



Florida vs. Top 7 Performing States:

Comparing Florida’s 2015 NAEP

Scores with the Seven Top-

Performing States and the Nation

This report compiles and compares scores from seven of the top performing states with Florida’s and the Nation’s: Massachusetts, New Hampshire, New Jersey, Indiana, Minnesota, Virginia, and Vermont. Each state selected for this report scored within the top ten ranked position for a majority of the four grade/subject area combinations.

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Overview

This report compiles and compares NAEP 2015 scores from seven states with Florida’s and the Nation’s: Massachusetts, New Hampshire, New Jersey, Indiana, Minnesota, Virginia, and Vermont. Each state selected for this report scored within the top ten performers for a majority of the four grade/subject area combinations.

In 2015, Massachusetts, New Hampshire and New Jersey scored in the top ten in Grades 4 and 8 Mathematics and Reading. Indiana, Minnesota, Virginia, and Vermont scored in the top ten in three of the four grade/subject combinations. Florida scored in the top ten in Grade 4 Reading.

Overall, Florida has made some remarkable gains in both mathematics and reading since the 1990s.

Grade 4 Reading Florida students posted the greatest gain on the Grade 4 NAEP Reading assessment between 1992 and 2015, gaining 19 average scale score points compared to the nation’s 7-point gain. Florida’s significant gain moved the state from scoring well below the national average in 1992 to above it in 2015.

Grade 8 Reading Florida’s average scale score increased 10 points on Grade 8 NAEP Reading between 1998 and 2015; a significantly greater increase than the Nation’s gain of 3 points. Florida’s average scale score changed from being below the national average in 1998 to being on par with the national average in 2015.

Grade 4 Mathematics Florida’s Grade 4 NAEP Mathematics average scale score increased by 29 points from 1992 to 2015, a greater gain than the nation’s 21 points. Florida’s gain moved the state from scoring below the national average in 1992 to above the national average in 2015.

Grade 8 Mathematics Florida’s Grade 8 NAEP Mathematics average scale score increased by 15 points between 1992 and 2015, a similar gain to the nation’s 14 points. Florida’s Grade 8 mathematics scores are below those of the nation.

Participation in State-Level NAEP

The chart below shows when Florida and the seven top performing states started participating in state-level NAEP. Florida chose not to participate in state-level NAEP in 2000, the same year that FCAT began in Grades 3 through 8. Beginning in 2003, all states were required by the NCLB Act of 2001 to participate in state-level NAEP.

Table 1: Initial year of participation in state-level NAEP

| State | Grade 4 Math | Grade 8 Math | Grade 4 Reading | Grade 8 Reading |
|---------------|--------------|--------------|-----------------|-----------------|
| Florida | 1992† | 1990† | 1992† | 1998† |
| Indiana | 1992 | 1990 | 1992 | 2002 |
| Massachusetts | 1992 | 1992 | 1992 | 1998 |
| Minnesota | 1992 | 1990 | 1992 | 1998* |
| New Hampshire | 1992 | 1990 | 1992 | 2003 |
| New Jersey | 1992 | 1990 | 1992 | 2003 |
| Vermont | 2000 | 2000 | 2002 | 2002 |
| Virginia | 1992 | 1990 | 1992 | 1998 |

* Did not participate again until 2003

† Did not participate in 2000 state-level NAEP

Student Enrollment, Student/Teacher Ratio, and Per-Pupil Expenditures

Based on 2011—2012 School Year Common Core of Data. Florida has the largest population of enrolled students and the lowest per-pupil expenditure compared to the seven top-performing states and the Nation.

Table 2: Student Enrollment, Student/Teacher Ratio, and Per-pupil Expenditure¹

| | Student Enrollment | Student/Teacher Ratio | Per pupil Expenditure |
|---------------|--------------------|-----------------------|-----------------------|
| Florida | 2,668,156 | 15.2 | \$9,060 |
| Indiana | 1,040,765 | 16.7 | \$9,256 |
| Massachusetts | 953,369 | 13.7 | \$14,262 |
| Minnesota | 839,738 | 15.8 | \$10,686 |
| New Hampshire | 191,900 | 12.7 | \$13,380 |
| New Jersey | 1,356,431 | 12.3 | \$16,933 |
| Vermont | 89,908 | 10.7 | \$15,576 |
| Virginia | 1,257,883 | 13.8 | \$10,413 |

Eligibility for the National School Lunch Program (NSLP), English Language Learners, and Race/Ethnicity

Florida has a higher percentage of NSLP eligible and ELL public school students when compared to the seven top-performing states and the Nation. When compared with the other seven states, Florida also has the highest percentage of Hispanic public school students at 29%.

Table 3: Percentages of students eligible for the NSLP and ELL programs, as well as percentages of White, Black, Hispanic, and Asian students.¹

| | Eligible for NSLP | ELL Proficiency Program | White | Black | Hispanic | Asian |
|---------------|-------------------|-------------------------|-------|-------|----------|-------|
| Florida | 57.5% | 8.7% | 42% | 23% | 29% | 3% |
| Indiana | 47.9% | 4.9% | 74% | 12% | 9% | 2% |
| Massachusetts | 35.0% | 6.8% | 67% | 8% | 16% | 6% |
| Minnesota | 37.1% | 7.2% | 73% | 9% | 7% | 6% |
| New Hampshire | 26.2% | 2.0% | 89% | 2% | 4% | 3% |
| New Jersey | 34.5% | 3.9% | 51% | 16% | 22% | 9% |
| Vermont | 38.9% | 1.6% | 92% | 2% | 1% | 2% |
| Virginia | 38.3% | 7.2% | 54% | 24% | 9% | 6% |

Charter Schools

Since 1996, Florida charter schools have played a key role in increasing parental options in public education and providing innovative learning opportunities for students. Charter schools are tuition-free public schools created through an agreement, or "charter," typically between the school and the local district school board, giving the charter school expanded freedom relative to traditional public schools in return for a commitment to higher accountability standards. Many charter schools in Florida have innovative

¹ "National Center for Education Statistics NAEP State Profiles" accessed 1/20/2016 via <http://nces.ed.gov/nationsreportcard/states/>

missions, often providing themed learning approaches focusing on areas such as arts, sciences, and technologies. Others provide services to special populations, such as students at risk of academic failure or students with disabilities.

In 2012-2013, Florida had the highest percent of charter schools and the highest percent of charter school enrollment when compared to the seven top performing states.

Table 4: Charter school data for the 2012–2013 school year.²

| | Number of Charter Schools | Charter School Enrollment | Percentage of Charter Schools (out of total public schools) | Percentage of Public School Students Enrolled in Charter Schools | State Percentage of Overall National Charter Schools |
|----------------------|---------------------------|---------------------------|---|--|--|
| United States | 6,079 | 2,267,814 | 6.2 | 4.6 | N/A |
| Florida | 581 | 204,132 | 13.6 | 7.6 | 9.6% |
| Massachusetts | 77 | 31,830 | 4.2 | 3.3 | 1.3% |
| Minnesota | 176 | 41,615 | 7.3 | 4.9 | 2.9% |
| New Hampshire | 22 | 1,739 | 4.6 | 0.9 | 0.4% |
| New Jersey | 86 | 29,540 | 3.3 | 2.2 | 1.4% |
| Vermont | 0 | 0 | 0.0 | 0.0 | 0.0% |
| Virginia | 4 | 399 | 0.2 | # | 0.1% |

Rounds to zero.

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 through 2012-13.

Trends in NAEP Scores

The following three pages list trends in the percentage of overall public school students performing at or above *Proficient* in Florida, Massachusetts and the Nation. Massachusetts has the distinction of placing first in the Nation in Grade 4 and 8 Mathematics and Reading. Please see the previous page for a comparison of Florida's and Massachusetts' demographics.

Students performing at or above *Proficient* have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

