NCES
National Center for Education Statistics

National Assessment of Educational Progress

The Nation's Report Card

# Mathematics Highlights 2003

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## Important Indicator of Educational Progress

Since 1969 the National Assessment of Educational Progress (NAEP) has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

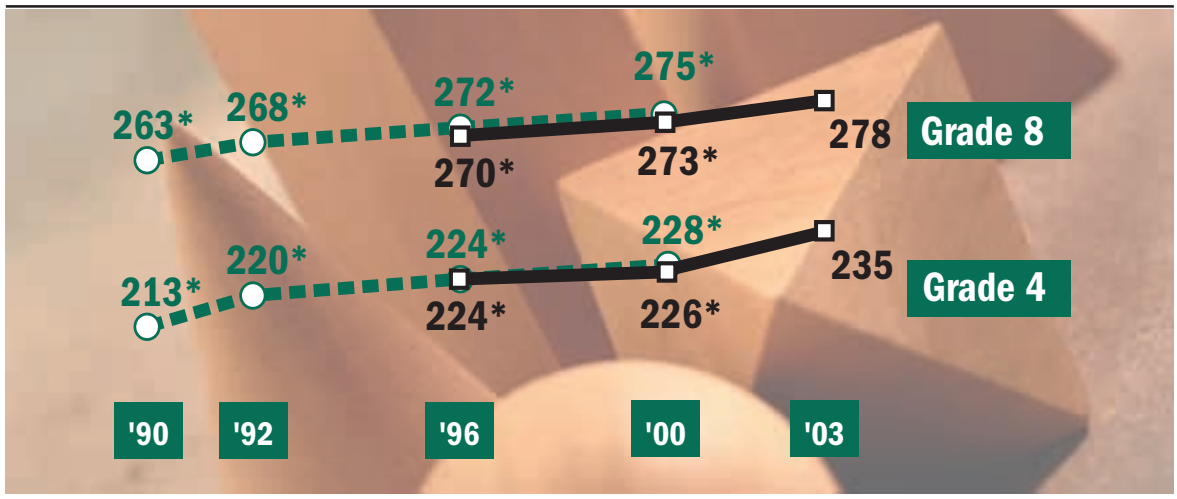
Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2003, NAEP conducted a national and state assessment in mathematics at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education, and is overseen by the National Assessment Governing Board (NAGB).

The Nation's Report Card NAEP

## Fourth- and Eighth-Graders' Average Mathematics Scores Increase

Average scores were higher in 2003 than in all the previous assessment years at both grades 4 and 8. (Differences are discussed in the report only if they were found to be statistically significant.)




*Significantly different from 2003.

Accommodations not permitted
Accommodations permitted

**NOTE:** Average mathematics scores are reported on a 0–500 scale. In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

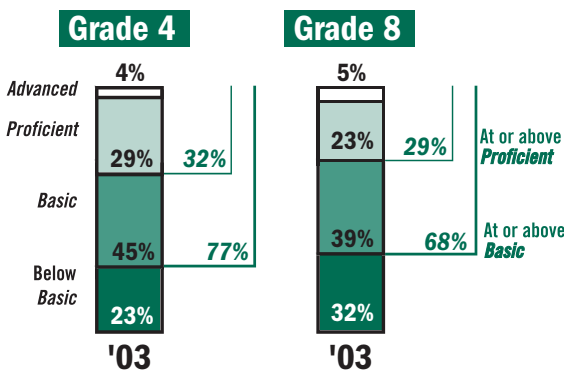
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## How well did students perform in 2003?

The figures to the right show that 32 percent of fourth-graders and 29 percent of eighth-graders performed at or above the *Proficient* level in 2003. The percentages of students performing at or above *Basic* in 2003 were 77 percent at grade 4 and 68 percent at grade 8.

**NOTE:** Detail may not sum to totals because of rounding.

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




## Background Information

Average test scores have a standard error—a range of up to a few points above or below the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant; therefore, not all apparent differences may be found to be statistically significant. All the differences discussed in this report were tested for statistical significance at the .05 level.

Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. In keeping with past practice, all statistically significant differences are indicated in the current report.

The results presented in the figures and tables throughout this report distinguish between two different reporting samples that reflect a change in administration procedures beginning in 1996. This change involved permitting students with disabilities or limited-English-proficient students to use certain accommodations (e.g, extended time, small group testing). Comparisons between results from 2003 and those from assessment years in which both types of administration procedures were used (1996 and 2000) are discussed based on the results when accommodations were permitted, although significant differences in results when accommodations were not permitted may be noted in the figures and tables.

## Achievement Levels Provide Standards for Student Performance

Achievement levels are performance standards set by NAGB to provide a context for interpreting student performance on NAEP. These performance standards, based on recommendations from broadly representative panels of educators and members of the public, are used to report what students should know and be able to do at the *Basic, Proficient,* and *Advanced* levels of performance in each subject area and at each grade assessed.

Detailed descriptions of the NAEP mathematics achievement levels can be found on the NAGB web site (http://www.nagb.org/pubs/pubs.html).

The minimum scale scores for achievement levels are as follows:

| | Grade 4 | Grade 8 |
|---|---|---|
| *Basic* | 214 | 262 |
| *Proficient* | 249 | 299 |
| *Advanced* | 282 | 333 |

As provided by law, NCES, upon review of a congressionally mandated evaluation of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted and used with caution.

However, both NCES and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials.

# Gain Overall Since 1990 in Achievement-Level Performance

As shown in the table and figure below, the percentages of fourth- and eighth-graders at or above *Basic,* at or above *Proficient,* and at *Advanced* were all higher in 2003 than in 1990. There were also recent increases from 2000 to 2003 in the percentages of fourth-graders at or above *Basic* and *Proficient* and at *Advanced*, and in the percentages of eighth-graders at or above *Basic* and *Proficient.*

**Percentages of students, by mathematics achievement level, grades 4 and 8: 1990–2003**

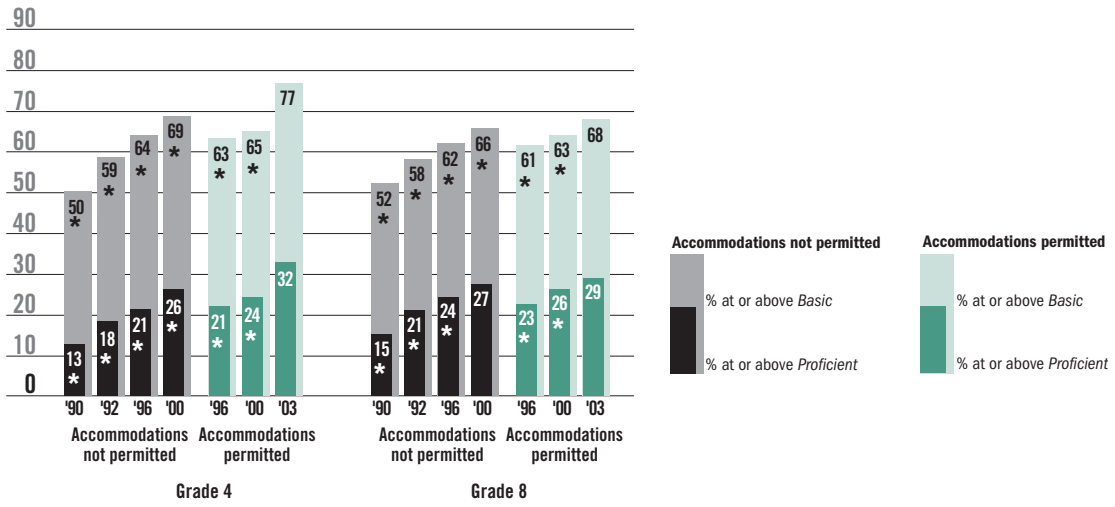
| | | Below ***Basic*** | At or above ***Basic*** | At or above ***Proficient*** | At ***Advanced*** |
|---|---|---|---|---|---|
| **Grade 4** | | | | | |
| Accommodations not permitted | 1990 | 50 * | 50 * | 13 * | 1 * |
| | 1992 | 41 * | 59 * | 18 * | 2 * |
| | 1996 | 36 * | 64 * | 21 * | 2 * |
| | 2000 | 31 * | 69 * | 26 * | 3 * |
| Accommodations permitted | 1996 | 37 * | 63 * | 21 * | 2 * |
| | 2000 | 35 * | 65 * | 24 * | 3 * |
| | 2003 | 23 | 77 | 32 | 4 |
| **Grade 8** | | | | | |
| Accommodations not permitted | 1990 | 48 * | 52 * | 15 * | 2 * |
| | 1992 | 42 * | 58 * | 21 * | 3 * |
| | 1996 | 38 * | 62 * | 24 * | 4 * |
| | 2000 | 34 * | 66 * | 27 | 5 |
| Accommodations permitted | 1996 | 39 * | 61 * | 23 * | 4 * |
| | 2000 | 37 * | 63 * | 26 * | 5 |
| | 2003 | 32 | 68 | 29 | 5 |

*Significantly different from 2003.

**NOTE:** Detail may not sum to totals because of rounding. In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

**Percentages of students at or above *Basic* and *Proficient* in mathematics, grades 4 and 8: 1990–2003**




*Significantly different from 2003.

**NOTE:** In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

# Achievement Levels

***Basic:*** This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

***Proficient:*** This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

***Advanced:*** This level signifies superior performance.

# Improvement Seen Among Lower-, Middle-, and Higher-Performing Students

Looking at changes in scores for students at lower-, middle-, and higher-performance levels gives a more complete picture of student progress. An examination of scores at different percentiles on the 0–500 mathematics scale at each grade indicates whether or not the changes seen in the national average score results are reflected in the performance of lower-, middle-, and higher-performing students.

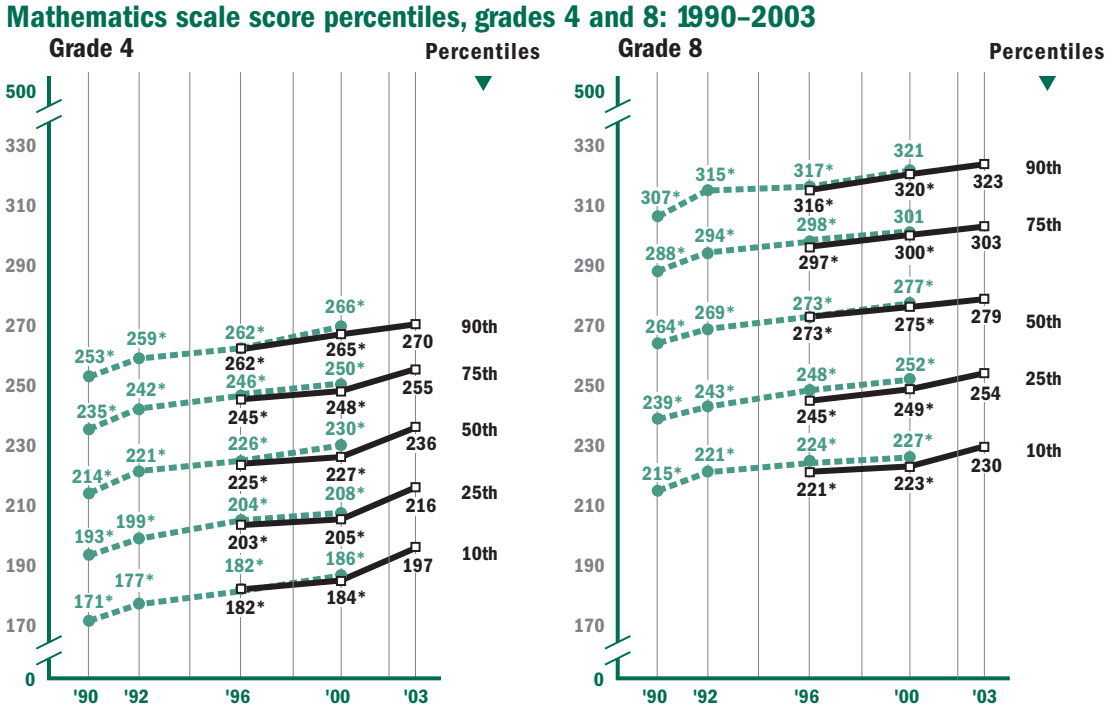
The percentile indicates the percentage of students whose scores fell below a particular score. For example, 25 percent of assessed students' scores fell below the 25th percentile score and 75 percent fell below the 75th percentile score.

At both grades 4 and 8, scores at the 10th, 25th, 50th, 75th, and 90th percentiles were higher in 2003 than in any of the previous assessment years.

At grade 4, gains detected between 2000 and 2003 ranged from approximately 5 scale score points for students performing at the 90th percentile to 13 points for students at the 10th percentile.

At grade 8, increases since 2000 ranged from approximately 3 scale score points at the 90th percentile to 7 points at the 10th percentile.

**Mathematics scale score percentiles, grades 4 and 8: 1990–2003**




*Significantly different from 2003.

**NOTE:** In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## NAEP 2003 Mathematics Assessment Design

### Assessment Framework

The NAEP mathematics framework, which defines the content for the 1990–2003 assessments, was developed through a comprehensive national consultative process and adopted by NAGB.

The mathematics framework calls for the assessment to include questions based on five mathematics content areas: 1) number sense, properties, and operations; 2) measurement; 3) geometry and spatial sense; 4) data analysis, statistics, and probability; and 5) algebra and functions.

In addition, the framework specifies that each question measure one of three mathematical abilities. The three mathematical abilities specified by the framework are 1) conceptual understanding, 2) procedural knowledge, and 3) problem solving.

The sample questions on pages 16–19 illustrate how the assessment was developed to measure the content areas and mathematical abilities. Each student answered approximately 45 questions in 25 minutes.

The complete framework is available on the NAGB web site (http://www.nagb.org/pubs/pubs.html).

### Student Samples

Results from the 2003 mathematics assessment are reported for the nation and states at grades 4 and 8. The national results are based on a representative sample of students in both public schools and nonpublic schools, while the state results are based only on public-school students.

### Accommodations

It is NAEP's intent to assess all selected students from the target population. Before 1996, no testing accommodations were provided to students with disabilities and limited-English-proficient students who participated in the NAEP mathematics assessments. In 1996 (national only) and 2000 (national and state), NAEP was administered to two reporting samples—"accommodations not permitted" and "accommodations permitted." Beginning in 2003, the NAEP mathematics assessment has adopted the new "accommodations-permitted" procedure as its only administration procedure, and thus again had only one reporting sample as in mathematics assessment years prior to 1996.

Because the representativeness of samples is ultimately a validity issue, NCES has commissioned studies of the impact of assessment accommodations on overall scores. One paper that explores the impact of two possible scenarios on NAEP is available on the NAEP web site (http://www.nces.ed.gov/nationsreportcard/pdf/main2002/statmeth.pdf).

# Most Participating States and Jurisdictions Show Gains at Grades 4 and 8

In addition to national results, the 2003 mathematics assessment collected performance data for fourth- and eighth-graders who attended public schools in 50 states and 3 other jurisdictions that participated.

## State Average Score Results

Tables 1 and 2 present average mathematics score results for fourth- and eighth-graders respectively.

Among the 43 states and jurisdictions that participated in both the 2000 and 2003 fourth-grade assessments, all showed increases in average scores. Similarly, all 42 of the states and jurisdictions that participated in the 1992 and 2003 assessments showed increases in average scores.

**Table 1. Average mathematics scale scores, grade 4 public schools: By state, 1992–2003**

| | Accommodations not permitted | | | Accommodations permitted | |
|---|---|---|---|---|---|
| | 1992 | 1996 | 2000 | 2000 | 2003 |
| **Nation (public)** [1] | 219 * | 222 * | 226 * | 224 * | 234 |
| Alabama | 208 *,** | 212 *,** | 218 *,** | 217 *,** | 223 |
| Alaska | – | 224 *,** | – | – | 233 |
| Arizona | 215 *,** | 218 *,** | 219 *,** | 219 *,** | 229 |
| Arkansas | 210 *,** | 216 *,** | 217 *,** | 216 *,** | 229 |
| California | 208 *,** | 209 *,** | 214 *,** | 213 *,** | 227 |
| Colorado | 221 *,** | 226 *,** | – | – | 235 |
| Connecticut | 227 *,** | 232 *,** | 234 *,** | 234 *,** | 241 |
| Delaware | 218 *,** | 215 *,** | – | – | 236 |
| Florida | 214 *,** | 216 *,** | – | – | 234 |
| Georgia | 216 *,** | 215 *,** | 220 *,** | 219 *,** | 230 |
| Hawaii | 214 *,** | 215 *,** | 216 *,** | 216 *,** | 227 |
| Idaho | 222 *,** | – | 227 *,** | 224 *,** | 235 |
| Illinois | – | – | 225 *,** | 223 *,** | 233 |
| Indiana | 221 *,** | 229 *,** | 234 *,** | 233 *,** | 238 |
| Iowa | 230 *,** | 229 *,** | 233 *,** | 231 *,** | 238 |
| Kansas | – | – | 232 *,** | 232 *,** | 242 |
| Kentucky | 215 *,** | 220 *,** | 221 *,** | 219 *,** | 229 |
| Louisiana | 204 *,** | 209 *,** | 218 *,** | 218 *,** | 226 |
| Maine | 232 *,** | 232 *,** | 231 *,** | 230 *,** | 238 |
| Maryland | 217 *,** | 221 *,** | 222 *,** | 222 *,** | 233 |
| Massachusetts | 227 *,** | 229 *,** | 235 *,** | 233 *,** | 242 |
| Michigan | 220 *,** | 226 *,** | 231 *,** | 229 *,** | 236 |
| Minnesota | 228 *,** | 232 *,** | 235 *,** | 234 *,** | 242 |
| Mississippi | 202 *,** | 208 *,** | 211 *,** | 211 *,** | 223 |
| Missouri | 222 *,** | 225 *,** | 229 *,** | 228 *,** | 235 |
| Montana | – | 228 *,** | 230 *,** | 228 *,** | 236 |
| Nebraska | 225 *,** | 228 *,** | 226 *,** | 225 *,** | 236 |
| Nevada | – | 218 *,** | 220 *,** | 220 *,** | 228 |
| New Hampshire | 230 *,** | – | – | – | 243 |
| New Jersey | 227 *,** | 227 *,** | – | – | 239 |
| New Mexico | 213 *,** | 214 *,** | 214 *,** | 213 *,** | 223 |
| New York | 218 *,** | 223 *,** | 227 *,** | 225 *,** | 236 |
| North Carolina | 213 *,** | 224 *,** | 232 *,** | 230 *,** | 242 |
| North Dakota | 229 *,** | 231 *,** | 231 *,** | 230 *,** | 238 |
| Ohio | 219 *,** | – | 231 *,** | 230 *,** | 238 |
| Oklahoma | 220 *,** | – | 225 *,** | 224 *,** | 229 |
| Oregon | – | 223 *,** | 227 *,** | 224 *,** | 236 |
| Pennsylvania | 224 *,** | 226 *,** | – | – | 236 |
| Rhode Island | 215 *,** | 220 *,** | 225 *,** | 224 *,** | 230 |
| South Carolina | 212 *,** | 213 *,** | 220 *,** | 220 *,** | 236 |
| South Dakota | – | – | – | – | 237 |
| Tennessee | 211 *,** | 219 *,** | 220 *,** | 220 *,** | 228 |
| Texas | 218 *,** | 229 *,** | 233 *,** | 231 *,** | 237 |
| Utah | 224 *,** | 227 *,** | 227 *,** | 227 *,** | 235 |
| Vermont | – | 225 *,** | 232 *,** | 232 *,** | 242 |
| Virginia | 221 *,** | 223 *,** | 230 *,** | 230 *,** | 239 |
| Washington | – | 225 *,** | – | – | 238 |
| West Virginia | 215 *,** | 223 *,** | 225 *,** | 223 *,** | 231 |
| Wisconsin | 229 *,** | 231 *,** | – | – | 237 |
| Wyoming | 225 *,** | 223 *,** | 229 *,** | 229 *,** | 241 |
| **Other jurisdictions** | | | | | |
| District of Columbia | 193 *,** | 187 *,** | 193 *,** | 192 *,** | 205 |
| DDESS [2] | – | 224 *,** | 228 *,** | 228 *,** | 237 |
| DoDDS [3] | – | 223 *,** | 228 *,** | 226 *,** | 237 |

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

**NOTE:** State-level data were not collected in 1990. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, and 2003 Mathematics Assessments.

At grade 8, of the 42 states and jurisdictions that participated in both the 2000 and 2003 assessments, 28 had higher average scores in 2003 and none showed a decline. All 38 states and jurisdictions that participated in both 1990 and 2003 had higher average scores in 2003.

**Table 2. Average mathematics scale scores, grade 8 public schools: By state, 1990–2003**

| | Accommodations not permitted | | | | Accommodations permitted | |
|---|---|---|---|---|---|---|
| | 1990 | 1992 | 1996 | 2000 | 2000 | 2003 |
| **Nation (public)** [1] | 262 * | 267 * | 271 * | 274 | 272 * | 276 |
| Alabama | 253 *,** | 252 *,** | 257 * | 262 | 264 | 262 |
| Alaska | – | – | 278 | – | – | 279 |
| Arizona | 260 *,** | 265 *,** | 268 | 271 | 269 | 271 |
| Arkansas | 256 *,** | 256 *,** | 262 * | 261 * | 257 *,** | 266 |
| California | 256 *,** | 261 *,** | 263 | 262 * | 260 *,** | 267 |
| Colorado | 267 *,** | 272 *,** | 276 *,** | – | – | 283 |
| Connecticut | 270 *,** | 274 *,** | 280 *,** | 282 | 281 | 284 |
| Delaware | 261 *,** | 263 *,** | 267 *,** | – | – | 277 |
| Florida | 255 *,** | 260 *,** | 264 *,** | – | – | 271 |
| Georgia | 259 *,** | 259 *,** | 262 *,** | 266 | 265 *,** | 270 |
| Hawaii | 251 *,** | 257 *,** | 262 *,** | 263 | 262 * | 266 |
| Idaho | 271 *,** | 275 *,** | – | 278 | 277 * | 280 |
| Illinois | 261 *,** | – | – | 277 | 275 | 277 |
| Indiana | 267 *,** | 270 *,** | 276 *,** | 283 | 281 | 281 |
| Iowa | 278 *,** | 283 | 284 | – | – | 284 |
| Kansas | – | – | – | 284 | 283 | 284 |
| Kentucky | 257 *,** | 262 *,** | 267 *,** | 272 | 270 *,** | 274 |
| Louisiana | 246 *,** | 250 *,** | 252 *,** | 259 *,** | 259 *,** | 266 |
| Maine | – | 279 *,** | 284 | 284 | 281 | 282 |
| Maryland | 261 *,** | 265 *,** | 270 *,** | 276 | 272 *,** | 278 |
| Massachusetts | – | 273 *,** | 278 *,** | 283 * | 279 *,** | 287 |
| Michigan | 264 *,** | 267 *,** | 277 | 278 | 277 | 276 |
| Minnesota | 275 *,** | 282 *,** | 284 *,** | 288 | 287 * | 291 |
| Mississippi | – | 246 *,** | 250 *,** | 254 *,** | 254 *,** | 261 |
| Missouri | – | 271 *,** | 273 *,** | 274 *,** | 271 *,** | 279 |
| Montana | 280 *,** | – | 283 | 287 | 285 | 286 |
| Nebraska | 276 *,** | 278 *,** | 283 | 281 | 280 | 282 |
| Nevada | – | – | – | 268 | 265 *,** | 268 |
| New Hampshire | 273 *,** | 278 *,** | – | – | – | 286 |
| New Jersey | 270 *,** | 272 *,** | – | – | – | 281 |
| New Mexico | 256 *,** | 260 *,** | 262 | 260 | 259 *,** | 263 |
| New York | 261 *,** | 266 *,** | 270 *,** | 276 | 271 *,** | 280 |
| North Carolina | 250 *,** | 258 *,** | 268 *,** | 280 | 276 *,** | 281 |
| North Dakota | 281 *,** | 283 *,** | 284 *,** | 283 *,** | 282 *,** | 287 |
| Ohio | 264 *,** | 268 *,** | – | 283 | 281 | 282 |
| Oklahoma | 263 *,** | 268 *,** | – | 272 | 270 | 272 |
| Oregon | 271 *,** | – | 276 *,** | 281 | 280 | 281 |
| Pennsylvania | 266 *,** | 271 *,** | – | – | – | 279 |
| Rhode Island | 260 *,** | 266 *,** | 269 *,** | 273 | 269 * | 272 |
| South Carolina | – | 261 *,** | 261 *,** | 266 *,** | 265 *,** | 277 |
| South Dakota | – | – | – | – | – | 285 |
| Tennessee | – | 259 *,** | 263 *,** | 263 | 262 *,** | 268 |
| Texas | 258 *,** | 265 *,** | 270 *,** | 275 | 273 | 277 |
| Utah | – | 274 *,** | 277 *,** | 275 *,** | 274 *,** | 281 |
| Vermont | – | – | 279 *,** | 283 | 281 *,** | 286 |
| Virginia | 264 *,** | 268 *,** | 270 *,** | 277 * | 275 *,** | 282 |
| Washington | – | – | 276 *,** | – | – | 281 |
| West Virginia | 256 *,** | 259 *,** | 265 *,** | 271 | 266 *,** | 271 |
| Wisconsin | 274 *,** | 278 *,** | 283 | – | – | 284 |
| Wyoming | 272 *,** | 275 *,** | 275 *,** | 277 *,** | 276 *,** | 284 |
| **Other jurisdictions** | | | | | | |
| District of Columbia | 231 *,** | 235 *,** | 233 *,** | 234 *,** | 235 *,** | 243 |
| DDESS [2] | – | – | 269 *,** | 277 | 274 *,** | 282 |
| DoDDS [3] | – | – | 275 *,** | 278 *,** | 278 *,** | 286 |

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

**NOTE:** Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## State vs. Nation Comparisons

Figures 1 and 2 show how the performance of students in participating states and jurisdictions compares to the performance of students in the national public-school sample.

