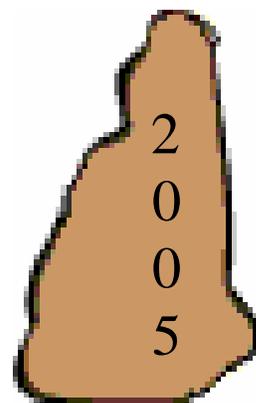




*The Nations' Report Card  
New Hampshire  
Department of Education  
2005 NAEP State Report  
Grade 4 Mathematics*



## FORWARD

Although this report was put together in final form by New Hampshire Department of Education staff there are a number of other significant contributors who made its outcome possible.

First, we acknowledge the many schools' students and staff who gave of their time and energy to participate in the 2005 State National Assessment of Educational Progress (NAEP). As the New Hampshire sample they allowed an estimate of what grade four and grade eight students in our state and the nation know and can do in mathematics, reading, and science. Without them of course there would be no data; nothing to report. The 2005 reports provide a second consecutive cycle of data for mathematics and reading; 2003 and 2005. It provides a first year of data for science.

Equally as important is the work done by the National Center of Education Statistics and its contractors who systematically gathered, scored, and organized the results in usable tables and graphs. This work made the monumental task of ferreting out recognizable results manageable, providing valuable opportunities for analysis. The enhanced State Report Generator (SRG) has provided the essential capacity to report these results. We are once again in debt as well to the wonderful and helpful people at the NAEP State Service Center. They continue to provide excellent training and support on a continual basis to assure the highest level of success in all the state NAEP endeavors.

As with the 2003 state reports, a special "Thank You" is set aside for Carol Angowski whose creative and technical skill was essential in producing these 2005 reports and a number of New Hampshire NAEP-related published documents. She is quite remarkable in returning to a project she has not seen in two years and attending to it without missing a beat.

### **Contact Information**

Testing Director: Tim Kurtz

NAEP Coordinator: [David Gebhardt](#)

[NH State Dept. of Education](#)



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# Student, School/District Characteristics 2004-2005

## Student Characteristics

Number enrolled: **206,852**

Percent in limited-English proficiency programs: **1.24%**

Percent eligible for free/reduced lunch: **17.58%**

## Racial/Ethnic Background

White: **93.8%**

Black: **1.6%**

Hispanic: **2.6%**

Asian/Pacific Islander: **1.8%**

American Indian/Alaskan Native: **0.3%**

## School/District Characteristics

Number of SAUs: **80**

Number of school districts: **176**

Number of schools: **473**

Number of charter schools: **6**

Pupil/teacher ratio: **13.2**

Number of FTE teachers: **15,163**

Data source: Department of Education website:

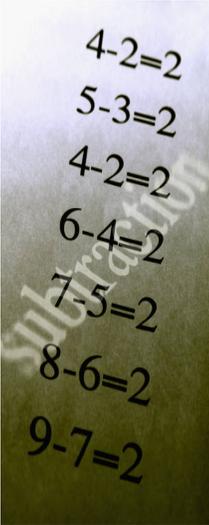
<http://www.ed.state.nh.us/education/data/index.htm>



The Nations' Report Card  
**MATHEMATICS 2005**

New Hampshire  
Grade 4  
Public Schools

**NEW HAMPSHIRE NAEP STATE REPORT**



This report provides selected results from the National Assessment of Educational Progress (NAEP) for New Hampshire's public school students at grade 4. Beginning in 1990, mathematics has been assessed in six different years at the state level (at grade 8 in 1990, and at both grades 4 and 8 in 1992, 1996, 2000, 2003, and 2005).

In the 2005 assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). New Hampshire participated and met the criteria for reporting public school results.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Mathematics 2005*, which is available on the NAEP website along with the full set of national and state results in an interactive database (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the website.

## KEY FINDINGS FOR 2005

### For grade 4:

- The average mathematics score for students in New Hampshire was 246. This was higher than that in 1992 (230) and was higher than that in 2003 (243).
- New Hampshire's average score (246) was higher than that of the nation's public schools (237).
- The percentage of students in New Hampshire who performed at or above *Proficient* was 47 percent. This was greater than that in 1992 (25 percent) and was greater than that in 2003 (43 percent).
- In New Hampshire, the percentage of students who performed at or above *Proficient* was greater than that for the nation's public schools (35 percent).
- The percentage of students in New Hampshire who performed at or above *Basic* was 89 percent. This was greater than that in 1992 (72 percent) and was not significantly different from that in 2003 (87 percent).
- In New Hampshire, the percentage of students who performed at or above *Basic* was greater than that for the nation's public schools (79 percent).

**The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.**

## Introduction

### What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board (NAGB). The objectives for each NAEP assessment are described in a “framework,” a document that delineates the important content and process areas to be measured, as well as the types of questions to be included on the assessment. In 2000, NAGB awarded a contract to the Council of Chief State School Officers (CCSSO) to update the mathematics assessment framework for 2005. CCSSO established a steering committee, representative of national policy organizations, mathematics associations, research mathematicians, business and industry, and educators to develop policy recommendations for the mathematics assessment and to guide the direction and scope of the project. Care was taken to ensure that the diversity of opinion regarding mathematics issues was represented and reflected.

The mathematics framework for the 2005 National Assessment of Educational Progress is based on the frameworks that guided the 1990, 1992, 1996, 2000, and 2003 mathematics assessments. Those frameworks were developed with the guidance of the College Board and directed by NAGB. The 2005 NAEP mathematics framework calls for questions based on five mathematics content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The mathematics framework is available on the NAGB website ([http://www.nagb.org/pubs/m\\_framework\\_05/761607-Math%20Framework.pdf](http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf)).

The 2005 mathematics framework classifies test items in two dimensions—content area and mathematical complexity. Although the names of the content areas, as well as some of the topics in those areas, have changed from one framework to the next, a consistent focus has remained across frameworks on collecting information on student performance in the five content areas mentioned above. The two dimensions of mathematical ability and power in the 1996–2003 frameworks have been replaced in the 2005 framework by the dimension of mathematical complexity.

A combination of multiple-choice and constructed-response questions was used to assess students' mathematics performance. Short constructed-response questions ask students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions require students to produce both a solution and a justification, explanation, or interpretation for the solution. Released test questions, along with student performance data by state, are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/itmrls/>).

The framework incorporates the use of calculators (four-function at grade 4 and scientific at grade 8), rulers, protractors (grade 8), and manipulatives such as spinners and geometric shapes. The use of these ancillary materials and the use of calculators were incorporated into some parts of the assessment, but not all. Calculator use was permitted on approximately one-third of the test questions.

## Who Was Assessed?

Fifty-two jurisdictions participated in NAEP in 2005: the 50 states, the District of Columbia, and the Department of Defense Education Activity Schools (domestic and overseas). The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade, except in small or sparsely populated jurisdictions.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen.

Beginning in 2002, the national sample was obtained by aggregating the samples from each state. The national results include the results from the states and from a sample of private schools, weighted appropriately to represent the U.S. student population. Only public schools, however, are included in the state reports.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) in order for assessment results to be reported publicly. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade.

Participation rates for the 2005 mathematics assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/mathematics/sampledesign.asp>).



## How Is Student Mathematics Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Mathematics performance for groups of students is reported in two ways: as average scale scores and as achievement levels.

**Scale Scores:** Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1990, 1992, 1996, 2000, and 2003. Subscales were created to reflect performance on each of the five content areas defined in the NAEP mathematics framework.

An overall composite scale was developed by weighting each of the mathematics subscales for the grade based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

**Achievement Levels:** Student performance is also reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies superior performance.

The achievement levels are cumulative. Therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public from throughout the United States. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement levels are to be used on a trial basis until it is determined that they are “reasonable, valid, and informative to the public.” (No Child Left Behind Act of 2001, P.L., 107-110, 115 Stat.1425 [2002]). However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The mathematics achievement-level descriptions are summarized in figure 1.

<b>Figure 1-A</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Descriptions of NAEP mathematics achievement levels, grade 4</b>

<b>Basic</b> Level (214)	Fourth-grade students performing at the <i>Basic</i> level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.
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Fourth-graders performing at the *Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

<b>Proficient</b> Level (249)	Fourth-grade students performing at the <i>Proficient</i> level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.
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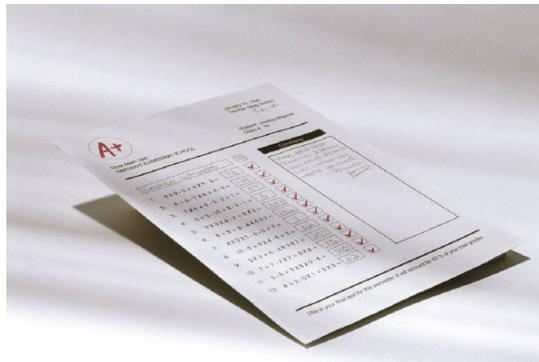
Fourth-graders performing at the *Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

<b>Advanced</b> Level (282)	Fourth-grade students performing at the <i>Advanced</i> level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.
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Fourth-graders performing at the *Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. The students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2004). *Mathematics Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.



## Assessing Students With Disabilities (SD) and/or English Language Learners (ELL)

The results displayed in this report and official publications of NAEP 2005 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for students with disabilities and students who were English language learners. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the SD and ELL students who were identified as SD or ELL and typically received accommodations in their classroom testing, and who required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

Students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when

- the school's IEP team determined that the student could not participate, because the student's cognitive functioning was so severely impaired that she or he could not participate,
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All ELL who received academic instruction in English for three years or more were to be included in the assessment. Those ELL who received instruction in English for less than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000. The results for both samples are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results where accommodations were permitted (2000, 2003, and 2005).



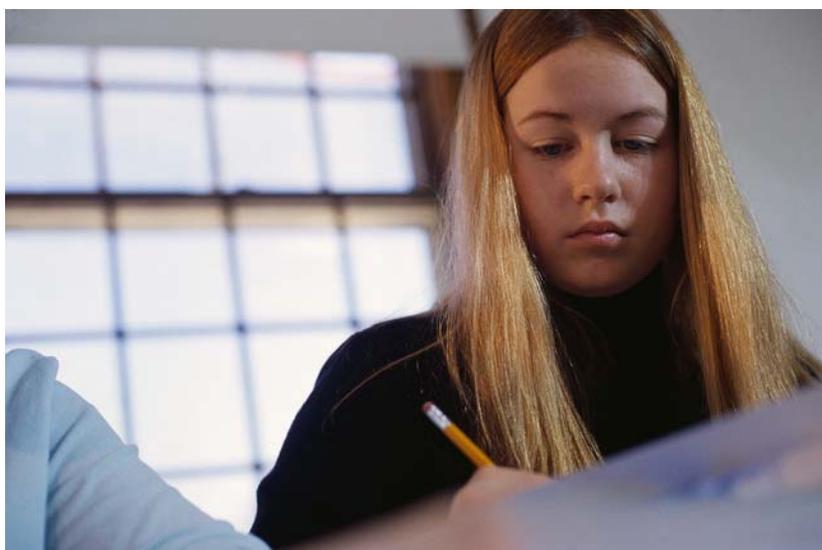
## Cautions in Interpreting Results

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to the particular makeup of the samples of students who were selected, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as “significant differences” or “significantly different.” Significant differences between 2005 and prior assessments are marked with a notation (\*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as “higher,” “lower,” “greater,” or “smaller” are statistically significant.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can we test hypotheses about the causes of performance differences.



## NAEP 2005 Mathematics Overall Scale Score and Achievement-Level Results for Public School Students

### Overall Scale Score Results

In this section student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500. Scores on this scale are comparable from 1990 through 2005.

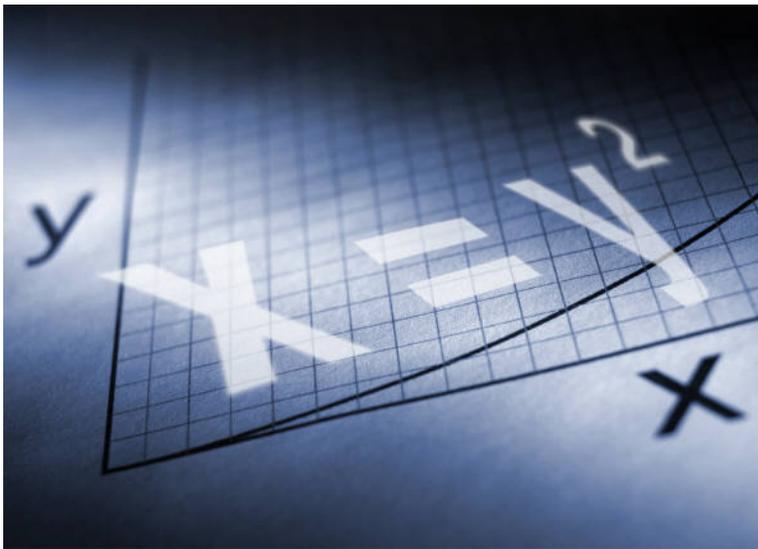
Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

Table 1 presents the overall performance results of grade 4 public school students in New Hampshire, the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census

Bureau which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003 and 2005. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

### Grade 4 Scale Score Results

- In 2005, the average scale score for students in New Hampshire was 246. This was higher than that for students across the nation (237).
- In New Hampshire, the average scale score for students in 2005 was higher than that in 1992 (230).
- In New Hampshire, the average scale score for students in 2005 was higher than that in 2003 (243). Similarly, the average scale score for students in public schools across the nation in 2005 was higher than that in 2003 (234).



NAEP 2005 Mathematics Report in New Hampshire

**Table  
1-A**

The Nation's Report Card 2005 State Assessment

Average mathematics scale scores and selected percentiles, grade 4 public schools: various years, 1992–2005

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1992 <sup>1</sup>	Nation (public)	219*	176*	197*	220*	241*	259*
	New Hampshire	230*	194*	212*	230*	249*	264*
2003	Nation (public)	234*	196*	215*	235*	254*	270*
	Northeast <sup>2</sup>	238*	200*	219*	239*	258*	272*
	New Hampshire	243*	210	227*	244*	261	275
2005	Nation (public)	237	199	219	239	257	272
	Northeast <sup>2</sup>	241	204	224	243	261	275
	New Hampshire	246	213	229	247	263	276

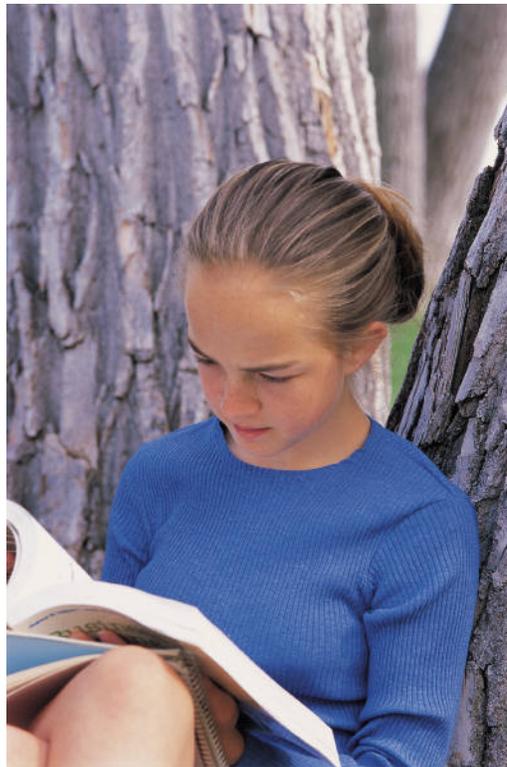
\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

<sup>2</sup> The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 mathematics Assessments.



### Overall Achievement-Level Results

In this section student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board (NAGB). These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

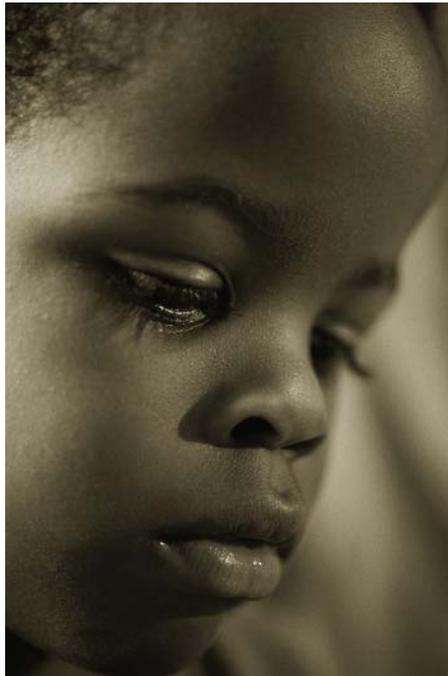
In 2000 only, results were obtained for two student samples: one for which accommodations were permitted and one for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

Table 2 presents the percentage of students at grade 4 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the

percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent (except for rounding).

### Grade 4 Achievement-Level Results

- In 2005, the percentage of New Hampshire's students who performed at or above *Proficient* was 47 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In New Hampshire, the percentage of students who performed at or above *Proficient* in 2005 was greater than that in 1992 (25 percent).
- In New Hampshire, the percentage of students who performed at or above *Proficient* in 2005 was greater than that in 2003 (43 percent).



**Table  
2-A**

The Nation's Report Card 2005 State Assessment

Percentage of students at or above mathematics achievement levels, grade 4 public schools: various years, 1992–2005

Year and jurisdiction	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 <sup>1</sup>				
Nation (public)	43*	57*	17*	2*
New Hampshire	28*	72*	25*	2*
2003				
Nation (public)	24*	76*	31*	4*
Northeast <sup>2</sup>	20*	80*	36*	5*
New Hampshire	13	87	43*	6
2005				
Nation (public)	21	79	35	5
Northeast <sup>2</sup>	16	84	41	6
New Hampshire	11	89	47	6

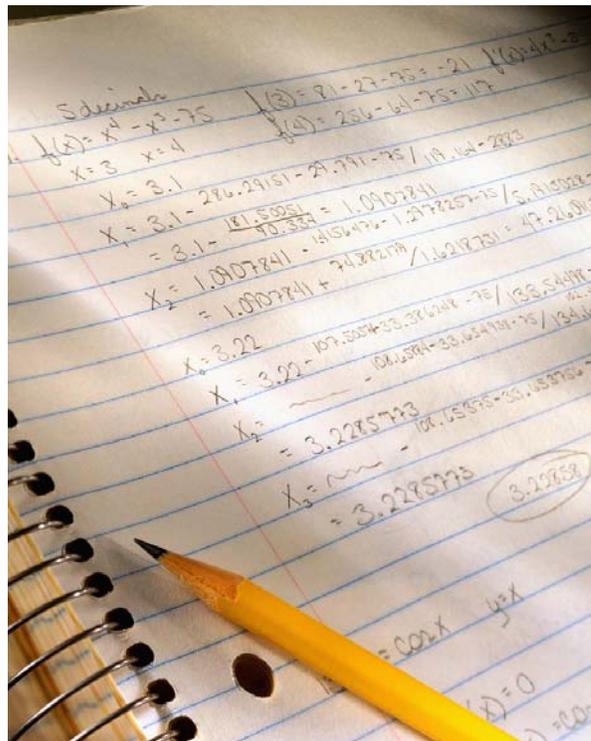
\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

<sup>2</sup> The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 mathematics Assessments.



## Comparisons Between New Hampshire, the Nation, and Other Participating States and Jurisdictions

Fifty-two jurisdictions participated in the mathematics assessment in 2005. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Previous NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

## Comparisons by Average Scale Scores

Figure 1 compares New Hampshire's 2005 overall mathematics scale scores at grade 4 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of New Hampshire in the NAEP 2005 mathematics assessment.

