

Appendix C

Letters to States, Districts, and Schools

August 16, 1999

«FirstName» «LastName», «Title»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear Ms. «LastName»:

On April 20, 1999, the U.S. Department of Education sent a letter from Pascal D. Forgione, Jr., Commissioner, to the Chief State School Officers of all States and jurisdictions inviting their support of the year 2000 National Assessment of Educational Progress (NAEP).

As the letter indicated, the state assessment will be conducted in mathematics and science in the fourth and eighth grades. The national assessment component will involve mathematics and science at three grade levels, fourth, eighth and twelfth. It will also assess reading at fourth grade.

States participating in the state assessment will have responsibility for securing the cooperation of the selected schools. As the data collection contractor for the national assessment, Westat has similar responsibilities for the schools in the national sample. In previous assessments we have found the states' support of national assessment to be extremely helpful to our efforts to obtain high levels of school and student participation. Therefore, we would most sincerely appreciate your notifying districts about the schools selected for the national assessment, regardless of your state's decision about participation in the state assessment.

In the past, state coordinators have asked to receive the school samples with as much lead time as possible. Therefore, we are sending you the lists of sampled schools now. In the past, state coordinators have found it useful for us to propose a date in February for each school's assessment. These suggested dates will be in the State Coordinator System described later in this letter. If you would like a printout of the assessment dates, tell your NAEP representative when s/he contacts you next week.

Enclosed are the following materials for your use in contacting districts and schools about the 2000 assessments:

1. **Listing of Public Schools Selected for the State and National Assessments.** The state sample is made up of public schools only. The national sample includes public and non-public schools. We have included only the public schools in the national assessment on these listings. For ease of use, the public schools are listed within districts. If you would like a list of the non-public schools in the national sample for your state, please call your NAEP representative. In a few states, some schools have been selected for assessments of more than one grade and some schools are in both the state and national samples. These situations are footnoted in the listings.

2. **Listing of Public Schools Selected for the State and National Assessments** (one district per page). This is the same as the above listing except that only one district is printed on a page. We are providing these listings to you to send to districts to inform them about their schools selected for both the national and state components.
3. **Counts of Schools by District.** This short listing gives you an overview of the national and state NAEP samples of schools in your state, separated by district.
4. **Sample Letter to Districts.** This letter explains the state and national programs. It may be used at your discretion and modified to suit your needs.
5. **Mailing Labels** for all districts.

As noted, a NAEP representative will call you within a week to answer any questions and set an appointment to visit you to review plans for 2000 and train you or a staff member to use the State Coordinator System. We would like to take that opportunity to review with you our plans for notifying districts about the national sample.

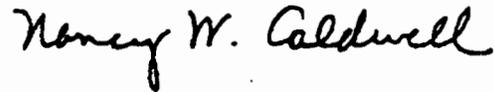
At that same time we will send the updated listings mentioned above and these other materials:

1. **A laptop computer containing the State Coordinator System**, the computerized management information system for the state assessment. This system has been updated from 1998 to reflect the comments of state coordinators (and is a Windows 95 based system). Regarding the State Coordinator System, we will need to determine:
 - If the state intends to use the system or prefers to use hard-copy listings;
 - For those States using the system, whether the state prefers to receive a PC from NAEP or to use their own computer; and
 - For States using the system, a date for Westat staff to demonstrate the system to state staff. System documentation will be reviewed at this meeting.
2. **Instructions for State Coordinators.** This document describes the responsibilities of state coordinators and the NAEP contractors throughout the state assessment.
3. **Summary of NAEP Activities.** This one-page document describes the roles and responsibilities of NAEP, the state, and the selected schools. Copies are provided for participating States to distribute to districts and schools in the sample.
4. **Fourth and Eighth Grade Student Listing Forms.** These forms include instructions for schools on preparing the list of enrolled students.
5. **Fourth and Eighth Grade New Enrollee Listing Forms.** These forms keep track of grade-eligible students who enroll after the master list of students has been completed.
6. **State of Education (by request).** This description of the NAEP state assessment program was mailed with the participation agreement. Several states asked for copies to send to districts and schools.

August 16, 1999

We look forward to working with you during this assessment year and thank you for your help. If you have any questions about the materials described in this letter, please call either me or Dianne Walsh at 1-800-283-6237. If you have questions about your sample of schools, please contact Keith Rust at the same number.

Sincerely yours,



Nancy W. Caldwell
Westat Project Director for NAEP

NWC/wli
Enclosures

cc: «JobTitle»

For districts with schools in State and National NAEP

<These symbols enclose mail merge fields and state-specific information to be included>

Dear <superintendent name>:

For more than 30 years, the National Assessment of Educational Progress (NAEP) has served American educators as an information resource, providing reliable profiles of what our students know and can do in key subject areas. The Nation's Report Card, as it has come to be known, is the only ongoing project to monitor trends in our students' achievement at the elementary, middle, and high-school levels. In large part, NAEP owes its success to the support from local educators whose schools are randomly chosen to participate.

