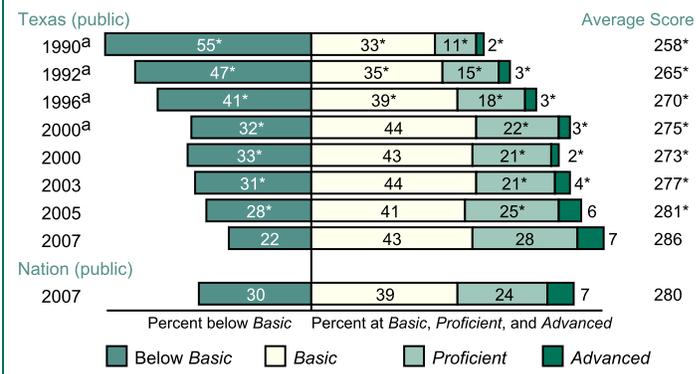


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

**Overall Mathematics Results for Texas**

- In 2007, the average scale score for eighth-grade students in Texas was 286. This was higher than their average score in 2005 (281) and was higher than their average score in 1990 (258).<sup>1</sup>
- Texas' average score (286) 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 Texas was higher than those in 25 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 5 jurisdictions.<sup>2</sup>
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 35 percent in 2007. This percentage was greater than that in 2005 (31 percent) and was greater than that in 1990 (13 percent).
- The percentage of students in Texas who performed at or above the NAEP *Basic* level was 78 percent in 2007. This percentage was greater than that in 2005 (72 percent) and was greater than that in 1990 (45 percent).

**Percentages at NAEP Achievement Levels and Average Score**



<sup>a</sup> 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.

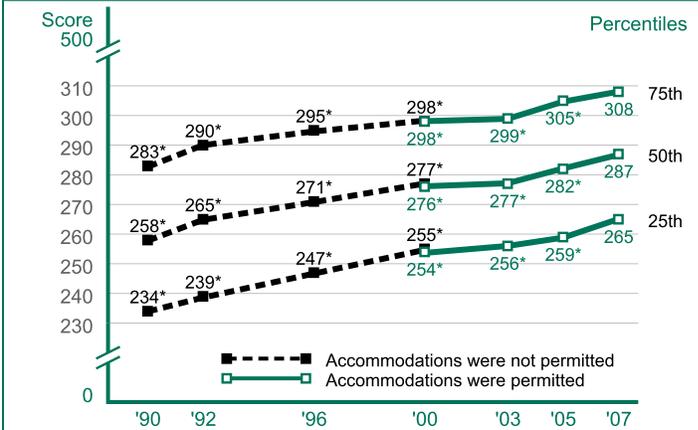
**Performance of NAEP Reporting Groups in Texas: 2007**

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	50	287 ↑	22 ↓	78 ↑	37	8
Female	50	285 ↑	23 ↓	77 ↑	32	6
White	38 ↓	300 ↑	10 ↓	90 ↑	53 ↑	13
Black	15	271 ↑	36 ↓	64 ↑	16	1
Hispanic	44	277 ↑	30 ↓	70 ↑	23 ↑	3
Asian/Pacific Islander	3	309	8	92	67	21
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	50	275 ↑	32 ↓	68 ↑	21 ↑	2
Not eligible for National School Lunch Program	50	297 ↑	12 ↓	88 ↑	49 ↑	12

**Average Score Gaps Between Selected Groups**

- In 2007, male students in Texas 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 29 points. This performance gap was narrower than that of 1990 (38 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 23 points. In 1990, the average score for Hispanic students was lower than that of White students by 28 points.
- 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 23 points. This performance gap was narrower than that of 1996 (30 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. This performance gap was narrower than that of 1990 (49 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.  
<sup>1</sup> 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 Texas were 5 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.  
<sup>2</sup> "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.