

**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP)
2005
Results for West Virginia Public Schools**

NAEP Background

In 1988, Congress passed legislation for the National Assessment of Educational Progress (NAEP), the Nation's Report Card. NAEP results provide dependable and comprehensive information about educational progress in the United States. This is the only nationally representative data on student achievement.

States volunteer to participate in the NAEP. State Code § 18-2E-2, National Assessment of Educational Progress Testing, requires West Virginia schools to participate at the grade levels and in the content areas designated by NAEP. In each state volunteering to participate, approximately 2,500 - 3,000 students are randomly selected for each grade level tested. A sample of private schools is selected in proportion to the state's private school enrollment.

The purposes of the NAEP tests are the following:

- to detect the current status and report changes in the educational attainments of young Americans,
- to report long-term trends in the educational attainments of young Americans,
- to report assessment findings in the context of other data on educational and social conditions,
- to make the national assessment data base available for research on educational issues while protecting the privacy of individual students,
- to disseminate findings to the general public, federal government and other priority audiences,
- to advance assessment technology through an ongoing program of research and operation, and
- to disseminate assessment methods and materials and to assist those who wish to apply them at national, state and local levels.

The *No Child Left Behind Act* (NCLB) of 2001 mandated a new context for NAEP. Under NCLB, any state that wishes to receive a Title I grant must assure the Secretary of Education that beginning in the 2002-2003 school year the state will participate in the biennial state-level NAEP in reading and mathematics at grades 4 and 8. Local education agencies that receive a Title I subgrant must include an assurance in their Title I plans that they will participate in biennial state NAEP assessments of grades 4 and 8 reading and mathematics if they are selected for the NAEP sample.

Data reported by NAEP is a state composite. No data is reported for individual students, classroom, school, county or RESA.

NAEP ACHIEVEMENT LEVELS

The 1988 NAEP legislation creating the National Assessment Governing Board (NAGB) directed the Board to identify, for each subject area measured by NAEP, appropriate achievement goals. The 1994 NAEP reauthorization reaffirmed the Board's responsibility of creating appropriate student performance standards for each grade level in each subject area tested by NAEP. Since 1990, the Board has developed student performance standards (called Achievement levels). The Board has adopted achievement levels in mathematics, reading, U.S. history, world geography, and science.

Achievement levels are defined to help answer the question, "How good is good enough?" The goal is to report NAEP results in terms of the quality of student achievement by defining levels of learning linked to a common body of knowledge and skills that all students should attain, regardless of their backgrounds. The Board defined three levels for each grade: Basic, Proficient, and Advanced. These levels are cumulative in nature. Whereas WESTEST results are reported as five achievement levels, caution should be exercised in any attempt to correlate NAEP achievement levels with WESTEST achievement levels.

On the following pages are the policy definitions of the achievement levels that apply across grades and subject areas. Achievement content descriptions may vary from one year to another.

DEFINITIONS OF NAEP ACHIEVEMENT LEVELS

| <i>Achievement Level</i> | <i>Achievement Level Definition</i> |
|--------------------------|--|
| Advanced | This level signifies superior performance |
| Proficient | This level represents 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 |
| Basic | This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. NAEP also reports the proportion of students whose scores place them below the <i>Basic</i> achievement level. |

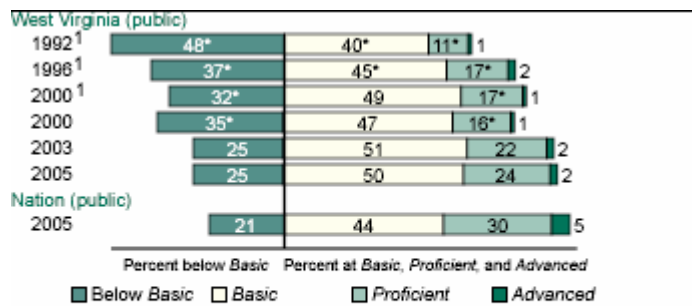
Mathematics – Grade 4

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for West Virginia – Grade 4

- In 2005, the average scale score for fourth-grade students in West Virginia was 231. This was not significantly different from¹ their average score in 2003 (231), and was higher than their average score in 1992 (215).
- West Virginia's average score (231) in 2005 was lower than that of the Nation's public schools (237).
- Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in West Virginia were higher than those in 4 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 39 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP *Proficient* level was 25 percent in 2005. This percentage was not significantly different from that in 2003 (24 percent), and was greater than that in 1992 (12 percent).
- The percentage of students in West Virginia who performed at or above the NAEP *Basic* level was 75 percent in 2005. This percentage was not significantly different from that in 2003 (75 percent), and was greater than that in 1992 (52 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; Advanced, 282 or above.

Average Scale Score Gaps Between Selected Groups

- In 2005, male students in West Virginia had an average score that was higher than that of female students by 3 points. In 1992, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was not found to be significantly different from that of White students (gap of 5 points). In 1992, the average score for Black students was lower than that of White students by 15 points.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 13 points. This performance gap was narrower than that of 1996 (19 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 35 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points.

NAEP
National Assessment
of Educational Progress

State: West Virginia

Grade: 4

Purpose:
The National Assessment of Educational Progress (NAEP) Assesses mathematics in five content areas described in the NAEP framework: Number, Measurement, Geometry, Data Analysis, and Algebra. The NAEP mathematics scale ranges from 0 to 500.

