# Miami-Dade

Grades 4 and 8 Public Schools

# Trial Urban District Report
# Reading 2011

This report provides selected results for Miami-Dade's public school students at grades 4 and 8 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*).

While state-level results in reading are available for nine assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, and 2011), district-level results in reading began in 2002 and are available for participating districts for 2002, 2003, 2005, 2007, 2009, and 2011. In the 2011 assessment, Miami-Dade was one of 21 urban school districts that participated and met the criteria for reporting public school results.

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.

# NAEP 2011 Reading Report for Miami-Dade

## KEY FINDINGS FOR 2011

**Grade 4:**

- In 2011, the average reading score for fourth-grade students in Miami-Dade was 221. This was not significantly different from that of the nation's public schools (220) and was higher than that in public schools in large cities (211).
- The average score for students in Miami-Dade in 2011 (221) was not significantly different from that in 2009 (221).
- In 2011, the percentage of students in Miami-Dade who performed at or above *Proficient* was 32 percent. This was not significantly different from that for the nation's public schools (32 percent) and was greater than that in public schools in large cities (24 percent).
- The percentage of students in Miami-Dade who performed at or above *Proficient* in 2011 (32 percent) was not significantly different from that in 2009 (31 percent).
- In 2011, the percentage of students in Miami-Dade who performed at or above *Basic* was 67 percent. This was not significantly different from that for the nation's public schools (66 percent) and was greater than that in public schools in large cities (55 percent).
- The percentage of students in Miami-Dade who performed at or above *Basic* in 2011 (67 percent) was not significantly different from that in 2009 (68 percent).

**Grade 8:**

- In 2011, the average reading score for eighth-grade students in Miami-Dade was 260. This was lower than that of the nation's public schools (264) and was higher than that in public schools in large cities (255).
- The average score for students in Miami-Dade in 2011 (260) was not significantly different from that in 2009 (261).
- In 2011, the percentage of students in Miami-Dade who performed at or above *Proficient* was 28 percent. This was smaller than that for the nation's public schools (32 percent) and was greater than that in public schools in large cities (23 percent).
- The percentage of students in Miami-Dade who performed at or above *Proficient* in 2011 (28 percent) was not significantly different from that in 2009 (28 percent).
- In 2011, the percentage of students in Miami-Dade who performed at or above *Basic* was 71 percent. This was not significantly different from that for the nation's public schools (75 percent) and was greater than that in public schools in large cities (65 percent).
- The percentage of students in Miami-Dade who performed at or above *Basic* in 2011 (71 percent) was not significantly different from that in 2009 (73 percent).

# 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 analyses, 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 and trial urban district, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrls/.

# NAEP 2011 Reading Report for Miami-Dade

**Who Was Assessed?**

Twenty-one districts participated in the voluntary NAEP Trial Urban District Assessment (TUDA) in reading in 2011. The school district names, as used in the National Center for Education Statistics (NCES) Common Core of Data (CCD), are

- Albuquerque Public Schools,
- Atlanta Public Schools,
- Austin Independent School District,
- Baltimore City Public Schools,
- Boston Public Schools,
- Charlotte-Mecklenburg Schools,
- Chicago Public Schools,
- Cleveland Metropolitan School District,
- Dallas Independent School District,
- Detroit Public Schools,
- District of Columbia Public Schools (DCPS),
- Fresno Unified School District,
- Hillsborough County Public Schools (FL)
- Houston Independent School District,
- Jefferson County Public Schools (Louisville, KY),
- Los Angeles Unified School District,
- Miami-Dade County Public Schools,
- Milwaukee Public Schools,
- New York City Department of Education,
- School District of Philadelphia, and
- San Diego Unified School District.

In order for assessment results to be reported publicly, the overall participation rates for schools and students must meet guidelines established by 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 at http://nationsreportcard.gov/reading_2011/participation.asp.

The sample of students in the participating TUDA school districts represents an augmentation of the sample of students who would usually be selected by NAEP as part of the state samples. These augmented samples allow reliable reporting of student groups within these districts. Students in the TUDA samples are also included in "higher-level" samples. For example, data from students tested in the Los Angeles sample were used to report results for Los Angeles and also contributed to the California and the national samples.

Some charter schools that operate within the geographic boundaries of a school district are independent of the district and are not included in the districts' Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act. Beginning in 2009, charter schools of this type were no longer included in the results for TUDA districts as they had been in past NAEP assessments.

School districts vary in whether the charter schools within their boundaries are independent of the districts. In 2007, charter schools were included in the TUDA district results if they were listed as part of the district's Local Education Agency in the NCES Common Core of Data. In 2009 and 2011, charter schools are included in TUDA district results if they contribute to the district's AYP results as part of the Elementary and Secondary Education Act.

Referred to as "large central cities" in district reports prior to 2009, results for large cities include public schools located in cities with populations of 250,000 or more. The comparisons between national, district, and large city results 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.

# NAEP 2011 Reading Report for Miami-Dade

**How Is Student Reading Performance Reported?**

The 2011 district results are compared to results from four earlier assessments (2002, 2003, 2005, 2007, and 2009) depending on the year the district first participated in NAEP.

**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 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 figures 1-A and 1-B.

## NAEP 2011 Reading Report for Miami-Dade

| Figure 1-A | The Nation's Report Card 2011 Trial Urban District Assessment |
|---|---|
| | **Descriptions of fourth-grade achievement levels for 2011 NAEP reading assessment** |

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| ***Basic*** Level (208) | Fourth-grade students performing at the *Basic* 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. |

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.

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| ***Proficient*** Level (238) | Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations. |

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.

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| ***Advanced*** Level (268) | Fourth-grade students performing at the *Advanced* 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. |

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.

## NAEP 2011 Reading Report for Miami-Dade

| Figure 1-B | The Nation's Report Card 2011 Trial Urban District Assessment |
|---|---|
| | **Descriptions of eighth-grade achievement levels for 2011 NAEP reading assessment** |

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|---|---|
| ***Basic*** Level (243) | Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content. |

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

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| ***Proficient*** Level (281) | Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content. |

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

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| ***Advanced*** Level (323) | Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying. |

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.
When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

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 2000 and both are shown in the tables in NAEP national and state reports. Since the TUDA in reading began in 2002, the results for all the TUDA assessment years include students who received accommodations.

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 districts. 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.

## NAEP 2011 Reading Report for Miami-Dade

**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 Miami-Dade are reported in this section, as well as large city and national results.

**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.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Miami-Dade, the nation (public), and large cities (public). 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 percentage 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 Miami-Dade was 221. This was not significantly different from that of students across the nation (220) and was higher than the score for students attending public schools in large cities (211).
- In Miami-Dade, the average scale score for students in 2011 was not significantly different from that in 2009 (221). Similarly, the average scale score for students in public schools across the nation in 2011 was not significantly different from that in 2009 (220).

***Grade 8 Scale Score Results***

- In 2011, the average scale score for students in Miami-Dade was 260. This was lower than that of students across the nation (264) and was higher than the score for students attending public schools in large cities (255).
- In Miami-Dade, the average scale score for students in 2011 was not significantly different from that in 2009 (261). However, the average scale score for students in public schools across the nation in 2011 was higher than that in 2009 (262).

