

Kentucky

Grades 4 and 8 Public Schools State Report Mathematics 2024

This report provides selected results for Kentucky's public school students at grades 4 and 8 from the 2024 National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by NAEP achievement levels (*NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*).

State-level results in mathematics are available for 15 assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024), although not all states may have participated or met the criteria for reporting in every assessment year. All 50 states, the District of Columbia, Department of Defense Education Activity (DoDEA) schools, and Puerto Rico participated in the 2024 mathematics assessment at grades 4 and 8.

For more information about the assessment, visit the NAEP page of the National Center for Education Statistics (NCES) website at: <https://nces.ed.gov/nationsreportcard/>, which contains

- *The Nation's Report Card™, Mathematics 2024*;
- the full set of national, state, and district results in an interactive database; and
- released test questions, scoring guides, and item-level performance data.

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2024

Grade 4

- In 2024, the average mathematics scale score for fourth-grade students in Kentucky was 238. This was not significantly different from that for the nation's public schools (237).
- The average scale score for students in Kentucky in 2024 (238) was higher than that in 1992 (215) and in 2022 (234).
- In 2024, the percentage of students in Kentucky who performed at or above *NAEP Proficient* was 38 percent. This was not significantly different from that for the nation's public schools (39 percent).
- The percentage of students in Kentucky who performed at or above *NAEP Proficient* in 2024 (38 percent) was greater than that in 1992 (13 percent) and in 2022 (33 percent).
- In 2024, the percentage of students in Kentucky who performed at or above *NAEP Basic* was 78 percent. This was not significantly different from that for the nation's public schools (76 percent).
- The percentage of students in Kentucky who performed at or above *NAEP Basic* in 2024 (78 percent) was greater than that in 1992 (51 percent) and was not significantly different from that in 2022 (75 percent).

Grade 8

- In 2024, the average mathematics scale score for eighth-grade students in Kentucky was 271. This was not significantly different from that for the nation's public schools (272).
- The average scale score for students in Kentucky in 2024 (271) was higher than that in 1990 (257) and was not significantly different from that in 2022 (269).
- In 2024, the percentage of students in Kentucky who performed at or above *NAEP Proficient* was 24 percent. This was smaller than that for the nation's public schools (27 percent).
- The percentage of students in Kentucky who performed at or above *NAEP Proficient* in 2024 (24 percent) was greater than that in 1990 (10 percent) and was not significantly different from that in 2022 (21 percent).
- In 2024, the percentage of students in Kentucky who performed at or above *NAEP Basic* was 58 percent. This was not significantly different from that for the nation's public schools (59 percent).
- The percentage of students in Kentucky who performed at or above *NAEP Basic* in 2024 (58 percent) was greater than that in 1990 (43 percent) and was not significantly different from that in 2022 (57 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) have provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The National Assessment of Educational Progress (NAEP) mathematics assessment measures students' knowledge and skills in mathematics and their ability to solve problems in mathematical and real-world contexts. Performance results are reported for the nation overall, for states and jurisdictions, and for 26 districts participating in the Trial Urban District Assessment (TUDA). In 2017, the NAEP mathematics assessment transitioned from a paper-based assessment (PBA) to a digitally based assessment (DBA) at grades 4 and 8. The 2024 NAEP mathematics assessment was the fourth digitally based assessment. A multi-step process was used for the transition from PBA to DBA, with the careful intent to preserve trend lines that show student performance over time. The process involved administering the assessment in both the DBA and PBA formats to randomly equivalent groups of students and ensured that the results from the 2017 and subsequent mathematics assessments could be compared to results from previous years. The 2024 mathematics DBA continues the mathematics trend line that extends back to 1990 at grade 8 and 1992 at both grades 4 and 8.

The NAEP Mathematics Assessment Framework

The [National Assessment Governing Board](#) oversees the development of NAEP frameworks that describe the subject-specific knowledge and thinking skills to be assessed in each subject and how the assessment questions should be designed and scored. The [NAEP mathematics assessment framework](#) specifies five broad content areas and three levels of mathematical complexity.

Mathematics Content Areas

To ensure a balance of content and to allow students to demonstrate a variety of ways of knowing and doing mathematics, the framework specifies assessing fourth- and eighth-grade students in five broad areas of mathematical content. This division into content areas is not intended to separate mathematics into discrete elements, but to provide a helpful classification scheme that describes the full spectrum of mathematical content assessed by NAEP.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** assesses students' knowledge, including the use of instruments and the application of processes for attributes such as capacity, length, area, volume, time, angles, and rates.
- **Geometry** measures students' knowledge and understanding of shapes in two and three dimensions and relationships between shapes such as symmetry and transformations.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

Levels of Mathematical Complexity

Each NAEP question assesses an objective that can be associated with one of the mathematics content areas. Each question also makes certain demands on students' thinking. These demands determine the mathematical complexity of an item. Mathematical complexity deals with what the students are asked to do in a question. Incorporating levels of complexity in assessment design allows for a balanced testing of mathematical thinking. The framework describes three levels of mathematical complexity.

- **Low complexity** questions typically specify what a student is to do, which usually involves carrying out a routine mathematical procedure.
- **Moderate complexity** questions involve more flexibility of thinking and often require a response with multiple steps.
- **High complexity** questions make heavier demands on students' thinking and often require abstract reasoning or analysis in a novel situation.

Assessment Design

Because of the breadth of the content covered in the NAEP mathematics assessment, each student took just a portion of the test, consisting of two 25-minute sections. Most students' testing time was divided evenly between multiple-choice and constructed-response questions. Short constructed-response questions asked students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions required students to write both a solution and its justification, explanation, or interpretation. Released test questions, along with student performance data by state, are available on the NAEP website at <https://nces.ed.gov/nationsreportcard/data/>.

Some questions in the 2024 assessment incorporated the use of calculators (four-function calculators at grade 4 and scientific or graphing calculators at grade 8), rulers, protractors (at grade 8), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

Who Was Assessed?

All 50 states, the District of Columbia, Department of Defense Education Activity (DoDEA) schools, and Puerto Rico participated in the 2024 mathematics assessment at grades 4 and 8. The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported to the public. A minimum of 85 percent participation is required for schools in each subject and grade combination in NAEP state-level assessment since 2003. Participation rates for the 2024 mathematics assessment are available on the NAEP website at <https://www.nationsreportcard.gov/mathematics/about/samples?anchor=footer&grade=4>.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include DoDEA and Bureau of Indian Education (BIE) schools.

How Is Student Mathematics Performance Reported?

The 2024 state results are compared to the results from the 13 previous assessments for grade 4 and the 14 previous assessments for grade 8.

Scale Scores: Student performance is reported as an average scale score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

NAEP Achievement Levels: NAEP achievement levels are performance standards that describe what students should know and be able to do. Results are reported as percentages of students performing at or above three achievement levels (*NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*). Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade-level proficiency as determined by other assessment standards (e.g., state or district assessments).

NAEP achievement-level setting is based on the judgments of a broadly representative panel of teachers, education specialists, and members of the general public. The authorizing legislation for NAEP requires that the achievement levels be used on a trial basis until the Commissioner of the National Center for Education Statistics (NCES) determines that the achievement levels are reasonable, valid, and informative to the public (20 USC § 9622(e)(2)(C)). The NCES Commissioner's determination is to be based on a congressionally mandated, rigorous, and independent evaluation. The latest evaluation of the achievement levels was conducted by a committee convened by the National Academies of Sciences, Engineering, and Medicine in 2016. The evaluation concluded that further evidence should be gathered to determine whether the achievement levels are reasonable, valid, and informative. Accordingly, the NCES Commissioner determined that the trial status of the achievement levels should be maintained at this time. Read more about how [NAEP achievement levels](#) are set. In 2018, the [National Assessment Governing Board](#) issued a revised Policy Statement clarifying that the *NAEP Proficient* level is not intended to reflect grade-level performance expectations but is specific to performance on NAEP assessments. Read the [National Assessment Governing Board Policy Statement](#) here.

- *NAEP Basic*, one of the three NAEP achievement levels, denoting partial mastery of prerequisite knowledge and skills that are fundamental for performance at the *NAEP Proficient* level. NAEP also reports the proportion of students whose scores place them below the *NAEP Basic* achievement level.
- *NAEP Proficient*, one of the three NAEP achievement levels, representing solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *NAEP Advanced*, one of the three NAEP achievement levels, denoting superior performance beyond *NAEP Proficient*.

The NAEP achievement levels are cumulative; therefore, students performing at the *NAEP Proficient* level also display the competencies associated with the *NAEP Basic* level, and students at the *NAEP Advanced* level demonstrate the competencies associated with both the *NAEP Basic* and the *NAEP Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that NAEP achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The mathematics NAEP achievement-level descriptions are summarized in figures 1-A and 1-B.

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Figure 1-A. Descriptions of fourth-grade NAEP achievement levels for 2024 NAEP mathematics assessment

NAEP Basic Level (214) *Fourth-grade students performing at the NAEP Basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in NAEP content areas. Students at this level should be able to use—although not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

NAEP Proficient Level (249) *Fourth-grade students performing at the NAEP Proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals, be able to solve real-world problems in NAEP content areas, and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *NAEP Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

NAEP Advanced Level (282) *Fourth-grade students performing at the NAEP Advanced level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0 to 500 scale at which the NAEP achievement-level range begins.

SOURCE: National Assessment Governing Board. (2018). *Mathematics Framework for the 2019 National Assessment of Educational Progress*. Washington, DC.

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Figure 1-B. Descriptions of eighth-grade NAEP achievement levels for 2024 NAEP mathematics assessment

NAEP Basic Level (262) *Eighth-grade students performing at the NAEP Basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.*

Eighth-graders performing at the *NAEP Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the *NAEP Proficient* level, students at the *NAEP Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

NAEP Proficient Level (299) *Eighth-grade students performing at the NAEP Proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.*

Eighth-graders performing at the *NAEP Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *NAEP Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

NAEP Advanced Level (333) *Eighth-grade students performing at the NAEP Advanced level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.*

Eighth-graders performing at the *NAEP Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *NAEP Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0 to 500 scale at which the NAEP achievement-level range begins.

SOURCE: National Assessment Governing Board. (2018). *Mathematics Framework for the 2019 National Assessment of Educational Progress*. Washington, DC.

Assessing Students With Disabilities and/or English Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) and/or English learners (EL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD and/or EL students. In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for SD and/or EL students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 2000 assessment where accommodations were permitted. Results for the assessment years when accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results when accommodations were permitted (2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024).

2024 NAEP Mathematics Digitally Based Assessment

The 2024 NAEP mathematics digitally based assessment was designed to continue reporting trends in student performance dating back to 1990, while keeping pace with the new generation of classroom environments in which digital technology has become an increasing part of students' learning. The 2024 assessment content was developed with the same [mathematics framework](#) used to develop the 2009 through 2015 paper-based assessments and the 2017 and later digitally based assessments. More information about the paper-to-digital transition can be found [here](#).

While the majority of the 2024 NAEP mathematics sample took the assessment using Surface Pro devices, as is the same device type that has been continuously used since the 2017 digital transition, a small portion of the students sampled took the assessment on Chromebook devices. NAEP administered the assessment using both devices to investigate and, if necessary, adjust for potential differences in performance between students taking the assessment on Surface Pro versus Chromebook. This investigation was conducted because NCES plans to transition NAEP mathematics assessments to exclusive Chromebook use in the next administration. Following an extensive mode evaluation study conducted by NCES, both the Surface Pro and Chromebook samples were combined for analysis and reporting purposes.

The assessment was administered on either Surface Pro or Chromebook tablet computers supplied by NCES using a secure, local NAEP network. This allowed the NAEP administrators to create a stable administration environment that would not be influenced by school-based equipment or school internet connectivity, thereby maintaining consistency across the assessed schools. Students were able to interact with the tablets via the touchscreen, with an attached keyboard, or using a stylus (for Surface Pro devices only) provided by NCES. The digitally based mathematics assessment provided students with a variety of onscreen tools, including an equation editor for entering numbers and expressions using the correct mathematical symbols; a scratchwork tool for annotating figures, performing computations, drawing diagrams, and highlighting portions of a question; and a calculator. At the beginning of the assessment session, students viewed an [interactive tutorial](#) that provided the information needed to take the assessment on a tablet; for example, it explains how to progress

through questions, how to indicate answers for multiple choice questions, and how to use onscreen tools effectively when answering questions. The interactive nature of the tutorial allowed students to familiarize themselves with the digital delivery system before beginning the actual assessment. See the [NAEP sample questions](#) and how the mathematics assessment was presented to students.

After the administration of the assessment, the National Center for Education Statistics (NCES) conducted rigorous analyses of the data and aligned the 2024 results to previous assessment years. The usual NAEP procedure of common item linking was used to calculate the trend line from 2024 to 2022. This kind of linking was appropriate because a majority of the 2024 assessment questions were also administered in 2022 and most showed the same statistical properties.

Interpreting the Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scale scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers, with appropriate adjustments for [multiple comparisons](#).

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2024 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2024 Mathematics Overall Average Score and NAEP Achievement-Level Results for Public School Students

Overall mathematics results for public school students from Kentucky are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<https://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

Prior to 2000, testing accommodations were not provided for SD and/or EL students in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

Overall Average Scale Score Results

Student performance is reported as an average scale score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Kentucky, the nation, and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only since 2003. The first column of results presents the average scale score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Average Scale Score Results

- In 2024, the average scale score for students in Kentucky was 238. This was not significantly different from that for students across the nation (237).
- In Kentucky, the average scale score for students in 2024 was higher than that in 2022 (234). Similarly, the average scale score for students in public schools across the nation in 2024 was higher than that in 2022 (235).
- In Kentucky, the average scale score for students in 2024 was higher than the scores in 1992, 1996, 2000, 2003, 2005, and 2022. However, it was lower than the scores in 2011, 2013, and 2015.

Grade 8 Average Scale Score Results

- In 2024, the average scale score for students in Kentucky was 271. This was not significantly different from that for students across the nation (272).
- In Kentucky, the average scale score for students in 2024 was not significantly different from that in 2022 (269). Similarly, the average scale score for students in public schools across the nation in 2024 was not significantly different from that in 2022 (273).
- In Kentucky, the average scale score for students in 2024 was higher than the scores in 1990, 1992, and 1996. However, it was lower than the scores in 2003, 2007, 2009, 2011, 2013, 2015, 2017, and 2019.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 1-A. Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2024**

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 ¹	Nation (public)	219*	176*	197*	220*	241*	259*
	Kentucky	215*	178*	195*	215*	235*	253*
1996 ¹	Nation (public)	222*	180*	201*	224*	244*	261*
	Kentucky	220*	180*	201*	222*	240*	257*
2000 ¹	Nation (public)	226*	185*	206*	228*	249*	265*
	Kentucky	221*	183*	202*	222*	242*	257*
2000	Nation (public)	224*	183*	203*	225*	247*	264*
	Kentucky	219*	179*	200*	221*	241*	258*
2003	Nation (public)	234*	196*	215	235*	254*	270*
	South ²	233*	197*	215*	234*	253*	268*
	Kentucky	229*	194	212*	230*	247*	262*
2005	Nation (public)	237	199*	219*	239*	257*	272*
	South ²	237*	201*	219	238*	256*	271*
	Kentucky	231*	196	214*	232*	250*	265*
2007	Nation (public)	239*	201*	221*	241*	259*	274*
	South ²	239	203*	221*	240*	257*	272*
	Kentucky	235	200	218	236*	254*	268*
2009	Nation (public)	239*	201*	221*	241	259*	275*
	South ²	238	203*	221*	239*	257*	273*
	Kentucky	239	203*	220	239	258	274
2011	Nation (public)	240*	202*	222*	242*	260*	276*
	South ²	239	204*	222*	240	258*	274*
	Kentucky	241*	206*	224*	242	259	274
2013	Nation (public)	241*	202*	222*	243*	262	278*
	South ²	241*	204*	222*	242	261	277*
	Kentucky	241*	204*	223*	243	261	276
2015	Nation (public)	240*	201*	221*	241*	260*	277*
	South ²	241*	204*	222*	242	261	277*
	Kentucky	242*	206*	224*	243	260	277
2017	Nation (public)	239*	197*	219*	241*	261	279*
	South ²	240*	200*	220*	241	261	278
	Kentucky	239	199	220	241	261	276
2019	Nation (public)	240*	198*	220*	242*	262	279
	South ²	241*	201*	221*	242	262	279
	Kentucky	239	198	221	241	261	277
2022	Nation (public)	235*	190	213*	236*	258*	277*
	South ²	236*	193	215*	237*	258*	276*
	Kentucky	234*	192	214	236	256*	273
2024	Nation (public)	237	190	215	240	262	280
	South ²	239	193	217	241	262	280
	Kentucky	238	195	218	240	260	276

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 1-B. Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by year and jurisdiction: Various years, 1990–2024**

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1990 ¹	Nation (public)	262*	214	237*	263*	288*	307*
	Kentucky	257*	216	235*	256*	279*	300*
1992 ¹	Nation (public)	267*	219	242	268*	293*	314*
	Kentucky	262*	218	239	263*	285*	306*
1996 ¹	Nation (public)	271	222*	247*	272	296*	316*
	Kentucky	267*	226	246	266	288*	307*
2000 ¹	Nation (public)	274*	225*	250*	276*	300	321*
	Kentucky	272	229	250*	273	295	313*
2000	Nation (public)	272	221*	247*	274	299*	320*
	Kentucky	270	226	248*	271	294	314*
2003	Nation (public)	276*	228*	253*	278*	301	321*
	South ²	274*	228*	251*	275*	298	318*
	Kentucky	274*	231	252*	276*	298	317
2005	Nation (public)	278*	230*	254*	279*	303	323*
	South ²	276*	230*	253*	277*	300*	321
	Kentucky	274	233*	252*	274	297	316
2007	Nation (public)	280*	234*	257*	281*	305*	325
	South ²	279*	235*	256*	280*	303*	323
	Kentucky	279*	237*	256*	279*	301	321
2009	Nation (public)	282*	235*	258*	283*	307*	328
	South ²	281*	236*	257*	281*	305*	325*
	Kentucky	279*	238*	258*	279*	301	321
2011	Nation (public)	283*	236*	259*	284*	308*	329*
	South ²	282*	237*	259*	283*	306*	327*
	Kentucky	282*	238*	259*	282*	305*	325
2013	Nation (public)	284*	236*	260*	285*	309*	330*
	South ²	282*	237*	259*	283*	306*	327*
	Kentucky	281*	237*	258*	281*	304*	324
2015	Nation (public)	281*	234*	257*	282*	307*	328
	South ²	279*	233*	255*	279*	303*	325
	Kentucky	278*	234*	255*	278*	302	323
2017	Nation (public)	282*	232*	255*	282*	309*	332*
	South ²	279*	232*	253*	279*	305*	329*
	Kentucky	278*	230	252*	277*	304	326
2019	Nation (public)	281*	230*	254*	281*	308*	332*
	South ²	279*	230*	253*	279*	305*	329*
	Kentucky	278*	230	254*	278*	303	326
2022	Nation (public)	273	223*	246*	273	300*	324*
	South ²	271*	223*	245*	270*	297	321
	Kentucky	269	223	244	269	295	317
2024	Nation (public)	272	218	243	272	302	327
	South ²	269	217	241	269	297	322
	Kentucky	271	220	243	270	298	323

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

Overall NAEP Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP Advanced*. Because some percentages presented here are cumulative from *NAEP Basic* or from *NAEP Proficient*, they may sum to more than 100 percent. Only the percentage of students performing at or above *NAEP Basic* (which includes the students at *NAEP Basic*, at *NAEP Proficient*, and at *NAEP Advanced*) plus the students below *NAEP Basic* will sum to 100 percent.

