

Appendix G

Letter to NAEP School Coordinator

APPENDIX G. LETTER TO NAEP SCHOOL COORDINATOR



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March 2005

Dear NAEP School Coordinator:

As described in previous mailings to your school, the 2005 High School Transcript Study is being conducted in conjunction with the 2005 National Assessment of Educational Progress (NAEP). The purpose of this study is to supply data to educational researchers and policy analysts on course-taking patterns and to examine the relationship of these patterns to achievement in secondary schools sampled in the 2005 NAEP. NAEP schools are included in the sample in order that NAEP data and transcript data can be linked. The participation of all selected schools is needed to make the results of the transcript study comprehensive, accurate, and timely.

The activities for Phase 1 of this study will be conducted this winter and spring, and will include collecting course catalogs and sample transcripts from your school. For phase 2 of this study in the summer of 2005, a NAEP representative will return to the school to collect the requested transcripts.

The granting of U.S. Department of Education authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31 (a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information schools are asked to supply to NAEP and the High School Transcript Study will be protected as required by FERPA and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations will be provided to you prior to the collection of any transcripts.

I would appreciate your cooperation in this important component of the 2005 NAEP. If you have any questions about the study or its procedures, please contact me at (800) 283-6237.

Sincerely,

Nancy W. Caldwell
Westat Project Director for NAEP

Appendix H

Transcript Format Checklist

APPENDIX H. TRANSCRIPT FORMAT CHECKLIST

NAEP School ID: _____

Supervisor: _____

Transcript Format Checklist

Marked	Not Marked	Not on Transcript	
			1. Student's birthdate
			2. Student's race/ethnicity
			3. Student's gender
			4. Student's IEP/LEP status
			5. Student's graduation date
			6. Years attending this school
			7. Type of diploma awarded
			8. When a course was taken (year and semester)
			9. For a single course:
			a. course name
			b. number of credits
			c. length of course (year, semester, trimester)
			d. level of course (honors, remedial, special edu., regular)
			e. taught in another language (or ESL course)
			f. vocational courses
			g. location, if not taught at this school site
			10. Total number of credits received
			11. "Weighting" of course credits/grades (for honors or remedial levels)
			12. Are abbreviations or codes used on the transcripts? If so, indicate on the back of this form what they are and what they mean for those that are not obvious

Appendix I

Course Catalog Checklist

APPENDIX I. COURSE CATALOG CHECKLIST

NAEP School ID: _____

School Name: _____

Supervisor: _____

COURSE CATALOG CHECKLIST

Record each catalog title and check off all items which are identified in the course description materials you have collected.

School Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level ¹	Special Codes ²	Special Programs ³
1996-97								
1997-98								
1998-99								
1999-00								

District Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level ¹	Special Codes ²	Where Offered ⁴
1996-97								
1997-98								
1998-99								
1999-00								

¹ Identified as Regular, Honors, A.P, Remedial, Special Education, ESL?

² Does the catalog describe what codes mean?

³ Are Special Programs (Sp. Ed, IB, Vocational, etc.) included in this catalog?

⁴ Does the district catalog identify courses offered at the sampled HSTS school?

Appendix J

Shipping Transmittal Form – Phase 2

APPENDIX J. SHIPPING TRANSMITTAL FORM – PHASE 2

938442

**2005 HSTS – Shipping Transmittal Form – Phase 2
(Instructions: Fill out for each school and shipment)**

School ID #: _____ School Name: _____
Supervisor: _____ School Shipment for Phase 2
Date Shipped: _____ Source of Sample: NAEP List
 New Sample

1. TRANSCRIPTS

- A. Total number requested _____
 - B. Number in this shipment _____
 - C. Number unavailable _____
 - D. Number to be sent _____
- Estimated shipping date: _____

If School did Not Participate in NAEP, Complete the Following:

2. SCHOOL INFORMATION FORM (SIF):

- In this shipment
- To be shipped

3. COURSE CATALOG CHECKLIST:

- In this shipment

4. TRANSCRIPT FORMAT CHECKLIST:

- In this shipment

5. COURSE CATALOG (check one for each year):

- | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|---|---|---|---|
| <input type="checkbox"/> In this shipment |
| <input type="checkbox"/> To be shipped |
| <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable |

6. SCHOOL QUESTIONNAIRE:

- In this shipment
- To be shipped
- Unavailable

7. SD AND LEP QUESTIONNAIRES:

- A. Total number requested _____
- B. Number in this shipment _____
- C. Number unavailable _____
- D. Number to be sent _____

Appendix K

School Background Questionnaire

APPENDIX K. SCHOOL BACKGROUND QUESTIONNAIRE



School Background Questionnaire

2005
Grade 12



School Questionnaire – Grade 12

This questionnaire should be completed by the principal or the head of the school.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:

150 would be written as

Examples of numerals are:

Part I: School Characteristics and Policies

VB337248

1. What grades are taught in your school? Fill in **all** ovals that apply.

- Pre-kindergarten
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

VB5561e5

2. Do all students in your school follow the same school calendar?

- Yes → *Go to Question 3*
- No → *Skip to Question 4*

VB607891

3. Please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2005.

, hours of instruction as of February 1, 2005



VB607892

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2005.

First group: , hours of instruction as of February 1, 2005 VB607893

Second group: , hours of instruction as of February 1, 2005 VB607894

Third group: , hours of instruction as of February 1, 2005 VB607895

VB887250

5. What is the current enrollment in your school?

,

VB887256

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- 0%
- 1-5%
- 6-10%
- 11-25%
- 26-50%
- 51-75%
- 76-90%
- Over 90%

Q0070744

7. What type of school is this? Fill in ovals for **all** that apply.

- Regular secondary school
- A regular school with a magnet program
- A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.
- Special education: a school that primarily serves students with disabilities
- Vocational/technical: a school that primarily serves students being trained for occupations
- Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special education, or vocational
- Private (independent)
- Private (religiously affiliated)
- Charter school
- Privately run public school
- Other _____

HE002094

8. Does your school participate in the National School Lunch Program?

- Yes → *Go to Question 9*
- No → *Skip to Question 12*

VB556173

9. How does the school operate the program?

- Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Go to Question 11*
- All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 10*



VB08486

10. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2004
- Ⓒ 2003
- Ⓓ 2002
- Ⓔ 2001
- Ⓕ 2000
- Ⓖ 1999 or earlier

VB08487

11. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

VB618888

12. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- A No
- B Yes, our school receives funds, which are targeted to eligible students.
- C Yes, our school receives funds, which are used for schoolwide purposes.

