

**National Longitudinal School-Level  
State Assessment Score Database**

**Analyses of 2000/2001 School-Year Scores**

**Appendix C**

**Charts of Elementary School Mathematics and  
Reading Achievement as Related to Poverty and  
Title I in 2000/2001, by State**

funded by:  
U. S. Department of Education  
Contract: ED-01-CO-0026 0002

September 27, 2002



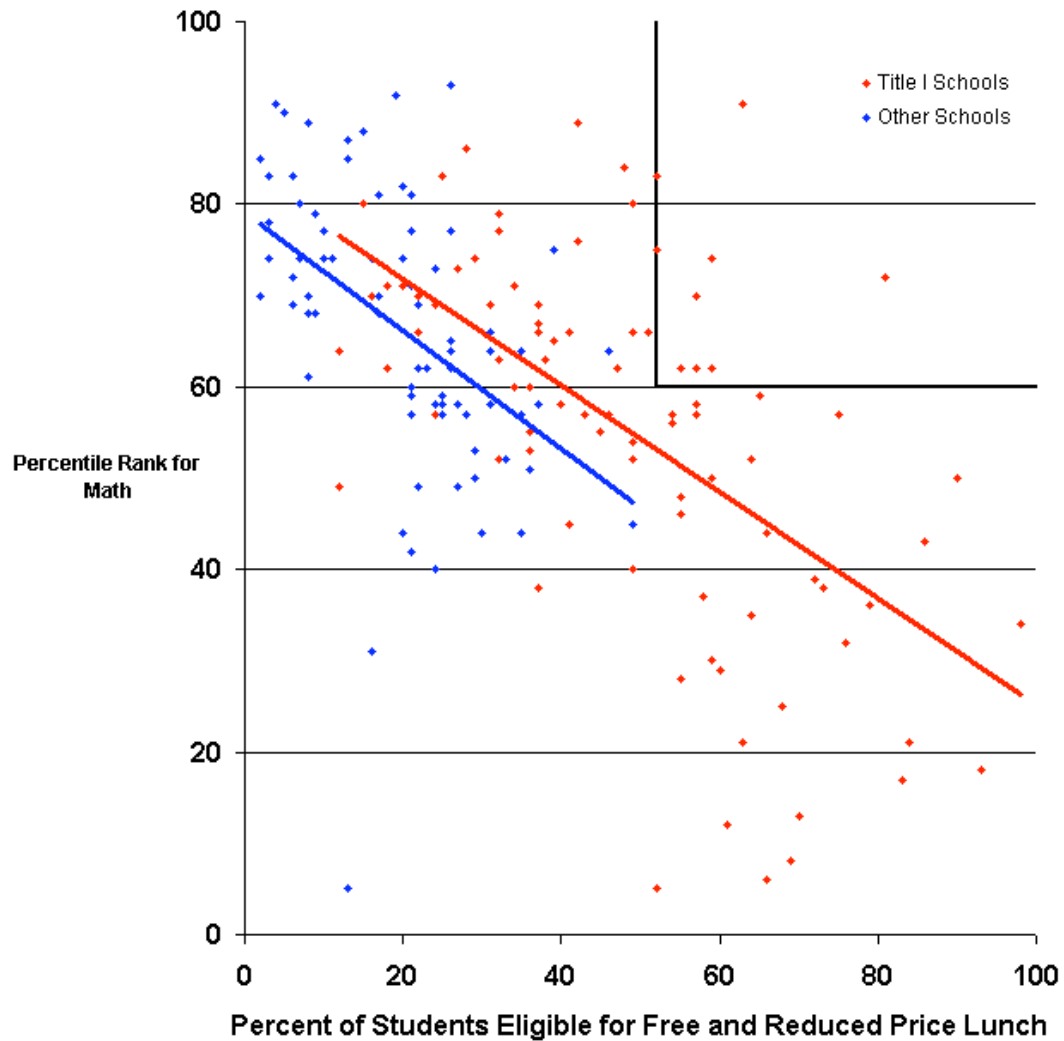
The following scatterplots show the relations among poverty, Title I, and achievement by state. On the horizontal axis of each scatterplot, we show the percent of students eligible for free or reduced price lunch in the school; and on the vertical axis, we show a state assessment reading or mathematics score for grade 4 or an adjacent grade.

Each diamond on the scatterplot represents a single school, and they are color-coded: **red** for Title I schools and **blue** for other schools. A best fitting straight line for the Title I schools and one for the other schools are superimposed on the scatterplot.

To help focus on schools that are beating the odds of poverty, a rectangle is drawn in the upper right corner of the scatterplot defining the schools in the highest poverty quartile whose achievement scores are above the mean for the state. One of the most important messages of these data, which has been presented by the Education Trust (<http://www.edtrust.org/>), is that there are more than a few such schools. Poverty creates barriers to achievement, but they are not insurmountable.

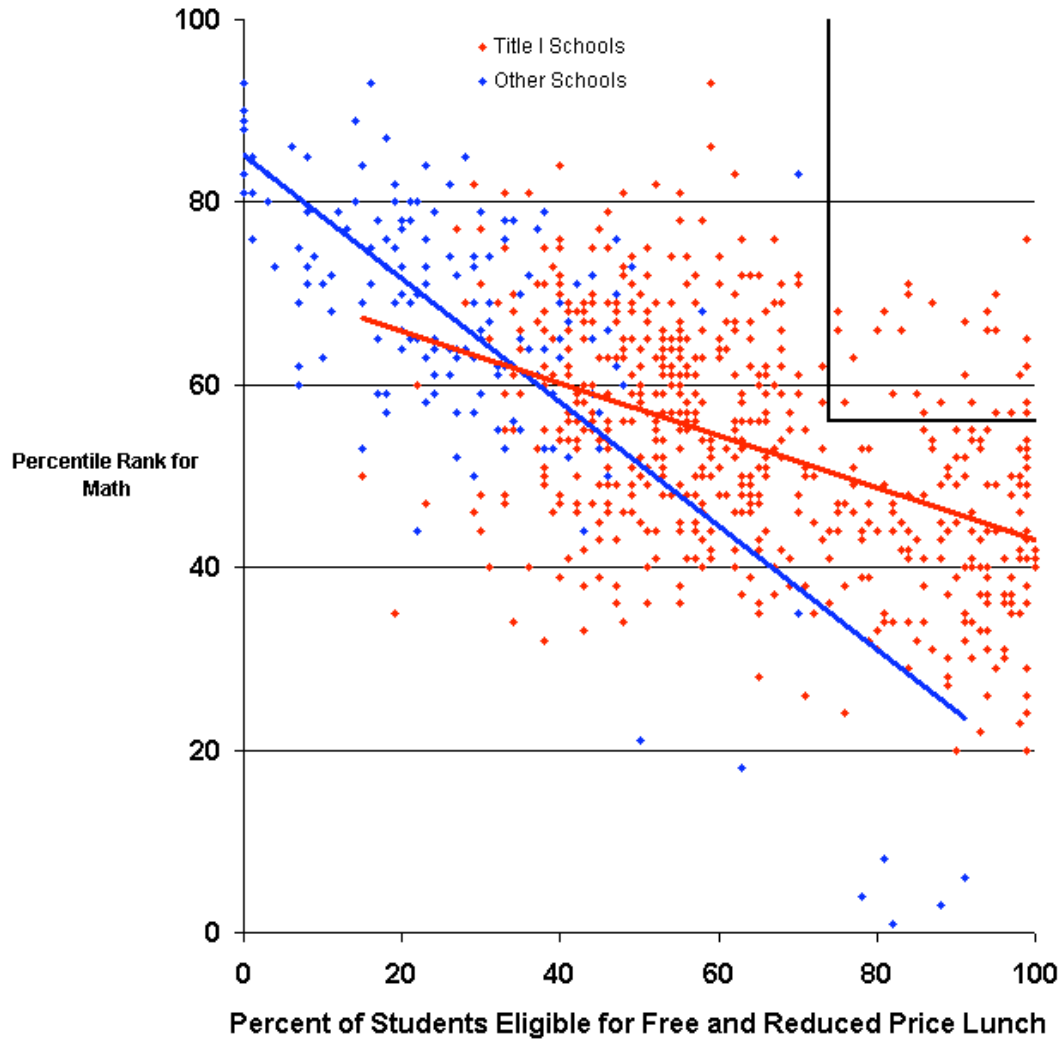
One can use these charts to compare reading and mathematics scores in Title I schools with those in other schools, given the equivalent level of poverty. To facilitate this, we tested whether achievement scores of Title I schools depart significantly from the scores predicted if they were not Title I schools. Where a statistically significant difference exists, we note “There is a significant different I the performance of Title I and other schools with equivalent poverty in the state” at the bottom of the scatterplot.

### School Achievement, by Poverty: Alaska (Math achievement in grade 4 in 2001, n=164)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

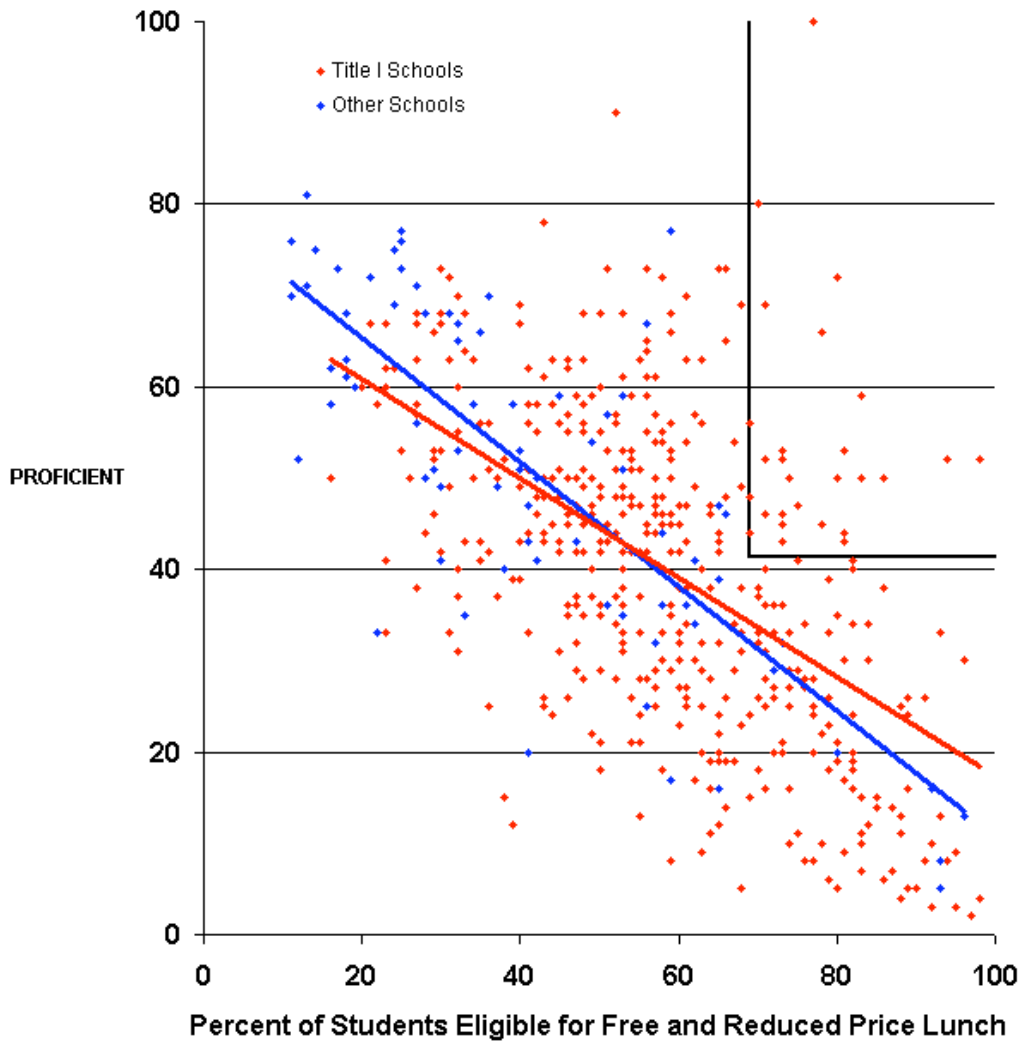
### School Achievement, by Poverty: Alabama (Math achievement in grade 4 in 2001, n=760)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

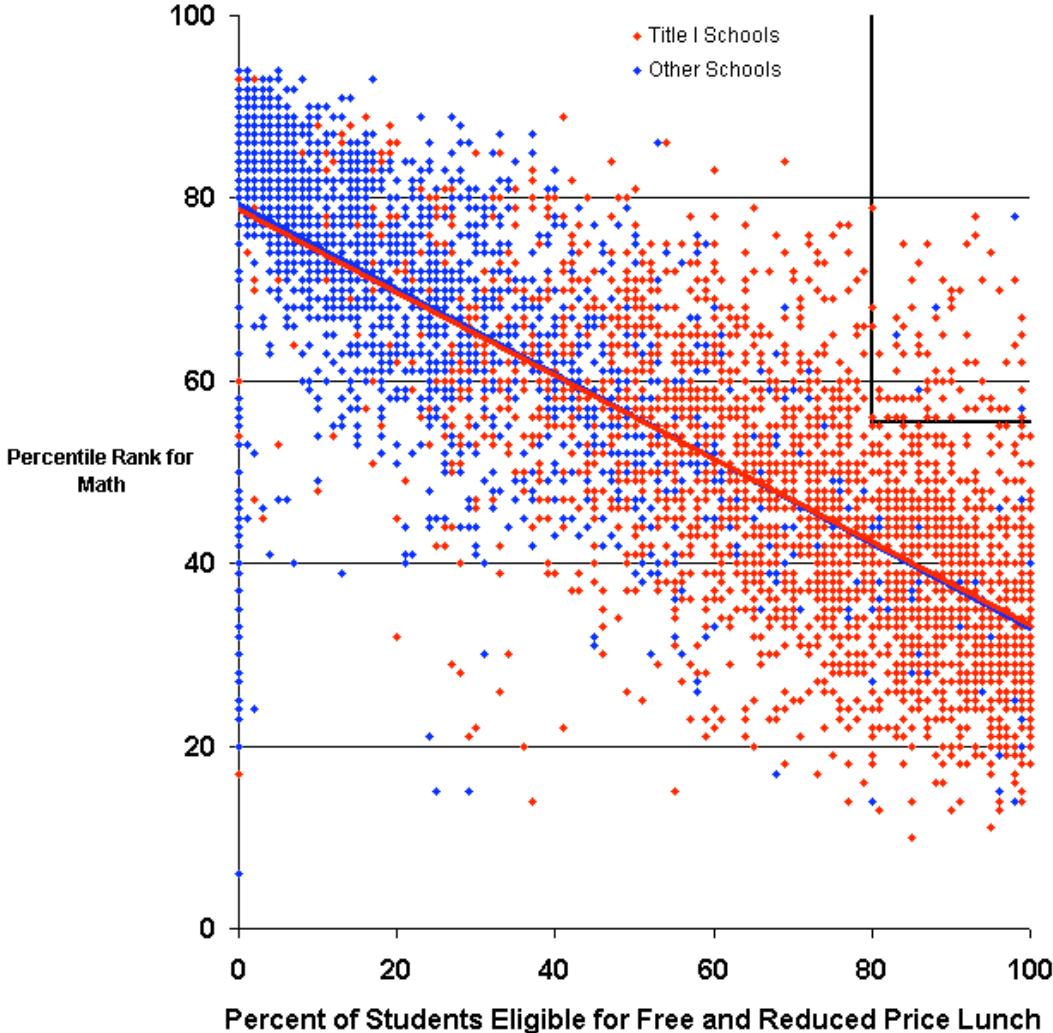
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Arkansas (Math achievement in grade 4 in 2001, n=523)



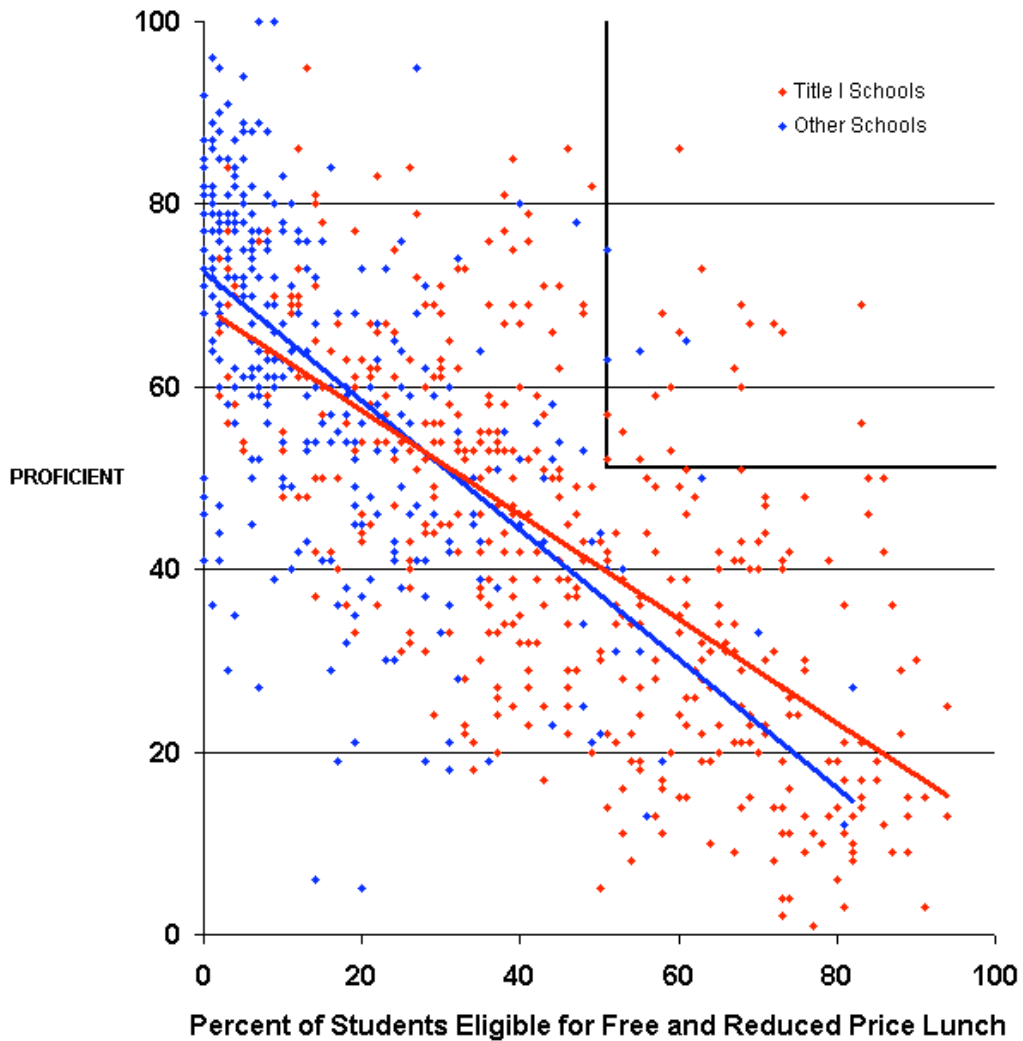
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: California  
(Math achievement in grade 4 in 2001, n=5021)**



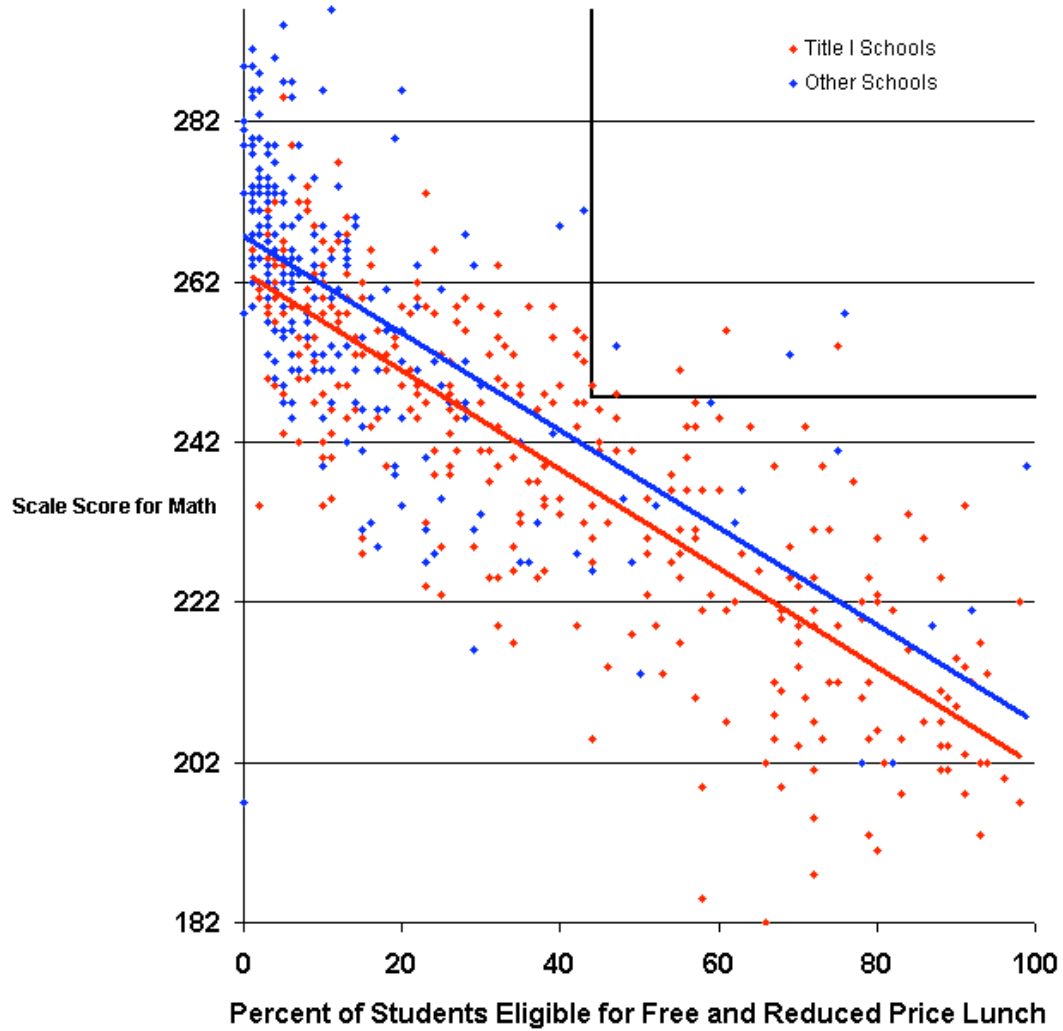
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Colorado (Math achievement in grade 5 in 2001, n=816)



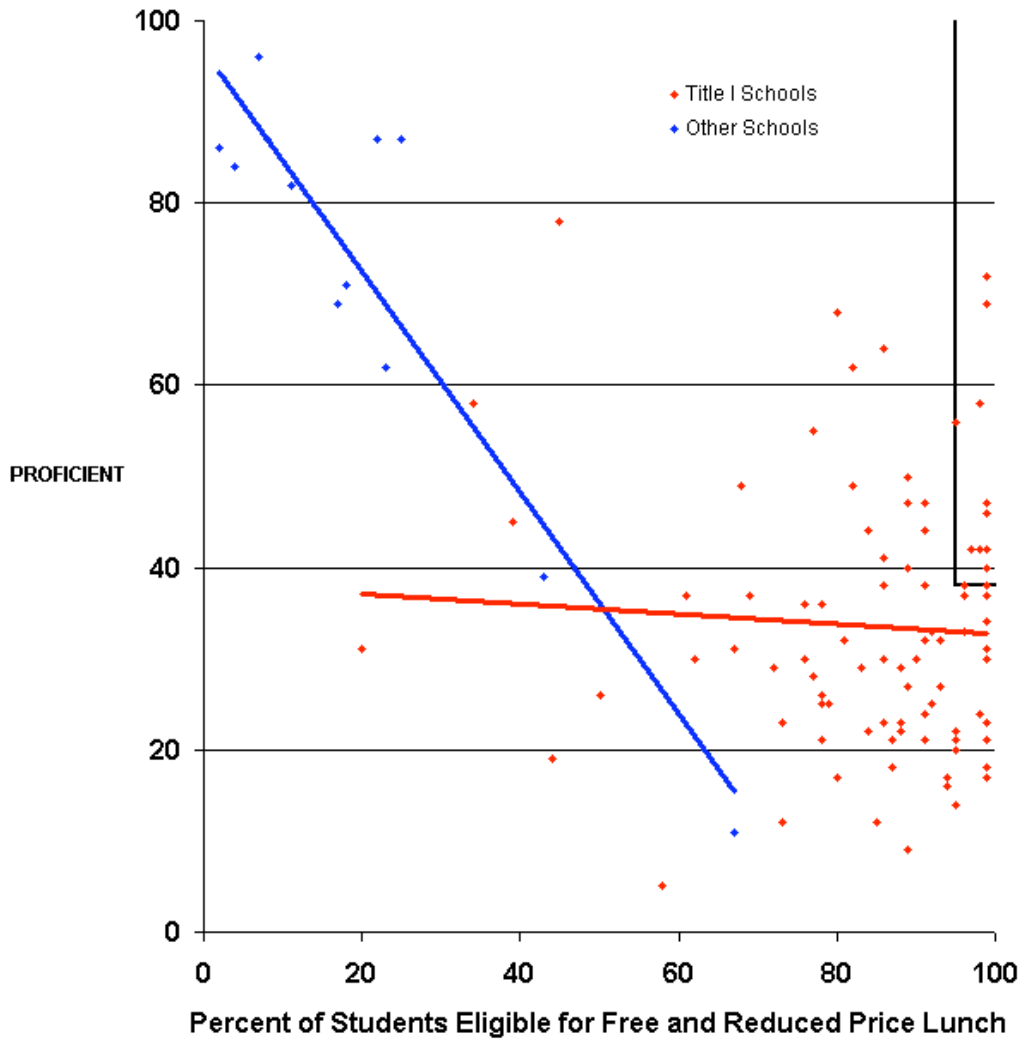
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Connecticut (Math achievement in grade 4 in 2001, n=584)



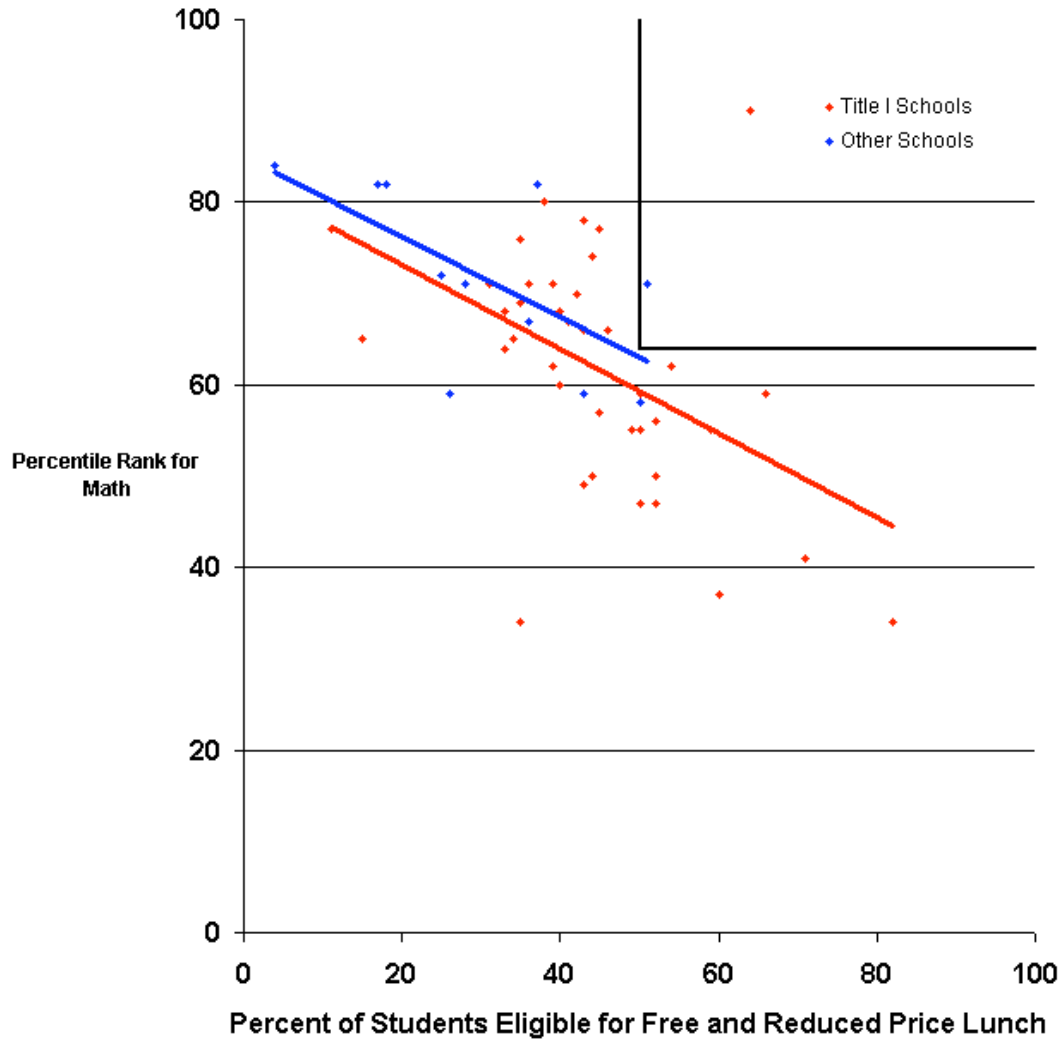
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: District of Columbia  
(Math achievement in Elementary School in 2001, n=104)**



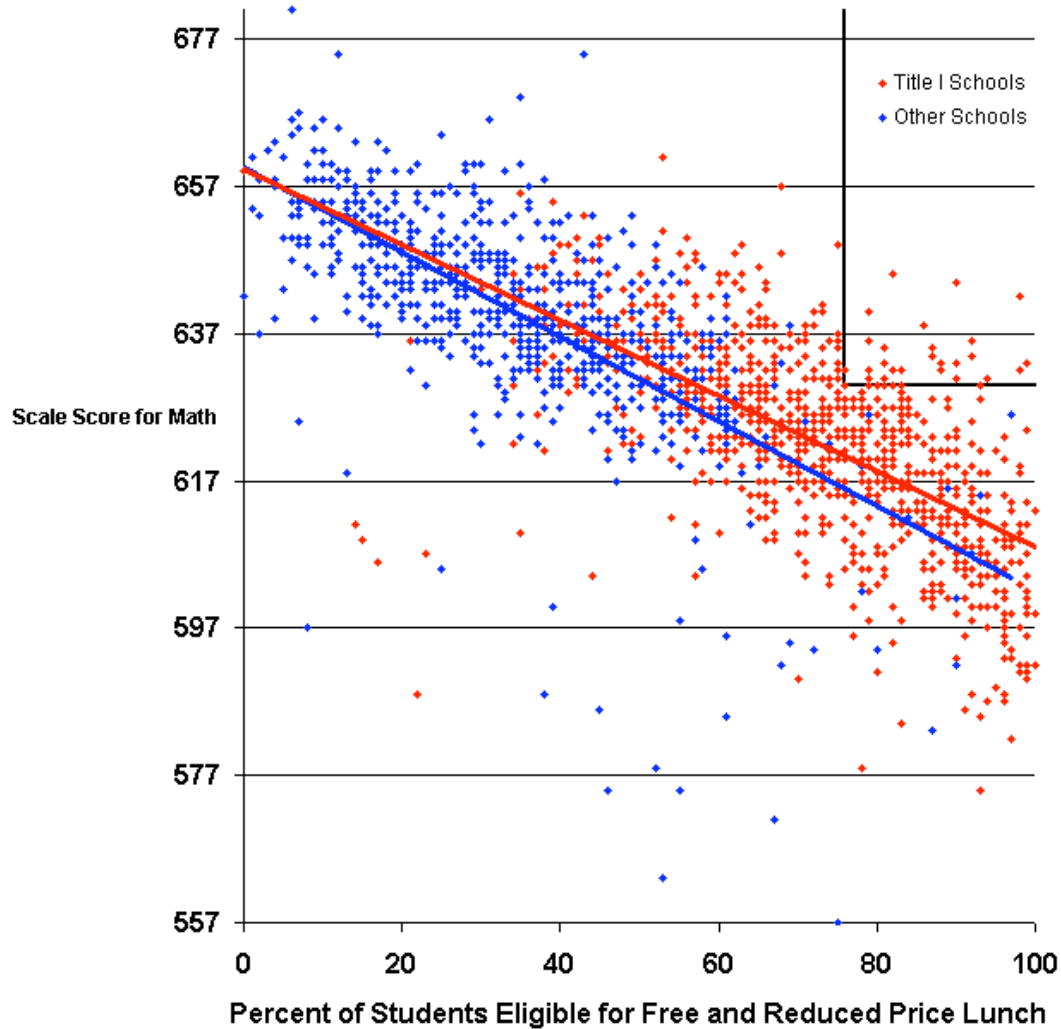
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: Delaware  
(Math achievement in grade 5 in 2001, n=51)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

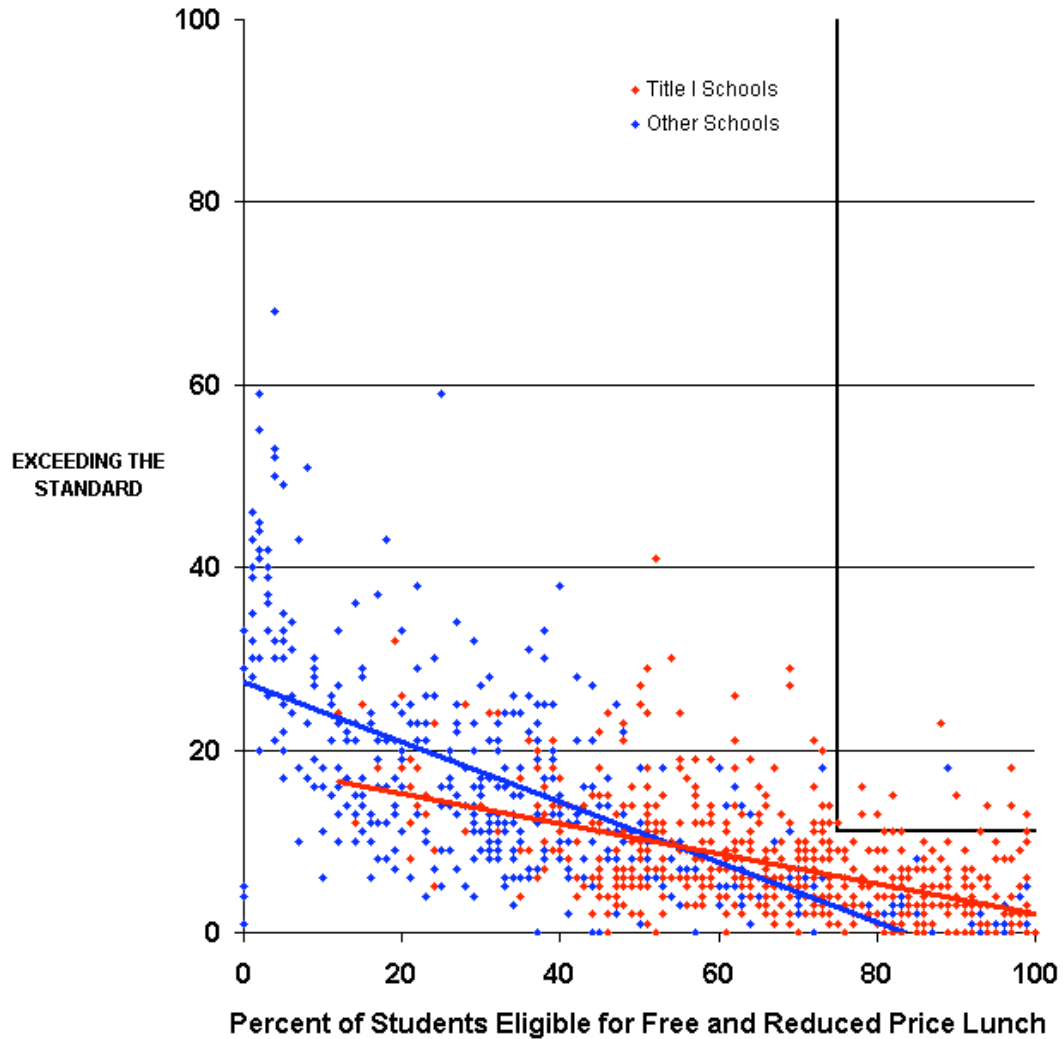
### School Achievement, by Poverty: Florida (Math achievement in grade 4 in 2001, n=1652)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

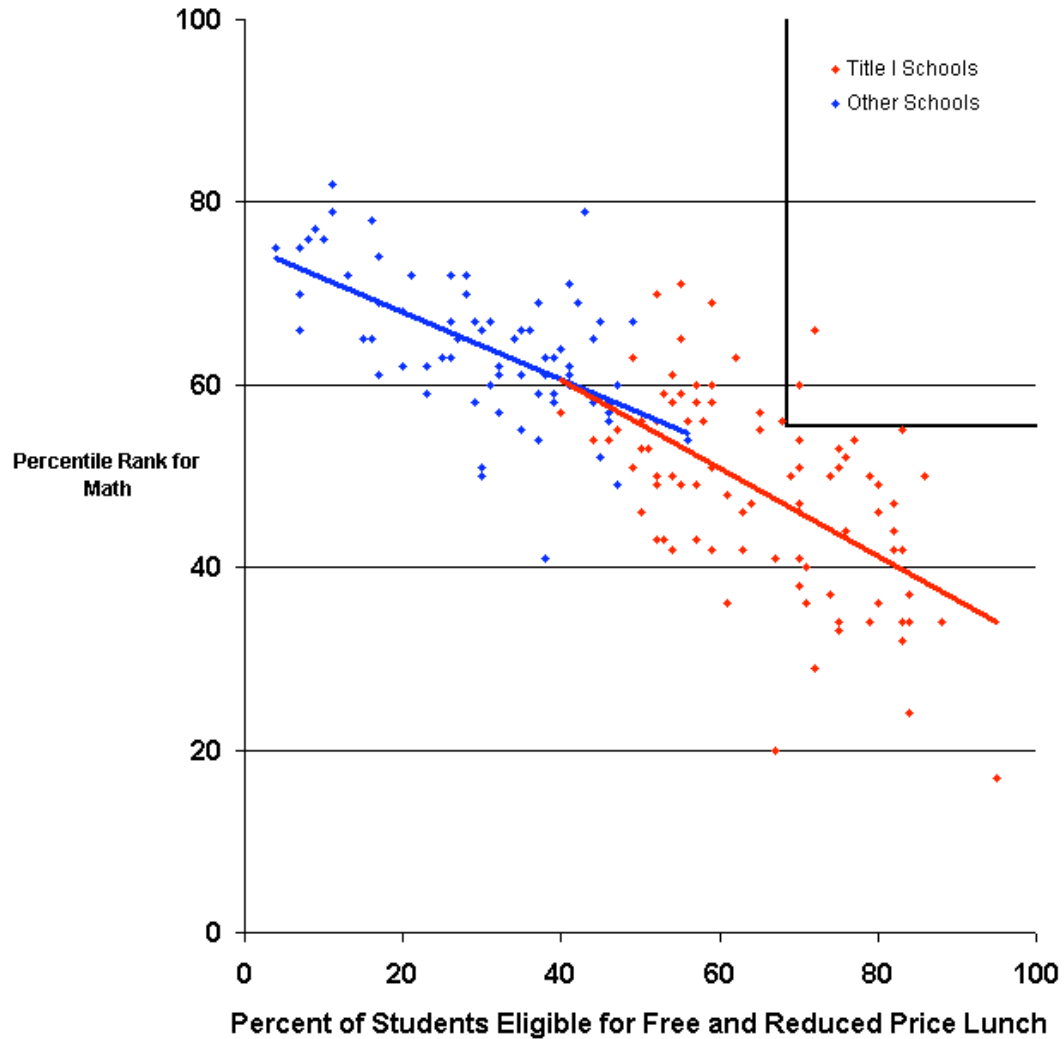
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Georgia (Math achievement in grade 4 in 2001, n=1054)