Grade 4 NAEP Achievement-Level Results

- In 2024, the percentage of Kentucky's students who performed at or above *NAEP Proficient* was 38 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Proficient* (39 percent).
- In Kentucky, the percentage of students who performed at or above *NAEP Proficient* in 2024 was greater than the percentages in 1992, 1996, 2000, 2003, 2005, 2007, and 2022, but was not significantly different from the percentages in 2009, 2011, 2013, 2015, 2017, and 2019.
- In 2024, the percentage of Kentucky's students who performed at or above *NAEP Basic* was 78 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Basic* (76 percent).
- In Kentucky, the percentage of students who performed at or above *NAEP Basic* in 2024 was greater than the percentages in 1992, 1996, 2000, and 2003, but was smaller than the percentages in 2011, 2013, and 2015.

Grade 8 NAEP Achievement-Level Results

- In 2024, the percentage of Kentucky's students who performed at or above *NAEP Proficient* was 24 percent. This was smaller than the percentage of the nation's public school students who performed at or above *NAEP Proficient* (27 percent).
- In Kentucky, the percentage of students who performed at or above *NAEP Proficient* in 2024 was greater than the percentages in 1990, 1992, 1996, and 2000, but was smaller than the percentages in 2011, 2013, 2017, and 2019.
- In 2024, the percentage of Kentucky's students who performed at or above *NAEP Basic* was 58 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Basic* (59 percent).
- In Kentucky, the percentage of students who performed at or above *NAEP Basic* in 2024 was greater than the percentages in 1990 and 1992, but was smaller than the percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 2-A. Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1992–2024**

Year and jurisdiction		Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
1992 ¹	Nation (public)	43*	57*	17*	2*
	Kentucky	49*	51*	13*	1*
1996 ¹	Nation (public)	38*	62*	20*	2*
	Kentucky	40*	60*	16*	1*
2000 ¹	Nation (public)	33*	67*	25*	2*
	Kentucky	40*	60*	17*	1*
2000	Nation (public)	36*	64*	22*	2*
	Kentucky	41*	59*	17*	1*
2003	Nation (public)	24	76	31*	4*
	South ²	24*	76*	29*	3*
	Kentucky	28*	72*	22*	2*
2005	Nation (public)	21*	79*	35*	5*
	South ²	20*	80*	34*	4*
	Kentucky	25	75	26*	3*
2007	Nation (public)	19*	81*	39	5*
	South ²	18*	82*	36*	5*
	Kentucky	21	79	31*	3*
2009	Nation (public)	19*	81*	38	6*
	South ²	18*	82*	36*	5*
	Kentucky	19	81	37	6
2011	Nation (public)	18*	82*	40	6*
	South ²	18*	82*	37*	5*
	Kentucky	15*	85*	39	5
2013	Nation (public)	18*	82*	41*	8*
	South ²	17*	83*	40	7*
	Kentucky	16*	84*	41	6
2015	Nation (public)	19*	81*	39	7*
	South ²	17*	83*	40	7*
	Kentucky	16*	84*	40	7
2017	Nation (public)	21*	79*	40	8*
	South ²	20*	80*	40	8*
	Kentucky	20	80	40	7
2019	Nation (public)	20*	80*	40*	9
	South ²	18*	82*	41	8
	Kentucky	19	81	40	7
2022	Nation (public)	26*	74*	35*	7*
	South ²	24*	76*	35*	7*
	Kentucky	25	75	33*	6
2024	Nation (public)	24	76	39	9
	South ²	22	78	40	9
	Kentucky	22	78	38	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 2-B. Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1990–2024**

Year and jurisdiction		Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
1990 ¹	Nation (public)	49*	51*	15*	2*
	Kentucky	57*	43*	10*	1*
1992 ¹	Nation (public)	44*	56*	20*	3*
	Kentucky	49*	51*	14*	2*
1996 ¹	Nation (public)	39	61	23*	4*
	Kentucky	44	56	16*	1*
2000 ¹	Nation (public)	35*	65*	26	5*
	Kentucky	37*	63*	21	3*
2000	Nation (public)	38*	62*	25*	5*
	Kentucky	40	60	20*	3*
2003	Nation (public)	33*	67*	27	5*
	South ²	36*	64*	24	4*
	Kentucky	35*	65*	24	4*
2005	Nation (public)	32*	68*	28*	6*
	South ²	34*	66*	26*	5*
	Kentucky	36*	64*	23	3*
2007	Nation (public)	30*	70*	31*	7*
	South ²	30*	70*	29*	6
	Kentucky	31*	69*	27	5
2009	Nation (public)	29*	71*	33*	7
	South ²	29*	71*	30*	7
	Kentucky	30*	70*	27	5
2011	Nation (public)	28*	72*	34*	8
	South ²	28*	72*	32*	7
	Kentucky	28*	72*	31*	6
2013	Nation (public)	27*	73*	34*	8
	South ²	28*	72*	32*	7
	Kentucky	29*	71*	30*	6
2015	Nation (public)	30*	70*	32*	8
	South ²	31*	69*	29*	6
	Kentucky	32*	68*	28	5
2017	Nation (public)	31*	69*	33*	10*
	South ²	33*	67*	30*	8*
	Kentucky	35*	65*	29*	7
2019	Nation (public)	32*	68*	33*	10*
	South ²	33*	67*	30*	8*
	Kentucky	33*	67*	29*	7
2022	Nation (public)	40*	60*	26*	7*
	South ²	42*	58*	23	5
	Kentucky	43	57	21	4*
2024	Nation (public)	41	59	27	8
	South ²	44	56	24	6
	Kentucky	42	58	24	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

² Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

Comparisons Between Kentucky, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, Department of Defense Education Activity schools (DoDEA), and Puerto Rico participated in the 2024 mathematics assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Kentucky's 2024 overall mathematics scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average scale score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Kentucky in the NAEP 2024 mathematics assessment.

Grade 4 Average Scale Score Comparison Results

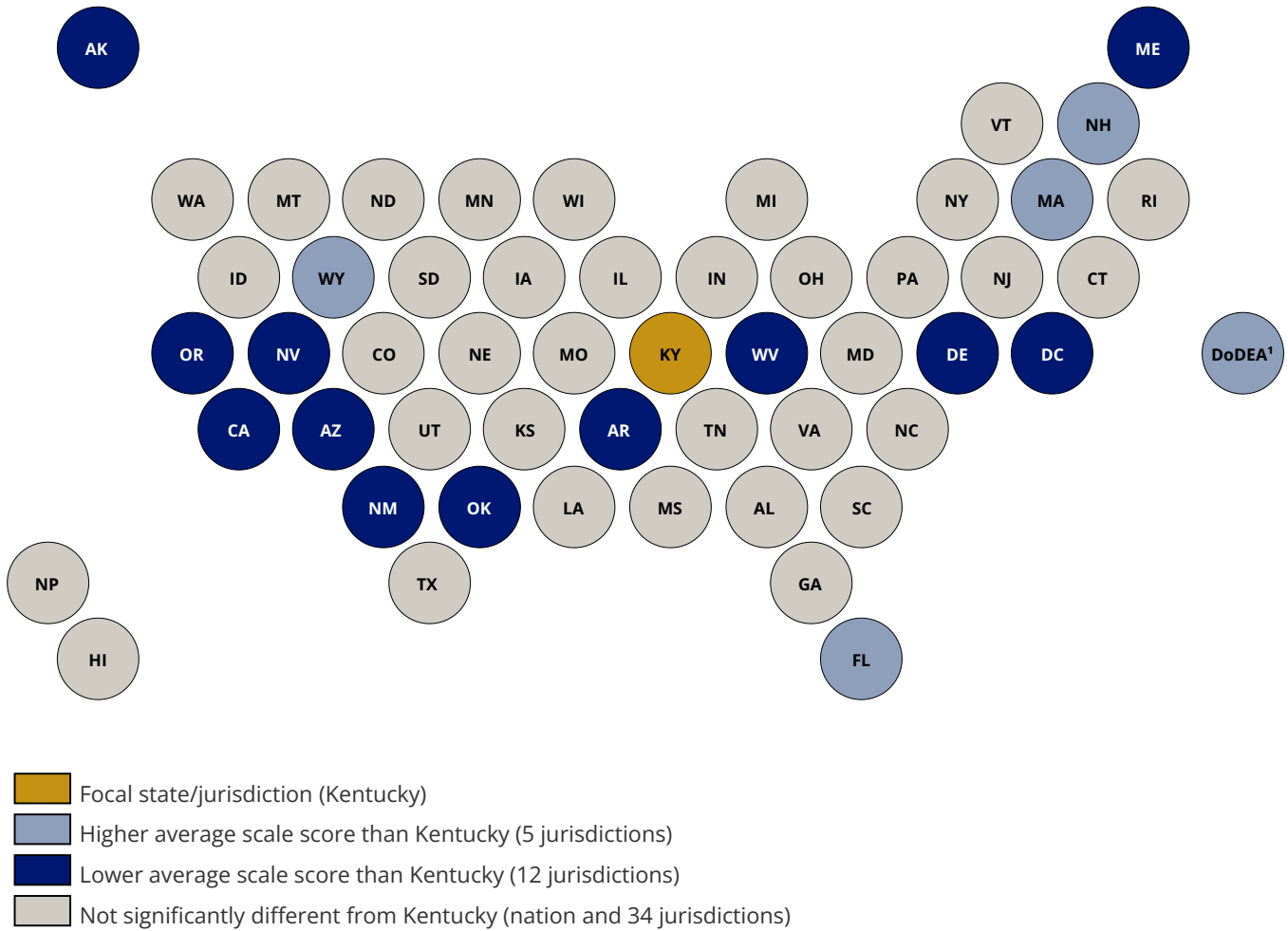
- The average scale score for students in Kentucky was higher than 12 jurisdictions, not significantly different from 34 jurisdictions, and lower than 5 jurisdictions.

Grade 8 Average Scale Score Comparison Results

- The average scale score for students in Kentucky was higher than 9 jurisdictions, not significantly different from 19 jurisdictions, and lower than 23 jurisdictions.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Figure 2-A. Kentucky's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2024



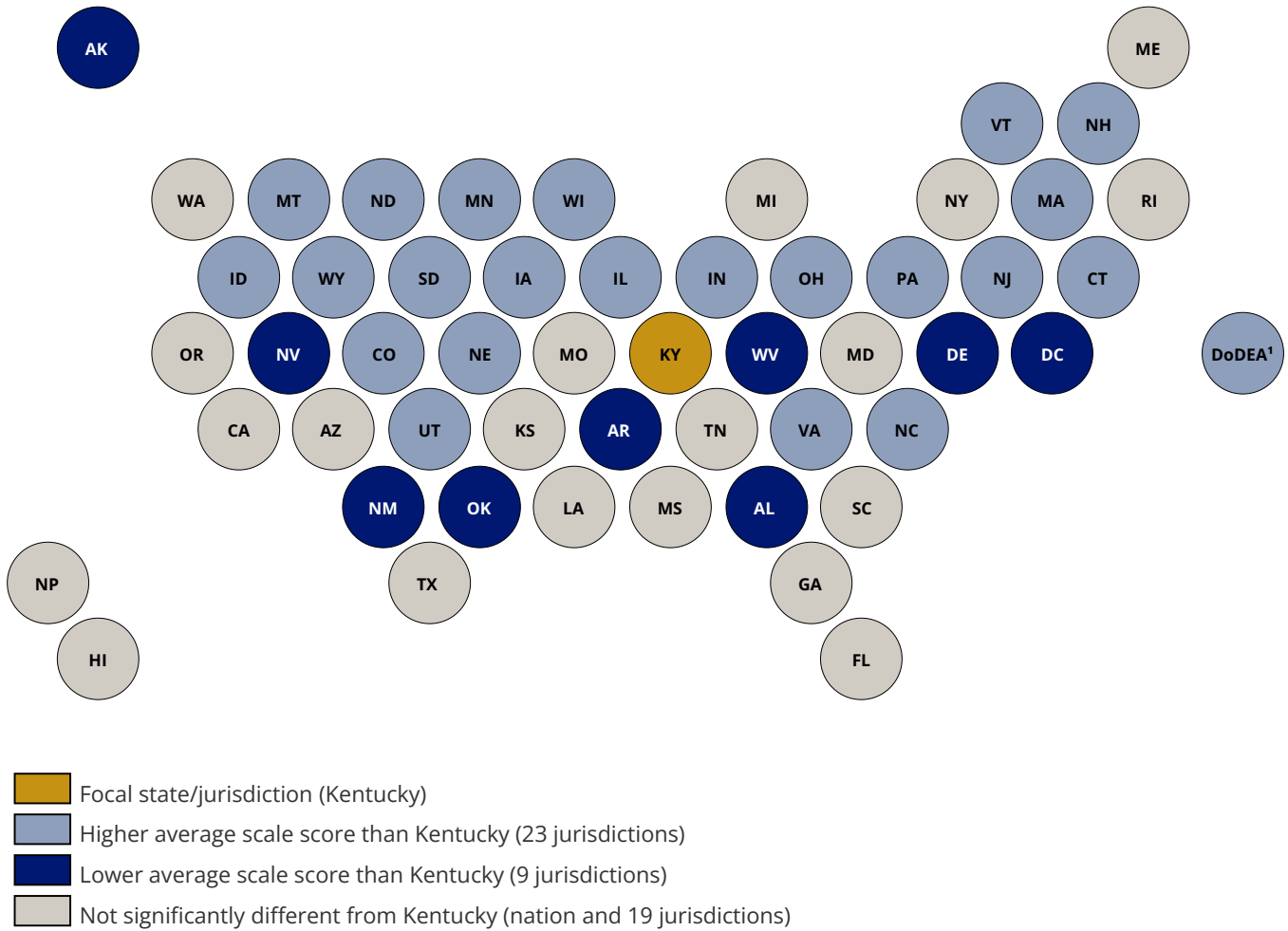
¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment.

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Figure 2-B. Kentucky's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2024



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

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment.

Comparisons by NAEP Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the 2024 NAEP mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *NAEP Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *NAEP Proficient* (including *NAEP Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Kentucky.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are ranked by the percentage of students performing at or above *NAEP Proficient*. Statistical comparisons among states by NAEP achievement level can be conducted online by using the NAEP Data Explorer at <https://nces.ed.gov/nationsreportcard/naepdata/>.

Grade 4 NAEP Achievement-Level Comparison Results

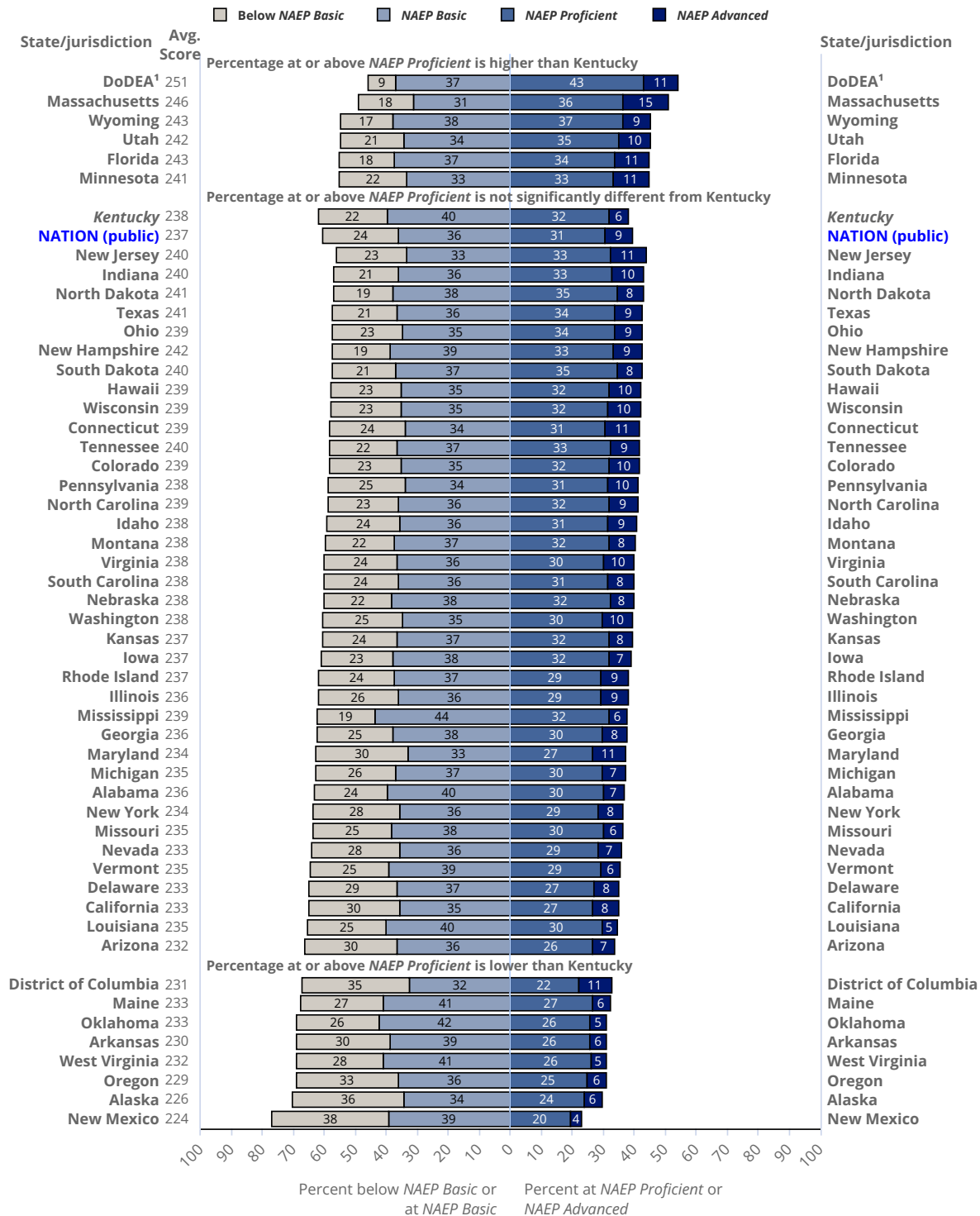
- The percentage of students performing at or above the *NAEP Proficient* level in Kentucky was greater than 8 jurisdictions, not significantly different from 37 jurisdictions, and smaller than 6 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in Kentucky was greater than 13 jurisdictions, not significantly different from 36 jurisdictions, and smaller than 2 jurisdictions (data not shown).