WEST VIRGINIA
DEPARTMENT OF EDUCATION



| Mathematics 2005 | Number of Students Tested | Performance Levels | | | | | | | | Grade Level Mastery Data | | | | |
|-------------------------------|---------------------------|--------------------|---|------------|----|-------|----|-------------|----|--------------------------|----|-------|----|------------------|
| | | Advanced | | Proficient | | Basic | | Below Basic | | At or Above | | Below | | Mean Scale Score |
| | | N | % | N | % | N | % | N | % | # | % | # | % | |
| West Virginia | 2709 | 54 | 2 | 650 | 24 | 1355 | 50 | 677 | 25 | 2059 | 76 | 677 | 25 | 231 |
| US Public Schools | 162956 | 8148 | 5 | 48887 | 30 | 71701 | 44 | 34221 | 21 | 128735 | 79 | 34221 | 21 | 237 |
| Gender | | | | | | | | | | | | | | |
| WV Female | 1300 | 26 | 2 | 273 | 21 | 663 | 51 | 663 | 27 | 962 | 74 | 663 | 27 | 229 |
| US Female | 79848 | 3194 | 4 | 23156 | 29 | 35932 | 45 | 16768 | 21 | 62281 | 78 | 16768 | 21 | 236 |
| WV Male | 1413 | 14 | 1 | 367 | 26 | 707 | 50 | 325 | 23 | 1088 | 77 | 325 | 23 | 232 |
| US Male | 162956 | 9777 | 6 | 52146 | 32 | 70071 | 43 | 32591 | 20 | 131994 | 81 | 32591 | 20 | 238 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| WV Asian/Pacific Islander* | | | | | | | | | | | | | | |
| US Asian/Pacific Islander | | | | | | | | | | | | | | |
| WV Black | 108 | 1 | 1 | 17 | 16 | 57 | 53 | 33 | 31 | 76 | 70 | 33 | 31 | 226 |
| US Black | 92885 | 929 | 1 | 11146 | 12 | 43656 | 47 | 37154 | 40 | 55731 | 60 | 37154 | 40 | 220 |
| WV Hispanic* | | | | | | | | | | | | | | |
| US Hispanic | | | | | | | | | | | | | | |
| WV American Indian* | | | | | | | | | | | | | | |
| US American Indian | | | | | | | | | | | | | | |
| WV White (not Hispanic) | 2574 | 51 | 2 | 618 | 24 | 1287 | 50 | 618 | 24 | 1956 | 76 | 618 | 24 | 231 |
| US White (not Hispanic) | 92885 | 180 | 7 | 37154 | 40 | 39012 | 42 | 10217 | 11 | 82668 | 89 | 10217 | 11 | 246 |
| WV Students with Disabilities | 488 | 5 | 1 | 59 | 12 | 190 | 39 | 234 | 48 | 254 | 52 | 234 | 48 | 215 |
| US Students with Disabilities | 19555 | 391 | 2 | 2738 | 14 | 7822 | 40 | 8604 | 44 | 10951 | 56 | 8604 | 44 | 218 |
| WV LEP Students* | | | | | | | | | | | | | | |
| US LEP Students | | | | | | | | | | | | | | |
| WV Econ. Disadvantaged | 1246 | 12 | 1 | 212 | 17 | 623 | 50 | 386 | 31 | 847 | 68 | 386 | 31 | 225 |
| US Econ. Disadvantaged | 91255 | 913 | 1 | 16426 | 18 | 43802 | 48 | 30114 | 33 | 61141 | 67 | 30114 | 33 | 225 |

*Sample size insufficient for data analysis

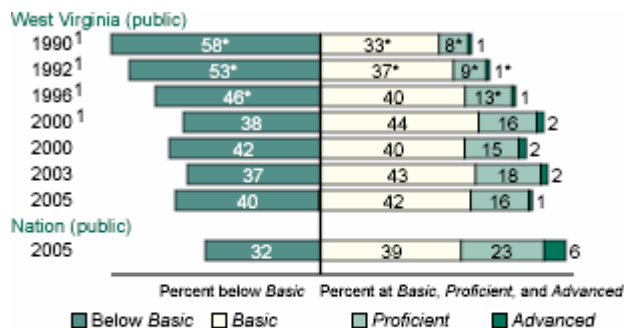
Mathematics – Grade 8

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for West Virginia – Grade 8

- In 2005, the average scale score for eighth-grade students in West Virginia was 269. This was not significantly different from¹ their average score in 2003 (271), and was higher than their average score in 1990 (256).
- West Virginia's average score (269) in 2005 was lower than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in West Virginia were higher than those in 5 jurisdictions, not significantly different from those in 6 jurisdictions, and lower than those in 40 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP Proficient level was 18 percent in 2005. This percentage was not significantly different from that in 2003 (20 percent), and was greater than that in 1990 (9 percent).
- The percentage of students in West Virginia who performed at or above the NAEP Basic level was 60 percent in 2005. This percentage was not significantly different from that in 2003 (63 percent), and was greater than that in 1990 (42 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

Average Score Gaps Between Selected Groups

- In 2005, male students in West Virginia had an average score that was not found to be significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 18 points. In 1990, the average score for Black students was lower than that of White students by 23 points.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 17 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.

NAEP

National Assessment of Educational Progress

State: West Virginia

Grade: 8

Purpose:
The National Assessment of Educational Progress (NAEP) Assesses mathematics in five content areas described in the NAEP framework: Number, Measurement, Geometry, Data Analysis, and Algebra. The NAEP mathematics scale ranges from 0 to 500.

WEST VIRGINIA
DEPARTMENT OF EDUCATION



| Mathematics 2005 | Number of Students Tested | Performance Levels | | | | | | Grade Level Mastery Data | | | | Mean Scale Score | | |
|-------------------------------|---------------------------|--------------------|---|------------|----|-------|----|--------------------------|----|-------------|----|------------------|-------|-----|
| | | Advanced | | Proficient | | Basic | | Below Basic | | At or Above | | | Below | |
| | | N | % | N | % | N | % | N | % | # | % | | # | % |
| West Virginia | 2573 | 26 | 1 | 412 | 16 | 1081 | 42 | 1029 | 40 | 1518 | 59 | 1029 | 40 | 269 |
| US Public Schools | 152766 | 9166 | 6 | 35136 | 23 | 59579 | 39 | 48885 | 32 | 103881 | 68 | 48885 | 32 | 278 |
| Gender | | | | | | | | | | | | | | |
| WV Female | 1261 | 13 | 1 | 214 | 17 | 530 | 42 | 530 | 40 | 757 | 60 | 530 | 40 | 270 |
| US Female | 74855 | 3743 | 5 | 16468 | 22 | 29942 | 40 | 24702 | 33 | 50153 | 67 | 24702 | 33 | 277 |
| WV Male | 1299 | 13 | 1 | 208 | 16 | 546 | 42 | 520 | 40 | 766 | 59 | 520 | 40 | 268 |
| US Male | 152766 | 9166 | 6 | 36664 | 24 | 59579 | 39 | 48885 | 32 | 105409 | 69 | 48885 | 32 | 278 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| WV Asian/Pacific Islander* | | | | | | | | | | | | | | |
| US Asian/Pacific Islander | | | | | | | | | | | | | | |
| WV Black | 103 | 0 | 0 | 5 | 5 | 32 | 31 | 66 | 64 | 37 | 36 | 66 | 64 | 251 |
| US Black | 91660 | 917 | 1 | 7333 | 8 | 30248 | 33 | 54079 | 59 | 38497 | 42 | 54079 | 59 | 254 |
| WV Hispanic* | | | | | | | | | | | | | | |
| US Hispanic | | | | | | | | | | | | | | |
| WV American Indian* | | | | | | | | | | | | | | |
| US American Indian | | | | | | | | | | | | | | |
| WV White (not Hispanic) | 2444 | 24 | 1 | 415 | 17 | 1051 | 43 | 953 | 39 | 1491 | 61 | 953 | 39 | 270 |
| US White (not Hispanic) | 91660 | 171 | 7 | 27498 | 30 | 38497 | 42 | 19249 | 21 | 72411 | 79 | 19249 | 21 | 288 |
| WV Students with Disabilities | 360 | 0 | 0 | 4 | 1 | 58 | 16 | 299 | 83 | 61 | 17 | 299 | 83 | 235 |
| US Students with Disabilities | 16804 | 168 | 1 | 1008 | 6 | 4033 | 24 | 11595 | 69 | 5209 | 31 | 11595 | 69 | 244 |
| WV LEP Students* | | | | | | | | | | | | | | |
| US LEP Students | | | | | | | | | | | | | | |
| WV Econ. Disadvantaged | 1235 | 12 | 1 | 111 | 9 | 457 | 37 | 667 | 54 | 580 | 47 | 667 | 54 | 259 |
| US Econ. Disadvantaged | 59579 | 596 | 1 | 7149 | 12 | 22640 | 38 | 29194 | 49 | 30385 | 51 | 29194 | 49 | 261 |