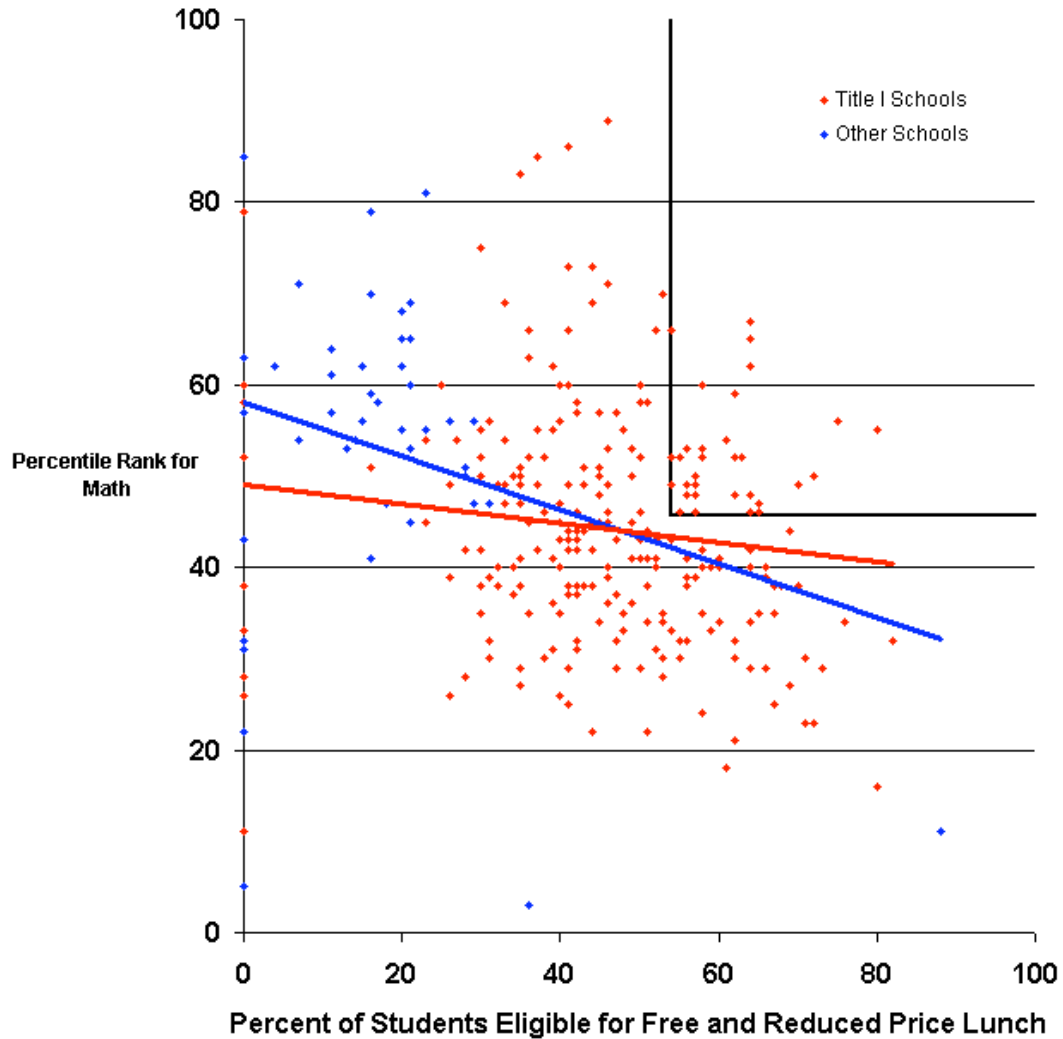
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Hawaii (Math achievement in grade 5 in 2000, n=160)



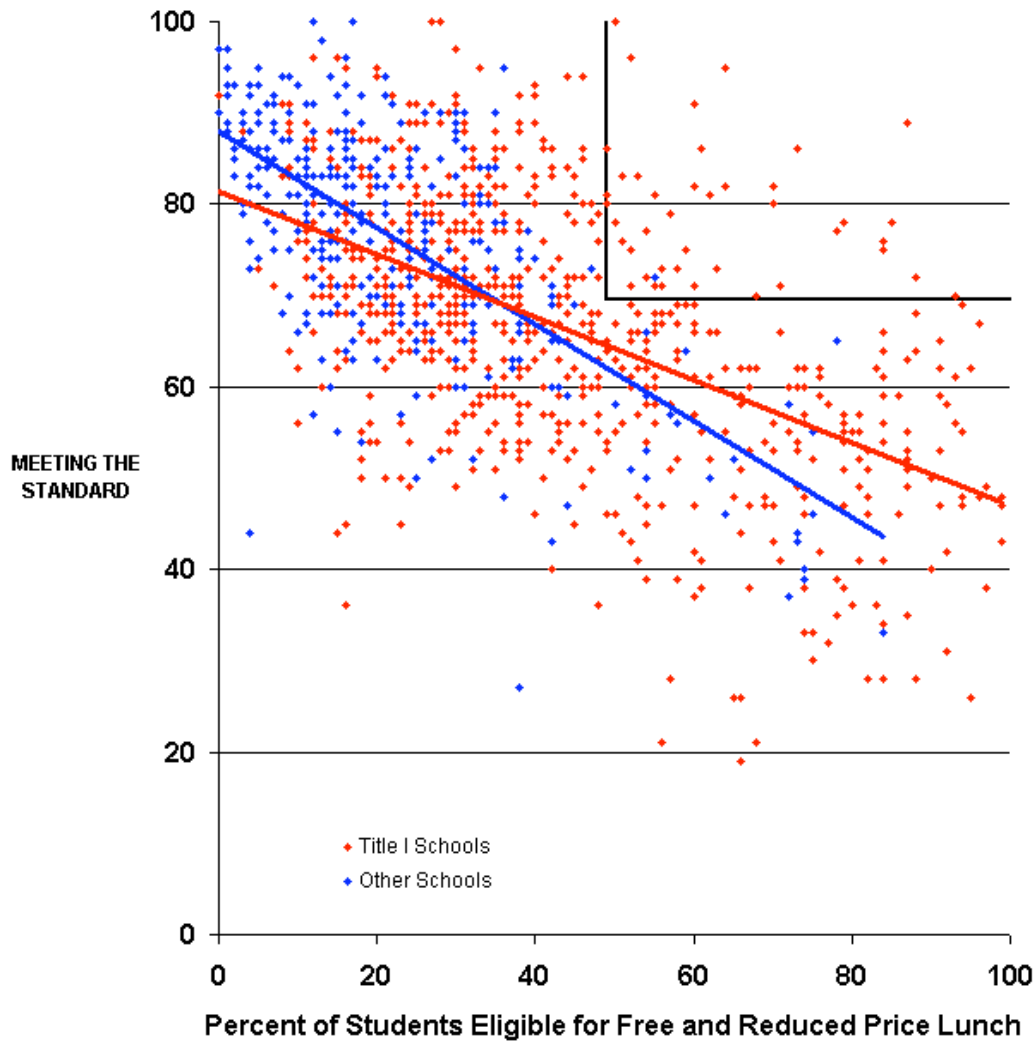
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Idaho (Math achievement in grade 4 in 2001, n=293)



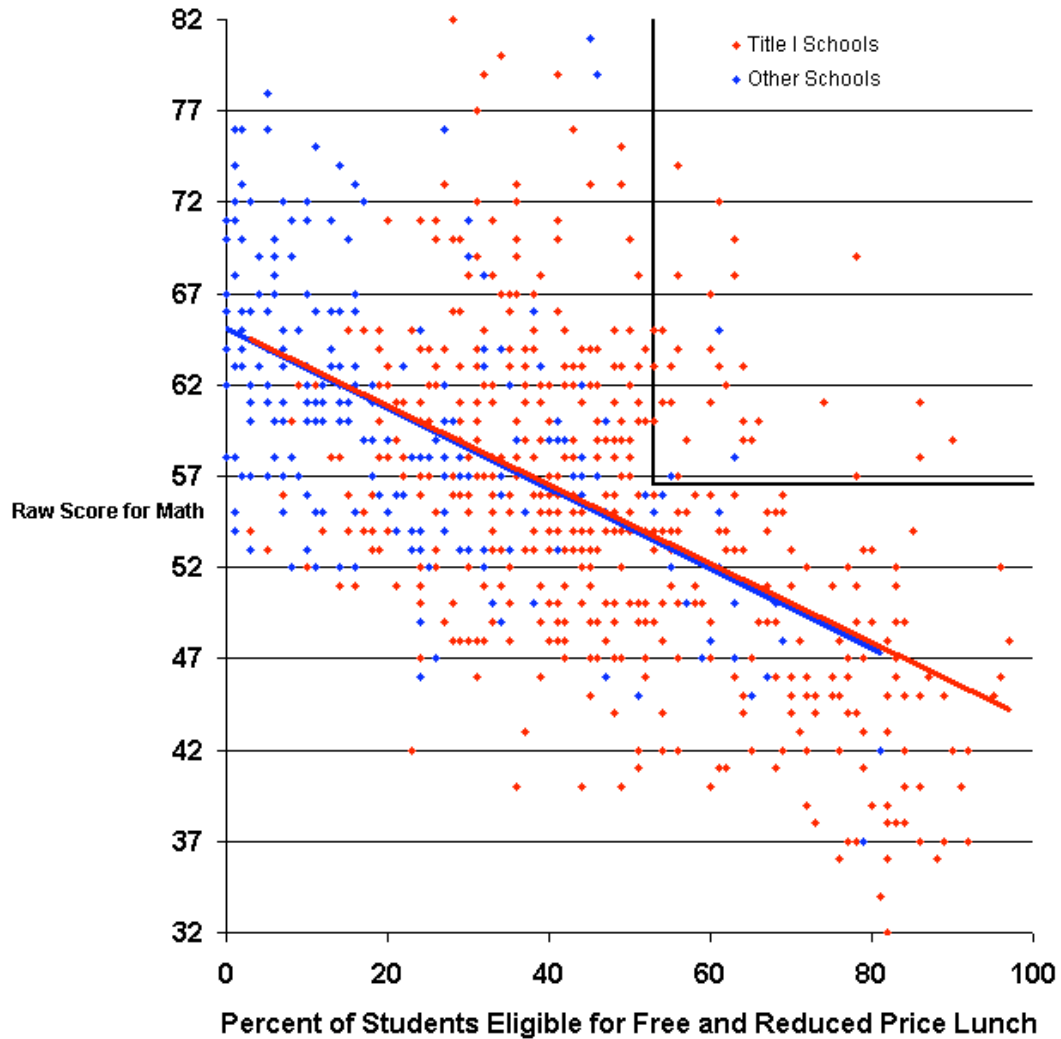
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: Indiana  
(Math achievement in grade 3 in 2001, n=1108)**



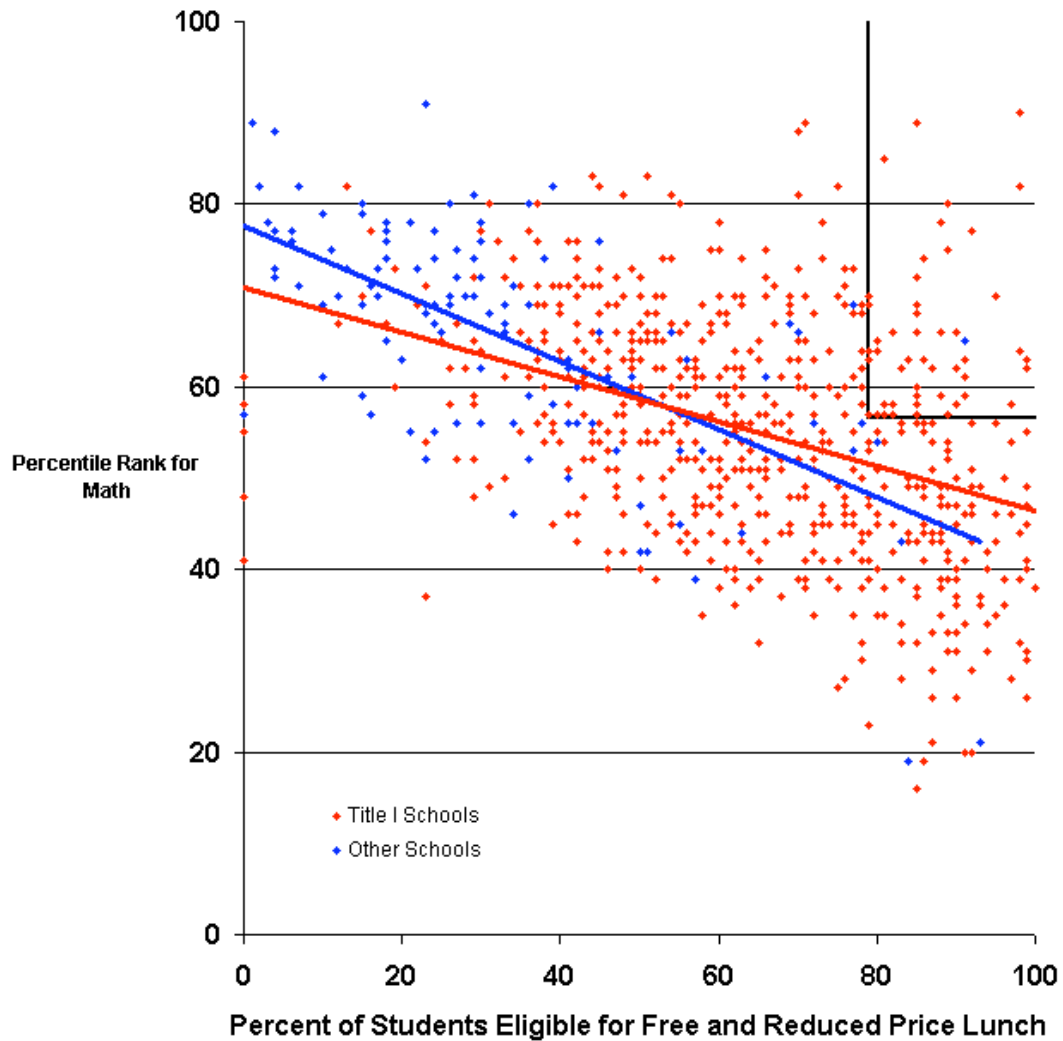
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Kansas (Math achievement in grade 4 in 2001, n=746)



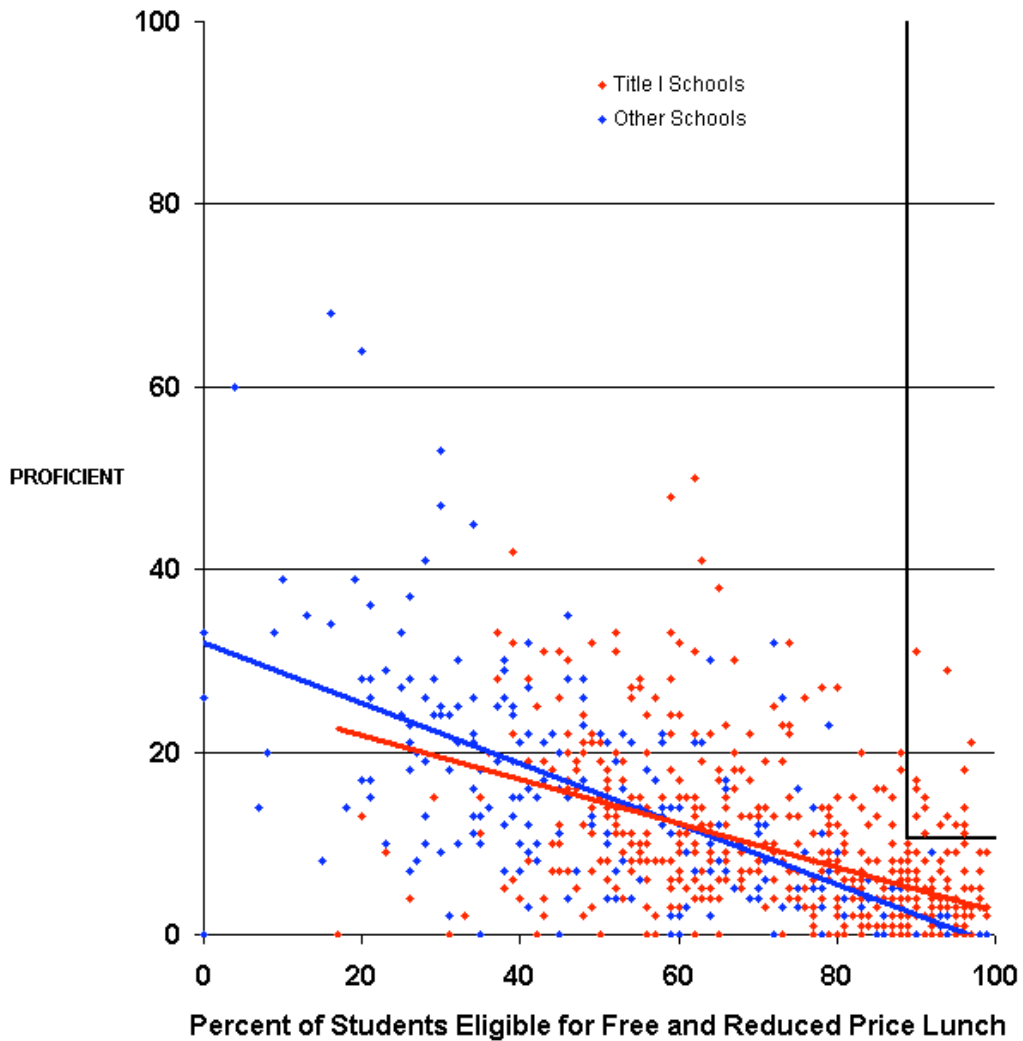
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: Kentucky  
(Math achievement in Elementary School in 2001, n=761)**



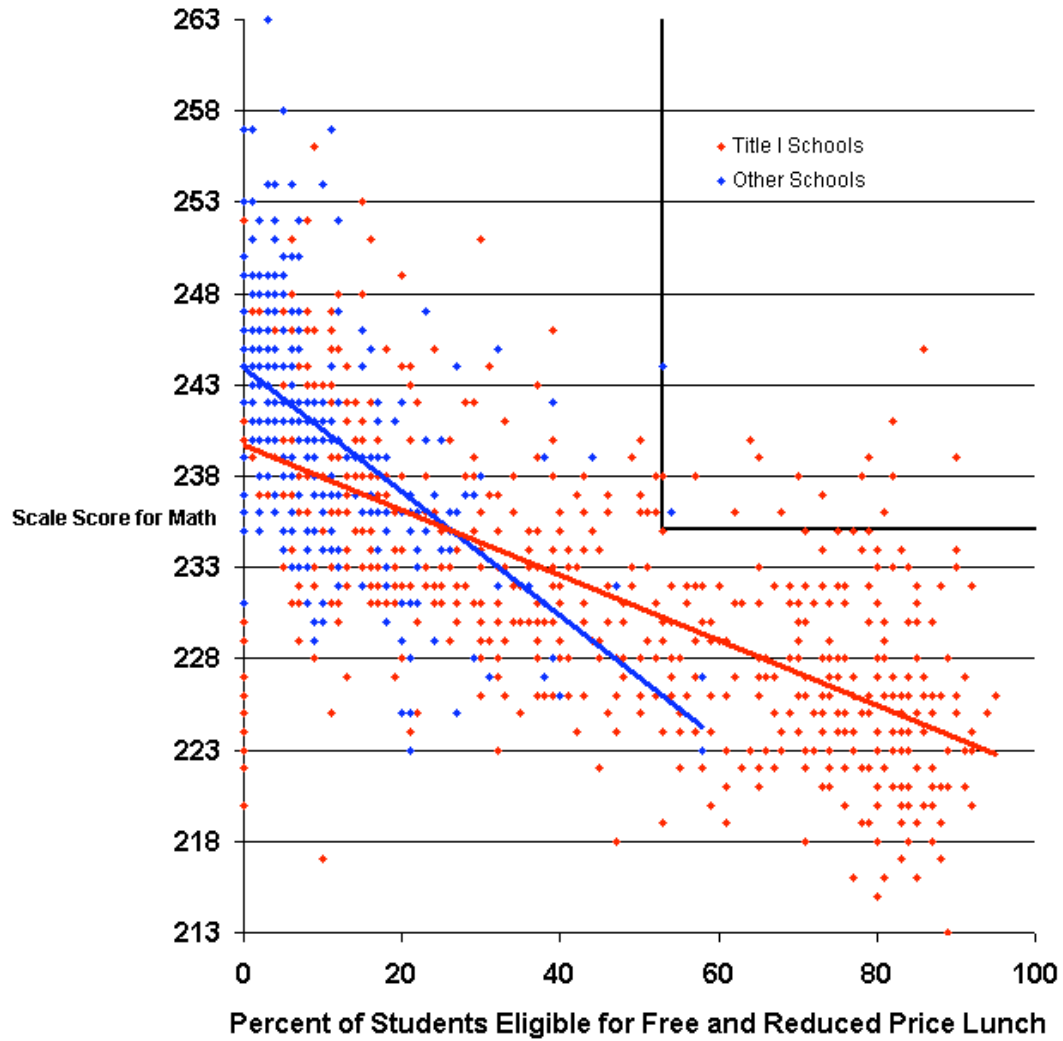
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Louisiana (Math achievement in grade 4 in 2000, n=802)



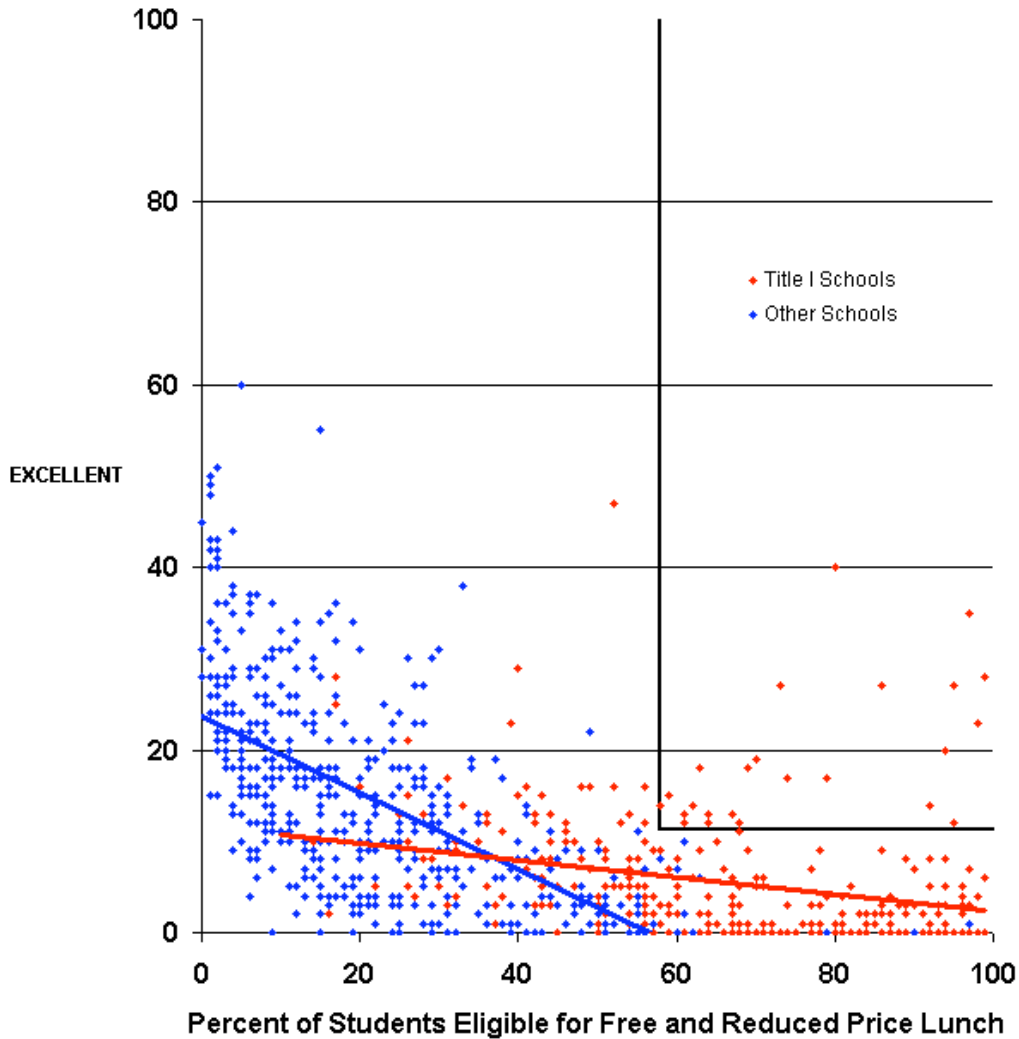
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Massachusetts (Math achievement in grade 4 in 2001, n=1034)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

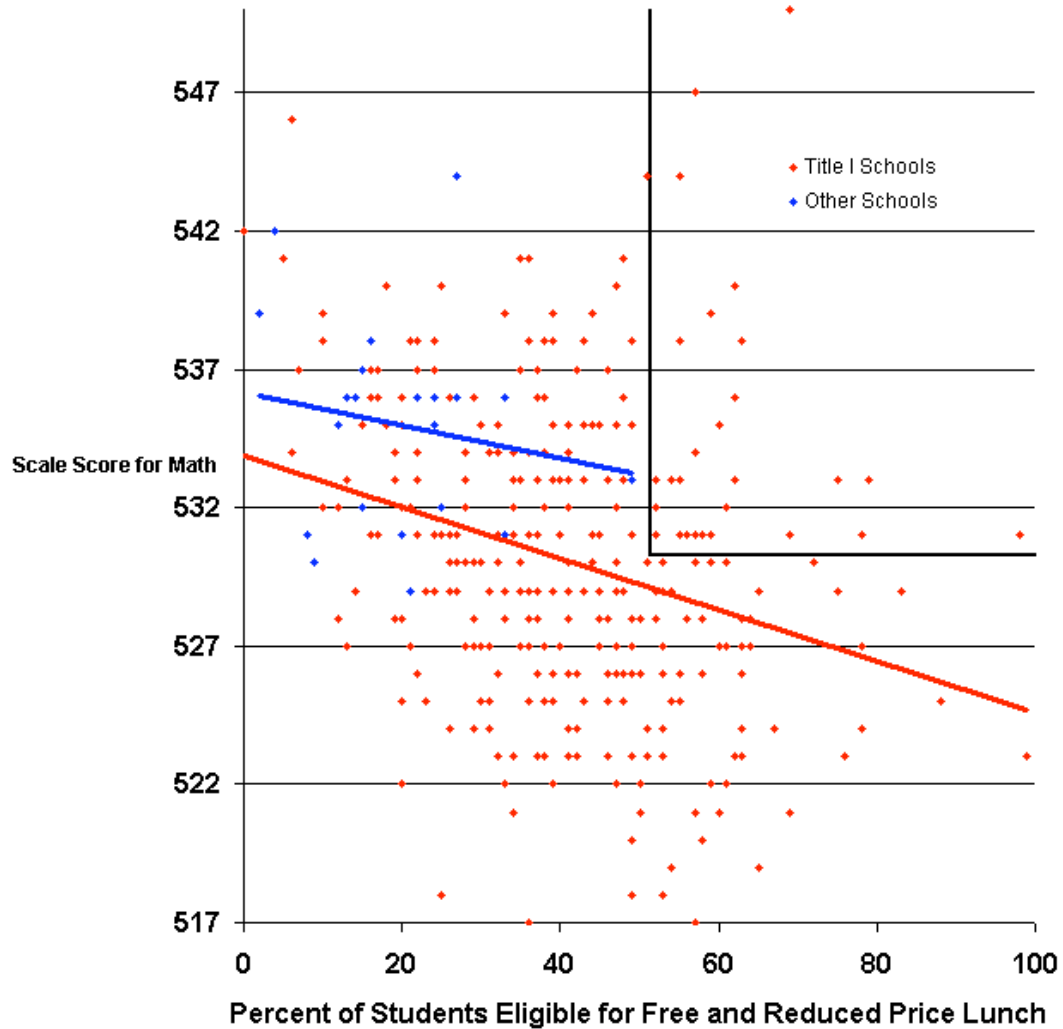
### School Achievement, by Poverty: Maryland (Math achievement in grade 5 in 2001, n=817)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

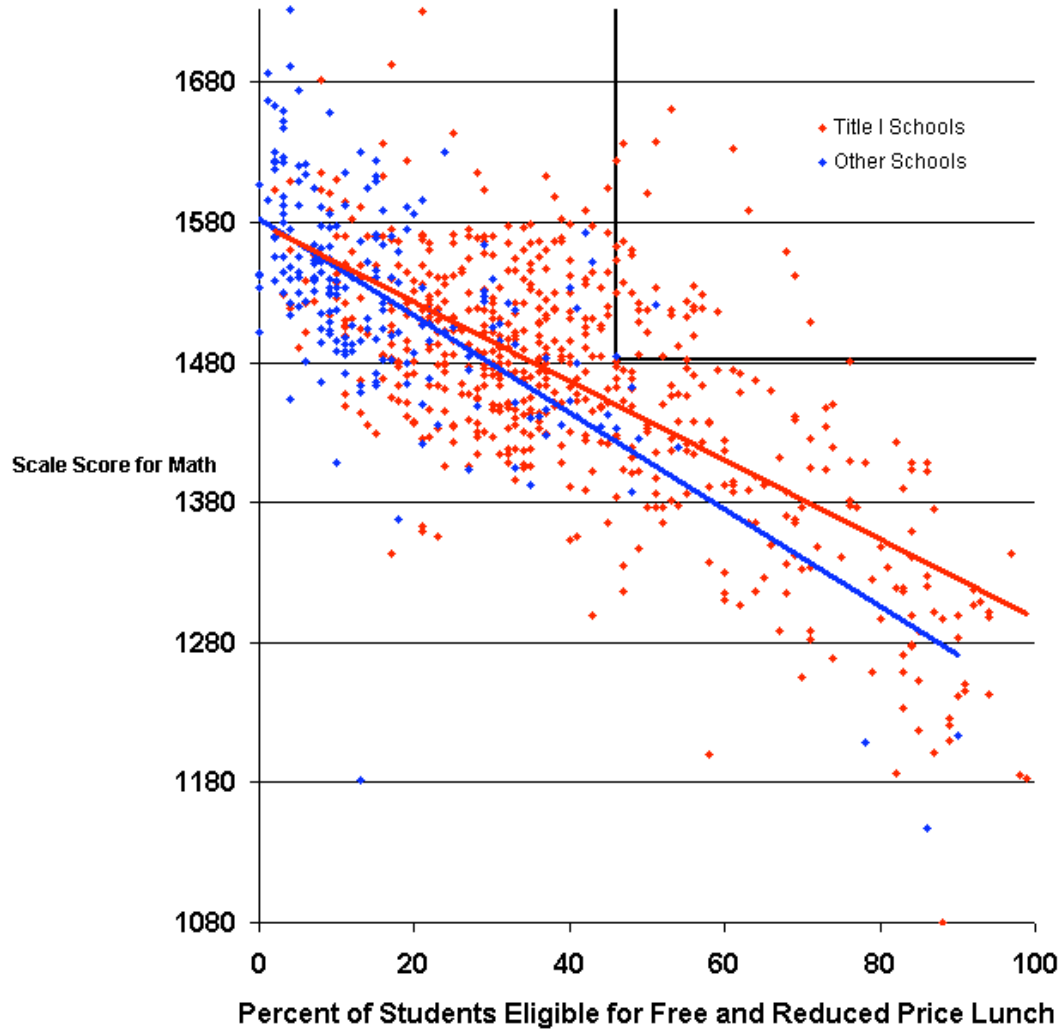
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Maine (Math achievement in grade 4 in 2001, n=344)



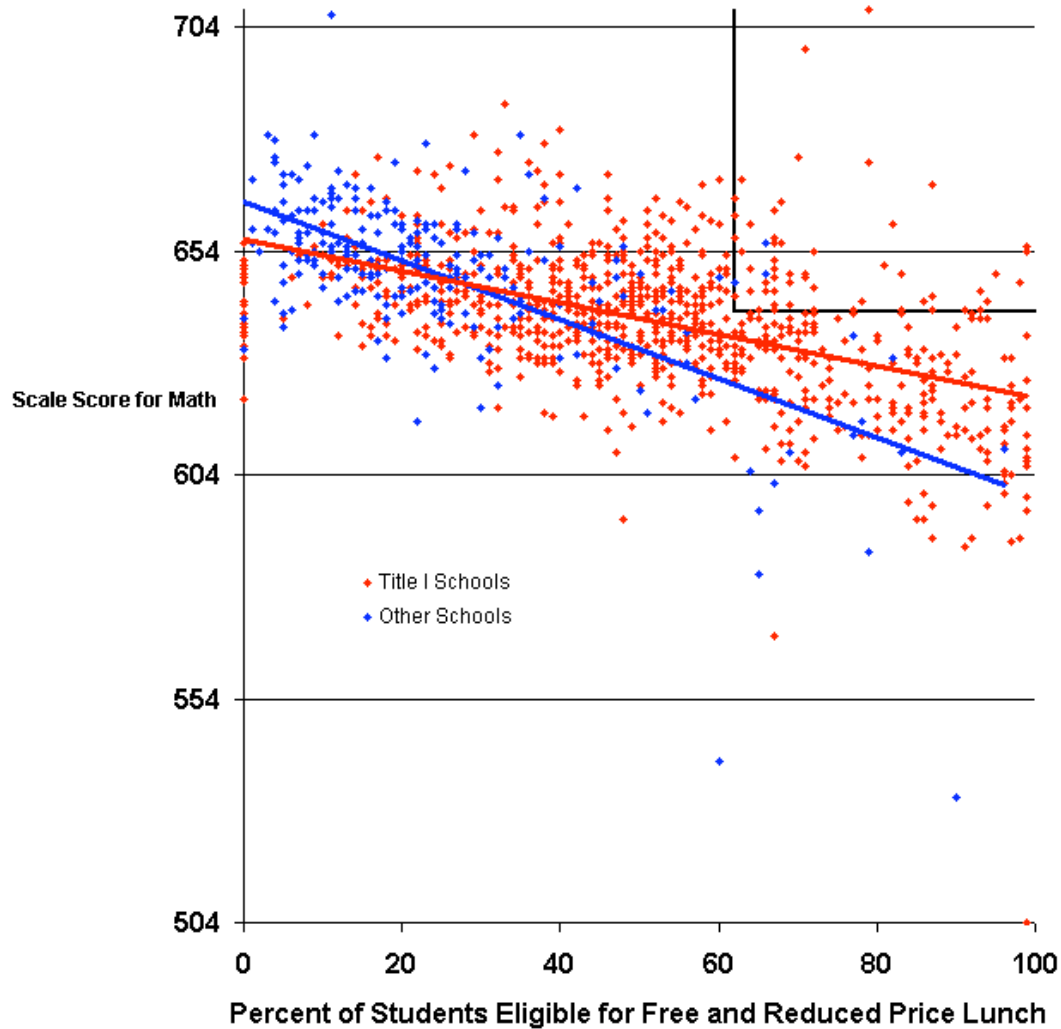
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Minnesota (Math achievement in grade 5 in 2001, n=819)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

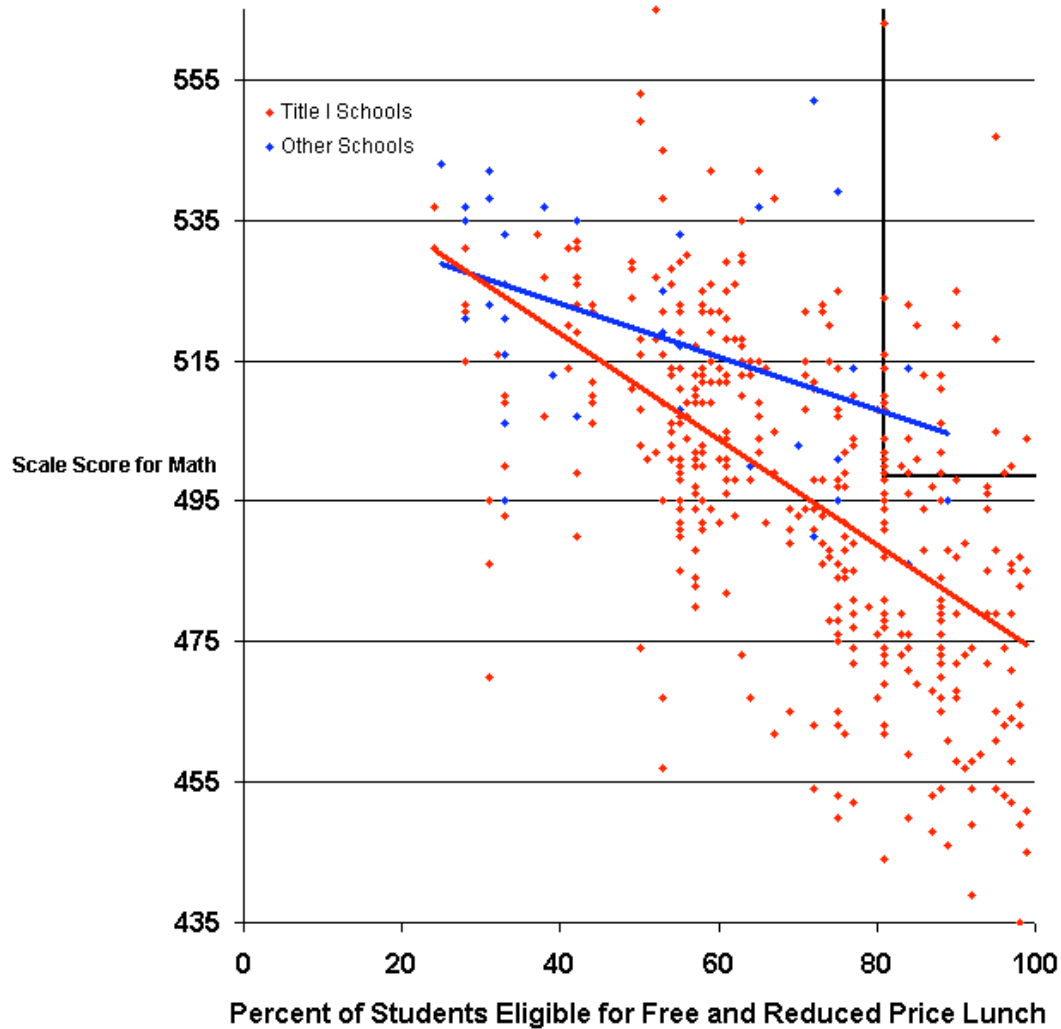
### School Achievement, by Poverty: Missouri (Math achievement in grade 4 in 2001, n=1122)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

