

Florida

Grade 4 and 8 Public Schools



State

Mathematics 2013

This report provides selected results for Florida's public school students at grades 4, 8, and 12 from the National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

State-level results in mathematics are available for ten assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, and 2013), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2013 mathematics assessment at grades 4 and 8, with 13 states participating at grade 12.

For more information about the assessment, visit the NAEP website at <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

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

NAEP 2013 Mathematics Report for Florida

KEY FINDINGS FOR 2013

Grade 4:

- In 2013, the average mathematics score for fourth-grade students in Florida was 242. This was not significantly different from that for the nation's public schools (241).
- The average score for students in Florida in 2013 (242) was higher than that in 1992 (214) and was not significantly different from that in 2011 (240).
- In 2013, the percentage of students in Florida who performed at or above *Proficient* was 41 percent. This was not significantly different from that for the nation's public schools (41 percent).
- The percentage of students in Florida who performed at or above *Proficient* in 2013 (41 percent) was greater than that in 1992 (13 percent) and was not significantly different from that in 2011 (37 percent).
- In 2013, the percentage of students in Florida who performed at or above *Basic* was 84 percent. This was greater than that for the nation's public schools (82 percent).
- The percentage of students in Florida who performed at or above *Basic* in 2013 (84 percent) was greater than that in 1992 (52 percent) and was not significantly different from that in 2011 (84 percent).

Grade 8:

- In 2013, the average mathematics score for eighth-grade students in Florida was 281. This was lower than that for the nation's public schools (284).
- The average score for students in Florida in 2013 (281) was higher than that in 1990 (255) and was higher than that in 2011 (278).
- In 2013, the percentage of students in Florida who performed at or above *Proficient* was 31 percent. This was smaller than that for the nation's public schools (34 percent).
- The percentage of students in Florida who performed at or above *Proficient* in 2013 (31 percent) was greater than that in 1990 (12 percent) and in 2011 (28 percent).
- In 2013, the percentage of students in Florida who performed at or above *Basic* was 70 percent. This was smaller than that for the nation's public schools (73 percent).
- The percentage of students in Florida who performed at or above *Basic* in 2013 (70 percent) was greater than that in 1990 (43 percent) and was not significantly different from that in 2011 (68 percent).

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

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The mathematics frameworks were developed with the guidance of the Council of Chief State School Officers (CCSSO) and under the direction of the Governing Board. The current framework is available at the Governing Board's website <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/math-2013-framework.pdf>.

For grades 4 and 8, the mathematics framework for the 2013 assessment is similar to earlier versions that guided the 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, and 2011 mathematics assessments. Although the frameworks are updated periodically, the mathematics content objectives for grades 4 and 8 have not changed substantially, allowing students' performance in 2013 to be compared with previous years.

For 2005, the Governing Board adopted a new mathematics framework for grade 12 to reflect changes in high school standards and coursework. For 2009, the grade 12 mathematics framework was updated, adding objectives addressing mathematics content beyond that typically taught in a standard 3-year course of study in high school mathematics.

Content Areas and Mathematical Complexity

The 2013 mathematics framework classifies assessment questions in two dimensions, *content area* and *mathematical complexity*, that are used to guide the assessment. Each question is designed to measure one of the five content areas. However, certain aspects of mathematics, such as computation, occur in all content areas. Although the names of the content areas have changed from one framework to the next, a consistent focus has remained on measuring student performance in all five content areas. The distribution of questions among each content area differs by grade to reflect the knowledge and skills appropriate for each grade level. At grade 12, the measurement and geometry content areas are combined into one for reporting purposes to reflect the fact that the majority of measurement topics suitable for grade 12 students are geometric in nature.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** measures students' knowledge of measurement attributes, such as capacity and temperature, and geometric attributes, such as length, area, and volume.
- **Geometry** measures students' knowledge and understanding of shapes in a plane and in space.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

The mathematical complexity of a question refers to the level of cognitive demand it places on students. Each level of complexity includes aspects of knowing and doing mathematics, such as performing procedures, understanding concepts, or solving problems.

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

NAEP 2013 Mathematics Report for Florida

Assessment Design

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

Some questions in the 2013 assessment incorporated the use of calculators (four-function calculators at grade 4 and scientific or graphing calculators at grades 8 and 12), rulers, protractors (at grades 8 and 12), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

NAEP 2013 Mathematics Report for Florida

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2013 mathematics assessment at grades 4 and 8, with 13 states participating at grade 12. The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2013 mathematics assessment are available on the NAEP website at http://nationsreportcard.gov/math_2013/participation.aspx.

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

How Is Student Mathematics Performance Reported?

The 2013 state results are compared to results from eight earlier assessments at grade 4 and from nine earlier assessments at grade 8. At grade 12, state results are available for 2009 and 2013.

Scale Scores: Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 300 for grade 12. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board has set specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade 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 appropriate analytical skills.
- *Advanced* represents superior performance.

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

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

NAEP 2013 Mathematics Report for Florida

Figure
1-A

The Nation's Report Card 2013 State Assessment

Descriptions of fourth-grade achievement levels for 2013 NAEP mathematics assessment

Basic
Level
(214)

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

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

Proficient
Level
(249)

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

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

Advanced
Level
(282)

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

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

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2012). *Mathematics Framework for the 2013 National Assessment of Educational Progress*. Washington, DC.

NAEP 2013 Mathematics Report for Florida

Figure 1-B	The Nation's Report Card 2013 State Assessment
	Descriptions of eighth-grade achievement levels for 2013 NAEP mathematics assessment

Basic Level (262)	Eighth-grade students performing at the <i>Basic</i> level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.
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Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

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

Proficient Level (299)	Eighth-grade students performing at the <i>Proficient</i> level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.
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Eighth-graders performing at the *Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

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

Advanced Level (333)	Eighth-grade students performing at the <i>Advanced</i> level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.
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Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2012). *Mathematics Framework for the 2013 National Assessment of Educational Progress*. Washington, DC.

NAEP 2013 Mathematics Report for Florida

Assessing Students With Disabilities and/or English Language Learners

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

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

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and/or ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2013 NAEP mathematics assessment are available on the NAEP website at http://nationsreportcard.gov/math_2013/type_accomm.aspx.

Interpreting Results

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

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2013 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

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

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

NAEP 2013 Mathematics Overall Average Score and Achievement-Level Results for Public School Students

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

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

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 300 for grade 12.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Florida, the nation (public), and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, 2009, 2011, and 2013. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2013, the average scale score for students in Florida was 242. This was not significantly different from that for students across the nation (241).
- In Florida, the average scale score for students in 2013 was not significantly different from that in 2011 (240). However, the average scale score for students in public schools across the nation in 2013 was higher than that in 2011 (240).
- In Florida, the average scale score for students in 2013 was higher than the scores in 1992, 1996, 2003, and 2005. However, it was not significantly different from the scores in 2007, 2009, and 2011.

Grade 8 Scale Score Results

- In 2013, the average scale score for students in Florida was 281. This was lower than that for students across the nation (284).
- In Florida, the average scale score for students in 2013 was higher than that in 2011 (278). Similarly, the average scale score for students in public schools across the nation in 2013 was higher than that in 2011 (283).
- In Florida, the average scale score for students in 2013 was higher than the scores in 1990, 1992, 1996, 2003, 2005, 2007, and 2011. However, it was not significantly different from the score in 2009.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
1-A**

Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2013

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 ¹	Nation (public)	219 *	176 *	197 *	220 *	241 *	259 *
	Florida	214 *	172 *	193 *	215 *	235 *	254 *
1996 ¹	Nation (public)	222 *	180 *	201 *	224 *	244 *	261 *
	Florida	216 *	173 *	195 *	218 *	239 *	255 *
2003	Nation (public)	234 *	196 *	215 *	235 *	254 *	270 *
	South ²	233 *	197 *	215 *	234 *	253 *	268 *
	Florida	234 *	196 *	215 *	235 *	254 *	270 *
2005	Nation (public)	237 *	199 *	219 *	239 *	257 *	272 *
	South ²	237 *	201 *	219 *	238 *	256 *	271 *
	Florida	239 *	204	221 *	240 *	258	274
2007	Nation (public)	239 *	201 *	221 *	241 *	259 *	274 *
	South ²	239 *	203	221 *	240 *	257 *	272 *
	Florida	242	209	225	243	260	275
2009	Nation (public)	239 *	201 *	221 *	241 *	259 *	275 *
	South ²	238 *	203	221 *	239 *	257 *	273 *
	Florida	242	209	225	243	260	275
2011	Nation (public)	240 *	202	222	242 *	260 *	276 *
	South ²	239 *	204	222	240 *	258 *	274 *
	Florida	240	205	222	241	258	274
2013	Nation (public)	241	202	222	243	262	278
	South ²	241	204	222	242	261	277
	Florida	242	206	224	243	261	276

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

¹ Accommodations were not permitted for this assessment.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
1-B**

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by year and jurisdiction: Various years, 1990–2013

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1990 ¹	Nation (public)	262 *	214 *	237 *	263 *	288 *	307 *
	Florida	255 *	209 *	231 *	255 *	280 *	303 *
1992 ¹	Nation (public)	267 *	219 *	242 *	268 *	293 *	314 *
	Florida	260 *	212 *	235 *	261 *	285 *	307 *
1996 ¹	Nation (public)	271 *	222 *	247 *	272 *	296 *	316 *
	Florida	264 *	216 *	240 *	265 *	289 *	310 *
2003	Nation (public)	276 *	228 *	253 *	278 *	301 *	321 *
	South ²	274 *	228 *	251 *	275 *	298 *	318 *
	Florida	271 *	223 *	248 *	273 *	297 *	318 *
2005	Nation (public)	278 *	230 *	254 *	279 *	303 *	323 *
	South ²	276 *	230 *	253 *	277 *	300 *	321 *
	Florida	274 *	225 *	251 *	276 *	300 *	320 *
2007	Nation (public)	280 *	234 *	257 *	281 *	305 *	325 *
	South ²	279 *	235 *	256 *	280 *	303 *	323 *
	Florida	277 *	231 *	255	279	301	321
2009	Nation (public)	282 *	235 *	258 *	283 *	307 *	328 *
	South ²	281 *	236	257 *	281 *	305 *	325
	Florida	279	235	256	280	303	322
2011	Nation (public)	283 *	236	259	284 *	308 *	329 *
	South ²	282	237	259	283	306	327
	Florida	278 *	232	254	278 *	302	323
2013	Nation (public)	284	236	260	285	309	330
	South ²	282	237	259	283	306	327
	Florida	281	236	257	281	305	326

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

¹ Accommodations were not permitted for this assessment.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

Overall Achievement-Level Results

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

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

Grade 4 Achievement-Level Results

- In 2013, the percentage of Florida's students who performed at or above *Proficient* was 41 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (41 percent).
- In Florida, the percentage of students who performed at or above *Proficient* in 2013 was greater than the percentages in 1992, 1996, 2003, and 2005, but was not significantly different from the percentages in 2007, 2009, and 2011.
- In 2013, the percentage of Florida's students who performed at or above *Basic* was 84 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (82 percent).
- In Florida, the percentage of students who performed at or above *Basic* in 2013 was greater than the percentages in 1992, 1996, 2003, and 2005, but was not significantly different from the percentages in 2007, 2009, and 2011.

