

TESTING BRIEF
National Assessment of Educational Progress (NAEP)
January 26 – March 6, 2009

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families. This report provides selected results from the National Assessment of Educational Progress (NAEP) for Georgia's public school students in mathematics at grades 4 and 8. Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500. Beginning in 1990, mathematics has been assessed in eight different years at the state level (at grade 8 in 1990, and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007 and 2009).

Administration of the NAEP supports Goal 5 of the Superintendent's Strategic Plan: Improve the SAT, ACT, and achievement scores of Georgia students. This is achieved through providing an effective curriculum and assessment system designed to improve student achievement.

KEY FINDINGS IN MATHEMATICS

Grade 4

- The average mathematics score for students in Georgia was 236. This was not significantly different than the score in 2007 (235).
- Georgia's average score in 2009 (236) was lower than that of the nation's public schools (239).
- The average mathematics score for White students in Georgia changed from 246 in 2007 to 247 in 2009. The average score for Black students changed from 222 in 2007 to 221 in 2009. The average score for Hispanic students changed from 229 in 2007 to 231 in 2009.
- The average mathematics score for students who were eligible for the National School Lunch Program was 224 in 2007 and 225 in 2009.
- The percentage of students in Georgia who performed at or above *Basic* was 78 percent. This was not significantly different from 2007 (79 percent).