*Sample size insufficient for data analysis

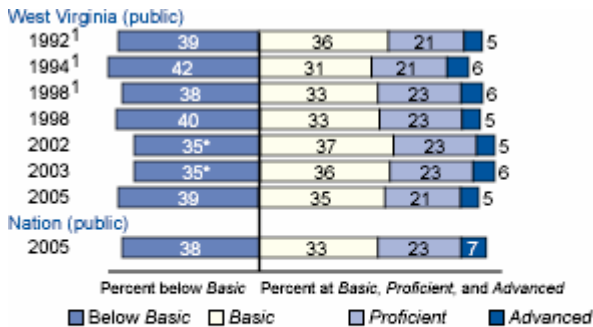
Reading – Grade 4

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for West Virginia – Grade 4

- In 2005, the average scale score for fourth-grade students in West Virginia was 215. This was lower¹ than their average score in 2003 (219), and was not significantly different from their average score in 1992 (216).
- West Virginia's average score (215) in 2005 was lower than that of the Nation's public schools (217).
- Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in West Virginia were higher than those in 10 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 31 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP Proficient level was 26 percent in 2005. This percentage was not significantly different from that in 2003 (29 percent), and was not significantly different from that in 1992 (25 percent).
- The percentage of students in West Virginia who performed at or above the NAEP Basic level was 61 percent in 2005. This percentage was smaller than that in 2003 (65 percent), and was not significantly different from that in 1992 (61 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.

Average Score Gaps Between Selected Groups

- In 2005, male students in West Virginia had an average score that was lower than that of female students by 7 points. In 1992, the average score for male students was lower than that of female students by 8 points.
- In 2005, Black students had an average score that was lower than that of White students by 13 points. Data are not reported for Black students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points.

NAEP

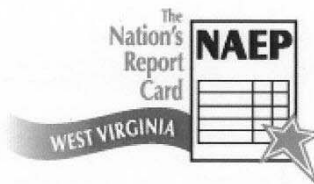
National Assessment of Educational Progress

State: West Virginia

Grade: 4

Purpose:
The National Assessment of Educational Progress (NAEP) Assesses Reading in two contexts described in the NAEP framework: Reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500

WEST VIRGINIA
DEPARTMENT OF EDUCATION



| Reading 2005 | Number of Students Tested | Performance Levels | | | | | | | | Grade Level Mastery Data | | | | |
|-------------------------------|---------------------------|--------------------|----|------------|----|-------|----|-------------|----|--------------------------|----|-------|----|------------------|
| | | Advanced | | Proficient | | Basic | | Below Basic | | At or Above | | Below | | Mean Scale Score |
| | | N | % | N | % | N | % | N | % | # | % | # | % | |
| West Virginia | 2615 | 131 | 5 | 549 | 21 | 915 | 35 | 1020 | 39 | 1595 | 61 | 1020 | 39 | 215 |
| US Public Schools | 156773 | 10974 | 7 | 36058 | 23 | 51735 | 33 | 59574 | 38 | 98767 | 63 | 59574 | 38 | 217 |
| Gender | | | | | | | | | | | | | | |
| WV Female | 1308 | 78 | 6 | 288 | 22 | 471 | 36 | 471 | 36 | 837 | 64 | 471 | 36 | 218 |
| US Female | 78386 | 6271 | 8 | 19597 | 25 | 25867 | 33 | 26651 | 34 | 51735 | 66 | 26651 | 34 | 220 |
| WV Male | 1315 | 53 | 4 | 250 | 19 | 447 | 34 | 565 | 43 | 750 | 57 | 565 | 43 | 211 |
| US Male | 156773 | 9406 | 6 | 32922 | 21 | 51735 | 33 | 64277 | 41 | 94064 | 60 | 64277 | 41 | 214 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| WV Asian/Pacific Islander* | | | | | | | | | | | | | | |
| US Asian/Pacific Islander | | | | | | | | | | | | | | |
| WV Black | 157 | 2 | 1 | 20 | 13 | 49 | 31 | 85 | 54 | 71 | 45 | 85 | 54 | 202 |
| US Black | 89361 | 1787 | 2 | 9830 | 11 | 25915 | 29 | 52723 | 59 | 37532 | 42 | 52723 | 59 | 199 |
| WV Hispanic* | | | | | | | | | | | | | | |
| US Hispanic | | | | | | | | | | | | | | |
| WV American Indian* | | | | | | | | | | | | | | |
| US American Indian | | | | | | | | | | | | | | |
| WV White (not Hispanic) | 2432 | 122 | 5 | 511 | 21 | 851 | 35 | 948 | 39 | 1484 | 61 | 948 | 39 | 228 |
| US White (not Hispanic) | 89361 | 243 | 10 | 26808 | 30 | 31276 | 35 | 22340 | 25 | 67021 | 75 | 22340 | 25 | 228 |
| WV Students with Disabilities | 314 | 3 | 1 | 31 | 10 | 75 | 24 | 204 | 65 | 110 | 35 | 204 | 65 | 190 |
| US Students with Disabilities | 15677 | 314 | 2 | 1411 | 9 | 3449 | 22 | 10504 | 67 | 5173 | 33 | 10504 | 67 | 190 |
| WV LEP Students* | | | | | | | | | | | | | | |
| US LEP Students | | | | | | | | | | | | | | |
| WV Econ. Disadvantaged | 1386 | 28 | 2 | 194 | 14 | 471 | 34 | 679 | 49 | 693 | 50 | 679 | 49 | 206 |
| US Econ. Disadvantaged | | | 2 | | 13 | | 30 | | 54 | | 45 | | 54 | 203 |

*Sample size insufficient for data analysis

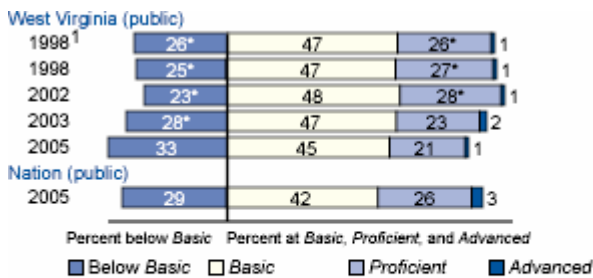
Reading – Grade 8

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for West Virginia – Grade 8

- In 2005, the average scale score for eighth-grade students in West Virginia was 255. This was lower¹ than their average score in 2003 (260), and was lower than their average score in 1998 (262).
- West Virginia's average score (255) in 2005 was lower than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in West Virginia were higher than those in 5 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 37 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP Proficient level was 22 percent in 2005. This percentage was not significantly different from that in 2003 (25 percent), and was smaller than that in 1998 (28 percent).
- The percentage of students in West Virginia who performed at or above the NAEP Basic level was 67 percent in 2005. This percentage was smaller than that in 2003 (72 percent), and was smaller than that in 1998 (75 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

Average Score Gaps Between Selected Groups

- In 2005, male students in West Virginia had an average score that was lower than that of female students by 11 points. In 1998, the average score for male students was lower than that of female students by 13 points.
- In 2005, Black students had an average score that was lower than that of White students by 20 points. In 1998, the average score for Black students was lower than that of White students by 14 points.
- Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 18 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 13 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 41 points.

