Indicator 35. Mathematics Proficiency

Mathematics proficiency, by age and by selected characteristics of students: 1978, 1990 and 1992

Selected characteristics of students	9-year-olds			13-year-olds			17-year-olds [1]		
	1978	1990	1992	1978	1990	1992	1978	1990	1992
All students	219	230	230	264	270	273	300	305	307
Sex									
Male	217	229	231	264	271	274	304	306	309
Female	220	230	228	265	270	272	297	303	304
Race/ethnicity									
White	224	235	235	272	276	279	306	310	312
Black	192	208	208	230	249	250	268	288	286
Hispanic	203	214	212	238	255	259	276	284	292
Television watched per day									
0 to 2 hours	—	231	231	—	277	280	305	312	314
3 to 5 hours	—	234	233	—	271	273	296	300	300
6 or more hours	—	221	219	—	258	255	278	287	285
Reading materials in the home [2]									
0 to 2 items	202	217	216	240	255	257	277	289	291
3 items	221	232	231	268	268	272	296	300	304
4 items	231	241	240	276	278	281	308	311	313
Language other than English									
Often	—	209	212	—	259	261	288	295	296
Sometimes	—	231	232	—	277	278	300	305	306
Never	—	232	231	—	270	273	303	306	308
Type of school									
Public	217	229	228	263	269	272	300	304	305
Private	231	238	242	279	280	283	314	318	320

—Data not available.

[1] All participants of this age group were in school.

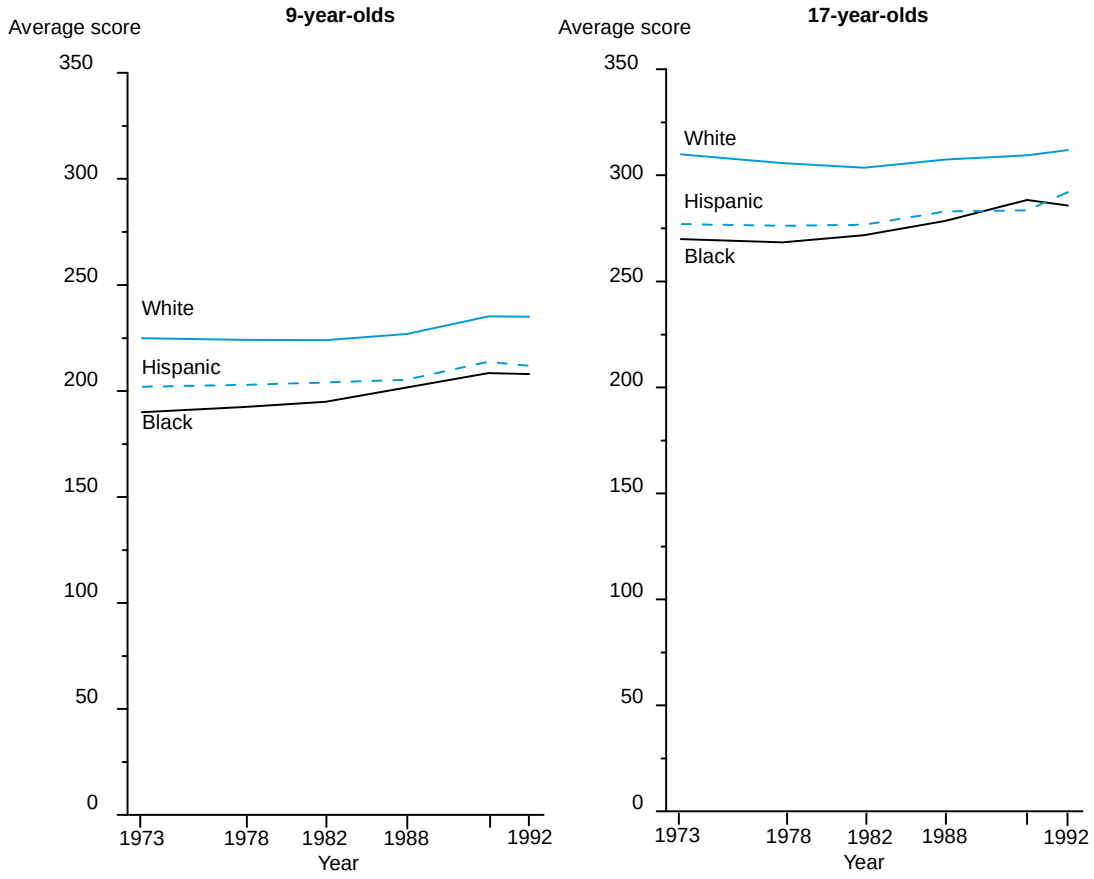
[2] The 4 items in the scale were: newspaper subscription; magazine subscription; more than 25 books in the home; and encyclopedia in the home.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. Performers at the 200 level have considerable understanding of two-digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions, and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress,* and unpublished data.

Indicator 35. Mathematics Proficiency

Mathematics proficiency of 9- and 17-year-olds, by race/ethnicity: 1978 to 1992



NOTE: NAEP scores range from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress.*

At all three ages, students' average mathematics proficiency was significantly higher in 1992 than in 1978. At all three ages, white students in 1992 continued to have a higher average mathematics proficiency than black and Hispanic students. In 1992, the average mathematics proficiency of males remained slightly higher than that of females at age 17. Students at ages 13 and 17 who spent 2 hours or less watching television each day had higher scores than those who spent more time watching television.