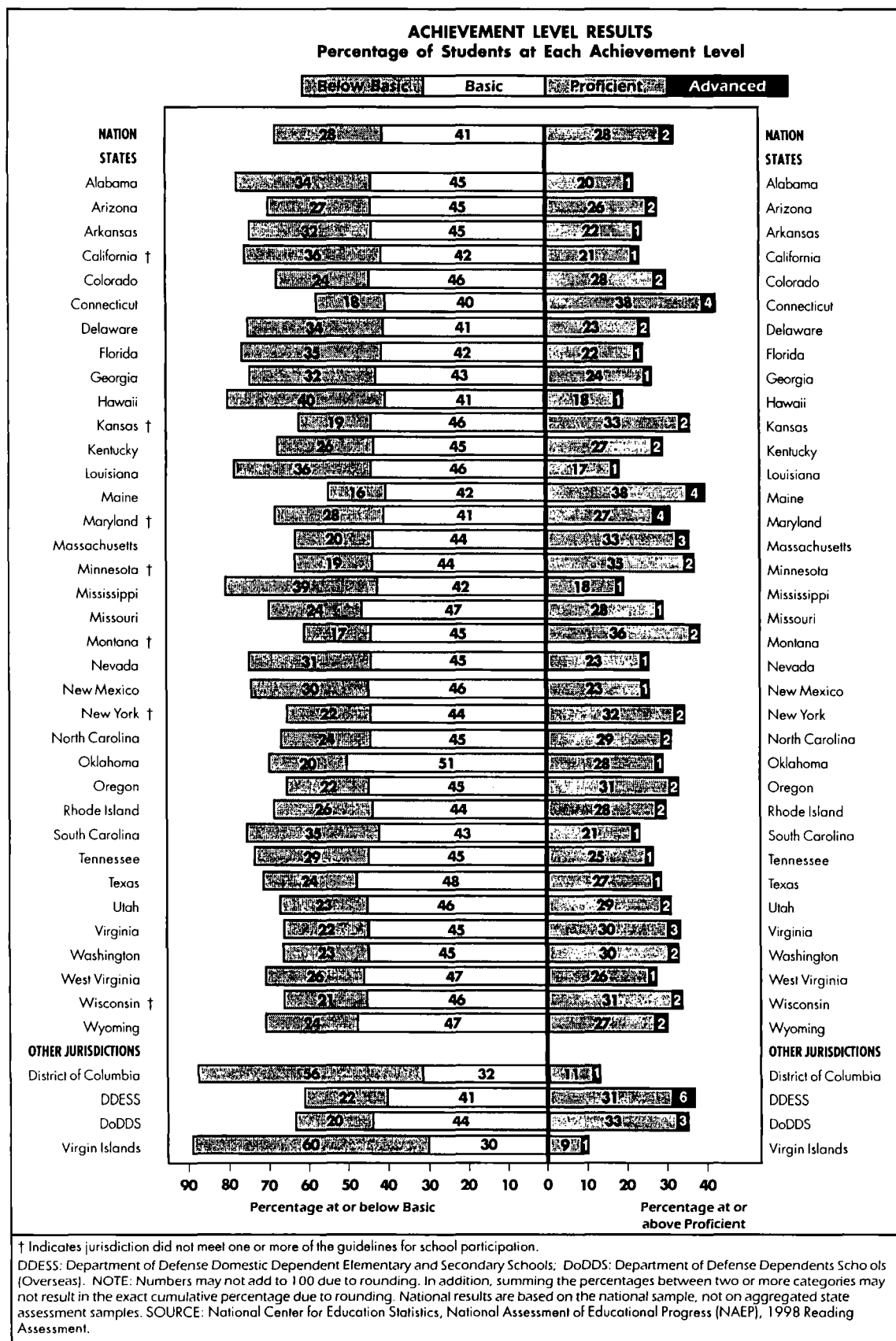


Table 2.3**Average Mathematics Scale Scores
Grade 8 Public Schools**

	1996 Average Scale Score	Change from 1992 Average Scale Score	Change from 1990 Average Scale Score
North Dakota	284	1	3*
Maine	284	5††	—
Minnesota	284	2	9**
Iowa ‡	284	1	6**
Montana ‡	283	—	3
Wisconsin ‡	283	5†	8**
Nebraska	283	5††	7**
Connecticut	280	6††	10**
Vermont ‡	279	—	—
Alaska ‡	278	—	—
Massachusetts	278	5†	—
Michigan ‡	277	10††	12**
Utah	277	2	—
Oregon	276	—	5**
Washington	276	—	—
Colorado	276	3†	8**
Indiana	276	5††	8**
DoDDS	275	—	—
Wyoming	275	0	3**
Missouri	273	2	—
Nation	271	5†	8*
New York ‡	270	4	9**
Texas	270	6††	12**
Virginia	270	2	5**
Maryland ‡	270	5	9**
DDESS	269	—	—
Rhode Island	269	3††	9**
Arizona	268	3	8**
North Carolina	268	9††	17**
Delaware	267	4††	6**
Kentucky	267	4††	9**
West Virginia	265	6††	9**
Florida	264	4	8**
Tennessee	263	4†	—
California	263	2	6**
Georgia	262	3	4
Hawaii	262	5††	11**
New Mexico	262	2	6**
Arkansas ‡	262	5††	5**
South Carolina ‡	261	0	—
Alabama	257	4	4
Louisiana	252	2	6**
Mississippi	250	4†	—
Guam	239	4	7**
District of Columbia	233	-2	1

The changes between scale scores were calculated using unrounded average scale scores for the two assessments.

‡ Indicates jurisdiction did not satisfy one or more of the guidelines for school participation rates in 1996 (see Appendix A).

†† Indicates change in scale scores from 1992 is significant at a 5-percent level of significance using a multiple comparison procedure based on 37 jurisdictions (excluding the nation).

† Indicates change in scale scores from 1992 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

** Indicates change in scale scores from 1990 is significant at a 5-percent level of significance using a multiple comparison procedure based on 32 jurisdictions (excluding the nation).

* Indicates change in scale scores from 1990 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

— Indicates jurisdiction did not participate in 1990 and/or 1992.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992 and 1996 Mathematics Assessments.

Table 5.3

Percentage of grade 4 students at or above the Proficient level for public schools only: 1992, 1994, and 1998

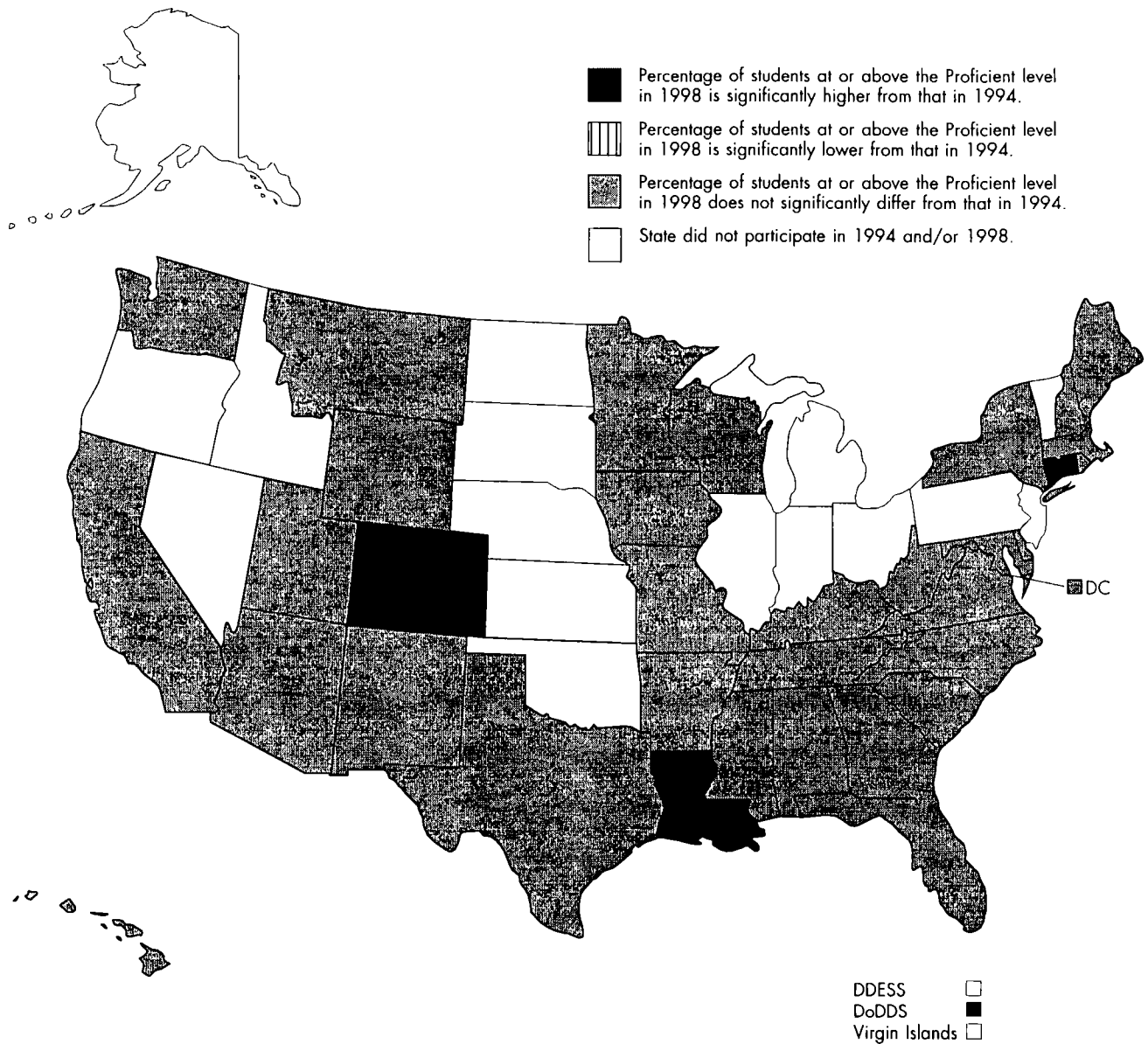
	Percentage of students at or above Proficient		
	1992	1994	1998
Nation	27	28	29
States			
Alabama	20	23	24
Arizona	21	24	22
Arkansas	23	24	23
California	19	18	20
Colorado	25	28	34***
Connecticut	34	38	46***
Delaware	24	23	25
Florida	21	23	23
Georgia	25	26	24
Hawaii	17	19	17
Iowa	36	35	35
Kansas†	—	—	34
Kentucky	23	26	29*
Louisiana	15	15*	19**
Maine	36	41	36
Maryland	24	26	29*
Massachusetts†	36	36	37
Michigan	26	—	28
Minnesota†	31	33	36*
Mississippi	14	18	18*
Missouri	30	31	29
Montana†	—	35	37
Nevada	—	—	21
New Hampshire†	38	36	38
New Mexico	23	21	22
New York†	27	27	29
North Carolina	25	30	28
Oklahoma	29	—	30
Oregon	—	—	28
Rhode Island	28	32	32
South Carolina	22	20	22
Tennessee	23	27	25
Texas	24	26	29
Utah	30	30	28
Virginia	31	26	30
Washington	—	27	29
West Virginia	25	26	29
Wisconsin†	33	35	34
Wyoming	33	32	30
Other Jurisdictions			
District of Columbia	10	8	10
DDESS	—	—	32
DoDDS	—	28	34+
Virgin Islands	3	—	8**

** Indicates that the average scale score in 1998 was significantly different from that in 1992 using a multiple comparison procedure based on all jurisdictions that participated both years. * Indicates that the percentage in 1998 was significantly different from that in 1992 if only one jurisdiction is being examined. + Indicates that the percentage in 1998 was significantly different from that in 1994 if only one jurisdiction is being examined. — Indicates jurisdiction did not participate. † Indicates jurisdiction did not meet one or more of the guidelines for school participation. DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools. DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

Figure 5.7



Grade 4 Proficient level results for the states for public schools only:
1994 and 1998



NOTE: The differences between 1998 and 1994 presented in this figure include results of analyses based on a multiple comparison procedure using all jurisdictions that participated both years or the results of analyses based on a single state comparison.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 1998 Reading Assessments.

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Table 5.4

Percentage of grade 8 students at or above the Proficient level
for public schools only: 1998

	Percentage of students at or above Proficient
	1998
Nation	31
States	
Alabama	21
Arizona	28
Arkansas†	23
California†	22
Colorado	30
Connecticut	42
Delaware	25
Florida	23
Georgia	25
Hawaii	19
Kansas†	35
Kentucky	29
Louisiana	18
Maine	42
Maryland†	31
Massachusetts	36
Minnesota†	37
Mississippi	19
Missouri	29
Montana†	38
Nevada	24
New Mexico	24
New York†	34
North Carolina	31
Oklahoma	29
Oregon	33
Rhode Island	30
South Carolina	22
Tennessee	26
Texas	28
Utah	31
Virginia	33
Washington	32
West Virginia	27
Wisconsin†	33
Wyoming	29
Other Jurisdictions	
District of Columbia	12
DDESS	37
DoDDS	36
Virgin Islands	10

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples.

Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Cross-State Comparisons of Reading Performance

Figures 5.9 through 5.12 indicate whether differences between pairs of participating jurisdictions are statistically significant.³ Figures 5.9 and 5.10 show comparisons across states on scale scores for fourth- and eighth-grade students, respectively. Corresponding comparisons of achievement level results are shown in Figures 5.11 and 5.12.

Figure 5.9 presents comparisons of average scale scores for participating states and other jurisdictions at grade 4. Connecticut was the highest performing jurisdiction. The cluster of the next highest performing jurisdictions for grade 4 public schools included Department of Defense overseas schools (DoDDS), Iowa, Kansas, Maine, Massachusetts, Minnesota, Montana, New Hampshire, and Wisconsin. Colorado performed equally well as eight of the next highest performing jurisdictions but had a lower average than New Hampshire.

Figure 5.10 presents comparisons of average scale scores for participating states and jurisdictions at grade 8. The cluster of highest-performing jurisdictions included Connecticut, Department of Defense domestic schools (DDESS), Maine, Massachusetts, and Montana. The Department of Defense overseas schools (DoDDS) performed equally well as four of the high-performing jurisdictions but had a lower average score than Maine.

³ The significance tests used in these figures are based on the False Discovery Rate (FDR) criterion for multiple comparisons. This procedure takes into account all possible combinations between states in declaring the differences between any two states to be statistically significant. (For further details on the FDR criterion, see Appendix A.)

