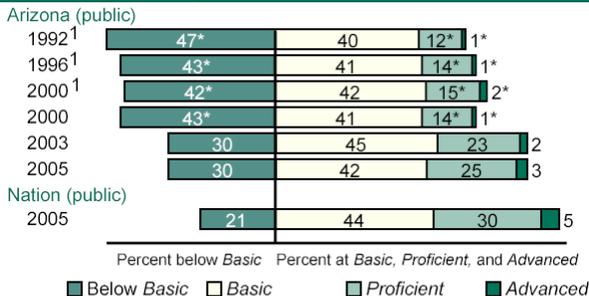


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Arizona

- In 2005, the average scale score for fourth-grade students in Arizona was 230. This was not significantly different from¹ their average score in 2003 (229), and was higher than their average score in 1992 (215).
- Arizona's average score (230) in 2005 was lower than 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 Arizona were higher than those in 4 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 40 jurisdictions.
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 28 percent in 2005. This percentage was not significantly different from that in 2003 (25 percent), and was greater than that in 1992 (13 percent).
- The percentage of students in Arizona who performed at or above the NAEP *Basic* level was 70 percent in 2005. This percentage was not significantly different from that in 2003 (70 percent), and was greater than that in 1992 (53 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: *Below Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

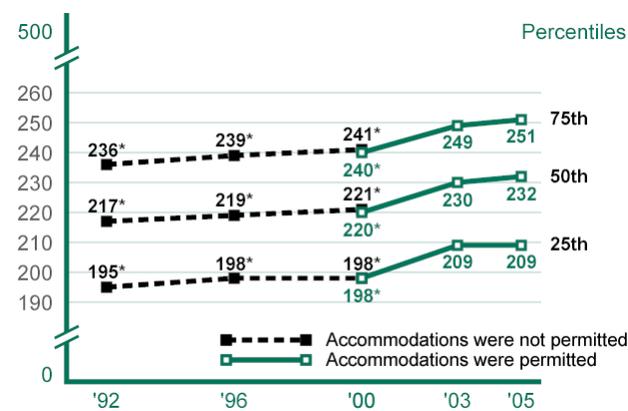
Performance of NAEP Reporting Groups in Arizona

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	52	233	26	74	32	4
Female	48	227	33	67	24	2
White	45	243	14	86	43	6
Black	5	217	46	54	13	#
Hispanic	41	218	43	57	14	1
Asian/Pacific Islander	3	241	15	85	43	6
American Indian/Alaska Native	6	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	47	220	42	58	16	1
Not eligible for free/reduced-price school lunch	38	242	15	85	42	5

Average Score Gaps Between Selected Groups

- In 2005, male students in Arizona had an average score that was higher than that of female students by 6 points. This performance gap was wider than that of 1992 (1 point in favor of females).
- In 2005, Black students had an average score that was lower than that of White students by 25 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 24 points. In 1992, the average score for Hispanic students was lower than that of White students by 22 points.
- 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. This performance gap was narrower than that of 1996 (28 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

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.