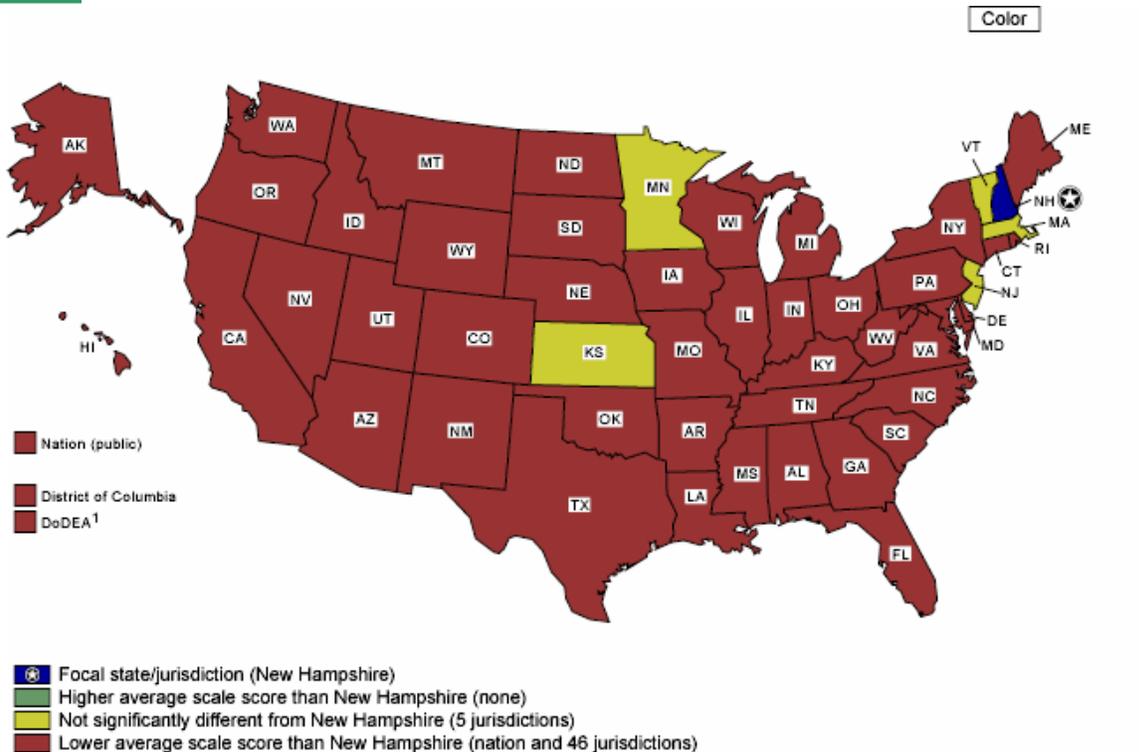
### Grade 4 Scale Score Comparisons Results

- Students' average scores in New Hampshire were higher than those in 46 jurisdictions, and not significantly different from those in 5 jurisdictions

**Figure 1**

The Nation's Report Card 2005 State Assessment

**New Hampshire's average mathematics scale score compared with scores for the Nation and other participating jurisdictions, grade 4 public schools: 2005**



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

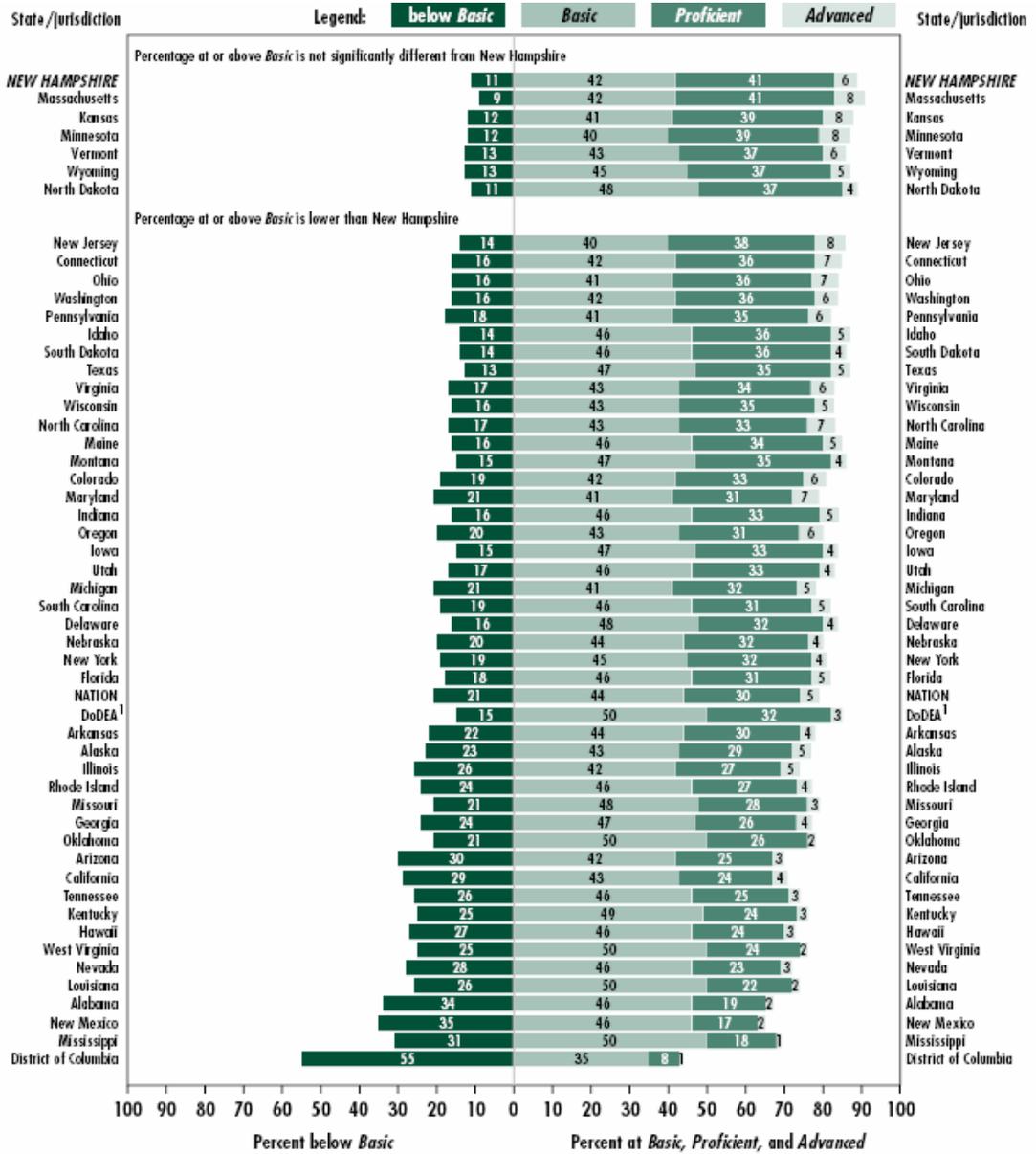
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

### Comparisons by Achievement Levels

Figure 2 permits comparisons of all jurisdictions participating in the NAEP 2005 mathematics assessment in terms of percentages of grade 4 students performing at or above *Basic*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above (including *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in New Hampshire. The states and the nation are ordered by the percentage of students performing at or above *Basic* within each of the three comparison categories.

The Nation's Report Card 2005 State Assessment

Percentage of students within each mathematics achievement level, and New Hampshire's percentage at or above Basic compared with other participating jurisdictions, grade 4 public schools: By state,



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

## Mathematics Performance of Selected Student Groups

This section of the report presents trend results for students in New Hampshire and the nation by demographic characteristics. Student performance data are reported for

- gender
- race/ethnicity
- student eligibility for free/reduced-price school lunch

Definitions of NAEP reporting groups are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/mathematics/results/2005/interpret-results.asp#RepGroups>).

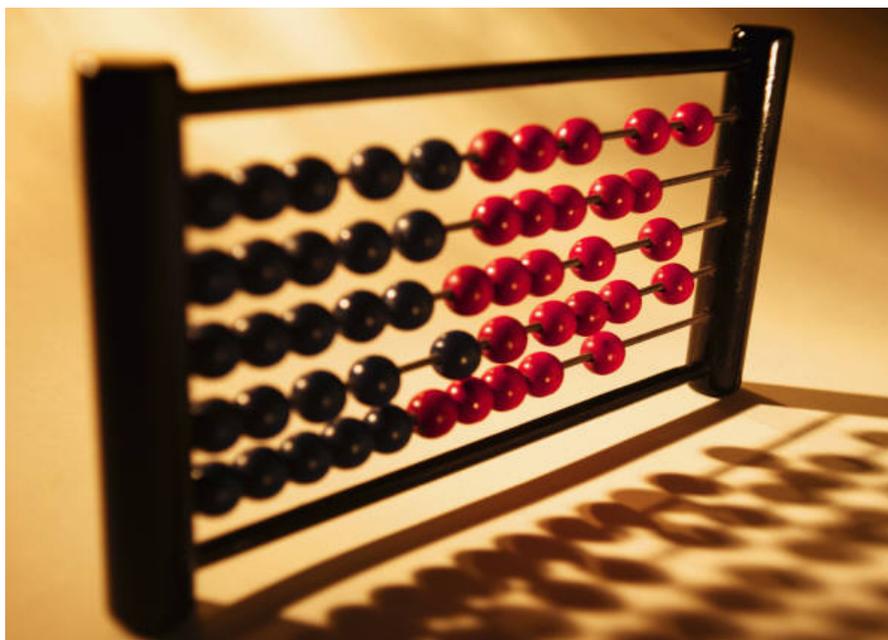
Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second

column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The result of subtracting the rounded values displayed in the tables may differ (usually by one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website (<http://nces.ed.gov/nationsreportcard/>).



## Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

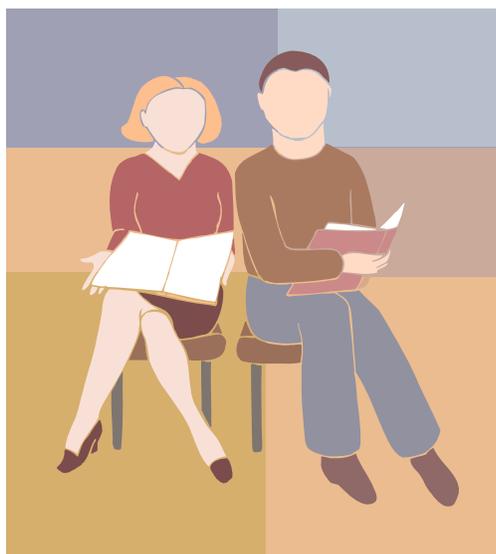
Table 3 shows average scale scores and achievement-level data for public school students at grade 4 in New Hampshire and the nation by gender. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

### **Grade 4 Scale Score Results by Gender**

- In 2005, male students in New Hampshire had an average score that was higher than that of female students by 3 points. In 1992, there was no significant difference between the average score of male and female students.
- In 2005, male students in New Hampshire had an average scale score in mathematics (247) that was higher than that of male students in public schools across the nation (238). Similarly, female students in New Hampshire had an average scale score (244) that was higher than that of female students across the nation (236).
- In New Hampshire, the average scale scores of both males and females were higher in 2005 than in 1992.
- In New Hampshire, the average scale score of males was not found to differ significantly in 2005 from the scores in 2003; however, that of females was higher in 2005 than in 2003.

### **Grade 4 Achievement-Level Results by Gender**

- In the 2005 assessment, 50 percent of males and 44 percent of females performed at or above *Proficient* in New Hampshire. The difference between these percentages was statistically significant.
- The percentage of males in New Hampshire's public schools who were at or above *Proficient* in 2005 (50 percent) was greater than that of males in the nation (37 percent).
- The percentage of females in New Hampshire's public schools who were at or above *Proficient* in 2005 (44 percent) was greater than that of females in the nation (33 percent).
- In New Hampshire, the percentages of both males and females performing at or above *Proficient* were greater in 2005 than in 1992.
- In New Hampshire, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.



**Table  
3**

The Nation's Report Card 2005 State Assessment

**Average mathematics scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2005**

Gender		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>Male</b> 1992 <sup>1</sup>	Nation (public)	50	220*	41*	59*	19*	2*	
	New Hampshire	50	230*	28*	72*	27*	3*	
	2003	Nation (public)	51	235*	23*	77*	34*	5*
		New Hampshire	52	246	11	89	46	7
	2005	Nation (public)	51	238	20	80	37	6
		New Hampshire	51	247	10	90	50	7
<b>Female</b> 1992 <sup>1</sup>	Nation (public)	50	218*	44*	56*	16*	1*	
	New Hampshire	50	229*	27*	73*	23*	1*	
	2003	Nation (public)	49	233*	25*	75*	29*	3*
		New Hampshire	48	240*	15	85	39	4
	2005	Nation (public)	49	236	21	79	33	4
		New Hampshire	49	244	12	88	44	6

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 mathematics Assessments.



### Race/Ethnicity

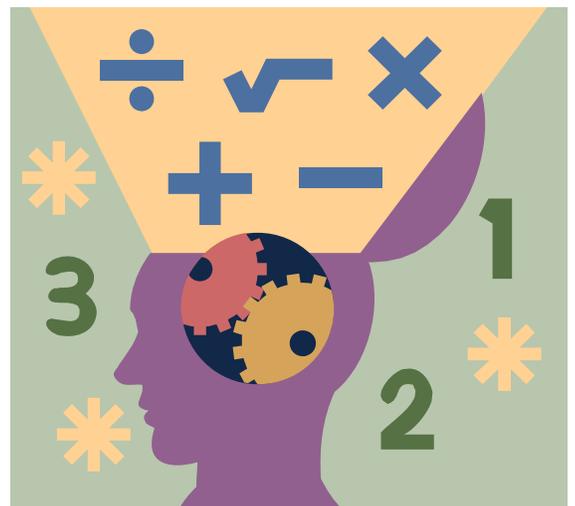
Schools reported the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Table 4 shows average scale scores and achievement-level data for public school students at grade 4 in New Hampshire and the nation by race/ethnicity. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

### Grade 4 Achievement-Level Results by Race/Ethnicity

- In New Hampshire in 2005, the percentage of White students performing at or above *Proficient* was greater than that of Hispanic students.
- The percentage of White students in New Hampshire performing at or above *Proficient* was greater in 2005 than in 1992.
- The differences between the percentages of White and Hispanic students in New Hampshire performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

### Grade 4 Scale Score Results by Race/Ethnicity

- In 2005, White students in New Hampshire had an average scale score that was higher than that of Hispanic students.
- The average scale score of White students in New Hampshire was higher in 2005 than in 1992.
- The average scale scores of White and Hispanic students in New Hampshire were not significantly different between 2003 and 2005.
- Data are not reported for Black students in 2005, because reporting standards were not met.
- In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.



**Table  
4**

The Nation's Report Card 2005 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—  
Continued

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
1992 <sup>1</sup>	Nation (public)	72*	227*	32*	68*	22*	2*
	New Hampshire	96	230*	27*	73*	25*	2*
2003	Nation (public)	58*	243*	13*	87*	42*	5*
	New Hampshire	94	244	12	88	43	6
2005	Nation (public)	57	246	11	89	47	7
	New Hampshire	94	246	10	90	48	6
<b>Black</b>							
1992 <sup>1</sup>	Nation (public)	18	192*	78*	22*	2*	#
	New Hampshire	1*	‡	‡	‡	‡	‡
2003	Nation (public)	17	216*	46*	54*	10*	#*
	New Hampshire	2	‡	‡	‡	‡	‡
2005	Nation (public)	17	220	40	60	13	1
	New Hampshire	2	‡	‡	‡	‡	‡

See notes at end of table.



**Table  
4**

The Nation's Report Card 2005 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—Continued

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
1992 <sup>1</sup>	Nation (public)	7*	201*	68*	32*	5*	#
	New Hampshire	1*	‡	‡	‡	‡	‡
2003	Nation (public)	19*	221*	38*	62*	15*	1*
	New Hampshire	3	225	35	65	19	2
2005	Nation (public)	20	225	33	67	19	1
	New Hampshire	2	226	36	64	17	1
<b>Asian/Pacific Islander</b>							
1992 <sup>1</sup>	Nation (public)	3*	231*	26*	74*	27*	4*
	New Hampshire	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4	246*	13*	87*	48*	10*
	New Hampshire	1	‡	‡	‡	‡	‡
2005	Nation (public)	4	251	11	89	54	14
	New Hampshire	2	‡	‡	‡	‡	‡

See notes at end of table.



NAEP 2005 Mathematics Report in New Hampshire

**Table  
4**

The Nation's Report Card 2005 State Assessment

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005**

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
1992 <sup>1</sup>							
	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
2003							
	Nation (public)	1	224*	35	65	18*	1
	New Hampshire	#	‡	‡	‡	‡	‡
2005							
	Nation (public)	1	227	31	69	22	2
	New Hampshire	#	‡	‡	‡	‡	‡
<b>Unclassified<sup>2</sup></b>							
1992 <sup>1</sup>							
	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	1	‡	‡	‡	‡	‡
2003							
	Nation (public)	1*	236*	20	80	32*	3
	New Hampshire	#	‡	‡	‡	‡	‡
2005							
	Nation (public)	1	240	18	82	38	5
	New Hampshire	#	‡	‡	‡	‡	‡

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

<sup>2</sup> "Unclassified" students are those whose school-reported race was "other" or "unavailable," or was missing, and who self-reported more than one race category or none. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

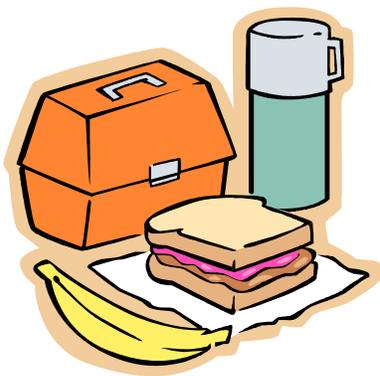
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 mathematics Assessments.



## Student Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Table 5 shows average scale scores and achievement-level data for public school students at grade 4 in New Hampshire and the nation by eligibility for free/reduced-price lunch. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.



### Grade 4 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2005, students in New Hampshire eligible for free/reduced-price lunch had an average mathematics scale score of 232. This was lower than that of students in New Hampshire not eligible for this program (249).
- In 2005, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 17 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- Students in New Hampshire eligible for free/reduced-price lunch had an average scale score (232) in 2005 that was higher than that of students in the nation who were eligible (225).
- In New Hampshire, students eligible for free/reduced-priced lunch had an average mathematics scale score in 2005 (232) that was not significantly different from that of eligible students in 2003 (229).

### Grade 4 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In New Hampshire in 2005, 25 percent of students who were eligible for free/reduced-price lunch and 53 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in New Hampshire in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (25 percent) was greater than the corresponding percentage for their counterparts around the nation (19 percent).
- In New Hampshire, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (25 percent) was not significantly different from the corresponding percentage (24 percent) for 2003.

**Table 5** The Nation's Report Card 2005 State Assessment  
**Average mathematics scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 4 public schools: 2003 and 2005**

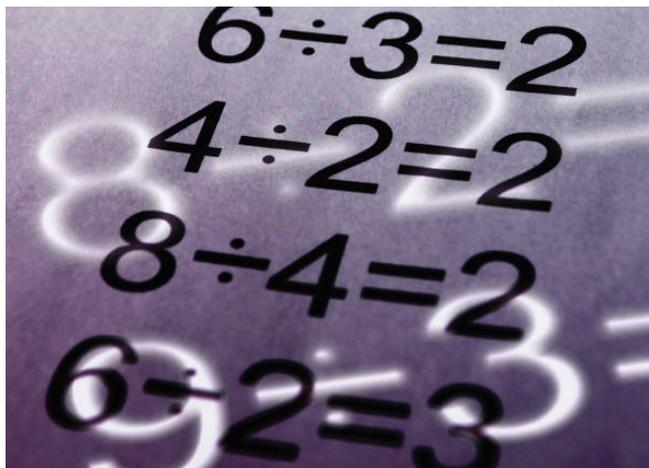
Eligibility status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2003	Nation (public)	44*	222*	38*	62*	15*	1*
	New Hampshire	17	229	28	72	24	2
2005	Nation (public)	46	225	33	67	19	1
	New Hampshire	21	232	24	76	25	2
<b>Not eligible</b>							
2003	Nation (public)	52	244*	12*	88*	45*	6*
	New Hampshire	73	247	9	91	48	6
2005	Nation (public)	52	248	10	90	50	8
	New Hampshire	77	249	7	93	53	7
<b>Information not available</b>							
2003	Nation (public)	4*	235	23	77	34	4
	New Hampshire	9	‡	‡	‡	‡	‡
2005	Nation (public)	2	237	21	79	36	5
	New Hampshire	2	‡	‡	‡	‡	‡

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 mathematics Assessments.



## Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 mathematics results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website (<http://nces.ed.gov/nationsreportcard/>).

Prior to 2000, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP mathematics assessments that served as the basis for reported results. In the 1996 national and 2000 national and state mathematics assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. In mathematics, students had the option of having the test questions read aloud in English, or using a bilingual English-Spanish test book. However, in the mathematics assessment, students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Table 3 displays the percentages of students with disabilities and English language learners in New Hampshire identified, excluded, and assessed under standard and accommodated conditions at grade 4.

Table 4 shows the percentage of students assessed in New Hampshire by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 4.

Table 5 presents the percentage of students assessed in New Hampshire by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.



**Table  
3**

The Nation's Report Card 2005 State Assessment

Percentage of students in mathematics assessments identified as SD and ELL, excluded, and assessed, grade 4 public schools: 2003 and 2005

Year and testing status	SD and/or ELL		SD		ELL		
	New Hampshire	Nation	New Hampshire	Nation	New Hampshire	Nation	
1992 <sup>1</sup>	Identified	12	10	12	7	#	3
	Excluded	4	7	4	5	#	2
2003	Assessed under standard conditions	8	4	8	3	#	1
	Identified	20	22	18	14	3	11
	Excluded	3	4	3	3	1	1
2005	Assessed under standard conditions	5	10	4	4	1	7
	Assessed with accommodations	12	8	11	7	1	2
	Identified	22	23	20	14	3	10
	Excluded	2	3	2	3	#	1
2005	Assessed under standard conditions	5	10	4	4	2	7
	Assessed with accommodations	14	10	14	8	1	3

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Mathematics Assessments.

**Table  
4**

The Nation's Report Card 2005 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: 2003 and 2005

Student disability status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>Yes</b>							
2003							
	Nation (public)	11*	214*	50*	50*	12*	1*
	New Hampshire	16*	222*	37	63	15	2
2005							
	Nation (public)	12	218	44	56	16	2
	New Hampshire	18	227	30	70	18	1
<b>No</b>							
2003							
	Nation (public)	89*	236*	21*	79*	34*	4*
	New Hampshire	84*	247*	8	92	48*	6
2005							
	Nation (public)	88	240	17	83	38	5
	New Hampshire	82	250	7	93	53	7

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 mathematics Assessments.