- The percentage of students in Georgia who performed at or above *Proficient* was 34 percent. Although this represents a two-percentage point increase over 2007 (32 percent), this gain was not significant.
- The 2009 Strategic Plan target for fourth graders performing at or above *Basic* was eighty-five (85) percent. This target was not met.

KEY FINDINGS IN MATHEMATICS

Grade 8

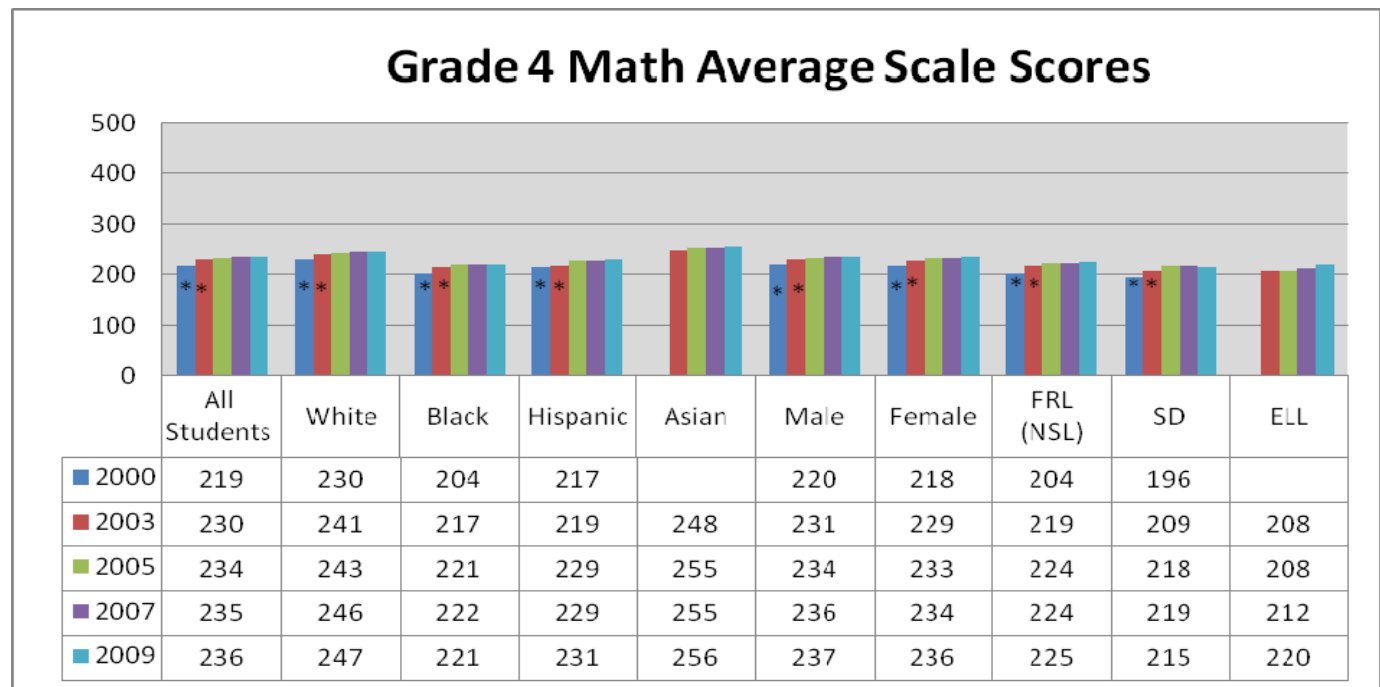
- The average mathematics score for students in Georgia was 278. This was significantly higher than the score in 2007 (275) and 2005 (272).
- Georgia's average score (278) was lower than that of the nation's public schools (282).
- The average mathematics score for White students in Georgia changed from 288 in 2007 to 289 in 2009. Black students' average score increased from 261 in 2007 to 262 in 2009. Scores for Hispanic students changed from 266 in 2007 to 270 in 2009.
- The average mathematics score for students who were eligible for the National School Lunch Program in Georgia increased from 262 in 2007 to 265 in 2009.
- The percentage of students in Georgia who performed at or above *Basic* increased, although not significantly, from 64 percent in 2005 to 67 percent in 2007.
- The two- percentage point gain of students in Georgia who performed at or above *Proficient*, from 25 percent in 2007 to 27 percent in 2009, does not represent a significant change.
- The average scale score for females increased significantly from 274 in 2007 to 278 in 2009.
- The 2009 Strategic Plan target for eighth graders performing at or above *Basic* was seventy (70) percent. This target was not met.

