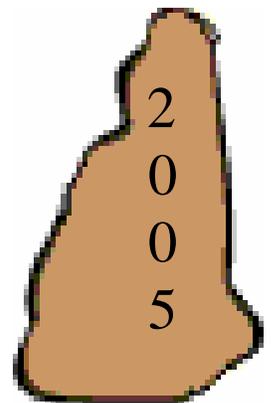




*The Nations' Report Card
New Hampshire
Department of Education
2005 NAEP State Report
Grade 4 Reading*



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.

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Table of Contents

Fourth Grade Reading Report

Forward	p. ii
Table of Contents	p. iii
Overall Student/School District Characteristics	p. IV
Key Findings	p. 1
Introduction	p. 2-4
Reading Achievement Level Descriptions	p. 5
Cautions in Interpreting Results	p. 6
Overall Results	p. 7-8
Comparisons with Other Jurisdictions	p. 9-11
Performance by Demographic Characteristics	p. 12-20
Inclusiveness	p. 21-24
Appendix	p. 25-93

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 READING 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 1992, reading has been assessed in six different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 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, Reading 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 reading score for students in New Hampshire was 227. This was not significantly different from that in 1992 (228) and was not significantly different from that in 2003 (228).
- New Hampshire's average score (227) was higher than that of the nation's public schools (217).
- The percentage of students in New Hampshire who performed at or above *Proficient* was 39 percent. This was not significantly different from that in 1992 (38 percent) and was not significantly different from that in 2003 (40 percent).
- In New Hampshire, the percentage of students who performed at or above *Proficient* was greater than that for the nation's public schools (30 percent).
- The percentage of students in New Hampshire who performed at or above *Basic* was 74 percent. This was not significantly different from that in 1992 (76 percent) and was not significantly different from that in 2003 (75 percent).
- In New Hampshire, the percentage of students who performed at or above *Basic* was greater than that for the nation's public schools (62 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.

NAEP 2005 Reading Report for New Hampshire

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 in the assessment. The development process for reading required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and members of the general public. The reading framework is available on the NAGB website (http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

The reading framework for the 1992 and 1994 reading assessments also guided the 1998, 2000 (national grade 4 only), 2002, 2003, and 2005 assessments. This framework was developed under the auspices of the Council of Chief State School Officers (CCSSO), directed by NAGB. In 2002, the framework was updated to provide more explicit detail regarding the assessment design. In the process, some of the terms used to describe elements of the reading assessment were altered slightly. It should be noted, however, that these alterations do not represent a change in the content or design of the NAEP reading assessment.

The framework is founded on a body of research from the field of education that defines reading as an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involves the development of an understanding of text, thinking about the text in different ways, and using a variety of text types for different purposes.

Recognizing that readers vary their approach to reading different texts, the framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. Each context for reading is associated with a range of different types of texts that are included in the NAEP reading assessment. All three contexts for reading are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4.

As readers attempt to develop an understanding of a text, they focus on general topics or themes, interpret and integrate ideas, make connections to background knowledge and experiences, and examine the content and structure of the text. The framework accounts for these different approaches to understanding text by specifying four "aspects of reading" that represent the types of comprehension questions asked of students. All four aspects of reading are assessed at all three grades within each context for reading. The reading framework specifies the percentage distribution of questions by grade level for each of the contexts for and aspects of reading.

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the state assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/itmrsl/>).

NAEP 2005 Reading Report for New Hampshire

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 reading assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/reading/sampledesign.asp>).



How Is Student Reading 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. Reading 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 reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, 2002, and 2003. Subscales were created to reflect performance on each of the contexts for reading defined in the NAEP reading framework.

An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8), 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 reading 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 reading achievement-level descriptions are summarized in figure 1.

NAEP 2005 Reading Report for New Hampshire

Figure 1-A	The Nation's Report Card 2005 State Assessment
	Descriptions of NAEP reading achievement levels, grade 4

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.
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For example, when reading **literary** text, they should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences. When reading **informational** text, *Basic*-level fourth graders should be able to tell what the selection is generally about or identify the purpose for reading it, provide details to support their understanding, and connect ideas from the text to their background knowledge and experiences.

Proficient Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.
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For example, when reading **literary** text, *Proficient*-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect. When reading **informational** text, *Proficient*-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

Advanced Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.
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For example, when reading **literary** text, *Advanced*-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with ideas suggested by the text. They should be able to identify literary devices such as figurative language. When reading **informational** text, *Advanced*-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

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). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.



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 but 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 Reading 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 reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1992 through 2005. Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. In 1998 only, results were reported for two samples of students: one in which accommodations were permitted and one in which accommodations were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to

1998 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 reading 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 227. This was higher than that for students across the nation (217).
- In New Hampshire, the average scale score for students in 2005 was not significantly different from that in 1992 (228).
- In New Hampshire, the average scale score for students in 2005 was higher than that in 1994 (223).
- In New Hampshire, the average scale score for students in 2005 was not significantly different from that in 1998 (226).
- In New Hampshire, the average scale score for students in 2005 was not significantly different from that in 2003 (228). However, the average scale score for students in public schools across the nation in 2005 was higher than that in 2003 (216).



NAEP 2005 Reading Report for New Hampshire

**Table
1-A**

The Nation's Report Card 2005 State Assessment

Average reading 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 ¹	Nation (public)	215*	168	192*	217	240	259
	New Hampshire	228	189	209	229	248	264
1994 ¹	Nation (public)	212*	156*	187*	217*	241	261
	New Hampshire	223*	178*	203*	227	247	265
1998 ¹	Nation (public)	215*	165	192*	218	242	261
	New Hampshire	226	183	208	229	248	264
1998	Nation (public)	213*	161*	189*	215*	241	260
	New Hampshire	226	186	207	228	247	264
2003	Nation (public)	216*	167*	193*	219	243	262
	Northeast ²	223	176	201	226	248	266
	New Hampshire	228	185	208	230	251	267
2005	Nation (public)	217	169	194	220	243	262
	Northeast ²	224	178	202	226	248	266
	New Hampshire	227	185	207	229	249	267

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

¹ Accommodations were not permitted for this assessment.

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

NOTE: The NAEP reading 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 reading Assessments.



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

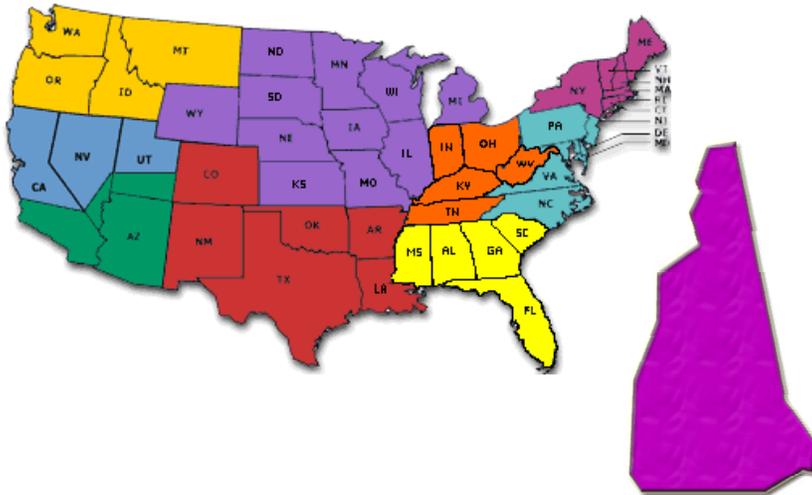
Fifty-two jurisdictions participated in the reading assessment in 2005. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Previous NAEP reports presented results for the Department of Defense Dependents Schools (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 reading 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 reading assessment.

Grade 4 Scale Score Comparisons Results

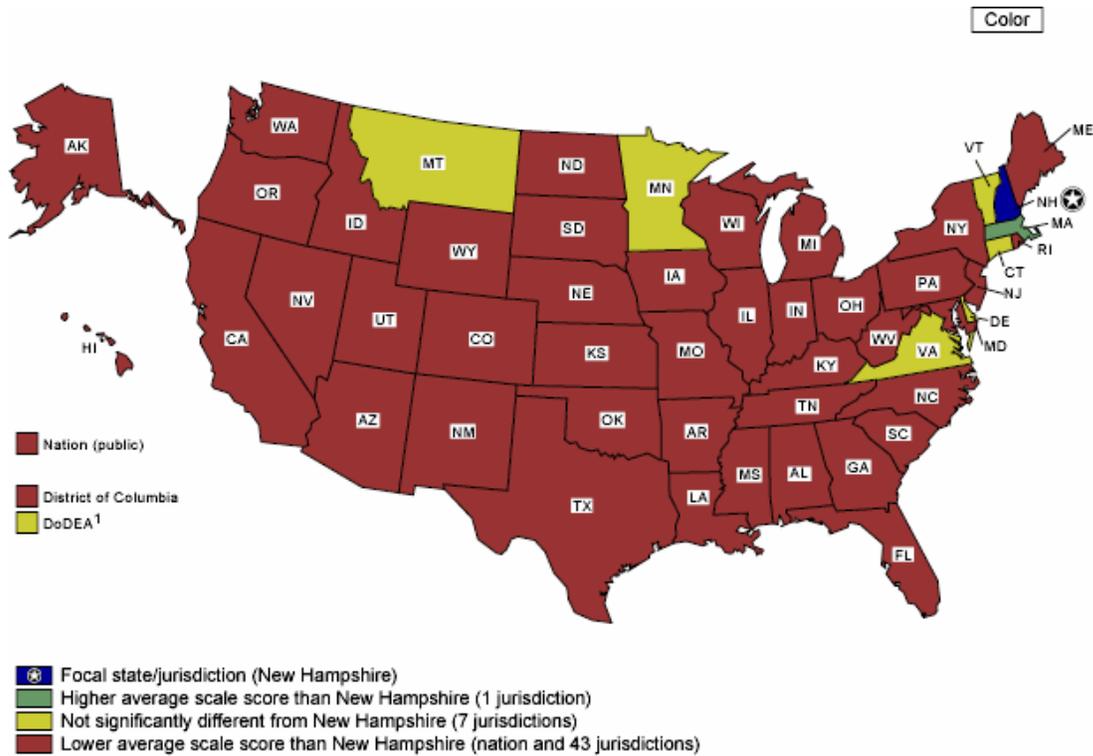
- Students' average scores in New Hampshire were higher than those in 43 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 1 jurisdiction.



NAEP 2005 Reading Report for New Hampshire

The Nation's Report Card 2005 State Assessment

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



¹ 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 Reading Assessment.

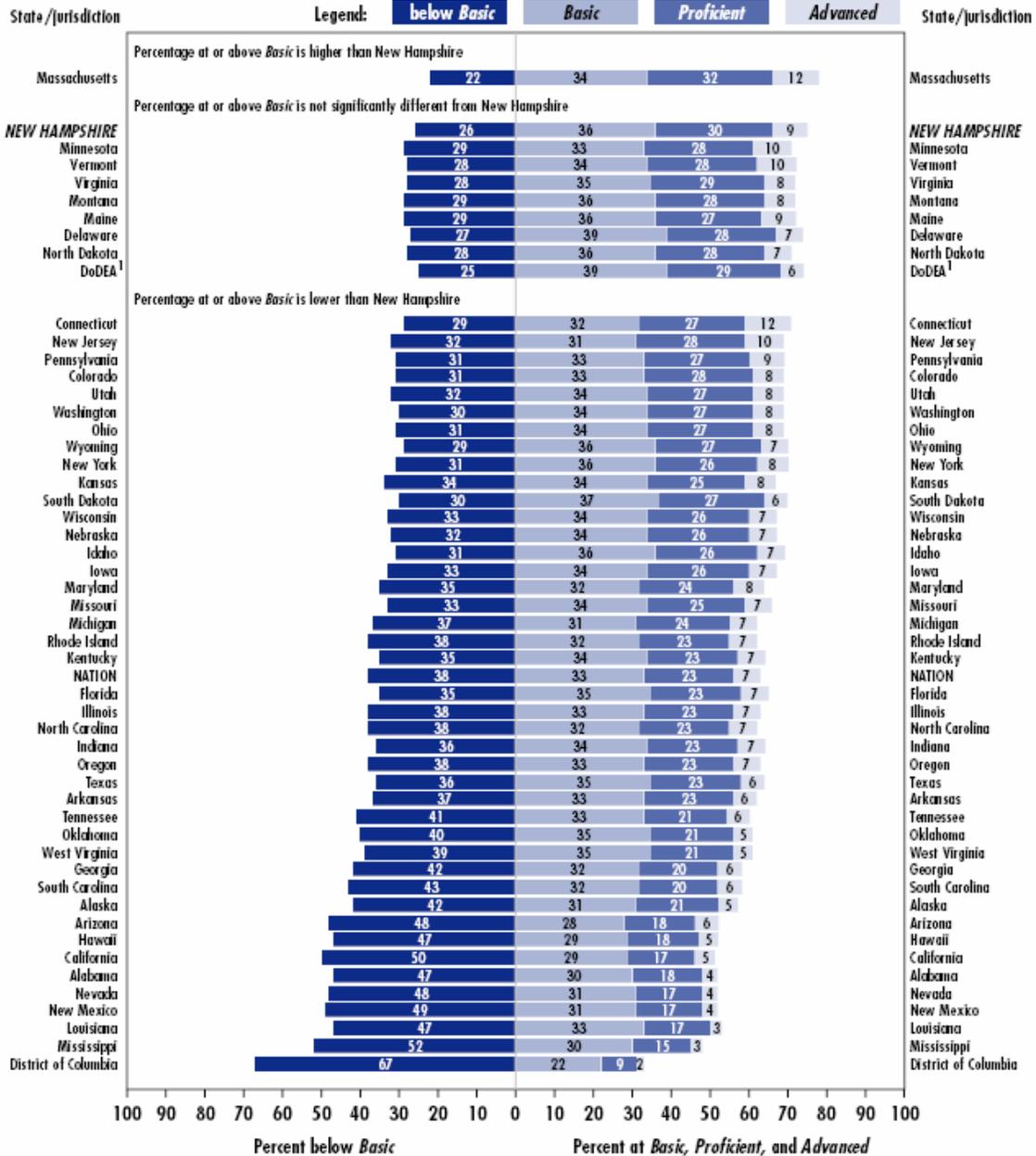
NAEP 2005 Reading Report for New Hampshire

Comparisons by Achievement Levels

Figure 2 permits comparisons of all jurisdictions participating in the NAEP 2005 reading 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 *Basic* (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 reading achievement level, and New Hampshire's percentage at or above Basic compared with other participating jurisdictions, grade 4 public schools: By state, 2005



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

NOTE: The bars above contain percentages of students in each NAEP reading 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 Reading Assessment.

Reading 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/reading/results2005/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 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 1998 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 1998 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 lower than that of female students by 7 points. In 1992, the average score for male students was lower than that of female students by 7 points.
- In 2005, male students in New Hampshire had an average scale score in reading (224) that was higher than that of male students in public schools across the nation (214). Similarly, female students in New Hampshire had an average scale score (231) that was higher than that of female students across the nation (220).
- In New Hampshire, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 1992.
- In New Hampshire, the average scale score of males was higher in 2005 than in 1994; however, that of females was not found to differ significantly in 2005 from the scores in 1994.
- In New Hampshire, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 1998.
- In New Hampshire, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2003.

Grade 4 Achievement-Level Results by Gender

- In the 2005 assessment, 35 percent of males and 43 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 (35 percent) was greater than that of males in the nation (27 percent).
- The percentage of females in New Hampshire's public schools who were at or above *Proficient* in 2005 (43 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 not found to differ significantly in 2005 from the percentages 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 1994.
- 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 1998.
- 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.



