D Nebraska

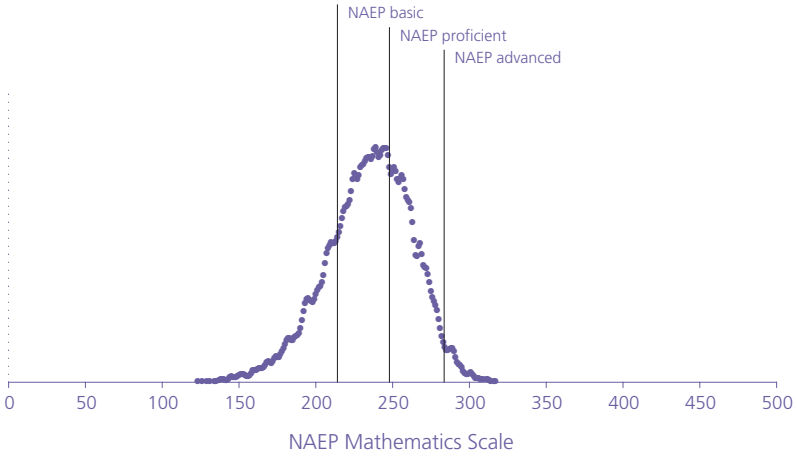
Through the School-based Teacher-led Assessment and Reporting System (STARS), Nebraska administers exams in grades 4 and 8 in reading and mathematics. Nebraska alternates reading and mathematics exams by the year: the state tested reading in 2001 and 2003 and mathematics in 2000 and 2002. Nebraska uses one achievement level for reporting purposes: *meeting the standard*. Because Nebraska alternates reading and mathematics tests, there are no mathematics data available for 2003. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

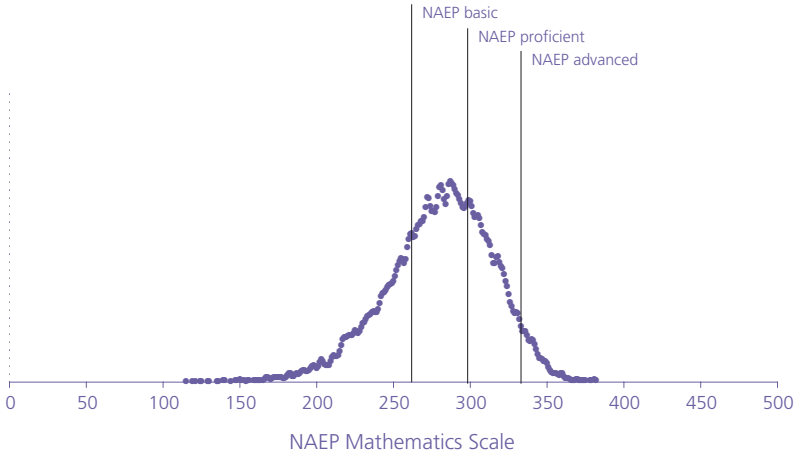
Because 2003 state mathematics assessment data do not exist for Nebraska, no comparisons to NAEP were possible.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	18.0	20.2	13.2	16.3
English language learner	3.0	4.0	1.8	2.1
Student with disability	14.9	15.1	11.1	13.5
Both	0.2	1.1	0.2	0.6
Excluded	3.4	3.0	3.6	3.5
English language learner	1.2	0.6	0.4	0.8
Student with disability	2.3	1.9	2.9	2.6
Both	#	0.5	0.2	0.1
Accommodated	4.3	8.7	2.2	5.3
English language learner	0.4	0.9	0.3	0.2
Student with disability	3.9	7.4	1.9	4.8
Both	#	0.4	#	0.3

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

D Nevada

Nevada administers the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Black students to provide a reliable comparison. Nevada uses four achievement levels for reporting purposes: *Level 1* (*below the standard*), *Level 2* (*approaching the standard*), *Level 3* (*meeting the standard*), and *Level 4* (*exceeding the standard*). Before 2003, when the ITBS was implemented, students took the TerraNova, and scores were reported by percentile rank only. Because of this switch in tests, direct comparisons cannot be made between ITBS scores from 2003 and TerraNova scores from 2000. Therefore, trend graphs are not included in this report. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

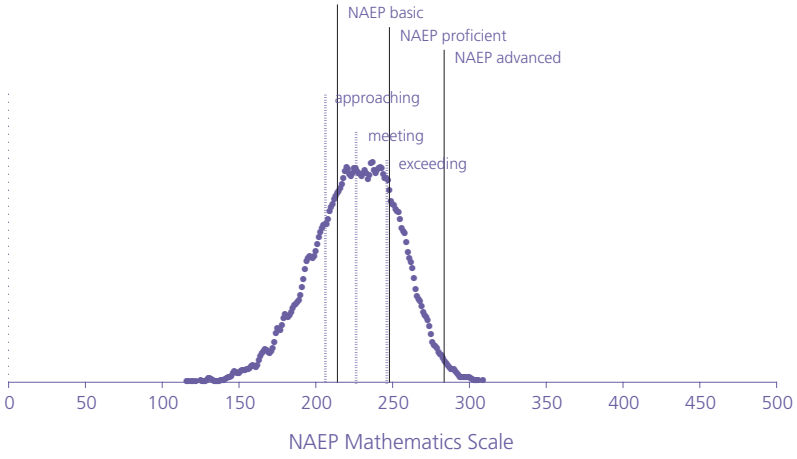
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 4 and 63 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in mathematics in grades 4 and 7 in 2003. Overall, the Hispanic-White gap in grades 4 and 7 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, the poverty gap in grade 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grade 7 in 2003.

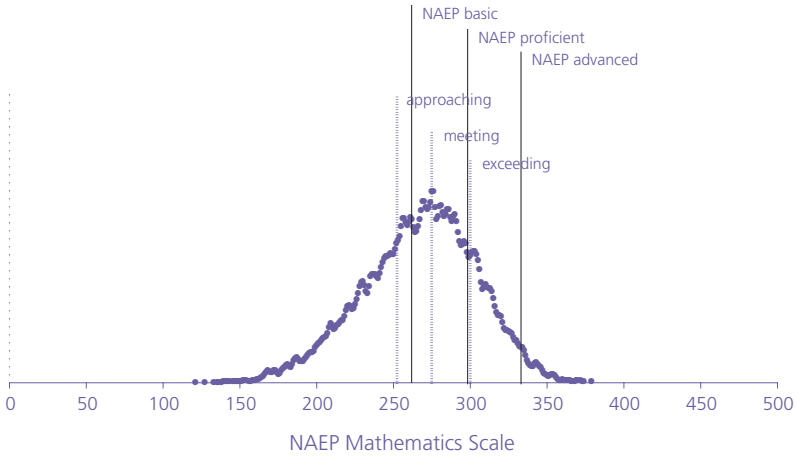
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



grade 8 (state 7th grade standards)



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 7	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Approaching:2	0.78	0.014	0.77	0.019
Meeting:3	0.81	0.034	0.82	0.011
Exceeding:4	0.78	0.015	0.77	0.020

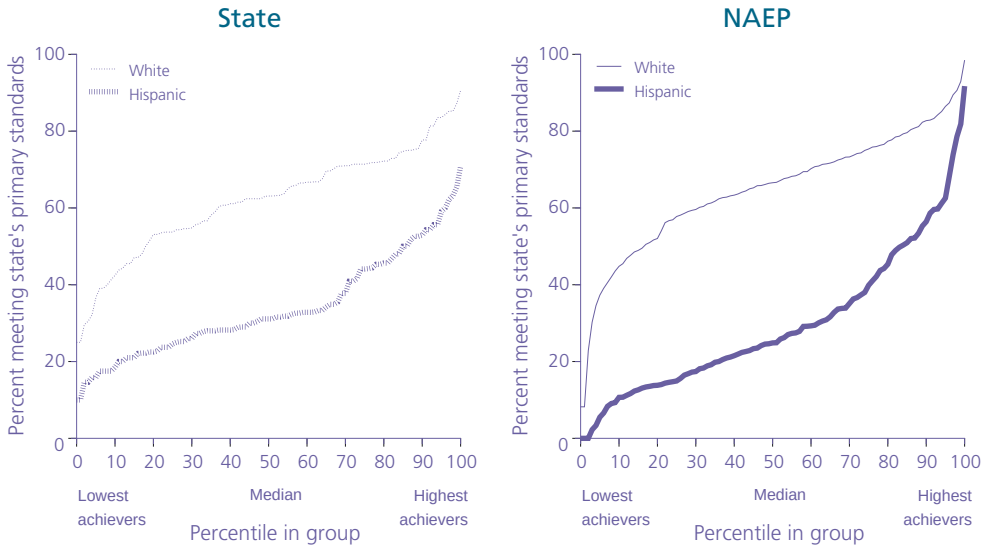
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

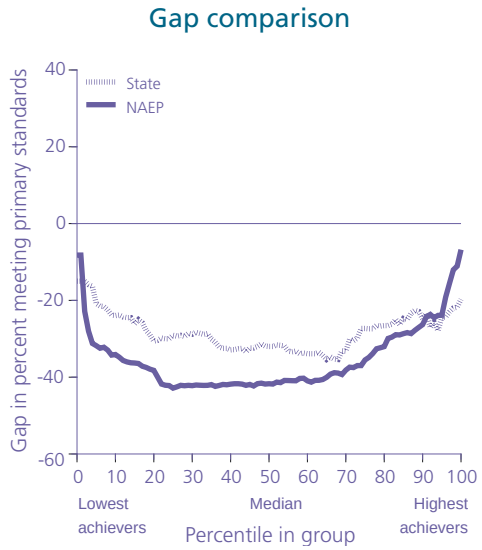
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	19.8	26.4	15.9	18.0
English language learner	9.8	13.5	4.4	5.8
Student with disability	8.8	9.6	10.9	10.5
Both	1.2	3.3	0.6	1.7
Excluded	6.8	4.3	3.6	2.4
English language learner	3.4	1.7	1.0	0.5
Student with disability	2.6	1.8	2.3	1.4
Both	0.8	0.8	0.3	0.5
Accommodated	5.0	7.8	4.7	6.3
English language learner	1.1	2.4	0.3	1.0
Student with disability	3.7	4.2	4.3	4.7
Both	0.2	1.2	0.1	0.6

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



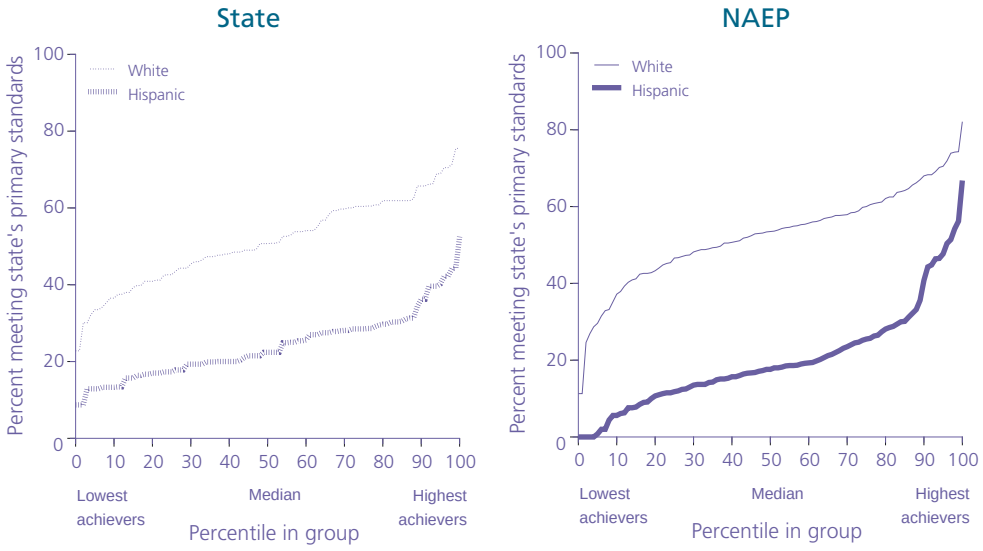


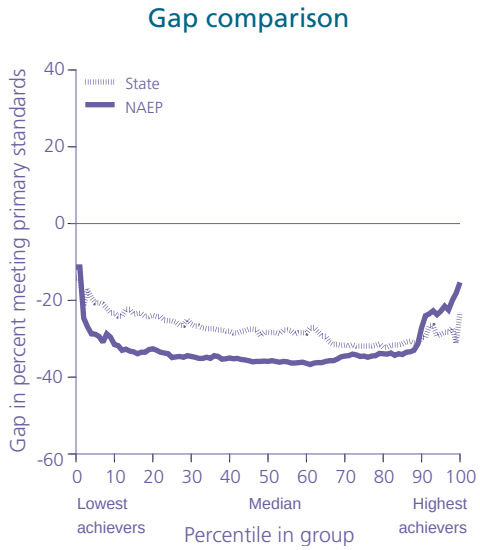
Population	Average NAEP-state gap difference
Overall	-7.2 *
Lower half	-11.4 *
Upper half	-3.3
Lower quarter	-9.4 *
Middle half	-9.9 *
Upper quarter	0.1

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003





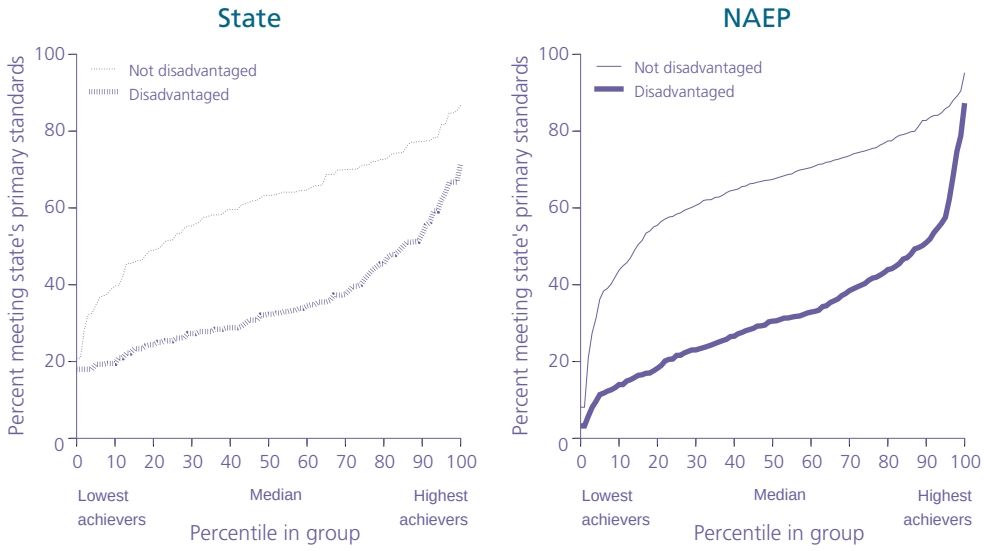
Population	Average NAEP-state gap difference
Overall	-5.1 *
Lower half	-7.6 *
Upper half	-2.3
Lower quarter	-7.3 *
Middle half	-7.2 *
Upper quarter	1.5

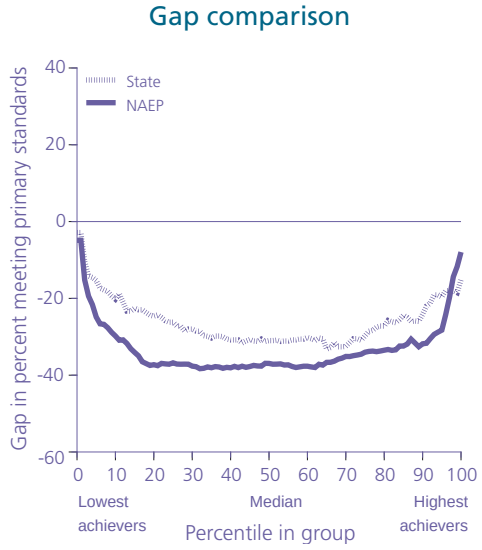
* NAEP–State gap difference significantly different from zero (p<.05).

NOTE: State assessment data used are for grade 7.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003





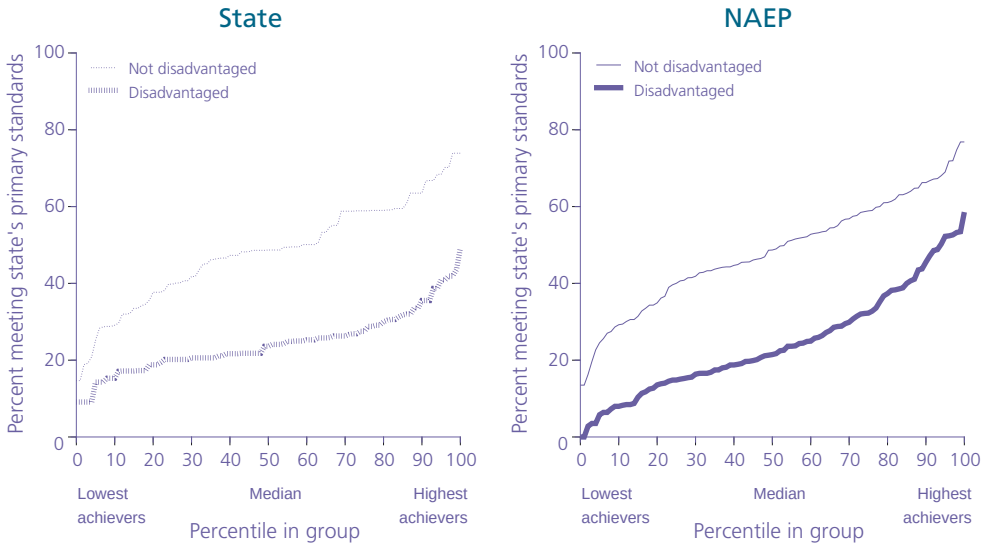
Population	Average NAEP-state gap difference
Overall	-7.1 *
Lower half	-9.7 *
Upper half	-4.6
Lower quarter	-9.7 *
Middle half	-6.9 *
Upper quarter	-5.0

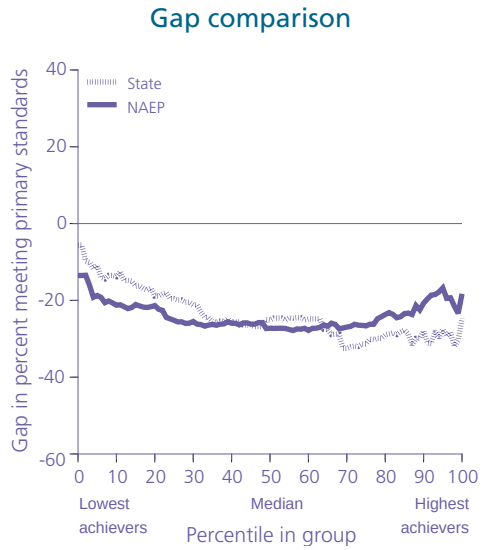
* NAEP–State gap difference significantly different from zero ($p<.05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	#
Lower half	-3.2 *
Upper half	3.4 *
Lower quarter	-4.7 *
Middle half	-1.1
Upper quarter	5.3

Rounds to zero.

* NAEP–State gap difference significantly different from zero ($p<.05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 7.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D New Hampshire

Through the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the state administers exams in grades 3, 6, and 10 in English language arts and mathematics. Scores are available for economically disadvantaged students. New Hampshire uses four achievement levels for reporting purposes: *novice*, *basic*, *proficient*, and *advanced*. Scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003; therefore, trend graphs are not included. State assessment data and comparisons based upon those data are not displayed for grade 8 because New Hampshire does not test grade 8. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

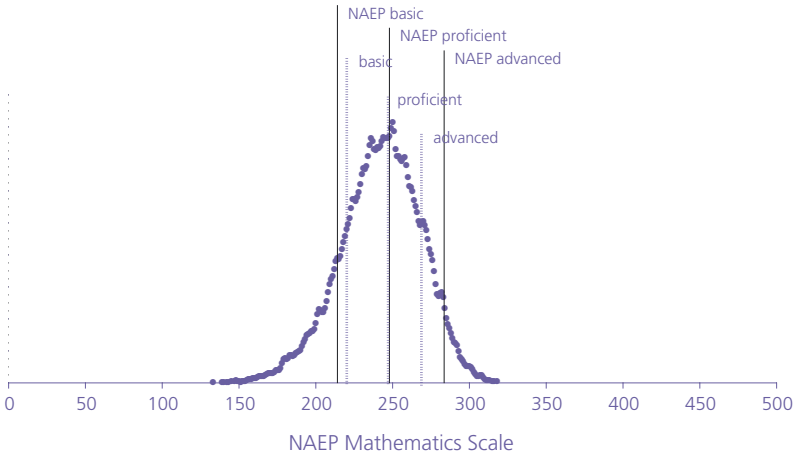
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 108 schools in grade 3 (no grade 8 schools), are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 3 mathematics performance standard (*basic*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grade 3.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in grade 3 mathematics in 2003. Overall, the poverty gap in grade 3 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment.

