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This report provides selected results from the National Assessment of Educational Progress (NAEP) for North Carolina's public school students at grades 4 and 8. Beginning in 1990, mathematics has been assessed in seven different years at the state level (at grade 8 in 1990, and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005 and 2007).

In the 2007 assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). North Carolina participated and met the criteria for reporting public school results.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Mathematics 2007*, which is available on the NAEP website along with the full set of national and state results in an interactive database at <http://nces.ed.gov/nationsreportcard/>. Released test questions, scoring guides, and question-level performance data are also available on the website.

### KEY FINDINGS FOR 2007

#### For grade 4:

- The average mathematics score for students in North Carolina was 242. This was higher than that in 1992 (213) and was not significantly different from that in 2005 (241).
- North Carolina's average score (242) was higher than that of the nation's public schools (239).
- The percentage of students in North Carolina who performed at or above *Proficient* was 41 percent. This was greater than that in 1992 (13 percent) and was not significantly different from that in 2005 (40 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* was not significantly different from that for the nation's public schools (39 percent).
- The percentage of students in North Carolina who performed at or above *Basic* was 85 percent. This was greater than that in 1992 (50 percent) and was not significantly different from that in 2005 (83 percent).
- In North Carolina, the percentage of students who performed at or above *Basic* was greater than that for the nation's public schools (81 percent).

#### For grade 8:

- The average mathematics score for students in North Carolina was 284. This was higher than that in 1990 (250) and was not significantly different from that in 2005 (282).
- North Carolina's average score (284) was higher than that of the nation's public schools (280).
- The percentage of students in North Carolina who performed at or above *Proficient* was 34 percent. This was greater than that in 1990 (9 percent) and was not significantly different from that in 2005 (32 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* was greater than that for the nation's public schools (31 percent).
- The percentage of students in North Carolina who performed at or above *Basic* was 73 percent. This was greater than that in 1990 (38 percent) and was not significantly different from that in 2005 (72 percent).
- In North Carolina, the percentage of students who performed at or above *Basic* was not significantly different from that for the nation's public schools (70 percent).

## INTRODUCTION

### What Was Assessed?

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

The mathematics framework for the 2007 National Assessment of Educational Progress is based on the frameworks that guided the 1990, 1992, 1996, 2000, 2003, and 2005 mathematics assessments. Those frameworks were developed with the guidance of the College Board and directed by the Governing Board. The 2007 NAEP mathematics framework calls for questions based on five mathematics content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The mathematics framework is available on the Governing Board's website ([http://www.nagb.org/pubs/m\\_framework\\_05/761607-Math%20Framework.pdf](http://www.nagb.org/pubs/m_framework_05/761607-Math%20Framework.pdf)).

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

While the titles of these dimensions have been modified, the nature of the test questions has not changed, and the capacity to report trends in NAEP scale scores has been maintained.

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

The framework incorporates the use of calculators (four-function at grade 4 and scientific at grade 8), rulers, protractors (grade 8), and manipulatives such as spinners and geometric shapes. The use of these ancillary materials and the use of calculators were incorporated into some parts

of the assessment, but not all. Calculator use was permitted on approximately one-third of the test questions.

### **Who Was Assessed?**

Fifty-two jurisdictions participated in NAEP in 2007: the 50 states, the District of Columbia, and the Department of Defense Education Activity Schools (domestic and overseas). The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade, except in small or sparsely populated jurisdictions.

In North Carolina, 170 grade 4 schools and 152 grade 8 schools participated in the 2007 NAEP mathematics assessments. Approximately 5,600 fourth-grade students and approximately 4,000 eighth-grade students participated.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen. All sampling for NAEP is conducted at the national level.

Beginning in 2002, the national sample was obtained by aggregating the samples from each state. The national results include the results from the states and from a sample of private schools, weighted appropriately to represent the U.S. student population. Only public schools, however, are included in the state reports.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) in order for assessment results to be reported publicly. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade.

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

## How Is Student Mathematics Performance Reported?

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

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

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

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

*Note:* NAEP reports data at the below *Basic* level, but does not provide a description for below *Basic*.

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

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

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public from throughout the United States. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement

levels are to be used on a trial basis until it is determined that they are “reasonable, valid, and informative to the public.” (No Child Left Behind Act of 2001, P.L., 107-110, 115 Stat.1425 [2002]). However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The mathematics achievement-level descriptions are summarized in figures 1-A and 1-B.

**Figure  
1-A**

**The Nation's Report Card 2007 State Assessment**

**Descriptions of NAEP mathematics achievement levels, grade 4**

**Basic  
Level  
(214)**

Fourth-grade students performing at the *Basic* level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.

Fourth-graders performing at the *Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

**Proficient  
Level  
(249)**

Fourth-grade students performing at the *Proficient* level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.

Fourth-graders performing at the *Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

**Advanced  
Level  
(282)**

Fourth-grade students performing at the *Advanced* level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.

Fourth-graders performing at the *Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. The students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.  
SOURCE: National Assessment Governing Board. (2006). *Mathematics Framework for the 2007 National Assessment of Educational Progress*. Washington, DC: Author.

**Figure  
1-B**

**The Nation's Report Card 2007 State Assessment**

**Descriptions of NAEP mathematics achievement levels, grade 8**

**Basic  
Level  
(262)**

Eighth-grade students performing at the *Basic* level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.

Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the *Proficient* level, students at the *Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

**Proficient  
Level  
(299)**

Eighth-grade students performing at the *Proficient* level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.

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

**Advanced  
Level  
(333)**

Eighth-grade students performing at the *Advanced* level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.

Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.  
SOURCE: National Assessment Governing Board. (2006). *Mathematics Framework for the 2007 National Assessment of Educational Progress*. Washington, DC: Author.

## **Assessing Students With Disabilities and/or English Language Learners**

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

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

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

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

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

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

(1990, 1992, 1996) are reported in the same tables as the results where accommodations were permitted (2000, 2003, 2005, and 2007).

### **Cautions in Interpreting Results**

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

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to the particular makeup of the samples of students who were selected, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as “significant differences” or “significantly different.” Significant differences between 2007 and prior assessments are marked with a notation (\*) in the tables and graphs. Any differences in scores within a year or across years that are mentioned in the text as “higher,” “lower,” “greater,” or “smaller” are statistically significant.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can we test hypotheses about the causes of performance differences.

## **NAEP 2007 MATHEMATICS OVERALL SCALE SCORE AND ACHIEVEMENT-LEVEL RESULTS FOR PUBLIC SCHOOL STUDENTS**

### **Overall Scale Score Results**

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

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

Tables 1-A and 1-B present the overall performance results of grades 4 and 8 public school students in North Carolina and the nation (public). The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Graph 1 presents the average scale score data for North Carolina and the nation's public school students in grades 4 and 8.

## Grade 4 Scale Score Results

- In 2007, the average scale score for students in North Carolina was 242. This was higher than that for students across the nation (239).
- In North Carolina, the average scale score for students in 2007 was not significantly different from that in 2005 (241). However, the average scale score for students in public schools across the nation in 2007 was higher than that in 2005 (237).
- In North Carolina, the average scale score for students in 2007 was higher than the scores in 1992, 1996, and 2000, but was not significantly different from the score in 2003.

**Table  
1-A**

**The Nation's Report Card 2007 State Assessment**

**Average mathematics scale scores and selected percentiles, grade 4 public schools:  
various years, 1992–2007**

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1992 <sup>1</sup>	Nation (public)	219*	176*	197*	220*	241*	259*
	North Carolina	213*	170*	190*	214*	235*	253*
1996 <sup>1</sup>	Nation (public)	222*	180*	201*	224*	244*	261*
	North Carolina	224*	184*	204*	225*	245*	263*
2000 <sup>1</sup>	Nation (public)	226*	185*	206*	228*	249*	265*
	North Carolina	232*	198*	215*	233*	251*	267*
2000	Nation (public)	224*	183*	203*	225*	247*	264*
	North Carolina	230*	195*	212*	231*	249*	265*
2003	Nation (public)	234*	196*	215*	235*	254*	270*
	North Carolina	242	207	224	243	261	276
2005	Nation (public)	237*	199*	219*	239*	257*	272*
	North Carolina	241	205	223	242	260	276
2007	Nation (public)	239	201	221	241	259	274
	North Carolina	242	206	224	243	261	275

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

## Grade 8 Scale Score Results

- In 2007, the average scale score for students in North Carolina was 284. This was higher than that for students across the nation (280).
- In North Carolina, the average scale score for students in 2007 was not significantly different from that in 2005 (282). However, the average scale score for students in public schools across the nation in 2007 was higher than that in 2005 (278).
- In North Carolina, the average scale score for students in 2007 was higher than the scores in 1990, 1992, 1996, and 2000, but was not significantly different from the score in 2003.

**Table  
1-B**

**The Nation's Report Card 2007 State Assessment**

**Average mathematics scale scores and selected percentiles, grade 8 public schools:  
various years, 1990–2007**

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1990 <sup>1</sup>	Nation (public)	262*	214*	237*	263*	288*	307*
	North Carolina	250*	204*	225*	251*	275*	296*
1992 <sup>1</sup>	Nation (public)	267*	219*	242*	268*	293*	314*
	North Carolina	258*	213*	235*	259*	283*	303*
1996 <sup>1</sup>	Nation (public)	271*	222*	247*	272*	296*	316*
	North Carolina	268*	222*	244*	268*	293*	314*
2000 <sup>1</sup>	Nation (public)	274*	225*	250*	276*	300*	321*
	North Carolina	280*	236	257	281*	304*	323
2000	Nation (public)	272*	221*	247*	274*	299*	320*
	North Carolina	276*	229*	253*	278*	302*	322*
2003	Nation (public)	276*	228*	253*	278*	301*	321*
	North Carolina	281	232*	258	283	306	327
2005	Nation (public)	278*	230*	254*	279*	303*	323*
	North Carolina	282	235	259	283	306	327
2007	Nation (public)	280	234	257	281	305	325
	North Carolina	284	239	260	285	308	329

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

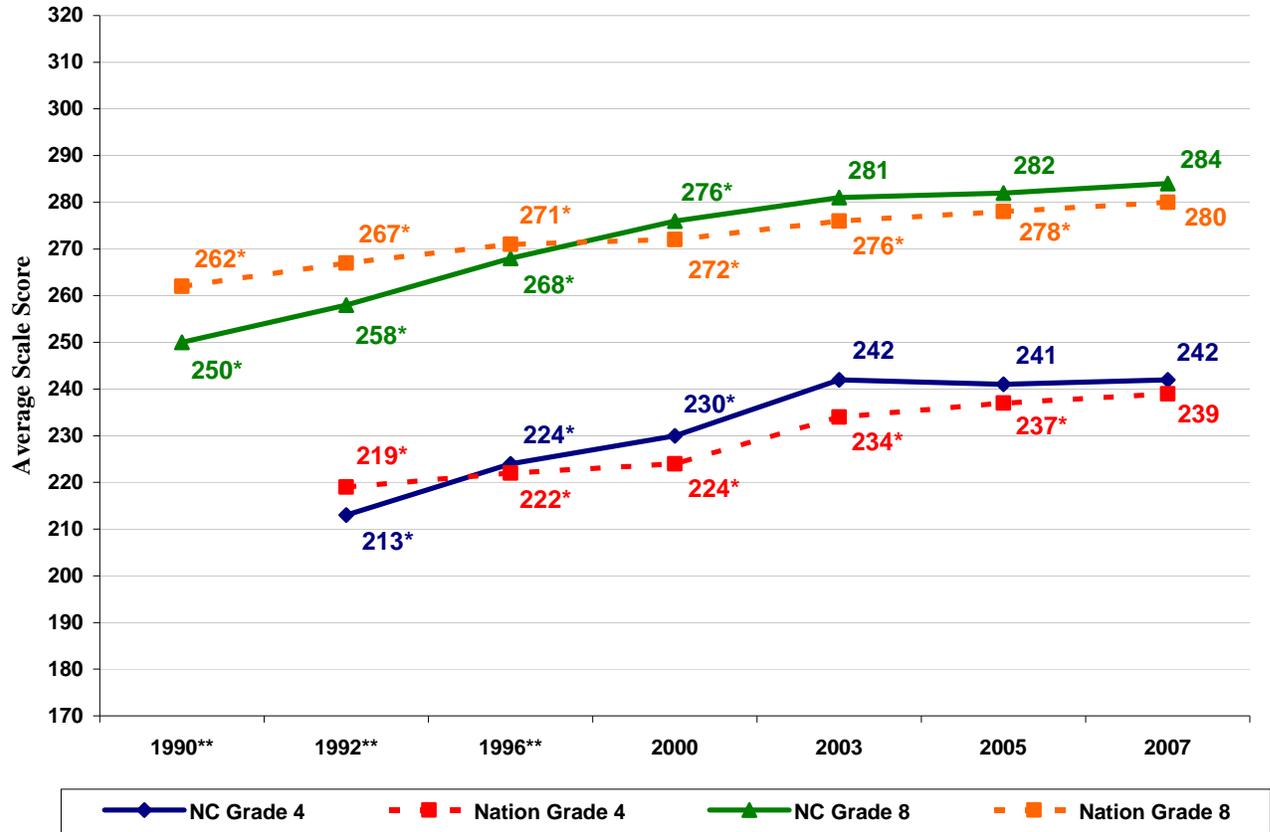
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

**Graph  
1**

**The Nation's Report Card 2007 State Assessment**

**Average mathematics scale scores, grade 4 and 8 public schools: various years, 1990–2007**

**North Carolina & Nation (Public) Grades 4 & 8 Mathematics NAEP Results  
1990-2007 Average Scale Scores**



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## Overall Achievement-Level Results

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

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

Tables 2-A and 2-B present the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent (except for rounding).

