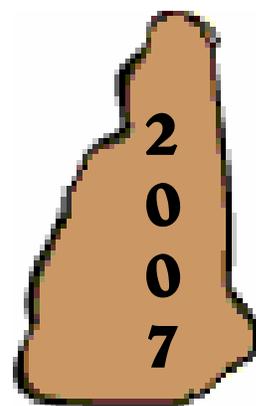




*The Nations' Report Card
New Hampshire
Department of Education
2007 NAEP State Report
Grade 8 Mathematics*



FORWARD

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

First, we acknowledge the many schools' students and staff who gave of their time and energy to participate in the 2007 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 know and can do in mathematics, reading, and writing. Without the cooperation of the many students, staff and schools we could not gather the data and aggregate it into the estimates that provide valuable insights for policy-makers and educators. The 2007 reports provide the third consecutive cycle of data for mathematics and reading in New Hampshire; 2003, 2005, and now 2007. It provides a first year of data for writing.

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 and 2005 state reports, a very special "Thank You" is given to Carol Angowski whose creative and technical skill is a prerequisite to producing these 2007 reports and a number of New Hampshire NAEP-related published documents. Her talent in making what otherwise might be very dry and uninviting tables of data into visually pleasing and inviting presentation is no small contribution.

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Overall Student, School/District Characteristics 2005 - 2006

Student Characteristics

Number enrolled: **205,767**

Percent in limited-English proficiency programs: **1.37%**

Percent eligible for free/reduced lunch: **18.21%**

Racial/Ethnic Background

White: **93.3%**

Black: **1.7%**

Hispanic: **2.8%**

Asian/Pacific Islander: **1.9%**

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

School/District Characteristics

Number of SAUs: **80**

Number of school districts: **177**

Number of schools: **466**

Number of charter schools: **7**

Per-pupil expenditures: **\$9,100¹**

Pupil/teacher ratio: **12.9**

Number of FTE teachers: **15,535**

¹ Common Core of Data, 2005-2006 school year.



The Nations' Report Card

MATHEMATICS 2007

New Hampshire

Grade 8

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 8. Beginning in 1990, mathematics has been assessed in seven different years at the state level (at grade 8 in 1990, and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, and 2007).

In the 2007 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. Mathematics results are reported by average scale scores (on a 0–500 point scale) and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Mathematics 2007*, 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 2007

For grade 8:

- New Hampshire's average score (288) was higher than that of the nation's public schools (280).
- The percentage of students in New Hampshire who performed at or above Proficient was 38 percent. This was greater than that in 1990 (20 percent) and was not significantly different from that in 2005 (35 percent).
- In New Hampshire, the percentage of students who performed at or above Proficient was greater than that for the nation's public schools (31 percent).
- The percentage of students in New Hampshire who performed at or above Basic was 78 percent. This was greater than that in 1990 (65 percent) and was not significantly different than that in 2005 (77percent).
- In New Hampshire, the percentage of students who performed at or above Basic was greater than that for the nation's public schools (70 percent).

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

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The objectives for each NAEP assessment are described in a “framework,” a document that delineates the important content and process areas to be measured, as well as the types of questions to be included on the assessment.

The mathematics framework for the 2007 National Assessment of Educational Progress is based on the frameworks that guided the 1990, 1992, 1996, 2000, 2003, and 2005 mathematics assessments. Those frameworks were developed with the guidance of the College Board and directed by the Governing Board. The 2007 NAEP mathematics framework calls for questions based on five mathematics content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The mathematics framework is available on the Governing Board’s website (http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf).

The 2007 mathematics framework classifies test items in two dimensions—content area and mathematical complexity. Although the names of the content areas, as well as some of the topics in those areas, have changed from one framework to the next, a consistent focus has remained across frameworks on collecting information on student performance in the five content areas mentioned above. The two dimensions of mathematical ability and power in the 1996–2003 frameworks have been replaced in the 2005 and 2007 frameworks by the dimension of mathematical complexity. Mathematical complexity of an item answers the question, “What does the item ask of the students?” Each level of complexity includes aspects of knowing and doing mathematics, such as reasoning, performing procedures, understanding concepts, or solving problems. The levels are ordered, so that items at a low level would demand that students perform simple procedures, understand elementary concepts, or solve simple problems. Items at the high end would ask students to reason or communicate about sophisticated concepts, perform complex procedures, or solve nonroutine problems. Ordering of the levels is not intended to imply a developmental sequence or the sequencing in which teaching or learning occur. Rather, it is a description of the different demands made on students by particular test items. While the titles of these dimensions have been modified, the nature of the test questions has not changed, and the capacity to report trends in NAEP scale scores has been maintained.

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

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

Who Was Assessed?

Fifty-two jurisdictions participated in NAEP in 2007: 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. States containing trial urban districts had larger samples.

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 for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required.

Participation rates for the 2007 mathematics assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/mathematics/sampledesign.asp>).



How Is Student Mathematics Performance Reported?

The results of student performance on the NAEP assessments in 2007 are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Mathematics performance for groups of students is reported in two ways: as average scale scores and as percentages of students performing at various achievement levels.

Scale Scores: Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1990, 1992, 1996, 2000, 2003, and 2005. Subscales were created to reflect performance on each of the five content areas defined in the NAEP mathematics framework.

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

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

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

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

The achievement levels are performance standards adopted by the National Assessment Governing Board 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 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]). NAEP achievement levels have been widely used by national and state officials. The mathematics achievement-level descriptions are summarized in figure 1.

Figure	The Nation's Report Card 2007 State Assessment
	Descriptions of eighth-grade achievement levels for 2007 NAEP mathematics assessment

Basic Level (262)	Eighth-grade students performing at the <i>Basic</i> level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.
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Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the *Proficient* level, students at the *Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

Proficient Level (299)	Eighth-grade students performing at the <i>Proficient</i> level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.
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Eighth-graders performing at the *Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *Basic*-level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Advanced Level (333)	Eighth-grade students performing at the <i>Advanced</i> level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.
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Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

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

SOURCE: National Assessment Governing Board. (2006). *Mathematics Framework for the 2007 National Assessment of Educational Progress*. Washington, DC: Author.

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

The results displayed in this report and official publications of NAEP 2007 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD or ELL students. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the identified SD and ELL students who typically received accommodations in their classroom testing and required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify which have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of testing accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

All ELL students who received academic instruction in English for one year or more were to be included in the assessment. Those ELL students who received instruction in English for less than one year were to be included unless school staff judged them to be incapable of participating in the assessment in English. An English-Spanish bilingual test booklet was available as an accommodation for Spanish-speaking students.

In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000 and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results where accommodations were permitted (2000, 2003, 2005, and 2007).



Cautions in Interpreting Results

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

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, 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 2007 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 hypotheses about the causes of performance differences be tested.



NAEP 2007 Mathematics Overall Scale Score and Achievement-Level Results for Public School Students

Overall Scale Score Results

In this section, student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500. Scores on this scale are comparable from 1990 through 2007.

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

Table 1-A shows the overall performance results of grade 8 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, 2005, and 2007. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.



NAEP 2007 Mathematics Report for New Hampshire

Grade 8 Scale Score Results

- In 2007, the average scale score for students in New Hampshire was 288. This was higher than that for students across the nation (280).
- In New Hampshire, the average scale score for students in 2007 was higher than that in 2005 (285).

Similarly, the average scale score for students in public schools across the nation in 2007 was higher than that in 2005 (278).

In New Hampshire, the average scale score for students in 2007 was higher than the scores in 1990 and 1992, but was not significantly different from the score in 2003.

**Table
1-A**

The Nation's Report Card 2005 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by assessment year and jurisdiction: Various years, 1990–2007

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1990 ¹	Nation (public)	262*	214*	237*	263*	288*	307*
	New Hampshire	273*	234*	253*	273*	294*	313*
1992 ¹	Nation (public)	267*	219*	242*	268*	293*	314*
	New Hampshire	278*	239	259*	279*	299*	316*
2003	Nation (public)	276*	228*	253*	278*	301*	321*
	Northeast ²	281*	233*	258*	283*	306*	325*
	New Hampshire	286	246	266	287	308	326
2005	Nation (public)	278*	230*	254*	279*	303*	323*
	Northeast ²	282*	235	259*	284*	307*	327*
	New Hampshire	285*	243	264	286*	307*	326
2007	Nation (public)	280	234	257	281	305	325
	Northeast ²	285	239	262	287	310	330
	New Hampshire	288	243	265	289	311	329

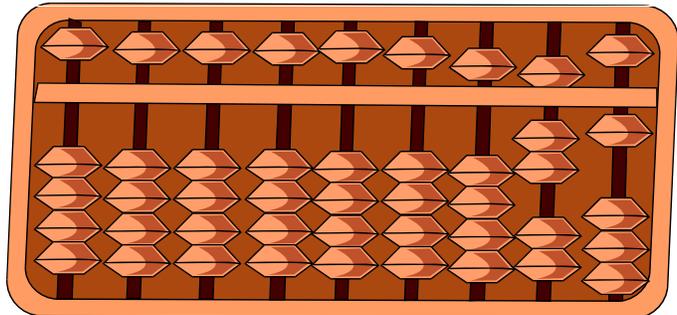
* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

² Region in which state is located. Regional data are not provided for years prior to 2003 because the region definitions were changed. In 2003, NAEP adopted the U.S. Census Bureau defined regions: Northeast, South, Midwest, and West.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the .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, 1990–2007 mathematics Assessments.



Overall Achievement-Level Results

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

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

Table 2-A shows the percentage of students at grade 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at

Proficient and *Advanced*) plus the students below *Basic* will sum to 100 percent (except for rounding).

Grade 8 Achievement-Level Results

- In 2007, the percentage of New Hampshire's students who performed at or above *Proficient* was 38 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (31 percent).
- In New Hampshire, the percentage of students who performed at or above *Proficient* in 2007 was greater than the percentages in 1990 and 1992, but was not significantly different from the percentages in 2003 and 2005.
- In New Hampshire, the percentage of students who performed at or above *Basic* in 2007 was greater than the percentages in 1990 and 1992, but was not significantly different from the percentages in 2003 and 2005.



NAEP 2007 Mathematics Report for New Hampshire

**Table
2-A**

The Nation's Report Card 2005 State Assessment

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by assessment year and jurisdiction: Various years, 1990–2007

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1990 ¹	Nation (public)	49*	51*	15*	2*
	New Hampshire	35*	65*	20*	3*
1992 ¹	Nation (public)	44*	56*	20*	3*
	New Hampshire	29*	71*	25*	3*
2003	Nation (public)	33*	67*	27*	5*
	Northeast ²	29*	71*	33*	6*
	New Hampshire	21	79	35	7
2005	Nation (public)	32*	68*	28*	6*
	Northeast ²	27*	73*	33*	7*
	New Hampshire	23	77	35	7
2007	Nation (public)	30	70	31	7
	Northeast ²	25	75	37	9
	New Hampshire	22	78	38	8

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

² Region in which state is located. Regional data are not provided for years prior to 2003 because the region definitions were changed. In 2003, NAEP adopted the U.S. Census Bureau defined regions: Northeast, South, Midwest, and West.

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 1990–2007 mathematics Assessments.



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

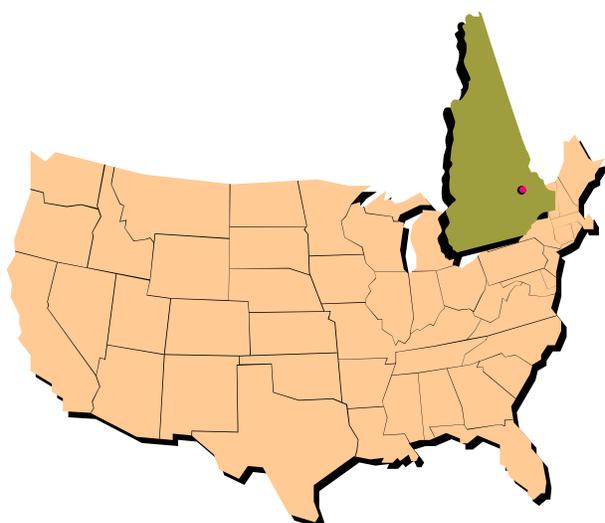
Fifty-two jurisdictions participated in the mathematics assessment in 2007. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Prior to 2005, NAEP reports presented results for the Department of Defense Dependents 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 2007 overall mathematics scale scores at grade 8 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 2007 mathematics assessment.

Grade 8 Scale Score Comparisons Results

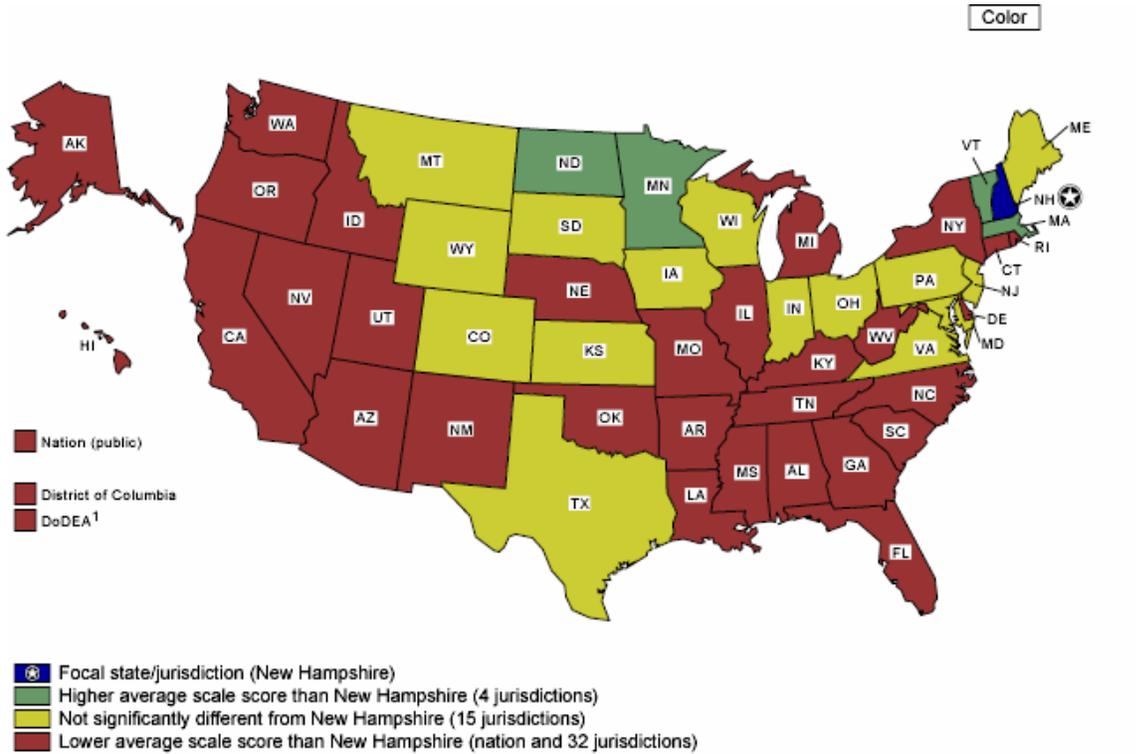
- Students' average score in New Hampshire was higher than the scores in 32 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 4 jurisdictions.



The Nation's Report Card 2007 State Assessment

Figure 1

New Hampshire's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2007



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), 2007 Mathematics Assessment.