Figure 5.9

Comparisons of average reading scale scores for grade 4 public schools only: 1998

Instructions: Read down the column directly under a jurisdiction name listed in the heading at the top of the chart. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the average reading scale score of this jurisdiction is higher than, the same as, or lower than the jurisdiction in the column heading. For example, the column under Maine: Maine's score was lower than Connecticut, about the same as all the states listed from Montana to Colorado, and higher than the remaining states down the column.

Connecticut (CT)	Montana (MT) †	New Hampshire (NH) †	Maine (ME)	Massachusetts (MA) †	Wisconsin (WI) †	Delaware (DE)	Iowa (IA) †	Kansas (KS) †	Minnesota (MN) †	Colorado (CO)	Delaware (DE)	Oklahoma (OK)	Wyoming (WY)	Virginia (VA)	Rhode Island (RI)	Kentucky (KY)	Texas (TX)	Washington (WA)	North Carolina (NC)	Michigan (MI)	West Virginia (WV)	Missouri (MO)	New York (NY) †	Utah (UT)	Maryland (MD)	Oregon (OR)	Tennessee (TN)	Delaware (DE)	Alabama (AL)	South Carolina (SC)	Georgia (GA)	Arkansas (AR)	Nevada (NV)	Florida (FL)	Arizona (AZ)	New Mexico (NM)	Mississippi (MS)	Louisiana (LA)	California (CA) †	Hawaii (HI)	District of Columbia (DC)	Virgin Islands (VI)						
CT	MT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT				
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KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY		
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WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	W																																				

- Jurisdiction has statistically significantly higher average scale score than the jurisdiction listed at the top of the chart.
- No statistically significant difference from the jurisdiction listed at the top of the chart.
- Jurisdiction has statistically significantly lower average scale score than the jurisdiction listed at the top of the chart.

The between-jurisdiction comparisons take into account sampling and measurement error and that each jurisdiction is being compared with every other jurisdiction. Significance is determined by an application of a multiple comparison procedure (see Appendix A). † Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

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Instructions: Read down the column directly under a jurisdiction name listed in the heading at the top of the chart. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the average reading scale score of this jurisdiction is higher than, the same as, or lower than the jurisdiction in the column heading. For example, the column under Kansas: Kansas' score was lower than Maine and Connecticut, about the same as all the states listed from Montana through Utah, and higher than the remaining states down the column.

[illegible]

	Jurisdiction has statistically significantly higher average scale score than the jurisdiction listed at the top of the chart.
	No statistically significant difference from the jurisdiction listed at the top of the chart.
	Jurisdiction has statistically significantly lower average scale score than the jurisdiction listed at the top of the chart.

The between-jurisdiction comparisons take into account sampling and measurement error and that each jurisdiction is being compared with every other jurisdiction. Significance is determined by an application of a multiple comparison procedure (see Appendix A).

† Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

The percentages of fourth-grade students at or above the *Proficient* level of reading achievement are shown in Figure 5.11. Of all participating jurisdictions, Connecticut had the highest percentage of fourth graders at or above *Proficient*. The cluster of ten jurisdictions with the next highest percentage at or above the *Proficient* level included Colorado, Department of Defense overseas schools (DoDDS), Iowa, Kansas, Maine, Massachusetts, Minnesota, Montana, New Hampshire, and Wisconsin. Reading vertically down the columns shows that there were no significant differences between the percentages of students in these top performing jurisdictions and the percentages in all the jurisdictions listed down to Rhode Island, except in the case of New Hampshire where the percentage of students at or above *Proficient* was higher than that for Department of Defense domestic schools and Rhode Island.

Figure 5.12 presents comparisons of percentages at or above the *Proficient* level for all jurisdictions that participated at grade 8. The cluster of seven top-performing jurisdictions were Connecticut, Department of Defense domestic schools, Department of Defense overseas schools, Maine, Massachusetts, Minnesota, and Montana. Reading vertically down the columns, we see that of these seven jurisdictions Maine and Connecticut also had higher percentages of eighth graders at or above the *Proficient* level than did Kansas, New York, and Oregon.

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Instructions: Read down the column directly under a jurisdiction name listed in the heading at the top of the chart. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the percentage at or above Proficient for this jurisdiction is higher than, the same as, or lower than the jurisdiction in the column heading. For example, the column under Rhode Island: Rhode Island's percentage was lower than Connecticut and New Hampshire, about the same as the states listed from Montana through Utah, and higher than the remaining states down the column.

[illegible]

11



Jurisdiction has statistically significantly lower percentage than the jurisdiction listed at the top of the chart

The between-jurisdiction comparisons take into account sampling and measurement error and that each jurisdiction is being compared with every other jurisdiction. Significance is determined by an application of a multiple comparison procedure (see Appendix A). † Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP). 1998 Reading Assessment.

Figure 5.12

Comparisons of percentages of students at or above Proficient for grade 8 public schools only: 1998

Instructions: Read down the column directly under a jurisdiction name listed in the heading at the top of the chart. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the percentage at or above Proficient for this jurisdiction is higher than, the same as, or lower than the jurisdiction in the column heading. For example, the column under Oregon: Oregon's percentage was lower than Maine and Connecticut, about the same as the states listed from Montana through Texas, and higher than the remaining states down the column.

Maine (ME)	Connecticut (CT)	Montana (MT) †	DESS (DD)	Minnesota (MN) †	DODDS (DI)	Massachusetts (MA)	Kansas (KS) †	New York (NY) †	Oregon (OR)	Virginia (VA)	Wisconsin (WI) †	Washington (WA)	Maryland (MD) †	North Carolina (NC)	Utah (UT)	Rhode Island (RI)	Colorado (CO)	Wyoming (WY)	Kentucky (KY)	Missouri (MO)	Oklahoma (OK)	Texas (TX)	Arizona (AZ)	West Virginia (WV)	Tennessee (TN)	Delaware (DE)	Georgia (GA)	Nevada (NV)	New Mexico (NM)	Arkansas (AR)	Florida (FL)	South Carolina (SC)	California (CA) †	Alabama (AL)	Hawaii (HI)	Mississippi (MS)	Louisiana (LA)	District of Columbia (DC)	Virgin Islands (VI)			
ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	
CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	
MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT	
DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	
MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN	MN		
DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	DI	
KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS	
NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	NY	
OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	OR	
VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	
WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	WI	
WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	WA	
MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD
NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	
UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	UT	
RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	RI	
CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	
WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	WY	
KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY	KY		
MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO	MO
OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	TX	
AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	AZ	
WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	WV	
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GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	
NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	
NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	NM	
AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	
FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	FL	
SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	
CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	
AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	AL	
HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	HI	
MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	
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VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI	

- Jurisdiction has statistically significantly higher percentage than the jurisdiction listed at the top of the chart.
- No statistically significant difference from the jurisdiction listed at the top of the chart.
- Jurisdiction has statistically significantly lower percentage than the jurisdiction listed at the top of the chart.

The between-jurisdiction comparisons take into account sampling and measurement error and that each jurisdiction is being compared with every other jurisdiction. Significance is determined by an application of a multiple comparison procedure (see Appendix A).

† Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

CHAPTER 5

Average Scale Score and Achievement Level Results for the States

Overview

In addition to the national component of the 1998 NAEP assessment in reading, state-by-state assessments were administered at grades 4 and 8 to participating states and jurisdictions.¹ This chapter presents average scale scores and achievement level results for public school students in both grades. The NAEP legislation requires that achievement levels be “used on a developmental basis until the Commissioner of Education Statistics determines . . . that such levels are reasonable, valid, and informative to the public.” A discussion of the developmental status of achievement levels may be found in the introduction to this report (pages 10–12).

For grade 4, results of the 1998 state assessment are compared to 1994 and 1992 state-level results. As 1998 was the first year that grade 8 participated in the state-by-state assessment, no comparisons to previous assessments are possible. In addition to overall performance of students within states, this chapter presents 1998 results for selected subgroups of students, and also provides cross-state comparisons of average scale scores and the percentages of students at or above the *Proficient* level of reading achievement. Results for additional subgroups in 1998 and grade 4 results from past state assessments are provided in Appendix D.

For jurisdictions where there were a sufficient number of nonpublic schools that met participation guidelines, results are available for nonpublic school students. These results can be found in the individual reports published separately for each participating state or jurisdiction.² State sampling procedures and participation rates for both public and nonpublic schools can be found in Appendix A.

Scale Score Results

Table 5.1 shows 1992, 1994, and 1998 average scale scores for grade 4 public school students in jurisdictions that participated in the 1998 reading assessment.

¹ Throughout this chapter the term *jurisdiction* is used to refer to the states, territories, and Department of Defense Education Activity schools that participated in the 1998 NAEP state-by-state assessment.

² NAEP state reports are forthcoming on the World Wide Web at nces.ed.gov/NAEP.



Overall, 44 jurisdictions participated in the 1998 state-by-state reading assessment at grade 4. Although Illinois participated, it did not meet minimum school participation guidelines for public schools, so Illinois public school results are not included in this report. Nine other jurisdictions, while meeting the minimum school participation guidelines, did not meet more stringent participation rate standards; results for these jurisdictions are included in the report but are properly noted in the relevant tables and appendices. (Standards for sample participation are described in Appendix A.) Thus, results for fourth-grade public school students are presented for 43 jurisdictions. It should be noted that the average scale scores for the nation, indicated for each assessment year in the tables throughout this chapter, are based on the national sample (not on aggregated state samples) and represent performance of public school students only.

Differences in reading performance among states and jurisdictions most likely reflect an interaction between the effectiveness of the educational programs within the state or jurisdiction and the challenges posed by economic constraints and student demographic characteristics.

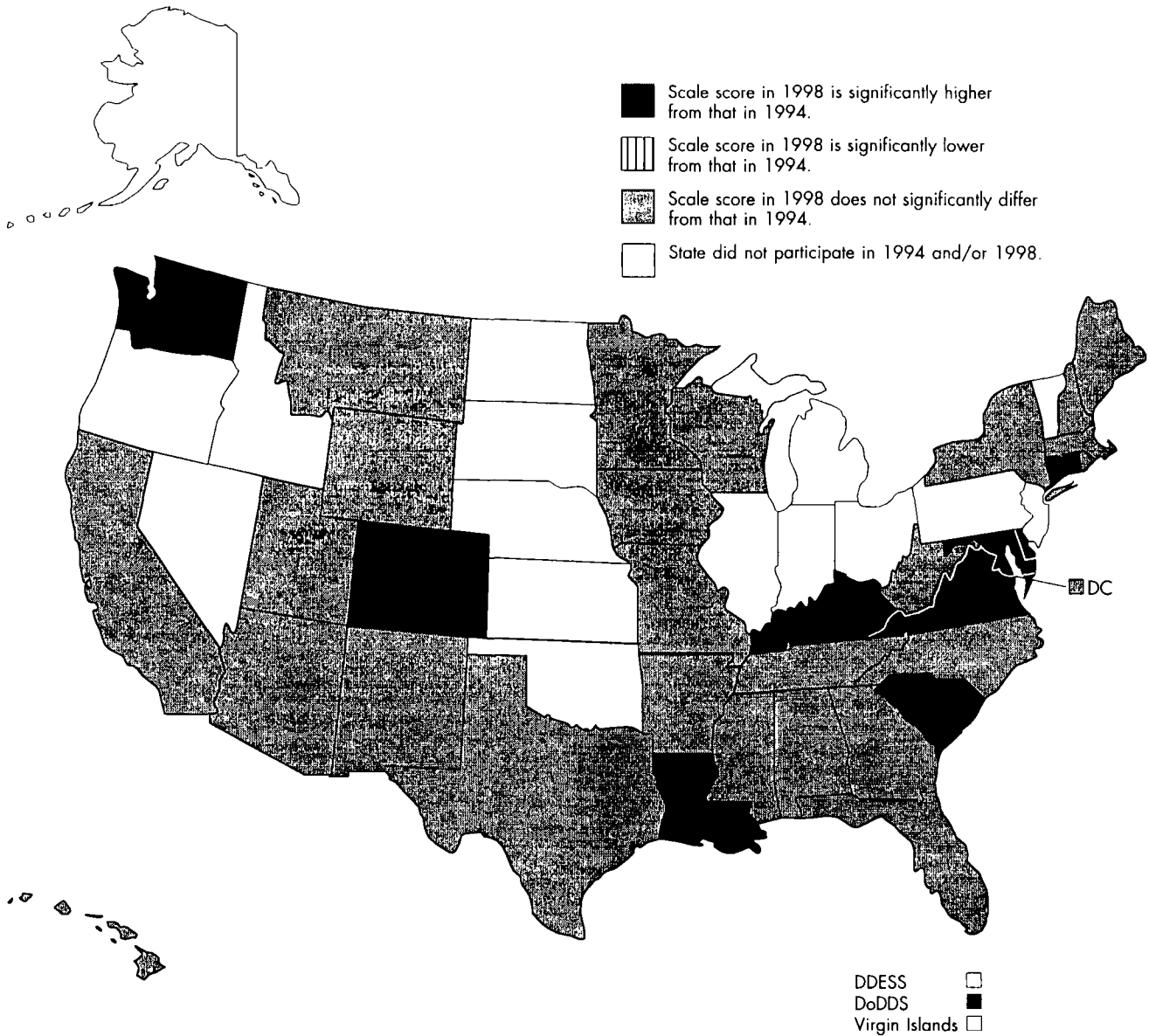
Between 1994 and 1998, increases in average scale scores were observed for fourth graders in ten jurisdictions: Colorado, Connecticut, Delaware, Kentucky, Louisiana, Maryland, South Carolina, Virginia, Washington, and Department of Defense overseas schools. No decreases in average scores between 1994 and 1998 were observed for any jurisdiction. In comparison to 1992 results, increases in average scale scores in 1998 were observed for fourth graders in Colorado, Connecticut, Kentucky, Mississippi, North Carolina, and the Virgin Islands. Average scores for fourth-grade students in Utah, Wyoming, and the District of Columbia were lower in 1998 than in 1992.

The maps presented in Figures 5.1 and 5.2 further illustrate the comparison of 1998 results to the 1994 and 1992 state-by-state assessments.

