

Florida

Grade 4 Public Schools



State Reading 2011

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

State-level results in reading are available for nine assessment years (1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, and 2011), 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 Activity schools (DoDEA) participated in the 2011 reading assessment at grade 4.

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

- *The Nation's Report Card, Reading 2011*
- 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.

KEY FINDINGS FOR 2011

Grade 4:

- In 2011, the average reading score for fourth-grade students in Florida was 225. This was higher than that of the nation's public schools (220).
- The average score for students in Florida in 2011 (225) was higher than that in 1992 (208) and was not significantly different from that in 2009 (226).
- In 2011, the percentage of students in Florida who performed at or above *Proficient* was 35 percent. This was greater than that for the nation's public schools (32 percent).
- The percentage of students in Florida who performed at or above *Proficient* in 2011 (35 percent) was greater than that in 1992 (21 percent) and was not significantly different from that in 2009 (36 percent).
- In 2011, the percentage of students in Florida who performed at or above *Basic* was 71 percent. This was greater than that for the nation's public schools (66 percent).
- The percentage of students in Florida who performed at or above *Basic* in 2011 (71 percent) was greater than that in 1992 (53 percent) and was not significantly different from that in 2009 (73 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 development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf>.

The Reading Framework for the 2009 National Assessment of Educational Progress replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp. The 2011 NAEP reading assessment used the same framework used in 2009 and trends are reported from 1992 to 2011.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's definition of reading, which recognizes that students read different texts for different purposes.

Literary texts (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

Informational texts (varies by grade level – see procedural appendix for more detail)

- Exposition
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Meaning Vocabulary

In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary items function as both a measure of passage comprehension and a test of readers' knowledge of specific word meaning as used in the passage by the author.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. In order for assessment results to be reported publicly, 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. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2011 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2011/participation.asp.

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 Department of Defense or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2011 state results are compared to results from eight earlier assessments at grade 4 and from six earlier assessments at grade 8.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8. 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 reading achievement-level descriptions are summarized in figure 1.

Figure 1	The Nation's Report Card 2011 State Assessment
	Descriptions of fourth-grade achievement levels for 2011 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

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. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

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) 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 reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, 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 1998, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, and 2011).

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 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 2011 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2011/type_accomm.asp

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 between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2011 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 2011 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading 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>). Therefore, trend data by region are not provided for assessment years prior to 2003.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, 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 1998 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 reading scale, which ranges from 0 to 500 for grades 4 and 8.

Table 1 shows the overall performance results of grade 4 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, and 2011. The first column of results presents the average score on the NAEP reading 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 demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2011, the average scale score for students in Florida was 225. This was higher than that of students across the nation (220).
- In Florida, the average scale score for students in 2011 was not significantly different from that in 2009 (226). Similarly, the average scale score for students in public schools across the nation in 2011 was not significantly different from that in 2009 (220).
- In Florida, the average scale score for students in 2011 was higher than the scores in 1992, 1994, 1998, 2002, 2003, and 2005. However, it was not significantly different from the scores in 2007 and 2009.

NAEP 2011 Reading Report for Florida

The Nation's Report Card 2011 State Assessment

**Table
1**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 ¹	Nation (public)	215 *	168 *	192 *	217 *	240 *	259
	Florida	208 *	161 *	185 *	210 *	234 *	252 *
1994 ¹	Nation (public)	212 *	156 *	187 *	217 *	241 *	261
	Florida	205 *	148 *	178 *	208 *	235 *	257 *
1998 ¹	Nation (public)	215 *	165 *	192 *	218 *	242 *	261
	Florida	207 *	153 *	183 *	212 *	236 *	255 *
1998	Nation (public)	213 *	161 *	189 *	215 *	241 *	260 *
	Florida	206 *	150 *	181 *	211 *	234 *	254 *
2002	Nation (public)	217 *	169 *	194 *	219 *	242 *	261 *
	Florida	214 *	164 *	192 *	218 *	240 *	259 *
2003	Nation (public)	216 *	167 *	193 *	219 *	243 *	262 *
	South ²	215 *	167 *	192 *	217 *	241 *	261
	Florida	218 *	168 *	194 *	221 *	245	264
2005	Nation (public)	217 *	169 *	194 *	220 *	243 *	262 *
	South ²	217 *	171 *	194 *	219 *	241 *	260 *
	Florida	219 *	175 *	198 *	221 *	243 *	262
2007	Nation (public)	220	173	198	222	244	263
	South ²	219	175	198	221	242 *	261 *
	Florida	224	181	203	225	246	264
2009	Nation (public)	220	173	198	222	244	263
	South ²	220	176	198	221	243	261
	Florida	226	186	206	227	247	264
2011	Nation (public)	220	173	198	223	245	263
	South ²	220	175	199	222	244	262
	Florida	225	183	204	226	247	264

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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 reading 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, 1992–2011 Reading 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.

