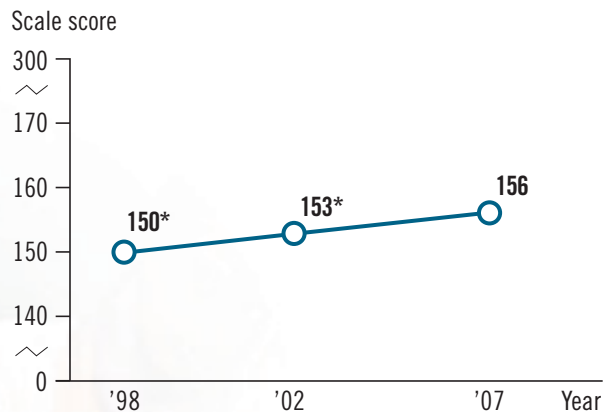


8th Grade

Eighth-graders' writing skills improve

The nation's eighth-graders demonstrated better writing skills in 2007 than in previous years. As shown in figure 1, the average score of 156 in 2007 was higher than in both previous assessments. Eighth-graders scored 3 points higher than in 2002 and 6 points higher than in 1998.

Figure 1. Trend in eighth-grade NAEP writing average scores



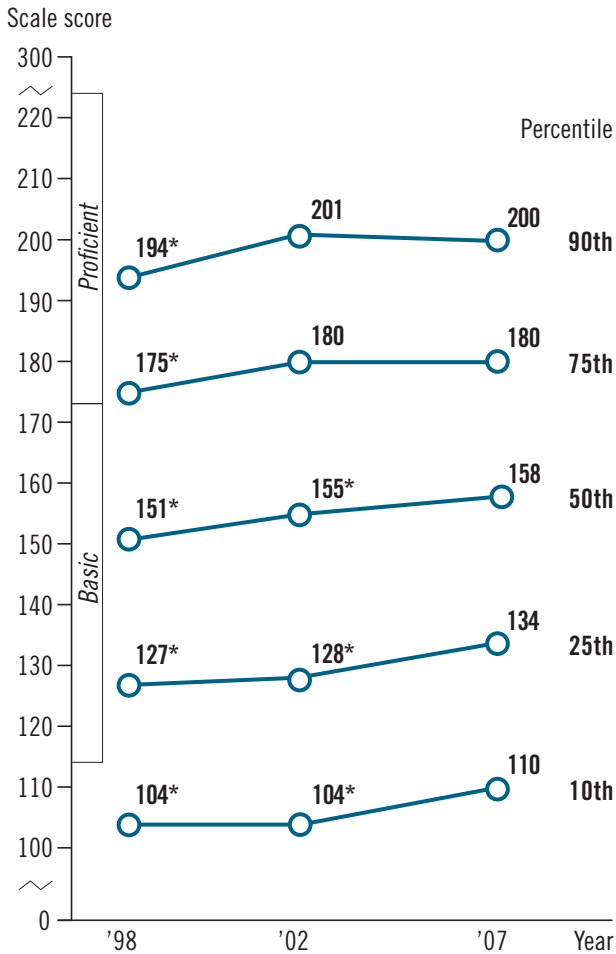
* Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Lower- and middle-performing students improve since 2002

Students at the 10th, 25th, and 50th percentiles scored higher in 2007 than in both previous assessments (figure 2). Scores for students at the 75th and 90th percentiles showed no significant change in comparison to 2002, but both were higher than in 1998.

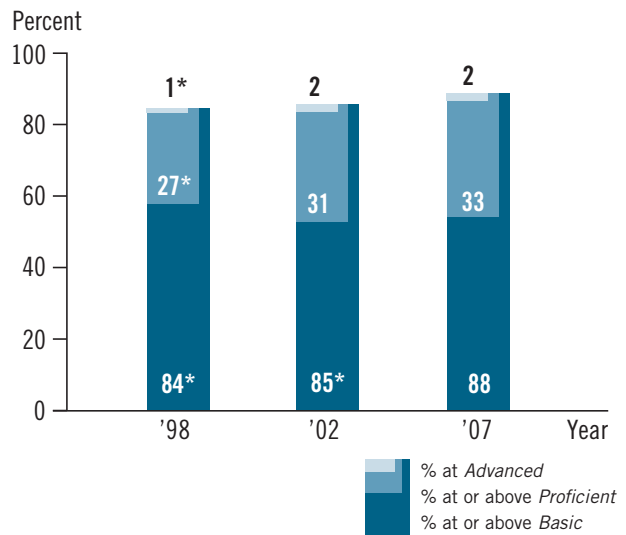
Figure 2. Trend in eighth-grade NAEP writing percentile scores



* Significantly different ($p < .05$) from 2007.

Achievement-level results also showed increases for lower- and middle-performing students. The percentage of eighth-graders performing at or above the *Basic* level was higher in 2007 than in both previous assessments (figure 3). While there was no significant change in the percentage of students performing at or above *Proficient* since 2002, the percentage was higher in 2007 than in 1998.

Figure 3. Trend in eighth-grade NAEP writing achievement-level results



* Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

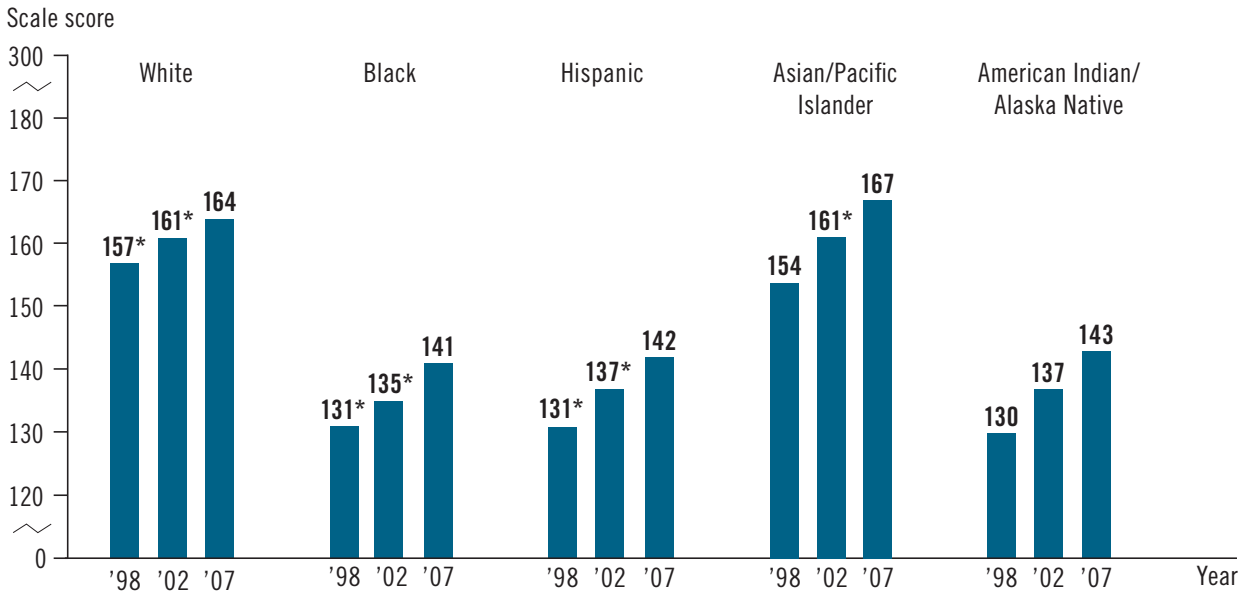


Racial/ethnic groups gain

Most racial/ethnic groups showed writing progress since 2002. White, Black, and Hispanic students had higher average writing scores than in 2002 and 1998. Asian/Pacific Islander students scored higher than in 2002, but the apparent change in comparison to 1998 was not statistically significant (figure 4).

There was no significant change in the average writing score for American Indian/Alaska Native students compared to previous assessment years. Although not shown here, scores for American Indian/Alaska Native students at the 50th and 75th percentiles were higher in 2007 than in 1998.

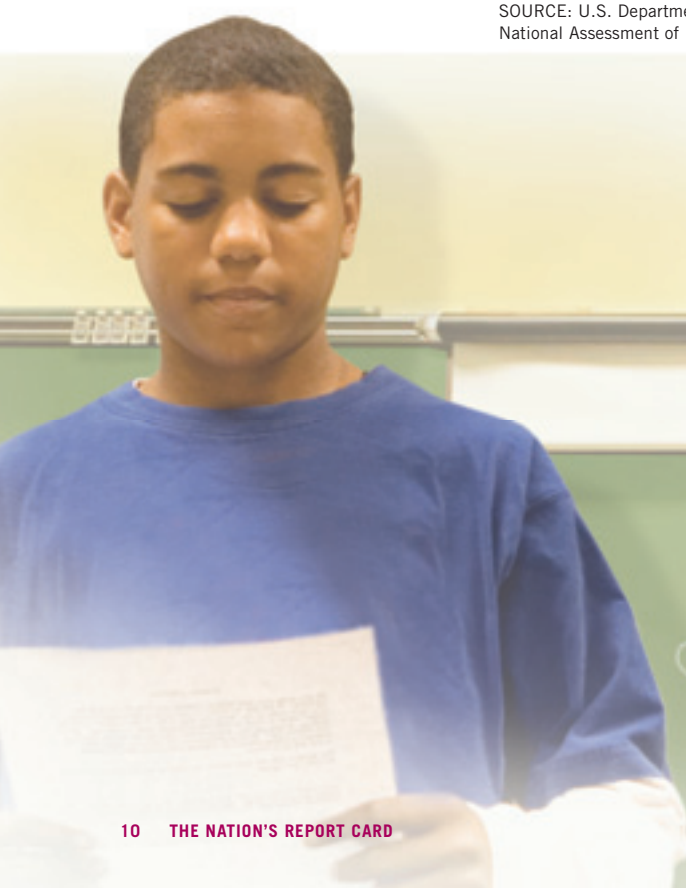
Figure 4. Trend in eighth-grade NAEP writing average scores, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



ACHIEVEMENT-LEVEL RESULTS

Information is available on achievement-level results for racial/ethnic groups and other reporting categories at http://nationsreportcard.gov/writing_2007/data.asp.