Figure 5.1



Grade 4 average scale scores for the states for public schools only:
1994 and 1998



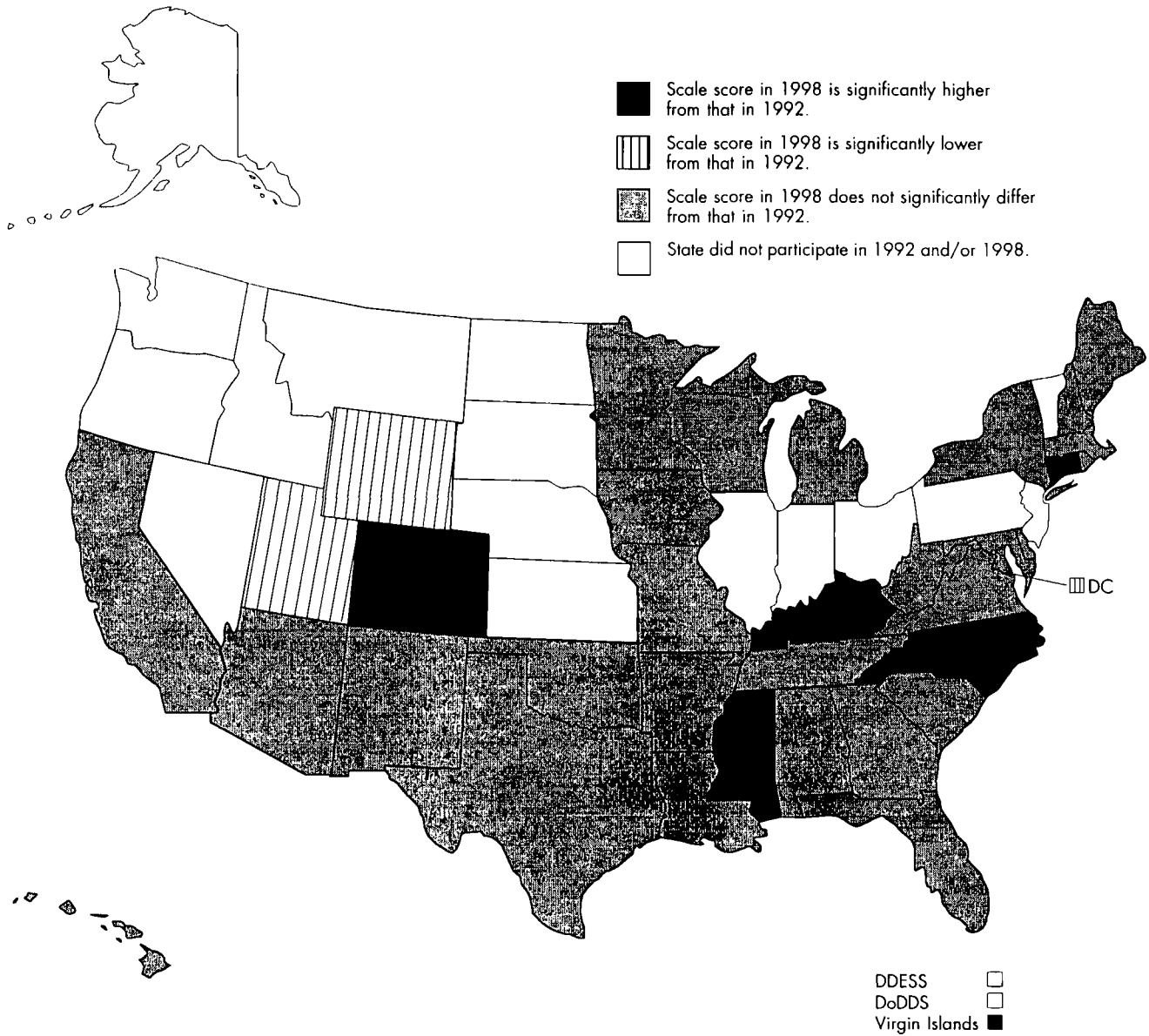
NOTE: The differences between 1998 and 1994 presented in this figure include results of analyses based on a multiple comparison procedure using all jurisdictions that participated both years or the results of analyses based on a single state comparison.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 1998 Reading Assessments.

Figure 5.2



Grade 4 average scale scores for the states for public schools only:
1992 and 1998



NOTE: The differences between 1998 and 1992 presented in this figure include results of analyses based on a multiple comparison procedure using all jurisdictions that participated both years or the results of analyses based on a single state comparison.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1998 Reading Assessments.

The following figure lists the 43 states or jurisdictions that participated in the 1998 state reading assessment at grade 4 and divides them into three groups: those whose average scores were above the national average (13 states), at or around the national average (15 states), and below the national average (15 states).

Figure 5.3



1998 Grade 4 comparison of state versus national average reading scores for public schools

Above the National Average	Colorado Connecticut DDESS	DoDDS Iowa [†] Kansas [†]	Maine Massachusetts [†] Minnesota [†]	Montana [†] New Hampshire [†] Oklahoma	Wisconsin [†]
At or around the National Average	Kentucky Maryland Michigan	Missouri New York [†] North Carolina	Oregon Rhode Island Tennessee	Texas Utah Virginia	Washington West Virginia Wyoming
Below the National Average	Alabama Arizona Arkansas	California [†] Delaware District of Columbia	Florida Georgia Hawaii	Louisiana Mississippi Nevada	New Mexico South Carolina Virgin Islands

[†] Indicates jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in these tables.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Table 5.2 shows average scale scores for grade 8 students in jurisdictions that participated in the 1998 reading assessment. Overall, 41 jurisdictions participated in the 1998 state-by-state assessment at grade 8. As Illinois did not meet minimum school participation guidelines for public schools, this state's public school results are not included in this report. Seven other jurisdictions failed to meet more stringent participation rate standards; results for these jurisdictions are included in this report with proper notation in relevant tables and appendices. Thus, grade 8 results are presented for 40 jurisdictions. Average scores for eighth-grade public school students who participated in the state-by-state assessment ranged from 233 to 273.

Table 5.2

Average grade 8 scale scores for the states for public schools only:
1998

Average scale score	
1998	
Nation	261
States	
Alabama	255
Arizona	261
Arkansas	256
California	253
Colorado	264
Connecticut	272
Delaware	256
Florida	253
Georgia	257
Hawaii	250
Kansas†	268
Kentucky	262
Louisiana	252
Maine	273
Maryland†	262
Massachusetts	269
Minnesota†	267
Mississippi	251
Missouri	263
Montana†	270
Nevada	257
New Mexico	258
New York†	266
North Carolina	264
Oklahoma	265
Oregon	266
Rhode Island	262
South Carolina	255
Tennessee	259
Texas	262
Utah	265
Virginia	266
Washington	265
West Virginia	262
Wisconsin†	266
Wyoming	262
Other Jurisdictions	
District of Columbia	236
DDESS	269
DoDDS	269
Virgin Islands	233

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples.

Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

The following figure lists the 40 states or jurisdictions that participated in the 1998 state reading assessment at grade 8 and divides them into three groups: those whose average scores were above the national average (15 states), at or around the national average (11 states), and below the national average (14 states).

Figure 5.4



1998 Grade 8 comparison of state versus national average reading scores for public schools

Above the National Average	Connecticut DDESS DoDDS	Kansas [†] Maine Massachusetts	Minnesota [†] Montana [†] New York [†]	Oklahoma Oregon Utah	Virginia Washington Wisconsin [†]
	Arizona Colorado Kentucky	Maryland [†] Missouri North Carolina	Rhode Island Tennessee Texas	West Virginia Wyoming	
	Alabama Arkansas California [†]	Delaware District of Columbia Florida	Georgia Hawaii Louisiana	Mississippi Nevada New Mexico	South Carolina Virgin Islands

[†] Indicates jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: Differences between states and jurisdictions may be partially explained by other factors not included in these tables.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Achievement Level Results

Achievement level results for jurisdictions are presented in terms of the percentages of students within each of the achievement level ranges — below *Basic*, *Basic*, *Proficient*, *Advanced* — and also in terms of the percentages of students at or above the *Proficient* level.

Figures 5.5 and 5.6 present the percentages of public school students within each of the achievement level ranges, for fourth and eighth graders respectively, in each state or jurisdiction in the 1998 state-by-state assessment. The shaded bars in the center column of this figure represent achievement level results. Inside the shaded bars, the numbers indicate the percentages of students who attained levels of performance. The sections to the left of the vertical line represent the proportion of students who were at *Basic* or below *Basic*. The sections of the bars to the right of the center vertical line represent the proportion of students who reached the *Proficient* and *Advanced* levels of performance.

Performance results across assessment years are given for fourth-grade students in Table 5.3. Figure 5.7 graphically displays the percentage of fourth-grade students at or above *Proficient* in 1998 as compared to 1994. Between 1994 and 1998 there was an increase in the percentage of fourth graders at or above the *Proficient* level in four jurisdictions: Colorado, Connecticut, Louisiana, and Department of Defense overseas schools. Figure 5.8 graphically displays the percentages of fourth-grade students at or above *Proficient* in 1998 as compared to 1992. In comparison to 1992 results, an increase in the percentage of fourth-grade students at or above *Proficient* in 1998 was observed in eight jurisdictions: Colorado, Connecticut, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, and the Virgin Islands. In comparison to both 1994 and 1992 results, no significant decreases in the percentage of fourth-grade students at or above the *Proficient* level of reading achievement were observed for any jurisdiction in 1998.

The percentages of eighth-grade public school students who attained the *Proficient* level or higher are presented in Table 5.4. As 1998 was the first year that a state-by-state assessment was administered at grade 8, no comparisons between performance in 1998 and past assessments are possible.

Table 5.1

Average grade 8 scale scores for the states for public schools only:
1998



Average scale score	
Nation	148
States	
Connecticut	165
Delaware	144
Florida	142
Georgia	146
Hawaii	135
Minnesota †	148
Mississippi	134
Missouri	142
Montana †	150
Nevada	140
Rhode Island	148
South Carolina	140
Tennessee	148
Texas	154
Utah	143
Other Jurisdictions	
District of Columbia	126
DDESS	160
DoDDS	156
Virgin Islands	124

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Table 2.2

Science Scale Score Results by Jurisdiction for Grade 8 Public Schools



	MEAN	10th	25th	50th	75th	90th
Performed Above the National Average						
Maine	163	128	145	164	182	196
North Dakota	162	127	146	164	181	195
Montana ‡	162	127	146	164	180	194
Wisconsin ‡	160	120	141	162	181	196
Minnesota	159	121	140	161	179	194
Iowa ‡	158	121	140	160	178	193
Wyoming	158	122	140	158	176	192
Nebraska	157	118	139	159	178	193
Vermont ‡	157	119	139	158	177	193
Massachusetts	157	114	137	160	179	196
Utah	156	120	138	158	175	190
Connecticut	155	110	135	158	179	195
DoDDS	155	118	137	157	175	190
Oregon	155	115	136	157	176	192
Colorado	155	114	136	157	176	192
Michigan ‡	153	111	133	156	176	192
Indiana	153	115	133	155	174	190
DDESS	153	117	135	153	172	188
Alaska ‡	153	111	133	156	175	192
Performed At or Around the National Average						
Missouri	151	109	132	154	172	189
Washington	150	108	130	152	172	189
Virginia	149	106	128	151	172	190
Rhode Island	149	108	129	150	171	189
Nation	148	102	126	151	172	191
Kentucky	147	107	127	149	168	185
West Virginia	147	112	129	148	166	182
North Carolina	147	104	125	148	169	187
New York ‡	146	96	122	149	172	190
Maryland ‡	145	99	123	148	170	189
Texas	145	102	123	147	169	185
Arizona	145	102	124	147	168	184
Performed Below the National Average						
Arkansas ‡	144	100	123	147	168	184
Tennessee	143	98	121	146	167	185
Florida	142	98	120	144	166	184
Georgia	142	97	120	143	166	184
Delaware	142	96	121	144	165	183
New Mexico	141	99	119	142	164	182
Alabama	139	95	117	140	163	180
South Carolina ‡	139	96	116	139	161	180
California	138	89	115	140	164	183
Hawaii	135	90	114	137	158	176
Mississippi	133	91	111	134	155	174
Louisiana	132	86	110	135	157	175
Guam	120	74	96	121	146	165
District of Columbia	113	71	90	112	135	156

‡ Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

NAEP science scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores range from 0 to 300.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

National results are based on the national assessment sample of public schools, not on aggregated state assessment program samples (see Appendix A).

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 Science Assessment.

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NAEP Report

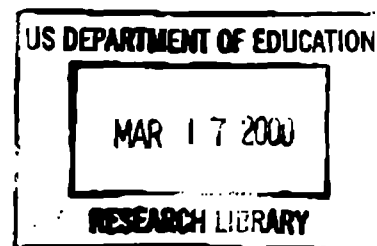
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NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998
Writing
STATE REPORT FOR
TEXAS

Laura J. Jerry
Nada Ballator



In collaboration with

Alfred Rogers

September 1999

U.S. Department of Education
Office of Educational Research and Improvement

NCES 1999-463 TX

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Overview of the NAEP Writing Assessment

What Is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. NAEP is authorized by Congress and directed by the National Center for Education Statistics (NCES). The National Assessment Governing Board (NAGB), an independent, bipartisan group, provides policy guidance for NAEP. In 1990, assessment at the state level was instituted on a voluntary basis. The NAEP assessments are administered to representative samples of students at the national level as well as at the state level for those states that choose to participate. The 1998 NAEP program included state-level assessments in reading at grades 4 and 8 and in writing at grade 8, and national-level assessments in civics, reading, and writing at grades 4, 8, and 12.

What Is Reported Here?

This marks the first time that the NAEP writing assessment has been administered at the state level. The assessment was administered at grade 8 in both public and nonpublic schools. However, Texas' nonpublic schools did not participate. Public school results for Texas are reported here, along with national and regional results for comparison.

This report has two sections. This **Overview** provides basic information on NAEP and the overall results for public schools in tabular form, as well as comparisons of Texas' performance with that of other participating states and jurisdictions in graphic form. It describes the assessment, the sample of students assessed, the metrics for reporting student performance, and how the differences in performance are reported. The second section, **Writing Performance by Demographic Characteristics**, reports findings for the grade 8 public school population broken down by major demographic categories. This information is presented in data tables. In addition, this report has two appendices. Appendix A, **Where to Find More Information**, describes the data available on the Web and provides information on sources of related data. Appendix B, **Figures from Section 1**, displays full-page replicas of Figures 1.2 and 1.3.

This report and its companion, the *NAEP 1998 Writing Report Card for the Nation and the States*,¹ provide a first look at the results of the NAEP 1998 writing assessment. Each participating jurisdiction receives its own customized *State Report* similar in format to this one. The *Writing Report Card* offers state-level data for all participating jurisdictions for which results are reported as well as details about technical aspects of the assessment. Summary data tables providing information for all jurisdictions for which results are reported are available at <http://nces.ed.gov/nationsreportcard/>, the NAEP Web site.

