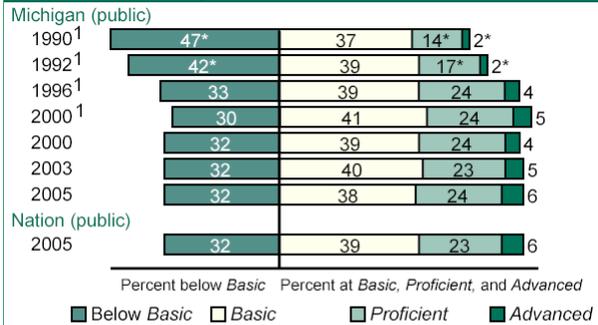


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Michigan

- In 2005, the average scale score for eighth-grade students in Michigan was 277. This was not significantly different from¹ their average score in 2003 (276), and was higher than their average score in 1990 (264).
- Michigan's average score (277) in 2005 was not significantly different from that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in Michigan were higher than those in 14 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 24 jurisdictions.
- The percentage of students in Michigan who performed at or above the NAEP *Proficient* level was 29 percent in 2005. This percentage was not significantly different from that in 2003 (28 percent), and was greater than that in 1990 (16 percent).
- The percentage of students in Michigan who performed at or above the NAEP *Basic* level was 68 percent in 2005. This percentage was not significantly different from that in 2003 (68 percent), and was greater than that in 1990 (53 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: *Below Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

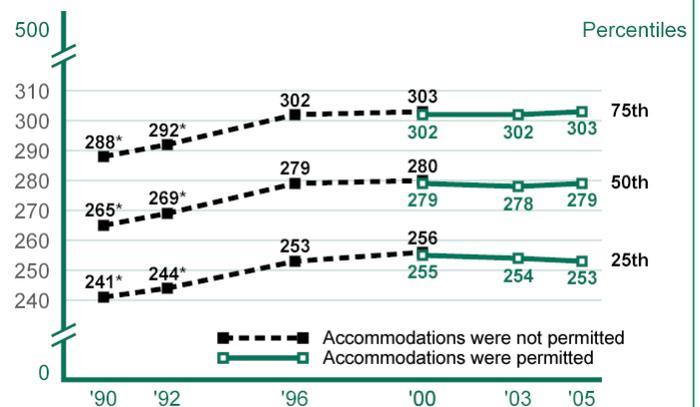
Performance of NAEP Reporting Groups in Michigan

Reporting groups	Percent of students	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	50	279	30	70	31	7
Female	50	275	34	66	27	4
White	73	285	23	77	36	7
Black	20	247	66	34	6	#
Hispanic	4	265	48	52	16	1
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	27	258	53	47	13	1
Not eligible for free/reduced-price school lunch	72	285	24	76	36	7

Average Score Gaps Between Selected Groups

- In 2005, male students in Michigan had an average score that was not found to be significantly different from that of female students. In 1990, 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 38 points. In 1990, the average score for Black students was lower than that of White students by 39 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met. Therefore, the performance gap data are not reported.
- 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. 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 27 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

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 (3% 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, 1990–2005 Mathematics Assessments.