

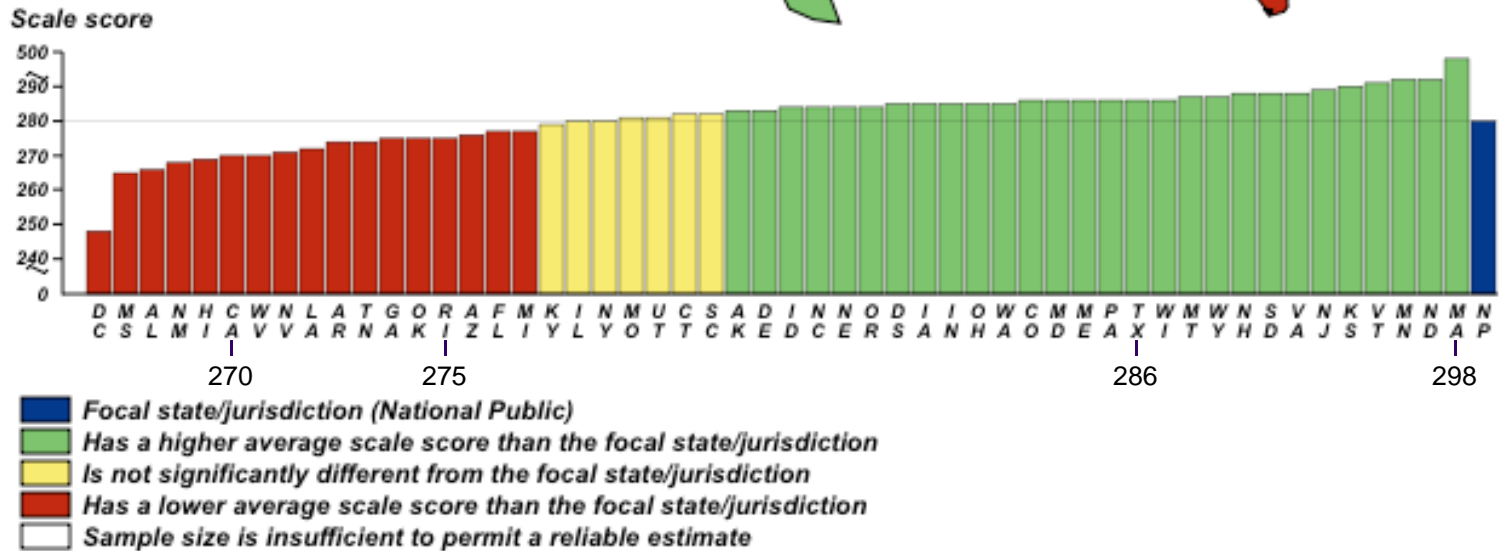
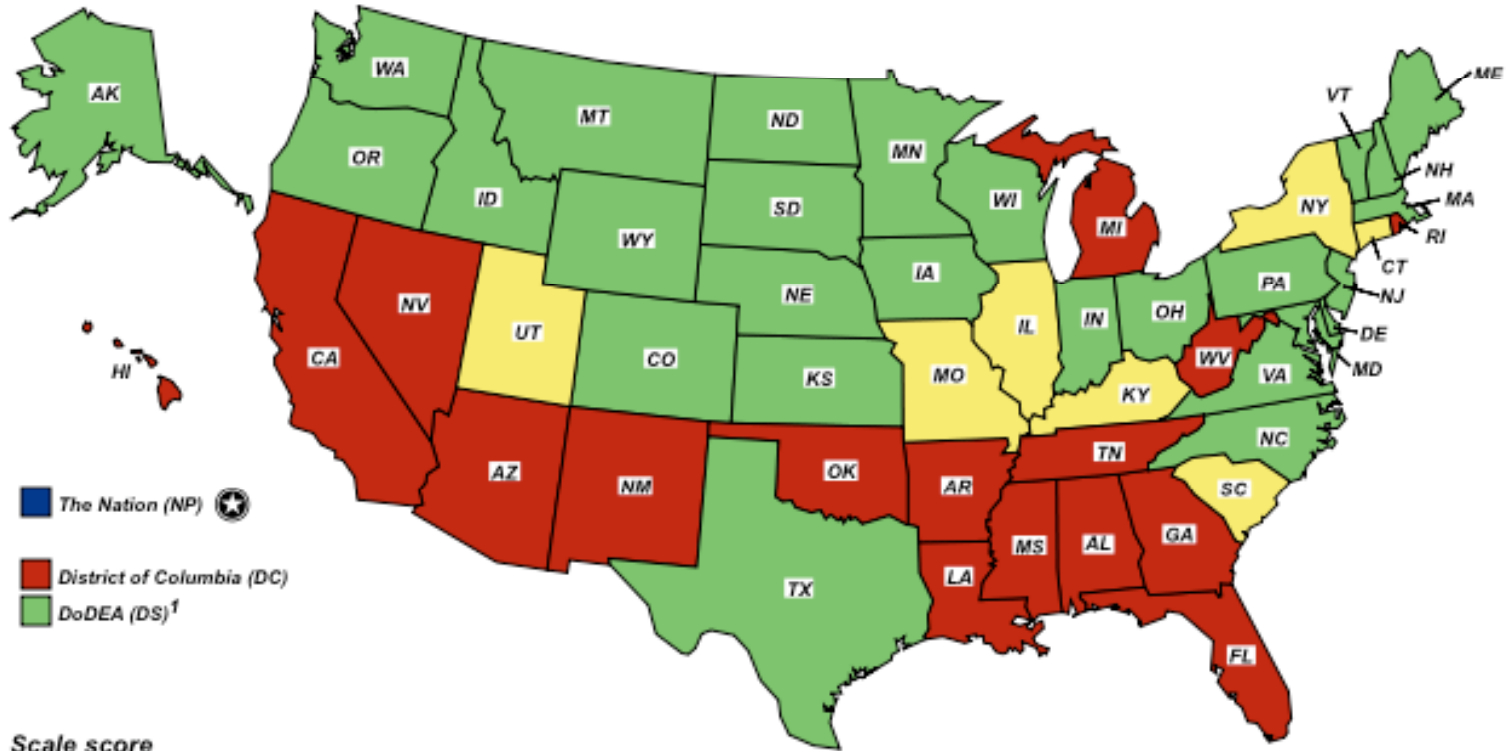
NAEP Mathematics 2003–2007