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 1-A** Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: 2009 and 2011

| Year and jurisdiction | | Average scale score | 10th percentile | 25th percentile | 50th percentile | 75th percentile | 90th percentile |
|---|---|---|---|---|---|---|---|
| 2009 | Nation (public) | 220 | 173 | 198 | 222 | 244 | 263 |
| | Large city (public) | 210 | 162 | 186 | 212 | 236 | 256 |
| | Miami-Dade | 221 | 180 | 201 | 223 | 243 | 261 |
| 2011 | Nation (public) | 220 | 173 | 198 | 223 | 245 | 263 |
| | Large city (public) | 211 | 163 | 188 | 213 | 237 | 257 |
| | Miami-Dade | 221 | 178 | 200 | 223 | 244 | 261 |

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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 1-B** Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: 2009 and 2011

| Year and jurisdiction | | Average scale score | 10th percentile | 25th percentile | 50th percentile | 75th percentile | 90th percentile |
|---|---|---|---|---|---|---|---|
| 2009 | Nation (public) | 262 | 218 | 242 | 265 | 286 | 304 |
| | Large city (public) | 252 | 205 | 230 | 255 | 277 | 296 |
| | Miami-Dade | 261 | 216 | 240 | 263 | 284 | 301 |
| 2011 | Nation (public) | 264 | 219 | 243 | 266 | 287 | 305 |
| | Large city (public) | 255 | 208 | 232 | 256 | 279 | 299 |
| | Miami-Dade | 260 | 214 | 238 | 262 | 283 | 302 |

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

NOTE: The NAEP grade 8 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**Overall Achievement-Level Results**

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

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

***Grade 4 Achievement-Level Results***

- In 2011, the percentage of Miami-Dade's students who performed at or above *Proficient* was 32 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent) and was greater than the percentage of the students attending public schools in large cities who performed at or above *Proficient* (24 percent).
- In Miami-Dade, the percentage of students who performed at or above *Proficient* in 2011 was not significantly different from the percentage in 2009 (31). Similarly, the percentage of students who performed at or above *Proficient* in the nation in 2011 was not significantly different from the percentage in 2009 (32).
- In 2011, the percentage of Miami-Dade's students who performed at or above *Basic* was 67 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (66 percent) and was greater than the percentage of the students attending public schools in large cities who performed at or above *Basic* (55 percent).
- In Miami-Dade, the percentage of students who performed at or above *Basic* in 2011 was not significantly different from the percentage in 2009 (68). Similarly, the percentage of students who performed at or above *Basic* in the nation in 2011 was not significantly different from the percentage in 2009 (66).

***Grade 8 Achievement-Level Results***

- In 2011, the percentage of Miami-Dade's students who performed at or above *Proficient* was 28 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent) and was greater than the percentage of the students attending public schools in large cities who performed at or above *Proficient* (23 percent).
- In Miami-Dade, the percentage of students who performed at or above *Proficient* in 2011 was not significantly different from the percentage in 2009 (28). However, the percentage of students who performed at or above *Proficient* in the nation in 2011 was greater than the percentage in 2009 (30).
- In 2011, the percentage of Miami-Dade's students who performed at or above *Basic* was 71 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (75 percent) and was greater than the percentage of the students attending public schools in large cities who performed at or above *Basic* (65 percent).
- In Miami-Dade, the percentage of students who performed at or above *Basic* in 2011 was not significantly different from the percentage in 2009 (73). However, the percentage of students who performed at or above *Basic* in the nation in 2011 was greater than the percentage in 2009 (74).

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 2-A** Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: 2009 and 2011

| Year and jurisdiction | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|
| 2009 | Nation (public) | 34 | 66 | 32 | 7 |
| | Large city (public) | 46 | 54 | 23 | 5 |
| | Miami-Dade | 32 | 68 | 31 | 6 |
| 2011 | Nation (public) | 34 | 66 | 32 | 7 |
| | Large city (public) | 45 | 55 | 24 | 5 |
| | Miami-Dade | 33 | 67 | 32 | 7 |

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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 2-B** Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: 2009 and 2011

| Year and jurisdiction | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|
| 2009 | Nation (public) | 26 | 74 | 30 | 2 |
| | Large city (public) | 37 | 63 | 21 | 2 |
| | Miami-Dade | 27 | 73 | 28 | 2 |
| 2011 | Nation (public) | 25 | 75 | 32 | 3 |
| | Large city (public) | 35 | 65 | 23 | 2 |
| | Miami-Dade | 29 | 71 | 28 | 2 |

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

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

# Comparisons Between Miami-Dade, the Nation, Large Cities, and Other Participating Districts

Twenty-one districts participated in the reading assessment in 2011. These included Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Dallas, Detroit, the District of Columbia (DCPS), Fresno, Hillsborough County (Tampa, FL), Houston, Jefferson County (Louisville, KY), Los Angeles, Miami-Dade County, Milwaukee, New York City, Philadelphia, and San Diego.

### Comparisons by Scale Scores

Figures 2-A and 2-B compare Miami-Dade's 2011 overall reading scale scores at grades 4 and 8 with those in all other participating districts. The participating districts are grouped into categories reflecting whether the average scale scores of their students were found to be higher than, not significantly different from, or lower than the scores in Miami-Dade.

#### *Grade 4 Scale Score Comparison Results*

- The average score for students in Miami-Dade was higher than the scores in 16 districts, not significantly different from those in 3 districts, and lower than those in 1 district.

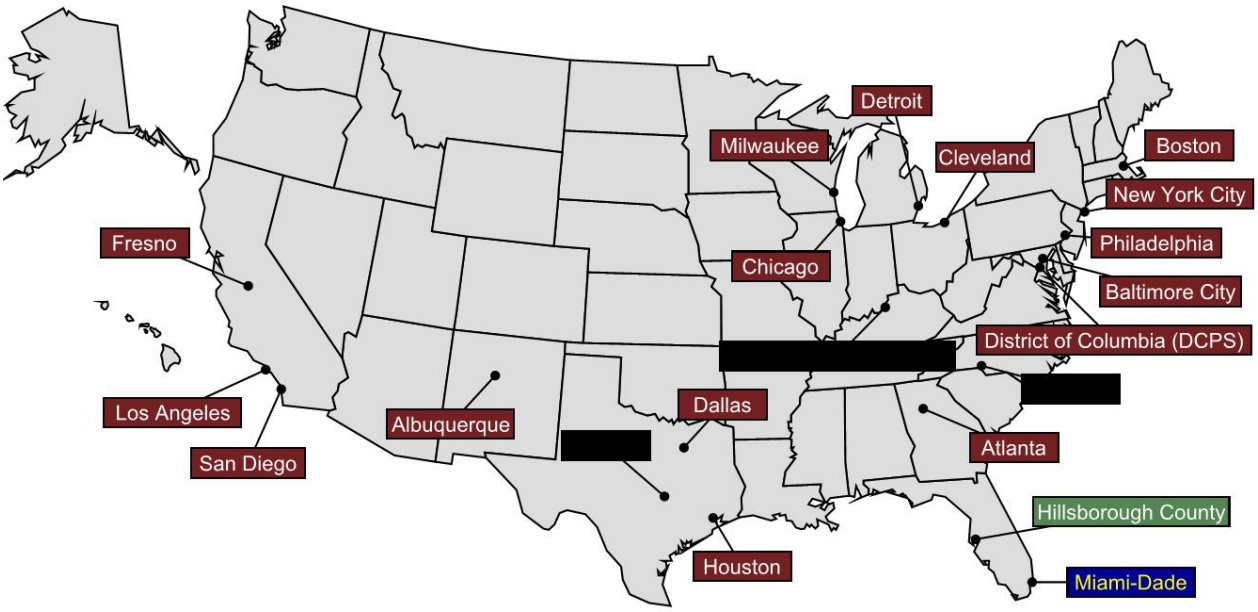
#### *Grade 8 Scale Score Comparison Results*

- The average score for students in Miami-Dade was higher than the scores in 15 districts, not significantly different from those in 3 districts, and lower than those in 2 districts.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Figure 2-A** Miami-Dade's average scale score in NAEP reading for fourth-grade public school students compared with scores for other participating districts: 2011



