

Table 123.—Average mathematics proficiency, by age and by selected characteristics of students: 1973 to 1996

Selected characteristics of students	1973	1978	1982	1986	1990	1992	1994	1996
1	2	3	4	5	6	7	8	9
9-year-olds ¹								
Total	219 (0.8)	219 (0.8)	219 (1.1)	222 (1.0)	230 (0.8)	230 (0.8)	231 (0.8)	231 (0.8)
Male	218 (0.7)	217 (0.7)	217 (1.2)	222 (1.1)	229 (0.9)	231 (1.0)	232 (1.0)	233 (1.2)
Female	220 (1.1)	220 (1.0)	221 (1.2)	222 (1.2)	230 (1.1)	228 (1.0)	230 (0.9)	229 (0.7)
Race/ethnicity								
White	225 (1.0)	224 (0.9)	224 (1.1)	227 (1.1)	235 (0.8)	235 (0.8)	237 (1.0)	237 (1.0)
Black	190 (1.8)	192 (1.1)	195 (1.6)	202 (1.6)	208 (2.2)	208 (2.0)	212 (1.6)	212 (1.4)
Hispanic	202 (2.4)	203 (2.2)	204 (1.3)	205 (2.1)	214 (2.1)	212 (2.3)	210 (2.3)	215 (1.7)
Parental education								
Not high school graduate	— —	200 (1.5)	199 (1.7)	201 (2.5)	210 (2.3)	217 (2.2)	210 (3.0)	220 (3.3)
Graduated high school	— —	219 (1.1)	218 (1.1)	218 (1.6)	226 (1.2)	222 (1.5)	225 (1.3)	221 (1.7)
Some education after high school	— —	230 (1.7)	225 (2.1)	229 (2.1)	236 (2.0)	237 (1.9)	239 (2.1)	238 (2.5)
Graduated college	— —	231 (1.1)	229 (1.5)	231 (1.1)	238 (1.3)	236 (1.0)	238 (0.8)	240 (1.4)
Control of school								
Public	— —	217 (0.8)	217 (1.1)	220 (1.2)	229 (0.9)	228 (0.9)	229 (0.9)	230 (0.8)
Private	— —	231 (1.7)	232 (2.1)	230 (2.5)	238 (2.3)	242 (1.7)	245 (2.3)	239 (2.1)
Region								
Northeast	227 (1.9)	227 (1.9)	226 (1.8)	226 (2.7)	236 (2.1)	235 (1.9)	238 (2.2)	236 (2.0)
Southeast	208 (1.3)	209 (1.2)	210 (2.5)	218 (2.5)	224 (2.4)	221 (1.7)	229 (1.4)	227 (2.0)
Central	224 (1.5)	224 (1.5)	221 (2.7)	226 (2.3)	231 (1.3)	234 (1.6)	233 (1.8)	233 (2.3)
West	216 (2.2)	214 (1.3)	219 (1.8)	217 (2.4)	229 (1.8)	229 (2.3)	226 (1.6)	229 (1.3)
13-year-olds ¹								
Total	266 (1.1)	264 (1.1)	269 (1.1)	269 (1.2)	270 (0.9)	273 (0.9)	274 (1.0)	274 (0.8)
Male	265 (1.3)	264 (1.3)	269 (1.4)	270 (1.1)	271 (1.2)	274 (1.1)	276 (1.3)	276 (0.9)
Female	267 (1.1)	265 (1.1)	268 (1.1)	268 (1.5)	270 (0.9)	272 (1.0)	273 (1.0)	272 (1.0)
Race/ethnicity								
White	274 (0.9)	272 (0.8)	274 (1.0)	274 (1.3)	276 (1.1)	279 (0.9)	281 (0.9)	281 (0.9)
Black	228 (1.9)	230 (1.9)	240 (1.6)	249 (2.3)	249 (2.3)	250 (1.9)	252 (3.5)	252 (1.3)
Hispanic	239 (2.2)	238 (2.0)	252 (1.7)	254 (2.9)	255 (1.8)	259 (1.8)	256 (1.9)	256 (1.6)
Parental education								
Not high school graduate	— —	245 (1.2)	251 (1.4)	252 (2.3)	253 (1.8)	256 (1.0)	255 (2.1)	254 (2.4)
Graduated high school	— —	263 (1.0)	263 (0.8)	263 (1.2)	263 (1.2)	263 (1.2)	266 (1.1)	267 (1.1)
Some education after high school	— —	273 (1.2)	275 (0.9)	274 (0.8)	277 (1.0)	278 (1.0)	277 (1.6)	278 (1.4)