Table 1
Average Scale Scores
Mathematics 2000-2009
Grade 4

Table 1: Average Scale Scores						
	2000	2003	2005	2007	2009	Change 2000-2009
All Students	219	230	234	235	236	17
White	230	241	243	246	247	17
Black	204	217	221	222	221	17
Hispanic	217	219	229	229	231	14
Asian	NA	248	255	255	256	8**
Male	220	231	234	236	237	17
Female	218	229	233	234	236	18
FRL (NSL)	204	219	224	224	225	21
Students with Disabilities	196	209	218	219	215	19
English Language Learner	NA	208	208	212	220	12**

**Change reported for years other than 2000-2007
NA – Reporting standards for sample size not met.

Figure 1
Average Scale Scores
Mathematics 2000-2009
Grade 4



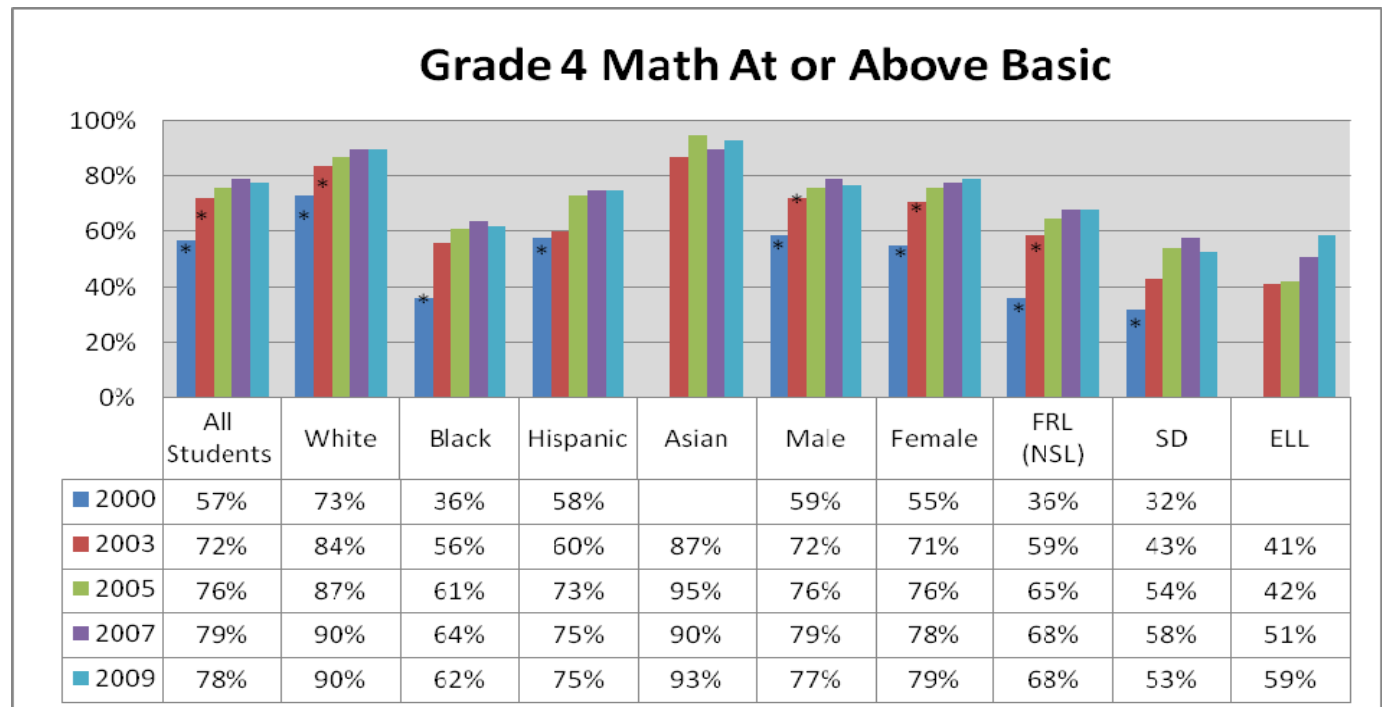
*Value is significantly different from the 2009 value.

Table 2
 Achievement Level – At or Above Basic
 Mathematics 2000-2009
 Grade 4

Table 2: Achievement Level – At or Above Basic						
	2000	2003	2005	2007	2009	*Change 2000-2009
All Students	57%	72%	76%	79%	78%	21
White	73%	84%	87%	90%	90%	17
Black	36%	56%	61%	64%	62%	26
Hispanic	58%	60%	73%	75%	75%	17
Asian	NA	87%	95%	90%	93%	6**
Male	59%	72%	76%	79%	77%	18
Female	55%	71%	76%	78%	79%	24
FRL (NSL)	36%	59%	65%	68%	68%	32
Students with Disabilities	32%	43%	54%	58%	53%	21
English Language Learner	NA	41%	42%	51%	59%	18**

* Indicates change in percentage points
 **Change reported for years other than 2000-2009
 NA – Reporting standards for sample size not met.