NAEP 2005 Reading Report for New Hampshire

**Table
3**

The Nation's Report Card 2005 State Assessment

Average reading 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	
Male	1992 ¹							
		Nation (public)	51	211	44	56	24	5
		New Hampshire	51	224	28	72	34	7
	1994 ¹							
		Nation (public)	51	207*	47*	53*	24	6
		New Hampshire	50	218*	35*	65*	30	6
	1998 ¹							
		Nation (public)	50	212	43	57	27	6
		New Hampshire	51	222	29	71	35	7
	1998							
	Nation (public)	50	210*	45*	55*	25	5	
	New Hampshire	51	224	28	72	35	7	
2003								
	Nation (public)	51	213*	42*	58*	26	6	
	New Hampshire	50*	224	29	71	35	7	
2005								
	Nation (public)	50	214	41	59	27	6	
	New Hampshire	52	224	28	72	35	7	
Female	1992 ¹							
		Nation (public)	49	219	35	65	30	7
		New Hampshire	49	231	20	80	42	9
	1994 ¹							
		Nation (public)	49	218*	36	64	32	8
		New Hampshire	50	229	24	76	42	12
	1998 ¹							
		Nation (public)	50	218*	36	64	31	7
		New Hampshire	49	229	22	78	41	8
	1998							
	Nation (public)	50	215*	40*	60*	30	7	
	New Hampshire	49	228	23	77	39	9	
2003								
	Nation (public)	49	220	35	65	33	8	
	New Hampshire	50*	232	22	78	45	12	
2005								
	Nation (public)	50	220	34	66	33	8	
	New Hampshire	48	231	23	77	43	11	

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

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading 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 reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 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 reading Assessments.

Race/Ethnicity

Schools report 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 1998 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 1998 results refer only to the sample for which accommodations were permitted.

Grade 4 Scale Score Results by Race/Ethnicity

- The average scale score of White students in New Hampshire was not significantly different between 1992 and 2005.
- The average scale score of White students in New Hampshire was higher in 2005 than in 1994.
- The average scale score of White students in New Hampshire was not significantly different between 1998 and 2005.
- The average scale score of White students in New Hampshire was not significantly different between 2003 and 2005.
- The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire in 2005. Therefore, the performance gap data are not reported.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire in 2005. Therefore, the performance gap data are not reported.

Grade 4 Achievement-Level Results by Race/Ethnicity

- The differences between the percentages of White students in New Hampshire performing at or above *Proficient* in 1992 and the percentage in 2005 was not found to be significant.
- The differences between the percentages of White students in New Hampshire performing at or above *Proficient* in 1994 and the percentage in 2005 was not found to be significant.
- The differences between the percentages of White students in New Hampshire performing at or above *Proficient* in 1998 and the percentage in 2005 was not found to be significant.
- The differences between the percentages of White students in New Hampshire performing at or above *Proficient* in 2003 and the percentage in 2005 was not found to be significant.



NAEP 2005 Reading Report for New Hampshire

**Table
4**

The Nation's Report Card 2005 State Assessment

Average reading 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
White							
1992 ¹	Nation (public)	72*	223*	31*	69*	33*	8
	New Hampshire	97*	228	24	76	38	8
1994 ¹	Nation (public)	71*	222*	31*	69*	35*	9
	New Hampshire	97*	224*	29	71	36	8
1998 ¹	Nation (public)	69*	224*	30*	70*	36*	8
	New Hampshire	96*	226	25	75	38	7
1998	Nation (public)	64*	223*	31*	69*	36*	9
	New Hampshire	96	227	25	75	37	8
2003	Nation (public)	59*	227	26	74	39	10
	New Hampshire	94	229	24	76	41	10
2005	Nation (public)	57	228	25	75	39	10
	New Hampshire	94	228	25	75	39	9
Black							
1992 ¹	Nation (public)	18	191*	69*	31*	8*	1
	New Hampshire	1*	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	18	184*	72*	28*	8*	1
	New Hampshire	1	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	17	192*	66*	34*	9*	1
	New Hampshire	1	‡	‡	‡	‡	‡
1998	Nation (public)	16	192*	66*	34*	10*	1
	New Hampshire	1	‡	‡	‡	‡	‡
2003	Nation (public)	17	197*	61	39	12	2
	New Hampshire	2	‡	‡	‡	‡	‡
2005	Nation (public)	17	199	59	41	12	2
	New Hampshire	1	‡	‡	‡	‡	‡

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

**Table
4**

The Nation's Report Card 2005 State Assessment

Average reading 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
Hispanic							
1992 ¹	Nation (public)	7*	194*	63*	37*	10*	1
	New Hampshire	1*	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	7*	186*	68*	32*	11	2
	New Hampshire	1*	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	10*	194*	62*	38*	12	2
	New Hampshire	1*	‡	‡	‡	‡	‡
1998	Nation (public)	14*	192*	64*	36*	12	2
	New Hampshire	1	‡	‡	‡	‡	‡
2003	Nation (public)	18*	199	57	43	14	2
	New Hampshire	2	206	52	48	19	3
2005	Nation (public)	19	201	56	44	15	2
	New Hampshire	2	‡	‡	‡	‡	‡
Asian/Pacific Islander							
1992 ¹	Nation (public)	2*	215*	41*	59*	23*	4
	New Hampshire	1*	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	3*	217*	36	64	34	9
	New Hampshire	1*	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	2*	218	39	61	31	10
	New Hampshire	2	‡	‡	‡	‡	‡
1998	Nation (public)	4	‡	‡	‡	‡	‡
	New Hampshire	2	‡	‡	‡	‡	‡
2003	Nation (public)	4	225	31	69	37	11
	New Hampshire	1	‡	‡	‡	‡	‡
2005	Nation (public)	4	227	28	72	40	12
	New Hampshire	2	‡	‡	‡	‡	‡

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

**Table
4**

The Nation's Report Card 2005 State Assessment

Average reading 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
American Indian/Alaska Native							
1992 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	1*	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1998	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
2003	Nation (public)	1	202	53	47	16	2
	New Hampshire	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	New Hampshire	#	‡	‡	‡	‡	‡
Unclassified²							
1992 ¹	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	1	‡	‡	‡	‡	‡
1994 ¹	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1998 ¹	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	220	34	66	31	7
	New Hampshire	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	221	33	67	32	8
	New Hampshire	#	‡	‡	‡	‡	‡

Estimate rounds to zero.

‡ Reporting standards are not met.

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

¹ Accommodations were not permitted for this assessment.

² "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 reading 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 reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 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 reading Assessments.

istical 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 reading 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 1998 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 1998 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 reading scale score of 213. This was lower than that of students in New Hampshire not eligible for this program (231).
- 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 19 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 19 points.
- Students in New Hampshire eligible for free/reduced-price lunch had an average scale score (213) in 2005 that was higher than that of students in the nation who were eligible (203).
- In New Hampshire, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (213) that was not significantly different from that of eligible students in 1998 (211).

- In New Hampshire, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (213) that was higher than that of eligible students in 2003 (206).

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

- In New Hampshire in 2005, 21 percent of students who were eligible for free/reduced-price lunch and 43 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* (21 percent) was greater than the corresponding percentage for their counterparts around the nation (15 percent).
- In New Hampshire, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (21 percent) was not significantly different from the corresponding percentage (19 percent) for 1998.
- In New Hampshire, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (21 percent) was not significantly different from the corresponding percentage (18 percent) for 2003.



NAEP 2005 Reading Report for New Hampshire

Table 5 The Nation's Report Card 2005 State Assessment
Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1998–2005

Eligibility status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1998 ¹	Nation (public)	38*	198*	58*	42*	13*	1
	New Hampshire	18	208	44	56	20	2
1998	Nation (public)	41	195*	61*	39*	12*	1*
	New Hampshire	17	211	44	56	19	3
2003	Nation (public)	44*	201*	56*	44*	15	2
	New Hampshire	17	206*	49	51	18	2
2005	Nation (public)	45	203	54	46	15	2
	New Hampshire	20	213	42	58	21	4
Not eligible							
1998 ¹	Nation (public)	54	226*	28*	72*	39*	10
	New Hampshire	72	231	20	80	44	9
1998	Nation (public)	51	226*	28*	72*	39*	10
	New Hampshire	74	230	21	79	42	10
2003	Nation (public)	52	229	25*	75*	41	11
	New Hampshire	73	233	20	80	45	11
2005	Nation (public)	53	230	23	77	42	11
	New Hampshire	78	231	21	79	43	10
Information not available							
1998 ¹	Nation (public)	7	‡	‡	‡	‡	‡
	New Hampshire	10*	‡	‡	‡	‡	‡
1998	Nation (public)	7	‡	‡	‡	‡	‡
	New Hampshire	9	‡	‡	‡	‡	‡
2003	Nation (public)	4*	219	35	65	33	8
	New Hampshire	10	‡	‡	‡	‡	‡
2005	Nation (public)	2	218	38	62	32	8
	New Hampshire	2	‡	‡	‡	‡	‡

‡ Reporting standards are not met.

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

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading 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 reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 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, 1998–2005 reading 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 reading 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.

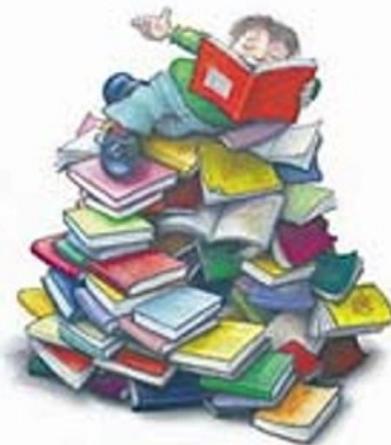
Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified 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 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, 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. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students 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 6 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 7 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 8 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*.



NAEP 2005 Reading Report for New Hampshire

**Table
6**

The Nation's Report Card 2005 State Assessment

Percentage of students in reading assessments identified as SD and ELL , excluded, and assessed, grade 4 public schools: various years, 1998–2005

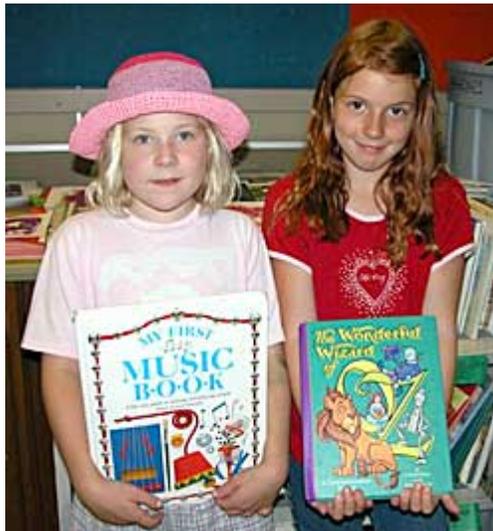
Year and testing status		SD and/or ELL		SD		ELL	
		New Hampshire	Nation	New Hampshire	Nation	New Hampshire	Nation
1992 ¹	Identified	12	11	11	8	#	3
	Excluded	4	6	4	5	#	2
1994 ¹	Assessed under standard conditions	7	4	7	3	#	1
	Identified	15	14	15	11	#	4
1998 ¹	Excluded	6	6	6	5	#	2
	Assessed under standard conditions	9	8	9	6	#	2
1998	Identified	14	17	14	12	#	6
	Excluded	5	10	5	7	#	4
2003	Assessed under standard conditions	9	7	9	5	#	2
	Assessed with accommodations	5	3	5	3	#	1
2005	Identified	19	22	17	14	3	10
	Excluded	4	6	3	5	1	2
2005	Assessed under standard conditions	5	10	4	4	1	7
	Assessed with accommodations	10	5	10	5	1	1
2005	Identified	21	23	19	14	3	11
	Excluded	4	7	3	5	1	2
2005	Assessed under standard conditions	5	10	4	4	1	7
	Assessed with accommodations	12	7	11	5	1	2

¹ 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 Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

**Table
7**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: various years, 1998–2005

Student disability status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Yes							
1998 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	New Hampshire	‡	‡	‡	‡	‡	‡
1998	Nation (public)	7*	176*	76*	24*	8	1
	New Hampshire	11*	199	62	38	8	1
2003	Nation (public)	10	184*	71*	29*	9*	1
	New Hampshire	14	194	66	34	9	1
2005	Nation (public)	10	190	67	33	11	2
	New Hampshire	16	198	62	38	10	2
No							
1998 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	New Hampshire	‡	‡	‡	‡	‡	‡
1998	Nation (public)	93*	216*	40*	60*	29*	7
	New Hampshire	89*	229	22	78	40	9
2003	Nation (public)	90	220	35	65	32	8
	New Hampshire	86	233	19	81	45	11
2005	Nation (public)	90	220	34	66	32	7
	New Hampshire	84	233	19	81	44	10

‡ Reporting standards are not met.

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

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading 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 reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 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, 1998–2005 reading Assessments.



NAEP 2005 Reading Report for New Hampshire

**Table
8**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: various years, 1998–2005

ELL status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Yes 1998 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	New Hampshire	‡	‡	‡	‡	‡	‡
1998	Nation (public)	5*	174*	79	21	6	1
	New Hampshire	1*	‡	‡	‡	‡	‡
2003	Nation (public)	8	186	72	28	7	1
	New Hampshire	2	‡	‡	‡	‡	‡
2005	Nation (public)	9	187	73	27	7	1
	New Hampshire	2	‡	‡	‡	‡	‡
No 1998 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	New Hampshire	‡	‡	‡	‡	‡	‡
1998	Nation (public)	95*	215*	41*	59*	29*	7
	New Hampshire	99*	226	26	74	37	8
2003	Nation (public)	92	219*	35*	65*	32	8
	New Hampshire	98	228	25	75	41	10
2005	Nation (public)	91	220	34	66	32	7
	New Hampshire	98	228	25	75	39	9

Estimate rounds to zero.

‡ Reporting standards are not met.

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

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading 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 reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 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, 1998–2005 reading Assessments.



Appendix A

Overview of Procedures Used for the NAEP 2005 Reading Assessment

This appendix provides an overview of the NAEP 2005 reading 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 NAEP's Trial Urban District Assessment (TUDA).

The NAEP 2005 Reading Assessment

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 design of the NAEP 2005 reading assessment follows the guidelines first provided in the framework developed for the 1992 assessment. The framework underlying the 1992, 1994, 1998, 2000 (fourth grade only), 2002, 2003, and 2005 reading assessments reflects the expert opinions of educators and researchers about reading. The development of this framework and the specifications that guided the development of the assessment involved the critical input of hundreds of individuals across the country, including representatives of national education organizations, teachers, parents, policymakers, business leaders, and the interested general public. The framework development process was managed by the Council of Chief State School Officers (CCSSO) for NAGB.

The framework sets forth a broad definition of “reading literacy” that includes developing a general understanding of written text, thinking about it, and using various texts for different purposes. In addition, the framework views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. For example, readers may read stories to enjoy and appreciate the human experience, study science texts to form new hypotheses about knowledge, or follow directions to fill out a form. NAEP reflects current definitions of literacy by differentiating among three contexts for reading and four aspects of reading. The contexts for reading and aspects of reading make up the foundation of the NAEP reading assessment.

The “contexts for reading” dimension of the NAEP reading framework provides guidance for the types of texts to be included in the assessment. Although many commonalities exist among the different types of reading contexts, different contexts do lead to real differences in what readers do. For example, when *reading for literary experience*, readers make plot summaries and abstract major themes. They describe the interactions of various literary elements (e.g., setting, plot, characters, and theme). When *reading for information*, readers critically judge the organization and content of the text and explain their judgments. They also look for specific pieces of information. When *reading to perform a task*, readers apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, maps and so on.

The “aspects of reading” dimension of the NAEP reading framework provides guidance for the types of comprehension questions to be included in the assessment. The four aspects are 1) *forming a general understanding*, 2) *developing interpretation*, 3) *making reader/text connections*, and 4) *examining content and structure*. These four aspects represent different ways in which readers develop understanding of a text.

NAEP 2005 Reading Report for New Hampshire

In *forming a general understanding*, readers must consider the text as a whole and provide a global understanding of it. As readers engage in *developing interpretation*, they must extend initial impressions in order to develop a more complete understanding of what was read. This involves linking information across parts of a text or focusing on specific information. When *making reader/text connections*, the reader must connect information in the text with knowledge and experience. This might include applying ideas in the text to the real world. Finally, *examining content and structure* requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Figure A-1 demonstrates the relationship between these reading contexts and aspects of reading in the NAEP reading assessment. Included in the figure are sample questions that illustrate how each aspect of reading is assessed within each reading context. (Note that reading to perform a task is not assessed at grade 4.)



NAEP 2005 Reading Report for New Hampshire

Figure A-1. Sample NAEP questions, by contexts for reading and aspects of reading specified in the reading framework

Context for reading	Aspect of reading			
	Forming a general understanding	Developing interpretation	Making reader/text connections	Examining content and structure
Reading for literary experience	<i>What is the story/plot about?</i>	<i>How did this character change from the beginning to the end of the story?</i>	<i>What other character that you have read about had a similar problem?</i>	<i>What is the mood of this story and how does the author use language to achieve it?</i>
Reading for information	<i>What point is the author making about this topic?</i>	<i>What caused this change?</i>	<i>What other event in history or recent news is similar to this one?</i>	<i>Is this author biased? Support your answer with information about this article.</i>
Reading to perform a task	<i>What time can you get a nonstop flight to X?</i>	<i>What must you do before step 3?</i>	<i>Describe a situation in which you would omit step 5.</i>	<i>Is the information in this brochure easy to use?</i>

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

The assessment framework specifies not only the particular dimensions of reading literacy to be measured, but also the percentage of assessment questions that should be devoted to each. The target percentage distribution for contexts for reading and aspects of reading as specified in the framework, along with the actual percentage distribution in the assessment, are presented in tables A-1 and A-2.