VB485284

13. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB610145
b. Advanced Placement, International Baccalaureate, and honors courses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB610146
c. Instruction provided in student's home language (non-English)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485287
d. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485288
e. Special education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485289





VB3

14. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of school? Fill in **one** oval on each line.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Two-year colleges	<input type="radio"/>	VB3							
b. Four-year colleges or universities	<input type="radio"/>	VB3							
c. Vocational-technical or business schools	<input type="radio"/>	VB3							

Part II: Mathematics

VB543384

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in mathematics for graduation this year?

- Ⓐ None
- Ⓑ One-half year
- Ⓒ One year
- Ⓓ Two years
- Ⓔ Three years
- Ⓕ Four years
- Ⓖ More than four years

QB070745

2. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line.

	Yes	No	
a. Pre-calculus, third-year algebra, or elementary functions and analysis	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543396
b. Trigonometry	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	QB070750
c. Advanced Placement Calculus AB	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543387
d. Advanced Placement Calculus BC	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543389
e. Calculus (other than those listed above)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543386
f. Advanced Placement Statistics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543390
g. Probability and/or statistics (other than those listed above)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543397
h. Advanced Placement Computer Science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543393
i. Computer science (other than those listed above)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VB543392





3. Does your school offer **online** mathematics **test preparation** courses for students in your school?

VB543424

- Yes
- No

4. Does your school offer **online** mathematics courses **for credit**?

VB543425

- Yes
- No

Part III: Reading and Science

1. Beginning in the ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in each of the following subject areas for graduation this year? Fill in **one** oval on each line.

VB482741

	None	One-half year	One year	Two years	Three years	Four years	More than four years
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a. Reading/English/language arts

A B C D E F G

VB482843

b. Science

A B C D E F G

VB607897

2. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line.

VB380370

	Not at all	Small extent	Moderate extent	Large extent
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a. Use of language arts across the curriculum

A B C D

VB380371

b. Interpreting and analyzing literature

A B C D

VB380372

c. Understanding the process of reading or writing

A B C D

VB380373

d. Instructional strategies for teaching language arts

A B C D

VB380374



3. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line.

Q3070745

	Yes	No	
a. Advanced biology (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	Q3070746
b. Advanced chemistry (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	Q3070747
c. Advanced physics (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	Q3070748

Part IV: U.S. History and Civics

For the purpose of this questionnaire, “civics” means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

- VB33K95
1. For students who will graduate this year, what is the total number of years (or Carnegie-unit equivalents) of coursework that your school or district requires in social studies? (Count only requirements for courses taken in grades 9 through 12.)
- Ⓐ None
 - Ⓑ One-half year
 - Ⓒ One year
 - Ⓓ Two years
 - Ⓔ Three years
 - Ⓕ Four years
 - Ⓖ More than four years

- VB33K96
2. Of the years required for social studies, how many years (or Carnegie-unit equivalents) of coursework does your school or district require in each of the following subjects? Fill in **one** oval on each line.

	None	One-half year	One year	Two years	Three years	Four years	
a. A course primarily focused on U.S. history	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VB33K97
b. A course primarily focused on civics or government	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VB60788



3. At what grade do students in your school typically take the following courses? Fill in **all** ovals that apply.

VB388399

	9th grade	10th grade	11th grade	12th grade	This course is not offered in my school	
a. A course primarily focused on U.S. history	<input type="radio"/>	VB338420				
b. A course primarily focused on civics or government	<input type="radio"/>	VB407899				

4. How many students in your school are currently enrolled in Advanced Placement courses in each of the following subjects? Fill in **one** oval on each line.

VB407901

	None	1-5	6-10	11-25	26-50	More than 50	
a. U.S. History	<input type="radio"/>	VB410142					
b. U.S. Government and Politics	<input type="radio"/>	VB410143					

Part V: Economics

For the purposes of this questionnaire, “economics” means the study of the basic problem of limited resources and how people choose to use these resources.

Economics may be taught from an academic perspective, or it may be taught in an applied context, including:

- An individual and household context, including decisions about earning, saving, and personal financial challenges
- A business context, with a focus on entrepreneurs, workers, producers, and investors
- A public context, including government, policy, citizenship, and domestic and international organizations





VBd07187

1. Which of the following **economics-related courses** are offered in your school? Please include courses that were offered this year or last year. Fill in **all** ovals that apply.

	Not offered	Offered as			
		Partial semester course	Full semester course or equivalent	Full year course	
a. Economics course (general course other than Advanced Placement, International Baccalaureate, or honors economics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07188
b. Government and economics course (combined course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07189
c. Consumer economics or personal finance course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07190
d. Advanced Placement Economics course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07191
e. International Baccalaureate Economics course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07192
f. Honors economics course (other than Advanced Placement or International Baccalaureate Economics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07193
g. Business course such as entrepreneurship, marketing, or business principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07194
h. Any other economics course (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07195
i. Any other course that includes an extended (at least 8-week long) unit on economics (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBd07196

2. By the time they graduate, what percentage of the students in your school will have taken at least one semester of each of the following courses? Fill in **one** oval on each line.

	None/ course not offered	10% or less	11–25%	26–50%	51–75%	76% or more	
a. Economics course (general course other than Advanced Placement, International Baccalaureate, or honors economics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607198
b. Government and economics course (combined course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607199
c. Consumer economics or personal finance course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607200
d. Advanced Placement Economics course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607201
e. International Baccalaureate Economics course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607442
f. Honors economics course (other than Advanced Placement or International Baccalaureate Economics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607443
g. Business course such as entrepreneurship, marketing, or business principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607444
h. Any other economics course (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607445
i. Any other course that includes an extended (at least 8-week long) unit on economics (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607446





VB607447

3. Are general education students and special education students **required** to take at least one semester of any of the following economics-related courses **for graduation**? Fill in **all** ovals that apply.

