2019 Mathematics State Snapshot Report Nation $\quad$ Grade 4 - Public Schools

## Overall Results

■ The average score for students in the nation in 2019 (240) was higher than their average score in 2017 (239) and in 2000 (224).

- The percentage of students in the nation who performed at or above the NAEP Proficient level was 40 percent in 2019. This percentage was not significantly different from that in 2017 (40 percent) and was higher than that in 2000 (22 percent).
■ The percentage of students in the nation who performed at or above the NAEP Basic level was 80 percent in 2019. This percentage was higher than that in 2017 ( 79 percent) and in 2000 ( 64 percent).

Compare the Average Score in 2019 to Other States/ Jurisdictions


In 2019, the average score in the nation (240) was
$\square$ lower than those in 15 states/jurisdictions
$\square$ higher than those in 17 states/jurisdictions
$\square$ not significantly different from those in 20 states/jurisdictions
DoDEA = Department of Defense Education Activity (overseas and domestic schools)
NOTE: Puerto Rico was not included in the comparison results.

## Results for Student Groups in 2019

| Reporting Groups | Percentage of students | Avg. score | Percentage at or above NAEP Basic Proficient |  | Percentage at Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Race/Ethnicity |  |  |  |  |  |
| White | 46 | 249 | 88 | 52 | 12 |
| Black | 15 | 224 | 65 | 20 | 2 |
| Hispanic | 28 | 231 | 73 | 28 | 3 |
| Asian | 5 | 263 | 93 | 70 | 29 |
| American Indian/Alaska Native | 1 | 228 | 68 | 25 | 4 |
| Native Hawaiian/Pacific Islander | \# | 230 | 70 | 29 | 5 |
| Two or more races | 4 | 243 | 83 | 44 | 10 |
| Gender |  |  |  |  |  |
| Male | 51 | 242 | 80 | 43 | 10 |
| Female | 49 | 238 | 80 | 38 | 7 |
| National School Lunch Program |  |  |  |  |  |
| Eligible | 54 | 229 | 71 | 26 | 3 |
| Not eligible | 45 | 253 | 91 | 58 | 15 |

\# Rounds to to zero.
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.

## NAEP Achievement-Level Percentages and Average Score Results

| Nation |  |  | 20* 2* |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2000 | 36* | 41 |  |  | 224* |
| 2017 | 21* | 39 | 32 | 8 | 239* |
| 2019 | 20 | 40 | 32 | 9 | 240 |
| Percent below NAEP Basic Percent at NAEP Proficient or at NAEP Basic level or NAEP Advanced level |  |  |  |  |  |

* Significantly different ( $p<.05$ ) from nation's results in 2019. 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 Nation



* Significantly different ( $p<.05$ ) from 2019. Significance tests were performed using unrounded numbers.


## Score Gaps for Student Groups

■ In 2019, Black students had an average score that was 25 points lower than that for White students. This performance gap was narrower than that in 2000 (30 points).
■ In 2019, Hispanic students had an average score that was 18 points lower than that for White students. This performance gap was narrower than that in 2000 (26 points).
■ In 2019, male students in the nation had an average score that was higher than that for female students by 3 points.

- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 24 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 ( 26 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 1990 s. 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.