**Table 5** The Nation's Report Card 2005 State Assessment  
**Average mathematics scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: 2003 and 2005**

ELL status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>Yes</b>	2003	Nation (public)	9	214*	51*	49*	9*	#*
		New Hampshire	2	224	40	60	19	3
2005	Nation (public)	10	216	46	54	11	1	
	New Hampshire	2	‡	‡	‡	‡	‡	
<b>No</b>	2003	Nation (public)	91	236*	21*	79*	34*	4*
		New Hampshire	98	244*	12	88	43*	6
2005	Nation (public)	90	239	18	82	38	5	
	New Hampshire	98	246	10	90	47	6	

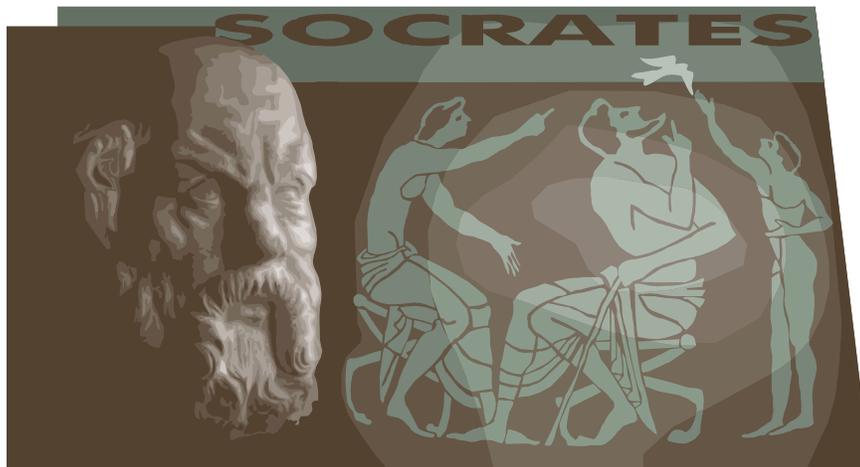
# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 mathematics Assessments.



## Appendix A

### Overview of Procedures Used for the NAEP 2005 Mathematics Assessment

This appendix provides an overview of the NAEP 2005 mathematics assessment's primary components—framework, development, administration, scoring, and analysis. The information provided about the state and national assessments covers grades 4, 8, and 12, as well as information on NAEP's Trial Urban District Assessment (TUDA).

### The NAEP 2005 Mathematics Framework

The National Assessment Governing Board (NAGB), created by Congress in 1988, is responsible for formulating policy for NAEP. NAGB is specifically charged with developing assessment objectives and test specifications. The mathematics framework used for the 1990 assessment was developed under contract with the Council of Chief State School Officers (CCSSO). The NAEP mathematics assessment that was administered in 2005 is comparable to the previous assessments based on the 1990 framework—1990, 1992, 1996, 2000, and 2003. The mathematics framework for 2005 can be viewed and downloaded from the NAGB website ([http://www.nagb.org/pubs/m\\_framework\\_05/761607-Math%20Framework.pdf](http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf)).

The CCSSO project considered objectives and frameworks for mathematics instruction at the state, district, and school levels. The project also examined curricular frameworks on which previous NAEP assessments were based, consulted with leaders in mathematics education, and considered a draft version of the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*. This project resulted in a “content by mathematical ability” matrix used to guide the design of both the NAEP 1990 and 1992 mathematics assessments. The design was reported in *Mathematics Objectives: 1990 Assessment*.

The 1996 assessment was based on the first update of the NAEP 1990 mathematics framework after the release of the NCTM *Curriculum and Evaluation Standards for School Mathematics* in 1989. This update was conducted by the College Board and reflected refinements in the earlier framework specifications, while ensuring comparability of results across the 1990, 1992, and 1996 assessments. The result was a “content by mathematical ability by mathematical power” matrix that was used to guide the NAEP 1996, 2000, and 2003 mathematics assessments. Because the framework for 2000 and 2003 was the same as for the 1996 update, the assessment results from 1990 to 2003 can be compared.

In 2000, NAGB awarded a contract to CCSSO to update the mathematics assessment framework for 2005, based on the framework used for the 1996 and 2000 assessments. CCSSO established a steering committee, representative of national policy organizations, mathematics associations, research mathematicians, business and industry, and educators, to develop policy recommendations for the mathematics assessment and to guide the direction and scope of the project. Care was taken to ensure that the diversity of opinion regarding mathematics issues was represented and reflected. Consensus was the goal of the project. The resulting revisions to the framework for the 2005 mathematics assessments are intended to

- (1) reflect recent curricular emphases and objectives;
- (2) include what various policy makers, scholars, practitioners, and interested citizens believe should be in the assessment;
- (3) maintain the short-term trend lines in grades 4 and 8 that began with the 1990 mathematics assessment, to permit the reporting of changes in student achievement over time; and
- (4) include clearer and more specific objectives for each grade level.

The 2005 framework classifies items in two dimensions—content area and mathematical complexity. Although the names of the content areas, as well as some of the topics in those areas, may have changed from one framework to the next, there is a consistent focus across frameworks on collecting information on student performance in five key areas: number properties

## NAEP 2005 Mathematics Report in New Hampshire

and operations, measurement, geometry, data analysis and probability, and algebra. The dimensions of mathematical ability and power in the 1996–2003 frameworks have been replaced in the 2005 framework by the dimension of mathematical complexity. The purpose remains to make sure that NAEP assesses a variety of ways of knowing and doing mathematics. Mathematical complexity addresses the demands that an item makes on the student, assuming the student is familiar with the mathematics of the task. The 2005 assessment contains “trend items”—items that were carried forward. These were reclassified in terms of both content area and mathematical complexity.

Sample released questions for each content area at all three grade levels can be viewed at the NAEP website (<http://nces.ed.gov/nationsreportcard/itmrls/>). Questions released from the 2005 assessment are classified by content area and level of complexity. Those released from assessments administered in 2003 and earlier are classified by content area and mathematical ability required.

The five content areas that constitute the NAEP mathematics assessment are described below. These content areas apply to each of the three grades assessed by NAEP.



## Descriptions of the Five NAEP Mathematics Content Areas

### Number Properties and Operations

This content area focuses on students' ability to represent numbers, order numbers, compute with numbers, make estimates appropriate to given situations, use ratios and proportional reasoning, and apply number properties and operations to solve real-world problems. This content area also addresses number sense—comfort in dealing with numbers—and addresses students' understanding of what numbers tell us, equivalent ways to represent numbers, and the use of numbers to represent attributes of real-world objects and quantities. At grade 4 the focus is on whole numbers and simple fractions; at grade 8 the focus extends to include rational numbers; at grade 12 the focus extends to include real numbers.

### Measurement

This content area focuses on students' understanding of measurement attributes such as capacity, weight/mass, time, and temperature, as well as on the geometric attributes of length, area, and volume. Students may be asked to select appropriate units and tools for measuring, to measure length with a ruler at all three grades, to measure angles with a protractor at grades 8 and 12, and to solve application problems related to units of measurement. At grade 4 the focus is on time, temperature, capacity, length, weight, perimeter, and area. At grades 8 and 12, students are also expected to understand and demonstrate knowledge of volume and surface area. Knowledge of both customary and metric units is expected. Students may be asked to solve problems that require conversions between (with conversion factors given) or within systems of measurement.

### Geometry

By grade 4, students are expected to be familiar with simple plane figures such as lines, circles, triangles, and rectangles, as well as with solid figures such as cubes, spheres, and cylinders. They are also expected to be able to recognize examples of parallel and perpendicular lines. As students move to middle school and beyond, understanding of two- and three-dimensional figures should deepen, with increased understanding of properties of these figures, especially parallelism, perpendicularity, angle relations in polygons, congruence, similarity, and the Pythagorean theorem. Students at all grades are expected to show knowledge of symmetry and transformations of shapes, and to identify images resulting from flips, rotations, or turns. At grade 4, justification and reasoning are informal while both formal and informal justification and reasoning are expected at grades 8 and 12.

### Data Analysis and Probability

This content area focuses on students' skills in four areas: data representation, characteristics of data sets, experiments and samples, and probability. Data representation focuses on reading and interpreting data, solving problems based on data and, at the upper grades, evaluating the effectiveness of the presentation of data. At grade 4 students are expected to use standard statistical measures such as the median, range, or mode, and to compare sets of related data; at grades 8 and 12 they are also expected to show understanding of other statistical concepts, such as the impact of outliers and the line of best fit in a scatterplot. By grade 8, students are expected to have some knowledge of experiments and samples, such as being able to recognize possible sources of bias in sampling and to identify random versus nonrandom sampling, and by grade 12 they are also expected to make inferences from sample results. Students at all grades are expected to use statistics and statistical concepts to analyze and communicate interpretations of data. Students may be asked to solve problems that address appropriate methods of gathering data, the visual exploration of data, ways to represent data, or the development and evaluation of arguments based on the analysis of data. Probability is assessed informally at grade 4 and more formally at grades 8 and 12.

### Algebra

This content area focuses on students' understanding of patterns, relations, and functions; algebraic representation; variables, expressions and operations; and equations and inequalities. At grade 4 students are expected to show knowledge of simple patterns and expressions; at grade 8 this knowledge extends to include linear equations; and at grade 12 it extends further to include quadratic and exponential equations and functions. Representational skills, such as students' ability to translate between different forms of representation (e.g., from a written description to an equation), the ability to graph and interpret points located on a coordinate system, and the ability to use algebraic properties to draw a conclusion are assessed in this area. Students' may be asked to express relationships algebraically as number sentences, equations, or inequalities; manipulate algebraic expressions; or to solve and interpret algebraic equations and inequalities that are grade-level appropriate. The use of algebraic concepts and procedures to solve contextual problems is an important component of the algebra content area.

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The assessment framework specifies not only the particular areas that should be assessed, but also the percentage of the assessment questions that should be devoted to each of the content areas. The target percentage distributions for content areas as specified in the frameworks from 1990 through 2005 are presented in table A-1. The target percentages at grade 8 differ from those at grade 4 because of a shift in curricular emphasis. For example, in grade 4 there is more emphasis on number properties and operations than on algebra. In grade 8, the percentage of algebra items increases, and the percentage of number properties and operations items decreases. The actual content of the assessment is close to the targeted distribution

**Table A-1. Target percentage distribution of questions, by content area, grades 4, 8, and 12: Various years, 1990–2005**

Content area	1990 and 1992	1996, 2000, 2003	2005	Content area
<b>Grade 4</b>				
Number sense, properties, and operations	45	40	40	Number properties and operations
Measurement	20	20	20	Measurement
Geometry and spatial sense	15	15	15	Geometry
Data analysis, statistics, and probability	10	10	10	Data analysis and probability
Algebra and functions	10	15	15	Algebra
<b>Grade 8</b>				
Number sense, properties, and operations	30	25	20	Number properties and operations
Measurement	15	15	15	Measurement
Geometry and spatial sense	20	20	20	Geometry
Data analysis, statistics, and probability	15	15	15	Data analysis and probability
Algebra and functions	20	25	30	Algebra
<b>Grade 12</b>				
Number sense, properties, and operations	†	†	10	Number properties and operations
Measurement	†	†	30	Measurement and geometry <sup>1</sup>
Geometry and spatial sense	†	†		
Data analysis, statistics, and probability	†	†	25	Data analysis and probability
Algebra and functions	†	†	35	Algebra

† Not applicable. Item distributions from previous years are not comparable because a new framework was used in 2005.

<sup>1</sup> At grade 12, the five content areas are collapsed into four, with geometry and measurement combined into one. This reflects the fact that most of the measurement topics suitable for grade 12 students are geometrical.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

**The Assessment Design**

Each student who participated in the NAEP 2005 mathematics assessment received a booklet containing four sections: two sets of cognitive questions, a set of general background questions, and a set of subject-specific background questions. Assessments for each grade consisted of 10 sets of cognitive questions, or “blocks.” Some items from the 1990, 1992, 1996, 2000, and 2003 assessments were carried forward to 2005 to allow for the measurement of trends across time. Three new blocks were developed for the 2005 assessment for each of grades 4 and 8, as specified by the updated framework. Each student was given 50 minutes to answer the cognitive questions, followed by 10 minutes for a background questionnaire.

Three types of questions are used in the assessment: multiple-choice, short constructed-response, and extended constructed-response. Table A-2 shows the distribution of questions administered from 1990 to 2005 by type for each grade level. The total number of questions administered has varied somewhat across the assessment years due to the inclusion of special study blocks in certain years. The number of questions used in the main scaling, however, has remained relatively constant.

**Table A-2. Percentage distribution of questions administered, by question type, grades 4, 8, and 12: Various years, 1990–2005**

Question type	1990	1992	1996	2000	2003	2005
<b>Grade 4</b>						
Multiple-choice	71	61	51	60	63	64
Short constructed-response	29	36	41	34	33	32
Extended constructed-response	0	3	8	6	4	4
<b>Grade 8</b>						
Multiple-choice	78	62	56	63	65	69
Short constructed-response	22	34	38	32	29	28
Extended constructed-response	0	3	7	6	5	4
<b>Grade 12</b>						
Multiple-choice	†	†	†	†	—	67
Short constructed-response	†	†	†	†	—	28
Extended constructed-response	†	†	†	†	—	5

— Not available. Data were not collected at grade 12 in 2003.

† Not applicable. Item distributions from previous years are not comparable because a new framework was used in 2005.

NOTE: Short constructed-response questions included in the 1990 and 1992 assessments were scored dichotomously (i.e., credit or no credit). New short constructed-response questions included in the 1996 and 2000 assessments were scored to allow for partial credit. 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), various years, 1990–2005 Mathematics Assessments.

The assessment design permits broad coverage of the five mathematics content areas and levels of mathematical complexity at each grade, while minimizing the time burden for any one student. This was accomplished through the use of matrix sampling of items in which representative samples of students took various portions of the entire pool of assessment questions. Individual students are required to take only a small portion of the assessment, but the aggregate results across the entire assessment allow broad reporting of mathematics abilities for the targeted population.

In addition to matrix sampling of test items, the assessment design used a procedure for distributing blocks across booklets that controlled for position and context effects. Students received different blocks of questions in their booklets according to a procedure that assigned blocks of questions, balancing the positioning of blocks across booklets and balancing the pairing of

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blocks within booklets. Every block of questions was paired with every other block. The procedure also cycles the booklets for administration so that, typically, only a few students in any assessment session receive the same booklet.

Three other instruments supplemented the student assessment booklets and provided data relating to the assessment: a teacher questionnaire, a school questionnaire, and questionnaires about students with disabilities (SD) and/or English language learners (ELL). The teacher questionnaire was administered to the mathematics teachers of the fourth- and eighth-grade students participating in the assessment. The questionnaire focused on the teacher's general background and experience, the teacher's background related to mathematics, and classroom information about mathematics instruction. The school questionnaire was given to the principal or other administrator in each participating school. The questions asked about school policies, programs, facilities, and the demographic composition and background of the students and teachers at the school.

The SD and the ELL questionnaires were completed by a school staff member knowledgeable about those students selected to participate in the assessment who were identified as having an Individualized Education Program (IEP) or equivalent plan (for reasons other than being gifted or talented) or as being an English language learner. An SD or ELL questionnaire was completed for each identified student in the NAEP sample. Each SD or ELL questionnaire asked about the student (for example, type of disability or language spoken other than English) and the special instructional programs (i.e., proportion of time spent in mainstream/general education classes, or specially designed instruction) in which he or she participated.



### NAEP Samples

#### National Sample

The national results presented in this report are based on nationally representative probability samples of fourth- and eighth-grade students. The 2005 NAEP sample design integrated the state assessment sample into the national assessment sample. This integrated sample design has been used in NAEP assessments since 2002. Prior to 2002, separate samples were drawn for the NAEP national and state assessments. For 2005, the sampling frame for public schools was the Common Core of Data (CCD) file corresponding to the 2002–03 school year. The CCD file provided the frame for all regular public, state-operated public, Bureau of Indian Affairs, and Department of Defense domestic schools that were open during the 2002–03 school year. The sampling frame for private schools was developed from the 2001–02 Private School Survey (PSS), which was carried out by the U.S. Census Bureau for the National Center for Education Statistics (NCES). The PSS is a biennial mail survey of all private schools in the 50 states and the District of Columbia. The combined sample was chosen using a stratified two-stage design that involved sampling students from selected schools (public and nonpublic).

Each selected school that participated in the assessment and each student assessed represents a portion of the population of interest. Sampling weights are needed to make valid inferences from the student samples to the respective populations from which they were drawn. Sampling weights account for disproportionate representation of students from different states and for students who attend nonpublic schools. Sampling weights also account for lower sampling rates for very small schools and are used to adjust for school and student nonresponse.

For the 2005 national assessment, as for the 2003 national assessment, accommodations for students with disabilities (SD) and English language learners (ELL) were permitted for the entire sample of students. This differs from the 1996 and 2000 national assessments, in which data were collected from samples of students where assessment accommodations were not permitted and from samples of students where accommodations were permitted. In 2005, accommodations were offered when a student had an Individualized Education Program (IEP) indicating the need for accommodation because of a disability, was protected under Section 504 of the Rehabilitation Act of 1973 because of disability, or was identified as being an English language learner, and/or was normally offered accommodations in other assessment situations. All other students were asked to participate in the assessment under standard conditions. Prior to 1996, testing accommodations (e.g., extended time, small group testing) were not permitted for students with disabilities and English language learners selected to participate in the NAEP mathematics assessments.

The sample sizes and target populations for the 2005 mathematics assessment are listed for the nation and states in table A-3. In 2005, Department of Defense Education Activity (DoDEA) schools are reported as a single jurisdiction; in past years, domestic (Department of Defense Domestic Dependent Elementary and Secondary Schools or DDESS) and overseas (Department of Defense Dependents Schools or DoDDS) schools were considered separate jurisdictions.

In the 2005 assessment, as in the 2002 and 2003 NAEP assessments, a number of large urban school districts participated on a voluntary basis in a Trial Urban District Assessment (TUDA) and larger than normal NAEP samples were drawn in these districts to permit reliable reporting of student group performance. Reports from these Trial Urban District Assessments (TUDAs) for 2002 and 2003 are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/>); a report for 2005 is forthcoming. The sample sizes and target populations for the districts participating in TUDA are given in table A-4.