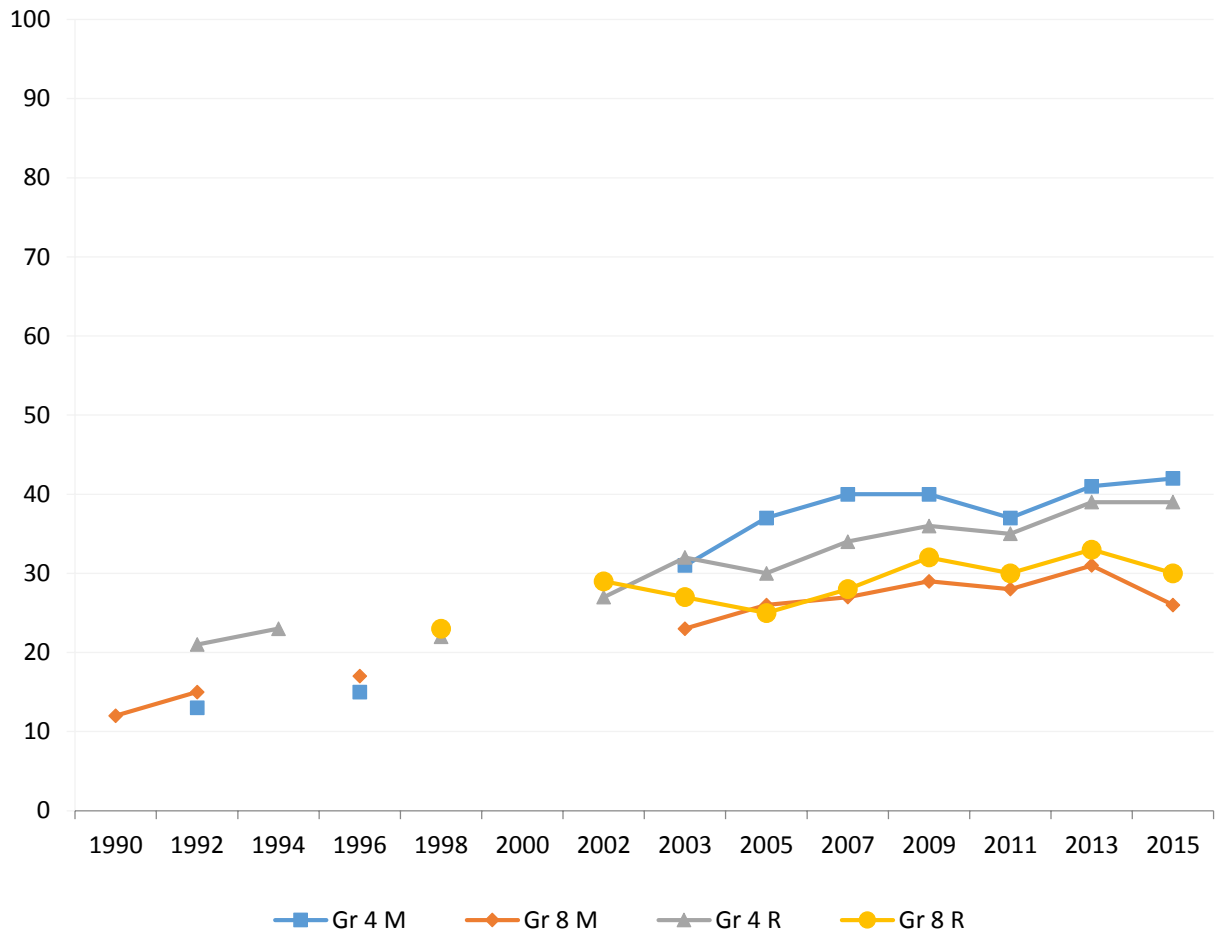
Florida Trends

All four of the assessments were not administered during the same year until 2003 when state-NAEP became mandatory. Below are four statements that summarize Florida's improvement since each of the assessments were first administered at the state-level.

- **Grade 4 Mathematics** Between 1992 and 2015, Florida's percentage of Grade 4 students performing at or above *Proficient* on NAEP Mathematics increased significantly by **29 points**. However, scores did dip in 2011 after improving significantly over-time.
- **Grade 8 Mathematics** Between 1990 and 2015, Florida's percentage of Grade 8 students performing at or above *Proficient* on NAEP Mathematics increased significantly by **14 points**. However, after steadily improving since 1990, scores significantly decreased between 2013 and 2015.
- **Grade 4 Reading** Between 1992 and 2015, Florida's percentage of Grade 4 students performing at or above *Proficient* on NAEP Reading increased significantly by **17 points** although there was a significant dip in scores in 2005.
- **Grade 8 Reading** Between 1998 and 2015, Florida's percentage of Grade 8 students performing at or above *Proficient* on NAEP Reading increased significantly by **7 points** although there was a significant dip in scores in 2005.

Figure 1: Florida's percentage of students performing at or above *Proficient* on NAEP assessments between 1990 and 2015 (Next Page).

Florida's NAEP Trends in Mathematics and Reading
Performing at or above *Proficient*, 1990–2015



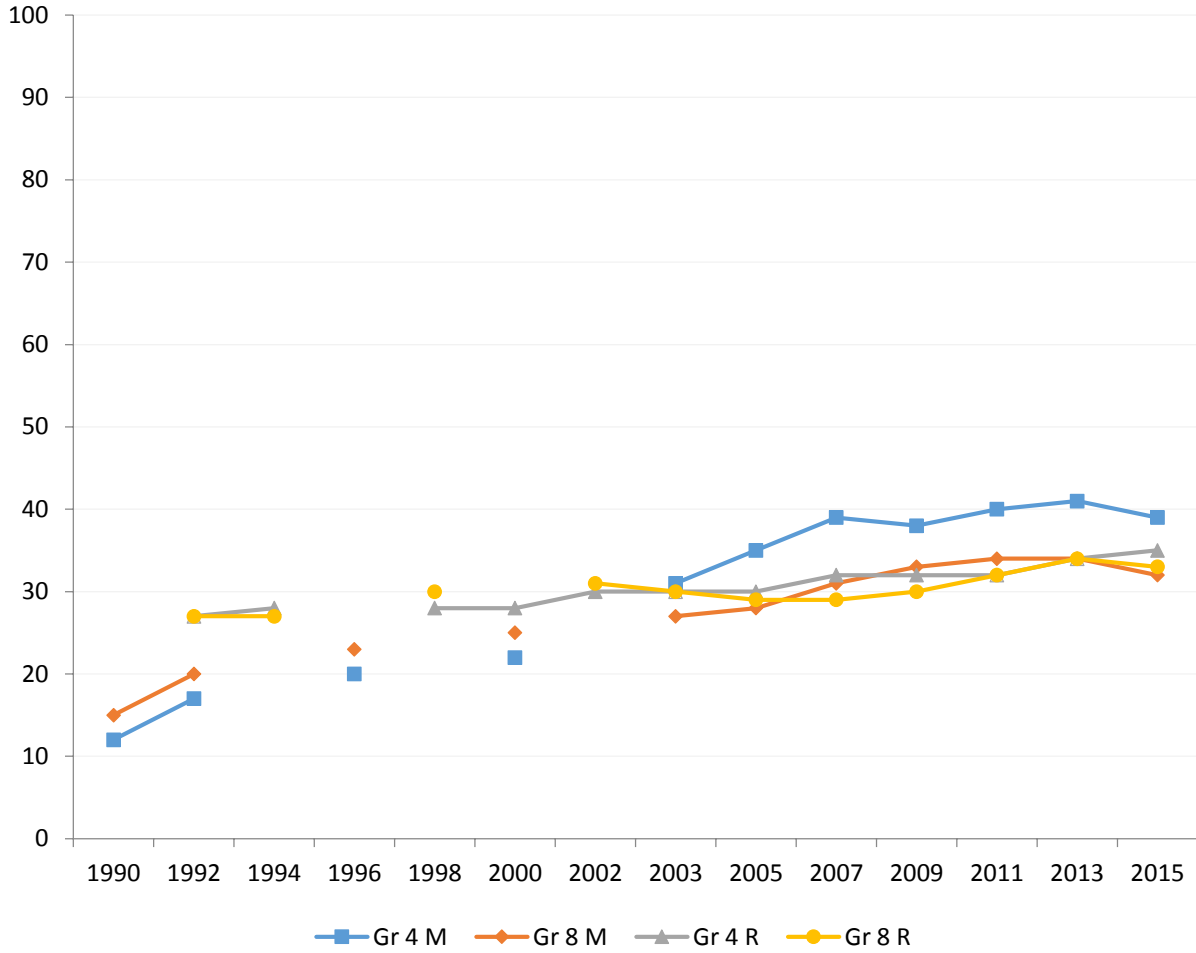
National Trends

All four of the assessments were not administered during the same year until 2003 when state-NAEP became mandatory. Below are four statements that summarize the Nation's improvement since each of the assessments were first administered at the state-level.

- **Grade 4 Mathematics** Between 1992 and 2015, the Nation's percentage of Grade 4 students performing at or above *Proficient* on NAEP Mathematics increased significantly by **22** points although scores significantly decreased between 2013 and 2015 after steadily improving over-time.
- **Grade 8 Mathematics** Between 1990 and 2015, the Nation's percentage of Grade 8 students performing at or above *Proficient* on NAEP Mathematics increased significantly by **17 points**. Scores improved significantly over-time except between 2013 and 2015 when scores significantly declined.
- **Grade 4 Reading** Between 1992 and 2015, the Nation's percentage of Grade 4 students performing at or above *Proficient* on NAEP Reading increased significantly by **8** points. Scores increased significantly over-time before leveling off and not significantly improving in 2013 and 2015.
- **Grade 8 Reading** Between 1992 and 2015, the Nation's percentage of Grade 8 students performing at or above *Proficient* on NAEP Reading increased significantly by **6 points**. Scores steadily improved over time, however, they declined between 2013 and 2015.

Figure 2: The Nation's percentage of students performing at or above *Proficient* on NAEP assessments between 1990 and 2015 (Next Page).