In 2003, 26 of the 53 states and other jurisdictions that participated at grade 4 had average scores that were higher than the national average, 11 had scores that were not found to differ significantly from the national average, and 16 had scores that were lower than the national average.

Of the 53 states and other jurisdictions that participated at grade 8, 30 had average scores higher than the national average, 7 had average scores that were not found to differ significantly from the national average, and 16 had average scores that were lower than the national average.

**Figure 1. Comparison of state and national public school average mathematics scores, grade 4: 2003**

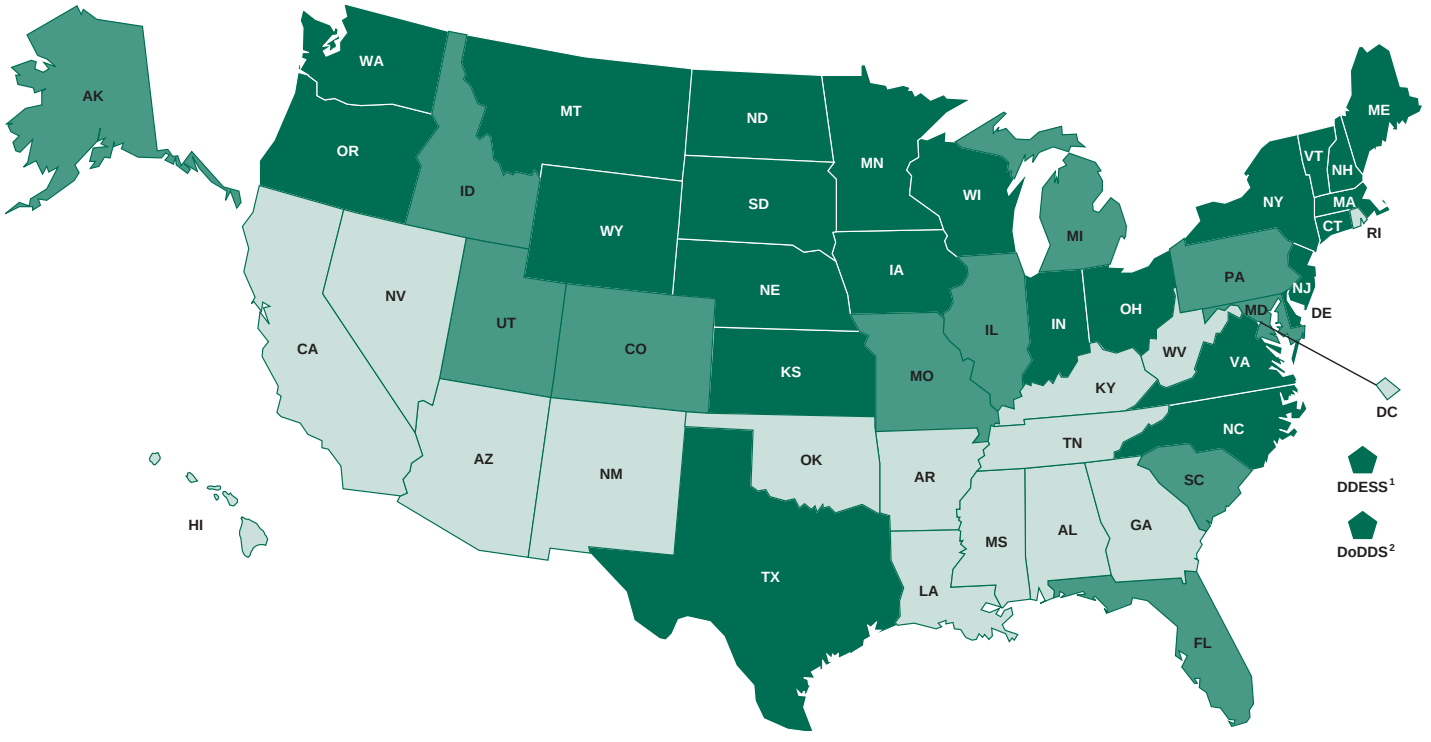
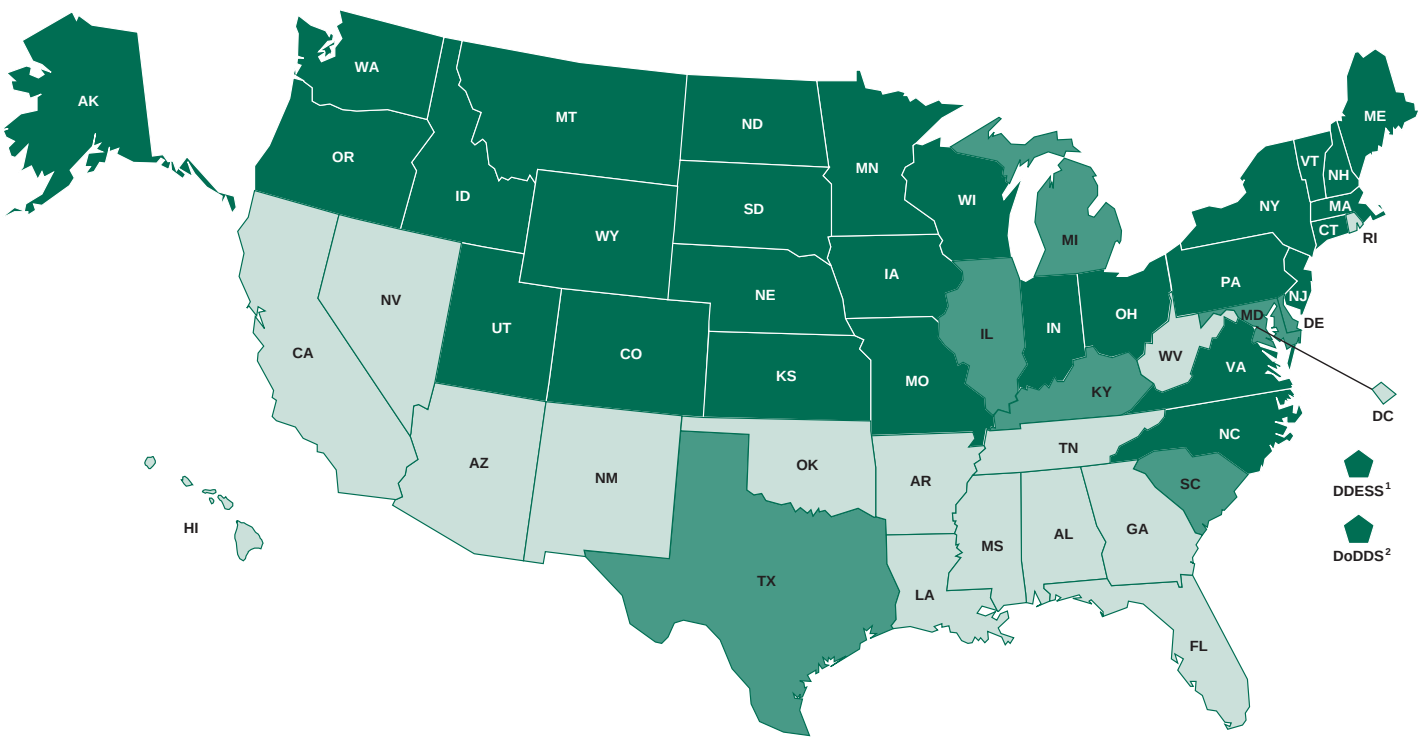



**Figure 2. Comparison of state and national public school average mathematics scores, grade 8: 2003**




State/jurisdiction had higher average scale score than nation.

State/jurisdiction was not found to be significantly different from nation in average scale score.

State/jurisdiction had lower average scale score than nation.

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.

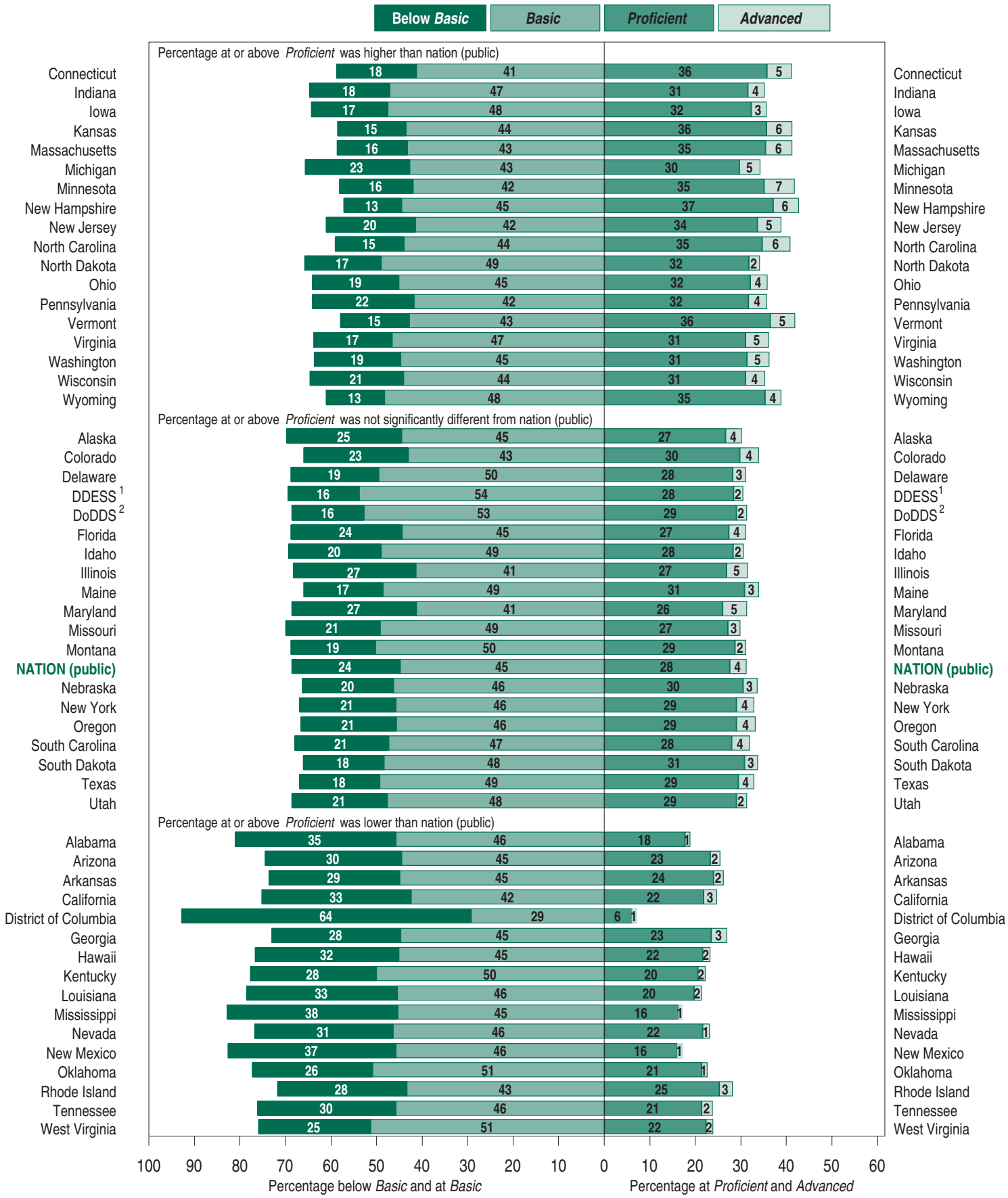
[2]Department of Defense Dependents Schools (Overseas).

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

## State Achievement-Level Results

The figures on this and the next page show the percentages of fourth- and eighth-graders at each achievement level for the states and jurisdictions that participated in the 2003 mathematics assessment. In both figures, the shaded bars represent the proportion of students at each of three achievement levels—*Basic*, *Proficient*, and *Advanced*—as well as the proportion below *Basic*. The central vertical line divides the proportion of students who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who performed at or above the *Proficient* achievement level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line allows easy comparison of states' and jurisdictions' percentages of students at or above *Proficient*—the achievement level identified by the National Assessment Governing Board as the standard all students should reach. States and other jurisdictions are listed alphabetically within three groups; percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.

**Figure 3. Percentage of students within each mathematics achievement level, grade 4 public schools: By state, 2003**

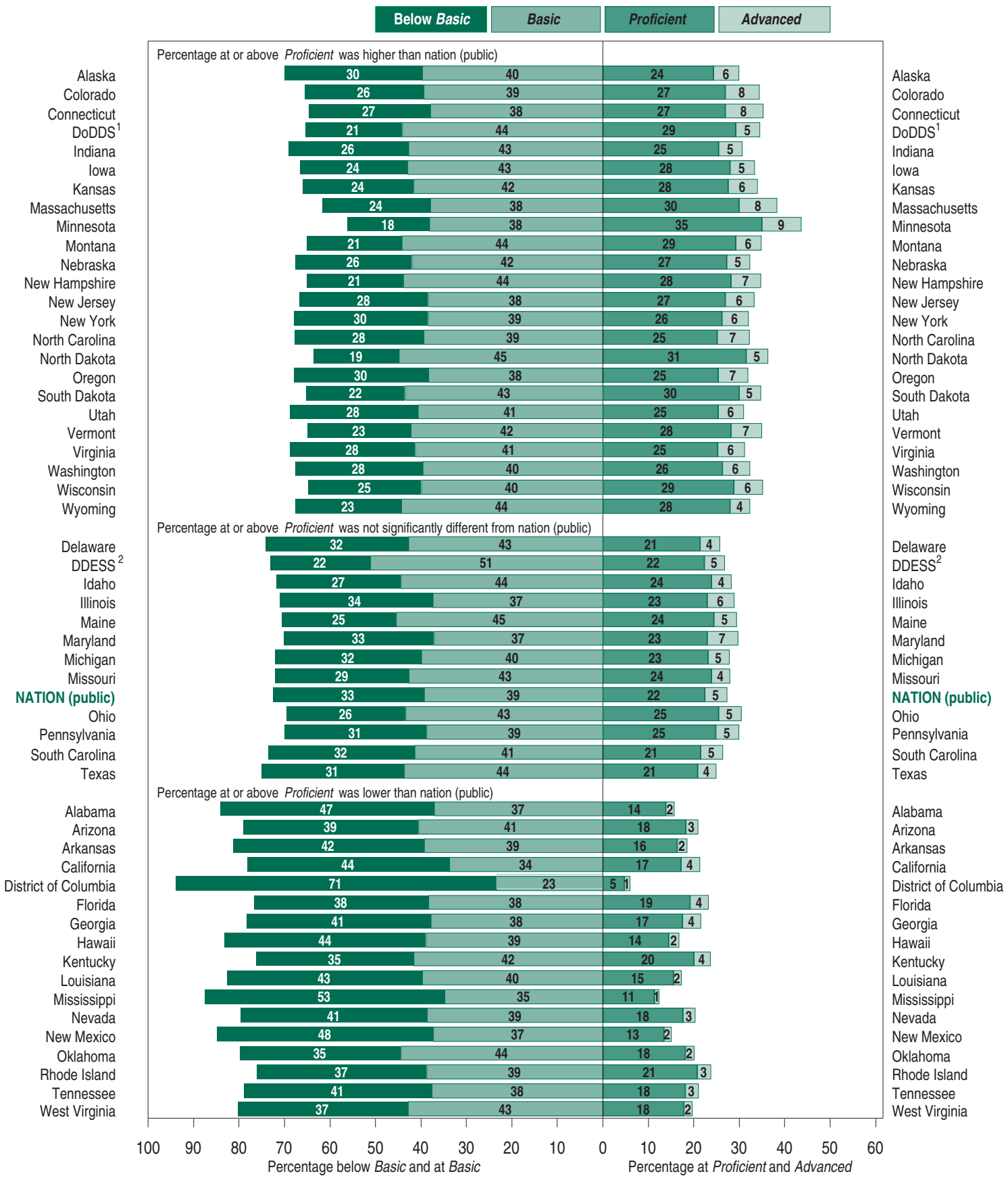



[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

At grade 4, as shown in figure 3, 18 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 19 had percentages that were not found to be statistically different from the nation, and 16 had percentages that were lower than the nation.

At grade 8, as shown in figure 4, 24 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 12 had percentages that were not found to be significantly different from the nation, and 17 had percentages that were lower than the nation.

**Figure 4. Percentage of students within each mathematics achievement level, grade 8 public schools: By state, 2003**




[1]Department of Defense Dependents Schools (Overseas).
[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.
**NOTE:** Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

## Percentage of Students at or Above *Proficient* Across Years by State

The percentage of students at or above the *Proficient* level across years is presented in table 3 for grade 4 and in table 4 for grade 8.

The percentage of fourth-graders at or above *Proficient* was higher in 2003 than in 2000 for all 43 states and jurisdictions that participated in both years. The percentages also increased from 1992 to 2003 for all 42 states and jurisdictions that participated in both those assessment years.

**Table 3. Percentage of students at or above *Proficient* in mathematics, grade 4 public schools: By state, 1992–2003**

| | Accommodations not permitted | | | Accommodations permitted | |
|---|---|---|---|---|---|
| | 1992 | 1996 | 2000 | 2000 | 2003 |
| **Nation (public)** [1] | 17 * | 20 * | 25 * | 22 * | 31 |
| Alabama | 10 *,** | 11 *,** | 14 *,** | 13 *,** | 19 |
| Alaska | – | 21 *,** | – | – | 30 |
| Arizona | 13 *,** | 15 *,** | 17 *,** | 16 *,** | 25 |
| Arkansas | 10 *,** | 13 *,** | 13 *,** | 14 *,** | 26 |
| California | 12 *,** | 11 *,** | 15 *,** | 13 *,** | 25 |
| Colorado | 17 *,** | 22 *,** | – | – | 34 |
| Connecticut | 24 *,** | 31 *,** | 32 *,** | 31 *,** | 41 |
| Delaware | 17 *,** | 16 *,** | – | – | 31 |
| Florida | 13 *,** | 15 *,** | – | – | 31 |
| Georgia | 15 *,** | 13 *,** | 18 *,** | 17 *,** | 27 |
| Hawaii | 15 *,** | 16 *,** | 14 *,** | 14 *,** | 23 |
| Idaho | 16 *,** | – | 21 *,** | 20 *,** | 31 |
| Illinois | – | – | 21 *,** | 20 *,** | 32 |
| Indiana | 16 *,** | 24 *,** | 31 * | 30 *,** | 35 |
| Iowa | 26 *,** | 22 *,** | 28 *,** | 26 *,** | 36 |
| Kansas | – | – | 30 *,** | 29 *,** | 41 |
| Kentucky | 13 *,** | 16 *,** | 17 *,** | 17 *,** | 22 |
| Louisiana | 8 *,** | 8 *,** | 14 *,** | 14 *,** | 21 |
| Maine | 27 *,** | 27 *,** | 25 *,** | 23 *,** | 34 |
| Maryland | 18 *,** | 22 *,** | 22 *,** | 21 *,** | 31 |
| Massachusetts | 23 *,** | 24 *,** | 33 *,** | 31 *,** | 41 |
| Michigan | 18 *,** | 23 *,** | 29 *,** | 28 *,** | 34 |
| Minnesota | 26 *,** | 29 *,** | 34 *,** | 33 *,** | 42 |
| Mississippi | 6 *,** | 8 *,** | 9 *,** | 9 *,** | 17 |
| Missouri | 19 *,** | 20 *,** | 23 *,** | 23 *,** | 30 |
| Montana | – | 22 *,** | 25 *,** | 24 *,** | 31 |
| Nebraska | 22 *,** | 24 *,** | 24 *,** | 24 *,** | 34 |
| Nevada | – | 14 *,** | 16 *,** | 16 *,** | 23 |
| New Hampshire | 25 *,** | – | – | – | 43 |
| New Jersey | 25 *,** | 25 *,** | – | – | 39 |
| New Mexico | 11 *,** | 13 *,** | 12 *,** | 12 *,** | 17 |
| New York | 17 *,** | 20 *,** | 22 *,** | 21 *,** | 33 |
| North Carolina | 13 *,** | 21 *,** | 28 *,** | 25 *,** | 41 |
| North Dakota | 22 *,** | 24 *,** | 25 *,** | 25 *,** | 34 |
| Ohio | 16 *,** | – | 26 *,** | 25 *,** | 36 |
| Oklahoma | 14 *,** | – | 16 *,** | 16 *,** | 23 |
| Oregon | – | 21 *,** | 23 *,** | 23 *,** | 33 |
| Pennsylvania | 22 *,** | 20 *,** | – | – | 36 |
| Rhode Island | 13 *,** | 17 *,** | 23 *,** | 22 *,** | 28 |
| South Carolina | 13 *,** | 12 *,** | 18 *,** | 18 *,** | 32 |
| South Dakota | – | – | – | – | 34 |
| Tennessee | 10 *,** | 17 *,** | 18 *,** | 18 *,** | 24 |
| Texas | 15 *,** | 25 *,** | 27 *,** | 25 *,** | 33 |
| Utah | 19 *,** | 23 *,** | 24 *,** | 23 *,** | 31 |
| Vermont | – | 23 *,** | 29 *,** | 29 *,** | 42 |
| Virginia | 19 *,** | 19 *,** | 25 *,** | 24 *,** | 36 |
| Washington | – | 21 *,** | – | – | 36 |
| West Virginia | 12 *,** | 19 *,** | 18 *,** | 17 *,** | 24 |
| Wisconsin | 24 *,** | 27 *,** | – | – | 35 |
| Wyoming | 19 *,** | 19 *,** | 25 *,** | 25 *,** | 39 |
| **Other jurisdictions** | | | | | |
| District of Columbia | 5 *,** | 5 *,** | 6 | 5 *,** | 7 |
| DDESS [2] | – | 20 *,** | 24 *,** | 23 *,** | 30 |
| DoDDS [3] | – | 19 *,** | 22 *,** | 21 *,** | 31 |

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

**NOTE:** State-level data were not collected in 1990. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, and 2003 Mathematics Assessments.

Among the 42 states and jurisdictions that participated in both the 2000 and 2003 eighth-grade assessments, 18 showed an increase in the percentage of students at or above *Proficient* and none showed a decline. The percentage of eighth-graders at or above *Proficient* was higher in 2003 than in 1990 for all 38 states and jurisdictions that participated in both years.

