

# Comparison Between NAEP and State Mathematics Assessment Results: 2003

## Volume 2

Research and Development  
Report







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# Comparison Between NAEP and State Mathematics Assessment Results: 2003 Volume 2

## Research and Development Report

January 2008

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# D

## Explanation of State Profiles

The relations between the National Assessment of Educational Progress (NAEP) results and individual state assessment results vary from state to state. Individual state profiles in this section display the comparisons for each state. Each state profile has up to 13 elements, depending on the availability of school-level state assessment information in the national longitudinal school-level state assessment score database (NLSLSASD). They include:

- a summary description of the state assessment data;
- an overview of the results displayed in the profile;
- a display of the state's achievement standard thresholds on the NAEP achievement distribution in the state;
- the correlations between NAEP and state assessment school achievement;
- the percentages of students with disabilities or English language learners;
- a comparison of NAEP and state assessment achievement changes;
- state-reported percentages of students meeting standards; and
- comparisons of NAEP and state assessment achievement gaps.

These are described below, in the context of the example profile displayed on the following pages.

## **Element 1**

### **Brief description of the state assessment data**

The description is based primarily on information provided on the state education agency website, as it applies to the data used in this comparison report (school-level scores on reading and mathematics assessments). The information included in the descriptions includes test(s) used, grades tested, subgroup data availability, availability of data across years, and data suppression information, as well as any information which would be required for understanding the results presented in the profile.

## **Element 2**

### **Brief textual summary of statistically significant differences between NAEP and state assessment scores.**

The summary provides a brief overview of the results being displayed in the profile. It includes the number of schools in each grade which are being used for the comparison, a textual explanation of the standards comparison graphs (element 3), a brief explanation of the changes in achievement (element 6), and a summary of significant results for each gap type (Black-White, Hispanic-White, and poverty–elements 8-13).<sup>1</sup> The summary serves to highlight the information presented in the graphs and tables.

---

1. The poverty gap in achievement 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.

Figure D-1. Elements 1 and 2 of the state profile

## D State X

**1** Through the Comprehensive Assessment System, X 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. State X uses four achievement levels for reporting purposes: *warning*, *needs improvement*, *proficient*, and *advanced*. Assessment scores based on 9 or fewer students are suppressed.

**2** **Summary of Comparisons**  
The results of comparisons between NAEP and state assessment results, which for 2003 are based on 189 schools in grade 4 and 145 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

- **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; 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.

### Element 3

#### Position of standards in the achievement distribution

The position of the state's achievement standard thresholds on the NAEP achievement distribution in the state are based on mapping the percentages achieving state standards reported for schools participating in NAEP with the distribution of NAEP grade 4 or grade 8 performance in those schools.<sup>2</sup> In some cases, the state's standard is for an adjacent grade. In those cases, the assumption is made that the percentage of students meeting the state's standard for one grade would be approximately the same as the percentage meeting a standard the state might set for the next grade. The distributions are displayed for all states with available percentages achieving standards in NAEP schools.

Because Alabama, Tennessee, and Utah data files available for this report do not include percentages of students meeting standards, the state profiles for these states, unlike the other states, are based on the median percentile rank in each school, not the percentages meeting state standards. Therefore, no state standard thresholds are placed on the NAEP scale.

### Element 4

#### Correlations of NAEP and state assessment school achievement

Based on schools participating in NAEP, this table displays correlations of percentages reported as meeting state standards with NAEP percentages of achievement meeting the estimated state standard in the same schools. For this display, NAEP has been rescored to estimate the percentages of students above the state's cutpoints indicated in element 3.

In states with multiple standards, one standard was identified for this report as the primary standard. In nearly every case, this is the standard that is used for reporting adequate yearly progress to the federal government. For Alabama, Tennessee, and Utah, the correlations are for median percentile ranks.

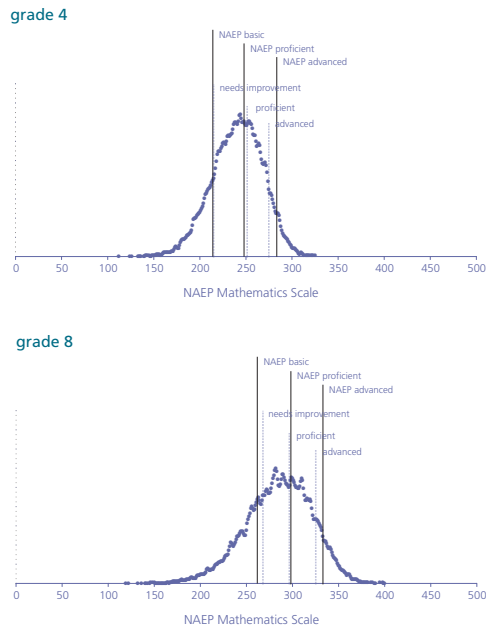
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2. The figure plots the relative frequency of the NAEP plausible values in the state. Since the numerical values on the vertical axis (i.e., the relative frequencies, or more accurately, approximate probability densities) are solely a function of the fineness of the categorization of the continuous scale on the horizontal axis, it is neither meaningful nor appropriate to display numerical values for the vertical axis.

Figure D-2. Elements 3 and 4 of the state profile



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



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.

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

4

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-2 National Assessment of Educational Progress

## Element 5

### Percentages of students with disabilities or English language learners

Because measurement of trends in achievement can be affected by changes in the percentages of students with disabilities (SD) or English language learners (ELLs), through their exclusion from testing or access to testing accommodations, information about these percentages are presented for NAEP assessments in 2000 and 2003. The percentages are presented separately for (1) English language learners (but not with a disability), (2) students with disabilities (who are not English language learners), and (3) English language learners who also have a disability. The percentages of students identified with disabilities or as English language learners who participated in NAEP without accommodations are not included in the table.

The percentages of students excluded from NAEP participation are based on the total student population. For example, if 10 percent of students have a disability and 40 percent of those with a disability are excluded, that means that 4 percent of the total student population is excluded. The use of full population estimates in this report is intended to minimize the effects of NAEP exclusions on the results of changes in achievement. Similarly, the percentages of students accommodated by NAEP are based on the total student population. In the example above, if 50 percent of the included SD/ELL students were accommodated, that would mean that accommodations were provided for 50 percent of the included 6 percent, or 3 percent of the total population.

## Element 6

### Comparison of NAEP and state assessment changes in achievement, based on NAEP schools

Achievement changes are presented as percentages meeting the states' standards in NAEP schools for state assessment results (lighter line) and for NAEP results (darker line). The standards are equated in the first year of analysis, forcing the percentages to match in the first year by definition. Differences between NAEP and state assessment achievement changes are revealed at the second point in time. Asterisks on the charts indicate statistically significant differences ( $p < .05$ ) between NAEP and state assessment gains.

Comparisons of achievement changes are available only for states in which comparable state scores are reported across years. Many states changed tests or changed standards between 2000 and 2003 and, although data were available for the different tests, it is impossible to construct meaningful comparisons of NAEP and state assessment gains.

## Element 7

### State reported percentages meeting standard

The changes in achievement presented in element 6 are based on the NAEP sample of schools, weighted to represent the state. In most states, these results can be compared to reports issued by state education agencies on their websites.<sup>3</sup> These are shown in

3. The state-reported percentages were retrieved from state education agencies' websites in July 2004.

element 7. Ideally, the percentages in the table of state-reported achievement should match the state assessment percentages based on the NAEP sample of schools. However, in some cases state assessment scores were not available for all NAEP schools. This occurs, for example, when state assessment scores are for an adjacent grade and some NAEP schools do not include the grade tested, or when they have not been reported by the state.

Figure D-3. Elements 5, 6, and 7 of the state profile

STATE X

D

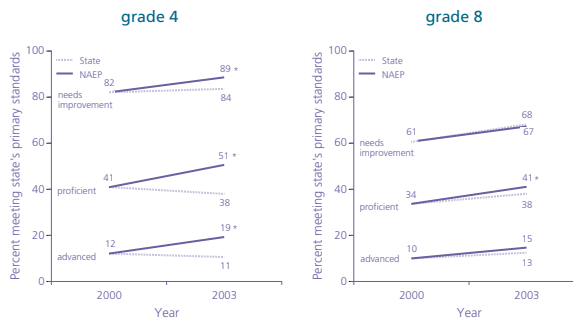
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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	0.0	0.3	0.6	0.5
<b>Accommodated</b>	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

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.

5

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.

6

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

Level	2000	2003
Grade 4	40.0	40.0
Grade 8	34.0	37.0

SOURCE: State education agency website.

7

## Element 8

### Comparison of NAEP and state assessment of the Black-White grade 4 achievement gap

Three graphs and a table on the third page of the profile pertain to measurement of an achievement gap in grade 4 in 2003. The graphs show comparisons of the gap as measured in NAEP schools (a) by state assessment and (b) by NAEP. In states in which at least 10 percent of public school membership is Black, the first achievement gap presented is the Black-White gap.<sup>4</sup>

The two graphs at the top of the page are population profiles of the achievement of Black and White students as indicated by state assessment results (lighter lines) and NAEP results (darker lines). Both graphs represent percentages meeting the primary state standard in the same sample of schools.<sup>5</sup>

Interpretation of the population profiles is as follows: imagine the students in a subpopulation (e.g., White students) lined up along the horizontal axis, sorted from those in the lowest scoring segments of the subpopulation at the left to the highest scoring segments of the subpopulation at the right. The graph shows the percentage of students in each student's school achieving the standard. For example, at the median (50th percentile) of the White student population, White students are in schools in which about 62 percent of the White students are achieving the standard (the dashed line on the following graph), as measured by both NAEP and the state assessment. By comparison, at the median (50th percentile) of the Black student population in the state, Black students are in schools in which about 33 percent of the Black students are achieving the standard (the solid line on the same graph).

The population gap profile in the lower left portion of the page displays the difference between the Black and White population profiles (i.e., the White profile is subtracted from the Black profile). The lighter line refers to state assessment of the gap; the darker line refers to NAEP assessment of the gap. The space between those two lines represents the difference between NAEP and state assessment of the gap. In this graph, it appears that both assessments, but especially NAEP, find the gap to be somewhat larger in comparing the lower halves of the subpopulations than in comparing the upper halves.

The table at the lower right summarizes the average differences in gaps and indicates whether the NAEP-State gap difference is significantly different from zero.<sup>6</sup> Positive numbers indicate that the state assessment found the gap to be larger, negative numbers the opposite. For example, in comparing the lower quarters of the subpopulations, NAEP found the gap to be 1.4 percent larger (i.e., the gap between

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4. At least 10 NAEP schools with sufficient numbers of minority students were required for constructing a comparison.

5. For Alabama, Tennessee, and Utah, states for which state reports of percentages meeting standards were unavailable, comparisons are based on median percentile scores.

6. The significance was determined by a Student's *t*. However, it is important to examine the values of a Student's *t* before reaching conclusions about gap differences, because in the cases of small samples, large variations in percentages meeting standards can occur by chance.

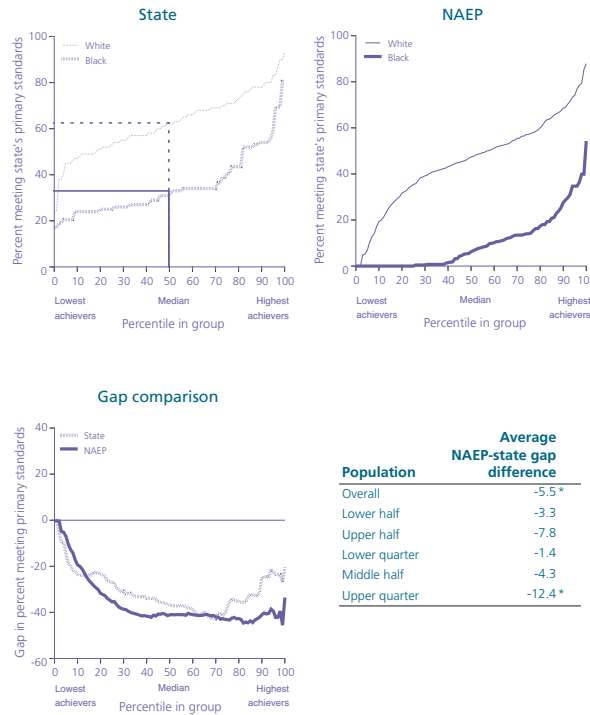


the percentages of Black and White students meeting the standard was 1.4 percent greater when the NAEP measurements were compared than when the state assessment scores were compared.) However, Student's *t*-test indicates that these differences may well be random. In the top quarter, NAEP found the gap to be 12.4 percent larger with Student's *t* indicating that these differences are *statistically significant* for this gap comparison.

Figure D-4. Element 8 of the state profile



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



8

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

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



## Elements 9-13

### Other gap profiles

Gap profiles in the same form as element 8 are also included for grade 8 and for the Hispanic-White gap and the poverty gap where more than 10 percent of the students are in the subpopulation and sufficient data are available. All gap profiles are based on percentages of students in schools meeting achievement standards, and for small schools these percentages are subject to large random variations. Therefore, results from schools where very small numbers of minority students are enrolled and participate in the assessment are suppressed and are not represented in the population profiles. The *suppression threshold* for state assessment scores varies from state to state; however, in analyzing NAEP data, we omitted school-level percentages based on one or two students.

# D

## Alabama

Alabama administers the Stanford Achievement Test, Tenth Edition (SAT-10) in grades 3-8 in reading and mathematics. Scores are available for Black and economically disadvantaged students. Alabama does not use multiple achievement levels for reporting purposes on the SAT-9/SAT-10; instead, it reports exam results in percentiles. Before 2003, when the SAT-10 was implemented, students took the SAT-9. 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 106 schools in grade 4 and 100 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

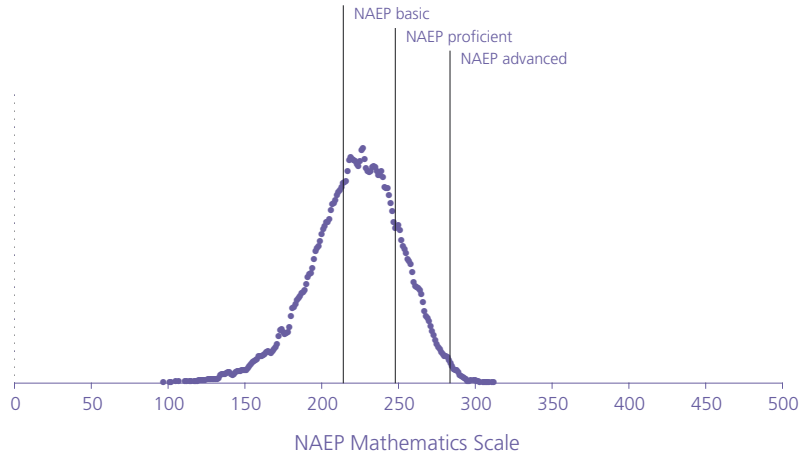
- **Standards.** There are not enough data to compare state standards to NAEP for grade 4 or grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in average percentile rank between 2000 and 2003.
- **Gaps.** Overall, the Black-White and poverty gaps in grades 4 and 8 in mathematics in 2003 were greater when measured by NAEP compared to the state assessment. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003.

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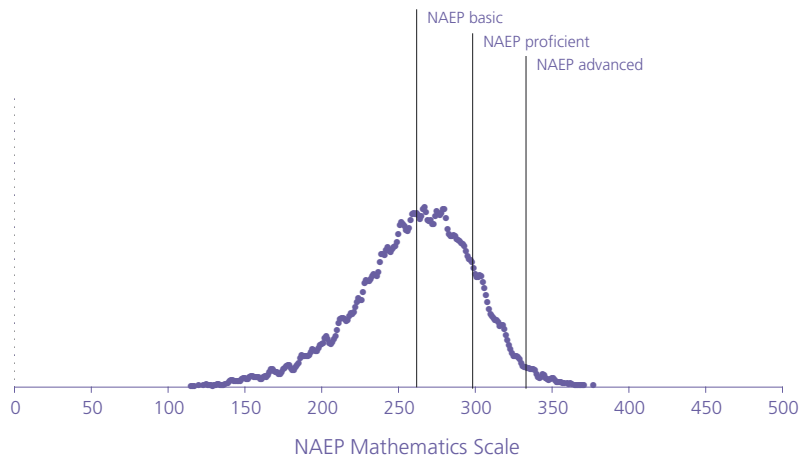
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



NOTE: State does not use multiple achievement levels for reporting; it reports exam results in percentiles.

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.

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
Percentile Rank	0.80	0.010	0.84	0.016

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



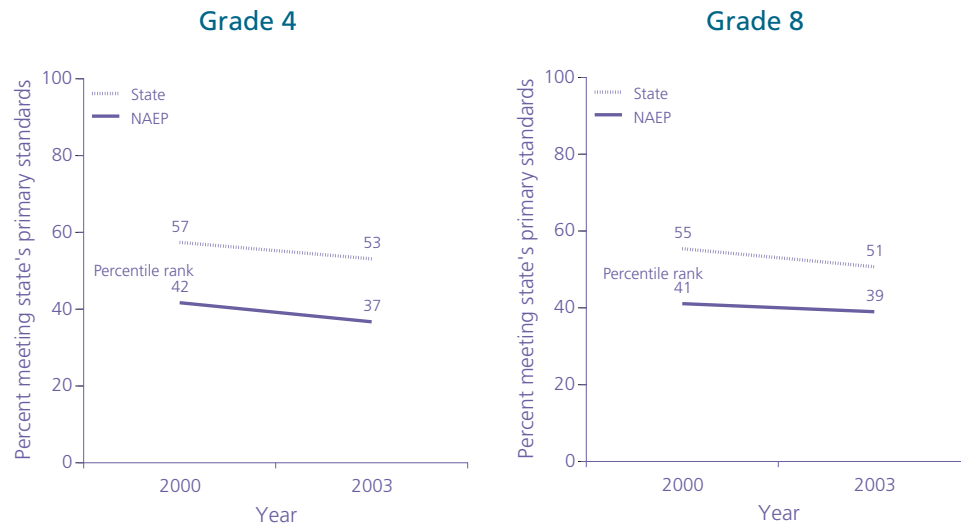
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	12.8	11.6	14.1	13.6
English language learner	0.2	0.4	0.5	0.9
Student with disability	12.6	10.6	13.3	12.2
Both	#	0.5	0.4	0.5
<b>Excluded</b>	3.2	1.6	6.4	2.2
English language learner	#	0.1	0.1	0.3
Student with disability	3.2	1.5	6.0	1.8
Both	#	#	0.3	0.1
<b>Accommodated</b>	2.9	2.4	0.6	2.6
English language learner	#	#	#	#
Student with disability	2.9	2.2	0.5	2.4
Both	#	0.1	0.1	0.1

# Rounds to zero.

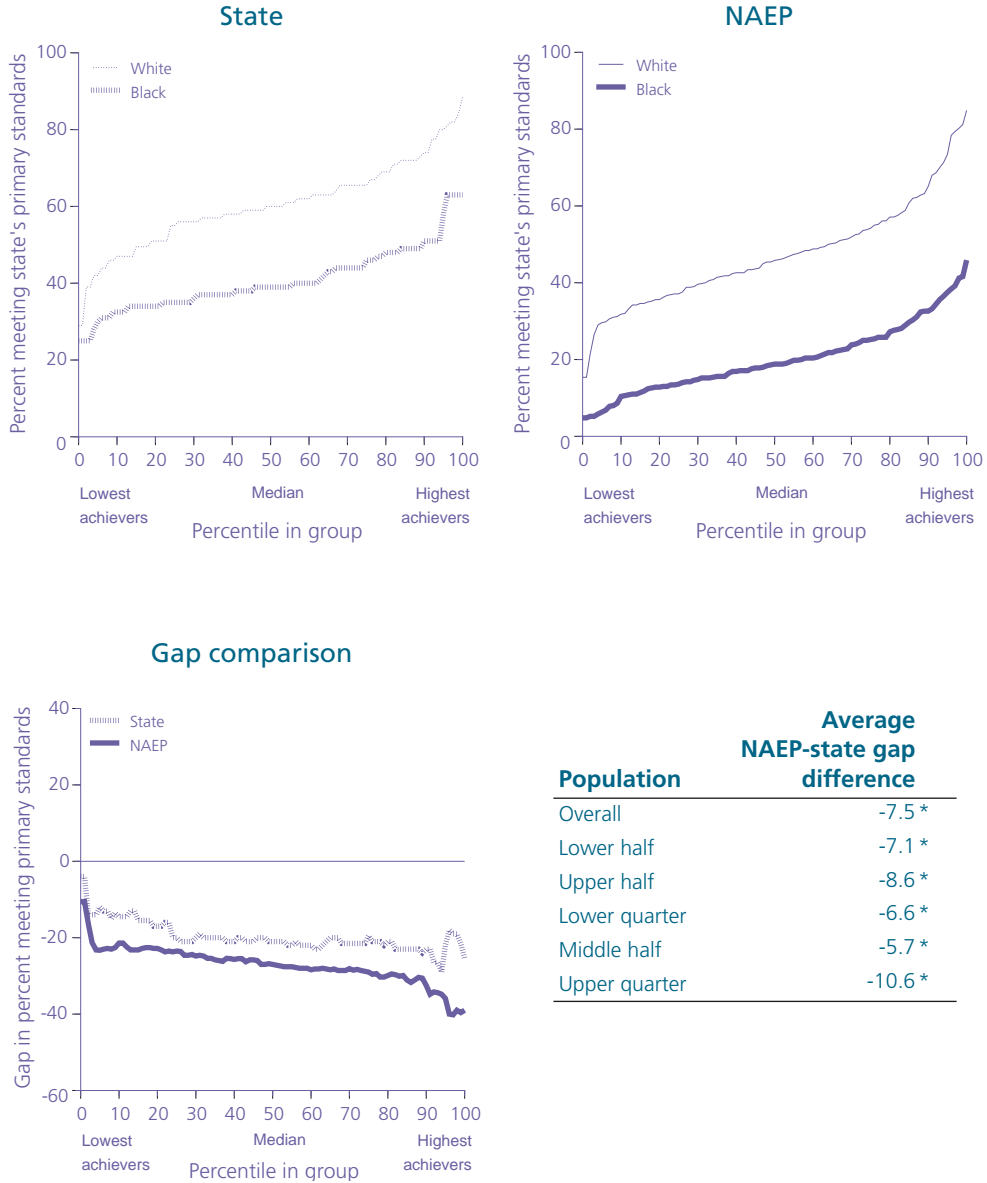
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

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



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.

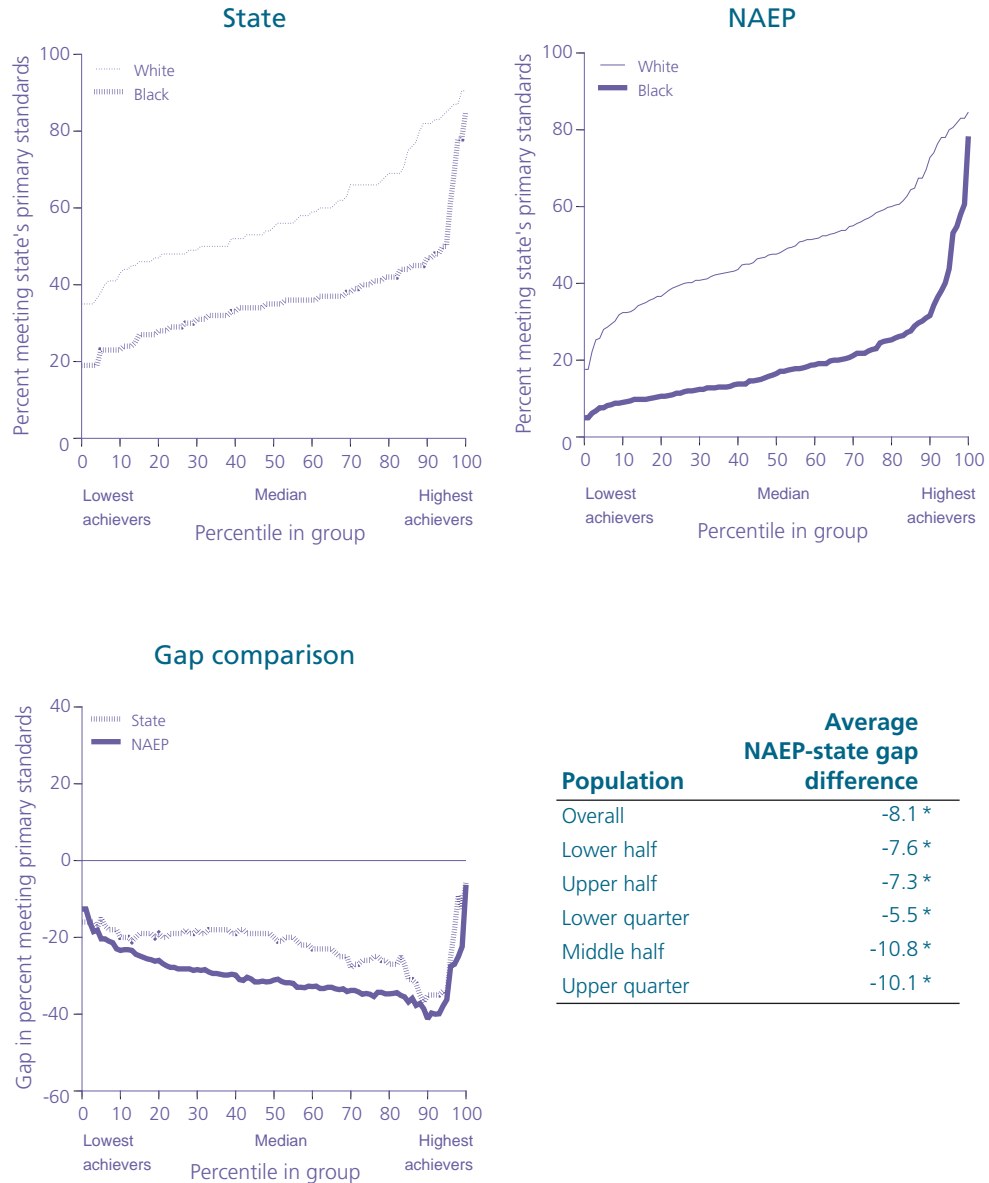
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.

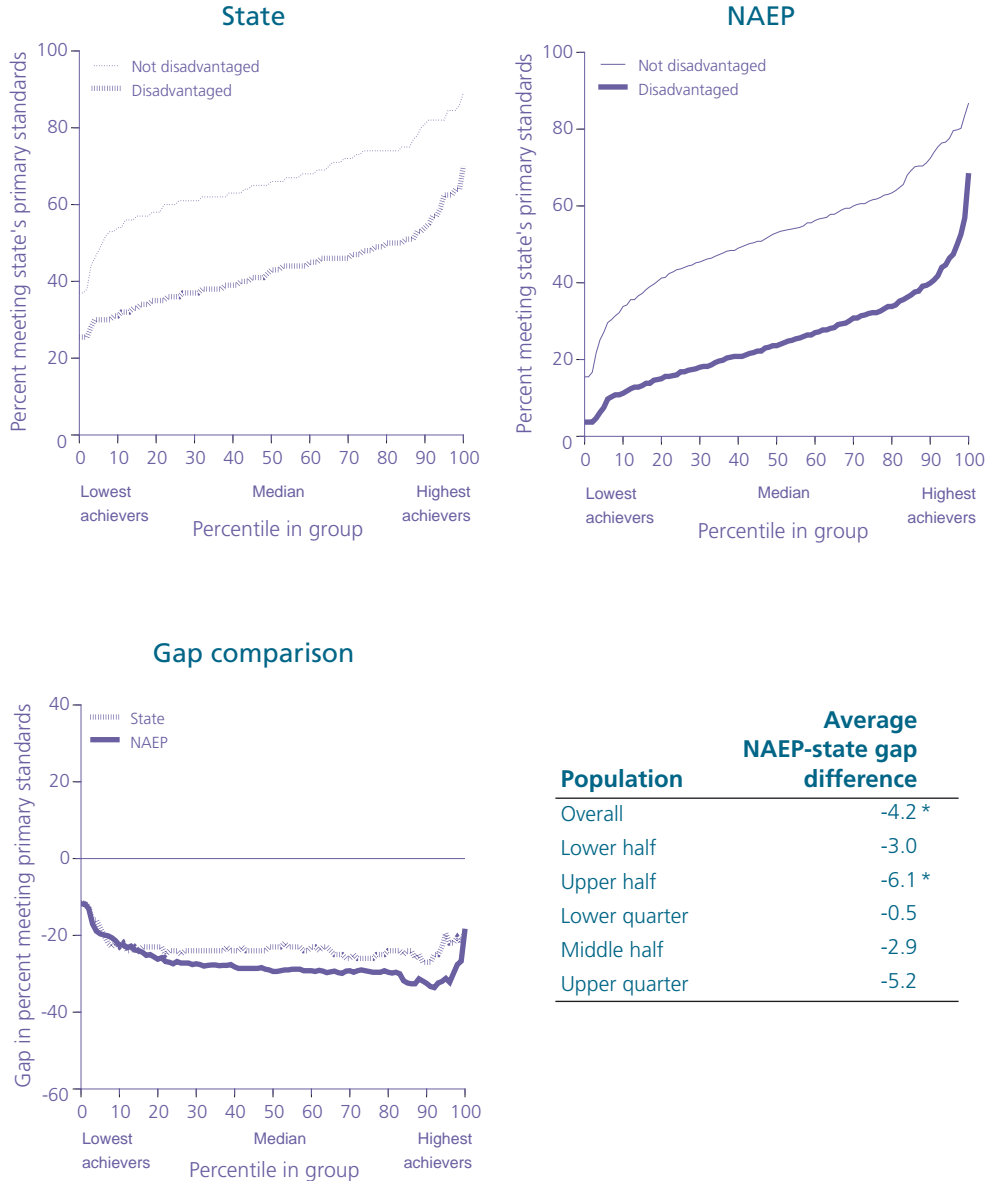
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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



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

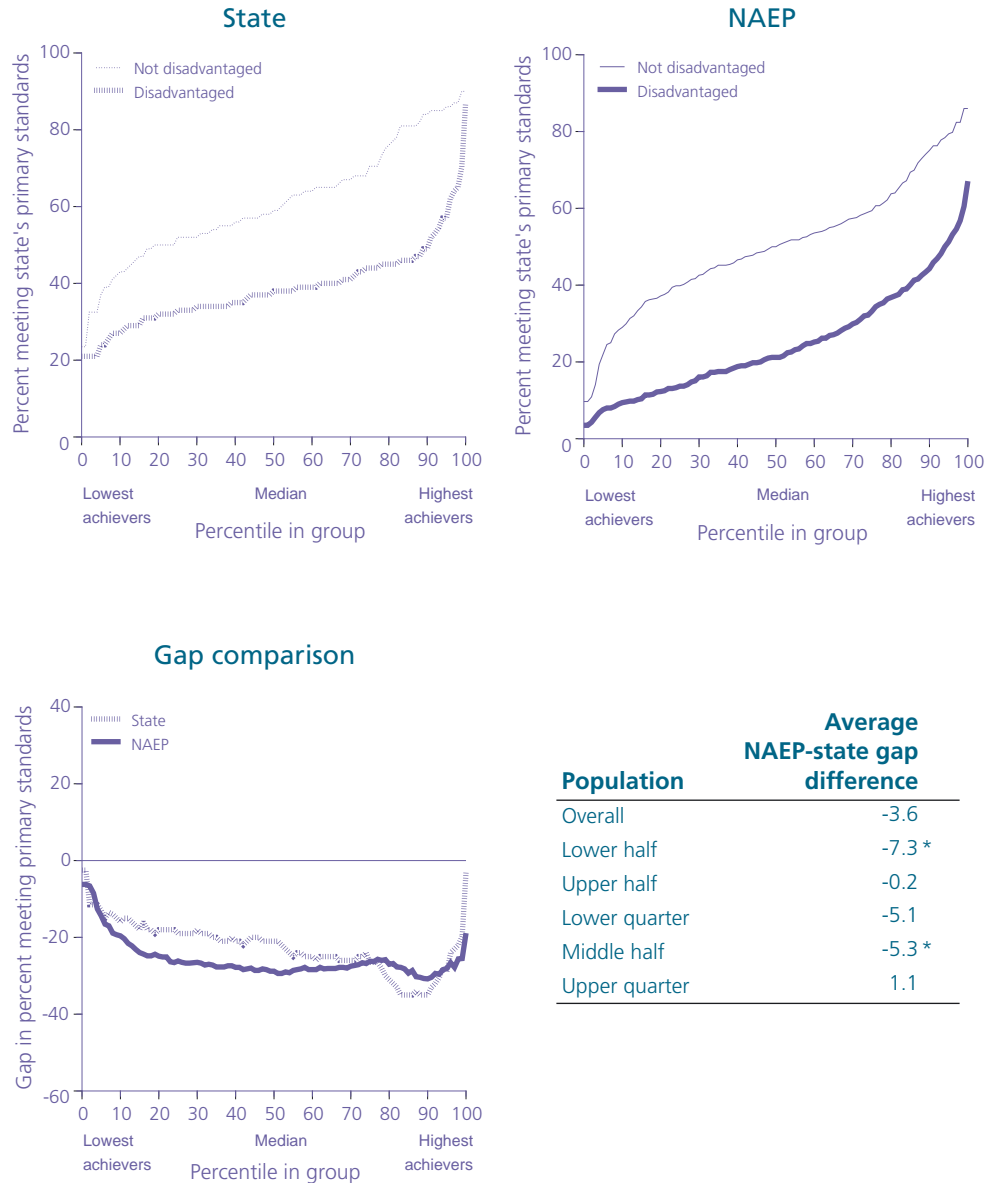
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

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





Figure 6. 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.



# D

## Alaska

Alaska administers the Alaska Benchmark Examinations and the California Achievement Tests, Sixth Edition Survey (CAT/6). The Benchmark exams test students in grade 8 in reading and mathematics; the CAT/6 tests students in grade 4 in reading and mathematics. Scores are available for Black students in grade 4, but there are too few students in this subgroup to provide a reliable comparison. Alaska uses four achievement levels for reporting purposes on the Benchmark exams: *not proficient*, *below proficient*, *proficient*, and *advanced*. However, 2003 data were available for only one level: *proficient*. The CAT/6 results are reported on only two levels: *not proficient* and *proficient*. Trend graphs are not included because Alaska did not participate in State NAEP prior to 2003. School-level assessment scores based on 5 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 110 schools in grade 4 and 57 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

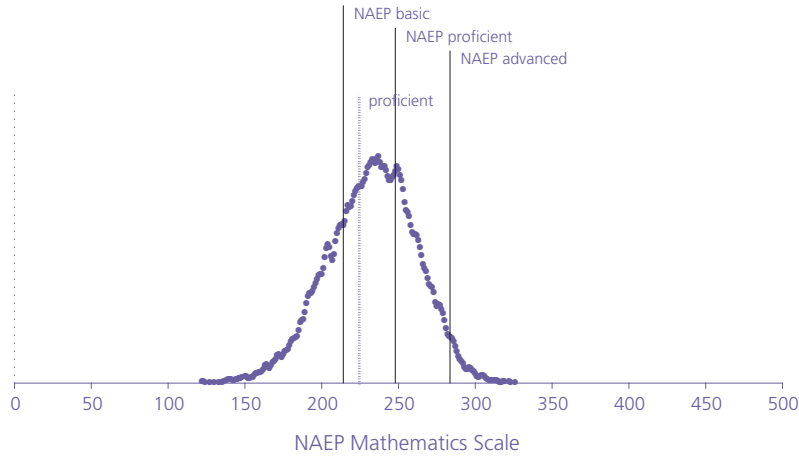
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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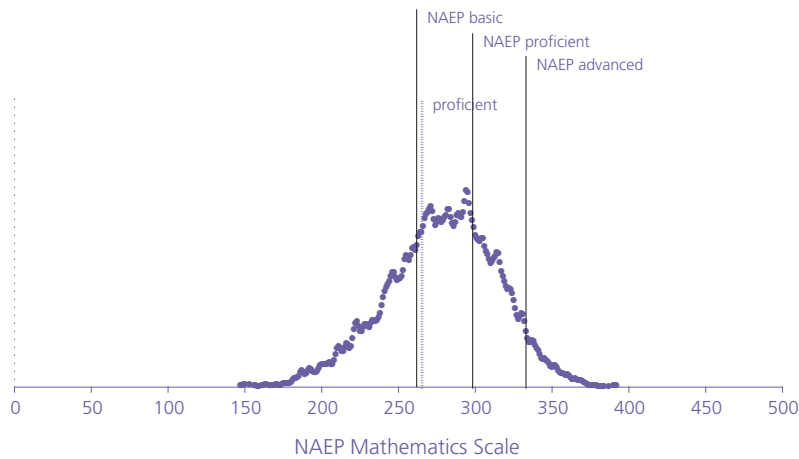
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.78	0.023	0.86	0.028

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
<b>Identified</b>	—	30.5	—	23.4
English language learner	—	14.1	—	8.6
Student with disability	—	12.8	—	12.1
Both	—	3.6	—	2.6
<b>Excluded</b>	—	1.0	—	1.0
English language learner	—	0.1	—	0.2
Student with disability	—	0.8	—	0.8
Both	—	0.1	—	#
<b>Accommodated</b>	—	9.9	—	7.9
English language learner	—	0.9	—	0.2
Student with disability	—	7.0	—	6.9
Both	—	2.0	—	0.8

— 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

## Arizona

The state administers Arizona's Instrument to Measure Standards (AIMS) in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Black students to provide a reliable comparison. Arizona uses four achievement levels for reporting purposes: *falls far below the standard*, *approaches the standard*, *meets the standard*, and *exceeds the standard*. 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 99 schools in grade 5 and 105 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

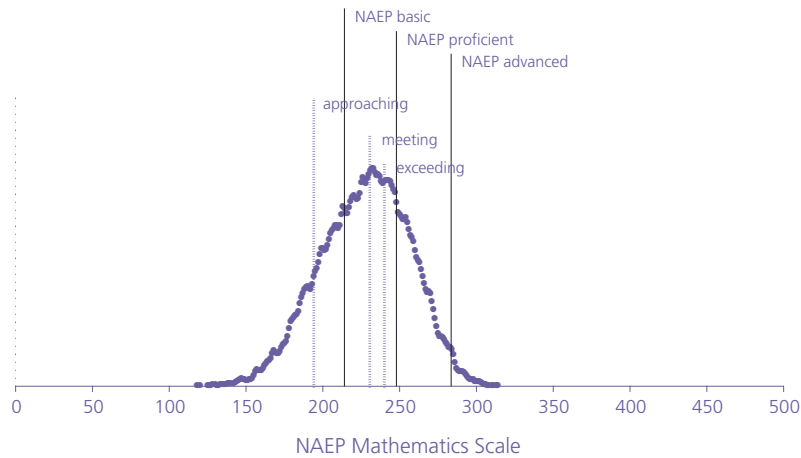
- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*meeting*) is close to the NAEP proficient level.
- **Trends.** Between 2000 and 2003, the NAEP grade 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 and poverty gaps in mathematics in grades 5 and 8 in 2003. Overall, the Hispanic-White gap in grades 5 and 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment.

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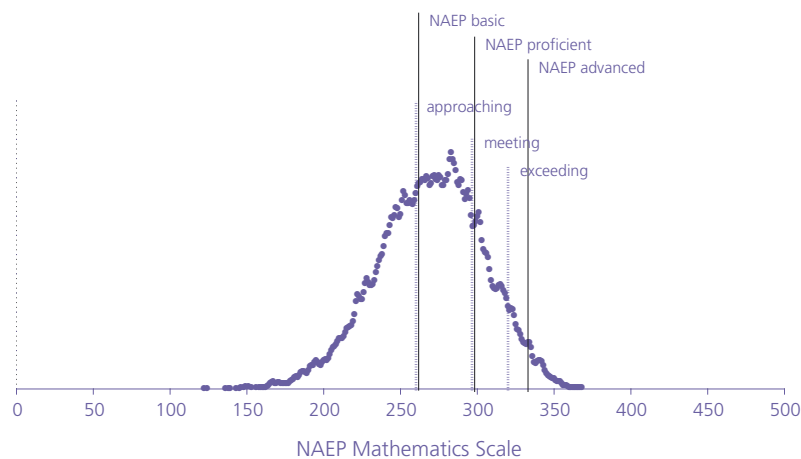
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Approaching	0.68	0.019	0.74	0.016
Meeting	0.77	0.012	0.69	0.014
Exceeding	0.78	0.018	0.58	0.063

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.

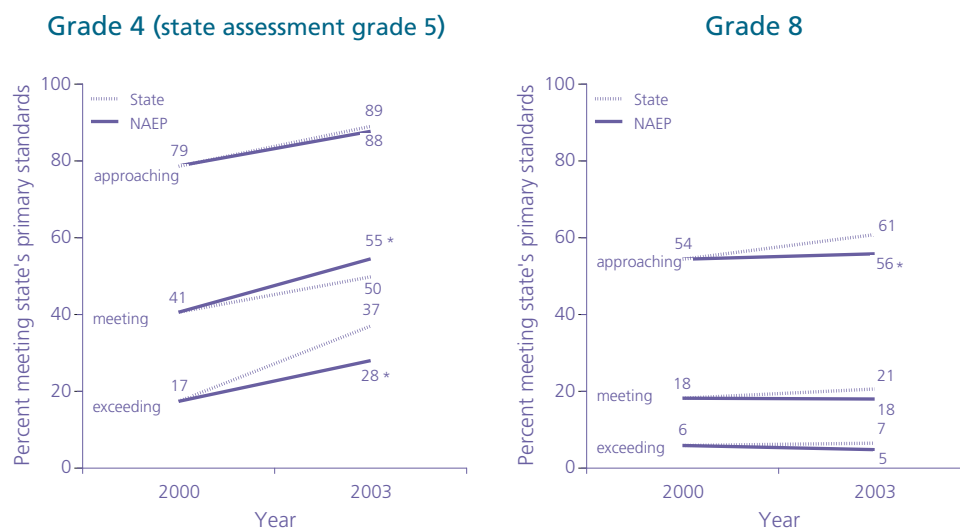


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	24.9	27.4	18.8	23.9
English language learner	14.3	15.2	8.2	12.8
Student with disability	9.1	7.9	9.0	8.2
Both	1.6	4.3	1.7	3.0
<b>Excluded</b>	4.3	4.6	3.0	3.6
English language learner	1.7	1.1	1.0	1.1
Student with disability	1.8	2.2	1.6	1.6
Both	0.8	1.3	0.4	0.9
<b>Accommodated</b>	8.9	4.5	4.5	5.6
English language learner	4.8	1.3	2.0	1.4
Student with disability	3.6	2.6	2.1	3.4
Both	0.5	0.7	0.3	0.8

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 ( $p < .05$ ).

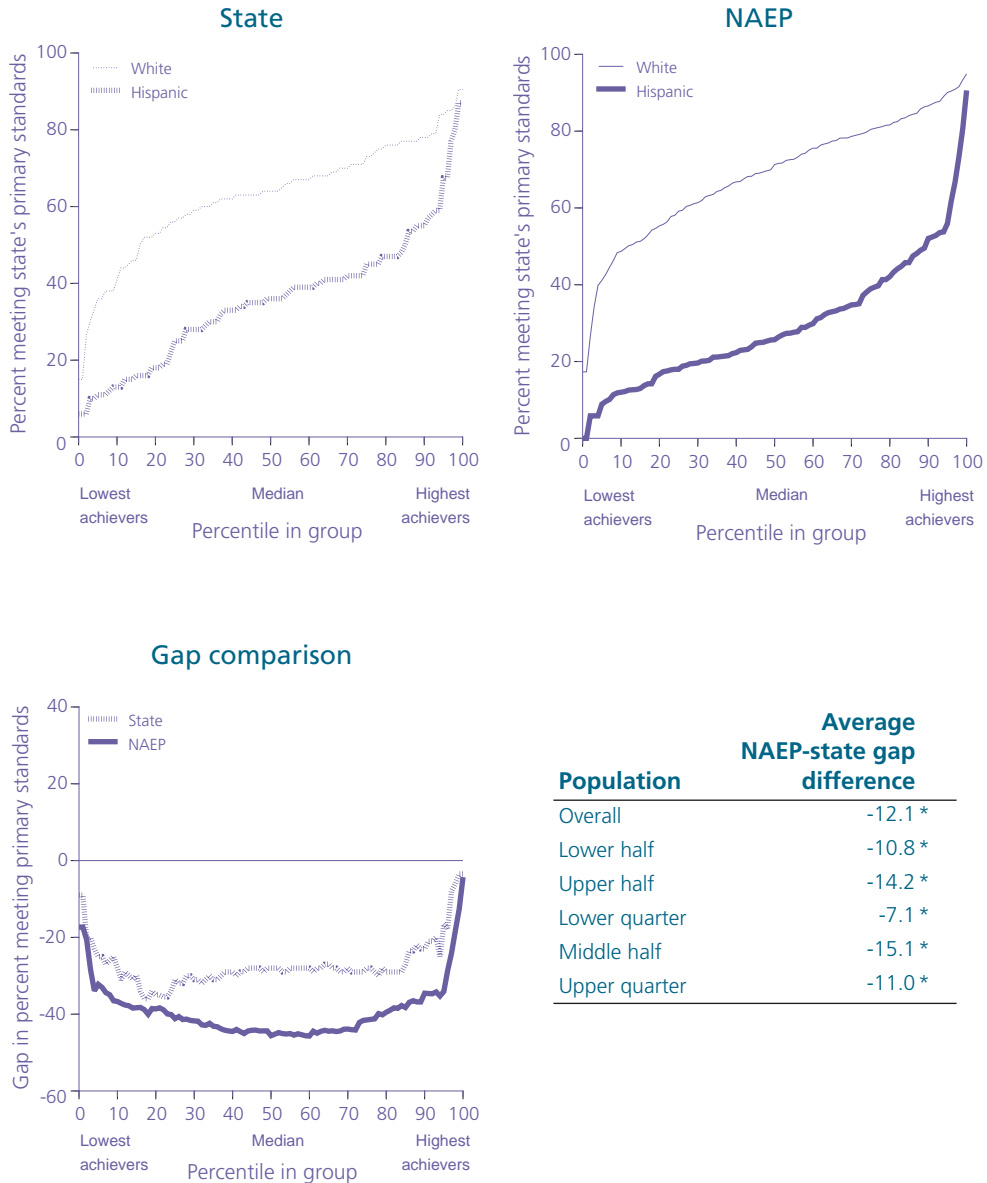
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	35.0	49.0
Grade 8	18.0	21.0

SOURCE: Arizona Department of Education retrieved from <http://www.ade.state.az.us/profile/publicview/>.

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



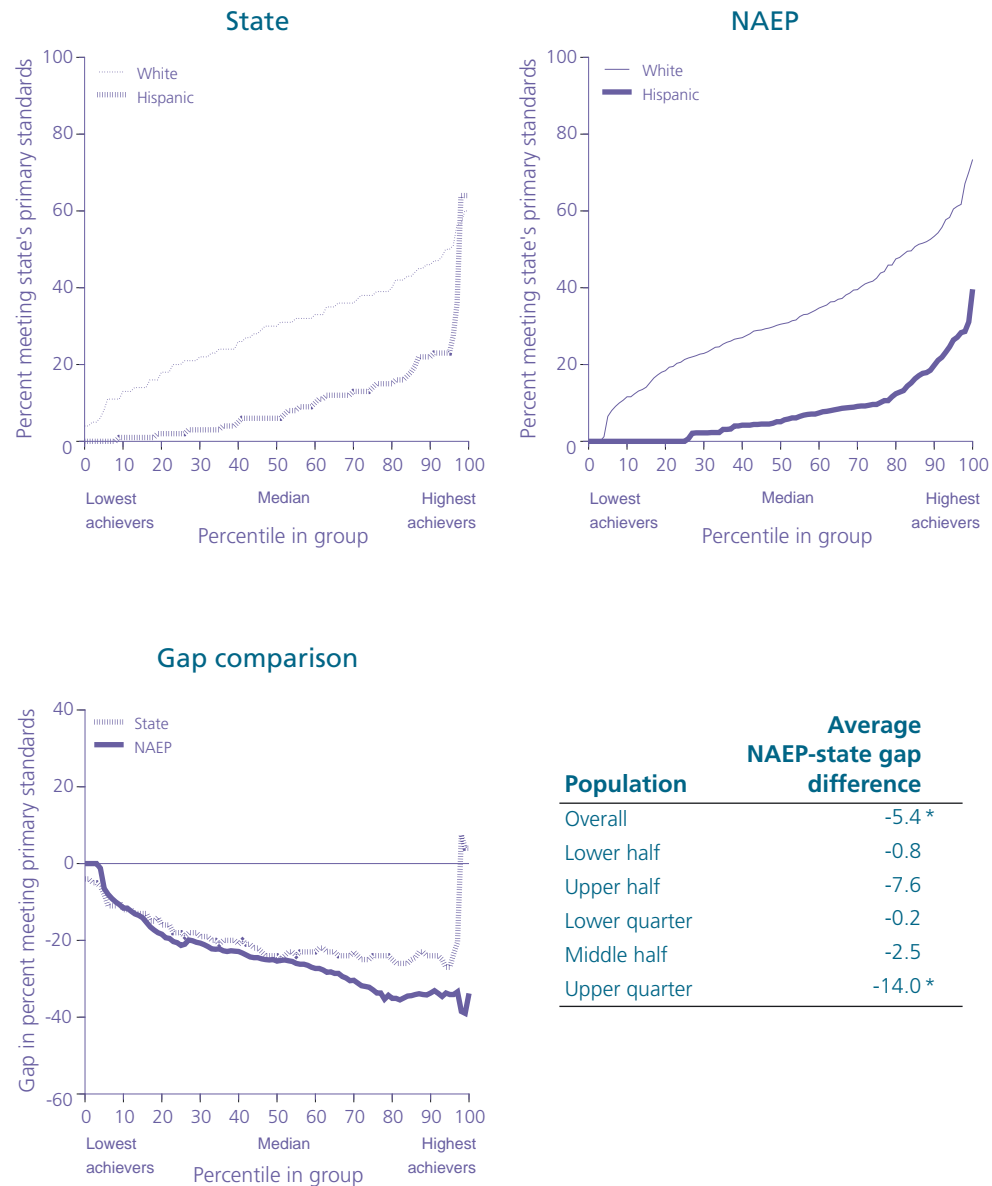
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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 4. 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.



# D

## Arkansas

Through the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), the state administers Benchmark Exams in grades 4 and 8 in reading and mathematics. Scores are available for Black and economically disadvantaged students in grades 4 and 8 and for Hispanic students in grade 4, but there are too few Hispanic students to provide a reliable comparison. Arkansas uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. However, due to data unavailability, the trend graphs are presented using only the proficient level. 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 4 and 101 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

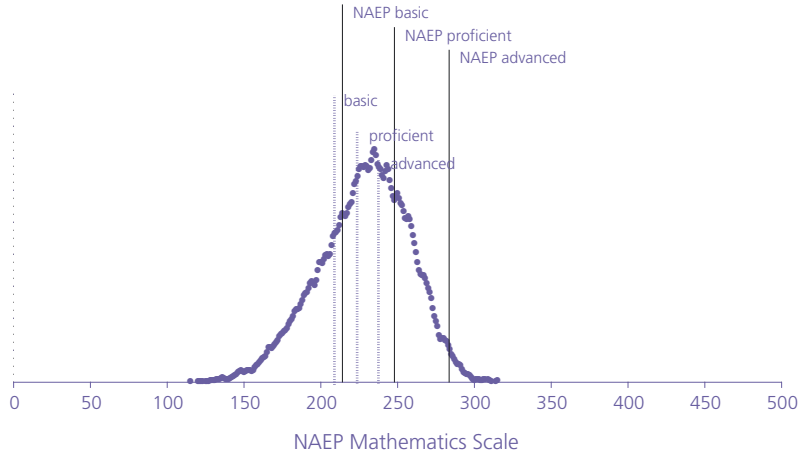
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is close to the NAEP proficient level.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are less 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.

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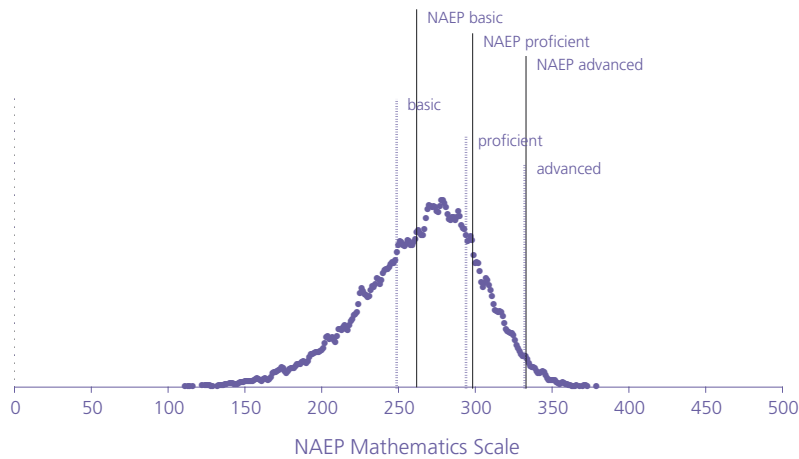
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.80	0.011	0.79	0.015
Proficient	0.81	0.009	0.77	0.025
Advanced	0.81	0.019	0.55	0.069

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.



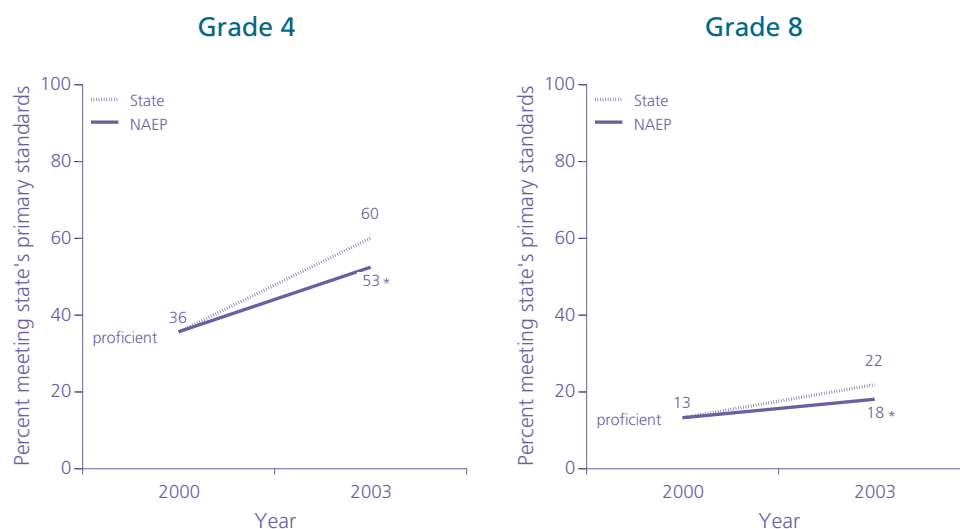
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	13.6	16.7	13.6	16.7
English language learner	1.3	2.8	0.6	2.2
Student with disability	12.2	13.0	13.0	13.8
Both	0.2	0.9	#	0.7
<b>Excluded</b>	4.0	2.2	2.2	1.9
English language learner	0.1	0.8	0.4	0.5
Student with disability	3.7	1.2	1.8	1.3
Both	0.2	0.2	#	0.1
<b>Accommodated</b>	4.1	7.9	3.7	7.8
English language learner	0.2	0.3	#	0.6
Student with disability	3.9	7.5	3.7	7.0
Both	#	0.1	0.0	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 ( $p < .05$ ).

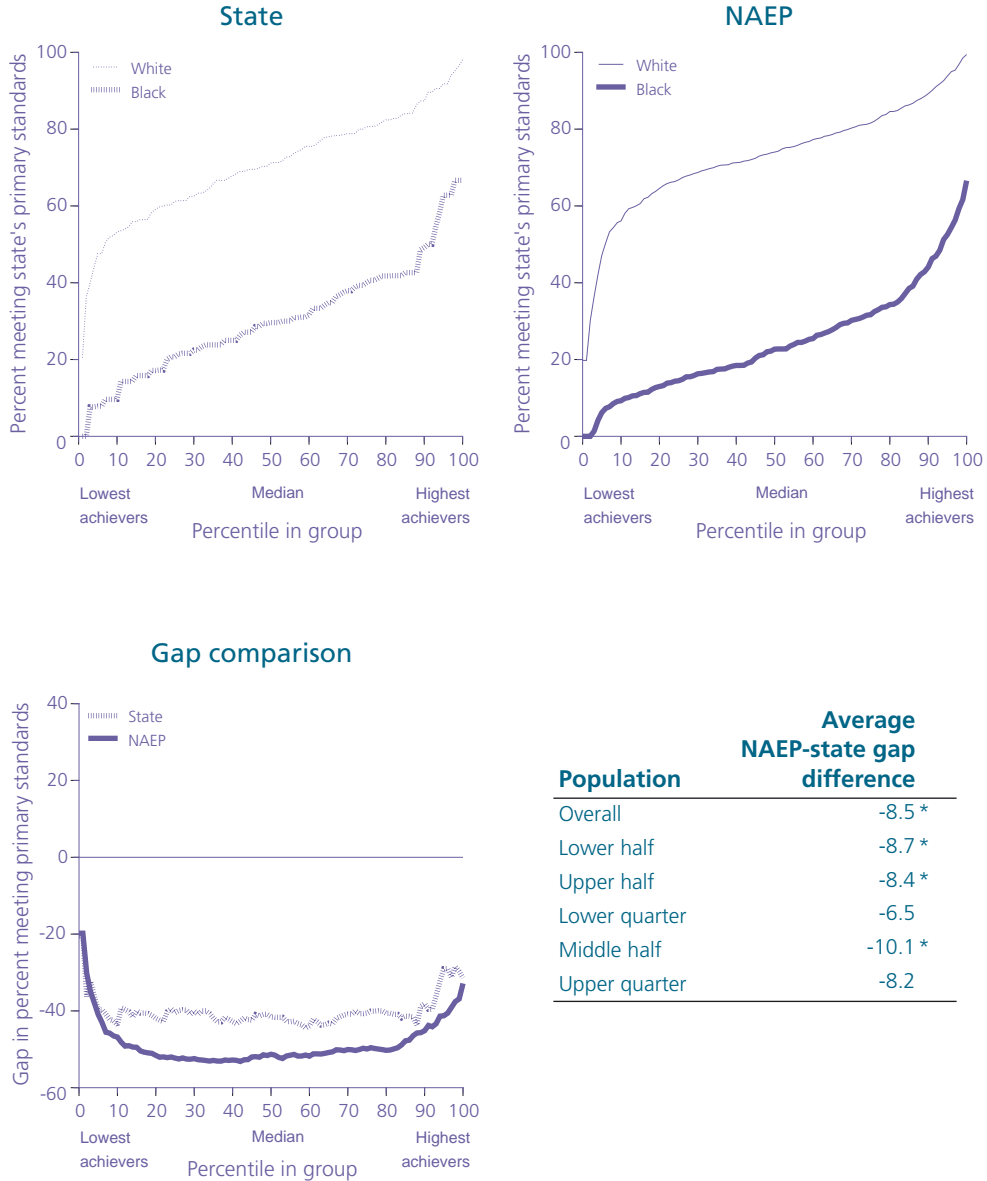
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	37.0	60.0
Grade 8	14.0	22.0

SOURCE: Arkansas School Information Site retrieved from <http://www.as-is.org/reportcard/>.

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

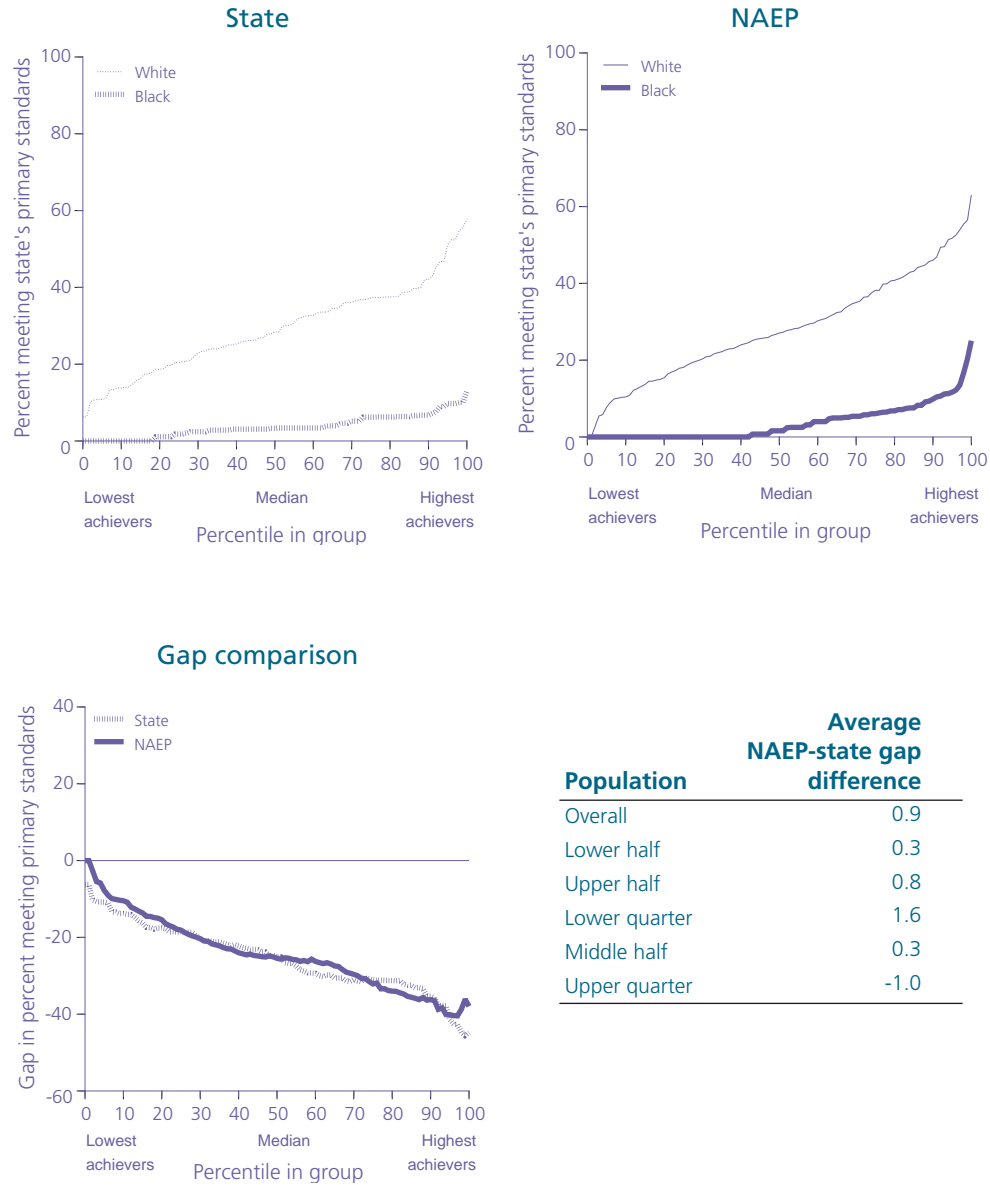


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

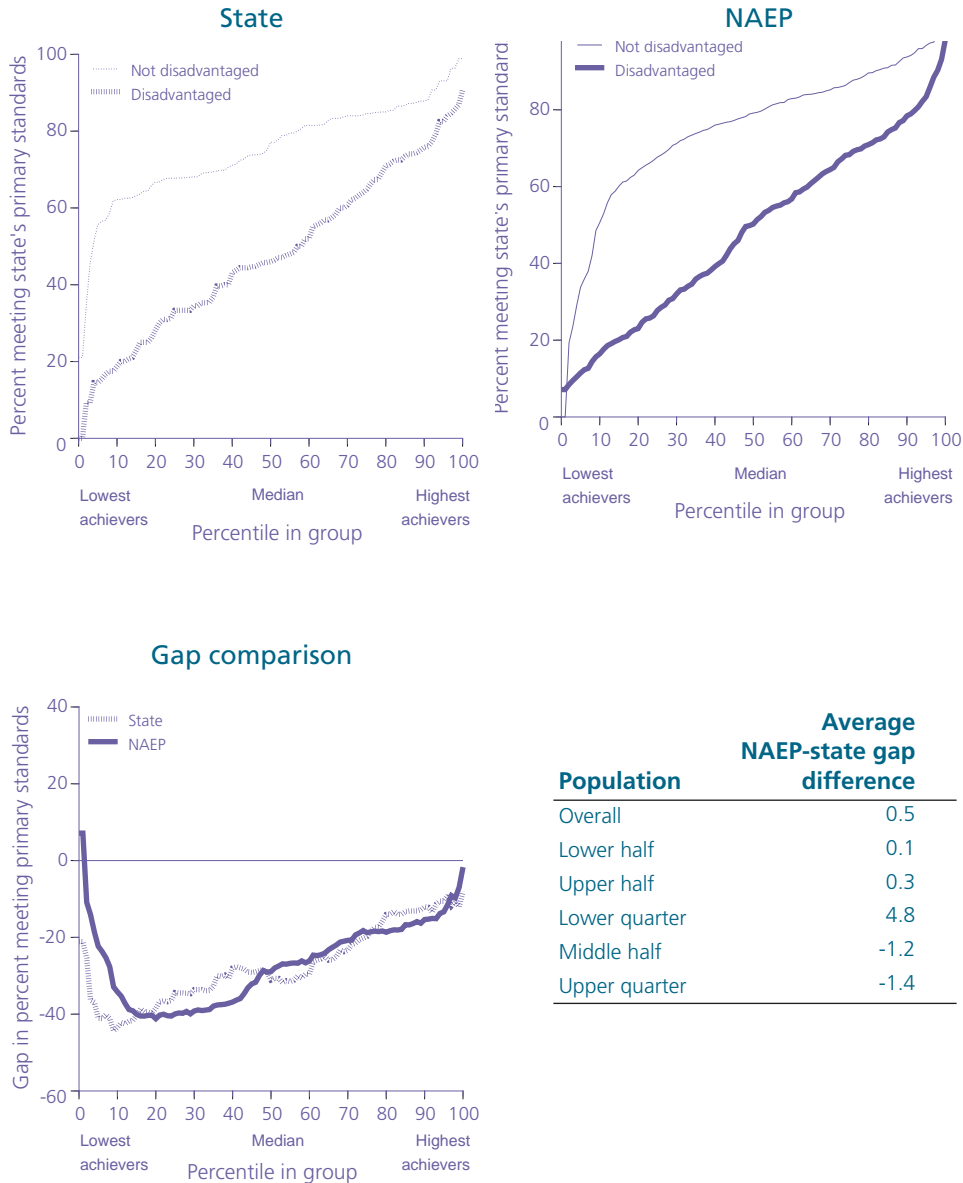


Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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.

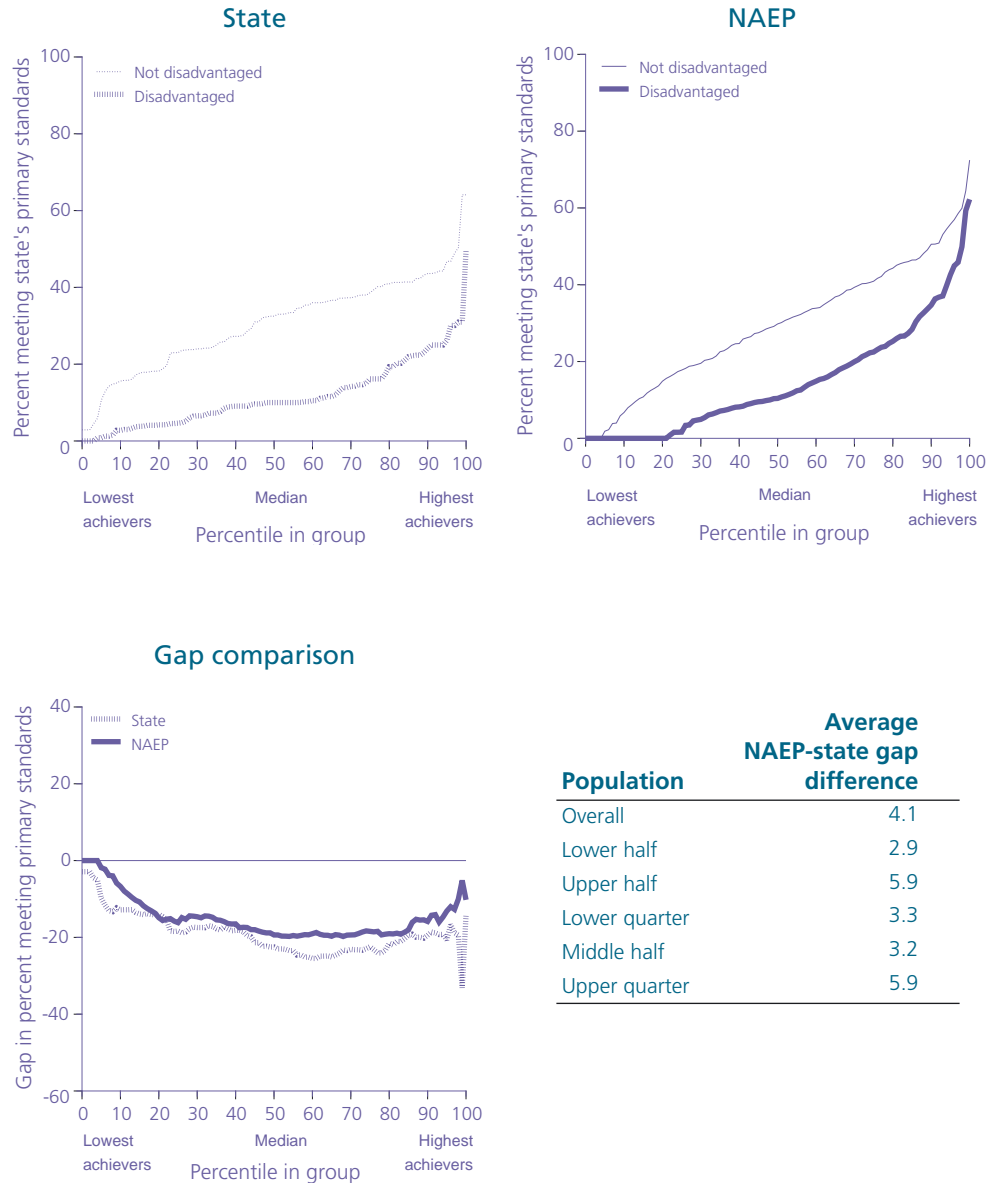
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

## California

Through the Standardized Testing and Reporting (STAR) Program, the state administers two exams: the California Standards Tests (CST) and the California Achievement Tests, Sixth Edition Survey (CAT/6). The CST tests students in grades 2-11 in English language arts and grades 2-7 in mathematics; the CAT/6 tests students in grades 2-11 in both reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Black students to provide a reliable comparison. California uses five achievement levels for reporting purposes on the CST: *far below basic*, *below basic*, *basic*, *proficient*, and *advanced*. The CAT/6 results are reported as the percent at or above the 25th, 50th, and 75th percentiles. Before 2003, when the CAT/6 was implemented, the Stanford Achievement Test, Ninth Edition (SAT-9) was California's norm-referenced test. Therefore, the scores from 2003 and from 2000 are not comparable and since CST data are not available for 2000, the report does not include trend graphs. 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 216 schools in grade 4 and 180 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

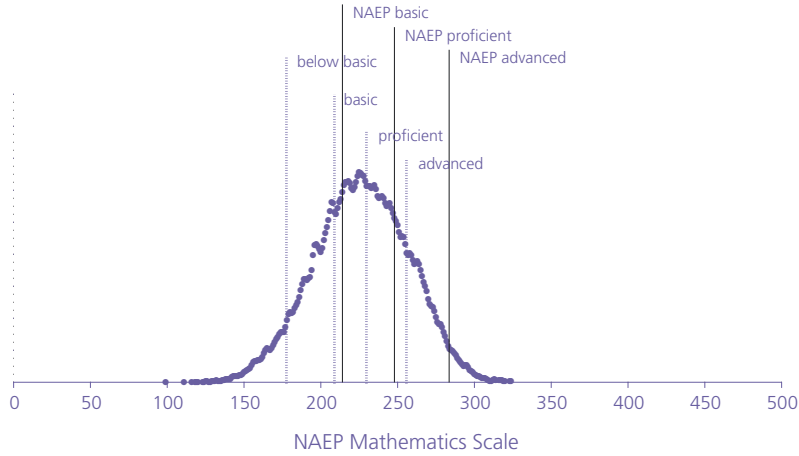
- **Standards.** The state's primary grade 4 mathematics standard, *proficient*, is between the NAEP *basic* and *proficient* levels. This is also true for grade 7.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White gap in grades 4 and 7 in 2003. Overall, the Hispanic-White and poverty gaps in grade 4 in percent proficient 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 Hispanic-White and poverty gaps in grade 7 in 2003.

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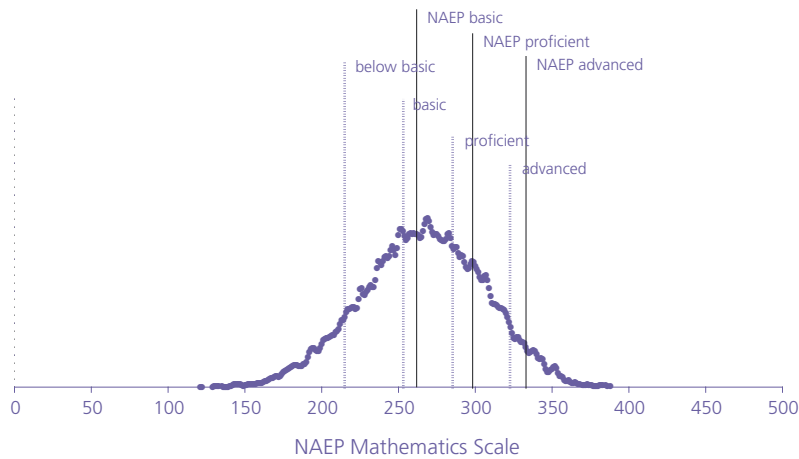
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Below Basic	0.56	0.039	0.63	0.028
Basic	0.77	0.014	0.82	0.010
Proficient	0.84	0.009	0.88	0.011
Advanced	0.82	0.013	0.81	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.

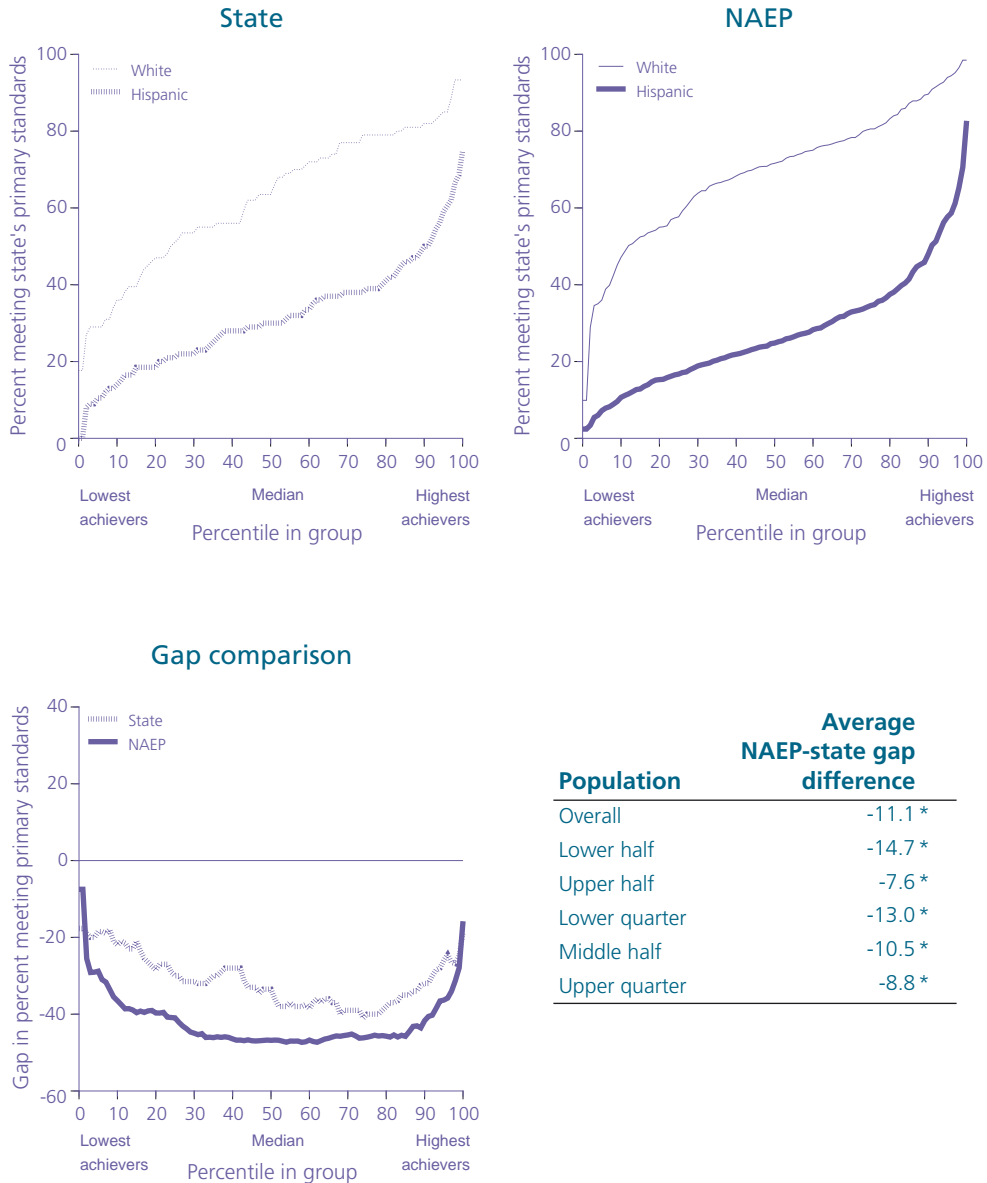


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	33.0	38.4	26.6	27.3
English language learner	24.8	28.5	16.4	16.5
Student with disability	6.5	5.6	8.0	7.0
Both	1.8	4.3	2.2	3.8
<b>Excluded</b>	5.6	3.4	4.2	2.6
English language learner	2.3	1.5	1.3	1.2
Student with disability	2.5	1.0	2.3	0.7
Both	0.7	0.9	0.5	0.7
<b>Accommodated</b>	8.3	4.2	5.3	2.6
English language learner	7.0	2.1	2.8	0.3
Student with disability	1.0	1.2	1.7	1.5
Both	0.2	0.9	0.9	0.8

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

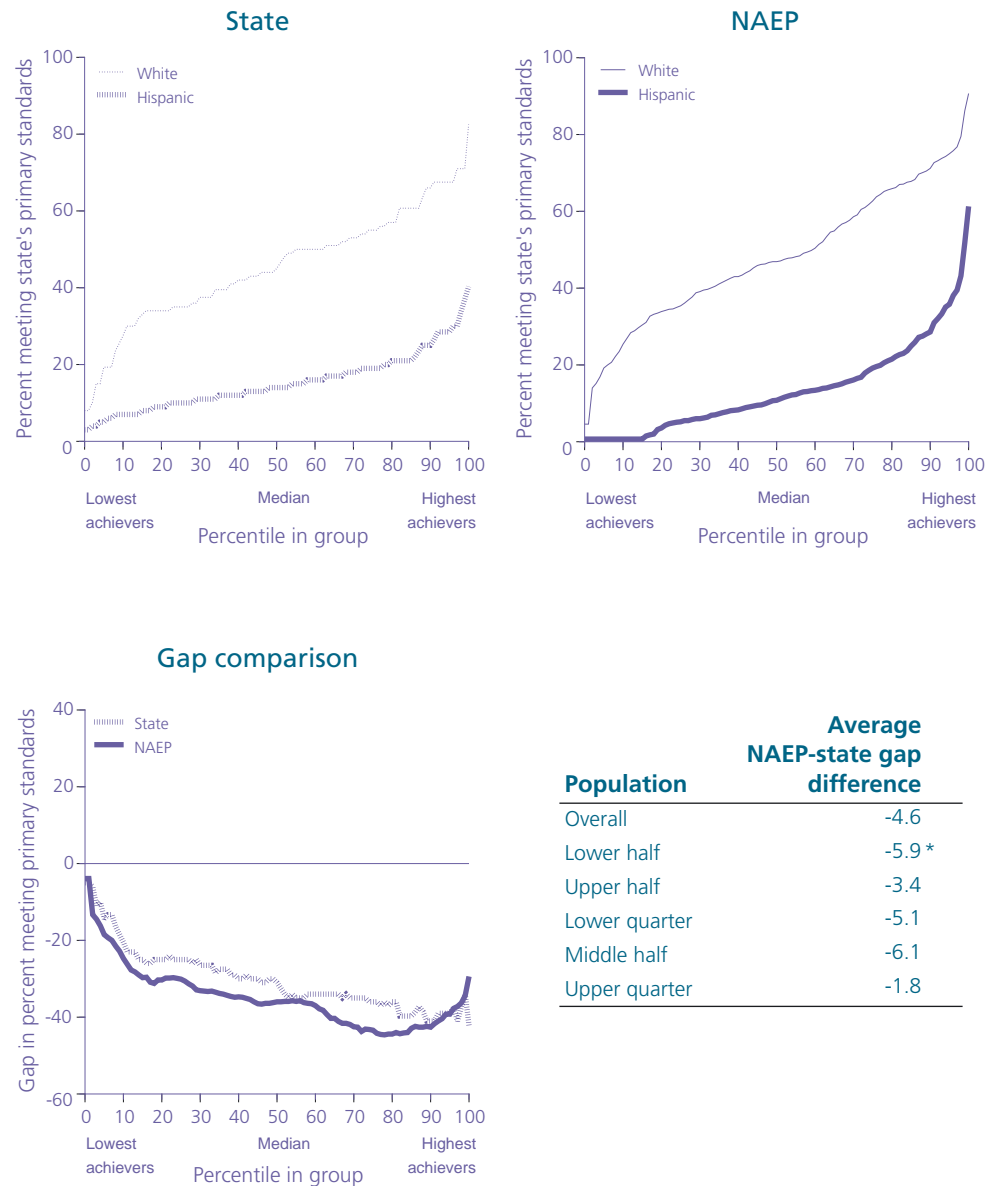


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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

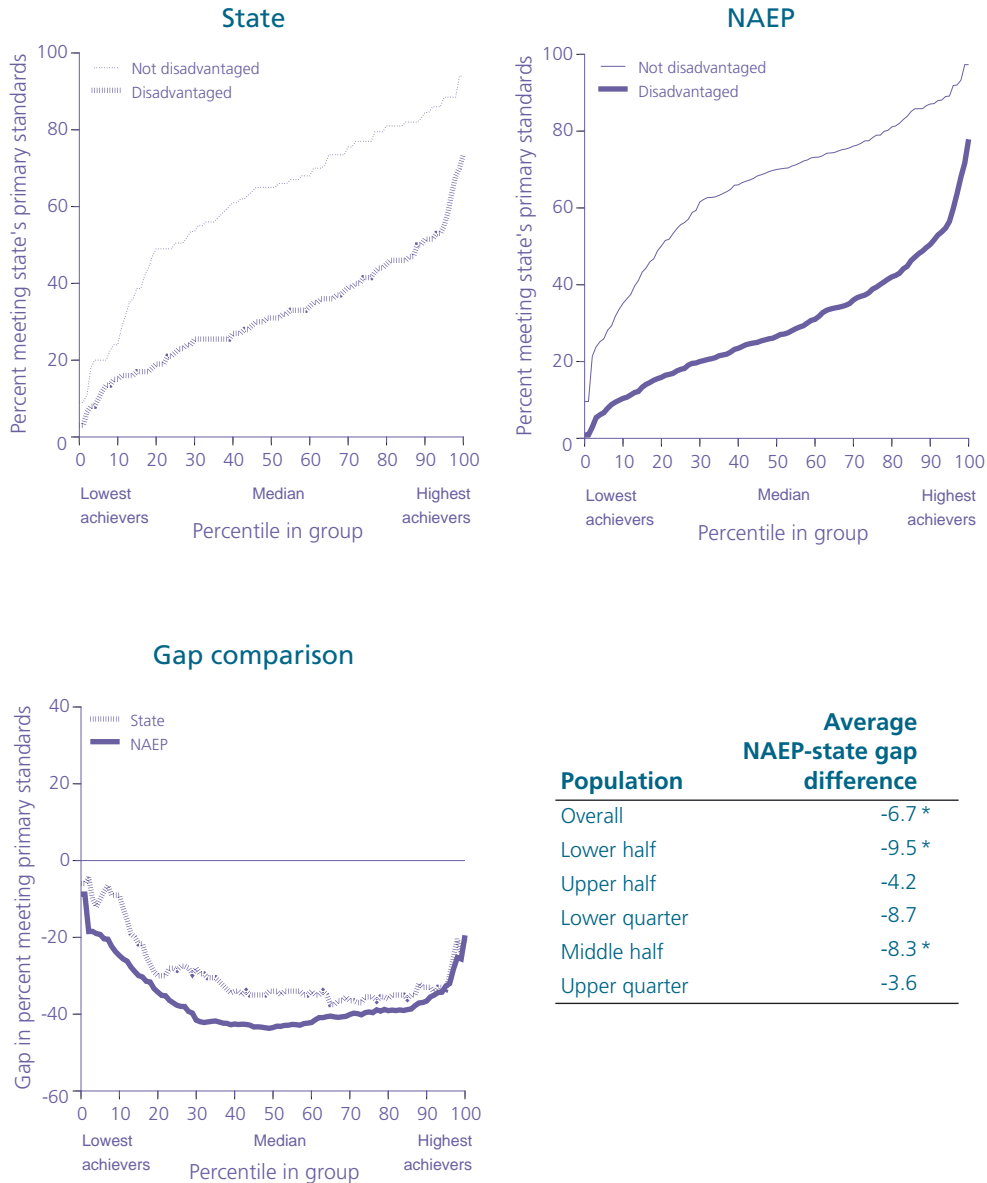


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 7.