The Nation's NAEP Trends in Mathematics and Reading
Performing at or above *Proficient*, 1990–2015



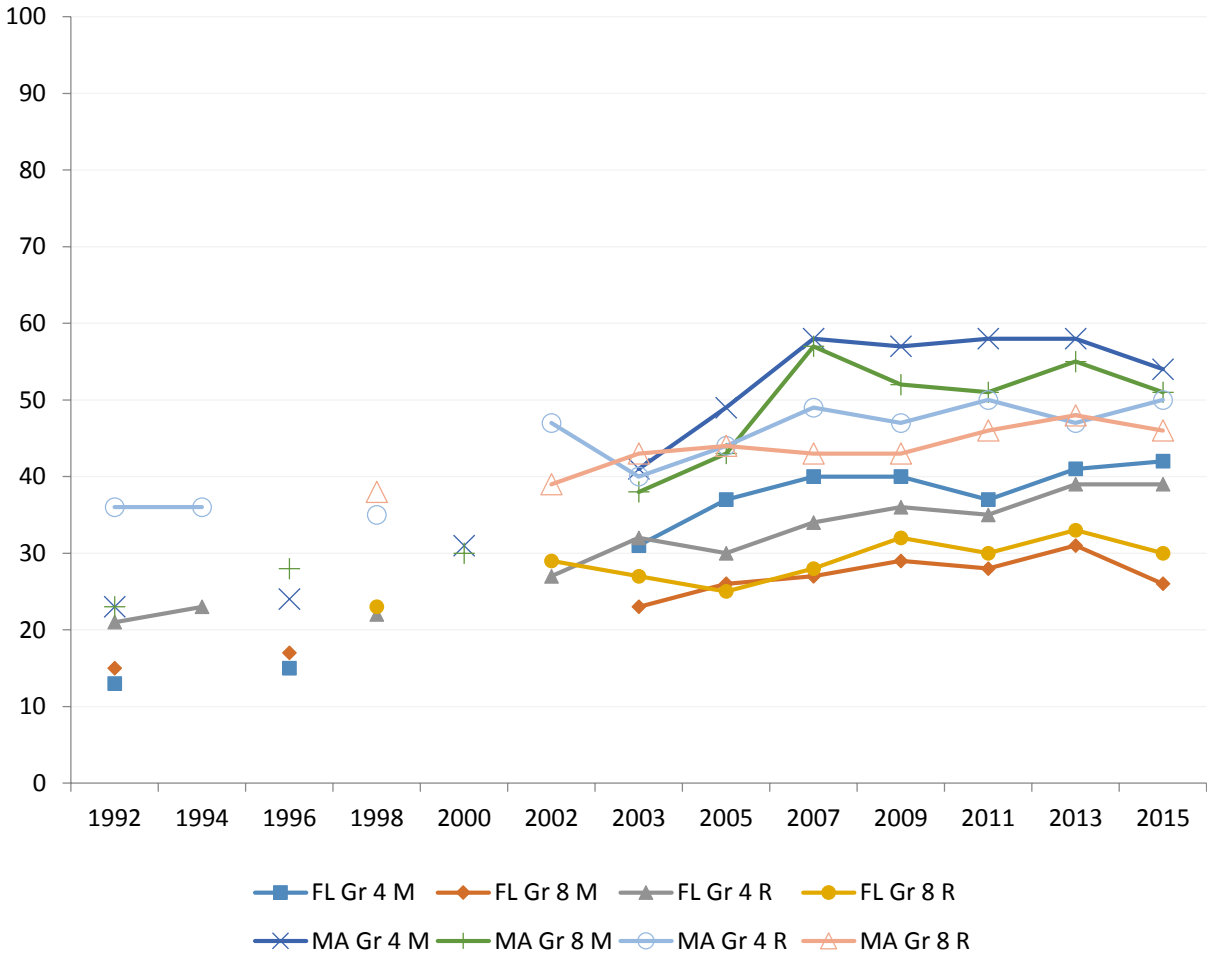
Massachusetts' vs. Florida's Trends

All four of the assessments were not administered during the same year until 2003 when state-NAEP became mandatory. Massachusetts has consistently scored 1st amongst the 50 states. Consequently, one of Florida's goals is to improve its' NAEP scores to rival those of Massachusetts. The chart compares Florida's and Massachusetts' improvement over time.

- **Grade 4 Mathematics** Between 1992 and 2015, Massachusetts' gain in the percentage of its Grade 4 students performing at or above *Proficient* on NAEP Mathematics **was not significantly different** from Florida's gain. However, Massachusetts students continue to outperform Florida's. Massachusetts' score improved from 23 in 1992 to 54 in 2015, a 31 point gain. Florida's score improved from 13 to 42, a 29 point gain. The 10 point difference between their 2015 scores was significant.
- **Grade 8 Mathematics** Between 1992 and 2015, Massachusetts' gain in the percentage of its Grade 8 students performing at or above *Proficient* on NAEP Mathematics **was significantly greater** than Florida's gain. Massachusetts' students continue to outperform Florida's. Massachusetts' score improved from 23 in 1992 to 51 in 2015, a 28 point gain. Florida's score improved from 15 to 26, an 11 point gain. The 17 point difference between their 2015 scores was significant.
- **Grade 4 Reading** Between 1992 and 2015, Massachusetts' gain in the percentage of its Grade 4 students performing at or above *Proficient* on NAEP Reading **was not significantly different** from Florida's gain. However, Massachusetts' students continue to outperform Florida's. Massachusetts' score improved from 36 in 1992 to 50 in 2015, a 14 point gain. Florida's score improved from 21 to 39, an 18 point gain. The 11 point difference between their 2015 scores was significant.
- **Grade 8 Reading** Between 1998 and 2015, Massachusetts' gain in the percentage of its Grade 8 students performing at or above *Proficient* on NAEP Reading **was not significantly different** from Florida's gain. However, Massachusetts' students continue to outperform Florida's. Massachusetts' score improved from 38 in 1998 to 46 in 2015, an 8 point gain. Florida's score improved from 23 to 30, a 7 point gain. The 16 point difference between their 2015 scores was significant.

Figure 3: Comparison of Florida's and Massachusetts' percentage of students performing at or above *Proficient* on NAEP assessments between 1992 and 2015 (Next Page).

Massachusetts's and Florida's NAEP Trends in Mathematics and Reading
Performing at or above *Proficient*, 1992–2015



Grade 4 Reading

Between 1992 and 2015, Florida’s overall Grade 4 public school students had a greater gain in their average scale scores than did the seven top-performing states and the national public on NAEP Reading.

In 2015, the Florida’s NAEP reading average scale score for Grade 4 students was significantly lower than in Massachusetts, New Hampshire, and Vermont; not significantly different from New Jersey, Virginia, and Indiana; and significantly higher than in Minnesota and the Nation.

Florida’s 19-point gain between 1992 and 2015 was significantly greater than that of six of the seven top-performing states and the Nation. Vermont did not begin to participate in NAEP Grade 4 reading until 2002 and had gains that were significantly lower than Florida’s between 2002 and 2015.

Florida’s Grade 4 NAEP reading average scale score improved from placing below the national average in 1992 to above the national average in 2015.

Florida’s White and Black students and students eligible for the National School Lunch Program (NSLP) posted greater gains in their average scale scores than did the Nation between 1998 and 2015.

Grade 4 Reading

Average Scale Score Changes Between 1992 and 2015 for All Public School Students

Table 5: Florida’s change in its Grade 4 Reading average scale score between 1992 and 2015 compared to that of the seven top-performing states and the Nation.

| State | Scale Score Change |
|-----------------|--------------------|
| Florida | 19 |
| Massachusetts | 9< |
| Virginia | 8< |
| National Public | 7< |
| New Jersey | 7< |
| Indiana | 6< |
| New Hampshire | 4< |
| Minnesota | 2< |
| Vermont (2002) | 3< |

< FL had a greater average scale score change

Grade 4 Reading

Percentages Performing at or above *Proficient*, 2015

Table 6: Percentages of students performing at or above *Proficient* in key demographic groups

| | All | White | Hispanic | Black | Asian | NSLP | No NSLP | SD | ELL |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| Nation | 35%* | 46% | 21%* | 18% | 53% | 21%* | 52% | 12% | 8% |
| Florida | 39% | 49% | 34% | 20% | 63% | 29% | 55% | 16% | 9% |
| Indiana | 40% | 44% | 29% | 22% | ‡ | 28% | 52% | 14% | 14% |
| Massachusetts | 50%** | 58%** | 25% | 25% | 68% | 29% | 65%** | 20% | 12% |
| Minnesota | 39% | 47% | 18%* | 16% | 33%* | 20%* | 52% | 15% | 6% |
| New Hampshire | 46%** | 47% | 28% | ‡ | 56% | 26% | 54% | 12% | 19% |
| New Jersey | 43% | 54% | 27% | 22% | 67% | 21%* | 57% | 18% | ‡ |
| Vermont | 45%** | 45% | ‡ | ‡ | ‡ | 30% | 55% | 9% | ‡ |
| Virginia | 43% | 52% | 32% | 19% | 63% | 22%* | 58% | 15% | 7% |

* Florida scored significantly higher than

** Florida scored significantly lower than

‡ Reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

In 2015, Florida’s percentages of overall, Hispanic, and NSLP eligible students performing at or above *Proficient* were higher than the Nation’s. Additionally, Florida’s percentages of Hispanic, Asian, and NSLP eligible students performing at or above *Proficient* were higher than Minnesota’s in 2015.

