

Sampling and Weighting

The nationally representative sample of eighth-graders assessed in 2007 consisted of the combined sample of public school students assessed in each participating state and urban school district, plus an additional sample of students from states for which results are not reported separately and students in nonpublic schools (i.e., private, Bureau of Indian Education, and Department of Defense schools). Grade 8 state- and district-level results reflect the performance of public school students only.

The national sample for grade 12 was chosen using a multistage design that involved drawing students from the sampled public and nonpublic schools across the country. Within each grade, the results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and, for grade 8, the performance of public school students in participating states and districts. More information on sampling can be found at <http://nces.ed.gov/nationsreportcard/about/nathow.asp>.

Each school that participated in the assessment, and each student assessed, represents a portion of the population of interest. Results are weighted to make appropriate inferences between the student samples and the respective populations from which they are drawn. Sampling weights are adjusted for the disproportionate representation of some groups in the selected sample. This includes oversampling of schools with high concentrations of students from certain minority groups and the lower sampling rates of students who attend very small nonpublic schools.

Interpreting Statistical Significance

Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the students assessed are of the entire population.

When an estimate has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the estimates. For example, a 6-point change in the average score for Black students may be statistically significant, while a 6-point change over the same period for American Indian/Alaska Native students may not be. Standard errors for the estimates presented in this report are available at <http://nces.ed.gov/nationsreportcard/nde>.

School and Student Participation Rates

To ensure unbiased samples, NCES and the Governing Board established participation rate standards that states and jurisdictions were required to meet in order for their results to be reported. Participation rates for the original school sample at each grade needed to be at least 85 percent to meet reporting requirements. Forty-five states, Department of Defense Schools, and 10 urban districts participating in the 2007 eighth-grade writing assessment met participation rate standards.

The weighted national school participation rates for public and private schools combined were 97 percent for grade 8 and 89 percent for grade 12. Student participation rates were 92 percent for grade 8 and 80 percent for grade 12.

Participation rates needed to be 70 percent or higher to report results separately for private schools. While the school participation rate for private schools met the standard for grade 8 in 2007, it fell below the standard for grade 8 in 2002 and for all three assessment years at grade 12. Therefore, the only comparison that could be made for private school students was between 1998 and 2007 at grade 8. Participation rates for Catholic schools, however, were sufficient for reporting in 2007 at both grades (89 percent at grade 8 and 82 percent at grade 12) and in the two previous assessment years, with the exception of 2002 for grade 12.

Because the response rate for twelfth-grade public school students fell below the standard of 85 percent, an analysis of the potential bias introduced by student nonresponse was conducted. Compared to the distribution of all eligible students, the distribution of the weighted student sample did not differ with respect to sex, race/ethnicity, relative age, eligibility for free or reduced-price school lunch, students with disabilities, or English language learners. After weight adjustments were made to account for differences in the response rates by subgroups, the weighted percentage of English language learners was higher in the sample than among all eligible students, but the potential effect on survey estimates was very slight.

The private school response rate at grade 12 was 63 percent in 2007. A nonresponse bias analysis compared the characteristics of participating schools to all eligible schools following school substitution and then

following the application of weight adjustments to account for school nonresponse. In each analysis, the characteristics examined included census region, private school reporting group, school location, and estimated grade enrollment. In addition, mean values of race/ethnicity percentages and enrollment were compared. Substitution and weight adjustments appear to have reduced the potential bias associated with all of the factors examined except race/ethnicity. The only significant result for race/ethnicity was the percentage of Hispanic students, for which the relative bias was 18 percent.

National School Lunch Program

NAEP first began collecting data in 1996 on student eligibility for the National School Lunch Program (NSLP) as an indicator of poverty. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2006 through June 30, 2007, for a family of four, 130 percent of the poverty level was \$26,000, and 185 percent was \$37,000.)

As a result of improvements in the quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased in comparison to the percentages reported in earlier assessments. Therefore, comparisons to results in previous years are not included in this report. For more information on NSLP, visit <http://www.fns.usda.gov/cnd/lunch/>.

Highest Level of Parental Education

Students who participated in the NAEP writing assessment were asked to indicate the highest level of education they thought each of their parents had completed. Four levels of education were identified: did not finish high school, graduated from high school, some education after high school, and graduated from college. Students could also choose the response, "I don't know." The highest level of education reported for either parent was used in the analysis of this question.

Similar information was collected in the 1998 writing assessment; however, because the format of the question was different, the results from 1998 cannot be compared to those in 2002 and 2007.

Appendix Tables

Table A-1. Eighth- and twelfth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP writing, as a percentage of all students: 1998, 2002, and 2007

Student characteristics	1998	2002	2007
Grade 8			
SD and/or ELL			
Identified	13	17	17
Excluded	4	4	3
Assessed	9	13	14
Without accommodations	6	8	6
With accommodations	3	5	8
SD			
Identified	10	12	12
Excluded	3	3	3
Assessed	7	9	10
Without accommodations	5	5	2
With accommodations	3	5	7
ELL			
Identified	3	6	6
Excluded	1	1	1
Assessed	2	4	5
Without accommodations	2	4	4
With accommodations	#	1	2
Grade 12			
SD and/or ELL			
Identified	8	11	13
Excluded	2	3	3
Assessed	6	8	10
Without accommodations	5	6	4
With accommodations	1	3	6
SD			
Identified	6	9	10
Excluded	2	3	3
Assessed	4	6	7
Without accommodations	3	4	2
With accommodations	1	3	5
ELL			
Identified	2	3	4
Excluded	#	1	1
Assessed	2	2	3
Without accommodations	2	2	2
With accommodations	#	#	1

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. 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), 1998, 2002, and 2007 Writing Assessments.

Table A-2. Eighth- and twelfth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP writing, by percentage of students within race/ethnicity categories: 2007

Student characteristics	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
Grade 8					
SD and/or ELL					
Identified	12	17	33	21	22
Excluded	2	4	5	2	3
Assessed	10	13	28	18	19
Without accommodations	3	3	17	12	10
With accommodations	7	10	11	6	9
SD					
Identified	12	16	12	6	16
Excluded	2	4	3	1	3
Assessed	9	12	9	5	13
Without accommodations	2	3	3	2	4
With accommodations	7	10	6	3	9
ELL					
Identified	1	1	25	17	8
Excluded	#	#	4	2	1
Assessed	1	1	22	15	8
Without accommodations	#	1	15	11	6
With accommodations	#	1	6	4	2
Grade 12					
SD and/or ELL					
Identified	10	15	25	16	13
Excluded	2	5	5	2	3
Assessed	8	11	20	14	9
Without accommodations	2	3	12	10	5
With accommodations	5	8	7	4	4
SD					
Identified	10	13	10	4	12
Excluded	2	4	3	1	3
Assessed	7	9	6	3	9
Without accommodations	2	2	2	1	5
With accommodations	5	7	4	2	4
ELL					
Identified	#	2	17	13	5
Excluded	#	#	3	1	1
Assessed	#	1	15	12	3
Without accommodations	#	1	11	9	3
With accommodations	#	1	4	3	1

Rounds to zero.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Results are not shown for students whose race/ethnicity was unclassified. 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.

