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Idaho

The state administers the Idaho Standards Achievement Tests (ISAT) in grades 2-9 in reading and mathematics. Scores are available for Hispanic students. Idaho uses four achievement levels for reporting purposes: *below 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

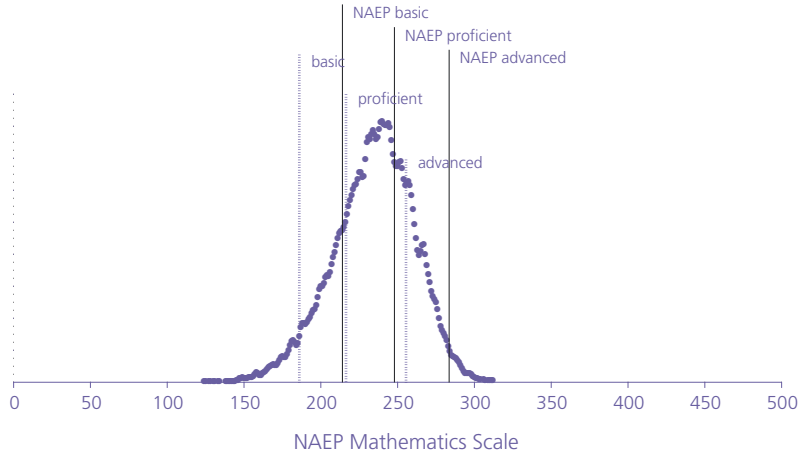
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 114 schools in grade 4 and 86 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** No trend 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 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.

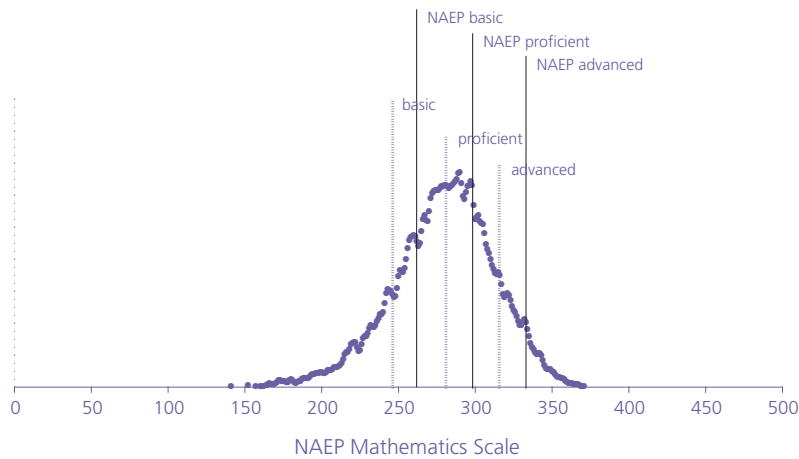
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.46	0.047	0.69	0.026
Proficient	0.67	0.039	0.70	0.026
Advanced	0.55	0.044	0.61	0.027

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.

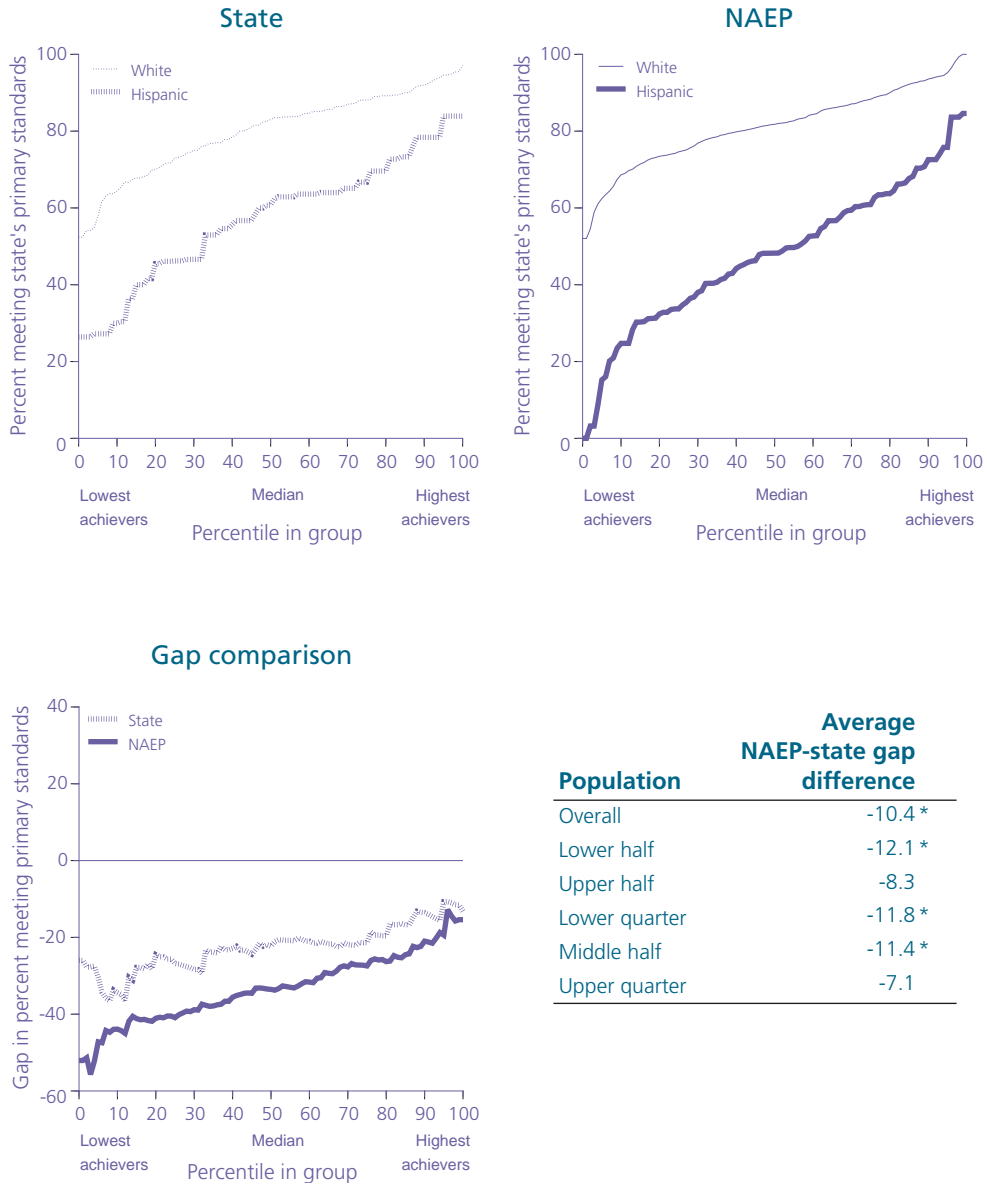


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.7	17.6	13.9	14.6
English language learner	4.1	5.9	3.3	4.5
Student with disability	10.6	10.4	9.6	8.9
Both	1.1	1.3	0.9	1.2
Excluded	2.3	1.6	2.0	0.7
English language learner	1.2	0.6	0.4	0.2
Student with disability	0.6	0.8	1.4	0.4
Both	0.4	0.2	0.1	0.2
Accommodated	6.6	7.4	3.7	4.5
English language learner	0.6	0.6	0.4	0.6
Student with disability	5.7	5.8	2.7	3.5
Both	0.3	0.9	0.6	0.4

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.

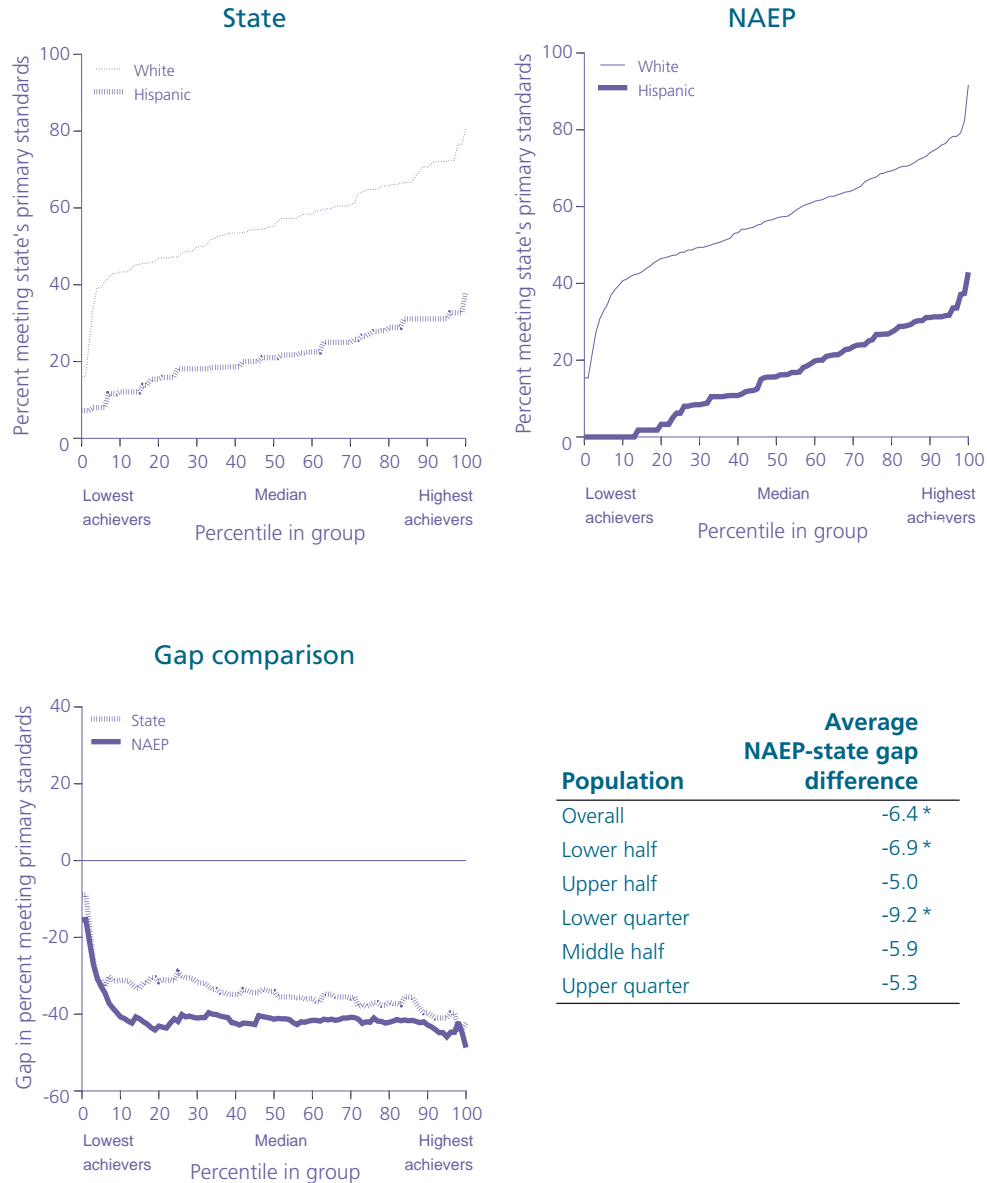
Figure 2. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* 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



* 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.

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Illinois

The state administers the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. Illinois uses four achievement levels for reporting purposes: *academic warning*, *below the standard*, *meets the standard*, and *exceeds the standard*. However, due to data unavailability, the trend graphs only include the top two levels. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

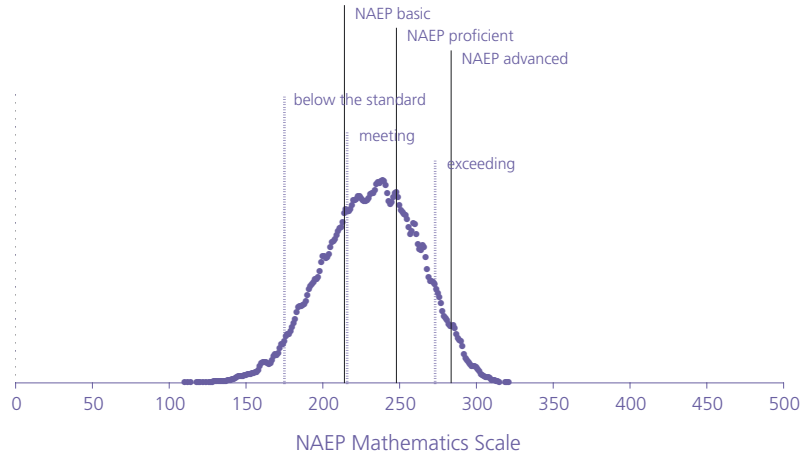
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 161 schools in grade 5 and 169 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 performance standard 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. For grade 8, the NAEP 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 grades 5 and 8 in 2003. The Hispanic-White gap in grade 5 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. 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. There were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grade 5 in 2003. The poverty 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.

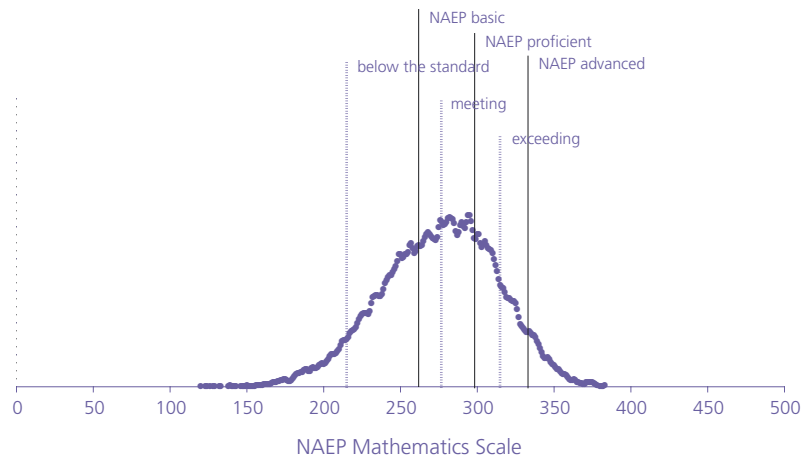
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Below the Standard	0.58	0.040	0.70	0.045
Meeting	0.84	0.011	0.92	0.009
Exceeding	0.82	0.021	0.82	0.018

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.

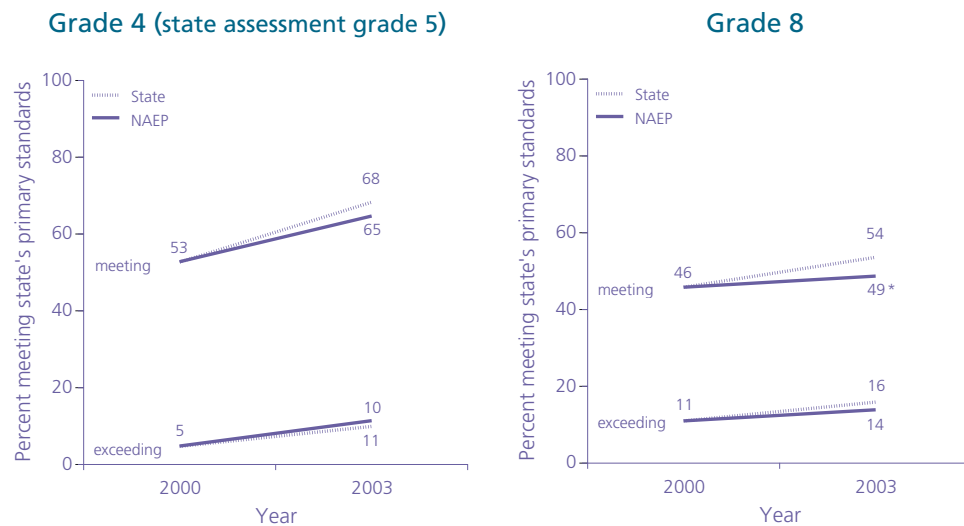
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	17.0	22.6	15.4	18.0
English language learner	6.0	7.2	4.3	2.8
Student with disability	9.9	13.6	10.6	14.0
Both	1.0	1.8	0.5	1.2
Excluded	3.1	4.3	4.8	4.4
English language learner	1.2	1.6	1.5	0.8
Student with disability	1.5	2.0	3.0	3.2
Both	0.5	0.7	0.3	0.5
Accommodated	8.6	10.9	3.5	9.3
English language learner	2.8	2.2	0.4	1.1
Student with disability	5.3	8.0	3.1	7.8
Both	0.5	0.7	#	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.

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 ($p < .05$).

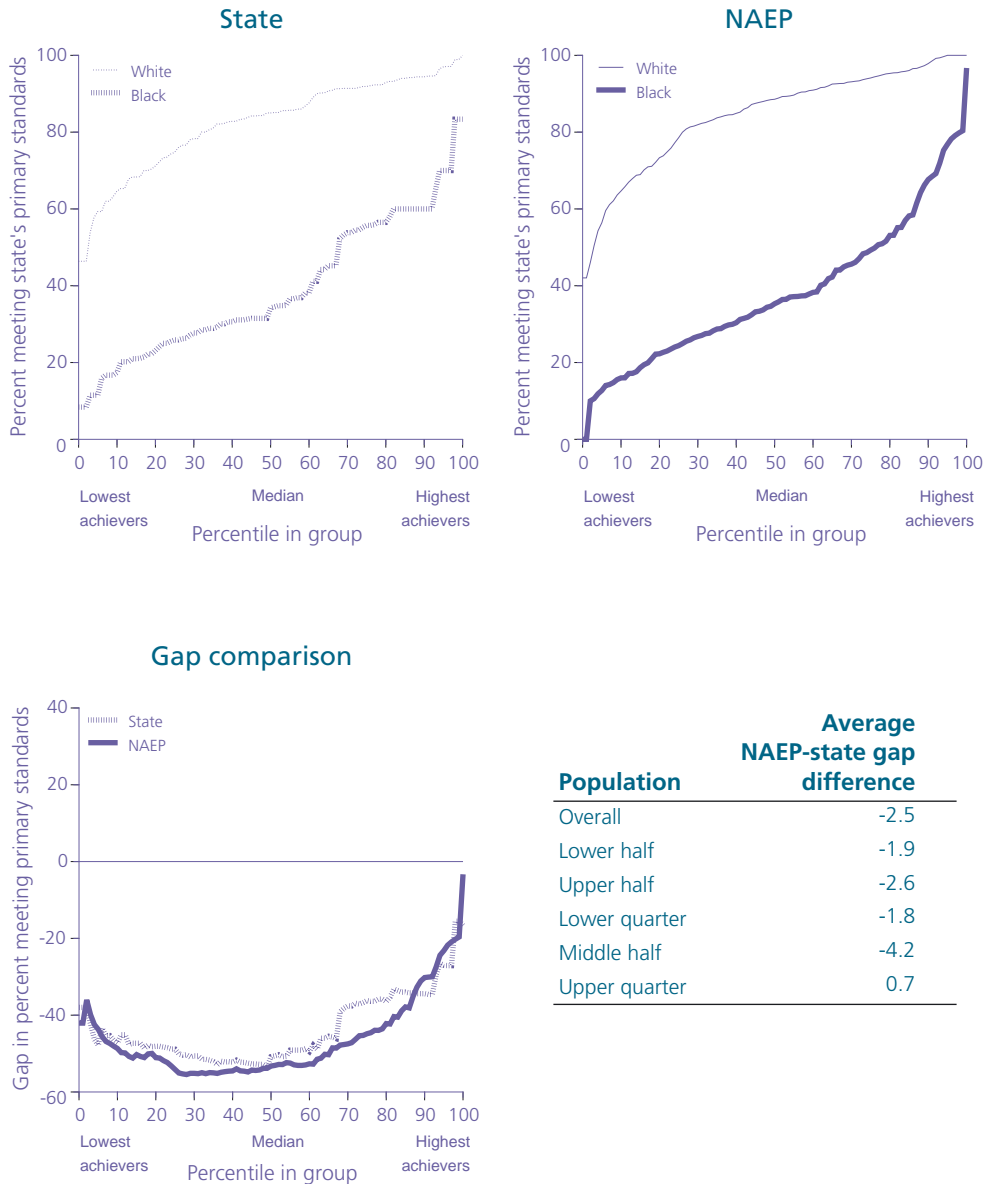
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	57.3	68.3
Grade 8	46.8	53.1

SOURCE: Illinois State Board of Education retrieved from http://www.isbe.net/news/2003/isat_charts.pdf.

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

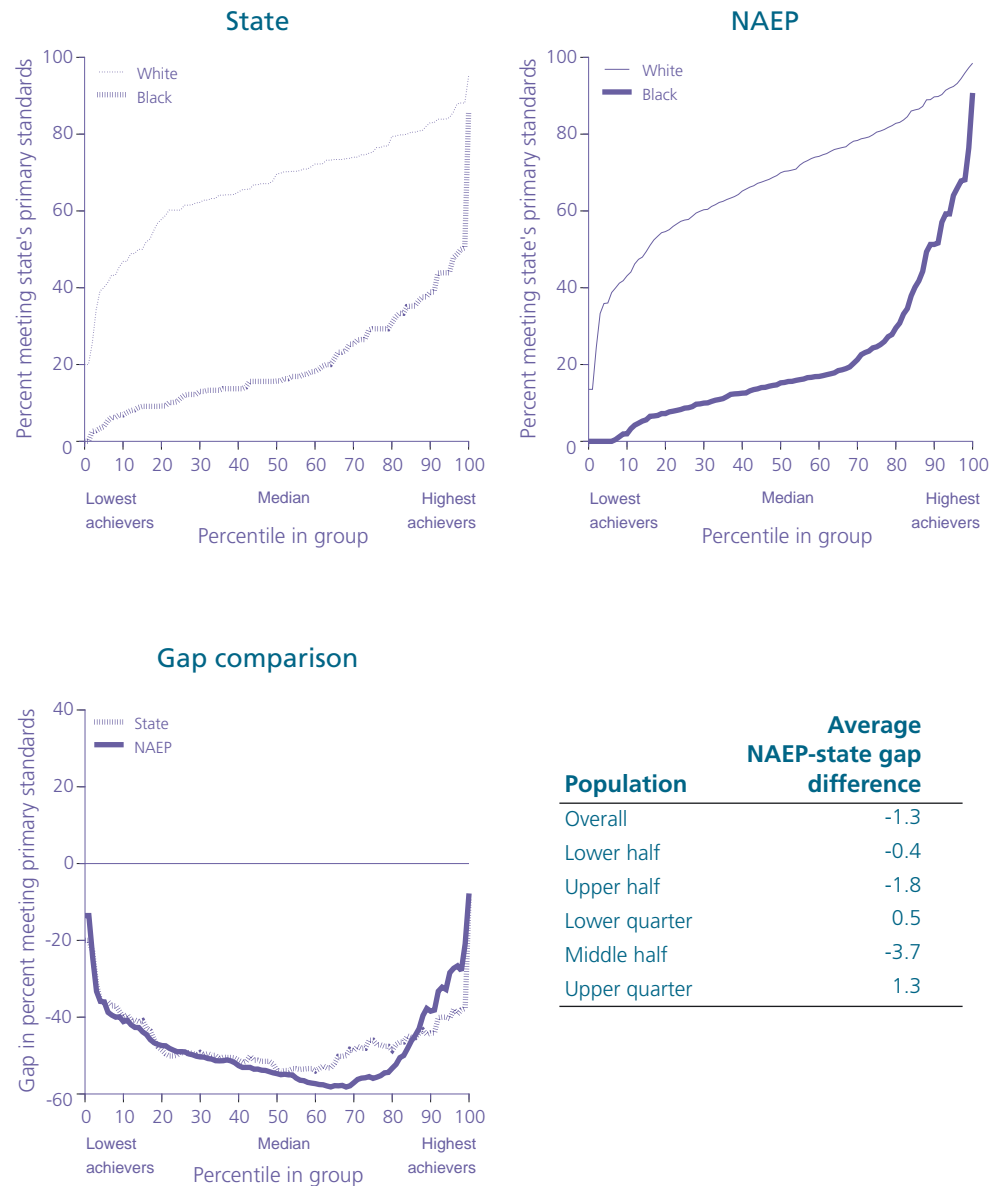


NOTE: State assessment data used are for grade 5.

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.