	Yes, general education students	Yes, special education students	No	
a. Economics course (general course including Advanced Placement, International Baccalaureate, or honors economics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607448
b. Government and economics course (combined course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607449
c. Consumer economics or personal finance course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607450
d. Business course such as entrepreneurship, marketing, or business principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607451
e. Any other economics course (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607452
f. Any other course that includes an extended (at least 8-week long) unit on economics (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607453
g. At least one economics-related course, that students choose from among a variety of courses such as those listed above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB607454

4. Can students choose to take an economics course (from among a variety of other social studies courses) to fulfill a general social studies graduation requirement?

VB07455

- Yes
- No

5. Are students in your school required to pass a district or state standardized test **on economics** in order to graduate? Fill in **all** ovals that apply.

VB07456

- Yes, a district test
- Yes, a state test
- No

6. Are students in your school required to pass a district or state standardized test **that includes questions about economics** as well as questions about other subject areas in order to graduate? Fill in **all** ovals that apply.

VB07457

- Yes, a district test
- Yes, a state test
- No





VBs07458

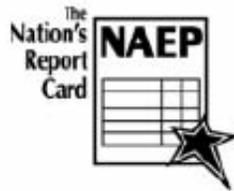
7. Are any of the following **co-curricular activities** related to economics available through your school? They could be part of a class or offered as an extracurricular activity. Fill in **one** oval on each line.

	Available	Not available	Don't know	
a. Future Business Leaders of America (FBLA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07459
b. DECA (an association of marketing students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07460
c. Junior Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07461
d. Investment club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07462
e. Fed Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07463
f. Economics Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07464
g. The Academic Decathlon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07465
h. Stock market game/simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07466
i. Student managed school store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07467
j. Student managed credit union or bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07468
k. Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VBs07469

Appendix L

2005 SD Questionnaire

APPENDIX L. 2005 SD QUESTIONNAIRE



Admin Schedule Line # _____ from Session # _____

2005 SD Questionnaire

Q-991

To be completed by the staff member most knowledgeable about a student identified as SD.
 Use a #2 pencil to complete this questionnaire.

NAEP Subject to be Assessed
 (from column C on Admin Schedule)

Please respond to the subject-specific questions based on the subject of the student's booklet.

- CMCS
- Economics
- Math
- Reading
- Science
- US History

Student Demographic Information
 (from columns D through J on Administration Schedule)

Birth Date Sex SD LEP R/E

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Year	1 = Male 2 = Female	1 = Yes 2 = No	1 = Yes 2 = No	3 = FLEP

Student Booklet ID
 (from column N on Administration Schedule)

<input type="text"/>							
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

SCHOOL #

<input type="text"/>					
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

DO NOT USE

<input type="text"/>	<input type="text"/>	<input type="text"/>
0	1	2
3	4	5
6	7	8
9	*	#

ADMIN USE ONLY

<input type="text"/>	<input type="text"/>	<input type="text"/>
0	1	2
3	4	5
6	7	8
9	*	#

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A project of the Institute of Education Sciences.
 This report is authorized by law (PL 107-110, 20 U.S.C. §2012). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0790 • Approval Expires 04/30/2007
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UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the 2004 National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that limited-English-proficient students, as well as other groups of students, participate in these state assessments. NCLB allows for reasonable accommodations on assessments administered to limited-English-proficient students. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and limited-English-proficient students in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and limited-English-proficient students in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and limited-English-proficient students. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and limited-English-proficient students are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Maria Hernandez Ferrier
Maria Hernandez Ferrier, Ed. D
Deputy Under Secretary
Office of English Language Acquisition

Troy R. Justesen
Troy R. Justesen, Ed. D.
Delegated the authority
to perform the functions of
Assistant Secretary for Special
Education and Rehabilitative Services

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BRMS-SD

Page 2

08/23/04 GJ





NAEP Questionnaire Regarding Students with a Disability (SD)

Some students in your school have been selected, as part of a representative sample of students across the country, to take part in the National Assessment of Educational Progress (NAEP). The current NAEP assessment focuses on students' performance in civics, economics, mathematics, reading, science, and U.S. history. As part of the assessment, NAEP collects background information about students, their teachers, and their school that may be related to students' academic performance.

In order to obtain a complete picture of educational progress for all students, it is important to collect supplemental information on students in the sample who have been identified as having a physical or mental disability—whether they will be assessed or not. Students with disabilities include those who have an individual education plan (IEP), Section 504 plan, or equivalent documentation for reasons other than gifted or talented. We are asking you to complete this questionnaire about one of those students.

NAEP is authorized under Public Law 107-110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

Thank you very much for your help.

INSTRUCTIONS FOR FILLING OUT QUESTIONNAIRE

Please complete this questionnaire for the student named on the front cover. If the student named on the front cover does not meet the definition for a student with a disability, or if you do not know about the student's disability, instruction, and assessment, please return this questionnaire to the NAEP school coordinator.

Please answer questions directly on this questionnaire with a number 2 pencil by filling in the appropriate ovals and, if necessary, by writing your responses in the spaces provided. When you are finished, please return the questionnaire to your school's NAEP coordinator.

VCC07154

What is your relationship to the student named on the front cover?

- Classroom (General Education) Teacher
- Special Education Teacher
- Related Service Provider (e.g., Speech Language Pathologist, Occupational Therapist, Physical Therapist)
- Guidance/School Counselor
- Principal/Assistant Principal
- Other (specify)

1. Why is this student classified as SD?

Y0335061

- Ⓐ The student has a disability and has an individualized education plan.
- Ⓑ The student has a Section 504 plan.
- Ⓒ The student has a disability, but the student's IEP or 504 plan is in process, and/or the student's status is unclear.

2. Which of the following describes this student's identified disability(ies)? (Fill in all ovals that apply.)

Y0335017

- Ⓐ Specific learning disability
- Ⓑ Hearing impairment/deafness
- Ⓒ Visual impairment/blindness
- Ⓓ Speech or language impairment
- Ⓔ Mental retardation
- Ⓕ Emotional handicap/disturbance
- Ⓖ Orthopedic impairment
- Ⓗ Traumatic brain injury
- Ⓘ Autism
- Ⓚ Developmental delay (age 9 or younger)
- Ⓛ Other health impairments
- Ⓜ Other (specify)

3. In your judgment, what is the degree of this student's disability(ies)?

Y0335016

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

4. At a minimum, do this student's long-term mathematics objectives include the ability to perform basic mathematics calculations without the use of a calculator?

Y0335067

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

5. At a minimum, do this student's long-term reading objectives include the ability to decode simple printed material?

Y0335068

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.