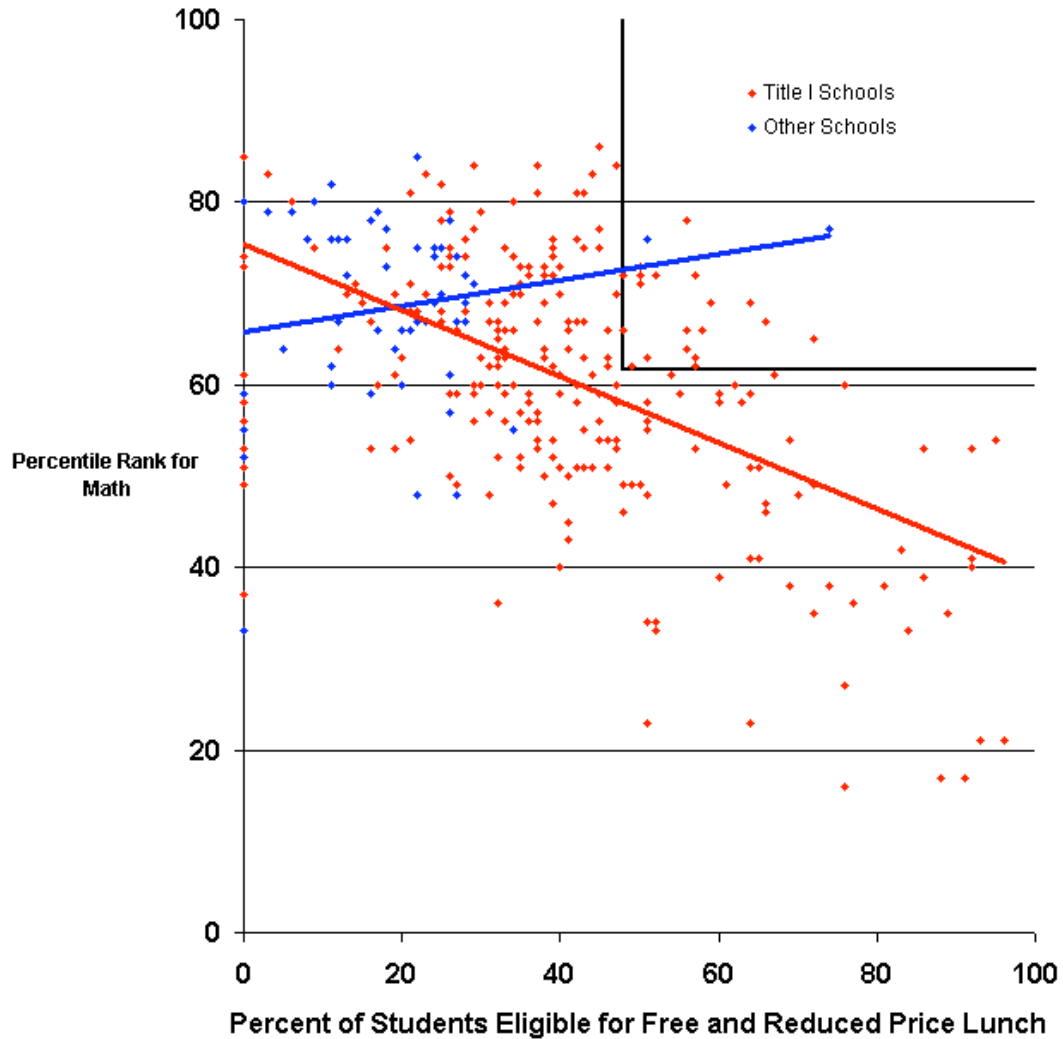
### School Achievement, by Poverty: Mississippi (Math achievement in grade 4 in 2001, n=444)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

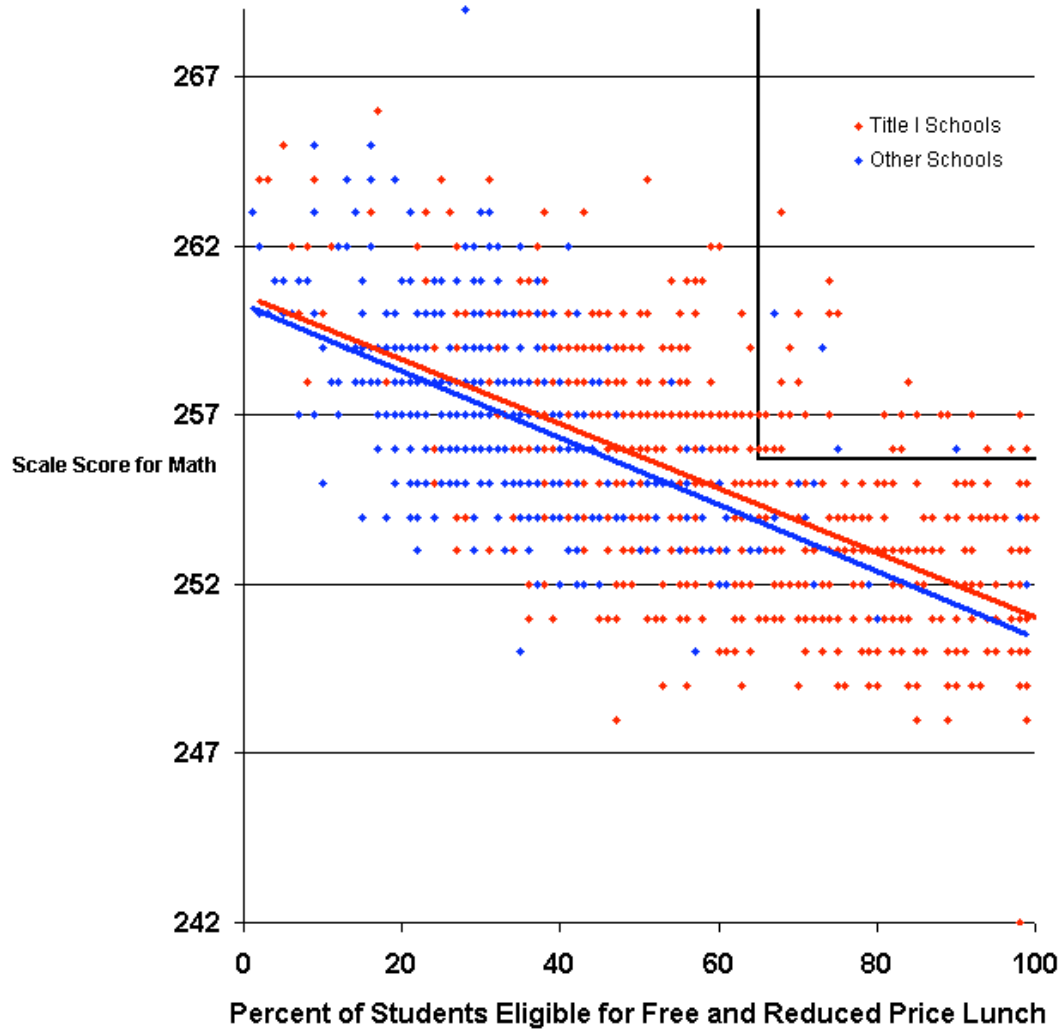
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Montana (Math achievement in grade 4 in 2001, n=296)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

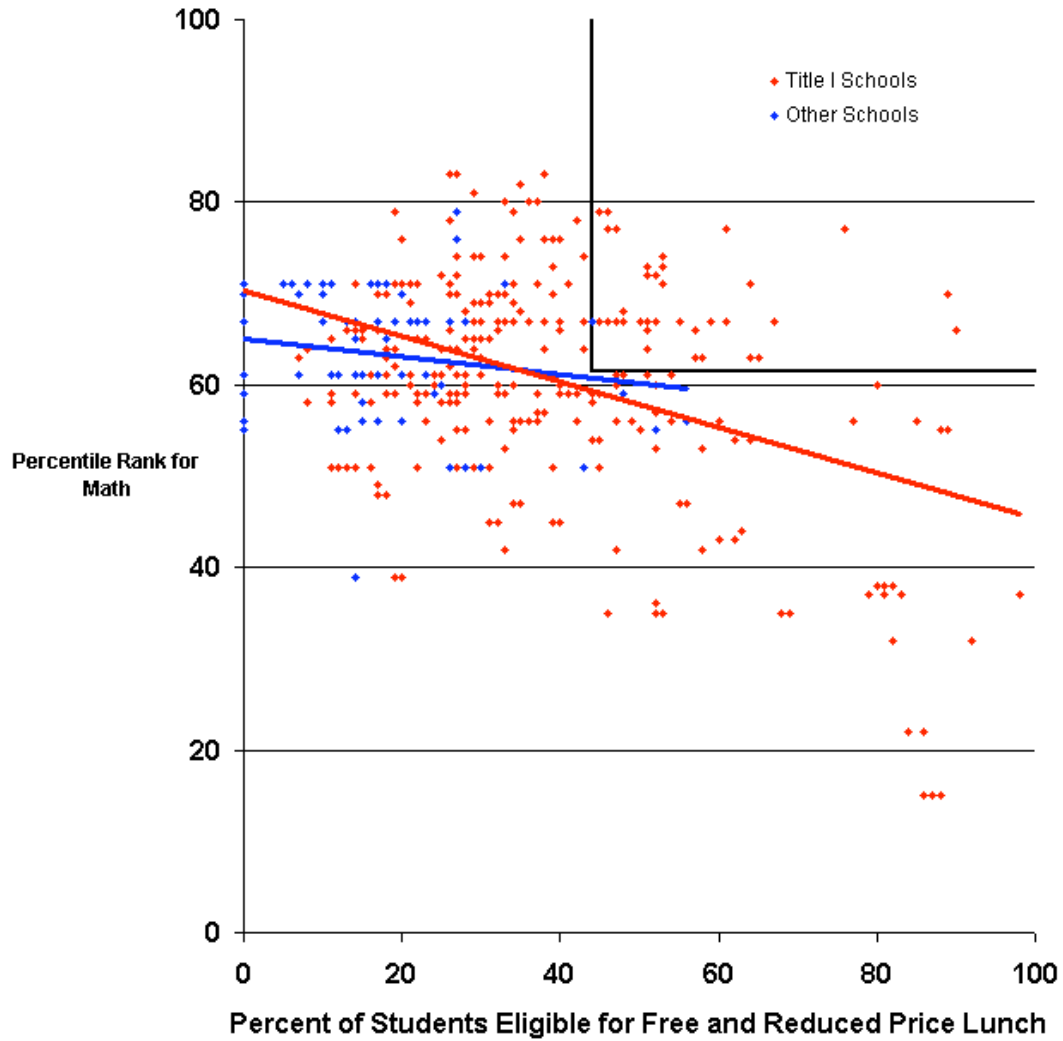
### School Achievement, by Poverty: North Carolina (Math achievement in grade 4 in 2001, n=1176)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

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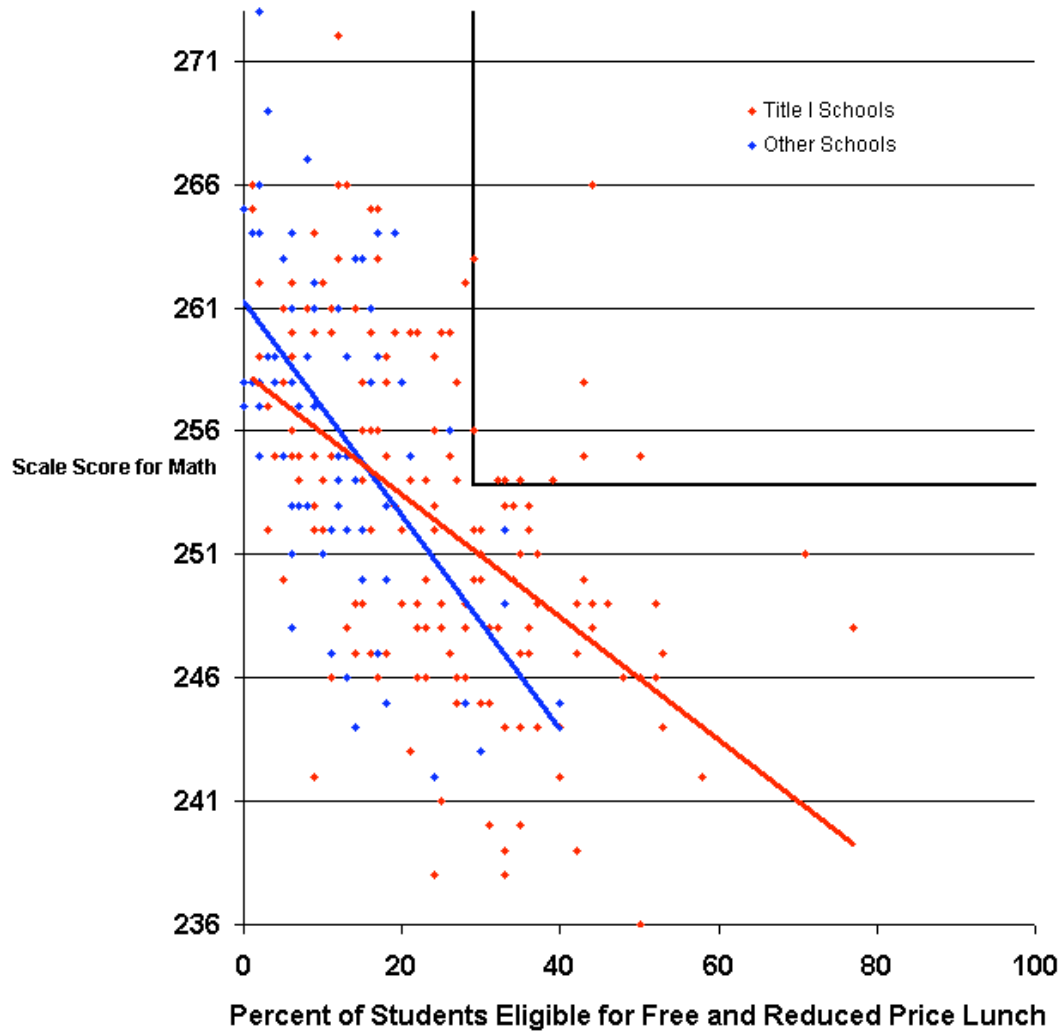
### School Achievement, by Poverty: North Dakota (Math achievement in grade 4 in 2000, n=400)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

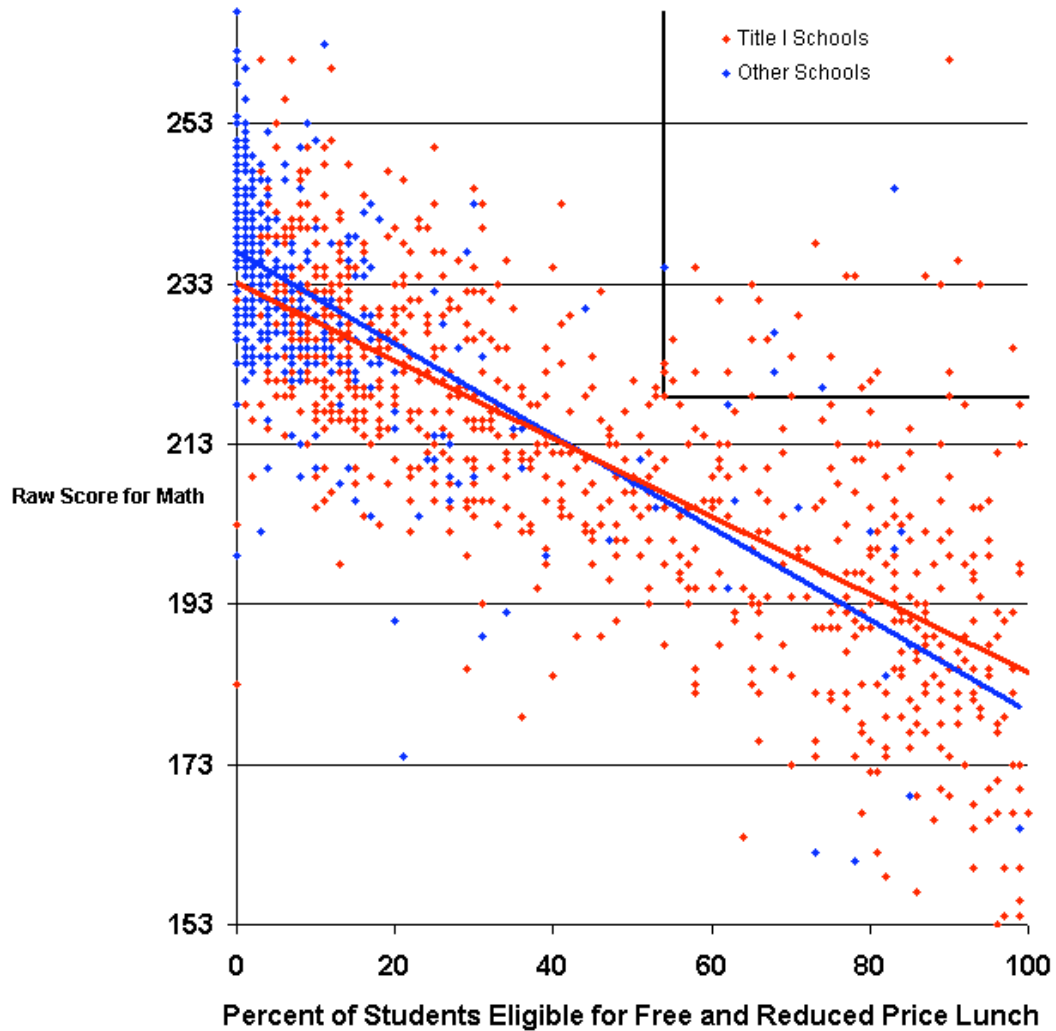
### School Achievement, by Poverty: New Hampshire (Math achievement in grade 3 in 2001, n=253)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

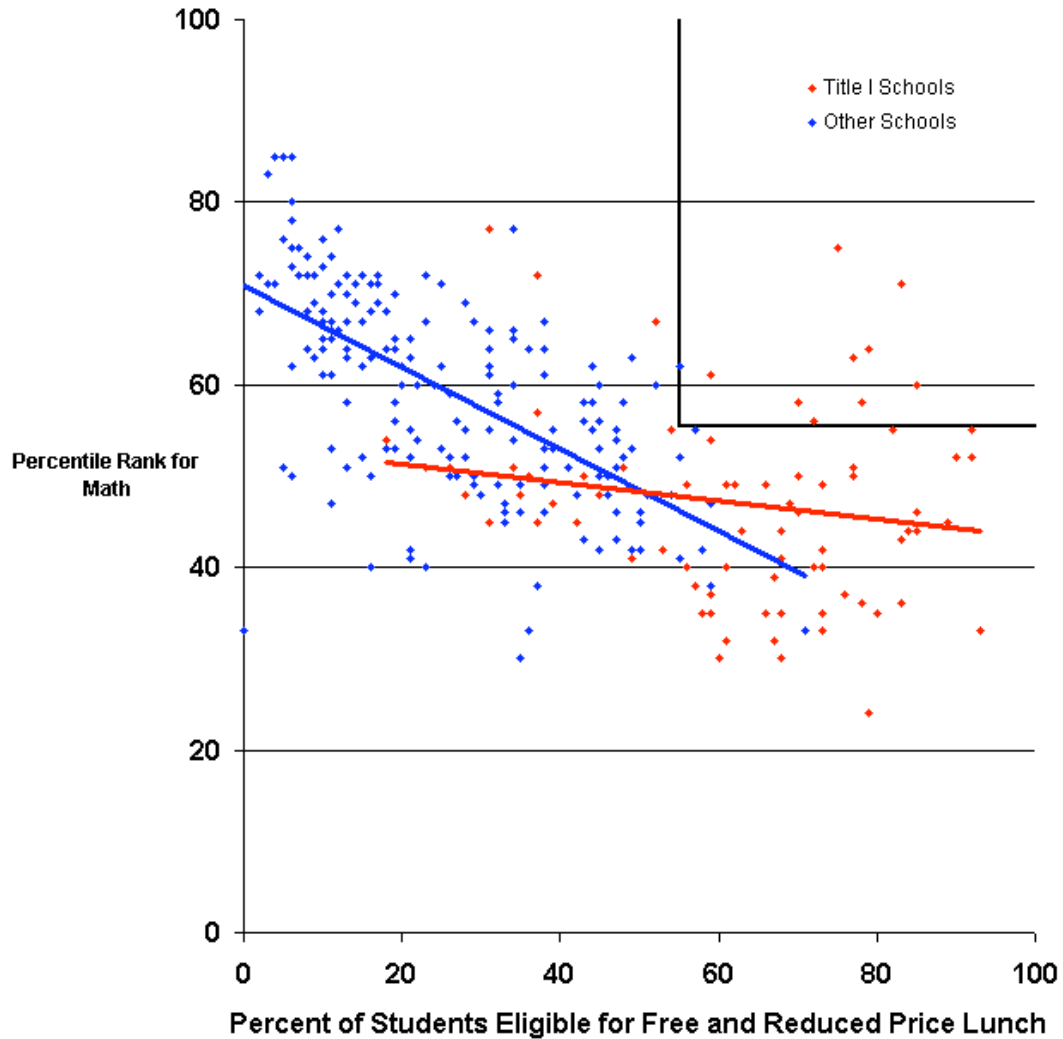
### School Achievement, by Poverty: New Jersey (Math achievement in grade 4 in 2001, n=1318)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

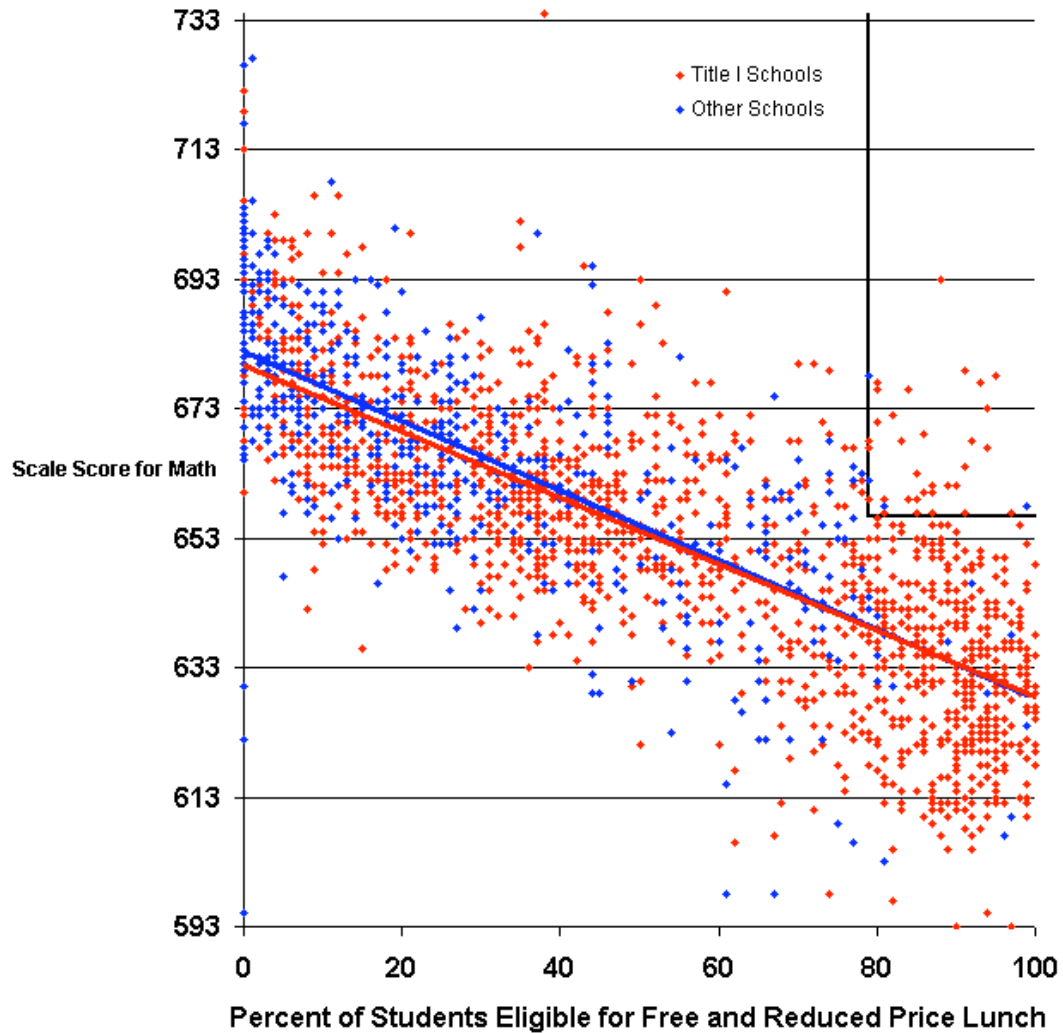
### School Achievement, by Poverty: Nevada (Math achievement in grade 4 in 2001, n=271)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

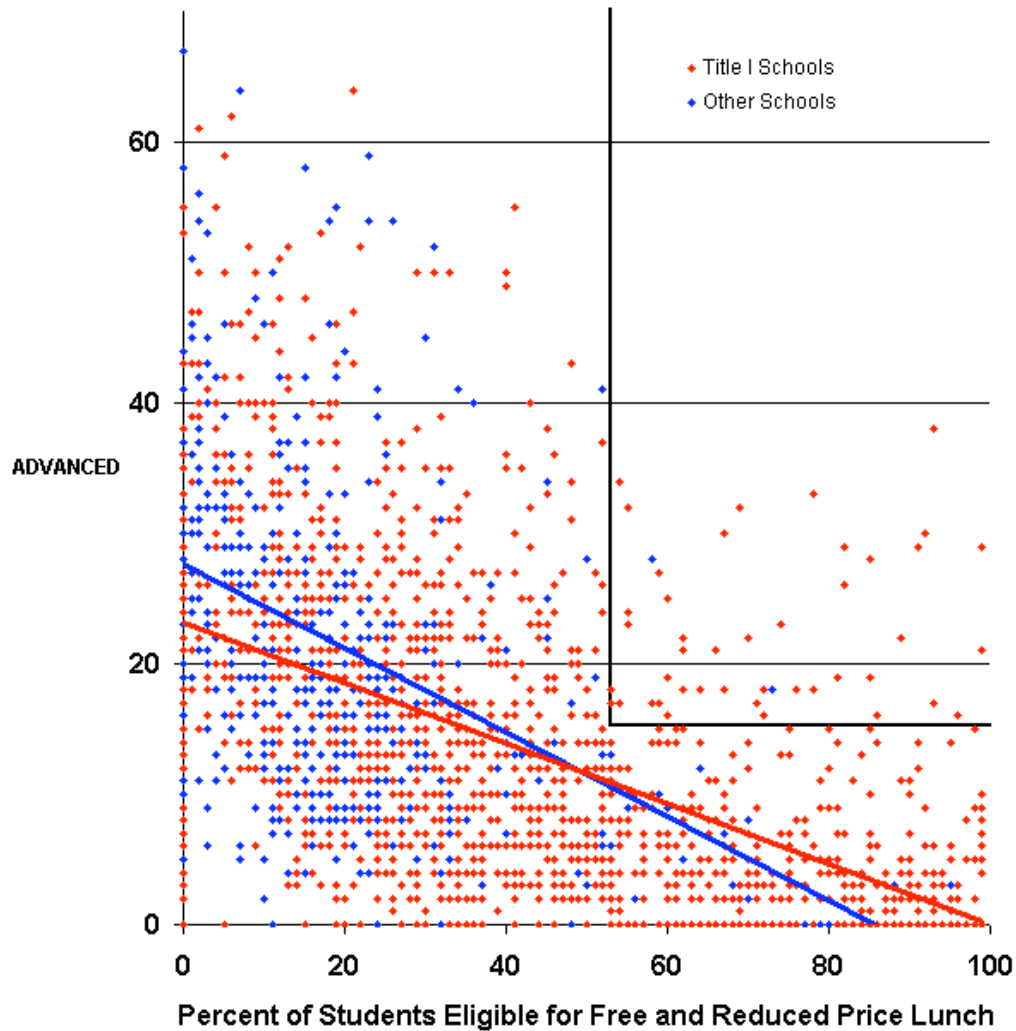
### School Achievement, by Poverty: New York (Math achievement in grade 4 in 2001, n=2148)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

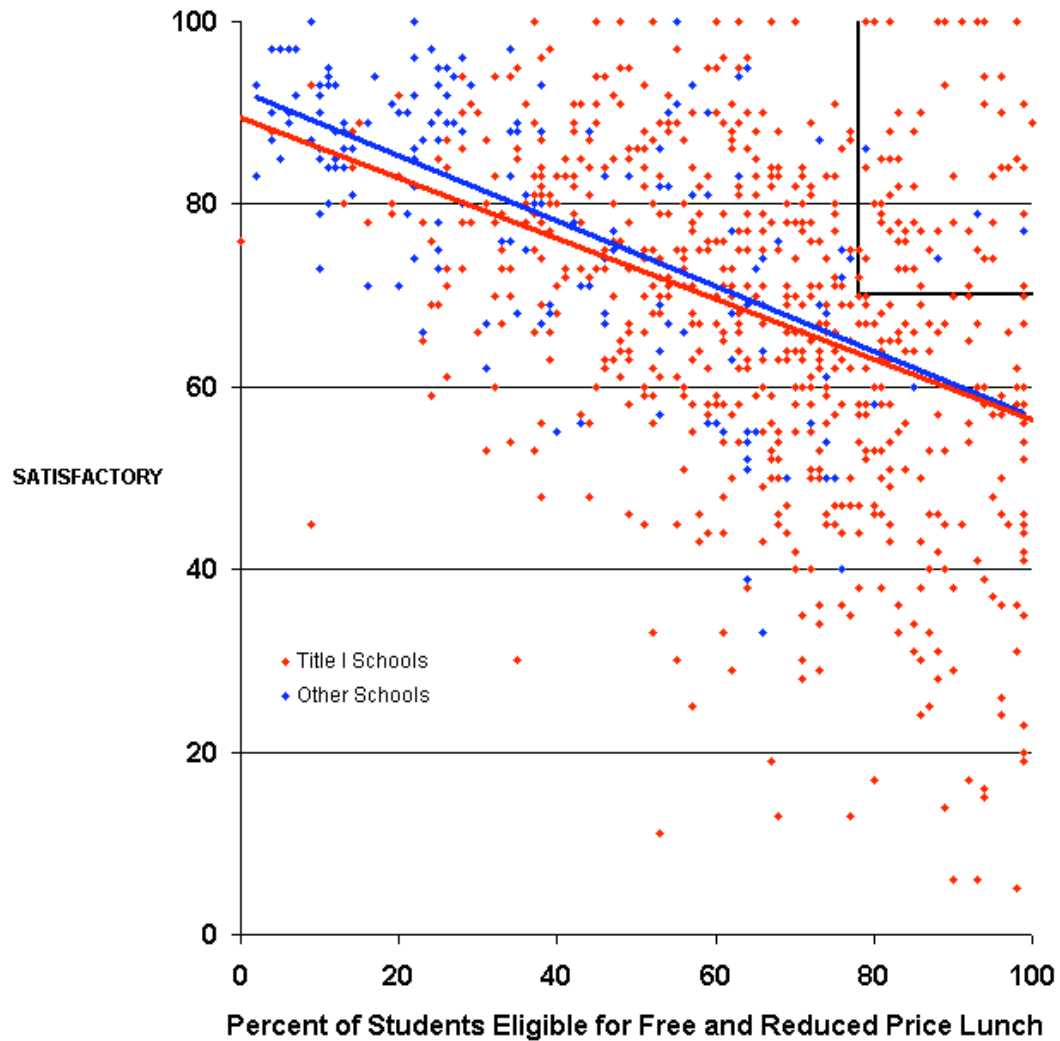
### School Achievement, by Poverty: Ohio (Math achievement in grade 4 in 2001, n=1994)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

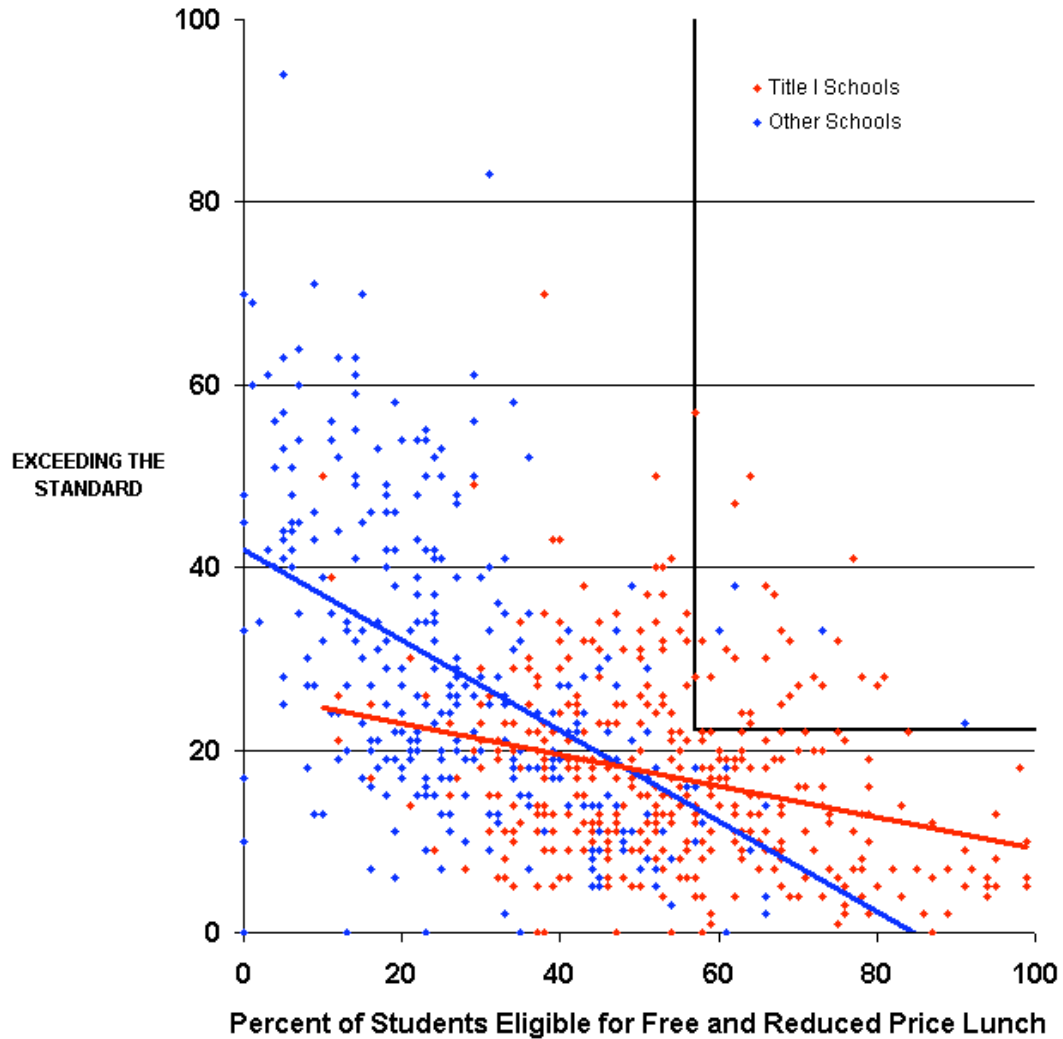
### School Achievement, by Poverty: Oklahoma (Math achievement in grade 5 in 2001, n=865)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

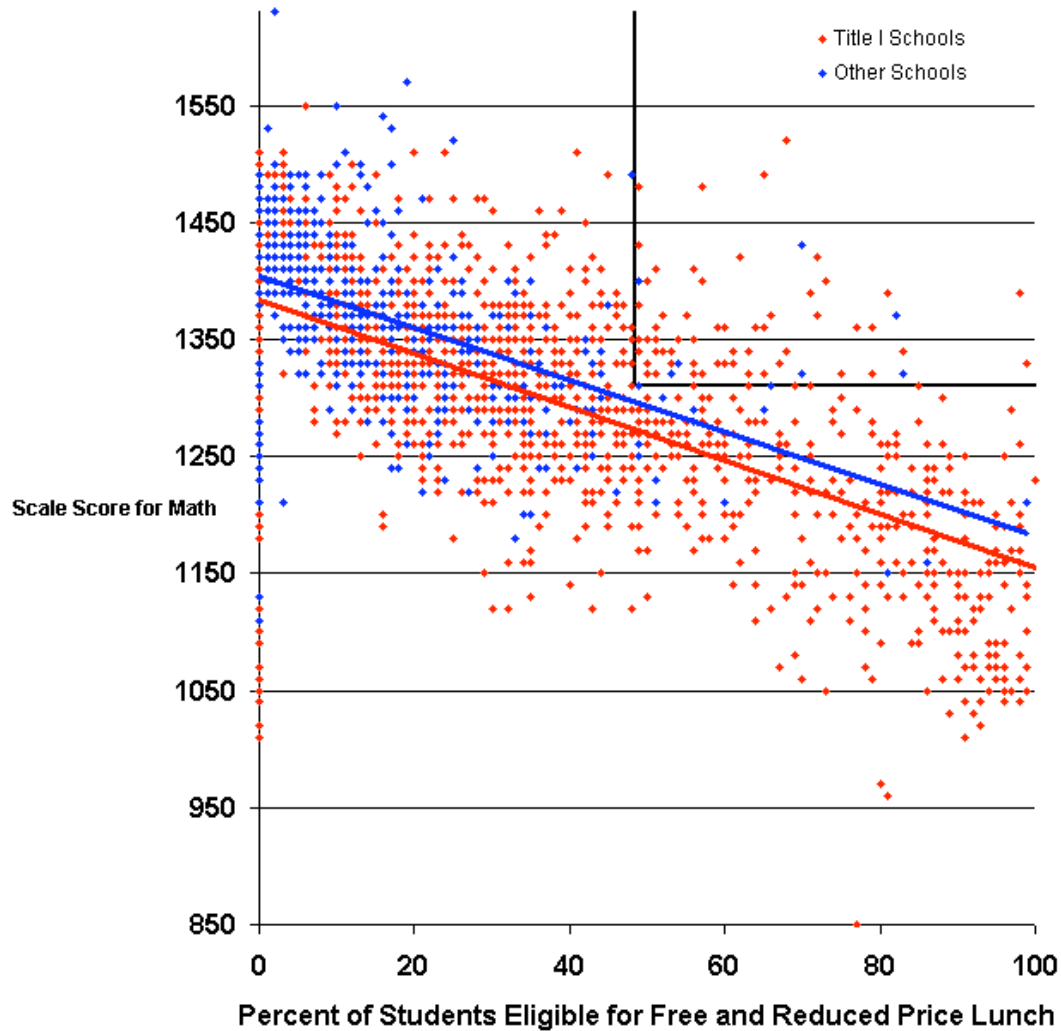
### School Achievement, by Poverty: Oregon (Math achievement in grade 5 in 2001, n=700)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