The entire NATIONAL assessment will involve a nationally representative sample of roughly 150,000 students from approximately 2,300 schools across the country in the subjects of mathematics, science, and reading.

In addition to the National Assessment, Congress has authorized NAEP to conduct a State Assessment in February 2000. The State Assessment program calls for assessing mathematics and science at the fourth and eighth grades.

Our state is one of the many states and territories to volunteer for this State activity. <Name>, our state superintendent, has given this program <his/her> strong support. "We look forward to the cooperation of the schools that have been selected for this important study and to the valuable results our state educational system will receive from their participation," stated <name>.

The State Assessment is designed to help us evaluate the performance of our students in light of results from other states and the nation at-large. State representatives have participated in the development of the assessment objectives and review of assessment questions and have provided thoughtful advice about all aspects of the program. I encourage you to investigate the NAEP Web site at nces.ed.gov/nationsreportcard. It contains additional information as well as sample questions and access to NAEP publications.

The importance of the National Assessment for American education is noted by Marian Crislip, test development specialist, "NAEP is the most objective and comprehensive survey measure of what students within and across the United States know and can do in a variety of content areas and at the same time recognizes the importance of internal and external influences that have powerful effects on student learning."

A small number of schools in your district have been selected for the NATIONAL or STATE component of the assessment, as indicated on the enclosed list. The state and national components have several similarities. Both assessments:

- Are based on representative samples of the student population;
- Are paper-and-pencil tests designed to last 90 to 120 minutes;
- Protect the anonymity of the participating students; and

- Provide results for males and females and other variables related to the educational context, but are NOT designed to produce individual, school, or school district data.

The state and national components of NAEP also **differ** in two major respects:

- NATIONAL assessments are administered by the NAEP staff, whereas the STATE assessments are to be conducted by local school or district staff;
- STATE activity covers mathematics and science in grades four and eight, while the NATIONAL assessment in grades four, eight and twelve covers mathematics, science, and reading (fourth grade only).

As the state coordinator for the project, I will work with your staff to ensure the most convenient assessment possible. I will be the contact person for the STATE assessment, while a NAEP project staff member will contact you separately to arrange the NATIONAL portion of the assessment.

This year, you and your colleagues at the local level will play the lead role in carrying out programs to improve student performance. NAEP, the nation's only ongoing project to monitor educational progress, is an important part of the effort, and I look forward to working with you and your staff to ensure its success.

Sincerely,

/bekp1
Enclosures

Fall 1999

Dear Principal:

Recently I spoke with your district superintendent about your school's participation in the 2000 National Assessment of Educational Progress. With permission from the district office, I am enclosing informational materials about the upcoming assessment for your review. You will find the "Summary of NAEP Activities" particularly useful in describing your school's role.

As the NAEP representative for your area, I will telephone you shortly to review these materials and answer any questions you may have about the assessment. As mentioned in the "Summary of NAEP Activities," we ask that you designate a school staff member to assist NAEP staff with in-school arrangements. It would be helpful if both of you could review these materials before I call.

In advance, I would like to thank you for your cooperation. NAEP staff looks forward to working with you on this most important project.

Sincerely,

NAEP Representative

NR/mag
Enclosure

October 1999

Dear Diocesan Superintendent:

Every two years a carefully selected sample of public, and other nonpublic schools is invited to participate in the National Assessment of Educational Progress (NAEP). Schools in your diocese have been selected to participate in NAEP in 2000.

Sine 1969, the national assessment has collected data about what American students know and can do in a variety of academic subjects. Data from the national assessment is reported at the national and regional levels only. The enclosed listings show which schools in your diocese were selected to participate in NAEP.

Within the next two weeks, a NAEP representative will contact you to review the enclosed materials and discuss the protocol for contacting schools in your diocese about the assessment. In the meantime, several key features of the assessment warrant your attention.

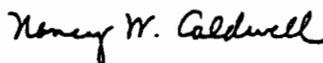
NAEP:

- Is based on representative samples of the student population;
- Is primarily a paper-and-pencil test designed to last about ninety minutes – there is a 20-30 minute hands-on task for half of the students in the science assessment;
- Protects the anonymity of the participating students;
- Provides results for males and females and other variables related to educational context, but is not designed to produce individual, school, or school district data;
- Is administered by the NAEP staff;
- Mathematics and science will be assessed at grades 4, 8, and 12;
- Reading will be assessed at grade 4; and
- A small number of schools have been selected to participate in the field test for history and geography.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

As you can see from the enclosed letters, both the National Catholic Education Association (NCEA) and the Council for American Private Education (CAPE) as well as its member organizations have long supported NAEP. We are very grateful for this support and look forward to working with you and your school in 2000.