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Table A-3. National and state student sample sizes and target populations, grades 4 and 8: 2005

State/jurisdiction	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
<b>Nation</b>	<b>178,000</b>	<b>4,174,000</b>	<b>168,100</b>	<b>4,051,000</b>
Public	168,900	3,745,000	159,200	3,662,000
Nonpublic	9,100	429,000	8,900	389,000
Alabama	2,600	60,000	2,300	58,000
Alaska	2,800	11,000	2,600	11,000
Arizona	3,000	75,000	2,900	72,000
Arkansas	2,900	37,000	2,800	36,000
California	11,200	498,000	10,100	456,000
Colorado	2,800	57,000	2,500	57,000
Connecticut	2,800	45,000	2,800	43,000
Delaware	2,700	10,000	2,800	9,000
Florida	4,500	192,000	4,100	193,000
Georgia	4,400	117,000	3,900	113,000
Hawaii	2,800	15,000	2,700	14,000
Idaho	2,900	19,000	2,900	20,000
Illinois	4,300	160,000	4,100	157,000
Indiana	2,800	82,000	2,900	79,000
Iowa	3,200	36,000	2,800	37,000
Kansas	3,400	35,000	2,800	36,000
Kentucky	2,900	49,000	2,900	49,000
Louisiana	2,800	63,000	2,400	65,000
Maine	2,700	16,000	2,600	17,000
Maryland	2,800	67,000	2,700	65,000
Massachusetts	4,100	77,000	3,700	75,000
Michigan	2,700	134,000	2,500	132,000
Minnesota	2,700	64,000	2,600	67,000
Mississippi	2,800	41,000	2,800	38,000
Missouri	2,900	70,000	2,800	70,000
Montana	2,800	12,000	2,800	13,000
Nebraska	3,200	24,000	2,900	24,000
Nevada	3,000	29,000	2,800	27,000
New Hampshire	2,700	17,000	2,500	17,000
New Jersey	2,900	103,000	2,700	97,000
New Mexico	2,900	26,000	2,800	26,000
New York	5,200	219,000	4,500	208,000
North Carolina	4,200	106,000	4,100	102,000
North Dakota	2,300	8,000	2,500	9,000
Ohio	3,700	145,000	3,600	153,000
Oklahoma	2,900	48,000	2,700	47,000
Oregon	2,800	42,000	2,600	42,000
Pennsylvania	3,600	140,000	2,900	144,000
Rhode Island	2,800	13,000	2,800	12,000
South Carolina	3,000	53,000	2,800	56,000
South Dakota	2,800	10,000	2,800	10,000
Tennessee	3,000	73,000	2,500	68,000
Texas	9,100	322,000	8,500	313,000
Utah	3,000	36,000	2,900	36,000
Vermont	2,100	8,000	2,400	8,000
Virginia	2,900	92,000	2,800	90,000

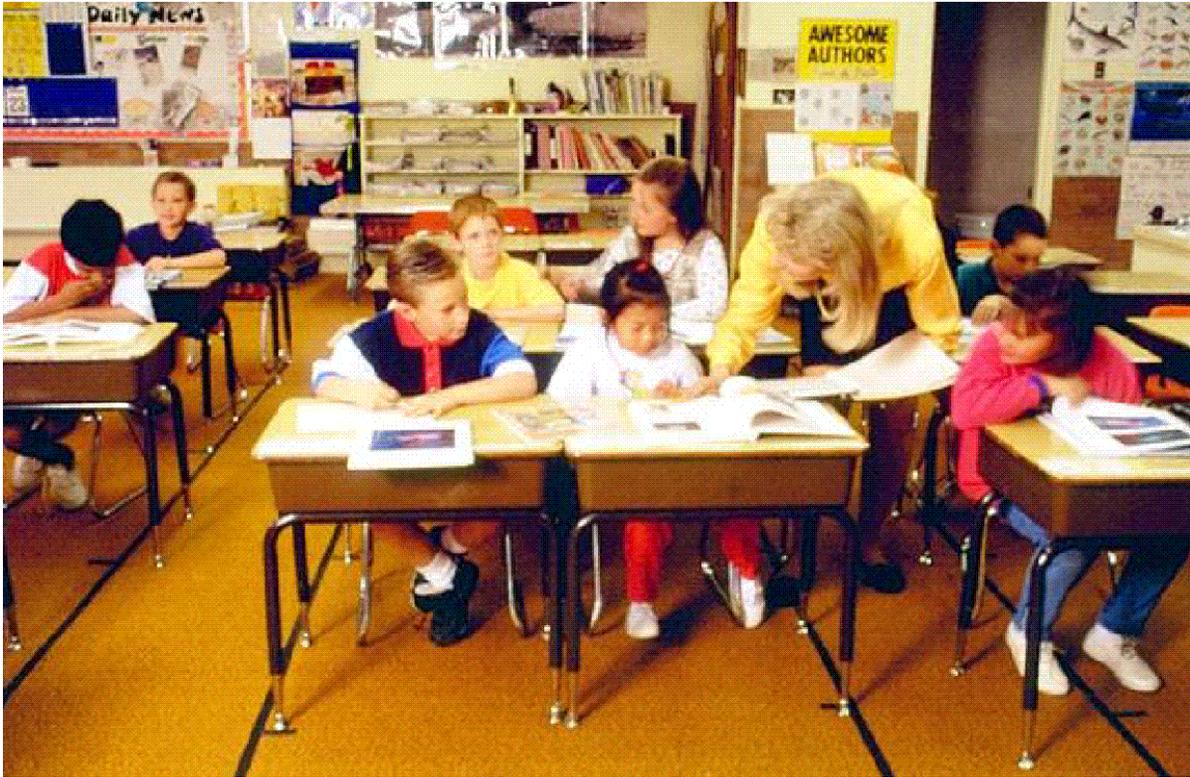
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Washington	2,900	78,000	2,800	81,000
West Virginia	2,800	23,000	2,700	24,000
Wisconsin	2,700	64,000	2,600	71,000
Wyoming	1,800	7,000	2,100	7,000
Other jurisdictions				
District of Columbia	2,400	6,000	2,100	3,000
DoDEA <sup>1</sup>	2,500	10,000	1,800	7,000

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. 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), 2005 Mathematics Assessment.



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**Table A-4. Trial Urban District Assessment student sample sizes and target populations, grades 4 and 8: 2005**

District	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Atlanta	1,200	6,000	1,100	4,000
Austin	1,500	7,000	1,300	6,000
Boston	1,300	5,000	1,200	5,000
Charlotte	1,500	9,000	1,500	8,000
Chicago	2,200	36,000	2,000	35,000
Cleveland	1,100	7,000	1,000	5,000
District of Columbia	2,400	6,000	2,100	3,000
Houston	2,200	18,000	1,900	14,000
Los Angeles	2,200	63,000	1,900	50,000
New York City	2,100	81,000	1,900	70,000
San Diego	1,500	12,000	1,400	10,000

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Mathematics Assessment.

Table A-5 provides a summary of the 2005 national school and student participation rates for the mathematics assessment sample. Participation rates are presented for public and nonpublic schools, both individually and combined. Four different rates are presented. The first rate is a student-centered, weighted percentage of schools participating in the assessment, before substitution of demographically similar schools. This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of students represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled.

The second school participation rate is a student-centered, weighted participation rate after substitution. The numerator of this rate is the estimated number of students represented by the participating schools, whether originally selected or selected as a substitute for a school that chose not to participate. The denominator is the estimated number of students represented by the initially selected schools that had eligible students enrolled (this is the same as that for the weighted participation rate for the sample of schools before substitution). Because of the common denominators, the weighted participation rate after substitution is at least as great as the weighted participation rate before substitution.

The third school participation rate is a school-centered, weighted percentage of schools participating in the assessment before substitution of demographically similar schools. This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated number of schools represented by the initially selected schools that participated in the assessment. The denominator is the estimated number of schools represented by the initially selected schools that had eligible students enrolled.

The fourth school participation rate is a school-centered, weighted participation rate after substitution. The numerator is the estimated number of schools represented by the participating schools, whether originally selected or selected as a substitute for a school that did not participate. The denominator is the estimated number of schools, represented by the initially selected schools that had eligible students enrolled.

The student-centered and school-centered school participation rates differ if school participation is associated with the size of the school. If the student-centered rate is higher than the school-centered rate, this indicates that larger schools participated

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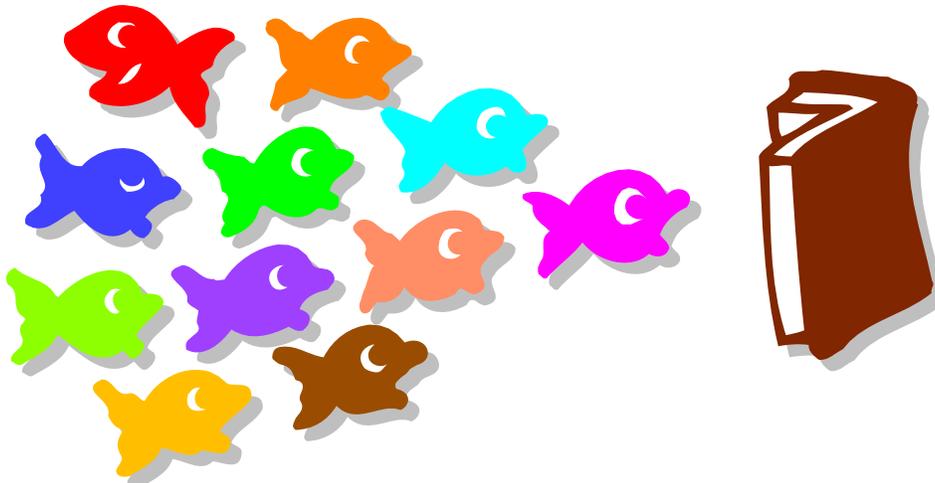
at a higher rate than smaller schools. If the student-centered rate is lower, smaller schools participated at a higher rate than larger schools.

Also presented in table A-5 are weighted student participation rates. Some students sampled for NAEP are not assessed because they cannot meaningfully participate (for example a student with severe impairment of cognitive functioning). The numerator of this rate is the estimated number of students who are represented by the students assessed (in either an initial session or a makeup session). The denominator of this rate is the estimated number of students represented by the eligible sampled students in participating schools.

**Table A-5. National school and student participation rates, by type of school, grades 4, 8, and 12: 2005**

Type of school	School participation					Student participation	
	Student-weighted		School-weighted		Number of schools participating after substitution	Student-weighted percent	Number of students assessed
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution			
<b>Grade 4</b>							
<b>Nation</b>	<b>96</b>	<b>98</b>	<b>90</b>	<b>94</b>	<b>9,500</b>	<b>94</b>	<b>172,000</b>
Public	100	100	100	100	8,700	94	163,000
Private	68	83	64	78	700	95	6,200
<b>Grade 8</b>							
<b>Nation</b>	<b>97</b>	<b>98</b>	<b>86</b>	<b>90</b>	<b>7,200</b>	<b>91</b>	<b>161,600</b>
Public	99	99	99	99	6,500	91	152,800
Private	67	81	65	76	700	94	6,800
<b>Grade 12</b>							
<b>Nation</b>	<b>82</b>	<b>87</b>	<b>76</b>	<b>83</b>	<b>900</b>	<b>68</b>	<b>9,300</b>
Public	85	90	87	92	700	67	7,400
Private	47	59	48	58	200	84	1,900

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Affairs schools, which are not included in either the public or private totals. The national totals for students include students in these schools. Columns of percentages have different denominators; see accompanying text for definitions. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.



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### State Samples

The results provided in this report of the 2005 state assessment in mathematics are based on state-level samples of fourth- and eighth-grade public school students. The samples were selected using a two-stage sample design that first selected schools within each state or other jurisdiction and then selected students within schools. The samples were weighted to allow valid inferences about the populations of interest. Participation rates for the states and other jurisdictions were calculated the same way that rates were computed for the nation. Tables A-6 and A-7 display weighted school and student participation rates, for the state samples at grades 4 and 8, respectively.

**Table A-6. School and student participation rates, grade 4 public schools: By state, 2005**

State/jurisdiction	School participation					Student participation	
	Student-weighted		School-weighted		Number of schools participating after substitution	Student-weighted percent	Number of students assessed
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution			
<b>Nation (public)</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>8,700</b>	<b>94</b>	<b>163,000</b>
Alabama	100	100	100	100	100	95	2,600
Alaska	99	99	97	97	200	94	2,800
Arizona	100	100	100	100	100	93	2,900
Arkansas	100	100	100	100	200	94	2,800
California	100	100	99	99	400	94	10,700
Colorado	98	98	99	99	100	95	2,800
Connecticut	100	100	100	100	100	94	2,800
Delaware	100	100	100	100	100	92	2,500
Florida	100	100	100	100	200	93	4,300
Georgia	100	100	100	100	200	94	4,300
Hawaii	100	100	100	100	100	94	2,700
Idaho	100	100	100	100	200	94	2,900
Illinois	97	97	97	97	200	94	4,100
Indiana	100	100	100	100	100	95	2,700
Iowa	100	100	100	100	100	95	3,200
Kansas	100	100	100	100	100	95	3,300
Kentucky	100	100	100	100	100	94	2,800
Louisiana	100	100	100	100	100	94	2,700
Maine	100	100	99	99	200	94	2,600
Maryland	99	99	99	99	100	94	2,700
Massachusetts	100	100	100	100	200	95	3,900
Michigan	99	99	99	99	100	94	2,500
Minnesota	97	97	98	98	100	94	2,600
Mississippi	100	100	100	100	100	94	2,800
Missouri	100	100	100	100	200	94	2,800
Montana	98	98	98	98	300	94	2,700
Nebraska	100	100	100	100	200	95	3,100
Nevada	100	100	100	100	100	93	2,900
New Hampshire	97	97	99	99	200	93	2,600
New Jersey	98	98	98	98	100	94	2,800
New Mexico	100	100	100	100	200	94	2,800
New York	100	100	100	100	200	91	5,000
North Carolina	100	100	100	100	200	95	4,100
North Dakota	100	100	100	100	300	96	2,200

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Ohio	100	100	100	100	200	94	3,500
Oklahoma	100	100	100	100	200	94	2,700
Oregon	100	100	99	99	200	93	2,700
Pennsylvania	100	100	100	100	100	94	3,500
Rhode Island	100	100	100	100	100	95	2,700
South Carolina	100	100	100	100	100	95	2,800
South Dakota	100	100	100	100	300	96	2,800
Tennessee	100	100	100	100	100	94	2,900
Texas	100	100	100	100	400	94	8,400
Utah	100	100	100	100	100	94	2,900
Vermont	100	100	100	100	200	94	2,100
Virginia	99	99	99	99	100	94	2,700
Washington	100	100	100	100	100	93	2,800
West Virginia	100	100	100	100	200	94	2,700
Wisconsin	97	97	97	97	200	94	2,600
Wyoming	100	100	99	99	200	95	1,800
Other jurisdictions							
District of Columbia	100	100	100	100	100	93	2,200
DoDEA <sup>1</sup>	100	100	99	99	100	92	2,400

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The numbers of schools and students are rounded to the nearest hundred. Detail may not sum to totals because of rounding. . Columns of percentages have different denominators; see accompanying text for definitions.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

**Table A-7. School and student participation rates, grade 8 public schools: By state, 2005**

State/jurisdiction	School participation					Student participation	
	Student-weighted		School-weighted		Number of schools participating after substitution	Student-weighted percent	Number of students assessed
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution			
<b>Nation (public)</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>6,500</b>	<b>91</b>	<b>152,800</b>
Alabama	100	100	100	100	100	92	2,300
Alaska	99	99	96	96	100	91	2,600
Arizona	100	100	100	100	100	88	2,800
Arkansas	100	100	100	100	100	91	2,700
California	99	99	98	98	400	91	9,800
Colorado	98	98	99	99	100	89	2,400
Connecticut	100	100	100	100	100	90	2,700
Delaware	100	100	100	100	< 50	90	2,500
Florida	100	100	96	96	200	90	3,900
Georgia	100	100	100	100	100	93	3,900
Hawaii	100	100	100	100	100	89	2,700
Idaho	100	100	100	100	100	94	2,900
Illinois	98	98	99	99	200	92	4,000
Indiana	98	98	99	99	100	92	2,700
Iowa	100	100	100	100	100	93	2,700
Kansas	100	100	100	100	100	93	2,700
Kentucky	100	100	100	100	100	92	2,800
Louisiana	100	100	100	100	100	91	2,300
Maine	98	98	100	100	100	89	2,500
Maryland	99	99	99	99	100	88	2,600

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Massachusetts	97	97	94	94	100	91	3,500
Michigan	100	100	100	100	100	88	2,400
Minnesota	98	98	99	99	100	89	2,600
Mississippi	100	100	100	100	100	93	2,700
Missouri	100	100	100	100	100	90	2,700
Montana	98	98	96	96	200	93	2,700
Nebraska	100	100	100	100	100	93	2,800
Nevada	100	100	100	100	100	88	2,700
New Hampshire	96	96	99	99	100	91	2,400
New Jersey	99	99	98	98	100	90	2,600
New Mexico	100	100	98	98	100	90	2,700
New York	100	100	100	100	200	85	4,300
North Carolina	100	100	100	100	100	90	3,900
North Dakota	100	100	99	99	200	94	2,400
Ohio	100	100	100	100	100	90	3,300
Oklahoma	100	100	100	100	100	92	2,500
Oregon	100	100	100	100	100	91	2,500
Pennsylvania	100	100	100	100	100	92	2,800
Rhode Island	100	100	100	100	100	91	2,800
South Carolina	100	100	100	100	100	93	2,600
South Dakota	100	100	100	100	200	94	2,800
Tennessee	100	100	100	100	100	91	2,400
Texas	100	100	100	100	300	92	7,900
Utah	100	100	100	100	100	91	2,800
Vermont	100	100	100	100	100	92	2,300
Virginia	100	100	100	100	100	93	2,600
Washington	100	100	98	98	100	90	2,700
West Virginia	100	100	100	100	100	91	2,600
Wisconsin	96	96	96	96	100	91	2,500
Wyoming	100	100	100	100	100	91	2,000
Other jurisdictions							
District of Columbia	100	100	100	100	< 50	86	1,900
DoDEA <sup>1</sup>	100	100	99	99	100	93	1,700

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP.

NOTE: The numbers of schools and students are rounded to the nearest hundred, or indicated as < 50 where the value was between 1 and 49. Detail may not sum to totals because of rounding. Columns of percentages have different denominators; see accompanying text for definitions

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

### District Samples

Results from the 2005 mathematics assessment are also reported for district-level samples of fourth- and eighth-grade students in the large urban school districts that participated in the Trial Urban District Assessment (TUDA)—Atlanta City, Austin, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. The District of Columbia, which is regularly included in NAEP assessments as a jurisdiction, also participated in TUDA. The sample of students in the urban school districts represents an augmentation of the sample of students who would usually be selected as part of state samples. These samples allow reliable reporting of student groups within these districts. Furthermore, all students at more local geographic sampling levels are assumed to be part of broader samples. For example, Houston is one of the urban districts included in the TUDA. Data from students tested in the Houston sample were used to report results for Houston, but also contributed to the Texas and national estimates. Participation rates for the urban district samples are presented in table A-8.

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**Table A-8. School and student participation rates, grades 4 and 8 public schools: By urban district, 2005**

District	School participation		Student participation	
	Student-weighted percent before substitution	Number of schools participating	Student-weighted percent	Number of students assessed
<b>Grade 4</b>				
Atlanta	100	100	95	1,200
Austin	100	100	94	1,300
Boston	99	100	93	1,200
Charlotte	100	100	94	1,500
Chicago	100	100	95	2,100
Cleveland	100	100	90	1,000
District of Columbia	100	100	93	2,200
Houston	100	100	96	2,000
Los Angeles	100	100	93	2,100
New York City	100	100	92	2,000
San Diego	100	100	95	1,400
<b>Grade 8</b>				
Atlanta	100	< 50	90	1,100
Austin	100	< 50	90	1,200
Boston	99	< 50	91	1,100
Charlotte	100	< 50	90	1,400
Chicago	100	100	93	1,900
Cleveland	100	< 50	80	900
District of Columbia	100	< 50	86	1,900
Houston	100	< 50	88	1,700
Los Angeles	99	100	89	1,900
New York City	100	100	83	1,800
San Diego	100	< 50	89	1,300

NOTE: The numbers of schools and students are rounded to the nearest hundred, or indicated as < 50 where the value was between 1 and 49.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Mathematics Assessment.

### **Standards for State Sample Participation and Reporting of Results**

In carrying out the 2005 state assessment program, the NAEP program in the National Center for Education Statistics (NCES) established participation rate standards that jurisdictions were required to meet in order for their results to be reported. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students. In the 2005 mathematics assessment, at both the fourth and eighth grades, all jurisdictions met NAEP participation rate standards and the National Assessment Governing Board (NAGB) standard of 85 percent school participation. Further information on the NCES guidelines used to report results in the state assessments, and the guidelines for notations when there was some risk of nonresponse bias in the reported results prior to the 2003 assessments, can be found in the NAEP 2000 mathematics report card (NCES 2001-517, see appendix A, “Standards for Sample Participation and Reporting of Results”).

### **Inclusion of Students With Disabilities (SD) and/or English Language Learners (ELL)**

It is NAEP's intent to assess all selected students from the target population. Therefore, every effort is made to ensure that all selected students who are capable of participating in the assessment are assessed. Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. These criteria were revised in 1996 to communicate more clearly a presumption of inclusion except under special circumstances. According to these criteria, students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when

- the school's IEP team determined that the student could not participate, because the student's cognitive functioning was so severely impaired that the student could not participate, or
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow, and the student could not demonstrate his or her knowledge without that accommodation.

All English language learners who received academic instruction in English for three years or more were to be included in the assessment. Those students identified as ELL who received instruction in English for fewer than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

### **Participation of SD/ELL Students in the NAEP Samples**

Testing all sampled students is the best way for NAEP to ensure that the statistics generated by the assessment are as representative as possible of the performance of the entire national population and the populations of participating jurisdictions. However, all groups of students include certain proportions that cannot be tested in large-scale assessments (such as students who have profound mental disabilities) or who can only be tested through the use of testing accommodations such as extra time, one-on-one administration, or use of magnifying equipment. Some students with disabilities and some English language learners cannot show on a test what they know and can do unless they are provided with accommodations. When such accommodations are not allowed, students requiring such adjustments are often excluded from large-scale assessments such as NAEP. This phenomenon has become more common since the 1990's, particularly with the passage of the 1997 Individuals with Disabilities Education Act (IDEA), which led schools and states to identify increasing proportions of students as needing accommodations on assessments in order to best show what they know and can do. Furthermore, Section 504 of the Rehabilitation Act of 1973 requires that, when students with disabilities are tested, schools must provide them with appropriate accommodations so that the test results accurately reflect students' achievement. In addition, as the proportion of English language learners in the population has increased, some states have started offering accommodations such as translations of assessments or the use of bilingual dictionaries as part of assessments.

Before 1996, NAEP did not allow any testing under nonstandard conditions, and accommodations were not permitted. At that time, NAEP samples were able to include almost all sampled students in standard assessment sessions. However, as the

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influence of IDEA grew more widespread, the failure to provide accommodations led to increasing levels of exclusion in the assessment. Such increases posed two threats to the program: they threatened the stability of trend lines (because excluding more students in one assessment year than in another might lead to apparent rather than real differences), and they made NAEP samples less than optimally representative of target populations.

A multipart strategy was adopted as a response to this challenge. The program had to move toward allowing the same assessment accommodations that were afforded students in state and district testing programs in order for NAEP samples to be as inclusive as possible. However, to allow accommodations would represent a change in testing conditions that might affect measurement of changes over time. Therefore, beginning with the 1996 national assessments (in mathematics and science) and the 1998 state assessments (reading and writing), and up to 2000, NAEP assessed a series of parallel samples of students. In one set of samples, testing accommodations were not permitted; this allowed NAEP to maintain the measurement of achievement trends. Parallel samples in which accommodations were permitted were also assessed. By having two overlapping samples and two sets of related data points, NAEP could meet two core program goals. First, data trends could be maintained. Second, parallel trend lines could be reported during the interim until the program transitioned to a sample with accommodations permitted as its only reporting format. Starting in 2002, NAEP has used only the more inclusive procedures, in which assessment accommodations are permitted. In mathematics, national and state data from 1990, 1992, 1996, and 2000 are reported for the sample in which accommodations were not permitted. National and state data for the sample in which accommodations were permitted are reported for 2000, 2003, and 2005. National-only data for the accommodated samples are reported for 1996.

