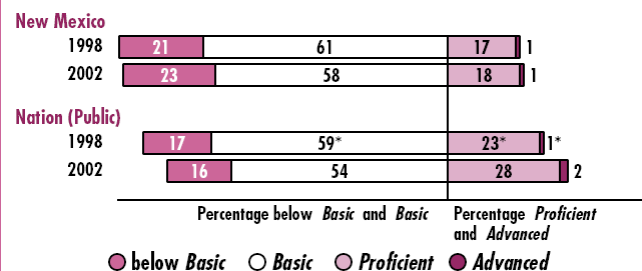


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

### Overall Writing Results for New Mexico

- The average scale score for eighth-grade students in New Mexico was 140. This was not found to be significantly different<sup>1</sup> from the average score (141) in 1998.
- New Mexico's average score (140) was lower than that of the nation's public schools (152).
- Students' average scale scores in New Mexico were higher than those in 4 jurisdictions<sup>2</sup>, not significantly different from those in 9 jurisdictions, and lower than those in 33 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. This percentage was not found to be significantly different from 1998 (18).

### Student Percentage at Each Achievement Level



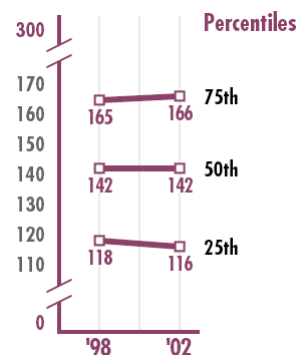
### Performance of NAEP Reporting Groups in New Mexico

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	51	130	32	59	9	#
Female	49	152	14	58	26	1
White	36	152	15	56	27	1
Black	2	---	---	---	---	---
Hispanic	47	134	28	59	12	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	13	131	29	62	9	#
Free/reduced-priced school lunch						
Eligible	51	131	30	58	11	#
Not eligible	29	153	14	58	27	1
Information not available	20	145	19	59	21	1

### Average Score Gaps Between Selected Groups

- Female students in New Mexico had an average score that was higher than that of male students (22 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 Black students in New Mexico.
- White students had an average score that was higher than that of Hispanic students (19 points). This performance gap was not significantly different from that of 1998 (19 points).
- 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 (21 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.