NAEP

National Assessment of Educational Progress

State: West Virginia

Grade: 8

Purpose:
The National Assessment of Educational Progress (NAEP) Assesses Reading in two contexts described in the NAEP framework: Reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500

WEST VIRGINIA
DEPARTMENT OF EDUCATION



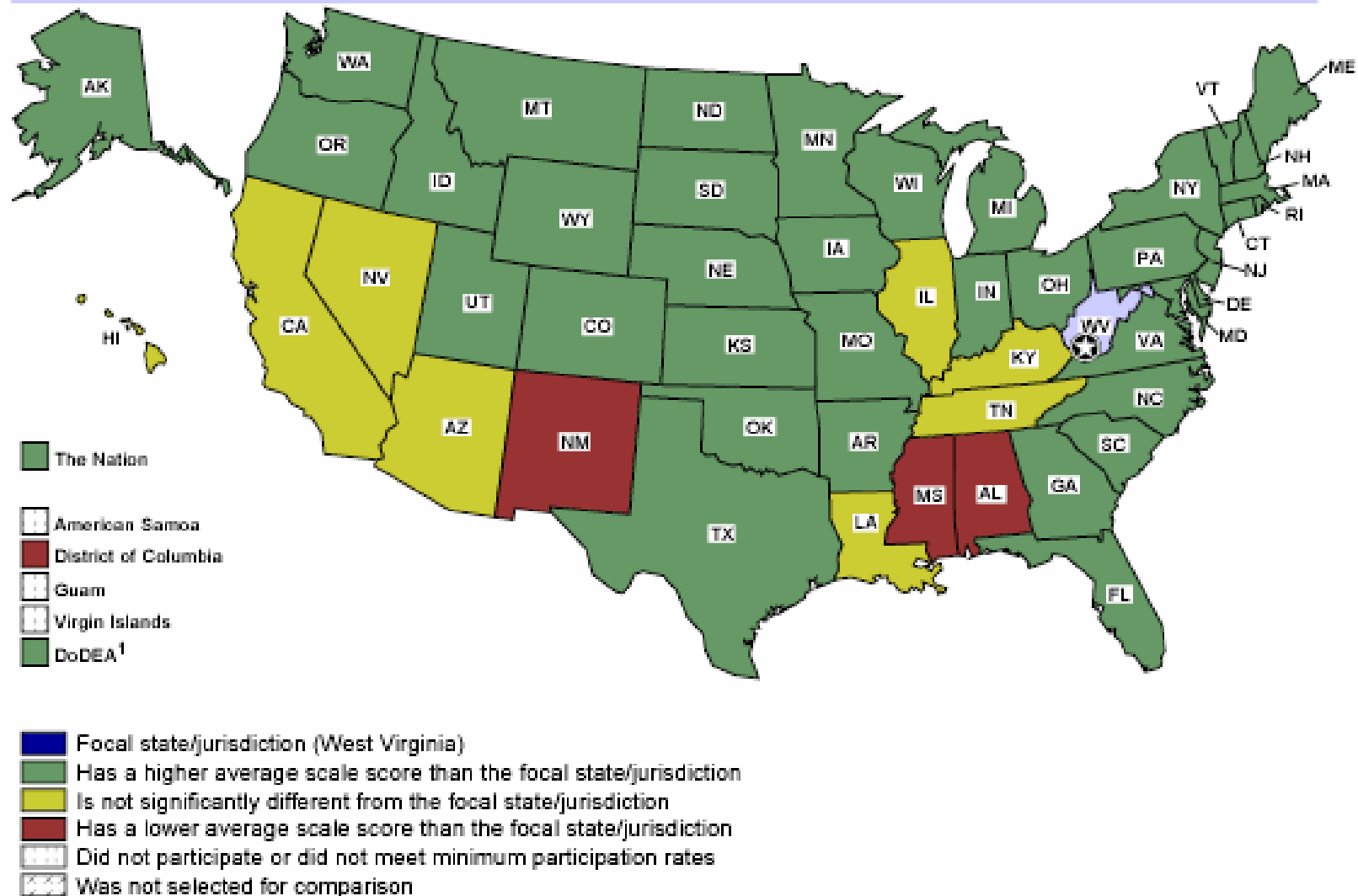
| Reading 2005 | Number of Students Tested | Performance Levels | | | | | | | | Grade Level Mastery Data | | | | Mean Scale Score |
|-------------------------------|---------------------------|--------------------|---|------------|----|-------|----|-------------|----|--------------------------|----|-------|----|------------------|
| | | Advanced | | Proficient | | Basic | | Below Basic | | At or Above | | Below | | |
| | | N | % | N | % | N | % | N | % | # | % | # | % | |
| West Virginia | 2461 | 25 | 1 | 517 | 21 | 1107 | 45 | 812 | 33 | 1649 | 67 | 812 | 33 | 255 |
| US Public Schools | 150575 | 4517 | 3 | 39150 | 26 | 63242 | 42 | 43667 | 29 | 106908 | 71 | 43667 | 29 | 260 |
| Gender | | | | | | | | | | | | | | |
| WV Female | 1181 | 24 | 2 | 295 | 25 | 531 | 45 | 531 | 27 | 850 | 72 | 531 | 27 | 261 |
| US Female | 75288 | 2259 | 3 | 22586 | 30 | 31621 | 42 | 18069 | 24 | 56466 | 75 | 18069 | 24 | 266 |
| WV Male | 1261 | 13 | 1 | 202 | 16 | 555 | 44 | 492 | 39 | 769 | 61 | 492 | 39 | 250 |
| US Male | 150575 | 3012 | 2 | 33127 | 22 | 63242 | 42 | 51196 | 34 | 99380 | 66 | 51196 | 34 | 255 |
| Race/Ethnicity | | | | | | | | | | | | | | |
| WV Asian/Pacific Islander* | | | | | | | | | | | | | | |
| US Asian/Pacific Islander | | | | | | | | | | | | | | |
| WV Black | 98 | 0 | 0 | 10 | 10 | 33 | 34 | 55 | 56 | 43 | 44 | 55 | 56 | 236 |
| US Black | 90345 | 0 | 0 | 9938 | 11 | 36138 | 40 | 44269 | 49 | 46076 | 51 | 44269 | 49 | 242 |
| WV Hispanic* | | | | | | | | | | | | | | |
| US Hispanic | | | | | | | | | | | | | | |
| WV American Indian* | | | | | | | | | | | | | | |
| US American Indian | | | | | | | | | | | | | | |
| WV White (not Hispanic) | 2313 | 23 | 1 | 486 | 21 | 1041 | 45 | 740 | 32 | 1550 | 67 | 740 | 32 | 256 |
| US White (not Hispanic) | 90345 | 69 | 3 | 30717 | 34 | 38848 | 43 | 17166 | 19 | 72276 | 80 | 17166 | 19 | 269 |
| WV Students with Disabilities | 271 | 0 | 0 | 14 | 5 | 62 | 23 | 198 | 73 | 76 | 28 | 198 | 73 | 221 |
| US Students with Disabilities | 13552 | 0 | 0 | 813 | 6 | 3659 | 27 | 9622 | 71 | 4472 | 33 | 9622 | 71 | 224 |
| WV LEP Students* | | | | | | | | | | | | | | |
| US LEP Students | | | | | | | | | | | | | | |
| WV Econ. Disadvantaged | 1132 | 0 | 0 | 136 | 12 | 498 | 44 | 498 | 44 | 634 | 56 | 498 | 44 | 245 |
| US Econ. Disadvantaged | 58724 | 587 | 1 | 8221 | 14 | 24664 | 42 | 25251 | 43 | 33473 | 57 | 25251 | 43 | 247 |

