



**NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS**

**National Assessment of  
Educational Progress 2007  
Grade 4 Reading  
Report for Florida**

This report provides selected results from Florida's National Assessment of Educational Progress (NAEP) for public school students at Grade 4 in reading. Beginning in 1992, reading has been assessed in seven different years at the state level: 1992, 1994, 1998, 2002, 2003, 2005, and 2007. Reading results are reported for all seven years by average scale scores (on a 0–500 point scale) and, using that point scale, by achievement levels (*Basic*, *Proficient*, and *Advanced*).

In 2007, 52 jurisdictions participated in the assessment: the 50 states, the District of Columbia, and the Department of Defense Schools.

NAEP is a project of the National Center for Education Statistics (NCES). For additional information about the assessment, see The Nation's Report Card, an interactive database at <http://nces.ed.gov/nationsreportcard/>. Released test questions, scoring guides, and question-level performance data, as well as national and state results, are available on the Web site.

**HIGHLIGHTS OF GRADE 4 READING**

- Florida's Grade 4 students scored 224, 4 points higher than the national Grade 4 average scale score of 220.
- Florida's Grade 4 students' reading average scale score improved by 5 points between 2005 and 2007, from 219 to 224.
- Florida was one of only 18 states whose Grade 4 reading average scale score increased between 2005 and 2007.
- In 2007, Florida's Grade 4 students outperformed 58 percent of their peers in other states in reading; whereas in 2003, Florida's Grade 4 students outperformed 37 percent of their peers in other states.
- Since 2003, Hispanic students' Grade 4 reading scores in Florida have significantly risen. In 2007, their average scale score rose to 218, up from 211 in 2003.
- Since 2003, the reading scores of Florida's Grade 4 students with disabilities (SD) have significantly risen. In 2007, their average scale score rose to 195, up from 184 in 2003.
- Since 2003, low-income Grade 4 students' reading scores have significantly risen. In 2007, their average scale score rose to 213, up from 205 in 2003.
- Between 2003 and 2007, Florida was one of only three states in which the achievement gap in reading between low- and higher-income Grade 4 students decreased significantly.

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## NAEP GENERAL INFORMATION

### What is NAEP?

- The National Assessment of Educational Progress (NAEP) was authorized by Congress and implemented in 1969.
- NAEP (or the Nation’s Report Card) is the only ongoing nationally representative measure of what students in the United States know and can do in various subject areas.
- NAEP is administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education’s Institute of Education Sciences (IES).
- In 1988, Congress established the 26-member National Assessment Governing Board (NAGB) to oversee and set policy for NAEP.
- NAGB establishes the frameworks on which NAEP is based.
- NAEP at the state level began in 1990. In 2003, NAEP participation became mandatory for all states and territories under the federal No Child Left Behind Act of 2001 (NCLB).
- Each student in a selected sample takes only a portion of the assessment (approximately 10 percent). Results are then assembled to form projected state and national scores.
- Reports are produced on the performance of groups of students at a given time and across time.
- NAEP reports scores in two different ways: by average scale scores and by achievement levels.
- Results are used to compile national and state data. No results are generated for schools or individual students.
- NAEP serves as an assessment of overall national and state achievement, not as a diagnostic test for individual students.

### What are the benefits of NAEP?

- NAEP provides an opportunity for Florida to compare the achievement of its students to that of students across the nation.
- NAEP provides student performance data broken down by subgroups, such as the racial/ethnic groups of White, African American, and Hispanic. This allows policy makers to examine grade-level student achievement within and across states at the subgroup level.
- NAEP data provides states with an external “check” on state assessment data.

### Who participates in NAEP?

- A stratified random sample of Grade 4 and 8 students is assessed at the state and national levels. A stratified random sample of Grade 12 students is assessed at the national level.
- Samples are drawn and weighted to represent public schools in states and 10 urban districts.\* Charter schools are included in the public school results.
- Both public school and nonpublic school students are assessed at the national level.
- Fifty-two jurisdictions participate in NAEP—the 50 states, the District of Columbia, and the Department of Defense Schools.
- Accommodations are offered to English language learners (ELLs), students with 504 plans, and students with disabilities (SD) who have Individual Education Plans (IEPs). The most typical accommodations include:
  - extended testing time,
  - individual or small-group administrations, and
  - large-print booklets.

### What does NAEP measure?

- The NAEP subject assessments are based on [frameworks](#) that provide the theoretical basis for the assessment, specific directions for what kinds of knowledge and skills should be assessed, how the exercises should be designed and administered, and how student responses should be scored. Frameworks are available at the NAGB Web site ([www.nagb.org/](http://www.nagb.org/)) under “Frameworks.”
- State NAEP measures and reports the knowledge of Grade 4 and 8 students in four subject areas:
  - [mathematics](#),
  - [reading](#),
  - [science](#), and
  - [writing](#).

\*Results are presently available for 10 districts classified as Trial Urban Districts. The districts are: Atlanta, Austin, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego.

## NAEP READING ASSESSMENT INFORMATION

### Who is assessed?

- The NAEP 2007 reading assessment was administered to a stratified random sample of students from Grades 4, 8, and 12 at the national level and Grades 4 and 8 at the state level.
- Both public school and nonpublic school students were assessed at the national level.
- At the state level, only the results of public school students are reported.
- Fifty-two jurisdictions participated—the 50 states, the District of Columbia, and the Department of Defense Schools.

### What years have reading assessments been administered?

- National and State Samples:
  - Grade 4 in 1992, 1994, 1998, 2002, 2003, 2005, and 2007; and
  - Grade 8 in 1998, 2002, 2003, 2005, and 2007.

### What is assessed?

- The NAEP reading framework specifies what is to be assessed and how it is to be assessed. The framework can be accessed at [www.nagb.org/frameworks/reading\\_07.doc](http://www.nagb.org/frameworks/reading_07.doc).
- The NAEP reading framework provides a broad definition of reading that includes
  - developing a general understanding of written texts,
  - interpreting texts, and
  - using texts for different purposes.
- The reading framework views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. The framework specifies
  - three contexts of reading:
    1. reading for literary experience,
    2. reading for information, and
    3. reading to perform a task.
  - four aspects of reading that characterize the way readers respond to texts:
    1. forming a general understanding,
    2. developing interpretation,
    3. making reader/text connections, and
    4. examining content and structure.

### How is NAEP reading assessed?

- Students are given assessment booklets containing reading passages and comprehension questions.
- Passages are 250 to 800 words in length and are complete stories, articles, or chapters of textbooks.
- Questions are presented in two formats:
  - multiple-choice, and
  - constructed-response.
    - Short answer constructed-response questions require a one- or two-sentence answer.
    - Extended answer constructed-response questions require a paragraph or full-page response.
- At least half of the questions are constructed-response (either short or extended response).
- NAEP uses a matrix-sampling design of test items so that no one student takes the entire set of test questions (<http://nces.ed.gov/nationsreportcard/pubs/guide/ques20.asp>).
- Each student taking the assessment receives one of eight or more possible booklets.
- The reading assessment cannot be read aloud, and no alternate language version is available for Florida students since the assessment measures reading in English.

### How is NAEP reading administered?

- Each student responds to two separately-timed blocks of items that contain a reading passage and a set of related questions. Different students receive different blocks of items.
- Accommodations are offered to English language learners (ELLs), students with 504 plans, and students with disabilities (SD) who have Individual Education Plans (IEPs). The most typical accommodations include:
  - extra testing time,
  - individual or small-group administrations, and
  - large-print booklets.

### What is the distribution of items on the reading assessment?

The distribution of items among the four aspects of reading differs by grade to reflect the knowledge and comprehension skills appropriate for each grade level. As shown in the chart below, for the purpose of distribution by assessment time, the “forming a general understanding” and “developing interpretation” aspects of reading were combined per the specifications for the assessment.

### Item Distribution

Aspects of Reading	Grade 4	Grade 8
Forming a general understanding and Developing interpretation	60%	55%
Making reader/text connections	15%	15%
Examining content and structure	25%	30%
	100%	100%

### How are NAEP reading scores reported?

- Results are used to compile national and state data. No results are generated for schools or individual students.
- National results reflect the performance of all Grades 4 and 8 students in public schools, private schools, Bureau of Indian Education (BIE) schools, and Department of Defense schools.
- State results reflect the performance of students in public schools only.
- NAEP reports scores in two different ways: average scale scores and achievement levels. Both scores are based on the performance of samples of students, not the entire population.
- Average scale scores indicate how much a student *knows and can do* based on a 0–500 point scale. The scores are reported as
  - Average scale scores (range from 0–500), and
  - Percentiles (10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, and 90<sup>th</sup>).
- Achievement levels offer a means of identifying percentages of students who have demonstrated certain reading proficiencies.
  - Achievement levels are performance standards based on scale scores and show what students *should know and be able to do*.
  - The achievement levels set by the National Assessment Governing Board (NAGB) are
    - *Advanced*,
    - *Proficient*, and
    - *Basic*.
  - Below *Basic* is reported, but is not considered to be an achievement level.
  - Achievement levels are based on scale scores. They identify percentages of students who have demonstrated certain reading proficiencies.
  - Achievement-level descriptors for Grade 4 reading can be found at <http://nces.ed.gov/nationsreportcard/reading/achieveall.asp#grade4>

### How are NAEP reading scores interpreted?

- Differences between average scale scores or between achievement-level percentages are discussed in this report only when they are statistically significant. Statistically significant means we are assured that the differences in scores could not have occurred by chance variations. The differences are referred to as “significant differences” or as being “significantly different.”
- NAEP assesses a representative sample of students in each state. The number of students tested in a state determines the standard error for that particular state. Because of the sample design, performance standard error must be considered in reporting NAEP results. Statistical tests that factor in the standard errors are used to determine whether the differences are significant at the 0.05 level.
- Estimates based on smaller groups are likely to have relatively large standard errors. In these cases, some seemingly large differences may not be statistically significant. However, NAEP sample sizes have continually increased since 2002, resulting in a smaller standard error. Consequently, smaller differences can be detected as statistically significant.
- Data for results discussed in this report and other results can be found at the NAEP Data Explorer Web site at <http://nces.ed.gov/nationsreportcard.nde>.



## GRADE 4 READING INTRODUCTION

This report provides selected results from the National Assessment of Educational Progress (NAEP) for Florida's and the nation's public school students at Grade 4 in reading. Beginning in 1992, reading has been assessed seven times at the state level: in 1992, 1994, 1998, 2002, 2003, 2005, and 2007.

The results of student performance on the NAEP 2007 assessment are reported for various groups of students by: race/ethnicity, free/reduced-price lunch, students with disabilities (SD), English language learners (ELLs), and gender. Reading performance results for groups of students are reported in two ways: as average scale scores and as percentages of students performing at various achievement levels.

### Scale Scores

NAEP reading results are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject, average scores cannot be compared across subjects, even when the scale has the same range. In addition to reporting an overall reading score for each grade, scores are reported at five percentiles (10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, and 90<sup>th</sup>) to show trends in performance for lower-, middle-, and higher-performing students.

### Achievement Levels

Achievement levels are performance standards defining what students should know and be able to do. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level. Below *Basic* is reported, but is not considered to be an achievement level.

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- *Advanced* represents superior performance.

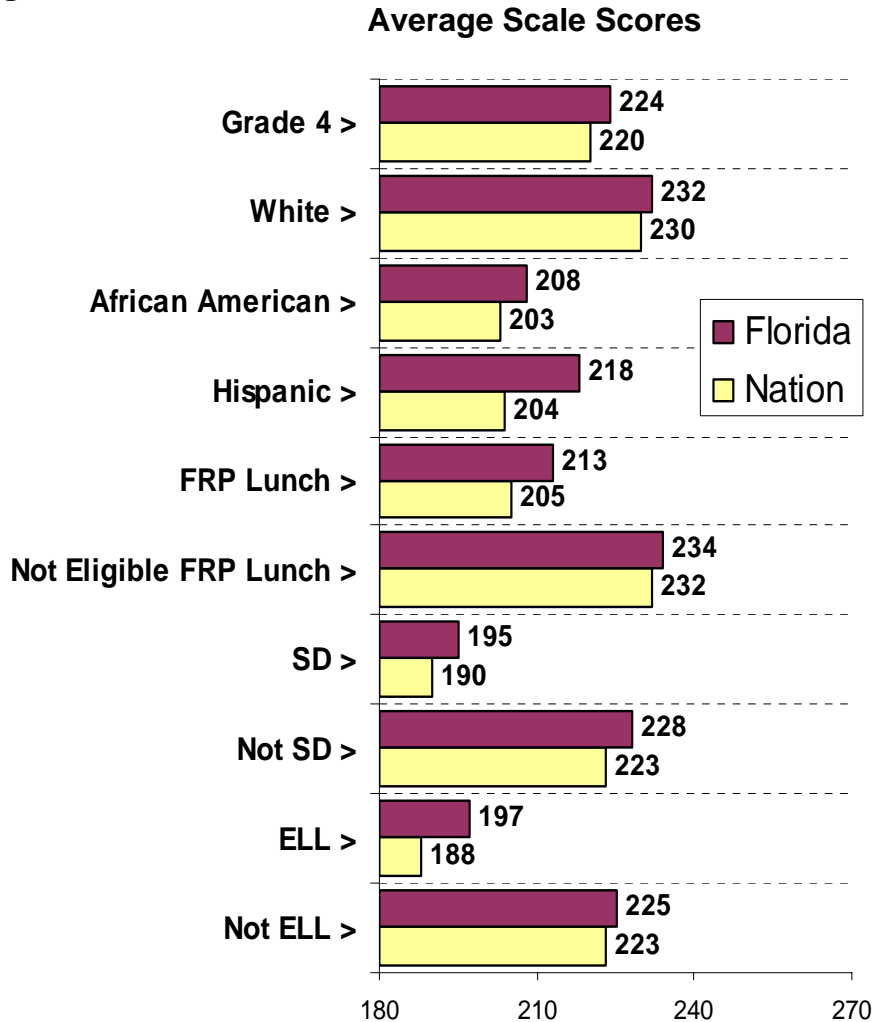
The difference between “Proficient” and “proficiency” is that *Proficient* is a defined level of performance, such as *Advanced* and *Basic*, and proficiency is something we measure. *Proficient* is a description or label, and proficiency is something we are trying to measure.

## Florida and the Nation—Average Scale Scores

Grade 4 Reading 2007

Demographic Groups

Figure 1



In 2007, Florida's Grade 4 students had an average scale score in NAEP reading that was significantly higher than that of their national counterparts, as did Florida students in all demographic subgroups: race/ethnicity, free/reduced-price lunch, students with disabilities (SD), and English language learners (ELL).\*

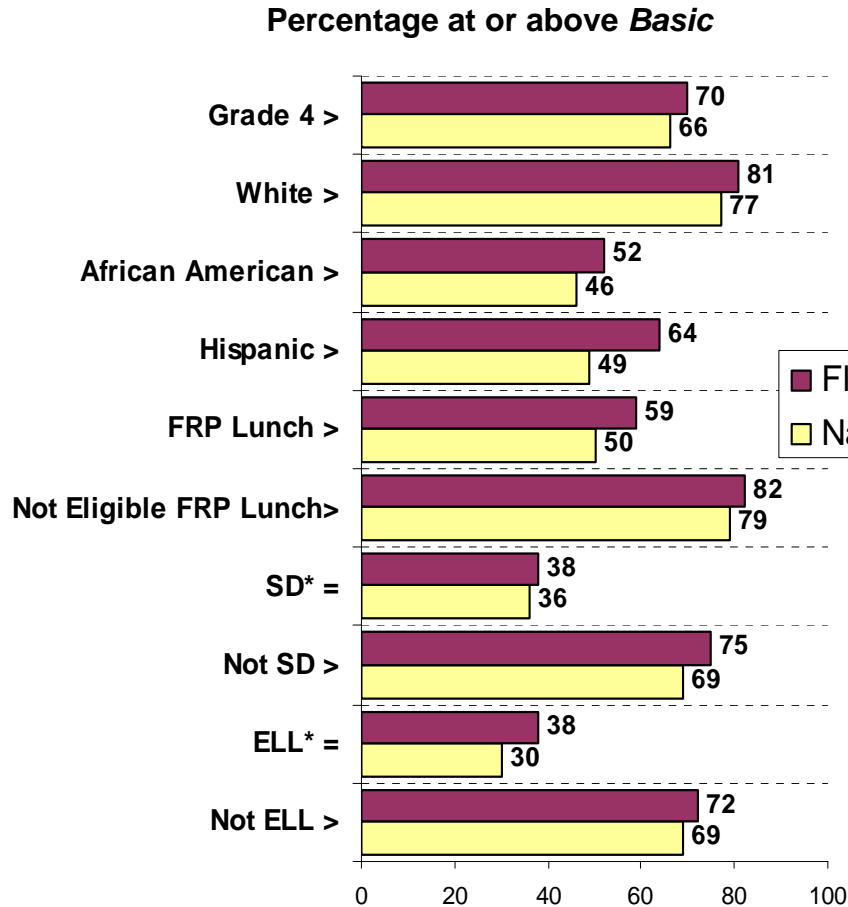
\*Comparisons are based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors.