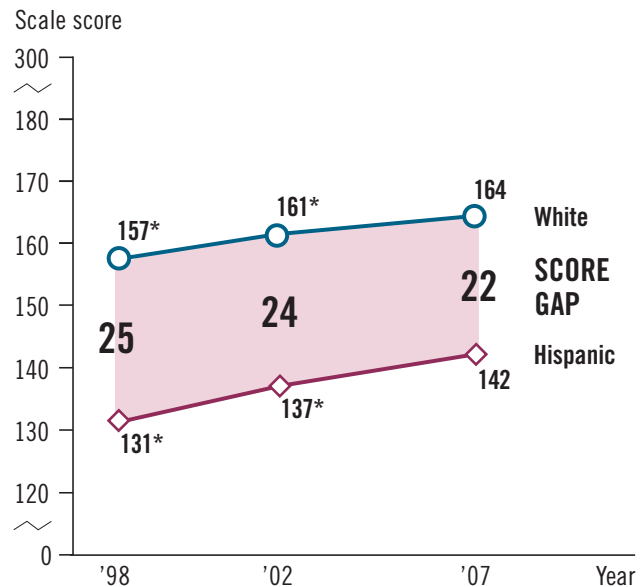
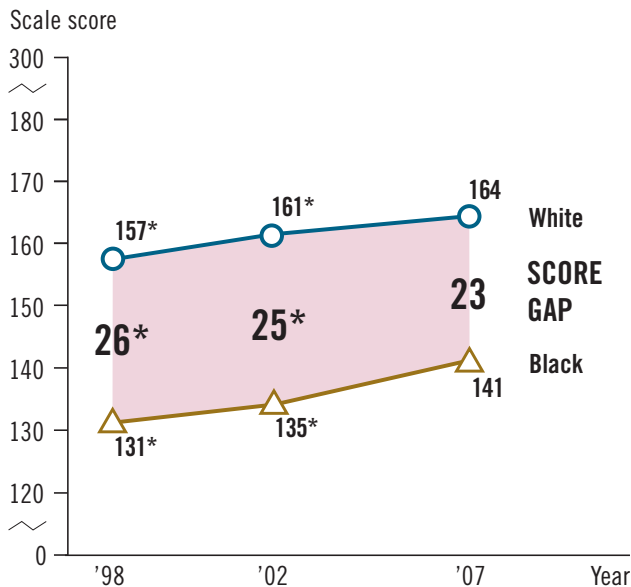


White – Black gap narrows

Significant gaps continue to exist between the writing scores of White students and other racial/ethnic groups. A 23-point gap exists between White and Black eighth-graders. However, with the increase in the score for Black students in 2007, this gap was

narrower than in both previous assessments (figure 5). The 22-point score gap between White and Hispanic students was not significantly different from the gaps in 2002 or 1998.

Figure 5. Trend in eighth-grade NAEP writing average scores and score gaps, by selected racial/ethnic groups



* Significantly different ($p < .05$) from 2007.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

In each assessment year, NAEP collects information on student demographics. As shown in table 3, the percentage of White eighth-graders in the population was lower in 2007 than in 2002 and 1998, while the percentage of Hispanic students was higher. The percentage of Black students also increased from 15 percent in 1998 and 2002 to 16 percent in 2007. The percentage of Asian/Pacific Islander students was higher in 2007 than in 1998.

Table 3. Percentage of students assessed in eighth-grade NAEP writing, by race/ethnicity: 1998, 2002, and 2007

| Race/ethnicity | 1998 | 2002 | 2007 |
|-----------------------------------|------|------|------|
| White | 70* | 65* | 59 |
| Black | 15* | 15* | 16 |
| Hispanic | 11* | 14* | 18 |
| Asian/Pacific Islander | 3* | 4 | 5 |
| American Indian/ Alaska Native | 1 | 1 | 1 |

* Significantly different ($p < .05$) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for the unclassified race/ethnicity category.

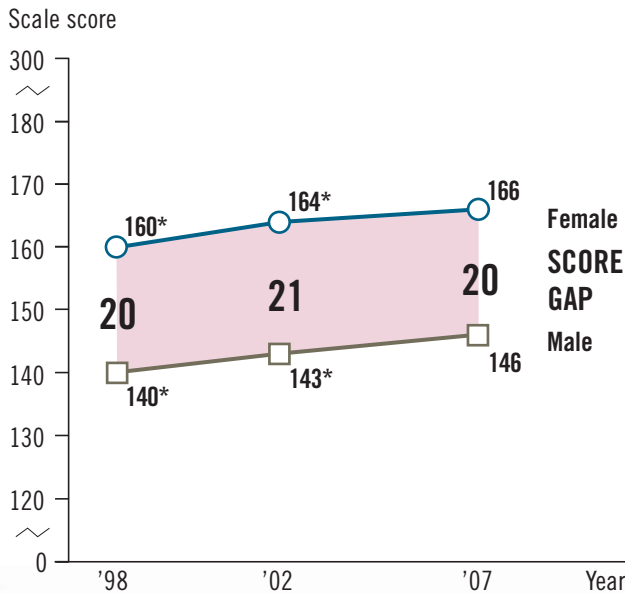
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Females outscore males

The performance of both female and male eighth-graders showed overall improvement in writing. In 2007, both groups scored 3 points¹ higher than in 2002 and 6 points higher than in 1998 (figure 6). The 20-point score gap between the two groups in 2007 was not significantly different from the gap in 2002 or 1998.

¹ The score-point gain is based on the difference of the unrounded scores as opposed to the rounded scores shown in the figure.

Figure 6. Trend in eighth-grade NAEP writing average scores and score gaps, by gender



* Significantly different ($p < .05$) from 2007.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

Scores vary by family income

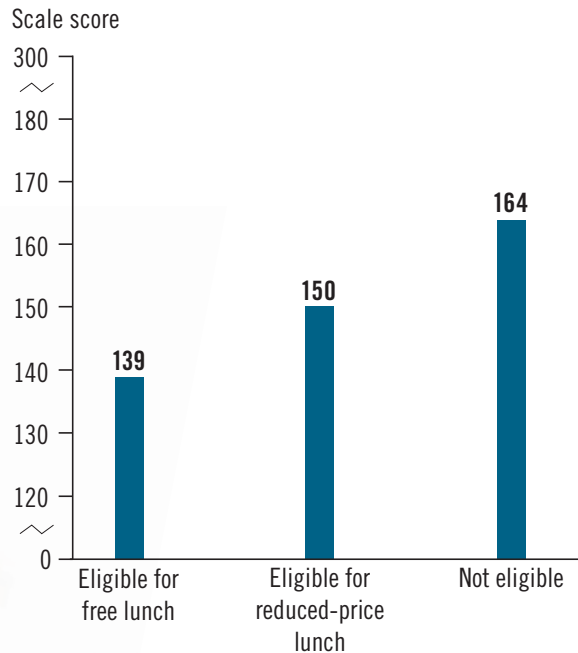
NAEP uses students' eligibility for the National School Lunch Program as an indicator of poverty. Students from lower-income families are eligible (see Technical Notes for eligibility criteria), while students from higher-income families are not.

For eighth-graders in 2007,

- 32 percent were eligible for free lunch,
- 6 percent were eligible for reduced-price lunch,
- 55 percent were not eligible for the school lunch program, and
- information was not available for 7 percent of the students.

Students eligible for free lunch scored lower than those eligible for reduced-price lunch. Both groups scored lower on average than students who were not eligible. There was a 25-point score gap between students who were eligible for free lunch and those who were not eligible (figure 7).

Figure 7. Average scores in eighth-grade NAEP writing, by eligibility for free or reduced-price school lunch: 2007



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Private school students score higher than public school students

In 2007, nine percent of eighth-graders attended private schools, and 91 percent attended public schools. Private school eighth-graders outperformed their peers in public schools in both 1998 and 2007. Although response rates were too low to report results in 2002 for private schools overall, results could be reported for Catholic school students. Private school students attending Catholic schools had higher average scores than their peers in public schools for all three assessments (table 4).

It is important to note there may be many reasons why private school students perform differently, on average, from public school students. Differences in demographic composition, admission policies, parental involvement, and other factors not measured in NAEP can influence student achievement.

Eighth-graders in all three categories have made gains in writing since the initial assessment year. Average writing

scores were higher in 2007 than in 1998 for public and private school students. The score for Catholic school students in 2007 showed no significant change from 2002 but was 6 points higher than in 1998.

Table 4. Average scores in eighth-grade NAEP writing, by type of school: 1998, 2002, and 2007

| Type of school | 1998 | 2002 | 2007 |
|----------------|------|------|------|
| Public | 148* | 152* | 154 |
| Private | 167* | ‡ | 173 |
| Catholic | 169* | 172 | 175 |

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2007.

Public school students in large central cities improve since 2002

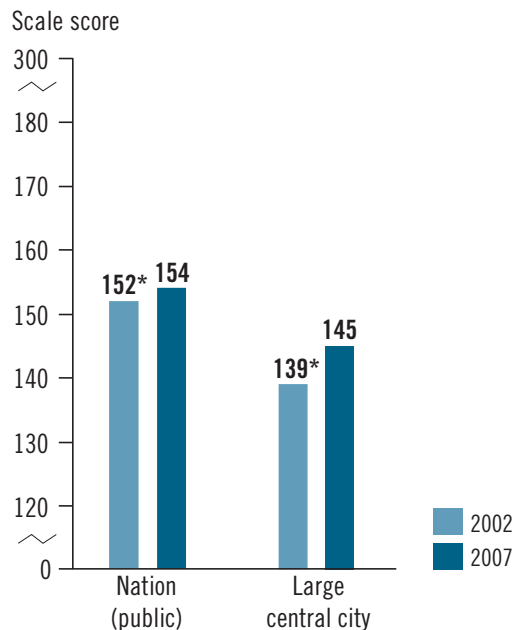
NAEP results for large central cities reflect the performance of public school students in 66 cities with populations of 250,000 or more. Results for large central cities are reported for grade 8 to provide an appropriate comparison group for the Trial Urban District Assessment (TUDA) results presented later in this report. Students in large central cities represent a peer group with characteristics that are more similar to students in urban districts than in the nation as a whole.