Achievement Level Data

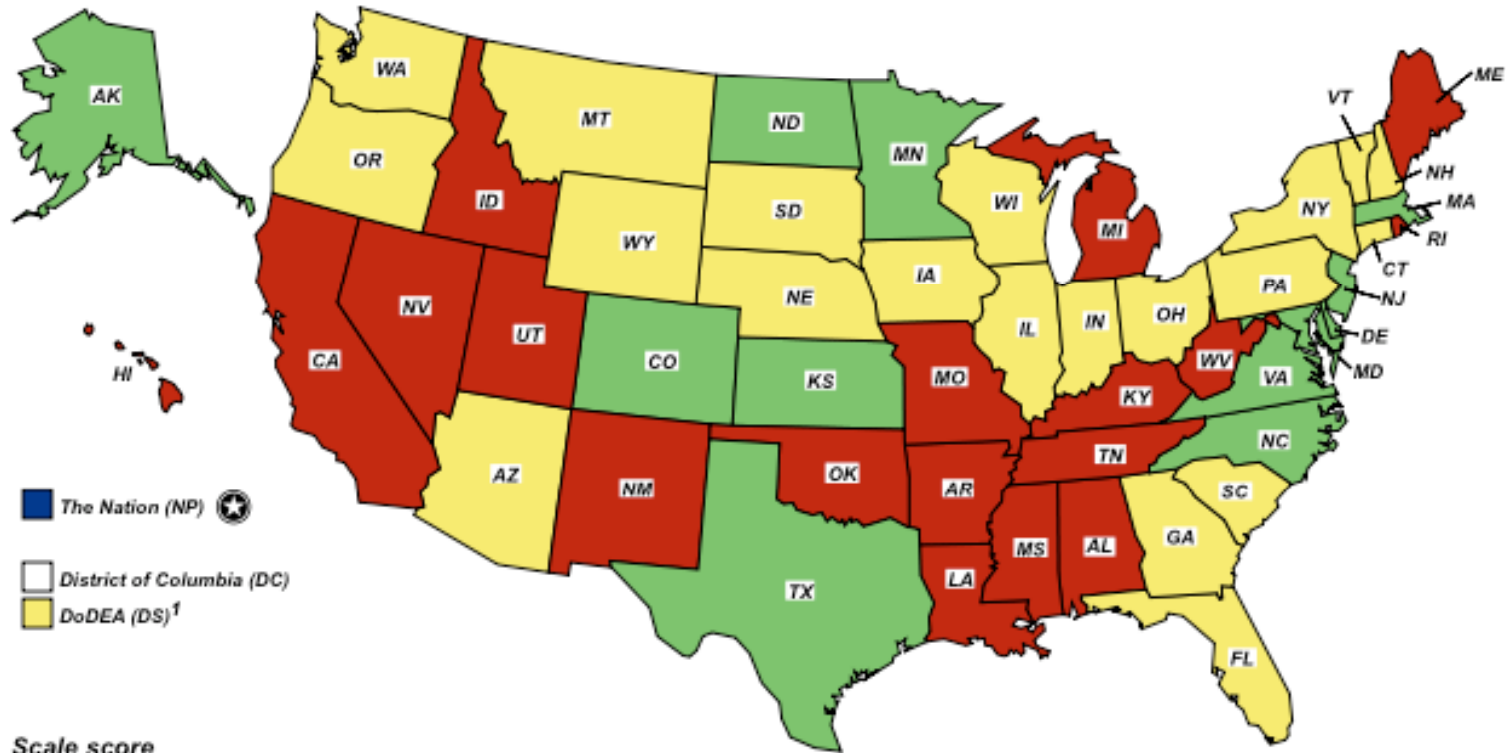


The Charles A. Dana Center
at the University of Texas at Austin

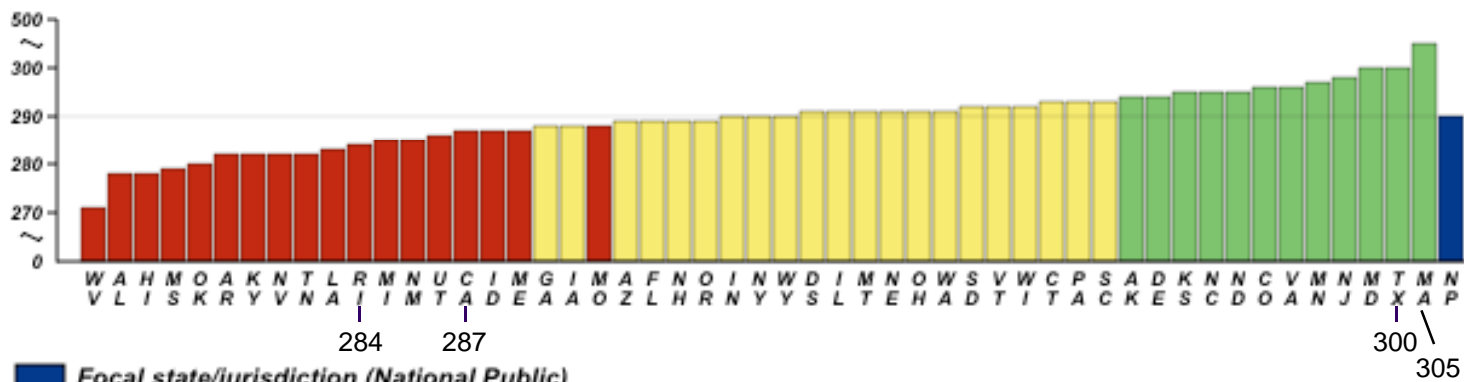
8th Grade Overall Scale Score — 2007



8th Grade White — 2007

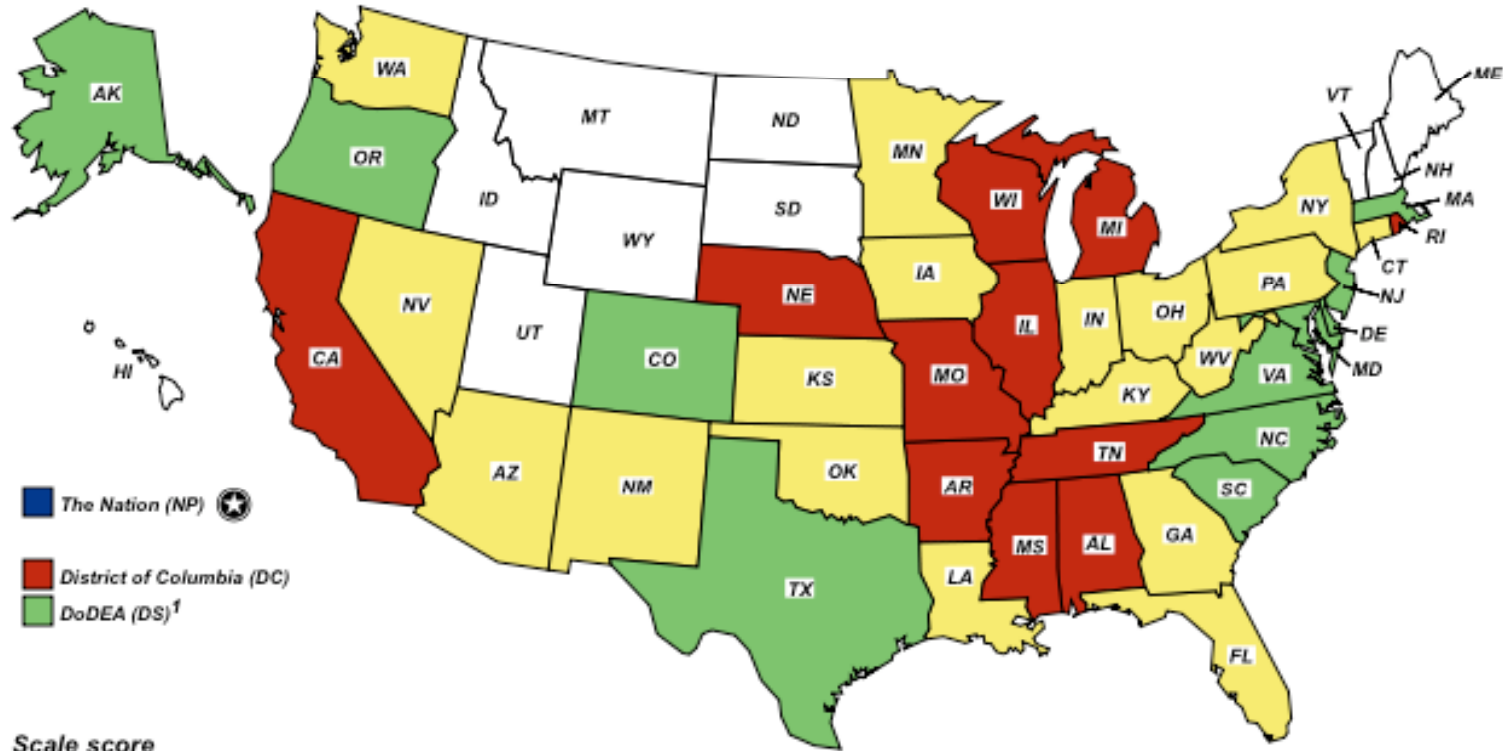


Scale score

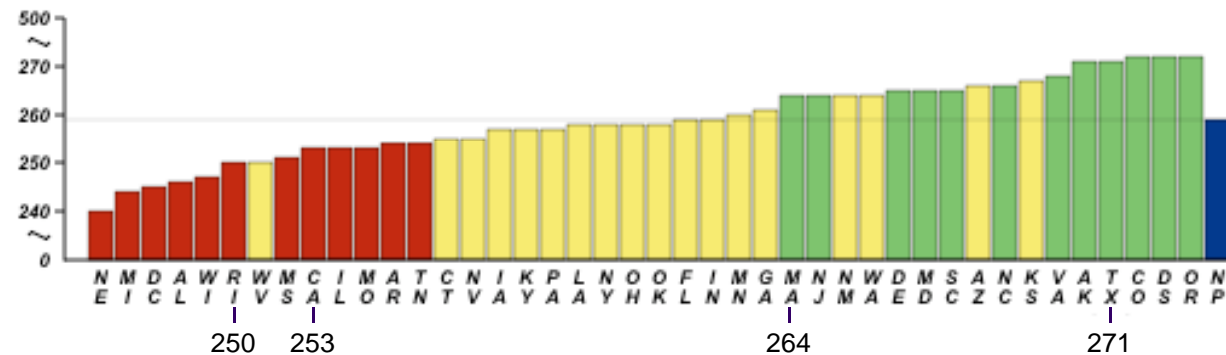


- Focal state/jurisdiction (National Public)
- Has a higher average scale score in this category than the focal state/jurisdiction
- Is not significantly different in this category from the focal state/jurisdiction
- Has a lower average scale score in this category than the focal state/jurisdiction
- Sample size is insufficient to permit a reliable estimate