**Table 4. Percentage of students at or above *Proficient* in mathematics, grade 8 public schools: By state, 1990–2003**

| | Accommodations not permitted | | | | Accommodations permitted | |
|---|---|---|---|---|---|---|
| | 1990 | 1992 | 1996 | 2000 | 2000 | 2003 |
| **Nation (public)** [1] | 15 * | 20 * | 23 * | 26 | 25 * | 27 |
| Alabama | 9 *,** | 10 *,** | 12 | 16 | 16 | 16 |
| Alaska | – | – | 30 | – | – | 30 |
| Arizona | 13 *,** | 15 *,** | 18 | 21 | 20 | 21 |
| Arkansas | 9 *,** | 10 *,** | 13 *,** | 14 *,** | 13 *,** | 19 |
| California | 12 *,** | 16 *,** | 17 *,** | 18 * | 17 * | 22 |
| Colorado | 17 *,** | 22 *,** | 25 *,** | – | – | 34 |
| Connecticut | 22 *,** | 26 *,** | 31 * | 34 | 33 | 35 |
| Delaware | 14 *,** | 15 *,** | 19 *,** | – | – | 26 |
| Florida | 12 *,** | 15 *,** | 17 *,** | – | – | 23 |
| Georgia | 14 *,** | 13 *,** | 16 *,** | 19 | 19 | 22 |
| Hawaii | 12 *,** | 14 *,** | 16 | 16 | 16 | 17 |
| Idaho | 18 *,** | 22 *,** | – | 27 | 26 | 28 |
| Illinois | 15 *,** | – | – | 27 | 26 | 29 |
| Indiana | 17 *,** | 20 *,** | 24 *,** | 31 | 29 | 31 |
| Iowa | 25 *,** | 31 | 31 | – | – | 33 |
| Kansas | – | – | – | 34 | 34 | 34 |
| Kentucky | 10 *,** | 14 *,** | 16 *,** | 21 | 20 | 24 |
| Louisiana | 5 *,** | 7 *,** | 7 *,** | 12 *,** | 11 *,** | 17 |
| Maine | – | 25 * | 31 | 32 | 30 | 29 |
| Maryland | 17 *,** | 20 *,** | 24 * | 29 | 27 | 30 |
| Massachusetts | – | 23 *,** | 28 *,** | 32 *,** | 30 *,** | 38 |
| Michigan | 16 *,** | 19 *,** | 28 | 28 | 28 | 28 |
| Minnesota | 23 *,** | 31 *,** | 34 *,** | 40 | 39 * | 44 |
| Mississippi | – | 6 *,** | 7 *,** | 8 *,** | 9 *,** | 12 |
| Missouri | – | 20 *,** | 22 *,** | 22 *,** | 21 *,** | 28 |
| Montana | 27 *,** | – | 32 | 37 | 36 | 35 |
| Nebraska | 24 *,** | 26 *,** | 31 | 31 | 30 | 32 |
| Nevada | – | – | – | 20 | 18 | 20 |
| New Hampshire | 20 *,** | 25 *,** | – | – | – | 35 |
| New Jersey | 21 *,** | 24 *,** | – | – | – | 33 |
| New Mexico | 10 *,** | 11 *,** | 14 | 13 | 12 * | 15 |
| New York | 15 *,** | 20 *,** | 22 *,** | 26 *,** | 24 *,** | 32 |
| North Carolina | 9 *,** | 12 *,** | 20 *,** | 30 | 27 *,** | 32 |
| North Dakota | 27 *,** | 29 *,** | 33 | 31 *,** | 30 *,** | 36 |
| Ohio | 15 *,** | 18 *,** | – | 31 | 30 | 30 |
| Oklahoma | 13 *,** | 17 *,** | – | 19 | 18 | 20 |
| Oregon | 21 *,** | – | 26 *,** | 32 | 31 | 32 |
| Pennsylvania | 17 *,** | 21 *,** | – | – | – | 30 |
| Rhode Island | 15 *,** | 16 *,** | 20 * | 24 | 22 | 24 |
| South Carolina | – | 15 *,** | 14 *,** | 18 *,** | 17 *,** | 26 |
| South Dakota | – | – | – | – | – | 35 |
| Tennessee | – | 12 *,** | 15 *,** | 17 | 16 * | 21 |
| Texas | 13 *,** | 18 *,** | 21 | 24 | 24 | 25 |
| Utah | – | 22 *,** | 24 *,** | 26 *,** | 25 *,** | 31 |
| Vermont | – | – | 27 *,** | 32 | 31 * | 35 |
| Virginia | 17 *,** | 19 *,** | 21 *,** | 26 *,** | 25 *,** | 31 |
| Washington | – | – | 26 *,** | – | – | 32 |
| West Virginia | 9 *,** | 10 *,** | 14 *,** | 18 | 17 | 20 |
| Wisconsin | 23 *,** | 27 *,** | 32 | – | – | 35 |
| Wyoming | 19 *,** | 21 *,** | 22 *,** | 25 *,** | 23 *,** | 32 |
| **Other jurisdictions** | | | | | | |
| District of Columbia | 3 *,** | 4 | 5 | 6 | 6 | 6 |
| DDESS [2] | – | – | 21 | 27 | 24 | 27 |
| DoDDS [3] | – | – | 23 *,** | 27 *,** | 27 *,** | 35 |

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

**NOTE:** Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

# Subgroup Results Reveal How Various Groups of Students Performed on NAEP

In addition to reporting on overall students' performance on its assessments, NAEP also reports on the performance of various subgroups of students. The mathematics performance of subgroups of students in 2003 indicates whether they have progressed since earlier assessments and allows for comparisons with the performance of other subgroups in 2003.

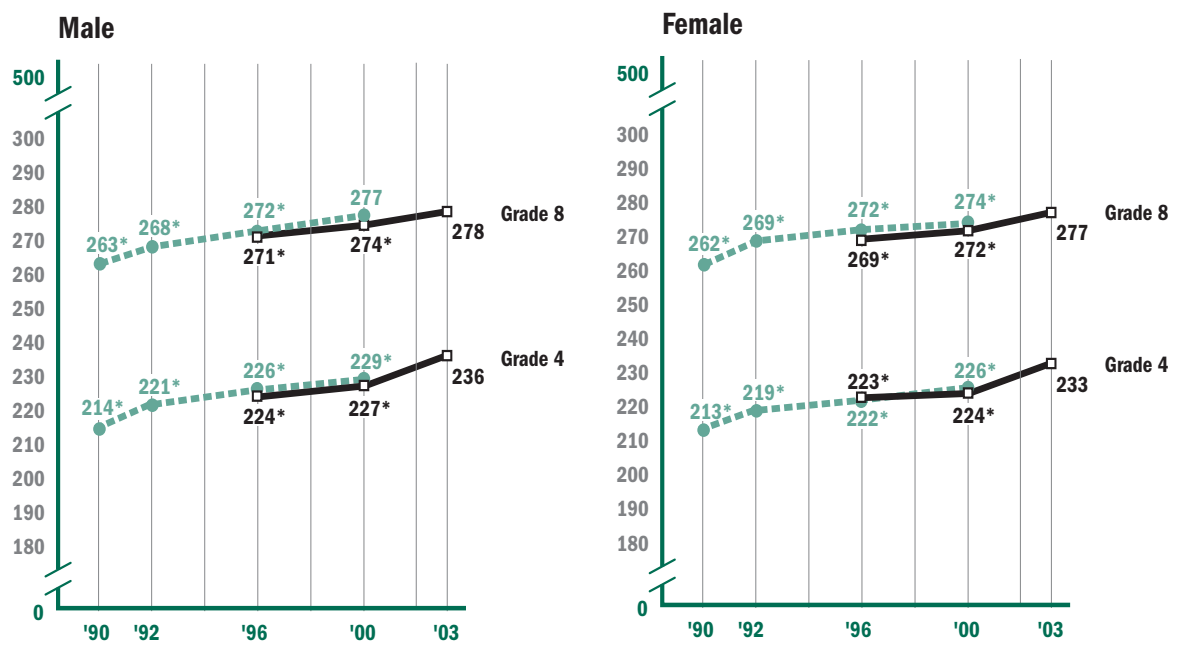
When reading these subgroup results, it is important to keep in mind that there is no simple, cause-and-effect relationship between membership in a subgroup and achievement in NAEP. A complex mix of educational and socioeconomic factors may interact to affect student performance.

## Average Mathematics Scores by Gender

The figures below present average mathematics scores for males and females across assessment years.

At both grades 4 and 8, the average scores for male and female students were higher in 2003 than in any of the previous assessment years. In 2003, male students scored higher on average than female students at both grades.

### Average mathematics scale scores, by gender, grades 4 and 8: 1990–2003



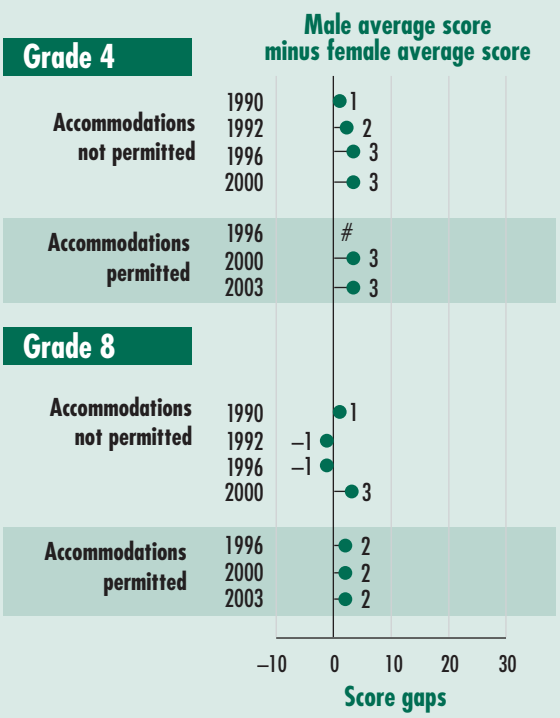

*Significantly different from 2003.

**NOTE:** In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## Average Mathematics Score Gaps Between Males and Females

In 2003, male students scored higher on average than female students by 3 points at grade 4 and by 2 points at grade 8. The gap in 2003 was not found to be significantly different from the gap in any of the previous assessment years.




# The estimate rounds to zero.

**NOTE:** Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

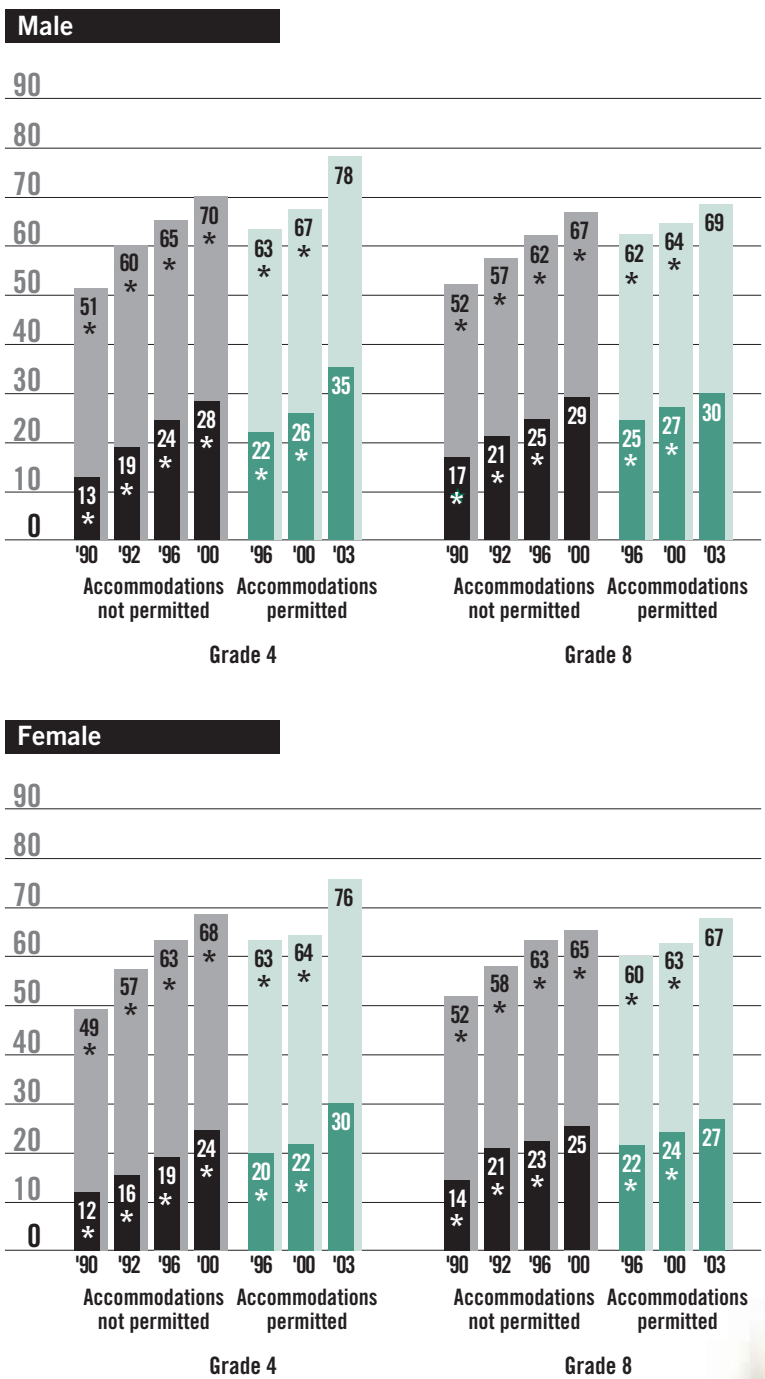
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## Achievement-Level Results by Gender

The percentages of male and female students at or above the *Basic* and *Proficient* mathematics achievement levels are presented below.

At grade 4, the percentages of male and female students at or above *Basic* and *Proficient* were higher in 2003 than in any of the previous assessment years. At grade 8, the percentages of male and female students at or above *Basic* and *Proficient* were also higher in 2003 than in all previous assessment years.

### Percentages of students at or above *Basic* and *Proficient* in mathematics, by gender, grades 4 and 8: 1990–2003



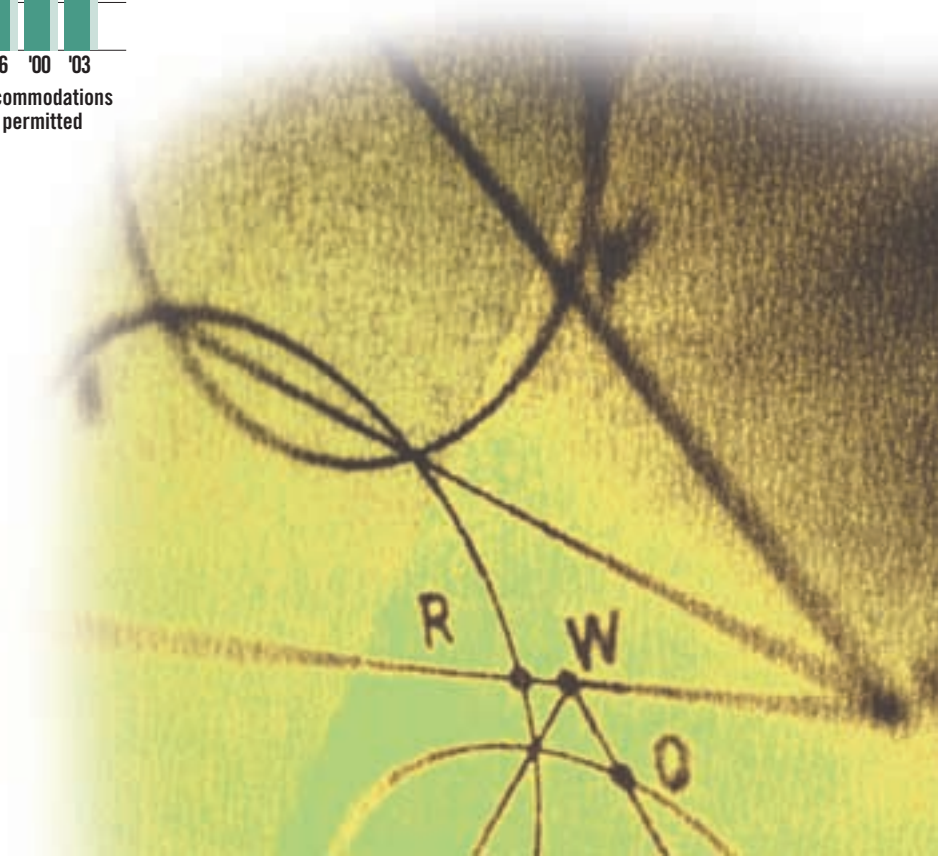

Accommodations not permitted: % at or above *Basic*; % at or above *Proficient*

Accommodations permitted: % at or above *Basic*; % at or above *Proficient*

*Significantly different from 2003.

**NOTE:** In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.



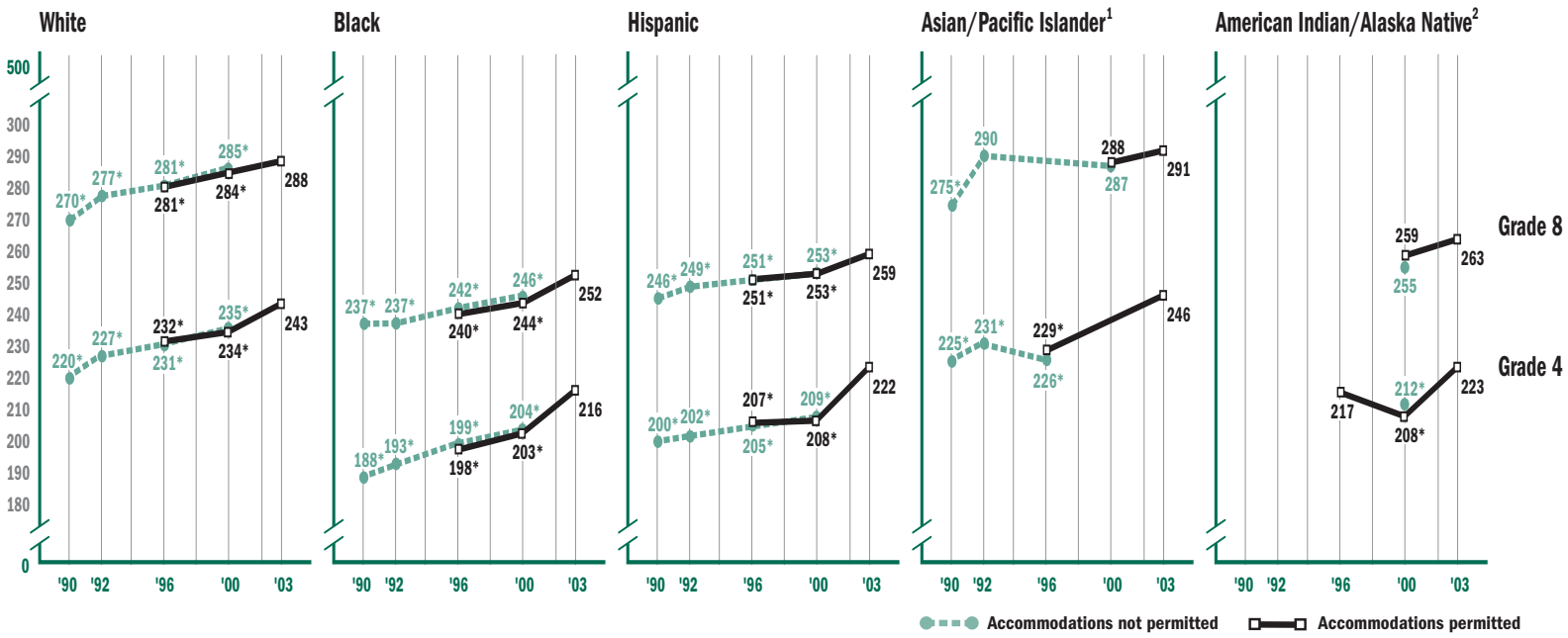
## Average Mathematics Scores by Race/Ethnicity

Students who took the NAEP mathematics assessment were identified as belonging to one of the racial/ethnic subgroups shown in the figures below or as "other" based on information obtained from school records. The results presented here for 1990 through 2000 differ from those presented in earlier mathematics reports in which results were reported for five racial/ethnic categories based on student self-identification.

At grades 4 and 8, White, Black, and Hispanic students all had higher average scores in 2003 than in any of the previous assessment years. The average score of Asian/Pacific Islander students was higher in 2003 than in 1990 at both grades 4 and 8. There was no significant change detected in the average score for Asian/Pacific Islander students between 2000 and 2003 at grade 8. American Indian/Alaska Native students had higher average scores in 2003 than in 2000 at grade 4, but the apparent increase at grade 8 was not found to be statistically significant.

At both grades 4 and 8, Asian/Pacific Islander students scored higher on average in 2003 than White students. Both White and Asian/Pacific Islander students had higher average scores than Black, Hispanic, and American Indian/Alaska Native students. Hispanic and American Indian/Alaska Native students scored higher on average than Black students at both grades.

**Average mathematics scale scores, by race/ethnicity, grades 4 and 8: 1990–2003**




*Significantly different from 2003.

[1]Special analyses raised concerns about the accuracy and precision of national grade 8 Asian/Pacific Islander results in 1996, and grade 4 Asian/Pacific Islander results in 2000. As a result, they are omitted from this report.

[2]Sample size was insufficient to permit a reliable estimate for American Indian/Alaska Native students in 1990 and 1992 at grades 4 and 8, and in 1996 at grade 8.

**NOTE:** At each grade, approximately 1 percent of students were classified as American Indian/Alaska Native or "other" (not shown). In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

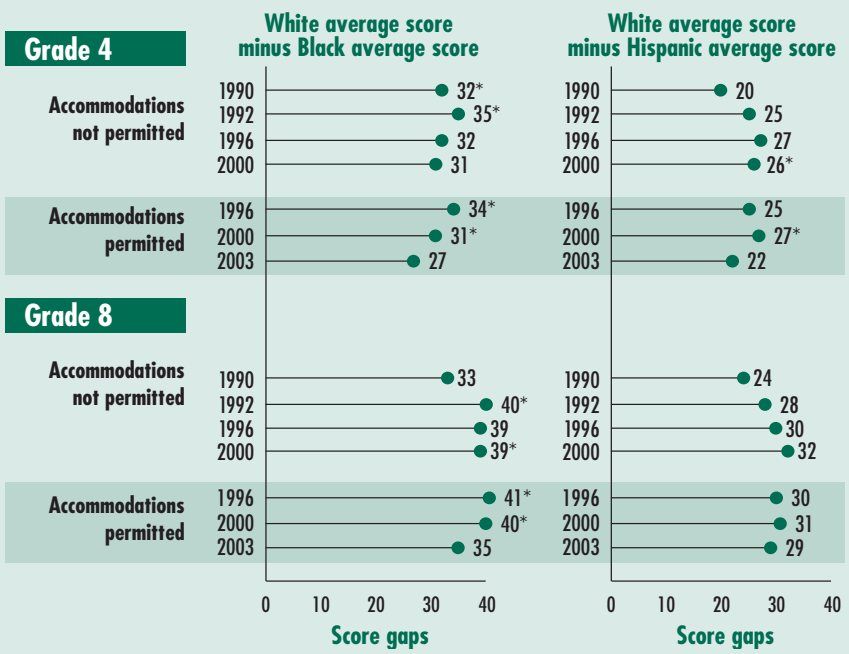
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## Average Mathematics Score Gaps Between Selected Racial/Ethnic Subgroups

Average score gaps across assessment years between White and Black students and between White and Hispanic students are presented in the figures shown to the right.

At grade 4, the score gap between White and Black students decreased between 2000 and 2003, and was smaller in 2003 than in 1990. The gap between White and Hispanic fourth-graders also narrowed between 2000 and 2003, but the gap in 2003 was not found to be significantly different from that in 1990.

At grade 8, the score gap between White and Black students was narrower in 2003 than in 2000, but the gap in 2003 was not found to differ significantly from 1990. The score gap between White and Hispanic eighth-graders in 2003 was not found to differ significantly from the gap in any of the previous assessment years.




*Significantly different from 2003.