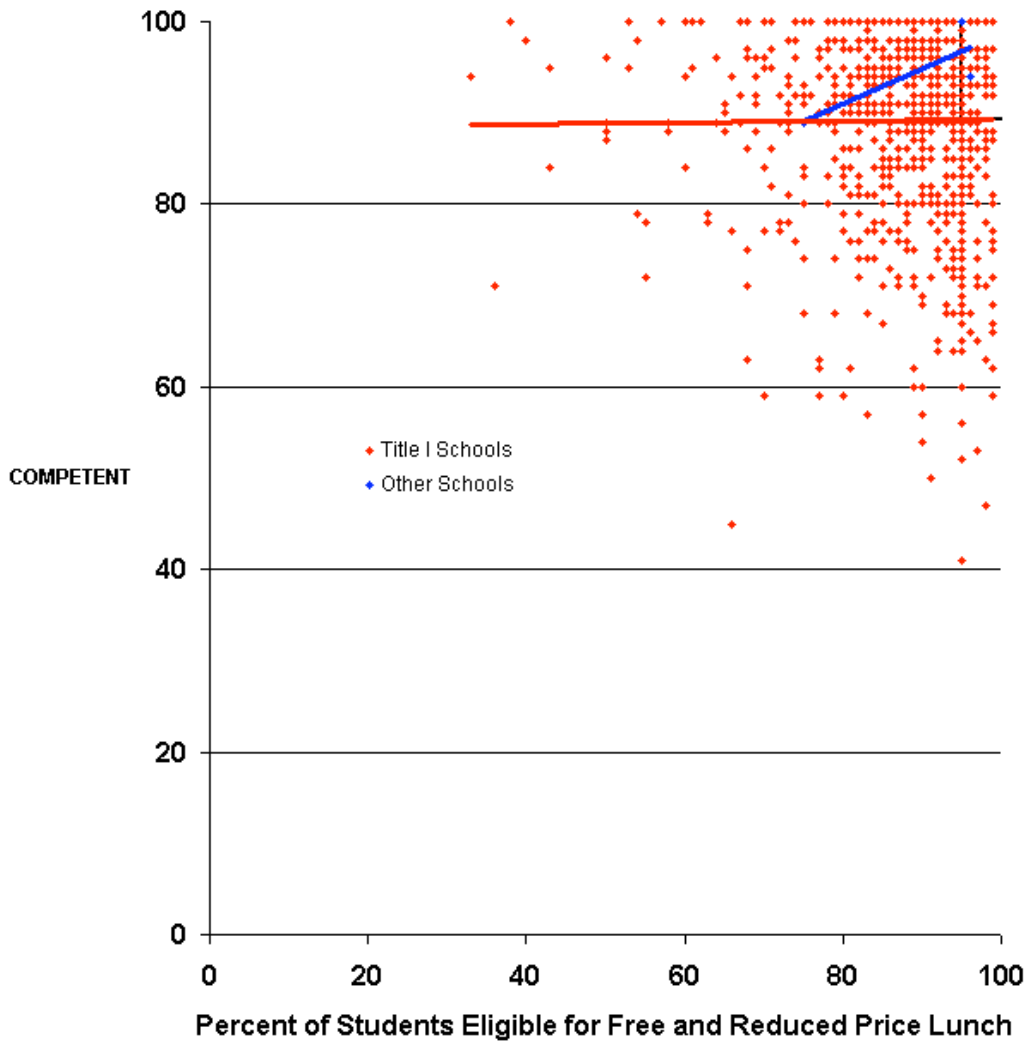
## School Achievement, by Poverty: Pennsylvania (Math achievement in grade 5 in 2001, n=1704)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

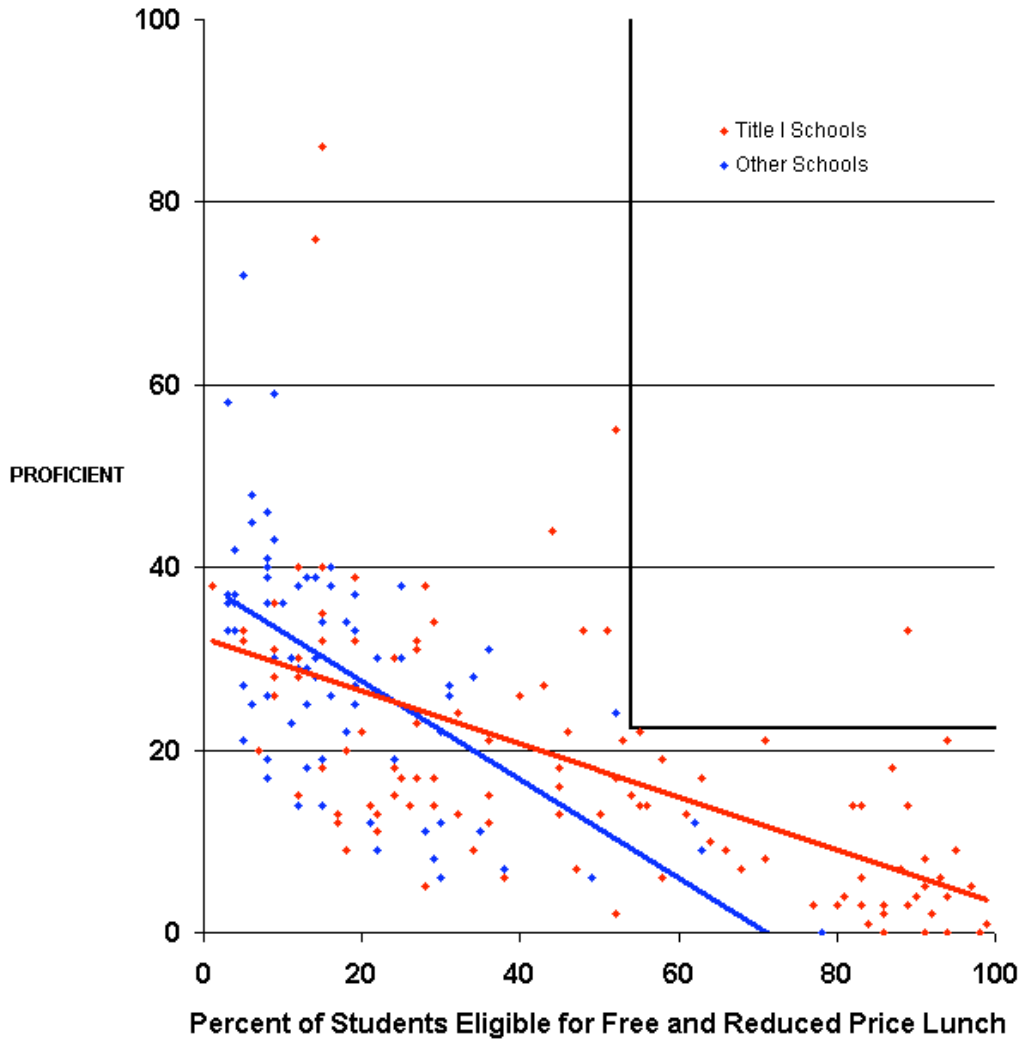
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Puerto Rico (Math achievement in grade 3 in 2001, n=889)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

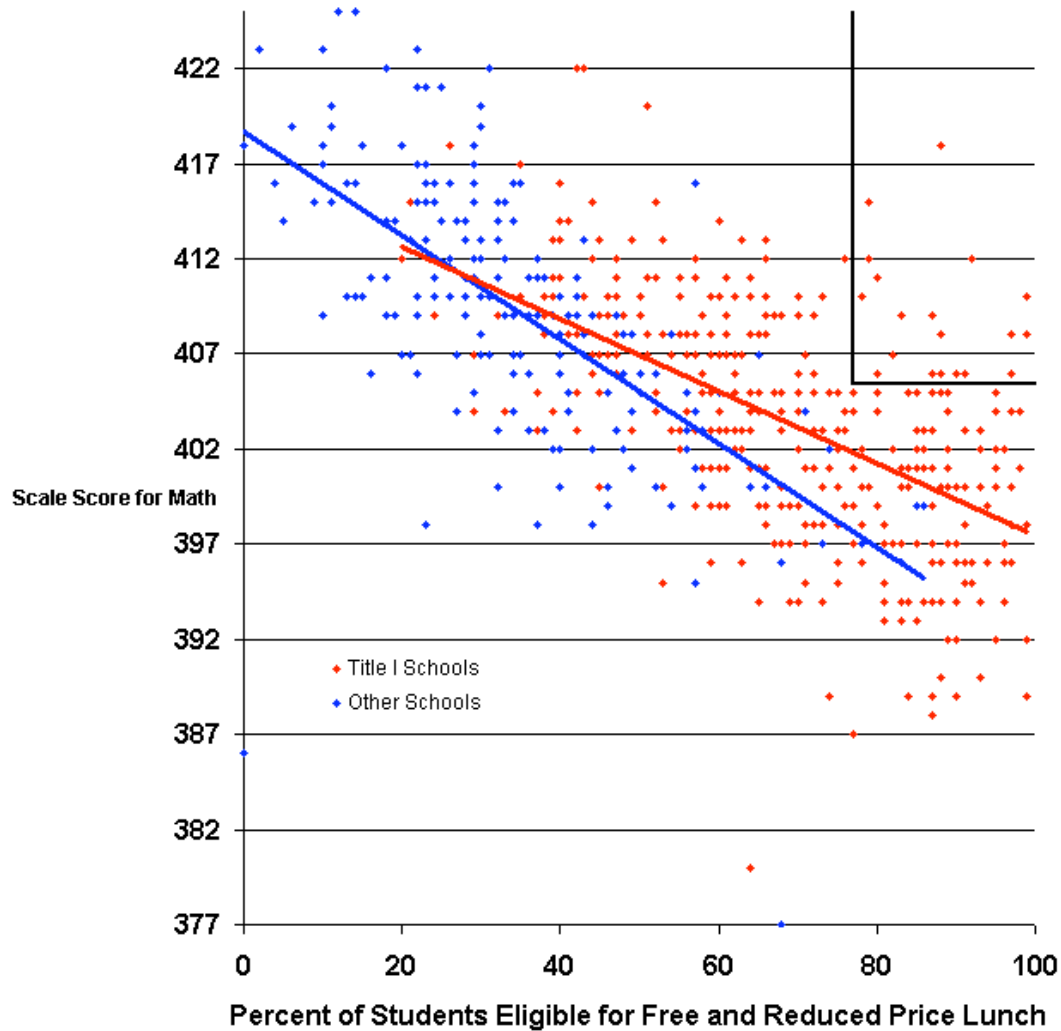
### School Achievement, by Poverty: Rhode Island (Math achievement in grade 4 in 2001, n=182)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

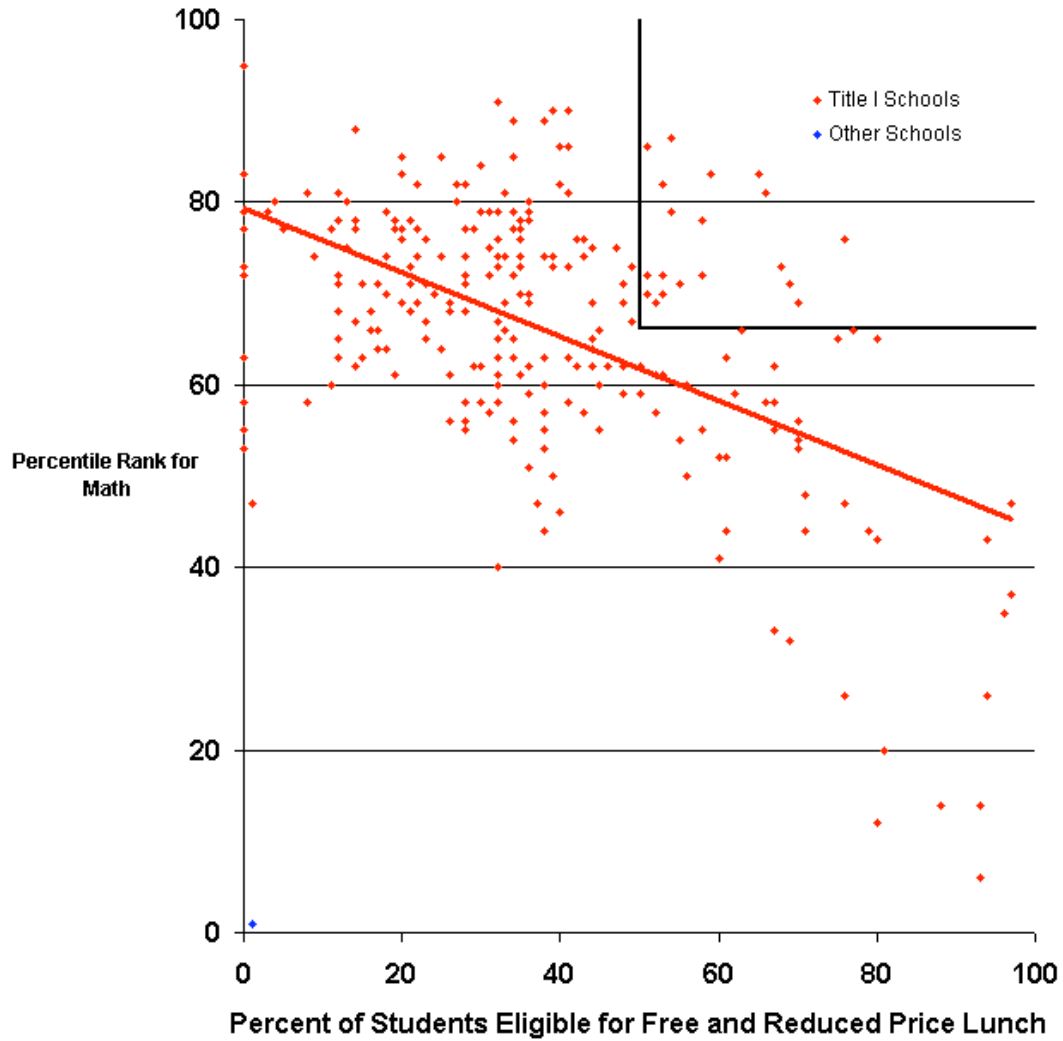
### School Achievement, by Poverty: South Carolina (Math achievement in grade 4 in 2001, n=570)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

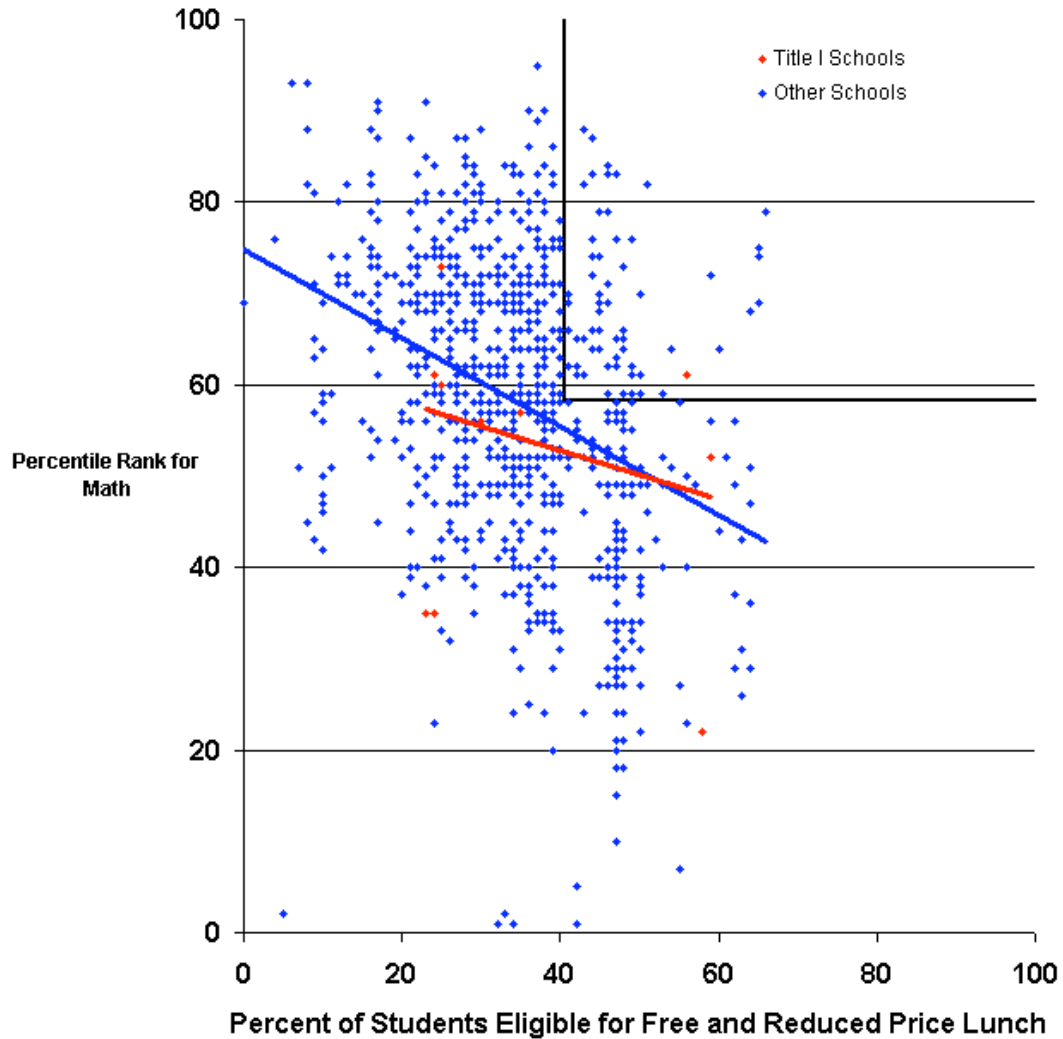
### School Achievement, by Poverty: South Dakota (Math achievement in grade 4 in 2001, n=250)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

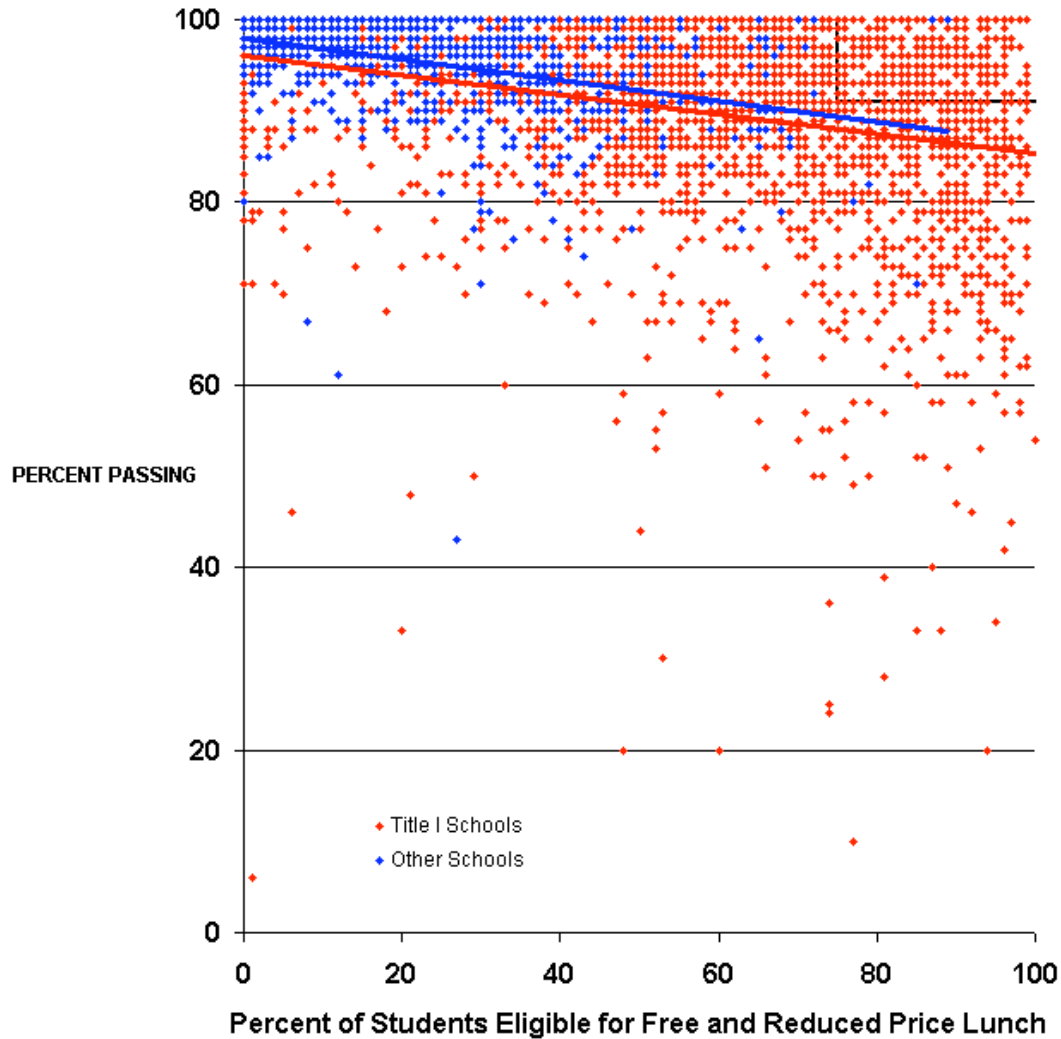
### School Achievement, by Poverty: Tennessee (Math achievement in grade 4 in 2001, n=884)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

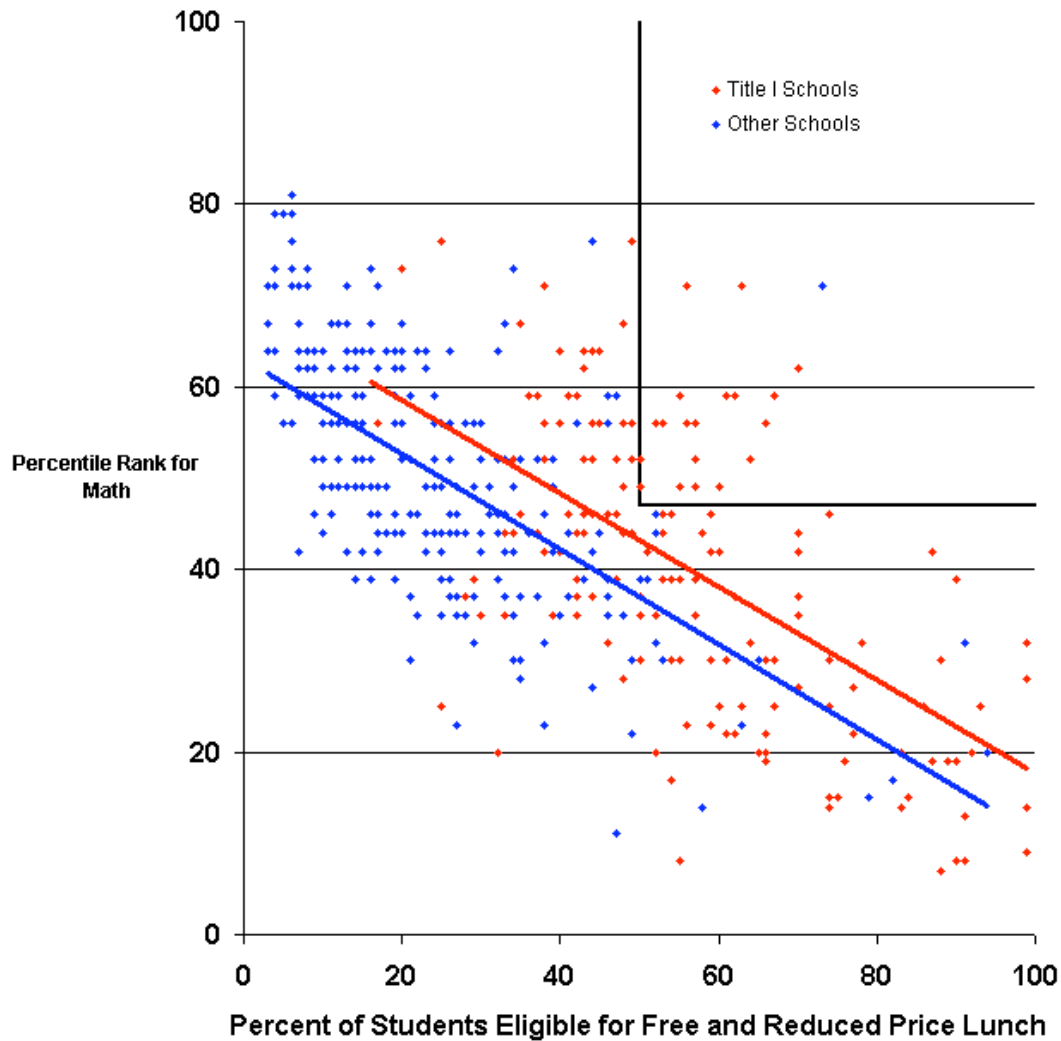
### School Achievement, by Poverty: Texas (Math achievement in grade 4 in 2001, n=3684)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

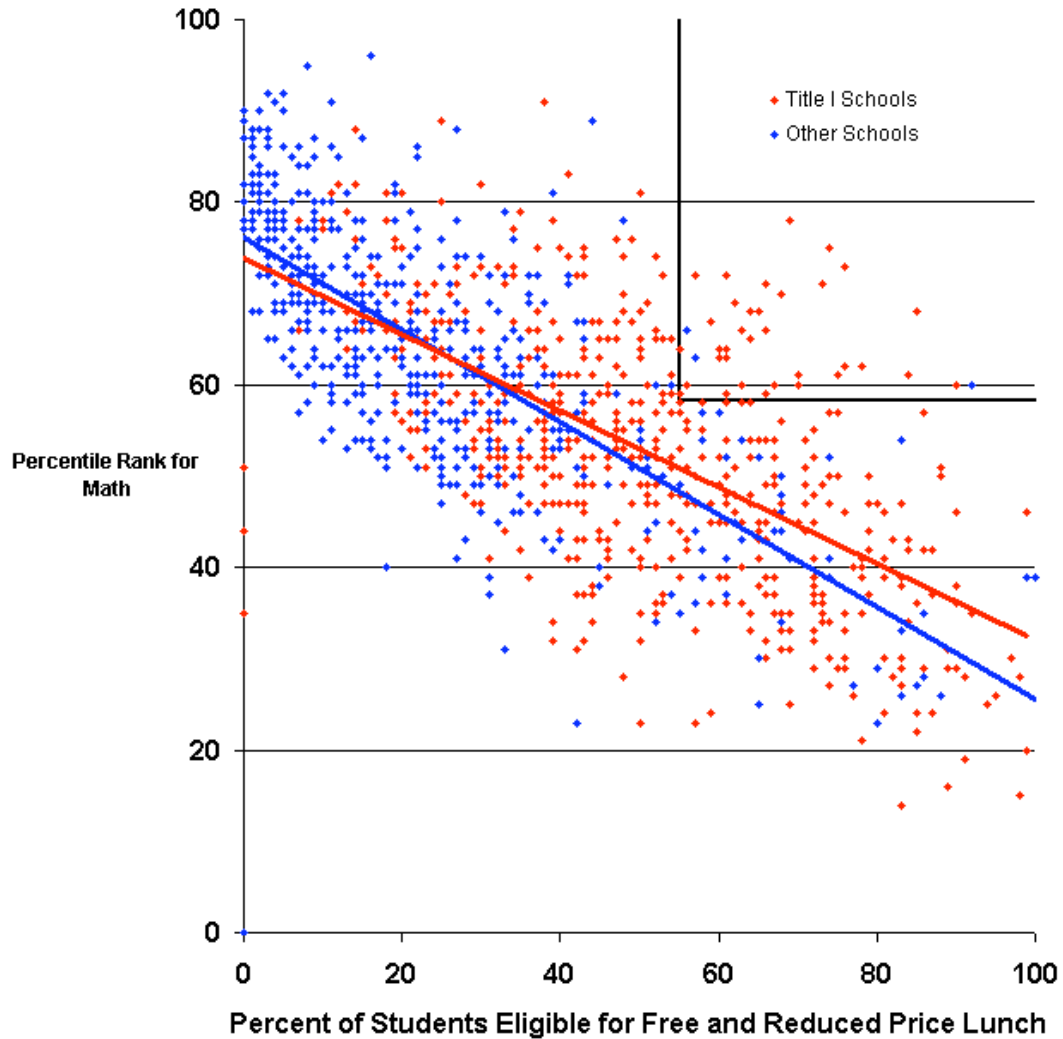
### School Achievement, by Poverty: Utah (Math achievement in grade 5 in 2001, n=447)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

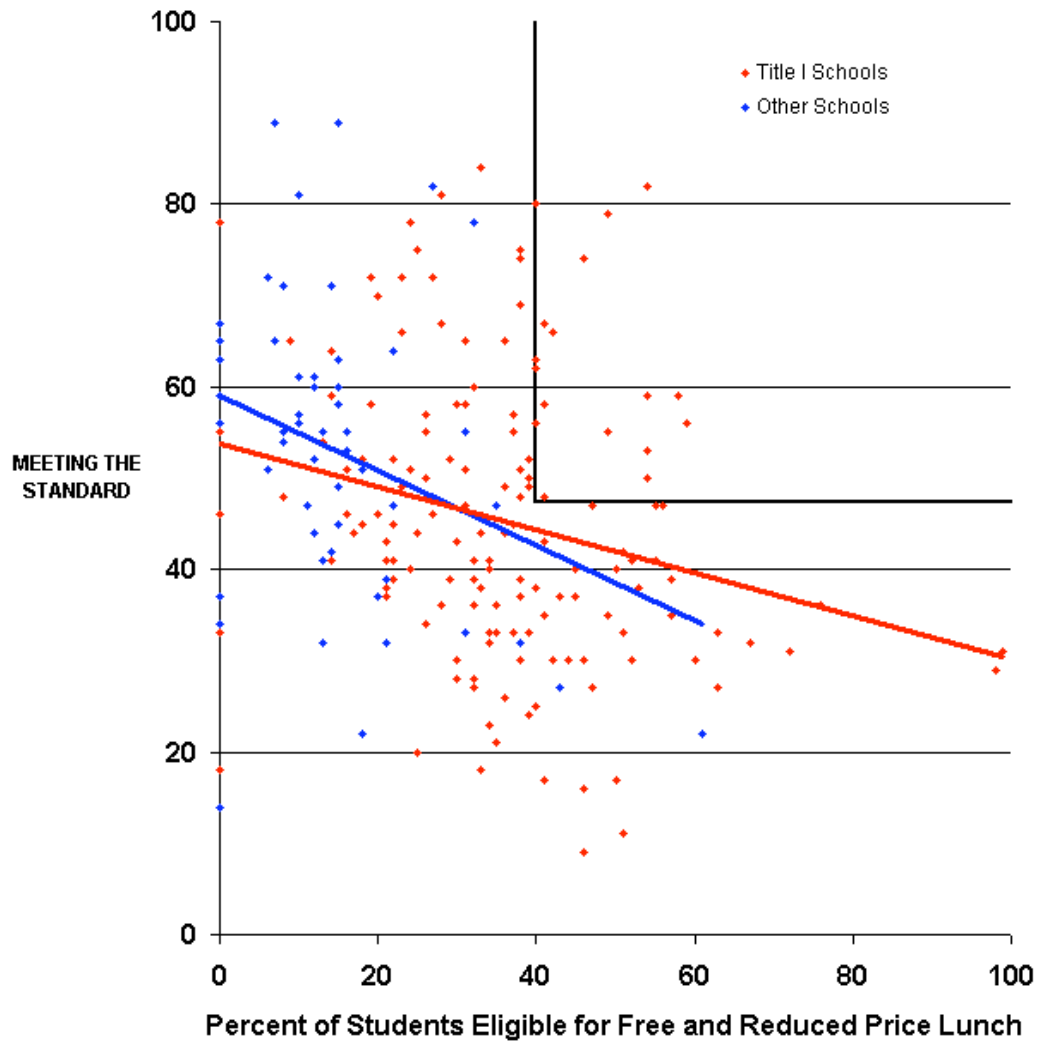
### School Achievement, by Poverty: Virginia (Math achievement in grade 4 in 2001, n=1095)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

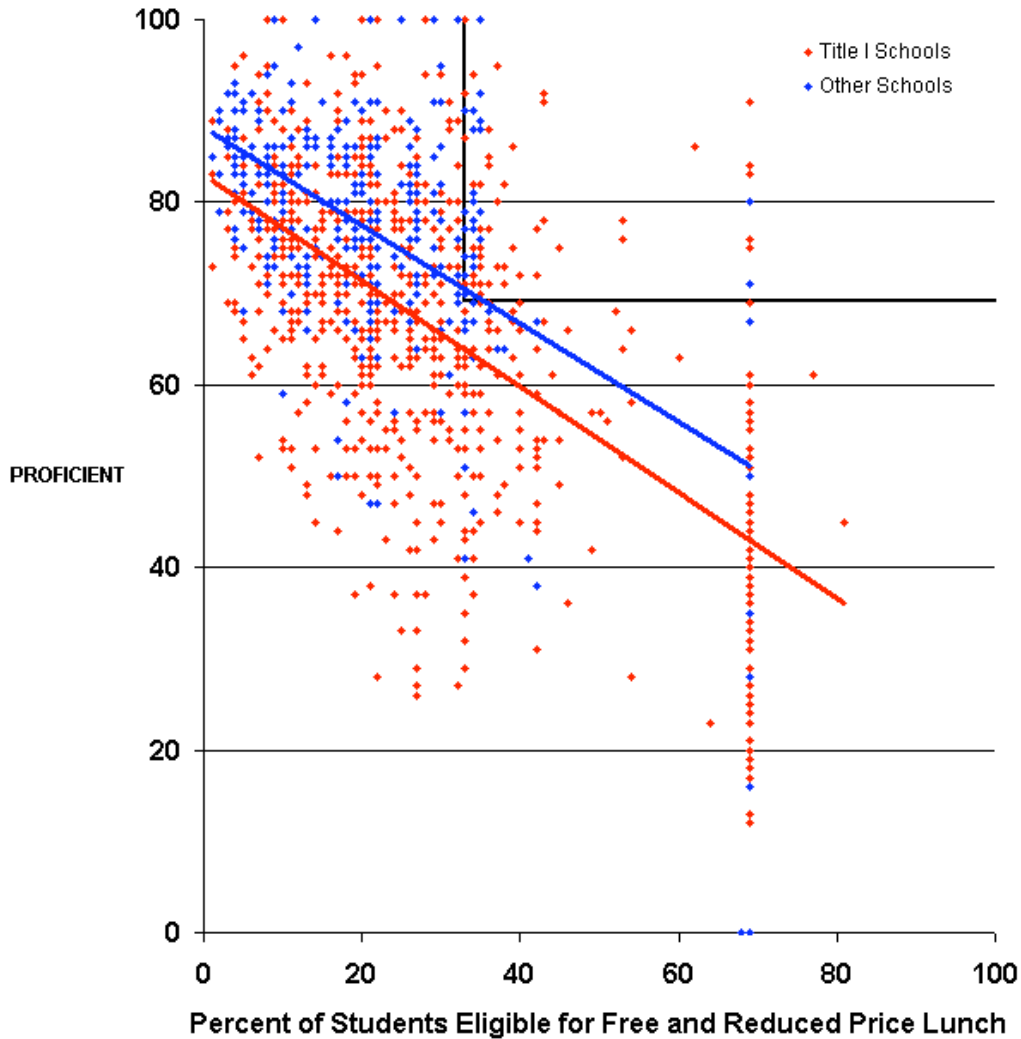
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

### School Achievement, by Poverty: Vermont (Math achievement in grade 4 in 2001, n=218)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

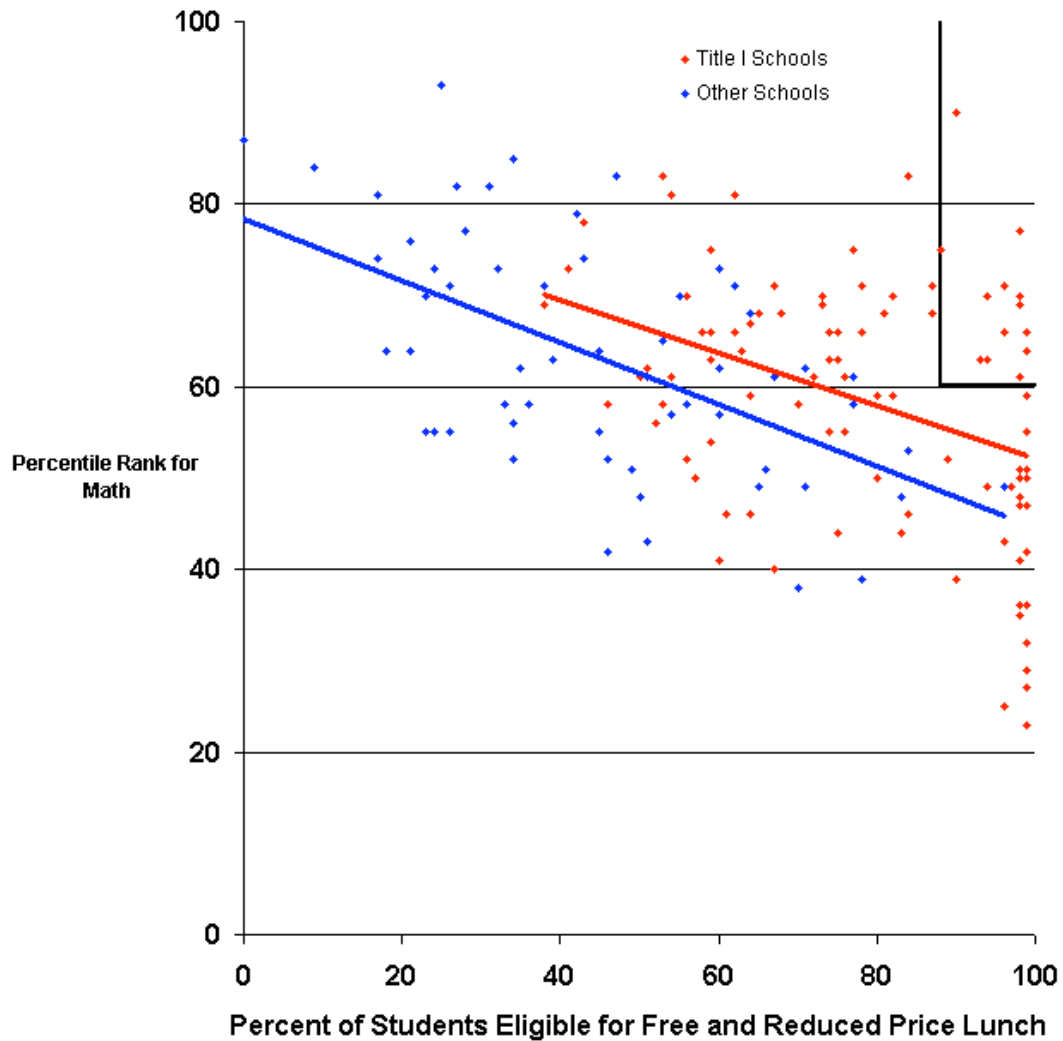
### School Achievement, by Poverty: Wisconsin (Math achievement in grade 4 in 2001, n=1107)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