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

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

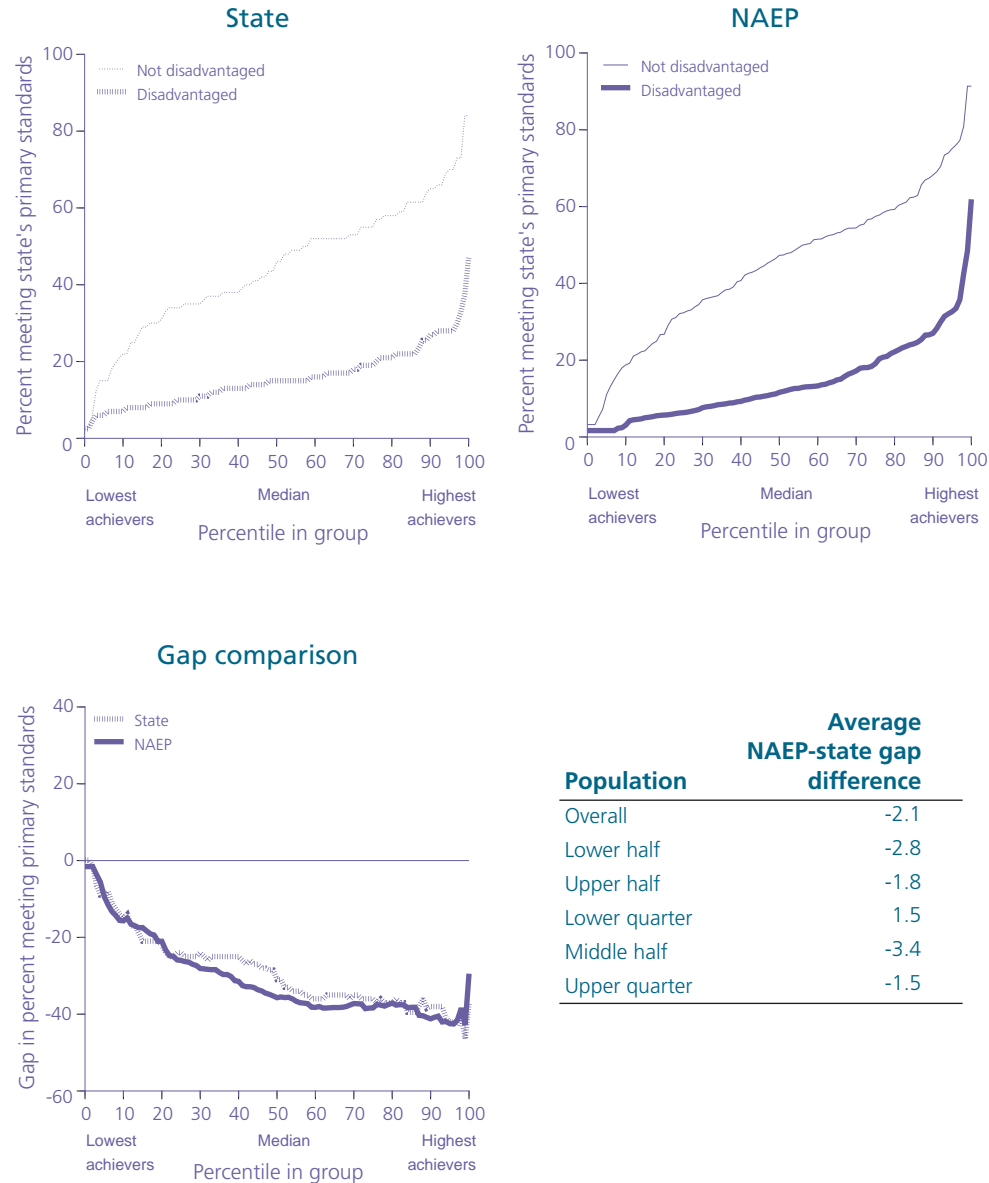


\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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

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

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



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

## Colorado

Through the Colorado Student Assessment Program (CSAP), the state administers exams in grades 4 and 8 in reading and grades 5 and 8 in mathematics. The scores available for this report do not include any breakdowns by race/ethnicity or poverty status. Colorado uses four achievement levels for reporting purposes: *unsatisfactory*, *partially proficient*, *proficient*, and *advanced*. Colorado did not participate in State NAEP prior to 2003; therefore, trend graphs are not included. School-level assessment scores based on 15 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 111 schools in grade 5 and 104 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

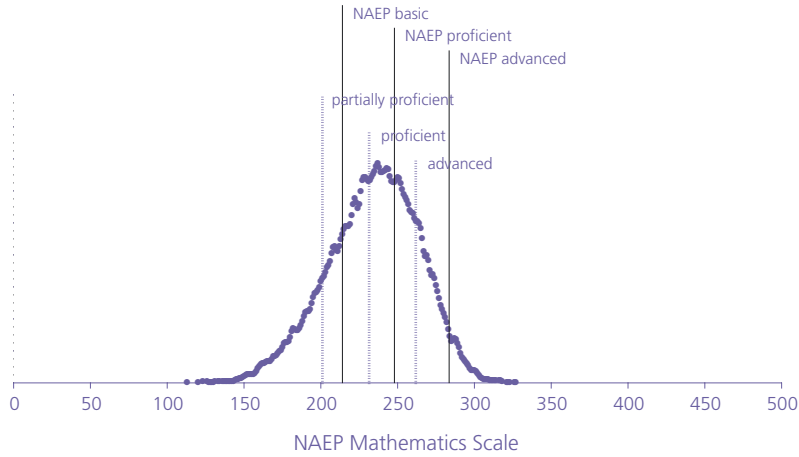
- **Standards.** The state's primary grade 5 mathematics performance standard (*partially proficient*) is below the NAEP basic level. The state's primary grade 8 mathematics performance standard (*partially proficient*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were 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.

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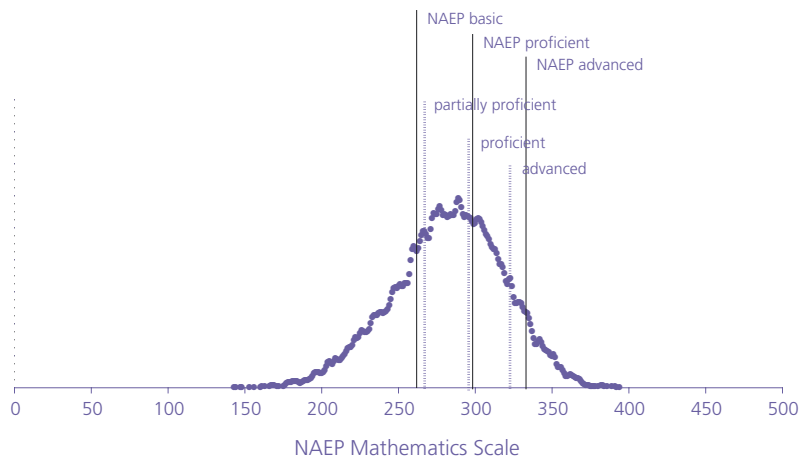
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Partially Proficient	0.79	0.013	0.87	0.017
Proficient	0.83	0.013	0.89	0.010
Advanced	0.74	0.016	0.80	0.017

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
<b>Identified</b>	—	19.7	—	15.4
English language learner	—	7.6	—	3.7
Student with disability	—	10.4	—	10.7
Both	—	1.7	—	1.0
<b>Excluded</b>	—	2.3	—	1.9
English language learner	—	0.7	—	0.6
Student with disability	—	1.5	—	1.1
Both	—	0.1	—	0.2
<b>Accommodated</b>	—	10.8	—	8.1
English language learner	—	3.6	—	1.3
Student with disability	—	6.4	—	6.4
Both	—	0.9	—	0.5

— Not available.

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





# D

## Connecticut

The state administers the Connecticut Mastery Test (CMT) in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. The CMT was administered from 1998-2002 using four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *goal*. Results for 2003 have been reported with one additional level: *advanced*. Because the data included for 2000 have only percent at or above *goal*, the trend graph does not include any other levels. School-level assessment scores based on 19 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 108 schools in grade 4 and 102 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

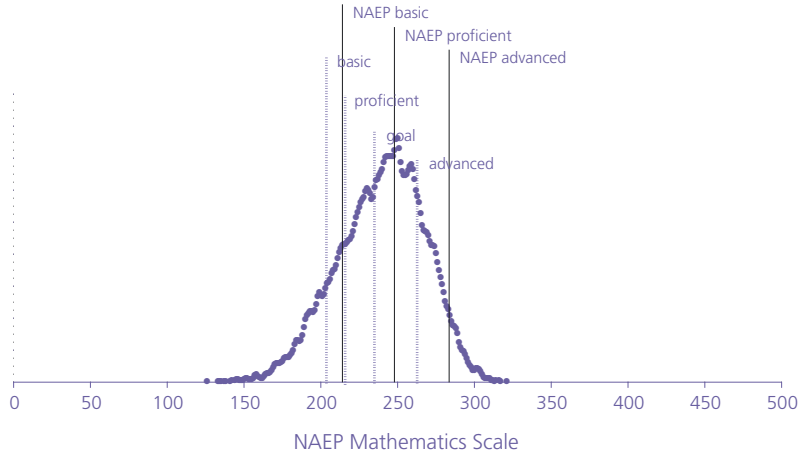
- **Standards.** The state's primary grade 4 mathematics performance standard (*goal*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, NAEP reported a gain in grades 4 and 8 in percent achieving performance standard (*goal*), which the state did not.
- **Gaps.** Overall, the Black-White and poverty gaps in grade 4 in percent meeting the state's standard in mathematics in 2003 were greater when measured by NAEP compared to the state assessment. 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. 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.

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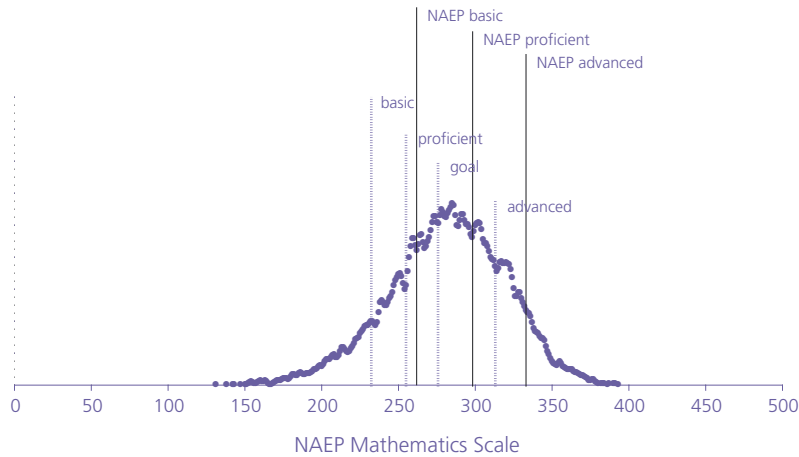
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.79	0.022	0.79	0.029
Proficient	0.87	0.006	0.87	0.012
Goal	0.89	0.004	0.89	0.007
Advanced	0.74	0.008	0.86	0.005

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.



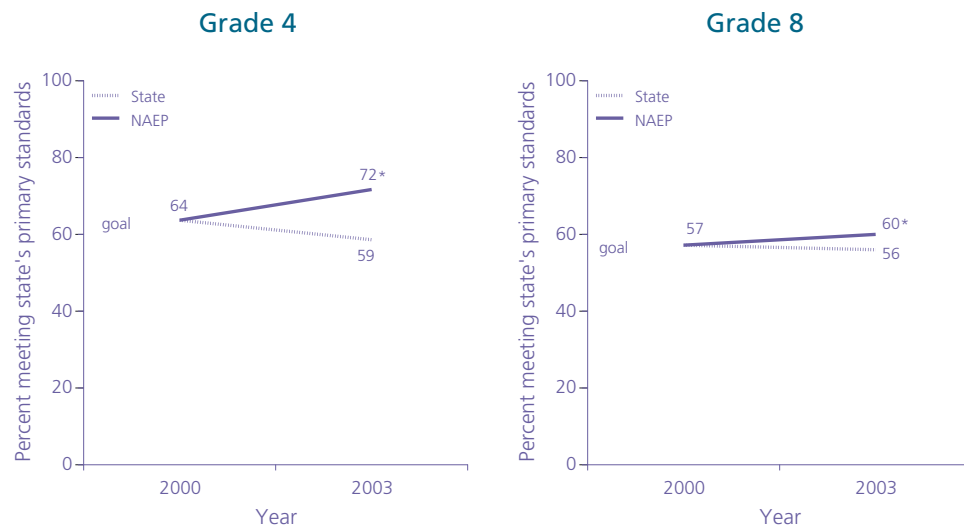
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	14.4	16.1	15.8	17.1
English language learner	2.9	3.3	2.1	2.7
Student with disability	11.0	11.9	13.3	13.6
Both	0.4	0.9	0.4	0.9
<b>Excluded</b>	4.7	4.0	6.0	3.8
English language learner	1.2	0.7	1.2	0.5
Student with disability	3.3	2.8	4.4	3.0
Both	0.2	0.5	0.4	0.3
<b>Accommodated</b>	4.2	7.5	3.8	7.8
English language learner	0.5	1.3	0.6	1.0
Student with disability	3.7	5.9	3.2	6.6
Both	#	0.3	#	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 ( $p < .05$ ).

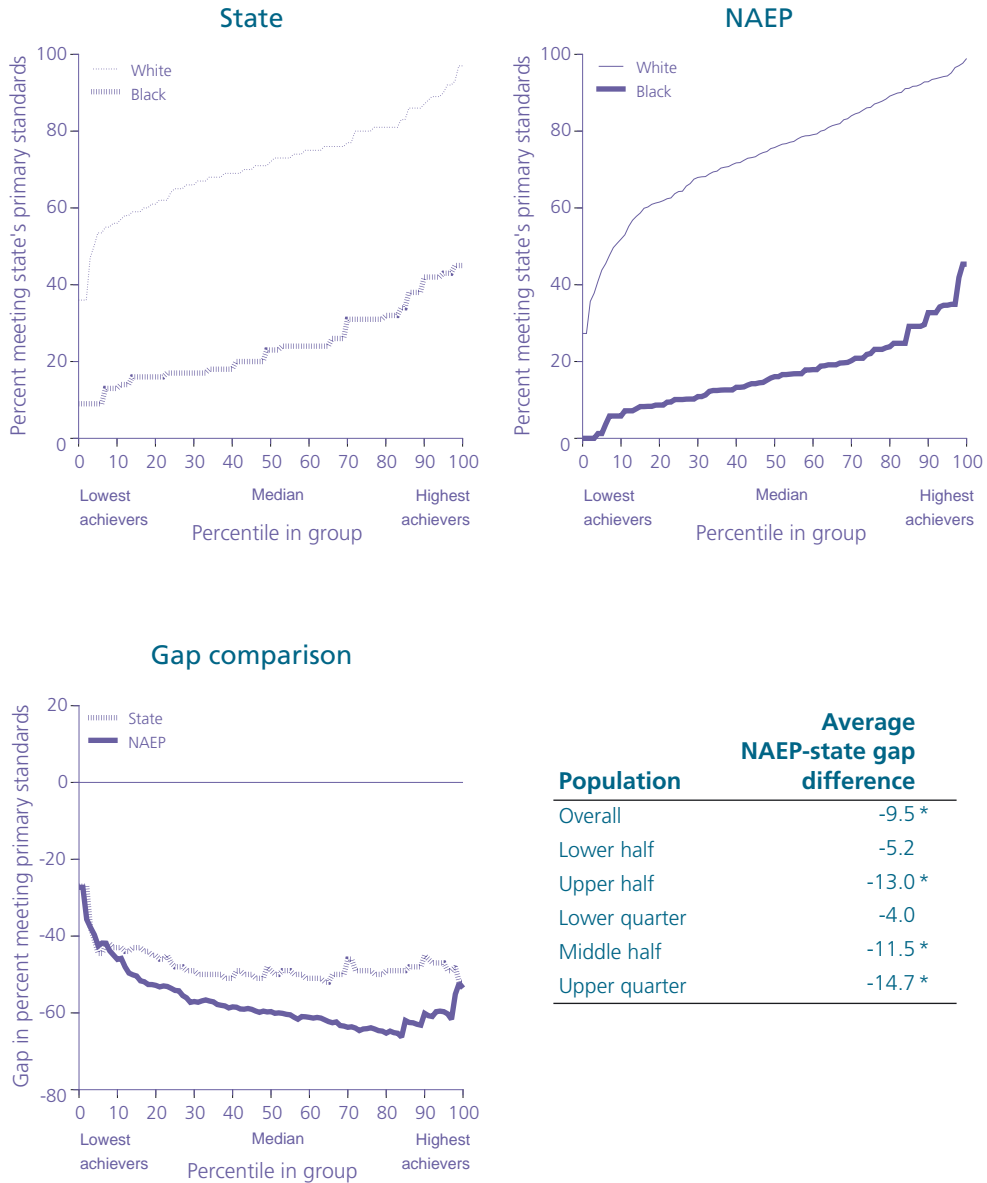
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	60.2	60.4
Grade 8	54.8	56.1

SOURCE: Connecticut State Department of Education retrieved from <http://www.sde.ct.gov/sde/site/default.asp>.

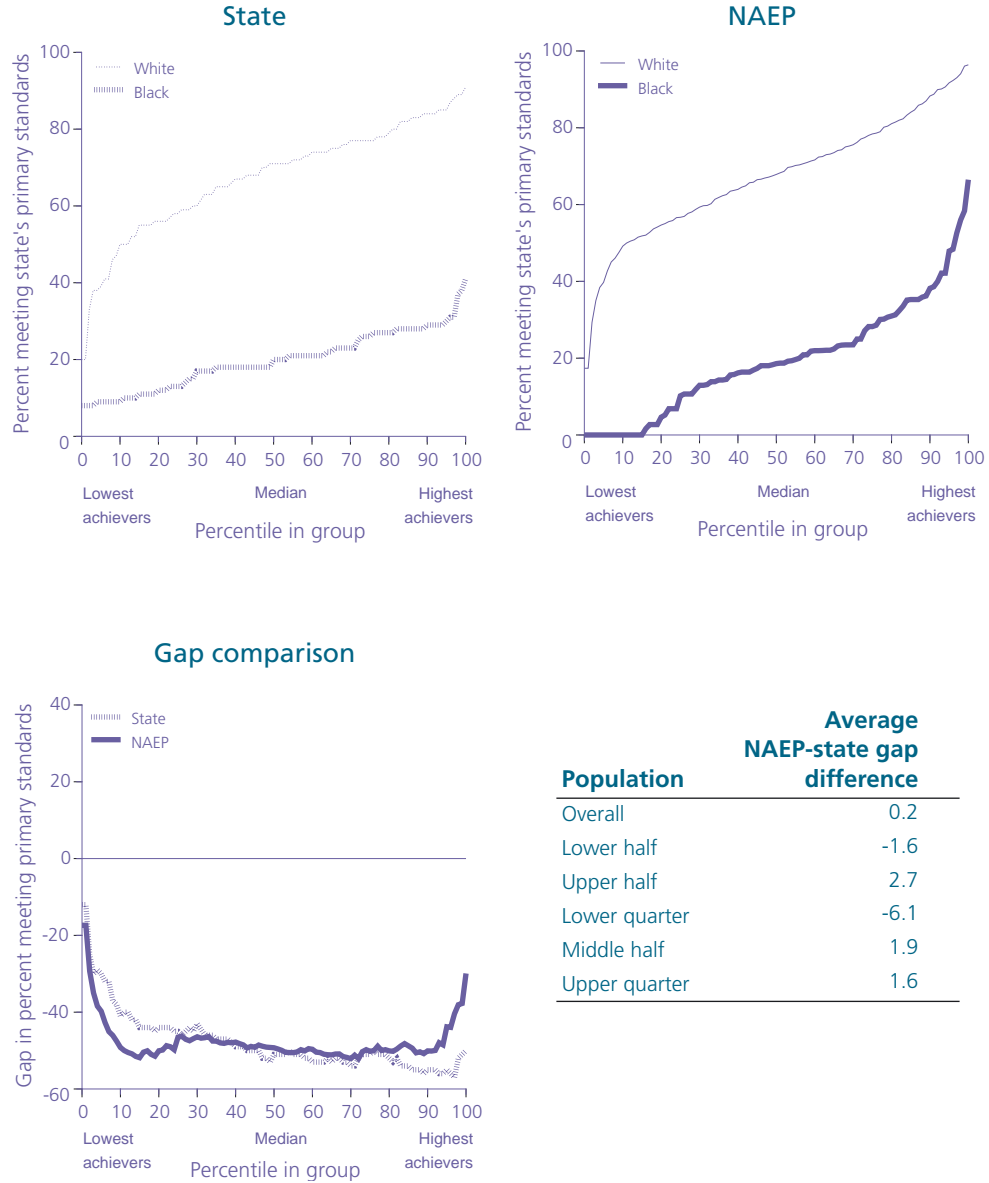
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

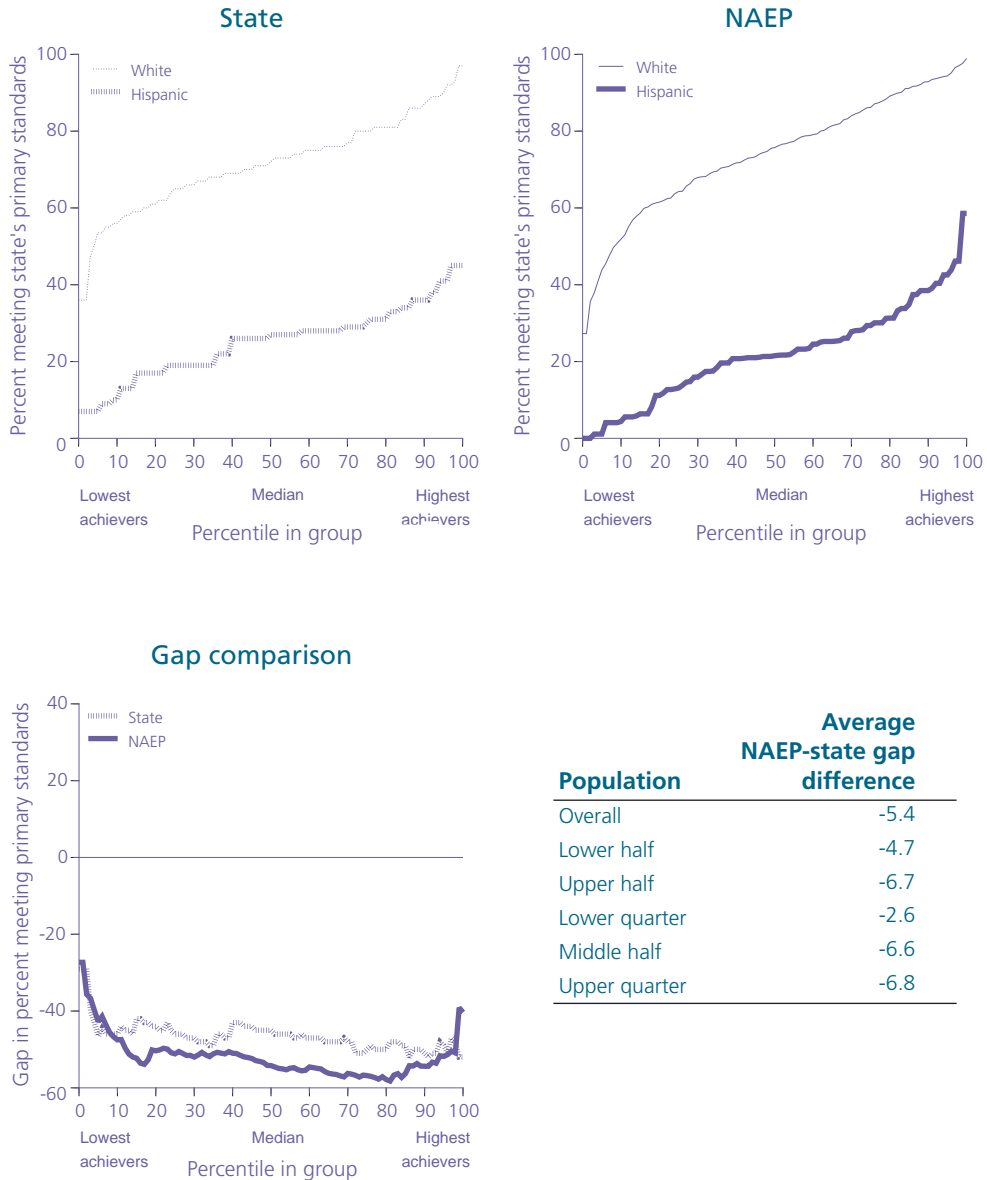
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



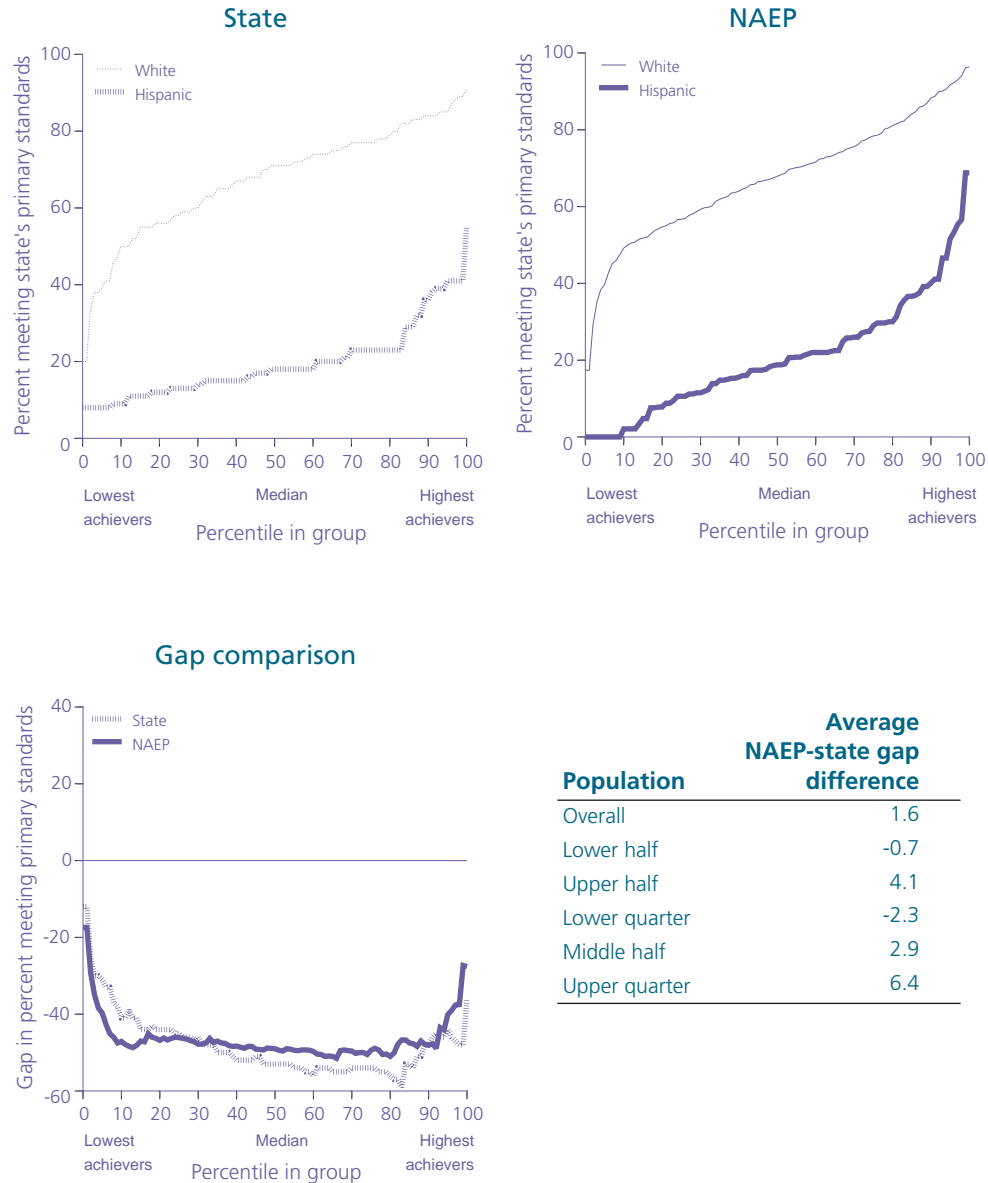
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



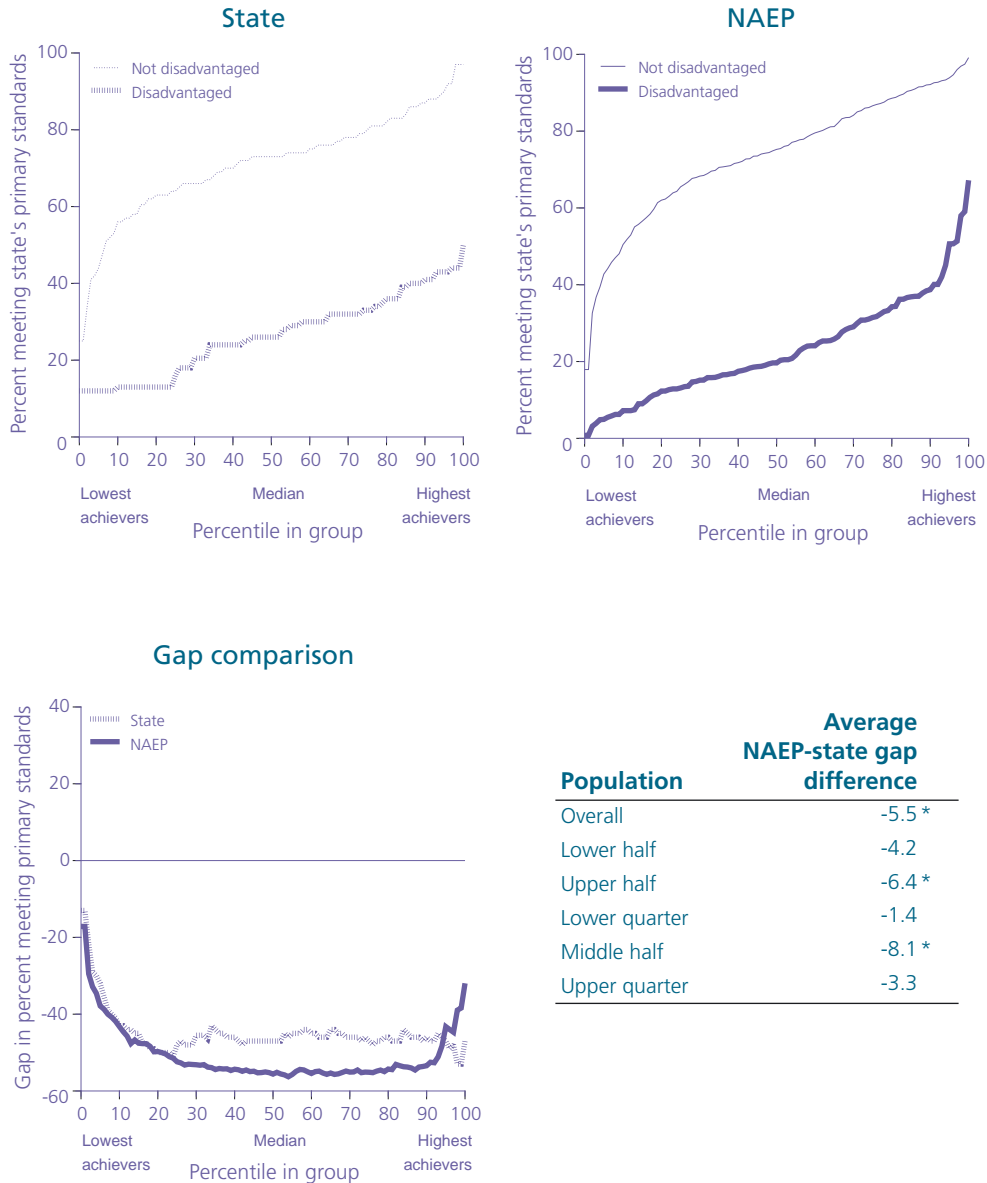
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

Figure 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



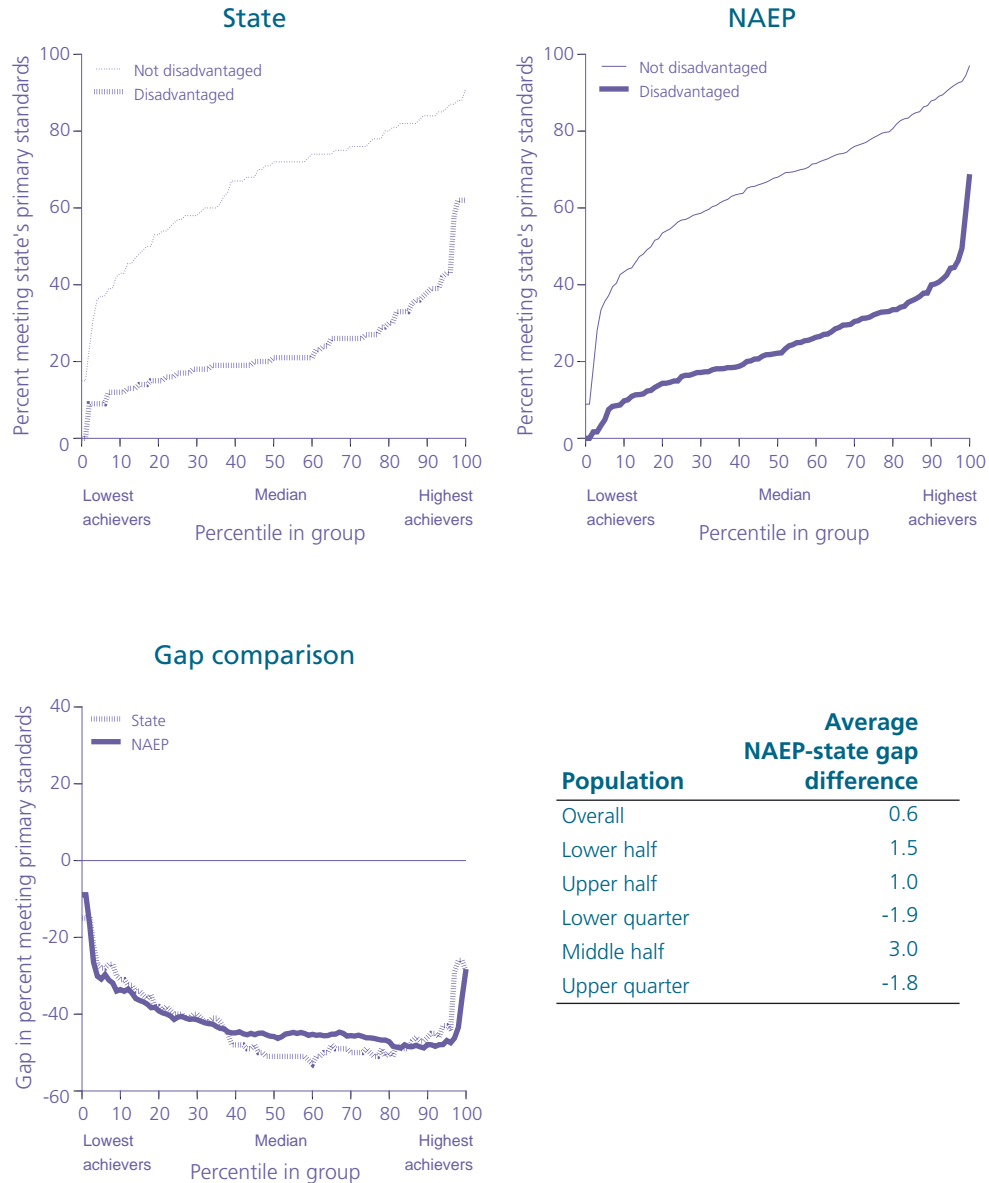
\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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

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



Figure 8. 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

## Delaware

Through the Delaware Student Testing Program (DSTP), the state administers exams in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. Delaware uses five achievement levels for reporting purposes: *well below the standard*, *below the standard*, *meets the standard*, *exceeds the standard*, and *distinguished performance*. 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 14 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 50 schools in grade 5 and 32 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

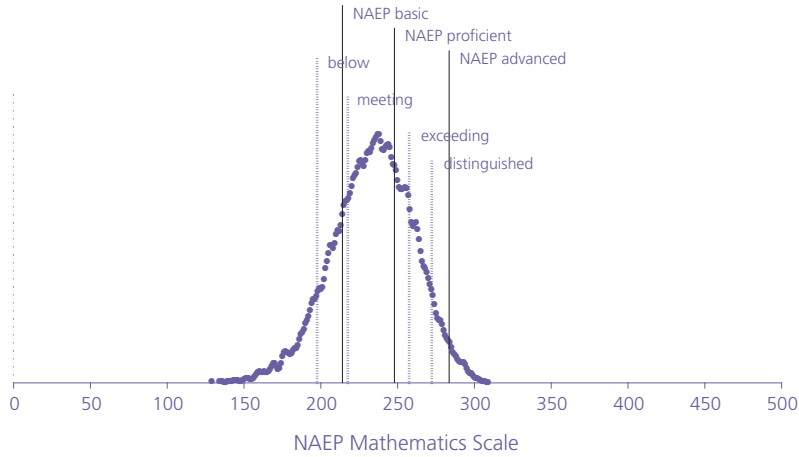
- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grades 5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

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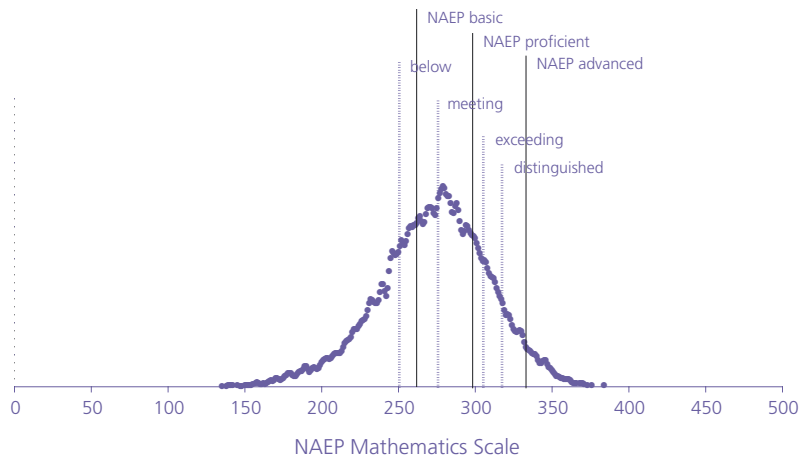
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.54	0.072	0.73	0.028
Meeting	0.58	0.035	0.79	0.041
Exceeding	0.60	0.047	0.81	0.038
Distinguished	0.55	0.062	0.79	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.



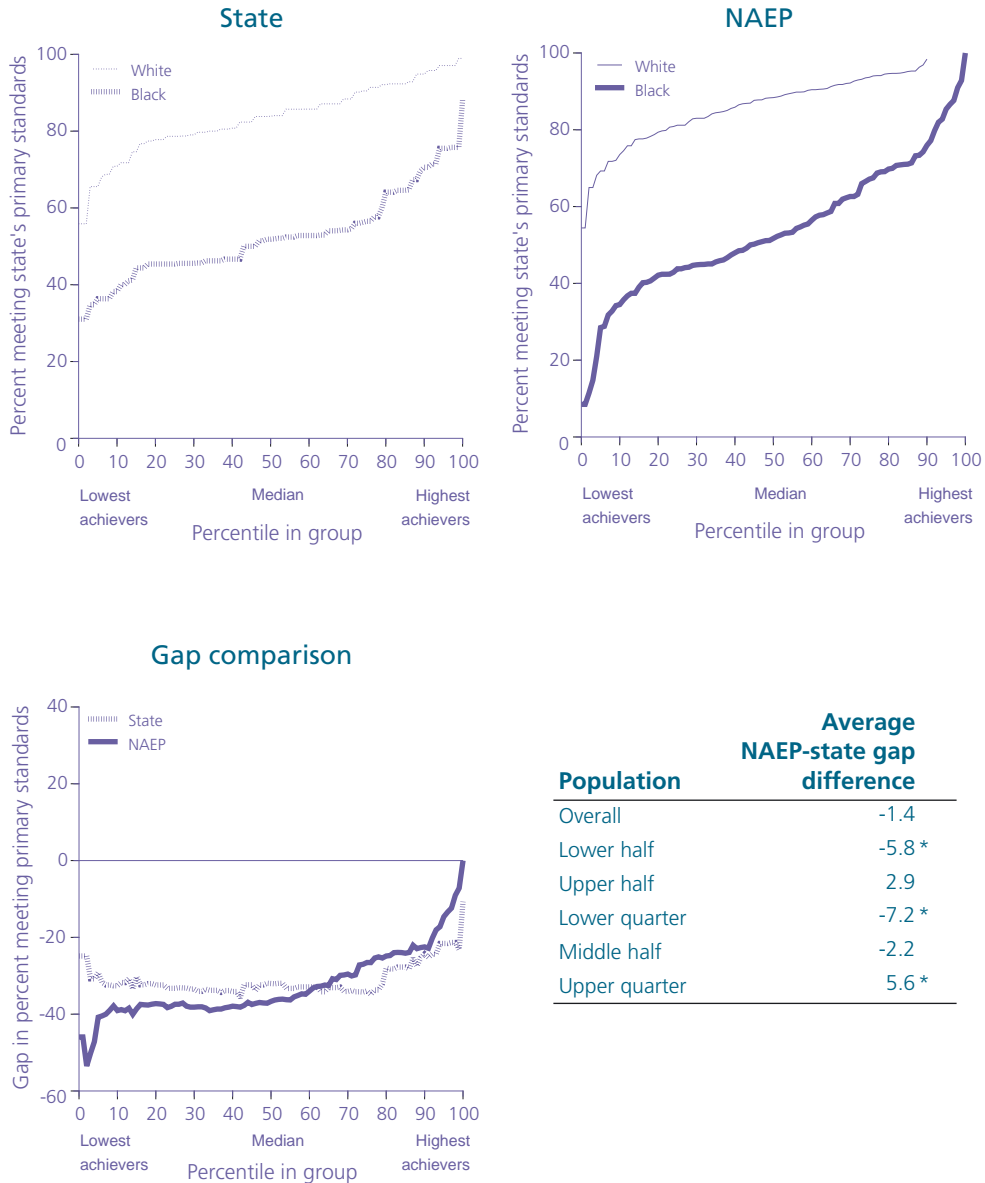
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	—	18.0	—	17.9
English language learner	—	2.2	—	1.4
Student with disability	—	15.0	—	15.4
Both	—	0.8	—	1.0
<b>Excluded</b>	—	6.9	—	9.1
English language learner	—	0.8	—	0.7
Student with disability	—	5.8	—	8.0
Both	—	0.3	—	0.4
<b>Accommodated</b>	—	7.4	—	5.6
English language learner	—	0.7	—	0.2
Student with disability	—	6.5	—	5.1
Both	—	0.3	—	0.4

— Not available.

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

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



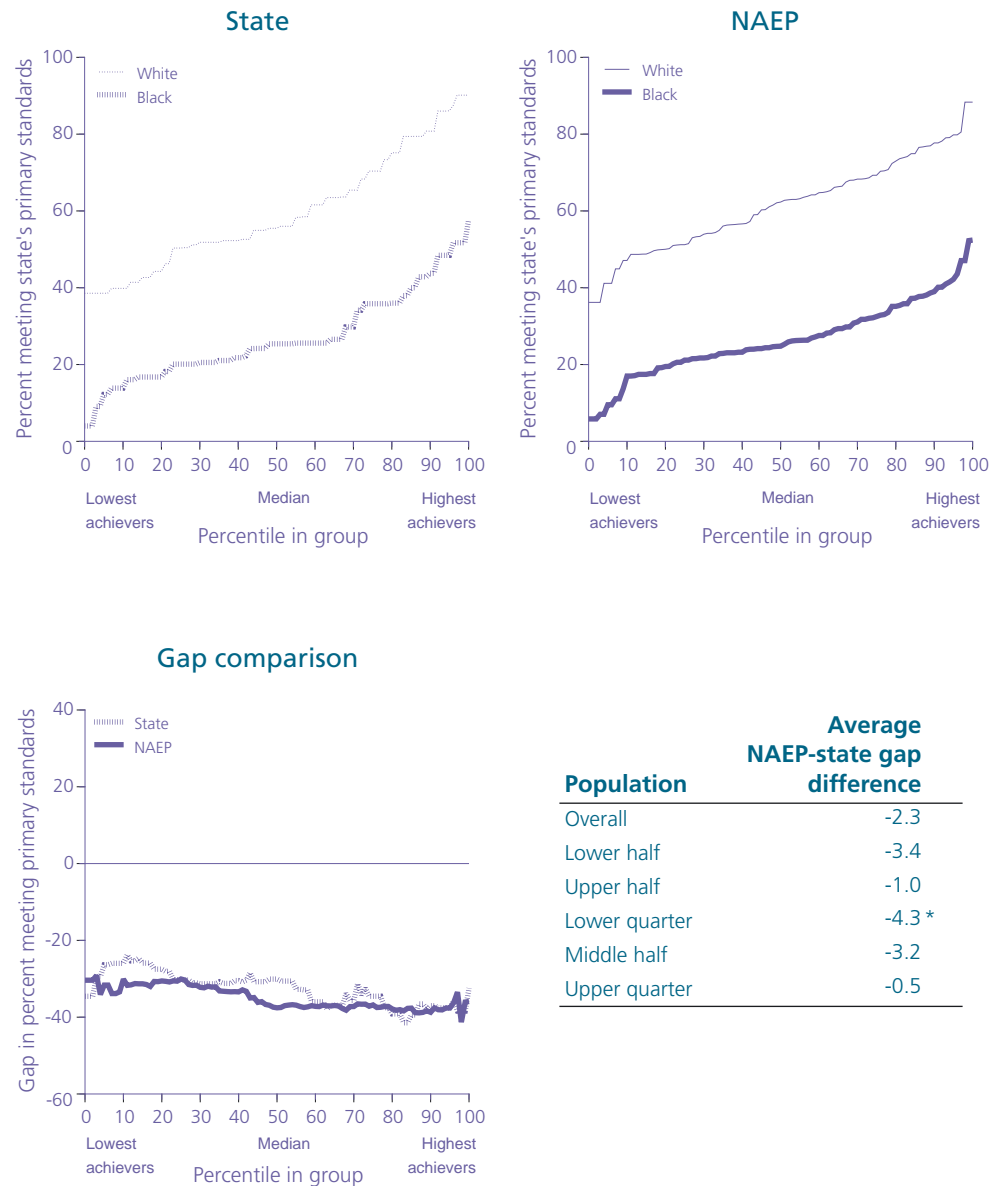
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.



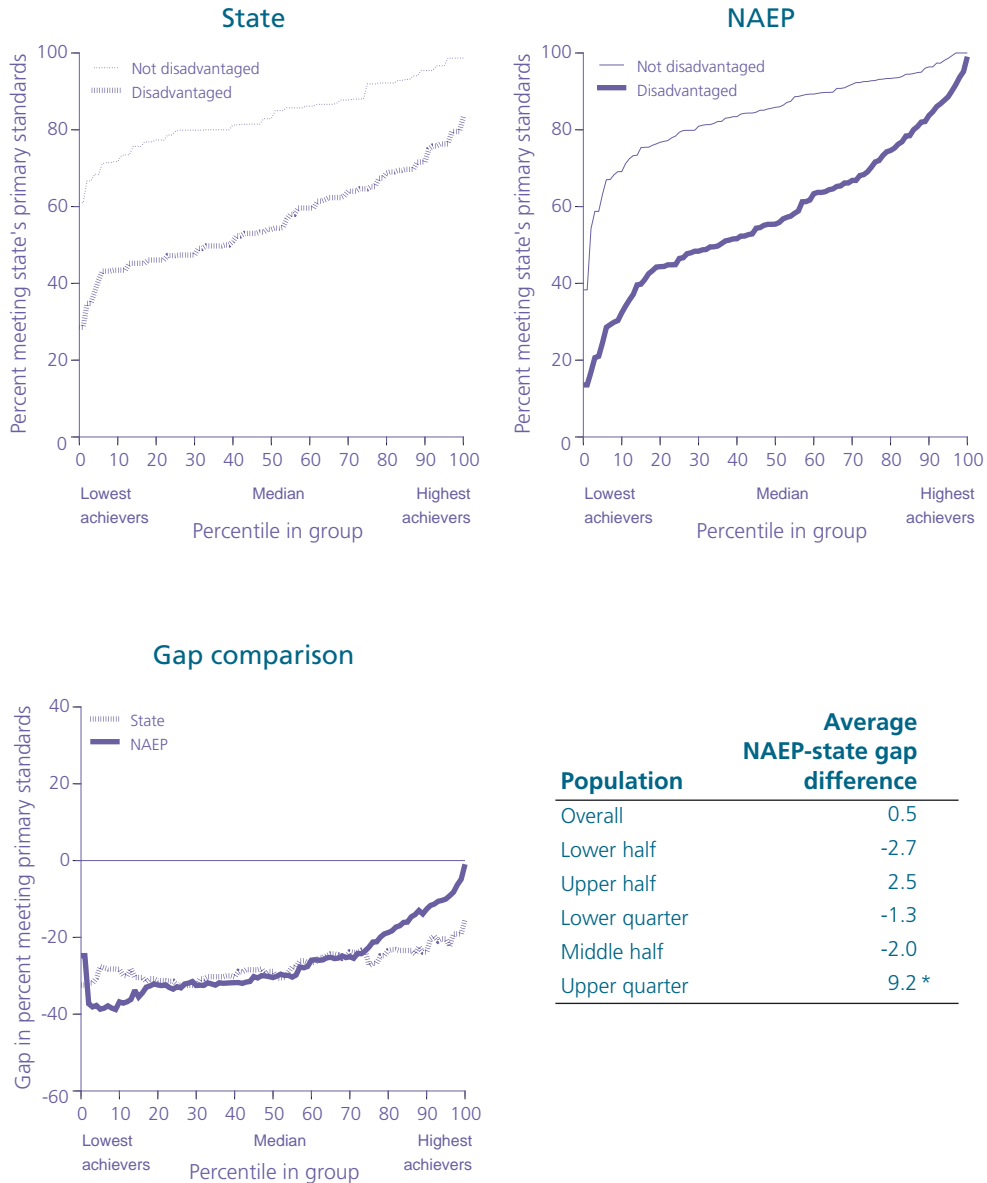
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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



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

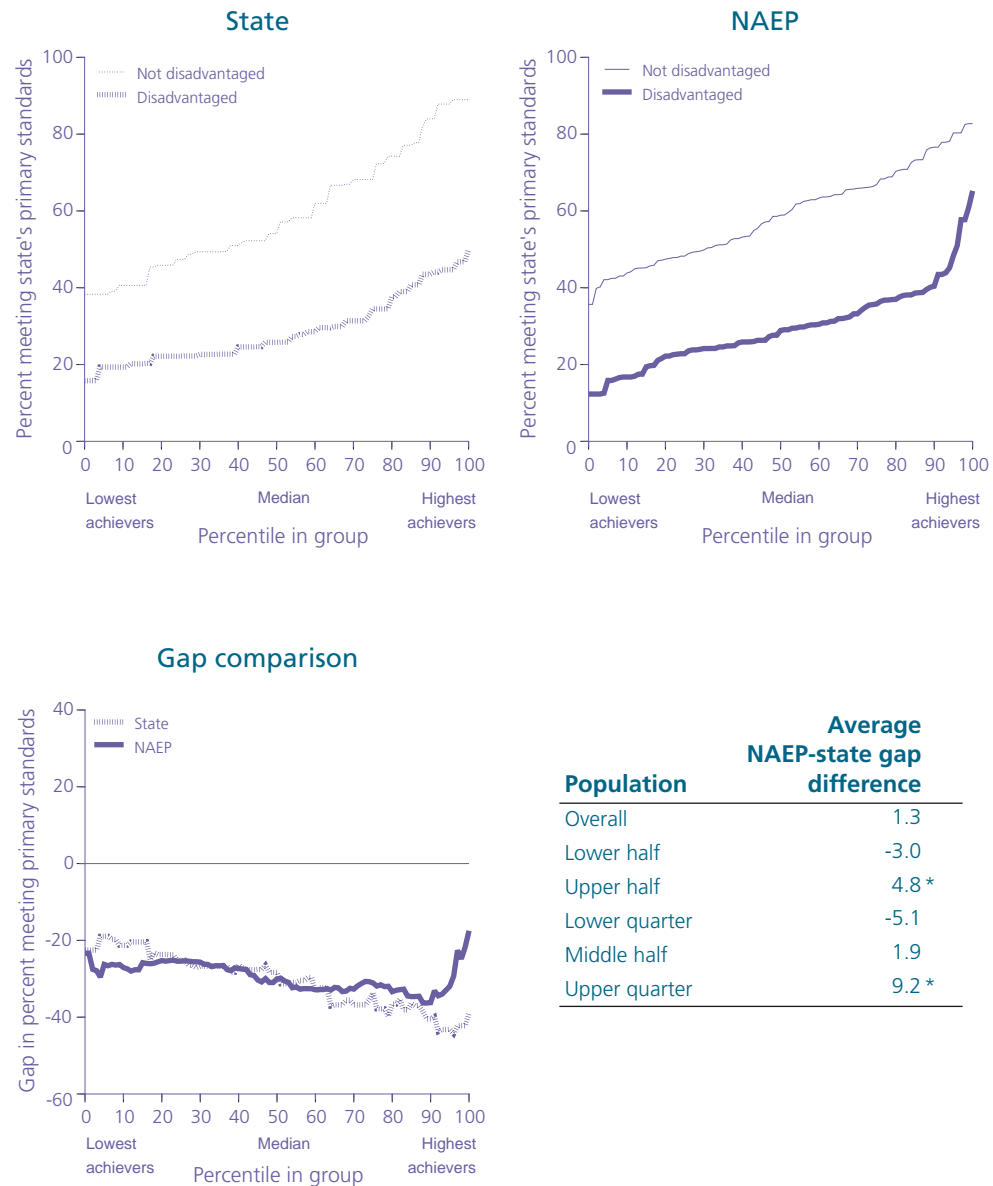
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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



\* 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

## District of Columbia

The District of Columbia administers the Stanford Achievement Test, Ninth Edition (SAT-9) in reading and mathematics in grades 3-11. Scores are available for economically disadvantaged students. DC uses four performance levels: *below basic*, *basic*, *proficient*, and *advanced*. Direct comparisons cannot be made between the data from 2000 and the data from 2003 because scores from 2000 are for different grades than are those 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 99 schools in grade 4 and 26 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

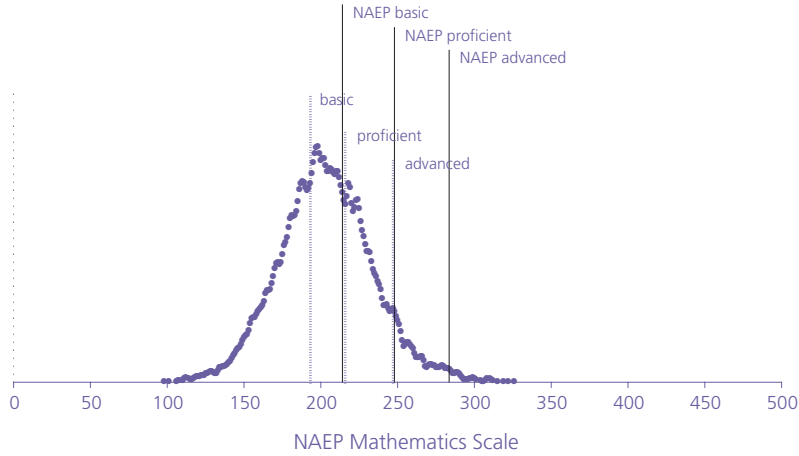
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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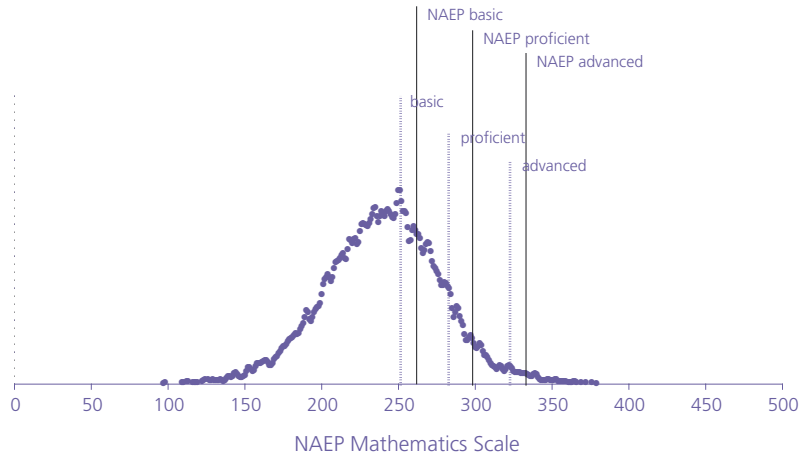
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.69	0.017	0.90	0.014
Proficient	0.69	0.003	0.97	0.008

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.



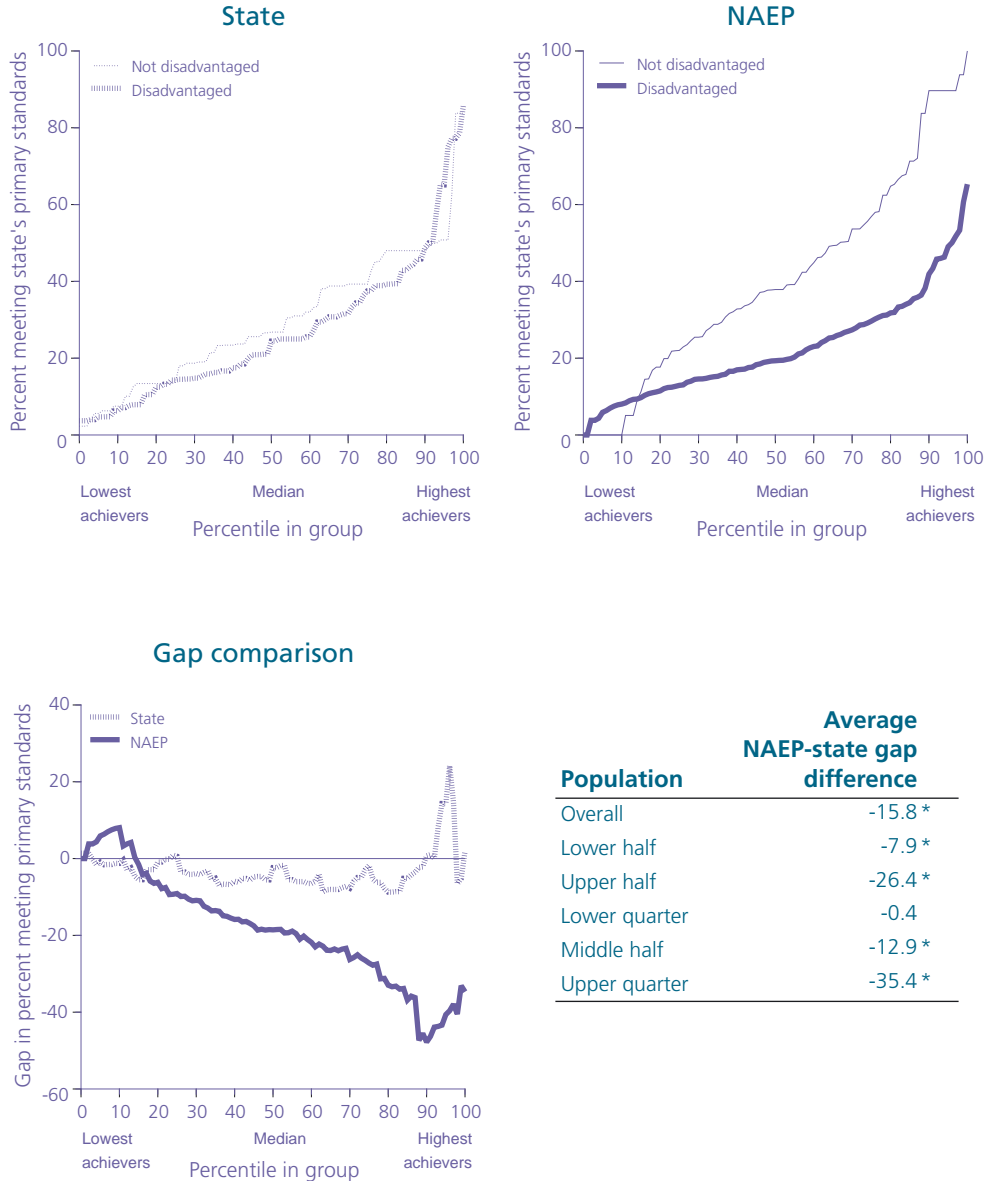
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	19.3	18.4	15.2	19.8
English language learner	6.0	5.0	4.0	4.0
Student with disability	13.2	11.7	10.9	14.6
Both	0.2	1.6	0.3	1.1
<b>Excluded</b>	5.1	4.4	6.3	6.0
English language learner	1.9	0.7	1.7	0.9
Student with disability	3.3	3.1	4.4	4.6
Both	#	0.7	0.2	0.5
<b>Accommodated</b>	7.0	9.8	5.9	9.0
English language learner	2.3	2.6	1.5	1.4
Student with disability	4.6	6.6	4.2	7.2
Both	0.1	0.7	0.2	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 poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



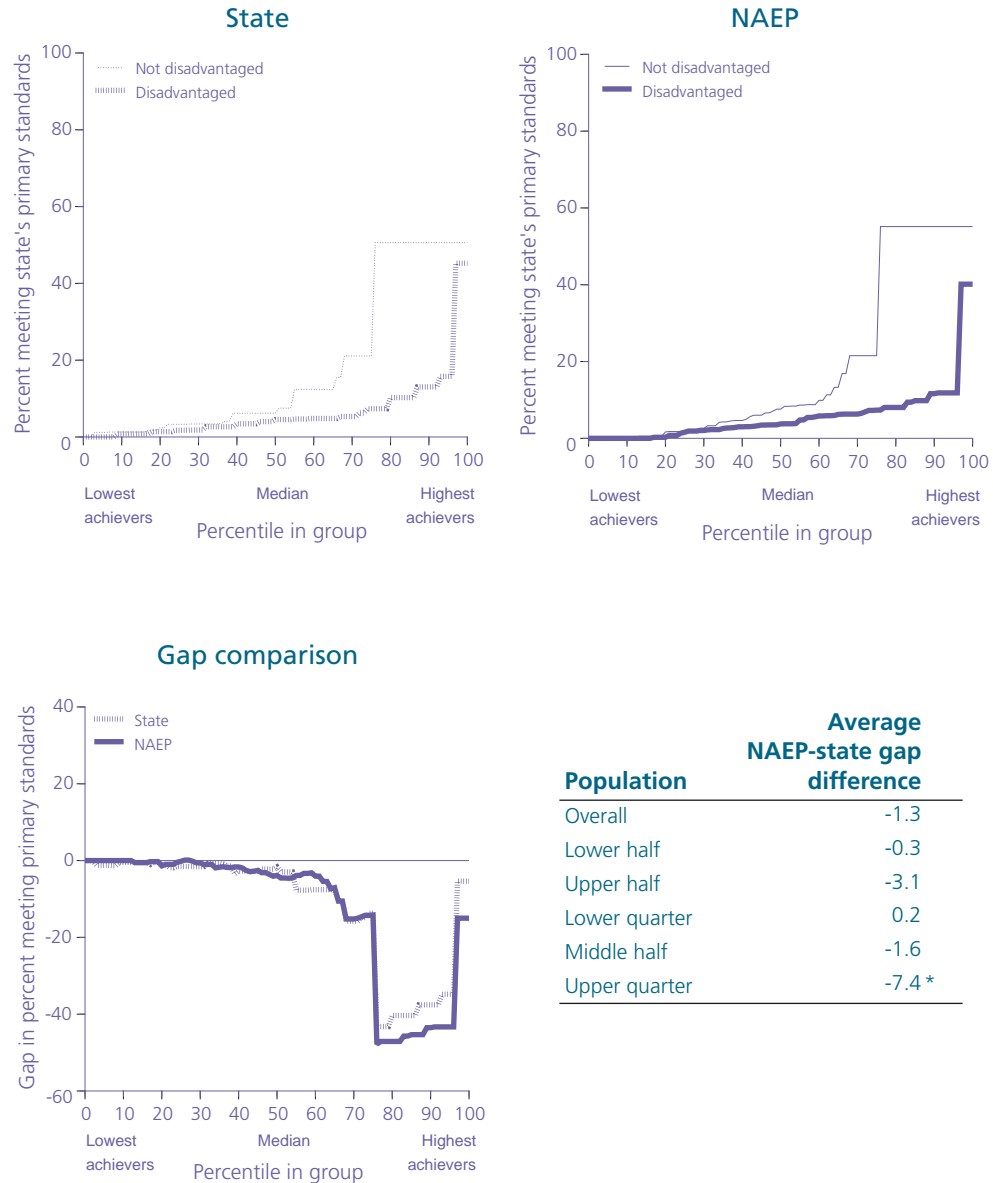
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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 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.





# D

## Florida

The state administers the Florida Comprehensive Assessment Test (FCAT) in grades 3-10 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students. Florida uses five achievement levels for reporting purposes: *Level 1 (little success)*, *Level 2 (limited success)*, *Level 3 (partial success)*, *Level 4 (some success)*, and *Level 5 (success)*. 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 103 schools in grade 4 and 96 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

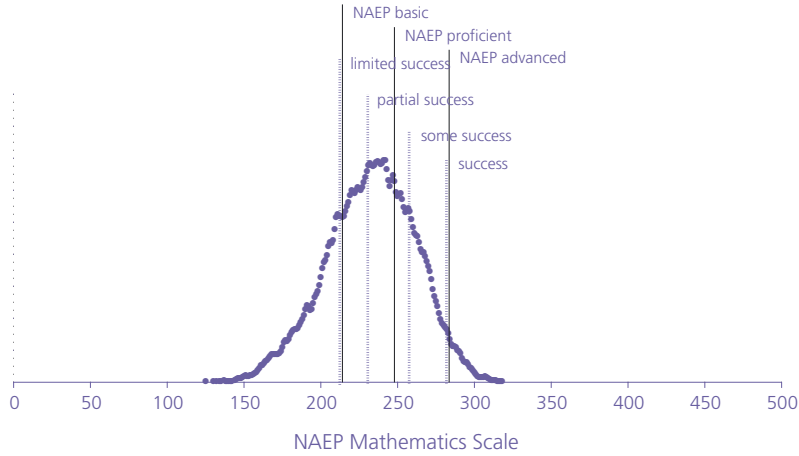
- **Standards.** The state's primary grade 4 mathematics performance standard ((3) *partial success*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, the Black-White gap in grades 4 and 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the Hispanic-White gap in mathematics in grade 4 in 2003. Overall, the Hispanic-White gap in grade 8 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. Overall, there were no significant differences between NAEP and the state assessment in measurement of the poverty gap in mathematics in grades 4 and 8 in 2003.

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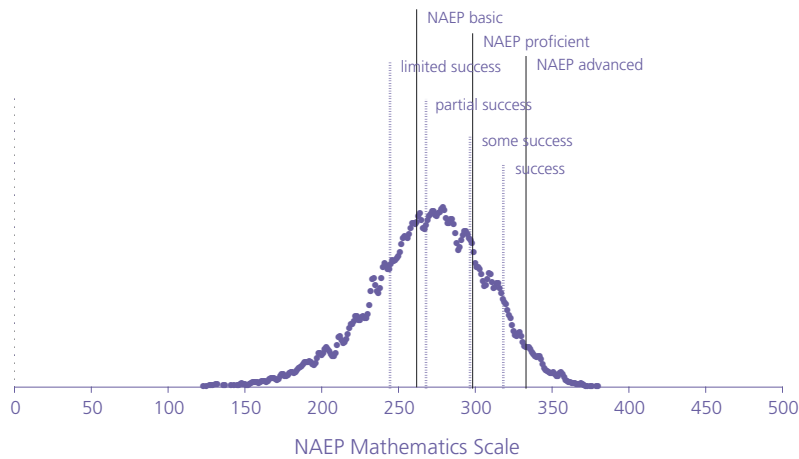
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
(2) Limited Success	0.80	0.009	0.82	0.011
(3) Partial Success	0.89	0.012	0.86	0.018
(4) Some Success	0.86	0.022	0.78	0.020
(5) Success	0.73	0.037	0.76	0.041

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.



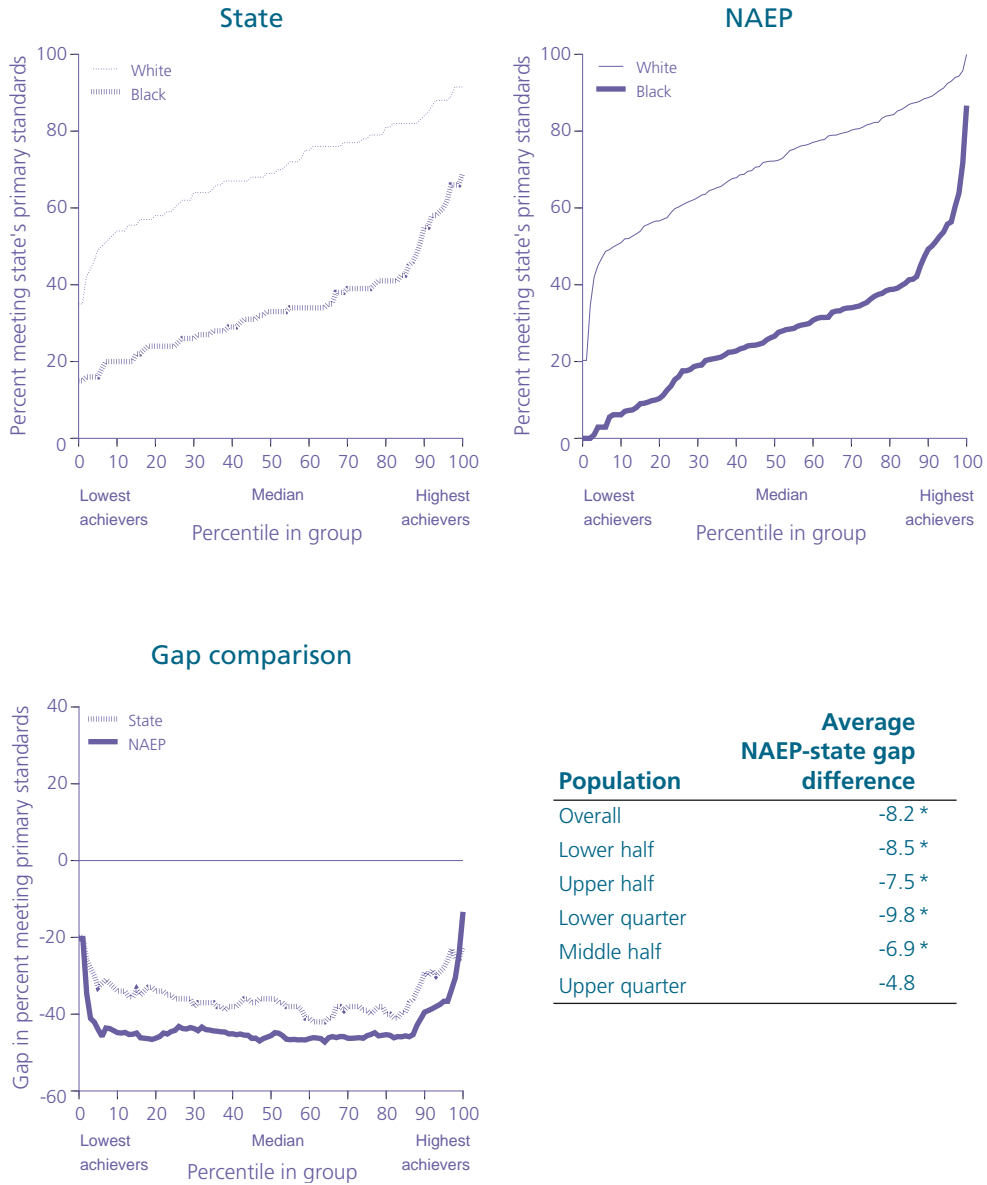
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	—	26.3	—	19.2
English language learner	—	7.9	—	5.2
Student with disability	—	15.3	—	12.2
Both	—	3.1	—	1.7
<b>Excluded</b>	—	3.3	—	3.0
English language learner	—	1.2	—	1.1
Student with disability	—	1.5	—	1.5
Both	—	0.7	—	0.4
<b>Accommodated</b>	—	14.7	—	11.3
English language learner	—	2.2	—	2.0
Student with disability	—	10.6	—	8.6
Both	—	1.9	—	0.7

— Not available.

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

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

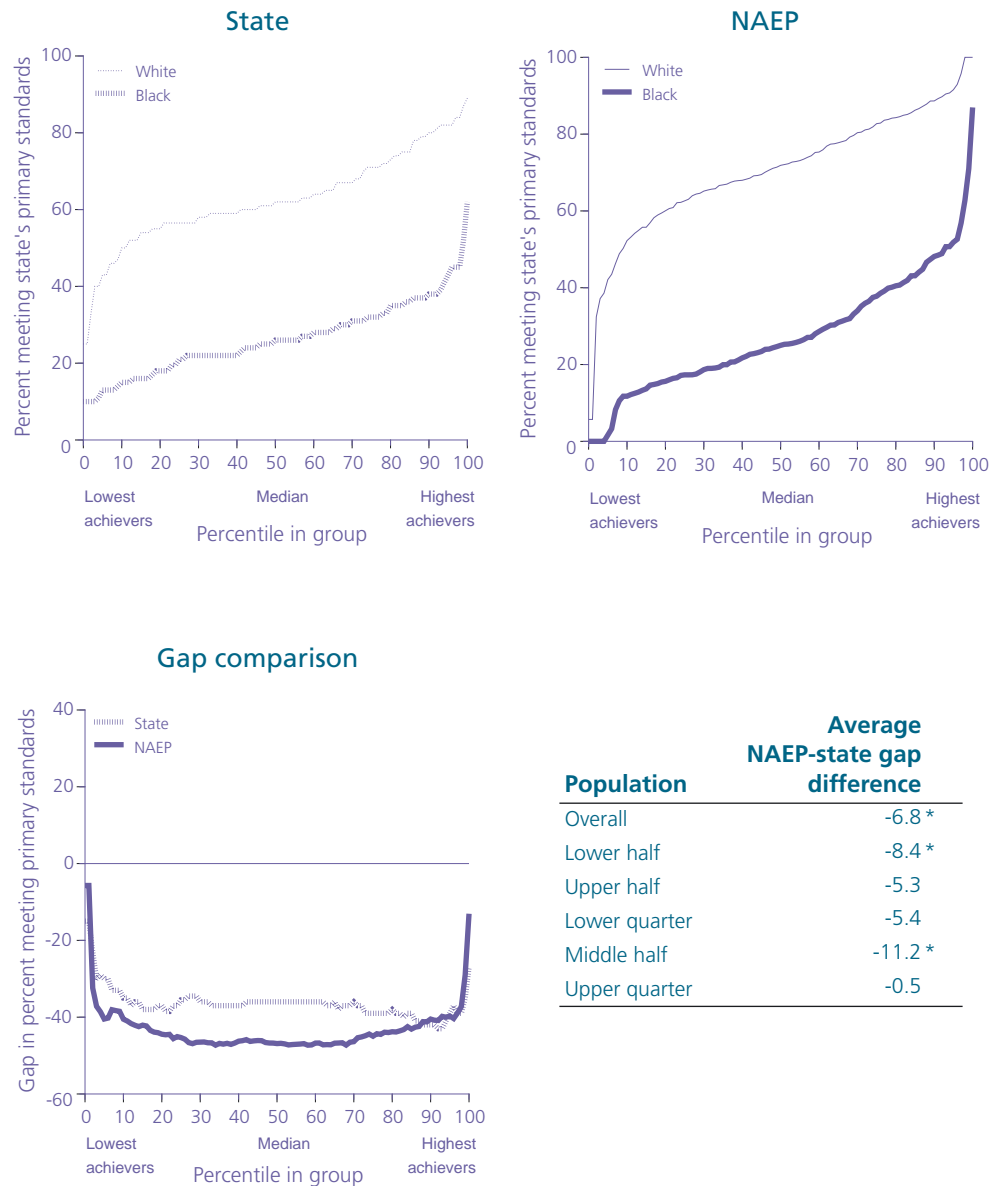


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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



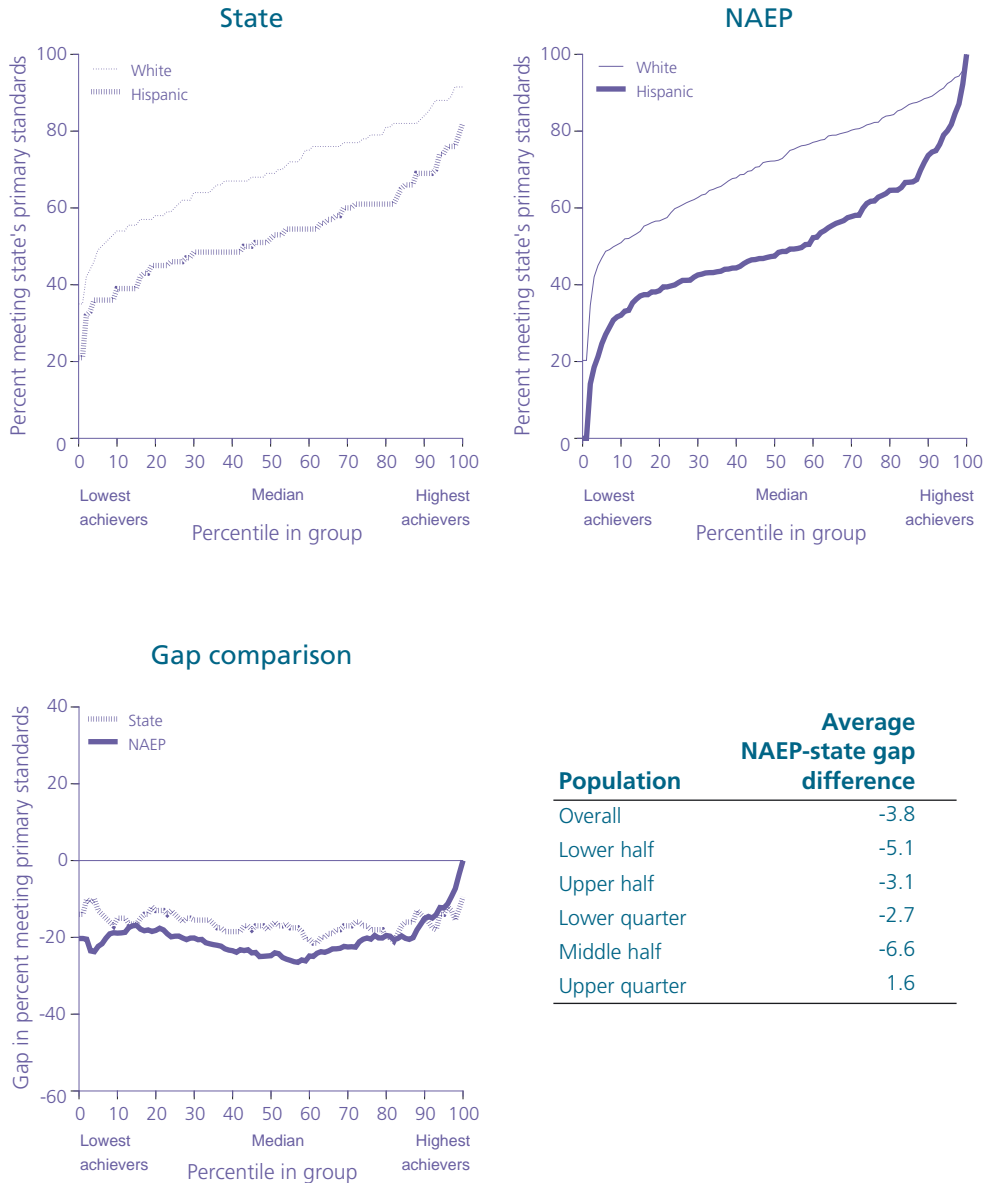
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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

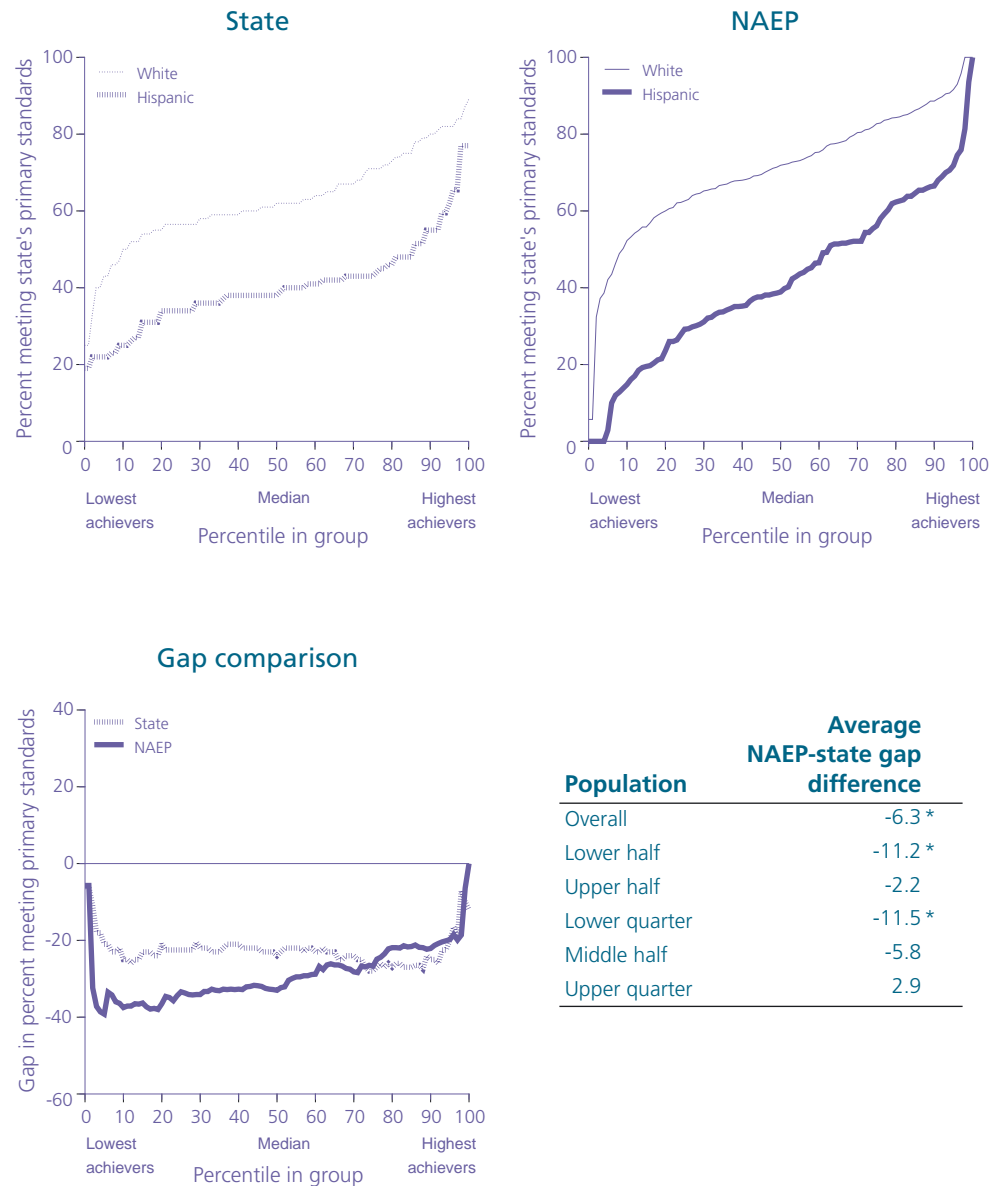
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



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.

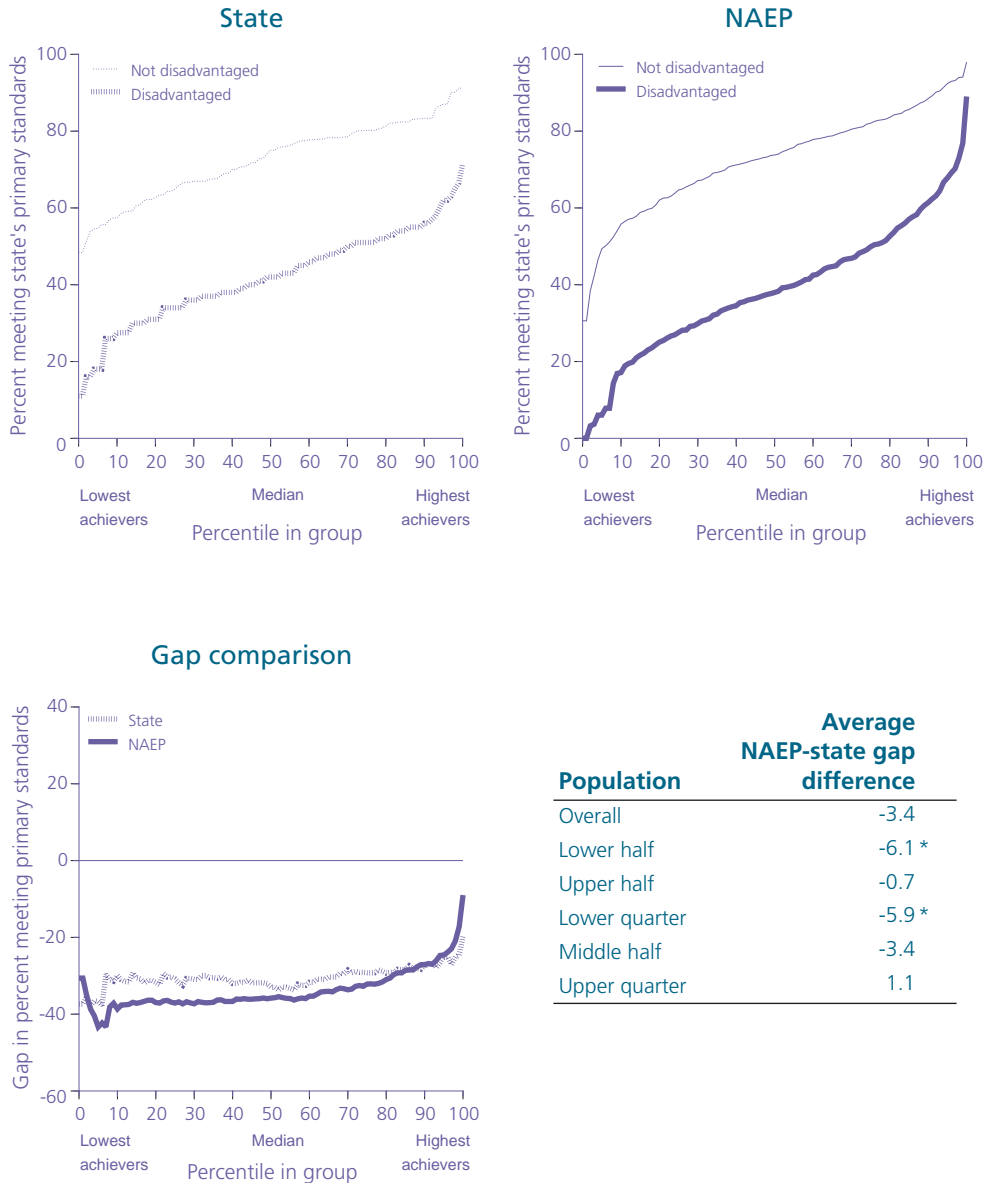
Figure 5. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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 6. 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 ( $p < .05$ ).

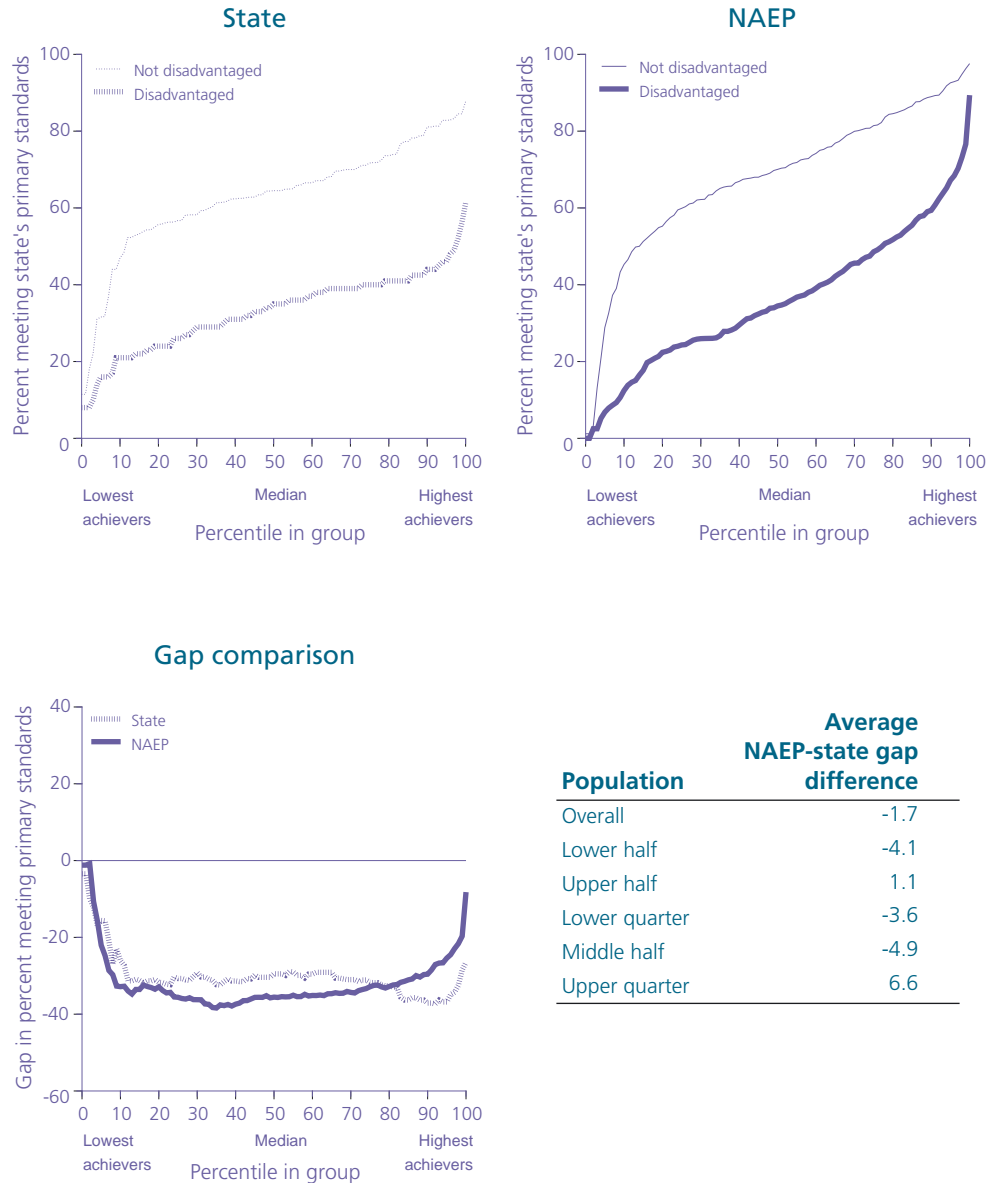
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

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





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



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

## Georgia

Georgia administers the Criterion-Referenced Competency Test (CRCT) in grades 1-8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. Georgia uses three performance levels for reporting purposes: *does not meet*, *meets*, and *exceeds* the standard. 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 147 schools in grade 4 and 113 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

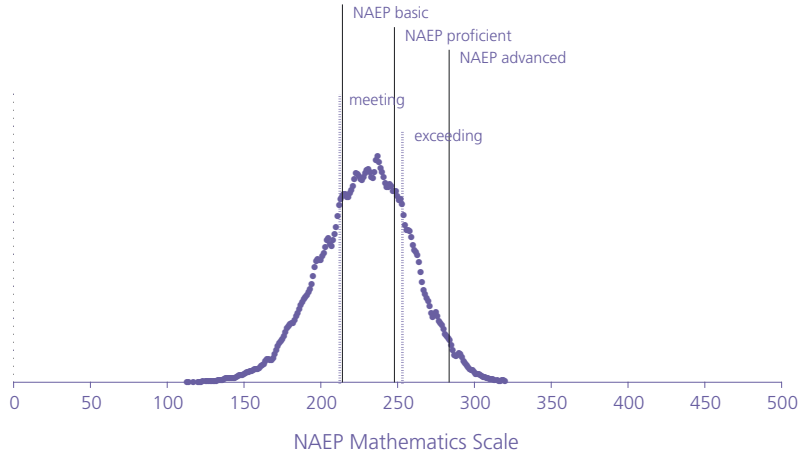
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment gains in percent meeting between 2000 and 2003. Between 2000 and 2003, the NAEP grade 8 gains in percent meeting are less than the state assessment gains.
- **Gaps.** Overall, the Black-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. 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 grade 4 in 2003. Overall, 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.

