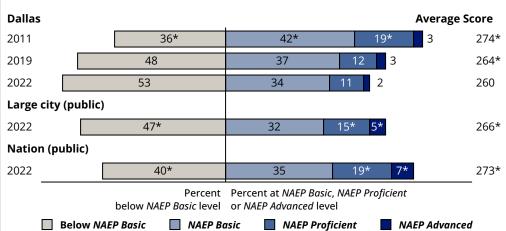
Nation's Report Card

2022 MATHEMATICS TRIAL URBAN DISTRICT SNAPSHOT REPORT DALLAS GRADE 8 PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of eighth-grade students in Dallas was 260. This was lower than the average score of 266 for students in large cities.
- The average score for students in Dallas in 2022 (260) was lower than their average score in 2019 (264) and in 2011 (274).
- The percentage of students in Dallas who performed at or above the *NAEP Proficient* level was 12 percent in 2022. This percentage was not significantly different from that in 2019 (15 percent) and was smaller than that in 2011 (22 percent).
- The percentage of students in Dallas who performed at or above the NAEP Basic level was 47 percent in 2022. This percentage was not significantly different from that in 2019 (52 percent) and was smaller than that in 2011 (64 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different (p < .05) from the district's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

AVERAGE SCORES FOR DISTRICT AND LARGE CITIES

COMPARE THE AVERAGE SCORE IN 2022 TO OTHER DISTRICTS

In 2022, the average score in Dallas (260) was

Lower Than 11 Districts	Not Significantly Different From 7 Districts	Higher Than 7 Districts
Austin Boston Charlotte Clark County Duval County Guilford County Hillsborough County Houston Miami-Dade New York City San Diego	Albuquerque Atlanta Chicago Denver Fort Worth Jefferson County Los Angeles	Baltimore City Cleveland Detroit District of Columbia Milwaukee Philadelphia Shelby County

RESULTS FOR STUDENT GROUPS IN 2022

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	OR A	ENTAGE AT BOVE <i>NAEP</i> PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	4	‡	‡	‡	‡
Black	19	249	34	5	#
Hispanic	74	261	48	12	1
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Gender					
Male	51	261	47	12	2
Female	49	260	46	12	2
National School Lunch Program					
Eligible	86	258	44	10	1
Not eligible	14	276	64	27	7
# Rounds to zero.					

‡ Reporting standards not met.

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/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessments.

numbers. SCORE GAPS FOR STUDENT GROUPS

'13

'15

-D- Large city (public)

'11

 In 2022, Hispanic students had an average score that was 13 points higher than that for Black students. This performance gap was not significantly different from that in 2011 (11 points).

* Significantly different (*p* < .05) from 2022. Significance tests were performed using unrounded

'17

'19

-O- Dallas

'22

Year

- In 2022, male students in Dallas had an average score that was not significantly different from that for female students.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 18 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2011 (14 points).

Score 500 280 274* 274* 0 274* 270 266 T 264* 260 C 260 250 0