Sincerely,



Nancy W. Caldwell
NAEP Project Director

October 1999

Dear Head of School:

Every two years a carefully selected sample of public and nonpublic schools is invited to participate in the National Assessment of Educational Progress (NAEP). Your school has been selected to participate in NAEP in 2000.

Since 1969, the national assessment has collected data about what American students know and can do in a variety of academic subjects. Data from the national assessment is reported at the national and regional levels only. For 2000, samples of nonpublic schools are enhanced to provide data for additional reporting categories. Data has always been available for public and Catholic schools. With the participation of schools like yours, we will also be able to report on Lutheran, Conservative Christian, and Independent schools.

Within the next two weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time our representative will review the enclosed materials describing the program for 2000 with you.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released – only group statistics are reported.

The Council for American Private Education (CAPE) as well as its member organizations and other nonpublic school groups have long supported NAEP and look forward to the increased data for nonpublic schools. We are very grateful for this support and look forward to working with you and your school in 2000.

Sincerely,

Nancy W. Caldwell
NAEP Project Director

NWC/bekp

cape
COUNCIL FOR AMERICAN
PRIVATE EDUCATION

PMB 457 13017 Wisteria Drive Germantown, MD 20874
Tel: (301) 916-8460 Fax: (301) 916-8485
Email: cape@impresso.com Web: www.capenet.org

Joe McTighe
Executive Director

October 1999

Dear Private School Administrator:

I write on behalf of the Council for American Private Education (CAPE) to encourage your participation in the National Assessment of Educational Progress (NAEP).

NAEP is the only on-going representative assessment of what U.S. students know and can do. It provides educators, policymakers, researchers, and the public at large with objective information about the condition and progress of education. And it can present that information for particular categories of students in various subject areas, grade levels, and types of schools. In short, NAEP is a unique and valuable resource for monitoring student achievement.

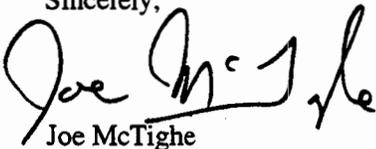
In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8, and 12, and in reading in grade 4. Your school has been selected for one or more of these assessments. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Participation in the program provides teachers and administrators an opportunity to see firsthand – through the assessment instrument and the supportive materials provided by NAEP – the national standards and curriculum frameworks that underlie these important national assessments.

Although data for individual students and schools are never released, national performance reports for types of schools and groups of students are made public. This year the private school samples will allow for breakouts of NAEP data for various categories of schools, including Catholic, Lutheran, Conservative Christian, and Independent schools.

CAPE has long argued for the full participation of private schools in NAEP activities. Only by including private school students, who represent 11 percent of the nation's school children, can the program realize its goal of reporting fully and accurately on our nation's educational progress. In addition, private school data enable us to analyze results in meaningful ways for the private school community. Of course, for all that to happen - and for the sample to be valid and reliable - it is essential that private school officials agree to participate in the program when asked. We hope you will be able to do so.

Thank you for your thoughtful response to the invitation to participate in NAEP 2000 and for all that you do to help educate our nation's students.

Sincerely,



Joe McTighe

Members: American Montessori Society • Christian Schools International • Evangelical Lutheran Church in America • Friends Council on Education • International Christian Accrediting Association • Lutheran Church-Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • Toussaint Institute for Historically Black Independent Schools • U.S. Catholic Conference • Associated State Organizations in Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wisconsin.



September 30, 1999

Dear Superintendent:

Enclosed is a list of the schools from your diocese that will be asked to take part in the National Assessment of Educational Progress 2000 (NAEP) assessments in reading, mathematics or science or to participate in a field test of the history/geography assessments that are in the development phase.

All assessments are primarily pencil and paper tests that take about 90 minutes and are administered by the NAEP staff at your school. The science tests contain a hands-on experiment and leftover materials remain in the school with an activity book that suggests other ways to use the materials.

Since private schools account for 24% of all schools in the nation and educate almost 11% of all American school children, it is imperative that they be included in all data that describe the condition of American education. Although no data for individual students and schools is ever released, national performance reports for types of schools and groups of students are made public. Data about Catholic schools is provided when the number of participants is sufficiently large enough to yield statistically significant results.

NAEP assessment data provide objective information about what students know and can do. These data are released to educators, policymakers, researchers, media and the general public. Since this information is used to influence public opinion and legislation, Catholic school data, gathered through voluntary school participation, should be viewed as making a significant and positive contribution to the general picture of American education and future policy decisions.

I urge you to encourage the selected schools to participate in NAEP 2000 and I thank you for your thoughtful response to this request and for all you do for Catholic education.

Sincerely,

A handwritten signature in cursive script, which appears to read "Leonard F. DeFiore".

Leonard F. DeFiore, Ed.D.
President

Enclosures



ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
OFFICE OF GOVERNMENT AFFAIRS

"That in all things He might have preeminence" Colossians 1:18

Administrator
Selected ACSI Member-school
October 1999

Dear Administrator:

My office here at ACSI headquarters was recently alerted to the fact that your Christian school was randomly selected to participate in the National Assessment of Educational Progress, which is sometimes referred to as the "Nation's Report Card." Changes have been made in the NAEP assessment process, which were brought about at the request of private and religious schools and ACSI, in particular.