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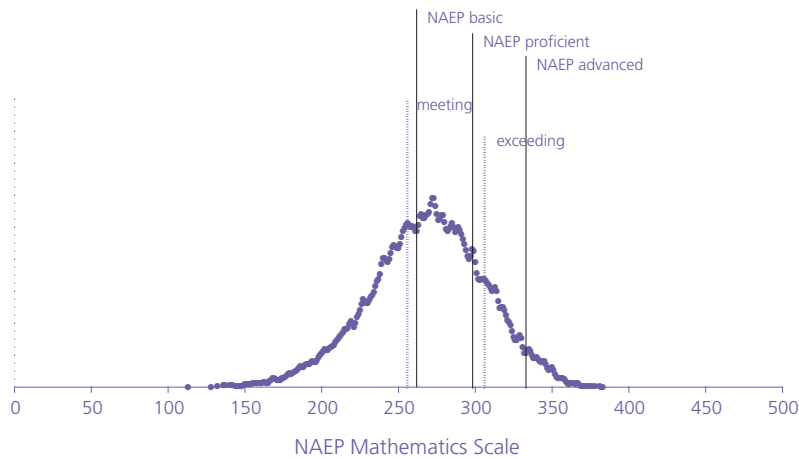
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Meeting	0.83	0.017	0.80	0.012
Exceeding	0.85	0.008	0.78	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.



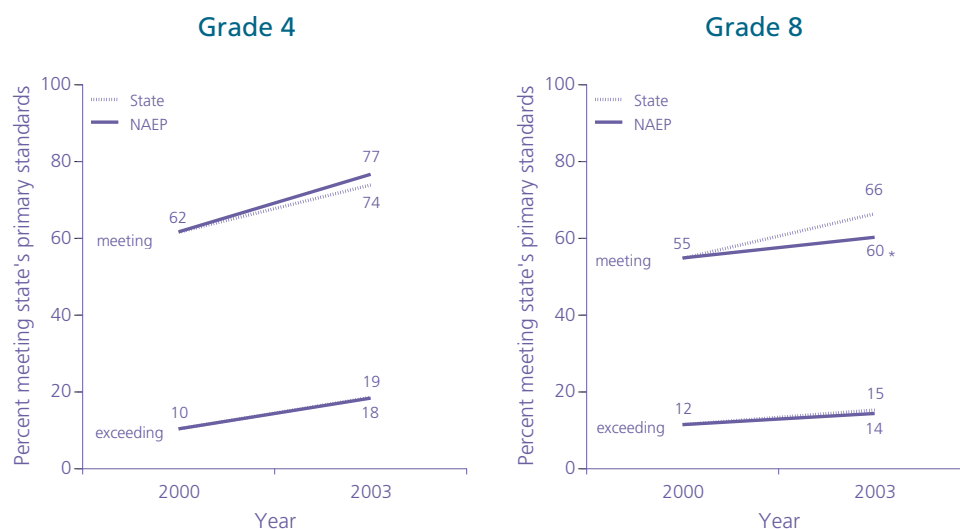
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	10.9	15.7	10.6	12.8
English language learner	1.5	3.3	1.4	1.6
Student with disability	9.4	11.4	9.0	10.4
Both	#	1.0	0.3	0.8
<b>Excluded</b>	3.0	2.1	4.8	2.0
English language learner	0.5	0.5	1.2	0.3
Student with disability	2.5	1.5	3.4	1.4
Both	#	0.1	0.3	0.3
<b>Accommodated</b>	3.9	7.3	2.6	6.0
English language learner	0.2	0.8	#	0.3
Student with disability	3.7	6.2	2.6	5.4
Both	#	0.3	#	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**



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

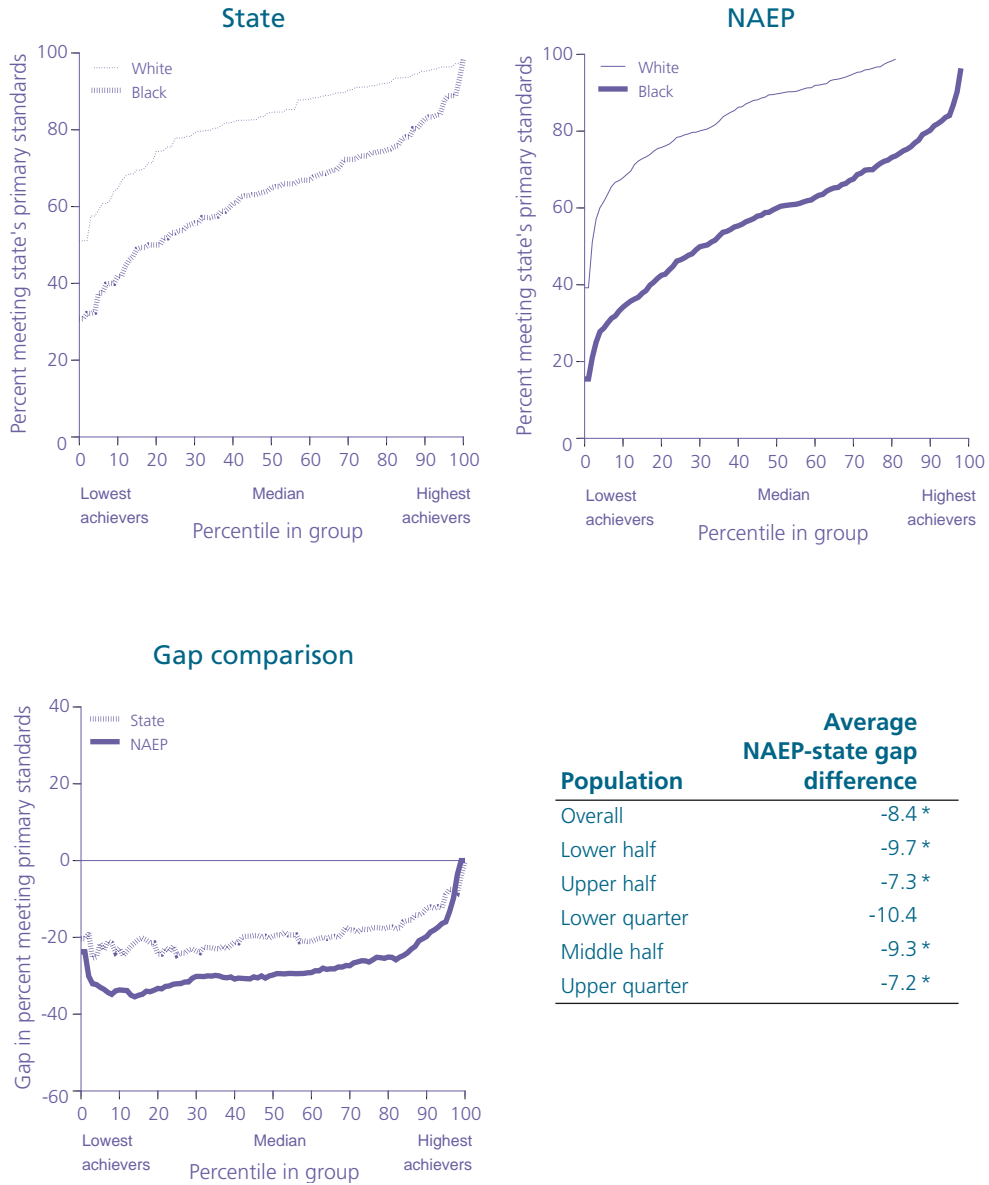
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	62.0	74.0
Grade 8	54.0	67.0

SOURCE: Georgia Department of Education site retrieved from <http://public.doe.k12.ga.us/>.

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

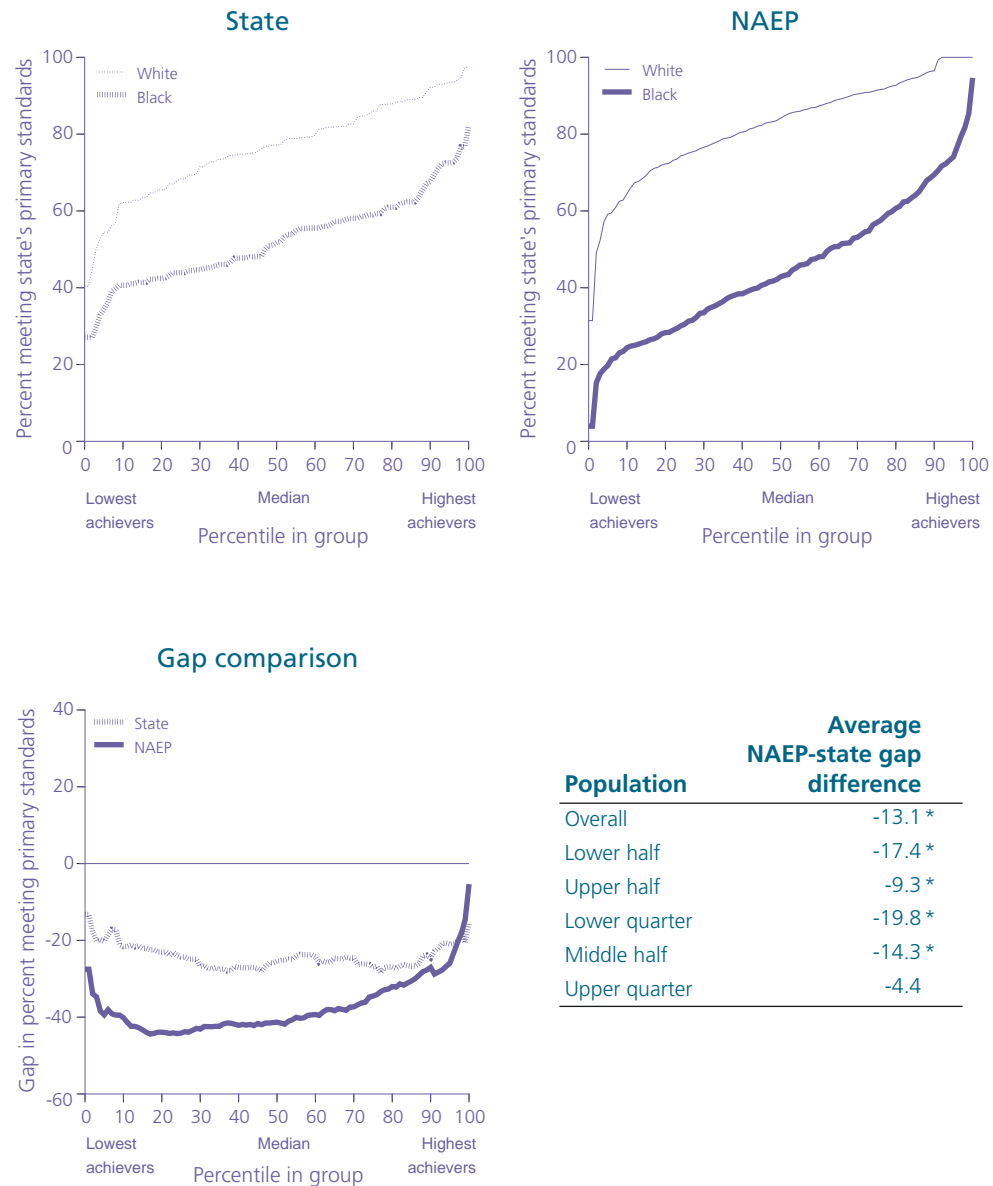


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.



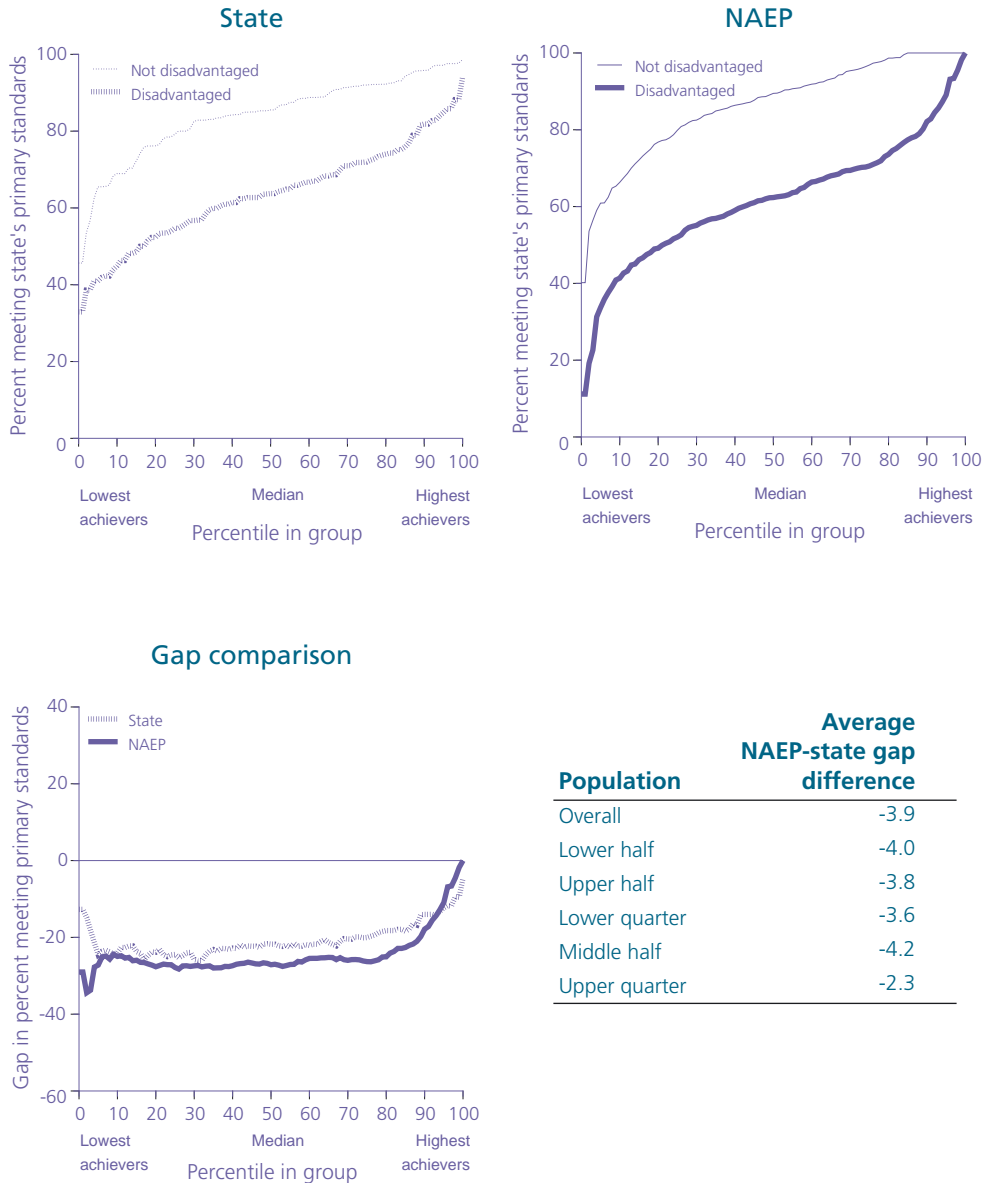
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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



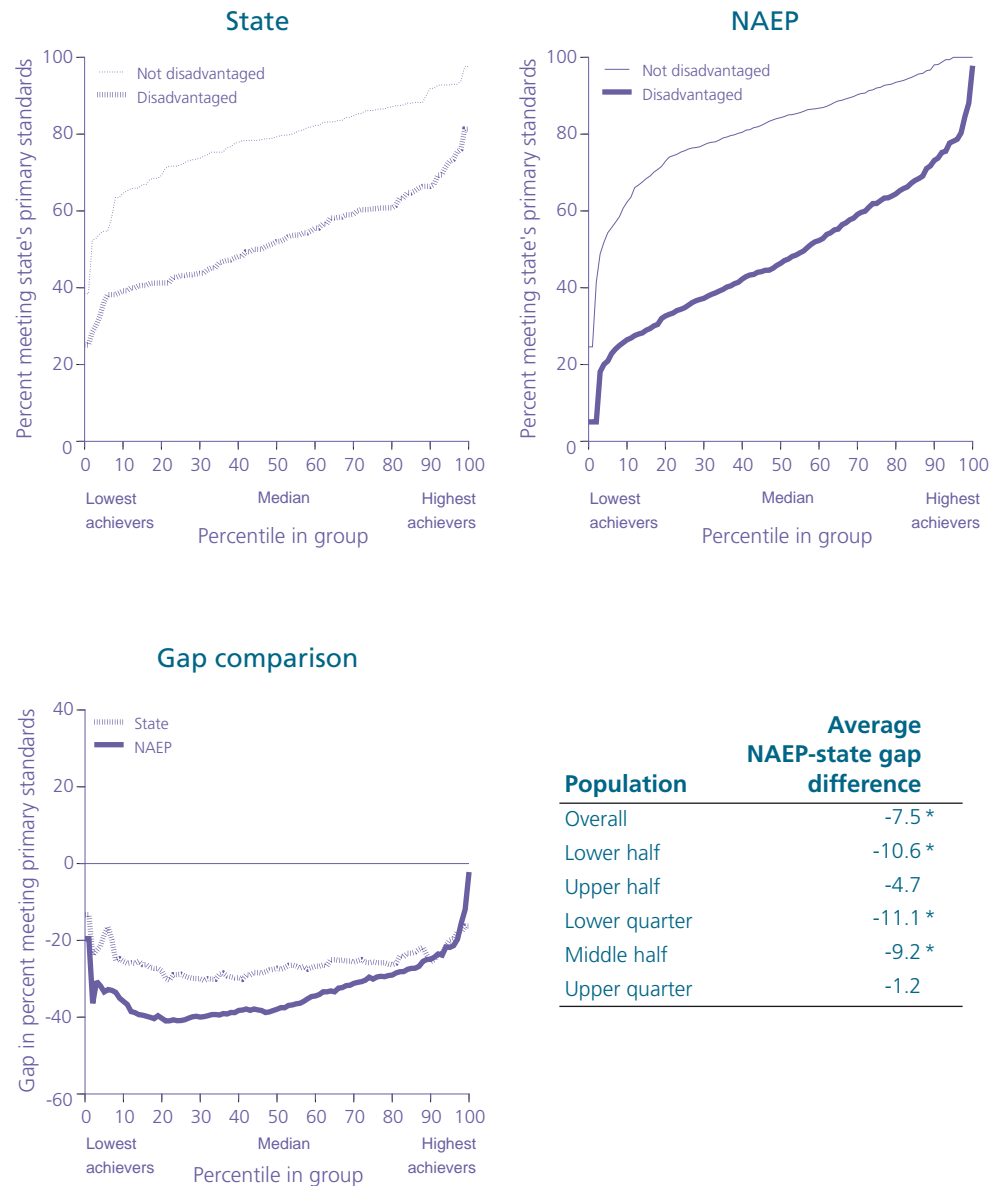
NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch.

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



\* 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

## Hawaii

The state administers the Hawaii Content and Performance Standards II (HCPS-II) exam and the Stanford Achievement Test, Ninth Edition (SAT-9). Both exams test students in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic students for grade 8 and for economically disadvantaged students for grades 5 and 8, but there are too few Hispanic students to provide a reliable comparison. Hawaii uses four achievement levels for reporting purposes on the HCPS-II: *well below*, *approaches*, *meets*, and *exceeds* the standard. The achievement levels used for reporting purposes on the SAT-9 are percent at or above stanines 4, 5, and 7. SAT-9 results are used for trend graphs because the SAT-9 kept the same performance levels every year, while the HCPS-II set new standards in 2003. 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 107 schools in grade 5 and 54 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

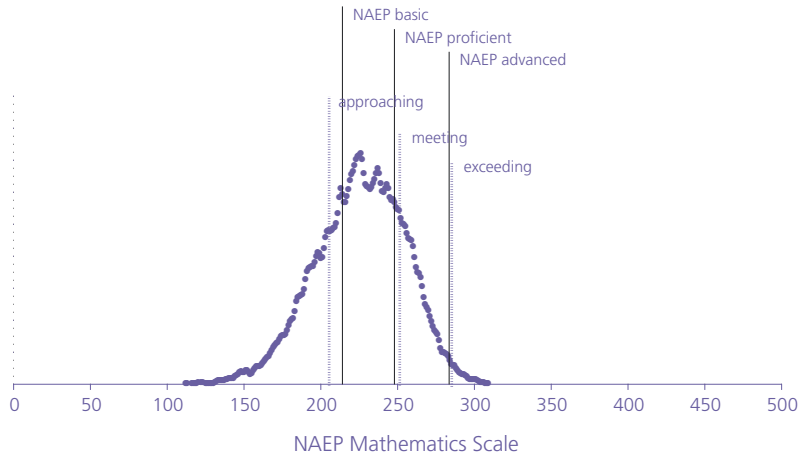
- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP proficient level. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent at or above stanine 5 are greater than the state assessment gains. Between 2000 and 2003, the state assessment declines in grade 8 in percent stanine 5 are greater than NAEP's.
- **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, the poverty gap in grades 5 and 8 in mathematics in 2003 was greater when measured by NAEP compared to the state assessment.

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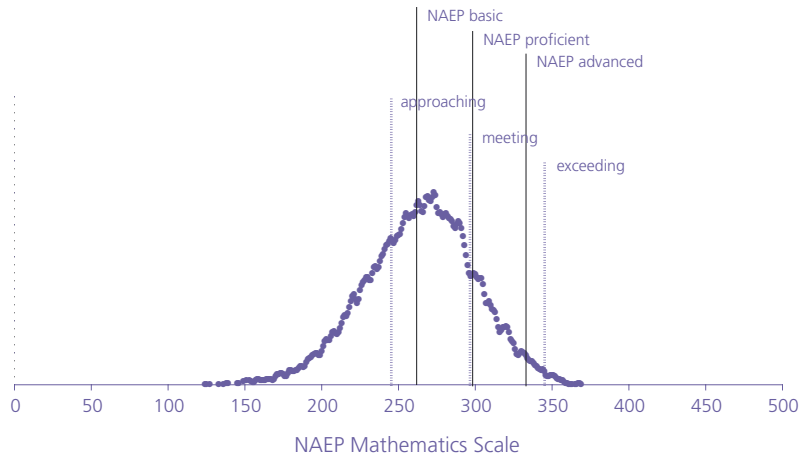
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Approaching	0.67	0.019	0.79	0.037
Meeting	0.78	0.010	0.83	0.017
Exceeding	0.45	0.083	0.31	0.120

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.



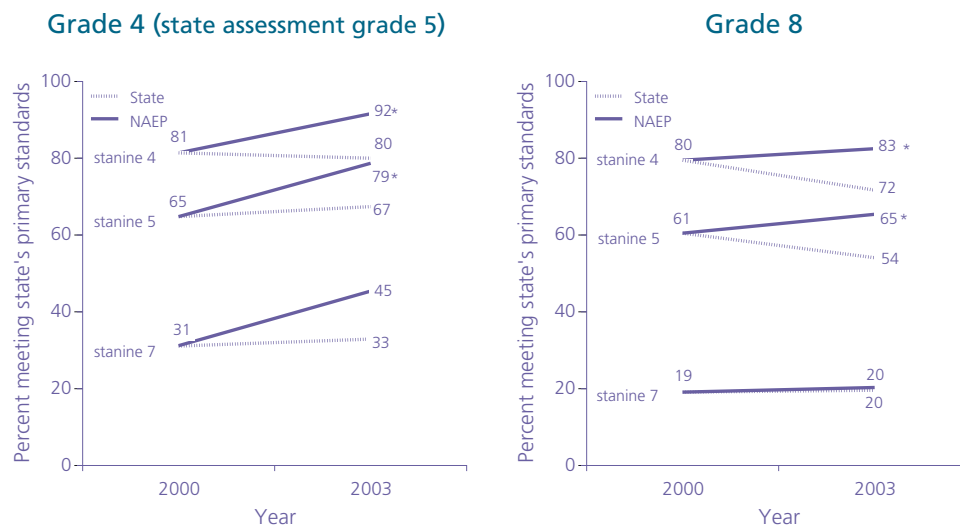
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	19.4	16.6	20.3	20.3
English language learner	6.1	5.3	5.0	4.8
Student with disability	11.9	9.9	14.4	14.2
Both	1.4	1.3	0.9	1.3
<b>Excluded</b>	8.6	3.1	5.3	3.7
English language learner	2.5	1.3	1.2	1.0
Student with disability	5.3	1.3	3.8	2.2
Both	0.8	0.4	0.3	0.5
<b>Accommodated</b>	2.7	8.2	2.0	8.8
English language learner	0.2	1.7	0.3	1.3
Student with disability	2.2	5.9	1.7	7.2
Both	0.3	0.6	#	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.

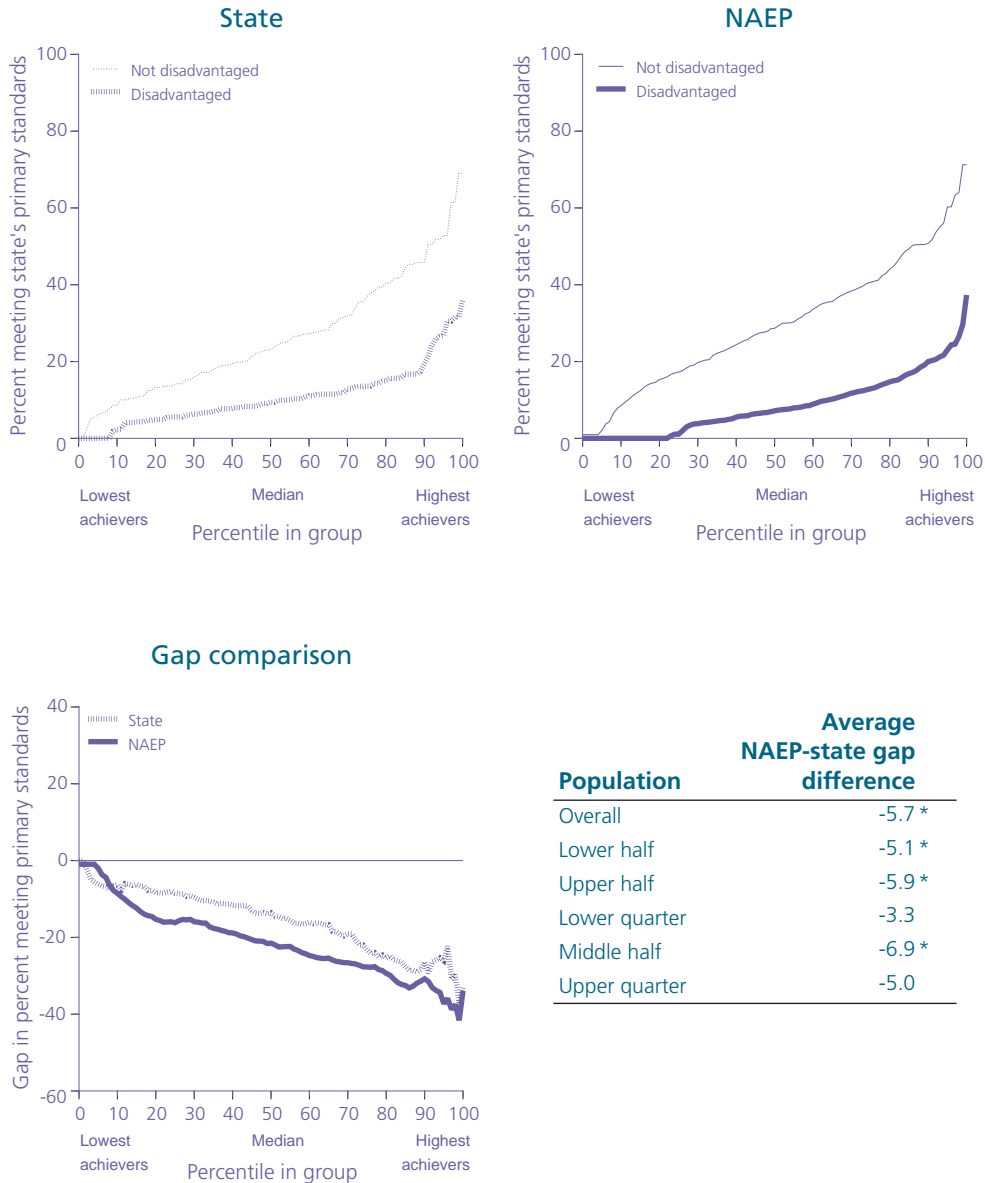
Figure 2. Comparison of NAEP and state assessment achievement changes in percent meeting mathematics standards, by grade: 2000 and 2003



\* 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.

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



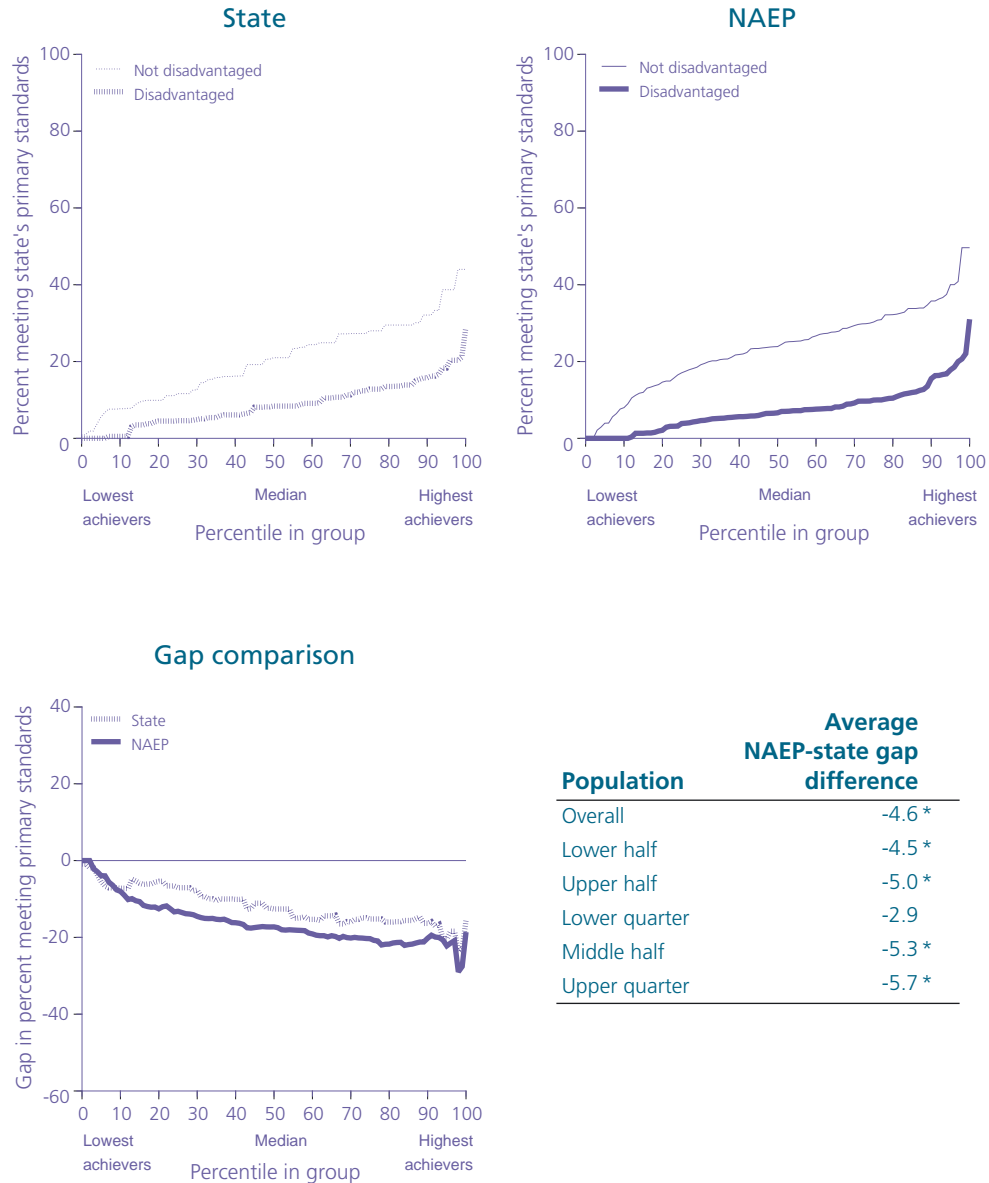
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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 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 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.





# D

## 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:<sup>1</sup>

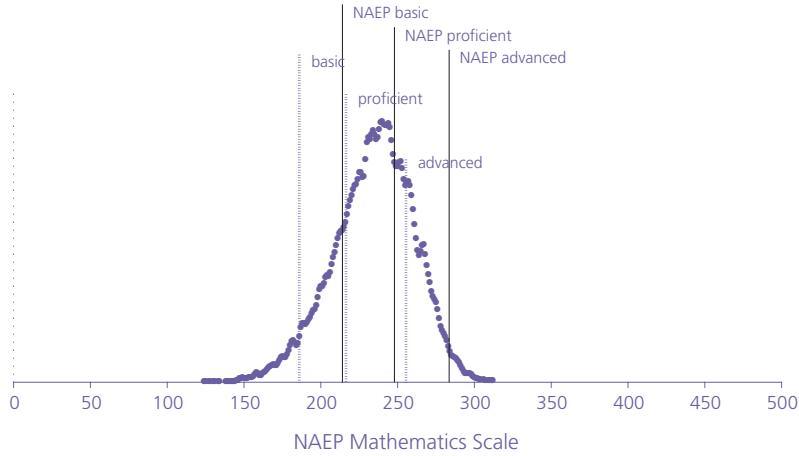
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels.
- **Trends.** No trend comparisons were possible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

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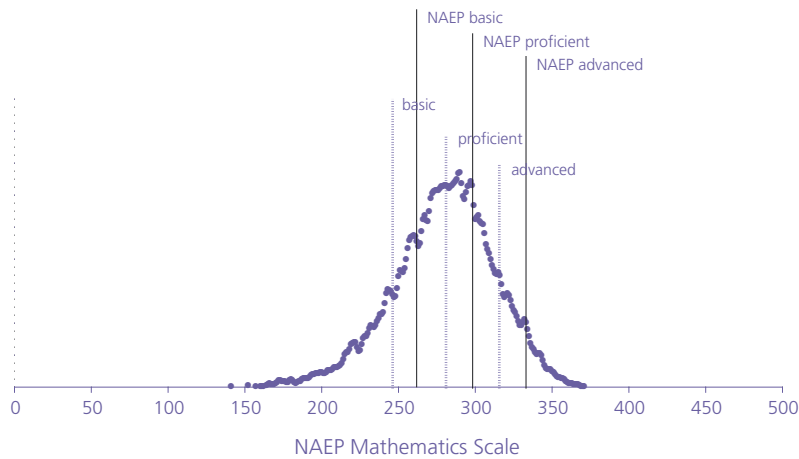
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

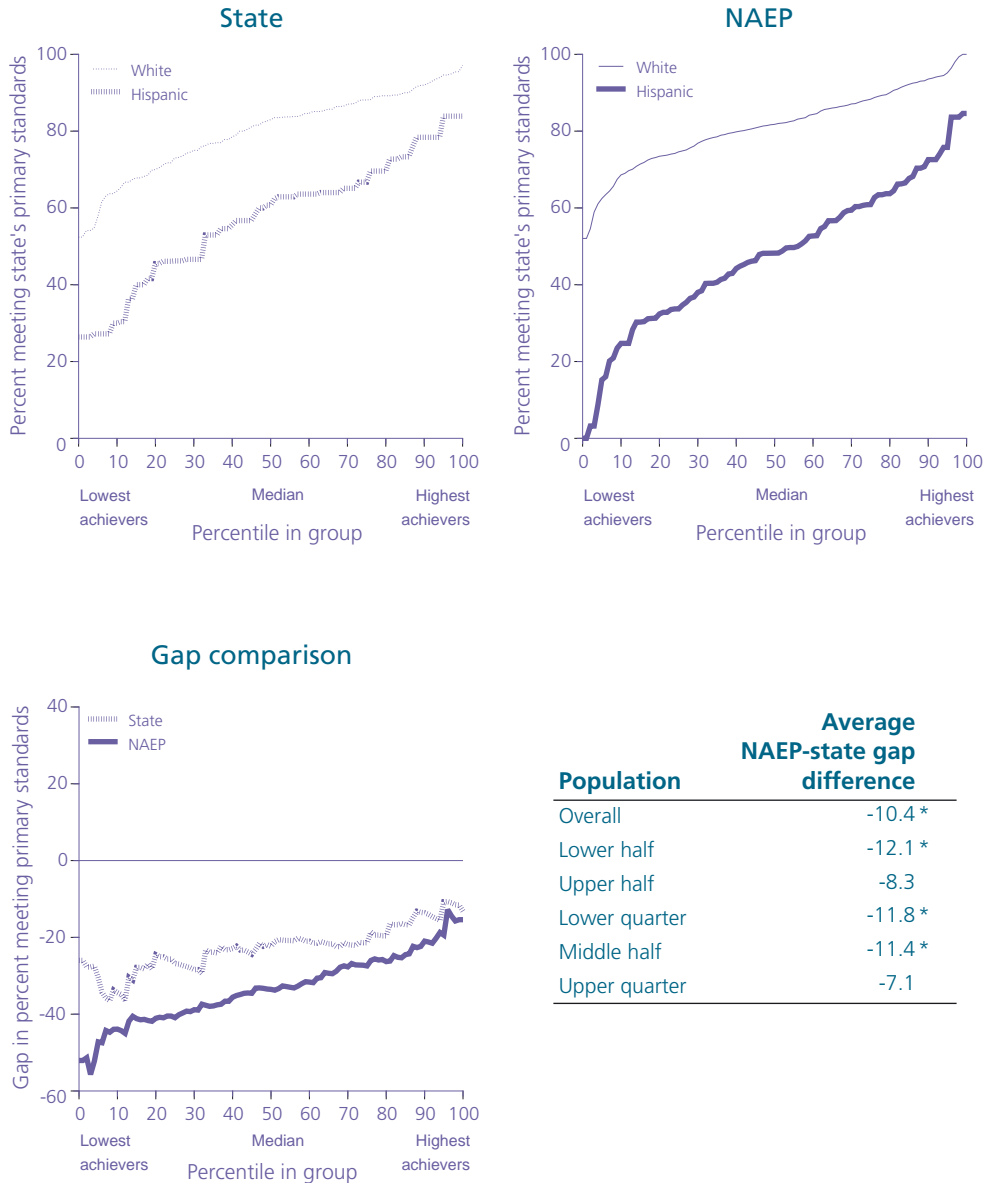


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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.

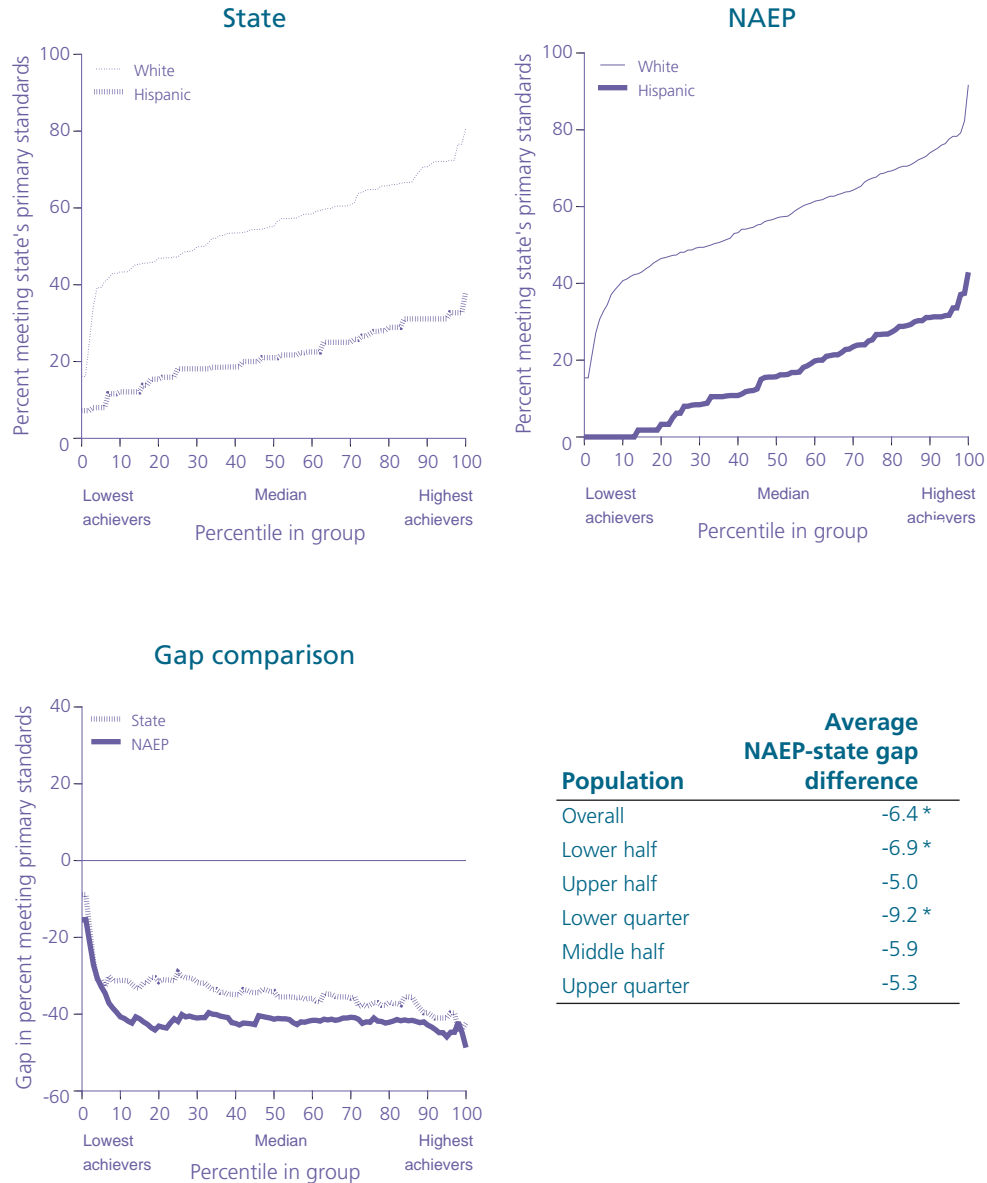
Figure 2. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.



# D

## 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:<sup>1</sup>

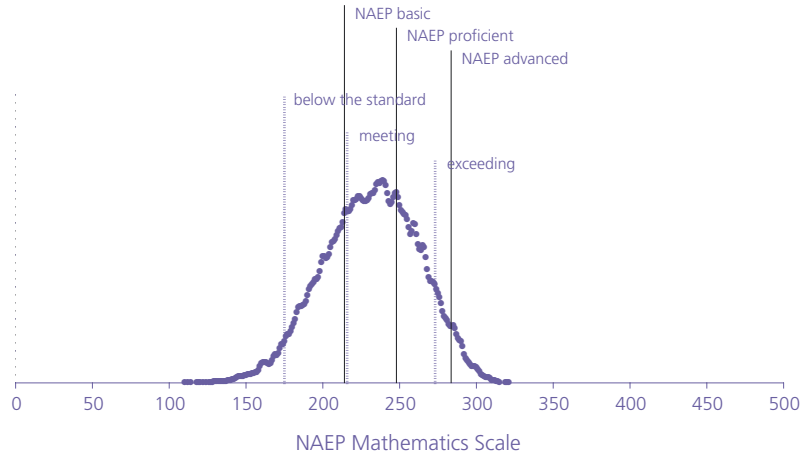
- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 performance standard is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between grade 4 NAEP and state 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.

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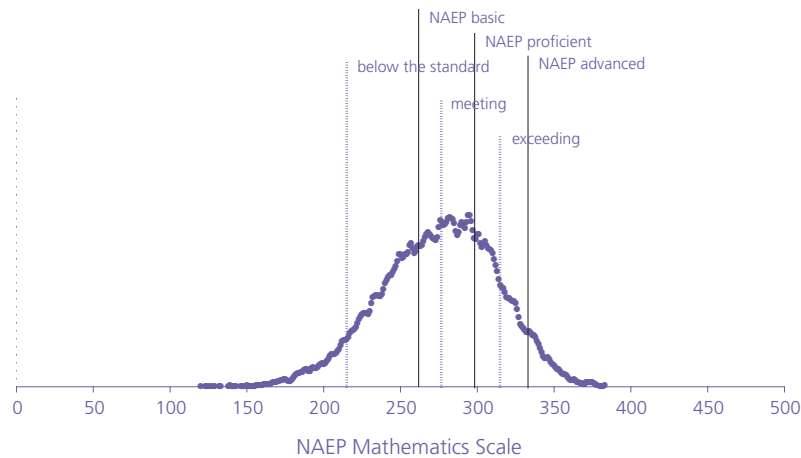
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



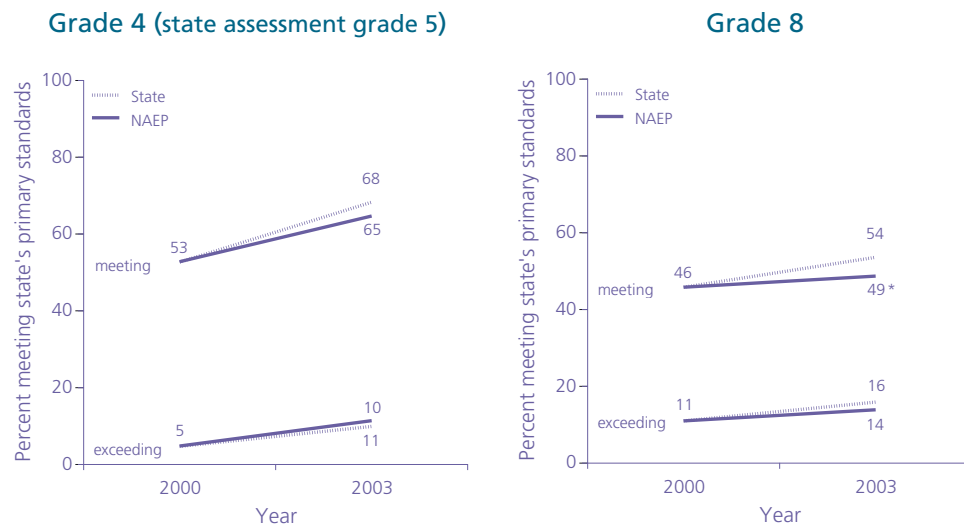
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

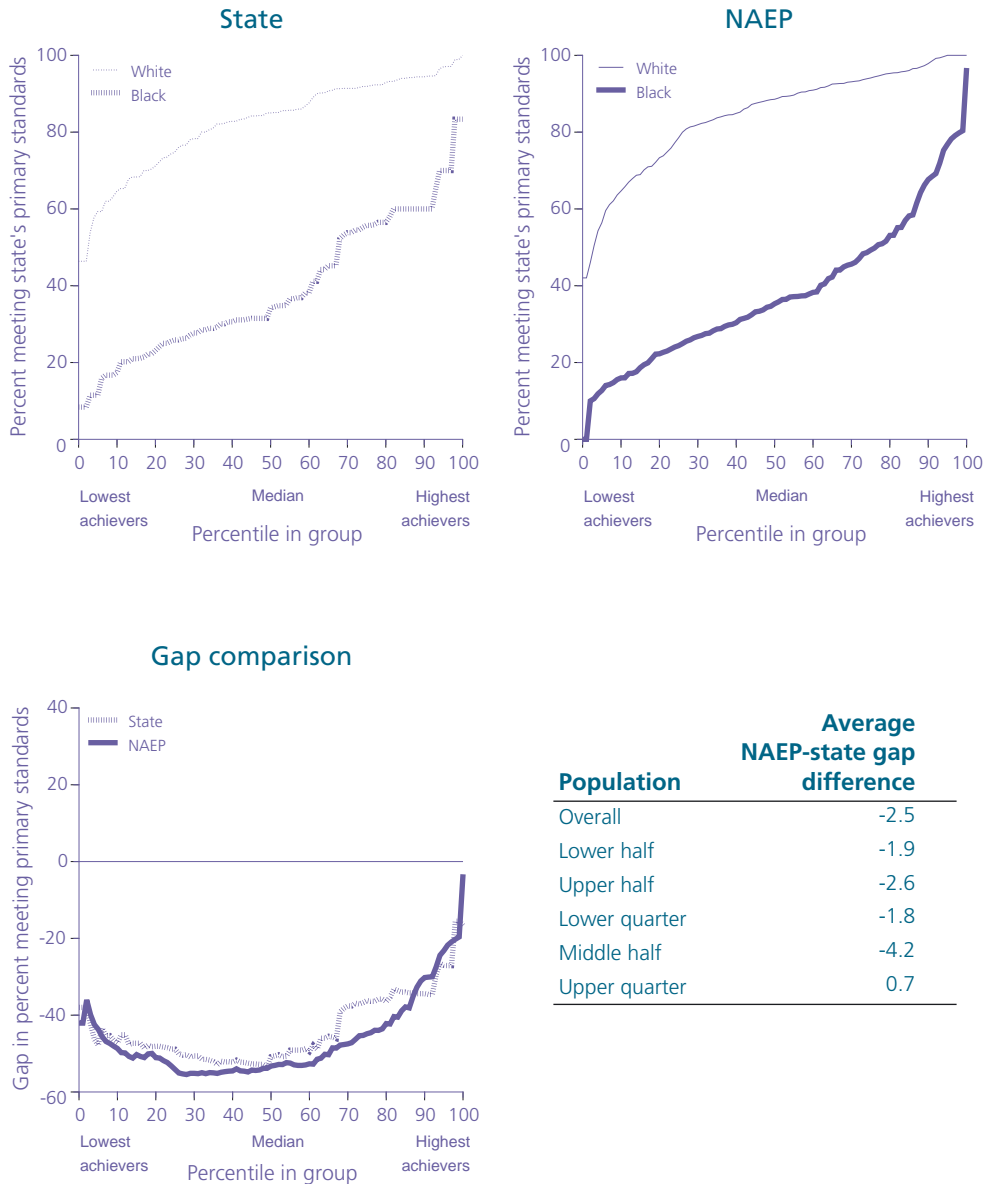
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

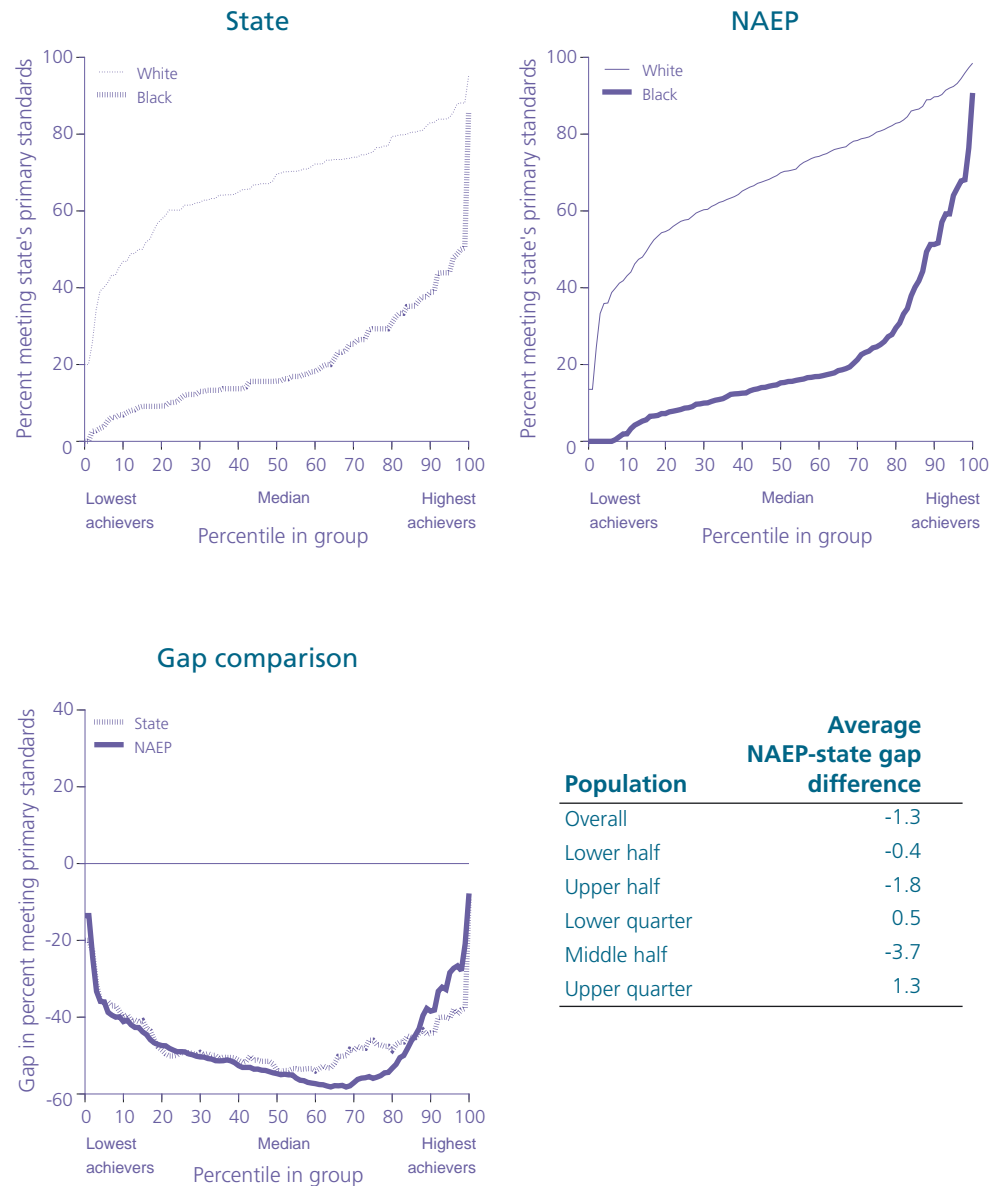


NOTE: State assessment data used are for grade 5.

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.

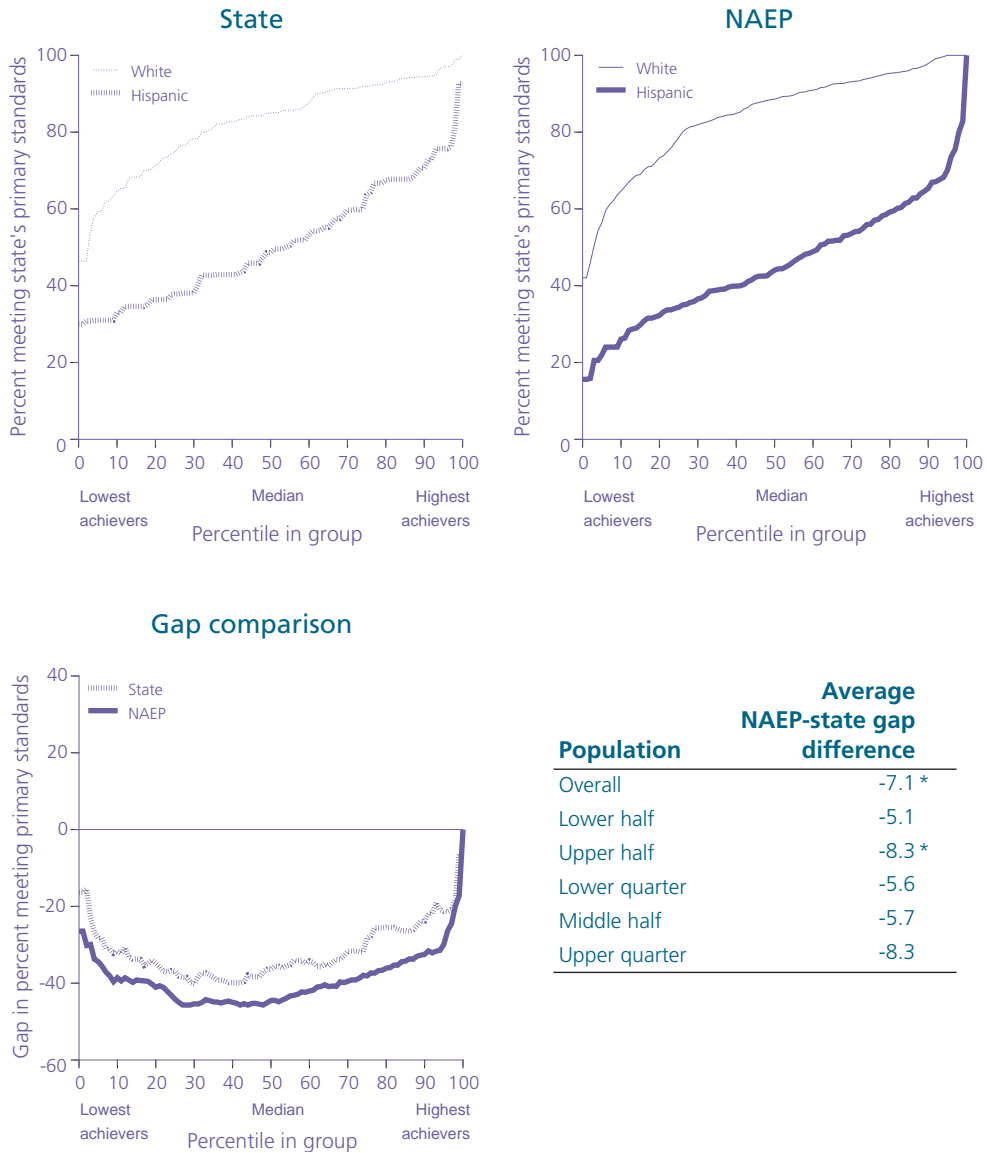


Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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



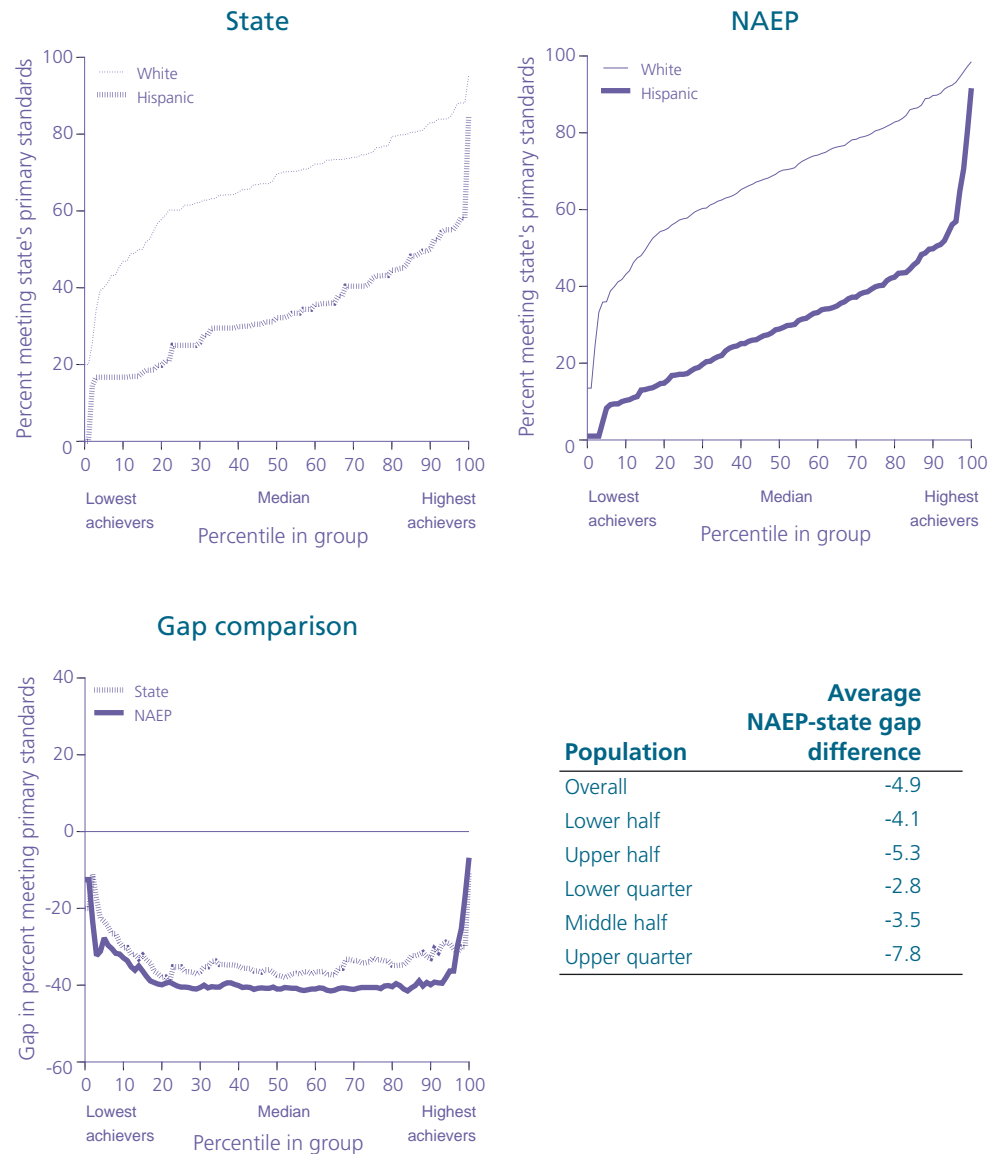
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

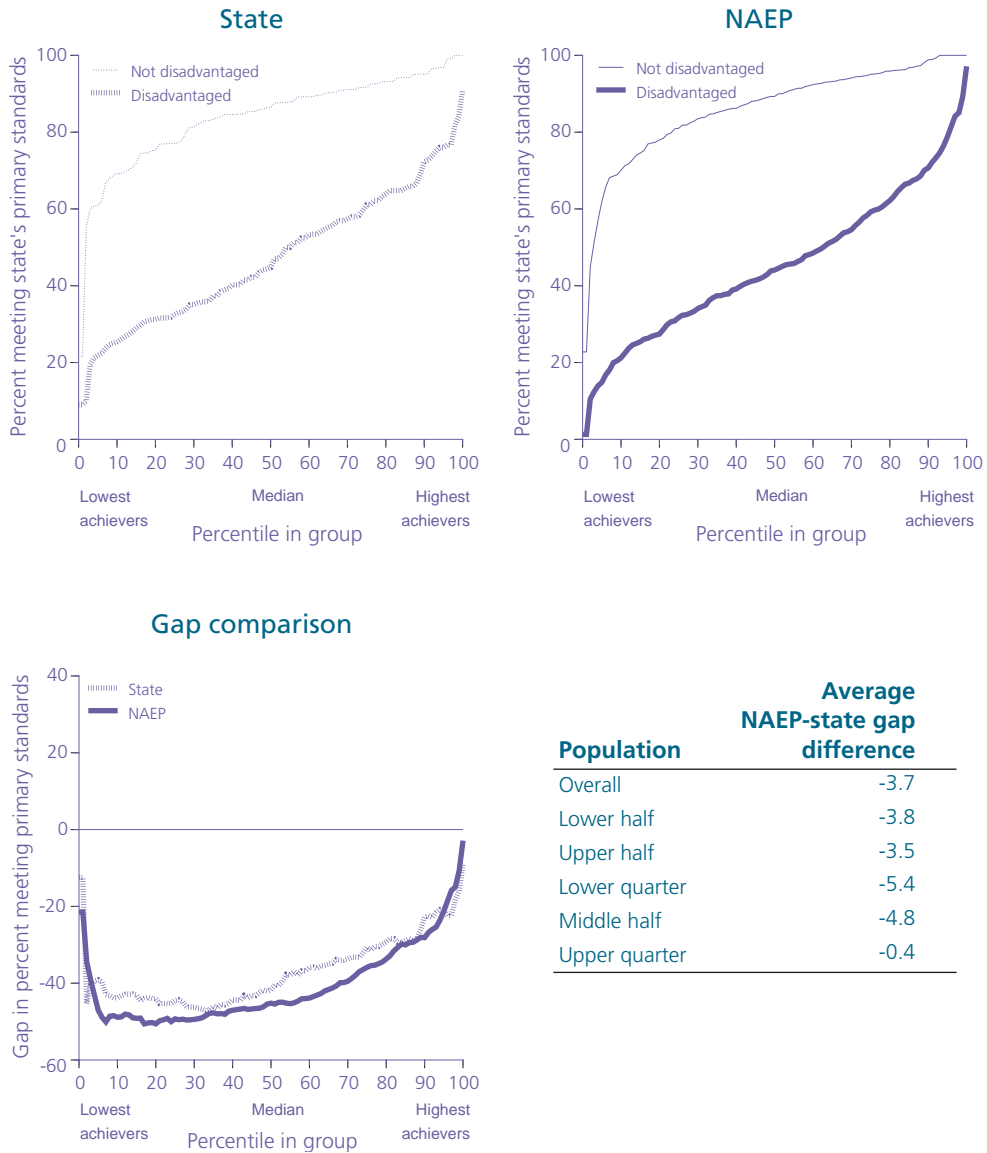


Figure 6. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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

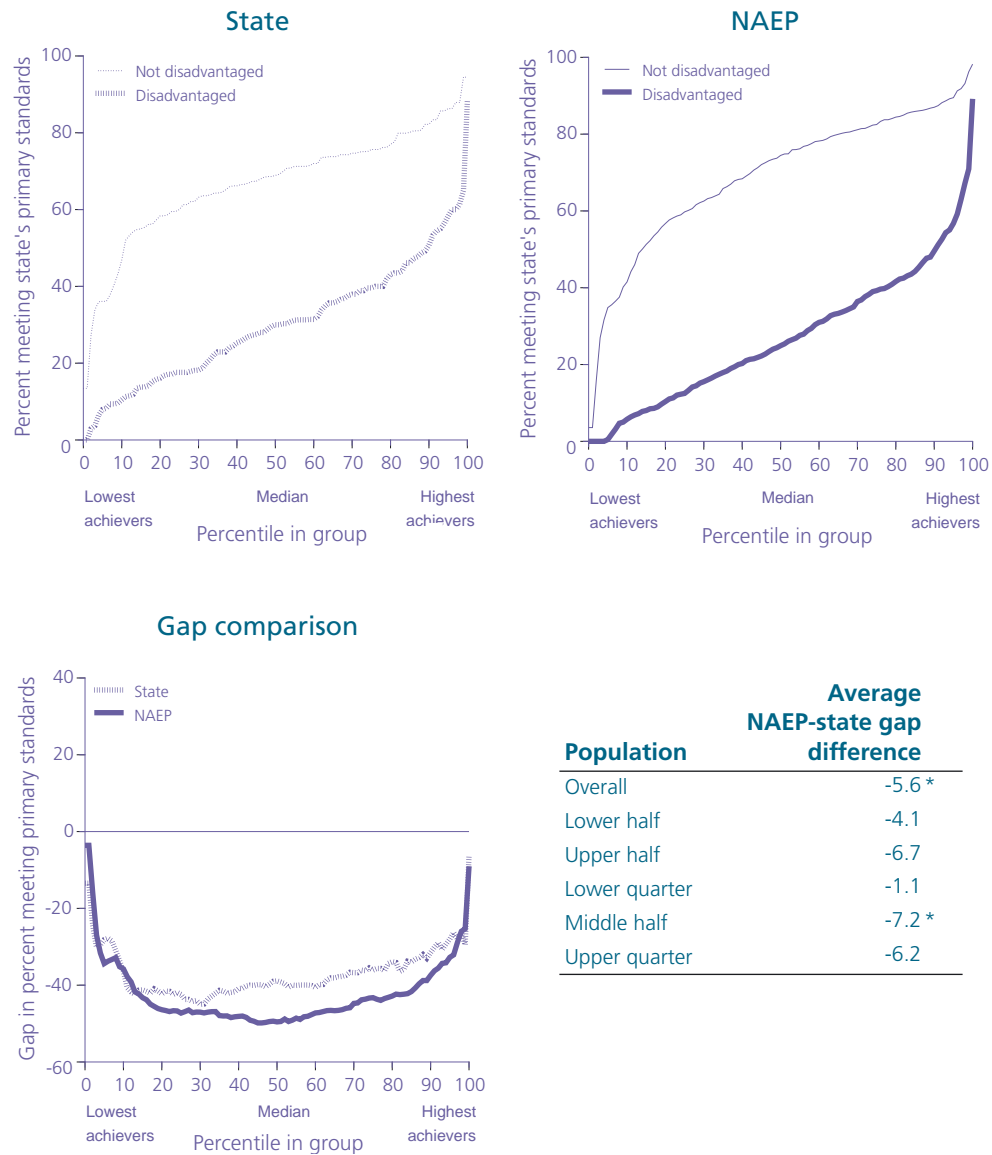


NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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.





# D

## 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:<sup>1</sup>

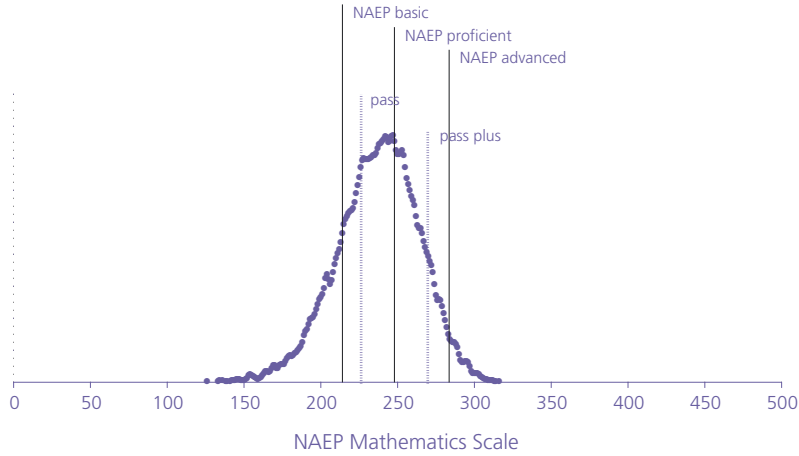
- **Standards.** The state's primary grade 3 mathematics performance standard (*pass*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 3 and 8.
- **Gaps.** Overall, the Black-White and poverty gaps in grade 3 in percent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

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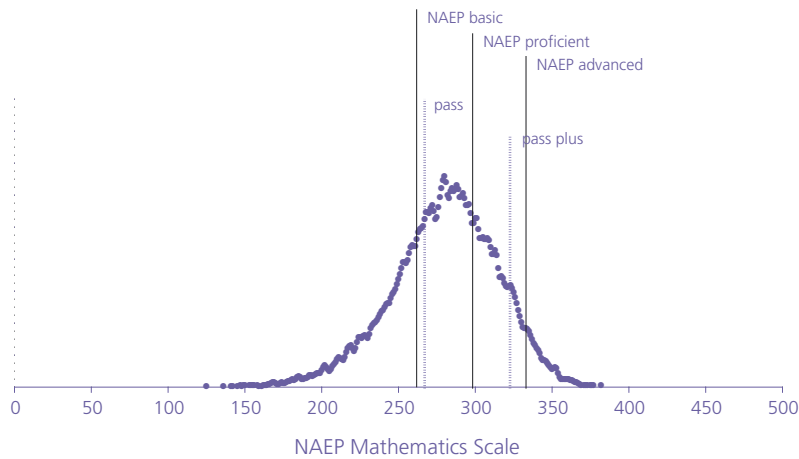
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



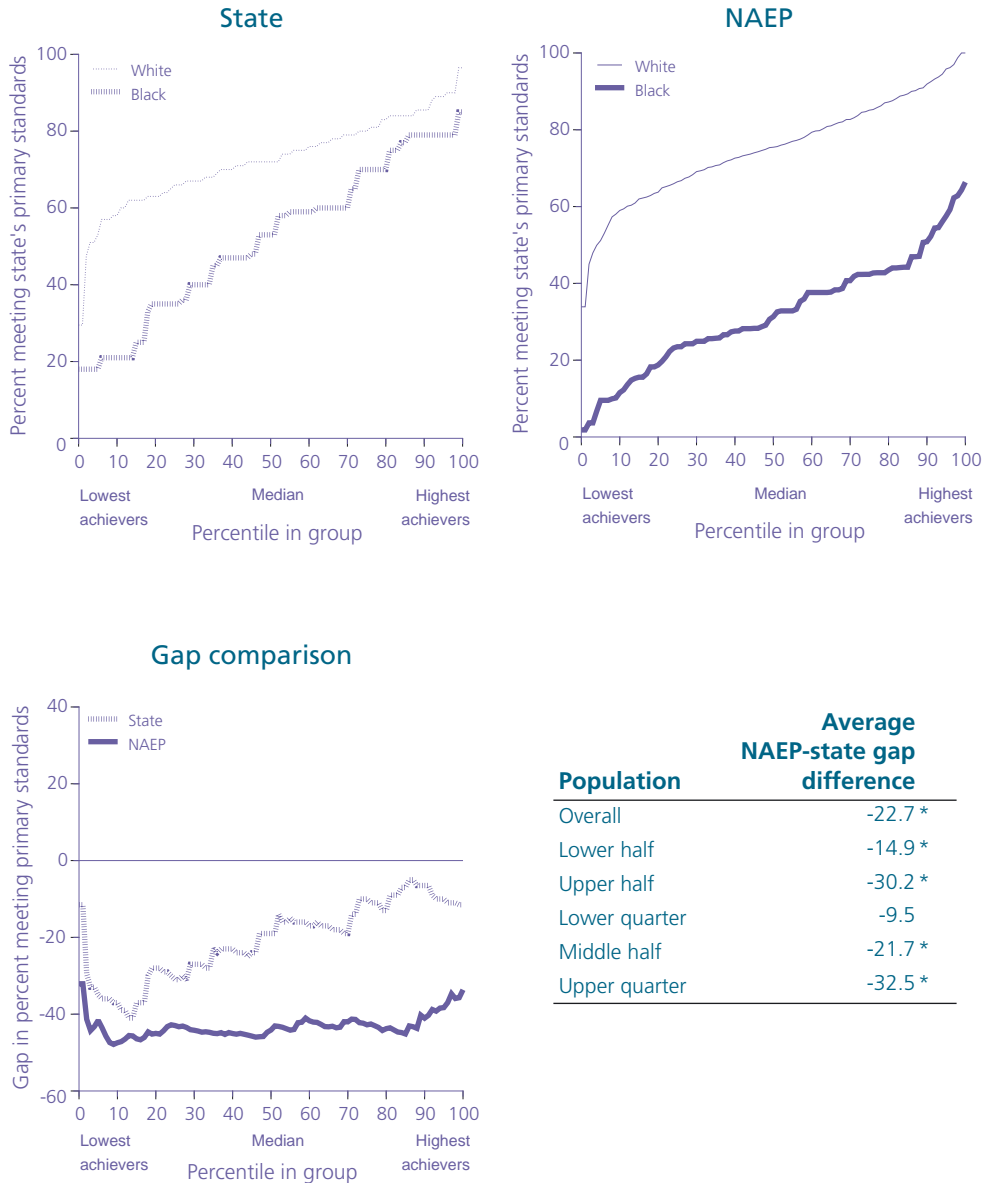
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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

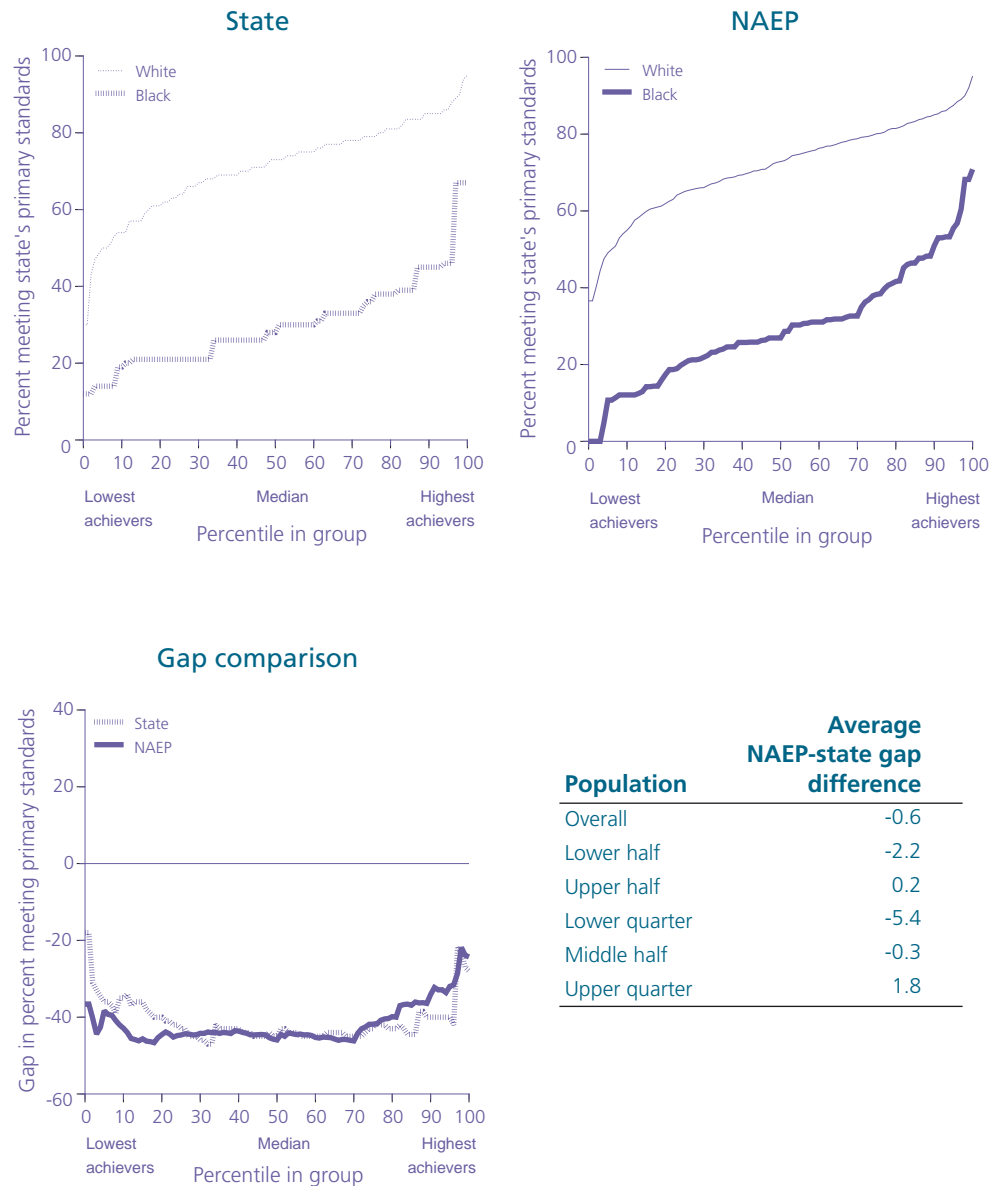


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 3.

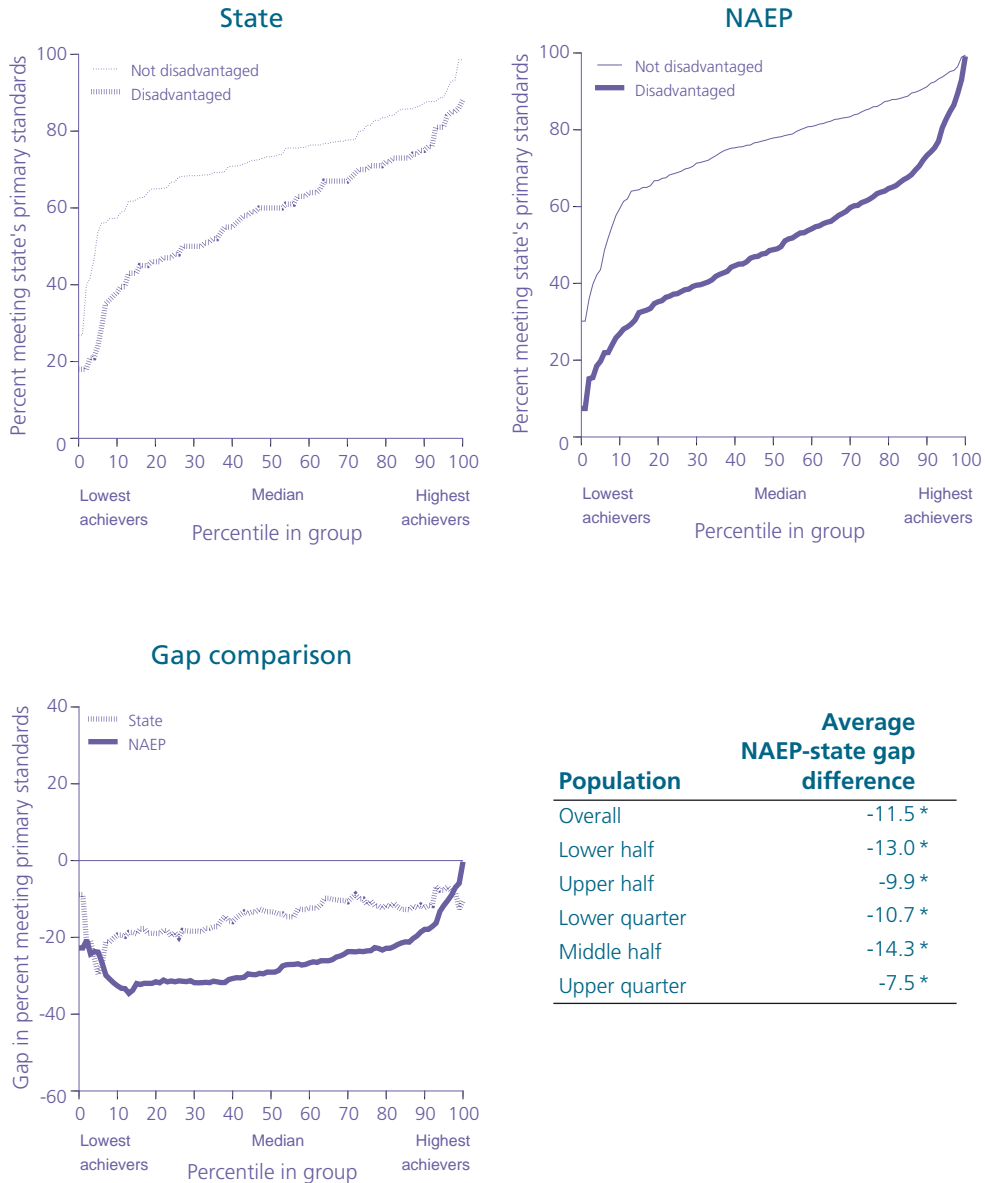
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

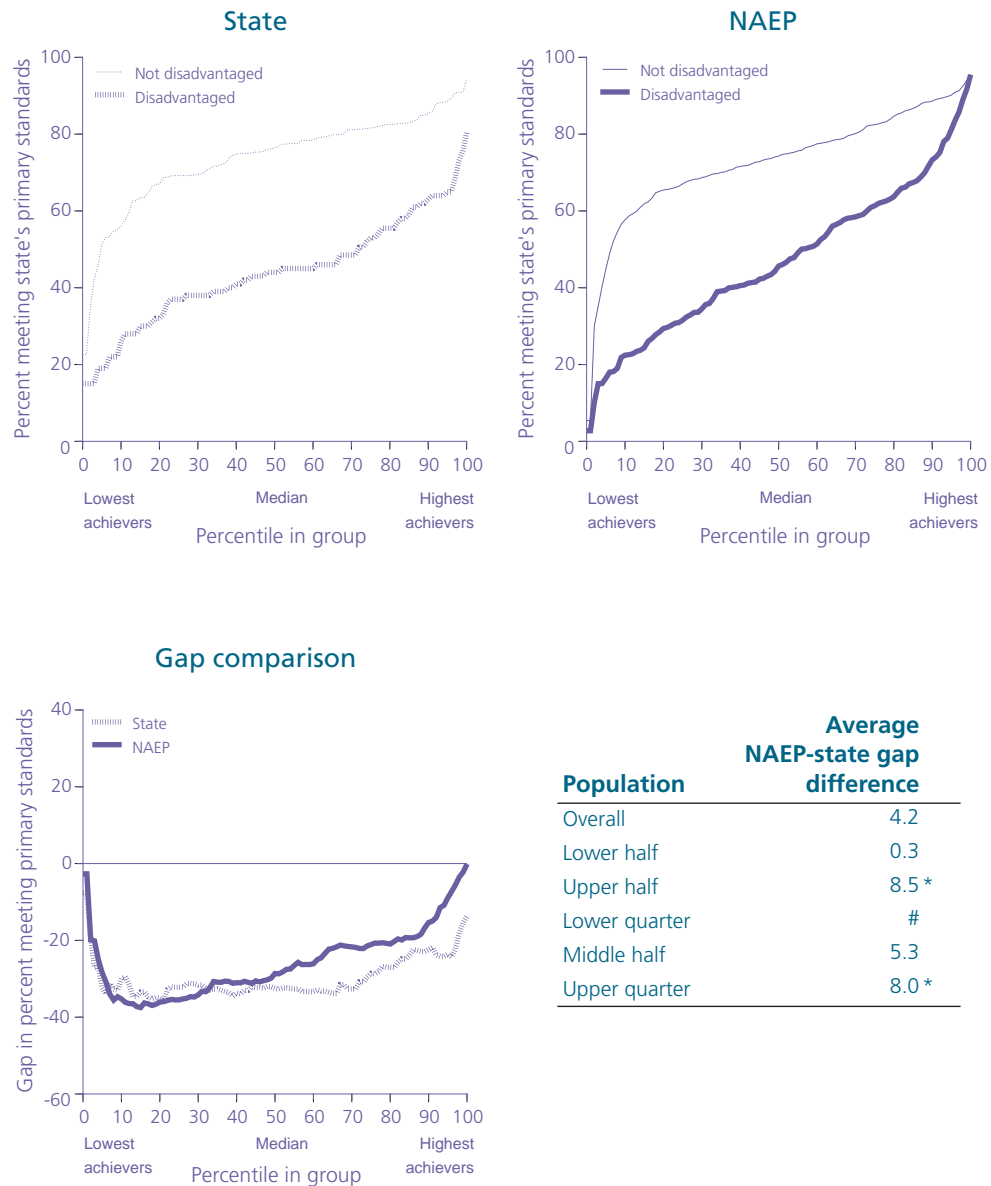


\* NAEP–State gap difference significantly different from zero ( $p < .05$ ).