Grade 8 Achievement-Level Results

- In 2013, the percentage of Florida's students who performed at or above *Proficient* was 31 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (34 percent).
- In Florida, the percentage of students who performed at or above *Proficient* in 2013 was greater than the percentages in 1990, 1992, 1996, 2003, 2005, and 2011, but was not significantly different from the percentages in 2007 and 2009.
- In 2013, the percentage of Florida's students who performed at or above *Basic* was 70 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (73 percent).
- In Florida, the percentage of students who performed at or above *Basic* in 2013 was greater than the percentages in 1990, 1992, 1996, 2003, and 2005, but was not significantly different from the percentages in 2007, 2009, and 2011.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1992–2013

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 ¹	Nation (public)	43*	57*	17*	2*
	Florida	48*	52*	13*	1*
1996 ¹	Nation (public)	38*	62*	20*	2*
	Florida	45*	55*	15*	1*
2003	Nation (public)	24*	76*	31*	4*
	South ²	24*	76*	29*	3*
	Florida	24*	76*	31*	4*
2005	Nation (public)	21*	79*	35*	5*
	South ²	20*	80*	34*	4*
	Florida	18*	82*	37*	5
2007	Nation (public)	19*	81*	39*	5*
	South ²	18	82	36*	5*
	Florida	14	86	40	6
2009	Nation (public)	19*	81*	38*	6*
	South ²	18*	82*	36*	5*
	Florida	14	86	40	5
2011	Nation (public)	18	82	40*	6*
	South ²	18	82	37*	5*
	Florida	16	84	37	5
2013	Nation (public)	18	82	41	8
	South ²	17	83	40	7
	Florida	16	84	41	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

¹ Accommodations were not permitted for this assessment.

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

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1990–2013

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1990 ¹	Nation (public)	49*	51*	15*	2*
	Florida	57*	43*	12*	1*
1992 ¹	Nation (public)	44*	56*	20*	3*
	Florida	51*	49*	15*	1*
1996 ¹	Nation (public)	39*	61*	23*	4*
	Florida	46*	54*	17*	2*
2003	Nation (public)	33*	67*	27*	5*
	South ²	36*	64*	24*	4*
	Florida	38*	62*	23*	4*
2005	Nation (public)	32*	68*	28*	6*
	South ²	34*	66*	26*	5*
	Florida	35*	65*	26*	5*
2007	Nation (public)	30*	70*	31*	7*
	South ²	30*	70*	29*	6*
	Florida	32	68	27	5
2009	Nation (public)	29*	71*	33*	7*
	South ²	29*	71*	30*	7
	Florida	30	70	29	6
2011	Nation (public)	28*	72*	34*	8*
	South ²	28	72	32	7
	Florida	32	68	28*	6
2013	Nation (public)	27	73	34	8
	South ²	28	72	32	7
	Florida	30	70	31	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2013.

¹ Accommodations were not permitted for this assessment.

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

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

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

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2013 mathematics assessment at grades 4 and 8, with 13 states participating at grade 12. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

Comparisons by Scale Scores

Figures 2-A and 2-B compare Florida's 2013 overall mathematics scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Florida in the NAEP 2013 mathematics assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in Florida was higher than 12 jurisdictions, not significantly different from 20 jurisdictions, and lower than 19 jurisdictions.

Grade 8 Scale Score Comparison Results

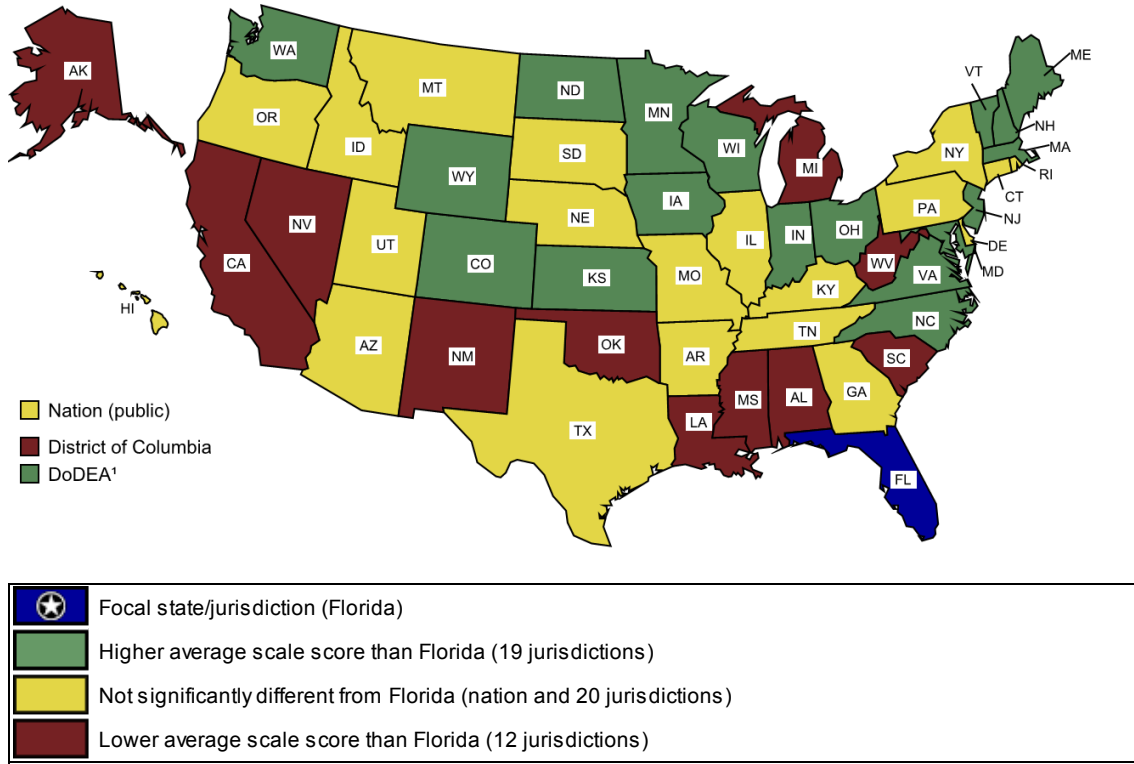
- The average score for students in Florida was higher than 10 jurisdictions, not significantly different from 12 jurisdictions, and lower than 29 jurisdictions.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Figure
2-A**

Florida's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2013



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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2013 mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Florida.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Florida was greater than the percentage in 11 jurisdictions, not significantly different from those in 18 jurisdictions, and smaller than those in 22 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Florida was greater than the percentage in 15 jurisdictions, not significantly different from those in 25 jurisdictions, and smaller than those in 11 jurisdictions (data not shown).