Table A-1. Target and actual percentage distribution of questions, by context for reading, grades 4, 8, and 12: 2005

Grade	Context for reading		
	Reading for literary experience	Reading for information	Reading to perform a task
Grade 4			
Target	55	45	†
Actual	51	49	†
Grade 8			
Target	40	40	20
Actual	29	40	31
Grade 12			
Target	35	45	20
Actual	23	50	27

† Not applicable. Reading to perform a task was not assessed at grade 4.

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

NAEP 2005 Reading Report for New Hampshire

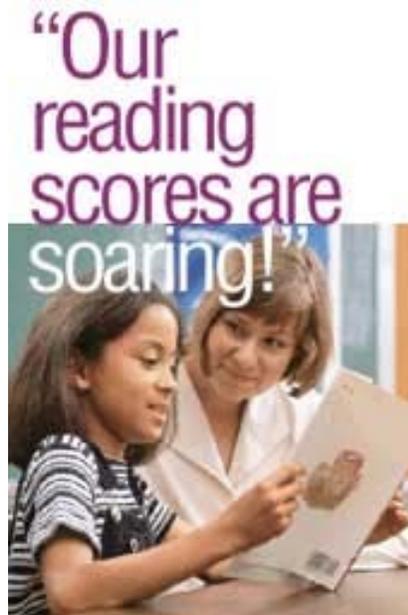
Table A-2. Target and actual percentage distribution of student time, by aspect of reading, grades 4, 8, and 12: 2005

Grade	Aspect of reading		
	Forming a general understanding and developing interpretation	Making reader/text connections	Examining content and structure
Grade 4			
Target	60	15	25
Actual	68	14	17
Grade 8			
Target	55	15	30
Actual	59	17	24
Grade 12			
Target	50	15	35
Actual	56	14	29

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), 2005 Reading Assessment.

The actual content of the assessment has varied from the targeted distribution. For example, at grade 8 reading for literary experience falls below the target proportions and reading for information falls above the target proportions specified in the framework. The reading instrument development panel responsible for overseeing the development of the assessment recognized this variance, but felt strongly that assessment questions must be sensitive to the unique elements of the authentic reading materials being used. Thus, the distribution of question classifications will vary across reading passages and reading contexts. However, in creating the subscales for the reading assessment, the performance results from the contexts for reading were weighted according to the percentages specified by the framework.



NAEP 2005 Reading Report for New Hampshire

The Assessment Design

Each student who participated in the 2005 reading assessment received a booklet containing three or four sections: a set of general background questions, a set of subject-specific background questions, and one or two sets of questions assessing students' comprehension of a text or texts. The sets of questions assessing students' comprehension are referred to as "blocks." Each block contains one or more reading passages and a set of comprehension questions. At grades 8 and 12, students were given either two 25-minute blocks or one 50-minute block. At grade 4, however, only 25-minute blocks were used.

The blocks contain a combination of multiple-choice and constructed-response questions. Multiple-choice questions require students to select the best answer from a set of four options. Constructed-response questions require students to provide their own written response to an open-ended question. Short constructed-response questions may require a response of only a sentence or two for the answer to be considered complete. Extended constructed-response questions, however, may require a response of a paragraph or more for the answer to receive full credit. Each constructed-response question has its own unique scoring guide that is used by trained scorers to rate students' responses. (See the "Data Collection and Scoring" section of this appendix.)

The grade 4 assessment consisted of ten 25-minute blocks: five blocks of literary texts and questions and five blocks of informative texts and questions. Each block contained one passage corresponding to one of the contexts for reading and 9 to 12 multiple-choice and constructed-response questions. In most blocks, one of the constructed-response questions required an extended response. As a whole, the 2005 fourth-grade assessment consisted of 52 multiple-choice questions, 39 short constructed-response questions, and 8 extended constructed-response questions.

The grade 8 assessment consisted of twelve 25-minute blocks (four literary, four informative, and four to perform a task) and one 50-minute block (informative). Each block contained at least one passage corresponding to one of the contexts for reading and 9 to 13 multiple-choice and constructed-response questions. Most blocks contained at least one extended constructed-response question. As a whole, the eighth-grade assessment consisted of 62 multiple-choice questions, 65 short constructed-response questions, and 15 extended constructed-response questions.

The grade 12 assessment consisted of nine 25-minute blocks (three literary, three informative, and three task) and two 50-minute blocks (informative). The blocks contained at least one passage and 8 to 16 multiple-choice and constructed-response questions. Each block contained at least one extended constructed-response question. As a whole, the twelfth-grade assessment contained 46 multiple-choice questions, 57 short constructed-response questions, and 13 extended constructed-response questions.

The assessment design allowed maximum coverage of a range of reading abilities at each grade, while minimizing the time burden for any one student. This was accomplished through the use of a 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, but the aggregate results across the entire assessment allow for a broad reporting of reading abilities for the targeted population.

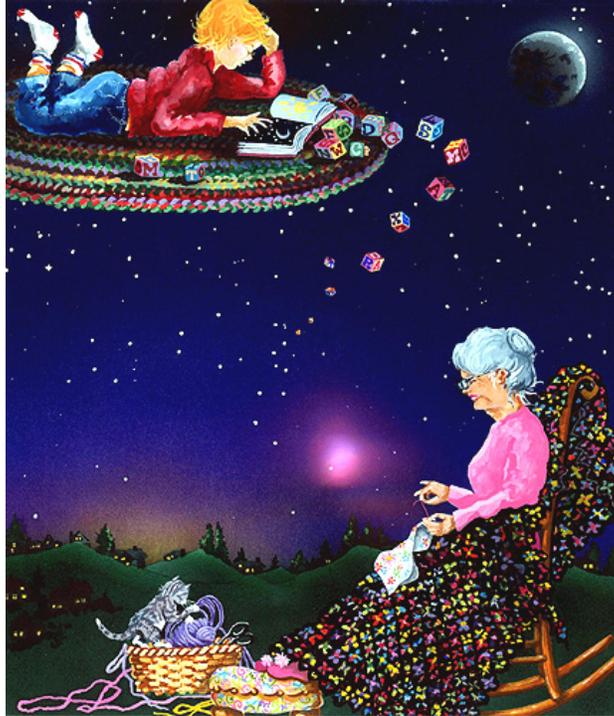
In addition to matrix sampling, the assessment design utilized a procedure for distributing blocks across booklets that controlled for position and context effects. Students received different blocks of passages and comprehension questions in their booklets according to a procedure that assigned blocks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

NAEP 2005 Reading Report for New Hampshire

according to the context for reading. Blocks were balanced within each context for reading and were partially balanced across contexts for reading. The procedure also cycled the booklets for administration so that, typically, only a few students in any assessment session received the same booklet.

In addition to the student assessment booklets, three other instruments 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 teachers of 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 reading, and type of classroom organization. The fourth-grade teacher questionnaire also included questions on reading 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 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 2005 Reading Report for New Hampshire

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 national sample consisted of the combined sample of public school students assessed in each state and an additional nonpublic school sample. The method of creating the national sample as an aggregate of the state samples has been used 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 2002 and 2003 assessments, accommodations for students with disabilities (SD) and English language learners (ELL) were permitted for the entire sample of students. This procedure differs from the one for the 1998 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 accommodations because of a disability, or was protected under Section 504 of the Rehabilitation Act of 1973 because of a disability, or was identified as being an English language learner, or was normally offered accommodations in other assessment situations. All other students were asked to participate in the assessment under standard conditions. Prior to 1998, 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 reading assessments.

The sample sizes and target populations for the 2005 reading assessment are listed for the nation (public) 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.

NAEP 2005 Reading Report for New Hampshire

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
Nation	177,500	4,174,000	168,800	4,051,000
Public	168,400	3,745,000	159,800	3,662,000
Nonpublic	9,100	429,000	9,000	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	3,000	72,000
Arkansas	2,900	37,000	2,800	36,000
California	11,200	498,000	10,200	456,000
Colorado	2,900	57,000	2,500	57,000
Connecticut	2,900	45,000	2,800	43,000
Delaware	2,700	10,000	2,800	9,000
Florida	4,600	192,000	4,100	193,000
Georgia	4,300	117,000	3,900	113,000
Hawaii	2,800	15,000	2,800	14,000
Idaho	3,000	19,000	2,900	20,000
Illinois	4,300	160,000	4,200	157,000
Indiana	2,800	82,000	2,900	79,000
Iowa	3,200	36,000	2,800	37,000
Kansas	3,200	35,000	2,800	36,000
Kentucky	2,900	49,000	2,900	49,000
Louisiana	2,800	63,000	2,500	65,000
Maine	2,700	16,000	2,600	17,000
Maryland	2,900	67,000	2,700	65,000
Massachusetts	4,100	77,000	3,800	75,000
Michigan	2,600	134,000	2,600	132,000
Minnesota	2,700	64,000	2,600	67,000
Mississippi	2,900	41,000	2,800	38,000
Missouri	2,800	70,000	2,800	70,000
Montana	2,800	12,000	2,700	13,000
Nebraska	3,100	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	2,800	97,000
New Mexico	2,900	26,000	2,800	26,000
New York	5,100	219,000	4,500	208,000
North Carolina	4,200	106,000	4,100	102,000
North Dakota	2,200	8,000	2,500	9,000
Ohio	3,700	145,000	3,600	153,000
Oklahoma	2,800	48,000	2,600	47,000
Oregon	2,800	42,000	2,600	42,000
Pennsylvania	3,500	140,000	2,900	144,000
Rhode Island	2,800	13,000	2,900	12,000
South Carolina	2,900	53,000	2,800	56,000
South Dakota	2,800	10,000	2,800	10,000
Tennessee	2,900	73,000	2,600	68,000
Texas	9,200	322,000	8,500	313,000
Utah	2,900	36,000	2,900	36,000
Vermont	2,100	8,000	2,300	8,000
Virginia	2,900	92,000	2,800	90,000
Washington	2,900	78,000	2,800	81,000

NAEP 2005 Reading Report for New Hampshire

West Virginia	2,800	23,000	2,600	24,000
Wisconsin	2,700	64,000	2,700	71,000
Wyoming	1,800	7,000	2,100	7,000
Other jurisdictions				
District of Columbia	2,300	6,000	2,100	3,000
DoDEA ¹	2,500	10,000	1,800	7,000

¹ 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 Reading Assessment.



NAEP 2005 Reading Report for New Hampshire

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	2,100	36,000	2,100	35,000
Cleveland	1,100	7,000	1,000	5,000
District of Columbia	2,300	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	1,800	70,000
San Diego	1,400	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 Reading Assessment.

Table A-5 provides a summary of the 2005 national school and student participation rates for the reading 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.

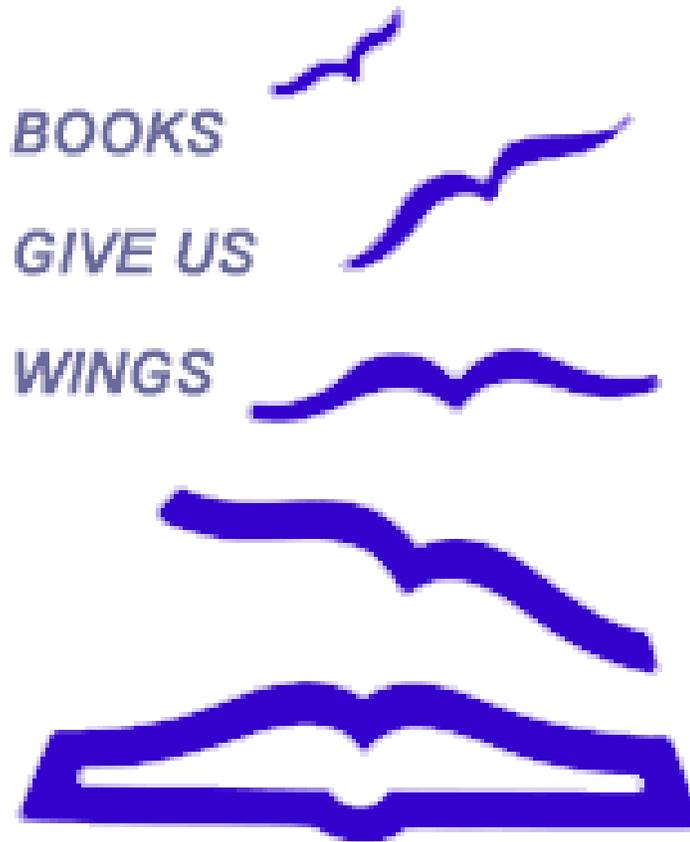
The third school participation rate is a school-centered, weighted percentage of schools participating in the assessment before substitution of demographically similar schools. This rate is based only on the schools that were initially selected for the assessment. The numerator of this rate is the estimated 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.

NAEP 2005 Reading Report for New Hampshire

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 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.



NAEP 2005 Reading Report for New Hampshire

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

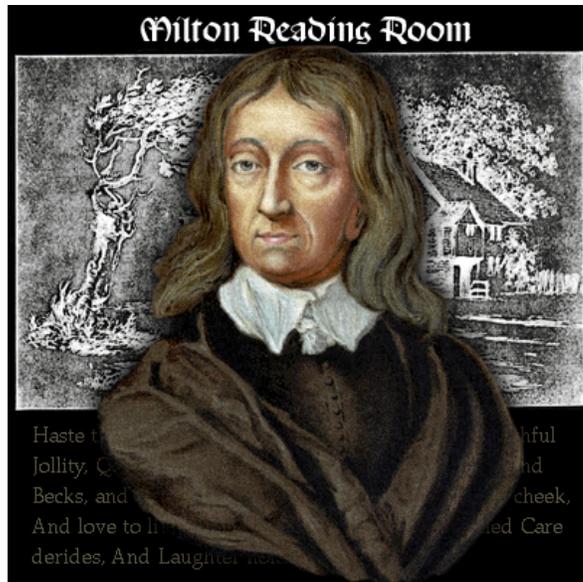
Type of school	School participation					Student participation	
	Student-weighted		School-weighted		Number of schools participating after substitution	Student-weighted percent	Number of students assessed
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution			
Grade 4							
Nation	96	98	90	94	9,500	94	165,700
Public	100	100	100	100	8,700	94	156,800
Private	68	83	64	78	700	95	6,200
Grade 8							
Nation	97	98	86	90	7,200	91	159,400
Public	99	99	99	99	6,500	91	150,600
Private	67	81	65	76	700	94	6,800
Grade 12							
Nation	82	87	76	83	900	67	12,100
Public	85	90	87	92	700	66	9,600
Private	47	59	48	58	200	83	2,500

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. The number of schools and students are rounded to the nearest hundred. 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 Reading Assessment.

State Samples

The results of the 2005 state assessment in reading provided in this report 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.



