

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"> <li>In 2005, the average scale score for eighth-grade students in Nebraska was 284. This was not significantly different from<sup>1</sup> their average score in 2003 (282), and was higher than their average score in 1990 (276).</li> <li>Nebraska's average score (284) in 2005 was higher than that of the Nation's public schools (278).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in Nebraska were higher than those in 28 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 5 jurisdictions.</li> <li>The percentage of students in Nebraska who performed at or above the NAEP <i>Proficient</i> level was 35 percent in 2005. This percentage was not significantly different from that in 2003 (32 percent), and was greater than that in 1990 (24 percent).</li> <li>The percentage of students in Nebraska who performed at or above the NAEP <i>Basic</i> level was 75 percent in 2005. This percentage was not significantly different from that in 2003 (74 percent), and was greater than that in 1990 (68 percent).</li> </ul>	<p>Nebraska (public)</p> <table border="1"> <caption>Nebraska (public) 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>1990<sup>1</sup></td> <td>32*</td> <td>44*</td> <td>21*</td> <td>3*</td> </tr> <tr> <td>1992<sup>1</sup></td> <td>30*</td> <td>44*</td> <td>23*</td> <td>3*</td> </tr> <tr> <td>1996<sup>1</sup></td> <td>24</td> <td>45*</td> <td>26</td> <td>5</td> </tr> <tr> <td>2000<sup>1</sup></td> <td>26</td> <td>43</td> <td>26</td> <td>5</td> </tr> <tr> <td>2000</td> <td>27</td> <td>44</td> <td>26</td> <td>4*</td> </tr> <tr> <td>2003</td> <td>26</td> <td>42</td> <td>27</td> <td>5</td> </tr> <tr> <td>2005</td> <td>25</td> <td>40</td> <td>29</td> <td>6</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>32</td> <td>39</td> <td>23</td> <td>6</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><sup>1</sup> 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>, 261 or lower; <i>Basic</i>, 262–298; <i>Proficient</i>, 299–332; <i>Advanced</i>, 333 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1990 <sup>1</sup>	32*	44*	21*	3*	1992 <sup>1</sup>	30*	44*	23*	3*	1996 <sup>1</sup>	24	45*	26	5	2000 <sup>1</sup>	26	43	26	5	2000	27	44	26	4*	2003	26	42	27	5	2005	25	40	29	6	Year	Below Basic	Basic	Proficient	Advanced	2005	32	39	23	6
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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 <i>Proficient</i>	Percent <i>Advanced</i>
Male	50	285	24	76	37	7
Female	50	283	26	74	33	5
White	83	289	19	81	40	7
Black	5	243	75	25	2	#
Hispanic	9	261	52	48	10	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	31	268	43	57	17	2
Not eligible for free/reduced-price school lunch	68	291	17	83	43	8

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles																																																	
<ul style="list-style-type: none"> <li>In 2005, male students in Nebraska 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.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 46 points. In 1990, the average score for Black students was lower than that of White students by 45 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 28 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met. Therefore, the performance gap data are not reported.</li> <li>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 24 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 18 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.</li> </ul>	<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>'90</td> <td>298*</td> <td>277*</td> <td>255*</td> <td>255*</td> <td>255*</td> <td>255*</td> </tr> <tr> <td>'92</td> <td>300*</td> <td>280*</td> <td>257</td> <td>257</td> <td>257</td> <td>257</td> </tr> <tr> <td>'96</td> <td>304*</td> <td>283</td> <td>263</td> <td>263</td> <td>263</td> <td>263</td> </tr> <tr> <td>'00</td> <td>304</td> <td>283</td> <td>261</td> <td>260</td> <td>260</td> <td>260</td> </tr> <tr> <td>'03</td> <td>306</td> <td>284</td> <td>261</td> <td>261</td> <td>261</td> <td>261</td> </tr> <tr> <td>'05</td> <td>308</td> <td>286</td> <td>262</td> <td>262</td> <td>262</td> <td>262</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)	'90	298*	277*	255*	255*	255*	255*	'92	300*	280*	257	257	257	257	'96	304*	283	263	263	263	263	'00	304	283	261	260	260	260	'03	306	284	261	261	261	261	'05	308	286	262	262	262	262
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# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

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

<sup>1</sup> 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 (3% 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.

<sup>2</sup> "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, 1990–2005 Mathematics Assessments.