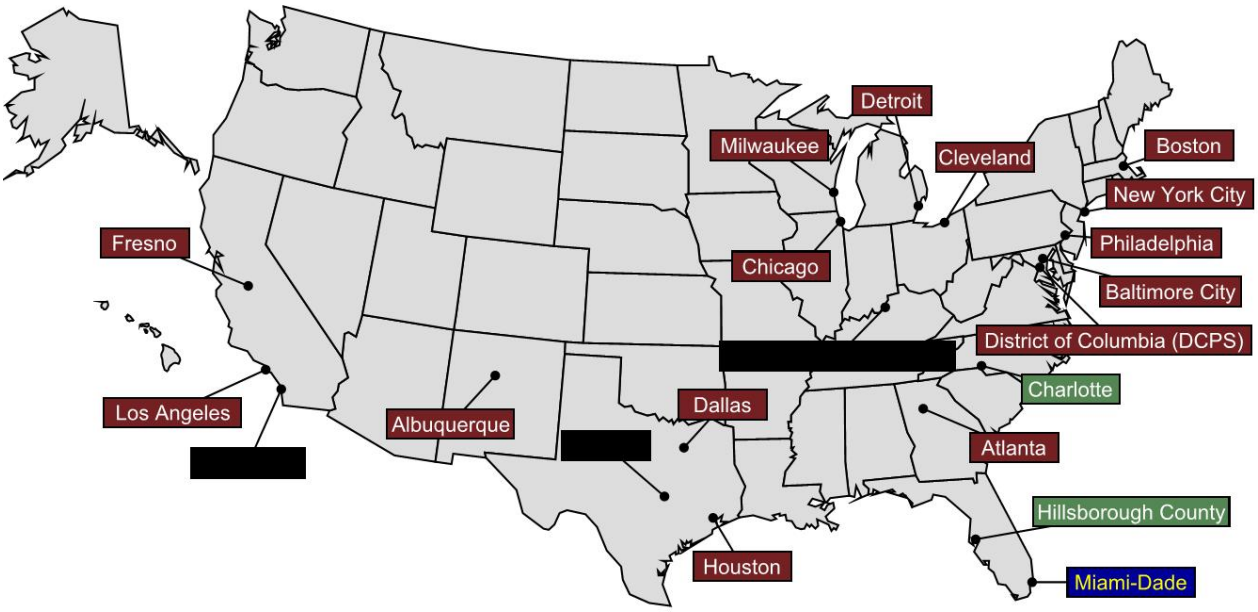

| |
|---|
| Focal state/jurisdiction (Miami-Dade) |
| Higher average scale score than Miami-Dade (1 jurisdiction) |
| Not significantly different from Miami-Dade (3 jurisdictions) |
| Lower average scale score than Miami-Dade (16 jurisdictions) |

NOTE: DCPS = District of Columbia Public Schools. 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.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Figure 2-B** Miami-Dade's average scale score in NAEP reading for eighth-grade public school students compared with scores for other participating districts: 2011




| |
|---|
| Focal state/jurisdiction (Miami-Dade) |
| Higher average scale score than Miami-Dade (2 jurisdictions) |
| Not significantly different from Miami-Dade (3 jurisdictions) |
| Lower average scale score than Miami-Dade (15 jurisdictions) |

NOTE: DCPS = District of Columbia Public Schools. 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.

# NAEP 2011 Reading Report for Miami-Dade

**Comparisons by Achievement Levels**

Figures 3-A and 3-B permit comparisons of all districts participating in the NAEP 2011 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Basic*. The participating districts are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Basic, Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Miami-Dade. Note that the selected district is listed first in its category and the other districts within each category are listed rank ordered. Statistical comparisons among districts 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 Miami-Dade was greater than the percentage in 14 districts, not significantly different from those in 5 districts, and smaller than those in 1 district (data not shown).
- The percentage of students performing at or above the *Basic* level in Miami-Dade was greater than the percentage in 15 districts, not significantly different from those in 4 districts, and smaller than those in 1 district.

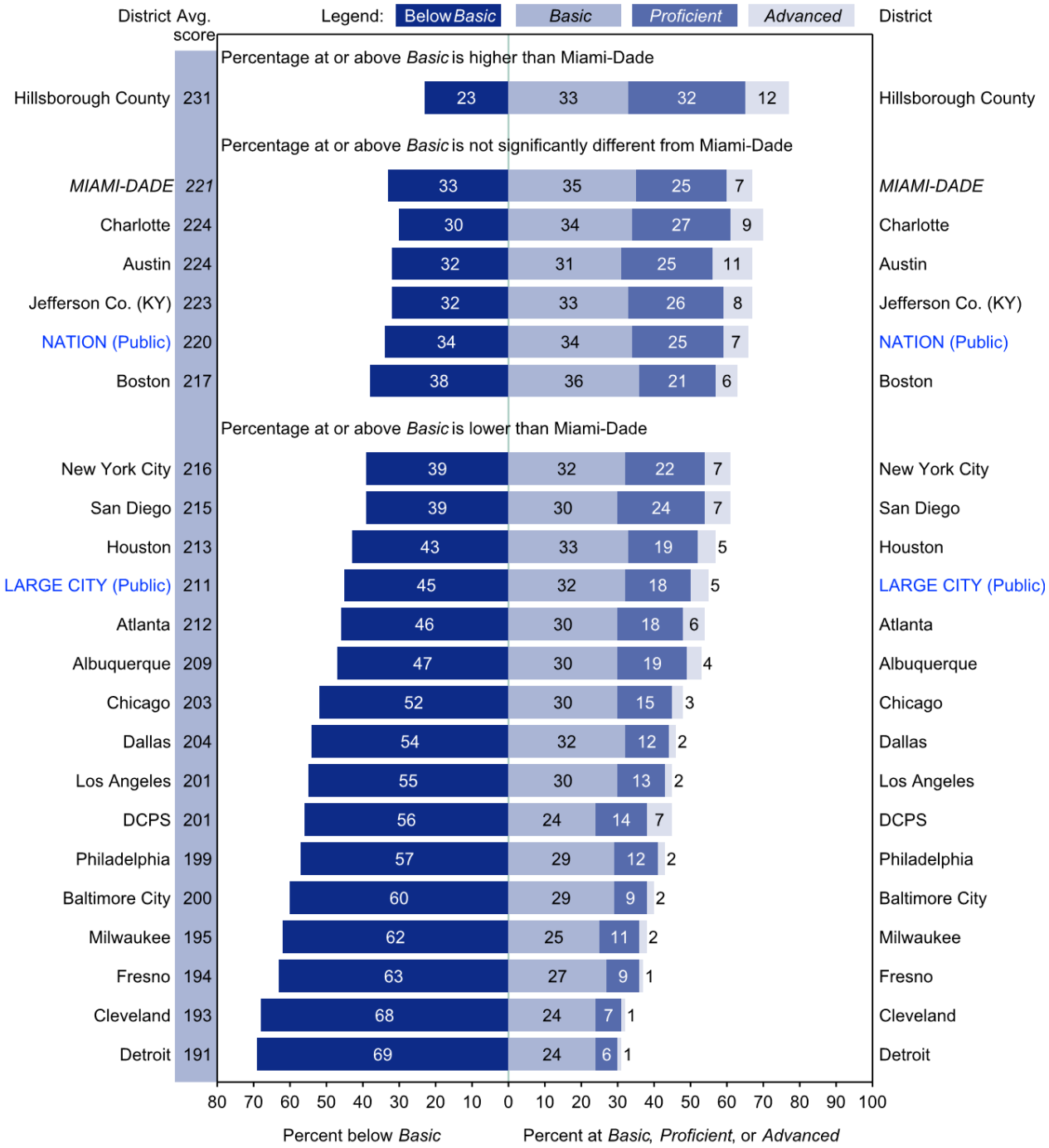
***Grade 8 Achievement-Level Comparison Results***

- The percentage of students performing at or above the *Proficient* level in Miami-Dade was greater than the percentage in 13 districts, not significantly different from those in 6 districts, and smaller than those in 1 district (data not shown).
- The percentage of students performing at or above the *Basic* level in Miami-Dade was greater than the percentage in 14 districts, and not significantly different from those in 6 districts.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Figure 3-A** Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large city, and other participating districts: 2011