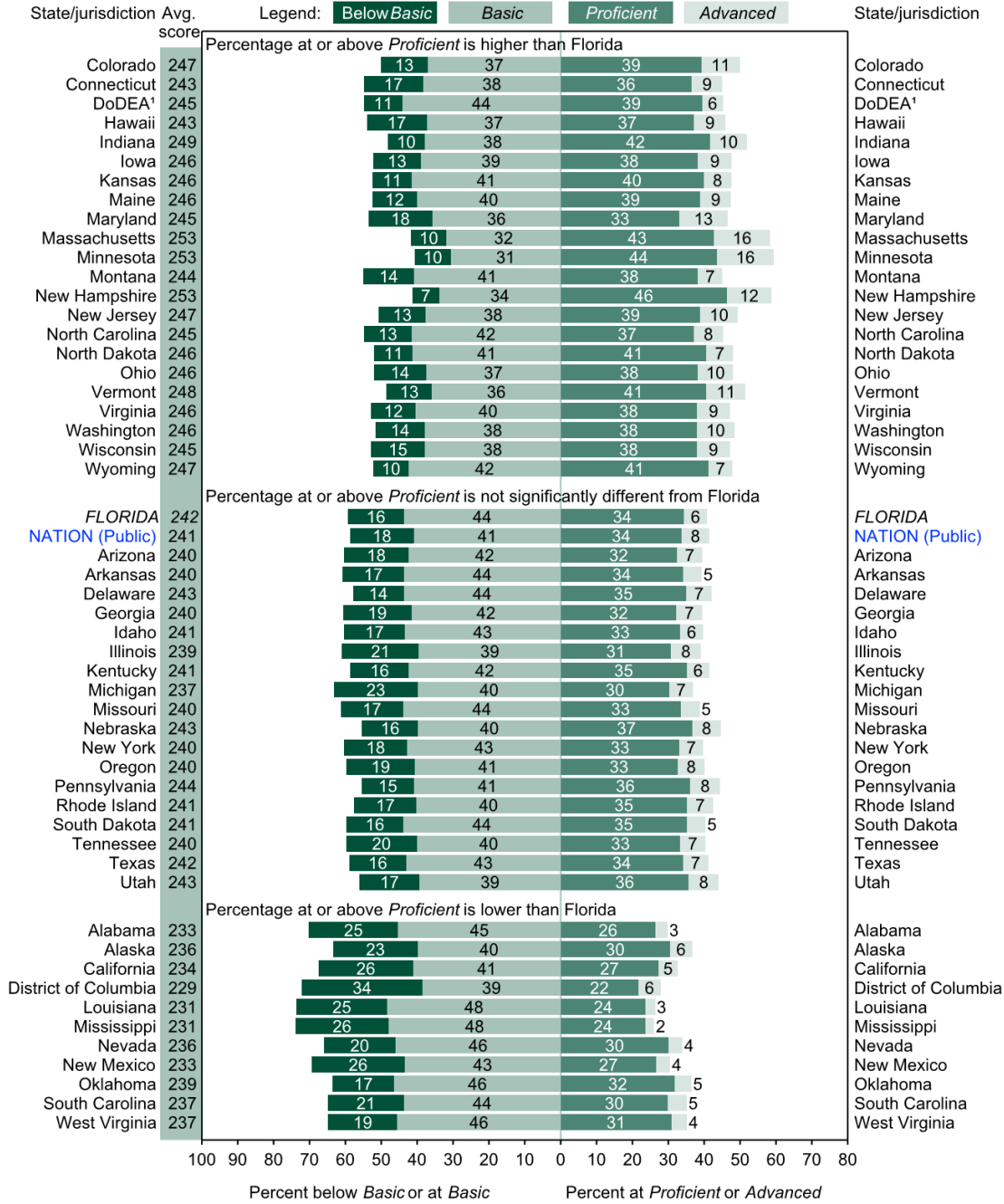
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Florida was greater than the percentage in 7 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 29 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Florida was greater than the percentage in 7 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 29 jurisdictions (data not shown).

NAEP 2013 Mathematics Report for Florida

Figure 3-A

The Nation's Report Card 2013 State Assessment
 Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and Florida's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2013



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

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

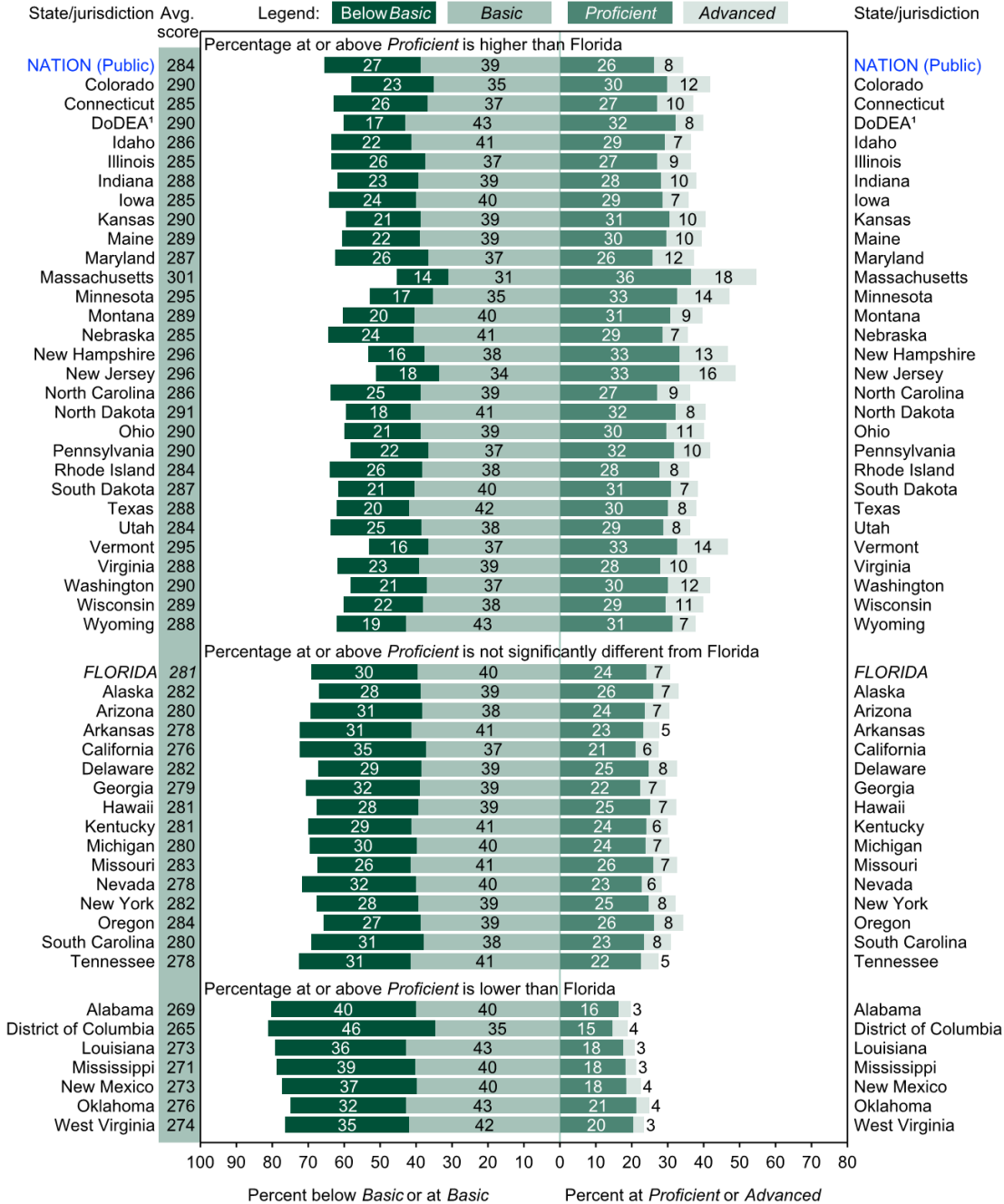
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

Figure 3-B

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and Florida's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2013



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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Mathematics Performance of Selected Student Groups

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

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, 2011, and 2013)
- parents' highest level of education

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

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2013 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2013 was found to be statistically significant.

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

NAEP 2013 Mathematics Report for Florida

Race/Ethnicity

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

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

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

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

- White
- Black or African American
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 and 2013 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or more races" in 2011 and 2013.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students are combined into a single Asian/Pacific Islander category.

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

NAEP 2013 Mathematics Report for Florida

Grade 4 Scale Score Results by Race/Ethnicity

- In 2013, White students in Florida had an average scale score that was higher than the average scores of Black and Hispanic students, but lower than the average score of Asian/Pacific Islander students.
- In 2013, the average scale scores of White, Black, and Hispanic students in Florida were higher than their respective scores in 1992, 1996, 2003, and 2005, but not significantly different from their respective scores in 2007, 2009, and 2011.
- In 2013, the average scale score of Asian/Pacific Islander students in Florida was higher than their respective score in 2003, but not significantly different from their respective scores in 2005, 2007, 2009, and 2011.
- In 2013, Black students in Florida had an average score that was lower than that of White students by 23 points. This performance gap was narrower than that of 1992 (34 points).
- In 2013, Hispanic students in Florida had an average score that was lower than that of White students by 12 points. In 1992, the average score for Hispanic students was lower than that of White students by 16 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2013

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
White							
1992 ¹	Nation (public)	72*	227*	32*	68*	22*	2*
	Florida	63*	224*	35*	65*	18*	2*
1996 ¹	Nation (public)	71*	230*	27*	73*	25*	3*
	Florida	59*	227*	30*	70*	21*	1*
2003	Nation (public)	58*	243*	13*	87*	42*	5*
	Florida	50*	243*	13*	87*	43*	5*
2005	Nation (public)	57*	246*	11*	89*	47*	7*
	Florida	48*	247*	9	91	49	8
2007	Nation (public)	55*	248*	9	91	51*	8*
	Florida	48*	250	6	94	54	8
2009	Nation (public)	54*	248*	10	90	50*	8*
	Florida	46*	250	7	93	53	9
2011	Nation (public)	52*	249*	9	91	52*	9*
	Florida	40	250	8	92	52	9
2013	Nation (public)	51	250	9	91	54	10
	Florida	40	251	8	92	54	10
Black							
1992 ¹	Nation (public)	18*	192*	78*	22*	2*	#
	Florida	24	189*	80*	20*	2*	#
1996 ¹	Nation (public)	17	199*	70*	30*	4*	#
	Florida	24	193*	76*	24*	3*	#
2003	Nation (public)	17*	216*	46*	54*	10*	#*
	Florida	25	215*	48*	52*	8*	#
2005	Nation (public)	17*	220*	40*	60*	13*	1*
	Florida	23	224*	33	67	16	1
2007	Nation (public)	17*	222*	37*	63*	15*	1*
	Florida	21	225	29	71	15	1
2009	Nation (public)	16*	222*	37*	63*	15*	1*
	Florida	22	228	27	73	20	1
2011	Nation (public)	16	224	34	66	17	1
	Florida	25	226	30	70	18	1
2013	Nation (public)	16	224	34	66	18	1
	Florida	22	228	28	72	20	1