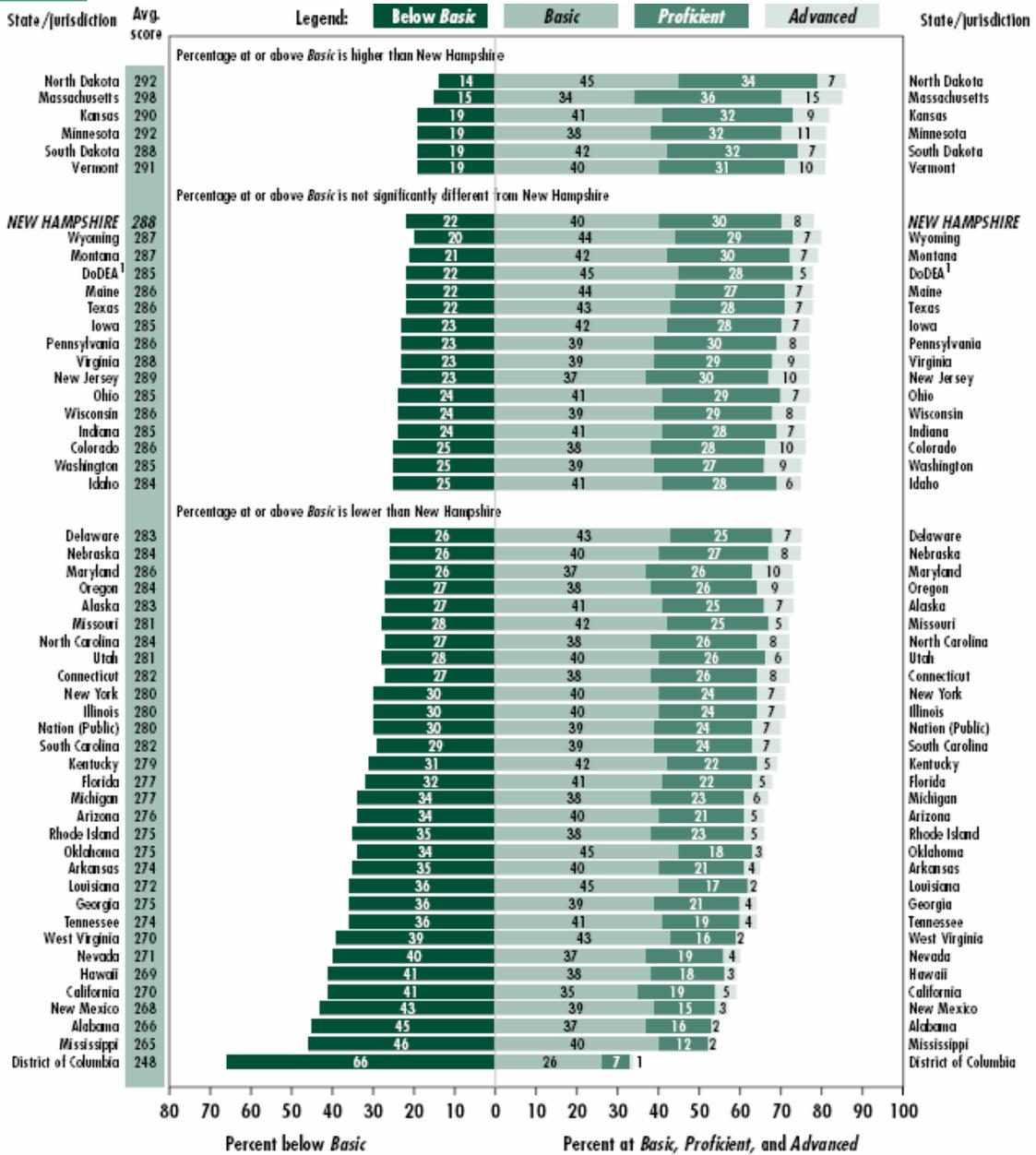


Comparisons by Achievement Levels

Figure 2 permits comparisons of all jurisdictions participating in the NAEP 2007 mathematics assessment in terms of percentages of grade 8 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

Figure 2

The Nation's Report Card 2007 State Assessment
Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and New Hampshire's percentage at or above Basic compared with the nation and other participating jurisdictions, by state: 2007



¹ Department of Defense Education Activity schools (domestic and overseas).
 NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* 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), 2007 Mathematics Assessment.

Mathematics Performance of Selected Student Groups

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

- gender
- race/ethnicity
- student eligibility for school lunch program
- parents' highest level of education (for grade 8 only)

Definitions of NAEP reporting groups are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/mathematics/results2007/interpret-results.asp#RepGroups>).

Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

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

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

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in

an interactive database available on the NAEP website (<http://nces.ed.gov/nationsreportcard/naepdata/>).

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.

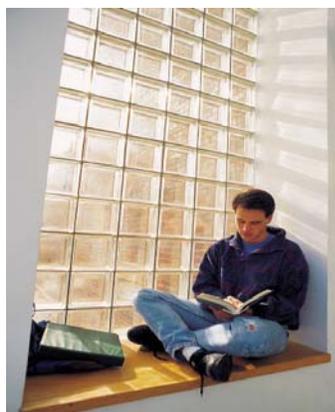
Table 3 shows average scale scores and achievement-level data for public school students at grade 8 in New Hampshire and the nation by gender. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Score "gaps". In the bulleted text that follows, statements that compare the score gap between male and female students first make the comparison for the current year, and then for the initial year of the assessment. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.



Grade 8 Scale Score Results by Gender

- In 2007, 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 no significant difference between the average score of male and female students.
- In 2007, male students in New Hampshire had an average scale score in mathematics (288) that was higher than that of male students in public schools across the nation (281). Similarly, female students in New Hampshire had an average scale score (287) that was higher than that of female students across the nation (279).
- In New Hampshire, the average scale score of male students in 2007 was higher than the scores of students in 1990 and 1992, but not found to be significantly different from the scores of students in 2003 and 2005.
- In New Hampshire, the average scale score of female students in 2007 was higher than the scores of students in 1990 and 1992, but not found to be significantly different from the scores of students in 2003 and 2005.



Grade 8 Achievement-Level Results by Gender

- In the 2007 assessment, 38 percent of male students and 38 percent of female students performed at or above *Proficient* in New Hampshire.
- The percentage of male students in New Hampshire's public schools who were at or above *Proficient* in 2007 (38 percent) was greater than that of males in the nation (33 percent).
- The percentage of female students in New Hampshire's public schools who were at or above *Proficient* in 2007 (38 percent) was greater than that of females in the nation (29 percent).
- In New Hampshire, the percentage of male students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1990 and 1992, but not significantly different from the corresponding percentages of students in 2003 and 2005.
- In New Hampshire, the percentage of female students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1990 and 1992, but not significantly different from the corresponding percentages of students in 2003 and 2005.

**Table
3**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by gender, assessment year, and jurisdiction: Various years, 1990–2007

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1990 ¹	Nation (public)	51	262*	49*	51*	17*	2*
	New Hampshire	53*	273*	36*	64*	20*	3*
1992 ¹	Nation (public)	52	266*	45*	55*	20*	3*
	New Hampshire	50	279*	28*	72*	26*	3*
2003	Nation (public)	50	277*	33*	67*	29*	6*
	New Hampshire	51	287	21	79	36	7
2005	Nation (public)	51	278*	32*	68*	30*	6*
	New Hampshire	50	286	23	77	36	8
2007	Nation (public)	51	281	29	71	33	8
	New Hampshire	50	288	22	78	38	8
Female							
1990 ¹	Nation (public)	49	261*	49*	51*	14*	2*
	New Hampshire	47*	274*	35*	65*	21*	3*
1992 ¹	Nation (public)	48	267*	44*	56*	20*	3*
	New Hampshire	50	278*	29*	71*	24*	3*
2003	Nation (public)	50	275*	34*	66*	26*	4*
	New Hampshire	49	286	22	78	33	6
2005	Nation (public)	49	277*	33*	67*	27*	5*
	New Hampshire	50	285	22	78	33	5
2007	Nation (public)	49	279	30	70	29	6
	New Hampshire	50	287	23	77	38	7

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 1990–2007 mathematics Assessments.



Race/Ethnicity

Schools reported the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Table 4 shows average scale scores and achievement-level data for public school students at grade 8 in New Hampshire and the nation by race/ethnicity. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Score “gaps”. In the bulleted text that follows, statements that compare the score gap between White and Black or White and Hispanic students first make the comparison for the current year, and then for the initial year of the assessment. Intervening years are not compared. If the size of the score gap has changed significantly from the initial assessment year to the current year, the bullet will indicate a narrowing or widening of the score gap.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2007, White students in New Hampshire had an average scale score that was higher than the score of Hispanic students.
- In 2007, the average scale score of White students in New Hampshire was higher than the scores of their corresponding peers in 1990, 1992, and 2005, but not found to be significantly different from the score in 2003.
- Data are not reported for Black students in 2007 because reporting standards were not met.
- In 2007, Hispanic students had an average score that was lower than that of White students by 24 points. Data are not reported for Hispanic students in 1990 because reporting standards were not met.



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**Grade 8 Achievement-Level Results
by Race/Ethnicity**

- In New Hampshire in 2007, the percentage of White students performing at or above *Proficient* was greater than the percentage of Hispanic students.

- In 2007, the percentage of White students in New Hampshire performing at or above *Proficient* was greater than the percentages of their respective peers in 1990, 1992, 2003, and 2005.

**Table
4**

The Nation's Report Card 2005 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, assessment year, and jurisdiction: Various years, 1990–2007—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
1990 ¹							
	Nation (public)	73*	269*	41*	59*	18*	3*
	New Hampshire	98*	273*	35*	65*	20*	3*
1992 ¹							
	Nation (public)	72*	276*	34*	66*	25*	3*
	New Hampshire	96	278*	29*	71*	25*	3*
2003							
	Nation (public)	62*	287*	21*	79*	36*	7*
	New Hampshire	96*	287	20	80	35*	7
2005							
	Nation (public)	60*	288*	21*	79*	37*	7*
	New Hampshire	94	286*	22	78	35*	7
2007							
	Nation (public)	58	290	19	81	41	9
	New Hampshire	94	289	21	79	39	8
Black							
1990 ¹							
	Nation (public)	16	236*	79*	21*	5*	#
	New Hampshire	#*	‡	‡	‡	‡	‡
1992 ¹							
	Nation (public)	17	236*	81*	19*	2*	#
	New Hampshire	1*	‡	‡	‡	‡	‡
2003							
	Nation (public)	17	252*	61*	39*	7*	#*
	New Hampshire	1	‡	‡	‡	‡	‡
2005							
	Nation (public)	17	254*	59*	41*	8*	1
	New Hampshire	1	‡	‡	‡	‡	‡
2007							
	Nation (public)	17	259	53	47	11	1
	New Hampshire	2	‡	‡	‡	‡	‡

See notes at end of table.

**Table
4**

The Nation's Report Card 2005 State Assessment

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, assessment year, and jurisdiction: Various years, 1990–2007—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic						
1990 ¹						
Nation (public)	7*	245*	67*	33*	7*	1*
New Hampshire	1*	‡	‡	‡	‡	‡
1992 ¹						
Nation (public)	8*	247*	67*	33*	6*	#*
New Hampshire	1*	‡	‡	‡	‡	‡
2003						
Nation (public)	15*	258*	53*	47*	11*	1
New Hampshire	2*	‡	‡	‡	‡	‡
2005						
Nation (public)	17*	261*	50*	50*	13*	1
New Hampshire	2	‡	‡	‡	‡	‡
2007						
Nation (public)	19	264	46	54	15	2
New Hampshire	3	264	46	54	14	2
Asian/Pacific Islander						
1990 ¹						
Nation (public)	2*	275*	36*	64*	30*	6*
New Hampshire	1*	‡	‡	‡	‡	‡
1992 ¹						
Nation (public)	2*	290	25	75	43	14
New Hampshire	1*	‡	‡	‡	‡	‡
2003						
Nation (public)	4	289*	23*	77*	42*	12*
New Hampshire	1	‡	‡	‡	‡	‡
2005						
Nation (public)	5	294	19	81	46	16
New Hampshire	2	‡	‡	‡	‡	‡
2007						
Nation (public)	5	296	18	82	49	17
New Hampshire	1	‡	‡	‡	‡	‡

See notes at end of table.



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**Table
4**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, assessment year, and jurisdiction: Various years, 1990–2007

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
1990 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1992 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
2003	Nation (public)	1	265	46	54	16	2
	New Hampshire	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	266	45	55	14	2
	New Hampshire	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	265	44	56	17	2
	New Hampshire	#	‡	‡	‡	‡	‡
Unclassified²							
1990 ¹	Nation (public)	#*	‡	‡	‡	‡	‡
	New Hampshire	#	‡	‡	‡	‡	‡
1992 ¹	Nation (public)	1	258*	55*	45*	8*	#
	New Hampshire	2	‡	‡	‡	‡	‡
2003	Nation (public)	1*	276*	30	70	24*	3
	New Hampshire	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	278	31	69	29	7
	New Hampshire	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	282	28	72	32	8
	New Hampshire	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

² The Unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 mathematics Assessments.

Student Eligibility for the National School Lunch Program

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 8 in New Hampshire and the nation by student eligibility for the National School Lunch program. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Grade 8 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2007, students in New Hampshire eligible for free/reduced-price lunch had an average mathematics scale score of 271. This was lower than that of students in New Hampshire not eligible for this program (291).
- In 2007, 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 20 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.

- Students in New Hampshire eligible for free/reduced-price lunch had an average scale score (271) in 2007 that was higher than that of students in the nation who were eligible (265).
- In New Hampshire, students eligible for free/reduced-priced lunch had an average mathematics scale score in 2007 that was not found to be significantly different from that of eligible students in 2003 and 2005.

Grade 8 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In New Hampshire in 2007, 18 percent of students who were eligible for free/reduced-price lunch and 42 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 2007 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (18 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (15 percent).
- In New Hampshire, the percentage of students eligible for free/reduced-priced lunch who performed at or above *Proficient* for 2007 was not found to be significantly different from the corresponding percentages for 2003 and 2005

NAEP 2007 Mathematics Report for New Hampshire

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Table 5

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by eligibility for National School Lunch Program, assessment year, and jurisdiction: Various years, 2003–2007

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2003	Nation (public)	36*	258*	53*	47*	11*	1*
	New Hampshire	13*	268	42	58	16	2
2005	Nation (public)	39*	261*	49*	51*	13*	1*
	New Hampshire	16	271	35	65	17	2
2007	Nation (public)	41	265	45	55	15	2
	New Hampshire	17	271	40	60	18	3
Not eligible							
2003	Nation (public)	58	287*	22*	78*	37*	7*
	New Hampshire	79	289	18	82	38*	7
2005	Nation (public)	59	288*	21*	79*	39*	8*
	New Hampshire	83*	288*	20	80	38	7
2007	Nation (public)	58	291	19	81	42	10
	New Hampshire	80	291	19	81	42	9

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 2003–2007 mathematics Assessments.



Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2007 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and “I don't know”—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders' replies to this question were not provided in NAEP reports because their responses in previous NAEP assessments were unreliable, and a large percentage of them chose the “I don't know” option.

The results by highest level of parental education are shown in table 6.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2007, students in New Hampshire who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: did not finish high school, graduated from high school, and some education after high school.
- In 2007, the average scale score for students in New Hampshire who reported that a parent had graduated from college, or had not finished high school, or had graduated from high school was higher than the scores of students in 1990 and 1992, but not found to be significantly different from the scores of students in 2003 and 2005.