Grade 8 NAEP Achievement-Level Comparison Results

- The percentage of students performing at or above the *NAEP Proficient* level in Kentucky was greater than 8 jurisdictions, not significantly different from 20 jurisdictions, and smaller than 23 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in Kentucky was greater than 6 jurisdictions, not significantly different from 21 jurisdictions, and smaller than 24 jurisdictions (data not shown).

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Figure 3-A. Average scale score in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and Kentucky's percentage at or above NAEP Proficient compared with the nation and other participating jurisdictions: 2024



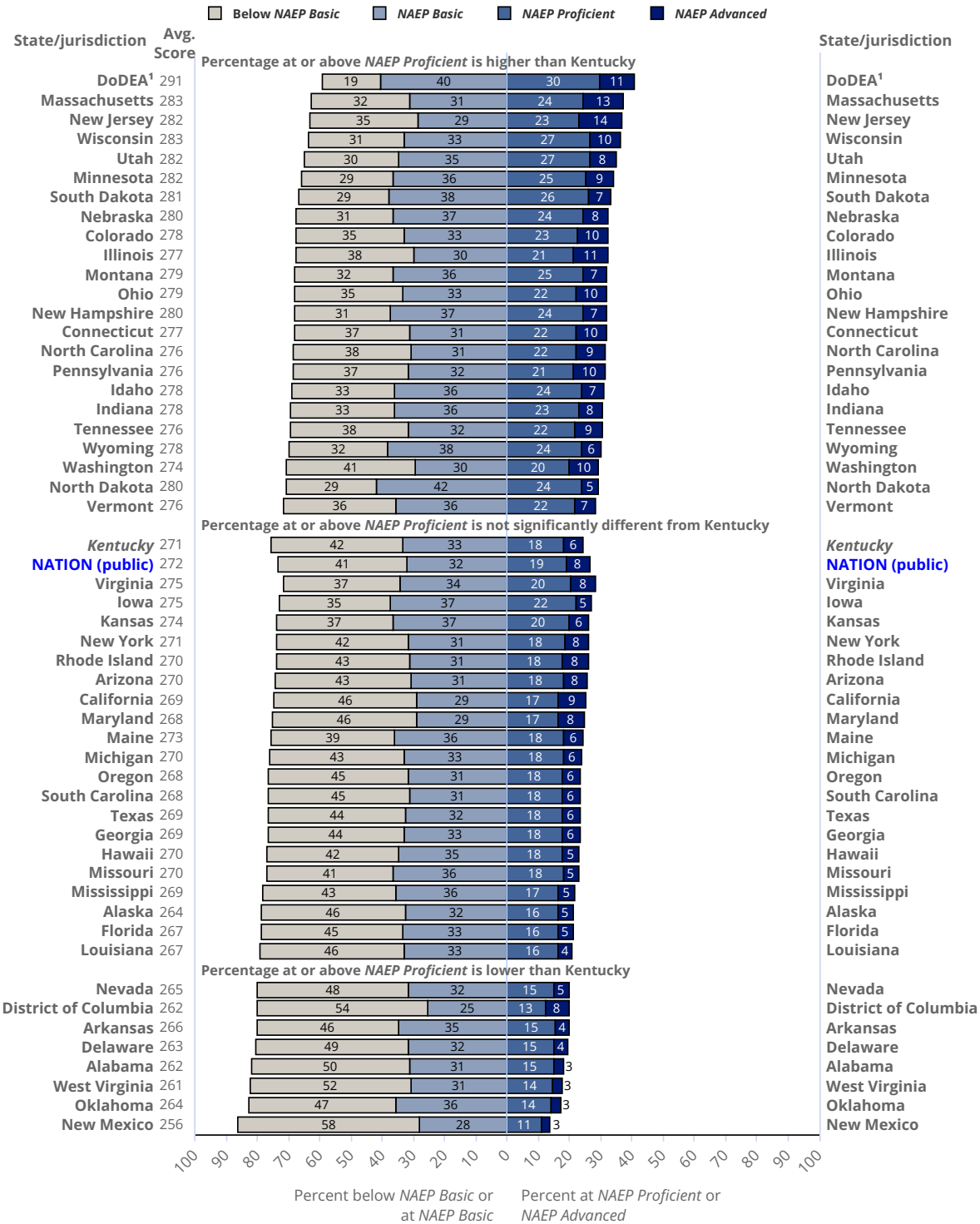
¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the NAEP Proficient category begins, so that they may be compared at NAEP Proficient and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Figure 3-B. Average scale score in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and Kentucky's percentage at or above NAEP Proficient compared with the nation and other participating jurisdictions: 2024



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

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the NAEP Proficient category begins, so that they may be compared at NAEP Proficient and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment.

Mathematics Performance of Selected Student Groups

This section of the report presents trend results for public school students in Kentucky and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity;
- gender;
- economically disadvantaged status;
- type of school location (for 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024); and
- parents' highest level of education (grade 8 only).

NAEP collects information on race/ethnicity, gender, and student economically disadvantaged status from school records. Type of school location is based on standard definitions established by the Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address. The parent's highest level of education for grade 8 is derived from student questionnaires.

Results for each of the student groups are reported in tables that include the percentage of students in each group in the second column, and the average scale score in the third column. The columns to the right show the percentage of students below *NAEP Basic* and at or above each NAEP achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black students or White and Hispanic students, or between male and female students) in 2024 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2024 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website <https://nces.ed.gov/nationsreportcard/naepdata/>.

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- American Indian/Alaska Native
- Asian/Pacific Islander
- Black
- Hispanic
- Unclassified (not shown in tables)
- White

Students who identified with more than one of the other five categories were classified as "Other" and included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected beginning in 2011 so results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with Two or More Races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or other Pacific Islander
- Two or More Races
- White

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 and subsequent assessment years even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011 and classified as "Two or More Races" since 2011. Results for these students are presented under the "Two or More Races" category in the graphics and tables in the reports.

When comparing the results for racial/ethnic groups since 2011 to earlier assessment years, the data for Asian and Native Hawaiian/Other Pacific Islander students were combined into the Asian/Pacific Islander category.

Tables 3-A and 3-B show percentage of students, average scale scores, and percentages by NAEP achievement level for public school students at grades 4 and 8 in Kentucky and the nation, by race/ethnicity.

Grade 4 Average Scale Score Results by Race/Ethnicity

- In 2024, White students in Kentucky had an average scale score that was higher than the average scale scores of Black and Hispanic students.
- In 2024, the average scale score of Black students in Kentucky was higher than their respective scores in 1992, 1996, 2000, and 2022, but lower than their respective scores in 2011 and 2015, and not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2013, 2017, and 2019.
- In 2024, the average scale score of Hispanic students in Kentucky was not significantly different from their respective scores in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the average scale score of White students in Kentucky was higher than their respective scores in 1992, 1996, 2000, 2003, 2005, 2007, and 2022, but not significantly different from their respective scores in 2009, 2011, 2013, 2015, 2017, and 2019.
- In 2024, Black students in Kentucky had an average scale score that was lower than that of White students by 24 points. This performance gap was wider than that of 1992 (17 points).
- In 2024, Hispanic students in Kentucky had an average scale score that was lower than that of White students by 17 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.

Grade 4 NAEP Achievement-Level Results by Race/Ethnicity

- In 2024 in Kentucky, the percentage of White students performing at or above *NAEP Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2024, the percentage of Black students in Kentucky performing at or above *NAEP Proficient* was greater than the percentages of their respective peers in 1992, 1996, 2000, 2003, 2005, and 2022, but not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, 2015, 2017, and 2019.
- In 2024, the percentage of Hispanic students in Kentucky performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the percentage of White students in Kentucky performing at or above *NAEP Proficient* was greater than the percentages of their respective peers in 1992, 1996, 2000, 2003, 2005, 2007, and 2022, but not significantly different from the percentages of their respective peers in 2009, 2011, 2013, 2015, 2017, and 2019.

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Table 3-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1992–2024

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
American Indian/Alaska Native							
1992 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
2000	Nation (public)	1	207*	61*	39*	8*	#
	Kentucky	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	224*	35*	65*	18	1
	Kentucky	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	227*	31*	69*	22	2
	Kentucky	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	229*	28*	72*	26*	3
	Kentucky	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	227*	32*	68*	23	2
	Kentucky	#	‡	‡	‡	‡	‡
2011	Nation (public)	1*	227*	32*	68*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	228*	30*	70*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	228*	30*	70*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	228*	31*	69*	25	3
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1	228*	32*	68*	25	4
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	1	220	42	58	19	3
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	220	43	57	20	2
	Kentucky	#	‡	‡	‡	‡	‡

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1992–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Asian/Pacific Islander							
1992 ¹	Nation (public)	3*	231*	26*	74*	27*	4*
	Kentucky	#*	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	3*	225*	35*	65*	20*	5*
	Kentucky	#*	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Kentucky	1*	‡	‡	‡	‡	‡
2000	Nation (public)	‡	‡	‡	‡	‡	‡
	Kentucky	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	246*	13	87	48*	10*
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	251*	11	89	54*	14*
	Kentucky	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	254*	9*	91*	59*	16*
	Kentucky	1	‡	‡	‡	‡	‡
2009	Nation (public)	5*	255	9*	91*	61	18*
	Kentucky	1	265	7	93	69	35
2011	Nation (public)	5*	256	9*	91*	62	20*
	Kentucky	1	261	6	94	66	27
2013	Nation (public)	5	258	9*	91*	64	23
	Kentucky	2	260	10	90	68	27
2015	Nation (public)	5	256	10*	90*	61	22
	Kentucky	2	258	12	88	62	32
2017	Nation (public)	6	258	10	90	64	24
	Kentucky	2	264	9	91	69	33
2019	Nation (public)	5	261*	9*	91*	67	27
	Kentucky	2	260	4	96	62	23
2022	Nation (public)	6	257	11	89	62	24
	Kentucky	2	255	13	87	55	26
2024	Nation (public)	6	257	12	88	64	25
	Kentucky	2	‡	‡	‡	‡	‡

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 3-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1992–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Black							
1992 ¹	Nation (public)	18*	192*	78*	22*	2*	#
	Kentucky	9	200*	71*	29*	3*	#
1996 ¹	Nation (public)	17*	199*	70*	30*	4*	#
	Kentucky	10	203*	63*	37*	4*	#
2000 ¹	Nation (public)	17*	204*	64*	36*	5*	#
	Kentucky	11	199*	72*	28*	2*	#
2000	Nation (public)	17	203*	65*	35*	4*	#*
	Kentucky	12	196*	73*	27*	2*	#
2003	Nation (public)	17*	216*	46*	54*	10*	#*
	Kentucky	12*	214	47	53	8*	#
2005	Nation (public)	17*	220	40	60	13*	1*
	Kentucky	12*	217	44	56	9*	#
2007	Nation (public)	17*	222*	37*	63*	15*	1*
	Kentucky	11	219	41	59	12	#
2009	Nation (public)	16*	222*	37*	63*	15*	1*
	Kentucky	10	220	41	59	14	1
2011	Nation (public)	16*	224*	34*	66*	17	1*
	Kentucky	9	225*	31*	69*	17	1
2013	Nation (public)	16*	224*	34*	66*	18	1*
	Kentucky	11	224	35	65	19	1
2015	Nation (public)	15	224*	35*	65*	19	1*
	Kentucky	10	226*	32*	68*	20	1
2017	Nation (public)	15	223*	37*	63*	19	2
	Kentucky	10	218	45	55	15	1
2019	Nation (public)	15*	224*	35*	65*	20	2
	Kentucky	10	223	37	63	20	3
2022	Nation (public)	15	216*	46*	54*	15*	1*
	Kentucky	9	210*	52	48	9*	1
2024	Nation (public)	14	220	41	59	19	2
	Kentucky	9	218	44	56	17	1

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1992–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Hispanic							
1992 ¹	Nation (public)	7*	201*	68*	32*	5*	#
	Kentucky	#*	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	9*	204*	63*	37*	7*	#
	Kentucky	#*	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	11*	209*	55*	45*	8*	#
	Kentucky	1*	‡	‡	‡	‡	‡
2000	Nation (public)	16*	207*	59*	41*	7*	#*
	Kentucky	1*	‡	‡	‡	‡	‡
2003	Nation (public)	19*	221*	38*	62*	15*	1*
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	20*	225*	33	67	19*	1*
	Kentucky	2*	‡	‡	‡	‡	‡
2007	Nation (public)	21*	227	31*	69*	22*	1*
	Kentucky	2*	221	38	62	15	1
2009	Nation (public)	22*	227	30*	70*	21*	1*
	Kentucky	3*	227	33	67	22	2
2011	Nation (public)	24*	229*	28*	72*	24*	2*
	Kentucky	4*	236	18*	82*	30	3
2013	Nation (public)	25*	230*	27*	73*	26	2*
	Kentucky	5*	234	24	76	30	4
2015	Nation (public)	26*	230*	27*	73*	26	3*
	Kentucky	6*	234	23	77	30	4
2017	Nation (public)	27*	229*	30*	70*	26	3
	Kentucky	7	230	28	72	23	2
2019	Nation (public)	28*	231*	27*	73*	28	3
	Kentucky	8	228	32	68	27	4
2022	Nation (public)	28	224*	37*	63*	21*	2*
	Kentucky	9	227	33	67	22	3
2024	Nation (public)	29	227	34	66	27	4
	Kentucky	10	225	35	65	24	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1992–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
White							
1992 ¹	Nation (public)	72*	227*	32*	68*	22*	2*
	Kentucky	90*	217*	47*	53*	13*	1*
1996 ¹	Nation (public)	71*	230*	27*	73*	25*	3*
	Kentucky	89*	222*	37*	63*	17*	1*
2000 ¹	Nation (public)	67*	234*	22*	78*	32*	3*
	Kentucky	87*	224*	35*	65*	19*	2*
2000	Nation (public)	62*	233*	24*	76*	30*	3*
	Kentucky	86*	223*	36*	64*	19*	2*
2003	Nation (public)	58*	243*	13*	87*	42*	5*
	Kentucky	85*	231*	25*	75*	24*	2*
2005	Nation (public)	57*	246*	11*	89*	47*	7*
	Kentucky	84*	234*	22*	78*	29*	3*
2007	Nation (public)	55*	248	9*	91*	51	8*
	Kentucky	84*	238*	18	82	34*	4*
2009	Nation (public)	54*	248	10*	90*	50	8*
	Kentucky	83*	241	16	84	39	6
2011	Nation (public)	52*	249*	9*	91*	52	9*
	Kentucky	84*	243	13*	87*	41	6
2013	Nation (public)	51*	250*	9*	91*	54*	10*
	Kentucky	79*	244	13	87	45	7
2015	Nation (public)	49*	248	10*	90*	51	10*
	Kentucky	78*	244	14	86	44	7
2017	Nation (public)	47*	248	12*	88*	51	11
	Kentucky	76	243	16	84	45	7
2019	Nation (public)	46*	249*	12*	88*	52	12
	Kentucky	75	242	16	84	44	8
2022	Nation (public)	45	245*	15	85	47*	10*
	Kentucky	74	237*	21	79	36*	6
2024	Nation (public)	44	247	14	86	51	12
	Kentucky	74	242	18	82	43	8

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Special analyses raised concerns about the accuracy and precision of the mathematics results for Asian/Pacific Islander fourth-grade students in 2000 at the national level; therefore, they are omitted from this table. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Mathematics Assessments.

Grade 8 Average Scale Score Results by Race/Ethnicity

- In 2024, White students in Kentucky had an average scale score that was higher than the average scale scores of Black and Hispanic students, but was lower than the average scale score of Asian/Pacific Islander students.
- In 2024, the average scale score of Asian/Pacific Islander students in Kentucky was not significantly different from their respective scores in 2013, 2015, 2017, and 2019.
- In 2024, the average scale score of Black students in Kentucky was higher than their respective score in 1990, but lower than their respective scores in 2005, 2007, 2009, 2011, 2013, 2015, and 2019, and not significantly different from their respective scores in 1992, 1996, 2000, 2003, 2017, and 2022.
- In 2024, the average scale score of Hispanic students in Kentucky was lower than their respective scores in 2009, 2011, 2013, 2015, 2017, and 2019, but not significantly different from their respective score in 2022.
- In 2024, the average scale score of White students in Kentucky was higher than their respective scores in 1990, 1992, and 1996, but lower than their respective scores in 2007, 2009, 2011, 2013, 2015, 2017, and 2019, and not significantly different from their respective scores in 2000, 2003, 2005, and 2022.
- In 2024, Black students in Kentucky had an average scale score that was lower than that of White students by 29 points. This performance gap was wider than that of 1990 (18 points).
- In 2024, Hispanic students in Kentucky had an average scale score that was lower than that of White students by 19 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met.