## Florida and the Nation—Achievement-Level Scores

Grade 4 Reading 2007

Demographic Groups

**Figure 2**



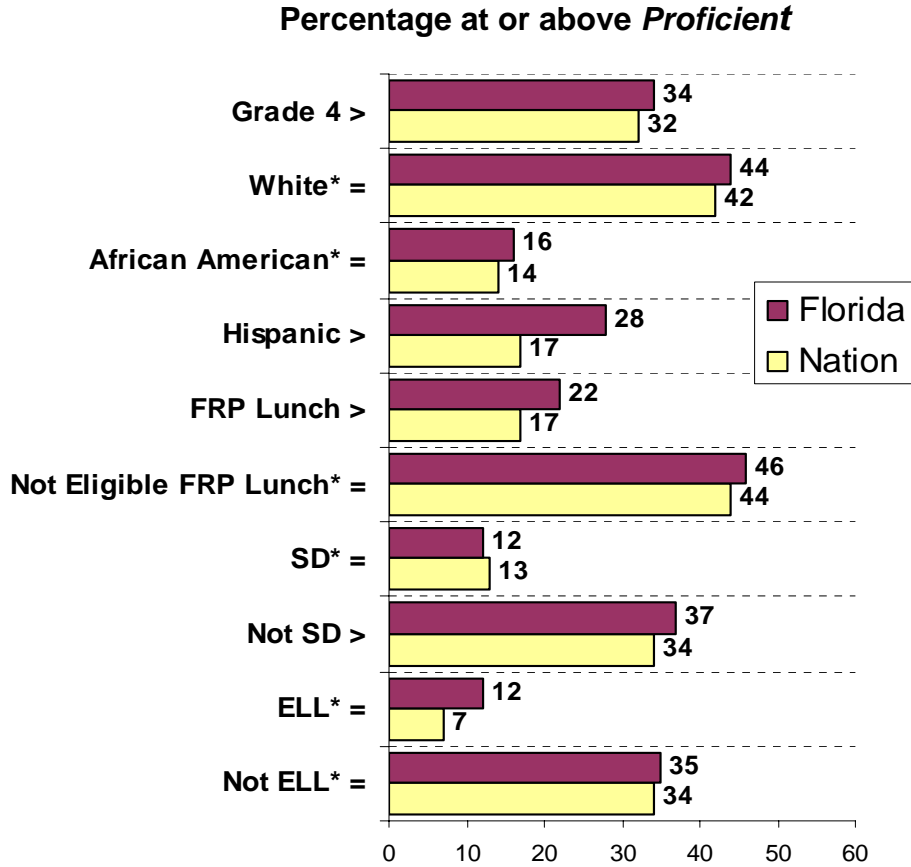
In 2007, the percentage of Florida's Grade 4 students who scored at or above *Basic* was significantly higher than that of their national counterparts, as were those of Florida's racial/ethnic groups of White, African American, and Hispanic students, students eligible for free/reduced-price lunch, students not eligible for free/reduced-price lunch, students without disabilities, and students who are not English language learners (ELLs).

The percentages of Florida's Grade 4 students with disabilities (SD) and ELLs who scored at or above *Basic* were statistically equal to the percentages of their national counterparts.\*

\*Scores are not significantly different based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors.

**Florida and the Nation—Achievement-Level Scores**  
 Grade 4 Reading 2007  
 Demographic Groups

**Figure 3**



In 2007, the percentages of Florida’s Grade 4 students and those in the Hispanic, eligible for free/reduced-price lunch, and students without disabilities subgroups who scored at or above *Proficient* were significantly higher than those of their national counterparts.

The percentages of the racial/ethnic groups of White and African American students, students not eligible for free/reduced-price lunch, students with disabilities (SD), English language learners (ELLs), and non-ELLs who scored at or above *Proficient* were statistically equal to the percentages of their national counterparts.\*

\*Scores are not significantly different based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors.

## RACE/ETHNICITY

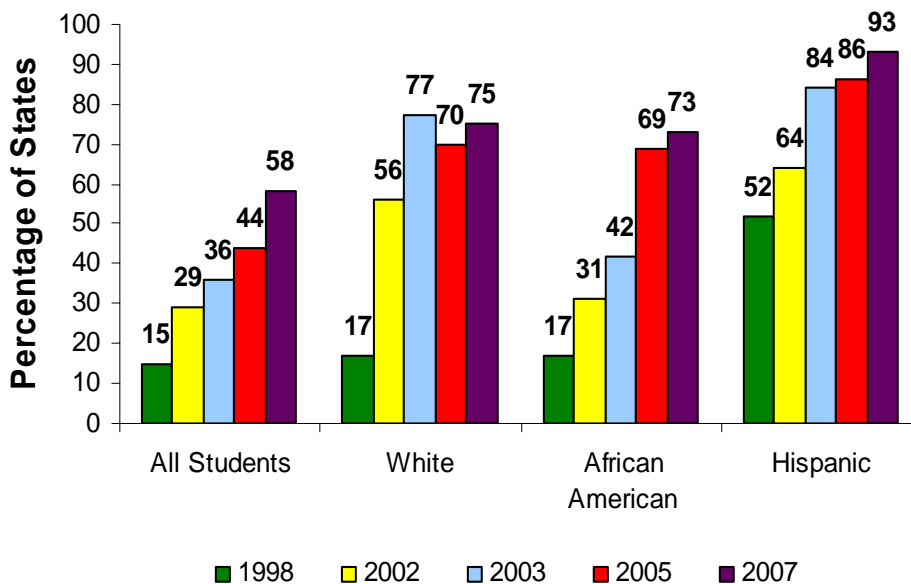
### Grade 4 Reading

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 populations in the White, African American, and Hispanic racial/ethnic groups.

### Average Scale Scores

**Figure 4**

Percentage of States and Jurisdictions Florida Outperformed by *Race/Ethnicity* Based on Average Scale Scores 1998–2007



In 2007, Florida's White students scored higher than 75 percent of the 51 other states and jurisdictions with reportable White student populations.

In 2007, Florida's African American students scored higher than 73 percent of the 43 other states and jurisdictions with reportable African American student populations.

In 2007, Florida's Hispanic students scored higher than 93 percent of the 45 other states and jurisdictions with reportable Hispanic student populations.

**Figure 5**  
Number of States and Jurisdictions Florida Outperformed

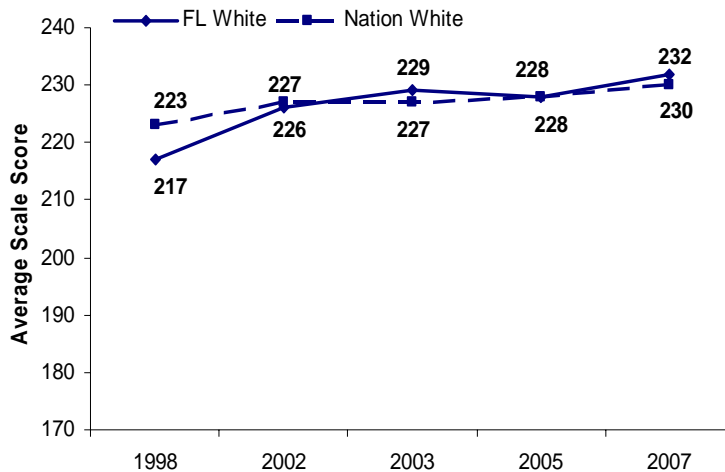
	1998	2002	2003	2005	2007	Percentage Increase in Number of States Florida Outperformed Between 1998 and 2007
<b>White</b>	7	25	40	36	39	82%
<b>African American</b>	5	11	18	30	32	84%
<b>Hispanic</b>	6	18	31	35	43	86%
<b>All Students</b>	6	13	19	23	30	80%

**Figure 6**  
Number of States and Jurisdictions with Reportable\* Populations†

	1998	2007	Percentage Increase in Number of States and Jurisdictions with Reportable Populations Between 1998 and 2007
<b>White</b>	41	52	21%
<b>African American</b>	36	44	18%
<b>Hispanic</b>	25	46	46%
<b>All Students</b>	41	52	21%

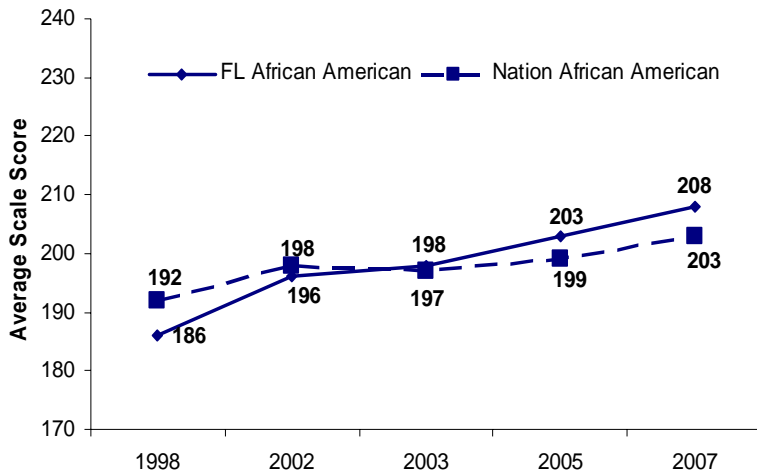
\*Sufficient size  
†Includes Florida

**Figure 7**  
Florida and the Nation 1998–2007  
*White Students*



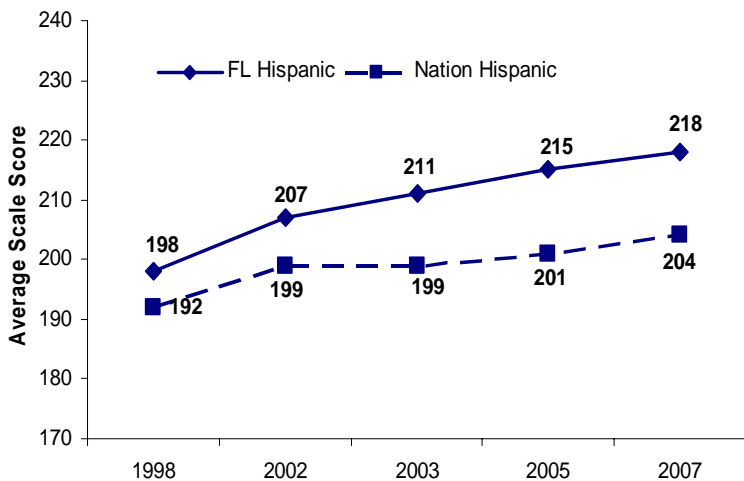
- Florida’s average scale score improvement between 1998 and 2007 for White students was greater than that of the nation’s.
- Gains for Florida between 1998 and 2007 were 217 to 232 (15-point gain); gains for the nation were 223 to 230 (7-point gain).

**Figure 8**  
Florida and the Nation 1998–2007  
African American Students



- Florida’s African American students’ average scale score improvement between 1998 and 2007 was greater than that of the nation’s African American students.
- Gains for African American students in Florida between 1998 and 2007 were 186 to 208 (22-point gain); gains for the nation were 192 to 203 (11- point gain).

**Figure 9**  
Florida and the Nation 1998–2007  
Hispanic Students

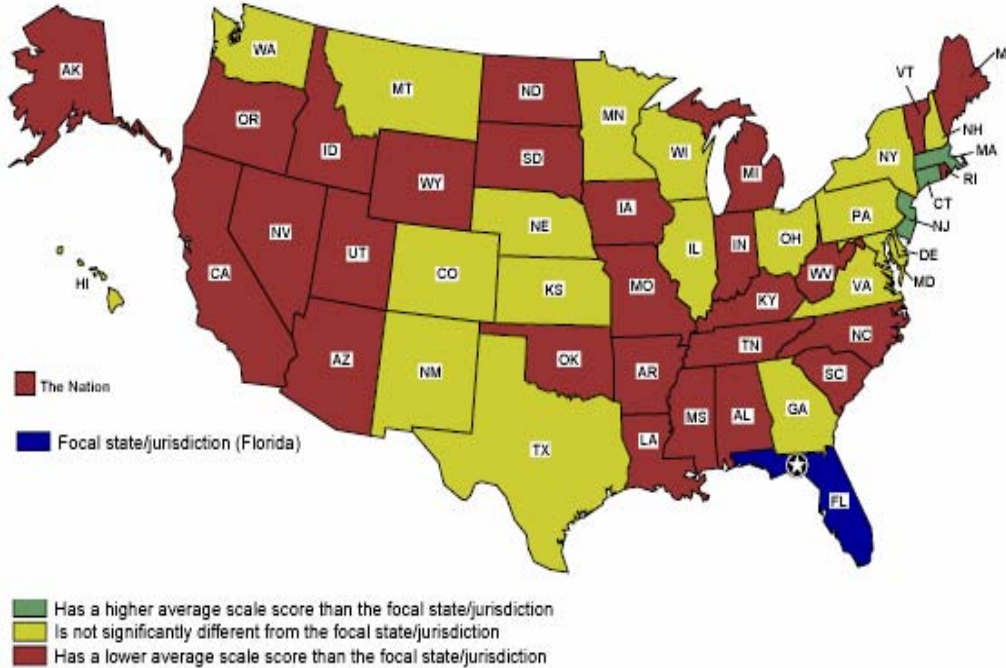


- Florida’s Hispanic students’ average scale score improvement between 1998 and 2007 was greater than that of the nation’s Hispanic students.
- Gains for Hispanic students in Florida between 1998 and 2007 were 198 to 218 (20-point gain); gains for the nation were 192 to 204 (12- point gain).

**Summary Figures 7, 8, and 9**

Florida’s White, African American, and Hispanic average scale scores were all significantly higher in 2007 than in 1998. All three racial/ethnic groups scored at higher levels than did their national counterparts.

**Figure 10**  
 Florida’s National Standing in 2007  
 Average Scale Scores  
 White Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

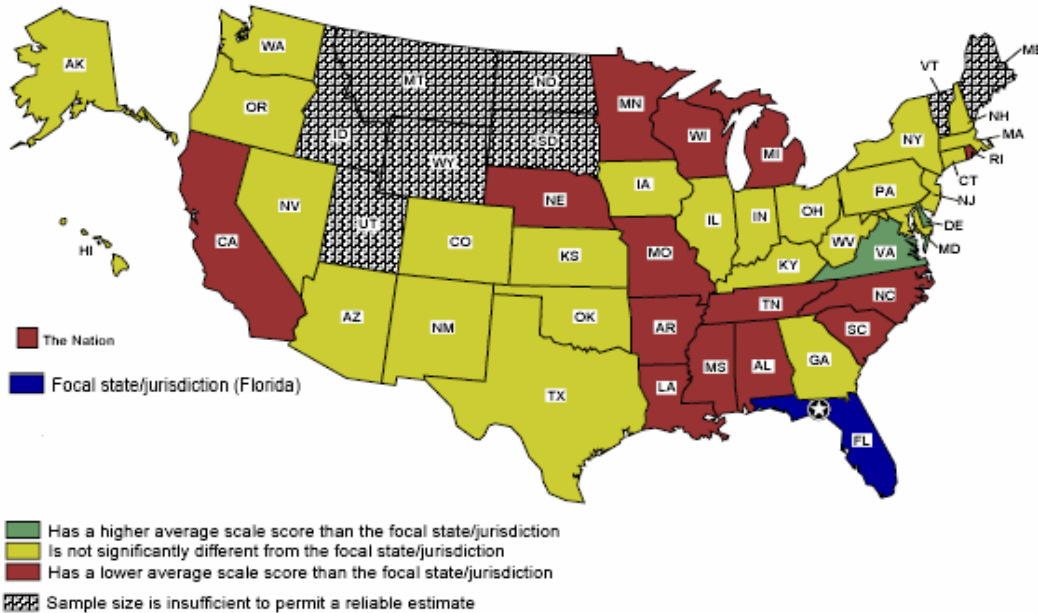
In 2007, Florida ranked 10<sup>th</sup> in the nation in Grade 4 reading average scale scores for White students. Florida’s White students’ average scale score of 232 was

- **higher than the nation and the following 27 states:**  
 North Dakota, Vermont, Wyoming, South Dakota, North Carolina, Alaska, Idaho, Iowa, Rhode Island, California, Michigan, Alabama, Maine, Indiana, Utah, Arkansas, Missouri, Kentucky, South Carolina, Arizona, Tennessee, Nevada, Oklahoma, Mississippi, Oregon, Louisiana, and West Virginia.\*
- **not significantly different from the following 19 states:**  
 Maryland, Colorado, New York, Pennsylvania, Delaware, Virginia, *Florida*, Texas, Minnesota, Ohio, Montana, Nebraska, New Hampshire, Georgia, Illinois, Kansas, Wisconsin, Washington, New Mexico, and Hawaii.\*
- **lower than the following 3 states:**  
 Massachusetts, Connecticut, and New Jersey.\*

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



**Figure 11**  
 Florida's National Standing in 2007  
 Average Scale Scores  
 African American Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