**NOTE:** Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

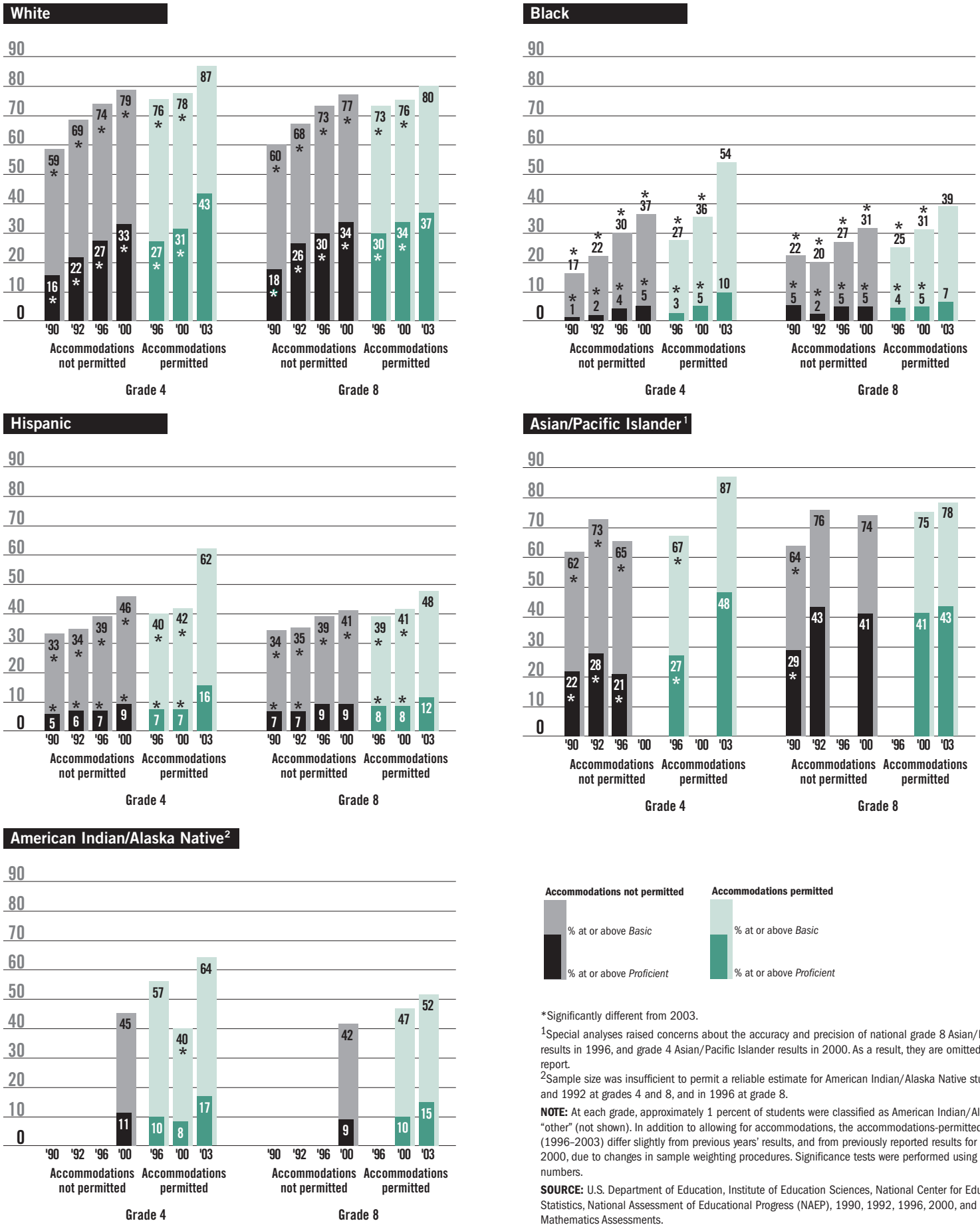
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

## Achievement-Level Results by Race/Ethnicity

Achievement-level results for the racial/ethnic subgroups are presented in the figures below. At grade 4, the percentages of White, Black, and Hispanic students at or above the *Basic* and *Proficient* levels were higher in 2003 than in any of the previous assessment years. The percentages of Asian/Pacific Islander students at or above *Basic* and *Proficient* were higher in 2003 than in 1990. The percentage of American Indian/Alaska Native students at or above *Basic* was higher in 2003 than in 2000, but the apparent increase in the percentage at or above *Proficient* was not found to be statistically significant.

At grade 8, the percentages of White, Black, and Hispanic students at or above *Basic* and *Proficient* were higher in 2003 than in any of the previous assessment years. The percentages of Asian/Pacific Islander students at or above *Basic* and *Proficient* were higher in 2003 than in 1990.

**Percentages of students at or above *Basic* and *Proficient* in mathematics, by race/ethnicity, grades 4 and 8: 1990–2003**




*Significantly different from 2003.

[1]Special analyses raised concerns about the accuracy and precision of national grade 8 Asian/Pacific Islander results in 1996, and grade 4 Asian/Pacific Islander results in 2000. As a result, they are omitted from this report.

[2]Sample size was insufficient to permit a reliable estimate for American Indian/Alaska Native students in 1990 and 1992 at grades 4 and 8, and in 1996 at grade 8.

**NOTE:** At each grade, approximately 1 percent of students were classified as American Indian/Alaska Native or "other" (not shown). In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

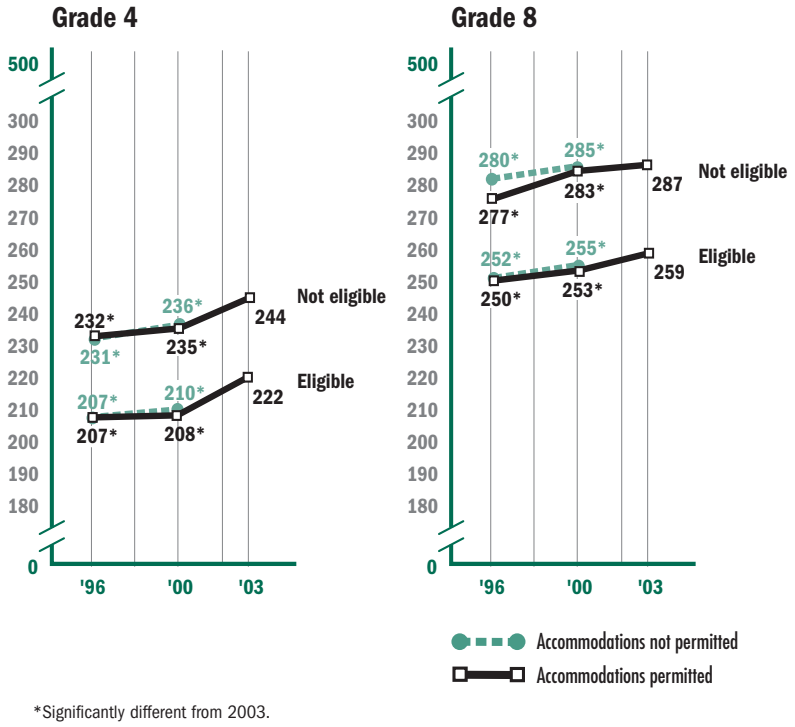
## Average Mathematics Scores by Students' Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on students' eligibility for free/reduced-price lunch as an indicator of family economic status. Eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. Free lunch qualification is set at 130 percent of the poverty level, and reduced-price lunch qualification is set at between 130 and 185 percent of the poverty level. Information regarding students' eligibility in 2003 was not available for 10 percent of fourth-graders and 11 percent of eighth-graders, either because their schools did not participate in the National School Lunch Program or for other reasons.

At both grades 4 and 8, average mathematics scores in 2003 were higher than the scores in 1996 and 2000 both for students who were eligible and for students who were not eligible for free/reduced-price lunch.

The average mathematics score for students who were eligible for free/reduced-price lunch was lower than the average score for students who were not eligible at both grades.

Results broken down by student's eligibility for free lunch and eligibility for reduced-price lunch are available on the NAEP web site (http://www.nces.ed.gov/nationsreportcard/naepdata).



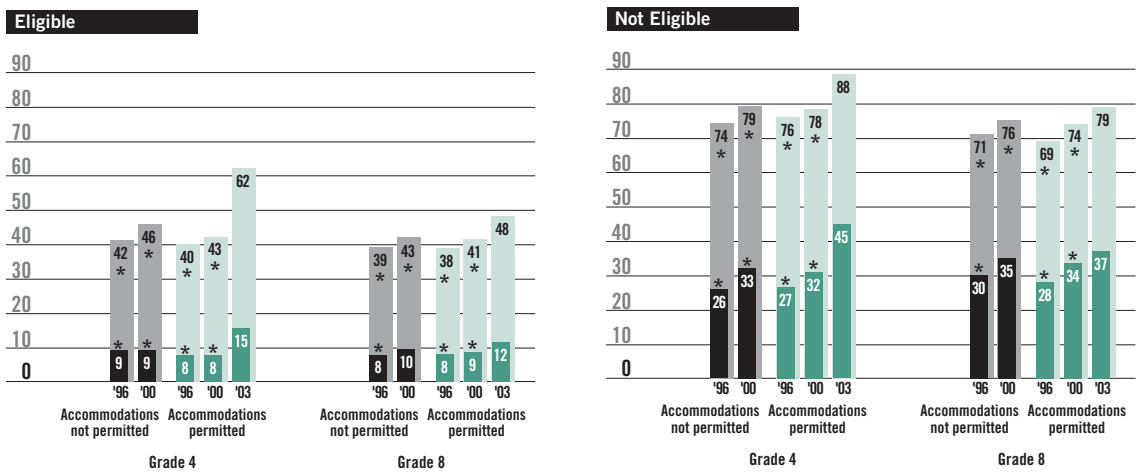

*Significantly different from 2003.

**NOTE**: In addition to allowing for accommodations, the accommodations-permitted results (1996-2003) differ slightly from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

## Achievement-Level Results by Students' Eligibility for Free/Reduced-Price Lunch

At both grades 4 and 8, the percentages of students at or above *Basic* and *Proficient* were higher in 2003 than in 1996 and 2000 for both students who were eligible and students who were not eligible for free/reduced-price lunch.




*Significantly different from 2003.

**NOTE**: In addition to allowing for accommodations, the accommodations-permitted results (1996-2003) differ slightly from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

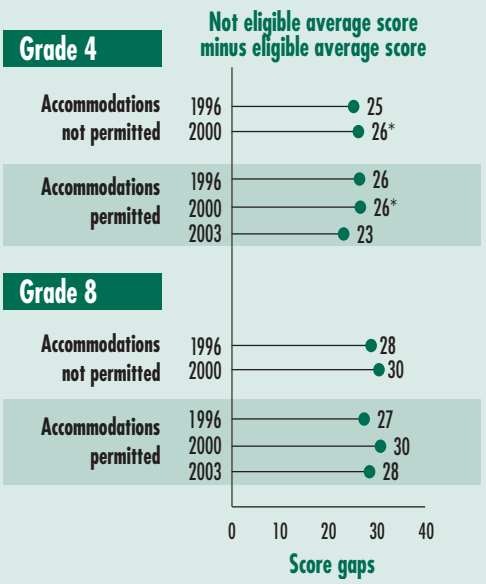
Accommodations not permitted: % at or above *Basic*; % at or above *Proficient*

Accommodations permitted: % at or above *Basic*; % at or above *Proficient*

### Average Mathematics Score Gaps Between Students Who Were Eligible and Those Who Were Not Eligible for Free/Reduced-Price Lunch

At grade 4, the average score gap between students who were eligible and students who were not eligible for free/reduced-price lunch decreased from 2000 to 2003, but the gap in 2003 was not found to be significantly different from the gap in 1996.

No significant change was detected in the gap in 2003 compared to the gap in any of the previous assessment years at grade 8.




*Significantly different from 2003.

**NOTE:** Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

# Sample Mathematics Assessment Questions

The following pages present sample questions from the NAEP 2003 Mathematics Assessment. Students answered a combination of multiple-choice and constructed-response questions. Some constructed-response questions required students to provide answers to computation problems or to describe solutions in one or two sentences. Extended constructed-response questions required students to provide longer written answers, in order to measure students' ability to reason, communicate, and make connections between concepts and skills, either across the mathematics content areas or from mathematics to other curricular areas.

The tables presented here with each sample question show the percentage of students who answered a multiple-choice question correctly or whose responses to a constructed-response question were rated at or above a particular score level, first as the overall percentage and then as the percentage of students at each achievement level who answered successfully. For the multiple-choice questions shown, the oval corresponding to the correct response is filled in. For the constructed-response questions, sample student responses are presented. In addition, the mathematics content area and mathematics ability assessed by each question are identified.

Additional sample mathematics questions from the 2003 and previous assessments are available on the NAEP web site (http://nces.ed.gov/nationsreportcard/itmrls).

## Grade 4 Sample Questions and Responses

### *Fourth-Grade Multiple-Choice Question*

| Overall percentage correct | Percentage correct: Below *Basic* 213 or below[1] | At *Basic* 214–248[1] | At *Proficient* 249–281[1] | At *Advanced* 282 or above[1] |
|---|---|---|---|---|
| 89 | 79 | 91 | 95 | 97 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Students are expected to be able to compute with numbers at each grade level assessed by NAEP. Some questions, such as this one, are administered in a section that does not permit calculator use. Although for this question students are instructed to add, for other questions, presented in the context of a story problem, students must decide whether to add, subtract, multiply, or divide.

Add:
$$\begin{array}{r} 238 \\ +\ 462 \\ \hline \end{array}$$

Ⓐ 600
Ⓑ 690
● 700
Ⓓ 790

| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Number Sense, Properties, and Operations | Procedural Knowledge |

### *Fourth-Grade Multiple-Choice Question*

| Overall percentage correct | Percentage correct: Below *Basic* 213 or below[1] | At *Basic* 214–248[1] | At *Proficient* 249–281[1] | At *Advanced* 282 or above[1] |
|---|---|---|---|---|
| 47 | 19 | 40 | 75 | 92 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Fourth-graders have been taught properties of common geometric figures, including how to find the perimeter. To solve this problem, the student needs to know that a square has 4 sides of equal length. In order for the perimeter to be 36 inches, each side must be 36÷4, or 9 inches long.

The perimeter of a square is 36 inches. What is the length of one side of the square?

Ⓐ 4 inches
Ⓑ 6 inches
● 9 inches
Ⓓ 18 inches

| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Measurement | Problem Solving |

## Fourth-Grade Extended Constructed-Response Question

In the early grades, students begin to develop an understanding of fractions by relating them to various models. This NAEP extended constructed-response question was designed to assess fourth-grade students' understanding of equivalent fractions. The question uses a shaded region model in which three rectangular regions of equal length are divided into 6 equal parts, 2 equal parts, and 10 equal parts, respectively. Students are told that the first strip shows 3/6 and are asked what fraction the other strips show. The expected answers are 1/2 and 5/10. By asking, "What do the fractions shown in A, B, and C have in common?" the question assesses students' understanding of equivalent fractions. Students are also asked to shade two other strips to represent different fractions that are equivalent to the ones shown.

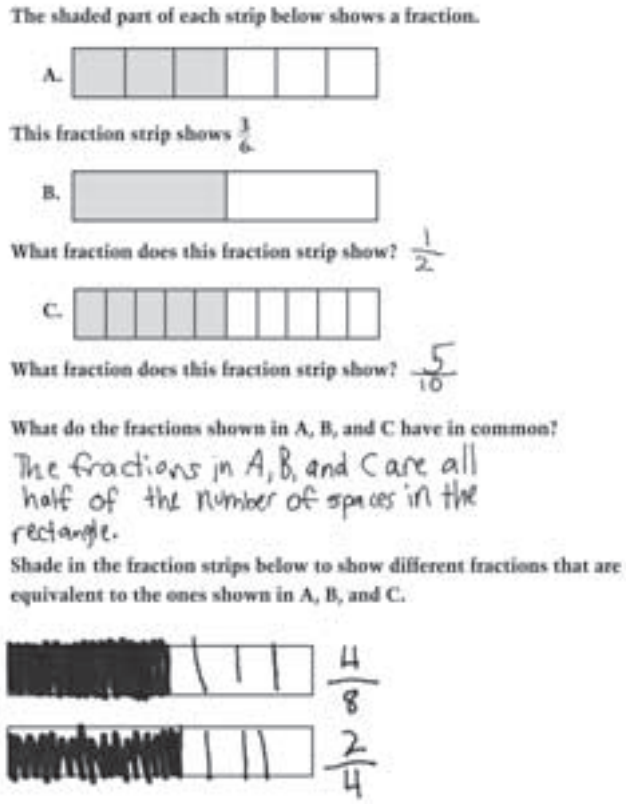
Answers to this question were scored on five levels: "Incorrect," "Minimal," "Partial," "Satisfactory," or "Extended."

The first sample response was rated only "Satisfactory" because the shaded fraction strip for 2/4 was not accurate.

| | Percentage "Satisfactory" or better | | | |
|---|---|---|---|---|
| Overall percentage "Satisfactory or better" | Below *Basic* 213 or below[1] | At *Basic* 214–248[1] | At *Proficient* 249–281[1] | At *Advanced* 282 or above[1] |
| 30 | 2 | 19 | 58 | 89 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

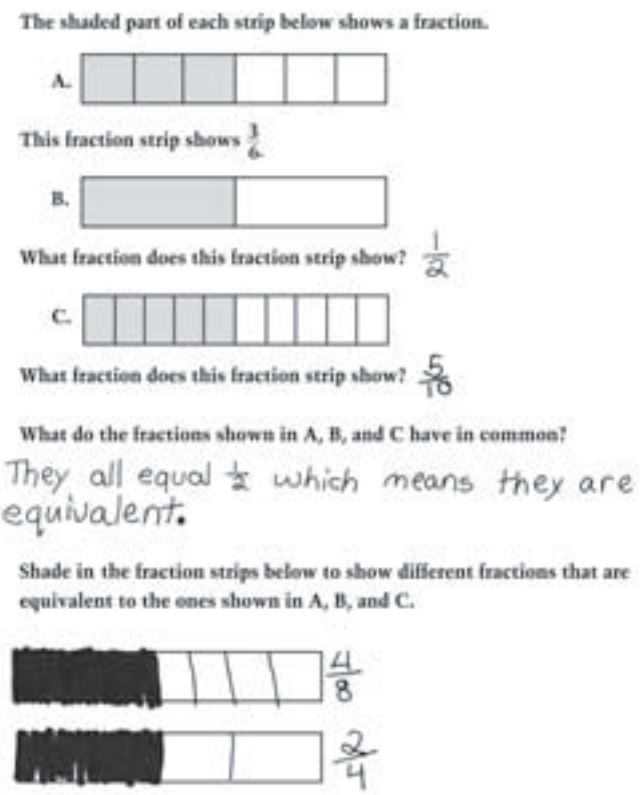
### Sample "Satisfactory" Response




| | Percentage "Extended" | | | |
|---|---|---|---|---|
| Overall percentage "Extended" | Below *Basic* 213 or below[1] | At *Basic* 214–248[1] | At *Proficient* 249–281[1] | At *Advanced* 282 or above[1] |
| 19 | 1 | 9 | 40 | 77 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

### Sample "Extended" Response




| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Number Sense, Properties, and Operations | Problem Solving |

# Grade 8 Sample Questions and Responses

## Eighth-Grade Short Constructed-Response Question

Students are expected to be able to compute with numbers at each grade level assessed by NAEP. By eighth grade, students are expected to be able to carry out long division. This sample question is presented in a constructed-response format because if it were a multiple-choice question students could use the choices and work backwards by multiplying to find the answer. This question was in a section that did not permit calculator use.

Answers to this question were scored as "Unsatisfactory" or "Satisfactory."

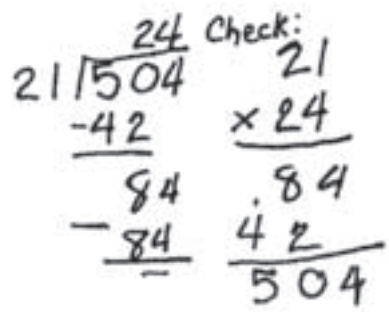
| Overall percentage "Satisfactory" | Percentage "Satisfactory" | | | |
|---|---|---|---|---|
| | Below *Basic* 261 or below[1] | At *Basic* 262–298[1] | At *Proficient* 299–332[1] | At *Advanced* 333 or above[1] |
| 73 | 52 | 78 | 89 | 94 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Divide:

$21\overline{)504}$

Answer: 24




| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Number Sense, Properties, and Operations | Procedural Knowledge |

## Eighth-Grade Multiple-Choice Question

Algebraic concepts are included in the mathematics curriculum before eighth grade. This sample question uses the variable $x$ in the expression $x + 2$. The student is asked to identify a value of $x$ that would make $x + 2$ less than 12. Of the choices listed, only 8 is a value that satisfies this condition.

| Overall percentage correct | Percentage correct | | | |
|---|---|---|---|---|
| | Below *Basic* 261 or below[1] | At *Basic* 262–298[1] | At *Proficient* 299–332[1] | At *Advanced* 333 or above[1] |
| 77 | 52 | 84 | 95 | 99 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

If the value of the expression $x + 2$ is less than 12, which of the following could be a value of $x$?

- Ⓐ 16
- Ⓑ 14
- Ⓒ 12
- Ⓓ 10
- ● 8

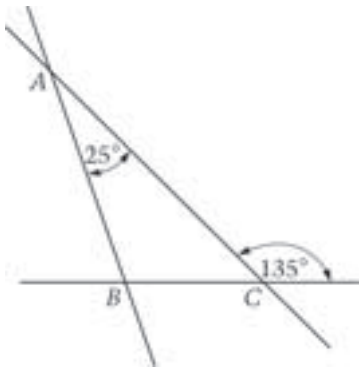
| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Algebra and Functions | Procedural Knowledge |

## Eighth-Grade Multiple-Choice Question

This multiple-choice geometry question requires students to use information given in a figure to find the degree measure of $\angle ABC$. The question requires students to use what they know about angles related to a triangle to find a missing angle measure. The expected solution involves finding the measure of $\angle ACB$. This angle measure is 180° – 135° or 45°. Because the sum of the degree measures of all angles in a triangle is 180°, the measure of $\angle ABC$ is 180° – 25° – 45°, or 110°.

| Overall percentage correct | Percentage correct | | | |
|---|---|---|---|---|
| | Below *Basic* 261 or below[1] | At *Basic* 262–298[1] | At *Proficient* 299–332[1] | At *Advanced* 333 or above[1] |
| 33 | 19 | 29 | 49 | 77 |

[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.




In the triangle, what is the degree measure of $\angle ABC$?

- Ⓐ 45
- Ⓑ 100
- ● 110
- Ⓓ 135
- Ⓔ 160

| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Geometry and Spatial Sense | Problem Solving |

## Eighth-Grade Extended Constructed-Response Question

The areas of some geometric figures cannot be calculated directly, but the figure can be partitioned into simpler figures whose areas can be easily determined. This extended constructed-response question requires students to identify different ways of finding the area of a hallway. One way to partition the hallway is shown. The corresponding area is 50 + 35 = 85. Students are asked to show three other ways the hallway can be divided and for each of them to show how the area can be calculated.

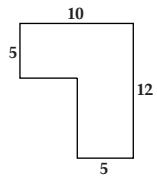
Answers to this question were scored on five levels: "Incorrect," "Minimal," "Partial," "Satisfactory," or "Extended."

The first sample response was only rated "Satisfactory" because the computation given to calculate the area for the first figure should have been 5 x 5 + 12 x 5.

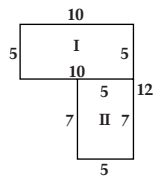
| Overall percentage "Satisfactory" or better | Percentage "Satisfactory" or better | | | |
|---|---|---|---|---|
| | Below *Basic* 261 or below[1] | At *Basic* 262–298[1] | At *Proficient* 299–332[1] | At *Advanced* 333 or above[1] |
| 10 | # | 2 | 23 | 66 |

#The estimate rounds to zero.
[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

### Sample "Satisfactory" Response



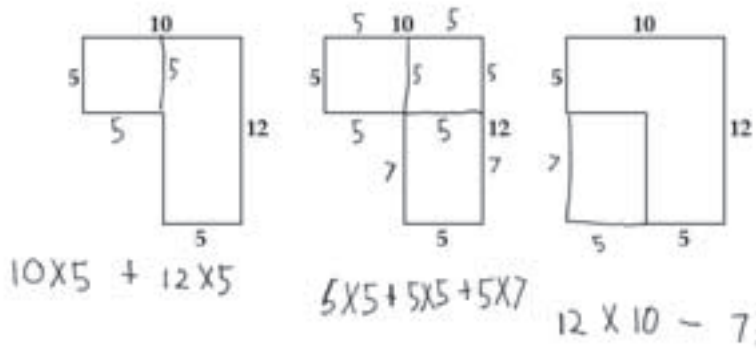

Ted wants to purchase floor covering for the hallway shown above. He knows there are many ways to find the area of the hallway. One way is to divide the hallway into the sections shown below and then add together the area of each section.