Graphs 2-A and 2-B present the percentage of students at grades 4 and 8 who performed at or above the *Basic* level and at or above the *Proficient* level for North Carolina and the nation's public school students.

## Grade 4 Achievement-Level Results

- In 2007, the percentage of North Carolina's students who performed at or above Proficient was 41 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above Proficient (39 percent).
- In North Carolina, the percentage of students who performed at or above Proficient in 2007 was greater than the percentages in 1992, 1996, and 2000, but was not significantly different from the percentages in 2003 and 2005.
- In North Carolina, the percentage of students who performed at or above Basic in 2007 was greater than the percentages in 1992, 1996, and 2000, but was not significantly different from the percentages in 2003 and 2005.

**Table  
2-A**

### The Nation's Report Card 2007 State Assessment

**Percentage of students at or above mathematics achievement levels, grade 4 public schools: various years, 1992–2007**

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 <sup>1</sup>	Nation (public)	43*	57*	17*	2*
	North Carolina	50*	50*	13*	1*
1996 <sup>1</sup>	Nation (public)	38*	62*	20*	2*
	North Carolina	36*	64*	21*	2*
2000 <sup>1</sup>	Nation (public)	33*	67*	25*	2*
	North Carolina	24*	76*	28*	3*
2000	Nation (public)	36*	64*	22*	2*
	North Carolina	27*	73*	25*	3*
2003	Nation (public)	24*	76*	31*	4*
	North Carolina	15	85	41	6
2005	Nation (public)	21*	79*	35*	5*
	North Carolina	17	83	40	7
2007	Nation (public)	19	81	39	5
	North Carolina	15	85	41	6

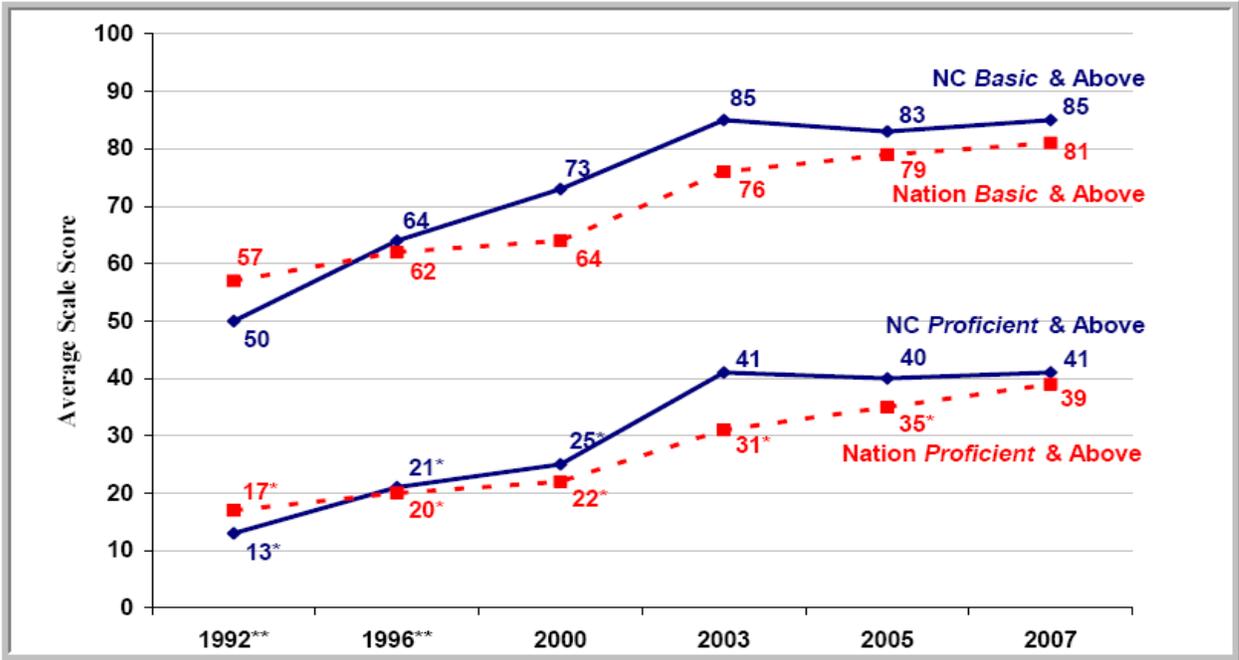
\* Value is significantly different from the value for the same jurisdiction in 2007.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

**North Carolina and Nation (Public) Grade 4 Mathematics NAEP Results  
 1992-2007 Percent *Basic & Above* and Percent *Proficient & Above***



\* Value is significantly different from the value for the same jurisdiction in 2007.  
 \*\* Accommodations were not permitted for this assessment.  
 NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

## Grade 8 Achievement-Level Results

- In 2007, the percentage of North Carolina's students who performed at or above Proficient was 34 percent. This was greater than the percentage of the nation's public school students who performed at or above Proficient (31 percent).
- In North Carolina, the percentage of students who performed at or above Proficient in 2007 was greater than the percentages in 1990, 1992, 1996, and 2000, but was not significantly different from the percentages in 2003 and 2005.
- In North Carolina, the percentage of students who performed at or above Basic in 2007 was greater than the percentages in 1990, 1992, 1996, and 2000, but was not significantly different from the percentages in 2003 and 2005.

**Table  
2-B**

### The Nation's Report Card 2007 State Assessment

**Percentage of students at or above mathematics achievement levels, grade 8 public schools: various years, 1990–2007**

Year and jurisdiction	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1990 <sup>1</sup>				
Nation (public)	49*	51*	15*	2*
North Carolina	62*	38*	9*	1*
1992 <sup>1</sup>				
Nation (public)	44*	56*	20*	3*
North Carolina	53*	47*	12*	1*
1996 <sup>1</sup>				
Nation (public)	39*	61*	23*	4*
North Carolina	44*	56*	20*	3*
2000 <sup>1</sup>				
Nation (public)	35*	65*	26*	5*
North Carolina	30	70	30*	6
2000				
Nation (public)	38*	62*	25*	5*
North Carolina	33*	67*	27*	5*
2003				
Nation (public)	33*	67*	27*	5*
North Carolina	28	72	32	7
2005				
Nation (public)	32*	68*	28*	6*
North Carolina	28	72	32	7
2007				
Nation (public)	30	70	31	7
North Carolina	27	73	34	8

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

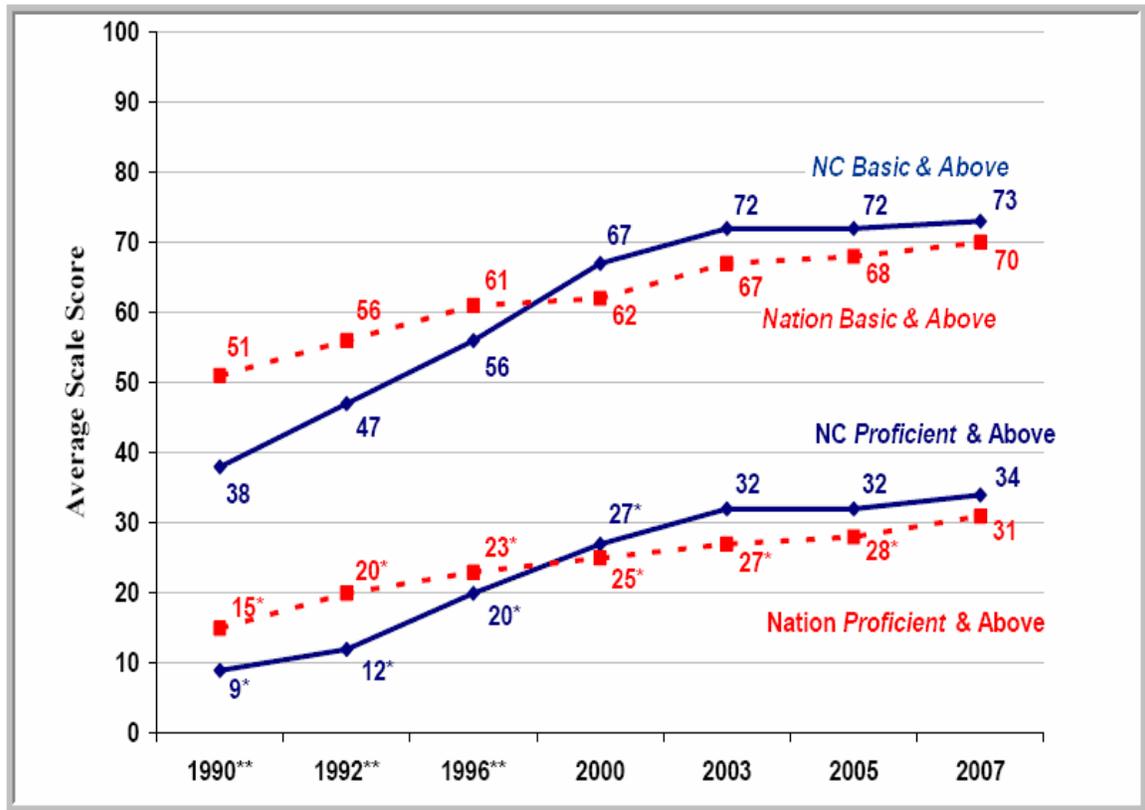
<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

National Assessment of Educational Progress  
 Nation & North Carolina  
 1990 - 2007

**North Carolina and Nation (Public) Grade 8 Mathematics NAEP Results  
 1990-2007 Percent *Basic* & Above and Percent *Proficient* & Above**



\* Value is significantly different from the value for the same jurisdiction in 2007.  
 \*\* Accommodations were not permitted for this assessment.  
 NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214-248; Proficient, 249-281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2007 Mathematics Assessments.

## **COMPARISONS BETWEEN THE NATION AND OTHER PARTICIPATING STATES AND JURISDICTIONS**

Fifty-two jurisdictions participated in the mathematics assessment in 2007. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Prior to 2005, NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

In 2003, NAEP changed the regional reporting groups to match the United States Census Bureau regions. North Carolina is part of the South Census Region. The following states and jurisdictions are in the South Census Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

### **Comparisons by Average Scale Scores**

Figures 2-A and 2-B compare the nation's (public) 2007 overall mathematics scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different shadings indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of the nation (public) in the NAEP 2007 mathematics assessment.

Tables 3-A and 3-B compare the nation's (public) 2007 overall mathematics scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different columns indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of the nation (public) in the NAEP 2007 mathematics assessment.

#### **Grade 4 Scale Score Comparisons Results**

- Student's average scores in the nation's public schools were higher than those in 17 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 26 jurisdictions.