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:<sup>1</sup>

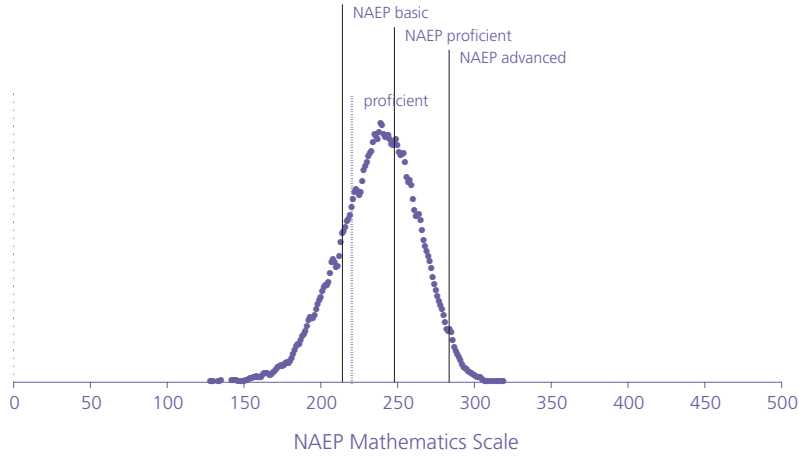
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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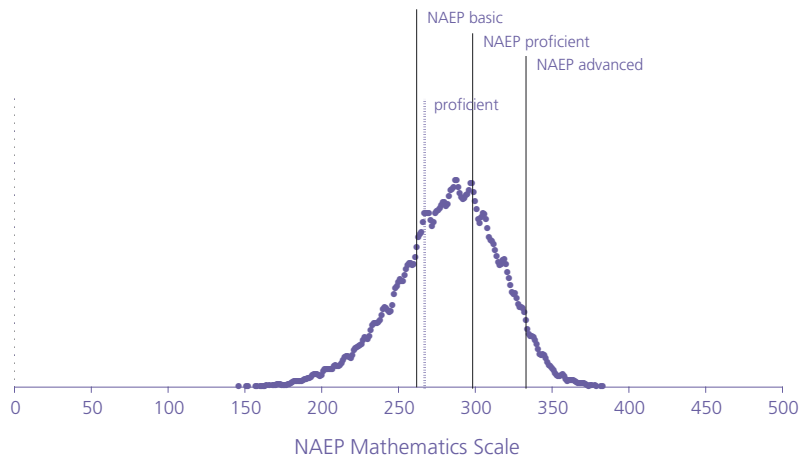
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

**K**ansas 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:<sup>1</sup>

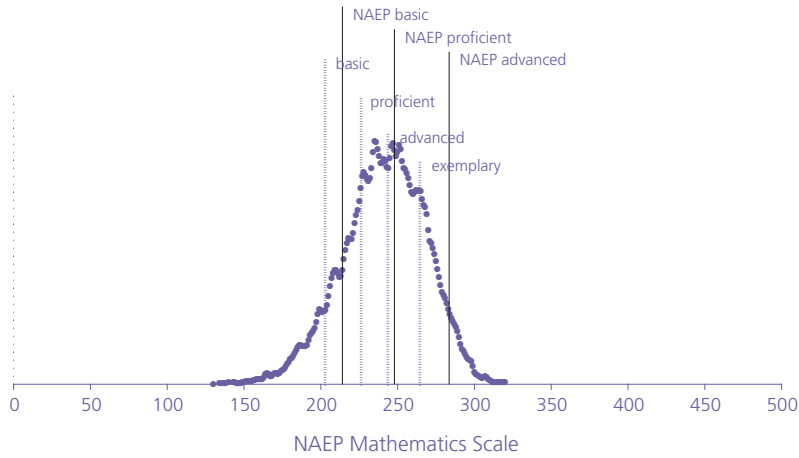
- **Standards.** The state's primary grade 4 mathematics performance standard (proficient) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient between 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.

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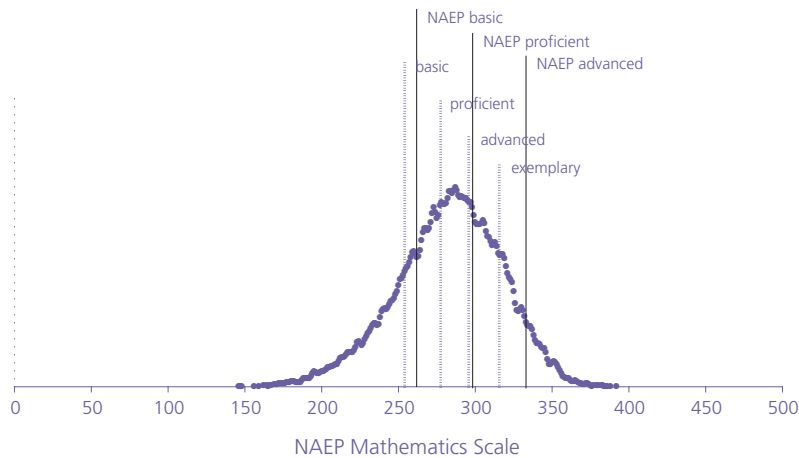
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



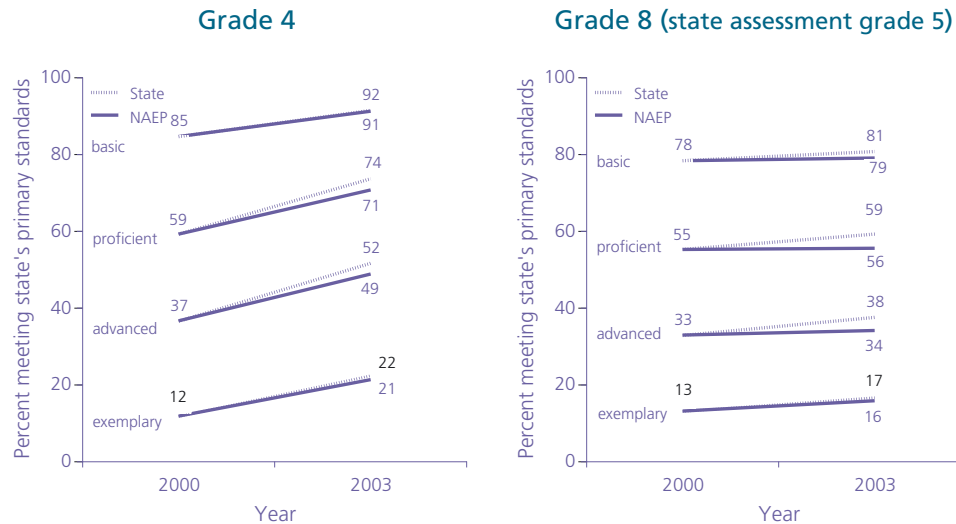
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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**



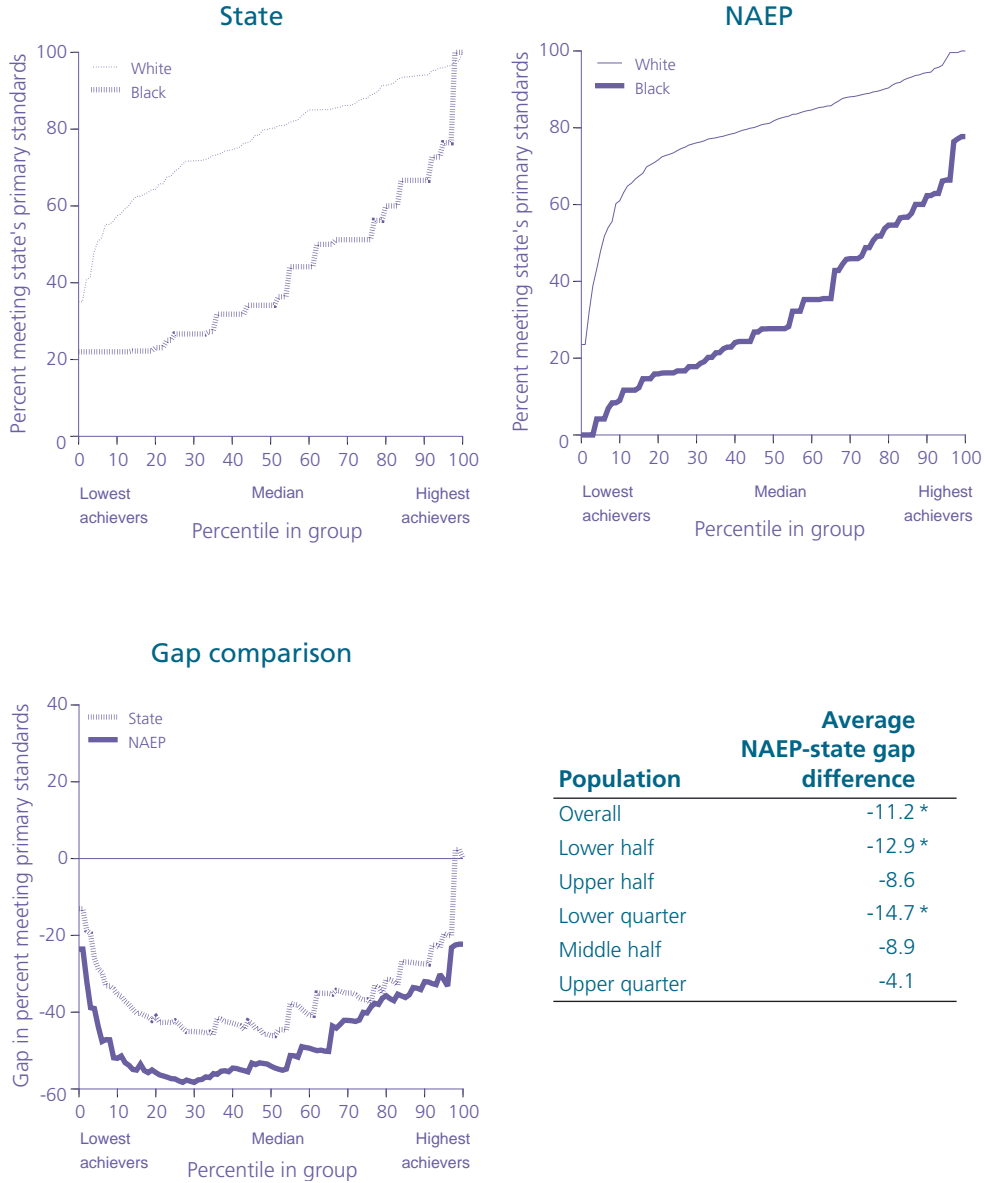
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

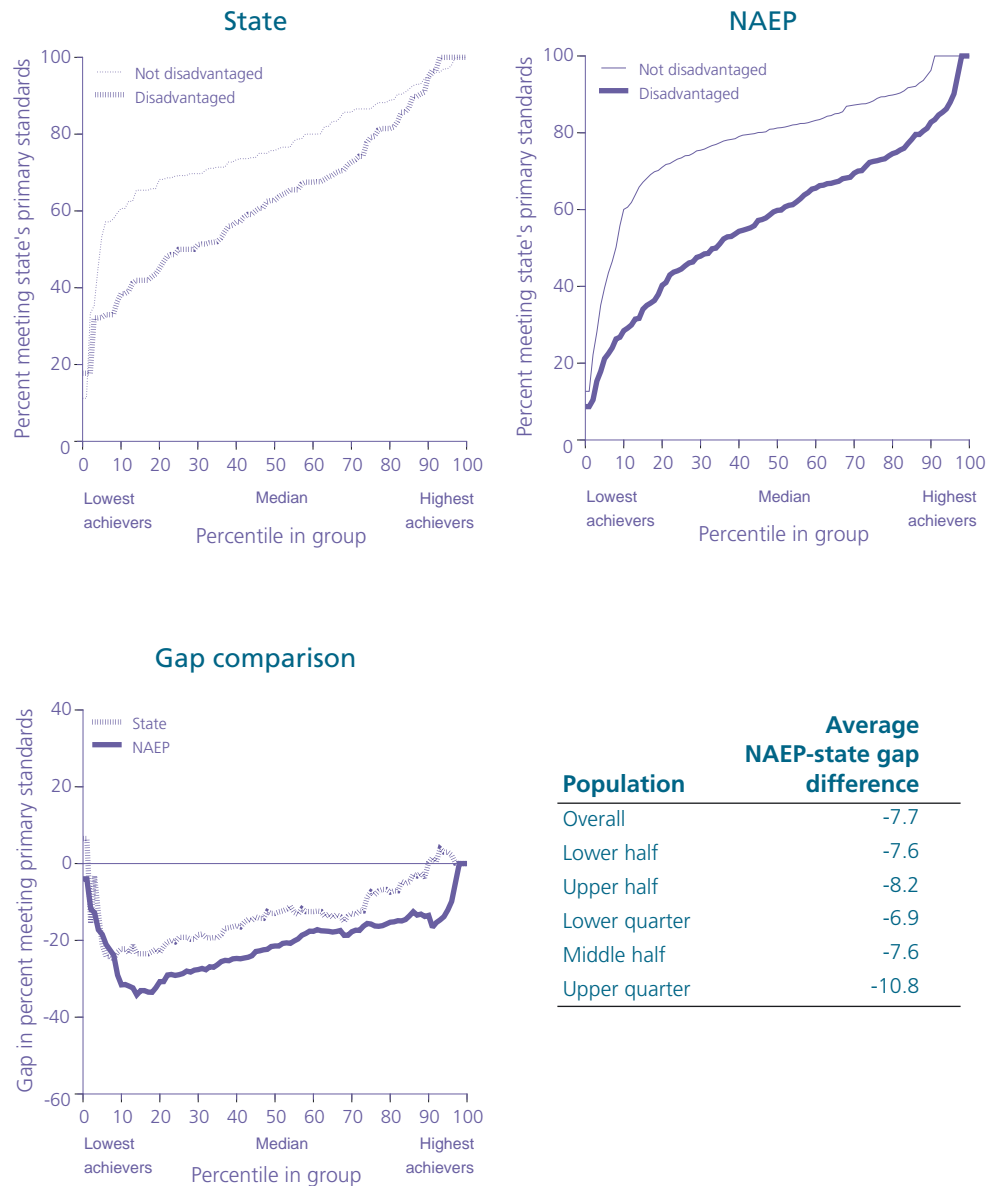


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.



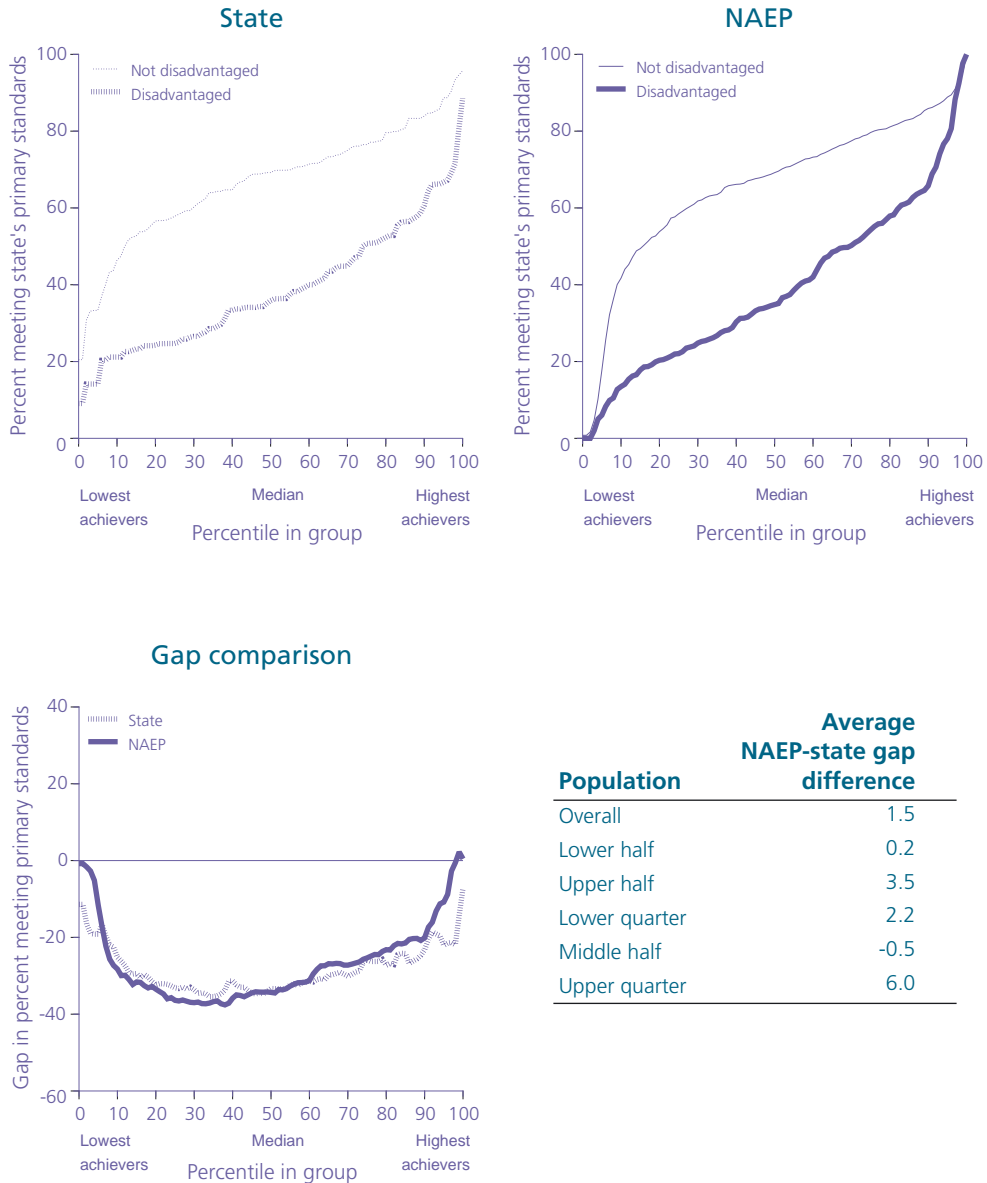
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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:<sup>1</sup>

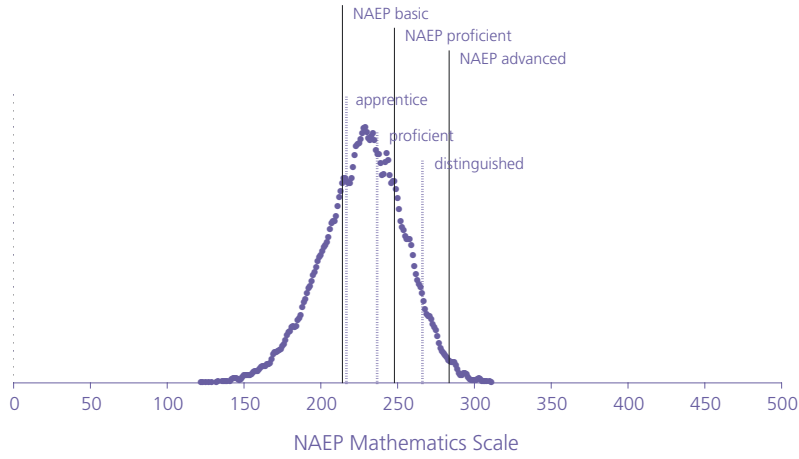
- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent proficient 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.

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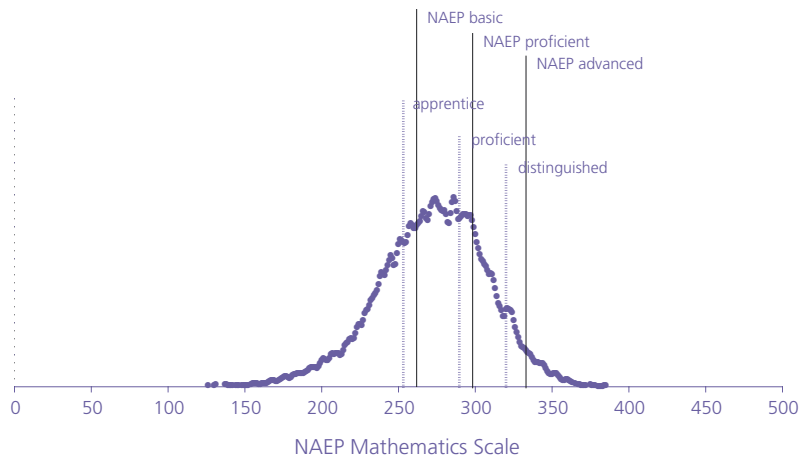
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



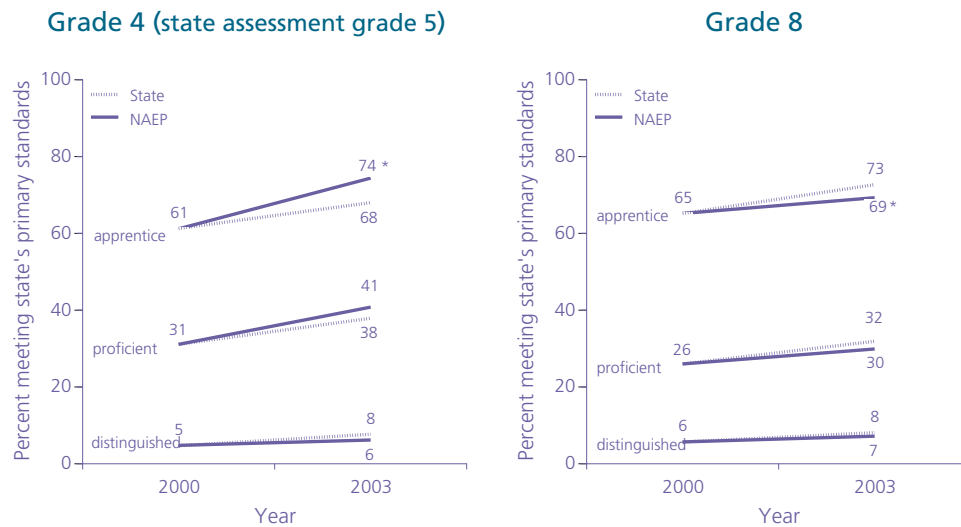
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

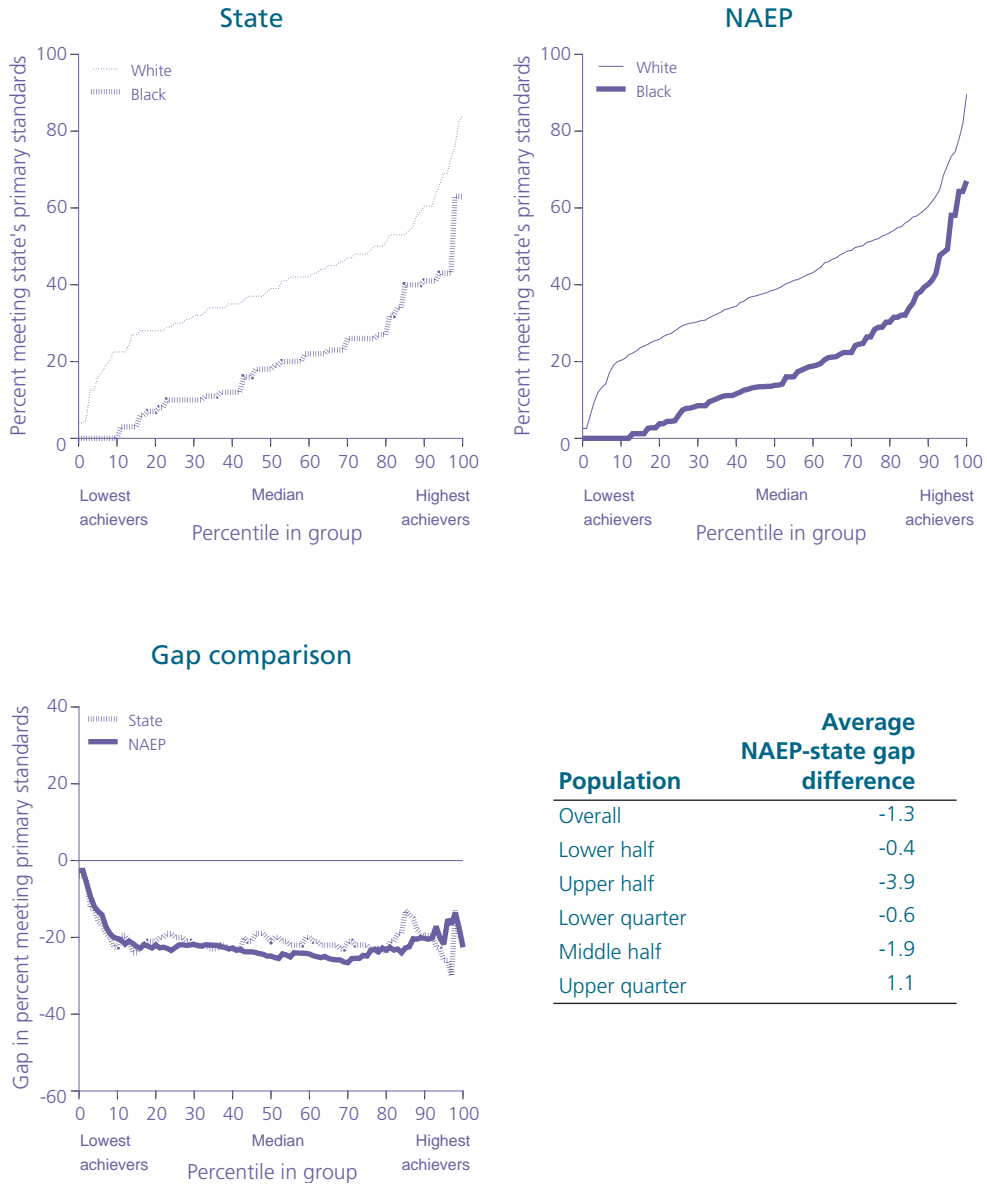
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 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](http://www.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.htm).

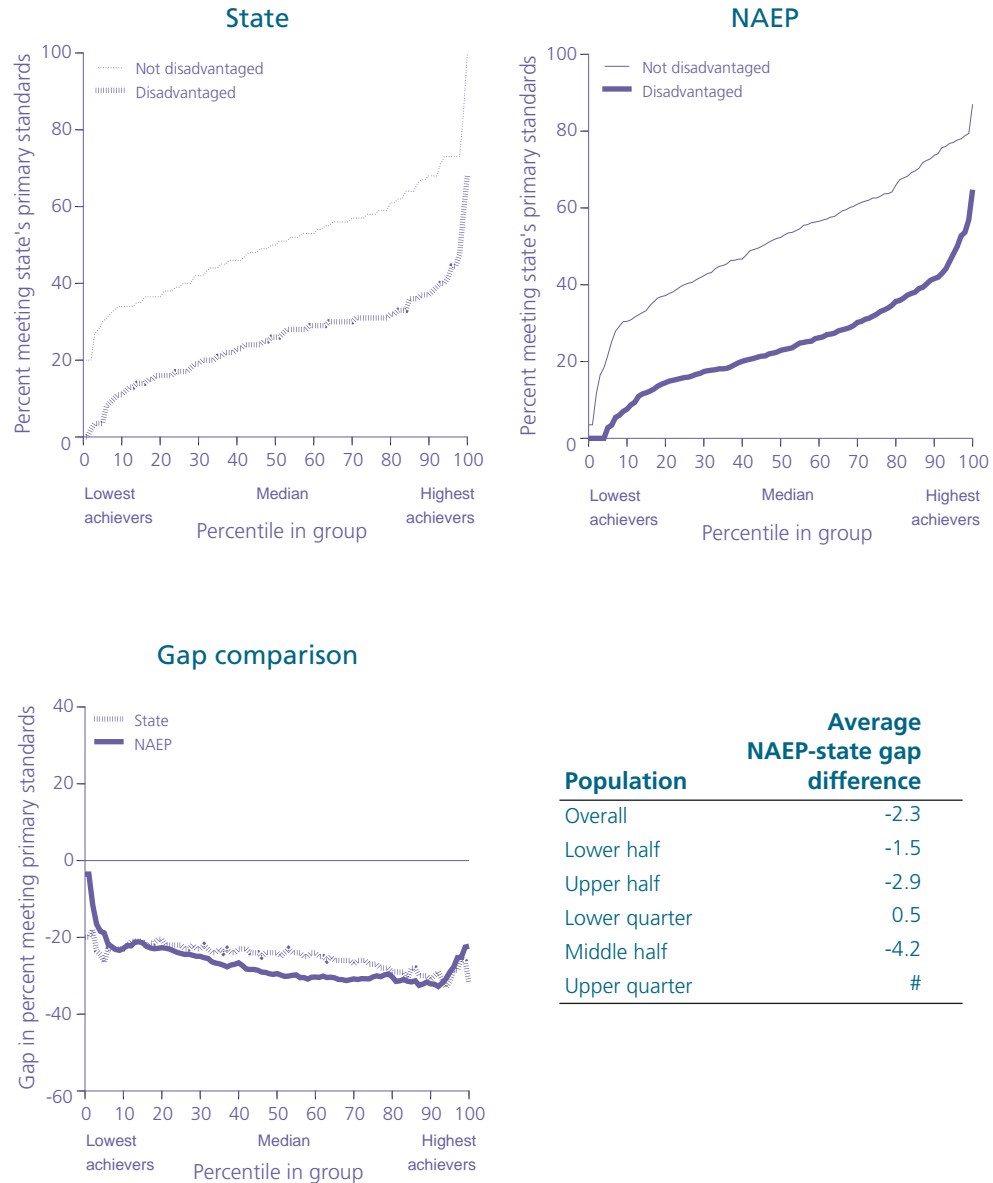
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

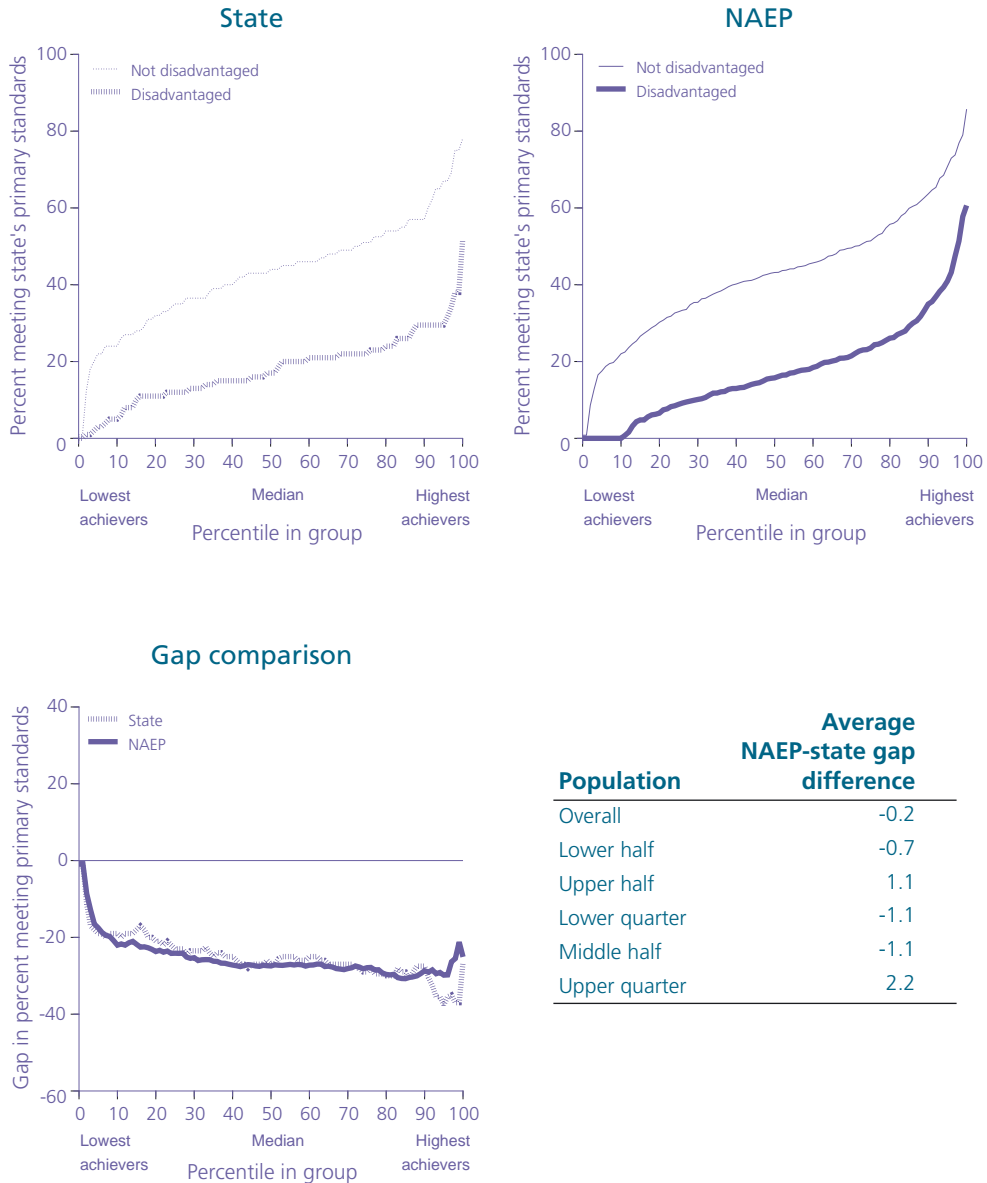


# Rounds to zero.

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:<sup>1</sup>

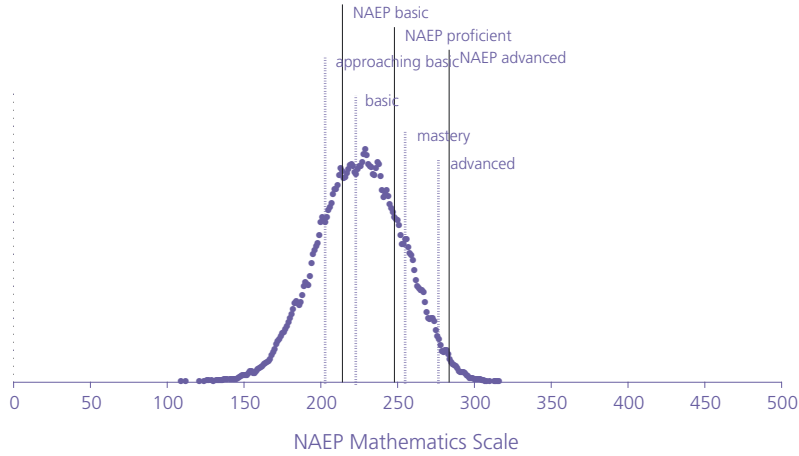
- **Standards.** The state's primary grade 4 mathematics performance standard (*mastery*) is between the NAEP proficient and advanced levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent mastery are greater than the state assessment gains. There 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.

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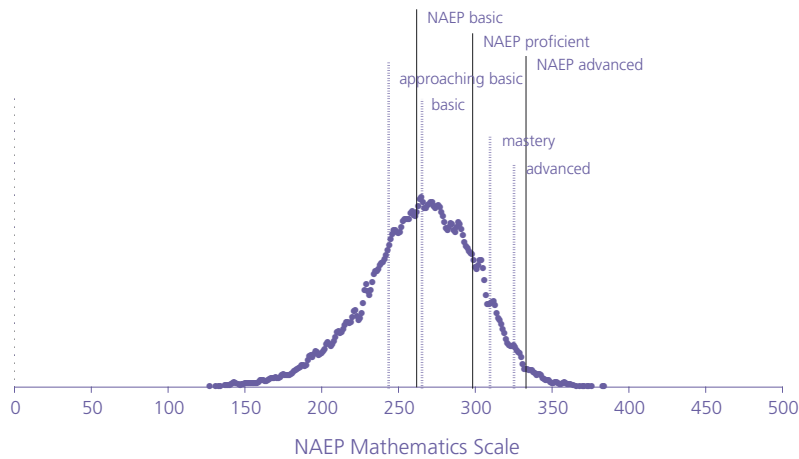
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

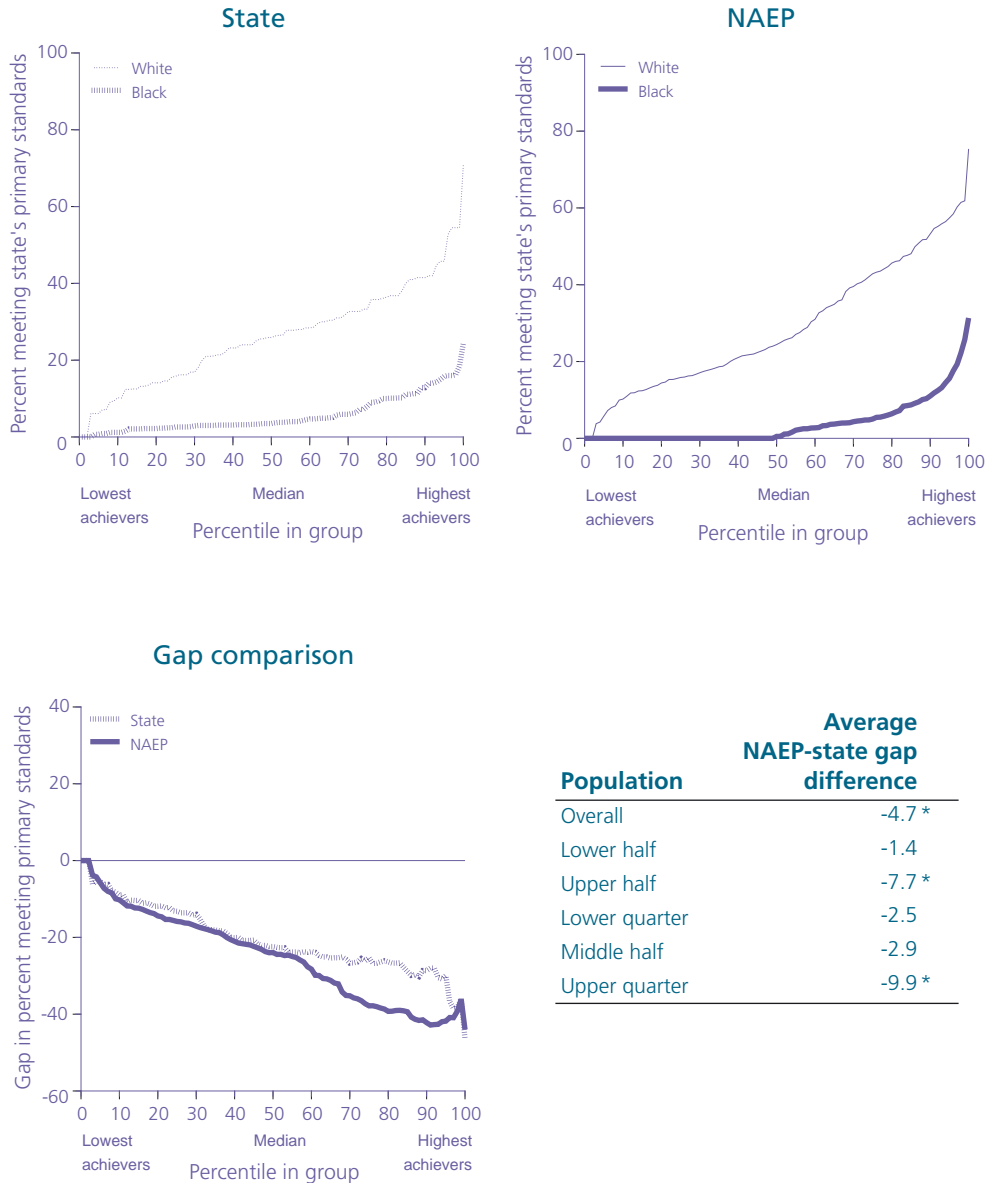
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

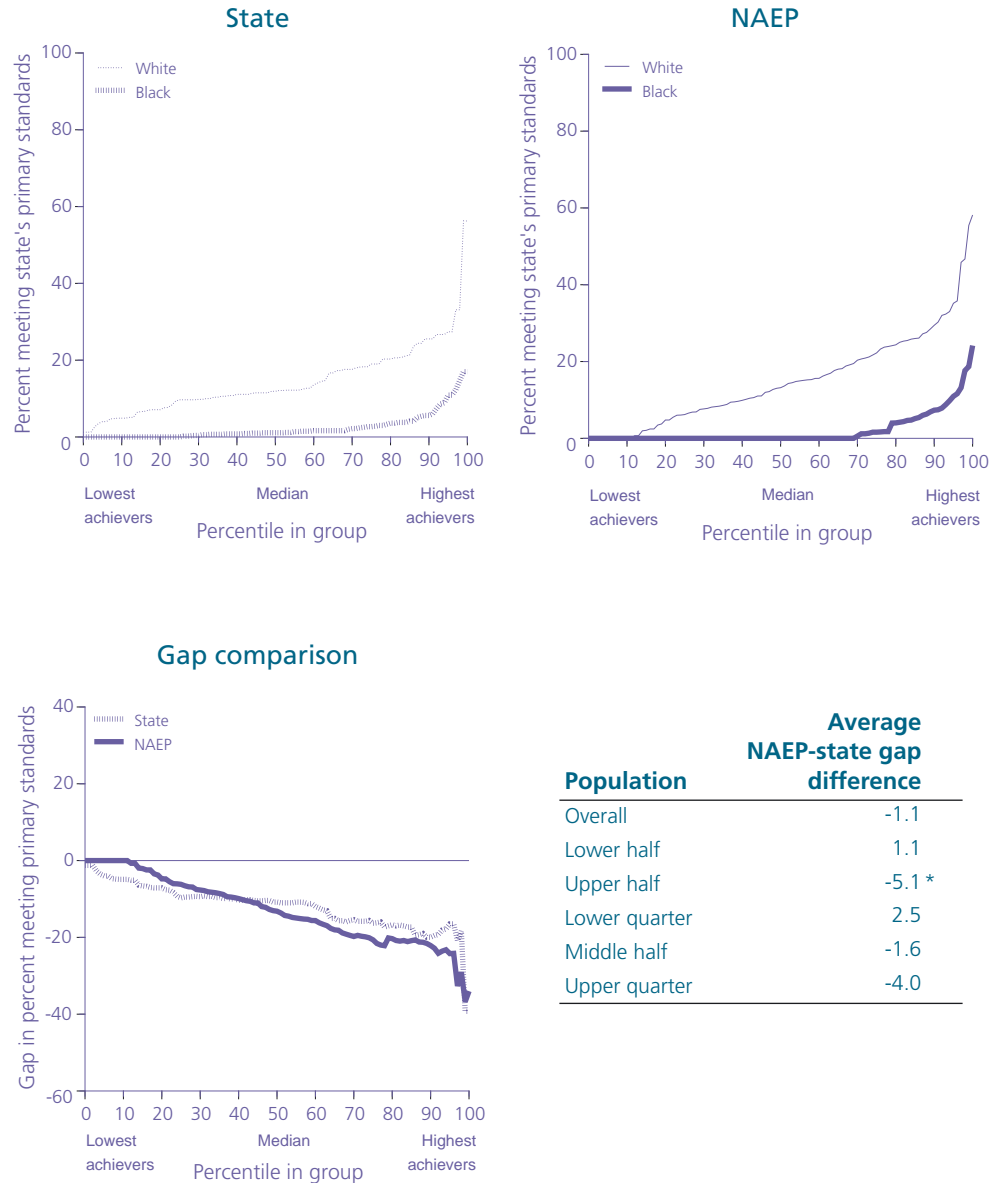
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.

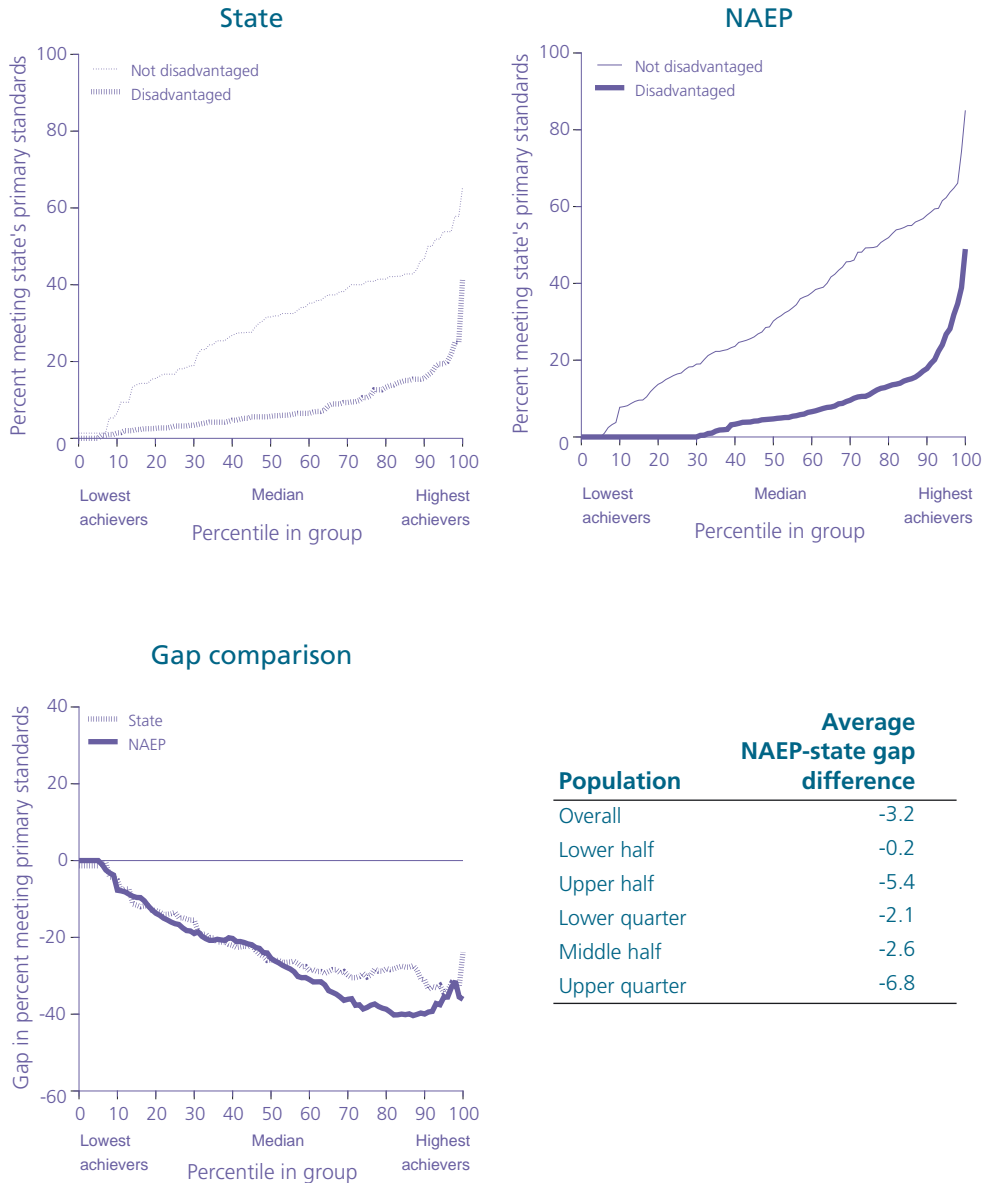
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

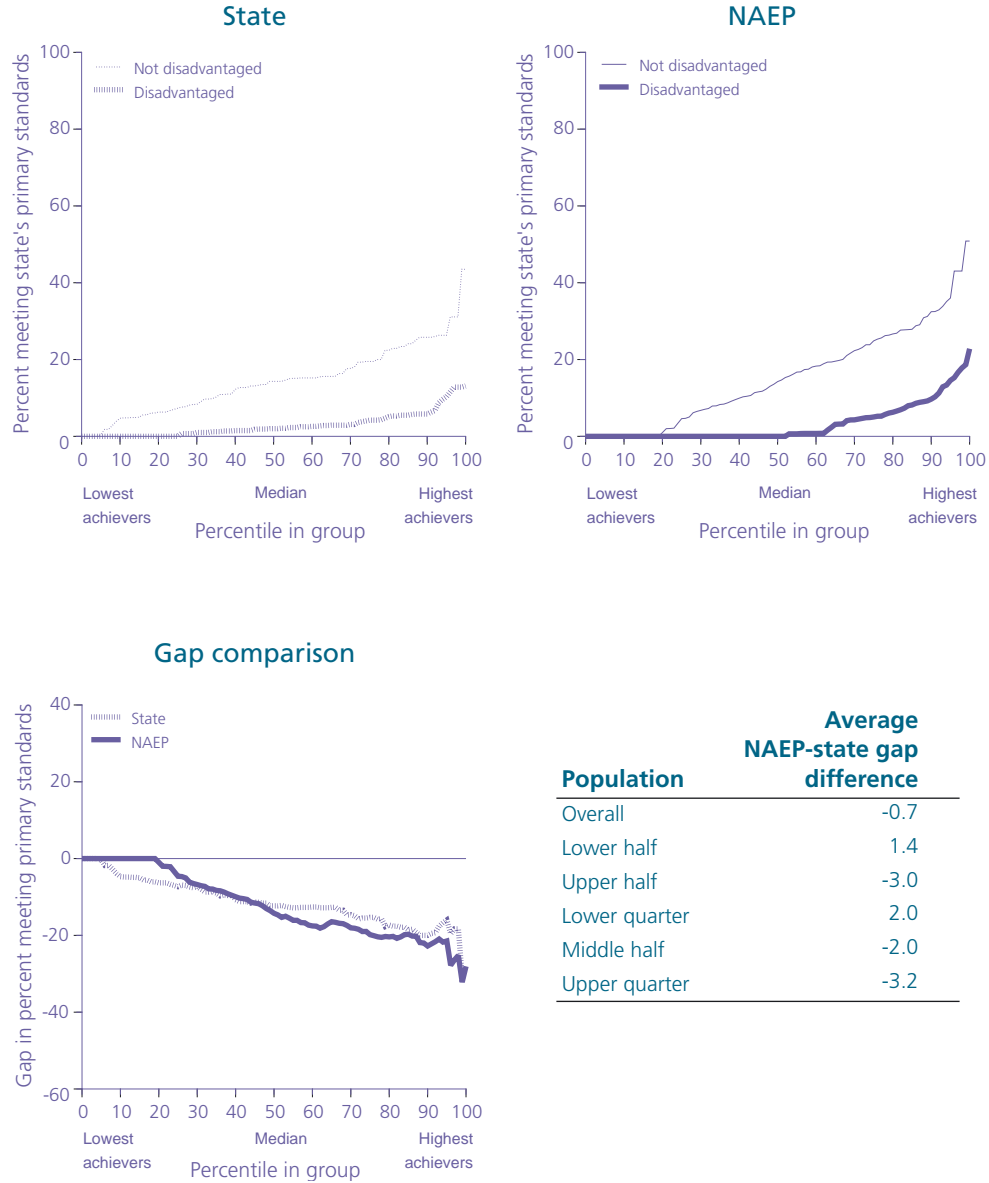
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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:<sup>1</sup>

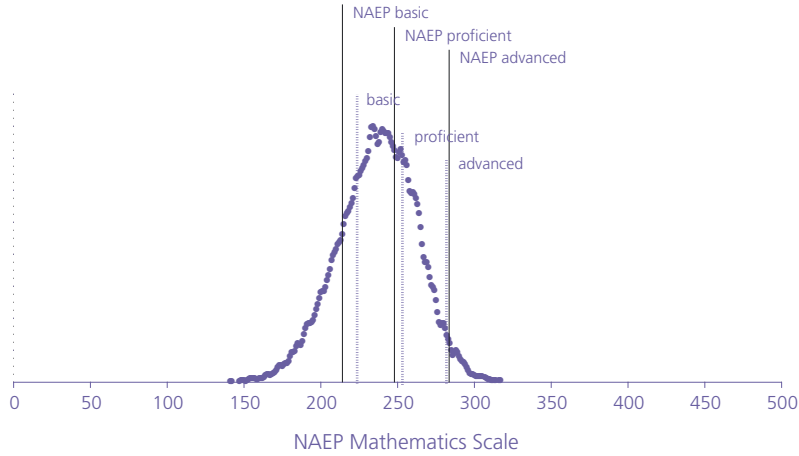
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP proficient and advanced levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent meeting are greater than the state assessment gains. There 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.

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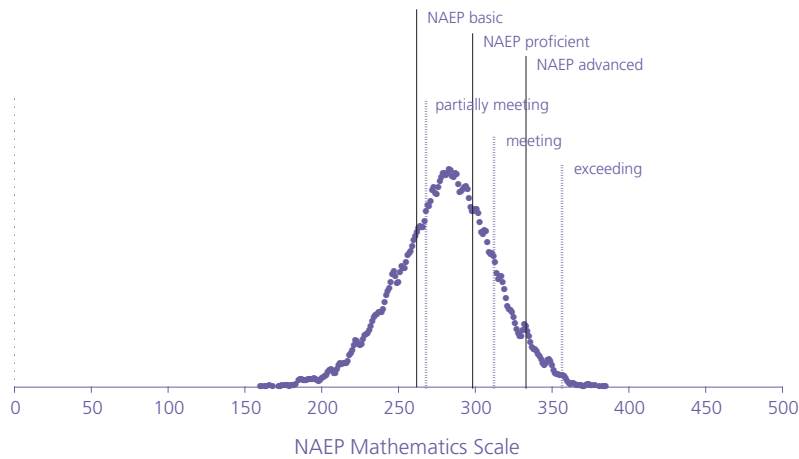
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



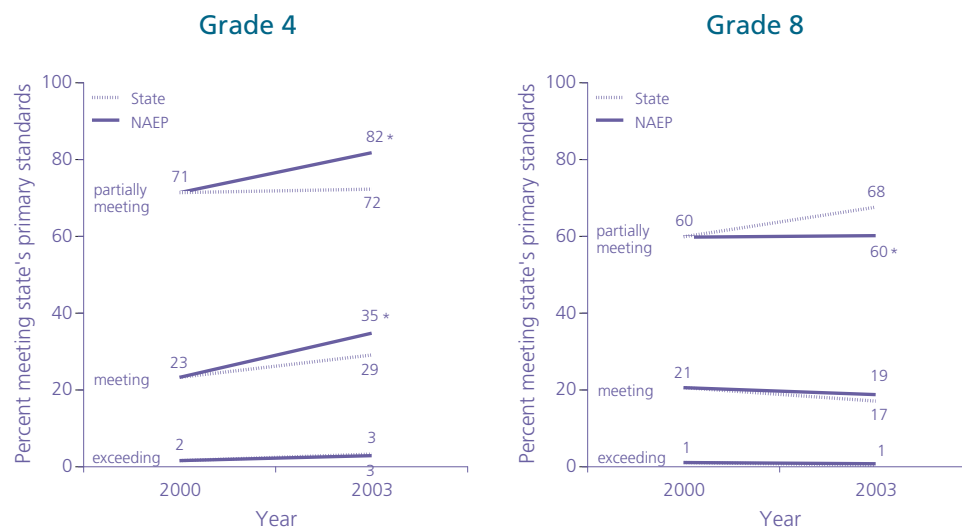
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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:<sup>1</sup>

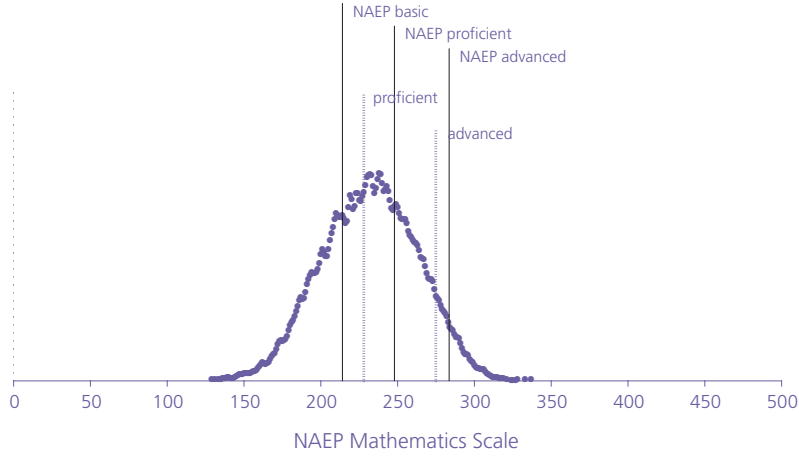
- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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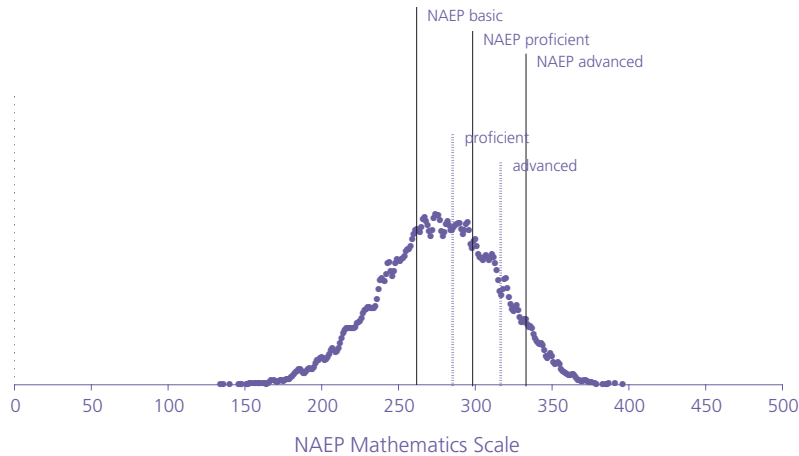
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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





# D

## 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:<sup>1</sup>

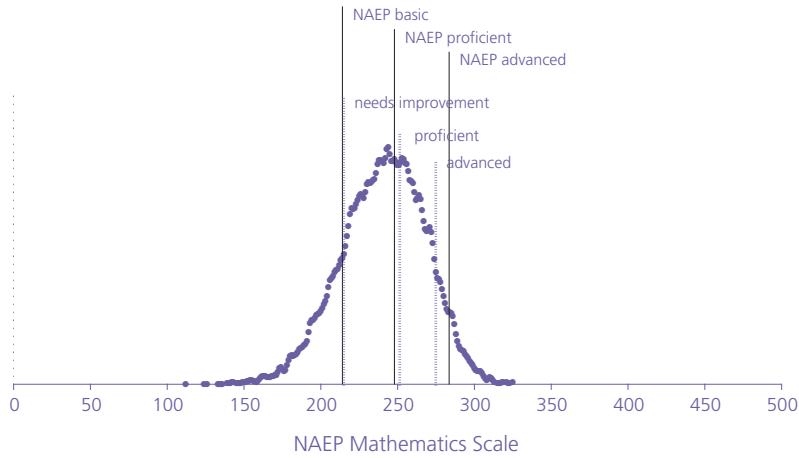
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP proficient level. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, NAEP reported a gain in grade 4 in percent proficient, which the state did not. Between 2000 and 2003, 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.

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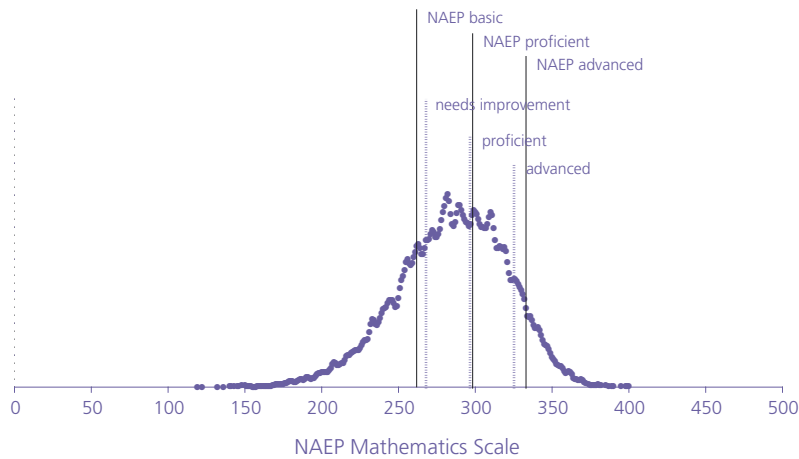
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



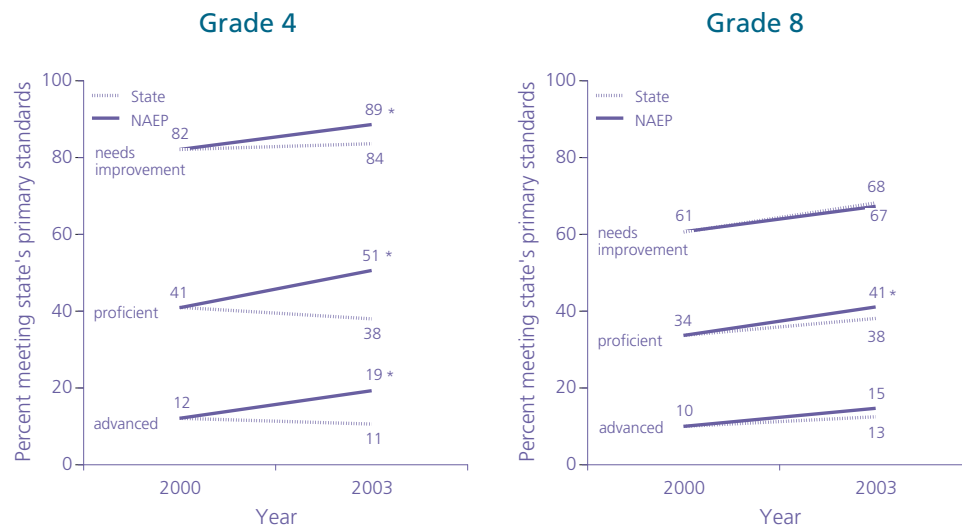
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

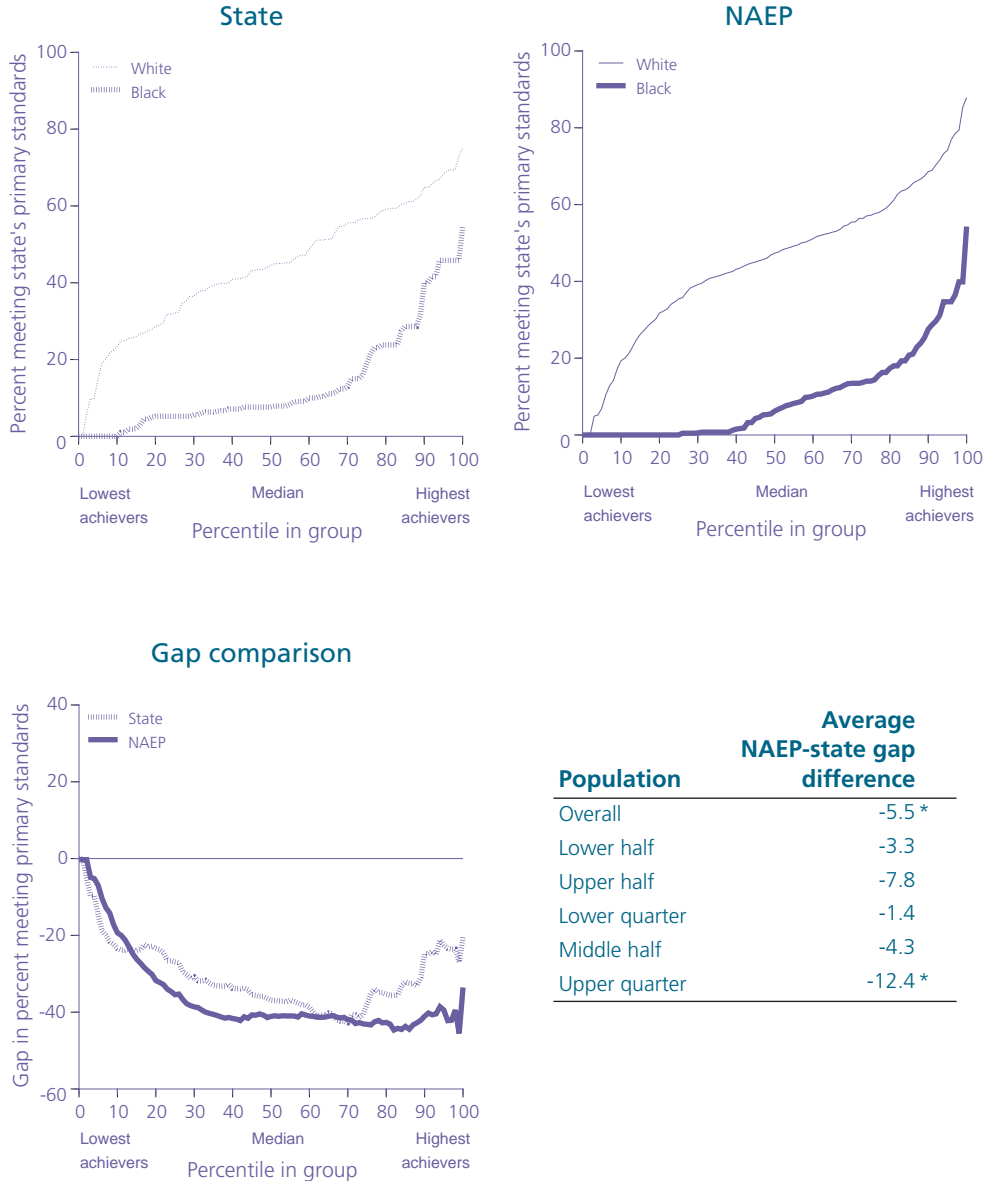
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

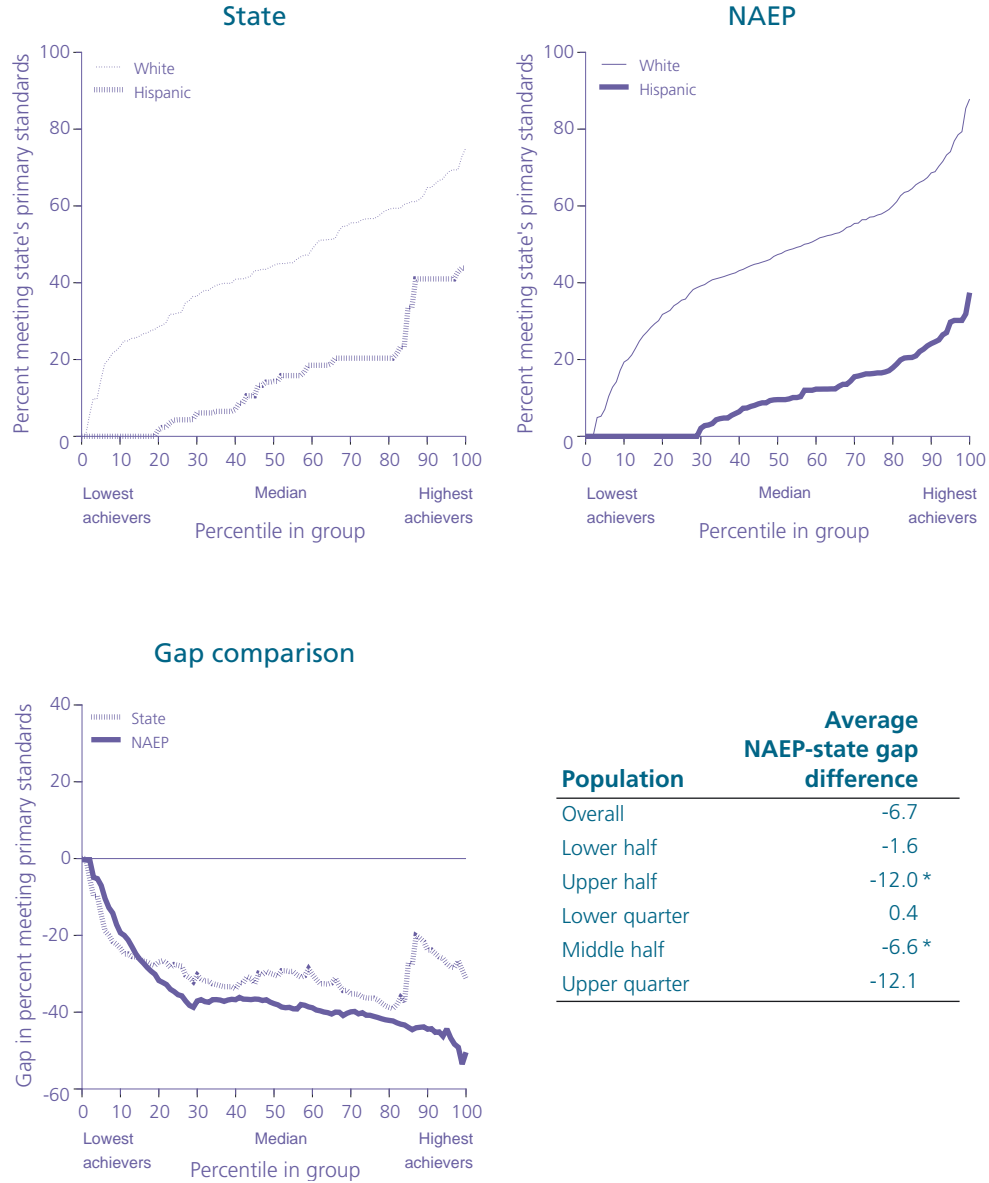
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.

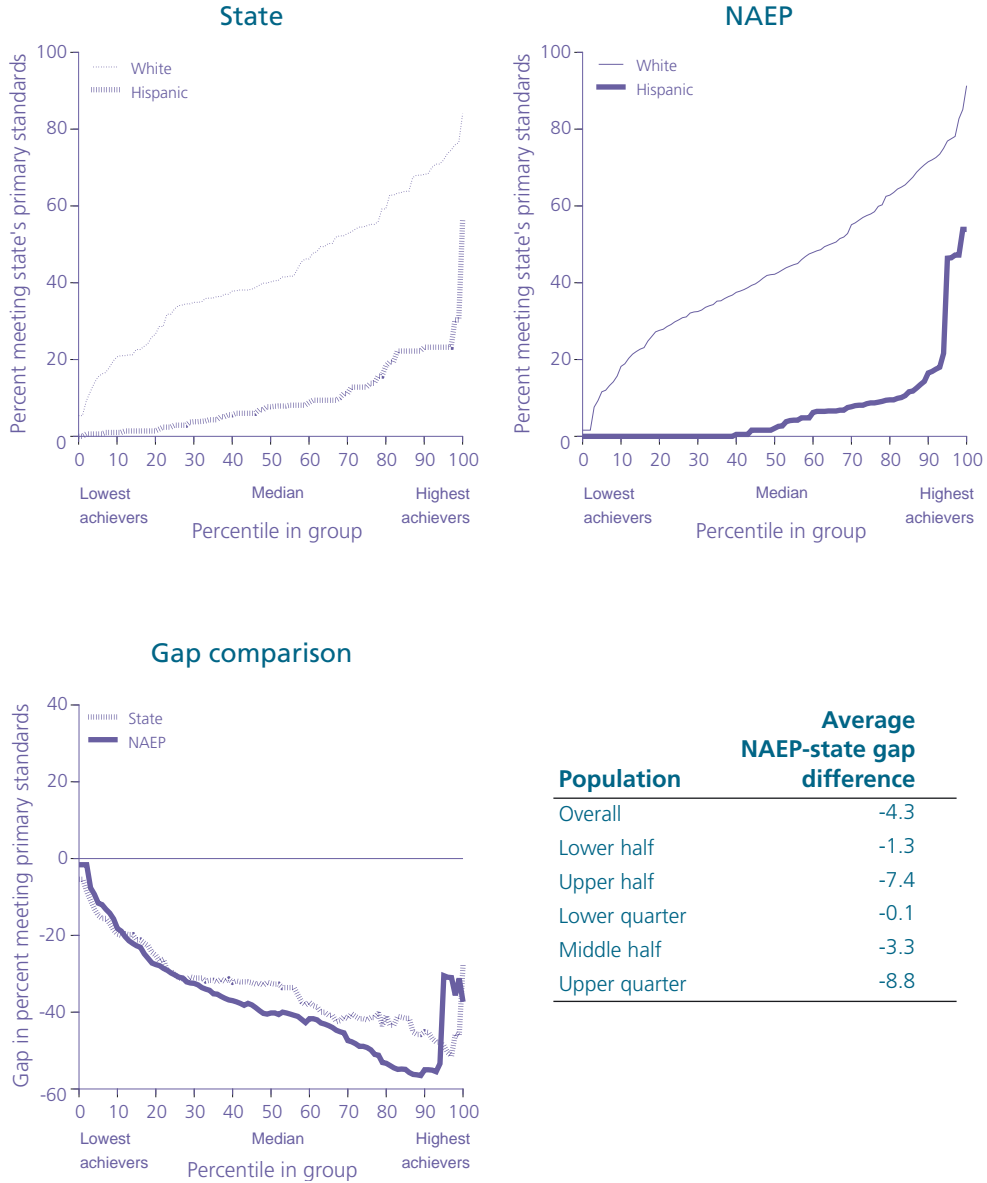
Figure 4. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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:<sup>1</sup>

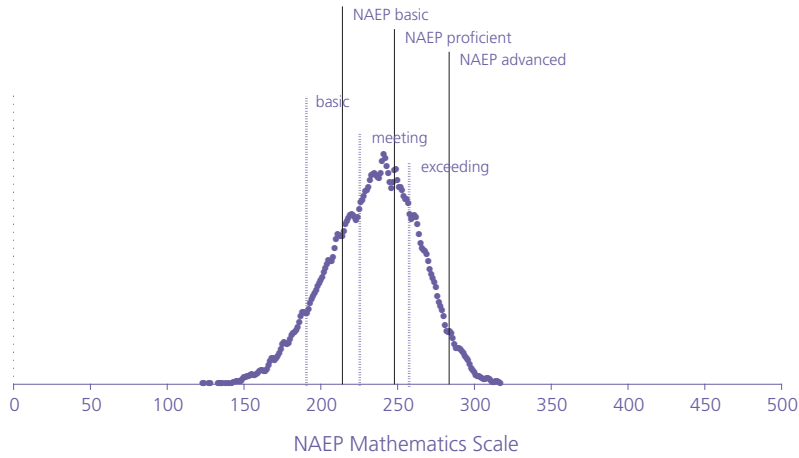
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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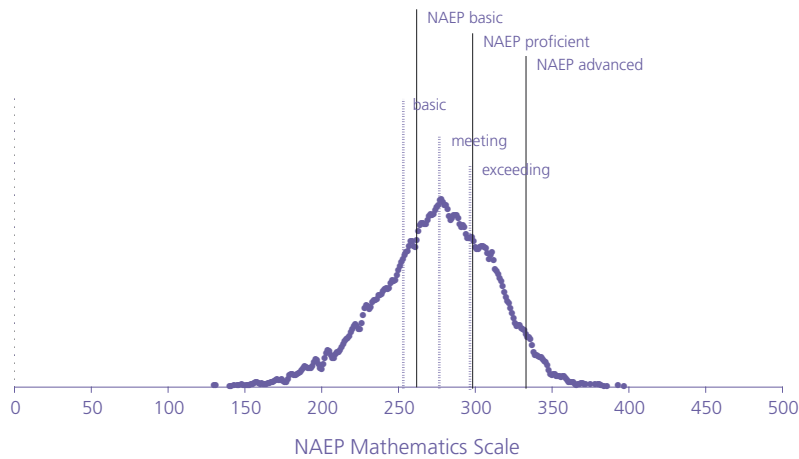
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

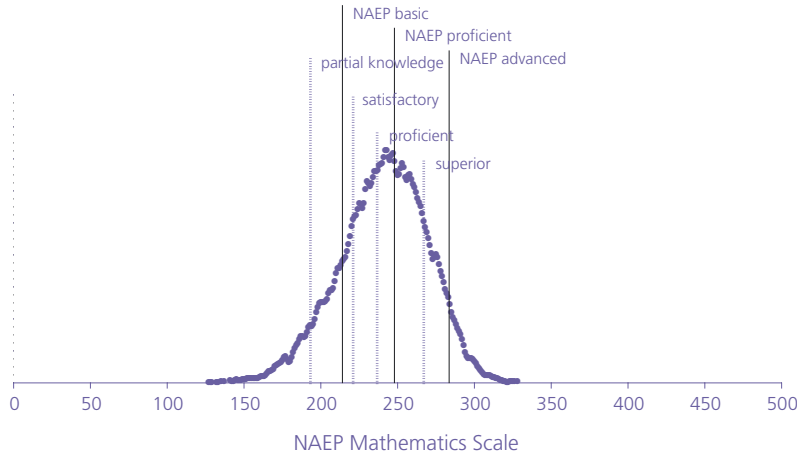
- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. There are not enough data to compare state standards to NAEP for grade 8.
- **Trends.** There were no significant differences between grade 4 NAEP and state assessment 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.

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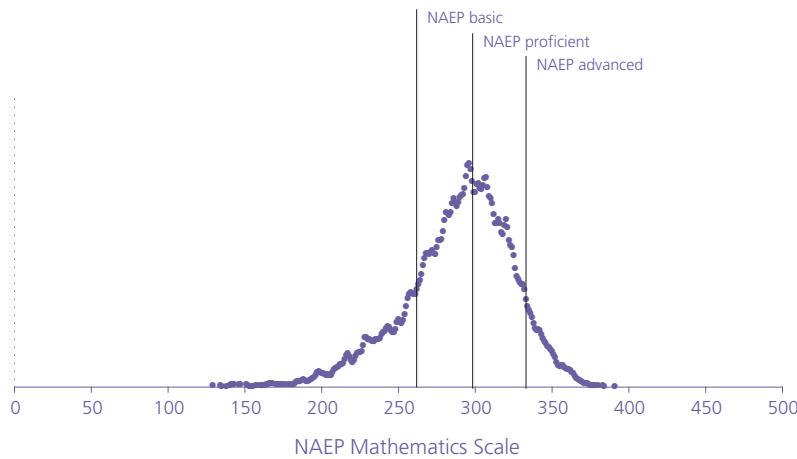
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



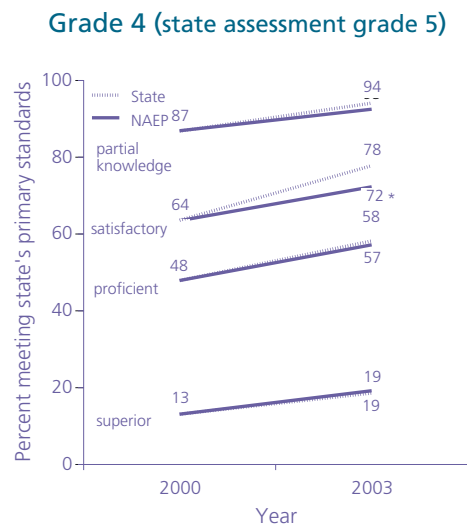
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

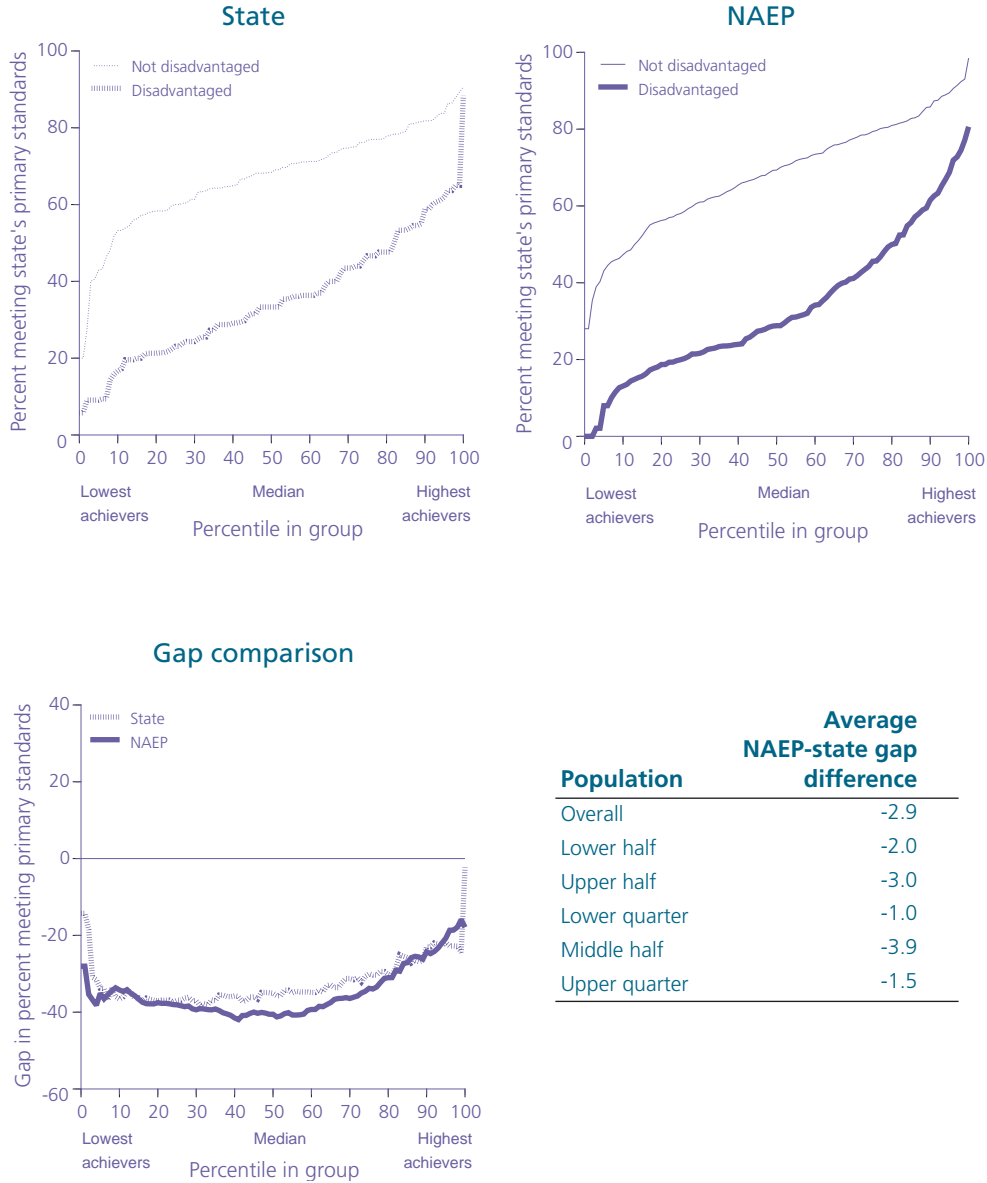
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 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:<sup>1</sup>

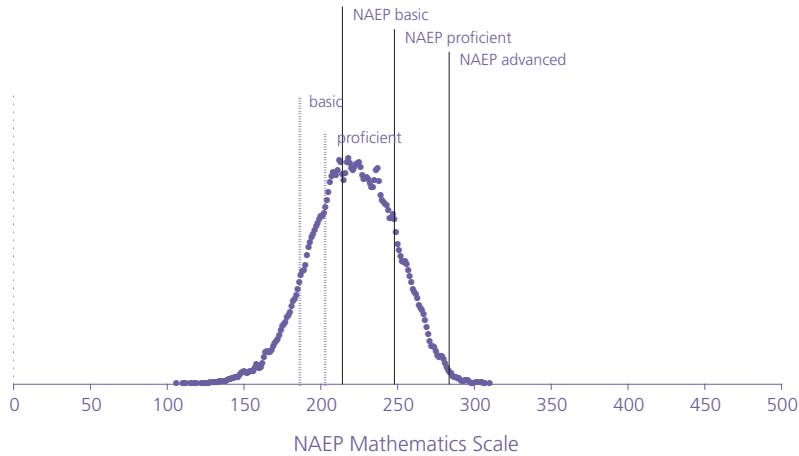
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is below the NAEP basic level. The state's primary grade 8 mathematics performance standard (*proficient*) is close to the NAEP basic level.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.**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

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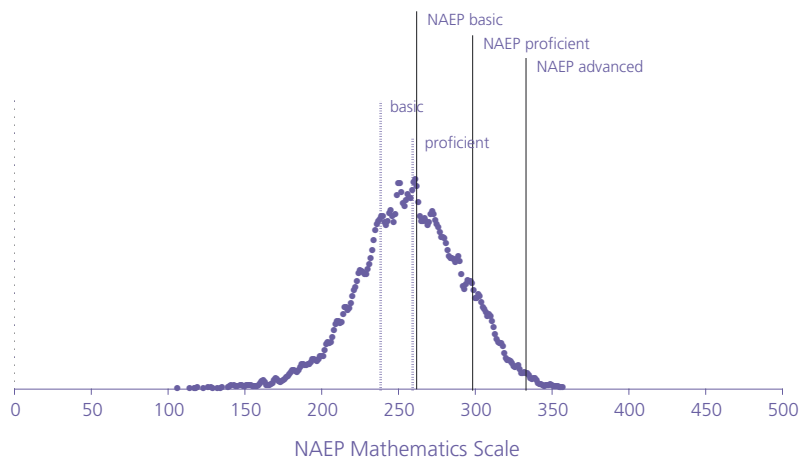
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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





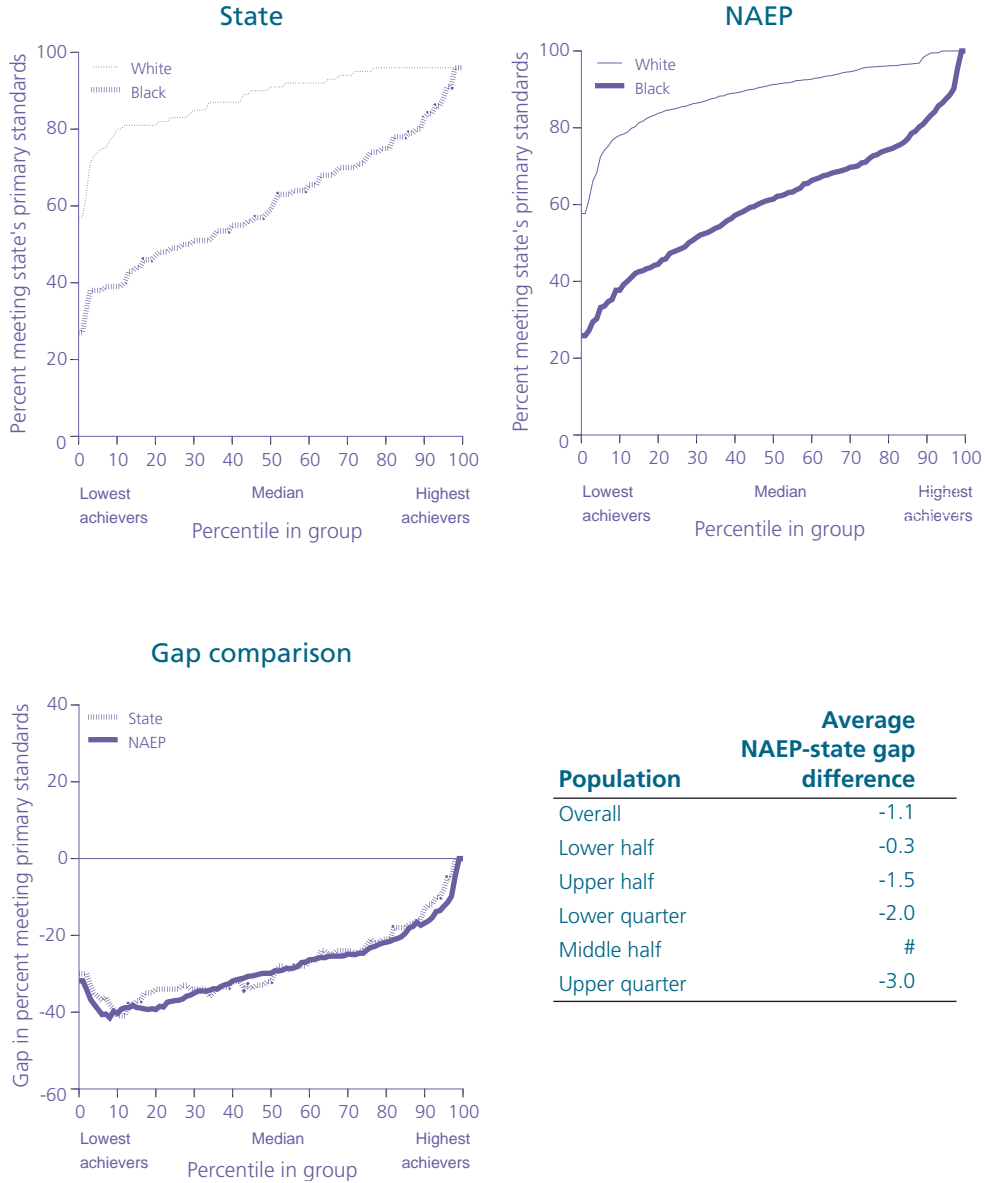
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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	#
<b>Excluded</b>	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	#
<b>Accommodated</b>	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.