HOW TO READ THIS TABLE...

The data presented in this table show the percentages of students in racial/ethnic groups identified as students with disabilities and/or English language learners, excluded, and assessed in 2007. For example, 25 percent of Hispanic eighth-graders were identified as English language learners in 2007, of which 4 percent were excluded from the writing assessment and 22 percent were assessed.

Table A-3. Eighth-grade public school students with disabilities (SD) and English language learners (ELL) identified, excluded, and accommodated in NAEP writing, as a percentage of all students, by state: 2007

State/jurisdiction	Overall excluded	SD			ELL		
		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated
Nation (public)	3	13	3	8	7	1	2
Alabama	2	12	2	3	2	#	#
Alaska	—	—	—	—	—	—	—
Arizona	3	10	2	4	10	1	2
Arkansas	2	13	2	8	4	#	2
California	2	9	1	4	21	1	2
Colorado	3	9	2	6	6	1	3
Connecticut	2	11	1	8	4	1	2
Delaware	5	14	5	7	2	1	1
Florida	3	14	2	11	6	1	4
Georgia	2	12	2	7	2	#	1
Hawaii	1	13	1	8	6	#	3
Idaho	2	9	1	5	6	1	1
Illinois	3	14	2	10	3	1	1
Indiana	3	14	3	9	3	1	1
Iowa	2	15	2	11	2	#	1
Kansas	4	13	3	8	4	1	1
Kentucky	6	13	6	6	1	#	#
Louisiana	2	13	2	10	1	#	1
Maine	4	19	4	11	2	1	1
Maryland	—	—	—	—	—	—	—
Massachusetts	6	19	6	11	4	1	2
Michigan	4	14	4	9	2	#	1
Minnesota	2	11	2	7	6	1	2
Mississippi	2	10	2	7	1	#	#
Missouri	2	13	2	8	2	#	1
Montana	2	13	2	9	4	#	2
Nebraska	—	—	—	—	—	—	—
Nevada	3	12	2	6	11	2	2
New Hampshire	3	19	3	11	2	#	1
New Jersey	3	15	2	12	3	1	1
New Mexico	5	14	3	8	17	3	3
New York	3	16	2	13	5	1	4
North Carolina	2	15	2	11	4	#	2
North Dakota	5	15	5	7	2	#	1
Ohio	4	14	4	9	1	#	1
Oklahoma	4	16	4	9	3	#	1
Oregon	—	—	—	—	—	—	—
Pennsylvania	3	16	3	10	2	1	1
Rhode Island	3	18	1	13	4	1	1
South Carolina	3	13	3	7	2	#	1
South Dakota	—	—	—	—	—	—	—
Tennessee	3	12	3	5	2	#	1
Texas	7	12	6	3	8	2	2
Utah	3	9	2	6	10	1	2
Vermont	4	20	4	12	2	#	1
Virginia	6	14	5	7	4	1	1
Washington	4	12	3	6	6	1	2
West Virginia	1	15	1	9	1	#	#
Wisconsin	4	14	3	10	5	1	2
Wyoming	3	13	3	8	3	#	1
Other jurisdictions							
District of Columbia	—	—	—	—	—	—	—
DoDEA ¹	2	7	1	5	4	1	1

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

Rounds to zero.

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

NOTE: Students identified as both SD and ELL were counted only once in overall, but were counted separately under the SD and ELL categories. Results are not shown for SD and ELL students assessed without accommodations.

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 A-4. Eighth-grade public school students with disabilities excluded from NAEP writing assessment, as a percentage of all students, by state: 1998, 2002, and 2007

State/jurisdiction	1998	2002	2007
Nation (public)	4	3	3
Alabama	6	2	2
Alaska	—	—	—
Arizona	3	3	2
Arkansas	5	2	2
California	3	2	1
Colorado	3	—	2
Connecticut	6	3	1
Delaware	3	4	5
Florida	4	3	2
Georgia	4	3	2
Hawaii	3	2	1
Idaho	—	1	1
Illinois	3	2	2
Indiana	—	2	3
Iowa	—	—	2
Kansas	—	2	3
Kentucky	2	4	6
Louisiana	5	4	2
Maine	5	2	4
Maryland	2	3	—
Massachusetts	3	2	6
Michigan	—	5	4
Minnesota	2	2	2
Mississippi	5	5	2
Missouri	2	3	2
Montana	2	2	2
Nebraska	—	3	—
Nevada	4	3	2
New Hampshire	—	—	3
New Jersey	—	—	2
New Mexico	4	3	3
New York	2	4	2
North Carolina	3	4	2
North Dakota	—	1	5
Ohio	—	5	4
Oklahoma	8	2	4
Oregon	2	3	—
Pennsylvania	—	2	3
Rhode Island	3	2	1
South Carolina	5	5	3
South Dakota	—	—	—
Tennessee	4	3	3
Texas	5	5	6
Utah	3	2	2
Vermont	—	4	4
Virginia	4	5	5
Washington	2	2	3
West Virginia	5	4	1
Wisconsin	4	3	3
Wyoming	2	2	3
Other jurisdictions			
District of Columbia	5	5	—
DoDEA ¹	1	1	1

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

¹ 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.

Table A-5. Eighth-grade public school English language learners excluded from NAEP writing assessment, as a percentage of all students, by state: 1998, 2002, and 2007

State/jurisdiction	1998	2002	2007
Nation (public)	1	1	1
Alabama	#	#	#
Alaska	—	—	—
Arizona	3	3	1
Arkansas	1	1	#
California	4	2	1
Colorado	1	—	1
Connecticut	2	1	1
Delaware	#	1	1
Florida	1	2	1
Georgia	1	1	#
Hawaii	2	2	#
Idaho	—	1	1
Illinois	1	2	1
Indiana	—	1	1
Iowa	—	—	#
Kansas	—	1	1
Kentucky	#	#	#
Louisiana	#	#	#
Maine	#	#	1
Maryland	#	1	—
Massachusetts	2	2	1
Michigan	—	1	#
Minnesota	1	2	1
Mississippi	#	#	#
Missouri	#	#	#
Montana	#	#	#
Nebraska	—	1	—
Nevada	3	2	2
New Hampshire	—	—	#
New Jersey	—	—	1
New Mexico	3	3	3
New York	3	2	1
North Carolina	1	1	#
North Dakota	—	#	#
Ohio	—	#	#
Oklahoma	1	#	#
Oregon	1	1	—
Pennsylvania	—	#	1
Rhode Island	1	2	1
South Carolina	#	#	#
South Dakota	—	—	—
Tennessee	#	#	#
Texas	2	3	2
Utah	1	1	1
Vermont	—	#	#
Virginia	1	1	1
Washington	1	1	1
West Virginia	#	#	#
Wisconsin	1	2	1
Wyoming	#	#	#
Other jurisdictions			
District of Columbia	2	1	—
DoDEA ¹	1	2	1

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

Rounds to zero.