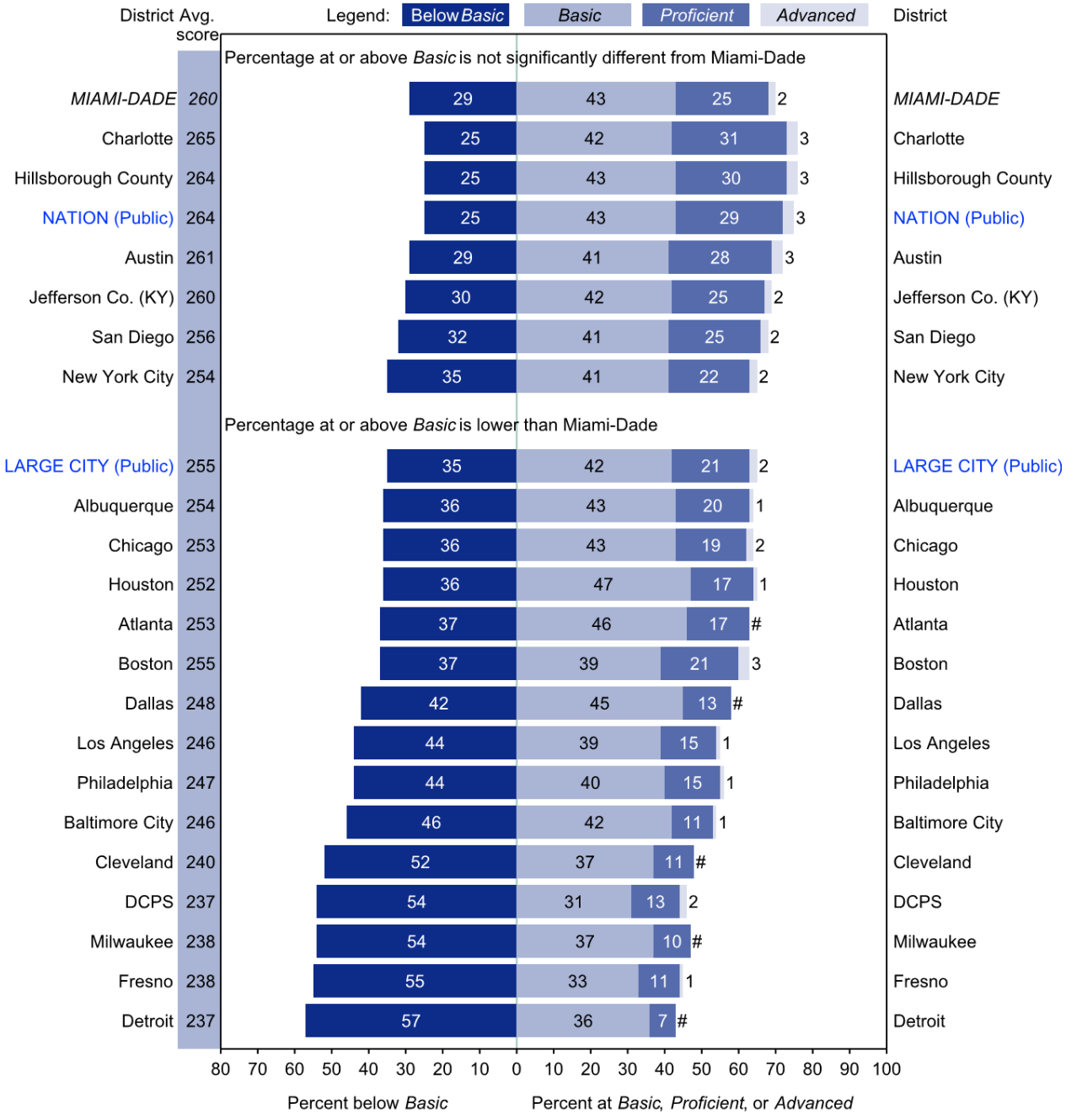

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because 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. DCPS = District of Columbia Public Schools.

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

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Figure 3-B** Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large city, and other participating districts: 2011




# Rounds to zero.

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 *Basic* category begins, so that they may be compared at *Basic* 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. DCPS = District of Columbia Public Schools.

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 results for public school students in Miami-Dade, in the nation, and in large city public schools by demographic characteristics.

Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- parents' highest level of education (grade 8 only)

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.

For districts that have participated in the past, 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/.

## NAEP 2011 Reading Report for Miami-Dade

**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.

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

## NAEP 2011 Reading Report for Miami-Dade

***Grade 4 Scale Score Results by Race/Ethnicity***

- In 2011, White students in Miami-Dade had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2011, the average scale scores of White, Black, and Hispanic students in Miami-Dade were not significantly different from their respective score in 2009.
- In 2011, Black students in Miami-Dade had an average score that was lower than that of White students by 29 points. In 2009, the average score for Black students was lower than that of White students by 33 points.
- In 2011, Hispanic students in Miami-Dade had an average score that was lower than that of White students by 17 points. In 2009, the average score for Hispanic students was lower than that of White students by 14 points.

***Grade 4 Achievement-Level Results by Race/Ethnicity***

- In 2011 in Miami-Dade, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2011, the percentages of White, Black, and Hispanic students in Miami-Dade performing at or above *Proficient* were not significantly different from the percentage in 2009.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-A** Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 54 | 229 | 23 | 77 | 41 | 10 |
| | Large city (public) | 20 | 233 | 21 | 79 | 47 | 14 |
| | Miami-Dade | 10 | 238 | 14 | 86 | 51 | 15 |
| 2011 | Nation (public) | 52 | 230 | 23 | 77 | 42 | 10 |
| | Large city (public) | 20 | 232 | 22 | 78 | 47 | 14 |
| | Miami-Dade | 7 | 240 | 16 | 84 | 54 | 19 |
| **Black** | | | | | | | |
| 2009 | Nation (public) | 16 | 204 | 53 | 47 | 15 | 2 |
| | Large city (public) | 29 | 201 | 56 | 44 | 13 | 2 |
| | Miami-Dade | 25 | 205 | 52 | 48 | 13 | 1 |
| 2011 | Nation (public) | 16 | 205 | 51 | 49 | 16 | 2 |
| | Large city (public) | 27 | 202 | 55 | 45 | 14 | 2 |
| | Miami-Dade | 25 | 210 | 46 | 54 | 18 | 2 |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-A** Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 21 | 204 | 52 | 48 | 16 | 2 |
| | Large city (public) | 42 | 202 | 55 | 45 | 14 | 2 |
| | Miami-Dade | 61 | 224 | 28 | 72 | 34 | 6 |
| 2011 | Nation (public) | 23 | 205 | 50 | 50 | 18 | 2 |
| | Large city (public) | 42 | 203 | 53 | 47 | 16 | 2 |
| | Miami-Dade | 66 | 222 | 31 | 69 | 34 | 7 |
| **Asian/Pacific Islander** | | | | | | | |
| 2009 | Nation (public) | 5 | 234 | 21 | 79 | 48 | 17 |
| | Large city (public) | 7 | 228 | 27 | 73 | 42 | 13 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 5 | 234 | 21 | 79 | 49 | 17 |
| | Large city (public) | 8 | 224 | 30 | 70 | 38 | 12 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-A** Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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* |
| **American Indian/Alaska Native** | | | | | | | |
| 2009 | Nation (public) | 1 | 206 | 48 | 52 | 22 | 5 |
| | Large city (public) | 1 | 210 | 46 | 54 | 27 | 6 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 1 | 204 | 51 | 49 | 19 | 4 |
| | Large city (public) | 1 | 202 | 53 | 47 | 18 | 4 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |

# 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*. 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), 2009 and 2011 Reading Assessments.