6. What proportion of his or her academic class time (in subjects such as mathematics, reading/language arts, science, and social studies) does this student spend in the mainstream/general education classroom(s)?

VCC05069

- Ⓐ None
- Ⓑ Half or less
- Ⓒ More than half, but not all
- Ⓓ All
- Ⓔ I don't know.

7. In which area(s) is this student currently receiving special education services? (Fill in all ovals that apply.)

VCC05071

- Ⓐ This student does not currently receive special education services.
- Ⓑ Language development
- Ⓒ Reading
- Ⓓ Mathematics
- Ⓔ Science
- Ⓚ Social Studies
- Ⓛ Speech (e.g., articulation, voice, speech flow)
- Ⓜ Self-control and/or deportment
- Ⓨ Personal care and/or basic life skills
- Ⓩ Vocational education
- ⓐ Other (specify)

- ⓑ I don't know.

8. Refer to the front cover to determine the subject in which this student is being assessed by NAEP, and fill in the oval for that subject below.

VCC04013

- Ⓐ Civics
- Ⓑ Economics
- Ⓒ Mathematics
- Ⓓ Reading
- Ⓔ Science
- Ⓚ U.S. history

Questions 9–15, which follow, ask about this student's instruction and assessment in the subject identified in question 8.

9. What grade level of instruction is this student currently receiving in the subject identified in question 8?

VCC04017

- Ⓐ This student is currently not receiving instruction in this subject.
- Ⓑ At or above grade level
- Ⓒ One year below grade level
- Ⓓ Two or more years below grade level
- Ⓔ I don't know.

10. Is this student participating in the same curriculum content as nondisabled students in the subject identified in question 8?
- VC03AS09
- This student is currently not receiving instruction in this subject.
 - Same curriculum content
 - Different curriculum content
 - I don't know.

11. According to the student's IEP or 504 plan, how does this student participate in the state academic assessment in the subject identified in question 8? If your state does not have an assessment in the subject identified in question 8, indicate how this student participates in your state's reading/language arts assessment.
- VC03AS101
- Student's plan is still in process.
 - Regular assessment without accommodations
 - Regular assessment with accommodations
 - Regular assessment using accommodations *not* allowed in the regular state assessment
 - Out-of-level (off-grade) assessment
 - Alternate assessment for students who are significantly cognitively disabled
 - Other (specify)
-

For questions 12–15, please indicate which accommodations this student receives, if any, in the state academic assessment in the subject identified in question 8. If your state does not have an assessment in the subject identified in question 8, indicate which accommodations this student receives, if any, in your state's reading/language arts assessment.

12. Presentation Accommodations (Fill in all ovals that apply.)
- VC03AS119
- No presentation accommodations
 - Directions read aloud to student or presented by audiotape
 - Directions signed
 - Directions repeated
 - Assistance with interpretation of directions given
 - Passages, other test stimuli, or test questions read aloud or presented by audiotape
 - Braille edition of test
 - Large-print edition of test
 - Magnifying equipment provided
 - Test administered by person familiar to the student
 - Other (specify)
-





13. Response Accommodations (Fill in all ovals that apply.)

VC085122

- No response accommodations
- Responds in Braille
- Responds in sign language
- Points to answers
- Responds orally
- Tape records answers
- Uses computer to respond
- Uses typewriter to respond
- Uses a template to respond
- Uses a large marking pen or specially designed writing tool
- Writes directly in test booklet
- Uses a calculator, including talking or Braille calculators, for computation tasks
- Other (specify)

14. Setting Accommodations (Fill in all ovals that apply.)

VC095140

- No setting accommodations
- Tested in small group
- Tested individually
- Tested in separate room
- Receives preferential seating
- Special lighting provided
- Special furniture provided
- Other (specify)

15. Timing Accommodations (Fill in all ovals that apply.)

VC095160

- No timing accommodations
- Receives extended time
- Receives breaks during test
- Tested over several days
- Other (specify)

Question 16 asks you to judge whether this student can participate in the NAEP assessment, either with or without accommodations.

The NAEP assessment includes both multiple-choice and constructed-response (open-ended) questions.

A student identified as having a disability *should be included* in the NAEP assessment unless he or she is significantly cognitively disabled or unable to demonstrate his or her knowledge in the subject being assessed without an accommodation that is not permitted in NAEP.

NAEP permits most, but not all, accommodations provided for state assessment programs. In the reading assessment, NAEP *does not* permit the reading passages or test questions to be read aloud or presented by audiotape. In the mathematics assessment, NAEP *does not* permit use of calculators on computation questions. Testing over more than one day is *not* permitted in any NAEP assessment. NAEP does not have out-of-level (off-grade) or alternate assessments.

VC335219

16. In your judgment, can this student participate in NAEP in the subject identified in question 8?

- Ⓐ Yes, without accommodations
- Ⓑ Yes, with accommodations permitted in NAEP
- Ⓒ No, this student is significantly cognitively disabled.
- Ⓓ No, this student cannot be assessed without an out-of-level (off-grade) or alternate assessment.
- Ⓔ No, this student cannot demonstrate his or her knowledge in the subject being assessed without accommodations that are not permitted in NAEP.

THANK YOU FOR YOUR
COOPERATION

Appendix M

2005 LEP Questionnaire



UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the 2004 National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that limited-English-proficient students, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to limited-English-proficient students. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and limited-English-proficient students in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and limited-English-proficient students in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and limited-English-proficient students. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and limited-English-proficient students are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Maria Hernandez Ferrier

Maria Hernandez Ferrier, Ed. D.
Deputy Under Secretary
Office of English Language Acquisition

Troy R. Justiser

Troy R. Justiser, Ed. D.
Delegated the authority
to perform the functions of
Assistant Secretary for Special
Education and Rehabilitative Services

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BRMS-LEP

08/16/04 GJ





NAEP Questionnaire Regarding Limited-English-Proficient (LEP) Students

Some students in your school have been selected, as part of a representative sample of students across the country, to take part in the National Assessment of Educational Progress (NAEP). The current NAEP assessment focuses on students' performance in civics, economics, mathematics, reading, science, and U.S. history. As part of the assessment, NAEP collects background information about students, their teachers, their home, and their school that may be related to students' academic performance.