¹ 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.

Table A-6. Achievement-level results in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007

State/jurisdiction	Percentage of students								
	At or above <i>Basic</i>			At or above <i>Proficient</i>			At <i>Advanced</i>		
	1998	2002	2007	1998	2002	2007	1998	2002	2007
Nation (public)¹	83*	84*	87	24*	30	31	1*	2	2
Alabama	83	79*	84	17*	20*	24	#	1	1
Alaska	—	—	—	—	—	—	—	—	—
Arizona	80*	77*	85	21	20	23	1	1	1
Arkansas	77*	79*	85	13*	19*	27	#	#	1
California	76*	78*	83	20*	23	25	1	1	1
Colorado	86*	—	91	27*	—	38	1	—	2
Connecticut	91	87*	92	44*	45*	53	5*	7	7
Delaware	80*	90	91	22*	35	34	1	2	2
Florida	78*	84*	88	19*	32	36	1*	3	3
Georgia	83*	82*	88	23*	25*	29	1	1	1
Hawaii	72*	74*	81	15*	18	20	1	1	1
Idaho	—	84*	88	—	29	29	—	2	1
Illinois	—	—	90	—	—	37	—	—	2
Indiana	—	85*	89	—	26	30	—	1	1
Iowa	—	—	88	—	—	32	—	—	1
Kansas	—	87	88	—	32	33	—	1	2
Kentucky	84*	85	87	21*	25	26	1	1	1
Louisiana	75*	80*	88	12*	18	17	#	1	#
Maine	87*	86*	90	32*	36	38	2	3	3
Maryland	83	87	—	23	35	—	1	3	—
Massachusetts	87*	90	93	31*	42	46	2	4	3
Michigan	—	83	86	—	24	27	—	1	1
Minnesota	83*	—	89	25*	—	32	1	—	1
Mississippi	74*	83	83	11*	13	15	#	#	#
Missouri	80*	86*	89	17*	27	26	#*	1	1
Montana	86*	85*	89	25*	29	33	1	1	1
Nebraska	—	88	—	—	32	—	—	1	—
Nevada	77	75*	80	17*	16*	21	#	1	#
New Hampshire	—	—	90	—	—	39	—	—	2
New Jersey	—	—	95	—	—	56	—	—	7
New Mexico	79*	77*	82	18	18	17	1	1	#
New York	84	84	87	21*	30	31	#*	2	1
North Carolina	85	87	87	27	34*	29	1	3*	1
North Dakota	—	83*	91	—	24	27	—	1	#
Ohio	—	89	90	—	38*	32	—	3*	1
Oklahoma	88	84*	89	25	27	26	1	1	1
Oregon	83	85	—	27	33	—	1	3	—
Pennsylvania	—	85*	91	—	32*	36	—	2	1
Rhode Island	83	84	85	25*	29*	32	1	2	2
South Carolina	79*	84	85	15*	20	23	#	1	1
South Dakota	—	—	—	—	—	—	—	—	—
Tennessee	84*	82*	90	24*	24*	30	1	1	1
Texas	88	83	86	31	31	26	1	2*	1
Utah	78*	77*	84	21*	23*	31	1	1	2
Vermont	—	89	89	—	41	40	—	5	3
Virginia	89	88	90	27	32	31	1	3*	1
Washington	83*	86	88	25*	34	35	1	3	2
West Virginia	82	81	84	18	21	22	#	1	#
Wisconsin	88	—	89	28*	—	36	1*	—	2
Wyoming	81*	86*	91	23*	28*	34	1	1	1
Other jurisdictions									
District of Columbia	63	66	—	11	10	—	1	#	—
DoDEA ²	89*	93*	95	33*	38	41	2	2	2

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

Rounds to zero.

* 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.

Table A-7. Percentage of eighth-grade public school students in NAEP writing, by race/ethnicity and state: 1998, 2002, and 2007

State/jurisdiction	White			Black			Hispanic			Asian/Pacific Islander			American Indian/ Alaska Native		
	1998	2002	2007	1998	2002	2007	1998	2002	2007	1998	2002	2007	1998	2002	2007
Nation (public)¹	69*	64*	58	16*	15*	17	11*	14*	19	3*	4	5	1	1	1
Alabama	67*	62	61	31	36	36	1*	1	2	1	1	1	#	#	#
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	60*	57*	46	4	5	6	26*	30*	39	2	2	3	7	6	7
Arkansas	74*	73*	67	23	23	24	2*	3*	7	1	1	1	#	1	#
California	42*	37	31	8	7	7	39*	42	48	10	13	12	1	1	1
Colorado	75*	—	62	5	—	7	17*	—	27	3	—	3	1	—	1
Connecticut	78*	70	69	11	14	12	9*	12	15	2*	3	3	#	1	#
Delaware	67*	64*	55	27*	29*	35	4*	5*	8	2*	2	3	#	#	#
Florida	56*	55	49	28*	23	22	14*	18	23	2	2	2	#	#	#
Georgia	58*	54	48	36*	37	43	2*	5	6	2	3	2	#	#	#
Hawaii	17*	16	14	2	2	2	2	2	3	67	68	69	#	#	1
Idaho	—	88*	83	—	1	1	—	9*	13	—	1	1	—	1	2
Illinois	—	—	58	—	—	19	—	—	18	—	—	4	—	—	#
Indiana	—	86*	78	—	9	12	—	2*	6	—	1	1	—	#	#
Iowa	—	—	87	—	—	5	—	—	5	—	—	2	—	—	#
Kansas	—	80*	76	—	8	8	—	7*	11	—	2	2	—	1	1
Kentucky	89	91*	86	10	8	10	#*	1*	2	1	1	1	#	#	#
Louisiana	58	53	52	40	43	44	1	1	2	1	1	1	#*	1	1
Maine	97	97	96	1	1	2	#	1	1	1	1	1	#	#	#
Maryland	59	55	—	34	34	—	3	5	—	4	5	—	#	#	—
Massachusetts	81*	75	74	6	9	9	9	10	10	4	5	5	#	#	#
Michigan	—	77	75	—	18	19	—	2	3	—	2	2	—	#	1
Minnesota	85	—	80	5	—	7	2	—	4	5	—	6	3	—	2
Mississippi	51	52	46	48	47	52	#*	#*	1	1	#	1	#	#	#
Missouri	84*	81	77	14	16	19	1	1	3	1	1	2	#	#	#
Montana	92*	84	85	#	1	1	1	2	2	1	1	1	5*	12	11
Nebraska	—	84	—	—	6	—	—	7	—	—	1	—	—	1	—
Nevada	65*	60*	45	9	10	11	19*	22*	35	5*	7	8	2	1	2
New Hampshire	—	—	94	—	—	1	—	—	3	—	—	2	—	—	#
New Jersey	—	—	58	—	—	16	—	—	18	—	—	8	—	—	#
New Mexico	40*	36*	31	3	2	2	46*	47*	53	1	1	2	9	13	12
New York	60	55	56	19	21	19	15	17	18	5	6	7	#	#	#
North Carolina	64*	63*	57	28	30	29	2*	4*	7	2	2	2	3*	#*	1
North Dakota	—	92*	89	—	1	1	—	2	1	—	1	1	—	4*	8
Ohio	—	80	76	—	15	19	—	2	2	—	1	1	—	#	#
Oklahoma	74*	62	60	7	11	9	4*	6	8	2	1	2	12*	18	20
Oregon	85	82	—	2	2	—	6	8	—	4	5	—	2	2	—
Pennsylvania	—	81	76	—	13	15	—	4	6	—	3	3	—	#	#
Rhode Island	81*	75*	71	7	9	8	8*	13*	17	3	2	3	#	#	#
South Carolina	58	56	55	40	42	39	1*	1*	4	1	1	1	#	#	#
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	77*	77*	68	21	20	26	1*	2*	5	1	1	1	#	#	#
Texas	51*	44*	37	13	12	16	32*	40	44	3	3	3	1	1	#
Utah	89*	86*	81	1	1	1	6*	8*	13	3	3	3	1	2	2
Vermont	—	96	95	—	1	2	—	#	1	—	1	1	—	1	1
Virginia	68*	66	61	26	24	27	3*	4	6	3	4	4	#	#	#
Washington	81*	79*	69	4*	4	6	7*	7*	13	6*	8	10	2	2	2
West Virginia	95	95	93	4	4	5	#*	#	1	#	#	1	#	#	#
Wisconsin	84	—	80	8	—	10	4	—	6	3	—	3	1	—	1
Wyoming	90*	88*	85	1	2	1	5*	7*	10	1	1	1	2	3	4
Other jurisdictions															
District of Columbia	4	3	—	89	87	—	6	8	—	1	2	—	#	#	—
DoDEA ²	47	46	47	21*	17	18	10*	11*	14	7	8	8	1	1	1