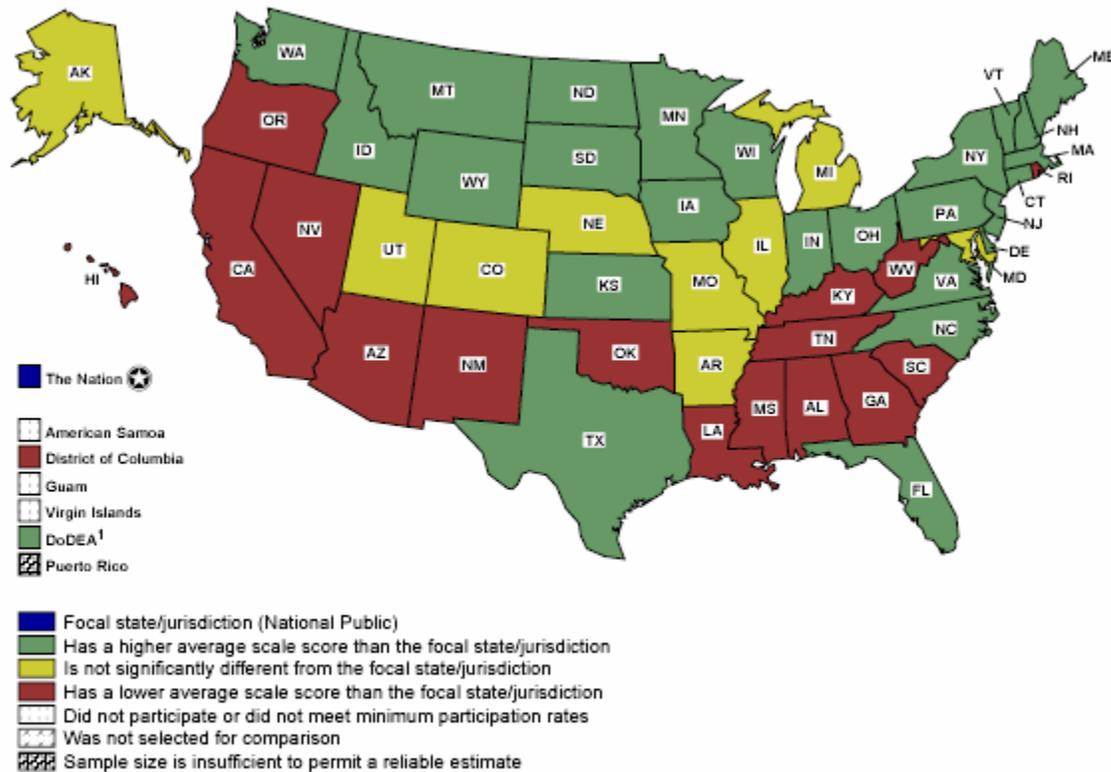
#### **Grade 8 Scale Score Comparisons Results**

- Student's average scores in the nation's public schools were higher than those in 17 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 28 jurisdictions.

**Figure  
2-A**

**The Nation's Report Card 2007 State Assessment**

**Nation's (public) average mathematics scale score compared with scores for all participating jurisdictions, grade 4 public schools: 2007**



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

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

**Table  
3-A**

**The Nation's Report Card 2007 State Assessment**

**Nation's (public) average mathematics scale score compared with scores for all participating jurisdictions, grade 4 public schools: 2007**

**Nation (public) Average Scale Score: 239**

<b>States and Jurisdictions Significantly Below Nation (public) – 17</b>	<b>States and Jurisdictions Not Significantly Different from Nation (public) – 9</b>	<b>States and Jurisdictions Significantly Above Nation (public) – 26</b>
South Carolina (237)*	Maryland (240)*	Massachusetts (252)
Oklahoma (237)*	Colorado (240)	New Jersey (249)
West Virginia (236)*	Missouri (239)	New Hampshire (249)
Oregon (236)	Utah (239)	Kansas (248)
Rhode Island (236)	Nebraska (238)	Minnesota (247)
Georgia (235)*	Arkansas (238)*	Vermont (246)
Kentucky (235)*	Michigan (238)	North Dakota (246)
Hawaii (234)	Illinois (237)	Indiana (245)
Tennessee (233)*	Alaska (237)	Ohio (245)
Arizona (232)		Wisconsin (244)
Nevada (232)		Pennsylvania (244)
Louisiana (230)*		Wyoming (244)
California (230)		Montana (244)
Alabama (229)*		Virginia (244)*
New Mexico (228)		Iowa (243)
Mississippi (228)*		Connecticut (243)
District of Columbia (214)*		New York (243)
		Washington (243)
South Census (239)		Maine (242)
		Texas (242)*
		Florida (242)*
		Delaware (242)*
		<b>North Carolina (242)*</b>
		South Dakota (241)
		Idaho (241)
		DoDEA (240)

\*South Census States

() Average Scale Score for 2007

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

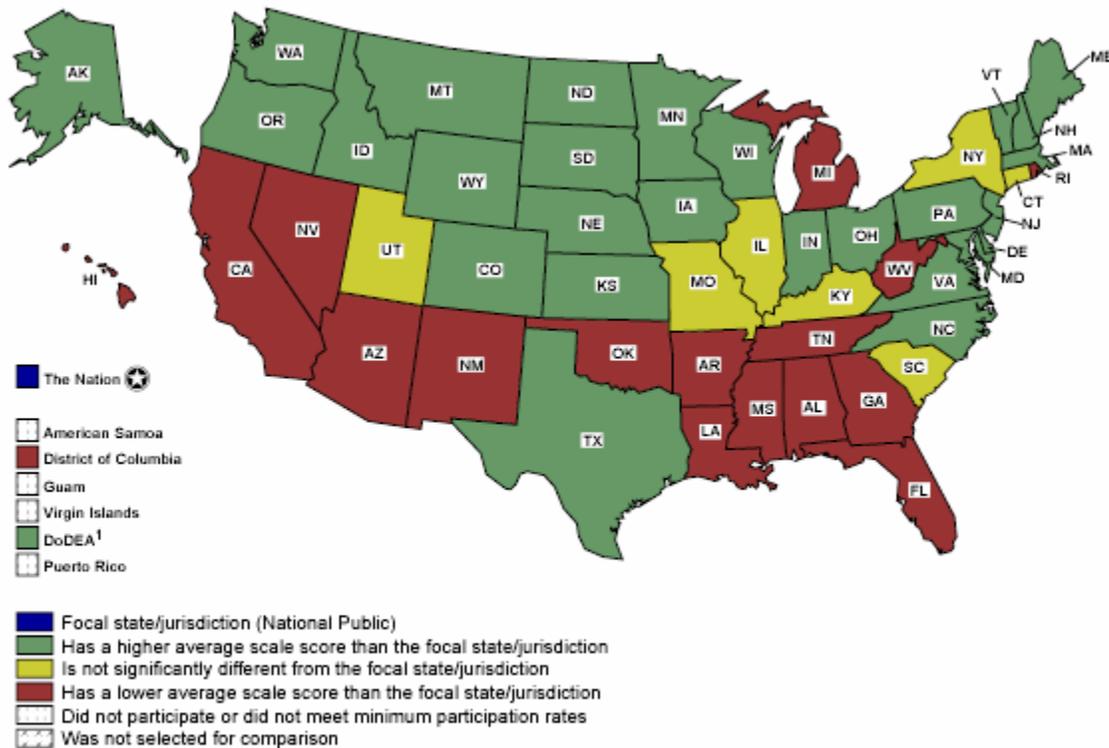
Note: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Figure 2-B**

**The Nation's Report Card 2007 State Assessment**

**Nation's (public) average mathematics scale score compared with scores for all participating jurisdictions, grade 8 public schools: 2007**



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

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

**Table  
3-B**

**The Nation's Report Card 2007 State Assessment**

**Nation's (public) average mathematics scale score compared with scores for all participating jurisdictions, grade 8 public schools: 2007**

**Nation (public) Average Scale Score: 280**

<b>States and Jurisdictions Significantly Below Nation (public) – 17</b>	<b>States and Jurisdictions Not Significantly Different from Nation (public) – 7</b>	<b>States and Jurisdictions Significantly Above Nation (public) – 28</b>
Florida (277)	Connecticut (282)	Massachusetts (298)
Michigan (277)	South Carolina (282)	Minnesota (292)
Arizona (276)	Utah (281)	North Dakota (292)
Rhode Island (275)	Missouri (281)	Vermont (291)
Georgia (275)	Illinois (281)	Kansas (290)
Oklahoma (275)	New York (280)	New Jersey (289)
Tennessee (274)	Kentucky (277)	South Dakota (288)
Arkansas (274)		Virginia (288)
Louisiana (272)		New Hampshire (288)
Nevada (271)		Montana (287)
California (270)		Wyoming (287)
West Virginia (270)		Maine (286)
Hawaii (269)		Colorado (286)
New Mexico (268)		Pennsylvania (286)
Alabama (266)		Texas (286)
Mississippi (265)		Maryland (286)
District of Columbia (248)		Wisconsin (286)
		Iowa (285)
South Census (279)		DoDEA (285)
		Indiana (285)
		Washington (285)
		Ohio (285)
		<b>North Carolina (284)</b>
		Oregon (284)
		Nebraska (284)
		Idaho (284)
		Delaware (283)
		Alaska (283)

\*South Census States

() Average Scale Score for 2007

<sup>1</sup>Department of Defense Education Activity schools (domestic and overseas).

Note: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2007 mathematics assessment in terms of percentages of grade 4 and 8 students performing at or above *Basic*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in North Carolina. Note that the selected state and the nation are listed first in their category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

### Grade 4 Achievement Level Comparisons Results

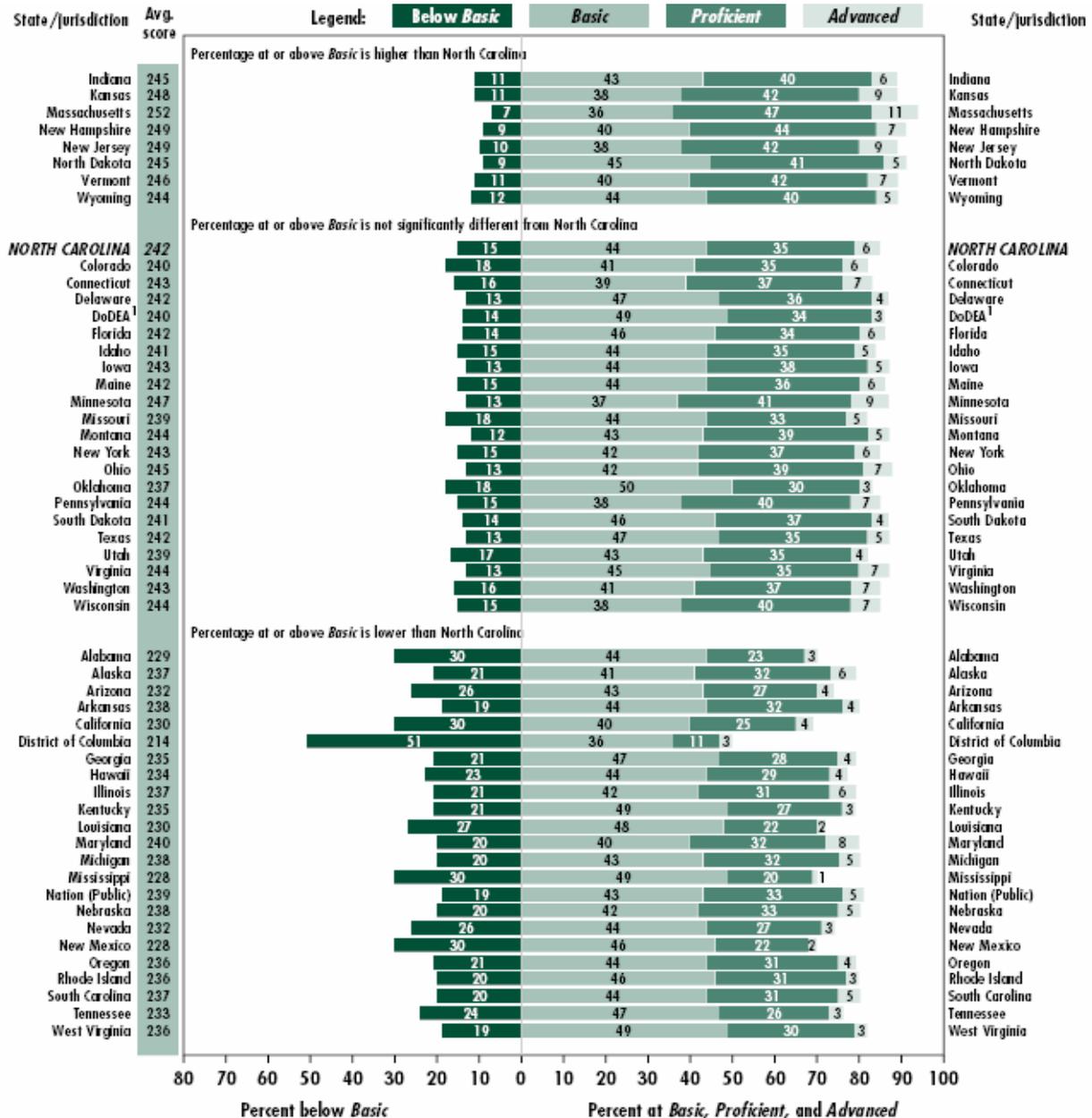
- The percentage of students performing at or above *Basic* level in North Carolina was higher than the percentages in 22 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 8 jurisdictions.