Area of Hallway = Area of Region I + Area of Region II

Area = (5 x 10) + (7 x 5)

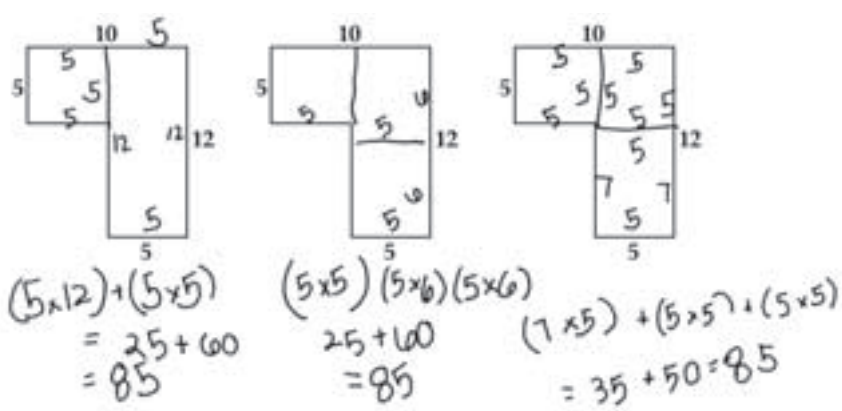
Use the figures below to show 3 other ways that Ted can divide the hallway to find its area. Below each figure explain what numbers and operations Ted could use to calculate the area.




| Overall percentage "Extended" | Percentage "Extended" | | | |
|---|---|---|---|---|
| | Below *Basic* 261 or below[1] | At *Basic* 262–298[1] | At *Proficient* 299–332[1] | At *Advanced* 333 or above[1] |
| 6 | # | 1 | 12 | 41 |

#The estimate rounds to zero.
[1]NAEP mathematics composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

### Sample "Extended" Response




| Mathematics Content Area: | Mathematics Ability: |
|---|---|
| Measurement | Problem Solving |

# Technical Notes

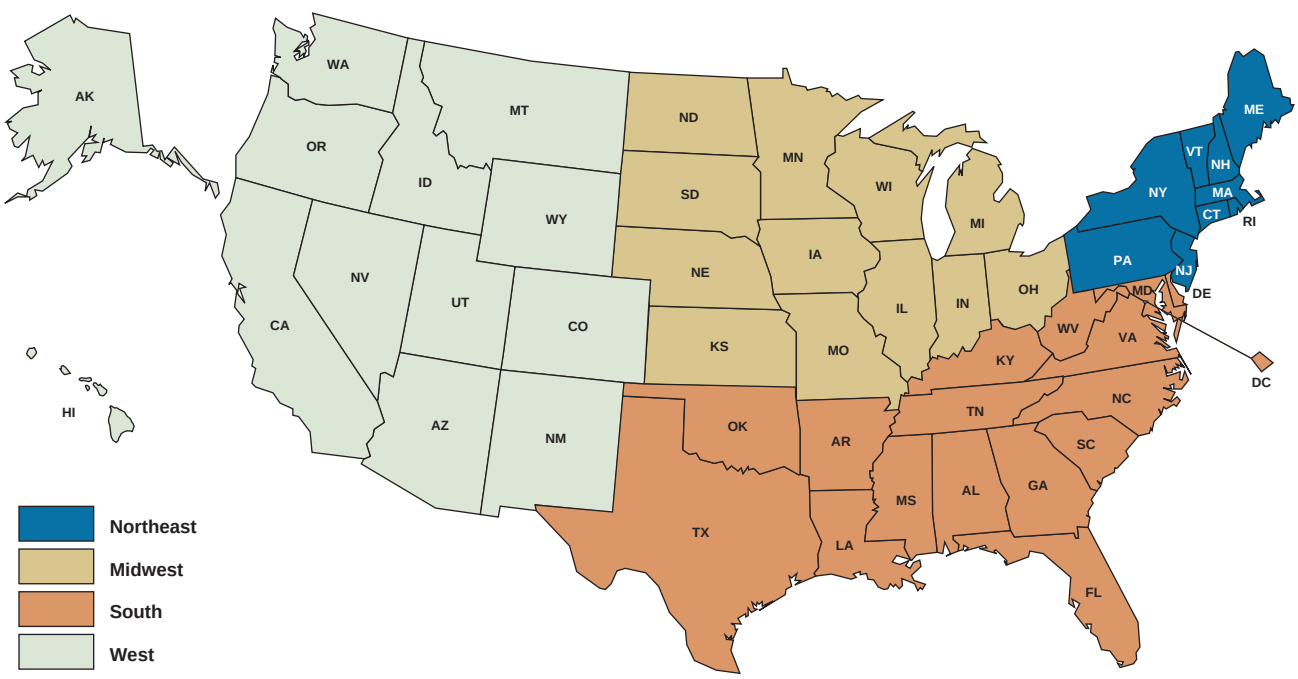
## School and Student Samples

All 50 states and three jurisdictions participated and met the minimum guidelines for reporting their results in 2003. Approximately 190,000 fourth-graders from 7,500 schools and 153,000 eighth-graders from 6,100 schools were assessed in mathematics in 2003. The national samples were larger in 2003 than in previous assessment years because they were based on the combined sample of students assessed in each participating state, plus an additional sample from private schools. In 1990–2000 the national samples were drawn separately from the state samples and were smaller than the samples resulting from aggregating the state samples.

There has been a shift in the racial/ethnic composition of the student population and students participating in NAEP. The percentage of Hispanic students increased from 6 percent in 1990 to 18 percent in 2003 at grade 4, and from 7 percent to 15 percent at grade 8. The percentage of White students decreased from 75 percent in 1990 to 60 percent in 2003 at grade 4, and from 73 percent to 63 percent at grade 8. The percentage of Black students, which has changed less over the years, is approximately 17 percent at grade 4 and 16 percent at grade 8.

Prior to 2003, results in NAEP were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. To align NAEP with other federal data collections, beginning in 2003 NAEP analysis and reports have used U.S. Census Bureau definitions of "region." The four Census-defined regions are: Northeast, South, Midwest and West. Figure A.1 shows how states are subdivided into these census regions (the two Department of Defense Educational Activities jurisdictions are not assigned to any region). As a result of this change in the region variable, the following section presents the results by region of the country for the 2003 assessment only.

**Figure A.1 Map of regions of the country according to U.S. Census**




**SOURCE:** U.S. Department of Commerce Economics and Statistics Administration U.S. Census Bureau.

# Additional Data Tables

## National Results by Region of the Country

**Table B.1 Average mathematics scale scores and achievement-level results, by region of the country, grades 4 and 8: 2003**

| | Weighted percentage of students | Average scale score | Percentage of students: Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|---|
| **Grade 4** | | | | | | |
| **Northeast** | 18 | 238 | 19 | 81 | 37 | 5 |
| **Midwest** | 23 | 238 | 20 | 80 | 36 | 5 |
| **South** | 36 | 234 | 23 | 77 | 31 | 4 |
| **West** | 24 | 231 | 28 | 72 | 28 | 3 |
| **Grade 8** | | | | | | |
| **Northeast** | 18 | 282 | 28 | 72 | 33 | 6 |
| **Midwest** | 23 | 283 | 26 | 74 | 33 | 6 |
| **South** | 36 | 275 | 34 | 66 | 25 | 5 |
| **West** | 23 | 273 | 37 | 63 | 26 | 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.

## National Results by Type of School

**Table B.2 Average mathematics scale scores and achievement-level results, by type of school, grades 4 and 8: 2003**

| | Weighted percentage of students | Average scale score | Percentage of students: Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|---|
| **Grade 4** | | | | | | |
| **Public** | 90 | 234 | 24 | 76 | 31 | 4 |
| **Nonpublic** | 10 | 244 | 12 | 88 | 44 | 6 |
| **Catholic** | 5 | 244 | 12 | 88 | 43 | 5 |
| **Other** | 5 | 245 | 13 | 87 | 45 | 7 |
| **Grade 8** | | | | | | |
| **Public** | 91 | 276 | 33 | 67 | 27 | 5 |
| **Nonpublic** | 9 | 292 | 18 | 82 | 43 | 10 |
| **Catholic** | 5 | 289 | 19 | 81 | 39 | 8 |
| **Other** | 4 | 294 | 17 | 83 | 47 | 12 |

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

# State Subgroup Results

**Table B.3 Average mathematics scale scores and achievement-level results, by gender, grade 4 public schools: By state, 2003**

| | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | | Percentage of students | | | | Percentage of students | | |
| | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 235 | 23 | 77 | 34 | 233 | 25 | 75 | 29 |
| Alabama | 223 | 35 | 65 | 19 | 223 | 36 | 64 | 18 |
| Alaska | 235 | 24 | 76 | 33 | 231 | 26 | 74 | 27 |
| Arizona | 231 | 28 | 72 | 28 | 227 | 32 | 68 | 23 |
| Arkansas | 228 | 30 | 70 | 27 | 230 | 27 | 73 | 25 |
| California | 229 | 31 | 69 | 28 | 225 | 35 | 65 | 22 |
| Colorado | 237 | 22 | 78 | 37 | 233 | 24 | 76 | 31 |
| Connecticut | 243 | 15 | 85 | 45 | 238 | 20 | 80 | 37 |
| Delaware | 237 | 20 | 80 | 34 | 235 | 19 | 81 | 29 |
| Florida | 235 | 24 | 76 | 33 | 233 | 25 | 75 | 29 |
| Georgia | 231 | 28 | 72 | 29 | 229 | 29 | 71 | 25 |
| Hawaii | 227 | 32 | 68 | 24 | 226 | 32 | 68 | 22 |
| Idaho | 237 | 19 | 81 | 34 | 233 | 22 | 78 | 27 |
| Illinois | 234 | 26 | 74 | 34 | 232 | 28 | 72 | 29 |
| Indiana | 239 | 17 | 83 | 37 | 237 | 18 | 82 | 34 |
| Iowa | 240 | 15 | 85 | 39 | 236 | 19 | 81 | 32 |
| Kansas | 244 | 14 | 86 | 44 | 240 | 17 | 83 | 39 |
| Kentucky | 230 | 26 | 74 | 24 | 227 | 30 | 70 | 20 |
| Louisiana | 227 | 33 | 67 | 22 | 226 | 33 | 67 | 20 |
| Maine | 239 | 16 | 84 | 37 | 236 | 19 | 81 | 31 |
| Maryland | 235 | 26 | 74 | 33 | 232 | 29 | 71 | 29 |
| Massachusetts | 244 | 14 | 86 | 44 | 239 | 18 | 82 | 38 |
| Michigan | 238 | 21 | 79 | 38 | 233 | 25 | 75 | 30 |
| Minnesota | 244 | 15 | 85 | 45 | 240 | 17 | 83 | 38 |
| Mississippi | 223 | 38 | 62 | 18 | 223 | 37 | 63 | 16 |
| Missouri | 235 | 22 | 78 | 30 | 235 | 20 | 80 | 29 |
| Montana | 236 | 19 | 81 | 33 | 235 | 19 | 81 | 29 |
| Nebraska | 238 | 19 | 81 | 36 | 235 | 22 | 78 | 31 |
| Nevada | 229 | 30 | 70 | 25 | 226 | 31 | 69 | 21 |
| New Hampshire | 246 | 11 | 89 | 46 | 240 | 15 | 85 | 39 |
| New Jersey | 240 | 19 | 81 | 41 | 237 | 20 | 80 | 36 |
| New Mexico | 224 | 36 | 64 | 21 | 221 | 39 | 61 | 14 |
| New York | 237 | 21 | 79 | 35 | 235 | 22 | 78 | 31 |
| North Carolina | 243 | 15 | 85 | 42 | 241 | 15 | 85 | 40 |
| North Dakota | 240 | 16 | 84 | 38 | 235 | 18 | 82 | 30 |
| Ohio | 239 | 19 | 81 | 37 | 237 | 19 | 81 | 34 |
| Oklahoma | 230 | 26 | 74 | 25 | 228 | 27 | 73 | 20 |
| Oregon | 237 | 20 | 80 | 35 | 235 | 22 | 78 | 31 |
| Pennsylvania | 238 | 21 | 79 | 39 | 234 | 23 | 77 | 32 |
| Rhode Island | 231 | 27 | 73 | 29 | 229 | 30 | 70 | 27 |
| South Carolina | 237 | 18 | 82 | 34 | 234 | 23 | 77 | 29 |
| South Dakota | 239 | 16 | 84 | 37 | 235 | 20 | 80 | 31 |
| Tennessee | 228 | 31 | 69 | 25 | 228 | 30 | 70 | 22 |
| Texas | 239 | 17 | 83 | 35 | 236 | 18 | 82 | 31 |
| Utah | 236 | 20 | 80 | 34 | 233 | 22 | 78 | 28 |
| Vermont | 244 | 14 | 86 | 44 | 240 | 17 | 83 | 39 |
| Virginia | 240 | 18 | 82 | 38 | 239 | 17 | 83 | 35 |
| Washington | 240 | 18 | 82 | 39 | 237 | 20 | 80 | 33 |
| West Virginia | 232 | 24 | 76 | 26 | 230 | 25 | 75 | 22 |
| Wisconsin | 238 | 20 | 80 | 38 | 235 | 21 | 79 | 32 |
| Wyoming | 242 | 12 | 88 | 41 | 240 | 14 | 86 | 36 |
| **Other jurisdictions** | | | | | | | | |
| District of Columbia | 204 | 64 | 36 | 8 | 206 | 63 | 37 | 7 |
| DDESS[1] | 239 | 15 | 85 | 34 | 235 | 16 | 84 | 27 |
| DoDDS[2] | 239 | 14 | 86 | 34 | 236 | 18 | 82 | 29 |

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.4 Average mathematics scale scores and achievement-level results, by gender, grade 8 public schools: By state, 2003**

| | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | | Percentage of students | | | | Percentage of students | | |
| | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 277 | 33 | 67 | 29 | 275 | 34 | 66 | 26 |
| Alabama | 263 | 45 | 55 | 18 | 261 | 49 | 51 | 14 |
| Alaska | 280 | 29 | 71 | 32 | 278 | 31 | 69 | 28 |
| Arizona | 271 | 39 | 61 | 21 | 271 | 38 | 62 | 21 |
| Arkansas | 265 | 43 | 57 | 19 | 267 | 41 | 59 | 18 |
| California | 268 | 43 | 57 | 23 | 266 | 45 | 55 | 21 |
| Colorado | 284 | 26 | 74 | 35 | 283 | 26 | 74 | 34 |
| Connecticut | 285 | 27 | 73 | 37 | 283 | 27 | 73 | 33 |
| Delaware | 278 | 30 | 70 | 27 | 276 | 33 | 67 | 25 |
| Florida | 273 | 36 | 64 | 26 | 269 | 41 | 59 | 21 |
| Georgia | 270 | 40 | 60 | 24 | 269 | 41 | 59 | 20 |
| Hawaii | 265 | 44 | 56 | 17 | 266 | 45 | 55 | 16 |
| Idaho | 281 | 27 | 73 | 30 | 279 | 28 | 72 | 27 |
| Illinois | 278 | 33 | 67 | 31 | 276 | 34 | 66 | 28 |
| Indiana | 282 | 25 | 75 | 33 | 280 | 28 | 72 | 29 |
| Iowa | 285 | 23 | 77 | 35 | 283 | 24 | 76 | 31 |
| Kansas | 284 | 25 | 75 | 34 | 284 | 24 | 76 | 34 |
| Kentucky | 275 | 35 | 65 | 25 | 274 | 34 | 66 | 23 |
| Louisiana | 267 | 42 | 58 | 19 | 266 | 44 | 56 | 15 |
| Maine | 283 | 24 | 76 | 31 | 281 | 26 | 74 | 28 |
| Maryland | 279 | 32 | 68 | 33 | 276 | 34 | 66 | 27 |
| Massachusetts | 289 | 22 | 78 | 42 | 284 | 26 | 74 | 35 |
| Michigan | 277 | 33 | 67 | 30 | 276 | 32 | 68 | 26 |
| Minnesota | 289 | 20 | 80 | 43 | 292 | 16 | 84 | 44 |
| Mississippi | 262 | 51 | 49 | 14 | 260 | 55 | 45 | 11 |
| Missouri | 280 | 29 | 71 | 30 | 278 | 30 | 70 | 26 |
| Montana | 286 | 21 | 79 | 36 | 286 | 20 | 80 | 34 |
| Nebraska | 284 | 25 | 75 | 35 | 281 | 27 | 73 | 30 |
| Nevada | 268 | 41 | 59 | 21 | 268 | 41 | 59 | 19 |
| New Hampshire | 287 | 21 | 79 | 36 | 286 | 22 | 78 | 33 |
| New Jersey | 282 | 28 | 72 | 34 | 281 | 29 | 71 | 33 |
| New Mexico | 264 | 47 | 53 | 16 | 263 | 49 | 51 | 15 |
| New York | 281 | 29 | 71 | 33 | 279 | 30 | 70 | 31 |
| North Carolina | 281 | 29 | 71 | 32 | 282 | 28 | 72 | 32 |
| North Dakota | 287 | 19 | 81 | 37 | 287 | 19 | 81 | 36 |
| Ohio | 283 | 25 | 75 | 32 | 281 | 27 | 73 | 29 |
| Oklahoma | 272 | 36 | 64 | 22 | 272 | 35 | 65 | 18 |
| Oregon | 282 | 29 | 71 | 33 | 280 | 30 | 70 | 30 |
| Pennsylvania | 280 | 30 | 70 | 33 | 277 | 32 | 68 | 27 |
| Rhode Island | 273 | 37 | 63 | 26 | 271 | 38 | 62 | 22 |
| South Carolina | 280 | 30 | 70 | 29 | 274 | 35 | 65 | 23 |
| South Dakota | 286 | 21 | 79 | 35 | 284 | 23 | 77 | 34 |
| Tennessee | 268 | 42 | 58 | 22 | 268 | 41 | 59 | 20 |
| Texas | 278 | 31 | 69 | 27 | 276 | 32 | 68 | 23 |
| Utah | 282 | 28 | 72 | 33 | 280 | 28 | 72 | 29 |
| Vermont | 286 | 23 | 77 | 35 | 286 | 22 | 78 | 35 |
| Virginia | 283 | 26 | 74 | 33 | 280 | 29 | 71 | 30 |
| Washington | 282 | 28 | 72 | 33 | 281 | 29 | 71 | 31 |
| West Virginia | 271 | 38 | 62 | 21 | 271 | 37 | 63 | 18 |
| Wisconsin | 284 | 25 | 75 | 36 | 284 | 24 | 76 | 34 |
| Wyoming | 284 | 24 | 76 | 34 | 283 | 22 | 78 | 30 |
| **Other jurisdictions** | | | | | | | | |
| District of Columbia | 242 | 71 | 29 | 7 | 244 | 71 | 29 | 5 |
| DDESS[1] | 284 | 21 | 79 | 31 | 280 | 23 | 77 | 22 |
| DoDDS[2] | 287 | 20 | 80 | 37 | 284 | 22 | 78 | 32 |

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.5 Average mathematics scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2003**

| | White | | | | | Black | | | | | Hispanic | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 58 | 243 | 13 | 87 | 42 | 17 | 216 | 46 | 54 | 10 | 19 | 221 | 38 | 62 | 15 |
| Alabama | 61 | 232 | 22 | 78 | 27 | 36 | 208 | 59 | 41 | 5 | 1 | ‡ | ‡ | ‡ | ‡ |
| Alaska | 56 | 242 | 14 | 86 | 41 | 5 | 221 | 36 | 64 | 15 | 5 | 228 | 32 | 68 | 24 |
| Arizona | 50 | 241 | 15 | 85 | 39 | 4 | 215 | 48 | 52 | 11 | 38 | 217 | 44 | 56 | 11 |
| Arkansas | 69 | 237 | 17 | 83 | 34 | 25 | 206 | 61 | 39 | 5 | 4 | 221 | 38 | 62 | 15 |
| California | 32 | 243 | 14 | 86 | 42 | 7 | 213 | 49 | 51 | 9 | 49 | 216 | 47 | 53 | 11 |
| Colorado | 65 | 243 | 12 | 88 | 44 | 5 | 217 | 46 | 54 | 12 | 25 | 217 | 46 | 54 | 13 |
| Connecticut | 67 | 250 | 8 | 92 | 53 | 14 | 217 | 45 | 55 | 10 | 15 | 223 | 36 | 64 | 15 |
| Delaware | 56 | 244 | 9 | 91 | 43 | 33 | 223 | 34 | 66 | 12 | 7 | 226 | 31 | 69 | 17 |
| Florida | 50 | 243 | 13 | 87 | 43 | 25 | 215 | 48 | 52 | 8 | 21 | 232 | 26 | 74 | 27 |
| Georgia | 50 | 241 | 16 | 84 | 40 | 39 | 217 | 44 | 56 | 11 | 7 | 219 | 40 | 60 | 13 |
| Hawaii | 16 | 238 | 18 | 82 | 35 | 3 | 221 | 36 | 64 | 16 | 3 | 219 | 45 | 55 | 17 |
| Idaho | 83 | 238 | 16 | 84 | 34 | 1 | ‡ | ‡ | ‡ | ‡ | 13 | 217 | 45 | 55 | 11 |
| Illinois | 59 | 244 | 13 | 87 | 44 | 20 | 210 | 56 | 44 | 7 | 18 | 218 | 45 | 55 | 13 |
| Indiana | 80 | 242 | 13 | 87 | 40 | 12 | 215 | 46 | 54 | 7 | 4 | 226 | 31 | 69 | 18 |
| Iowa | 87 | 241 | 14 | 86 | 39 | 5 | 215 | 50 | 50 | 9 | 5 | 222 | 38 | 62 | 14 |
| Kansas | 78 | 246 | 10 | 90 | 47 | 11 | 217 | 45 | 55 | 13 | 8 | 230 | 22 | 78 | 19 |
| Kentucky | 85 | 231 | 25 | 75 | 24 | 12 | 214 | 47 | 53 | 8 | 1 | ‡ | ‡ | ‡ | ‡ |
| Louisiana | 44 | 242 | 12 | 88 | 39 | 53 | 213 | 51 | 49 | 6 | 1 | ‡ | ‡ | ‡ | ‡ |
| Maine | 97 | 238 | 17 | 83 | 34 | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Maryland | 51 | 244 | 15 | 85 | 44 | 37 | 216 | 47 | 53 | 11 | 6 | 227 | 32 | 68 | 21 |
| Massachusetts | 73 | 247 | 9 | 91 | 49 | 11 | 222 | 38 | 62 | 13 | 12 | 222 | 37 | 63 | 13 |
| Michigan | 70 | 244 | 12 | 88 | 43 | 21 | 209 | 58 | 42 | 7 | 4 | 223 | 39 | 61 | 17 |
| Minnesota | 81 | 246 | 11 | 89 | 47 | 8 | 219 | 46 | 54 | 16 | 4 | 220 | 40 | 60 | 14 |
| Mississippi | 44 | 236 | 17 | 83 | 30 | 55 | 212 | 54 | 46 | 6 | 1 | ‡ | ‡ | ‡ | ‡ |
| Missouri | 77 | 240 | 14 | 86 | 35 | 18 | 216 | 47 | 53 | 9 | 3 | 220 | 43 | 57 | 14 |
| Montana | 86 | 238 | 16 | 84 | 34 | 1 | ‡ | ‡ | ‡ | ‡ | 2 | 236 | 17 | 83 | 25 |
| Nebraska | 80 | 241 | 13 | 87 | 39 | 7 | 211 | 56 | 44 | 7 | 9 | 213 | 49 | 51 | 9 |
| Nevada | 53 | 236 | 19 | 81 | 32 | 10 | 215 | 48 | 52 | 10 | 30 | 216 | 47 | 53 | 10 |
| New Hampshire | 94 | 244 | 12 | 88 | 43 | 2 | ‡ | ‡ | ‡ | ‡ | 3 | 225 | 35 | 65 | 19 |
| New Jersey | 58 | 248 | 10 | 90 | 51 | 18 | 217 | 45 | 55 | 11 | 16 | 224 | 33 | 67 | 18 |
| New Mexico | 31 | 237 | 18 | 82 | 33 | 3 | 216 | 44 | 56 | 10 | 53 | 217 | 45 | 55 | 10 |
| New York | 54 | 246 | 9 | 91 | 45 | 19 | 219 | 42 | 58 | 12 | 20 | 221 | 38 | 62 | 15 |
| North Carolina | 58 | 251 | 6 | 94 | 55 | 30 | 225 | 32 | 68 | 14 | 6 | 235 | 21 | 79 | 30 |
| North Dakota | 88 | 240 | 13 | 87 | 37 | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Ohio | 77 | 243 | 13 | 87 | 42 | 19 | 217 | 46 | 54 | 10 | 2 | 225 | 34 | 66 | 16 |
| Oklahoma | 59 | 235 | 18 | 82 | 29 | 12 | 211 | 53 | 47 | 6 | 7 | 220 | 39 | 61 | 11 |
| Oregon | 75 | 240 | 16 | 84 | 36 | 3 | 223 | 39 | 61 | 20 | 14 | 218 | 46 | 54 | 15 |
| Pennsylvania | 74 | 243 | 13 | 87 | 44 | 20 | 212 | 52 | 48 | 8 | 5 | 216 | 48 | 52 | 12 |
| Rhode Island | 70 | 239 | 17 | 83 | 37 | 9 | 210 | 55 | 45 | 7 | 16 | 207 | 58 | 42 | 6 |
| South Carolina | 55 | 246 | 10 | 90 | 46 | 40 | 222 | 35 | 65 | 13 | 3 | 232 | 22 | 78 | 26 |
| South Dakota | 84 | 241 | 13 | 87 | 38 | 1 | ‡ | ‡ | ‡ | ‡ | 2 | 223 | 37 | 63 | 20 |
| Tennessee | 71 | 235 | 20 | 80 | 30 | 26 | 208 | 59 | 41 | 6 | 2 | 218 | 43 | 57 | 14 |
| Texas | 40 | 248 | 8 | 92 | 49 | 13 | 226 | 29 | 71 | 15 | 44 | 230 | 24 | 76 | 21 |
| Utah | 82 | 238 | 16 | 84 | 35 | 1 | ‡ | ‡ | ‡ | ‡ | 11 | 216 | 48 | 52 | 11 |
| Vermont | 95 | 242 | 15 | 85 | 42 | 2 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Virginia | 62 | 246 | 10 | 90 | 46 | 26 | 223 | 34 | 66 | 13 | 7 | 230 | 25 | 75 | 20 |
| Washington | 71 | 242 | 14 | 86 | 40 | 6 | 222 | 38 | 62 | 17 | 12 | 223 | 39 | 61 | 18 |
| West Virginia | 95 | 231 | 24 | 76 | 24 | 4 | 221 | 38 | 62 | 13 | 1 | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 76 | 243 | 12 | 88 | 43 | 12 | 209 | 59 | 41 | 8 | 8 | 221 | 37 | 63 | 13 |
| Wyoming | 86 | 243 | 11 | 89 | 42 | 1 | ‡ | ‡ | ‡ | ‡ | 8 | 229 | 24 | 76 | 20 |
| **Other jurisdictions** | | | | | | | | | | | | | | | |
| District of Columbia | 4 | 262 | 3 | 97 | 71 | 87 | 202 | 67 | 33 | 4 | 8 | 205 | 61 | 39 | 7 |
| DDESS[1] | 47 | 243 | 9 | 91 | 40 | 25 | 225 | 29 | 71 | 13 | 19 | 236 | 15 | 85 | 27 |
| DoDDS[2] | 48 | 241 | 12 | 88 | 38 | 22 | 227 | 25 | 75 | 15 | 11 | 233 | 21 | 79 | 25 |