While the average writing score in 2007 for students in large central cities was lower than the score for public school students nationally, scores for both groups increased in comparison to 2002 (figure 8). The average score for public school students in the nation was 3 points² higher than in 2002, and the score for students in large central cities was 6 points higher.

FOR MORE INFORMATION...

Additional results for large central cities are included with those for trial urban districts in figures 12 and 13, tables 8 through 10, appendix tables A-13 through A-20, and at http://nationsreportcard.gov/writing_2007/w0037.asp.

Figure 8. Average scores in NAEP writing for eighth-grade public school students, by nation and large central city: 2002 and 2007



* Significantly different ($p < .05$) from 2007.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

² The score-point gain is based on the difference of the unrounded scores as opposed to the rounded scores shown in the figure.

State Performance at Grade 8

Compared to 1998, students in most participating states have increased their average writing scores, and no states showed a decline.

State participation in the NAEP writing assessment is voluntary. Forty-five states participated in the 2007 writing assessment. Thirty-eight states participated in both 2007 and 2002, and 33 participated in both 2007 and 1998, allowing for comparisons over time. Beyond the states, the Department of Defense schools participated in all three assessment years.

The maps presented on the following page illustrate the changes in average writing scores since 2002 and 1998 for participating states and Department of Defense schools. For purposes of illustration, changes in average scores for White, Black, and Hispanic students are highlighted in comparison to 2002, and overall achievement-level results are highlighted in comparison to 1998.

Progress Compared to 2002

- Average writing scores increased in 19 states and the Department of Defense schools (figure 9).
- Scores decreased only in North Carolina and showed no significant change in the remaining 18 states.

For racial/ethnic groups...

- Scores increased for White students in 16 states, Black students in 8 states, and Hispanic students in 7 states.
- Scores increased for all three racial/ethnic groups in Connecticut, Georgia, and Pennsylvania.
- No states showed a decline in average scores for White, Black, or Hispanic students.

Progress Compared to 1998

- Average writing scores increased in 28 states and the Department of Defense schools (figure 10).
- No states declined in overall average scores.

For students at or above Basic and Proficient...

- Percentages of students performing at or above *Basic* increased in 22 states and the Department of Defense schools.
- Percentages of students performing at or above *Proficient* increased in 26 states and the Department of Defense schools.

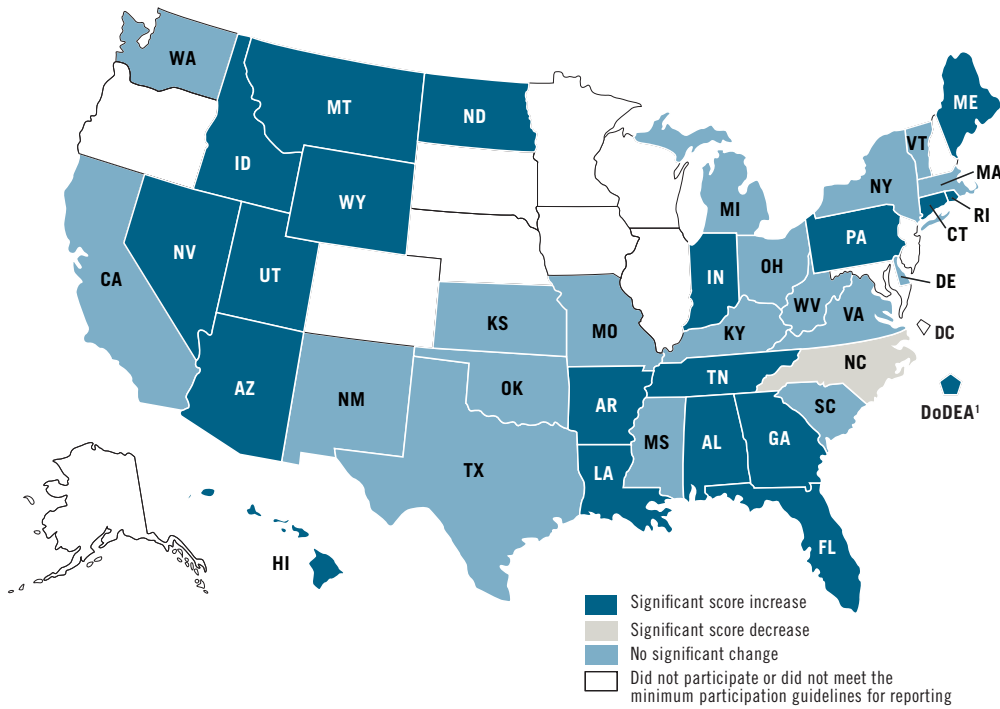
These and other state results for grade 8 are provided in figure 11, tables 5 and 6, and appendix tables A-6 through A-12.

Making State Comparisons

When comparing states, it is important to remember that performance results may be affected by differences in state and local policies regarding the identification, accommodation, and exclusion of students with disabilities and English language learners. Decisions regarding exclusion and accommodation are made by the schools, and if rates are comparatively high or vary widely over time, the validity of comparisons of performance results could be affected. See appendix tables A-3 through A-5 for state exclusion and accommodation rates. Additional information is available at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

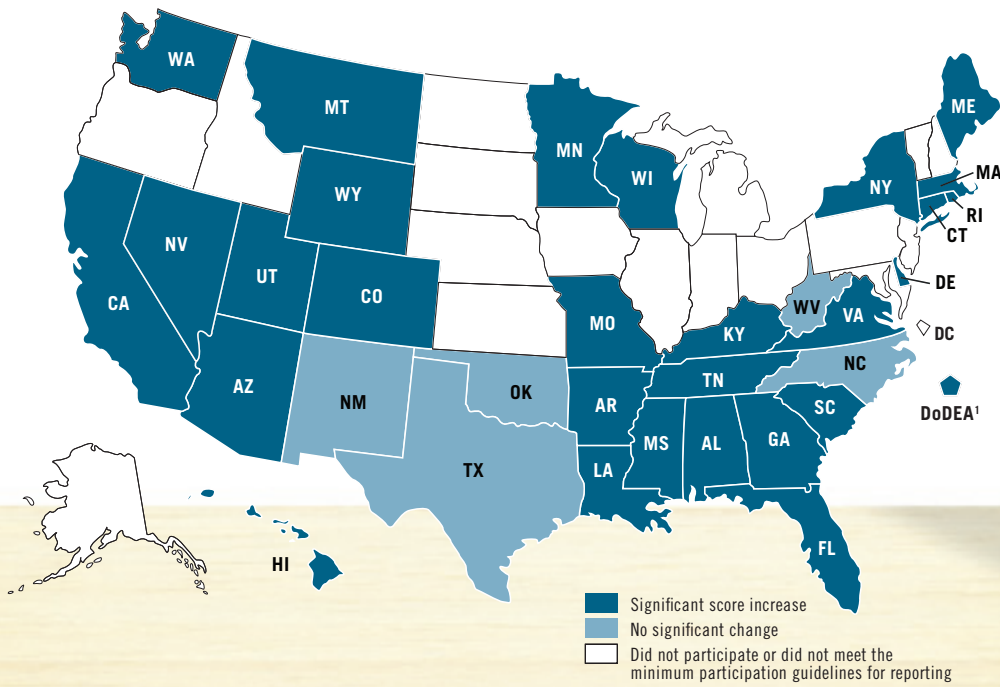


Figure 9. Changes in eighth-grade NAEP writing average scores between 2002 and 2007