Table 2 shows the percentage of students at grade 4 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 2011, the percentage of Florida's students who performed at or above *Proficient* was 35 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Florida, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentages in 1992, 1994, 1998, 2002, and 2005, but was not significantly different from the percentages in 2003, 2007, and 2009.
- In 2011, the percentage of Florida's students who performed at or above *Basic* was 71 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Florida, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentages in 1992, 1994, 1998, 2002, 2003, and 2005, but was not significantly different from the percentages in 2007 and 2009.

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**Table
2**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1992–2011

Year and jurisdiction		Below Basic	At or above Basic	At or above Proficient	At Advanced
1992 ¹	Nation (public)	40*	60*	27*	6*
	Florida	47*	53*	21*	3*
1994 ¹	Nation (public)	41*	59*	28*	7
	Florida	50*	50*	23*	5*
1998 ¹	Nation (public)	39*	61*	29*	6*
	Florida	46*	54*	23*	5*
1998	Nation (public)	42*	58*	28*	6*
	Florida	47*	53*	22*	4*
2002	Nation (public)	38*	62*	30*	6*
	Florida	40*	60*	27*	5*
2003	Nation (public)	38*	62*	30*	7*
	South ²	40*	60*	28*	6
	Florida	37*	63*	32	8
2005	Nation (public)	38*	62*	30*	7*
	South ²	38*	62*	28*	6*
	Florida	35*	65*	30*	7
2007	Nation (public)	34	66	32	7
	South ²	35	65	30*	6
	Florida	30	70	34	8
2009	Nation (public)	34	66	32	7
	South ²	34	66	30	6
	Florida	27	73	36	8
2011	Nation (public)	34	66	32	7
	South ²	34	66	31	7
	Florida	29	71	35	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1992–2011 Reading Assessments.

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

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and Department of Defense Schools.

Comparisons by Scale Scores

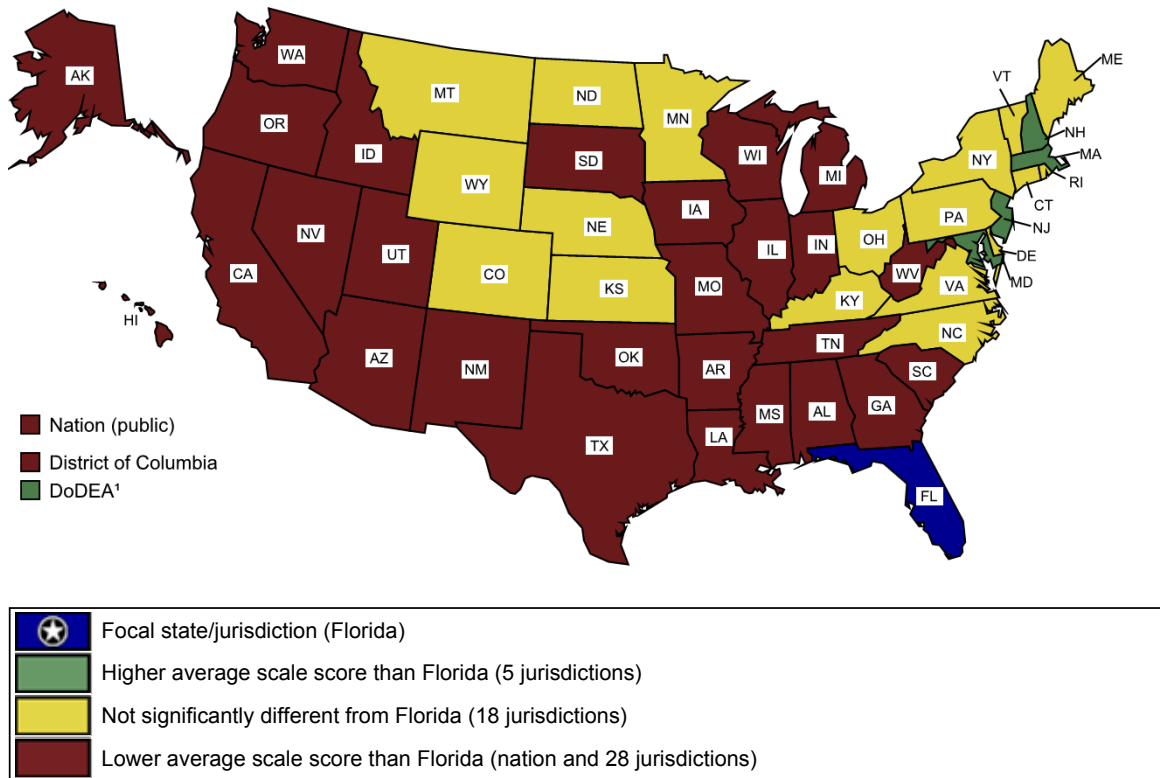
Figure 2 compares Florida's 2011 overall reading scale scores at grade 4 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Florida in the NAEP 2011 reading assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in Florida was higher than the scores in 28 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 5 jurisdictions.