## NAEP 2011 Reading Report for Miami-Dade

***Grade 8 Scale Score Results by Race/Ethnicity***

- In 2011, White students in Miami-Dade had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2011, the average scale scores of White, Black, and Hispanic students in Miami-Dade were not significantly different from their respective score in 2009.
- In 2011, Black students in Miami-Dade had an average score that was lower than that of White students by 29 points. In 2009, the average score for Black students was lower than that of White students by 23 points.
- In 2011, Hispanic students in Miami-Dade had an average score that was lower than that of White students by 13 points. In 2009, the average score for Hispanic students was lower than that of White students by 12 points.

***Grade 8 Achievement-Level Results by Race/Ethnicity***

- In 2011 in Miami-Dade, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2011, the percentages of White, Black, and Hispanic students in Miami-Dade performing at or above *Proficient* were not significantly different from the percentage in 2009.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 57 | 271 | 17 | 83 | 39 | 3 |
| | Large city (public) | 22 | 272 | 17 | 83 | 42 | 4 |
| | Miami-Dade | 10 | 273 | 19 | 81 | 43 | 7 |
| 2011 | Nation (public) | 54 | 272 | 16 | 84 | 41 | 4 |
| | Large city (public) | 20 | 273 | 17 | 83 | 43 | 5 |
| | Miami-Dade | 9 | 275 | 17 | 83 | 44 | 4 |
| **Black** | | | | | | | |
| 2009 | Nation (public) | 16 | 245 | 44 | 56 | 13 | # |
| | Large city (public) | 27 | 243 | 47 | 53 | 11 | # |
| | Miami-Dade | 23 | 250 | 39 | 61 | 17 | 1 |
| 2011 | Nation (public) | 16 | 248 | 42 | 58 | 14 | 1 |
| | Large city (public) | 27 | 245 | 45 | 55 | 13 | 1 |
| | Miami-Dade | 22 | 246 | 45 | 55 | 13 | # |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 20 | 248 | 41 | 59 | 16 | 1 |
| | Large city (public) | 41 | 245 | 44 | 56 | 14 | # |
| | Miami-Dade | 64 | 261 | 25 | 75 | 29 | 1 |
| 2011 | Nation (public) | 22 | 251 | 37 | 63 | 18 | 1 |
| | Large city (public) | 43 | 249 | 40 | 60 | 16 | 1 |
| | Miami-Dade | 67 | 262 | 26 | 74 | 30 | 2 |
| **Asian/Pacific Islander** | | | | | | | |
| 2009 | Nation (public) | 5 | 273 | 18 | 82 | 44 | 6 |
| | Large city (public) | 8 | 268 | 23 | 77 | 38 | 5 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 5 | 275 | 18 | 82 | 46 | 8 |
| | Large city (public) | 8 | 270 | 21 | 79 | 41 | 6 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 3-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: 2009 and 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* |
| **American Indian/Alaska Native** | | | | | | | |
| 2009 | Nation (public) | 1 | 252 | 37 | 63 | 21 | 2 |
| | Large city (public) | 1 | 252 | 35 | 65 | 20 | 2 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | Large city (public) | 1 | 257 | 31 | 69 | 24 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |

# 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 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

## NAEP 2011 Reading Report for Miami-Dade

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

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 4-A** 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 |
| | Large city (public) | 20 | 232 | 22 | 78 | 47 | 14 |
| | Miami-Dade | 7 | 240 | 16 | 84 | 54 | 19 |
| **Black** | | | | | | | |
| 2011 | Nation (public) | 16 | 205 | 51 | 49 | 16 | 2 |
| | Large city (public) | 27 | 202 | 55 | 45 | 14 | 2 |
| | Miami-Dade | 25 | 210 | 46 | 54 | 18 | 2 |
| **Hispanic** | | | | | | | |
| 2011 | Nation (public) | 23 | 205 | 50 | 50 | 18 | 2 |
| | Large city (public) | 42 | 203 | 53 | 47 | 16 | 2 |
| | Miami-Dade | 66 | 222 | 31 | 69 | 34 | 7 |
| **Asian** | | | | | | | |
| 2011 | Nation (public) | 5 | 236 | 19 | 81 | 51 | 18 |
| | Large city (public) | 8 | 225 | 30 | 70 | 38 | 12 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **American Indian/Alaska Native** | | | | | | | |
| 2011 | Nation (public) | 1 | 204 | 51 | 49 | 19 | 4 |
| | Large city (public) | 1 | 202 | 53 | 47 | 18 | 4 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Native Hawaiian/Other Pacific Islander** | | | | | | | |
| 2011 | Nation (public) | # | 214 | 40 | 60 | 27 | 5 |
| | Large city (public) | # | 215 | 38 | 62 | 29 | 8 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Two or more races** | | | | | | | |
| 2011 | Nation (public) | 2 | 225 | 29 | 71 | 37 | 10 |
| | Large city (public) | 2 | 223 | 31 | 69 | 36 | 9 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.

‡ Reporting standards not met.

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

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.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 4-B** Percentage of eighth-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) | 54 | 272 | 16 | 84 | 41 | 4 |
| | Large city (public) | 20 | 273 | 17 | 83 | 43 | 5 |
| | Miami-Dade | 9 | 275 | 17 | 83 | 44 | 4 |
| **Black** | | | | | | | |
| 2011 | Nation (public) | 16 | 248 | 42 | 58 | 14 | 1 |
| | Large city (public) | 27 | 245 | 45 | 55 | 13 | 1 |
| | Miami-Dade | 22 | 246 | 45 | 55 | 13 | # |
| **Hispanic** | | | | | | | |
| 2011 | Nation (public) | 22 | 251 | 37 | 63 | 18 | 1 |
| | Large city (public) | 43 | 249 | 40 | 60 | 16 | 1 |
| | Miami-Dade | 67 | 262 | 26 | 74 | 30 | 2 |
| **Asian** | | | | | | | |
| 2011 | Nation (public) | 5 | 277 | 16 | 84 | 48 | 8 |
| | Large city (public) | 8 | 271 | 20 | 80 | 42 | 6 |
| | Miami-Dade | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **American Indian/Alaska Native** | | | | | | | |
| 2011 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | Large city (public) | 1 | 257 | 31 | 69 | 24 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Native Hawaiian/Other Pacific Islander** | | | | | | | |
| 2011 | Nation (public) | # | 251 | 39 | 61 | 21 | 2 |
| | Large city (public) | # | 259 | 28 | 72 | 32 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Two or more races** | | | | | | | |
| 2011 | Nation (public) | 2 | 267 | 23 | 77 | 36 | 4 |
| | Large city (public) | 1 | 269 | 20 | 80 | 36 | 4 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.

‡ Reporting standards not met.

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

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

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

***Grade 4 Scale Score Results by Gender***

- In 2011, male students in Miami-Dade had an average score in reading (219) that was not significantly different from that of female students (223). In 2009, male students in Miami-Dade had an average score in reading (217) that was lower than that of female students (226).
- In 2011, male students in Miami-Dade had an average scale score in reading (219) that was not significantly different from that of male students in public schools across the nation (217). Similarly, female students in Miami-Dade had an average scale score (223) that was not significantly different from that of female students across the nation (223).
- In 2011, male students in Miami-Dade had an average scale score in reading (219) that was higher than that of male students in public schools in large cities (207). Similarly, female students in Miami-Dade had an average scale score (223) that was higher than that of female students in public schools in large cities (215).
- In Miami-Dade, the average scale score of male students in 2011 was not significantly different from the score of male students in 2009.
- In Miami-Dade, the average scale score of female students in 2011 was not significantly different from the score of female students in 2009.