### Grade 8 Achievement Level Comparisons Results

- The percentage of students performing at or above *Basic* level in North Carolina was higher than the percentages in 17 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 16 jurisdictions.

**Figure 3-A**

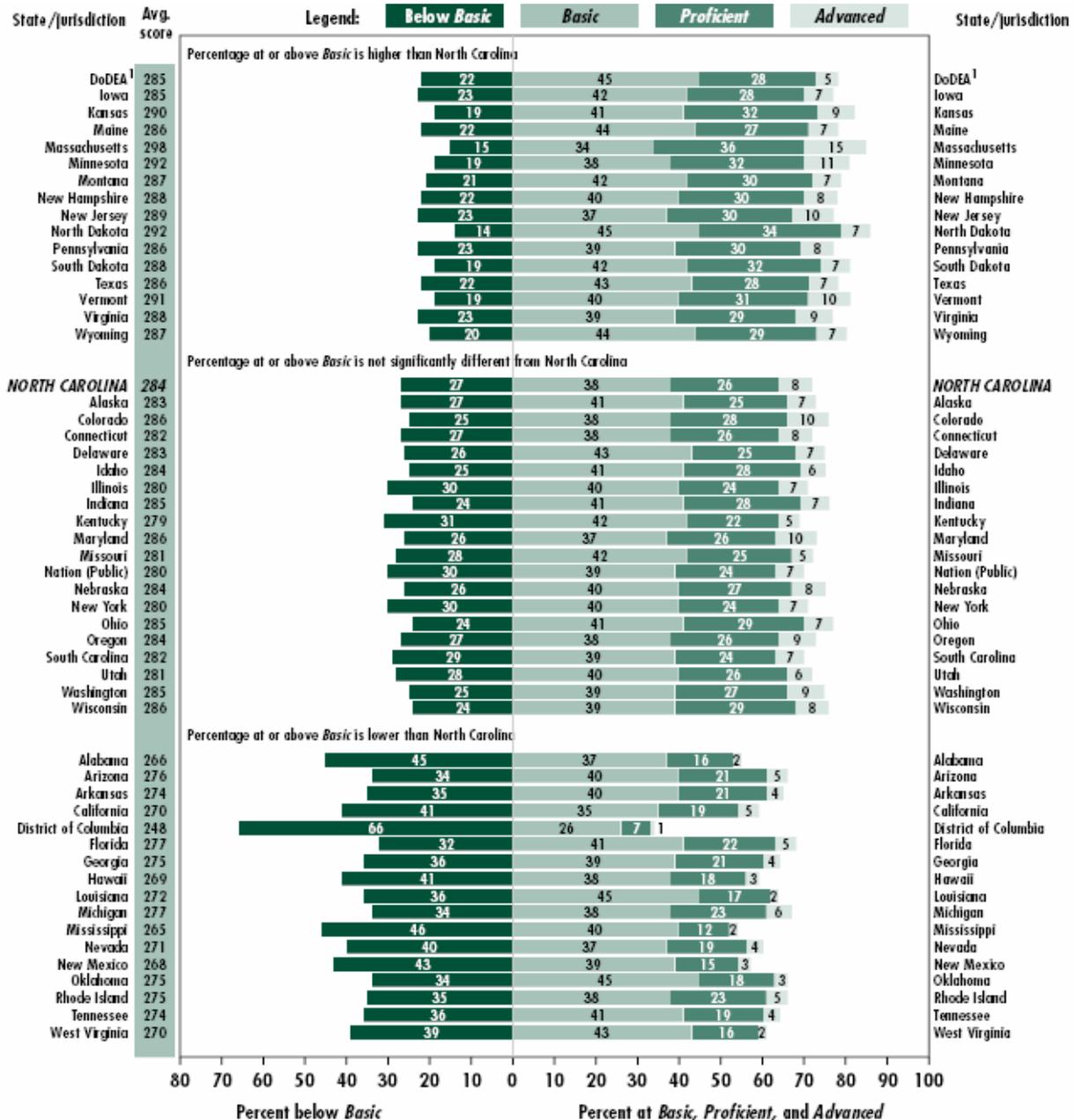
Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and North Carolina's percentage at or above *Basic* compared with the nation and other participating jurisdictions, by state: 2007



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

**Figure 3-B**

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and North Carolina's percentage at or above *Basic* compared with the nation and other participating jurisdictions, by state: 2007



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## MATHEMATICS PERFORMANCE OF SELECTED STUDENT GROUPS

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

- gender;
- race/ethnicity; and
- student eligibility for free/reduced-price school lunch.

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

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

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

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

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website at <http://nces.ed.gov/nationsreportcard/>.

## Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grade 4 and 8 in North Carolina and the nation by gender. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Graphs 3-A and 3-B show average scale score data for North Carolina public school students in grades 4 and 8 by gender.

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

### Grade 4 Scale Score Results by Gender

- In 2007, male students in North Carolina had an average score that was not found to be significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.
- In 2007, male students in North Carolina had an average scale score in mathematics (243) that was higher than that of male students in public schools across the nation (240). Similarly, female students in North Carolina had an average scale score (241) that was higher than that of female students across the nation (238).
- In North Carolina, the average scale score of male students in 2007 was higher than the scores of students in 1992, 1996, and 2000, but not found to be significantly different from the scores of students in 2003 and 2005.
- In North Carolina, the average scale score of female students in 2007 was higher than the scores of students in 1992, 1996, and 2000, but not found to be significantly different from the scores of students in 2003 and 2005.

### Grade 4 Achievement-Level Results by Gender

- In the 2007 assessment, 43 percent of male students and 39 percent of female students performed at or above *Proficient* in North Carolina. The difference between these percentages was statistically significant.
- The percentage of male students in North Carolina's public schools who were at or above *Proficient* in 2007 (43 percent) was not significantly different from that of males in the nation (41 percent).
- The percentage of female students in North Carolina's public schools who were at or above *Proficient* in 2007 (39 percent) was not significantly different from that of females in the nation (36 percent).
- In North Carolina, the percentage of male students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but not significantly different from the corresponding percentages of students in 2003 and 2005.
- In North Carolina, the percentage of female students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but not significantly different from the corresponding percentages of students in 2003 and 2005.

**Table  
4-A**

The Nation's Report Card 2007 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2007

Gender		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male 1992 <sup>1</sup>	Nation (public)	50	220*	41*	59*	19*	2*
	North Carolina	51	213*	50*	50*	13*	2*
1996 <sup>1</sup>	Nation (public)	51	224*	37*	63*	22*	3*
	North Carolina	50	224*	36*	64*	22*	3*
2000 <sup>1</sup>	Nation (public)	51	227*	32*	68*	27*	3*
	North Carolina	49	234*	24*	76*	30*	4*
2000	Nation (public)	51	225*	35*	65*	25*	3*
	North Carolina	50	230*	27*	73*	26*	3*
2003	Nation (public)	51	235*	23*	77*	34*	5*
	North Carolina	50	243	15	85	42	7
2005	Nation (public)	51	238*	20*	80*	37*	6*
	North Carolina	51	242	17	83	41	7
2007	Nation (public)	51	240	18	82	41	7
	North Carolina	50	243	16	84	43	7

See notes at end of table.

The Nation's Report Card 2007 State Assessment

**Table  
4-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2007—  
Continued**

Gender	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
Female 1992 <sup>1</sup>	Nation (public)	50	218*	44*	56*	16*	1*
	North Carolina	49	213*	49*	51*	12*	1*
1996 <sup>1</sup>	Nation (public)	49	221*	39*	61*	17*	1*
	North Carolina	50	224*	35*	65*	20*	2*
2000 <sup>1</sup>	Nation (public)	49	225*	34*	66*	22*	2*
	North Carolina	51	231*	25*	75*	26*	2*
2000	Nation (public)	49	223*	38*	62*	20*	1*
	North Carolina	50	230*	26*	74*	24*	2*
2003	Nation (public)	49	233*	25*	75*	29*	3*
	North Carolina	50	241	15	85	40	5
2005	Nation (public)	49	236*	21*	79*	33*	4*
	North Carolina	49	241	16	84	38	6
2007	Nation (public)	49	238	19	81	36	4
	North Carolina	50	241	15	85	39	5

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

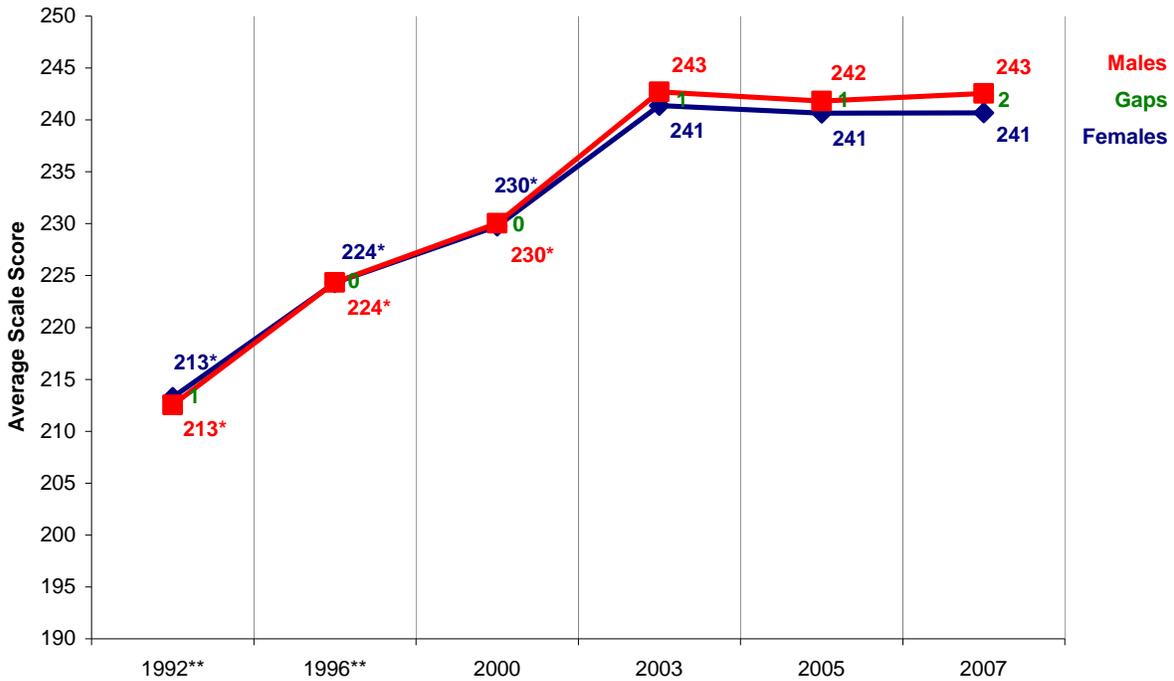
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

**Graph  
3-A**

The Nation's Report Card 2007 State Assessment

**Average mathematics scale scores, by gender, grade 4 public schools: various years, 1992–2007**

**NAEP Mathematics Grade 4  
North Carolina Female - Male Gaps**  
Average mathematics scale scores and score gaps for Female - Male students, grade 4: Various years, 1992-2007



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

### **Grade 8 Scale Score Results by Gender**

- In 2007, male students in North Carolina had an average score that was not found to be significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2007, male students in North Carolina had an average scale score in mathematics (285) that was higher than that of male students in public schools across the nation (281). Similarly, female students in North Carolina had an average scale score (283) that was higher than that of female students across the nation (279).
- In North Carolina, the average scale score of male students in 2007 was higher than the scores of students in 1990, 1992, 1996, 2000, and 2003, but not found to be significantly different from the score of students in 2005.
- In North Carolina, the average scale score of female students in 2007 was higher than the scores of students in 1990, 1992, 1996, and 2000, but not found to be significantly different from the scores of students in 2003 and 2005.

### **Grade 8 Achievement-Level Results by Gender**

- In the 2007 assessment, 36 percent of male students and 33 percent of female students performed at or above *Proficient* in North Carolina. The difference between these percentages was not significant.
- The percentage of male students in North Carolina's public schools who were at or above *Proficient* in 2007 (36 percent) was greater than that of males in the nation (33 percent).
- The percentage of female students in North Carolina's public schools who were at or above *Proficient* in 2007 (33 percent) was greater than that of females in the nation (29 percent).
- In North Carolina, the percentage of male students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1990, 1992, 1996, and 2000, but not significantly different from the corresponding percentages of students in 2003 and 2005.
- In North Carolina, the percentage of female students performing at or above *Proficient* in 2007 was greater than the corresponding percentages of students in 1990, 1992, 1996, and 2000, but not significantly different from the corresponding percentages of students in 2003 and 2005.