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

Rounds to zero.

* 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.

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.

Table A-8. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by race/ethnicity and state: 2007

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced
Nation (public)	162	8	92	39	2	140	20	80	15	#	141	21	79	17	#
Alabama	157	10	90	33	1	132	27	73	9	#	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	160	7	93	34	1	143	19	81	16	#	136	22	78	10	#
Arkansas	156	12	88	32	1	138	22	78	14	#	141	21	79	17	1
California	161	9	91	38	2	138	23	77	13	#	137	23	77	13	#
Colorado	170	4	96	49	3	145	19	81	21	#	142	19	81	16	#
Connecticut	181	4	96	63	9	150	16	84	27	1	147	20	80	27	2
Delaware	167	6	94	45	2	147	13	87	18	#	142	18	82	17	#
Florida	167	8	92	45	5	144	19	81	22	1	150	16	84	28	2
Georgia	162	8	92	39	2	144	17	83	17	#	142	20	80	19	#
Hawaii	150	16	84	26	1	140	22	78	15	1	137	23	77	16	#
Idaho	157	9	91	32	1	‡	‡	‡	‡	‡	136	24	76	13	#
Illinois	169	6	94	48	3	142	19	81	18	#	143	18	82	17	#
Indiana	158	9	91	33	1	140	18	82	12	#	139	22	78	18	#
Iowa	157	11	89	33	1	134	29	71	13	#	133	29	71	14	#
Kansas	160	9	91	37	2	140	25	75	20	1	138	23	77	14	#
Kentucky	153	12	88	27	1	141	18	82	14	#	‡	‡	‡	‡	‡
Louisiana	153	8	92	24	#	139	16	84	9	#	‡	‡	‡	‡	‡
Maine	161	10	90	38	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts	173	3	97	52	4	146	14	86	19	#	138	25	75	16	#
Michigan	156	10	90	30	1	132	27	73	10	#	135	32	68	17	1
Minnesota	160	9	91	35	2	133	27	73	13	#	140	21	79	17	1
Mississippi	151	10	90	23	#	134	23	77	8	#	‡	‡	‡	‡	‡
Missouri	156	9	91	30	1	140	17	83	12	#	142	14	86	16	#
Montana	160	8	92	35	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	152	13	87	28	1	134	26	74	13	#	132	29	71	12	#
New Hampshire	161	10	90	40	2	‡	‡	‡	‡	‡	140	24	76	21	1
New Jersey	184	2	98	66	9	152	13	87	27	2	162	10	90	41	3
New Mexico	153	11	89	27	#	‡	‡	‡	‡	‡	138	20	80	12	#
New York	161	8	92	38	2	140	20	80	15	#	140	25	75	20	1
North Carolina	162	8	92	38	2	138	21	79	12	#	138	25	75	16	#
North Dakota	155	8	92	28	#	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	160	8	92	36	1	138	20	80	13	#	141	26	74	22	#
Oklahoma	156	8	92	30	1	141	16	84	12	#	143	16	84	14	#
Oregon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania	164	6	94	42	1	138	21	79	13	#	145	17	83	20	1
Rhode Island	162	9	91	39	3	136	26	74	12	#	128	34	66	11	#
South Carolina	156	9	91	30	1	137	21	79	12	#	140	23	77	18	#
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	161	7	93	36	2	144	17	83	18	#	147	13	87	18	#
Texas	165	7	93	41	2	142	20	80	17	#	142	19	81	16	#
Utah	156	13	87	34	2	‡	‡	‡	‡	‡	128	36	64	10	#
Vermont	162	11	89	40	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	163	7	93	39	2	142	16	84	14	#	145	18	82	18	#
Washington	162	9	91	40	3	150	13	87	24	2	139	23	77	18	1
West Virginia	147	16	84	22	#	136	24	76	15	#	‡	‡	‡	‡	‡
Wisconsin	162	9	91	40	2	131	30	70	10	#	149	14	86	26	1
Wyoming	160	9	91	36	1	‡	‡	‡	‡	‡	153	8	92	23	1
Other jurisdictions	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	167	5	95	44	2	155	7	93	26	1	165	4	96	41	1

See notes at end of table.

