

## National Assessment of Educational Progress 2009 Grade 8 Mathematics Report for Florida

### Highlights of NAEP Grade 8 Mathematics

In 2009, 52 jurisdictions participated in NAEP 2009 Grade 8 Mathematics: 50 states, the Department of Defense Education Activity schools, and the District of Columbia.

As required by the No Child Left Behind Act of 2001, the NAEP Mathematics assessment is administered every two years in the odd-numbered years. NAEP Mathematics results are reported by average scale scores (on a 0–500 point scale) and, using that point scale, by achievement levels (*Basic*, *Proficient*, and *Advanced*). This report discusses Florida’s and the nation’s 2009 results, Florida’s and the nation’s changes in scores since 2003, changes in the performance gaps between Florida’s and the nation’s White and African-American students and White and Hispanic students, and comparisons between Florida’s statewide assessment and NAEP between 2003 and 2009. Additional results can be accessed via the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/nde>.

### Highlights of NAEP 2009 Grade 8 Mathematics

- Florida’s students had a significant average score increase of 8 points in NAEP Grade 8 Mathematics between 2003 and 2009—from 271 to 279. The change in average scores from 2007 to 2009 (277 vs. 279) is not a statistically significant increase.\*
- In 2009, Florida’s Hispanic students’ average scale score in mathematics was higher than that of their national counterparts.
- The performance gap in scale scores between Florida’s White and African-American students was 37 points in 2003 and narrowed to 25 points in 2009. This 12-point narrowing of the gap between 2003 and 2009 is statistically significant.\*
- In 2009, Florida’s Hispanic students scored higher than 77 percent of the other 43 states and jurisdictions with Hispanic student populations of sufficient size to be reported.
- From 2003 to 2009, the NAEP Mathematics performance of Florida’s African-American grade 8 students moved from ranking close to the bottom quartile of the 50 states, when comparing performance of this subgroup, to about the top third.
- Florida was one of only 9 states whose students eligible for free/reduced-price lunch had a significant gain in its average scale scores between 2007 and 2009.

\* Differences between average scale scores or between achievement-level percentages are discussed only when they are statistically significant. Statistically significant means we are assured that the differences in scores could not have occurred by chance variations.

## NAEP General Information

NAEP is the only ongoing, nationally representative measure of what students in the United States know and can do in various subject areas. Reports are produced on the performance of students at a given time and across time for the nation and for the 50 states, the Department of Defense Education Activity schools, and the District of Columbia. NAEP provides an opportunity for Florida to compare the achievement of its students to that of students across the nation. For additional information about the assessment, see The Nation's Report Card, an interactive database, at <http://nces.ed.gov/nationsreportcard/>.

Main NAEP is conducted every two years in reading and mathematics and produces state- and national-level results. Writing and science are administered every four years at the state and national levels. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores based on aggregated state and national results. NAEP does not provide school- or student-level results.

## The National Assessment of Educational Progress (NAEP) and the Florida Comprehensive Assessment Test® (FCAT)

### Primary Purposes of NAEP

The primary purposes of NAEP are to serve as a benchmark based on national levels of proficiency, to report representative state-level results in selected subject areas, and to track changes in student achievement over time. NAEP results serve as a common measure of state-reported progress and achievement across states.

### Primary Purposes of the FCAT

The primary purposes of the FCAT are to increase student achievement by implementing higher standards, to improve classroom instruction, to serve as an accountability tool for assessing student achievement of the Sunshine State Standards, and to measure annual progress for individual students, schools, districts, and the state.

### Comparing the FCAT and NAEP

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in purpose, testing context, content assessed and item characteristics, the score scale, and proficiency-level standards. It is also important to remember that the FCAT assesses all students, while NAEP only assesses a sample of the student population.

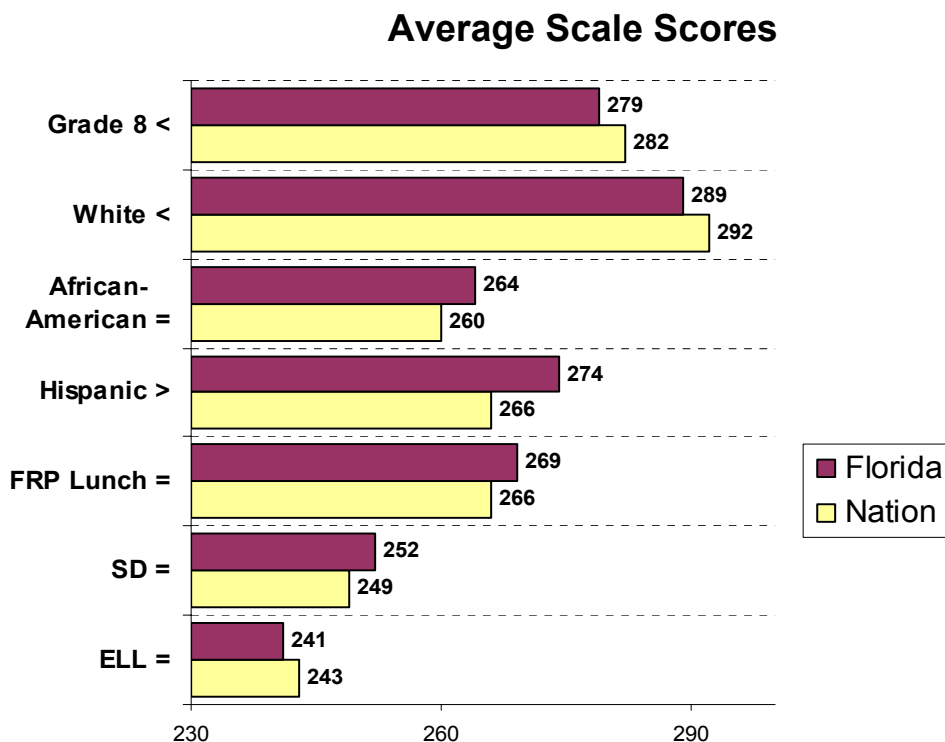
# NAEP 2009—Grade 8 Mathematics Results

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# NAEP 2009—Grade 8 Mathematics Results

## Florida and the Nation—Average Scale Scores NAEP 2009 Grade 8 Mathematics Demographic Groups Figure 1



### Highlights

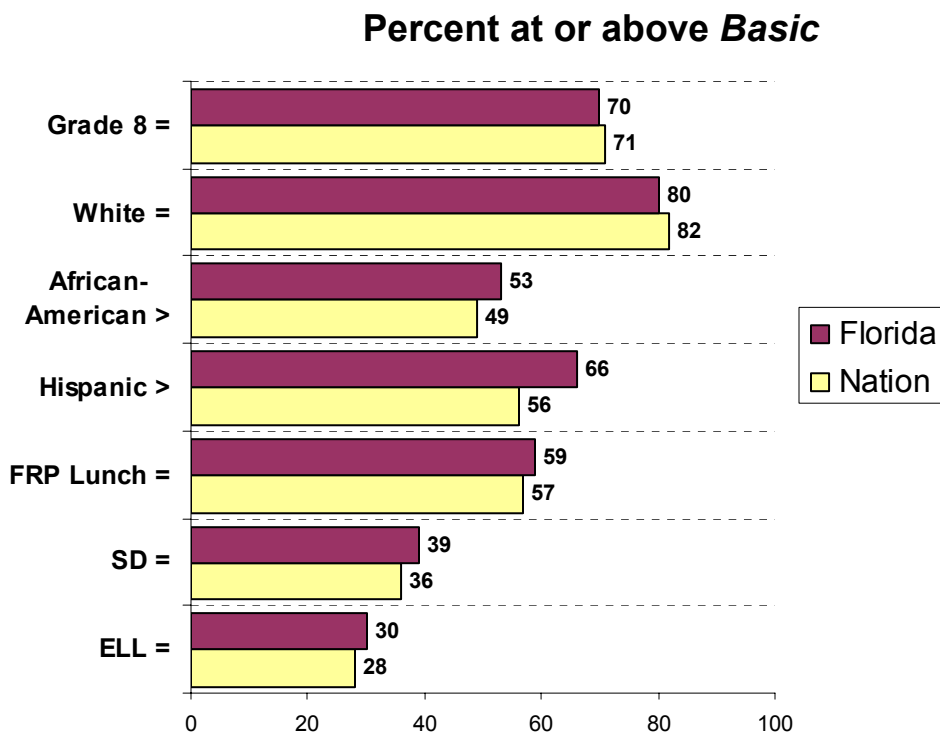
- In 2009, the average scale score of Florida's Hispanic students was higher than that of their national counterparts in NAEP Mathematics.
- Average scale scores for Florida's African-American students, students eligible for free/reduced-price lunch, students with disabilities (SD), and English language learners (ELLs) were statistically equal to those of their national counterparts.
- The average scale score of Florida's grade 8 students overall was lower than that of their national counterparts, as was the case for grade 8 White students.

### 2009 Florida-National Comparisons

- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools

## NAEP 2009—Grade 8 Mathematics Results

### Florida and the Nation—Achievement-Level Scores NAEP 2009 Grade 8 Mathematics Demographic Groups Figure 2



#### Highlights

- In 2009, the percent of Florida's African-American and Hispanic grade 8 students scoring at or above *Basic* on NAEP Mathematics was higher than that of their national counterparts.
- In 2009, the percent of Florida's and the nation's grade 8 students scoring at or above *Basic* was statistically equivalent.
- In 2009, the percent of Florida's grade 8 White students, students eligible for free/reduced-price lunch, students with disabilities (SD), and English language learners (ELL) scoring at or above *Basic* was statistically equal to that of their national counterparts.

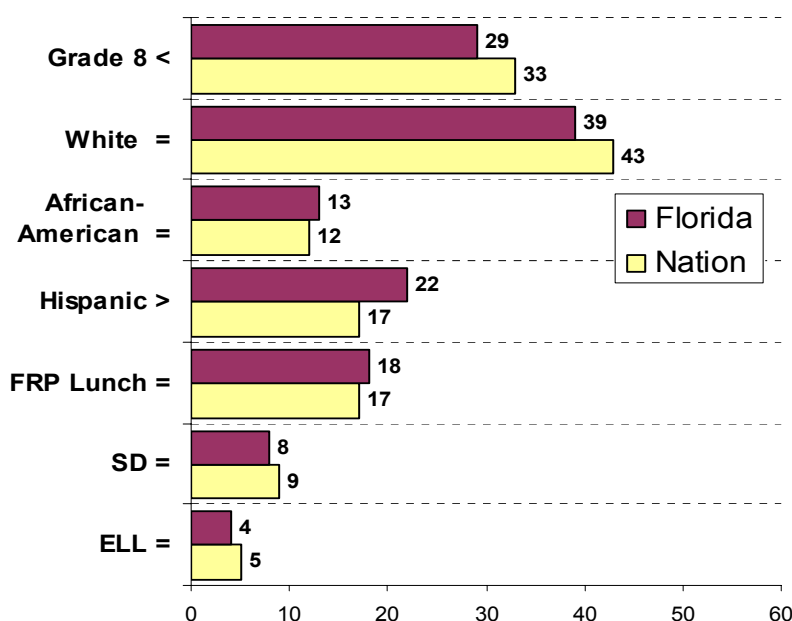
#### 2009 Florida-National Comparisons

- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools

# NAEP 2009—Grade 8 Mathematics Results

## Florida and the Nation—Achievement-Level Scores NAEP 2009 Grade 8 Mathematics Demographic Groups Figure 3

### Percent at or above *Proficient*



### Highlights

- In 2009, the percent of Florida's Hispanic grade 8 students scoring at or above *Proficient* on NAEP Mathematics was significantly higher than that of their national counterparts.
- The percent of Florida's grade 8 White and African-American students, students eligible for free/reduced-price lunch, students with disabilities (SD), and English language learners (ELLs) scoring at or above *Proficient* was statistically equal to that of their national counterparts.
- In 2009, the percent of Florida's grade 8 students scoring at or above *Proficient* was lower than that of their national counterparts.