**Table  
4-B**

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Average mathematics scale scores and percentage of students at or above each achievement level, by gender, grade 8 public schools: various years, 1990–2007

Gender		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male 1990 <sup>1</sup>	Nation (public)	51	262*	49*	51*	17*	2*
	North Carolina	51	250*	62*	38*	9*	1*
1992 <sup>1</sup>	Nation (public)	52	266*	45*	55*	20*	3*
	North Carolina	50	259*	52*	48*	14*	1*
1996 <sup>1</sup>	Nation (public)	52	270*	40*	60*	24*	4*
	North Carolina	48	270*	41*	59*	23*	4*
2000 <sup>1</sup>	Nation (public)	50	276*	34*	66*	29*	6*
	North Carolina	49	282	27	73	31	7
2000	Nation (public)	50	273*	38*	62*	26*	5*
	North Carolina	51	277*	32*	68*	28*	6*
2003	Nation (public)	50	277*	33*	67*	29*	6*
	North Carolina	50	281*	29	71	32	7
2005	Nation (public)	51	278*	32*	68*	30*	6*
	North Carolina	51	281	29	71	32	7
2007	Nation (public)	51	281	29	71	33	8
	North Carolina	50	285	26	74	36	9

See notes at end of table.

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**Table  
4-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by gender, grade 8 public schools: various years, 1990–2007—  
Continued**

Gender		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Female</b> 1990 <sup>1</sup>	Nation (public)	49	261*	49*	51*	14*	2*
	North Carolina	49	251*	62*	38*	8*	1*
1992 <sup>1</sup>	Nation (public)	48	267*	44*	56*	20*	3*
	North Carolina	50	257*	54*	46*	10*	1*
1996 <sup>1</sup>	Nation (public)	48	271*	39*	61*	21*	3*
	North Carolina	52	266*	46*	54*	18*	3*
2000 <sup>1</sup>	Nation (public)	50	273*	36*	64*	24*	4*
	North Carolina	51	278*	32	68	29	5
2000	Nation (public)	50	271*	38*	62*	23*	4*
	North Carolina	49	275*	35*	65*	26*	4*
2003	Nation (public)	50	275*	34*	66*	26*	4*
	North Carolina	50	282	28	72	32	7
2005	Nation (public)	49	277*	33*	67*	27*	5*
	North Carolina	49	282	26	74	32	7
2007	Nation (public)	49	279	30	70	29	6
	North Carolina	50	283	28	72	33	7

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

<sup>1</sup> Accommodations were not permitted for this assessment.

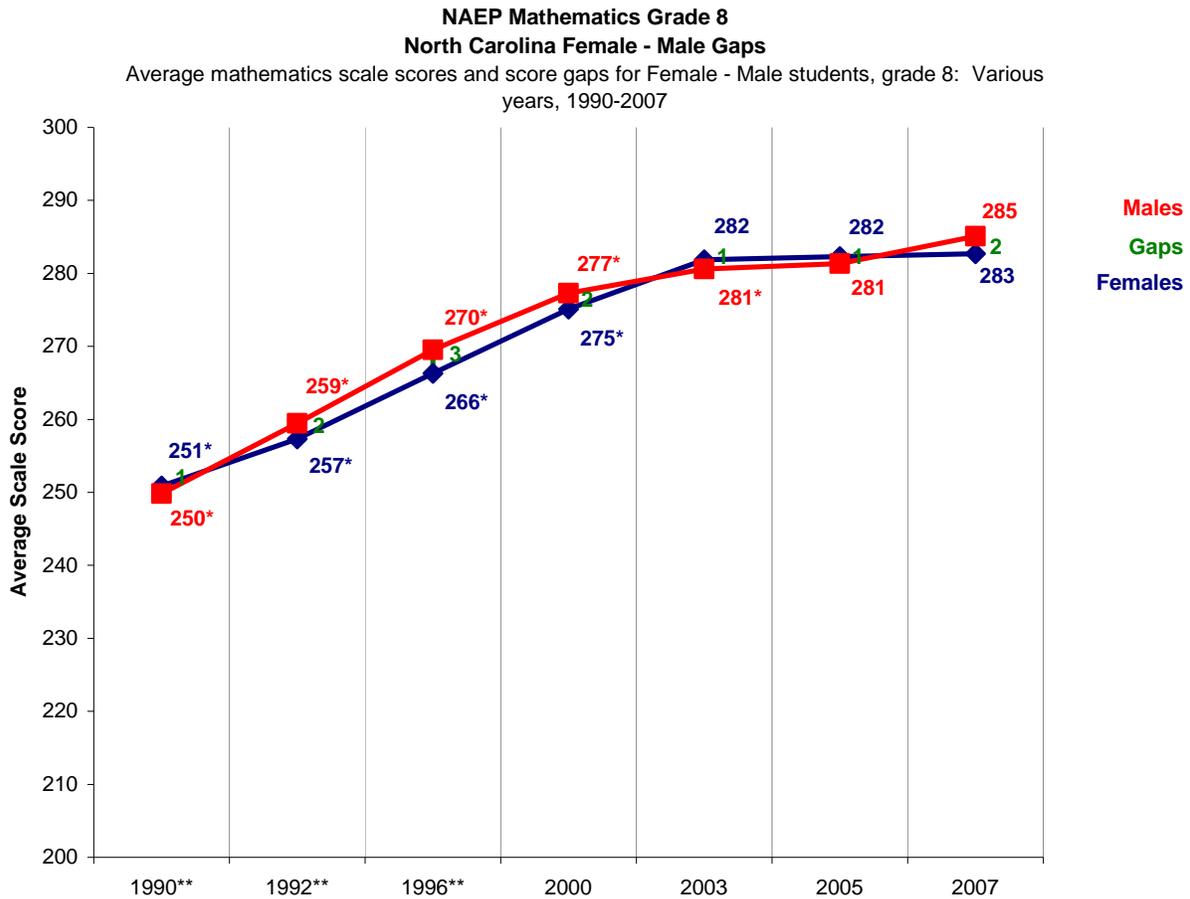
NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Graph  
3-B**

**The Nation's Report Card 2007 State Assessment**

**Average mathematics scale scores, by gender, grade 8 public schools: various years, 1990–2007**



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## **Race/Ethnicity**

Schools reported the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in North Carolina and the nation by race/ethnicity. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Graphs 4-A and 4-B show average scale score data for North Carolina public school students in grades 4 and 8 by race/ethnicity.

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

### **Grade 4 Scale Score Results by Race/Ethnicity**

- In 2007, White students in North Carolina had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from the score of Asian/Pacific Islander students.
- In 2007, the average scale scores of White and Black students in North Carolina were higher than the scores of their corresponding peers in 1992, 1996, and 2000, but not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of Black students in North Carolina was higher than the scores of their corresponding peers in 1992, 1996, and 2000, but not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of Hispanic students in North Carolina was higher than the score in 2000, but not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of Asian/Pacific Islander students in North Carolina was not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of American Indian/Alaska Native students in North Carolina was not found to be significantly different from the score in 2005.
- In 2007, Black students had an average score that was lower than that of White students by 27 points. In 1992, the average score for Black students was lower than that of White students by 30 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 16 points. Data are not reported for Hispanic students in 1992 because reporting standards were not met.

### **Grade 4 Achievement-Level Results by Race/Ethnicity**

- In North Carolina in 2007, the percentage of White students performing at or above *Proficient* was greater than the percentages of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from the percentage of Asian/Pacific Islander students.
- In 2007, the percentages of White and Black students in North Carolina performing at or above *Proficient* were greater than the percentages of their respective peers in 1992, 1996, and 2000, but not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Black students in North Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1996, and 2000, but not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Hispanic students in North Carolina performing at or above *Proficient* was greater than the percentage in 2000, but not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Asian/Pacific Islander students in North Carolina performing at or above *Proficient* was not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of American Indian/Alaska Native students in North Carolina performing at or above *Proficient* was not found to be significantly different from the percentage in 2005.

**Table  
5-A**

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Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2007

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>						
1992 <sup>1</sup>						
Nation (public)	72*	227*	32*	68*	22*	2*
North Carolina	65*	223*	36*	64*	18*	2*
1996 <sup>1</sup>						
Nation (public)	71*	230*	27*	73*	25*	3*
North Carolina	68*	233*	23*	77*	29*	3*
2000 <sup>1</sup>						
Nation (public)	67*	234*	22*	78*	32*	3*
North Carolina	62*	240*	14*	86*	37*	4*
2000						
Nation (public)	62*	233*	24*	76*	30*	3*
North Carolina	61*	238*	16*	84*	34*	4*
2003						
Nation (public)	58*	243*	13*	87*	42*	5*
North Carolina	58	251	6	94	55	9
2005						
Nation (public)	57*	246*	11*	89*	47*	7*
North Carolina	59	250	8	92	52	10
2007						
Nation (public)	55	248	9	91	51	8
North Carolina	55	251	6	94	56	9
<b>Black</b>						
1992 <sup>1</sup>						
Nation (public)	18*	192*	78*	22*	2*	#
North Carolina	31	193*	77*	23*	2*	#
1996 <sup>1</sup>						
Nation (public)	17	199*	70*	30*	4*	#
North Carolina	28	204*	64*	36*	4*	#
2000 <sup>1</sup>						
Nation (public)	17	204*	64*	36*	5*	#
North Carolina	32	217*	44*	56*	9*	#
2000						
Nation (public)	17	203*	65*	35*	4*	#
North Carolina	31	215*	48*	52*	9*	#
2003						
Nation (public)	17	216*	46*	54*	10*	#*
North Carolina	30	225	32	68	14	#
2005						
Nation (public)	17	220*	40*	60*	13*	1
North Carolina	27	225	34	66	17	1
2007						
Nation (public)	17	222	37	63	15	1
North Carolina	28	224	32	68	15	1

See notes at end of table.

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**Table  
5-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2007—  
Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>						
1992 <sup>1</sup>						
Nation (public)	7*	201*	68*	32*	5*	#
North Carolina	1*	‡	‡	‡	‡	‡
1996 <sup>1</sup>						
Nation (public)	9*	204*	63*	37*	7*	#
North Carolina	1*	‡	‡	‡	‡	‡
2000 <sup>1</sup>						
Nation (public)	11*	209*	55*	45*	8*	#
North Carolina	3*	‡	‡	‡	‡	‡
2000						
Nation (public)	16*	207*	59*	41*	7*	#*
North Carolina	3*	220*	35*	65*	12*	#
2003						
Nation (public)	19*	221*	38*	62*	15*	1*
North Carolina	6*	235	21	79	30	2
2005						
Nation (public)	20*	225*	33*	67*	19*	1
North Carolina	8	234	20	80	26	1
2007						
Nation (public)	21	227	31	69	22	1
North Carolina	10	235	16	84	28	2
<b>Asian/Pacific Islander</b>						
1992 <sup>1</sup>						
Nation (public)	3*	231*	26*	74*	27*	4*
North Carolina	1*	‡	‡	‡	‡	‡
1996 <sup>1</sup>						
Nation (public)	3*	225*	35*	65*	20*	5*
North Carolina	2	‡	‡	‡	‡	‡
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
2000						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
2003						
Nation (public)	4*	246*	13*	87*	48*	10*
North Carolina	2	255	7	93	60	13
2005						
Nation (public)	4	251*	11	89	54*	14
North Carolina	2	256	6	94	63	16
2007						
Nation (public)	5	254	9	91	59	16
North Carolina	2	253	9	91	60	14

See notes at end of table.