Grade 4 Reading
Gain in Percent Scoring at or above *Proficient*, 2003–2015

Table 7: Overall gains and gains by subgroup between 2003 and 2015

| | All | White | Black | Hispanic | Asian | NSLP |
|---------------|------------|------------|------------|-------------|------------|-------------|
| Nation | +5% | +6% | +6% | +6% | +16% | +6% |
| Florida | +7% | +7% | +7% | +10% | 19% | +10% |
| Indiana | +7% | +8% | +11% | 3% | ‡ | +10% |
| Massachusetts | +9% | +10% | 10% | +10% | +28% | +10% |
| Minnesota | 2% | 4% | 2% | 2% | 18% | 1%* |
| New Hampshire | +6% | +7% | ‡ | 9% | ‡ | +8% |
| New Jersey | 4% | 5% | +8% | 5% | +20% | +6% |
| Vermont | +8% | +8% | ‡ | ‡ | ‡ | +8% |
| Virginia | +8% | +9% | 3% | 12% | 13% | +6% |

* Florida’s gain significantly greater than

+ Gain between 2003 and 2015 was significant

‡ A significance test could not be performed because reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

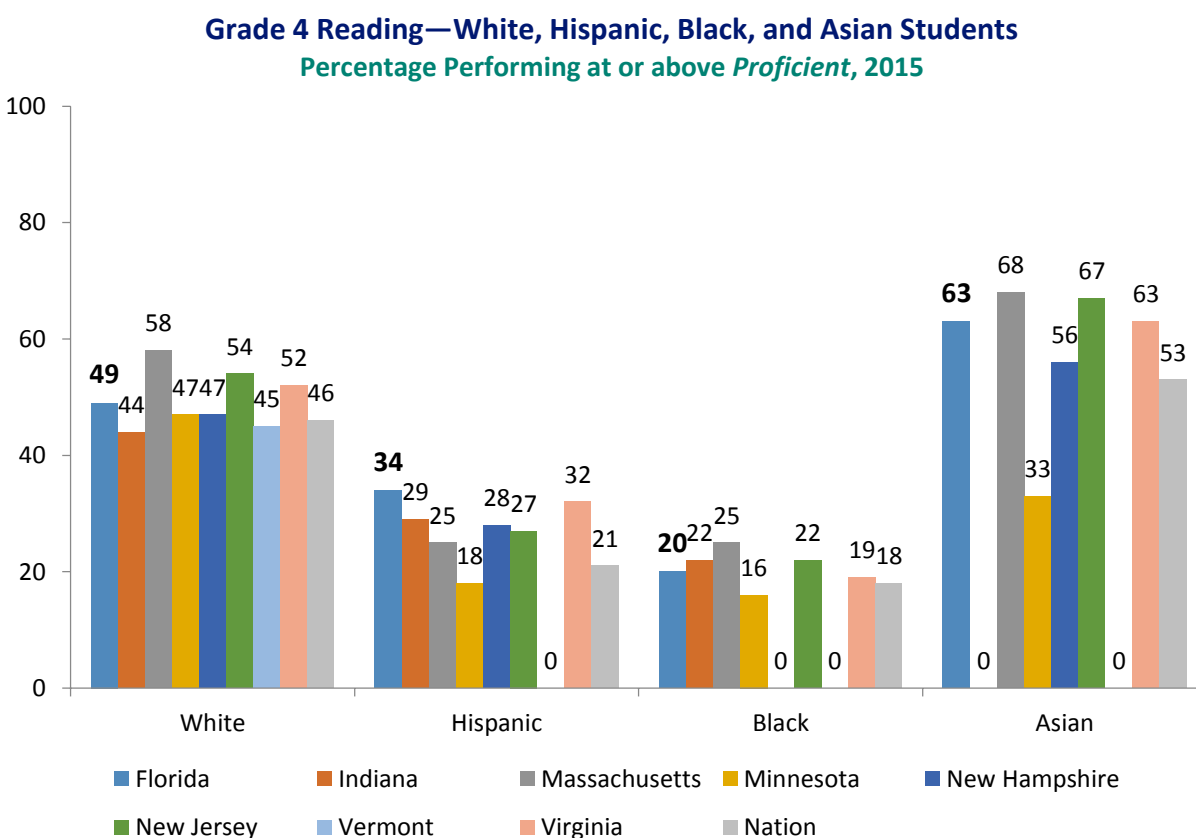
Among the NAEP 2015 top-performing states, only Minnesota had a significantly smaller gain for their students eligible for the NSLP than did Florida between 2003 and 2015.

Race and Ethnicity

Florida’s 2015 Grade 4 student results by Race/Ethnicity compared to those of the other seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Reading:

- **49% of Florida’s Grade 4 White students** scored at or above *Proficient*—similar to the Nation and all of the top-performing states except Massachusetts who scored significantly higher than Florida.
- **34% of Florida’s Grade 4 Hispanic students** scored at or above *Proficient*—significantly higher than the Nation and Minnesota and not significantly different from the other top-performing states except for Vermont who did not have a large enough sample of Hispanic students to provide reliable results.
- **20% of Florida’s Grade 4 Black students** scored at or above *Proficient*—similar to the Nation and all the top-performing states except New Hampshire and Vermont who did not have large enough samples of Black students to provide reliable results.
- **63% of Florida’s Grade 4 Asian students** scored at or above *Proficient*—significantly higher than Minnesota and not significantly different from the Nation and five of the top-performing states. Indiana did not have a large enough sample of Asian students to provide reliable results.

Figure 4: Comparison of percentage of students scoring at or above *Proficient* by Race/Ethnicity



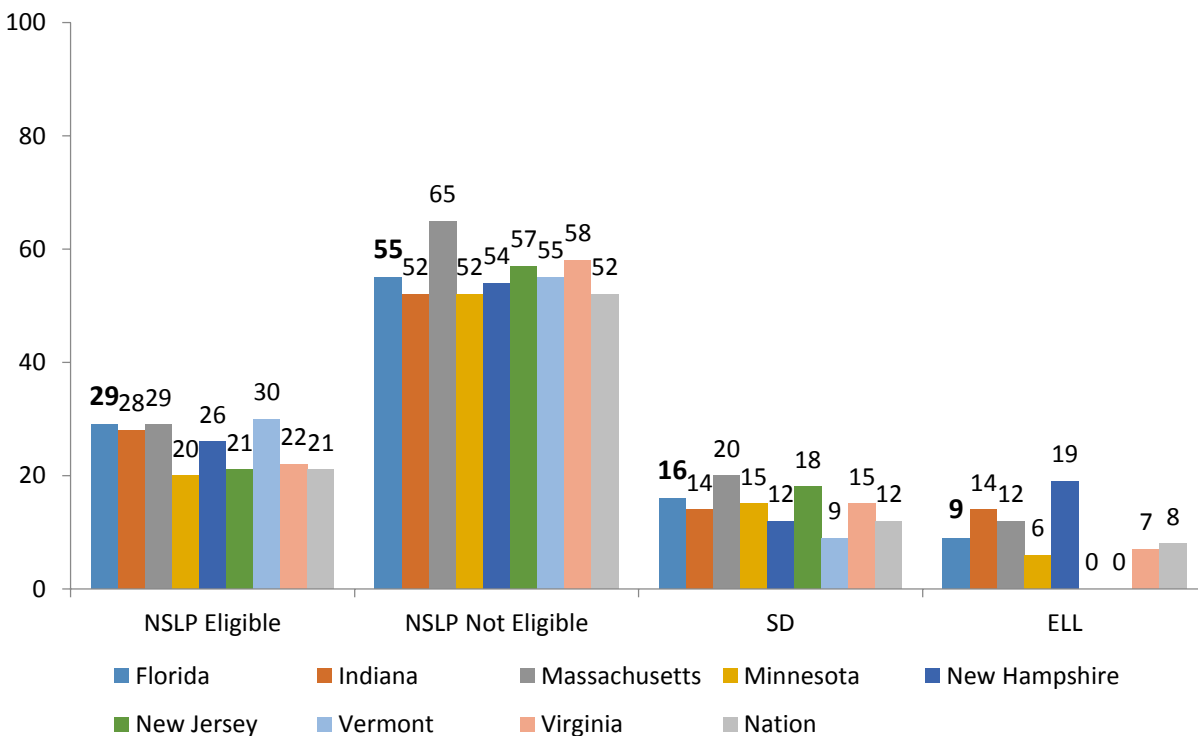
Eligibility for National School Lunch Program (NSLP), Students with Disabilities (SD), and English Language Learners (ELLs)

Florida’s 2015 Grade 4 student results by eligibility for the National School Lunch Program (NSLP) and by exceptionality (SD and ELL) compared to those of the seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Reading:

- **29% of Florida’s Grade 4 students who were eligible for NSLP** scored at or above *Proficient*—not significantly different from four of the top-performing states and significantly higher than Minnesota, New Jersey, Virginia and the Nation.
- **55% of Florida’s Grade 4 students who were not eligible for NSLP** scored at or above *Proficient*—significantly lower than Massachusetts but not significantly different from the other six top-performing states and the Nation.
- **16% of Florida’s Grade 4 students who were classified as SDs** scored at or above *Proficient*—not significantly different from the Nation and the seven top-performing states.
- **9% of Florida’s Grade 4 students who were classified as ELLs** scored at or above *Proficient*—not significantly different from the nation and five of the top-performing states. Vermont and New Jersey did not have large enough samples of ELLs to provide reliable results.