Grade 8 NAEP Achievement-Level Results by Race/Ethnicity

- In 2024 in Kentucky, the percentage of White students performing at or above *NAEP Proficient* was greater than the corresponding percentages of Black and Hispanic students, but was not significantly different from the percentage of Asian/Pacific Islander students.
- In 2024, the percentage of Asian/Pacific Islander students in Kentucky performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2013, 2015, 2017, and 2019.
- In 2024, the percentage of Black students in Kentucky performing at or above *NAEP Proficient* was greater than the percentage in 1990, but smaller than the percentage in 2011, and not significantly different from the percentages of their respective peers in 1992, 2000, 2003, 2005, 2007, 2009, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the percentage of Hispanic students in Kentucky performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the percentage of White students in Kentucky performing at or above *NAEP Proficient* was greater than the percentages of their respective peers in 1990, 1992, 1996, and 2000, but smaller than the percentage in 2011, and not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2013, 2015, 2017, 2019, and 2022.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1990–2024

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
American Indian/Alaska Native							
1990 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
1992 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Kentucky	#	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	1	264	47	53	14	2
	Kentucky	#	‡	‡	‡	‡	‡
2000	Nation (public)	1	263	47	53	13	3
	Kentucky	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	265*	46*	54*	16	2
	Kentucky	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	266*	45*	55*	14	2
	Kentucky	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	265*	44*	56*	17*	2
	Kentucky	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	267*	43*	57*	20*	3
	Kentucky	#	‡	‡	‡	‡	‡
2011	Nation (public)	1*	266*	45*	55*	17*	4
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	270*	40*	60*	21*	3
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1*	267*	43*	57*	19*	3
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	268*	43*	57*	19*	4
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1	263*	48*	52*	15	3
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	1	257	56	44	11	1
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	253	60	40	12	3
	Kentucky	#	‡	‡	‡	‡	‡

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1990–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Asian/Pacific Islander							
1990 ¹	Nation (public)	2*	275*	36*	64*	30*	6*
	Kentucky	1*	‡	‡	‡	‡	‡
1992 ¹	Nation (public)	2*	290	25	75	43	14*
	Kentucky	1*	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Kentucky	1*	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	4*	286*	27*	73*	40*	12*
	Kentucky	1*	‡	‡	‡	‡	‡
2000	Nation (public)	4*	287*	27*	73*	40*	12*
	Kentucky	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	289*	23*	77*	42*	12*
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	5*	294*	19	81	46*	16*
	Kentucky	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	296*	18	82	49*	17*
	Kentucky	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5*	300*	16	84	53	20*
	Kentucky	1*	‡	‡	‡	‡	‡
2011	Nation (public)	6*	302	15	85	55	22*
	Kentucky	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	306	13*	87*	60	25
	Kentucky	1*	307	15	85	58	31
2015	Nation (public)	6*	305	14*	86*	58	25
	Kentucky	1*	304	14	86	58	24
2017	Nation (public)	6	310*	14*	86*	62*	30
	Kentucky	2	304	19	81	52	26
2019	Nation (public)	6	309*	15*	85*	61*	32
	Kentucky	2	298	18	82	54	26
2022	Nation (public)	6	304	16	84	56	26
	Kentucky	2	‡	‡	‡	‡	‡
2024	Nation (public)	6	305	18	82	57	29
	Kentucky	2	293	26	74	40	22

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1990–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Black							
1990 ¹	Nation (public)	16*	236*	79*	21*	5*	#
	Kentucky	9	240*	77*	23*	2*	#
1992 ¹	Nation (public)	17*	236*	81*	19*	2*	#
	Kentucky	9	241	77*	23*	4	#
1996 ¹	Nation (public)	16*	241*	74*	26*	4*	#
	Kentucky	9	247	70	30	2	#
2000 ¹	Nation (public)	14	245*	70*	30*	5*	#*
	Kentucky	11	251	63	37	7	#
2000	Nation (public)	17*	243*	70*	30*	5*	#*
	Kentucky	11	250	65	35	6	1
2003	Nation (public)	17*	252	61	39	7*	#*
	Kentucky	9	250	62	38	5	#
2005	Nation (public)	17*	254*	59*	41*	8	1*
	Kentucky	10	255*	57	43	9	#
2007	Nation (public)	17*	259*	53*	47*	11	1*
	Kentucky	10	257*	58	42	11	1
2009	Nation (public)	16*	260*	51*	49*	12*	1
	Kentucky	10	258*	55*	45*	8	#
2011	Nation (public)	16*	262*	50*	50*	13*	1
	Kentucky	10	261*	53*	47*	12*	1
2013	Nation (public)	15	263*	49*	51*	14*	2
	Kentucky	10	260*	51*	49*	11	1
2015	Nation (public)	15	260*	53*	47*	12*	1
	Kentucky	10	257*	57	43	12	1
2017	Nation (public)	15	260*	54*	46*	13*	2
	Kentucky	11	252	63	37	9	1
2019	Nation (public)	15	259*	54*	46*	13*	2*
	Kentucky	10	256*	57	43	11	2
2022	Nation (public)	15	252	62	38	9	1
	Kentucky	12	248	68	32	9	#
2024	Nation (public)	15	251	63	37	10	2
	Kentucky	11	247	66	34	7	1

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1990–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Hispanic							
1990 ¹	Nation (public)	7*	245*	67*	33*	7*	1
	Kentucky	#*	‡	‡	‡	‡	‡
1992 ¹	Nation (public)	8*	247*	67*	33*	6*	#*
	Kentucky	#*	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	9*	250*	62	38	8*	1
	Kentucky	1*	‡	‡	‡	‡	‡
2000 ¹	Nation (public)	11*	252*	60	40	8*	#*
	Kentucky	#*	‡	‡	‡	‡	‡
2000	Nation (public)	14*	252*	60*	40*	8*	#*
	Kentucky	1*	‡	‡	‡	‡	‡
2003	Nation (public)	15*	258	53	47	11*	1*
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	261*	50*	50*	13	1*
	Kentucky	1*	‡	‡	‡	‡	‡
2007	Nation (public)	19*	264*	46*	54*	15	2*
	Kentucky	2*	‡	‡	‡	‡	‡
2009	Nation (public)	21*	266*	44*	56*	17*	2
	Kentucky	2*	272*	37*	63*	22	3
2011	Nation (public)	23*	269*	40*	60*	20*	3
	Kentucky	3*	269*	39*	61*	18	1
2013	Nation (public)	23*	271*	38*	62*	21*	3
	Kentucky	4*	269*	40*	60*	17	3
2015	Nation (public)	25*	269*	40*	60*	19*	3
	Kentucky	4*	274*	36*	64*	21	4
2017	Nation (public)	25*	268*	43*	57*	20*	3*
	Kentucky	5*	269*	44	56	21	2
2019	Nation (public)	27*	268*	43*	57*	19*	3*
	Kentucky	6*	270*	39*	61*	20	4
2022	Nation (public)	29	261*	52*	48*	14	2
	Kentucky	10	259	56	44	14	3
2024	Nation (public)	29	257	55	45	14	2
	Kentucky	11	258	55	45	14	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 3-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 1990–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
White							
1990 ¹	Nation (public)	73*	269*	41*	59*	18*	3*
	Kentucky	90*	259*	55*	45*	11*	1*
1992 ¹	Nation (public)	72*	276*	34*	66*	25*	3*
	Kentucky	90*	264*	46*	54*	15*	2*
1996 ¹	Nation (public)	70*	280*	28	72	29*	5*
	Kentucky	89*	269*	41	59	17*	2*
2000 ¹	Nation (public)	69*	284	24*	76*	33*	6*
	Kentucky	87*	274	34	66	22*	3*
2000	Nation (public)	63*	283	25	75	33*	6*
	Kentucky	87*	272	36	64	22*	3*
2003	Nation (public)	62*	287*	21*	79*	36	7*
	Kentucky	88*	277	32	68	25	4*
2005	Nation (public)	60*	288*	21*	79*	37	7*
	Kentucky	86*	276	33	67	24	4*
2007	Nation (public)	58*	290*	19*	81*	41*	9
	Kentucky	86*	282*	27*	73*	29	5
2009	Nation (public)	56*	292*	18*	82*	43*	10
	Kentucky	85*	282*	27*	73*	29	5
2011	Nation (public)	54*	293*	17*	83*	43*	10
	Kentucky	84*	284*	25*	75*	33*	7
2013	Nation (public)	53*	293*	17*	83*	44*	11
	Kentucky	83*	283*	25*	75*	33	7
2015	Nation (public)	51*	291*	19*	81*	42*	10
	Kentucky	82*	281*	29*	71*	30	6
2017	Nation (public)	50*	292*	20*	80*	43*	13*
	Kentucky	78*	282*	30*	70*	32	8
2019	Nation (public)	48*	291*	21*	79*	43*	13*
	Kentucky	78*	282*	29*	71*	32	7
2022	Nation (public)	45	284	28	72	34*	9*
	Kentucky	72	274	38	62	24	5*
2024	Nation (public)	44	284	28	72	37	10
	Kentucky	71	276	37	63	29	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Special analyses raised concerns about the accuracy and precision of the mathematics results for Asian/Pacific Islander eighth-grade students in 1996 at the national level; therefore, they are omitted from this table. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

Tables 4-A and 4-B show percentage of students, average scale scores, and percentages by NAEP achievement level for the seven racial/ethnic categories used since 2011: American Indian/Alaska Native, Asian, Black, Hispanic, Native Hawaiian/Other Pacific Islander, Two or More Races, and White at grades 4 and 8 in Kentucky and the nation.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 4-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
American Indian/Alaska Native							
2011	Nation (public)	1	227*	32*	68*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	228*	30*	70*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	228*	30*	70*	24	2
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	228*	31*	69*	25	3
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1	228*	32*	68*	25	4
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	1	220	42	58	19	3
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	220	43	57	20	2
	Kentucky	#	‡	‡	‡	‡	‡
Asian							
2011	Nation (public)	5*	257	8*	92*	64	21*
	Kentucky	1	262	6	94	67	27
2013	Nation (public)	5*	260	7*	93*	67	24
	Kentucky	2	260	9	91	68	28
2015	Nation (public)	5*	259	8*	92*	64	23
	Kentucky	2	258	12	88	61	33
2017	Nation (public)	5	260	8	92	67	26
	Kentucky	1	266	9	91	72	36
2019	Nation (public)	5	263*	7*	93*	70	29
	Kentucky	1	262	4	96	65	25
2022	Nation (public)	6	259	9	91	64	25
	Kentucky	2	258	11	89	56	26
2024	Nation (public)	6	259	10	90	66	26
	Kentucky	2	‡	‡	‡	‡	‡

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 4-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Black							
2011	Nation (public)	16*	224*	34*	66*	17	1*
	Kentucky	9	225*	31*	69*	17	1
2013	Nation (public)	16*	224*	34*	66*	18	1*
	Kentucky	11	224	35	65	19	1
2015	Nation (public)	15	224*	35*	65*	19	1*
	Kentucky	10	226*	32*	68*	20	1
2017	Nation (public)	15	223*	37*	63*	19	2
	Kentucky	10	218	45	55	15	1
2019	Nation (public)	15	224*	35*	65*	20	2
	Kentucky	10	223	37	63	20	3
2022	Nation (public)	15	216*	46*	54*	15*	1*
	Kentucky	9	210*	52	48	9*	1
2024	Nation (public)	14	220	41	59	19	2
	Kentucky	9	218	44	56	17	1
Hispanic							
2011	Nation (public)	24*	229*	28*	72*	24*	2*
	Kentucky	4*	236	18*	82*	30	3
2013	Nation (public)	25*	230*	27*	73*	26	2*
	Kentucky	5*	234	24	76	30	4
2015	Nation (public)	26*	230*	27*	73*	26	3*
	Kentucky	6*	234	23	77	30	4
2017	Nation (public)	27*	229*	30*	70*	26	3
	Kentucky	7	230	28	72	23	2
2019	Nation (public)	28*	231*	27*	73*	28	3
	Kentucky	8	228	32	68	27	4
2022	Nation (public)	28	224*	37*	63*	21*	2*
	Kentucky	9	227	33	67	22	3
2024	Nation (public)	29	227	34	66	27	4
	Kentucky	10	225	35	65	24	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 4-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	235*	24*	76*	33*	7
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	235*	23*	77*	32	4
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	#*	226	35	65	24	3
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	#*	228*	30*	70*	27	4
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	#	230*	30*	70*	29	5
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	#	222	40	60	18	2
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	#	221	44	56	21	2
	Kentucky	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	244	15*	85*	43	9
	Kentucky	2*	237	17	83	35	2
2013	Nation (public)	3*	244*	14*	86*	45	9
	Kentucky	3*	240	14	86	36	5
2015	Nation (public)	3*	244	15*	85*	44	9
	Kentucky	4*	243	15	85	40	10
2017	Nation (public)	4*	244	16*	84*	44	10
	Kentucky	4*	233	26	74	31	5
2019	Nation (public)	4*	243	17*	83*	44	10
	Kentucky	5	239	17	83	38	6
2022	Nation (public)	5*	238*	23	77	38*	9
	Kentucky	5	235	23	77	31	6
2024	Nation (public)	5	242	20	80	44	11
	Kentucky	6	237	19	81	34	6

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 4-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
White							
2011	Nation (public)	52*	249*	9*	91*	52	9*
	Kentucky	84*	243	13*	87*	41	6
2013	Nation (public)	51*	250*	9*	91*	54*	10*
	Kentucky	79*	244	13	87	45	7
2015	Nation (public)	49*	248	10*	90*	51	10*
	Kentucky	78*	244	14	86	44	7
2017	Nation (public)	47*	248*	12*	88*	51	11
	Kentucky	76	243	16	84	45	7
2019	Nation (public)	46*	249*	12*	88*	52	12
	Kentucky	75	242	16	84	44	8
2022	Nation (public)	45	245*	15	85	47*	10*
	Kentucky	74	237*	21	79	36*	6
2024	Nation (public)	44	247	14	86	51	12
	Kentucky	74	242	18	82	43	8

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 4-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
American Indian/Alaska Native							
2011	Nation (public)	1*	266*	45*	55*	17*	4
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	270*	40*	60*	21*	3
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1*	267*	43*	57*	19*	3
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	268*	43*	57*	19*	4
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1	263*	48*	52*	15	3
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	1	257	56	44	11	1
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	253	60	40	12	3
	Kentucky	#	‡	‡	‡	‡	‡
Asian							
2011	Nation (public)	5*	305	12*	88*	58	24*
	Kentucky	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	308	12*	88*	62	27
	Kentucky	1*	313	12	88	62	33
2015	Nation (public)	5*	307	12*	88*	60	26
	Kentucky	1*	‡	‡	‡	‡	‡
2017	Nation (public)	5	312*	12*	88*	65*	32
	Kentucky	2	303	20	80	51	27
2019	Nation (public)	6	313*	12*	88*	64*	33
	Kentucky	2	299	18	82	54	26
2022	Nation (public)	6	306	14	86	58	27
	Kentucky	2	‡	‡	‡	‡	‡
2024	Nation (public)	6	307	16	84	59	30
	Kentucky	2	296	23	77	42	23

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 4-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Black							
2011	Nation (public)	16*	262*	50*	50*	13*	1
	Kentucky	10	261*	53*	47*	12*	1
2013	Nation (public)	15	263*	49*	51*	14*	2
	Kentucky	10	260*	51*	49*	11	1
2015	Nation (public)	15	260*	53*	47*	12*	1
	Kentucky	10	257*	57*	43*	12	1
2017	Nation (public)	15	260*	54*	46*	13*	2
	Kentucky	11	252	63	37	9	1
2019	Nation (public)	15	259*	54*	46*	13*	2
	Kentucky	10	256*	57	43	11	2
2022	Nation (public)	15	252	62	38	9	1
	Kentucky	12	248	68	32	9	#
2024	Nation (public)	15	251	63	37	10	2
	Kentucky	11	247	66	34	7	1
Hispanic							
2011	Nation (public)	23*	269*	40*	60*	20*	3
	Kentucky	3*	269*	39*	61*	18	1
2013	Nation (public)	23*	271*	38*	62*	21*	3
	Kentucky	4*	269*	40*	60*	17	3
2015	Nation (public)	25*	269*	40*	60*	19*	3
	Kentucky	4*	274*	36*	64*	21	4
2017	Nation (public)	25*	268*	43*	57*	20*	3*
	Kentucky	5*	269*	44	56	21	2
2019	Nation (public)	27*	268*	43*	57*	19*	3*
	Kentucky	6*	270*	39*	61*	20	4
2022	Nation (public)	29	261*	52*	48*	14	2
	Kentucky	10	259	56	44	14	3
2024	Nation (public)	29	257	55	45	14	2
	Kentucky	11	258	55	45	14	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 4-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	265*	45*	55*	19	3
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	274*	34*	66*	24*	4
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	277*	35*	65*	30*	6
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	272*	38*	62*	23*	5
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	#	263	47*	53*	18	4
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	#	262	54	46	15	5
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	#	257	57	43	15	4
	Kentucky	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	286*	24*	76*	37*	10
	Kentucky	1*	‡	‡	‡	‡	‡
2013	Nation (public)	2*	286*	24*	76*	37*	10
	Kentucky	2*	272	41	59	26	3
2015	Nation (public)	2*	283*	28*	72*	35*	9
	Kentucky	2*	266	47	53	19	4
2017	Nation (public)	3*	285*	28*	72*	36*	12
	Kentucky	3*	267	44	56	19	6
2019	Nation (public)	3*	285*	28*	72*	36*	11
	Kentucky	4*	267	43	57	17	2
2022	Nation (public)	4*	275	37	63	27	6*
	Kentucky	5	265	46	54	18	4
2024	Nation (public)	5	277	38	62	30	9
	Kentucky	5	264	48	52	16	3

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 4-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year and jurisdiction: Various years, 2011–2024—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
White							
2011	Nation (public)	54*	293*	17*	83*	43*	10
	Kentucky	84*	284*	25*	75*	33*	7
2013	Nation (public)	53*	293*	17*	83*	44*	11
	Kentucky	83*	283*	25*	75*	33	7
2015	Nation (public)	51*	291*	19*	81*	42*	10
	Kentucky	82*	281*	29*	71*	30	6
2017	Nation (public)	50*	292*	20*	80*	43*	13*
	Kentucky	78*	282*	30*	70*	32	8
2019	Nation (public)	48*	291*	21*	79*	43*	13*
	Kentucky	78*	282*	29*	71*	32	7
2022	Nation (public)	45	284	28	72	34*	9*
	Kentucky	72	274	38	62	24	5*
2024	Nation (public)	44	284	28	72	37	10
	Kentucky	71	276	37	63	29	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2024 Mathematics Assessments.

Gender

Results are reported separately for male and female students.

Tables 5-A and 5-B show percentage of students, average scale scores, and percentages by NAEP achievement level for public school students at grades 4 and 8 in Kentucky and the nation, by gender.

Grade 4 Average Scale Score Results by Gender

- In 2024, male students in Kentucky had an average scale score in mathematics (240) that was higher than that of female students (235). In 1992, male students in Kentucky had an average scale score in mathematics (215) that was not significantly different from that of female students (215).
- In 2024, male students in Kentucky had an average scale score in mathematics (240) that was not significantly different from that of male students in public schools across the nation (240). Similarly, female students in Kentucky had an average scale score (235) that was not significantly different from that of female students across the nation (235).
- In Kentucky, the average scale score of male students in 2024 was higher than the scores of male students in 1992, 1996, 2000, 2003, and 2005, but not significantly different from the scores of male students in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In Kentucky, the average scale score of female students in 2024 was higher than the scores of female students in 1992, 1996, 2000, 2003, and 2005, but lower than the scores of female students in 2011, 2013, and 2015, and not significantly different from the scores of female students in 2007, 2009, 2017, 2019, and 2022.