In order to obtain a complete picture of educational progress for all students, it is important to collect supplemental information on students in the sample who are classified as limited English proficient (LEP) or as an English language learner (ELL)—whether they will be assessed or not. We are asking you to complete this questionnaire about one of those students.

NAEP is authorized under Public Law 107-110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

Thank you very much for your help.

INSTRUCTIONS FOR FILLING OUT QUESTIONNAIRE

Please complete this questionnaire for the student named on the front cover. If the student named on the front cover does not meet the definition for a LEP or ELL student, or if you do not know about the student's English-language proficiency, instruction, and assessment, please return this questionnaire to the NAEP school coordinator.

Please answer questions directly on this questionnaire with a number 2 pencil by filling in the appropriate ovals and, if necessary, by writing your responses in the spaces provided. When you are finished, please return the questionnaire to your school's NAEP coordinator.

VC037124

What is your relationship to the student named on the front cover?

- Ⓐ Classroom (General Education) Teacher
- Ⓑ Bilingual Education/ESL Classroom Teacher
- Ⓒ Bilingual Education/ESL Pullout Teacher
- Ⓓ Guidance/School Counselor
- Ⓔ Principal/Assistant Principal
- Ⓕ Other (specify)

Y0328420

1. What is this student's first or native language?

- Spanish
- Other language (specify):

Y0325685

Questions 2–5. How would you characterize this student's English proficiency? (Fill in one oval in each row.)

	Good (LEP advanced)	Fair (LEP intermediate)	Poor (LEP beginning)	No proficiency	I don't know.	
2. Listening comprehension in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y0325690
3. Speaking English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y0325691
4. Reading English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y0325692
5. Writing English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y0325693

Y0325697

6. Including the current school year, how long has this student been receiving academic instruction primarily in English?

- This student does not receive academic instruction primarily in English in this subject.
- Less than 1 year
- 1 to 2 years
- 2 to 3 years
- 3 years or more
- I don't know.

Y0325076

7. Refer to the front cover to determine the subject in which this student is being assessed by NAEP, and fill in the oval for that subject below.

- Civics
- Economics
- Mathematics
- Reading
- Science
- U.S. history





Questions 8–14, which follow, ask about this student’s instruction and assessment in the subject identified in question 7.

8. What grade level of instruction is this student currently receiving in the subject identified in question 7?

VC035078

- Ⓐ This student is currently not receiving instruction in this subject.
- Ⓑ At or above grade level
- Ⓒ One year below grade level
- Ⓓ Two or more years below grade level
- Ⓔ I don’t know.

9. Is this student participating in the same curriculum content in the English language as English-speaking students in the subject identified in question 7?

VC035704

- Ⓐ This student is currently not receiving instruction in English in this subject.
- Ⓑ Same curriculum content
- Ⓒ Different curriculum content
- Ⓓ I don’t know.

10. During this school year, what type of instruction for limited-English-proficient students has this student received in the subject identified in question 7?

VC035707

- Ⓐ No specially designed instruction for limited-English-proficient students
- Ⓑ Specially designed instruction in English (e.g., ESL, simplified English)
- Ⓒ Native-language instruction
- Ⓓ I don’t know.

11. How does this student participate in the regular state academic assessment in the subject identified in question 7? If your state does not have an assessment in the subject identified in question 7, indicate how this student participates in your state’s reading/language arts assessment.

VC035710

- Ⓐ This student does not participate in the regular state academic assessment.
- Ⓑ Regular assessment without accommodations
- Ⓒ Regular assessment with direct and/or indirect linguistic support accommodations
- Ⓓ Other (specify)

- Ⓔ I don’t know.

For questions 12–13, please indicate which accommodations this student receives, if any, in the state academic assessment in the subject identified in question 7. If your state does not have an assessment in the subject identified in question 7, indicate which accommodation this student receives, if any, in your state’s reading/language arts assessment.

12. Direct linguistic support accommodations in native language or English (Fill in all ovals that apply.)

- Ⓐ No direct linguistic support accommodations
- Ⓑ Native-language version of test
- Ⓒ Bilingual version of test
- Ⓓ Bilingual word lists or glossaries
- Ⓔ Bilingual dictionary without definitions
- Ⓕ Directions translated aloud into native language or presented by audiotape
- Ⓖ Passages, other stimulus material, or test questions translated aloud into native language or presented by audiotape
- Ⓗ Student’s oral or written responses translated into written English
- Ⓘ Directions read aloud in English or presented by audiotape
- Ⓚ Passages, other stimulus materials, or test questions read aloud in English or presented by audiotape
- Ⓛ Other (specify)

13. Indirect linguistic support accommodations (Fill in all ovals that apply.)

- Ⓜ No indirect linguistic support accommodations
- Ⓝ Tested in small group
- Ⓞ Tested individually
- Ⓟ Receives extended time
- Ⓠ Receives preferential seating
- Ⓡ Other (specify)





Question 14 asks your judgment about whether this student can participate in the NAEP assessment either with or without accommodations.

The NAEP assessment includes both multiple-choice and constructed-response (open-ended) questions.

A student who is identified as limited English proficient (LEP) and who is a native speaker of a language other than English *should be included* in the NAEP assessment unless he or she cannot demonstrate his or her knowledge in the subject assessed even with accommodations permitted by NAEP.

NAEP permits most, but not all, accommodations provided for state assessment programs. For all assessments, NAEP *does not* permit oral or written translation of directions into the student's native language or translation of the student's oral or written responses in his or her native language into English. For the reading assessment, NAEP *does not* permit the passages or test questions to be read aloud or presented by audiotape in English, *does not* permit oral or written translation of passages or test questions into the student's native language, and *does not* permit the use of bilingual word lists, glossaries, or dictionaries.

A student who has received instruction primarily in English for at least three school years, including the current year, must participate in the NAEP assessment without accommodations.

VCD05718

14. In your judgment, can this student participate in NAEP in the subject selected in question 7?

- Yes, without accommodations
- Yes, with accommodations permitted in NAEP
- No, this student cannot demonstrate knowledge in the subject being assessed even with accommodations permitted in NAEP.