***Grade 4 Achievement-Level Results by Gender***

- The percentage of male students in Miami-Dade's public schools who were at or above *Proficient* in 2011 (30 percent) was not significantly different from that of male students in the nation (30 percent) and greater than that of male students in public schools in large cities (21 percent).
- The percentage of female students in Miami-Dade's public schools who were at or above *Proficient* in 2011 (34 percent) was not significantly different from that of female students in the nation (35 percent) and greater than that of female students in public schools in large cities (26 percent).
- In Miami-Dade, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the percentage of students in 2009.
- In Miami-Dade, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the percentage of students in 2009.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 5-A** Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 51 | 216 | 38 | 62 | 28 | 6 |
| | Large city (public) | 51 | 207 | 49 | 51 | 20 | 4 |
| | Miami-Dade | 50 | 217 | 37 | 63 | 27 | 5 |
| 2011 | Nation (public) | 51 | 217 | 37 | 63 | 30 | 6 |
| | Large city (public) | 50 | 207 | 48 | 52 | 21 | 4 |
| | Miami-Dade | 52 | 219 | 36 | 64 | 30 | 6 |
| **Female** | | | | | | | |
| 2009 | Nation (public) | 49 | 223 | 31 | 69 | 35 | 9 |
| | Large city (public) | 49 | 213 | 43 | 57 | 25 | 6 |
| | Miami-Dade | 50 | 226 | 27 | 73 | 35 | 8 |
| 2011 | Nation (public) | 49 | 223 | 30 | 70 | 35 | 9 |
| | Large city (public) | 50 | 215 | 41 | 59 | 26 | 6 |
| | Miami-Dade | 48 | 223 | 30 | 70 | 34 | 7 |

* 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*. 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), 2009 and 2011 Reading Assessments.

## NAEP 2011 Reading Report for Miami-Dade

***Grade 8 Scale Score Results by Gender***

- In 2011, male students in Miami-Dade had an average score in reading (256) that was lower than that of female students (264). In 2009, male students in Miami-Dade had an average score in reading (255) that was lower than that of female students (266).
- In 2011, male students in Miami-Dade had an average scale score in reading (256) that was not significantly different from that of male students in public schools across the nation (259). However, female students in Miami-Dade had an average scale score (264) that was lower than that of female students across the nation (268).
- In 2011, male students in Miami-Dade had an average scale score in reading (256) that was higher than that of male students in public schools in large cities (251). Similarly, female students in Miami-Dade had an average scale score (264) that was higher than that of female students in public schools in large cities (259).
- In Miami-Dade, the average scale score of male students in 2011 was not significantly different from the score of male students in 2009.
- In Miami-Dade, the average scale score of female students in 2011 was not significantly different from the score of female students in 2009.

***Grade 8 Achievement-Level Results by Gender***

- The percentage of male students in Miami-Dade's public schools who were at or above *Proficient* in 2011 (25 percent) was not significantly different from that of male students in the nation (27 percent) and greater than that of male students in public schools in large cities (20 percent).
- The percentage of female students in Miami-Dade's public schools who were at or above *Proficient* in 2011 (31 percent) was smaller than that of female students in the nation (36 percent) and greater than that of female students in public schools in large cities (26 percent).
- In Miami-Dade, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the percentage of students in 2009.
- In Miami-Dade, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the percentage of students in 2009.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 5-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 50 | 258 | 30 | 70 | 26 | 2 |
| | Large city (public) | 50 | 248 | 42 | 58 | 18 | 1 |
| | Miami-Dade | 50 | 255 | 33 | 67 | 23 | 1 |
| 2011 | Nation (public) | 51 | 259 | 30 | 70 | 27 | 2 |
| | Large city (public) | 50 | 251 | 39 | 61 | 20 | 1 |
| | Miami-Dade | 50 | 256 | 33 | 67 | 25 | 1 |
| **Female** | | | | | | | |
| 2009 | Nation (public) | 50 | 267 | 22 | 78 | 35 | 3 |
| | Large city (public) | 50 | 257 | 32 | 68 | 25 | 2 |
| | Miami-Dade | 50 | 266 | 22 | 78 | 34 | 3 |
| 2011 | Nation (public) | 49 | 268 | 21 | 79 | 36 | 4 |
| | Large city (public) | 50 | 259 | 31 | 69 | 26 | 3 |
| | Miami-Dade | 50 | 264 | 25 | 75 | 31 | 3 |

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

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**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 lower family income.

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

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

- In 2011, students in Miami-Dade eligible for free/reduced-price lunch had an average reading scale score of 216. This was lower than that of students in Miami-Dade not eligible for this program (237).
- In 2011, students in Miami-Dade who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 21 points. In 2009, the average score for students in Miami-Dade who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- Students in Miami-Dade 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) and higher than that of students in public schools in large cities who were eligible (204).
- In Miami-Dade, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was not significantly different from that of eligible students in 2009.

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

- In Miami-Dade, 25 percent of students who were eligible for free/reduced-price lunch and 51 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 Miami-Dade in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (25 percent) was greater than the corresponding percentage for their counterparts around the nation (18 percent) and greater than the corresponding percentage for their counterparts in large cities (16 percent).
- In Miami-Dade, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was not significantly different from the percentage in 2009.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 6-A** 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: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 47 | 206 | 49 | 51 | 17 | 2 |
| | Large city (public) | 71 | 202 | 55 | 45 | 15 | 2 |
| | Miami-Dade | 67 | 215 | 39 | 61 | 23 | 3 |
| 2011 | Nation (public) | 52 | 207 | 48 | 52 | 18 | 2 |
| | Large city (public) | 73 | 204 | 52 | 48 | 16 | 2 |
| | Miami-Dade | 74 | 216 | 39 | 61 | 25 | 4 |
| **Not eligible** | | | | | | | |
| 2009 | Nation (public) | 52 | 232 | 21 | 79 | 45 | 12 |
| | Large city (public) | 28 | 230 | 25 | 75 | 43 | 13 |
| | Miami-Dade | 33 | 235 | 19 | 81 | 49 | 13 |
| 2011 | Nation (public) | 47 | 234 | 18 | 82 | 48 | 13 |
| | Large city (public) | 26 | 232 | 23 | 77 | 46 | 14 |
| | Miami-Dade | 26 | 237 | 17 | 83 | 51 | 15 |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 6-A** 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: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 1 | 219 | 38 | 62 | 31 | 9 |
| | Large city (public) | 1 | 216 | 39 | 61 | 28 | 7 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 1 | 224 | 29 | 71 | 34 | 10 |
| | Large city (public) | 1 | 211 | 45 | 55 | 21 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |

# 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*. 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), 2009 and 2011 Reading Assessments.

## NAEP 2011 Reading Report for Miami-Dade

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

- In 2011, students in Miami-Dade eligible for free/reduced-price lunch had an average reading scale score of 254. This was lower than that of students in Miami-Dade not eligible for this program (274).
- In 2011, students in Miami-Dade 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 19 points. In 2009, the average score for students in Miami-Dade who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 17 points.
- Students in Miami-Dade eligible for free/reduced-price lunch had an average scale score (254) in 2011 that was higher than that of students in the nation who were eligible (251) and higher than that of students in public schools in large cities who were eligible (248).
- In Miami-Dade, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was not significantly different from that of eligible students in 2009.