NAEP 2005 Reading Report for New Hampshire

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			
Nation (public)	100	100	100	100	8,700	94	156,800
Alabama	100	100	100	100	100	94	2,600
Alaska	99	99	97	97	200	94	2,700
Arizona	100	100	100	100	100	94	2,800
Arkansas	100	100	100	100	200	94	2,600
California	100	100	99	99	400	94	10,600
Colorado	98	98	99	99	100	95	2,700
Connecticut	100	100	100	100	100	94	2,800
Delaware	100	100	100	100	100	92	2,300
Florida	100	100	100	100	200	93	4,200
Georgia	100	100	100	100	200	94	4,100
Hawaii	100	100	100	100	100	95	2,700
Idaho	100	100	100	100	200	95	2,900
Illinois	97	97	97	97	200	94	3,900
Indiana	100	100	100	100	100	95	2,600
Iowa	100	100	100	100	100	95	3,000
Kansas	100	100	100	100	100	95	3,100
Kentucky	100	100	100	100	100	94	2,600
Louisiana	100	100	100	100	100	95	2,400
Maine	100	100	99	99	200	93	2,500
Maryland	99	99	99	99	100	94	2,700
Massachusetts	100	100	100	100	200	94	3,700
Michigan	99	99	99	99	100	93	2,400
Minnesota	97	97	98	98	100	93	2,600
Mississippi	100	100	100	100	100	94	2,700
Missouri	100	100	100	100	200	94	2,600
Montana	98	98	98	98	300	94	2,600
Nebraska	100	100	100	100	200	94	2,900
Nevada	100	100	100	100	100	92	2,800
New Hampshire	97	97	99	99	200	93	2,600
New Jersey	98	98	98	98	100	93	2,700
New Mexico	100	100	100	100	200	94	2,600
New York	100	100	100	100	200	90	4,800
North Carolina	100	100	100	100	200	94	4,000
North Dakota	100	100	100	100	300	95	2,100
Ohio	100	100	100	100	200	94	3,300
Oklahoma	100	100	100	100	200	95	2,700
Oregon	100	100	99	99	200	94	2,600
Pennsylvania	100	100	100	100	100	95	3,300
Rhode Island	100	100	100	100	100	93	2,700
South Carolina	100	100	100	100	100	94	2,700
South Dakota	100	100	100	100	300	95	2,700
Tennessee	100	100	100	100	100	95	2,700
Texas	100	100	100	100	400	94	7,700
Utah	100	100	100	100	100	93	2,800
Vermont	100	100	100	100	200	93	2,000
Virginia	99	99	99	99	100	94	2,500

NAEP 2005 Reading Report for New Hampshire

Washington	100	100	100	100	100	94	2,800
West Virginia	100	100	100	100	200	94	2,600
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	92	2,100
DoDEA ¹	100	100	99	99	100	93	2,300

¹ 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 Reading Assessment.



NAEP 2005 Reading Report for New Hampshire

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			
Nation (public)	99	99	99	99	6,500	91	150,600
Alabama	100	100	100	100	100	93	2,300
Alaska	99	99	96	96	100	91	2,600
Arizona	100	100	100	100	100	90	2,800
Arkansas	100	100	100	100	100	92	2,600
California	99	99	98	98	400	92	9,800
Colorado	98	98	99	99	100	90	2,400
Connecticut	100	100	100	100	100	90	2,700
Delaware	100	100	100	100	< 50	89	2,500
Florida	100	100	96	96	200	90	3,800
Georgia	100	100	100	100	100	94	3,700
Hawaii	100	100	100	100	100	89	2,600
Idaho	100	100	100	100	100	93	2,900
Illinois	98	98	99	99	200	91	3,900
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	93	2,700
Louisiana	100	100	100	100	100	90	2,200
Maine	98	98	100	100	100	89	2,400
Maryland	99	99	99	99	100	88	2,500
Massachusetts	97	97	94	94	100	91	3,500
Michigan	100	100	100	100	100	89	2,400
Minnesota	98	98	99	99	100	88	2,500
Mississippi	100	100	100	100	100	92	2,700
Missouri	100	100	100	100	100	91	2,600
Montana	98	98	96	96	200	92	2,600
Nebraska	100	100	100	100	100	92	2,800
Nevada	100	100	100	100	100	88	2,700
New Hampshire	96	96	99	99	100	89	2,400
New Jersey	99	99	98	98	100	91	2,600
New Mexico	100	100	98	98	100	91	2,600
New York	100	100	100	100	200	85	4,200
North Carolina	100	100	100	100	100	91	3,900
North Dakota	100	100	99	99	200	95	2,300
Ohio	100	100	100	100	100	90	3,200
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	92	2,800
South Carolina	100	100	100	100	100	93	2,600
South Dakota	100	100	100	100	200	95	2,700
Tennessee	100	100	100	100	100	92	2,400
Texas	100	100	100	100	300	91	7,800
Utah	100	100	100	100	100	91	2,700
Vermont	100	100	100	100	100	92	2,200
Virginia	100	100	100	100	100	93	2,600

NAEP 2005 Reading Report for New Hampshire

Washington	100	100	98	98	100	90	2,600
West Virginia	100	100	100	100	100	91	2,500
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	85	1,900
DoDEA ¹	100	100	99	99	100	94	1,700

¹ 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 Reading Assessment.



NAEP 2005 Reading Report for New Hampshire

District Samples

Results from the 2005 reading 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.

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
Grade 4				
Atlanta	100	100	93	1,200
Austin	100	100	94	1,200
Boston	99	100	94	1,200
Charlotte	100	100	95	1,500
Chicago	100	100	95	1,900
Cleveland	100	100	88	900
District of Columbia	100	100	92	2,100
Houston	100	100	95	1,700
Los Angeles	100	100	93	2,100
New York City	100	100	91	1,900
San Diego	100	100	92	1,300
Grade 8				
Atlanta	100	< 50	90	1,000
Austin	100	< 50	89	1,200
Boston	99	< 50	91	1,100
Charlotte	100	< 50	91	1,400
Chicago	100	100	95	1,900
Cleveland	100	< 50	78	800
District of Columbia	100	< 50	85	1,900
Houston	100	< 50	88	1,700
Los Angeles	99	100	89	1,800
New York City	100	100	84	1,700
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 Reading Assessment.

NAEP 2005 Reading Report for New Hampshire

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 states and other 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 reading assessment at both 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 2002 reading report card (NCES 2003–521; see appendix A, “Standards for Sample Participation and Reporting of Results”).

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

It is important 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 he or she 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 1990s, 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

NAEP 2005 Reading Report for New Hampshire

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 ELL students 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, no testing under nonstandard conditions was allowed in NAEP, 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 influence of IDEA became 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 represents 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 samples, in which assessment accommodations are permitted. In reading, national and state data from 1992, 1994, and 1998 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 1998, 2002, 2003, and 2005. National-only data at grade 4 for both accommodated and non-accommodated samples are reported for 2000. The 2000 reading assessment was conducted only at grade 4 with a national sample; there were no state-level samples, and grades 8 and 12 were not assessed.

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

NAEP 2005 Reading Report for New Hampshire

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, 6 percent of students at grade 4 and 5 percent of 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 2 to 14 percent at grade 4 (see table A-17) and from 2 to 11 percent at grade 8 (see table A-20). At the district level, between 4 and 23 percent of students were excluded at grade 4 (see table A-23), and between 3 and 14 percent were excluded at grade 8 (see table A-24).



NAEP 2005 Reading Report for New Hampshire

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, 8, and 12, public and nonpublic schools: Various years, 1992–1998

Student characteristics	1992	1994	1998
Grade 4			
SD and/or ELL			
Identified	10	13	16
Excluded	6	5	9
Assessed	4	8	7
SD only			
Identified	7	10	11
Excluded	4	4	6
Assessed	3	6	5
ELL only			
Identified	3	4	6
Excluded	2	1	3
Assessed	1	2	2
Grade 8			
SD and/or ELL			
Identified	10	13	12
Excluded	7	7	6
Assessed	4	6	7
SD only			
Identified	8	11	10
Excluded	5	6	5
Assessed	3	5	5
ELL only			
Identified	3	3	3
Excluded	2	1	1
Assessed	1	1	2
Grade 12			
SD and/or ELL			
Identified	7	9	7
Excluded	5	5	3
Assessed	2	5	4
SD only			
Identified	5	7	6
Excluded	4	4	3
Assessed	1	3	3
ELL only			
Identified	2	2	2
Excluded	1	1	#
Assessed	1	1	2

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. 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, 1992–1998 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

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, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	11	6	4	14	6	8	17	10	7
Alabama	10	6	4	11	5	5	13	8	5
Arizona	16	7	9	21	7	14	22	10	12
Arkansas	11	5	6	12	6	6	11	5	6
California	28	14	13	31	12	18	31	15	15
Colorado	11	6	4	15	7	8	15	7	8
Connecticut	15	7	8	17	8	8	18	13	6
Delaware	12	6	6	15	6	9	16	7	9
Florida	17	9	8	22	10	11	18	9	9
Georgia	9	5	4	11	5	5	11	7	4
Hawaii	13	6	8	12	5	7	15	5	10
Idaho	9	4	5	12	5	7	—	—	—
Illinois	—	—	—	—	—	—	14	10	5
Indiana	8	4	3	11	5	6	—	—	—
Iowa	9	4	6	11	5	6	15	8	7
Kansas	—	—	—	—	—	—	12	6	7
Kentucky	8	4	4	8	4	4	13	9	4
Louisiana	8	4	4	11	6	5	15	12	3
Maine	12	5	6	17	10	7	15	8	7
Maryland	14	7	7	15	7	8	13	10	3
Massachusetts	17	7	10	18	8	10	19	8	11
Michigan	7	5	2	10	6	4	10	7	3
Minnesota	10	4	6	12	4	8	15	4	11
Mississippi	7	5	2	9	6	4	7	4	3
Missouri	11	5	6	12	5	7	14	7	7
Montana	—	—	—	11	4	8	10	4	6
Nebraska	13	4	9	16	4	12	—	—	—
Nevada	—	—	—	—	—	—	20	12	7
New Hampshire	12	4	7	15	6	9	14	5	9
New Jersey	10	6	5	12	6	6	—	—	—
New Mexico	13	8	6	18	8	10	28	11	16
New York	13	6	7	15	8	7	14	9	5
North Carolina	12	4	7	14	5	9	15	10	5
North Dakota	10	2	8	10	2	8	—	—	—
Ohio	10	6	4	—	—	—	—	—	—
Oklahoma	13	8	4	—	—	—	15	9	6
Oregon	—	—	—	—	—	—	20	7	12
Pennsylvania	9	4	5	11	6	5	—	—	—
Rhode Island	16	7	9	15	5	10	20	7	12
South Carolina	11	6	5	13	7	6	16	11	5
Tennessee	11	5	7	13	6	6	13	4	9
Texas	17	8	9	24	11	13	26	14	13
Utah	10	4	6	12	5	7	14	5	9
Virginia	12	6	6	13	7	6	15	8	7
Washington	—	—	—	15	5	9	15	5	10
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	11	7	4	13	7	6	16	10	6
Wyoming	11	4	7	11	4	7	14	4	9
Other jurisdictions									

NAEP 2005 Reading Report for New Hampshire

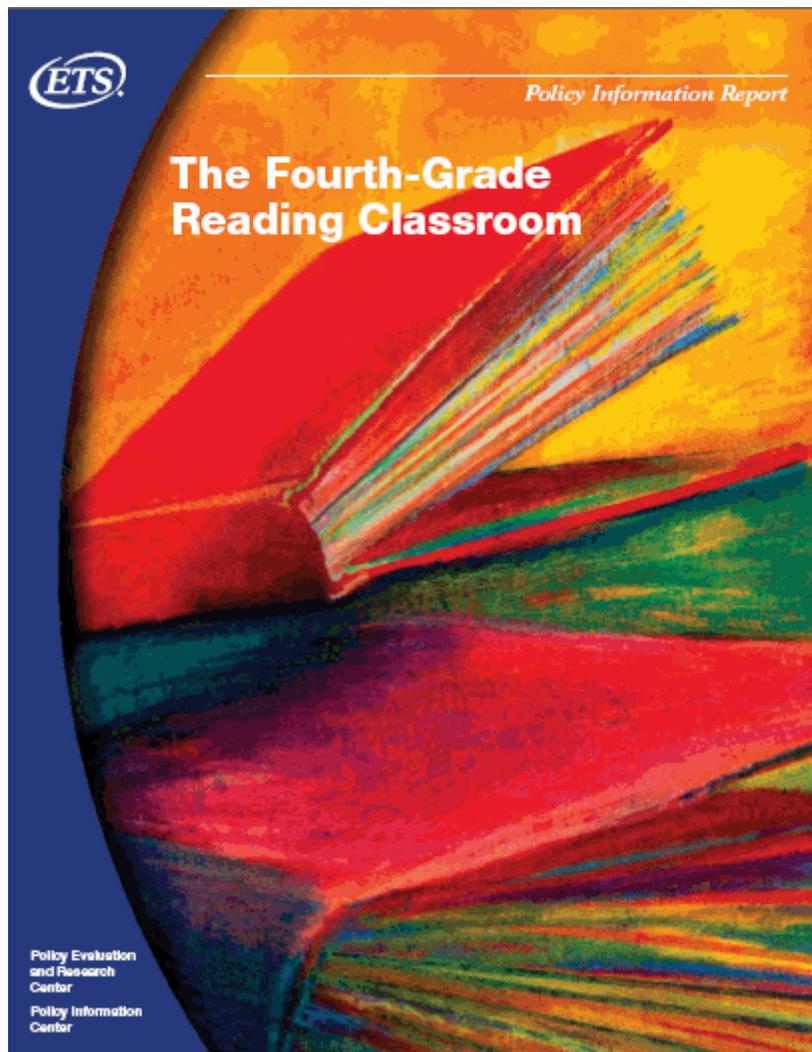
District of Columbia	12	10	3	12	9	3	16	11	6
DoDEA ¹	—	—	—	—	—	—	8	4	3

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

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in 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, 1992–1998 Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

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, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	8	5	3	11	5	6	12	7	5
Alabama	10	5	4	11	5	5	12	7	5
Arizona	8	5	3	10	4	6	10	5	5
Arkansas	11	5	5	12	6	6	10	4	6
California	8	4	4	9	4	4	6	3	3
Colorado	8	5	3	11	6	5	10	5	5
Connecticut	11	4	7	13	6	8	14	10	4
Delaware	11	5	6	14	6	9	14	7	8
Florida	13	7	6	17	9	9	14	8	6
Georgia	8	5	3	9	5	5	10	6	3
Hawaii	9	4	5	8	4	4	10	4	6
Idaho	8	3	4	10	4	6	—	—	—
Illinois	—	—	—	—	—	—	10	7	3
Indiana	7	4	3	11	5	6	—	—	—
Iowa	9	4	5	10	4	6	14	8	7
Kansas	—	—	—	—	—	—	11	5	6
Kentucky	7	4	4	8	4	4	13	9	4
Louisiana	7	4	3	11	6	5	15	12	3
Maine	11	5	6	16	10	6	13	8	6
Maryland	12	6	6	14	7	7	12	9	2
Massachusetts	14	6	8	14	5	9	16	7	9
Michigan	6	4	2	9	6	3	9	6	2
Minnesota	8	4	4	10	4	7	12	3	9
Mississippi	7	5	2	9	6	3	7	4	3
Missouri	11	4	6	12	5	7	14	7	6
Montana	—	—	—	10	3	7	9	4	5
Nebraska	13	4	9	15	4	11	—	—	—
Nevada	—	—	—	—	—	—	10	6	4
New Hampshire	11	4	7	15	6	9	14	5	9
New Jersey	7	3	3	9	4	5	—	—	—
New Mexico	10	6	4	14	6	8	14	9	5
New York	8	4	4	10	6	4	9	7	3
North Carolina	11	4	7	13	5	9	13	9	4
North Dakota	10	2	8	9	2	7	—	—	—
Ohio	9	6	3	—	—	—	—	—	—
Oklahoma	11	8	3	—	—	—	12	9	4
Oregon	—	—	—	—	—	—	14	6	8
Pennsylvania	7	3	4	10	5	4	—	—	—
Rhode Island	10	4	6	12	4	8	14	6	9
South Carolina	11	6	5	13	6	6	16	11	5
Tennessee	11	5	7	12	6	6	12	4	8
Texas	9	5	4	13	7	6	14	7	7
Utah	9	4	5	11	5	6	10	3	6
Virginia	11	6	5	12	6	6	12	7	5
Washington	—	—	—	11	4	7	11	4	7
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	9	6	4	11	7	4	13	9	5
Wyoming	10	4	6	11	4	7	13	4	9

NAEP 2005 Reading Report for New Hampshire

Other jurisdictions									
District of Columbia	9	7	2	7	5	1	10	9	1
DoDEA ¹	—	—	—	—	—	—	7	4	3

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

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in 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, 1992–1998 Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