8th Grade Black — 2007

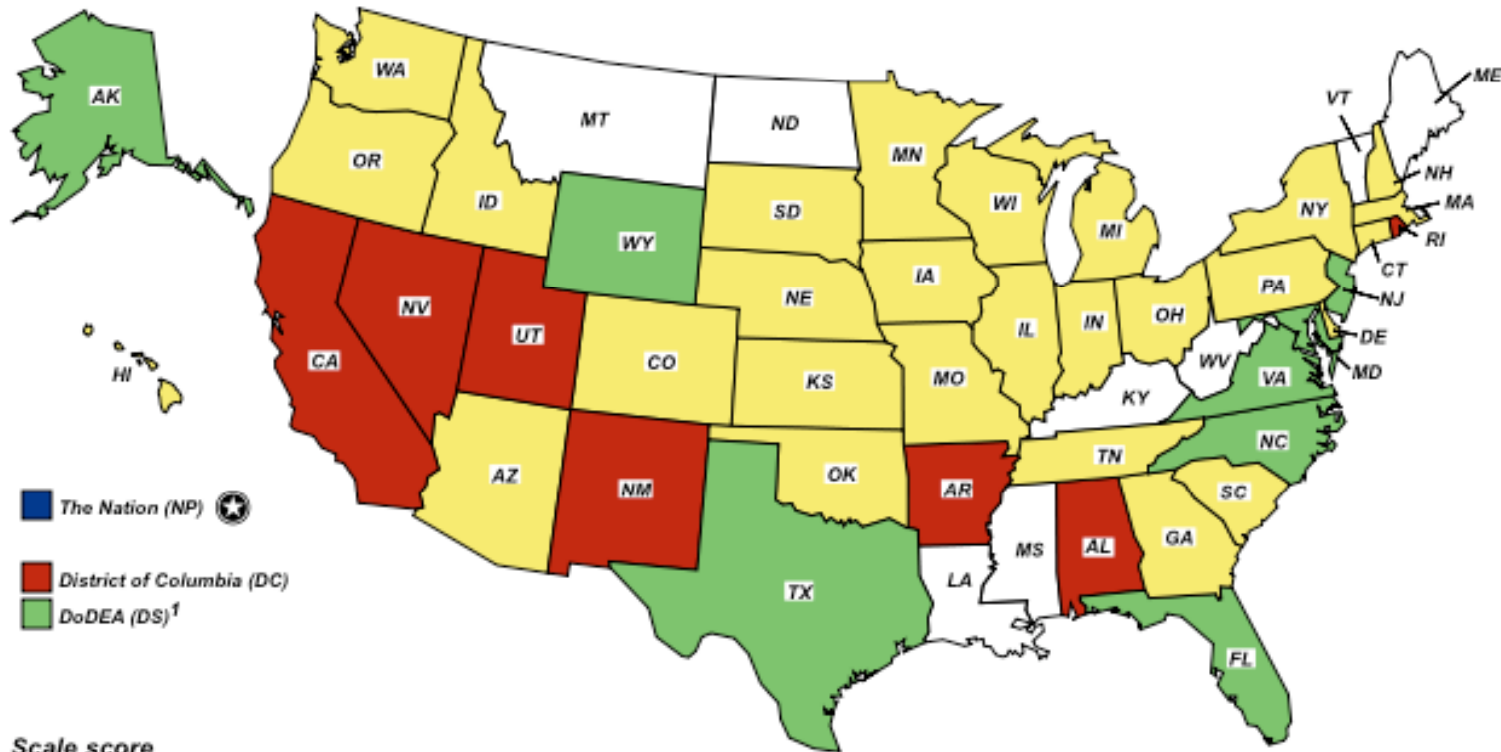


Scale score

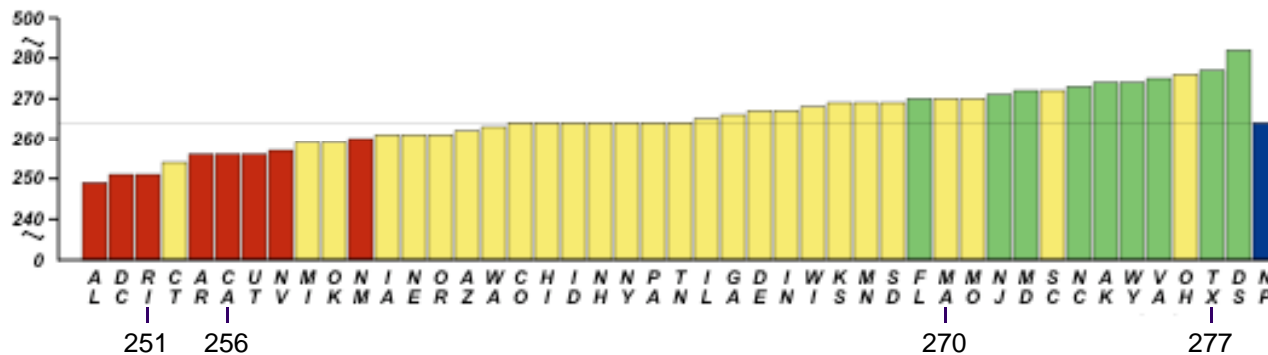


- Focal state/jurisdiction (National Public)
- Has a higher average scale score in this category than the focal state/jurisdiction
- Is not significantly different in this category from the focal state/jurisdiction
- Has a lower average scale score in this category than the focal state/jurisdiction
- Sample size is insufficient to permit a reliable estimate

