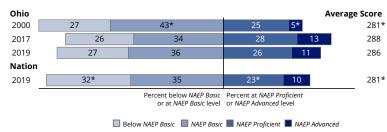


#### **Overall Results**

- In 2019, the average score of eighth-grade students in Ohio was 286. This was higher than the average score of 281 for students in the nation.
- The average score for students in Ohio in 2019 (286) was not significantly different from their average score in 2017 (288) and was higher than their average score in 2000 (281).
- The percentage of students in Ohio who performed at or above the NAEP Proficient level was 38 percent in 2019. This percentage was not significantly different from that in 2017 (40 percent) and was higher than that in 2000 (30
- The percentage of students in Ohio who performed at or above the NAEP Basic level was 73 percent in 2019. This percentage was not significantly different from that in 2017 (74 percent) and in 2000 (73 percent).

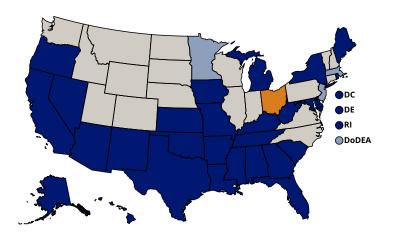
# NAEP Achievement-Level Percentages and Average Score Results



<sup>\*</sup> Significantly different (p < .05) from state's results in 2019. Significance tests were performed using unrounded numbers

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding

# Compare the Average Score in 2019 to Other States/ **Iurisdictions**



In 2019, the average score in Ohio (286) was

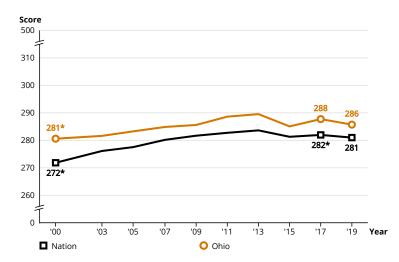
lower than those in 4 states/jurisdictions higher than those in 29 states/jurisdictions

not significantly different from those in 18 states/jurisdictions

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

NOTE: Puerto Rico was not included in the comparison results.

# Average Scores for State/Jurisdiction and Nation



<sup>\*</sup> Significantly different (p < .05) from 2019. Significance tests were performed using unrounded numbers.

## **Results for Student Groups in 2019**

	Percentage of	Avg.	abov	tage at or e NAEP	Percentage at NAEP
Reporting Groups	students	score	Basic	Proficient	Advanced
Race/Ethnicity					
White	72	293	80	45	14
Black	17	259	47	13	2
Hispanic	4	274	61	26	7
Asian	2	308	88	57	31
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	5	275	64	23	4
Gender					
Male	51	285	72	37	12
Female	49	287	75	38	11
National School Lunch Program					
Eligible	44	265	54	17	4
Not eligible	55	302	89	54	17

# 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

## **Score Gaps for Student Groups**

- In 2019, Black students had an average score that was 34 points lower than that for White students. This performance gap was not significantly different from that in 2000 (34 points).
- In 2019, Hispanic students had an average score that was 19 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2019, male students in Ohio had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 36 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (30 points).



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000-2019 Mathematics