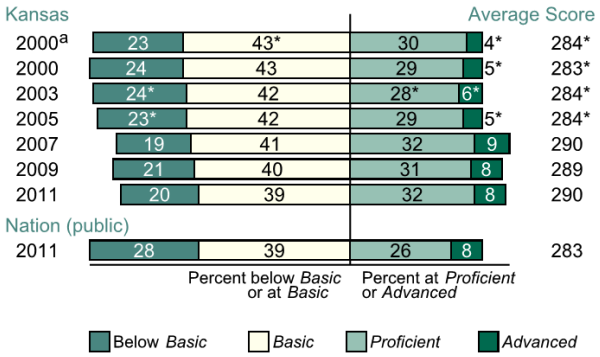
# The Nation's Report Card Mathematics 2011 State Snapshot Report

**Kansas**
**Grade 8**
**Public Schools**

## Overall Results

- In 2011, the average score of eighth-grade students in Kansas was 290. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in Kansas in 2011 (290) was not significantly different from their average score in 2009 (289) and was higher than their average score in 2000 (283).
- In 2011, the score gap between students in Kansas at the 75th percentile and students at the 25th percentile was 45 points. This performance gap was not significantly different from that of 2000 (43 points).
- The percentage of students in Kansas who performed at or above the NAEP *Proficient* level was 41 percent in 2011. This percentage was not significantly different from that in 2009 (39 percent) and was greater than that in 2000 (34 percent).
- The percentage of students in Kansas who performed at or above the NAEP *Basic* level was 80 percent in 2011. This percentage was not significantly different from that in 2009 (79 percent) and was not significantly different from that in 2000 (76 percent).

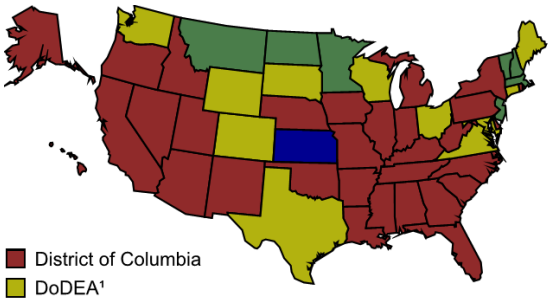
## Achievement-Level Percentages and Average Score Results




* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
ª Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

## Compare the Average Score in 2011 to Other States/Jurisdictions

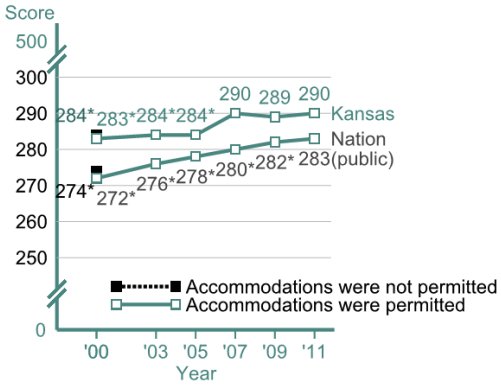



¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Kansas** (290) was

- lower than those in 7 states/jurisdictions
- higher than those in 32 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

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




* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

## Results for Student Groups in 2011

| Reporting groups | Percent of students | Avg. score | Percentages at or above *Basic* | Percentages at or above *Proficient* | Percent at *Advanced* |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 70 | 295 | 86 | 47 | 10 |
| Black | 7 | 269 | 59 | 16 | 2 |
| Hispanic | 14 | 274 | 65 | 22 | 2 |
| Asian | 3 | 302 | 87 | 56 | 23 |
| American Indian/Alaska Native | 2 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 4 | 280 | 68 | 31 | 10 |
| Gender | | | | | |
| Male | 51 | 291 | 81 | 41 | 9 |
| Female | 49 | 289 | 79 | 40 | 8 |
| National School Lunch Program | | | | | |
| Eligible | 44 | 276 | 68 | 24 | 3 |
| Not eligible | 56 | 300 | 90 | 54 | 13 |

# 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.

## Score Gaps for Student Groups

- In 2011, Black students had an average score that was 26 points lower than White students. This performance gap was not significantly different from that in 2000 (43 points).
- In 2011, Hispanic students had an average score that was 21 points lower than White students. This performance gap was not significantly different from that in 2000 (24 points).
- In 2011, male students in Kansas had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 24 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2000 (24 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

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