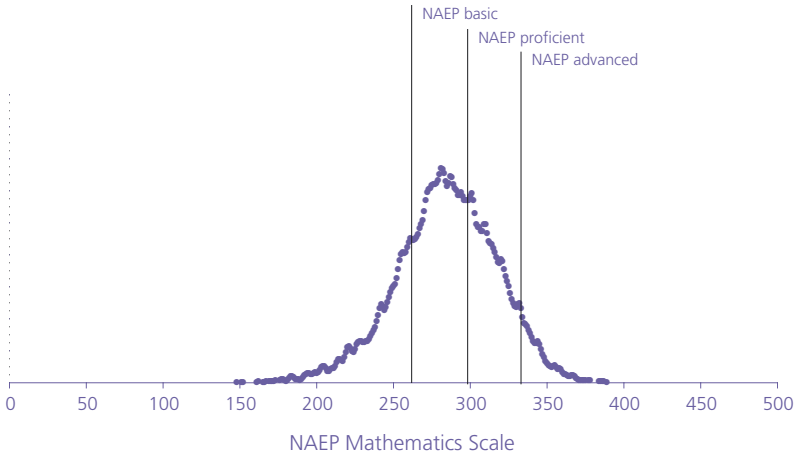
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 3th grade standards)



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 3		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Basic	0.46	0.017	—	†
Proficient	0.45	0.023	—	†
Advanced	0.32	0.054	—	†

— Not available.
† Not applicable.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

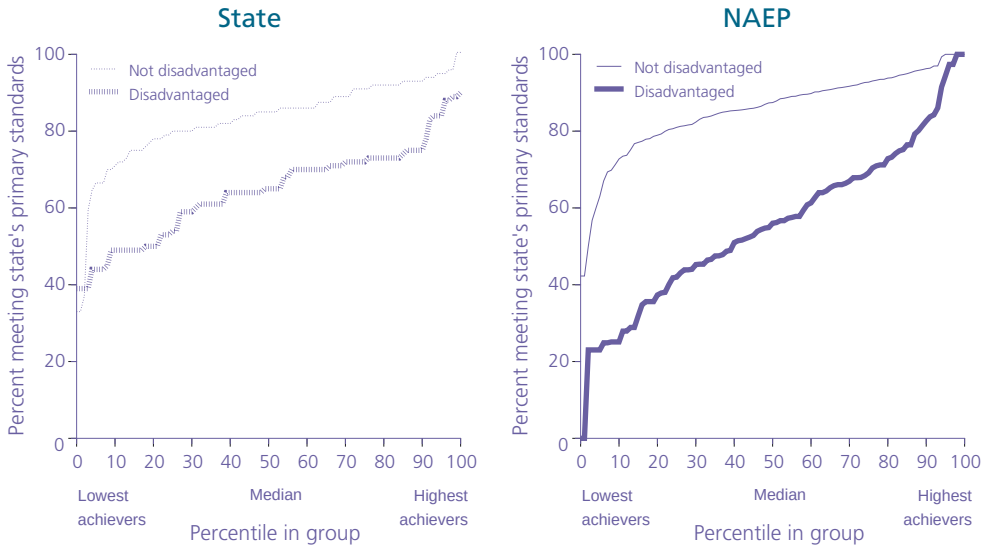
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

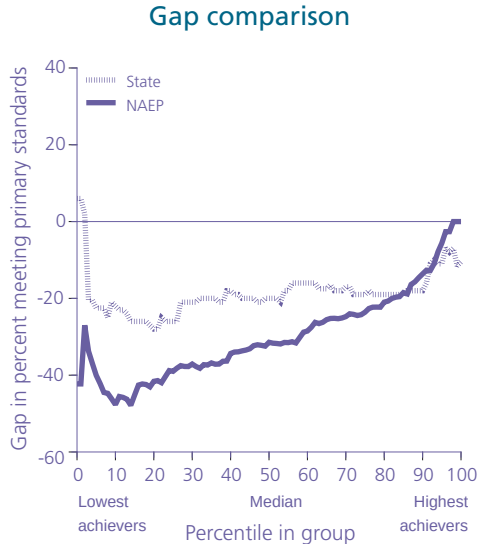
	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	—	19.9	—	19.7
English language learner	—	1.8	—	1.1
Student with disability	—	17.3	—	18.3
Both	—	0.8	—	0.3
Excluded	—	3.0	—	3.5
English language learner	—	0.5	—	0.3
Student with disability	—	2.4	—	3.2
Both	—	0.2	—	#
Accommodated	—	12.0	—	9.8
English language learner	—	0.6	—	0.4
Student with disability	—	11.1	—	9.2
Both	—	0.4	—	0.3

— Not available.
Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-10.8 *
Lower half	-17.1 *
Upper half	-4.8
Lower quarter	-18.0 *
Middle half	-14.1 *
Upper quarter	-0.1

* NAEP–State gap difference significantly different from zero ($p<.05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 3.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D New Jersey

The state administers the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grade 4 in English language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. New Jersey uses three achievement levels for reporting purposes: *partially proficient*, *proficient*, and *advanced*. Before 2003, when the NJ ASK was implemented, grade 4 students took the Elementary School Proficiency Assessment (ESPA). Trend graphs are not included because New Jersey did not participate in State NAEP prior to 2003. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

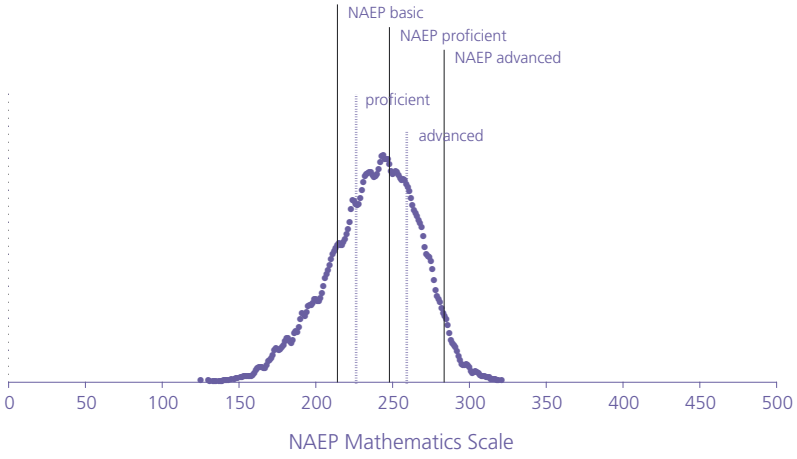
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 109 schools in grade 4 and 107 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, the Black-White and Hispanic-White gaps in grade 4 in percent meeting the state's standard in mathematics in 2003 were greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and Hispanic-White gaps in mathematics in grade 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

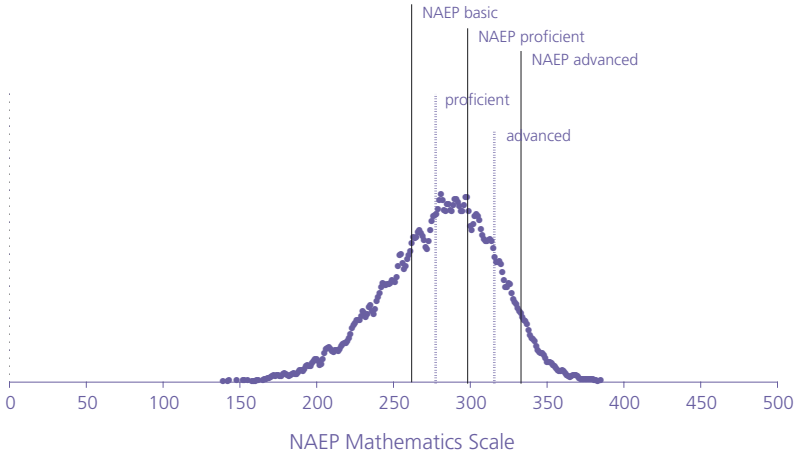
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	Correlation	Standard error	Correlation	Standard error
Proficient	0.84	0.009	0.90	0.007
Advanced	0.78	0.020	0.85	0.014

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

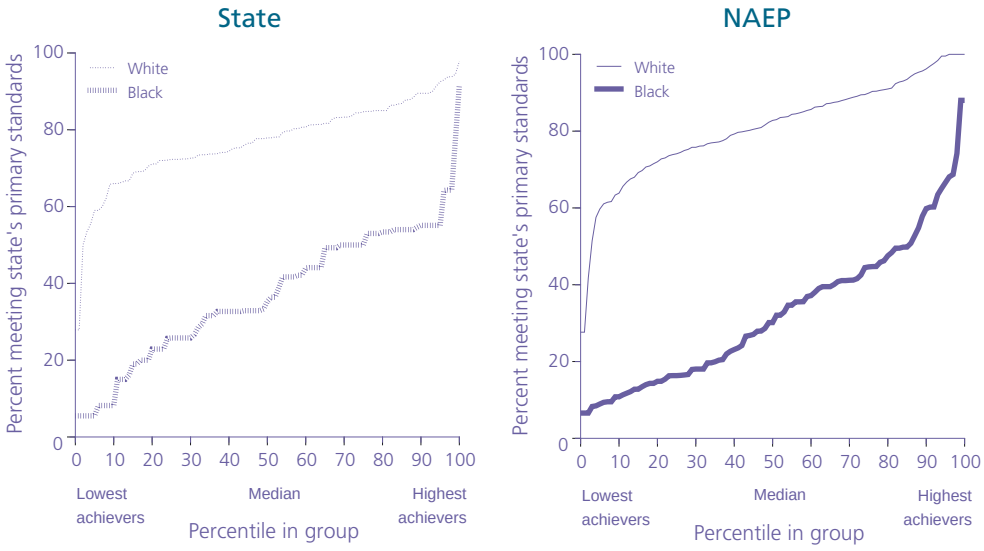
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

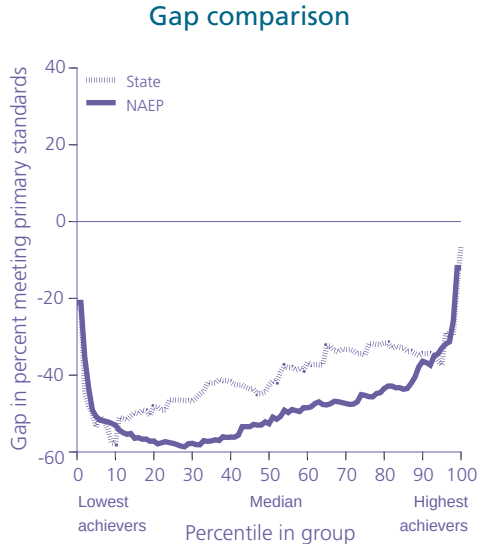
	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	—	18.2	—	18.1
English language learner	—	3.8	—	2.7
Student with disability	—	13.7	—	14.6
Both	—	0.7	—	0.7
Excluded	—	2.3	—	2.3
English language learner	—	0.7	—	1.2
Student with disability	—	1.3	—	0.9
Both	—	0.3	—	0.2
Accommodated	—	14.5	—	13.7
English language learner	—	2.5	—	1.3
Student with disability	—	11.6	—	11.9
Both	—	0.4	—	0.5

— Not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



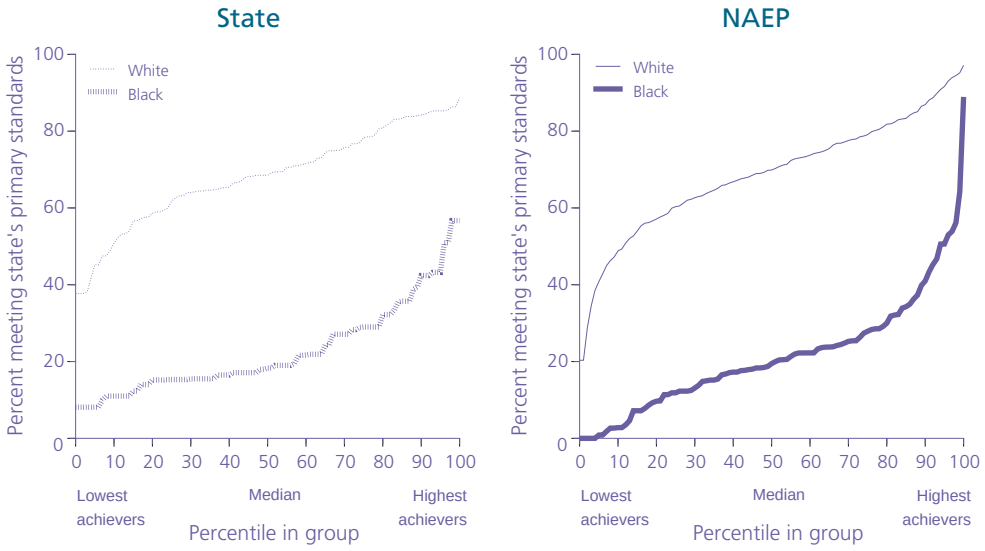


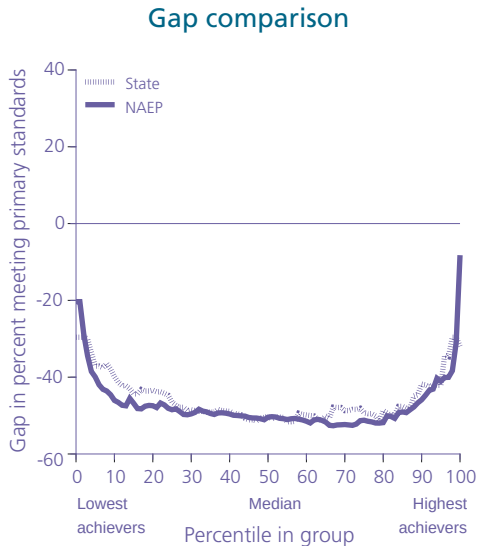
Population	Average NAEP-state gap difference
Overall	-8.5 *
Lower half	-7.7
Upper half	-10.4 *
Lower quarter	-4.9
Middle half	-12.1 *
Upper quarter	-6.5

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003

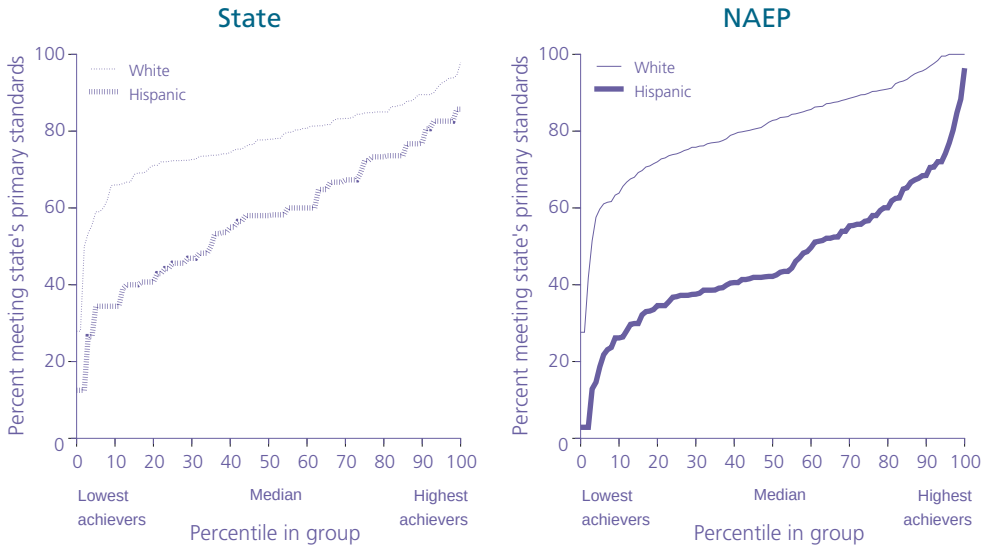


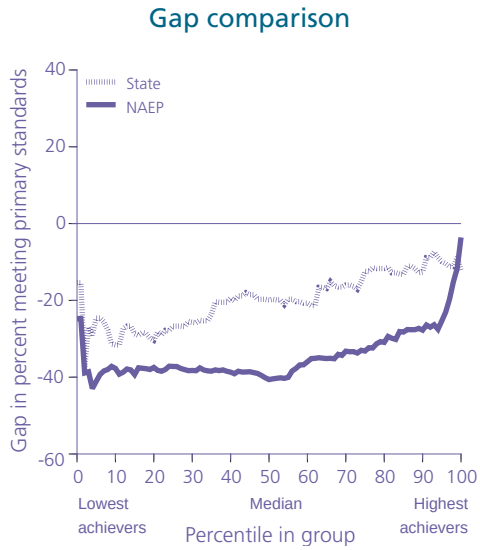


Population	Average NAEP-state gap difference
Overall	-1.7
Lower half	-1.5
Upper half	-3.1
Lower quarter	-3.1
Middle half	-1.4
Upper quarter	-1.0

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



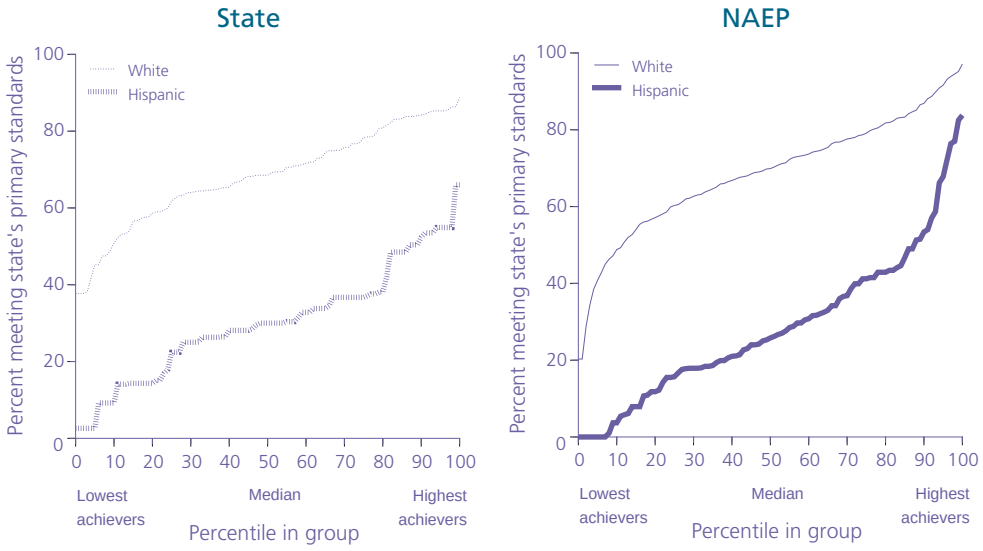


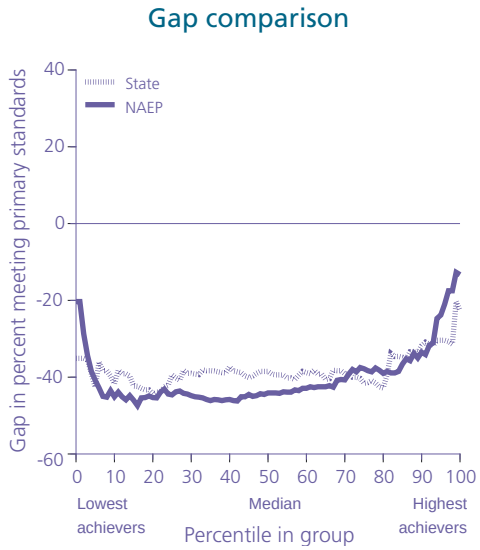
Population	Average NAEP-state gap difference
Overall	-14.7 *
Lower half	-13.6 *
Upper half	-16.1 *
Lower quarter	-10.3
Middle half	-17.6 *
Upper quarter	-14.4 *