Figure 2

Florida's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



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), 2011 Reading Assessment.

Comparisons by Achievement Levels

Figure 3 permits comparisons of all jurisdictions (and the nation) participating in the NAEP 2011 reading assessment in terms of percentages of grade 4 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting 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

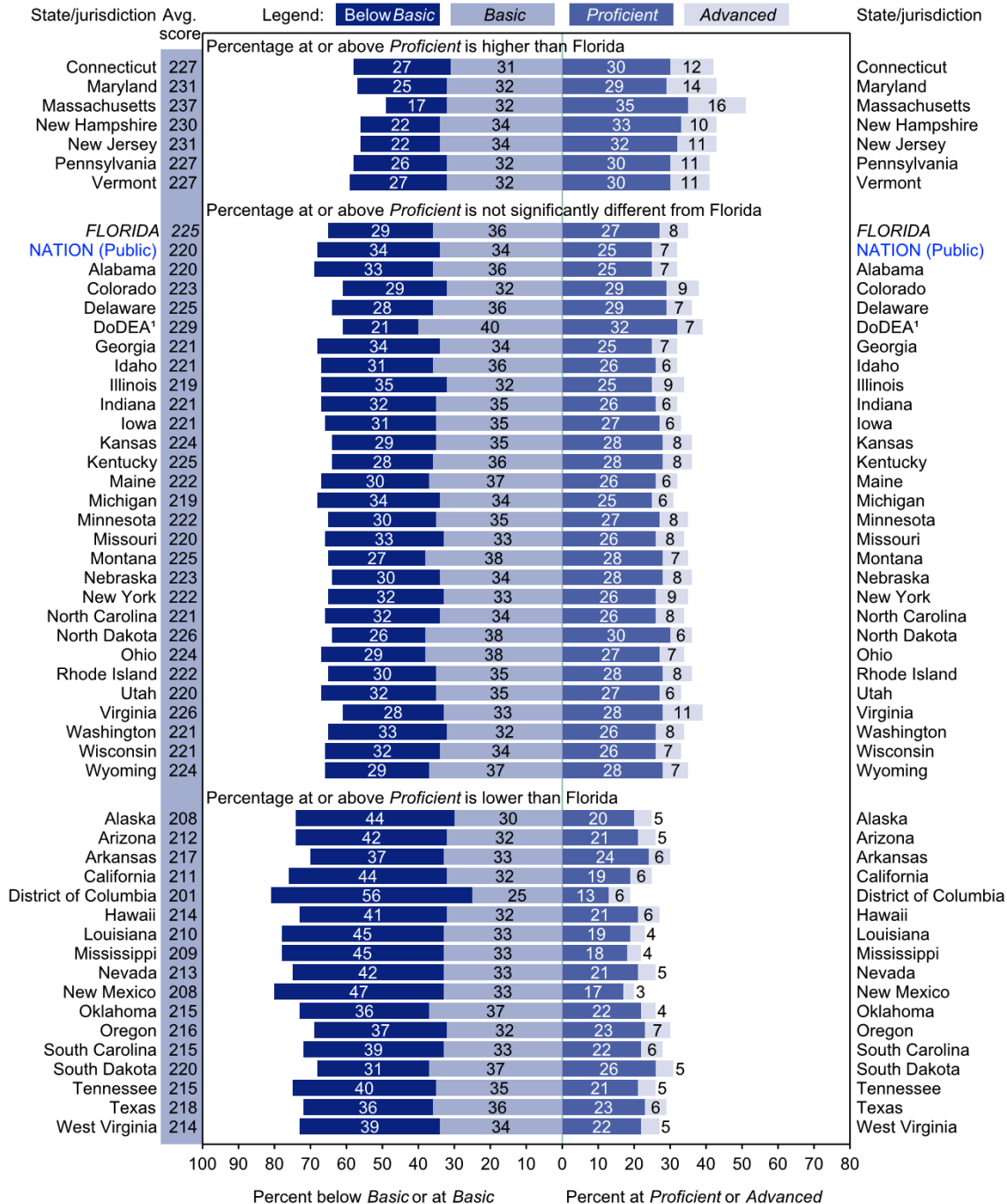
- The percentage of students performing at or above the *Proficient* level in Florida was greater than the percentage in 17 jurisdictions, not significantly different from those in 27 jurisdictions, and smaller than those in 7 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Florida was greater than the percentage in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and smaller than those in 5 jurisdictions (data not shown).

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Figure 3

Average scale scores in NAEP reading 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: 2011



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

NOTE: The bars above contain percentages of students in each NAEP reading 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), 2011 Reading Assessment.