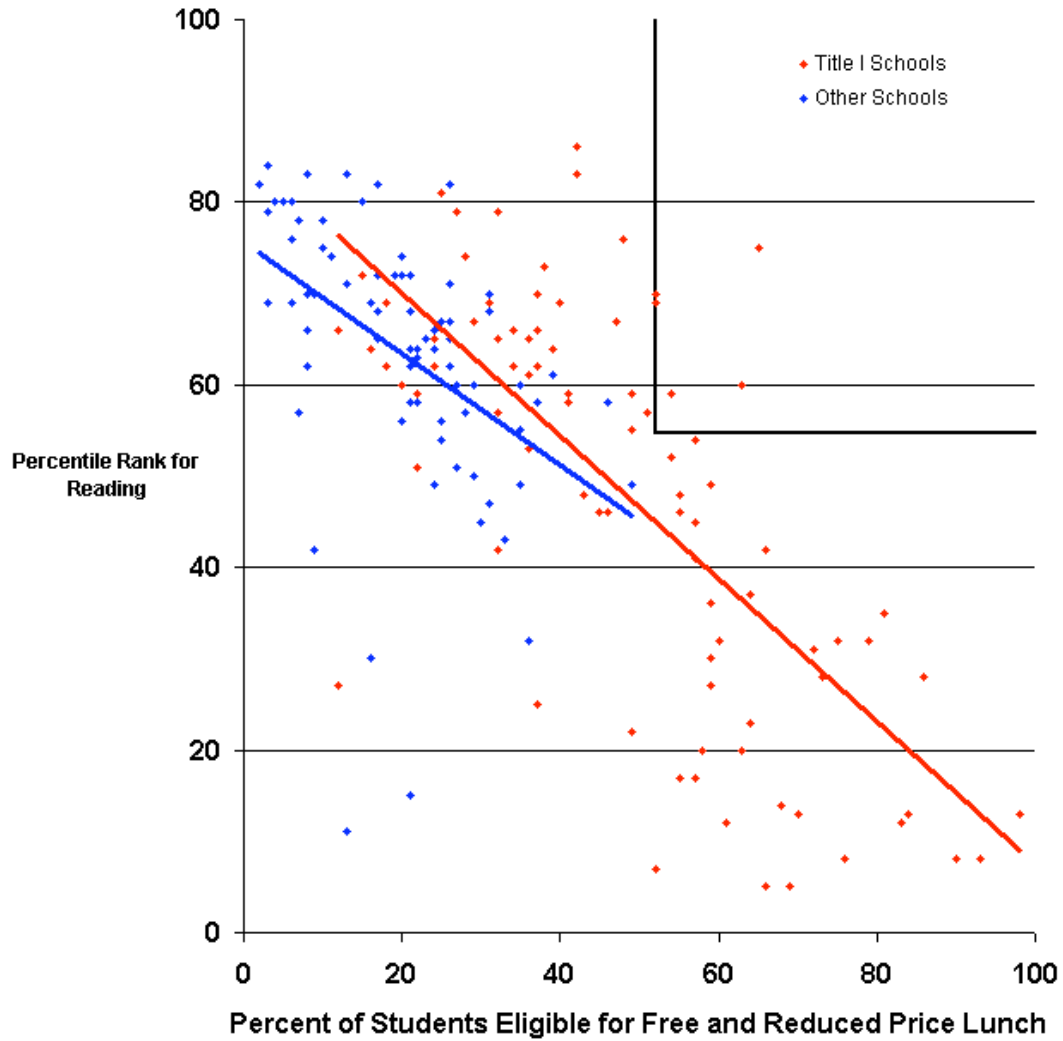
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Wyoming (Math achievement in grade 4 in 2001, n=157)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

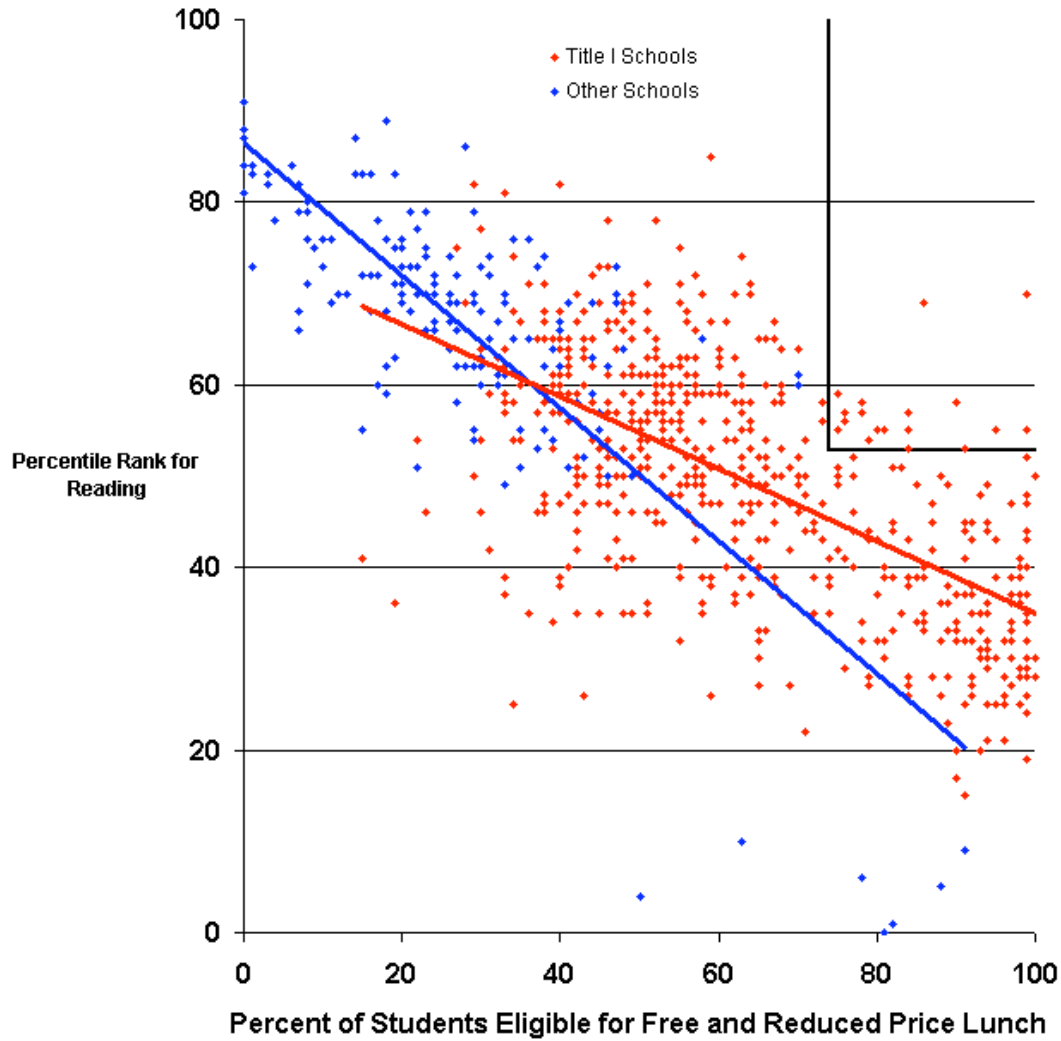
**School Achievement, by Poverty: Alaska**  
**(Reading achievement in grade 4 in 2001, n=164)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

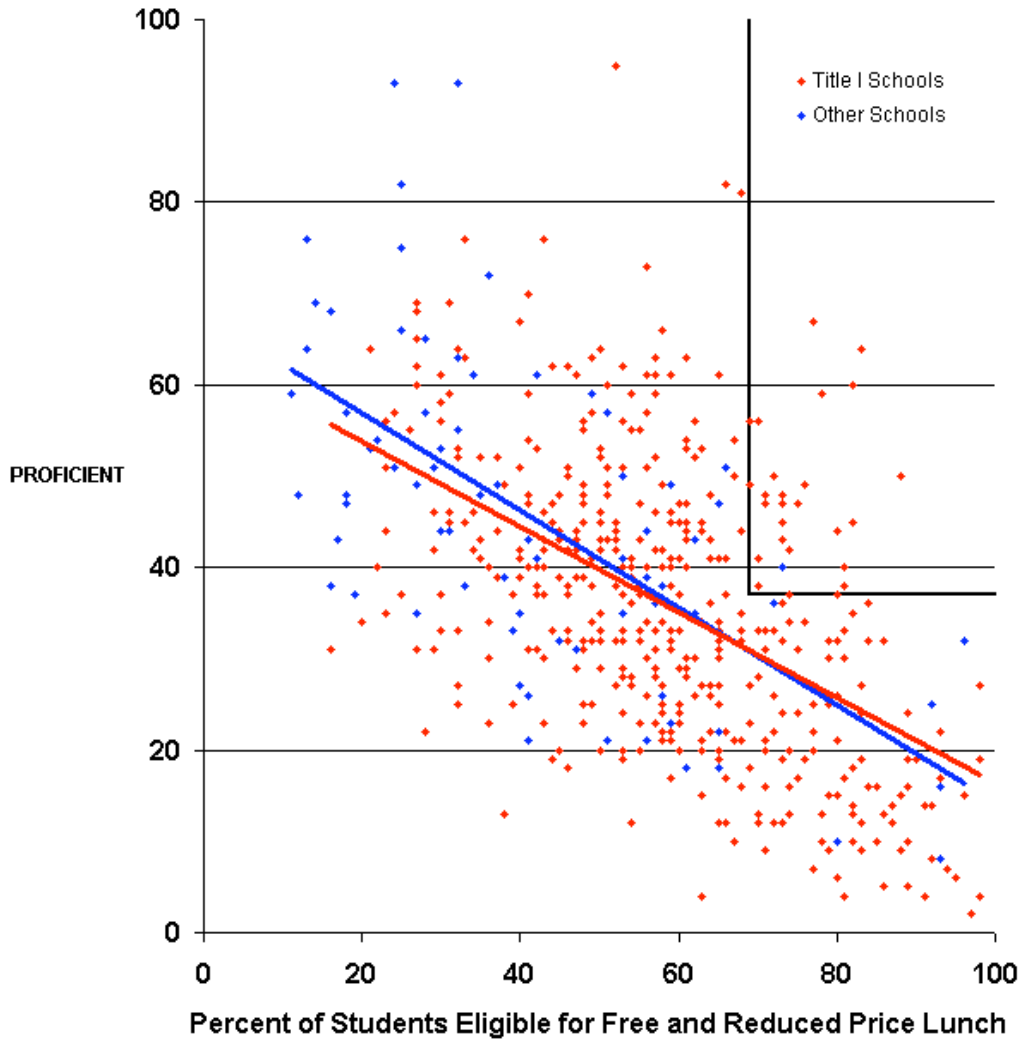
### School Achievement, by Poverty: Alabama (Reading achievement in grade 4 in 2001, n=760)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

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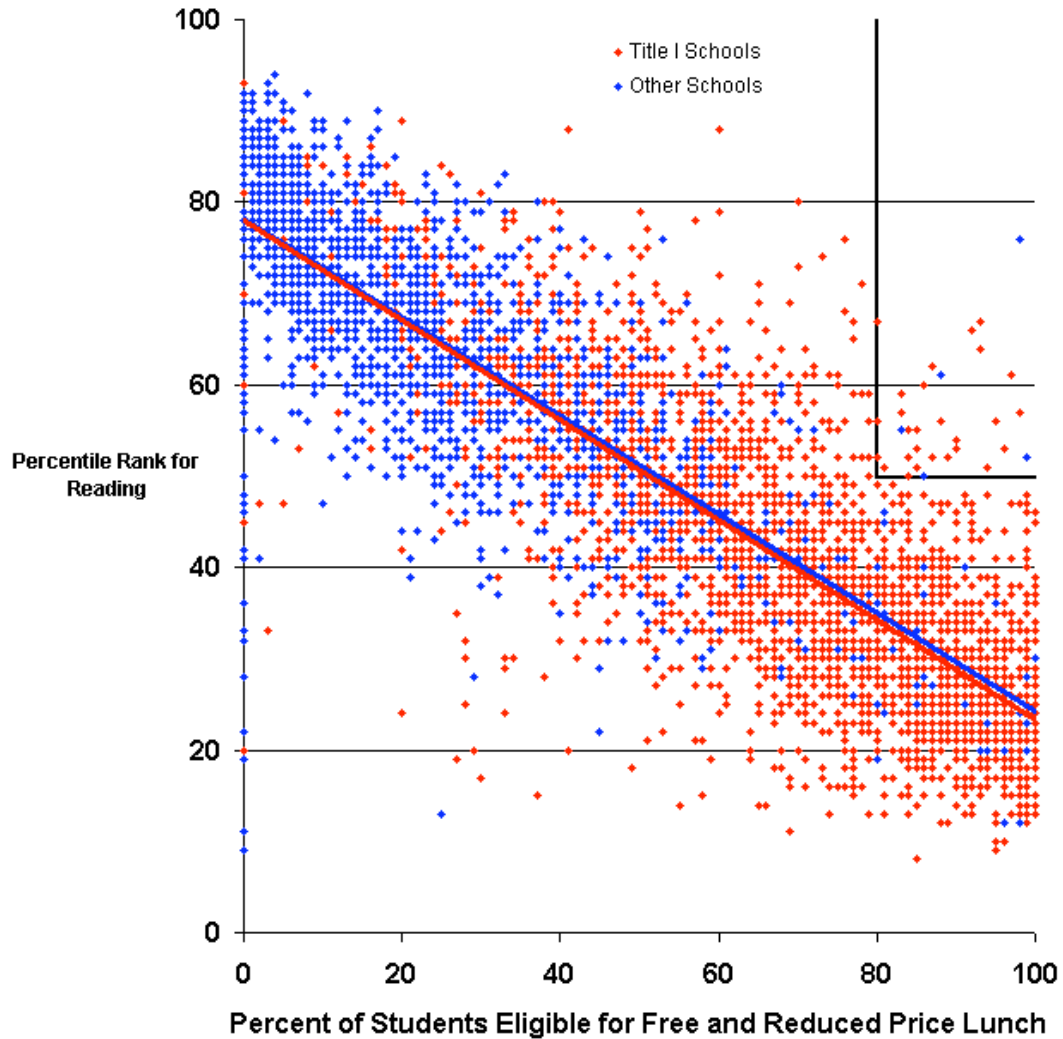
**School Achievement, by Poverty: Arkansas  
(Reading achievement in grade 4 in 2001, n=521)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

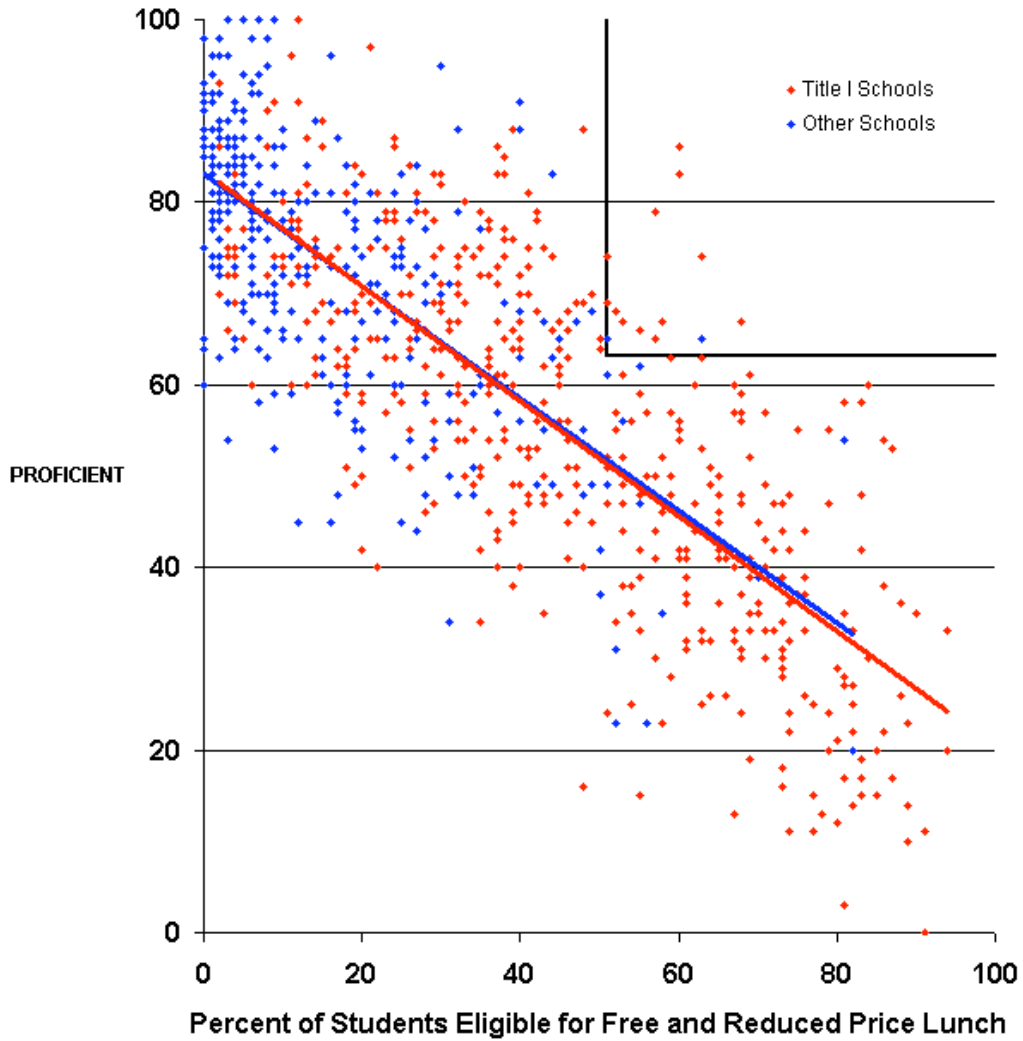
### School Achievement, by Poverty: California (Reading achievement in grade 4 in 2001, n=5011)



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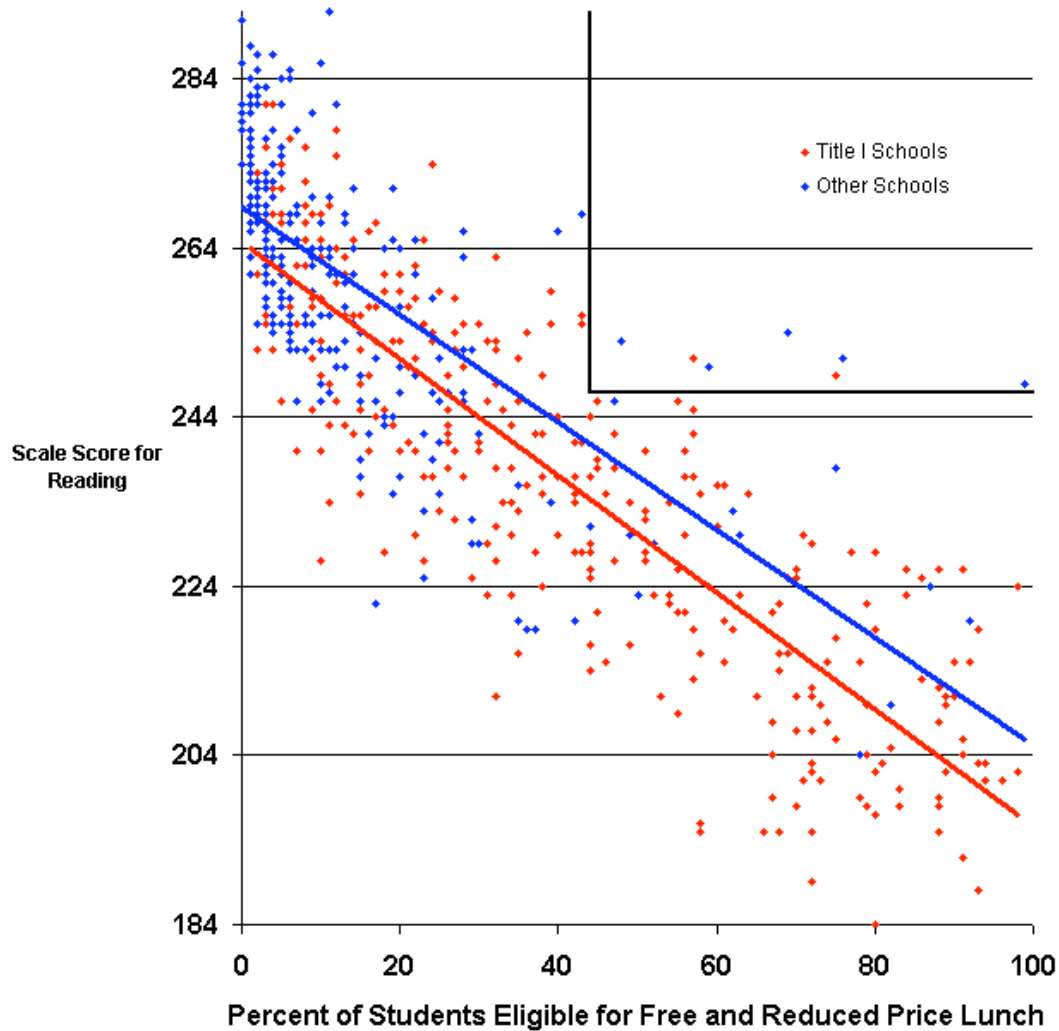
**School Achievement, by Poverty: Colorado**  
**(Reading achievement in grade 4 in 2001, n=816)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

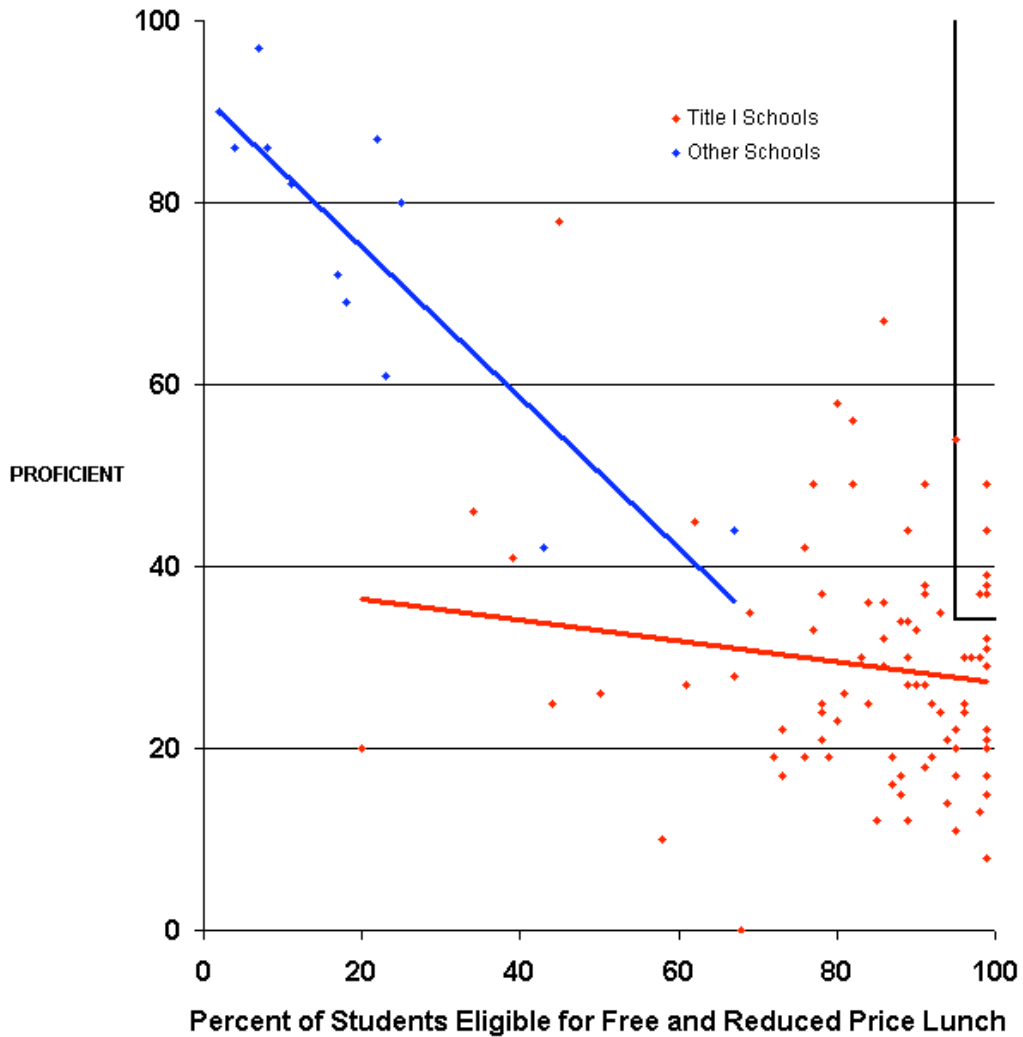
### School Achievement, by Poverty: Connecticut (Reading achievement in grade 4 in 2001, n=582)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

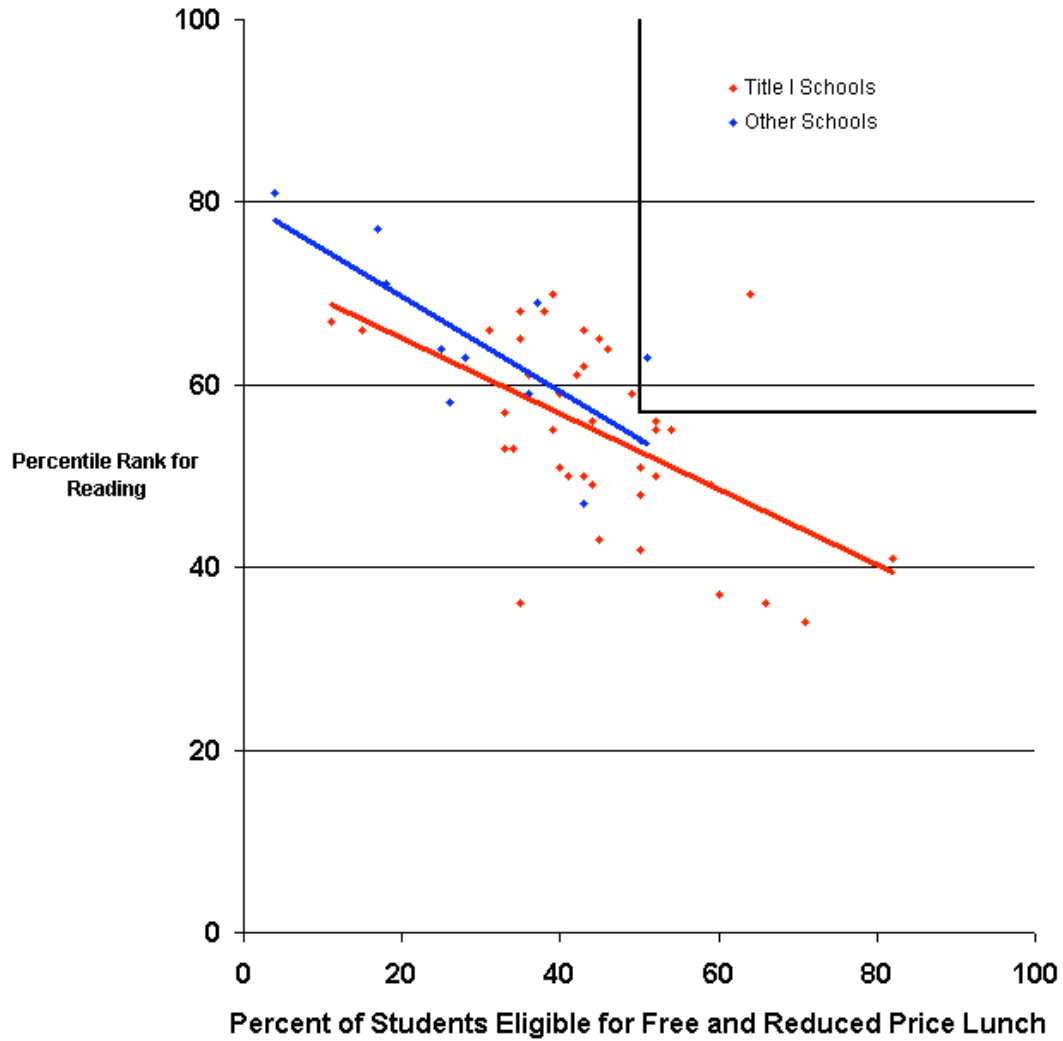
**School Achievement, by Poverty: District of Columbia  
(Reading achievement in Elementary School in 2001,  
n=105)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

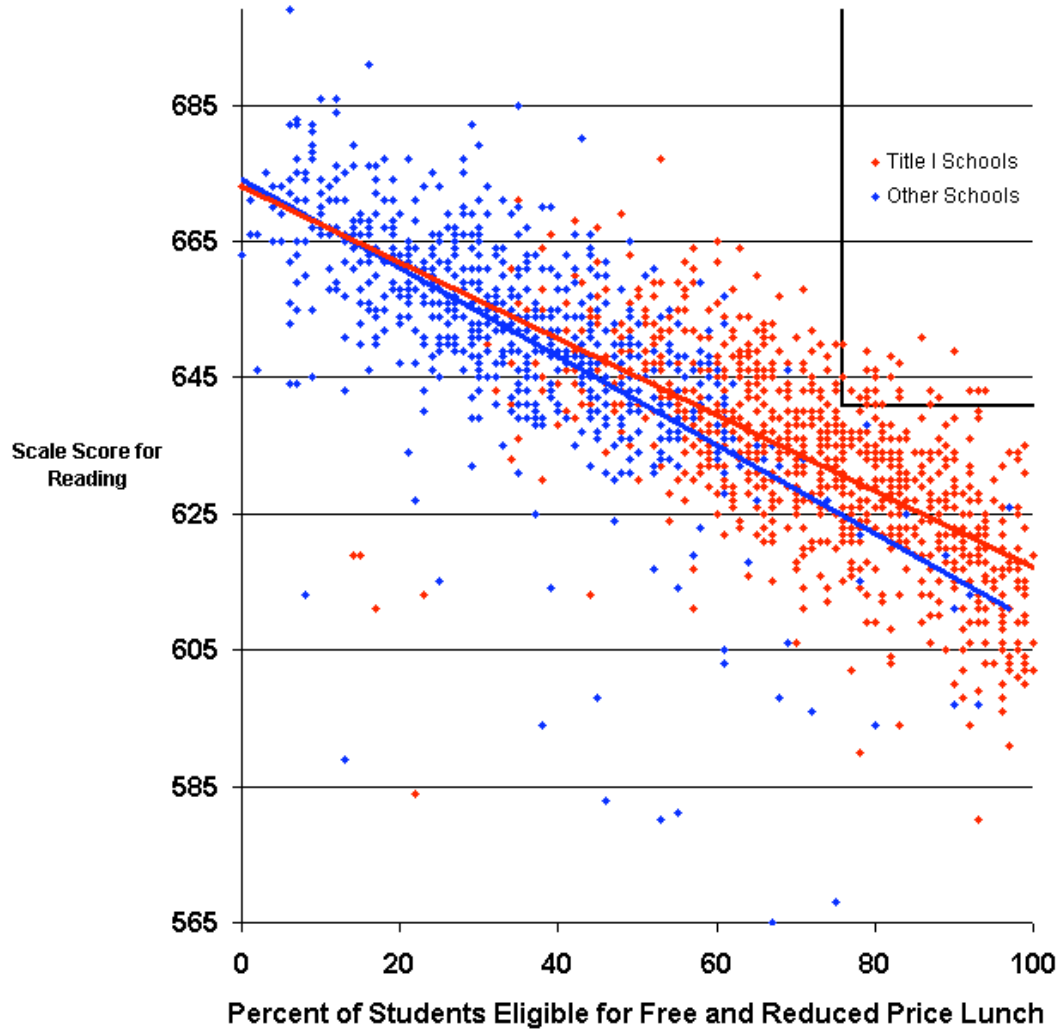
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

### School Achievement, by Poverty: Delaware (Reading achievement in grade 5 in 2001, n=51)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

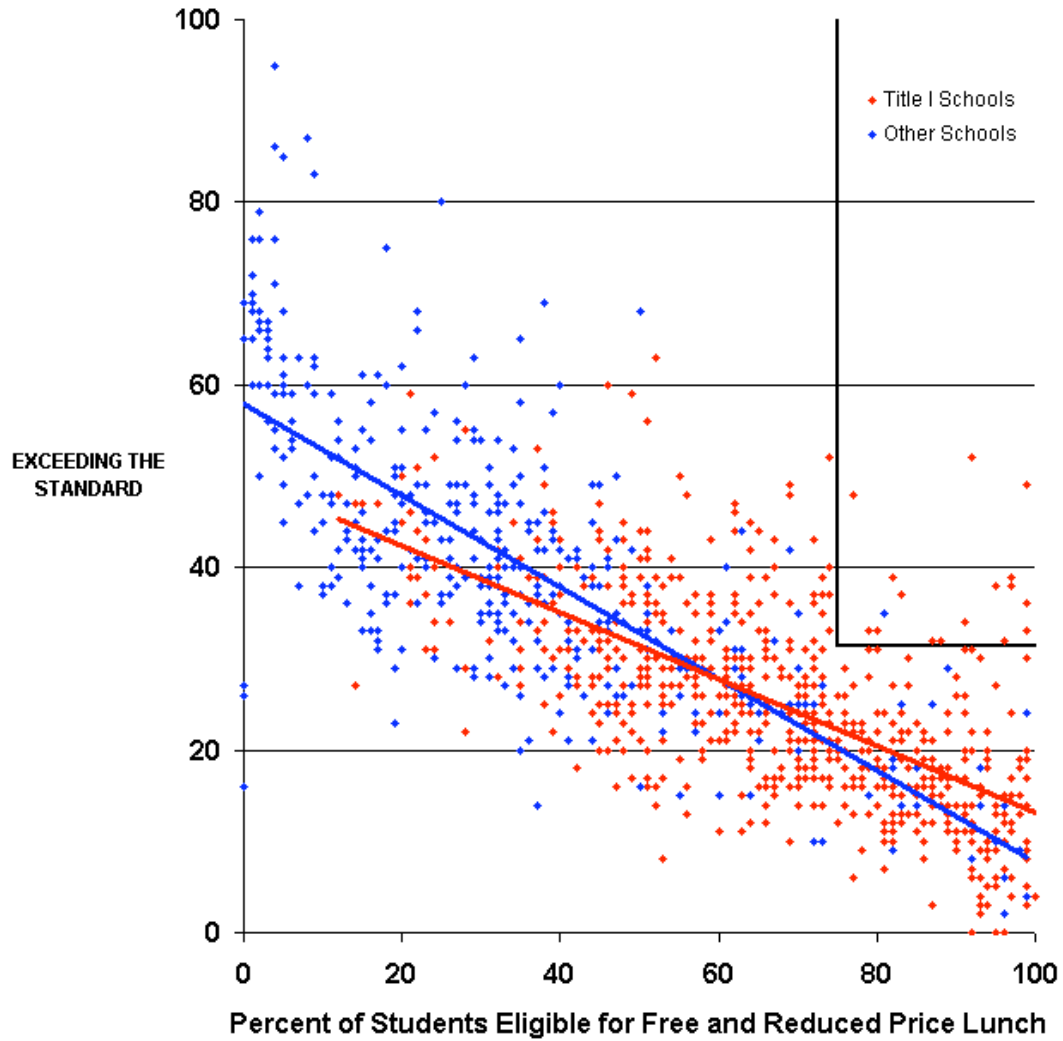
### School Achievement, by Poverty: Florida (Reading achievement in grade 4 in 2001, n=1652)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

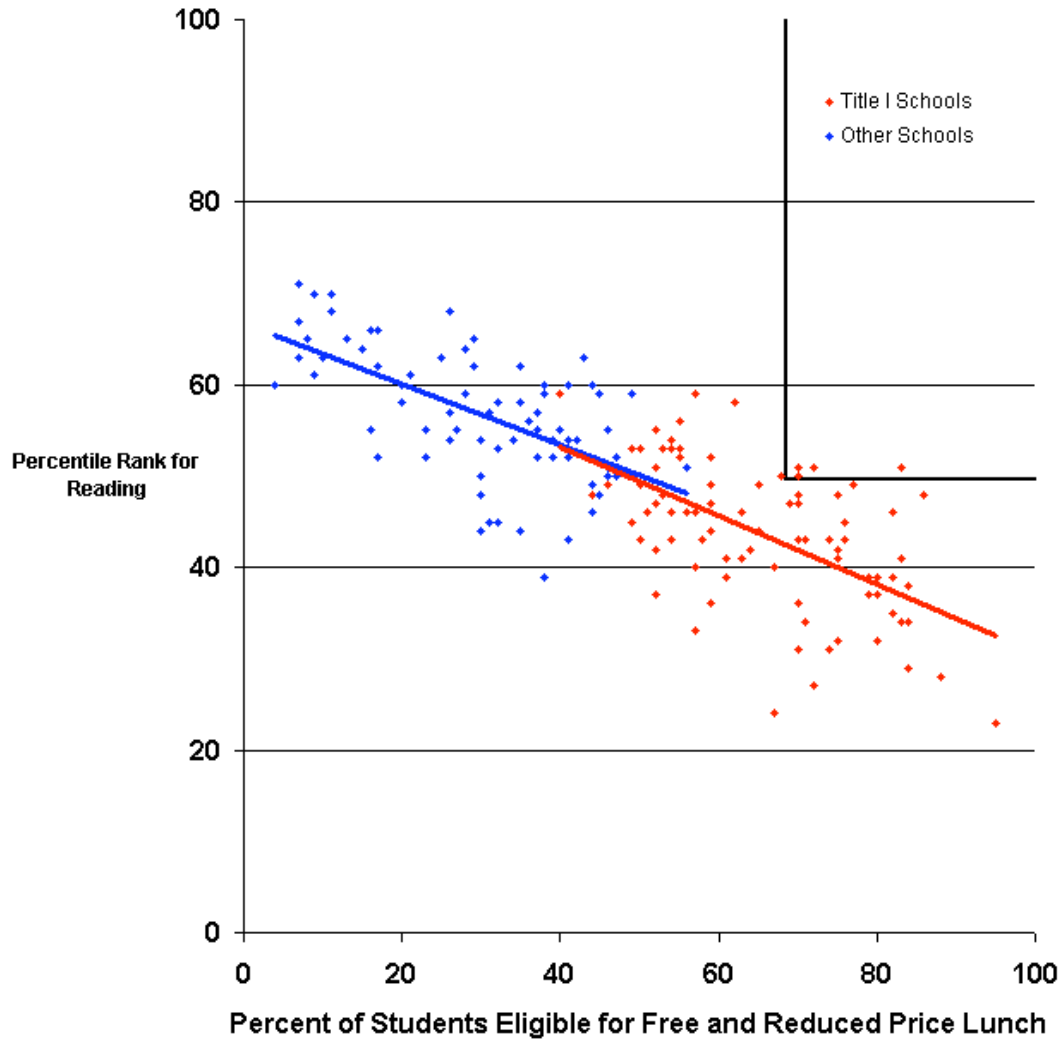
### School Achievement, by Poverty: Georgia (Reading achievement in grade 4 in 2001, n=1054)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

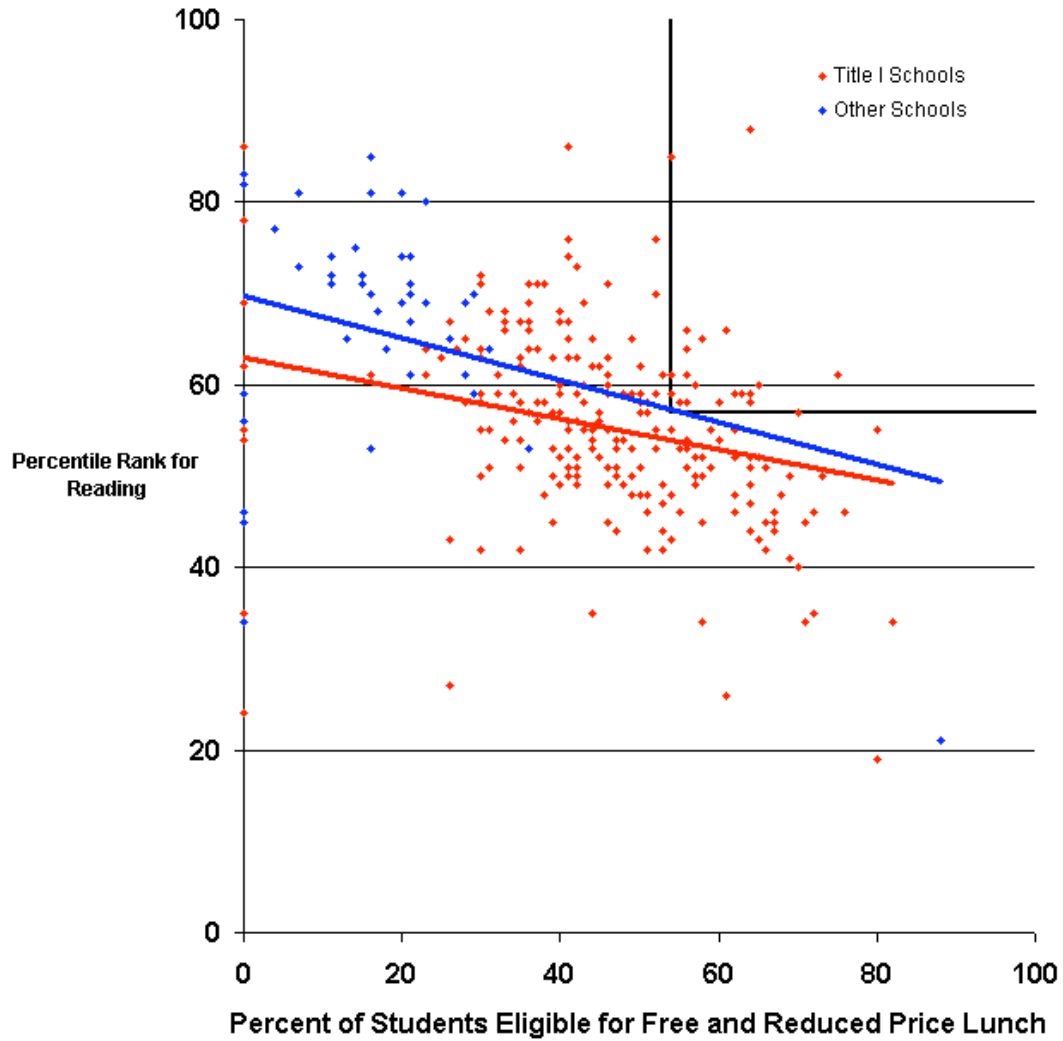
### School Achievement, by Poverty: Hawaii (Reading achievement in grade 5 in 2000, n=160)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

