

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 Maryland	Student Percentage at NAEP Achievement Levels																																													
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Maryland was 238. This was higher<sup>1</sup> than their average score in 2003 (233), and was higher than their average score in 1992 (217).</li> <li>Maryland's average score (238) in 2005 was not significantly different from that of the Nation's public schools (237).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in Maryland were higher than those in 17 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.</li> <li>The percentage of students in Maryland who performed at or above the NAEP <i>Proficient</i> level was 38 percent in 2005. This percentage was greater than that in 2003 (31 percent), and was greater than that in 1992 (18 percent).</li> <li>The percentage of students in Maryland who performed at or above the NAEP <i>Basic</i> level was 79 percent in 2005. This percentage was greater than that in 2003 (73 percent), and was greater than that in 1992 (55 percent).</li> </ul>	<p>Maryland (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>1992<sup>1</sup></td> <td>45*</td> <td>37*</td> <td>16*</td> <td>2*</td> </tr> <tr> <td>1996<sup>1</sup></td> <td>41*</td> <td>37</td> <td>19*</td> <td>3*</td> </tr> <tr> <td>2000<sup>1</sup></td> <td>39*</td> <td>39</td> <td>20*</td> <td>2*</td> </tr> <tr> <td>2000</td> <td>40*</td> <td>39</td> <td>19*</td> <td>2*</td> </tr> <tr> <td>2003</td> <td>27*</td> <td>41</td> <td>26*</td> <td>5</td> </tr> <tr> <td>2005</td> <td>21</td> <td>41</td> <td>31</td> <td>7</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 <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></p> <p><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 <sup>1</sup>	45*	37*	16*	2*	1996 <sup>1</sup>	41*	37	19*	3*	2000 <sup>1</sup>	39*	39	20*	2*	2000	40*	39	19*	2*	2003	27*	41	26*	5	2005	21	41	31	7	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
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Performance of NAEP Reporting Groups in Maryland						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	240 ↑	21 ↓	79 ↑	40 ↑	8
Female	49	237 ↑	22 ↓	78 ↑	36 ↑	6
White	51	250 ↑	9 ↓	91 ↑	53 ↑	10
Black	35	220	40 ↓	60 ↑	14	1
Hispanic	8	232	28	72	26	5
Asian/Pacific Islander	6	256	5	95	59	17
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	32	221 ↑	38 ↓	62 ↑	16 ↑	1
Not eligible for free/reduced-price school lunch	65	247	12	88	49	10

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles																																										
<ul style="list-style-type: none"> <li>In 2005, male students in Maryland had an average score that was not found to be significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 30 points. In 1992, the average score for Black students was lower than that of White students by 34 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 18 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported.</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 26 points. This performance gap was narrower than that of 1996 (34 points).</li> <li>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).</li> </ul>	<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>242*</td> <td>219*</td> <td>219*</td> <td>193*</td> <td>193*</td> <td>193*</td> </tr> <tr> <td>'96</td> <td>246*</td> <td>222*</td> <td>222*</td> <td>197*</td> <td>197*</td> <td>197*</td> </tr> <tr> <td>'00</td> <td>247*</td> <td>224*</td> <td>223*</td> <td>200*</td> <td>199*</td> <td>199*</td> </tr> <tr> <td>'03</td> <td>255*</td> <td>234*</td> <td>234*</td> <td>212*</td> <td>212*</td> <td>212*</td> </tr> <tr> <td>'05</td> <td>260</td> <td>240</td> <td>240</td> <td>218</td> <td>218</td> <td>218</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	242*	219*	219*	193*	193*	193*	'96	246*	222*	222*	197*	197*	197*	'00	247*	224*	223*	200*	199*	199*	'03	255*	234*	234*	212*	212*	212*	'05	260	240	240	218	218	218
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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.

<sup>1</sup> 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.

<sup>2</sup> "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.