

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 California		Student Percentage at NAEP Achievement Levels																																														
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in California was 230. This was higher¹ than their average score in 2003 (227), and was higher than their average score in 1992 (208). California's average score (230) in 2005 was lower than that of the Nation's public schools (237). Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in California were higher than those in 4 jurisdictions, not significantly different from those in 7 jurisdictions, and lower than those in 40 jurisdictions. The percentage of students in California who performed at or above the NAEP <i>Proficient</i> level was 28 percent in 2005. This percentage was greater than that in 2003 (25 percent), and was greater than that in 1992 (12 percent). The percentage of students in California who performed at or above the NAEP <i>Basic</i> level was 71 percent in 2005. This percentage was greater than that in 2003 (67 percent), and was greater than that in 1992 (46 percent). 		<p>California (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992¹</td> <td>54*</td> <td>34*</td> <td>11*</td> <td>1*</td> </tr> <tr> <td>1996¹</td> <td>54*</td> <td>35*</td> <td>10*</td> <td>1*</td> </tr> <tr> <td>2000¹</td> <td>48*</td> <td>38*</td> <td>14*</td> <td>1*</td> </tr> <tr> <td>2000</td> <td>50*</td> <td>37*</td> <td>12*</td> <td>1*</td> </tr> <tr> <td>2003</td> <td>33*</td> <td>42</td> <td>22</td> <td>3</td> </tr> <tr> <td>2005</td> <td>29</td> <td>43</td> <td>24</td> <td>4</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>21</td> <td>44</td> <td>30</td> <td>5</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP 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>		Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	54*	34*	11*	1*	1996 ¹	54*	35*	10*	1*	2000 ¹	48*	38*	14*	1*	2000	50*	37*	12*	1*	2003	33*	42	22	3	2005	29	43	24	4	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
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Performance of NAEP Reporting Groups in California						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	231	28	72	30	4
Female	49	229↑	30↓	70↑	26↑	3
White	31	245	12	88	46	7
Black	7	215	47	53	12	1
Hispanic	49	219↑	41↓	59↑	14↑	1
Asian/Pacific Islander	10	249	11	89	51	12
American Indian/Alaska Native	1↑	228	31	69	27	4
Eligible for free/reduced-price school lunch	55	219↑	41↓	59↑	15↑	1
Not eligible for free/reduced-price school lunch	41	244↑	14↓	86↑	45	7

Average Score Gaps Between Selected Groups		Mathematics Scale Scores at Selected Percentiles																																											
<ul style="list-style-type: none"> In 2005, male students in California had an average score that was higher than that of female students by 2 points. In 1992, there was no significant difference between the average score of male and female students. In 2005, Black students had an average score that was lower than that of White students by 29 points. This performance gap was narrower than that of 1992 (39 points). In 2005, Hispanic students had an average score that was lower than that of White students by 25 points. In 1992, the average score for Hispanic students was lower than that of White students by 31 points. 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 25 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 28 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. This performance gap was narrower than that of 1992 (49 points). 		<p>Percentiles</p> <table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>234*</td> <td>211*</td> <td>211*</td> <td>211*</td> <td>185*</td> <td>185*</td> </tr> <tr> <td>'96</td> <td>233*</td> <td>210*</td> <td>210*</td> <td>210*</td> <td>186*</td> <td>186*</td> </tr> <tr> <td>'00</td> <td>238*</td> <td>216*</td> <td>214*</td> <td>216*</td> <td>191*</td> <td>190*</td> </tr> <tr> <td>'03</td> <td>249</td> <td>228*</td> <td>228*</td> <td>228*</td> <td>207*</td> <td>207*</td> </tr> <tr> <td>'05</td> <td>252</td> <td>232</td> <td>232</td> <td>232</td> <td>210</td> <td>210</td> </tr> </tbody> </table> <p>■ --- Accommodations were not permitted □ --- Accommodations were permitted</p> <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>		Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	234*	211*	211*	211*	185*	185*	'96	233*	210*	210*	210*	186*	186*	'00	238*	216*	214*	216*	191*	190*	'03	249	228*	228*	228*	207*	207*	'05	252	232	232	232	210	210
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

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 across years for students with disabilities (2% 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.

² "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, 1992–2005 Mathematics Assessments.