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003

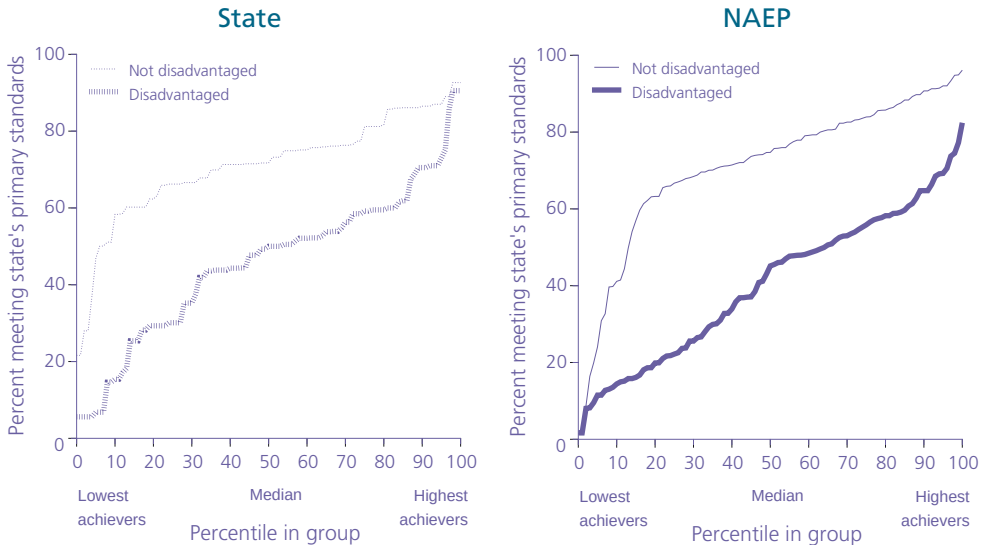


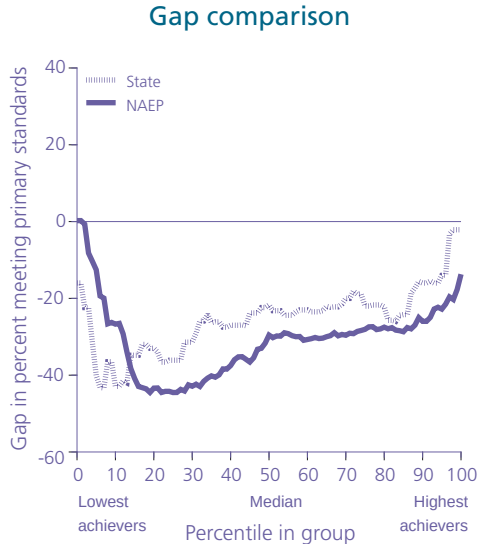


Population	Average NAEP-state gap difference
Overall	-2.0
Lower half	-3.8
Upper half	0.3
Lower quarter	-1.2
Middle half	-2.7
Upper quarter	2.3

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003





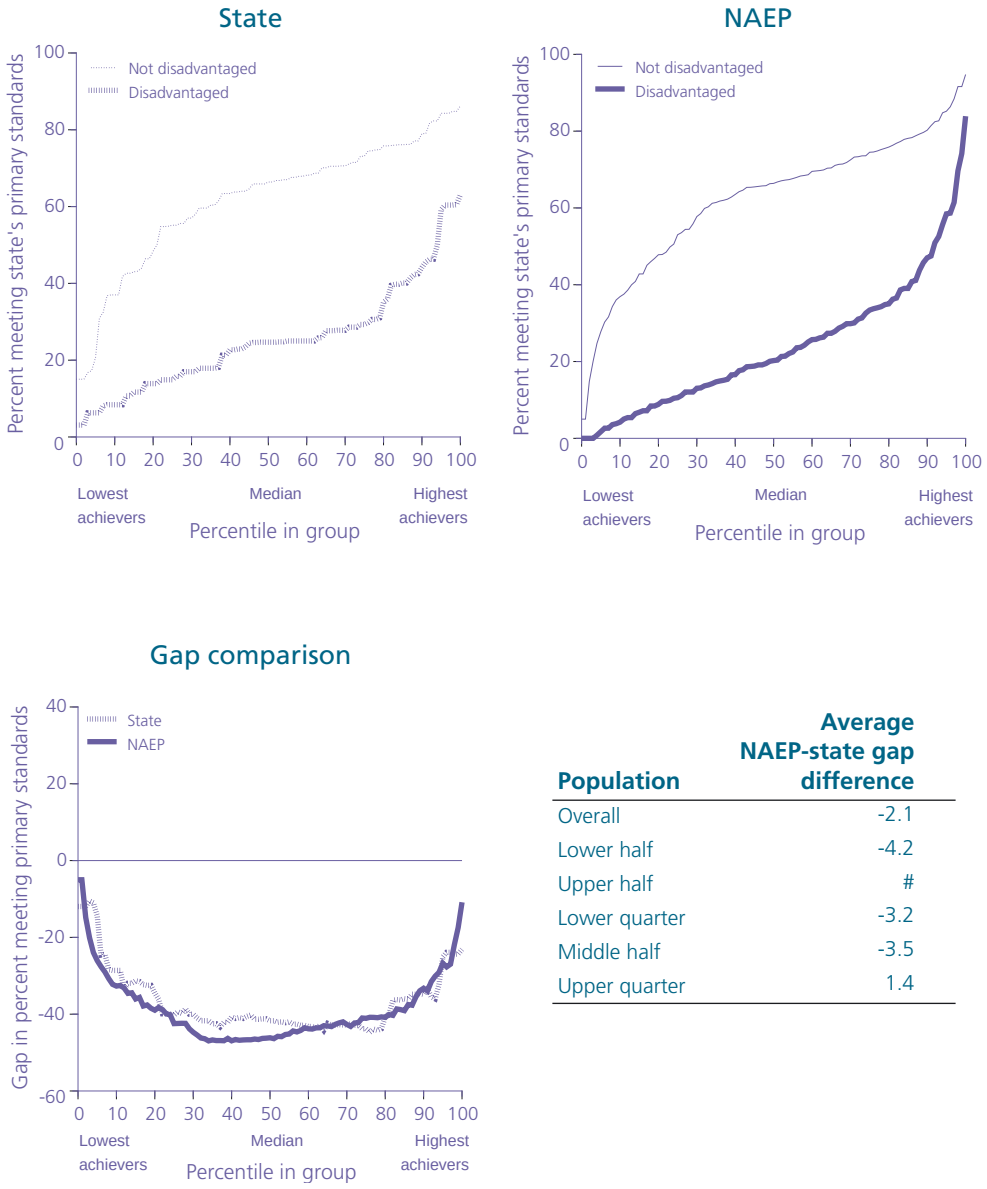
Population	Average NAEP-state gap difference
Overall	-5.7
Lower half	-4.3
Upper half	-7.3
Lower quarter	3.8
Middle half	-8.2
Upper quarter	-8.8 *

* NAEP–State gap difference significantly different from zero ($p<.05$).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003



Population	Average NAEP-state gap difference
Overall	-2.1
Lower half	-4.2
Upper half	#
Lower quarter	-3.2
Middle half	-3.5
Upper quarter	1.4

Rounds to zero.

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D New Mexico

New Mexico administers the TerraNova in grades 3-9 in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Black students to provide a reliable comparison. New Mexico uses quartiles for reporting purposes. Scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003; therefore, trend graphs are not included. School-level assessment scores based on 4 or fewer students are suppressed.

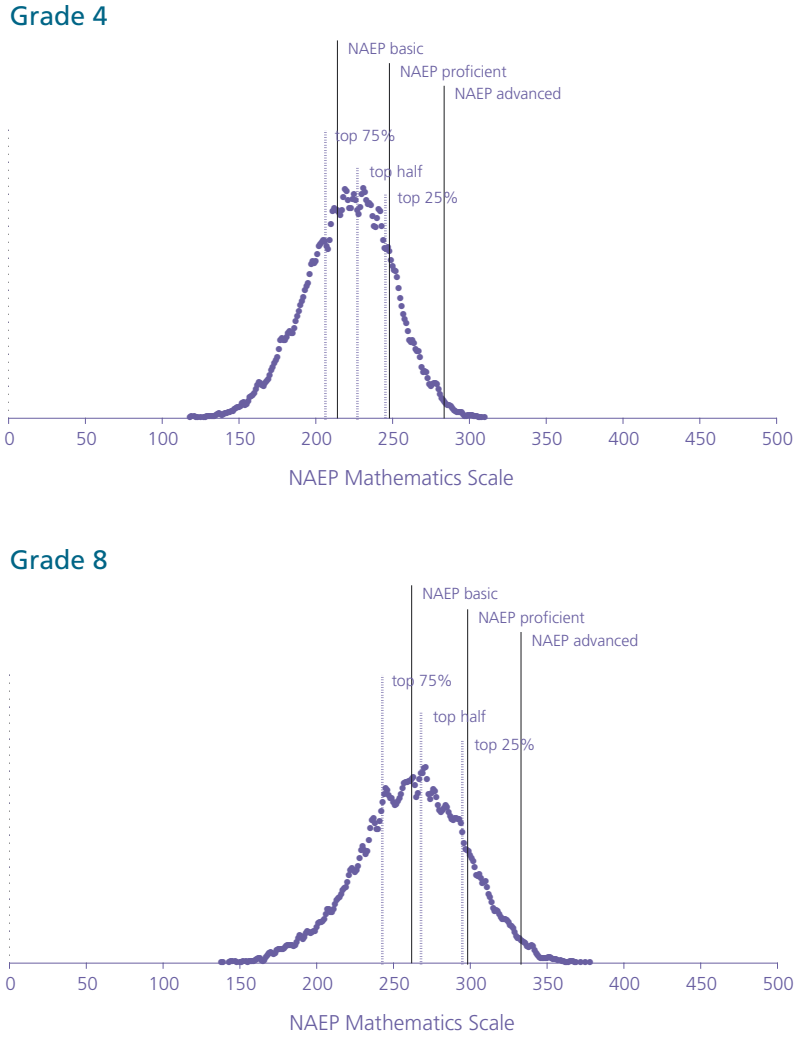
Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 89 schools in grade 4 and 68 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*top half*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in mathematics in grades 4 and 8 in 2003. Overall, the Hispanic-White gap in grades 4 and 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	Correlation	Standard error	Correlation	Standard error
Top 75%	0.76	0.024	0.77	0.039
Top half	0.77	0.014	0.81	0.016
Top 25%	0.70	0.029	0.83	0.023

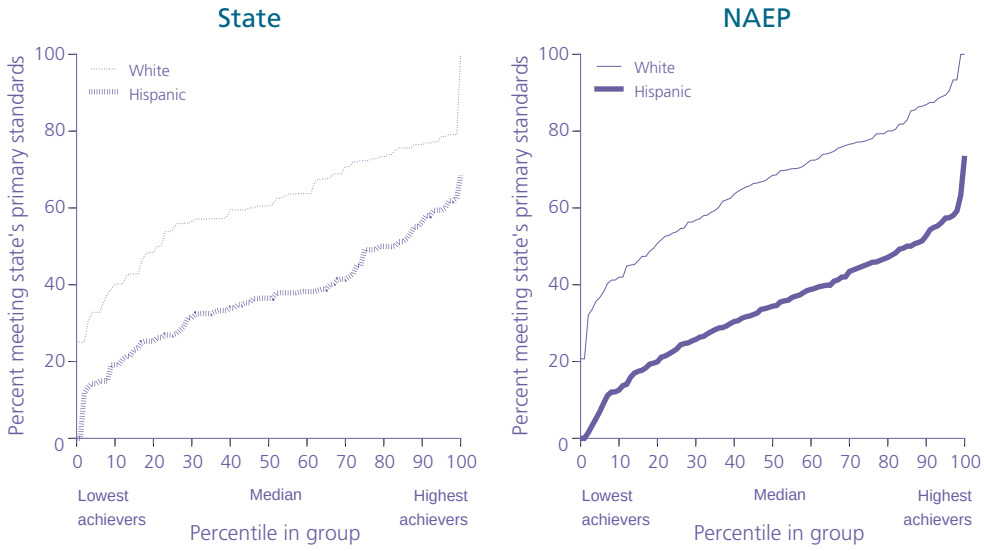
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

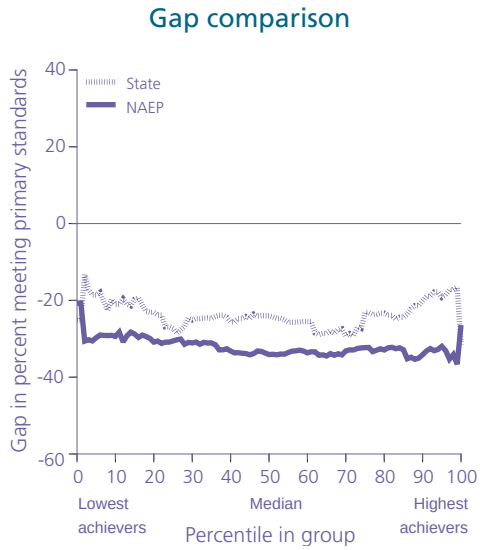
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	31.3	39.7	25.0	32.3
English language learner	16.5	22.4	7.9	12.6
Student with disability	11.1	10.8	13.6	12.3
Both	3.7	6.5	3.5	7.3
Excluded	5.7	3.5	7.3	2.5
English language learner	0.8	1.4	0.6	0.5
Student with disability	3.4	1.1	4.9	1.1
Both	1.5	1.0	1.8	0.9
Accommodated	9.8	14.5	4.0	14.3
English language learner	4.5	6.0	1.3	4.2
Student with disability	4.0	5.6	2.1	6.9
Both	1.3	2.9	0.5	3.3

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



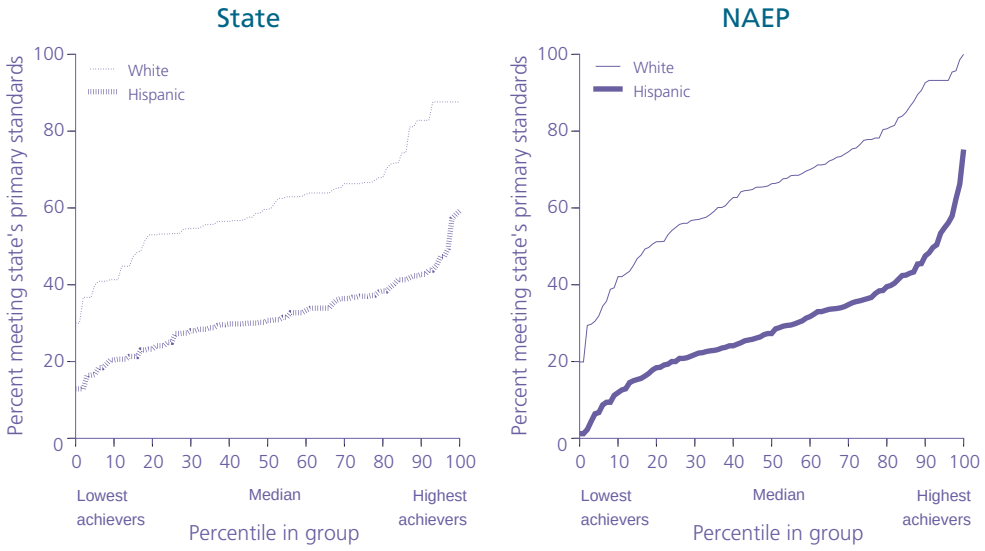


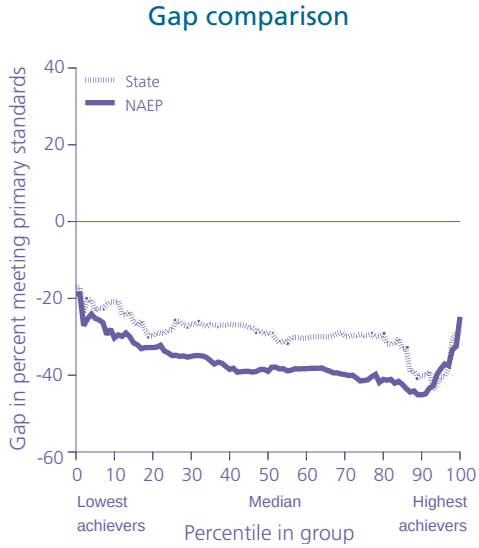
Population	Average NAEP-state gap difference
Overall	-8.5 *
Lower half	-7.7
Upper half	-7.8
Lower quarter	-8.0
Middle half	-7.5
Upper quarter	-10.9 *

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



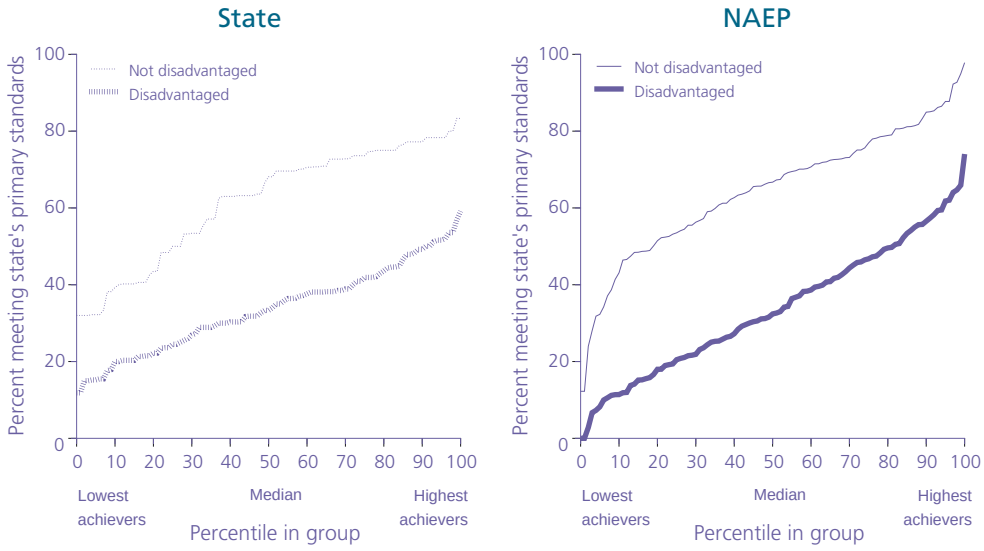


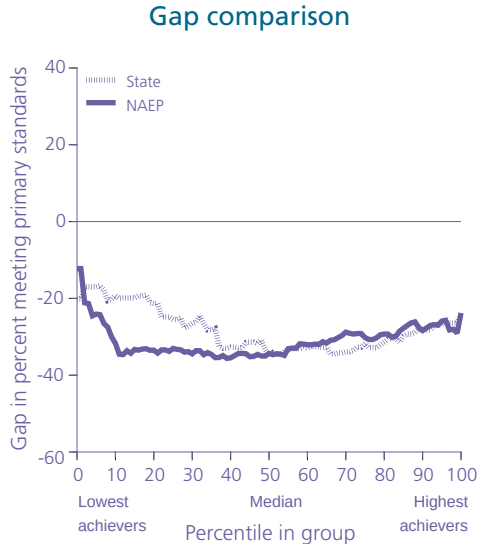
Population	Average NAEP-state gap difference
Overall	-7.2 *
Lower half	-7.5 *
Upper half	-6.3
Lower quarter	-5.7
Middle half	-9.8 *
Upper quarter	-5.4

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



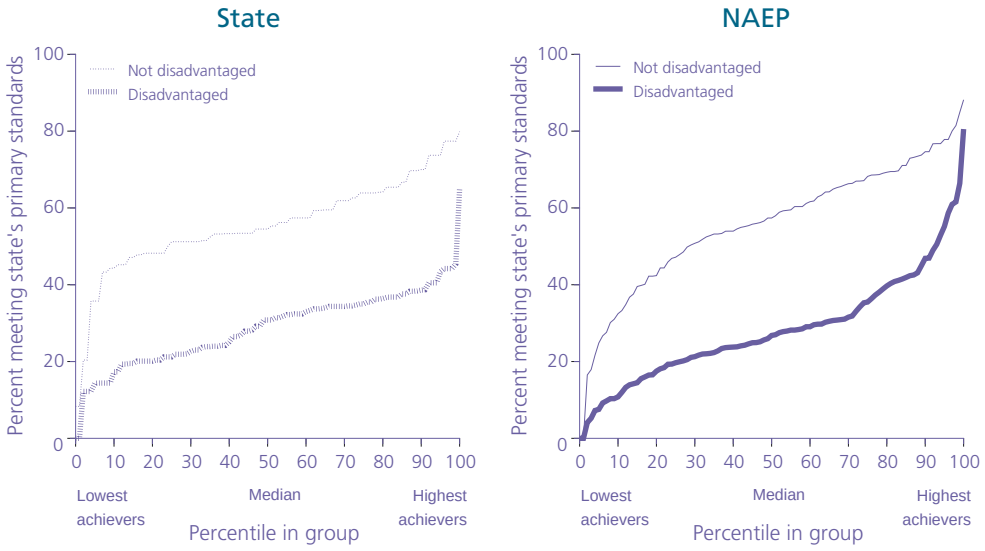


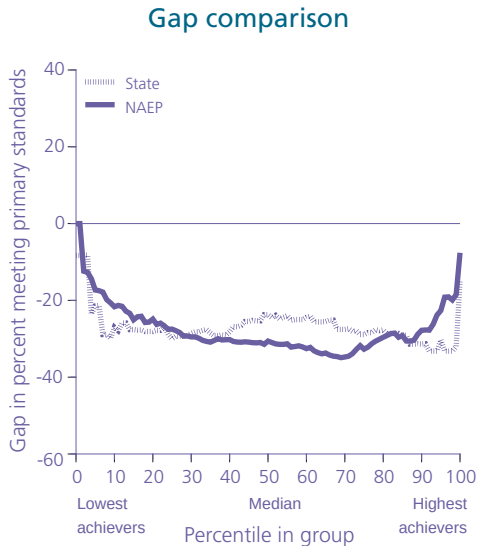
Population	Average NAEP-state gap difference
Overall	-2.9
Lower half	-7.9
Upper half	1.8
Lower quarter	-11.9
Middle half	-1.0
Upper quarter	2.0

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-0.7
Lower half	-1.8
Upper half	-0.5
Lower quarter	2.4
Middle half	-5.3
Upper quarter	3.9

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D New York

New York administers exams in grades 4 and 8 in English language arts and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. New York uses four achievement levels for reporting purposes: *Step 1*, *Level 2* (*needs help*), *Level 3* (*meets expectations*), and *Level 4* (*exceeds expectations*). The total population assessment scores based on 4 or fewer students are suppressed; disaggregated data suppression rules vary from school to school.