In order to make it possible to evaluate both the impact of increasing exclusion rates in some jurisdictions and differences between jurisdictions, complete data on exclusion in all years are included in this appendix. Because the exclusion rates may affect trend measurement within a jurisdiction, readers should consider the magnitude of exclusion rate changes when interpreting score changes in jurisdictions. In addition, different rates of exclusion may influence the meaning of state comparisons. Thus, exclusion data should be reviewed in this context as well.

Table A-9 presents the percentages of all public and nonpublic school students who were identified as students with disabilities (SD) or as English language learners (ELL), or both, for assessments where accommodations were not permitted. The table also includes the percentages of all students who were excluded SD and/or ELL and the percentages of all students who were assessed SD and/or ELL for those assessments. The denominator for these percentages includes assessed students plus excluded students; it does not include sampled students who were absent or refused to participate. Tables A-10 through A-15 show similar information by state and jurisdiction.

Table A-16 presents the percentages of all public and nonpublic school students who were identified as SD and/or ELL for assessments where accommodations were permitted. This table also includes the percentages of all students who were SD and/or ELL who were excluded, assessed, assessed without accommodations, and assessed with accommodations for students. Similar information is presented for states and jurisdictions in tables A-17 through A-22, and for districts that participated in the Trial Urban District Assessment in tables A-23 and A-24.

In the 2005 national sample, 3 percent of all students at grade 4 and 3 percent of all students at grade 8 were excluded from the assessment (see table A-16). Across the various jurisdictions that participated in the 2005 state assessment, the percentage of students excluded ranged from 1 to 8 percent at grade 4 (see table A-17) and from 1 to 11 percent at grade 8 (see table A-20). At the district level, between 1 and 10 percent of students were excluded at grade 4 (see table A-23) and between 1 and 10 percent were excluded at grade 8 (see table A-24).

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**Table A-9. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grades 4 and 8, public and nonpublic schools: 1992 and 1996**

Student characteristics	1992	1996
<b>Grade 4</b>		
<b>SD and/or ELL</b>		
Identified	9	14
Excluded	6	6
Assessed	3	8
<b>SD only</b>		
Identified	7	11
Excluded	4	5
Assessed	3	6
<b>ELL only</b>		
Identified	3	3
Excluded	2	1
Assessed	1	2
<b>Grade 8</b>		
<b>SD and/or ELL</b>		
Identified	9	11
Excluded	6	4
Assessed	4	6
<b>SD only</b>		
Identified	7	9
Excluded	4	4
Assessed	3	5
<b>ELL only</b>		
Identified	2	3
Excluded	2	1
Assessed	1	2

NOTE: SD = students with disabilities. ELL = English language learners. 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), 1992 and 1996 Mathematics Assessments.

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**Table A-10. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–2000**

State/jurisdiction	1992			1996			2000		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
<b>Nation (public)</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>16</b>	<b>6</b>	<b>9</b>	<b>16</b>	<b>7</b>	<b>9</b>
Alabama	10	5	6	12	6	5	13	6	7
Alaska	—	—	—	20	4	16	—	—	—
Arizona	15	5	10	21	12	9	25	12	13
Arkansas	12	5	6	10	7	3	14	7	7
California	28	12	16	33	16	17	33	9	24
Colorado	10	5	5	15	8	7	—	—	—
Connecticut	14	7	7	16	8	8	15	10	5
Delaware	12	5	6	14	7	7	—	—	—
Florida	17	8	8	19	10	9	—	—	—
Georgia	10	5	4	13	7	6	11	7	4
Hawaii	13	6	8	14	6	9	19	10	9
Idaho	9	3	6	—	—	—	16	6	10
Illinois	—	—	—	—	—	—	17	10	6
Indiana	7	3	4	11	5	6	11	7	5
Iowa	9	3	6	13	6	7	15	10	5
Kansas	—	—	—	—	—	—	16	7	9
Kentucky	8	3	5	10	6	4	12	8	3
Louisiana	8	4	4	14	8	7	16	8	8
Maine	14	6	8	15	8	7	16	10	6
Maryland	11	4	7	14	8	7	12	9	4
Massachusetts	18	7	11	18	9	9	19	10	9
Michigan	7	5	2	11	6	5	11	8	3
Minnesota	9	3	6	14	6	8	16	6	10
Mississippi	7	5	2	8	6	2	6	4	2
Missouri	12	4	7	14	5	9	15	10	6
Montana	—	—	—	10	5	5	12	5	7
Nebraska	13	4	8	15	5	10	18	8	10
Nevada	—	—	—	16	9	8	20	10	9
New Hampshire	12	4	8	—	—	—	—	—	—
New Jersey	11	6	6	11	6	5	—	—	—
New Mexico	15	7	8	22	12	10	31	12	19
New York	12	5	6	15	8	7	16	12	4
North Carolina	12	4	8	14	7	7	16	13	3
North Dakota	9	2	7	11	4	7	12	6	6
Ohio	10	6	4	—	—	—	12	10	2
Oklahoma	13	7	6	—	—	—	20	10	10
Oregon	—	—	—	19	9	10	18	8	11
Pennsylvania	9	4	5	9	5	4	—	—	—
Rhode Island	15	6	10	18	6	12	23	12	11
South Carolina	10	5	5	12	6	7	17	7	10
Tennessee	12	4	8	13	6	6	11	4	7
Texas	17	8	9	24	10	14	25	15	10
Utah	10	4	6	13	6	7	14	7	7
Vermont	—	—	—	14	6	8	15	11	5
Virginia	11	5	6	14	7	7	16	11	5

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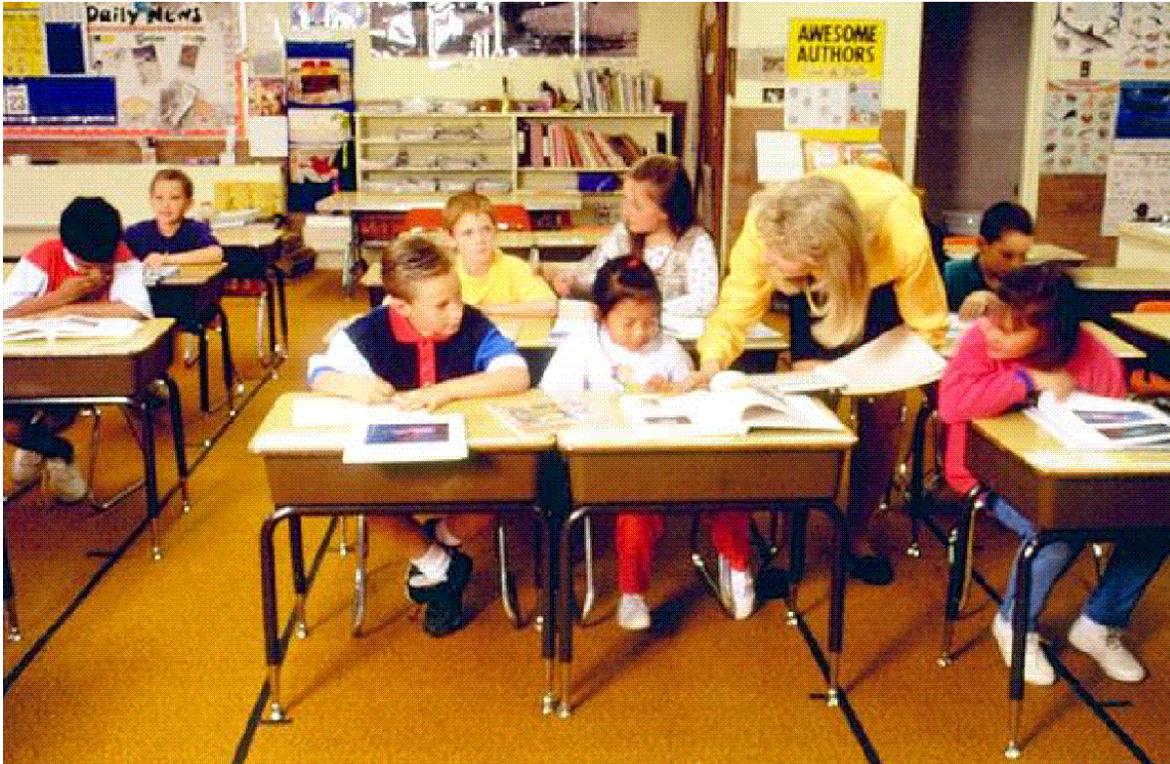
Washington	—	—	—	13	5	8	—	—	—
West Virginia	9	4	4	13	8	5	13	10	3
Wisconsin	11	5	5	12	8	4	19	12	8
Wyoming	10	4	7	13	4	9	15	6	9
Other jurisdictions									
District of Columbia	11	9	2	14	11	3	19	9	10
DoDEA <sup>1</sup>	—	—	—	9	4	5	11	5	6

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1992 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2000 Mathematics Assessments.



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**Table A-11. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–2000**

State/jurisdiction	1992			1996			2000		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
<b>Nation (public)</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>6</b>	<b>6</b>
Alabama	10	4	6	11	6	5	12	6	7
Alaska	—	—	—	13	4	10	—	—	—
Arizona	7	3	4	10	7	3	11	6	4
Arkansas	11	5	6	9	6	3	13	7	6
California	7	3	4	8	5	3	8	3	5
Colorado	8	4	4	12	7	5	—	—	—
Connecticut	10	4	6	14	7	7	11	8	3
Delaware	11	5	6	12	6	6	—	—	—
Florida	13	7	6	14	7	7	—	—	—
Georgia	9	5	4	11	6	5	9	6	4
Hawaii	10	5	5	10	4	5	13	8	5
Idaho	8	3	5	—	—	—	12	5	6
Illinois	—	—	—	—	—	—	11	7	4
Indiana	6	3	3	11	5	6	11	6	4
Iowa	8	3	5	11	5	6	14	10	4
Kansas	—	—	—	—	—	—	12	6	6
Kentucky	8	3	5	10	6	4	11	8	3
Louisiana	7	4	3	13	7	6	15	7	8
Maine	14	6	8	14	7	7	16	10	6
Maryland	10	3	7	13	7	6	11	8	3
Massachusetts	15	6	9	15	7	8	14	8	6
Michigan	7	5	2	10	6	4	9	7	2
Minnesota	7	3	4	11	5	6	12	4	7
Mississippi	7	5	2	8	6	2	6	4	2
Missouri	12	4	7	14	5	9	15	9	5
Montana	—	—	—	10	5	5	11	5	5
Nebraska	12	4	8	14	4	10	16	6	9
Nevada	—	—	—	9	5	4	10	6	4
New Hampshire	12	4	8	—	—	—	—	—	—
New Jersey	8	3	5	9	5	4	—	—	—
New Mexico	12	6	6	14	8	6	15	9	6
New York	7	3	3	10	5	5	11	9	2
North Carolina	11	3	8	13	6	6	14	12	2
North Dakota	8	2	7	10	3	7	12	6	6
Ohio	10	6	4	—	—	—	12	10	2
Oklahoma	11	7	4	—	—	—	16	10	6
Oregon	—	—	—	13	6	7	14	6	7
Pennsylvania	8	3	5	8	4	4	—	—	—
Rhode Island	10	4	7	13	5	8	16	9	7
South Carolina	10	5	5	12	5	7	17	7	9
Tennessee	11	4	8	12	6	6	10	4	7
Texas	9	5	5	12	7	5	15	10	5
Utah	9	4	5	11	5	6	9	5	4
Vermont	—	—	—	14	6	8	14	10	4
Virginia	10	5	5	12	6	6	13	10	3

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Washington	—	—	—	10	5	6	—	—	—
West Virginia	9	4	4	13	8	5	13	10	3
Wisconsin	9	5	5	10	7	3	15	10	5
Wyoming	9	3	6	12	4	8	13	5	8
Other jurisdictions									
District of Columbia	8	7	1	9	7	1	14	7	7
DoDEA <sup>1</sup>	—	—	—	8	4	4	8	4	4

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1992 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2000 Mathematics Assessments.



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**Table A-12. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 4 public schools: By state, various years, 1992–2000**

State/jurisdiction	1992			1996			2000		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
<b>Nation (public)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>3</b>
Alabama	#	#	#	#	#	#	1	#	#
Alaska	—	—	—	8	1	6	—	—	—
Arizona	8	2	6	12	7	6	16	7	9
Arkansas	1	#	#	#	#	#	1	#	1
California	22	10	12	26	12	14	27	7	20
Colorado	2	1	1	4	2	2	—	—	—
Connecticut	4	2	1	3	2	1	4	2	1
Delaware	1	1	#	2	1	1	—	—	—
Florida	4	2	2	6	3	3	—	—	—
Georgia	1	1	#	2	2	1	2	1	1
Hawaii	4	2	3	5	1	4	7	3	4
Idaho	2	1	1	—	—	—	5	2	4
Illinois	—	—	—	—	—	—	7	4	2
Indiana	#	#	#	#	#	#	1	1	#
Iowa	1	#	1	2	1	1	1	1	#
Kansas	—	—	—	—	—	—	5	2	3
Kentucky	#	#	#	#	#	#	#	#	#
Louisiana	1	#	1	1	1	#	1	1	1
Maine	#	#	#	#	#	#	1	#	#
Maryland	1	1	1	1	1	#	2	2	#
Massachusetts	3	1	2	4	2	1	6	3	3
Michigan	1	1	#	2	1	1	2	2	1
Minnesota	2	#	2	3	1	2	5	2	3
Mississippi	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	1	#	#	1	#	#
Montana	—	—	—	#	#	#	2	#	2
Nebraska	1	#	1	2	1	1	4	3	1
Nevada	—	—	—	8	4	4	11	5	6
New Hampshire	#	#	#	—	—	—	—	—	—
New Jersey	4	2	1	2	1	1	—	—	—
New Mexico	4	1	2	10	5	5	20	6	14
New York	5	2	3	6	3	3	6	4	3
North Carolina	1	#	#	2	1	1	3	2	1
North Dakota	1	#	#	#	#	#	1	#	#
Ohio	1	#	1	—	—	—	1	#	#
Oklahoma	2	#	1	—	—	—	5	2	4
Oregon	—	—	—	6	3	3	6	2	3
Pennsylvania	1	1	#	1	1	#	—	—	—
Rhode Island	6	3	3	5	2	4	7	3	4
South Carolina	#	#	#	#	#	#	1	1	#
Tennessee	#	#	#	1	1	#	1	#	#
Texas	9	4	5	13	5	9	13	7	5
Utah	1	1	#	2	1	1	6	3	3
Vermont	—	—	—	1	#	#	2	1	1
Virginia	1	1	1	2	1	1	4	2	2

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Washington	—	—	—	3	1	2	—	—	—
West Virginia	#	#	#	#	#	#	#	#	#
Wisconsin	1	1	1	2	1	1	5	3	3
Wyoming	1	#	1	1	#	#	2	1	2
Other jurisdictions									
District of Columbia	4	2	1	6	4	1	6	3	4
DoDEA <sup>1</sup>	—	—	—	2	1	1	3	1	2

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

# The estimate rounds to zero.

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1992 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2000 Mathematics Assessments.



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**Table A-13. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state, various years, 1990–2000**

State/jurisdiction	1990			1992			1996			2000		
	Identified	Excluded	Assessed									
<b>Nation (public)</b>	—	—	—	<b>10</b>	<b>6</b>	<b>4</b>	<b>11</b>	<b>5</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>8</b>
Alabama	9	5	4	10	5	5	13	7	6	14	5	9
Alaska	—	—	—	—	—	—	15	5	10	—	—	—
Arizona	12	5	7	12	6	7	17	9	8	19	9	10
Arkansas	11	7	3	11	6	5	11	7	4	14	8	5
California	15	7	8	20	8	12	20	10	10	27	9	18
Colorado	10	4	5	10	4	5	12	4	8	—	—	—
Connecticut	11	6	5	14	7	8	15	8	7	16	10	6
Delaware	9	4	5	10	4	6	13	9	4	—	—	—
Florida	11	6	5	13	6	7	16	10	6	—	—	—
Georgia	7	3	3	8	5	3	10	7	3	11	7	3
Hawaii	10	4	5	13	5	8	12	5	7	20	7	13
Idaho	6	2	4	7	3	4	—	—	—	14	5	9
Illinois	9	5	4	—	—	—	—	—	—	15	8	7
Indiana	7	5	2	9	5	4	12	6	7	12	7	5
Iowa	10	4	6	11	4	6	13	5	7	—	—	—
Kansas	—	—	—	—	—	—	—	—	—	14	6	8
Kentucky	7	5	3	9	5	4	9	5	5	14	9	4
Louisiana	6	4	2	7	4	3	10	6	4	13	6	7
Maine	—	—	—	11	4	6	12	5	7	15	9	6
Maryland	11	4	6	11	5	6	12	7	5	13	11	3
Massachusetts	—	—	—	18	8	9	17	8	9	19	12	7
Michigan	8	4	4	9	6	3	9	5	4	11	7	4
Minnesota	9	3	6	7	3	4	11	3	8	15	5	10
Mississippi	—	—	—	10	7	3	11	7	4	11	7	3
Missouri	—	—	—	11	4	6	12	7	5	15	9	6
Montana	6	2	4	—	—	—	9	3	6	12	5	6
Nebraska	9	3	6	10	4	6	12	4	8	13	3	10
Nevada	—	—	—	—	—	—	16	8	8	16	10	6
New Hampshire	12	4	8	12	5	7	15	4	11	—	—	—
New Jersey	12	7	5	14	7	7	13	7	6	—	—	—
New Mexico	9	6	3	12	5	7	18	8	10	25	12	14
New York	12	6	6	13	8	4	14	8	6	16	13	3
North Carolina	9	3	6	12	3	9	9	4	5	16	14	2

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North Dakota	8	3	5	8	2	5	10	3	6	11	4	7
Ohio	8	5	3	10	6	4	—	—	—	11	9	3
Oklahoma	8	5	3	10	6	4	—	—	—	15	9	6
Oregon	8	3	5	—	—	—	12	4	8	17	6	11
Pennsylvania	10	5	5	9	4	5	—	—	—	—	—	—
Rhode Island	14	6	8	14	5	8	17	7	10	20	12	8
South Carolina	—	—	—	10	6	4	10	6	4	13	7	6
Tennessee	—	—	—	10	5	5	11	4	7	13	5	8
Texas	12	6	6	14	7	7	17	9	8	20	10	11
Utah	—	—	—	9	4	5	11	6	5	14	6	8
Vermont	—	—	—	—	—	—	12	4	8	17	10	7
Virginia	9	5	4	12	5	7	13	7	6	15	10	5
Washington	—	—	—	—	—	—	13	6	7	—	—	—
West Virginia	9	5	4	10	6	4	13	8	4	15	11	3
Wisconsin	8	4	4	10	4	6	12	7	5	17	10	7
Wyoming	8	3	5	9	4	5	10	2	8	13	4	9
Other jurisdictions												
District of Columbia	6	5	1	11	10	2	13	10	4	15	9	6
DoDEA <sup>1</sup>	—	—	—	—	—	—	8	3	5	9	5	3

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1990 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2000 Mathematics Assessments.

