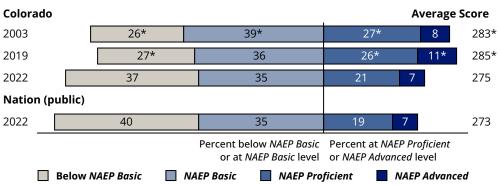


2022 MATHEMATICS STATE SNAPSHOT REPORT COLORADO GRADE 8 PUBLIC SCHOOLS

OVERALL RESULTS

- In 2022, the average score of eighth-grade students in Colorado was 275. This was not significantly different from the average score of 273 for students in the nation.
- The average score for students in Colorado in 2022 (275) was lower than their average score in 2019 (285) and in 2003 (283).
- The percentage of students in Colorado who performed at or above the *NAEP Proficient* level was 28 percent in 2022. This percentage was smaller than that in 2019 (37 percent) and in 2003 (34 percent).
- The percentage of students in Colorado who performed at or above the *NAEP Basic* level was 63 percent in 2022. This percentage was smaller than that in 2019 (73 percent) and in 2003 (74 percent).

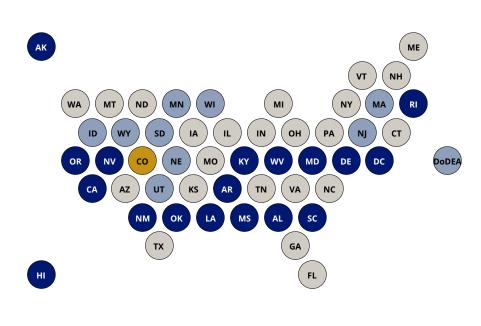
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different (p < .05) from the state's results in 2022. 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 2022 TO OTHER STATES/ JURISDICTIONS



In 2022, the average score in Colorado (275) was

lower than those in 10 states/jurisdictions

higher than those in 18 states/jurisdictions

not significantly different from those in 23 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools). NOTE: Puerto Rico was not included in the comparison results.

RESULTS FOR STUDENT GROUPS IN 2022

REPORTING GROUPS	PERCENTAGE OF STUDENTS		OR A	ENTAGE AT BOVE <i>NAEP</i> PROFICIENT	PERCENTAGE AT NAEP ADVANCED
Race/Ethnicity					
White	52	289	78	39	10
Black	4	255	39	10	2
Hispanic	35	255	42	11	1
Asian	3	304	89	53	22
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	5	278	65	27	7
Gender					
Male	52	276	65	29	8
Female	48	274	62	26	6
National School Lunch Program					
Eligible	35	254	41	10	2
Not eligible	64	287	76	38	10

Rounds to zero.

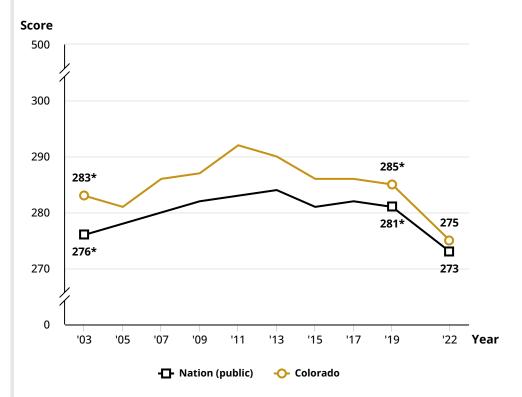
‡ Reporting standards not met.

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.



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 Explorer. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003–2022 Mathematics Assessments.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different (p < .05) from 2022. Significance tests were performed using unrounded numbers.

SCORE GAPS FOR STUDENT GROUPS

- In 2022, 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 2003 (37 points).
- In 2022, Hispanic 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 2003 (33 points).
- In 2022, male students in Colorado had an average score that was not significantly different from that for female students.
- In 2022, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 33 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2003 (30 points).