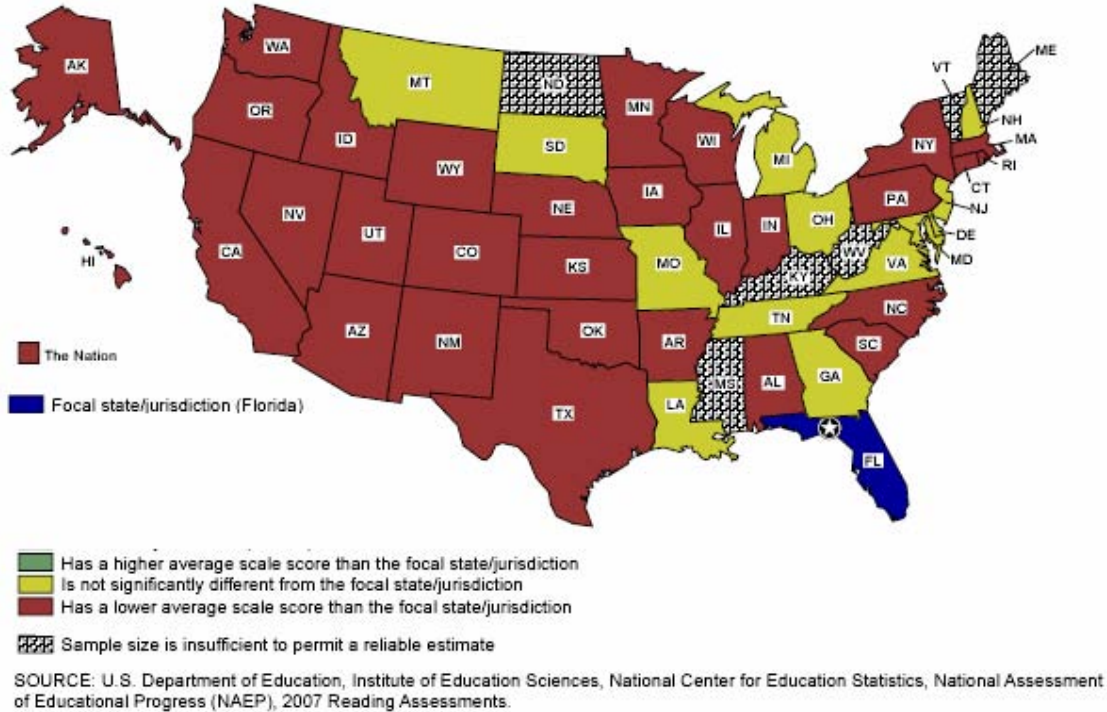
In 2007, Florida ranked 9<sup>th</sup> in the nation in Grade 4 reading average scale scores for African American students. Florida's African American students' average scale score of 208 was

- **higher than the nation and the following 14 states:**  
 North Carolina, Alabama, Missouri, California, South Carolina, Rhode Island, Minnesota, Michigan, Mississippi, Arkansas, Louisiana, Nebraska, Tennessee, and Wisconsin.\*
- **not significantly different from the following 25 states:**  
 New Hampshire, New Jersey, Hawaii, Massachusetts, Colorado, Maryland, *Florida*, New York, Kansas, New Mexico, Texas, Alaska, Arizona, Washington, Georgia, Iowa, Ohio, Oklahoma, Kentucky, Connecticut, West Virginia, Nevada, Illinois, Indiana, Pennsylvania, and Oregon.\*
- **lower than the following 2 states:**  
 Delaware and Virginia.\*

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

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

**Figure 12**  
 Florida's National Standing in 2007  
 Average Scale Scores  
 Hispanic Students



In 2007, Florida ranked 2<sup>nd</sup> in the nation in Grade 4 reading average scale scores for Hispanic students. Florida's Hispanic students' average scale score of 218 was

- **higher than the nation and the following 30 states:**  
 Texas, Wyoming, Massachusetts, Kansas, Wisconsin, Iowa, Indiana, New York, Washington, Alaska, Illinois, North Carolina, South Carolina, Hawaii, New Mexico, Colorado, Idaho, Connecticut, Nebraska, Arkansas, Utah, Minnesota, Pennsylvania, Rhode Island, Oklahoma, Arizona, Alabama, Nevada, California, and Oregon.\*
- **not significantly different from the following 13 states:**  
 Montana, *Florida*, Delaware, Virginia, New Jersey, Ohio, Maryland, Missouri, Louisiana, Georgia, Michigan, New Hampshire, South Dakota, and Tennessee.\*
- **lower than no states.**

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

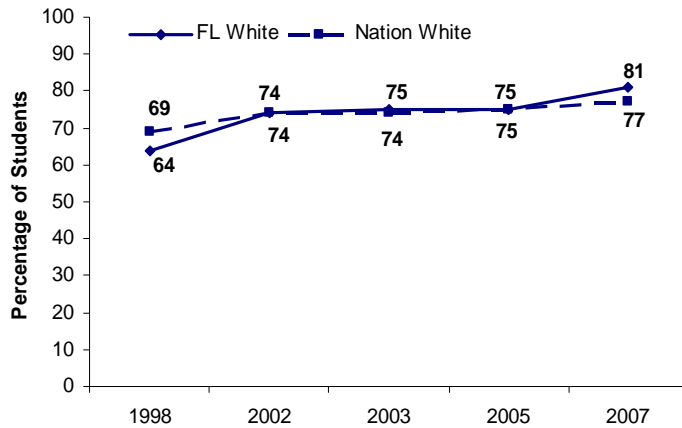
\*Within each group, states are listed from highest to lowest performance.

### Achievement Levels

Percentage at *Basic* and above

**Figure 13**

Florida and the Nation 1998–2007  
*White* Students

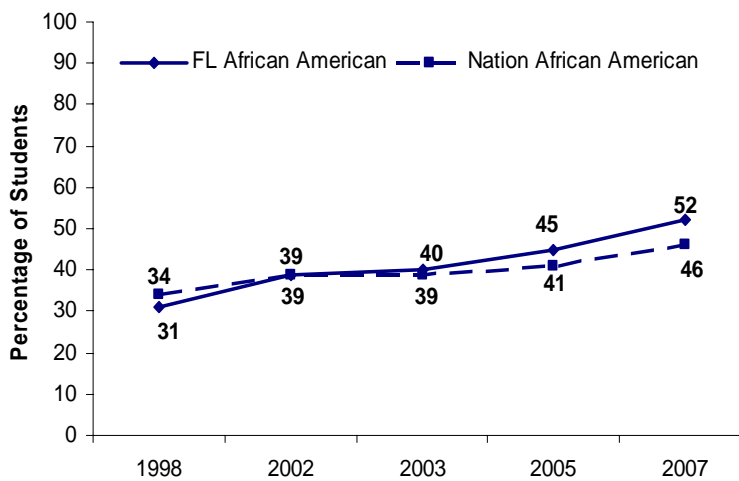


- The percentage of White students in Florida and in the nation performing at or above *Basic* in Grade 4 reading improved significantly between 1998 and 2007.

- Between 1998 and 2007, Florida improved by 17 percentage points (from 64% to 81%); the nation improved by 8 percentage points (from 69% to 77%).

**Figure 14**

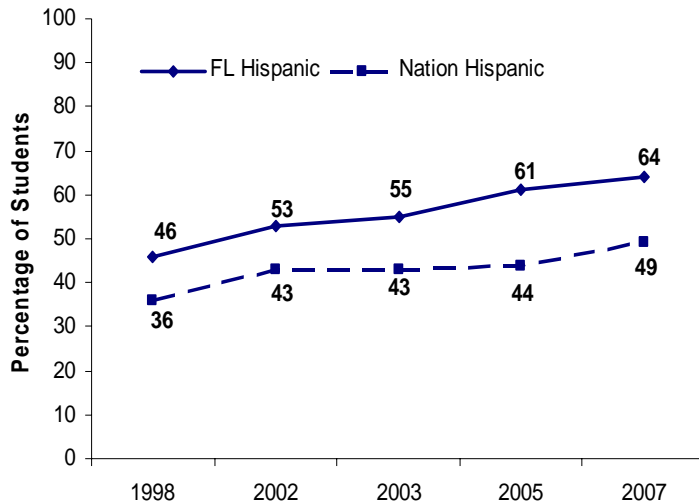
Florida and the Nation 1998–2007  
*African American* Students



- The percentage of African American students in Florida and in the nation performing at or above *Basic* in Grade 4 reading improved significantly between 1998 and 2007.

- Between 1998 and 2007, Florida improved by 21 percentage points (from 31% to 52%); the nation improved by 12 percentage points (from 34% to 46%).

**Figure 15**  
Florida and the Nation 1998–2007  
Hispanic Students



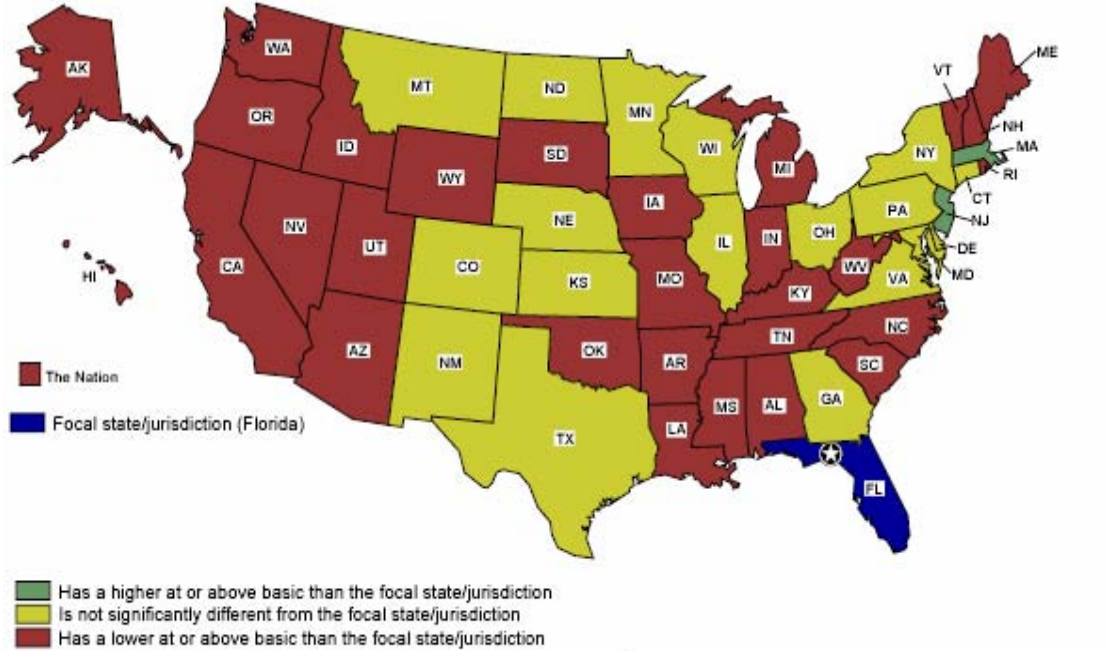
- The percentage of Hispanic students in Florida and in the nation performing at or above *Basic* in Grade 4 reading improved significantly between 1998 and 2007.

- Between 1998 and 2007, Florida improved by 18 percentage points (from 46% to 64%); the nation improved by 13 percentage points (from 36% to 49%).

### Summary Figures 13, 14, and 15

In 2007, the percentage of Florida's Hispanic students performing at or above *Basic* (64 percent) is significantly greater than the percentage of the nation's Hispanic students performing at or above *Basic* (49 percent). The percentages of Florida's and the nation's White students performing at or above *Basic* are not significantly different (81 percent vs. 77 percent). The same is true of the percentages of Florida's and the nation's African American students (52 percent vs. 46 percent).

**Figure 16**  
 Florida's National Standing in 2007  
 Percentage at *Basic* and above  
*White* Students



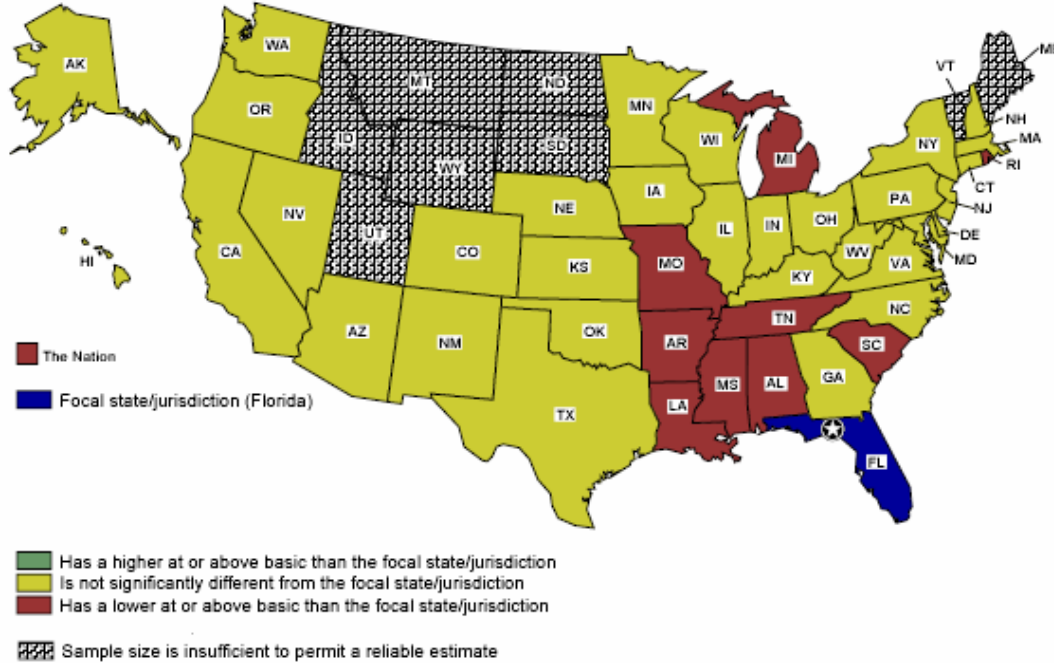
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 6<sup>th</sup> in the nation in Grade 4 reading of White students who performed at or above *Basic*. Florida's White students' score of 81 percent was

- **higher than the nation and the following 29 states:**  
 New Hampshire, Wyoming, Alaska, South Dakota, Iowa, Washington, Idaho, Vermont, North Carolina, Rhode Island, Arkansas, Michigan, Utah, Missouri, California, Hawaii, Maine, Indiana, Alabama, Oklahoma, Kentucky, South Carolina, Tennessee, Nevada, Arizona, Oregon, Mississippi, Louisiana, and West Virginia.\*
- **not significantly different from the following 18 states:**  
 Connecticut, Delaware, Pennsylvania, *Florida*, Colorado, Maryland, New York, Virginia, Texas, Ohio, Montana, Nebraska, Minnesota, Georgia, North Dakota, Kansas, Wisconsin, Illinois, and New Mexico.\*
- **lower than the following 2 states:**  
 Massachusetts and New Jersey.\*

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

**Figure 17**  
 Florida’s National Standing in 2007  
 Percentage at *Basic* and above  
 African American Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 11<sup>th</sup> in the nation in Grade 4 reading of African American students who performed at or above *Basic*. Florida’s African American students’ score of 52 percent was

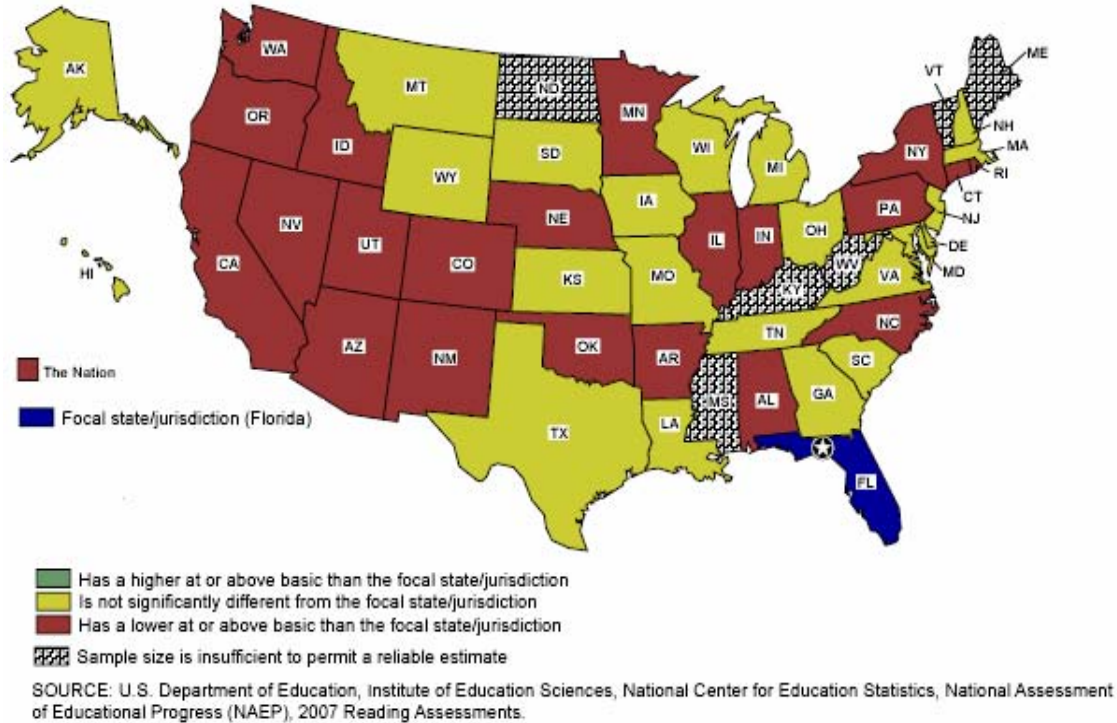
- **higher than the nation and the following 9 states:** Missouri, Alabama, South Carolina, Rhode Island, Michigan, Louisiana, Arkansas, Mississippi, and Tennessee.\*
- **not significantly different from the following 32 states:** Virginia, Hawaii, Delaware, New Hampshire, Massachusetts, New Jersey, Colorado, Iowa, Alaska, Washington, *Florida*, New York, Kansas, Arizona, New Mexico, Texas, Maryland, Georgia, Connecticut, Nevada, Ohio, Kentucky, Oklahoma, West Virginia, North Carolina, Illinois, Pennsylvania, Indiana, Minnesota, California, Nebraska, Oregon, and Wisconsin.\*
- **lower than no states.**

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

\*Within each group, states are listed from highest to lowest performance.  
 Office of Assessment, ARM  
 Dr. Cornelia Orr, Assistant Deputy Commissioner  
 Michele Sonnenfeld, NAEP Coordinator  
 Grade 4 Reading  
 July 2008



**Figure 18**  
 Florida's National Standing in 2007  
 Percentage at *Basic* and above  
 Hispanic Students



In 2007, Florida ranked 2<sup>nd</sup> in the nation in Grade 4 reading of Hispanic students who performed at or above *Basic*. Florida's Hispanic students' score of 64 percent was

- **higher than the nation and the following 21 states:**  
 New York, Washington, Indiana, New Mexico, Illinois, North Carolina, Colorado, Arkansas, Connecticut, Idaho, Nebraska, Minnesota, Utah, Alabama, Oklahoma, Rhode Island, Pennsylvania, Nevada, Arizona, California, and Oregon.\*
- **not significantly different from the following 22 states:**  
 Montana, *Florida*, Delaware, New Jersey, Virginia, Missouri, Texas, Georgia, Louisiana, Maryland, Wyoming, Michigan, Massachusetts, Ohio, Kansas, South Dakota, Iowa, Tennessee, Alaska, Hawaii, New Hampshire, Wisconsin, and South Carolina.\*
- **lower than no states.**

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

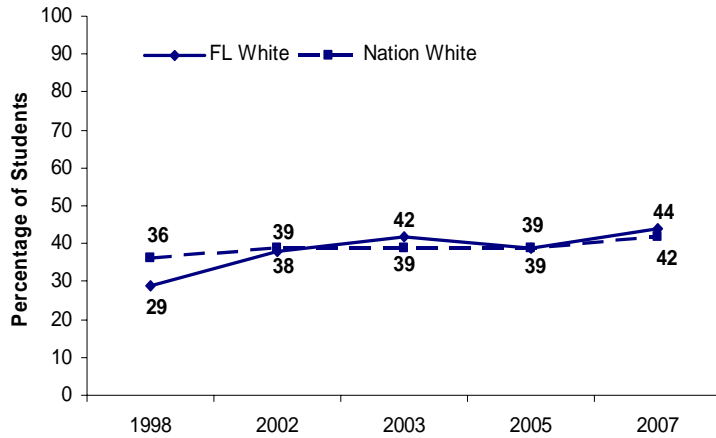
\*Within each group, states are listed from highest to lowest performance.