Summary of Comparisons

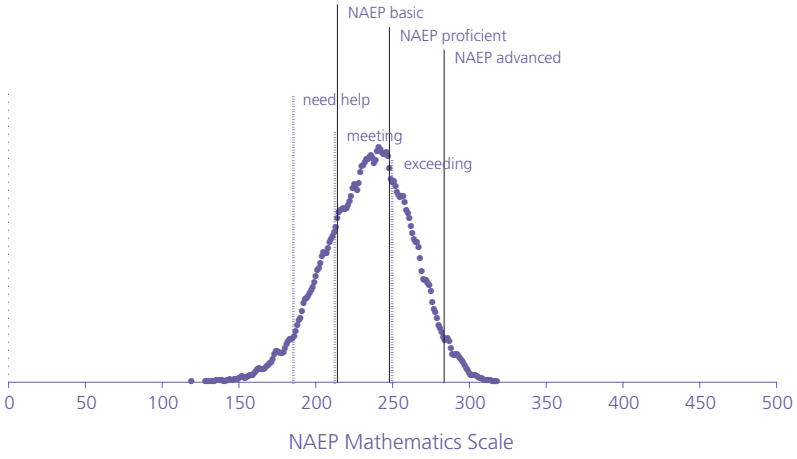
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 141 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent meeting between 2000 and 2003. Between 2000 and 2003, the NAEP grade 8 gains in percent meeting are less than the state assessment gains.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in mathematics in grade 4 in 2003. Overall, the Black-White gap in grade 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White and poverty gaps in mathematics in grades 4 and 8 in 2003.

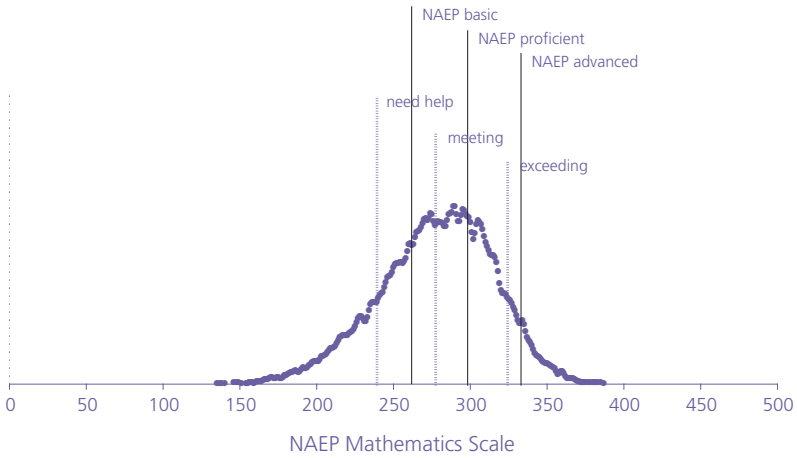
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	Correlation	Standard error	Correlation	Standard error
Need Help	0.70	0.016	0.80	0.011
Meeting	0.86	0.011	0.85	0.009
Exceeding	0.74	0.016	0.76	0.025

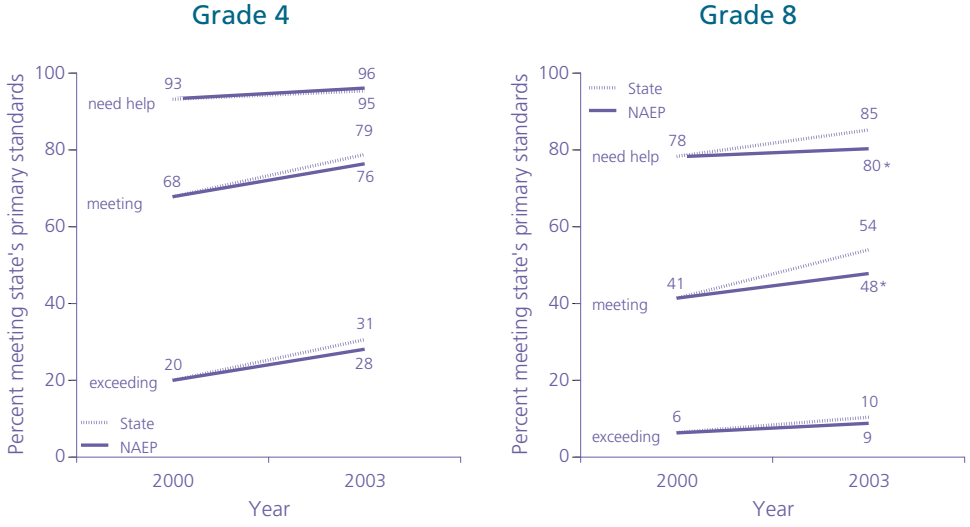
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	16.0	19.1	16.2	20.0
English language learner	5.4	5.8	4.7	4.2
Student with disability	9.5	11.3	10.5	14.0
Both	1.1	2.0	1.1	1.8
Excluded	4.6	5.5	4.0	5.4
English language learner	2.4	2.7	1.2	1.4
Student with disability	1.5	2.0	1.8	3.4
Both	0.6	0.8	1.0	0.6
Accommodated	9.5	11.2	7.3	11.6
English language learner	1.5	1.7	1.0	1.8
Student with disability	7.5	8.5	6.2	8.8
Both	0.5	1.1	0.1	1.0

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p<.05$).

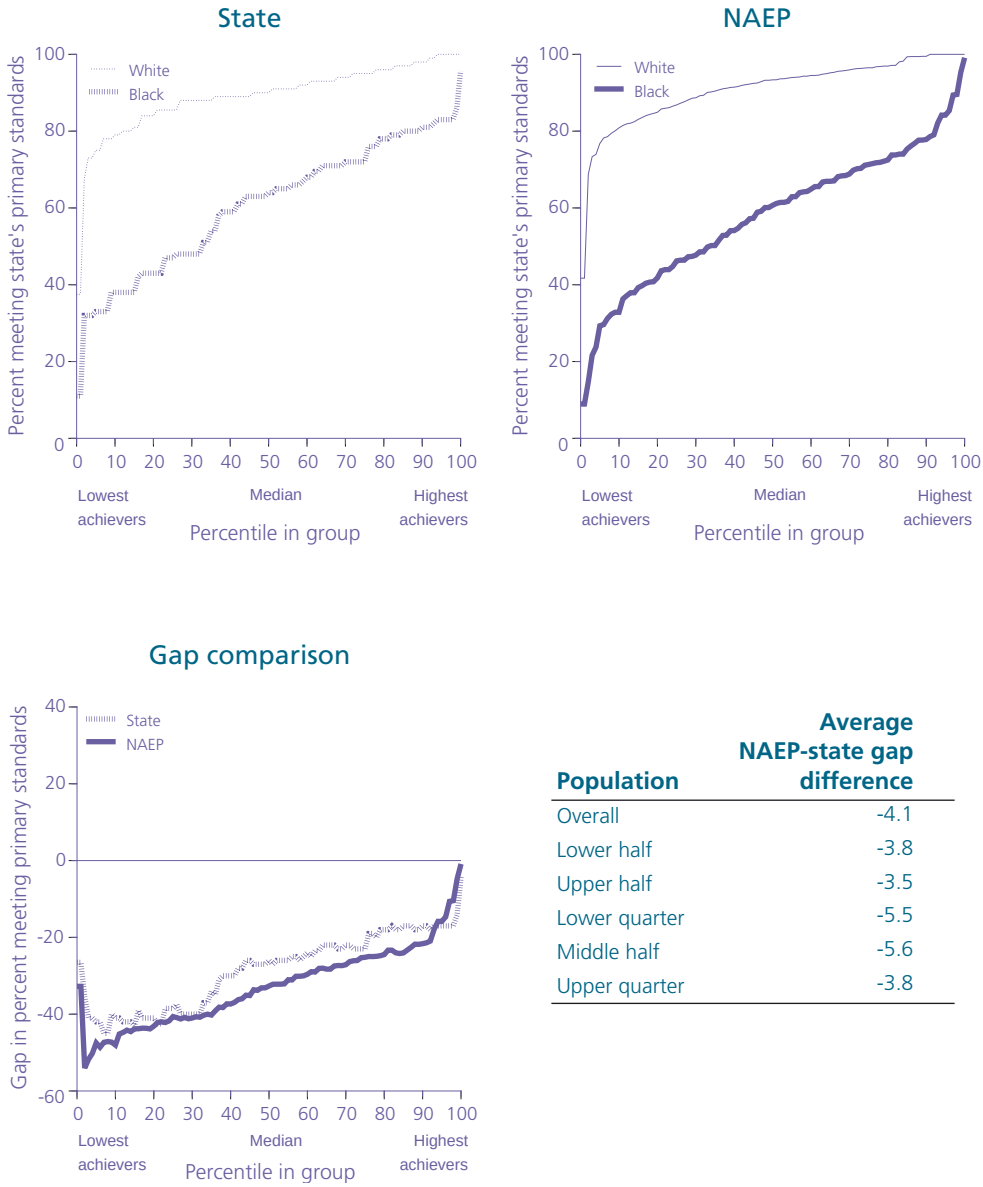
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting standards as reported by state: 2000 and 2003

Level	2000	2003
Grade 4	65.0	79.0
Grade 8	40.0	51.0

SOURCE: New York State Department of Education retrieved from http://www.emsc.nysed.gov/repcrd2003/statewide/total-public-overview.htm

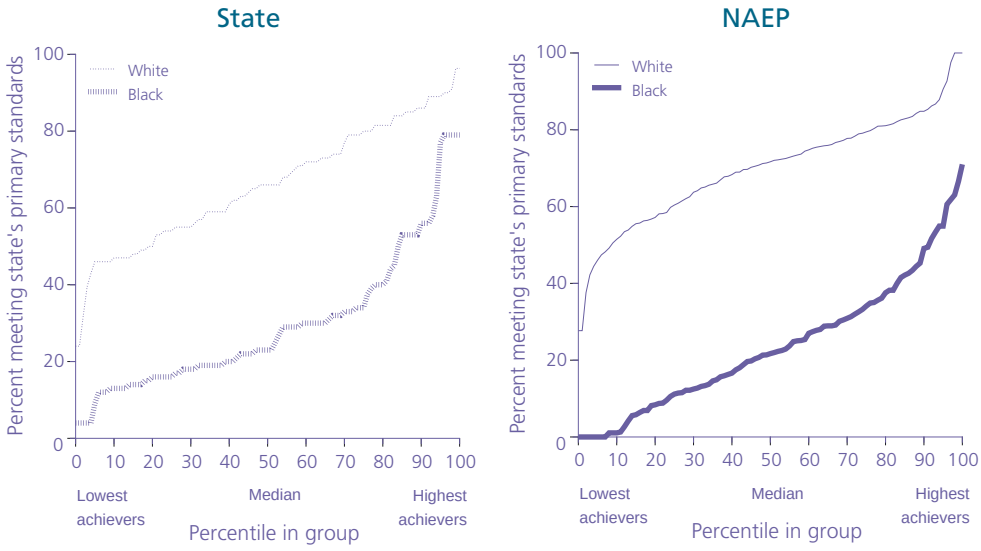
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003

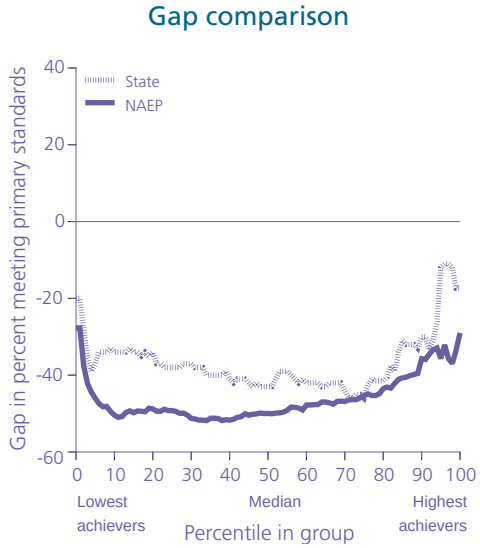


Population	Average NAEP-state gap difference
Overall	-4.1
Lower half	-3.8
Upper half	-3.5
Lower quarter	-5.5
Middle half	-5.6
Upper quarter	-3.8

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



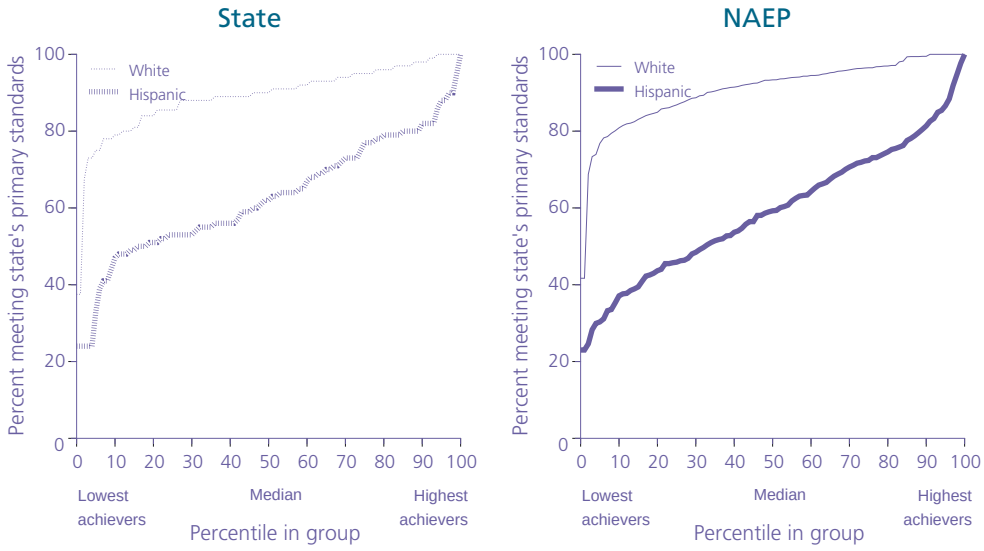


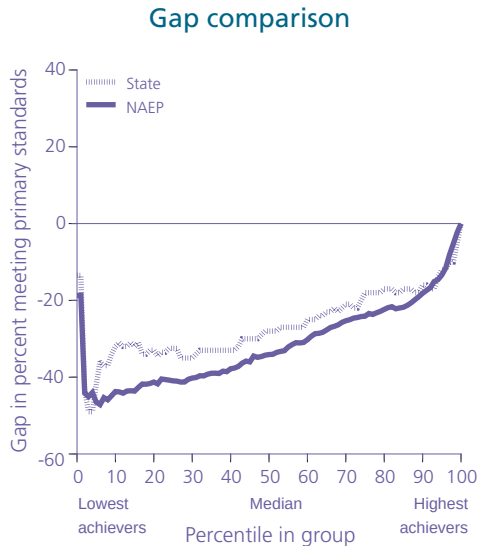
Population	Average NAEP-state gap difference
Overall	-9.8 *
Lower half	-11.2 *
Upper half	-8.2 *
Lower quarter	-13.1 *
Middle half	-7.9 *
Upper quarter	-10.1

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003

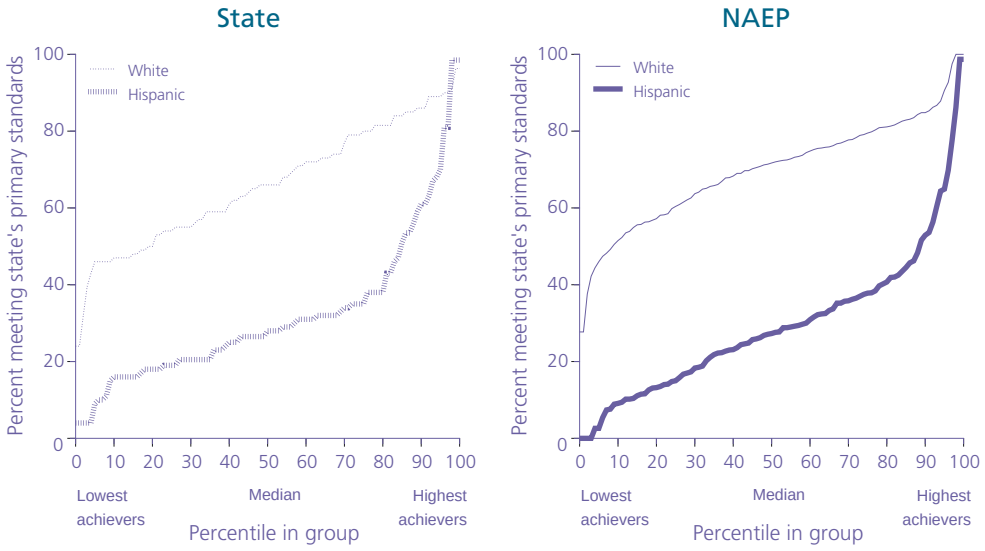


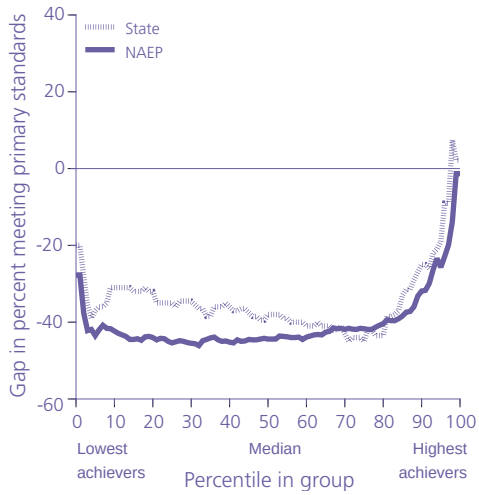


Population	Average NAEP-state gap difference
Overall	-5.0
Lower half	-5.6
Upper half	-3.8
Lower quarter	-7.8
Middle half	-6.0
Upper quarter	-3.2

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



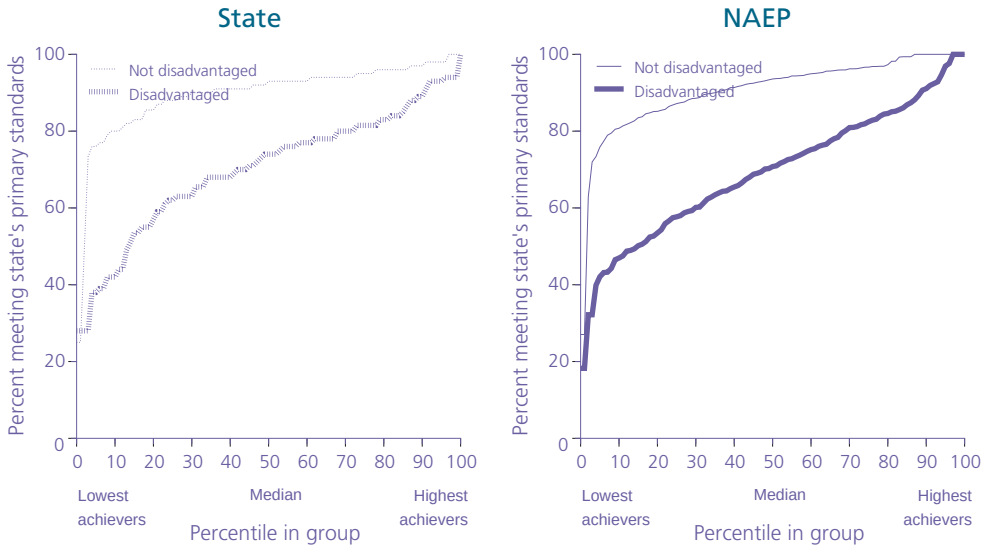


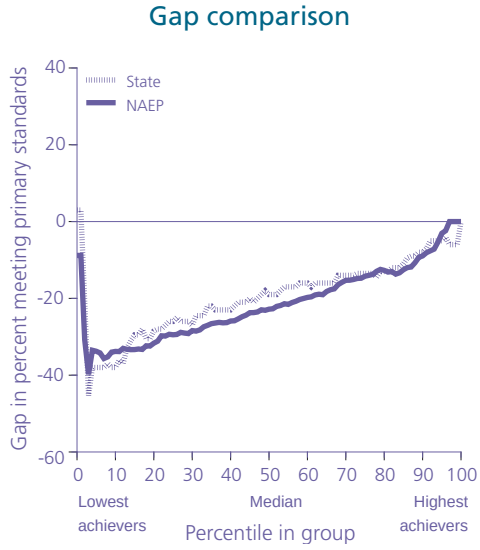
Population	Average NAEP-state gap difference
Overall	-5.9
Lower half	-8.1 *
Upper half	-4.4
Lower quarter	-8.9 *
Middle half	-4.7
Upper quarter	-4.8

