

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 Minnesota	Student Percentage at NAEP Achievement Levels
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in Minnesota was 290. This was not significantly different from<sup>1</sup> their average score in 2003 (291), and was higher than their average score in 1990 (275).</li> <li>Minnesota's average score (290) 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 Minnesota were higher than those in 48 jurisdictions, and not significantly different from those in 3 jurisdictions.</li> <li>The percentage of students in Minnesota who performed at or above the NAEP <i>Proficient</i> level was 43 percent in 2005. This percentage was not significantly different from that in 2003 (44 percent), and was greater than that in 1990 (23 percent).</li> <li>The percentage of students in Minnesota who performed at or above the NAEP <i>Basic</i> level was 79 percent in 2005. This percentage was not significantly different from that in 2003 (82 percent), and was greater than that in 1990 (67 percent).</li> </ul>	<p>Minnesota (public)</p> <p>Nation (public)</p> <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>

Performance of NAEP Reporting Groups in Minnesota						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i> / <i>Proficient</i>		Percent <i>Advanced</i>
Male	50	291	22	78	45	13
Female	50	289	20	80	41	9
White	81	296	15	85	49	12
Black	8	251	63	37	9	2
Hispanic	4	263	47	53	10	3
Asian/Pacific Islander	5	285	28	72	34	11
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	27†	270	39	61	22	3
Not eligible for free/reduced-price school lunch	73	297	14	86	50	14

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> <li>In 2005, male students in Minnesota 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. Data are not reported for Black students in 1990, because reporting standards were not met. Therefore, the performance gap data are not reported.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 34 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 27 points. This performance gap was wider than that of 1996 (18 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.</li> </ul>	<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>

# 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.