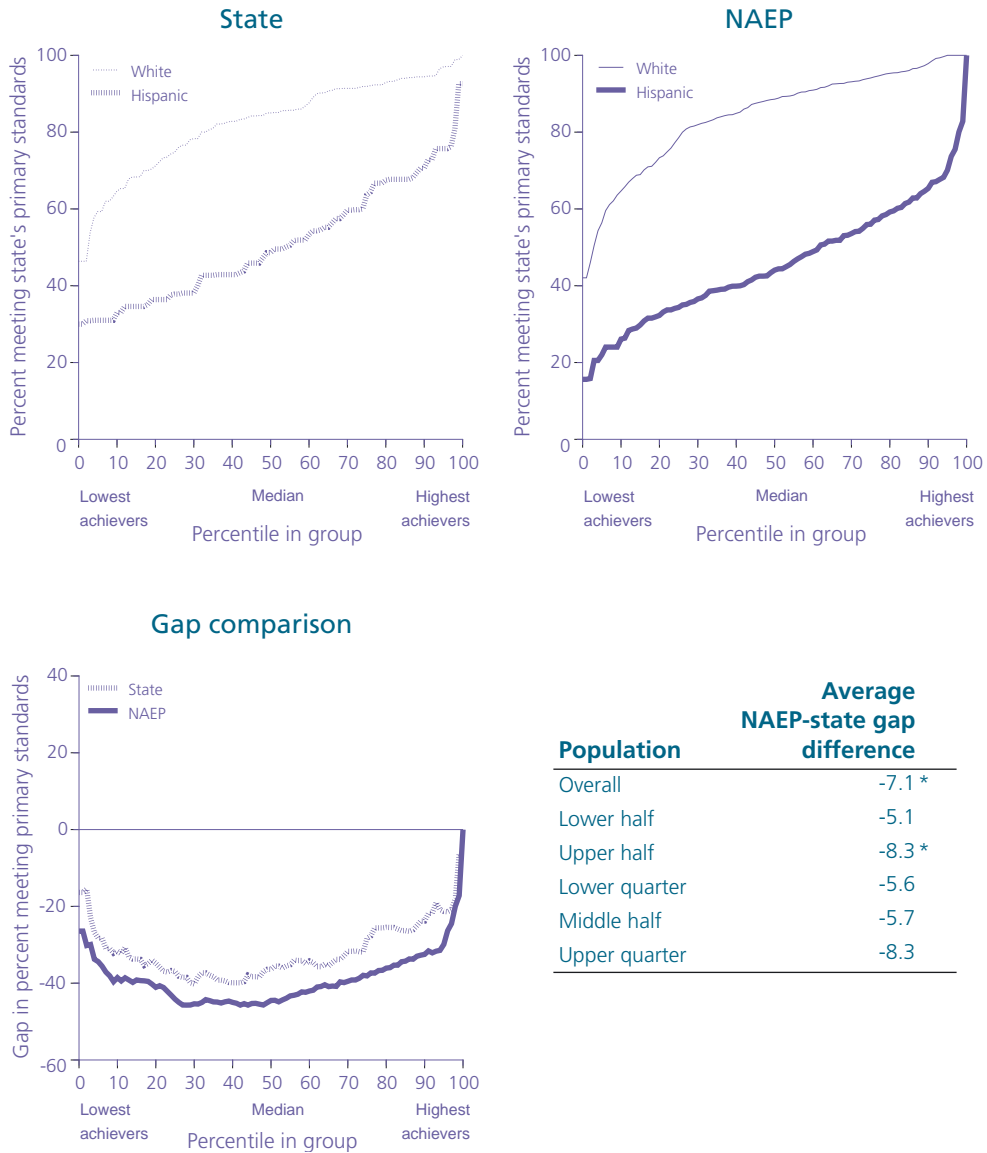


Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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



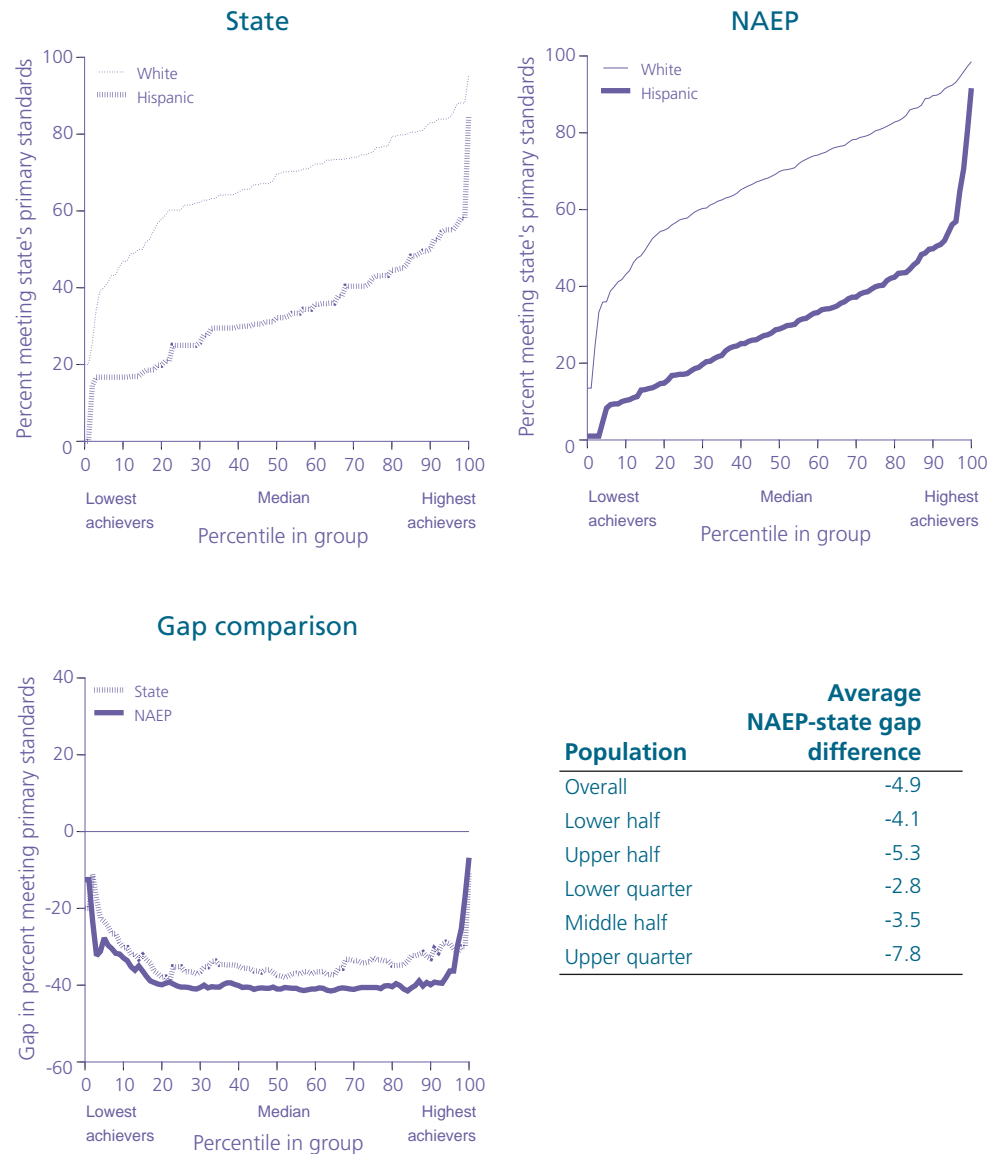
* NAEP-State gap difference significantly different from zero ($p < .05$).

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.

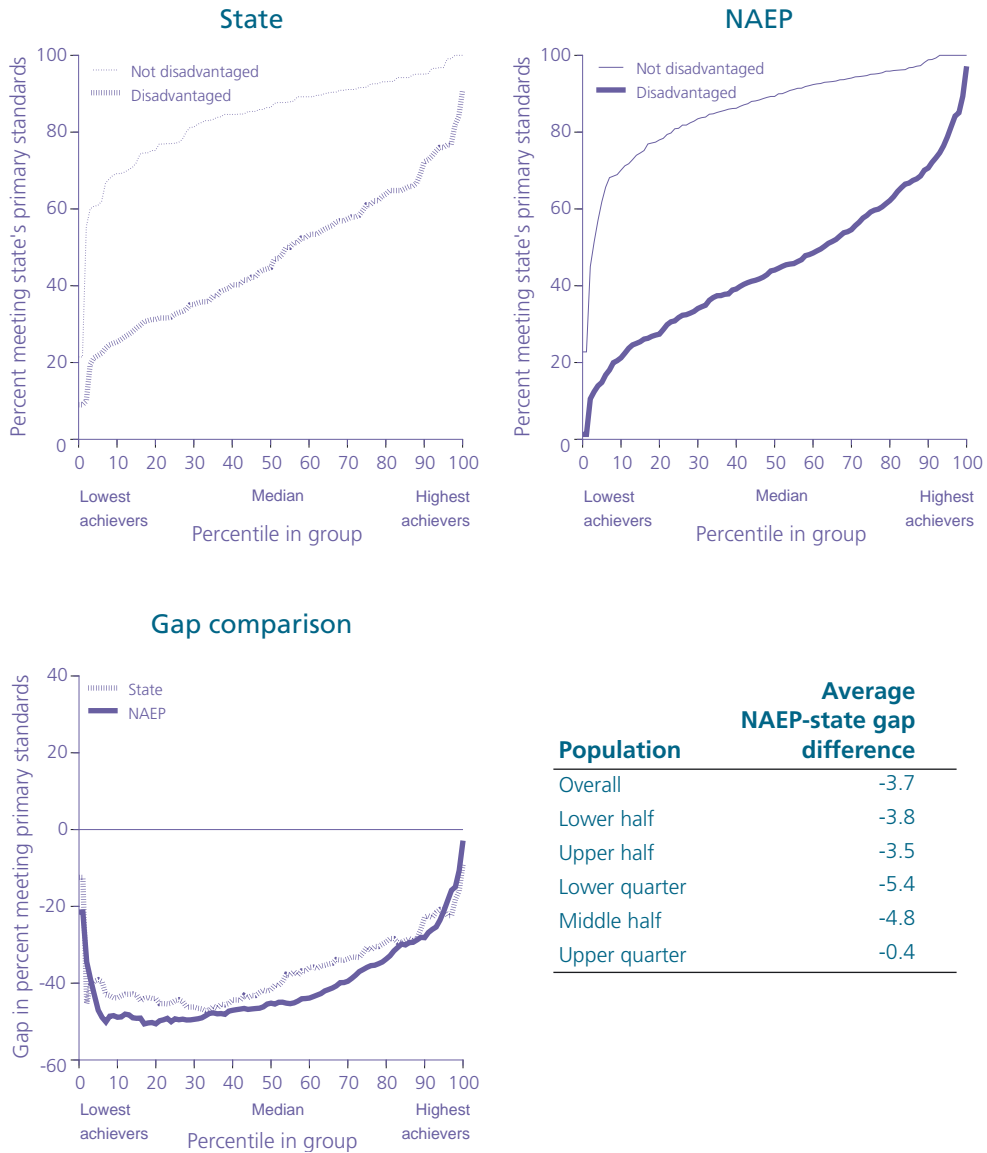


Figure 6. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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.

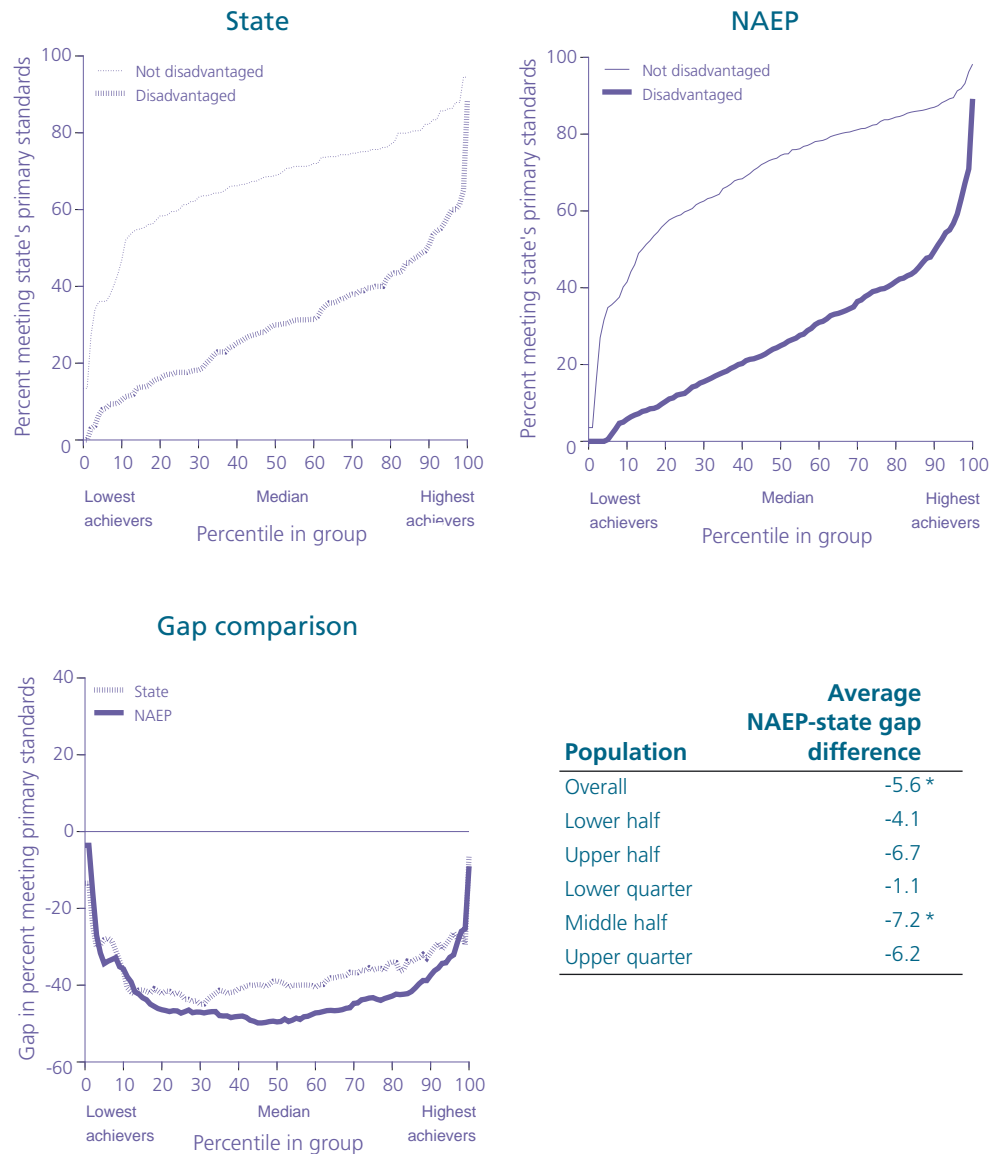
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



* 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.

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Indiana

The state administers the Indiana Statewide Testing for Education Progress-Plus (ISTEP+) assessment in grades 3 and 8 in English language arts and mathematics. Scores are available for Black and economically disadvantaged students in grades 3 and 8 and for Hispanic students in grade 8, but there are too few Hispanic students to provide a reliable comparison. Indiana uses three achievement levels for reporting purposes: *not pass*, *pass*, and *pass+*. The ISTEP+ is given in the fall, so 2002-03 data correspond to the exams administered in the fall of 2002. Since the new ISTEP+ is based upon new content and is scored on a new scale, trend graphs are not included in this report. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

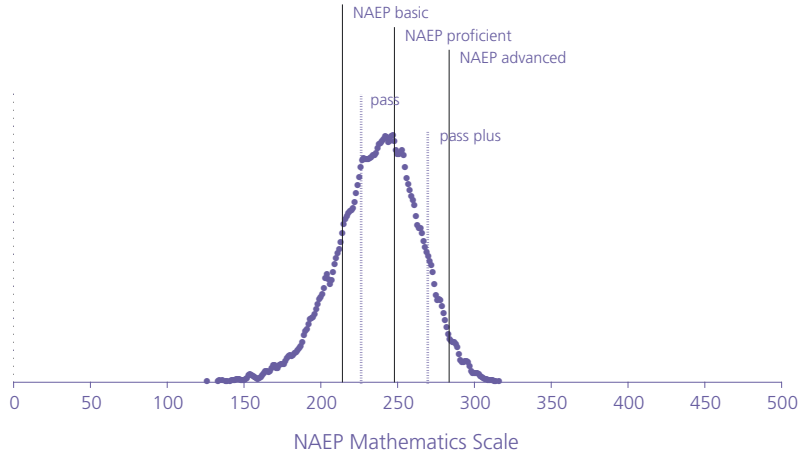
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 110 schools in grade 3 and 99 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 3 mathematics performance standard (*pass*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 3 and 8.
- **Gaps.** Overall, the Black-White and poverty gaps in grade 3 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 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 3 and 8 in 2003.

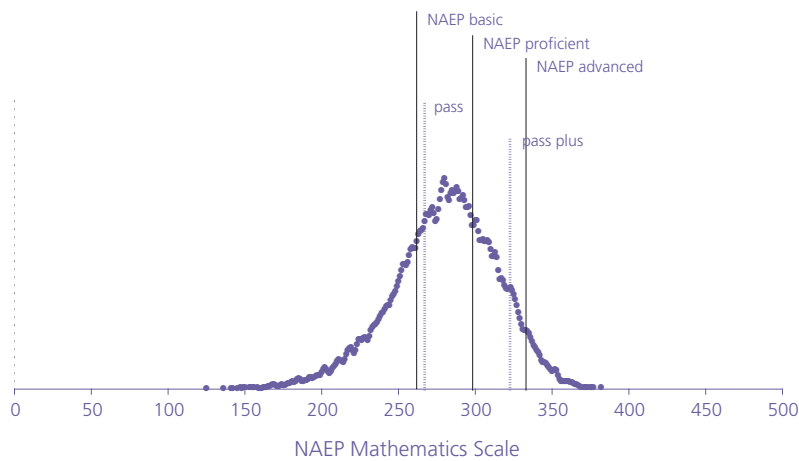
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 assessment grade 3)



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

Standard	Grade 3		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Pass	0.44	0.013	0.83	0.022
Pass Plus	0.22	0.030	0.71	0.046

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.



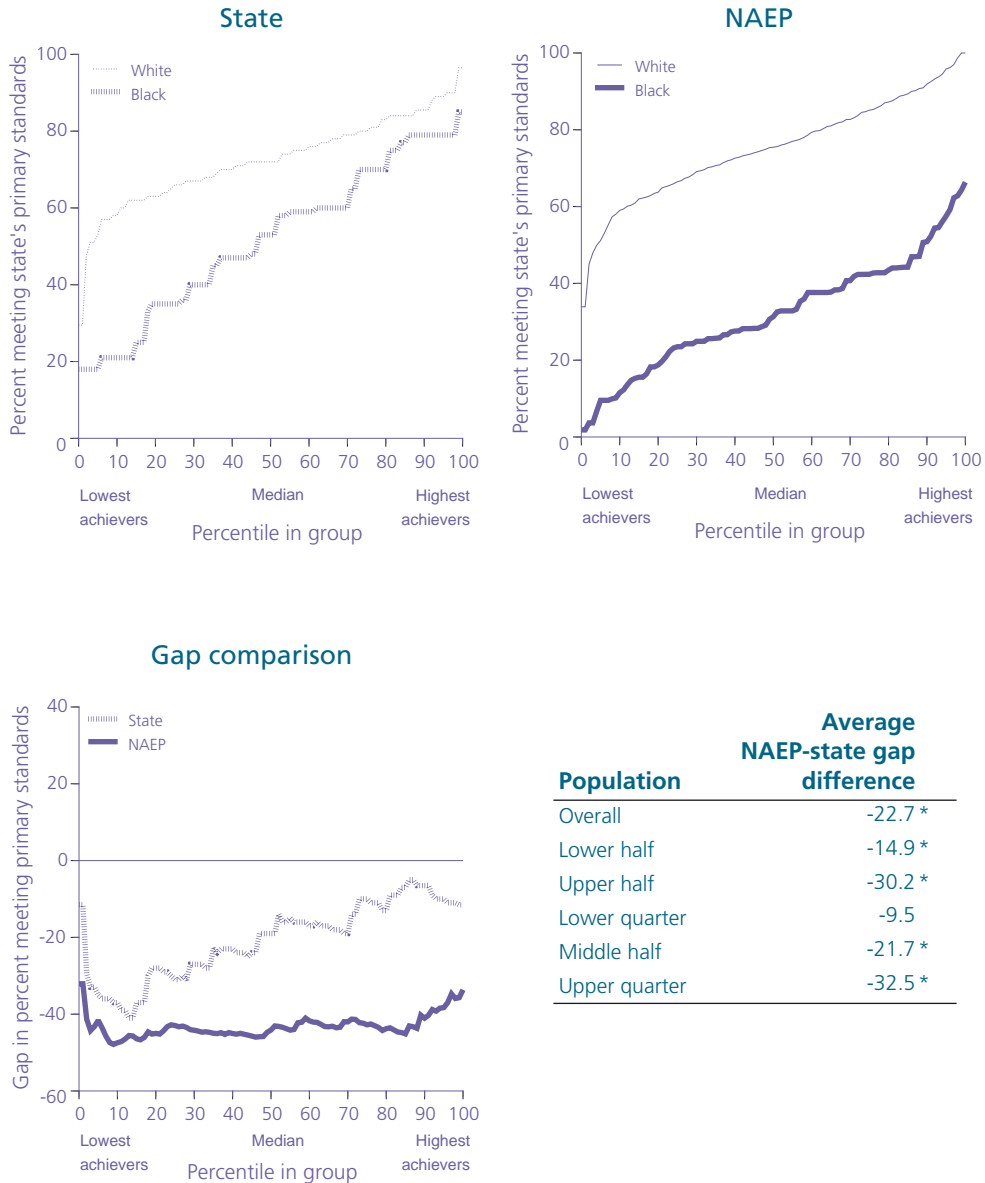
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	11.4	16.5	12.3	15.2
English language learner	1.2	2.1	1.2	1.7
Student with disability	10.0	13.7	11.1	12.7
Both	0.2	0.7	0.1	0.9
Excluded	2.5	2.1	3.2	2.3
English language learner	0.5	0.1	0.4	0.1
Student with disability	1.8	1.7	2.8	2.0
Both	0.2	0.3	#	0.3
Accommodated	6.0	6.7	3.2	6.7
English language learner	0.6	0.6	#	0.4
Student with disability	5.3	5.8	3.2	5.9
Both	0.1	0.3	#	0.4

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 Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003

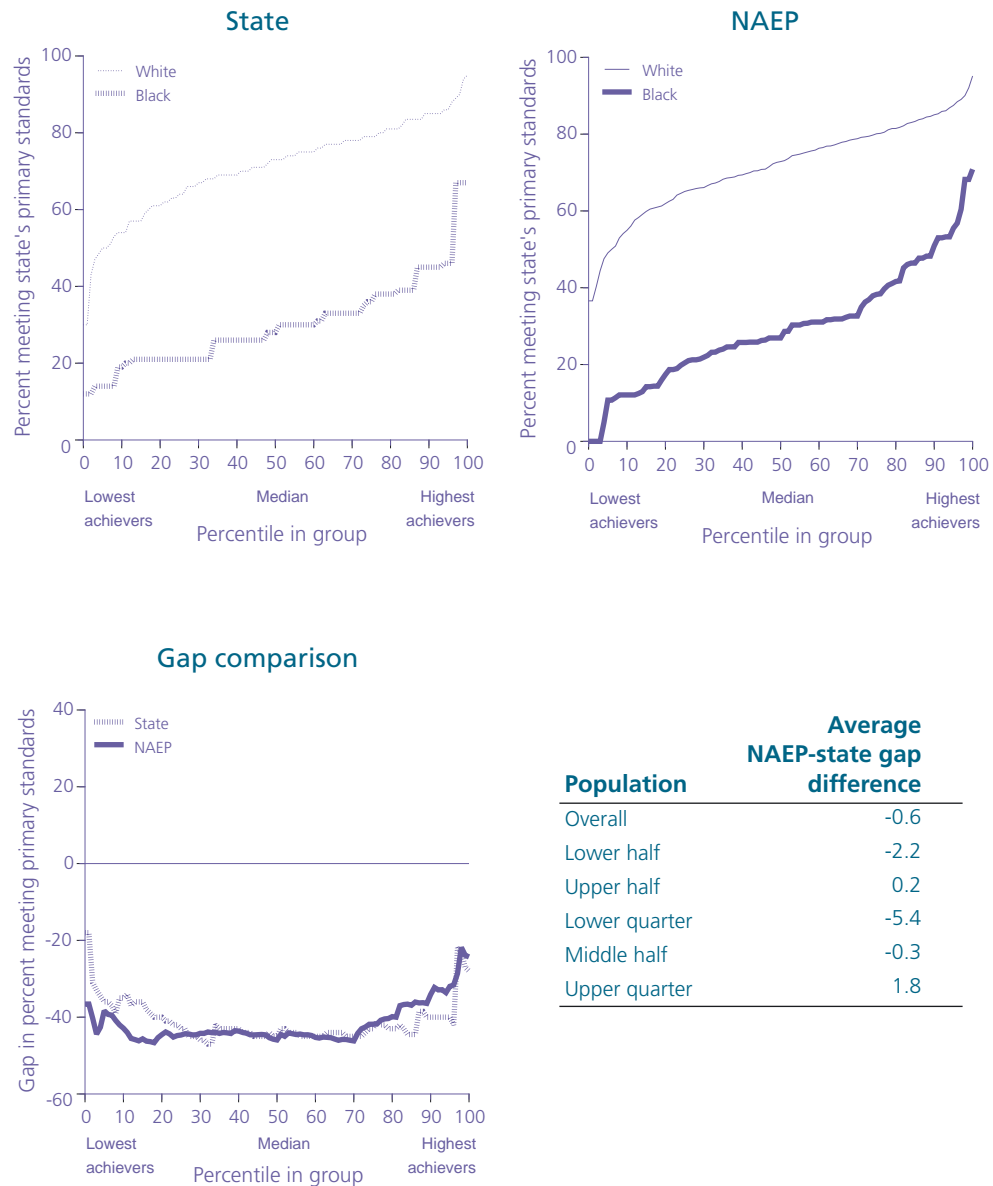


* NAEP-State gap difference significantly different from zero ($p < .05$).