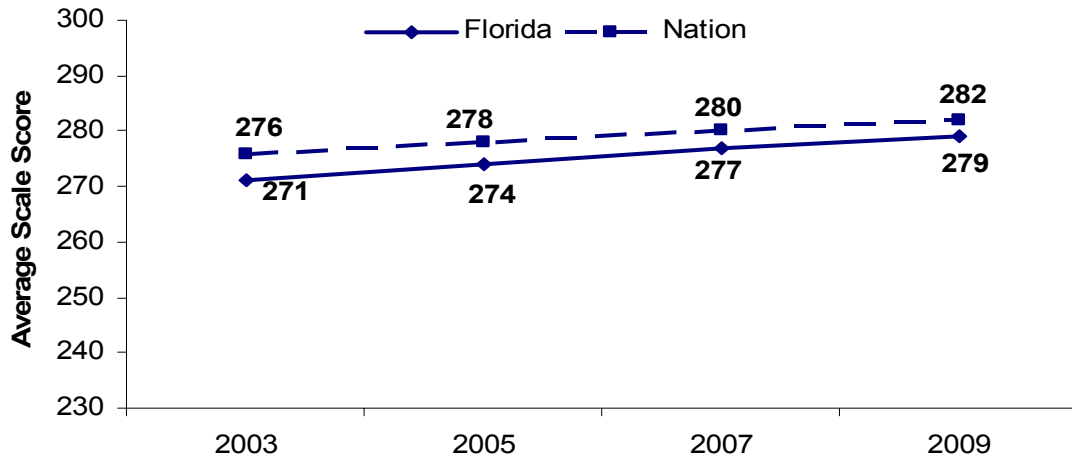
### 2009 Florida-National Comparisons

- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools

## NAEP 2009—Grade 8 Mathematics Results

### NAEP Grade 8 Mathematics Average Scale Scores Florida and the Nation, 2003 to 2009

**Figure 4**  
**All Students**

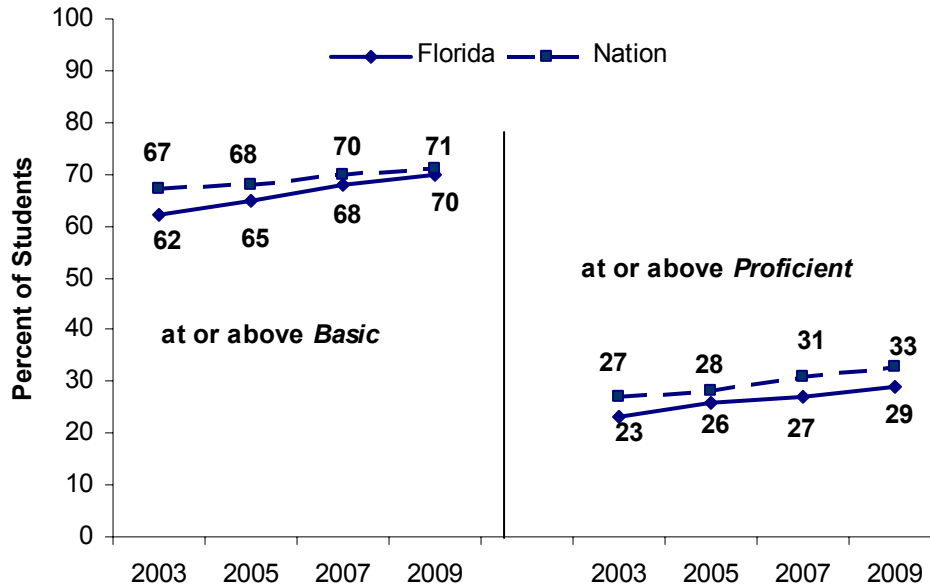


#### Highlights

- Florida's NAEP 2009 Grade 8 Mathematics average scale score (279) was higher than the NAEP 2003 average scale score (271).
- The 2-point change in average scale scores for Florida's grade 8 students between 2007 (277) and 2009 (279) is not a statistically significant difference.
- Although still below the national average, Florida's grade 8 students have improved their average scale scores since 2003 at a rate similar to that of the nation.

## NAEP Grade 8 Mathematics Percentage of Students Performing at or above the *Basic* and *Proficient* Achievement Levels Florida and the Nation, 2003 to 2009

**Figure 5**  
**All Students**



### Highlights

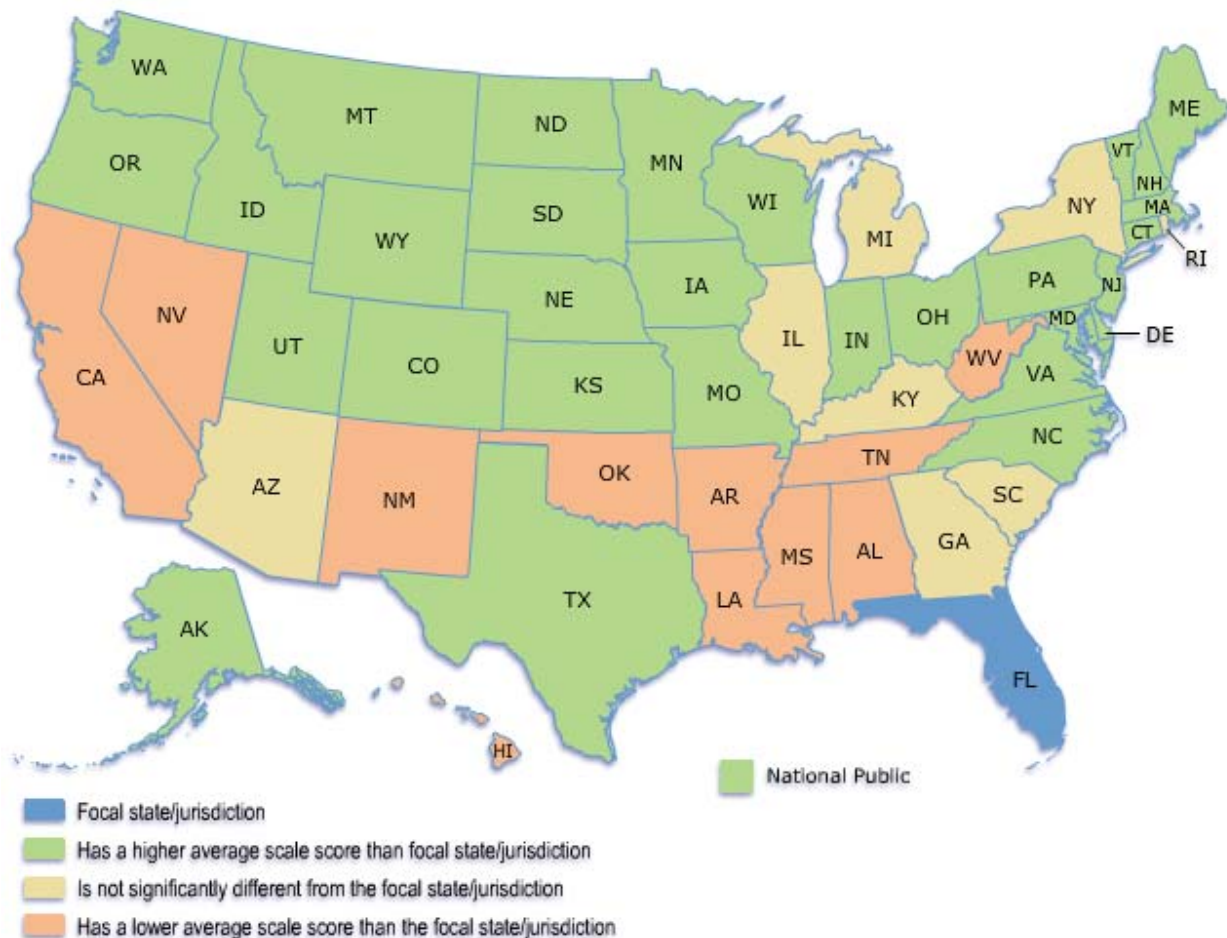
- Florida's NAEP 2009 Grade 8 Mathematics percent of students at or above *Basic* (70) was higher than in 2003 (62).
- Florida's NAEP 2009 Grade 8 Mathematics percent of students at or above *Proficient* (29) was higher than in 2003 (23).
- Between 2003 and 2009, the percent of Florida's grade 8 students performing at or above *Basic* improved from below the national average to statistically equal to the national average.
- The gain in the percent of Florida's grade 8 students performing at or above *Basic* between 2003 and 2009 was statistically equal to that of the nation (8- vs. 4-percentage points).



## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's National Standing

Figure 6



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

Florida's NAEP 2009 Grade 8 Mathematics average scale score (279) was

- **higher than the following 11 states:**  
Arkansas, Oklahoma, Tennessee, Nevada, Hawaii, Louisiana, California, West Virginia, New Mexico, Alabama, and Mississippi.\*
- **not significantly different from the following 8 states:**  
New York, Illinois, South Carolina, *Florida*, Kentucky, Michigan, Rhode Island, Georgia, and Arizona.\*
- **lower than the nation and the following 30 states:**  
Massachusetts, Minnesota, Vermont, North Dakota, New Jersey, New Hampshire, Montana, South Dakota, Washington, Connecticut, Kansas, Maryland, Pennsylvania, Wisconsin, Colorado, Idaho, Indiana, Texas, Maine, Wyoming, Virginia, Missouri, Ohio, Oregon, North Carolina, Nebraska, Iowa, Utah, Delaware, and Alaska, \*

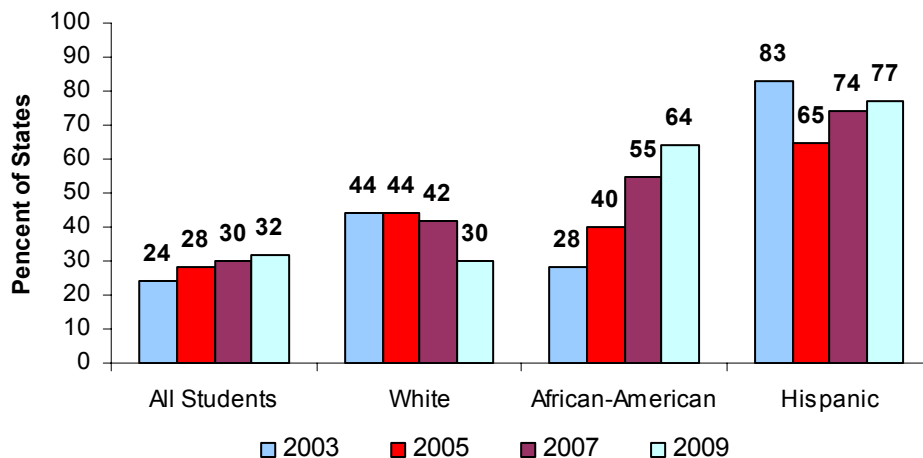
\*Within each group, states are listed from highest to lowest performance.

## NAEP Grade 8 Mathematics Average Scale Scores Florida and the Nation, 2003 to 2009 by *Race/Ethnicity*

Schools report the racial/ethnic subgroups that best describe the students eligible to be assessed. The six mutually-exclusive categories are White, African-American, Hispanic, Asian/Pacific Islander, American-Indian/Alaskan-Native, and Unclassified. Florida has reportable (sufficient size) populations in the White, African-American, and Hispanic racial/ethnic groups.