Reading 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, and 2011)
- 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 2011 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 2011 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/>.

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 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.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Table 3 shows average scale scores and percentage of students by achievement-level data for public school students at grade 4 in Florida and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2011, 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 2011, the average scale scores of White and Black students in Florida were higher than their respective scores in 1992, 1994, 1998, 2002, 2003, and 2005, but not significantly different from their respective scores in 2007 and 2009.
- In 2011, the average scale score of Asian/Pacific Islander students in Florida was higher than their respective scores in 2002 and 2005, but not significantly different from their respective scores in 2003, 2007, and 2009.
- In 2011, the average scale score of Hispanic students in Florida was higher than their respective scores in 1992, 1994, 1998, 2002, and 2003, but not significantly different from their respective scores in 2005, 2007, and 2009.
- In 2011, Black students in Florida had an average score that was lower than that of White students by 25 points. This performance gap was narrower than that of 1992 (33 points).
- In 2011, Hispanic students in Florida had an average score that was lower than that of White students by 15 points. In 1992, the average score for Hispanic students was lower than that of White students by 15 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In 2011 in Florida, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2011, the percentage of White students in Florida performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1994, 1998, 2002, and 2005, but not significantly different from the percentages of their respective peers in 2003, 2007, and 2009.
- In 2011, the percentages of Black and Hispanic students in Florida performing at or above *Proficient* were greater than the percentages of their respective peers in 1992, 1994, 1998, and 2002, but not significantly different from the percentages of their respective peers in 2003, 2005, 2007, and 2009.
- In 2011, the percentage of Asian/Pacific Islander students in Florida performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2002, 2003, 2005, 2007, and 2009.

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**Table
3**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011

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 *	223 *	31 *	69 *	33 *	8 *
Florida	63 *	218 *	36 *	64 *	28 *	4 *
1994 ¹ Nation (public)	71 *	222 *	31 *	69 *	35 *	9
Florida	61 *	217 *	38 *	62 *	31 *	7 *
1998 ¹ Nation (public)	69 *	224 *	30 *	70 *	36 *	8 *
Florida	55 *	219 *	34 *	66 *	31 *	7 *
1998 Nation (public)	64 *	223 *	31 *	69 *	36 *	9 *
Florida	56 *	217 *	36 *	64 *	29 *	6 *
2002 Nation (public)	60 *	227 *	26 *	74 *	39 *	9 *
Florida	49 *	226 *	26 *	74 *	38 *	9
2003 Nation (public)	59 *	227 *	26 *	74 *	39 *	10
Florida	51 *	229 *	25 *	75 *	42	11
2005 Nation (public)	57 *	228 *	25 *	75 *	39 *	10 *
Florida	49 *	228 *	25 *	75 *	39 *	10
2007 Nation (public)	56 *	230	23	77	42	10
Florida	47 *	232	19	81	44	11
2009 Nation (public)	54 *	229	23	77	41	10
Florida	47 *	233	19	81	45	11
2011 Nation (public)	52	230	23	77	42	10
Florida	40	235	17	83	48	12
Black						
1992 ¹ Nation (public)	18 *	191 *	69 *	31 *	8 *	1 *
Florida	24	185 *	74 *	26 *	7 *	1
1994 ¹ Nation (public)	18 *	184 *	72 *	28 *	8 *	1 *
Florida	24	181 *	74 *	26 *	7 *	1
1998 ¹ Nation (public)	17	192 *	66 *	34 *	9 *	1 *
Florida	27	188 *	68 *	32 *	9 *	1
1998 Nation (public)	16	192 *	66 *	34 *	10 *	1 *
Florida	27	186 *	69 *	31 *	8 *	1
2002 Nation (public)	18 *	198 *	61 *	39 *	12 *	1 *
Florida	25	196 *	61 *	39 *	11 *	1
2003 Nation (public)	17 *	197 *	61 *	39 *	12 *	2 *
Florida	23	198 *	60 *	40 *	13	2
2005 Nation (public)	17 *	199 *	59 *	41 *	12 *	2 *
Florida	23	203 *	55	45	13	1
2007 Nation (public)	17 *	203 *	54 *	46 *	14 *	2
Florida	21	208	48	52	16	2
2009 Nation (public)	16	204	53	47	15	2
Florida	22	211	44	56	18	2
2011 Nation (public)	16	205	51	49	16	2
Florida	25	209	46	54	17	2

See notes at end of table.

