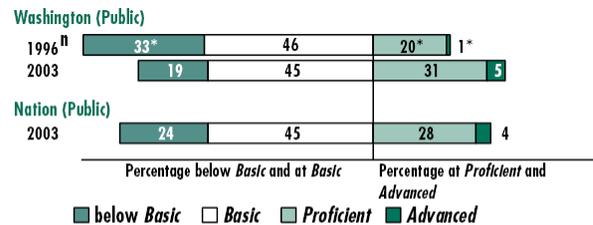


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions. The NAEP mathematics scale ranges from 0 to 500.

### Overall Mathematics Results for Washington

- In 2003, the average scale score for fourth-grade students in Washington was 238. This was higher<sup>1</sup> than the average score in 1996 (225).
- Washington's average score (238) in 2003 was higher than that of the nation's public schools (234).
- Of the 53 states and jurisdictions<sup>2</sup> that participated in the 2003 fourth-grade assessment, students' average scale scores in Washington were higher than those in 25 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was greater than that in 1996 (21 percent).

### Student Percentage at NAEP Achievement Levels



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 213 or lower; *Basic*, 214-248; *Proficient*, 249-281; *Advanced*, 282 or above.

### Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	51	240 ↑	18 ↓	43	33 ↑	6 ↑
Female	49	237 ↑	20 ↓	47	29 ↑	4 ↑
White	71 ↓	242 ↑	14 ↓	46	35 ↑	5 ↑
Black	6	222 ↑	38 ↓	45	16 ↑	1
Hispanic	12 ↑	223 ↑	39 ↓	43	17 ↑	1
Asian/Pacific Islander	7	244 ↑	15 ↓	40	34 ↑	10
American Indian/Alaska Native	3	229 ↑	31	46	22	2
Free/reduced-price school lunch						
Eligible	38	226 ↑	32 ↓	49 ↑	19 ↑	1
Not eligible	52 ↓	247 ↑	10 ↓	42 ↓	40 ↑	8 ↑

### Average Score Gaps Between Selected Groups

- In 2003, male students in Washington had an average score that was higher than that of female students (3 points). This performance gap was not significantly different from that of 1996 (3 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1996 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (19 points). This performance gap was not significantly different from that of 1996 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1996 (20 points).

### Mathematics Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
Washington	220 ↑	239 ↑	257 ↑
Nation (Public)	215 ↑	235 ↑	254 ↑

An examination of scores at different percentiles on the 0–500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 254, and 75 percent of students in Washington scored below 257.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 1996.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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), 1996 and 2003 Mathematics Assessments.