Grade 4 NAEP Achievement-Level Results by Gender

- In the 2024 assessment, 42 percent of male students and 35 percent of female students performed at or above *NAEP Proficient* in Kentucky. The difference between these percentages was statistically significant.
- The percentage of male students in Kentucky's public schools who were at or above *NAEP Proficient* in 2024 (42 percent) was not significantly different from that of male students in the nation (43 percent).
- The percentage of female students in Kentucky's public schools who were at or above *NAEP Proficient* in 2024 (35 percent) was not significantly different from that of female students in the nation (36 percent).
- In Kentucky, the percentage of male students performing at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages of students in 1992, 1996, 2000, 2003, 2005, and 2007, but not significantly different from the corresponding percentages of students in 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In Kentucky, the percentage of female students performing at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages of students in 1992, 1996, 2000, 2003, 2005, and 2007, but not significantly different from the corresponding percentages of students in 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 5-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year and jurisdiction: Various years, 1992–2024

Gender, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Male							
1992 ¹	Nation (public)	50	220*	41*	59*	19*	2*
	Kentucky	49	215*	49*	51*	14*	1*
1996 ¹	Nation (public)	51	224*	37*	63*	22*	3*
	Kentucky	52	220*	40*	60*	17*	2*
2000 ¹	Nation (public)	51	227*	32*	68*	27*	3*
	Kentucky	49	222*	38*	62*	19*	2*
2000	Nation (public)	51	225*	35*	65*	25*	3*
	Kentucky	50	220*	40*	60*	19*	2*
2003	Nation (public)	51	235*	23	77	34*	5*
	Kentucky	52	230*	26*	74*	24*	2*
2005	Nation (public)	51	238*	20*	80*	37*	6*
	Kentucky	51	233*	24	76	29*	3*
2007	Nation (public)	51	240	18*	82*	41*	7*
	Kentucky	50	237	19	81	33*	4*
2009	Nation (public)	51	240	19*	81*	40*	7*
	Kentucky	51	240	18	82	39	7
2011	Nation (public)	51	241	18*	82*	41*	7*
	Kentucky	51	242	14*	86*	39	6
2013	Nation (public)	51	242*	18*	82*	42	8*
	Kentucky	51	242	17	83	43	7
2015	Nation (public)	51	241	19*	81*	41*	8*
	Kentucky	50	243	16	84	43	9
2017	Nation (public)	51	240	21*	79*	41*	9*
	Kentucky	51	241	20	80	43	8
2019	Nation (public)	51	242*	20*	80*	43	10
	Kentucky	52	239	20	80	41	8
2022	Nation (public)	51	238*	24*	76*	39*	9*
	Kentucky	51	236	24	76	35	7
2024	Nation (public)	51	240	23	77	43	11
	Kentucky	51	240	20	80	42	8

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 5-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year and jurisdiction: Various years, 1992–2024—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Female							
1992 ¹	Nation (public)	50	218*	44*	56*	16*	1*
	Kentucky	51	215*	49*	51*	12*	1*
1996 ¹	Nation (public)	49	221*	39*	61*	17*	1*
	Kentucky	48	220*	40*	60*	14*	1*
2000 ¹	Nation (public)	49	225*	34*	66*	22*	2*
	Kentucky	51	220*	41*	59*	16*	1*
2000	Nation (public)	49	223*	38*	62*	20*	1*
	Kentucky	50	219*	42*	58*	15*	1*
2003	Nation (public)	49	233*	25	75	29*	3*
	Kentucky	48	227*	30*	70*	20*	1*
2005	Nation (public)	49	236*	21*	79*	33*	4*
	Kentucky	49	230*	26	74	24*	2*
2007	Nation (public)	49	238*	19*	81*	36	4*
	Kentucky	50	234	22	78	29*	3
2009	Nation (public)	49	238*	19*	81*	37	5*
	Kentucky	49	238	20	80	34	5
2011	Nation (public)	49	239*	18*	82*	39*	6*
	Kentucky	49	240*	16*	84*	38	5
2013	Nation (public)	49	241*	18*	82*	40*	7
	Kentucky	49	241*	16*	84*	40	5
2015	Nation (public)	49	239*	19*	81*	38*	6*
	Kentucky	50	240*	16*	84*	38	5
2017	Nation (public)	49	238*	21*	79*	38*	7
	Kentucky	49	238	20	80	37	5
2019	Nation (public)	49	238*	20*	80*	38*	7
	Kentucky	48	239	18	82	39	6
2022	Nation (public)	49	232*	28*	72*	31*	5*
	Kentucky	49	232	26	74	30	4
2024	Nation (public)	49	235	26	74	36	7
	Kentucky	49	235	24	76	35	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214-248; *NAEP Proficient*, 249-281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Mathematics Assessments.

Grade 8 Average Scale Score Results by Gender

- In 2024, male students in Kentucky had an average scale score in mathematics (273) that was not significantly different from that of female students (269). In 1990, male students in Kentucky had an average scale score in mathematics (259) that was not significantly different from that of female students (256).
- In 2024, male students in Kentucky had an average scale score in mathematics (273) that was not significantly different from that of male students in public schools across the nation (274). Similarly, female students in Kentucky had an average scale score (269) that was not significantly different from that of female students across the nation (270).
- In Kentucky, the average scale score of male students in 2024 was higher than the scores of male students in 1990, 1992, and 1996, but lower than the scores of male students in 2007, 2009, 2011, and 2013, and not significantly different from the scores of male students in 2000, 2003, 2005, 2015, 2017, 2019, and 2022.
- In Kentucky, the average scale score of female students in 2024 was higher than the scores of female students in 1990 and 1992, but lower than the scores of female students in 2003, 2007, 2009, 2011, 2013, 2015, 2017, and 2019, and not significantly different from the scores of female students in 1996, 2000, 2005, and 2022.

Grade 8 NAEP Achievement-Level Results by Gender

- In the 2024 assessment, 26 percent of male students and 22 percent of female students performed at or above *NAEP Proficient* in Kentucky. The difference between these percentages was not statistically significant.
- The percentage of male students in Kentucky's public schools who were at or above *NAEP Proficient* in 2024 (26 percent) was not significantly different from that of male students in the nation (29 percent).
- The percentage of female students in Kentucky's public schools who were at or above *NAEP Proficient* in 2024 (22 percent) was not significantly different from that of female students in the nation (24 percent).
- In Kentucky, the percentage of male students performing at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages of students in 1990, 1992, and 1996, but smaller than the percentage of students in 2011, and not significantly different from the corresponding percentages of students in 2000, 2003, 2005, 2007, 2009, 2013, 2015, 2017, 2019, and 2022.
- In Kentucky, the percentage of female students performing at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages of students in 1990, 1992, and 1996, but smaller than the corresponding percentages of students in 2011, 2013, 2015, 2017, and 2019, and not significantly different from the corresponding percentages of students in 2000, 2003, 2005, 2007, 2009, and 2022.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 5-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year and jurisdiction: Various years, 1990–2024

Gender, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Male							
1990 ¹	Nation (public)	51	262*	49*	51*	17*	2*
	Kentucky	51	259*	56*	44*	11*	2*
1992 ¹	Nation (public)	52	266*	45*	55*	20*	3*
	Kentucky	50	263*	48*	52*	15*	2*
1996 ¹	Nation (public)	52	270*	40	60	24*	4*
	Kentucky	51	267*	43	57	17*	2*
2000 ¹	Nation (public)	50	276	34*	66*	29	6*
	Kentucky	49*	274	35	65	23	4*
2000	Nation (public)	50	273	38	62	26	5*
	Kentucky	51	271	39	61	22	4*
2003	Nation (public)	50*	277*	33*	67*	29	6*
	Kentucky	50	275	35*	65*	25	4*
2005	Nation (public)	51*	278*	32*	68*	30	6*
	Kentucky	51	275	34*	66*	24	4*
2007	Nation (public)	51*	281*	29*	71*	33*	8*
	Kentucky	51	280*	30*	70*	30	6
2009	Nation (public)	51*	283*	28*	72*	34*	8
	Kentucky	50*	281*	29*	71*	30	6
2011	Nation (public)	51*	283*	28*	72*	34*	9
	Kentucky	51	282*	29*	71*	32*	7
2013	Nation (public)	51	284*	27*	73*	35*	9
	Kentucky	51	281*	29*	71*	31	7
2015	Nation (public)	51*	281*	30*	70*	32*	8
	Kentucky	51	277	34*	66*	27	5
2017	Nation (public)	51	282*	31*	69*	34*	11*
	Kentucky	51	276	37	63	27	7
2019	Nation (public)	51	280*	33*	67*	33*	10*
	Kentucky	51	276	36*	64*	29	7
2022	Nation (public)	51	274	39	61	27*	8*
	Kentucky	51	269	44	56	23	5
2024	Nation (public)	51	274	40	60	29	9
	Kentucky	52	273	41	59	26	8

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 5-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year and jurisdiction: Various years, 1990–2024—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Female							
1990 ¹	Nation (public)	49	261*	49*	51*	14*	2*
	Kentucky	49	256*	58*	42*	9*	1*
1992 ¹	Nation (public)	48	267*	44	56	20*	3*
	Kentucky	50	261*	49*	51*	13*	1*
1996 ¹	Nation (public)	48	271	39*	61*	21	3*
	Kentucky	49	266	44	56	15*	1*
2000 ¹	Nation (public)	50	273*	36*	64*	24	4*
	Kentucky	51*	270	39	61	18	2*
2000	Nation (public)	50	271	38*	62*	23	4*
	Kentucky	49	269	41	59	18	2*
2003	Nation (public)	50*	275*	34*	66*	26	4*
	Kentucky	50	274*	34*	66*	23	3
2005	Nation (public)	49*	277*	33*	67*	27*	5*
	Kentucky	49	273	37*	63*	21	3
2007	Nation (public)	49*	279*	30*	70*	29*	6*
	Kentucky	49	277*	32*	68*	24	4
2009	Nation (public)	49*	281*	29*	71*	31*	7
	Kentucky	50*	278*	30*	70*	25	4
2011	Nation (public)	49*	282*	28*	72*	33*	7
	Kentucky	49	281*	28*	72*	29*	5
2013	Nation (public)	49	283*	27*	73*	34*	7*
	Kentucky	49	280*	28*	72*	29*	5
2015	Nation (public)	49*	281*	29*	71*	32*	7
	Kentucky	49	279*	30*	70*	28*	6
2017	Nation (public)	49	282*	31*	69*	33*	9*
	Kentucky	49	280*	32*	68*	31*	7
2019	Nation (public)	49	282*	31*	69*	33*	9*
	Kentucky	49	280*	29*	71*	29*	6
2022	Nation (public)	49	272*	40*	60*	24	6*
	Kentucky	49	269	42	58	20	4
2024	Nation (public)	49	270	43	57	24	6
	Kentucky	48	269	44	56	22	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

Economically Disadvantaged Status

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and data for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996.

As a result of the passage of the [Healthy, Hunger-Free Kids Act of 2010](#), schools can use a universal meal service option, the "Community Eligibility Provision" (CEP). Through CEP, eligible schools can provide meal service to all students at no charge, regardless of economic status and without the need to collect eligibility data through household applications. CEP became available nationwide in the 2014–2015 school year. Beginning in 2015, NAEP switched from using the free meal application-based NSLP eligibility criteria (as used in the NAEP assessments prior to the 2015) to state-defined economically disadvantaged status, since the free meal application criteria were no longer administered in CEP schools. Changes in the operation of NSLP led the NAEP program to revise its approach to data collection for NSLP eligibility in order to account for the changes due to the introduction of CEP. Beginning with the 2024 assessment, the previously reported NSLP eligibility variable is relabeled as economically disadvantaged (ED) status. The NSLP eligible (students eligible for free or reduced-price lunch) category is relabeled as economically disadvantaged, and the NSLP not eligible category is relabeled as not economically disadvantaged. The information not available label remains unchanged.

Tables 6-A and 6-B show percentage of students, average scale scores, and percentages by NAEP achievement level for public school students at grades 4 and 8 in Kentucky and the nation, by economically disadvantaged status.

Grade 4 Average Scale Score Results by Economically Disadvantaged Status

- In 2024, students in Kentucky identified as economically disadvantaged had an average mathematics scale score of 229. This was lower than that of students in Kentucky identified as not economically disadvantaged for this program (251).
- In 2024, students in Kentucky who were identified as economically disadvantaged had an average scale score that was lower than that of students who were identified as not economically disadvantaged by 22 points. In 1996, the average scale score for students in Kentucky who were identified as economically disadvantaged was lower than the score of those identified as not economically disadvantaged by 21 points.
- Students in Kentucky identified as economically disadvantaged had an average scale score (229) in 2024 that was higher than that of students in the nation who were identified as economically disadvantaged (226).
- In Kentucky, students identified as economically disadvantaged had an average mathematics scale score in 2024 that was higher than that of identified as economically disadvantaged students in 1996, 2000, 2003, 2005, 2007, and 2022, but lower than that of identified as economically disadvantaged students in 2015, and not significantly different from that of identified as economically disadvantaged students in 2009, 2011, 2013, 2017, and 2019.

Grade 4 NAEP Achievement-Level Results by Economically Disadvantaged Status

- In Kentucky, 28 percent of students who were identified as economically disadvantaged and 56 percent of those who were identified as not economically disadvantaged for this program performed at or above *NAEP Proficient* in 2024. These percentages were significantly different from one another.
- For students in Kentucky in 2024 who were identified as economically disadvantaged, the percentage at or above *NAEP Proficient* (28 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (25 percent).
- In Kentucky, the percentage of students identified as economically disadvantaged who performed at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages in 1996, 2000, 2003, 2005, 2007, 2009, and 2022, but not significantly different from the corresponding percentages in 2011, 2013, 2015, 2017, and 2019.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Economically disadvantaged							
1996 ¹	Nation (public)	34*	207*	59*	41*	8*	#*
	Kentucky	47*	209*	54*	46*	7*	#
2000 ¹	Nation (public)	35*	210*	54*	46*	9*	#*
	Kentucky	47*	210*	54*	46*	7*	#
2000	Nation (public)	40*	208*	57*	43*	7*	#*
	Kentucky	47*	207*	56*	44*	6*	#
2003	Nation (public)	44*	222*	38*	62*	15*	1*
	Kentucky	51*	220*	38*	62*	12*	#*
2005	Nation (public)	46*	225	33*	67*	19*	1*
	Kentucky	52*	224*	35*	65*	16*	1*
2007	Nation (public)	46*	227*	30*	70*	22*	1*
	Kentucky	53*	226*	30	70	18*	1
2009	Nation (public)	48*	228*	29*	71*	22*	1*
	Kentucky	51*	229	28	72	21*	1
2011	Nation (public)	52*	229*	27*	73*	24	2*
	Kentucky	55*	232	23*	77*	26	2
2013	Nation (public)	54	230*	27*	73*	26	2*
	Kentucky	52*	232	24*	76*	28	2
2015	Nation (public)	55	229*	28*	72*	24	2*
	Kentucky	62	234*	22*	78*	29	3
2017	Nation (public)	54	228*	31*	69*	25	3*
	Kentucky	58	230	29	71	28	4
2019	Nation (public)	54	229*	29*	71*	26	3*
	Kentucky	60	230	27	73	29	3
2022	Nation (public)	52*	223*	38*	62*	20*	2*
	Kentucky	58	224*	34	66	19*	2
2024	Nation (public)	54	226	35	65	25	3
	Kentucky	62	229	29	71	28	3

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024—Continued

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Not economically disadvantaged							
1996 ¹	Nation (public)	52*	231*	27*	73*	25*	3*
	Kentucky	51*	230*	27*	73*	24*	2*
2000 ¹	Nation (public)	52*	236*	21*	79*	33*	4*
	Kentucky	48*	231*	26*	74*	26*	3*
2000	Nation (public)	49	235*	23*	77*	32*	4*
	Kentucky	48*	230*	28*	72*	26*	3*
2003	Nation (public)	52*	244*	12	88	45*	6*
	Kentucky	47*	237*	17*	83*	32*	3*
2005	Nation (public)	52*	248*	10*	90*	50*	8*
	Kentucky	47*	240*	14*	86*	37*	4*
2007	Nation (public)	53*	249*	9*	91*	53*	9*
	Kentucky	47*	245*	10	90	46*	6*
2009	Nation (public)	51*	250*	9*	91*	54*	10*
	Kentucky	49*	249	10	90	53	11
2011	Nation (public)	47*	252	8*	92*	57	12*
	Kentucky	45*	251	6*	94*	55	10
2013	Nation (public)	46	254*	7*	93*	60*	14*
	Kentucky	48*	251	8	92	56	11
2015	Nation (public)	44	253*	8*	92*	58	13*
	Kentucky	38	255	5*	95*	59	14
2017	Nation (public)	45	253*	9*	91*	57	14
	Kentucky	41	252	8	92	56	11
2019	Nation (public)	45	253*	9*	91*	58	15
	Kentucky	39	253	7	93	57	13
2022	Nation (public)	47*	248*	13	87	51*	13*
	Kentucky	42	248	11	89	51	11
2024	Nation (public)	45	251	12	88	56	15
	Kentucky	38	251	10	90	56	13

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024—Continued

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Information not available							
1996 ¹	Nation (public)	13*	230	28	72	28	3
	Kentucky	3	218	42	58	9	#
2000 ¹	Nation (public)	13*	235	23	77	35	3
	Kentucky	5	226	31	69	28	2
2000	Nation (public)	11*	236	22	78	35	4
	Kentucky	5	226	29	71	28	1
2003	Nation (public)	4*	235	23	77	34	4
	Kentucky	2	‡	‡	‡	‡	‡
2005	Nation (public)	2*	237	21	79	36	5
	Kentucky	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	243*	17*	83*	44	8
	Kentucky	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	240	22	78	42	7
	Kentucky	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	247*	12*	88*	49	10
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	255*	9*	91*	60*	18
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	246*	15*	85*	49*	11
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	238	22	78	38	8
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1	239	20*	80*	40	9
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	1*	236	25	75	37	8
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	227	32	68	31	5
	Kentucky	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2024 Mathematics Assessments.