NOTE: State assessment data used are for grade 3.

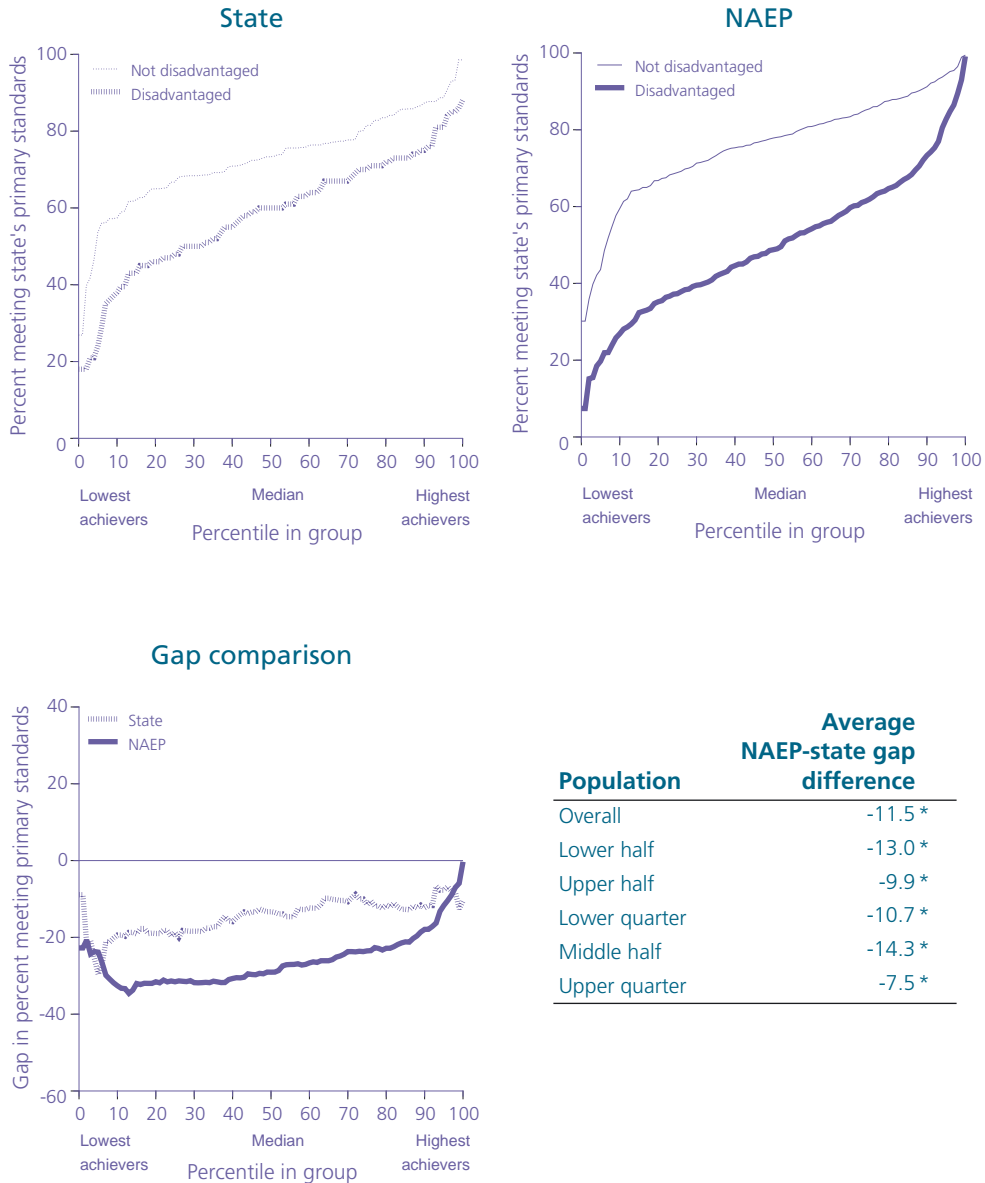
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

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

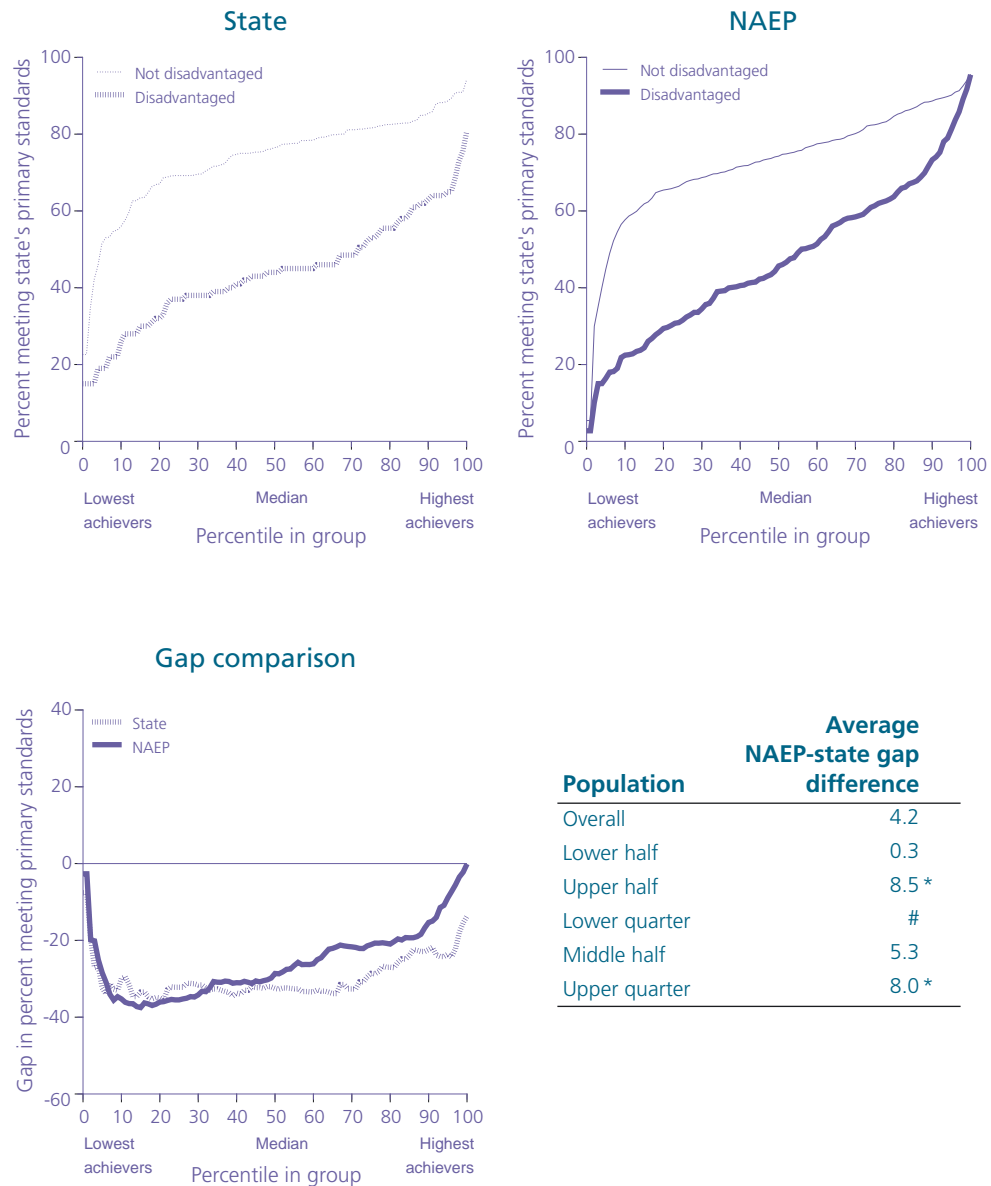


* NAEP–State gap difference significantly different from zero ($p < .05$).

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.

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



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.

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

Iowa

Iowa administers the Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic and Black students in grade 8, but there are too few students in these subgroups to provide a reliable comparison. Iowa uses three achievement levels for reporting purposes (*low*, *intermediate*, and *high*), although the data available only included percent proficient. Iowa has defined *proficient* as the intermediate and high levels combined. Iowa's scores are available for *biennium* periods only. For example, this year's scores represent the biennium period 2001-02 to 2002-03. This is also the first year for which scores are available for this report; for these reasons, trend graphs are not included. Since Iowa does not have NAEP grade 8 data for 2000, those cells in the inclusion and accommodation table are empty. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

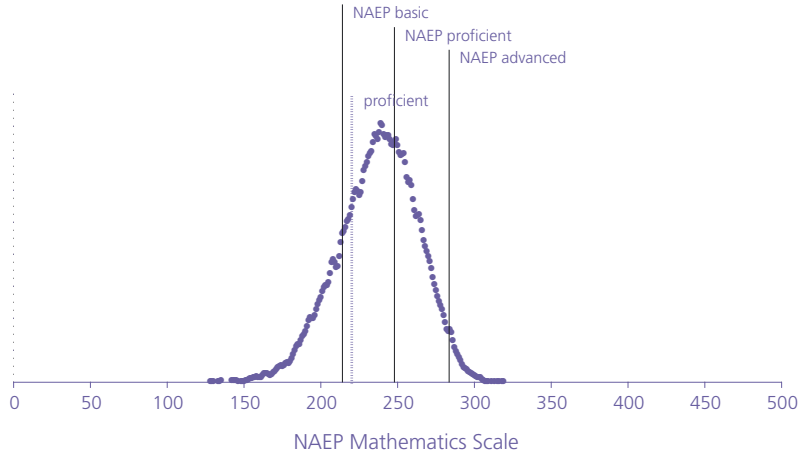
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 133 schools in grade 4 and 114 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **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.** 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.

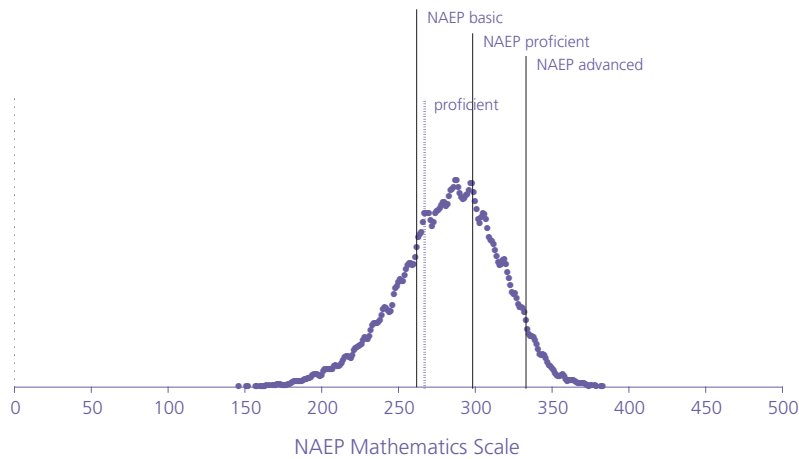
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Proficient	0.77	0.016	0.77	0.047

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

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	14.6	17.9	—	17.5
English language learner	2.0	2.6	—	1.8
Student with disability	12.5	14.1	—	15.1
Both	0.1	1.2	—	0.6
Excluded	2.3	3.0	—	2.4
English language learner	0.9	0.6	—	0.2
Student with disability	1.4	2.1	—	2.2
Both	#	0.4	—	#
Accommodated	7.0	10.6	—	9.5
English language learner	0.2	0.5	—	0.7
Student with disability	6.8	9.6	—	8.6
Both	#	0.5	—	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.

D

Kansas

Kansas administers exams in grades 5 and 8 in reading and in grades 4 and 7 in mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students in grades 4 and 7 and too few Black students in grade 7 to provide reliable comparisons between these subgroups and White students. Kansas uses five achievement levels for reporting purposes: *unsatisfactory*, *basic*, *proficient*, *advanced*, and *exemplary*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

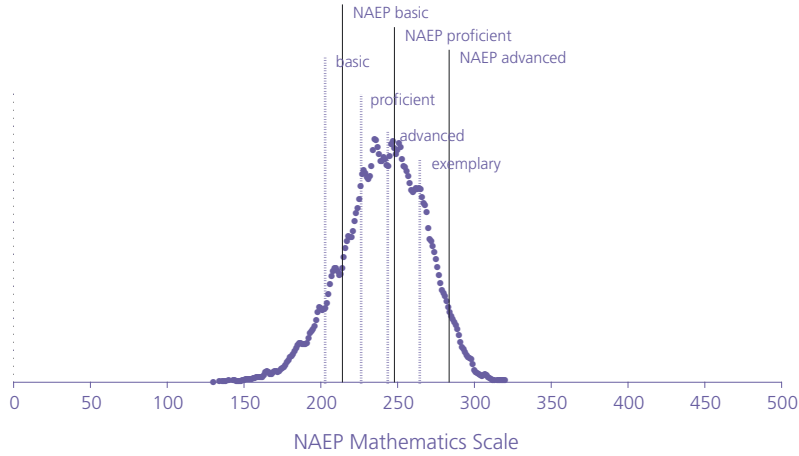
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 130 schools in grade 4 and 120 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (proficient) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient between 2000 and 2003.
- **Gaps.** Overall, the Black-White 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. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in mathematics in grade 7 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 7 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 7 in 2003.

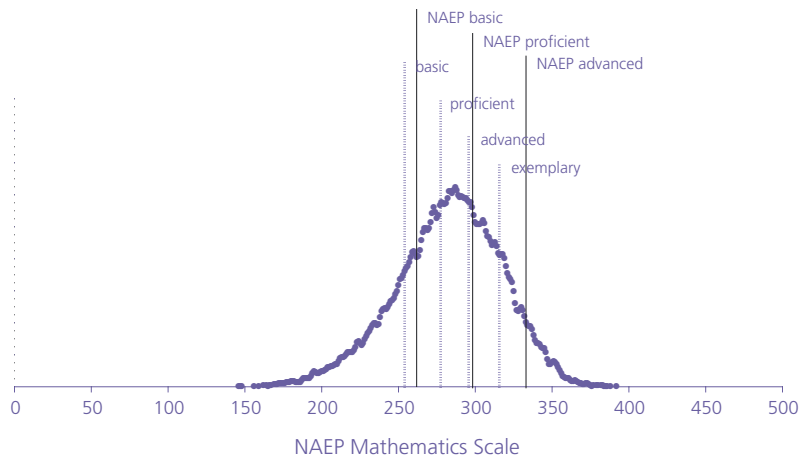
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 7	
	Correlation	Standard error	Correlation	Standard error
Basic	0.65	0.011	0.71	0.009
Proficient	0.66	0.021	0.72	0.014
Advanced	0.63	0.024	0.68	0.020
Exemplary	0.56	0.022	0.64	0.049

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.



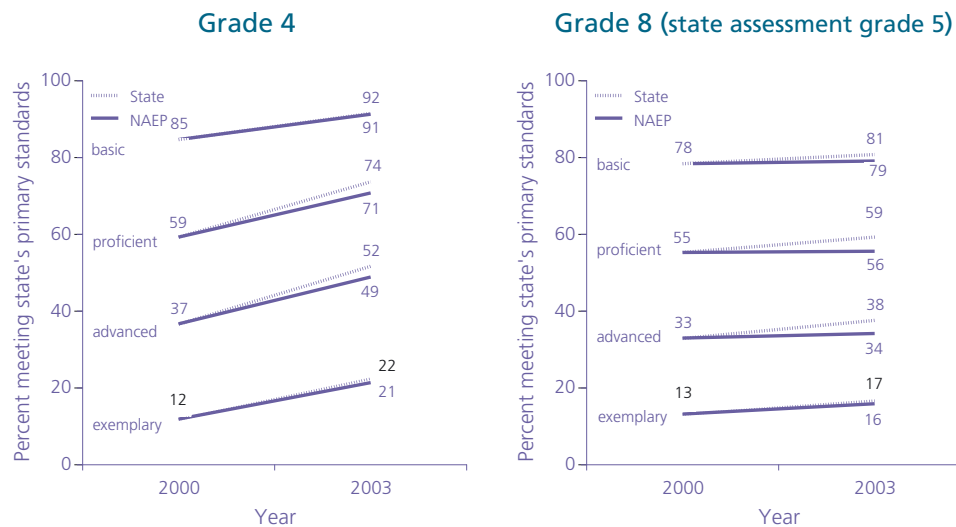
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.7	15.8	13.7	15.9
English language learner	4.1	2.3	1.4	2.8
Student with disability	10.6	12.7	12.3	12.3
Both	1.1	0.7	#	0.8
Excluded	3.0	1.7	3.3	2.9
English language learner	#	0.4	0.2	0.6
Student with disability	2.6	1.2	3.2	2.0
Both	0.4	0.1	#	0.4
Accommodated	4.2	10.9	2.6	9.4
English language learner	0.7	1.0	#	1.4
Student with disability	3.5	9.5	2.6	7.7
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.

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



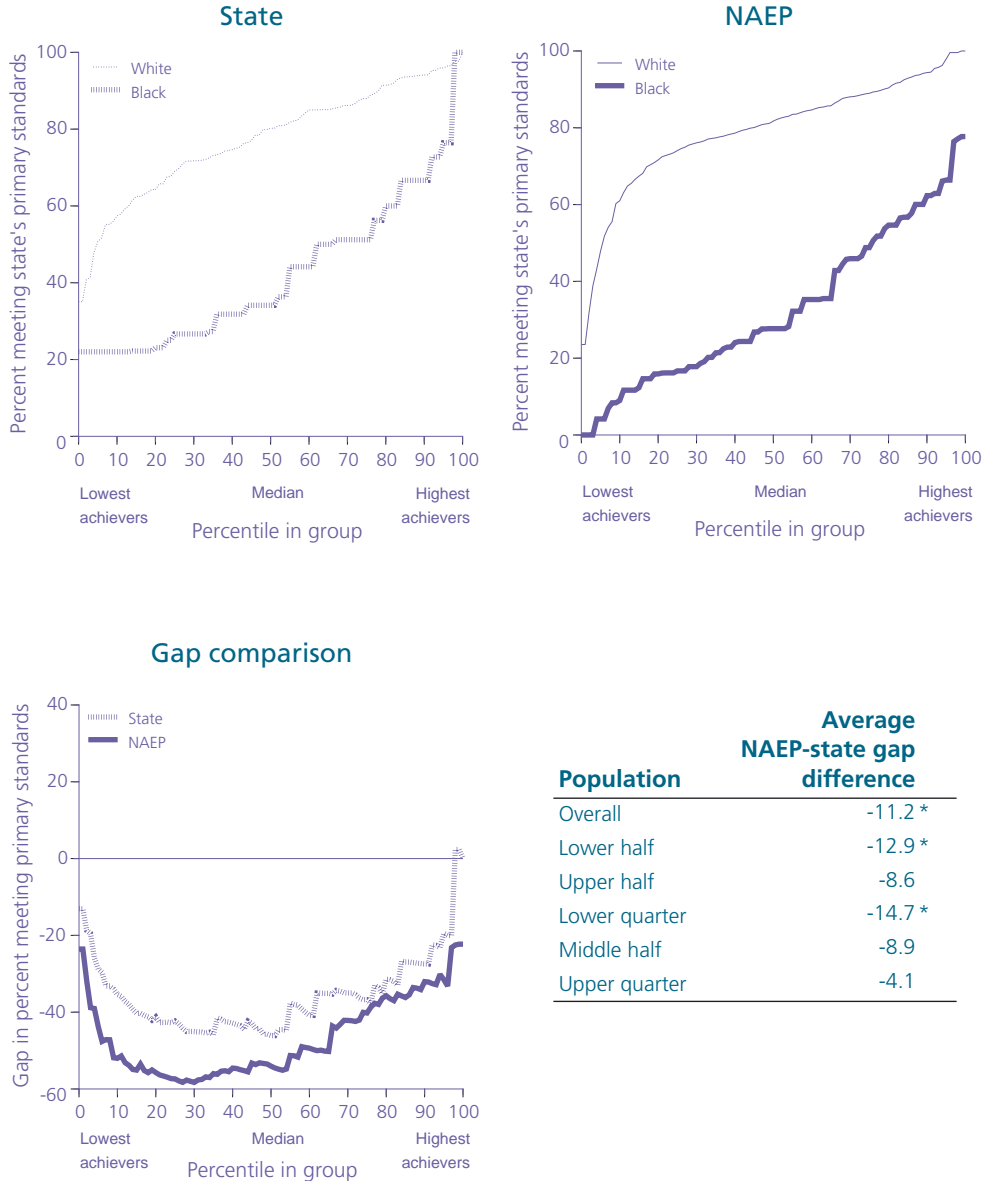
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	62.4	73.6
Grade 7	54.6	60.0

SOURCE: Kansas State Department of Education retrieved from http://www3.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.htm

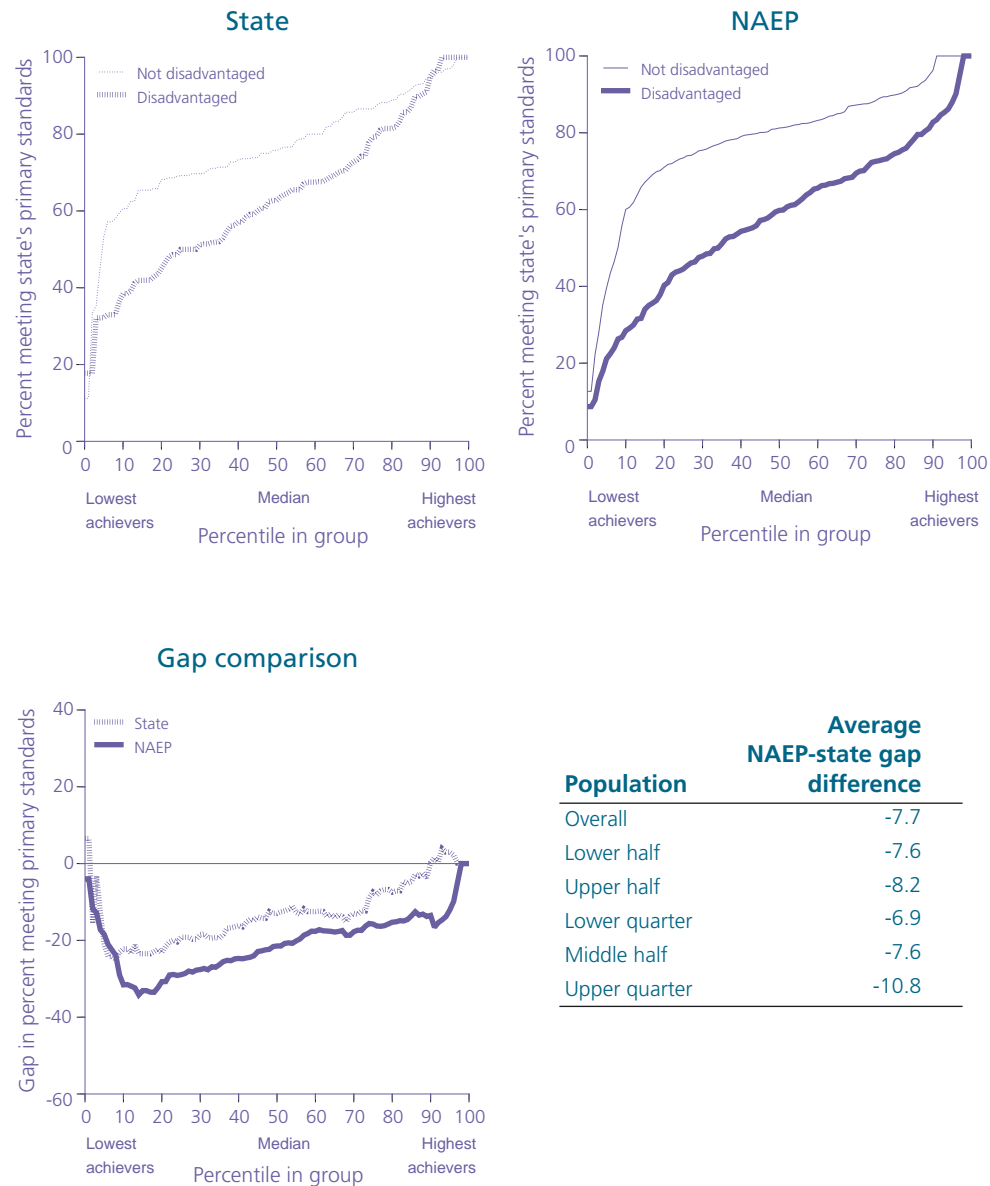
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* 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.