**Achievement Levels**

Percentage at *Proficient* and above

**Figure 19**

Florida and the Nation 1998–2007  
*White Students*

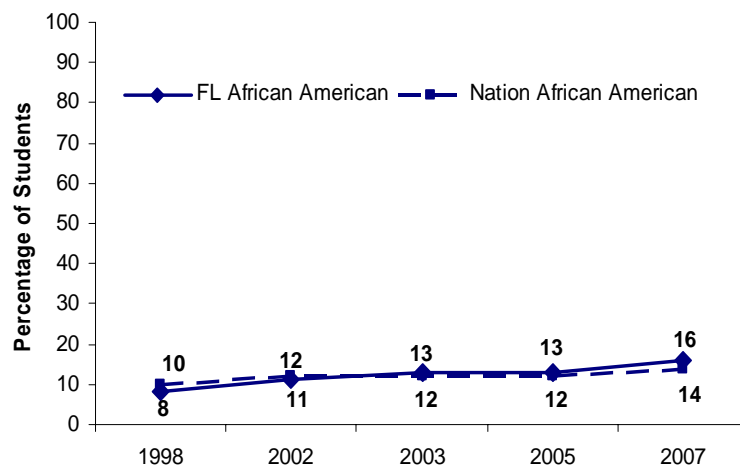


- The percentage of White students in Florida and in the nation performing at or above *Proficient* in Grade 4 reading improved significantly between 1998 and 2007.

- Between 1998 and 2007, Florida improved by 15 percentage points (from 29% to 44%); the nation improved by 6 percentage points (from 36% to 42%).

**Figure 20**

Florida and the Nation 1998–2007  
*African American Students*

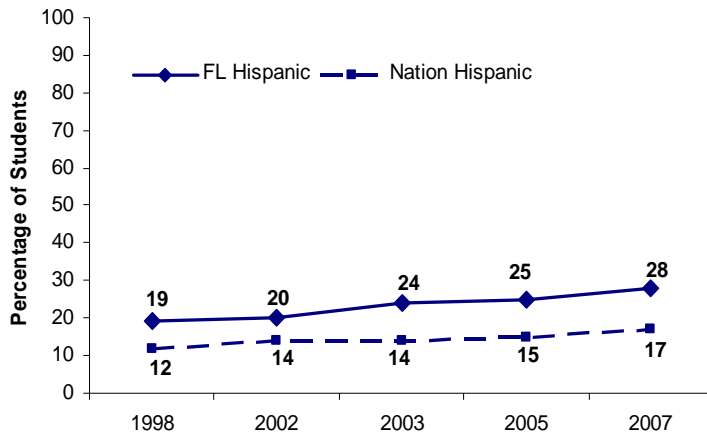


- The percentage of African American students in Florida and in the nation performing at or above *Proficient* in Grade 4 reading improved significantly between 1998 and 2007.

- Between 1998 and 2007, Florida improved by 8 percentage points (from 8% to 16%); the nation improved by 4 percentage points (from 10% to 14%).



**Figure 21**  
Florida and the Nation 1998–2007  
*Hispanic Students*



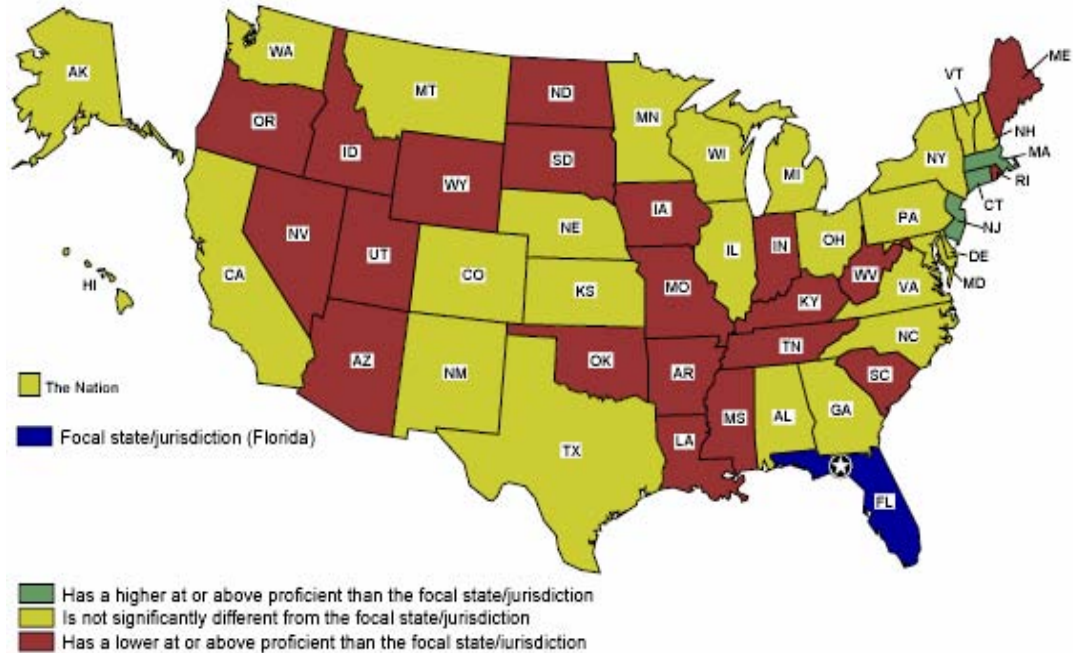
- The percentage of Hispanic students in Florida and in the nation performing at or above *Proficient* in Grade 4 reading improved significantly between 1998 and 2007.
- Between 1998 and 2007, Florida improved by 9 percentage points (from 19% to 28%); the nation improved by 5 percentage points (from 12% to 17%).

### Summary of Figures 19, 20, and 21

In 2007, the percentage of Florida's Hispanic students performing at or above *Proficient* (28 percent) is significantly greater than the percentage of the nation's Hispanic students performing at or above *Proficient* (17 percent). There is no significant difference in the percentages of Florida's and the nation's White students performing at or above *Proficient* (44 percent vs. 42 percent). This is also true of the percentage of Florida's African American students when compared with that of the nation's (16 percent vs. 14 percent).

**Figure 22**

Florida's National Standing in 2007  
Percentage at *Proficient* and above  
*White* Students



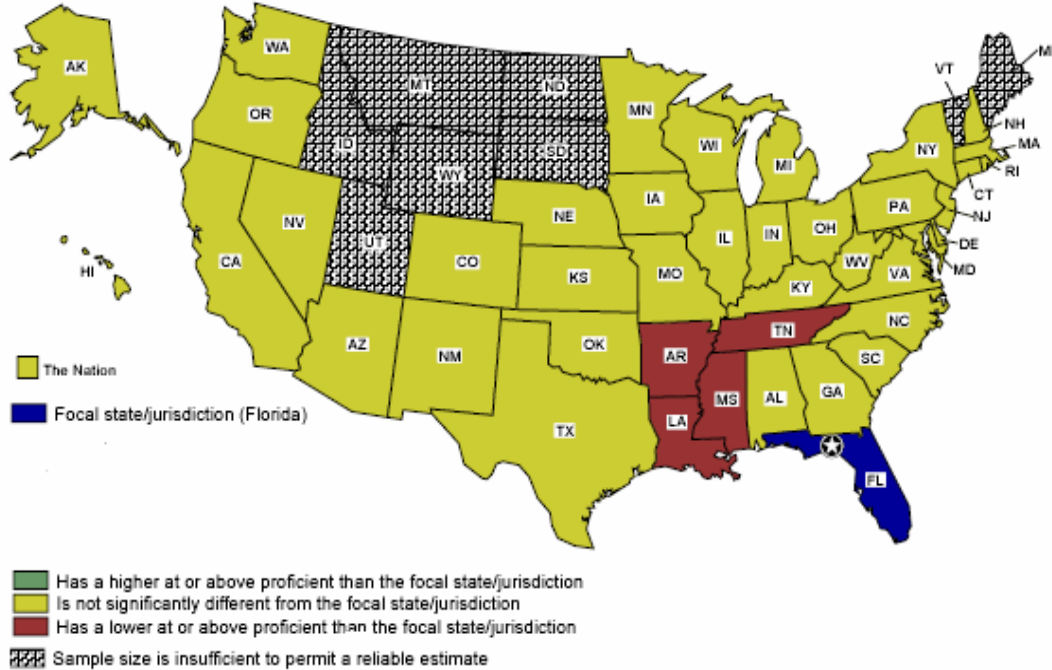
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 11<sup>th</sup> in the nation in Grade 4 reading of White students who performed at *Proficient* and above. Florida's White students' score of 44 percent was

- **higher than the following 21 states:**  
Wyoming, Idaho, Rhode Island, North Dakota, Utah, Iowa, Indiana, Missouri, South Dakota, Maine, Arkansas, Kentucky, Arizona, South Carolina, Nevada, Tennessee, Oregon, Mississippi, Oklahoma, Louisiana, and West Virginia.\*
- **not significantly different from the nation and the following 25 states:**  
Maryland, Pennsylvania, Colorado, New York, Virginia, Texas, Delaware, *Florida*, Minnesota, New Hampshire, Ohio, Montana, Illinois, Vermont, Kansas, Wisconsin, Washington, Alaska, Nebraska, California, Georgia, Hawaii, New Mexico, Alabama, Michigan, and North Carolina.\*
- **lower than the following 3 states:**  
Massachusetts, New Jersey, and Connecticut.\*

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

**Figure 23**  
 Florida's National Standing in 2007  
 Percentage at *Proficient* and above  
 African American Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

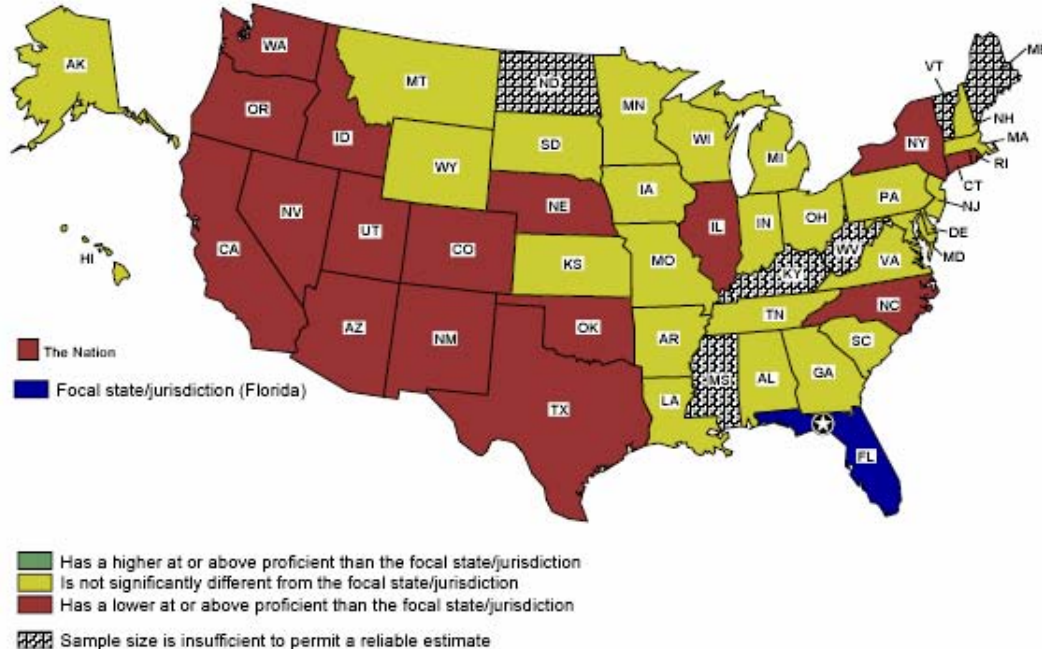
In 2007, Florida ranked 15<sup>th</sup> in the nation in Grade 4 reading of African American students who performed at *Proficient* and above. Florida's African American students' score of 16 percent was

- **higher than the following 4 states:**  
Louisiana, Arkansas, Mississippi, and Tennessee.\*
- **not significantly different from the nation and the following 37 states:**  
New Hampshire, Hawaii, New Jersey, Washington, Alaska, Arizona, Virginia, Massachusetts, Delaware, Kansas, Colorado, Maryland, New York, Texas, Nevada, Iowa, Connecticut, New Mexico, Georgia, Illinois, Ohio, Kentucky, Alabama, Pennsylvania, California, West Virginia, South Carolina, North Carolina, Missouri, Indiana, Michigan, Minnesota, Oklahoma, Wisconsin, Rhode Island, Nebraska, and Oregon.\*
- **lower than no states.**

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

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

**Figure 24**  
 Florida's National Standing in 2007  
 Percentage at *Proficient* and above  
*Hispanic* Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 2<sup>nd</sup> in the nation in Grade 4 reading of Hispanic students who performed at *Proficient* and above. Florida's Hispanic students' score of 28 percent was

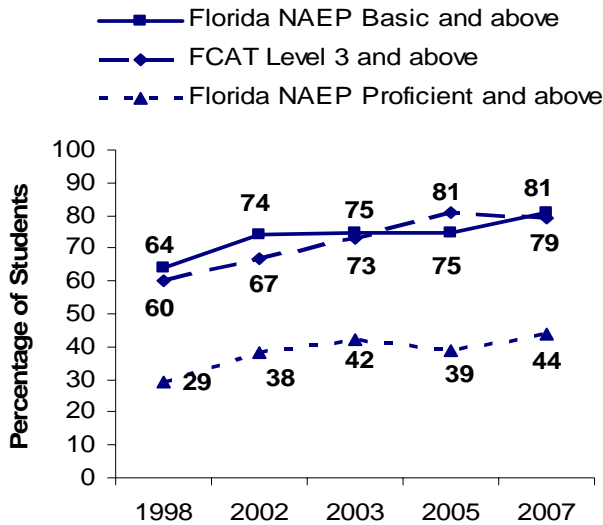
- **higher than the nation and the following 17 states:**  
 Texas, Illinois, New York, North Carolina, Washington, New Mexico, Connecticut, Nebraska, Colorado, Idaho, Oklahoma, Utah, Nevada, Arizona, Rhode Island, California, and Oregon.\*
- **not significantly different from the following 26 states:**  
 Montana, *Florida*, Virginia, Louisiana, Delaware, New Jersey, Missouri, Wyoming, Hawaii, Georgia, Maryland, Ohio, New Hampshire, Tennessee, Kansas, Michigan, Massachusetts, Iowa, Indiana, Wisconsin, South Carolina, Alabama, Arkansas, Minnesota, Pennsylvania, and South Dakota.\*
- **lower than no states.**

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

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

## Comparison of FCAT and NAEP Proficiency Results 1998–2007

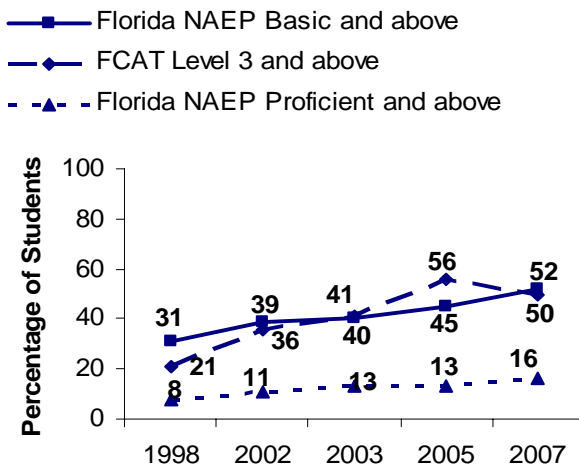
**Figure 25**  
White Students



- In Florida, there was a significant increase between 1998 and 2007 of White students scoring at *Basic* and above and at *Proficient* and above on NAEP and at Level 3 and above on the FCAT.