### Percent of States Florida Outperformed by *Race/Ethnicity* Based on Average Scale Scores, 2003–2009

Figure 7



### Highlights

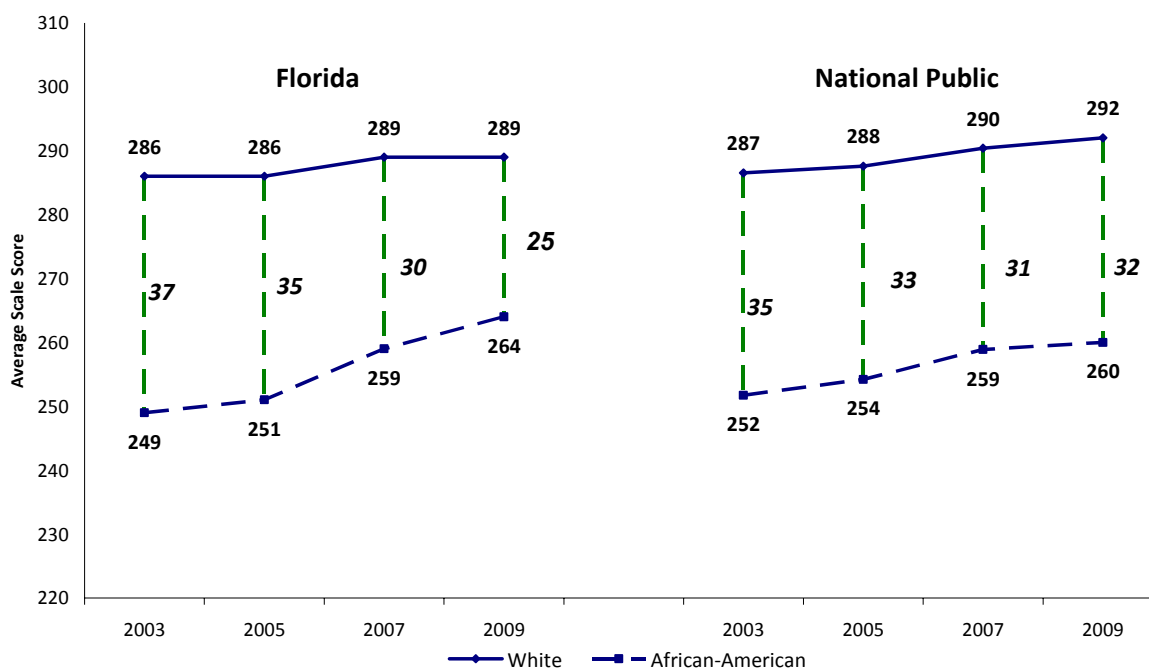
- The average scale score of Florida’s White students on NAEP 2009 Grade 8 Mathematics was higher than the average of 30 percent of the other 49 states with White student populations of sufficient size to be reported.
- The average scale score of Florida’s African-American students on NAEP 2009 Grade 8 Mathematics was higher than the average of 64 percent of the other 41 states with African-American student populations of sufficient size to be reported.
- The average scale score of Florida’s Hispanic students on NAEP 2009 Grade 8 Mathematics was higher than the average of 77 percent of the other 43 states with Hispanic student populations of sufficient size to be reported.
- From 2003 to 2009, the performance of Florida’s African-American students on NAEP Grade 8 Mathematics moved Florida’s status from ranking close to the bottom quarter of the 50 states, when comparing performance of this subgroup, to about the top third.

## Gap in Average Scale Scores by Race/Ethnicity

Florida and the Nation, 2003 to 2009

**Figure 8**

*White and African-American Students*



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

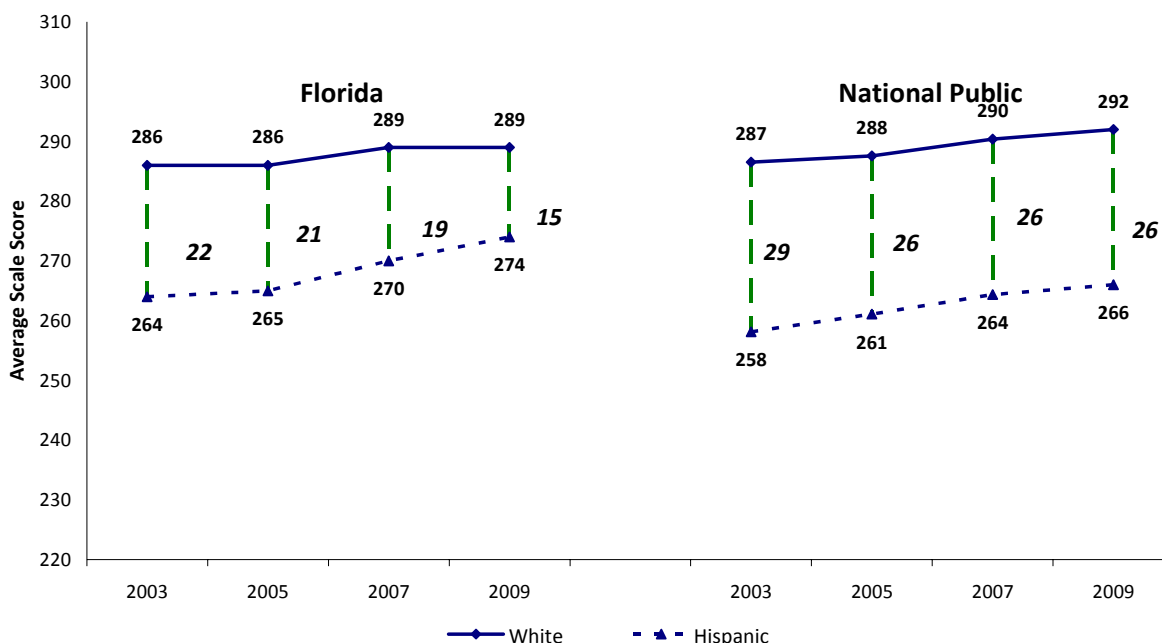
### Highlights

- Between 2007 and 2009, Florida did not see a significant increase in the NAEP Grade 8 Mathematics average scale scores of their White and African-American students.
- Florida and the nation's NAEP Grade 8 Mathematics average scale scores of African-American students increased between 2003 and 2009.
- The performance gap between Florida's grade 8 White and African-American students was 37 points in 2003, 35 points in 2005, 30 points in 2007, and 25 points in 2009. This 12-point narrowing of the gap between 2003 and 2009 is statistically significant. The nation's gap also narrowed between 2003 and 2009.

# NAEP 2009—Grade 8 Mathematics Results

## Gap in Average Scale Scores by Race/Ethnicity (continued) Florida and the Nation, 2003 to 2009

**Figure 9**  
*White and Hispanic Students*



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

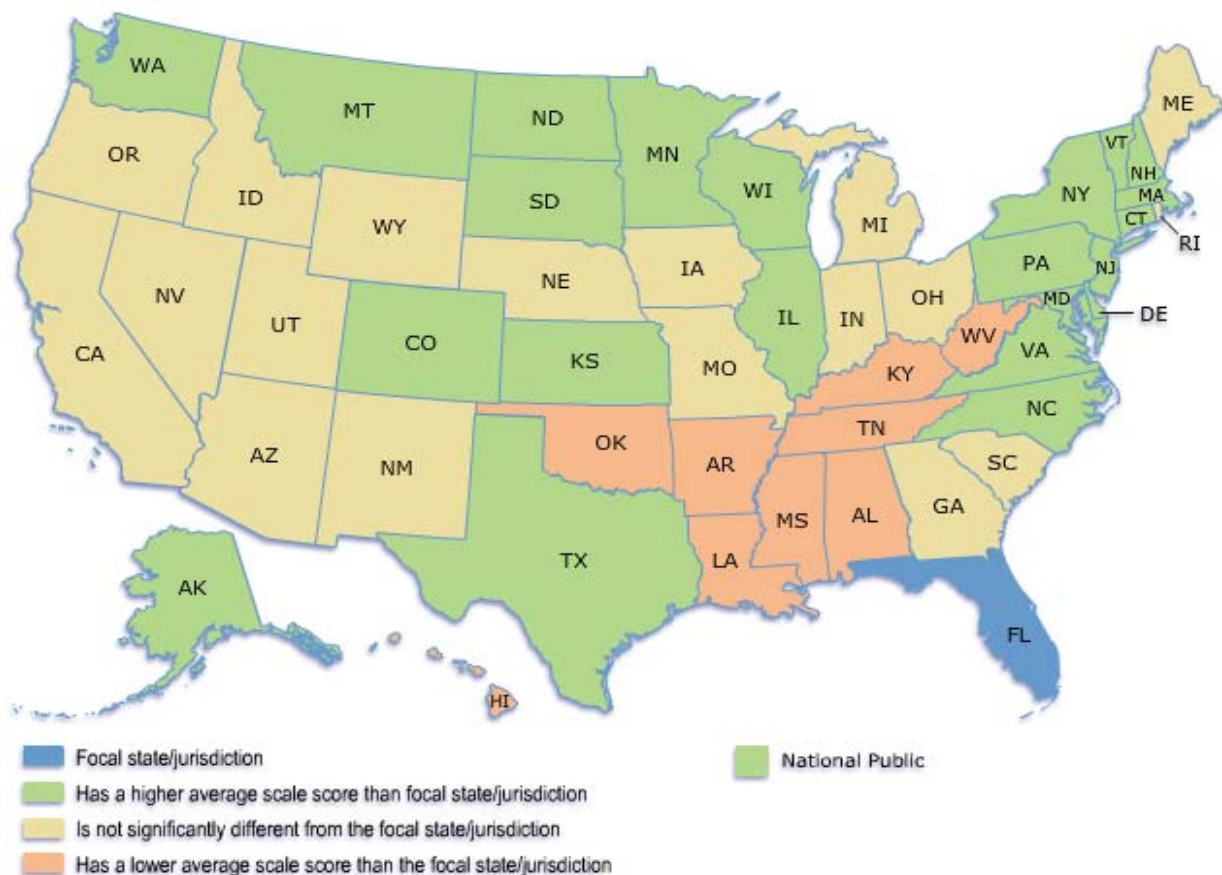
### Highlights

- Between 2007 and 2009, Florida did not see an increase in the NAEP Grade 8 Mathematics average scale score of its Hispanic students.
- Between 2003 and 2009, both Florida and the nation saw an increase in the average scale scores of Hispanic students on NAEP Grade 8 Mathematics.
- The Florida White/Hispanic NAEP Grade 8 Mathematics performance gap was 22 points in 2003, 21 points in 2005, 19 points in 2007, and 15 points in 2009. The 7-point change in the gap between 2003 and 2009 was not statistically significant due to the size of the NAEP sample for this subgroup in these years.
- The nation's White/Hispanic NAEP Grade 8 Mathematics performance gap narrowed 2 points between 2003 (28 points) and 2009 (26 points). This change was significant.

## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's *White* Students, National Standing

Figure 10



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

In 2009, Florida's NAEP Grade 8 Mathematics average scale score for White students (289) was

- **higher than the following 9 states:**  
Arkansas, Louisiana, Oklahoma, Tennessee, Hawaii, Kentucky, Alabama, Mississippi, and West Virginia.\*
- **not significantly different from the following 18 states:**  
South Carolina, Idaho, Arizona, Nebraska, Indiana, Ohio, Oregon, Missouri, Utah, Georgia, Wyoming, California, *Florida*, New Mexico, Maine, Nevada, Iowa, Michigan, and Rhode Island.\*
- **lower than the nation and the following 22 states:**  
Massachusetts, Maryland, New Jersey, Texas, Minnesota, Colorado, Connecticut, North Carolina, North Dakota, Montana, Washington, South Dakota, Wisconsin, Pennsylvania, Kansas, Delaware, Illinois, New York, Virginia, Alaska, Vermont, and New Hampshire.\*