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



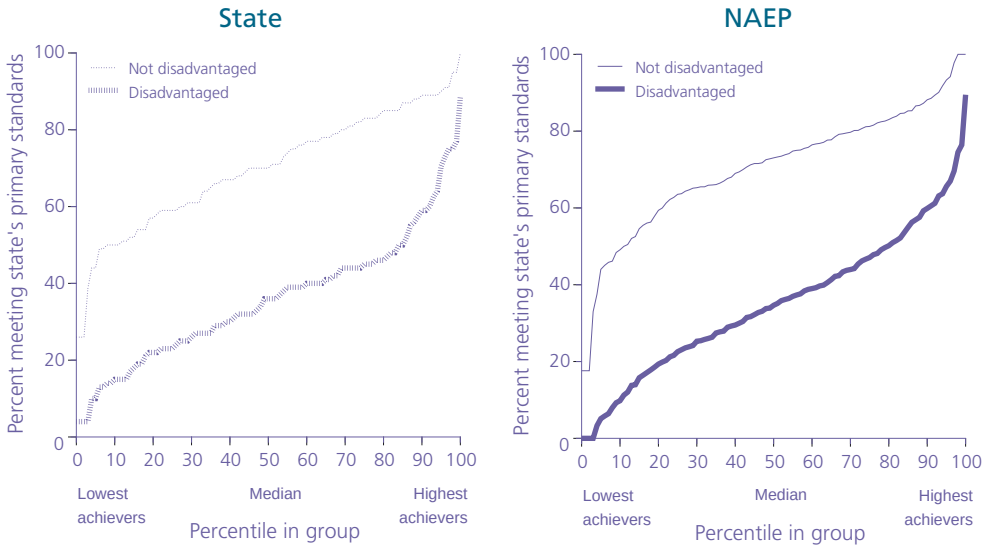


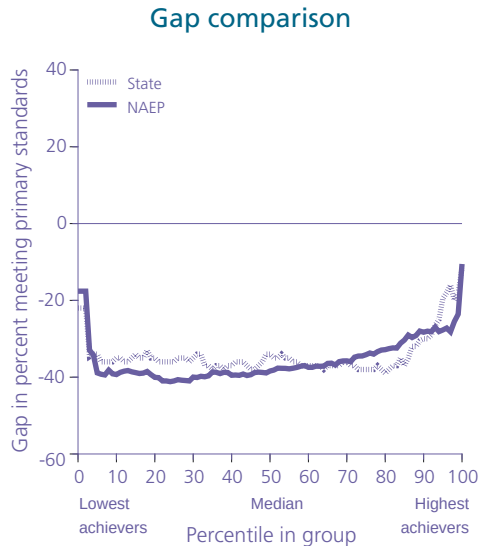
Population	Average NAEP-state gap difference
Overall	-1.3
Lower half	-1.1
Upper half	-1.0
Lower quarter	-1.4
Middle half	-3.1
Upper quarter	0.2

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 8. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-1.6
Lower half	-2.9
Upper half	1.1
Lower quarter	-3.9
Middle half	-2.0
Upper quarter	0.5

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D North Carolina

In accordance with the ABCs of Public Education, North Carolina administers End-of-Grade (EOG) exams in grades 3-8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. North Carolina uses four achievement levels for reporting purposes: *Level I (insufficient mastery)*, *Level II (inconsistent mastery)*, *Level III (consistent mastery)*, and *Level IV (superior)*. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

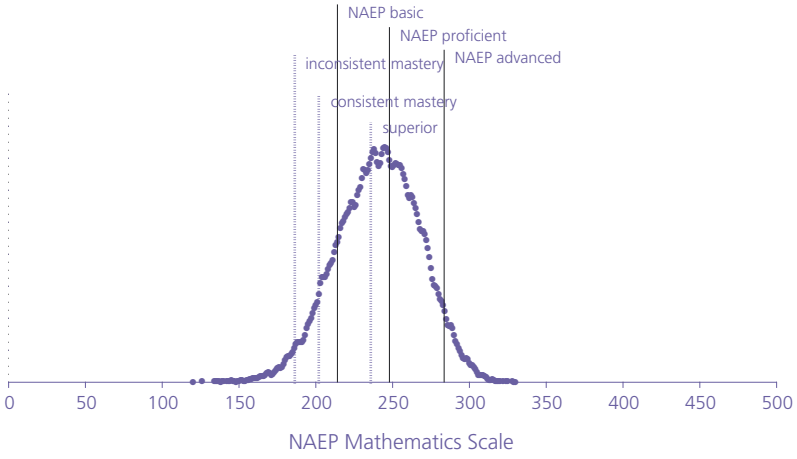
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 151 schools in grade 4 and 129 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*consistent mastery*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent consistent mastery between 2000 and 2003.
- **Gaps.** Overall, there were no significant differences between NAEP and state assessment in measurement of Black-White and poverty gaps in mathematics in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003.

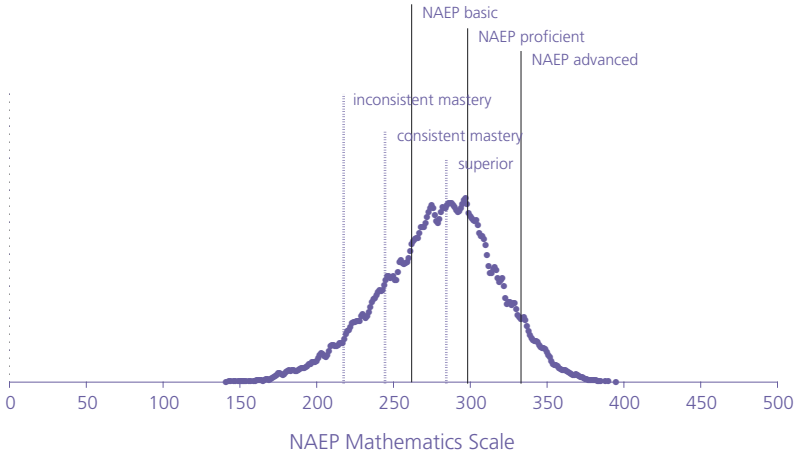
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	Correlation	Standard error	Correlation	Standard error
Inconsistent Mastery	0.24	0.075	0.59	0.054
Consistent Mastery	0.63	0.044	0.71	0.016
Superior	0.85	0.023	0.79	0.014

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

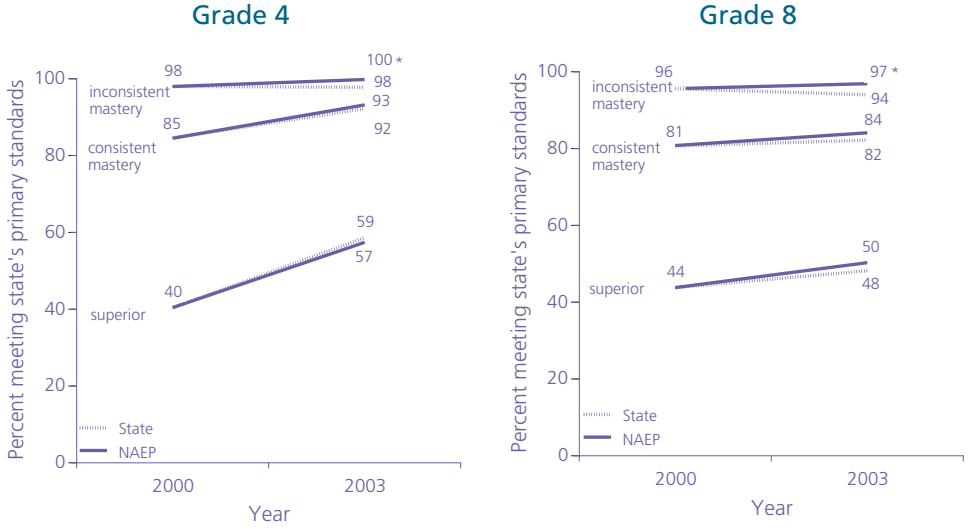
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	16.3	20.6	15.7	18.4
English language learner	2.3	3.3	1.5	2.8
Student with disability	13.8	15.3	13.8	14.3
Both	0.3	2.0	0.4	1.3
Excluded	5.1	4.1	5.0	3.8
English language learner	0.7	0.5	0.7	0.6
Student with disability	4.1	3.2	3.9	2.7
Both	0.3	0.4	0.4	0.5
Accommodated	7.9	11.7	6.9	11.7
English language learner	0.8	1.3	0.3	1.2
Student with disability	7.1	9.2	6.6	9.8
Both	#	1.1	#	0.6

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

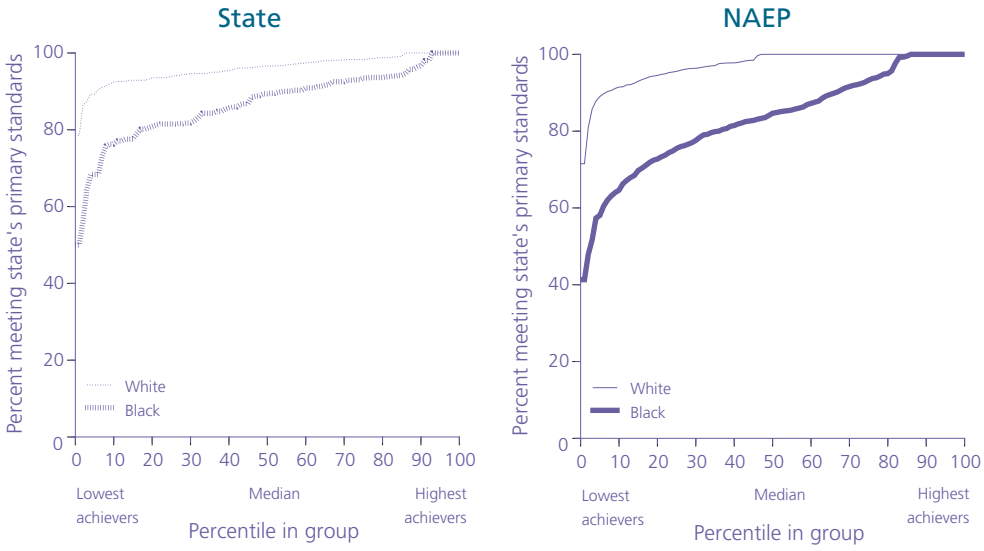
Table 3. Percentage meeting standards as reported by state: 2000 and 2003

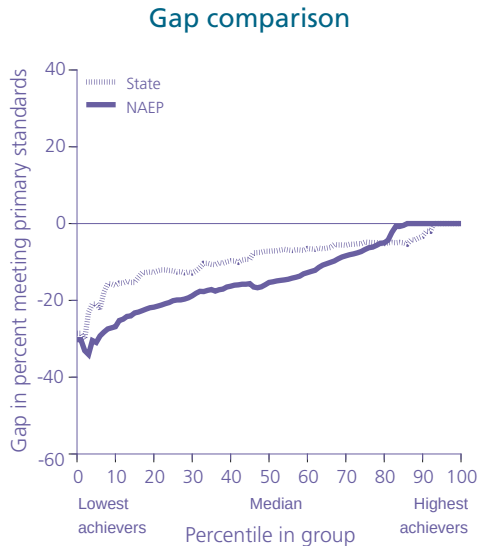
Level	2000	2003
Grade 4	—	92.1
Grade 8	—	82.4

— Not available.

SOURCE: North Carolina Department of Public Instruction site at http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2002-2003

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



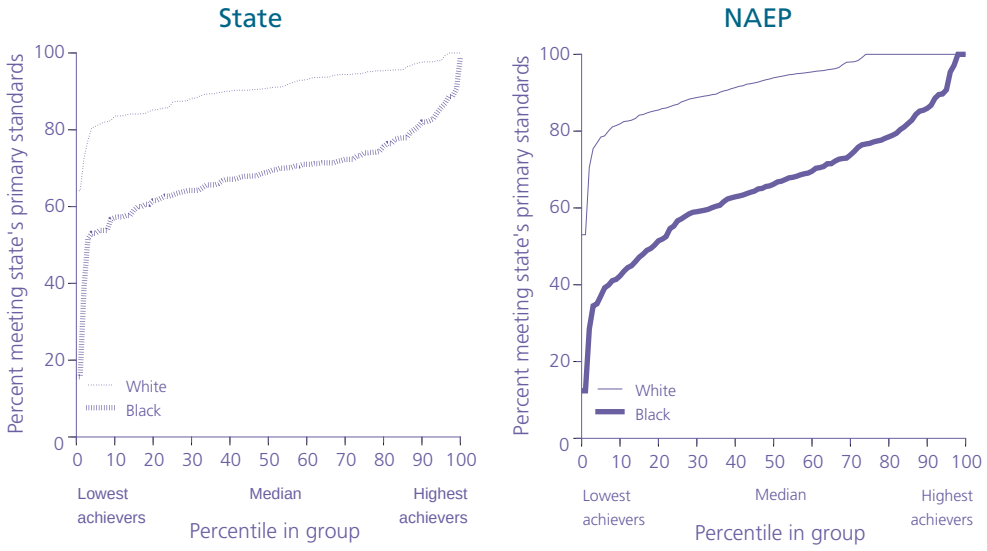


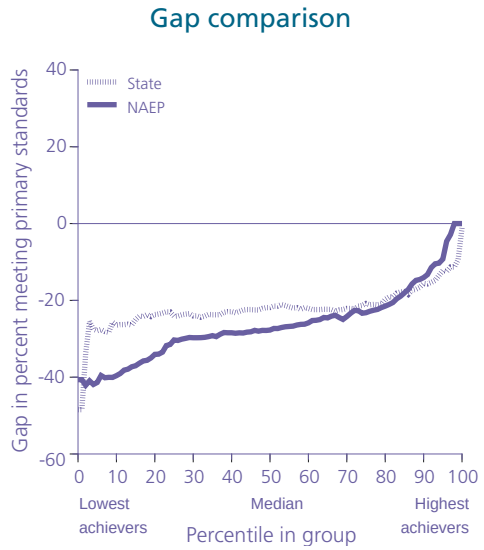
Population	Average NAEP-state gap difference
Overall	-4.8
Lower half	-7.0
Upper half	-2.9 *
Lower quarter	-6.2
Middle half	-5.6 *
Upper quarter	-0.9

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



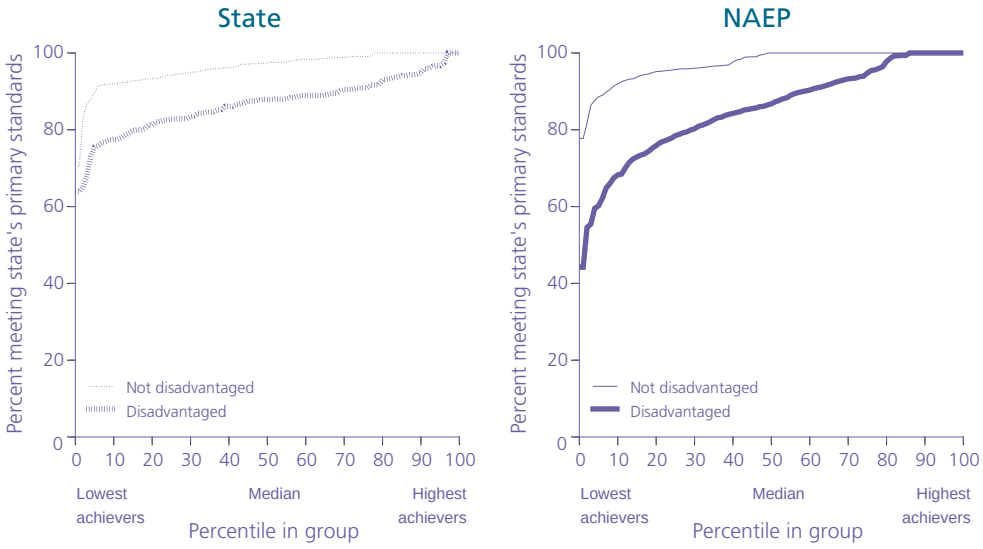


Population	Average NAEP-state gap difference
Overall	-4.5
Lower half	-7.9 *
Upper half	-1.1
Lower quarter	-11.2 *
Middle half	-3.5
Upper quarter	1.2

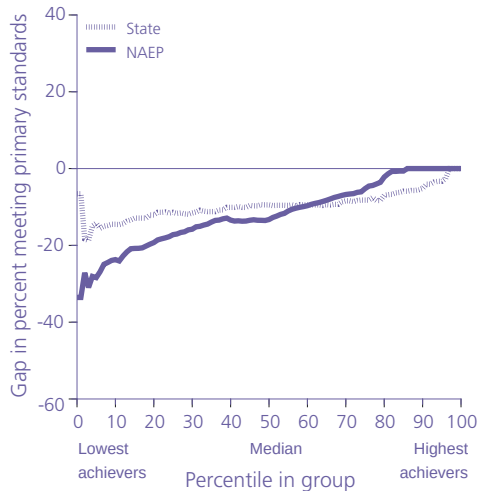
* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



Gap comparison

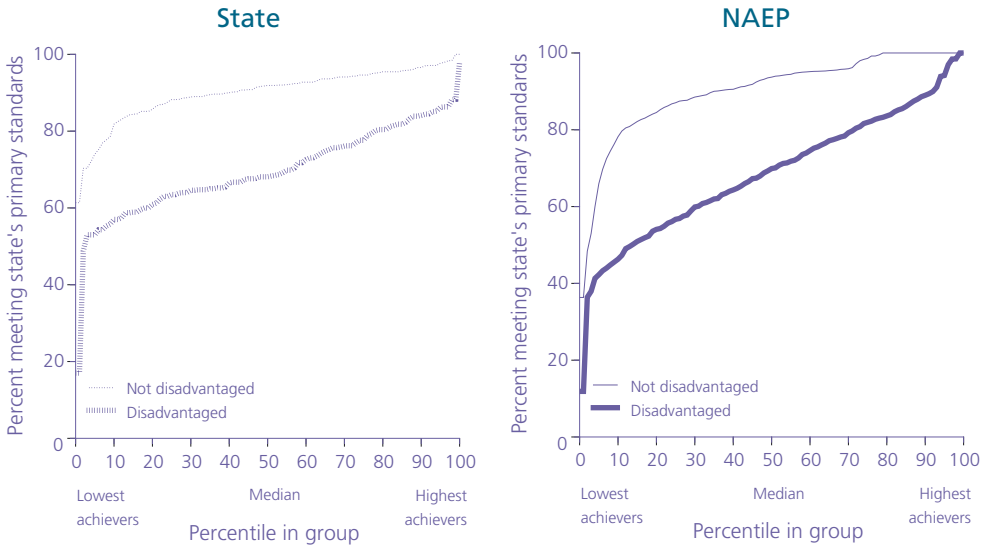


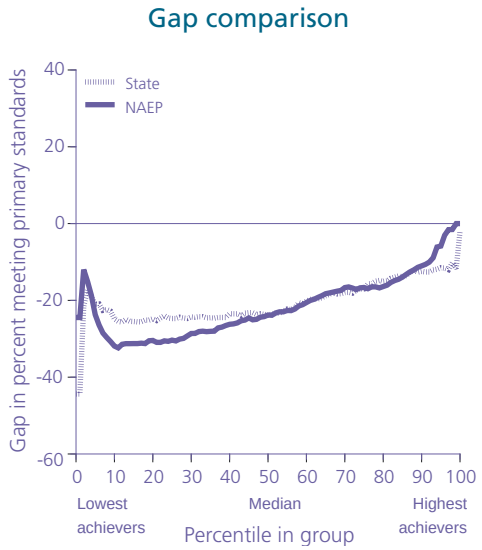
Population	Average NAEP-state gap difference
Overall	-2.1
Lower half	-5.0
Upper half	1.3
Lower quarter	-7.7
Middle half	-1.5
Upper quarter	2.4

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 6. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-1.1
Lower half	-2.8
Upper half	0.7
Lower quarter	-3.7
Middle half	-1.5
Upper quarter	1.3

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D North Dakota

Through the North Dakota State Assessment (NDSA) Program, the state administers the CAT (California Achievement Test)/TerraNova, Second Edition, in grades 4 and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. North Dakota uses only one achievement level: *meeting the standard*. Scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003; therefore, trend graphs are not included. Suppression information is not available.