*Sample size insufficient for data analysis

NAEP Mathematics Grade 4 - Mathematics
 Difference in Average Scale Score Between Jurisdictions
 For All students [TOTAL] = All students
 2005

Color

The average scale score in West Virginia (231).



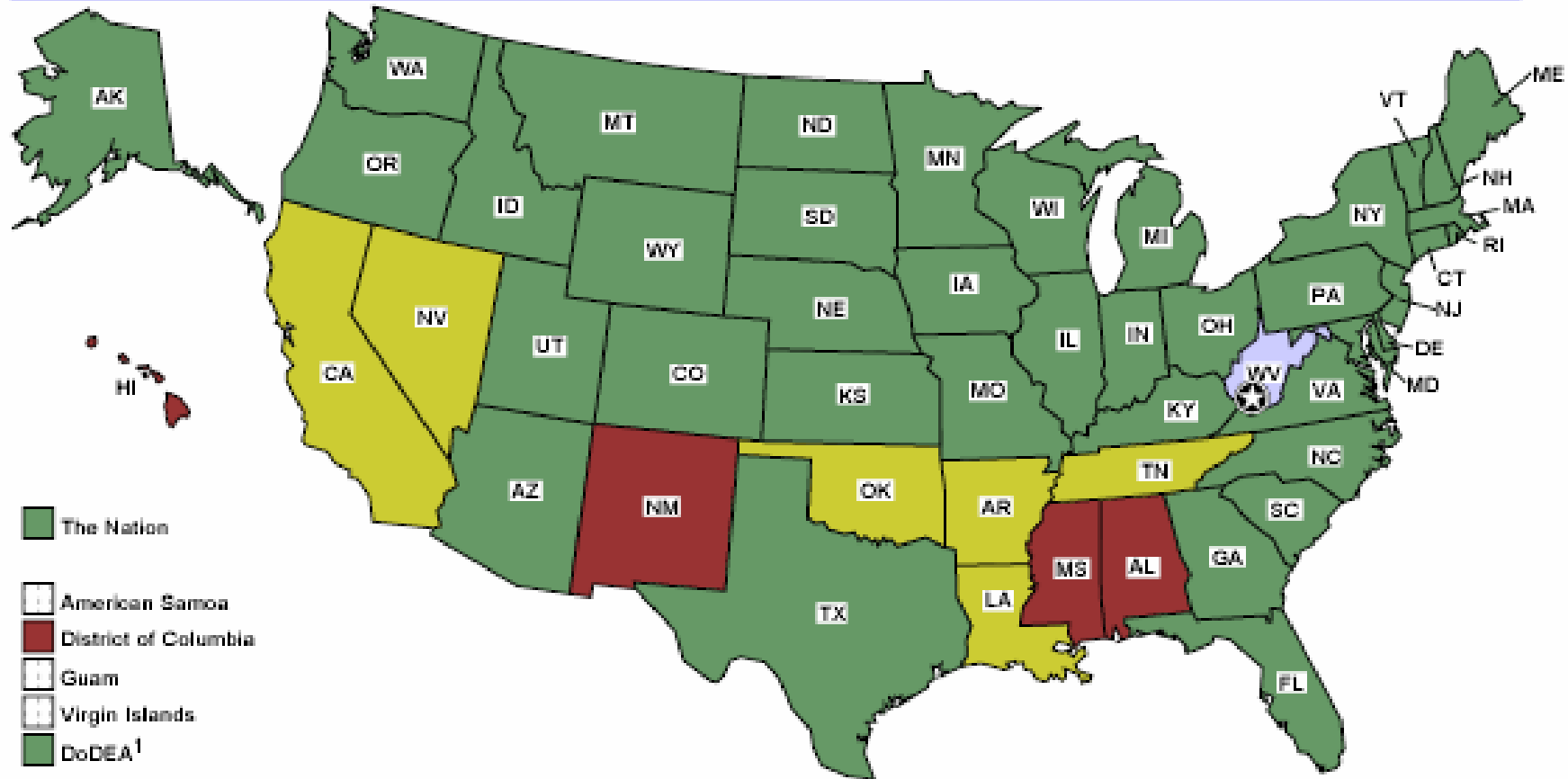
¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessments.

NAEP Mathematics Grade 8 - Mathematics
 Difference in Average Scale Score Between Jurisdictions
 For All students [TOTAL] = All students
 2005

Color

The average scale score in West Virginia (269).



