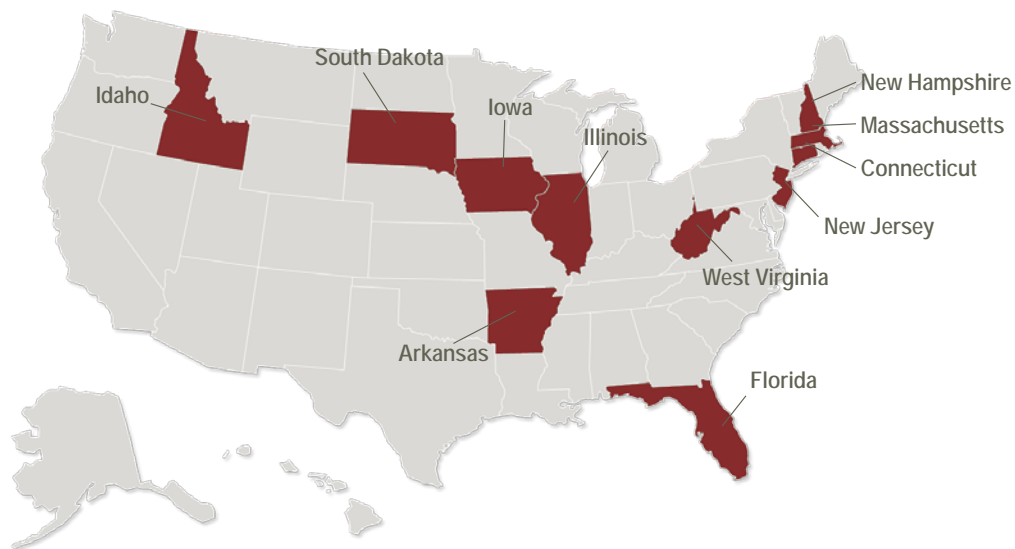


**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
READING AND MATHEMATICS  
REPORT FOR FLORIDA  
GRADE 12**

*In 2009, for the first time, grade 12 state-level results were reported for the 11 states that volunteered to participate in the twelfth-grade state pilot program.*

The National Assessment of Educational Progress (NAEP) has been measuring the knowledge and skills of grade 12 students in reading and mathematics since 1992 and 1990, respectively,<sup>1</sup> and producing national grade 12 reports based on the data. In 2009, NAEP conducted a national grade 12 assessment and, for the first time, a grade 12 state pilot assessment. The following 11 states volunteered to participate in the pilot assessment: Arkansas, Connecticut, *Florida*, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia. The results summarized in this report provide an initial glance at how Florida's twelfth-graders performed compared to the average national public school twelfth-grade student performance.<sup>2</sup>

**States Participating in the Grade 12 State Pilot Assessment**



<sup>1</sup> National reading results from the 2009 assessment can be compared to results from five earlier assessment years dating back to 1992. The national 2009 mathematics results can only be compared to those from 2005 when a change in the mathematics framework for the assessment necessitated a new trend line at grade 12. NAEP was administered with accommodations for students with disabilities and English language learners in 1998, 2002, 2005, and 2009. Grade 12 assessments are administered every four years in the odd-numbered years.

<sup>2</sup> The source of the NAEP data in this report is the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading and Mathematics Assessments.

## PRESS RELEASE

THURSDAY, NOVEMBER 18, 2010

CONTACT: DOE PRESS OFFICE

(850) 245-0413

Statement By:

EDUCATION COMMISSIONER DR. ERIC J. SMITH

### Regarding the 2009 NAEP Grade 12 Reading and Mathematics Results

"I'm proud that Florida is one of only 11 states that participated in the NAEP 12th grade state pilot, giving us valuable early feedback on our efforts to improve student outcomes in our public schools. Although these initial results indicate we have much more work ahead of us, I'm confident that recent reform efforts such as changes to our high school accountability system, more demanding graduation requirements, and our recent win in the federal Race to the Top competition will allow us to build a positive trend line for these data in the years ahead. I am also looking forward to an increased diversity of comparisons and data applications as more states decide to participate in this informative assessment."

#### Reading Results – Overview

- In 2009, the average scale score of Florida's grade 12 public school students was 283. This was lower than that of the nation's public schools (287). See page 6.
- ***In 2009, the percentage of public school students in Florida who performed at or above Basic was 70 percent. This percentage was not significantly different from that of the nation's public schools (73 percent). See page 7.***
- In 2009, the percentage of public school students in Florida who performed at or above *Proficient* was 32 percent. This percentage was lower than that of the nation's public schools (37 percent). See page 8.

#### Mathematics Results – Overview

- In 2009, the average scale score of Florida's grade 12 public school students was 148. This was lower than that of the nation's public schools (152). See page 15.
- ***In 2009, Florida's public school Hispanic students outperformed the nation's public school Hispanic students with a significantly higher average scale score and with a percentage of students scoring at or above Basic. See pages 15 and 16.***
- In 2009, the percentage of public school students in Florida who performed at or above *Basic* was 59 percent. This percentage was lower than that of the nation's public schools (63 percent). See page 16.
- In 2009, the percentage of public school students in Florida who performed at or above *Proficient* was 19 percent. This percentage was lower than that of the nation's public schools (25 percent). See page 17.

## NAEP General Information

The National Assessment of Educational Progress (NAEP) is the only ongoing, nationally representative measure of what students in the United States know and can do in various subject areas. It serves as a benchmark based on national proficiency standards and as a common measure of state-reported progress and achievement across states.

A representative sample of the student population participates in NAEP, and each student takes only a portion of the assessment. Students respond to both multiple-choice and constructed-response items, but no single student participates in the entire assessment. Results are assembled to form projected state and national scores based on aggregated state and national results. NAEP does not provide school- or student-level results. In this report, NAEP Grade 12 Reading and Mathematics results are reported by average scale scores (on a 0–500 point scale for reading and 0–300 point scale for mathematics) and, using that point scale, by achievement levels (at or above *Basic* and at or above *Proficient*).<sup>3</sup>

In this report, Florida's performance gaps are compared with those of the nation's Grade 12 public school students [White/African-American, White/Hispanic, and eligible/not eligible for the National School Lunch Program (NSLP)], and it provides information regarding the performance of specific subgroups [students with disabilities (SD) and English language learners (ELL)]. Additional results can be accessed via the NAEP Data Explorer (NDE) at <http://nces.ed.gov/nationsreportcard/nde>. The frameworks that provide the basis for the NAEP assessments may be accessed at <http://www.naqb.org/publications/frameworks.htm>.

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<sup>3</sup> Differences between average scale scores or between achievement-level percentages are discussed only when they are statistically significant. Statistically significant means it is unlikely the differences in scores occurred by chance. Comparisons are based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors. In this report, results for Florida are reported as scoring significantly higher than, not significantly different from, or significantly lower than the nation; when comparing performance gaps, results for Florida's performance gaps are reported as being significantly wider than, not statistically different from, or significantly narrower than the nation's public schools.