Dr. John Holmes actively fought for several changes now being implemented for the year 2000 cycle of this national on-going study, which has been in existence since 1969.

- (1) Private and religious schools are no longer a part of "state NAEP" assessments, where Christian schools had to use up teacher time for training in the administration of the test. Also, many times the states failed to have enough participation to be reported at the national level. Even if reported, the private schools were not always separated in their own category, thus skewing the state's public school scores.
- (2) Now an educational contractor for the US Department of Education, Westat of Bethesda, MD, will administer all the assessments in Math and Science, while the selected classroom teachers may observe the process. Science manipulatives will be left with the participation classroom.
- (3) ACSI member schools will be compared to public schools and other categories of private schools being placed in the National category called "Conservative Christian schools," rather than just being reported in a nebulous non-category of "other private schools." This item was a bittersweet victory for us. ACSI would have preferred knowing the actual results of only ACSI-member schools, but that request and a request for calling the new category simply "Christian Schools" were turned-down by the national Assessment Governing Board last spring. Because ACSI is the largest association in the "Conservative Christian schools" category, we have the most schools being asked to have their students assessed.
- (4) NAEP will give the Christian school movement an honest assessment of how we are doing as a movement at a National level. If participation percentages are high enough, the administrators with the National Center for Education Statistics have personally assured Dr. Holmes, the ACSI Legal/Legislative Committee and me that the results will be available on a regional basis comparing different areas of the country.

John C. Holmes, Ed.D., Director
MAILING: 723 2nd Street NE, Suite 100, Washington, DC 20002-4307
PHONE: 202/546-9390 • FAX: 202/546-9370

INTERNATIONAL HEADQUARTERS

MAILING: PO Box 35097, Colorado Springs, CO 80935-3509
SHIPPING: 731 Chapel Hills Drive, Colorado Springs, CO 80920-1027
PHONE: 719/528-6906 • FAX: 719/531-0631
Website: <http://www.acsi.org>

Page 2-

- (5) No individual child's score will be revealed to anyone. Each score becomes part of the whole. That means that the assessment will be of little direct value to your school—except for the prestige of being involved as a selected participant and the insights we will collectively learn about these critical curriculum areas.

To my knowledge, this is the first time in the history of the American Christian School movement that we will have the opportunity to be objectively assessed at a national scale with no financial cost outlays by our member schools. Allow me to encourage you to participate in this study. Help the Christian school movement move to the place of academic prominence to which God had called us. As we discover the strengths of Christian schools we will undoubtedly find areas that need academic change, but this is one of the benefits of assessment. Let's do this together—looking forward to the challenge of improving our schools for the good of the children with whom God has entrusted us. This is an exciting day—please, I personally urge you—choose to have your school and its students participate in this critical and nationally significant study.

Yours for Christ-centered education,

A handwritten signature in cursive script, appearing to read "Ken Smitherman". The signature is fluid and stylized, with a long horizontal stroke at the end.

Ken Smitherman, LL.D.
ACSI President and CEO



O · R · U · E · F
Serving Christian Schools

ORAL ROBERTS UNIVERSITY EDUCATIONAL FELLOWSHIP

7777 South Lewis Avenue • Tulsa, OK 74171 • (918) 495-7054 • Fax (918) 495-6191

Email: oruef@oru.edu <http://www.oru.edu/oruef>

SPECIAL ANNOUNCEMENT

TO: Selected ORUEF School Administrators

FROM: Mr. Tom Agnew, Director

DATE: October 1999

SUBJECT: **Invitation to Participate in NAEP**

Your school has been selected to help the nation assess student achievement. The National Assessment of Educational Progress (NAEP) has, by random selection, selected your school to participate in the National Assessment of Educational Progress.

This is a significant selection. Your participation is important. **I strongly encourage you to participate in NAEP.** The results are valuable, not only for our nation's legislators and leaders, but also to the ORU Educational Fellowship. This assessment will assess learning in private schools and compare the results to public schools. Your participation in the NAEP assessment will provide information that will be helpful for ORUEF/ICAA.

NAEP does not separate information about individual students from the assessment. It provides estimates for state or national group performance, indicating how much students know and are able to do. **For the sake of the sampling process and the validity of the data collected, it is important that those schools, which have been selected, do indeed participate.**

That's why I am writing this special letter to encourage your participation. In the past years, not enough of the selected ORUEF schools responded to the assessment program to provide reports to ORUEF as a private school division.

If you need further information regarding this program or have any questions, please do not hesitate to call the ORUEF office.

Thank you for your support.