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**Table
3**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011—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*	194*	63*	37*	10*	1
Florida	11*	203*	55*	45*	14*	2
1994 ¹ Nation (public)	7*	186*	68*	32*	11*	2
Florida	14*	192*	62*	38*	13*	3
1998 ¹ Nation (public)	10*	194*	62*	38*	12*	2
Florida	15*	198*	54*	46*	18*	3
1998 Nation (public)	14*	192*	64*	36*	12*	2
Florida	15*	198*	54*	46*	19*	3*
2002 Nation (public)	17*	199*	57*	43*	14*	2
Florida	22*	207*	47*	53*	20*	3
2003 Nation (public)	18*	199*	57*	43*	14*	2
Florida	21*	211*	45*	55*	24	5
2005 Nation (public)	19*	201*	56*	44*	15*	2
Florida	23*	215	39	61	25	5
2007 Nation (public)	20*	204	51	49	17	3
Florida	25*	218	36	64	28	6
2009 Nation (public)	21*	204	52	48	16	2
Florida	24*	223	29	71	31	6
2011 Nation (public)	23	205	50	50	18	2
Florida	29	220	33	67	30	6
Asian/Pacific Islander						
1992 ¹ Nation (public)	2*	215*	41*	59*	23*	4*
Florida	2	‡	‡	‡	‡	‡
1994 ¹ Nation (public)	3*	217*	36*	64*	34*	9
Florida	1*	‡	‡	‡	‡	‡
1998 ¹ Nation (public)	2*	218*	39*	61*	31*	10
Florida	1*	‡	‡	‡	‡	‡
1998 Nation (public)	4	211*	45*	55*	27*	10*
Florida	1*	‡	‡	‡	‡	‡
2002 Nation (public)	4*	223*	31*	69*	36*	9*
Florida	2	228*	26	74	41	11
2003 Nation (public)	4*	225*	31*	69*	37*	11*
Florida	2	233	21	79	44	15
2005 Nation (public)	4*	227*	28*	72*	40*	12*
Florida	2	230*	24	76	43	14
2007 Nation (public)	5	231	24	76	45	14
Florida	2	241	14	86	57	18
2009 Nation (public)	5	234	21	79	48	17
Florida	2*	237	16	84	56	15
2011 Nation (public)	5	234	21	79	49	17
Florida	3	244	12	88	57	25

See notes at end of table.

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**Table
3**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011—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	#	‡	‡	‡	‡	‡
1994 ¹ Nation (public)	1	212	40	60	31	7
Florida	#	‡	‡	‡	‡	‡
1998 ¹ Nation (public)	1*	‡	‡	‡	‡	‡
Florida	#	‡	‡	‡	‡	‡
1998 Nation (public)	1	‡	‡	‡	‡	‡
Florida	#	‡	‡	‡	‡	‡
2002 Nation (public)	1	207	49	51	22	5
Florida	#	‡	‡	‡	‡	‡
2003 Nation (public)	1	202	53	47	16	2
Florida	#	‡	‡	‡	‡	‡
2005 Nation (public)	1	205	51	49	19	3
Florida	#	‡	‡	‡	‡	‡
2007 Nation (public)	1	206	49	51	20	4
Florida	#	‡	‡	‡	‡	‡
2009 Nation (public)	1	206	48	52	22	5
Florida	#	‡	‡	‡	‡	‡
2011 Nation (public)	1	204	51	49	19	4
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 2011.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1992–2011 Reading Assessments.

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

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**Table
4**

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

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*	230*	23*	77*	42*	10
	Florida	40	235	17	83	48	12
Black							
2011	Nation (public)	16*	205*	51	49	16	2
	Florida	25	209	46	54	17	2
Hispanic							
2011	Nation (public)	23*	205*	50*	50*	18*	2*
	Florida	29	220	33	67	30	6
Asian							
2011	Nation (public)	5*	236*	19	81	51	18
	Florida	2	246	12	88	58	26
American Indian/Alaska Native							
2011	Nation (public)	1*	204	51	49	19	4
	Florida	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#*	214	40	60	27	5
	Florida	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	225*	29*	71*	37	10
	Florida	3	235	17	83	46	11

Rounds to zero.

‡ Reporting standards not met.

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

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading Assessment.

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.

Table 5 shows average scale scores and percentage of students by achievement-level data for public school students at grade 4 in Florida and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2011, male students in Florida had an average score in reading (221) that was lower than that of female students (228). In 1992, male students in Florida had an average score in reading (205) that was lower than that of female students (211).
- In 2011, male students in Florida had an average scale score in reading (221) that was higher than that of male students in public schools across the nation (217). Similarly, female students in Florida had an average scale score (228) that was higher than that of female students across the nation (223).
- In Florida, the average scale score of male students in 2011 was higher than the scores of male students in 1992, 1994, 1998, 2002, 2003, and 2005, but not significantly different from the scores of male students in 2007 and 2009.
- In Florida, the average scale score of female students in 2011 was higher than the scores of female students in 1992, 1994, 1998, 2002, 2003, and 2005, but not significantly different from the scores of female students in 2007 and 2009.