¹ Greenwald, E.A., Persky, H.R., Campbell, J.F., & Mazzeo, J. (1999). *NAEP 1998 writing report card for the nation and the states* (NCES Publication No. 1999-459). Washington, DC: National Center for Education Statistics.

The demographic data provided in this report are only a small portion of the data available from the several hundred questions asked of students, teachers, and school principals in order to provide context for NAEP results. Overall results for demographic and contextual student and school variables for public school students in each participating jurisdiction are available in summary data tables at the NAEP Web site.

What Was Assessed?

For each assessment in NAEP, the subject area content is developed through a congressionally mandated national consensus project. The objectives for each assessment are described in a document called the framework, which describes the subject area to be assessed and the kinds of questions that will be used to measure it.

The *Writing Framework and Specifications for the 1998 National Assessment of Educational Progress*¹ was first developed for the National Assessment Governing Board by the Center for Research on Evaluation, Standards, and Student Testing (CRESST) for the 1992 writing assessment. For the 1998 assessment, detailed guidelines for new kinds of questions and for new ways to score student writing were developed by American College Testing (ACT) and added to the framework. The *Writing Framework* reflects recent theories of writing, which view writing as an act of discovery for the writer as well as a way to communicate with readers.

The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, and stories, as well as to a variety of audiences, such as teachers, other students, and school boards.

In addition to requiring a variety of kinds of writing, the assessment provided many kinds of visual and written materials to stimulate students' writing. Some students were asked to write in response to questions that incorporated photographs or cartoons. Other questions incorporated poems or stories, so that students were responding to literature as they answered those questions. At grade 8, there were 20 writing questions. Seven of those questions (35%) asked for narrative writing, seven (35%) asked for informative writing, and six (30%) asked for persuasive writing. The framework specified that distribution as appropriate for eighth grade.

Who Was Assessed?

Selection of Schools and Students

For the NAEP state assessment, participating schools within a given jurisdiction and students in those schools were selected using probability sampling methods. These methods are described in the *Writing Report Card*. In Texas, 2530 public school students from 100 schools participated in the 1998 state writing assessment.

¹ National Assessment Governing Board. (1996). *Writing framework and specifications for the 1998 National Assessment of Educational Progress*. Washington, DC: Author.

Texas

Participation Guidelines

To ensure comparability in a particular subject across all jurisdictions, NCES and NAGB have established guidelines for school and student participation rates. In order for assessment results to be reported, a jurisdiction must have its weighted participation rate for the initial sample of schools greater than or equal to 70 percent. The NAEP state assessment in writing was administered in both public and nonpublic schools at grade 8 in 1998; participation rates are calculated separately for these two samples. Only Texas' public schools participated, and the participation guidelines for reporting were met. Details on participation rates and guidelines for all participating jurisdictions can be found in Appendix A of the *Writing Report Card*.

Possible Sources of Bias in Reported Results

Within a certain state sample that meets the guidelines for publication of results, there still may exist possible sources of bias of the results due to nonparticipation of selected schools or due to nonparticipation of certain student groups. These possible sources of bias are indicated by notations and are specified and described in Appendix A of the *Writing Report Card*. Texas' public schools did not receive any notations to indicate the possibility of bias.

Participation by Students with Disabilities or who are Limited English Proficient

NAEP endeavors to assess all students selected in the randomized sampling process including students with disabilities (SD) as well as students who are beginning to learn English and are classified by their schools as limited English proficient (LEP). The guidelines used to classify students into these two categories vary from state to state. The percentages of students classified as SD or LEP in all participating states and jurisdictions are available in Appendix A of the *Writing Report Card*.

NAEP participation guidelines specify levels of SD/LEP student nonparticipation that put the sample at risk for nonresponse bias; however, all jurisdictions met these guidelines for the 1998 writing assessment.

NAEP offers certain accommodations for SD or LEP students who need them (for example, having the prompt read aloud or having extended time to respond), as described in the *Writing Report Card* and in a forthcoming report focusing on 1998 assessment results for SD and LEP students. However, school personnel make the ultimate decision as to whether or not a particular student should take the assessment and whether accommodations are needed. The table on the following page shows the percentage of students in Texas and the nation who were classified as SD or LEP in 1998, the percentage of students who were excluded from NAEP at the discretion of school personnel, and the percentage of SD or LEP students who were assessed with and without accommodations.

Texas

Grade 8 students who are classified as limited English proficient (LEP) or having disabilities (SD)

<i>Percentage of all students who are:</i>	Texas Public	Nation Public
Classified as LEP	7%	3%
Excluded from the assessment due to LEP	2%	1%
Classified as LEP and assessed with accommodations	0%	0%
Classified as LEP and assessed without accommodations	4%	2%
Classified as students with disabilities	14%	11%
Excluded from the assessment due to disability	5%	4%
Classified as SD and assessed with accommodations	2%	3%
Classified as SD and assessed without accommodations	7%	5%

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

How Are Results Reported?

In this report, as in other NAEP reports, only those results based on preestablished minimum sample sizes are reported. The results are reported in terms of two metrics—average scale scores and percentages of students at or above each achievement level (as well as the percentage below the *Basic* level). Descriptions of these two metrics follow. Further details can be found in the *Writing Report Card*.

The NAEP Writing Scale

Students' responses to a writing prompt were analyzed to determine the percentages of students falling into each of six score categories. That information from all the writing prompts was combined using item response theory (IRT) methodology to form a writing performance scale. One scale was developed that encompasses the three purposes for writing (narrative, informative, and persuasive writing) in the assessment. Each grade (4, 8, and 12) has its own scale ranging from 0 to 300 with a mean of 150 and a standard deviation of 35. This scale is the metric used to present the average scale scores and selected percentiles in this and other reports. Details on scaling procedures will be available in the forthcoming *Technical Report*.

The Writing Achievement Levels

In addition to the NAEP writing scale, results are also reported in terms of the writing achievement levels authorized by the NAEP legislation¹ and adopted by the National Assessment Governing Board (NAGB). The achievement levels are performance standards based on the collective judgments of a broadly representative panel that included teachers (55%), non-teaching educators (15%), and members of the general public (30%). These achievement levels reflect the panel's consensus as to what students should be expected to know and to do. Viewing students' performance from this perspective provides some insight into the adequacy of students' knowledge and skills and the extent to which they achieved expected levels of performance. NAGB reviewed and adopted the recommended achievement levels derived from the work of this panel.

¹ The National Education Statistics Act of 1994 requires that the National Assessment Governing Board develop "appropriate student performance levels" for reporting NAEP results.

Texas

For each grade tested, NAGB has adopted three achievement levels: *Basic*, *Proficient*, and *Advanced*. For reporting purposes, the achievement level cut scores for each grade represent the boundaries between four ranges on the NAEP writing scale: below *Basic*, *Basic*, *Proficient*, and *Advanced*. The policy definitions of the achievement levels are shown on the following page. The text of the descriptions of expected writing performance at each achievement level at grade 8 and the cut scores that divide the levels are shown in Figure 1.1 on page 6.

Definitions of the achievement levels

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance

The NAEP legislation requires that the achievement levels be used on a developmental basis until the Commissioner of Education Statistics determines, as the result of a congressionally mandated evaluation by one or more nationally recognized evaluation organizations, that the achievement levels are "reasonable, valid, and informative to the public." Upon review of the available information, the Acting Commissioner agrees with the National Academy of Science (NAS) recommendation that caution needs to be exercised in the use of the current achievement levels, since in the opinion of the Academy "... appropriate validity evidence for the cut scores is lacking; and the process has produced unreasonable results."⁴ Therefore, the Acting Commissioner concludes that these achievement levels should continue to be considered developmental and should continue to be interpreted and used with caution. In a recent study, 11 testing experts who provided technical advice for the achievement-level-setting process responded to the NAS report.⁵ The *Writing Report Card* contains further information on the developmental status of the achievement levels. The Acting Commissioner and NAGB believe that the achievement levels are useful for reporting the educational achievement of students in the United States.

The following achievement level descriptions focus on such aspects of writing as understanding of the task and audience, organization, use of details and elaboration, and commands of the mechanics of writing. The achievement level descriptions reflect what writers performing at each achievement level should be able to do. The achievement levels are cumulative from *Basic* to *Proficient* to *Advanced*. Each level builds on the previous level such that knowledge at the *Proficient* level presumes mastery of the *Basic* level, and knowledge at the *Advanced* level presumes mastery of both the *Basic* and *Proficient* levels.

⁴ Pelligrino, J. W., Jones, L. R., & Mitchell, K. J. (Eds.). (1999). *Grading the nation's report card: Evaluating NAEP and transforming the assessment of educational progress*. Committee on the Evaluation of the National and State Assessments of Educational Progress, Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education, National Research Council. (p. 182). Washington, DC: National Academy Press.

⁵ Hambleton, R.K., Brennan, R.L., Brown, W., Doid, B., Forsyth, R.A., Mehrens, W.A., Nellhaus, J., Reckase, M., Rindone, D., van der Linden, W.J., & Zwick, R. (1999). *A response to "Setting reasonable and useful performance standards" in the National Academy of Sciences' Grading the nation's report card*. Report available from the first author at Laboratory of Psychometric and Evaluative Research, University of Massachusetts, Hill House South Room 154, Amherst MA 01003. E-mail rkh@educ.umass.edu.

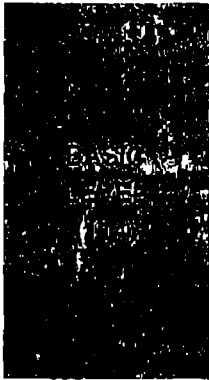
Texas



FIGURE 1.1

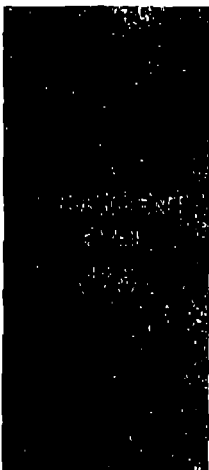
Levels of Writing Achievement at Grade 8

The following statements describe the kinds of things eighth-grade students should be able to do in writing at each level of achievement. These statements should be interpreted with the constraints of the National Assessment of Educational Progress in mind. Student performance reported with respect to these descriptions are in response to two age-appropriate writing tasks completed within 25 minutes each. Students are not advised of the writing tasks in advance nor engaged in pre-writing instruction and preparation; however, they are given a set of "ideas for planning and evaluating" their writing for the assessment. Although the NAEP writing assessment cannot fully assess students' abilities to produce a polished piece of writing, the results do provide valuable information about students' abilities to generate writing in response to a variety of purposes, tasks, and audiences within a rather limited period of time. The portion in bold is a summary of the text following it.



Eighth-grade students performing at the basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way.

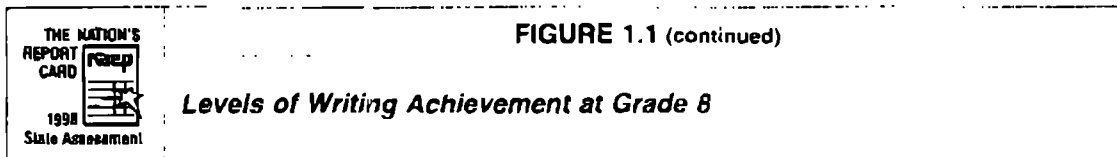
Eighth-grade students performing at the basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.



Eighth-grade students performing at the proficient level should be able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure, and it may show analytical, evaluative, or creative thinking.

Eighth-grade students performing at the proficient level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should be organized, making use of techniques such as sequencing or a clearly marked beginning and ending, and it should make use of details and some elaboration to support and develop the main idea of the piece. Their writing should include precise language and some variety in sentence structure, and it may show analytical, evaluative, or creative thinking. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.

Texas



Eighth-grade students performing at the advanced level should be able to produce a fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking and may make use of literary strategies to clarify a point. At the same time, the writing should be clearly organized, demonstrating precise word choice and varied sentence structure.

Eighth-grade students performing at the advanced level should be able to produce an effective and fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and should demonstrate precise word choice and varied sentence structure. Their work should include details and elaboration that support and develop the main idea of the piece, and it may make use of strategies such as analogies, illustrations, examples, anecdotes, or figurative language to clarify a point. At the same time, the writing should show that these students can keep their work clearly and consistently organized. Writing by eighth-grade students performing at the advanced level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate good control of these elements and may use them for stylistic effect in their work.

How Are Performance Differences Reported?

In this report, statements that compare groups by using terms such as “higher” or “not significantly different” (e.g., “females scored higher than males”) are based on the results of statistical tests. Because the percentages of students and the average writing scale scores presented in this report are based on samples—rather than on the entire population of eighth graders in a jurisdiction—the numbers reported are necessarily *estimates*. As such, they are subject to sampling error, a measure of uncertainty reflected in the *standard error*⁶ of the estimate. When the percentages or average scale scores of certain groups are compared, it is essential to take the standard error into account rather than to rely solely on observed similarities or differences. The comparisons discussed in this report are based on statistical tests that consider both the magnitude of the differences between the averages or percentages and the standard errors of those statistics. The reader is cautioned to rely on the results of these statistical tests rather than simply on the size of any difference in scale scores or percentages in making inferences from the data.

The statistical tests determine whether the evidence—based on the data from the groups in the sample—is strong enough to conclude that there is an actual difference in the averages or percentages for those groups in the population. If the evidence is strong (i.e., the difference is statistically significant), the report describes the group averages or percentages as being different (e.g., one group performed *higher than* or *lower than* another group) regardless of the apparent size of the difference. If the evidence is not sufficiently strong (i.e., the difference is not statistically significant), the averages or percentages are described as being *not significantly different*—again, regardless of whether the sample averages or sample percentages appear to be about the same or widely discrepant.

⁶ Standard errors measure the uncertainty that another sample drawn from the same population could have yielded somewhat different results.

Overall Writing Results for Public School Students

Presented below are results for Texas' eighth-grade public school students as compared to students in the West region and nationwide. Additional results from the assessment can be found in the *Writing Report Card* and at <http://www.nces.ed.gov/nationsreportcard/>, the NAEP Web site.

Students' Overall Scale Scores

Table 1.1A shows the overall performance of Texas' public school students, as well as the overall performance for the West region and the nation. The first column of results gives the average scale score on the NAEP 0-300 writing scale.