Figure 2
 Achievement Level – At or Above Basic
 Mathematics 2000-2009
 Grade 4



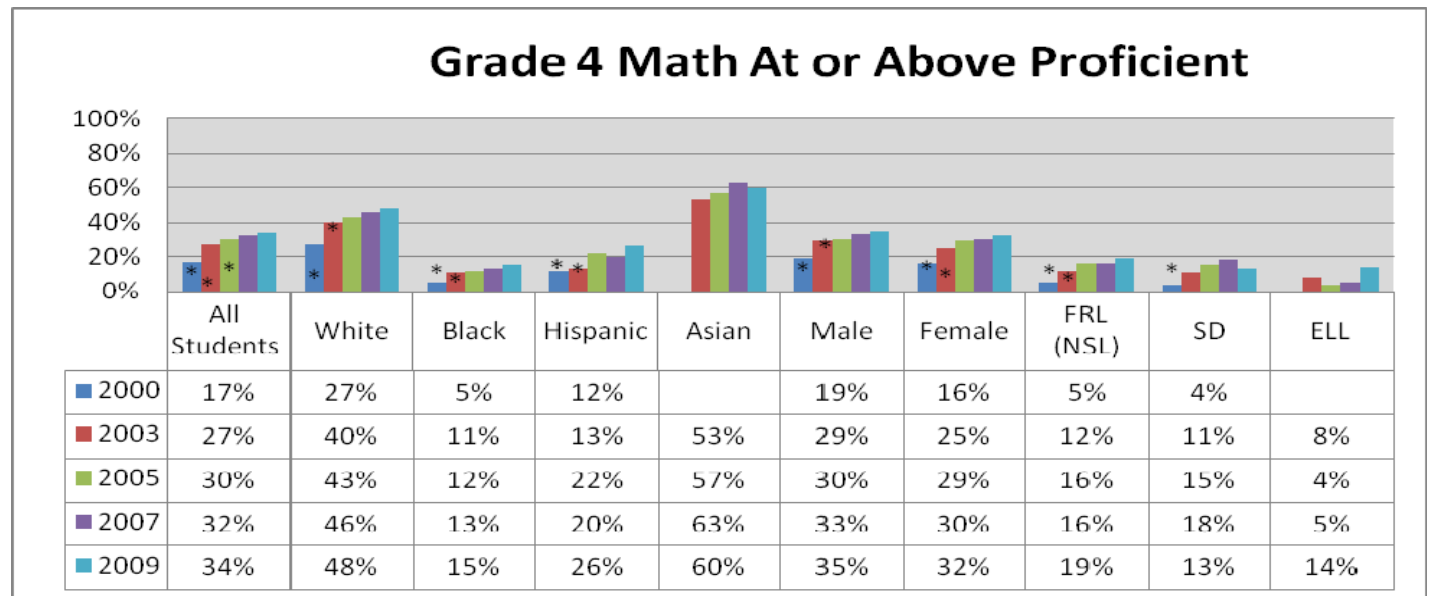
*Value is significantly different from the 2009 value.

Table 3
 Achievement Level – At or Above Proficient
 Mathematics 2000-2009
 Grade 4

Table 3: Achievement Level – At or Above Proficient						
	2000	2003	2005	2007	2009	*Change 2000-2009
All Students	17%	27%	30%	32%	34%	17
White	27%	40%	43%	46%	48%	21
Black	5%	11%	12%	13%	15%	10
Hispanic	12%	13%	22%	20%	26%	14
Asian	NA	53%	57%	63%	60%	7**
Male	19%	29%	30%	33%	35%	16
Female	16%	25%	29%	30%	32%	16
FRL (NSL)	5%	12%	16%	16%	19%	14
Students with Disabilities	4%	11%	15%	18%	13%	9
English Language Learner	NA	8%	4%	5%	14%	6**

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 NA – Reporting standards for sample size not met.

Figure 3
 Achievement Level – At or Above Proficient
 Mathematics 2000-2009
 Grade 4