Is



AMERICAN MONTESSORI SOCIETY

Michael N. Eanes
National Director
Cleo Monson
Bretta Weiss
National Directors Emerita

October, 1999

Dear Administrator:

As you know, the American Montessori Society is a member of CAPE (Council for American Private Education). We along with 13 other groups represent 12% of the school children in this country and 70% of all private school students in the country. Currently, I serve as the President of CAPE.

From time to time, CAPE asks us to help them with various projects which enhance private education in general in this country. The National Assessment of Educational Progress is one such project.

The NAEP is involved in gathering data on student achievement throughout this country. Since 1969, private schools have been included. In the course of the coming year, your school will be contacted regarding data for NAEP. I am writing to encourage you to cooperate in such endeavor for the help of private schools in general in this country and, of course, AMS schools. Understandably, many Montessorians are not prone to do student assessment, but if you are approached and do have the information, we ask that you cooperation in every way you can.

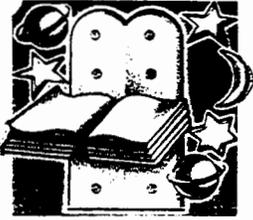
If you need further information regarding this program or have questions, please do not hesitate to contact us. We have a good deal of information regarding NAEP here in the AMS office.

Thank you for your help and attention to this matter.

Warm regards,

Michael N. Eanes

TORAH UMESORAH
תורה ומסורה



The National Society
for Hebrew Day Schools

COMMITTING
GENERATIONS
TO TORAH

October 25, 1999

Dear Principal,

Your school has been selected to participate in the National Assessment of Educational Programs 2000.

It is important that each of the Hebrew Day Schools selected participate in this study.

This study is done in a confidential manner. The names of the schools, teachers, and students are never revealed.

There was a time when private schools were almost ignored in this study. Yet, private schools represent 12% of the school population in this country and we know that the number is growing.

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joshua Fishman', written in a cursive style.

Rabbi Joshua Fishman
Executive Vice President

160 BROADWAY, 4th Fl.

NEW YORK, NY 10038

TEL: (212) 227-1000

FAX: (212) 406-6934

e-mail: umesorah@aol.com

THE LUTHERAN CHURCH—MISSOURI SYNOD



International Center
1333 South Kirkwood Road
Saint Louis, Missouri 63122-7295
314 965-9000

October 1999

Dear Lutheran School Administrators:

Greetings in the name of our beloved Savior, Jesus Christ.

Your school has been selected to help the nation assess student achievement. The National Assessment of Educational Progress has, by random selection, selected your school to participate in the National Assessment of Educational Progress (NAEP).

This is a significant selection. Your participation is important. I strongly encourage you to participate in NAEP. The results are valuable, not only for our nation's legislators and leaders, but also to us. This assessment will assess learning in private schools and compare the results to public schools. Thus, your participation in the assessment will provide information that will be helpful also for us as we serve you.

NAEP does not separate information about individual students from the assessment. It provides estimates for state or national group performance, indicating how much students know and are able to do. For the sake of the sampling process and the validity of the data collected, it is important that those schools which have been selected do indeed participate. That's why I am writing this special letter to you to encourage your participation.

May God bless you with great joys in His service.

Serving the Master Teacher,

A handwritten signature in cursive script that reads "Carl J. Moser".

Carl J. Moser
Director of Schools

/km



North American Division

October 4, 1999

Office of Education
12121 Wilshire Blvd.
Beverly Hills, CA 90210
(310) 206-2000
www.adventist.org

Dear Seventh-day Adventist Principal:

I am urging you to participate in the National Assessment of Educational Progress that has chosen your school by random selection to test students in grades 4, 8, and 12 in mathematics and science. Reading will be assessed at grade 4. Throughout the process of developing the accompanying requests for information, we have been consulted with and fully endorse this effort.

We have found the results to be very valuable in making plans for how to improve Seventh-day Adventist schools in the future because we have been provided with comparative data to other private, parochial, and public schools. The school's results are not given to us on an individual basis, but the general group scores are valuable for comparative purposes.

Because the sample is relatively small, it is important that you participate to provide the study with validity.

As Seventh-day Adventists, we believe in cooperating with the government so that we can make improvements to education in our general society and in our own church system.

In advance, thank you for your excellent response.

Sincerely yours,

Richard Osborn
Vice President for Education



NATIONAL ASSOCIATION OF EPISCOPAL SCHOOLS

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(800) 334-7626, ext. 6134 • (212) 716-6134 • Fax (212) 286-9366 • www.naes.org

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Dear Episcopal School Leader,

I write to encourage your participation in the National Assessment of Educational Progress (NAEP).

NAEP is the only on-going representative assessment of what U.S. students know and do. It provides educators, policymakers, researchers and the public at large useful data about the condition and progress of education. It also can present such information for particular categories of students in various subject areas, grade levels, and types of schools. In short, NAEP is a unique and valuable resource for monitoring student achievement.