- NAEP *Basic* and above improved by 17 percentage points (from 64% to 81%); NAEP *Proficient* and above improved by 15 percentage points (from 29% to 44%); FCAT Level 3 and above improved by 19 percentage points (from 60% to 79%).

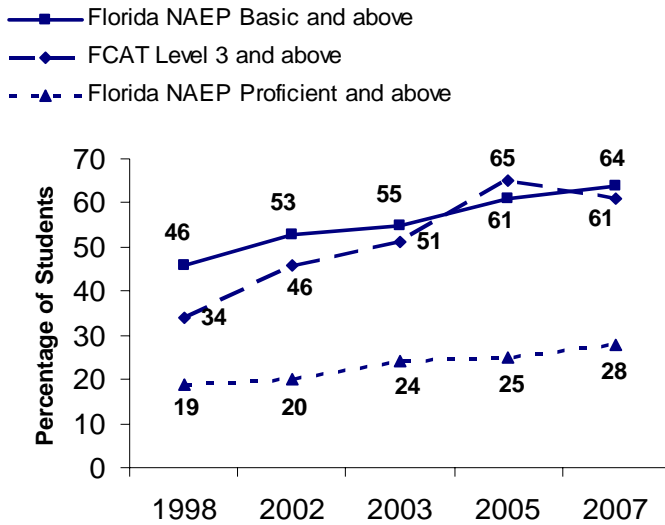
**Figure 26**  
African American Students



- In Florida, there was a significant increase between 1998 to 2007 of African American students scoring at *Basic* and above and at *Proficient* and above on NAEP and at Level 3 and above on the FCAT.

- NAEP *Basic* and above improved by 21 percentage points (from 31% to 52%); NAEP *Proficient* and above improved by 8 percentage points (from 8% to 16%); FCAT Level 3 and above improved by 29 percentage points (from 21% to 50%).

**Figure 27**  
*Hispanic Students*



- In Florida, there was a significant increase between 1998 to 2007 of Hispanic students scoring at *Basic* and above and at *Proficient* and above on NAEP and at Level 3 and above on the FCAT.

- NAEP *Basic* and above improved by 18 percentage points (from 46% to 64%); NAEP *Proficient* and above improved by 9 percentage points (from 19% to 28%); FCAT Level 3 and above improved by 27 percentage points (from 34% to 61%).

**Summary Figures 25, 26, and 27**

Florida’s White, African American, and Hispanic students improved their NAEP Grade 4 Reading *Basic* and above, NAEP *Proficient* and above, and FCAT Level 3 and above achievement level scores between 1998 and 2007.

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in purpose, testing context, content assessed and/or item characteristics, and the development of the scale scores and reporting metrics. It is also important to remember that the FCAT assesses all students, while NAEP only assesses a sample of the student population.

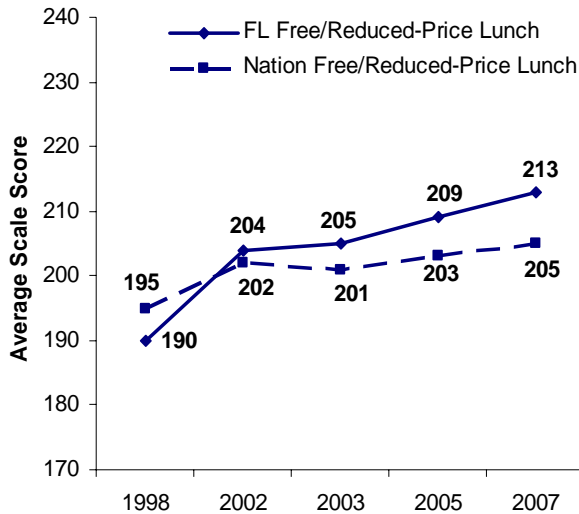


## STUDENTS ELIGIBLE FOR FREE/REDUCED-PRICE LUNCH Grade 4 Reading

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).

### Average Scale Scores

**Figure 28**  
Florida and the Nation 1998–2007  
Students Eligible for *Free/Reduced-Price Lunch*

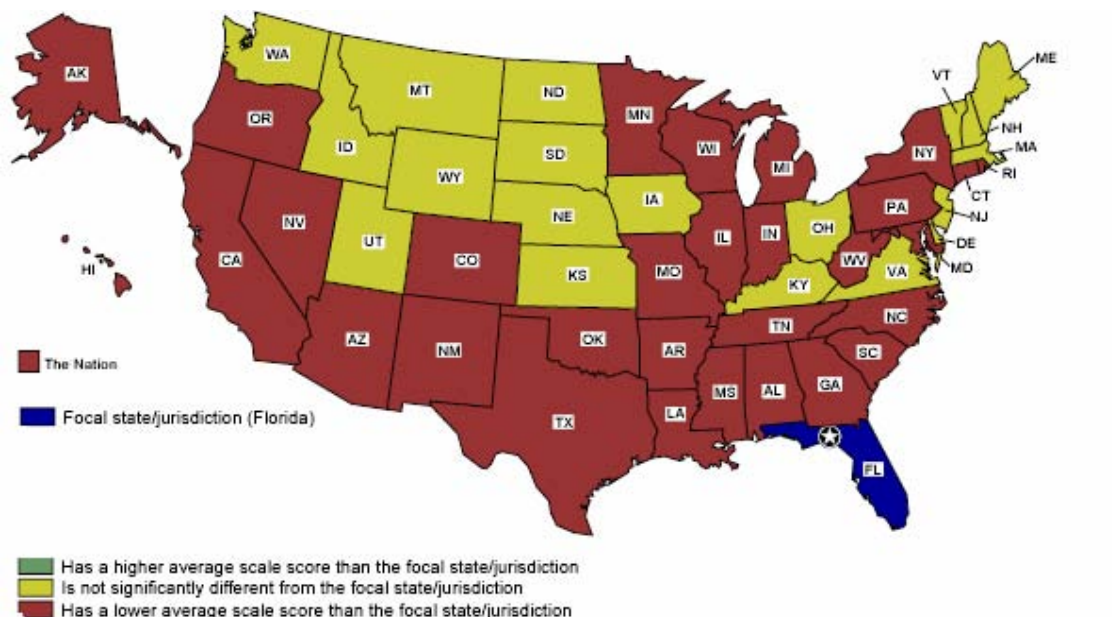


- In 2007, Florida's average scale scores of students eligible for free/reduced price lunch were higher than those of their national counterparts by 8 points (213 vs. 205).

- Gains for Florida between 1998 and 2007 were 190 to 213 (23-point gain); gains for the nation were 195 to 205 (10-point gain).

**Figure 29**

Florida’s National Standing in 2007  
Average Scale Scores  
Students Eligible for *Free/Reduced-Price Lunch*



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 6<sup>th</sup> in the nation in Grade 4 reading average scale scores of students eligible for free/reduced-price lunch. Florida’s students’ score of 213 was

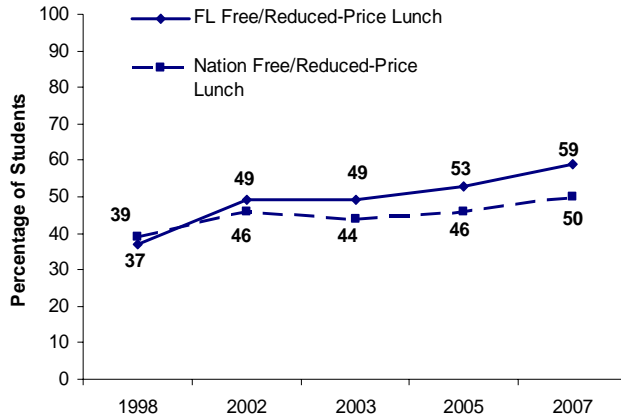
- **higher than the nation and the following 30 states:**  
Indiana, Texas, New York, Oklahoma, Missouri, Georgia, Maryland, Pennsylvania, West Virginia, Colorado, Minnesota, North Carolina, Arkansas, Wisconsin, Illinois, Michigan, Alabama, Hawaii, New Mexico, Rhode Island, Tennessee, South Carolina, Connecticut, Mississippi, Oregon, Louisiana, Alaska, Nevada, Arizona, and California.\*
- **not significantly different from the following 19 states:**  
Montana, North Dakota, Delaware, Massachusetts, Wyoming, *Florida*, Maine, Virginia, Kentucky, Idaho, Iowa, Vermont, Kansas, New Hampshire, Ohio, Washington, New Jersey, South Dakota, Nebraska, and Utah.\*
- **lower than no states.**

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



## Achievement Levels

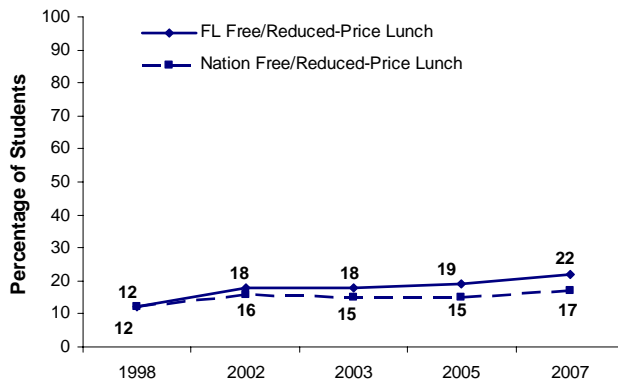
**Figure 30**  
 Percentage at *Basic* and above  
 Florida and the Nation 1998–2007  
 Students Eligible for *Free/Reduced-Price Lunch*



- Florida’s students eligible for free/reduced-price lunch outperformed the nation’s students eligible for free/reduced-price lunch by 9 percentage points (59% vs. 50%) at the *Basic* and above achievement level.

- Between 1998 and 2007, Florida improved by 22 percentage points (from 37% to 59%); the nation improved by 11 percentage points (from 39% to 50%).

**Figure 31**  
 Percentage at *Proficient* and above  
 Florida and the Nation 1998–2007  
 Students Eligible for *Free/Reduced-Price Lunch*



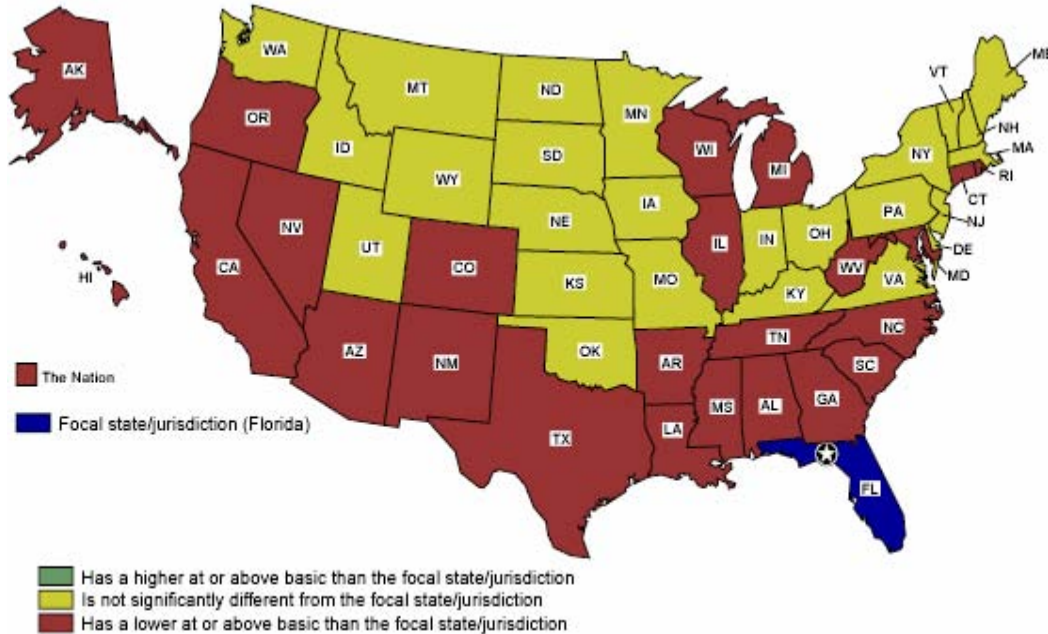
- Florida’s students eligible for free/reduced-price lunch outperformed the nation’s students eligible for free/reduced-price lunch by 5 percentage points (22% vs. 17%) at the *Proficient* and above achievement level.

- Between 1998 and 2007, Florida improved by 10 percentage points (from 12% to 22%); the nation by 5 percentage points (from 12% to 17%).

### Summary Figures 30 and 31

In 2007, the percentages of Florida’s students eligible for free/reduced-price lunch performing at or above *Basic* and at or above *Proficient* were significantly higher than those of their national counterparts.

**Figure 32**  
 Florida's National Standing in 2007  
 Percentage at *Basic* and above  
 Students Eligible for *Free/Reduced-Price Lunch*



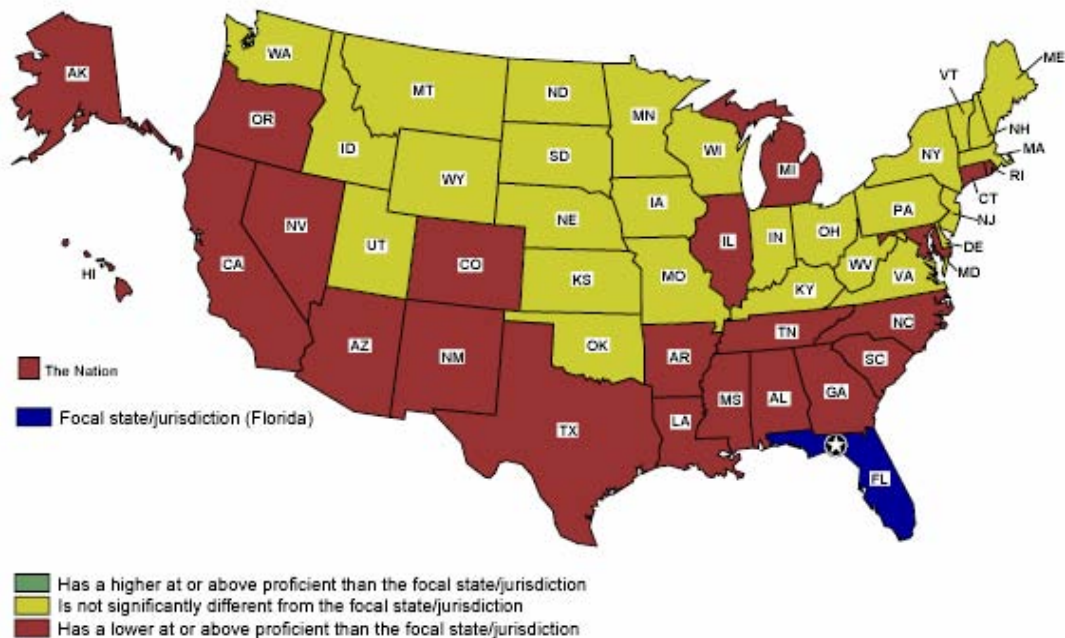
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 6<sup>th</sup> in the nation in Grade 4 reading of students eligible for free/reduced-price lunch who performed at *Basic* and above. Florida's students' score of 59 percent was

- **higher than the nation and the following 24 states:**  
 Texas, West Virginia, Georgia, Colorado, Wisconsin, Arkansas, North Carolina, Illinois, New Mexico, Rhode Island, Michigan, Maryland, Hawaii, Alabama, Oregon, Alaska, South Carolina, Tennessee, Connecticut, Louisiana, Mississippi, Nevada, Arizona, and California.\*
- **not significantly different from the following 25 states:**  
 Montana, North Dakota, Wyoming, Massachusetts, Iowa, *Florida*, Maine, Delaware, Idaho, Virginia, Vermont, Ohio, New Hampshire, Kentucky, Kansas, Oklahoma, Washington, New Jersey, South Dakota, Utah, New York, Indiana, Nebraska, Missouri, Minnesota, and Pennsylvania.\*
- **lower than no states.**

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

**Figure 33**  
 Florida's National Standing in 2007  
 Percentage at *Proficient* and above  
 Students Eligible for *Free/Reduced-Price Lunch*



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida ranked 6<sup>th</sup> in the nation in Grade 4 reading of students eligible for free/reduced-price lunch who performed at *Proficient* and above. Florida's students' score of 22 percent was

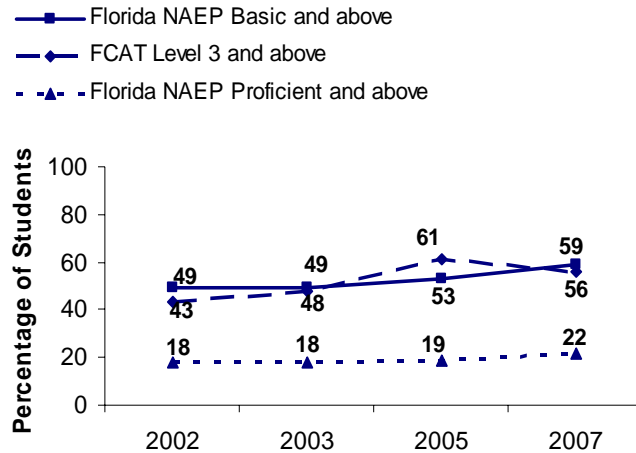
- **higher than the nation and the following 22 states:**  
 Texas, Arkansas, Colorado, Illinois, North Carolina, Hawaii, Maryland, Michigan, Alaska, Alabama, Georgia, New Mexico, South Carolina, Louisiana, Oregon, Rhode Island, Tennessee, Connecticut, Nevada, Arizona, Mississippi, and California.\*
- **not significantly different from 27 states:**  
 Montana, Wyoming, Idaho, Utah, North Dakota, *Florida*, Iowa, Massachusetts, Kansas, Kentucky, Vermont, Washington, New Hampshire, New York, Nebraska, Virginia, New Jersey, Maine, Indiana, West Virginia, Oklahoma, Delaware, Pennsylvania, Minnesota, Ohio, South Dakota, Missouri, and Wisconsin.\*
- **lower than no states.**

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

## Comparison of FCAT and NAEP Proficiency Results 2002–2007

**Figure 34**

Students Eligible for *Free/Reduced-Price Lunch*



- Between 2002 and 2007, the percentage of Florida's students eligible for free/reduced-price lunch scoring at *Basic* and above on NAEP increased by 10 percentage points (from 49% to 59%), the percent scoring at *Proficient* and above increased by 4 percentage points (from 18% to 22%), and the percent scoring at Level 3 and above on the FCAT increased by 13 percentage points (from 43% to 56%). All three increases are significant.