Figure 5: Comparison of percentages of students scoring at or above *Proficient* by NSLP Eligibility and by exceptionality (SD or ELL)

Grade 4 Reading—NSLP Eligible, NSLP Not Eligible, SD, and ELL Public School Students Percentage Performing at or above *Proficient*, 2015



Grade 8 Reading

The reading average scale score for Florida’s Grade 8 students improved from being significantly lower than the national average in 2003 to not significantly different from national average in 2015.

In comparison to the seven top-performing states, Florida’s 6-point average scale score gain between 2003 and 2015 was greater than two of the top-performing states (Virginia and Massachusetts) and the Nation. Florida’s average score gain was not significantly different from those of the other five top-performing states.

Grade 8 Reading Average Scale Score Changes Between 2003 and 2015 for All Public School Students

Table 8: Florida’s change in its Grade 8 Reading average scale score between 2003 and 2015 compared to that of the seven top-performing states and the Nation.

| State | Scale Score Change |
|-----------------|--------------------|
| Florida | 6 |
| New Hampshire | 4 |
| Vermont | 3 |
| Indiana | 3 |
| New Jersey | 3 |
| National Public | 3< |
| Minnesota | 3 |
| Massachusetts | 2< |
| Virginia | -1< |

< FL had a greater average scale score change

Grade 8 Reading Percentages Performing at or above *Proficient*, 2015

Table 9: Percentages of students performing at or above *Proficient* in key demographic groups

| | All | White | Hispanic | Black | Asian | NSLP | No NSLP | SD | ELL |
|---------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| Nation | 33% | 42% | 20%* | 15% | 50% | 20% | 47% | 8% | 3% |
| Florida | 30% | 40% | 26% | 15% | 55% | 22% | 45% | 8% | 2% |
| Indiana | 37%** | 42% | 25% | 19% | ‡ | 23% | 51% | 10% | 13% |
| Massachusetts | 46%** | 53%** | 17% | 18% | 64% | 28%** | 59%** | 15% | 6% |
| Minnesota | 40%** | 46% | 29% | 16% | 32%* | 22% | 49% | 10% | 6% |
| New Hampshire | 45%** | 45% | 32% | ‡ | 62% | 27% | 51% | 15% | ‡ |
| New Jersey | 41%** | 48%** | 21% | 20% | 69% | 19% | 51% | 15% | ‡ |
| Vermont | 44%** | 44% | ‡ | ‡ | ‡ | 29%** | 53%** | 8% | ‡ |
| Virginia | 36%** | 44% | 25% | 16% | 61% | 17% | 48% | 10% | 3% |

* Florida scored significantly higher than

** Florida scored significantly lower than

‡ Reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

In 2015, Florida’s overall percentage of students performing at or above *Proficient* was significantly lower than all seven of the top-performing states but not the Nation.

In 2015, Florida’s Hispanic students scored significantly higher than the Nation’s, but Florida’s White students scored significantly lower than in Massachusetts and New Jersey

Minnesota’s Asian students scored significantly lower than Florida’s in 2015.

Florida’s students eligible for the NSLP scored significantly lower than Massachusetts, New Hampshire, and Vermont. Florida’s students not eligible for the NSLP score significantly lower than Massachusetts, New Hampshire, New Jersey, and Vermont.

Grade 8 Reading
Gain in Percent Scoring at or above *Proficient*, 2003–2015

Table 10: Overall gains and gains by subgroup between 2003 and 2015

| | All | White | Black | Hispanic | Asian | NSLP |
|---------------|-----|-------|-------|----------|-------|------|
| Nation | +3% | +4% | +3% | +6% | +12% | +5% |
| Florida | 4% | 3% | 5% | 7% | ‡ | +6% |
| Indiana | +4% | 5% | 6% | 9% | ‡ | +8% |
| Massachusetts | 2% | 4% | # | 3% | 12% | +10% |
| Minnesota | 2% | 4% | 4% | 13% | 6% | 5% |
| New Hampshire | +5% | +4% | ‡ | ‡ | ‡ | 5% |
| New Jersey | 4% | 3% | 5% | 4% | 6% | 4% |
| Vermont | +5% | +5% | ‡ | ‡ | ‡ | +9% |
| Virginia | # | # | 1% | 5% | 21% | 1% |

* Florida’s gain significantly greater than

** Florida’s gain significantly lower than

+ Gain between 2003 and 2015 was significant

Rounds to 0, no significant difference

‡ A significance test could not be performed because reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

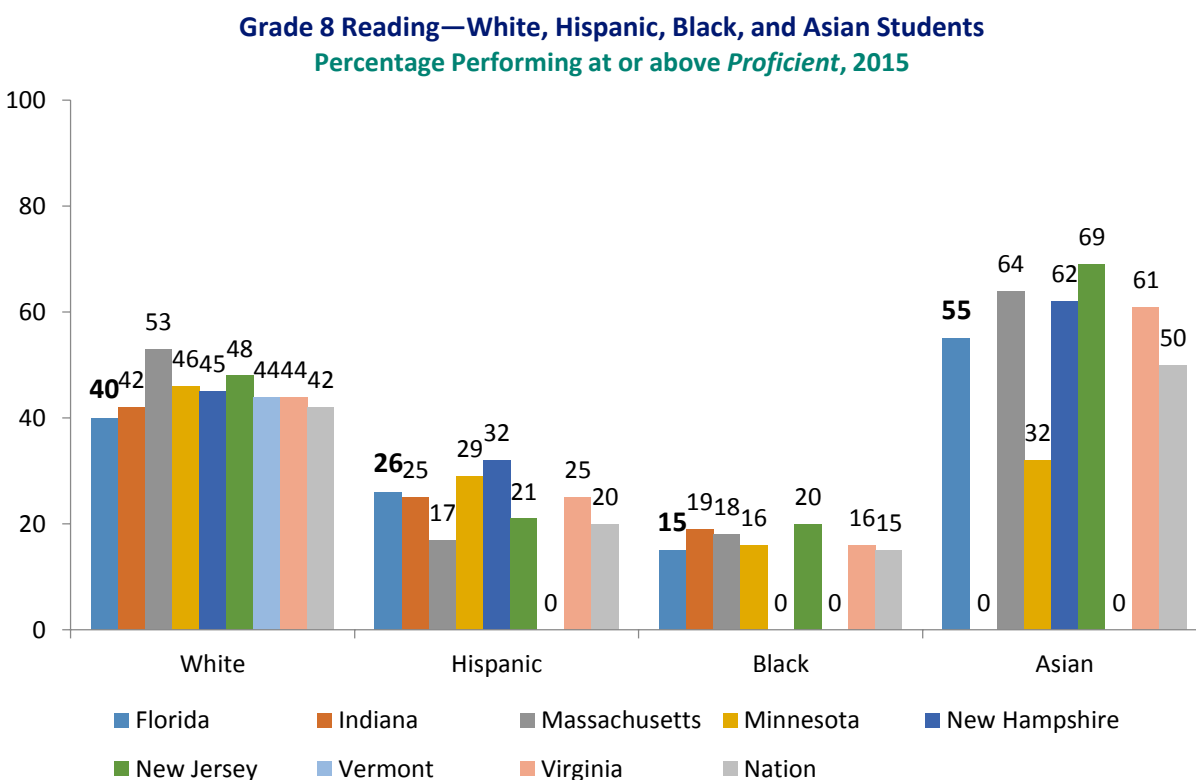
None of the top-performing states or the Nation had a gain between 2003 and 2015 that was significantly different from Florida’s.

Race and Ethnicity

Florida’s 2015 Grade 8 student results by Race/Ethnicity compared to those of the other seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Reading:

- **40% of Florida’s Grade 8 White students** scored at or above *Proficient*—not significantly different from the national average and all of the top-performing states except for Massachusetts and New Jersey, who both scored significantly higher.
- **26% of Florida’s Grade 8 Hispanic students** scored at or above *Proficient*—significantly higher than the Nation’s but not significantly different from six of the top-performing states. Vermont did not have enough Hispanic students scoring at or above *Proficient* to produce a reliable result.
- **15% of Florida’s Grade 8 Black students** scored at or above *Proficient*—not significantly different from the national average and five of the top-performing states. Vermont and New Hampshire did not have enough Black students scoring at or above *Proficient* to produce reliable results.
- **55% of Florida’s Grade 8 Asian students** scored at or above *Proficient*—significantly higher than Minnesota but not significantly different from the nation and four of the top-performing states. Vermont and Indiana did not have enough Asian students scoring at or above *Proficient* to produce reliable results.