In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8 and 12, and in reading in grade 4. Your school has been selected for one or more of these assessments. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Participation in the program provides teachers and administrators an opportunity to see firsthand, through the assessment instrument and the supportive materials provided by NAEP, the national standards and curriculum frameworks that underlie these national assessments.

Although data for individual students are never released, national performance reports for types of schools and groups of students are made public. This year the independent school samples will allow for breakouts of NAEP data for various categories of schools, including Episcopal schools.

The full participation of independent schools in NAEP activities is important. Only by including non-public school students, who represent 11 percent of the nation's school children, can the program realize its goal of reporting fully and accurately on the nation's educational progress – in so far as such progress can be monitored through testing. In addition, independent school data enable us to analyze results in meaningful ways for the independent school community itself. For all of this to be possible, and for the sample to be valid and reliable, it is essential that independent school leaders agree to participate in the program. I hope that you will be able to do so.

I thank you in advance for your thoughtful response to the invitation to participate in NAEP 2000.

Sincerely,

The Rev. Peter G. Cheney
Executive Director



October 6, 1999

NATIONAL
ASSOCIATION OF
INDEPENDENT
SCHOOLS

Dear Colleague:

1620 L STREET, NW
WASHINGTON, D.C. 20036-5605
TELEPHONE (202) 973-9700
FAX (202) 973-9790

I am again urging you to respond to the request for data from your school by the National Assessment of Educational Progress (NAEP).

By Congressional action, the NAEP sample in the Trial State Assessments requires the inclusion of private schools. For private school data to be reliable, it is essential that all schools selected be willing to comply. This is particularly true since 1996 when the legislation stipulated that private school data at the state level be reported separately from the public schools.

As the national effort to monitor student achievement continues all educators can gain valuable insights when representative reports of performance are collected, analyzed, and disseminated. Please participate when you are asked.

Best wishes for a successful new school year, and I hope that we have the opportunity to see each other soon.

Sincerely yours,

A handwritten signature in cursive script, reading 'Peter Relic', is written over the typed name.

Peter D. Relic
President



Evangelical Lutheran Church in America

8765 West Higgins Road • Chicago, Illinois 60631-4194 • www.elca.org
Telephone 773.380.2850 or 800.638.3522 • Telefax 773.380.2750

Division for Higher
Education and
Schools

Dear Colleagues,

You've been selected!!! No- this isn't the Publisher's Clearinghouse with millions of dollars, but your school has been selected to participate in the National Assessment of Educational Progress 2000.

Your participation is vitally important for reliable results with respect to grades 4,8 and 12 students in math and science, as well as reading in grade 4. NAEP is the only on-going representative assessment of what U.S. students know and can do. It provides educators, policymakers, researchers and the public at large with objective information about the condition and progress of education. It can present that information for particular categories of students in various subject areas, grade levels and types of schools.

For the first time Lutheran schools will be reported as a separate category along with national nonpublic school data. NAEP has been extremely responsive in being helpful to us in this regard. Now meaningful results depend on your willingness to make an investment which will benefit all of us. I urge you to make that investment.

Thank you for your consideration of this request and hopefully your response will benefit our work among all children.

Sincerely, in Christ,

Dr. John J. Scibilia
Director for Schools

JJS/alr



October 1, 1999

Dear CSI Administrator:

On behalf of all CSI schools, I encourage you to participate in the National Assessment of Educational Progress (NAEP). Your school has been chosen by random selection. You will be helping not just CSI schools but other private schools to see how well our students are learning in comparison to other students.

Although data for individual students and schools are never released, national performance reports for types of schools and groups of students are made public. This year the private school samples will allow for breakouts of NAEP data for various categories of schools, including Catholic, Lutheran, Conservative Christian, and Independent schools.

In the first few months of 2000, NAEP will assess students in math and science in grades 4, 8, and 12, and in reading in grade 4. Each is designed to last about 90 minutes, and all are administered by NAEP staff. Your staff will see firsthand both the testing instrument and the standards on which the assessments are made.

Please participate for the good of CSI schools and other private schools. This assessment will test learning in private schools and compare results to public schools. Because I believe that Christian schools serve the public good, I am even more convinced that we need to have accurate information for comparison.

Sincerely,

Daniel R. Vander Ark
Executive Director

NONPUBLIC SCHOOLS BY AFFILIATION

		FLAG
CATHOLIC		
Orientation or affiliation:	Roman Catholic	A
LUTHERAN		
Orientation or affiliation:	Lutheran Church – Missouri Synod	B
	Evangelical Lutheran Church in America	C
	Wisconsin Evangelical Lutheran Synod	D
	Other Lutheran	E
CONSERVATIVE CHRISTIAN		
Membership in:	Accelerated Christian Education	F
	American Association of Christian Schools	G
	Association of Christian Schools International	H
	Oral Roberts University Educational Fellowship	I
OTHER RELIGIONS		
	Has religious orientation but not one of the above	J
INDEPENDENT		
Membership in:	National Association of Independent Schools	L
NONSECTARIAN		
	No religious orientation or affiliation	K
UNKNOWN AFFILIATION		
	No affiliation on PSS	M