Table A-8. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by race/ethnicity and state: 2007—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced
Nation (public)	166	8	92	45	5	143	21	79	21	1
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	169	5	95	45	4	133	26	74	10	#
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	164	10	90	44	4	136	29	71	17	1
Colorado	173	3	97	52	4	‡	‡	‡	‡	‡
Connecticut	173	8	92	52	9	‡	‡	‡	‡	‡
Delaware	177	3	97	56	7	‡	‡	‡	‡	‡
Florida	170	9	91	50	8	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	143	20	80	19	#	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	180	2	98	60	8	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	173	2	98	49	6	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	175	4	96	55	6	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	153	9	91	27	2	135	31	69	20	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	133	30	70	15	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	151	11	89	26	1	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	191	2	98	73	14	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	136	26	74	13	#
New York	170	9	91	52	5	‡	‡	‡	‡	‡
North Carolina	164	9	91	45	3	145	22	78	23	4
North Dakota	‡	‡	‡	‡	‡	135	27	73	13	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	151	15	85	27	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	170	4	96	50	2	‡	‡	‡	‡	‡
Rhode Island	160	19	81	43	5	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	167	6	94	41	3	‡	‡	‡	‡	‡
Utah	157	14	86	36	5	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	173	3	97	51	3	‡	‡	‡	‡	‡
Washington	162	9	91	37	3	138	25	75	17	1
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	167	4	96	42	3	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	127	33	67	9	#
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	172	2	98	51	3	‡	‡	‡	‡	‡

— 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. 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 A-9. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by gender and state: 2007

State/jurisdiction	Male					Female				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced
Nation (public)	144	18	82	20	1	164	7	93	41	3
Alabama	138	23	77	15	#	157	10	90	33	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	139	19	81	13	#	157	10	90	32	2
Arkansas	139	22	78	14	#	164	6	94	40	1
California	139	23	77	17	1	157	11	89	33	2
Colorado	152	13	87	28	1	169	6	94	49	3
Connecticut	163	10	90	42	3	181	5	95	63	11
Delaware	151	13	87	24	1	166	6	94	43	2
Florida	147	18	82	24	1	169	7	93	48	5
Georgia	143	19	81	17	#	164	7	93	40	2
Hawaii	134	27	73	12	#	155	10	90	29	1
Idaho	143	18	82	18	#	167	4	96	42	2
Illinois	150	15	85	27	1	170	5	95	48	4
Indiana	144	16	84	17	#	165	5	95	42	1
Iowa	143	19	81	17	#	167	6	94	47	2
Kansas	144	18	82	21	1	168	5	95	46	3
Kentucky	142	19	81	16	1	161	7	93	36	2
Louisiana	138	17	83	9	#	156	6	94	26	#
Maine	149	15	85	24	1	174	4	96	53	5
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	157	10	90	32	1	178	4	96	60	6
Michigan	140	20	80	14	#	162	7	93	39	2
Minnesota	144	17	83	18	#	168	5	95	46	3
Mississippi	132	26	74	6	#	152	9	91	23	#
Missouri	143	16	84	15	#	163	5	95	38	1
Montana	145	17	83	19	#	169	4	96	47	2
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	131	29	71	11	#	156	10	90	31	1
New Hampshire	149	16	84	26	1	173	4	96	53	4
New Jersey	168	7	93	47	4	183	4	96	65	10
New Mexico	133	26	74	9	#	152	11	89	25	1
New York	145	19	81	22	1	163	8	92	41	2
North Carolina	142	20	80	18	#	164	6	94	40	2
North Dakota	142	15	85	13	#	166	3	97	41	1
Ohio	147	15	85	21	#	166	5	95	43	2
Oklahoma	143	16	84	16	#	162	6	94	37	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	151	13	87	26	1	168	5	95	47	2
Rhode Island	143	21	79	20	1	165	9	91	45	3
South Carolina	137	22	78	12	#	159	7	93	32	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	146	15	85	19	1	167	4	96	42	2
Texas	142	20	80	18	#	160	9	91	36	2
Utah	140	24	76	18	1	165	8	92	44	3
Vermont	149	17	83	27	1	176	4	96	56	6
Virginia	146	15	85	19	#	168	4	96	44	3
Washington	146	18	82	23	1	170	5	95	48	4
West Virginia	133	26	74	11	#	159	7	93	33	1
Wisconsin	146	17	83	22	#	170	5	95	50	3
Wyoming	146	15	85	20	#	171	4	96	50	3
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	156	7	93	29	1	175	2	98	54	3

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

Rounds to zero.

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

NOTE: 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 A-10. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by eligibility for free/reduced-price school lunch and state: 2007

State/jurisdiction	Eligible					Not eligible					Information not available				
	Percentage of students					Percentage of students					Percentage of students				
	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	141	20	80	17	#	164	7	93	40	3	149	15	85	25	2
Alabama	135	24	76	12	#	160	8	92	36	1	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	136	23	77	10	#	157	8	92	31	1	‡	‡	‡	‡	‡
Arkansas	141	21	79	17	#	161	7	93	38	1	‡	‡	‡	‡	‡
California	136	24	76	13	#	159	10	90	36	2	146	15	85	20	1
Colorado	143	17	83	18	#	171	5	95	49	3	‡	‡	‡	‡	‡
Connecticut	149	18	82	28	2	181	4	96	62	9	‡	‡	‡	‡	‡
Delaware	146	15	85	18	#	165	6	94	41	2	‡	‡	‡	‡	‡
Florida	146	18	82	23	1	167	8	92	45	5	‡	‡	‡	‡	‡
Georgia	141	19	81	16	#	165	6	94	41	2	‡	‡	‡	‡	‡
Hawaii	132	28	72	11	#	151	13	87	26	1	‡	‡	‡	‡	‡
Idaho	144	18	82	18	#	160	8	92	35	1	‡	‡	‡	‡	‡
Illinois	142	19	81	17	#	172	5	95	51	4	‡	‡	‡	‡	‡
Indiana	142	18	82	17	#	161	7	93	37	1	‡	‡	‡	‡	‡
Iowa	140	23	77	18	#	161	8	92	38	1	‡	‡	‡	‡	‡
Kansas	142	19	81	18	#	164	7	93	42	3	‡	‡	‡	‡	‡
Kentucky	141	20	80	16	#	160	7	93	35	2	‡	‡	‡	‡	‡
Louisiana	140	16	84	10	#	157	6	94	28	#	‡	‡	‡	‡	‡
Maine	150	16	84	26	1	167	7	93	44	3	‡	‡	‡	‡	‡
Maryland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts	146	16	84	21	1	174	4	96	54	4	‡	‡	‡	‡	‡
Michigan	137	23	77	14	#	158	9	91	33	1	‡	‡	‡	‡	‡
Minnesota	140	21	79	16	#	162	7	93	39	2	‡	‡	‡	‡	‡
Mississippi	136	21	79	9	#	153	9	91	25	#	‡	‡	‡	‡	‡
Missouri	141	17	83	13	#	160	7	93	34	1	‡	‡	‡	‡	‡
Montana	143	20	80	20	#	164	6	94	40	2	‡	‡	‡	‡	‡
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	132	30	70	12	#	151	13	87	26	1	131	30	70	9	#
New Hampshire	143	21	79	20	1	164	8	92	43	3	162	9	91	41	1
New Jersey	155	13	87	33	2	183	3	97	64	9	‡	‡	‡	‡	‡
New Mexico	137	22	78	12	#	153	11	89	26	1	‡	‡	‡	‡	‡
New York	145	20	80	22	1	164	7	93	40	2	‡	‡	‡	‡	‡
North Carolina	141	20	80	16	#	163	7	93	39	2	‡	‡	‡	‡	‡
North Dakota	145	17	83	19	#	157	7	93	30	#	‡	‡	‡	‡	‡
Ohio	140	19	81	15	#	163	6	94	39	1	‡	‡	‡	‡	‡
Oklahoma	146	15	85	19	#	159	7	93	33	1	‡	‡	‡	‡	‡
Oregon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania	144	17	83	19	#	166	5	95	44	2	‡	‡	‡	‡	‡
Rhode Island	136	26	74	15	#	162	10	90	40	3	‡	‡	‡	‡	‡
South Carolina	139	21	79	13	#	157	8	92	32	1	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee	146	15	85	19	#	165	5	95	40	2	‡	‡	‡	‡	‡
Texas	140	21	79	15	#	162	8	92	38	2	‡	‡	‡	‡	‡
Utah	139	26	74	18	1	158	12	88	36	2	‡	‡	‡	‡	‡
Vermont	144	22	78	23	1	168	7	93	47	4	‡	‡	‡	‡	‡
Virginia	141	19	81	13	#	163	7	93	38	2	‡	‡	‡	‡	‡
Washington	144	20	80	20	1	166	7	93	44	3	‡	‡	‡	‡	‡
West Virginia	137	24	76	14	#	155	10	90	30	1	‡	‡	‡	‡	‡
Wisconsin	142	21	79	20	#	164	7	93	43	2	‡	‡	‡	‡	‡
Wyoming	145	16	84	21	1	163	7	93	40	2	‡	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	165	5	95	41	2