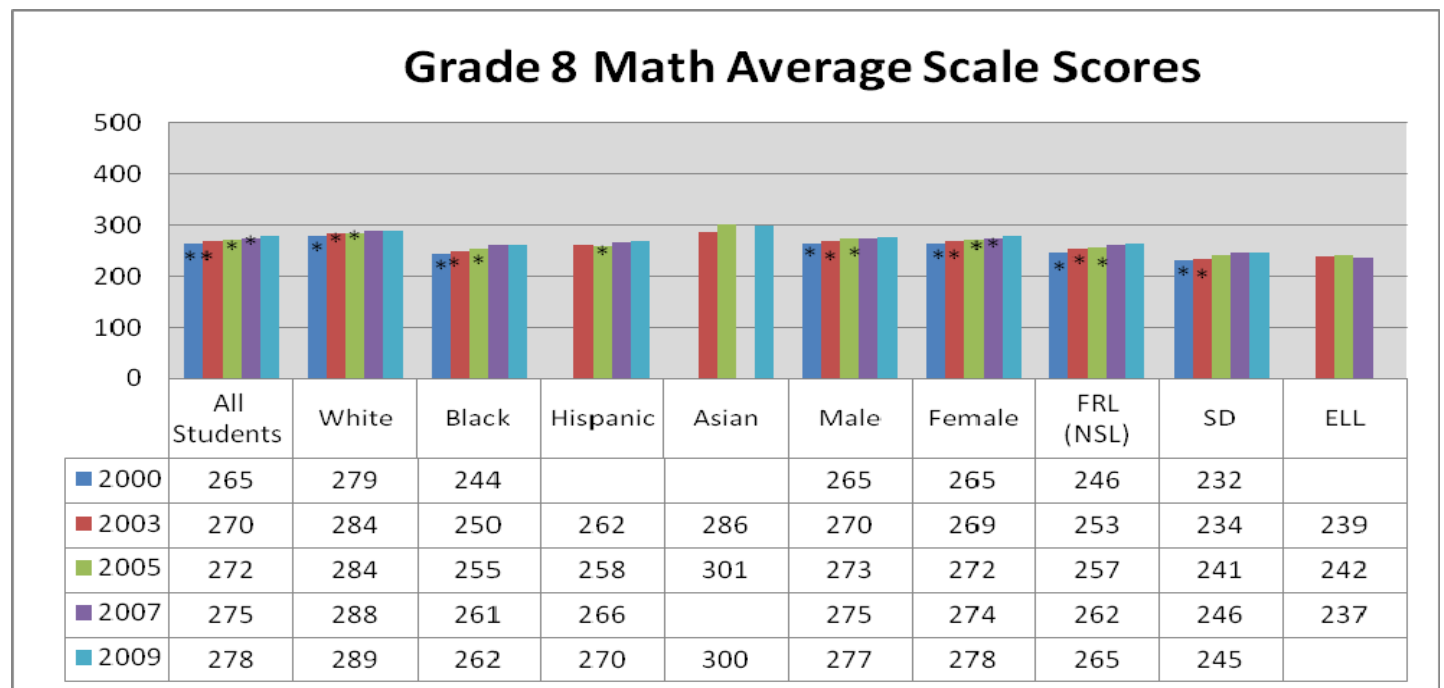
*Value is significantly different from the 2009 value.

Table 4
 Average Scale Scores
 Mathematics 2000-2007
 Grade 8

Table 4: Average Scale Scores						
	2000	2003	2005	2007	2009	Change 2000-2009
All Students	265	270	272	275	278	13
White	279	284	284	288	289	10
Black	244	250	255	261	262	18
Hispanic	NA	262	258	266	270	8**
Asian	NA	286	301	NA	300	14**
Male	265	270	273	275	277	12
Female	265	269	272	274	278	13
FRL (NSL)	246	253	257	262	265	19
Students with Disabilities	232	234	241	246	245	13
English Language Learner	NA	239	242	237	NA	-2**