The Nation's Report Card 2007 State Assessment

**Table  
5-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2007—Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>						
1992 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
1996 <sup>1</sup>						
Nation (public)	1*	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
2000 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
2000						
Nation (public)	1	207*	61*	39*	8*	#
North Carolina	2	‡	‡	‡	‡	‡
2003						
Nation (public)	1	224*	35*	65*	18*	1
North Carolina	1	‡	‡	‡	‡	‡
2005						
Nation (public)	1	227	31	69	22*	2
North Carolina	2	221	42	58	19	1
2007						
Nation (public)	1	229	28	72	26	3
North Carolina	1	229	27	73	24	3

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

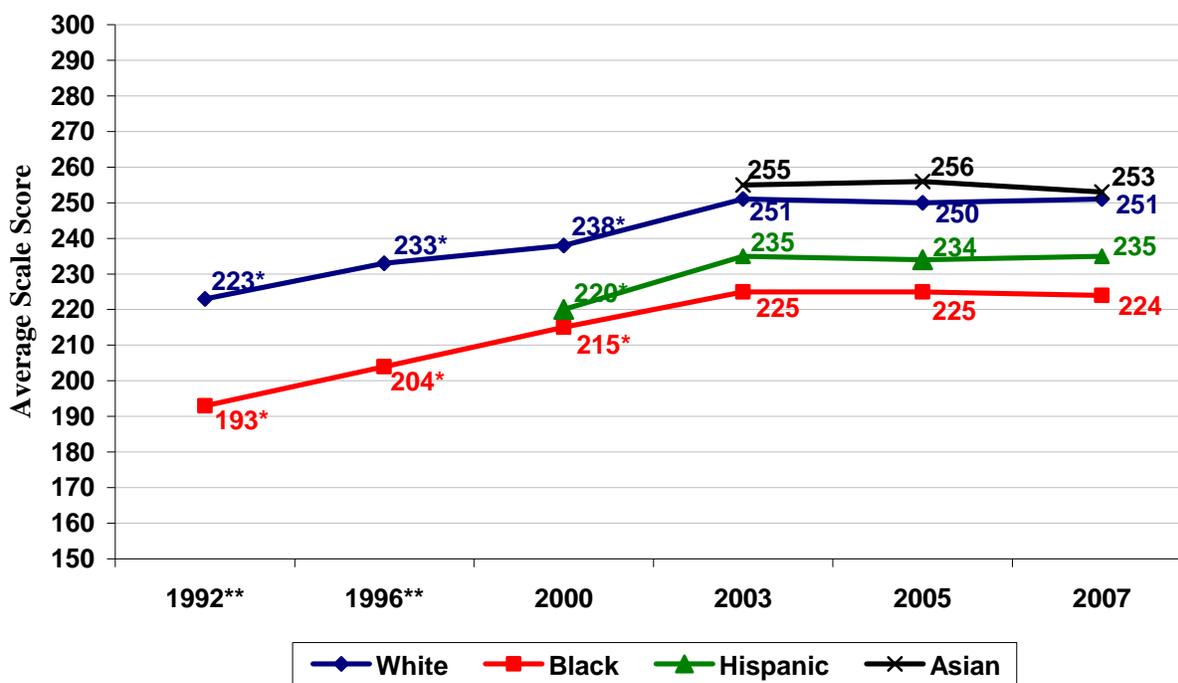
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

**Graph  
4-A**

The Nation's Report Card 2007 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2007

**North Carolina Mathematics Grade 4 NAEP Results 1992-2007  
Race/Ethnicity Average Scale Score**



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

### **Grade 8 Scale Score Results by Race/Ethnicity**

- In 2007, White students in North Carolina had an average scale score that was higher than the scores of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from the score of Asian/Pacific Islander students.
- In 2007, the average scale score of White students in North Carolina was higher than the scores of their corresponding peers in 1990, 1992, 1996, and 2000, but not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of Black students in North Carolina was higher than the scores of their corresponding peers in 1990, 1992, 1996, 2000, and 2003, but not found to be significantly different from the score in 2005.
- In 2007, the average scale score of Hispanic students in North Carolina was not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of Asian/Pacific Islander students in North Carolina was not found to be significantly different from the scores of their corresponding peers in 2003 and 2005.
- In 2007, the average scale score of American Indian/Alaska Native students in North Carolina was higher than the score in 1990, but not found to be significantly different from the score in 2003.
- In 2007, Black students had an average score that was lower than that of White students by 29 points. In 1990, the average score for Black students was lower than that of White students by 30 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 22 points. Data are not reported for Hispanic students in 1990 because reporting standards were not met.

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

- In North Carolina in 2007, the percentage of White students performing at or above *Proficient* was greater than the percentages of Black, Hispanic, and American Indian/Alaska Native students, but was not found to be significantly different from the percentage of Asian/Pacific Islander students.
- In 2007, the percentages of White and Black students in North Carolina performing at or above *Proficient* were greater than the percentages of their respective peers in 1990, 1992, 1996, and 2000, but not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Black students in North Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1990, 1992, 1996, and 2000, but not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Hispanic students in North Carolina performing at or above *Proficient* was not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of Asian/Pacific Islander students in North Carolina performing at or above *Proficient* was not found to be significantly different from the percentages of their respective peers in 2003 and 2005.
- In 2007, the percentage of American Indian/Alaska Native students in North Carolina performing at or above *Proficient* was not found to be significantly different from the percentage in 2003.

**Table  
5-B**

The Nation's Report Card 2007 State Assessment

Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1990–2007

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>						
1990 <sup>1</sup>						
Nation (public)	73*	269*	41*	59*	18*	3*
North Carolina	63*	261*	51*	49*	12*	1*
1992 <sup>1</sup>						
Nation (public)	72*	276*	34*	66*	25*	3*
North Carolina	70*	266*	44*	56*	16*	2*
1996 <sup>1</sup>						
Nation (public)	70*	280*	28*	72*	29*	5*
North Carolina	66*	277*	32*	68*	27*	4*
2000 <sup>1</sup>						
Nation (public)	69*	284*	24*	76*	33*	6*
North Carolina	65*	290*	18	82	40*	8*
2000						
Nation (public)	63*	283*	25*	75*	33*	6*
North Carolina	65*	287*	21*	79*	37*	7*
2003						
Nation (public)	62*	287*	21*	79*	36*	7*
North Carolina	59	294	15	85	44	10
2005						
Nation (public)	60*	288*	21*	79*	37*	7*
North Carolina	60	292	18	82	42	10
2007						
Nation (public)	58	290	19	81	41	9
North Carolina	56	295	15	85	46	12

See notes at end of table.

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**Table  
5-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1990–2007—  
Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>Black</b> 1990 <sup>1</sup>	Nation (public)	16	236*	79*	21*	5*	#
	North Carolina	32	231*	83*	17*	2*	#
1992 <sup>1</sup>	Nation (public)	17	236*	81*	19*	2*	#
	North Carolina	28	238*	77*	23*	3*	#
1996 <sup>1</sup>	Nation (public)	16	241*	74*	26*	4*	#
	North Carolina	29	247*	69*	31*	5*	#
2000 <sup>1</sup>	Nation (public)	14*	245*	70*	30*	5*	#*
	North Carolina	28	257*	57*	43*	7*	1
2000	Nation (public)	17	243*	70*	30*	5*	#*
	North Carolina	29	252*	60*	40*	7*	#
2003	Nation (public)	17	252*	61*	39*	7*	#*
	North Carolina	30	260*	51	49	11	1
2005	Nation (public)	17	254*	59*	41*	8*	1
	North Carolina	29	263	47	53	12	1
2007	Nation (public)	17	259	53	47	11	1
	North Carolina	30	266	47	53	14	1

See notes at end of table.

The Nation's Report Card 2007 State Assessment

**Table  
5-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1990–2007—  
Continued**

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
1990 <sup>1</sup>							
	Nation (public)	7*	245*	67*	33*	7*	1*
	North Carolina	1*	‡	‡	‡	‡	‡
1992 <sup>1</sup>							
	Nation (public)	8*	247*	67*	33*	6*	#*
	North Carolina	1*	‡	‡	‡	‡	‡
1996 <sup>1</sup>							
	Nation (public)	9*	250*	62*	38*	8*	1
	North Carolina	2*	‡	‡	‡	‡	‡
2000 <sup>1</sup>							
	Nation (public)	11*	252*	60*	40*	8*	#*
	North Carolina	2*	‡	‡	‡	‡	‡
2000							
	Nation (public)	14*	252*	60*	40*	8*	#*
	North Carolina	2*	‡	‡	‡	‡	‡
2003							
	Nation (public)	15*	258*	53*	47*	11*	1
	North Carolina	5*	263	45	55	16	1
2005							
	Nation (public)	17*	261*	50*	50*	13*	1
	North Carolina	6	265	41	59	16	1
2007							
	Nation (public)	19	264	46	54	15	2
	North Carolina	8	273	39	61	23	4

See notes at end of table.

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**Table  
5-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1990–2007—  
Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Asian/Pacific Islander</b>						
1990 <sup>1</sup>						
Nation (public)	2*	275*	36*	64*	30*	6*
North Carolina	1*	‡	‡	‡	‡	‡
1992 <sup>1</sup>						
Nation (public)	2*	290	25	75	43	14
North Carolina	1*	‡	‡	‡	‡	‡
1996 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	2*	‡	‡	‡	‡	‡
2000 <sup>1</sup>						
Nation (public)	4*	286*	27*	73*	40	12
North Carolina	2	‡	‡	‡	‡	‡
2000						
Nation (public)	4	287*	27*	73*	40	12
North Carolina	2	‡	‡	‡	‡	‡
2003						
Nation (public)	4	289*	23*	77*	42*	12*
North Carolina	2	297	13	87	48	15
2005						
Nation (public)	5	294	19	81	46	16
North Carolina	2	303	13	87	53	25
2007						
Nation (public)	5	296	18	82	49	17
North Carolina	3	299	15	85	50	18

See notes at end of table.

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**Table  
5-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1990–2007—Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>						
1990 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	229*	86*	14*	2	#
1992 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
1996 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
2000 <sup>1</sup>						
Nation (public)	1	264	47	53	14	2
North Carolina	2	‡	‡	‡	‡	‡
2000						
Nation (public)	1	263	47	53	13	3
North Carolina	2	‡	‡	‡	‡	‡
2003						
Nation (public)	1	265	46	54	16	2
North Carolina	2	259	52	48	13	#
2005						
Nation (public)	1*	266	45	55	14	2
North Carolina	1	‡	‡	‡	‡	‡
2007						
Nation (public)	1	265	44	56	17	2
North Carolina	1	261	49	51	17	1

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

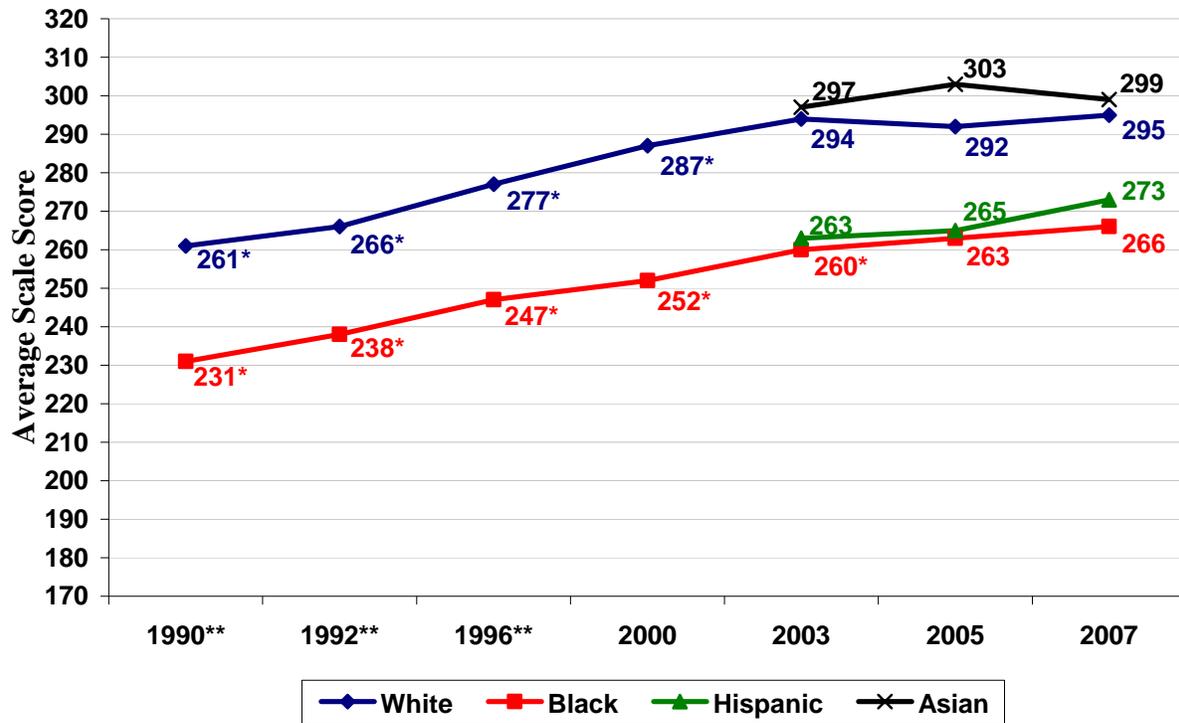
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

**Graph  
4-B**

The Nation's Report Card 2007 State Assessment

Average mathematics scale scores, by race/ethnicity, grade 8 public schools: various years, 1990–2007

**North Carolina Mathematics Grade 8 NAEP Results 1990-2007  
Race/Ethnicity Average Scale Score**



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## **Student Eligibility for Free/Reduced-Price School Lunch**

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in North Carolina and the nation by eligibility for free/reduced-price lunch. In 2000 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 2000 results refer only to the sample for which accommodations were permitted.