THANK YOU FOR YOUR COOPERATION

Appendix N

Quality Checks for the HSTS Sample: Comparison
of the Full HSTS School Sample to the
Responding HSTS School Sample

APPENDIX N. QUALITY CHECKS FOR THE HSTS SAMPLE: COMPARISON OF THE FULL HSTS SCHOOL SAMPLE TO THE RESPONDING HSTS SCHOOL SAMPLE

To study the potential for nonresponse bias, we compared selected school characteristics by comparing the distribution of the weighted full original sample to the final sample with and without nonresponse adjusted weights. There are two comparisons: of the main ‘unlinked’ HSTS responding school sample, and of the ‘linked’ NAEP-HSTS responding school sample. The latter is actually a subset of the former, as a school is required to be a respondent in both the HSTS study and in the NAEP study to be in the linked school sample.

The tables in this section present weighted aggregations, weighted percentages and weighted means for the full HSTS school sample, the responding unlinked schools, and the responding linked schools. The weights include the original school base weight (reciprocal of the probability of selection), and the grade enrollment of the school¹. If the responding school sets with their nonresponse adjusted weights are representing the full school sample without bias then there should be ‘balance’ in the weighted estimates: the full school sample and the two responding school samples should be estimating the same population values.

The differences between these sets of weighted estimates give an indication of the potential for nonresponse bias that has been introduced by nonresponding schools with no participating substitute. We computed a standard error for these differences by concatenating the two files and treating them as one file with one set of weights. The first ‘half’ of the concatenated file consists of all originally sampled schools, with the replicate weights being the grade-enrollment-adjusted school base weights. The second ‘half’ of the concatenated file consisted of responding schools only, with the replicate weights being the grade-enrollment-adjusted school-nonresponse-adjusted weights. Note that responding original schools will be represented twice on these concatenated files, with different weights for each of the two records for the school. The standardized difference is the difference divided by this computed standard error. Under the null hypothesis that the two estimators are estimating the same population value (i.e., there is no nonresponse bias), these standardized differences should have a distribution reasonably close to that of a t-distribution, with appropriate degrees of freedom based on the number of first-stage sample units. The

¹ The estimates are of school population totals that are weighted by the school’s grade enrollment (so that the totals are actually of students).

p-values are two-sided corresponding to this test that the population difference is zero, as against the two-sided alternative².

Tables N-1 and N-2 present weighted aggregations for public schools, private schools, public and private schools together, and weighted percentages by Census region and school-wide Title I status for public schools, school type for private schools, and weighted percentages by type of locality for public and private schools combined together.

Table N-1. NAEP HSTS comparisons of full HSTS school sample and responding HSTS unlinked school sample: 2005

HSTS sample	Full HSTS school sample student total estimate	Full HSTS school sample estimated percent	Responding HSTS (unlinked) school sample student total estimate	Responding HSTS (unlinked) school sample estimated percent	Difference full-unlinked resp (in total or percent)	P-value of standardized difference
Public schools						
Northeast	513,759	17.64	513,759	17.64	0.00	0.805
Midwest	689,716	23.68	689,716	23.68	0.00	0.805
South	1,010,446	34.70	1,010,446	34.70	0.00	1.000
West	698,238	23.98	698,238	23.98	0.00	0.934
Public schools						
School-wide Title I	249,034	42.49	263,789	42.78	-0.30	0.864
Other	337,122	57.51	352,807	57.22	0.30	0.864
Private schools						
Catholic	137,063	51.74	142,511	53.80	-2.06	0.318
Conservative Christian	27,972	10.56	29,390	11.10	-0.54	0.324
Other private	99,856	37.70	92,990	35.10	2.59	0.226
Public and private schools						
Central city	950,277	29.91	893,000	28.11	1.80	0.000
Urban fringe/large town	1,379,883	43.43	1,433,470	45.12	-1.69	0.004
Small town, rural	846,889	26.66	850,580	26.77	-0.12	0.728

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

² It should be noted that all p-values throughout this paper are based on the normal distribution (i.e., infinite degrees of freedom). In reality, the degrees of freedom are no more than the number of replicates (62), and in some subgroups considerably less. For this reason, t-statistics with absolute values in the general range of 2.0 through 2.5 are registered with p-values less than 5%, but might have non-significant p-values if the degrees of freedom were computed exactly.

Table N-2. NAEP HSTS comparisons of full HSTS school sample and responding NAEP-HSTS linked school sample: 2005

HSTS sample	Full HSTS school sample student total estimate	Full HSTS school sample estimated percent	Responding HSTS linked school sample student total estimate	Responding HSTS linked school sample estimated percent	Difference full-linked resp (in percent)	P-value of standardized difference
Public schools						
Northeast	513,759	17.64	513,759	17.64	0.00	0.624
Midwest	689,716	23.68	689,716	23.68	0.00	0.788
South	1,010,446	34.70	1,010,446	34.70	0.00	0.928
West	698,238	23.98	698,238	23.98	0.00	0.936
Public schools						
School-wide Title I	249,034	42.49	276,224	45.22	-2.73	0.191
Other	337,122	57.51	334,658	54.78	2.73	0.191
Private schools						
Catholic	137,063	51.74	142,511	53.80	-2.06	0.318
Conservative Christian	27,972	10.56	29,390	11.10	-0.54	0.324
Other religious	99,856	37.70	92,990	35.10	2.59	0.226
Public and private schools						
Central city	950,277	29.91	884,168	27.83	2.08	0.000
Urban fringe/large town	1,379,883	43.43	1,437,815	45.26	-1.82	0.003
Small town, rural	846,889	26.66	855,068	26.91	-0.26	0.525

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

It appears that the weighted responding (linked and unlinked) sample is about 2% on the high side with regard to central city schools, with urban fringe/large town schools 2% lower.

Tables N-3 and N-4 present weighted aggregations for Conservative Christian schools by Census region, and Other Private schools by Type of Location. In both of these cases, significant chi-square tests for non-independence of NAEP school response for the NAEP 2005 twelfth grade private school sample was found at the .05 level. As HSTS school response is highly correlated to NAEP school response, we will check these tables for significant differences after weighting adjustments for HSTS unlinked and linked school response as compared to the full HSTS school samples.