A broader and more delineated view of writing ability can be gained by looking at the scale scores across the performance continuum. The columns to the right of the average scale score show this distribution of scale scores by selected percentiles. An examination of the data at the 10th, 25th, 50th, 75th, or 90th percentile can provide a picture of how closely the performance of Texas' students with lower or higher writing ability matches that of the region or the nation.

In terms of the average NAEP writing scale score for Texas' public school students, Table 1.1A shows the following.

- The average scale score of public school students in Texas was 154, higher than that of eighth graders in public schools nationwide (148).

THE NATION'S REPORT CARD 1998 State Assessment 						
TABLE 1.1A						
Average writing scale scores and selected percentiles for public school students						
	Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
Texas	154 (1.5)	110 (2.1)	132 (2.7)	156 (1.8)	179 (1.2)	197 (2.3)
West	145 (1.3)	97 (2.0)	120 (1.6)	146 (1.7)	170 (1.3)	190 (1.6)
Nation	148 (0.6)	102 (1.0)	124 (0.8)	149 (0.6)	172 (0.8)	192 (1.2)

The NAEP writing scale ranges from 0 to 300. The standard errors of the statistics appear in parentheses.

SOURCE: National Center for Education Statistics. National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Texas

Overall Results in Terms of Achievement Levels

Table 1.1B presents the percentages of students who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* levels. Because the percentages in the levels are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students at or above *Basic* (which includes *Proficient* and *Advanced*) plus the percentage of students below *Basic* will always sum to 100 percent.

Table 1.1B indicates the following in terms of achievement levels attained by Texas' public school students.

- The percentage of public school eighth graders in Texas who performed at or above the *Proficient* level was 31 percent. This percentage was greater than that of public school students across the nation (24 percent).
- The percentage of students who performed at or above the *Basic* level in Texas was 88 percent. This percentage was greater than that of public school students nationwide (83 percent).

THE NATION'S REPORT CARD  1998 State Assessment	TABLE 1.1B Percentages of public school students attaining achievement levels				
At or Above Proficient Advanced					
Texas	12 (1.4)	88 (1.4)	31 (1.7)	1 (0.3)	
West	20 (1.2)	80 (1.2)	22 (1.2)	1 (0.2)	
Nation	17 (0.5)	83 (0.5)	24 (0.8)	1 (0.1)	

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. The standard errors of the statistics appear in parentheses.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Comparisons Between Texas and Other Participating Jurisdictions

In 1998, 41 states and other jurisdictions participated in the writing assessment. Of those, 39 met statistical reporting requirements for publishing their public school students' performance on the NAEP writing assessment. The map in Figure 1.2 shows the participating states and indicates their membership in four U.S. geographic regions. Note that the Virgin Islands and the Department of Defense Education Activity domestic (DDESS) and overseas (DoDDS) schools do not belong to any of these regions. Writing results for all participating states and other jurisdictions are available at the NAEP Web site. Figures 1.2 and 1.3 are also available in color at the NAEP Web site. In the companion *Writing Report Card*, there are additional data tables as well as multiple comparison charts permitting comparison of each participating jurisdiction with all others.

How to read Figures 1.2 and 1.3

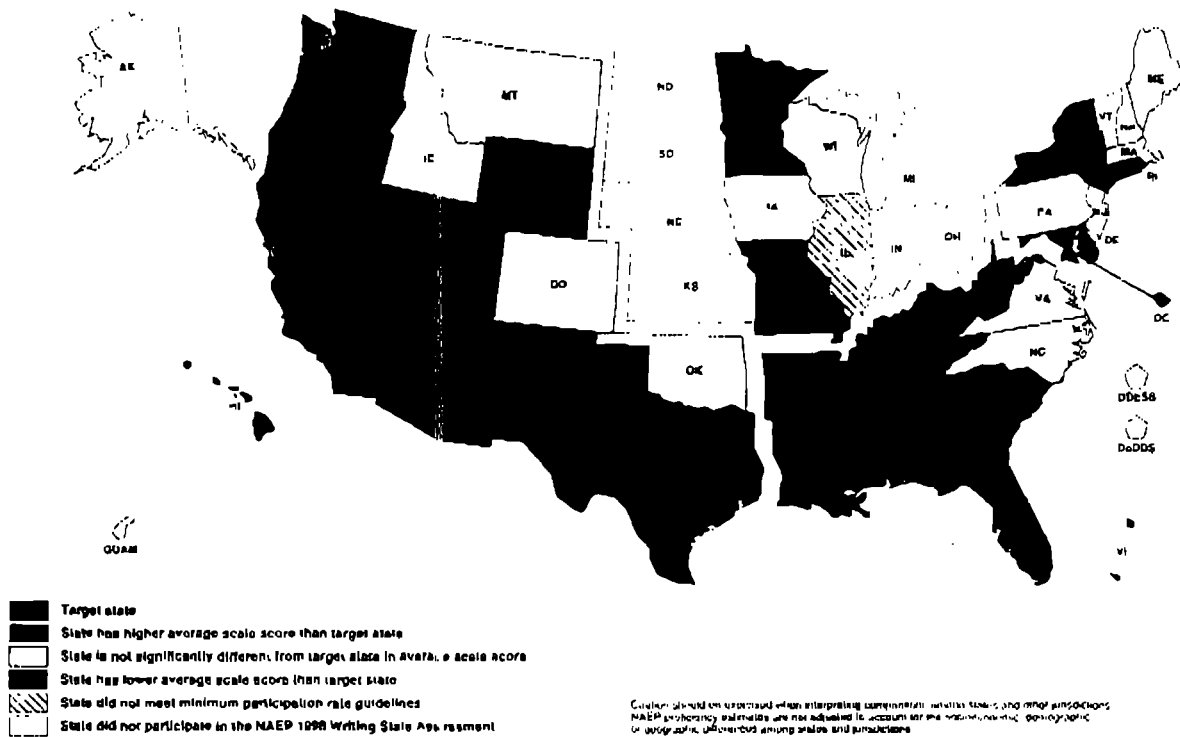
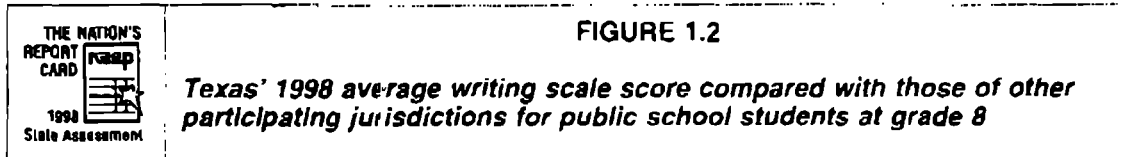
Figure 1.2 presents a map comparing Texas' overall 1998 grade 8 writing scale scores with those of all other participating states and jurisdictions. The different shadings are determined by whether or not Texas' average scale score is significantly different (in a statistical sense) from that of each of the other participants in the 1998 NAEP state writing assessment. States that did not participate in 1998, or that did not meet reporting guidelines, are also represented in the map.

Figure 1.3 permits comparisons of all participants in the NAEP state assessment, in terms of percentages of public school students performing at or above the *Proficient* level and, conversely, those performing at the *Basic* level and below. The participating jurisdictions are arranged into categories reflecting student performance compared with that in Texas. The jurisdictions are grouped by whether the percentage of their students with scores at or above the *Proficient* level (including *Advanced*) was higher than, not significantly different from, or lower than the percentage in Texas. Note that the arrangement of the states and other jurisdictions within each category is alphabetical; statistical comparisons among the jurisdictions in each category are not included here.

Figure 1.3 graphically displays the percentages of eighth-grade students whose scores put them in the *Proficient* and *Advanced* categories (to the right of the vertical line). To the left of the vertical line is the proportion of students whose scores placed them in the *Basic* and below *Basic* categories.

The text and tables in this report refer to the percentage of students who score "at or above *Proficient*" and "at or above *Basic*." These percentages are cumulative. For instance, in Table 1.1B, "at or above *Proficient*" appears as a single percentage. In order to compare the percentage in Figure 1.3 with that in Table 1.1B, the percentage appearing in the *Proficient* band in the figure must be added to the percentage in the *Advanced* band to obtain the percentage of students whose scores categorize them as "at or above *Proficient*." Similarly, the sum of the percentages appearing in the *Basic*, *Proficient*, and *Advanced* bands yields the percentage of students "at or above *Basic*." The numbers in the figure may not add to the exact percentages at or above the achievement levels due to rounding; be sure to refer to the percentages in Table 1.1B for the correct cumulative percentages.

Texas



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

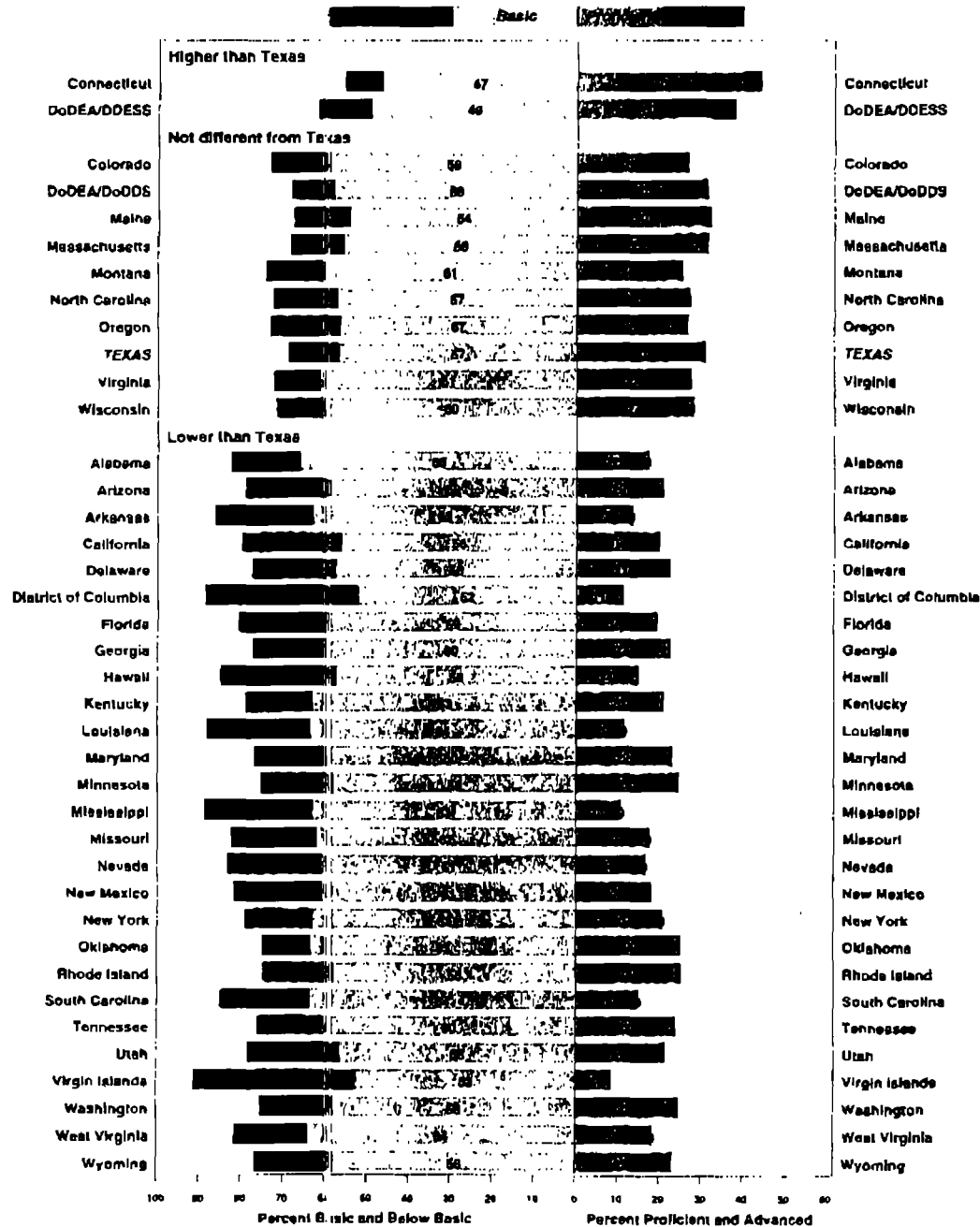
Texas



FIGURE 1.3

Achievement levels for writing: Comparing the percentage of public school students at or above the Proficient level in Texas with those in other participating jurisdictions at grade 8 in 1998

The bars below contain estimated percentages of students in each NAEP writing achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



NOTE: Numbers may not add to 100, or to the exact percentage at or above Achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.



Writing Performance by Demographic Characteristics

Since its inception in 1969, NAEP's mission has been to collect, analyze, and produce valid and reliable information about the academic performance of students in the United States in various learning areas. In 1990, the mission of NAEP was expanded to provide state-by-state results on academic achievement. To provide each state with an individual report presenting its own results, the computer-generated reporting system was developed; this report was produced using that system.

From 1990 through 1996, NAEP provided state reports with several variables chosen from the student, school, and teacher background questionnaires for their general interest to most states. Because of new Internet capabilities, and with the approval of the state NAEP representatives, the 1998 state reports are tailored to provide information of most immediate need to all states. Consequently, results are reported here by total population and broken out by major demographic variables only. State NAEP results on the Internet provide resources for customized reports not possible in the past.

Reported in this section are the results for student performance broken down by the main demographic variables usually reported by NAEP:

- Gender
- Race/ethnicity
- Levels of parental education
- Eligibility for the National School Lunch Program (NSLP)
- Type of location

Each of these variables is reported first by average scale score and selected percentiles and then by percentages of students at or above each achievement level. Results are presented only for those groups meeting preestablished minimum sample size requirements.

Interpretations and conclusions based on an examination of the differences between subgroups of students should be made cautiously, as should inferences about the effectiveness of the NSLP, because there are generally many other factors involved that are not discussed here and possibly not addressed by NAEP.

The average scale scores attained by a selected population do not reflect entirely the range of abilities within that population. In addition, differences between subgroups cannot be attributed simply to students' subgroup identification. A complex array of factors combine to affect students' achievement and their performance on measures of writing ability. Important issues such as opportunities to learn and sociocultural environmental factors must be considered in interpreting these differences.⁷

⁷ Stevens, F. (1993). *Opportunity to learn: issues of equity for poor and minority students*. Washington, DC: National Center for Education Statistics.