Figure 6: Comparison of percentage of students scoring at or above *Proficient* by Race/Ethnicity

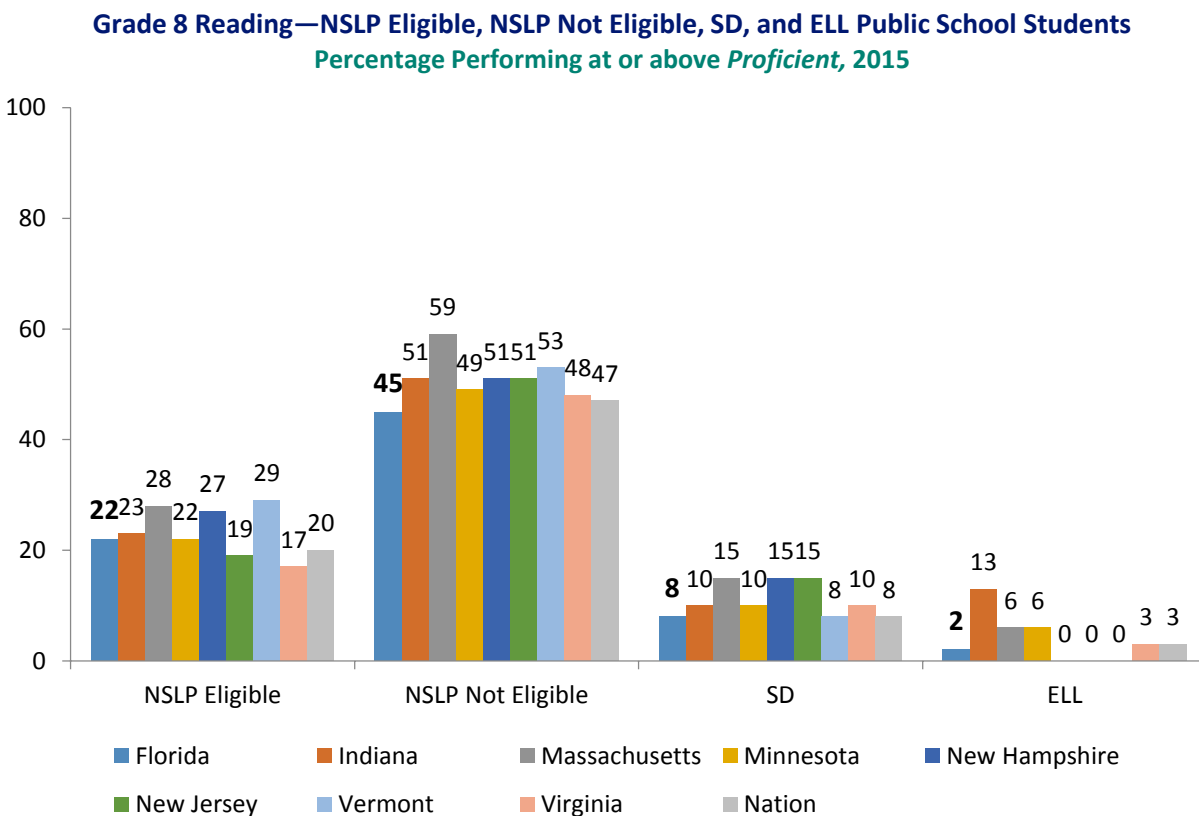


Eligibility for National School Lunch Program (NSLP), Students with Disabilities (SD), and English Language Learners (ELLs)

Florida’s 2015 Grade 8 student results by eligibility for the National School Lunch Program (NSLP) and by exceptionality (SD and ELL) compared to those of the seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Reading:

- **22% of Florida’s Grade 8 students** who were eligible for NSLP scored at or above *Proficient*—significantly lower than Vermont and Massachusetts and not significantly different from the Nation and the other five top-performing states.
- **45% of Florida’s Grade 8 students** who were not eligible for NSLP scored at or above *Proficient*—significantly lower than Vermont and Massachusetts and not significantly different from the Nation and the other five top-performing states.
- **8% of Florida’s Grade 8 SD students** scored at or above *Proficient*—not significantly different from the Nation and all seven of the top-performing states.
- **2% of Florida’s Grade 8 ELL students** scored at or above *Proficient*—not significantly different from the Nation and four of the top-performing states. Vermont, New Jersey, and New Hampshire did not have enough ELL students scoring at or above *Proficient* to produce reliable results.

Figure 7: Comparison of percentages of students scoring at or above *Proficient* by NSLP Eligibility and by exceptionality (SD or ELL)



Grade 4 Mathematics

The mathematics average scale score for fourth-graders in Florida increased from lower than the national average in 1992 to significantly higher than the Nation in 2015.

New Jersey and Vermont moved from scoring significantly higher than Florida in 1992 to not significantly different from Florida in 2015. Four of the other top-performing states continued to perform significantly higher than Florida. Vermont did not start participating in state-level NAEP until 2003.

Florida's 29-point gain between 1992 and 2015 was not significantly different from the gains in Virginia and Indiana. Four of the other top-performing states and the Nation had greater gains in their average scale scores between 1992 and 2015 than did Florida. Vermont did not start participating until 2003.

Grade 4 Mathematics Average Scale Score Changes Between 1992 and 2015 for All Public School Students

Table 11: Florida's change in its Grade 4 Mathematics average scale score between 1992 and 2015 compared to that of the seven top-performing states and the Nation.

| State | Scale Score Change |
|-----------------|--------------------|
| Florida | 29 |
| Indiana | 27 |
| Virginia | 26 |
| Massachusetts | 24< |
| National Public | 21< |
| Minnesota | 21< |
| New Hampshire | 19< |
| New Jersey | 18< |
| Vermont (2003) | 1< |

< FL had a greater average scale score change

Grade 4 Mathematics Percentages Performing at or above *Proficient*, 2015

Table 12: Percentages of students performing at or above *Proficient* in key demographic groups

| | All | White | Hispanic | Black | Asian | NSLP | No NSLP | SD | ELL |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Nation | 39% | 51% | 26%* | 19% | 61% | 24%* | 58% | 16% | 15% |
| Florida | 42% | 54% | 38% | 21% | 65% | 31% | 60% | 23% | 13% |
| Indiana | 50%** | 57% | 35% | 22% | ‡ | 36% | 65% | 22% | 26% |
| Massachusetts | 54%** | 62%** | 28% | 26% | 81% | 31% | 71%** | 25% | 17% |
| Minnesota | 53%** | 63%** | 30% | 25% | 46% | 33% | 67% | 28% | 19% |
| New Hampshire | 51%** | 53% | 31% | ‡ | 69% | 31% | 60% | 20% | 24% |
| New Jersey | 47% | 61% | 28% | 21% | 79% | 25% | 62% | 24% | ‡ |
| Vermont | 43% | 44%* | ‡ | ‡ | ‡ | 27% | 55% | 13%* | ‡ |
| Virginia | 47% | 57% | 29% | 25% | 79% | 27% | 62% | 20% | 12% |

* Florida scored significantly higher than

** Florida scored significantly lower than

‡ Reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

In 2015, Florida's overall percentage of students performing at or above *Proficient* was significantly lower than in Indiana, Massachusetts, and Minnesota. However, Florida's Hispanic students scored significantly higher than the Nation's. Florida's White students scored significantly higher than Vermont's but scored significantly lower than in Massachusetts and Minnesota.

Florida's students eligible for the NSLP scored significantly higher than the nation's. Florida's students not eligible for the NSLP score significantly lower than Massachusetts.

Vermont's SD scored significantly lower than Florida's in 2015.

Grade 4 Mathematics
Gain in Percent Scoring at or above *Proficient*, 2003–2015

Table 13: Overall gains and gains by subgroup between 2003 and 2015

| | All | White | Black | Hispanic | Asian | NSLP |
|---------------|-------------|-------------|-------------|-------------|------------|-------------|
| Nation | +8% | +9% | +9% | +11% | +13% | +9%* |
| Florida | +11% | +11% | +13% | +11% | 12% | +14% |
| Indiana | +15% | +16% | +15% | +17% | ‡ | +19% |
| Massachusetts | +13% | +13% | +13% | +16% | +32% | +14% |
| Minnesota | +12% | +16% | 9% | +16% | +19% | +13% |
| New Hampshire | +9% | +9% | ‡ | 12% | ‡ | +7% |
| New Jersey | +8% | +10% | +10% | +10% | +18% | +10% |
| Vermont | 1%* | 2%* | ‡ | ‡ | ‡ | 4%* |
| Virginia | +11% | +11% | +12% | 9% | +20% | +12% |

* Florida’s gain significantly greater than

+ Gain between 2003 and 2015 was significant

‡ A significance test could not be performed because reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

In Grade 4 Mathematics, Vermont’s overall score and that of their White and eligible for NSLP students had significantly smaller gains than Florida between 2003 and 2015. This was also true for the Nation’s NSLP eligible students.

