

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

| Overall Mathematics Results for Nebraska | Student Percentage at NAEP Achievement Levels | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|-------------|----------|------------|----------|-------------------|-----|----|-----|----|-------------------|-----|----|-----|----|-------------------|-----|----|-----|----|------|-----|----|-----|----|------|----|----|----|---|------|----|----|----|---|-----------------|--|--|--|--|------|----|----|----|---|
| <ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Nebraska was 238. This was not significantly different from¹ their average score in 2003 (236), and was higher than their average score in 1992 (225). Nebraska's average score (238) in 2005 was not significantly different from that of the Nation's public schools (237). Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in Nebraska were higher than those in 17 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 19 jurisdictions. The percentage of students in Nebraska who performed at or above the NAEP <i>Proficient</i> level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (34 percent), and was greater than that in 1992 (22 percent). The percentage of students in Nebraska who performed at or above the NAEP <i>Basic</i> level was 80 percent in 2005. This percentage was not significantly different from that in 2003 (80 percent), and was greater than that in 1992 (67 percent). | <p>Nebraska (public)</p> <table border="1"> <caption>Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992¹</td> <td>33*</td> <td>45</td> <td>20*</td> <td>2*</td> </tr> <tr> <td>1996¹</td> <td>30*</td> <td>46</td> <td>22*</td> <td>2*</td> </tr> <tr> <td>2000¹</td> <td>33*</td> <td>43</td> <td>22*</td> <td>2*</td> </tr> <tr> <td>2000</td> <td>35*</td> <td>42</td> <td>21*</td> <td>2*</td> </tr> <tr> <td>2003</td> <td>20</td> <td>46</td> <td>30</td> <td>3</td> </tr> <tr> <td>2005</td> <td>20</td> <td>44</td> <td>32</td> <td>4</td> </tr> <tr> <td>Nation (public)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2005</td> <td>21</td> <td>44</td> <td>30</td> <td>5</td> </tr> </tbody> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p> | Year | Below Basic | Basic | Proficient | Advanced | 1992 ¹ | 33* | 45 | 20* | 2* | 1996 ¹ | 30* | 46 | 22* | 2* | 2000 ¹ | 33* | 43 | 22* | 2* | 2000 | 35* | 42 | 21* | 2* | 2003 | 20 | 46 | 30 | 3 | 2005 | 20 | 44 | 32 | 4 | Nation (public) | | | | | 2005 | 21 | 44 | 30 | 5 |
| Year | Below Basic | Basic | Proficient | Advanced | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1992 ¹ | 33* | 45 | 20* | 2* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1996 ¹ | 30* | 46 | 22* | 2* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2000 ¹ | 33* | 43 | 22* | 2* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2000 | 35* | 42 | 21* | 2* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2003 | 20 | 46 | 30 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 20 | 44 | 32 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nation (public) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 21 | 44 | 30 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Performance of NAEP Reporting Groups in Nebraska | | | | | | |
|--|---------------------|---------------|----------------------------|--|---|-------------------------|
| Reporting groups | Percent of students | Average score | Percent below <i>Basic</i> | Percent of students at or above <i>Basic</i> | Percent of students at or above <i>Proficient</i> | Percent <i>Advanced</i> |
| Male | 50 | 239 | 19 | 81 | 39 | 5 |
| Female | 50 | 236 | 21 | 79 | 33 | 4 |
| White | 75 | 244↑ | 12 | 88 | 44 | 6↑ |
| Black | 8 | 211 | 55 | 45 | 7 | # |
| Hispanic | 13 | 219↑ | 41 | 59 | 10 | # |
| Asian/Pacific Islander | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| American Indian/Alaska Native | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Eligible for free/reduced-price school lunch | 40 | 225 | 33 | 67 | 18 | 1 |
| Not eligible for free/reduced-price school lunch | 60 | 246 | 11 | 89 | 48 | 7 |

| Average Score Gaps Between Selected Groups | Mathematics Scale Scores at Selected Percentiles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|-----|------|------|------|------|------|------|-----|------|------|------|------|------|------|-----|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <ul style="list-style-type: none"> In 2005, male students in Nebraska had an average score that was higher than that of female students by 3 points. In 1992, there was no significant difference between the average score of male and female students. In 2005, Black students had an average score that was lower than that of White students by 34 points. In 1992, the average score for Black students was lower than that of White students by 38 points. In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 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 21 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points. | <table border="1"> <caption>Mathematics Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>246*</td> <td>248*</td> <td>227*</td> <td>228*</td> <td>206*</td> <td>204*</td> </tr> <tr> <td>'96</td> <td>248*</td> <td>248*</td> <td>230*</td> <td>228*</td> <td>209*</td> <td>204*</td> </tr> <tr> <td>'00</td> <td>248*</td> <td>248*</td> <td>228*</td> <td>228*</td> <td>206*</td> <td>204*</td> </tr> <tr> <td>'03</td> <td>256</td> <td>256</td> <td>238</td> <td>238</td> <td>219</td> <td>219</td> </tr> <tr> <td>'05</td> <td>257</td> <td>257</td> <td>239</td> <td>239</td> <td>220</td> <td>220</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p> | Year | 75th Percentile (Accommodations not permitted) | 75th Percentile (Accommodations permitted) | 50th Percentile (Accommodations not permitted) | 50th Percentile (Accommodations permitted) | 25th Percentile (Accommodations not permitted) | 25th Percentile (Accommodations permitted) | '92 | 246* | 248* | 227* | 228* | 206* | 204* | '96 | 248* | 248* | 230* | 228* | 209* | 204* | '00 | 248* | 248* | 228* | 228* | 206* | 204* | '03 | 256 | 256 | 238 | 238 | 219 | 219 | '05 | 257 | 257 | 239 | 239 | 220 | 220 |
| Year | 75th Percentile (Accommodations not permitted) | 75th Percentile (Accommodations permitted) | 50th Percentile (Accommodations not permitted) | 50th Percentile (Accommodations permitted) | 25th Percentile (Accommodations not permitted) | 25th Percentile (Accommodations permitted) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| '92 | 246* | 248* | 227* | 228* | 206* | 204* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| '96 | 248* | 248* | 230* | 228* | 209* | 204* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| '00 | 248* | 248* | 228* | 228* | 206* | 204* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| '03 | 256 | 256 | 238 | 238 | 219 | 219 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| '05 | 257 | 257 | 239 | 239 | 220 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (2% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Mathematics Assessments.