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2013—
Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
1992 ¹	Nation (public)	7 *	201 *	68 *	32 *	5 *	#
	Florida	12 *	208 *	60 *	40 *	7 *	1
1996 ¹	Nation (public)	9 *	204 *	63 *	37 *	7 *	#
	Florida	16 *	208 *	56 *	44 *	7 *	#
2003	Nation (public)	19 *	221 *	38 *	62 *	15 *	1 *
	Florida	21 *	232 *	26 *	74 *	27 *	3
2005	Nation (public)	20 *	225 *	33 *	67 *	19 *	1 *
	Florida	24 *	233 *	22	78	28 *	2
2007	Nation (public)	21 *	227 *	31 *	69 *	22 *	1 *
	Florida	25 *	238	17	83	33	3
2009	Nation (public)	22 *	227 *	30 *	70 *	21 *	1 *
	Florida	25 *	238	16	84	33	2
2011	Nation (public)	24 *	229 *	28	72	24 *	2 *
	Florida	29	236	19	81	31	3
2013	Nation (public)	25	230	27	73	26	2
	Florida	31	238	18	82	36	5
Asian/Pacific Islander							
1992 ¹	Nation (public)	3 *	231 *	26 *	74 *	27 *	4 *
	Florida	1 *	‡	‡	‡	‡	‡
1996 ¹	Nation (public)	3 *	225 *	35 *	65 *	20 *	5 *
	Florida	1 *	‡	‡	‡	‡	‡
2003	Nation (public)	4 *	246 *	13 *	87 *	48 *	10 *
	Florida	2 *	249 *	10	90	53 *	12
2005	Nation (public)	4 *	251 *	11 *	89 *	54 *	14 *
	Florida	2 *	259	4	96	66	21
2007	Nation (public)	5 *	254 *	9	91	59 *	16 *
	Florida	2	255	7	93	59	17
2009	Nation (public)	5	255 *	9	91	61	18 *
	Florida	2 *	261	7	93	73	21
2011	Nation (public)	5	256	9	91	62	20
	Florida	3	257	4	96	64	17
2013	Nation (public)	5	258	9	91	64	23
	Florida	3	264	3	97	77	21

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2013—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
American Indian/Alaska Native						
1992 ¹	Nation (public)	1	‡	‡	‡	‡
	Florida	#	‡	‡	‡	‡
1996 ¹	Nation (public)	1*	‡	‡	‡	‡
	Florida	#	‡	‡	‡	‡
2003	Nation (public)	1	224*	35	65	18*
	Florida	#	‡	‡	‡	‡
2005	Nation (public)	1	227	31	69	22
	Florida	#	‡	‡	‡	‡
2007	Nation (public)	1	229	28	72	26
	Florida	#	‡	‡	‡	‡
2009	Nation (public)	1	227	32	68	23
	Florida	#	‡	‡	‡	‡
2011	Nation (public)	1	227	32	68	24
	Florida	#	‡	‡	‡	‡
2013	Nation (public)	1	228	30	70	24
	Florida	#	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

Grade 8 Scale Score Results by Race/Ethnicity

- In 2013, White students in Florida had an average scale score that was higher than the average scores of Black and Hispanic students, but lower than the average score of Asian/Pacific Islander students.
- In 2013, the average scale scores of White, Black, and Hispanic students in Florida were higher than their respective scores in 1990, 1992, 1996, 2003, and 2005, but not significantly different from their respective scores in 2007, 2009, and 2011.
- In 2013, the average scale score of Asian/Pacific Islander students in Florida was higher than their respective score in 2003, but not significantly different from their respective scores in 2005, 2007, 2009, and 2011.
- In 2013, Black students in Florida had an average score that was lower than that of White students by 27 points. This performance gap was narrower than that of 1990 (34 points).
- In 2013, Hispanic students in Florida had an average score that was lower than that of White students by 17 points. In 1990, the average score for Hispanic students was lower than that of White students by 19 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2013

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
1990 ¹	Nation (public)	73 *	269 *	41 *	59 *	18 *	3 *
	Florida	64 *	265 *	47 *	53 *	16 *	2 *
1992 ¹	Nation (public)	72 *	276 *	34 *	66 *	25 *	3 *
	Florida	59 *	272 *	37 *	63 *	21 *	2 *
1996 ¹	Nation (public)	70 *	280 *	28 *	72 *	29 *	5 *
	Florida	57 *	277 *	30 *	70 *	25 *	3 *
2003	Nation (public)	62 *	287 *	21 *	79 *	36 *	7 *
	Florida	50 *	286 *	22	78	34 *	7
2005	Nation (public)	60 *	288 *	21 *	79 *	37 *	7 *
	Florida	52 *	286 *	22	78	36	7
2007	Nation (public)	58 *	290 *	19 *	81 *	41 *	9 *
	Florida	48	289	20	80	37	8
2009	Nation (public)	56 *	292 *	18	82	43 *	10 *
	Florida	46	289	20	80	39	9
2011	Nation (public)	54	293	17	83	43	10
	Florida	45	287	21	79	37	8
2013	Nation (public)	53	293	17	83	44	11
	Florida	44	291	19	81	40	10
Black							
1990 ¹	Nation (public)	16	236 *	79 *	21 *	5 *	#
	Florida	22	231 *	83 *	17 *	2 *	#
1992 ¹	Nation (public)	17 *	236 *	81 *	19 *	2 *	#
	Florida	25	236 *	79 *	21 *	3 *	#
1996 ¹	Nation (public)	16	241 *	74 *	26 *	4 *	#
	Florida	24	235 *	80 *	20 *	2 *	#
2003	Nation (public)	17 *	252 *	61 *	39 *	7 *	# *
	Florida	27 *	249 *	64 *	36 *	7 *	1
2005	Nation (public)	17 *	254 *	59 *	41 *	8 *	1 *
	Florida	22	251 *	61 *	39 *	8 *	#
2007	Nation (public)	17 *	259 *	53 *	47 *	11 *	1 *
	Florida	23	259	52	48	11	1
2009	Nation (public)	16	260 *	51 *	49 *	12 *	1
	Florida	22	264	47	53	13	1
2011	Nation (public)	16	262	50	50	13	1
	Florida	22	258	54	46	11	1
2013	Nation (public)	15	263	49	51	14	2
	Florida	21	264	49	51	14	2

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2013—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic						
1990 ¹ Nation (public)	7 *	245 *	67 *	33 *	7 *	1 *
Florida	12 *	246 *	70 *	30 *	7 *	1 *
1992 ¹ Nation (public)	8 *	247 *	67 *	33 *	6 *	# *
Florida	14 *	246 *	67 *	33 *	5 *	#
1996 ¹ Nation (public)	9 *	250 *	62 *	38 *	8 *	1
Florida	16 *	254 *	60 *	40 *	8 *	1 *
2003 Nation (public)	15 *	258 *	53 *	47 *	11 *	1 *
Florida	19 *	264 *	47 *	53 *	16 *	3
2005 Nation (public)	17 *	261 *	50 *	50 *	13 *	1 *
Florida	22 *	265 *	44 *	56 *	16 *	1 *
2007 Nation (public)	19 *	264 *	46 *	54 *	15 *	2 *
Florida	24	270	39	61	21	3
2009 Nation (public)	21 *	266 *	44 *	56 *	17 *	2 *
Florida	26	274	34	66	22	3
2011 Nation (public)	23	269 *	40	60	20	3
Florida	27	274	35	65	22	3
2013 Nation (public)	23	271	38	62	21	3
Florida	29	274	35	65	24	4
Asian/Pacific Islander						
1990 ¹ Nation (public)	2 *	275 *	36 *	64 *	30 *	6 *
Florida	2	‡	‡	‡	‡	‡
1992 ¹ Nation (public)	2 *	290	25	75	43	14
Florida	2 *	‡	‡	‡	‡	‡
1996 ¹ Nation (public)	‡	‡	‡	‡	‡	‡
Florida	2 *	‡	‡	‡	‡	‡
2003 Nation (public)	4 *	289 *	23 *	77 *	42 *	12 *
Florida	2	287 *	25	75	41 *	5
2005 Nation (public)	5 *	294 *	19 *	81 *	46 *	16 *
Florida	2	299	13	87	51	16
2007 Nation (public)	5 *	296 *	18 *	82 *	49 *	17 *
Florida	2	293	20	80	48	14
2009 Nation (public)	5	300 *	16	84	53 *	20 *
Florida	2	302	13	87	55	19
2011 Nation (public)	6	302 *	15	85	55	22
Florida	3	312	8	92	65	25
2013 Nation (public)	5	306	13	87	60	25
Florida	3	310	9	91	65	23

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2013—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native						
1990 ¹ Nation (public)	1	‡	‡	‡	‡	‡
Florida	#	‡	‡	‡	‡	‡
1992 ¹ Nation (public)	1	‡	‡	‡	‡	‡
Florida	#	‡	‡	‡	‡	‡
1996 ¹ Nation (public)	1	‡	‡	‡	‡	‡
Florida	1	‡	‡	‡	‡	‡
2003 Nation (public)	1	265*	46*	54*	16*	2
Florida	#	‡	‡	‡	‡	‡
2005 Nation (public)	1	266*	45	55	14*	2*
Florida	#	‡	‡	‡	‡	‡
2007 Nation (public)	1	265*	44	56	17*	2
Florida	#	‡	‡	‡	‡	‡
2009 Nation (public)	1	267	43	57	20	3
Florida	#	‡	‡	‡	‡	‡
2011 Nation (public)	1	266*	45	55	17	4
Florida	#	‡	‡	‡	‡	‡
2013 Nation (public)	1	270	40	60	21	3
Florida	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011 and 2013: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or more races at grades 4 and 8 in Florida and the nation, by race/ethnicity.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
4-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: 2011 and 2013