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# NAEP 2009 Reading, Grade 12

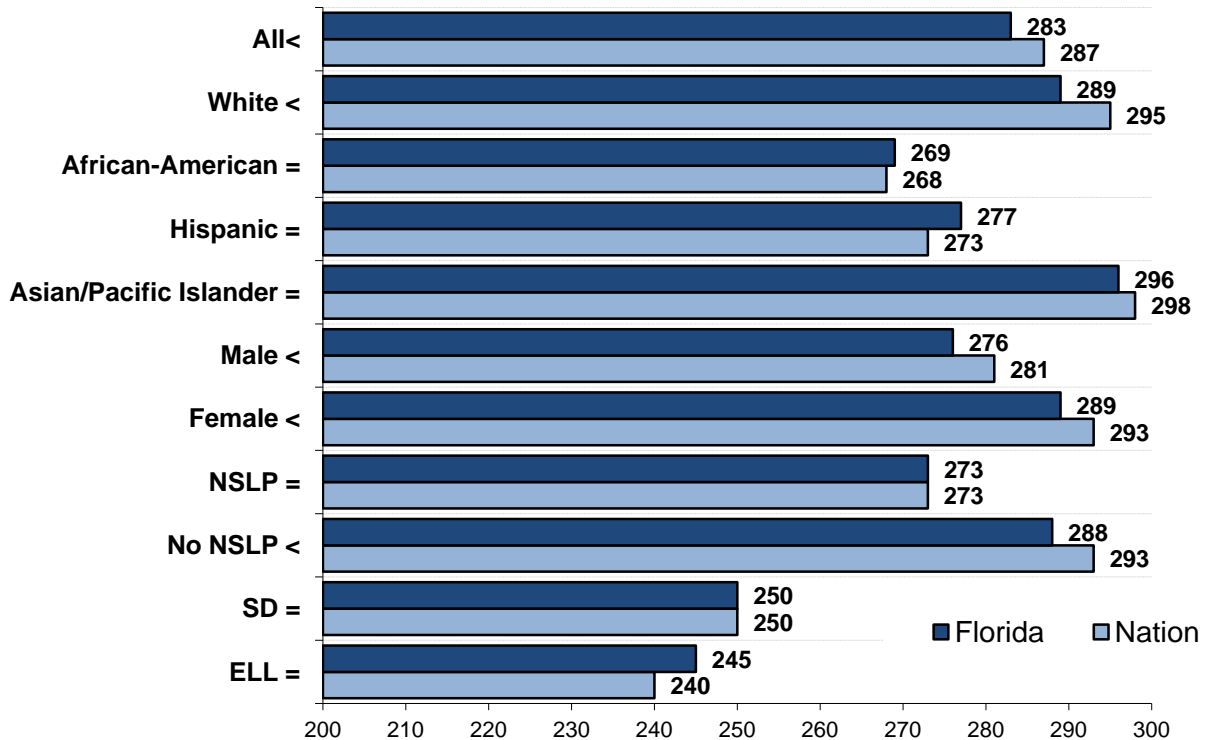
## Florida Compared to the Nation's Public Schools

### Average Scale Scores<sup>4</sup>

Figure 1

**Legend**

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



**Key Findings**

- In 2009, the average scale scores of the following groups of Florida's grade 12 public school students were not significantly different from those of their national counterparts: African-American, Hispanic, Asian/Pacific Islander, eligible for the NSLP, SD, and ELLs.
- In 2009, the average scale scores of the following groups of Florida's grade 12 public school students were lower than those of their national counterparts: All, White, male, female, and not eligible for the NSLP.

<sup>4</sup>Average scale scores represent what students know and can do.

# NAEP 2009 Reading, Grade 12

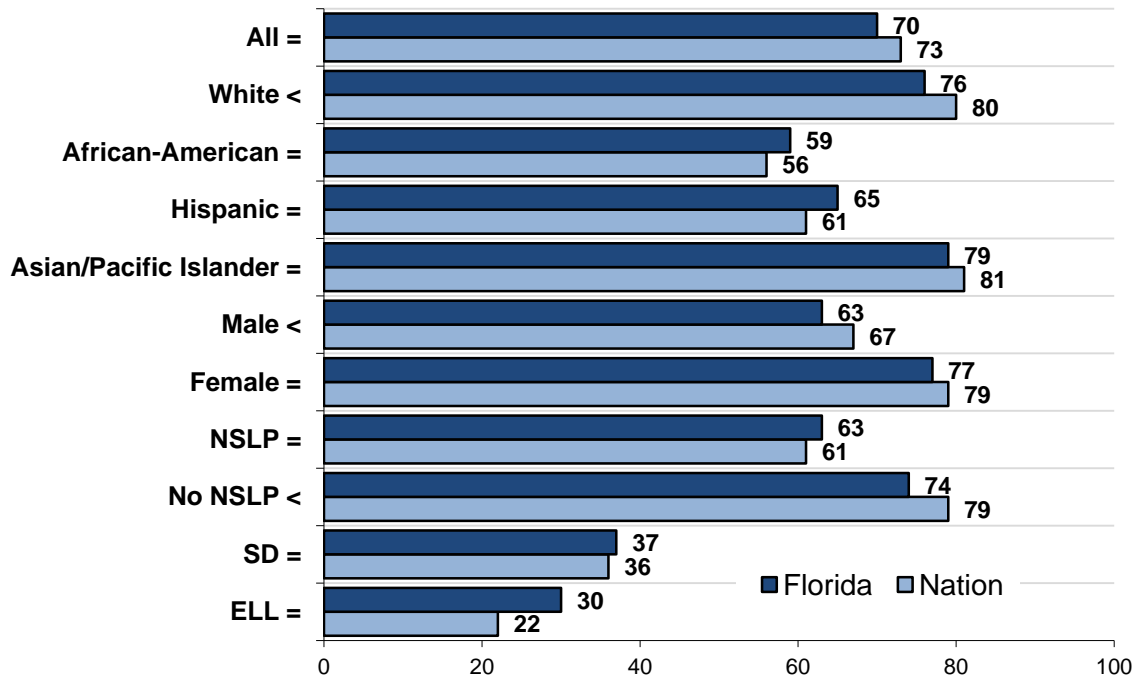
## Florida Compared to the Nation's Public Schools

### Achievement-Level Scores

**Figure 2**  
**Percent at or above *Basic*<sup>5</sup>**

**Legend**

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



**Key Findings**

- In 2009, there was no significant difference between the percentages of the following groups of Florida's and the nation's grade 12 public school students scoring at or above *Basic*: All, African-American, Hispanic, Asian/Pacific Islander, female, eligible for the NSLP, SD, and ELLs.
- In 2009, the percentages of the following groups of Florida's grade 12 public school students scoring at or above *Basic* were significantly lower than those of their national counterparts: White, male, and not eligible for the NSLP.

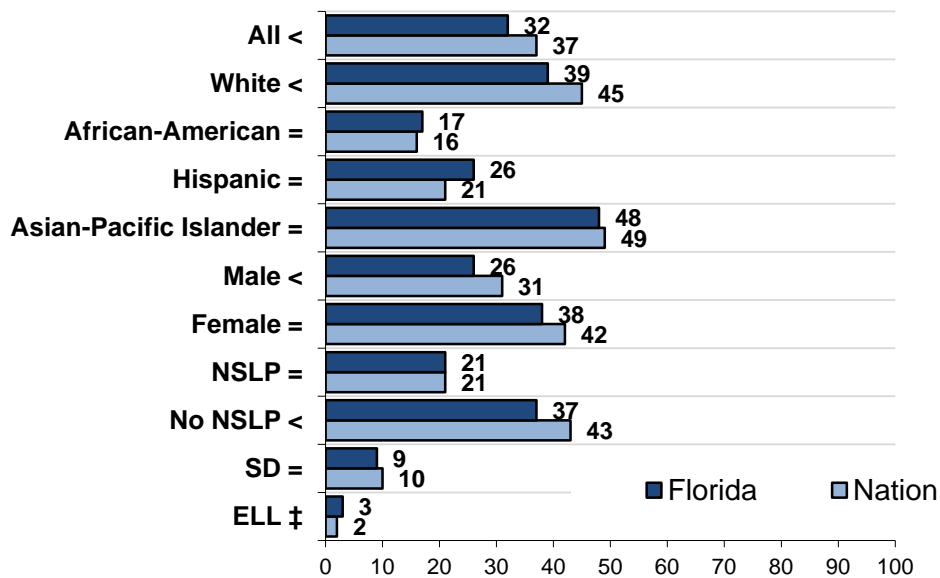
<sup>5</sup>The NAEP *Basic* achievement level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.

