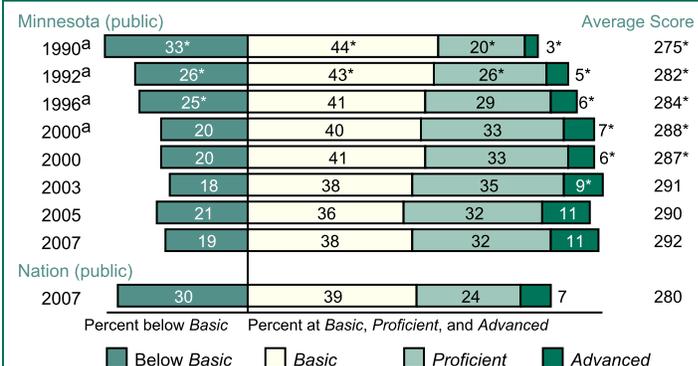


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Minnesota

- In 2007, the average scale score for eighth-grade students in Minnesota was 292. This was not significantly different from their average score in 2005 (290) and was higher than their average score in 1990 (275).¹
- Minnesota's average score (292) in 2007 was higher than that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Minnesota was higher than those in 46 jurisdictions, not significantly different from those in 4 jurisdictions, and lower than that in 1 jurisdiction.²
- The percentage of students in Minnesota who performed at or above the NAEP *Proficient* level was 43 percent in 2007. This percentage was not significantly different from that in 2005 (43 percent) and was greater than that in 1990 (23 percent).
- The percentage of students in Minnesota who performed at or above the NAEP *Basic* level was 81 percent in 2007. This percentage was not significantly different from that in 2005 (79 percent) and was greater than that in 1990 (67 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

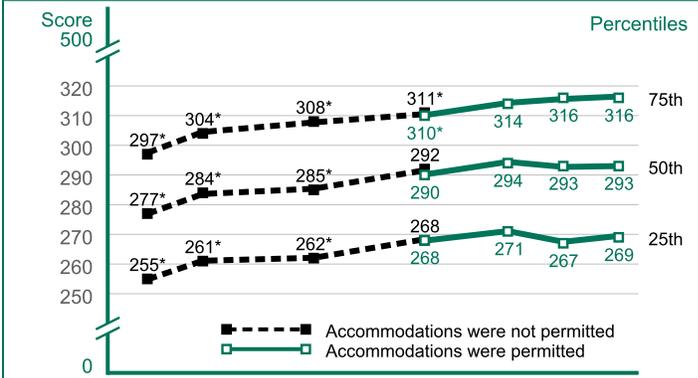
Performance of NAEP Reporting Groups in Minnesota: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	292	19	81	44	12
Female	49	292	19	81	43	11
White	81	297	14	86	48	13
Black	7	260	52	48	14	1
Hispanic	4	269	44	56	18	2
Asian/Pacific Islander	5	283	28	72	34	8
American Indian/Alaska Native	2	266	43	57	19	2
Eligible for National School Lunch Program	26	273	36	64	22	3
Not eligible for National School Lunch Program	72	298	13	87	50	14

Average Score Gaps Between Selected Groups

- In 2007, male students in Minnesota had an average score that was not significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 37 points. In 1990, the average score for Black students was lower than that of White students by 41 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 28 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for 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 wider than that of 1996 (18 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. This performance gap was wider than that of 1990 (43 points).

Mathematics Scores at Selected Percentiles



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

Rounds to zero. ‡ Reporting standards not met.
 * Significantly different from 2007. † Significantly higher than 2005. ‡ Significantly lower than 2005.
¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Minnesota were 2 percent and "percentage rounds to zero" in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.
² "Jurisdictions" refers to states and 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 the National School Lunch Program, which provides free and reduced-price lunches, 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), various years, 1990–2007 Mathematics Assessments.