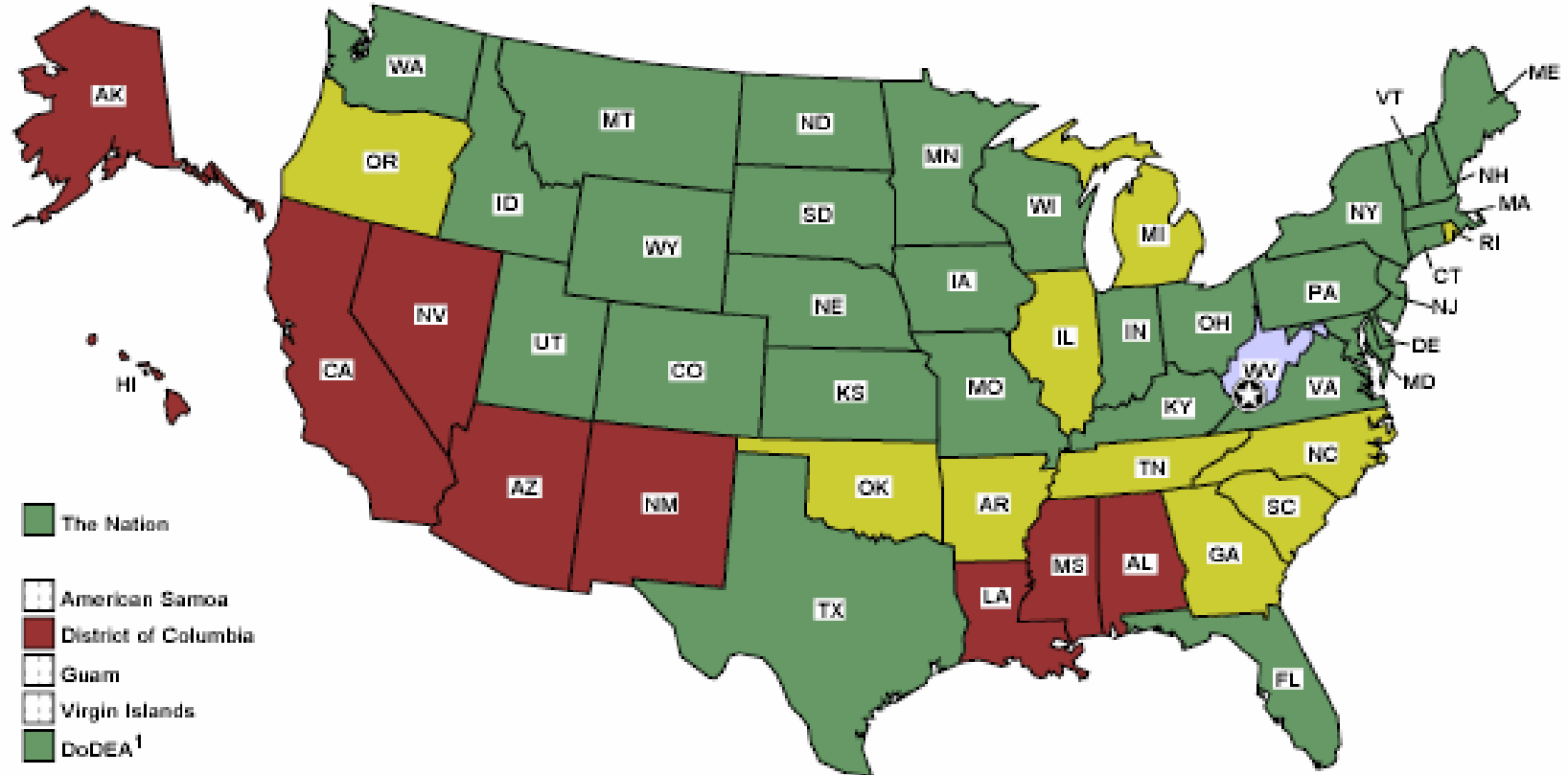
- Focal state/jurisdiction (West Virginia)
- Has a higher average scale score than the focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower average scale score than the focal state/jurisdiction
- Did not participate or did not meet minimum participation rates
- Was not selected for comparison

¹ Department of Defense Education Activity schools (domestic and overseas).
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessments.

NAEP Reading Grade 4 - Reading
 Difference in Average Scale Score Between Jurisdictions
 For All students [TOTAL] = All students
 2005

Color

The average scale score in West Virginia (215).



- Focal state/jurisdiction (West Virginia)
- Has a higher average scale score than the focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower average scale score than the focal state/jurisdiction
- Did not participate or did not meet minimum participation rates
- Was not selected for comparison

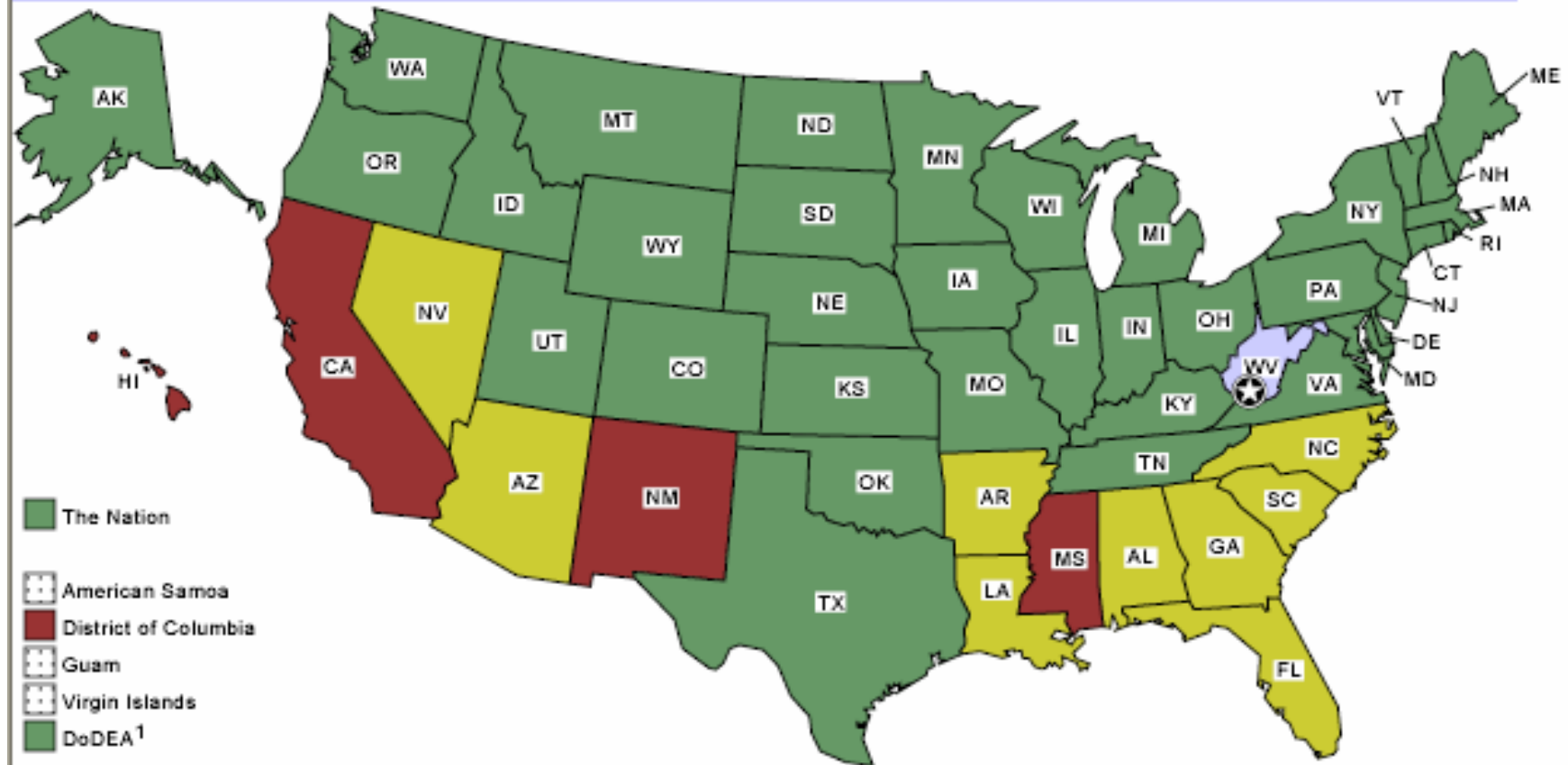
¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessments.