- In 2007, the average scale score for students in New Hampshire who reported that a parent had not finished high school was higher than the scores of students in 1990 and 1992, but not found to be significantly different from the scores of students in 2003 and 2005.
- In 2007, the average scale score for students in New Hampshire who reported that a parent had graduated from high school was higher than the scores of students in 1990 and 1992, but not found to be significantly different from the scores of students in 2003 and 2005.
- In 2007, the average scale score for students in New Hampshire who reported that a parent had some education after high school was higher than the score of students in 1990, but not found to be significantly different from the scores of students in 1992, 2003, and 2005.



**Grade 8 Achievement-Level Results
by Parents' Highest Level of
Education**

- In 2007, the percentage of students performing at or above *Proficient* in New Hampshire who reported that a parent had graduated from college was higher than the percentage for students whose parents' highest level of education was in any of the following education categories: did not finish high school, graduated from high school, and some education after high school.
- In 2007, the respective percentages of students reporting that a parent had graduated from college, or had not finished high school, or had graduated from high school, or had some education after high school who performed at or above *Proficient* were higher than the corresponding percentages of students in 1990 and 1992, but not found to be significantly different from the corresponding percentages of students in 2003 and 2005.
- In 2007, the percentage of students reporting that a parent had not finished high school who performed at or above *Proficient* was higher than the corresponding percentages of students in 1990 and 1992, but not found to be significantly different from the corresponding percentages of students in 2003 and 2005.
- In 2007, the percentage of students reporting that a parent had graduated from high school who performed at or above *Proficient* was higher than the corresponding percentages of students in 1990 and 1992, but not found to be significantly different from the corresponding percentages of students in 2003 and 2005.
- In 2007, the percentage of students reporting that a parent had some education after high school who performed at or above *Proficient* was higher than the corresponding percentages of students in 1990 and 1992, but not found to be significantly different from the corresponding percentages of students in 2003 and 2005.

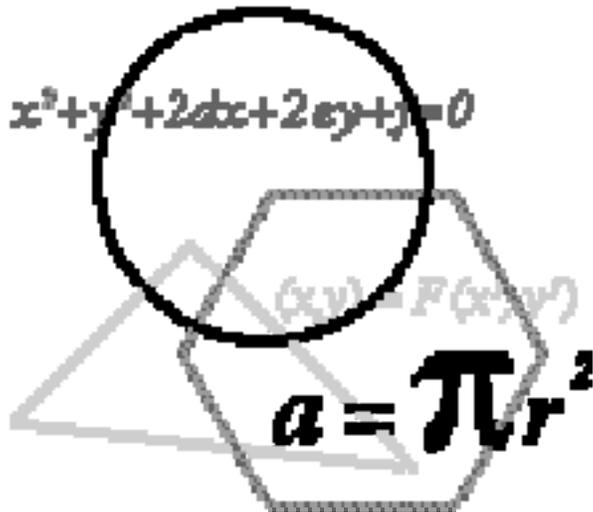


**Table
6**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by student-reported highest level of parental education, assessment year, and jurisdiction: Various years, 1990–2007—Continued

Parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school						
1990 ¹						
Nation (public)	10	241*	76*	24*	3*	#
New Hampshire	6*	257*	59	41	5*	#
1992 ¹						
Nation (public)	8	249*	66*	34*	6*	1
New Hampshire	6*	259*	50	50	5*	#
2003						
Nation (public)	7*	256*	56*	44*	9*	1
New Hampshire	4	260	52	48	6	2
2005						
Nation (public)	8*	259*	52*	48*	11*	1
New Hampshire	4	269	37	63	12	1
2007						
Nation (public)	8	263	48	52	12	1
New Hampshire	4	269	42	58	20	1
Graduated from high school						
1990 ¹						
Nation (public)	25*	255*	59*	41*	8*	#
New Hampshire	25*	261*	50*	50*	10*	1*
1992 ¹						
Nation (public)	25*	257*	55*	45*	10*	1*
New Hampshire	24*	268*	40	60	12*	#
2003						
Nation (public)	18	267*	42*	58*	16*	2*
New Hampshire	15	276	30	70	19	3

2005Nation (public)
New Hampshire



**Table
6**

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by student-reported highest level of parental education, assessment year, and jurisdiction: Various years, 1990–2007—Continued

Parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Some education after high school						
1990 ¹						
Nation (public)	17	267*	43*	57*	15*	3*
New Hampshire	19*	275*	31	69	19*	2*
1992 ¹						
Nation (public)	18*	270*	40*	60*	20*	3*
New Hampshire	17*	280	23	77	24*	2
2003						
Nation (public)	18*	280*	27*	73*	28*	4
New Hampshire	16	287	19	81	36	4
2005						
Nation (public)	18*	280*	27*	73*	28*	4*
New Hampshire	15	283	23	77	30	3
2007						
Nation (public)	17	283	24	76	32	5
New Hampshire	15	285	23	77	33	5
Graduated from college						
1990 ¹						
Nation (public)	39*	274*	34*	66*	25*	4*
New Hampshire	46*	283*	23*	77*	30*	5*
1992 ¹						
Nation (public)	40*	279*	30*	70*	31*	5*
New Hampshire	46*	288*	19	81	37*	5*
2003						
Nation (public)	45	287*	23*	77*	39*	8*
New Hampshire	55	295	13	87	45	9
2005						
Nation (public)	45*	289*	22*	78*	41*	10*
New Hampshire	55	294	16	84	46	10
2007						
Nation (public)	46	291	20	80	43	11
New Hampshire	57	295	15	85	48	11

See notes at end of table.



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Table 6

Percentage of eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by student-reported highest level of parental education, assessment year, and jurisdiction: Various years, 1990–2007

Parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Unknown						
1990 ¹						
Nation (public)	9*	240*	71*	29*	5*	#
New Hampshire	4*	255*	61*	39*	8*	#
1992 ¹						
Nation (public)	9*	251*	62*	38*	9*	#
New Hampshire	7*	263*	47	53	11*	#
2003						
Nation (public)	11	258*	53*	47*	12*	1*
New Hampshire	10	268	40	60	15	1
2005						
Nation (public)	11*	260*	51*	49*	13*	1
New Hampshire	9	271	38	62	19	2
2007						
Nation (public)	12	263	48	52	15	2
New Hampshire	9	272	38	62	21	3

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 1990–2007 mathematics Assessments.



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

It is important to assess all students selected in the complex statistical 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 staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify which have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or took the state's alternate assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of testing accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

The results displayed in this report and in other publications of the NAEP 2007 mathematics results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

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

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

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Table 3 displays the percentages of students with disabilities and English language learners in New Hampshire identified, excluded, and assessed under standard and accommodated conditions at grade 8.

Table 4 shows the percentage of students assessed in New Hampshire by disability status and their performance on the NAEP

assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 8.

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

Table 3 The Nation's Report Card 2007 State Assessment
Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status as a percentage of all students: Various years, 2003–2007

Year and testing status		SD and/or ELL		SD		ELL	
		New Hampshire	Nation	New Hampshire	Nation	New Hampshire	Nation
1990 ¹	Identified	12	—	12	—	#	—
	Excluded	4	—	4	—	#	—
	Assessed under standard conditions	8	—	7	—	#	—
1992 ¹	Identified	12	10	12	8	#	2
	Excluded	5	6	5	5	#	2
	Assessed under standard conditions	7	4	7	3	#	1
1996 ¹	Identified	15	11	14	9	#	3
	Excluded	4	5	4	4	#	1
	Assessed under standard conditions	11	7	11	5	#	2
2003	Identified	20	19	19	14	1	6
	Excluded	3	4	3	3	#	1
	Assessed under standard conditions	6	8	6	5	#	4
2005	Assessed with accommodations	10	7	9	6	1	1
	Identified	19	19	18	13	1	6
	Excluded	2	4	2	3	#	1
2007	Assessed under standard conditions	6	7	6	3	#	4
	Assessed with accommodations	11	8	10	7	1	1
	Identified	21	18	19	13	2	7
2007	Excluded	3	4	3	4	#	1
	Assessed under standard conditions	6	6	5	2	1	4
	Assessed with accommodations	12	8	12	6	1	2

¹ Accommodations were not permitted for this assessment.

— Not available.

Rounds to zero.

NOTE: 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, 1990–2007 Mathematics Assessments.



The Nation's Report Card 2007 State Assessment

**Table
4**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, assessment year, and jurisdiction: Various years, 2003–2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	New Hampshire	16	258	56	44	8	1
2005	Nation (public)	11*	244*	69*	31*	7	1
	New Hampshire	16	258	56	44	11	1
2007	Nation (public)	9	246	67	33	8	1
	New Hampshire	17	258	56	44	9	1
Not SD							
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	New Hampshire	84	292	15	85	40	8
2005	Nation (public)	89*	281*	28*	72*	31*	6*
	New Hampshire	84	290*	16	84	39	7
2007	Nation (public)	91	284	26	74	33	7
	New Hampshire	83	293	16	84	44	9
	New Hampshire	84	290	16	84	39	7

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 2003–2007 mathematics Assessments.

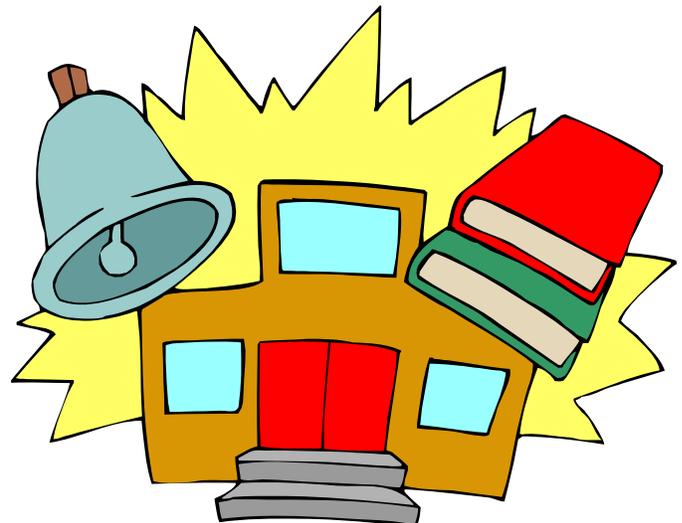


Table 5 The Nation's Report Card 2007 State Assessment
Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by English language learners (ELL) status, assessment year, and jurisdiction: Various years, 2003–2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	5*	241*	74*	26*	5	1
	New Hampshire	1	‡	‡	‡	‡	‡
2005	Nation (public)	6*	244	71	29	6	1
	New Hampshire	1	‡	‡	‡	‡	‡
2007	Nation (public)	6	245	70	30	6	1
	New Hampshire	2	‡	‡	‡	‡	‡
Not ELL							
2003	Nation (public)	95*	278*	31*	69*	29*	5*
	New Hampshire	99	286	21	79	35*	6
2005	Nation (public)	94*	280*	30*	70*	30*	6*
	New Hampshire	99	286*	22	78	35	7
2007	Nation (public)	94	282	27	73	33	7
	New Hampshire	98	288	22	78	38	8

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the .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, 2003–2007 mathematics Assessments.



Appendix A

Overview of Procedures Used for the NAEP 2007 Mathematics Assessment

This appendix provides an overview of the NAEP 2007 mathematics assessment's primary components—framework, development, administration, scoring, and analysis. The information provided about the state and national assessments covers grades 4 and 8 (grade 12 was not assessed in 2007), as well as information on NAEP's Trial Urban District Assessment (TUDA).

The NAEP 2007 Mathematics Framework

Evolution of the Framework

The National Assessment Governing Board, created by Congress in 1988, is responsible for formulating policy for NAEP. The Governing Board is specifically charged with developing assessment objectives and test specifications. The mathematics framework used for the 1990 assessment was developed under contract with the Council of Chief State School Officers (CCSSO). The NAEP mathematics assessment that was administered in 2007 is comparable to the previous assessments in years 1990, 1992, 1996, 2000, 2003, and 2005, based on the 1990 framework. The mathematics framework for 2007 can be viewed and downloaded from the Governing Board website at http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf.

The CCSSO project considered objectives and frameworks for mathematics instruction at the state, district, and school levels. The project also examined curricular frameworks on which previous NAEP assessments were based, consulted with leaders in mathematics education, and considered a draft version of the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*.¹ This project resulted in a “content by mathematical ability” matrix used to guide the design of both the NAEP 1990 and 1992 mathematics assessments. The design was reported in *Mathematics Objectives: 1990 Assessment*.²

The 1996 assessment was based on the first update of the NAEP 1990 mathematics framework after the release of the NCTM *Curriculum and Evaluation Standards for School Mathematics* in 1989.³ This update was conducted by the College Board and reflected refinements in the earlier

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framework specifications, while ensuring comparability of results across the 1990, 1992, and 1996 assessments. The result was a “content by mathematical ability by mathematical power” matrix that was used to guide the NAEP 1996, 2000, and 2003 mathematics assessments. Because the framework for 2000 and 2003 was the same as for the 1996 update, the assessment results from 1990 to 2003 can be compared.

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

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

Content of the Framework

The framework for the 2007 assessment was the same as the framework for the 2005 assessment. Therefore, the 2007 assessment results can be compared with the results from the NAEP mathematics assessments going back to 1990.

The 2005 framework classifies items in two dimensions—content area and mathematical complexity. Although the names of the content areas, as well as some of the topics in those areas, may have changed from one framework to the next, there is a consistent focus across frameworks on collecting information on student performance in five key areas: number properties and operations, measurement, geometry, data analysis and probability, and algebra. The dimensions of mathematical ability and power in the 1996–2003 frameworks were replaced in the 2005 framework with the dimension of mathematical complexity. The purpose remains to make sure that NAEP assesses a variety of ways of knowing and doing mathematics. Mathematical complexity

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addresses the demands that an item makes on the student, assuming the student is familiar with the mathematics of the task.

Sample released questions for each content area at all three grade levels can be viewed at the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>. Questions released from the 2005 and 2007 assessments are classified by content area and level of complexity. Those released from assessments administered in 2003 and earlier are classified by content area and mathematical ability required.

The five content areas that constitute the NAEP mathematics assessment are described below. These content areas apply to each of the three grades assessed by NAEP, although grade 12 was not assessed in 2007.