Summary of Comparisons

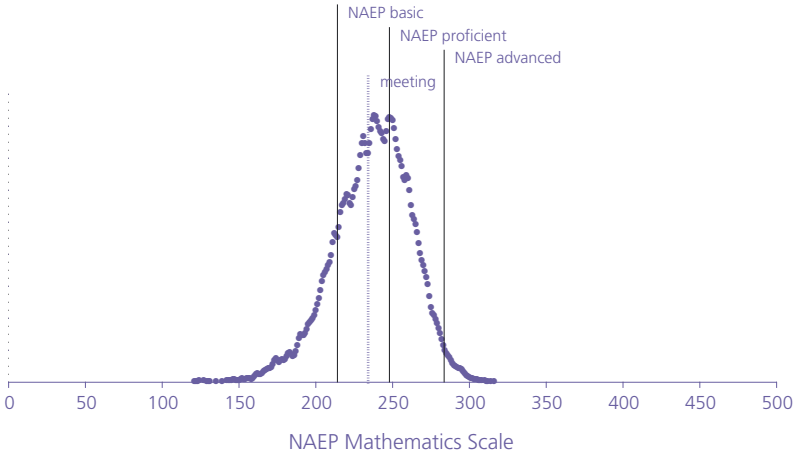
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 176 schools in grade 4 and 31 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White, Hispanic-White, and poverty gaps in mathematics in grades 4 and 8 in 2003.

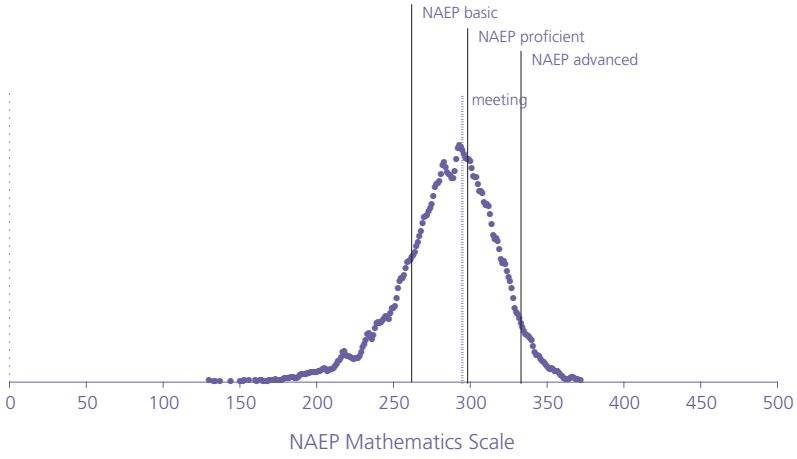
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	Correlation	Standard error	Correlation	Standard error
Meeting	0.64	0.022	0.75	0.048

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	12.1	17.5	11.1	15.5
English language learner	1.3	2.3	0.4	1.3
Student with disability	10.6	13.7	10.2	13.4
Both	0.1	1.5	0.6	0.8
Excluded	1.4	1.7	1.6	1.5
English language learner	0.1	0.1	#	#
Student with disability	1.3	1.4	1.4	1.3
Both	#	0.3	0.2	0.2
Accommodated	4.0	7.4	2.0	6.8
English language learner	0.1	0.1	#	0.2
Student with disability	3.8	6.7	2.0	6.1
Both	0.1	0.5	#	0.5

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

D Ohio

Ohio administers proficiency tests in grades 4, 6, and 9 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. Ohio uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. However, we only have data for the proficient level in 2000; therefore, we report the changes using this performance level only. State assessment data and comparisons based upon those data are not displayed for grade 9 because there are not enough schools that have grades 8 and 9 to allow a reliable comparison with NAEP. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

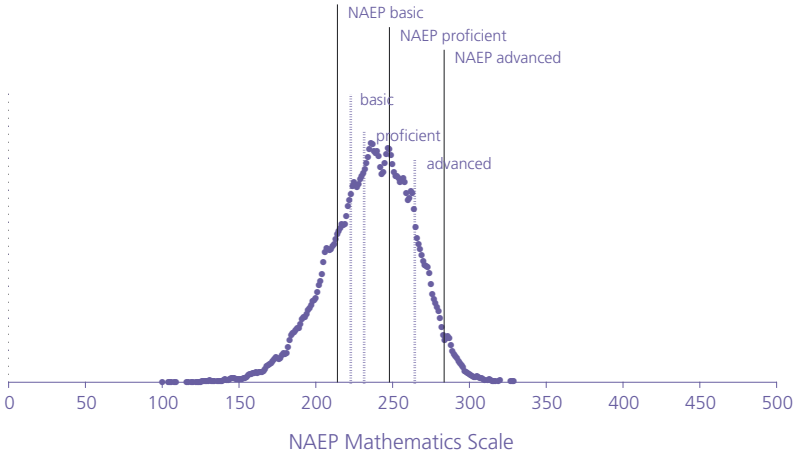
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 163 schools in grade 4 (no grade 8 schools), are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. There are not enough data to compare state standards to NAEP for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent proficient are less than the state assessment gains. No comparisons were possible for grade 8.
- **Gaps.** Overall, the Black-White and poverty gaps in grade 4 in percent meeting the state's standard in mathematics in 2003 were greater when measured by NAEP compared to the state assessment. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in mathematics in grade 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003.

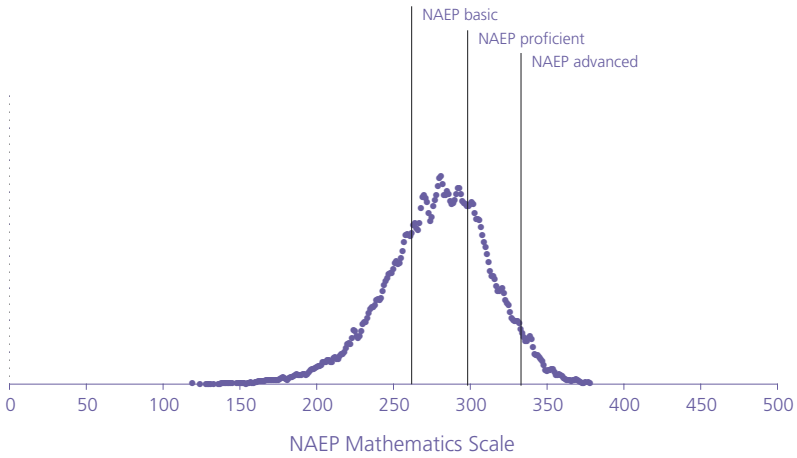
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Basic	0.80	0.012	—	†
Proficient	0.81	0.011	—	†
Advanced	0.66	0.019	—	†

— Not available.
† Not applicable.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

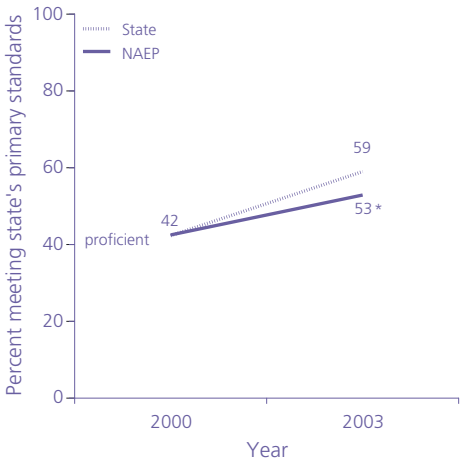
	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	12.0	13.1	11.4	13.4
English language learner	0.4	0.7	0.8	0.6
Student with disability	11.6	11.5	9.8	12.4
Both	#	0.8	0.8	0.4
Excluded	4.7	4.4	4.4	5.1
English language learner	0.2	0.2	0.3	0.2
Student with disability	4.5	3.9	3.3	4.8
Both	#	0.4	0.8	0.1
Accommodated	5.4	6.7	2.9	5.3
English language learner	#	0.1	0.1	0.2
Student with disability	5.4	6.2	2.8	5.0
Both	#	0.4	#	0.1

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting grade 4 mathematics standards: 2000 and 2003

Grade 4



* NAEP and state assessment 2000-2003 changes are significantly different ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

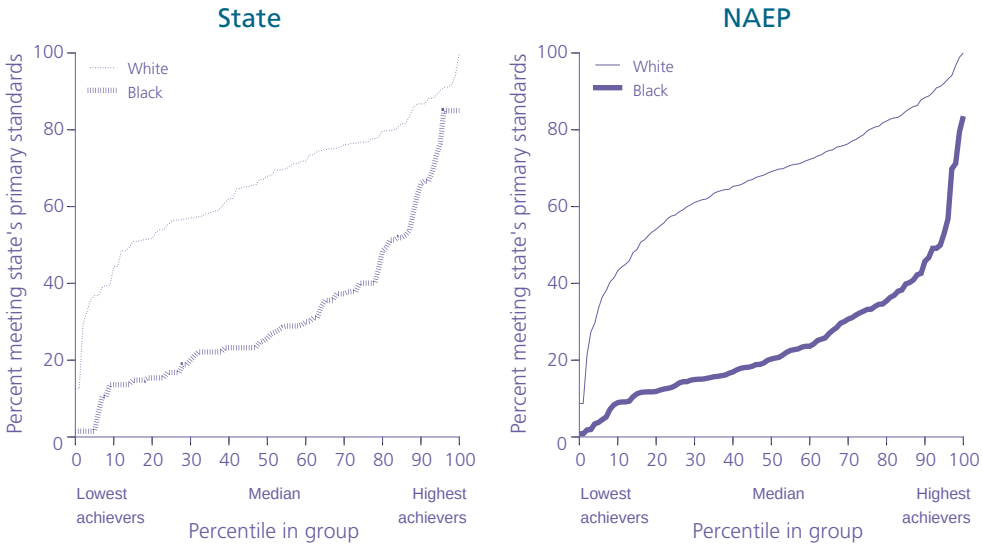
Table 3. Percentage meeting standards as reported by state: 2000 and 2003

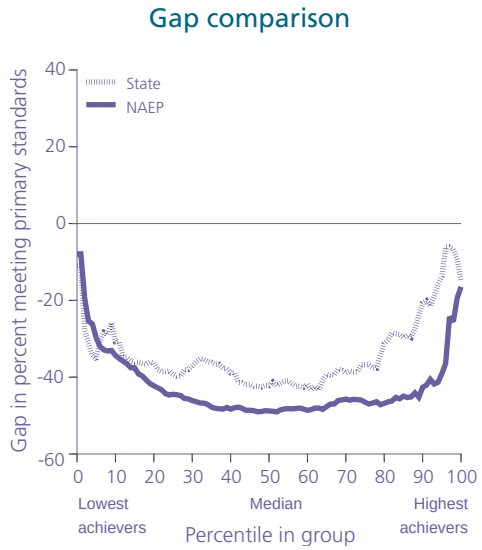
Level	2000	2003
Grade 4	—	58.0

— Not available.

SOURCE: Ohio Department of Education retrieved from
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=400&Content=15350.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



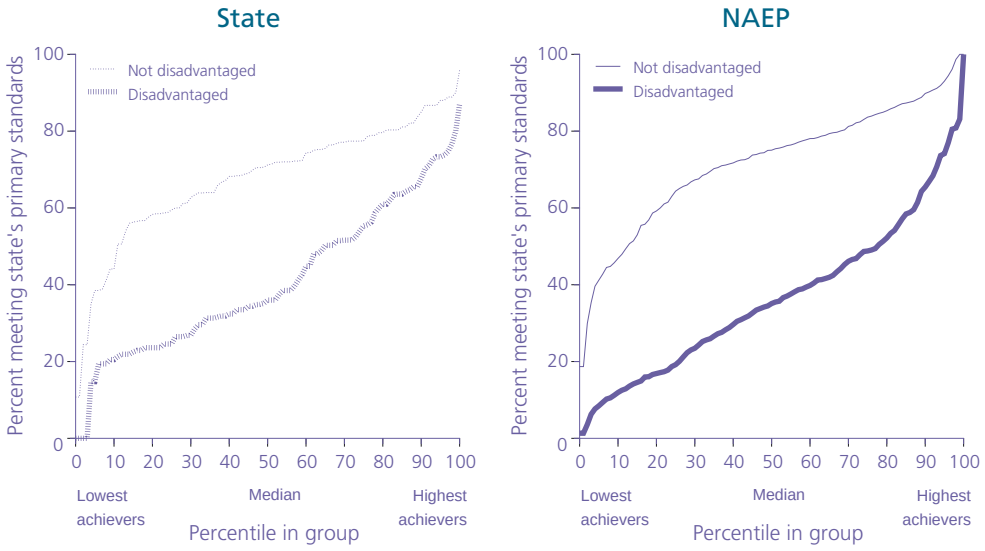


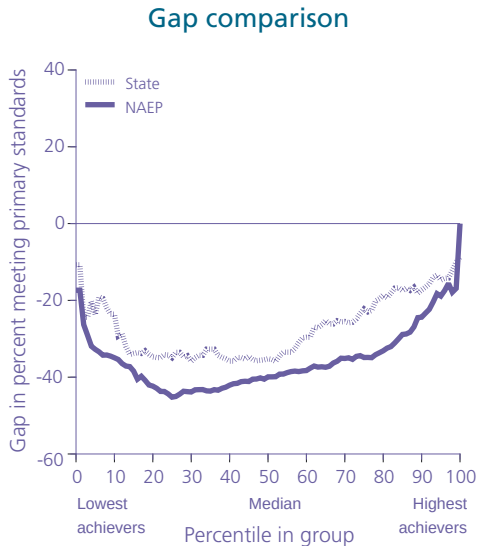
Population	Average NAEP-state gap difference
Overall	-8.3 *
Lower half	-4.6
Upper half	-12.0 *
Lower quarter	-0.9
Middle half	-8.4 *
Upper quarter	-15.1 *

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-8.2 *
Lower half	-8.3 *
Upper half	-8.2 *
Lower quarter	-8.3 *
Middle half	-8.3 *
Upper quarter	-8.0

* NAEP–State gap difference significantly different from zero (p<.05).

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D Oklahoma

Through the Oklahoma State Testing Program (OSTP), the state administers Oklahoma Core Curriculum Tests (OCCT) in grades 5 and 8 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Hispanic students to provide a reliable comparison. Oklahoma uses four achievement levels for reporting purposes: *unsatisfactory*, *limited knowledge*, *satisfactory*, and *advanced*. School-level assessment scores based on 5 or fewer students are suppressed.

Summary of Comparisons

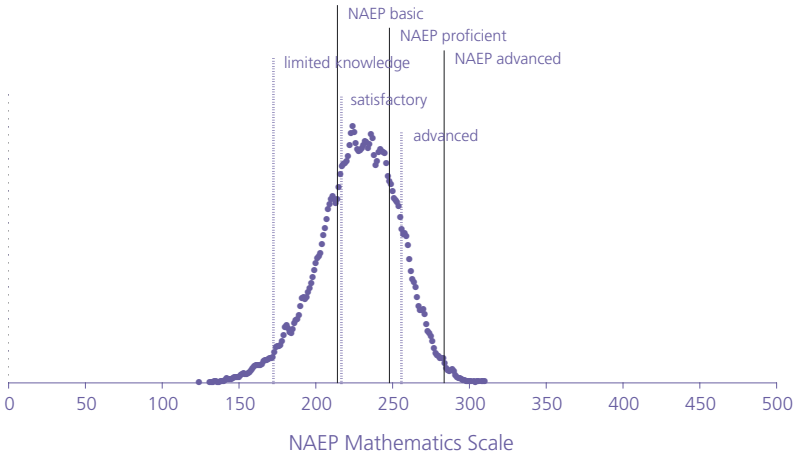
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 132 schools in grade 5 and 123 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 5 mathematics performance standard (*satisfactory*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*satisfactory*) is below the NAEP basic level.
- **Trends.** Between 2000 and 2003, the state reported declines in grade 4 in percent satisfactory, which NAEP did not. There were no significant differences between grade 8 NAEP and state assessment gains in percent satisfactory between 2000 and 2003.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White gap in mathematics in grades 5 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White and poverty gaps in mathematics in grades 5 and 8 in 2003.

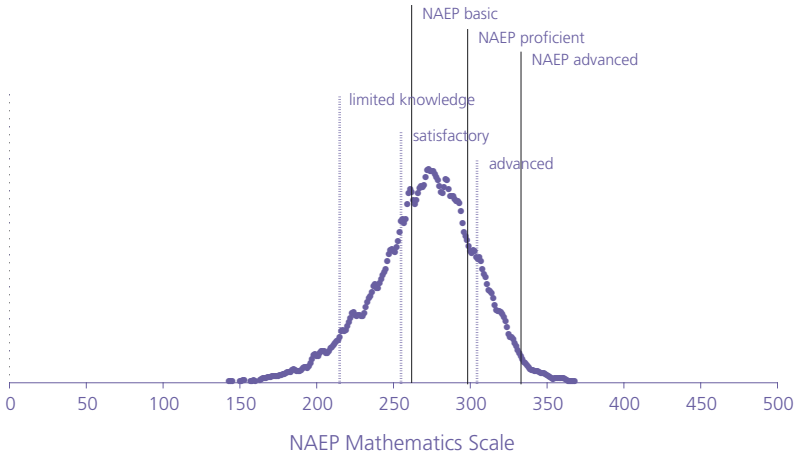
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 5th grade standards)



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 5		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Little Knowledge	0.36	0.073	0.51	0.038
Satisfactory	0.58	0.016	0.71	0.021
Advanced	0.42	0.033	0.64	0.026

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

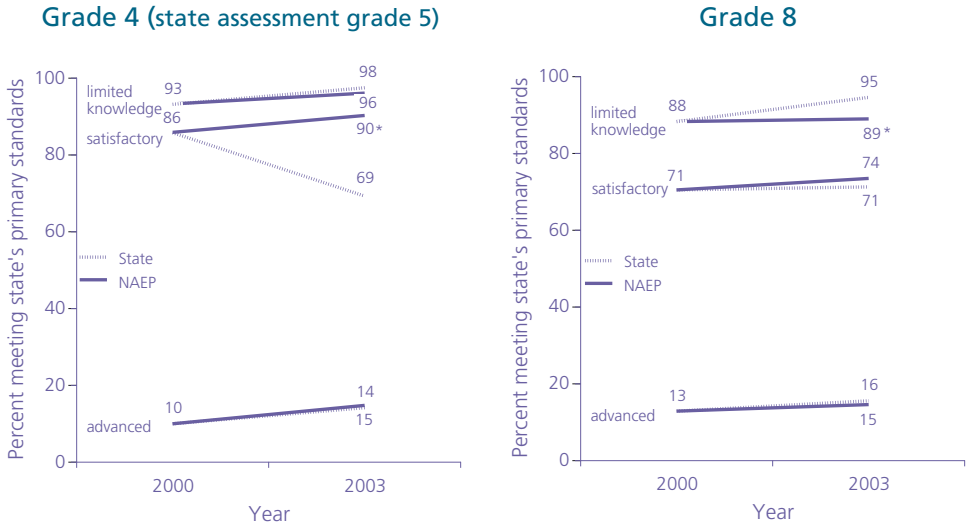
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	20.3	21.8	14.6	19.0
English language learner	4.4	5.0	1.6	3.1
Student with disability	14.9	15.2	12.8	13.9
Both	1.1	1.6	0.2	2.0
Excluded	5.0	3.6	3.9	2.3
English language learner	0.6	0.5	0.3	0.3
Student with disability	4.2	2.7	3.5	1.8
Both	0.2	0.5	0.1	0.3
Accommodated	4.7	8.0	2.8	6.7
English language learner	0.7	0.5	0.1	0.5
Student with disability	3.5	6.9	2.7	5.5
Both	0.6	0.6	#	0.6

Rounds to zero.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p<.05$).