Grade 8 Average Scale Score Results by Economically Disadvantaged Status

- In 2024, students in Kentucky identified as economically disadvantaged had an average mathematics scale score of 260. This was lower than that of students in Kentucky identified as not economically disadvantaged for this program (286).
- In 2024, students in Kentucky who were identified as economically disadvantaged had an average scale score that was lower than that of students who were identified as not economically disadvantaged by 27 points. In 1996, the average scale score for students in Kentucky who were identified as economically disadvantaged was lower than the score of those identified as not economically disadvantaged by 23 points.
- Students in Kentucky identified as economically disadvantaged had an average scale score (260) in 2024 that was higher than that of students in the nation who were identified as economically disadvantaged (257).
- In Kentucky, students identified as economically disadvantaged had an average mathematics scale score in 2024 that was higher than that of identified as economically disadvantaged students in 1996 and 2000, but lower than that of identified as economically disadvantaged students in 2007, 2009, 2011, 2013, 2015, 2017, and 2019, and not significantly different from that of identified as economically disadvantaged students in 2003, 2005, and 2022.

Grade 8 NAEP Achievement-Level Results by Economically Disadvantaged Status

- In Kentucky, 14 percent of students who were identified as economically disadvantaged and 39 percent of those who were identified as not economically disadvantaged for this program performed at or above *NAEP Proficient* in 2024. These percentages were significantly different from one another.
- For students in Kentucky in 2024 who were identified as economically disadvantaged, the percentage at or above *NAEP Proficient* (14 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (14 percent).
- In Kentucky, the percentage of students identified as economically disadvantaged who performed at or above *NAEP Proficient* in 2024 was greater than the corresponding percentages in 1996 and 2000, but smaller than the percentage in 2011, and not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2013, 2015, 2017, 2019, and 2022.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Economically disadvantaged							
1996 ¹	Nation (public)	30*	252*	61*	39*	8*	1*
	Kentucky	34*	252*	62*	38*	4*	#
2000 ¹	Nation (public)	28*	255	56	44	10*	1*
	Kentucky	40*	257	55	45	8*	1*
2000	Nation (public)	31*	253*	59	41	10*	1*
	Kentucky	41*	255*	58	42	8*	1*
2003	Nation (public)	36*	258	53*	47*	11*	1*
	Kentucky	42*	261	49	51	11	1
2005	Nation (public)	39*	261*	49*	51*	13	1*
	Kentucky	46*	264	48	52	14	2
2007	Nation (public)	41*	265*	45*	55*	15*	2*
	Kentucky	46*	267*	43*	57*	15	1
2009	Nation (public)	43*	266*	43*	57*	17*	2*
	Kentucky	48*	268*	42*	58*	15	1
2011	Nation (public)	48*	269*	41*	59*	19*	2
	Kentucky	52*	271*	39*	61*	18*	2
2013	Nation (public)	50*	270*	39*	61*	20*	3
	Kentucky	49*	268*	41*	59*	16	2
2015	Nation (public)	52	268*	42*	58*	18*	2
	Kentucky	56	268*	43*	57*	17	2
2017	Nation (public)	49*	267*	45*	55*	18*	3*
	Kentucky	55	265*	47*	53*	17	2
2019	Nation (public)	50*	266*	46*	54*	18*	3*
	Kentucky	56	267*	44*	56*	18	3
2022	Nation (public)	50*	260*	54*	46*	13	2*
	Kentucky	57	259	54	46	12	1
2024	Nation (public)	51	257	55	45	14	3
	Kentucky	59	260	53	47	14	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024—Continued

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Not economically disadvantaged							
1996 ¹	Nation (public)	56*	279*	29	71	29*	5*
	Kentucky	58*	276*	32	68	23*	2*
2000 ¹	Nation (public)	55*	285*	24	76	35*	7*
	Kentucky	58*	281	25	75	29*	4*
2000	Nation (public)	54*	283*	26	74	34*	7*
	Kentucky	57*	280*	27	73	29*	4*
2003	Nation (public)	58*	287	22*	78*	37*	7*
	Kentucky	55*	284	24	76	33	6*
2005	Nation (public)	59*	288	21*	79*	39*	8*
	Kentucky	53*	283	25	75	31*	5*
2007	Nation (public)	58*	291*	19*	81*	42	10*
	Kentucky	54*	288	21*	79*	37	8
2009	Nation (public)	56*	293*	17*	83*	45*	12*
	Kentucky	52*	290	19*	81*	38	8
2011	Nation (public)	52*	295*	16*	84*	47*	13
	Kentucky	48*	294*	16*	84*	44*	11
2013	Nation (public)	50*	297*	14*	86*	49*	14
	Kentucky	51*	293*	17*	83*	44	10
2015	Nation (public)	47*	296*	16*	84*	48*	13
	Kentucky	44	291*	18*	82*	41	9
2017	Nation (public)	50*	297*	17*	83*	48*	16*
	Kentucky	45	293*	19*	81*	44	13
2019	Nation (public)	49	296*	18*	82*	48*	16*
	Kentucky	44	292*	19*	81*	43	12
2022	Nation (public)	49	287	25	75	38*	11*
	Kentucky	43	283	29	71	34	8
2024	Nation (public)	48	288	26	74	41	13
	Kentucky	41	286	27	73	39	12

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 6-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by Economically Disadvantaged Status, year and jurisdiction: Various years, 1996–2024—Continued

Economically Disadvantaged Status, year, and jurisdiction	Percentage of students	Average scale score	PERCENT				
			Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>	
Information not available							
1996 ¹	Nation (public)	14*	278	31	69	29	5
	Kentucky	8	261	50	50	12	1
2000 ¹	Nation (public)	16*	273	37	63	26	4
	Kentucky	1	‡	‡	‡	‡	‡
2000	Nation (public)	15*	271	38	62	24	4
	Kentucky	1	‡	‡	‡	‡	‡
2003	Nation (public)	6*	278	32*	68*	29	6
	Kentucky	2	‡	‡	‡	‡	‡
2005	Nation (public)	3*	277	34	66	28	6
	Kentucky	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	274	36	64	28	6
	Kentucky	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	284*	28*	72*	35	10
	Kentucky	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	275	37	63	26	6
	Kentucky	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	285	29	71	39	13
	Kentucky	#	‡	‡	‡	‡	‡
2015	Nation (public)	1*	293*	21*	79*	45*	17*
	Kentucky	#	‡	‡	‡	‡	‡
2017	Nation (public)	1*	293*	23*	77*	46*	17*
	Kentucky	#	‡	‡	‡	‡	‡
2019	Nation (public)	1*	286*	29*	71*	38	15*
	Kentucky	#	‡	‡	‡	‡	‡
2022	Nation (public)	2*	274	39	61	26	7
	Kentucky	#	‡	‡	‡	‡	‡
2024	Nation (public)	1	272	43	57	28	7
	Kentucky	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2024 Mathematics Assessments.

Type of Location

NAEP results are reported for four mutually exclusive categories of school location: city, suburb, town, and rural. The categories are based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address.

In 2007, the classification system was revised; therefore, trend comparisons to previous years are not available. The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). The original system was based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes." The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size—large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

Tables 7-A and 7-B show percentage of students, average scale scores, and percentages by NAEP achievement level for public school students at grades 4 and 8 in Kentucky and the nation, by type of location since 2007.

Grade 4 Average Scale Score Results by Type of Location

- In 2024, the average scale score of students in Kentucky attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2024, students attending public schools in city, suburban, town, and rural locations in Kentucky had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in the nation.
- In 2024, students attending public schools in city and suburban locations in Kentucky had average scale scores that were not significantly different from the average scale scores of students in city and suburban locations in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 in Kentucky.
- In 2024, students attending public schools in town and rural locations in Kentucky had average scale scores that were higher than the average scale scores of students in town and rural locations in 2022 in Kentucky, but not significantly different from the average scale scores of students in town and rural locations in 2007, 2009, 2011, 2013, 2015, 2017, and 2019 in Kentucky.

Grade 4 NAEP Achievement-Level Results by Type of Location

- In 2024, the percentage of students in Kentucky's public schools in city locations who performed at or above *NAEP Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Kentucky's public schools in city, suburban, town, and rural locations who performed at or above *NAEP Proficient* in 2024 were not significantly different from those of students in city, suburban, town, and rural locations in the nation.
- The percentages of students in Kentucky's public schools in city, suburban, and town locations who performed at or above *NAEP Proficient* in 2024 were not significantly different from those of students in city, suburban, and town locations in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 in Kentucky.
- The percentage of students in Kentucky's public schools in rural locations who performed at or above *NAEP Proficient* in 2024 was greater than that of students in rural locations in 2007 in Kentucky, but not significantly different from that of students in rural locations in 2009, 2011, 2013, 2015, 2017, 2019, and 2022 in Kentucky.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 7-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
City							
2007	Nation (public)	29	233	26*	74*	32	5*
	Kentucky	24	232	27	73	30	4
2009	Nation (public)	30	234*	25*	75*	32	5*
	Kentucky	21	237	24	76	36	7
2011	Nation (public)	29	235*	24*	76*	33	5*
	Kentucky	19	239	19	81	36	6
2013	Nation (public)	30	236*	24*	76*	35	7
	Kentucky	20	236	24	76	35	5
2015	Nation (public)	31*	236*	24*	76*	35	7
	Kentucky	22	240	20	80	40	7
2017	Nation (public)	30	234	27*	73*	33	7
	Kentucky	21	238	26	74	40	9
2019	Nation (public)	30	235*	26*	74*	35	7
	Kentucky	22	237	25	75	39	7
2022	Nation (public)	29	229*	34*	66*	29*	6*
	Kentucky	20	232	30	70	32	7
2024	Nation (public)	29	232	31	69	34	8
	Kentucky	21	233	31	69	33	9
Suburban							
2007	Nation (public)	37*	243*	15*	85*	44	7*
	Kentucky	15	241	15	85	39	5
2009	Nation (public)	36*	243*	16*	84*	44	7*
	Kentucky	15	242	16	84	42	9
2011	Nation (public)	36*	244*	15*	85*	45	8*
	Kentucky	15	243	15	85	42	7
2013	Nation (public)	35*	244*	15*	85*	46*	9
	Kentucky	16	246	13	87	51	8
2015	Nation (public)	41	243*	16*	84*	44	9*
	Kentucky	14	249	11	89	51	12
2017	Nation (public)	40	243*	18*	82*	45	10
	Kentucky	16	243	17	83	47	8
2019	Nation (public)	40	244*	16*	84*	46*	11
	Kentucky	15	242	17	83	42	10
2022	Nation (public)	40	239*	23	77	40*	9*
	Kentucky	15	244	17	83	46	11
2024	Nation (public)	40	240	22	78	43	11
	Kentucky	16	241	19	81	42	8

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 7-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Town							
2007	Nation (public)	12*	238*	18*	82*	36	4*
	Kentucky	15	236	18	82	30	2
2009	Nation (public)	12*	237*	19*	81*	35	4*
	Kentucky	20	237	21	79	33	4
2011	Nation (public)	13*	237*	19*	81*	35	4*
	Kentucky	20	240	14	86	38	4
2013	Nation (public)	11	240*	17*	83*	39*	6
	Kentucky	18	238	20	80	37	5
2015	Nation (public)	11	237	20*	80*	35	5
	Kentucky	21	243	14	86	42	7
2017	Nation (public)	11	237	21*	79*	36	6
	Kentucky	25	240	19	81	41	7
2019	Nation (public)	10	237*	21*	79*	37	6
	Kentucky	24	240	19	81	41	8
2022	Nation (public)	11	232*	27	73	31*	4*
	Kentucky	25	231*	25	75	28	4
2024	Nation (public)	10	235	25	75	36	6
	Kentucky	21	238	20	80	39	5

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 7-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Rural							
2007	Nation (public)	22*	240	16*	84*	39	5*
	Kentucky	45	235	20	80	29*	3
2009	Nation (public)	22*	240	16*	84*	39	5*
	Kentucky	44	240	17	83	36	5
2011	Nation (public)	23*	243*	15*	85*	42	6*
	Kentucky	46	241	14	86	39	5
2013	Nation (public)	25*	243*	14*	86*	44	7
	Kentucky	46	244	13*	87*	43	7
2015	Nation (public)	18*	241	16*	84*	40	6*
	Kentucky	43	240	16	84	37	5
2017	Nation (public)	19*	240	18	82	41	7
	Kentucky	39	238	19	81	35	4
2019	Nation (public)	19	240	18	82	40	7*
	Kentucky	39	239	18	82	39	6
2022	Nation (public)	20	238*	21	79	37*	7*
	Kentucky	41	233*	25	75	31	4
2024	Nation (public)	20	240	20	80	42	8
	Kentucky	42	239	19	81	40	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214-248; *NAEP Proficient*, 249-281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2024 Mathematics Assessments.

Grade 8 Average Scale Score Results by Type of Location

- In 2024, the average scale score of students in Kentucky attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2024, students attending public schools in city, suburban, town, and rural locations in Kentucky had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in the nation.
- In 2024, students attending public schools in city and rural locations in Kentucky had average scale scores that were lower than the average scale scores of students in city and rural locations in 2007, 2009, 2011, 2013, 2015, 2017, and 2019 in Kentucky, but not significantly different from the average scale scores of students in city and rural locations in 2022 in Kentucky.
- In 2024, students attending public schools in suburban locations in Kentucky had an average scale score that was lower than the average scale score of students in suburban locations in 2011, 2013, and 2015 in Kentucky, but not significantly different from the average scale score of students in suburban locations in 2007, 2009, 2017, 2019, and 2022 in Kentucky.
- In 2024, students attending public schools in town locations in Kentucky had an average scale score that was lower than the average scale score of students in town locations in 2011 and 2013 in Kentucky, but not significantly different from the average scale score of students in town locations in 2007, 2009, 2015, 2017, 2019, and 2022 in Kentucky.

Grade 8 NAEP Achievement-Level Results by Type of Location

- In 2024, the percentage of students in Kentucky's public schools in city locations who performed at or above *NAEP Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Kentucky's public schools in city, suburban, town, and rural locations who performed at or above *NAEP Proficient* in 2024 were not significantly different from those of students in city, suburban, town, and rural locations in the nation.
- The percentages of students in Kentucky's public schools in city, suburban, town, and rural locations who performed at or above *NAEP Proficient* in 2024 were not significantly different from those of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 in Kentucky.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 7-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
City							
2007	Nation (public)	28	273*	38*	62*	25	5*
	Kentucky	21	281*	30*	70*	32	8
2009	Nation (public)	27*	276*	36*	64*	28*	6
	Kentucky	21	277*	35*	65*	28	6
2011	Nation (public)	29	277*	34*	66*	29*	7
	Kentucky	19*	278*	33*	67*	29	6
2013	Nation (public)	28	278*	34*	66*	29*	7
	Kentucky	19	277*	35*	65*	26	7
2015	Nation (public)	29	276*	35*	65*	28*	7
	Kentucky	20	276*	37*	63*	29	7
2017	Nation (public)	29	277*	37*	63*	29*	9*
	Kentucky	21	276*	38*	62*	29	7
2019	Nation (public)	29	276*	38*	62*	28*	9*
	Kentucky	21	278*	34*	66*	30	10
2022	Nation (public)	29	268	45	55	22	6
	Kentucky	21	267	47	53	22	6
2024	Nation (public)	28	267	47	53	24	7
	Kentucky	23	268	47	53	24	9
Suburban							
2007	Nation (public)	36*	285*	26*	74*	36*	9
	Kentucky	16	280	31	69	31	6
2009	Nation (public)	36*	286*	25*	75*	37*	10
	Kentucky	13	283	26	74	33	7
2011	Nation (public)	36*	286*	25*	75*	37*	9
	Kentucky	16	284*	26	74	34	8
2013	Nation (public)	35*	288*	24*	76*	39*	10
	Kentucky	17	285*	25	75	37	8
2015	Nation (public)	41	285*	26*	74*	37*	10
	Kentucky	16	286*	24	76	36	8
2017	Nation (public)	41	287*	27*	73*	39*	12*
	Kentucky	15	281	32	68	32	10
2019	Nation (public)	40	286*	28*	72*	38*	12*
	Kentucky	16	282	28	72	31	8
2022	Nation (public)	39	278	36	64	30	9
	Kentucky	17	271	41	59	24	5
2024	Nation (public)	40	276	37	63	31	10
	Kentucky	15	275	35	65	26	6

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 7-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Town							
2007	Nation (public)	13*	280*	29*	71*	29*	5
	Kentucky	29	276	34	66	24	3
2009	Nation (public)	14*	279*	30*	70*	29*	5
	Kentucky	21	277	31*	69*	23	4
2011	Nation (public)	13*	281*	28*	72*	31*	6*
	Kentucky	25	281*	28*	72*	29	6
2013	Nation (public)	13*	281*	28*	72*	32*	6*
	Kentucky	25	282*	27*	73*	30	5
2015	Nation (public)	12	279*	30*	70*	28*	5
	Kentucky	29	276	34	66	25	4
2017	Nation (public)	11	278*	33*	67*	28*	6*
	Kentucky	30	278	34	66	29	8
2019	Nation (public)	12	276*	35*	65*	28*	6*
	Kentucky	26	276	34	66	27	6
2022	Nation (public)	12	268	43	57	20	4
	Kentucky	27	271	40	60	22	4
2024	Nation (public)	11	268	44	56	22	4
	Kentucky	27	272	40	60	24	5

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 7-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year and jurisdiction: Various years, 2007–2024—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Rural							
2007	Nation (public)	22*	282*	26*	74*	32*	6
	Kentucky	35	279*	29*	71*	26	4
2009	Nation (public)	23*	284*	25*	75*	33*	7
	Kentucky	45*	280*	28*	72*	27	4
2011	Nation (public)	23*	286*	23*	77*	35*	7
	Kentucky	40*	283*	27*	73*	31	6
2013	Nation (public)	24*	286*	24*	76*	36*	8*
	Kentucky	39	280*	28*	72*	29	5
2015	Nation (public)	19*	282*	27*	73*	31*	6
	Kentucky	34	277*	32*	68*	25	4
2017	Nation (public)	19	282*	29*	71*	32*	8*
	Kentucky	34	277*	35*	65*	27	6
2019	Nation (public)	19	282*	29*	71*	33*	8*
	Kentucky	37	278*	33*	67*	29	6
2022	Nation (public)	20	274	37	63	25	5*
	Kentucky	35	269	44	56	20	4
2024	Nation (public)	20	274	38	62	27	6
	Kentucky	35	270	44	56	24	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2024 Mathematics Assessments.

Parents' Highest Level of Education

Parents' highest level of education is defined by the highest level reported by eighth-graders for either parent. Fourth-graders were not asked to indicate their parents' highest level of education because their responses in previous studies were not reliable, and a large percentage of them chose the "I don't know" option. Parental education attainment is one component used to measure students' socioeconomic status (SES).

The results by highest level of parental education are shown in Table 8.

