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THE BOOKPLATE

MAY/JUN 2009

Dear Friends of the Boone County Library,

For those who aren't aware of the comparative results of the National Assessment of Education Progress (NAEP) just released, I would like to review.

The latest test was given in 2008 and the results were compared with results over the past 35 plus years. The test was administered to 9, 13, and 17-year-olds and this test in 2008 was administered to a sample of students to determine trends. And this 2008 test was for reading and math only.

The results were not promising for employers and colleges that continue to complain of lack of skills of high school graduates. The 17-year-olds scored 286 of 500 points in reading, up from 285 in 1971. Math scores rose 2 points. Over the same time period, the younger students' performance in reading was up: 9-year-olds by 12 points, 13-year-olds by 5 points. Most of the improvement by 9-yearolds, and particularly the low-achieving 9-year-olds, has occurred in the last few years of "No Child Left Behind."

It appears improvements in test scores can be accomplished for the young, but it is difficult to teach old dogs (17-year -olds) new tricks. Much, as accomplished by Head Start, is lost with age. Even though improvement in knowledge acquisition can be made at young ages, it appears there is a maximum amount of knowledge that can be acquired; maximized at about age 17, as is indicated by test scores of age groups asymptotically approaching the historical average of about 286.

FOL is doing our part. We read to day care students and maintain small book collections in certain day schools. We think we are helping.

Meanwhile, I guess colleges and employers can continue to complain, and taxpayers can wonder why the increase in tax funds are not helping – inflation adjusted funding per student through 17-year-olds measured in 2007 dollars increased from just over \$6000 in 1985 to just under \$10,000 in 2007.

Source: U.S. Department of Education.

Maybe we need "out of the box" thinking.

George Cline, President

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