Descriptions of the Five NAEP Mathematics Content Areas

Number Properties and Operations

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

Measurement

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

Geometry

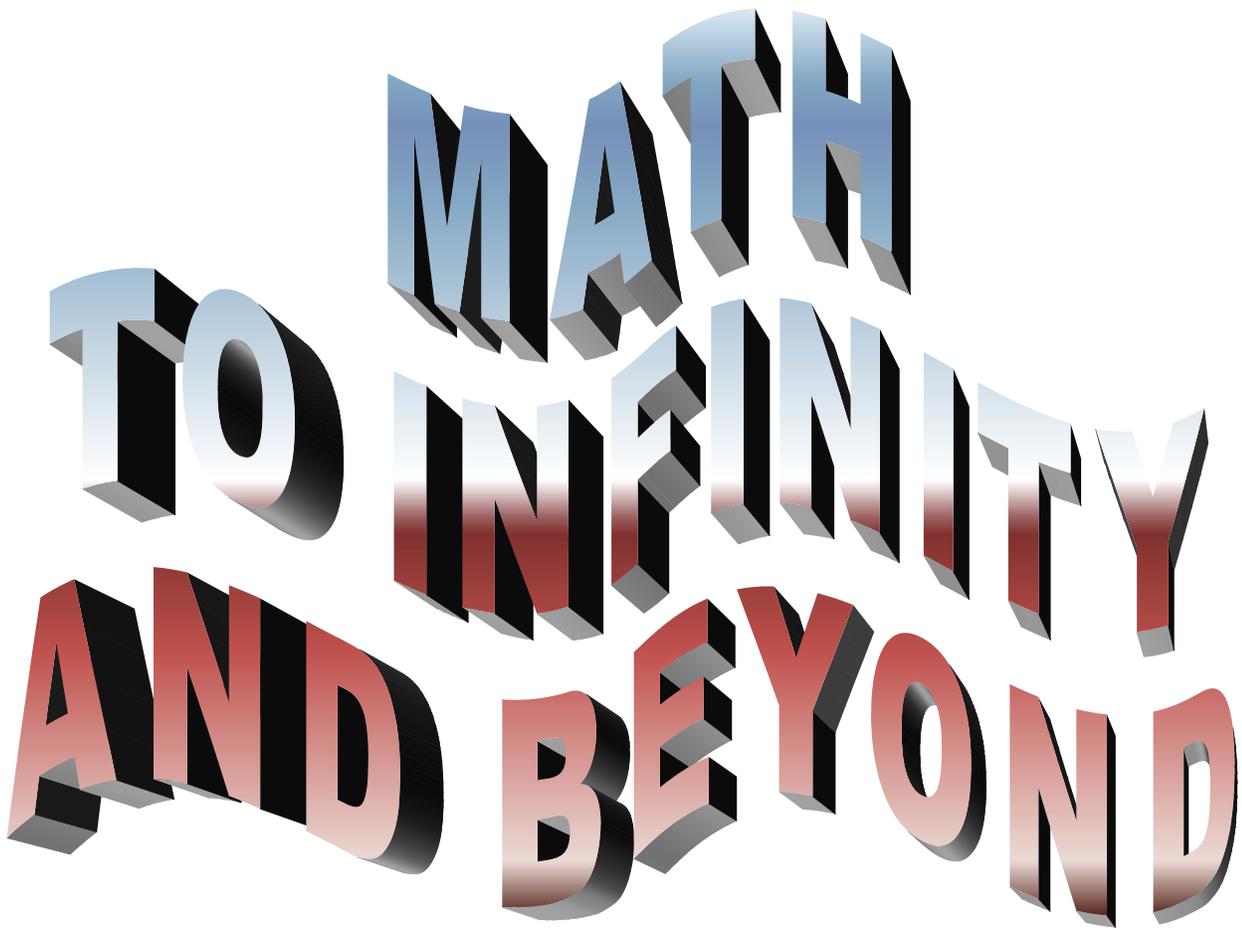
By grade 4, students are expected to be familiar with simple plane figures such as lines, circles, triangles, and rectangles, as well as with solid figures such as cubes, spheres, and cylinders. They are also expected to be able to recognize examples of parallel and perpendicular lines. As students move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

Data Analysis and Probability

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

Algebra

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



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The assessment framework specifies not only the particular areas that should be assessed, but also the percentage of the assessment questions that should be devoted to each of the content areas. The target percentage distributions for content areas as specified in the frameworks from 1990 through 2007 are presented in table A-1. The target percentages at grade 8 differ from those at grade 4 because of a shift in curricular emphasis. For example, in grade 4 there is more emphasis on number properties and operations than on algebra. In grade 8, the percentage of algebra items increases, and the percentage of number properties and operations items decreases. The actual content of the assessment is close to the targeted distribution.

Table A-1
Target percentage distribution of NAEP mathematics questions, by grade and content area: Various years, 1990–2007

Grade and content area	1990 and 1992	1996, 2000, and 2003	2005 and 2007	Content area ²
Grade 4				
Number sense, properties, and operations	45	40	40	Number properties and operations
Measurement	20	20	20	Measurement
Geometry and spatial sense	15	15	15	Geometry
Data analysis, statistics, and probability	10	10	10	Data analysis and probability
Algebra and functions	10	15	15	Algebra
Grade 8				
Number sense, properties, and operations	30	25	20	Number properties and operations
Measurement	15	15	15	Measurement
Geometry and spatial sense	20	20	20	Geometry
Data analysis, statistics, and probability	15	15	15	Data analysis and probability
Algebra and functions	20	25	30	Algebra
Grade 12¹				
Number sense, properties, and operations	†	†	10	Number properties and operations
Measurement	†	†	30	Measurement and geometry ³
Geometry and spatial sense	†	†		
Data analysis, statistics, and probability	†	†	25	Data analysis and probability
Algebra and functions	†	†	35	Algebra

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

¹ Grade 12 was not assessed in 2007.

² Content area labels were revised in 2005/2007 frameworks, but test item content remains comparable to previous years.

³ At grade 12, the five content areas were collapsed into four, with geometry and measurement combined into one. This reflects the fact that most of the measurement topics suitable for grade 12 students are geometrical.

The Assessment Design

Each student who participated in the NAEP 2007 mathematics assessment received a booklet containing four sections: two sets of cognitive questions, a set of general background questions, and a set of subject-specific background questions. Assessments for each grade consisted of 10 sets of cognitive questions, or “blocks.” Some items from the 1990, 1992, 1996, 2000, 2003, and 2005 assessments were carried forward to 2007 to allow for the measurement of trends across time. Three new blocks were developed for the 2007 assessment for each of grades 4 and 8, as specified by the framework. Each student was given 50 minutes to answer the cognitive questions, followed by 10 minutes for a background questionnaire.

Three types of questions are used in the assessment: multiple-choice, short constructed-response, and extended constructed-response. Table A-2 shows the distribution of questions administered from 1990 to 2007 by type for each grade level. The total number of questions administered has varied somewhat across the assessment years due to the inclusion of special study blocks in certain years. The number of questions used in the main scaling, however, has remained relatively constant.

Table A-2
Percentage distribution of administered NAEP mathematics questions, by grade and question type:
Various years, 1990–2007

Grade and question type	1990	1992	1996	2000	2003	2005	2007
Grade 4							
Multiple-choice	71	61	51	60	63	64	69
Short constructed-response	29	36	41	34	33	32	27
Extended constructed-response	0	3	8	6	4	4	4
Grade 8							
Multiple-choice	78	62	56	63	65	69	74
Short constructed-response	22	34	38	32	29	28	23
Extended constructed-response	0	3	7	6	5	4	4
Grade 12							
Multiple-choice	†	†	†	†	—	67	—
Short constructed-response	†	†	†	†	—	28	—
Extended constructed-response	†	†	†	†	—	5	—

— Not available. Data were not collected at grade 12 in 2003 and 2007.

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

NOTE: Short constructed-response questions included in the 1990 and 1992 assessments were scored dichotomously (i.e., credit or no credit). Beginning with the 1996 assessment, some of the new short constructed-response questions were scored allowing for partial credit. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

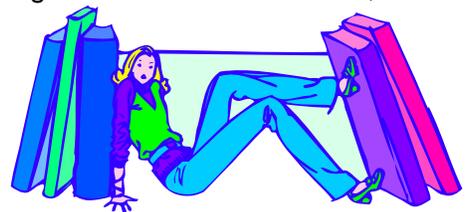
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The assessment design permits broad coverage of the five mathematics content areas and levels of mathematical complexity at each grade, while minimizing the time burden for any one student. This was accomplished through the use of matrix sampling of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

In addition to matrix sampling of test items, the assessment design used a procedure for distributing blocks across booklets that controlled for position and context effects. Students received different blocks of questions in their booklets according to a procedure that assigned blocks of questions to test booklets, balancing the positioning of blocks across booklets and balancing the pairing of blocks within booklets. Every block of questions was paired with every other block. The procedure also cycles the booklets for administration so that, typically, only a few students in any assessment session receive the same booklet.

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

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



NAEP Samples

National Sample

The national results presented in this report are based on nationally representative probability samples of fourth- and eighth-grade students. The 2007 NAEP sample design integrated the state assessment sample into the national assessment sample. This integrated sample design has been used in NAEP assessments since 2002. Prior to 2002, separate samples were drawn for the NAEP national and state assessments. For 2007, the sampling frame for public schools was the Common Core of Data (CCD) file corresponding to the 2004–05 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 2004–05 school year. The sampling frame for private schools was developed from the 2003–04 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 2007 national assessment, as for the 2003 and 2005 national assessments, accommodations for students with disabilities (SD) and English language learners (ELL) were permitted for the entire sample of students. This differs from the 1996 and 2000 national assessments, in which data were collected from samples of students where assessment accommodations were not permitted and from samples of students where accommodations were permitted. In 2007, accommodations were offered when a student had an Individualized Education Program (IEP) indicating the need for accommodation because of a disability, was protected under Section 504 of the Rehabilitation Act of 1973 because of a disability, or was identified as being an English language learner, and/or was normally offered accommodations in other assessment situations.⁴ All other students were asked to participate in the assessment under standard

conditions. Prior to 1996, testing accommodations (e.g., extended time, small group testing) were not permitted for students with disabilities and English language learners selected to participate in the NAEP mathematics assessments.

The sample sizes and target populations for the 2007 mathematics assessment are listed for the nation and states in table A-3. In 2007, Department of Defense Education Activity (DoDEA) schools are reported as a single jurisdiction; prior to 2005, 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 2007 assessment, as in the 2002, 2003, and 2005 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, 2003, and 2005 are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/>; a report for 2007 is forthcoming. The sample sizes and target populations for the districts participating in TUDA are given in table A-4.

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Table A-3
Sample sizes and target populations in NAEP mathematics at grades 4 and 8, by state: 2007

State/jurisdiction	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Nation	204,000	3,798,000	160,100	3,897,000
Public	196,100	3,443,000	154,300	3,547,000
Nonpublic	8,000	355,000	5,800	350,000
Alabama	3,500	56,000	2,800	57,000
Alaska	3,000	9,000	2,600	9,000
Arizona	3,800	72,000	2,800	74,000
Arkansas	3,200	34,000	2,400	34,000
California	10,700	437,000	8,200	465,000
Colorado	3,400	54,000	2,700	58,000
Connecticut	3,300	41,000	2,500	41,000
Delaware	3,500	9,000	2,800	10,000
Florida	5,700	194,000	4,100	192,000
Georgia	4,900	119,000	3,500	117,000
Hawaii	3,500	13,000	2,700	13,000
Idaho	3,700	21,000	2,800	20,000
Illinois	5,100	152,000	4,000	152,000
Indiana	3,300	72,000	2,700	80,000
Iowa	3,100	32,000	2,800	36,000
Kansas	3,000	31,000	2,700	33,000
Kentucky	3,400	45,000	2,700	46,000
Louisiana	3,100	51,000	2,400	47,000
Maine	3,100	13,000	2,700	15,000
Maryland	3,700	61,000	2,800	63,000
Massachusetts	4,500	68,000	3,700	69,000
Michigan	3,500	115,000	2,600	120,000
Minnesota	3,700	57,000	2,900	61,000
Mississippi	3,400	39,000	2,600	36,000
Missouri	3,300	63,000	2,800	70,000
Montana	3,100	11,000	2,600	11,000
Nebraska	3,000	19,000	2,700	21,000
Nevada	4,300	30,000	2,700	28,000
New Hampshire	3,400	14,000	2,800	16,000
New Jersey	3,400	103,000	2,800	106,000
New Mexico	3,300	23,000	2,800	26,000
New York	4,700	194,000	3,800	203,000
North Carolina	5,800	107,000	4,200	104,000
North Dakota	3,000	7,000	2,300	8,000
Ohio	4,200	119,000	3,800	138,000
Oklahoma	3,400	44,000	2,600	42,000
Oregon	3,600	39,000	2,700	39,000
Pennsylvania	3,600	124,000	2,800	139,000
Rhode Island	3,300	11,000	2,700	12,000
South Carolina	3,600	48,000	2,700	51,000
South Dakota	3,200	9,000	2,900	9,000
Tennessee	3,500	71,000	2,900	75,000
Texas	9,900	321,000	7,300	297,000
Utah	3,800	37,000	2,800	36,000
Vermont	2,800	6,000	2,000	7,000

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Virginia	3,800	86,000	2,800	92,000
Washington	3,900	71,000	3,000	77,000
West Virginia	3,200	20,000	2,800	21,000
Wisconsin	3,300	59,000	2,700	62,000
Wyoming	2,800	6,000	1,900	7,000
Other jurisdictions				
BIE ¹	1,200	3,000	1,100	3,000
District of Columbia	2,100	5,000	2,000	5,000
DoDEA ²	3,300	7,000	1,600	6,000

¹ Bureau of Indian Education.

² Department of Defense Education Activity (overseas and domestic schools).

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. Data for DoDEA and BIE schools are counted in the overall Nation total, but not in the Nation (public) total. Data for the District of Columbia public schools are counted, along with states, in Nation (public).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

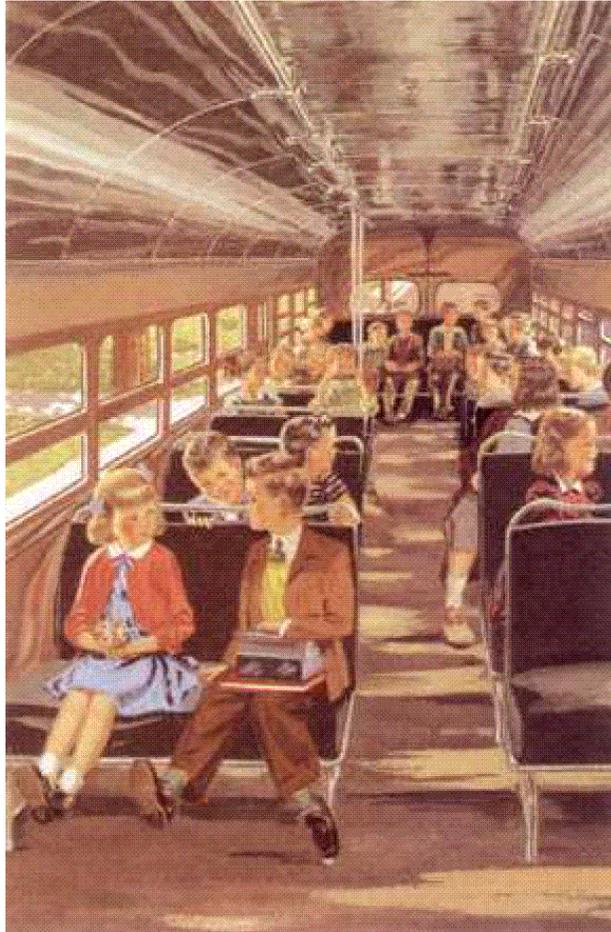


Table A-4
Student sample sizes and target populations for Trial Urban District Assessment (TUDA) in
mathematics at grades 4 and 8, by urban district: 2007

District	Grade 4		Grade 8	
	Sample size	Target population	Sample size	Target population
Atlanta	1,500	4,000	900	3,000
Austin	2,000	6,000	1,500	5,000
Boston	1,400	4,000	1,200	4,000
Charlotte	1,800	10,000	1,400	9,000
Chicago	2,400	30,000	1,800	25,000
Cleveland	1,300	4,000	1,200	4,000
District of Columbia	2,100	5,000	2,000	5,000
Houston	2,900	15,000	2,000	13,000
Los Angeles	2,700	54,000	2,100	53,000
New York City	2,600	67,000	2,000	70,000
San Diego	1,700	10,000	1,400	9,000

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), 2007 Trial Urban District Mathematics Assessment.