Graduated college	— —	284 (1.2)	282 (1.5)	280 (1.4)	280 (1.0)	283 (1.0)	285 (1.2)	283 (1.2)
Control of school								
Public	— —	263 (1.2)	267 (1.3)	269 (1.2)	269 (1.0)	272 (1.0)	273 (1.1)	273 (0.9)
Private	— —	279 (1.4)	281 (2.1)	276 (4.9)	280 (1.7)	283 (2.5)	285 (2.4)	286 (3.6)
Region								
Northeast	275 (2.4)	273 (2.4)	277 (2.0)	277 (2.2)	275 (2.3)	274 (2.2)	284 (1.5)	275 (2.1)
Southeast	255 (3.2)	253 (3.3)	258 (2.2)	264 (1.4)	266 (1.9)	271 (2.5)	269 (2.0)	270 (1.8)
Central	271 (1.8)	269 (1.8)	273 (2.1)	266 (4.5)	272 (2.4)	275 (1.5)	275 (3.4)	280 (1.3)
West	262 (1.9)	260 (1.9)	266 (2.4)	270 (2.1)	269 (1.6)	272 (1.4)	272 (1.7)	273 (1.9)
17-year-olds ¹								
Total	304 (1.1)	300 (1.0)	299 (0.9)	302 (0.9)	305 (0.9)	307 (0.9)	306 (1.0)	307 (1.2)
Male	309 (1.2)	304 (1.0)	302 (1.0)	305 (1.2)	306 (1.1)	309 (1.1)	309 (1.4)	310 (1.3)
Female	301 (1.1)	297 (1.0)	296 (1.0)	299 (1.0)	303 (1.1)	305 (1.1)	304 (1.1)	305 (1.4)
Race/ethnicity								
White	310 (1.1)	306 (0.9)	304 (0.9)	308 (1.0)	310 (1.0)	312 (0.8)	312 (1.1)	313 (1.4)
Black	270 (1.3)	268 (1.3)	272 (1.2)	279 (2.1)	289 (2.8)	286 (2.2)	286 (1.8)	286 (1.7)
Hispanic	277 (2.2)	276 (2.3)	277 (1.8)	283 (2.9)	284 (2.9)	292 (2.6)	291 (3.7)	292 (2.1)
Parental education								
Not high school graduate	— —	280 (1.2)	279 (1.0)	279 (2.3)	285 (2.2)	286 (2.3)	284 (2.4)	281 (2.4)
Graduated high school	— —	294 (0.8)	293 (0.8)	293 (1.0)	294 (0.9)	298 (1.7)	295 (1.1)	297 (2.4)
Some education after high school	— —	305 (0.9)	304 (0.9)	305 (1.2)	308 (1.0)	308 (1.1)	305 (1.3)	307 (1.5)
Graduated college	— —	317 (1.0)	312 (1.0)	314 (1.4)	316 (1.3)	316 (1.0)	318 (1.4)	317 (1.3)
Control of school								
Public	— —	300 (1.0)	297 (0.9)	301 (1.0)	304 (0.8)	305 (0.9)	304 (0.9)	306 (1.1)
Private	— —	314 (3.2)	311 (1.7)	320 (9.8)	318 (6.6)	320 (3.0)	319 (4.0)	316 (4.5)
Region								
Northeast	312 (1.8)	307 (1.8)	304 (2.0)	307 (1.9)	304 (2.1)	311 (2.0)	313 (2.9)	309 (3.0)
Southeast	296 (1.8)	292 (1.7)	292 (2.1)	297 (1.4)	301 (2.3)	301 (1.9)	301 (1.6)	303 (2.1)
Central	306 (1.8)	305 (1.9)	302 (1.4)	304 (1.9)	311 (2.1)	312 (2.0)	307 (2.2)	314 (2.0)
West	303 (2.0)	296 (1.8)	294 (1.9)	299 (2.7)	302 (1.5)	303 (1.5)	305 (2.4)	304 (2.3)

¹ Excludes persons not enrolled in school.

—Data not available.

NOTE.—These test scores are from the National Assessment of Educational Progress (NAEP). Performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. Performers at the 200 level have considerable understanding of two-digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute

decimals, simple fractions and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, prepared by Educational Testing Service. (This table was prepared August 1997.)