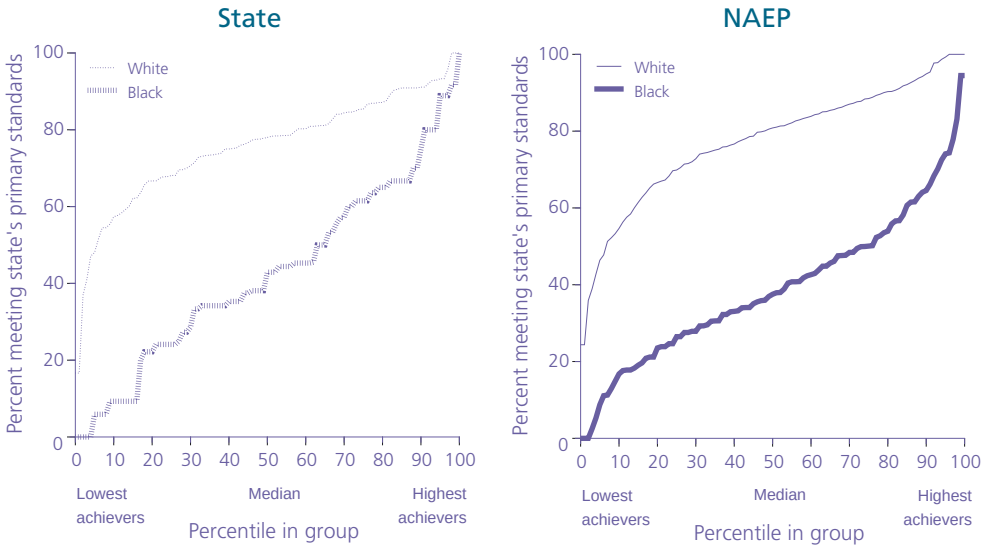
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 3. Percentage meeting standards as reported by state: 2000 and 2003

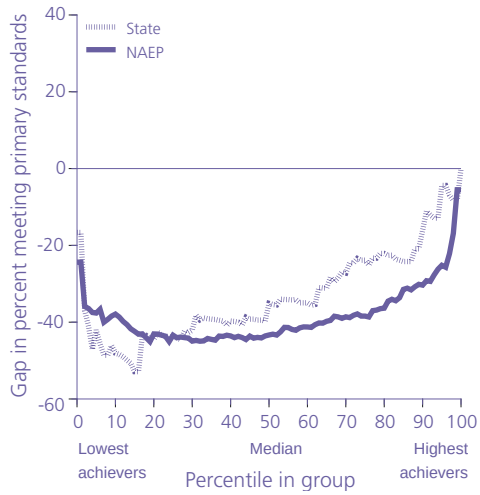
Level	2000	2003
Grade 5	85.0	72.0
Grade 8	71.0	73.0

SOURCE: Oklahoma State Department of Education site at http://www.sde.state.ok.us/home/defaultns.html.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



Gap comparison



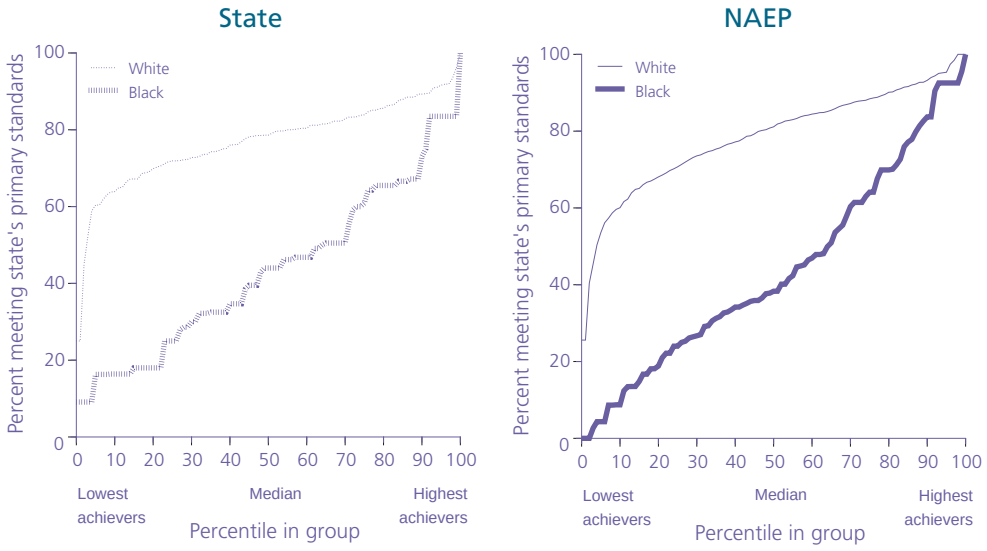
Population	Average NAEP-state gap difference
Overall	-5.5
Lower half	-0.1
Upper half	-11.9 *
Lower quarter	4.7
Middle half	-5.6
Upper quarter	-12.0

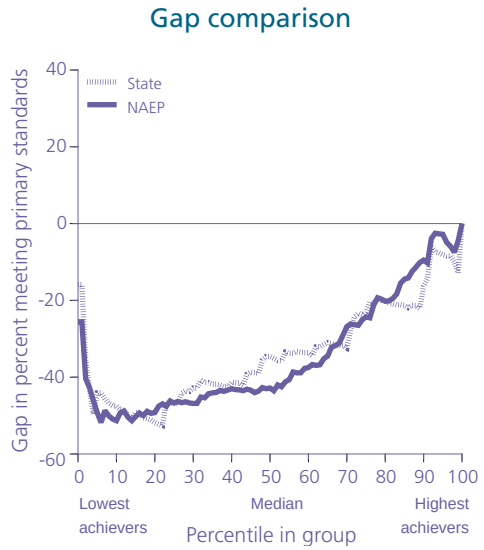
* NAEP–State gap difference significantly different from zero ($p<.05$).

NOTE: State assessment data used are for grade 5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-0.7
Lower half	-2.8
Upper half	1.3
Lower quarter	0.9
Middle half	-3.0
Upper quarter	0.9

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D Oregon

The state administers the Oregon Statewide Assessment in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic and Black students in grade 8, but there are too few Black students to provide a reliable comparison. Oregon uses five achievement levels for reporting purposes: *very low*, *low*, *nearly meets the standard*, *meets the standard*, and *exceeds the standard*. However, due to data unavailability, this report is based on only the top two standards. Suppression information is not available.

Summary of Comparisons

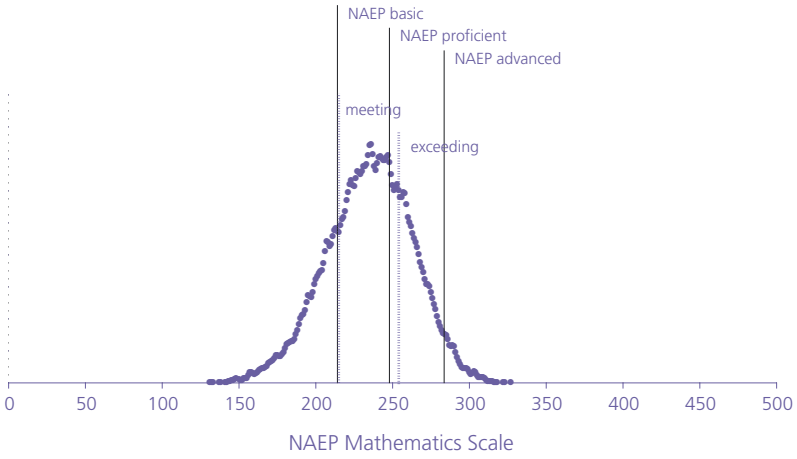
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 111 schools in grade 5 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP basic level for grade 4. The state's primary grade 8 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent meeting between 2000 and 2003.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in mathematics in grades 5 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grade 5 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in mathematics in grade 8 in 2003.

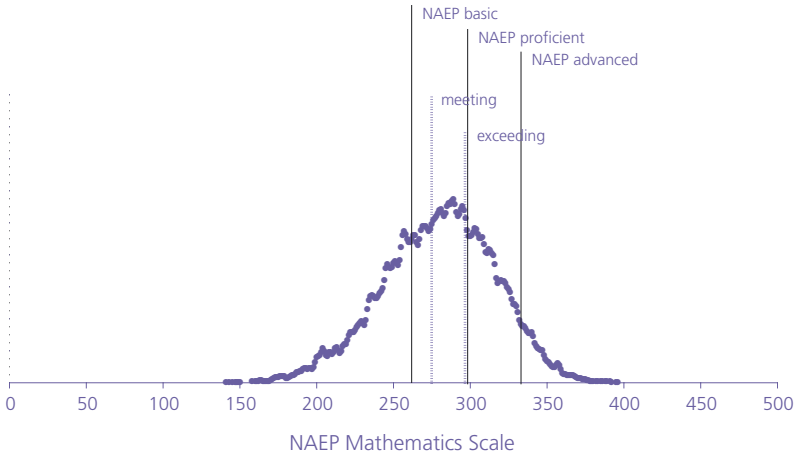
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 5th grade standards)



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 5		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Meeting	0.51	0.031	0.77	0.022
Exceeding	0.67	0.029	0.80	0.015

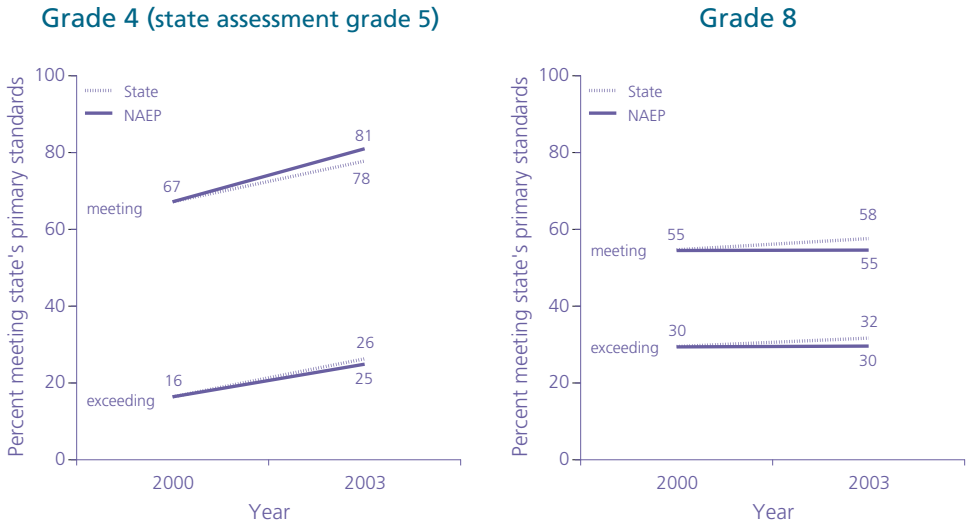
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	18.3	26.7	16.9	19.5
English language learner	4.6	9.4	4.3	5.1
Student with disability	12.8	14.8	11.7	12.8
Both	0.9	2.4	0.8	1.6
Excluded	2.7	4.1	2.5	3.2
English language learner	0.7	0.6	0.5	0.5
Student with disability	1.5	2.7	1.7	2.2
Both	0.5	0.8	0.3	0.4
Accommodated	7.8	11.3	6.2	5.9
English language learner	2.3	4.0	1.2	1.5
Student with disability	5.3	6.4	4.8	3.8
Both	0.1	0.9	0.2	0.6

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



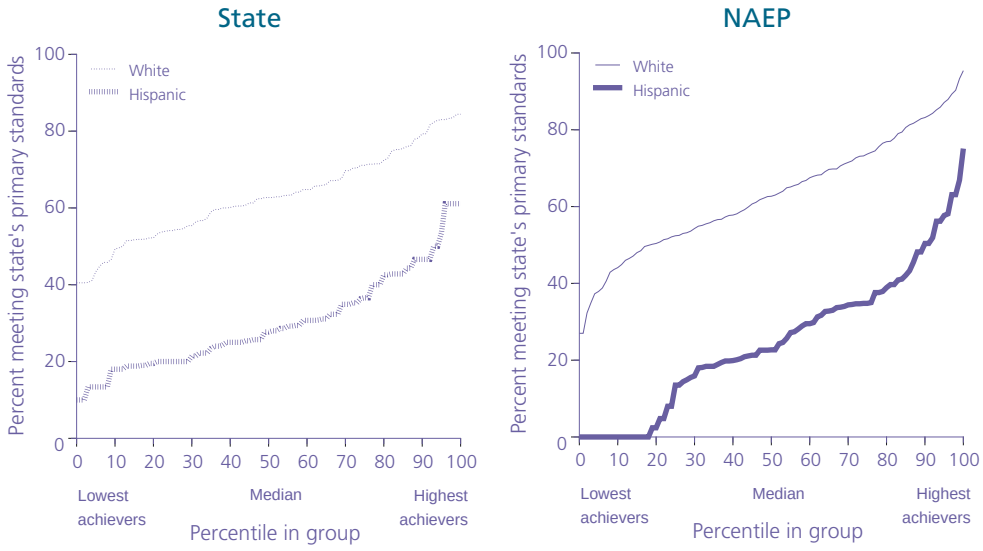
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

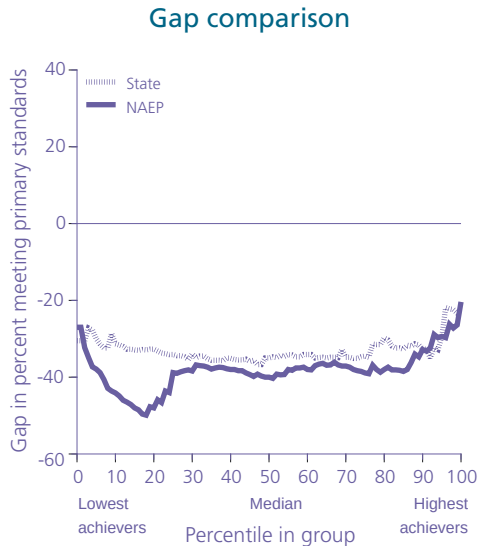
Table 3. Percentage meeting standards as reported by state: 2000 and 2003

Level	2000	2003
Grade 5	70.0	76.0
Grade 8	56.0	59.0

SOURCE: Oregon Department of Education site at http://www.ode.state.or.us/search/results/?id=126.

Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-5.2
Lower half	-6.0
Upper half	-4.5
Lower quarter	-9.2
Middle half	-2.6
Upper quarter	-5.5

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D Pennsylvania

Through the Pennsylvania System of School Assessment (PSSA), the state administers exams in grades 5 and 8 in reading and mathematics. Scores are available for Black and economically disadvantaged students in grades 5 and 8 and for Hispanic students in grade 8, but there are too few Hispanic students to provide a reliable comparison. Pennsylvania uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. Scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003; therefore, trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

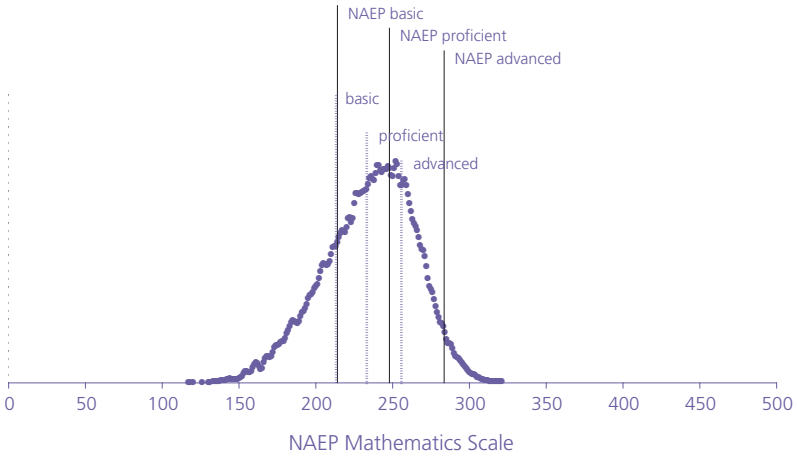
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 101 schools in grade 5 and 101 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and poverty gaps in mathematics in grades 5 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 5 and 8 in 2003.

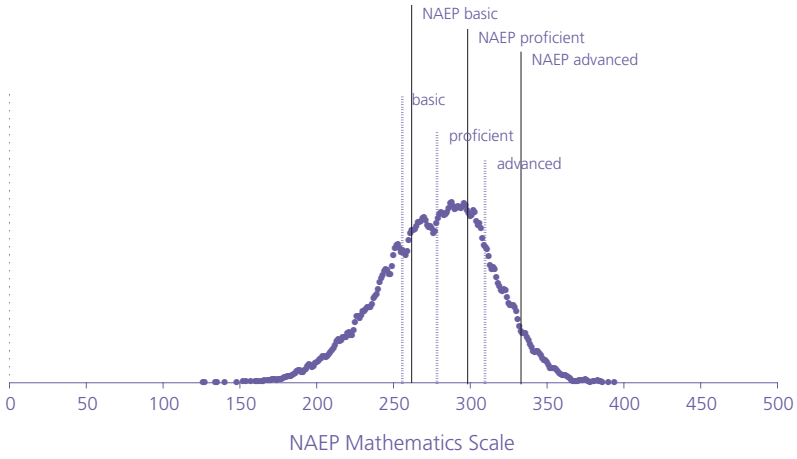
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4 (state 5th grade standards)



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 5		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Basic	0.80	0.022	0.85	0.018
Proficient	0.83	0.008	0.87	0.011
Advanced	0.75	0.021	0.82	0.016

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

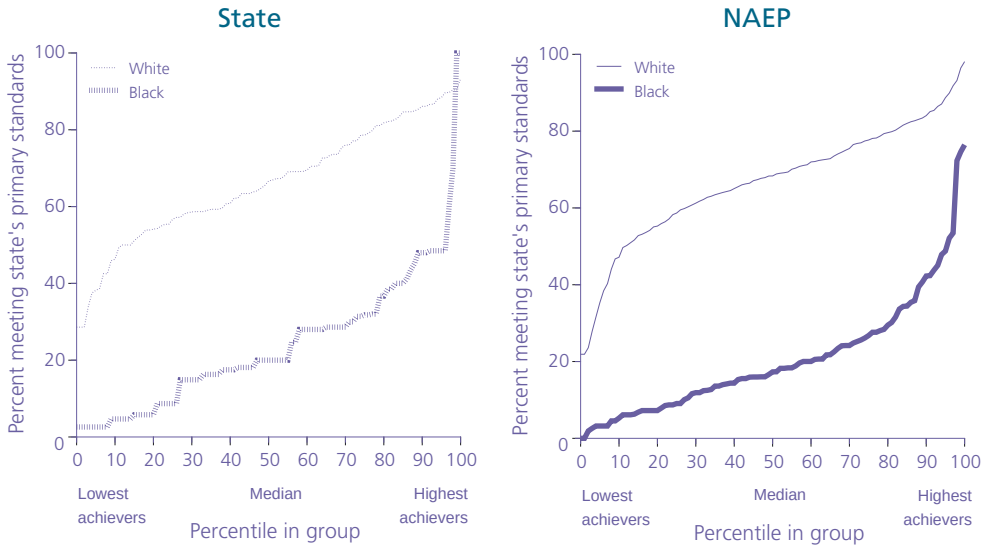
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

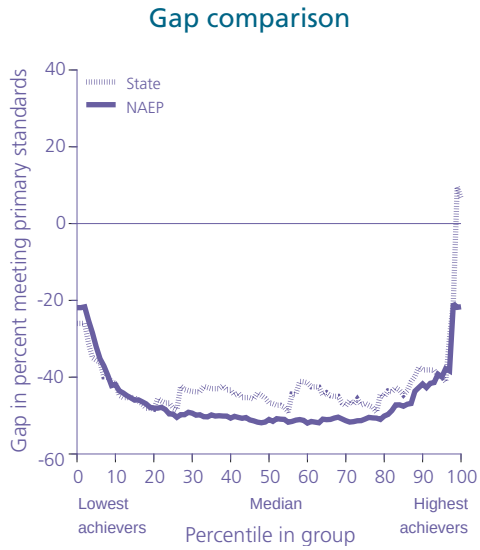
	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	—	15.0	—	15.2
English language learner	—	1.8	—	1.2
Student with disability	—	12.2	—	13.1
Both	—	1.0	—	0.8
Excluded	—	2.9	—	1.5
English language learner	—	0.8	—	0.2
Student with disability	—	1.9	—	1.2
Both	—	0.3	—	0.1
Accommodated	—	9.0	—	10.7
English language learner	—	0.5	—	0.4
Student with disability	—	8.0	—	9.9
Both	—	0.5	—	0.4