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
White							
2011	Nation (public)	52*	249*	9	91	52*	9*
	Florida	40	250	8	92	52	9
2013	Nation (public)	51	250	9	91	54	10
	Florida	40	251	8	92	54	10
Black							
2011	Nation (public)	16	224	34	66	17	1
	Florida	25	226	30	70	18	1
2013	Nation (public)	16	224	34	66	18	1
	Florida	22	228	28	72	20	1
Hispanic							
2011	Nation (public)	24*	229*	28	72	24*	2
	Florida	29	236	19	81	31	3
2013	Nation (public)	25	230	27	73	26	2
	Florida	31	238	18	82	36	5
Asian							
2011	Nation (public)	5	257	8	92	64	21
	Florida	3	258	4	96	66	17
2013	Nation (public)	5	260	7	93	67	24
	Florida	3	264	2	98	77	20
American Indian/Alaska Native							
2011	Nation (public)	1	227	32	68	24	2
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	228	30	70	24	2
	Florida	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	235	24	76	33	7
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	235	23	77	32	4
	Florida	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	244	15	85	43	9
	Florida	3	242	12	88	38	8
2013	Nation (public)	3	244	14	86	45	9
	Florida	3	240	13	87	36	3

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 and 2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
4-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: 2011 and 2013

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
White							
2011	Nation (public)	54	293	17	83	43	10
	Florida	45	287	21	79	37	8
2013	Nation (public)	53	293	17	83	44	11
	Florida	44	291	19	81	40	10
Black							
2011	Nation (public)	16	262	50	50	13	1
	Florida	22	258	54	46	11	1
2013	Nation (public)	15	263	49	51	14	2
	Florida	21	264	49	51	14	2
Hispanic							
2011	Nation (public)	23	269 *	40	60	20	3
	Florida	27	274	35	65	22	3
2013	Nation (public)	23	271	38	62	21	3
	Florida	29	274	35	65	24	4
Asian							
2011	Nation (public)	5	305 *	12	88	58	24
	Florida	3	314	6	94	66	26
2013	Nation (public)	5	308	12	88	62	27
	Florida	3	310	9	91	66	23
American Indian/Alaska Native							
2011	Nation (public)	1	266 *	45	55	17	4
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	270	40	60	21	3
	Florida	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	265 *	45	55	19	3
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	274	34	66	24	4
	Florida	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2 *	286	24	76	37	10
	Florida	3	283	24	76	32	5
2013	Nation (public)	2	286	24	76	37	10
	Florida	3	285	23	77	35	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 and 2013 Mathematics Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

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

Grade 4 Scale Score Results by Gender

- In 2013, male students in Florida had an average score in mathematics (242) that was not significantly different from that of female students (242). In 1992, male students in Florida had an average score in mathematics (215) that was not significantly different from that of female students (212).
- In 2013, male students in Florida had an average scale score in mathematics (242) that was not significantly different from that of male students in public schools across the nation (242). Similarly, female students in Florida had an average scale score (242) that was not significantly different from that of female students across the nation (241).
- In Florida, the average scale score of male students in 2013 was higher than the scores of male students in 1992, 1996, and 2003, but not significantly different from the scores of male students in 2005, 2007, 2009, and 2011.
- In Florida, the average scale score of female students in 2013 was higher than the scores of female students in 1992, 1996, 2003, and 2005, but not significantly different from the scores of female students in 2007, 2009, and 2011.

Grade 4 Achievement-Level Results by Gender

- In the 2013 assessment, 41 percent of male students and 40 percent of female students performed at or above *Proficient* in Florida. The difference between these percentages was not statistically significant.
- The percentage of male students in Florida's public schools who were at or above *Proficient* in 2013 (41 percent) was not significantly different from that of male students in the nation (42 percent).
- The percentage of female students in Florida's public schools who were at or above *Proficient* in 2013 (40 percent) was not significantly different from that of female students in the nation (40 percent).
- In Florida, the percentage of male students performing at or above *Proficient* in 2013 was greater than the corresponding percentages of students in 1992, 1996, and 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, and 2011.
- In Florida, the percentage of female students performing at or above *Proficient* in 2013 was greater than the corresponding percentages of students in 1992, 1996, 2003, and 2005, but not significantly different from the corresponding percentages of students in 2007, 2009, and 2011.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2013

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1992 ¹	Nation (public)	50	220 *	41 *	59 *	19 *	2 *
	Florida	48 *	215 *	47 *	53 *	15 *	1 *
1996 ¹	Nation (public)	51	224 *	37 *	63 *	22 *	3 *
	Florida	52	215 *	47 *	53 *	15 *	1 *
2003	Nation (public)	51	235 *	23 *	77 *	34 *	5 *
	Florida	52	235 *	24 *	76 *	33 *	5
2005	Nation (public)	51	238 *	20 *	80 *	37 *	6 *
	Florida	50	240	17	83	38	6
2007	Nation (public)	51 *	240 *	18	82	41 *	7 *
	Florida	51	243	13	87	43	7
2009	Nation (public)	51	240 *	19	81	40 *	7 *
	Florida	50	243	14	86	42	6
2011	Nation (public)	51	241 *	18	82	41 *	7 *
	Florida	51	240	17	83	38	6
2013	Nation (public)	51	242	18	82	42	8
	Florida	51	242	16	84	41	7
Female							
1992 ¹	Nation (public)	50	218 *	44 *	56 *	16 *	1 *
	Florida	52 *	212 *	50 *	50 *	12 *	1 *
1996 ¹	Nation (public)	49	221 *	39 *	61 *	17 *	1 *
	Florida	48	217 *	44 *	56 *	14 *	1 *
2003	Nation (public)	49	233 *	25 *	75 *	29 *	3 *
	Florida	48	233 *	25 *	75 *	29 *	3 *
2005	Nation (public)	49	236 *	21 *	79 *	33 *	4 *
	Florida	50	238 *	19 *	81 *	35 *	5
2007	Nation (public)	49 *	238 *	19 *	81 *	36 *	4 *
	Florida	49	241	14	86	38	5
2009	Nation (public)	49	238 *	19 *	81 *	37 *	5 *
	Florida	50	241	14	86	39	5
2011	Nation (public)	49	239 *	18	82	39 *	6 *
	Florida	49	240	16	84	36	5
2013	Nation (public)	49	241	18	82	40	7
	Florida	49	242	16	84	40	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

Grade 8 Scale Score Results by Gender

- In 2013, male students in Florida had an average score in mathematics (282) that was not significantly different from that of female students (280). In 1990, male students in Florida had an average score in mathematics (257) that was not significantly different from that of female students (254).
- In 2013, male students in Florida had an average scale score in mathematics (282) that was lower than that of male students in public schools across the nation (284). Similarly, female students in Florida had an average scale score (280) that was lower than that of female students across the nation (283).
- In Florida, the average scale score of male students in 2013 was higher than the scores of male students in 1990, 1992, 1996, 2003, 2005, and 2011, but not significantly different from the scores of male students in 2007 and 2009.
- In Florida, the average scale score of female students in 2013 was higher than the scores of female students in 1990, 1992, 1996, 2003, and 2005, but not significantly different from the scores of female students in 2007, 2009, and 2011.

Grade 8 Achievement-Level Results by Gender

- In the 2013 assessment, 32 percent of male students and 30 percent of female students performed at or above *Proficient* in Florida. The difference between these percentages was not statistically significant.
- The percentage of male students in Florida's public schools who were at or above *Proficient* in 2013 (32 percent) was smaller than that of male students in the nation (35 percent).
- The percentage of female students in Florida's public schools who were at or above *Proficient* in 2013 (30 percent) was smaller than that of female students in the nation (34 percent).
- In Florida, the percentage of male students performing at or above *Proficient* in 2013 was greater than the corresponding percentages of students in 1990, 1992, 1996, and 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, and 2011.
- In Florida, the percentage of female students performing at or above *Proficient* in 2013 was greater than the corresponding percentages of students in 1990, 1992, 1996, 2003, and 2005, but not significantly different from the corresponding percentages of students in 2007, 2009, and 2011.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1990–2013

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1990 ¹	Nation (public)	51	262 *	49 *	51 *	17 *	2 *
	Florida	51	257 *	56 *	44 *	14 *	2 *
1992 ¹	Nation (public)	52	266 *	45 *	55 *	20 *	3 *
	Florida	49	260 *	52 *	48 *	15 *	2 *
1996 ¹	Nation (public)	52	270 *	40 *	60 *	24 *	4 *
	Florida	47 *	265 *	45 *	55 *	18 *	2 *
2003	Nation (public)	50 *	277 *	33 *	67 *	29 *	6 *
	Florida	51	273 *	36 *	64 *	26 *	5
2005	Nation (public)	51 *	278 *	32 *	68 *	30 *	6 *
	Florida	52	276 *	33 *	67 *	28	5
2007	Nation (public)	51 *	281 *	29 *	71 *	33 *	8 *
	Florida	49	278	32	68	29	6
2009	Nation (public)	51 *	283 *	28	72	34	8 *
	Florida	50	281	29	71	31	7
2011	Nation (public)	51 *	283	28	72	34	9
	Florida	51	278 *	32	68	29	6
2013	Nation (public)	51	284	27	73	35	9
	Florida	50	282	29	71	32	7
Female							
1990 ¹	Nation (public)	49	261 *	49 *	51 *	14 *	2 *
	Florida	49	254 *	59 *	41 *	10 *	1 *
1992 ¹	Nation (public)	48	267 *	44 *	56 *	20 *	3 *
	Florida	51	260 *	51 *	49 *	14 *	1 *
1996 ¹	Nation (public)	48	271 *	39 *	61 *	21 *	3 *
	Florida	53 *	262 *	48 *	52 *	16 *	1 *
2003	Nation (public)	50 *	275 *	34 *	66 *	26 *	4 *
	Florida	49	269 *	41 *	59 *	21 *	3 *
2005	Nation (public)	49 *	277 *	33 *	67 *	27 *	5 *
	Florida	48	272 *	37 *	63 *	23 *	4
2007	Nation (public)	49 *	279 *	30 *	70 *	29 *	6 *
	Florida	51	277	32	68	26	5
2009	Nation (public)	49 *	281 *	29 *	71 *	31 *	7 *
	Florida	50	278	31	69	27	5
2011	Nation (public)	49 *	282 *	28	72	33	7
	Florida	49	277	32	68	27	5
2013	Nation (public)	49	283	27	73	34	7
	Florida	50	280	30	70	30	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and data for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Florida and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2013, students in Florida eligible for free/reduced-price lunch had an average mathematics scale score of 233. This was lower than that of students in Florida not eligible for this program (255).
- In 2013, students in Florida who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 21 points. In 1996, the average score for students in Florida who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points.
- Students in Florida eligible for free/reduced-price lunch had an average scale score (233) in 2013 that was higher than that of students in the nation who were eligible (230).
- In Florida, students eligible for free/reduced-price lunch had an average mathematics scale score in 2013 that was higher than that of eligible students in 1996, 2003, and 2005, but not significantly different from that of eligible students in 2007, 2009, and 2011.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Florida, 28 percent of students who were eligible for free/reduced-price lunch and 61 percent of those who were not eligible for this program performed at or above *Proficient* in 2013. These percentages were significantly different from one another.
- For students in Florida in 2013 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (28 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (26 percent).
- In Florida, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2013 was greater than the corresponding percentages in 1996, 2003, and 2005, but not significantly different from the corresponding percentages in 2007, 2009, and 2011.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2013