— 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: 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 A-11. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as students with disabilities (SD) and state: 2007

State/jurisdiction	SD					Not SD				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced
Nation (public)	118	46	54	6	#	159	9	91	33	2
Alabama	103	64	36	2	#	153	11	89	27	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	114	50	50	4	#	151	12	88	24	1
Arkansas	106	63	37	4	#	156	8	92	30	1
California	111	56	44	6	#	151	14	86	26	1
Colorado	122	44	56	8	#	164	7	93	41	2
Connecticut	136	29	71	18	1	176	5	95	57	8
Delaware	127	35	65	7	#	162	6	94	37	2
Florida	124	39	61	9	#	163	9	91	40	4
Georgia	112	52	48	5	#	158	8	92	32	2
Hawaii	105	64	36	2	#	149	12	88	22	1
Idaho	117	49	51	6	1	158	8	92	31	1
Illinois	121	42	58	6	#	165	6	94	42	3
Indiana	116	47	53	5	#	160	6	94	33	1
Iowa	113	51	49	2	#	161	7	93	36	1
Kansas	120	44	56	8	1	160	8	92	36	2
Kentucky	108	56	44	3	#	155	9	91	28	1
Louisiana	111	51	49	2	#	151	7	93	19	#
Maine	123	40	60	7	#	168	4	96	44	3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	139	20	80	14	#	171	5	95	51	4
Michigan	112	50	50	3	#	156	9	91	30	1
Minnesota	116	46	54	4	#	160	7	93	35	2
Mississippi	106	61	39	1	#	145	13	87	16	#
Missouri	114	48	52	3	#	158	6	94	29	1
Montana	118	44	56	5	#	161	7	93	36	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	109	56	44	7	#	147	16	84	22	1
New Hampshire	128	36	64	11	#	167	5	95	45	3
New Jersey	139	24	76	18	#	181	3	97	62	8
New Mexico	105	62	38	2	#	148	12	88	19	#
New York	120	42	58	3	#	160	9	91	36	2
North Carolina	121	42	58	6	#	158	9	91	32	2
North Dakota	125	34	66	5	#	157	7	93	29	#
Ohio	117	45	55	4	#	161	6	94	35	1
Oklahoma	116	48	52	2	#	158	5	95	30	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	124	38	62	8	#	165	5	95	41	1
Rhode Island	119	45	55	6	#	161	9	91	38	2
South Carolina	107	58	42	2	#	153	10	90	25	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	122	45	55	11	1	159	6	94	32	1
Texas	114	49	51	5	#	154	11	89	28	1
Utah	99	68	32	3	#	156	12	88	33	2
Vermont	125	37	63	7	#	169	6	94	47	4
Virginia	126	36	64	5	#	160	7	93	34	2
Washington	118	45	55	5	#	161	9	91	38	3
West Virginia	101	65	35	2	#	154	8	92	26	1
Wisconsin	115	49	51	4	#	163	7	93	40	2
Wyoming	119	42	58	7	#	163	5	95	38	2
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	119	43	57	4	#	168	2	98	43	2

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

Rounds to zero.

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

NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. 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 A-12. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as English language learners (ELL) and state: 2007

State/jurisdiction	ELL					Not ELL				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At or above Advanced		Below Basic	At or above Basic	At or above Proficient	At or above Advanced
Nation (public)	120	42	58	5	#	156	11	89	32	2
Alabama	‡	‡	‡	‡	‡	148	16	84	24	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	114	50	50	2	#	152	11	89	25	1
Arkansas	131	32	68	11	#	151	14	86	27	1
California	120	41	59	5	#	155	11	89	30	2
Colorado	117	46	54	4	#	164	7	93	40	2
Connecticut	117	44	56	4	#	174	7	93	54	7
Delaware	‡	‡	‡	‡	‡	159	9	91	34	2
Florida	120	42	58	9	#	160	11	89	37	4
Georgia	‡	‡	‡	‡	‡	154	12	88	30	1
Hawaii	119	42	58	5	#	145	17	83	21	1
Idaho	127	36	64	11	#	156	10	90	30	1
Illinois	124	37	63	5	#	161	9	91	38	2
Indiana	130	32	68	14	#	155	10	90	30	1
Iowa	‡	‡	‡	‡	‡	155	12	88	32	1
Kansas	123	40	60	7	#	158	11	89	34	2
Kentucky	‡	‡	‡	‡	‡	152	13	87	26	1
Louisiana	‡	‡	‡	‡	‡	147	12	88	18	#
Maine	‡	‡	‡	‡	‡	161	10	90	38	3
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	113	53	47	5	#	169	5	95	47	3
Michigan	‡	‡	‡	‡	‡	152	13	87	27	1
Minnesota	133	26	74	13	#	157	10	90	33	1
Mississippi	‡	‡	‡	‡	‡	142	17	83	15	#
Missouri	‡	‡	‡	‡	‡	153	10	90	26	1
Montana	118	44	56	7	#	158	9	91	34	1
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	110	53	47	3	#	147	16	84	22	1
New Hampshire	‡	‡	‡	‡	‡	161	10	90	39	2
New Jersey	‡	‡	‡	‡	‡	176	5	95	57	7
New Mexico	120	38	62	3	#	147	15	85	20	#
New York	102	67	33	2	#	156	11	89	32	1
North Carolina	121	44	56	7	#	154	12	88	29	1
North Dakota	‡	‡	‡	‡	‡	154	9	91	27	#
Ohio	‡	‡	‡	‡	‡	156	10	90	32	1
Oklahoma	140	23	77	15	#	153	11	89	27	1
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	‡	‡	‡	‡	‡	160	9	91	37	1
Rhode Island	‡	‡	‡	‡	‡	156	13	87	33	2
South Carolina	‡	‡	‡	‡	‡	148	14	86	23	1
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	‡	‡	‡	‡	‡	156	9	91	31	1
Texas	109	56	44	1	#	154	11	89	28	1
Utah	129	37	63	13	1	154	14	86	32	2
Vermont	‡	‡	‡	‡	‡	162	11	89	41	3
Virginia	134	28	72	11	#	158	9	91	32	1
Washington	120	40	60	5	#	160	10	90	37	3
West Virginia	‡	‡	‡	‡	‡	146	17	83	22	#
Wisconsin	141	19	81	17	#	158	11	89	36	2
Wyoming	‡	‡	‡	‡	‡	158	9	91	35	1
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	‡	‡	‡	‡	‡	166	5	95	42	2