State Samples

The results provided in this report of the 2007 state assessment in mathematics are based on state-level samples of fourth- and eighth-grade public school students. The samples were selected using a two-stage sample design that first selected schools within each state or other jurisdiction and then selected students within schools. The samples were weighted to allow valid inferences about the populations of interest. Participation rates for the states and other jurisdictions were calculated the same way that rates were computed for the nation. Tables A-5 and A-6 display weighted school and student participation rates for the state samples at grades 4 and 8, respectively.

$$\int \frac{x+5}{x^2-2x-3} dx$$

$$\frac{5}{3} dx = \int \frac{2}{x-3} dx - \int \frac{1}{x+1} dx$$

$$= 2 \ln(x-3) - \ln(x+1)$$

$$= \ln \frac{(x-3)^2}{x+1} + C$$

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Table A-5
Public school and student participation rates in NAEP mathematics at grade 4, by state: 2007

State/jurisdiction	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation (public)	100	100	7,310	95	189,800
Alabama	100	100	110	94	3,400
Alaska	100	98	180	93	3,000
Arizona	99	99	120	94	3,700
Arkansas	100	100	120	93	3,100
California	100	100	330	95	10,400
Colorado	99	99	120	95	3,400
Connecticut	100	100	110	95	3,200
Delaware	100	100	100	95	3,300
Florida	100	100	160	94	5,500
Georgia	100	100	160	95	4,800
Hawaii	100	100	120	94	3,400
Idaho	100	100	130	95	3,600
Illinois	98	99	180	95	4,900
Indiana	100	100	110	95	3,200
Iowa	99	99	140	96	3,000
Kansas	100	100	140	95	2,900
Kentucky	100	100	120	95	3,400
Louisiana	100	100	110	94	3,000
Maine	100	100	150	94	3,000
Maryland	100	100	110	95	3,600
Massachusetts	100	100	170	94	4,200
Michigan	100	100	120	94	3,300
Minnesota	98	98	130	95	3,600
Mississippi	100	100	120	95	3,400
Missouri	100	100	130	95	3,200
Montana	100	99	190	95	3,000
Nebraska	100	100	160	95	2,900
Nevada	100	100	110	95	4,100
New Hampshire	100	100	130	93	3,300
New Jersey	98	99	110	95	3,400
New Mexico	99	100	130	94	3,200
New York	99	99	150	93	4,600
North Carolina	100	100	170	95	5,600
North Dakota	100	98	210	96	2,800
Ohio	100	100	160	94	3,800
Oklahoma	100	100	140	95	3,300
Oregon	100	100	140	94	3,500
Pennsylvania	100	100	110	95	3,500
Rhode Island	100	100	110	95	3,200
South Carolina	100	100	110	96	3,600
South Dakota	100	100	190	95	3,200
Tennessee	100	100	120	95	3,200
Texas	100	100	300	96	9,400
Utah	100	100	110	94	3,700
Vermont	100	100	190	94	2,700
Virginia	100	100	110	96	3,600
Washington	100	98	130	94	3,800

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West Virginia	100	100	150	95	3,100
Wisconsin	100	100	130	95	3,200
Wyoming	100	100	170	94	2,700
Other jurisdictions					
District of Columbia	100	100	120	94	1,900
DoDEA ¹	100	99	120	93	3,300

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

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are rounded to the nearest hundred. Columns of percentages have different denominators; see accompanying text for definitions. Detail may not sum to totals because of rounding. Substitutions of reserve schools for initially sampled schools were not needed in 2007 because school participation rates were high.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



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Table A-6
Public school and student participation rates in NAEP mathematics at grade 8, by state: 2007

State/jurisdiction	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation (public)	100	100	6,400	92	147,300
Alabama	100	100	120	94	2,700
Alaska	100	99	110	91	2,500
Arizona	100	100	130	91	2,700
Arkansas	100	100	130	91	2,400
California	100	100	310	91	8,000
Colorado	96	98	120	92	2,700
Connecticut	97	97	100	91	2,500
Delaware	100	100	50	92	2,600
Florida	100	100	160	91	3,900
Georgia	100	100	120	93	3,400
Hawaii	100	100	70	92	2,700
Idaho	99	99	100	93	2,800
Illinois	100	100	200	93	3,800
Indiana	100	100	110	92	2,600
Iowa	100	100	140	94	2,800
Kansas	100	100	150	93	2,600
Kentucky	100	100	110	93	2,500
Louisiana	100	100	110	92	2,300
Maine	96	98	130	93	2,500
Maryland	100	100	110	90	2,600
Massachusetts	100	100	130	92	3,400
Michigan	100	100	120	91	2,500
Minnesota	98	99	140	92	2,800
Mississippi	100	100	110	94	2,500
Missouri	100	100	130	93	2,700
Montana	100	98	170	93	2,500
Nebraska	100	100	120	93	2,600
Nevada	100	100	80	89	2,500
New Hampshire	98	98	90	92	2,700
New Jersey	98	97	110	92	2,700
New Mexico	100	100	110	90	2,700
New York	100	100	160	90	3,600
North Carolina	100	100	150	92	4,100
North Dakota	99	98	180	95	2,200
Ohio	100	100	190	91	3,400
Oklahoma	100	100	150	91	2,400
Oregon	100	100	110	92	2,600
Pennsylvania	100	100	110	92	2,700
Rhode Island	100	100	60	92	2,600
South Carolina	100	100	110	93	2,600
South Dakota	100	99	140	94	2,800
Tennessee	100	100	120	93	2,700
Texas	100	100	220	93	6,800
Utah	100	100	100	91	2,700
Vermont	100	100	120	93	1,900

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Virginia	100	100	110	94	2,600
Washington	100	100	130	91	2,900
West Virginia	100	100	120	93	2,800
Wisconsin	98	98	130	93	2,600
Wyoming	100	100	80	92	1,900
Other jurisdictions					
District of Columbia	100	100	50	88	1,800
DoDEA ¹	100	98	70	94	1,600

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

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are rounded to the nearest hundred. Columns of percentages have different denominators; see accompanying text for definitions. Detail may not sum to totals because of rounding. Substitutions of reserve schools for initially sampled schools were not needed in 2007 because school participation rates were high.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

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District Samples

Results from the 2007 mathematics assessment are also reported for district-level samples of fourth- and eighth-grade students in the large urban school districts that participated in the Trial Urban District Assessment (TUDA)—Atlanta City, Austin, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. The District of Columbia, which is regularly included in NAEP assessments as a jurisdiction, also participated in the 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 the 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-7.

Table A-7
Public school and student participation rates for Trial Urban District Assessment in mathematics, by grade and urban district: 2007

Grade and district	School participation		Student participation	
	Student-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4				
Atlanta	100	50	95	1,500
Austin	100	60	95	1,900
Boston	100	60	93	1,300
Charlotte	100	50	95	1,700
Chicago	100	90	95	2,300
Cleveland	100	60	93	1,100
District of Columbia	100	120	94	1,900
Houston	100	80	97	2,800
Los Angeles	100	80	95	2,700
New York City	100	80	93	2,500
San Diego	100	60	95	1,700
Grade 8				
Atlanta	100	20	91	900
Austin	100	20	92	1,500
Boston	100	30	91	1,100
Charlotte	100	30	90	1,300
Chicago	100	100	94	1,700
Cleveland	100	80	89	1,100
District of Columbia	100	50	88	1,800
Houston	100	50	90	1,900
Los Angeles	100	70	91	2,000
New York City	100	80	89	2,000
San Diego	100	30	91	1,300

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are rounded to the nearest hundred. Substitutions of reserve schools for initially sampled schools were not needed in 2007 because school participation rates were high. The percentages for school-weighted and student-weighted school participation are both at 100 percent for the participating districts in 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Mathematics Assessment.

Standards for State Sample Participation and Reporting of Results

In carrying out the 2007 state assessment program, the NAEP program in the National Center for Education Statistics (NCES) established participation rate standards that jurisdictions were required to meet 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 2007 mathematics assessment, at both the fourth and eighth grades, all jurisdictions met NAEP participation rate standards and the National Assessment Governing Board standard of 85 percent school participation. Further information on the NCES guidelines used to report results in the state assessments, and the guidelines for notations when there was some risk of nonresponse bias in the reported results prior to the 2003 assessments, can be found in the NAEP 2000 mathematics report card (NCES 2001-517, see appendix A, “Standards for Sample Participation and Reporting of Results”).

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

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

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

All English language learners who received academic instruction in English for one year or more were to be included in the assessment.

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 to best show what they know and can do.⁵ Furthermore, Section 504 of the Rehabilitation Act of 1973 requires that, when students with disabilities are tested, schools must provide them with appropriate accommodations so that the test results accurately reflect students' achievement. In addition, as the proportion of English language learners in the population has increased, some states have started offering accommodations such as translations of assessments or the use of bilingual dictionaries as part of the assessments.

Before 1996, NAEP did not allow any testing under nonstandard conditions, and accommodations were not permitted. At that time, NAEP samples were able to include almost all sampled students in standard assessment sessions. However, as the influence of IDEA grew more widespread, the failure to provide accommodations led to increasing levels of exclusion in the assessment. Such increases posed two threats to the program: they threatened the stability of trend lines (because excluding more students in one assessment year than in another might lead to apparent rather than real differences), and they made NAEP samples less than optimally representative of target populations.

A multipart strategy was adopted as a response to this challenge. The program had to move toward allowing the same assessment accommodations that were afforded students in state and district testing programs for NAEP samples to be as inclusive as possible. However, to allow accommodations would represent a change in testing conditions that might affect measurement of changes over time. Therefore, beginning with the 1996 national assessments (in mathematics and science) and the 1998 state assessments (reading and writing), and up to 2000, NAEP assessed a series of parallel samples of students. In one set of samples, testing accommodations were not permitted; this allowed NAEP to maintain the measurement

of achievement trends. Parallel samples in which accommodations were permitted were also assessed. By having two overlapping samples⁶ and two sets of related data points, NAEP could meet two core program goals. First, data trends could be maintained. Second, parallel trend lines could be reported during the interim until the program transitioned to a sample with accommodations permitted as its only reporting format. Starting in 2002, NAEP has used only the more inclusive procedures, in which assessment accommodations are permitted. In mathematics, national and state data from 1990, 1992, 1996, and 2000 are reported for the sample in which accommodations were not permitted. National and state data for the sample in which accommodations were permitted are reported for 2000, 2003, 2005, and 2007. National-only data for the accommodated samples are reported for 1996.

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-8 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-9 through A-14 show similar information by state and jurisdiction.

Table A-15 presents the percentages of all public and nonpublic school students who were identified as SD and/or ELL for assessments where accommodations were permitted. This table also includes the percentages of all students who were SD and/or ELL who were excluded, assessed, assessed without accommodations, and assessed with accommodations. Similar information is presented for states and jurisdictions in tables A-16 through A-21, and for districts that participated in the Trial Urban District Assessment in tables A-22 and A-23.

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In the 2007 national sample, 3 percent of all students at grade 4 and 4 percent of all students at grade 8 were excluded from the assessment (see table A-15). Across the various jurisdictions that participated in the 2007 state assessment, the percentage of students excluded ranged from 1 to 6 percent at grade 4 (see table A-16) and from 1 to 9 percent at grade 8 (see table A-19). At the district level, between 1 and 13 percent of students were excluded at grade 4 (see table A-22) and between 2 and 13 percent were excluded at grade 8 (see table A-23).

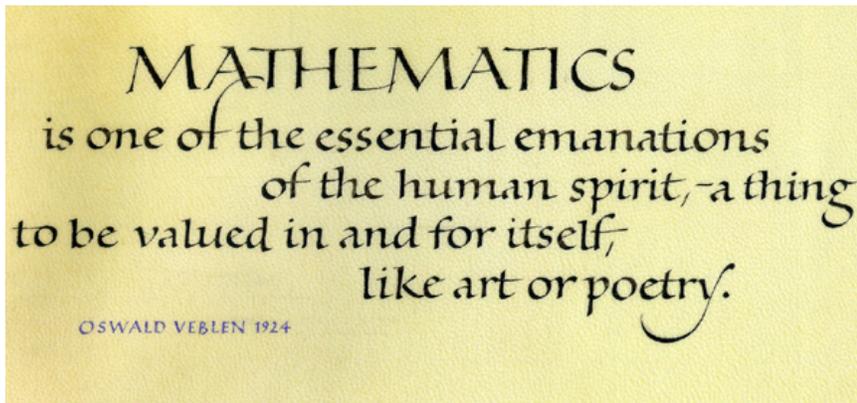


Table A-8
Percentage of fourth- and eighth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English language learners (ELL), and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted: 1992 and 1996

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

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1996 Mathematics Assessments.



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Table A-9

Percentage of fourth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: 1992, 1996, and 2000

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

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

— 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: South Dakota did not participate in NAEP mathematics assessments from 1992 to 2000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, and 2000 Mathematics Assessments.



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Table A-10
Percentage of fourth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: 1992, 1996, and 2000

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

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

— 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: South Dakota did not participate in NAEP mathematics assessments from 1992 to 2000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, and 2000 Mathematics Assessments.



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Table A-11

Percentage of fourth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: 1992, 1996, and 2000

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

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

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, and 2000 Mathematics Assessments.



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Table A-12

Percentage of eighth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: Various years, 1990–2000

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

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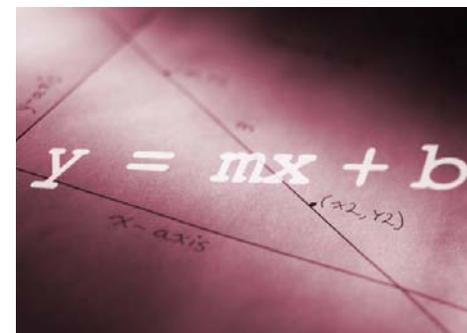
Nevada	—	—	—	—	—	—	16	8	8	16	10	6
New Hampshire	12	4	8	12	5	7	15	4	11	—	—	—
New Jersey	12	7	5	14	7	7	13	7	6	—	—	—
New Mexico	9	6	3	12	5	7	18	8	10	25	12	14
New York	12	6	6	13	8	4	14	8	6	16	13	3
North Carolina	9	3	6	12	3	9	9	4	5	16	14	2
North Dakota	8	3	5	8	2	5	10	3	6	11	4	7
Ohio	8	5	3	10	6	4	—	—	—	11	9	3
Oklahoma	8	5	3	10	6	4	—	—	—	15	9	6
Oregon	8	3	5	—	—	—	12	4	8	17	6	11
Pennsylvania	10	5	5	9	4	5	—	—	—	—	—	—
Rhode Island	14	6	8	14	5	8	17	7	10	20	12	8
South Carolina	—	—	—	10	6	4	10	6	4	13	7	6
Tennessee	—	—	—	10	5	5	11	4	7	13	5	8
Texas	12	6	6	14	7	7	17	9	8	20	10	11
Utah	—	—	—	9	4	5	11	6	5	14	6	8
Vermont	—	—	—	—	—	—	12	4	8	17	10	7
Virginia	9	5	4	12	5	7	13	7	6	15	10	5
Washington	—	—	—	—	—	—	13	6	7	—	—	—
West Virginia	9	5	4	10	6	4	13	8	4	15	11	3
Wisconsin	8	4	4	10	4	6	12	7	5	17	10	7
Wyoming	8	3	5	9	4	5	10	2	8	13	4	9
Other jurisdictions												
District of Columbia	6	5	1	11	10	2	13	10	4	15	9	6
DoDEA ¹	—	—	—	—	—	—	8	3	5	9	5	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: South Dakota did not participate in NAEP mathematics assessments from 1990 to 2000. Detail may not sum to totals because of rounding.