**Change reported for years other than 2000-2009
 NA – Reporting standards for sample size not met.

Figure 4
 Average Scale Scores
 Mathematics 2000-2009
 Grade 8



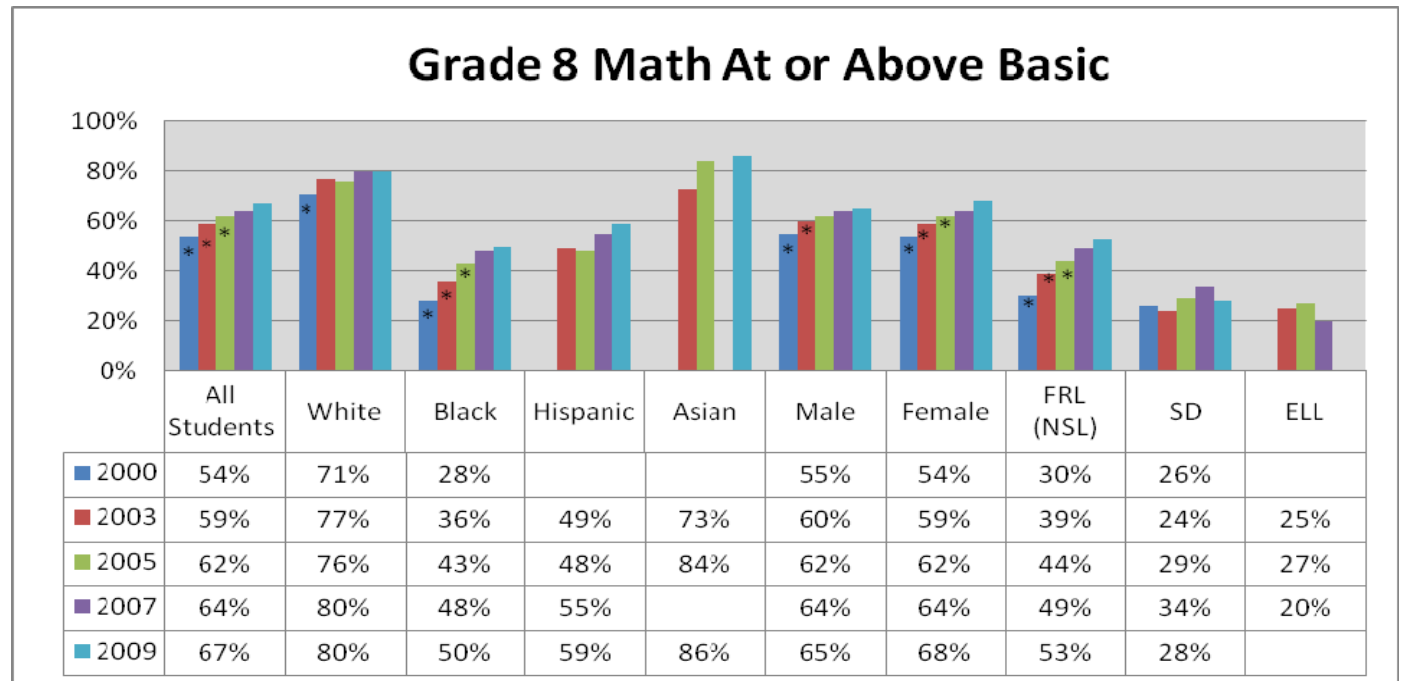
*Value is significantly different from the value for 2009.

Table 5
 Achievement Level – At or Above Basic
 Mathematics 2000-2009
 Grade 8

Table 5: Achievement Level – At or Above Basic						
	2000	2003	2005	2007	2009	*Change 2000-2009
All Students	54%	59%	62%	64%	67%	13
White	71%	77%	76%	80%	80%	9
Black	28%	36%	43%	48%	50%	22
Hispanic	NA	49%	48%	55%	59%	10**
Asian	NA	73%	84%	NA	86%	13**
Male	55%	60%	62%	64%	65%	10
Female	54%	59%	62%	64%	68%	14
FRL (NSL)	30%	39%	44%	49%	53%	23
Students with Disabilities	26%	24%	29%	34%	28%	2
English Language Learner	NA	25%	27%	20%	NA	-5**

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 NA – Reporting standards for sample size not met.