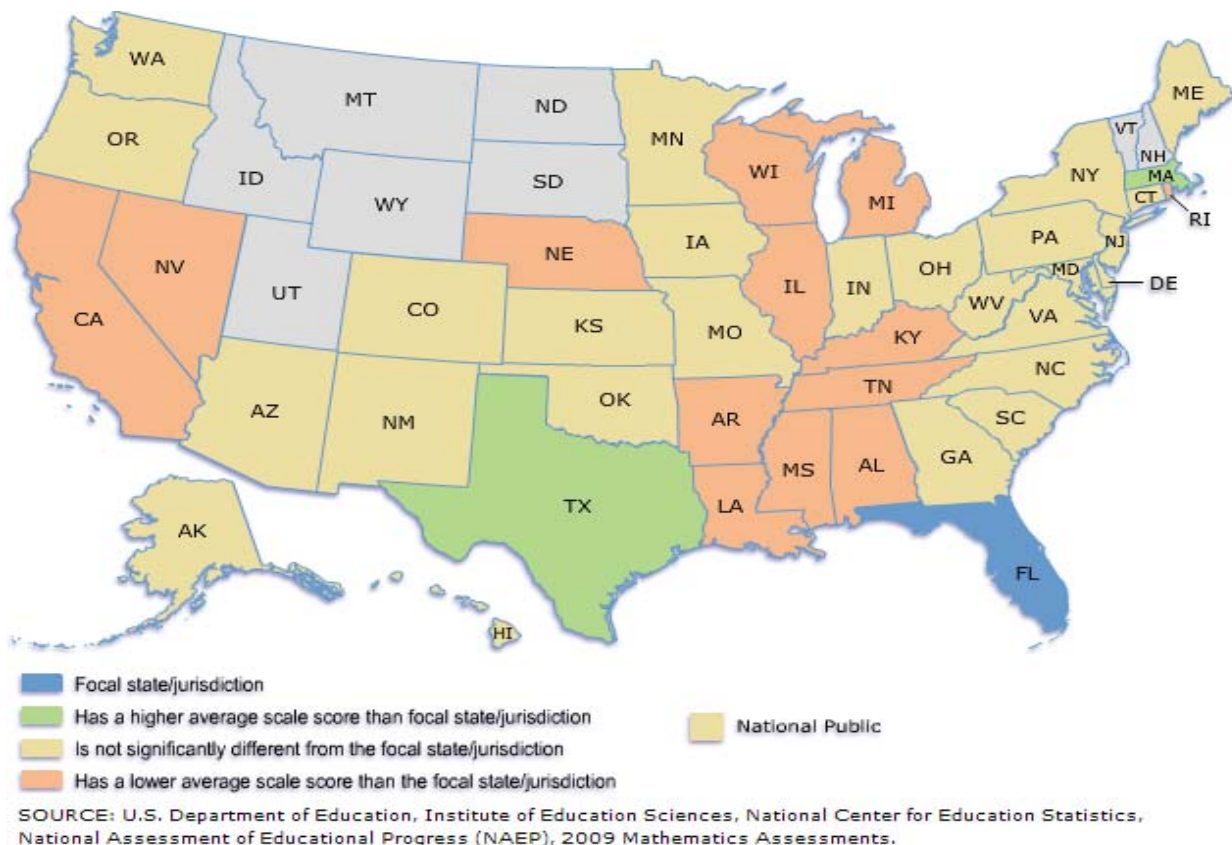
\*Within each group, states are listed from highest to lowest performance.



## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's African-American Students, National Standing

Figure 11



In 2009, Florida's NAEP Grade 8 Mathematics average scale score for African-American students (264) was

- **higher than the following 13 states:**  
Kentucky, Louisiana, Rhode Island, Nevada, Illinois, Tennessee, Wisconsin, Nebraska, Mississippi, Arkansas, California, Alabama, and Michigan.\*
- **not significantly different from the nation and the following 26 states:**  
Hawaii, Arizona, Washington, Virginia, Alaska, New Jersey, Delaware, Indiana, Maryland, Kansas, Oregon, Minnesota, *Florida*, South Carolina, West Virginia, Colorado, Georgia, North Carolina, New York, Connecticut, Oklahoma, Maine, Pennsylvania, Missouri, Ohio, Iowa, and New Mexico.\*
- **lower than the following 2 states:**  
Texas and Massachusetts.\*

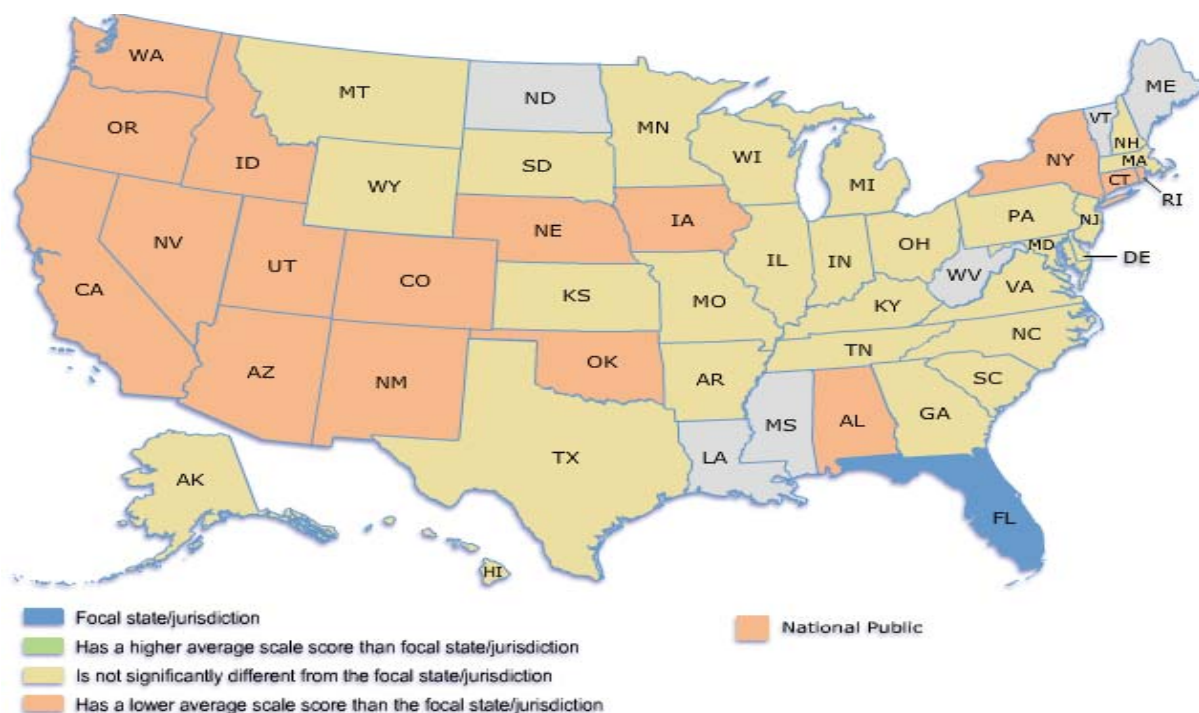
The sample size in the following 8 states was not large enough to permit a reliable estimate: Idaho, Montana, New Hampshire, North Dakota, South Dakota, Utah, Vermont, and Wyoming.

\*Within each group, states are listed from highest to lowest performance.

## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's *Hispanic* Students, National Standing

Figure 12



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

In 2009, Florida's NAEP Grade 8 Mathematics average scale score for Hispanic students (274) was

- **higher than the nation and the following 15 states:**  
Colorado, Iowa, Arizona, Idaho, Oregon, Washington, Connecticut, Oklahoma, New York, New Mexico, Nebraska, Nevada, Alabama, Utah, and California.\*
- **not significantly different from the following 27 states:**  
Missouri, Montana, Delaware, Texas, Hawaii, Alaska, Maryland, Virginia, North Carolina, *Florida*, Kansas, Indiana, New Jersey, Kentucky, Massachusetts, Tennessee, Georgia, New Hampshire, Michigan, South Carolina, Wyoming, Arkansas, Minnesota, Illinois, Wisconsin, South Dakota, Ohio, and Pennsylvania.\*
- **lower than no state.**

The sample size in the following 6 states was not large enough to permit a reliable estimate: Louisiana, Maine, Mississippi, North Dakota, Vermont, and West Virginia.

\*Within each group, states are listed from highest to lowest performance.

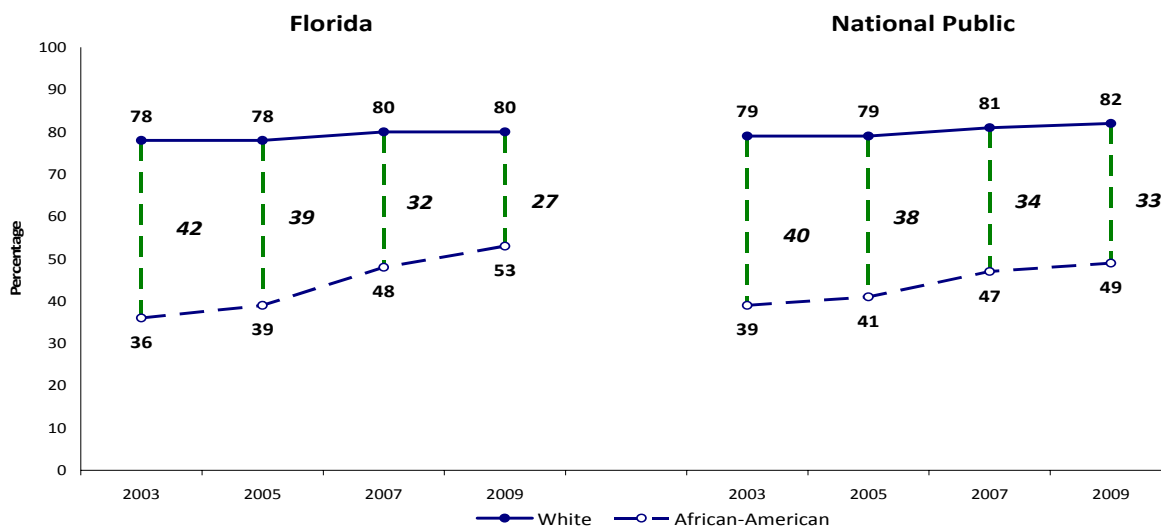
# NAEP 2009—Grade 8 Mathematics Results

## Gap in Percentage of Students Performing at or above *Basic* by Race/Ethnicity

Florida and the Nation, 2003 to 2009

**Figure 13**

*White and African-American Students*



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

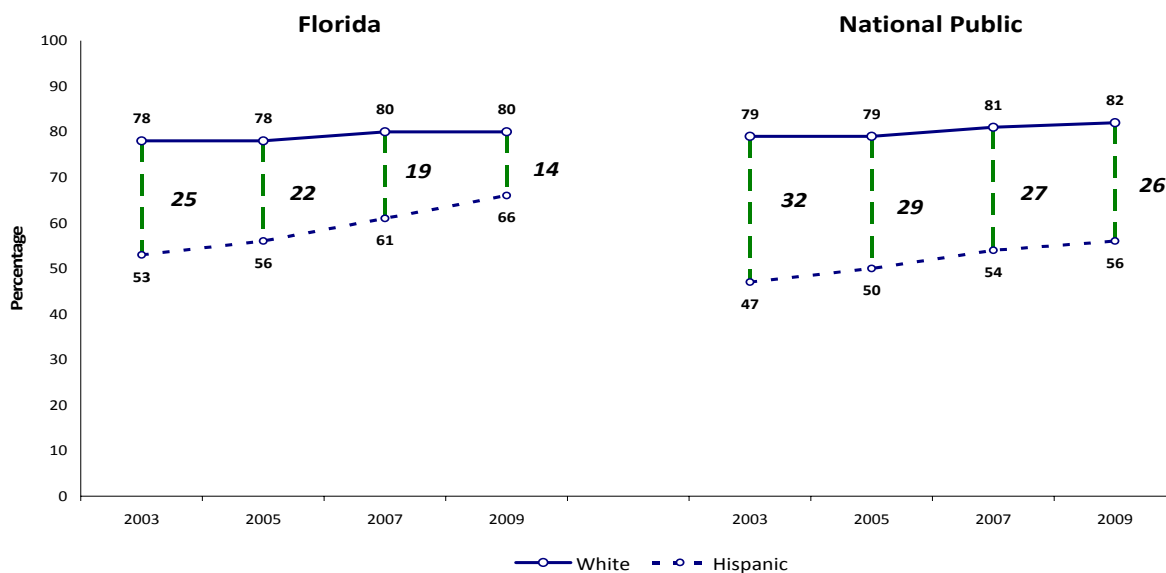
### Highlights

- Between 2007 and 2009, Florida did not see an increase in the percent of White and African-American students scoring at or above *Basic* on NAEP Grade 8 Mathematics.
- Between 2003 and 2009, the percent of both Florida's and the nation's African-American students scoring at or above *Basic* on NAEP Grade 8 Mathematics increased.
- The percent of Florida's African-American students scoring at or above *Basic* on NAEP Grade 8 Mathematics improved from equivalent to the national average in 2003 to above the national average in 2009.
- The gap in the percent of Florida's White and African-American students performing at or above *Basic* on NAEP Grade 8 Mathematics was 42-percentage points in 2003, 39-percentage points in 2005, 32-percentage points in 2007, and 27-percentage points in 2009. The 15-percentage point decrease in the gap between 2003 and 2009 was significant.
- From 2003 to 2009, the gap in percent of the nation's White and African-American students performing at or above *Basic* on NAEP Grade 8 Mathematics also narrowed.