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

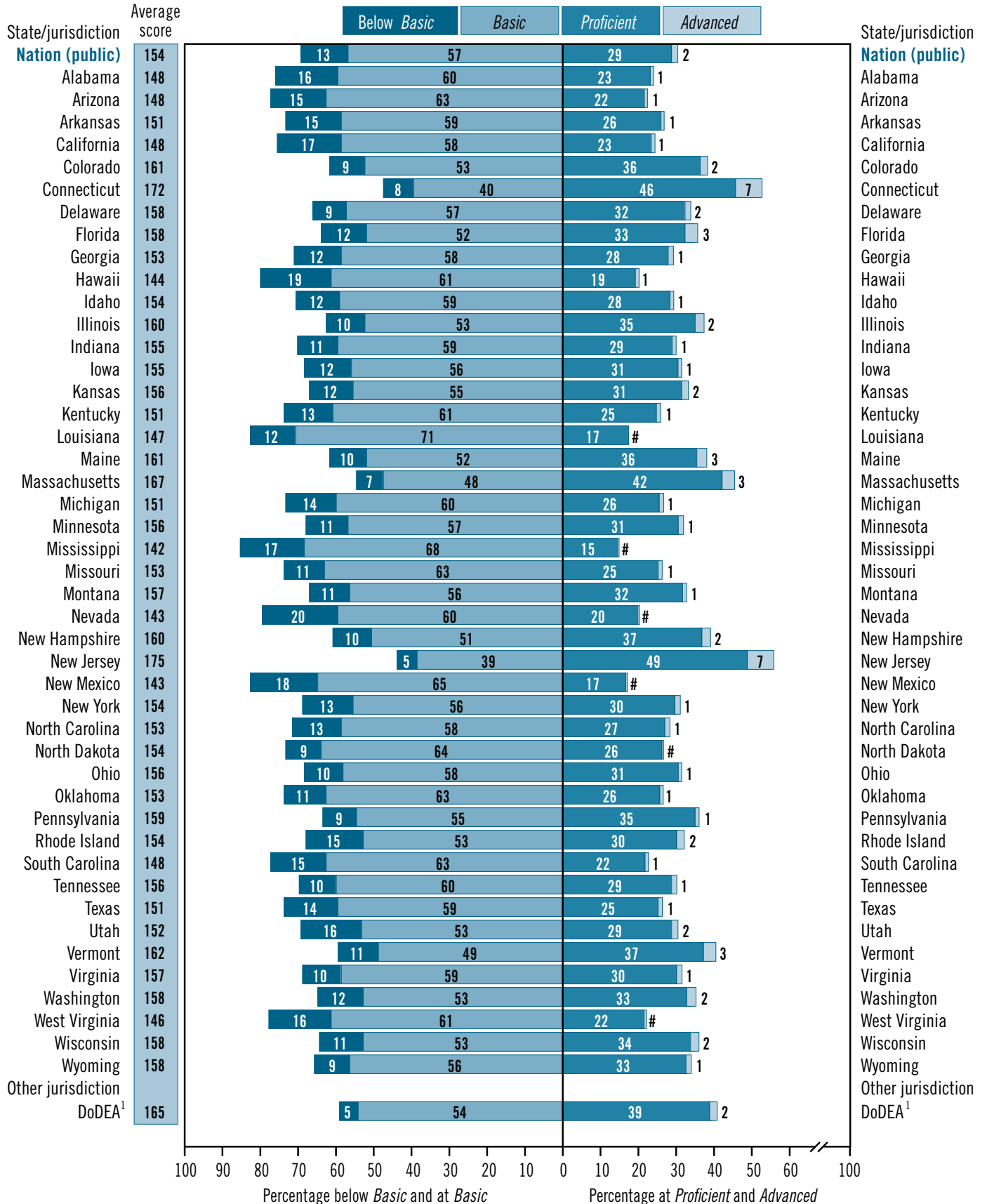
Figure 10. Changes in eighth-grade NAEP writing average scores between 1998 and 2007



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

Figure 11. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by state: 2007



Rounds to zero.

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

NOTE: The shaded bars are graphed using unrounded numbers. Alaska, the District of Columbia, Maryland, Nebraska, Oregon, and South Dakota did not participate in 2007. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Table 5. Average scores in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007

| State/jurisdiction | 1998 | 2002 | 2007 |
|------------------------------------|-------------|-------------|------------|
| Nation (public)¹ | 148* | 152* | 154 |
| Alabama | 144* | 142* | 148 |
| Alaska | — | — | — |
| Arizona | 143* | 141* | 148 |
| Arkansas | 137* | 142* | 151 |
| California | 141* | 144 | 148 |
| Colorado | 151* | — | 161 |
| Connecticut | 165* | 164* | 172 |
| Delaware | 144* | 159 | 158 |
| Florida | 142* | 154* | 158 |
| Georgia | 146* | 147* | 153 |
| Hawaii | 135* | 138* | 144 |
| Idaho | — | 151* | 154 |
| Illinois | — | — | 160 |
| Indiana | — | 150* | 155 |
| Iowa | — | — | 155 |
| Kansas | — | 155 | 156 |
| Kentucky | 146* | 149 | 151 |
| Louisiana | 136* | 142* | 147 |
| Maine | 155* | 157* | 161 |
| Maryland | 147 | 157 | — |
| Massachusetts | 155* | 163 | 167 |
| Michigan | — | 147 | 151 |
| Minnesota | 148* | — | 156 |
| Mississippi | 134* | 141 | 142 |
| Missouri | 142* | 151 | 153 |
| Montana | 150* | 152* | 157 |
| Nebraska | — | 156 | — |
| Nevada | 140* | 137* | 143 |
| New Hampshire | — | — | 160 |
| New Jersey | — | — | 175 |
| New Mexico | 141 | 140 | 143 |
| New York | 146* | 151 | 154 |
| North Carolina | 150 | 157* | 153 |
| North Dakota | — | 147* | 154 |
| Ohio | — | 160 | 156 |
| Oklahoma | 152 | 150 | 153 |
| Oregon | 149 | 155 | — |
| Pennsylvania | — | 154* | 159 |
| Rhode Island | 148* | 151* | 154 |
| South Carolina | 140* | 146 | 148 |
| South Dakota | — | — | — |
| Tennessee | 148* | 148* | 156 |
| Texas | 154 | 152 | 151 |
| Utah | 143* | 143* | 152 |
| Vermont | — | 163 | 162 |
| Virginia | 153* | 157 | 157 |
| Washington | 148* | 155 | 158 |
| West Virginia | 144 | 144 | 146 |
| Wisconsin | 153* | — | 158 |
| Wyoming | 146* | 151* | 158 |
| Other jurisdictions | | | |
| District of Columbia | 126 | 128 | — |
| DoDEA ² | 157* | 162* | 165 |

— Not available. The state/jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



FOR MORE INFORMATION...

State Comparison Tool orders states by students' performance overall and by student groups both within an assessment year and based on changes across years (<http://nces.ed.gov/nationsreportcard/nde/statecomp>).

State Profiles provide information on each state's school and student populations and a summary of its NAEP results (<http://nces.ed.gov/nationsreportcard/states>).

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007

| State/jurisdiction | Race/ethnicity | | | | | | | | | |
|------------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|-----------------------------------|---------------------|
| | White | | Black | | Hispanic | | Asian/Pacific Islander | | American Indian/ Alaska Native | |
| | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score |
| Nation (public) | 58 | 162 | 17 | 140 | 19 | 141 | 5 | 166 | 1 | 143 |
| Alabama | 61 | 157 | 36 | 132 | 2 | ‡ | 1 | ‡ | # | ‡ |
| Alaska | — | — | — | — | — | — | — | — | — | — |
| Arizona | 46 | 160 | 6 | 143 | 39 | 136 | 3 | 169 | 7 | 133 |
| Arkansas | 67 | 156 | 24 | 138 | 7 | 141 | 1 | ‡ | # | ‡ |
| California | 31 | 161 | 7 | 138 | 48 | 137 | 12 | 164 | 1 | 136 |
| Colorado | 62 | 170 | 7 | 145 | 27 | 142 | 3 | 173 | 1 | ‡ |
| Connecticut | 69 | 181 | 12 | 150 | 15 | 147 | 3 | 173 | # | ‡ |
| Delaware | 55 | 167 | 35 | 147 | 8 | 142 | 3 | 177 | # | ‡ |
| Florida | 49 | 167 | 22 | 144 | 23 | 150 | 2 | 170 | # | ‡ |
| Georgia | 48 | 162 | 43 | 144 | 6 | 142 | 2 | ‡ | # | ‡ |
| Hawaii | 14 | 150 | 2 | 140 | 3 | 137 | 69 | 143 | 1 | ‡ |
| Idaho | 83 | 157 | 1 | ‡ | 13 | 136 | 1 | ‡ | 2 | ‡ |
| Illinois | 58 | 169 | 19 | 142 | 18 | 143 | 4 | 180 | # | ‡ |
| Indiana | 78 | 158 | 12 | 140 | 6 | 139 | 1 | ‡ | # | ‡ |
| Iowa | 87 | 157 | 5 | 134 | 5 | 133 | 2 | 173 | # | ‡ |
| Kansas | 76 | 160 | 8 | 140 | 11 | 138 | 2 | ‡ | 1 | ‡ |
| Kentucky | 86 | 153 | 10 | 141 | 2 | ‡ | 1 | ‡ | # | ‡ |
| Louisiana | 52 | 153 | 44 | 139 | 2 | ‡ | 1 | ‡ | 1 | ‡ |
| Maine | 96 | 161 | 2 | ‡ | 1 | ‡ | 1 | ‡ | # | ‡ |
| Maryland | — | — | — | — | — | — | — | — | — | — |
| Massachusetts | 74 | 173 | 9 | 146 | 10 | 138 | 5 | 175 | # | ‡ |
| Michigan | 75 | 156 | 19 | 132 | 3 | 135 | 2 | ‡ | 1 | ‡ |
| Minnesota | 80 | 160 | 7 | 133 | 4 | 140 | 6 | 153 | 2 | 135 |
| Mississippi | 46 | 151 | 52 | 134 | 1 | ‡ | 1 | ‡ | # | ‡ |
| Missouri | 77 | 156 | 19 | 140 | 3 | 142 | 2 | ‡ | # | ‡ |
| Montana | 85 | 160 | 1 | ‡ | 2 | ‡ | 1 | ‡ | 11 | 133 |
| Nebraska | — | — | — | — | — | — | — | — | — | — |
| Nevada | 45 | 152 | 11 | 134 | 35 | 132 | 8 | 151 | 2 | ‡ |
| New Hampshire | 94 | 161 | 1 | ‡ | 3 | 140 | 2 | ‡ | # | ‡ |
| New Jersey | 58 | 184 | 16 | 152 | 18 | 162 | 8 | 191 | # | ‡ |
| New Mexico | 31 | 153 | 2 | ‡ | 53 | 138 | 2 | ‡ | 12 | 136 |
| New York | 56 | 161 | 19 | 140 | 18 | 140 | 7 | 170 | # | ‡ |
| North Carolina | 57 | 162 | 29 | 138 | 7 | 138 | 2 | 164 | 1 | 145 |
| North Dakota | 89 | 155 | 1 | ‡ | 1 | ‡ | 1 | ‡ | 8 | 135 |
| Ohio | 76 | 160 | 19 | 138 | 2 | 141 | 1 | ‡ | # | ‡ |
| Oklahoma | 60 | 156 | 9 | 141 | 8 | 143 | 2 | ‡ | 20 | 151 |
| Oregon | — | — | — | — | — | — | — | — | — | — |
| Pennsylvania | 76 | 164 | 15 | 138 | 6 | 145 | 3 | 170 | # | ‡ |
| Rhode Island | 71 | 162 | 8 | 136 | 17 | 128 | 3 | 160 | # | ‡ |
| South Carolina | 55 | 156 | 39 | 137 | 4 | 140 | 1 | ‡ | # | ‡ |
| South Dakota | — | — | — | — | — | — | — | — | — | — |
| Tennessee | 68 | 161 | 26 | 144 | 5 | 147 | 1 | ‡ | # | ‡ |
| Texas | 37 | 165 | 16 | 142 | 44 | 142 | 3 | 167 | # | ‡ |
| Utah | 81 | 156 | 1 | ‡ | 13 | 128 | 3 | 157 | 2 | ‡ |
| Vermont | 95 | 162 | 2 | ‡ | 1 | ‡ | 1 | ‡ | 1 | ‡ |
| Virginia | 61 | 163 | 27 | 142 | 6 | 145 | 4 | 173 | # | ‡ |
| Washington | 69 | 162 | 6 | 150 | 13 | 139 | 10 | 162 | 2 | 138 |
| West Virginia | 93 | 147 | 5 | 136 | 1 | ‡ | 1 | ‡ | # | ‡ |
| Wisconsin | 80 | 162 | 10 | 131 | 6 | 149 | 3 | 167 | 1 | ‡ |
| Wyoming | 85 | 160 | 1 | ‡ | 10 | 153 | 1 | ‡ | 4 | 127 |
| Other jurisdictions | — | — | — | — | — | — | — | — | — | — |
| District of Columbia | — | — | — | — | — | — | — | — | — | — |
| DoDEA ¹ | 47 | 167 | 18 | 155 | 14 | 165 | 8 | 172 | 1 | ‡ |