Grade 4 Achievement-Level Results by Gender

- In the 2011 assessment, 32 percent of male students and 39 percent of female students performed at or above *Proficient* in Florida. The difference between these percentages was statistically significant.
- The percentage of male students in Florida's public schools who were at or above *Proficient* in 2011 (32 percent) was not significantly different from that of male students in the nation (30 percent).
- The percentage of female students in Florida's public schools who were at or above *Proficient* in 2011 (39 percent) was not significantly different from that of female students in the nation (35 percent).
- In Florida, the percentage of male students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1992, 1994, 1998, 2002, and 2005, but not significantly different from the corresponding percentages of students in 2003, 2007, and 2009.
- In Florida, the percentage of female students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1992, 1994, 1998, 2002, and 2005, but not significantly different from the corresponding percentages of students in 2003, 2007, and 2009.

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**Table
5**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 1992–2011

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)	51	211*	44*	56*	24*	5
	Florida	51	205*	51*	49*	20*	3*
1994 ¹	Nation (public)	51	207*	47*	53*	24*	6
	Florida	49	199*	55*	45*	19*	4*
1998 ¹	Nation (public)	50	212*	43*	57*	27*	6
	Florida	50	203*	51*	49*	19*	4*
1998	Nation (public)	50	210*	45*	55*	25*	5
	Florida	50	201*	52*	48*	19*	3*
2002	Nation (public)	51	214*	41*	59*	26*	5*
	Florida	50	210*	44*	56*	24*	4*
2003	Nation (public)	51	213*	42*	58*	26*	6*
	Florida	51	214*	42*	58*	29	6
2005	Nation (public)	50	214*	41*	59*	27*	6*
	Florida	50	217*	38*	62*	28*	6
2007	Nation (public)	50	216	38	62	29	6
	Florida	51	220	34	66	30	6
2009	Nation (public)	51	216	38	62	28	6
	Florida	50	223	30	70	33	6
2011	Nation (public)	51	217	37	63	30	6
	Florida	51	221	33	67	32	7
Female							
1992 ¹	Nation (public)	49	219*	35*	65*	30*	7
	Florida	49	211*	44*	56*	23*	3*
1994 ¹	Nation (public)	49	218*	36*	64*	32	8
	Florida	51	210*	45*	55*	26*	7*
1998 ¹	Nation (public)	50	218*	36*	64*	31*	7*
	Florida	50	212*	42*	58*	26*	5*
1998	Nation (public)	50	215*	40*	60*	30*	7
	Florida	50	210*	43*	57*	25*	5*
2002	Nation (public)	49	220*	35*	65*	33*	8*
	Florida	50	218*	35*	65*	30*	7*
2003	Nation (public)	49	220*	35*	65*	33*	8
	Florida	49	222*	33*	67*	35	9
2005	Nation (public)	50	220*	34*	66*	33*	8*
	Florida	50	222*	33*	67*	33*	8
2007	Nation (public)	50	223	31	69	35	9
	Florida	49	227	25	75	38	10
2009	Nation (public)	49	223	31	69	35	9
	Florida	50	229	23	77	39	9
2011	Nation (public)	49	223	30	70	35	9
	Florida	49	228	25	75	39	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1992–2011 Reading 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 results for this category of students are included as an indicator of low 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.

Table 6 shows average scale scores and percentage of students by achievement-level data for public school students at grade 4 in Florida and the nation, by student eligibility for the NSLP.

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

- In 2011, students in Florida eligible for free/reduced-price lunch had an average reading scale score of 216. This was lower than that of students in Florida not eligible for this program (239).
- In 2011, 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. This performance gap was narrower than that of 1998 (29 points).
- Students in Florida eligible for free/reduced-price lunch had an average scale score (216) in 2011 that was higher than that of students in the nation who were eligible (207).
- In Florida, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was higher than that of eligible students in 1998, 2002, 2003, and 2005, but not significantly different from that of eligible students in 2007 and 2009.

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

- In Florida, 24 percent of students who were eligible for free/reduced-price lunch and 53 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Florida in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (24 percent) was greater than the corresponding percentage for their counterparts around the nation (18 percent).
- In Florida, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 1998, 2002, 2003, and 2005, but not significantly different from the corresponding percentages in 2007 and 2009.