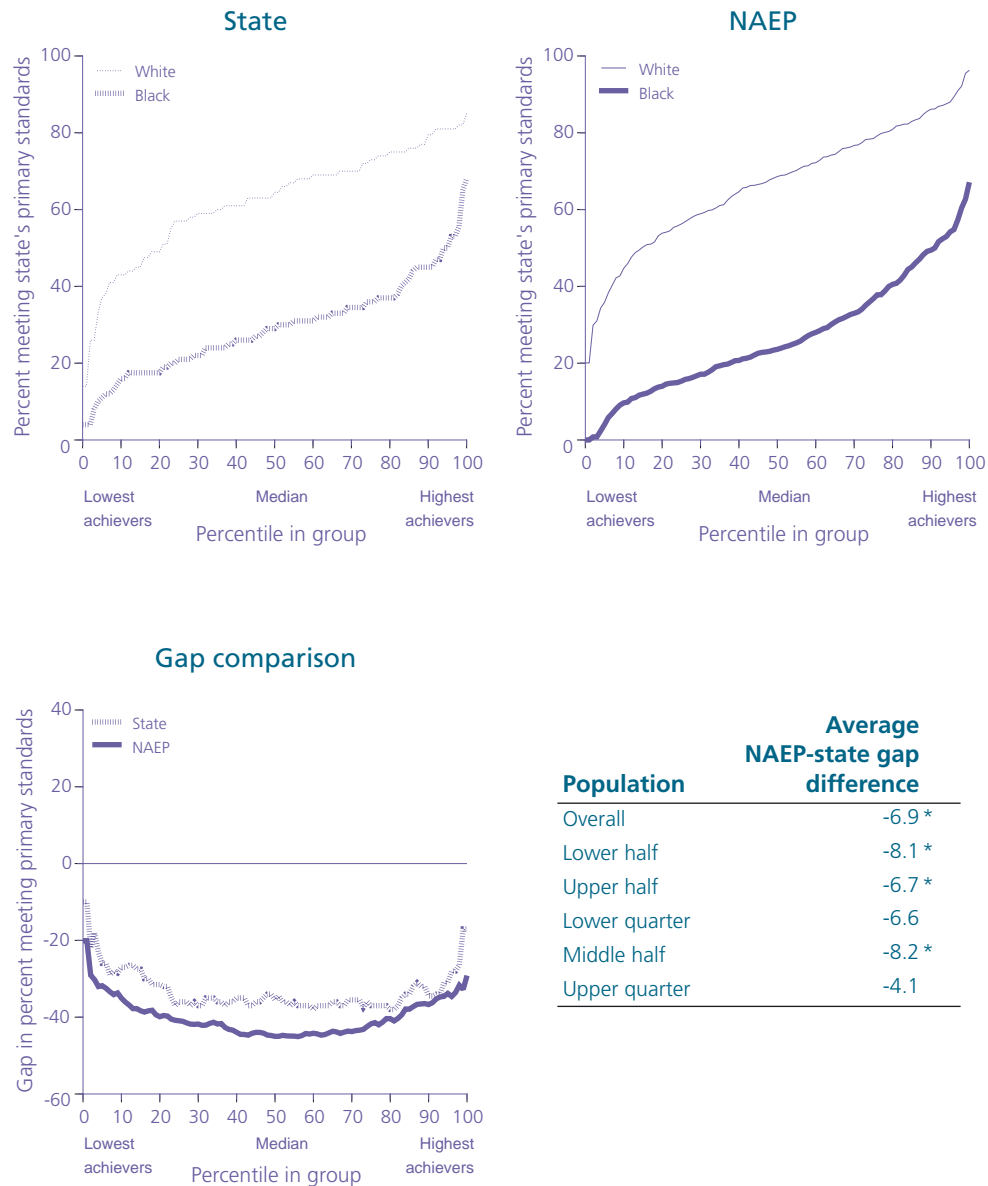
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



# 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.

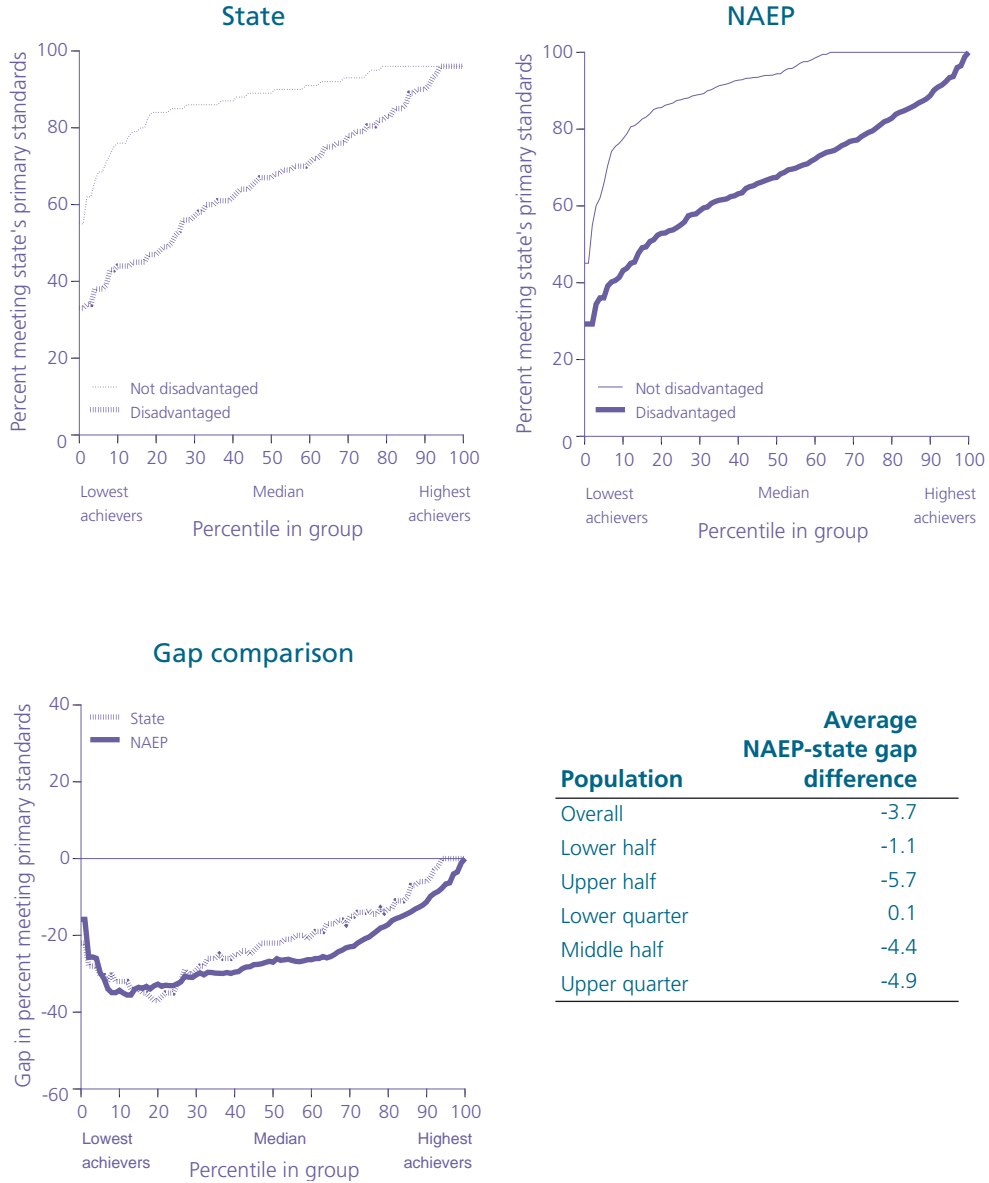
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

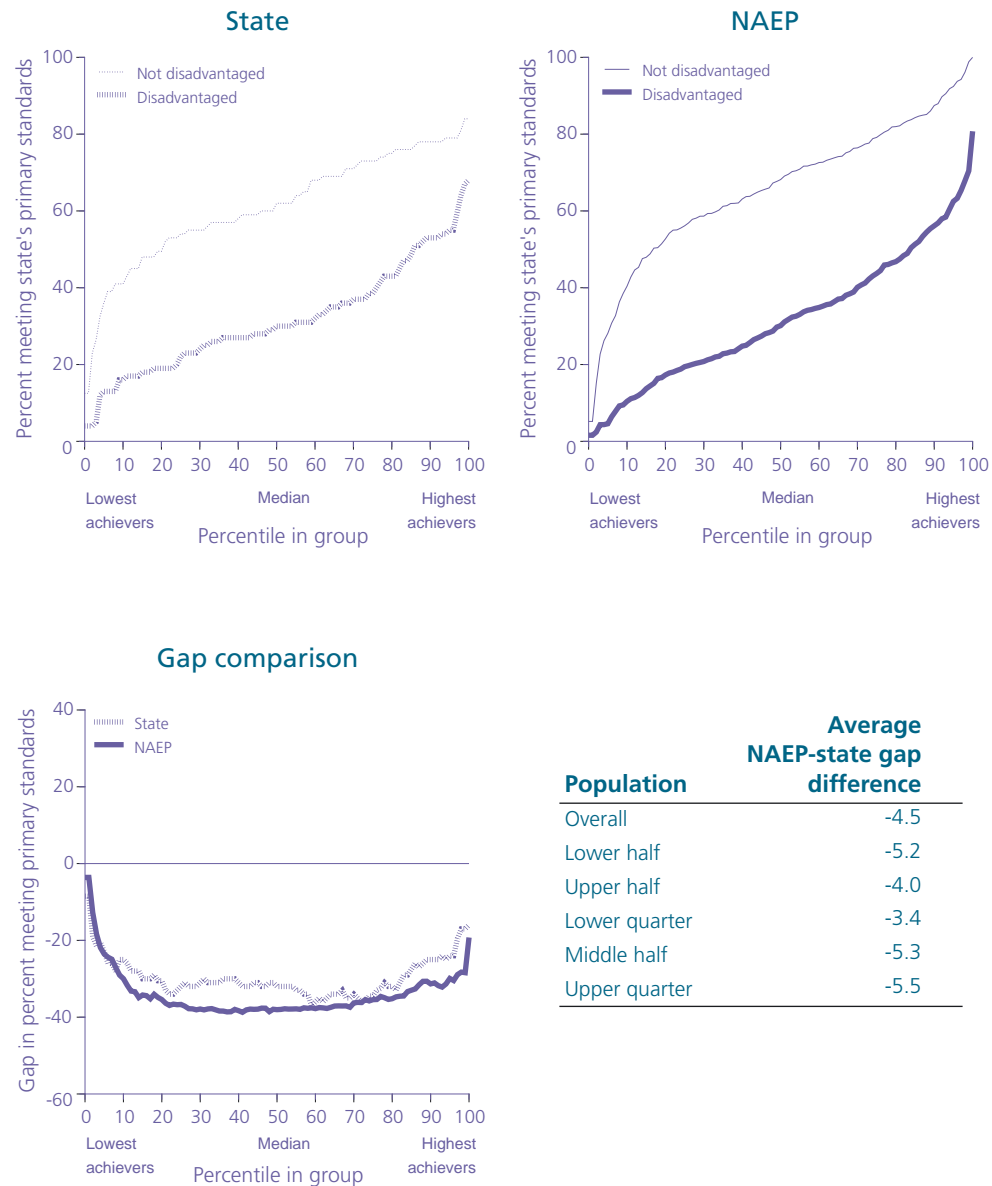
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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:<sup>1</sup>

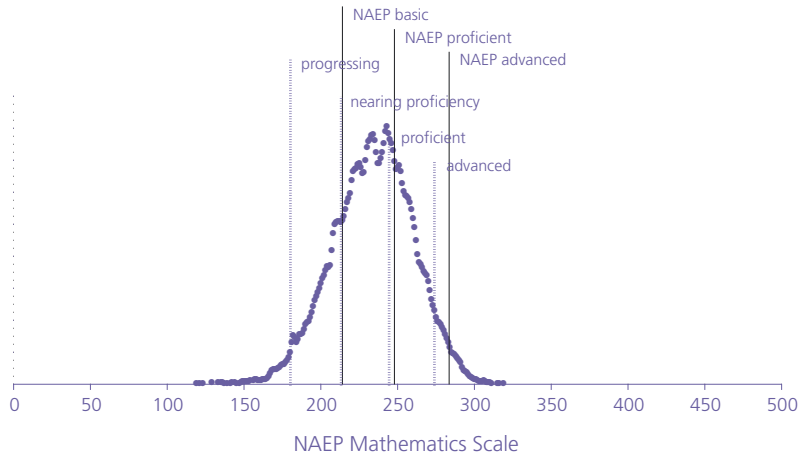
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP proficient and advanced levels.
- **Trends.** Between 2000 and 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.

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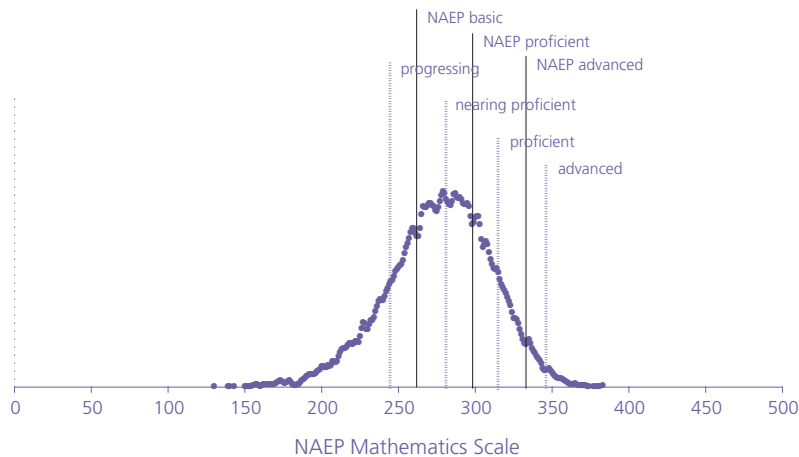
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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





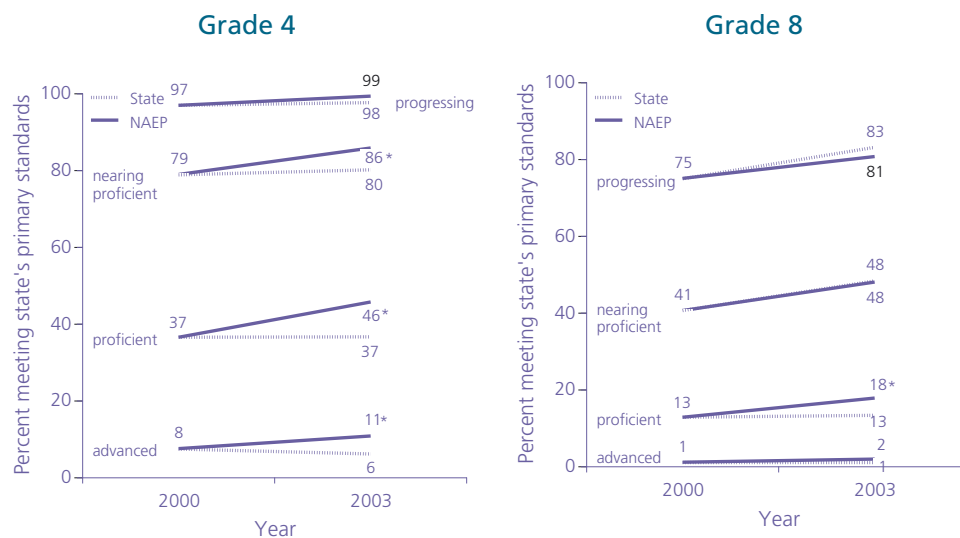
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	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
<b>Excluded</b>	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
<b>Accommodated</b>	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 ( $p < .05$ ).

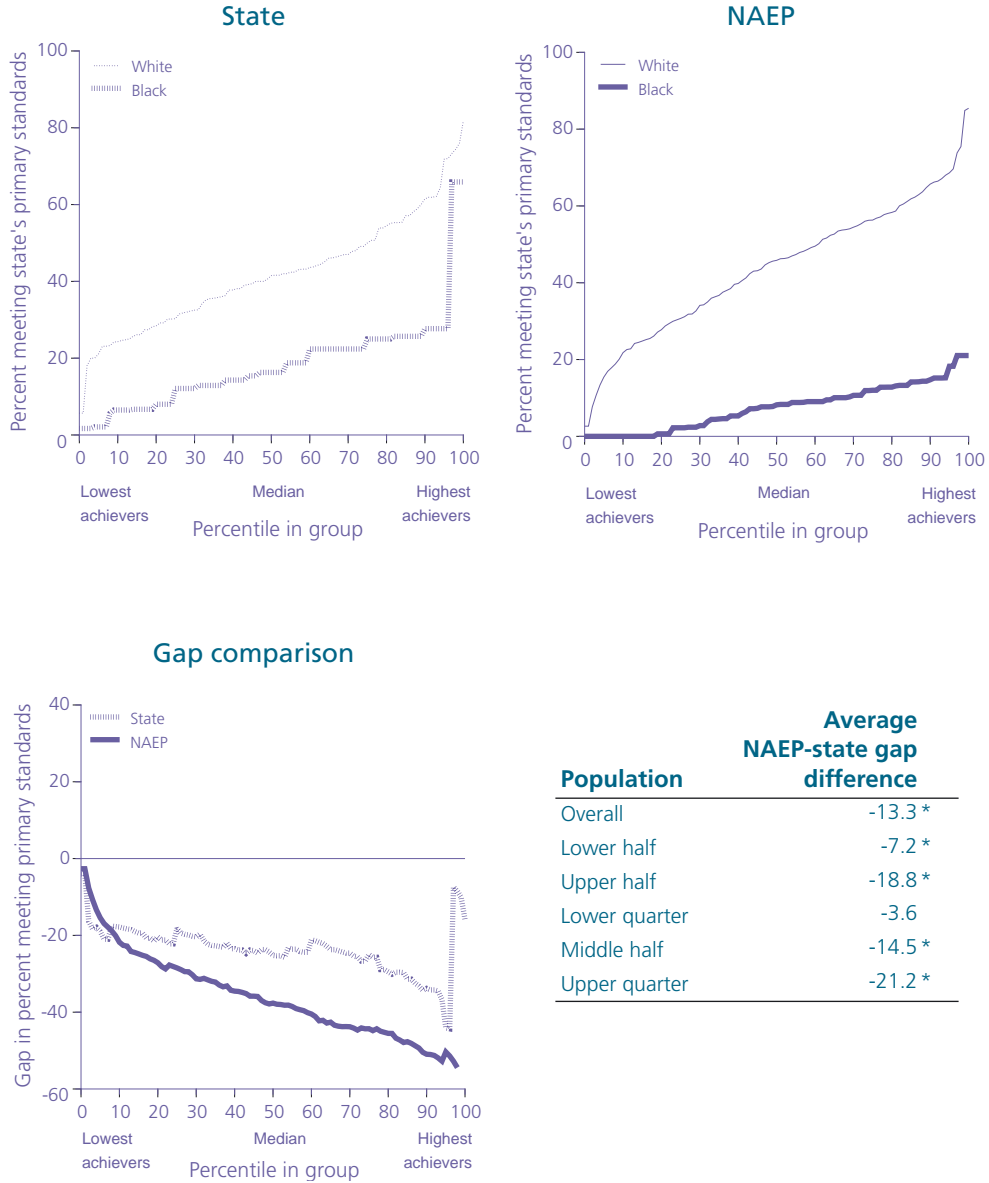
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

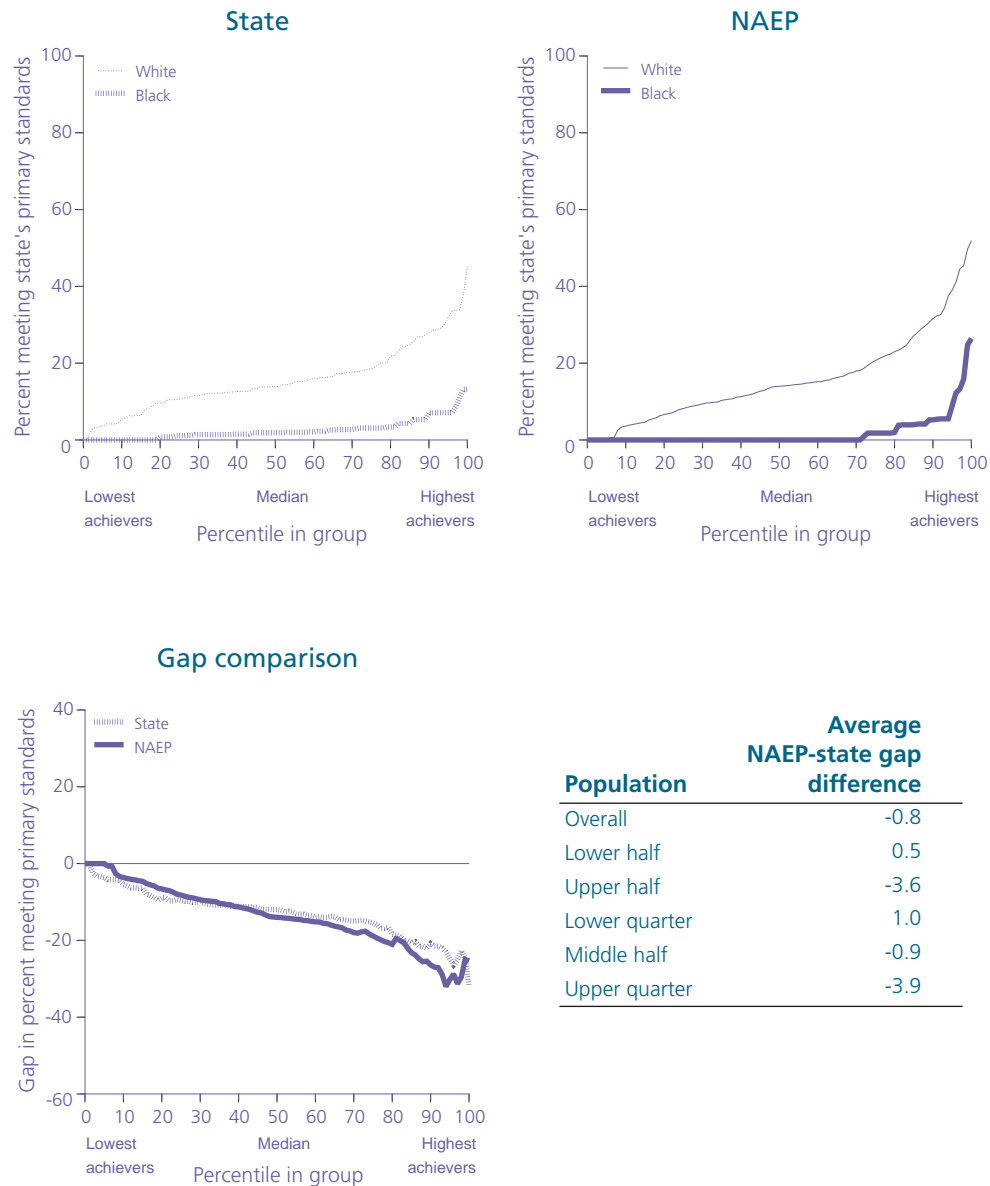
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

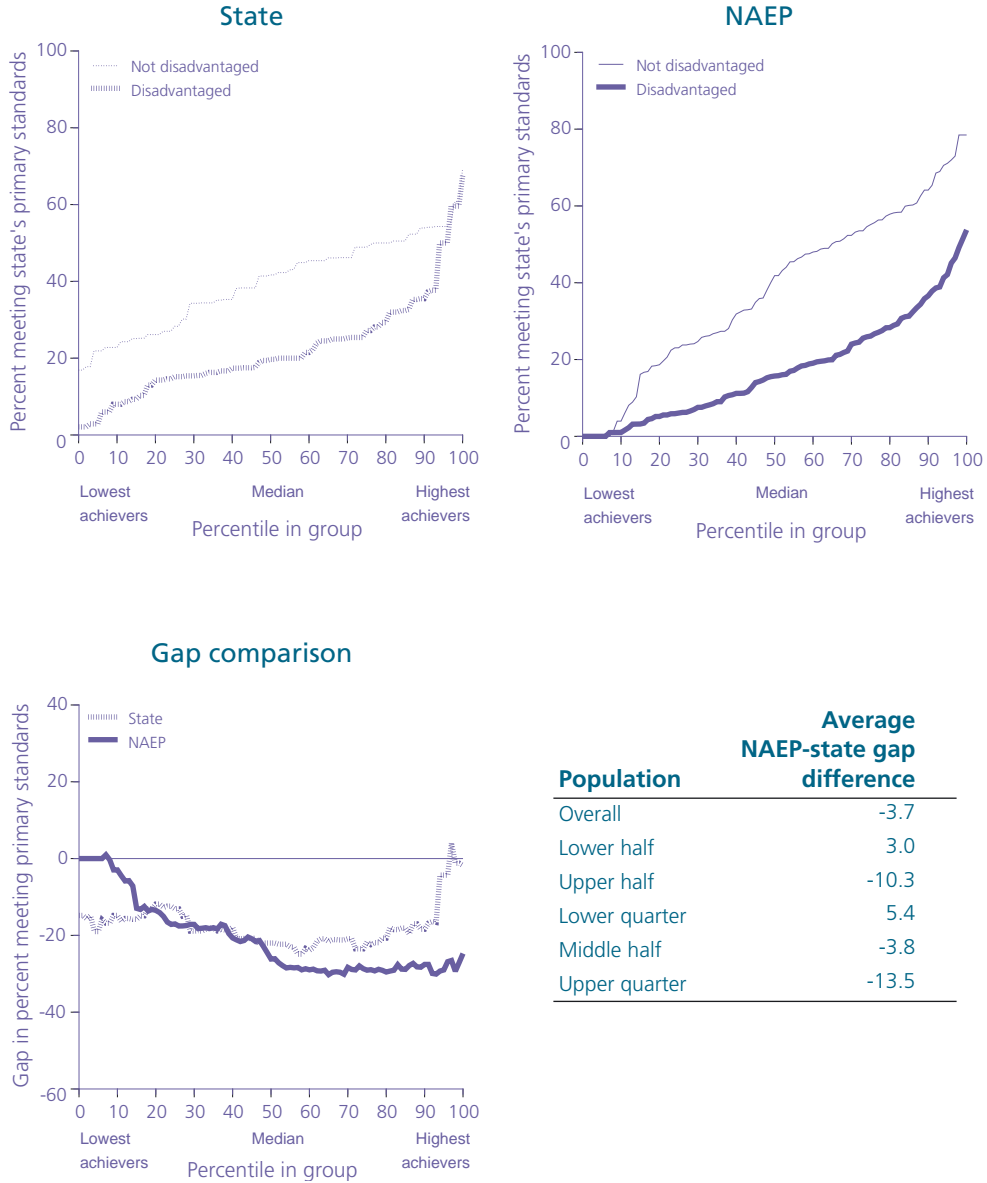
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

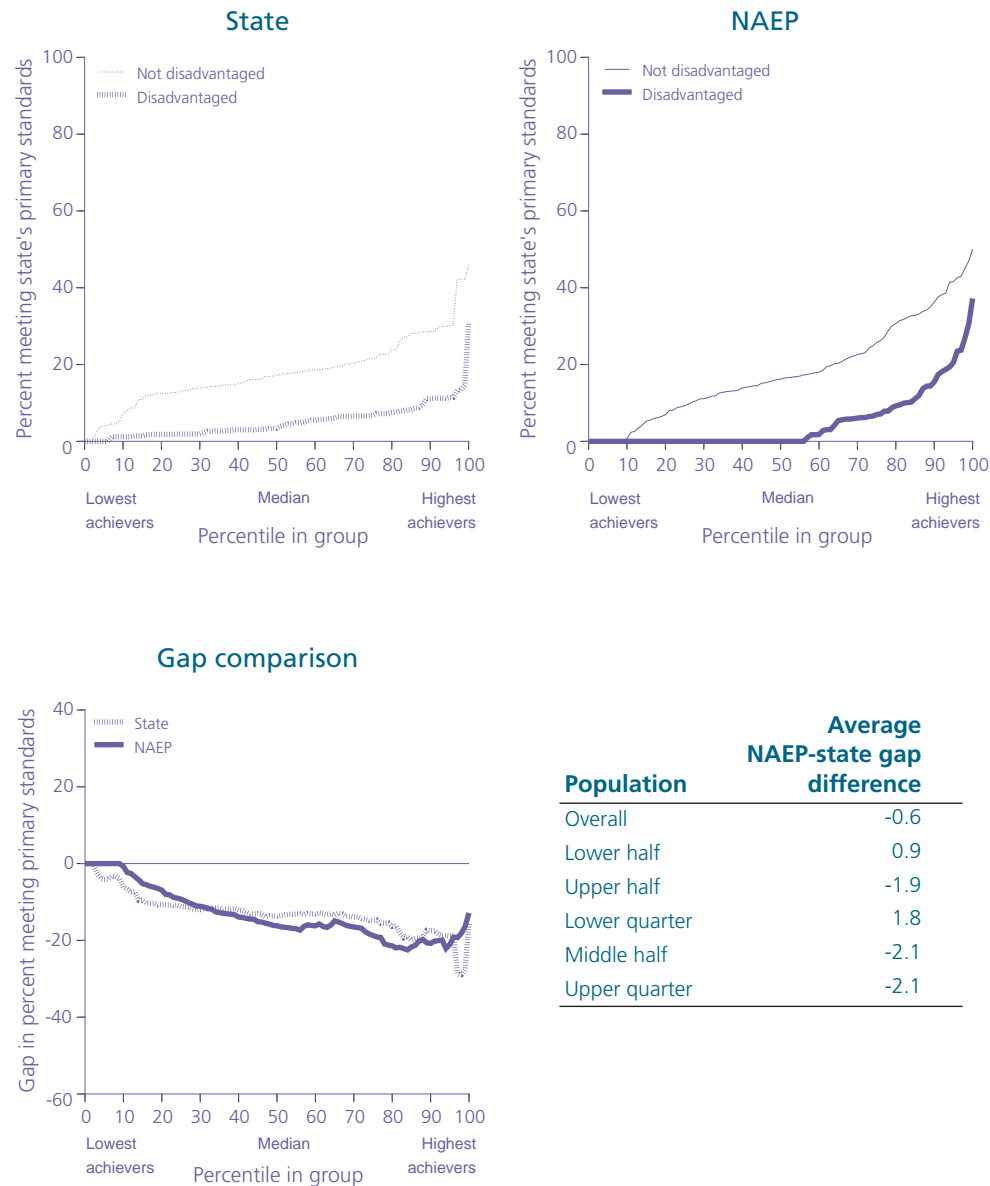
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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:<sup>1</sup>

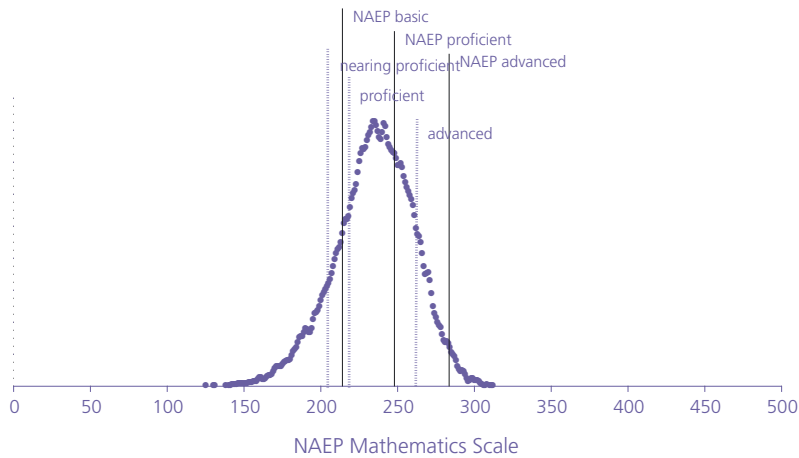
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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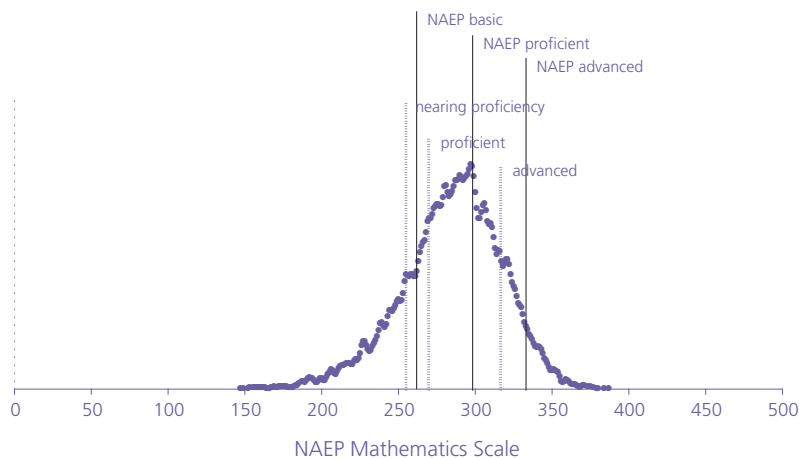
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



# D

## Nebraska

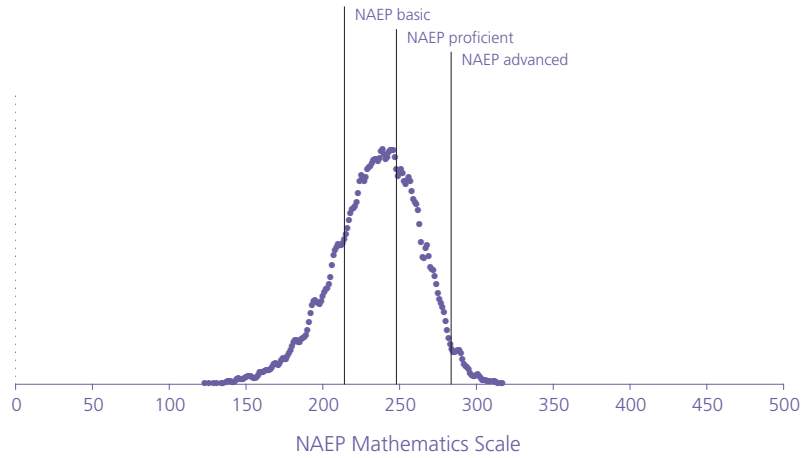
**T**hrough the School-based Teacher-led Assessment and Reporting System (STARS), Nebraska administers exams in grades 4 and 8 in reading and mathematics. Nebraska alternates reading and mathematics exams by the year: the state tested reading in 2001 and 2003 and mathematics in 2000 and 2002. Nebraska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

### Summary of Comparisons

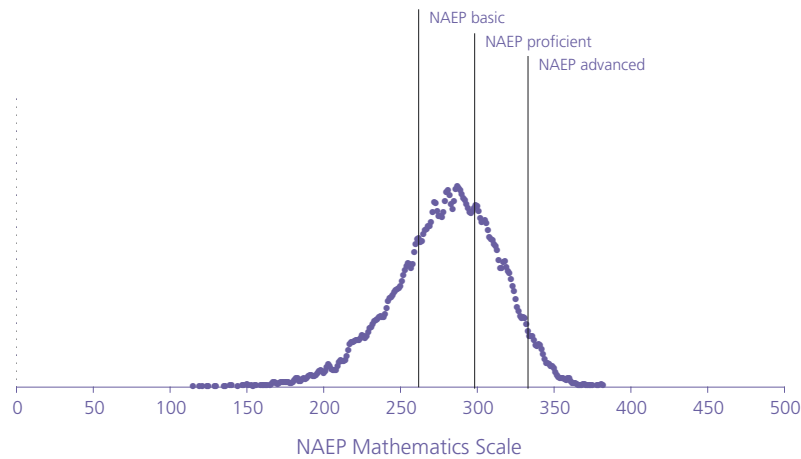
Because 2003 state mathematics assessment data do not exist for Nebraska, no comparisons to NAEP were possible.

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

#### Grade 4



#### Grade 8



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

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

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

# Rounds to zero.

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



# D

## Nevada

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

### Summary of Comparisons

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

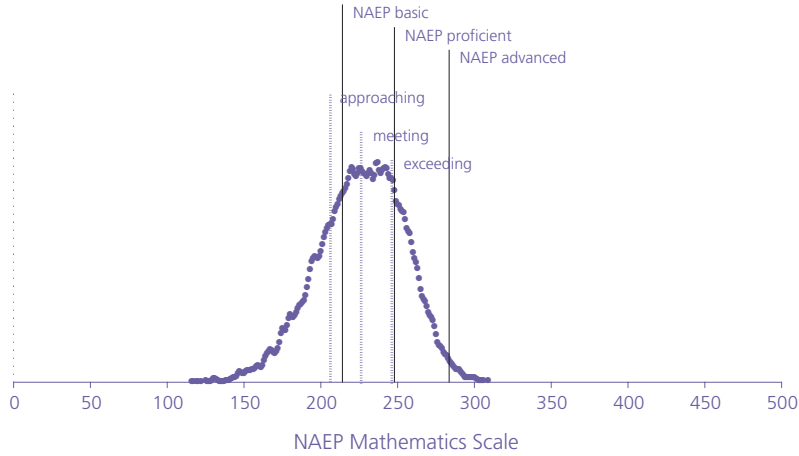
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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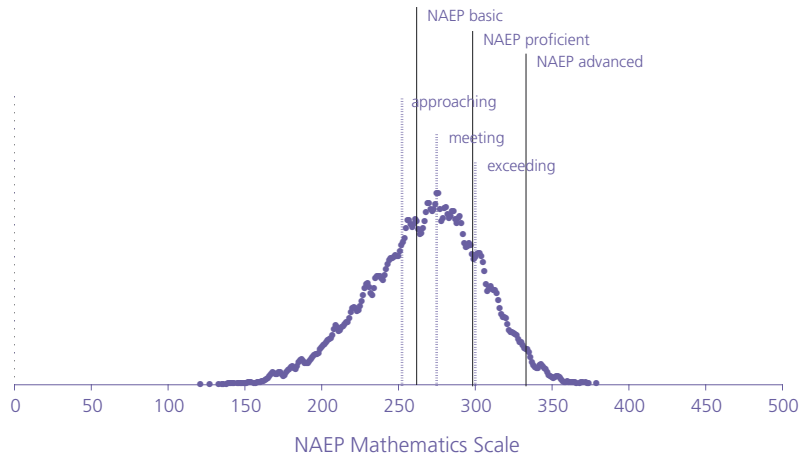
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Approaching:2	0.78	0.014	0.77	0.019
Meeting:3	0.81	0.034	0.82	0.011
Exceeding:4	0.78	0.015	0.77	0.020

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



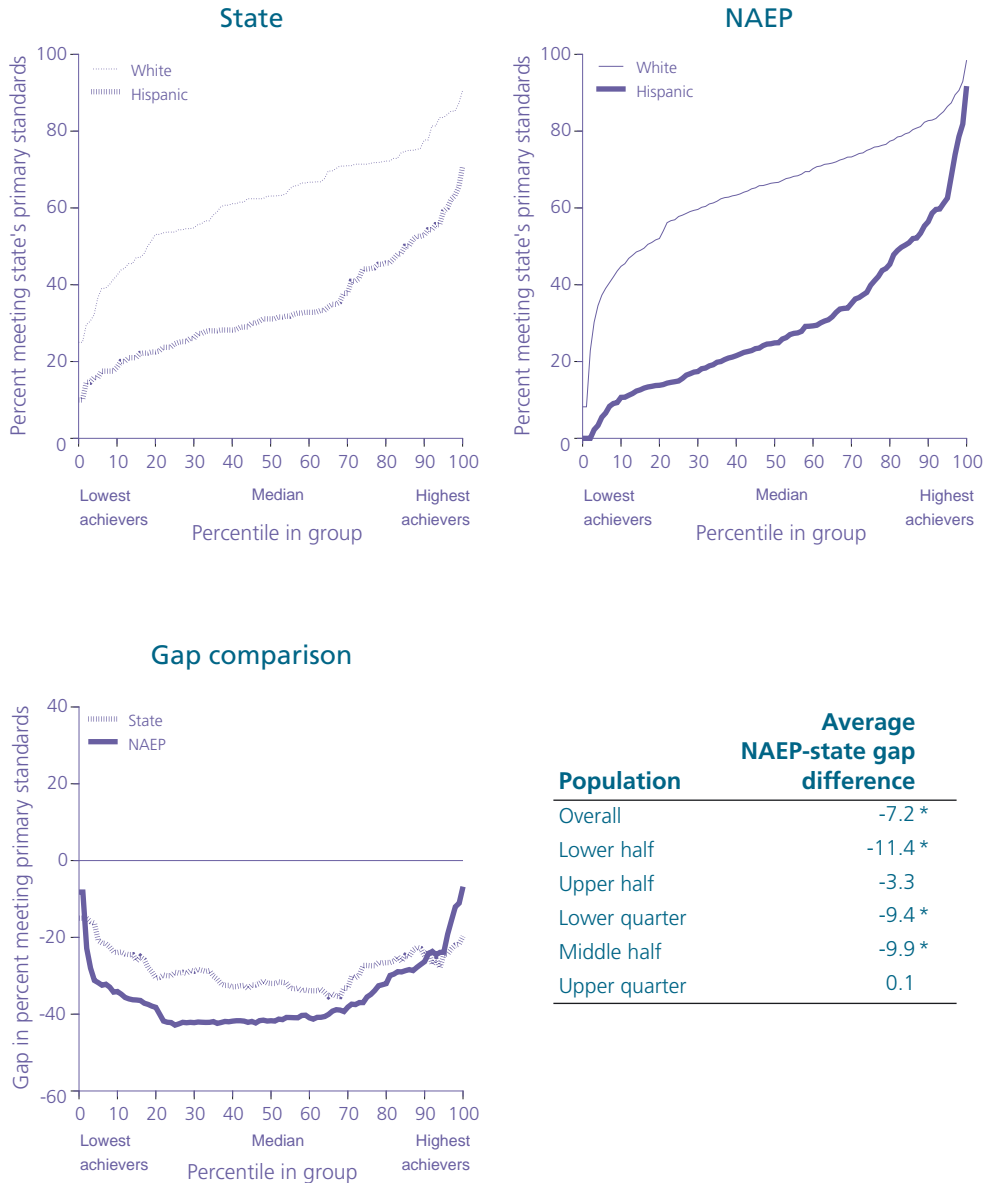


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

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

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

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

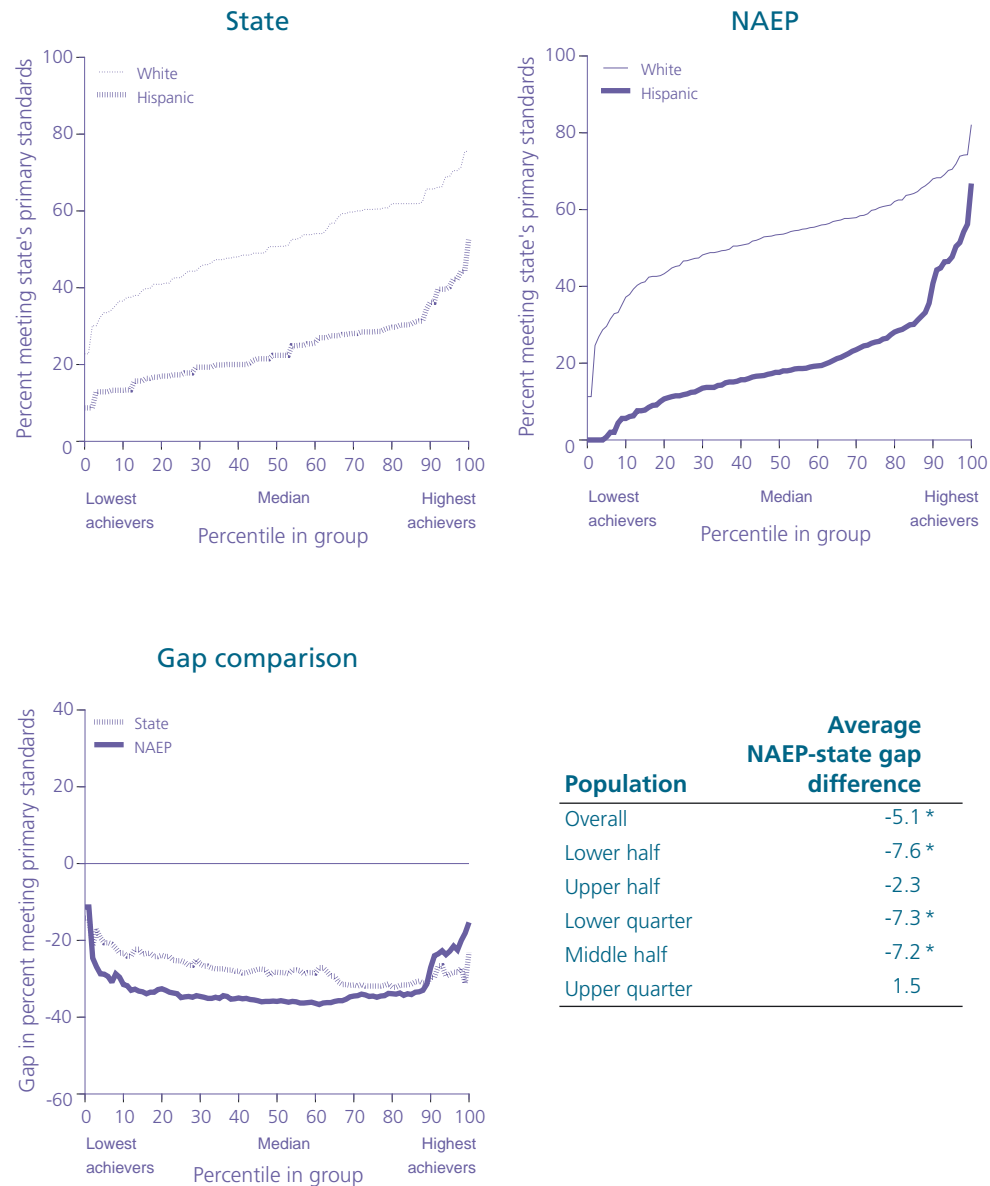


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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

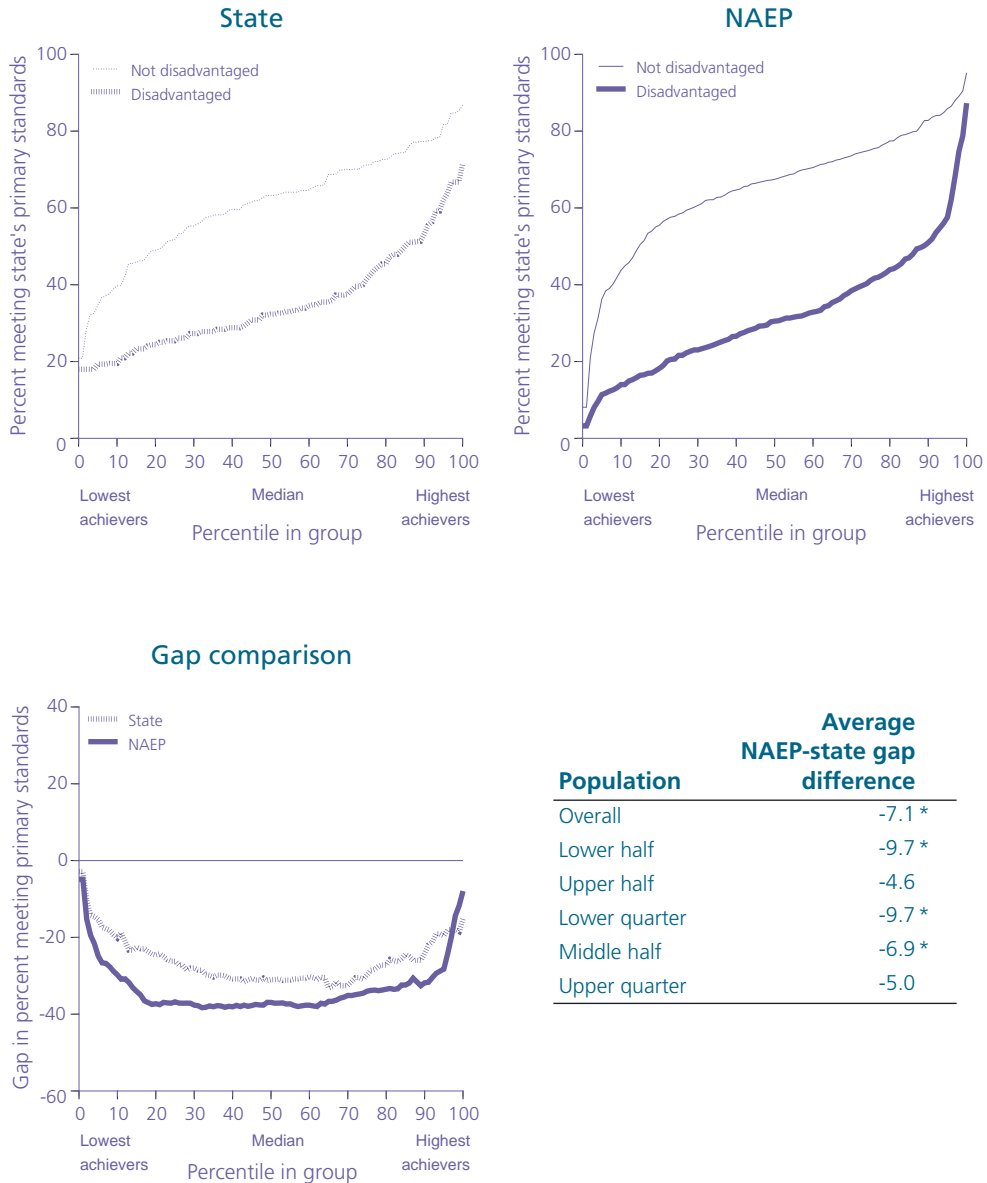


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 7.

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

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

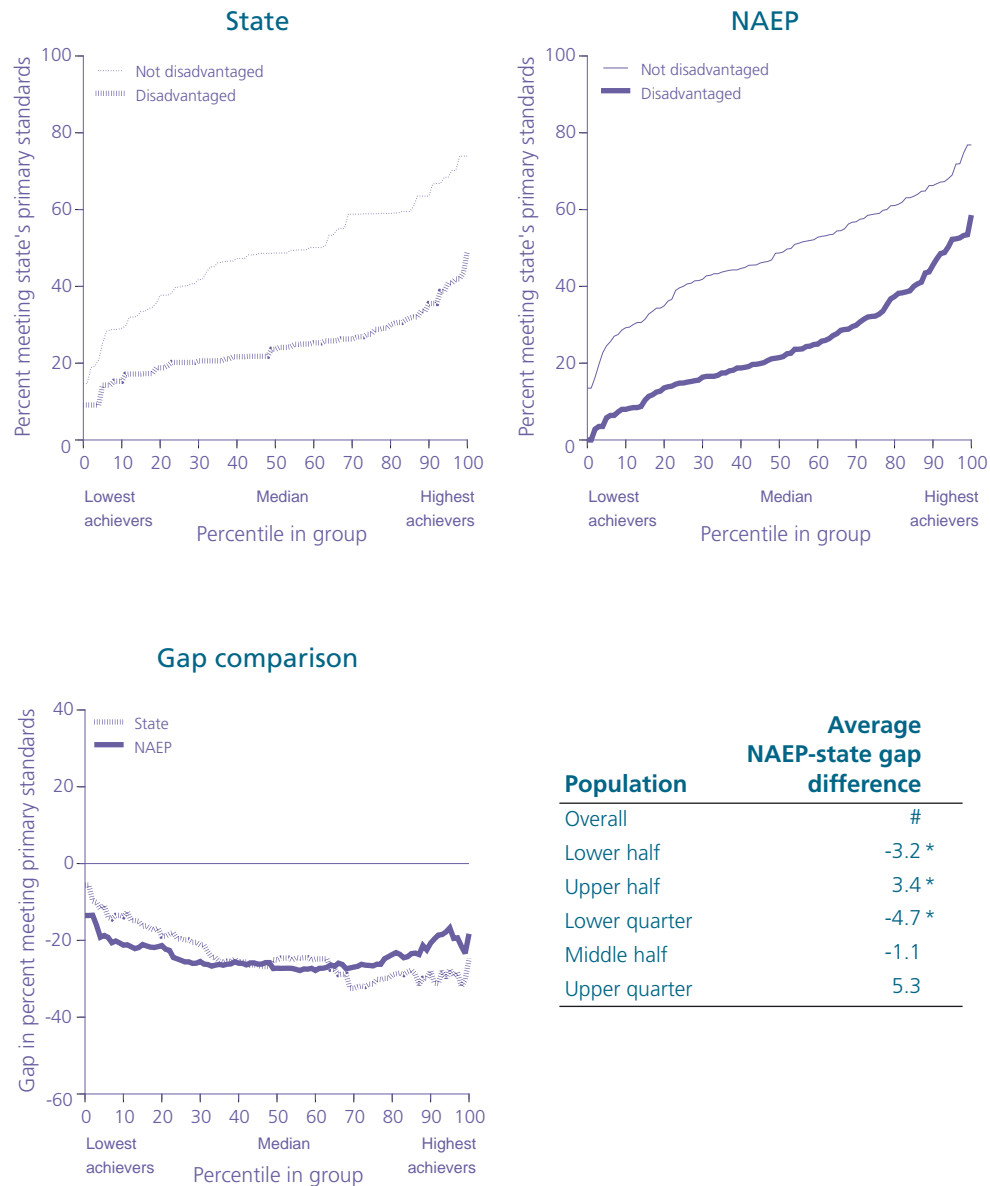


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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

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

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



# Rounds to zero.

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

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

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



# D

## New Hampshire

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

### Summary of Comparisons

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

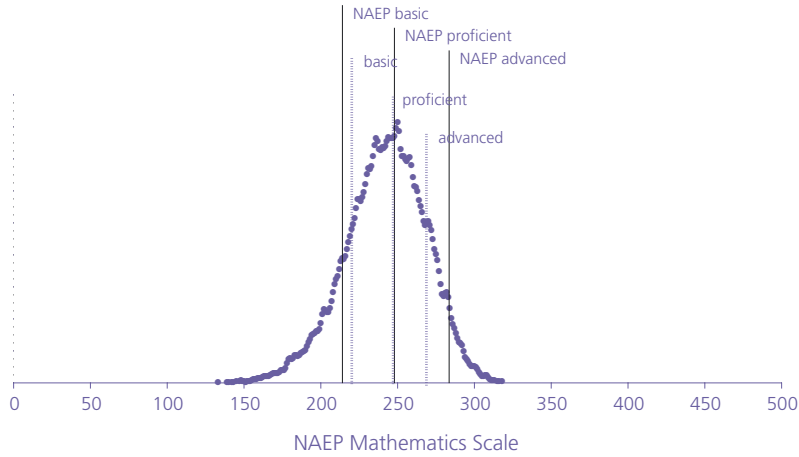
- **Standards.** The state's primary grade 3 mathematics performance standard (*basic*) is between the NAEP basic and proficient levels.
- **Trends.** No comparisons were possible for grade 3.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White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

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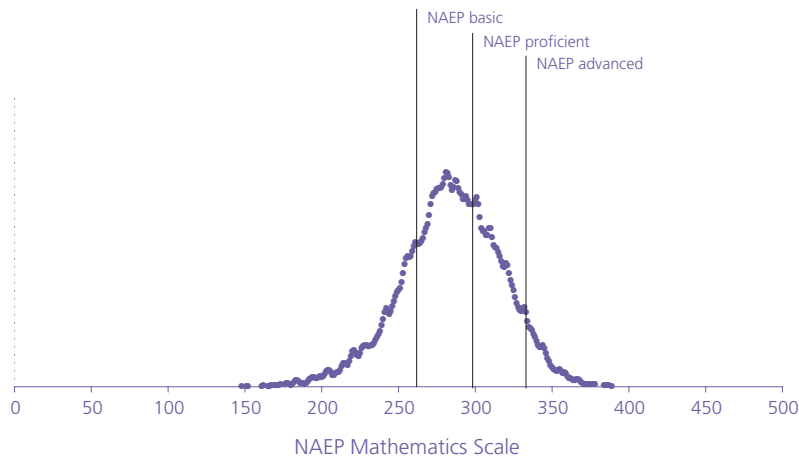
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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

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

Grade 4 (state 3th grade standards)



Grade 8



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

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

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

— Not available.  
 † Not applicable.

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





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

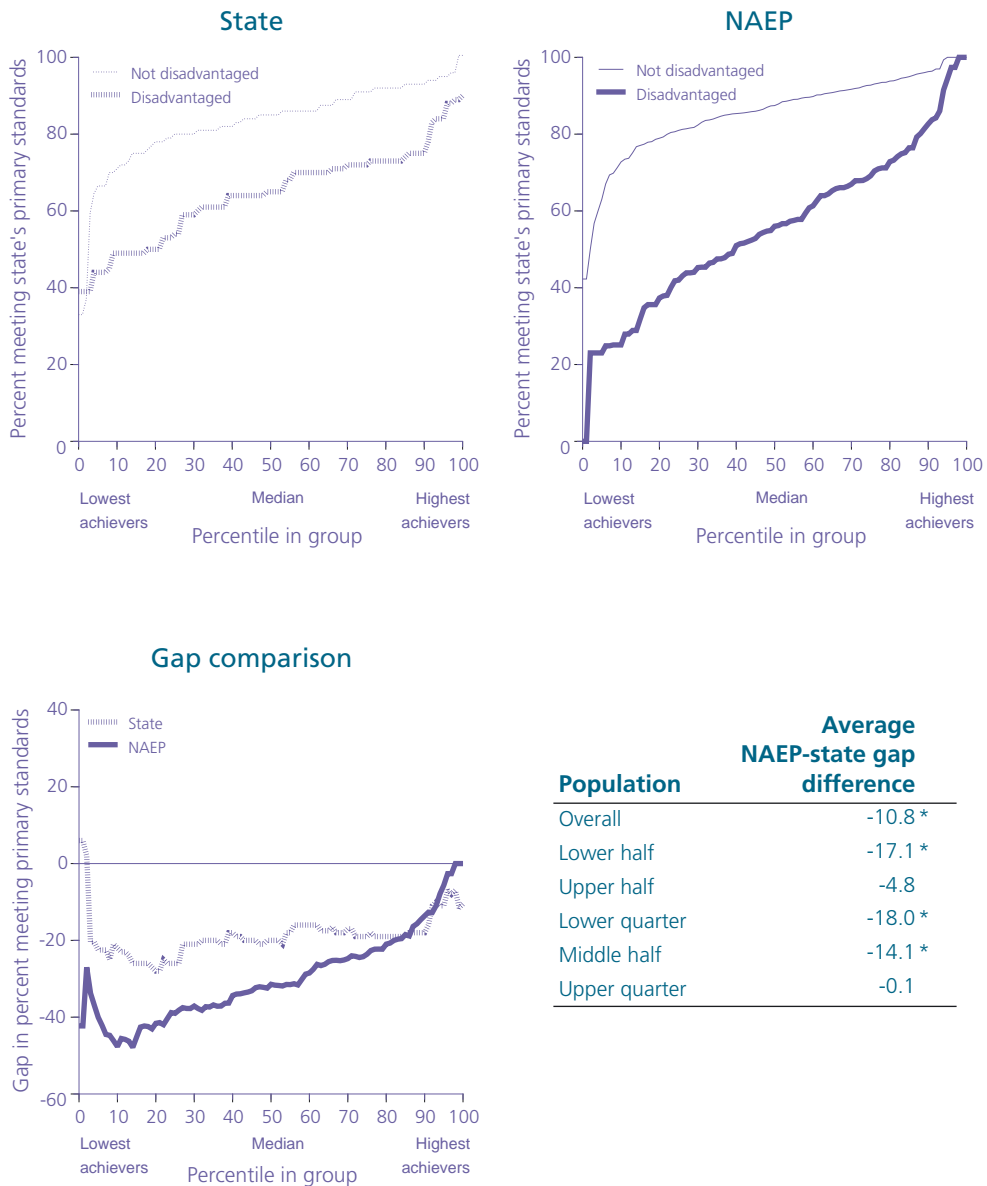
Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	—	19.9	—	19.7
English language learner	—	1.8	—	1.1
Student with disability	—	17.3	—	18.3
Both	—	0.8	—	0.3
<b>Excluded</b>	—	3.0	—	3.5
English language learner	—	0.5	—	0.3
Student with disability	—	2.4	—	3.2
Both	—	0.2	—	#
<b>Accommodated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

— Not available.

# Rounds to zero.

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

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



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

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

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

# D

## New Jersey

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

### Summary of Comparisons

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

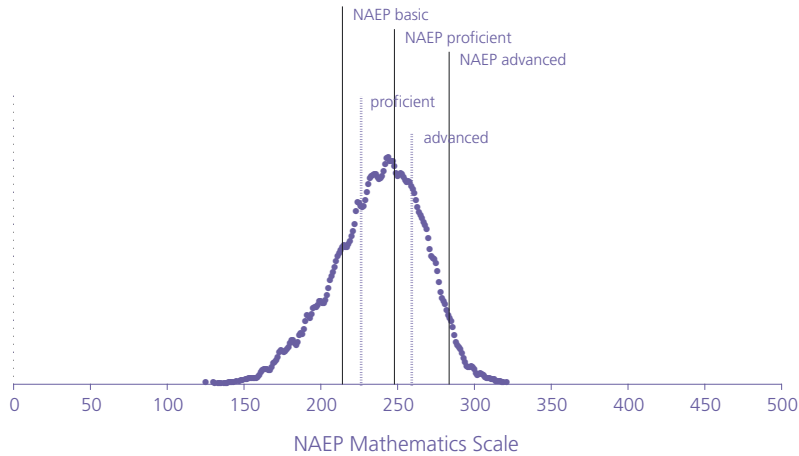
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, the Black-White and Hispanic-White gaps in grade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

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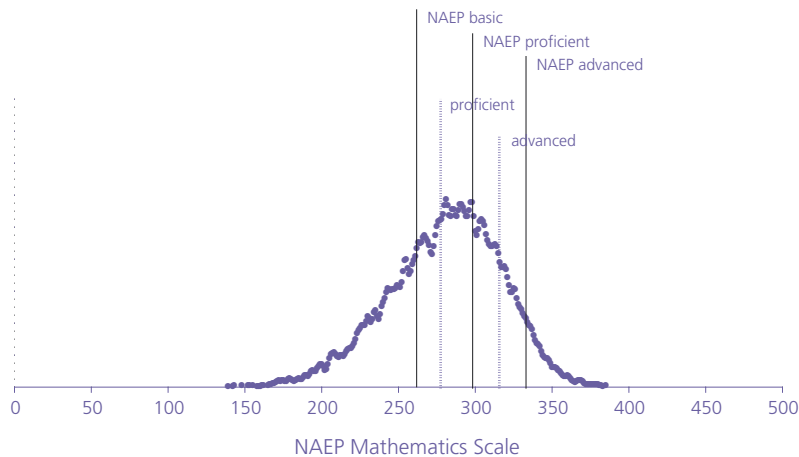
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.84	0.009	0.90	0.007
Advanced	0.78	0.020	0.85	0.014

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



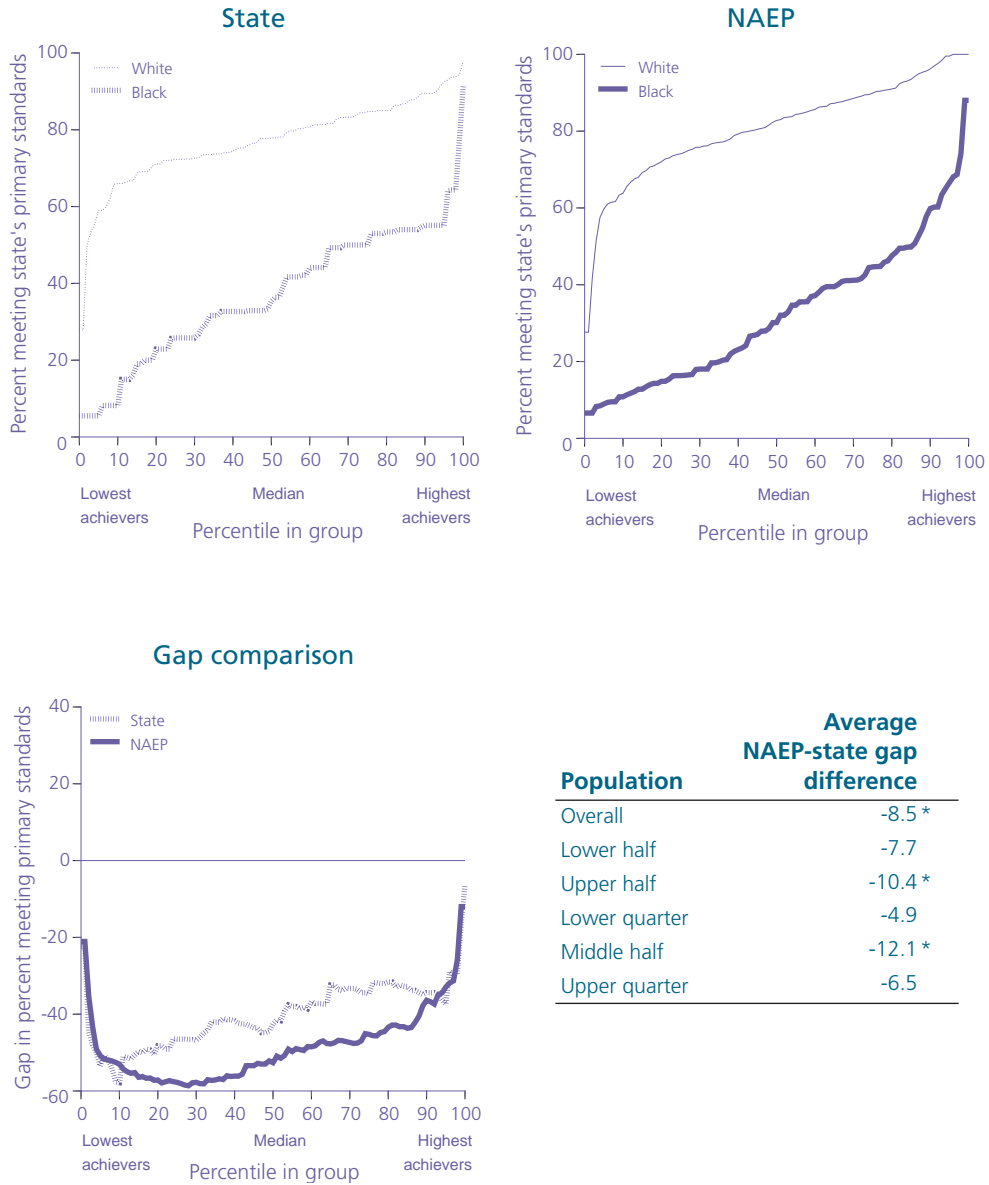
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

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

— Not available.

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

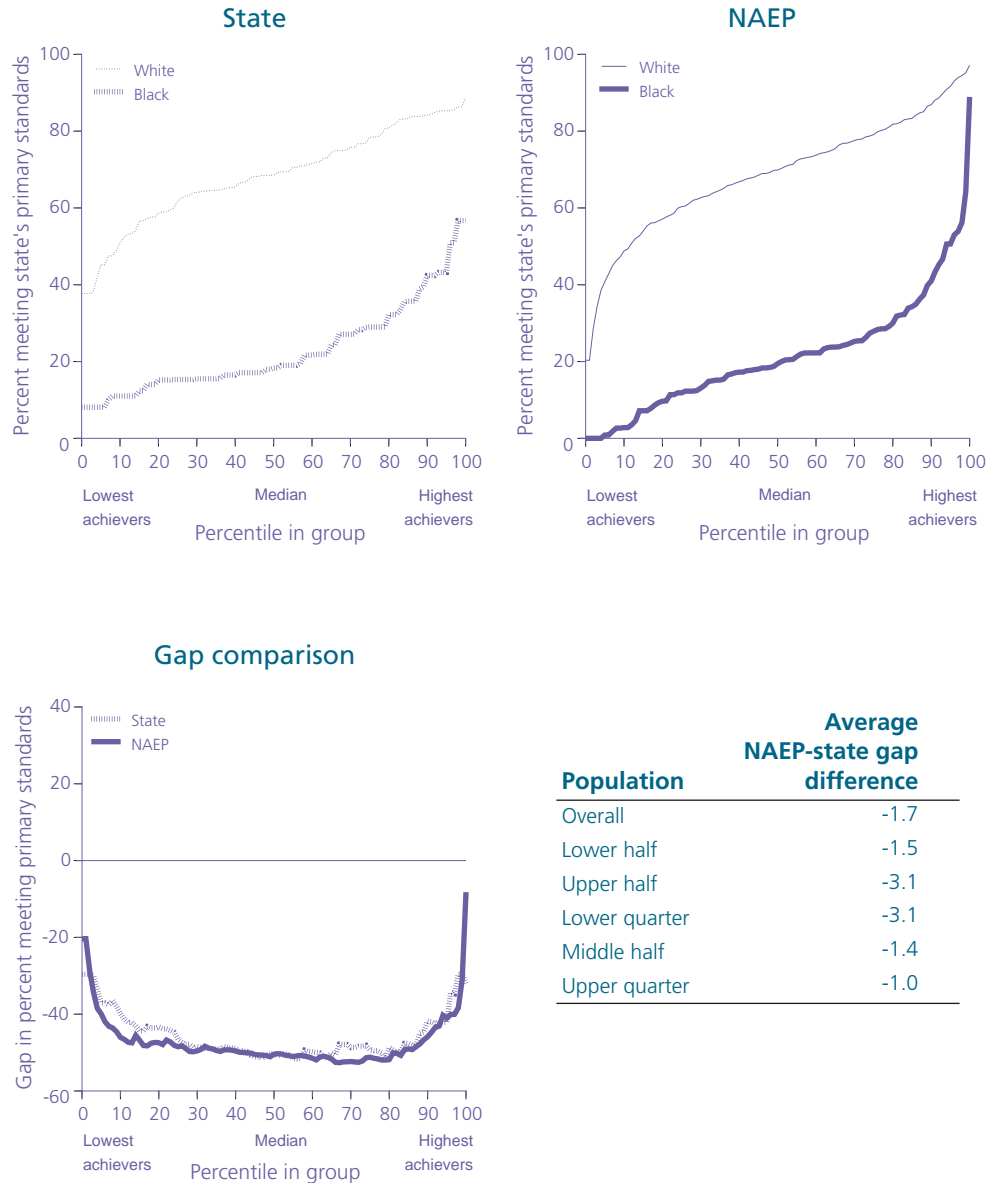
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

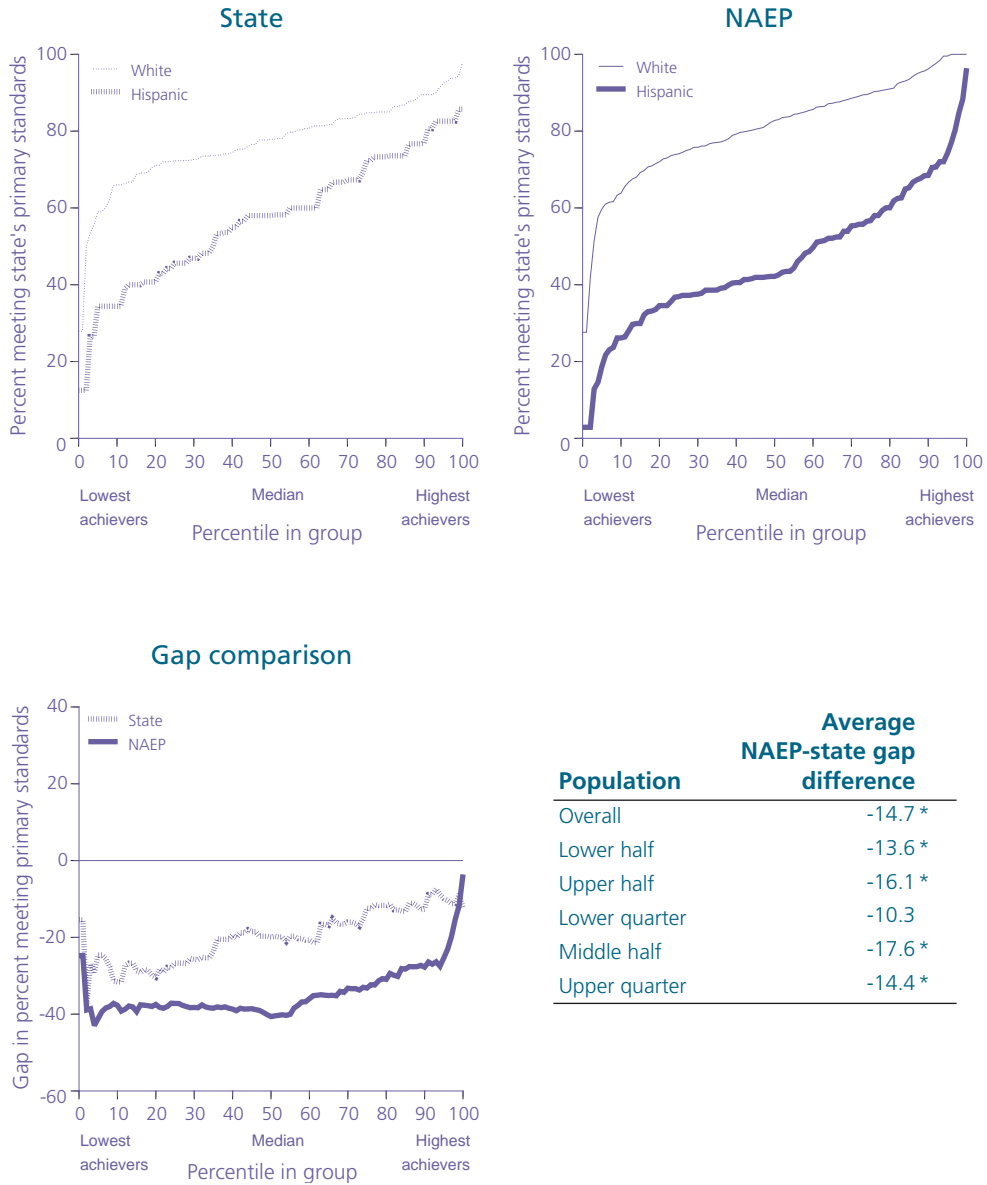
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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



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

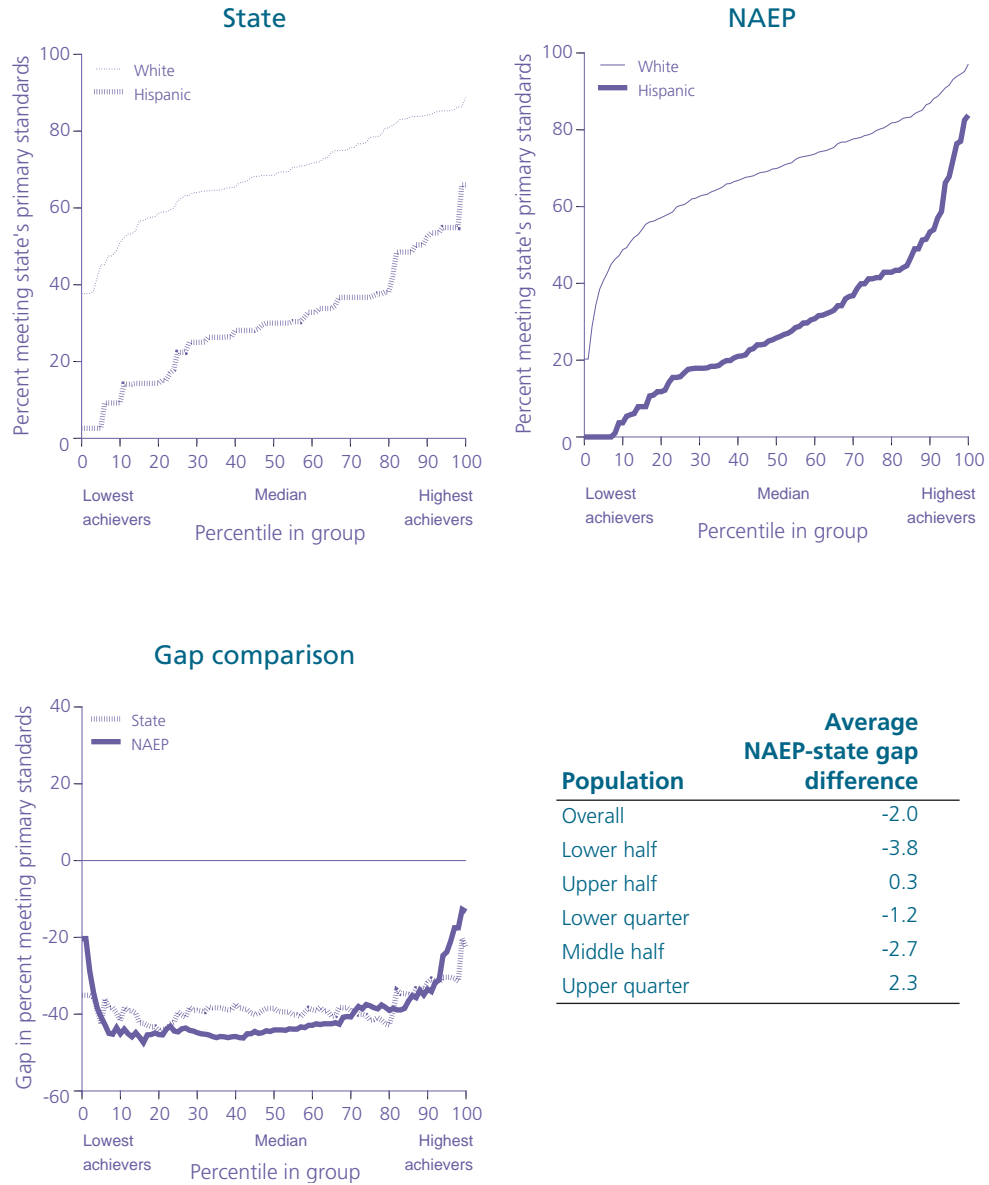


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

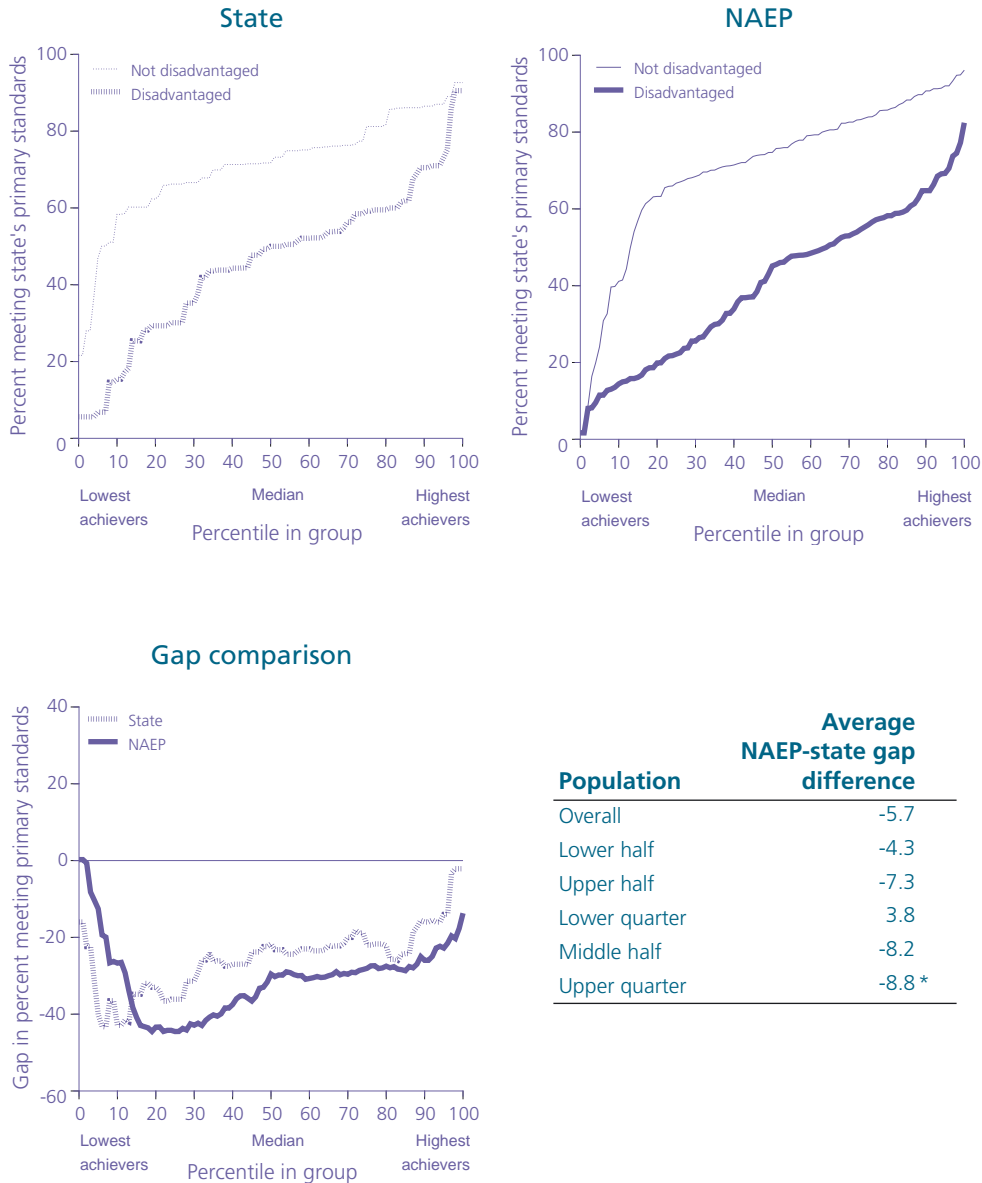


Figure 5. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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.