— Not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



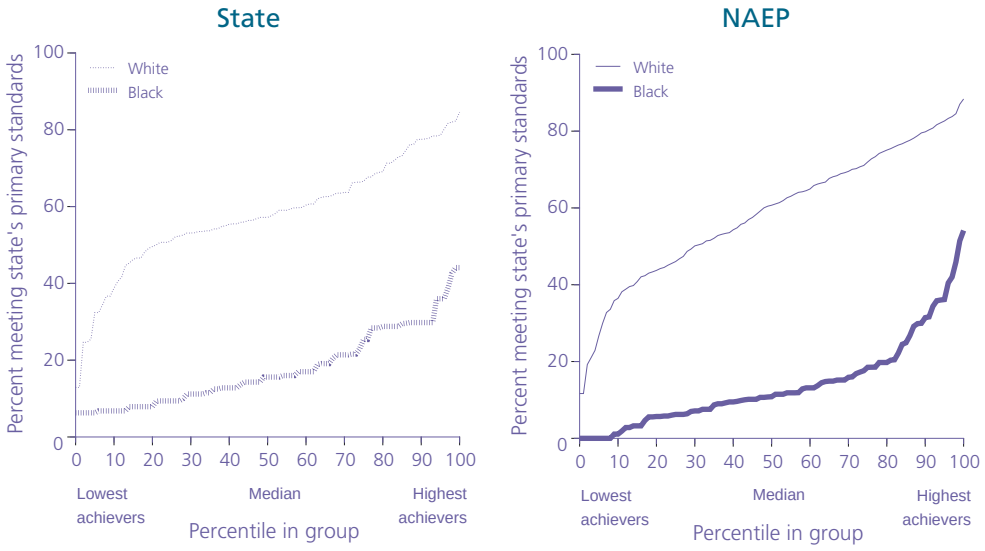


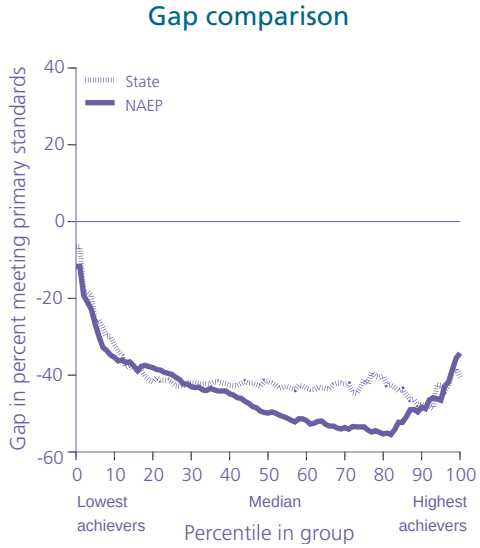
Population	Average NAEP-state gap difference
Overall	-4.8
Lower half	-2.8
Upper half	-5.4
Lower quarter	0.8
Middle half	-5.1
Upper quarter	-7.0

NOTE: State assessment data used are for grade 5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



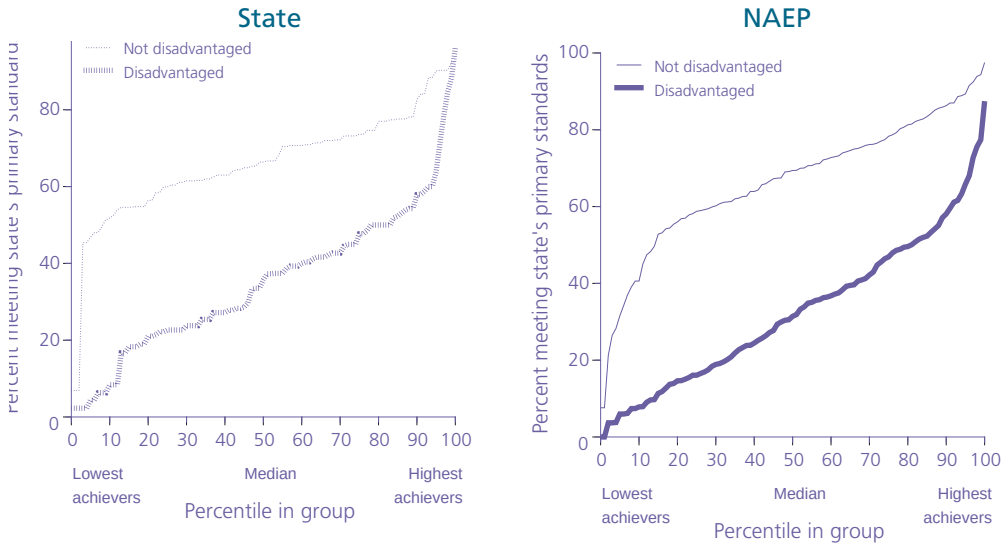


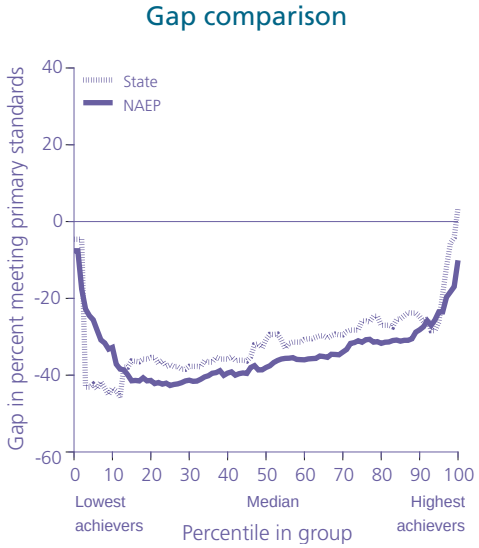
Population	Average NAEP-state gap difference
Overall	-4.6
Lower half	-1.4
Upper half	-8.0 *
Lower quarter	0.6
Middle half	-6.0 *
Upper quarter	-6.2

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



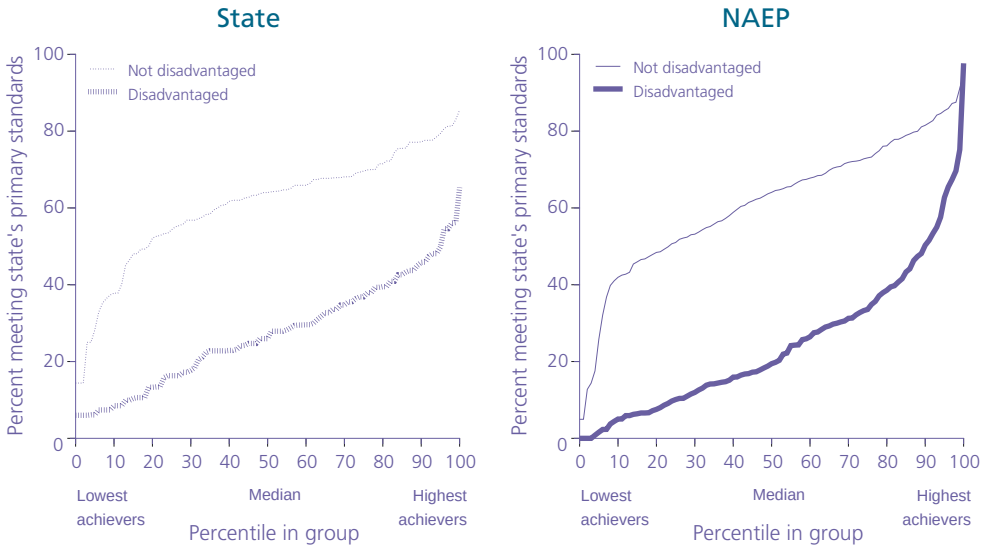


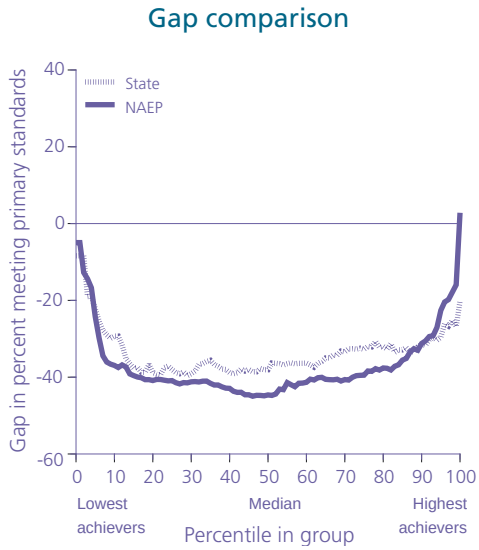
Population	Average NAEP-state gap difference
Overall	-3.3
Lower half	-1.0
Upper half	-5.2
Lower quarter	1.2
Middle half	-3.6
Upper quarter	-7.0

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch State assessment data used are for grade 5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-3.3
Lower half	-4.5
Upper half	-2.6
Lower quarter	-2.7
Middle half	-5.2
Upper quarter	0.5

NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

D Rhode Island

Rhode Island administers New Standards Reference Examinations (NSRE) in grades 4 and 8 in English/language arts (ELA) and mathematics. The ELA exam is broken down into four subcontent areas: reading–basic understanding, reading –analysis & interpretation, writing–effectiveness, and writing–conventions. The mathematics exam encompasses three subcontent areas: concepts, problem solving, and skills. While the 2003 data were not reported by subcontent area, previous years' data were reported this way, so those years' data have been aggregated to allow comparisons across years. Scores are available for Hispanic and Black students, but there are too few Black students to provide a reliable comparison. Rhode Island uses five achievement levels for reporting purposes: *little evidence of achievement*, *below the standard*, *nearly achieved the standard*, *achieved the standard*, and *achieved the standard with honors*. However, here data have been presented based only on percent *proficient*, defined by the state as *those achieving the standard and above*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

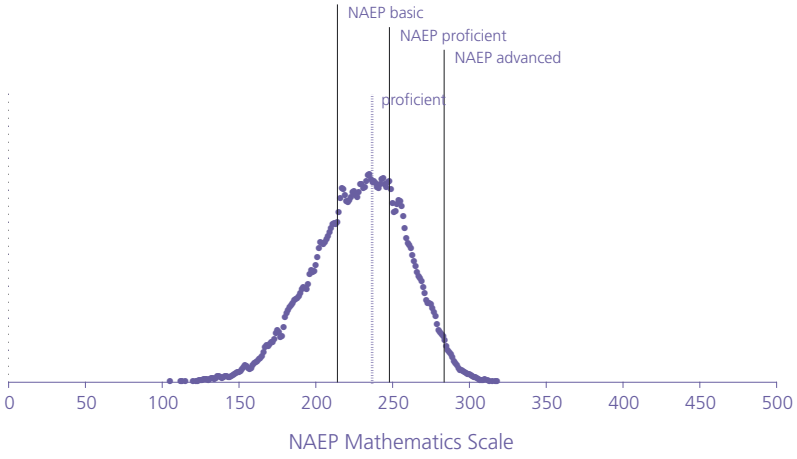
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 111 schools in grade 4 and 51 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:[1]

- **Standards.** The state's primary grade 4 mathematics standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are less than the state assessment gains.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps in mathematics in grades 4 and 8 in 2003. Overall, the Hispanic-White gap in grades 4 and 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment.

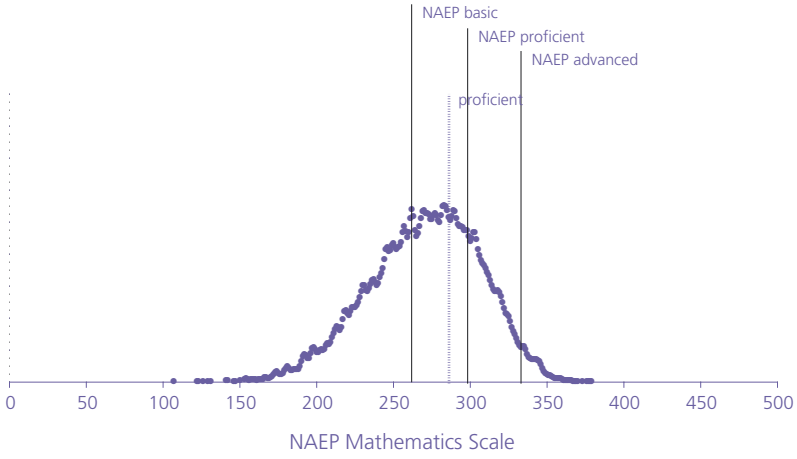
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different students in each school, at different times of the year, with different motivational characteristics. At the present time, in spite of controlling for effects of school sampling, differences in standards, and NAEP exclusion rates, we cannot identify specific reasons for differences between NAEP and state assessment results.

Figure 1. Distribution of grades 4 and 8 NAEP mathematics achievement scores: 2003

Grade 4



Grade 8



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 1. School-level correlations between NAEP and state assessment of percentages of students achieving state's mathematics standards: 2003

	Grade 4		Grade 8	
Standard	**Correlation**	**Standard error**	**Correlation**	**Standard error**
Proficient	0.78	0.011	0.90	0.014

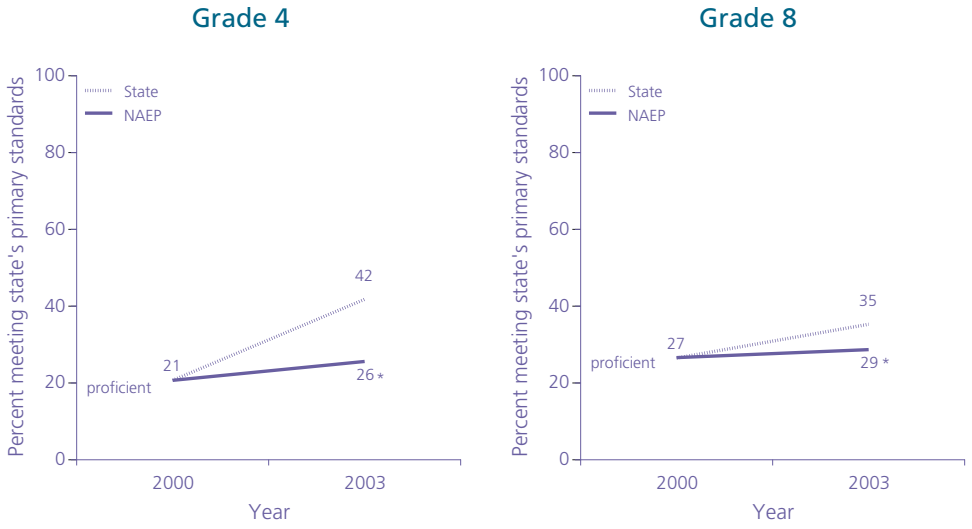
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

	Grade 4		Grade 8	
Students	**2000**	**2003**	**2000**	**2003**
Identified	22.7	26.9	19.7	23.3
English language learner	6.6	7.1	3.4	3.7
Student with disability	15.2	17.4	15.9	18.0
Both	0.8	2.4	0.3	1.6
Excluded	3.0	3.4	3.4	3.6
English language learner	1.2	1.6	0.9	1.0
Student with disability	1.6	1.2	2.4	2.1
Both	0.2	0.6	0.2	0.5
Accommodated	10.1	14.9	4.3	12.7
English language learner	1.8	1.9	0.5	1.2
Student with disability	7.9	11.7	3.8	10.9
Both	0.4	1.3	0.1	0.7

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



* NAEP and state assessment 2000-2003 changes are significantly different ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

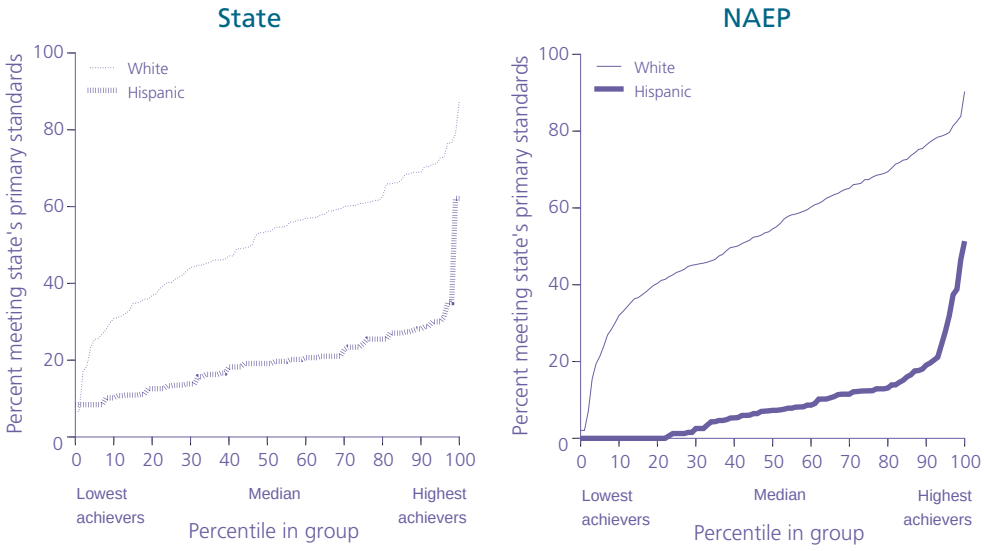
Table 3. Percentage meeting standards as reported by state: 2000 and 2003

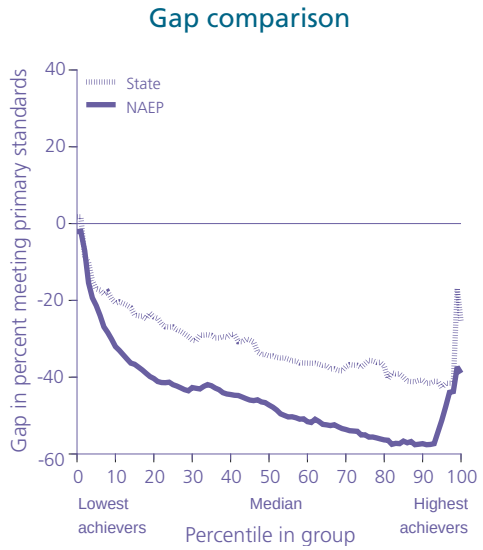
Level	2000	2003
Grade 4	—	42.6
Grade 8	—	35.2

— Not available.

SOURCE: Rhode Island Department of Education retrieved from http://www.infoworks.ride.uri.edu/.

Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



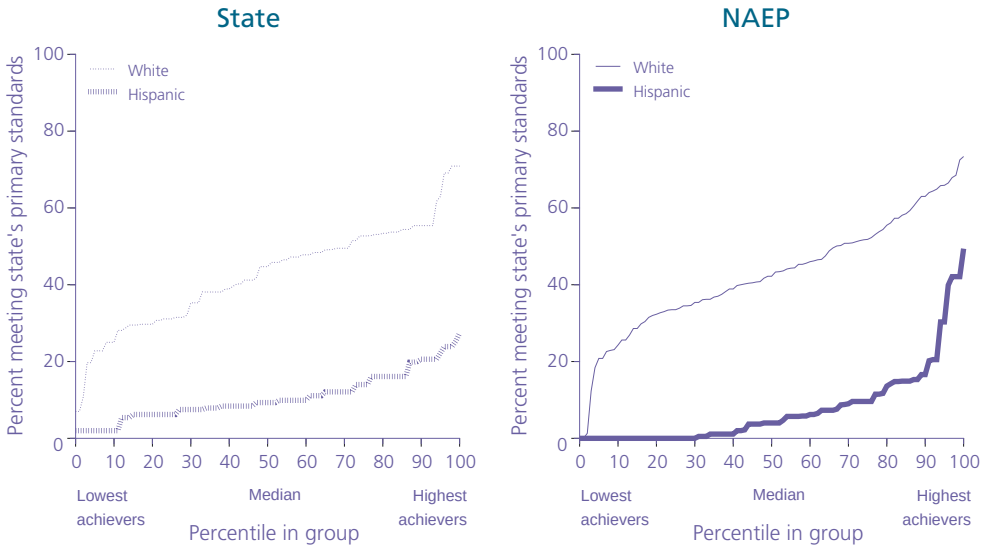


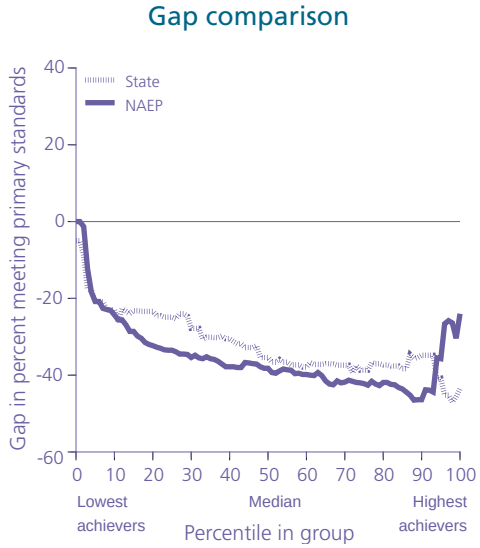
Population	Average NAEP-state gap difference
Overall	-13.9 *
Lower half	-12.5 *
Upper half	-15.3 *
Lower quarter	-11.0 *
Middle half	-15.6 *
Upper quarter	-15.7 *

* NAEP–State gap difference significantly different from zero ($p<.05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.

Figure 4. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003





Population	Average NAEP-state gap difference
Overall	-3.3 *
Lower half	-4.3 *
Upper half	-2.8
Lower quarter	-3.5 *
Middle half	-4.1 *
Upper quarter	-2.6

* NAEP–State gap difference significantly different from zero (p<.05).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2004.