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

- In Miami-Dade, 22 percent of students who were eligible for free/reduced-price lunch and 43 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 Miami-Dade in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was greater than the corresponding percentage for their counterparts around the nation (18 percent) and greater than the corresponding percentage for their counterparts in large cities (16 percent).
- In Miami-Dade, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was not significantly different from the percentage in 2009.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 6-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 43 | 249 | 40 | 60 | 16 | 1 |
| | Large city (public) | 65 | 244 | 46 | 54 | 13 | # |
| | Miami-Dade | 62 | 254 | 33 | 67 | 21 | 1 |
| 2011 | Nation (public) | 48 | 251 | 37 | 63 | 18 | 1 |
| | Large city (public) | 70 | 248 | 41 | 59 | 16 | 1 |
| | Miami-Dade | 72 | 254 | 34 | 66 | 22 | 1 |
| **Not eligible** | | | | | | | |
| 2009 | Nation (public) | 56 | 273 | 16 | 84 | 41 | 4 |
| | Large city (public) | 33 | 268 | 21 | 79 | 37 | 4 |
| | Miami-Dade | 38 | 271 | 17 | 83 | 40 | 4 |
| 2011 | Nation (public) | 52 | 275 | 15 | 85 | 44 | 5 |
| | Large city (public) | 28 | 271 | 19 | 81 | 40 | 5 |
| | Miami-Dade | 28 | 274 | 17 | 83 | 43 | 5 |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 6-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: 2009 and 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** | | | | | | | |
| 2009 | Nation (public) | 1 | 259 | 31 | 69 | 29 | 3 |
| | Large city (public) | 2 | 258 | 31 | 69 | 27 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | # | 265 | 27 | 73 | 32 | 5 |
| | Large city (public) | 1 | 264 | 25 | 75 | 31 | 3 |
| | Miami-Dade | # | ‡ | ‡ | ‡ | ‡ | ‡ |

# 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 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**Parents' Highest Level of Education**

Eighth-grade students who participated in the NAEP 2011 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options were offered: did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know." The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

Table 7 shows average scale scores and percentage of students by achievement-level data for public school students at grade 8 in Miami-Dade, in the nation, and in large city public schools, by student reported parents' highest level of education.

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

- In 2011, students in Miami-Dade who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the average score of students with a parent in any of the following education categories: some education after high school.
- In 2011, the average scale scores for students in Miami-Dade who reported that a parent had graduated from college or had graduated from high school were lower than the corresponding scores of students in the nation.
- In 2011, the average scale scores for students in Miami-Dade who reported that a parent had some education after high school or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2011, the average scale score for students in Miami-Dade who reported that a parent had some education after high school was higher than the score of students in public schools in large cities.
- In 2011, the average scale scores for students in Miami-Dade who reported that a parent had graduated from college, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in public schools in large cities.
- In 2011, the average scale scores for students in Miami-Dade who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 2009.

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

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

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 7** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: 2009 and 2011

| Highest parental education level, year, and jurisdiction | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|
| | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Did not finish high school** | | | | | | |
| 2009 Nation (public) | 8 | 247 | 41 | 59 | 14 | # |
| Large city (public) | 12 | 245 | 44 | 56 | 13 | # |
| Miami-Dade | 9 | 255 | 32 | 68 | 18 | 1 |
| 2011 Nation (public) | 8 | 247 | 41 | 59 | 13 | # |
| Large city (public) | 12 | 246 | 43 | 57 | 12 | # |
| Miami-Dade | 8 | 253 | 35 | 65 | 17 | # |
| **Graduated from high school** | | | | | | |
| 2009 Nation (public) | 17 | 253 | 34 | 66 | 18 | 1 |
| Large city (public) | 17 | 246 | 44 | 56 | 14 | # |
| Miami-Dade | 15 | 252 | 35 | 65 | 18 | 1 |
| 2011 Nation (public) | 17 | 254 | 34 | 66 | 20 | 1 |
| Large city (public) | 17 | 246 | 44 | 56 | 15 | 1 |
| Miami-Dade | 16 | 248 | 41 | 59 | 13 | # |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 7** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: 2009 and 2011—Continued

| Highest parental education level, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Some education after high school** | | | | | | | |
| 2009 | Nation (public) | 17 | 266 | 21 | 79 | 31 | 2 |
| | Large city (public) | 16 | 258 | 28 | 72 | 22 | 1 |
| | Miami-Dade | 17 | 267 | 19 | 81 | 34 | 2 |
| 2011 | Nation (public) | 16 | 266 | 20 | 80 | 32 | 2 |
| | Large city (public) | 16 | 259 | 28 | 72 | 25 | 2 |
| | Miami-Dade | 16 | 269 | 21 | 79 | 37 | 4 |
| **Graduated from college** | | | | | | | |
| 2009 | Nation (public) | 47 | 272 | 17 | 83 | 42 | 4 |
| | Large city (public) | 37 | 263 | 27 | 73 | 33 | 3 |
| | Miami-Dade | 45 | 268 | 20 | 80 | 37 | 4 |
| 2011 | Nation (public) | 48 | 273 | 16 | 84 | 43 | 5 |
| | Large city (public) | 38 | 266 | 25 | 75 | 35 | 4 |
| | Miami-Dade | 45 | 266 | 23 | 77 | 35 | 3 |

See notes at end of table.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 7** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: 2009 and 2011—Continued

| Highest parental education level, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Unknown** | | | | | | | |
| 2009 | Nation (public) | 11 | 243 | 47 | 53 | 13 | # |
| | Large city (public) | 18 | 238 | 53 | 47 | 9 | # |
| | Miami-Dade | 14 | 244 | 46 | 54 | 13 | 1 |
| 2011 | Nation (public) | 11 | 245 | 45 | 55 | 14 | 1 |
| | Large city (public) | 17 | 243 | 47 | 53 | 12 | 1 |
| | Miami-Dade | 15 | 248 | 40 | 60 | 15 | 1 |

# 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 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 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.

Tables 8-A and 8-B display data for 4th and 8th grade students in Miami-Dade, the nation, and large cities who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed without accommodations, as a percent of all 4th or 8th grade students in the district/jurisdiction.

Tables 9-A and 9-B show the percentages of students assessed in Miami-Dade, the nation, and large cities by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 10-A and 10-B present the percentages of students assessed in Miami-Dade, the nation, and large cities by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 11-A and 11-B present the total number of grades 4 and 8 students assessed in each of the participating districts and the weighted percentage of students sampled who were excluded.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 8-A** Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, by assessment year: 2009 and 2011

| Year and testing status | SD and/or ELL | | | SD | | | ELL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Miami-Dade | Nation (public) | Large city (public) | Miami-Dade | Nation (public) | Large city (public) | Miami-Dade | Nation (public) | Large city (public) |
| 2009 **Identified** | 21 | 23 | 31 | 13 | 13 | 13 | 10 | 11 | 21 |
| Excluded | 7 | 5 | 7 | 2 | 4 | 4 | 5 | 2 | 4 |
| Assessed without accommodations | 2 | 9 | 14 | 2 | 3 | 2 | 1 | 6 | 12 |
| Assessed with accommodations | 12 | 9 | 10 | 9 | 7 | 7 | 4 | 3 | 5 |
| 2011 **Identified** | 27 | 23 | 32 | 12 | 13 | 13 | 17 | 11 | 22 |
| Excluded | 4 | 4 | 5 | 2 | 3 | 3 | 2 | 1 | 3 |
| Assessed without accommodations | 1 | 9 | 15 | 1 | 3 | 2 | # | 7 | 13 |
| Assessed with accommodations | 22 | 10 | 13 | 9 | 7 | 8 | 14 | 4 | 7 |

# Rounds to zero.

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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 8-B** Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, by assessment year: 2009 and 2011

| Year and testing status | SD and/or ELL | | | SD | | | ELL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Miami-Dade | Nation (public) | Large city (public) | Miami-Dade | Nation (public) | Large city (public) | Miami-Dade | Nation (public) | Large city (public) |
| 2009 **Identified** | 20 | 18 | 23 | 12 | 13 | 13 | 8 | 6 | 12 |
| Excluded | 6 | 4 | 5 | 2 | 4 | 4 | 5 | 1 | 2 |
| Assessed without accommodations | 1 | 6 | 9 | # | 2 | 2 | # | 3 | 7 |
| Assessed with accommodations | 13 | 8 | 9 | 10 | 7 | 7 | 3 | 1 | 3 |
| 2011 **Identified** | 20 | 18 | 22 | 11 | 13 | 12 | 10 | 6 | 12 |
| Excluded | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 1 |
| Assessed without accommodations | 1 | 5 | 8 | # | 2 | 2 | # | 3 | 7 |
| Assessed with accommodations | 16 | 9 | 11 | 9 | 8 | 8 | 7 | 2 | 4 |