See notes at end of table.

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007—Continued

| State/jurisdiction | Eligibility for free/reduced-price school lunch | | | | Gender | | | |
|------------------------|---|---------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|
| | Eligible | | Not eligible | | Male | | Female | |
| | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score |
| Nation (public) | 41 | 141 | 58 | 164 | 51 | 144 | 49 | 164 |
| Alabama | 50 | 135 | 50 | 160 | 50 | 138 | 50 | 157 |
| Alaska | — | — | — | — | — | — | — | — |
| Arizona | 44 | 136 | 53 | 157 | 51 | 139 | 49 | 157 |
| Arkansas | 53 | 141 | 47 | 161 | 52 | 139 | 48 | 164 |
| California | 47 | 136 | 49 | 159 | 52 | 139 | 48 | 157 |
| Colorado | 36 | 143 | 64 | 171 | 50 | 152 | 50 | 169 |
| Connecticut | 27 | 149 | 73 | 181 | 51 | 163 | 49 | 181 |
| Delaware | 32 | 146 | 67 | 165 | 49 | 151 | 51 | 166 |
| Florida | 43 | 146 | 57 | 167 | 50 | 147 | 50 | 169 |
| Georgia | 47 | 141 | 53 | 165 | 48 | 143 | 52 | 164 |
| Hawaii | 41 | 132 | 59 | 151 | 53 | 134 | 47 | 155 |
| Idaho | 38 | 144 | 60 | 160 | 53 | 143 | 47 | 167 |
| Illinois | 40 | 142 | 60 | 172 | 51 | 150 | 49 | 170 |
| Indiana | 35 | 142 | 65 | 161 | 50 | 144 | 50 | 165 |
| Iowa | 31 | 140 | 69 | 161 | 52 | 143 | 48 | 167 |
| Kansas | 36 | 142 | 64 | 164 | 50 | 144 | 50 | 168 |
| Kentucky | 47 | 141 | 53 | 160 | 50 | 142 | 50 | 161 |
| Louisiana | 60 | 140 | 40 | 157 | 52 | 138 | 48 | 156 |
| Maine | 34 | 150 | 66 | 167 | 51 | 149 | 49 | 174 |
| Maryland | — | — | — | — | — | — | — | — |
| Massachusetts | 27 | 146 | 73 | 174 | 52 | 157 | 48 | 178 |
| Michigan | 32 | 137 | 68 | 158 | 50 | 140 | 50 | 162 |
| Minnesota | 28 | 140 | 71 | 162 | 50 | 144 | 50 | 168 |
| Mississippi | 66 | 136 | 32 | 153 | 49 | 132 | 51 | 152 |
| Missouri | 37 | 141 | 62 | 160 | 51 | 143 | 49 | 163 |
| Montana | 35 | 143 | 64 | 164 | 52 | 145 | 48 | 169 |
| Nebraska | — | — | — | — | — | — | — | — |
| Nevada | 37 | 132 | 60 | 151 | 51 | 131 | 49 | 156 |
| New Hampshire | 17 | 143 | 80 | 164 | 52 | 149 | 48 | 173 |
| New Jersey | 26 | 155 | 72 | 183 | 50 | 168 | 50 | 183 |
| New Mexico | 62 | 137 | 37 | 153 | 48 | 133 | 52 | 152 |
| New York | 47 | 145 | 51 | 164 | 50 | 145 | 50 | 163 |
| North Carolina | 44 | 141 | 55 | 163 | 51 | 142 | 49 | 164 |
| North Dakota | 27 | 145 | 73 | 157 | 51 | 142 | 49 | 166 |
| Ohio | 32 | 140 | 66 | 163 | 52 | 147 | 48 | 166 |
| Oklahoma | 48 | 146 | 52 | 159 | 51 | 143 | 49 | 162 |
| Oregon | — | — | — | — | — | — | — | — |
| Pennsylvania | 30 | 144 | 70 | 166 | 51 | 151 | 49 | 168 |
| Rhode Island | 31 | 136 | 69 | 162 | 50 | 143 | 50 | 165 |
| South Carolina | 50 | 139 | 50 | 157 | 49 | 137 | 51 | 159 |
| South Dakota | — | — | — | — | — | — | — | — |
| Tennessee | 45 | 146 | 55 | 165 | 51 | 146 | 49 | 167 |
| Texas | 50 | 140 | 50 | 162 | 51 | 142 | 49 | 160 |
| Utah | 32 | 139 | 67 | 158 | 52 | 140 | 48 | 165 |
| Vermont | 28 | 144 | 72 | 168 | 53 | 149 | 47 | 176 |
| Virginia | 27 | 141 | 73 | 163 | 51 | 146 | 49 | 168 |
| Washington | 34 | 144 | 64 | 166 | 52 | 146 | 48 | 170 |
| West Virginia | 47 | 137 | 53 | 155 | 50 | 133 | 50 | 159 |
| Wisconsin | 29 | 142 | 69 | 164 | 51 | 146 | 49 | 170 |
| Wyoming | 29 | 145 | 71 | 163 | 52 | 146 | 48 | 171 |
| Other jurisdictions | | | | | | | | |
| District of Columbia | — | — | — | — | — | — | — | — |
| DoDEA ¹ | # | ‡ | # | ‡ | 53 | 156 | 47 | 175 |

— Not available. The state/jurisdiction did not participate.

Rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified and for students whose eligibility for free/reduced-price school lunch was not available. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Urban District Results at Grade 8

Among the four districts with results for both 2002 and 2007, students in Atlanta, Chicago, and Los Angeles demonstrated increased writing ability. There was no significant score change in Houston.

Most districts perform comparably to or higher than large central cities but below the nation

Students in Charlotte scored higher than public school students in large central cities in 2007, while scores for students in Cleveland and Los Angeles were lower (table 7). Scores in the remaining seven districts were not significantly different from large central cities. The full names of the 10 participating districts are presented in table 7, while abbreviated versions are used in the tables and figures that follow.

Compared to the performance of public school students in the nation in 2007, the average scores in almost all the participating districts were lower. The one exception was Charlotte, where the score was not significantly different from the national score.

Table 7. Average scores in NAEP writing for eighth-grade public school students in urban districts versus the nation and large central cities: 2002 and 2007

| Jurisdiction | 2002 | 2007 |
|-------------------------------------|---------|---------|
| Nation (public) | 152* | 154* |
| Large central city | 139** | 145** |
| Atlanta City School District | 130*,** | 145** |
| Austin Independent School District | — | 146** |
| Boston School District | — | 149** |
| Charlotte-Mecklenburg Schools | — | 155* |
| City of Chicago School District 299 | 136** | 146** |
| Cleveland Municipal School District | — | 133*,** |
| District of Columbia | 128*,** | — |
| Houston Independent School District | 138** | 143** |
| Los Angeles Unified School District | 128*,** | 137*,** |
| New York City Public Schools | ‡ | 146** |
| San Diego Unified School District | — | 147** |

— Not available. The jurisdiction did not participate.

‡ Reporting standards not met. New York City did not meet minimum participation guidelines for reporting in 2002.

* Significantly different ($p < .05$) from large central city public schools.

** Significantly different ($p < .05$) from nation (public schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

The NAEP Trial Urban District Assessment

The results from the NAEP Trial Urban District Assessment (TUDA) make it possible to compare the performance of students in participating urban school districts to public school students in the nation and in large central cities (i.e., cities with populations of 250,000 or more). The comparison with large central cities is made because these students represent a peer group with characteristics that are most similar to the characteristics of students in the 10 participating urban districts.

Representative samples of between 900 and 2,000 eighth-graders were assessed in each district. Sample sizes were proportionate to the district enrollment. Students in the TUDA samples were also included in the large central city, state, and national samples.

The five districts participating for the first time in 2007 were Austin, Boston, Charlotte, Cleveland, and San Diego. While results from the 2002 writing assessment were reported for the District of Columbia, after participating in the 2007 NAEP reading and mathematics assessments, the population available to participate in the 2007 writing assessment was too small.