# NAEP 2009 Reading, Grade 12 Florida Compared to the Nation's Public Schools Achievement-Level Scores

**Figure 3**  
**Percent at or above *Proficient*<sup>6</sup>**

**Legend**

- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools
- ‡ Reporting standards not met



**Key Findings**

- In 2009, there was no significant difference between the percentages of the following groups of Florida's and the nation's grade 12 public school students scoring at or above *Proficient*: African-American, Hispanic, Asian/Pacific Islander, female, eligible for the NSLP, and SD.
- In 2009, the percentages of the following groups of Florida's grade 12 public school students scoring at or above *Proficient* were significantly lower than those of their national counterparts: All, White, male, and not eligible for the NSLP.
- In 2009, the reporting standards to compare the percentage of Florida's grade 12 public school ELLs with those of their national counterparts were not met.

<sup>6</sup>The NAEP *Proficient* achievement level represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.



# NAEP 2009 Reading Grade 12: Performance Gaps Florida's vs. the Nation's Public Schools

Table 1

Grade 12 NAEP 2009 Reading	
Demographic Group	Comparison of Performance Gap Between Florida's and the Nation's Public Schools
White/African-American	<
White/Hispanic	<
Eligible for NSLP/Not Eligible	<

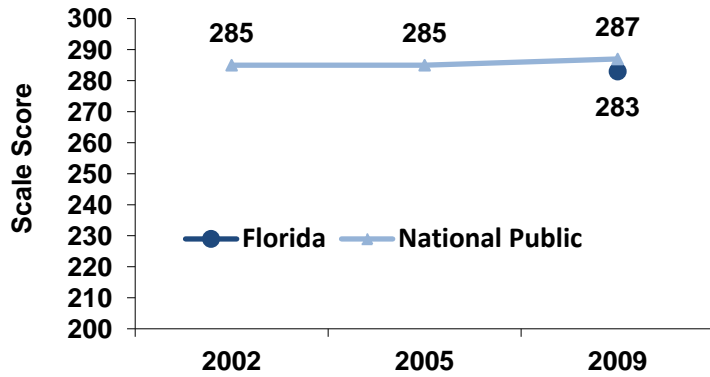
Legend
= No significant difference between the gaps in Florida's and the nation's public schools
> Florida's gap significantly larger than the gap of the nation's public schools
< Florida's gap significantly narrower than the gap of the nation's public schools

## Comparison of Reading Performance Gap between Florida's and Nation's Public Schools

- In 2009, Florida's grade 12 public school White students had an average scale score that was 20 points higher than Florida's African-American students (289 vs. 269). This performance gap was narrower than the 27-point gap between the nation's White and African-American public school students (295 vs. 268).
- In 2009, Florida's grade 12 public school White students had an average scale score that was 12 points higher than Florida's Hispanic students (289 vs. 277). This performance gap was narrower than the nation's 22-point gap between White and Hispanic public school students (295 vs. 273).
- In 2009, Florida's grade 12 public school students not eligible for the NSLP had an average scale score that was 15 points higher than students eligible for the NSLP (288 vs. 273). This performance was narrower than the 20-point gap between the nation's public school students not eligible and eligible for the NSLP (293 vs. 273).

## NAEP Reading, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2002-2009) Average Scale Scores

Figure 4



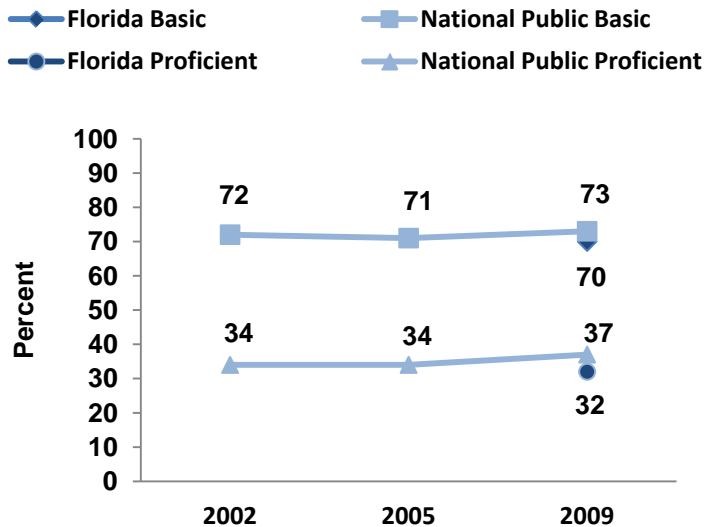
### Key Finding

- In 2009, the average scale score of Florida's grade 12 public school students was lower than that of their national counterparts (283 vs. 287).

## NAEP Reading Grade 12 Florida (2009) Compared to the Nation's Public Schools (2002-2009) Achievement-Level Scores

Figure 5

Percentage of Students Performing at or above *Basic* and at or above *Proficient*



### Key Findings

- In 2009, the percent of Florida's grade 12 public school students performing at or above *Basic* was similar to that of their national counterparts (70 vs. 73 percent).
- In 2009, the percent of Florida's grade 12 public school students performing at or above *Proficient* was lower than that of their national counterparts (32 vs. 37 percent).

## Race/Ethnicity

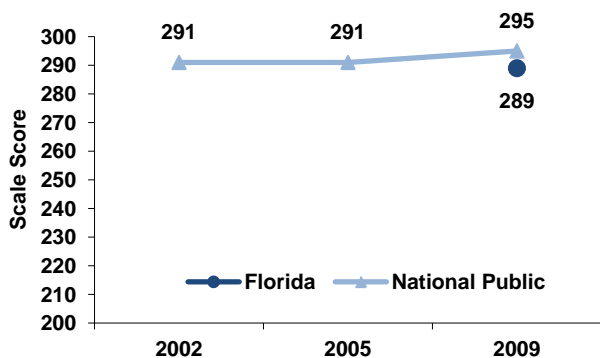
Schools report the racial/ethnic subgroups that best describe the students eligible to be assessed. Florida has reportable (sufficient size) White, African-American, Hispanic, and Asian/Pacific Islander racial/ethnic groups.