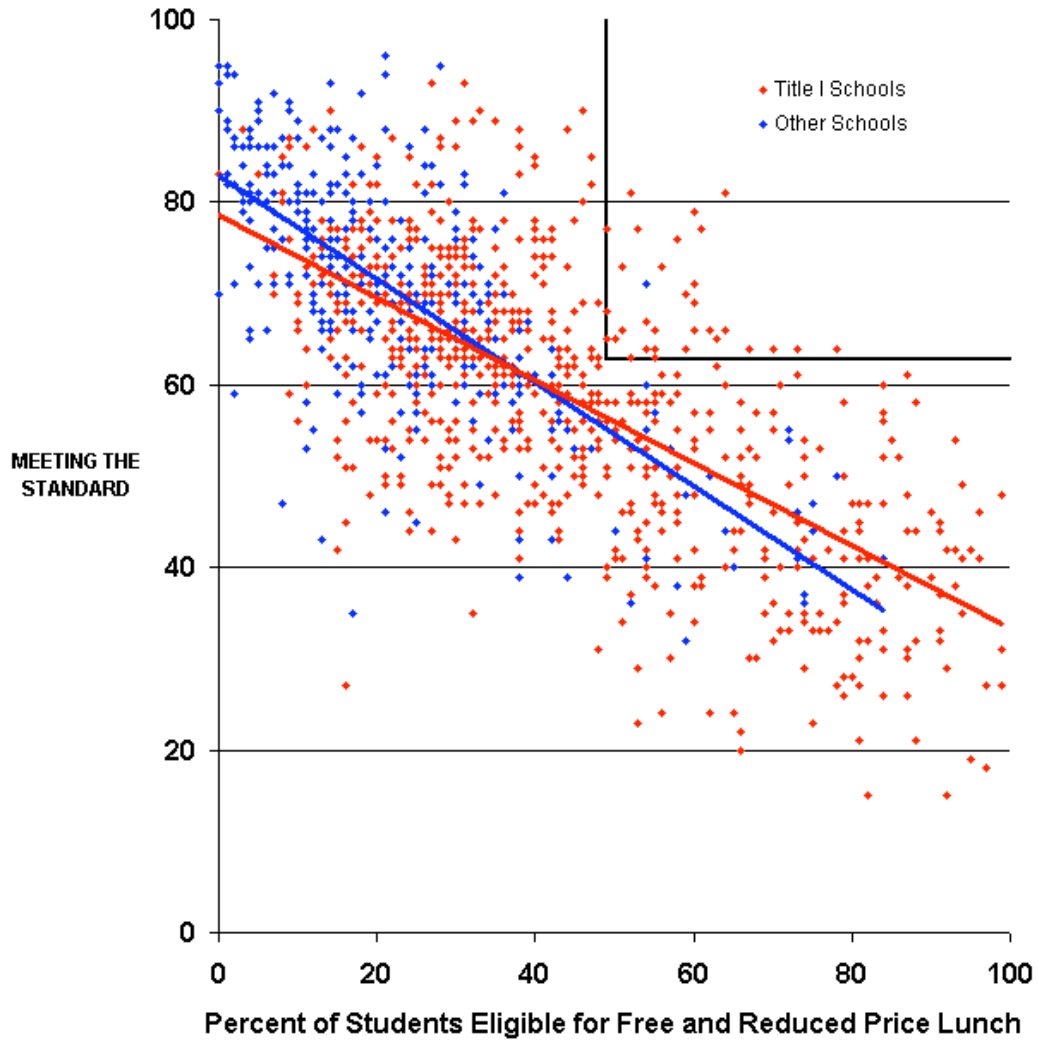
### School Achievement, by Poverty: Idaho (Reading achievement in grade 4 in 2001, n=294)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

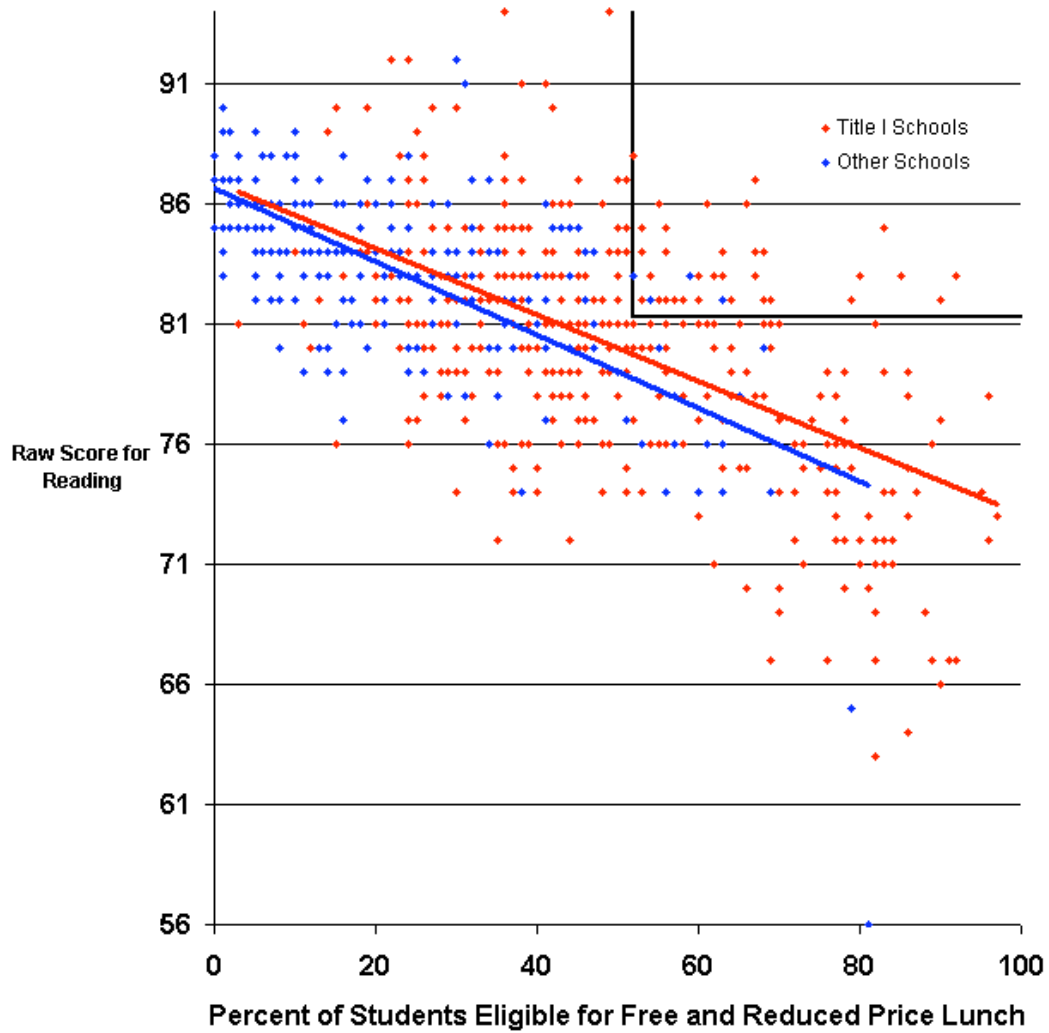
### School Achievement, by Poverty: Indiana (Reading achievement in grade 3 in 2001, n=1108)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

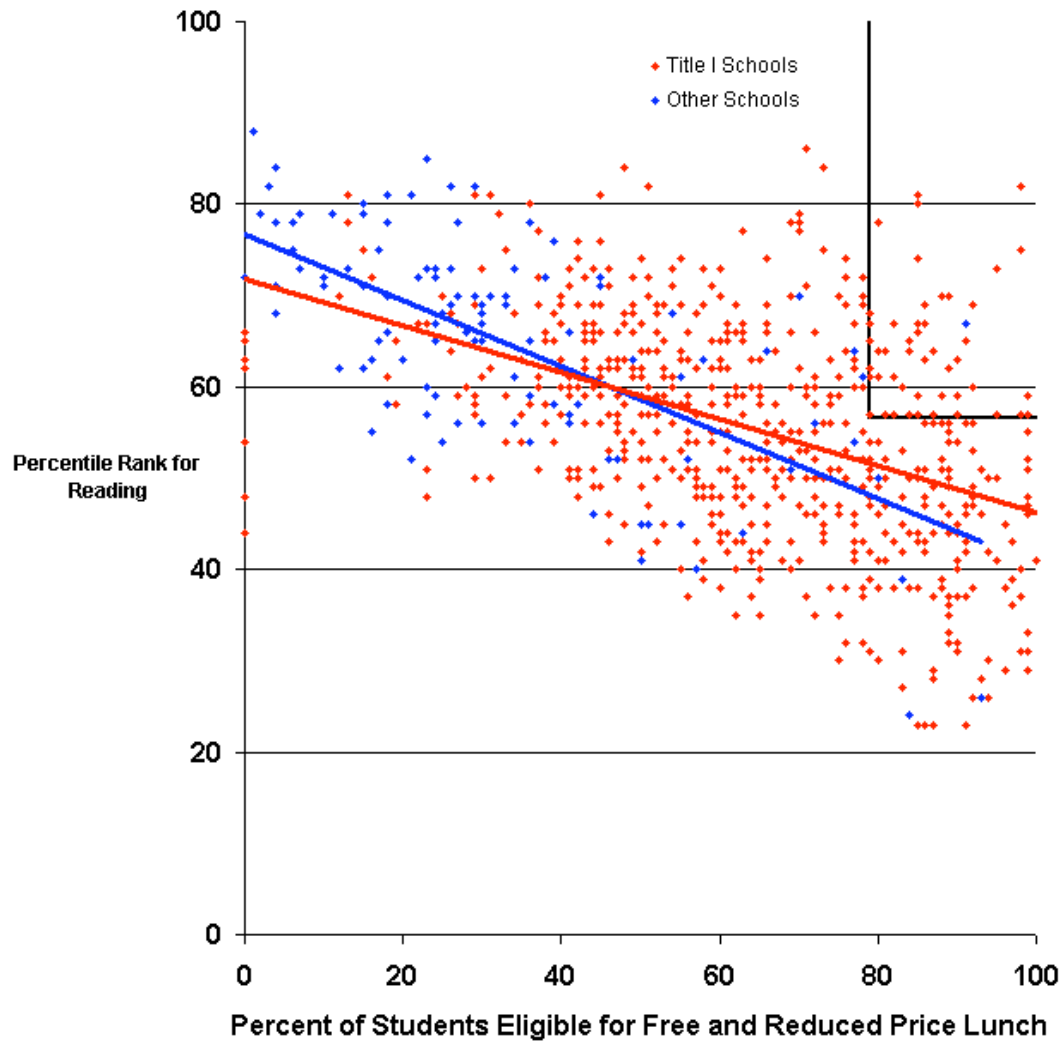
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

### School Achievement, by Poverty: Kansas (Reading achievement in grade 5 in 2001, n=727)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

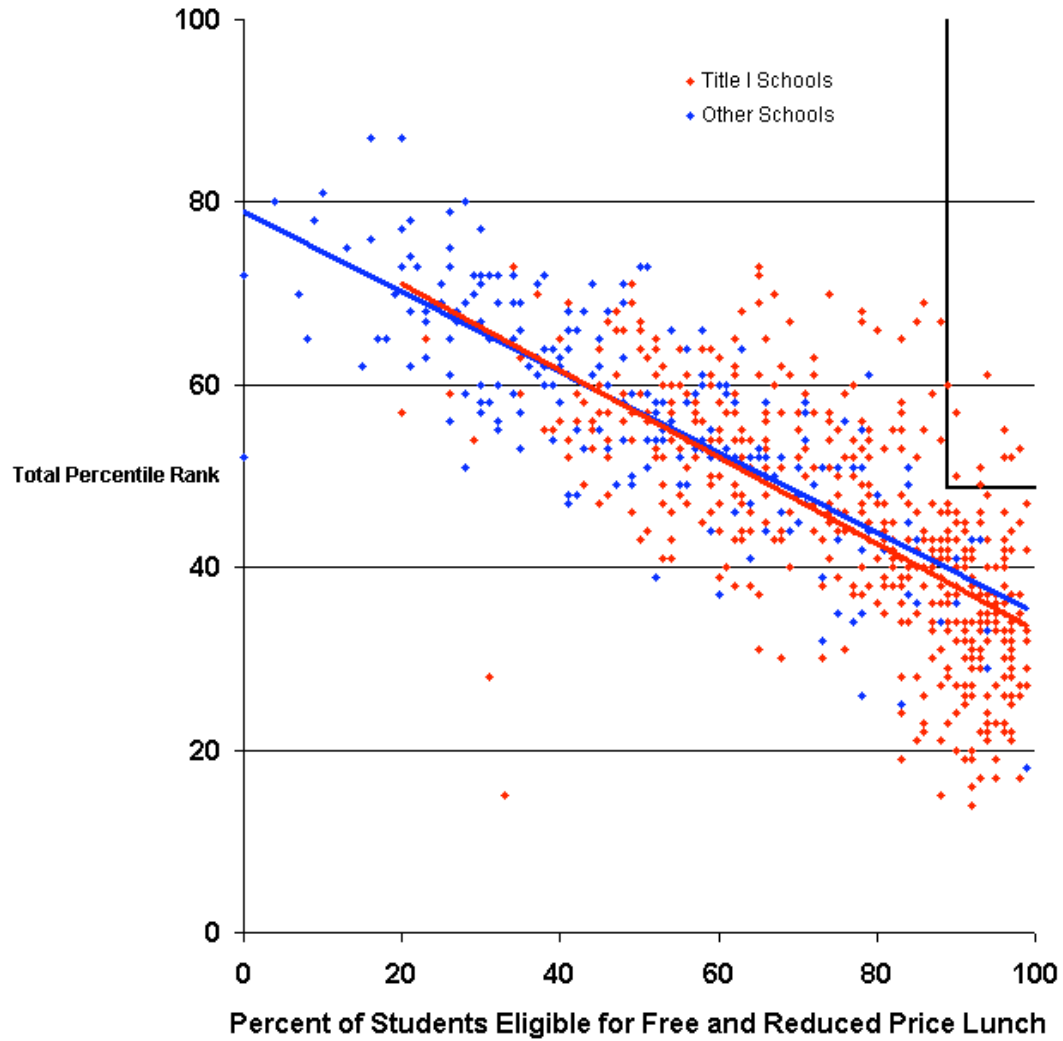
**School Achievement, by Poverty: Kentucky  
(Reading achievement in Elementary School in 2001,  
n=761)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

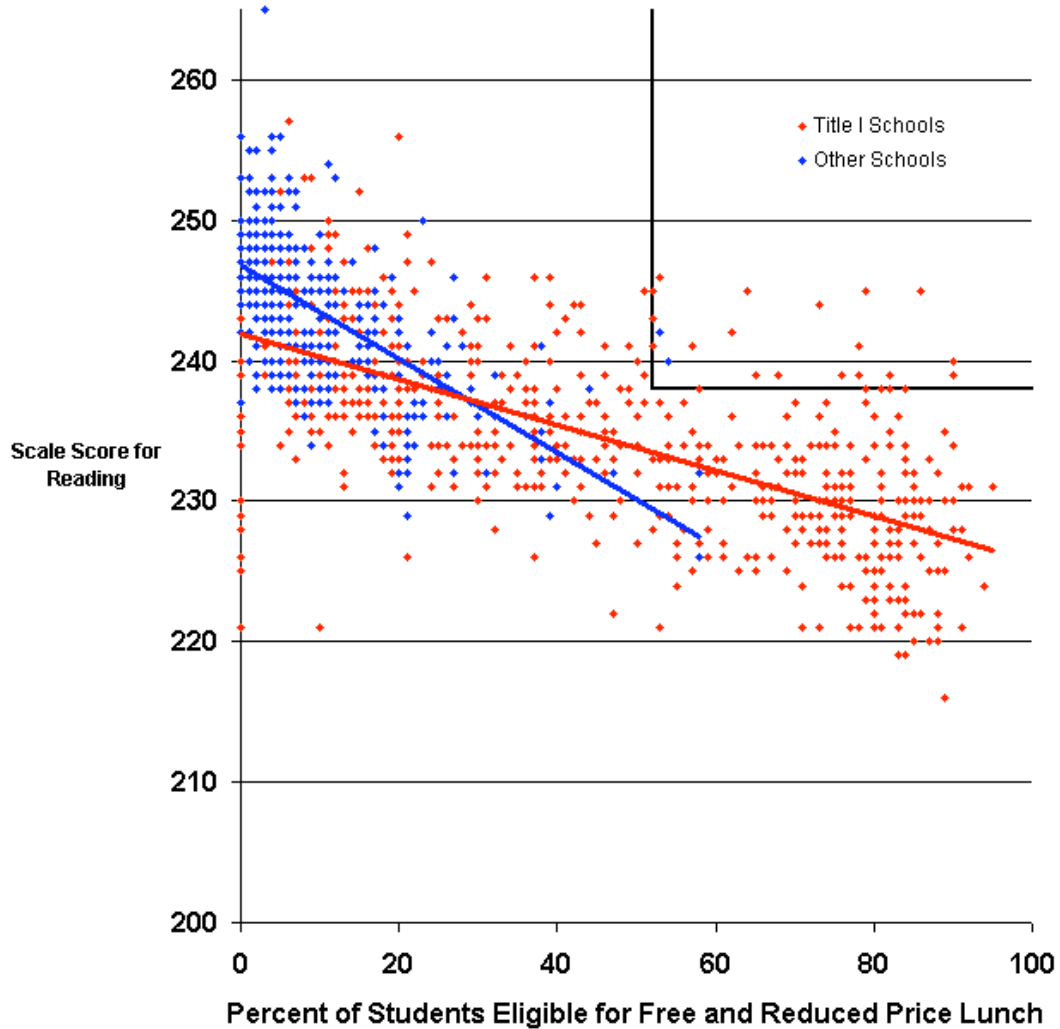
### School Achievement, by Poverty: Louisiana (Overall achievement in grade 5 in 2001, n=769)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

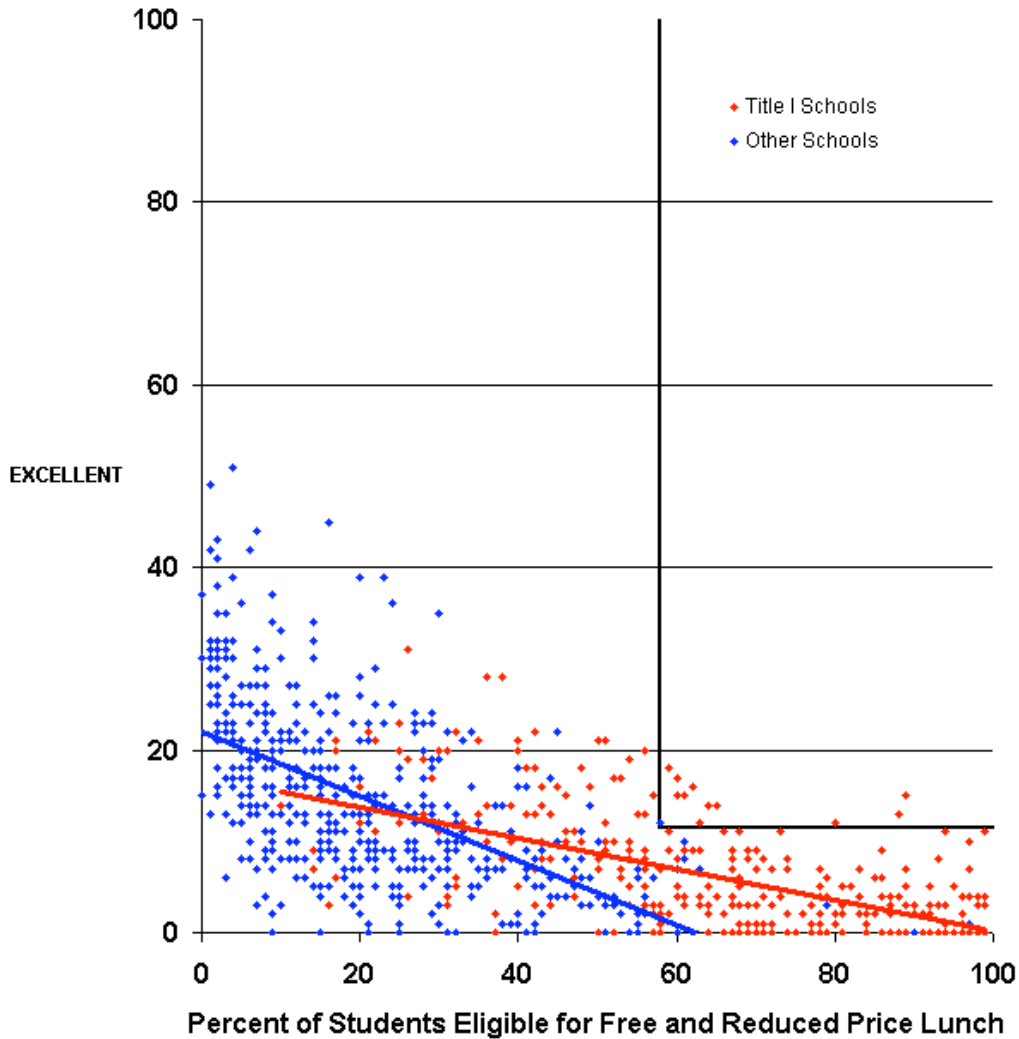
### School Achievement, by Poverty: Massachusetts (Reading achievement in grade 4 in 2001, n=1030)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

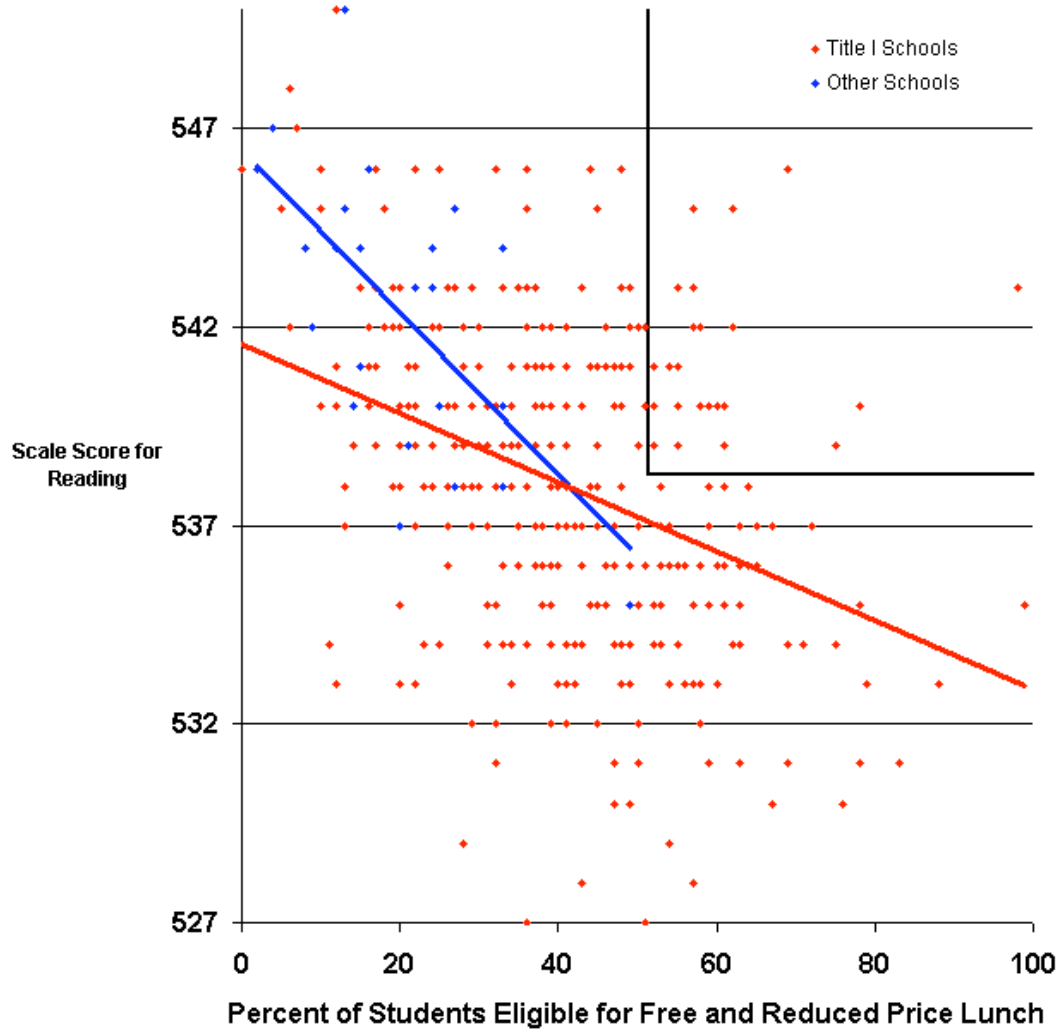
### School Achievement, by Poverty: Maryland (Reading achievement in grade 5 in 2001, n=817)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

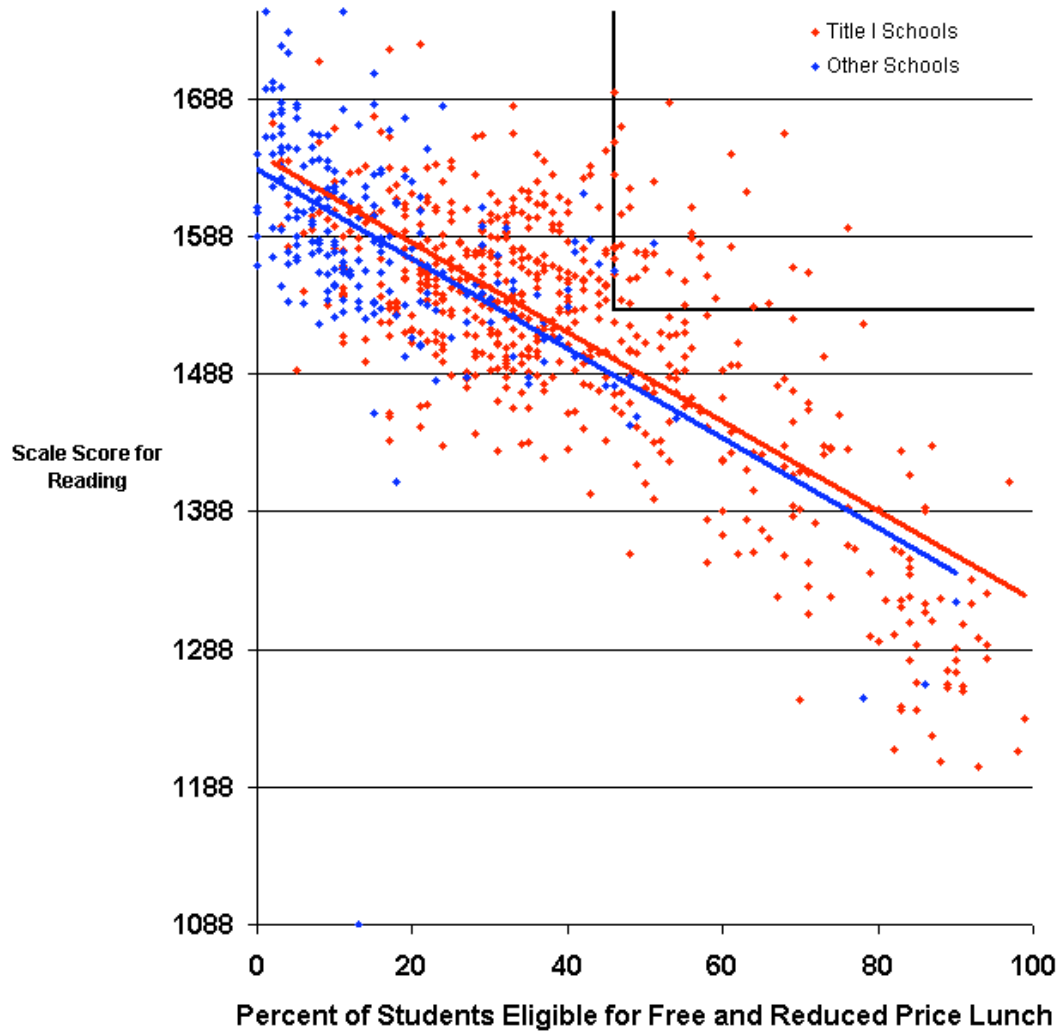
### School Achievement, by Poverty: Maine (Reading achievement in grade 4 in 2001, n=348)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

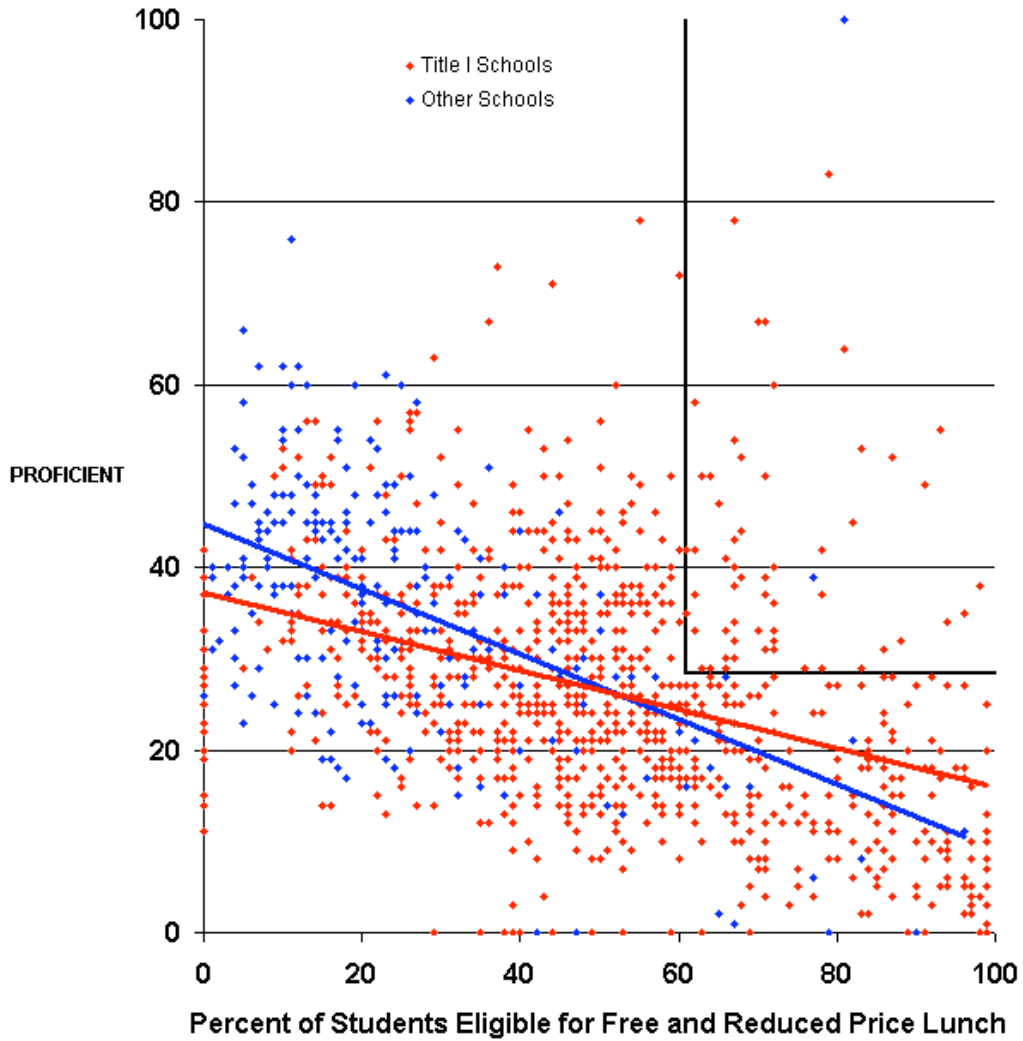
### School Achievement, by Poverty: Minnesota (Reading achievement in grade 5 in 2001, n=818)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

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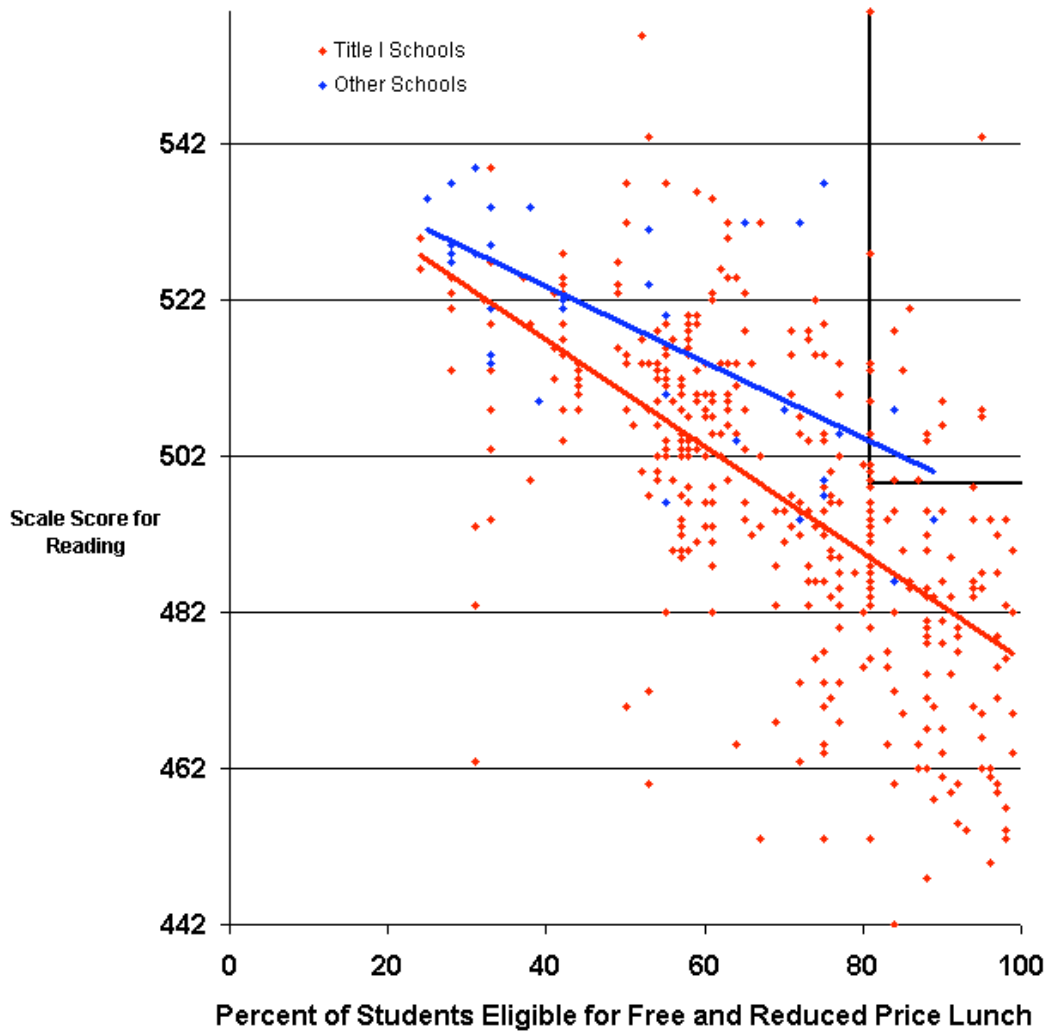
### School Achievement, by Poverty: Missouri (Reading achievement in grade 3 in 2001, n=1122)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

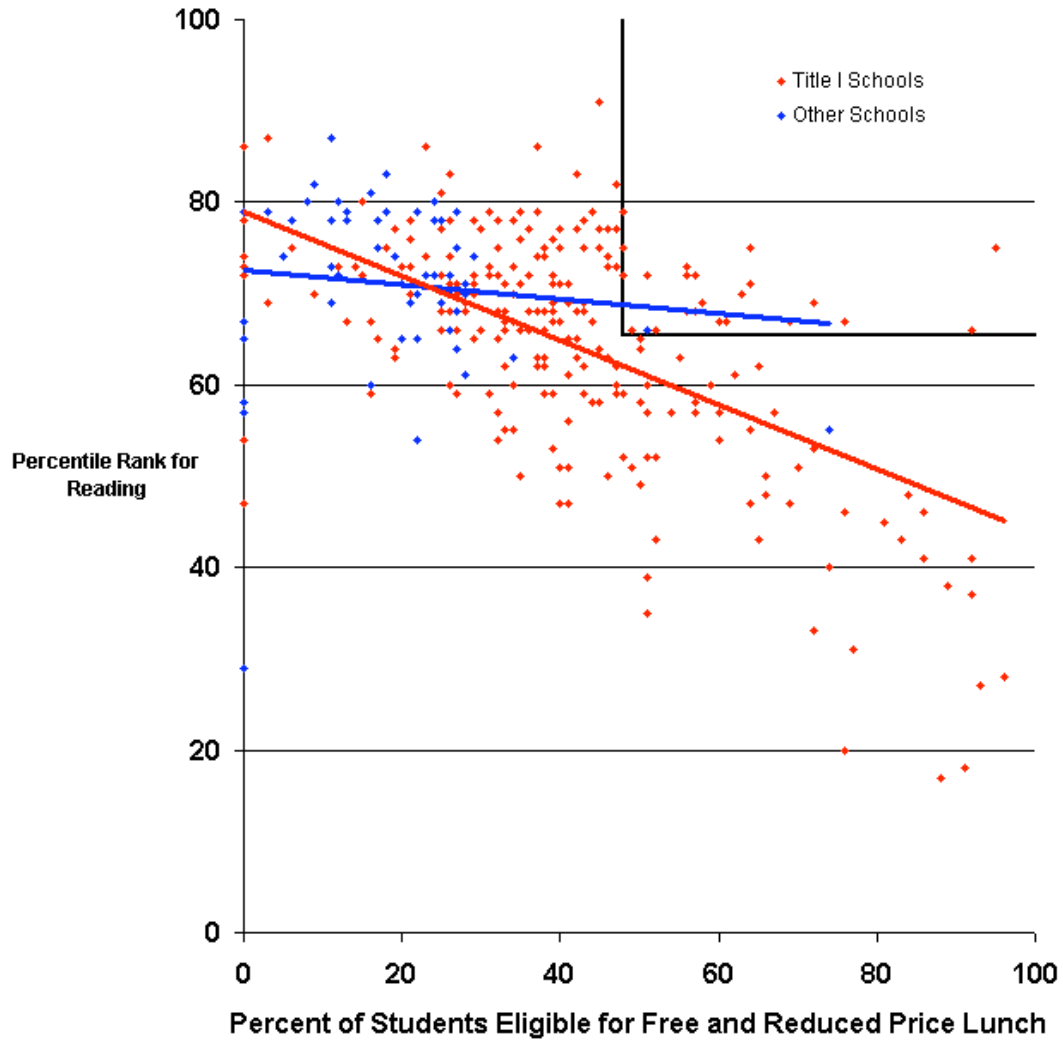
### School Achievement, by Poverty: Mississippi (Reading achievement in grade 4 in 2001, n=444)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