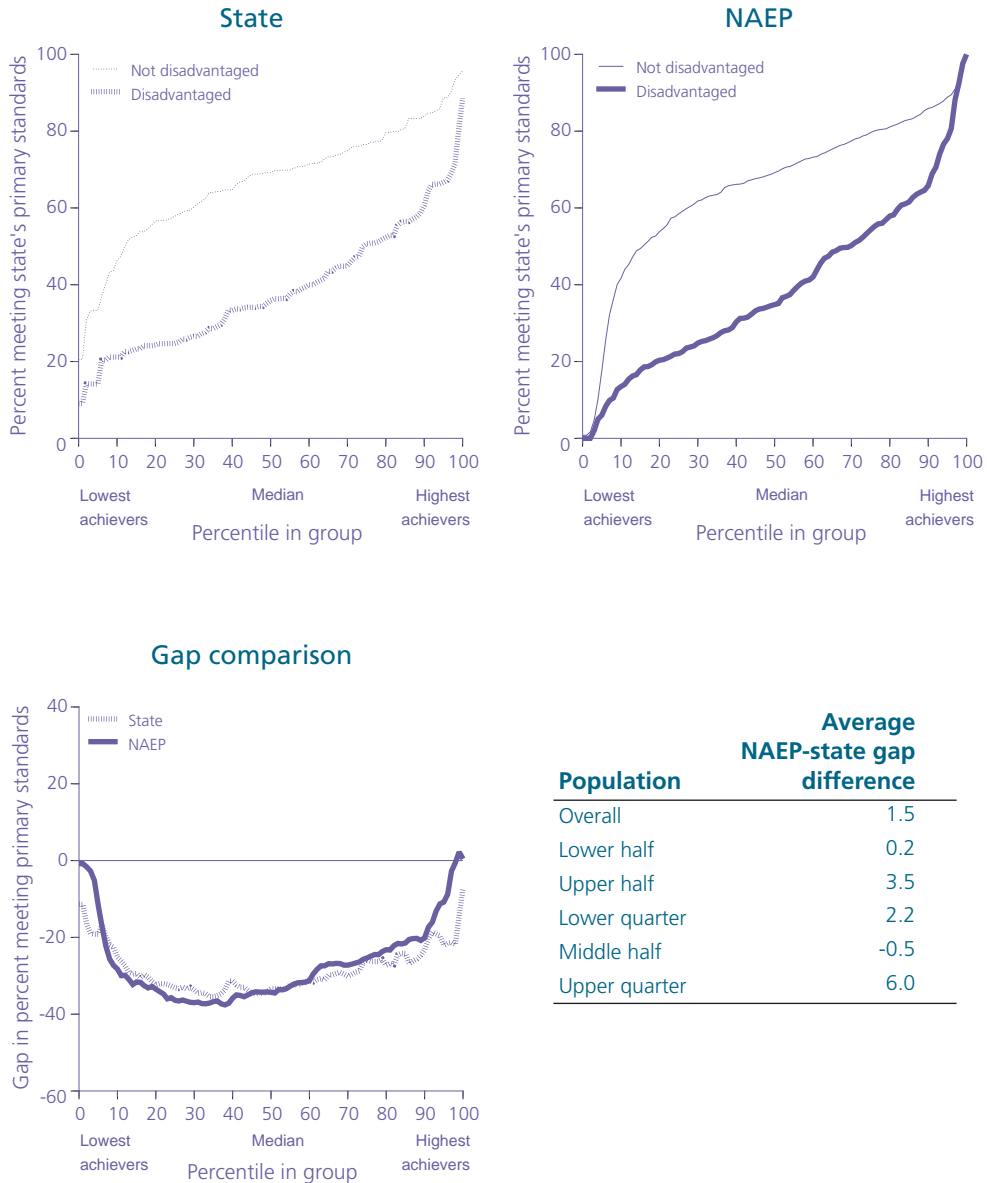
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



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

Kentucky

Through the Commonwealth Accountability Testing System (CATS), the Commonwealth administers Kentucky Core Content Tests (KCCT) in grades 4 and 7 in reading and grades 5 and 8 in mathematics. Scores are available for Black and economically disadvantaged students, but there are too few Black students in grade 8 to provide a reliable comparison. Kentucky uses four achievement levels for reporting purposes: *novice*, *apprentice*, *proficient*, and *distinguished*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

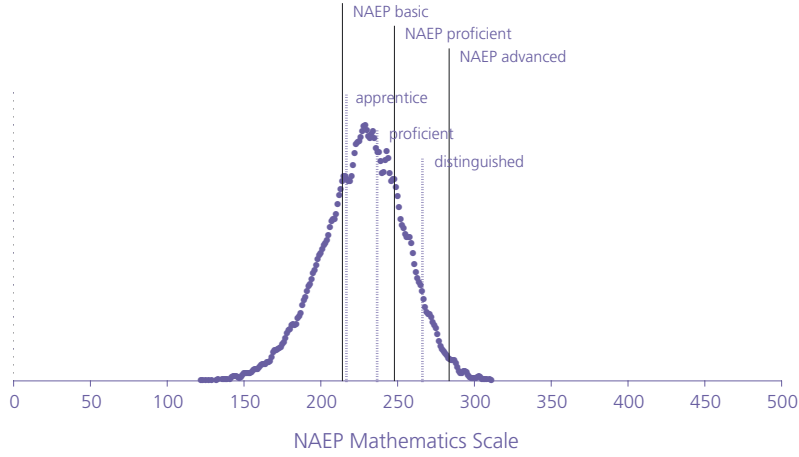
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 117 schools in grade 5 and 112 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **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.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient 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 grade 5 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap 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 5 and 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 5 and 8 in 2003.

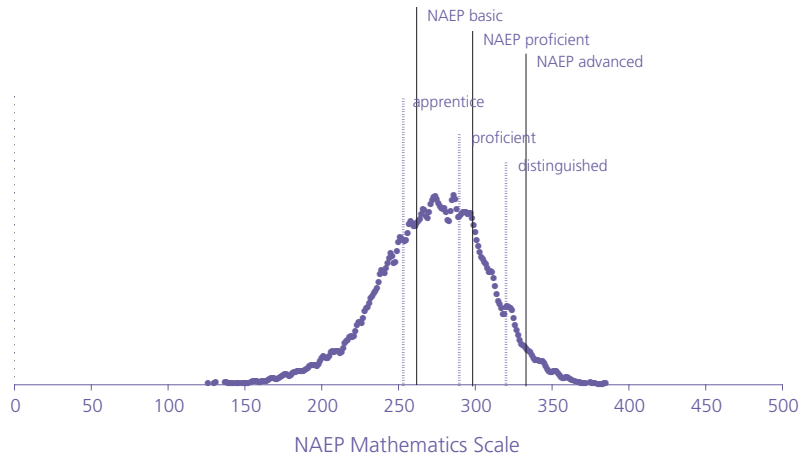
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Apprentice	0.52	0.049	0.66	0.035
Proficient	0.53	0.019	0.72	0.026
Distinguished	0.58	0.021	0.65	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.



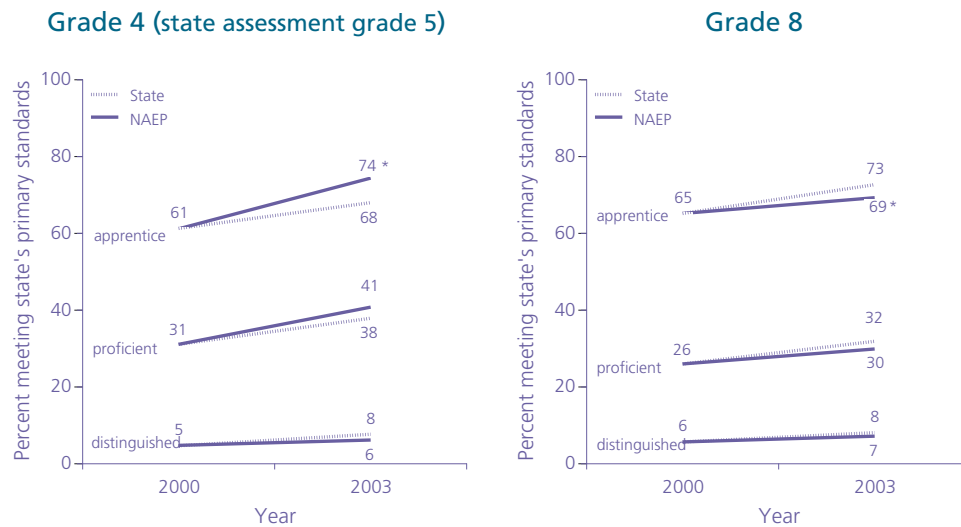
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	11.5	14.4	13.6	13.6
English language learner	0.5	1.0	1.1	0.9
Student with disability	11.0	12.7	12.3	12.2
Both	0.1	0.7	0.2	0.4
Excluded	2.6	3.2	4.5	4.4
English language learner	#	0.3	0.5	0.4
Student with disability	2.5	2.7	3.8	3.9
Both	0.1	0.2	0.2	0.1
Accommodated	5.1	6.7	4.4	5.0
English language learner	#	#	0.1	0.1
Student with disability	5.1	6.3	4.3	4.8
Both	#	0.3	#	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 mathematics standards, by grade: 2000 and 2003



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

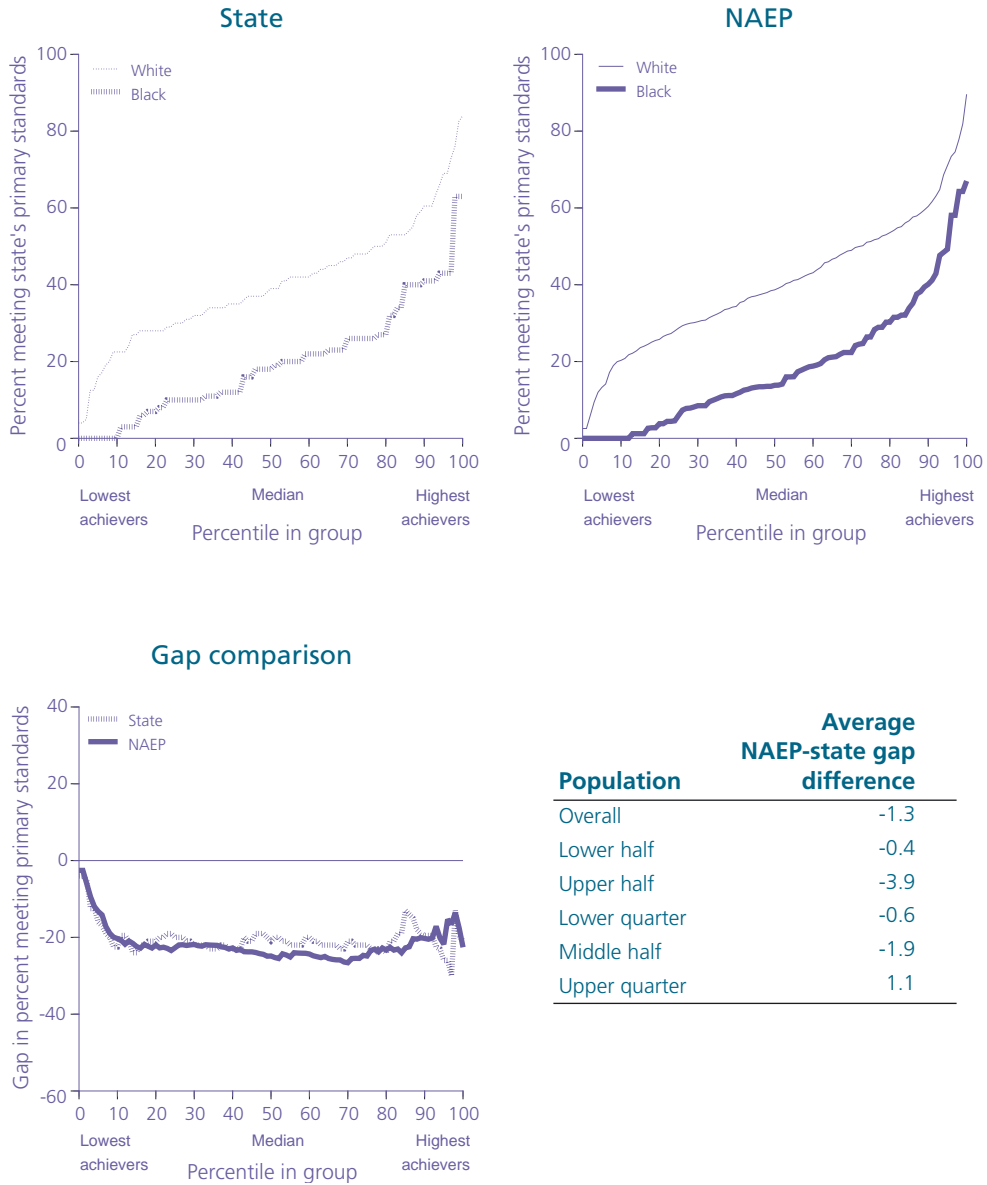
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	31.3	38.1
Grade 8	25.2	30.9

SOURCE: Kentucky Department of Education retrieved from http://www.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.htm.

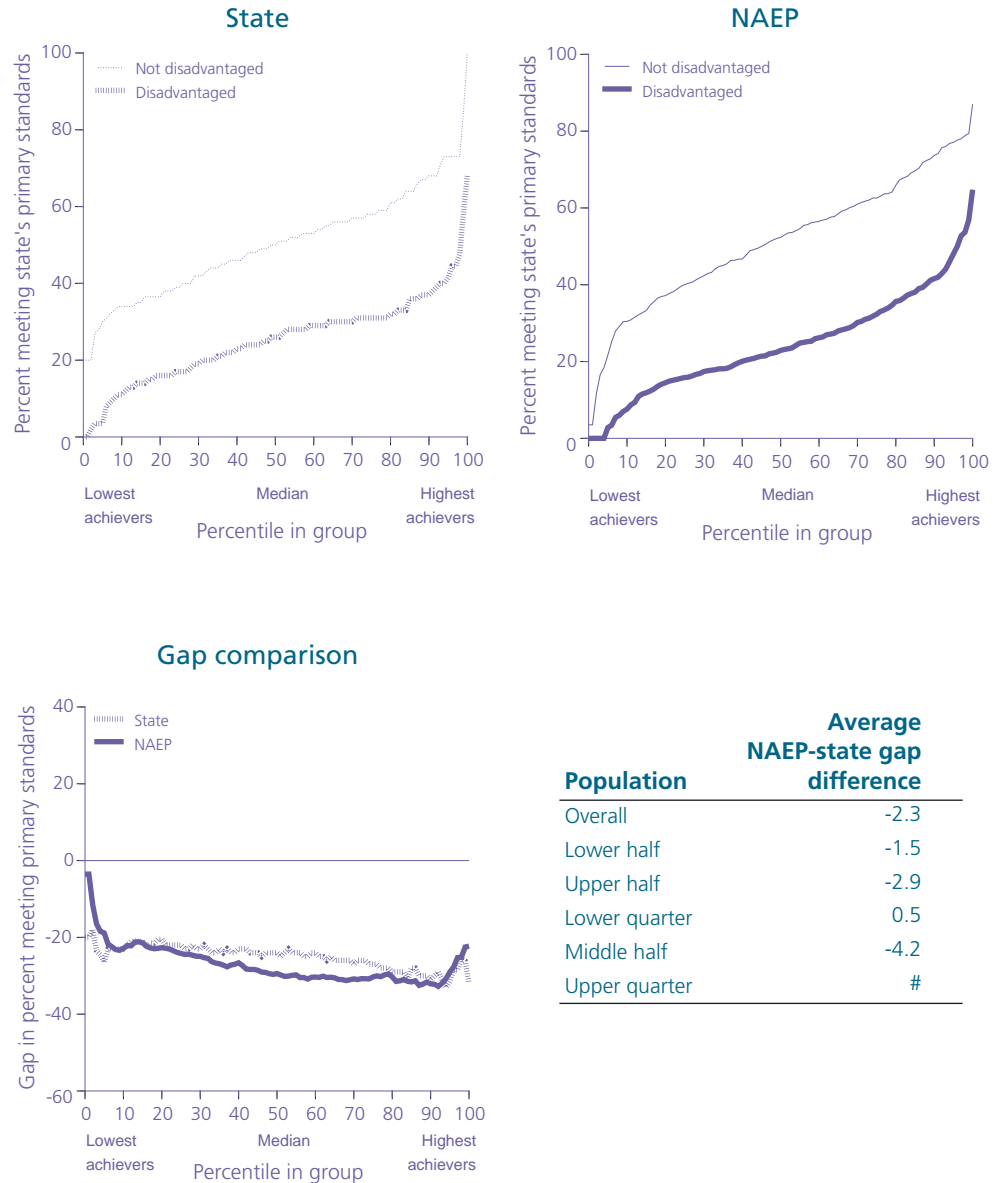
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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 poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003

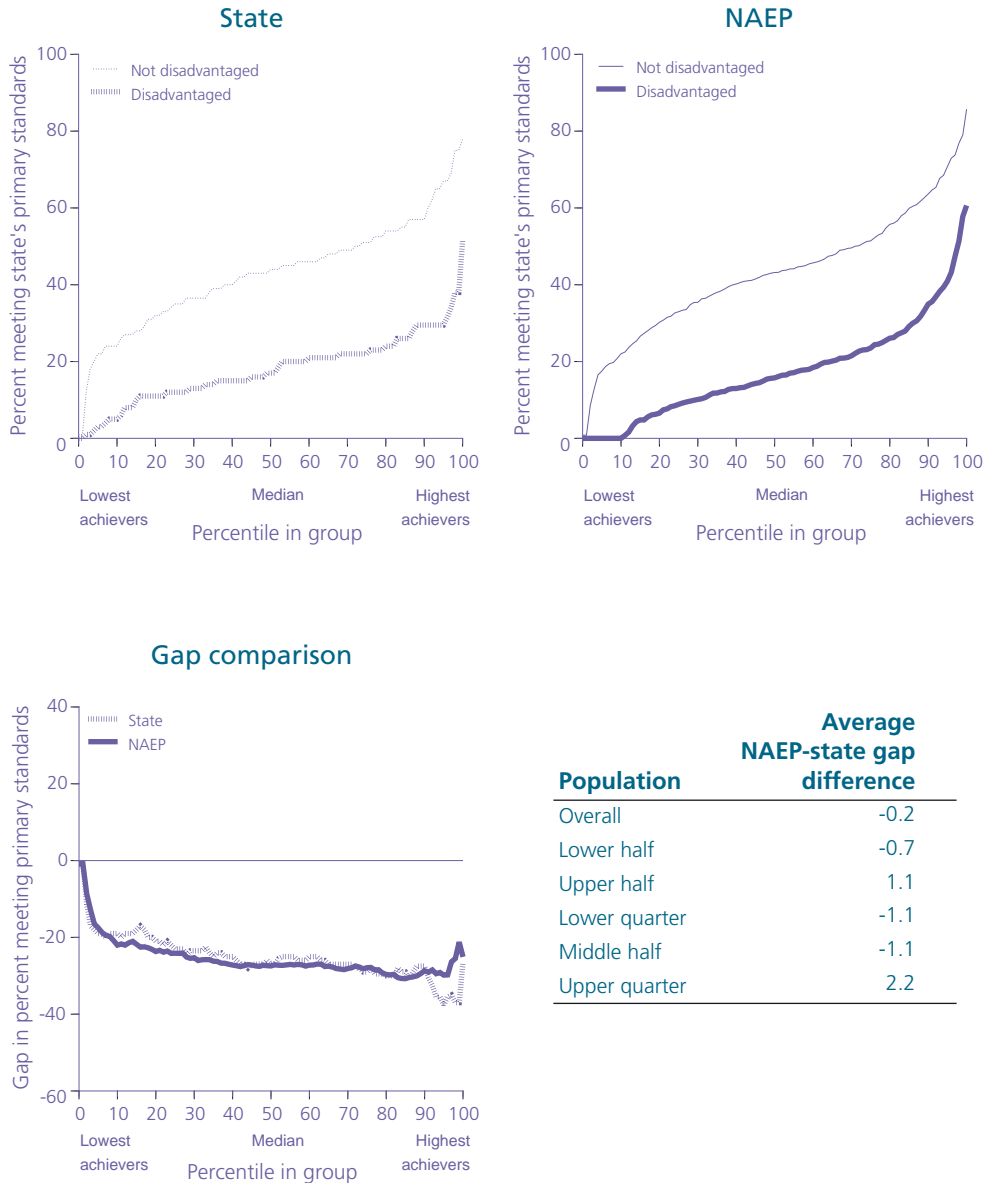


Rounds to zero.

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. 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



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

Louisiana

The state administers the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) in grades 4 and 8 in English language arts and mathematics. Scores are available for Black and economically disadvantaged students. Louisiana uses five achievement levels for reporting purposes: *unsatisfactory*, *approaching basic*, *basic*, *mastery*, and *advanced*. School-level assessment scores based on 10 or fewer students are suppressed.

Summary of Comparisons

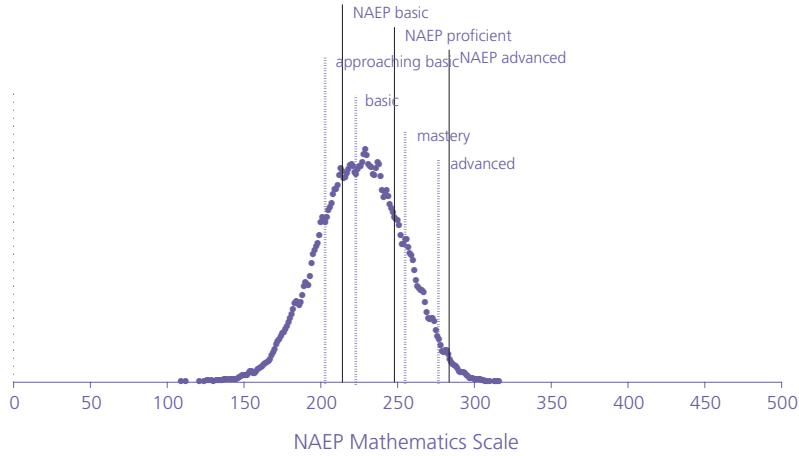
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 109 schools in grade 4 and 94 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*mastery*) is between the NAEP proficient and advanced levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent mastery are greater than the state assessment gains. There were no significant differences between grade 8 NAEP and state assessment gains in percent mastery between 2000 and 2003.
- **Gaps.** Overall, the Black-White 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 Black-White gap 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. 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.

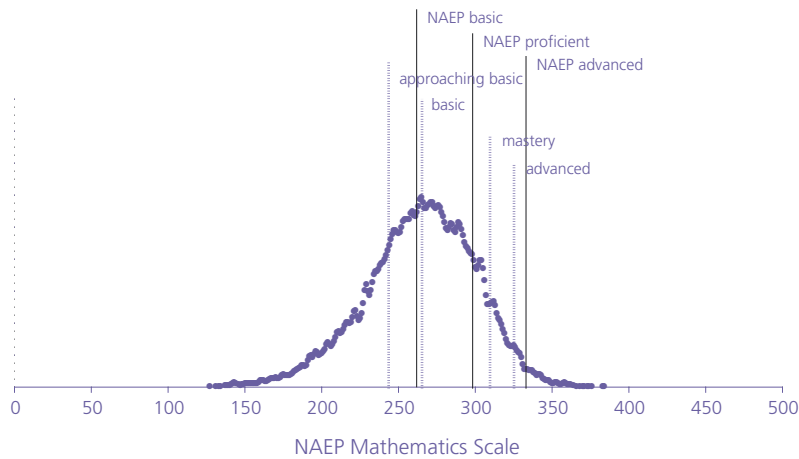
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Approaching Basic	0.73	0.028	0.84	0.015
Basic	0.77	0.020	0.88	0.010
Mastery	0.79	0.020	0.82	0.024
Advanced	0.68	0.049	0.65	0.082

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

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.8	21.6	13.1	16.4
English language learner	0.4	0.7	0.7	0.6
Student with disability	15.1	20.0	12.4	15.1
Both	0.3	1.0	#	0.6
Excluded	2.6	2.8	2.6	4.6
English language learner	0.1	#	0.1	0.2
Student with disability	2.4	2.8	2.5	4.1
Both	0.1	#	#	0.3
Accommodated	11.1	16.0	6.2	9.6
English language learner	0.2	0.5	0.3	0.1
Student with disability	10.8	14.7	5.9	9.2
Both	0.1	0.8	#	0.2

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 ($p < .05$).