Graphs 5-A and 5-B show average scale score data for North Carolina public school students at grades 4 and 8 by eligibility for free/reduced price lunch.

### **Grade 4 Scale Score Results by Free/Reduced-Price Lunch Eligibility**

- In 2007, students in North Carolina eligible for free/reduced-price lunch had an average mathematics scale score of 231. This was lower than that of students in North Carolina not eligible for this program (252).
- In 2007, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 21 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- Students in North Carolina eligible for free/reduced-price lunch had an average scale score (231) in 2007 that was higher than that of students in the nation who were eligible (227).
- In North Carolina, students eligible for free/reduced-priced lunch had an average mathematics scale score in 2007 that was higher than that of eligible students in 1996 and 2000, but not found to be significantly different from that of eligible students in 2003 and 2005.

### **Grade 4 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility**

- In North Carolina in 2007, 24 percent of students who were eligible for free/reduced-price lunch and 57 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in North Carolina in 2007 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (24 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (22 percent).
- In North Carolina, the percentage of students eligible for free/reduced-priced lunch who performed at or above *Proficient* for 2007 was higher than the corresponding percentages for 1996 and 2000, but not found to be significantly different from the corresponding percentages for 2003 and 2005

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**Table  
6-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1996–2007**

Eligibility status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b> 1996 <sup>1</sup>						
Nation (public)	34*	207*	59*	41*	8*	#
North Carolina	34*	209*	55*	45*	7*	1*
2000 <sup>1</sup>						
Nation (public)	35*	210*	54*	46*	9*	#
North Carolina	40*	220*	39*	61*	12*	#
2000						
Nation (public)	40*	208*	57*	43*	7*	#
North Carolina	42*	218*	41*	59*	11*	#
2003						
Nation (public)	44*	222*	38*	62*	15*	1*
North Carolina	42*	229	27	73	21	1
2005						
Nation (public)	46	225*	33*	67*	19*	1
North Carolina	44	229	27	73	22	1
2007						
Nation (public)	46	227	30	70	22	1
North Carolina	48	231	24	76	24	2
<b>Not eligible</b> 1996 <sup>1</sup>						
Nation (public)	52	231*	27*	73*	25*	3*
North Carolina	58*	234*	23*	77*	30*	4*
2000 <sup>1</sup>						
Nation (public)	52	236*	21*	79*	33*	4*
North Carolina	55	241*	14*	86*	39*	5*
2000						
Nation (public)	49	235*	23*	77*	32*	4*
North Carolina	54	239*	16*	84*	36*	4*
2003						
Nation (public)	52*	244*	12*	88*	45*	6*
North Carolina	52	252	6	94	55	10
2005						
Nation (public)	52*	248*	10*	90*	50*	8*
North Carolina	54	251	8	92	54	11
2007						
Nation (public)	53	249	9	91	53	9
North Carolina	50	252	7	93	57	10

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

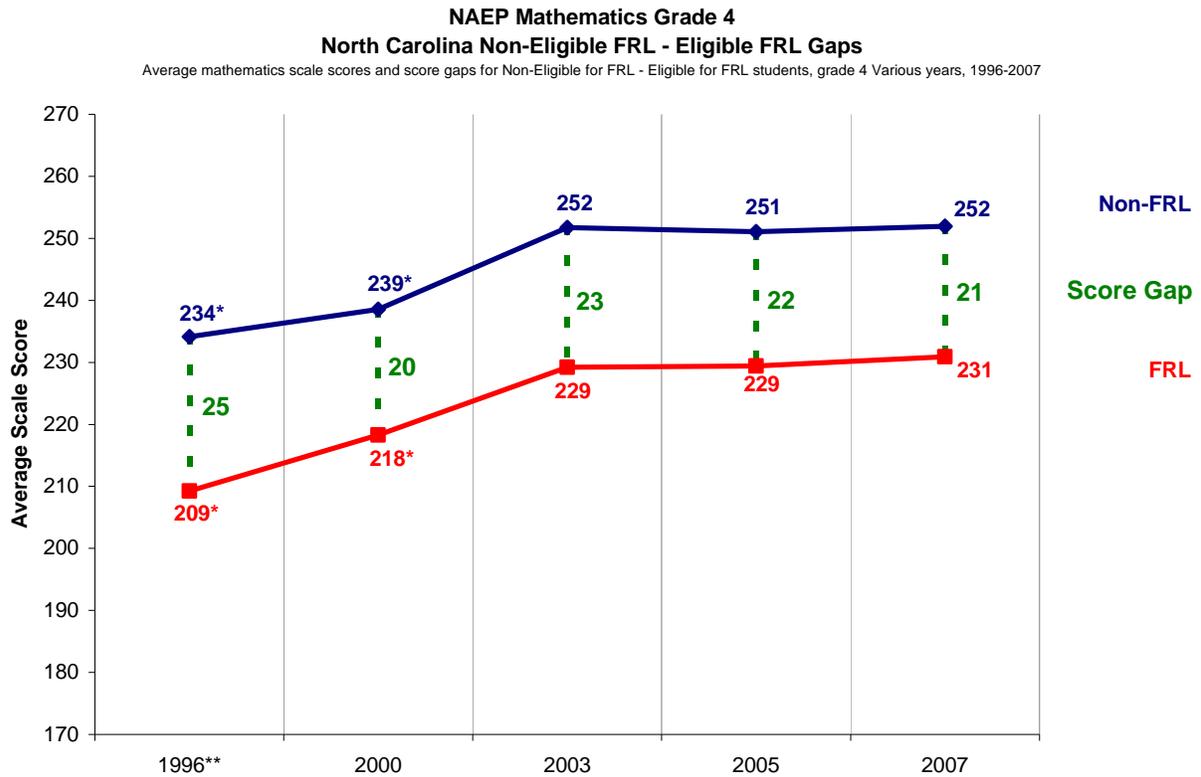
NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2007 Mathematics Assessments.

**Graph  
5-A**

The Nation's Report Card 2007 State Assessment

Average mathematics scale scores, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1996–2007



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2007 Mathematics Assessments.

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

- In 2007, students in North Carolina eligible for free/reduced-price lunch had an average mathematics scale score of 268. This was lower than that of students in North Carolina not eligible for this program (296).
- In 2007, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 28 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points.
- Students in North Carolina eligible for free/reduced-price lunch had an average scale score (268) in 2007 that was higher than that of students in the nation who were eligible (265).
- In North Carolina, students eligible for free/reduced-priced lunch had an average mathematics scale score in 2007 that was higher than that of eligible students in 1996, 2000, and 2003, but not found to be significantly different from that of eligible students in 2005.

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

- In North Carolina in 2007, 17 percent of students who were eligible for free/reduced-price lunch and 48 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in North Carolina in 2007 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (17 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (15 percent).
- In North Carolina, the percentage of students eligible for free/reduced-priced lunch who performed at or above *Proficient* for 2007 was higher than the corresponding percentages for 1996 and 2000, but not found to be significantly different from the corresponding percentages for 2003 and 2005.

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**Table  
6B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 1996–2007**

Eligibility status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b> 1996 <sup>1</sup>						
Nation (public)	30*	252*	61*	39*	8*	1*
North Carolina	31*	250*	64*	36*	6*	#*
2000 <sup>1</sup>						
Nation (public)	28*	255*	56*	44*	10*	1*
North Carolina	28*	261*	51*	49*	13*	1
2000						
Nation (public)	31*	253*	59*	41*	10*	1*
North Carolina	29*	257*	55*	45*	10*	1
2003						
Nation (public)	36*	258*	53*	47*	11*	1*
North Carolina	37*	263*	47	53	14	2
2005						
Nation (public)	39*	261*	49*	51*	13*	1*
North Carolina	39*	266	43	57	15	1
2007						
Nation (public)	41	265	45	55	15	2
North Carolina	44	268	42	58	17	2
<b>Not eligible</b> 1996 <sup>1</sup>						
Nation (public)	56	279*	29*	71*	29*	5*
North Carolina	62*	277*	34*	66*	28*	4*
2000 <sup>1</sup>						
Nation (public)	55	285*	24*	76*	35*	7*
North Carolina	66*	289*	20*	80*	38*	8*
2000						
Nation (public)	54*	283*	26*	74*	34*	7*
North Carolina	64*	286*	23*	77*	36*	7*
2003						
Nation (public)	58	287*	22*	78*	37*	7*
North Carolina	51	291*	18	82	42*	10
2005						
Nation (public)	59	288*	21*	79*	39*	8*
North Carolina	60*	293	17	83	43	11
2007						
Nation (public)	58	291	19	81	42	10
North Carolina	55	296	15	85	48	13

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

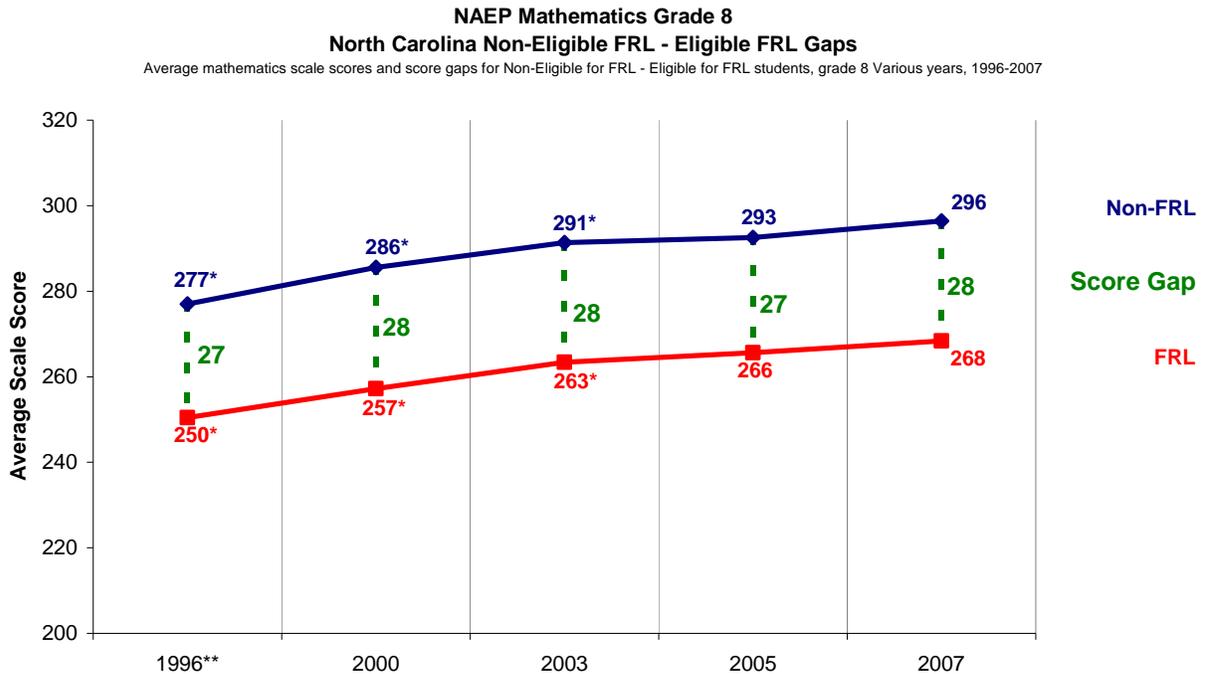
NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2007 Mathematics Assessments.

**Graph  
5-B**

**The Nation's Report Card 2007 State Assessment**

**Average mathematics scale scores, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 1996–2007**



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

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2007 Mathematics Assessments.

## **TOWARD A MORE INCLUSIVE NAEP: STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS**

It is important to assess all students selected in the complex statistical sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria.