NAEP Reading Grade 8 - Reading
 Difference in Average Scale Score Between Jurisdictions
 For All students [TOTAL] = All students
 2005

Color

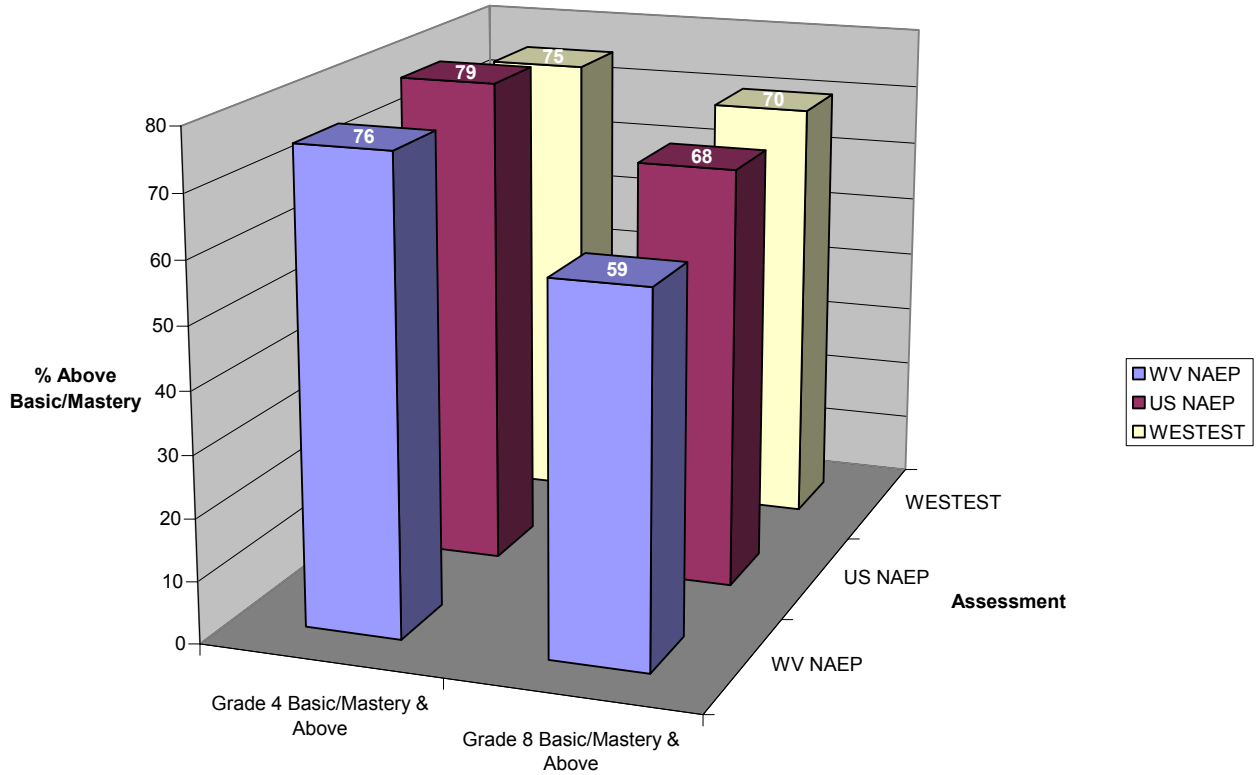
The average scale score in West Virginia (255).



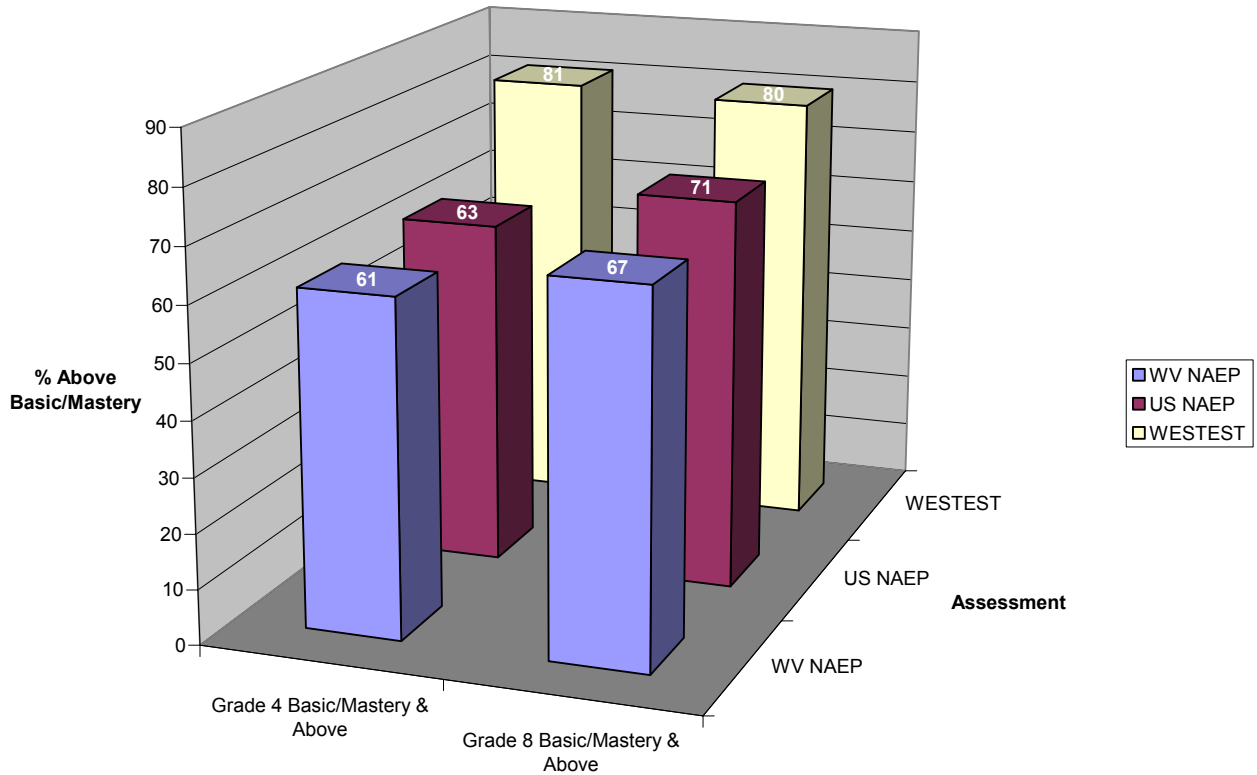
- The Nation
- American Samoa
- District of Columbia
- Guam
- Virgin Islands
- DoDEA¹

- Focal state/jurisdiction (West Virginia)
- Has a higher average scale score than the focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower average scale score than the focal state/jurisdiction
- Did not participate or did not meet minimum participation rates
- Was not selected for comparison

Comparison of 2005 NAEP and WESTEST Mathematics Results



Comparison of 2005 NAEP and WESTEST Reading Results



West Virginia Media Response to 2005 NAEP/ State Discrepancies

Gensler, Rachel. "Officials Say Test Comparisons Unfair." *Herald-Dispatch*. March 5, 2006, p. 1A.