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**Table A-14. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state, various years, 1990–2000**

State/jurisdiction	1990			1992			1996			2000		
	Identified	Excluded	Assessed									
<b>Nation (public)</b>	—	—	—	<b>8</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>12</b>	<b>6</b>	<b>6</b>
Alabama	9	5	4	10	5	5	13	7	6	14	5	9
Alaska	—	—	—	—	—	—	10	5	6	—	—	—
Arizona	7	3	3	6	4	2	9	5	4	11	7	4
Arkansas	10	7	3	11	6	5	11	7	4	12	8	4
California	7	3	4	8	4	4	8	5	4	10	6	5
Colorado	8	4	5	8	4	5	11	4	7	—	—	—
Connecticut	9	5	4	12	5	6	13	7	6	14	9	5
Delaware	9	4	5	9	4	5	12	8	4	—	—	—
Florida	8	5	4	9	5	4	12	7	5	—	—	—
Georgia	6	3	3	7	4	3	9	6	3	10	7	3
Hawaii	7	3	3	9	3	5	9	4	5	15	6	9
Idaho	6	2	4	7	3	4	—	—	—	10	5	6
Illinois	8	4	4	—	—	—	—	—	—	11	6	5
Indiana	7	5	2	8	4	4	12	5	6	11	7	4
Iowa	9	4	6	10	4	6	12	5	7	—	—	—
Kansas	—	—	—	—	—	—	—	—	—	10	5	5
Kentucky	7	5	3	9	5	4	9	4	5	13	9	4
Louisiana	6	4	2	7	4	3	9	6	3	13	6	7
Maine	—	—	—	11	4	6	11	5	6	14	9	5
Maryland	9	4	5	9	4	5	11	6	5	12	10	3
Massachusetts	—	—	—	14	6	8	15	7	9	16	10	6
Michigan	8	4	4	9	6	3	8	5	3	10	6	4
Minnesota	8	3	6	7	3	4	10	3	7	13	4	8
Mississippi	—	—	—	10	7	3	11	7	4	10	7	3
Missouri	—	—	—	11	4	6	11	6	4	14	8	6
Montana	6	2	4	—	—	—	9	3	6	11	5	5
Nebraska	8	3	5	9	4	6	11	4	7	11	3	8
Nevada	—	—	—	—	—	—	9	5	4	12	8	3
New Hampshire	12	4	7	12	5	7	14	4	11	—	—	—
New Jersey	10	5	4	12	6	6	10	5	5	—	—	—
New Mexico	8	6	3	10	4	6	13	5	9	17	10	7

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New York	8	4	4	10	6	4	10	5	4	12	10	1
North Carolina	9	3	6	12	3	9	8	4	5	14	13	2
North Dakota	7	2	5	7	2	5	9	3	6	11	4	7
Ohio	8	5	3	9	6	4	—	—	—	11	9	3
Oklahoma	7	5	2	9	6	3	—	—	—	13	8	5
Oregon	7	2	5	—	—	—	10	3	7	13	4	9
Pennsylvania	10	5	5	8	4	4	—	—	—	—	—	—
Rhode Island	11	5	6	10	4	7	13	5	7	16	9	7
South Carolina	—	—	—	10	6	4	10	6	4	13	7	6
Tennessee	—	—	—	10	5	5	11	4	7	12	4	8
Texas	8	4	3	9	5	4	11	6	5	14	8	6
Utah	—	—	—	9	4	5	10	5	5	10	5	6
Vermont	—	—	—	—	—	—	12	4	8	16	9	7
Virginia	8	4	4	10	5	5	12	7	5	14	10	4
Washington	—	—	—	—	—	—	11	5	6	—	—	—
West Virginia	9	5	4	10	6	4	13	8	4	14	11	3
Wisconsin	7	4	3	9	4	5	11	7	4	16	10	6
Wyoming	8	3	4	9	4	5	10	2	8	12	4	8
Other jurisdictions												
District of Columbia	5	4	1	9	8	1	10	8	2	11	7	4
DoDEA <sup>1</sup>	—	—	—	—	—	—	7	2	5	6	4	3

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1990 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2000 Mathematics Assessments.

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**Table A-15. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were *not* permitted, grade 8 public schools: By state, various years, 1990–2000**

State/jurisdiction	1990			1992			1996			2000		
	Identified	Excluded	Assessed									
<b>Nation (public)</b>	—	—	—	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>3</b>
Alabama	#	#	#	#	#	#	#	#	#	1	#	#
Alaska	—	—	—	—	—	—	5	1	4	—	—	—
Arizona	5	1	4	6	2	4	9	4	5	10	4	6
Arkansas	#	#	#	#	#	#	1	#	#	2	1	1
California	8	4	4	13	5	8	13	6	7	19	4	15
Colorado	1	1	#	1	1	1	2	1	1	—	—	—
Connecticut	2	1	1	3	1	1	2	2	1	2	1	1
Delaware	1	#	#	1	#	1	1	#	#	—	—	—
Florida	2	2	1	4	2	2	4	3	1	—	—	—
Georgia	#	#	#	1	#	#	2	1	#	1	1	#
Hawaii	3	1	2	5	2	3	4	1	2	6	2	4
Idaho	1	#	#	1	#	#	—	—	—	4	1	3
Illinois	1	1	#	—	—	—	—	—	—	5	2	3
Indiana	#	#	#	1	#	#	1	#	1	2	1	1
Iowa	#	#	#	1	#	1	#	#	#	—	—	—
Kansas	—	—	—	—	—	—	—	—	—	5	2	2
Kentucky	#	#	#	#	#	#	#	#	#	1	#	#
Louisiana	#	#	#	#	#	#	1	#	1	#	#	#
Maine	—	—	—	#	#	#	1	#	1	1	#	1
Maryland	1	1	1	1	1	1	1	1	#	2	1	#
Massachusetts	—	—	—	4	2	1	2	1	#	4	3	1
Michigan	#	#	#	1	#	#	1	1	1	1	1	#
Minnesota	1	#	1	#	#	#	1	#	1	2	1	1
Mississippi	—	—	—	#	#	#	#	#	#	#	#	#
Missouri	—	—	—	1	#	#	1	1	#	1	#	#
Montana	#	#	#	—	—	—	#	#	#	1	#	1
Nebraska	#	#	#	1	#	#	1	1	#	2	1	1
Nevada	—	—	—	—	—	—	7	3	4	5	3	2
New Hampshire	#	#	#	#	#	#	#	#	#	—	—	—
New Jersey	2	2	1	3	1	1	3	2	1	—	—	—
New Mexico	1	1	1	3	1	2	6	4	2	11	4	8
New York	4	2	2	3	3	1	5	3	2	6	4	2
North Carolina	#	#	#	#	#	#	1	1	#	3	3	#

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North Dakota	1	#	1	1	#	1	#	#	#	1	#	#
Ohio	#	#	#	#	#	#	—	—	—	1	1	#
Oklahoma	1	#	#	1	#	1	—	—	—	2	1	1
Oregon	1	#	1	—	—	—	2	1	1	5	3	2
Pennsylvania	#	#	#	1	#	1	—	—	—	—	—	—
Rhode Island	4	2	2	4	2	2	4	2	2	4	3	1
South Carolina	—	—	—	#	#	#	#	#	#	#	#	#
Tennessee	—	—	—	#	#	#	#	#	#	1	1	#
Texas	5	2	3	6	2	4	7	3	4	8	3	5
Utah	—	—	—	1	1	#	2	1	#	4	2	2
Vermont	—	—	—	—	—	—	1	#	1	1	1	#
Virginia	1	1	#	2	1	2	1	1	1	2	1	1
Washington	—	—	—	—	—	—	2	1	1	—	—	—
West Virginia	#	#	#	#	#	#	#	#	#	#	#	#
Wisconsin	1	#	#	1	#	1	1	1	#	1	1	#
Wyoming	1	#	#	#	#	#	1	#	1	2	#	1
Other jurisdictions												
District of Columbia	1	1	#	3	2	1	4	3	2	4	3	2
DoDEA <sup>1</sup>	—	—	—	—	—	—	1	1	#	3	2	1

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

# The estimate rounds to zero.

<sup>1</sup> 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: Detail may not sum to totals because of rounding. South Dakota did not participate in NAEP mathematics assessments from 1990 to 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2000 Mathematics Assessments.

**Table A-16. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grades 4, 8, and 12 public and nonpublic schools: Various years, 1996–2005**

Student characteristics	1996	2000	2003	2005
<b>Grade 4</b>				
<b>SD and/or ELL</b>				
Identified	15	18	21	21
Excluded	4	4	4	3
Assessed	11	14	17	18
Without accommodations	7	9	9	9
With accommodations	5	5	8	9
<b>SD only</b>				
Identified	10	12	13	13
Excluded	3	3	3	2
Assessed	7	9	10	10
Without accommodations	4	5	4	3
With accommodations	4	4	6	7
<b>ELL only</b>				
Identified	6	7	10	10
Excluded	1	1	1	1
Assessed	5	6	8	8
Without accommodations	3	4	6	6
With accommodations	2	1	2	2
<b>Grade 8</b>				
<b>SD and/or ELL</b>				
Identified	12	13	17	17
Excluded	3	4	3	3
Assessed	8	10	14	14
Without accommodations	6	7	7	6
With accommodations	3	3	6	8
<b>SD only</b>				
Identified	9	10	13	12
Excluded	3	3	3	3
Assessed	6	7	10	10
Without accommodations	4	5	4	3
With accommodations	2	2	6	7
<b>ELL only</b>				
Identified	3	4	6	6
Excluded	1	1	1	1
Assessed	2	3	5	5
Without accommodations	2	2	4	4
With accommodations	#	1	1	1
<b>Grade 12</b>				
<b>SD and/or ELL</b>				
Identified	†	†	—	13
Excluded	†	†	—	3
Assessed	†	†	—	10
Without accommodations	†	†	—	5
With accommodations	†	†	—	5
<b>SD only</b>				
Identified	†	†	—	10

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Excluded	†	†	—	3
Assessed	†	†	—	7
Without accommodations	†	†	—	3
With accommodations	†	†	—	4
<b>ELL only</b>				
Identified	†	†	—	4
Excluded	†	†	—	1
Assessed	†	†	—	4
Without accommodations	†	†	—	3
With accommodations	†	†	—	1

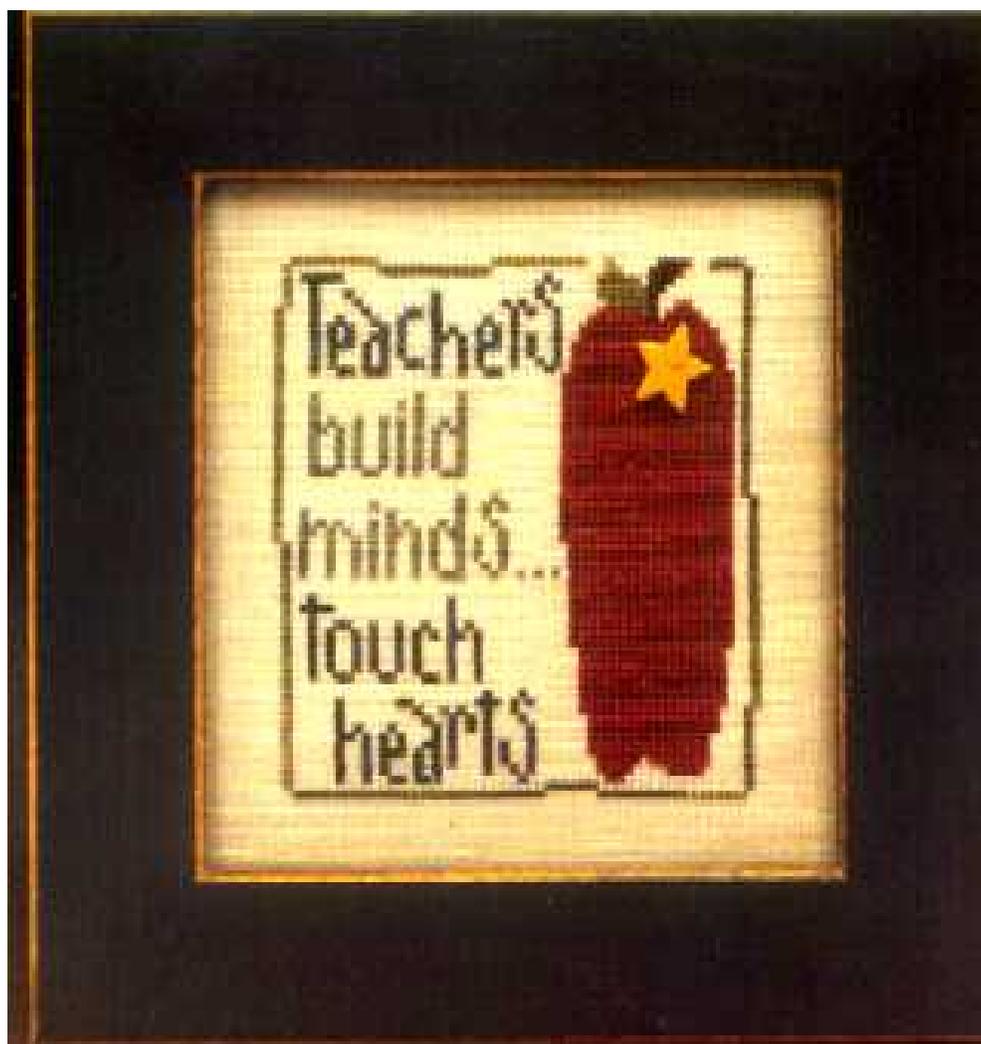
— Not available. Data were not collected at grade 12 in 2003.

† Not applicable. Results from previous mathematics assessments at grade 12 are not reported with the results from 2005 because of a change in the framework.

# The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. 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. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. NAEP sample sizes have increased in 2003 and 2005 compared to previous years. 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), various years, 1996–2005 Mathematics Assessments.



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**Table A-17. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005**

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>19</b>	<b>4</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>22</b>	<b>4</b>	<b>18</b>	<b>10</b>	<b>8</b>
Alabama	13	3	10	7	3	12	2	10	8	2
Alaska	—	—	—	—	—	31	1	30	20	10
Arizona	25	4	21	12	9	27	5	23	18	5
Arkansas	14	4	10	6	4	17	2	14	7	8
California	33	6	27	19	8	38	3	35	31	4
Colorado	—	—	—	—	—	20	2	17	7	11
Connecticut	14	5	10	5	4	16	4	12	5	8
Delaware	—	—	—	—	—	18	7	11	4	7
Florida	—	—	—	—	—	26	3	23	8	15
Georgia	11	3	8	4	4	16	2	14	6	7
Hawaii	19	9	11	8	3	17	3	14	5	8
Idaho	16	2	13	7	7	18	2	16	9	7
Illinois	17	3	14	5	9	23	4	18	7	11
Indiana	11	2	9	3	6	17	2	14	8	7
Iowa	15	2	12	5	7	18	3	15	4	11
Kansas	16	3	13	9	4	16	2	14	3	11
Kentucky	12	3	9	4	5	14	3	11	5	7
Louisiana	16	3	13	2	11	22	3	19	3	16
Maine	16	5	12	5	7	18	3	15	4	11
Maryland	12	2	10	4	6	16	4	12	6	6
Massachusetts	19	3	17	7	10	22	3	19	4	15
Michigan	11	3	8	3	4	15	4	11	5	6
Minnesota	16	2	14	7	7	18	3	16	8	7
Mississippi	6	3	3	1	2	10	5	5	4	1
Missouri	15	3	13	5	8	17	4	13	4	10
Montana	12	2	11	5	6	16	2	14	7	7
Nebraska	18	3	15	10	4	20	3	17	9	9
Nevada	20	7	13	8	5	26	4	22	14	8
New Hampshire	—	—	—	—	—	20	3	17	5	12
New Jersey	—	—	—	—	—	18	2	16	1	14

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New Mexico	31	6	26	16	10	40	4	36	22	15
New York	16	5	11	2	9	19	5	14	2	11
North Carolina	16	5	11	3	8	21	4	17	5	12
North Dakota	12	1	11	7	4	18	2	16	8	7
Ohio	12	5	7	2	5	13	4	9	2	7
Oklahoma	20	5	15	11	5	22	4	18	10	8
Oregon	18	3	16	8	8	27	4	23	11	11
Pennsylvania	—	—	—	—	—	15	3	12	3	9
Rhode Island	23	3	20	10	10	27	3	24	9	15
South Carolina	17	5	12	7	5	18	6	12	7	4
South Dakota	—	—	—	—	—	18	1	16	9	7
Tennessee	11	3	9	7	1	14	3	11	7	5
Texas	25	7	18	12	6	27	7	20	14	6
Utah	14	3	11	7	4	21	3	19	11	7
Vermont	15	3	13	4	9	18	4	14	4	10
Virginia	16	4	12	5	7	19	6	13	5	8
Washington	—	—	—	—	—	19	3	16	8	8
West Virginia	13	3	11	3	8	15	3	12	3	9
Wisconsin	19	5	14	7	8	20	4	16	4	12
Wyoming	15	2	13	8	6	18	1	17	6	11
Other jurisdictions										
District of Columbia	19	5	14	7	7	18	4	14	4	10
DoDEA <sup>1</sup>	11	3	8	4	4	14	1	13	6	7

See notes at end of table.

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**Table A-17. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>23</b>	<b>3</b>	<b>20</b>	<b>10</b>	<b>10</b>
Alabama	13	1	12	9	3
Alaska	32	2	30	15	15
Arizona	29	4	25	17	8
Arkansas	16	3	13	5	8
California	39	4	35	31	5
Colorado	22	3	19	5	14
Connecticut	16	2	14	4	10
Delaware	20	8	12	5	7
Florida	25	3	21	5	17
Georgia	16	2	14	6	8
Hawaii	18	3	16	6	9
Idaho	18	1	17	9	8
Illinois	22	3	20	9	10
Indiana	18	2	16	5	11
Iowa	18	2	16	4	12
Kansas	19	3	16	6	10
Kentucky	15	3	13	3	9
Louisiana	24	4	20	3	18
Maine	20	4	16	5	12
Maryland	17	4	13	5	9
Massachusetts	24	4	19	6	13
Michigan	17	4	13	4	9
Minnesota	19	2	17	9	9
Mississippi	11	2	9	5	4
Missouri	18	2	16	6	10
Montana	14	2	12	4	8
Nebraska	23	2	21	9	12
Nevada	26	3	23	13	10
New Hampshire	22	2	20	5	14
New Jersey	18	3	15	4	11
New Mexico	36	3	33	15	18
New York	20	4	17	2	14
North Carolina	21	2	18	4	14
North Dakota	17	3	14	6	8
Ohio	13	3	9	2	8
Oklahoma	21	4	17	7	10
Oregon	27	4	23	11	11
Pennsylvania	18	3	15	4	11
Rhode Island	26	3	23	8	15
South Carolina	16	4	12	7	5
South Dakota	19	2	17	9	8
Tennessee	13	3	10	4	6
Texas	27	6	21	13	8
Utah	23	2	20	11	9
Vermont	18	3	15	5	10

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Virginia	22	5	17	5	12
Washington	21	3	18	8	10
West Virginia	20	2	17	9	8
Wisconsin	19	2	17	5	12
Wyoming	19	2	17	6	11
<b>Other jurisdictions</b>					
District of Columbia	20	6	14	4	10
DoDEA <sup>1</sup>	17	2	15	6	8

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Mathematics Assessments.



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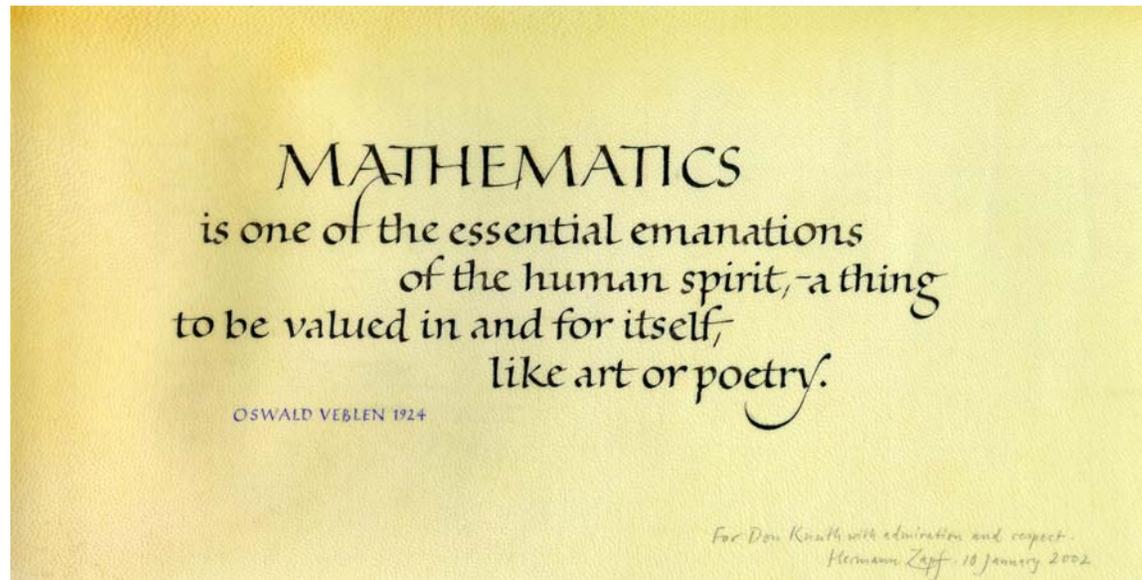
**Table A-18. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005**

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>13</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>14</b>	<b>3</b>	<b>11</b>	<b>4</b>	<b>7</b>
Alabama	13	3	9	7	3	11	2	10	7	2
Alaska	—	—	—	—	—	16	1	15	6	9
Arizona	11	3	8	4	4	12	3	9	5	3
Arkansas	12	4	8	5	4	14	1	12	5	8
California	8	3	5	4	1	10	2	8	6	2
Colorado	—	—	—	—	—	12	2	11	3	7
Connecticut	11	3	8	4	4	13	3	10	3	6
Delaware	—	—	—	—	—	16	6	10	3	7
Florida	—	—	—	—	—	18	2	16	4	12
Georgia	9	3	7	3	4	12	2	11	4	7
Hawaii	13	6	7	5	2	11	2	10	3	6
Idaho	12	1	11	5	6	12	1	11	4	7
Illinois	11	2	9	3	6	15	3	13	4	9
Indiana	10	2	8	3	5	14	2	12	6	6
Iowa	13	1	11	4	7	15	2	13	3	10
Kansas	12	3	9	5	4	14	1	12	2	10
Kentucky	11	3	8	3	5	13	3	11	4	7
Louisiana	15	3	13	2	11	21	3	18	3	16
Maine	15	4	11	4	7	18	3	14	4	10
Maryland	11	2	9	4	5	13	3	10	4	6
Massachusetts	14	1	14	5	9	18	2	16	2	14
Michigan	10	3	7	3	4	11	3	7	2	5
Minnesota	12	2	10	5	5	14	2	11	5	6
Mississippi	6	3	3	1	2	10	5	5	3	1
Missouri	14	2	12	5	7	15	3	12	3	9
Montana	12	2	10	5	6	14	2	12	5	7
Nebraska	15	2	13	9	4	16	2	14	6	8
Nevada	10	3	7	3	4	13	3	10	5	5
New Hampshire	—	—	—	—	—	18	3	16	4	11
New Jersey	—	—	—	—	—	14	2	13	1	12
New Mexico	15	5	10	5	5	17	2	15	7	9
New York	11	2	8	#	8	13	3	10	1	10

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North Carolina	14	4	10	3	7	17	4	14	3	10
North Dakota	11	1	9	5	4	15	2	14	6	7
Ohio	12	4	7	2	5	12	4	8	2	7
Oklahoma	16	4	12	7	4	17	3	14	6	8
Oregon	14	2	12	6	5	17	4	14	7	7
Pennsylvania	—	—	—	—	—	13	2	11	2	9
Rhode Island	16	2	14	6	8	20	2	18	5	13
South Carolina	17	5	12	7	5	17	6	11	6	4
South Dakota	—	—	—	—	—	15	1	13	7	6
Tennessee	10	2	8	7	1	13	2	11	6	5
Texas	15	6	9	6	3	15	7	8	5	3
Utah	9	3	6	4	2	12	2	10	5	5
Vermont	15	3	12	4	8	17	4	13	4	10
Virginia	13	3	10	4	6	13	4	9	3	6
Washington	—	—	—	—	—	14	2	12	5	7
West Virginia	13	3	11	3	8	15	3	12	3	9
Wisconsin	15	4	10	5	6	15	3	12	2	10
Wyoming	14	2	12	6	6	15	1	14	3	11
Other jurisdictions										
District of Columbia	13	3	10	5	5	13	4	10	2	7
DoDEA <sup>1</sup>	8	2	6	3	4	10	1	9	2	6

See notes at end of table.