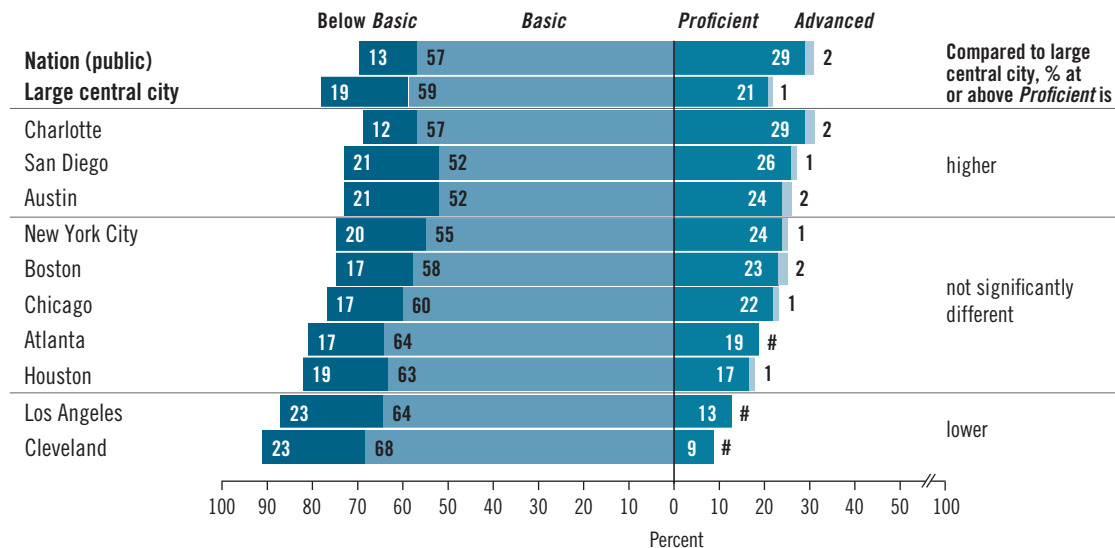
As when interpreting national and state results, differences in exclusion and accommodation rates should be considered when comparing student performance in urban districts. See appendix table A-13 for the percentages of students accommodated and excluded in each participating district. Additional information is available at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Most districts surpass or are comparable to large central cities in percentages reaching *Proficient*

The percentages of students performing at NAEP achievement levels provide a broader look at the range of student performance in participating urban districts. Looking at the percentages of students who performed at or above *Proficient* in the districts compared with large

central cities shows higher percentages in Austin, Charlotte, and San Diego, and lower percentages in Cleveland and Los Angeles (figure 12). In Atlanta, Boston, Chicago, Houston, and New York City, the percentages were not significantly different from those in large central cities.

Figure 12. Achievement-level results in NAEP writing for eighth-grade public school students, by jurisdiction: 2007



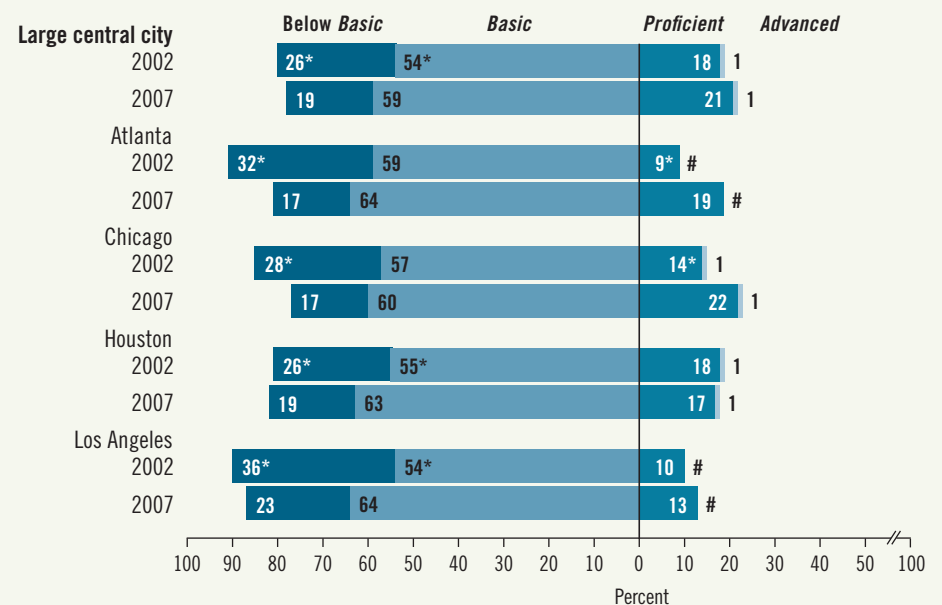
Rounds to zero.

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Over time, along with increases in average scores, the percentage of students performing at or above *Proficient* increased from 10 percent in 2002 to 19 percent in 2007 in Atlanta and from 16 to 23 percent in Chicago (figure 13). Note that the percentages of students at or above *Proficient* are based on the addition of unrounded percentages as opposed to the rounded percentages shown in the graph.

The percentages of students performing below the *Basic* level were lower in 2007 than in 2002 for all four participating districts—Atlanta, Chicago, Houston, and Los Angeles (with corresponding increases in percentages at or above *Basic*). Achievement-level results for large central cities showed a similar pattern.

Figure 13. Achievement-level results in NAEP writing for eighth-grade public school students, by selected jurisdictions: 2002 and 2007



Rounds to zero.

* Significantly different ($p < .05$) from 2007.

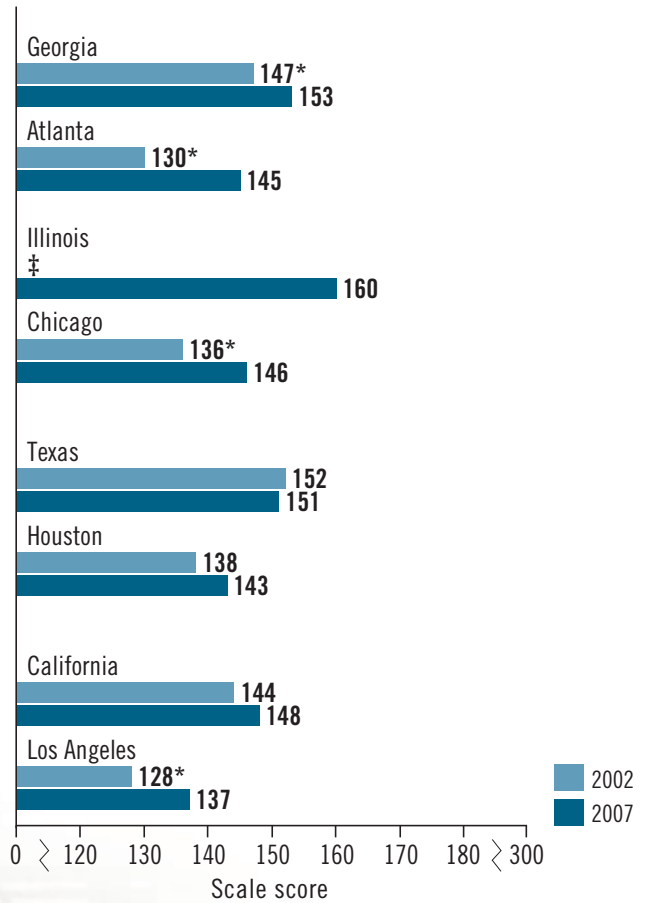
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Two districts gained more than their states since 2002

Among the three districts for which changes since 2002 could be compared with changes in their home state, two showed greater gains. Atlanta showed a 15-point gain from 2002 to 2007 compared to a 6-point gain in Georgia (figure 14). Los Angeles showed a 9-point gain, while the apparent increase in California was not statistically significant. Because Illinois did not meet participation guidelines for reporting in 2002, the 10-point gain in Chicago could not be compared to its state results.

When the average writing scores for the 10 participating urban districts were compared to those for their home states (presented earlier in this report in table 5), scores in 8 of the districts were 5 to 23 points lower than in their states. Scores for Charlotte and San Diego were not significantly different from those in North Carolina and California, respectively.

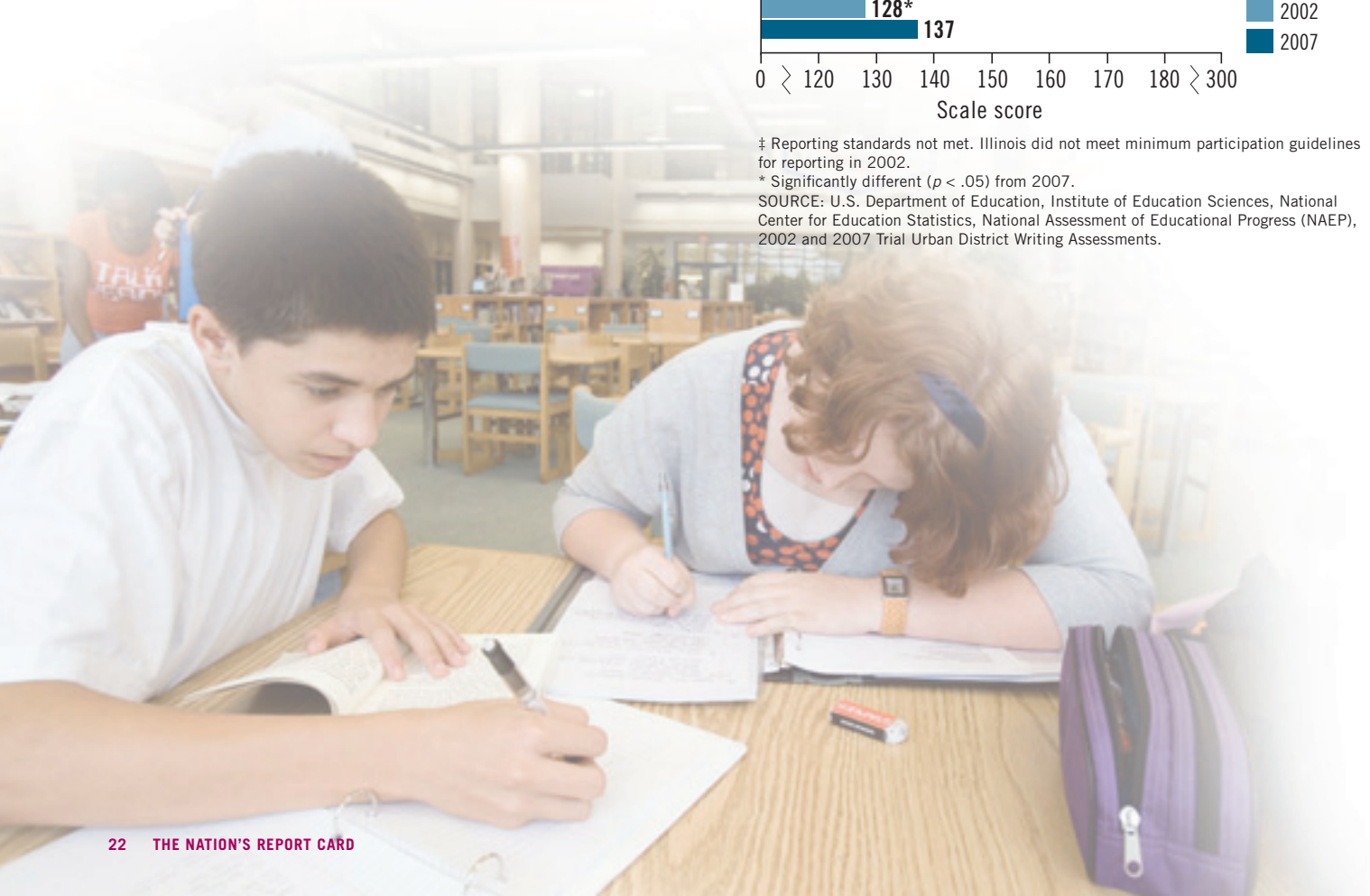
Figure 14. Average scores in NAEP writing for eighth-grade public school students, by selected states and urban districts: 2002 and 2007