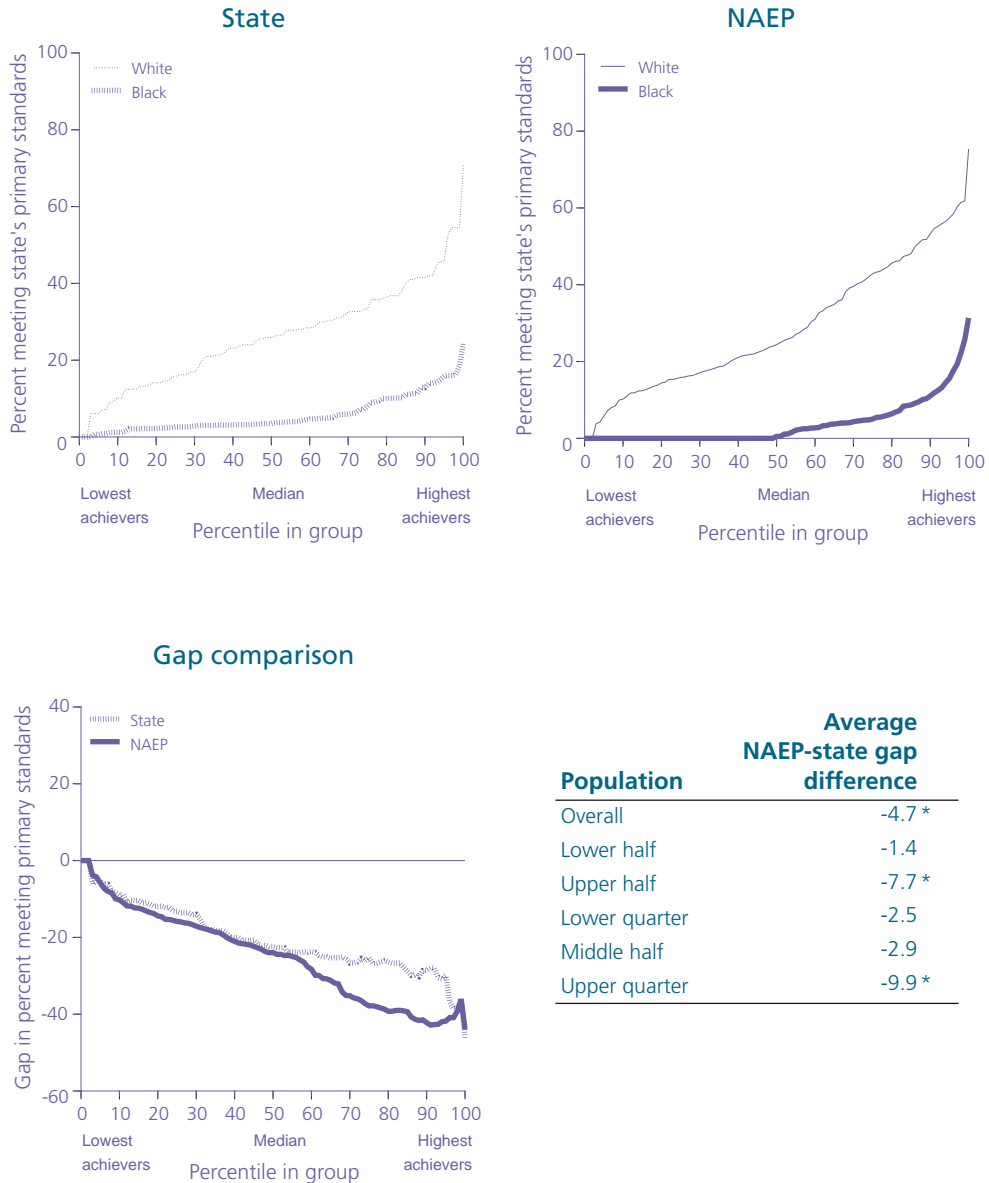
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	12.0	16.0
Grade 8	8.0	8.0

SOURCE: Louisiana Department of Education retrieved from <http://www.doe.state.la.us/lde/uploads/3779.pdf>.

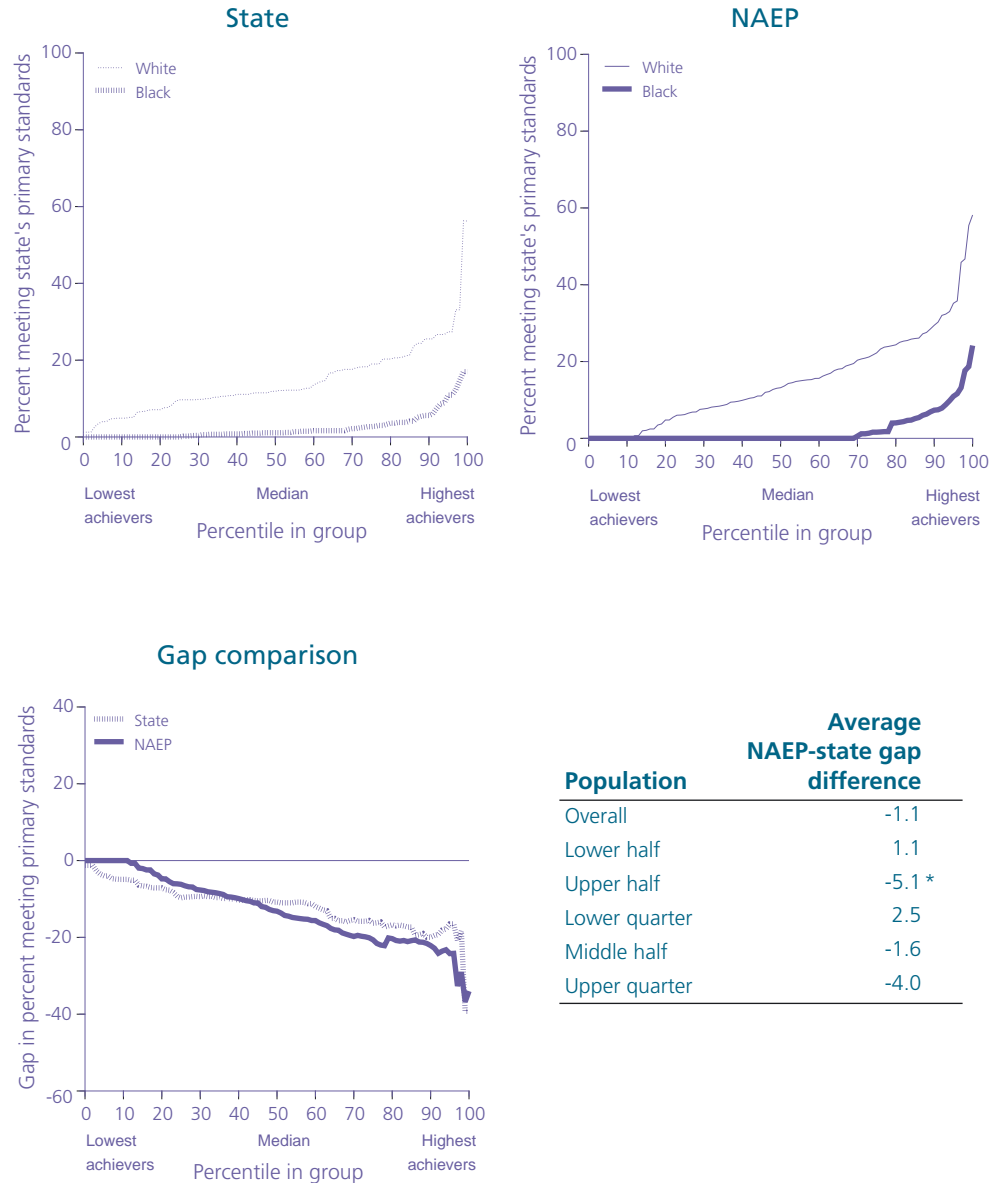
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* 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.

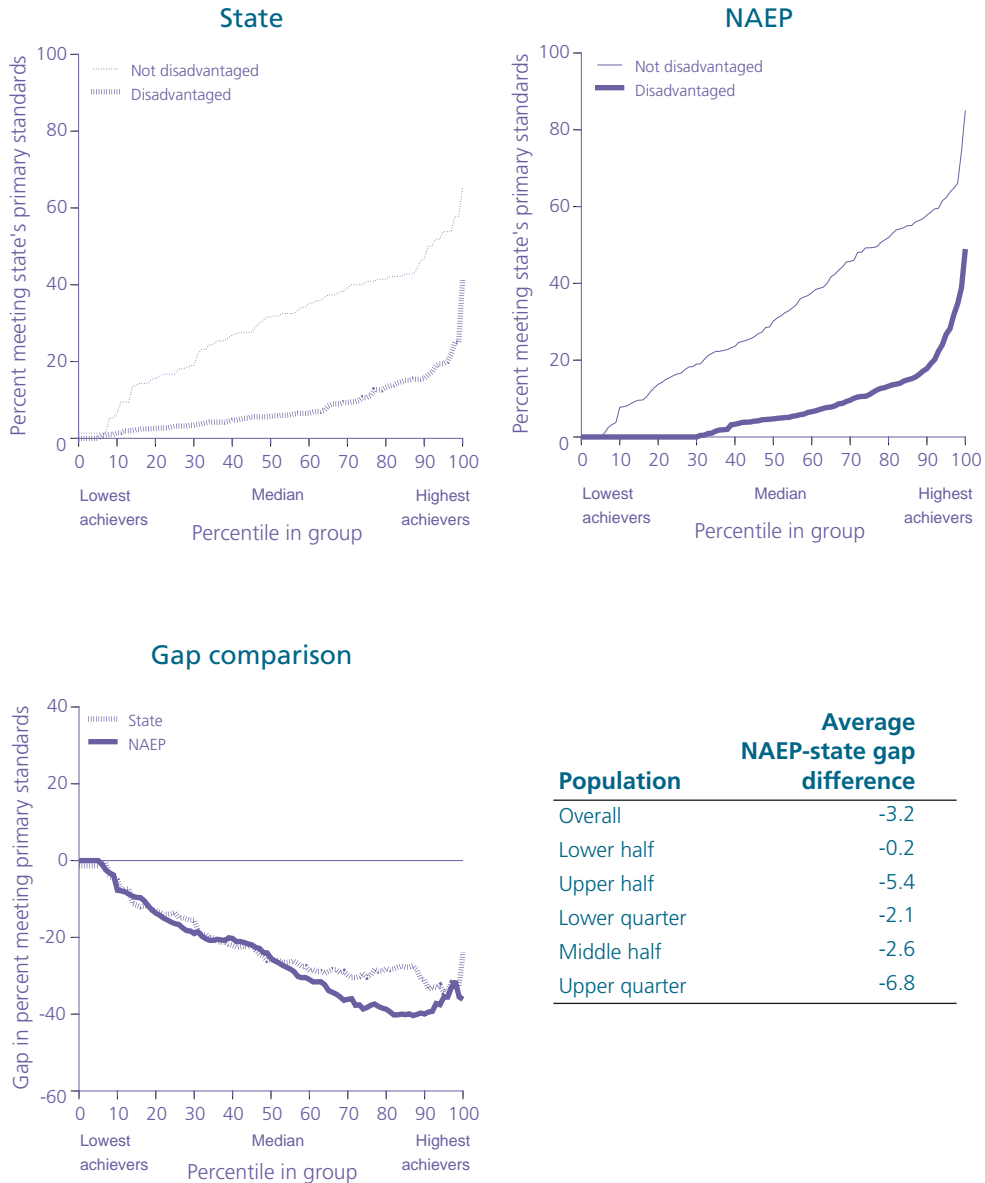
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



* 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.

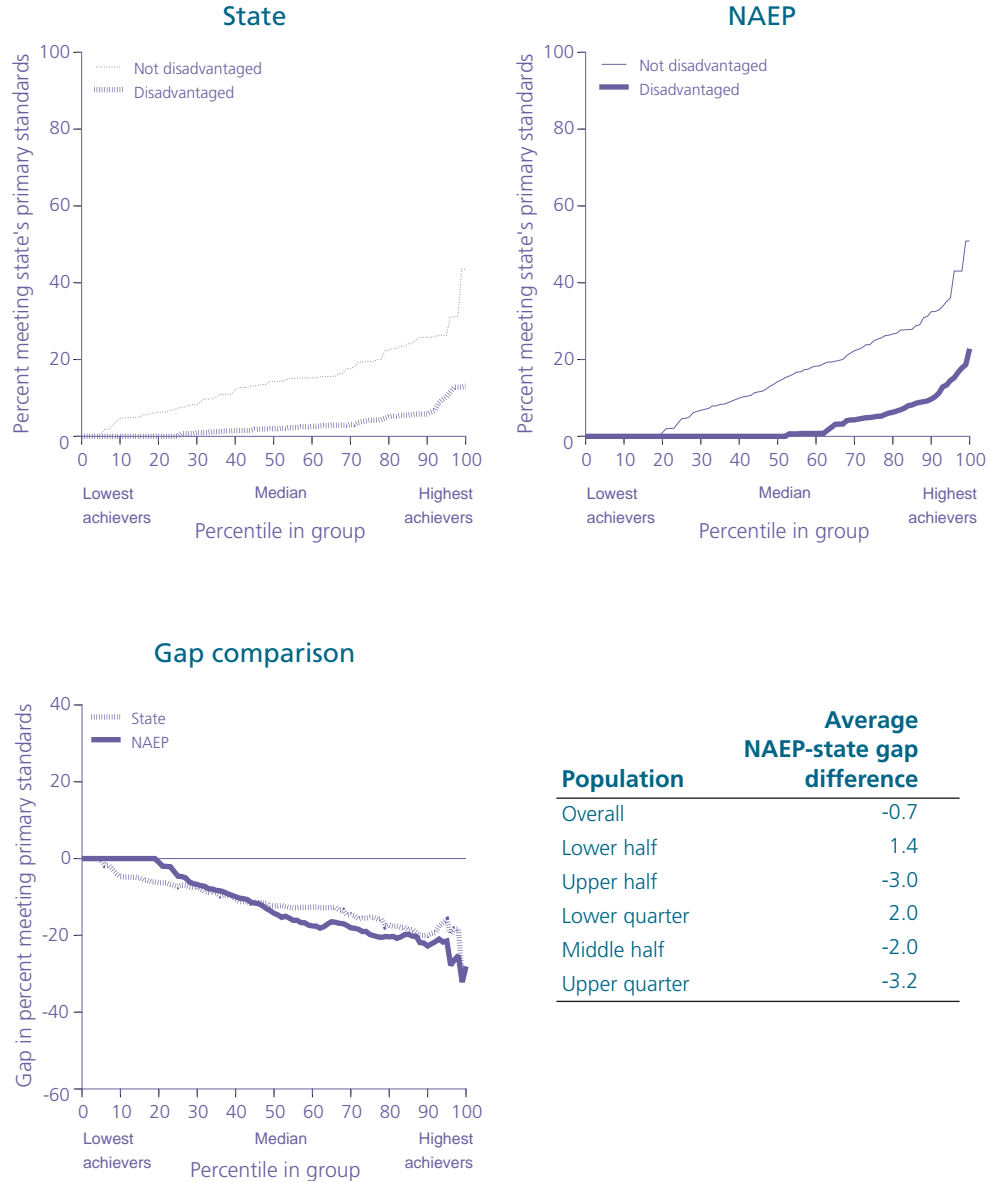
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



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

Maine

Through Maine's Comprehensive Assessment System (Meccas), the state administers the Maine Educational Assessment (MEA) 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. Maine uses four achievement levels for reporting purposes: *does not meet the standard*, *partially meets the standard*, *meets the standard*, and *exceeds the standard*. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

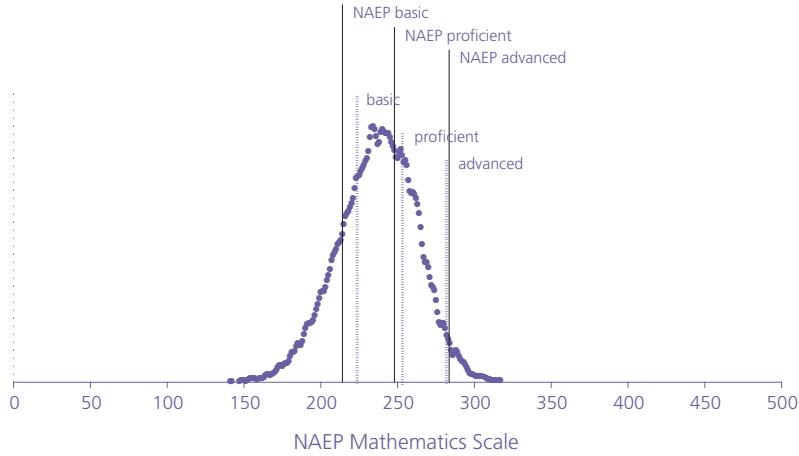
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 145 schools in grade 4 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP proficient and advanced levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent meeting are greater than the state assessment gains. There were no significant differences between grade 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, Hispanic-White, and poverty gaps in mathematics in grades 4 and 8 in 2003.

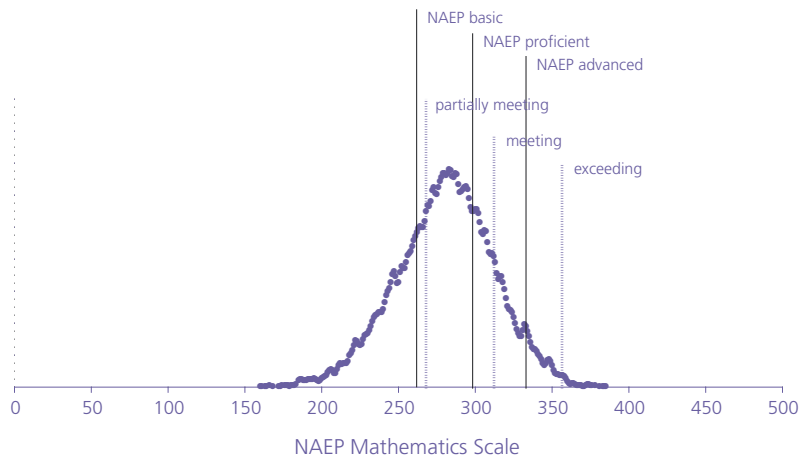
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Partially Meeting	0.51	0.046	0.61	0.010
Meeting	0.56	0.052	0.69	0.036
Exceeding	0.52	0.032	0.15	0.133

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.



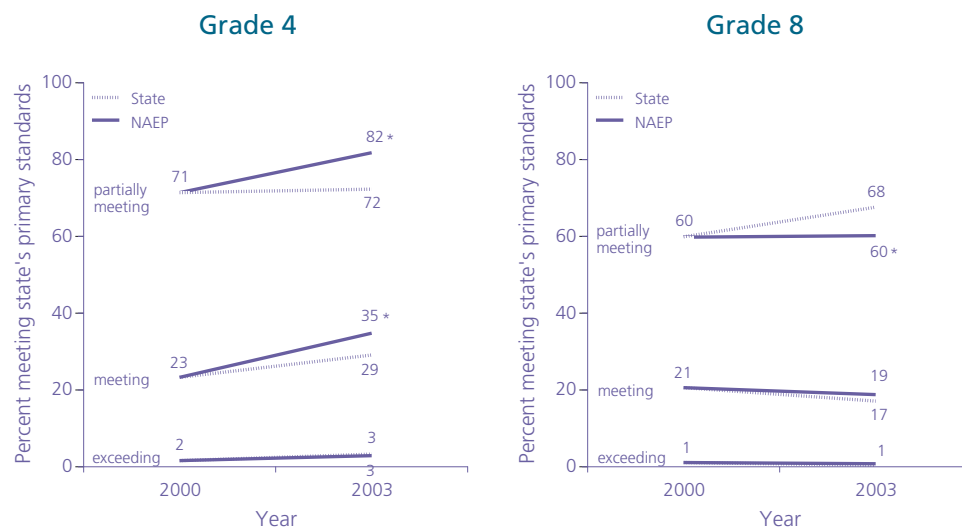
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	16.2	18.4	14.7	16.8
English language learner	1.1	0.7	0.3	0.5
Student with disability	15.1	17.0	14.2	15.7
Both	0.1	0.6	0.2	0.6
Excluded	4.5	3.4	2.7	3.8
English language learner	0.3	0.1	0.1	0.1
Student with disability	4.3	2.9	2.5	3.5
Both	#	0.4	0.1	0.3
Accommodated	6.7	10.5	4.6	7.5
English language learner	#	0.1	0.2	0.1
Student with disability	6.7	10.4	4.4	7.2
Both	#	0.1	#	0.2

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	23.0	28.0
Grade 8	21.0	18.0

SOURCE: Maine Department of Education retrieved from <http://www.state.me.us/education/mea/edmea.htm>.

D

Maryland

The state administers the Maryland School Assessment (MSA) in grades 3, 5, and 8 in reading and mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Maryland uses three achievement levels for reporting purposes: *basic*, *proficient*, and *advanced*. Before 2003, when the MSA was implemented, students took the Maryland School Performance Assessment Program (MSPAP) exams. For this reason, scores from 2003 and those from 2000 are not comparable; therefore, this report does not include trend graphs. School-level assessment scores based on 4 or fewer students are suppressed.

Summary of Comparisons

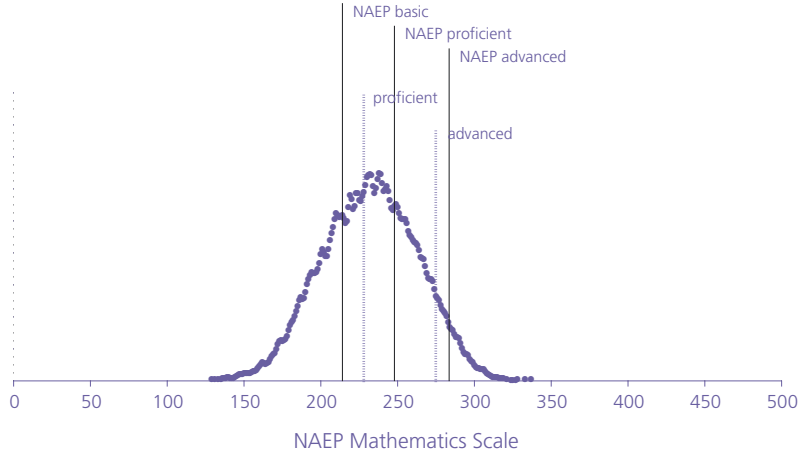
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 106 schools in grade 5 and 96 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **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.** 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 5 and 8 in 2003.

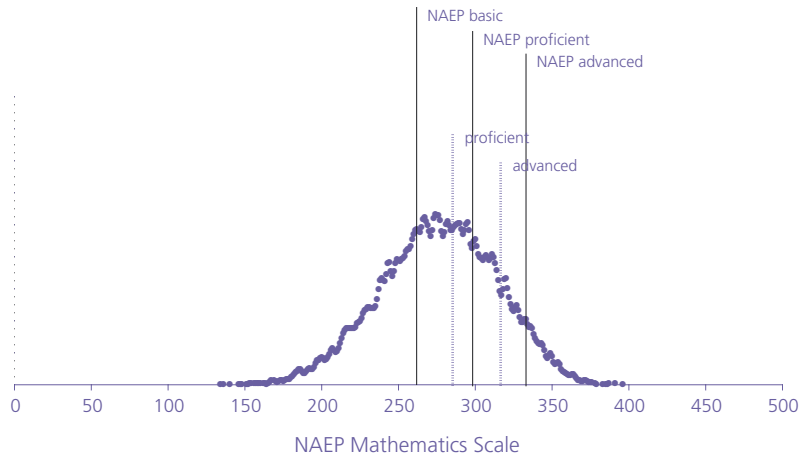
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Proficient	0.83	0.003	0.88	0.016
Advanced	0.75	0.022	0.82	0.027

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

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	12.5	15.7	13.3	15.7
English language learner	1.5	2.9	1.4	2.2
Student with disability	10.7	11.7	11.2	12.9
Both	0.3	1.1	0.7	0.7
Excluded	2.5	3.8	2.7	4.1
English language learner	0.8	0.9	0.8	0.7
Student with disability	1.6	2.3	1.6	3.1
Both	0.1	0.6	0.3	0.3
Accommodated	5.5	6.2	3.7	4.8
English language learner	0.1	0.4	0.2	0.2
Student with disability	5.5	5.4	3.4	4.5
Both	#	0.4	0.2	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.