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**Table A-18. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>14</b>	<b>3</b>	<b>11</b>	<b>4</b>	<b>8</b>
Alabama	11	1	10	7	3
Alaska	15	1	14	4	10
Arizona	11	3	9	3	5
Arkansas	13	2	11	3	8
California	10	2	8	4	3
Colorado	12	2	10	2	8
Connecticut	13	2	11	3	8
Delaware	16	7	9	2	7
Florida	18	2	16	3	12
Georgia	14	2	12	5	7
Hawaii	11	2	10	3	7
Idaho	11	1	10	3	7
Illinois	14	2	12	4	8
Indiana	15	1	14	4	10
Iowa	14	2	13	2	11
Kansas	14	2	11	3	8
Kentucky	14	2	12	3	9
Louisiana	24	4	20	3	17
Maine	19	3	16	4	12
Maryland	13	3	10	3	7
Massachusetts	18	3	15	3	12
Michigan	14	4	11	3	7
Minnesota	13	2	11	5	6
Mississippi	11	2	8	5	4
Missouri	16	2	14	5	9
Montana	12	2	10	2	7
Nebraska	18	2	16	6	10
Nevada	12	3	10	3	6
New Hampshire	20	2	18	4	14
New Jersey	15	2	13	3	10
New Mexico	14	2	13	3	10
New York	15	3	12	1	11
North Carolina	15	2	13	3	10
North Dakota	16	2	13	5	8
Ohio	12	3	9	2	7
Oklahoma	16	4	12	4	9
Oregon	15	3	11	5	7
Pennsylvania	16	2	13	3	10
Rhode Island	20	2	18	6	12
South Carolina	14	4	10	6	5
South Dakota	16	1	14	7	7
Tennessee	11	3	8	3	6
Texas	14	5	8	4	4
Utah	12	2	11	4	6
Vermont	16	3	13	4	9
Virginia	16	4	11	3	8
Washington	13	2	11	4	7
West Virginia	19	2	17	9	8

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Wisconsin	14	2	12	2	10
Wyoming	15	1	14	3	11
<hr/>					
Other jurisdictions					
District of Columbia	16	5	11	2	8
DoDEA <sup>1</sup>	10	1	9	2	7

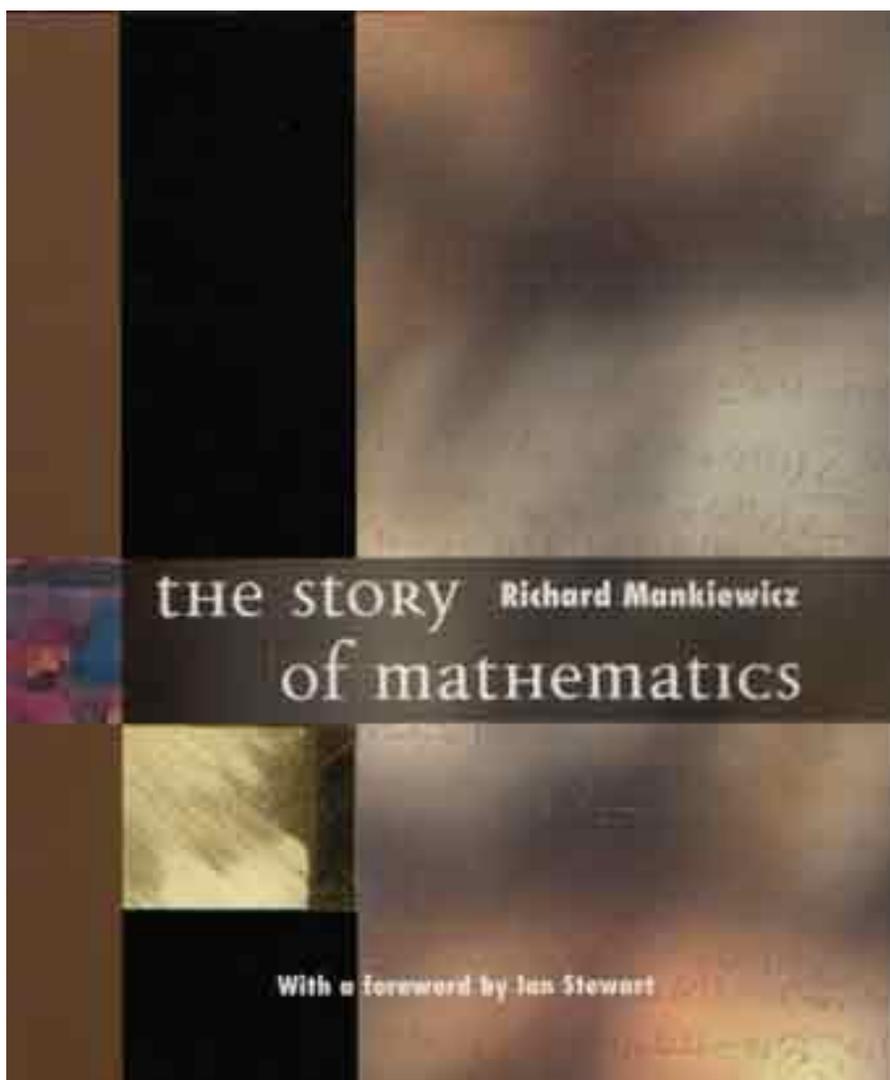
— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

# The estimate rounds to zero.

<sup>1</sup> 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: 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), various years, 2000–2005 Mathematics Assessments.



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**Table A-19. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005**

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>2</b>
Alabama	#	#	#	#	#	1	#	1	1	#
Alaska	—	—	—	—	—	18	#	18	15	3
Arizona	16	3	13	8	5	19	2	17	15	2
Arkansas	1	#	1	1	#	4	1	3	2	#
California	27	3	24	16	7	33	2	30	27	3
Colorado	—	—	—	—	—	9	1	9	4	4
Connecticut	3	1	2	1	1	4	1	3	1	2
Delaware	—	—	—	—	—	3	1	2	1	1
Florida	—	—	—	—	—	11	2	9	5	4
Georgia	2	1	1	1	#	4	1	4	3	1
Hawaii	7	3	4	4	#	7	2	5	3	2
Idaho	5	2	4	3	1	7	1	6	5	2
Illinois	7	2	5	2	3	9	2	7	4	3
Indiana	1	1	1	#	1	3	#	2	2	1
Iowa	2	1	1	1	#	4	1	3	2	1
Kansas	5	#	5	4	1	3	#	3	1	1
Kentucky	1	#	#	#	#	2	1	1	1	#
Louisiana	1	#	#	#	#	2	#	2	#	1
Maine	1	#	1	1	#	1	1	1	1	#
Maryland	2	1	1	1	#	4	2	2	2	1
Massachusetts	6	2	4	2	2	5	1	4	2	2
Michigan	1	1	#	#	#	5	1	4	3	1
Minnesota	5	1	4	2	3	6	1	5	3	2
Mississippi	#	#	#	#	#	1	1	#	#	#
Missouri	1	1	1	1	#	2	1	2	#	1
Montana	#	#	#	#	#	4	#	4	3	1
Nebraska	3	1	2	2	#	5	1	4	3	1
Nevada	11	4	7	6	1	17	2	14	11	4
New Hampshire	—	—	—	—	—	3	1	2	1	1
New Jersey	—	—	—	—	—	4	1	3	1	3
New Mexico	20	2	18	12	6	29	2	27	18	9

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New York	6	3	3	1	2	8	3	4	2	3
North Carolina	3	1	2	1	1	5	1	4	2	2
North Dakota	1	#	1	1	#	4	#	4	3	1
Ohio	#	#	#	#	#	2	1	1	#	1
Oklahoma	5	1	5	3	1	7	1	6	5	1
Oregon	6	1	4	2	2	12	1	11	6	5
Pennsylvania	—	—	—	—	—	3	1	2	1	1
Rhode Island	7	1	6	4	2	10	2	7	4	3
South Carolina	1	1	#	#	#	2	#	2	1	#
South Dakota	—	—	—	—	—	4	#	4	2	2
Tennessee	1	1	1	1	#	1	#	1	1	#
Texas	13	2	11	8	3	16	2	14	10	4
Utah	6	1	5	3	2	12	1	10	8	3
Vermont	#	#	#	#	#	2	#	2	1	1
Virginia	4	2	2	1	1	8	2	6	2	3
Washington	—	—	—	—	—	7	1	6	4	2
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	5	1	4	2	3	7	1	6	2	3
Wyoming	2	#	2	2	#	4	#	4	3	1
Other jurisdictions										
District of Columbia	6	2	4	2	2	7	1	5	2	3
DoDEA <sup>1</sup>	3	1	2	2	#	6	1	5	4	2

See notes at end of table.

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**Table A-19. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 4 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>10</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>3</b>
Alabama	2	#	2	1	#
Alaska	19	1	19	11	7
Arizona	20	2	18	14	5
Arkansas	4	2	3	2	1
California	33	3	30	28	2
Colorado	11	1	11	4	7
Connecticut	5	1	4	2	2
Delaware	5	1	3	2	1
Florida	8	1	6	1	5
Georgia	3	1	2	1	1
Hawaii	8	1	7	4	3
Idaho	8	1	8	6	2
Illinois	9	1	9	6	3
Indiana	4	1	3	1	2
Iowa	4	#	4	2	2
Kansas	6	1	5	3	3
Kentucky	1	#	1	#	1
Louisiana	1	#	1	#	#
Maine	1	#	1	1	#
Maryland	4	1	3	1	2
Massachusetts	7	1	6	3	2
Michigan	3	1	3	1	1
Minnesota	7	1	7	4	3
Mississippi	1	#	#	#	#
Missouri	3	#	2	1	1
Montana	3	#	3	2	1
Nebraska	7	1	7	4	3
Nevada	17	1	15	10	5
New Hampshire	3	#	2	2	1
New Jersey	3	1	3	1	1
New Mexico	25	1	24	13	11
New York	6	1	5	1	4
North Carolina	6	1	6	2	4
North Dakota	2	#	1	1	#
Ohio	1	#	1	#	#
Oklahoma	6	1	5	3	2
Oregon	14	1	12	7	5
Pennsylvania	2	#	2	1	1
Rhode Island	7	1	6	2	4
South Carolina	2	#	2	1	#
South Dakota	4	#	3	2	2
Tennessee	2	1	2	1	#
Texas	15	2	13	9	4
Utah	12	1	11	7	4
Vermont	2	#	2	1	1
Virginia	8	1	7	2	5
Washington	9	1	8	5	3
West Virginia	#	#	#	#	#

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Wisconsin	6	1	6	2	3
Wyoming	5	#	4	3	1
Other jurisdictions					
District of Columbia	5	1	4	1	2
DoDEA <sup>1</sup>	8	1	7	4	2

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

# The estimate rounds to zero.

<sup>1</sup> 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: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Mathematics Assessments.



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**Table A-20. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005**

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>14</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>19</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>7</b>
Alabama	14	6	8	7	1	14	2	11	9	3
Alaska	—	—	—	—	—	23	1	22	14	8
Arizona	19	3	16	11	4	24	4	20	15	6
Arkansas	14	2	11	8	4	17	2	15	7	8
California	27	4	22	17	5	27	3	25	22	3
Colorado	—	—	—	—	—	15	2	14	5	8
Connecticut	16	6	10	6	4	17	4	13	5	8
Delaware	—	—	—	—	—	18	9	9	3	6
Florida	—	—	—	—	—	19	3	16	5	11
Georgia	11	5	6	3	3	13	2	11	5	6
Hawaii	20	5	15	13	2	20	4	17	8	9
Idaho	14	2	12	8	4	15	1	14	9	5
Illinois	15	5	11	7	3	18	4	14	4	9
Indiana	12	3	9	6	3	15	2	13	6	7
Iowa	—	—	—	—	—	17	2	15	6	9
Kansas	14	3	10	8	3	16	3	13	4	9
Kentucky	14	4	9	5	4	14	4	9	4	5
Louisiana	13	3	10	4	6	16	5	12	2	10
Maine	15	3	12	7	5	17	4	13	5	8
Maryland	13	3	11	7	4	16	4	12	7	5
Massachusetts	19	3	17	8	9	18	3	15	4	11
Michigan	11	4	7	5	2	15	5	10	4	6
Minnesota	15	2	13	11	3	16	2	14	8	6
Mississippi	11	5	5	4	1	9	5	4	3	2
Missouri	15	3	12	5	7	16	4	12	3	9
Montana	12	2	9	6	3	14	2	12	5	6
Nebraska	13	4	10	7	2	16	4	13	7	5
Nevada	16	4	12	8	5	18	2	16	9	6
New Hampshire	—	—	—	—	—	20	3	16	6	10
New Jersey	—	—	—	—	—	18	2	16	2	14
New Mexico	25	7	18	14	4	32	2	30	16	14
New York	16	4	12	5	7	20	5	15	3	12

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North Carolina	16	5	11	4	7	18	4	15	3	12
North Dakota	11	2	9	8	2	16	1	14	7	7
Ohio	11	4	7	4	3	13	5	8	3	5
Oklahoma	15	4	11	8	3	19	2	17	10	7
Oregon	17	3	14	8	6	20	3	16	11	6
Pennsylvania	—	—	—	—	—	15	2	14	3	11
Rhode Island	20	3	16	12	4	23	4	20	7	13
South Carolina	13	4	9	7	2	15	7	8	5	4
South Dakota	—	—	—	—	—	13	2	11	6	6
Tennessee	13	2	10	9	1	16	3	13	12	1
Texas	20	8	12	10	2	20	7	13	11	2
Utah	14	3	11	8	3	16	3	14	9	5
Vermont	17	3	14	10	4	18	3	15	7	7
Virginia	15	6	9	5	4	17	7	10	4	6
Washington	—	—	—	—	—	16	2	14	10	5
West Virginia	15	3	12	4	8	16	3	14	5	9
Wisconsin	17	4	13	6	6	17	3	14	3	11
Wyoming	13	1	12	9	3	17	1	15	6	10
Other jurisdictions										
District of Columbia	15	6	9	3	6	20	6	14	5	9
DoDEA <sup>1</sup>	9	1	8	6	2	11	1	10	4	6

See notes at end of table.

## NAEP 2005 Mathematics Report in New Hampshire

**Table A-20. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>19</b>	<b>4</b>	<b>15</b>	<b>7</b>	<b>8</b>
Alabama	14	1	13	10	3
Alaska	27	2	25	14	11
Arizona	23	5	18	12	6
Arkansas	15	3	12	5	7
California	28	2	25	21	4
Colorado	17	3	14	5	9
Connecticut	16	3	13	5	9
Delaware	18	11	7	4	3
Florida	21	3	18	4	13
Georgia	14	2	11	4	7
Hawaii	20	3	17	8	9
Idaho	17	2	15	8	7
Illinois	18	3	14	4	11
Indiana	17	4	13	3	10
Iowa	17	3	15	4	10
Kansas	17	4	13	4	9
Kentucky	12	3	9	2	6
Louisiana	15	4	11	1	10
Maine	19	5	14	5	9
Maryland	13	4	9	4	4
Massachusetts	20	6	13	4	10
Michigan	16	4	12	4	8
Minnesota	18	2	15	8	7
Mississippi	10	3	7	3	3
Missouri	15	4	11	3	8
Montana	16	2	14	5	9
Nebraska	16	1	14	6	9
Nevada	19	2	17	10	7
New Hampshire	19	2	17	6	11
New Jersey	18	4	15	2	12
New Mexico	30	3	26	13	13
New York	19	4	15	2	13
North Carolina	17	3	15	3	12
North Dakota	17	4	13	4	8
Ohio	14	6	9	2	7
Oklahoma	20	4	15	7	8
Oregon	19	3	16	9	8
Pennsylvania	16	3	13	3	10
Rhode Island	21	3	18	7	11
South Carolina	15	6	9	5	4
South Dakota	14	2	11	4	7
Tennessee	15	5	11	5	5
Texas	19	6	13	9	4
Utah	17	2	14	6	8
Vermont	19	4	15	7	9
Virginia	18	5	13	5	8
Washington	16	2	13	5	8
West Virginia	17	3	14	6	8

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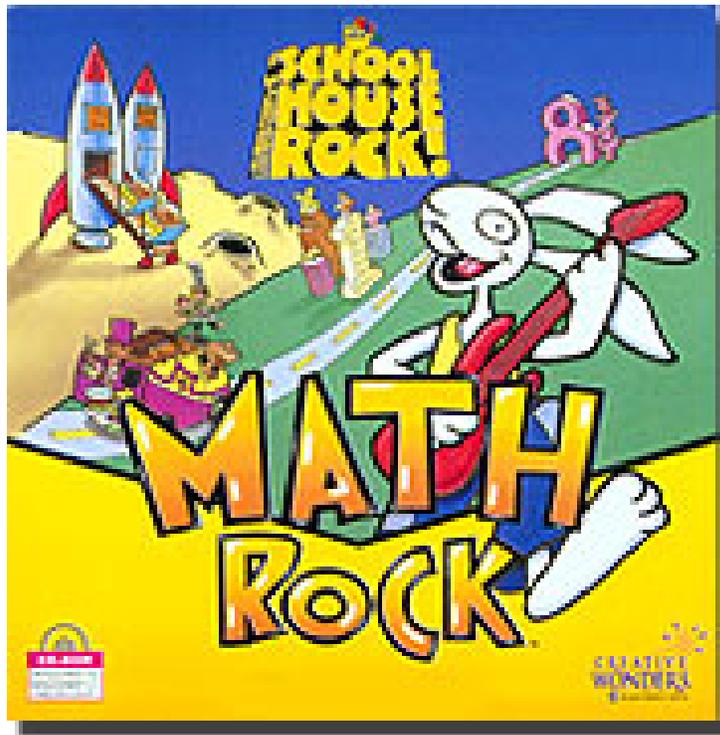
Wisconsin	18	4	13	3	10
Wyoming	17	2	15	5	10
<b>Other jurisdictions</b>					
District of Columbia	19	6	14	2	11
DoDEA <sup>1</sup>	13	2	11	4	7

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

<sup>1</sup> 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: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Mathematics Assessments.