## Gap in Percentage of Students Performing at or above *Basic* by *Race/Ethnicity* (continued) Florida and the Nation, 2003 to 2009

**Figure 14**  
*White and Hispanic Students*



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

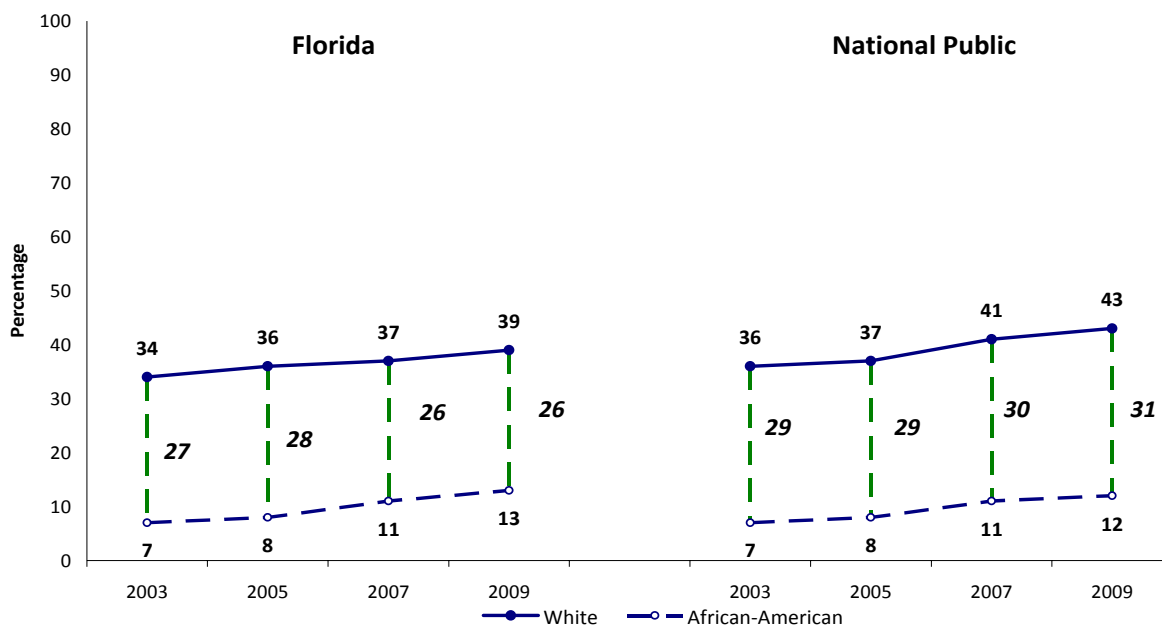
### Highlights

- Between 2007 and 2009, neither Florida nor the nation saw an increase in the percent Hispanic students scoring at or above *Basic* on NAEP Grade 8 Mathematics.
- Between 2003 and 2009, the percent of Florida's and the nation's Hispanic students scoring at or above *Basic* on NAEP Grade 8 Mathematics increased.
- From 2003 to 2009, a higher percent of Florida's Hispanic students have scored at or above *Basic* on NAEP Grade 8 Mathematics than that of the nation's Hispanics.
- The gap in the percent of Florida's White and Hispanic students performing at or above *Basic* was 25-percentage points in 2003, 22-percentage points in 2005, 19-percentage points in 2007, and 14-percentage points in 2009. The 11-percentage point decrease in the gap between 2003 and 2009 was significant.
- From 2003 to 2009, the gap in the percentage of the nation's White and Hispanic students performing at or above *Basic* on NAEP Grade 8 Mathematics also narrowed.

## Gap in Percentage of Students Performing at or above *Proficient* by Race/Ethnicity

Florida and the Nation, 2003 to 2009

**Figure 15**  
White and African-American Students



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

### Highlights

- Between 2007 and 2009, neither Florida nor the nation saw an increase in the percent of their African-American students performing at or above *Proficient* on NAEP Grade 8 Mathematics.
- Between 2003 and 2009, the percent of both Florida's and the nation's African-American students scoring at or above *Proficient* on NAEP Grade 8 Mathematics increased.
- The gap in the percent of Florida's White and African-American students performing at or above *Proficient* on NAEP Grade 8 Mathematics was 27-percentage points in 2003, 28-percentage points in 2005, and 26-percentage points in both 2007 and 2009. This is not a statistically significant improvement.
- From 2003 to 2009, the gap in the percentage of the nation's White and African-American students performing at or above *Proficient* on NAEP Grade 8 Mathematics widened significantly.

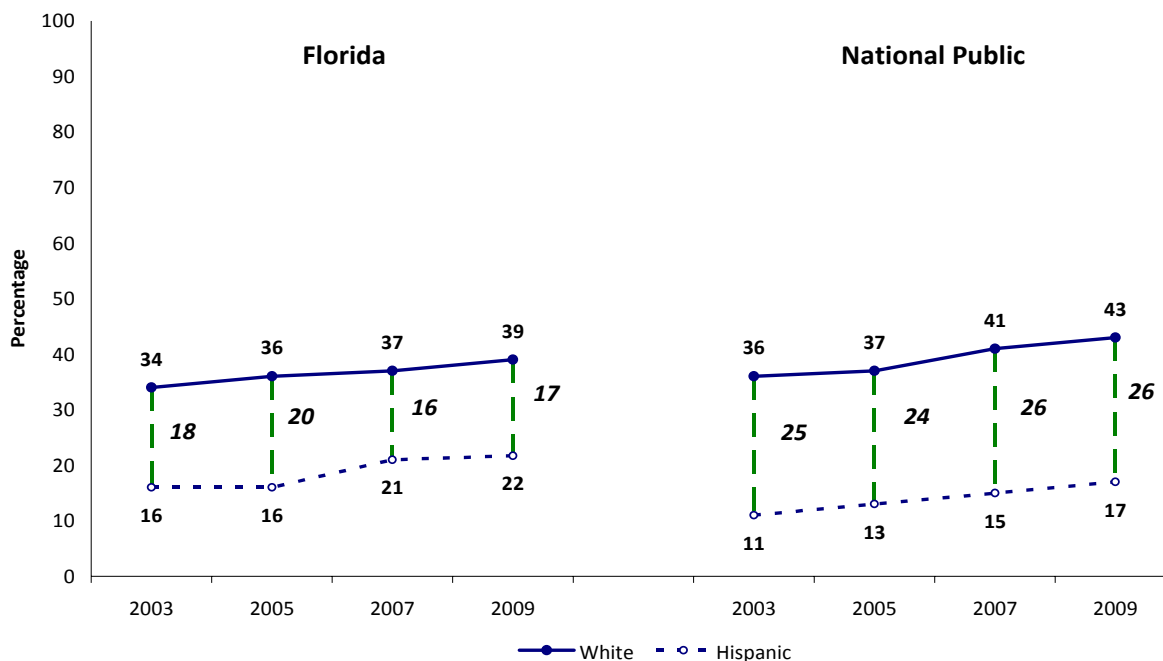
## NAEP 2009—Grade 8 Mathematics Results

### Gap in Percentage of Students Performing at or above *Proficient* by *Race/Ethnicity* (continued)

Florida and the Nation, 2003 to 2009

**Figure 16**

*White and Hispanic Students*



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

### Highlights

- Between 2007 and 2009, neither Florida nor the nation saw an increase in the percent of their Hispanic students achieving at or above *Proficient* on NAEP Grade 8 Mathematics.
- Between 2003 and 2009, neither the percent of Florida's White nor Hispanic students scoring at or above *Proficient* increased. The percent of the nation's White and Hispanic students scoring at or above *Proficient* did increase.
- The gap in the percent of Florida's White and Hispanic students performing at or above *Proficient* was 18-percentage points in 2003, 20-percentage points in 2005, 16-percentage points in 2007, and 17-percentage points in 2009. The change in the gap between 2003 and 2009 was not significant.
- From 2003 to 2009, the gap in percent of the nation's White and Hispanic students performing at or above *Proficient* on NAEP Grade 8 Mathematics did not change.

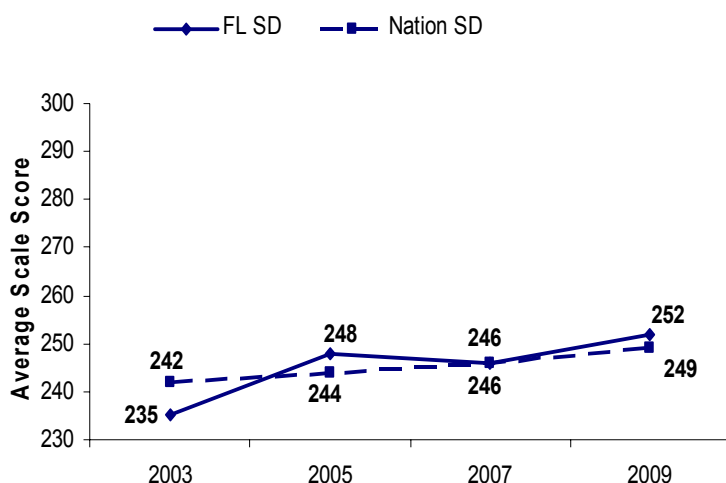
## NAEP Grade 8 Mathematics Florida and the Nation, 2003 to 2009 *Students with Disabilities*

School staff make the decision about whether to include a student with disabilities in a NAEP assessment and which accommodations, if any, the student should receive. The NAEP program furnishes tools to assist school personnel in making that decision. Inclusion in NAEP is encouraged if the student participates in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of students excluded from NAEP may vary considerably across states and within a state across years, comparisons of results across and within states should be interpreted with caution.

### Scale Scores

Florida and the Nation, 2003 to 2009  
*Students with Disabilities*

**Figure 17**  
*Students with Disabilities – Average Scale Scores*

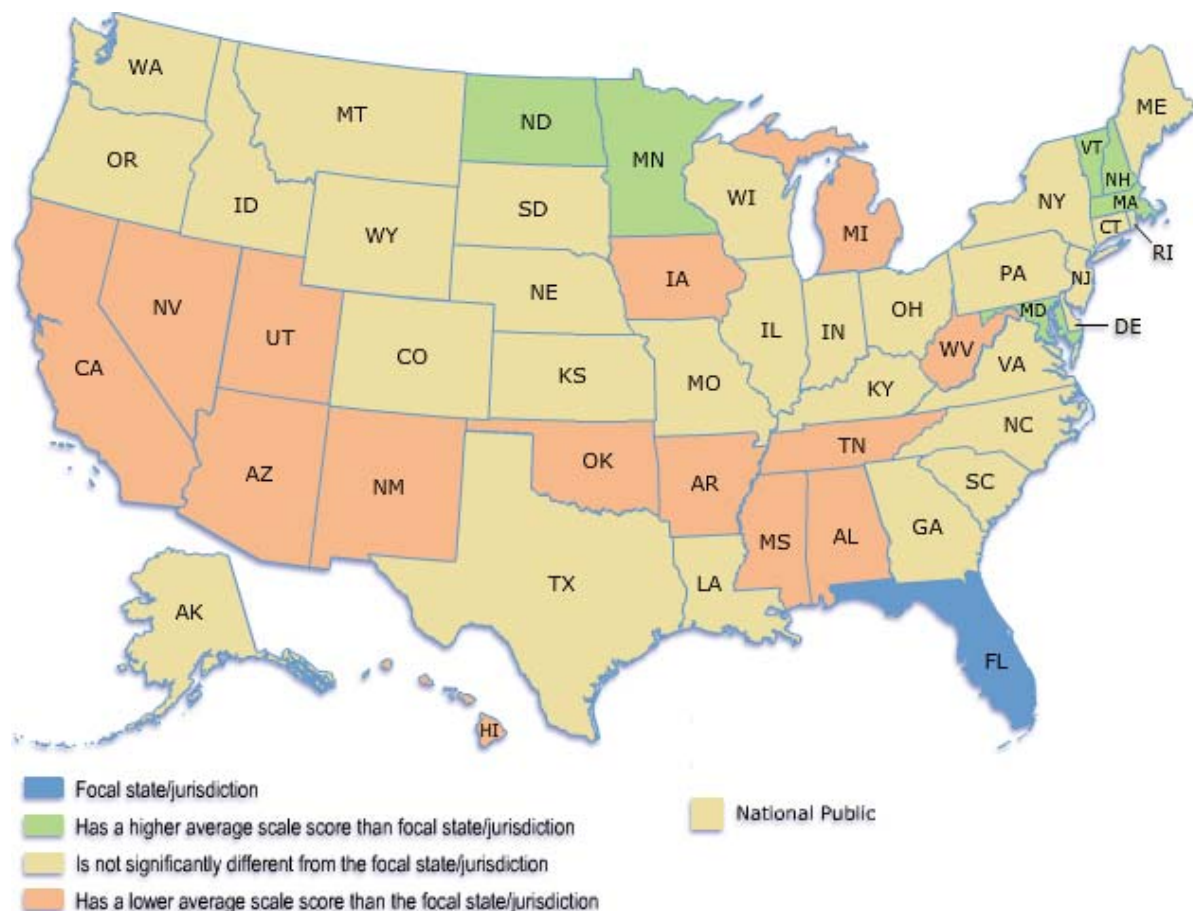


- Between 2003 and 2009, the average scale score of Florida’s students with disabilities (SD) improved significantly. This improvement was greater than that of the nation’s students with disabilities (a 17- vs. a 7-point gain).
- Between 2003 and 2009, Florida was one of 20 states whose students with disabilities had a significant increase in its average scale score.

## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's *Students with Disabilities*, National Standing

Figure 18



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

In 2009, Florida's NAEP Grade 8 Mathematics average scale score for students with disabilities (252) was

- **higher than the following 14 states:**  
Iowa, Utah, Nevada, Oklahoma, Michigan, Tennessee, Arkansas, West Virginia, New Mexico, Arizona, Mississippi, Hawaii, California, and Alabama.\*
- **not significantly different from the nation and the following 29 states:**  
New Jersey, Indiana, Maine, Connecticut, Delaware, Missouri, Ohio, Wisconsin, New York, South Dakota, Wyoming, Texas, Kansas, Pennsylvania, Virginia, Nebraska, *Florida*, Colorado, North Carolina, Illinois, Kentucky, Idaho, Washington, South Carolina, Alaska, Oregon, Rhode Island, Georgia, Louisiana, and Montana.\*
- **lower than the following 6 states:**  
Massachusetts, North Dakota, Maryland, New Hampshire, Minnesota, and Vermont.\*

\*Within each group, states are listed from highest to lowest performance.

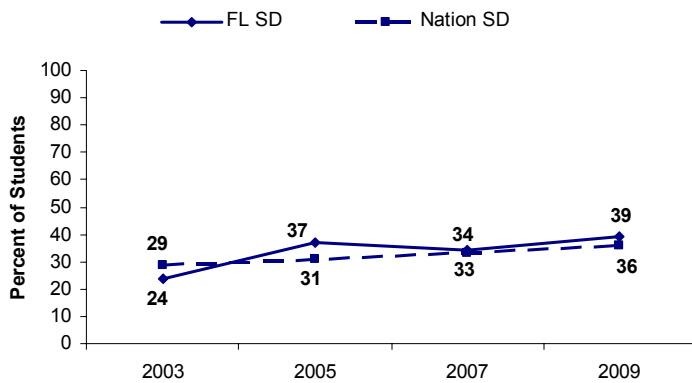
## Achievement Levels

Florida and the Nation, 2003 to 2009

*Students with Disabilities*

**Figure 19**

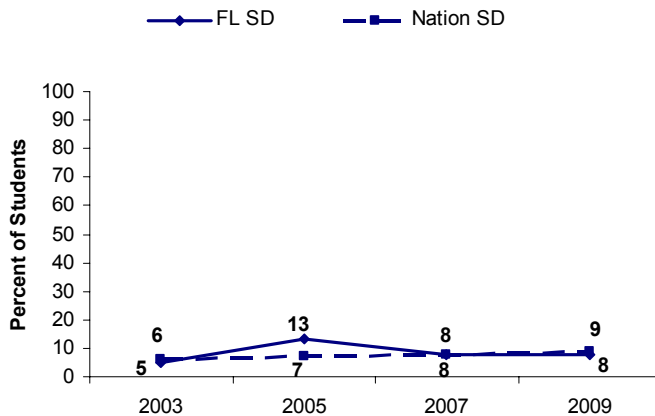
*Students with Disabilities – percent at or above Basic*



- Between 2003 and 2009, the gain in the percent of students with disabilities in Florida performing at or above *Basic* was significant. This gain was similar to that of the nation (a 15- vs. 7-percentage point gain).
- Between 2003 and 2009, Florida was one of only 16 states whose students with disabilities had a significant increase in at or above *Basic* performance.

**Figure 20**

*Students with Disabilities – percent at or above Proficient*

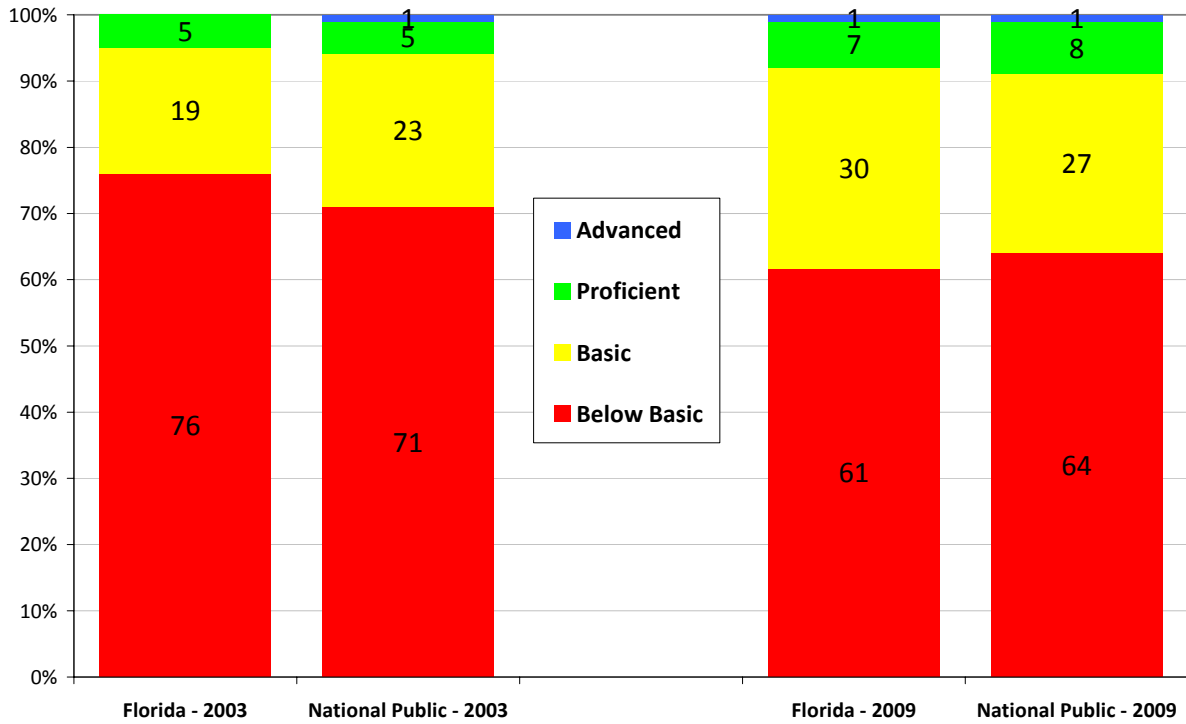


- Between 2003 and 2009, the gain in the percent of students with disabilities in Florida performing at or above *Proficient* was similar to the nation's gain (a 3-percentage point gain).

# NAEP 2009—Grade 8 Mathematics Results

## Comparison of Achievement Levels Florida and the Nation, 2003 and 2009 *Students with Disabilities*

Figure 21



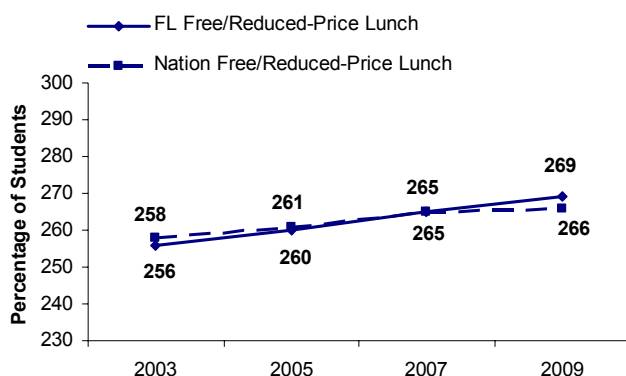
Between 2003 and 2009, the percent of Florida’s students with disabilities performing at or above *Basic* and at or above *Proficient* on NAEP Grade 8 Mathematics continued to be similar to the national average.

## NAEP Grade 8 Mathematics Florida and the Nation, 2003 to 2009 *Free/Reduced-Price Lunch*

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. Results for this subgroup of students are included as an indicator of socio-economic status (SES).

### Scale Scores Florida and the Nation, 2003 to 2009 *Free/Reduced-Price Lunch*

**Figure 22**  
*Free/Reduced-Price Lunch – Average Scale Scores*



- Between 2003 and 2009, the average scale score of Florida's students eligible for free/reduced-price lunch improved significantly. This improvement was greater than that of the nation's students eligible for free/reduced-price lunch (a 13- vs. 8-point gain).

- Between 2007 and 2009, Florida was one of only 9 states whose students eligible for free/reduced-price lunch had a significant increase in their average scale score.

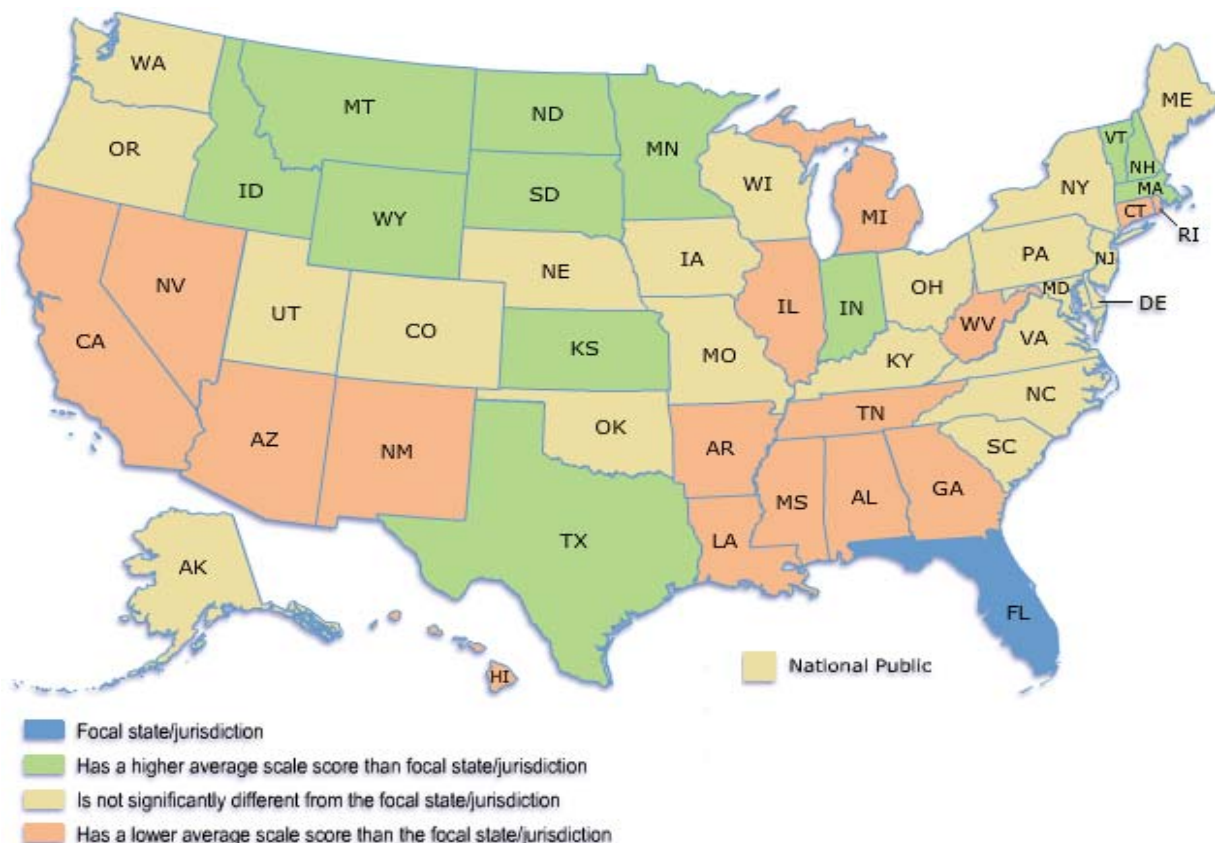


## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores

Florida's Students Eligible for *Free/Reduced-Price Lunch*, National Standing

Figure 23



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

In 2009, Florida's NAEP Grade 8 Mathematics average scale score for students eligible for free/reduced-price lunch (269) was

- **higher than the following 16 states:**  
Georgia, Arkansas, Illinois, Connecticut, Nevada, Louisiana, Arizona, West Virginia, Rhode Island, Hawaii, Tennessee, New Mexico, Michigan, California, Mississippi, and Alabama.\*
- **not significantly different from the nation and the following 21 states:**  
Maine, Missouri, Washington, Delaware, Oregon, New Jersey, New York, Wisconsin, Alaska, *Florida*, Iowa, Ohio, Pennsylvania, Virginia, Kentucky, South Carolina, North Carolina, Utah, Colorado, Nebraska, Maryland, and Oklahoma.\*
- **lower than the following 12 states:**  
North Dakota, Massachusetts, Montana, Vermont, South Dakota, New Hampshire, Idaho, Kansas, Texas, Wyoming, Indiana, and Minnesota.\*

\*Within each group, states are listed from highest to lowest performance.