## NAEP Reading, Grade 12

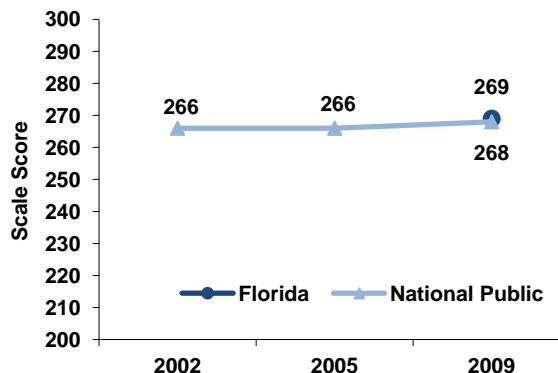
### Florida (2009) Compared to the Nation's Public Schools (2002-2009) Average Scale Scores

Figure 6

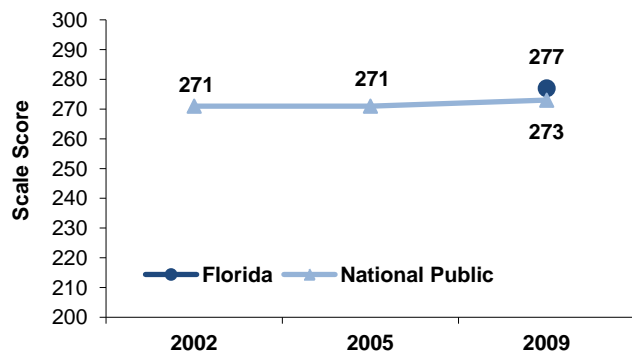
#### White Students



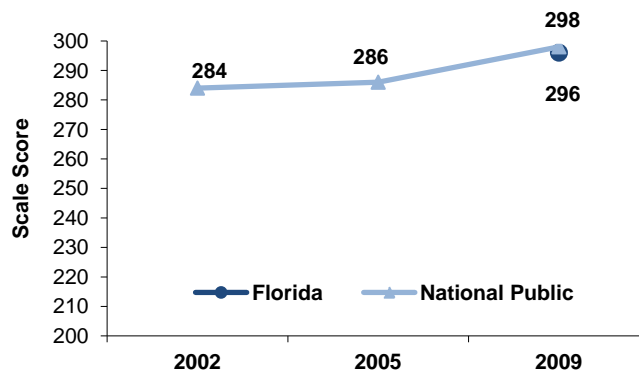
#### African-American Students



#### Hispanic



#### Asian/Pacific Islander



## Key Findings

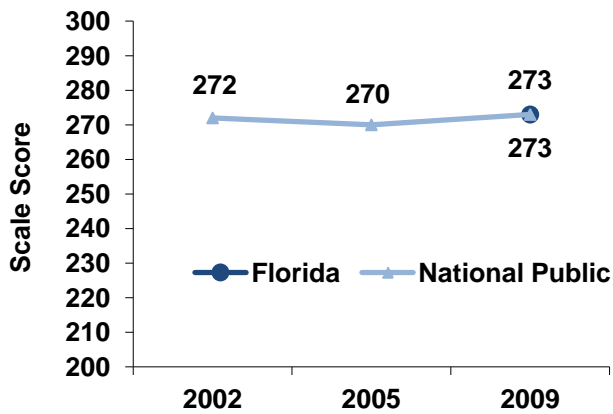
- In 2009, the average scale score of Florida's grade 12 public school White students was lower than that of their national counterparts (289 vs. 295).
- In 2009, the average scale score of Florida's grade 12 public school African-American students was not significantly different from that of their national counterparts (269 vs. 268).
- In 2009, the average scale score of Florida's grade 12 public school Hispanic students was not significantly different from that of their national counterparts (277 vs. 273).
- In 2009, the average scale score of Florida's grade 12 public school Asian/Pacific Islanders was not significantly different from that of their national counterparts (296 vs. 298).

## National School Lunch Program (NSLP) Eligibility

NAEP collects data on eligibility for the NSLP, which provides free or reduced-price school lunches. Results for this subgroup of students are included as an indicator of socioeconomic status (SES).

### NAEP Reading, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2002-2009) Average Scale Scores

Figure 7



#### Key Finding

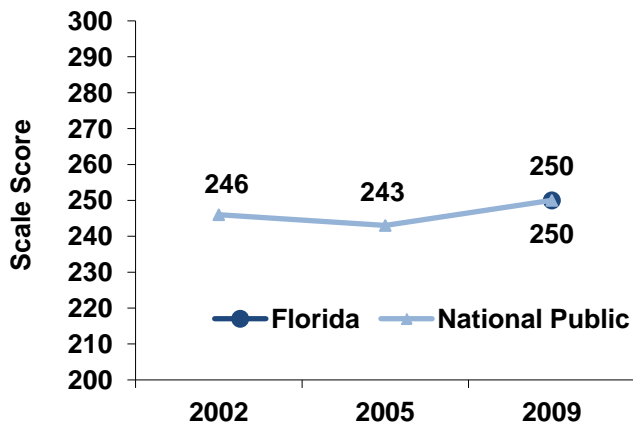
- In 2009, the average scale score of Florida's grade 12 public school students eligible for the NSLP was the same as their national counterparts (273).

## Students with Disabilities (SD)

School staff review the Individualized Educational Plans (IEPs) and Section 504 Plans of the SD selected to participate in NAEP to determine if the accommodations they might need are allowed by NAEP. The NAEP program furnishes tools to assist school personnel in making such decisions. Inclusion in NAEP is encouraged if the student participates in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of SD students excluded from NAEP may vary considerably across states and within a single state across years, comparisons of results across and within states over time should be interpreted with caution.

### NAEP Reading, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2002-2009) Average Scale Scores

Figure 8



#### Key Finding

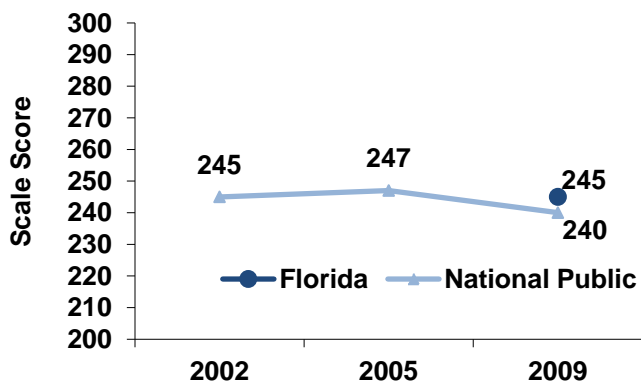
- In 2009, the average scale score of Florida's grade 12 public school SD was the same as their national counterparts (250).