NAEP 2000 SAMPLING PROCEDURES
COUNTS OF ORIGINAL SCHOOLS BY STATE

15:41 Wednesday, September 22, 1999 :

STPC	NATIONAL -GRADE 4	NATIONAL GRADE 8	NATIONAL GRADE 12	FLD TEST GRADE 4	FLD TEST GRADE 8	FLD TEST GRADE 12	STATE GRADE 4	STATE GRADE 8	NATIONAL/STATE OVERLAPS	NATIONAL/FLD TEST OVERLAPS	FLD TEST/STATE OVERLAPS
AK	0	6	0	0	0	0	115	117	3	0	0
AL	18	14	10	3	2	4	120	118	2	0	0
AR	13	6	6	0	0	0	124	113	3	0	0
AZ	8	16	4	0	0	0	116	114	2	0	0
CA	147	114	85	17	21	16	112	112	0	0	0
CO	21	13	11	5	3	6	123	115	1	0	0
CT	8	7	5	2	0	2	115	109	2	0	0
DC	1	2	2	0	0	0	120	44	3	0	0
DD	0	1	0	0	0	0	40	14	1	0	0
DE	0	2	1	0	0	0	92	60	2	0	0
DI	0	0	0	0	0	0	96	59	0	0	0
FL	57	55	31	5	6	6	110	113	2	0	0
GA	25	24	15	5	4	4	109	109	0	0	0
GU	0	0	0	0	0	0	25	8	0	0	0
HI	0	2	0	0	0	0	111	59	2	0	0
IA	15	5	7	3	2	4	141	117	1	0	0
ID	0	0	0	0	0	0	115	97	0	0	0
IL	46	38	22	4	9	5	115	117	1	0	0
IN	19	12	7	4	0	3	117	108	0	0	0
KS	29	10	12	3	1	3	118	113	1	0	0
KY	17	8	7	0	0	1	125	115	0	0	0
LA	28	15	15	0	0	0	121	116	0	0	0
MA	24	15	5	2	2	1	116	107	1	0	0
MD	13	12	18	3	1	4	111	109	0	0	0
ME	17	2	10	0	0	0	156	113	3	0	0
MI	37	28	16	2	3	2	114	115	1	0	0
MN	15	15	10	3	4	5	116	116	0	0	0
MO	25	14	15	1	0	2	117	121	0	0	0
MS	7	9	4	0	0	0	118	114	2	0	0
MT	7	5	2	0	0	0	115	115	2	0	0
NC	12	24	6	7	6	9	112	111	1	0	0
ND	0	0	0	0	0	0	209	150	0	0	0
NE	14	7	11	2	1	2	115	115	3	0	0
NH	0	4	0	0	0	0	123	85	1	0	0
NJ	35	19	10	6	5	3	113	108	0	0	0
NM	22	7	11	1	1	1	115	100	3	0	0
NV	8	5	7	0	0	1	117	68	4	0	0
NY	40	45	32	7	11	9	109	109	0	0	0
OH	37	26	19	3	3	2	116	110	0	0	0
OK	26	9	16	0	0	0	137	127	1	0	0
OR	20	9	12	3	3	3	116	115	0	0	0
PA	33	24	14	3	6	3	114	106	1	0	0
RI	0	2	0	0	0	0	120	55	2	0	0
SC	6	10	3	2	2	3	110	106	1	0	0
SD	7	6	5	0	0	0	209	148	1	0	0
TN	36	13	19	1	1	0	116	112	0	0	0
TX	74	78	44	14	14	11	114	115	0	0	0
UT	0	4	0	1	0	3	112	101	1	0	0
VA	26	19	9	3	2	4	113	109	0	0	0
VI	0	0	0	0	0	0	24	7	0	0	0
VT	6	2	4	0	0	0	113	107	3	0	0
WA	18	19	10	0	0	0	123	119	1	0	0
WI	0	12	1	0	0	0	116	113	0	0	0
WV	0	2	0	1	1	3	159	113	2	0	0
WY	0	0	0	0	0	0	117	95	0	0	0
	1017	796	553	116	114	125	6385	5561	60	0	0