### Summary Figure 34

Students eligible for free/reduced-price lunch increased their NAEP *Basic* and above achievement level scores, their NAEP *Proficient* and above, and FCAT Level 3 and above achievement level scores between 2002 and 2007.

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in purpose, testing context, content assessed and/or item characteristics, and the development of the scale scores and reporting metrics. It is also important to remember that the FCAT assesses all students, while NAEP only assesses a sample of the student population.

## STUDENTS WITH DISABILITIES

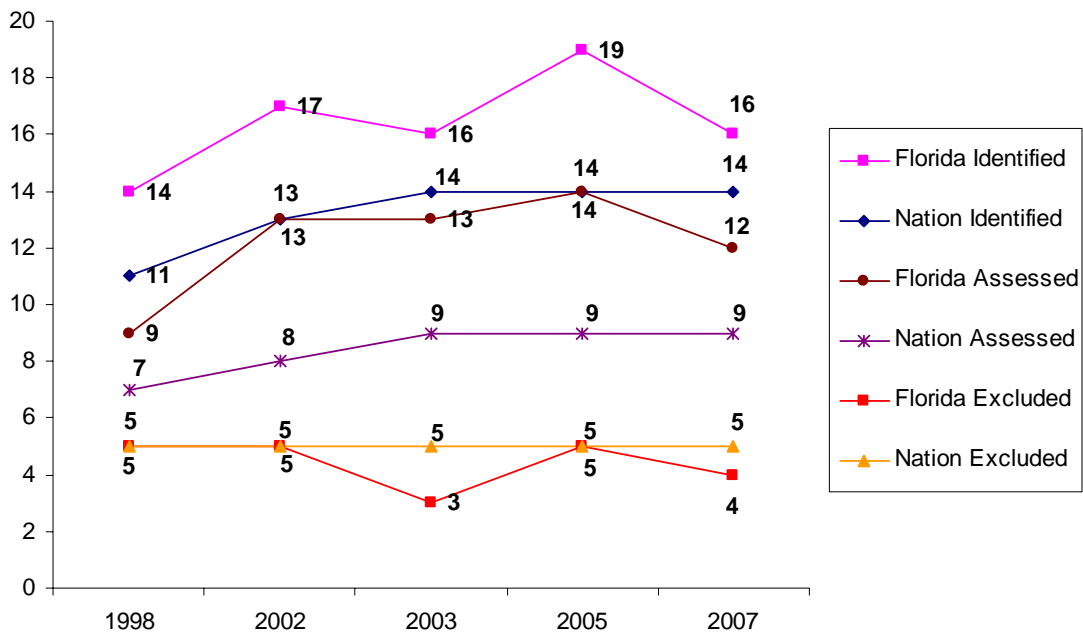
### Discussion of Identified, Assessed, and Excluded

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 statewide 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.

Exclusion rates can vary widely, which renders state comparisons suspect. While Florida's identified and assessed percentages are higher than the nation's, Florida's excluded percentages are equal to or below the nation's. The percentages of Florida's identified and assessed SD students both decreased between 2005 and 2007.

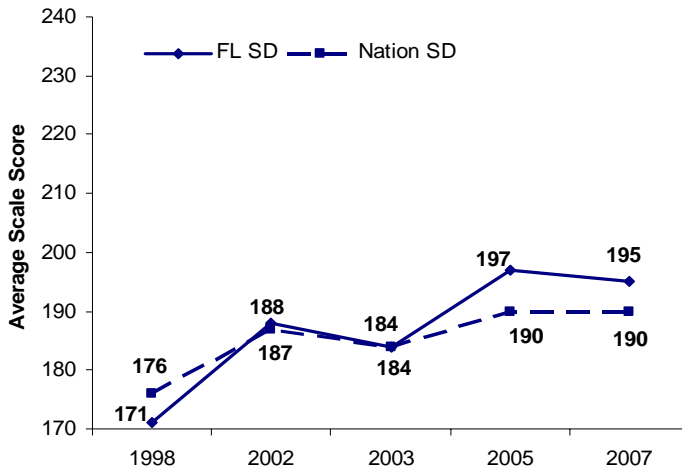
#### Graph 1

Percentages of Florida's and the Nation's SD Identified, Assessed, and Excluded Students for Grade 4 Reading 1998–2007



## Average Scale Scores

**Figure 35**  
 Florida and the Nation 1998–2007  
*Students with Disabilities*

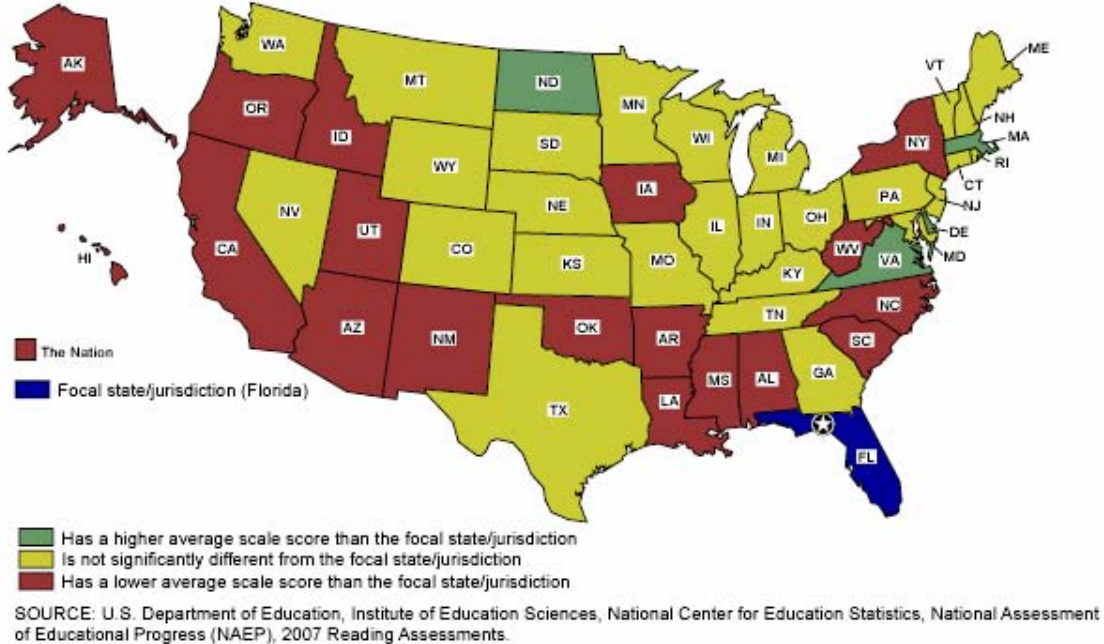


- In 2007, Florida's average scale scores for students with disabilities were higher than those of their national counterparts by 5 points (195 vs. 190).

- Florida's improvement of SD since 1998 is greater than the nation's SD improvement (24- vs. 14-point gain).



**Figure 36**  
 Florida's National Standing in 2007  
 Average Scale Scores  
*Students with Disabilities*



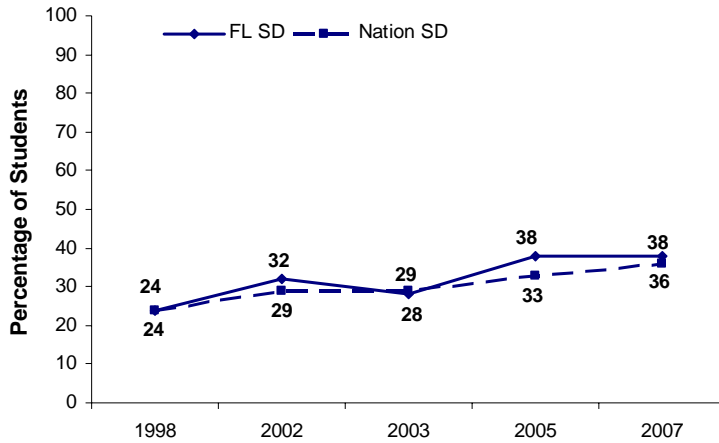
In 2007, Florida's Grade 4 reading average scale score of students with disabilities (195) was

- **higher than the nation and the following 18 states:**  
 North Carolina, New York, Idaho, Mississippi, Arkansas, South Carolina, Louisiana, Alaska, Oregon, Iowa, Oklahoma, Arizona, New Mexico, Alabama, West Virginia, Utah, California, and Hawaii.\*
- **not significantly different from the following 27 states:**  
 Tennessee, Maryland, Georgia, South Dakota, New Jersey, Kentucky, Maine, New Hampshire, Ohio, Wyoming, Minnesota, Nebraska, *Florida*, Texas, Vermont, Colorado, Missouri, Illinois, Indiana, Washington, Michigan, Montana, Wisconsin, Kansas, Rhode Island, Connecticut, Pennsylvania, and Nevada.\*
- **lower than the following 4 states:**  
 Massachusetts, Virginia, North Dakota, and Delaware.\*

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

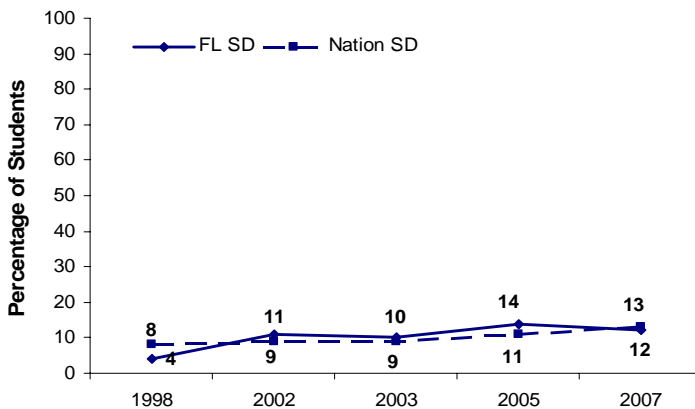
## Achievement Levels

**Figure 37**  
 Percentage at *Basic* and above  
 Florida and the Nation 1998–2007  
*Students with Disabilities*



- Florida’s students with disabilities performed similarly to the nation’s SD (38% vs. 36%) at the *Basic* and above achievement level.

**Figure 38**  
 Percentage at *Proficient* and above  
 Florida and the Nation 1998–2007  
*Students with Disabilities*



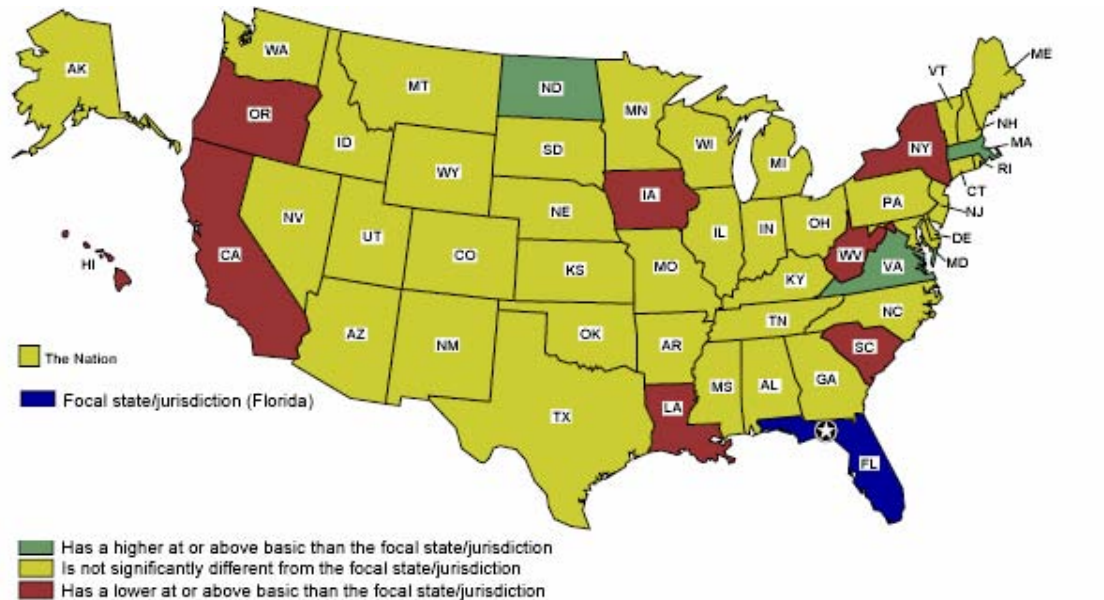
- Florida’s students with disabilities performed similarly to the nation’s SD (12% vs. 13%) at the *Proficient* and above achievement level.

### Summary Figures 37 and 38

The percentage of Florida’s students with disabilities performing at or above *Basic* and at or above *Proficient* increased between 1998 and 2007. In 2007, both achievement-level groups performed similarly to their national counterparts.



**Figure 39**  
 Florida's National Standing in 2007  
 Percentage at *Basic* and above  
*Students with Disabilities*



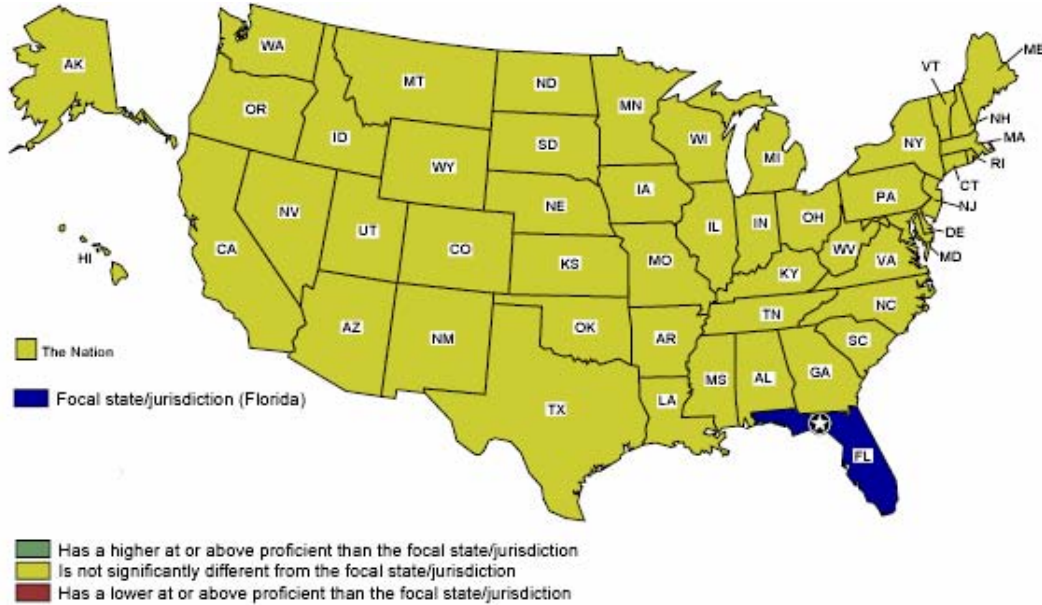
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, the percentage of Florida's students with disabilities performing at or above *Basic* on Grade 4 reading (38 percent) was

- **higher than the following 8 states:**  
 West Virginia, Louisiana, South Carolina, California, New York, Oregon, Iowa, and Hawaii.\*
- **not significantly different from the nation and the following 38 states:**  
 Georgia, Delaware, South Dakota, Maryland, New Jersey, Tennessee, Kentucky, Nebraska, Minnesota, Maine, Ohio, Nevada, New Hampshire, Texas, Wyoming, Washington, *Florida*, Colorado, Missouri, Vermont, Illinois, Wisconsin, Pennsylvania, Montana, Michigan, Kansas, Rhode Island, Indiana, Connecticut, North Carolina, Arkansas, New Mexico, Alaska, Idaho, Oklahoma, Utah, Mississippi, Alabama, and Arizona.\*
- **lower than the following 3 states:**  
 Massachusetts, North Dakota, and Virginia.\*

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

**Figure 40**  
 Florida's National Standing in 2007  
 Percentage at *Proficient* and above  
*Students with Disabilities*



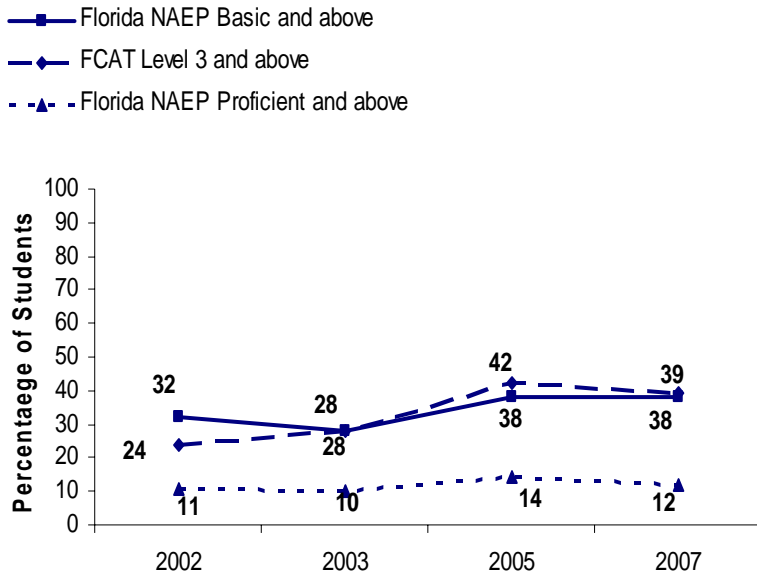
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, the percentage of Florida's students with disabilities who performed at *Proficient* and above on Grade 4 reading (12 percent) was

- **not significantly different from the nation or any of the other 49 states.**

## Comparison of FCAT and NAEP Proficiency Results 2002–2007

**Figure 41**  
*Students with Disabilities*



- Between 2002 and 2007, students with disabilities improved their NAEP *Basic* and above achievement level scores and maintained their NAEP *Proficient* and above achievement level scores. They significantly improved their FCAT Level 3 and above achievement level scores.