Table N-3. NAEP HSTS comparisons of full HSTS school sample and responding HSTS unlinked school sample for Conservative Christian and Other Private Schools: 2005

HSTS sample	Full HSTS school sample student total estimate	Full HSTS school sample estimated percent	Responding HSTS (unlinked) school sample student total estimate	Responding HSTS (unlinked) school sample estimated percent	Difference full-unlinked resp (in total or percent)	P-value of standardized difference
Conservative Christian schools						
Northeast	2,780	9.94	4,019	13.67	-3.74	0.478
Midwest	6,113	21.85	6,003	20.42	1.43	0.387
South	12,480	44.62	12,659	43.07	1.54	0.782
West	6,599	23.59	6,710	22.83	0.76	0.657
Other private schools						
Large central city	73,940	31.21	54,670	23.21	7.99	0.075
Midsized central city	52,863	22.31	55,616	23.62	-1.30	0.732
Rural, MSA	13,213	5.58	8,672	3.68	1.89	0.515

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-4. NAEP HSTS comparisons of full HSTS school sample and responding NAEP-HSTS linked school sample for Conservative Christian and Other Private Schools: 2005

HSTS sample	Full HSTS school sample student total estimate	Full HSTS school sample estimated percent	Responding HSTS linked school sample student total estimate	Responding HSTS linked school sample estimated percent	Difference full-linked resp (in total or percent)	P-value of standardized difference
Conservative Christian schools						
Northeast	2,780	9.94	4,564	15.53	-5.59	0.401
Midwest	6,113	21.85	6,113	20.80	1.05	0.355
South	12,480	44.62	9,585	32.61	12.00	0.191
West	6,599	23.59	9,128	31.06	-7.47	0.400
Other private schools						
Large central city	73,940	31.21	51,344	21.80	9.41	0.067
Midsized central city	52,863	22.31	57,021	24.21	-1.90	0.685
Rural, MSA	13,213	5.58	10,021	4.26	1.32	0.677

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

The means that are presented in Tables N-5 and N-6 are of the percentage of Black students in the school, the percentage of Hispanic students, the percentage of Asian students, and the percentage of Native American students, the median household income (1999) of the ZIP Code area where the school is

located, and type of location (with levels treated as continuous³). The sociodemographic and geographic aggregations as presented in the first two parts of the table are generally done in NAEP analyses. The NAEP operational assessment aggregations as given in the third part of the table are special to this HSTS analysis, as the NAEP operational assessment scores will be available to contribute to this HSTS analysis. This is especially helpful in confirming that the loss of New York to the HSTS sample is not generating systematic biases (or at least we can confirm that the responding sample has generally the same levels in terms of NAEP operational assessment outcomes). The ‘full HSTS school sample’ in the case of the NAEP operational assessments are restricted to the overlap between the HSTS school sample and the responding NAEP sample. The comparison is only made between this set and the NAEP-HSTS linked responding school sample (which is also restricted to the overlap set between HSTS sample and responding NAEP sample).

Tables N-5 through N-14 presents a comparison of the full HSTS school sample, the HSTS responding school sample (unlinked), and the NAEP-HSTS responding school sample (linked), with regard to school characteristics. Tables N-5 through N-9 present results for public schools, and Tables N-10 through N-14 present results for private schools. The first three tables of each set (N-5 through N-7 for public schools and N-10 through N-12 for private schools) present aggregations for the full HSTS sample, the unlinked responding school sample, and the NAEP-HSTS linked responding school sample respectively, with the remaining two sets of each set presenting estimates of the differences (full vs. unlinked, full vs. linked). Note that the NAEP operational assessment comparisons do not include the unlinked HSTS set. Along with the estimates of the differences are p-values for the two-sided test of the null hypothesis that the difference is zero.

The percentage of Hispanics in the Northeast is somewhat lower, the percentage of Blacks in the West somewhat higher, and the type of location higher (i.e., more rural) in the Northeast for the weighted responding linked and unlinked samples, compared to the full sample. The actual differences are small.

The other private category has some differences between the weighted responding sample and the full sample. The type of location is higher in the responding sample (i.e., it is more rural), and the percentage of Blacks is lower in the responding sample.

³ The numeric levels of type of location which are combined into means are 1-Large city center, 2-Smaller city center, 3-Urban fringe large city, 4-Urban fringe small city, 5-Large town, 6-Small town, 7-Rural. Thus a low mean indicates roughly relative urban status, a high mean indicates relative rural status.

Table N-5. Estimated enrollment from the full HSTS public school sample, by race/ethnicity, median income, type of location, and region: 2005

Census region	Enrollment								Median income		Type of location	
	Black		Hispanic		Asian		American Indian		Estimate (dollars)	SE	Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE				
Northeast	11.09	0.659	10.58	0.905	3.42	0.322	0.35	0.137	\$49,072	1,412	3.85	0.081
Midwest	10.31	1.004	4.13	0.696	2.54	0.282	1.47	0.411	48,981	1,039	4.35	0.076
South	24.26	1.117	12.32	0.845	2.17	0.176	0.92	0.181	40,144	824	4.16	0.062
West	5.86	0.610	28.59	1.167	10.46	1.046	1.70	0.266	49,121	803	3.18	0.071
Total	14.17	0.488	13.98	0.463	4.48	0.272	1.14	0.128	45,994	430	3.91	0.035

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-6. Estimated enrollment from the responding (unlinked) HSTS public school sample, by race/ethnicity, median income, type of location and region: 2005

Census region	Enrollment								Median income		Type of location	
	Black		Hispanic		Asian		American Indian		Estimate (dollars)	SE	Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE				
Public												
Northeast	9.82	0.851	8.76	1.232	3.33	0.486	0.18	0.028	\$49,311	1,673	4.02	0.112
Midwest	10.09	1.180	3.97	0.795	2.58	0.316	1.48	0.411	49,176	1,132	4.35	0.074
South	24.49	1.246	12.57	0.933	1.97	0.168	0.97	0.197	39,506	795	4.16	0.062
West	6.42	0.762	29.46	1.413	9.61	1.139	1.64	0.254	46,455	840	3.18	0.071
Total Public	14.11	0.573	13.92	0.555	4.20	0.298	1.11	0.126	45,225	494	3.94	0.037

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-7. Estimated enrollment from the responding NAEP-HSTS linked public school sample, by race/ethnicity, median income; type of location and region: 2005

Census region	Enrollment								Median income		Type of location	
	Black		Hispanic		Asian		American Indian		Estimate (dollars)	SE	Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE				
Northeast	9.94	0.899	8.35	1.217	2.99	0.413	0.17	0.028	\$48,929	1,691	4.03	0.114
Midwest	10.90	1.261	2.87	0.351	2.37	0.351	1.59	0.456	48,893	1,332	4.38	0.081
South	24.31	1.266	12.52	0.953	1.95	0.174	0.98	0.197	39,554	805	4.15	0.062
West	6.79	0.819	29.42	1.557	9.42	1.198	1.60	0.264	45,977	858	3.18	0.071
Total	14.35	0.619	13.56	0.540	4.04	0.304	1.13	0.136	44,991	539	3.95	0.038