Gender

One issue covered in many studies and by comparisons below is that of differences in performance between males and females. Several studies show that females outperform males in development of literacy at the elementary and middle school grades; reports documenting or surveying gender differences in writing include *NAEP 1996 Trends in Academic Progress*,⁸ *The Condition of Education*,⁹ and *The ETS Gender Study*.¹⁰ In the 1998 NAEP state writing assessment, eighth-grade females' average scale score was higher than that of males in every participating jurisdiction.

Scale Score Results by Gender

In terms of average writing scale scores for Texas' public school students, Table 2.1A shows the following.

- In Texas, male students' average scale score (144) was lower than that of females (165).
- The average writing scale score of males in Texas (144) was higher than that of males across the nation (138). Similarly, Texas females' average scale score (165) was higher than that of females nationwide (158).

THE NATION'S REPORT CARD		TABLE 2.1A						
1998 State Assessment		Average writing scale scores and selected percentiles for public school students by gender						
	Percentage of total population	Average scale score	Selected percentiles					
			10th percentile	25th percentile	50th percentile	75th percentile	90th percentile	
Males								
Texas	49 (0.9)	144 (1.9)	102 (3.4)	122 (2.6)	144 (2.7)	166 (1.9)	185 (2.8)	
West	50 (0.7)	135 (1.6)	89 (2.4)	111 (1.5)	135 (2.0)	159 (1.5)	180 (1.3)	
Nation	51 (0.4)	138 (0.8)	93 (0.9)	115 (1.1)	139 (0.8)	162 (1.0)	181 (1.4)	
Females								
Texas	51 (0.9)	165 (1.7)	121 (4.0)	144 (1.3)	167 (2.0)	188 (3.4)	204 (2.4)	
West	50 (0.7)	154 (1.2)	109 (1.9)	131 (2.0)	156 (1.4)	179 (1.5)	198 (1.8)	
Nation	49 (0.4)	158 (0.6)	114 (0.9)	136 (0.9)	159 (0.9)	181 (0.9)	199 (0.7)	

The NAEP writing scale ranges from 0 to 300. The standard errors of the statistics appear in parentheses.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

⁸ Campbell, J., Voelkl, K., & Donahue, P. (1997). *NAEP 1996 trends in academic progress* (NCES Publication No. 97-985). Washington, DC: National Center for Education Statistics.

⁹ For instance, see Indicator 20: U.S. Department of Education. (1996). *The condition of education 1996* (NCES Publication No. 96-304). Washington, DC: Office of Educational Research and Improvement.

¹⁰ Cole, N. (1997). *The ETS gender study: How females and males perform in educational settings*. Princeton, NJ: Educational Testing Service.

Texas

Achievement Level Results by Gender

As shown in Table 2.1B, the following is true of achievement levels attained by Texas' public school students.

- In Texas, 19 percent of males and 43 percent of females performed at or above the *Proficient* level. These percentages were significantly different.
- In Texas, 82 percent of males performed at or above the *Basic* level. This was lower than the percentage of females performing at or above the *Basic* level (93 percent).
- The percentage of males at or above the *Proficient* level in Texas (19 percent) was not significantly different from that of males in the nation (15 percent).
- The percentage of females in Texas performing at or above the *Proficient* level (43 percent) was greater than that of females nationwide (34 percent).

THE NATION'S REPORT CARD		TABLE 2.1B			
1998 State Assessment		<i>Percentages of public school students attaining achievement levels by gender</i>			
				At or Above <i>Proficient</i>	<i>Advanced</i>
Males					
Texas	18 (2.1)	82 (2.1)	19 (1.8)	0 (0.2)	
West	28 (1.8)	72 (1.8)	14 (1.2)	0 (0.2)	
Nation	24 (0.9)	76 (0.9)	15 (0.8)	0 (0.1)	
Females					
Texas	7 (1.1)	93 (1.1)	43 (2.5)	2 (0.6)	
West	12 (0.8)	88 (0.8)	31 (1.5)	2 (0.3)	
Nation	10 (0.4)	90 (0.4)	34 (0.9)	2 (0.2)	

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. The standard errors of the statistics appear in parentheses.

SOURCE: National Center for Educational Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Students' Reports of Parents' Highest Education Level

As part of the background questionnaire administered with the assessment, students were asked to identify the highest level of education completed by each parent. The groupings were determined by the highest educational level reported for either parent.

Level of parental education has always exhibited the same general pattern in NAEP reports: the higher the level of parental education, the higher the level of student performance. This finding is borne out by other studies; for instance, see a paper by Grissmer, Kirby, Berends, and Williamson (1994) that includes findings from the National Longitudinal Survey of Youth (NLSY) and the National Education Longitudinal Study (NELS).¹²

Note that the format for the question is different for the 1998 writing assessment than in previous NAEP assessments. The format change is described in the *Writing Report Card*.

Scale Score Results by Parents' Education

In terms of average writing scale scores for Texas' eighth-grade public school students in 1998, Table 2.3A indicates the following. (The following discussion pertains only to those students who reported knowing the highest level of education achieved by one or both parents.)

- The average scale score of students in Texas reporting that neither parent graduated from high school was lower than those of students reporting that at least one parent graduated from high school, at least one parent had some education after high school, or at least one parent graduated from college.
- The average scale scores for students in Texas were higher than those of their counterparts nationwide for all four levels of reported parental education.

¹² Grissmer, D.W., Kirby, S.N., Berends, M., and Williamson, S. (1994). *Student achievement and the changing American family* (Publication No. MR-488-LE). Santa Monica, CA: RAND.

Texas

THE NATION'S
REPORT
CARD



1998
State Assessment

TABLE 2.3A

Average writing scale scores and selected percentiles for public school students by parents' highest level of education

		Percentage of total population	Average scale score	Percentiles				
				10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
Did not finish high school								
Texas	9 (0.9)	140 (3.0)	101 (10.7)	122 (4.7)	141 (3.9)	160 (3.2)	180 (4.1)	
West	8 (0.4)	126 (1.9)	84 (3.4)	106 (2.5)	127 (2.6)	147 (4.9)	166 (3.5)	
Nation	5 (0.3)	128 (1.9)	87 (2.5)	108 (2.4)	129 (1.4)	150 (2.0)	167 (2.8)	
Graduated from high school								
Texas	14 (0.9)	152 (2.4)	112 (2.8)	131 (3.7)	152 (2.7)	175 (5.8)	192 (2.8)	
West	13 (0.5)	141 (1.3)	100 (2.0)	119 (2.8)	141 (3.0)	163 (1.5)	184 (2.6)	
Nation	16 (0.4)	144 (0.8)	103 (1.5)	123 (1.8)	145 (0.8)	166 (1.2)	183 (2.0)	
Some education after high school								
Texas	29 (1.1)	151 (2.2)	107 (3.0)	129 (2.6)	153 (1.7)	176 (2.6)	193 (2.5)	
West	29 (0.8)	141 (1.6)	96 (2.4)	118 (2.4)	142 (2.1)	165 (1.9)	185 (2.5)	
Nation	28 (0.6)	143 (0.8)	100 (1.6)	121 (1.0)	144 (1.2)	166 (1.1)	185 (1.1)	
Graduated from college								
Texas	45 (1.9)	162 (1.6)	117 (2.1)	141 (1.6)	164 (1.9)	186 (2.4)	203 (2.1)	
West	46 (1.1)	154 (1.5)	106 (3.1)	131 (3.0)	156 (1.8)	180 (1.4)	199 (2.5)	
Nation	48 (0.9)	156 (0.8)	110 (1.0)	133 (1.0)	158 (1.1)	181 (1.1)	200 (1.1)	
I don't know.								
Texas	3 (0.4)	127 (4.4)	80 (20.0)	111 (4.5)	130 (2.6)	149 (7.8)	167 (5.6)	
West	4 (0.3)	115 (2.8)	73 (6.5)	94 (2.7)	116 (3.7)	136 (4.7)	157 (4.7)	
Nation	3 (0.1)	117 (1.7)	76 (4.1)	96 (4.4)	118 (1.7)	138 (2.7)	156 (2.3)	

The NAEP writing scale ranges from 0 to 300. The standard errors of the statistics appear in parentheses.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Achievement Level Results by Parents' Education

In terms of achievement levels attained by Texas' eighth-grade public school students in 1998, Table 2.3B indicates the following. (As with the discussion of scale score results, the following pertains only to those students who reported knowing the highest level of education achieved by one or both parents.)

- The percentage of students in Texas reporting that neither parent graduated from high school performing at or above the *Proficient* level was smaller than the corresponding percentages for students reporting that at least one parent graduated from high school, at least one parent had some education after high school, or that at least one parent graduated from college.
- The percentage of students in Texas reporting that neither parent graduated from high school performing at or above the *Basic* level was not significantly different from the corresponding percentages for students reporting that at least one parent graduated from high school, at least one parent had some education after high school, or that at least one parent graduated from college.
- The percentages of students performing at or above the *Proficient* level were greater in Texas than nationwide for all four levels of reported parental education.

Texas

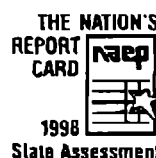


TABLE 2.3B

Percentages of public school students attaining achievement levels by parents' highest level of education

	Achievement Level			
			At or Above Proficient	Advanced
Did not finish high school				
Texas	18 (4.0)	82 (4.0)	13 (2.7)	0 (****)
West	33 (2.0)	67 (2.0)	6 (1.5)	0 (****)
Nation	31 (2.4)	69 (2.4)	6 (1.8)	0 (****)
Graduated from high school				
Texas	12 (2.3)	88 (2.3)	27 (3.3)	1 (****)
West	21 (2.5)	79 (2.5)	15 (1.2)	1 (0.3)
Nation	17 (1.3)	83 (1.3)	18 (1.2)	0 (0.2)
Some education after HS				
Texas	14 (2.0)	86 (2.0)	28 (2.6)	1 (****)
West	22 (1.9)	78 (1.9)	18 (1.5)	0 (0.3)
Nation	19 (0.9)	81 (0.9)	19 (0.9)	0 (0.1)
Graduated from college				
Texas	8 (1.1)	92 (1.1)	39 (2.0)	2 (0.5)
West	14 (1.2)	86 (1.2)	32 (1.8)	2 (0.3)
Nation	12 (0.6)	88 (0.6)	33 (1.2)	2 (0.2)
I don't know.				
Texas	30 (6.3)	70 (6.3)	6 (4.0)	0 (****)
West	47 (4.9)	53 (4.9)	3 (1.8)	0 (****)
Nation	45 (3.0)	55 (3.0)	3 (1.1)	0 (****)

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. The standard errors of the statistics appear in parentheses. **** Standard error estimates cannot be accurately determined.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Free/Reduced-Price Lunch Program Eligibility

NAEP tracks eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA), is designed to ensure that children near or below the poverty line receive nourishing meals. This program is available to public schools, nonprofit private schools, and residential child care institutions. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of poverty. More information is available at the USDA Web site, in particular under "Welcome to the School Lunch Program (NSLP)" at <http://www.fns.usda.gov/cnd/Lunch/Default.htm>.

NAEP collects data on student eligibility for the NSLP in five categories: eligible for reduced-price lunches, eligible for free lunches, not eligible for the NSLP, information was not available, or schools did not provide the information. Because some of these groups were small, the categories were combined into eligible, not eligible, and information not available, as reported here for groups meeting minimum sample size requirements.

Scale Score Results by Eligibility for the Free/Reduced-Price Lunch Program

In terms of average writing scale scores for Texas' public school students in 1998, Table 2.4A shows the following.

- In Texas, the average writing scale score of students eligible for free/reduced-price lunch was 141. This was lower than that of students not eligible for this program (163).
- Students in Texas eligible for free/reduced-price lunch had an average scale score (141) that was higher than that of similar eighth graders nationwide (131).
- Students in Texas who were not eligible for free/reduced-price lunch had an average scale score (163) that was higher than that of similar eighth graders nationwide (156).

Texas

THE NATION'S REPORT CARD  1998 State Assessment		TABLE 2.4A Average writing scale scores and selected percentiles for public school students by free/reduced-price lunch eligibility					
	Percentage of total population	Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
Eligible							
Texas	38 (2.0)	141 (2.1)	99 (4.3)	119 (2.3)	142 (3.2)	164 (1.9)	183 (2.1)
West	36 (1.9)	129 (1.4)	86 (1.9)	107 (2.2)	130 (1.8)	152 (1.5)	173 (2.1)
Nation	30 (1.0)	131 (0.8)	90 (1.3)	110 (0.8)	132 (1.0)	153 (1.1)	172 (0.8)
Not eligible							
Texas	59 (2.2)	163 (1.4)	120 (2.6)	142 (2.0)	164 (1.5)	185 (1.8)	202 (2.0)
West	52 (3.7)	151 (1.5)	110 (2.0)	132 (3.1)	155 (1.7)	178 (1.6)	197 (2.1)
Nation	58 (1.7)	153 (0.8)	113 (1.5)	135 (1.0)	157 (1.0)	179 (0.8)	197 (1.0)
Information not available							
Texas	3 (1.3)	150 (10.6)!	107 (10.0)!	126 (13.8)!	151 (12.2)!	175 (11.8)!	192 (18.2)!
West	12 (3.3)	148 (3.6)!	97 (5.5)!	122 (4.2)!	150 (3.6)!	173 (3.8)!	195 (2.4)!
Nation	12 (2.0)	150 (2.2)	102 (3.2)	126 (2.4)	152 (2.6)	175 (3.0)	196 (2.9)

The NAEP writing scale ranges from 0 to 300. The standard errors of the statistics appear in parentheses. ! Interpret with caution—the nature of the sample does not allow accurate determination of the variability of this statistic.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

Texas

Achievement Level Results by Eligibility for the Free/Reduced-Price Lunch Program

In terms of achievement levels attained by public school students in 1998, Table 2.4B indicates the following.

- In Texas, 17 percent of students who were eligible for the free/reduced-price lunch program and 40 percent of students who were not eligible for this program performed at or above the *Proficient* level. These percentages were significantly different.
- For students who were eligible for the free/reduced-price lunch program, the percentage at or above the *Proficient* level in Texas (17 percent) was greater than the corresponding percentage for eligible students nationwide (10 percent).
- For students who were not eligible for the free/reduced-price lunch program, the percentage at or above the *Proficient* level in Texas (40 percent) was greater than the corresponding percentage for ineligible students nationwide (32 percent).