8th Grade Hispanic — 2007



Scale score

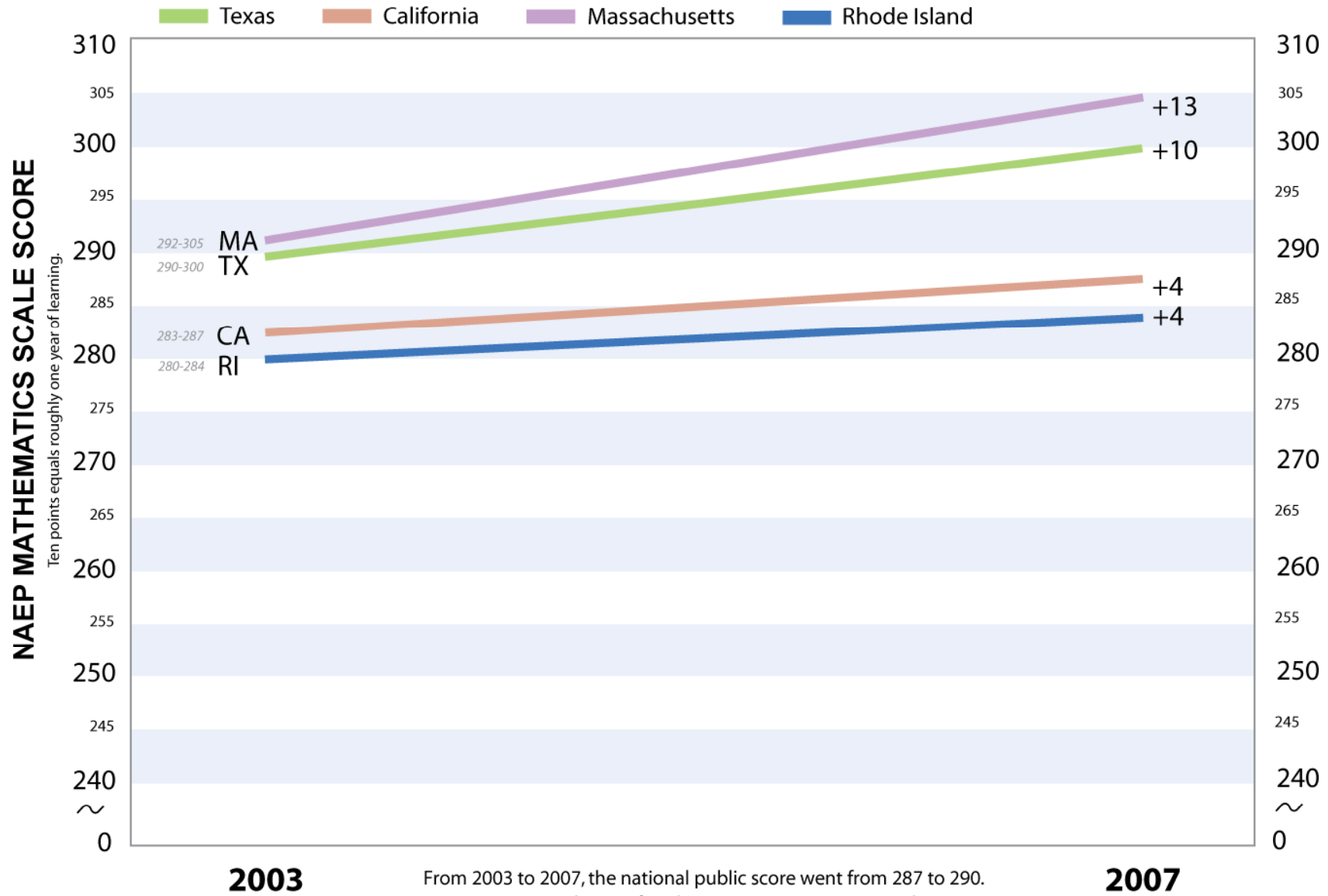


- Focal state/jurisdiction (National Public)
- Has a higher average scale score in this category than the focal state/jurisdiction
- Is not significantly different in this category from the focal state/jurisdiction
- Has a lower average scale score in this category than the focal state/jurisdiction
- Sample size is insufficient to permit a reliable estimate