See notes at end of table. ▶

**Table B.5 Average mathematics scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2003—Continued**

| | Asian/Pacific Islander | | | | | American Indian/Alaska Native | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 4 | 246 | 13 | 87 | 48 | 1 | 224 | 35 | 65 | 19 |
| Alabama | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Alaska | 7 | 230 | 27 | 73 | 27 | 26 | 218 | 46 | 54 | 13 |
| Arizona | 2 | 244 | 11 | 89 | 41 | 6 | 210 | 56 | 44 | 8 |
| Arkansas | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| California | 11 | 246 | 13 | 87 | 49 | # | ‡ | ‡ | ‡ | ‡ |
| Colorado | 3 | 242 | 19 | 81 | 44 | 1 | ‡ | ‡ | ‡ | ‡ |
| Connecticut | 3 | 249 | 8 | 92 | 52 | # | ‡ | ‡ | ‡ | ‡ |
| Delaware | 3 | 250 | 13 | 87 | 59 | # | ‡ | ‡ | ‡ | ‡ |
| Florida | 2 | 249 | 10 | 90 | 53 | # | ‡ | ‡ | ‡ | ‡ |
| Georgia | 2 | 248 | 13 | 87 | 53 | # | ‡ | ‡ | ‡ | ‡ |
| Hawaii | 67 | 225 | 34 | 66 | 21 | 1 | ‡ | ‡ | ‡ | ‡ |
| Idaho | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Illinois | 2 | 252 | 8 | 92 | 58 | # | ‡ | ‡ | ‡ | ‡ |
| Indiana | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Iowa | 2 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Kansas | 2 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Kentucky | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Louisiana | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Maine | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Maryland | 6 | 254 | 10 | 90 | 58 | # | ‡ | ‡ | ‡ | ‡ |
| Massachusetts | 4 | 248 | 11 | 89 | 49 | # | ‡ | ‡ | ‡ | ‡ |
| Michigan | 2 | 248 | 14 | 86 | 47 | 1 | ‡ | ‡ | ‡ | ‡ |
| Minnesota | 5 | 229 | 32 | 68 | 27 | 2 | ‡ | ‡ | ‡ | ‡ |
| Mississippi | 1 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Missouri | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Montana | 1 | ‡ | ‡ | ‡ | ‡ | 10 | 217 | 45 | 55 | 11 |
| Nebraska | 1 | ‡ | ‡ | ‡ | ‡ | 2 | 219 | 39 | 61 | 11 |
| Nevada | 5 | 237 | 18 | 82 | 34 | 2 | 215 | 45 | 55 | 10 |
| New Hampshire | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 7 | 256 | 5 | 95 | 61 | 1 | ‡ | ‡ | ‡ | ‡ |
| New Mexico | 1 | ‡ | ‡ | ‡ | ‡ | 11 | 210 | 55 | 45 | 7 |
| New York | 6 | 250 | 9 | 91 | 51 | 1 | ‡ | ‡ | ‡ | ‡ |
| North Carolina | 2 | 255 | 7 | 93 | 60 | 1 | ‡ | ‡ | ‡ | ‡ |
| North Dakota | 1 | ‡ | ‡ | ‡ | ‡ | 8 | 215 | 48 | 52 | 9 |
| Ohio | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | 2 | 247 | 9 | 91 | 45 | 18 | 225 | 32 | 68 | 16 |
| Oregon | 4 | 245 | 12 | 88 | 46 | 2 | ‡ | ‡ | ‡ | ‡ |
| Pennsylvania | 2 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 4 | 225 | 37 | 63 | 22 | 1 | ‡ | ‡ | ‡ | ‡ |
| South Carolina | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | 12 | 217 | 46 | 54 | 9 |
| Tennessee | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Texas | 3 | 258 | 2 | 98 | 62 | # | ‡ | ‡ | ‡ | ‡ |
| Utah | 4 | 224 | 34 | 66 | 16 | 1 | ‡ | ‡ | ‡ | ‡ |
| Vermont | 2 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Virginia | 5 | 255 | 6 | 94 | 60 | # | ‡ | ‡ | ‡ | ‡ |
| Washington | 7 | 244 | 15 | 85 | 44 | 3 | 229 | 31 | 69 | 24 |
| West Virginia | # | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 3 | 230 | 28 | 72 | 26 | 2 | 224 | 41 | 59 | 17 |
| Wyoming | 1 | ‡ | ‡ | ‡ | ‡ | 3 | 221 | 37 | 63 | 16 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| DDESS[1] | 3 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| DoDDS[2] | 10 | 240 | 14 | 86 | 38 | 1 | ‡ | ‡ | ‡ | ‡ |

#The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Results are not shown for students whose race based on school records was "other" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.6 Average mathematics scale scores and achievement-level results, by race/ethnicity, grade 8 public schools: By state, 2003**

| | White | | | | | Black | | | | | Hispanic | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 62 | 287 | 21 | 79 | 36 | 17 | 252 | 61 | 39 | 7 | 15 | 258 | 53 | 47 | 11 |
| Alabama | 62 | 274 | 32 | 68 | 23 | 36 | 240 | 73 | 27 | 3 | 1 | ‡ | ‡ | ‡ | ‡ |
| Alaska | 58 | 290 | 19 | 81 | 41 | 5 | 263 | 44 | 56 | 11 | 3 | 263 | 49 | 51 | 11 |
| Arizona | 50 | 284 | 22 | 78 | 32 | 4 | 256 | 55 | 45 | 7 | 37 | 258 | 55 | 45 | 9 |
| Arkansas | 72 | 275 | 31 | 69 | 24 | 24 | 239 | 74 | 26 | 3 | 3 | 248 | 63 | 37 | 7 |
| California | 37 | 283 | 26 | 74 | 34 | 9 | 246 | 65 | 35 | 6 | 39 | 250 | 63 | 37 | 8 |
| Colorado | 70 | 292 | 16 | 84 | 43 | 5 | 255 | 60 | 40 | 9 | 21 | 259 | 52 | 48 | 12 |
| Connecticut | 71 | 293 | 17 | 83 | 44 | 13 | 255 | 58 | 42 | 7 | 12 | 259 | 52 | 48 | 11 |
| Delaware | 60 | 287 | 19 | 81 | 35 | 31 | 260 | 52 | 48 | 8 | 6 | 257 | 53 | 47 | 11 |
| Florida | 50 | 286 | 22 | 78 | 34 | 27 | 249 | 64 | 36 | 7 | 19 | 264 | 47 | 53 | 16 |
| Georgia | 53 | 284 | 23 | 77 | 32 | 39 | 250 | 64 | 36 | 7 | 4 | 262 | 51 | 49 | 14 |
| Hawaii | 15 | 273 | 36 | 64 | 25 | 2 | ‡ | ‡ | ‡ | ‡ | 3 | 263 | 52 | 48 | 16 |
| Idaho | 85 | 284 | 23 | 77 | 31 | 1 | ‡ | ‡ | ‡ | ‡ | 11 | 251 | 61 | 39 | 7 |
| Illinois | 62 | 289 | 20 | 80 | 40 | 20 | 249 | 66 | 34 | 6 | 15 | 259 | 52 | 48 | 9 |
| Indiana | 82 | 286 | 21 | 79 | 35 | 12 | 251 | 60 | 40 | 7 | 3 | 261 | 51 | 49 | 9 |
| Iowa | 90 | 287 | 20 | 80 | 35 | 4 | 257 | 58 | 42 | 11 | 4 | 255 | 56 | 44 | 10 |
| Kansas | 79 | 290 | 17 | 83 | 39 | 9 | 252 | 65 | 35 | 8 | 9 | 263 | 51 | 49 | 16 |
| Kentucky | 88 | 277 | 32 | 68 | 25 | 9 | 250 | 62 | 38 | 5 | 1 | ‡ | ‡ | ‡ | ‡ |
| Louisiana | 51 | 281 | 25 | 75 | 28 | 46 | 250 | 64 | 36 | 5 | 2 | ‡ | ‡ | ‡ | ‡ |
| Maine | 97 | 282 | 25 | 75 | 30 | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Maryland | 58 | 289 | 21 | 79 | 40 | 31 | 256 | 56 | 44 | 9 | 6 | 262 | 51 | 49 | 15 |
| Massachusetts | 77 | 292 | 17 | 83 | 44 | 8 | 260 | 52 | 48 | 10 | 10 | 255 | 59 | 41 | 9 |
| Michigan | 70 | 286 | 21 | 79 | 35 | 22 | 245 | 68 | 32 | 4 | 3 | 267 | 43 | 57 | 14 |
| Minnesota | 83 | 295 | 13 | 87 | 49 | 6 | 251 | 57 | 43 | 9 | 3 | 262 | 52 | 48 | 16 |
| Mississippi | 49 | 275 | 33 | 67 | 22 | 48 | 246 | 73 | 27 | 3 | 1 | ‡ | ‡ | ‡ | ‡ |
| Missouri | 82 | 284 | 23 | 77 | 32 | 15 | 250 | 65 | 35 | 6 | 2 | ‡ | ‡ | ‡ | ‡ |
| Montana | 87 | 289 | 17 | 83 | 37 | 1 | ‡ | ‡ | ‡ | ‡ | 2 | ‡ | ‡ | ‡ | ‡ |
| Nebraska | 84 | 287 | 20 | 80 | 36 | 5 | 247 | 65 | 35 | 7 | 7 | 255 | 60 | 40 | 10 |
| Nevada | 57 | 278 | 29 | 71 | 27 | 9 | 248 | 65 | 35 | 9 | 25 | 250 | 63 | 37 | 7 |
| New Hampshire | 95 | 287 | 20 | 80 | 35 | 1 | ‡ | ‡ | ‡ | ‡ | 2 | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 61 | 292 | 16 | 84 | 42 | 18 | 253 | 59 | 41 | 7 | 14 | 262 | 50 | 50 | 14 |
| New Mexico | 34 | 282 | 24 | 76 | 31 | 3 | 254 | 60 | 40 | 5 | 51 | 254 | 59 | 41 | 7 |
| New York | 56 | 293 | 14 | 86 | 44 | 20 | 255 | 57 | 43 | 10 | 17 | 262 | 50 | 50 | 16 |
| North Carolina | 59 | 294 | 15 | 85 | 44 | 30 | 260 | 51 | 49 | 11 | 5 | 263 | 45 | 55 | 16 |
| North Dakota | 90 | 290 | 15 | 85 | 39 | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Ohio | 79 | 287 | 20 | 80 | 35 | 17 | 257 | 55 | 45 | 8 | 2 | 270 | 42 | 58 | 18 |
| Oklahoma | 63 | 278 | 27 | 73 | 25 | 10 | 249 | 63 | 37 | 5 | 6 | 258 | 53 | 47 | 9 |
| Oregon | 79 | 284 | 25 | 75 | 35 | 3 | 265 | 47 | 53 | 17 | 10 | 258 | 58 | 42 | 12 |
| Pennsylvania | 80 | 285 | 24 | 76 | 35 | 15 | 247 | 68 | 32 | 4 | 3 | 253 | 58 | 42 | 6 |
| Rhode Island | 76 | 280 | 28 | 72 | 29 | 7 | 244 | 71 | 29 | 5 | 13 | 245 | 71 | 29 | 5 |
| South Carolina | 56 | 291 | 16 | 84 | 39 | 40 | 258 | 54 | 46 | 8 | 2 | ‡ | ‡ | ‡ | ‡ |
| South Dakota | 89 | 288 | 18 | 82 | 37 | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Tennessee | 74 | 277 | 31 | 69 | 26 | 23 | 242 | 72 | 28 | 5 | 2 | ‡ | ‡ | ‡ | ‡ |
| Texas | 44 | 290 | 16 | 84 | 38 | 16 | 260 | 53 | 47 | 8 | 38 | 267 | 42 | 58 | 14 |
| Utah | 86 | 285 | 23 | 77 | 34 | 1 | ‡ | ‡ | ‡ | ‡ | 9 | 249 | 65 | 35 | 7 |
| Vermont | 97 | 286 | 22 | 78 | 35 | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Virginia | 64 | 290 | 18 | 82 | 40 | 27 | 262 | 51 | 49 | 11 | 5 | 268 | 41 | 59 | 17 |
| Washington | 75 | 285 | 24 | 76 | 36 | 5 | 262 | 46 | 54 | 13 | 9 | 263 | 50 | 50 | 17 |
| West Virginia | 96 | 271 | 37 | 63 | 20 | 4 | 253 | 61 | 39 | 6 | # | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 84 | 290 | 18 | 82 | 40 | 8 | 241 | 76 | 24 | 5 | 4 | 262 | 50 | 50 | 16 |
| Wyoming | 89 | 286 | 20 | 80 | 35 | 1 | ‡ | ‡ | ‡ | ‡ | 7 | 265 | 46 | 54 | 13 |
| **Other jurisdictions** | | | | | | | | | | | | | | | |
| District of Columbia | 3 | ‡ | ‡ | ‡ | ‡ | 87 | 240 | 74 | 26 | 3 | 9 | 246 | 67 | 33 | 3 |
| DDESS[1] | 39 | 294 | 10 | 90 | 42 | 22 | 268 | 39 | 61 | 10 | 27 | 276 | 28 | 72 | 19 |
| DoDDS[2] | 48 | 292 | 14 | 86 | 42 | 21 | 270 | 37 | 63 | 15 | 10 | 280 | 28 | 72 | 29 |

See notes at end of table. ▶

**Table B.6 Average mathematics scale scores and achievement-level results, by race/ethnicity, grade 8 public schools: By state, 2003—Continued**

| | Asian/Pacific Islander | | | | | American Indian/Alaska Native | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 4 | 289 | 23 | 77 | 42 | 1 | 265 | 46 | 54 | 16 |
| Alabama | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Alaska | 7 | 280 | 30 | 70 | 29 | 25 | 259 | 51 | 49 | 12 |
| Arizona | 2 | ‡ | ‡ | ‡ | ‡ | 7 | 254 | 61 | 39 | 7 |
| Arkansas | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| California | 13 | 287 | 26 | 74 | 39 | 1 | ‡ | ‡ | ‡ | ‡ |
| Colorado | 4 | 290 | 20 | 80 | 38 | 1 | ‡ | ‡ | ‡ | ‡ |
| Connecticut | 3 | 296 | 21 | 79 | 51 | # | ‡ | ‡ | ‡ | ‡ |
| Delaware | 2 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Florida | 2 | 287 | 25 | 75 | 41 | # | ‡ | ‡ | ‡ | ‡ |
| Georgia | 3 | 286 | 27 | 73 | 40 | # | ‡ | ‡ | ‡ | ‡ |
| Hawaii | 69 | 265 | 46 | 54 | 15 | # | ‡ | ‡ | ‡ | ‡ |
| Idaho | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Illinois | 3 | 302 | 11 | 89 | 58 | # | ‡ | ‡ | ‡ | ‡ |
| Indiana | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Iowa | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Kansas | 2 | 284 | 21 | 79 | 34 | 1 | ‡ | ‡ | ‡ | ‡ |
| Kentucky | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Louisiana | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Maine | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Maryland | 5 | 302 | 10 | 90 | 56 | # | ‡ | ‡ | ‡ | ‡ |
| Massachusetts | 4 | 304 | 12 | 88 | 57 | # | ‡ | ‡ | ‡ | ‡ |
| Michigan | 2 | ‡ | ‡ | ‡ | ‡ | 2 | ‡ | ‡ | ‡ | ‡ |
| Minnesota | 5 | 284 | 25 | 75 | 32 | 2 | ‡ | ‡ | ‡ | ‡ |
| Mississippi | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Missouri | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Montana | 1 | ‡ | ‡ | ‡ | ‡ | 9 | 260 | 52 | 48 | 15 |
| Nebraska | 2 | ‡ | ‡ | ‡ | ‡ | 2 | ‡ | ‡ | ‡ | ‡ |
| Nevada | 7 | 280 | 27 | 73 | 31 | 1 | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 6 | 306 | 10 | 90 | 61 | # | ‡ | ‡ | ‡ | ‡ |
| New Mexico | 1 | ‡ | ‡ | ‡ | ‡ | 10 | 245 | 70 | 30 | 3 |
| New York | 6 | 290 | 21 | 79 | 41 | 1 | ‡ | ‡ | ‡ | ‡ |
| North Carolina | 2 | 297 | 13 | 87 | 48 | 2 | 259 | 52 | 48 | 13 |
| North Dakota | 1 | ‡ | ‡ | ‡ | ‡ | 7 | 261 | 50 | 50 | 11 |
| Ohio | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | 1 | ‡ | ‡ | ‡ | ‡ | 17 | 265 | 44 | 56 | 14 |
| Oregon | 4 | 292 | 22 | 78 | 41 | 2 | 263 | 50 | 50 | 14 |
| Pennsylvania | 2 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 3 | 265 | 46 | 54 | 20 | # | ‡ | ‡ | ‡ | ‡ |
| South Carolina | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | 8 | 255 | 57 | 43 | 9 |
| Tennessee | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Texas | 3 | 303 | 9 | 91 | 58 | # | ‡ | ‡ | ‡ | ‡ |
| Utah | 3 | 275 | 34 | 66 | 25 | 1 | ‡ | ‡ | ‡ | ‡ |
| Vermont | 1 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| Virginia | 4 | 297 | 14 | 86 | 48 | # | ‡ | ‡ | ‡ | ‡ |
| Washington | 8 | 285 | 28 | 72 | 37 | 2 | 264 | 44 | 56 | 17 |
| West Virginia | ‡ | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 4 | 273 | 33 | 67 | 17 | 1 | ‡ | ‡ | ‡ | ‡ |
| Wyoming | 1 | ‡ | ‡ | ‡ | ‡ | 3 | 261 | 52 | 48 | 14 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 1 | ‡ | ‡ | ‡ | ‡ | # | ‡ | ‡ | ‡ | ‡ |
| DDESS[1] | 7 | ‡ | ‡ | ‡ | ‡ | 1 | ‡ | ‡ | ‡ | ‡ |
| DoDDS[2] | 11 | 288 | 18 | 82 | 38 | 1 | ‡ | ‡ | ‡ | ‡ |

#The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Results are not shown for students whose race based on school records was "other" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.7 Average mathematics scale scores and achievement-level results, by eligibility for free/reduced-price school lunch, grade 4 public schools: By state, 2003**

| | Eligible | | | | | Not eligible | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 44 | 222 | 38 | 62 | 15 | 52 | 244 | 12 | 88 | 45 |
| Alabama | 57 | 213 | 50 | 50 | 8 | 43 | 237 | 16 | 84 | 33 |
| Alaska | 33 | 220 | 41 | 59 | 14 | 59 | 241 | 16 | 84 | 39 |
| Arizona | 47 | 217 | 45 | 55 | 12 | 42 | 241 | 14 | 86 | 39 |
| Arkansas | 54 | 221 | 39 | 61 | 18 | 43 | 239 | 16 | 84 | 37 |
| California | 52 | 216 | 46 | 54 | 11 | 44 | 241 | 17 | 83 | 41 |
| Colorado | 31 | 219 | 42 | 58 | 14 | 68 | 243 | 14 | 86 | 43 |
| Connecticut | 30 | 220 | 40 | 60 | 12 | 66 | 250 | 8 | 92 | 54 |
| Delaware | 38 | 225 | 31 | 69 | 16 | 53 | 243 | 12 | 88 | 42 |
| Florida | 49 | 222 | 37 | 63 | 16 | 48 | 245 | 12 | 88 | 46 |
| Georgia | 48 | 219 | 41 | 59 | 12 | 46 | 241 | 16 | 84 | 40 |
| Hawaii | 49 | 216 | 46 | 54 | 11 | 51 | 237 | 18 | 82 | 34 |
| Idaho | 43 | 227 | 31 | 69 | 20 | 50 | 241 | 13 | 87 | 38 |
| Illinois | 41 | 216 | 48 | 52 | 11 | 55 | 246 | 11 | 89 | 48 |
| Indiana | 34 | 225 | 31 | 69 | 17 | 65 | 245 | 10 | 90 | 45 |
| Iowa | 33 | 227 | 30 | 70 | 20 | 66 | 244 | 11 | 89 | 43 |
| Kansas | 40 | 231 | 25 | 75 | 24 | 59 | 249 | 9 | 91 | 53 |
| Kentucky | 51 | 220 | 38 | 62 | 12 | 47 | 237 | 17 | 83 | 32 |
| Louisiana | 65 | 220 | 41 | 59 | 13 | 31 | 242 | 15 | 85 | 41 |
| Maine | 34 | 228 | 29 | 71 | 21 | 64 | 243 | 11 | 89 | 41 |
| Maryland | 36 | 216 | 48 | 52 | 10 | 60 | 244 | 15 | 85 | 44 |
| Massachusetts | 29 | 226 | 31 | 69 | 17 | 63 | 249 | 9 | 91 | 52 |
| Michigan | 36 | 220 | 41 | 59 | 15 | 63 | 245 | 12 | 88 | 45 |
| Minnesota | 27 | 226 | 33 | 67 | 20 | 73 | 248 | 10 | 90 | 50 |
| Mississippi | 69 | 216 | 47 | 53 | 9 | 26 | 238 | 16 | 84 | 34 |
| Missouri | 42 | 224 | 32 | 68 | 15 | 53 | 243 | 12 | 88 | 41 |
| Montana | 38 | 227 | 29 | 71 | 20 | 57 | 242 | 11 | 89 | 39 |
| Nebraska | 36 | 222 | 37 | 63 | 17 | 59 | 244 | 10 | 90 | 44 |
| Nevada | 42 | 216 | 47 | 53 | 11 | 52 | 237 | 18 | 82 | 33 |
| New Hampshire | 17 | 229 | 28 | 72 | 24 | 73 | 247 | 9 | 91 | 48 |
| New Jersey | 29 | 221 | 40 | 60 | 15 | 63 | 247 | 11 | 89 | 49 |
| New Mexico | 65 | 217 | 45 | 55 | 11 | 25 | 236 | 19 | 81 | 31 |
| New York | 50 | 225 | 34 | 66 | 18 | 46 | 247 | 9 | 91 | 48 |
| North Carolina | 42 | 229 | 27 | 73 | 21 | 52 | 252 | 6 | 94 | 55 |
| North Dakota | 31 | 228 | 28 | 72 | 21 | 67 | 242 | 12 | 88 | 40 |
| Ohio | 35 | 224 | 36 | 64 | 17 | 56 | 246 | 9 | 91 | 47 |
| Oklahoma | 57 | 223 | 35 | 65 | 14 | 41 | 239 | 14 | 86 | 34 |
| Oregon | 36 | 226 | 32 | 68 | 19 | 61 | 242 | 15 | 85 | 40 |
| Pennsylvania | 37 | 220 | 40 | 60 | 16 | 60 | 246 | 12 | 88 | 48 |
| Rhode Island | 40 | 217 | 45 | 55 | 13 | 52 | 242 | 14 | 86 | 41 |
| South Carolina | 53 | 226 | 31 | 69 | 18 | 46 | 247 | 9 | 91 | 48 |
| South Dakota | 37 | 227 | 30 | 70 | 21 | 62 | 244 | 10 | 90 | 42 |
| Tennessee | 40 | 216 | 46 | 54 | 11 | 55 | 236 | 20 | 80 | 32 |
| Texas | 54 | 229 | 25 | 75 | 20 | 44 | 247 | 9 | 91 | 48 |
| Utah | 34 | 225 | 33 | 67 | 20 | 65 | 240 | 15 | 85 | 37 |
| Vermont | 29 | 229 | 29 | 71 | 23 | 69 | 248 | 9 | 91 | 50 |
| Virginia | 32 | 225 | 32 | 68 | 14 | 66 | 246 | 10 | 90 | 46 |
| Washington | 38 | 226 | 32 | 68 | 20 | 52 | 247 | 10 | 90 | 48 |
| West Virginia | 53 | 225 | 32 | 68 | 16 | 45 | 237 | 17 | 83 | 33 |
| Wisconsin | 32 | 221 | 39 | 61 | 17 | 65 | 244 | 12 | 88 | 44 |
| Wyoming | 35 | 233 | 20 | 80 | 25 | 63 | 246 | 8 | 92 | 47 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 71 | 200 | 71 | 29 | 3 | 24 | 221 | 43 | 57 | 20 |
| DDESS[1] | 37 | 233 | 20 | 80 | 24 | 53 | 240 | 13 | 87 | 35 |
| DoDDS[2] | – | – | – | – | – | – | – | – | – | – |