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

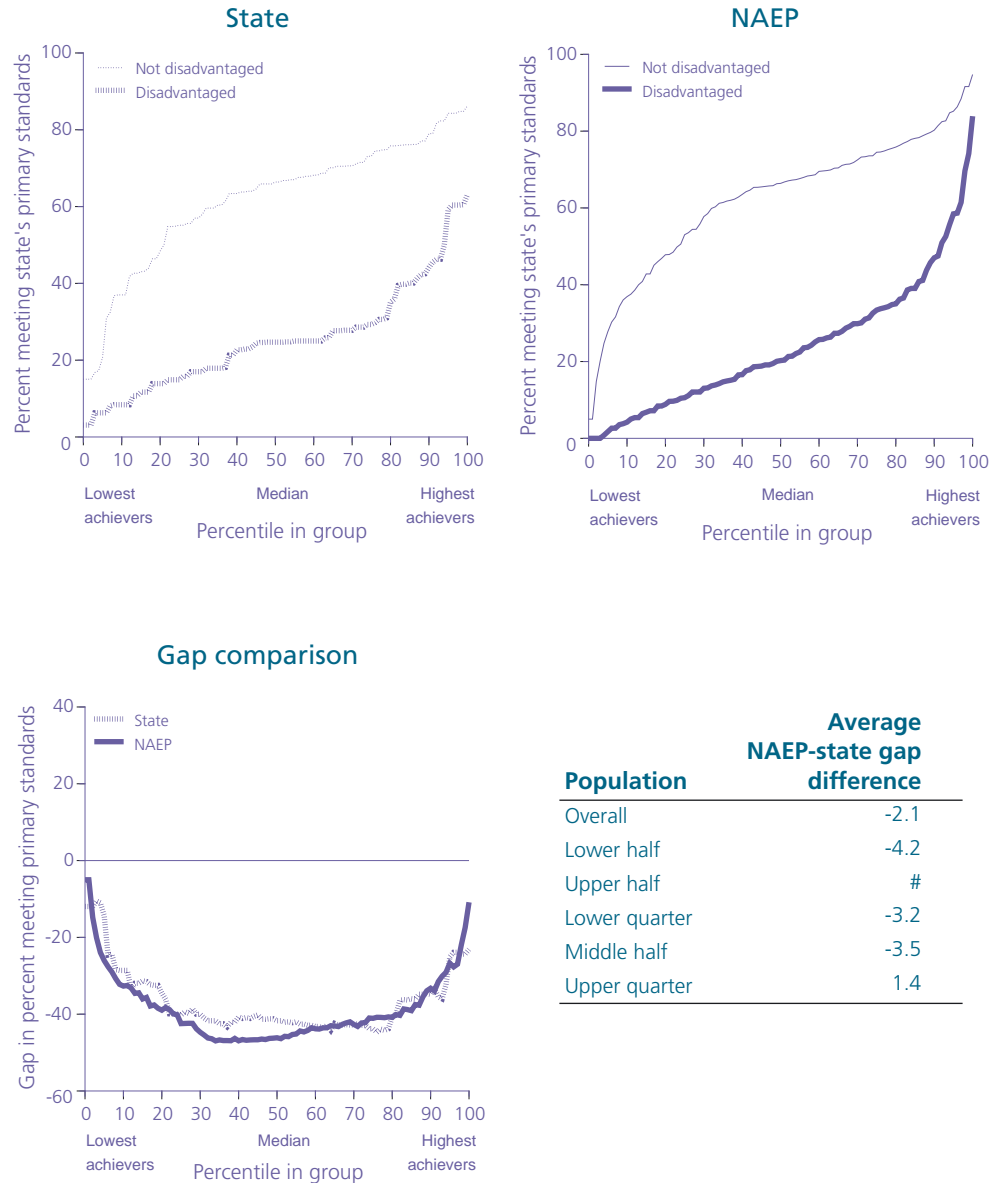


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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

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



# Rounds to zero.

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

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



# D

## New Mexico

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

### Summary of Comparisons

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

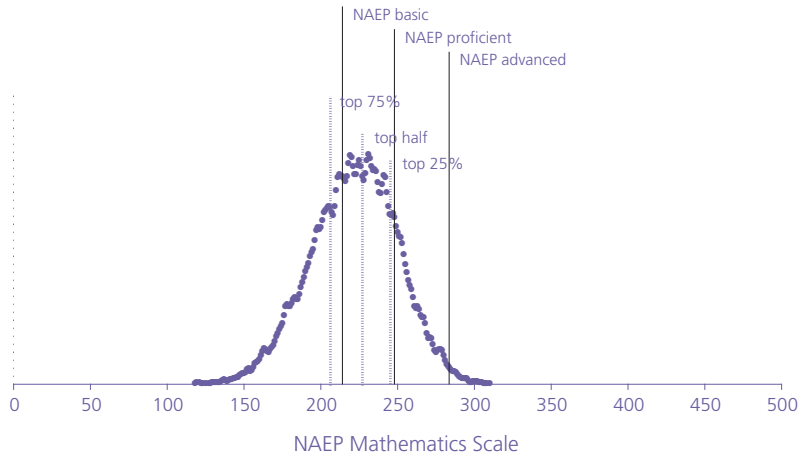
- **Standards.** The state's primary grade 4 mathematics performance standard (*top half*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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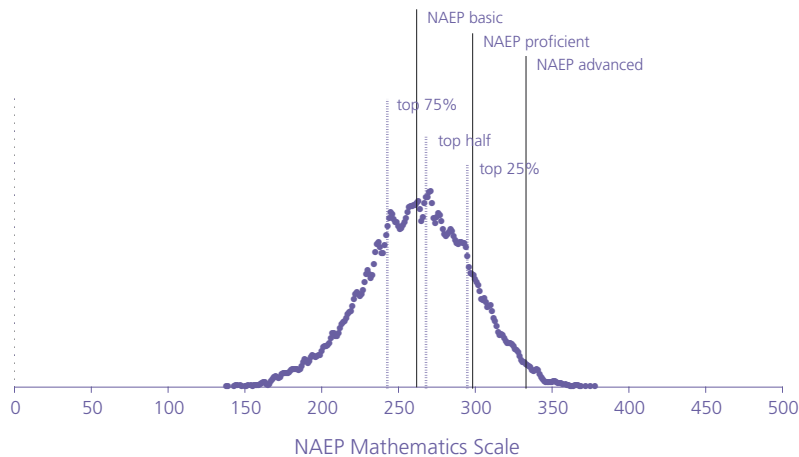
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Top 75%	0.76	0.024	0.77	0.039
Top half	0.77	0.014	0.81	0.016
Top 25%	0.70	0.029	0.83	0.023

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

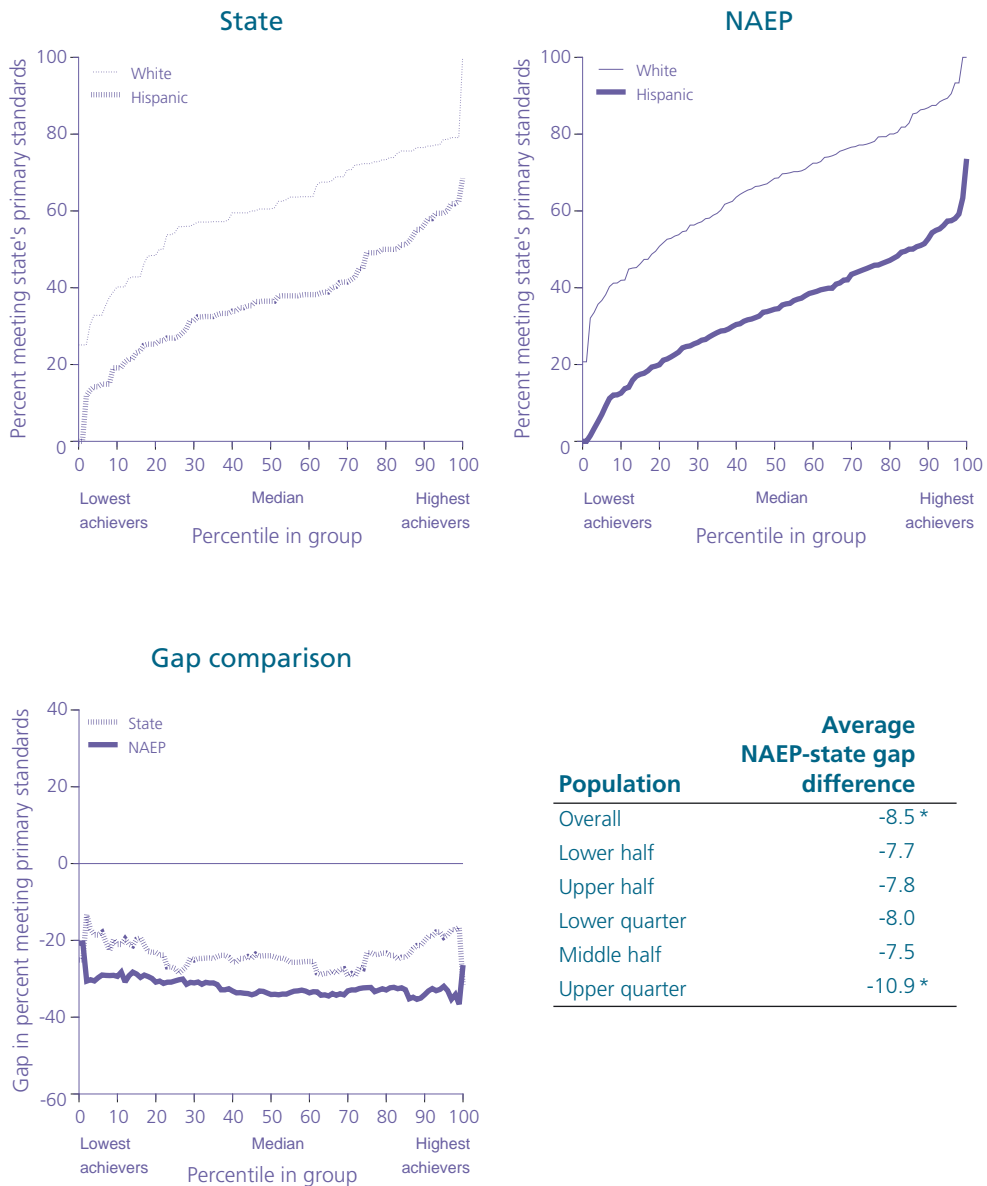


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

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

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

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

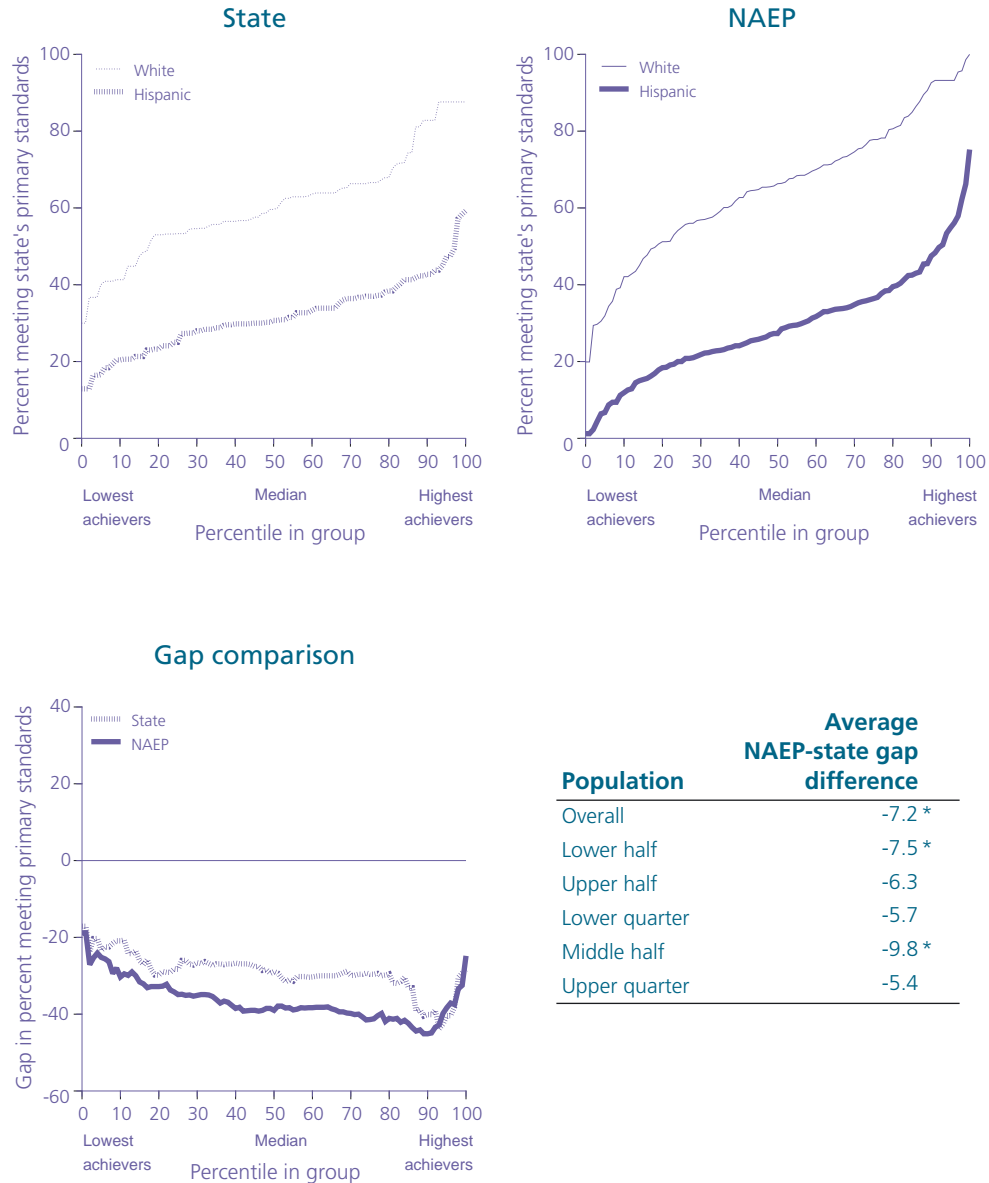


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.



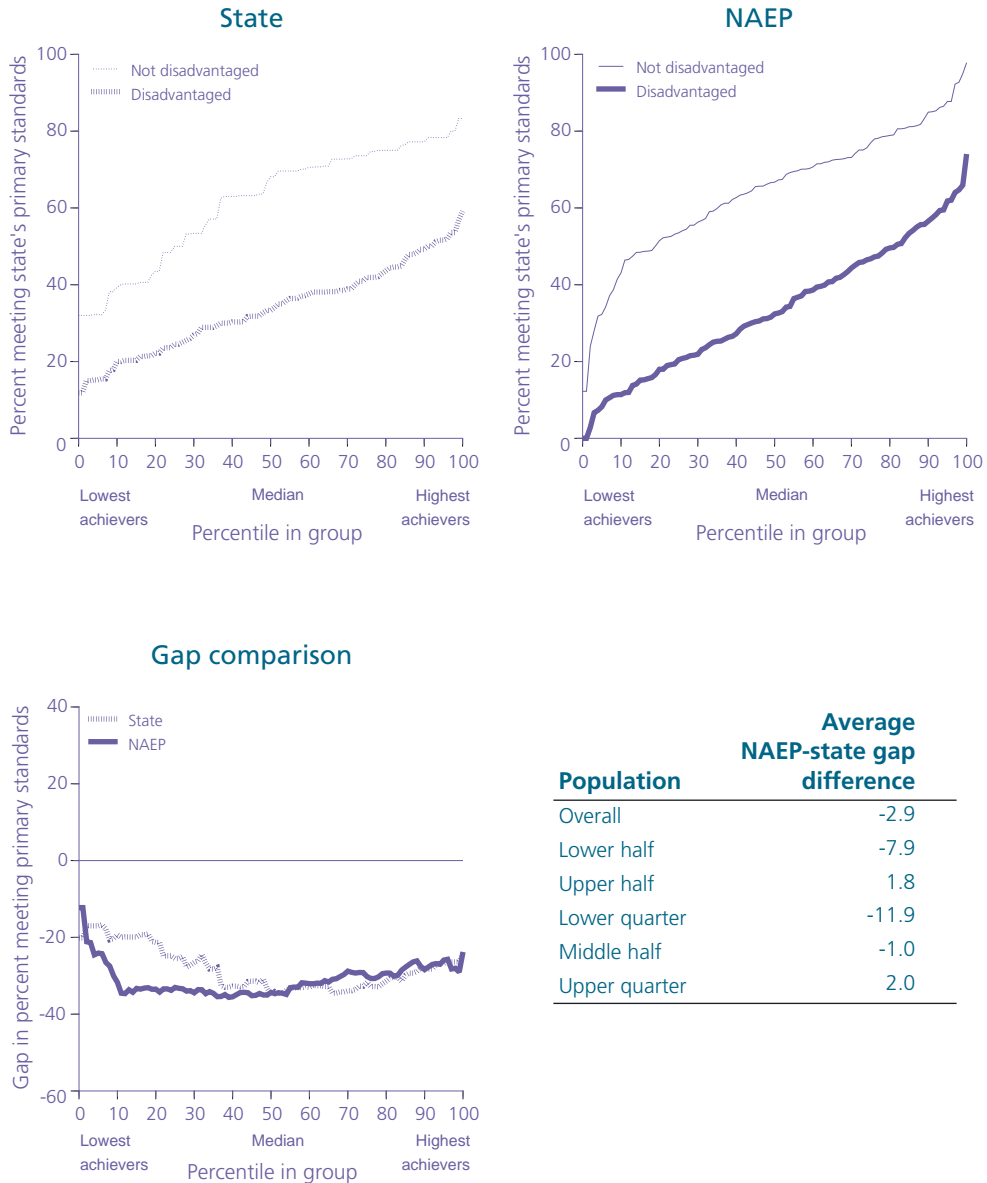
Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

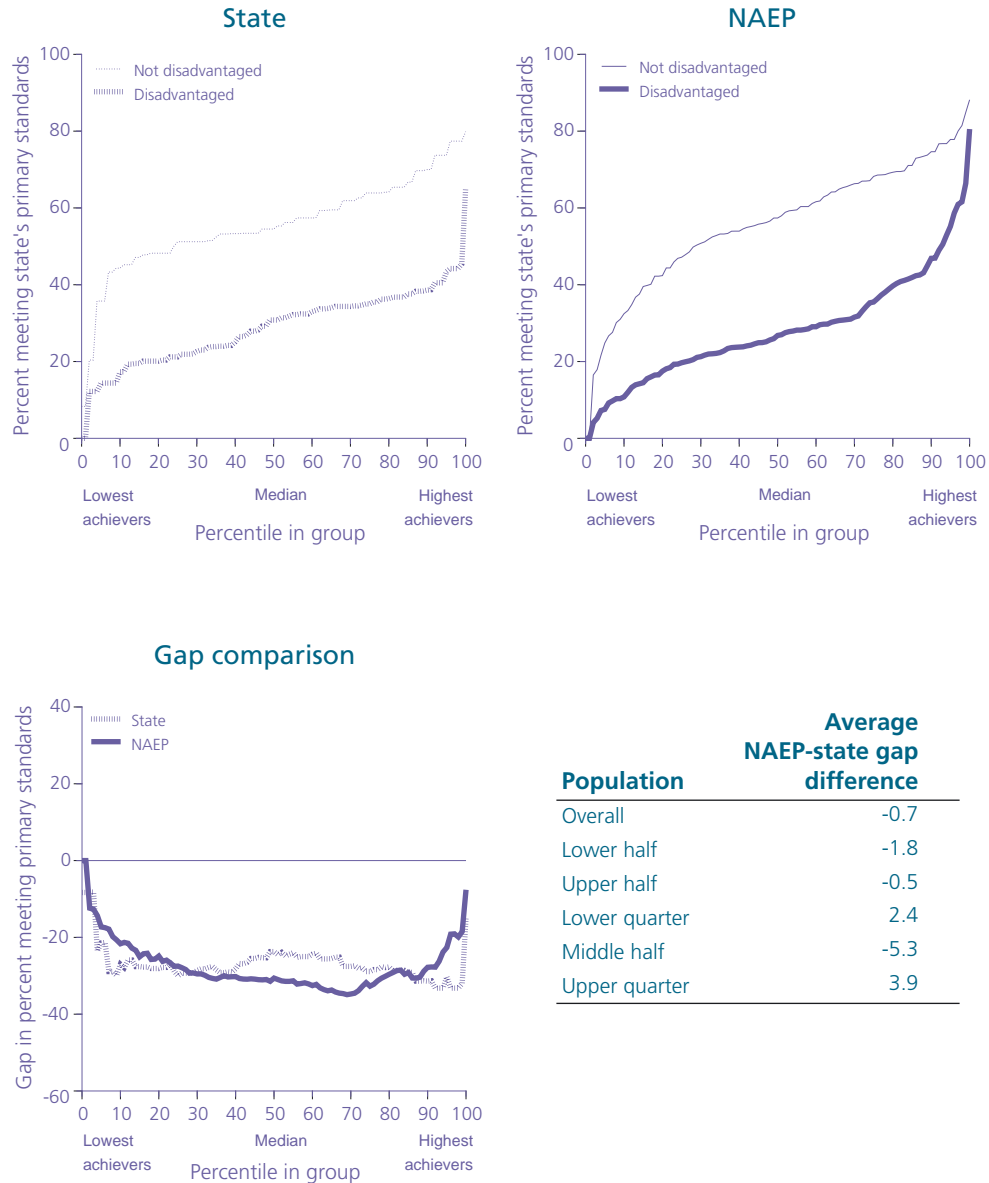
Figure 4. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

## New York

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

### Summary of Comparisons

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

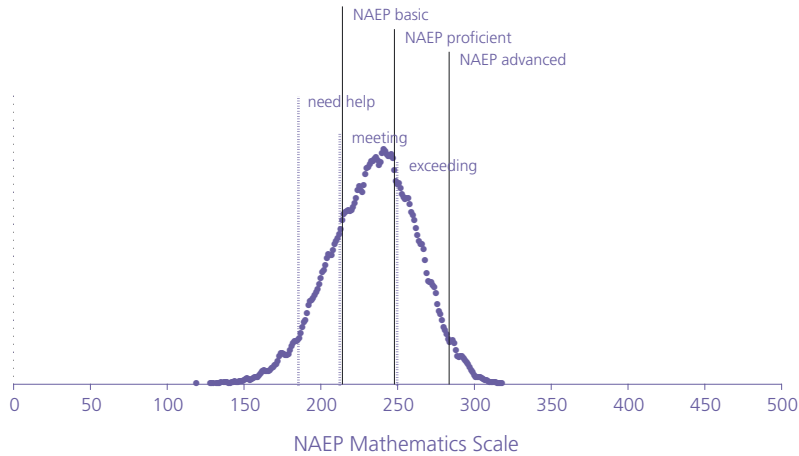
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences between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

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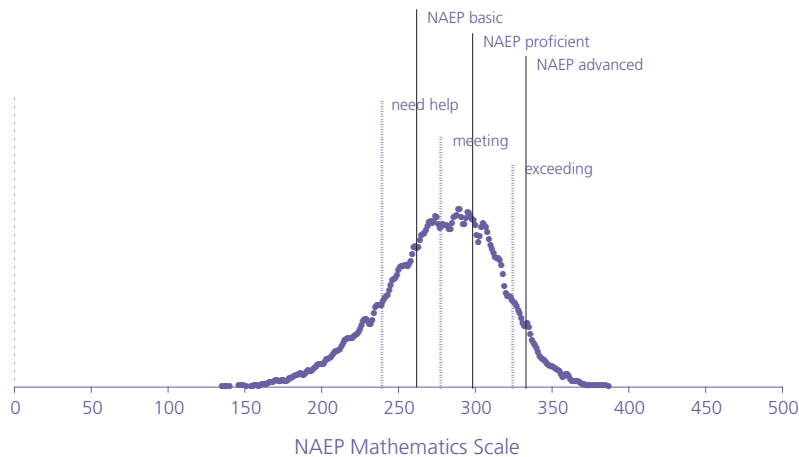
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Need Help	0.70	0.016	0.80	0.011
Meeting	0.86	0.011	0.85	0.009
Exceeding	0.74	0.016	0.76	0.025

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

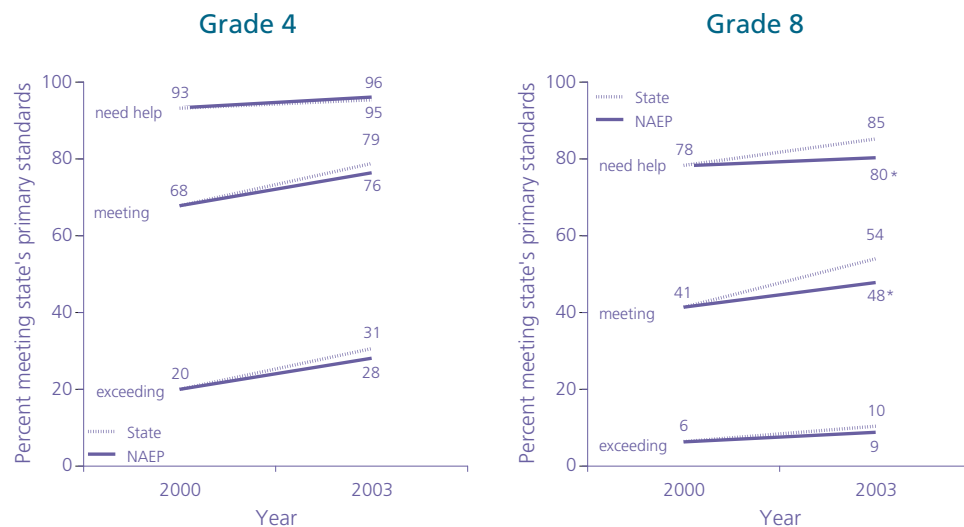


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

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

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

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



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

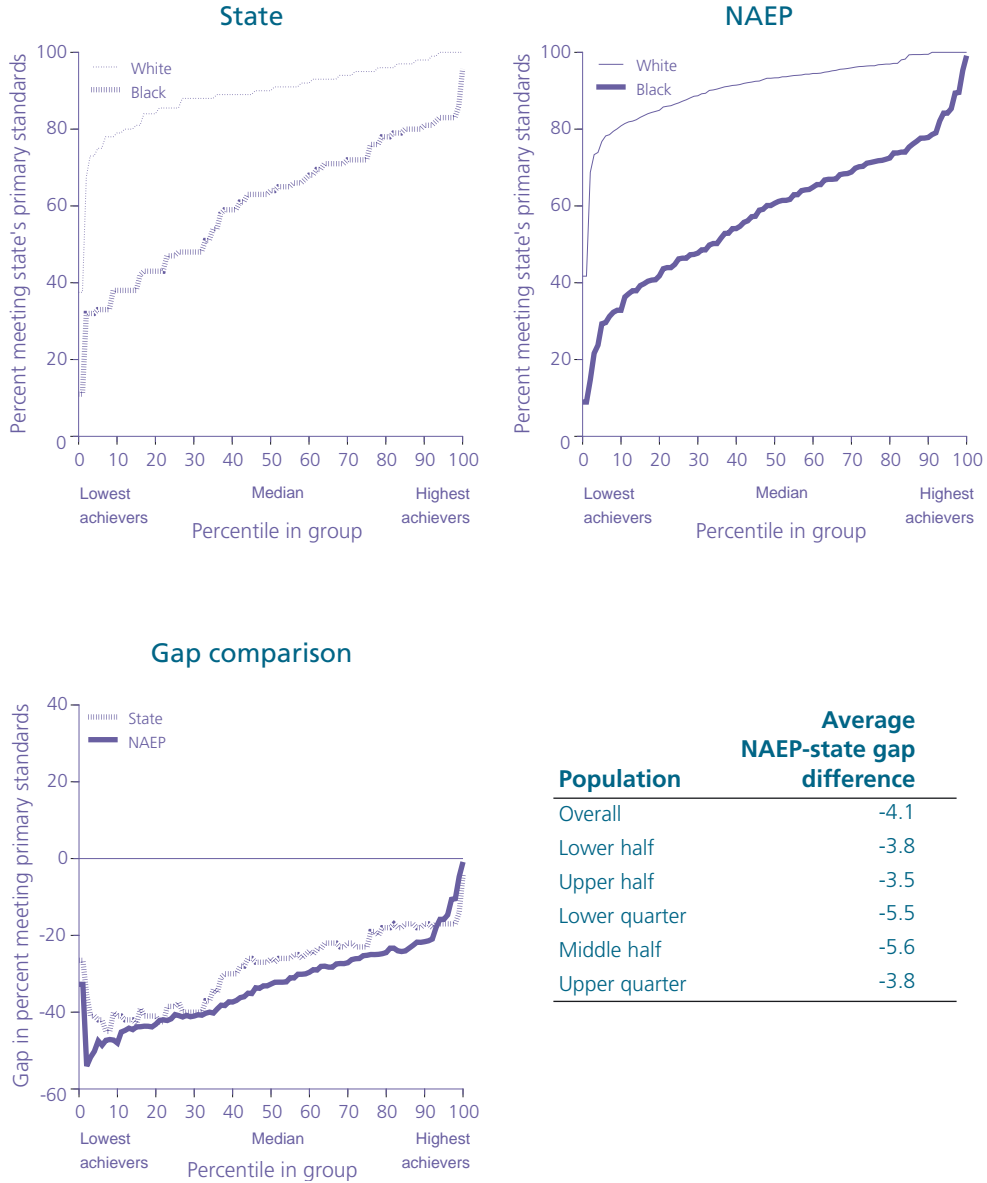
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	65.0	79.0
Grade 8	40.0	51.0

SOURCE: New York State Department of Education retrieved from <http://www.emsc.nysed.gov/reprcrd2003/statewide/total-public-overview.htm>

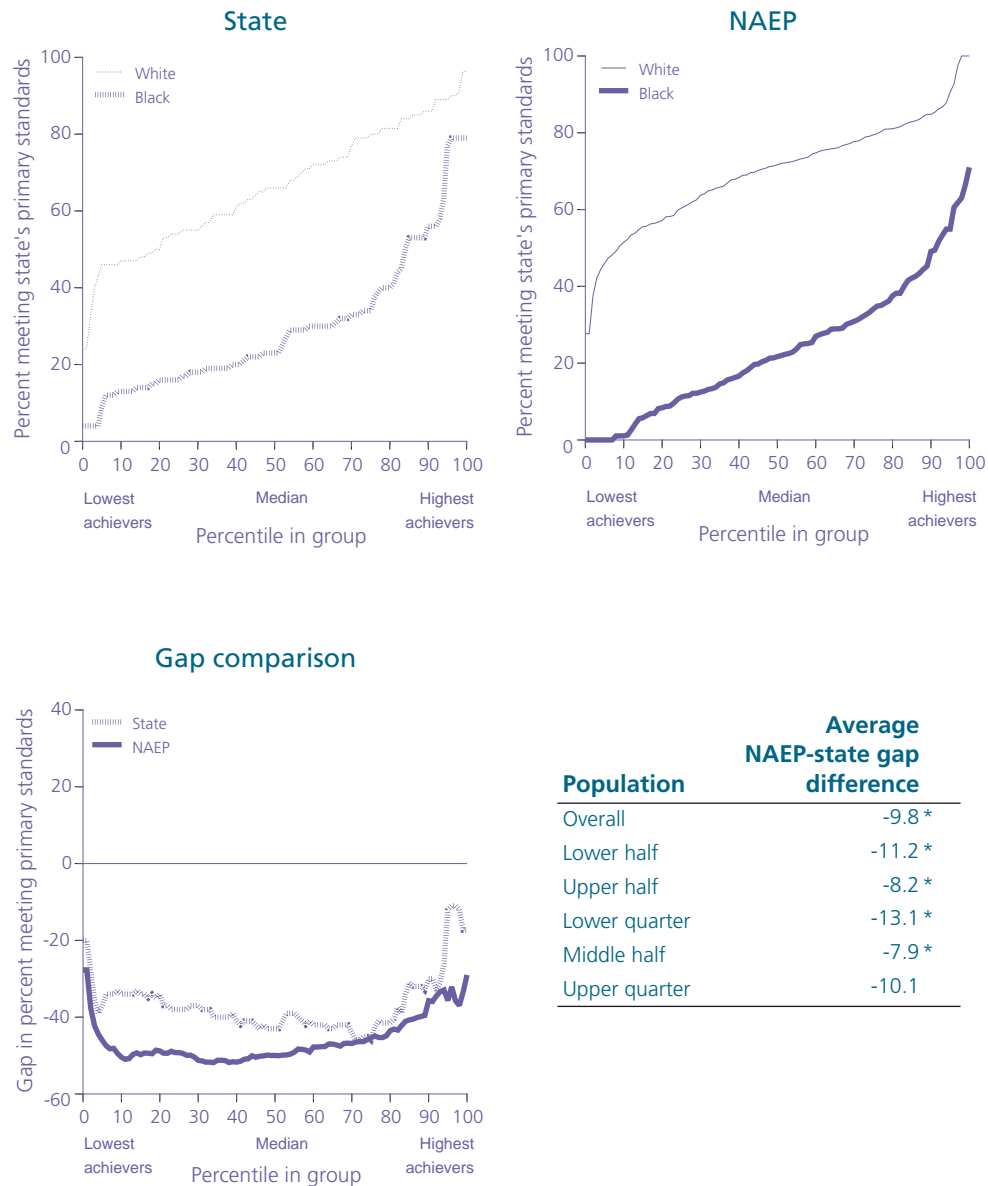
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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.



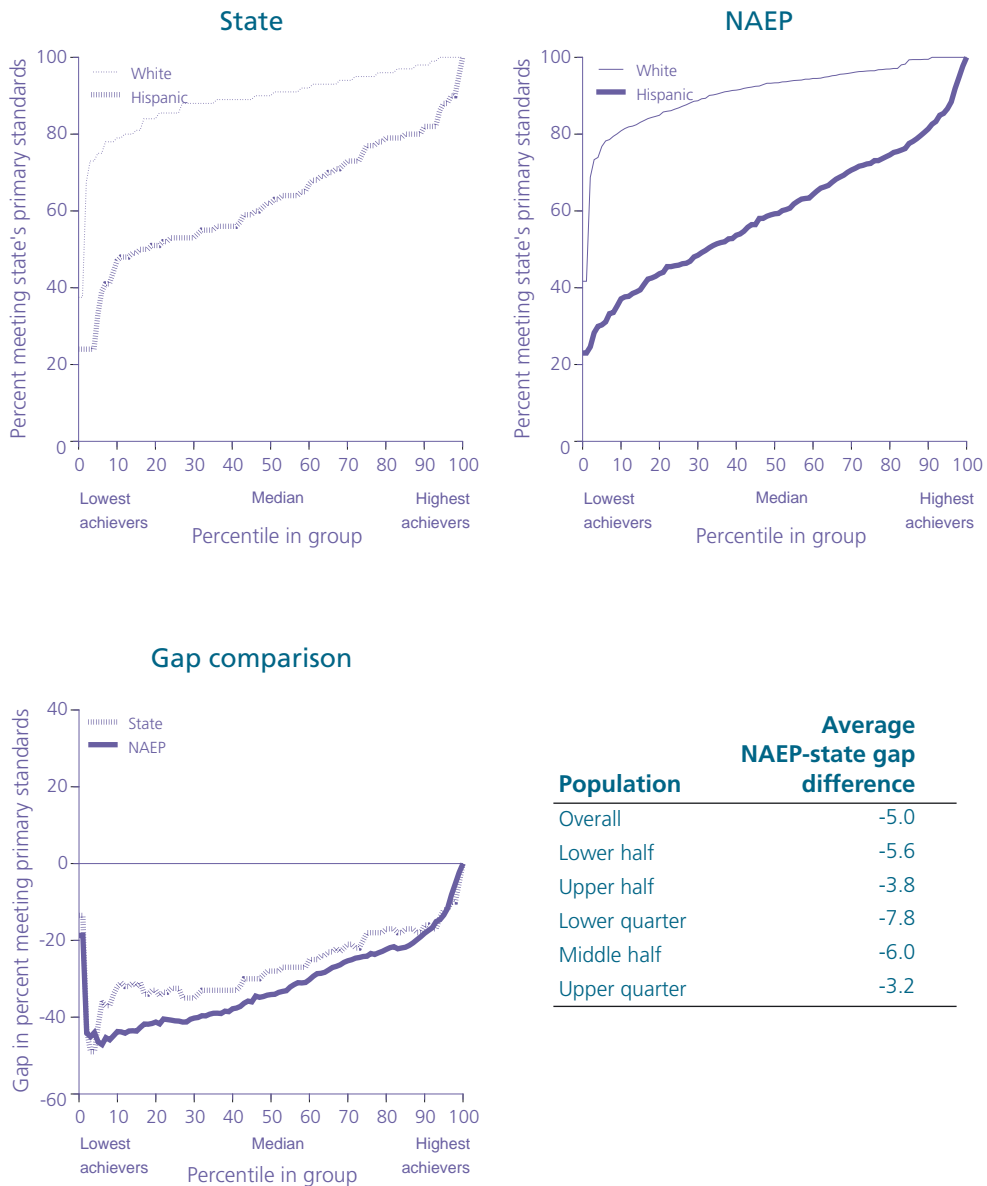
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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

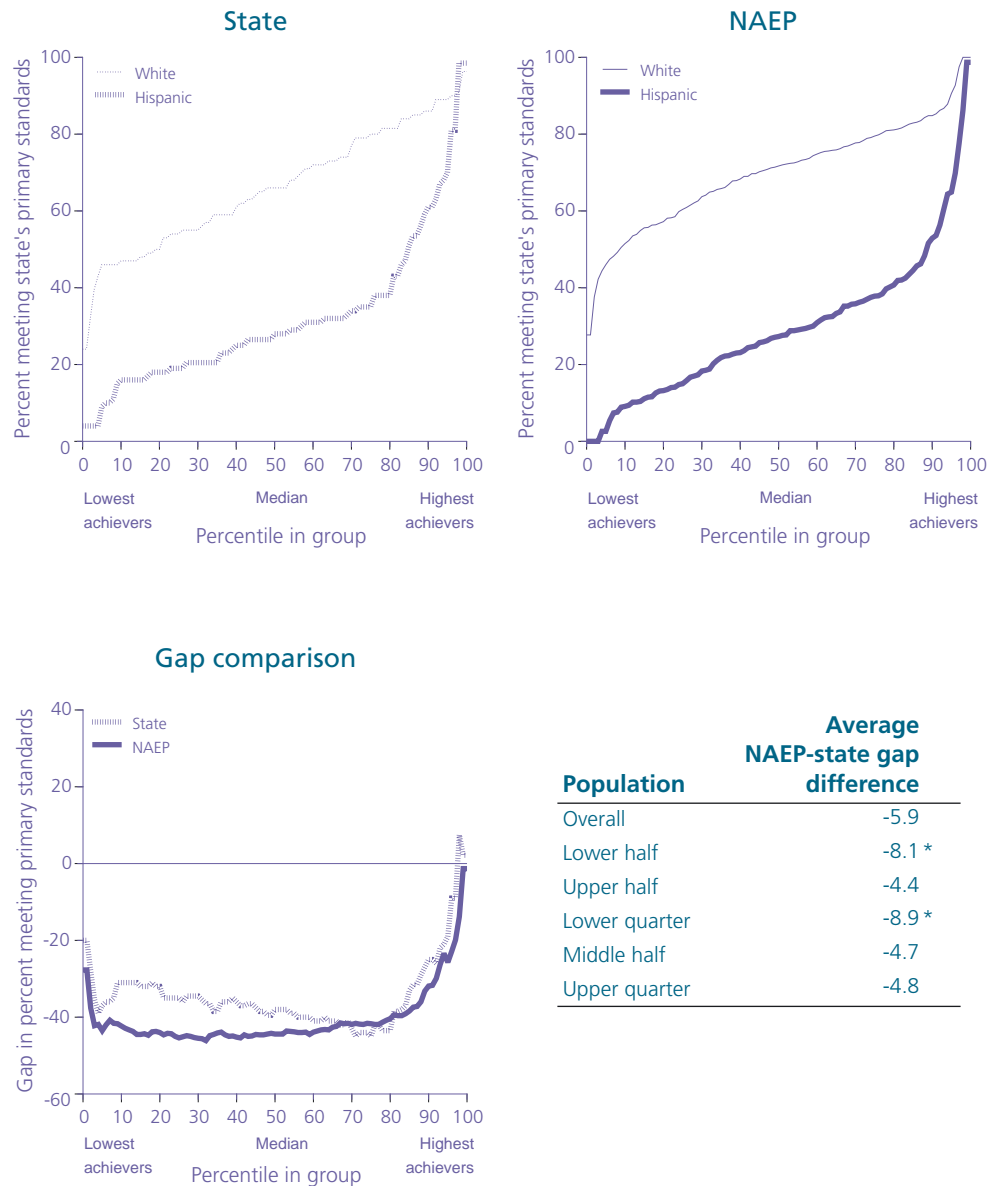
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

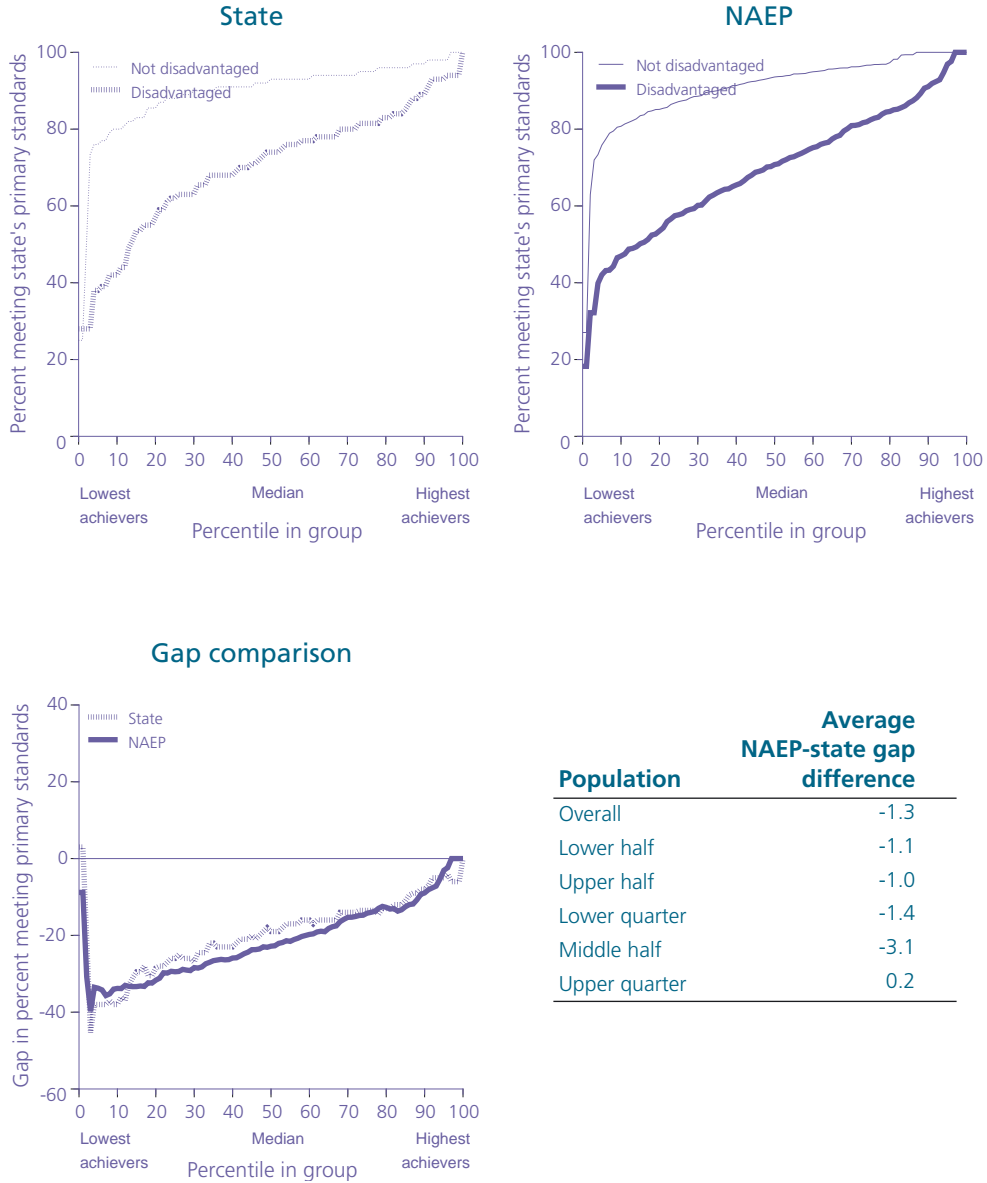
Figure 6. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

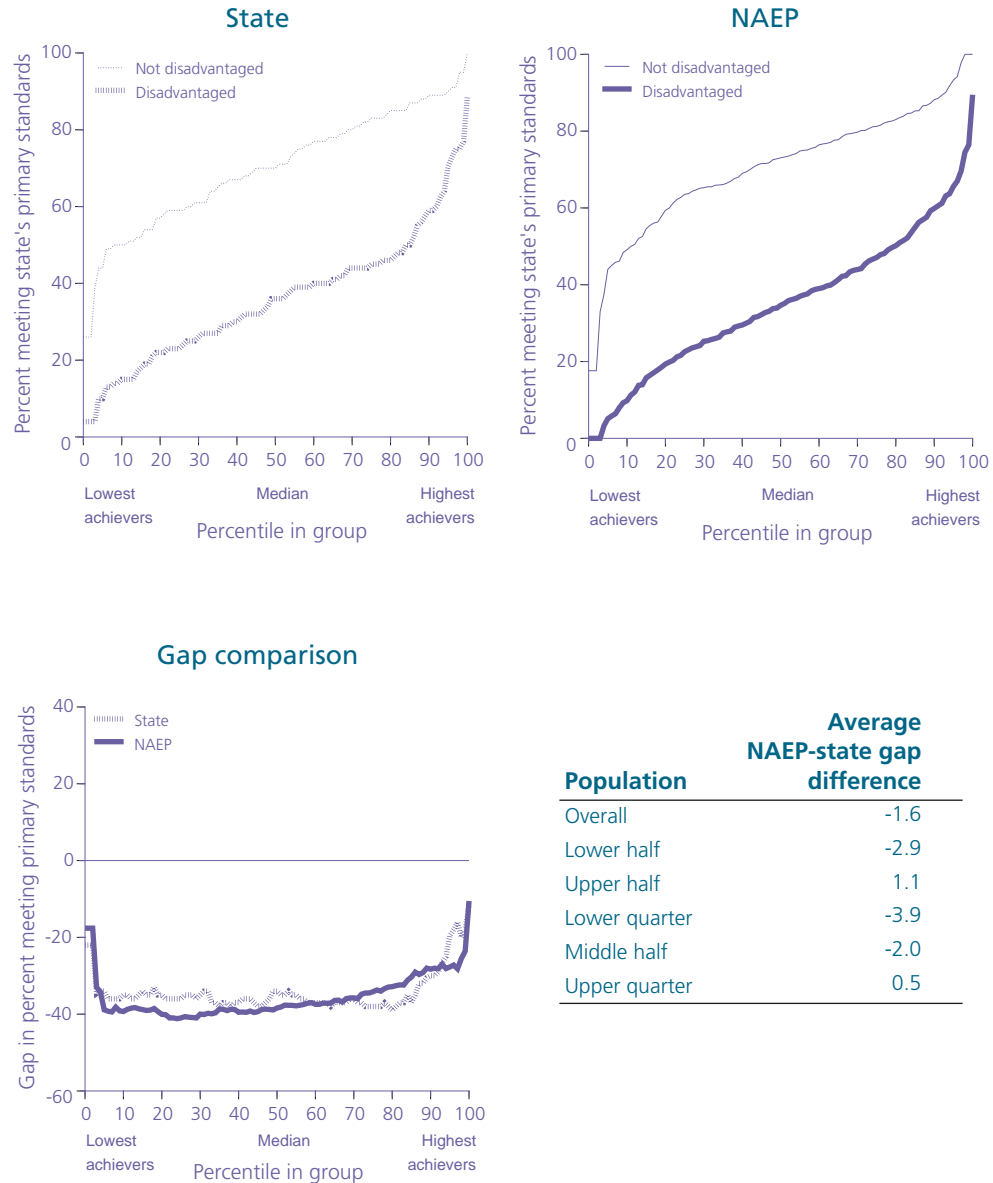
Figure 7. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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.

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



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

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



# D

## North Carolina

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

### Summary of Comparisons

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

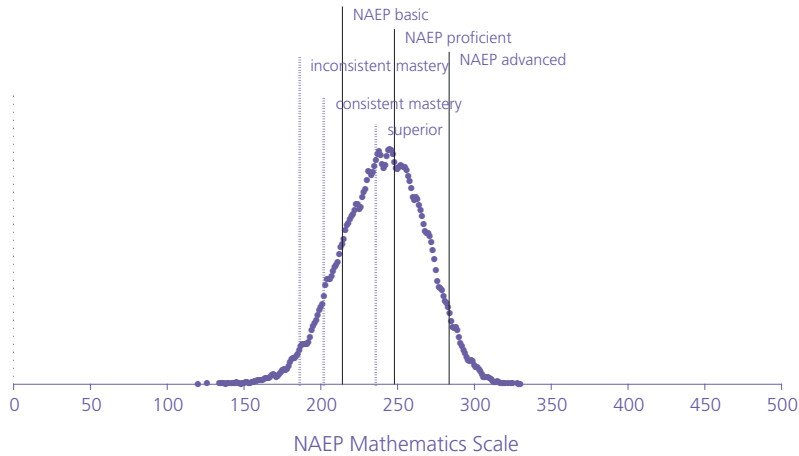
- **Standards.** The state's primary grade 4 mathematics performance standard (*consistent mastery*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in percent consistent mastery between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

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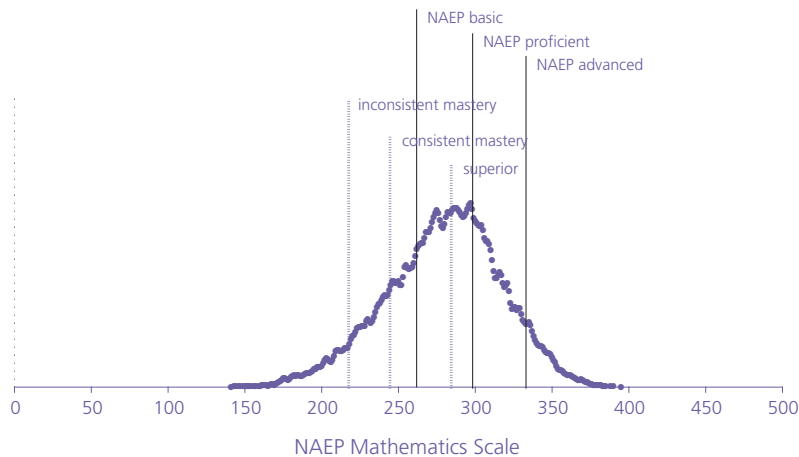
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Inconsistent Mastery	0.24	0.075	0.59	0.054
Consistent Mastery	0.63	0.044	0.71	0.016
Superior	0.85	0.023	0.79	0.014

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





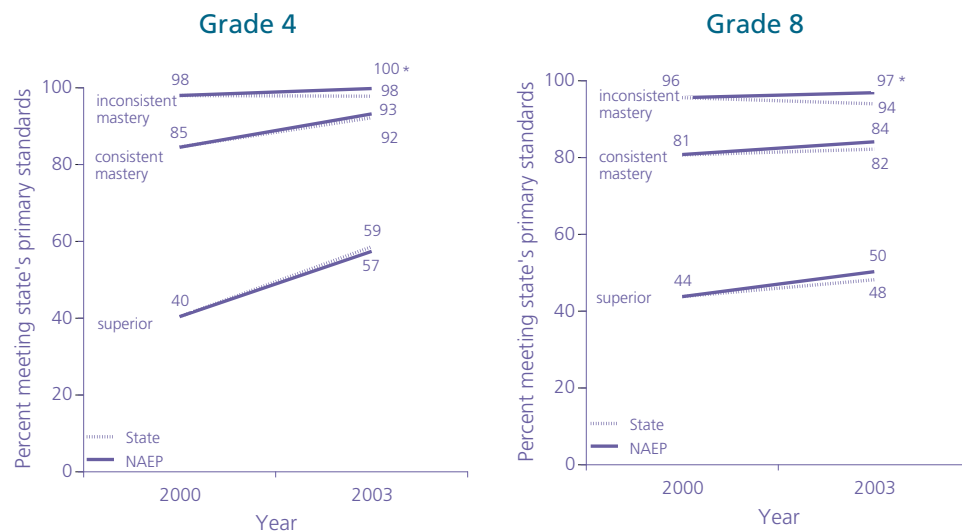
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

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

# Rounds to zero.

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

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



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

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

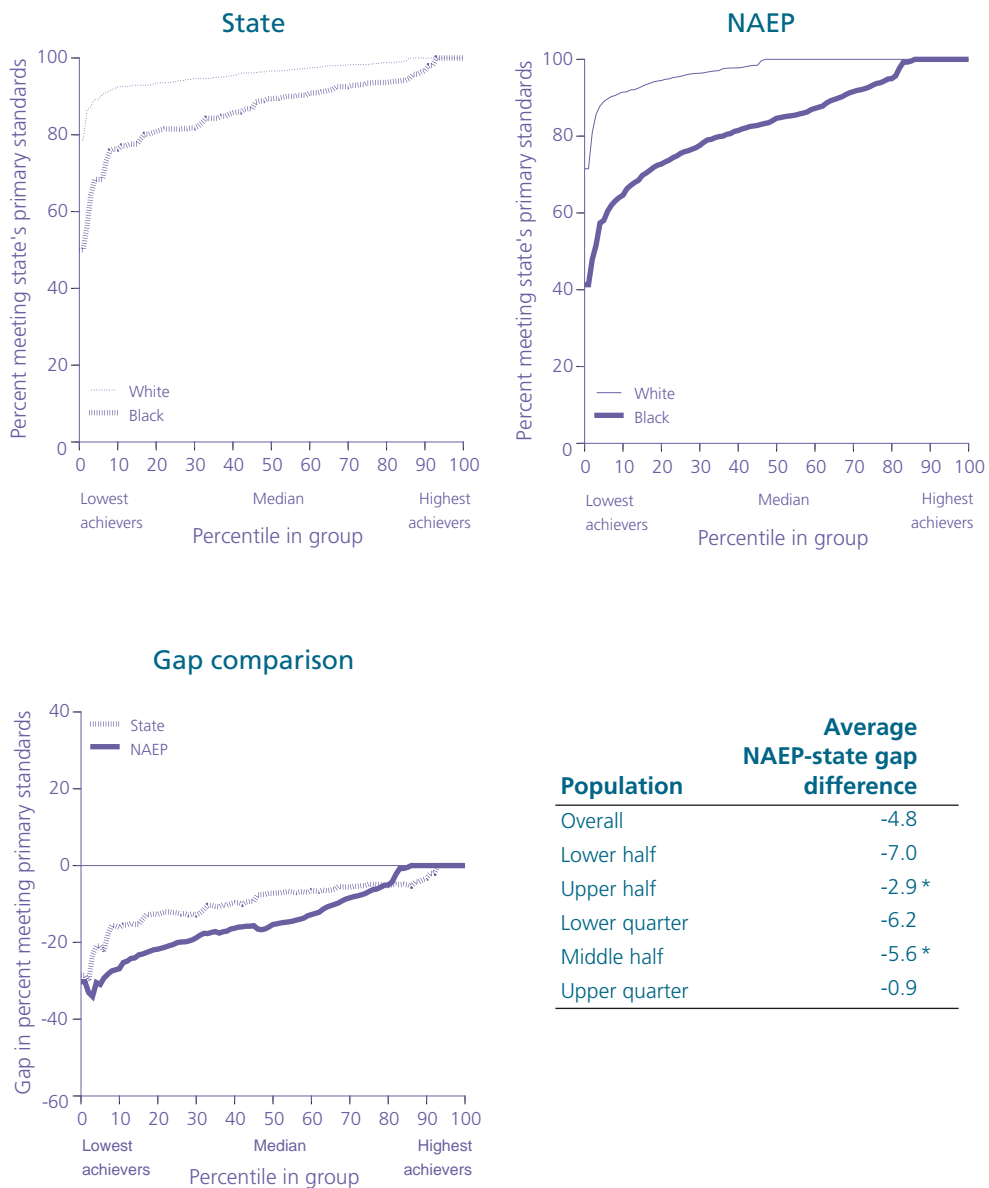
**Table 3. Percentage meeting standards as reported by state: 2000 and 2003**

Level	2000	2003
Grade 4	—	92.1
Grade 8	—	82.4

— Not available.

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

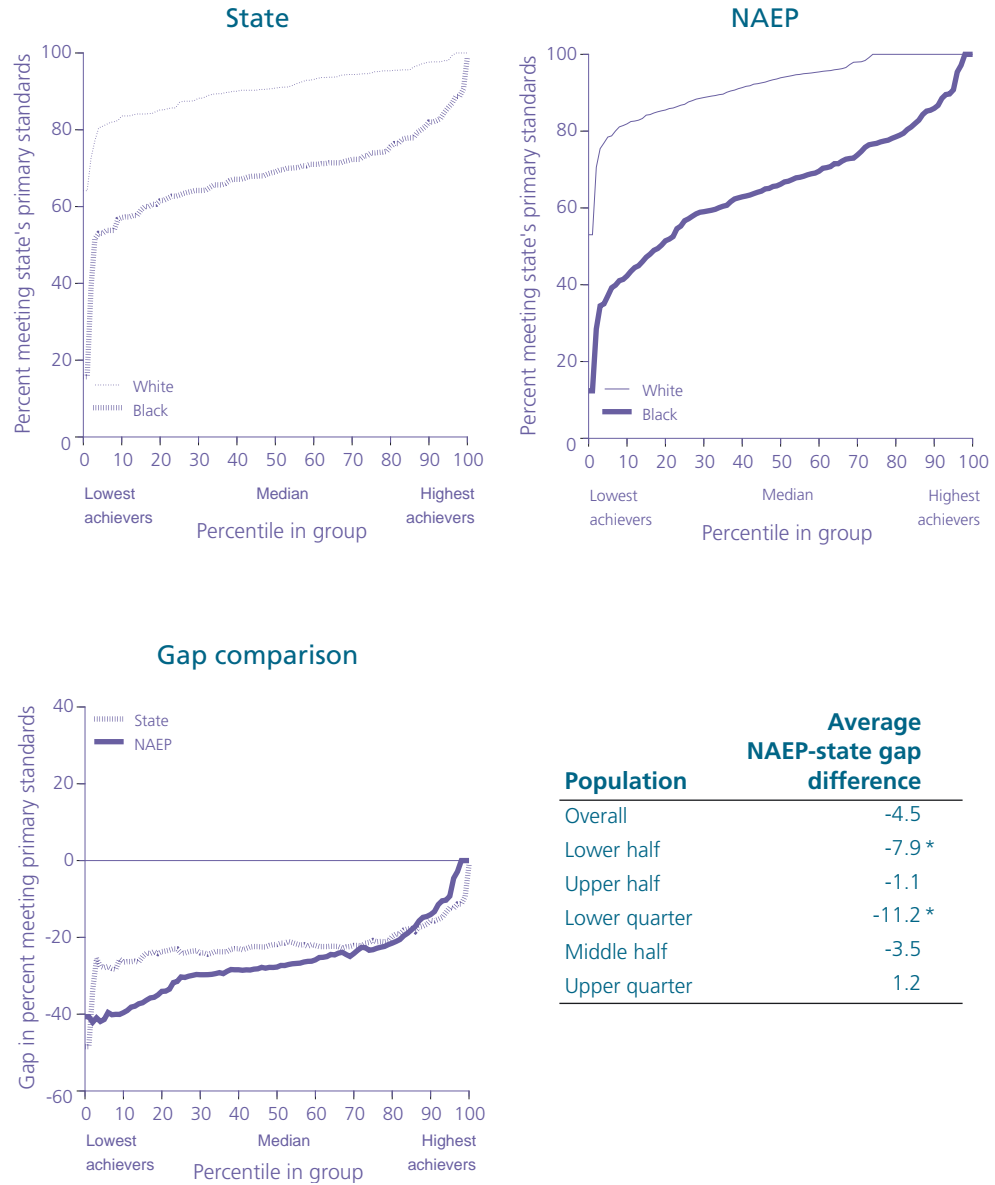
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.

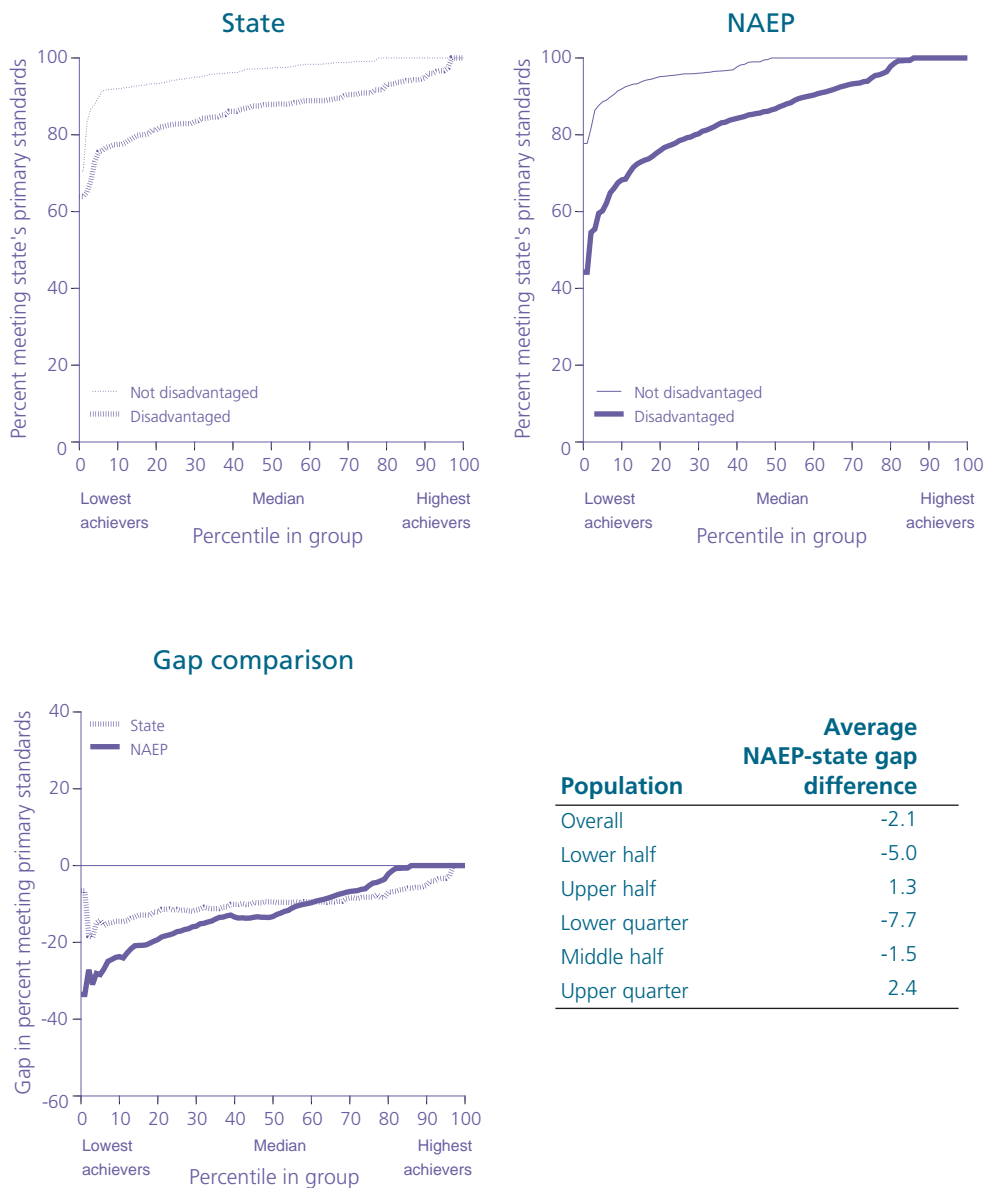
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

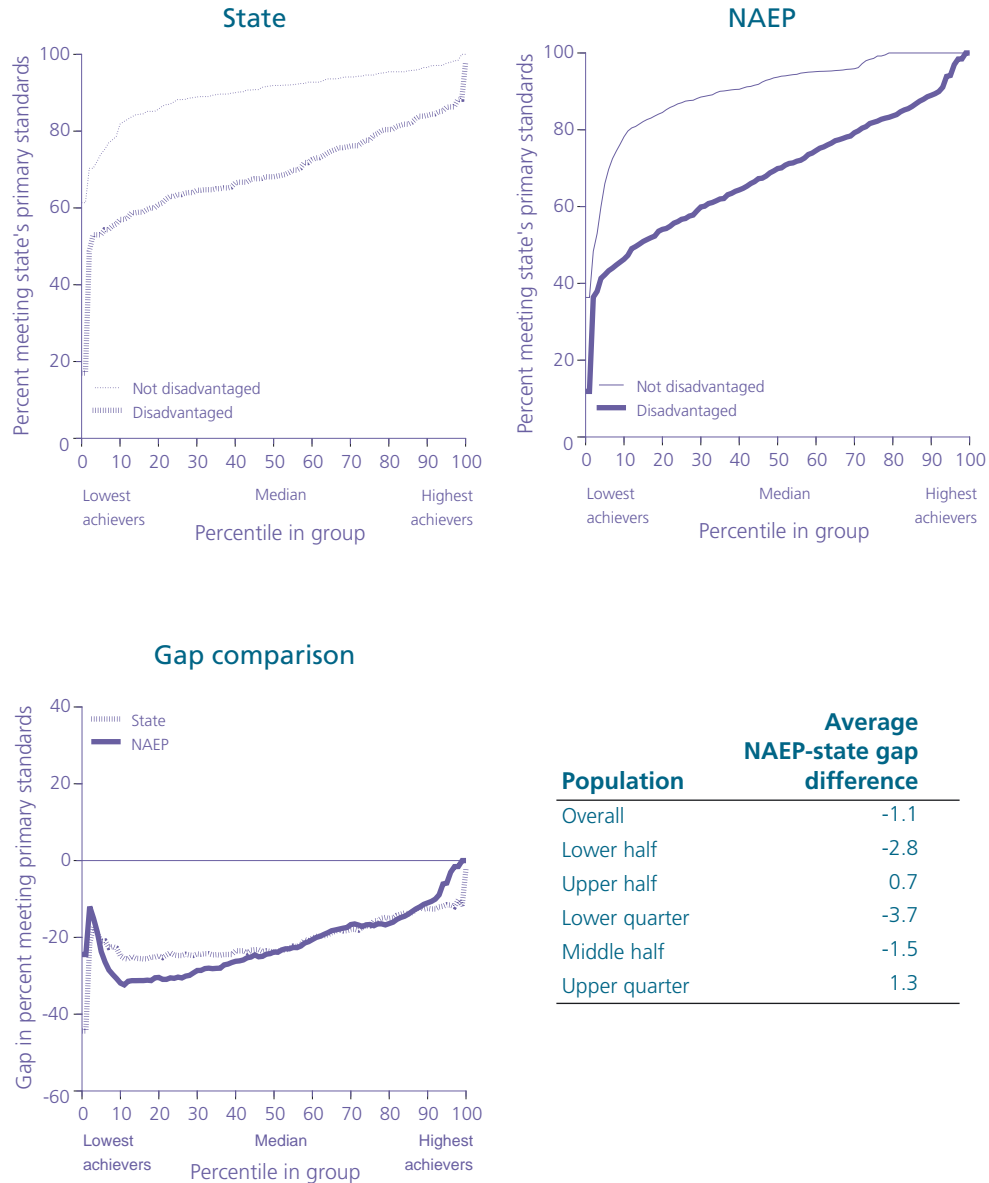
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

## North Dakota

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

### Summary of Comparisons

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

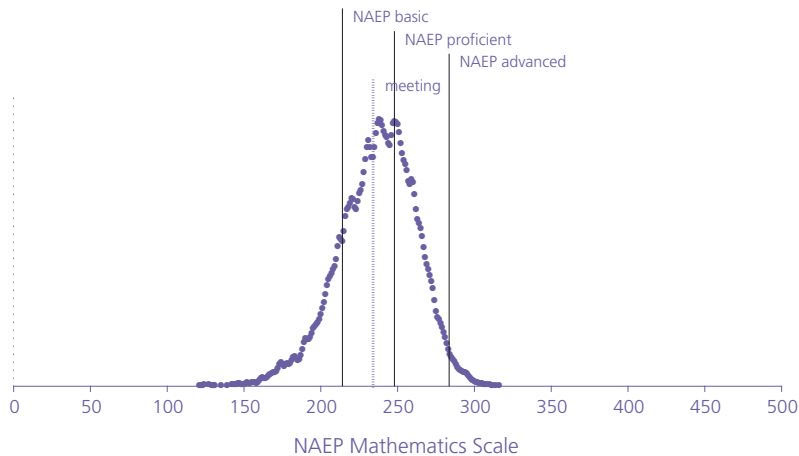
- **Standards.** The state's primary grade 4 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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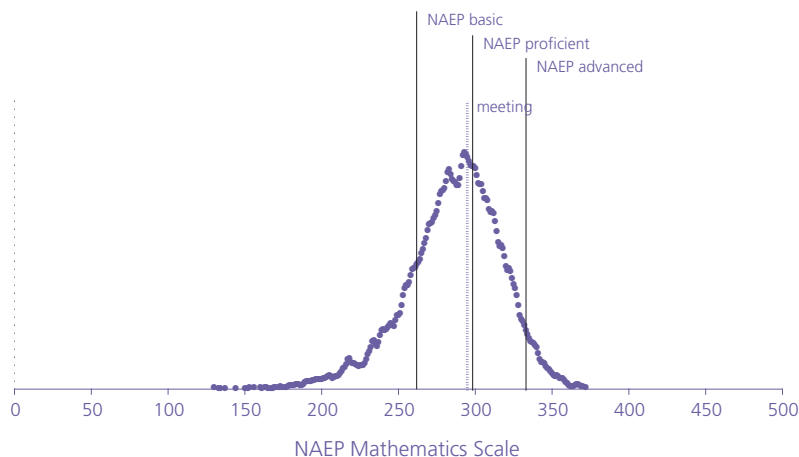
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Meeting	0.64	0.022	0.75	0.048

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





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

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

# Rounds to zero.

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



# D

## Ohio

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

### Summary of Comparisons

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

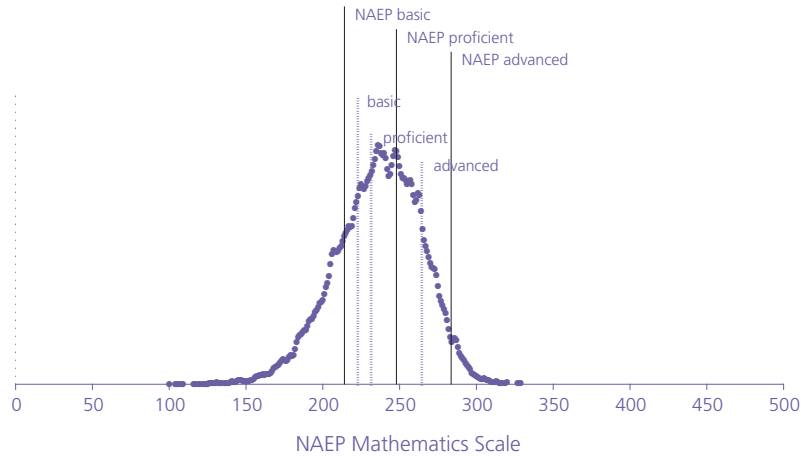
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. There are not enough data to compare state standards to NAEP for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent proficient are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

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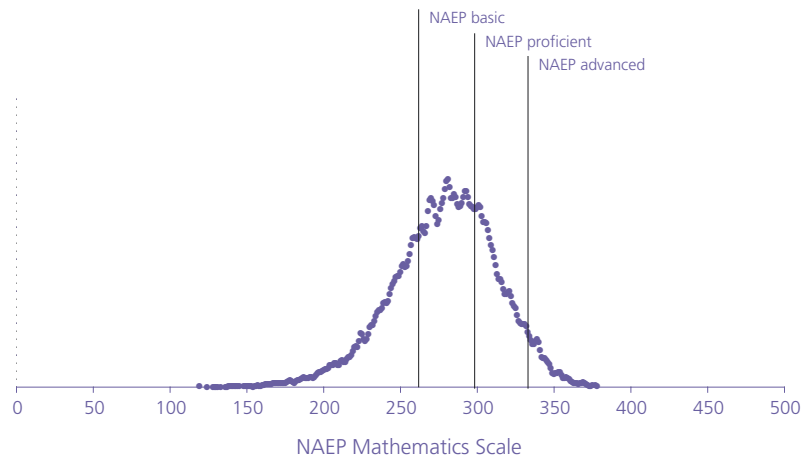
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.80	0.012	—	†
Proficient	0.81	0.011	—	†
Advanced	0.66	0.019	—	†

— Not available.

† Not applicable.

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

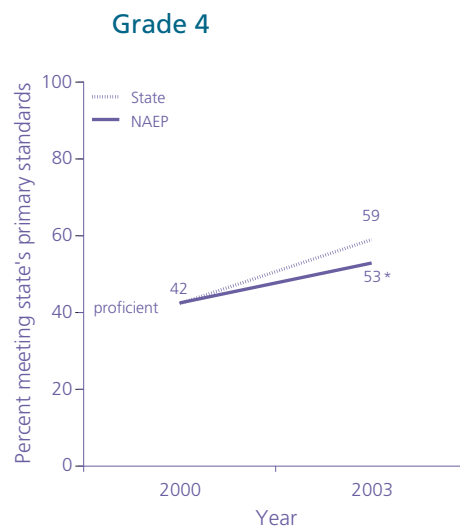
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

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

# Rounds to zero.

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

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



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

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

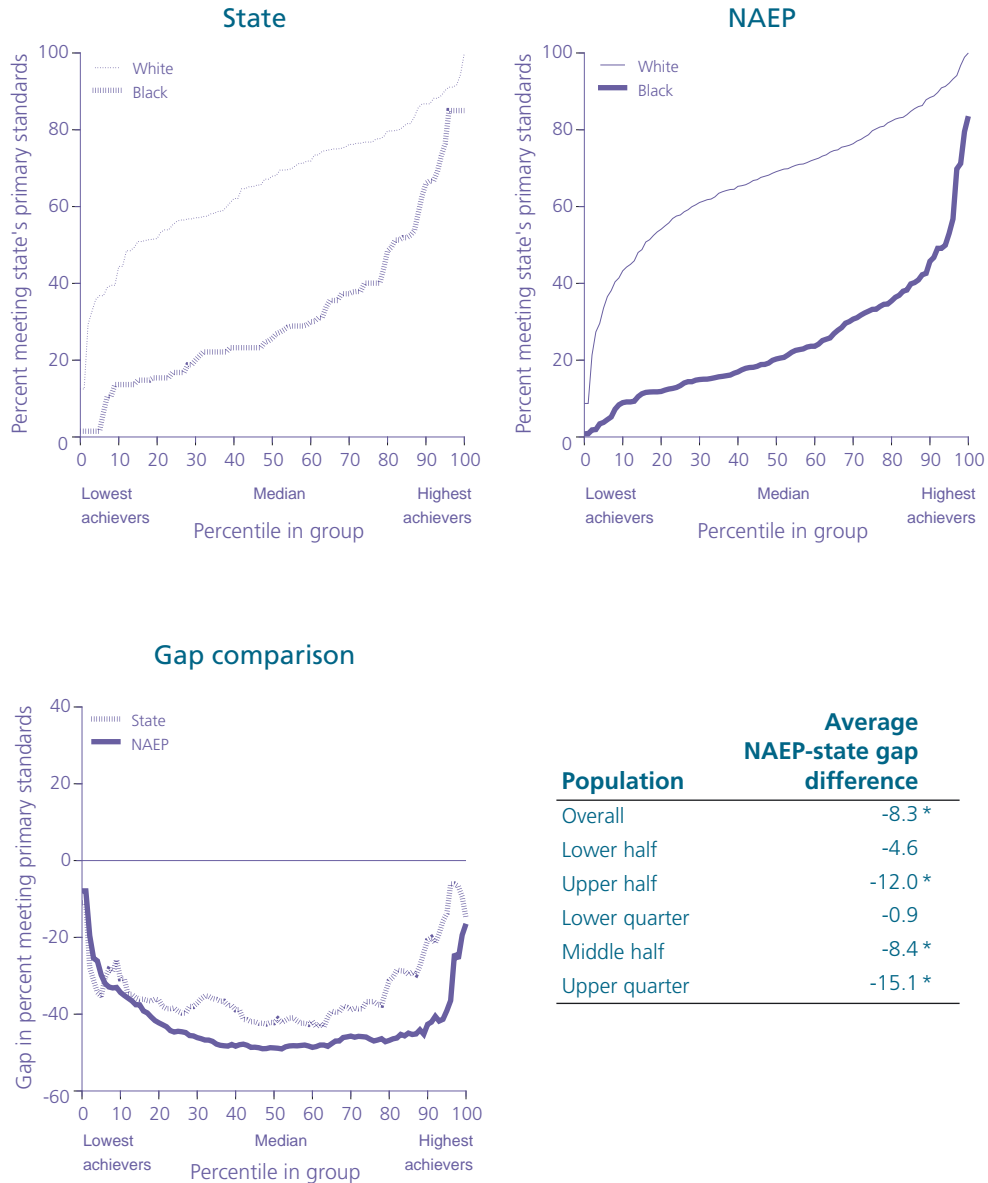
**Table 3. Percentage meeting standards as reported by state: 2000 and 2003**

Level	2000	2003
Grade 4	—	58.0

— Not available.

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

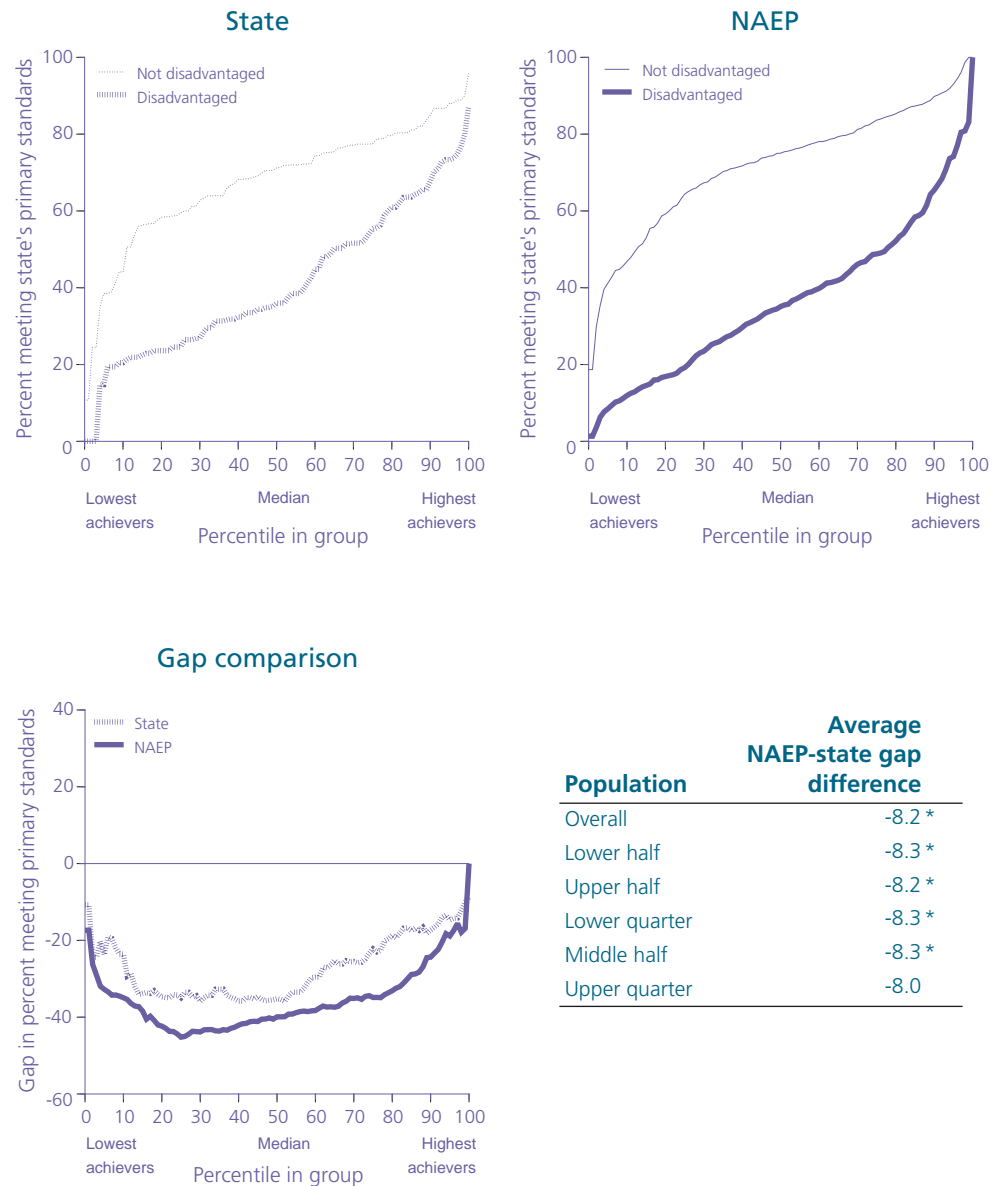
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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



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

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

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





# D

## Oklahoma

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

### Summary of Comparisons

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

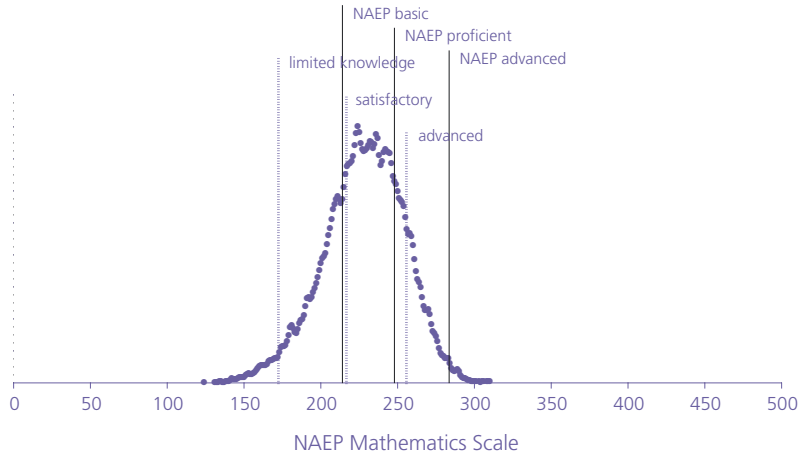
- **Standards.** The state's primary grade 5 mathematics performance standard (*satisfactory*) is close to the NAEP basic level. The state's primary grade 8 mathematics performance standard (*satisfactory*) is below the NAEP basic level.
- **Trends.** Between 2000 and 2003, the state reported declines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

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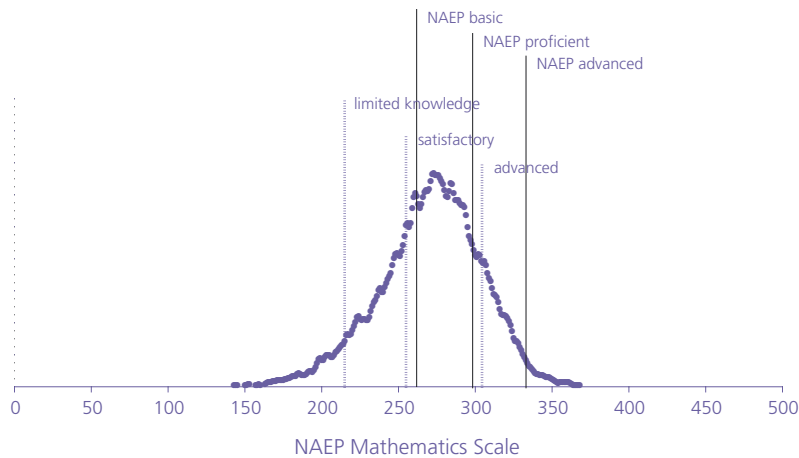
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Little Knowledge	0.36	0.073	0.51	0.038
Satisfactory	0.58	0.016	0.71	0.021
Advanced	0.42	0.033	0.64	0.026

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



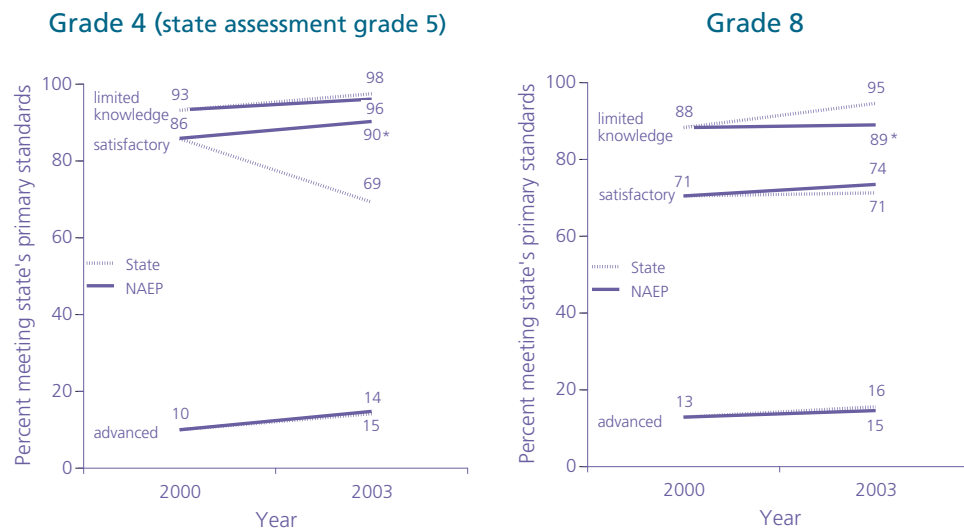
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

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

# Rounds to zero.

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

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



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

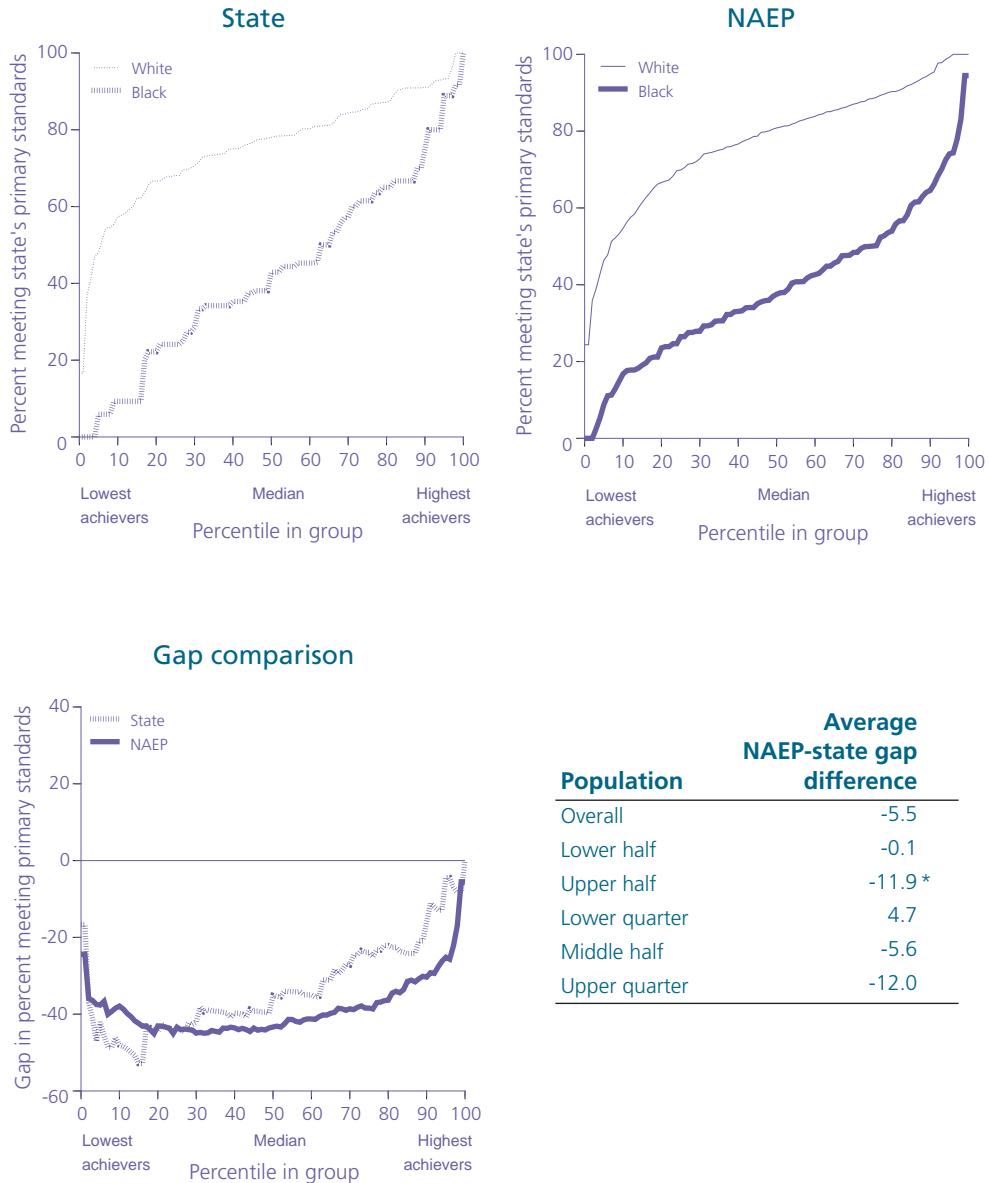
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	85.0	72.0
Grade 8	71.0	73.0

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

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

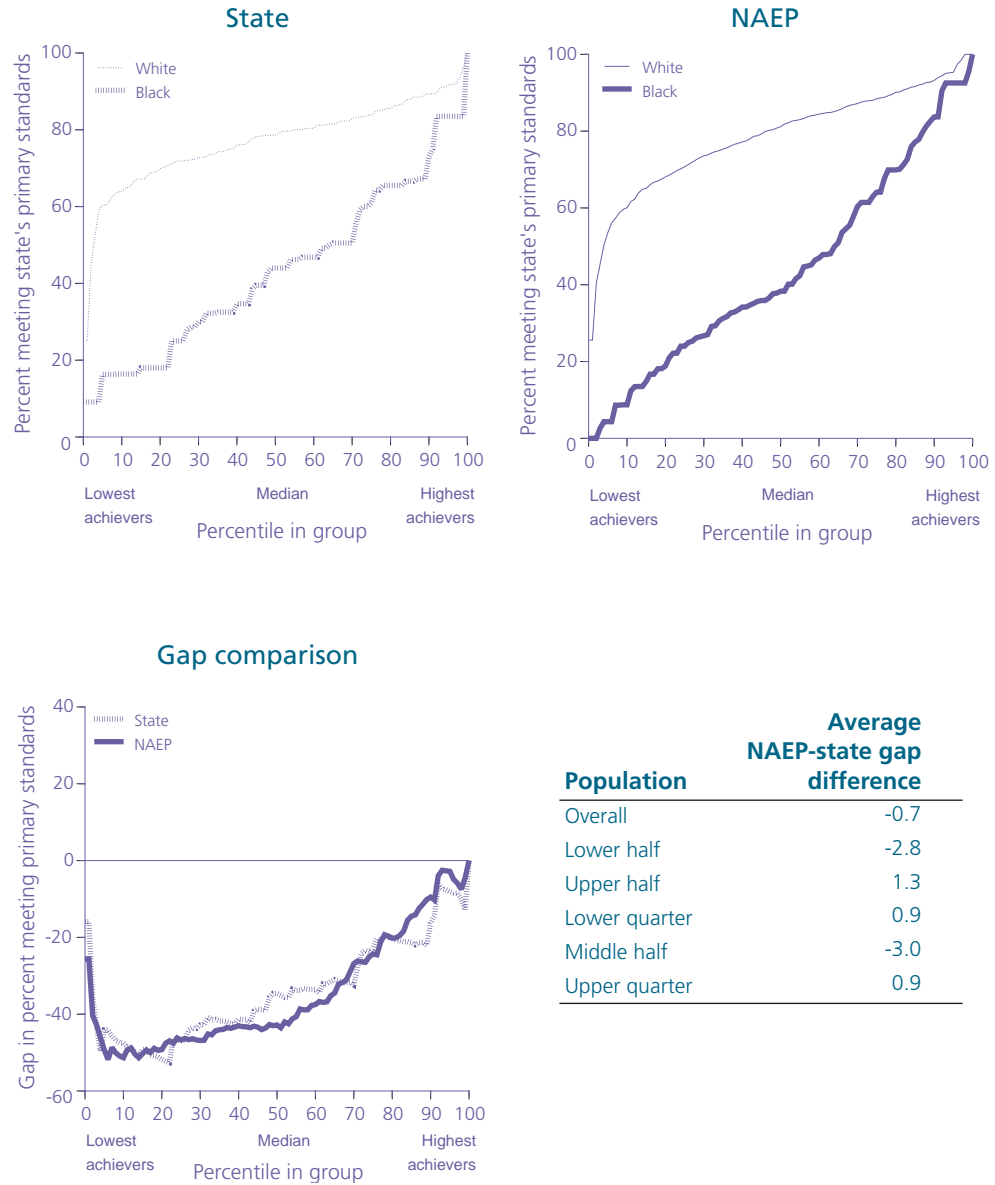


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 5.