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



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Table A-13
Percentage of eighth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: Various years, 1990–2000

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

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Nebraska	8	3	5	9	4	6	11	4	7	11	3	8
Nevada	—	—	—	—	—	—	9	5	4	12	8	3
New Hampshire	12	4	7	12	5	7	14	4	11	—	—	—
New Jersey	10	5	4	12	6	6	10	5	5	—	—	—
New Mexico	8	6	3	10	4	6	13	5	9	17	10	7
New York	8	4	4	10	6	4	10	5	4	12	10	1
North Carolina	9	3	6	12	3	9	8	4	5	14	13	2
North Dakota	7	2	5	7	2	5	9	3	6	11	4	7
Ohio	8	5	3	9	6	4	—	—	—	11	9	3
Oklahoma	7	5	2	9	6	3	—	—	—	13	8	5
Oregon	7	2	5	—	—	—	10	3	7	13	4	9
Pennsylvania	10	5	5	8	4	4	—	—	—	—	—	—
Rhode Island	11	5	6	10	4	7	13	5	7	16	9	7
South Carolina	—	—	—	10	6	4	10	6	4	13	7	6
Tennessee	—	—	—	10	5	5	11	4	7	12	4	8
Texas	8	4	3	9	5	4	11	6	5	14	8	6
Utah	—	—	—	9	4	5	10	5	5	10	5	6
Vermont	—	—	—	—	—	—	12	4	8	16	9	7
Virginia	8	4	4	10	5	5	12	7	5	14	10	4
Washington	—	—	—	—	—	—	11	5	6	—	—	—
West Virginia	9	5	4	10	6	4	13	8	4	14	11	3
Wisconsin	7	4	3	9	4	5	11	7	4	16	10	6
Wyoming	8	3	4	9	4	5	10	2	8	12	4	8
Other jurisdictions												
District of Columbia	5	4	1	9	8	1	10	8	2	11	7	4
DoDEA ¹	—	—	—	—	—	—	7	2	5	6	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: South Dakota did not participate in NAEP mathematics assessments from 1990 to 2000. Detail may not sum to totals because of rounding.

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

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Table A-14
Percentage of eighth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were not permitted, by state: Various years, 1990–2000

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

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

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

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

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

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Table A-15

Percentage of fourth- and eighth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English language learners (ELL), and percentage excluded and assessed in NAEP mathematics when accommodations were permitted: Various years, 1996–2007

Student characteristics	1996	2000	2003	2005	2007
Grade 4					
SD and/or ELL					
Identified	15	18	21	21	21
Excluded	4	4	4	3	3
Assessed	11	14	17	18	19
Without accommodations	7	9	9	9	9
With accommodations	5	5	8	9	10
SD					
Identified	10	12	13	13	13
Excluded	3	3	3	2	2
Assessed	7	9	10	10	10
Without accommodations	4	5	4	3	3
With accommodations	4	4	6	7	7
ELL					
Identified	6	7	10	10	10
Excluded	1	1	1	1	1
Assessed	5	6	8	8	9
Without accommodations	3	4	6	6	6
With accommodations	2	1	2	2	3
Grade 8					
SD and/or ELL					
Identified	12	13	17	17	17
Excluded	3	4	3	3	4
Assessed	8	10	14	14	13
Without accommodations	6	7	7	6	6
With accommodations	3	3	6	8	7
SD					
Identified	9	10	13	12	12
Excluded	3	3	3	3	3
Assessed	6	7	10	10	8
Without accommodations	4	5	4	3	2
With accommodations	2	2	6	7	6
ELL					
Identified	3	4	6	6	6
Excluded	1	1	1	1	1
Assessed	2	3	5	5	5
Without accommodations	2	2	4	4	4
With accommodations	#	1	1	1	2

Rounds to zero.

NOTE: 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, 1996–2007 Mathematics Assessments.

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Table A-16
Percentage of fourth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

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

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

See notes at end of table.



NAEP 2007 Mathematics Report for New Hampshire

Table A-16
Percentage of fourth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007—Continued

State/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	3	20	10	10	23	3	20	10	10
Alabama	13	1	12	9	3	13	2	12	8	4
Alaska	32	2	30	15	15	30	2	28	13	15
Arizona	29	4	25	17	8	25	3	22	14	7
Arkansas	16	3	13	5	8	18	3	15	4	11
California	39	4	35	31	5	40	2	38	33	5
Colorado	22	3	19	5	14	25	2	24	9	15
Connecticut	16	2	14	4	10	18	1	17	4	13
Delaware	20	8	12	5	7	20	5	15	5	10
Florida	25	3	21	5	17	22	3	18	2	16
Georgia	16	2	14	6	8	15	2	13	4	9
Hawaii	18	3	16	6	9	19	1	18	7	11
Idaho	18	1	17	9	8	18	2	16	8	8
Illinois	22	3	20	9	10	23	5	18	8	10
Indiana	18	2	16	5	11	22	3	19	7	12
Iowa	18	2	16	4	12	17	1	16	4	12
Kansas	19	3	16	6	10	20	3	17	7	10
Kentucky	15	3	13	3	9	17	3	14	6	8
Louisiana	24	4	20	3	18	19	2	16	3	13
Maine	20	4	16	5	12	19	3	16	4	12
Maryland	17	4	13	5	9	16	4	12	4	9
Massachusetts	24	4	19	6	13	23	5	18	6	12
Michigan	17	4	13	4	9	15	3	12	5	7
Minnesota	19	2	17	9	9	21	2	18	8	10
Mississippi	11	2	9	5	4	11	1	10	5	6
Missouri	18	2	16	6	10	16	4	13	5	8
Montana	14	2	12	4	8	16	2	14	5	9
Nebraska	23	2	21	9	12	23	3	20	10	10
Nevada	26	3	23	13	10	32	3	29	16	13

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New Hampshire	22	2	20	5	14	21	2	18	4	14
New Jersey	18	3	15	4	11	18	2	16	2	14
New Mexico	36	3	33	15	18	32	4	29	14	15
New York	20	4	17	2	14	22	2	20	2	17
North Carolina	21	2	18	4	14	21	2	19	5	14
North Dakota	17	3	14	6	8	17	4	13	5	9
Ohio	13	3	9	2	8	17	5	12	3	9
Oklahoma	21	4	17	7	10	19	5	14	7	7
Oregon	27	4	23	11	11	26	3	23	9	14
Pennsylvania	18	3	15	4	11	18	2	16	5	11
Rhode Island	26	3	23	8	15	25	2	23	7	16
South Carolina	16	4	12	7	5	17	2	15	7	8
South Dakota	19	2	17	9	8	19	1	17	9	8
Tennessee	13	3	10	4	6	16	6	10	5	5
Texas	27	6	21	13	8	26	5	21	12	9
Utah	23	2	20	11	9	22	2	20	11	9
Vermont	18	3	15	5	10	19	2	16	4	12
Virginia	22	5	17	5	12	22	5	17	7	10
Washington	21	3	18	8	10	22	3	19	8	11
West Virginia	20	2	17	9	8	18	1	17	8	8
Wisconsin	19	2	17	5	12	21	3	18	5	13
Wyoming	19	2	17	6	11	18	2	16	6	10
Other jurisdictions										
District of Columbia	20	6	14	4	10	20	6	14	2	13
DoDEA ¹	17	2	15	6	8	17	2	15	6	9

— 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

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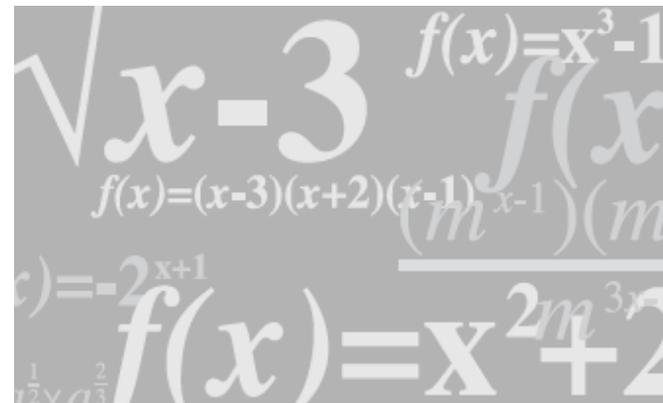
Percentage of fourth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

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

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

See notes at end of table.



NAEP 2007 Mathematics Report for New Hampshire

Table A-17
Percentage of fourth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007—Continued

State/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	3	11	4	8	14	3	11	3	8
Alabama	11	1	10	7	3	11	1	10	6	4
Alaska	15	1	14	4	10	16	1	15	4	10
Arizona	11	3	9	3	5	11	2	9	4	5
Arkansas	13	2	11	3	8	12	2	9	2	7
California	10	2	8	4	3	10	2	8	4	4
Colorado	12	2	10	2	8	12	2	11	2	9
Connecticut	13	2	11	3	8	13	1	11	2	9
Delaware	16	7	9	2	7	17	5	12	3	9
Florida	18	2	16	3	12	15	2	13	1	12
Georgia	14	2	12	5	7	12	2	10	3	7
Hawaii	11	2	10	3	7	11	1	10	2	8
Idaho	11	1	10	3	7	11	1	9	3	6
Illinois	14	2	12	4	8	15	3	11	4	8
Indiana	15	1	14	4	10	17	3	14	6	9
Iowa	14	2	13	2	11	13	1	12	2	10
Kansas	14	2	11	3	8	13	3	10	3	7
Kentucky	14	2	12	3	9	15	2	13	5	7
Louisiana	24	4	20	3	17	18	2	15	3	13
Maine	19	3	16	4	12	18	3	15	3	11
Maryland	13	3	10	3	7	12	4	9	3	6
Massachusetts	18	3	15	3	12	18	5	13	3	11
Michigan	14	4	11	3	7	13	3	10	4	7
Minnesota	13	2	11	5	6	13	2	12	4	7
Mississippi	11	2	8	5	4	10	1	9	4	6
Missouri	16	2	14	5	9	15	3	11	4	7
Montana	12	2	10	2	7	13	2	10	2	8
Nebraska	18	2	16	6	10	17	2	14	5	9
Nevada	12	3	10	3	6	13	2	11	5	6

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

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

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, 2000–2007 Mathematics Assessments.

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Table A-18
Percentage of fourth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

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

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New Hampshire	—	—	—	—	—	3	1	2	1	1
New Jersey	—	—	—	—	—	4	1	3	1	3
New Mexico	20	2	18	12	6	29	2	27	18	9
New York	6	3	3	1	2	8	3	4	2	3
North Carolina	3	1	2	1	1	5	1	4	2	2
North Dakota	1	#	1	1	#	4	#	4	3	1
Ohio	#	#	#	#	#	2	1	1	#	1
Oklahoma	5	1	5	3	1	7	1	6	5	1
Oregon	6	1	4	2	2	12	1	11	6	5
Pennsylvania	—	—	—	—	—	3	1	2	1	1
Rhode Island	7	1	6	4	2	10	2	7	4	3
South Carolina	1	1	#	#	#	2	#	2	1	#
South Dakota	—	—	—	—	—	4	#	4	2	2
Tennessee	1	1	1	1	#	1	#	1	1	#
Texas	13	2	11	8	3	16	2	14	10	4
Utah	6	1	5	3	2	12	1	10	8	3
Vermont	#	#	#	#	#	2	#	2	1	1
Virginia	4	2	2	1	1	8	2	6	2	3
Washington	—	—	—	—	—	7	1	6	4	2
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	5	1	4	2	3	7	1	6	2	3
Wyoming	2	#	2	2	#	4	#	4	3	1
Other jurisdictions										
District of Columbia	6	2	4	2	2	7	1	5	2	3
DoDEA ¹	3	1	2	2	#	6	1	5	4	2

See notes at end of table.



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Table A-18

Percentage of fourth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007—Continued

State/jurisdiction	2005						2007					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations		Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	10	1	9	7	3		11	1	10	7	3	
Alabama	2	#	2	1	#		2	#	2	2	#	
Alaska	19	1	19	11	7		16	1	15	9	6	
Arizona	20	2	18	14	5		16	2	14	11	3	
Arkansas	4	2	3	2	1		7	1	6	2	5	
California	33	3	30	28	2		34	1	33	30	3	
Colorado	11	1	11	4	7		15	#	14	7	7	
Connecticut	5	1	4	2	2		7	#	7	2	5	
Delaware	5	1	3	2	1		5	1	4	2	2	
Florida	8	1	6	1	5		8	2	7	1	5	
Georgia	3	1	2	1	1		3	#	3	1	2	
Hawaii	8	1	7	4	3		10	1	9	5	4	
Idaho	8	1	8	6	2		8	#	8	5	2	
Illinois	9	1	9	6	3		9	1	8	4	3	
Indiana	4	1	3	1	2		5	#	5	2	3	
Iowa	4	#	4	2	2		5	#	5	2	3	
Kansas	6	1	5	3	3		8	#	8	4	4	
Kentucky	1	#	1	#	1		2	#	2	1	1	
Louisiana	1	#	1	#	#		1	#	1	1	1	
Maine	1	#	1	1	#		2	#	2	1	1	
Maryland	4	1	3	1	2		4	1	4	1	3	
Massachusetts	7	1	6	3	2		6	1	5	4	2	
Michigan	3	1	3	1	1		2	#	2	1	1	
Minnesota	7	1	7	4	3		8	1	7	4	3	
Mississippi	1	#	#	#	#		1	#	1	1	#	
Missouri	3	#	2	1	1		2	#	2	1	1	
Montana	3	#	3	2	1		4	#	4	2	2	
Nebraska	7	1	7	4	3		8	1	7	5	2	
Nevada	17	1	15	10	5		22	2	21	11	9	

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New Hampshire	3	#	2	2	1	3	#	2	1	1
New Jersey	3	1	3	1	1	4	#	3	#	3
New Mexico	25	1	24	13	11	23	2	21	12	9
New York	6	1	5	1	4	9	1	8	1	7
North Carolina	6	1	6	2	4	7	1	7	2	4
North Dakota	2	#	1	1	#	3	1	2	1	1
Ohio	1	#	1	#	#	3	1	2	1	1
Oklahoma	6	1	5	3	2	5	#	5	4	1
Oregon	14	1	12	7	5	13	1	12	5	7
Pennsylvania	2	#	2	1	1	2	#	2	1	1
Rhode Island	7	1	6	2	4	7	1	6	3	4
South Carolina	2	#	2	1	#	4	#	4	2	1
South Dakota	4	#	3	2	2	4	#	4	3	1
Tennessee	2	1	2	1	#	2	#	2	1	1
Texas	15	2	13	9	4	16	2	14	9	5
Utah	12	1	11	7	4	12	1	11	8	4
Vermont	2	#	2	1	1	3	#	2	1	1
Virginia	8	1	7	2	5	8	1	7	3	4
Washington	9	1	8	5	3	9	1	8	4	4
West Virginia	#	#	#	#	#	1	#	1	1	#
Wisconsin	6	1	6	2	3	7	1	6	2	4
Wyoming	5	#	4	3	1	4	#	4	2	1
Other jurisdictions										
District of Columbia	5	1	4	1	2	8	2	6	1	5
DoDEA ¹	8	1	7	4	2	7	1	5	3	2

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

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, 2000–2007 Mathematics Assessments.