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**Table
6**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011

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							
1998 ¹	Nation (public)	38 *	198 *	58 *	42 *	13 *	1
	Florida	48 *	192 *	62 *	38 *	12 *	1 *
1998	Nation (public)	41 *	195 *	61 *	39 *	12 *	1 *
	Florida	47 *	190 *	63 *	37 *	12 *	1 *
2002	Nation (public)	43 *	202 *	54 *	46 *	16 *	2
	Florida	56	204 *	51 *	49 *	18 *	2
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	Florida	48 *	205 *	51 *	49 *	18 *	3
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	Florida	52 *	209 *	47 *	53 *	19 *	3
2007	Nation (public)	45 *	205 *	50 *	50 *	17 *	2
	Florida	49 *	213	41	59	22	3
2009	Nation (public)	47 *	206	49 *	51 *	17 *	2
	Florida	54 *	217	36	64	25	3
2011	Nation (public)	52	207	48	52	18	2
	Florida	62	216	38	62	24	4
Not eligible							
1998 ¹	Nation (public)	54 *	226 *	28 *	72 *	39 *	10 *
	Florida	47 *	222 *	31 *	69 *	33 *	8 *
1998	Nation (public)	51 *	226 *	28 *	72 *	39 *	10 *
	Florida	49 *	220 *	33 *	67 *	31 *	7 *
2002	Nation (public)	50 *	229 *	24 *	76 *	41 *	10 *
	Florida	42	227 *	25 *	75 *	39 *	9 *
2003	Nation (public)	52 *	229 *	25 *	75 *	41 *	11 *
	Florida	50 *	231 *	23 *	77 *	45 *	12
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	Florida	48 *	230 *	23 *	77 *	42 *	11
2007	Nation (public)	54 *	232 *	21 *	79 *	44 *	12 *
	Florida	50 *	234 *	18 *	82 *	46 *	12
2009	Nation (public)	52 *	232 *	21 *	79 *	45 *	12 *
	Florida	46 *	236	17	83	49	13
2011	Nation (public)	47	234	18	82	48	13
	Florida	38	239	14	86	53	16

See notes at end of table.

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**Table
6**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2011—Continued

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available						
1998 ¹ Nation (public)	7*	225	30	70	38	10
Florida	4*	215	39	61	29	6
1998 Nation (public)	7*	219	35	65	33	9
Florida	4*	217	37	63	30	6
2002 Nation (public)	7*	217	38	62	30	7
Florida	2	‡	‡	‡	‡	‡
2003 Nation (public)	4*	219	35	65	33	8
Florida	2	207	46	54	20	1
2005 Nation (public)	2*	218	38	62	32	8
Florida	1*	‡	‡	‡	‡	‡
2007 Nation (public)	1*	220	34	66	33	9
Florida	#	‡	‡	‡	‡	‡
2009 Nation (public)	1	219	38	62	31	9
Florida	#	‡	‡	‡	‡	‡
2011 Nation (public)	1	224	29	71	34	10
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 2011.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2011 Reading Assessments.

A More Inclusive NAEP: Students With Disabilities and 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 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, 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.

Table 9 displays data for 4th 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 grade students in the state.

Table 10 shows 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 grade 4.

Table 11 presents 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 grade 4.

Table 12 presents the total number of grade 4 students assessed in each of the participating states and the percentage of students sampled who were excluded.

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**Table
9**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1992–2011

Year and testing status		SD and/or ELL		SD		ELL	
		Florida	Nation (public)	Florida	Nation (public)	Florida	Nation (public)
1992 ¹	Identified	17	11	13	8	4	3
	Excluded	9	6	7	5	2	2
	Assessed without accommodations	8	4	6	3	2	1
1994 ¹	Identified	22	14	17	11	5	4
	Excluded	10	6	9	5	2	2
	Assessed without accommodations	11	8	9	6	3	2
1998	Identified	18	18	14	11	5	7
	Excluded	6	7	5	5	1	3
	Assessed without accommodations	8	7	5	4	3	4
	Assessed with accommodations	5	3	4	3	#	1
2002	Identified	25	21	17	13	10	9
	Excluded	7	7	5	5	3	2
	Assessed without accommodations	10	10	6	4	5	6
	Assessed with accommodations	8	4	7	4	2	1
2003	Identified	25	22	16	14	12	10
	Excluded	5	6	3	5	3	2
	Assessed without accommodations	9	10	4	4	6	7
	Assessed with accommodations	11	5	9	5	3	1
2005	Identified	25	23	19	14	8	11
	Excluded	6	7	5	5	2	2
	Assessed without accommodations	5	10	4	4	1	7
	Assessed with accommodations	14	7	10	5	4	2
2007	Identified	22	23	16	14	9	11
	Excluded	7	6	4	5	4	2
	Assessed without accommodations	2	10	1	3	1	7
	Assessed with accommodations	14	7	11	6	4	2
2009	Identified	23	23	17	13	8	11
	Excluded	5	5	3	4	2	2
	Assessed without accommodations	4	9	4	3	#	6
	Assessed with accommodations	15	9	10	7	5	3
2011	Identified	23	23	16	13	9	11
	Excluded	2	4	2	3	1	1
	Assessed without accommodations	3	9	3	3	#	7
	Assessed with accommodations	18	10	11	7	8	4

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, 1992–2011 Reading Assessments.