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, 1992–1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	3	2	1	4	2	2	6	4	2
Alabama	#	#	#	#	#	#	1	1	#
Arizona	10	3	6	11	3	8	14	6	8
Arkansas	#	#	#	#	#	#	1	1	#
California	21	11	10	24	9	14	26	13	13
Colorado	2	2	1	4	2	2	5	2	3
Connecticut	4	3	1	4	3	1	5	4	1
Delaware	1	#	1	1	1	1	2	#	2
Florida	4	2	2	5	2	3	5	2	3
Georgia	1	1	#	2	1	1	1	1	#
Hawaii	5	2	2	5	1	3	6	1	4
Idaho	2	1	1	3	1	2	—	—	—
Illinois	—	—	—	—	—	—	5	3	2
Indiana	#	#	#	#	#	#	—	—	—
Iowa	1	#	1	1	#	#	1	#	1
Kansas	—	—	—	—	—	—	1	1	#
Kentucky	#	#	#	#	#	#	#	#	#
Louisiana	1	#	1	1	#	1	1	1	#
Maine	#	#	#	#	#	#	1	#	1
Maryland	2	1	1	1	1	1	2	1	1
Massachusetts	3	2	1	4	3	1	4	2	2
Michigan	1	1	#	1	#	#	2	1	1
Minnesota	2	1	2	2	1	1	4	2	3
Mississippi	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	#	1	#	1
Montana	—	—	—	1	#	1	1	#	1
Nebraska	1	1	#	1	1	1	—	—	—
Nevada	—	—	—	—	—	—	10	7	4
New Hampshire	#	#	#	#	#	#	#	#	#
New Jersey	4	2	1	3	2	1	—	—	—
New Mexico	4	2	2	4	2	2	16	4	12
New York	5	2	3	6	3	3	5	2	3
North Carolina	1	1	#	1	1	#	2	1	1
North Dakota	#	#	#	1	#	#	—	—	—
Ohio	1	1	#	—	—	—	—	—	—
Oklahoma	2	1	1	—	—	—	3	1	2
Oregon	—	—	—	—	—	—	7	2	5
Pennsylvania	1	1	1	1	1	1	—	—	—
Rhode Island	6	4	3	3	1	2	6	2	4
South Carolina	#	#	#	#	#	#	1	#	#
Tennessee	#	#	#	#	#	#	1	#	#
Texas	9	3	5	13	5	8	13	7	6
Utah	1	1	#	2	1	1	5	2	3
Virginia	1	1	1	2	1	1	4	1	2
Washington	—	—	—	4	1	2	4	1	3
West Virginia	#	#	#	#	#	#	#	#	#
Wisconsin	2	1	1	2	1	2	3	2	1
Wyoming	1	#	1	1	#	#	1	#	1

NAEP 2005 Reading Report for New Hampshire

Other jurisdictions									
District of Columbia	4	3	1	6	4	2	7	2	4
DoDEA ¹	—	—	—	—	—	—	1	1	1

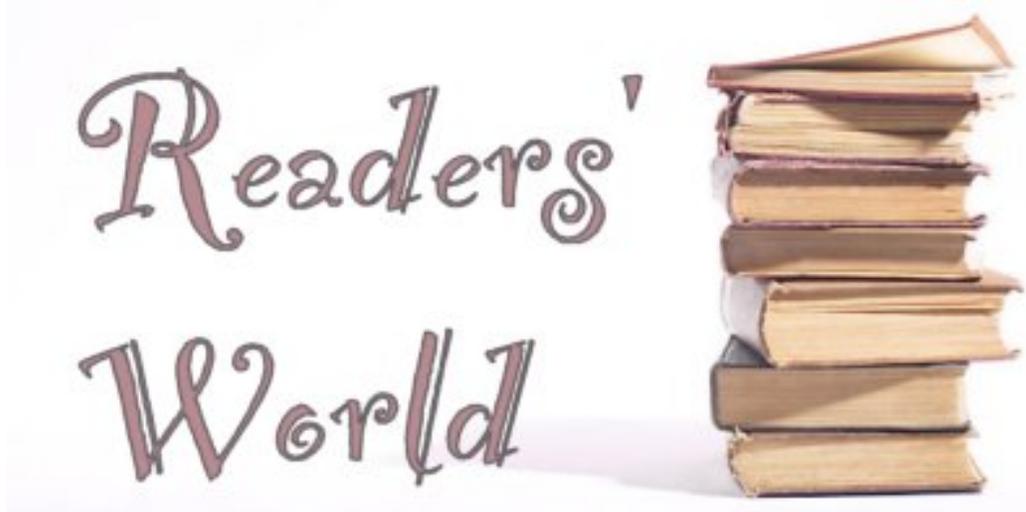
— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in any of the reading assessments from 1992 to 1998 are not included in 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, 1992–1998 Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

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, 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	14	6	7
Alabama	12	6	6
Arizona	17	7	11
Arkansas	12	7	5
California	23	8	15
Colorado	14	5	9
Connecticut	15	8	7
Delaware	14	6	8
Florida	17	5	12
Georgia	12	5	7
Hawaii	15	6	9
Illinois	12	6	6
Kansas	12	5	7
Kentucky	10	5	5
Louisiana	14	10	4
Maine	14	7	7
Maryland	12	7	5
Massachusetts	17	7	10
Minnesota	13	4	9
Mississippi	11	7	3
Missouri	13	6	6
Montana	11	3	8
Nevada	15	8	8
New Mexico	22	7	15
New York	16	10	6
North Carolina	14	9	5
Oklahoma	13	9	5
Oregon	14	4	11
Rhode Island	16	5	12
South Carolina	12	6	5
Tennessee	14	4	9
Texas	19	7	12
Utah	11	5	7
Virginia	13	7	6
Washington	13	4	8
West Virginia	14	8	6
Wisconsin	14	8	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	14	9	5
DoDEA ¹	9	4	4

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability. NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

NAEP 2005 Reading Report for New Hampshire

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, 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	11	6	5
Alabama	12	6	6
Arizona	9	5	4
Arkansas	10	6	5
California	8	4	4
Colorado	10	3	6
Connecticut	14	7	7
Delaware	13	6	7
Florida	13	4	9
Georgia	11	5	6
Hawaii	11	5	6
Illinois	9	5	5
Kansas	11	5	6
Kentucky	9	5	5
Louisiana	13	9	4
Maine	13	7	7
Maryland	11	6	5
Massachusetts	15	5	10
Minnesota	10	3	7
Mississippi	11	7	3
Missouri	11	5	6
Montana	11	3	8
Nevada	10	5	5
New Mexico	15	7	9
New York	10	7	4
North Carolina	12	8	5
Oklahoma	12	8	3
Oregon	12	3	8
Rhode Island	13	3	10
South Carolina	12	6	5
Tennessee	13	4	9
Texas	13	5	8
Utah	9	4	5
Virginia	12	6	5
Washington	10	3	7
West Virginia	14	8	6
Wisconsin	13	7	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	9	6	2
DoDEA ¹	7	4	4

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability. NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

NAEP 2005 Reading Report for New Hampshire

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, 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	3	1	2
Alabama	1	1	#
Arizona	9	2	7
Arkansas	1	1	#
California	18	6	12
Colorado	5	2	3
Connecticut	1	1	#
Delaware	2	1	1
Florida	4	1	3
Georgia	1	1	1
Hawaii	4	2	3
Illinois	3	1	1
Kansas	1	#	#
Kentucky	#	#	#
Louisiana	1	1	#
Maine	#	#	#
Maryland	1	1	#
Massachusetts	2	2	1
Minnesota	3	1	2
Mississippi	#	#	#
Missouri	1	1	#
Montana	#	#	#
Nevada	6	3	3
New Mexico	9	2	7
New York	6	4	2
North Carolina	2	1	1
Oklahoma	2	#	2
Oregon	3	1	2
Rhode Island	4	2	2
South Carolina	#	#	#
Tennessee	1	#	#
Texas	7	2	5
Utah	2	1	1
Virginia	2	1	1
Washington	3	1	2
West Virginia	#	#	#
Wisconsin	1	1	1
Wyoming	1	#	#
Other jurisdictions			
District of Columbia	6	3	3
DoDEA ¹	1	1	1

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. States that did not participate in the 1998 reading assessment are not included in the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

NAEP 2005 Reading Report for New Hampshire

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, 1998–2005

Student characteristics	1998	2000	2002	2003	2005
Grade 4					
SD and/or ELL					
Identified	16	18	19	20	21
Excluded	6	6	6	6	6
Assessed	10	12	13	14	15
Without accommodations	7	10	9	9	9
With accommodations	3	2	4	5	6
SD only					
Identified	10	11	12	13	13
Excluded	4	4	5	4	5
Assessed	6	7	7	8	8
Without accommodations	3	5	4	4	3
With accommodations	3	2	3	4	5
ELL only					
Identified	6	8	8	10	10
Excluded	2	3	2	2	2
Assessed	4	5	6	7	8
Without accommodations	3	5	6	6	6
With accommodations	1	#	1	1	2
Grade 8					
SD and/or ELL					
Identified	12	—	17	17	17
Excluded	4	—	5	5	5
Assessed	9	—	11	12	13
Without accommodations	6	—	8	7	7
With accommodations	2	—	4	5	6
SD only					
Identified	10	—	12	13	12
Excluded	3	—	4	4	4
Assessed	7	—	8	9	8
Without accommodations	5	—	5	4	3
With accommodations	2	—	3	5	5
ELL only					
Identified	3	—	6	6	6
Excluded	1	—	2	1	1
Assessed	2	—	4	4	5
Without accommodations	2	—	4	4	4
With accommodations	#	—	#	1	1
Grade 12					
SD and/or ELL					
Identified	7	—	12	—	14
Excluded	2	—	4	—	4
Assessed	5	—	8	—	10
Without accommodations	4	—	6	—	5
With accommodations	1	—	2	—	4
SD only					
Identified	6	—	9	—	10

NAEP 2005 Reading Report for New Hampshire

Excluded	2	—	3	—	3
Assessed	4	—	6	—	7
Without accommodations	3	—	4	—	3
With accommodations	1	—	2	—	4
ELL only					
Identified	2	—	3	—	4
Excluded	#	—	1	—	1
Assessed	2	—	3	—	3
Without accommodations	2	—	2	—	3
With accommodations	#	—	#	—	1

— Not available. Data were not collected at grades 8 or 12 in 2000, nor at grade 12 in 2003.

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. 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, 1998–2005 Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

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, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	7	11	7	3	21	7	14	10	4
Alabama	13	8	4	3	1	14	3	12	9	2
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	22	10	12	10	1	28	8	21	18	3
Arkansas	11	5	6	4	2	14	5	10	8	2
California	31	14	16	15	1	34	5	29	28	1
Colorado	15	6	9	6	3	—	—	—	—	—
Connecticut	18	10	8	5	3	16	5	11	5	6
Delaware	16	1	15	11	4	17	8	9	4	5
Florida	18	6	12	8	5	25	7	18	10	8
Georgia	11	5	6	3	3	13	4	9	6	3
Hawaii	15	5	10	9	1	18	6	12	7	5
Idaho	—	—	—	—	—	17	4	13	11	2
Illinois	14	6	8	6	2	20	7	14	8	6
Indiana	—	—	—	—	—	13	5	9	7	2
Iowa	15	5	10	7	3	16	8	8	3	5
Kansas	12	4	8	5	4	19	5	14	7	7
Kentucky	13	7	5	3	2	12	8	4	3	1
Louisiana	15	7	8	3	5	19	10	9	3	6
Maine	15	7	7	4	3	17	6	11	5	6
Maryland	13	6	8	4	4	14	7	7	5	2
Massachusetts	19	5	14	9	5	19	6	13	4	9
Michigan	10	6	4	3	1	14	7	6	5	1
Minnesota	15	3	12	9	3	19	5	13	10	4
Mississippi	7	4	3	2	#	7	4	3	2	1
Missouri	14	6	8	3	4	16	9	8	4	3
Montana	10	2	7	5	2	15	6	8	4	4

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	21	5	15	9	6
Nevada	20	11	9	8	1	27	10	17	14	3
New Hampshire	14	3	11	6	5	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	28	9	18	16	2	37	10	27	23	4
New York	14	7	7	2	4	18	8	9	3	6
North Carolina	15	7	9	3	6	19	12	7	3	4
North Dakota	—	—	—	—	—	18	5	13	9	3
Ohio	—	—	—	—	—	14	8	5	4	2
Oklahoma	15	9	6	5	1	21	5	15	10	5
Oregon	20	6	14	10	4	25	8	17	13	4
Pennsylvania	—	—	—	—	—	14	5	10	4	5
Rhode Island	20	7	13	9	4	25	6	19	8	11
South Carolina	16	8	9	6	3	16	5	12	9	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	4	9	8	2	14	3	10	9	1
Texas	26	13	14	11	3	27	11	16	14	2
Utah	14	6	8	6	2	19	6	13	9	4
Vermont	—	—	—	—	—	15	5	10	4	6
Virginia	15	6	9	4	5	18	10	8	5	3
Washington	15	5	10	7	3	15	5	11	7	4
West Virginia	12	8	4	2	1	16	10	5	3	2
Wisconsin	16	8	8	5	3	19	8	10	5	5
Wyoming	14	3	10	6	4	17	3	15	7	7
Other jurisdictions										
District of Columbia	16	9	8	5	3	19	8	11	5	5
DoDEA ¹	8	3	4	3	1	16	3	12	8	4

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	22	6	16	10	5	23	7	16	10	7
Alabama	12	2	10	7	3	13	2	11	8	3
Alaska	29	3	27	20	7	32	3	28	17	12
Arizona	28	7	21	18	2	29	6	23	16	7
Arkansas	16	6	10	7	3	17	8	9	5	3
California	38	5	32	30	2	39	5	34	31	3
Colorado	18	3	15	7	8	22	4	18	5	13
Connecticut	15	5	10	4	6	17	3	13	4	9
Delaware	18	11	7	4	3	20	13	7	4	3
Florida	25	5	20	9	11	25	6	18	5	14
Georgia	16	4	12	6	5	15	6	10	6	4
Hawaii	17	4	13	6	7	18	3	15	7	8
Idaho	18	4	14	12	3	17	3	14	11	3
Illinois	22	8	14	7	7	22	7	14	8	6
Indiana	15	4	11	6	5	19	5	14	6	8
Iowa	17	7	11	4	6	19	6	13	4	9
Kansas	15	3	12	4	9	19	4	15	6	8
Kentucky	15	9	6	5	1	15	9	7	3	3
Louisiana	21	6	15	3	12	24	14	10	3	7
Maine	19	7	12	5	7	18	6	12	5	7
Maryland	16	7	9	6	3	15	6	9	4	5
Massachusetts	22	4	17	4	13	25	8	17	6	11
Michigan	15	7	8	5	3	16	7	9	5	5
Minnesota	19	3	16	10	6	20	3	17	9	8
Mississippi	10	6	4	3	1	13	4	9	7	2
Missouri	18	8	10	5	5	17	8	10	5	5
Montana	16	5	12	6	6	16	5	11	4	6
Nebraska	20	5	15	9	6	23	5	17	9	8

NAEP 2005 Reading Report for New Hampshire

Nevada	26	8	17	13	5	25	7	18	13	5
New Hampshire	19	4	15	5	10	21	4	17	5	12
New Jersey	17	5	12	2	10	18	5	12	3	9
New Mexico	41	8	33	23	10	34	10	24	16	8
New York	19	8	11	3	8	20	6	14	2	13
North Carolina	20	7	13	5	8	22	4	18	5	13
North Dakota	17	4	13	9	4	16	5	10	6	4
Ohio	13	6	7	2	5	14	8	6	2	4
Oklahoma	22	6	16	11	5	22	6	16	7	9
Oregon	26	9	17	12	5	28	7	21	15	7
Pennsylvania	15	4	12	3	9	17	5	13	5	8
Rhode Island	26	5	21	8	13	25	4	22	9	13
South Carolina	18	8	10	8	2	17	7	11	8	3
South Dakota	18	4	14	8	5	18	5	13	8	5
Tennessee	15	4	11	8	2	13	7	6	3	2
Texas	26	11	15	14	1	26	11	16	13	3
Utah	22	5	17	11	6	21	4	17	11	6
Vermont	18	6	12	4	7	16	5	11	5	7
Virginia	19	10	9	5	4	23	12	11	7	4
Washington	20	5	15	10	5	20	4	16	8	8
West Virginia	15	9	6	4	2	18	5	12	9	4
Wisconsin	19	6	13	4	9	20	6	14	5	9
Wyoming	18	2	16	7	10	20	2	18	7	11
Other jurisdictions										
District of Columbia	18	6	12	3	9	20	7	12	3	9
DoDEA ¹	15	3	12	7	6	16	4	12	7	6

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

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

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. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