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Massachusetts

Through the Massachusetts Comprehensive Assessment System (MCAS), the Commonwealth administers exams in grades 4 and 7 in English language arts and grades 4 and 8 in mathematics. Scores are available for Hispanic and Black students, but there are too few Black students in grade 8 to provide a reliable comparison. Massachusetts uses four achievement levels for reporting purposes: *warning (failing)*, *needs improvement*, *proficient*, and *advanced*. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

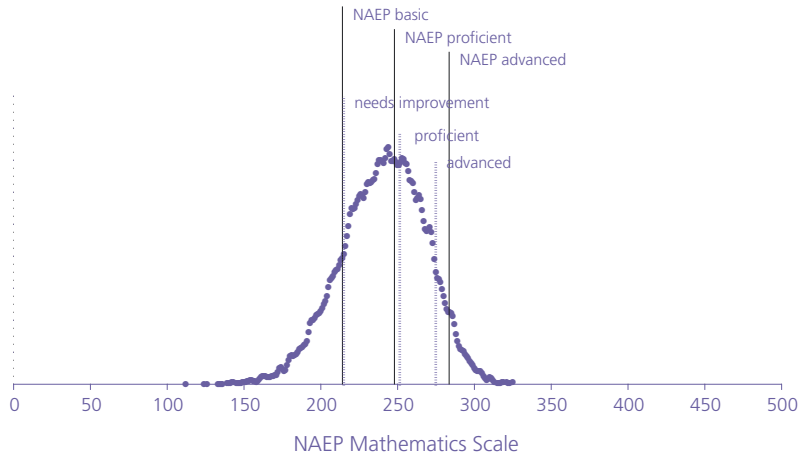
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 161 schools in grade 4 and 128 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP proficient level. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, NAEP reported a gain in grade 4 in percent proficient, which the state did not. Between 2000 and 2003, the NAEP grade 8 gains in percent proficient are greater than the state assessment gains.
- **Gaps.** Overall, the Black-White 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. There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in mathematics in grade 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

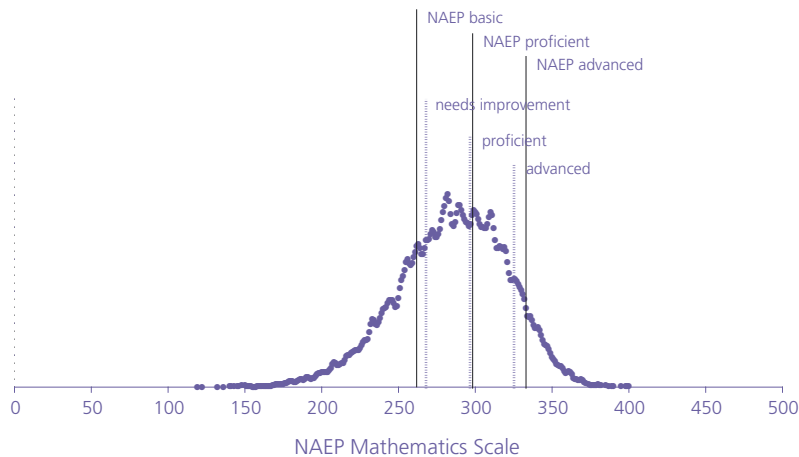
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Needs Improvement	0.78	0.015	0.88	0.015
Proficient	0.82	0.008	0.87	0.012
Advanced	0.74	0.033	0.87	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.



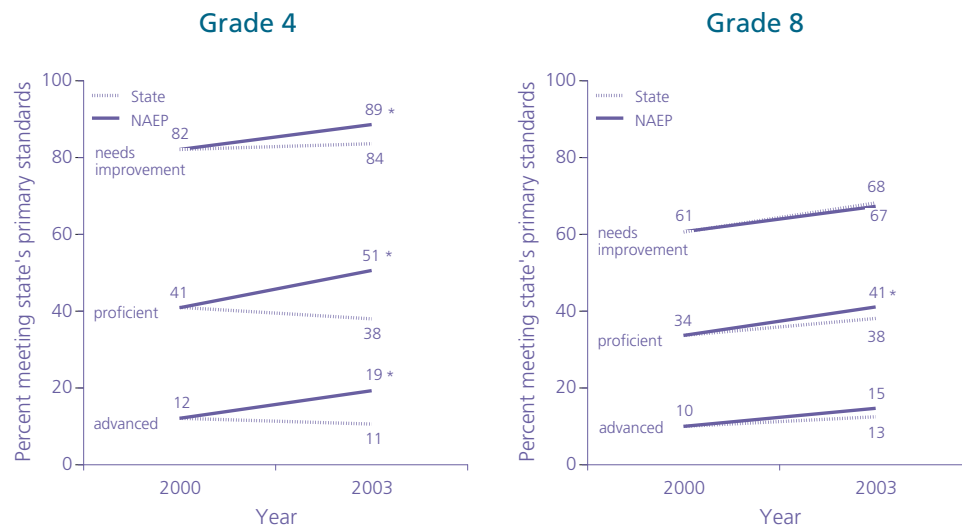
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	19.4	21.9	19.4	18.4
English language learner	5.1	3.8	3.0	2.0
Student with disability	13.7	17.0	15.6	15.2
Both	0.6	1.0	0.9	1.2
Excluded	2.7	2.9	2.7	3.1
English language learner	2.0	0.8	0.9	0.8
Student with disability	0.7	1.8	1.2	1.8
Both	#	0.3	0.6	0.5
Accommodated	10.1	15.0	8.8	10.8
English language learner	1.5	1.1	1.1	0.4
Student with disability	8.2	13.3	7.5	10.0
Both	0.5	0.6	0.2	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.

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 ($p < .05$).

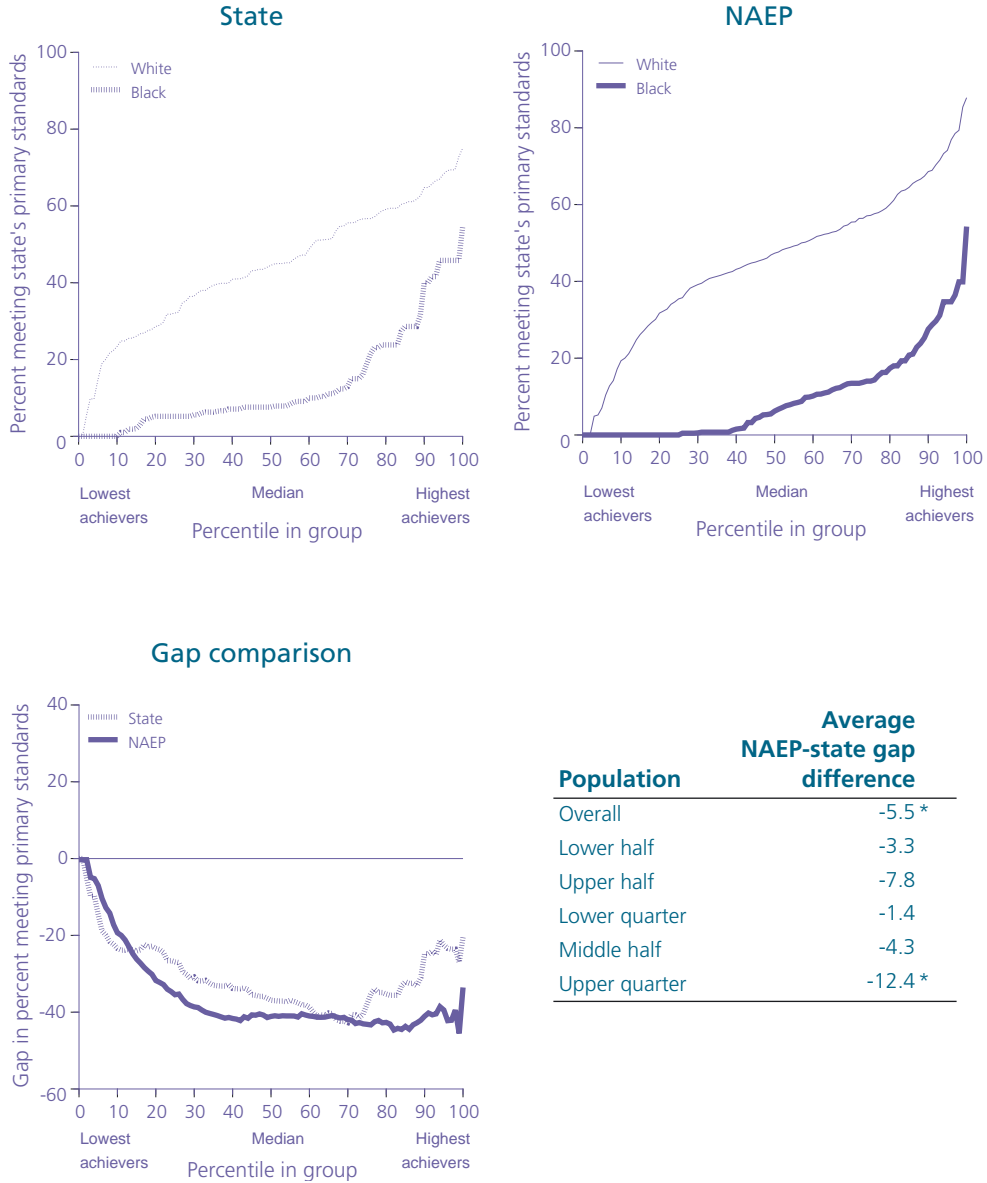
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	40.0	40.0
Grade 8	34.0	37.0

SOURCE: Massachusetts Dept. of Education from <http://www.doe.mass.edu/mcas/2003/results/summary.pdf>.

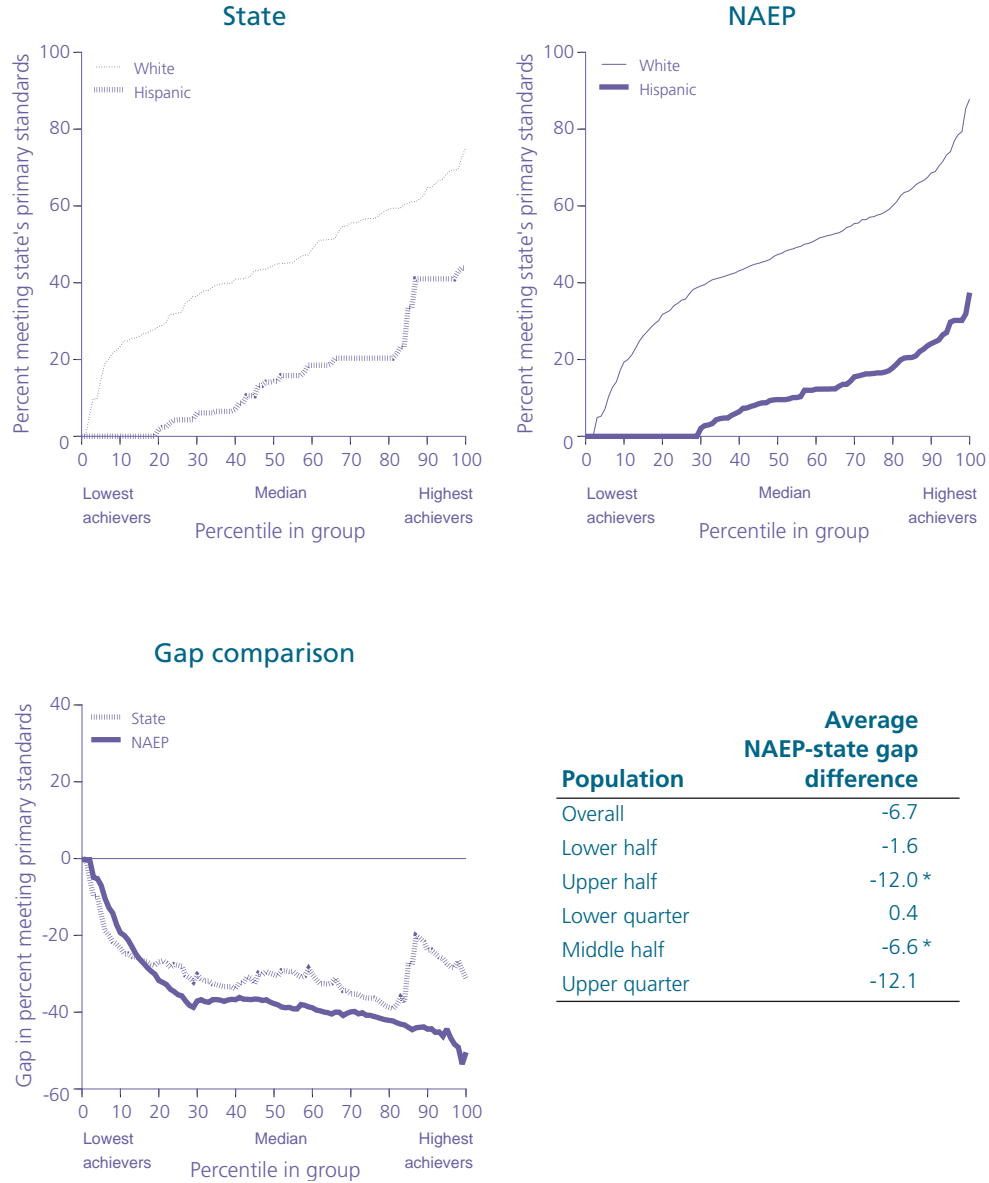
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* 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.

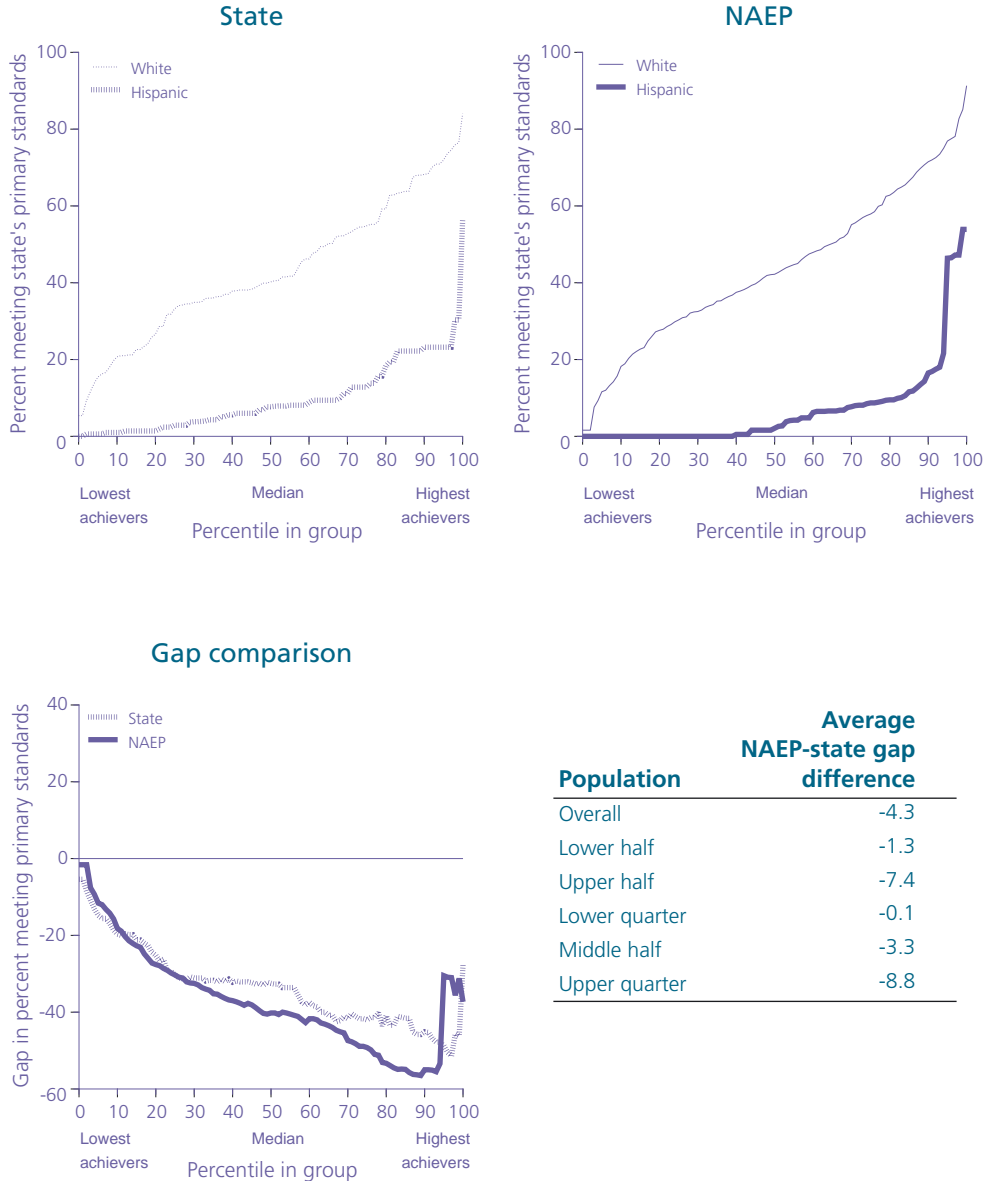
Figure 4. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



* 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



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

Michigan

Through the Michigan Educational Assessment Program (MEAP), the state administers exams in grades 4 and 7 in reading and grades 4 and 8 in mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Michigan uses four achievement levels for reporting purposes: *Level 4 (apprentice)*, *Level 3 (basic performance)*, *Level 2 (met expectations)*, and *Level 1 (exceeded expectations)*. Because the MEAP exams changed in 2003, direct comparisons cannot be made between scores from 2003 and those from 2000; therefore, trend graphs are not included. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

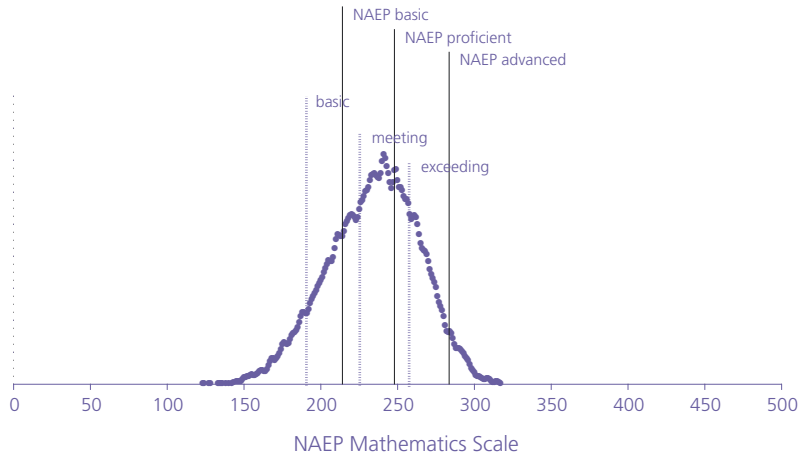
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 133 schools in grade 4 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 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.

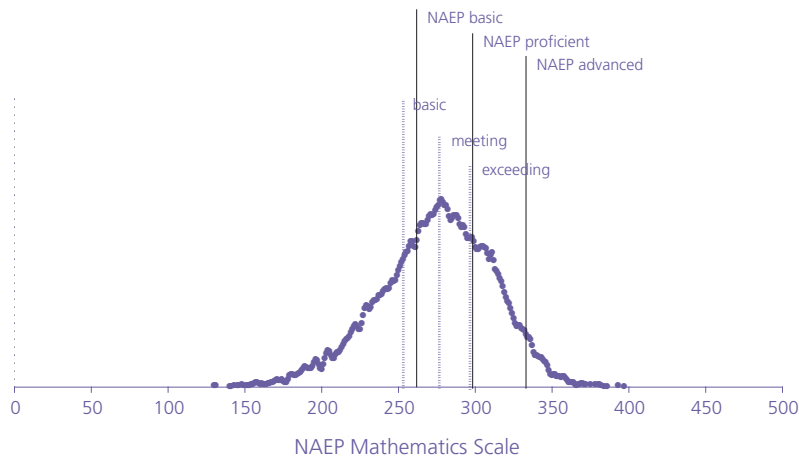
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.54	0.027	0.87	0.005
Meeting	0.74	0.011	0.87	0.009
Exceeding	0.80	0.018	0.84	0.018

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

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	11.1	15.0	10.7	14.7
English language learner	1.0	4.3	0.3	2.1
Student with disability	10.0	9.7	10.3	12.1
Both	0.1	1.0	#	0.4
Excluded	3.3	4.1	3.9	4.7
English language learner	0.7	0.6	0.3	0.5
Student with disability	2.5	3.2	3.5	3.9
Both	0.1	0.2	#	0.2
Accommodated	4.4	5.7	2.2	6.1
English language learner	#	0.6	#	1.0
Student with disability	4.4	4.6	2.2	5.2
Both	#	0.5	#	0.0

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

Minnesota

The state administers the Minnesota Comprehensive Assessments (MCA) in grades 3 and 5 in reading and mathematics. Scores are available for Black and economically disadvantaged students in grade 5, but there are too few Black students to provide a reliable comparison. Minnesota uses five achievement levels for reporting purposes: *Level 1 (gaps in knowledge)*, *Level 2a (partial knowledge)*, *Level 2b (satisfactory)*, *Level 3 (proficient)*, and *Level 4 (superior)*. Grade 8 trends are not included in this report because the state does not test this grade. School-level assessment scores based on 9 or fewer students are suppressed.

Summary of Comparisons

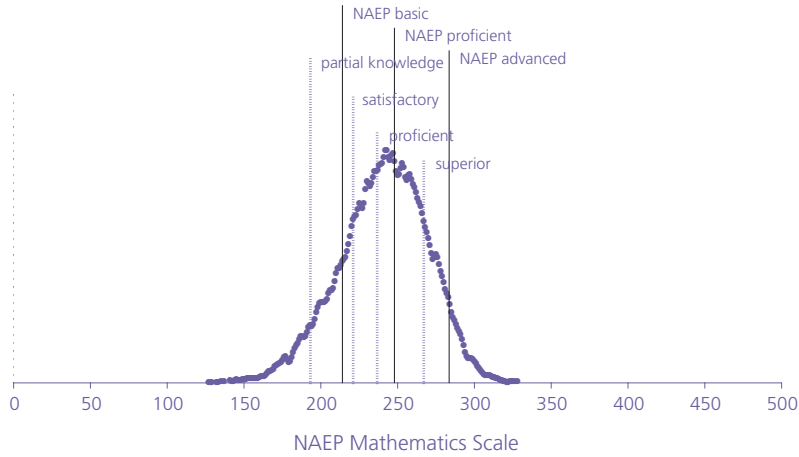
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 100 schools in grade 5 (no grade 8 schools), are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 5 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.** There were no significant differences between grade 4 NAEP and state assessment gains in percent proficient between 2000 and 2003. No comparisons were possible for grade 8.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and Hispanic-White gaps in mathematics in grades 5 and 8 in 2003. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grade 5 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the poverty gap in mathematics in grade 8 in 2003.

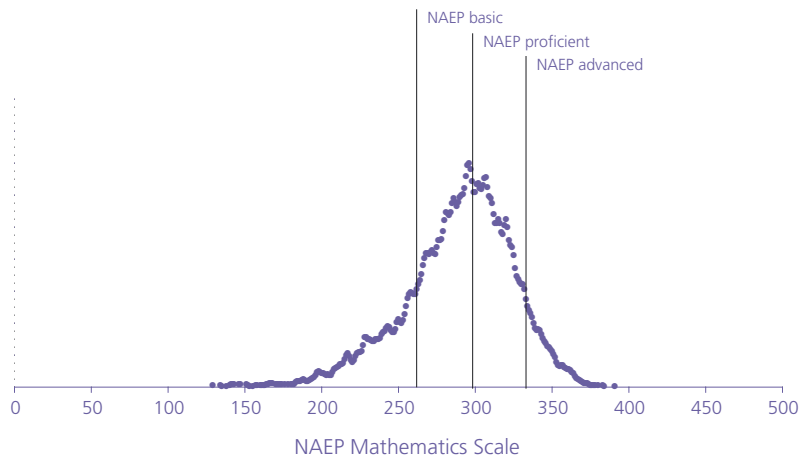
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 5		Grade 8	
	Correlation	Standard error	Correlation	Standard error
(2a) Partial Knowledge	0.71	0.048	—	†
(2b) Satisfactory	0.79	0.017	—	†
(3) Proficient	0.77	0.016	—	†
(4) Superior	0.62	0.017	—	†

— 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.