### Summary Figure 41

The percentages of Florida's students with disabilities performing at or above *Basic* on NAEP increased between 2003 and 2007. Those performing at or above FCAT Level 3 increased between 2002 and 2007.

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in purpose, testing context, content assessed and/or item characteristics, and the development of the scale scores and reporting metrics. It is also important to remember that the FCAT assesses all students, while NAEP only assesses a sample of the student population.

## ENGLISH LANGUAGE LEARNERS

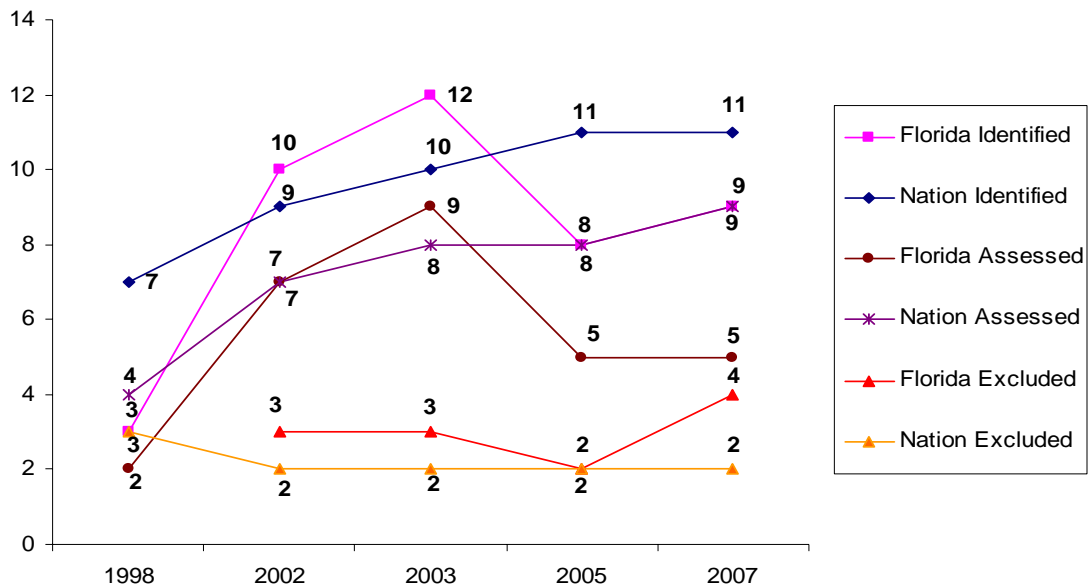
### Discussion of Identified, Assessed, and Excluded

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 statewide 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.

Exclusion rates can vary widely, which renders such comparisons suspect. Florida's identified percentage decreased significantly between 2003 and 2005, while the nation's percentage climbed steadily between 1998 and 2007. Florida's assessed percentage decreased significantly between 2003 and 2005, while the nation's increased steadily. Florida's and the nation's percentages of students excluded were statistically the same between 2002 and 2005.

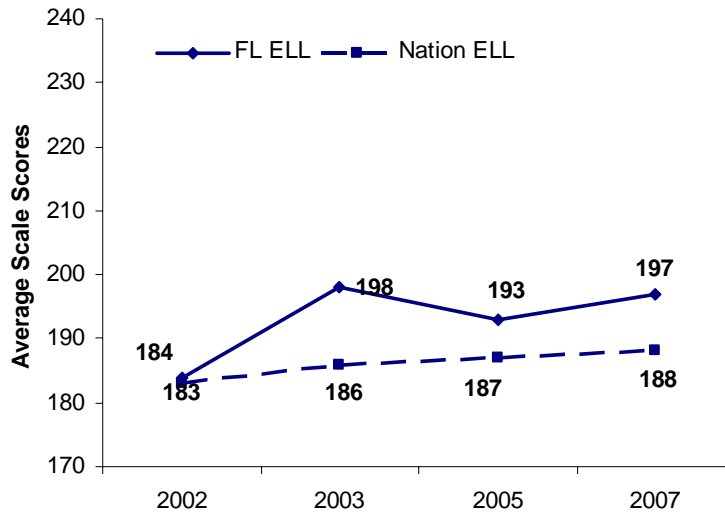
#### Graph 2

Comparing Percentages of Florida's and the Nation's ELL Identified, Assessed, and Excluded Students for Grade 4 Reading 1998–2007



## Average Scale Scores

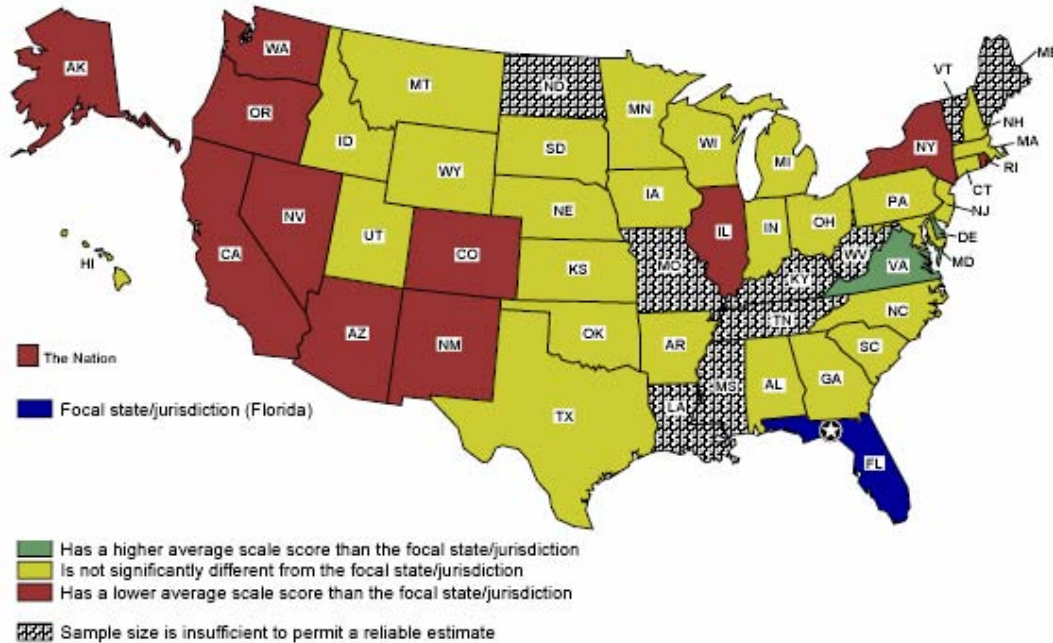
**Figure 42**  
Florida and the Nation 2002–2007  
*English Language Learners*



- In 2007, the average scale scores of Florida's English language learners were higher than those of their national counterparts by 9 points (197 vs. 188).

- Florida's English language learners' average scale scores showed greater improvement between 2002 and 2007 than the nation's English language learners' average scale scores (13-point gain vs. 5-point gain).

**Figure 43**  
 Florida's National Standing in 2007  
 Average Scale Scores  
*English Language Learners*



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

In 2007, Florida's Grade 4 reading average scale score of English language learners (197) was

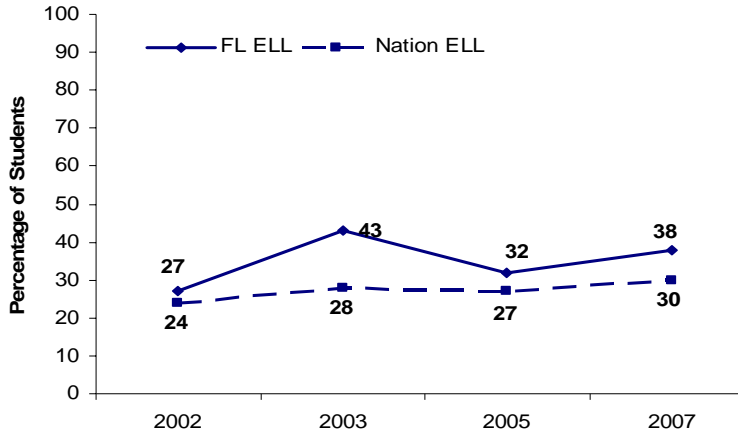
- **higher than the nation and the following 11 states:**  
 Colorado, New York, California, Illinois, New Mexico, Washington, Alaska, Nevada, Oregon, Rhode Island, and Arizona.\*
- **not significantly different from the following 27 states:**  
 Ohio, Massachusetts, Maryland, New Hampshire, Iowa, Michigan, Wisconsin, Kansas, South Carolina, Utah, Indiana, *Florida*, Texas, South Dakota, Wyoming, Nebraska, North Carolina, Montana, Alabama, Idaho, Hawaii, Arkansas, Minnesota, New Jersey, Pennsylvania, Connecticut, Georgia, and Oklahoma.\*
- **lower than the following 2 states:**  
 Virginia and Delaware.\*

The sample size in the following 9 states was not large enough to permit a reliable estimate: Kentucky, Louisiana, Maine, Mississippi, Missouri, North Dakota, Tennessee, Vermont, and West Virginia.

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

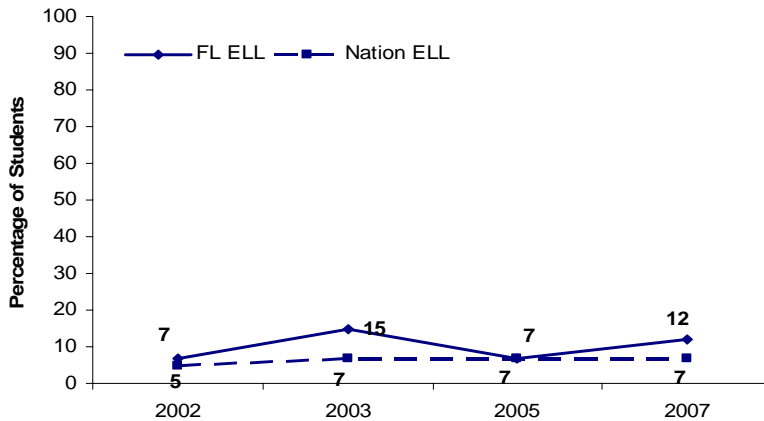
### Achievement Levels

**Figure 44**  
 Percentage at *Basic* and above  
 Florida and the Nation 2002–2007  
*English Language Learners*



- Florida’s English language learners outperformed the nation’s English language learners by 8 percentage points (38% vs. 30%) at the *Basic* and above achievement level.

**Figure 45**  
 Percentage at *Proficient* and above  
 Florida and the Nation 2002–2007  
*English Language Learners*



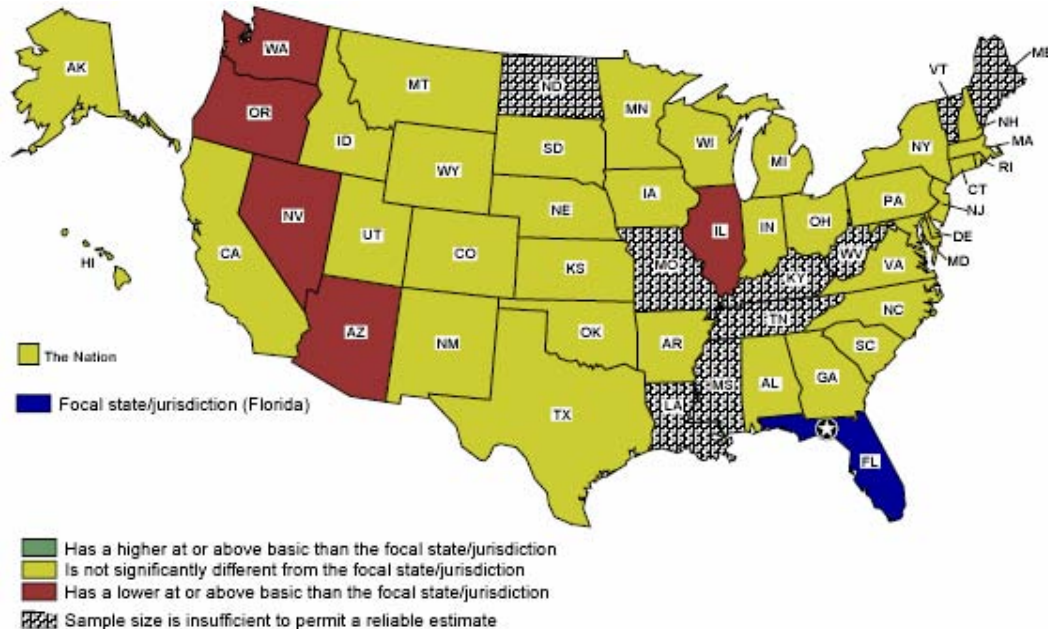
- Florida’s English language learners outperformed the nation’s English language learners by 5 percentage points (12% vs. 7%) at the *Proficient* and above achievement level.

**Summary Figures 44 and 45**

Florida’s English language learners’ performance at *Basic* and above and at *Proficient* and above remained constant between 2002 and 2007. Their results were similar to those of their national counterparts between 2002 and 2007.



**Figure 46**  
 Florida's National Standing in 2007  
 Percentage at *Basic* and above  
*English Language Learners*



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

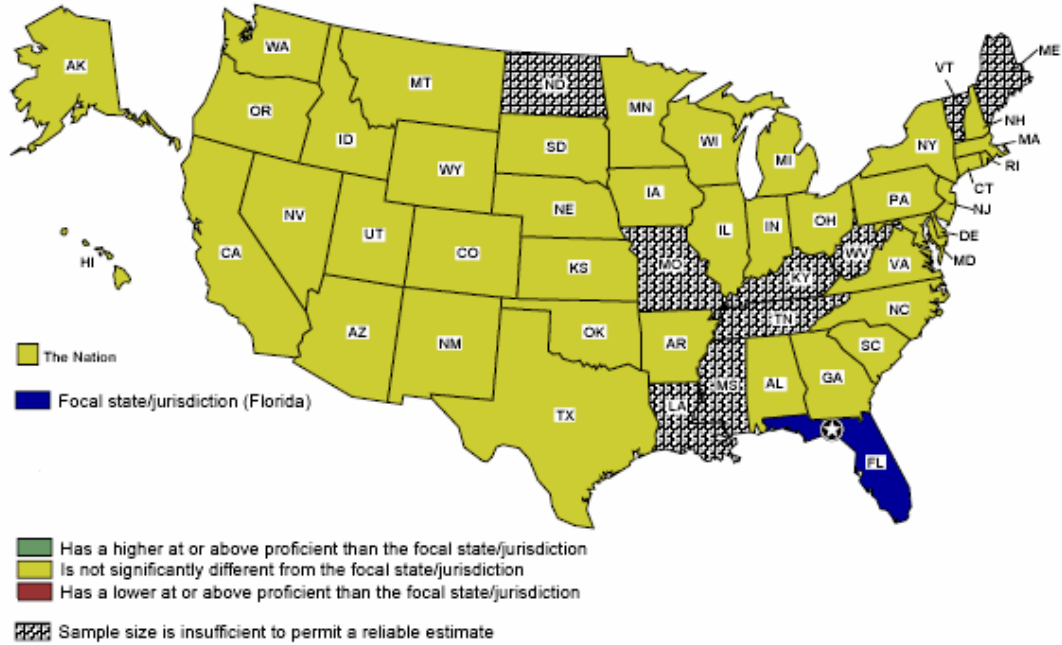
In 2007, the percentage of Florida's English language learners performing at or above *Basic* on Grade 4 reading (38 percent) was

- **higher than the following 5 states:**  
Nevada, Illinois, Oregon, Washington, and Arizona.\*
- **not significantly different from the nation and the following 35 states:**  
Virginia, Massachusetts, Ohio, Delaware, Michigan, Kansas, South Carolina, New Hampshire, Iowa, Alabama, Utah, Wisconsin, Maryland, Indiana, Texas, *Florida*, Nebraska, South Dakota, North Carolina, Wyoming, Montana, Hawaii, Minnesota, Pennsylvania, Idaho, Arkansas, New Jersey, Colorado, Alaska, New Mexico, California, Connecticut, New York, Oklahoma, Georgia, and Rhode Island.\*
- **lower than no states.**

The sample size in the following 9 states was not large enough to permit a reliable estimate: Kentucky, Louisiana, Maine, Mississippi, Missouri, North Dakota, Tennessee, Vermont, and West Virginia.