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-8. Differences between responding unlinked and full HSTS public school sample, by race/ethnicity, median income, type of location and region: 2005

Census region	Enrollment								Median income		Type of location	
	Black		Hispanic		Asian		American Indian		Difference unlinked response-full	P-value	Difference unlinked response-full	P-value
	Difference unlinked response-full	P-value	Difference unlinked response-full	P-value	Difference unlinked response-full	P-value	Difference unlinked response-full	P-value				
Northeast	-1.26	0.159	-1.82	0.045	-0.10	0.818	-0.17	0.185	240	0.848	0.17	0.011
Midwest	-0.21	0.667	-0.15	0.398	0.04	0.673	0.01	0.712	195	0.489	0.00	0.835
South	0.23	0.667	0.25	0.216	-0.20	0.077	0.06	0.146	-638	0.177	0.00	0.482
West	0.56	0.087	0.86	0.249	-0.85	0.208	-0.07	0.411	-2,667	0.001	0.00	0.454
Total	-0.07	0.818	-0.06	0.805	-0.28	0.147	-0.03	0.536	-768	0.029	0.03	0.009

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-9. Differences between responding linked and full HSTS public school samples, by race/ethnicity, median income, type of location, and region: 2005

Census region	Enrollment								Median income		Type of location	
	Black		Hispanic		Asian		American Indian		Difference unlinked response- full	P- value	Difference unlinked response- full	P- value
	Difference unlinked response- full	P- value	Difference unlinked response- full	P- value	Difference unlinked response- full	P- value	Difference unlinked response- full	P- value				
Northeast	-1.15	0.224	-2.23	0.012	-0.43	0.240	-0.19	0.158	-142	0.911	0.17	0.009
Midwest	0.60	0.453	-1.26	0.022	-0.17	0.326	0.12	0.219	-88	0.873	0.03	0.266
South	0.05	0.936	0.20	0.367	-0.22	0.067	0.06	0.134	-590	0.215	0.00	0.293
West	0.93	0.010	0.83	0.341	-1.04	0.206	-0.10	0.301	-3,145	0.000	0.00	0.277
Total	0.17	0.613	-0.43	0.186	-0.44	0.047	-0.01	0.867	-1,003	0.007	0.04	0.005

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

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Table N-10. Estimated enrollment from the full HSTS private school sample, by race ethnicity, type of location and private school type: 2005

School type	Enrollment								Type of location	
	Black		Hispanic		Asian		American Indian		Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE		
Conservative Christian	4.89	1.246	3.44	0.755	1.56	0.250	0.77	0.532	3.70	0.403
Roman Catholic	10.75	3.915	10.09	2.369	4.08	1.403	0.52	0.175	2.51	0.334
Other Private	8.19	2.212	4.34	1.016	10.23	3.486	0.55	0.214	3.12	0.275
Total Private	9.19	2.118	7.29	1.414	6.03	1.501	0.56	0.107	2.87	0.187

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-11. Estimated enrollment from the responding (unlinked) NAEP HSTS private school sample, by race/ethnicity, type of location and private school type: 2005

School type	Enrollment								Type of location	
	Black		Hispanic		Asian		American Indian		Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE		
Conservative Christian	4.08	1.131	3.39	0.966	1.58	0.340	1.41	0.963	3.75	0.524
Roman Catholic	9.70	4.545	8.72	2.550	5.21	2.008	0.68	0.244	2.40	0.308
Other Private	4.64	1.785	2.97	0.889	10.46	4.954	0.30	0.127	4.14	0.300
Total	7.30	2.600	6.11	1.375	6.65	2.014	0.63	0.181	3.16	0.195

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-12. Estimated enrollment from the responding NAEP-HSTS linked private school sample, by race ethnicity, type of location and private school type: 2005

School type	Enrollment								Type of location	
	Black		Hispanic		Asian		American Indian		Mean scale	SE
	Percent	SE	Percent	SE	Percent	SE	Percent	SE		
Conservative Christian	3.51	1.105	2.09	0.693	1.49	0.375	1.22	1.041	3.66	0.614
Roman Catholic	6.96	4.304	8.37	2.663	5.56	2.247	0.77	0.265	2.56	0.338
Other Private	3.33	1.408	3.06	1.067	13.66	6.660	0.25	0.148	4.15	0.424
Total	5.30	2.404	5.81	1.472	7.95	2.492	0.64	0.203	3.24	0.231

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

Table N-13. Differences between responding unlinked and full HSTS private school sample, by race/ethnicity, type of location and private school type: 2005

School type	Enrollment								Type of location	
	Black		Hispanic		Asian		American Indian		Difference unlinked response-full	P-value
	Difference unlinked response-full	P-value								
Conservative Christian	-0.81	0.452	-0.05	0.939	0.02	0.917	0.64	0.198	0.05	0.851
Roman Catholic	-1.05	0.666	-1.37	0.423	1.13	0.140	0.16	0.094	-0.11	0.695
Other Private	-3.54	0.106	-1.36	0.078	0.23	0.945	-0.25	0.198	1.02	0.002
Total	-1.89	0.245	-1.18	0.255	0.62	0.597	0.07	0.550	0.30	0.095

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.

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Table N-14. Differences between responding linked and full HSTS private school sample, by race-ethnicity, school location and private school type: 2005

School type	Enrollment								Type of location	
	Black		Hispanic		Asian		American Indian		Difference unlinked response-full	P-value
	Difference unlinked response-full	P-value								
Conservative Christian	-1.38	0.262	-1.35	0.094	-0.07	0.810	0.45	0.446	-0.03	0.939
Roman Catholic	-3.79	0.167	-1.72	0.358	1.47	0.171	0.25	0.058	0.05	0.878
Other Private	-4.86	0.038	-1.27	0.167	3.43	0.469	-0.31	0.184	1.02	0.004
Total	-3.89	0.017	-1.49	0.195	1.92	0.231	0.08	0.583	0.37	0.066

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, NAEP High School Transcript Study (HSTS), 2005.