Hull, Linda L. "Compare and Contrast: National Assessment Helping Level Playing Field." *The Intelligencer Wheeling News-Register*. February 22, 2006.

Karmasek, Jessica M. "State Education Officials Argue Study is Skewed." *Charleston Daily Mail*. March 8, 2006.

Mallory, Anna L. "School Officials Want Focus on National Test." *Charleston Gazette*. March 13, 2006.

Nicholson, Bobbi. "Which Test Do You Trust? Students, Schools Unfairly Criticized for Differences in Exam Scores." *Sunday Gazette-Mail*. March 19, 2006.

"'Quality Mission' Vital for Schools". *Wheeling News-Register*. March 31, 2006.

"Test Scores Show Schools In State Have Work To Do." *Herald-Dispatch*. March 13, 2006.

"These Student Test Scores Do Not Line Up." *Charleston Daily Mail*. March 13, 2006.

"What? Scores Don't Add Up." *Charleston Gazette*. March 12, 2006.

A Contrast of the NAEP and WESTEST Assessments

| <i>NAEP</i> | <i>WESTEST</i> |
|---|---|
| NAEP is a survey assessment that samples 2500-3000 students statewide in each state NAEP subject area, in about 100 schools per grade level. | WESTEST is a census assessment given to all WV students and schools. |
| NAEP assesses students in grades 4 and 8 at the state level, and grades 4, 8, and 12 at the national level. | WESTEST assesses students in grades 3 through 8 and 10. |
| NAEP assesses what students know and can do in reference to the NAEP content frameworks established by the National Assessment Governing Board. | WESTEST assesses student mastery of the WV CSOs written by WV educators. |
| NAEP identifies three achievement levels in addition to "Below Basic" – <i>Basic, Proficient, and Advanced</i> . | WESTEST identifies five achievement levels that are not aligned to any of the NAEP achievement levels in terms of content or cut scores – <i>Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished</i> . |
| The NAEP Standard Setting is the process which determines cut scores for the three achievement levels. The NAEP Standard Setting process employs educators and members of the general public to rate the content for each of the items by grade level to determine expectations for students at each performance level. Cut scores are determined by aggregating the judges' ratings. | WESTEST Standard Setting is the process which determines the cut score range for each of the five achievement levels. The student's score determines the achievement level in which they are placed. The WV Standard Setting process utilizes West Virginia teachers to look at the content and the aggregate percent correct for each of the items by grade level and content area to determine the cut score ranges for each performance level. |
| NAEP scale scores are currently 0-500 in reading and mathematics and 0-300 in science. | WESTEST scale scores vary by subject and grade and range from 460 to 905. |
| NAEP assesses the entire NAEP framework at most difficulty levels for each content area. | WESTEST assess selected objectives at selected difficulty levels from each of the WV Content Standards. |
| NAEP provides state level data at grades 4 and 8 in reading and math <u>every two years</u> , and science and writing approximately <u>every four years</u> . | WESTEST <u>annually</u> assesses English/language arts (of which reading is a component), math, science, and social studies. |
| NAEP is a timed assessment (about 60 minutes for the assessment, plus administration time); but, being a survey assessment, no student answers all of the questions in each content area. Assessment of an entire content area would otherwise take each student about 6-8 hours. | WESTEST is an untimed assessment designed to take about 90 minutes per content area. |

A Contrast of the NAEP and WESTEST Assessments

| <i>NAEP</i> | <i>WESTEST</i> |
|---|---|
| <p>The purpose of NAEP is to provide state and national trend data on student performance.</p> <p>NAEP is prohibited by statute from establishing national or state curricula.</p> <p>The function reserved for NAEP under NCLB is to provide an informal “second opinion” and discussion tool regarding statewide assessment results.</p> | <p>The purpose of WESTEST is to provide state educators and citizens with data showing student achievement of the WV CSOS and to meet the accountability requirements of NCLB</p> |
| <p>The NAEP testing window is late January through early March.</p> | <p>The WESTEST testing window is mid-May.</p> |
| <p>NAEP results for reading and math are available in September (six months following the assessment). Results for non-NCLB content areas are available the following spring.</p> | <p>WESTEST results are available in August (two months following the assessment).</p> |
| <p><i>In a thinking skill range of 1 to 4, multiple choice items usually are valued at the 1 or 2 level. Performance items requiring a written response or a demonstration (like an experiment) are considered to have a high cognitive demand.</i></p> | |
| <p>The cognitive demand of NAEP items is high.</p> <p>The short-answer and extended-response questions <u>make up approximately 50 percent</u> or more of student assessment time.</p> | <p>The cognitive demand of WESTEST is appropriate for a criterion reference test measuring student mastery of a curriculum.</p> <p>WESTEST includes 10% performance based items per content, per grade level.</p> |
| <p>Constructed response questions generally offer higher cognitive demand (thinking skill level) than multiple choice items. Additionally constructed response questions are more costly to develop and score than multiple choice and take more time to score and return to states/schools because constructed response are scored by humans, rather than by machines.</p> | |
| <p>NAEP includes selected response, and both short and extended constructed response items.</p> | <p>WESTEST includes selected response, and both short and extended constructed response items.</p> |
| <p>The NAEP budget is approximately \$90 million per year.</p> | <p>The WESTEST budget is approximately about \$5 million per year.</p> |
| <p>NAEP is mandated for state schools at grades 4 and 8 in reading and mathematics by federal regulations for districts and states that receive Title I Funds. NAEP is also mandated for all subjects for which schools are selected by state code and state board policy, but is not mandatory for individual students.</p> | <p>All students are required to take WESTEST if they do not participate in the Alternate Assessment.</p> |

A Contrast of the NAEP and WESTEST Assessments

| <i>NAEP</i> | <i>WESTEST</i> |
|--|--|
| NAEP reports results for states, the nation's public schools as a whole, and the nation (including private schools) as a whole. | WESTEST reports results for students, schools, counties, and the state as a whole. |
| NAEP results can only be used to provide trend performance data or to provide comparisons among states, groups of states, or the nation. | WESTEST results can only be used to provide annual and trend (2 years) performance data within WV. |
| <p>NAEP has no consequences for poor performance.</p> <p>Most state educators do not understand NAEP. Consequently, many fail to do their best job of motivating students to perform well on NAEP.</p> | <p>WESTEST is a high-risk assessment used for NCLB accountability.</p> <p>Most state educators have been well trained on WESTEST and the use and analysis of WESTEST data. In their own interest, they do an excellent job of motivating students.</p> |
| The design of NAEP has evolved over 40 years. | WESTEST has produced data for 2 years. |