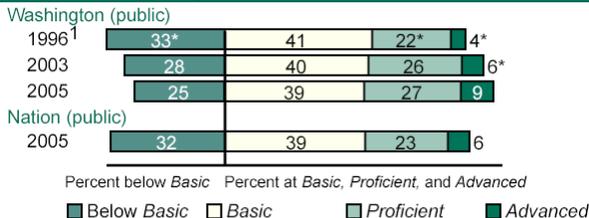


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

### Overall Mathematics Results for Washington

- In 2005, the average scale score for eighth-grade students in Washington was 285. This was higher<sup>1</sup> than their average score in 2003 (281), and was higher than their average score in 1996 (276).
- Washington's average score (285) in 2005 was higher than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in Washington were higher than those in 35 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (32 percent), and was greater than that in 1996 (26 percent).
- The percentage of students in Washington who performed at or above the NAEP *Basic* level was 75 percent in 2005. This percentage was not significantly different from that in 2003 (72 percent), and was greater than that in 1996 (67 percent).

### Student Percentage at NAEP Achievement Levels



<sup>1</sup> 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.

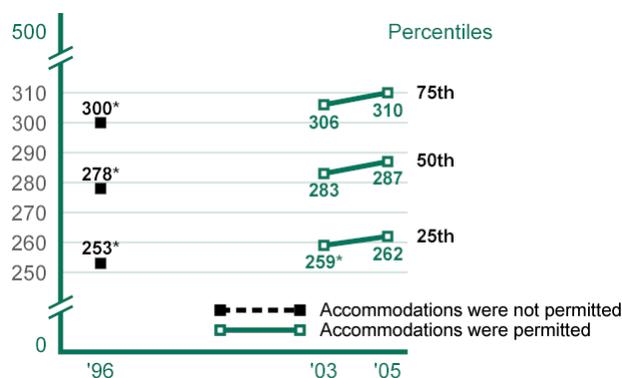
### Performance of NAEP Reporting Groups in Washington

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	285	26	74	37	9
Female	49	285↑	24	76	35	8
White	74	289↑	20	80	39	10
Black	4	265	44	56	15	1
Hispanic	10	262	50	50	15	2
Asian/Pacific Islander	8	294	19	81	45	15
American Indian/Alaska Native	2	273	36	64	26	4
Eligible for free/reduced-price school lunch	31	269	40	60	20	3
Not eligible for free/reduced-price school lunch	62	294↑	16↓	84↑	44	12

### Average Score Gaps Between Selected Groups

- In 2005, 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 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 23 points. This performance gap was narrower than that of 1996 (38 points).
- In 2005, Hispanic students had an average score that was lower than that of White students by 27 points. In 1996, the average score for Hispanic students was lower than that of White students by 33 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 24 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1996, 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.

<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 (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.

<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, 1996–2005 Mathematics Assessments.