TABLE 2.4B
Percentages of public school students attaining achievement levels by free/reduced-price lunch eligibility

			At or Above <i>Proficient</i>	Advanced
Eligible				
Texas	20 (2.7)	80 (2.7)	17 (2.0)	0 (****)
West	32 (1.9)	68 (1.9)	10 (0.9)	0 (****)
Nation	29 (1.0)	71 (1.0)	10 (0.5)	0 (0.1)
Not eligible				
Texas	7 (0.9)	93 (0.9)	40 (1.9)	2 (0.4)
West	12 (1.4)	88 (1.4)	30 (1.6)	1 (0.3)
Nation	11 (0.7)	89 (0.7)	32 (1.0)	1 (0.2)
Information not available				
Texas	15 (7.1)!	85 (7.1)!	26 (13.7)!	1 (****)!
West	20 (3.0)!	80 (3.0)!	25 (3.7)!	2 (0.9)!
Nation	17 (1.5)	83 (1.5)	27 (2.5)	1 (0.5)

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114-172; *Proficient*, 173-223; and *Advanced* 224 and above. The standard errors of the statistics appear in parentheses. ! Interpret with caution—the nature of the sample does not allow accurate determination of the variability of this statistic. **** Standard error estimates cannot be accurately determined.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment

Texas

Type of Location

Attention has been given recently to America's urban schools, often with the perception that these schools and their students compare less favorably with their nonurban counterparts.¹¹ Information on students according to school location is important to the efforts to ensure equal access to a high quality education for all. NAEP public school location is based on the NCES Common Core of Data (CCD), as drawn from U.S. Census data and definitions.

Schools that participated in the assessment were classified into three mutually exclusive types of geographic location—Central City, Urban Fringe/Large Town, and Rural/Small Town. General information (including definitions) about these categories and schools' categorization within them can be found in Chapter 3 of the technical report for the 1996 NAEP state mathematics assessment.¹²

Scale Score Results by Type of Location

In terms of average writing scale scores for public school students in Texas, Table 2.5A reveals the following. The nature of the NAEP national sample does not permit accurate estimation of type of location for the U.S. geographic regions. Therefore, no results for the West region are shown.

- In Texas, the average writing scale score of students attending public schools in central cities was not significantly different from those of students in urban fringes/large towns and rural areas/small towns.
- The average scale score of students attending schools in central cities in Texas was higher than that of similar students nationwide. The average scale scores of students attending schools in urban fringes/large towns and rural areas/small towns in Texas were not significantly different from those of similar students nationwide.



TABLE 2.5A

Average writing scale scores and selected percentiles for public school students by type of location

	Percentage of total population	Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
Central city							
Texas	49 (1.0)	152 (2.2)	108 (3.1)	129 (3.2)	153 (2.1)	177 (2.9)	196 (3.7)
Nation	31 (1.6)	141 (1.3)	94 (1.2)	117 (1.4)	141 (1.4)	166 (1.4)	188 (1.7)
Urban fringe/ large town							
Texas	28 (1.4)	159 (3.0)	115 (3.5)	137 (6.0)	160 (3.5)	183 (2.2)	200 (2.4)
Nation	39 (2.0)	153 (1.4)	107 (2.0)	130 (1.5)	155 (1.7)	178 (1.5)	196 (1.5)
Rural/small town							
Texas	23 (1.4)	153 (2.2)	111 (2.2)	132 (2.1)	155 (3.8)	176 (2.6)	195 (2.2)
Nation	29 (1.5)	148 (1.2)	104 (1.3)	126 (1.6)	150 (1.1)	171 (1.7)	189 (1.6)

The NAEP writing scale ranges from 0 to 300. The standard errors of the statistics appear in parentheses. Characteristics of the school sample do not permit reliable regional results for type of location.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 Writing Assessment.

¹¹ U.S. Department of Education, National Center for Education Statistics (1996). *Urban schools: The challenge of location and poverty* (NCES Publication No. 96-184). Washington, DC: U.S. Government Printing Office.

¹² Allen, N.L., Jenkins, F., Kulick, E., and Zelenak, C.A. (1997). *Technical report of the NAEP 1996 state assessment program in mathematics* (NCES Publication No. 97-951). Washington, DC: National Center for Education Statistics.

*Texas***Achievement Level Results by Type of Location**

In terms of achievement levels for public school students in Texas, Table 2.5B indicates the following.

- For students who attended schools in central cities in Texas, the percentage at or above the *Proficient* level was not significantly different from the corresponding percentages for students in urban fringes/large towns and rural areas/small towns.
- For students in central cities in Texas, the percentage at or above the *Basic* level was not significantly different from the corresponding percentages for students in urban fringes/large towns and rural areas/small towns.
- The percentage of students attending schools in central cities in Texas performing at or above the *Proficient* level was greater than that of their national counterparts. The percentages of students attending schools in urban fringes/large towns and rural areas/small towns in Texas performing at or above the *Proficient* level were not significantly different from those of their national counterparts.

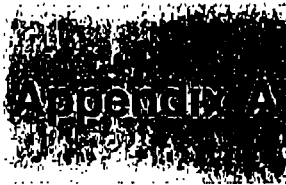
**TABLE 2.5B**

Percentages of public school students attaining achievement levels by type of location

		Achievement Level		
			At or Above Proficient	Advanced
Central city				
Texas	14 (2.0)	86 (2.0)	29 (2.6)	1 (0.4)
Nation	22 (1.3)	78 (1.3)	19 (1.4)	1 (0.2)
Urban fringe/large town				
Texas	10 (2.6)	90 (2.6)	36 (3.6)	1 (0.5)
Nation	14 (1.1)	86 (1.1)	29 (1.7)	1 (0.2)
Rural/small town				
Texas	12 (1.4)	88 (1.4)	29 (2.6)	1 (****)
Nation	16 (1.0)	84 (1.0)	23 (1.4)	1 (0.2)

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. The standard errors of the statistics appear in parentheses. Characteristics of the school sample do not permit reliable regional results for type of location. **** Standard error estimates cannot be accurately determined.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.



Appendix A Where to Find More Information

Below are only a few suggestions for finding additional NAEP results and related information. A hyperlinked version of this section is available from the Web page that introduces the 1998 state reports, <http://nces.ed.gov/nationsreportcard/pubs/stt1998/1999463.shtml>. Many of the reports and data files on the Web will require the use of the (free) Adobe Acrobat Reader; for information on installing the Reader, click on the *Help* button at the NAEP Web site, <http://nces.ed.gov/nationsreportcard/>.

Details of the NAEP Writing Assessment

For details of the assessment, refer to the companion report, the *NAEP 1998 Writing Report Card for the Nation and the States*. Both that report and the *NAEP 1998 Writing State Reports* are available on the NAEP Web site. For details of the framework on which the writing assessment was developed, see <http://www.nagb.org/>. Click on the *Publications* button on the left, and then click on *Writing Framework and Specifications for the 1998 National Assessment of Educational Progress*.

Technical information about the assessment will be available in the *NAEP 1998 Technical Report* in 2000. Until that technical report is available, many questions may be answered by searching in the *Technical Report of the NAEP 1996 State Assessment Program in Science*, to be found at the NAEP Web site. The science assessment was also on a within-grade scale, so science scaling procedures would be more similar to writing than would the scaling procedures in the mathematics assessment (which was on a cross-grade scale).

1998 Participation Rates

Information on each jurisdiction's participation rates for schools and students is in Appendix A of the *Writing Report Card*, to be found at the NAEP Web site.

Additional Results from the Writing Assessment

For more findings from the 1998 writing assessments, refer to the 1998 results at the NAEP Web site. On the release date, the summary data tables (SDTs) at this site will include student, school, and teacher variables for all jurisdictions, the nation, and the four NAEP geographic regions. Complete SDTs will be available for all jurisdictions, with all background questions cross-tabulated with the major demographic reporting variables (for instance, hours of television watched by level of parental education or limited English proficiency by race/ethnicity).

Texas

Variables Reported in the State Reports

The following variables can be found in the summary data tables (SDTs) at <http://nces.ed.gov/nationsreportcard/tables>. More information on these variables is available in Appendix A of the *Writing Report Card* at <http://nces.ed.gov/nationsreportcard/>, the NAEP Web site. The variables reported here, with their labels in the tables are:

- **Gender.** This is DSEX in the SDTs. Reports documenting or surveying gender differences in writing include *NAEP 1996 Trends in Academic Progress* at the NAEP Web site, *The Condition of Education*, for instance, *Indicator 20* at <http://nces.ed.gov/pubs/ce/c9520a01.html>, and *The ETS Gender Study* at <http://etsi1.ets.org/pub/res/gender.pdf>.
- **Race/Ethnicity.** This is DRACE in the SDTs. An instructive explanation of the derivation appears in Appendix A of the *Writing Report Card*, at the NAEP Web site.
- **Students' Reports of Parents' Highest Education Level.** PARED2 is a derived variable also described in Appendix A of the *Writing Report Card*. The effect of parental education is discussed in a paper by Grissmer, Kirby, Berends, and Williamson (1994) at <http://www.rand.org/publications/MR/MR535/MR535.html>.
- **Free/Reduced-Price Lunch Program Eligibility.** The variable reported here is SLUNCH1, which is a version of SLUNCH with several of the categories of SLUNCH (e.g., reduced and free) combined. A description of the free/reduced-price lunch program is available at <http://www.fns.usda.gov/cnd/Lunch/Default.htm>.
- **Type of Location.** TOL3 is the label in the SDTs. The TOL variable uses data from the most recent and Quality Education Data (QED) file (see <http://www.qeddata.com/>) combined with the most recent Private School Survey PSS file (see <http://nces.ed.gov/surveys/pss.html>). The Common Core of Data (CCD) file (see <http://nces.ed.gov/ccd/index.html>) is used to extract type of location or urbanization information where missing from the QED file. Through this process, the TOL variable reflects the type of location values for the school recorded on the 1995/96 CCD and PSS files. Schools with missing values for type of location were assigned the TOL of other schools within the same city, when TOL did not vary within that city. Any remaining missing TOL values were assigned using U.S. Bureau of Census publications. Additional information is available under *General Information* on the NAEP SDT Tool Web pages and also in Chapter 3, Section 4, of the *Technical Report of the NAEP 1996 State Assessment Program in Mathematics* (<http://nces.ed.gov/nationsreportcard/96report/97951.pdf>).
- **Type of School.** SCHTYPE1 is the label in the SDTs. Note that the *Nonpublic* school sample includes *Private* and *Catholic* school students. *BIA* (Bureau of Indian Affairs) and *DoDEA* (Department of Defense Education Activity) students are in the *Combined* sample only.

Publications from NAEP Writing Assessments

NAEP also offers various special reports on writing that may be of particular interest to teachers. These may be ordered from the source at the end of this section, and some of them can be accessed and printed from the Web.

- *Writing Framework and Specifications for the 1998 National Assessment of Educational Progress*, from the National Assessment Governing Board (available at <http://www.nagb.org/>)
- *NAEP 1998 Writing Report Card for the Nation and the States*, the companion to this State Report (available at <http://nces.ed.gov/nationsreportcard/>, the NAEP Web site)
- *The NAEP 1998 Writing Report Card National Highlights*, a brochure with student samples, covering the national and state NAEP 1998 writing assessment (available at the NAEP Web site)
- *NAEP 1999 Trends in Academic Progress*, containing samples of student writing from the NAEP Long-Term Trend assessment (forthcoming at the NAEP Web site)
- *NAEP Trends in Writing: Fluency and Writing Conventions*, a short report from the NAEP Long-Term Trend assessment (available at the NAEP Web site)
- *NAEPFacts: Can Students Benefit from Process Writing?* To read this short publication describing selected results from the 1992 *Writing Report Card*, go to <http://nces.ed.gov/pubsearch/> and enter 96845 in the box labeled "Enter NCES #."

Some special reports on reading may be of interest to language arts teachers:

- *Listening to Children Read Aloud: Data from NAEP's Integrated Reading Performance Record (IRPR) at Grade 4*, results from the 1992 IRPR, a special study conducted with a subgroup of fourth graders who participated in the 1992 NAEP reading assessment (available in print only)
- *Interviewing Children About their Literacy Experiences: Data from NAEP's Integrated Reading Performance Record (IRPR) at Grade 4*, results from the 1992 IRPR, a special study conducted with a subgroup of fourth graders who participated in the 1992 NAEP reading assessment (available in print only)
- *NAEPFacts: Listening to Children Read Aloud: Oral Fluency* To read this NAEPFacts, summarizing NAEP's first attempt to measure 4th graders' oral reading fluency, accuracy, and rate on a large-scale basis, go to <http://nces.ed.gov/pubsearch/> and enter 95762 in the box labeled "Enter NCES #."
- *Students Selecting Stories: The Effects of Choice in Reading Assessment*, results from the NAEP Reader Special Survey of the 1994 National Assessment of Educational Progress (available at the NAEP Web site). To see this publication, go to <http://nces.ed.gov/pubsearch/> and enter 97491 in the box labeled "Enter NCES #."

Texas

For ordering information on these reports, write:

U.S. Department of Education

ED Pubs

P.O. Box 1398

Jessup, MD 20794-1398

or call toll free 1-877-4 ED PUBS (1-877-433-7827)

NAEP reading reports in addition to those listed above are available at the NAEP Web site.

For many of the publications, a free copy may be ordered on line. Go to

<http://nces.ed.gov/pubsearch/>, enter the NCES publication number, or enter key words from the title and select National Assessment of Educational Progress in the "Search Options" box. If printed copies are available, the next page will have a link to "Order your free copy now from EdPubs."