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1996 ¹	Nation (public)	34 *	207 *	59 *	41 *	8 *	# *
	Florida	47 *	204 *	62 *	38 *	7 *	#
2003	Nation (public)	44 *	222 *	38 *	62 *	15 *	1 *
	Florida	49 *	222 *	37 *	63 *	16 *	1 *
2005	Nation (public)	46 *	225 *	33 *	67 *	19 *	1 *
	Florida	52 *	229 *	26 *	74 *	22 *	2
2007	Nation (public)	46 *	227 *	30 *	70 *	22 *	1 *
	Florida	48 *	233	21	79	25	2
2009	Nation (public)	48 *	228 *	29 *	71 *	22 *	1 *
	Florida	55 *	235	20	80	29	2
2011	Nation (public)	52 *	229 *	27	73	24 *	2 *
	Florida	62	232	22	78	26	2
2013	Nation (public)	54	230	27	73	26	2
	Florida	61	233	22	78	28	2
Not eligible							
1996 ¹	Nation (public)	52 *	231 *	27 *	73 *	25 *	3 *
	Florida	48 *	227 *	30 *	70 *	21 *	2 *
2003	Nation (public)	52 *	244 *	12 *	88 *	45 *	6 *
	Florida	48 *	245 *	12 *	88 *	46 *	7 *
2005	Nation (public)	52 *	248 *	10 *	90 *	50 *	8 *
	Florida	47 *	250 *	9 *	91 *	53 *	10
2007	Nation (public)	53 *	249 *	9 *	91 *	53 *	9 *
	Florida	51 *	251 *	7	93	55	9
2009	Nation (public)	51 *	250 *	9 *	91 *	54 *	10 *
	Florida	45 *	251 *	7	93	55	9
2011	Nation (public)	47 *	252 *	8	92	57 *	12 *
	Florida	38	252	7	93	56	11
2013	Nation (public)	46	254	7	93	60	14
	Florida	39	255	5	95	61	13

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2013—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Information not available							
1996 ¹	Nation (public)	13 *	230 *	28 *	72 *	28 *	3
	Florida	5	224	37	63	22	1
2003	Nation (public)	4 *	235 *	23 *	77 *	34 *	4
	Florida	3	230	27	73	24	#
2005	Nation (public)	2 *	237 *	21 *	79 *	36 *	5
	Florida	1	‡	‡	‡	‡	‡
2007	Nation (public)	1 *	243	17	83	44	8
	Florida	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	240	22	78	42	7
	Florida	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	247	12	88	49	10
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	255	9	91	60	18
	Florida	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2013, students in Florida eligible for free/reduced-price lunch had an average mathematics scale score of 271. This was lower than that of students in Florida not eligible for this program (294).
- In 2013, students in Florida who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 23 points. In 1996, the average score for students in Florida who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points.
- Students in Florida eligible for free/reduced-price lunch had an average scale score (271) in 2013 that was not significantly different from that of students in the nation who were eligible (270).
- In Florida, students eligible for free/reduced-price lunch had an average mathematics scale score in 2013 that was higher than that of eligible students in 1996, 2003, 2005, 2007, and 2011, but not significantly different from that of eligible students in 2009.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Florida, 20 percent of students who were eligible for free/reduced-price lunch and 44 percent of those who were not eligible for this program performed at or above *Proficient* in 2013. These percentages were significantly different from one another.
- For students in Florida in 2013 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (20 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (20 percent).
- In Florida, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2013 was greater than the corresponding percentages in 1996, 2003, 2005, 2007, and 2011, but not significantly different from the percentage in 2009.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2013

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
1996 ¹	Nation (public)	30*	252*	61*	39*	8*	1*
	Florida	39*	248*	65*	35*	6*	#
2003	Nation (public)	36*	258*	53*	47*	11*	1*
	Florida	43*	256*	55*	45*	11*	1*
2005	Nation (public)	39*	261*	49*	51*	13*	1*
	Florida	44*	260*	50*	50*	13*	1*
2007	Nation (public)	41*	265*	45*	55*	15*	2*
	Florida	44*	265*	45*	55*	16*	1*
2009	Nation (public)	43*	266*	43*	57*	17*	2*
	Florida	48*	269	41	59	18	2
2011	Nation (public)	48*	269*	41	59	19	2
	Florida	55	267*	43	57	16*	2
2013	Nation (public)	50	270	39	61	20	3
	Florida	56	271	39	61	20	3
Not eligible							
1996 ¹	Nation (public)	56*	279*	29*	71*	29*	5*
	Florida	53*	275*	33*	67*	25*	3*
2003	Nation (public)	58*	287*	22*	78*	37*	7*
	Florida	52*	284*	25*	75*	34*	7*
2005	Nation (public)	59*	288*	21*	79*	39*	8*
	Florida	55*	285*	23*	77*	36*	7*
2007	Nation (public)	58*	291*	19*	81*	42*	10*
	Florida	56*	287*	22*	78*	37*	9
2009	Nation (public)	56*	293*	17*	83*	45*	12*
	Florida	52*	289*	20	80	40	9
2011	Nation (public)	52*	295*	16*	84*	47*	13*
	Florida	45	291	19	81	42	10
2013	Nation (public)	50	297	14	86	49	14
	Florida	44	294	17	83	44	12

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2013—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Information not available							
1996 ¹	Nation (public)	14 *	278	31	69	29	5
	Florida	8 *	263	45	55	19	1
2003	Nation (public)	6 *	278	32	68	29	6
	Florida	5 *	277	30	70	25	3
2005	Nation (public)	3 *	277	34	66	28	6
	Florida	#	‡	‡	‡	‡	‡
2007	Nation (public)	1 *	274	36	64	28	6
	Florida	#	‡	‡	‡	‡	‡
2009	Nation (public)	1 *	284	28	72	35	10
	Florida	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	275	37	63	26	6
	Florida	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	285	29	71	39	13
	Florida	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2013 Mathematics Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only results for 2007, 2009, 2011, and 2013 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Florida and the nation, by type of location (for 2007, 2009, 2011, and 2013 only).

Grade 4 Scale Score Results by Type of Location

- In 2013, the average scale score of students in Florida attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2013, students attending public schools in city, suburban, town, and rural locations in Florida had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in the nation.
- In 2013, students attending public schools in city, suburban, town, and rural locations in Florida had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007, 2009, and 2011 in Florida.

Grade 4 Achievement-Level Results by Type of Location

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
7-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2013

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
City							
2007	Nation (public)	29	233 *	26	74	32 *	5 *
	Florida	24	240	16	84	37	5
2009	Nation (public)	30	234 *	25	75	32 *	5 *
	Florida	24	239	17	83	36	5
2011	Nation (public)	29	235	24	76	33	5
	Florida	26	236	22	78	33	5
2013	Nation (public)	30	236	24	76	35	7
	Florida	22	238	19	81	35	4
Suburb							
2007	Nation (public)	37 *	243 *	15	85	44	7 *
	Florida	52	243	13	87	42	6
2009	Nation (public)	36 *	243 *	16	84	44 *	7 *
	Florida	53	243	13	87	43	6
2011	Nation (public)	36 *	244	15	85	45	8 *
	Florida	54	242	14	86	40	6
2013	Nation (public)	35	244	15	85	46	9
	Florida	52	243	15	85	42	7
Town							
2007	Nation (public)	12	238 *	18	82	36 *	4 *
	Florida	7	240	15	85	36	4
2009	Nation (public)	12	237 *	19	81	35 *	4 *
	Florida	6	239	17	83	38	4
2011	Nation (public)	13 *	237 *	19	81	35 *	4 *
	Florida	5	232	21	79	24	2
2013	Nation (public)	11	240	17	83	39	6
	Florida	7	237	20	80	34	4
Rural							
2007	Nation (public)	22 *	240 *	16	84	39 *	5 *
	Florida	16	243	12	88	42	6
2009	Nation (public)	22 *	240 *	16	84	39 *	5 *
	Florida	17	243	11	89	41	4
2011	Nation (public)	23 *	243	15	85	42	6
	Florida	15	240	16	84	38	5
2013	Nation (public)	25	243	14	86	44	7
	Florida	19	245	12	88	45	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

Grade 8 Scale Score Results by Type of Location

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

Grade 8 Achievement-Level Results by Type of Location

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
7-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2013

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
City							
2007	Nation (public)	28	273 *	38 *	62 *	25 *	5 *
	Florida	26	274	35	65	24	4
2009	Nation (public)	27	276 *	36	64	28	6
	Florida	24	278	32	68	29	6
2011	Nation (public)	29	277	34	66	29	7
	Florida	21	276	35	65	26	5
2013	Nation (public)	28	278	34	66	29	7
	Florida	24	277	33	67	27	6
Suburb							
2007	Nation (public)	36	285 *	26 *	74 *	36 *	9 *
	Florida	54	279	31	69	29	6
2009	Nation (public)	36	286 *	25	75	37 *	10
	Florida	52	280	29	71	29	5
2011	Nation (public)	36	286 *	25	75	37 *	9 *
	Florida	54	279	30	70	29	6
2013	Nation (public)	35	288	24	76	39	10
	Florida	50	282	28	72	32	7
Town							
2007	Nation (public)	13	280	29	71	29 *	5 *
	Florida	8	277	31	69	24	3
2009	Nation (public)	14	279	30	70	29	5
	Florida	11	274	36	64	23	4
2011	Nation (public)	13	281	28	72	31	6
	Florida	8	267 *	43	57	18	3
2013	Nation (public)	13	281	28	72	32	6
	Florida	6	281	29	71	30	5
Rural							
2007	Nation (public)	22	282 *	26 *	74 *	32 *	6 *
	Florida	12	280	31	69	29	8
2009	Nation (public)	23 *	284 *	25	75	33 *	7 *
	Florida	13	285	24	76	35	7
2011	Nation (public)	23	286	23	77	35	7
	Florida	17	280	29	71	30	5
2013	Nation (public)	24	286	24	76	36	8
	Florida	20	284	28	72	34	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2013 Mathematics Assessments.