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, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	5	7	4	3	13	5	8	4	4
Alabama	13	8	4	3	1	13	2	11	8	2
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	10	5	5	4	1	11	5	7	5	2
Arkansas	10	4	6	4	2	12	4	7	5	2
California	6	3	2	2	1	7	3	4	3	1
Colorado	10	3	8	4	3	—	—	—	—	—
Connecticut	14	7	7	4	3	13	4	9	4	6
Delaware	14	1	12	9	4	15	7	8	3	5
Florida	14	5	9	5	4	17	5	13	6	7
Georgia	9	4	6	3	3	10	3	7	4	3
Hawaii	10	4	7	5	1	12	4	8	3	4
Idaho	—	—	—	—	—	13	4	9	7	2
Illinois	10	3	6	4	2	13	4	9	4	5
Indiana	—	—	—	—	—	12	4	8	6	2
Iowa	14	5	9	6	3	15	7	8	3	5
Kansas	9	3	6	3	3	14	4	10	4	5
Kentucky	12	7	5	3	2	11	8	4	2	1
Louisiana	14	7	7	2	5	19	10	8	3	5
Maine	15	7	7	4	3	16	6	10	5	6
Maryland	11	5	6	2	4	12	6	6	4	2
Massachusetts	16	4	12	7	5	16	4	12	3	9
Michigan	9	5	3	2	1	11	7	4	3	1
Minnesota	12	3	9	6	3	13	4	10	6	3
Mississippi	7	4	3	2	#	7	4	3	2	1
Missouri	14	6	7	3	4	15	8	7	4	3
Montana	10	2	7	5	2	13	5	8	4	4

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	18	4	13	7	6
Nevada	10	6	4	4	1	12	5	7	5	2
New Hampshire	13	3	10	5	5	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	14	7	7	5	2	15	7	9	6	3
New York	9	4	5	1	4	14	6	8	2	5
North Carolina	14	6	8	2	6	17	10	6	3	4
North Dakota	—	—	—	—	—	16	5	11	8	3
Ohio	—	—	—	—	—	13	8	5	3	2
Oklahoma	13	9	5	3	1	17	5	13	8	5
Oregon	14	4	10	6	4	16	5	10	7	3
Pennsylvania	—	—	—	—	—	13	4	9	4	5
Rhode Island	14	5	10	6	3	19	3	15	6	10
South Carolina	15	7	8	5	3	16	4	11	8	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	12	3	9	7	2	11	3	8	6	1
Texas	14	7	8	5	2	14	8	6	5	2
Utah	10	4	6	4	1	12	4	7	5	3
Vermont	—	—	—	—	—	13	5	9	3	6
Virginia	14	6	8	4	4	14	8	6	3	3
Washington	11	4	8	5	3	13	4	9	6	4
West Virginia	12	8	4	2	1	15	10	5	3	2
Wisconsin	13	7	6	4	2	13	6	8	3	4
Wyoming	13	3	10	6	4	14	2	12	5	7
Other jurisdictions										
District of Columbia	10	6	4	2	2	14	7	7	3	4
DoDEA ¹	6	3	4	2	1	10	3	7	4	4

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	5	9	4	5	14	5	9	4	5
Alabama	12	2	10	7	3	12	2	10	7	3
Alaska	16	2	14	7	7	15	3	12	5	8
Arizona	11	5	6	4	2	12	4	8	3	4
Arkansas	13	5	8	5	3	13	6	7	4	3
California	10	3	8	6	2	9	3	7	4	2
Colorado	11	2	9	3	6	12	3	9	2	7
Connecticut	12	4	9	3	6	12	3	9	2	7
Delaware	17	10	6	3	3	17	12	5	2	2
Florida	16	3	13	4	9	19	5	14	4	10
Georgia	13	3	10	5	5	13	5	8	5	3
Hawaii	11	3	9	3	5	10	2	8	2	6
Idaho	12	3	10	7	3	10	3	7	5	2
Illinois	16	5	10	4	7	13	5	8	3	5
Indiana	13	4	10	5	4	16	4	12	5	7
Iowa	15	7	8	2	5	15	5	10	2	8
Kansas	13	2	11	3	8	13	3	10	3	6
Kentucky	14	8	6	4	1	14	8	6	3	3
Louisiana	20	6	14	3	12	23	14	9	2	7
Maine	18	7	11	4	7	18	6	11	5	7
Maryland	13	6	7	4	3	13	5	8	3	4
Massachusetts	17	3	15	2	12	20	7	13	3	10
Michigan	11	6	5	2	3	14	7	7	3	4
Minnesota	13	3	11	6	5	14	3	11	5	6
Mississippi	10	6	4	3	1	12	4	8	6	2
Missouri	16	7	9	4	5	15	7	8	4	4
Montana	14	5	9	4	5	13	5	8	2	6

NAEP 2005 Reading Report for New Hampshire

Nebraska	17	4	13	7	6	17	5	12	6	7
Nevada	13	5	8	5	4	12	5	6	3	3
New Hampshire	17	3	14	4	10	19	3	15	4	11
New Jersey	13	3	10	1	8	15	4	11	2	8
New Mexico	18	4	14	7	7	14	6	8	4	5
New York	14	5	9	1	7	15	4	10	1	10
North Carolina	17	6	10	3	7	17	3	13	3	10
North Dakota	15	4	11	7	4	15	5	9	5	4
Ohio	12	6	7	2	5	13	8	5	1	4
Oklahoma	17	5	11	7	5	18	5	12	5	7
Oregon	17	7	10	6	4	15	5	11	6	4
Pennsylvania	14	3	11	2	8	15	4	11	4	7
Rhode Island	19	3	16	5	11	20	2	17	6	11
South Carolina	16	7	9	7	2	15	6	9	7	3
South Dakota	14	4	10	6	4	15	4	10	6	4
Tennessee	14	4	10	8	2	11	7	4	2	2
Texas	14	7	7	6	1	14	7	7	5	2
Utah	13	3	10	5	5	13	4	9	4	5
Vermont	17	6	11	3	7	15	5	10	4	6
Virginia	14	8	6	3	3	15	10	6	3	2
Washington	14	4	9	5	4	13	3	10	4	6
West Virginia	15	9	6	3	2	17	5	12	8	4
Wisconsin	14	4	9	2	7	14	4	9	2	7
Wyoming	15	2	13	4	10	16	2	14	4	11
Other jurisdictions										
District of Columbia	13	5	8	2	6	15	7	9	2	7
DoDEA ¹	9	2	7	3	5	11	3	7	3	4

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

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: Detail may not sum to totals because of rounding. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

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, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	3	4	4	1	9	2	7	6	1
Alabama	#	#	#	#	#	1	#	1	1	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	14	6	7	6	1	21	5	16	15	1
Arkansas	1	1	1	1	#	3	1	3	3	#
California	26	12	14	13	1	29	3	26	26	#
Colorado	5	3	2	2	#	—	—	—	—	—
Connecticut	5	4	1	1	#	4	2	2	2	#
Delaware	3	#	2	2	#	3	2	1	1	#
Florida	5	1	3	3	#	10	3	7	5	2
Georgia	2	1	#	#	#	4	1	2	2	#
Hawaii	6	2	4	4	#	8	2	6	4	1
Idaho	—	—	—	—	—	7	1	6	5	#
Illinois	5	3	2	2	#	9	4	5	4	1
Indiana	—	—	—	—	—	2	1	1	1	#
Iowa	1	1	1	1	#	2	1	1	1	#
Kansas	3	1	2	2	#	7	2	6	4	2
Kentucky	1	#	#	#	#	1	#	#	#	#
Louisiana	1	1	1	1	#	1	1	1	#	#
Maine	#	#	#	#	#	1	#	#	#	#
Maryland	2	1	2	1	#	3	2	1	1	#
Massachusetts	4	2	2	2	1	4	2	2	1	1
Michigan	2	1	1	1	#	3	1	2	2	#
Minnesota	4	1	3	3	1	7	2	5	4	1
Mississippi	#	#	#	#	#	#	#	#	#	#
Missouri	1	#	#	#	#	2	1	1	1	#
Montana	#	#	#	#	#	2	1	1	1	#

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	4	2	3	2	#
Nevada	10	6	4	4	#	18	7	11	10	1
New Hampshire	1	#	1	1	#	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	16	4	12	11	1	27	6	21	19	2
New York	5	4	1	1	#	6	3	3	1	1
North Carolina	2	1	1	1	#	5	3	1	1	1
North Dakota	—	—	—	—	—	2	1	2	1	#
Ohio	—	—	—	—	—	1	1	1	1	#
Oklahoma	2	#	1	1	#	5	1	4	3	1
Oregon	7	2	5	4	1	12	4	8	6	2
Pennsylvania	—	—	—	—	—	2	1	1	1	#
Rhode Island	6	3	4	3	1	9	3	5	4	2
South Carolina	1	#	1	1	#	2	1	1	1	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	3	1	3	3	#
Texas	13	7	6	6	#	16	5	11	10	1
Utah	5	2	3	2	#	9	3	7	5	1
Vermont	—	—	—	—	—	2	#	1	1	#
Virginia	2	1	1	1	1	6	3	3	2	1
Washington	4	2	3	2	#	3	1	2	2	#
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	3	1	2	1	#	6	3	3	2	1
Wyoming	1	1	#	#	#	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	3	4	2	1	7	3	4	3	2
DoDEA ¹	2	1	1	1	#	7	1	6	5	1

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	10	2	8	7	1	11	2	8	7	2
Alabama	1	#	1	1	#	2	#	1	1	#
Alaska	17	1	16	15	2	19	1	18	13	5
Arizona	21	4	16	15	1	20	3	17	13	3
Arkansas	4	1	3	3	#	5	2	2	2	#
California	32	4	28	27	1	33	4	30	28	2
Colorado	9	2	7	4	3	11	2	9	3	6
Connecticut	3	1	2	1	1	5	1	4	2	2
Delaware	3	1	2	1	#	4	2	2	2	#
Florida	12	3	9	6	3	8	2	5	1	4
Georgia	4	1	3	2	1	3	1	2	1	1
Hawaii	7	2	5	3	2	9	1	8	5	3
Idaho	7	1	6	5	#	8	1	7	7	1
Illinois	9	4	5	4	1	10	3	7	5	1
Indiana	2	#	2	1	1	3	1	2	1	1
Iowa	4	1	3	2	1	4	1	3	2	1
Kansas	3	1	2	1	1	7	2	5	3	2
Kentucky	1	1	#	#	#	2	1	#	#	#
Louisiana	2	1	1	#	1	1	#	1	1	#
Maine	1	1	1	1	#	1	#	1	1	#
Maryland	4	2	2	2	#	4	2	2	1	1
Massachusetts	6	2	4	2	1	6	2	4	3	1
Michigan	5	2	3	3	#	3	1	2	2	1
Minnesota	7	1	6	5	1	7	1	6	4	2
Mississippi	1	1	#	#	#	1	#	1	#	#
Missouri	2	1	1	1	#	2	1	1	1	#
Montana	4	1	4	2	1	3	#	3	2	1

NAEP 2005 Reading Report for New Hampshire

Nebraska	4	2	3	2	1	7	1	6	4	2
Nevada	16	5	11	9	2	16	3	13	10	3
New Hampshire	3	1	2	1	1	3	1	2	1	1
New Jersey	4	2	2	1	1	3	2	1	1	1
New Mexico	30	5	24	19	6	24	7	17	13	5
New York	7	3	3	1	2	7	2	4	1	3
North Carolina	6	2	4	2	2	7	1	6	2	4
North Dakota	4	1	3	3	#	2	#	1	1	#
Ohio	2	1	1	1	#	1	1	1	#	#
Oklahoma	6	1	5	5	#	5	1	4	3	1
Oregon	13	4	9	7	2	14	2	12	9	3
Pennsylvania	3	1	2	1	1	3	1	2	1	1
Rhode Island	9	2	7	4	3	7	1	5	3	3
South Carolina	2	1	1	1	#	2	1	1	1	#
South Dakota	5	1	4	2	2	4	1	3	2	1
Tennessee	2	1	1	1	#	2	1	2	1	#
Texas	15	5	10	10	#	16	6	9	9	1
Utah	12	3	9	7	2	10	1	9	7	2
Vermont	2	1	1	1	#	1	#	1	1	#
Virginia	7	3	4	3	1	9	3	5	4	2
Washington	8	2	6	5	1	9	2	7	5	3
West Virginia	1	#	1	#	#	1	#	1	1	#
Wisconsin	6	2	4	2	2	7	2	5	3	2
Wyoming	5	#	4	3	1	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	1	6	2	4	6	1	4	2	3
DoDEA ¹	7	1	6	4	1	7	1	5	4	2

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

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

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. State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

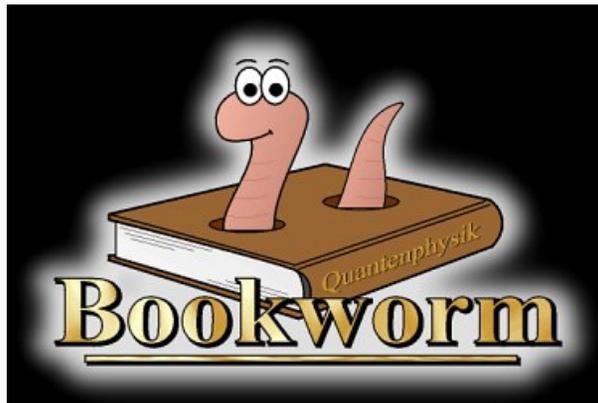
Table A-20. Percentages of all students identified as students with disabilities and/or English language learners, excluded, and assessed, when accommodations were permitted, grade 8 public schools: By state, various years, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	4	10	7	3	18	6	12	8	4
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	17	5	12	10	1	21	5	16	14	2
Arkansas	12	5	6	5	1	15	5	10	9	2
California	23	4	19	17	2	26	4	23	21	2
Colorado	14	4	10	7	3	—	—	—	—	—
Connecticut	15	6	9	7	3	17	4	12	6	6
Delaware	14	2	13	10	2	15	6	9	2	6
Florida	17	5	12	9	3	21	6	15	8	8
Georgia	12	4	8	5	3	13	4	8	5	3
Hawaii	15	5	10	7	3	20	5	15	10	5
Idaho	—	—	—	—	—	14	4	10	8	2
Illinois	12	4	8	6	3	16	4	13	7	6
Indiana	—	—	—	—	—	14	4	11	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	12	4	8	6	2	16	5	11	6	5
Kentucky	10	3	6	4	3	12	7	5	4	1
Louisiana	14	5	9	4	5	16	10	6	3	3
Maine	14	5	9	6	3	17	4	13	8	6
Maryland	12	3	9	3	5	15	4	10	8	2
Massachusetts	17	4	12	8	5	20	6	14	6	8
Michigan	—	—	—	—	—	13	7	6	4	2
Minnesota	13	1	12	9	3	15	3	12	9	3
Mississippi	11	6	5	4	1	10	5	5	3	1
Missouri	13	4	9	6	3	15	8	8	4	4
Montana	11	4	8	6	1	13	4	9	7	2

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	17	7	10	7	2
Nevada	15	6	9	8	2	20	6	14	12	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	22	8	14	10	4	31	8	23	17	5
New York	16	8	8	3	5	20	9	11	4	7
North Carolina	14	6	8	3	5	18	9	9	3	6
North Dakota	—	—	—	—	—	15	4	11	8	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	13	9	4	4	1	17	4	13	10	4
Oregon	14	4	10	6	4	18	5	13	10	3
Pennsylvania	—	—	—	—	—	15	3	12	4	8
Rhode Island	16	6	10	9	1	20	5	15	8	7
South Carolina	12	5	7	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	14	6	8	7	1	13	3	9	9	1
Texas	19	5	13	11	3	20	8	12	11	1
Utah	11	4	7	6	2	15	4	11	9	2
Vermont	—	—	—	—	—	18	5	13	8	6
Virginia	13	5	8	4	3	17	8	9	5	4
Washington	13	4	9	6	3	14	4	10	6	5
West Virginia	14	7	7	4	2	16	10	7	4	2
Wisconsin	14	5	9	5	4	16	7	9	4	5
Wyoming	10	2	8	7	1	14	3	11	6	6
Other jurisdictions										
District of Columbia	14	5	9	6	3	21	7	13	5	8
DoDEA ¹	9	1	7	5	2	11	2	9	6	3

See notes at end of table.