Sample NAEP Questions for Classroom Use

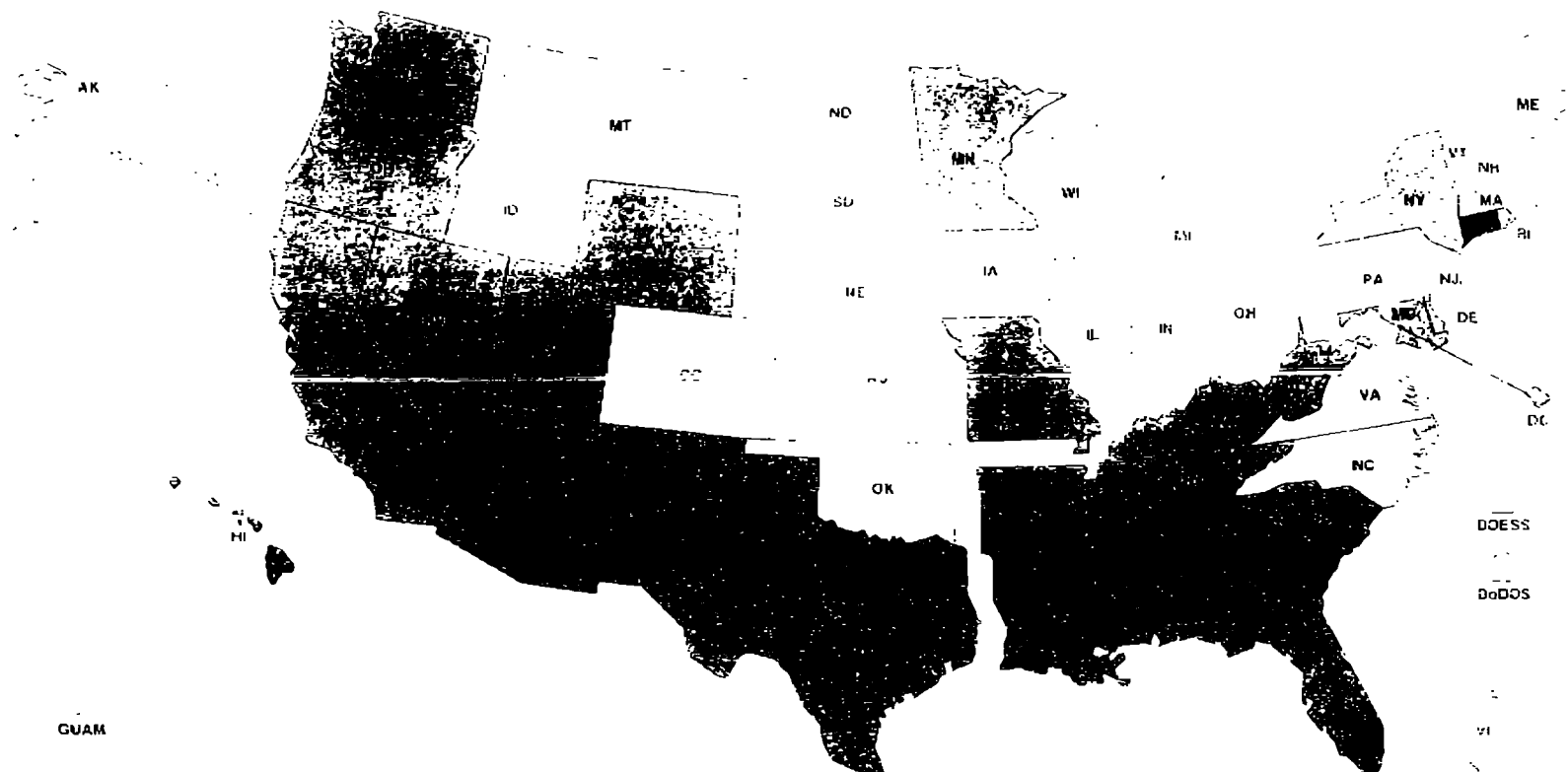
All of the 1998 released items are available now in the *Writing Report Card*. The released items from the 1998 writing assessment will appear on the Web in the fall of 1999. They will join the released items from the NAEP 1998 reading assessment. The Sample Questions Tool presents questions, scoring guides, actual responses, and scores from released portions of NAEP assessments. To access this tool from the NAEP Web site, click on "Sample Questions."

There is a tutorial for first time users.

Appendix B Figures from Section 1

Figures 1.2 and 1.3 are displayed here in full-page format, with legends and titles but without figure numbers or page headers and footers. In each state report on the Web, these figures will appear in color. They may be printed in black and white or in color for other uses such as overheads.

Texas' 1998 average writing scale score compared to those for other participating jurisdictions for public school students at grade 8



- Target state
- State has higher average scale score than target state
- State is not significantly different from target state in average scale score
- State has lower average scale score than target state
- State did not meet minimum participation rate guidelines
- State did not participate in the NAEP 1998 Writing State Assessment

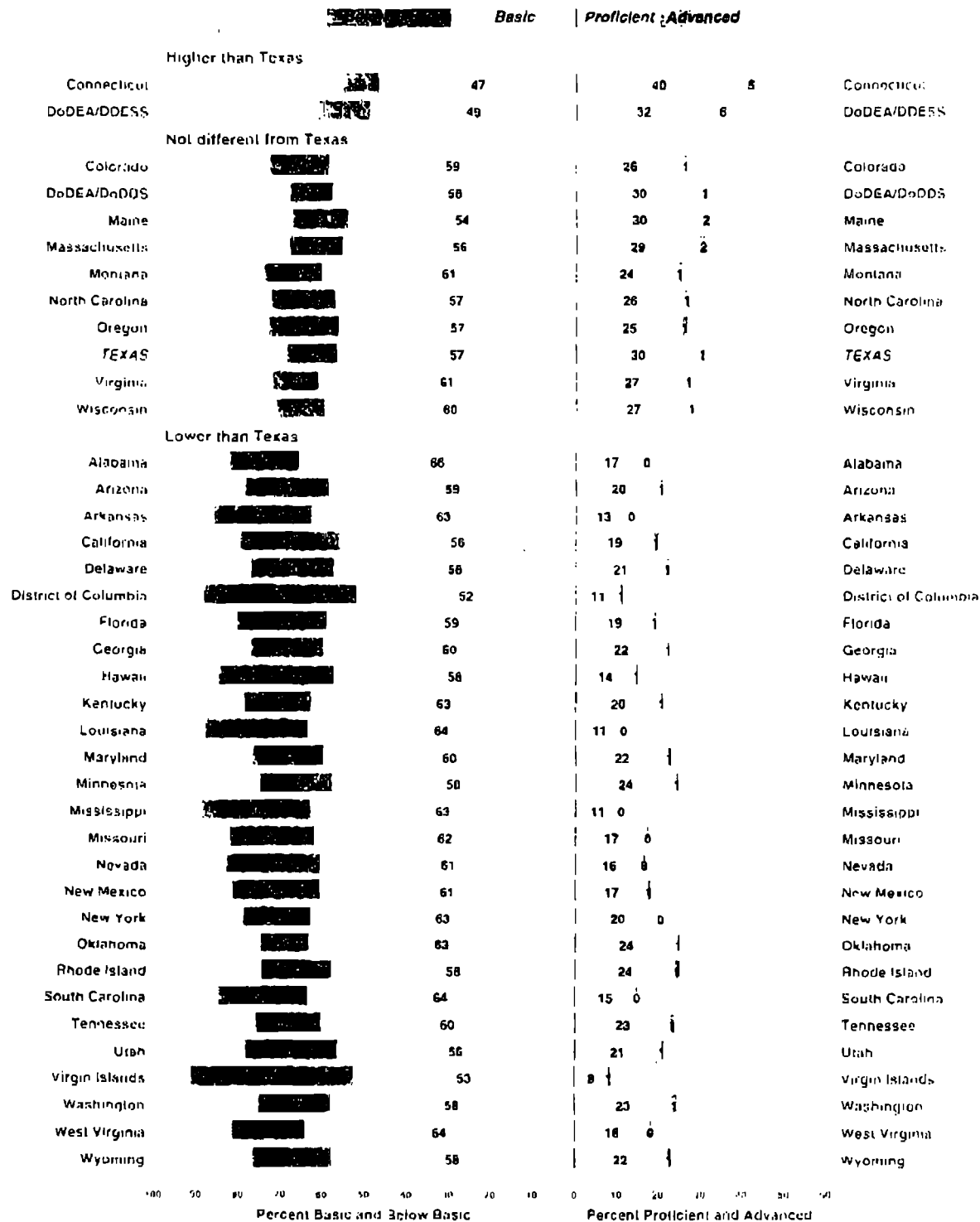
Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment. Data for states that did not participate in the NAEP 1998 Writing State Assessment are not included on this map. The shading on this map is not intended to represent a ranking of states by average scale score.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.



Achievement levels for writing: Comparing the percentage of public school students at or above the Proficient level in Texas with those in other participating jurisdictions at grade 8 in 1998

The bars below contain estimation percentages of students in each NAEP writing category at the state level. Each segment of the bar represents the percentage of students assigned at the point where the Proficient category begins, so that they may be compared to the Proficient and Advanced categories.



NOTE: Numbers may not add to 100% due to the exact percentage at or above Achievement level 3 being rounded.

**Office of the General Counsel**

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MEMORANDUM

October 25, 2000

To: Frank Monahan

From: John A. Liekweg *JAL*

Re: Participation of Private, Including Religious, Schools in Proposed School Construction Projects

You have brought to my attention that some in the administration, and perhaps some congressional staff, have raised unspecified Establishment Clause concerns with allowing religious elementary and secondary schools to participate in certain specified construction projects now under consideration for allowable uses of Title VI funds. For the reasons stated below, these concerns are not well-founded and the participation of religious schools, if challenged, would pass constitutional muster. Amending Title VI to include a construction program is not essential for private school participation. If another existing program or a new statutory provision is the vehicle for a school construction program, appropriate language can be drafted to accomplish the same result.

At the outset, a few aspects of the proposed participation of religious schools should be highlighted to frame the relevant constitutional context. First, unlike public schools, participation of private schools would be limited to four (4) distinct areas, i.e., (i) meeting physical accessibility requirements of the American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, (ii) acquisition of assistive technology devices for children with disabilities, (iii) renovations to comply with fire, health and safety codes, and (iv) asbestos abatement and removal. Second, because the proposed program would be under Title VI, religious schools would not receive direct cash grants or loans (although there is ample precedent for this in federal programs, e.g., school lunch, asbestos and energy programs and child care funds to meet health and safety requirements). SEAs and LEAs would receive and control the funds either by providing the services themselves or using third parties under their control to provide the services. Third, any funded services in private schools under Title VI must, by statute, be secular, neutral and nonideological. And fourth, in the four (4) distinct areas under consideration public and private, including religious, schools are treated the same.

With this background I suggest the following talking points to address the Establishment Clause concerns being raised.

(1) **Participation of Religious Schools in the Four (4) Distinct Areas Is Constitutional under *Mitchell v. Helms*.**

On June 28, 2000, in *Mitchell v. Helms* a six (6) member majority of the U.S. Supreme Court upheld the constitutionality of a Title VI program that provided instructional materials and equipment in religious schools. In doing so, the Court used the two part purpose and effect test set out in *Agostini v. Felton* in 1997. To be constitutional a program must have a secular purpose and must not have the effect of advancing religion. The Court currently uses three (3) primary criteria to evaluate effect: government aid does not result in governmental indoctrination of religion; does not define its recipients by reference to religion; and does not create an excessive entanglement between government and religion.

The proposed inclusion of private, including religious schools, in the same uses of Title VI funds available to public schools in the four (4) distinct areas under consideration clearly passes the *Agostini-Mitchell* test. There are clear secular purposes for such inclusion, *i.e.*, protecting the health and safety of students and insuring the accessibility of educational opportunities to them through the removal of physical barriers and the provision of assistive technology. As to effect, schools would not be defined by reference to religion because public and private schools would be treated the same. Participation of religious schools would not result in governmental indoctrination of religion. It is impossible to imagine how any of the following examples could lead to any realistic possibility of governmental indoctrination of religion: installation of a ramp; widening a bathroom stall; installation of smoke detectors or fire exit lights; removal or encapsulation of asbestos; and provision of assistive technology to children with disabilities. With regard to the latter, having upheld the provision of a hearing interpreter in a religious school in *Zobrest v. Catalina Foothills School District*, the Supreme Court is not likely to strike down the provision of assistive technology for a hearing impaired child. Finally, there would be no excessive government entanglement because none of the proposed uses requires any ongoing governmental surveillance. In one important respect, this proposal is much easier than *Mitchell* because the vast majority of proposed services here cannot by their nature be diverted to religious uses, while in *Mitchell* the funded services could have been diverted but were not.

(2) **There Is Ample Precedent in Federal Programs to Support the Participation of Religious Schools in the Proposed Use of Title VI Funds for Specified Purposes.**

Religious schools have participated in federally funded renovation projects in the asbestos abatement, energy conservation and school lunch programs. In addition, religious child care providers are eligible to use federal funds to meet health and safety requirements. Some have suggested these are weak precedents because these programs have never been challenged in court. There are three responses to this suggestion;

- (a) The more logical inference is that these are strong precedents because church-state separationists who oppose any form of aid to religious

schools are tenacious, well-versed in the law, as well as being well-financed, and surely would have challenged any of these programs if they thought there was any chance of striking them down.

- (b) In the debate over the Child Care and Development Block Grant Act it was representatives of church-state separationist interests who first suggested that religious child care providers could use federal funds to meet health and safety requirements.
- (c) The criterion should not be that Congress should only include religious schools in programs and services which the Supreme Court has already held to be constitutional. This would present an absolute bar to the participation of religious schools in new and innovative programs, in effect freezing the status quo. In addition, this approach would be totally at odds with how Congress has operated in the past where religious schools have routinely been included in new programs.

In summary, the inclusion of religious schools in the proposed use of Title VI funds for specified construction purposes, or a similar provision in a differently structured bill, would pass constitutional muster and is supported by precedents in other federal programs. No one can say with a straight face that government funding to install ramps, widen toilet stalls, lower water fountains, install smoke detectors or fire exit lights, and remove asbestos poses any realistic possibility of creating an establishment of religion. One can only speculate whether the real issue here is more political rather than the asserted constitutional concern.

Rationale:

Our
The proposed amendments would allow private nonprofit elementary and secondary schools to participate, in a limited manner, in the school repair and renovation program. Such participation would be limited to projects necessary to reduce health and safety problems, including environmental hazards and violations of local or State fire codes, and to improve accessibility of school programs to individuals with disabilities.

There is ample precedent in federal law supporting the participation of private nonprofit schools in this type of program. Private schools have participated in programs under the National Energy Conservation Policy Act of 1978 and the Asbestos School Hazard Abatement Act. In addition, religious child care providers can use funds under the Child Care and Development Block Grant Act of 1990 to bring their facilities into compliance with health and safety requirements, 42 U.S.C. § 9858d(b)(2).

Suggested Amendment to Title VI

Amend subsection (a) of section 6402 of Title VI of ESEA by adding the following new paragraph (3) and renumbering existing paragraph (3) as paragraph (4):

“(3) For the purposes of paragraph (1) of subsection (a), the term “services” includes the use of funds for one or more of the following:

- (A) School facilities modifications necessary to meet the physical accessibility standards of the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973;
- (B) To purchase, lease, or otherwise provide for the acquisition of assistive technology devices for children with disabilities;
- (C) School facility renovations undertaken for compliance with fire, health and safety codes; and
- (D) Asbestos abatement or removal from school facilities.”