— 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: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. 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 A-13. Eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed without and with accommodations in NAEP writing, as a percentage of all students, by SD/ELL category and jurisdiction: 2002 and 2007

SD/ELL category and jurisdiction	Identified		Excluded		Assessed without accommodations		Assessed with accommodations	
	2002	2007	2002	2007	2002	2007	2002	2007
SD and/or ELL								
Nation (public)	18	18	4	3	8	6	5	9
Large central city	23	24	5	4	14	10	5	10
Atlanta	8	11	3	2	4	2	1	7
Austin	—	27	—	6	—	16	—	6
Boston	—	28	—	6	—	6	—	16
Charlotte	—	19	—	3	—	6	—	10
Chicago	24	23	7	5	10	4	7	13
Cleveland	—	24	—	11	—	2	—	11
District of Columbia	21	—	6	—	5	—	10	—
Houston	27	22	8	8	20	11	#	4
Los Angeles	35	34	5	2	27	24	4	7
New York City	‡	23	‡	2	‡	2	‡	19
San Diego	—	28	—	3	—	18	—	6
SD								
Nation (public)	13	13	3	3	5	3	5	8
Large central city	13	13	3	3	6	3	4	7
Atlanta	7	10	3	2	4	2	1	6
Austin	—	16	—	4	—	7	—	5
Boston	—	19	—	5	—	2	—	12
Charlotte	—	12	—	2	—	2	—	8
Chicago	18	18	3	3	8	2	7	12
Cleveland	—	20	—	10	—	1	—	9
District of Columbia	17	—	5	—	4	—	8	—
Houston	15	12	5	5	10	3	#	3
Los Angeles	13	10	2	2	8	3	3	5
New York City	‡	14	‡	1	‡	1	‡	12
San Diego	—	11	—	3	—	3	—	5
ELL								
Nation (public)	6	7	1	1	4	4	1	2
Large central city	13	12	3	2	9	7	1	3
Atlanta	1	2	1	#	1	1	#	1
Austin	—	14	—	3	—	10	—	1
Boston	—	12	—	3	—	4	—	4
Charlotte	—	8	—	1	—	4	—	3
Chicago	8	7	4	3	3	2	1	2
Cleveland	—	5	—	2	—	1	—	2
District of Columbia	5	—	1	—	1	—	3	—
Houston	18	13	5	4	14	8	#	1
Los Angeles	30	28	4	2	24	22	2	4
New York City	‡	12	‡	2	‡	1	‡	9
San Diego	—	20	—	1	—	16	—	3

— Not available. The jurisdiction did not participate.

Rounds to zero.

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

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. 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.

Table A-14. Achievement-level results in NAEP writing for eighth-grade public school students, by jurisdiction: 2002 and 2007

Jurisdiction	Percentage of students					
	At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2007	2002	2007	2002	2007
Nation (public)	84***	87*	30	31*	2	2*
Large central city	74***	81**	19	22**	1	1**
Atlanta	68***	83	10***	19**	#	#
Austin	—	79**	—	26*,**	—	2
Boston	—	83**	—	25**	—	2
Charlotte	—	88*	—	31*	—	2
Chicago	72***	83**	16***	23**	1	1
Cleveland	—	77*,**	—	9*,**	—	#
District of Columbia	66	—	10	—	#	—
Houston	74***	81**	19	18**	1	1**
Los Angeles	64***	77*,**	11	13*,**	#	#
New York City	‡	80**	‡	25**	‡	1
San Diego	—	79**	—	27*	—	1

— Not available. The jurisdiction did not participate.

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 in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** Significantly different ($p < .05$) from 2007 when only one district, the nation, or large central city is being examined.

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.

Table A-15. Percentage of eighth-grade public school students in NAEP writing, by race/ethnicity and jurisdiction: 2002 and 2007

Jurisdiction	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	2002	2007	2002	2007	2002	2007	2002	2007	2002	2007
	Nation (public)	64*	58	15*	17	14*	19	4	5	1
Large central city	24	23	33	31	32	37	8	8	1	1
Atlanta	5	7	91	89	2	3	1	#	#	#
Austin	—	32	—	14	—	52	—	3	—	#
Boston	—	18	—	40	—	33	—	9	—	#
Charlotte	—	34	—	48	—	11	—	4	—	#
Chicago	11	11	50	49	34	37	3	3	1	#
Cleveland	—	14	—	75	—	9	—	#	—	#
District of Columbia	3	—	87	—	8	—	2	—	#	—
Houston	9	8	34	31	55	57	3	3	#	#
Los Angeles	10	9	14	10	69	74	7	6	#	#
New York City	‡	14	‡	32	‡	40	‡	14	‡	#
San Diego	—	25	—	14	—	43	—	18	—	1

— Not available. The jurisdiction did not participate.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2007 when only one district, the nation, or large central city is being examined.

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), 2002 and 2007 Trial Urban District Writing Assessments.

Table A-16. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: 2007

Race/ethnicity and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
White					
Nation (public)	162	8	92	39	2
Large central city	162	9	91	39	3
Atlanta	176	5	95	58	4
Austin	173*,**	5*	95*	53*,**	5
Boston	173*,**	6	94	52*,**	8
Charlotte	173*,**	3*,**	97*,**	52*,**	4
Chicago	170	8	92	54**	4
Cleveland	142*,**	14	86	13*,**	#
Houston	171*,**	4	96	46	4
Los Angeles	160	9	91	37	2
New York City	167	9	91	46	3
San Diego	167	7	93	47	3
Black					
Nation (public)	140*	20*	80*	15*	#
Large central city	138**	22**	78**	13**	#
Atlanta	142	17	83	16	#
Austin	130**	32**	68**	12	1
Boston	141	21	79	16	#
Charlotte	144*	17	83	17	#
Chicago	138	22	78	15	#
Cleveland	132*,**	25**	75**	7**	#
Houston	140	20	80	15	#
Los Angeles	129*,**	30	70	8**	#
New York City	140	21	79	15	#
San Diego	144	20	80	19	#
Hispanic					
Nation (public)	141*	21*	79*	17*	#*
Large central city	137**	24**	76**	14**	#**
Atlanta	‡	‡	‡	‡	‡
Austin	131**	30**	70**	12**	#
Boston	138	23	77	14	#
Charlotte	142	23	77	21	1
Chicago	148*,**	14*,**	86*,**	22*	#
Cleveland	133	28	72	10	#
Houston	138	22	78	13	#
Los Angeles	133*,**	25**	75**	9*,**	#
New York City	137	27**	73**	18	1
San Diego	129*,**	34*,**	66*,**	11**	#

See notes at end of table.