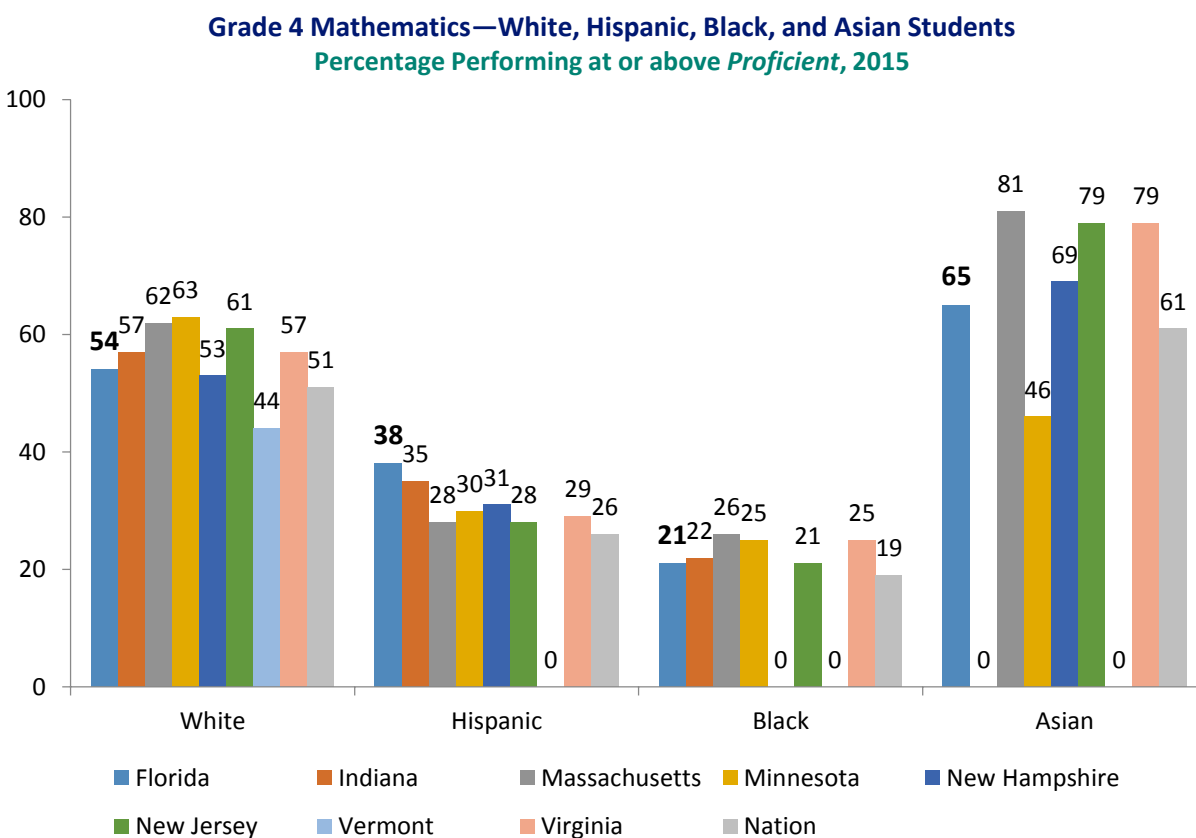
None of the top-performing states or the Nation had significantly larger gains in their percentages of students performing at or above *Proficient* than Florida’s between 2003 and 2015.

Race and Ethnicity

Florida’s 2015 Grade 4 student results by Race/Ethnicity compared to those of the other seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Mathematics:

- **54% of Florida’s Grade 4 White students** scored at or above *Proficient*—significantly higher than Vermont, not significantly different from the Nation and four of the top-ranking states, and lower than Minnesota and Massachusetts,
- **38% of Florida’s Grade 4 Hispanic students** scored at or above *Proficient*—significantly higher than the Nation, and not significantly different from all of the top-ranking states except Vermont who did not have a large enough sample of Hispanic students to provide reliable results.
- **21% of Florida’s Grade 4 Black students** scored at or above *Proficient*—not significantly different from the Nation and all of the top-performing states except Vermont and New Hampshire who did not have large enough samples of Black students to provide reliable results.
- **65% of Florida’s Grade 4 Asian students** scored at or above *Proficient*— not significantly different from the Nation and all of the top-performing states except Vermont and Indiana who did not have large enough samples of Asian students to provide reliable results.

Figure 8: Comparison of percentage of students scoring at or above *Proficient* by Race/Ethnicity

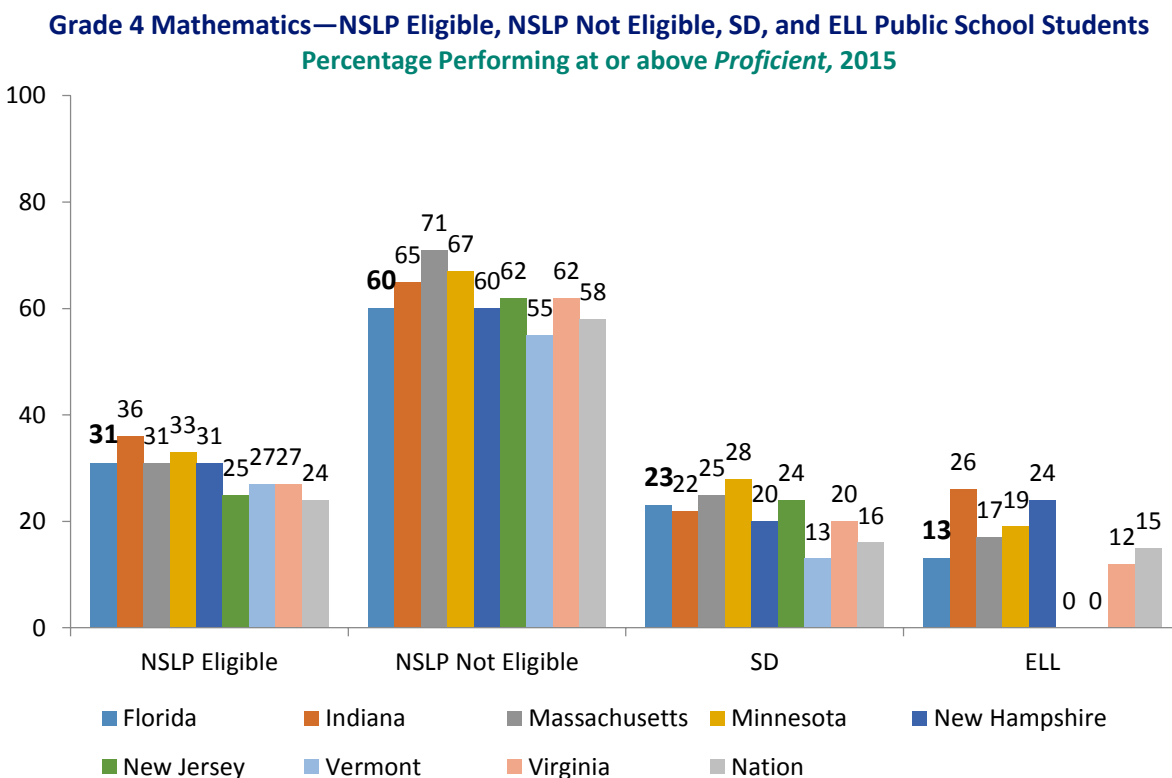


Eligibility for National School Lunch Program (NSLP), Students with Disabilities (SD), and English Language Learners (ELLs)

Florida’s 2015 Grade 4 student results by eligibility for the National School Lunch Program (NSLP) and by exceptionality (SD and ELL) compared to those of the seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Mathematics:

- **31% of Florida’s Grade 4 students** who were eligible for NSLP scored at or above *Proficient*—a significantly higher percentage than the Nation but not significantly different from the seven top-performing states.
- **60% of Florida’s Grade 4 students** who were not eligible for NSLP scored at or above *Proficient*—a significantly lower percentage than Massachusetts but not significantly different from the Nation and the other six top-performing states.
- **23% of Florida’s Grade 4 students with disabilities** scored at or above *Proficient* – a significantly higher percentage than Vermont but not significantly different from the nation and the other six top-performing states.
- **13% of Florida’s Grade 4 English language learners** scored at or above *Proficient* – not significantly different from the nation and five of the top-performing states. Vermont and New Jersey did not have large enough samples of ELLs to provide reliable results.

Figure 9: Comparison of percentages of students scoring at or above *Proficient* by NSLP Eligibility and by exceptionality (SD or ELL)



Grade 8 Mathematics

Florida's Grade 8 mathematics average scale score increased by 15 points between 1992 and 2015. Florida's gain was not significantly different from the Nation's and all of the seven top-performing states except Massachusetts and New Jersey whose gains were significantly greater than Florida's.