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2013 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

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

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

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

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

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
8**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2013

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school						
1990 ¹ Nation (public)	10*	241*	76*	24*	3*	#
Florida	9	237*	77*	23*	2*	#
1992 ¹ Nation (public)	8	249*	66*	34*	6*	1
Florida	8	245*	69*	31*	5*	#
1996 ¹ Nation (public)	8	254*	56*	44*	8*	1*
Florida	8	245*	71*	29*	3	#
2003 Nation (public)	7*	256*	56*	44*	9*	1*
Florida	7	255*	57*	43*	9	#
2005 Nation (public)	8	259*	52*	48*	11*	1*
Florida	8	260	50	50	12	1
2007 Nation (public)	8	263*	48*	52*	12*	1
Florida	7	264	45	55	14	1
2009 Nation (public)	8*	265*	45	55	14	1
Florida	8	266	45	55	15	1
2011 Nation (public)	8	265	44	56	15	2
Florida	8	265	44	56	13	2
2013 Nation (public)	8	267	42	58	16	2
Florida	7	266	44	56	14	1
Graduated from high school						
1990 ¹ Nation (public)	25*	255*	59*	41*	8*	#
Florida	26*	245*	70*	30*	6*	1
1992 ¹ Nation (public)	25*	257*	55*	45*	10*	1*
Florida	24*	251*	61*	39*	8*	#
1996 ¹ Nation (public)	23*	260*	50*	50*	12*	1*
Florida	23*	255*	57*	43*	10*	#
2003 Nation (public)	18*	267*	42*	58*	16*	2*
Florida	18	264	46	54	16	2
2005 Nation (public)	18*	267*	42*	58*	17*	2*
Florida	19	267	41	59	18	1
2007 Nation (public)	18*	270	40	60	19	2
Florida	19	268	41	59	15	2
2009 Nation (public)	17*	270	38	62	19	2
Florida	18	272	36	64	18	1
2011 Nation (public)	17	271	38	62	20	2
Florida	17	268	41	59	16	2
2013 Nation (public)	17	270	39	61	19	2
Florida	17	269	41	59	17	2

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
8**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2013—Continued

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Some education after high school						
1990 ¹ Nation (public)	17	267 *	43 *	57 *	15 *	3 *
Florida	18	263 *	47 *	53 *	14 *	1 *
1992 ¹ Nation (public)	18 *	270 *	40 *	60 *	20 *	3 *
Florida	19 *	267 *	44 *	56 *	16 *	1 *
1996 ¹ Nation (public)	19 *	279 *	29 *	71 *	26 *	4 *
Florida	18 *	269 *	39 *	61 *	17 *	1 *
2003 Nation (public)	18 *	280 *	27 *	73 *	28 *	4 *
Florida	18 *	280 *	27	73	28	5
2005 Nation (public)	18 *	280 *	27 *	73 *	28 *	4 *
Florida	17	279 *	27	73	27	4
2007 Nation (public)	17 *	283 *	24 *	76 *	32	5
Florida	16	284	24	76	33	6
2009 Nation (public)	17 *	283 *	24	76	32	5
Florida	18	285	23	77	34	5
2011 Nation (public)	16 *	285	22	78	33	5
Florida	16	282	25	75	30	6
2013 Nation (public)	15	285	22	78	33	6
Florida	16	286	21	79	33	5
Graduated from college						
1990 ¹ Nation (public)	39 *	274 *	34 *	66 *	25 *	4 *
Florida	37 *	267 *	44 *	56 *	20 *	3 *
1992 ¹ Nation (public)	40 *	279 *	30 *	70 *	31 *	5 *
Florida	39 *	269 *	41 *	59 *	22 *	3 *
1996 ¹ Nation (public)	40 *	281 *	28 *	72 *	34 *	7 *
Florida	40 *	275 *	33 *	67 *	27 *	3 *
2003 Nation (public)	45 *	287 *	23 *	77 *	39 *	8 *
Florida	43	280 *	30 *	70 *	31 *	6 *
2005 Nation (public)	45 *	289 *	22 *	78 *	41 *	10 *
Florida	44	282 *	28 *	72 *	35 *	8
2007 Nation (public)	46 *	291 *	20 *	80 *	43 *	11 *
Florida	45	286	24	76	37	9
2009 Nation (public)	46 *	294 *	18 *	82 *	46 *	13
Florida	44	287	23	77	38	9
2011 Nation (public)	47 *	294 *	18	82	46	13
Florida	47	286	24	76	37	9
2013 Nation (public)	49	295	17	83	47	14
Florida	48	290	21	79	41	11

See notes at end of table.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
8**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2013—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Unknown							
1990 ¹	Nation (public)	9*	240*	71*	29*	5*	#
	Florida	10	242*	73*	27*	5*	1
1992 ¹	Nation (public)	9*	251*	62*	38*	9*	#
	Florida	10*	245*	68*	32*	6*	1
1996 ¹	Nation (public)	11	253*	59*	41*	10*	1*
	Florida	11	248*	67*	33*	9*	#
2003	Nation (public)	11	258*	53*	47*	12*	1*
	Florida	14	255*	56	44	12	2
2005	Nation (public)	11*	260*	51*	49*	13*	1*
	Florida	12	258*	51	49	13	1
2007	Nation (public)	12	263*	48*	52*	15*	2
	Florida	13	263	47	53	15	1
2009	Nation (public)	12	264*	47	53	16	2
	Florida	13	266	42	58	16	1
2011	Nation (public)	12	265	46	54	16	2
	Florida	13	263	49	51	13	2
2013	Nation (public)	12	266	45	55	17	2
	Florida	12	266	46	54	17	3

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

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

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

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

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

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

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

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
9-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2013

Year and testing status	SD and/or ELL		SD		ELL		
	Florida	Nation (public)	Florida	Nation (public)	Florida	Nation (public)	
1992 ¹	Identified	17	10	13	7	4	3
	Excluded	8	7	7	5	2	2
	Assessed without accommodations	8	4	6	3	2	1
1996 ¹	Identified	19	16	14	12	6	4
	Excluded	10	6	7	5	3	2
	Assessed without accommodations	9	9	7	7	3	2
2003	Identified	26	22	18	14	11	11
	Excluded	3	4	2	3	2	1
	Assessed without accommodations	8	10	4	4	5	7
	Assessed with accommodations	15	8	12	7	4	2
2005	Identified	25	23	18	14	8	10
	Excluded	3	3	2	3	1	1
	Assessed without accommodations	5	10	3	4	1	7
	Assessed with accommodations	17	10	12	8	5	3
2007	Identified	22	23	15	14	8	11
	Excluded	3	3	2	3	2	1
	Assessed without accommodations	2	10	1	3	1	7
	Assessed with accommodations	16	10	12	8	5	3
2009	Identified	23	23	17	13	8	10
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	4	9	3	3	#	6
	Assessed with accommodations	18	11	12	8	7	4
2011	Identified	23	23	16	13	9	11
	Excluded	2	2	1	2	#	#
	Assessed without accommodations	3	9	3	3	#	6
	Assessed with accommodations	19	12	12	9	8	4
2013	Identified	25	23	16	14	10	11
	Excluded	2	2	1	1	1	#
	Assessed without accommodations	2	7	2	2	#	5
	Assessed with accommodations	20	14	12	10	10	5

Rounds to zero.

¹ Accommodations were not permitted for this assessment year.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
9-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1990–2013

Year and testing status		SD and/or ELL		SD		ELL	
		Florida	Nation (public)	Florida	Nation (public)	Florida	Nation (public)
1990 ¹	Identified	11	—	8	—	2	—
	Excluded	6	—	5	—	2	—
	Assessed without accommodations	5	—	4	—	1	—
1992 ¹	Identified	13	10	9	8	4	2
	Excluded	6	6	5	5	2	2
	Assessed without accommodations	7	4	4	3	2	1
1996 ¹	Identified	16	11	12	9	4	3
	Excluded	10	5	7	4	3	1
	Assessed without accommodations	6	7	5	5	1	2
2003	Identified	19	19	14	14	7	6
	Excluded	3	4	2	3	1	1
	Assessed without accommodations	5	8	3	5	3	4
	Assessed with accommodations	11	7	9	6	3	1
2005	Identified	21	19	16	13	6	6
	Excluded	3	4	2	3	1	1
	Assessed without accommodations	4	7	3	3	1	4
	Assessed with accommodations	13	8	11	7	3	1
2007	Identified	19	18	13	13	6	7
	Excluded	3	4	2	4	1	1
	Assessed without accommodations	2	6	1	2	1	4
	Assessed with accommodations	13	8	10	6	4	2
2009	Identified	19	18	15	13	5	6
	Excluded	2	3	2	3	#	#
	Assessed without accommodations	1	5	1	2	#	3
	Assessed with accommodations	16	10	12	8	4	2
2011	Identified	19	18	14	13	5	6
	Excluded	2	3	2	2	#	#
	Assessed without accommodations	1	5	1	2	#	3
	Assessed with accommodations	16	10	12	9	4	2
2013	Identified	18	17	13	13	5	6
	Excluded	2	2	1	1	1	#
	Assessed without accommodations	1	3	1	1	#	2
	Assessed with accommodations	15	12	11	10	4	3

— Not available.

