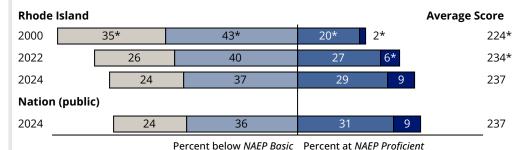
OVERALL RESULTS

- In 2024, the average score of fourth-grade students in Rhode Island was 237. This was not significantly different from the average score of 237 for students in the nation.
- The average score for students in Rhode Island in 2024 (237) was higher than their average score in 2022 (234) and in 2000 (224).
- The percentage of students in Rhode Island who performed at or above the *NAEP Proficient* level was 38 percent in 2024. This percentage was greater than that in 2022 (34 percent) and in 2000 (22 percent).
- The percentage of students in Rhode Island who performed at or above the NAEP Basic level was 76 percent in 2024. This percentage was not significantly different from that in 2022 (74 percent) and was greater than that in 2000 (65 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS

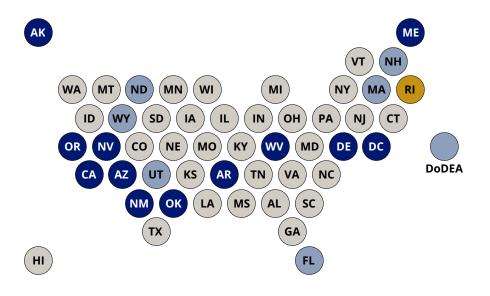


or at NAEP Basic level or NAEP Advanced level

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

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 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Rhode Island (237) was

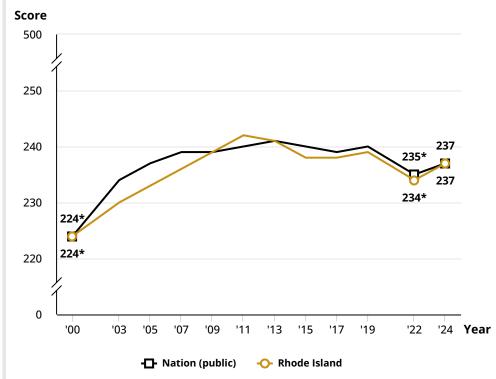
lower than those in 7 states/jurisdictions

higher than those in 12 states/jurisdictions

not significantly different from those in 32 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 THE NATION (PUBLIC)



* Significantly different (p < .05) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	OR A	ENTAGE AT BOVE <i>NAEP</i> PROFICIENT	AT NAEP ADVANCED
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	3	‡	‡	‡	‡
Black	9	224	65	21	2
Hispanic	30	223	61	22	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	6	241	81	39	10
White	50	247	85	50	13
Gender					
Male	51	243	80	45	12
Female	49	231	71	31	6
Economically disadvantaged stat	us				
Economically disadvantaged	47	223	62	21	3
Not economically disadvantaged	53	250	88	54	15
West Control of the C					

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 Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

(NAEP), 2000–2024 Mathematics Assessments.

SCORE GAPS FOR STUDENT GROUPS

- In 2024, Black students had an average score that was 22 points lower than that for White students. This performance gap was narrower than that in 2000 (32 points).
- In 2024, Hispanic students had an average score that was 24 points lower than that for White students. This performance gap was narrower than that in 2000 (35 points).
- In 2024, male students in Rhode Island had an average score that was higher than that for female students by 12 points. This performance gap was wider than that in 2000 (3 points).
- In 2024, students who were identified as economically disadvantaged had an average score that was 27 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 2000 (29 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 "Black," "Hispanic," and "White" 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

 $[\]star$ Significantly different (p < .05) from the state's results in 2024. Significance tests were performed using unrounded numbers.