## English Language Learners (ELL)

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

### NAEP Reading, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2002-2009) Average Scale Scores

Figure 9



#### Key Finding

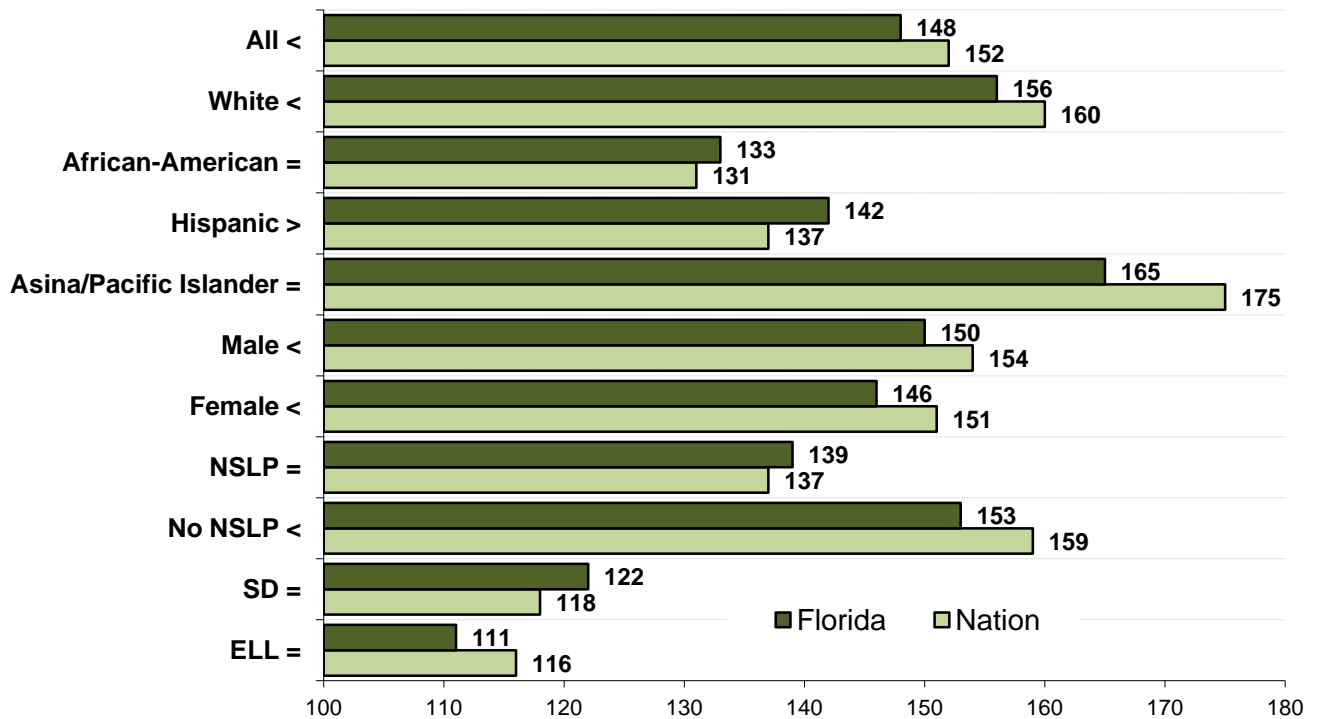
- In 2009, the average scale score of Florida's grade 12 public school ELLs was not significantly different from that of their national counterparts (245 vs. 240).

NAEP 2009 **Mathematics**, Grade 12  
**Florida Compared to the Nation's Public Schools**  
 Average Scale Scores<sup>7</sup>

**Figure 10**

**Legend**

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



**Key Findings**

- In 2009, Florida's grade 12 public school Hispanic students had an average scale score that was significantly higher than that of their national counterparts.
- In 2009, the average scale scores of the following groups of Florida's grade 12 public school students were not significantly different from those of their national counterparts: African-American, Asian/Pacific Islander, eligible for the NSLP, SD, and ELLs.
- In 2009, the average scale score of the following groups of Florida's grade 12 public school students were lower than those of their national counterparts: All, White, male, female, and not eligible for the NSLP.

<sup>7</sup> Average scale scores represent what students know and can do.

# NAEP 2009 Mathematics, Grade 12

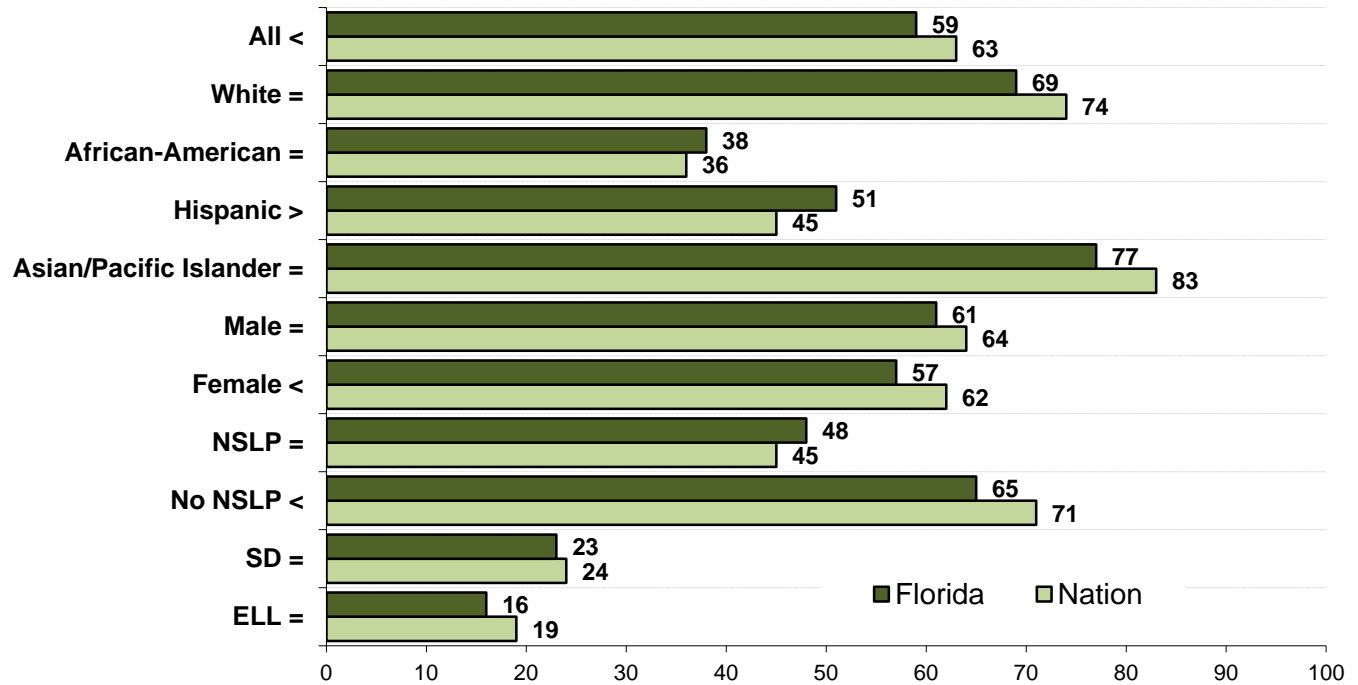
## Florida Compared to the Nation's Public Schools

### Achievement-Level Scores

**Figure 11**  
**Percent at or above *Basic*<sup>8</sup>**

**Legend**

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



**Key Findings**

- In 2009, the percentage of Florida’s grade 12 public school Hispanic students scoring at or above *Basic* was significantly higher than that of their national counterparts.
- In 2009, there was no significant difference between the percentages of the following groups of Florida’s and the nation’s grade 12 public school students scoring at or above *Basic*: White, African-American, Asian/Pacific Islander, male, eligible for the NSLP, SD, and ELLs.
- In 2009, the percentages of the following groups of Florida’s grade 12 public school students scoring at or above *Basic* was significantly lower than that of their national counterparts: All, female and not eligible for the NSLP.

<sup>8</sup>The NAEP *Basic* achievement level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.