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

**Figure 47**  
 Florida’s National Standing in 2007  
 Percentage at *Proficient* and above  
*English Language Learners*



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

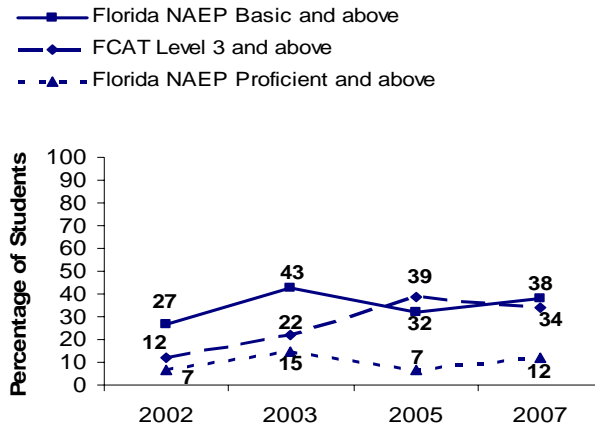
In 2007, the percentage of Florida’s English language learners performing at or above *Proficient* on Grade 4 reading (12 percent) was

- **Not significantly different from the nation and 40 states.**

The sample size in the following 9 states was not large enough to permit a reliable estimate: Kentucky, Louisiana, Maine, Mississippi, Missouri, North Dakota, Tennessee, Vermont, and West Virginia.

## Comparison of FCAT and NAEP Proficiency Results 2002–2007

**Figure 48**  
*English Language Learners*



- Between 2002 and 2007, Florida's English language learners improved their NAEP *Basic* and above, their NAEP *Proficient* and above, and their FCAT Level 3 and above achievement level scores.

- Between 2002 and 2007, the percentage of Florida's ELLs scoring at and above *Basic* on the NAEP assessment increased by 11 percentage points (from 27% to 38%) and the percentage scoring at and above *Proficient* increased by 5 percentage points (from 7% to 12%). The percentage of Florida's ELLs scoring at FCAT Level 3 and above increased by 22 percentage points (from 12% to 34%).

### Summary Figure 48

The percentages of Florida's English language learners performing at *Basic* and above and at *Proficient* and above on NAEP remained constant between 2002 and 2007. The percentage performing at Level 3 and above on the FCAT increased significantly.

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in purpose, testing context, content assessed and/or item characteristics, and development of the scale scores and reporting metrics. It is also important to remember that the FCAT assesses all students, while NAEP only assesses a sample of the student population.

## APPENDIX A

### Comparing the FCAT with Florida NAEP

#### How does Florida NAEP compare with the FCAT?

The Florida Comprehensive Assessment Test<sup>®</sup> (FCAT) measures student performance on selected benchmarks, as defined by Florida's Sunshine State Standards (SSS). These standards identify what students are expected to know and be able to do for the 21<sup>st</sup> century and include both content and performance standards. The FCAT is designed to provide information needed to improve public schools and help parents understand the educational progress of their children. The assessment provides data to understand the "educational health" of students and to hold schools and districts accountable for making progress. The FCAT reports state, district, school, and individual student results.

In contrast, the National Assessment of Educational Progress (NAEP) reports on the performance of groups of students at a given time and across time without specifying how a subject should be taught and without prescribing a particular curricular approach to teaching. NAEP encourages students to use their knowledge of the world to make meaning. This reinforces NAEP's role as an assessment of overall achievement rather than an assessment measuring individual student progress.

Caution is advised when comparing student performance on the FCAT with student performance on NAEP, as the assessments sometimes encompass different grade-level expectations. What Florida requires students to know at a particular grade level in a particular subject area does not necessarily correspond with NAEP's expectations. One useful means of comparison is to examine the long-term performance of each subgroup. If there is similar improvement on both the FCAT and NAEP, then real growth in achievement over time is more certain.

- The FCAT defines Achievement Level 3 as a student who "has partial success with the challenging content of the Sunshine State Standards but is generally less successful with questions that are the most challenging."
- NAEP defines *Basic* as "Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."
- NAEP defines *Proficient* as "Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter."

When reviewing the descriptions of these achievement levels, the similarity between the FCAT's Level 3 and above and NAEP's at *Basic* and above would appear to be a better fit than comparing FCAT's Level 3 and above to NAEP's *Proficient* and above.

## APPENDIX B

### Chronology of NAEP

<b>1963</b>	Francis Keppel, the U.S. Commissioner of Education from 1962 to 1965, was concerned about the lack of information regarding the academic achievement of American students. He hired Ralph W. Tyler, a psychologist and the nation’s most prominent education evaluator, to form a committee to make recommendations on how to obtain the information. Tyler proposed periodically assessing a small sample of different students rather than trying to test all students on the national level; however, several influential educational associations were opposed to any student assessment data being collected and released at the state level because they feared that the results would be used to make improper and harmful comparisons.
<b>1969</b>	The first National Assessment of Educational Progress (NAEP) was administered. The assessment content area was science.
<b>1970–1988</b>	Additional content areas were assessed by NAEP at the national level. In the early 1980’s, NAEP was redesigned to assess four major subject areas (reading, mathematics, writing, and science) on a more regular basis. In addition to the traditional assessment of 9-, 13-, and 17-year-olds, children in Grades 3, 7, and 11 were assessed.
<b>1986</b>	Eight southern states, including Florida, began a three-year test of a sample of their students using NAEP reading and/or writing achievement tests. This assessment was guided by the Southern Regional Education Board (SREB).
<b>1986–1987</b>	A NAEP study group headed by Tennessee Governor Lamar Alexander and H. Thomas James recommended that the U.S. Department of Education change grade-level sampling from Grades 3, 7, and 11 to the more important “transition” Grades of 4, 8, and 12. They also recommended adding a state-level NAEP to the assessment program.
<b>1988</b>	The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvements Amendments to the Elementary and Secondary Education Act (ESEA) further expanded the NAEP program by increasing the number of educational subjects assessed and authorizing state assessments on a trial basis in reading and mathematics. This legislation also authorized NAEP to report achievement level data on a basis that ensures valid, reliable trend reporting and information on special groups. The 25-member National Assessment Governing Board (NAGB) was created as the independent overseer of NAEP (P.L. 100-297). NAGB is specifically charged with developing assessment objectives and test specifications.
<b>1990</b>	Florida State Statute 229.57(2), now 1008.22(2), was adopted, directing the Commissioner of Education “to provide for school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated.” NAGB identified appropriate achievement levels and performance standards for each age and grade level in each subject area assessed by NAEP.
<b>1990–1992</b>	As part of the NAEP Trial State Assessments (TSAs), Grade 8 students were assessed in mathematics in 1990. In 1992, both Grade 4 and 8 students were assessed in mathematics and Grade 4 students were assessed in reading.



<b>1994</b>	The Improving America's Schools Act of 1994 introduced design changes that expanded the data that NAEP gathered to include mathematics and reading assessments for students in Grades 4, 8, and 12. Due to budget issues, only the Grade 4 reading assessment was funded.
<b>1996</b>	State NAEP for Grades 4 and 8 mathematics and Grade 8 science were administered. NAEP began offering accommodations on a trial basis for Students with Disabilities (SD) and English language learners (ELL).
<b>1997</b>	NAGB adopted a schedule for national and state NAEP through the year 2010. Every other year, state NAEP was scheduled for Grades 4 and 8, alternating between reading/writing and mathematics/science (beginning with reading/writing in 1998).
<b>1998</b>	NAEP first offered accommodations to Students with Disabilities (SD) and English language learners (ELL). Results were reported in two ways: accommodations not permitted and accommodations permitted.
<b>1999</b>	Long-term trend NAEP was administered to 9-, 13-, and 17-year-old students.
<b>2000</b>	Florida did not participate in state NAEP because of the expansion of the Florida Comprehensive Assessment Test <sup>®</sup> (FCAT). The Florida Department of Education decided not to participate in state NAEP to lessen the burden on the schools as Florida's own assessment program substantially expanded.
<b>2001</b>	No Child Left Behind Act of 2001 (NCLB) was passed, requiring states/districts who receive Title 1 funding to participate in biennial State NAEP in reading and mathematics at Grades 4 and 8, beginning with the 2002-2003 academic year. The Act also specified that NAEP science and writing were to be administered alternately, every four years.
<b>2002</b>	State and National NAEP were given in Grades 4 and 8 in reading and writing. This NAEP administration was the first time school personnel were not required to administer the assessment. Beginning with the 2002 administration, contractors were hired to administer NAEP.
<b>2003</b>	State and National NAEP were given in Grades 4 and 8 in reading and mathematics. Florida was the only state to have a significant increase in Grade 4 reading between 2002 and 2003. The position of NAEP State Coordinator (NSC) was created by the National Council on Education Statistics (NCES) to enhance the profile of NAEP and to help administer a much-expanded assessment program than what was implemented prior to NCLB.
<b>2004</b>	Long-term trend NAEP was administered to 9-, 13-, and 17-year-old students.
<b>2005</b>	State and National NAEP were administered in Grades 4 and 8 in reading, mathematics, and science. Results for reading and mathematics were published in October 2005, and the results for science were released in April 2006.
<b>2006</b>	National NAEP was administered in U.S. history, civics, and economics (Grade 12 only).
<b>2007</b>	State and National NAEP were administered in Grades 4 and 8 in reading and mathematics. Grade 8 students were also assessed in writing. Grade 12 students participated in reading and writing assessments.
<b>2008</b>	National NAEP was administered in Grades 4, 8, and 12 in reading, mathematics, and science, in Grade 8 in the Arts, and the Long-term Trend to 9-, 13-, and 17-year-old students.
<b>2009</b>	State and National NAEP were administered in Grades 4 and 8 in reading, mathematics, and science. Grade 12 students participated in the same three subjects at the national level.

## APPENDIX C

### Glossary of NAEP Terms

**achievement gap** – the difference between a referent group’s average score and a group of interest’s average score.

**achievement levels** – performance standards set by the [National Assessment Governing Board](#) (NAGB) that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels, [Basic](#), [Proficient](#), and [Advanced](#), measure what students should know and be able to do at each grade assessed.

**achievement-level percentages** – the percentage of students within the total population, or in a particular student group, who meet or exceed expectations of what students should know and be able to do. Specifically, it is the weighted percentage of students with NAEP composite scores that are equal to, or exceed, the achievement-level cut scores specified by the [National Assessment Governing Board \(NAGB\)](#).

**Advanced** – one of the three NAEP [achievement levels](#), denoting superior performance at each grade level assessed. See each NAEP subject for a detailed description of what students should know and be able to do at Grade 4, 8, or 12 at the *Advanced* level. The cut scores determining each level are available with these descriptions.

**average scaled score** – arithmetic mean of the scaled scores for a given group.

**Basic** – one of the three NAEP [achievement levels](#), denoting partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. NAEP also reports the proportion of students whose scores place them below the *Basic* achievement level. See each NAEP subject for a detailed description of what students should know and be able to do at Grade 4, 8, or 12 at the *Basic* level. The cut scores determining each level are available with these descriptions.

**below Basic** – scale scores that fall below the cut point for *Basic*.

**central city** – geographical term meaning the largest city of a Metropolitan Statistical Area (MSA). Central city is not synonymous with “inner city.”

**English Language Learner (ELL)** – a term used to describe a student who is in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term [limited English proficient \(LEP\)](#).

**gender** – gender classification (male or female) is obtained from school records.

**item** – the basic scoreable part of an assessment; a test question.



**National School Lunch Program (NSLP)** - a federally assisted meal program that provides low-cost or free lunches to eligible students. It is sometimes referred to as the Free/Reduced-Price Lunch program. Free lunches are offered to those students whose family incomes are at or below 130 percent of the poverty level; reduced-price lunches are offered to those students whose family incomes are between 130 percent and 185 percent of the poverty level. Based on available school records, students are classified as either currently eligible or not currently eligible for the free/reduced-price lunch component of the Department of Agriculture's National School Lunch Program. The classification refers only to the school year in which the assessment was administered and is not based on eligibility in previous years. If school records are not available, the student is classified as "Information not available." If the school does not participate in the program, all students in that school are classified as "Information not available."

**NAEP** – the National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what students in the United States know and can do in various subject areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, geography, civics, economics, world history, the arts, and other subjects.

**national average** – obtained by aggregating the averages from each state. Thus, the national average is inclusive of the student information gathered at the state level.

**national sample** – at Grades 4 and 8, the national sample is a subset of the combined sample of students assessed in each participating state. At Grade 12, the sample is chosen using a stratified two-stage design that involves sampling students from selected schools across the country.

**No Child Left Behind Act of 2001 (NCLB)** – legislation reauthorizing the Elementary and Secondary Education Act (ESEA) (Public Law 107-110 Title I Part A, section 1111). NCLB requires NAEP to conduct national and state assessments at least once every two years in reading and mathematics at Grades 4 and 8. NAEP may conduct a state assessment in reading and mathematics in Grade 12 at regularly scheduled intervals. To the extent that time and money allow, NAEP will be conducted in Grades 4, 8, and 12 at regularly scheduled intervals in additional subjects including writing, science, history, geography, civics, economics, foreign language, and arts. Any state that wishes to receive a Title 1 grant must include in the state plan it submits to the Secretary of Education an assurance that beginning in the 2002 – 2003 school year the state will participate in the biennial state-level National Assessment of Educational Progress (NAEP).

**oversampling** – deliberately sampling a portion of the population at a higher rate than the remainder of the population.

**percent correct** – the percent of a target population that would answer a particular item correctly.

**performance data** – any data coming from the assessment.

**Proficient** – one of the three NAEP [achievement levels](#), representing solid academic performance for each grade level assessed. 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. See each NAEP subject for a detailed description of what students should know and be able to do at Grade 4, 8, or 12 at the *Proficient* level. The cut scores determining each level are available with the descriptions.

**racial/ethnic minority groups** – two sources of race/ethnicity data are provided: one taken from school records and one based on students' self-identification. Race/ethnicity is presented for five mutually exclusive categories: White, African American, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native (and, since 2003, “More Than One”).

**reportable population** – a group that has met the reporting requirements so that an estimate can be given for that group.

**rural/small town** – rural includes all places and areas with a population of less than 2,500 that are classified as rural by the Bureau of the Census. A small town is defined as places outside MSAs with a population of less than 25,000 but greater than or equal to 2,500.

**sample** – a subset of a population whose characteristics are studied to gain information about the entire population. NAEP assesses a representative sample of students each year, rather than the entire population of students.

**scale score** – a score, derived from student responses to NAEP assessment items that summarize the overall level of performance attained by a group of students. NAEP does not produce scale scores for individual students. When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

**score scale** – a scale used to describe what students know and can do. NAEP subject area scales typically range from 0–500 (reading, mathematics, history, and geography) or from 0–300 (science, writing, and civics).

**significantly different, statistically significant** – statistical tests are conducted to determine whether the changes or differences between two result numbers are statistically significant. The term “significant” does not imply a judgment about the absolute magnitude or educational relevance of changes in student performance. Rather, it is used to indicate that the observed changes are not likely to be associated with sampling and measurement error, but are statistically dependable population differences. NAEP uses widely accepted statistical standards in analyzing data. For instance, the Nation’s Report Card website discusses only findings that are statistically significant at the 0.05 level; however, some differences that are statistically significant appear small, particularly in recent assessment years, when the sample sizes have been larger.

**student group** – groups of the student population identified in terms of specific demographic or background characteristics. Some of the major student groups used for reporting NAEP results are those defined by students' gender, race or ethnicity, highest level of parental education, and type of school (public or nonpublic). Information gathered from NAEP background questionnaires also makes it possible to report results based on variables such as course-taking, home discussions of schoolwork, and television-viewing habits.

**students with disabilities (SD)** – a student with a disability may need specially designed instruction to meet his or her learning goals. A student with a disability will usually have an Individualized Education Program (IEP), which guides his or her special education instruction. One goal of NAEP is that students who are capable of participating meaningfully in the assessment are assessed, but some students with disabilities selected by NAEP may not be able to participate, even with accommodations.

**Title I** – a federally funded assistance program for economically and educationally disadvantaged students. Title I refers to a section of Public Law 107-110 (and predecessor, P. L. 103-382), "Improving The Academic Achievement Of The Disadvantaged." The Title I status of each participating student is indicated on the NAEP Assessment Administration form. In the Data Explorer, NAEP began reporting Title I by aggregated student participation with the 2000 assessments. The data were collected before then (for Chapter 1 and its successor, Title I) but are reported in a non-comparable statistic due to changing criteria for qualification as a Title I school. Currently, students classified as Title I include those in schools offering targeted assistance to low-income children and also schools with high rates of low-income children that use Title I funds to support school wide programs.

**trend line** – provides results on performance and how it has changed over time. Usually requires at least three assessment points.

**urban fringe/large town** – an urban fringe includes all densely settled places and areas within Metropolitan Statistical Areas (MSAs) that are classified as urban by the Bureau of the Census. A large town is defined as places outside MSAs with a population greater than or equal to 25,000.