‡ Reporting standards not met. Illinois did not meet minimum participation guidelines for reporting in 2002.

* Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.



Gender gaps comparable to large central cities and the nation

Female students scored 16 to 24 points higher on average than male students in the 10 districts participating in the 2007 writing assessment (table 8). These gaps were comparable to the gaps in the nation and large central cities.

In most districts, scores for both groups were lower than scores for their peers in the nation and comparable to or higher than scores for those in large central cities. In Cleveland and Los Angeles, however, scores for both male and female students were lower than the scores of their peers in large central cities.

Table 8. Average scores and score gaps in NAEP writing for male and female eighth-grade public school students, by jurisdiction: 2007

| Jurisdiction | Average scale score | | Score gap |
|---------------------------|---------------------|----------|-----------|
| | Male | Female | |
| Nation (public) | 144* | 164* | 20 |
| Large central city | 136** | 155** | 19 |
| Atlanta | 136** | 153** | 18 |
| Austin | 135** | 157** | 21 |
| Boston | 138** | 160**,** | 22 |
| Charlotte | 143* | 167* | 24 |
| Chicago | 136** | 157** | 20 |
| Cleveland | 124*,** | 143*,** | 19 |
| Houston | 135** | 150** | 16 |
| Los Angeles | 129*,** | 145*,** | 16 |
| New York City | 136** | 156** | 20 |
| San Diego | 137** | 158** | 21 |

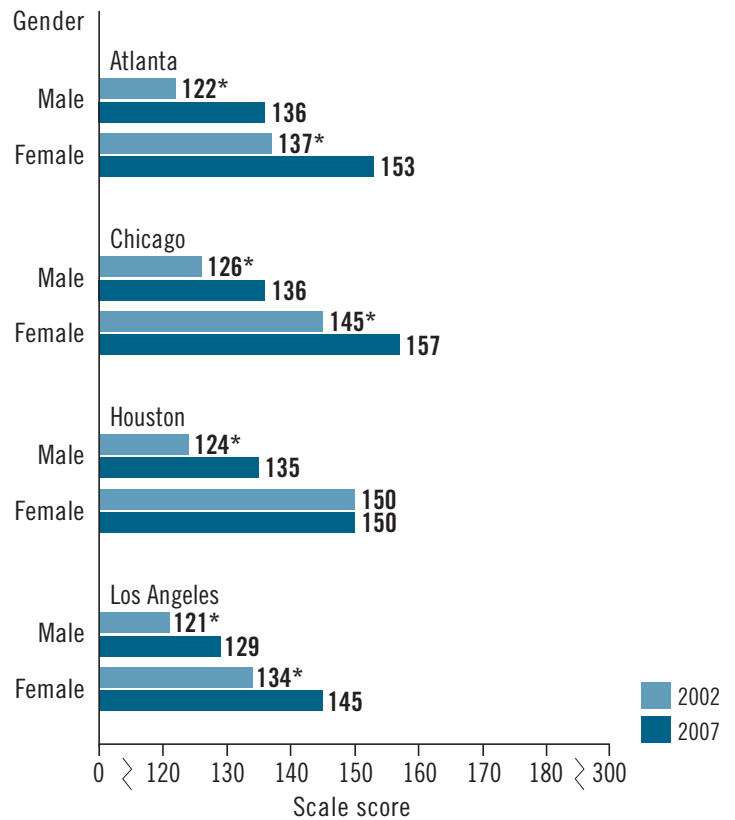
* Significantly different ($p < .05$) from large central city public schools.

** Significantly different ($p < .05$) from nation (public schools).

NOTE: Score gaps reflect the average scores for female students minus the scores for male students and are calculated using unrounded numbers.

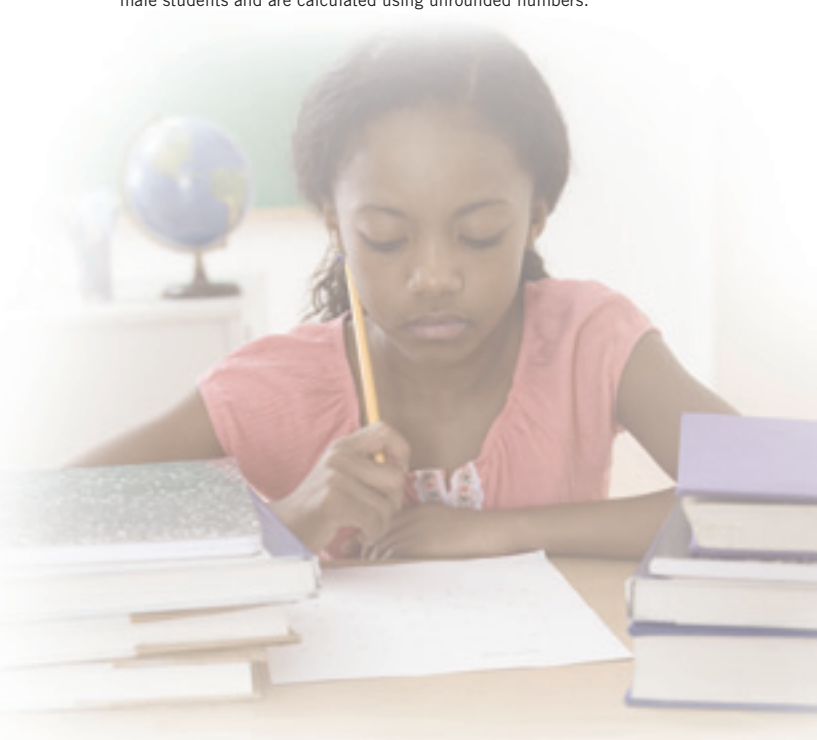
Among the four districts with results for both 2002 and 2007, scores increased for both male and female students in Atlanta, Chicago, and Los Angeles (figure 15). In Houston, the average score for male students was higher in 2007 than in 2002, while there was no significant change for female students.

Figure 15. Average scores in NAEP writing for eighth-grade public school students, by selected urban districts and gender: 2002 and 2007



* Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.



Black and Hispanic students in many districts perform comparably to peers in the nation

TUDA districts vary in demographic composition, both from each other and the nation. For example, as shown in table 9, Black students made up 17 percent of eighth-graders in public schools across the nation in 2007, while in the districts the percentages ranged from 10 percent in Los Angeles to 89 percent in Atlanta. Hispanic students made up 19 percent of the eighth-grade public school students in the nation, but in the districts the percentages ranged from 3 percent in Atlanta to 74 percent in Los Angeles.

While overall average scores were generally lower for eighth-graders in the urban districts than in the nation, scores for Black and Hispanic students in many

districts were not significantly different from their peers in the nation, and scores for White and Hispanic students in some districts were higher. In Chicago, the average writing score for Hispanic students was higher than the score for Hispanic students in the nation. The average scores for White students in Austin, Boston, Charlotte, and Houston were higher than the score for White students in the nation. Scores for Black students in most districts were not significantly different from the score for their peers in the nation; however, scores for Black students in Austin, Cleveland, and Los Angeles were lower than in the nation.

Table 9. Percentage of eighth-grade public school students and average scores in NAEP writing for selected race/ethnicity categories, by jurisdiction: 2007

| Jurisdiction | White | | Black | | Hispanic | | Asian/Pacific Islander | |
|---------------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|
| | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score | Percentage of students | Average scale score |
| Nation (public) | 58* | 162 | 17* | 140* | 19* | 141* | 5* | 166* |
| Large central city | 23** | 162 | 31** | 138** | 37** | 137** | 8** | 160** |
| Atlanta | 7**,** | 176 | 89**,** | 142 | 3**,** | ‡ | #,** | ‡ |
| Austin | 32**,** | 173**,** | 14**,** | 130** | 52**,** | 131** | 3**,** | ‡ |
| Boston | 18**,** | 173**,** | 40**,** | 141 | 33** | 138 | 9** | 174 |
| Charlotte | 34**,** | 173**,** | 48**,** | 144* | 11**,** | 142 | 4* | ‡ |
| Chicago | 11**,** | 170 | 49**,** | 138 | 37** | 148**,** | 3* | ‡ |
| Cleveland | 14**,** | 142**,** | 75**,** | 132**,** | 9**,** | 133 | # | ‡ |
| Houston | 8**,** | 171**,** | 31** | 140 | 57**,** | 138 | 3* | 171 |
| Los Angeles | 9**,** | 160 | 10**,** | 129**,** | 74**,** | 133**,** | 6**,** | 160 |
| New York City | 14**,** | 167 | 32** | 140 | 40** | 137 | 14**,** | 167 |
| San Diego | 25** | 167 | 14**,** | 144 | 43**,** | 129**,** | 18**,** | 165 |

Rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from large central city public schools.