# NAEP 2009 Mathematics, Grade 12

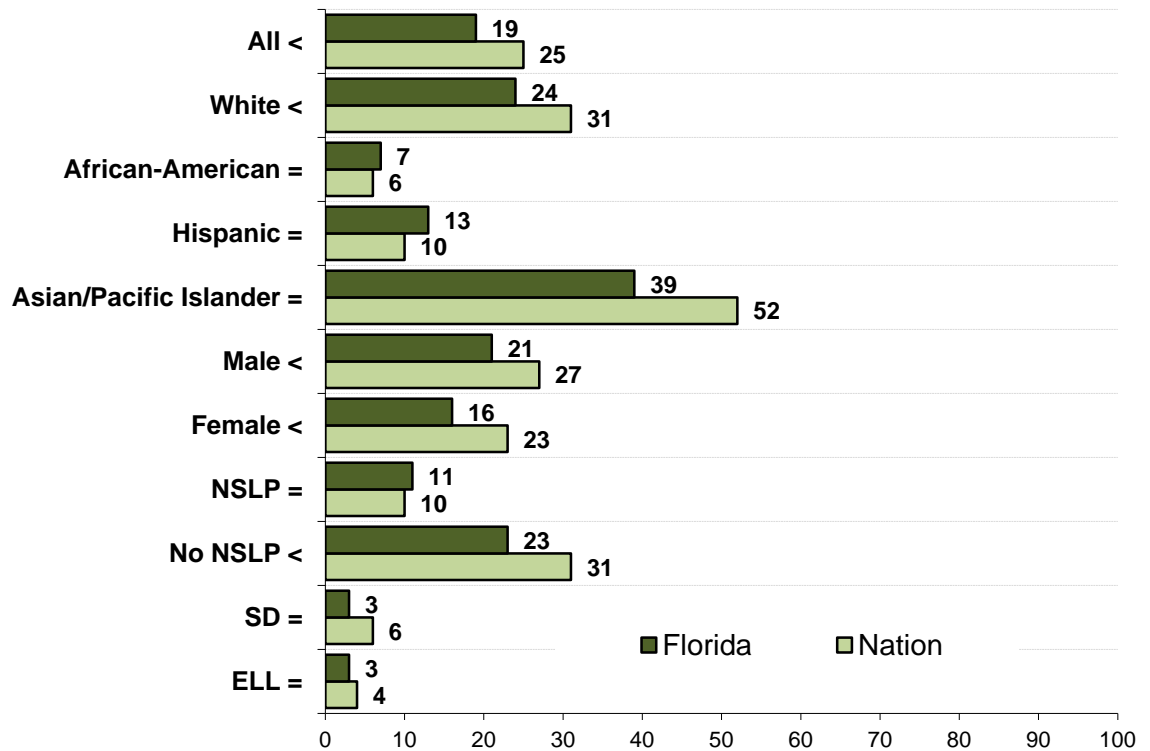
## Florida Compared to the Nation's Public Schools

### Achievement-Level Scores

**Figure 12**  
**Percent at or above *Proficient*<sup>9</sup>**

**Legend**

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



**Key Findings**

- In 2009, there was no significant difference between the percentages of the following groups of Florida's and the nation's grade 12 public school students scoring at or above *Proficient*: African-American, Hispanic, Asian/Pacific Islander, eligible for the NSLP, SD, ELLs.
- In 2009, the percentages of the following groups of Florida's grade 12 public school students scoring at or above *Proficient* was significantly lower than those of their national counterparts: All, White, male, female, and not eligible for the NSLP.

<sup>9</sup>The NAEP *Proficient* achievement level represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

# NAEP 2009 Mathematics Grade 12 Florida's vs. the Nation's Public Schools Performance Gaps

**Table 2**

Grade 12 NAEP 2009 Mathematics	
Demographic Group	Comparison of Performance Gap Between Florida's and the Nation's Public Schools
White/African-American	<
White/Hispanic	<
Eligible for NSLP/ Not Eligible	<

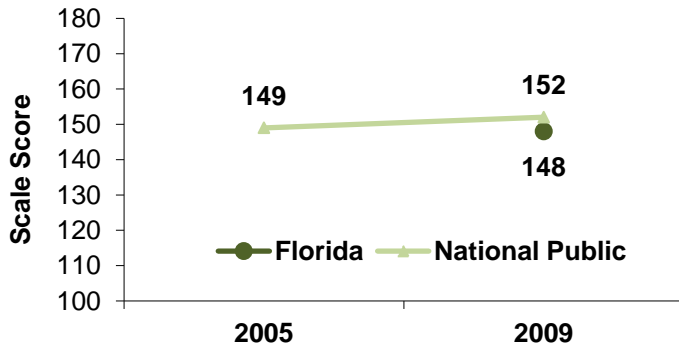
Legend
= No significant difference between the gaps in Florida's and the nation's public schools
> Florida's gap significantly larger than the gap of the nation's public schools
< Florida's gap significantly narrower than the gap of the nation's public schools

## Comparison of Mathematics Performance Gap between Florida's and the Nation's Public Schools

- In 2009, Florida's grade 12 public school White students had an average scale score that was 23 points higher than Florida's African-American students (156 vs. 133). This performance gap was narrower than the 29-point performance gap between the nation's White and African-American public school students (160 vs. 131).
- In 2009, Florida's grade 12 public school White students had an average scale score that was 14 points higher than Florida's Hispanic students (156 vs. 142). This performance gap was narrower than the nation's 23-point performance gap between White and Hispanic public school students (160 vs. 137).
- In 2009, Florida's grade 12 public school students not eligible for the NSLP had an average scale score that was 14 points higher than students eligible for the NSLP (153 vs. 139). This performance gap was narrower than the 22-point performance gap between their national counterparts (159 vs. 137).

## NAEP Mathematics, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2005 and 2009) Average Scale Scores

Figure 13

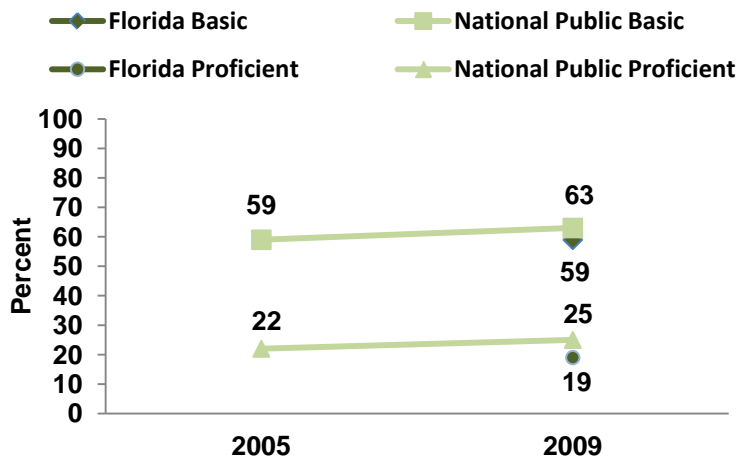


### Key Finding

- In 2009, the average scale score of Florida's grade 12 public school students was lower than that of their national counterparts (148 vs. 152).

## NAEP Mathematics, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2005 and 2009) Achievement-Level Scores

Figure 14  
Percentage of Students Performing at or above *Basic* and at or above *Proficient*



### Key Findings

- In 2009, the percent of Florida's grade 12 public school students performing at or above *Basic* was lower than that of their national counterparts (59 vs. 63 percent).
- In 2009, the percent of Florida's grade 12 public school students performing at or above *Proficient* was lower than that of their national counterparts (19 vs. 25 percent).

## Race/Ethnicity

Schools report the racial/ethnic subgroups that best describe the students eligible to be assessed. Florida has reportable (sufficient size) White, African-American, Hispanic, and Asian/Pacific Islander racial/ethnic groups.