NAEP 2005 Reading Report for 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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	5	13	8	5	19	5	13	7	6
Alabama	14	3	11	9	2	14	2	12	10	2
Alaska	25	2	23	15	7	25	2	23	14	9
Arizona	25	6	19	15	3	23	4	18	11	8
Arkansas	16	5	11	7	4	15	6	9	5	4
California	29	4	25	22	3	28	3	25	21	4
Colorado	15	3	11	6	6	15	4	12	4	8
Connecticut	16	4	12	5	7	17	3	13	4	9
Delaware	17	9	8	3	5	17	11	6	4	2
Florida	23	6	17	6	12	20	5	15	3	12
Georgia	12	3	9	5	5	14	5	9	4	5
Hawaii	21	5	16	9	7	19	4	15	7	8
Idaho	17	4	13	12	1	15	3	12	9	4
Illinois	17	5	11	5	7	17	5	12	4	8
Indiana	16	4	12	7	5	16	4	12	4	8
Iowa	17	5	12	5	7	17	4	13	6	7
Kansas	16	4	12	3	9	15	4	11	4	7
Kentucky	14	7	7	5	1	13	7	6	3	3
Louisiana	15	6	9	3	6	16	8	8	2	7
Maine	17	5	12	6	6	20	7	13	5	8
Maryland	15	3	12	7	5	13	4	8	4	5
Massachusetts	18	4	14	5	9	20	7	13	3	10
Michigan	13	6	7	4	3	15	6	9	5	4
Minnesota	17	3	14	8	5	17	3	14	8	7
Mississippi	9	5	4	3	1	10	4	6	3	2
Missouri	17	8	8	3	5	16	8	8	3	5
Montana	16	5	11	6	5	17	5	12	5	7

NAEP 2005 Reading Report for New Hampshire

Nebraska	18	5	13	8	4	16	4	13	5	7
Nevada	18	4	14	9	5	22	4	18	12	6
New Hampshire	19	3	16	6	9	20	2	17	7	10
New Jersey	18	3	15	3	12	18	5	13	3	10
New Mexico	31	8	23	14	9	27	8	20	13	7
New York	19	7	12	3	9	17	6	11	2	9
North Carolina	18	7	11	3	8	18	4	14	3	11
North Dakota	16	4	11	8	4	17	7	10	5	5
Ohio	13	6	7	3	4	14	7	7	2	5
Oklahoma	18	4	14	9	5	19	5	14	7	7
Oregon	20	6	14	11	4	19	4	14	8	6
Pennsylvania	16	2	14	4	10	16	3	13	3	10
Rhode Island	24	4	19	8	12	23	4	19	8	11
South Carolina	15	8	7	4	3	14	7	7	4	3
South Dakota	13	3	9	6	4	13	3	9	5	4
Tennessee	15	3	12	11	1	13	7	6	4	2
Texas	20	8	12	11	1	20	7	13	10	3
Utah	16	3	12	8	4	17	5	13	7	6
Vermont	18	4	13	7	6	20	4	15	7	9
Virginia	17	9	8	4	4	17	7	10	5	4
Washington	16	4	13	9	4	17	4	12	6	6
West Virginia	18	9	9	4	4	18	6	11	7	5
Wisconsin	16	5	11	3	8	17	6	11	3	8
Wyoming	16	2	13	6	8	17	3	14	6	8
Other jurisdictions										
District of Columbia	20	8	12	4	8	19	8	11	3	9
DoDEA ¹	11	2	10	3	6	11	3	9	4	5

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

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

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, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for 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, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	3	7	5	2	13	5	8	5	4
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	6	4	1	11	4	7	6	2
Arkansas	10	4	6	5	1	13	4	9	7	2
California	8	2	6	5	1	10	2	7	6	2
Colorado	10	3	7	5	2	—	—	—	—	—
Connecticut	13	5	9	6	3	15	3	11	5	6
Delaware	14	2	12	10	2	14	6	8	2	6
Florida	13	4	9	6	2	16	4	12	6	6
Georgia	10	4	6	4	2	10	3	7	4	3
Hawaii	11	4	7	6	2	15	4	12	7	5
Idaho	—	—	—	—	—	11	3	8	6	2
Illinois	9	3	7	4	3	12	3	10	4	6
Indiana	—	—	—	—	—	14	4	10	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	9	3	7	5	2	13	4	9	5	4
Kentucky	9	3	6	4	3	12	6	5	4	1
Louisiana	13	5	9	4	5	16	10	6	3	3
Maine	13	5	8	6	3	16	4	12	7	6
Maryland	10	3	8	3	5	13	4	9	7	2
Massachusetts	15	3	11	7	5	17	4	13	5	8
Michigan	—	—	—	—	—	11	6	5	3	2
Minnesota	10	1	9	7	2	11	2	9	7	3
Mississippi	10	5	5	4	1	10	5	5	3	1
Missouri	12	3	9	6	3	15	7	7	3	4
Montana	11	4	7	6	1	11	4	8	6	2

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	14	5	9	7	2
Nevada	10	4	6	5	1	13	4	9	7	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	15	5	10	6	3	18	7	12	7	5
New York	10	4	6	2	5	15	8	8	2	6
North Carolina	13	5	8	3	5	16	8	8	2	6
North Dakota	—	—	—	—	—	14	4	10	7	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	11	8	3	2	1	15	4	11	8	4
Oregon	12	3	9	5	4	13	4	9	7	2
Pennsylvania	—	—	—	—	—	14	2	11	4	8
Rhode Island	13	5	9	7	1	16	4	12	5	7
South Carolina	11	5	6	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	5	8	7	1	12	3	9	8	1
Texas	13	4	9	6	2	14	6	8	7	1
Utah	10	3	6	5	1	10	3	7	5	2
Vermont	—	—	—	—	—	17	4	13	7	6
Virginia	12	5	7	4	3	14	7	7	4	4
Washington	10	3	7	4	3	11	3	8	4	4
West Virginia	14	7	6	4	2	16	10	7	4	2
Wisconsin	13	5	9	4	4	14	5	8	3	5
Wyoming	10	2	8	7	1	13	3	10	4	6
Other jurisdictions										
District of Columbia	13	4	8	6	3	16	6	11	4	7
DoDEA ¹	7	1	6	4	2	7	1	6	3	3

See notes at end of table.



NAEP 2005 Reading Report for 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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	4	10	5	5	13	4	9	3	6
Alabama	13	2	10	8	2	12	1	11	9	2
Alaska	15	2	13	6	7	12	1	10	3	8
Arizona	12	5	8	5	3	11	3	8	3	5
Arkansas	14	4	10	6	4	14	5	8	5	4
California	11	3	9	7	2	9	2	7	4	3
Colorado	10	2	8	3	5	9	2	7	2	5
Connecticut	14	3	11	5	6	14	2	12	4	8
Delaware	16	8	8	3	5	14	10	5	2	2
Florida	17	4	13	3	10	15	3	12	3	9
Georgia	10	2	8	4	4	12	5	7	3	5
Hawaii	16	3	12	6	6	14	3	11	4	6
Idaho	12	3	9	8	1	11	2	8	5	3
Illinois	14	4	10	4	7	15	4	11	3	8
Indiana	14	3	11	5	5	15	4	11	3	8
Iowa	15	4	11	4	6	15	4	12	5	7
Kansas	13	3	11	3	8	13	4	9	2	7
Kentucky	13	7	6	5	1	12	7	5	2	3
Louisiana	14	5	9	2	6	16	8	8	1	6
Maine	16	5	12	5	6	19	7	13	5	8
Maryland	13	3	11	6	4	12	4	8	3	5
Massachusetts	16	3	13	4	9	18	6	12	2	10
Michigan	12	6	6	3	3	13	6	7	3	4
Minnesota	13	3	10	6	4	12	2	10	4	6
Mississippi	8	5	3	2	1	9	4	5	3	2
Missouri	16	8	8	3	5	16	8	8	3	5
Montana	15	5	10	5	5	13	5	9	3	6

NAEP 2005 Reading Report for New Hampshire

Nebraska	16	4	12	7	4	14	3	11	4	7
Nevada	12	2	10	5	5	12	3	9	4	5
New Hampshire	18	3	15	6	9	19	2	16	7	10
New Jersey	15	2	13	2	11	16	4	13	3	10
New Mexico	19	5	15	7	8	16	5	10	5	5
New York	15	5	10	2	8	14	5	9	1	8
North Carolina	16	6	10	2	7	15	3	12	2	10
North Dakota	15	4	10	7	4	15	7	9	4	5
Ohio	12	5	7	3	4	13	7	7	2	5
Oklahoma	15	4	11	7	4	15	4	11	5	6
Oregon	14	4	10	7	3	11	3	8	4	4
Pennsylvania	15	2	13	3	10	15	3	12	2	10
Rhode Island	19	3	16	5	11	20	3	17	7	10
South Carolina	15	8	7	4	3	13	7	7	4	3
South Dakota	11	3	7	4	3	11	3	8	4	4
Tennessee	13	2	11	10	1	12	7	5	3	2
Texas	15	7	8	8	1	14	5	8	6	2
Utah	11	2	8	5	4	11	3	7	3	4
Vermont	17	4	13	7	6	19	4	15	6	9
Virginia	14	8	7	3	3	14	6	7	4	4
Washington	13	3	10	7	3	12	3	8	3	5
West Virginia	18	9	9	4	4	17	6	11	6	5
Wisconsin	14	5	10	2	8	14	4	9	2	7
Wyoming	14	2	12	4	8	14	3	11	3	8
Other jurisdictions										
District of Columbia	16	6	10	3	7	16	6	10	2	8
DoDEA ¹	8	1	7	1	6	8	2	6	2	5

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

The estimate rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

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, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

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, 1998–2005

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	3	1	2	2	#	6	2	4	4	1
Alabama	#	#	#	#	#	1	#	#	#	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	7	6	#	13	3	10	10	#
Arkansas	1	1	1	#	#	2	1	1	1	#
California	18	3	14	14	1	20	2	18	17	1
Colorado	5	1	3	3	1	—	—	—	—	—
Connecticut	2	1	1	1	#	3	2	1	1	#
Delaware	1	#	1	1	#	2	1	1	#	#
Florida	4	2	3	3	#	7	2	4	2	2
Georgia	2	#	1	1	#	3	1	2	1	#
Hawaii	4	1	3	2	1	7	2	5	4	1
Idaho	—	—	—	—	—	4	1	3	3	#
Illinois	3	1	2	2	#	5	1	4	3	#
Indiana	—	—	—	—	—	1	#	1	1	#
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	2	1	2	1	#	4	2	2	1	1
Kentucky	1	#	#	#	#	1	1	#	#	#
Louisiana	#	#	#	#	#	1	#	#	#	#
Maine	1	#	#	#	#	2	#	1	1	#
Maryland	1	#	1	1	#	3	1	2	1	#
Massachusetts	3	2	1	1	#	5	3	2	1	1
Michigan	—	—	—	—	—	2	1	1	1	#
Minnesota	3	#	3	2	1	5	1	3	3	#
Mississippi	1	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	1	1	1	1	#
Montana	1	#	#	#	#	3	1	2	2	#

NAEP 2005 Reading Report for New Hampshire

Nebraska	—	—	—	—	—	4	3	1	1	#
Nevada	6	2	4	3	#	9	3	6	6	#
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	9	4	5	4	1	20	5	15	13	2
New York	6	4	2	1	#	6	3	4	2	2
North Carolina	1	1	#	#	#	3	2	1	1	#
North Dakota	—	—	—	—	—	2	#	2	2	#
Ohio	—	—	—	—	—	1	1	#	#	#
Oklahoma	3	2	1	1	#	4	1	3	3	#
Oregon	3	1	2	1	1	7	2	5	4	1
Pennsylvania	—	—	—	—	—	1	1	1	1	#
Rhode Island	4	2	1	1	#	5	2	3	3	1
South Carolina	#	#	#	#	#	1	#	#	#	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	1	#	1	1	#
Texas	7	2	5	5	#	9	3	6	6	#
Utah	2	1	2	1	#	7	2	5	5	1
Vermont	—	—	—	—	—	1	#	1	1	#
Virginia	1	1	#	#	#	3	2	2	1	#
Washington	3	1	2	2	#	5	1	3	2	2
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	1	1	#	#	#	3	2	1	1	#
Wyoming	#	#	#	#	#	2	#	2	2	#
Other jurisdictions										
District of Columbia	1	1	1	#	#	5	2	3	1	2
DoDEA ¹	1	1	1	1	#	4	1	3	3	1

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, 1998–2005—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	2	5	4	1	6	1	5	4	1
Alabama	1	1	1	1	#	1	#	1	1	#
Alaska	13	#	12	11	1	14	1	14	12	2
Arizona	17	4	13	12	1	13	2	11	8	3
Arkansas	2	1	1	1	#	2	1	1	1	#
California	21	2	19	18	1	22	2	20	18	2
Colorado	5	2	3	3	1	7	2	5	2	3
Connecticut	3	1	2	1	1	3	1	2	1	1
Delaware	3	1	1	1	1	3	2	1	1	#
Florida	8	2	5	3	2	6	2	3	1	3
Georgia	3	1	2	1	#	2	1	1	1	1
Hawaii	7	2	5	4	2	7	2	5	3	2
Idaho	6	1	5	4	#	5	1	4	4	#
Illinois	4	2	2	1	1	3	1	1	1	#
Indiana	2	1	2	2	#	2	#	1	1	1
Iowa	2	1	2	1	1	2	1	1	1	#
Kansas	3	1	2	1	1	3	1	2	1	1
Kentucky	1	#	1	1	#	1	#	1	1	#
Louisiana	1	#	1	#	#	1	1	1	#	#
Maine	1	#	1	#	#	1	#	1	#	#
Maryland	3	1	2	2	#	1	1	#	#	#
Massachusetts	4	2	2	1	1	3	1	2	1	1
Michigan	2	1	1	1	#	2	1	2	2	#
Minnesota	5	1	4	3	1	6	1	5	4	1
Mississippi	1	#	1	1	#	1	#	#	#	#
Missouri	1	1	#	#	#	1	#	#	#	#
Montana	2	#	2	1	#	4	1	4	3	1

NAEP 2005 Reading Report for New Hampshire

Nebraska	3	2	1	1	#	2	#	2	1	1
Nevada	7	2	5	4	1	11	2	10	8	2
New Hampshire	2	#	1	1	1	1	#	1	1	#
New Jersey	2	1	2	#	1	2	1	1	#	#
New Mexico	19	5	14	10	4	16	4	12	8	3
New York	5	2	3	1	2	5	2	3	1	2
North Carolina	4	2	2	1	1	4	1	3	1	1
North Dakota	2	#	1	1	#	2	#	1	1	#
Ohio	1	#	1	#	#	1	#	#	#	#
Oklahoma	5	1	4	3	1	4	1	3	2	1
Oregon	7	3	5	4	1	8	2	6	5	2
Pennsylvania	2	#	2	1	1	1	#	1	#	1
Rhode Island	6	2	4	2	1	4	1	3	1	2
South Carolina	1	#	#	#	#	1	1	1	#	#
South Dakota	3	#	2	2	1	2	#	2	1	#
Tennessee	2	#	2	2	#	2	1	1	1	#
Texas	8	3	5	5	#	8	2	6	5	1
Utah	7	1	6	4	2	8	2	6	4	1
Vermont	1	#	1	1	#	1	#	1	1	#
Virginia	3	2	2	1	1	4	1	2	2	#
Washington	5	1	3	3	#	6	1	4	3	1
West Virginia	1	#	#	#	#	1	#	1	1	#
Wisconsin	3	1	2	1	1	4	2	2	1	1
Wyoming	3	#	3	2	#	4	#	3	3	#
Other jurisdictions										
District of Columbia	5	2	3	2	1	3	2	2	1	1
DoDEA ¹	4	1	4	2	1	4	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.