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**Table A-21. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005**

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>11</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>3</b>	<b>11</b>	<b>5</b>	<b>6</b>
Alabama	14	6	7	7	1	13	2	11	8	3
Alaska	—	—	—	—	—	15	1	14	6	8
Arizona	11	2	9	6	2	11	3	9	4	4
Arkansas	13	2	11	7	4	15	1	13	6	7
California	10	3	7	5	3	11	1	9	7	2
Colorado	—	—	—	—	—	12	1	10	4	7
Connecticut	14	5	9	6	3	14	3	11	4	7
Delaware	—	—	—	—	—	16	8	8	3	5
Florida	—	—	—	—	—	14	2	12	3	9
Georgia	9	4	6	3	3	11	2	10	4	6
Hawaii	15	4	11	10	2	16	3	13	5	8
Idaho	11	2	9	6	3	10	1	10	6	4
Illinois	11	3	8	5	3	15	4	12	3	8
Indiana	11	3	8	5	3	14	2	11	5	6
Iowa	—	—	—	—	—	16	2	14	5	9
Kansas	12	3	9	6	3	13	2	11	3	8
Kentucky	12	4	8	4	4	13	4	9	4	5
Louisiana	12	2	10	4	6	16	4	11	2	9
Maine	14	3	12	7	4	16	4	12	5	7
Maryland	12	2	10	7	4	14	3	10	6	5
Massachusetts	16	2	15	7	8	16	2	14	4	10
Michigan	10	4	7	5	2	13	4	8	3	5
Minnesota	12	1	11	9	2	13	2	11	6	5
Mississippi	10	5	5	4	1	9	5	4	2	2
Missouri	14	3	12	5	7	15	4	12	3	9
Montana	12	2	9	6	3	12	2	10	5	6
Nebraska	11	3	8	6	2	14	3	11	6	5
Nevada	12	3	9	5	4	12	2	10	5	5
New Hampshire	—	—	—	—	—	19	3	15	6	9
New Jersey	—	—	—	—	—	15	1	14	2	12
New Mexico	17	7	10	8	3	20	2	18	8	10

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New York	12	3	9	2	6	16	4	12	2	10
North Carolina	14	4	10	3	7	16	3	12	2	10
North Dakota	11	2	9	7	2	14	1	13	6	7
Ohio	11	4	7	4	3	13	5	8	3	5
Oklahoma	13	4	9	7	3	16	2	14	8	6
Oregon	13	2	11	6	5	14	3	12	7	4
Pennsylvania	—	—	—	—	—	14	1	13	2	10
Rhode Island	16	3	14	10	4	20	3	17	5	12
South Carolina	13	4	9	7	2	15	7	8	4	4
South Dakota	—	—	—	—	—	11	2	9	4	5
Tennessee	11	2	9	9	1	14	3	12	11	1
Texas	14	7	7	5	1	15	6	9	8	2
Utah	10	2	8	6	2	11	2	9	5	4
Vermont	16	3	13	9	4	17	3	15	7	7
Virginia	13	5	7	4	4	15	6	9	3	6
Washington	—	—	—	—	—	13	2	11	7	4
West Virginia	14	3	12	4	8	16	3	13	5	9
Wisconsin	15	4	12	6	6	15	3	13	2	10
Wyoming	12	1	11	8	3	15	1	14	4	9
Other jurisdictions										
District of Columbia	11	5	7	2	4	16	5	11	3	8
DoDEA <sup>1</sup>	6	1	5	4	2	8	1	7	1	5

See notes at end of table.

## NAEP 2005 Mathematics Report in New Hampshire

**Table A-21. Percentages of all students identified as students with disabilities, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>13</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>7</b>
Alabama	13	1	12	9	3
Alaska	14	2	12	3	10
Arizona	10	3	7	3	4
Arkansas	14	3	11	5	7
California	9	2	8	4	3
Colorado	10	2	9	2	6
Connecticut	13	2	11	4	7
Delaware	15	10	5	2	3
Florida	16	2	14	3	11
Georgia	12	2	9	3	6
Hawaii	14	2	12	5	7
Idaho	12	2	10	4	6
Illinois	15	3	13	2	10
Indiana	15	4	11	2	9
Iowa	15	2	13	3	10
Kansas	14	3	10	2	8
Kentucky	11	3	8	2	6
Louisiana	14	4	10	1	9
Maine	18	4	14	5	8
Maryland	11	4	7	3	4
Massachusetts	17	6	12	2	9
Michigan	14	4	10	2	7
Minnesota	12	2	10	4	6
Mississippi	9	3	6	3	3
Missouri	14	4	10	2	8
Montana	13	2	11	3	8
Nebraska	13	1	12	4	8
Nevada	11	2	9	4	5
New Hampshire	18	2	16	6	10
New Jersey	16	3	14	2	12
New Mexico	16	2	14	4	9
New York	15	3	12	1	11
North Carolina	14	2	12	2	11
North Dakota	16	4	12	4	8
Ohio	14	5	8	2	7
Oklahoma	16	4	12	5	7
Oregon	13	2	10	4	6
Pennsylvania	15	3	12	3	10
Rhode Island	17	3	15	6	9
South Carolina	14	6	8	4	4
South Dakota	12	2	10	3	6
Tennessee	14	5	10	5	5
Texas	13	5	8	5	3
Utah	11	2	9	3	6
Vermont	18	4	14	6	8
Virginia	15	4	10	3	7
Washington	11	2	9	3	7
West Virginia	17	3	14	6	8

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Wisconsin	14	3	11	2	9
Wyoming	14	2	13	3	10
<hr/>					
Other jurisdictions					
District of Columbia	17	5	12	2	10
DoDEA <sup>1</sup>	9	1	8	2	5

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

<sup>1</sup> 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: 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), various years, 2000–2005 Mathematics Assessments.



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Table A-22. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005

State/jurisdiction	2000					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>1</b>
Alabama	1	#	#	#	#	1	#	1	1	#
Alaska	—	—	—	—	—	11	#	11	10	1
Arizona	10	1	8	6	2	16	2	14	12	2
Arkansas	1	#	#	#	#	3	1	2	1	1
California	19	2	17	13	4	20	2	19	17	1
Colorado	—	—	—	—	—	5	1	4	2	2
Connecticut	2	2	1	#	1	4	1	3	1	1
Delaware	—	—	—	—	—	2	1	1	1	1
Florida	—	—	—	—	—	7	1	5	3	3
Georgia	2	1	#	#	#	2	1	2	1	1
Hawaii	6	1	4	4	#	6	1	5	3	2
Idaho	4	1	4	3	1	6	#	5	4	1
Illinois	5	2	3	3	#	4	1	3	1	2
Indiana	1	#	1	1	#	3	#	2	1	1
Iowa	—	—	—	—	—	2	#	2	1	1
Kansas	1	#	1	1	#	4	1	3	1	2
Kentucky	1	1	1	1	#	1	1	1	1	#
Louisiana	1	#	1	#	#	1	1	1	#	#
Maine	#	#	#	#	#	1	#	1	#	#
Maryland	2	1	1	1	#	3	1	2	2	#
Massachusetts	4	2	2	1	1	3	1	2	1	1
Michigan	#	#	#	#	#	3	1	2	1	1
Minnesota	3	1	3	2	#	4	1	3	2	1
Mississippi	#	#	#	#	#	1	#	#	#	#
Missouri	#	#	#	#	#	1	#	1	#	1
Montana	#	#	#	#	#	3	#	2	1	1
Nebraska	2	1	1	1	#	3	1	2	1	#
Nevada	5	1	4	3	#	7	1	6	5	2
New Hampshire	—	—	—	—	—	1	#	1	#	1
New Jersey	—	—	—	—	—	3	1	2	#	2
New Mexico	11	2	9	7	2	20	1	19	11	7

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New York	6	2	4	3	1	6	2	4	1	3
North Carolina	2	1	1	1	#	4	1	3	1	2
North Dakota	1	#	1	1	#	2	#	2	1	1
Ohio	2	1	1	#	#	1	#	1	#	#
Oklahoma	2	#	1	1	#	5	1	5	3	1
Oregon	5	1	4	3	1	7	1	6	4	2
Pennsylvania	—	—	—	—	—	2	#	2	1	1
Rhode Island	4	1	3	2	1	5	2	4	2	2
South Carolina	1	#	#	#	#	1	#	1	1	#
South Dakota	—	—	—	—	—	3	#	3	2	1
Tennessee	1	1	1	1	#	3	1	2	2	#
Texas	8	2	6	5	1	8	2	6	5	1
Utah	4	#	3	3	1	7	1	6	5	2
Vermont	1	1	1	#	#	1	#	1	1	#
Virginia	3	1	2	1	1	4	2	2	1	1
Washington	—	—	—	—	—	5	1	4	3	1
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	2	1	1	1	1	3	1	2	1	1
Wyoming	2	#	2	2	#	3	#	3	2	1
Other jurisdictions										
District of Columbia	4	2	2	1	2	5	1	4	2	2
DoDEA <sup>1</sup>	3	1	2	2	#	5	1	4	2	1

See notes at end of table.

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**Table A-22. Percentages of all students identified as English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 2000–2005—Continued**

State/jurisdiction	2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>Nation (public)</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>1</b>
Alabama	1	#	1	1	#
Alaska	15	#	15	11	4
Arizona	14	2	12	10	2
Arkansas	1	1	1	#	#
California	21	1	20	18	2
Colorado	7	1	6	3	3
Connecticut	3	#	3	1	2
Delaware	4	1	2	2	1
Florida	6	1	4	1	3
Georgia	2	#	2	1	1
Hawaii	7	1	6	4	2
Idaho	6	1	6	4	2
Illinois	3	1	2	1	1
Indiana	2	#	2	1	1
Iowa	2	#	2	1	1
Kansas	4	1	3	2	1
Kentucky	1	#	1	#	1
Louisiana	1	#	1	#	1
Maine	1	#	1	#	1
Maryland	2	#	2	1	#
Massachusetts	3	1	2	1	1
Michigan	3	#	2	2	1
Minnesota	7	1	6	5	1
Mississippi	1	#	1	#	#
Missouri	1	#	1	#	1
Montana	5	#	4	2	2
Nebraska	3	#	3	2	1
Nevada	9	1	9	6	2
New Hampshire	1	#	1	#	1
New Jersey	2	1	1	#	1
New Mexico	17	2	15	9	6
New York	5	1	4	1	3
North Carolina	4	1	3	1	2
North Dakota	1	#	1	1	#
Ohio	1	#	1	#	#
Oklahoma	4	1	4	2	1
Oregon	8	1	7	5	3
Pennsylvania	1	#	1	#	#
Rhode Island	5	1	4	2	2
South Carolina	1	#	1	1	#
South Dakota	2	#	2	1	1
Tennessee	1	#	1	1	#
Texas	8	2	6	5	1
Utah	7	1	6	4	2
Vermont	1	#	1	#	#
Virginia	4	1	3	2	1
Washington	5	1	4	3	2
West Virginia	#	#	#	#	#

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Wisconsin	4	1	3	1	1
Wyoming	4	#	4	3	1
Other jurisdictions					
District of Columbia	4	1	3	1	2
DoDEA <sup>1</sup>	4	1	4	2	1

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

# The estimate rounds to zero.

<sup>1</sup> 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: Detail may not sum to totals because of rounding. Prior to 2005, students were identified as either English language learners (ELL) or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Mathematics Assessments.



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Table A-23. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 4 public schools, by urban district: 2003 and 2005

District	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>SD and/or ELL</b>										
<b>Nation (public)</b>	22	4	18	10	8	23	3	20	10	10
<b>Large central city (public)</b>	†	†	†	†	†	32	4	28	17	11
Atlanta	9	1	8	4	4	11	1	9	3	6
Austin	—	—	—	—	—	37	10	27	12	14
Boston	33	5	28	11	17	33	6	27	11	15
Charlotte	21	4	17	5	12	22	3	19	7	12
Chicago	31	8	23	16	7	29	4	25	15	9
Cleveland	15	7	8	3	5	17	6	12	2	9
District of Columbia	18	4	14	4	10	20	6	14	4	10
Houston	45	8	37	19	18	46	7	38	17	21
Los Angeles	60	3	56	48	8	59	5	54	47	7
New York City	22	6	16	4	12	24	4	19	2	17
San Diego	41	2	38	34	4	43	4	39	33	6
<b>SD only</b>										
<b>Nation (public)</b>	14	3	11	4	7	14	3	11	4	8
<b>Large central city (public)</b>	†	†	†	†	†	13	3	10	3	7
Atlanta	8	1	7	3	4	9	1	8	2	6
Austin	—	—	—	—	—	15	7	8	2	6
Boston	20	3	16	4	12	22	5	17	3	14
Charlotte	17	3	14	3	10	13	2	11	3	8
Chicago	15	5	10	4	6	13	4	10	3	7
Cleveland	12	5	6	2	5	13	5	8	1	8
District of Columbia	13	4	10	2	7	16	5	11	2	8
Houston	18	7	11	8	3	12	5	7	3	4
Los Angeles	11	2	9	5	4	11	3	8	3	5
New York City	12	1	12	1	10	14	2	11	1	11
San Diego	11	1	10	7	3	11	2	9	4	4
<b>ELL only</b>										
<b>Nation (public)</b>	11	1	9	7	2	10	1	9	7	3
<b>Large central city (public)</b>	†	†	†	†	†	21	2	19	14	5
Atlanta	2	#	2	1	#	2	#	2	1	1
Austin	—	—	—	—	—	25	5	20	11	9

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Boston	18	3	15	8	7	15	3	12	9	3
Charlotte	8	2	6	2	4	10	1	8	4	4
Chicago	20	5	15	13	2	18	2	16	12	4
Cleveland	4	1	2	1	1	4	1	3	2	2
District of Columbia	7	1	5	2	3	5	1	4	1	2
Houston	35	4	31	14	17	37	4	33	15	18
Los Angeles	56	2	53	47	6	54	4	50	45	5
New York City	13	6	7	3	4	12	3	9	1	8
San Diego	34	2	32	30	2	36	3	33	30	3

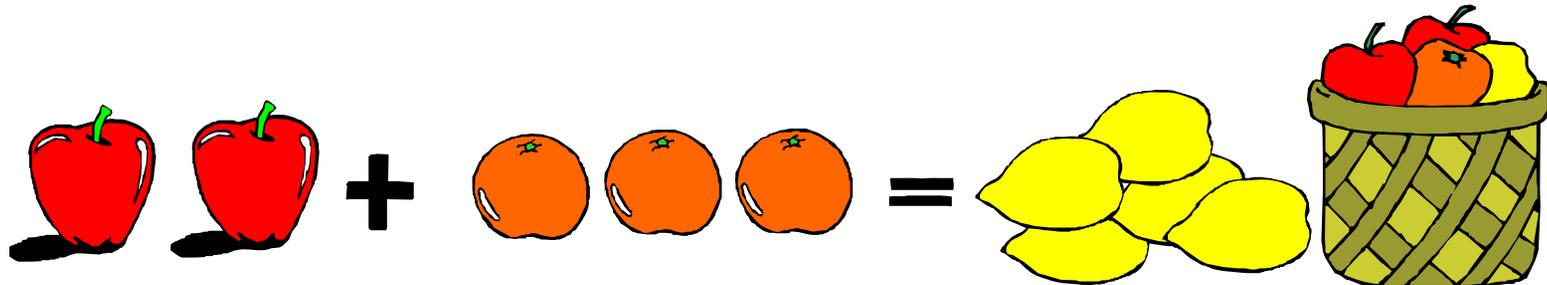
— Not available. The district did not participate in 2003.

† Not applicable. Data for large central city schools are not included for years prior to 2005 because definitions of the types of location have changed.

# The estimate rounds to zero.

NOTE: SD = Students with disabilities. ELL = English language learners. 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. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. For 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). 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), 2003 and 2005 Trial Urban District Mathematics Assessments.



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**Table A-24. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 8 public schools, by urban district: 2003 and 2005**

District	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>SD and/or ELL</b>										
<b>Nation (public)</b>	19	4	15	8	7	19	4	15	7	8
<b>Large central city (public)</b>	†	†	†	†	†	24	4	20	12	8
Atlanta	11	2	9	4	5	12	1	10	3	8
Austin	—	—	—	—	—	26	10	16	12	4
Boston	31	7	24	9	15	25	9	16	7	9
Charlotte	18	3	14	5	9	18	3	15	5	10
Chicago	22	7	15	8	7	21	3	18	5	12
Cleveland	21	9	12	2	9	20	9	12	3	9
District of Columbia	20	6	14	5	9	19	6	14	2	11
Houston	26	8	18	16	3	24	6	18	14	4
Los Angeles	37	2	35	29	6	39	3	36	30	6
New York City	24	5	19	6	14	20	2	18	2	16
San Diego	29	4	26	22	4	28	4	24	17	7
<b>SD only</b>										
<b>Nation (public)</b>	14	3	11	5	6	13	3	10	3	7
<b>Large central city (public)</b>	†	†	†	†	†	13	3	10	3	6
Atlanta	10	1	9	4	5	11	1	9	3	7
Austin	—	—	—	—	—	14	8	6	5	2
Boston	24	4	20	7	13	18	7	11	3	8
Charlotte	14	3	12	4	8	12	2	10	2	8
Chicago	17	5	12	6	7	16	2	14	3	11
Cleveland	17	9	8	1	6	18	8	9	3	7
District of Columbia	16	5	11	3	8	17	5	12	2	10
Houston	16	7	10	9	#	11	4	7	5	2
Los Angeles	12	2	10	5	5	12	2	10	5	5
New York City	15	2	13	3	10	12	1	11	1	10
San Diego	11	1	10	7	3	11	3	8	4	4
<b>ELL only</b>										
<b>Nation (public)</b>	6	1	5	4	1	6	1	5	4	1
<b>Large central city (public)</b>	†	†	†	†	†	13	2	12	9	3
Atlanta	2	1	1	1	#	1	#	1	#	1

## NAEP 2005 Mathematics Report in New Hampshire

Austin	—	—	—	—	—	14	4	10	8	2
Boston	13	5	8	4	4	10	4	6	5	1
Charlotte	7	1	6	3	3	7	1	6	4	2
Chicago	8	3	5	3	2	6	2	5	2	2
Cleveland	5	1	4	1	3	3	1	2	#	2
District of Columbia	5	1	4	2	2	4	1	3	1	2
Houston	16	5	11	9	2	15	3	12	10	3
Los Angeles	33	2	31	27	4	34	2	32	28	4
New York City	13	4	9	3	6	10	2	9	2	7
San Diego	23	3	20	18	2	21	3	18	14	4

— Not available. The district did not participate in 2003.

† Not applicable. Data for large central city schools are not included for years prior to 2005 because definitions of the types of location have changed.

# The estimate rounds to zero.

NOTE: SD = Students with disabilities. ELL = English language learners. 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. Prior to 2005, students were identified as either ELL or non-ELL; in 2005, students were identified as ELL, non-ELL, or formerly ELL. For 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). 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), 2003 and 2005 Trial Urban District Mathematics Assessments.



<sup>1</sup> National Assessment Governing Board. (1995) *Mathematics Framework for the 1996 National Assessment of Educational Progress*. Washington, DC: Author.

<sup>1</sup> Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to prohibit discrimination on the basis of disability in programs and activities, including education, that receive federal financial assistance.

<sup>1</sup> The initial base sampling weights were used in weighting the percentages of participating schools and students. An attempt was made to preselect one substitute school for each sampled public school, one for each sampled Catholic school, and one for each sampled private school (other than Catholic). To minimize bias, a substitute school resembled the original selection as much as possible in affiliation, type of location, estimated number of grade-eligible students, and demographic composition.

<sup>1</sup> Office of Special Education Programs. (1997). *To Assure the Free Appropriate Public Education of all Children with Disabilities. Nineteenth Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act*. Archived at the U.S. Department of Education web site: <http://www.ed.gov/about/offices/list/osers/index.html>.

<sup>1</sup> The two samples are described as “overlapping” because, in 1996 and 2000, the same group of non-SD/non-ELL students was included in both samples.



## Where to Find More Information

### The NAEP Mathematics Assessment

The latest news about the NAEP 2005 mathematics assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/mathematics/results/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

*The Nation's Report Card: Mathematics 2005* may be ordered or downloaded at the NAEP website.

The *Mathematics Framework for the 2005 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website ([http://www.nagb.org/pubs/m\\_framework\\_05/761607-Math%20Framework.pdf](http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf)).

### Additional Results from the Mathematics Assessment

For more findings from the 2005 mathematics assessments, refer to the NAEP 2005 results at <http://nces.ed.gov/nationsreportcard/naepdata/>. The interactive database at this site includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

### Technical Documentation

For explanations of NAEP survey procedures, see: Allen, N.L., Donoghue, J.R., and Schoeps, T.L. (2001). *The NAEP 1998 Technical Report*. (NCES 2001–509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP website at (<http://nces.ed.gov/nationsreportcard/mathematics/results2003/interpret-results.asp>).

## Publications on the inclusion of students with disabilities and limited-English-proficient students

Olson, J.F., and Goldstein, A.A. (1997). *The Inclusion of Students With Disabilities and Limited-English-Proficient Students in Large-Scale Assessments: A Summary of Recent Progress* (NCES 97–482). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Mazzeo, J., Carlson, J.E., Voelkl, K.E., and Lutkus, A.D. (2000). *Increasing the Participation of Special-Needs Students in NAEP: A Report on 1996 Research Activities* (NCES 2000–473). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Lutkus, A.D., and Mazzeo, J. (2003). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part I: Comparison of Overall Results With and Without Accommodations* (NCES 2003–467). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Lutkus, A.D. (2004). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part II: Results for Students With Disabilities and Limited-English-Proficient Students* (ETS-NAEP 04-R01). Princeton, NJ: Educational Testing Service.

### To Order Publications

Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from:

Education Publications Center (ED Pubs)  
U.S. Department of Education  
P.O. Box 1398  
Jessup, MD 20794–1398

Call toll free: 1-877-4ED Pubs (1-877-433-7827)  
TTY/TDD: 1-877-576-7734  
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The NAEP State Report Generator was developed for the NAEP 2005 reports by Phillip Leung, Anthony Lutkus, Paul Gazzillo, Mike Narcowich, Nancy Mead, Arlene Weiner, Linda Myers, Mary Daane, and Bobby Rampey.

## What is the Nation's Report Card?

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families.

NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; designing the assessment methodology; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring the assessment items are free from bias and are secular, neutral, and non-ideological; taking actions to improve the form, content, use, and reporting of results of the National Assessment; and planning and executing the initial public release of NAEP reports.

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