Rounds to zero.

¹ Accommodations were not permitted for this assessment year.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
10-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2013

SD status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
SD							
2003	Nation (public)	11*	214*	50*	50*	12*	1*
	Florida	17	214*	50*	50*	13*	1
2005	Nation (public)	12*	218	44	56	16*	2*
	Florida	16	227	33	67	24	5
2007	Nation (public)	11*	220*	40*	60*	19*	2
	Florida	13	223	37	63	18	1
2009	Nation (public)	12*	220*	41*	59*	19	2
	Florida	15	230	28	72	26	2
2011	Nation (public)	12*	218	45	55	17	2
	Florida	15	223	36	64	18	2
2013	Nation (public)	13	218	45	55	18	2
	Florida	15	226	33	67	22	2
Not SD							
2003	Nation (public)	89*	236*	21*	79*	34*	4*
	Florida	83	238*	19*	81*	35*	4*
2005	Nation (public)	88*	240*	17*	83*	38*	5*
	Florida	84	241*	15	85	39*	6
2007	Nation (public)	89*	241*	16*	84*	41*	6*
	Florida	87	245	10	90	44	6
2009	Nation (public)	88*	242*	16*	84*	41*	6*
	Florida	85	244	11	89	43	6
2011	Nation (public)	88*	243*	15	85	43*	7*
	Florida	85	243	13	87	41	6
2013	Nation (public)	87	244	14	86	45	8
	Florida	85	244	13	87	44	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
10-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2013

SD status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below Basic	At or above Basic	At or above Proficient	At Advanced	
SD							
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	Florida	12	235*	76*	24*	5	#
2005	Nation (public)	11*	244*	69*	31*	7*	1*
	Florida	14*	248*	63	37	13	3
2007	Nation (public)	9*	246*	67	33	8	1
	Florida	12	246*	66	34	8	1
2009	Nation (public)	10*	249	64	36	9	1
	Florida	13	252	61	39	8	1
2011	Nation (public)	11*	249	65	35	9	2
	Florida	13	250	66	34	9	1
2013	Nation (public)	12	248	66	34	8	1
	Florida	12	255	59	41	10	1
Not SD							
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	Florida	88	277*	33*	67*	26*	5*
2005	Nation (public)	89*	281*	28*	72*	31*	6*
	Florida	86*	278*	31*	69*	28*	5*
2007	Nation (public)	91*	284*	26*	74*	33*	7*
	Florida	88	281	27	73	30	6
2009	Nation (public)	90*	285*	24*	76*	35*	8*
	Florida	87	284	25	75	32	6
2011	Nation (public)	89*	287*	23*	77*	36*	9*
	Florida	87	282	27	73	30	6
2013	Nation (public)	88	288	22	78	38	9
	Florida	88	284	26	74	34	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
11-A**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2013

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	9*	214*	51*	49*	9*	#*
	Florida	9	222	38	62	16	1
2005	Nation (public)	10*	216*	46*	54*	11*	1
	Florida	7*	219	43	57	15	2
2007	Nation (public)	10	217*	44*	56*	13	1
	Florida	7*	223	36	64	16	1
2009	Nation (public)	10	218*	43	57	12*	1*
	Florida	8	226*	31	69	19*	1
2011	Nation (public)	11	219	42	58	14	1
	Florida	9	219	42	58	13	#
2013	Nation (public)	11	219	41	59	14	1
	Florida	10	218	40	60	11	#
Not ELL							
2003	Nation (public)	91*	236*	21*	79*	34*	4*
	Florida	91	235*	23*	77*	33*	4*
2005	Nation (public)	90*	239*	18*	82*	38*	5*
	Florida	93*	240*	16*	84*	38*	6
2007	Nation (public)	90	242*	16*	84*	42*	6*
	Florida	93*	243	12	88	42	6
2009	Nation (public)	90	242*	16*	84*	41*	6*
	Florida	92	243	12	88	42	6
2011	Nation (public)	89	243*	15	85	43*	7*
	Florida	91	242	14	86	40	6
2013	Nation (public)	89	244	15	85	45	8
	Florida	90	244	13	87	44	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
11-B**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2013

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	5	241 *	74 *	26 *	5	1
	Florida	6	236	78	22	2	#
2005	Nation (public)	6 *	244	71	29	6	1
	Florida	5	243	70	30	4	#
2007	Nation (public)	6 *	245	70	30	6	1
	Florida	5	243	72	28	6	1
2009	Nation (public)	6	243 *	72	28	5	1
	Florida	5	241	70	30	4	1
2011	Nation (public)	6 *	244	72	28	5	1
	Florida	5	246	67	33	5	#
2013	Nation (public)	5	245	69	31	5	1
	Florida	5	243	72	28	5	1
Not ELL							
2003	Nation (public)	95	278 *	31 *	69 *	29 *	5 *
	Florida	94	273 *	36 *	64 *	25 *	4 *
2005	Nation (public)	94 *	280 *	30 *	70 *	30 *	6 *
	Florida	95	276 *	33 *	67 *	27 *	5 *
2007	Nation (public)	94 *	282 *	27 *	73 *	33 *	7 *
	Florida	95	279	30	70	28	6
2009	Nation (public)	94	284 *	26 *	74 *	34 *	8 *
	Florida	95	281	28	72	30	6
2011	Nation (public)	94 *	285	25	75	35	8
	Florida	95	279 *	30	70	29	6
2013	Nation (public)	95	286	25	75	36	9
	Florida	95	283	28	72	32	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2013.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2013 Mathematics Assessments.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
12-A**

Number of fourth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2013

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	180,200	2
Alabama	2,900	1
Alaska	2,700	1
Arizona	3,000	1
Arkansas	3,000	1
California	8,000	2
Colorado	3,000	1
Connecticut	2,900	1
Delaware	3,100	2
Florida	6,100	2
Georgia	4,600	1
Hawaii	3,100	1
Idaho	3,100	1
Illinois	4,600	1
Indiana	3,000	2
Iowa	2,800	1
Kansas	3,100	2
Kentucky	4,200	1
Louisiana	2,900	1
Maine	3,000	2
Maryland	4,200	1
Massachusetts	4,600	2
Michigan	3,900	2
Minnesota	3,100	1
Mississippi	3,000	1
Missouri	3,100	1
Montana	3,000	2
Nebraska	3,100	2
Nevada	3,100	1
New Hampshire	3,000	1
New Jersey	3,000	1
New Mexico	3,700	1
New York	4,000	1
North Carolina	4,300	1
North Dakota	3,300	3
Ohio	4,100	1
Oklahoma	3,100	2
Oregon	3,100	2
Pennsylvania	4,000	2
Rhode Island	3,100	1
South Carolina	2,900	1
South Dakota	3,100	1
Tennessee	3,000	1
Texas	8,200	2
Utah	3,200	1
Vermont	2,700	1
Virginia	3,000	2
Washington	3,200	2
West Virginia	2,800	2
Wisconsin	4,000	2
Wyoming	3,100	1
Other jurisdictions		
District of Columbia	2,100	1
DoDEA ¹	3,100	2

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

NAEP 2013 Mathematics Report for Florida

The Nation's Report Card 2013 State Assessment

**Table
12-B**

Number of eighth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2013

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	164,600	2
Alabama	2,600	1
Alaska	2,600	1
Arizona	2,700	1
Arkansas	2,700	2
California	7,300	1
Colorado	2,700	1
Connecticut	2,700	2
Delaware	2,800	1
Florida	5,500	2
Georgia	4,100	2
Hawaii	2,700	2
Idaho	2,700	1
Illinois	4,300	1
Indiana	2,600	2
Iowa	2,700	1
Kansas	2,900	2
Kentucky	3,800	2
Louisiana	2,700	1
Maine	2,500	1
Maryland	3,800	2
Massachusetts	4,200	2
Michigan	3,500	2
Minnesota	2,500	2
Mississippi	2,800	1
Missouri	2,700	1
Montana	2,700	1
Nebraska	2,700	2
Nevada	2,900	1
New Hampshire	2,800	1
New Jersey	2,800	2
New Mexico	3,400	2
New York	3,800	2
North Carolina	3,900	1
North Dakota	3,200	3
Ohio	3,800	2
Oklahoma	2,700	2
Oregon	2,700	1
Pennsylvania	3,700	2
Rhode Island	2,900	1
South Carolina	2,800	1
South Dakota	2,800	1
Tennessee	2,700	2
Texas	7,500	2
Utah	2,900	2
Vermont	2,700	1
Virginia	2,800	1
Washington	2,700	2
West Virginia	2,700	2
Wisconsin	3,800	2
Wyoming	2,900	2
Other jurisdictions		
District of Columbia	1,800	1
DoDEA ¹	2,200	1

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

Where to Find More Information

The NAEP Mathematics Assessment

The latest news about the NAEP 2013 mathematics assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/mathematics>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The *Mathematics Framework for the 2013 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/math-2013-framework.pdf>.

The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating districts, the nation, and public schools in large cities. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications

Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from

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

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: <http://www.edpubs.gov>.

<p>The NAEP State Report Generator was developed for the NAEP 2013 reports by Phillip Leung, Bobby Rampey, Rick Hasney, and Ming Kuang.</p>

What is the Nation's Report Card™?

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

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

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

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