¹ Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

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, 1998–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

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, various years, 2002–2005

District	2002					2003				
	Identified	Excluded	Assessed	Assessed with accom- modations	Assessed without accom- modations	Identified	Excluded	Assessed	Assessed with accom- modations	Assessed without accom- modations
SD and/or ELL										
Nation (public)	21	7	14	4	10	22	6	16	5	10
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	8	2	6	1	5	9	2	7	3	5
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	33	9	24	11	12
Charlotte	—	—	—	—	—	21	5	16	11	6
Chicago	30	9	21	5	16	31	9	22	6	16
Cleveland	—	—	—	—	—	18	12	6	3	2
District of Columbia	19	8	11	5	5	18	6	12	9	3
Houston	43	17	26	1	25	42	24	19	1	18
Los Angeles	51	8	43	2	41	59	6	53	5	49
New York City	22	8	14	8	6	21	6	15	12	3
San Diego	—	—	—	—	—	42	5	37	4	33
SD only										
Nation (public)	13	5	8	4	4	14	5	9	5	4
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	5	1	4	1	3	8	2	6	3	4
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	19	4	15	10	5
Charlotte	—	—	—	—	—	16	4	13	8	4
Chicago	16	4	12	4	8	15	6	9	5	4
Cleveland	—	—	—	—	—	15	11	4	3	2
District of Columbia	14	7	7	4	3	13	5	8	6	2
Houston	12	4	8	1	7	18	9	9	1	8
Los Angeles	11	3	8	2	5	12	3	9	4	5
New York City	14	5	9	6	3	13	2	11	10	1

NAEP 2005 Reading Report for New Hampshire

San Diego	—	—	—	—	—	13	3	10	2	8
ELL only										
Nation (public)	9	2	7	1	6	10	2	8	1	7
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	4	1	3	#	3	2	1	2	1	1
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	18	6	12	3	9
Charlotte	—	—	—	—	—	10	3	7	4	2
Chicago	19	7	12	2	9	21	6	15	1	13
Cleveland	—	—	—	—	—	3	2	2	1	1
District of Columbia	7	3	4	2	3	7	1	6	4	2
Houston	36	16	20	#	20	33	20	14	#	14
Los Angeles	46	6	40	1	38	56	5	50	3	47
New York City	11	6	6	3	3	11	5	6	3	2
San Diego	—	—	—	—	—	35	4	31	2	29

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, various years, 2002–2005—Continued

District	2005				
	Identified	Excluded	Assessed	Assessed with accommodations	Assessed without accommodations
SD and/or ELL					
Nation (public)	23	7	16	7	10
Large central city (public)	32	8	24	7	17
Atlanta	11	4	8	5	3
Austin	37	20	18	4	14
Boston	35	10	24	13	11
Charlotte	21	4	16	10	6
Chicago	29	9	21	6	15
Cleveland	19	12	7	4	3
District of Columbia	20	7	12	9	3
Houston	44	23	21	2	19
Los Angeles	59	6	54	5	49
New York City	24	6	17	16	2
San Diego	46	6	40	6	34
SD only					
Nation (public)	14	5	9	5	4
Large central city (public)	13	5	8	5	3
Atlanta	10	3	7	5	2
Austin	15	9	6	3	3
Boston	24	9	15	12	3
Charlotte	13	3	10	7	2
Chicago	14	5	9	5	4
Cleveland	16	12	4	3	1
District of Columbia	15	7	9	7	2
Houston	12	7	5	2	3
Los Angeles	9	2	6	4	2
New York City	14	3	11	10	1
San Diego	13	3	11	5	5
ELL only					
Nation (public)	11	2	8	2	7
Large central city (public)	22	4	17	3	14
Atlanta	1	1	1	#	1
Austin	27	14	12	#	12
Boston	14	4	10	2	8
Charlotte	9	2	7	3	4
Chicago	17	4	13	1	11
Cleveland	5	2	3	1	2
District of Columbia	6	1	4	3	2
Houston	36	19	17	1	16
Los Angeles	56	5	51	4	48
New York City	12	5	8	7	1
San Diego	36	4	33	2	30

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

† Not applicable. Data for large central city schools are not included for years prior to 2005 because the

NAEP 2005 Reading Report for New Hampshire

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), various years, 2002–2005 Trial Urban District Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

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, various years, 2002–2005

District	2002					2003				
	Identified	Excluded	Assessed	Assessed with accom- modations	Assessed without accom- modations	Identified	Excluded	Assessed	Assessed with accom- modations	Assessed without accom- modations
SD and/or ELL										
Nation (public)	18	6	12	4	8	19	5	13	5	8
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	6	2	4	1	3	12	4	8	4	5
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	31	9	21	11	11
Charlotte	—	—	—	—	—	16	4	12	7	4
Chicago	21	6	15	7	9	21	7	13	6	8
Cleveland	—	—	—	—	—	24	15	9	7	2
District of Columbia	21	7	13	8	5	20	8	12	8	4
Houston	27	7	19	#	19	27	10	17	#	16
Los Angeles	35	5	29	2	27	37	4	33	5	28
New York City	24	9	15	8	7	22	5	17	12	4
San Diego	—	—	—	—	—	29	3	26	3	22
SD only										
Nation (public)	13	5	8	4	5	14	4	10	5	5
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	5	1	4	1	3	11	3	8	3	4
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	20	5	16	9	6
Charlotte	—	—	—	—	—	13	3	9	7	3
Chicago	15	3	12	6	6	16	5	11	6	5
Cleveland	—	—	—	—	—	20	12	8	6	2
District of Columbia	16	6	11	7	4	16	6	10	7	3
Houston	15	5	10	#	10	18	7	11	#	11
Los Angeles	12	3	10	2	7	13	3	10	5	5
New York City	14	6	8	5	3	14	2	12	10	2

NAEP 2005 Reading Report for New Hampshire

San Diego	—	—	—	—	—	11	1	9	3	7
ELL only										
Nation (public)	6	2	4	1	4	6	2	5	1	4
Large central city (public)	†	†	†	†	†	†	†	†	†	†
Atlanta	1	#	1	#	1	2	1	1	#	1
Austin	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	15	7	8	3	5
Charlotte	—	—	—	—	—	6	1	5	2	3
Chicago	8	4	4	1	3	7	3	4	1	3
Cleveland	—	—	—	—	—	6	5	1	1	#
District of Columbia	5	2	3	2	1	5	2	3	1	2
Houston	16	4	12	#	12	16	6	10	#	10
Los Angeles	30	5	25	1	24	33	3	30	3	26
New York City	13	5	8	4	4	11	4	7	4	3
San Diego	—	—	—	—	—	21	2	19	1	18

See notes at end of table.



NAEP 2005 Reading Report for New Hampshire

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, various years, 2002–2005—Continued

District	2005				
	Identified	Excluded	Assessed	Assessed with accommodations	Assessed without accommodations
SD and/or ELL					
Nation (public)	19	5	13	6	7
Large central city (public)	23	5	18	7	12
Atlanta	11	4	8	5	3
Austin	27	12	15	2	13
Boston	24	6	18	10	8
Charlotte	18	3	15	9	6
Chicago	21	5	16	10	6
Cleveland	21	14	7	4	3
District of Columbia	19	8	11	9	3
Houston	24	7	16	3	13
Los Angeles	40	5	35	4	31
New York City	18	5	13	11	2
San Diego	31	7	24	6	18
SD only					
Nation (public)	13	4	9	6	3
Large central city (public)	12	4	9	5	3
Atlanta	10	3	7	5	2
Austin	15	8	7	2	5
Boston	17	5	12	9	3
Charlotte	11	1	9	7	2
Chicago	16	3	13	10	4
Cleveland	18	12	6	4	2
District of Columbia	16	6	10	8	2
Houston	13	5	8	2	6
Los Angeles	12	3	9	3	5
New York City	10	2	8	8	1
San Diego	12	4	9	4	5
ELL only					
Nation (public)	6	1	5	1	4
Large central city (public)	13	2	11	2	9
Atlanta	1	#	1	#	1
Austin	16	6	10	1	9
Boston	9	3	6	1	5
Charlotte	8	1	7	2	4
Chicago	6	2	3	1	2
Cleveland	4	3	1	1	1
District of Columbia	3	2	2	1	1
Houston	14	4	10	1	9
Los Angeles	35	3	31	2	29
New York City	10	4	6	4	2
San Diego	24	5	18	4	15

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

† Not applicable. Data for large central city schools are not included for years prior to 2005 because the 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

NAEP 2005 Reading Report for New Hampshire

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), various years, 2002–2005 Trial Urban District Reading Assessments.



NAEP 2005 Reading Report for New Hampshire

Drawing Inferences From the Results

The reported statistics are estimates and are therefore subject to a measure of uncertainty. There are two sources of such uncertainty. First, NAEP uses a sample of students rather than testing all students. Second, all assessments have some amount of uncertainty related to the fact that they cannot ask all questions that might be asked in a content area. The magnitude of this uncertainty is reflected in the standard error of each of the estimates. When the percentages or average scale scores of certain groups are compared, the estimated standard error should be taken into account. Therefore, the comparisons are based on statistical tests that consider the estimated standard errors of those statistics and the magnitude of the difference among the averages or percentages.

For the data in this report, all the estimates have corresponding estimated standard errors of the estimates. For example, tables A-26 and A-27 show the average national scale score for the NAEP 1992–2005 national assessments and the percentage of students within each achievement-level range and at or above achievement levels. In both tables, estimated standard errors appear in parentheses next to each estimated scale score or percentage. For the estimated standard errors corresponding to other data in this report, the reader can go to the NAEP Data Explorer tool on the NCES website (<http://nces.ed.gov/nationsreportcard/naepdata>).

Using confidence intervals based on the standard errors provides a way to take into account the uncertainty associated with sample estimates and to make inferences about the population averages and percentages in a manner that reflects that uncertainty. An estimated sample average scale score plus or minus 1.96 standard errors approximates a 95 percent confidence interval for the corresponding population quantity. This statement means that one can conclude with an approximately 95 percent level of confidence that the average performance of the entire population of interest (e.g., all fourth-grade students in public and nonpublic schools) is within plus or minus 1.96 standard errors of the sample average.

For example, suppose that the average reading scale score of the students in a particular group was 256 with an estimated standard error of 1.2. An approximately 95 percent confidence interval for the population quantity would be as follows:

$$\begin{aligned} &\text{Average} \pm 1.96 \text{ standard errors} \\ &= 256 \pm 1.96 \times 1.2 \\ &= 256 \pm 2.4 \end{aligned}$$

Therefore, the 95% confidence interval is bounded by: (253.6, 258.4).

Thus, one can conclude with a 95 percent level of confidence that the average scale score for the entire population of students in that group is between 253.6 and 258.4. It should be noted that this example and the examples in the following sections are illustrative. More precise estimates carried out to one or more decimal places are used in the actual analyses.

Similar symmetric confidence intervals can be constructed for percentages, if the percentages are not extremely large or small. For extreme percentages a symmetric interval based on a normal distribution is not appropriate and the common standard error calculation is possibly problematic. Standard errors of extreme percentages should be interpreted with caution.

NAEP 2005 Reading Report for New Hampshire

Table A-26. Average reading scale scores and standard errors, grades 4 and 8: Various years, 1992–2005

Grade	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2000	2002	2003	2005
Grade 4	217 (0.9) *	214 (1.0) *	217 (0.8) *	215 (1.1) *	213 (1.3) *	219 (0.4)	218 (0.3) *	219 (0.2)
Grade 8	260 (0.9) *	260 (0.8) *	264 (0.8)	263 (0.8)	—	264 (0.4) *	263 (0.3) *	262 (0.2)

— Not available. Data were not collected at grade 8 in 2000.

* Significantly different from 2005.

NOTE: Standard errors of the estimated scale scores appear in parentheses. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

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 Reading Assessments.

Table A-27. Percentage of students and standard errors, by reading achievement level, grades 4 and 8: Various years, 1992–2005

Grade	Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>
Grade 4						
Accommodations not permitted						
1992	38 (1.1)	34 (0.9)	22 (0.9)	6 (0.6)	62 (1.1)	29 (1.2) *
1994	40 (1.0) *	31 (0.7) *	22 (0.8) *	7 (0.7)	60 (1.0) *	30 (1.1)
1998	38 (0.9)	32 (0.7)	24 (0.7)	7 (0.5)	62 (0.9)	31 (0.9)
Accommodations permitted						
1998	40 (1.2) *	30 (0.8) *	22 (0.8) *	7 (0.5)	60 (1.2) *	29 (0.9) *
2000	41 (1.4) *	30 (1.1) *	23 (1.0)	7 (0.6)	59 (1.4) *	29 (1.1)
2002	36 (0.5)	32 (0.3)	24 (0.3)	7 (0.2)	64 (0.5)	31 (0.4)
2003	37 (0.3)	32 (0.2) *	24 (0.3)	8 (0.1)	63 (0.3)	31 (0.3)
2005	36 (0.3)	33 (0.2)	24 (0.2)	8 (0.1)	64 (0.3)	31 (0.2)
Grade 8						
Accommodations not permitted						
1992	31 (1.0) *	40 (0.7) *	26 (1.0)	3 (0.3)	69 (1.0) *	29 (1.1)
1994	30 (0.9) *	40 (0.7) *	27 (0.8)	3 (0.3)	70 (0.9) *	30 (0.9)
1998	26 (0.9)	41 (0.8)	31 (0.9) *	3 (0.4)	74 (0.9)	33 (0.9) *
Accommodations permitted						
1998	27 (0.8)	41 (0.9)	30 (0.9)	3 (0.3)	73 (0.8)	32 (1.1)
2002	25 (0.5) *	43 (0.4) *	30 (0.5) *	3 (0.2)	75 (0.5) *	33 (0.5) *
2003	26 (0.3) *	42 (0.2)	29 (0.2) *	3 (0.1)	74 (0.3) *	32 (0.3) *
2005	27 (0.2)	42 (0.2)	28 (0.2)	3 (0.1)	73 (0.2)	31 (0.2)

* Significantly different from 2005.

NOTE: Standard errors of the estimated percentages appear in parentheses. Detail may not sum to totals because of rounding. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

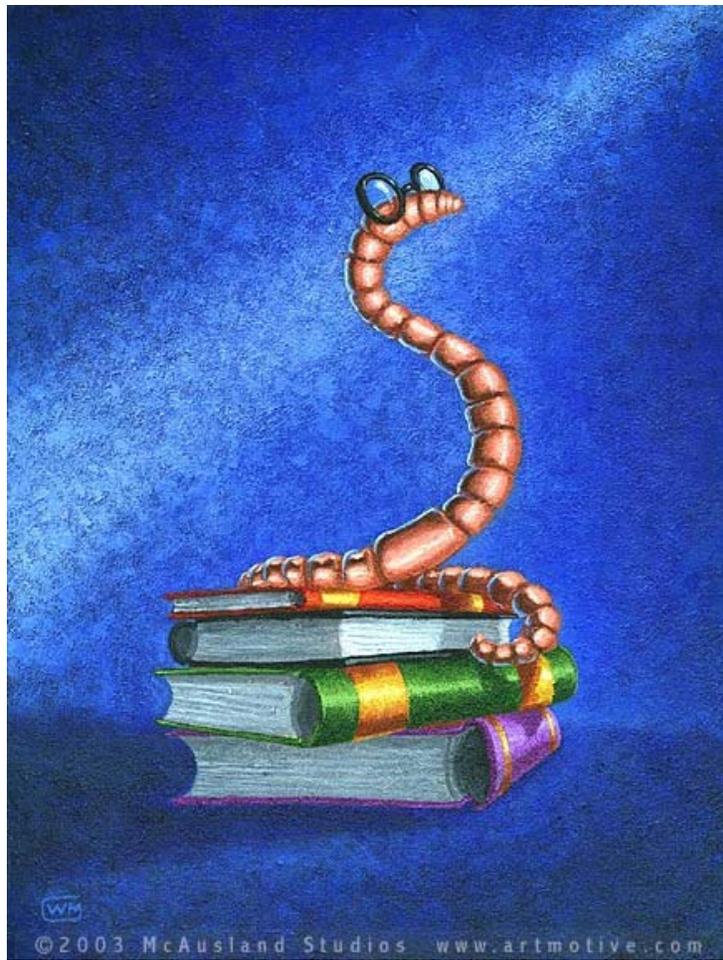
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

NAEP 2005 Reading Report for New Hampshire

Cautions in Interpretations

As previously stated, the NAEP reading scale makes it possible to examine relationships between students' performance and various background factors measured by NAEP. However, a relationship that exists between achievement and another variable does not reveal its underlying cause, which may be influenced by a number of other variables. Similarly, the assessments do not reflect the influence of unmeasured variables. The results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

A caution is also warranted for some small population group estimates. At times in this report, smaller population groups show very large increases or decreases across years in average scores; however, it is necessary to interpret such score gains with extreme caution. Another reason for caution is that the effects of exclusion-rate changes for small subgroups may be more marked for small groups than they are for the whole population. The standard errors are often quite large around the score estimates for small groups, which in turn means the standard error around the gain is also large.



Where to Find More Information

The NAEP Reading Assessment The latest news about the NAEP 2005 reading assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/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: Reading 2005 may be ordered or downloaded from the NAEP website.

The *Reading Framework for the 2005 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board (NAGB) website (http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

Additional Results from the Reading Assessment

For more findings from the 2005 reading 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/reading/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:

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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.

NAEP 2005 Reading Report for New Hampshire

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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