NAEP Gains in Mathematics – 8th Grade

White

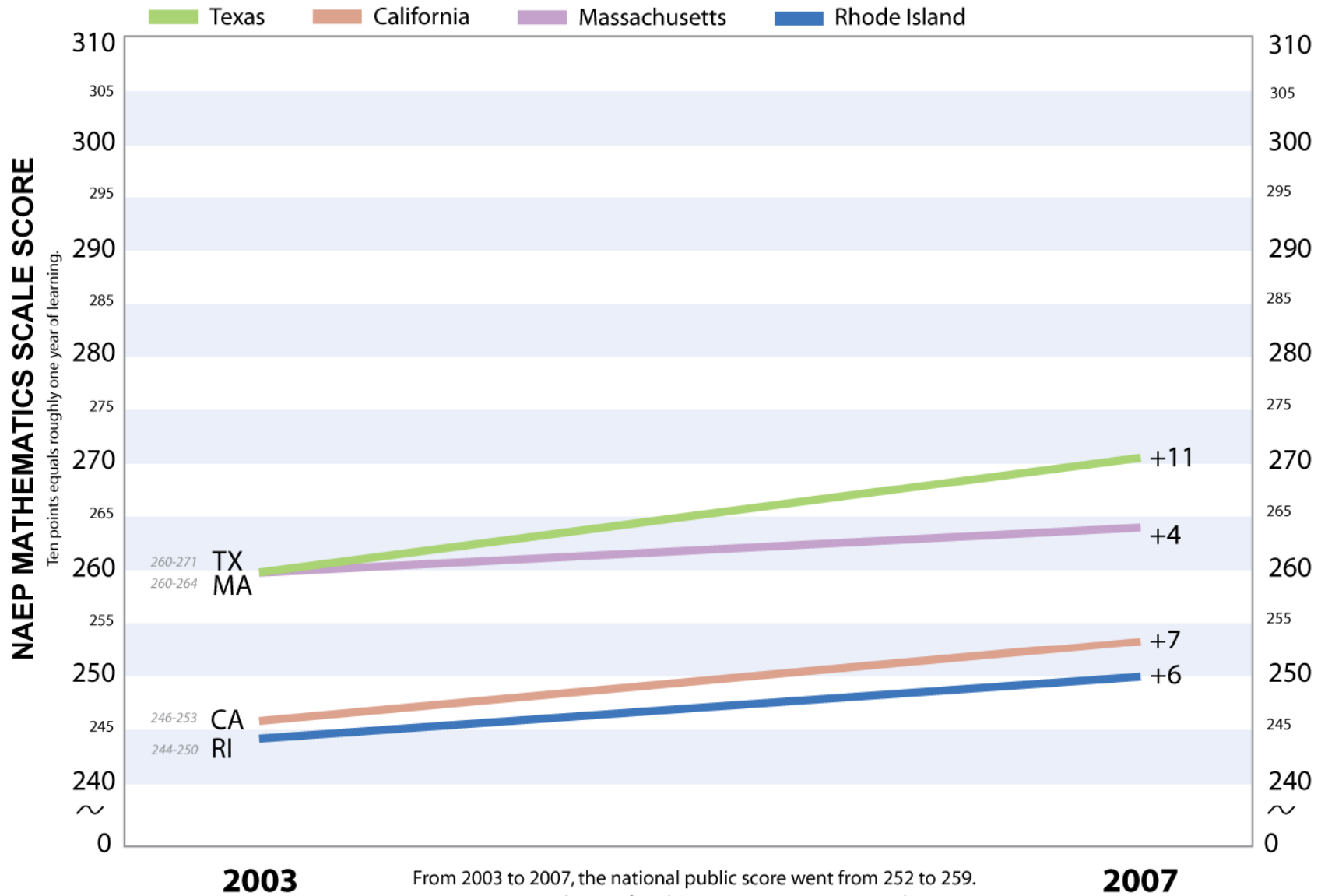
Reporting years 2003 and 2007



NAEP Gains in Mathematics – 8th Grade

Black

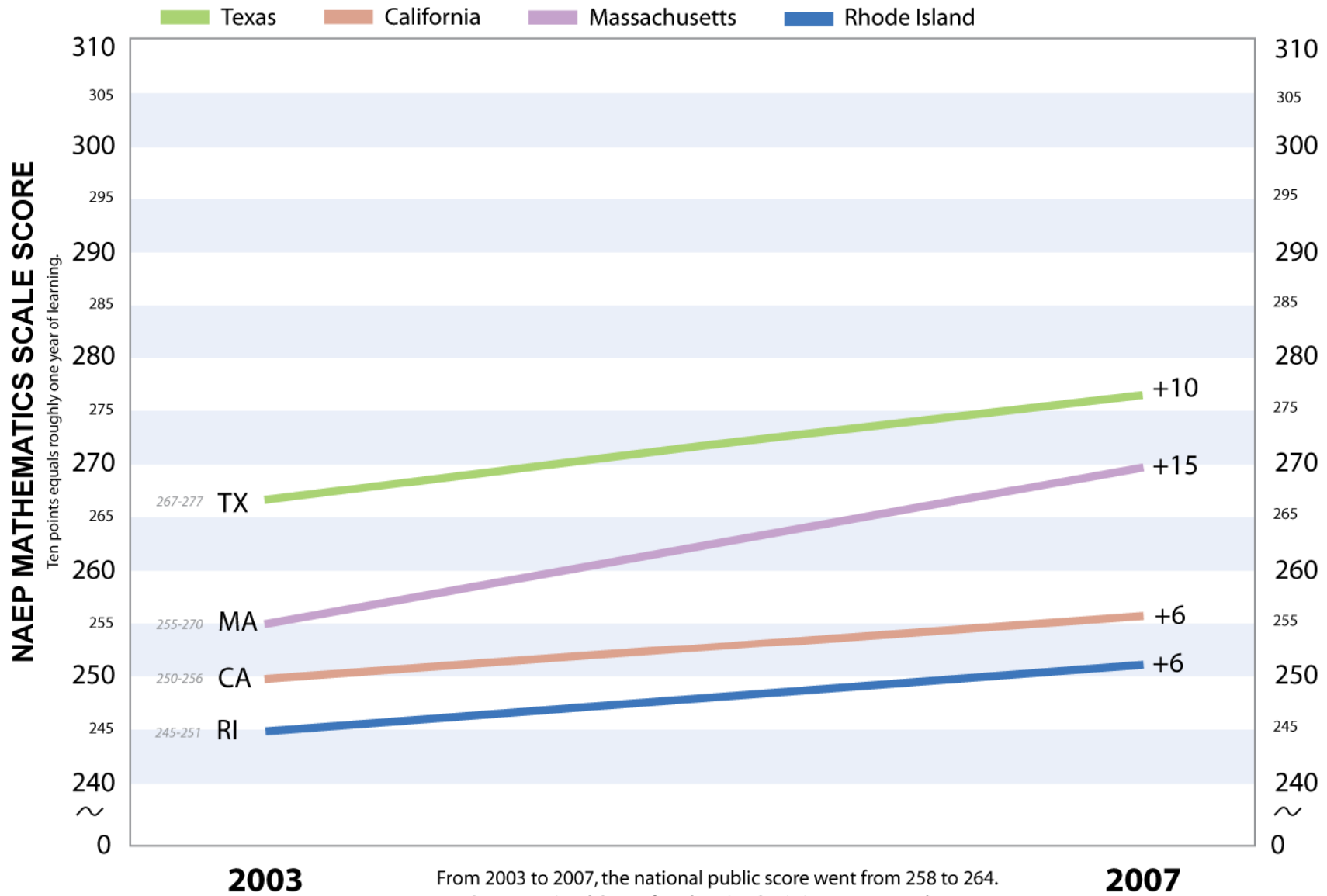
Reporting years 2003 and 2007



NAEP Gains in Mathematics – 8th Grade

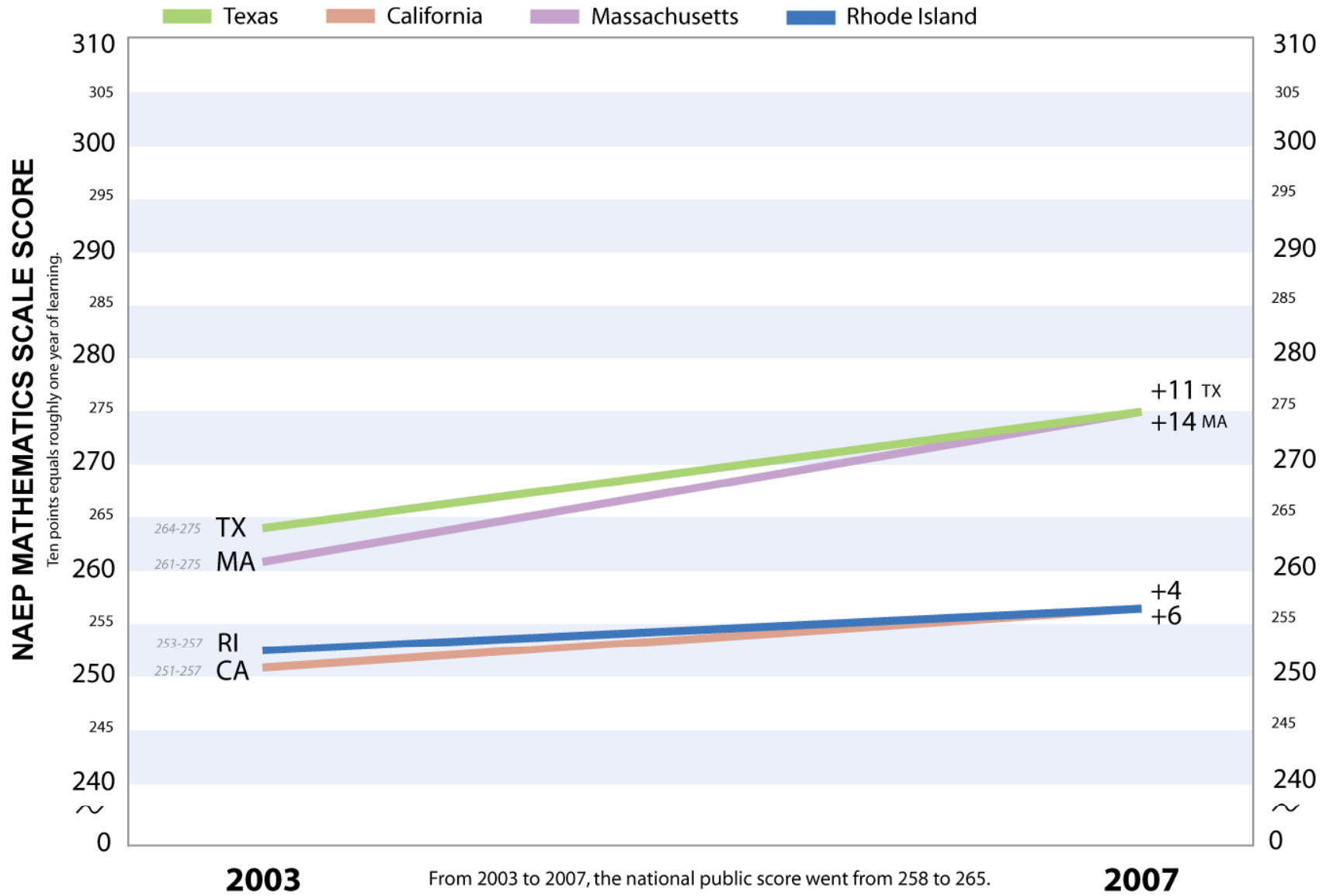
Hispanic

Reporting years 2003 and 2007



NAEP Gains in Mathematics – 8th Grade Eligible for Free or Reduced Lunch

Reporting years 2003 and 2007



Texas vs. California 2005 National Assessment of Educational Progress (NAEP) Data (Mathematics)

	Grade 8 percentage of students at or above basic			Grade 8 percentage of students at or above proficient		
	TX	CA	US	TX	CA	US
1990	45%	45%	52%	13%	12%	15%
2005	72%	57%	69%	31%	22%	30%