# NAEP 2009—Grade 8 Mathematics Results

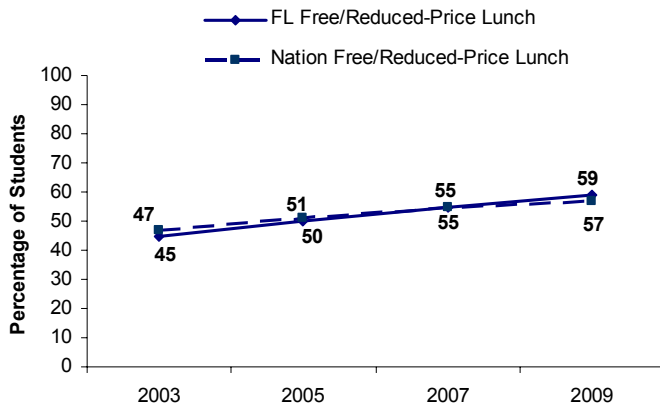
## Achievement Levels

Florida and the Nation, 2003 to 2009

*Free/Reduced-Price Lunch*

**Figure 24**

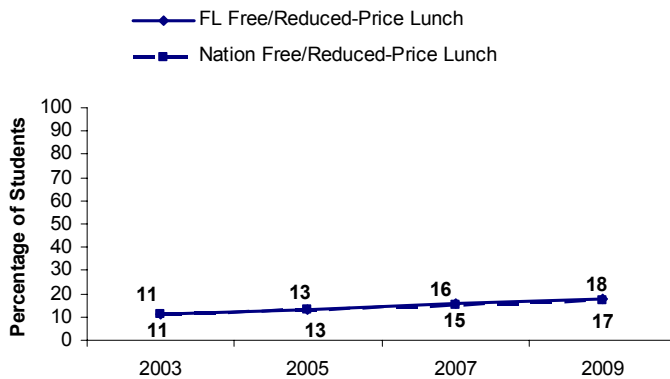
*Free/Reduced-Price Lunch – percent at or above Basic*



- Between 2003 and 2009, the gain in the percent of students eligible for free/reduced-price lunch in Florida performing at or above *Basic* was significant. This gain was similar to that of the nation (a 14- vs. 10-percentage point gain).

**Figure 25**

*Free/Reduced-Price Lunch – percent at or above Proficient*



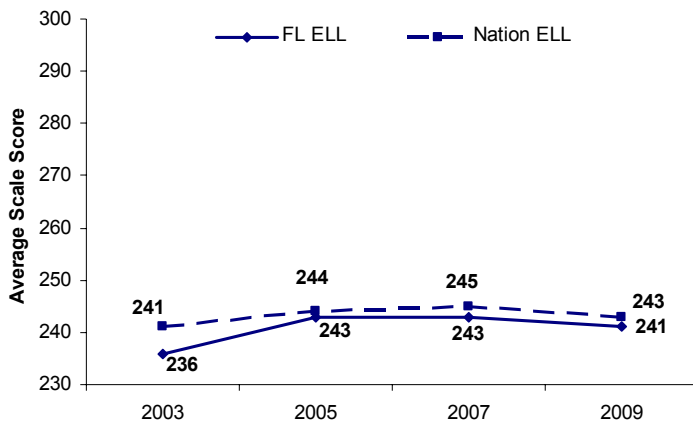
- Between 2003 and 2009, the gain in the percent of students eligible for free/reduced-price lunch in Florida performing at or above *Proficient* was significant. This gain was similar to that of the nation (a 7- vs. 6-percentage point gain).

## NAEP Grade 8 Mathematics Florida and the Nation, 2003 to 2009 *English Language Learners*

School staff make the decision about whether to include an English language learner (ELL) student in a NAEP assessment and which accommodations, if any, he or she should receive. The NAEP program furnishes tools to assist school personnel in making that decision. Inclusion in NAEP is encouraged if the student participated in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of students excluded from NAEP may vary considerably across states and within a single state across years, comparisons of results across and within states over time should be interpreted with caution.

### Scale Scores Florida and the Nation, 2003 to 2009 *English Language Learners*

**Figure 26**  
*English Language Learners – Average Scale Scores*

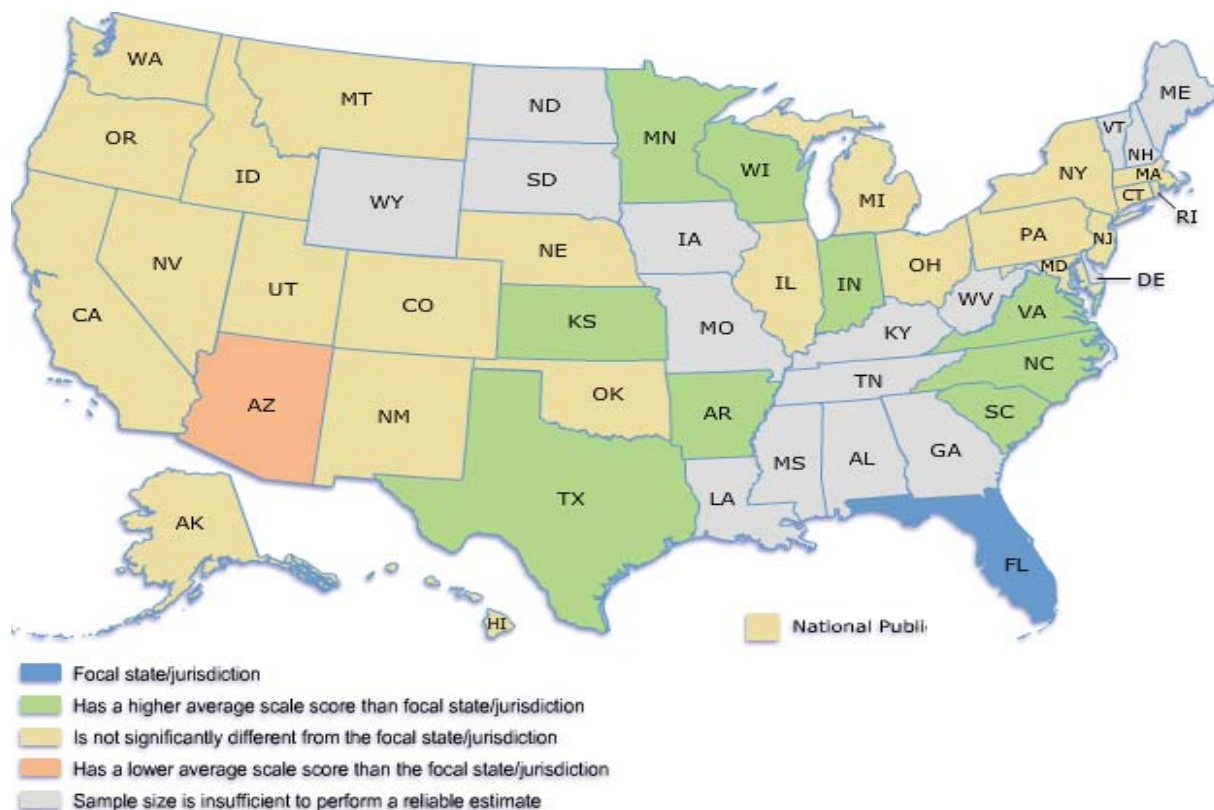


- Between 2003 and 2009, the average scale score of Florida's English language learners remained constant.
- Florida's English language learners average scale score was comparable to the nation's in 2003, 2005, 2007, and 2009.

## NAEP 2009—Grade 8 Mathematics Results

### NAEP 2009 Grade 8 Mathematics Average Scale Scores Florida's *English Language Learners*, National Standing

Figure 27



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessments.

In 2009, Florida's NAEP Grade 8 Mathematics average scale score for English language learners (241) was

- **higher than one state:**  
Arizona.\*
- **not significantly different from the nation and the following 23 states:**  
Ohio, Michigan, Pennsylvania, Illinois, Maryland, Colorado, Washington, Nebraska, Alaska, Oregon, Idaho, New Jersey, *Florida*, Connecticut, Oklahoma, Utah, New Mexico, Massachusetts, California, Rhode Island, Montana, Nevada, New York, and Hawaii.\*
- **lower than the following 9 states:**  
Indiana, South Carolina, Virginia, Kansas, North Carolina, Wisconsin, Arkansas, Minnesota, and Texas.\*

The sample size in the following 16 states was not large enough to permit a reliable estimate: Alabama, Delaware, Georgia, Iowa, Kentucky, Louisiana, Maine, Mississippi, Missouri, New Hampshire, North Dakota, South Dakota, Tennessee, Vermont, West Virginia, and Wyoming.

\*Within each group, states are listed from highest to lowest performance.

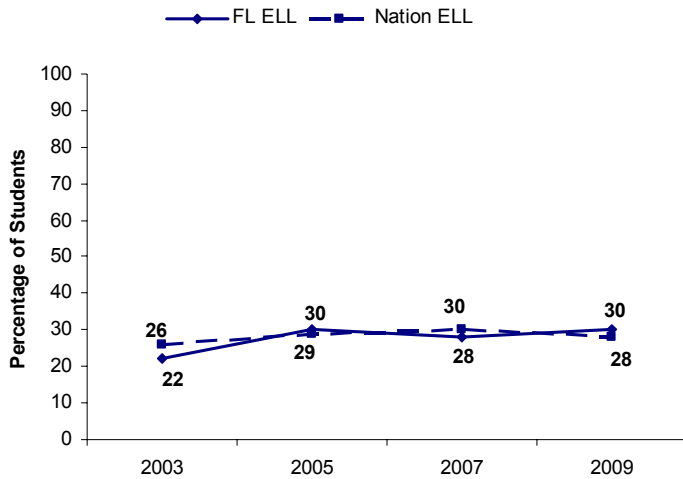
## Achievement Levels

Florida and the Nation, 2003 to 2009

*English Language Learners*

**Figure 28**

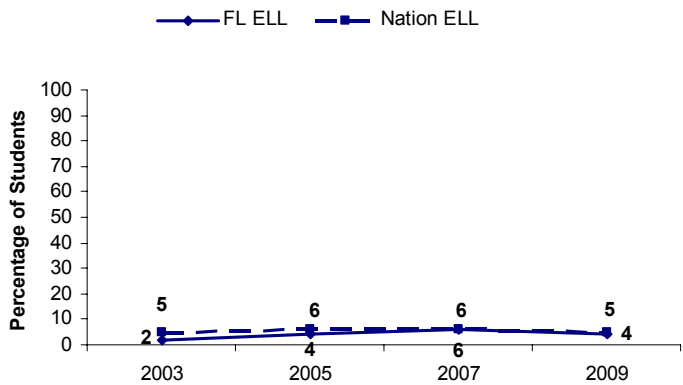
*English Language Learners – percent at or above Basic*



- Between 2003 and 2009, the percent of English language learners in Florida performing at or above *Basic* remained constant.

