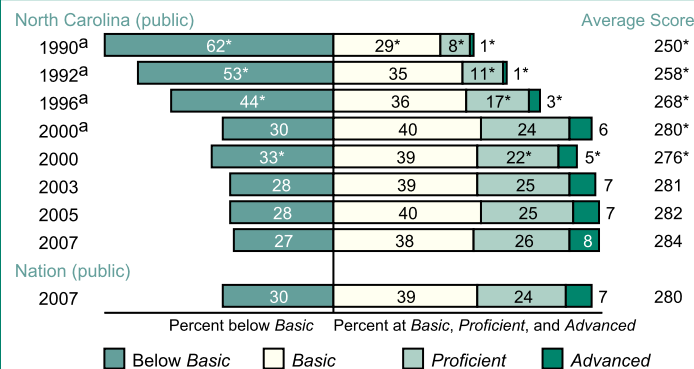


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

**Overall Mathematics Results for North Carolina**

- In 2007, the average scale score for eighth-grade students in North Carolina was 284. This was not significantly different from their average score in 2005 (282) and was higher than their average score in 1990 (250).<sup>1</sup>
- North Carolina's average score (284) in 2007 was higher than that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in North Carolina was higher than those in 21 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 11 jurisdictions.<sup>2</sup>
- The percentage of students in North Carolina who performed at or above the NAEP *Proficient* level was 34 percent in 2007. This percentage was not significantly different from that in 2005 (32 percent) and was greater than that in 1990 (9 percent).
- The percentage of students in North Carolina who performed at or above the NAEP *Basic* level was 73 percent in 2007. This percentage was not significantly different from that in 2005 (72 percent) and was greater than that in 1990 (38 percent).

**Percentages at NAEP Achievement Levels and Average Score**



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

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

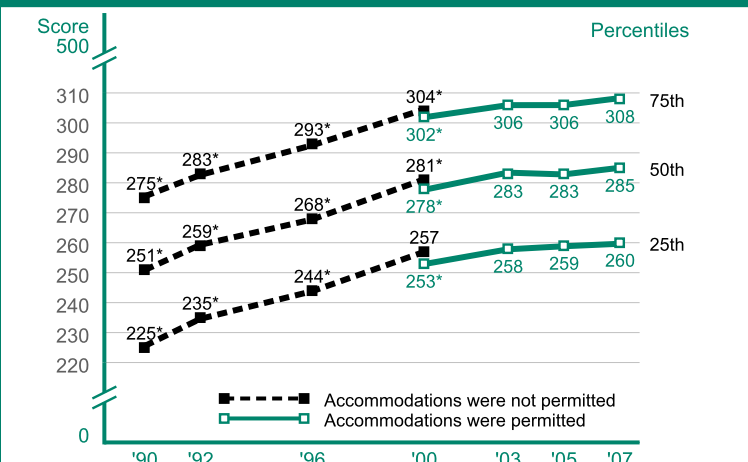
**Performance of NAEP Reporting Groups in North Carolina: 2007**

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	50	285	26	74	36	9
Female	50	283	28	72	33	7
White	56	295	15	85	46	12
Black	30	266	47	53	14	1
Hispanic	8	273	39	61	23	4
Asian/Pacific Islander	3	299	15	85	50	18
American Indian/Alaska Native	1	261	49	51	17	1
Eligible for National School Lunch Program	44 ↑	268	42	58	17	2
Not eligible for National School Lunch Program	55 ↓	296	15	85	48	13

**Average Score Gaps Between Selected Groups**

- In 2007, male students in North Carolina had an average score that was not significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 29 points. In 1990, the average score for Black students was lower than that of White students by 30 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 22 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 28 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points.

**Mathematics Scores at Selected Percentiles**



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

# Rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

<sup>1</sup> Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in North Carolina were 2 percent and "percentage rounds to zero" in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

<sup>2</sup> "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

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 and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.