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Table A-19

Percentage of eighth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

State/jurisdiction	2000					2003				
	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	19	4	15	8	7
Alabama	14	6	8	7	1	14	2	11	9	3
Alaska	—	—	—	—	—	23	1	22	14	8
Arizona	19	3	16	11	4	24	4	20	15	6
Arkansas	14	2	11	8	4	17	2	15	7	8
California	27	4	22	17	5	27	3	25	22	3
Colorado	—	—	—	—	—	15	2	14	5	8
Connecticut	16	6	10	6	4	17	4	13	5	8
Delaware	—	—	—	—	—	18	9	9	3	6
Florida	—	—	—	—	—	19	3	16	5	11
Georgia	11	5	6	3	3	13	2	11	5	6
Hawaii	20	5	15	13	2	20	4	17	8	9
Idaho	14	2	12	8	4	15	1	14	9	5
Illinois	15	5	11	7	3	18	4	14	4	9
Indiana	12	3	9	6	3	15	2	13	6	7
Iowa	—	—	—	—	—	17	2	15	6	9
Kansas	14	3	10	8	3	16	3	13	4	9
Kentucky	14	4	9	5	4	14	4	9	4	5
Louisiana	13	3	10	4	6	16	5	12	2	10
Maine	15	3	12	7	5	17	4	13	5	8
Maryland	13	3	11	7	4	16	4	12	7	5
Massachusetts	19	3	17	8	9	18	3	15	4	11
Michigan	11	4	7	5	2	15	5	10	4	6
Minnesota	15	2	13	11	3	16	2	14	8	6
Mississippi	11	5	5	4	1	9	5	4	3	2
Missouri	15	3	12	5	7	16	4	12	3	9
Montana	12	2	9	6	3	14	2	12	5	6
Nebraska	13	4	10	7	2	16	4	13	7	5
Nevada	16	4	12	8	5	18	2	16	9	6

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New Hampshire	—	—	—	—	—	20	3	16	6	10
New Jersey	—	—	—	—	—	18	2	16	2	14
New Mexico	25	7	18	14	4	32	2	30	16	14
New York	16	4	12	5	7	20	5	15	3	12
North Carolina	16	5	11	4	7	18	4	15	3	12
North Dakota	11	2	9	8	2	16	1	14	7	7
Ohio	11	4	7	4	3	13	5	8	3	5
Oklahoma	15	4	11	8	3	19	2	17	10	7
Oregon	17	3	14	8	6	20	3	16	11	6
Pennsylvania	—	—	—	—	—	15	2	14	3	11
Rhode Island	20	3	16	12	4	23	4	20	7	13
South Carolina	13	4	9	7	2	15	7	8	5	4
South Dakota	—	—	—	—	—	13	2	11	6	6
Tennessee	13	2	10	9	1	16	3	13	12	1
Texas	20	8	12	10	2	20	7	13	11	2
Utah	14	3	11	8	3	16	3	14	9	5
Vermont	17	3	14	10	4	18	3	15	7	7
Virginia	15	6	9	5	4	17	7	10	4	6
Washington	—	—	—	—	—	16	2	14	10	5
West Virginia	15	3	12	4	8	16	3	14	5	9
Wisconsin	17	4	13	6	6	17	3	14	3	11
Wyoming	13	1	12	9	3	17	1	15	6	10
Other jurisdictions										
District of Columbia	15	6	9	3	6	20	6	14	5	9
DoDEA ¹	9	1	8	6	2	11	1	10	4	6

See notes at end of table.



NAEP 2007 Mathematics Report for New Hampshire

Table A-19

Percentage of eighth-grade public school students identified as students with disabilities and/or English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007—Continued

State/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	4	15	7	8	18	4	14	6	8
Alabama	14	1	13	10	3	14	3	11	9	2
Alaska	27	2	25	14	11	26	4	22	13	9
Arizona	23	5	18	12	6	19	3	15	9	6
Arkansas	15	3	12	5	7	15	2	13	3	10
California	28	2	25	21	4	28	2	26	21	5
Colorado	17	3	14	5	9	16	2	14	4	10
Connecticut	16	3	13	5	9	16	2	15	4	11
Delaware	18	11	7	4	3	16	7	10	3	7
Florida	21	3	18	4	13	19	3	15	2	13
Georgia	14	2	11	4	7	11	5	7	3	4
Hawaii	20	3	17	8	9	19	2	18	8	10
Idaho	17	2	15	8	7	15	2	13	7	7
Illinois	18	3	14	4	11	18	6	12	3	9
Indiana	17	4	13	3	10	18	6	13	3	9
Iowa	17	3	15	4	10	18	2	15	3	12
Kansas	17	4	13	4	9	16	4	12	5	8
Kentucky	12	3	9	2	6	14	7	8	2	6
Louisiana	15	4	11	1	10	13	3	10	1	9
Maine	19	5	14	5	9	18	5	13	4	9
Maryland	13	4	9	4	4	13	7	6	2	4
Massachusetts	20	6	13	4	10	20	9	11	3	7
Michigan	16	4	12	4	8	15	5	11	3	8
Minnesota	18	2	15	8	7	16	2	14	6	8
Mississippi	10	3	7	3	3	11	2	9	2	7
Missouri	15	4	11	3	8	15	5	10	3	7
Montana	16	2	14	5	9	17	3	14	4	9
Nebraska	16	1	14	6	9	15	3	13	5	8
Nevada	19	2	17	10	7	20	4	17	9	8

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New Hampshire	19	2	17	6	11	21	3	17	6	12
New Jersey	18	4	15	2	12	18	3	15	2	12
New Mexico	30	3	26	13	13	26	3	23	14	9
New York	19	4	15	2	13	18	3	14	1	14
North Carolina	17	3	15	3	12	17	2	15	3	12
North Dakota	17	4	13	4	8	16	6	10	3	7
Ohio	14	6	9	2	7	16	7	9	2	7
Oklahoma	20	4	15	7	8	18	8	9	5	5
Oregon	19	3	16	9	8	19	3	16	8	8
Pennsylvania	16	3	13	3	10	17	4	13	3	10
Rhode Island	21	3	18	7	11	20	3	17	5	12
South Carolina	15	6	9	5	4	15	5	10	4	5
South Dakota	14	2	11	4	7	12	2	9	3	6
Tennessee	15	5	11	5	5	13	6	7	4	3
Texas	19	6	13	9	4	17	6	12	7	5
Utah	17	2	14	6	8	18	3	15	8	7
Vermont	19	4	15	7	9	21	4	16	5	11
Virginia	18	5	13	5	8	17	7	11	4	7
Washington	16	2	13	5	8	16	4	13	5	8
West Virginia	17	3	14	6	8	17	2	15	6	10
Wisconsin	18	4	13	3	10	18	5	13	2	11
Wyoming	17	2	15	5	10	15	2	13	4	9
Other jurisdictions										
District of Columbia	19	6	14	2	11	21	10	11	3	8
DoDEA ¹	13	2	11	4	7	12	2	10	3	7

— 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

NAEP 2007 Mathematics Report for New Hampshire

Table A-20

Percentage of eighth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

State/jurisdiction	2000					2003				
	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	14	3	11	5	6
Alabama	14	6	7	7	1	13	2	11	8	3
Alaska	—	—	—	—	—	15	1	14	6	8
Arizona	11	2	9	6	2	11	3	9	4	4
Arkansas	13	2	11	7	4	15	1	13	6	7
California	10	3	7	5	3	11	1	9	7	2
Colorado	—	—	—	—	—	12	1	10	4	7
Connecticut	14	5	9	6	3	14	3	11	4	7
Delaware	—	—	—	—	—	16	8	8	3	5
Florida	—	—	—	—	—	14	2	12	3	9
Georgia	9	4	6	3	3	11	2	10	4	6
Hawaii	15	4	11	10	2	16	3	13	5	8
Idaho	11	2	9	6	3	10	1	10	6	4
Illinois	11	3	8	5	3	15	4	12	3	8
Indiana	11	3	8	5	3	14	2	11	5	6
Iowa	—	—	—	—	—	16	2	14	5	9
Kansas	12	3	9	6	3	13	2	11	3	8
Kentucky	12	4	8	4	4	13	4	9	4	5
Louisiana	12	2	10	4	6	16	4	11	2	9
Maine	14	3	12	7	4	16	4	12	5	7
Maryland	12	2	10	7	4	14	3	10	6	5
Massachusetts	16	2	15	7	8	16	2	14	4	10
Michigan	10	4	7	5	2	13	4	8	3	5
Minnesota	12	1	11	9	2	13	2	11	6	5
Mississippi	10	5	5	4	1	9	5	4	2	2
Missouri	14	3	12	5	7	15	4	12	3	9
Montana	12	2	9	6	3	12	2	10	5	6
Nebraska	11	3	8	6	2	14	3	11	6	5

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

See notes at end of table.



NAEP 2007 Mathematics Report for New Hampshire

Table A-20

Percentage of eighth-grade public school students identified as students with disabilities, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007—Continued

State/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	3	10	3	7	13	4	9	2	6
Alabama	13	1	12	9	3	12	3	9	7	2
Alaska	14	2	12	3	10	12	4	8	3	6
Arizona	10	3	7	3	4	11	3	8	3	5
Arkansas	14	3	11	5	7	12	2	10	2	8
California	9	2	8	4	3	9	2	7	4	3
Colorado	10	2	9	2	6	10	2	9	1	7
Connecticut	13	2	11	4	7	13	1	12	3	9
Delaware	15	10	5	2	3	14	6	8	2	6
Florida	16	2	14	3	11	13	2	11	1	10
Georgia	12	2	9	3	6	9	5	5	2	3
Hawaii	14	2	12	5	7	13	1	12	4	7
Idaho	12	2	10	4	6	10	1	8	3	5
Illinois	15	3	13	2	10	14	5	9	2	8
Indiana	15	4	11	2	9	15	5	10	2	8
Iowa	15	2	13	3	10	15	2	13	2	11
Kansas	14	3	10	2	8	12	4	9	2	7
Kentucky	11	3	8	2	6	13	6	7	2	5
Louisiana	14	4	10	1	9	12	3	9	1	8
Maine	18	4	14	5	8	17	5	12	3	9
Maryland	11	4	7	3	4	11	7	4	1	3
Massachusetts	17	6	12	2	9	17	9	8	2	6
Michigan	14	4	10	2	7	14	4	9	2	8
Minnesota	12	2	10	4	6	12	2	10	3	7
Mississippi	9	3	6	3	3	11	2	8	2	6
Missouri	14	4	10	2	8	13	5	9	2	6
Montana	13	2	11	3	8	13	3	10	2	8
Nebraska	13	1	12	4	8	13	2	11	3	7
Nevada	11	2	9	4	5	12	3	9	4	5

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

— 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

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Table A-21

Percentage of eighth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP mathematics when accommodations were permitted, by state: Various years, 2000–2007

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

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New Jersey	—	—	—	—	—	3	1	2	#	2
New Mexico	11	2	9	7	2	20	1	19	11	7
New York	6	2	4	3	1	6	2	4	1	3
North Carolina	2	1	1	1	#	4	1	3	1	2
North Dakota	1	#	1	1	#	2	#	2	1	1
Ohio	2	1	1	#	#	1	#	1	#	#
Oklahoma	2	#	1	1	#	5	1	5	3	1
Oregon	5	1	4	3	1	7	1	6	4	2
Pennsylvania	—	—	—	—	—	2	#	2	1	1
Rhode Island	4	1	3	2	1	5	2	4	2	2
South Carolina	1	#	#	#	#	1	#	1	1	#
South Dakota	—	—	—	—	—	3	#	3	2	1
Tennessee	1	1	1	1	#	3	1	2	2	#
Texas	8	2	6	5	1	8	2	6	5	1
Utah	4	#	3	3	1	7	1	6	5	2
Vermont	1	1	1	#	#	1	#	1	1	#
Virginia	3	1	2	1	1	4	2	2	1	1
Washington	—	—	—	—	—	5	1	4	3	1
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	2	1	1	1	1	3	1	2	1	1
Wyoming	2	#	2	2	#	3	#	3	2	1
Other jurisdictions										
District of Columbia	4	2	2	1	2	5	1	4	2	2
DoDEA ¹	3	1	2	2	#	5	1	4	2	1

See notes at end of table.



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Table A-22

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL), and percentage excluded and assessed in NAEP mathematics, by SD/ELL category and urban district: 2003, 2005, and 2007

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

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Nation (public)	11	1	9	7	2	10	1	9	7	3
Large central city (public)	21	3	18	14	4	21	2	19	14	5
Atlanta	2	#	2	1	#	2	#	2	1	1
Austin	—	—	—	—	—	25	5	20	11	9
Boston	18	3	15	8	7	15	3	12	9	3
Charlotte	8	2	6	2	4	10	1	8	4	4
Chicago	20	5	15	13	2	18	2	16	12	4
Cleveland	4	1	2	1	1	4	1	3	2	2
District of Columbia	7	1	5	2	3	5	1	4	1	2
Houston	35	4	31	14	17	37	4	33	15	18
Los Angeles	56	2	53	47	6	54	4	50	45	5
New York City	13	6	7	3	4	12	3	9	1	8
San Diego	34	2	32	30	2	36	3	33	30	3

See notes at end of table.

RIDE THE WAVES - MATH, ALGEBRA, GEOMETRY

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Table A-22
Percentage of fourth-grade public school students identified as students with disabilities (SD)
and/or English language learners (ELL), and percentage excluded and assessed in NAEP
mathematics, by SD/ELL category and urban district: 2003, 2005, and 2007—Continued

SD/ELL category and district	2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL					
Nation (public)	23	3	20	10	10
Large central city (public)	33	4	29	17	12
Atlanta	12	2	11	4	7
Austin	40	5	34	17	18
Boston	47	5	42	25	17
Charlotte	22	3	19	7	12
Chicago	32	5	26	17	10
Cleveland	23	13	10	1	8
District of Columbia	20	6	14	2	13
Houston	45	4	41	23	18
Los Angeles	53	1	51	44	8
New York City	29	2	27	2	25
San Diego	46	3	43	36	7
SD					
Nation (public)	14	3	11	3	8
Large central city (public)	13	3	10	3	7
Atlanta	10	2	8	4	5
Austin	13	4	9	2	7
Boston	22	4	18	3	15
Charlotte	12	2	10	2	8
Chicago	14	4	10	4	6
Cleveland	17	13	5	#	4
District of Columbia	14	5	9	1	8
Houston	10	3	7	2	4
Los Angeles	11	1	9	4	5
New York City	16	1	15	1	14
San Diego	12	2	9	4	5
ELL					
Nation (public)	11	1	10	7	3
Large central city (public)	22	1	21	14	6
Atlanta	3	#	2	#	2
Austin	29	2	27	15	12
Boston	31	2	28	22	6
Charlotte	11	2	10	5	5
Chicago	20	2	18	13	5
Cleveland	7	1	5	1	4
District of Columbia	8	2	6	1	5
Houston	38	2	36	21	15
Los Angeles	48	1	47	42	5
New York City	17	2	15	1	13
San Diego	40	1	38	34	4

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

Rounds to zero.

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NOTE: 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. As of 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.