Grade 8 Mathematics Average Scale Score Changes Between 1992 and 2015 for All Public School Students

Table 14: Florida's change in its Grade 8 Mathematics average scale score between 1992 and 2015 compared to that of the seven top-performing states and the Nation.

| State | Scale Score Change |
|-----------------|--------------------|
| Massachusetts | 24> |
| New Jersey | 21> |
| Virginia | 20 |
| Indiana | 17 |
| New Hampshire | 16 |
| Florida | 15 |
| National Public | 14 |
| Minnesota | 12 |
| Vermont (2003) | 5 |

> FL had a lower average scale score change

Grade 8 Mathematics Percentages Performing at or above *Proficient*, 2015

Table 15: Percentages of students performing at or above *Proficient* in key demographic groups

| | All | White | Hispanic | Black | Asian | NSLP | No NSLP | SD | ELL |
|---------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| Nation | 32%** | 42%** | 19% | 12% | 58% | 18% | 48% | 8% | 5% |
| Florida | 26% | 36% | 22% | 11% | 51% | 16% | 44% | 6% | 4% |
| Indiana | 39%** | 45%** | 23% | 10% | ‡ | 24%** | 51%** | 10% | 15% |
| Massachusetts | 51%** | 59%** | 24% | 22% | 73%** | 31%** | 66%** | 16%** | 10% |
| Minnesota | 48%** | 56%** | 22% | 14% | 48% | 27%** | 59%** | 11% | 9% |
| New Hampshire | 46%** | 47%** | 22% | ‡ | 69% | 25%** | 53%** | 12% | ‡ |
| New Jersey | 46%** | 55%** | 24% | 20% | 83%** | 22%** | 58%** | 16%** | ‡ |
| Vermont | 42%** | 43%** | ‡ | ‡ | ‡ | 27%** | 52%** | 8% | ‡ |
| Virginia | 38%** | 46%** | 29% | 12% | 70%** | 17% | 50%** | 11% | 10% |

* Florida scored significantly higher than

** Florida scored significantly lower than

‡ Reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

In 2015, Florida's overall percentage of students and the percentage of White students performing at or above *Proficient* were significantly lower than those of all seven the top-performing states and the Nation. Florida's percentage of Asian students performing at or above *Proficient* was significantly lower than those of Massachusetts, New Jersey, and Virginia.

Florida students eligible for the NSLP had significantly lower percentages performing at or above *Proficient* than those of six of the top-performing states. Only Vermont and the Nation NSLP eligible students had percentages that were not significantly different from Florida's.

Florida’s students not eligible for the NSLP scored significantly lower than all seven of the top-performing states—only the Nation’s NSLP ineligible students had percentages that were not significantly different from Florida’s.

In 2015, Florida’s students with disabilities (SDs) had significantly lower percentages performing at or above *Proficient* than in Massachusetts and New Jersey. The SDs in the remaining five top-performing states and the Nation had percentages that were not significantly different from Florida’s SDs.

Grade 8 Mathematics
Gain in Percent Scoring at or above *Proficient*, 2003–2015

Table 16: Overall gains and gains by subgroup between 2003 and 2015

| | All | White | Black | Hispanic | Asian | NSLP |
|---------------|-----|-------|-------|----------|-------|-------|
| Nation | 5 | +6 | +5 | +8 | +17 | +7 |
| Florida | 3 | 2 | 4 | 5 | 10 | +5 |
| Indiana | 8 | +10** | 3 | +14 | ‡ | +8 |
| Massachusetts | 13 | +15** | +13 | +15** | 15 | +18** |
| Minnesota | 4 | +8 | 5 | 6 | 16 | 3 |
| New Hampshire | 12 | +12** | ‡ | ‡ | ‡ | +8 |
| New Jersey | 13 | +13** | +13** | +9 | +22 | +12** |
| Vermont | 7 | +8 | ‡ | ‡ | ‡ | +11 |
| Virginia | 6 | 6 | 1 | +12 | +22 | +7 |

* Florida’s gain significantly greater than

** Florida’s gain significantly smaller than

+ Gain between 2003 and 2015 was significant

‡ A significance test could not be performed because reporting standards were not met or appropriate standard errors could not be calculated for one or more estimates in the test

Indiana, Massachusetts, New Hampshire, and New Jersey had significantly greater gains in their percentages of White students performing at or above *Proficient* than did Florida between 2003 and 2015.

Over the same period, only Massachusetts had a greater gain in their percentage of Hispanic students performing at or above *Proficient* than did Florida. New Jersey was the only state with a greater gain in their percentage of Black students performing at or above *Proficient* than did Florida.

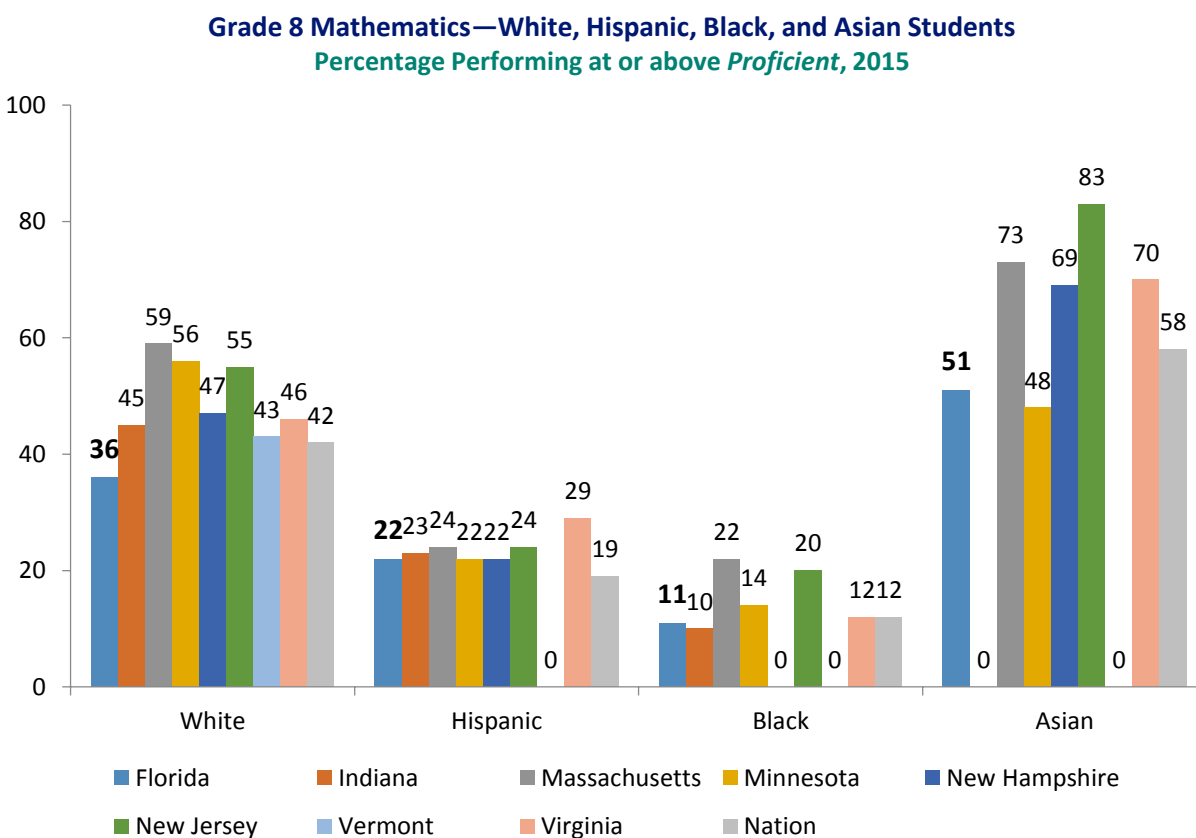
Massachusetts and New Jersey were the only top-performing states to have a greater gain than did Florida in the percentage of students eligible for the National School Lunch Program performing at or above *Proficient*.

Race and Ethnicity

Florida’s 2015 Grade 8 student results by Race/Ethnicity compared to those of the other seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Mathematics:

- **36% of Florida’s Grade 8 White students** scored at or above *Proficient*—significantly lower than the Nation and all seven of the top-performing states.
- **22% of Florida’s Grade 8 Hispanic students** scored at or above *Proficient*—not significantly different from the Nation and six of the top-performing states. Vermont did not have a large enough sample of Hispanic students to provide reliable results.
- **11% of Florida’s Grade 8 Black students** scored at or above *Proficient*— not significantly different from the Nation and five of the top-performing states. Vermont and New Hampshire did not have large enough samples of Black students to provide reliable results.
- **51% of Florida’s Grade 8 Asian students** scored at or above *Proficient*—significantly lower than New Jersey, Massachusetts, and Virginia but not significantly different from the Nation, New Hampshire, and Minnesota. Vermont and Indiana did not have large enough samples of Asian students to provide reliable results.

Figure 10: Comparison of percentage of students scoring at or above *Proficient* by Race/Ethnicity



Eligibility for National School Lunch Program (NSLP), Students with Disabilities (SD), and English Language Learners (ELLs)

Florida’s 2015 Grade 8 student results by eligibility for the National School Lunch Program (NSLP) and by exceptionality (SD and ELL) compared to those of the seven top-performing states and the Nation for students scoring at or above *Proficient* on NAEP Mathematics:

- **16% of Florida’s Grade 8 students who were eligible for NSLP** scored at or above *Proficient*—not significantly different from the Nation and Virginia but significantly lower than the other six top-performing states.
- **44% of Florida’s Grade 8 students who were not eligible for NSLP** scored at or above *Proficient*—not significantly different from the Nation but significantly lower than all seven of the top-performing states.
- **6% of Florida’s Grade 8 students with disabilities** scored at or above *Proficient*—not significantly different from the Nation and five of the top-performing states but significantly lower than New Jersey and Massachusetts.
- **4% of Florida’s Grade 8 English language learners** scored at or above *Proficient*—not significantly different from the Nation and four of the top-performing states. Vermont, New Jersey, and New Hampshire did not have large enough samples of ELLs to provide reliable results.

Figure 11: Comparison of percentages of students scoring at or above *Proficient* by NSLP Eligibility and by exceptionality (SD or ELL)

