NCES National Center for Education Statistics

The Nation's Report Card

State Mathematics 2003

New Ha

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Snapshot Report

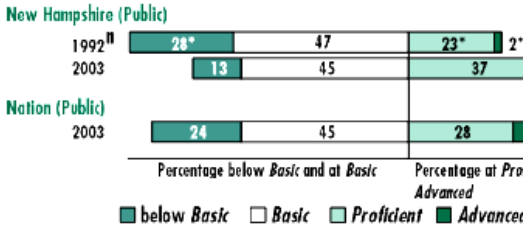
NCES 2

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number sense, properties operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions. The NA mathematics scale ranges from 0 to 500.

Overall Mathematics Results for New Hampshire

- In 2003, the average scale score for fourth-grade students in New Hampshire was 243. This was higher[1] than the average score in 1992 (230).
- New Hampshire's average score (243) in 2003 was higher than that of the nation's public schools (234).
- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in New Hampshire were higher than those in 46 jurisdictions, and not significantly different from those in 6 jurisdictions.
- The percentage of students in New Hampshire who performed at or above the NAEP *Proficient* level was 43 percent in 2003. This percentage was greater than that in 1992 (25 percent).

Student Percentage at NAEP Achievement Level



[n] Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievem corresponding to the following points: Below *Basic*, 213 or lower; *Basic*, 214 *Proficient*, 249-281; *Advanced*, 282 or above.

Performance of NAEP Reporting Groups in New Hampshire

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	A
Male	52	246 ↑	11 ↓	43	40 ↑	
Female	48	240 ↑	15 ↓	47	34 ↑	
White	94	244 ↑	12 ↓	45	38 ↑	
Black	2 ↑	---	---	---	---	
Hispanic	3 ↑	225	35	46	16	
Asian/Pacific Islander	1	---	---	---	---	
American Indian/Alaska Native	#	---	---	---	---	
Free/reduced-price school lunch						
Eligible	17	229	28	48	22	
Not eligible	73	247	9	43	41	

Average Score Gaps Between Selected Groups

- In 2003, male students in New Hampshire had an average score that was higher than that of female students (5 points). This performance gap was not significantly different from that of 1992 (1 point).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire in 1992.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of the Nation (23 points).

Mathematics Scale Scores at Selected Percentile

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
New Hampshire	227 ↑	244 ↑	261 ↑
Nation (Public)	215 ↑	235 ↑	254 ↑

An examination of scores at different percentiles on the 0–5 mathematics scale at each grade indicates how well studer lower, middle, and higher levels of the distribution performe example, the data above show that 75 percent of students schools nationally scored below 254, and 75 percent of stu New Hampshire scored below 261.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 1992.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comp be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes i sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessm

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Sc

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not di Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educatio (NAEP), 1992 and 2003 Mathematics Assessments.