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Table A-23

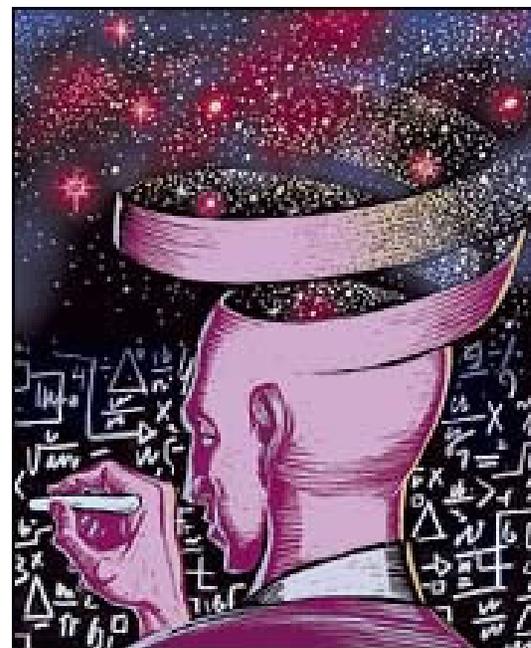
Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL), and percentage excluded and assessed in NAEP mathematics, by SD/ELL category and urban district: 2003, 2005, and 2007

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

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

See notes at end of table.



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Table A-23

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL), and percentage excluded and assessed in NAEP mathematics, by SD/ELL category and urban district: 2003, 2005, and 2007—Continued

SD/ELL category and district	2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL					
Nation (public)	18	4	14	6	8
Large central city (public)	23	4	19	10	9
Atlanta	11	3	8	2	6
Austin	29	5	23	16	8
Boston	27	8	18	6	12
Charlotte	20	3	18	6	12
Chicago	23	6	17	5	12
Cleveland	24	13	11	2	9
District of Columbia	21	10	11	3	8
Houston	22	6	16	10	6
Los Angeles	33	2	31	25	6
New York City	22	2	20	1	19
San Diego	28	4	24	19	5
SD					
Nation (public)	13	4	9	2	6
Large central city (public)	13	4	9	3	6
Atlanta	11	3	7	2	5
Austin	16	4	12	7	5
Boston	19	7	12	3	9
Charlotte	13	2	11	2	10
Chicago	17	5	13	3	10
Cleveland	20	13	7	1	6
District of Columbia	17	9	8	2	6
Houston	13	5	8	4	4
Los Angeles	10	2	8	3	5
New York City	13	1	12	1	11
San Diego	11	4	7	3	4
ELL					
Nation (public)	7	1	6	4	2
Large central city (public)	13	1	11	7	4
Atlanta	1	#	1	#	1
Austin	16	2	13	10	3
Boston	9	2	7	4	3
Charlotte	9	1	7	4	3
Chicago	7	2	5	2	3
Cleveland	5	1	4	1	3
District of Columbia	4	1	3	1	2
Houston	12	2	10	7	2
Los Angeles	28	1	27	23	4
New York City	11	1	10	1	9
San Diego	21	2	19	17	3

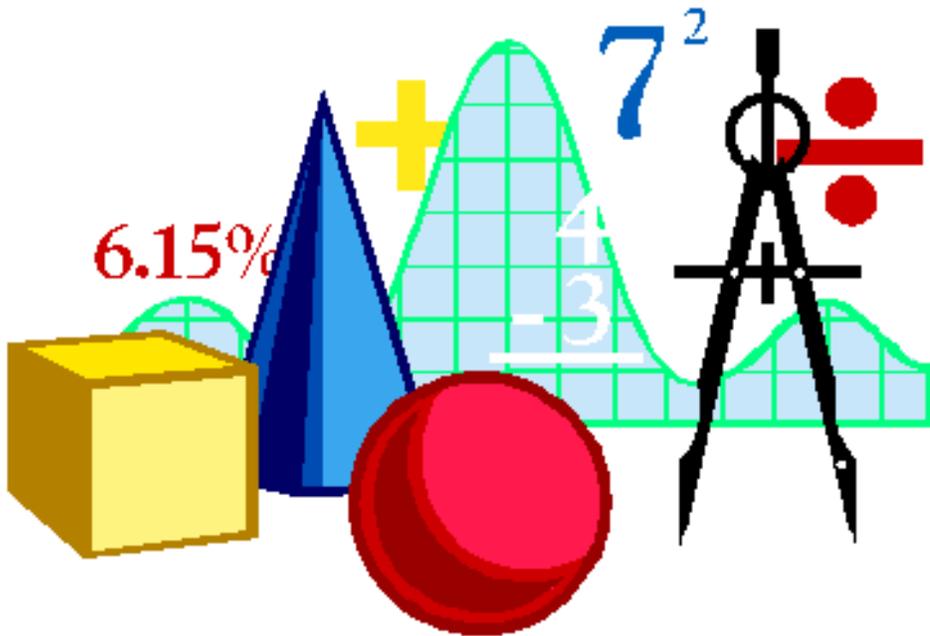
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— Not available. The district did not participate in 2003.

Rounds to zero.

NOTE: 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. As of 2005, "large central city" includes nationally representative public schools located in large central cities (population of 250,000 or more) within a Metropolitan Statistical Area (MSA). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.



Data Analysis and IRT Scaling

After the professional scoring, all information was transcribed into the NAEP database at ETS. Each processing activity was conducted with rigorous quality control. After the assessment information was compiled in the database, the data were weighted according to the population structure. The weighting for the national and state samples reflected the probability of selection for each student as a result of the sampling design, adjusted for nonresponse.⁷

Analyses were then conducted to determine the percentages of students who gave various responses to each cognitive and background question. In determining these percentages for the cognitive questions, a distinction was made between missing responses at the end of a block (i.e., missing responses after the last question the student answered) and missing responses before the last observed response. Missing responses before the last observed response were considered intentional omissions. In analysis, omitted responses to multiple-choice items were scored as fractionally correct.⁸ Omitted responses for constructed-response items were placed into the lowest score category. Missing responses after the last observed response were considered “not reached” and treated as if the questions had not been presented to the student. In calculating response percentages for each question, only students classified as having been presented the question were included in the denominator of the statistic.

It is standard NAEP practice to treat all nonrespondents to the last question in a block as if they had not reached the question. For multiple-choice and short constructed-response questions, this practice produces a reasonable pattern of results in that the proportion reaching the last question is not dramatically smaller than the proportion reaching the next-to-last question. However, for mathematics blocks that ended with extended constructed-response questions, there may be extremely large drops in the proportion of students attempting some of the final questions. Therefore, for blocks ending with an extended constructed-response question, students who answered the next-to-last question, but did not respond to the extended constructed-response question, were classified as having intentionally omitted the last question.

Item Response Theory (IRT) was used to estimate average mathematics scale scores for the nation and for various subgroups of interest within the nation. IRT models the probability of answering a question in a certain way as a mathematical function of proficiency or skill. The main purpose of IRT analysis is to provide a common scale on which performance can be compared among groups, such as those defined by characteristics including gender and

race/ethnicity, even when students receive different blocks of items. One desirable feature of IRT is that it locates items and students on this common scale. In contrast to classical test theory, IRT does not rely solely on the total number of correct item responses, but uses the particular patterns of student responses to items in determining the student location on the scale. As a result, adding items that function at a particular point on the scale to the assessment does not change the location of the students on the scale, even though students may respond correctly to more items. It does increase the relative precision with which students are measured, particularly those students whose scale locations are close to the additional items.

The results for 1990, 1992, 1996, 2000, 2003, 2005, and 2007 are presented on the NAEP mathematics composite scale. For the NAEP mathematics assessment, a scale ranging from 0 to 500 was used to report performance in each of the five mathematics content areas at each grade: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The scales summarize student performance across all three types of questions in the assessment (multiple-choice, short constructed-response, and extended constructed-response).

In producing these content-area scales, three distinct IRT models were used. Multiple-choice questions were scaled using the three-parameter logistic (3PL) model; short constructed-response questions rated as acceptable or unacceptable were scaled using the two-parameter logistic (2PL) model; and short constructed-response questions rated according to a three-level guide, as well as extended constructed-response questions rated on a four- or five-level guide, were scaled using a generalized partial-credit (GPC) model.⁹ Developed by ETS and first used in 1992, the GPC model permits the scaling of questions scored according to multipoint rating schemes. The model takes full advantage of the information available from each of the student response categories used for these more complex constructed-response questions.¹⁰

Because the NAEP design gives each student a small proportion of the pool of assessment items, the assessment cannot provide reliable information about individual performance. Traditional test scores for individual students, even those based on IRT, would result in misleading estimates of population characteristics, such as subgroup means and percentages of students at or above a certain scale-score level. However, it is NAEP's goal to estimate these population characteristics. NAEP's objectives can be achieved with methodologies that produce estimates of the population-level parameters directly, without the intermediary computation of estimates of individuals. This is accomplished using marginal estimation

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scaling model techniques for latent variables.¹¹ Under the assumptions of the scaling models, these population estimates will be consistent in the sense that the estimates approach the model-based population values as the sample size increases. This would not be the case for population estimates obtained by aggregating optimal estimates of individual performance.¹²



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 because they cannot ask all the 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-25 and A-26 show the average national scale score for the NAEP 1990–2007 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 from this report, the reader can consult the NAEP Data Explorer tool on the NCES website at <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 mathematics 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.

MESMERIZE WITH MATHEMATICS

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Table A-25

Average scale scores and standard errors for public and nonpublic school students in NAEP mathematics, by grade: Various years, 1990–2007

Grade	Accommodations not permitted			Accommodations permitted				
	1990	1992	1996	1996	2000	2003	2005	2007
Grade 4	213 (0.9) *	220 (0.7) *	224 (0.9) *	224 (1.0) *	226 (0.9) *	235 (0.2) *	238 (0.1) *	240 (0.2)
Grade 8	263 (1.3) *	268 (0.9) *	272 (1.1) *	270 (0.9) *	273 (0.8) *	278 (0.3) *	279 (0.2) *	281 (0.3)

* Significantly different ($p < .05$) from 2007.

NOTE: Standard errors of the estimated scale scores appear in parentheses. Beginning in 2003, NAEP mathematics sample sizes have increased 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, 1990–2007 Mathematics Assessments.

Table A-26

Percentage of public and nonpublic school students and standard errors in NAEP mathematics, by achievement-level performance, grade, and assessment year: Various years, 1990–2007

Grade and year	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						
1990	50 (1.4) *	37 (1.5) *	12 (1.1) *	1 (0.4) *	50 (1.4) *	13 (1.2) *
1992	41 (1.0) *	41 (1.0)	16 (1.0) *	2 (0.3) *	59 (1.0) *	18 (1.0) *
1996	36 (1.2) *	43 (0.9)	19 (0.8) *	2 (0.3) *	64 (1.2) *	21 (0.9) *
Accommodations permitted						
1996	37 (1.3) *	43 (1.0)	19 (0.9) *	2 (0.3) *	63 (1.3) *	21 (1.1) *
2000	35 (1.3) *	42 (1.1)	21 (0.9) *	3 (0.3) *	65 (1.3) *	24 (1.0) *
2003	23 (0.3) *	45 (0.3) *	29 (0.3) *	4 (0.1) *	77 (0.3) *	32 (0.3) *
2005	20 (0.2) *	44 (0.2) *	31 (0.2) *	5 (0.1) *	80 (0.2) *	36 (0.2) *
2007	18 (0.2)	43 (0.3)	34 (0.3)	6 (0.1)	82 (0.2)	39 (0.3)
Grade 8						
Accommodations not permitted						
1990	48 (1.4) *	37 (1.1) *	13 (1.0) *	2 (0.3) *	52 (1.4) *	15 (1.1) *
1992	42 (1.1) *	37 (0.8) *	18 (0.8) *	3 (0.4) *	58 (1.1) *	21 (1.0) *
1996	38 (1.1) *	39 (1.0)	20 (0.8) *	4 (0.5) *	62 (1.1) *	24 (1.1) *
Accommodations permitted						
1996	39 (1.0) *	38 (0.9)	20 (0.9) *	4 (0.4) *	61 (1.0) *	23 (1.0) *
2000	37 (0.9) *	38 (0.7)	21 (0.6) *	5 (0.4) *	63 (0.9) *	26 (0.8) *
2003	32 (0.3) *	39 (0.2)	23 (0.2) *	5 (0.1) *	68 (0.3) *	29 (0.3) *
2005	31 (0.2) *	39 (0.2)	24 (0.2) *	6 (0.1) *	69 (0.2) *	30 (0.2) *
2007	29 (0.3)	39 (0.2)	25 (0.2)	7 (0.2)	71 (0.3)	32 (0.3)

* Significantly different ($p < .05$) from 2007.

NOTE: Standard errors of the estimated percentages appear in parentheses. Beginning in 2003, NAEP mathematics sample sizes have increased compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

Caution in Interpretations

As previously stated, the NAEP mathematics 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. The effects of exclusion-rate changes for small subgroups may be more marked for small groups than they are for the whole population. Another reason for caution is that 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.

¹ National Council of Teachers of Mathematics. (1989). *Curriculum and Evaluation Standards for School Mathematics*. Reston, VA: Author.

¹ National Assessment of Educational Progress. (1988). *Mathematics Objectives: 1990 Assessment*. Princeton, NJ: Author.

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

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

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

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

¹ Weighting procedures are described more fully in the "Weighting and Variance Estimation" section in this document. Additional information about the use of weighting procedures will be included in the technical documentation section of the NAEP website (<http://nces.ed.gov/nationsreportcard>).

¹ Lord, F.M. (1980). *Applications of Item Response Theory to Practical Testing Problems*, p. 229. Hillsdale, NJ: Lawrence Erlbaum Associates.

¹ Muraki, E. (1992). A Generalized Partial Credit Model: Application of an EM Algorithm. *Applied Psychological Measurement*, 16(2): 159–176.

¹ More detailed information regarding the IRT analyses used in NAEP will be included in the technical documentation section of the NAEP website (<http://nces.ed.gov/nationsreportcard>).

¹ Mislevy, R.J., and Sheehan, K.M. (1987). Marginal Estimation Procedures. In A.E. Beaton (Ed.) *Implementing the New Design: The NAEP 1983–1984 Technical Report* (Technical Rep. No. 15-TR-20), pp. 293–260. Princeton, NJ: Educational Testing Service.

¹ For theoretical and empirical justification of the procedures employed, see Mislevy, R. J. (1988). Randomization-Based Inferences About Latent Variables From Complex Samples. *Psychometrika*, 56(2), 177–196.

Where to Find More Information

The NAEP Mathematics Assessment

The latest news about the NAEP 2007 mathematics assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/mathematics/results/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The Nation's Report Card: Mathematics 2007 may be ordered or downloaded at the NAEP website.

The *Mathematics Framework for the 2007 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at http://nagb.org/frameworks/m_framework_05/761607-Math%20Framework.pdf

Additional Results from the Mathematics Assessment

For more findings from the 2007 mathematics assessments, refer to the NAEP 2007 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/tdw/>.

Publications on the inclusion of students with disabilities and English language learners

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

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

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

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

To Order Publications

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

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

Call toll free: 1-877-4ED Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244

The NAEP State Report Generator was developed for the NAEP 2007 reports by Phillip Leung, Anthony Lutkus, Paul Gazzillo, Mike Narcowich, Ming Kuang, Jan Lukas, and Linda Myers.

What is the Nation's Report Card™?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the only continuing and nationally representative measure of achievement in various subjects over time. *The Nation's Report Card* compares performance among states, urban districts, public and private schools, and student demographic groups.

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects. By making objective information available on student performance 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 and relevant variables is collected. The privacy of individual students is protected, and the identities of participating schools are not released.

NAEP is a congressionally authorized project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. By law, the Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state officials, educators, business representatives and members of the general public. The Governing Board's mission is, "to ensure equal access to education and to promote educational excellence throughout the nation."

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