# Rounds to zero.

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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 9-A** 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: 2009 and 2011

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **SD** | | | | | | | |
| 2009 | Nation (public) | 10 | 189 | 66 | 34 | 12 | 2 |
| | Large city (public) | 10 | 177 | 76 | 24 | 7 | 2 |
| | Miami-Dade | 11 | 189 | 70 | 30 | 8 | 1 |
| 2011 | Nation (public) | 11 | 186 | 68 | 32 | 11 | 2 |
| | Large city (public) | 11 | 177 | 77 | 23 | 8 | 1 |
| | Miami-Dade | 10 | 191 | 68 | 32 | 8 | 1 |
| **Not SD** | | | | | | | |
| 2009 | Nation (public) | 90 | 223 | 31 | 69 | 34 | 8 |
| | Large city (public) | 90 | 214 | 43 | 57 | 24 | 6 |
| | Miami-Dade | 89 | 225 | 27 | 73 | 34 | 7 |
| 2011 | Nation (public) | 89 | 224 | 30 | 70 | 35 | 8 |
| | Large city (public) | 89 | 215 | 41 | 59 | 26 | 6 |
| | Miami-Dade | 90 | 224 | 29 | 71 | 35 | 7 |

* 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 9-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: 2009 and 2011

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **SD** | | | | | | | |
| 2009 | Nation (public) | 10 | 229 | 63 | 37 | 8 | # |
| | Large city (public) | 10 | 217 | 75 | 25 | 4 | # |
| | Miami-Dade | 11 | 231 | 61 | 39 | 8 | # |
| 2011 | Nation (public) | 10 | 230 | 64 | 36 | 7 | # |
| | Large city (public) | 10 | 221 | 72 | 28 | 5 | # |
| | Miami-Dade | 10 | 232 | 60 | 40 | 7 | # |
| **Not SD** | | | | | | | |
| 2009 | Nation (public) | 90 | 266 | 22 | 78 | 33 | 3 |
| | Large city (public) | 90 | 256 | 33 | 67 | 23 | 2 |
| | Miami-Dade | 89 | 264 | 23 | 77 | 31 | 2 |
| 2011 | Nation (public) | 90 | 267 | 21 | 79 | 34 | 3 |
| | Large city (public) | 90 | 258 | 31 | 69 | 25 | 2 |
| | Miami-Dade | 90 | 263 | 26 | 74 | 30 | 3 |

# 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 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

**The Nation's Report Card 2011 Trial Urban District Assessment**

**Table 10-A** 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: 2009 and 2011

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **ELL** | | | | | | | |
| 2009 | Nation (public) | 9 | 188 | 71 | 29 | 6 | # |
| | Large city (public) | 18 | 184 | 75 | 25 | 4 | # |
| | Miami-Dade | 5 | 188 | 66 | 34 | 7 | # |
| 2011 | Nation (public) | 11 | 188 | 70 | 30 | 7 | 1 |
| | Large city (public) | 21 | 187 | 72 | 28 | 6 | # |
| | Miami-Dade | 15 | 190 | 71 | 29 | 5 | # |
| **Not ELL** | | | | | | | |
| 2009 | Nation (public) | 91 | 223 | 31 | 69 | 34 | 8 |
| | Large city (public) | 82 | 216 | 39 | 61 | 27 | 6 |
| | Miami-Dade | 95 | 223 | 31 | 69 | 32 | 7 |
| 2011 | Nation (public) | 89 | 224 | 30 | 70 | 35 | 8 |
| | Large city (public) | 79 | 217 | 38 | 62 | 28 | 7 |
| | Miami-Dade | 85 | 227 | 26 | 74 | 37 | 8 |

# 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 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 10-B** Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: 2009 and 2011

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **ELL** | | | | | | | |
| 2009 | Nation (public) | 5 | 219 | 75 | 25 | 3 | # |
| | Large city (public) | 11 | 215 | 78 | 22 | 2 | # |
| | Miami-Dade | 4 | 218 | 70 | 30 | 4 | # |
| 2011 | Nation (public) | 5 | 223 | 71 | 29 | 3 | # |
| | Large city (public) | 11 | 220 | 75 | 25 | 2 | # |
| | Miami-Dade | 7 | 220 | 75 | 25 | 5 | # |
| **Not ELL** | | | | | | | |
| 2009 | Nation (public) | 95 | 265 | 24 | 76 | 32 | 3 |
| | Large city (public) | 89 | 257 | 32 | 68 | 24 | 2 |
| | Miami-Dade | 96 | 262 | 26 | 74 | 29 | 2 |
| 2011 | Nation (public) | 95 | 266 | 23 | 77 | 33 | 3 |
| | Large city (public) | 89 | 259 | 30 | 70 | 25 | 2 |
| | Miami-Dade | 93 | 263 | 26 | 74 | 29 | 2 |

# 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 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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), 2009 and 2011 Reading Assessments.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 11-A** Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by jurisdiction: 2011

| Jurisdiction | Number assessed | Weighted percentage excluded |
|---|---|---|
| Nation (public) | 202,900 | 4 |
| Large city (public) | 50,800 | 5 |
| Albuquerque | 1,700 | 5 |
| Atlanta | 1,900 | 4 |
| Austin | 1,600 | 16 |
| Baltimore City | 1,300 | 17 |
| Boston | 1,700 | 8 |
| Charlotte | 1,800 | 2 |
| Chicago | 2,500 | 2 |
| Cleveland | 1,300 | 5 |
| Dallas | 1,500 | 18 |
| Detroit | 1,200 | 7 |
| District of Columbia (DCPS) | 1,500 | 4 |
| Fresno | 1,900 | 2 |
| Hillsborough County | 1,700 | 3 |
| Houston | 2,400 | 14 |
| Jefferson County (KY) | 1,800 | 10 |
| Los Angeles | 2,400 | 2 |
| Miami-Dade | 2,700 | 4 |
| Milwaukee | 1,400 | 3 |
| New York City | 2,500 | 2 |
| Philadelphia | 1,600 | 3 |
| San Diego | 1,700 | 4 |

NOTE: DCPS = District of Columbia Public Schools. 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.

# NAEP 2011 Reading Report for Miami-Dade

The Nation's Report Card 2011 Trial Urban District Assessment

**Table 11-B** Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by jurisdiction: 2011

| Jurisdiction | Number assessed | Weighted percentage excluded |
|---|---|---|
| Nation (public) | 157,800 | 3 |
| Large city (public) | 40,000 | 3 |
| Albuquerque | 1,100 | 7 |
| Atlanta | 1,300 | 4 |
| Austin | 1,400 | 9 |
| Baltimore City | 900 | 17 |
| Boston | 1,100 | 10 |
| Charlotte | 1,400 | 2 |
| Chicago | 1,900 | 2 |
| Cleveland | 1,000 | 5 |
| Dallas | 1,300 | 6 |
| Detroit | 1,300 | 8 |
| District of Columbia (DCPS) | 1,300 | 4 |
| Fresno | 1,300 | 2 |
| Hillsborough County | 1,400 | 2 |
| Houston | 2,000 | 6 |
| Jefferson County (KY) | 1,300 | 7 |
| Los Angeles | 2,000 | 2 |
| Miami-Dade | 2,400 | 4 |
| Milwaukee | 1,100 | 3 |
| New York City | 2,200 | 3 |
| Philadelphia | 1,200 | 5 |
| San Diego | 1,200 | 1 |

NOTE: DCPS = District of Columbia Public Schools. 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 district are also available on the website at http://nces.ed.gov/nationsreportcard/pubs/dst2011/2012456.asp.

*The Nation's Report Card: Trial Urban District Assessment 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.

**The NAEP District Report Generator was developed for the NAEP 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.**

# NAEP 2011 Reading Report for Miami-Dade

## 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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