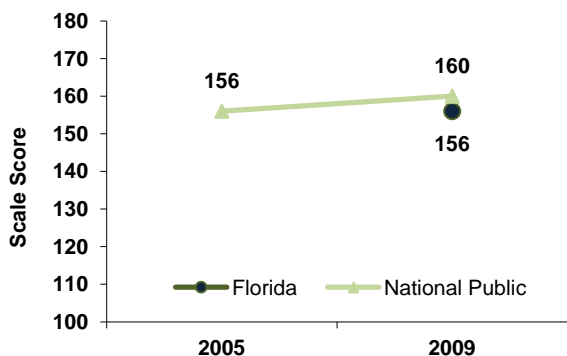
## NAEP Mathematics, Grade 12

### Florida (2009) Compared to the Nation's Public Schools (2005 and 2009)

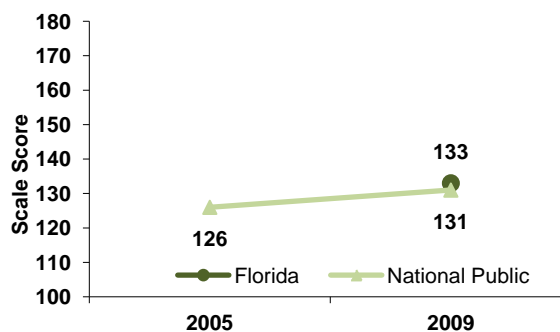
Average Scale Scores

Figure 15

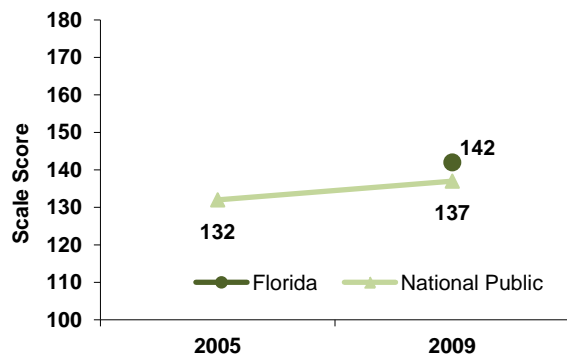
#### White Students



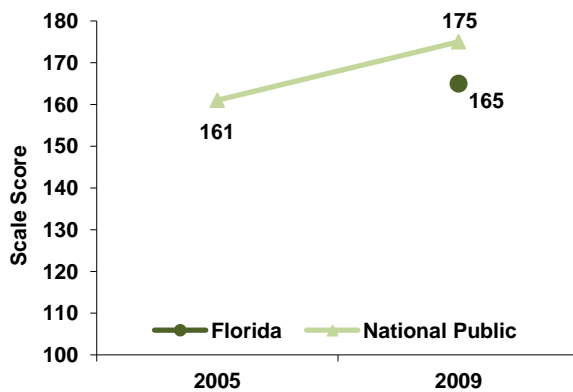
#### African-American Students



#### Hispanic Students



#### Asian/Pacific Islander Students



## Key Findings

- In 2009, the average scale score of Florida's grade 12 public school White students was lower than that of their national counterparts (156 vs. 160).
- In 2009, the average scale score of Florida's grade 12 public school African-American students was not significantly different from that of their national counterparts (133 vs. 131).
- In 2009, the average scale score of Florida's grade 12 public school Hispanic students was significantly higher than that of their national counterparts (142 vs. 137).

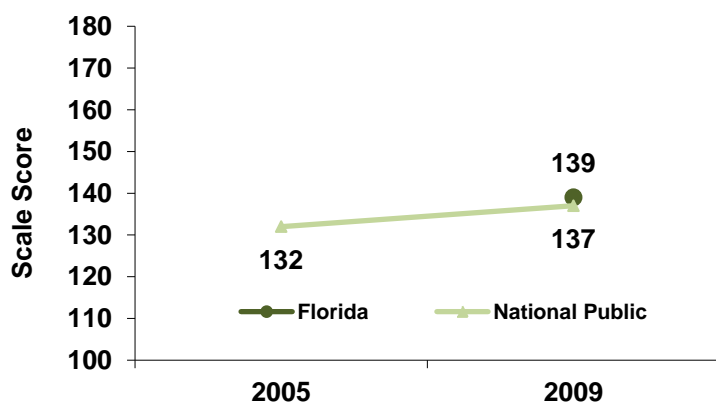
- In 2009, the average scale score of Florida’s grade 12 public school Asian/Pacific Islanders was not significantly different from that of their national counterparts (165 vs. 175).

## National School Lunch Program (NSLP) Eligibility

NAEP collects data on eligibility for the NSLP, which provides free or reduced-price school lunches. Results for this subgroup of students are included as an indicator of socioeconomic status (SES).

### NAEP Mathematics, Grade 12 Florida (2009) Compared to the Nation’s Public Schools (2005 and 2009) Average Scale Scores

Figure 16



#### Key Finding

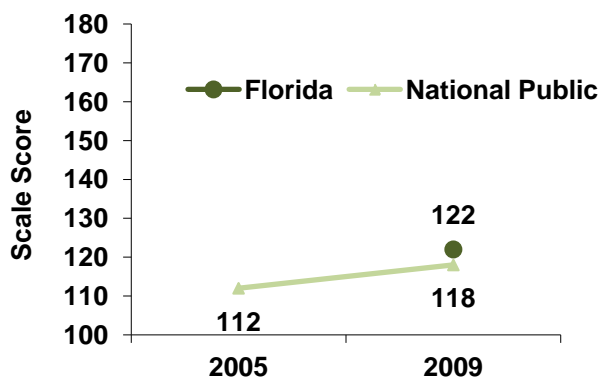
- In 2009, the average scale score of Florida’s grade 12 public school students eligible for the NSLP was similar to that of their national counterparts (139 vs. 137).

## Students with Disabilities (SD)

School staff review the Individualized Educational Plans (IEPs) and Section 504 Plans of the SD selected to participate in NAEP to determine if the accommodations they might need are allowed by NAEP. The NAEP program furnishes tools to assist school personnel in making such decisions. Inclusion in NAEP is encouraged if the student participates in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of SD students excluded from NAEP may vary considerably across states and within a single state across years, comparisons of results across and within states over time should be interpreted with caution.

### NAEP Reading, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2005 and 2009) Average Scale Scores

Figure 17



#### Key Finding

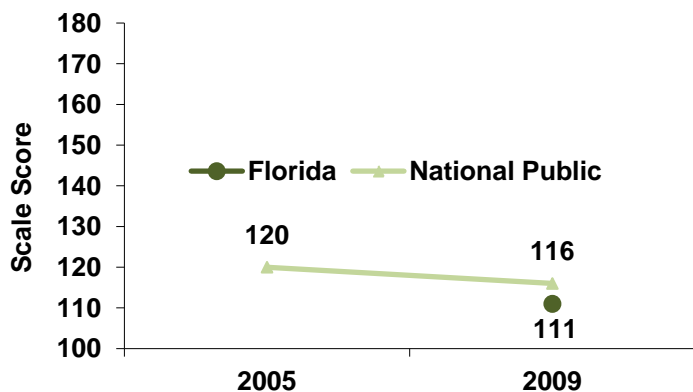
- In 2009, the average scale score of Florida's grade 12 public school SD was similar to that of their national counterparts (122 vs. 118).

## English Language Learners (ELL)

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

### NAEP Mathematics, Grade 12 Florida (2009) Compared to the Nation's Public Schools (2005 and 2009) Average Scale Scores

Figure 18



#### Key Finding

- In 2009, the average scale score of Florida's grade 12 public school ELLs was not significantly different from that of their national counterparts (111 vs. 116).

