

**NCES**  
National Center for  
Education Statistics  
The Nation's Report Card  
NAEP

The Nation's Report Card

# State Mathematics 2003

## Snapshot Report

**New Hampshire**  
Grade 8  
Public Schools

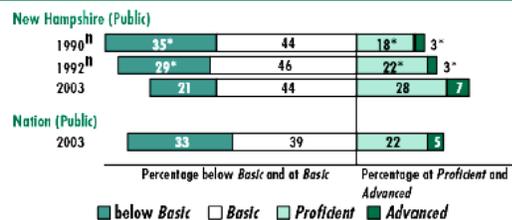
NCES 2004-457NH8

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

### Overall Mathematics Results for New Hampshire

- In 2003, the average scale score for eighth-grade students in New Hampshire was 286. This was higher<sup>1</sup> than the average score in 1992 (278), and was higher than the average score in 1990 (273).
- New Hampshire's average score (286) in 2003 was higher than that of the nation's public schools (276).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 eighth-grade assessment, students' average scale scores in New Hampshire were higher than those in 40 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 1 jurisdiction.
- The percentage of students in New Hampshire who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was greater than that in 1992 (25 percent), and was greater than that in 1990 (20 percent).

### Student Percentage at NAEP Achievement Levels



Year	below Basic	Basic	Proficient	Advanced
New Hampshire (Public) 1990 <sup>1</sup>	35*	44	18*	3*
New Hampshire (Public) 1992 <sup>1</sup>	29*	46	22*	3*
New Hampshire (Public) 2003	21	44	28	7
Nation (Public) 2003	33	39	22	5

■ below Basic □ Basic ■ Proficient ■ Advanced

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

NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 261 or lower; *Basic*, 262-298; *Proficient*, 299-332; *Advanced*, 333 or above.

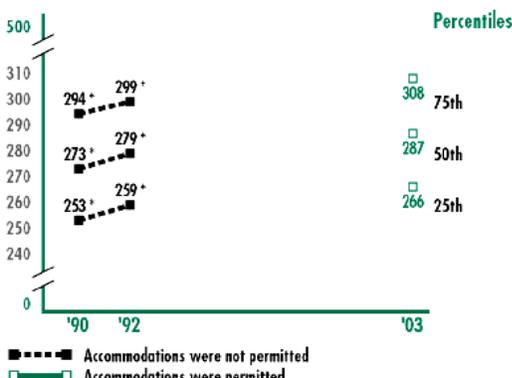
### Performance of NAEP Reporting Groups in New Hampshire

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	51	287 ↑	21 ↓	43	29 ↑	7 ↑
Female	49	286 ↑	22 ↓	45	27 ↑	6 ↑
White	95	287 ↑	20 ↓	44	29 ↑	7 ↑
Black	1	---	---	---	---	---
Hispanic	2 ↑	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	13	268	42	42	14	2
Not eligible	79	289	18	44	30	7

### Average Score Gaps Between Selected Groups

- In 2003, male students in New Hampshire had an average score that was not found to be significantly different from that of female students. In 1990, there was also no significant difference between the average score of male and female students.
- 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 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 (21 points). This performance gap was narrower than that of the Nation (28 points).

### Mathematics Scale Scores at Selected Percentiles



Year	25th	50th	75th
1990 (Accommodations not permitted)	253*	273*	294*
1992 (Accommodations not permitted)	259*	279*	299*
2003 (Accommodations permitted)	266	287	308

--- ■ Accommodations were not permitted  
— □ Accommodations were permitted

An examination of scores at different percentiles on the 0–500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# 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.  
<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.  
<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).  
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. 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 Educational Progress (NAEP), 1990, 1992, and 2003 Mathematics Assessments.