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

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



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



# D

## Oregon

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

### Summary of Comparisons

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

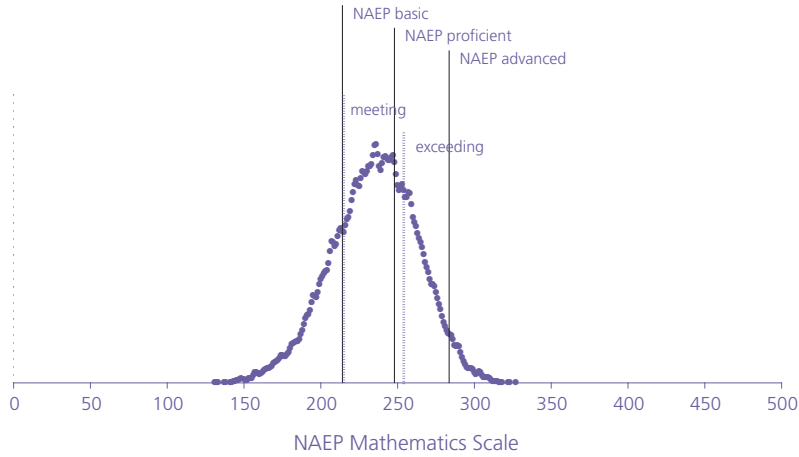
- **Standards.** The state's primary grade 5 mathematics performance standard (*meeting*) is close to the NAEP basic level for grade 4. The state's primary grade 8 mathematics performance standard (*meeting*) is between the NAEP basic and proficient levels.
- **Trends.** There were no significant differences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

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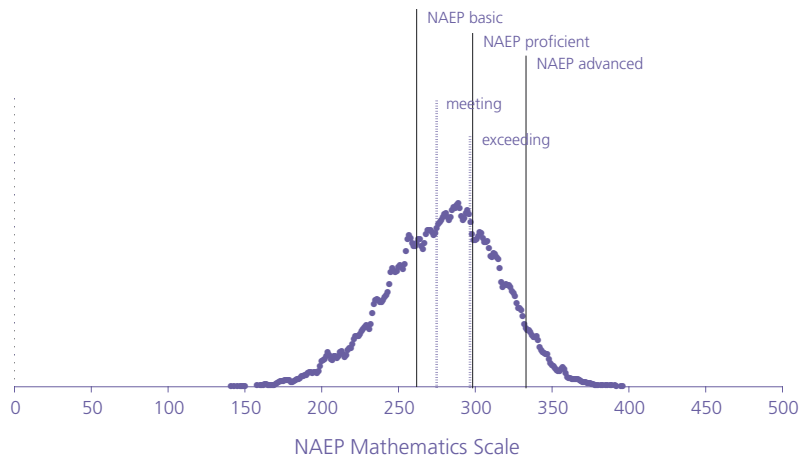
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Meeting	0.51	0.031	0.77	0.022
Exceeding	0.67	0.029	0.80	0.015

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



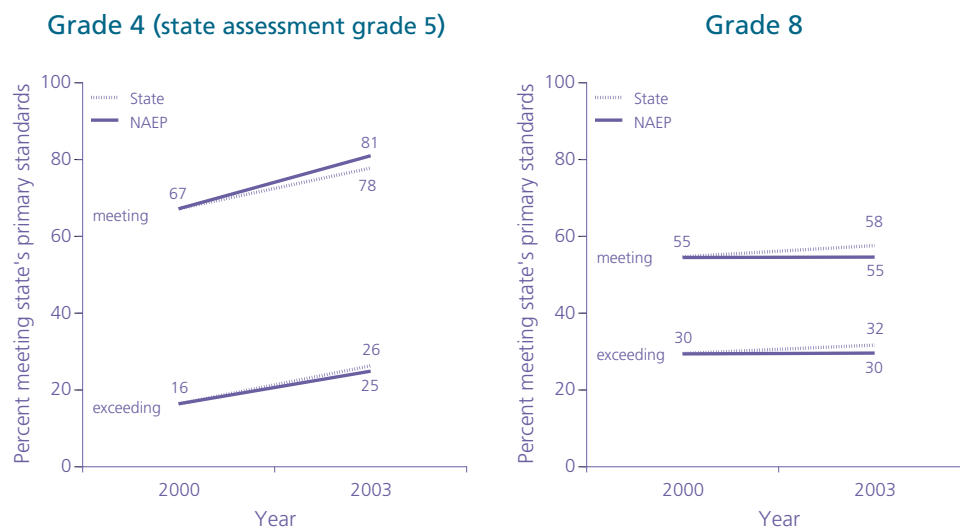


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

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

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

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



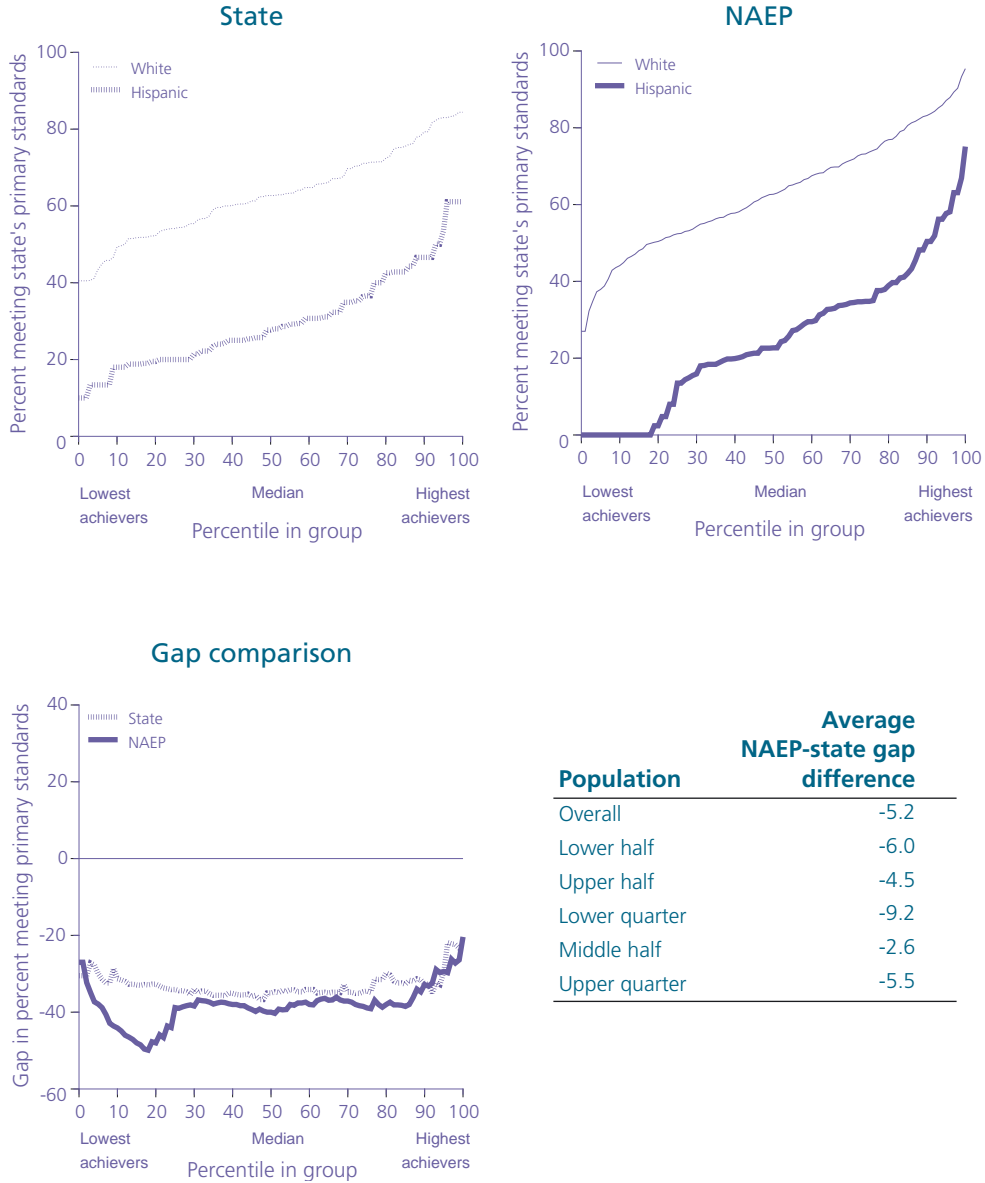
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 5	70.0	76.0
Grade 8	56.0	59.0

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

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



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

# D

## Pennsylvania

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

### Summary of Comparisons

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

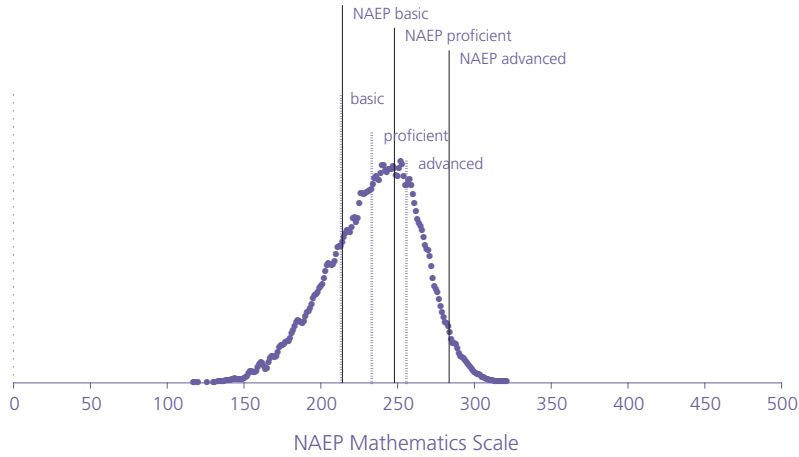
- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** Overall, there were no significant differences between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

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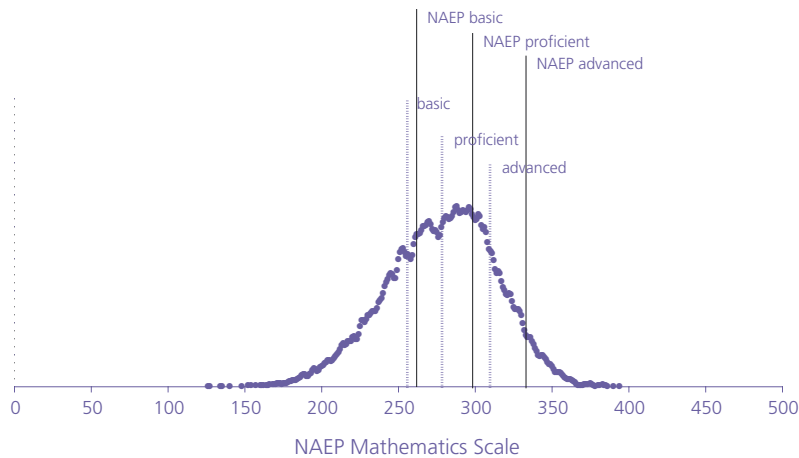
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Basic	0.80	0.022	0.85	0.018
Proficient	0.83	0.008	0.87	0.011
Advanced	0.75	0.021	0.82	0.016

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



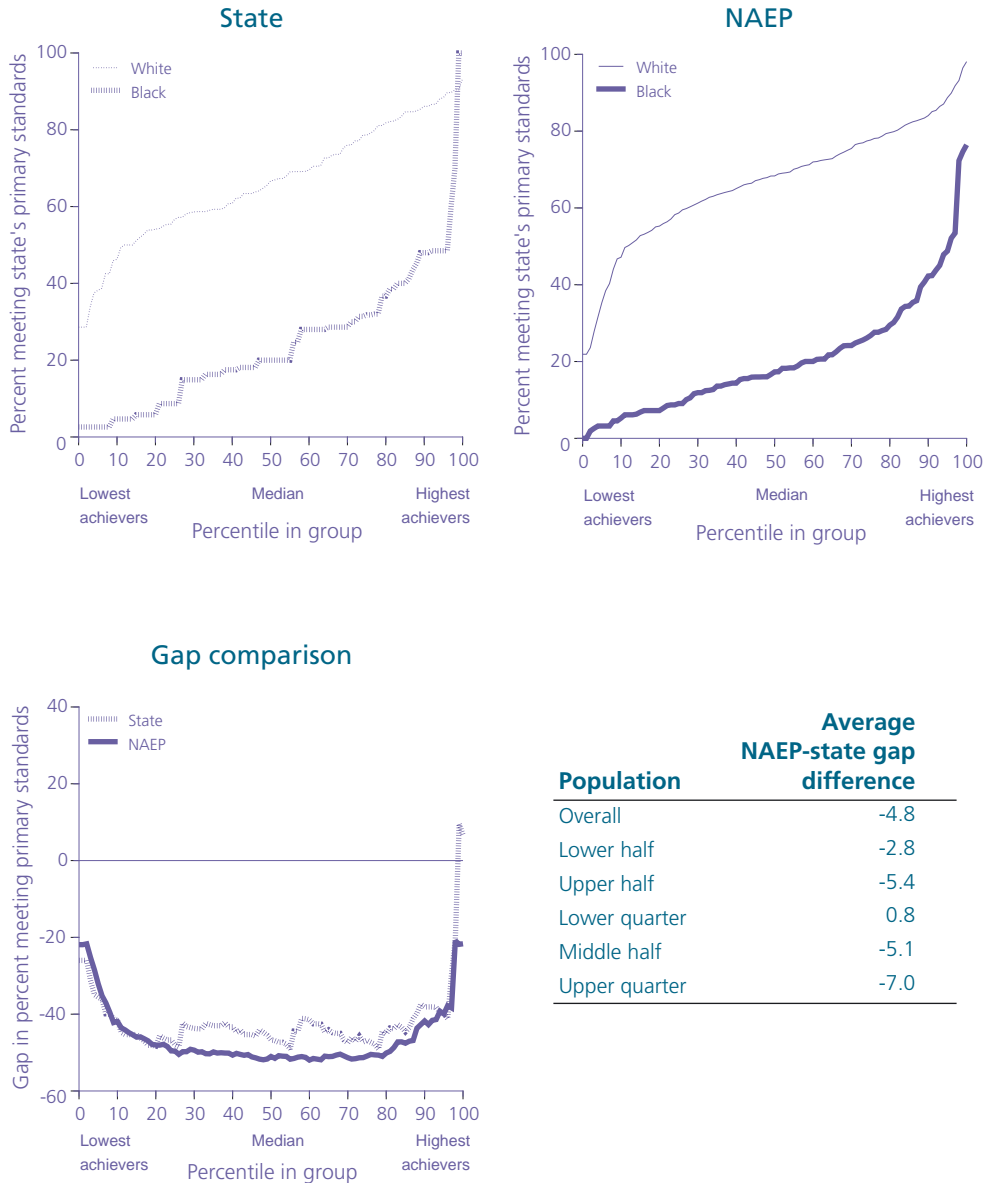
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

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

— Not available.

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

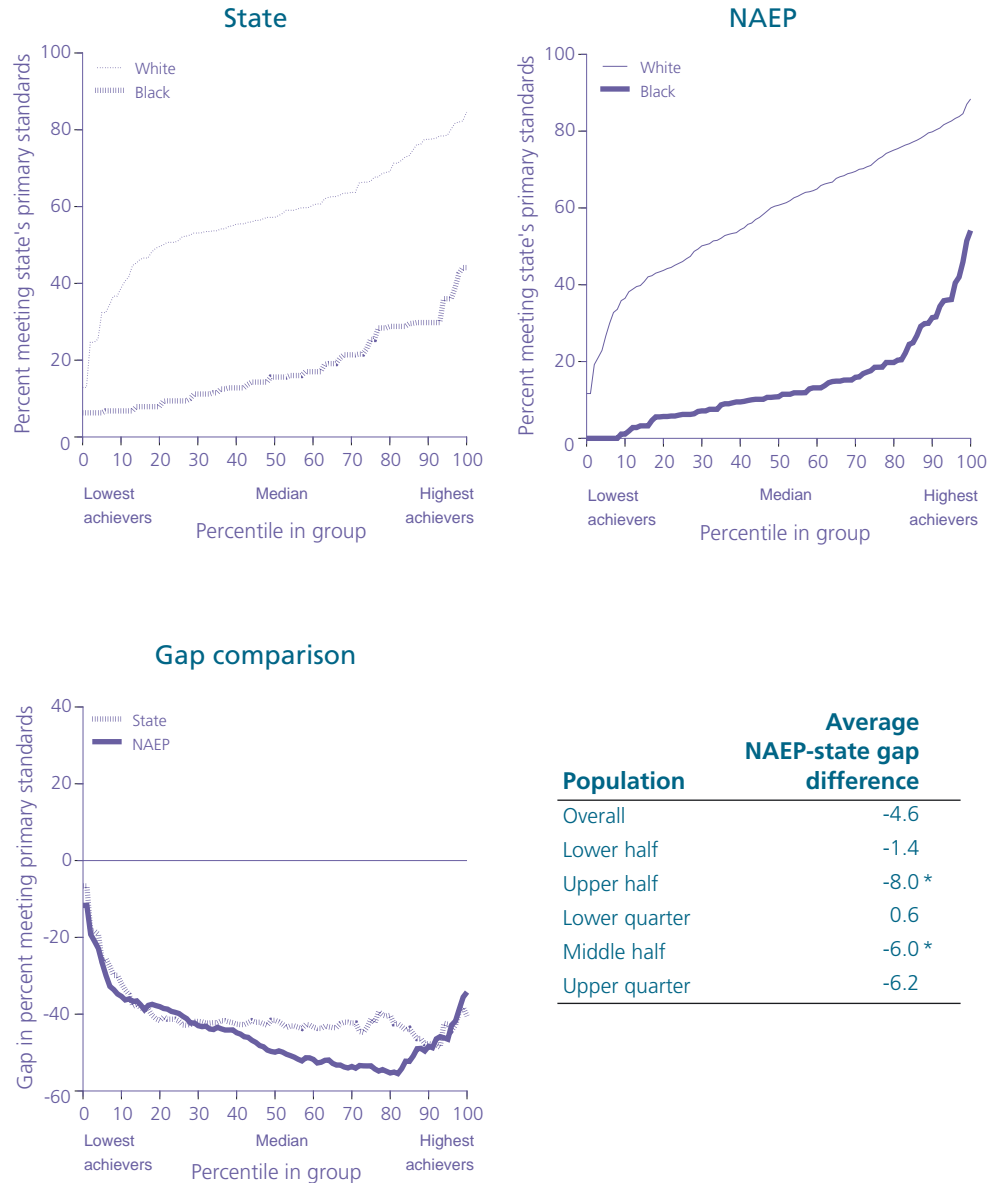
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



NOTE: State assessment data used are for grade 5.

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

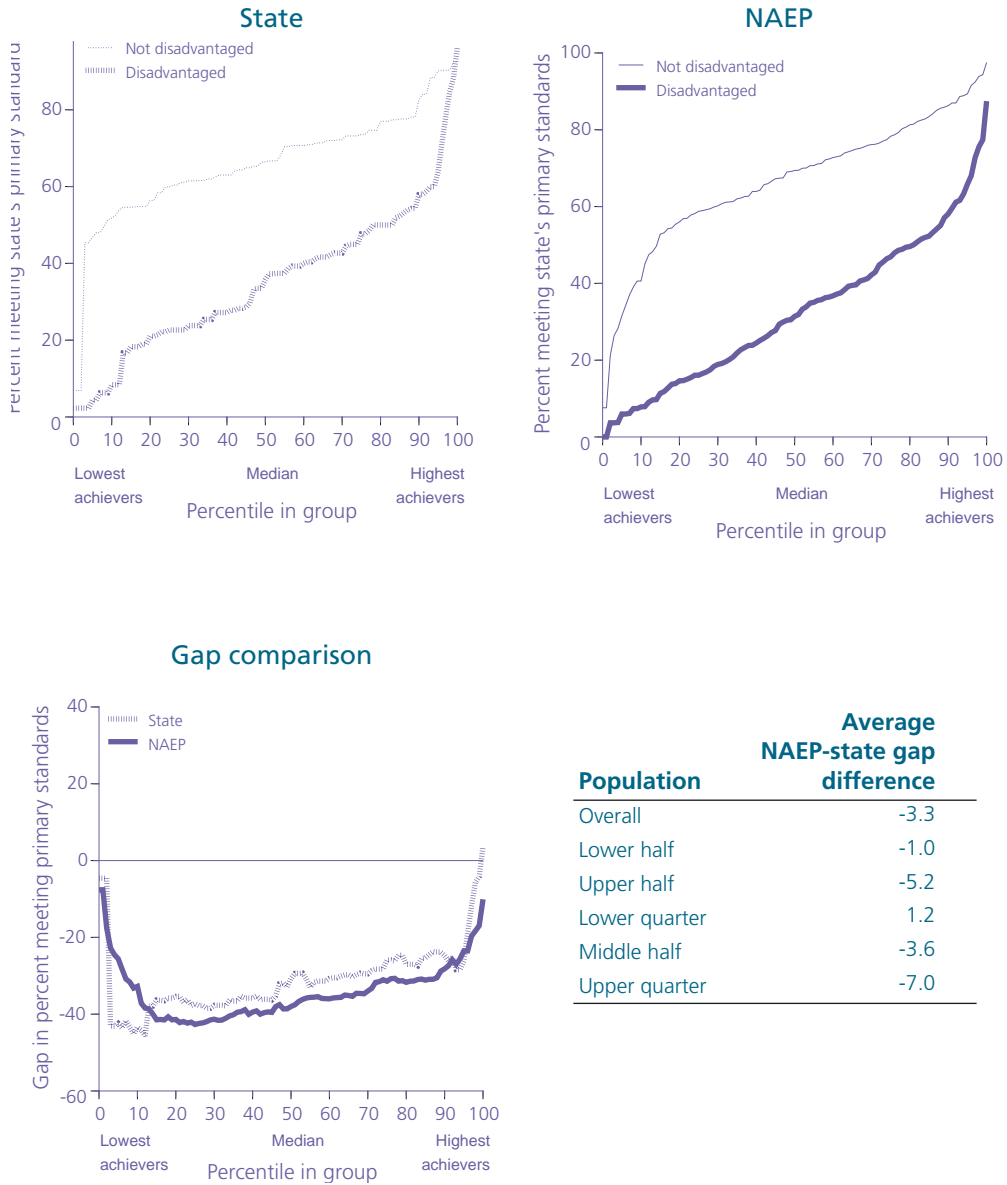
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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

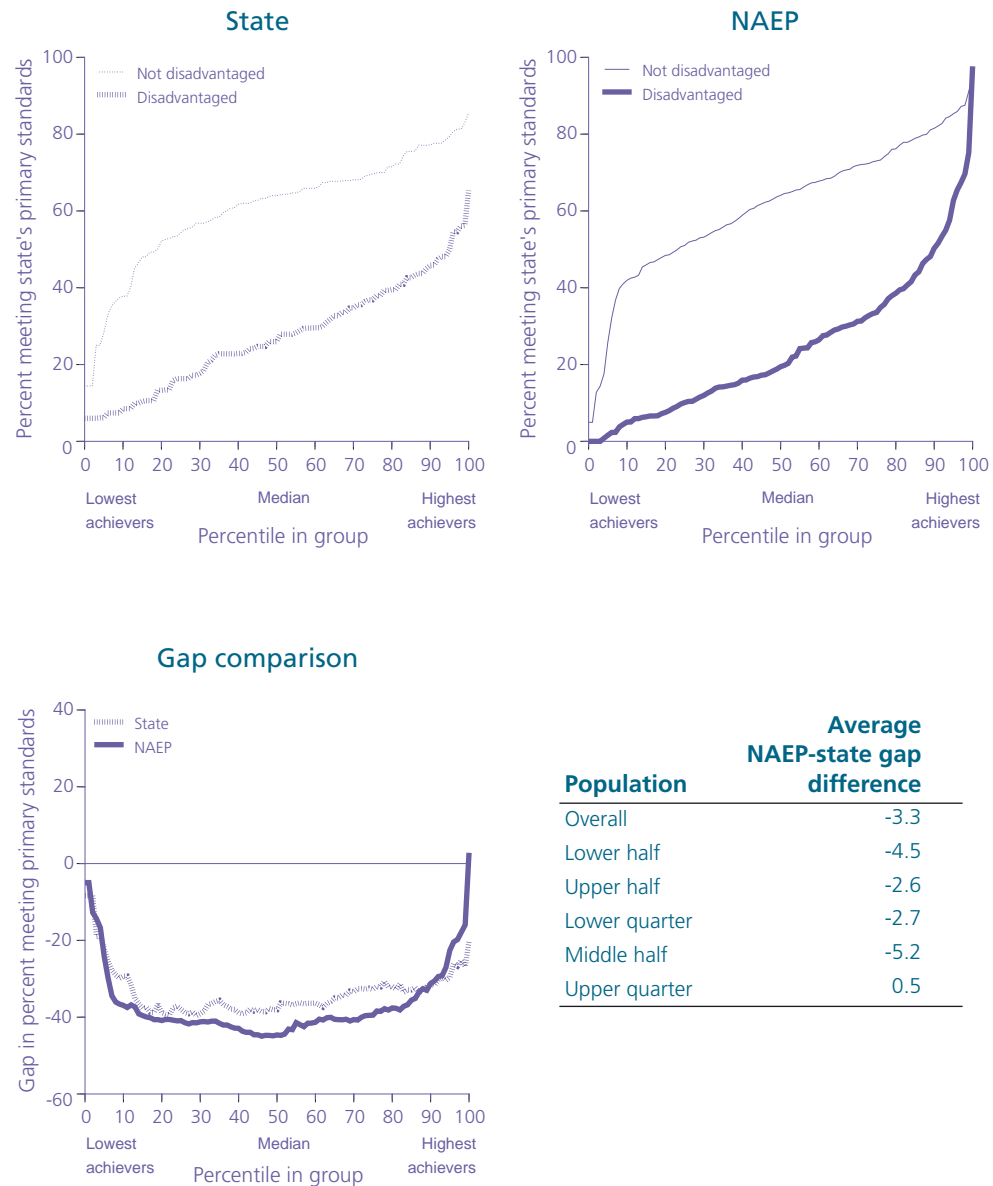


NOTE: The poverty gap refers to the difference in achievement between economically disadvantaged students and other students, where disadvantaged students are defined as those eligible for free/reduced-price lunch. State assessment data used are for grade 5.

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

## Rhode Island

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

### Summary of Comparisons

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

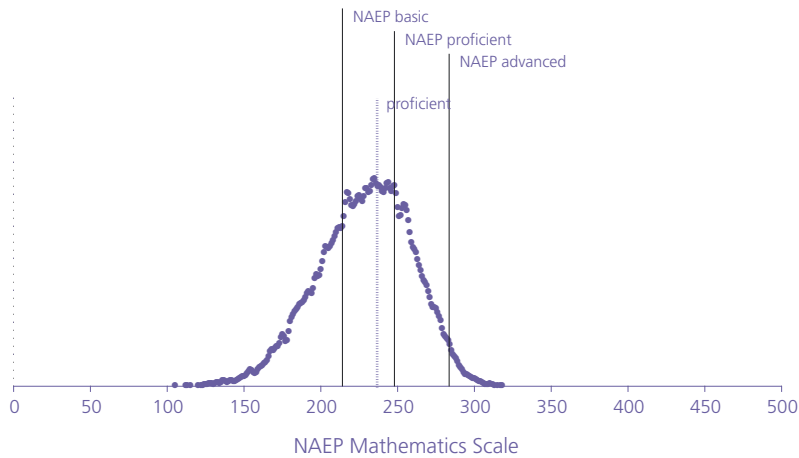
- **Standards.** The state’s primary grade 4 mathematics standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are less than the state assessment gains.
- **Gaps.**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

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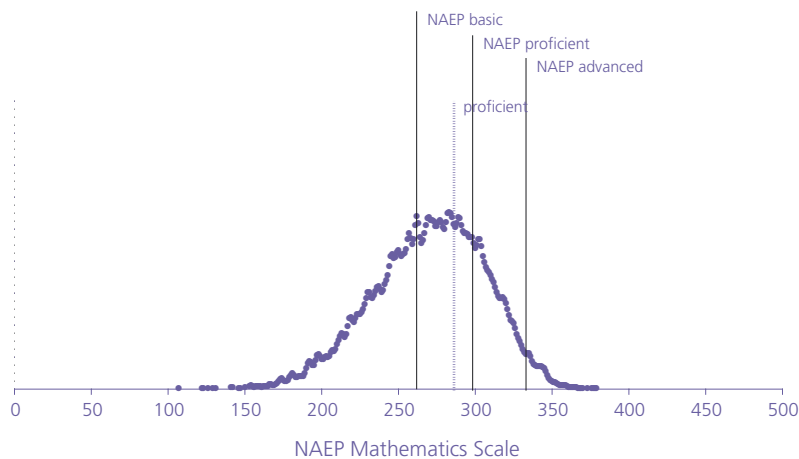
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.78	0.011	0.90	0.014

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

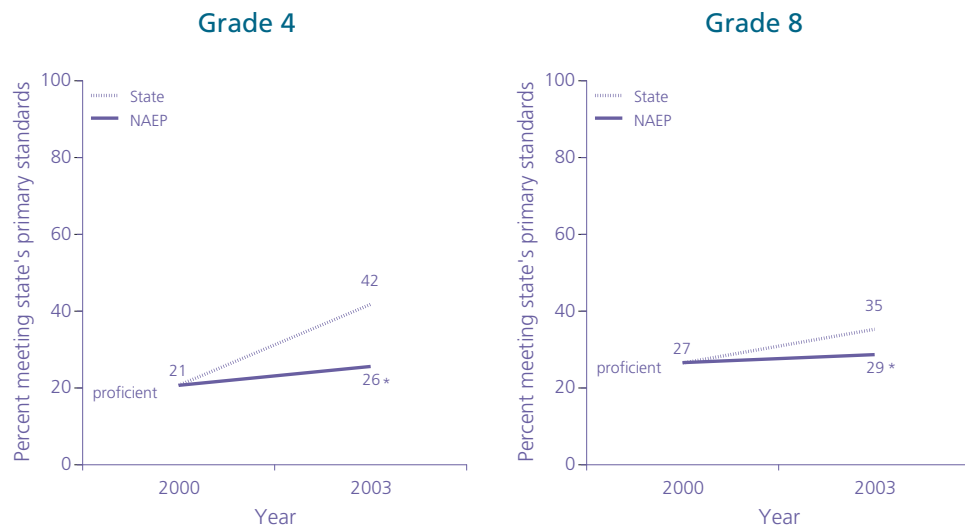


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

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

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

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



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

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

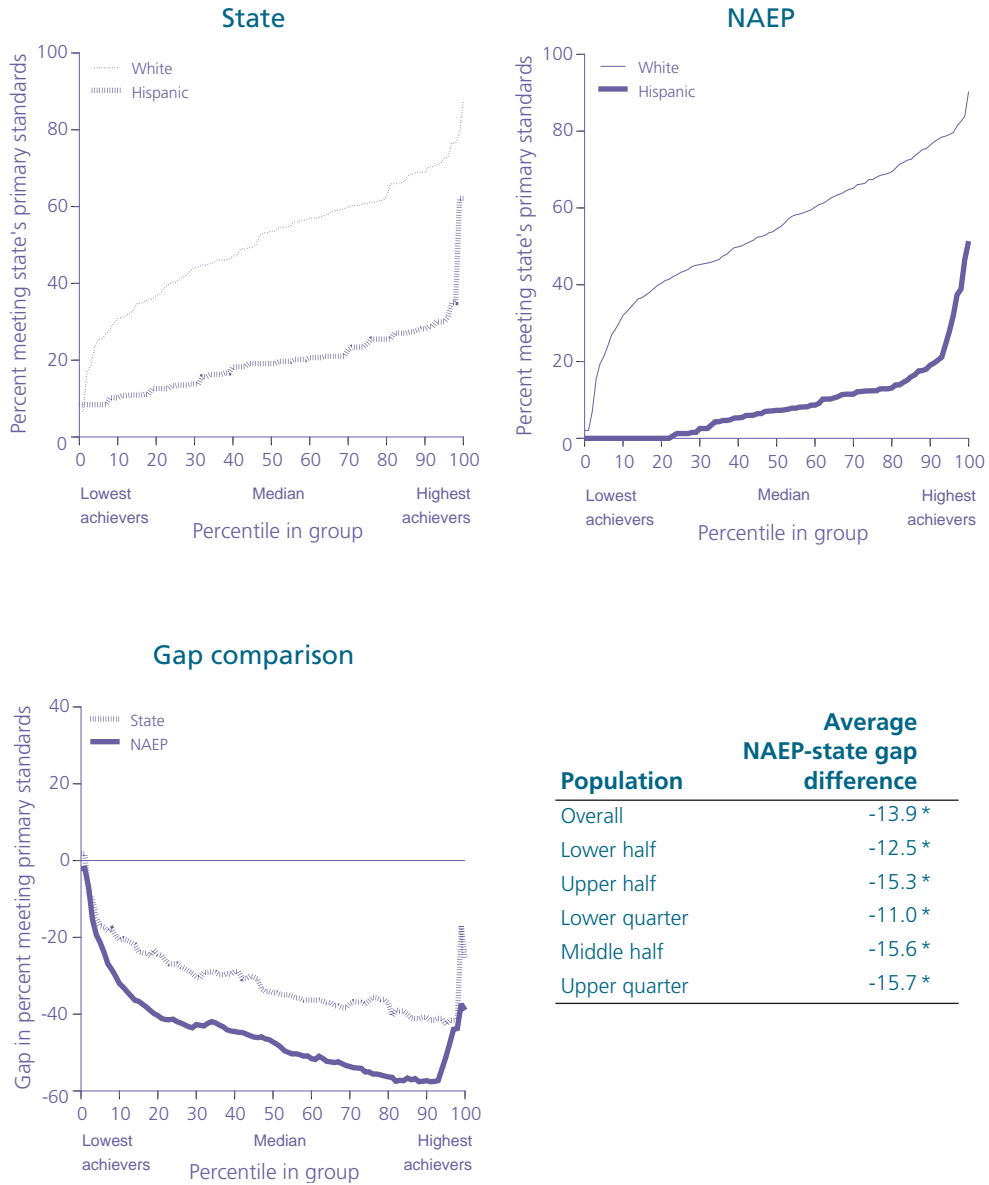
**Table 3. Percentage meeting standards as reported by state: 2000 and 2003**

Level	2000	2003
Grade 4	—	42.6
Grade 8	—	35.2

— Not available.

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

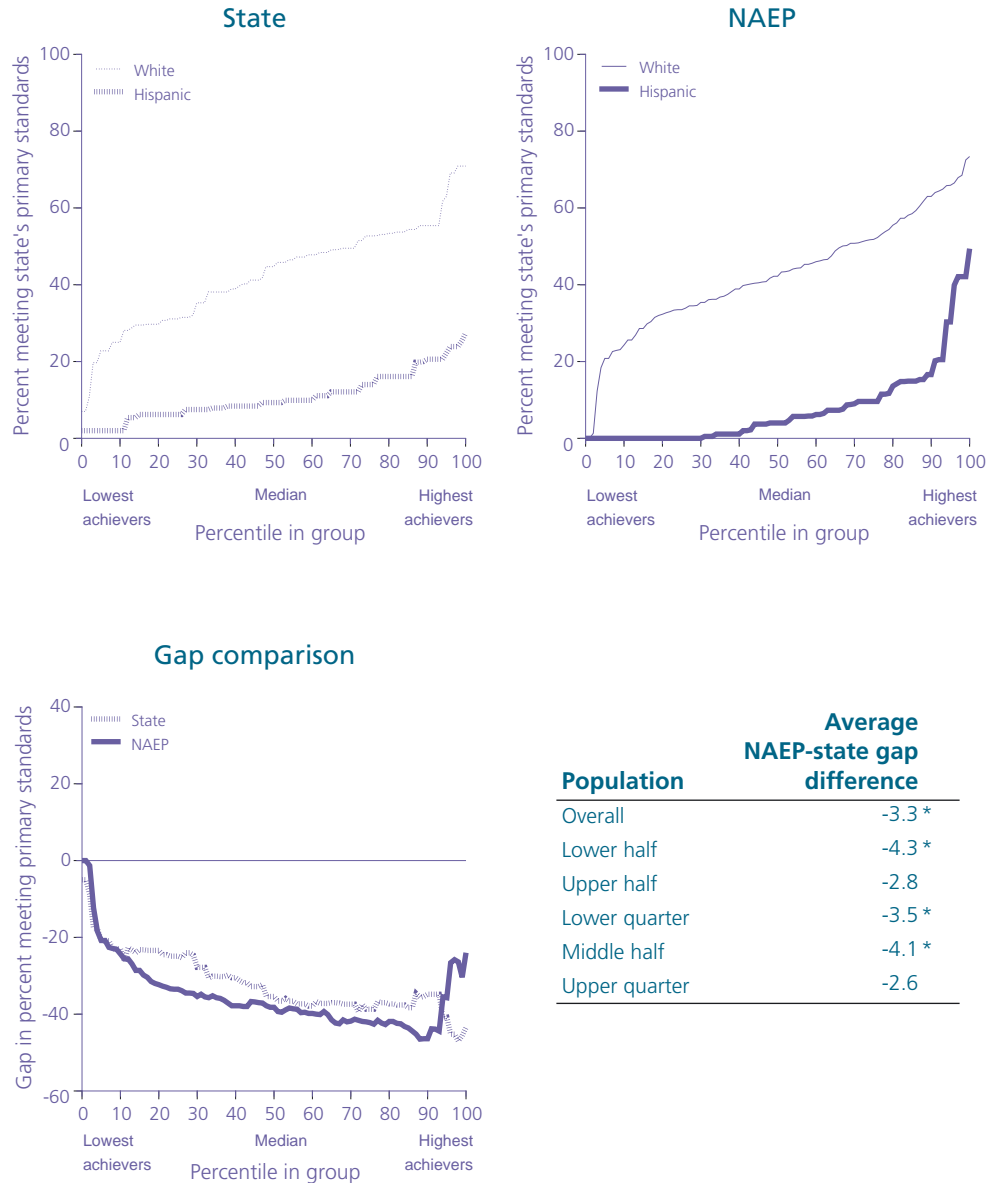
Figure 3. Comparison of NAEP and state assessment Hispanic-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

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

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



\* 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.





# D

## South Carolina

South Carolina administers the Palmetto Achievement Challenge Tests (PACT) in English language arts and mathematics in grades 3-8. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison with White students. South Carolina uses four achievement levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. Suppression information is not available.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 101 schools in grade 4 and 92 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

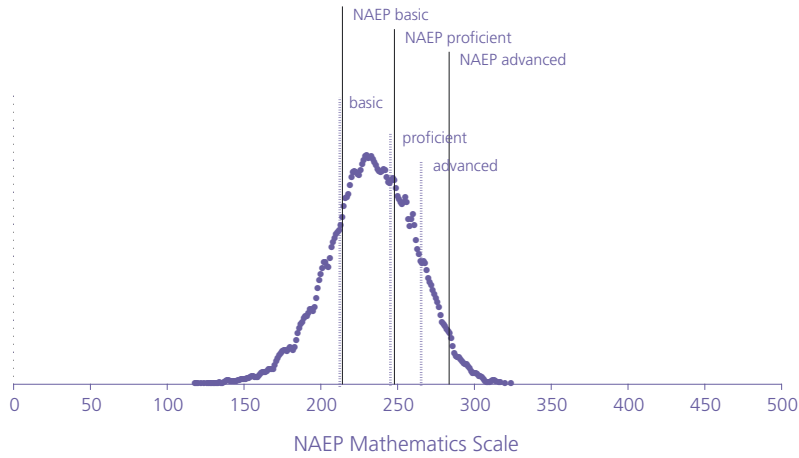
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is close to the NAEP proficient level. The state's primary grade 8 mathematics performance standard (*proficient*) is between the NAEP proficient and advanced levels.
- **Trends.** Between 2000 and 2003, the 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 grade 4 in 2003. Overall, the poverty gap in grade 8 in percent meeting the state's standard in mathematics in 2003 was smaller when measured by NAEP compared to the state assessment.

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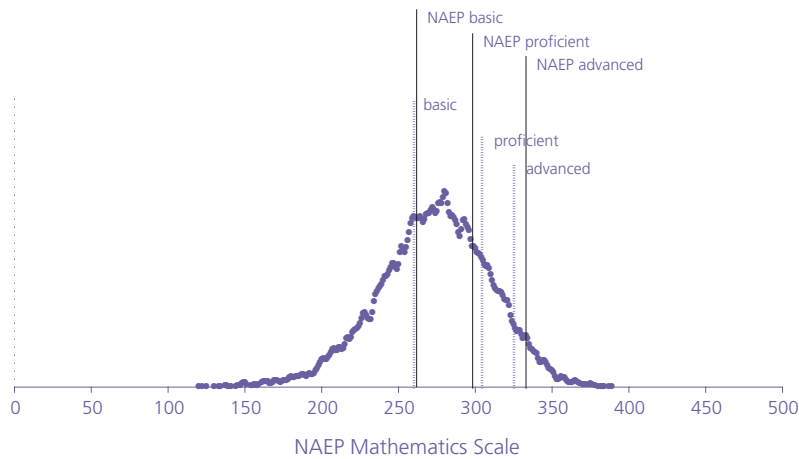
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.77	0.046	0.80	0.023
Proficient	0.74	0.012	0.80	0.014
Advanced	0.70	0.044	0.71	0.034

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.



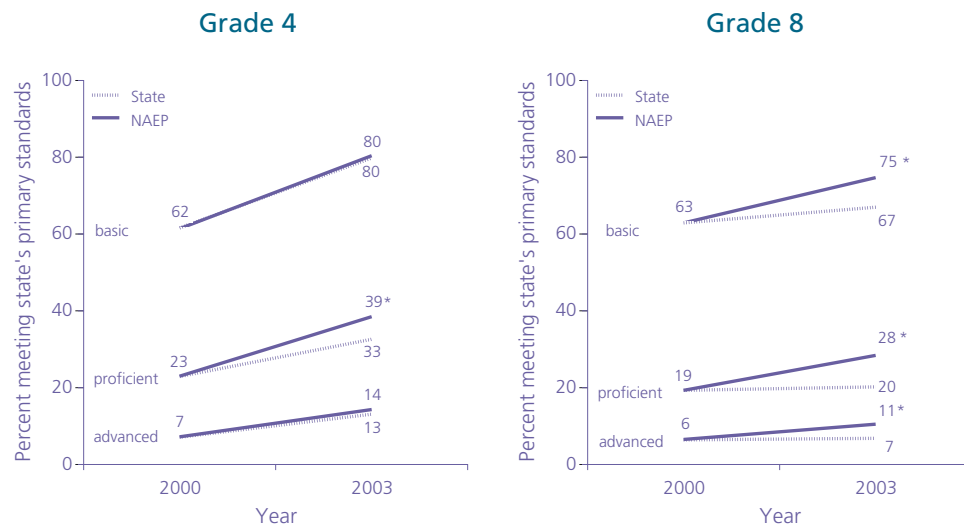
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	17.0	18.0	13.1	15.3
English language learner	0.4	1.2	0.4	0.6
Student with disability	16.0	16.0	12.6	14.1
Both	0.7	0.8	0.1	0.5
<b>Excluded</b>	5.1	6.3	4.0	7.0
English language learner	0.2	0.1	0.2	0.2
Student with disability	4.6	5.8	3.7	6.6
Both	0.4	0.3	0.1	0.3
<b>Accommodated</b>	4.7	4.5	2.2	3.6
English language learner	#	0.2	0.1	0.1
Student with disability	4.6	4.2	2.1	3.4
Both	0.2	0.1	#	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 ( $p < .05$ ).

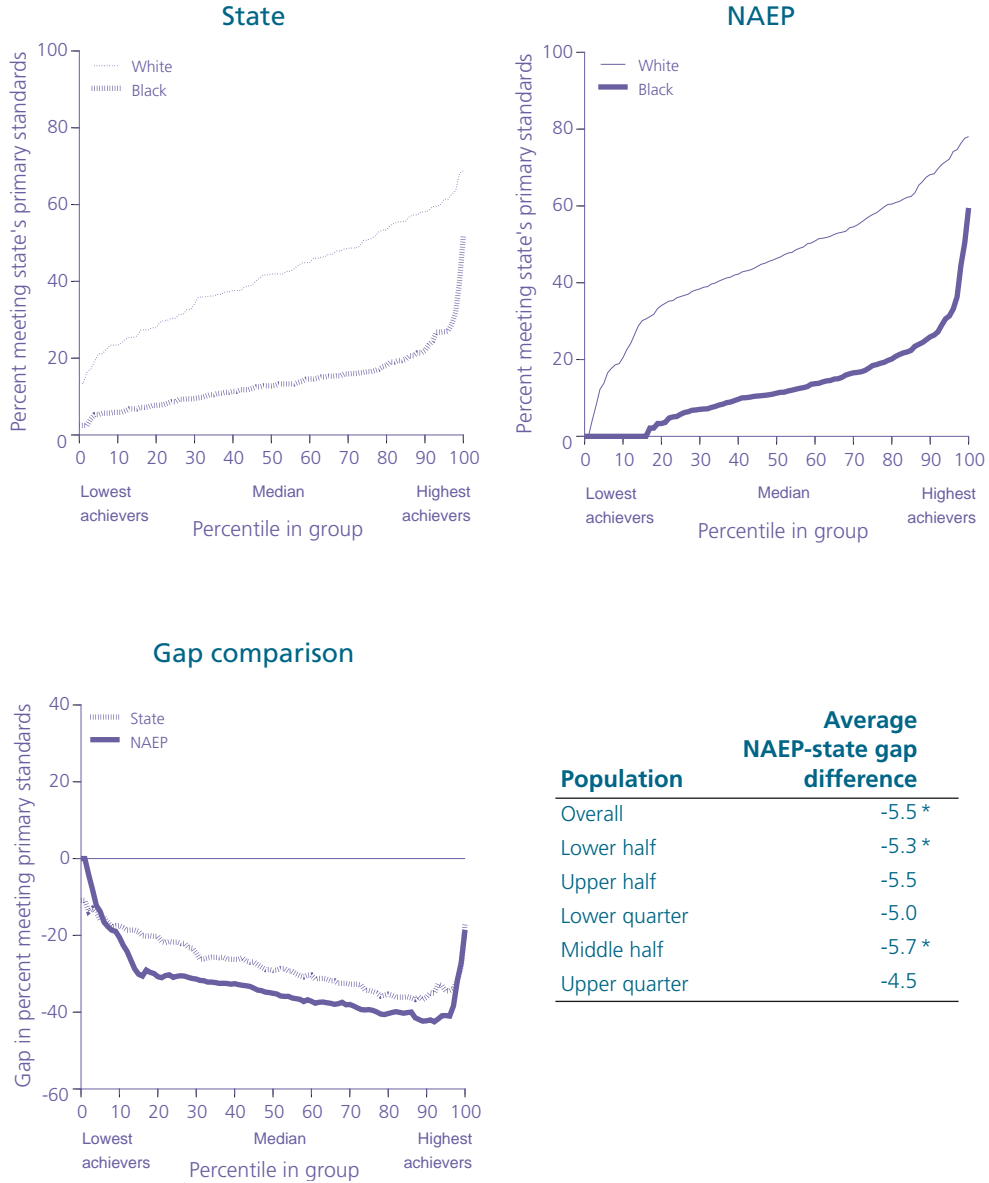
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	24.0	33.7
Grade 8	20.0	19.2

SOURCE: South Carolina Department of Education retrieved from <http://ed.sc.gov/topics/assessment/scores/>.

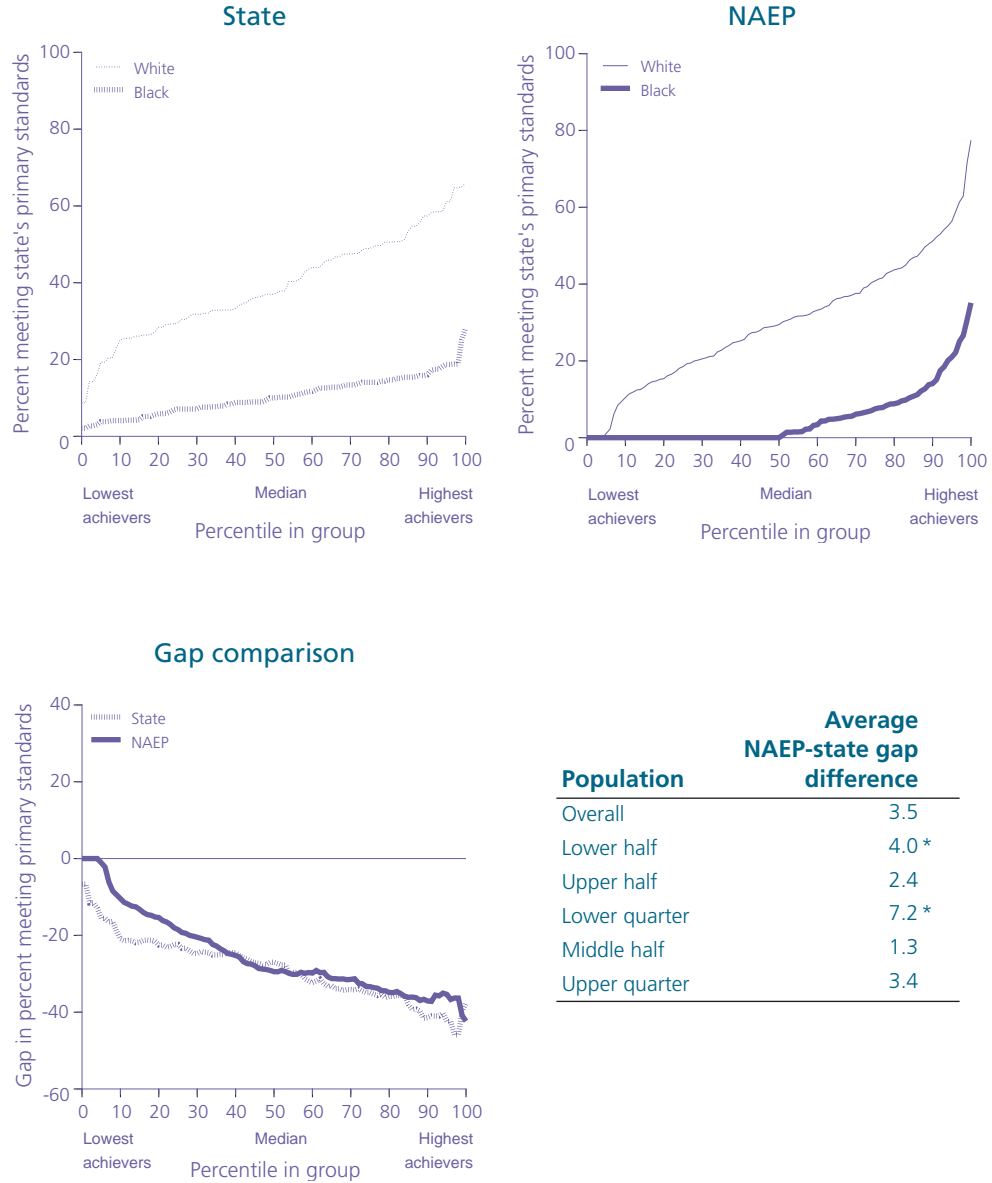
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



\* 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.

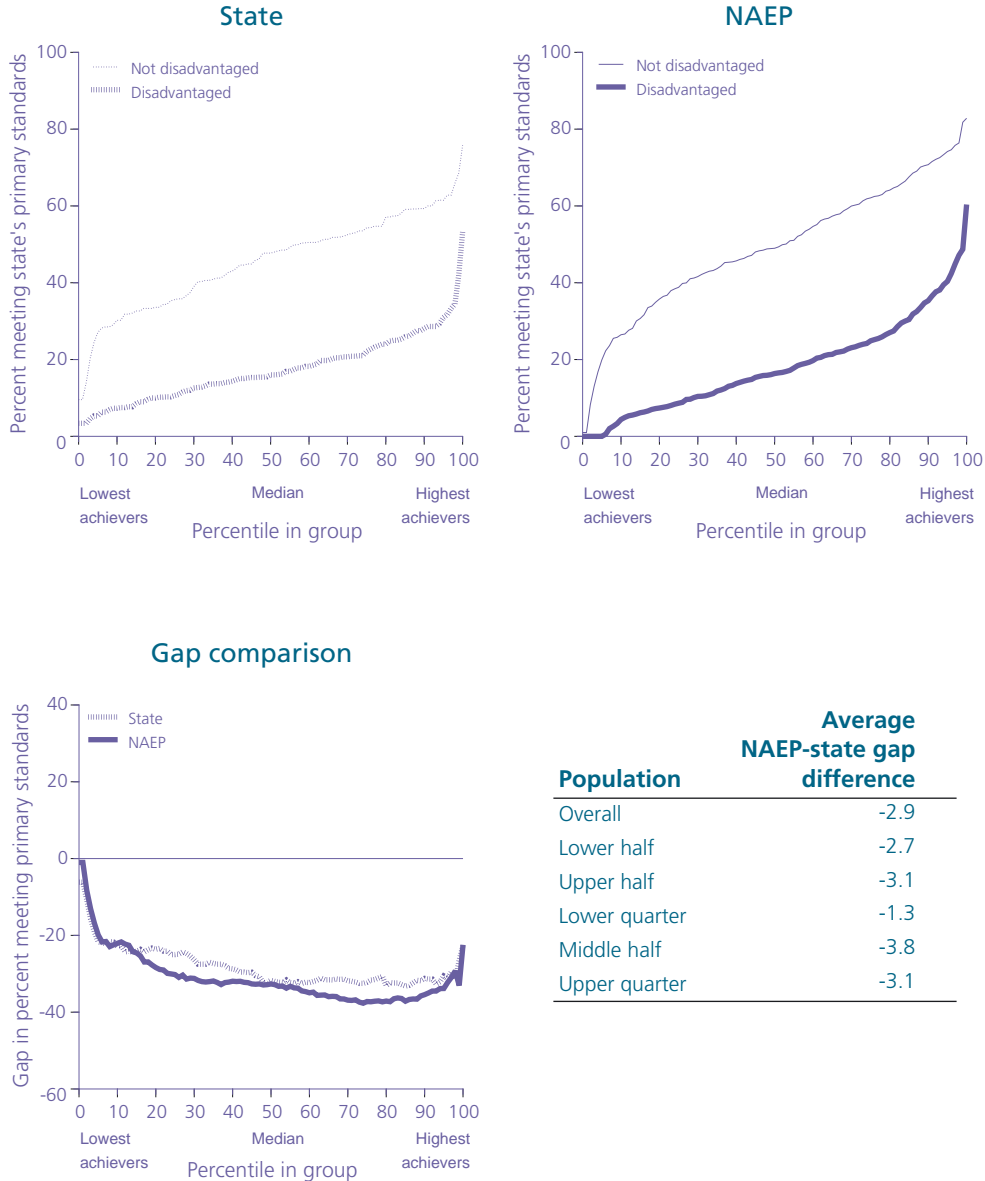
Figure 4. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



\* 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.

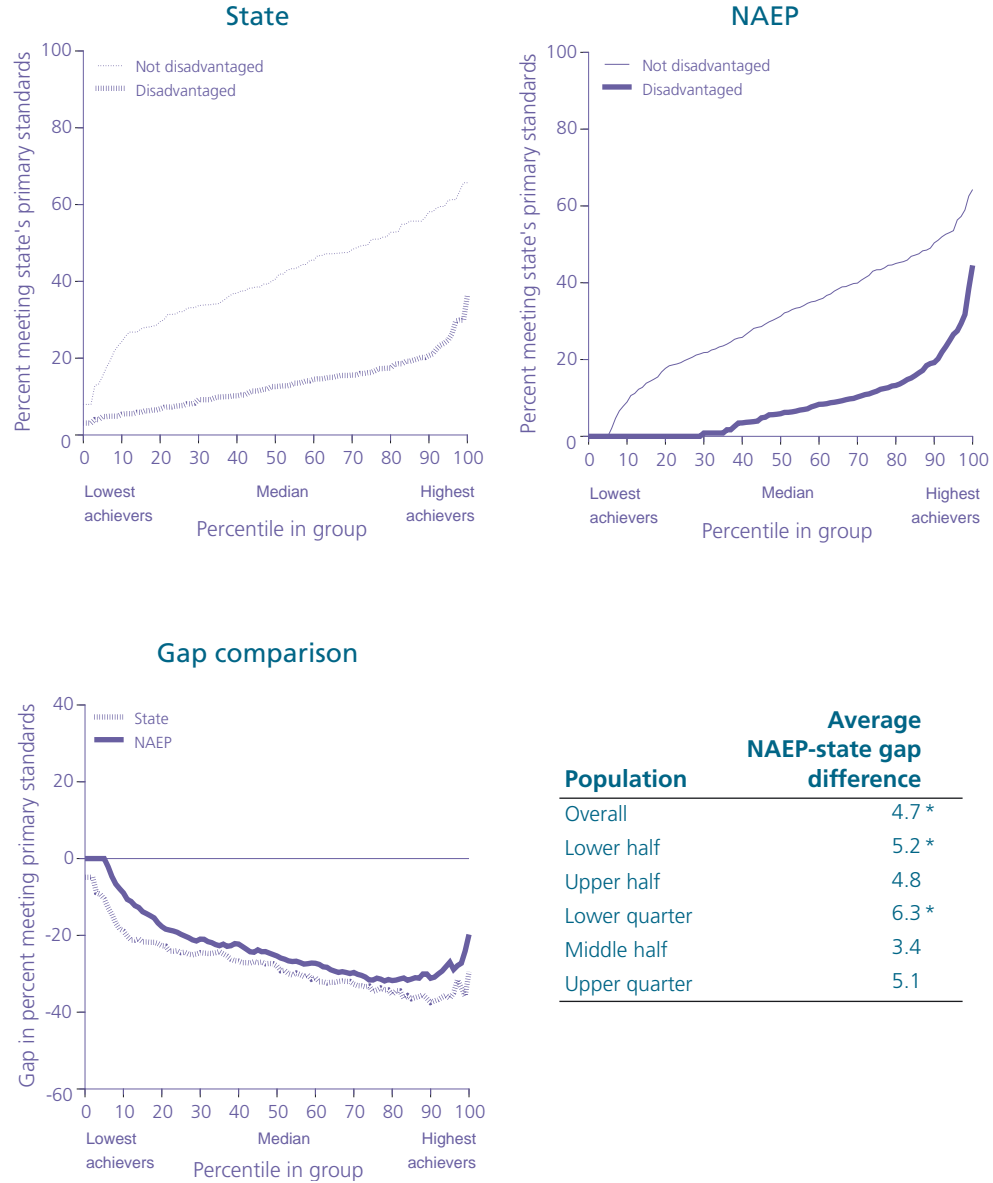
Figure 5. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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



\* 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

## South Dakota

South Dakota administers the state Test of Educational Progress (STEP) in grades 3-8 in reading and mathematics. The Dakota STEP, which is un-timed and yields both norm-referenced and standards-based scores, has as its basic platform the new, augmented Stanford Achievement Test, Tenth Edition (SAT-10). Scores are available for economically disadvantaged students. South Dakota uses four achievements levels for reporting purposes: *below basic*, *basic*, *proficient*, and *advanced*. The state did not participate in NAEP prior to 2003, so 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 143 schools in grade 4 and 106 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

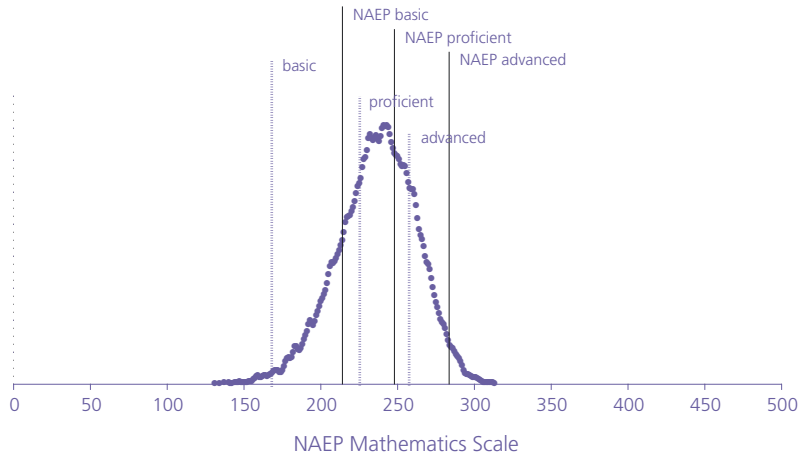
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** There were insufficient data for comparing the NAEP and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

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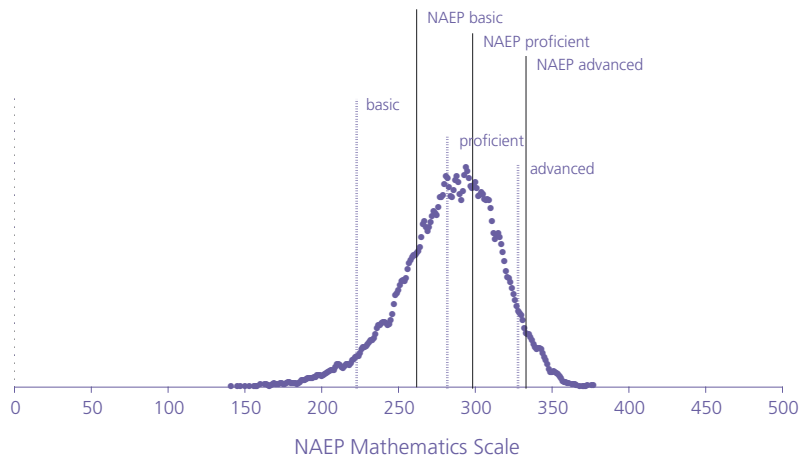
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.04	0.041	0.67	0.027
Proficient	0.77	0.011	0.71	0.008
Advanced	0.62	0.042	0.49	0.051

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

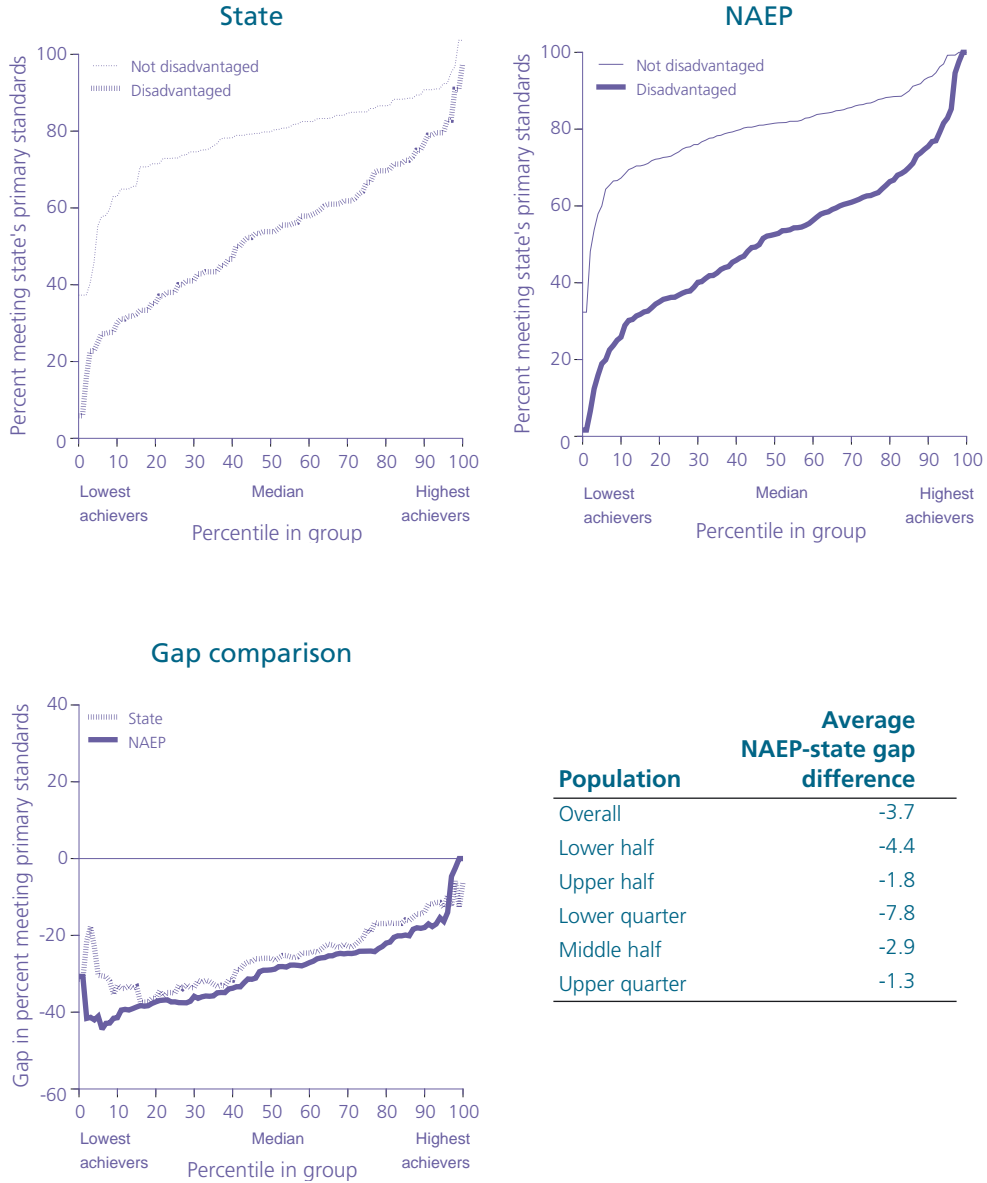
Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	—	17.5	—	13.0
English language learner	—	2.9	—	2.4
Student with disability	—	13.7	—	10.1
Both	—	0.9	—	0.5
<b>Excluded</b>	—	1.5	—	1.7
English language learner	—	0.1	—	#
Student with disability	—	1.2	—	1.5
Both	—	0.1	—	0.2
<b>Accommodated</b>	—	7.1	—	5.8
English language learner	—	1.2	—	0.7
Student with disability	—	5.5	—	4.9
Both	—	0.4	—	0.2

— Not available.

# Rounds to zero.

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

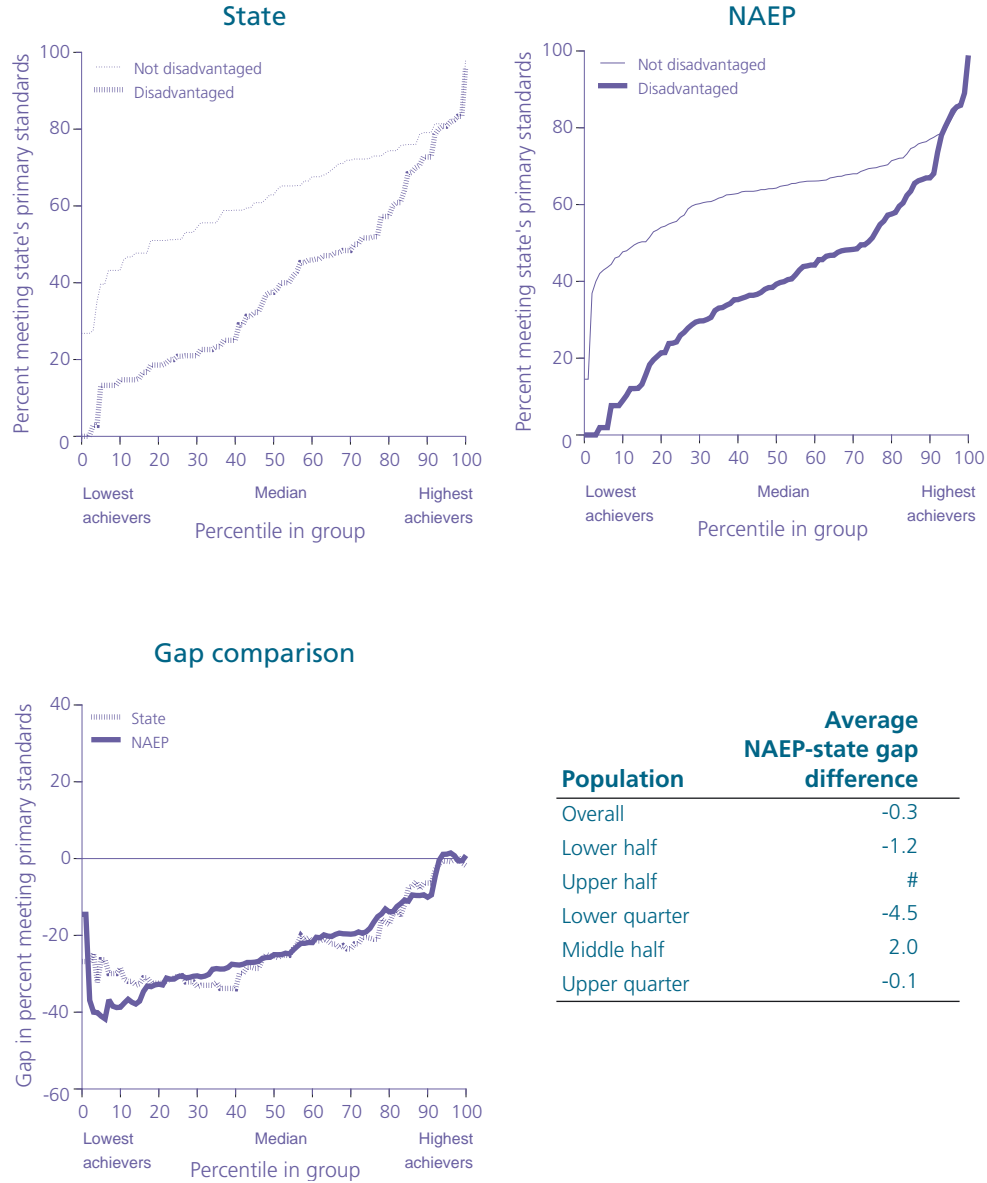
Figure 2. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 4 mathematics standards: 2003



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 3. Comparison of NAEP and state assessment poverty achievement gaps in percent meeting grade 8 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.

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

## Tennessee

**T**hrough the Tennessee Comprehensive Assessment Program (TCAP), the state administers exams in grades 3-8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students to provide a reliable comparison. Tennessee does not use multiple achievement levels for reporting purposes; instead, it reports exam results in percentiles. Scores from 2000 are not available for this report; therefore, trend graphs are not included. Suppression information is not available.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 96 schools in grade 4 and 94 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

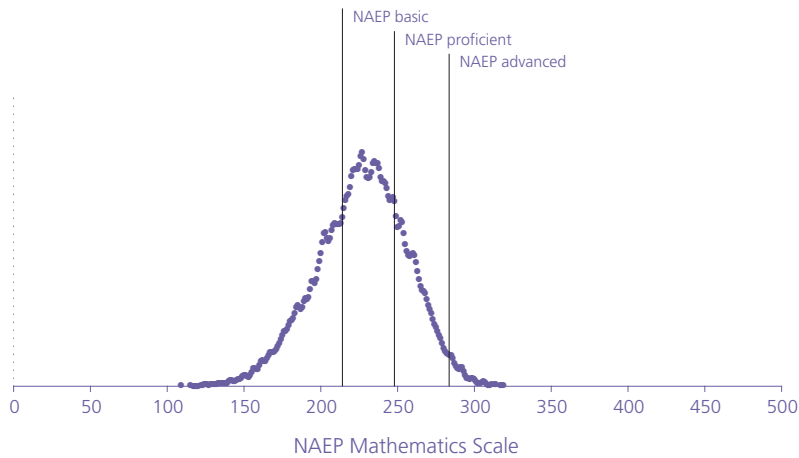
- **Standards.** There are not enough data to compare state standards to NAEP for grade 4 or grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state assessment in measurement of the Black-White and poverty gaps in mathematics in grades 4 and 8 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grades 4 and 8 in 2003.

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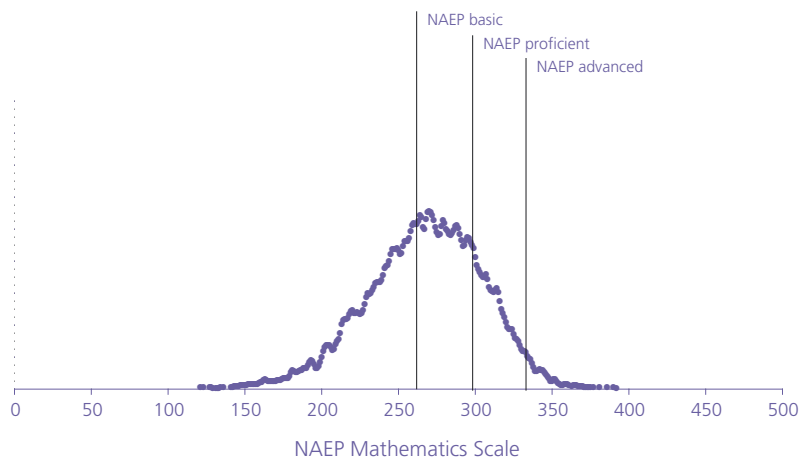
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



NOTE: State does not use multiple achievement levels for reporting; it reports exam results in percentiles.

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.

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
Percentile Rank	0.76	0.016	0.81	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.





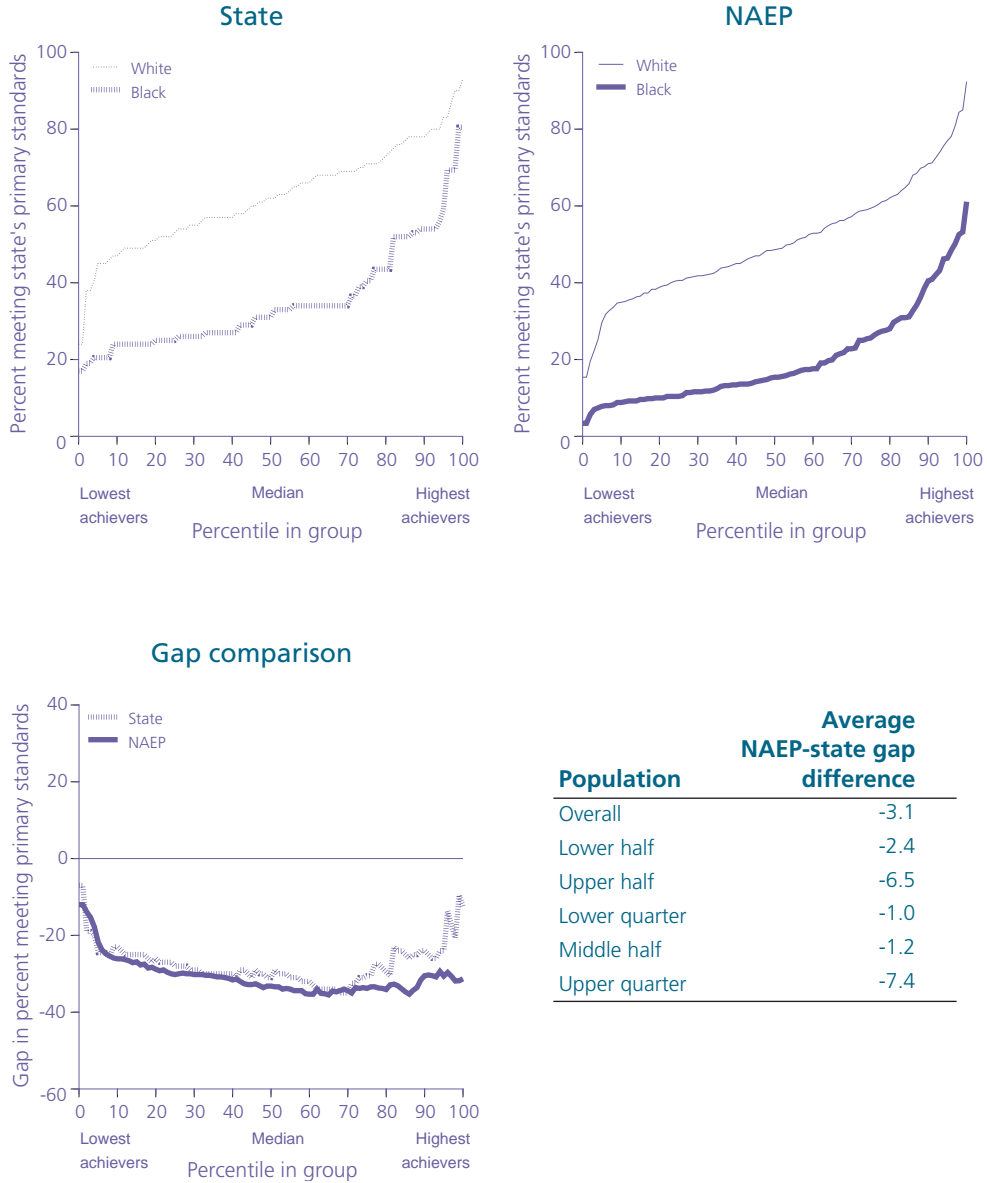
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	11.2	14.0	12.6	16.0
English language learner	0.7	0.9	1.4	1.6
Student with disability	9.8	12.5	11.2	13.5
Both	0.7	0.5	#	1.0
<b>Excluded</b>	2.6	2.6	2.4	3.0
English language learner	0.1	0.2	0.5	0.4
Student with disability	1.8	2.2	1.9	2.4
Both	0.6	0.2	#	0.2
<b>Accommodated</b>	1.3	4.8	0.7	1.4
English language learner	#	#	0.1	0.1
Student with disability	1.3	4.6	0.6	1.3
Both	#	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 Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003

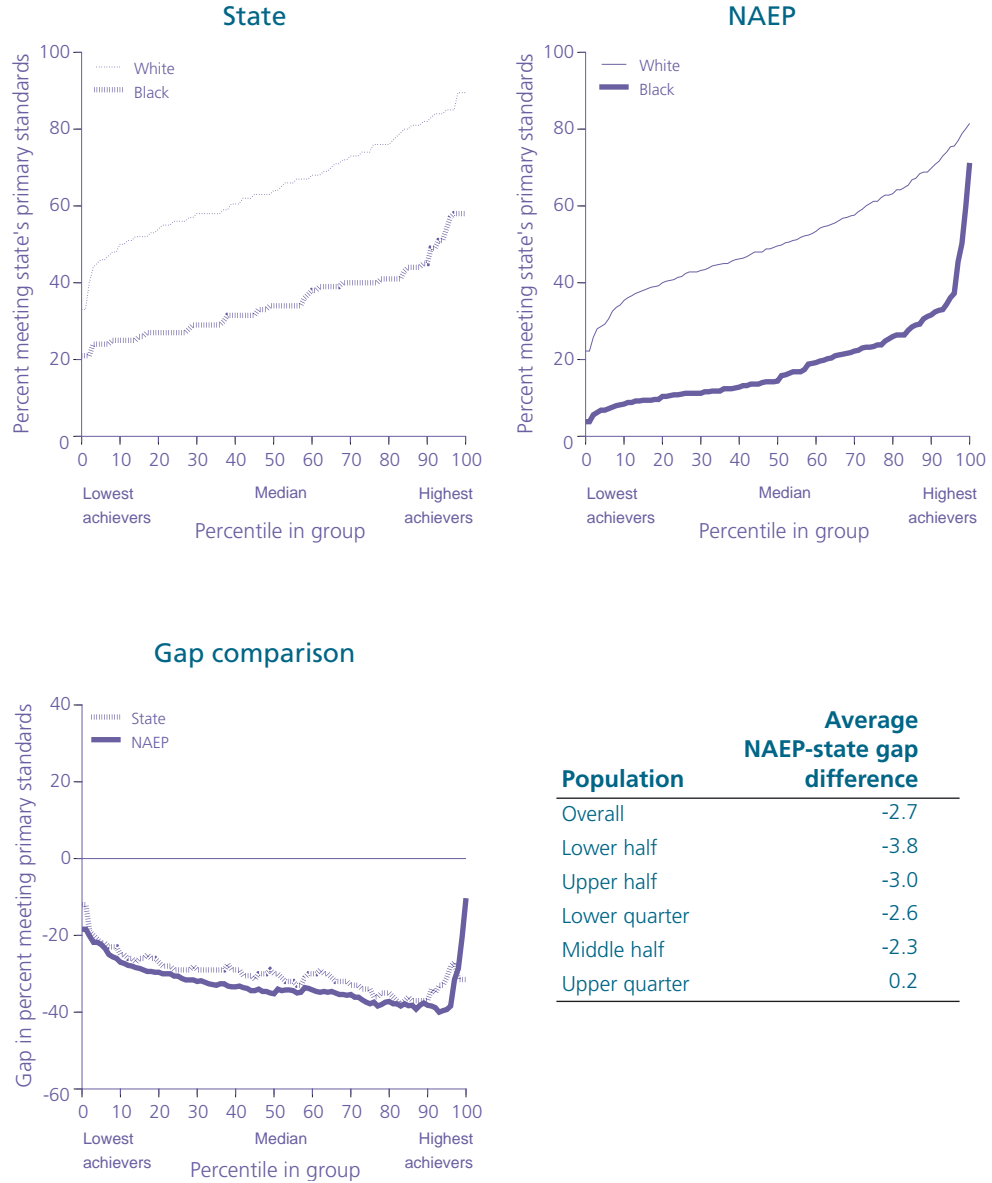


Population	Average NAEP-state gap difference
Overall	-3.1
Lower half	-2.4
Upper half	-6.5
Lower quarter	-1.0
Middle half	-1.2
Upper quarter	-7.4

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.

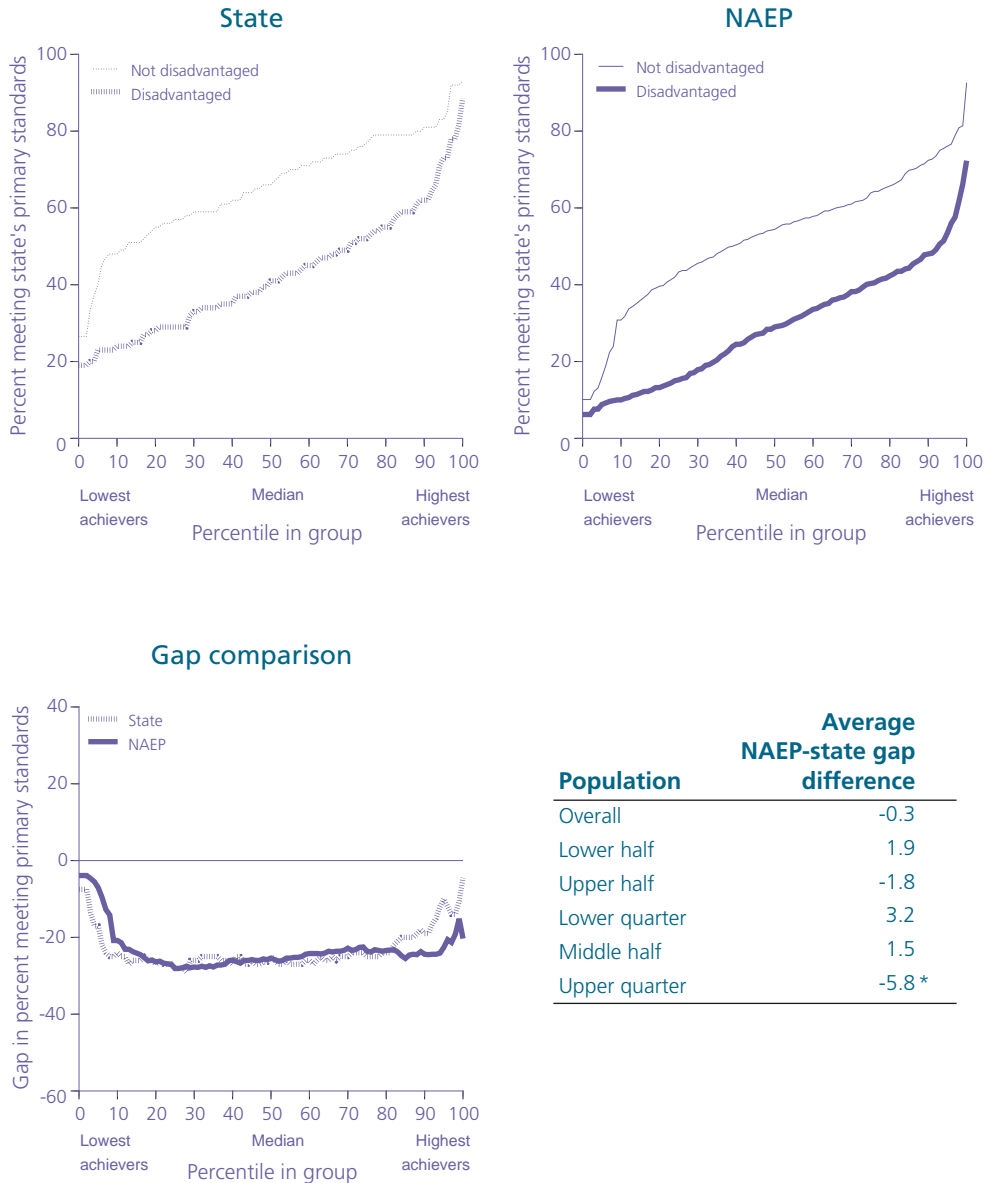


Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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

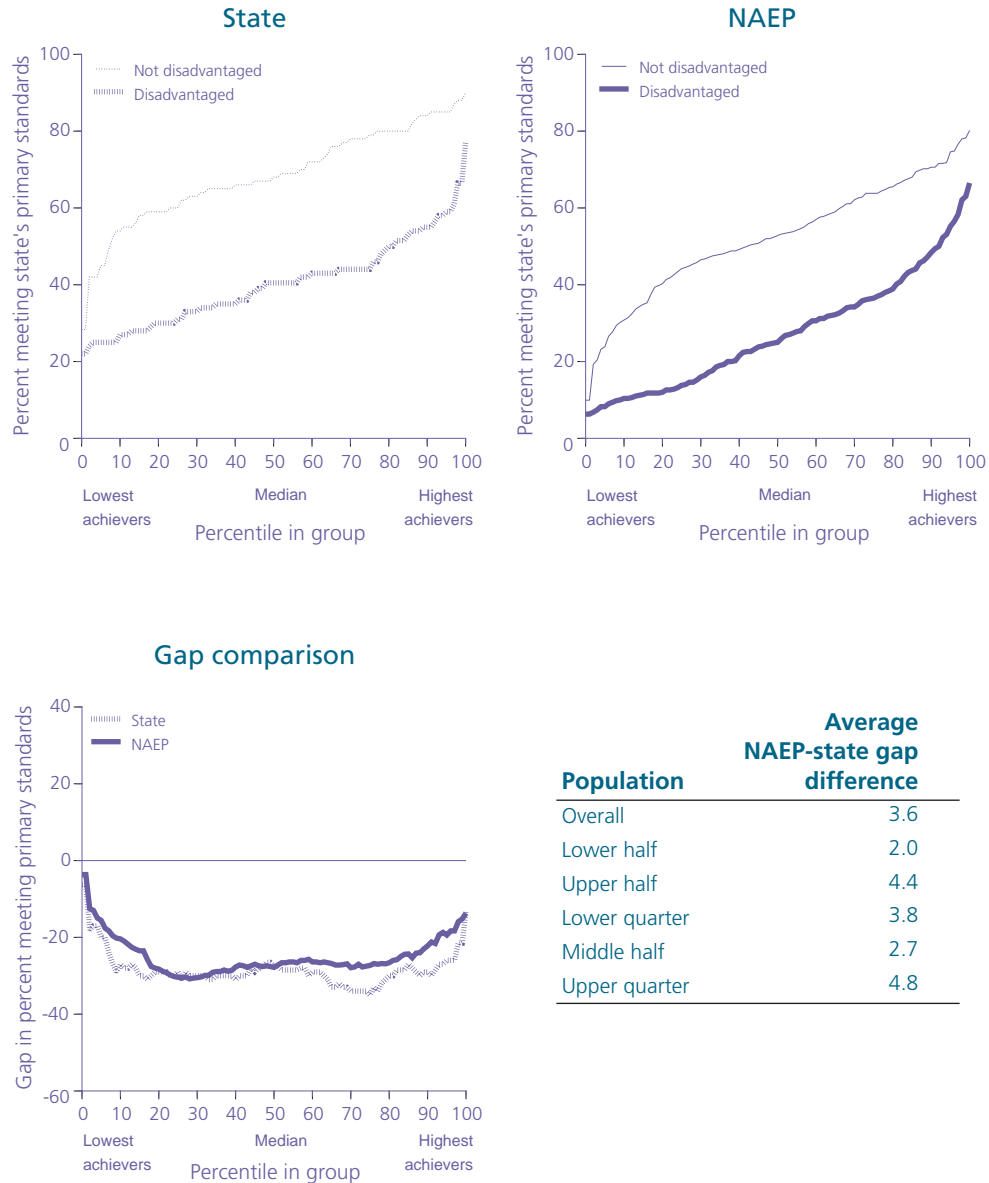


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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

## Texas

The state administers the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. Scores are available for Hispanic and Black students. Texas reports its data only by percent *passing*. Before 2003, when the TAKS was implemented, students took the Texas Assessment of Academic Skills (TAAS). Because the test changed, direct comparisons cannot be made between scores from 2003 and those from 2000; therefore, trends are not included. School-level assessment scores based on 4 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 194 schools in grade 4 and 142 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

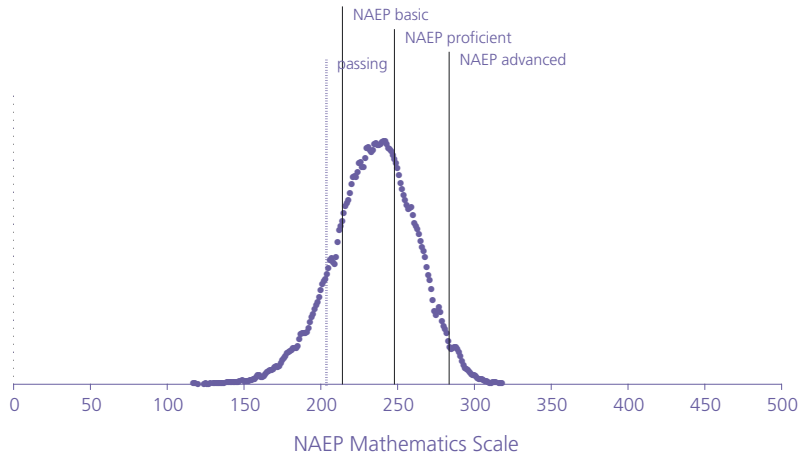
- **Standards.** The state's primary grade 4 mathematics performance standard (*passing*) is below the NAEP basic level. This is also true for grade 8.
- **Trends.** No comparisons were possible for grades 4 and 8.
- **Gaps.** Overall, there were no significant differences between NAEP and the state 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. 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.