Grade 8 Average Scale Score Results by Parents' Highest Level of Education

- In 2024, students in Kentucky who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: did not finish high school, graduated from high school, and some education after high school.
- In 2024, the average scale scores for students in Kentucky who reported that a parent had not finished high school, had graduated from high school, had some education after high school, or had graduated from college were not significantly different from the corresponding scores of students in the nation.
- In 2024, the average scale score for students in Kentucky who reported that a parent had not finished high school was higher than the score of students in 1990, but was lower than the score of students in 2007 and 2011, and was not significantly different from the score of students in 1992, 1996, 2000, 2003, 2005, 2009, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the average scale score for students in Kentucky who reported that a parent had graduated from high school was lower than the score of students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2019, but was not significantly different from the score of students in 1990, 1992, 1996, 2000, 2017, and 2022.
- In 2024, the average scale score for students in Kentucky who reported that a parent had some education after high school was lower than the score of students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019, but was not significantly different from the score of students in 1990, 1992, 1996, 2000, and 2022.
- In 2024, the average scale score for students in Kentucky who reported that a parent had graduated from college was higher than the score of students in 1990, but was lower than the score of students in 2007, 2009, 2011, 2013, 2015, and 2019, and was not significantly different from the score of students in 1992, 1996, 2000, 2003, 2005, 2017, and 2022.

Grade 8 NAEP Achievement-Level Results by Parents' Highest Level of Education

- In 2024, the percentage of students performing at or above *NAEP Proficient* in Kentucky who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: did not finish high school, graduated from high school, and some education after high school.
- In 2024, the percentages of students in Kentucky reporting that a parent had not finished high school, had graduated from high school, had some education after high school, or had graduated from college and who performed at or above *NAEP Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2024 in Kentucky, the respective percentages of students reporting that a parent had not finished high school or had graduated from high school and who performed at or above *NAEP Proficient* were greater than the corresponding percentages of students in 1990, but were not significantly different from the corresponding percentages of students in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024 in Kentucky, the percentage of students reporting that a parent had some education after high school and who performed at or above *NAEP Proficient* was smaller than the percentage of students in 2007, 2009, 2011, 2013, and 2015, but was not significantly different from the percentage of students in 1990, 1992, 1996, 2000, 2003, 2005, 2017, 2019, and 2022.
- In 2024 in Kentucky, the percentage of students reporting that a parent had graduated from college and who performed at or above *NAEP Proficient* was greater than the percentage of students in 1990, but was smaller than the percentage of students in 2011 and 2013, and was not significantly different from the percentage of students in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2015, 2017, 2019, and 2022.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 8. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year and jurisdiction: Various years, 1990–2024

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Did not finish high school							
1990 ¹	Nation (public)	10*	241*	76*	24*	3*	#
	Kentucky	16*	240*	77*	23*	2*	#
1992 ¹	Nation (public)	8*	249	66	34	6	1
	Kentucky	15*	247	69	31	3	#
1996 ¹	Nation (public)	8*	254	56	44	8	1
	Kentucky	13*	251	63	37	3	#
2000 ¹	Nation (public)	7*	255	55*	45*	8	1
	Kentucky	11*	255	59	41	5	1
2000	Nation (public)	8*	253	57	43	7	#
	Kentucky	11*	250	63	37	5	1
2003	Nation (public)	7*	256*	56*	44*	9	1
	Kentucky	8*	258	56	44	9	#
2005	Nation (public)	8*	259*	52*	48*	11	1
	Kentucky	8*	256	57	43	6	#
2007	Nation (public)	8*	263*	48*	52*	12*	1
	Kentucky	9*	265*	46	54	11	1
2009	Nation (public)	8*	265*	45*	55*	14*	1
	Kentucky	8*	262	49	51	10	1
2011	Nation (public)	8*	265*	44*	56*	15*	2
	Kentucky	9*	267*	44*	56*	16	2
2013	Nation (public)	8*	267*	42*	58*	16*	2
	Kentucky	7*	262	50	50	11	1
2015	Nation (public)	8*	265*	44*	56*	14*	1
	Kentucky	7	260	52	48	9	#
2017	Nation (public)	7*	265*	48*	52*	16*	2
	Kentucky	6	261	51	49	13	1
2019	Nation (public)	7*	264*	48*	52*	15*	2*
	Kentucky	7	260	53	47	12	1
2022	Nation (public)	7*	256*	57	43	10	1
	Kentucky	7	257	58	42	10	2
2024	Nation (public)	6	252	61	39	10	1
	Kentucky	6	254	59	41	9	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 8. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year and jurisdiction: Various years, 1990–2024—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Graduated from high school							
1990 ¹	Nation (public)	25*	255	59	41	8*	#
	Kentucky	32*	253	62	38	6*	1
1992 ¹	Nation (public)	25*	257	55	45	10	1*
	Kentucky	32*	255	56	44	7	#
1996 ¹	Nation (public)	23*	260*	50*	50*	12	1
	Kentucky	31*	260	51	49	10	#
2000 ¹	Nation (public)	21*	263*	47*	53*	16*	1
	Kentucky	26*	264	46	54	11	1
2000	Nation (public)	21*	260*	49*	51*	15	1
	Kentucky	27*	262	49	51	12	1
2003	Nation (public)	18*	267*	42*	58*	16*	2
	Kentucky	23*	266*	43*	57*	14	1
2005	Nation (public)	18*	267*	42*	58*	17*	2
	Kentucky	24*	264*	47	53	11	1
2007	Nation (public)	18*	270*	40*	60*	19*	2
	Kentucky	22*	272*	36*	64*	17	1
2009	Nation (public)	17*	270*	38*	62*	19*	2
	Kentucky	21*	271*	37*	63*	17	2
2011	Nation (public)	17*	271*	38*	62*	20*	2
	Kentucky	20*	272*	38*	62*	19	3
2013	Nation (public)	17*	270*	39*	61*	19*	2
	Kentucky	19*	270*	40*	60*	20	3
2015	Nation (public)	16*	268*	42*	58*	17*	2
	Kentucky	19*	268*	42*	58*	18	2
2017	Nation (public)	15*	266*	45*	55*	17*	3*
	Kentucky	18*	264	48	52	15	2
2019	Nation (public)	15	265*	46*	54*	17*	3*
	Kentucky	17	265*	45	55	16	2
2022	Nation (public)	15*	258*	55*	45*	12	1
	Kentucky	18	257	57	43	10	1
2024	Nation (public)	14	254	58	42	12	2
	Kentucky	15	258	55	45	13	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT
Table 8. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year and jurisdiction: Various years, 1990–2024—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Some education after high school							
1990 ¹	Nation (public)	17*	267	43	57	15*	3
	Kentucky	18	269	43	57	18	1
1992 ¹	Nation (public)	18*	270	40	60	20	3
	Kentucky	19	268	40	60	16	1
1996 ¹	Nation (public)	19*	279*	29*	71*	26	4
	Kentucky	17	271	36	64	16	1
2000 ¹	Nation (public)	18*	279*	28*	72*	27*	3
	Kentucky	23*	275	32*	68*	21	2
2000	Nation (public)	18*	277*	30*	70*	26	3
	Kentucky	22*	274	33*	67*	22	2
2003	Nation (public)	18*	280*	27*	73*	28*	4
	Kentucky	21*	278*	28*	72*	23	2
2005	Nation (public)	18*	280*	27*	73*	28*	4
	Kentucky	21*	277*	30*	70*	24	2
2007	Nation (public)	17*	283*	24*	76*	32*	5
	Kentucky	21*	283*	25*	75*	31*	4
2009	Nation (public)	17*	283*	24*	76*	32*	5
	Kentucky	22*	283*	23*	77*	29*	4
2011	Nation (public)	16*	285*	22*	78*	33*	5
	Kentucky	20*	281*	26*	74*	27*	5
2013	Nation (public)	15*	285*	22*	78*	33*	6*
	Kentucky	20*	281*	26*	74*	28*	4
2015	Nation (public)	15*	282*	25*	75*	30*	5
	Kentucky	19*	281*	28*	72*	29*	6
2017	Nation (public)	14	281*	29*	71*	30*	6*
	Kentucky	16	279*	30*	70*	27	6
2019	Nation (public)	14	279*	30*	70*	29*	6*
	Kentucky	16	279*	30*	70*	27	6
2022	Nation (public)	13	271	39*	61*	20	3*
	Kentucky	16	274	36	64	23	3
2024	Nation (public)	13	270	42	58	22	4
	Kentucky	17	269	43	57	19	3

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 8. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year and jurisdiction: Various years, 1990–2024—Continued**

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Graduated from college							
1990 ¹	Nation (public)	39*	274*	34*	66*	25*	4*
	Kentucky	26*	268*	42*	58*	18*	2*
1992 ¹	Nation (public)	40*	279*	30	70	31*	5*
	Kentucky	28*	279	31	69	28	5*
1996 ¹	Nation (public)	40*	281*	28	72	34	7*
	Kentucky	30*	281	27	73	30	4*
2000 ¹	Nation (public)	43*	286	24*	76*	39	9*
	Kentucky	33*	284	22*	78*	36	6
2000	Nation (public)	41*	285	25*	75*	38	9*
	Kentucky	32*	285	24*	76*	35	6
2003	Nation (public)	45*	287	23*	77*	39	8*
	Kentucky	39*	286	24*	76*	37	7
2005	Nation (public)	45*	289*	22*	78*	41*	10*
	Kentucky	39*	285	23*	77*	35	7
2007	Nation (public)	46*	291*	20*	80*	43*	11
	Kentucky	38*	288*	23*	77*	38	9
2009	Nation (public)	46*	294*	18*	82*	46*	13
	Kentucky	41*	289*	21*	79*	39	9
2011	Nation (public)	47*	294*	18*	82*	46*	13
	Kentucky	42*	293*	18*	82*	44*	11
2013	Nation (public)	49*	295*	17*	83*	47*	14
	Kentucky	45*	291*	18*	82*	42*	10
2015	Nation (public)	49*	293*	19*	81*	45*	13
	Kentucky	45	288*	23*	77*	38	8
2017	Nation (public)	53	294*	21*	79*	45*	16*
	Kentucky	51	287	26	74	39	11
2019	Nation (public)	52	293*	22*	78*	45*	15*
	Kentucky	51	289*	23*	77*	39	11
2022	Nation (public)	51*	285	28	72	37	11*
	Kentucky	47	279	33	67	30	7
2024	Nation (public)	52	286	28	72	39	13
	Kentucky	49	282	31	69	35	11

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 8. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year and jurisdiction: Various years, 1990–2024—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Unknown							
1990 ¹	Nation (public)	9*	240*	71*	29*	5*	#
	Kentucky	8*	242*	78*	22*	4*	#
1992 ¹	Nation (public)	9*	251	62	38	9*	#
	Kentucky	6*	243*	70	30	5	#
1996 ¹	Nation (public)	11*	253	59	41	10	1*
	Kentucky	9*	256	59	41	7	1
2000 ¹	Nation (public)	11*	255	55	45	11	1*
	Kentucky	8*	257	53	47	8	#
2000	Nation (public)	12*	253	59	41	9*	1*
	Kentucky	8*	254	56	44	8	#
2003	Nation (public)	11*	258*	53*	47*	12	1*
	Kentucky	9*	257	54	46	10	1
2005	Nation (public)	11*	260*	51*	49*	13	1*
	Kentucky	7*	260	54	46	10	1
2007	Nation (public)	12*	263*	48*	52*	15*	2
	Kentucky	10*	264*	48	52	17	2
2009	Nation (public)	12*	264*	47*	53*	16*	2
	Kentucky	9*	260	50	50	10	1
2011	Nation (public)	12*	265*	46*	54*	16*	2
	Kentucky	9*	268*	42*	58*	16	2
2013	Nation (public)	12*	266*	45*	55*	17*	2
	Kentucky	9*	265*	46*	54*	15	2
2015	Nation (public)	12*	263*	49*	51*	15*	2
	Kentucky	10*	259	52	48	10	1
2017	Nation (public)	11*	263*	50*	50*	16*	3
	Kentucky	8*	260	56	44	13	2
2019	Nation (public)	13*	263*	50*	50*	16*	3
	Kentucky	10*	256	54	46	13	2
2022	Nation (public)	14	257*	57	43	12	2
	Kentucky	12	254	61	39	9	1
2024	Nation (public)	15	254	59	41	12	3
	Kentucky	14	254	58	42	12	2

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

A More Inclusive NAEP: Students With Disabilities and/or English Learners

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English learners (EL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

In March 2010, the National Center for Education Statistics (NCES), working with the National Assessment Governing Board, adopted a new policy to maximize the participation of students with disabilities (SD) and English learners (EL).

Today, NAEP continues to explore ways to ensure consistent, inclusive assessment and reporting across all jurisdictions and student populations.

Tables 9-A and 9-B display data for grades 4 and 8 students in Kentucky who were identified as SD and/or EL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all grades 4 and 8 students in the state.

Tables 10-A and 10-B show the percentages of students assessed in Kentucky by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP Advanced* for grades 4 and 8.

Tables 11-A and 11-B present the percentages of students assessed in Kentucky by EL status, their average scale scores, and their performance in terms of the percentages below *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP Advanced* for grades 4 and 8.

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 9-A. Percentage of fourth-grade public school students with disabilities (SD) and/or English learners (EL) identified, excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2024**

Year and testing status		SD and/or EL		SD		EL	
		Kentucky	Nation (public)	Kentucky	Nation (public)	Kentucky	Nation (public)
1992 ¹	Identified	8	10	8	7	#	3
	Excluded	3	7	3	5	#	2
	Assessed without accommodations	5	4	5	3	#	1
1996 ¹	Identified	10	16	10	12	#	4
	Excluded	6	6	6	5	#	2
	Assessed without accommodations	4	9	4	7	#	2
2000 ¹	Identified	12	16	11	12	#	6
	Excluded	8	7	8	6	#	2
	Assessed without accommodations	3	9	3	6	#	3
2000	Identified	12	19	11	13	1	7
	Excluded	3	4	3	3	#	1
	Assessed without accommodations	4	10	3	5	#	5
	Assessed with accommodations	5	5	5	4	#	1
2003	Identified	14	22	13	14	2	11
	Excluded	3	4	3	3	1	1
	Assessed without accommodations	5	10	4	4	1	7
	Assessed with accommodations	7	8	7	7	#	2
2005	Identified	15	23	14	14	1	10
	Excluded	3	3	2	3	#	1
	Assessed without accommodations	3	10	3	4	#	7
	Assessed with accommodations	9	10	9	8	1	3
2007	Identified	17	23	15	14	2	11
	Excluded	3	3	2	3	#	1
	Assessed without accommodations	6	10	5	3	1	7
	Assessed with accommodations	8	10	7	8	1	3
2009	Identified	17	23	15	13	2	10
	Excluded	3	2	3	2	#	1
	Assessed without accommodations	5	9	5	3	1	6
	Assessed with accommodations	8	11	7	8	1	4
2011	Identified	16	23	15	13	2	11
	Excluded	3	2	3	2	1	#
	Assessed without accommodations	5	9	4	3	#	6
	Assessed with accommodations	9	12	8	9	1	4
2013	Identified	15	23	13	14	3	11
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	3	7	2	2	#	5
	Assessed with accommodations	11	14	9	10	2	5

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 9-A. Percentage of fourth-grade public school students with disabilities (SD) and/or English learners (EL) identified, excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2024—Continued**

Year and testing status	SD and/or EL		SD		EL		
	Kentucky	Nation (public)	Kentucky	Nation (public)	Kentucky	Nation (public)	
2015	Identified	19	24	16	14	4	12
	Excluded	2	2	2	1	#	1
	Assessed without accommodations	5	8	4	3	1	6
	Assessed with accommodations	12	14	10	11	3	5
2017	Identified	19	25	16	15	3	12
	Excluded	2	2	1	2	#	1
	Assessed without accommodations	6	10	5	4	1	7
	Assessed with accommodations	11	13	10	9	2	5
2019	Identified	22	27	17	16	5	13
	Excluded	2	2	1	2	#	1
	Assessed without accommodations	5	10	4	3	1	7
	Assessed with accommodations	15	15	11	11	4	6
2022	Identified	24	29	17	16	8	15
	Excluded	2	2	2	1	#	1
	Assessed without accommodations	6	12	4	4	1	8
	Assessed with accommodations	17	15	11	11	6	5
2024	Identified	26	30	18	17	9	15
	Excluded	2	2	1	2	1	1
	Assessed without accommodations	6	13	5	5	1	9
	Assessed with accommodations	18	15	12	11	7	5

Rounds to zero.

¹ Accommodations were not permitted for this assessment.

NOTE: Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 9-B. Percentage of eighth-grade public school students with disabilities (SD) and/or English learners (EL) identified, excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1990–2024**

Year and testing status		SD and/or EL		SD		EL	
		Kentucky	Nation (public)	Kentucky	Nation (public)	Kentucky	Nation (public)
1990 ¹	Identified	7	—	7	—	#	—
	Excluded	5	—	5	—	#	—
	Assessed without accommodations	3	—	3	—	#	—
1992 ¹	Identified	9	10	9	8	#	2
	Excluded	5	6	5	5	#	2
	Assessed without accommodations	4	4	4	3	#	1
1996 ¹	Identified	9	11	9	9	#	3
	Excluded	5	5	4	4	#	1
	Assessed without accommodations	5	7	5	5	#	2
2000 ¹	Identified	14	15	13	12	1	4
	Excluded	9	7	9	6	#	2
	Assessed without accommodations	4	8	4	6	#	3
2000	Identified	14	14	12	11	1	4
	Excluded	4	4	4	3	1	1
	Assessed without accommodations	5	7	4	5	1	3
	Assessed with accommodations	4	3	4	2	#	1
2003	Identified	14	19	13	14	1	6
	Excluded	4	4	4	3	1	1
	Assessed without accommodations	4	8	4	5	1	4
	Assessed with accommodations	5	7	5	6	#	1
2005	Identified	12	19	11	13	1	6
	Excluded	3	4	3	3	#	1
	Assessed without accommodations	2	7	2	3	#	4
	Assessed with accommodations	6	8	6	7	1	1
2007	Identified	14	18	13	13	2	7
	Excluded	7	4	6	4	#	1
	Assessed without accommodations	2	6	2	2	#	4
	Assessed with accommodations	6	8	5	6	1	2
2009	Identified	13	18	12	13	1	6
	Excluded	5	3	4	3	#	#
	Assessed without accommodations	2	5	1	2	#	3
	Assessed with accommodations	7	10	6	8	1	2
2011	Identified	13	18	12	13	1	6
	Excluded	3	3	3	2	#	#
	Assessed without accommodations	2	5	1	2	#	3
	Assessed with accommodations	8	10	7	9	1	2
2013	Identified	13	17	11	13	2	6
	Excluded	2	2	2	1	#	#
	Assessed without accommodations	1	3	#	1	#	2
	Assessed with accommodations	10	12	9	10	1	3

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 9-B. Percentage of eighth-grade public school students with disabilities (SD) and/or English learners (EL) identified, excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1990–2024—Continued**

Year and testing status		SD and/or EL		SD		EL	
		Kentucky	Nation (public)	Kentucky	Nation (public)	Kentucky	Nation (public)
2015	Identified	14	19	13	13	1	7
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	1	5	1	1	#	3
	Assessed with accommodations	11	13	11	11	1	3
2017	Identified	15	20	13	14	2	7
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	2	6	1	3	#	3
	Assessed with accommodations	12	12	10	10	1	3
2019	Identified	16	21	14	15	3	8
	Excluded	2	2	1	1	#	1
	Assessed without accommodations	1	6	1	2	#	4
	Assessed with accommodations	13	13	12	11	2	3
2022	Identified	19	24	16	15	4	10
	Excluded	2	2	2	1	#	1
	Assessed without accommodations	3	8	1	2	1	6
	Assessed with accommodations	14	14	13	12	2	4
2024	Identified	20	25	14	15	7	11
	Excluded	1	2	1	1	1	1
	Assessed without accommodations	4	9	2	3	2	6
	Assessed with accommodations	15	14	12	11	4	4

— Not available.