Figure 5
 Achievement Level – At or Above Basic
 Mathematics 2000-2009
 Grade 8



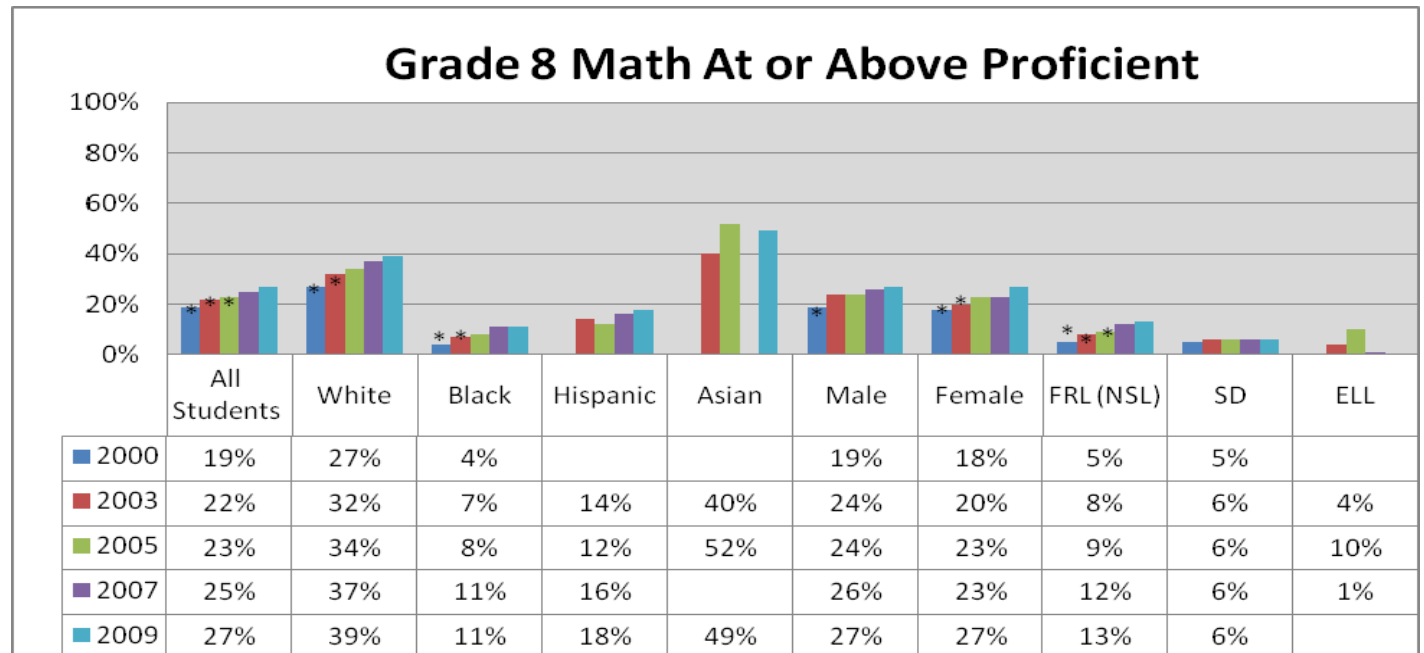
*Value is significantly different from the 2009 value.

Table 6
 Achievement Level – At or Above Proficient
 Mathematics 2000-2009
 Grade 8

Table 6: Achievement Level – At or Above Proficient						
	2000	2003	2005	2007	2009	*Change 2000-2009
All Students	19%	22%	23%	25%	27%	8
White	27%	32%	34%	37%	39%	12
Black	4%	7%	8%	11%	11%	7
Hispanic	NA	14%	12%	16%	18%	4**
Asian	NA	40%	52%	NA	49%	9**
Male	19%	24%	24%	26%	27%	8
Female	18%	20%	23%	23%	27%	9
FRL (NSL)	5%	8%	9%	12%	13%	8
Students with Disabilities	5%	6%	6%	6%	6%	1
English Language Learner	NA	4%	10%	1%	NA	-3**

* Indicates change in percentage points
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 NA – Reporting standards for sample size not met.

Figure 6
 Achievement Level – At or Above Proficient
 Mathematics 2000-2009
 Grade 8



*Value is significantly different from the 2009 value.