**Figure 29**

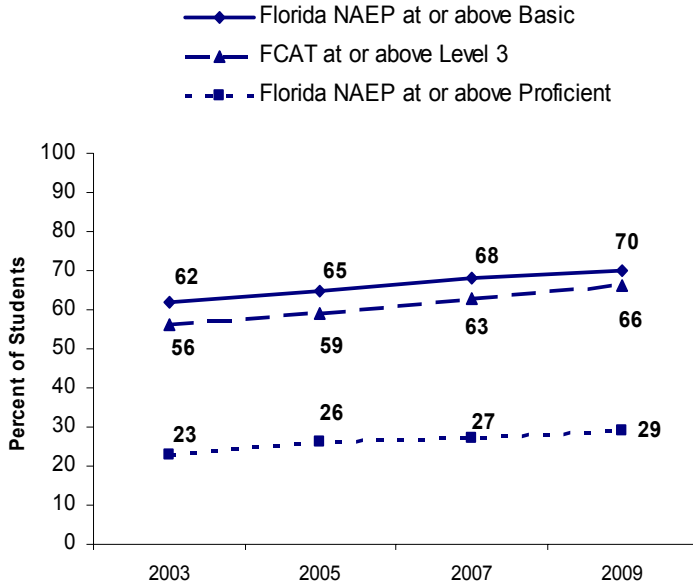
*English Language Learners – percent at or above Proficient*



- Between 2003 and 2009, the percent of English language learners in Florida performing at or above *Proficient* remained constant.

## Grade 8 Mathematics Comparison of the FCAT and Florida NAEP, 2003 to 2009

Figure 30



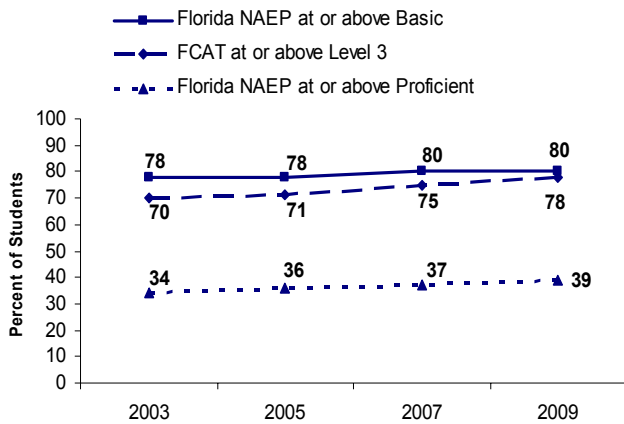
### Highlights

- The percent of Florida’s students scoring at or above Level 3 on FCAT Grade 8 Mathematics increased 10-percentage points between 2003 and 2009 (56 percent to 66 percent).
- The improvement in FCAT is similar to the trend in Florida’s NAEP Grade 8 Mathematics results for the percent scoring at or above *Basic*, which increased 8-percentage points between 2003 and 2009 (62 percent to 70 percent).
- Florida’s NAEP Grade 8 Mathematics results for the percentage scoring at or above *Proficient* has also shown a steady upward trend, increasing 6-percentage points between 2003 and 2009 (23 percent vs. 29 percent).

\*At or above Level 3 on the FCAT is considered proficient and on grade-level.

## Grade 8 Mathematics Comparison of the FCAT and Florida NAEP, 2003 to 2009 by Race/Ethnicity

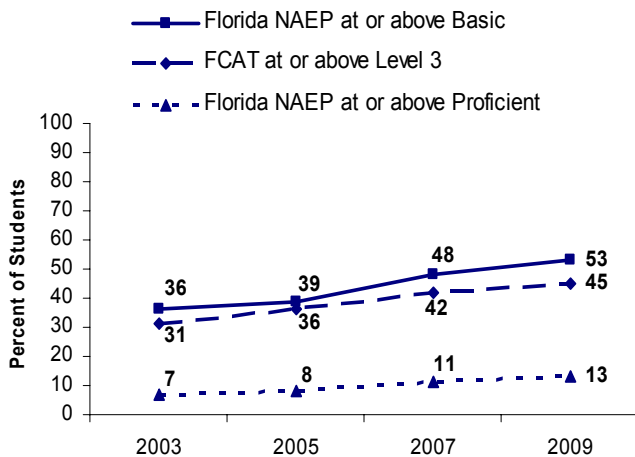
**Figure 31**  
*White Students*



- In Florida, between 2003 and 2009, there was an increase in the percent of White students scoring at or above Level 3 on FCAT Grade 8 Mathematics (an 8-percentage point gain).

- In Florida, between 2003 and 2009, the percent of White students scoring at or above *Basic* and at or above *Proficient* on NAEP Grade 8 Mathematics remained unchanged (a 2- and 5-percentage point gain, respectively).

**Figure 32**  
*African-American Students*



- In Florida, between 2003 and 2009, there was an increase in the percent of African-American students scoring at or above Level 3 on FCAT Grade 8 Mathematics (a 14-percentage point gain).

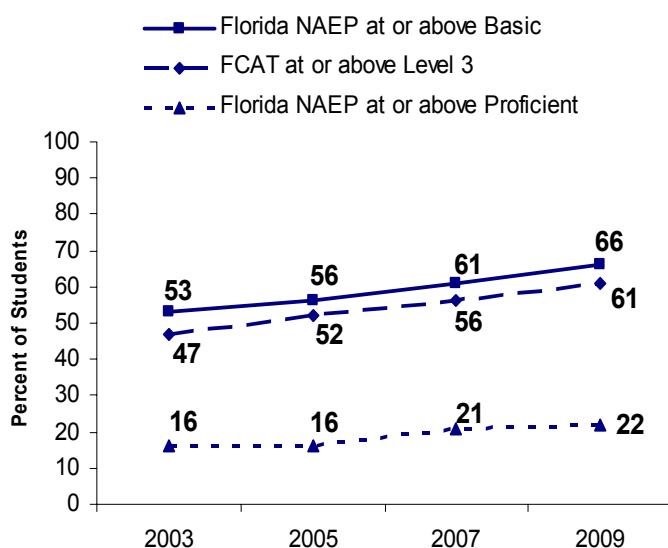
- In Florida, between 2003 and 2009, there were significant increases in the percent of African-American students scoring at or above *Basic* (a 17-percentage point gain) and at or above *Proficient* (a 6-percentage-point gain) on NAEP Grade 8 Mathematics.



## NAEP 2009—Grade 8 Mathematics Results

### Comparison of the FCAT and Florida NAEP, 2003 to 2009 by Race/Ethnicity (continued)

**Figure 33**  
*Hispanic Students*

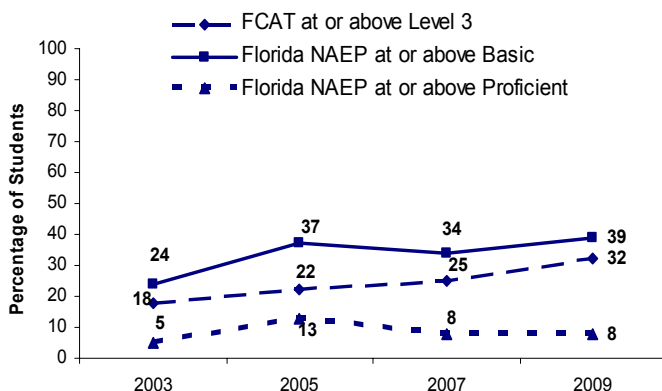


- In Florida, between 2003 and 2009, there was an increase in the percent of Hispanic students scoring at or above Level 3 on FCAT Grade 8 Mathematics (a 14-percentage point gain).

- In Florida, between 2003 and 2009, there was a significant increase in the percent of Hispanic students scoring at or above *Basic* (a 13-percentage point gain) on NAEP Grade 8 Mathematics. During that same time period, the 6-percentage point increase of Hispanic students scoring at or above *Proficient* was not statistically significant.

### Comparison of the FCAT and Florida NAEP, 2003 to 2009 *Students with Disabilities*

**Figure 34**  
*Students with Disabilities*



- In Florida, between 2003 and 2009, there was an increase of students with disabilities scoring at or above Level 3 on FCAT Grade 8 Mathematics (a 14-percentage point gain).

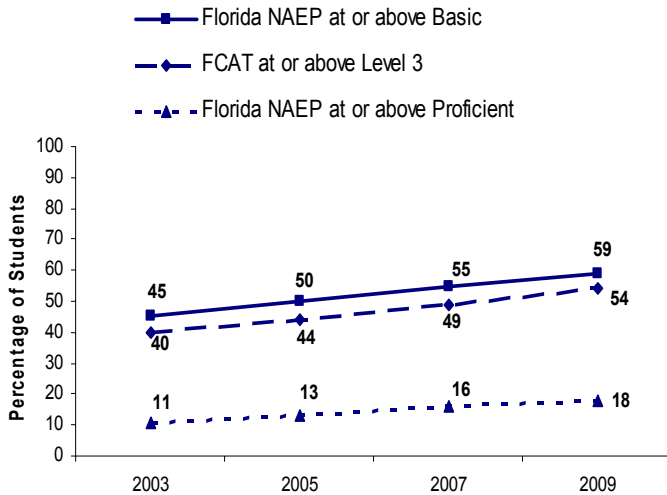
- In Florida, between 2003 and 2009, there was a significant increase in the percent of students with disabilities scoring at or above *Basic* (a 15-percentage point gain) on NAEP Grade 8 Mathematics. The percentage scoring at or above *Proficient* remained the same (a 3-percentage point gain).



# NAEP 2009—Grade 8 Mathematics Results

## Comparison of the FCAT and Florida NAEP, 2003 to 2009 Free/Reduced-Price Lunch

**Figure 35**  
*Free/Reduced-Price Lunch*

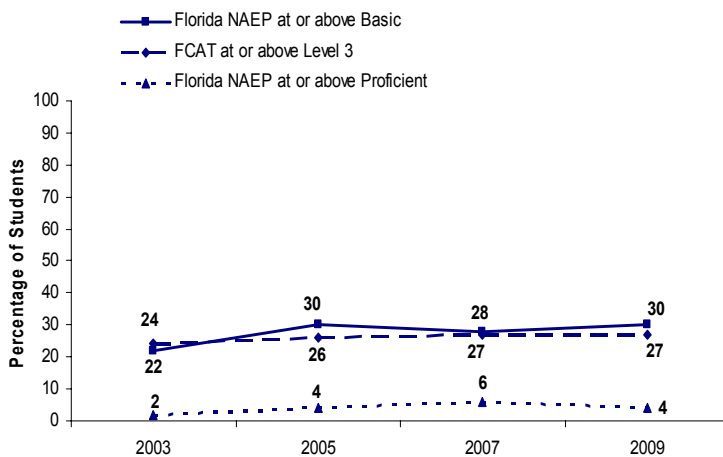


- In Florida, between 2003 and 2009, there was an increase of students eligible for free/reduced-price lunch scoring at or above Level 3 on FCAT Grade 8 Mathematics (a 14-percentage point gain).

- In Florida, between 2003 and 2009, there were significant increases in the percent of students eligible for free/reduced-price lunch scoring at or above *Basic* (a 14-percentage point gain) and at or above *Proficient* (a 7-percentage point gain) on NAEP Grade 8 Mathematics.

## Comparison of the FCAT and Florida NAEP, 2003 to 2009 English Language Learners

**Figure 36**  
*English Language Learners*



- In Florida, between 2003 and 2009, there was an increase of English language learners scoring at or above Level 3 on FCAT Grade 8 Mathematics (a 3-percentage point gain).

- In Florida, between 2003 and 2009, the increases in the percent of English language learners scoring at or above *Basic* (a 8-percentage point gain) and at or above *Proficient* (a 2-percentage point gain) on NAEP Grade 8 Mathematics were not significant.