Rounds to zero.

¹ Accommodations were not permitted for this assessment.

NOTE: Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 10-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year and jurisdiction: Various years, 2000–2024

SD status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
SD							
2000	Nation (public)	10*	198*	71*	29*	6*	1*
	Kentucky	9*	199*	65*	35*	11*	2
2003	Nation (public)	11*	214*	50*	50*	12*	1*
	Kentucky	11*	208*	60*	40*	8*	1
2005	Nation (public)	12*	218*	44*	56*	16	2*
	Kentucky	12*	215	48	52	12*	1
2007	Nation (public)	11*	220*	40*	60*	19*	2
	Kentucky	13*	223	37	63	19	2
2009	Nation (public)	12*	220*	41*	59*	19*	2
	Kentucky	13*	226*	35	65	21	3
2011	Nation (public)	12*	218*	45*	55*	17	2*
	Kentucky	12*	224	37	63	21	3
2013	Nation (public)	13*	218*	45*	55*	18*	2
	Kentucky	12*	218	46	54	17	1
2015	Nation (public)	13*	217*	46*	54*	16	2
	Kentucky	14*	222	40	60	19	2
2017	Nation (public)	13*	214*	52	48	16	2
	Kentucky	15*	216	48	52	20	2
2019	Nation (public)	14*	214*	51*	49*	16	3
	Kentucky	16	213	50	50	16	3
2022	Nation (public)	15*	211	54	46	15	2
	Kentucky	16	209*	55	45	14	3
2024	Nation (public)	16	211	53	47	16	3
	Kentucky	17	218	45	55	20	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 10-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year and jurisdiction: Various years, 2000–2024—Continued**

SD status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Not SD							
2000	Nation (public)	90*	227*	33*	67*	24*	3*
	Kentucky	91*	221*	39*	61*	18*	1*
2003	Nation (public)	89*	236*	21*	79*	34*	4*
	Kentucky	89*	231*	24*	76*	24*	2*
2005	Nation (public)	88*	240*	17*	83*	38*	5*
	Kentucky	88*	234*	22*	78*	28*	3*
2007	Nation (public)	89*	241	16*	84*	41*	6*
	Kentucky	87*	237*	18	82	33*	4*
2009	Nation (public)	88*	242	16*	84*	41*	6*
	Kentucky	87*	241	17	83	39	6
2011	Nation (public)	88*	243	15*	85*	43	7*
	Kentucky	88*	243	12*	88*	41	6
2013	Nation (public)	87*	244*	14*	86*	45	8*
	Kentucky	88*	245	12*	88*	45	7
2015	Nation (public)	87*	243*	15*	85*	43	8*
	Kentucky	86*	245	12*	88*	44	8
2017	Nation (public)	87*	243*	16*	84*	43	9*
	Kentucky	85*	243	15	85	43	7
2019	Nation (public)	86*	244*	15*	85*	45	10
	Kentucky	84	244	14	86	44	8
2022	Nation (public)	85*	239*	21*	79*	39*	8*
	Kentucky	84	238	19	81	36	6
2024	Nation (public)	84	242	19	81	44	10
	Kentucky	83	242	17	83	42	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214-248; *NAEP Proficient*, 249-281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 10-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year and jurisdiction: Various years, 2000–2024

SD status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
SD							
2000	Nation (public)	8*	229*	80	20	4*	#*
	Kentucky	9*	230	80	20	4	#
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	Kentucky	9*	230	83	17	3	#
2005	Nation (public)	11*	244*	69*	31*	7	1*
	Kentucky	8*	243	75	25	5	#
2007	Nation (public)	9*	246*	67*	33*	8	1*
	Kentucky	7*	249*	65*	35*	7	#
2009	Nation (public)	10*	249*	64*	36*	9*	1
	Kentucky	8*	250*	67*	33*	7	1
2011	Nation (public)	11*	249*	65*	35*	9*	2
	Kentucky	9*	253*	62*	38*	10	2
2013	Nation (public)	12*	248*	66*	34*	8*	1
	Kentucky	10*	246*	68*	32*	7	1
2015	Nation (public)	12*	246*	68*	32*	8	1
	Kentucky	12*	247*	70	30	7	1
2017	Nation (public)	13*	246*	70*	30*	8*	2
	Kentucky	12	243	72	28	7	1
2019	Nation (public)	14	247*	68*	32*	9*	2
	Kentucky	13	242	73	27	7	#
2022	Nation (public)	14*	242*	73*	27*	7	1
	Kentucky	14	239	75	25	6	#
2024	Nation (public)	14	238	75	25	7	2
	Kentucky	14	238	78	22	6	2

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 10-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year and jurisdiction: Various years, 2000–2024—Continued**

SD status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Not SD							
2000	Nation (public)	92*	275*	35	65	26*	5*
	Kentucky	91*	274	36	64	22*	3*
2003	Nation (public)	89*	280*	29*	71*	30	5*
	Kentucky	91*	279	30*	70*	26	4*
2005	Nation (public)	89*	281*	28*	72*	31	6*
	Kentucky	92*	277	32	68	24	4*
2007	Nation (public)	91*	284*	26*	74*	33*	7*
	Kentucky	93*	281*	28*	72*	29	5
2009	Nation (public)	90*	285*	24*	76*	35*	8
	Kentucky	92*	282*	27*	73*	29	5
2011	Nation (public)	89*	287*	23*	77*	36*	9
	Kentucky	91*	284*	25*	75*	33*	7
2013	Nation (public)	88*	288*	22*	78*	38*	9
	Kentucky	90*	284*	25*	75*	33*	7
2015	Nation (public)	88*	286*	24*	76*	36*	9
	Kentucky	88*	282*	27*	73*	30	6
2017	Nation (public)	87*	287*	25*	75*	37*	11*
	Kentucky	88	282*	29*	71*	32*	8
2019	Nation (public)	86	286*	26*	74*	37*	11*
	Kentucky	87	283*	27*	73*	32*	8
2022	Nation (public)	86*	278	34*	66*	29*	7*
	Kentucky	86	274	38	62	24	5
2024	Nation (public)	86	278	35	65	30	9
	Kentucky	86	276	37	63	27	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 11-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English learner (EL) status, year and jurisdiction: Various years, 2000–2024

EL status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
EL							
2000	Nation (public)	6*	199*	70*	30*	4*	#
	Kentucky	#*	‡	‡	‡	‡	‡
2003	Nation (public)	9*	214*	51	49	9*	#*
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	10*	216	46	54	11*	1*
	Kentucky	1*	‡	‡	‡	‡	‡
2007	Nation (public)	10*	217	44*	56*	13*	1
	Kentucky	2*	221	38	62	16	1
2009	Nation (public)	10*	218	43*	57*	12*	1*
	Kentucky	2*	232*	28*	72*	28*	8
2011	Nation (public)	11*	219*	42*	58*	14*	1
	Kentucky	1*	225	28*	72*	11	1
2013	Nation (public)	11*	219*	41*	59*	14	1
	Kentucky	3*	223	37	63	19	2
2015	Nation (public)	11*	218*	43*	57*	15	1
	Kentucky	4*	220	42	58	16	3
2017	Nation (public)	12*	217	47	53	14	2
	Kentucky	3*	215	49	51	11	1
2019	Nation (public)	13*	219*	41*	59*	16	1
	Kentucky	5*	215	43	57	11	1
2022	Nation (public)	14	215	48	52	14*	1
	Kentucky	7	215	46	54	9	#
2024	Nation (public)	14	216	48	52	16	2
	Kentucky	8	215	47	53	12	#

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 11-A. Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English learner (EL) status, year and jurisdiction: Various years, 2000–2024—Continued**

EL status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Not EL							
2000	Nation (public)	94*	226*	34*	66*	24*	3*
	Kentucky	100*	220*	41*	59*	17*	1*
2003	Nation (public)	91*	236*	21	79	34*	4*
	Kentucky	99*	229*	27*	73*	22*	2*
2005	Nation (public)	90*	239*	18*	82*	38*	5*
	Kentucky	99*	232*	25*	75*	26*	3*
2007	Nation (public)	90*	242	16*	84*	42*	6*
	Kentucky	98*	235*	20	80	31*	3*
2009	Nation (public)	90*	242	16*	84*	41*	6*
	Kentucky	98*	239	19	81	37	6
2011	Nation (public)	89*	243*	15*	85*	43	7*
	Kentucky	99*	241	15*	85*	39	5
2013	Nation (public)	89*	244*	15*	85*	45	8*
	Kentucky	97*	242	16*	84*	42	6
2015	Nation (public)	89*	243*	16*	84*	43	8*
	Kentucky	96*	243	15*	85*	41	7
2017	Nation (public)	88*	242*	18*	82*	43	9*
	Kentucky	97*	240	19	81	41	7
2019	Nation (public)	87*	243*	17*	83*	44	10
	Kentucky	95*	241	18	82	41	8
2022	Nation (public)	86	238*	23*	77*	39*	8*
	Kentucky	93	235*	23	77	35*	6
2024	Nation (public)	86	241	21	79	43	10
	Kentucky	92	240	20	80	41	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214-248; *NAEP Proficient*, 249-281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT

Table 11-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English learner (EL) status, year and jurisdiction: Various years, 2000–2024

EL status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
EL							
2000	Nation (public)	3*	234	80	20	2*	#
	Kentucky	1*	‡	‡	‡	‡	‡
2003	Nation (public)	5*	241*	74*	26*	5	1
	Kentucky	1*	‡	‡	‡	‡	‡
2005	Nation (public)	6*	244*	71*	29*	6	1
	Kentucky	1*	‡	‡	‡	‡	‡
2007	Nation (public)	6*	245*	70*	30*	6	1
	Kentucky	1*	‡	‡	‡	‡	‡
2009	Nation (public)	6*	243*	72*	28*	5	1
	Kentucky	1*	‡	‡	‡	‡	‡
2011	Nation (public)	6*	244*	72*	28*	5	1
	Kentucky	1*	238	79	21	2	#
2013	Nation (public)	5*	245*	69*	31*	5	1
	Kentucky	2*	243	70	30	1	#
2015	Nation (public)	6*	246*	69*	31*	5	1
	Kentucky	1*	‡	‡	‡	‡	‡
2017	Nation (public)	6*	245*	72*	28*	6	1
	Kentucky	2*	243	79	21	3	#
2019	Nation (public)	7*	243*	73*	27*	5	1
	Kentucky	2*	229	89	11	4	2
2022	Nation (public)	9*	241*	76	24	4	#
	Kentucky	4*	230	88	12	1	#
2024	Nation (public)	11	237	77	23	5	1
	Kentucky	6	235	79	21	1	#

See notes at end of table.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 11-B. Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English learner (EL) status, year and jurisdiction: Various years, 2000–2024—Continued**

EL status, year, and jurisdiction		Percentage of students	Average scale score	PERCENT			
				Below <i>NAEP Basic</i>	At or above <i>NAEP Basic</i>	At or above <i>NAEP Proficient</i>	At <i>NAEP Advanced</i>
Not EL							
2000	Nation (public)	97*	273*	37	63	26*	5*
	Kentucky	99*	270	39	61	20*	3*
2003	Nation (public)	95*	278*	31*	69*	29	5*
	Kentucky	99*	275	34*	66*	24	4*
2005	Nation (public)	94*	280*	30*	70*	30	6*
	Kentucky	99*	274	35*	65*	23	3*
2007	Nation (public)	94*	282*	27*	73*	33*	7*
	Kentucky	99*	279*	31*	69*	28	5
2009	Nation (public)	94*	284*	26*	74*	34*	8
	Kentucky	99*	280*	29*	71*	27	5
2011	Nation (public)	94*	285*	25*	75*	35*	8
	Kentucky	99*	282*	28*	72*	31*	6
2013	Nation (public)	95*	286*	25*	75*	36*	9
	Kentucky	98*	281*	28*	72*	30*	6
2015	Nation (public)	94*	284*	27*	73*	34*	8
	Kentucky	99*	278*	32*	68*	28	6
2017	Nation (public)	94*	284*	28*	72*	35*	10*
	Kentucky	98*	278*	34*	66*	29*	7
2019	Nation (public)	93*	284*	29*	71*	35*	10*
	Kentucky	98*	279*	31*	69*	30*	7
2022	Nation (public)	91*	276	36	64	28*	7*
	Kentucky	96*	271	41	59	22	4*
2024	Nation (public)	89	276	37	63	29	8
	Kentucky	94	273	40	60	26	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2024.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262-298; *NAEP Proficient*, 299-332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2024 Mathematics Assessments.

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 12-A. Number of fourth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2024**

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	112,700	2
Alabama	1,700	2
Alaska	1,800	1
Arizona	1,900	2
Arkansas	1,800	2
California	3,800	2
Colorado	2,400	3
Connecticut	1,800	3
Delaware	1,700	4
Florida	5,300	2
Georgia	2,700	2
Hawaii	1,700	2
Idaho	1,800	3
Illinois	2,800	3
Indiana	1,700	3
Iowa	1,800	2
Kansas	1,900	2
Kentucky	2,400	2
Louisiana	1,700	2
Maine	1,800	2
Maryland	2,600	2
Massachusetts	2,700	5
Michigan	2,700	2
Minnesota	2,000	3
Mississippi	1,800	2
Missouri	1,700	2
Montana	1,700	1
Nebraska	2,000	1
Nevada	2,000	2
New Hampshire	1,800	2
New Jersey	1,800	3
New Mexico	2,200	2
New York	2,500	3
North Carolina	3,700	2
North Dakota	1,800	2
Ohio	2,400	2
Oklahoma	1,700	2
Oregon	1,800	2
Pennsylvania	2,500	3
Rhode Island	1,800	2
South Carolina	1,800	2
South Dakota	1,800	1
Tennessee	1,800	2
Texas	5,700	3
Utah	1,900	2
Vermont	1,800	2
Virginia	1,800	2
Washington	1,900	2
West Virginia	1,700	2
Wisconsin	2,700	2
Wyoming	1,900	2
Other jurisdictions		
District of Columbia	1,800	4
DoDEA ¹	2,500	2

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

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment

THE NATION'S REPORT CARD 2024 STATE ASSESSMENT**Table 12-B. Number of eighth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2024**

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	111,300	2
Alabama	1,900	2
Alaska	1,700	1
Arizona	1,800	1
Arkansas	1,800	1
California	3,800	2
Colorado	2,300	2
Connecticut	1,800	2
Delaware	1,800	3
Florida	5,400	2
Georgia	2,600	2
Hawaii	1,700	1
Idaho	1,800	1
Illinois	2,900	2
Indiana	1,800	2
Iowa	1,900	1
Kansas	1,800	2
Kentucky	2,400	1
Louisiana	1,700	2
Maine	1,700	2
Maryland	2,500	2
Massachusetts	2,400	3
Michigan	2,500	1
Minnesota	2,000	3
Mississippi	1,900	2
Missouri	1,900	1
Montana	1,700	2
Nebraska	2,000	2
Nevada	2,000	2
New Hampshire	1,700	2
New Jersey	1,800	3
New Mexico	2,200	2
New York	2,400	2
North Carolina	3,600	2
North Dakota	1,600	3
Ohio	2,500	2
Oklahoma	1,700	2
Oregon	1,800	1
Pennsylvania	2,500	2
Rhode Island	1,900	2
South Carolina	1,800	2
South Dakota	1,900	2
Tennessee	1,800	2
Texas	5,600	3
Utah	2,000	2
Vermont	1,700	2
Virginia	1,800	1
Washington	1,900	3
West Virginia	1,700	1
Wisconsin	2,600	2
Wyoming	1,700	1
Other jurisdictions		
District of Columbia	1,800	2
DoDEA ¹	1,800	1

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

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment

Where to Find More Information

The NAEP Mathematics Assessment

More information about the 2024 NAEP mathematics assessment and the results can be found on the NAEP website at <https://nces.ed.gov/nationsreportcard/mathematics>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <https://nces.ed.gov/nationsreportcard/states/>.

The *Mathematics Framework for the National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <https://www.nagb.gov/naep-frameworks/mathematics.html>.

The NAEP Data Explorer (NDE)

The NAEP Data Explorer (NDE), available at <https://nces.ed.gov/nationsreportcard/naepdata/>, is an interactive database with which users can design and create tables and perform tests of statistical significance. The NDE includes student, teacher, and school variables for all participating districts, states, and the nation. Data tables are also available for participating districts, with all contextual questions cross-tabulated with the major demographic variables.

Technical Documentation on the Web (TDW)

The [Technical Documentation on the Web \(TDW\)](#) section of the NAEP website is written for researchers and assumes knowledge of educational measurement and testing. TDW contains information about the technical procedures and methods of NAEP: how the assessment is designed and conducted, and how data are analyzed.

Publications on the inclusion of students with disabilities and English learners

References for a variety of research publications related to the assessment of SD and/or EL students may be found at <https://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications:

Some recent NAEP publications related to mathematics are accessible via the mathematics page of the NAEP website (<https://nces.ed.gov/nationsreportcard/mathematics/>, under "Mathematics Publications"). These and others are available through the IES Publications and Products Search site at: <https://ies.ed.gov/pubsearch/>. Publications can also be ordered from:

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-703-605-6794
Order online at: <https://www.ed.gov/edpubs/>.

The NAEP State Report Generator was developed for the NAEP 2024 reports by Phillip Leung, Tao Wang, Hui-Jou Chou, Nicole Fiorentino, Carol Eckerly, Han Hui Por, Laura Jerry, Jillian McCarthy, and Ming Kuang.

What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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