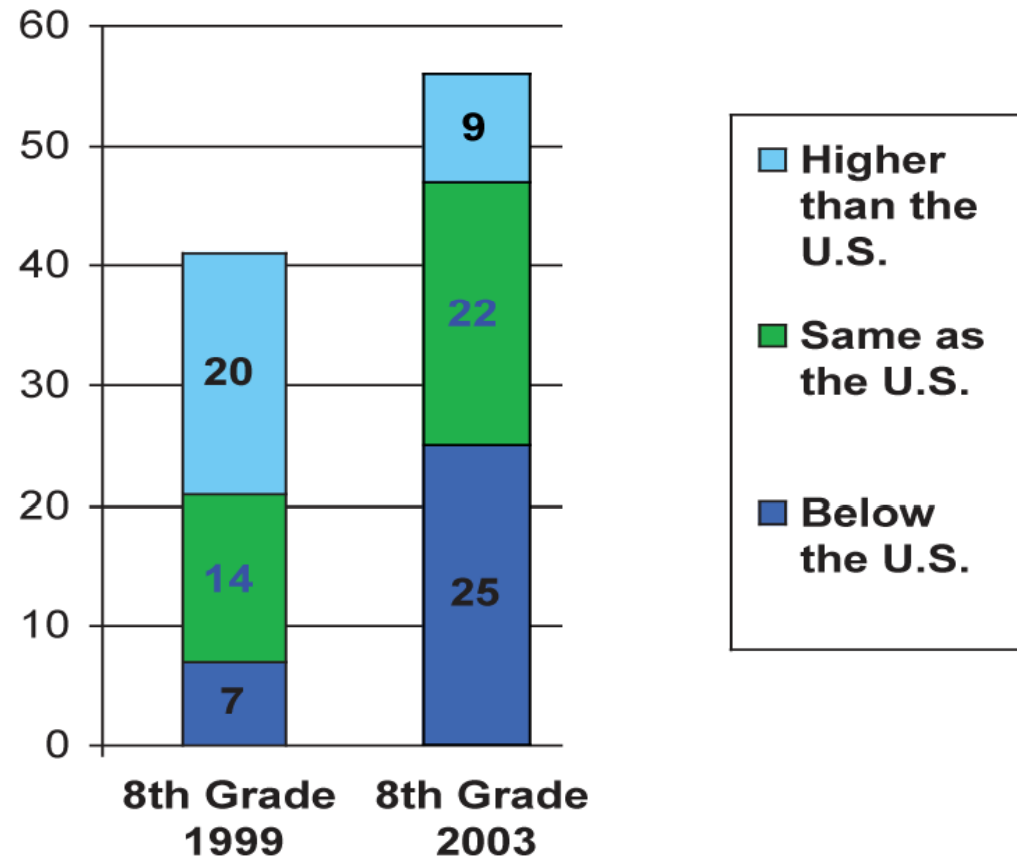
2005 NAEP Trial Urban District Assessment Mathematics 8th Grade Average Scale Score

White		Black		Hispanic	
District of Columbia	317	Charlotte	264	Austin	267
Austin	305	Austin	262	Houston	265
Charlotte	304	Houston	257	Chicago	263
Boston	299	New York City	257	Charlotte	262
Houston	294	Boston	256	Boston	261
San Diego	292	Nation	254	Nation	261
Nation	288	San Diego	253	New York City	259
Large Central City	288	Large Central City	250	San Diego	258
New York City	286	Chicago	245	Large Central City	258
Chicago	281	Cleveland	244	District of Columbia	252
Los Angeles	280	Atlanta	242	Cleveland	251
Cleveland	265	District of Columbia	241	Los Angeles	245
Atlanta	a	Los Angeles	239	Atlanta	a

2005 NAEP Trial Urban District Assessment Mathematics 8th Grade Average Scale Score

English Language Learners		Students Eligible for School Lunch		Parent No High School		Parent with HS/no College	
Charlotte	252	New York City	264	Boston	270	Austin	267
Houston	245	Boston	264	Austin	264	Nation	267
Nation	244	Houston	262	Charlotte	264	Boston	266
Austin	240	Austin	261	Houston	264	Charlotte	264
Large Central City	238	Charlotte	261	New York City	262	New York City	264
San Diego	236	Nation	261	San Diego	260	Houston	262
Chicago	235	San Diego	258	Nation	259	Large Central City	256
Boston	233	Large Central City	256	Large Central City	255	San Diego	255
New York City	232	Chicago	254	Chicago	252	Chicago	251
Los Angeles	225	Cleveland	249	Cleveland	250	Cleveland	247
Atlanta	a	Los Angeles	245	Los Angeles	244	Los Angeles	245
Cleveland	a	District of Columbia	241	District of Columbia	243	District of Columbia	238
District of Columbia	a	Atlanta	240	Atlanta	237	Atlanta	237

Other nations' average math performance compared with the U.S.



1999 Third International Mathematics and Science Study-Repeat: Grade 8 (Mathematics)

State	Average Mathematics Score	Students Scoring in the Top 10% Internationally	Students Scoring in the Top 25% Internationally	Minority Students
Texas	516	13%	37%	53%
Michigan	517	10%	33%	18%
Indiana	515	9%	30%	17%
Oregon	514	10%	32%	20%
Massachusetts	513	10%	31%	26%
Connecticut	512	11%	31%	26%
Illinois	509	10%	29%	35%
Pennsylvania	507	9%	28%	22%
South Carolina	502	10%	30%	37%
North Carolina	495	7%	25%	38%
Idaho	495	5%	24%	17%
Maryland	495	8%	27%	45%
Missouri	490	4%	20%	22%

Source: Adapted from TIMSS chart in “Real Results, Remaining Challenges: The Story of Texas Education Reform.” By Craig D. Jerald. The Education Trust and the Business Roundtable. 2001. (P. 20.) Available at <http://www.brtable.org/pdf/532.pdf>