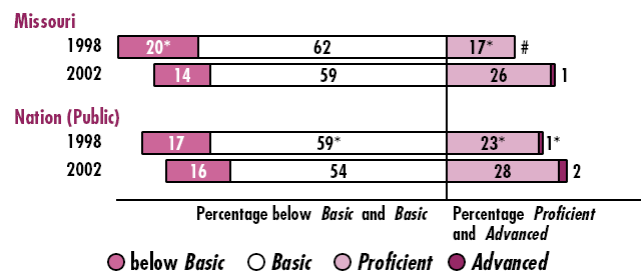


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for Missouri

- The average scale score for eighth-grade students in Missouri was 151. This was higher<sup>1</sup> than the average score (142) in 1998.
- Missouri's average score (151) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Missouri were higher than those in 17 jurisdictions<sup>2</sup>, not significantly different from those in 17 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. This percentage was greater than 1998 (17).

### Student Percentage at Each Achievement Level



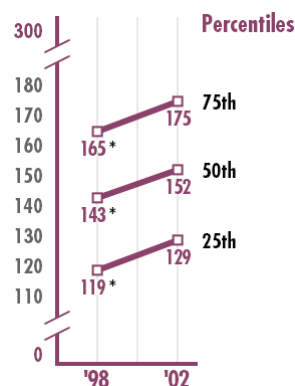
### Performance of NAEP Reporting Groups in Missouri

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	140 ↑	21 ↓	63	15 ↑	#
Female	50	161 ↑	7 ↓	55 ↓	36 ↑	2
White	81	153 ↑	13 ↓	58	28 ↑	1 ↑
Black	16	139 ↑	20 ↓	67	13	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	30	137 ↑	23 ↓	65	12 ↑	#
Not eligible	65	157 ↑	11 ↓	56 ↓	32 ↑	1 ↑
Information not available	6	150	11	66	22	#

### Average Score Gaps Between Selected Groups

- Female students in Missouri had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (23 points).
- White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (20 points).

### Writing Scale Scores at Selected Percentiles



# Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2002.

↑ Statistically significantly higher than 1998.

↓ Statistically significantly lower than 1998.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

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