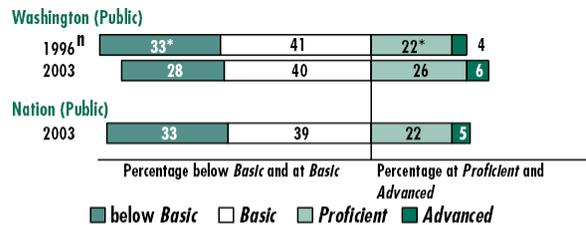


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Washington

- In 2003, the average scale score for eighth-grade students in Washington was 281. This was higher¹ than the average score in 1996 (276).
- Washington's average score (281) in 2003 was higher than that of the nation's public schools (276).
- Of the 53 states and jurisdictions² that participated in the 2003 eighth-grade assessment, students' average scale scores in Washington were higher than those in 22 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 9 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was greater than that in 1996 (26 percent).

Student Percentage at NAEP Achievement Levels



[¶] 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*, 261 or lower; *Basic*, 262-298; *Proficient*, 299-332; *Advanced*, 333 or above.

Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	282 ↑	28 ↓	39	27	7
Female	50	281 ↑	29	40	26	5
White	75	285 ↑	24	41	29	6
Black	5	262 ↑	46 ↓	40	12	1
Hispanic	9	263 ↑	50 ↓	34	13	3
Asian/Pacific Islander	8	285	28	35	26	11
American Indian/Alaska Native	2	264	44	39	15	1
Free/reduced-price school lunch						
Eligible	27	265 ↑	44 ↓	39	15	1
Not eligible	59 ↓	288 ↑	21	39	32	8

Average Score Gaps Between Selected Groups

- In 2003, male students in Washington had an average score that was not found to be significantly different from that of female students. In 1996, there was also no significant difference between the average score of male and female students.
- 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 1996 (38 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was narrower than that of 1996 (33 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 (23 points). This performance gap was not significantly different from that of 1996 (24 points).

Mathematics Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 th Percentile	50 th Percentile	75 th Percentile
Washington	259 ↑	283 ↑	306 ↑
Nation (Public)	253 ↑	278 ↑	301 ↑

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. For example, the data above show that 75 percent of students in public schools nationally scored below 301, and 75 percent of students in Washington scored below 306.

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 1996.

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), 1996 and 2003 Mathematics Assessments.