

The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, Austin Independent School District was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for Austin	Student Percentages at NAEP Achievement Levels
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Austin was 242. This was higher than the average score in the nation (237).<sup>1</sup></li> <li>Austin's average score (242) in 2005 was higher than that of public schools in large central cities<sup>2</sup> (228).</li> <li>The percentage of students in Austin who performed at or above the NAEP <i>Proficient</i> level was 40 percent in 2005. This percentage was greater than that in the nation (35 percent).</li> <li>The percentage of students in Austin who performed at or above the NAEP <i>Basic</i> level was 85 percent in 2005. This percentage was greater than that in the nation (79 percent).</li> </ul>	<p>Austin (public) 2005: 15% Below Basic, 45% Basic, 33% Proficient, 7% Advanced</p> <p>Large central city (public) 2005: 37% Below Basic, 42% Basic, 18% Proficient, 2% Advanced</p> <p>Nation (public) 2005: 21% Below Basic, 44% Basic, 30% Proficient, 5% Advanced</p> <p>Legend: ■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; Advanced, 282 or above.</p>

Performance of NAEP Reporting Groups in Austin: 2005						
Reporting groups	Percent of students <sup>3</sup>	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	49	242 ↑	15 ↓	85 ↑	41	9 ↑
Female	51	242 ↑	14 ↓	86 ↑	39 ↑	5
White	28 ↓	262 ↑	1 ↓	99 ↑	75 ↑	17 ↑
Black	14 ↓	228 ↑	26 ↓	74 ↑	18	2
Hispanic	55 ↑	234 ↑	20 ↓	80 ↑	27 ↑	2
Asian/Pacific Islander	3	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	63 ↑	232 ↑	23 ↓	77 ↑	23 ↑	1
Not eligible for free/reduced-price school lunch	37 ↓	260 ↑	2 ↓	98 ↑	70 ↑	16 ↑

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles																			
<ul style="list-style-type: none"> <li>In 2005, male students in Austin had an average score that was not significantly different from that of female students. In the nation, the average score for male students was higher than that of female students by 2 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 34 points. This performance gap was wider than that of the nation (26 points).</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 28 points. This performance gap was wider than that of the nation (21 points).</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 28 points. This performance gap was wider than that of the nation (22 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 36 points. In the nation, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points.</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Scale Score Distribution</th> </tr> <tr> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>Austin</td> <td>224</td> <td>242</td> <td>260</td> </tr> <tr> <td>Large central city (public)</td> <td>207 *</td> <td>228 *</td> <td>248 *</td> </tr> <tr> <td>Nation (public)</td> <td>219 *</td> <td>239 *</td> <td>257 *</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed. For example, the data above shows that 75 percent of students in public schools nationally scored below 257, while 75 percent of students in Austin scored below 260.</p>		Scale Score Distribution			25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile	Austin	224	242	260	Large central city (public)	207 *	228 *	248 *	Nation (public)	219 *	239 *	257 *
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# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from Austin.

↑ Significantly higher than nation (public). ↓ Significantly lower than nation (public).

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Austin were 7 percent and 5 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

<sup>3</sup> For comparison, non-White students comprised 78 percent of students in large central city public schools and 42 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 46 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/mathematics/tuda.asp> 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), 2005 Trial Urban District Mathematics Assessment.