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**Table
10**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2011

SD 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>
SD							
1998	Nation (public)	7*	176*	76	24	8	1
	Florida	10*	171*	76*	24*	4*	#
2002	Nation (public)	8*	187	71*	29*	9*	1
	Florida	14	188*	68*	32*	11	2
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Florida	14	184*	72*	28*	10	1
2005	Nation (public)	10*	190*	67	33	11	2
	Florida	15	197	62	38	14	4
2007	Nation (public)	10*	190*	64*	36*	13*	2
	Florida	13*	195	62	38	12	1
2009	Nation (public)	10*	189*	66*	34*	12	2
	Florida	15	204	55	45	17	4
2011	Nation (public)	11	186	68	32	11	2
	Florida	14	201	56	44	15	3
Not SD							
1998	Nation (public)	93*	216*	40*	60*	29*	7*
	Florida	90*	210*	44*	56*	24*	5*
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Florida	86	219*	35*	65*	30*	6*
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	Florida	86	223*	32*	68*	35	9
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	Florida	85	223*	31*	69*	33*	8
2007	Nation (public)	90*	223*	31*	69*	34*	8
	Florida	87*	228	25	75	37	9
2009	Nation (public)	90*	223*	31*	69*	34	8
	Florida	85	229	22	78	39	8
2011	Nation (public)	89	224	30	70	35	8
	Florida	86	229	24	76	39	9

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2011 Reading Assessments.

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**Table
11**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2011

ELL 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>
ELL							
1998	Nation (public)	5*	174*	79*	21*	6	1
	Florida	4*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	183	76*	24*	5	#
	Florida	7	184*	73	27	7	1
2003	Nation (public)	8*	186*	72	28	7	1
	Florida	9	198	57	43	15*	3
2005	Nation (public)	9*	187	73*	27*	7	1
	Florida	6*	193	68	32	7	2
2007	Nation (public)	9*	188	70	30	7	1
	Florida	5*	197	62	38	12	1
2009	Nation (public)	9*	188	71	29	6	#
	Florida	6*	205*	48	52	13	1
2011	Nation (public)	11	188	70	30	7	1
	Florida	8	195	65	35	7	#
Not ELL							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	Florida	96*	207*	46*	54*	23*	4*
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Florida	93	217*	37*	63*	29*	6*
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	Florida	91	220*	35*	65*	33*	8
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	Florida	94*	221*	33*	67*	32*	7
2007	Nation (public)	91*	223*	31*	69*	34*	8
	Florida	95*	225	28	72	35	8
2009	Nation (public)	91*	223*	31*	69*	34*	8
	Florida	94*	227	26	74	37	8
2011	Nation (public)	89	224	30	70	35	8
	Florida	92	227	25	75	38	9

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2011 Reading Assessments.

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**Table
12**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	202,900	4
Alabama	3,000	2
Alaska	2,800	2
Arizona	3,800	1
Arkansas	3,600	1
California	9,300	2
Colorado	3,600	1
Connecticut	3,200	2
Delaware	3,400	7
Florida	7,300	2
Georgia	5,300	6
Hawaii	3,500	2
Idaho	3,700	2
Illinois	5,200	2
Indiana	3,600	1
Iowa	3,500	1
Kansas	3,200	2
Kentucky	4,700	9
Louisiana	3,400	1
Maine	3,300	2
Maryland	4,300	10
Massachusetts	5,000	6
Michigan	4,100	4
Minnesota	3,700	2
Mississippi	3,000	1
Missouri	3,600	2
Montana	3,200	4
Nebraska	3,100	4
Nevada	4,000	1
New Hampshire	3,300	3
New Jersey	3,100	9
New Mexico	4,100	6
New York	4,800	3
North Carolina	5,400	2
North Dakota	3,000	6
Ohio	4,200	6
Oklahoma	3,100	5
Oregon	3,700	3
Pennsylvania	4,700	3
Rhode Island	3,300	2
South Carolina	3,400	3
South Dakota	3,300	3
Tennessee	3,400	7
Texas	8,900	10
Utah	4,000	4
Vermont	2,700	2
Virginia	3,800	3
Washington	4,000	3
West Virginia	3,100	2
Wisconsin	4,600	2
Wyoming	3,000	2
Other jurisdictions		
District of Columbia	2,200	3
DoDEA ¹	3,100	7

¹ Department of Defense Education Activity (domestic and overseas 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), 2011 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2011 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/>. 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 Nation's Report Card: Reading 2011 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2011 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/publications/frameworks/reading-2011-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 reading are listed on the reading 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 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.</p>
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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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Atlanta, Georgia

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Hanover, New Hampshire

W. James Popham

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Information Studies
University of California, Los Angeles
Willsonville, Oregon

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Institute of Education Sciences
U.S. Department of Education
Washington, D.C.

Cornelia S. Orr

Executive Director
National Assessment Governing Board
Washington, D.C.