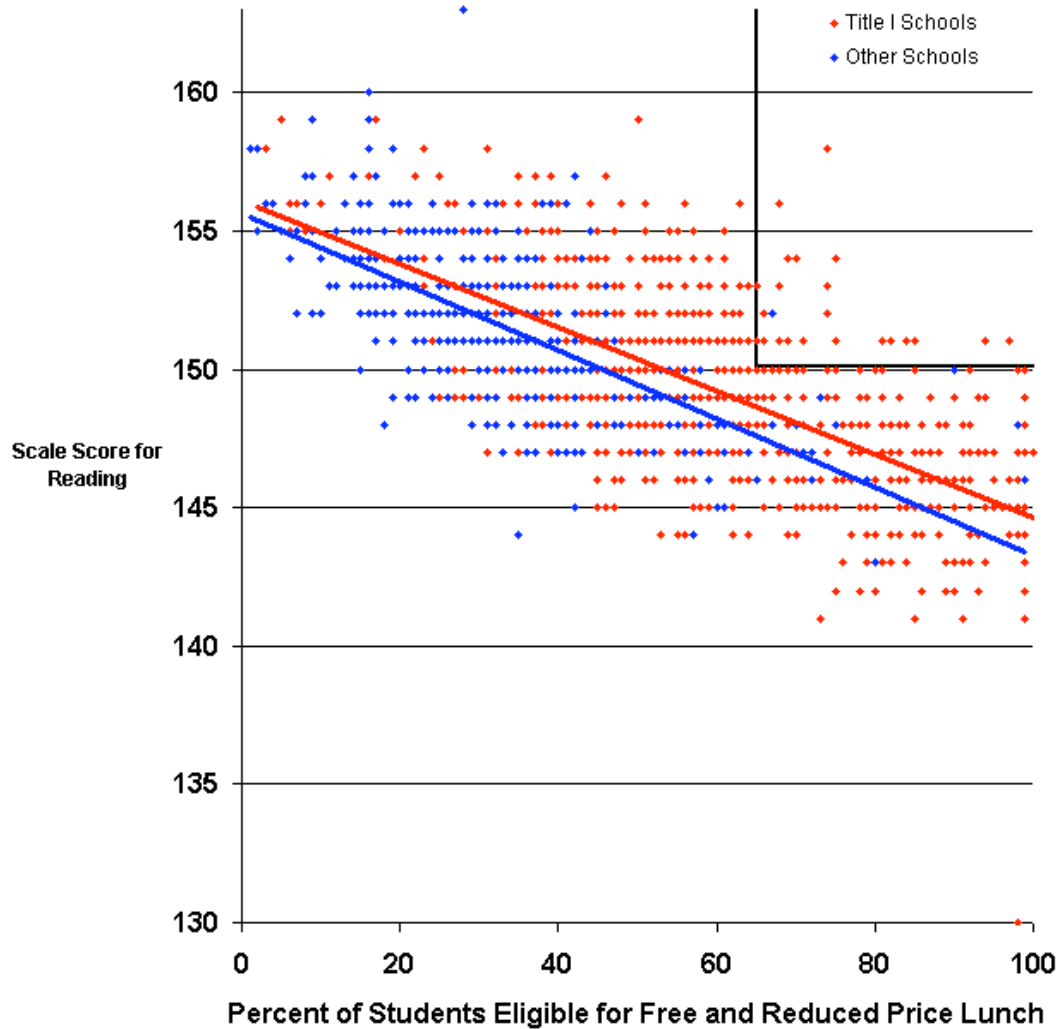
### School Achievement, by Poverty: Montana (Reading achievement in grade 4 in 2001, n=296)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

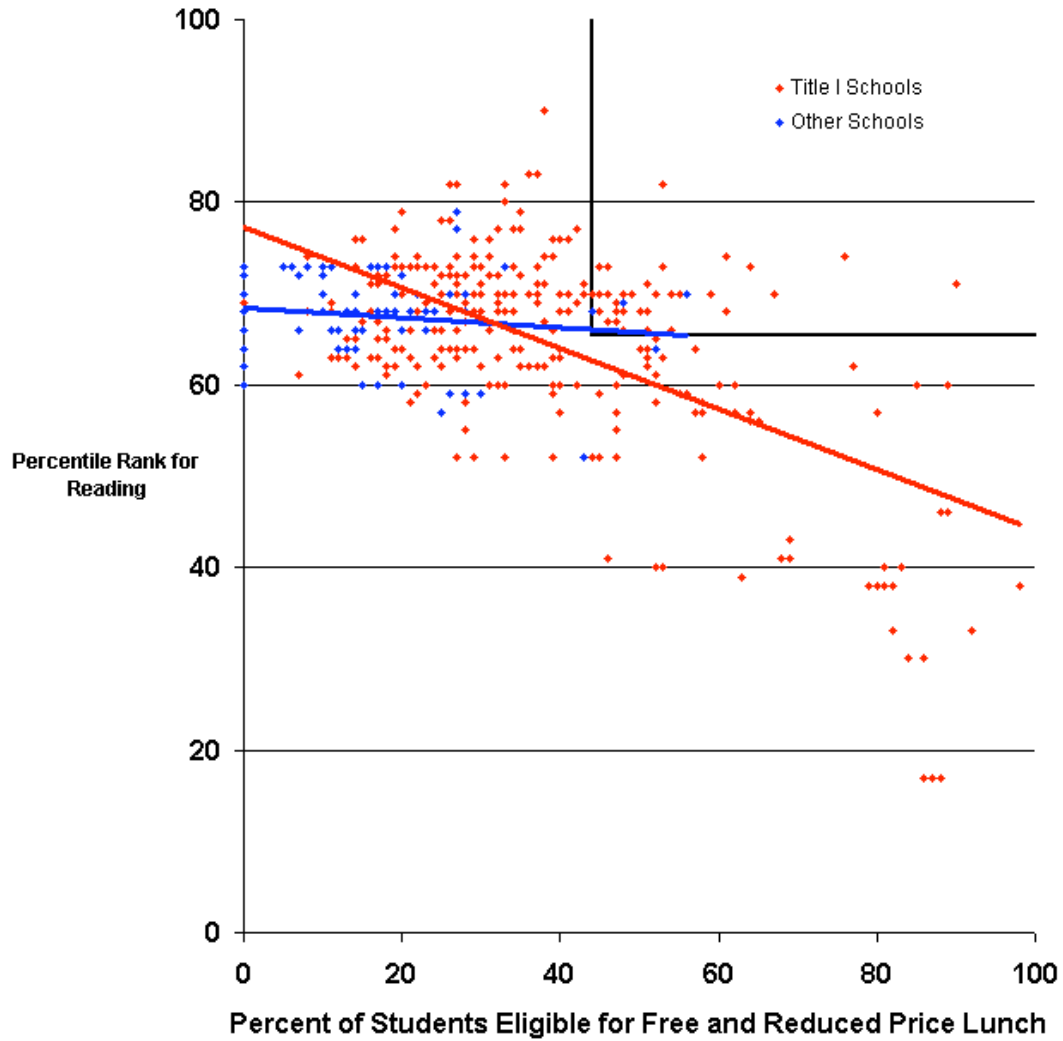
## School Achievement, by Poverty: North Carolina (Reading achievement in grade 4 in 2001, n=1176)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

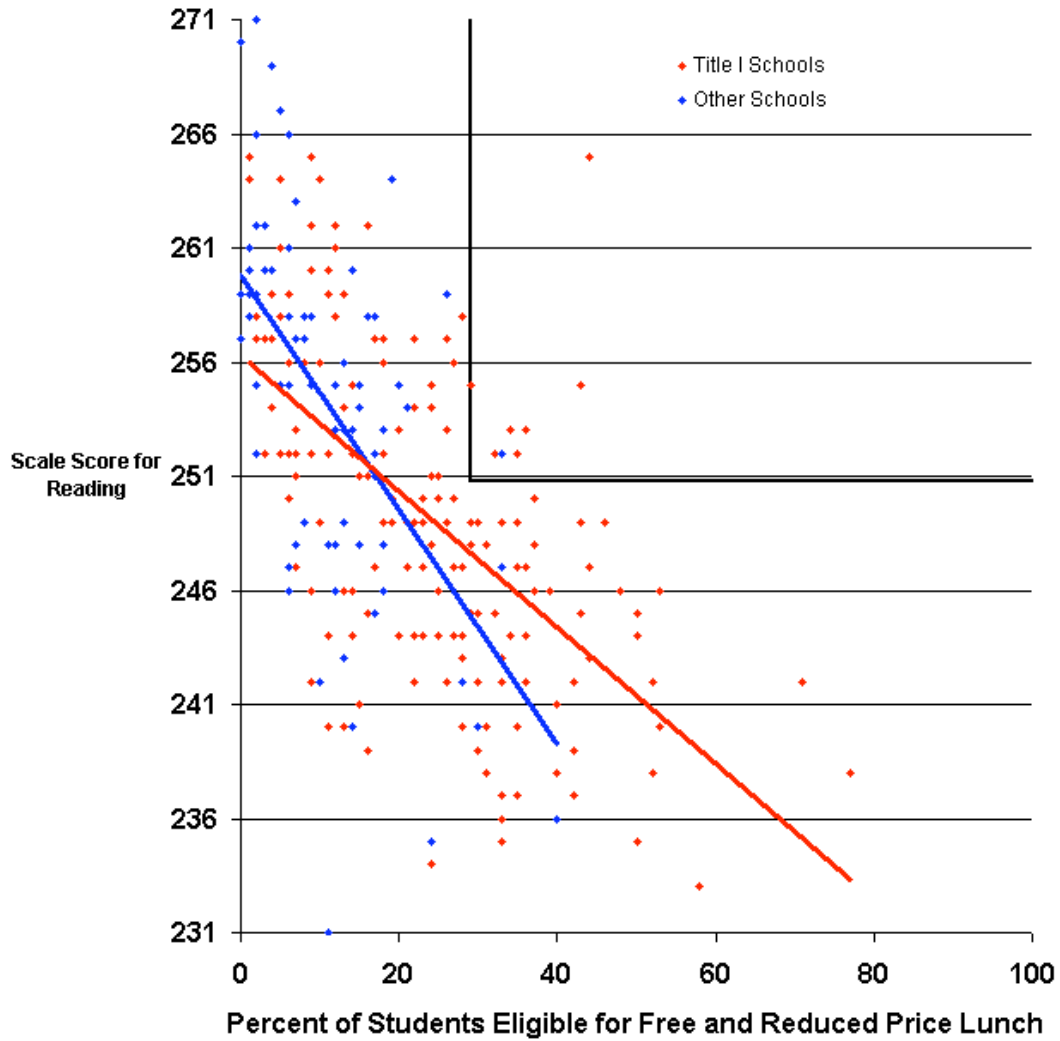
### School Achievement, by Poverty: North Dakota (Reading achievement in grade 4 in 2000, n=400)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

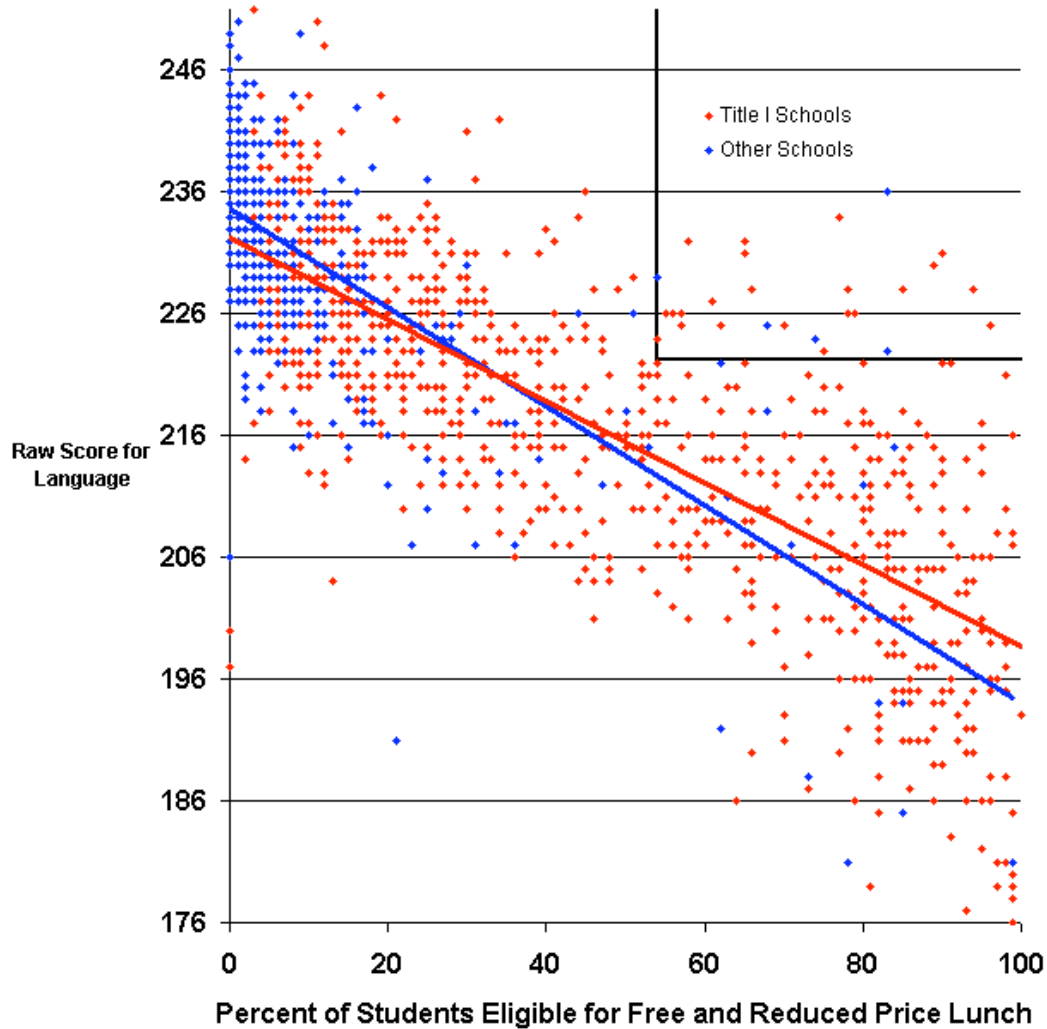
### School Achievement, by Poverty: New Hampshire (Reading achievement in grade 3 in 2001, n=253)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

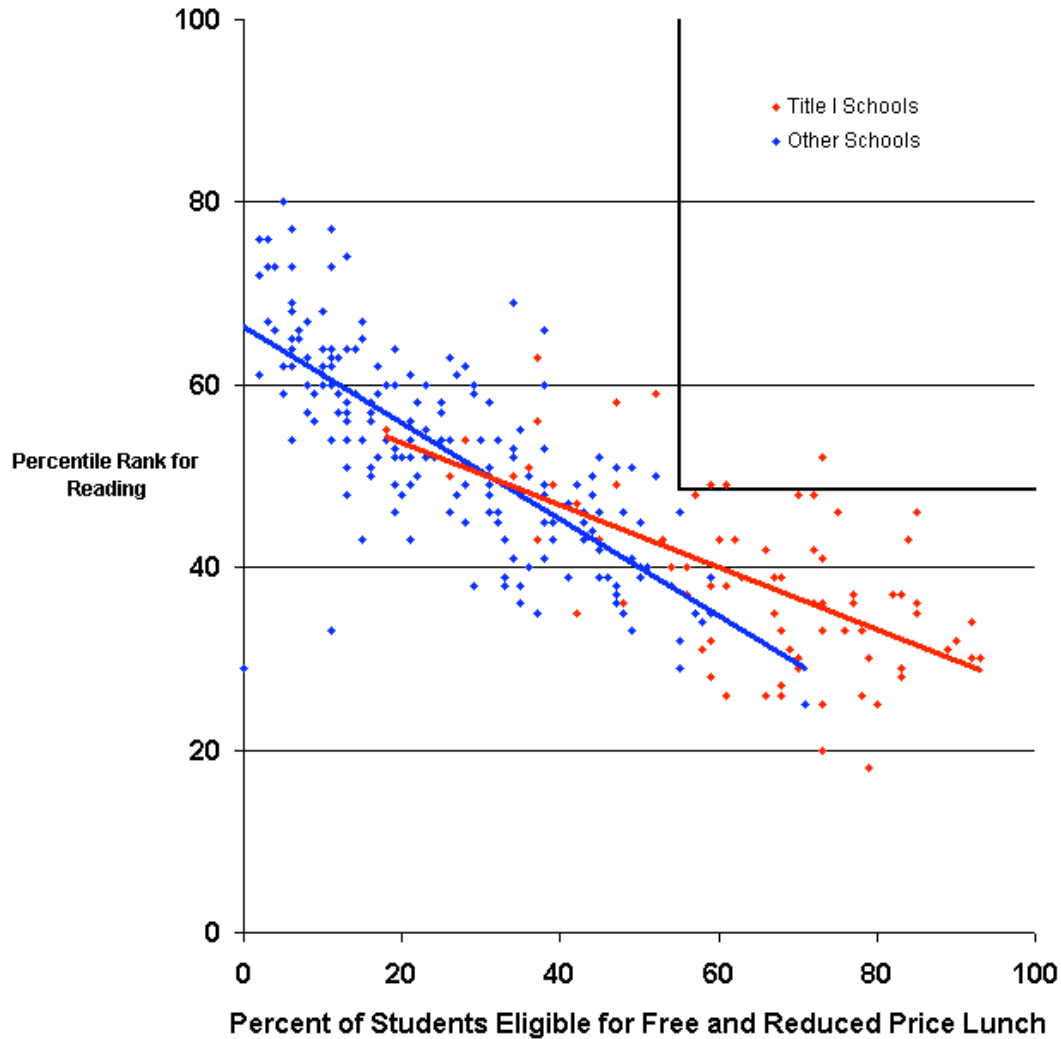
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

### School Achievement, by Poverty: New Jersey (Language achievement in grade 4 in 2001, n=1318)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

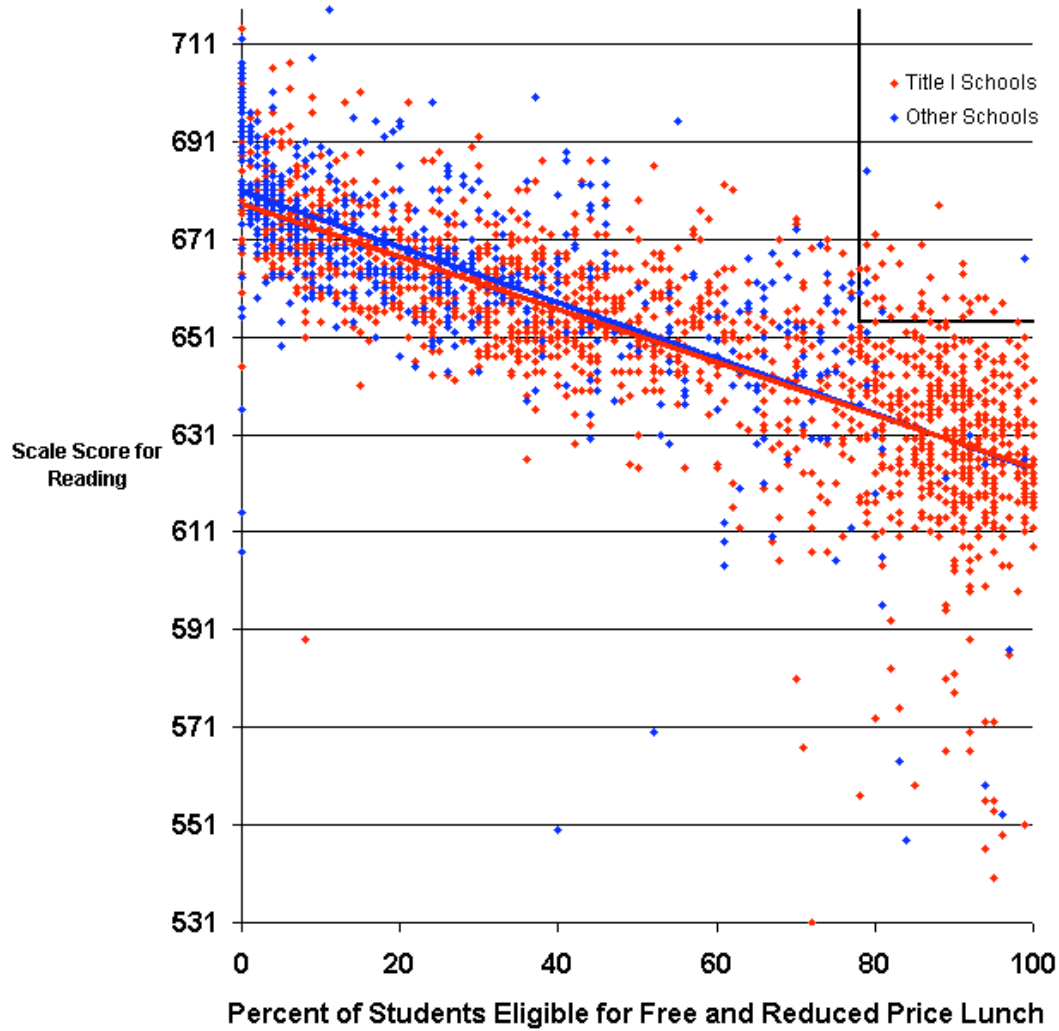
### School Achievement, by Poverty: Nevada (Reading achievement in grade 4 in 2001, n=270)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

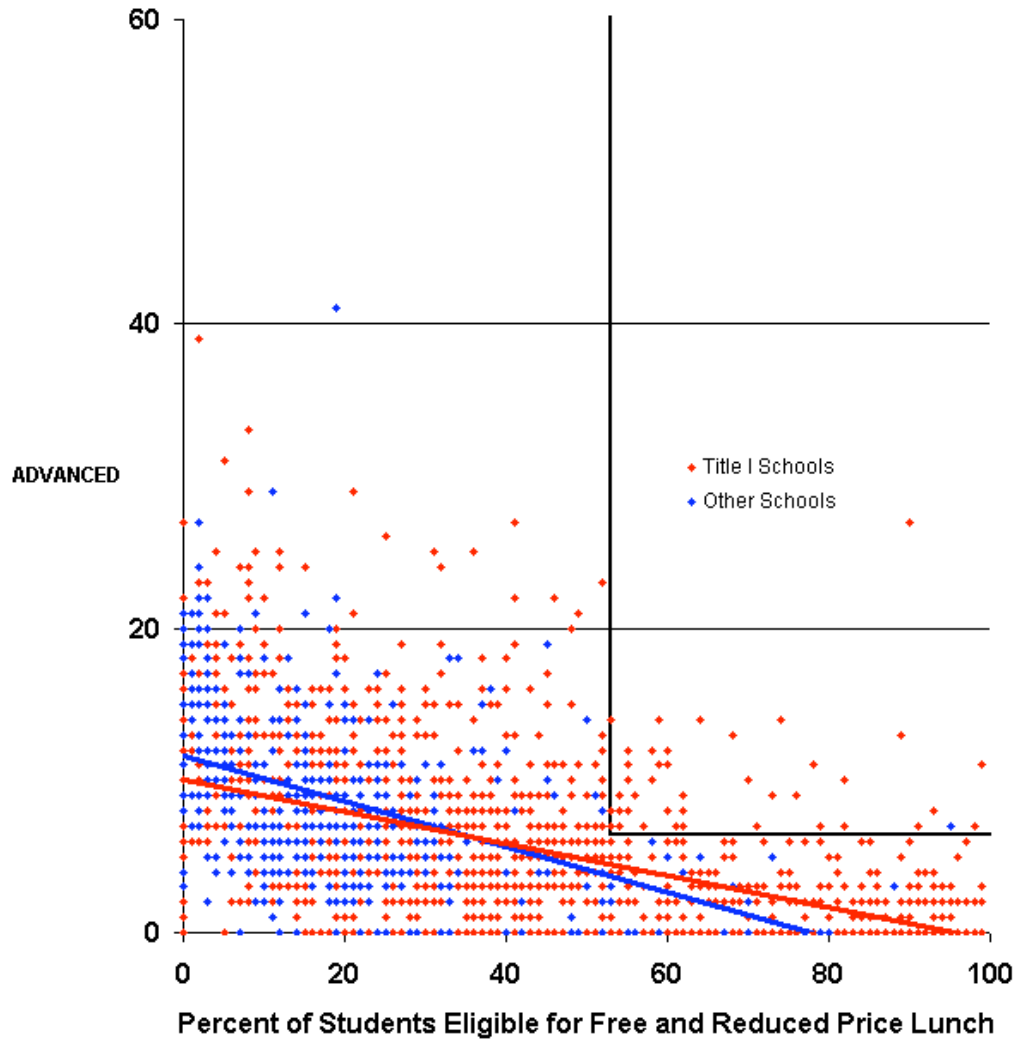
**School Achievement, by Poverty: New York  
(Reading achievement in grade 4 in 2001, n=2312)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

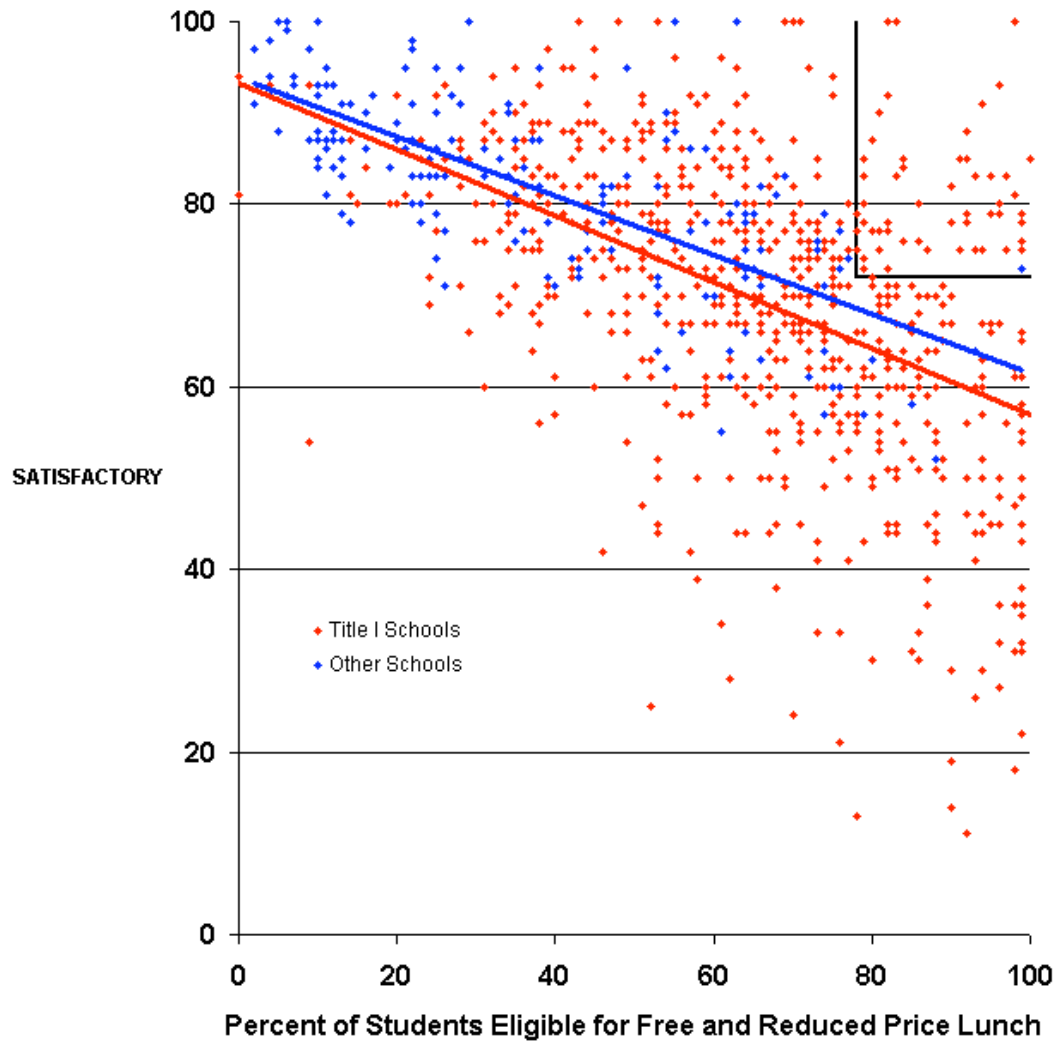
### School Achievement, by Poverty: Ohio (Reading achievement in grade 4 in 2001, n=1994)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

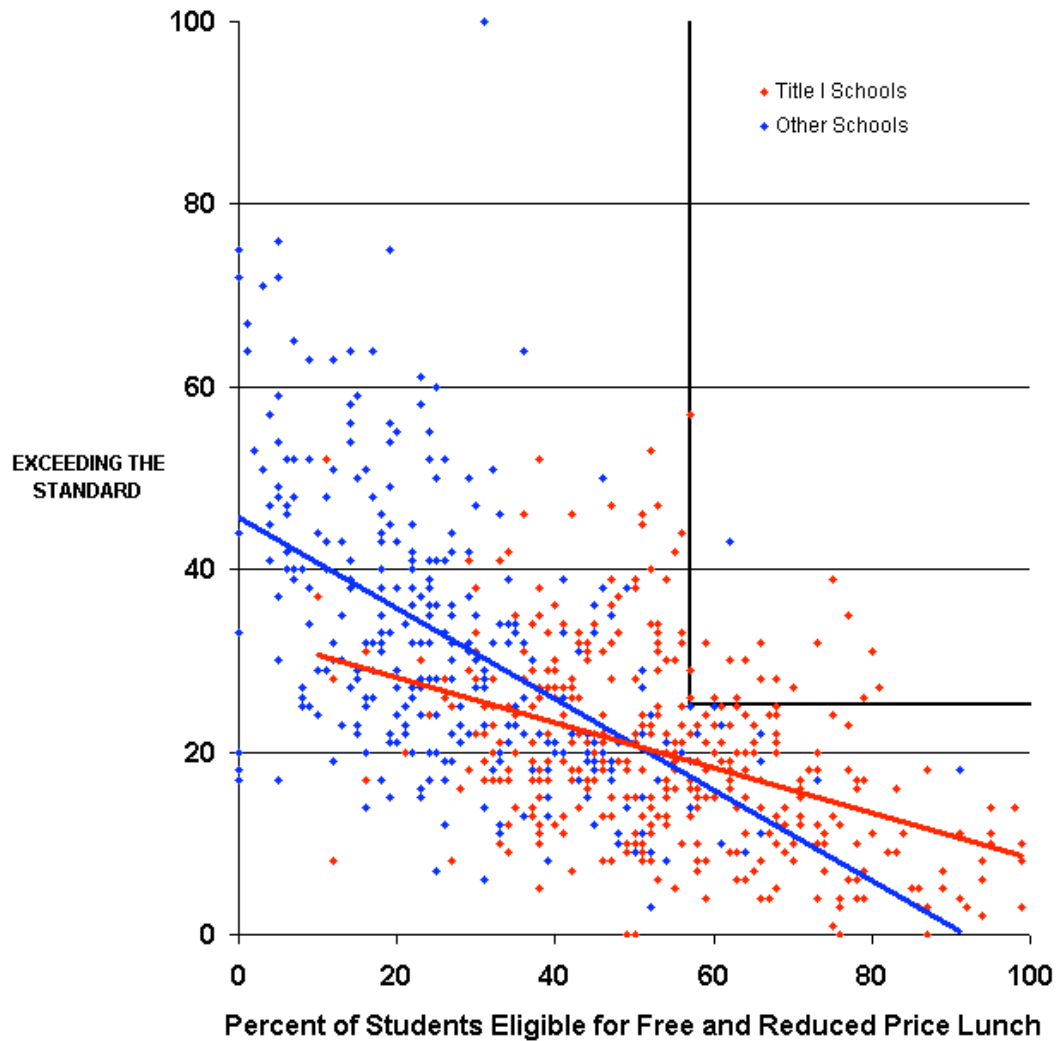
**School Achievement, by Poverty: Oklahoma  
(Reading achievement in grade 5 in 2001, n=865)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

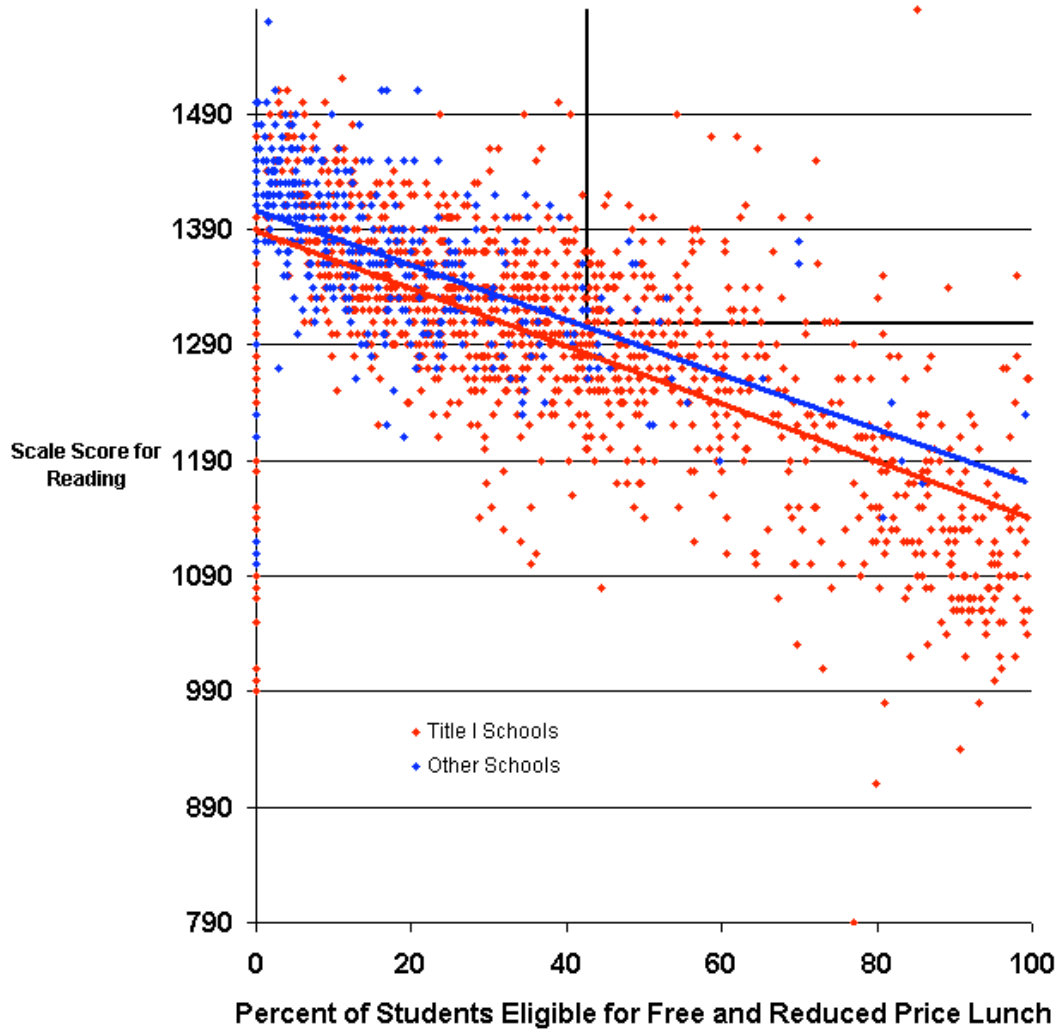
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

**School Achievement, by Poverty: Oregon  
(Reading achievement in grade 5 in 2001, n=698)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

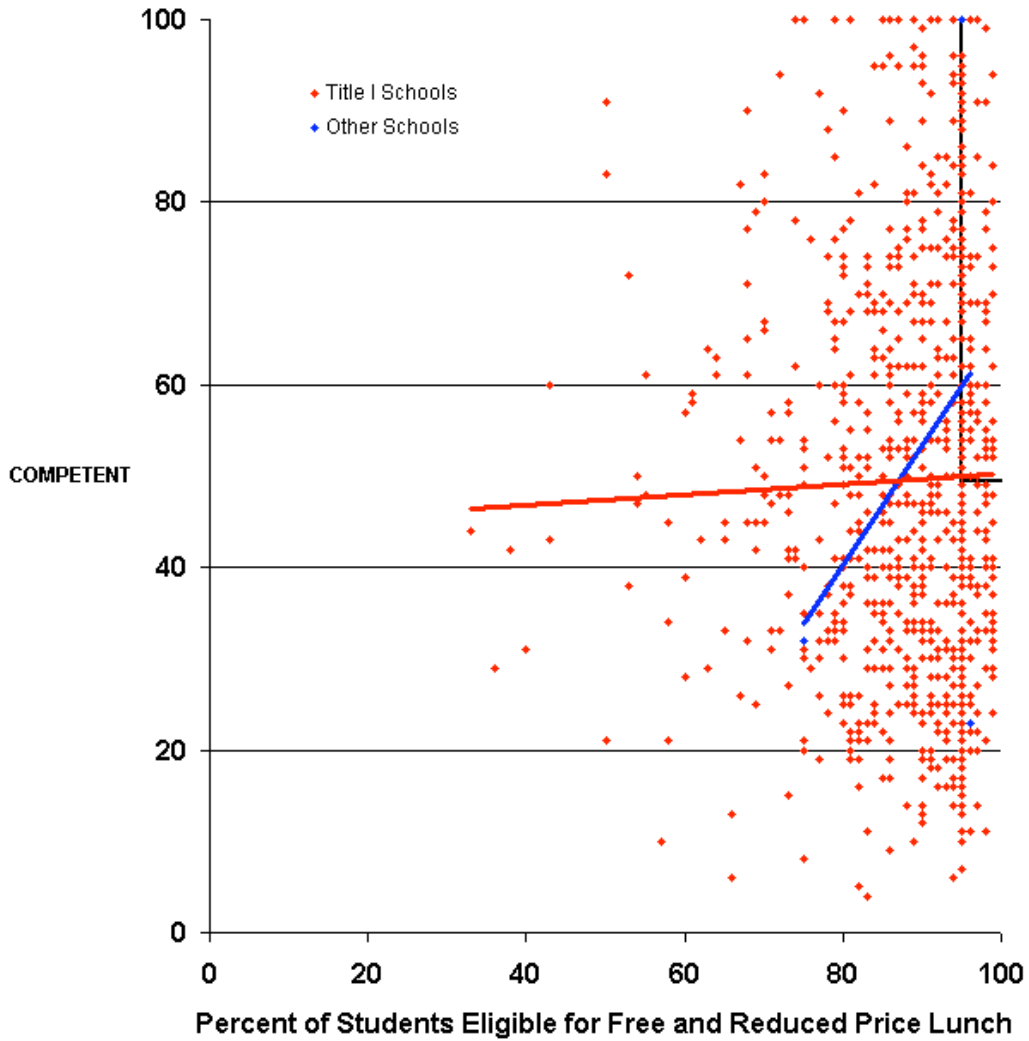
## School Achievement, by Poverty: Pennsylvania (Reading achievement in grade 5 in 2001, n=1700)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