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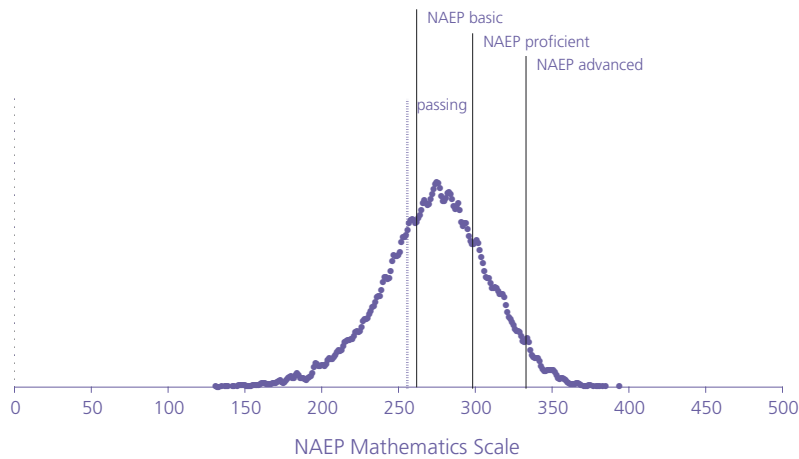
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Passing	0.52	0.052	0.71	0.009

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.



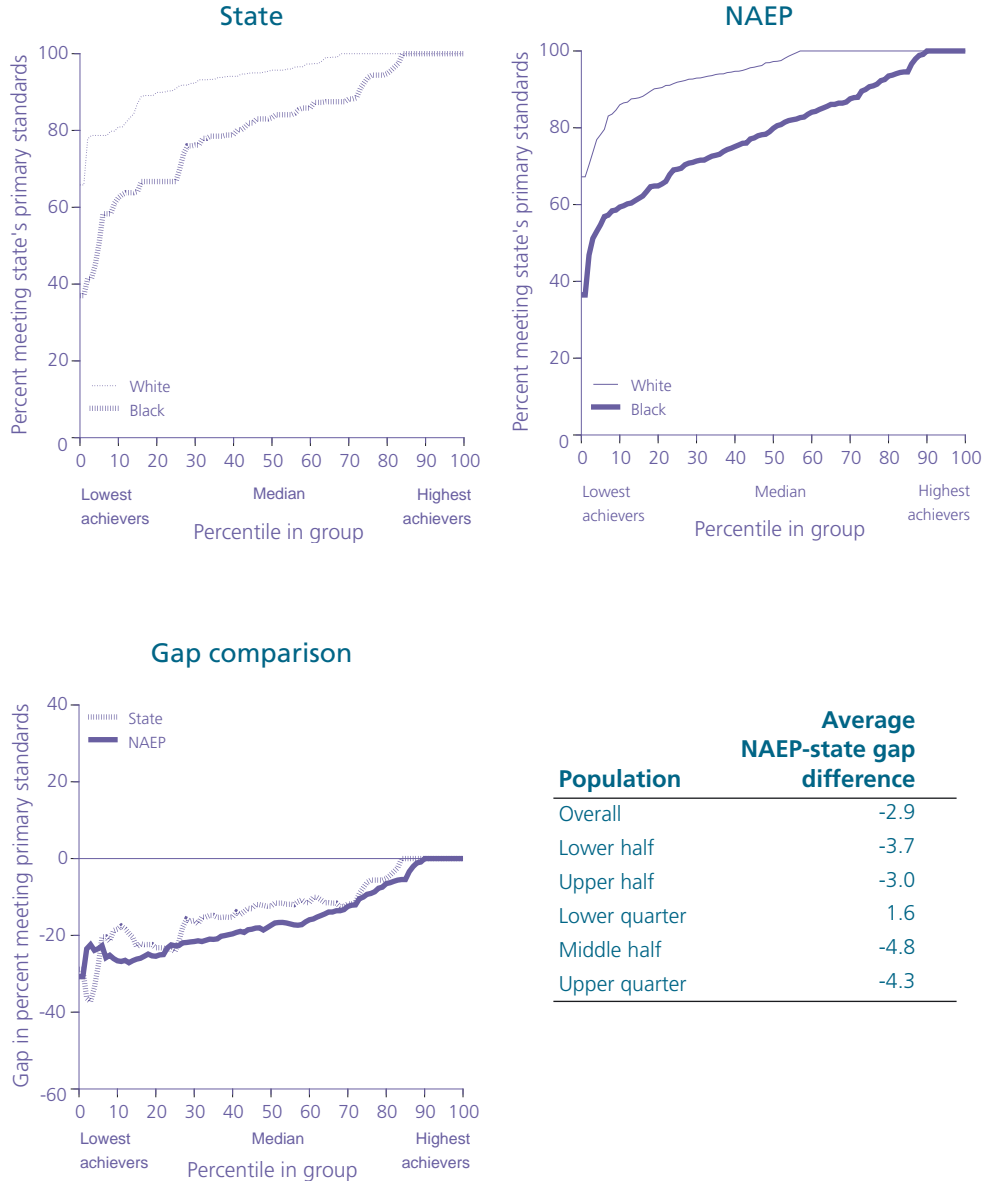


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	25.2	27.5	20.2	20.0
English language learner	10.5	12.8	6.6	4.7
Student with disability	12.6	11.3	12.1	12.2
Both	2.0	3.4	1.5	3.1
<b>Excluded</b>	6.9	7.4	8.0	7.2
English language learner	0.9	0.6	1.1	0.9
Student with disability	5.2	5.4	5.8	5.0
Both	0.7	1.5	1.0	1.3
<b>Accommodated</b>	6.1	6.0	2.0	2.1
English language learner	3.0	3.0	0.5	0.5
Student with disability	2.7	2.4	1.2	1.3
Both	0.3	0.6	0.2	0.2

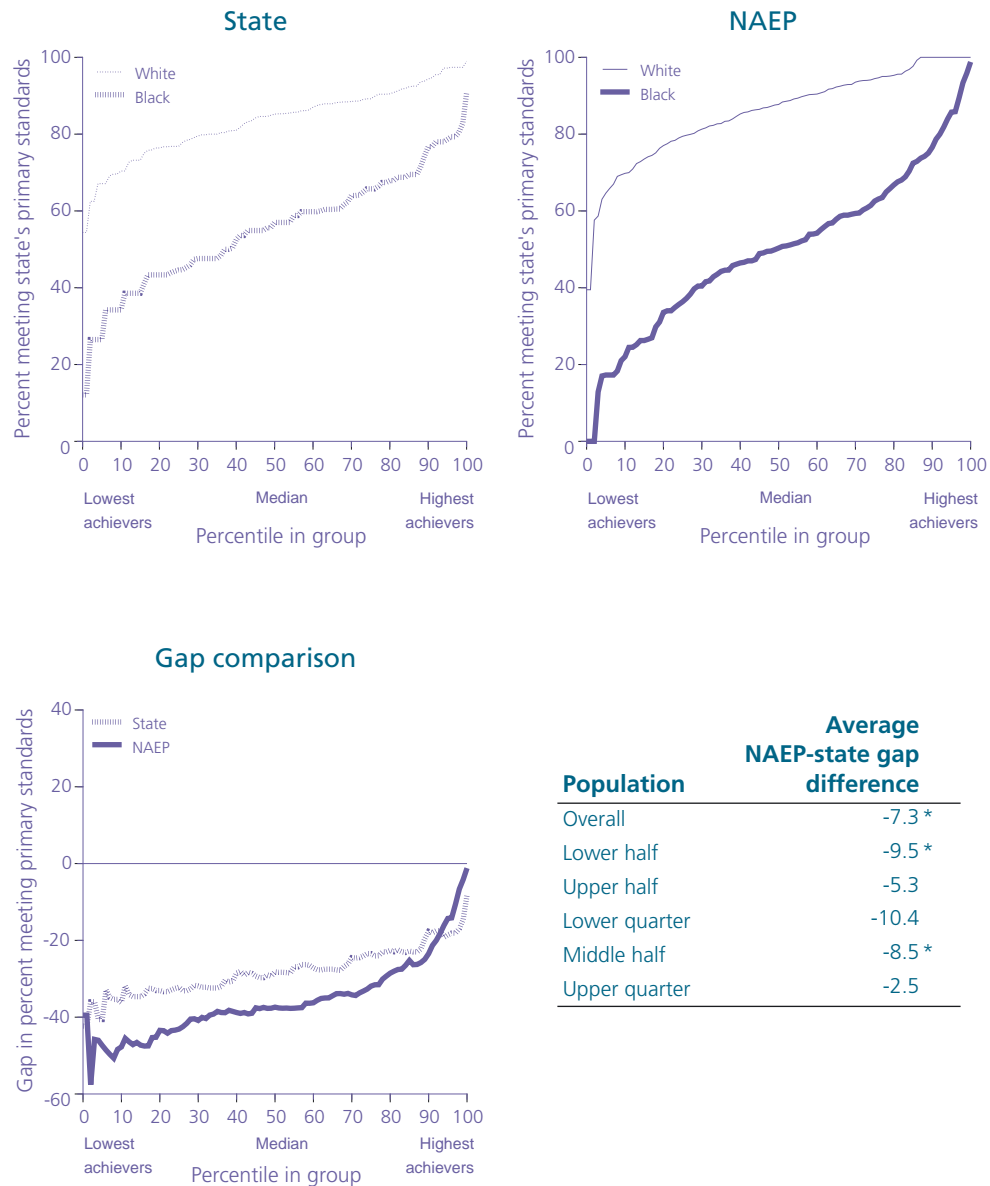
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

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



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.

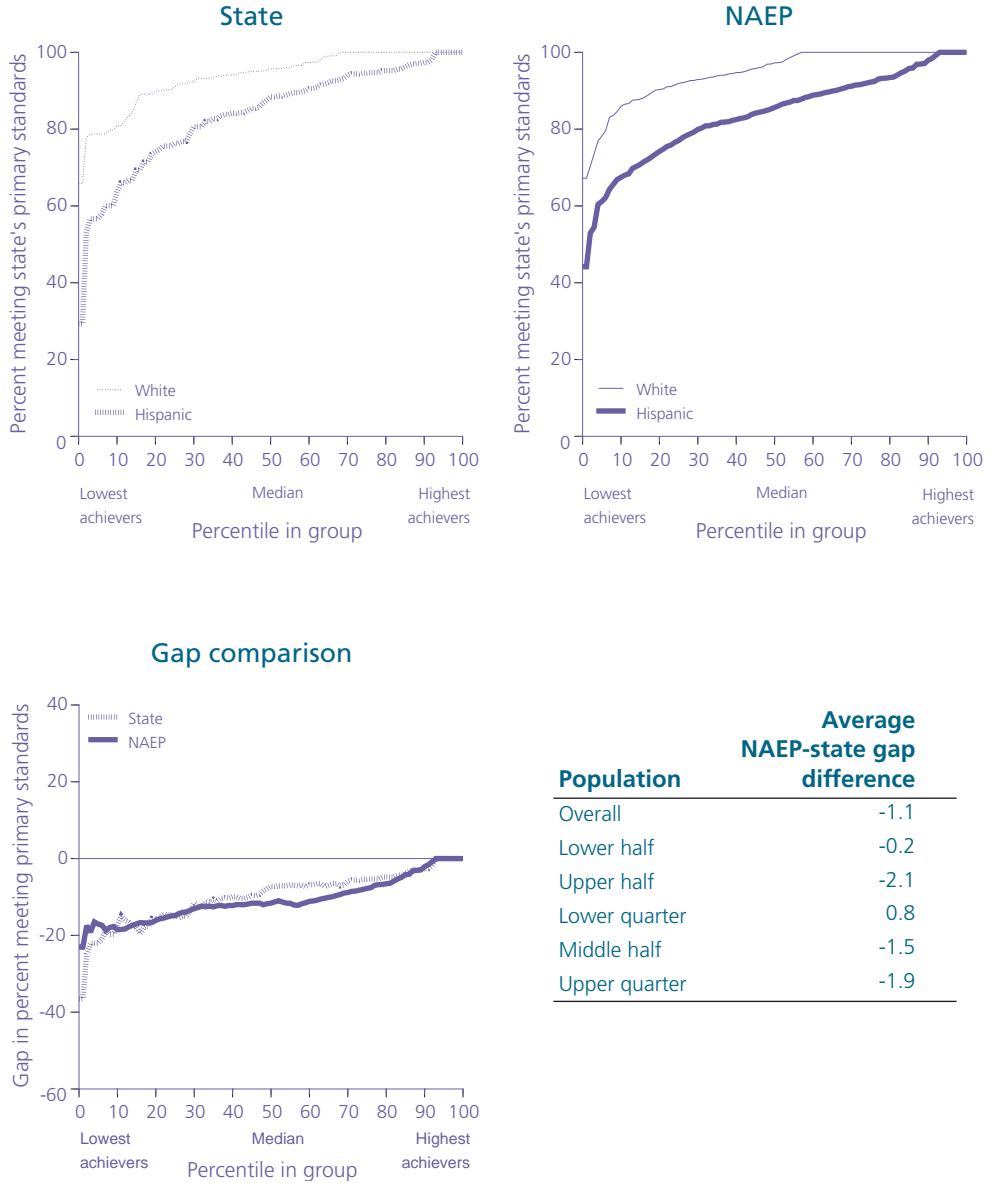
Figure 3. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 8 mathematics standards: 2003



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

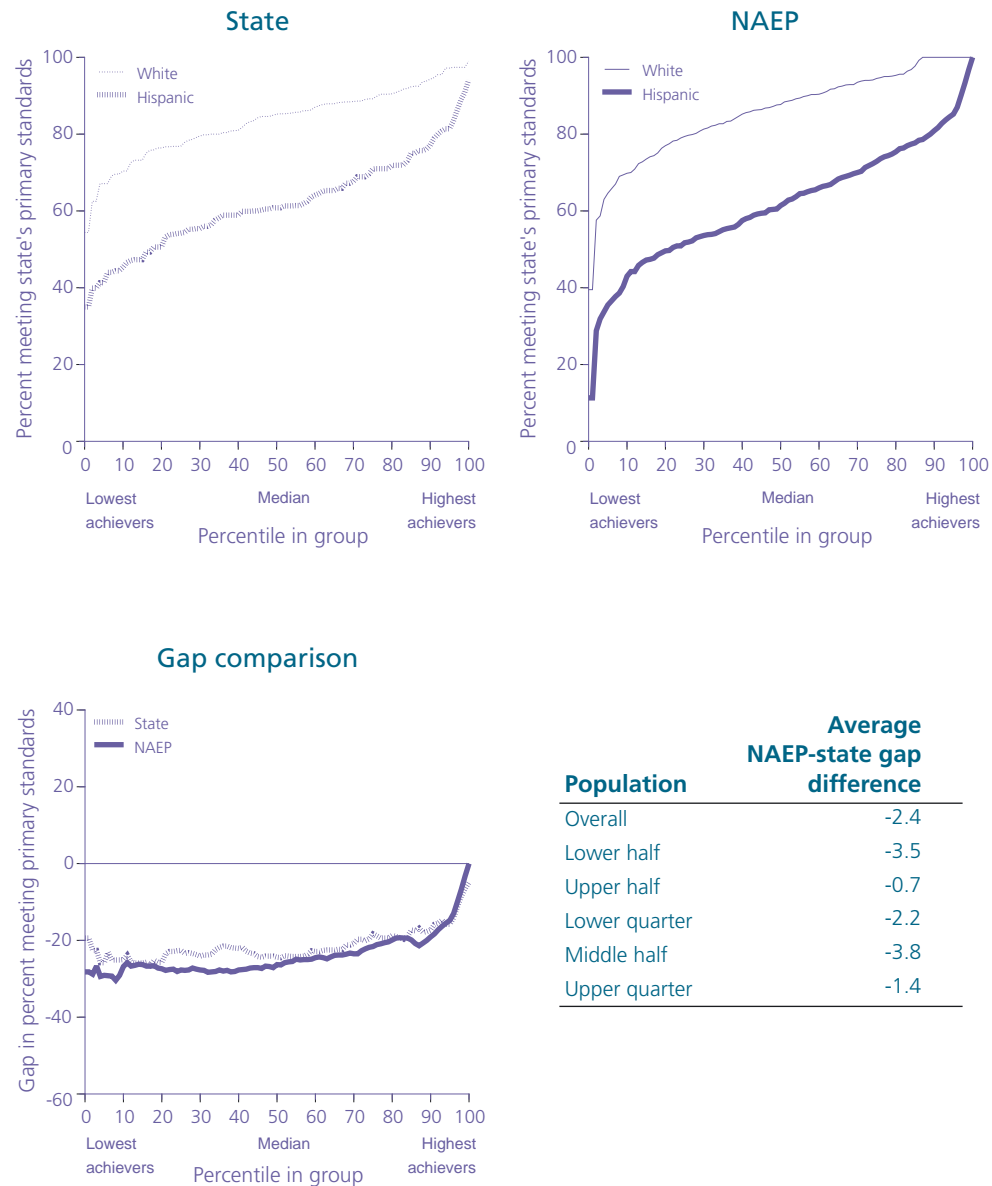
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

## Utah

Utah administers the Stanford Achievement Test, Ninth Edition (SAT-9) 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. Utah does not use multiple achievement levels for reporting the SAT-9; instead, it reports exam results in percentiles. Suppression information is not available.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 104 schools in grade 5 and 91 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

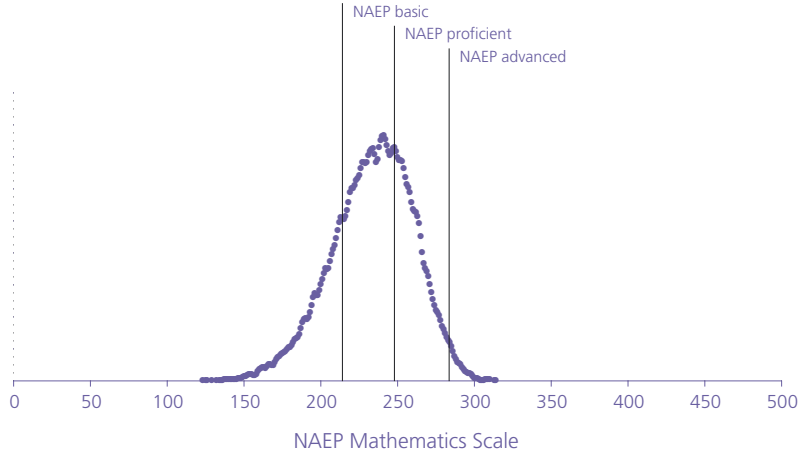
- **Standards.** There are not enough data to compare state standards to NAEP for grade 5 or grade 8.
- **Trends.** There were no significant differences between grades 4 and 8 NAEP and state assessment gains in average percentile rank between 2000 and 2003.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White, Hispanic-White, and poverty gaps in mathematics in grades 5 and 8 in 2003.

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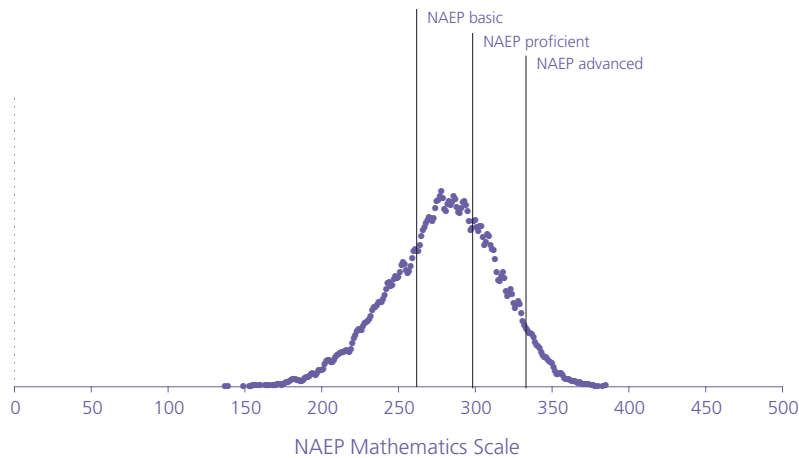
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different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



NOTE: State does not use multiple achievement levels for reporting; it reports exam results in percentiles.

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.

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
Percentile Rank	0.68	0.008	0.72	0.013

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.



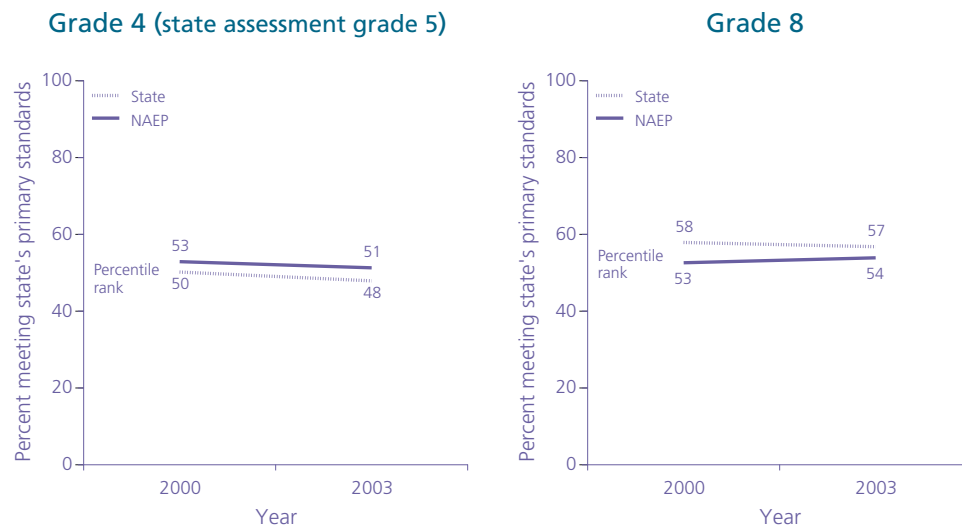


**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	13.7	21.4	13.5	16.3
English language learner	5.1	9.4	3.0	5.5
Student with disability	7.8	9.5	9.8	9.1
Both	0.9	2.6	0.7	1.7
<b>Excluded</b>	2.8	2.8	2.7	2.5
English language learner	0.3	0.8	0.2	0.4
Student with disability	2.2	1.3	2.2	1.9
Both	0.3	0.7	0.2	0.2
<b>Accommodated</b>	3.7	7.1	2.7	5.1
English language learner	1.3	2.0	0.5	1.2
Student with disability	1.8	4.3	2.2	3.2
Both	0.5	0.8	0.1	0.7

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

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



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

## Vermont

Vermont administers the New Standards Reference Examinations (NSRE) in grades 4 and 8 in reading and mathematics. The reading exam is broken down into two reading subtests (basic understanding; analysis & interpretation); the mathematics exam is broken down into three subtests (concepts; problem solving; skills). The reading and mathematics scores are averages of the two reading subtests and three mathematics subtests, respectively. Scores are available for economically disadvantaged students. Vermont uses five achievement levels for reporting purposes: little evidence of achievement, *below the standard*, *nearly achieved the standard*, *achieved the standard*, and *achieved the standard with honors*. Because scores were only available for *achieved the standard* prior to 2003, the trend graphs are based only on that level. 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 154 schools in grade 4 and 99 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

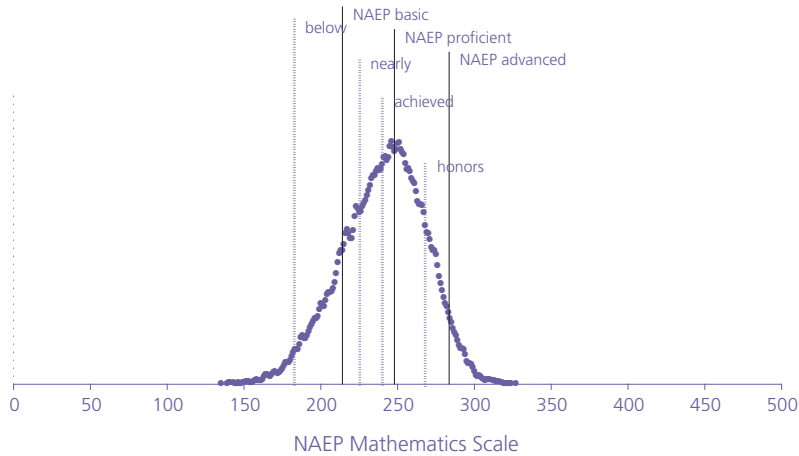
- **Standards.** The state's primary grade 4 mathematics standard (*achieved*) is between the NAEP basic and proficient levels. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grade 4 gains in percent meeting are greater than the state assessment gains. There were no significant differences between grade 8 NAEP and state assessment gains in the same period.
- **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 4 and 8 in 2003. Overall, the poverty gap in grade 4 in percent meeting the state's standard in mathematics in 2003 was greater when measured by NAEP compared to the state assessment. There were no significant differences between in grade 8 in 2003.

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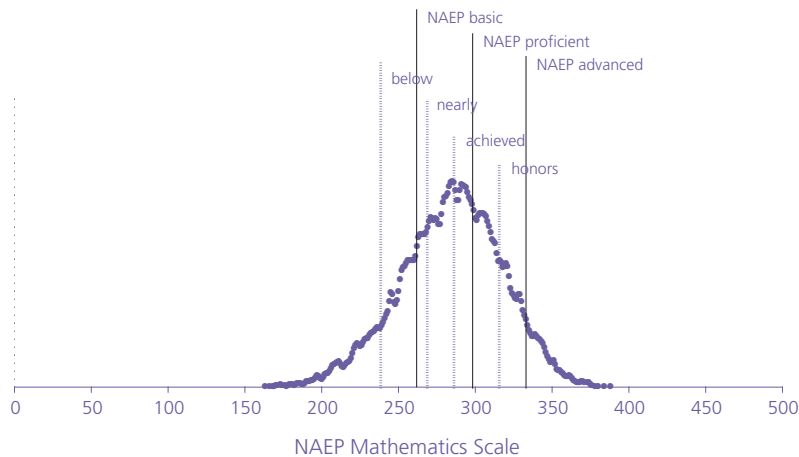
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Below	0.10	0.072	0.35	0.080
Nearly	0.50	0.019	0.63	0.036
Achieved	0.47	0.021	0.74	0.026
Honors	0.29	0.034	0.76	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.



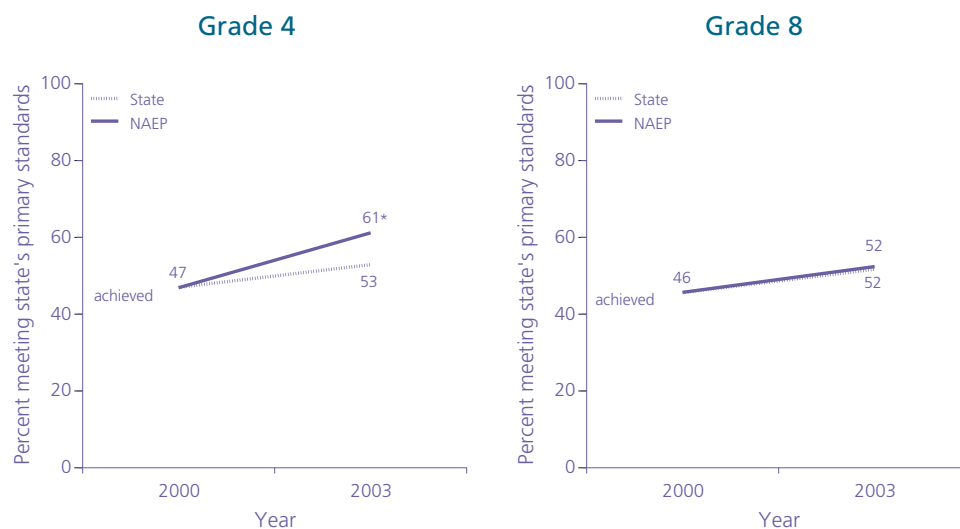
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	15.5	18.4	17.0	17.7
English language learner	0.4	1.3	1.2	0.4
Student with disability	15.1	16.4	15.6	16.7
Both	0.1	0.7	0.2	0.7
<b>Excluded</b>	2.7	4.0	3.1	2.9
English language learner	#	0.1	0.5	#
Student with disability	2.7	3.6	2.4	2.6
Both	0.1	0.3	0.2	0.3
<b>Accommodated</b>	8.7	10.0	4.4	7.4
English language learner	0.4	0.5	0.2	#
Student with disability	8.3	9.2	4.2	7.2
Both	#	0.3	#	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 ( $p < .05$ ).

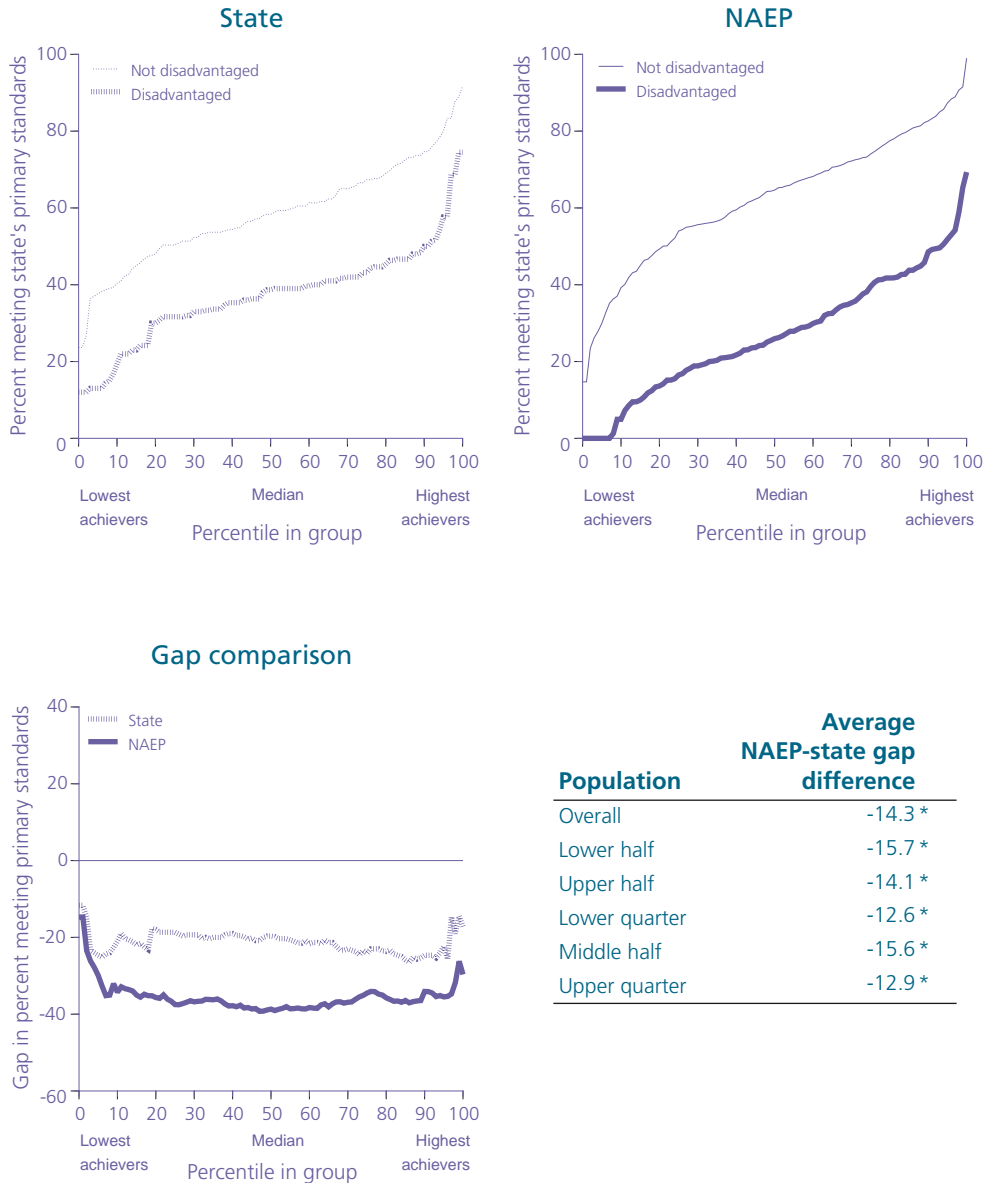
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	47.3	53.0
Grade 8	47.0	51.7

SOURCE: State of Vermont Department of Education site at [http://data.ed.state.vt.us/performance/03/STATE\\_03.pdf](http://data.ed.state.vt.us/performance/03/STATE_03.pdf)

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



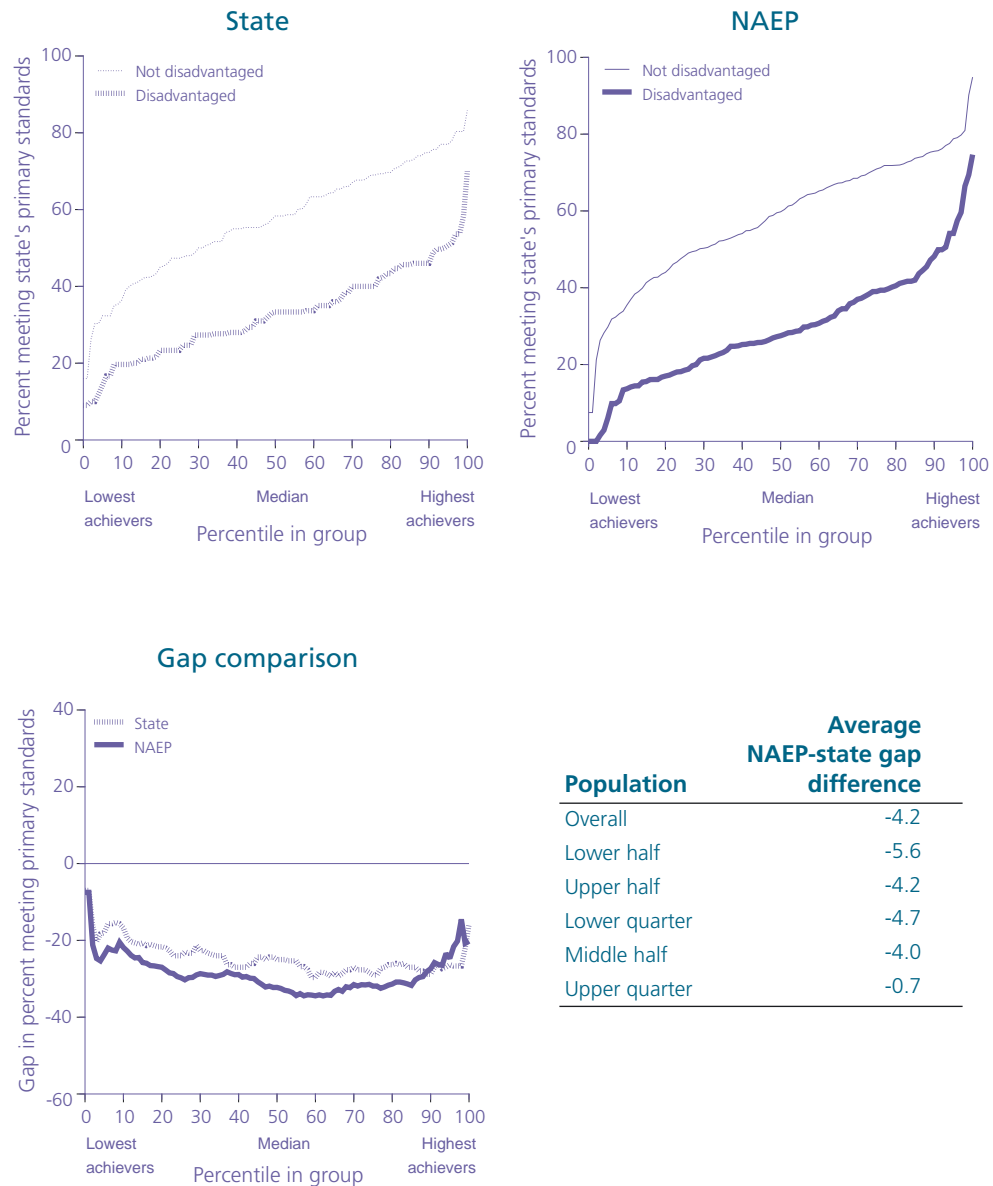
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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 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

## Virginia

Virginia administers the Standards of Learning (SOL) tests in grades 3, 5, and 8 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Hispanic students to provide a reliable comparison. Virginia uses three achievement levels for reporting purposes: *failing*, *proficient*, and *advanced*. Trend graphs are not included because new performance standards are set every year. 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 107 schools in grade 5 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

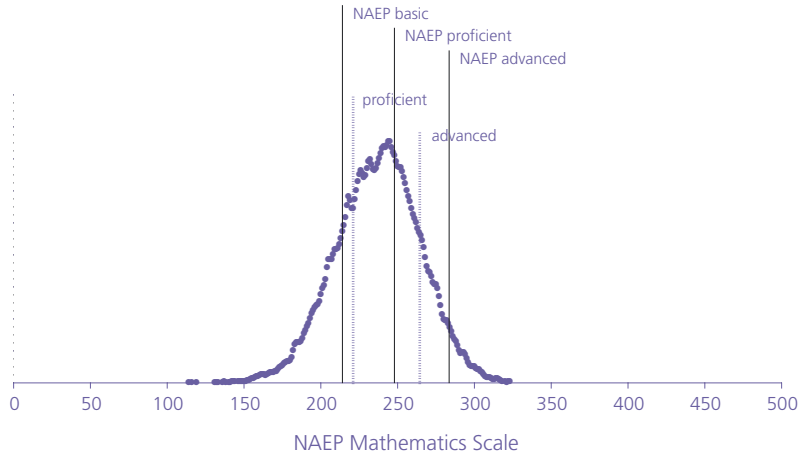
- **Standards.** The state's primary grade 5 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is below the NAEP basic level.
- **Trends.** No comparisons were possible for grades 5 and 8.
- **Gaps.** Overall, the Black-White gap in grades 5 and 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 and poverty gaps in mathematics in grades 5 and 8 in 2003.

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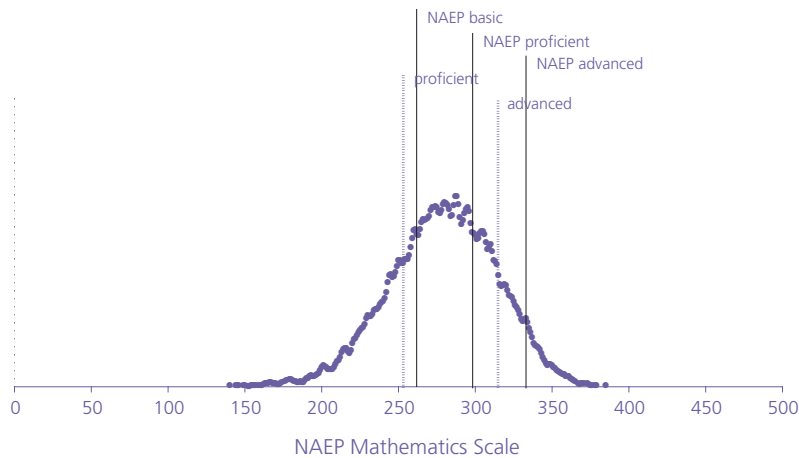
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.54	0.017	0.63	0.028
Advanced	0.66	0.026	0.77	0.016

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



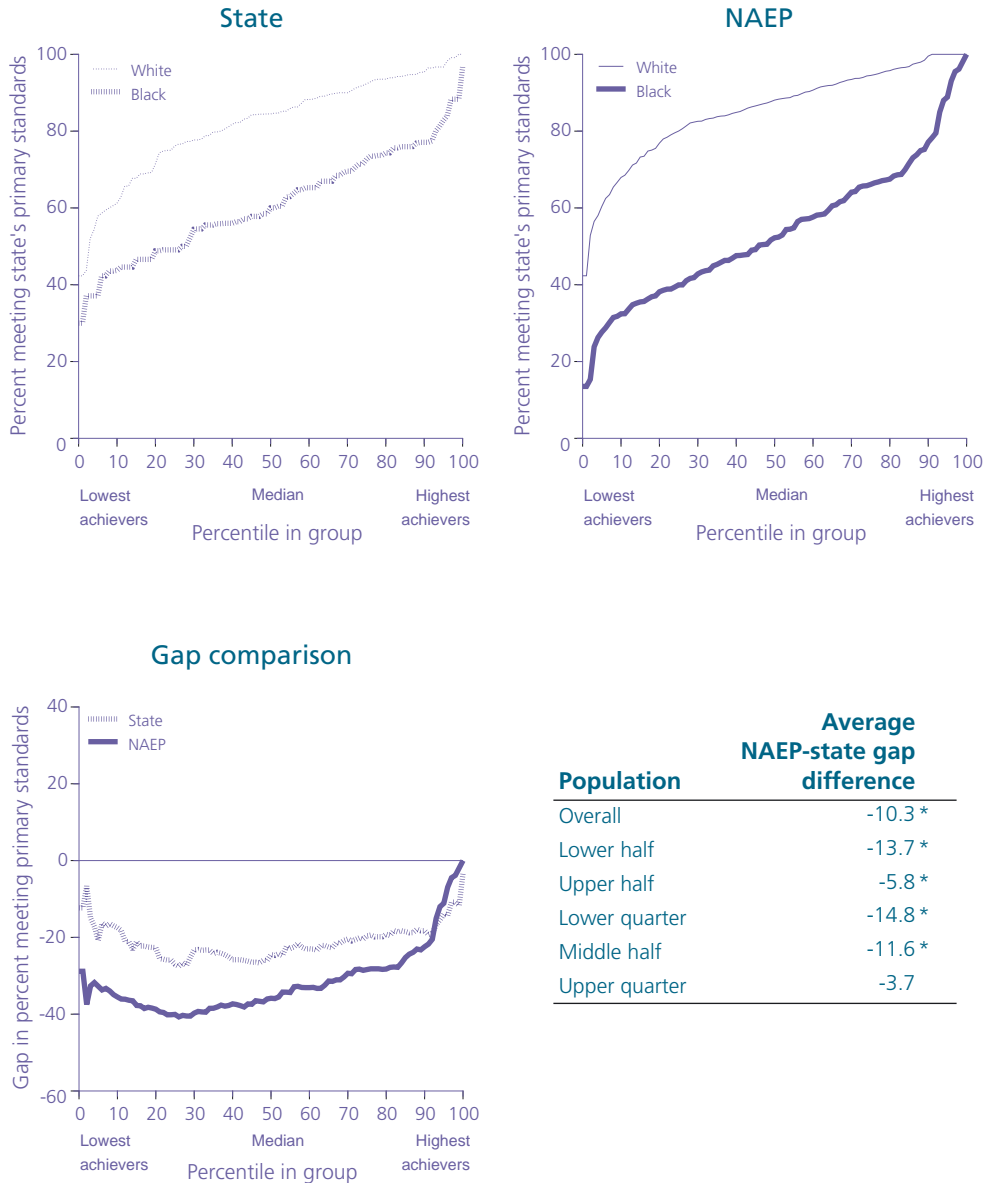
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	15.8	19.4	14.9	16.9
English language learner	3.0	6.4	2.2	2.4
Student with disability	12.3	11.3	12.3	13.1
Both	0.5	1.6	0.4	1.5
<b>Excluded</b>	4.0	6.1	6.2	6.5
English language learner	1.1	1.7	0.8	0.8
Student with disability	2.5	3.8	5.3	4.9
Both	0.4	0.7	0.1	0.8
<b>Accommodated</b>	6.6	8.1	3.9	6.4
English language learner	0.9	2.4	0.2	0.5
Student with disability	5.7	4.9	3.3	5.5
Both	#	0.8	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



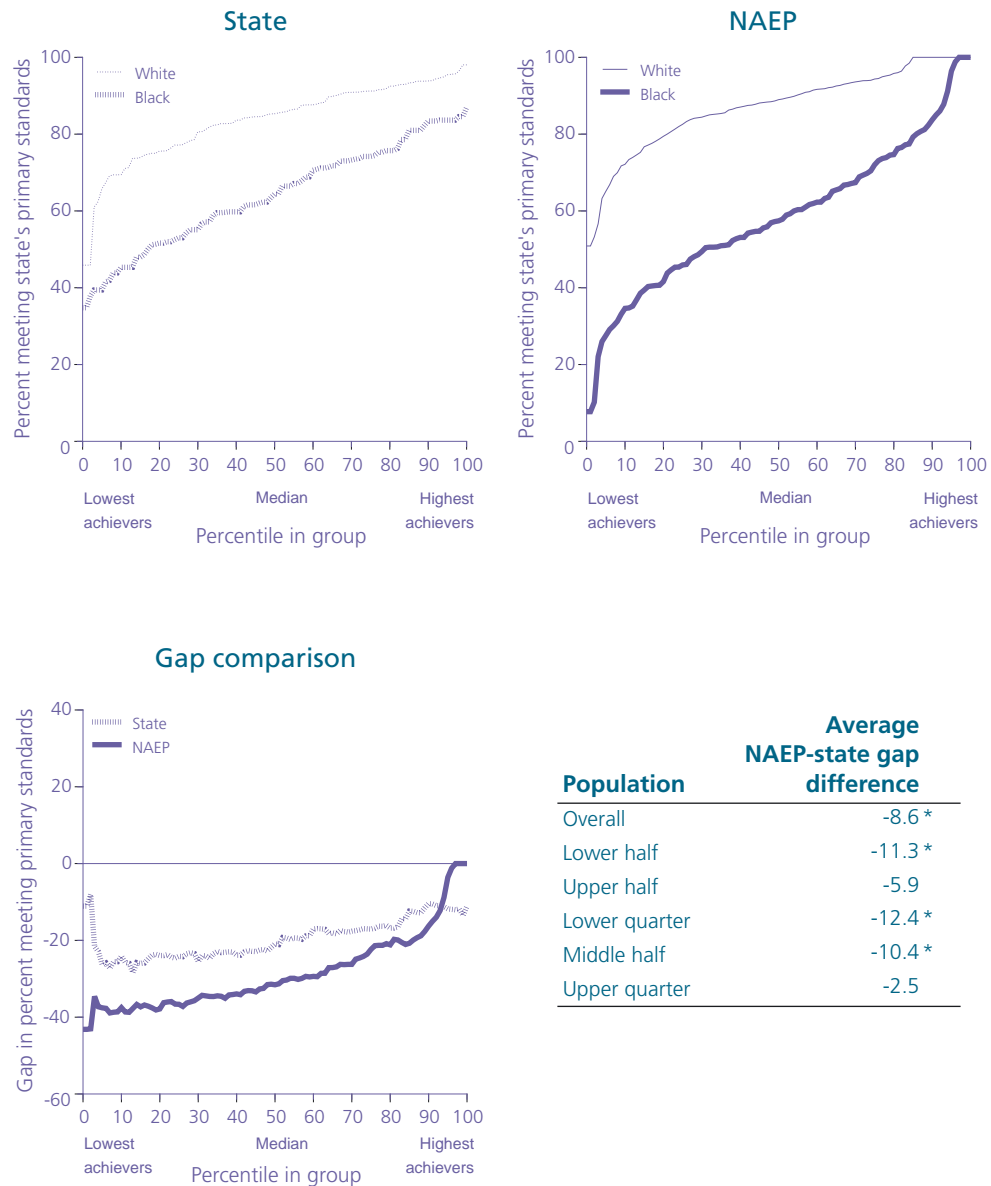
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

NOTE: State assessment data used are for grade 5.

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



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



\* 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.



# D

## Washington

The state administers the Washington Assessment of Student Learning (WASL) in grades 4 and 7 in reading and mathematics. Scores are available for Hispanic and Black students, but there are too few Black students in grades 4 and 7 and too few Hispanic students in grade 7 to provide reliable comparisons. Washington uses four achievement levels for reporting purposes: *far below expectations*, *below expectations*, *met expectations*, and *above expectations*. Trend graphs are not included because Washington did not participate in State NAEP in 2000, and because scores from 2000 are not available for this report, so no direct comparisons could be made with scores from 2003. 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 96 schools in grade 4 and 85 schools in grade 7, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

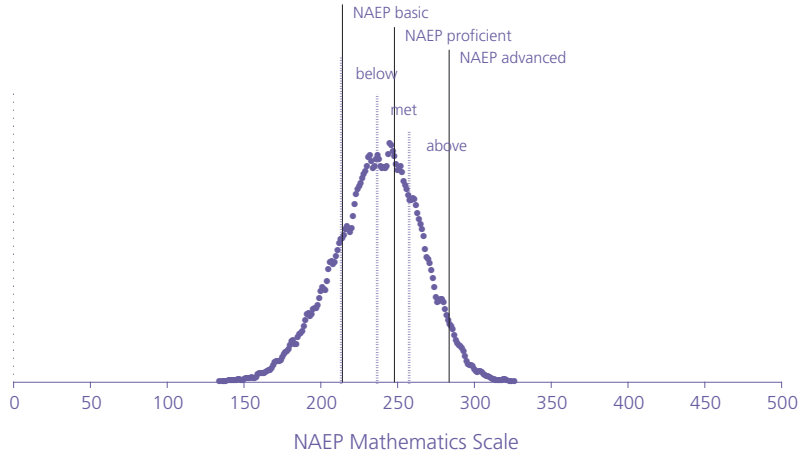
- **Standards.** The state's primary grade 4 mathematics performance standard (*met*) is between the NAEP basic and proficient levels. This is also true for grade 7.
- **Trends.** No comparisons were possible for grades 4 and 7.
- **Gaps.** There were insufficient data for comparing the NAEP and state assessment measurement of the Black-White and poverty gaps 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 Hispanic-White gap in mathematics in grade 4 in 2003. There were insufficient data for comparing the NAEP and state assessment measurement of the Hispanic-White gap in mathematics in grade 7 in 2003.

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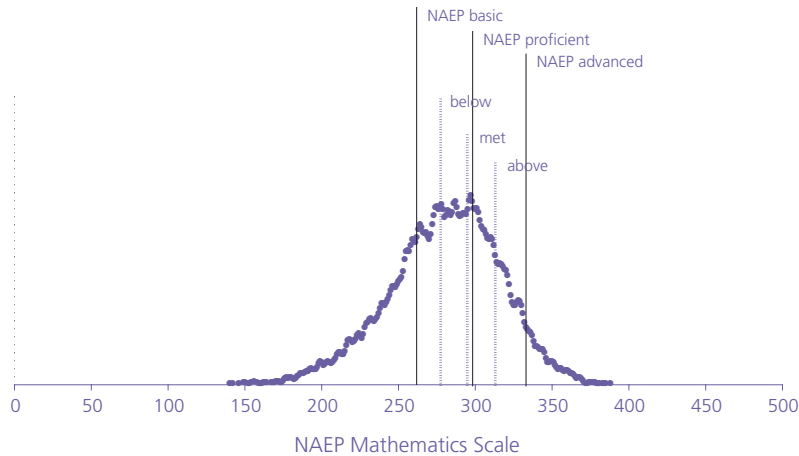
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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
Below	0.65	0.043	0.73	0.020
Met	0.69	0.019	0.69	0.026
Above	0.57	0.007	0.66	0.026

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





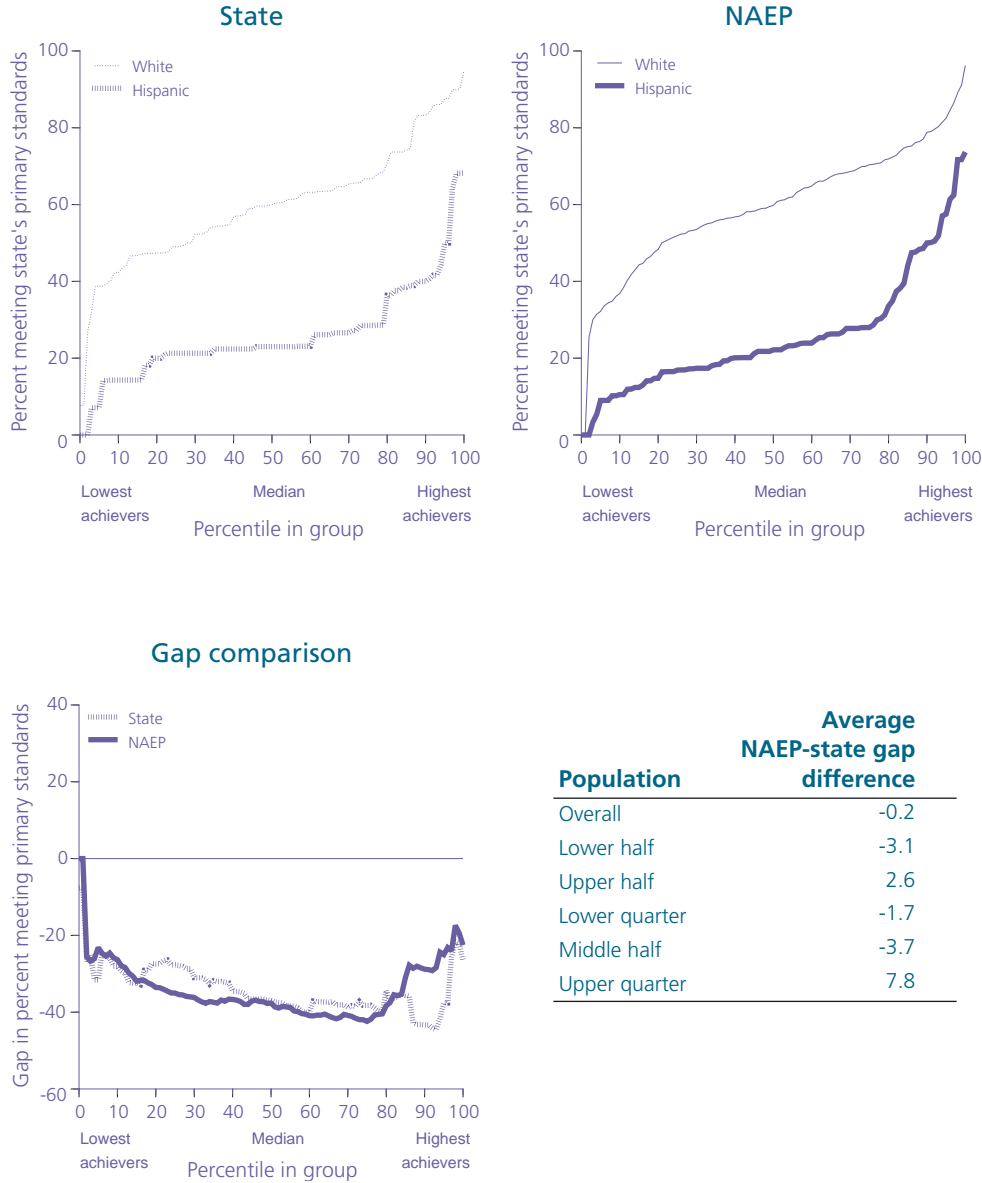
Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	—	19.1	—	16.2
English language learner	—	5.2	—	3.5
Student with disability	—	12.2	—	11.4
Both	—	1.7	—	1.2
<b>Excluded</b>	—	3.2	—	2.0
English language learner	—	0.9	—	0.4
Student with disability	—	2.1	—	1.5
Both	—	0.2	—	0.2
<b>Accommodated</b>	—	7.9	—	4.6
English language learner	—	1.2	—	0.4
Student with disability	—	5.6	—	3.9
Both	—	1.0	—	0.4

— Not available.

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

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

## West Virginia

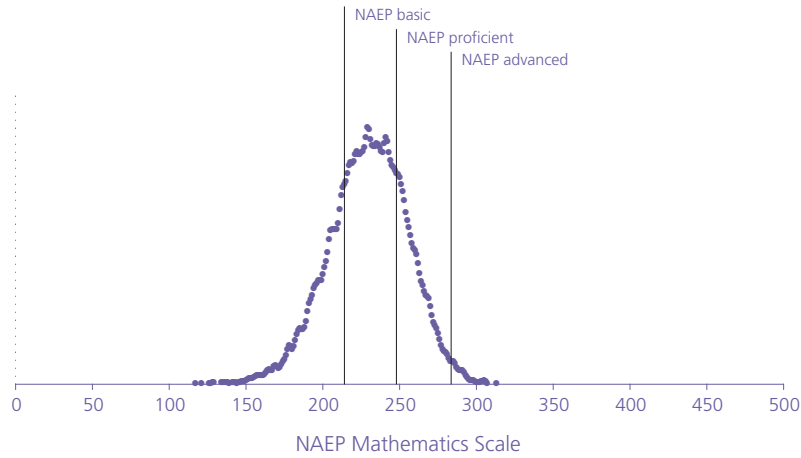
West Virginia administers the Stanford Achievement Test, Ninth Edition (SAT-9) in grades 3-8 in reading and mathematics. However, the data available in this report include only school-level scores which have been designated as either elementary or middle school scores based upon state-reported grade span information. The data available in this report include only one combined score for reading and mathematics, which we have treated as reading data for this report. For this reason, neither state assessment mathematics data nor comparisons based upon the mathematics data are displayed here. Suppression information is not available.

### Summary of Comparisons

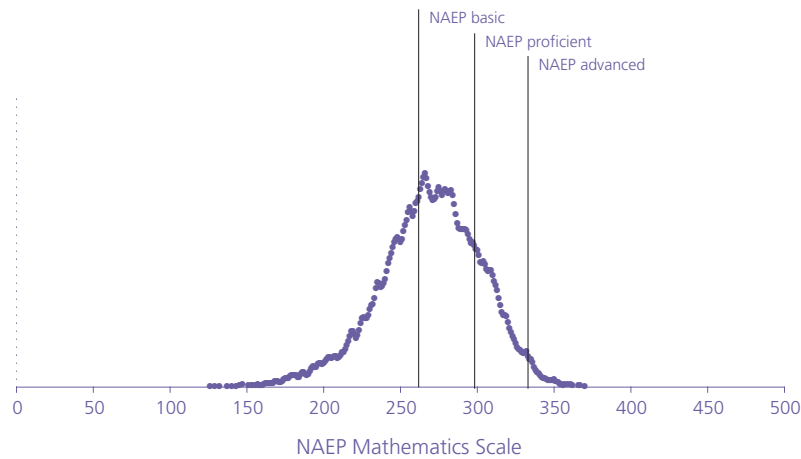
Because 2003 state mathematics assessment data do not exist for West Virginia, no comparisons to NAEP were possible.

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

#### Grade 4



#### Grade 8



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

Table 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
<b>Identified</b>	13.4	15.1	14.6	16.2
English language learner	#	0.1	0.1	0.3
Student with disability	13.2	14.6	14.3	15.7
Both	0.2	0.3	0.1	0.2
<b>Excluded</b>	2.7	2.8	2.7	2.8
English language learner	#	#	0.1	#
Student with disability	2.6	2.8	2.6	2.7
Both	0.2	#	#	#
<b>Accommodated</b>	8.0	9.1	7.7	8.5
English language learner	#	#	#	#
Student with disability	7.9	8.8	7.6	8.4
Both	0.1	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.



# D

## Wisconsin

The state administers the Wisconsin Knowledge and Concepts Examination (WKCE) in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic students in grades 4 and 8 and too few Black students in grade 8 to provide reliable comparisons between these subgroups. Wisconsin uses four achievement levels for reporting purposes: *minimal performance*, *basic*, *proficient*, and *advanced*. Because new performance standards for the WKCE were set in 2003, scores from 2003 and those from 2000 are not comparable; therefore, trend graphs are not included. School-level assessment scores based on 5 or fewer students are suppressed.

### Summary of Comparisons

The results of comparisons between NAEP and state assessment results, which for 2003 are based on 127 schools in grade 4 and 103 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

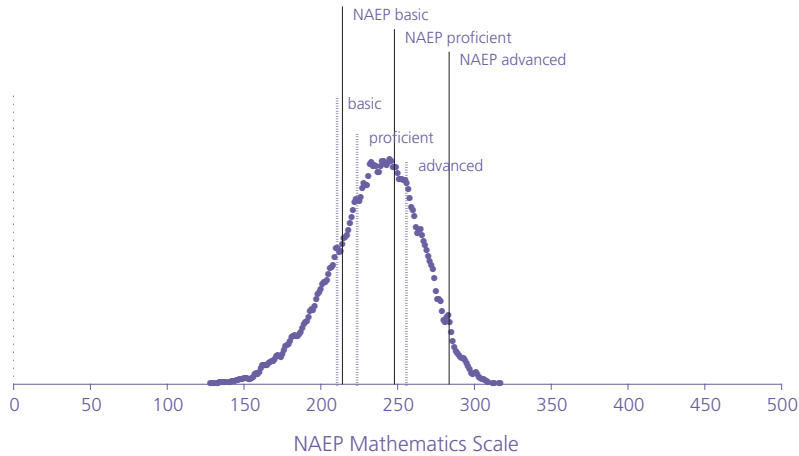
- **Standards.** The state's primary grade 4 mathematics performance standard (*proficient*) is between the NAEP basic and proficient levels. The state's primary grade 8 mathematics performance standard (*proficient*) is close to the NAEP basic level.
- **Trends.** No comparisons were possible for grades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

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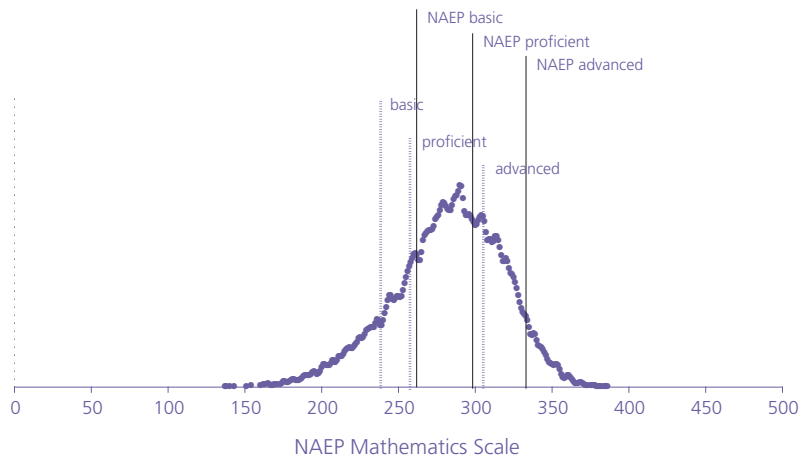
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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	0.77	0.010	0.89	0.014
Proficient	0.81	0.015	0.90	0.008
Advanced	0.79	0.004	0.85	0.014

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



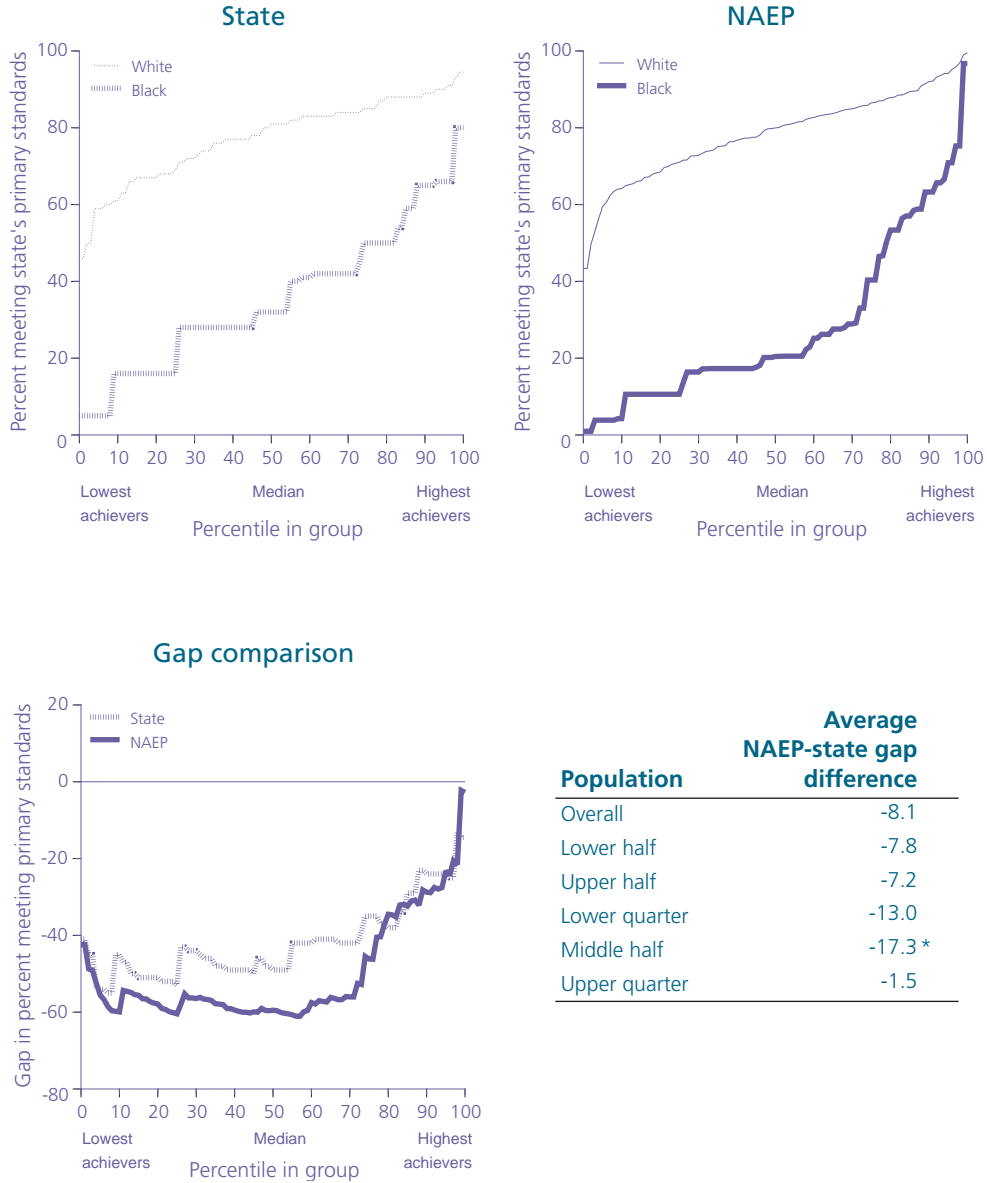


Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	19.3	20.0	16.9	17.5
English language learner	4.5	5.4	1.6	2.3
Student with disability	14.1	13.4	15.0	14.3
Both	0.7	1.2	0.4	0.8
<b>Excluded</b>	4.8	3.6	4.2	3.0
English language learner	0.4	0.6	0.5	0.4
Student with disability	4.1	2.6	3.6	2.3
Both	0.3	0.4	0.1	0.3
<b>Accommodated</b>	7.9	12.3	6.2	11.3
English language learner	2.4	2.5	0.4	0.9
Student with disability	5.1	9.1	5.6	10.0
Both	0.4	0.7	0.2	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.

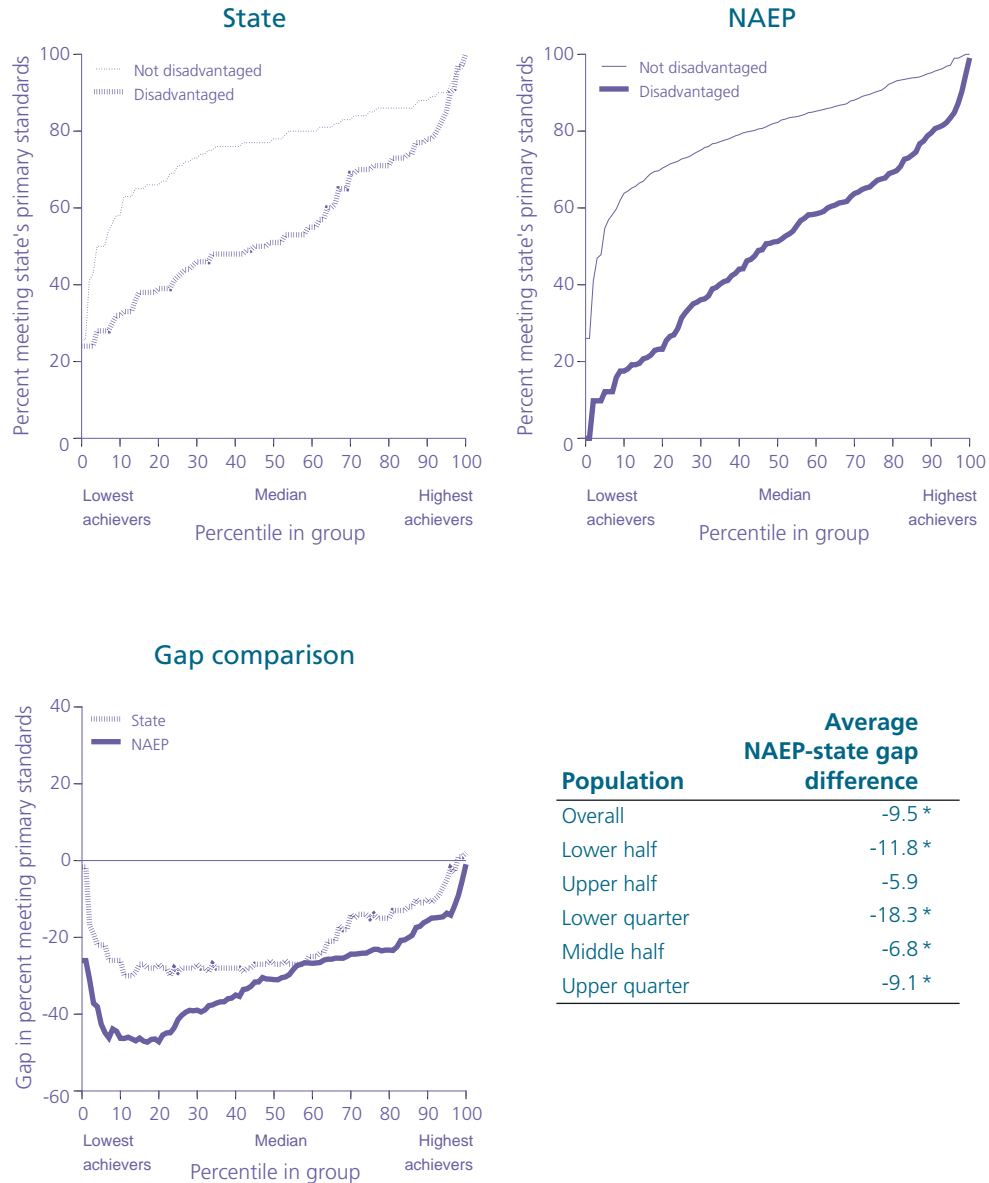
Figure 2. Comparison of NAEP and state assessment Black-White achievement gaps in percent meeting grade 4 mathematics standards: 2003



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

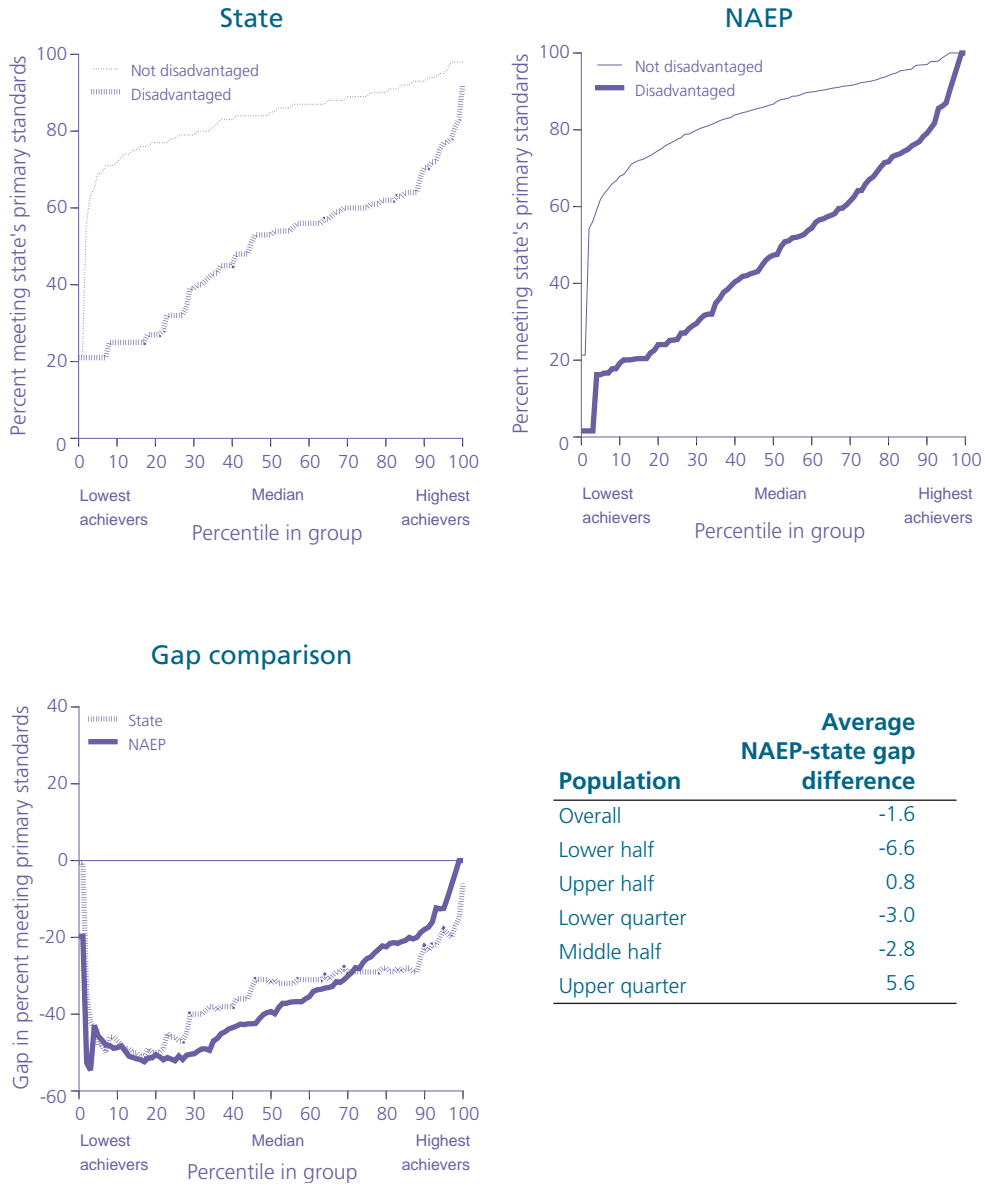


\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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 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

## Wyoming

Through the Wyoming Comprehensive Assessment System (WyCAS), the state administers criterion-referenced tests in grades 4 and 8 in reading and mathematics. Scores are available for Hispanic, Black, and economically disadvantaged students, but there are too few Hispanic and Black students to provide reliable comparisons. Wyoming uses four achievement levels for reporting purposes: *novice*, *partially proficient*, *proficient*, and *advanced*. Suppression information is not available.

### 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 74 schools in grade 8, are shown graphically on the following pages. A brief summary of the results follows:<sup>1</sup>

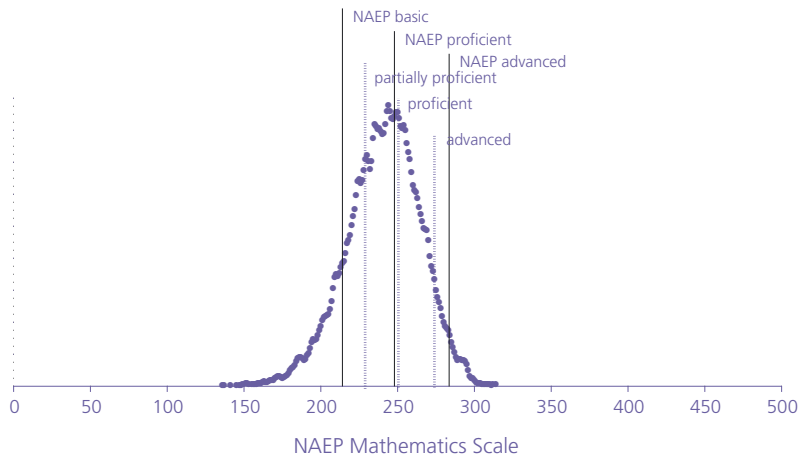
- **Standards.** The state's primary grade 4 mathematics performance standard (proficient) is close to the NAEP proficient level. This is also true for grade 8.
- **Trends.** Between 2000 and 2003, the NAEP grades 4 and 8 gains in percent proficient are greater than the state assessment gains.
- **Gaps.**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

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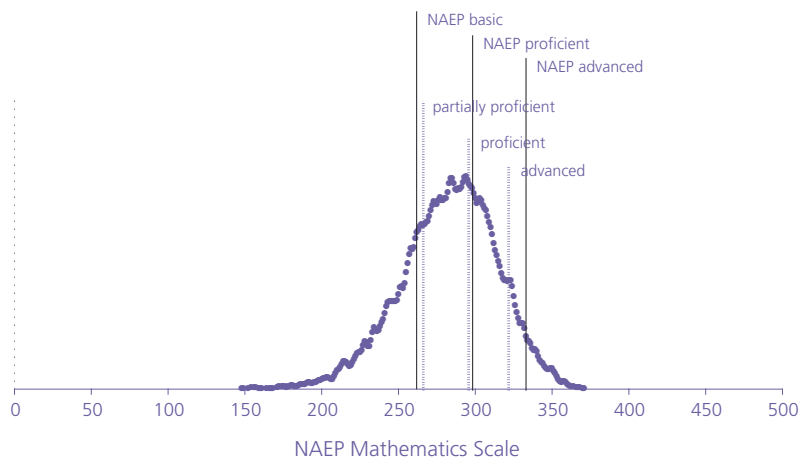
1. All statements of differences are based on statistical tests at the 5% significance level. However, these results must be considered in the context of the available data. NAEP and state assessments may employ different test items, testing accommodations, and scoring methods; and they may involve different 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 Proficient	0.68	0.041	0.74	0.037
Proficient	0.64	0.018	0.74	0.023
Advanced	0.38	0.033	0.63	0.028

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.



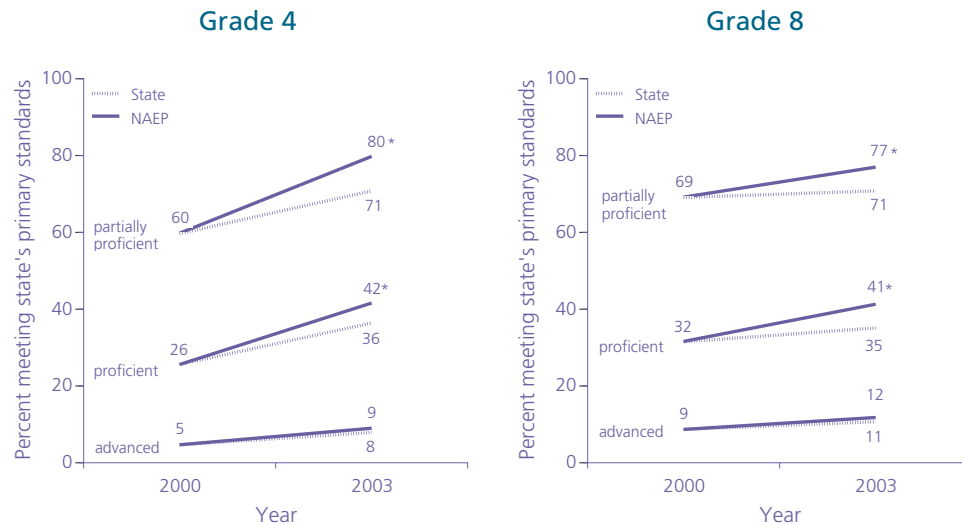
**Table 2. Percentages of English language learners and students with disabilities identified, excluded, and accommodated in the NAEP mathematics assessments, by grade: 2000 and 2003**

Students	Grade 4		Grade 8	
	2000	2003	2000	2003
<b>Identified</b>	15.3	17.6	12.9	16.3
English language learner	1.4	2.7	1.1	1.7
Student with disability	13.2	13.3	11.4	13.3
Both	0.7	1.6	0.4	1.3
<b>Excluded</b>	1.9	1.1	1.0	1.2
English language learner	#	#	#	0.1
Student with disability	1.9	1.0	1.0	0.7
Both	#	0.1	#	0.3
<b>Accommodated</b>	5.8	10.8	3.0	9.5
English language learner	0.1	0.2	#	0.2
Student with disability	5.7	9.6	3.0	8.6
Both	#	1.0	#	0.6

# Rounds to zero.

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

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



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

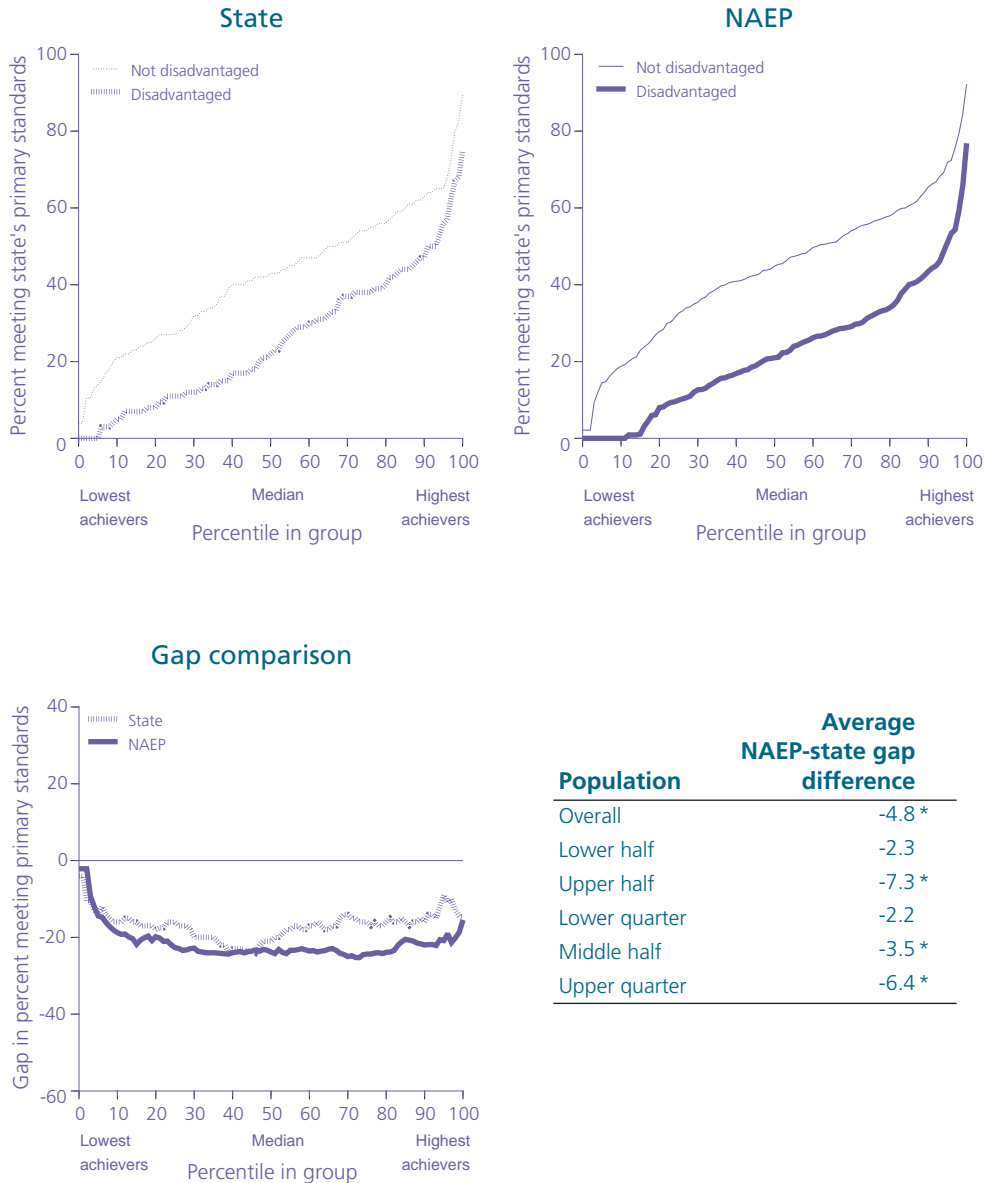
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment: Full population estimates. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD)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

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

Level	2000	2003
Grade 4	27.0	37.0
Grade 8	32.0	35.0

SOURCE: Wyoming Department of Education site at [https://wdesecure.k12.wy.us/stats/wde.esc.show\\_menu](https://wdesecure.k12.wy.us/stats/wde.esc.show_menu).

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



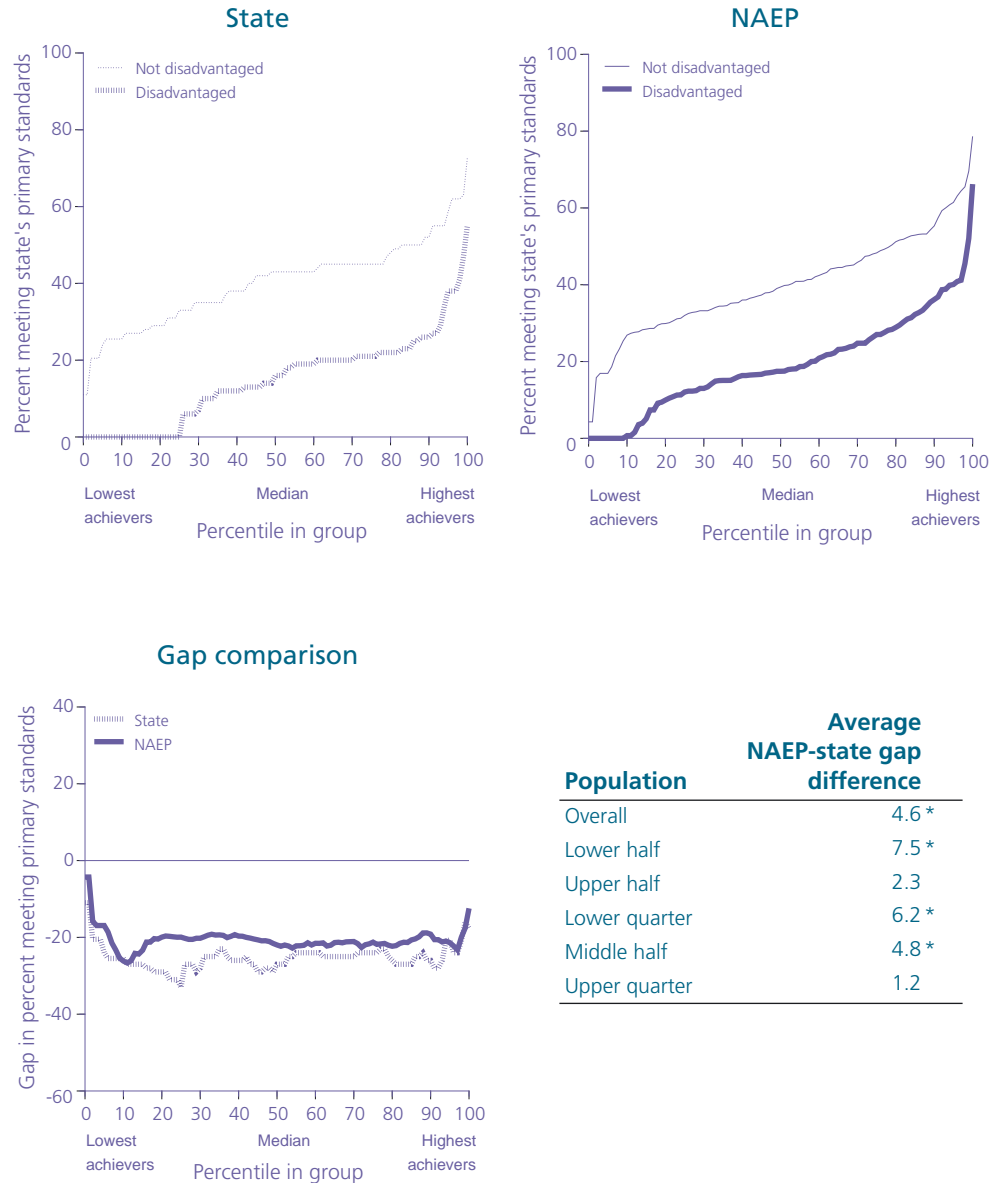
\* NAEP-State gap difference significantly different from zero ( $p < .05$ ).

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.

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 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.





