**NCES**
National Center for Education Statistics

The Nation's Report Card

The Nation's Report Card NAEP

State **Mathematics** 2003

**Texas**
**Grade 4**
Public Schools

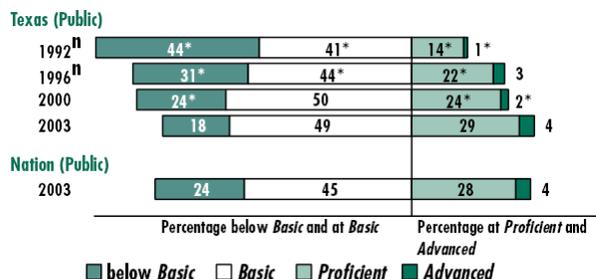S n a p s h o t   R e p o r t

NCES 2004-457TX4

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

## Overall Mathematics Results for Texas

- In 2003, the average scale score for fourth-grade students in Texas was 237. This was higher[1] than the average score in 2000 (231), and was higher than the average score in 1992 (218).

- Texas' average score (237) in 2003 was higher than that of the nation's public schools (234).

- Of the 53 states and jurisdictions[2] that participated in the 2003 fourth-grade assessment, students' average scale scores in Texas were higher than those in 21 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 8 jurisdictions.

- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was greater than that in 2000 (25 percent), and was greater than that in 1992 (15 percent) .

## Student Percentage at NAEP Achievement Levels



Percentage below *Basic* and at *Basic*        Percentage at *Proficient* and *Advanced*

■ below *Basic*   □ *Basic*   ▨ *Proficient*   ■ *Advanced*

[n] Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic,* 213 or lower; *Basic,* 214-248; *Proficient,* 249-281; *Advanced,* 282 or above.

## Performance of NAEP Reporting Groups in Texas

| Reporting groups | Percentage of students | Average Score | Below *Basic* | *Basic* | *Proficient* | *Advanced* |
|---|---|---|---|---|---|---|
| Male | 51 | 239 ↑ | 17 ↓ | 48 | 30 | 5 ↑ |
| Female | 49 | 236 ↑ | 18 ↓ | 51 | 29 ↑ | 2 |
| White | 40 | 248 ↑ | 8 | 43 | 43 | 7 ↑ |
| Black | 13 | 226 ↑ | 29 | 55 | 15 | 1 |
| Hispanic | 44 | 230 ↑ | 24 ↓ | 55 | 20 ↑ | 1 |
| Asian/Pacific Islander | 3 | 258 ↑ | 2 | 36 | 46 | 16 |
| American Indian/Alaska Native | # | --- | --- | --- | --- | --- |
| Free/reduced-price school lunch | | | | | | |
|   Eligible | 54 ↑ | 229 ↑ | 25 ↓ | 55 | 19 ↑ | 1 |
|   Not eligible | 44 | 247 ↑ | 9 | 43 | 42 | 6 |

## Average Score Gaps Between Selected Groups

- In 2003, male students in Texas had an average score that was higher than that of female students (3 points). This performance gap was not significantly different from that of 1992 (2 points).

- In 2003, White students had an average score that was higher than that of Black students (22 points). This performance gap was narrower than that of 1992 (31 points).

- In 2003, White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of 1992 (22 points).

- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of 1996 (25 points).

## Mathematics Scale Scores at Selected Percentiles



■----■ Accommodations were not permitted
□----□ Accommodations were permitted
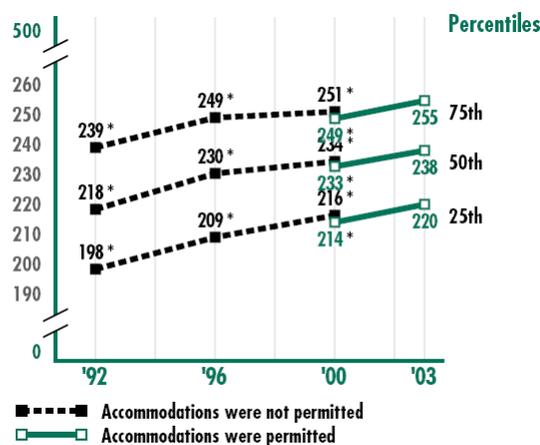
An examination of scores at different percentiles on the 0–500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.          --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.          ↑ Significantly higher than, ↓ lower than 2000.

[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 for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
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), 1992, 1996, 2000, and 2003 Mathematics Assessments.