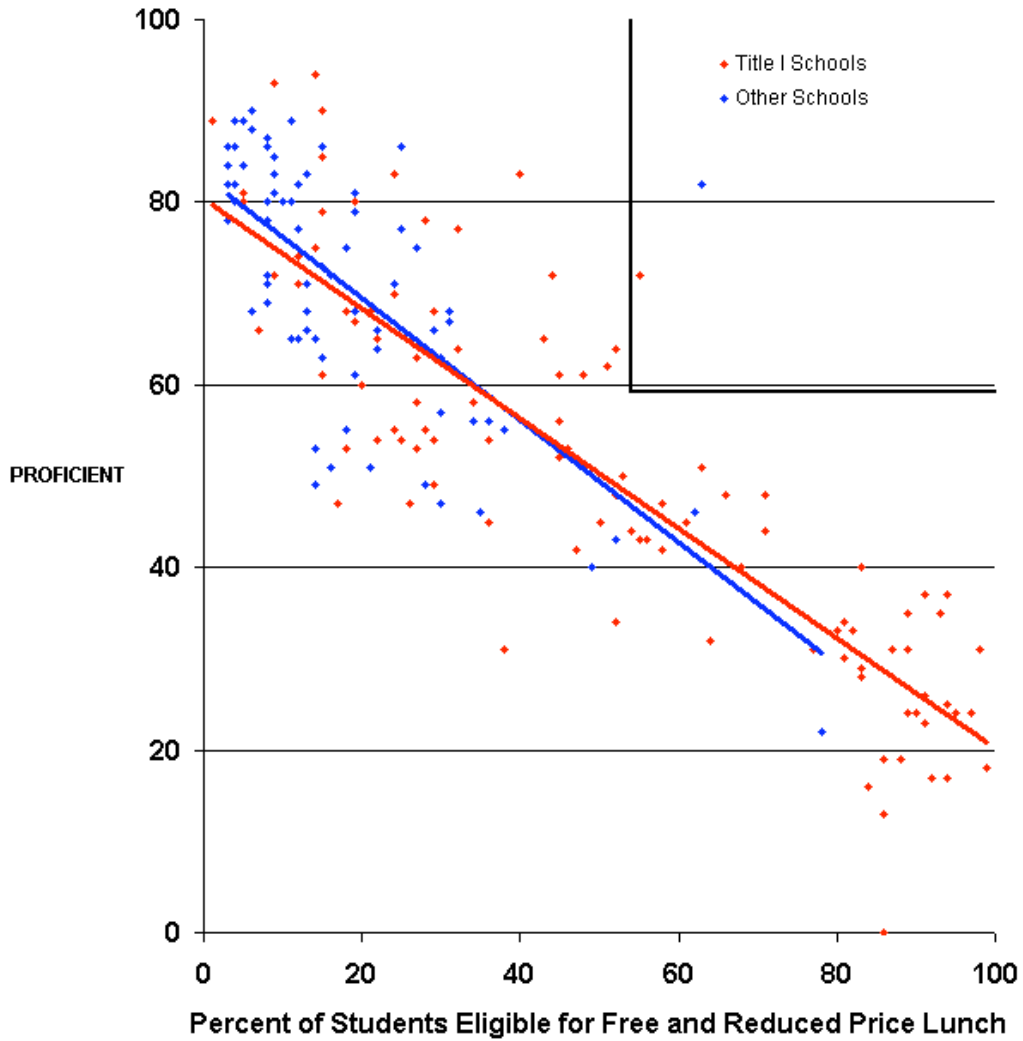
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Puerto Rico (Reading achievement in grade 3 in 2001, n=887)



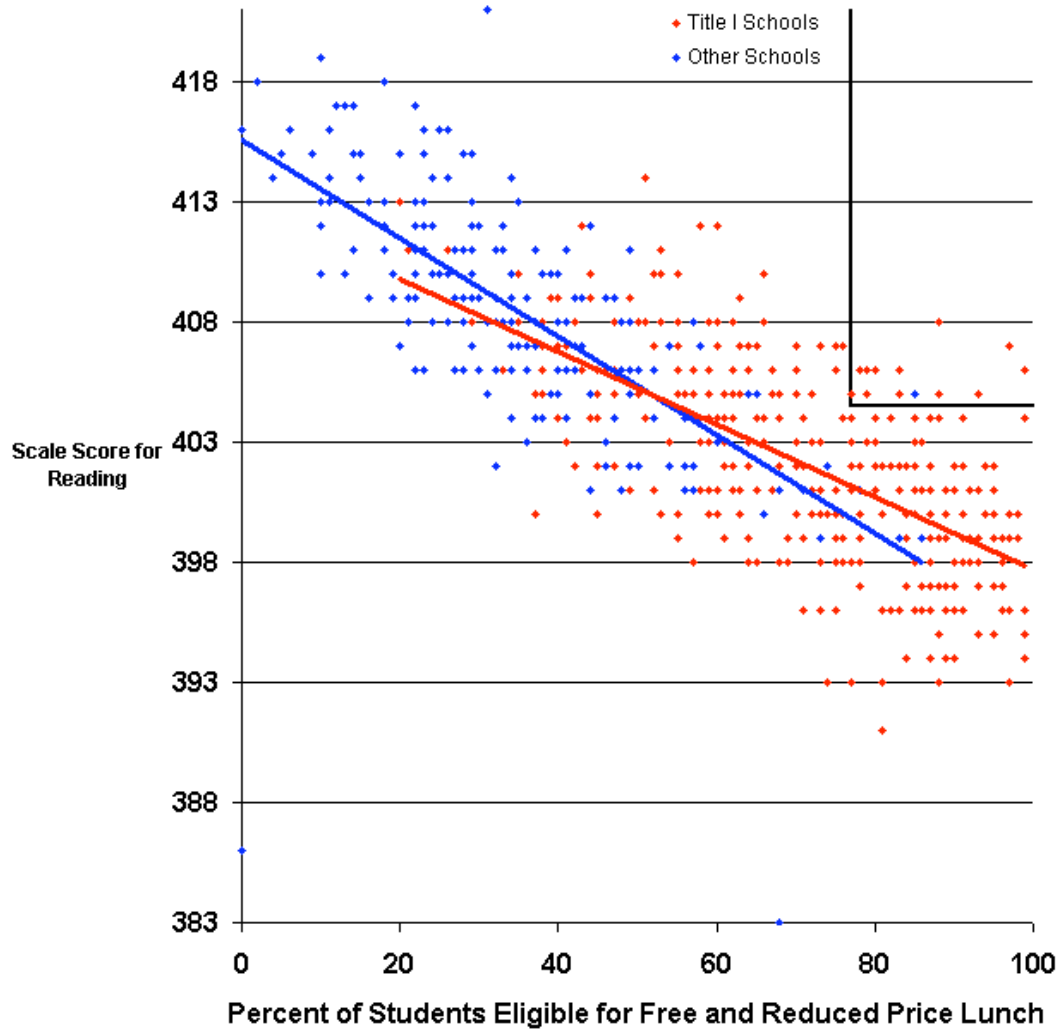
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

### School Achievement, by Poverty: Rhode Island (Reading achievement in grade 4 in 2001, n=182)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

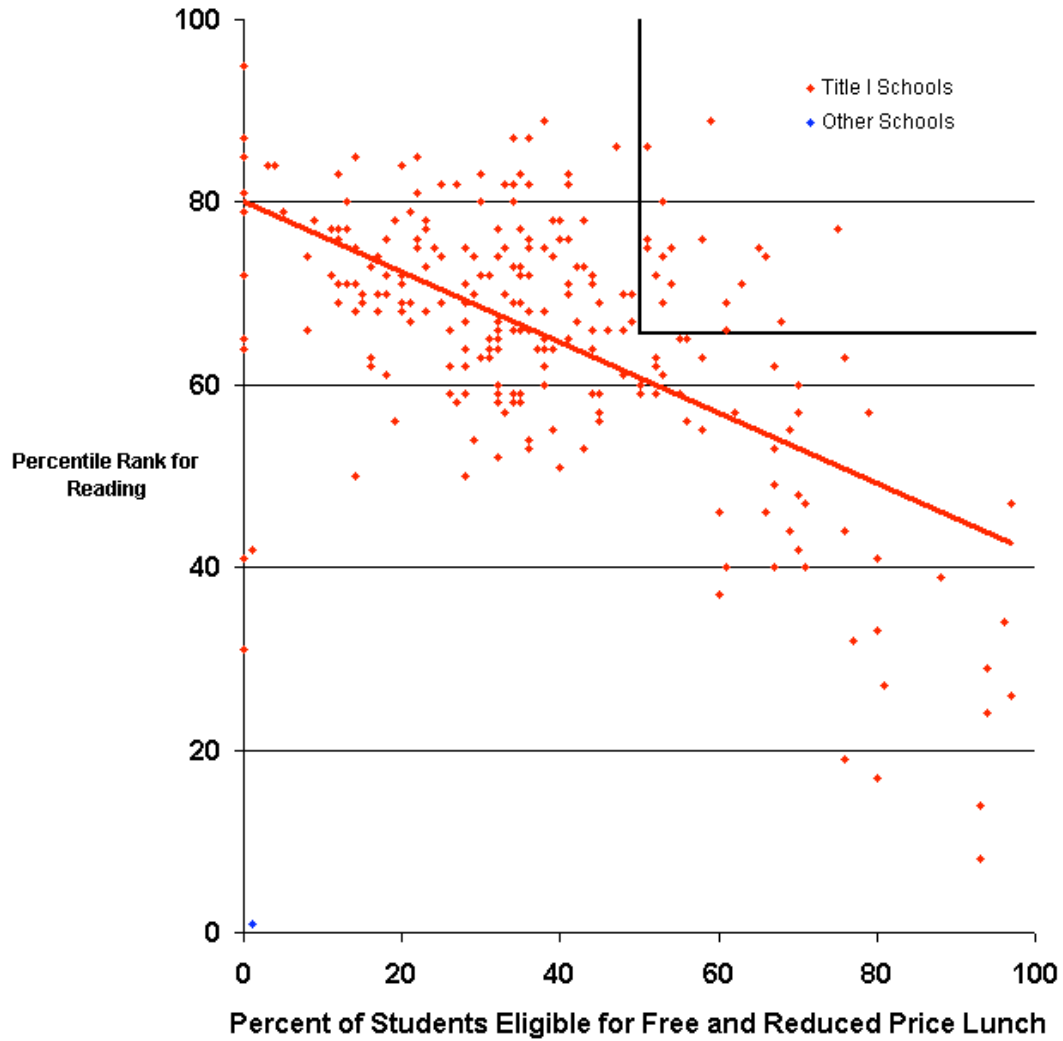
### School Achievement, by Poverty: South Carolina (Reading achievement in grade 4 in 2001, n=570)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

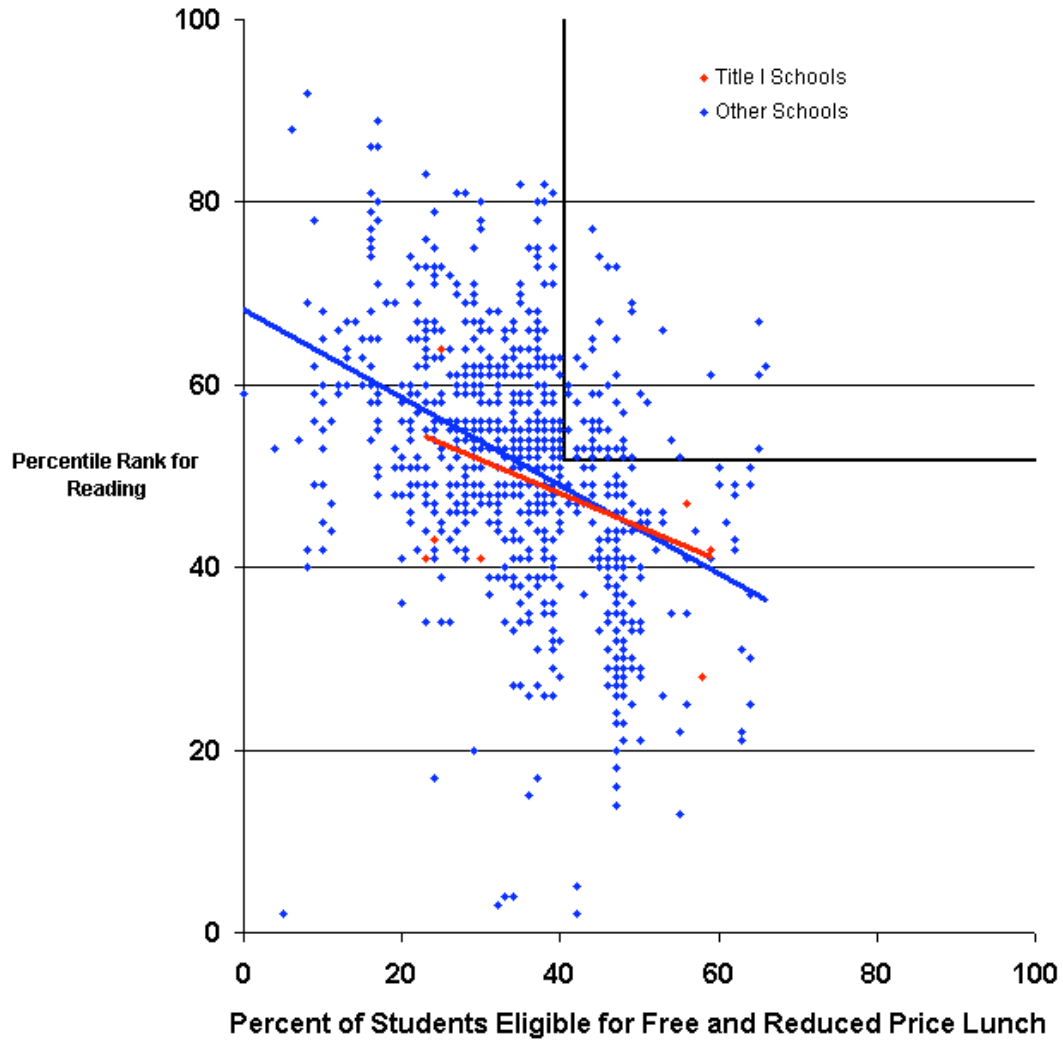
### School Achievement, by Poverty: South Dakota (Reading achievement in grade 4 in 2001, n=249)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

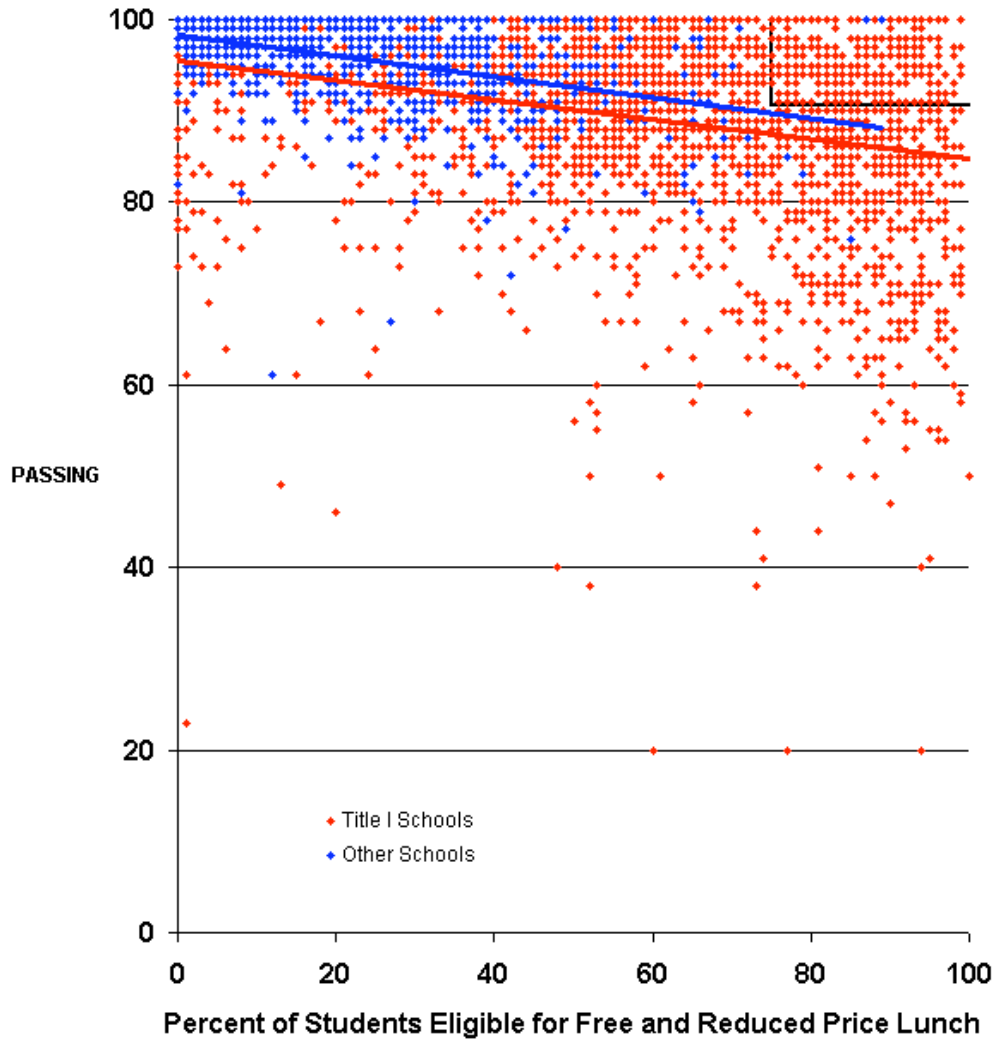
### School Achievement, by Poverty: Tennessee (Reading achievement in grade 4 in 2001, n=884)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

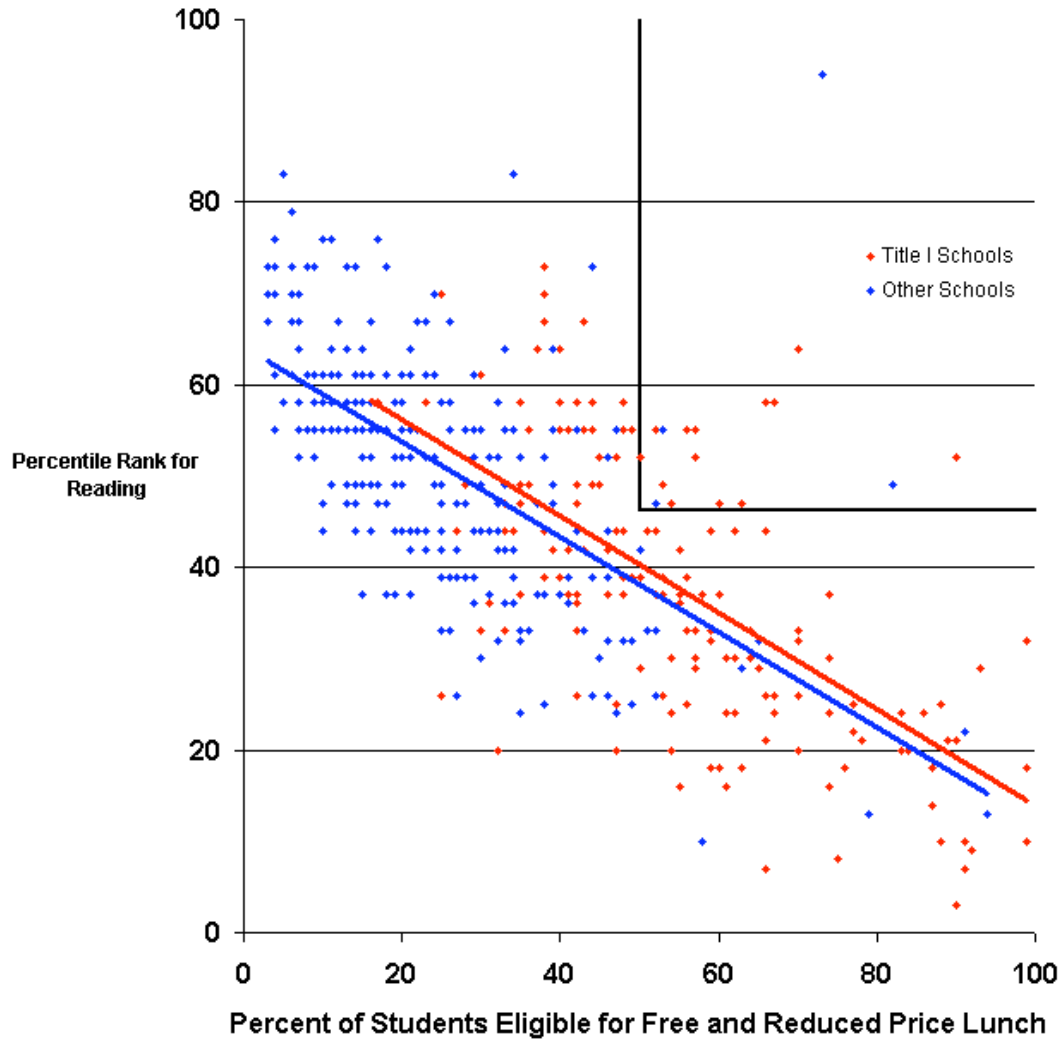
### School Achievement, by Poverty: Texas (Reading achievement in grade 4 in 2001, n=3686)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

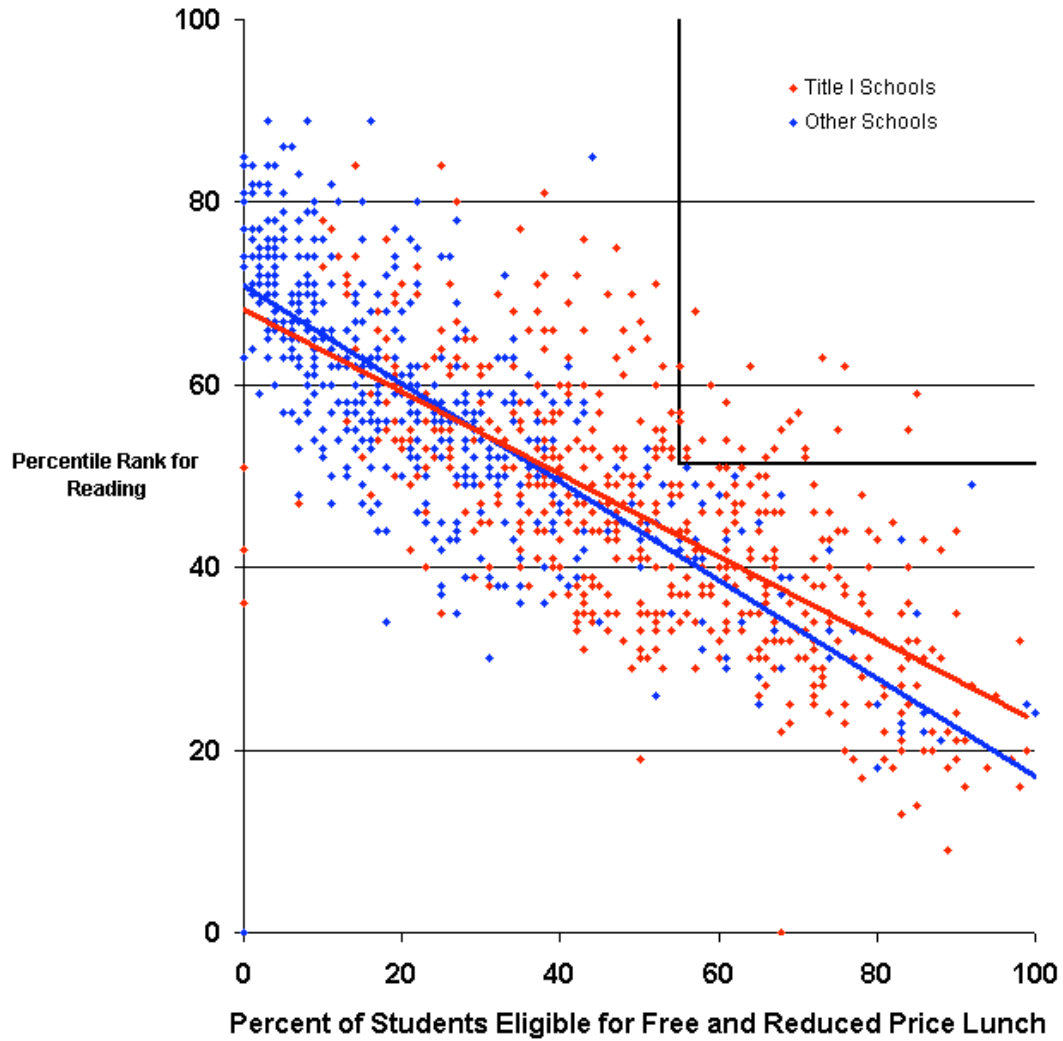
Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

**School Achievement, by Poverty: Utah  
(Reading achievement in grade 5 in 2001, n=447)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

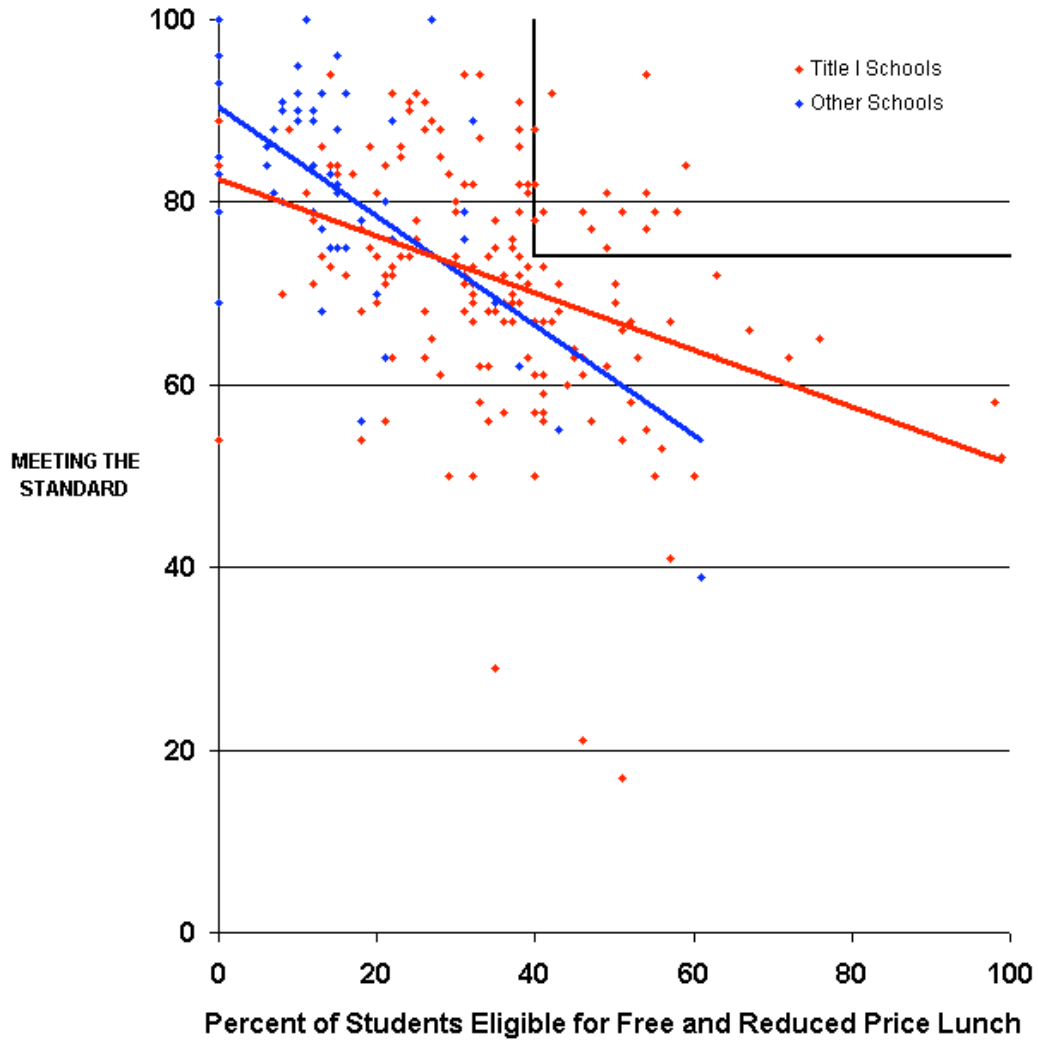
### School Achievement, by Poverty: Virginia (Reading achievement in grade 4 in 2001, n=1095)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

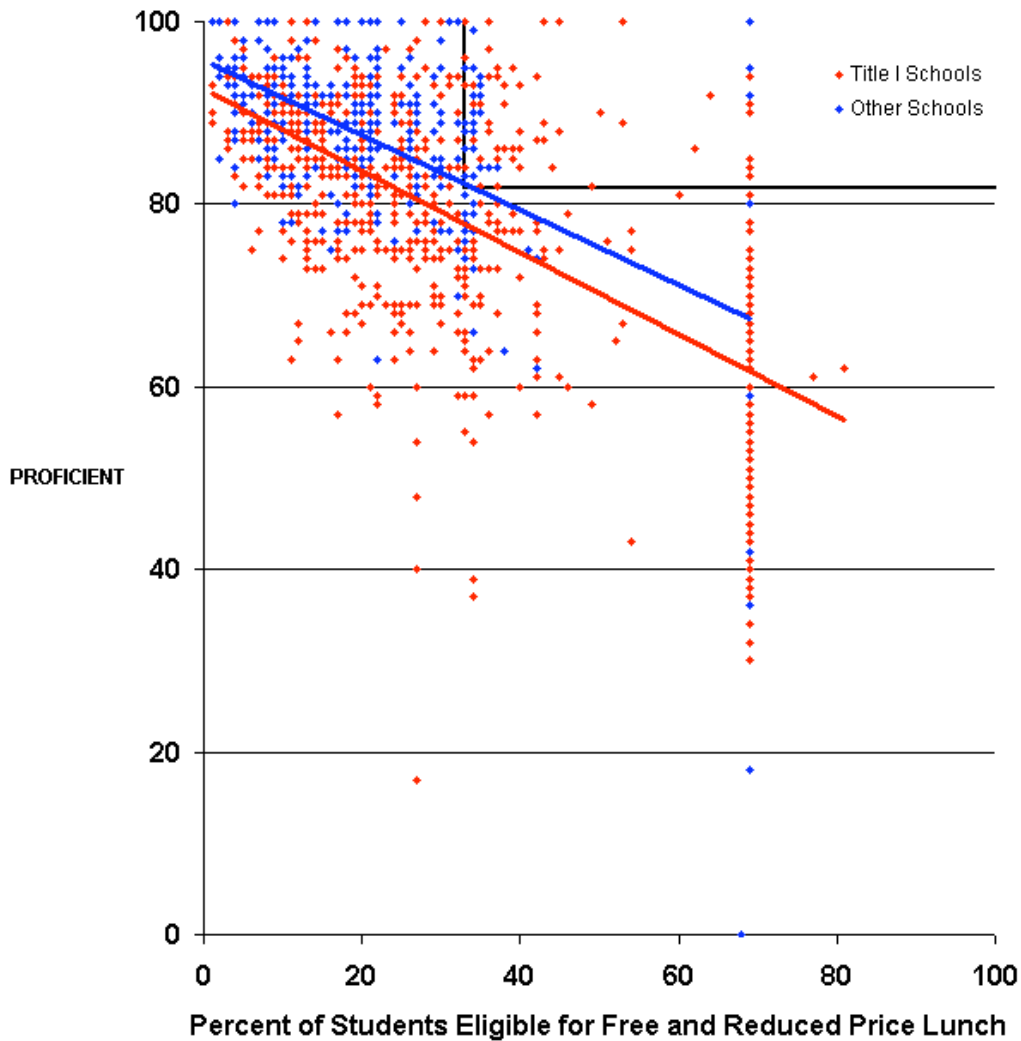
Prepared by the American Institutes for Research for the Planning and Evaluation Service, US Department of Education

### School Achievement, by Poverty: Vermont (Reading achievement in grade 4 in 2001, n=218)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

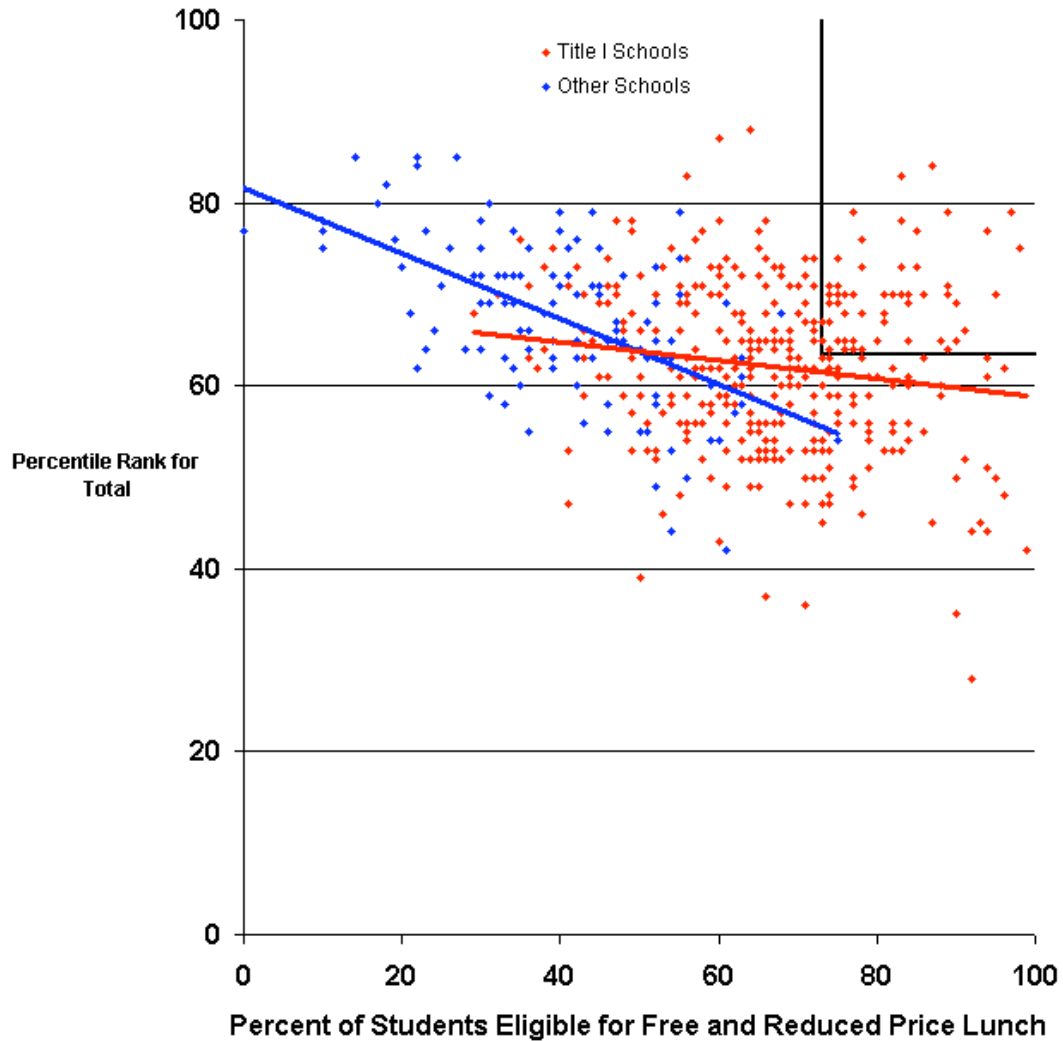
### School Achievement, by Poverty: Wisconsin (Reading achievement in grade 4 in 2001, n=1107)



There is a significant difference in the performance of Title I and other schools with equivalent poverty in the state.

Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

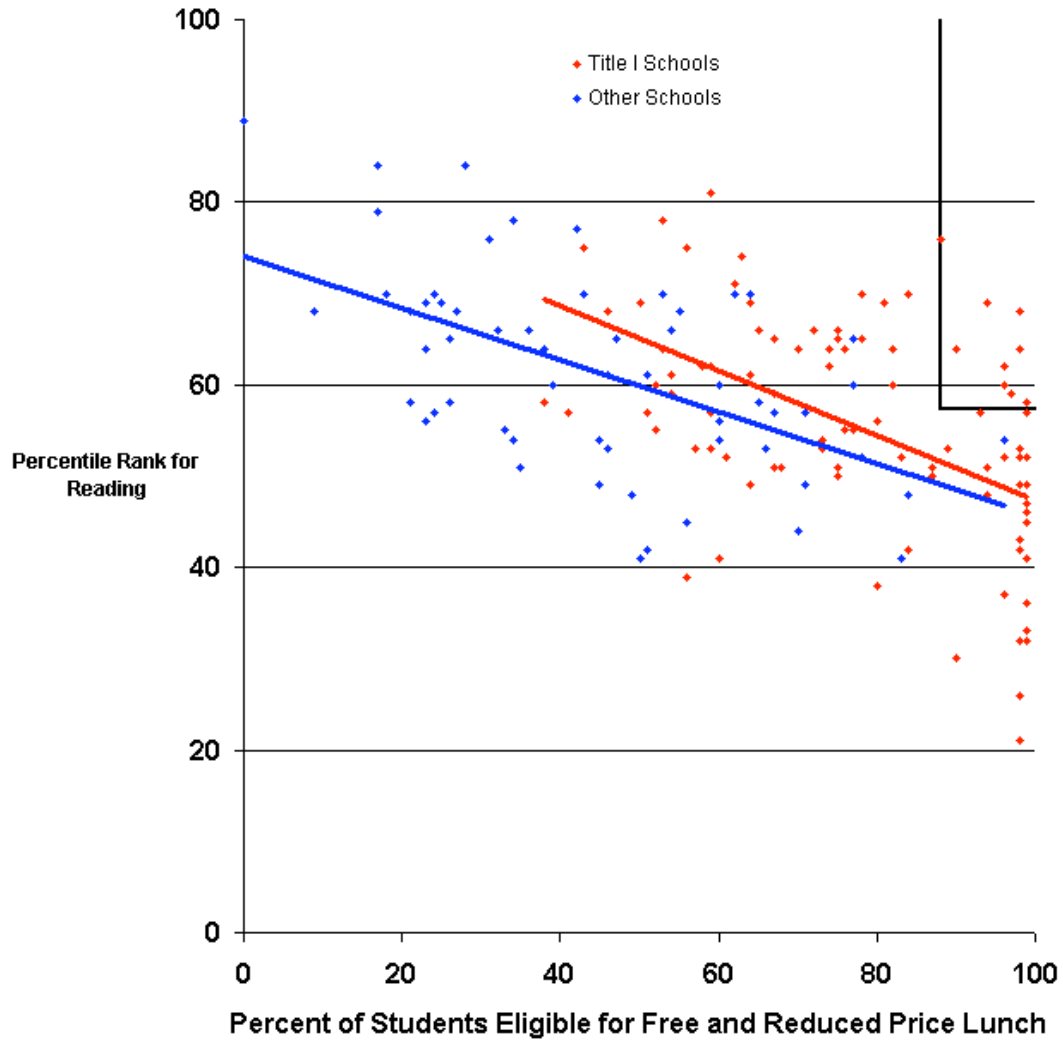
### School Achievement, by Poverty: West Virginia (Total achievement in grade 4 in 2001, n=481)



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.

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**School Achievement, by Poverty: Wyoming  
(Reading achievement in grade 4 in 2001, n=157)**



Schools in upper right hand corner bounded by the thick black lines are above the mean in achievement and in the upper quartile of poverty.