Table A-16. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: 2007—Continued

Race/ethnicity and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Asian/Pacific Islander					
Nation (public)	166*	8	92	45*	5
Large central city	160**	12	88	40**	3
Atlanta	‡	‡	‡	‡	‡
Austin	‡	‡	‡	‡	‡
Boston	174	4	96	55	5
Charlotte	‡	‡	‡	‡	‡
Chicago	‡	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	‡
Houston	171	5	95	47	5
Los Angeles	160	7	93	35	2
New York City	167	10	90	49	4
San Diego	165	8	92	44	2

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 in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 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 students whose race/ethnicity was American Indian/Alaska Native or unclassified. 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 Trial Urban District Writing Assessment.

Table A-17. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by gender and jurisdiction: 2007

Gender and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Male					
Nation (public)	144*	18*	82*	20*	1
Large central city	136**	26**	74**	14**	#
Atlanta	136**	24	76	12**	#
Austin	135**	29**	71**	18	1
Boston	138**	24**	76**	15	1
Charlotte	143*	20*	80*	18	#
Chicago	136**	25**	75**	14**	#
Cleveland	124*,**	34*,**	66*,**	4*,**	#
Houston	135**	27**	73**	12**	#
Los Angeles	129*,**	30**	70**	8*,**	#
New York City	136**	28**	72**	16	1
San Diego	137**	27**	73**	18	#
Female					
Nation (public)	164*	7*	93*	41*	3*
Large central city	155**	11**	89**	30**	2**
Atlanta	153**	10	90	26**	1
Austin	157**	14**	86**	35*,**	4
Boston	160*,**	10	90	35**	4
Charlotte	167*	5*	95*	43*	4
Chicago	157**	9	91	31**	1
Cleveland	143*,**	13**	87**	13*,**	#
Houston	150**	12**	88**	23*,**	1**
Los Angeles	145*,**	15**	85**	18*,**	1
New York City	156**	13**	87**	34**	2
San Diego	158**	14**	86**	38*	2

Rounds to zero.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: 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 Trial Urban District Writing Assessment.

Table A-18. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by eligibility for free/reduced-price school lunch and jurisdiction: 2007

Eligibility status and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Eligible					
Nation (public)	141*	20*	80*	17*	#
Large central city	138**	23**	77**	15**	#
Atlanta	140	20	80	14	#
Austin	128*,**	33*,**	67*,**	9*,**	#
Boston	144*	18	82	18	1
Charlotte	141	20	80	15	#
Chicago	142	19*	81*	18	#
Cleveland	133*,**	23	77	9*,**	#
Houston	137	22	78	13	#
Los Angeles	133*,**	25**	75**	9*,**	#
New York City	144*	21	79	22*,**	1
San Diego	133**	31*,**	69*,**	14	#
Not eligible					
Nation (public)	164*	7*	93*	40*	3
Large central city	159**	11**	89**	36**	2
Atlanta	162	7	93	38	2
Austin	168*,**	7	93	47*	4
Boston	161	15**	85**	41	6
Charlotte	169*	5*	95*	46*	4
Chicago	169*	8	92	50*	3
Cleveland	‡	‡	‡	‡	‡
Houston	159	10	90	35	2
Los Angeles	150**	15	85	26	1
New York City	167	8	92	45	5
San Diego	163	9	91	42	3
Information not available					
Nation (public)	149	15	85	25	2
Large central city	147	16	84	23	1
Atlanta	‡	‡	‡	‡	‡
Austin	‡	‡	‡	‡	‡
Boston	‡	‡	‡	‡	‡
Charlotte	‡	‡	‡	‡	‡
Chicago	‡	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡
Los Angeles	147	16	84	23	1
New York City	‡	‡	‡	‡	‡
San Diego	‡	‡	‡	‡	‡

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 in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: 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 Trial Urban District Writing Assessment.

Table A-19. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as students with disabilities (SD) and jurisdiction: 2007

SD status and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
SD					
Nation (public)	118*	46*	54*	6*	#
Large central city	112**	54**	46**	4**	#
Atlanta	105	60	40	3	#
Austin	111	52	48	6	#
Boston	121*	41	59	4	#
Charlotte	120*	46	54	6	#
Chicago	107**	58**	42**	5	#
Cleveland	96*,**	73*,**	27*,**	1	#
Houston	110	56	44	3	#
Los Angeles	105**	61**	39**	2**	#
New York City	112	52	48	1	#
San Diego	108	59	41	5	#
Not SD					
Nation (public)	159*	9*	91*	33*	2*
Large central city	149**	15**	85**	24**	1**
Atlanta	148**	13	87	21**	#
Austin	151**	17**	83**	29*,**	2
Boston	154*,**	13**	87**	29*,**	3
Charlotte	159*	8*	92*	34*	2
Chicago	153**	10*	90*	26**	1
Cleveland	138*,**	17**	83**	10*,**	#
Houston	145**	16**	84**	19*,**	1**
Los Angeles	140*,**	19*,**	81*,**	14*,**	#
New York City	152**	15**	85**	29*,**	2
San Diego	151**	17**	83**	29*,**	1

Rounds to zero.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. 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 Trial Urban District Writing Assessment.

Table A-20. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by status as English language learners (ELL) and jurisdiction: 2007

ELL status and jurisdiction	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
ELL					
Nation (public)	120*	42*	58*	5*	#
Large central city	112**	51**	49**	3**	#
Atlanta	‡	‡	‡	‡	‡
Austin	100*,**	65*,**	35*,**	1	#
Boston	102*,**	68*,**	32*,**	1	#
Charlotte	126*	38	62	6	#
Chicago	117	45	55	4	#
Cleveland	‡	‡	‡	‡	‡
Houston	102*,**	65*,**	35*,**	1	#
Los Angeles	113**	48**	52**	2**	#
New York City	101*,**	67*,**	33*,**	2	#
San Diego	107**	59**	41**	1**	#
Not ELL					
Nation (public)	156*	11*	89*	32*	2*
Large central city	149**	15**	85**	24**	1**
Atlanta	145**	16	84	19**	#
Austin	152**	16**	84**	30*	2
Boston	154*	12	88	28**	2
Charlotte	157*	10*	90*	33*	2
Chicago	148**	16**	84**	23**	1
Cleveland	134*,**	22*,**	78*,**	9*,**	#
Houston	147**	14**	86**	19**	1**
Los Angeles	146**	13	87	18*,**	#
New York City	151**	15	85	28	2
San Diego	157*	11*	89*	33*	2

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 in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. 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 Trial Urban District Writing Assessment.

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