** Significantly different ($p < .05$) from nation (public schools).

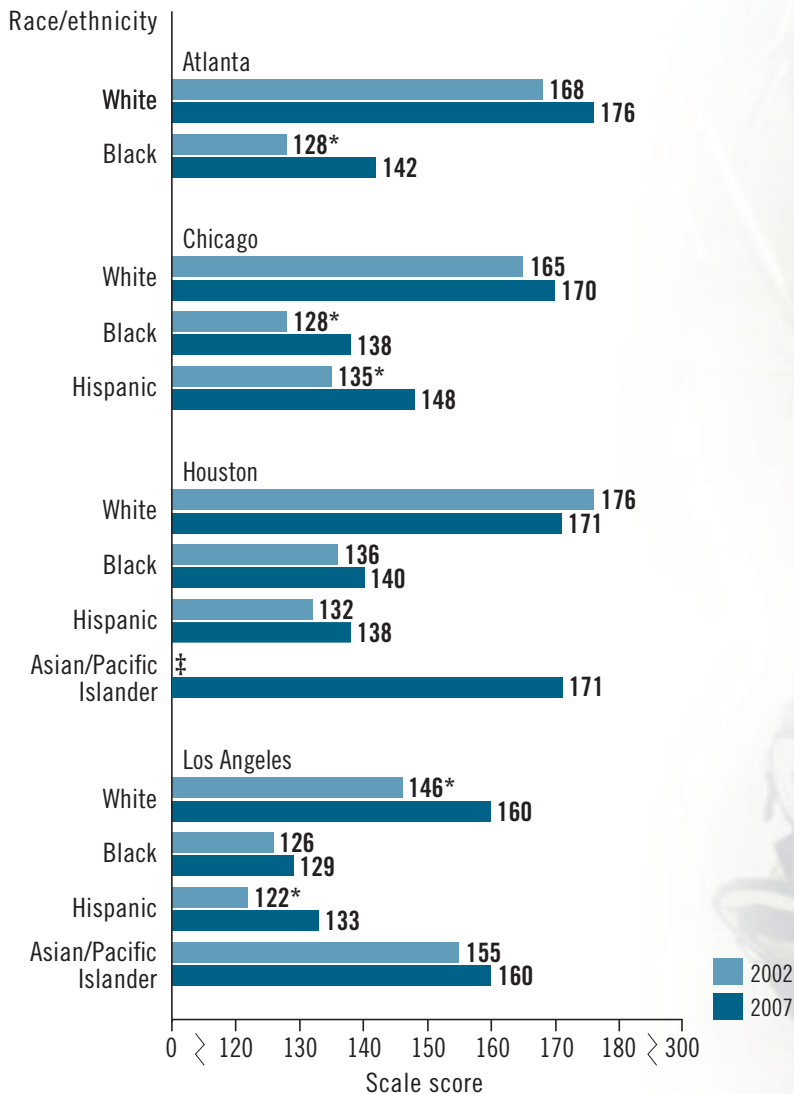
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for students whose race/ethnicity was American Indian/Alaska Native or unclassified.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

Black and Hispanic students gain in some districts since 2002

Among the four districts with results for both 2002 and 2007, scores increased for Black students in Atlanta and Chicago, for Hispanic students in Chicago and Los Angeles, and for White students in Los Angeles (figure 16). The apparent decrease in the score for White students in Houston was not statistically significant.

Figure 16. Average scores in NAEP writing for eighth-grade public school students, by selected urban districts and racial/ethnic groups: 2002 and 2007



‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for all race/ethnicity categories because of insufficient sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2007 Trial Urban District Writing Assessments.

Scores for lower-income students in some districts comparable to the nation and large central cities

The participating urban districts had larger percentages of students from lower-income families (as measured by eligibility for the National School Lunch Program) than students nationally. While 41 percent of grade 8 public school students in the nation were eligible for free/reduced-price school lunch in 2007, the percentages of eighth-graders eligible in the districts ranged from 48 percent in Charlotte to 100 percent in Cleveland (table 10). Eligible students generally scored lower on average than students who were not eligible.

In about one-half of the participating districts, average scores for students who were eligible for free/reduced-price school lunch were not significantly different from the scores for eligible students in the nation and in large central cities. In Boston and New York City, eligible students scored higher than eligible students in large central cities but not significantly different from those in the nation. The scores for eligible students in Austin, Cleveland, and Los Angeles were lower than the scores for eligible students in the nation and large central cities. On the other hand, students in Austin who were not eligible scored higher on average than non-eligible students in the nation and large central cities.

Table 10. Percentage of eighth-grade public school students and average scores in NAEP writing, by eligibility for free/reduced-price school lunch and jurisdiction: 2007

| Jurisdiction | Eligible | | Not eligible | |
|---------------------------|------------------------|---------------------|------------------------|---------------------|
| | Percentage of students | Average scale score | Percentage of students | Average scale score |
| Nation (public) | 41* | 141* | 58* | 164* |
| Large central city | 64** | 138** | 33** | 159** |
| Atlanta | 78*,** | 140 | 21*,** | 162 |
| Austin | 55*,** | 128*,** | 45*,** | 168*,** |
| Boston | 70*,** | 144* | 30*,** | 161 |
| Charlotte | 48*,** | 141 | 52*,** | 169* |
| Chicago | 85*,** | 142 | 15*,** | 169* |
| Cleveland | 100*,** | 133*,** | #**,** | ‡ |
| Houston | 77*,** | 137 | 23*,** | 159 |
| Los Angeles | 75*,** | 133*,** | 10*,** | 150** |
| New York City | 87*,** | 144* | 12*,** | 167 |
| San Diego | 54*,** | 133** | 46*,** | 163 |

Rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from large central city public schools.

** Significantly different ($p < .05$) from nation (public schools).

NOTE: Results are not shown for students whose eligibility for free/reduced-price school lunch was not available. In Cleveland, all students were categorized as eligible for free/reduced-price school lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

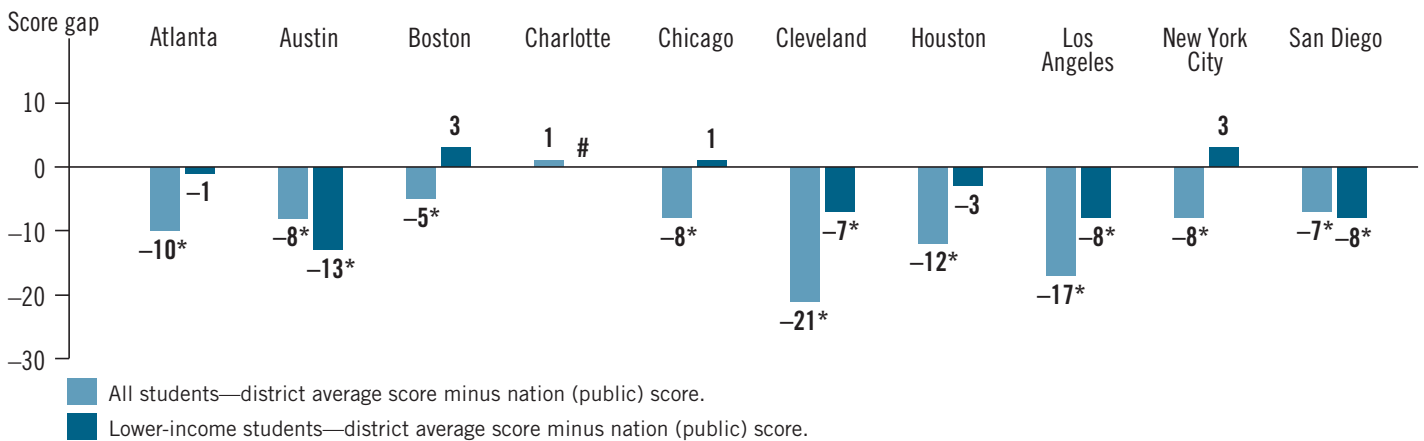


Nation – district gaps narrower for lower-income students

As shown in figure 17, the size of the score gap between the performance of students in the districts and students nationally changes when looking at lower-income students only. When the score for all eighth-graders in a district was compared to the overall score for the nation, the size of the gaps ranged from 5 points lower than the nation in Boston to 21 points lower in Cleveland (the 1-point difference between Charlotte and the nation was not statistically significant).

These gaps change when only lower-income students (those eligible for free/reduced-price school lunch) in the nation and in each district are compared. In Atlanta, Boston, Chicago, Houston, and New York City, the gaps were not statistically significant (the gap in Charlotte rounded to zero). In Cleveland, the gap remained significant but fell from 21 points to 7 points. The apparent 5-point change in the gap for Austin (i.e., the difference between –8 and –13) was not statistically significant.

Figure 17. Score gaps between districts and the nation for all students and lower-income eighth-grade public school students in NAEP writing, by urban district: 2007



Rounds to zero.

* The score-point difference between the district and the nation (public) is statistically significant ($p < .05$).

NOTE: In NAEP, lower-income students are students identified as eligible for free/reduced-price school lunch. Score gaps are calculated using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.

FOR MORE INFORMATION...

Additional results from the 2007 Trial Urban District Assessment in writing are provided in appendix tables A-14 through A-20 and at <http://nationsreportcard.gov>.