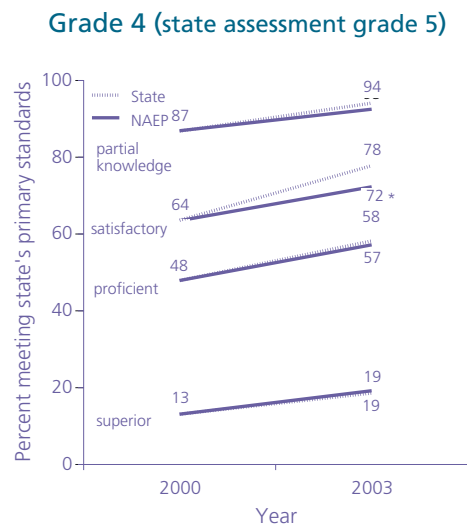
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	16.4	18.3	15.1	16.3
English language learner	4.4	4.6	2.9	3.3
Student with disability	11.4	12.6	11.8	12.6
Both	0.6	1.1	0.3	0.4
Excluded	2.2	2.7	1.6	2.3
English language learner	0.3	0.4	0.5	0.5
Student with disability	1.5	2.1	1.0	1.8
Both	0.4	0.1	0.2	0.1
Accommodated	7.4	7.1	2.6	6.2
English language learner	2.3	1.2	0.2	0.9
Student with disability	4.8	5.4	2.3	5.1
Both	0.2	0.6	#	0.2

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



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

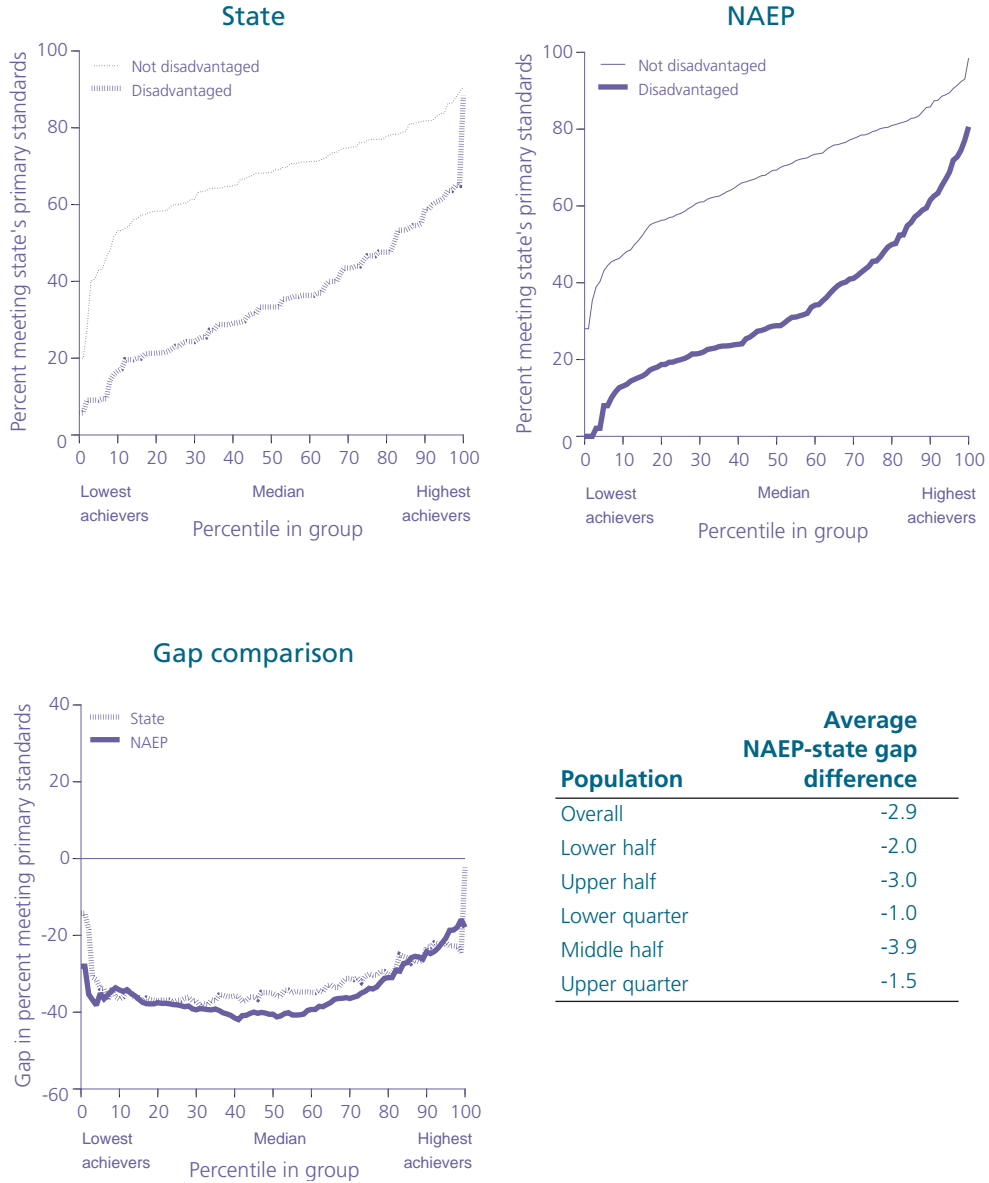
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	45.6	57.0

SOURCE: Minnesota Department of Education retrieved from <http://education.state.mn.us/CLASS/mcaGraphs.do?>

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



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.

D

Mississippi

Through the Mississippi Grade Level Testing Program, the state administers Mississippi Curriculum Tests (MCT) in grades 2-8 in reading and mathematics. Scores are available for Black and economically disadvantaged students. Mississippi uses four achievement levels for reporting purposes: *minimal*, *basic*, *proficient*, and *advanced*. However, this year data were not available for the advanced level. 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 10 or fewer students are suppressed.

Summary of Comparisons

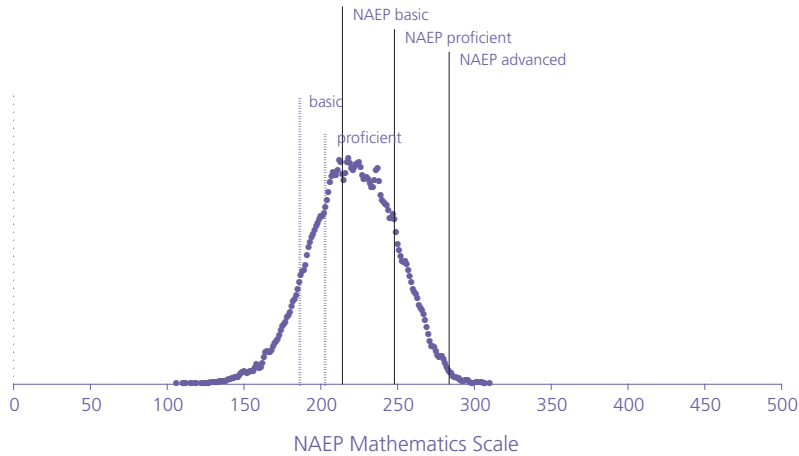
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 107 schools in grade 4 and 102 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 mathematics performance standard (*proficient*) is close to the NAEP basic level.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **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. 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. 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.

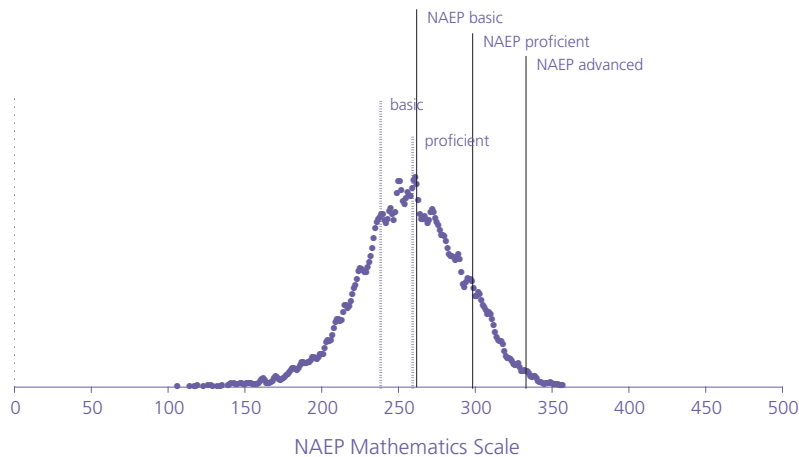
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Basic	0.66	0.040	0.77	0.026
Proficient	0.79	0.016	0.82	0.012

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.



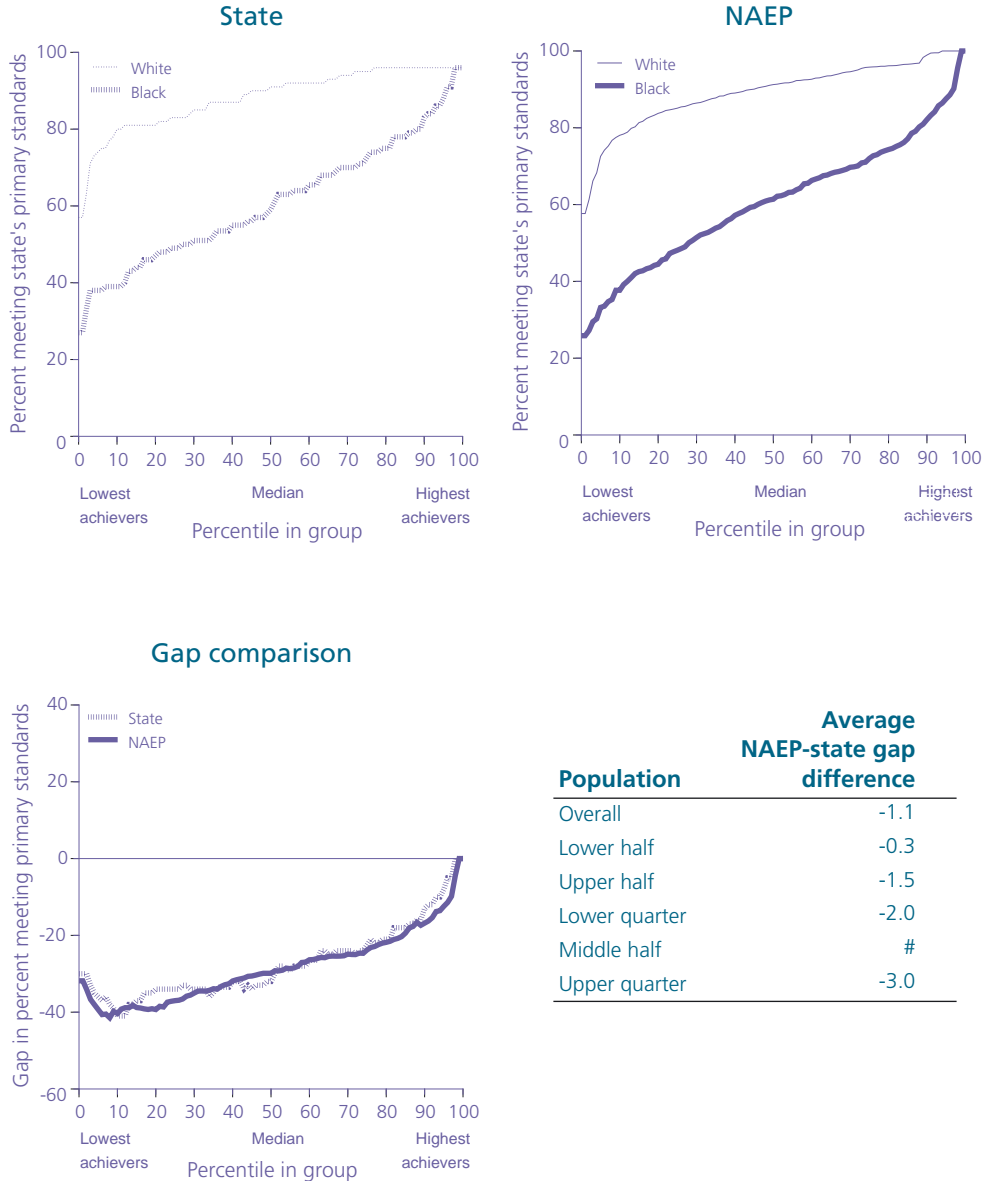
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	5.9	10.1	10.5	9.4
English language learner	#	0.3	0.1	0.7
Student with disability	5.9	9.2	10.4	8.6
Both	#	0.6	0.1	#
Excluded	2.7	5.4	5.5	4.9
English language learner	#	0.3	0.1	0.3
Student with disability	2.7	4.7	5.3	4.6
Both	#	0.5	0.1	#
Accommodated	2.1	1.2	1.3	1.6
English language learner	#	#	#	#
Student with disability	2.1	1.2	1.3	1.6
Both	#	#	#	#

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.

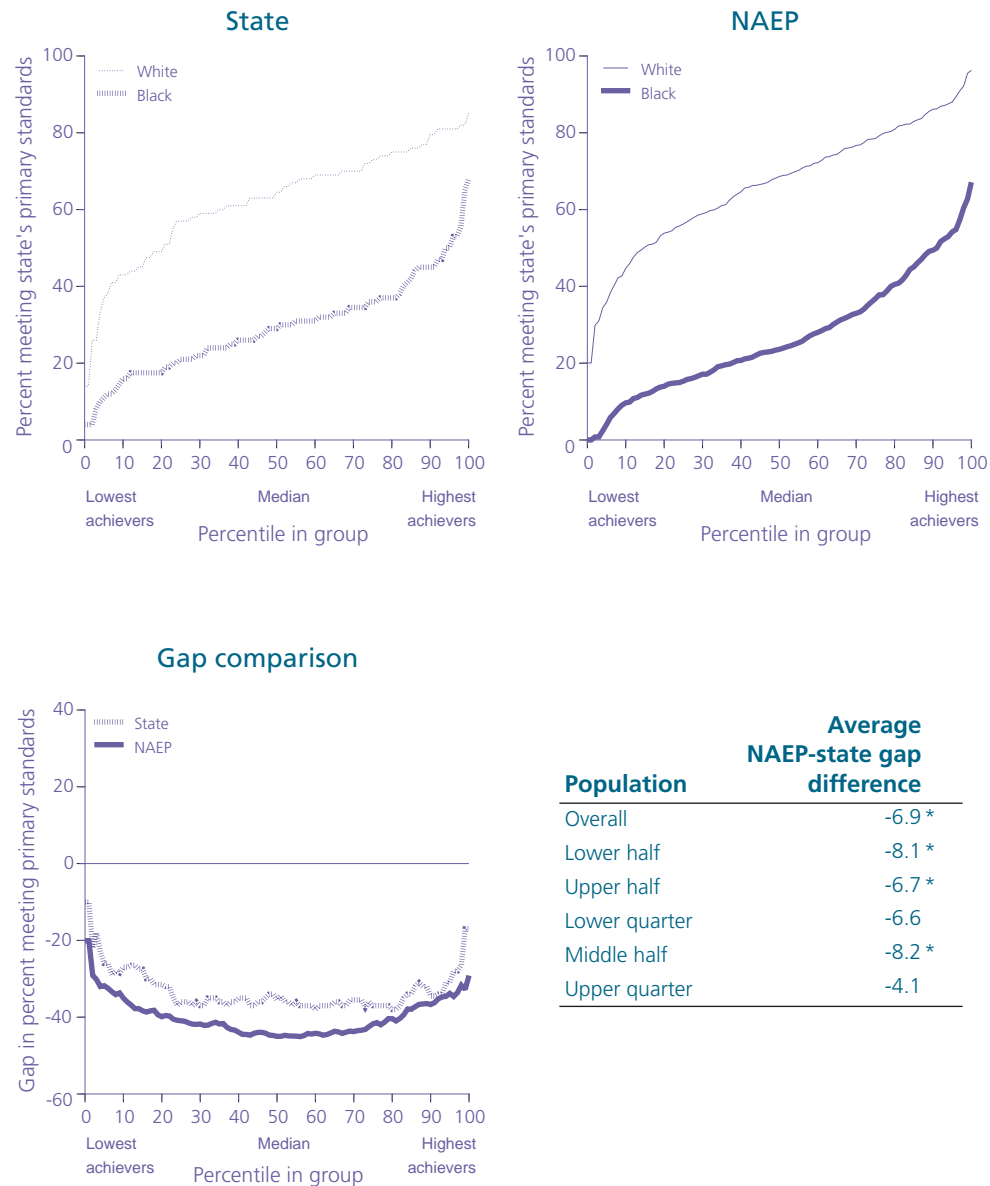
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



Rounds to zero.

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.

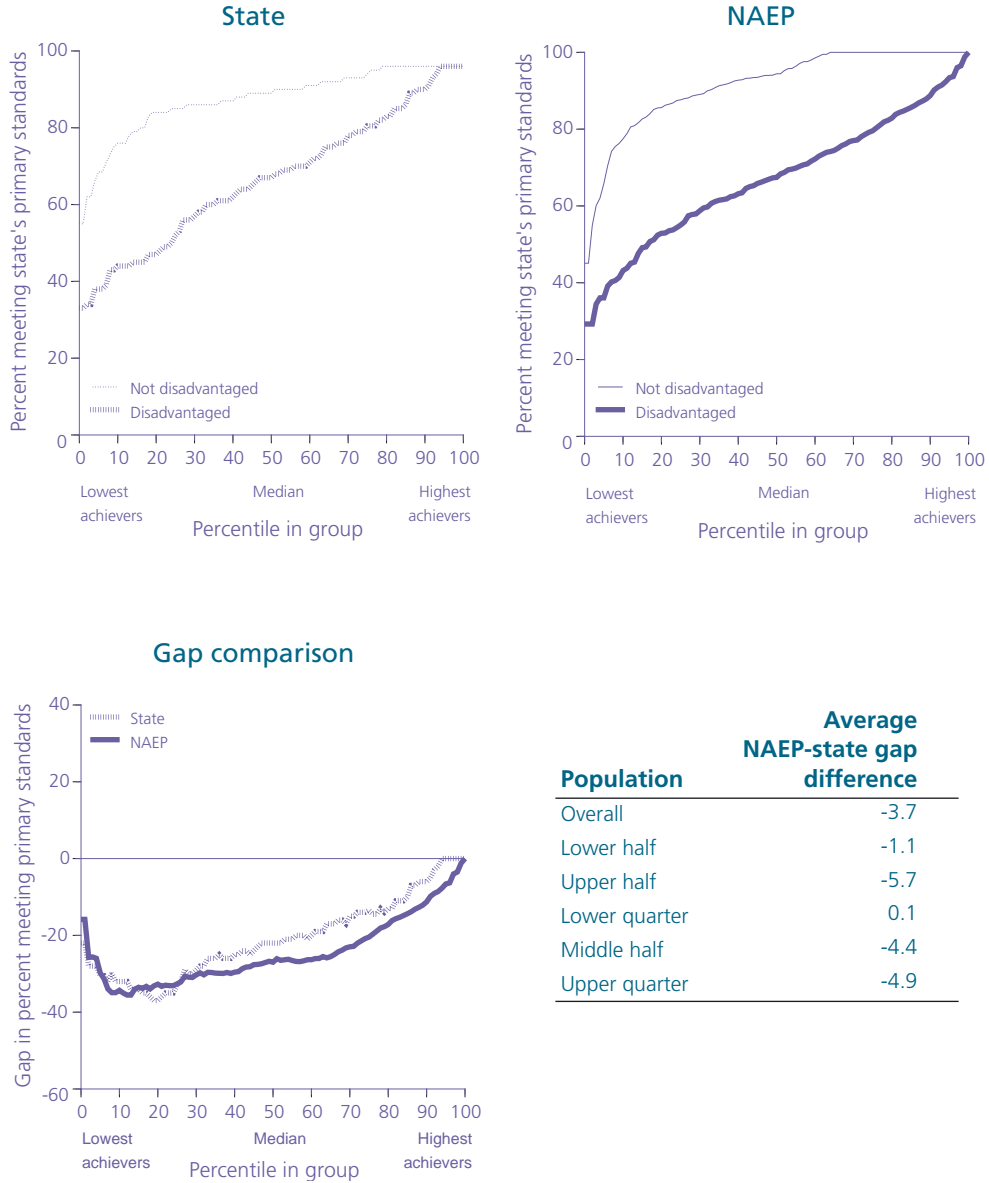
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



* 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.

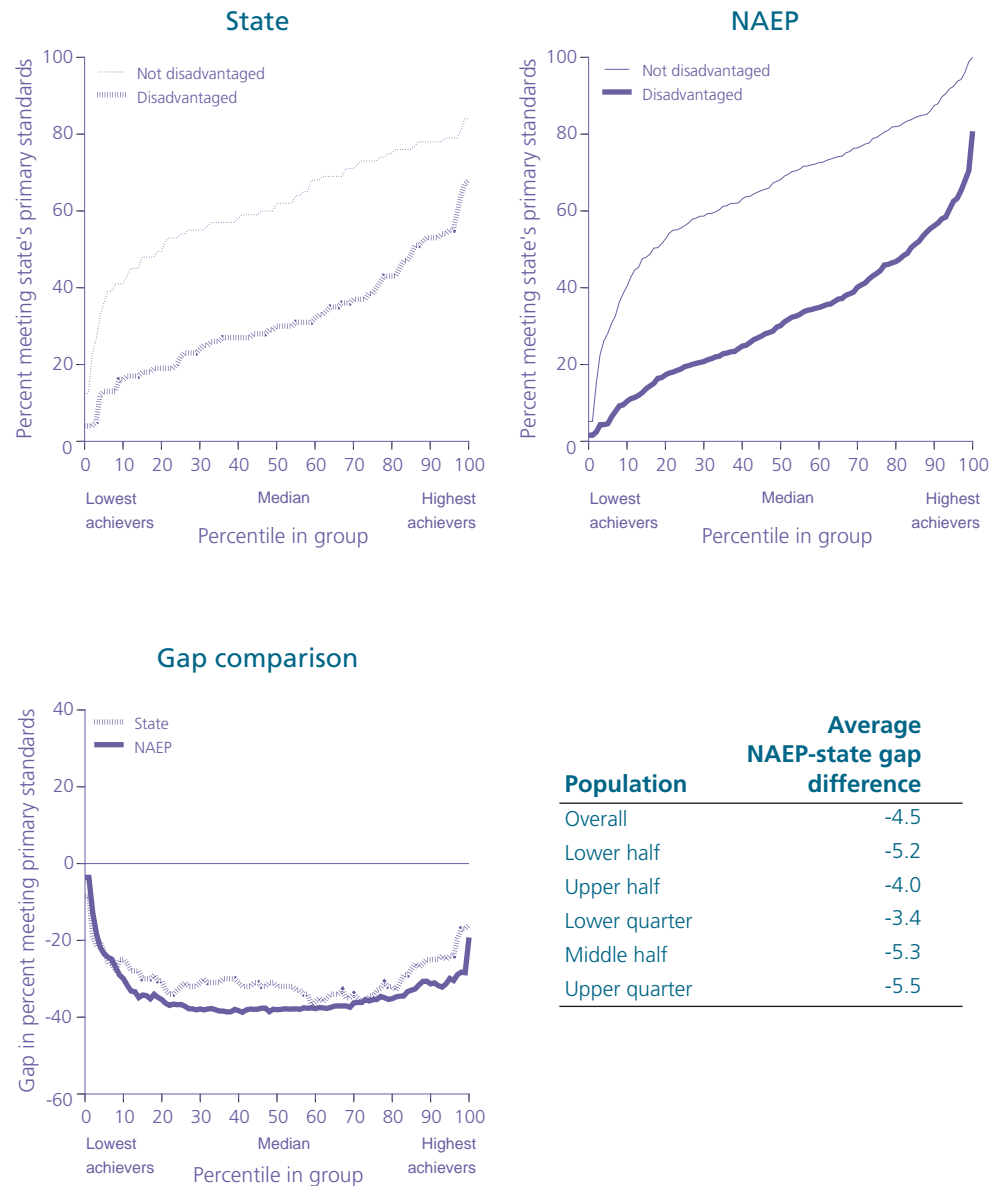
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



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

Missouri

Through the Missouri Assessment Program (MAP), the state administers exams in grades 3 and 7 in communication arts (which includes reading) and grades 4 and 8 in mathematics. Scores are available for Black and economically disadvantaged students. Missouri uses five achievement levels for reporting purposes: *step 1*, *progressing*, *nearing proficiency*, *proficient*, and *advanced*. The total population assessment scores based on 4 or fewer students are suppressed; the disaggregated population assessment scores based on 29 or fewer students are suppressed.