–Not available.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Results are not shown for students whose eligibility status was not available.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.8 Average mathematics scale scores and achievement-level results, by eligibility for free/reduced-price school lunch, grade 8 public schools: By state, 2003**

| | Eligible | | | | | Not eligible | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 36 | 258 | 53 | 47 | 11 | 58 | 287 | 22 | 78 | 37 |
| Alabama | 47 | 246 | 65 | 35 | 7 | 53 | 276 | 32 | 68 | 24 |
| Alaska | 24 | 260 | 49 | 51 | 13 | 67 | 285 | 24 | 76 | 36 |
| Arizona | 41 | 258 | 55 | 45 | 9 | 47 | 282 | 25 | 75 | 31 |
| Arkansas | 46 | 256 | 53 | 47 | 12 | 49 | 276 | 30 | 70 | 25 |
| California | 41 | 251 | 62 | 38 | 9 | 46 | 280 | 30 | 70 | 32 |
| Colorado | 26 | 262 | 50 | 50 | 13 | 72 | 292 | 17 | 83 | 43 |
| Connecticut | 26 | 260 | 50 | 50 | 12 | 71 | 292 | 18 | 82 | 44 |
| Delaware | 33 | 261 | 50 | 50 | 10 | 58 | 285 | 23 | 77 | 32 |
| Florida | 43 | 256 | 55 | 45 | 11 | 52 | 284 | 25 | 75 | 34 |
| Georgia | 43 | 253 | 61 | 39 | 8 | 52 | 284 | 23 | 77 | 34 |
| Hawaii | 43 | 254 | 58 | 42 | 8 | 56 | 275 | 34 | 66 | 24 |
| Idaho | 35 | 267 | 40 | 60 | 17 | 56 | 287 | 20 | 80 | 35 |
| Illinois | 37 | 256 | 57 | 43 | 10 | 60 | 290 | 19 | 81 | 41 |
| Indiana | 29 | 266 | 42 | 58 | 16 | 67 | 288 | 20 | 80 | 37 |
| Iowa | 25 | 266 | 43 | 57 | 15 | 72 | 290 | 17 | 83 | 39 |
| Kansas | 32 | 270 | 39 | 61 | 19 | 66 | 291 | 17 | 83 | 41 |
| Kentucky | 42 | 261 | 49 | 51 | 11 | 55 | 284 | 24 | 76 | 33 |
| Louisiana | 50 | 256 | 55 | 45 | 8 | 38 | 280 | 28 | 72 | 29 |
| Maine | 28 | 268 | 40 | 60 | 16 | 70 | 287 | 19 | 81 | 35 |
| Maryland | 26 | 255 | 58 | 42 | 10 | 67 | 285 | 25 | 75 | 36 |
| Massachusetts | 23 | 261 | 51 | 49 | 13 | 65 | 295 | 15 | 85 | 46 |
| Michigan | 26 | 257 | 53 | 47 | 13 | 66 | 285 | 23 | 77 | 34 |
| Minnesota | 22 | 271 | 36 | 64 | 24 | 77 | 297 | 13 | 87 | 50 |
| Mississippi | 57 | 251 | 67 | 33 | 5 | 39 | 275 | 34 | 66 | 23 |
| Missouri | 31 | 263 | 47 | 53 | 13 | 66 | 286 | 21 | 79 | 35 |
| Montana | 30 | 273 | 35 | 65 | 23 | 65 | 292 | 15 | 85 | 40 |
| Nebraska | 28 | 265 | 45 | 55 | 15 | 68 | 290 | 17 | 83 | 40 |
| Nevada | 32 | 254 | 57 | 43 | 10 | 64 | 274 | 33 | 67 | 25 |
| New Hampshire | 13 | 268 | 42 | 58 | 16 | 79 | 289 | 18 | 82 | 38 |
| New Jersey | 24 | 256 | 56 | 44 | 10 | 68 | 290 | 19 | 81 | 41 |
| New Mexico | 51 | 252 | 61 | 39 | 7 | 40 | 275 | 33 | 67 | 23 |
| New York | 44 | 262 | 48 | 52 | 16 | 51 | 293 | 15 | 85 | 45 |
| North Carolina | 37 | 263 | 47 | 53 | 14 | 51 | 291 | 18 | 82 | 42 |
| North Dakota | 27 | 274 | 33 | 67 | 23 | 73 | 292 | 13 | 87 | 41 |
| Ohio | 23 | 263 | 46 | 54 | 11 | 65 | 289 | 19 | 81 | 38 |
| Oklahoma | 44 | 260 | 50 | 50 | 10 | 54 | 282 | 24 | 76 | 28 |
| Oregon | 26 | 266 | 45 | 55 | 17 | 68 | 286 | 24 | 76 | 37 |
| Pennsylvania | 28 | 257 | 55 | 45 | 10 | 69 | 288 | 21 | 79 | 38 |
| Rhode Island | 29 | 253 | 59 | 41 | 8 | 63 | 284 | 23 | 77 | 33 |
| South Carolina | 45 | 263 | 49 | 51 | 12 | 53 | 289 | 19 | 81 | 38 |
| South Dakota | 32 | 272 | 37 | 63 | 22 | 68 | 291 | 15 | 85 | 41 |
| Tennessee | 37 | 250 | 61 | 39 | 9 | 60 | 279 | 30 | 70 | 28 |
| Texas | 45 | 264 | 46 | 54 | 12 | 53 | 288 | 19 | 81 | 36 |
| Utah | 27 | 266 | 44 | 56 | 18 | 70 | 286 | 22 | 78 | 36 |
| Vermont | 25 | 268 | 41 | 59 | 16 | 75 | 291 | 16 | 84 | 41 |
| Virginia | 25 | 261 | 51 | 49 | 11 | 71 | 289 | 19 | 81 | 38 |
| Washington | 27 | 265 | 44 | 56 | 16 | 59 | 288 | 21 | 79 | 40 |
| West Virginia | 47 | 261 | 49 | 51 | 10 | 53 | 280 | 27 | 73 | 28 |
| Wisconsin | 22 | 259 | 52 | 48 | 12 | 68 | 292 | 16 | 84 | 43 |
| Wyoming | 27 | 271 | 38 | 62 | 18 | 72 | 288 | 18 | 82 | 37 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 57 | 235 | 79 | 21 | 2 | 31 | 254 | 60 | 40 | 12 |
| DDESS[1] | 24 | 281 | 24 | 76 | 25 | 57 | 283 | 21 | 79 | 27 |
| DoDDS[2] | – | – | – | – | – | – | – | – | – | – |

–Not available.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Results are not shown for students whose eligibility status was not available.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.9 Average mathematics scale scores and achievement-level results, by student-reported parents' highest level of education, grade 8 public schools: By state, 2003**

| | Less than high school | | | | | Graduated high school | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 7 | 256 | 56 | 44 | 9 | 18 | 267 | 42 | 58 | 16 |
| Alabama | 9 | 249 | 61 | 39 | 5 | 22 | 253 | 59 | 41 | 9 |
| Alaska | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Arizona | 10 | 257 | 55 | 45 | 7 | 17 | 266 | 45 | 55 | 16 |
| Arkansas | 8 | 253 | 53 | 47 | 9 | 23 | 259 | 49 | 51 | 12 |
| California | 10 | 246 | 68 | 32 | 6 | 13 | 255 | 57 | 43 | 9 |
| Colorado | 6 | 254 | 58 | 42 | 7 | 13 | 270 | 41 | 59 | 19 |
| Connecticut | 5 | 259 | 48 | 52 | 12 | 16 | 273 | 35 | 65 | 20 |
| Delaware | 5 | 258 | 53 | 47 | 9 | 22 | 271 | 37 | 63 | 17 |
| Florida | 7 | 255 | 57 | 43 | 9 | 18 | 264 | 46 | 54 | 16 |
| Georgia | 9 | 254 | 60 | 40 | 7 | 20 | 259 | 52 | 48 | 11 |
| Hawaii | 4 | 255 | 57 | 43 | 8 | 18 | 256 | 56 | 44 | 8 |
| Idaho | 7 | 260 | 50 | 50 | 10 | 16 | 269 | 39 | 61 | 18 |
| Illinois | 6 | 256 | 60 | 40 | 8 | 17 | 269 | 40 | 60 | 19 |
| Indiana | 7 | 265 | 44 | 56 | 13 | 23 | 274 | 31 | 69 | 21 |
| Iowa | 4 | 255 | 55 | 45 | 4 | 20 | 272 | 36 | 64 | 17 |
| Kansas | 6 | 260 | 54 | 46 | 11 | 16 | 275 | 33 | 67 | 23 |
| Kentucky | 8 | 258 | 56 | 44 | 9 | 23 | 266 | 43 | 57 | 14 |
| Louisiana | 7 | 256 | 57 | 43 | 8 | 24 | 262 | 49 | 51 | 12 |
| Maine | 4 | 255 | 58 | 42 | 6 | 20 | 272 | 35 | 65 | 19 |
| Maryland | 5 | 259 | 52 | 48 | 7 | 17 | 265 | 45 | 55 | 17 |
| Massachusetts | 5 | 262 | 53 | 47 | 13 | 14 | 271 | 38 | 62 | 20 |
| Michigan | 4 | 253 | 57 | 43 | 8 | 19 | 268 | 41 | 59 | 16 |
| Minnesota | 3 | 262 | 46 | 54 | 15 | 14 | 279 | 28 | 72 | 28 |
| Mississippi | 7 | 253 | 65 | 35 | 5 | 25 | 253 | 63 | 37 | 6 |
| Missouri | 6 | 265 | 46 | 54 | 11 | 19 | 271 | 37 | 63 | 18 |
| Montana | 4 | 263 | 44 | 56 | 14 | 17 | 277 | 30 | 70 | 25 |
| Nebraska | 5 | 253 | 62 | 38 | 10 | 17 | 273 | 35 | 65 | 20 |
| Nevada | 10 | 249 | 64 | 36 | 8 | 20 | 263 | 46 | 54 | 14 |
| New Hampshire | 4 | 260 | 52 | 48 | 6 | 15 | 276 | 30 | 70 | 19 |
| New Jersey | 3 | 260 | 50 | 50 | 9 | 16 | 269 | 39 | 61 | 17 |
| New Mexico | 11 | 246 | 68 | 32 | 4 | 22 | 254 | 60 | 40 | 6 |
| New York | 5 | 259 | 52 | 48 | 13 | 15 | 270 | 38 | 62 | 22 |
| North Carolina | 7 | 264 | 45 | 55 | 14 | 19 | 270 | 40 | 60 | 21 |
| North Dakota | 2 | 257 | 57 | 43 | 11 | 16 | 278 | 26 | 74 | 22 |
| Ohio | 5 | 260 | 51 | 49 | 8 | 24 | 276 | 29 | 71 | 20 |
| Oklahoma | 8 | 254 | 57 | 43 | 4 | 19 | 262 | 46 | 54 | 11 |
| Oregon | 7 | 261 | 51 | 49 | 12 | 15 | 271 | 39 | 61 | 19 |
| Pennsylvania | 4 | 252 | 59 | 41 | 7 | 23 | 269 | 40 | 60 | 19 |
| Rhode Island | 6 | 249 | 65 | 35 | 7 | 13 | 264 | 45 | 55 | 12 |
| South Carolina | 6 | 269 | 43 | 57 | 17 | 23 | 267 | 41 | 59 | 14 |
| South Dakota | 4 | 267 | 42 | 58 | 16 | 18 | 277 | 31 | 69 | 25 |
| Tennessee | 9 | 253 | 59 | 41 | 9 | 24 | 258 | 52 | 48 | 12 |
| Texas | 13 | 265 | 46 | 54 | 11 | 19 | 271 | 37 | 63 | 18 |
| Utah | 5 | 253 | 61 | 39 | 9 | 13 | 265 | 44 | 56 | 12 |
| Vermont | 4 | 262 | 54 | 46 | 17 | 19 | 276 | 31 | 69 | 21 |
| Virginia | 6 | 262 | 52 | 48 | 11 | 18 | 271 | 37 | 63 | 18 |
| Washington | 7 | 263 | 45 | 55 | 10 | 15 | 271 | 36 | 64 | 20 |
| West Virginia | 9 | 255 | 58 | 42 | 7 | 25 | 266 | 43 | 57 | 14 |
| Wisconsin | 4 | 255 | 55 | 45 | 8 | 21 | 276 | 30 | 70 | 23 |
| Wyoming | 5 | 269 | 38 | 62 | 17 | 18 | 277 | 30 | 70 | 25 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 7 | 236 | 75 | 25 | 2 | 23 | 235 | 81 | 19 | 1 |
| DDESS[1] | 2 | ‡ | ‡ | ‡ | ‡ | 13 | 273 | 30 | 70 | 15 |
| DoDDS[2] | 1 | ‡ | ‡ | ‡ | ‡ | 10 | 277 | 33 | 67 | 24 |

See notes at end of table. ▶

**Table B.9 Average mathematics scale scores and achievement-level results, by student-reported parents' highest level of education, grade 8 public schools: By state, 2003—Continued**

| | Some education after high school | | | | | Graduated college | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Percentage of students | | | | | Percentage of students | | |
| | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* |
| **Nation (public)** | 18 | 280 | 27 | 73 | 28 | 45 | 287 | 23 | 77 | 39 |
| Alabama | 18 | 267 | 39 | 61 | 15 | 44 | 270 | 38 | 62 | 23 |
| Alaska | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Arizona | 18 | 277 | 30 | 70 | 22 | 38 | 284 | 25 | 75 | 33 |
| Arkansas | 19 | 275 | 31 | 69 | 22 | 39 | 274 | 35 | 65 | 25 |
| California | 18 | 275 | 33 | 67 | 25 | 40 | 282 | 30 | 70 | 35 |
| Colorado | 17 | 282 | 25 | 75 | 28 | 55 | 295 | 14 | 86 | 47 |
| Connecticut | 16 | 280 | 28 | 72 | 27 | 53 | 295 | 17 | 83 | 48 |
| Delaware | 20 | 278 | 27 | 73 | 23 | 45 | 286 | 25 | 75 | 35 |
| Florida | 18 | 280 | 27 | 73 | 28 | 43 | 280 | 30 | 70 | 31 |
| Georgia | 18 | 277 | 31 | 69 | 25 | 45 | 280 | 30 | 70 | 31 |
| Hawaii | 20 | 270 | 37 | 63 | 17 | 43 | 273 | 37 | 63 | 24 |
| Idaho | 18 | 283 | 21 | 79 | 27 | 47 | 291 | 17 | 83 | 40 |
| Illinois | 17 | 278 | 30 | 70 | 27 | 48 | 288 | 23 | 77 | 41 |
| Indiana | 20 | 284 | 21 | 79 | 31 | 42 | 290 | 20 | 80 | 43 |
| Iowa | 17 | 288 | 17 | 83 | 34 | 52 | 294 | 14 | 86 | 46 |
| Kansas | 18 | 287 | 18 | 82 | 33 | 49 | 294 | 15 | 85 | 46 |
| Kentucky | 21 | 278 | 28 | 72 | 23 | 39 | 286 | 24 | 76 | 37 |
| Louisiana | 20 | 274 | 33 | 67 | 21 | 38 | 271 | 38 | 62 | 23 |
| Maine | 19 | 281 | 23 | 77 | 26 | 50 | 291 | 16 | 84 | 39 |
| Maryland | 17 | 281 | 26 | 74 | 27 | 51 | 288 | 24 | 76 | 41 |
| Massachusetts | 14 | 281 | 26 | 74 | 29 | 57 | 298 | 13 | 87 | 51 |
| Michigan | 20 | 280 | 27 | 73 | 29 | 47 | 284 | 25 | 75 | 36 |
| Minnesota | 17 | 295 | 13 | 87 | 46 | 57 | 298 | 12 | 88 | 53 |
| Mississippi | 16 | 268 | 44 | 56 | 17 | 45 | 266 | 47 | 53 | 16 |
| Missouri | 22 | 281 | 24 | 76 | 28 | 43 | 287 | 22 | 78 | 39 |
| Montana | 19 | 288 | 17 | 83 | 35 | 52 | 292 | 15 | 85 | 42 |
| Nebraska | 16 | 283 | 23 | 77 | 32 | 52 | 292 | 16 | 84 | 42 |
| Nevada | 19 | 277 | 30 | 70 | 24 | 39 | 279 | 29 | 71 | 30 |
| New Hampshire | 16 | 287 | 19 | 81 | 36 | 55 | 295 | 13 | 87 | 45 |
| New Jersey | 16 | 280 | 28 | 72 | 27 | 55 | 292 | 19 | 81 | 45 |
| New Mexico | 20 | 268 | 40 | 60 | 14 | 35 | 277 | 31 | 69 | 28 |
| New York | 14 | 282 | 22 | 78 | 30 | 54 | 289 | 21 | 79 | 42 |
| North Carolina | 21 | 283 | 24 | 76 | 31 | 44 | 291 | 20 | 80 | 44 |
| North Dakota | 16 | 290 | 15 | 85 | 37 | 59 | 293 | 14 | 86 | 44 |
| Ohio | 20 | 281 | 25 | 75 | 29 | 43 | 291 | 18 | 82 | 43 |
| Oklahoma | 21 | 275 | 31 | 69 | 20 | 43 | 282 | 24 | 76 | 30 |
| Oregon | 20 | 283 | 24 | 76 | 29 | 46 | 293 | 19 | 81 | 45 |
| Pennsylvania | 18 | 280 | 29 | 71 | 30 | 45 | 289 | 21 | 79 | 42 |
| Rhode Island | 16 | 271 | 37 | 63 | 20 | 48 | 284 | 24 | 76 | 35 |
| South Carolina | 16 | 283 | 22 | 78 | 28 | 46 | 284 | 27 | 73 | 35 |
| South Dakota | 19 | 285 | 20 | 80 | 33 | 51 | 293 | 13 | 87 | 44 |
| Tennessee | 19 | 274 | 34 | 66 | 24 | 40 | 280 | 30 | 70 | 31 |
| Texas | 17 | 282 | 24 | 76 | 28 | 39 | 286 | 22 | 78 | 36 |
| Utah | 16 | 281 | 27 | 73 | 28 | 55 | 292 | 17 | 83 | 43 |
| Vermont | 16 | 286 | 19 | 81 | 31 | 53 | 294 | 15 | 85 | 46 |
| Virginia | 17 | 282 | 24 | 76 | 28 | 51 | 291 | 19 | 81 | 42 |
| Washington | 19 | 283 | 24 | 76 | 33 | 47 | 292 | 19 | 81 | 44 |
| West Virginia | 21 | 275 | 30 | 70 | 21 | 36 | 279 | 29 | 71 | 28 |
| Wisconsin | 19 | 286 | 22 | 78 | 38 | 46 | 293 | 17 | 83 | 45 |
| Wyoming | 19 | 284 | 19 | 81 | 31 | 48 | 291 | 16 | 84 | 41 |
| **Other jurisdictions** | | | | | | | | | | |
| District of Columbia | 18 | 252 | 63 | 37 | 6 | 37 | 250 | 64 | 36 | 11 |
| DDESS [1] | 24 | 283 | 21 | 79 | 27 | 53 | 285 | 19 | 81 | 30 |
| DoDDS [2] | 22 | 286 | 18 | 82 | 31 | 58 | 290 | 18 | 82 | 40 |

‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Results are not shown for students who reported that they didn't know their parents' highest level of education.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.10 Average mathematics scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 4 public schools: By state, 2003**

| | Students with disabilities | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | | | | No | | | | | |
| | | | Percentage of students | | | | | Percentage of students | | | |
| | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students excluded |
| **Nation (public)** | 11 | 214 | 50 | 50 | 12 | 89 | 236 | 21 | 79 | 34 | 3 |
| Alabama | 10 | 192 | 78 | 22 | 3 | 90 | 227 | 31 | 69 | 20 | 2 |
| Alaska | 16 | 212 | 54 | 46 | 11 | 84 | 237 | 20 | 80 | 34 | 1 |
| Arizona | 9 | 210 | 56 | 44 | 8 | 91 | 231 | 27 | 73 | 27 | 3 |
| Arkansas | 13 | 202 | 65 | 35 | 6 | 87 | 233 | 24 | 76 | 29 | 1 |
| California | 8 | 208 | 59 | 41 | 12 | 92 | 229 | 30 | 70 | 26 | 2 |
| Colorado | 11 | 209 | 57 | 43 | 9 | 89 | 238 | 19 | 81 | 37 | 2 |
| Connecticut | 10 | 219 | 44 | 56 | 17 | 90 | 243 | 15 | 85 | 44 | 3 |
| Delaware | 10 | 215 | 50 | 50 | 11 | 90 | 238 | 16 | 84 | 33 | 6 |
| Florida | 17 | 214 | 50 | 50 | 13 | 83 | 238 | 19 | 81 | 35 | 2 |
| Georgia | 11 | 209 | 57 | 43 | 11 | 89 | 233 | 25 | 75 | 29 | 2 |
| Hawaii | 10 | 197 | 73 | 27 | 5 | 90 | 230 | 27 | 73 | 25 | 2 |
| Idaho | 11 | 208 | 59 | 41 | 7 | 89 | 238 | 16 | 84 | 33 | 1 |
| Illinois | 13 | 215 | 49 | 51 | 14 | 87 | 236 | 24 | 76 | 34 | 3 |
| Indiana | 13 | 221 | 42 | 58 | 17 | 87 | 240 | 14 | 86 | 38 | 2 |
| Iowa | 13 | 213 | 54 | 46 | 7 | 87 | 242 | 11 | 89 | 40 | 2 |
| Kansas | 12 | 219 | 43 | 57 | 13 | 88 | 245 | 11 | 89 | 45 | 1 |
| Kentucky | 11 | 208 | 60 | 40 | 8 | 89 | 231 | 24 | 76 | 24 | 3 |
| Louisiana | 19 | 208 | 60 | 40 | 6 | 81 | 230 | 27 | 73 | 25 | 3 |
| Maine | 15 | 215 | 51 | 49 | 10 | 85 | 242 | 12 | 88 | 38 | 3 |
| Maryland | 10 | 215 | 51 | 49 | 13 | 90 | 235 | 25 | 75 | 33 | 3 |
| Massachusetts | 16 | 224 | 35 | 65 | 19 | 84 | 245 | 12 | 88 | 46 | 2 |
| Michigan | 7 | 219 | 41 | 59 | 14 | 93 | 237 | 21 | 79 | 36 | 3 |
| Minnesota | 12 | 220 | 43 | 57 | 17 | 88 | 245 | 13 | 87 | 45 | 2 |
| Mississippi | 5 | 212 | 53 | 47 | 12 | 95 | 223 | 37 | 63 | 17 | 5 |
| Missouri | 13 | 222 | 39 | 61 | 15 | 87 | 237 | 18 | 82 | 32 | 3 |
| Montana | 12 | 212 | 53 | 47 | 6 | 88 | 239 | 14 | 86 | 35 | 2 |
| Nebraska | 14 | 220 | 40 | 60 | 15 | 86 | 239 | 17 | 83 | 37 | 2 |
| Nevada | 11 | 206 | 60 | 40 | 9 | 89 | 230 | 27 | 73 | 25 | 3 |
| New Hampshire | 16 | 222 | 37 | 63 | 15 | 84 | 247 | 8 | 92 | 48 | 3 |
| New Jersey | 13 | 212 | 51 | 49 | 10 | 87 | 243 | 15 | 85 | 43 | 2 |
| New Mexico | 16 | 207 | 61 | 39 | 12 | 84 | 225 | 33 | 67 | 18 | 2 |
| New York | 11 | 215 | 49 | 51 | 11 | 89 | 239 | 18 | 82 | 36 | 3 |
| North Carolina | 14 | 230 | 30 | 70 | 26 | 86 | 244 | 13 | 87 | 43 | 4 |
| North Dakota | 14 | 215 | 49 | 51 | 9 | 86 | 241 | 12 | 88 | 38 | 2 |
| Ohio | 9 | 214 | 49 | 51 | 9 | 91 | 240 | 16 | 84 | 38 | 4 |
| Oklahoma | 14 | 209 | 57 | 43 | 8 | 86 | 232 | 21 | 79 | 25 | 3 |
| Oregon | 15 | 218 | 46 | 54 | 13 | 85 | 239 | 17 | 83 | 36 | 4 |
| Pennsylvania | 11 | 209 | 58 | 42 | 12 | 89 | 239 | 18 | 82 | 39 | 2 |
| Rhode Island | 19 | 210 | 56 | 44 | 9 | 81 | 235 | 22 | 78 | 33 | 2 |
| South Carolina | 11 | 221 | 38 | 62 | 14 | 89 | 238 | 19 | 81 | 34 | 6 |
| South Dakota | 13 | 219 | 44 | 56 | 15 | 87 | 240 | 14 | 86 | 37 | 1 |
| Tennessee | 11 | 206 | 61 | 39 | 12 | 89 | 230 | 27 | 73 | 25 | 2 |
| Texas | 8 | 224 | 35 | 65 | 16 | 92 | 239 | 16 | 84 | 34 | 7 |
| Utah | 10 | 213 | 50 | 50 | 9 | 90 | 237 | 18 | 82 | 34 | 2 |
| Vermont | 14 | 221 | 40 | 60 | 16 | 86 | 245 | 11 | 89 | 46 | 4 |
| Virginia | 9 | 220 | 41 | 59 | 15 | 91 | 241 | 15 | 85 | 38 | 4 |
| Washington | 12 | 214 | 53 | 47 | 11 | 88 | 242 | 14 | 86 | 40 | 2 |
| West Virginia | 13 | 208 | 61 | 39 | 7 | 87 | 234 | 20 | 80 | 26 | 3 |
| Wisconsin | 12 | 211 | 55 | 45 | 9 | 88 | 240 | 16 | 84 | 39 | 3 |
| Wyoming | 14 | 221 | 39 | 61 | 13 | 86 | 244 | 9 | 91 | 43 | 1 |
| **Other jurisdictions** | | | | | | | | | | | |
| District of Columbia | 10 | 177 | 91 | 9 | 2 | 90 | 208 | 61 | 39 | 8 | 4 |
| DDESS [1] | 10 | 220 | 39 | 61 | 11 | 90 | 239 | 13 | 87 | 33 | 2 |
| DoDDS [2] | 8 | 215 | 52 | 48 | 11 | 92 | 239 | 13 | 87 | 33 | 1 |

See notes at end of table. ▶

**Table B.10 Average mathematics scale scores and achievement-level results, by students with and without disabilities and limited English proficiency grade 4 public schools: By state, 2003—Continued**

| | Limited-English-proficient students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | | | | No | | | | | |
| | | | Percentage of students | | | | | Percentage of students | | | |
| | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students excluded |
| **Nation (public)** | 9 | 214 | 51 | 49 | 9 | 91 | 236 | 21 | 79 | 34 | 1 |
| Alabama | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 224 | 35 | 65 | 19 | # |
| Alaska | 18 | 215 | 52 | 48 | 12 | 82 | 237 | 20 | 80 | 34 | # |
| Arizona | 18 | 207 | 62 | 38 | 6 | 82 | 234 | 23 | 77 | 30 | 2 |
| Arkansas | 3 | 221 | 37 | 63 | 16 | 97 | 229 | 28 | 72 | 27 | 1 |
| California | 32 | 212 | 53 | 47 | 8 | 68 | 235 | 23 | 77 | 32 | 2 |
| Colorado | 9 | 206 | 65 | 35 | 5 | 91 | 238 | 19 | 81 | 37 | 1 |
| Connecticut | 3 | 211 | 54 | 46 | 3 | 97 | 242 | 16 | 84 | 42 | 1 |
| Delaware | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 236 | 19 | 81 | 31 | 1 |
| Florida | 9 | 222 | 38 | 62 | 16 | 91 | 235 | 23 | 77 | 33 | 2 |
| Georgia | 4 | 208 | 59 | 41 | 8 | 96 | 231 | 27 | 73 | 28 | 1 |
| Hawaii | 5 | 197 | 77 | 23 | 2 | 95 | 228 | 29 | 71 | 24 | 2 |
| Idaho | 6 | 211 | 56 | 44 | 7 | 94 | 237 | 18 | 82 | 32 | 1 |
| Illinois | 7 | 204 | 66 | 34 | 5 | 93 | 235 | 24 | 76 | 34 | 2 |
| Indiana | 3 | 216 | 45 | 55 | 8 | 97 | 239 | 17 | 83 | 36 | # |
| Iowa | 3 | 217 | 46 | 54 | 6 | 97 | 239 | 16 | 84 | 36 | 1 |
| Kansas | 3 | 224 | 33 | 67 | 16 | 97 | 242 | 15 | 85 | 42 | # |
| Kentucky | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 229 | 27 | 73 | 22 | 1 |
| Louisiana | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 226 | 33 | 67 | 21 | # |
| Maine | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 238 | 17 | 83 | 34 | 1 |
| Maryland | 3 | 219 | 44 | 56 | 15 | 97 | 234 | 27 | 73 | 32 | 2 |
| Massachusetts | 4 | 217 | 45 | 55 | 9 | 96 | 243 | 14 | 86 | 43 | 1 |
| Michigan | 5 | 228 | 37 | 63 | 24 | 95 | 236 | 22 | 78 | 35 | 1 |
| Minnesota | 5 | 213 | 50 | 50 | 7 | 95 | 244 | 14 | 86 | 44 | 1 |
| Mississippi | 0 | ‡ | ‡ | ‡ | ‡ | 100 | 223 | 38 | 62 | 17 | 1 |
| Missouri | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 235 | 20 | 80 | 30 | 1 |
| Montana | 4 | 208 | 60 | 40 | 2 | 96 | 237 | 17 | 83 | 32 | # |
| Nebraska | 4 | 204 | 66 | 34 | 5 | 96 | 238 | 18 | 82 | 35 | 1 |
| Nevada | 15 | 208 | 61 | 39 | 6 | 85 | 231 | 25 | 75 | 26 | 2 |
| New Hampshire | 2 | 224 | 40 | 60 | 19 | 98 | 244 | 12 | 88 | 43 | 1 |
| New Jersey | 4 | 213 | 52 | 48 | 7 | 96 | 240 | 18 | 82 | 40 | 1 |
| New Mexico | 28 | 209 | 59 | 41 | 7 | 72 | 228 | 29 | 71 | 21 | 2 |
| New York | 5 | 206 | 61 | 39 | 6 | 95 | 237 | 19 | 81 | 34 | 3 |
| North Carolina | 5 | 231 | 26 | 74 | 25 | 95 | 243 | 15 | 85 | 42 | 1 |
| North Dakota | 4 | 211 | 54 | 46 | 5 | 96 | 239 | 15 | 85 | 35 | # |
| Ohio | 1 | 213 | 53 | 47 | 18 | 99 | 238 | 19 | 81 | 36 | 1 |
| Oklahoma | 6 | 220 | 41 | 59 | 16 | 94 | 230 | 26 | 74 | 23 | 1 |
| Oregon | 11 | 212 | 54 | 46 | 9 | 89 | 239 | 17 | 83 | 36 | 1 |
| Pennsylvania | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 236 | 22 | 78 | 36 | 1 |
| Rhode Island | 8 | 196 | 77 | 23 | 3 | 92 | 233 | 24 | 76 | 30 | 2 |
| South Carolina | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 236 | 21 | 79 | 32 | # |
| South Dakota | 4 | 206 | 66 | 34 | 5 | 96 | 238 | 16 | 84 | 35 | # |
| Tennessee | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 228 | 30 | 70 | 24 | # |
| Texas | 15 | 219 | 40 | 60 | 11 | 85 | 241 | 14 | 86 | 37 | 2 |
| Utah | 11 | 215 | 49 | 51 | 10 | 89 | 237 | 18 | 82 | 34 | 1 |
| Vermont | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 242 | 15 | 85 | 42 | # |
| Virginia | 6 | 226 | 32 | 68 | 19 | 94 | 240 | 16 | 84 | 37 | 2 |
| Washington | 6 | 212 | 55 | 45 | 7 | 94 | 240 | 17 | 83 | 38 | 1 |
| West Virginia | 0 | ‡ | ‡ | ‡ | ‡ | 100 | 231 | 25 | 75 | 24 | # |
| Wisconsin | 6 | 215 | 48 | 52 | 10 | 94 | 238 | 19 | 81 | 37 | 1 |
| Wyoming | 4 | 215 | 46 | 54 | 10 | 96 | 242 | 11 | 89 | 40 | # |
| **Other jurisdictions** | | | | | | | | | | | |
| District of Columbia | 6 | 200 | 72 | 28 | 3 | 94 | 205 | 63 | 37 | 7 | 1 |
| DDESS [1] | 3 | ‡ | ‡ | ‡ | ‡ | 97 | 237 | 15 | 85 | 31 | 1 |
| DoDDS [2] | 6 | 221 | 40 | 60 | 14 | 94 | 238 | 14 | 86 | 32 | 1 |

# The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English-proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

**Table B.11 Average mathematics scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 8 public schools: By state, 2003**

| | Students with disabilities | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | | | | No | | | | | |
| | | | Percentage of students | | | | | Percentage of students | | | |
| | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | **Weighted percentage of students excluded** |
| **Nation (public)** | 11 | 242 | 71 | 29 | 6 | 89 | 280 | 29 | 71 | 30 | 3 |
| Alabama | 11 | 213 | 88 | 12 | 2 | 89 | 268 | 42 | 58 | 17 | 2 |
| Alaska | 14 | 248 | 66 | 34 | 9 | 86 | 284 | 25 | 75 | 33 | 1 |
| Arizona | 9 | 240 | 75 | 25 | 3 | 91 | 274 | 35 | 65 | 23 | 3 |
| Arkansas | 13 | 219 | 88 | 12 | 1 | 87 | 273 | 35 | 65 | 21 | 1 |
| California | 10 | 232 | 80 | 20 | 5 | 90 | 271 | 40 | 60 | 24 | 1 |
| Colorado | 11 | 249 | 65 | 35 | 7 | 89 | 287 | 22 | 78 | 38 | 1 |
| Connecticut | 12 | 252 | 60 | 40 | 8 | 88 | 288 | 22 | 78 | 39 | 3 |
| Delaware | 9 | 237 | 80 | 20 | 3 | 91 | 281 | 27 | 73 | 28 | 8 |
| Florida | 12 | 235 | 76 | 24 | 5 | 88 | 277 | 33 | 67 | 26 | 2 |
| Georgia | 10 | 234 | 76 | 24 | 6 | 90 | 274 | 37 | 63 | 23 | 2 |
| Hawaii | 13 | 228 | 87 | 13 | 1 | 87 | 271 | 38 | 62 | 19 | 3 |
| Idaho | 10 | 241 | 75 | 25 | 5 | 90 | 284 | 22 | 78 | 31 | 1 |
| Illinois | 12 | 241 | 72 | 28 | 5 | 88 | 282 | 28 | 72 | 33 | 4 |
| Indiana | 12 | 244 | 69 | 31 | 4 | 88 | 286 | 21 | 79 | 34 | 2 |
| Iowa | 14 | 245 | 72 | 28 | 4 | 86 | 290 | 16 | 84 | 38 | 2 |
| Kansas | 11 | 252 | 61 | 39 | 6 | 89 | 288 | 20 | 80 | 38 | 2 |
| Kentucky | 9 | 230 | 83 | 17 | 3 | 91 | 279 | 30 | 70 | 26 | 4 |
| Louisiana | 12 | 233 | 79 | 21 | 4 | 88 | 271 | 38 | 62 | 19 | 4 |
| Maine | 13 | 253 | 62 | 38 | 7 | 87 | 286 | 20 | 80 | 33 | 4 |
| Maryland | 11 | 248 | 65 | 35 | 12 | 89 | 281 | 29 | 71 | 32 | 3 |
| Massachusetts | 15 | 254 | 59 | 41 | 9 | 85 | 292 | 18 | 82 | 43 | 2 |
| Michigan | 9 | 240 | 73 | 27 | 5 | 91 | 280 | 28 | 72 | 30 | 4 |
| Minnesota | 11 | 251 | 61 | 39 | 6 | 89 | 296 | 13 | 87 | 48 | 2 |
| Mississippi | 4 | 231 | 86 | 14 | 2 | 96 | 262 | 51 | 49 | 13 | 5 |
| Missouri | 12 | 247 | 70 | 30 | 5 | 88 | 283 | 24 | 76 | 31 | 4 |
| Montana | 11 | 246 | 69 | 31 | 4 | 89 | 291 | 15 | 85 | 39 | 2 |
| Nebraska | 12 | 250 | 65 | 35 | 4 | 88 | 287 | 20 | 80 | 36 | 3 |
| Nevada | 11 | 233 | 78 | 22 | 4 | 89 | 272 | 37 | 63 | 22 | 2 |
| New Hampshire | 16 | 258 | 56 | 44 | 8 | 84 | 292 | 15 | 85 | 40 | 3 |
| New Jersey | 15 | 247 | 66 | 34 | 7 | 85 | 287 | 22 | 78 | 38 | 1 |
| New Mexico | 18 | 238 | 74 | 26 | 6 | 82 | 269 | 42 | 58 | 17 | 2 |
| New York | 13 | 243 | 68 | 32 | 7 | 87 | 285 | 24 | 76 | 36 | 4 |
| North Carolina | 13 | 255 | 56 | 44 | 13 | 87 | 285 | 24 | 76 | 35 | 3 |
| North Dakota | 13 | 253 | 59 | 41 | 6 | 87 | 292 | 13 | 87 | 41 | 1 |
| Ohio | 8 | 245 | 67 | 33 | 5 | 92 | 285 | 22 | 78 | 33 | 5 |
| Oklahoma | 14 | 238 | 76 | 24 | 4 | 86 | 277 | 29 | 71 | 23 | 2 |
| Oregon | 12 | 249 | 66 | 34 | 7 | 88 | 285 | 25 | 75 | 35 | 3 |
| Pennsylvania | 13 | 244 | 73 | 27 | 6 | 87 | 284 | 25 | 75 | 33 | 1 |
| Rhode Island | 18 | 244 | 69 | 31 | 8 | 82 | 278 | 30 | 70 | 27 | 3 |
| South Carolina | 8 | 249 | 62 | 38 | 5 | 92 | 280 | 30 | 70 | 28 | 7 |
| South Dakota | 9 | 246 | 69 | 31 | 5 | 91 | 289 | 17 | 83 | 38 | 2 |
| Tennessee | 12 | 242 | 70 | 30 | 16 | 88 | 272 | 37 | 63 | 22 | 3 |
| Texas | 10 | 245 | 72 | 28 | 4 | 90 | 281 | 27 | 73 | 27 | 6 |
| Utah | 9 | 243 | 73 | 27 | 5 | 91 | 284 | 24 | 76 | 34 | 2 |
| Vermont | 15 | 258 | 54 | 46 | 10 | 85 | 291 | 17 | 83 | 39 | 3 |
| Virginia | 9 | 255 | 58 | 42 | 10 | 91 | 285 | 24 | 76 | 33 | 6 |
| Washington | 11 | 240 | 74 | 26 | 5 | 89 | 286 | 22 | 78 | 36 | 2 |
| West Virginia | 14 | 232 | 86 | 14 | 1 | 86 | 277 | 30 | 70 | 23 | 3 |
| Wisconsin | 13 | 247 | 69 | 31 | 7 | 87 | 289 | 18 | 82 | 39 | 3 |
| Wyoming | 14 | 248 | 70 | 30 | 4 | 86 | 289 | 16 | 84 | 37 | 1 |
| **Other jurisdictions** | | | | | | | | | | | |
| District of Columbia | 11 | 204 | 96 | 4 | 1 | 89 | 248 | 67 | 33 | 7 | 5 |
| DDESS [1] | 11 | 249 | 66 | 34 | 6 | 89 | 286 | 17 | 83 | 29 | 1 |
| DoDDS [2] | 6 | 236 | 75 | 25 | 2 | 94 | 289 | 18 | 82 | 36 | 1 |

See notes at end of table. ▶

**Table B.11 Average mathematics scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 8 public schools: By state, 2003—Continued**

| | Limited-English-proficient students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | | | | No | | | | | |
| | | | Percentage of students | | | | | Percentage of students | | | |
| | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students assessed | Average scale scores | Below *Basic* | At or above *Basic* | At or above *Proficient* | Weighted percentage of students excluded |
| **Nation (public)** | 5 | 241 | 74 | 26 | 5 | 95 | 278 | 31 | 69 | 29 | 1 |
| Alabama | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 262 | 47 | 53 | 16 | # |
| Alaska | 11 | 251 | 63 | 37 | 9 | 89 | 283 | 26 | 74 | 33 | # |
| Arizona | 14 | 246 | 73 | 27 | 4 | 86 | 275 | 33 | 67 | 24 | 2 |
| Arkansas | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 266 | 41 | 59 | 19 | 1 |
| California | 19 | 239 | 76 | 24 | 4 | 81 | 274 | 37 | 63 | 26 | 2 |
| Colorado | 4 | 243 | 75 | 25 | 5 | 96 | 285 | 24 | 76 | 36 | 1 |
| Connecticut | 3 | 241 | 69 | 31 | 11 | 97 | 285 | 26 | 74 | 35 | 1 |
| Delaware | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 278 | 31 | 69 | 26 | 1 |
| Florida | 6 | 236 | 78 | 22 | 2 | 94 | 273 | 36 | 64 | 25 | 1 |
| Georgia | 2 | 239 | 75 | 25 | 4 | 98 | 270 | 40 | 60 | 22 | 1 |
| Hawaii | 5 | 238 | 79 | 21 | 2 | 95 | 267 | 42 | 58 | 18 | 1 |
| Idaho | 5 | 241 | 74 | 26 | 3 | 95 | 282 | 25 | 75 | 30 | # |
| Illinois | 3 | 237 | 80 | 20 | 4 | 97 | 279 | 31 | 69 | 30 | 1 |
| Indiana | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 282 | 26 | 74 | 31 | # |
| Iowa | 2 | 245 | 68 | 32 | 9 | 98 | 285 | 23 | 77 | 34 | # |
| Kansas | 3 | 249 | 67 | 33 | 9 | 97 | 285 | 23 | 77 | 35 | 1 |
| Kentucky | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 275 | 34 | 66 | 24 | 1 |
| Louisiana | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 266 | 43 | 57 | 17 | 1 |
| Maine | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 282 | 25 | 75 | 30 | # |
| Maryland | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 278 | 32 | 68 | 30 | 1 |
| Massachusetts | 2 | 242 | 71 | 29 | 4 | 98 | 287 | 23 | 77 | 39 | 1 |
| Michigan | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 277 | 32 | 68 | 28 | 1 |
| Minnesota | 3 | 253 | 56 | 44 | 4 | 97 | 292 | 17 | 83 | 45 | 1 |
| Mississippi | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 261 | 53 | 47 | 12 | # |
| Missouri | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 279 | 29 | 71 | 28 | # |
| Montana | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 287 | 20 | 80 | 36 | # |
| Nebraska | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 283 | 25 | 75 | 33 | 1 |
| Nevada | 7 | 234 | 78 | 22 | 3 | 93 | 270 | 38 | 62 | 21 | 1 |
| New Hampshire | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 286 | 21 | 79 | 35 | # |
| New Jersey | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 282 | 27 | 73 | 34 | 1 |
| New Mexico | 19 | 240 | 75 | 25 | 3 | 81 | 269 | 41 | 59 | 18 | 1 |
| New York | 4 | 237 | 79 | 21 | 3 | 96 | 282 | 27 | 73 | 33 | 2 |
| North Carolina | 3 | 250 | 62 | 38 | 7 | 97 | 282 | 27 | 73 | 33 | 1 |
| North Dakota | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 288 | 18 | 82 | 37 | # |
| Ohio | 1 | 235 | 78 | 22 | 3 | 99 | 282 | 26 | 74 | 31 | # |
| Oklahoma | 5 | 251 | 60 | 40 | 12 | 95 | 273 | 34 | 66 | 20 | 1 |
| Oregon | 6 | 246 | 70 | 30 | 4 | 94 | 283 | 27 | 73 | 34 | 1 |
| Pennsylvania | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 279 | 31 | 69 | 30 | # |
| Rhode Island | 4 | 228 | 87 | 13 | 3 | 96 | 274 | 35 | 65 | 25 | 2 |
| South Carolina | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 277 | 32 | 68 | 26 | # |
| South Dakota | 3 | 239 | 75 | 25 | 4 | 97 | 286 | 20 | 80 | 36 | # |
| Tennessee | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 269 | 41 | 59 | 21 | 1 |
| Texas | 6 | 243 | 75 | 25 | 4 | 94 | 279 | 29 | 71 | 26 | 2 |
| Utah | 7 | 248 | 67 | 33 | 7 | 93 | 283 | 26 | 74 | 33 | 1 |
| Vermont | 1 | ‡ | ‡ | ‡ | ‡ | 99 | 286 | 23 | 77 | 35 | # |
| Virginia | 2 | ‡ | ‡ | ‡ | ‡ | 98 | 282 | 27 | 73 | 31 | 2 |
| Washington | 4 | 246 | 69 | 31 | 6 | 96 | 283 | 26 | 74 | 33 | 1 |
| West Virginia | # | ‡ | ‡ | ‡ | ‡ | 100 | 271 | 37 | 63 | 20 | # |
| Wisconsin | 3 | ‡ | ‡ | ‡ | ‡ | 97 | 285 | 23 | 77 | 36 | 1 |
| Wyoming | 3 | 254 | 64 | 36 | 7 | 97 | 285 | 22 | 78 | 33 | # |
| **Other jurisdictions** | | | | | | | | | | | |
| District of Columbia | 4 | 231 | 79 | 21 | 3 | 96 | 244 | 70 | 30 | 6 | 1 |
| DDESS[1] | 6 | ‡ | ‡ | ‡ | ‡ | 94 | 283 | 20 | 80 | 28 | 1 |
| DoDDS[2] | 3 | 256 | 59 | 41 | 9 | 97 | 287 | 20 | 80 | 35 | 1 |

# The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
**NOTE:** Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English-proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.
**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

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