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

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

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

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

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

Prior to 2000, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP mathematics assessments that served as the basis for reported results. In the 1996 national and 2000 national and state mathematics assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. In mathematics, students had the option of having the test questions read aloud in English, or using

a bilingual English-Spanish test book. However, in the mathematics assessment, students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (visit <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Tables 7-A and 7-B display the percentages of students with disabilities and English language learners in North Carolina identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 8-A and 8-B show the percentage of students assessed in North Carolina by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 9-A and 9-B present the percentage of students assessed in North Carolina by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 10 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

**Table  
7-A**

The Nation's Report Card 2007 State Assessment

Percentage of students in mathematics assessments identified as SD and ELL, excluded, and assessed, grade 4 public schools: various years, 2000–2007

Year and testing status		SD and/or ELL		SD		ELL	
		North Carolina	Nation	North Carolina	Nation	North Carolina	Nation
1992 <sup>1</sup>	Identified	12	10	11	7	1	3
	Excluded	4	7	3	5	#	2
	Assessed under standard conditions	8	4	8	3	#	1
1996 <sup>1</sup>	Identified	14	16	13	12	2	4
	Excluded	7	6	6	5	1	2
	Assessed under standard conditions	7	9	6	7	1	2
2000	Identified	16	19	14	13	3	7
	Excluded	5	4	4	3	1	1
	Assessed under standard conditions	3	10	3	5	1	5
	Assessed with accommodations	8	5	7	4	1	1
2003	Identified	21	22	17	14	5	11
	Excluded	4	4	4	3	1	1
	Assessed under standard conditions	5	10	3	4	2	7
	Assessed with accommodations	12	8	10	7	2	2
2005	Identified	21	23	15	14	6	10
	Excluded	2	3	2	3	1	1
	Assessed under standard conditions	4	10	3	4	2	7
	Assessed with accommodations	14	10	10	8	4	3
2007	Identified	21	23	15	14	7	11
	Excluded	2	3	2	3	1	1
	Assessed under standard conditions	5	10	3	3	2	7
	Assessed with accommodations	14	10	10	8	4	3

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

**Table  
7-B**

The Nation's Report Card 2007 State Assessment

Percentage of students in mathematics assessments identified as SD and ELL, excluded, and assessed, grade 8 public schools: various years, 2000–2007

Year and testing status		SD and/or ELL		SD		ELL	
		North Carolina	Nation	North Carolina	Nation	North Carolina	Nation
1990 <sup>1</sup>	Identified	9	—	9	—	#	—
	Excluded	3	—	3	—	#	—
	Assessed under standard conditions	6	—	6	—	#	—
1992 <sup>1</sup>	Identified	12	10	12	8	#	2
	Excluded	3	6	3	5	#	2
	Assessed under standard conditions	9	4	9	3	#	1
1996 <sup>1</sup>	Identified	9	11	8	9	1	3
	Excluded	4	5	4	4	1	1
	Assessed under standard conditions	5	7	5	5	#	2
2000	Identified	16	14	14	11	2	4
	Excluded	5	4	4	3	1	1
	Assessed under standard conditions	4	7	3	5	1	3
	Assessed with accommodations	7	3	7	2	#	1
2003	Identified	18	19	16	14	4	6
	Excluded	4	4	3	3	1	1
	Assessed under standard conditions	3	8	2	5	1	4
	Assessed with accommodations	12	7	10	6	2	1
2005	Identified	17	19	14	13	4	6
	Excluded	3	4	2	3	1	1
	Assessed under standard conditions	3	7	2	3	1	4
	Assessed with accommodations	12	8	11	7	2	1
2007	Identified	17	18	13	13	4	7
	Excluded	2	4	2	4	#	1
	Assessed under standard conditions	3	6	1	2	2	4
	Assessed with accommodations	12	8	10	6	2	2

<sup>1</sup> Accommodations were not permitted for this assessment.

— Not available.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

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

The Nation's Report Card 2007 State Assessment

**Table  
8-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: various years, 2000–2007**

Student disability status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	10*	198*	71*	29*	6*	1*
North Carolina	10*	207*	53*	47*	5*	#
2003						
Nation (public)	11	214*	50*	50*	12*	1*
North Carolina	14	230*	30	70	26	3
2005						
Nation (public)	12	218*	44*	56*	16*	2
North Carolina	13	226	34	66	20	2
2007						
Nation (public)	11	220	40	60	19	2
North Carolina	13	224	37	63	22	2
<b>No</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	90*	227*	33*	67*	24*	3*
North Carolina	90*	232*	24*	76*	27*	3*
2003						
Nation (public)	89	236*	21*	79*	34*	4*
North Carolina	86	244	13	87	43	7
2005						
Nation (public)	88	240*	17*	83*	38*	5*
North Carolina	87	244	14	86	43	7
2007						
Nation (public)	89	241	16	84	41	6
North Carolina	87	244	12	88	44	7

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

The Nation's Report Card 2007 State Assessment

**Table  
8-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: various years, 2000–2007**

Student disability status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	8*	229*	80*	20*	4*	#
North Carolina	10	244*	65	35	8	1
2003						
Nation (public)	11*	242*	71*	29*	6*	1*
North Carolina	13	255	56	44	13	2
2005						
Nation (public)	11*	244*	69*	31*	7	1
North Carolina	13	253	60	40	10	1
2007						
Nation (public)	9	246	67	33	8	1
North Carolina	12	257	57	43	14	2
<b>No</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	92*	275*	35*	65*	26*	5*
North Carolina	90	280*	30*	70*	30*	6*
2003						
Nation (public)	89*	280*	29*	71*	30*	5*
North Carolina	87	285	24	76	35	8
2005						
Nation (public)	89*	281*	28*	72*	31*	6*
North Carolina	87	286	23	77	35	8
2007						
Nation (public)	91	284	26	74	33	7
North Carolina	88	287	23	77	37	9

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

The Nation's Report Card 2007 State Assessment

**Table  
9-A**

**Average mathematics scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: various years, 2000–2007**

ELL status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	6*	199*	70*	30*	4*	#
North Carolina	2*	‡	‡	‡	‡	‡
2003						
Nation (public)	9*	214*	51*	49*	9*	##
North Carolina	5*	231	26	74	25	3
2005						
Nation (public)	10*	216	46*	54*	11*	1
North Carolina	6	228	26	74	18	#
2007						
Nation (public)	10	217	44	56	13	1
North Carolina	7	229	22	78	18	1
<b>No</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	94*	226*	34*	66*	24*	3*
North Carolina	98*	230*	27*	73*	25*	3*
2003						
Nation (public)	91*	236*	21*	79*	34*	4*
North Carolina	95*	243	15	85	42	6
2005						
Nation (public)	90*	239*	18*	82*	38*	5*
North Carolina	94	242	16	84	41	7
2007						
Nation (public)	90	242	16	84	42	6
North Carolina	93	243	15	85	43	6

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; and Advanced, 282 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

The Nation's Report Card 2007 State Assessment

**Table  
9-B**

**Average mathematics scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: various years, 2000–2007**

ELL status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	3*	234*	80*	20*	2*	#
North Carolina	1*	‡	‡	‡	‡	‡
2003						
Nation (public)	5*	241*	74*	26*	5	1
North Carolina	3	250	62	38	7	1
2005						
Nation (public)	6*	244	71	29	6	1
North Carolina	3	252	58	42	8	1
2007						
Nation (public)	6	245	70	30	6	1
North Carolina	4	259	58	42	12	1
<b>No</b>						
2000 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
2000						
Nation (public)	97*	273*	37*	63*	26*	5*
North Carolina	99*	276*	33*	67*	28*	5*
2003						
Nation (public)	95*	278*	31*	69*	29*	5*
North Carolina	97	282	27	73	33	7
2005						
Nation (public)	94*	280*	30*	70*	30*	6*
North Carolina	97	283	27	73	33	7
2007						
Nation (public)	94	282	27	73	33	7
North Carolina	96	285	26	74	35	8

# Estimate rounds to zero.

‡ Reporting standards are not met.

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

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; and Advanced, 333 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Table  
10****The Nation's Report Card 2007 State Assessment****Total number of students assessed, percentage of students sampled who were excluded, and average mathematics scale scores, grades 4 and 8 public schools: By state, 2007**

State/jurisdiction	Grade 4		Grade 8	
	Number assessed	Percentage excluded	Number assessed	Percentage excluded
<b>Nation (public)</b>	<b>189,800</b>	<b>3</b>	<b>147,300</b>	<b>4</b>
Alabama	3,400	2	2,700	3
Alaska	3,000	2	2,500	4
Arizona	3,700	3	2,700	3
Arkansas	3,100	3	2,400	2
California	10,400	2	8,000	2
Colorado	3,400	2	2,700	2
Connecticut	3,200	1	2,500	2
Delaware	3,300	5	2,600	7
Florida	5,500	3	3,900	3
Georgia	4,800	2	3,400	5
Hawaii	3,400	1	2,700	2
Idaho	3,600	2	2,800	2
Illinois	4,900	5	3,800	6
Indiana	3,200	3	2,600	6
Iowa	3,000	1	2,800	2
Kansas	2,900	3	2,600	4
Kentucky	3,400	3	2,500	7
Louisiana	3,000	2	2,300	3
Maine	3,000	3	2,500	5
Maryland	3,600	4	2,600	7
Massachusetts	4,200	5	3,400	9
Michigan	3,300	3	2,500	5
Minnesota	3,600	2	2,800	2
Mississippi	3,400	1	2,500	2
Missouri	3,200	4	2,700	5
Montana	3,000	2	2,500	3
Nebraska	2,900	3	2,600	3
Nevada	4,100	3	2,500	4
New Hampshire	3,300	2	2,700	3
New Jersey	3,400	2	2,700	3
New Mexico	3,200	4	2,700	3
New York	4,600	2	3,600	3
North Carolina	5,600	2	4,100	2
North Dakota	2,800	4	2,200	6
Ohio	3,800	5	3,400	7
Oklahoma	3,300	5	2,400	8
Oregon	3,500	3	2,600	3
Pennsylvania	3,500	2	2,700	4
Rhode Island	3,200	2	2,600	3
South Carolina	3,600	2	2,600	5

See notes at end of table.

The Nation's Report Card 2007 State Assessment

**Table  
10**

**Total number of students assessed, percentage of students sampled who were excluded, and average mathematics scale scores, grades 4 and 8 public schools: By state, 2007—  
Continued**

State/jurisdiction	Grade 4		Grade 8	
	Number assessed	Percentage excluded	Number assessed	Percentage excluded
<b>South Dakota</b>	3,200	1	2,800	2
<b>Tennessee</b>	3,200	6	2,700	6
<b>Texas</b>	9,400	5	6,800	6
<b>Utah</b>	3,700	2	2,700	3
<b>Vermont</b>	2,700	2	1,900	4
<b>Virginia</b>	3,600	5	2,600	7
<b>Washington</b>	3,800	3	2,900	4
<b>West Virginia</b>	3,100	1	2,800	2
<b>Wisconsin</b>	3,200	3	2,600	5
<b>Wyoming</b>	2,700	2	1,900	2
<b>Other jurisdictions</b>				
<b>District of Columbia</b>	1,900	6	1,800	10
<b>DoDEA<sup>1</sup></b>	3,300	2	1,600	2

<sup>1</sup> Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The NAEP mathematics scale ranges from 0 to 500. Sample sizes are rounded to the nearest hundred, or indicated as <50 when the value is between 1 and 49.

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

## WHERE TO FIND MORE INFORMATION

### The NAEP Mathematics Assessment

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

*The Nation's Report Card: Mathematics 2007* may be ordered or downloaded at the NAEP website: <http://nces.ed.gov/nationsreportcard/>.

*The Mathematics Framework for the 2007 National Assessment of Educational Progress*, on which this assessment is based, is available on the National Assessment Governing Board website at [http://www.nagb.org/frameworks/math\\_07.pdf](http://www.nagb.org/frameworks/math_07.pdf).

*The North Carolina NAEP Mathematics Report* and the *North Carolina NAEP 2007 Mathematics Snap Shot Report* are available on the NCDPI website at <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

### Additional Results from the Mathematics Assessment

For more findings from the 2007 mathematics assessments, refer to the NAEP 2007 results at <http://nces.ed.gov/nationsreportcard/naepdata/>. The interactive database at this site includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

### Technical Documentation

For explanations of NAEP survey procedures, see: Allen, N.L., Donoghue, J.R., and Schoeps, T.L. (2001). *The NAEP 1998 Technical Report*. (NCES 2001–509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/mathematics/results2003/interpret-results.asp>.

### Publications on the Inclusion of Students with Disabilities and Limited-English-Proficient Students

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

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

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

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

### **To Order Publications**

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

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

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

<p><b>The NAEP State Report Generator was developed for the NAEP 2007 reports by Phillip Leung, Anthony Lutkus, Paul Gazzillo, Mike Narcowich, Nancy Mead, Arlene Weiner, Linda Myers, Mary Daane, and Bobby Rampey.</b></p>
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## **What is the Nation's Report Card?**

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

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects. By making objective information available on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students is protected, and the identities of participating schools are not released.

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

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