Summary of Comparisons

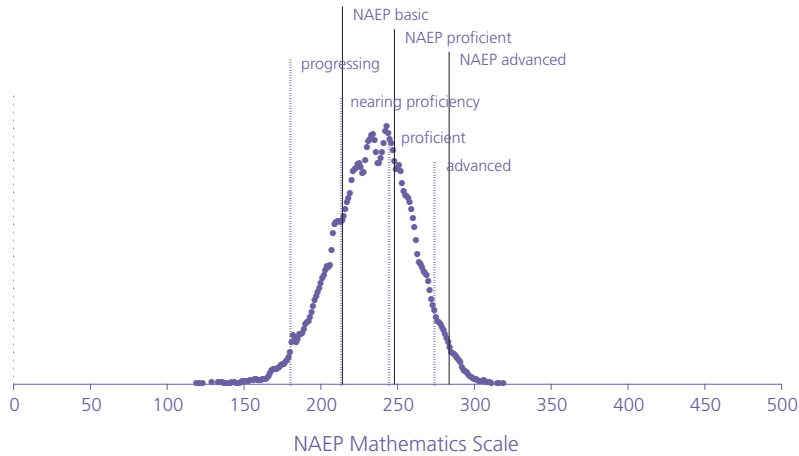
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 126 schools in grade 4 and 114 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP proficient and advanced levels.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are greater than the state assessment gains.
- **Gaps.** Overall, the Black-White 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 Black-White gap 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. 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.

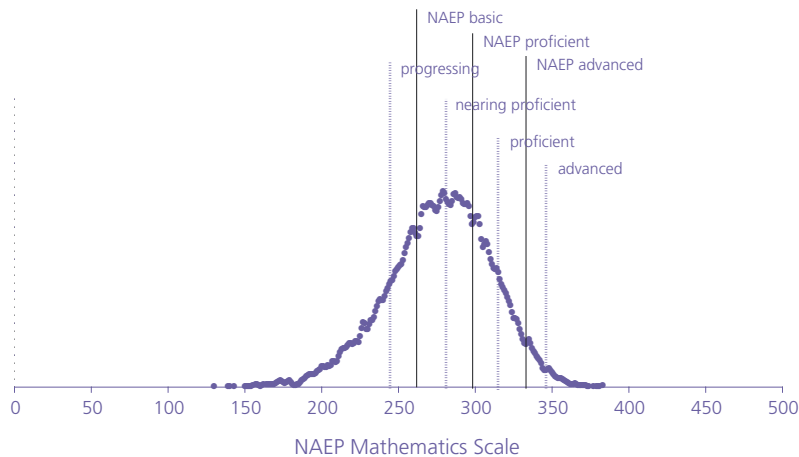
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Progressing	0.40	0.080	0.79	0.017
Nearing Proficient	0.68	0.034	0.73	0.039
Proficient	0.69	0.016	0.62	0.033
Advanced	0.45	0.027	0.44	0.079

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.



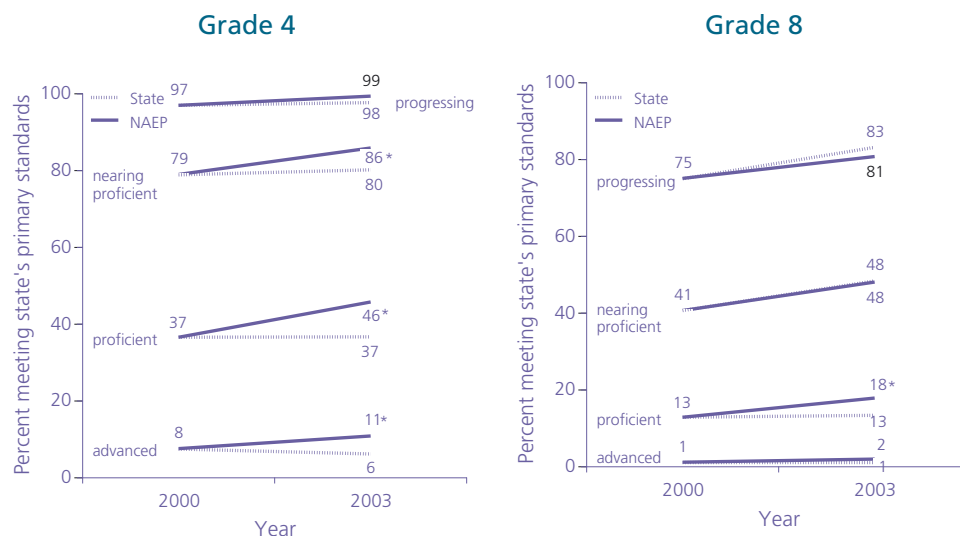
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	15.4	16.8	14.7	16.0
English language learner	1.2	1.5	0.3	0.7
Student with disability	14.1	14.5	14.4	14.9
Both	0.1	0.8	#	0.4
Excluded	2.6	3.5	2.9	3.8
English language learner	0.6	0.3	0.3	0.2
Student with disability	2.0	3.0	2.7	3.4
Both	0.1	0.3	#	0.2
Accommodated	7.6	9.6	6.7	9.0
English language learner	0.2	0.9	#	0.4
Student with disability	7.5	8.4	6.7	8.4
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 mathematics standards, by grade: 2000 and 2003



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

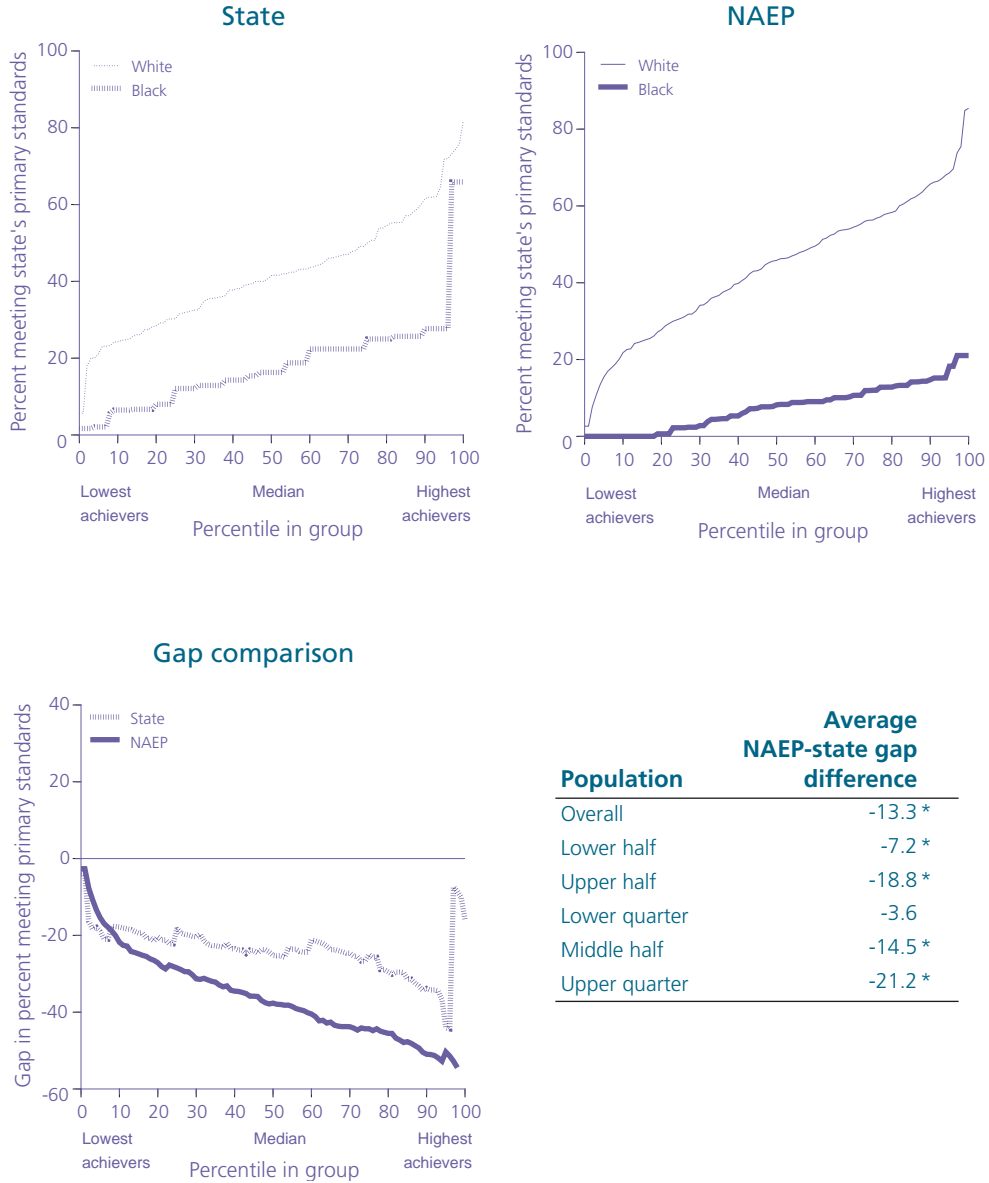
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	36.7	37.2
Grade 8	14.0	13.9

SOURCE: Missouri Dept. of Education site at <http://www.dese.state.mo.us/divimprove/assess/stateresults.html>.

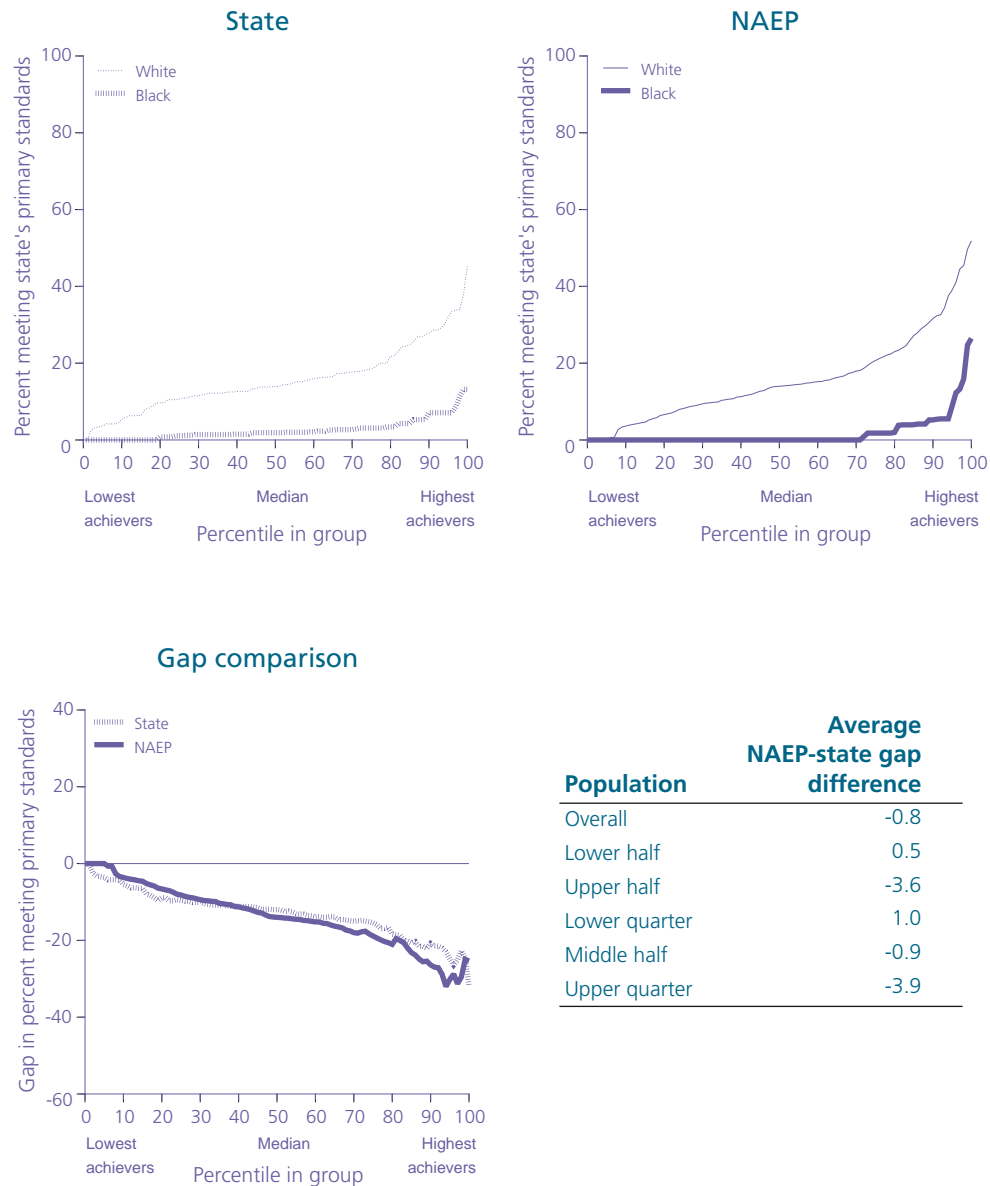
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

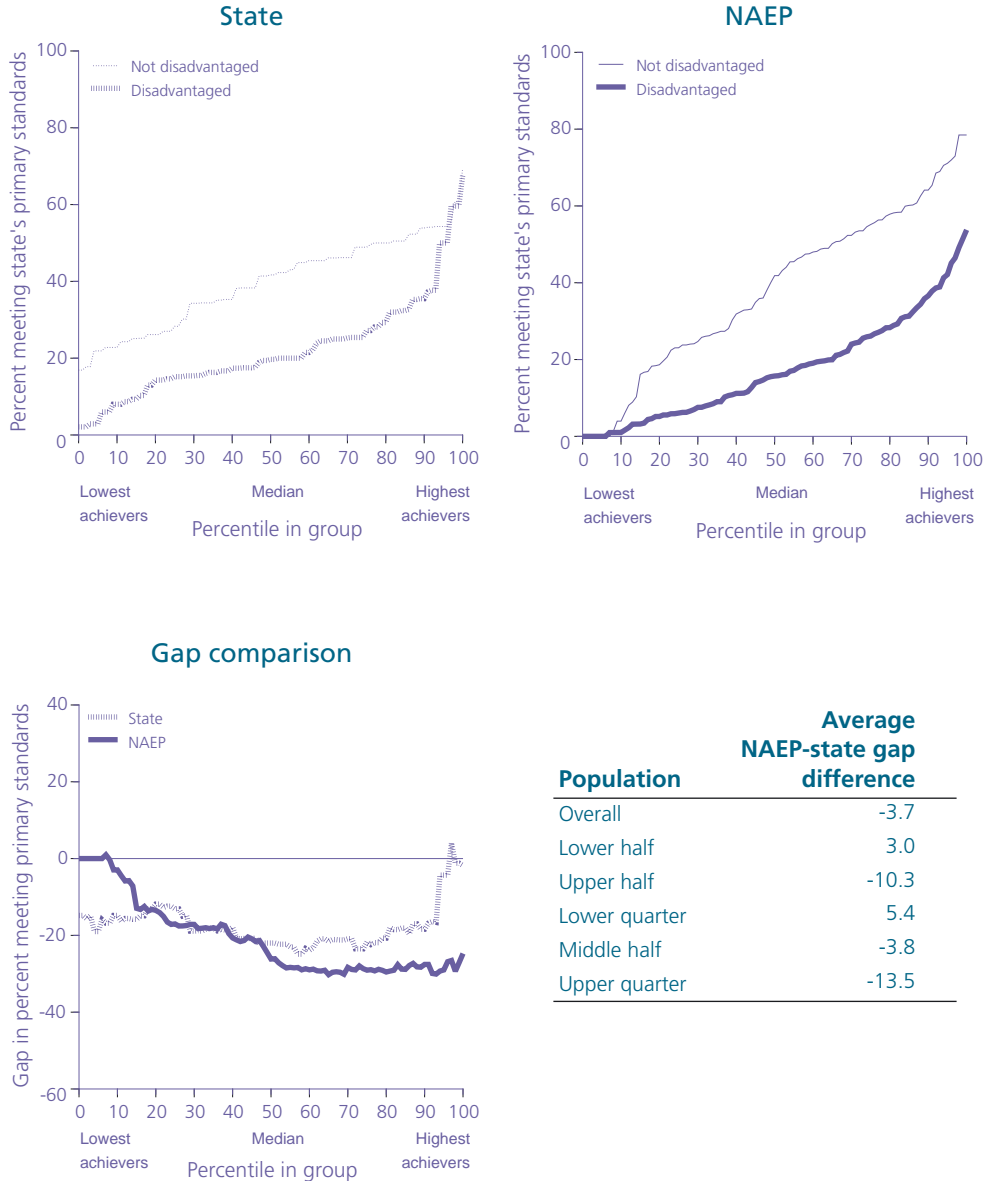
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



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.

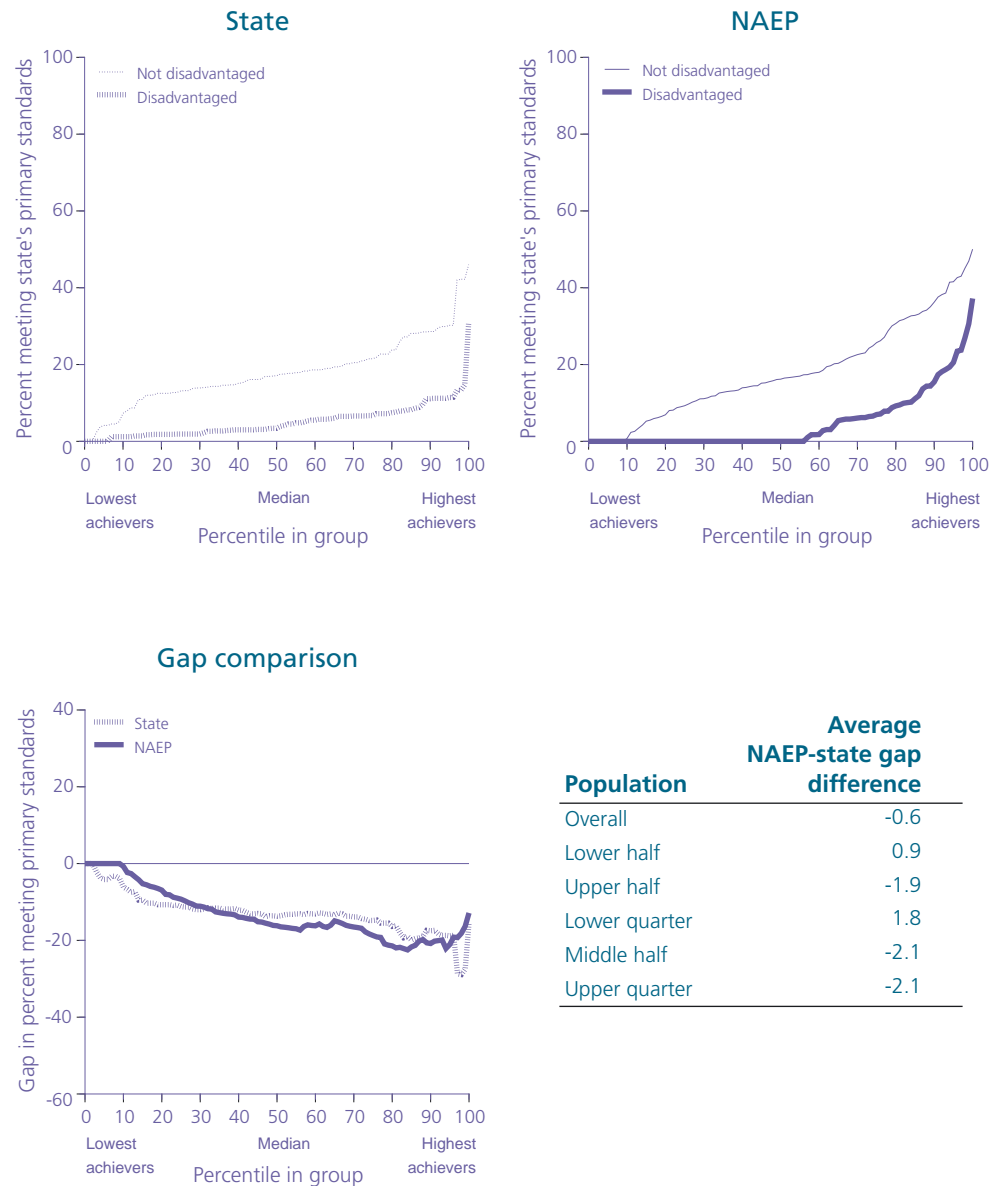
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



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

Montana

Through the Montana Comprehensive Assessment System (MontCAS), the state administers Iowa Tests of Basic Skills (ITBS) in grades 4 and 8 in reading and mathematics. The scores available for this report do not include any demographic breakdowns by race/ethnicity or poverty status. Montana uses four achievement levels for reporting purposes: *novice*, *nearing proficiency*, *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

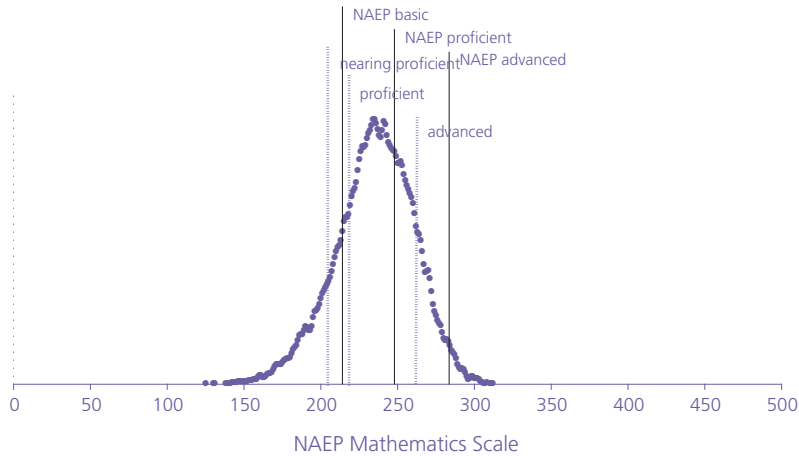
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 142 schools in grade 4 and 101 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:¹

- **Standards.** The state's primary grade 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.** 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.

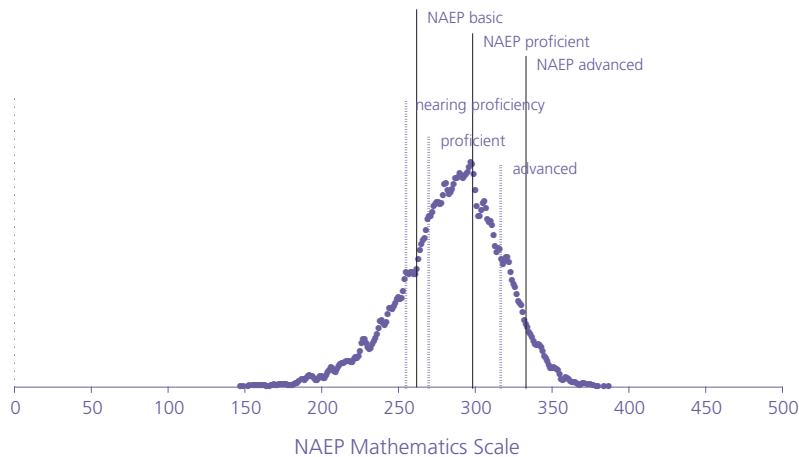
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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

Standard	Grade 4		Grade 8	
	Correlation	Standard error	Correlation	Standard error
Nearing Proficient	0.69	0.021	0.73	0.019
Proficient	0.72	0.020	0.72	0.033
Advanced	0.44	0.058	0.43	0.039

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

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
Identified	12.3	15.9	11.7	13.6
English language learner	0.4	2.1	0.2	1.5
Student with disability	11.9	12.0	11.3	11.1
Both	#	1.8	0.2	1.1
Excluded	1.8	1.8	2.3	1.7
English language learner	0.2	#	#	#
Student with disability	1.6	1.7	2.1	1.6
Both	#	0.2	0.2	0.1
Accommodated	5.6	7.5	3.3	6.4
English language learner	#	0.4	#	0.5
Student with disability	5.6	6.5	3.3	5.4
Both	#	0.6	#	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.

