

CAAP: UCA Mean Scores (all test admins) Compared to National Means

| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|-------------------|------|------|------|------|------|------|------|------|
| Writing Skills | UCA | 64.0 | 64.6 | 65.1 | 64.9 | 65.3 | 65.7 | 65.3 | 66.5 |
| | National | 64.4 | 64.4 | 64.4 | 64.4 | 64.3 | 64.3 | 64.5 | 64.5 |
| | Difference | -0.4 | 0.2 | 0.7 | 0.5 | 1.0 | 1.4 | 0.8 | 2.0 |
| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Essay | UCA | 3.0 | 3.2 | 3.2 | 3.4 | 3.6 | 3.3 | 2.9 | 3.5 |
| | National | 3.2 | 3.1 | 3.2 | 3.2 | 3.3 | 3.3 | 3.3 | 3.3 |
| | Difference | -0.2 | 0.1 | 0.0 | 0.2 | 0.3 | 0.0 | -0.4 | 0.2 |
| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Mathematics | UCA | 57.6 | 57.3 | 58.2 | 58.3 | 58.1 | 58.4 | 58.4 | 58.4 |
| | National | 58.0 | 57.9 | 57.9 | 57.9 | 58.1 | 58.4 | 58.5 | 58.5 |
| | Difference | -0.4 | -0.6 | 0.3 | 0.4 | 0.0 | 0.0 | -0.1 | -0.1 |
| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Algebra | UCA | 14.7 | 14.6 | 15.0 | 15.0 | 15.0 | 15.1 | 15.0 | 15.2 |
| | National | 14.9 | 14.9 | 14.9 | 14.9 | 14.9 | 15.0 | 15.1 | 15.1 |
| | Difference | -0.2 | -0.3 | 0.1 | 0.1 | 0.1 | 0.1 | -0.1 | 0.1 |
| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Reading | UCA | 62.8 | 63.3 | 63.2 | 63.2 | 62.9 | 63.3 | 63.1 | 64.2 |
| | National | 62.6 | 62.8 | 62.9 | 62.9 | 62.9 | 62.9 | 62.9 | 62.9 |
| | Difference | 0.2 | 0.5 | 0.3 | 0.3 | 0.0 | 0.4 | 0.2 | 1.3 |
| | | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Science Reasoning | UCA | 60.1 | 60.4 | 60.6 | 60.5 | 60.6 | 60.7 | 60.8 | 61.7 |
| | National | 60.6 | 60.6 | 60.6 | 60.6 | 60.9 | 61.0 | 61.1 | 61.1 |
| | Difference | -0.5 | -0.2 | 0.0 | -0.1 | -0.3 | -0.3 | -0.3 | 0.6 |
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| This summary represents calendar-year statistics for all test administrations from 1995 through April 2002. With the academic year 2002–2003, a Critical Thinking module replaces Reading and test results are summarized by academic year. | | | | | | | | | |