# Nation's Report Card

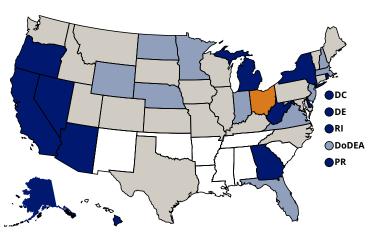
### **2017** Mathematics State Snapshot Report

Ohio • Grade 4 • Public Schools

#### **Overall Results**

- In 2017, the average score of fourth-grade students in Ohio was 241. This was not significantly different from the average score of 239 for public school students in the nation.
- The average score for students in Ohio in 2017 (241) was not significantly different from their average score in 2015 (244) and was higher than their average score in 2000 (230).
- The percentage of students in Ohio who performed at or above the NAEP *Proficient* level was 41 percent in 2017. This percentage was not significantly different from that in 2015 (45 percent) and was greater than that in 2000 (25 percent).
- The percentage of students in Ohio who performed at or above the NAEP *Basic* level was 81 percent in 2017. This percentage was smaller than that in 2015 (85 percent) and was greater than that in 2000 (73 percent).

## Compare the Average Score in 2017 to Other States/Jurisdictions



In 2017, the average score in Ohio (241) was

lower than those in 11 states/jurisdictions

higher than those in 22 states/jurisdictions

not significantly different from those in 19 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

#### **Results for Student Groups in 2017**

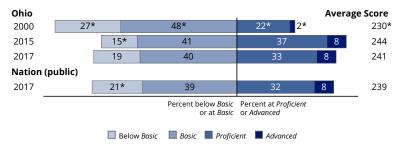
	Percentage	Avg.		entage at above	Percentage at
Reporting Groups	of students	score			Advanced
Race/Ethnicity					
White	70	246	87	48	10
Black	18	220	59	15	1
Hispanic	5	229	71	24	3
Asian	3	264	91	70	36
American Indian/Alaska	Native #	‡	‡	‡	‡
Native Hawaiian/Pacific	: Islander #	‡	‡	‡	‡
Two or more races	5	237	80	36	4
Gender					
Male	51	241	81	41	9
Female	49	240	81	41	7
National School Lunch P	rogram				
Eligible	51	228	70	24	2
Not eligible	49	254	93	60	14
# Da da 4a aa					

# Rounds to zero.

‡ Reporting standards not met.

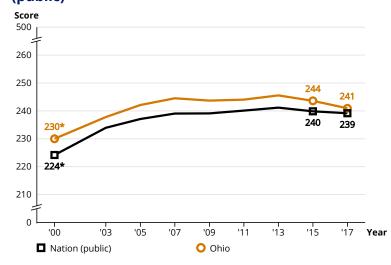
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

### Achievement-Level Percentages and Average Score Results



<sup>\*</sup> Significantly different (p < .05) from state's results in 2017. Significance tests were performed using unrounded numbers. NOTE: Detail may not sum to totals because of rounding.

### Average Scores for State/Jurisdiction and Nation (public)



<sup>\*</sup> Significantly different (p < .05) from 2017. Significance tests were performed using unrounded numbers.

#### **Score Gaps for Student Groups**

- In 2017, Black students had an average score that was 26 points lower than that for White students. This performance gap was not significantly different from that in 2000 (29 points).
- In 2017, Hispanic students had an average score that was 17 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2017, male students in Ohio had an average score that was not significantly different from that for female students.
- In 2017, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 26 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (22 points).



NOTE: The NAEP mathematics scale ranges from 0 to 500. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Read more about how to interpret NAEP results from the mathematics assessment at <a href="https://nces.ed.gov/nationsreportcard/mathematics/interpret\_results.aspx">https://nces.ed.gov/nationsreportcard/mathematics/interpret\_results.aspx</a>. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000-2017 Mathematics Assessments.