NAEP 2000 SAMPLING PROCEDURES
NATIONAL/STATE OVERLAP SCHOOLS

15:41 Wednesday, September 22, 1999 2

STPC	S_NAME	SCHL_TYP	FRAME_N	N_ID4	N_ID8	N_ID12	S_ID4	S_ID8
AK	CENTRAL MIDDLE SCHOOL OF SCIEN	S	001528		5952010			02B0070
AK	CLARK MIDDLE SCHOOL	S	001529		5952020			02B0110
AK	MEARS MIDDLE SCHOOL	S	001603		5952040			02B0050
AL	BAKER HIGH SCHOOL	S	000929			2283020		01B1080
AL	OAK GROVE HIGH SCHOOL	S	000787			2353020	01A0590	
AR	BRYANT JUNIOR HIGH SCHOOL	S	003653		5052060			05B0820
AR	HALL HIGH SCHOOL	S	004072			2323020	05A1040	
AR	JACK ROBEY JR. HIGH SCHOOL	S	003460		5052020			05B0910
AZ	SEVILLA SCHOOL	S	002130	4821010				04B0850
AZ	SQUAW PEAK SCHOOL	S	002317	4821020				04B0900
CO	SCOTT ELEMENTARY	S	NEW032	4801070			08A1220	
CT	HAMDEN MIDDLE SCHOOL	S	015383		5092060			09B0540
CT	QUIRK MIDDLE SCHOOL	S	015455		5092030			09B0940
DC	BROWN MIDDLE SCHOOL	S	016390		5112010			11B0160
DC	DEAL JUNIOR HIGH SCHOOL	S	016485		5112020			11B0070
DC	GAGE ECKINGTON ELEMENTARY	S	016508	1161010			11A0740	
DD	FORT CAMPBELL-WASSOM MID SCH	D	034219		5212010			98B0020
DE	BEDFORD MIDDLE SCHOOL	S	016233		5102010			10B0320
DE	H B DUPONT MIDDLE SCHOOL	S	016308		5102020			10B0410
FL	CYPRESS LAKE HIGH	S	018135		5122160		12A0690	
FL	ROCHELLE SCHOOL OF THE ARTS	S	019031	2241010				12B0920
HI	KEALAKEHE INTERMEDIATE	S	021823		5152010			15B0520
HI	WAHIAWA INTERMEDIATE	S	021732		5152020			15B0270
IA	AMES MIDDLE SCHOOL	S	029513		5192040			19B0770
IL	THOMPSONVILLE GRADE SCHOOL	S	026956		5172120		17A0290	
KS	STARSLIDE ELEMENTARY	S	NEW211	3661080			20A1160	
MA	ROBERT F KENNEDY	S	038428		5252050		25A0920	
ME	C K BURNS SCHOOL	S	036162	1041020			23A1110	
ME	OXFORD HILLS MIDDLE SCH	S	036209		5232020			23B0310
ME	WILLIAMS JUNIOR HIGH SCHOOL	S	036497		5232010			23B0680
MI	FOWLerville JUNIOR HIGH	S	NEW236		5262150			26B1140
MS	NORTH GULFPORT SEVENTH AND	S	046892		5282030			28B1110
MS	OLIVE BRANCH INTERMEDIATE	S	046797	2331010			28A1000	
MT	EAST MIDDLE SCHOOL	S	050181		4942030			30B0990
MT	FRED MOODRY 7-8	S	050042		4942010			30B0980
NC	JONESVILLE ELEMENTAR	S	063875	2181060				37B0050
NE	CHAPMAN CENTER	S	051217	3621020				31B0100
NE	FAIRMONT HIGH SCHOOL	S	051718			3623020		31B0150
NE	HENDERSON HIGH SCHOOL	S	051784			3623030		31B0570
NH	PLAINFIELD ELEMENTARY SCHOOL	S	053240		5332010		33A0430	
NM	CHAPARRAL JR HIGH	S	056045		5352040			35B0680
NM	GALLUP JUNIOR HIGH	S	056434		5352030			35B0440
NM	WHITE MOUNTAIN ELEME	S	056678	4781070			35A0590	
NV	KELLER MIDDLE SCHOOL	S	052604		5322030			32B0090
NV	MOLASKY MIDDLE SCHOOL	S	NEW253		5322050			32B0680
NV	SAWYER MIDDLE SCHOOL	S	052511		5322020			32B0010
NV	WHITE MIDDLE SCHOOL	S	052498		5322010			32B0250
OK	EAGLE ACADEMY	S	070690			4713040	40A0060	
PA	G A R MEMORIAL JSHS	S	075822			1103030		42B0840
RI	LINCOLN MIDDLE SCHOOL	S	076031		5442010			44B0340
RI	ROGER WILLIAMS MIDDLE	S	076133		5442020			44B0410
SC	BRYSON MIDDLE	S	076788		5452050			45B0440
SD	WINNER MIDDLE SCH	S	078174		3602040			46B1350
UT	BROCKBANK JR HIGH	S	087375		5492020			49B0680
VT	BRATT. AREA MIDDLE SCH UHSD #6	S	087931		5502010			50B0900
VT	MALLETT'S BAY SCHOOL	S	087963	1031010			50A1040	
VT	WOODSTOCK UNION MIDDLE SCHOOL	S	088210		5502020			50B0350
WA	EATONVILLE	S	090599	4931020				53B0160
WV	BECKLEY/STRATTON JUNIOR HIGH	S	093054		5542020			54B0720
WV	HEDGESVILLE MIDDLE SCHOOL	S	092428		5542010			54B0130