## Appendix A: Scores Vary by Level of Mathematics Completed

On the Grade 12 NAEP 2009 Mathematics Assessment, students were asked to indicate which mathematics courses they had completed since eighth grade. The results were grouped into five categories based on the most advanced course the student had taken of the following courses: Calculus, Pre-Calculus, Trigonometry/Algebra 2, Geometry, and Algebra 1 or less.

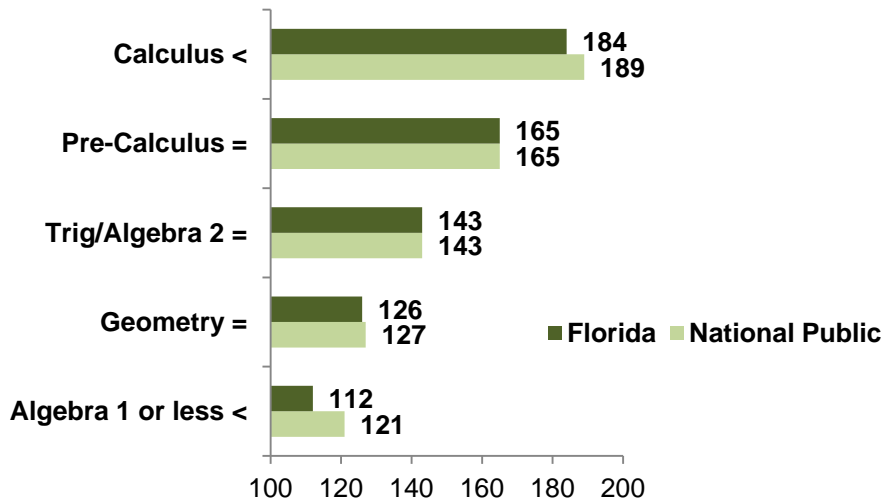
Students completing higher-level courses had higher average mathematics scores than those students completing lower-level courses. In 2009, students who reported taking a Calculus class scored higher on average than students who had not yet reached that level of mathematics. Similarly, students who had completed Pre-Calculus scored higher than students whose highest level of mathematics course was Trigonometry/Algebra 2, Geometry, or Algebra 1 or less.

### NAEP 2009 Mathematics, Grade 12 Florida and the Nation's Public School Students Average Scale Scores

Figure 19

**Legend**

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



### Percentage by Highest Level of Mathematics Course Completed by Florida's and the Nation's Public School Students

Table 3

MATHEMATICS COURSE	FLORIDA PERCENTAGE	NATIONAL PUBLIC PERCENTAGE
Calculus	12%	17%
Pre-Calculus	17%	24%
Trigonometry/Algebra 2	56%	43%
Geometry	13%	11%
Algebra 1 or Less	2%	5%

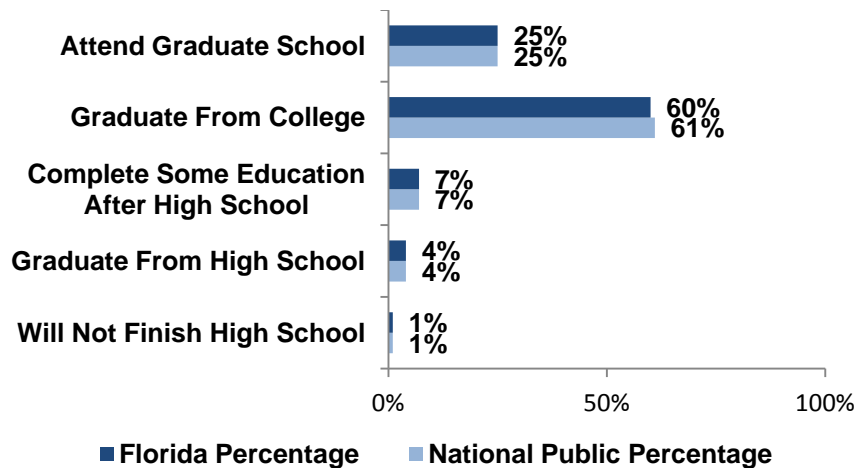


## Appendix B: Educational Aspirations and Plans after High School

Grade 12 students participating in the NAEP 2009 Reading Assessment were asked to choose from several options indicating how much education they expected to complete. The educational aspirations of Florida's students were similar to those of the nation. Additionally, grade 12 students participating in the mathematics assessment were asked about what their expected main activity would be in the year after leaving high school. The plans of Florida's students were similar to those of the nation's public school students, with the exception of students' planning to serve in the military (Florida's percentage is statistically higher than that of the nation's). Figures 20 and 21 compare the educational aspirations of Florida's students and their plans for after high school with those of the nation's public school students.

### NAEP 2009 Reading, Grade 12, Educational Aspirations Florida's and the Nation's Public School Students, 2009

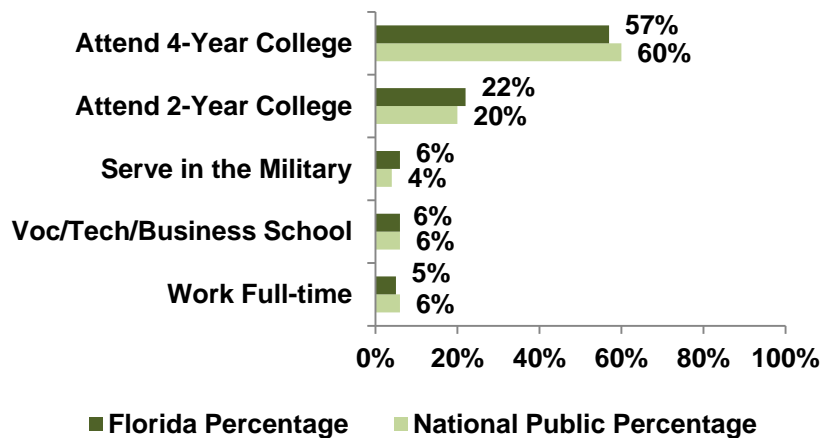
Figure 20



Of the students responding to this background question, three percent of Florida's and two percent of the Nation's Public School students indicated that they did not know their educational aspirations.

### NAEP 2009 Mathematics, Grade 12, Plans after High School Florida's and the Nation's Public School Students

Figure 21



Of the students responding to this background question, four percent of both Florida's and the nation's public school students indicated "Other" as their choice of answer.

## Appendix C: Student and School Participation

A representative sample of the student population participates in NAEP. Results are then assembled to form projected state and national scores based on aggregated state and national results. NAEP does not provide school- or student-level results. The student and school participation counts for Florida and nation's public schools in the Grade 12 NAEP 2009 Reading and Mathematics assessments are provided in Table 4.

### NAEP 2009 Reading and Mathematics Grade 12 Participation Florida's and the Nation's Public Schools and Students

**Table 4**  
**School and Student Participation**

Jurisdiction	Grade 12 Reading		Grade 12 Mathematics	
	Total Number of Schools that Participated	Total Number of Students Assessed	Total Number of Schools that Participated	Total Number of Students Assessed
Nation's Public Schools	1,504	46,391	1,504	48,945
Florida's Public Schools*	77	3,248	77	3,407

\*87 Florida schools participated in the Grade 12 NAEP 2009 State Pilot Reading and Mathematics administration; however, only 77 schools had a high enough participation rate to be included in the data analysis.