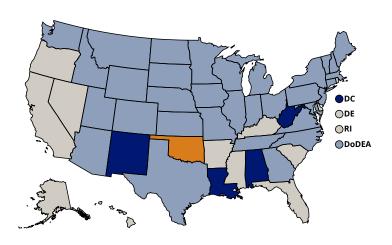
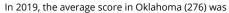


### **Overall Results**

- In 2019, the average score of eighth-grade students in Oklahoma was 276. This was lower than the average score of 281 for students in the nation.
- The average score for students in Oklahoma in 2019 (276) was not significantly different from their average score in 2017 (275) and was higher than their average score in 2000 (270).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 26 percent in 2019. This percentage was not significantly different from that in 2017 (24 percent) and was higher than that in 2000 (18
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 66 percent in 2019. This percentage was not significantly different from that in 2017 (64 percent) and in 2000 (62 percent).

# Compare the Average Score in 2019 to Other States/ **Iurisdictions**





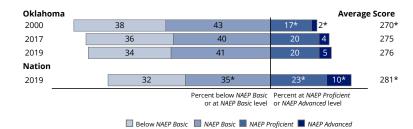
lower than those in 34 states/jurisdictions

higher than those in 5 states/jurisdictions

not significantly different from those in 12 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools) NOTE: Puerto Rico was not included in the comparison results

### NAEP Achievement-Level Percentages and Average Score Results



<sup>\*</sup> Significantly different (p < .05) from state's results in 2019. Significance tests were performed using

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 State/Jurisdiction and Nation



<sup>\*</sup> Significantly different (p < .05) from 2019. Significance tests were performed using unrounded numbers.

## **Results for Student Groups in 2019**

	Percentage of	Avg.	abov	tage at or re NAEP	Percentage at NAEP
Reporting Groups	students	score	Basic	Proficient	Advanced
Race/Ethnicity					
White	49	282	73	31	7
Black	8	253	39	7	#
Hispanic	18	271	61	19	3
Asian	2	‡	#	‡	#
American Indian/Alaska Native	14	270	59	20	4
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	9	280	69	29	5
Gender					
Male	51	277	66	27	6
Female	49	276	67	24	4
National School Lunch Program					
Eligible	58	267	57	16	2
Not eligible	42	289	79	39	10
# Dounds to zoro					

\* Rounts 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.

## **Score Gaps for Student Groups**

- In 2019, Black students had an average score that was 30 points lower than that for White students. This performance gap was not significantly different from that in 2000 (29 points).
- In 2019, Hispanic students had an average score that was 11 points lower than that for White students. This performance gap was not significantly different from that in 2000 (14 points).
- In 2019, male students in Oklahoma had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 22 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (19 points).



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000-2019 Mathematics