

# Florida

NAEP proficiency level and percentile data as well as results from most state assessments demonstrate the existence of substantial Excellence Gaps for African-American, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than African-American students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam, while Hispanic students’ performances were more competitive. Florida state assessments have fairly rigorous standards for advanced status.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math in Grade 4 across subgroups and for non-FARM and white students in Grade 8, with an associated increase in the Excellence Gap. There was little change in Reading but for Hispanic students narrowing the gap with white students in Grade 4 and a widening of the gap between African-American and white students in Grade 8.

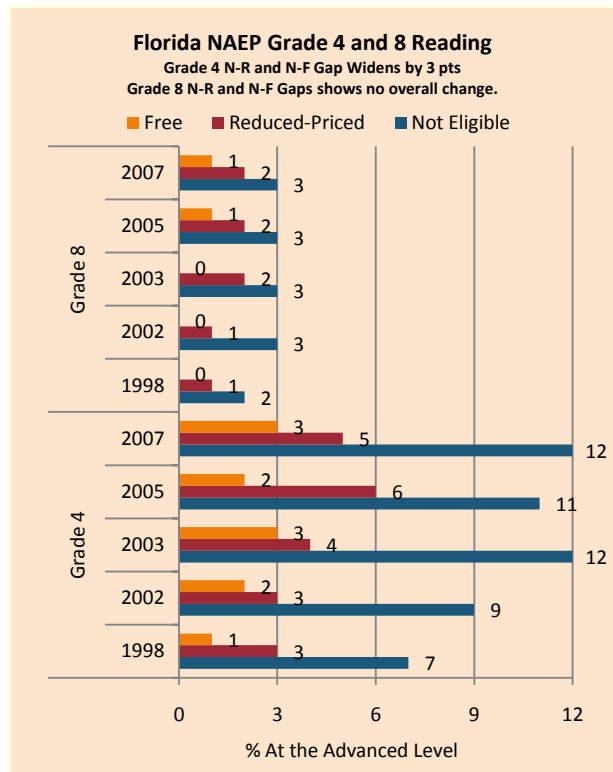
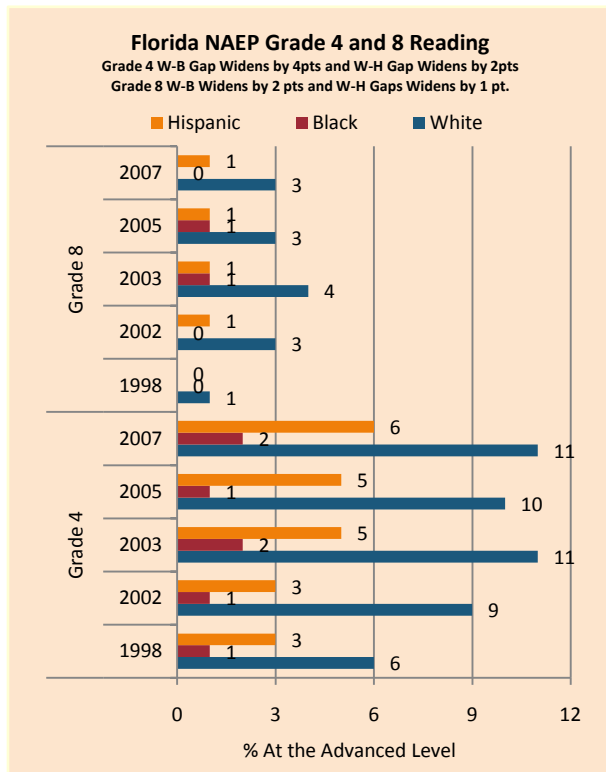
NAEP scale scores at the 90<sup>th</sup> percentile increased in Math except for a decline among Hispanic students in Grade 4, with FARM students in both grades and African-American students in Grade 8 improving more quickly than their peers. Declines in the achievement gap in Reading were partly caused by flat or declining scores among non-FARM and white students.

An increasing percentage of students have scored at the advanced level of achievement in Reading and in Grade 4 and 7 Math for both income and ethnic subgroups, as well as in Grade 10 income subgroups, with an accompanying increase in the Excellence Gap as over-represented groups have outpaced their peers. Achievement gaps have narrowed in Grade 10 Math due to a decline in white students’ performances and a slower decline among African-American students, and stagnation among Hispanic students.

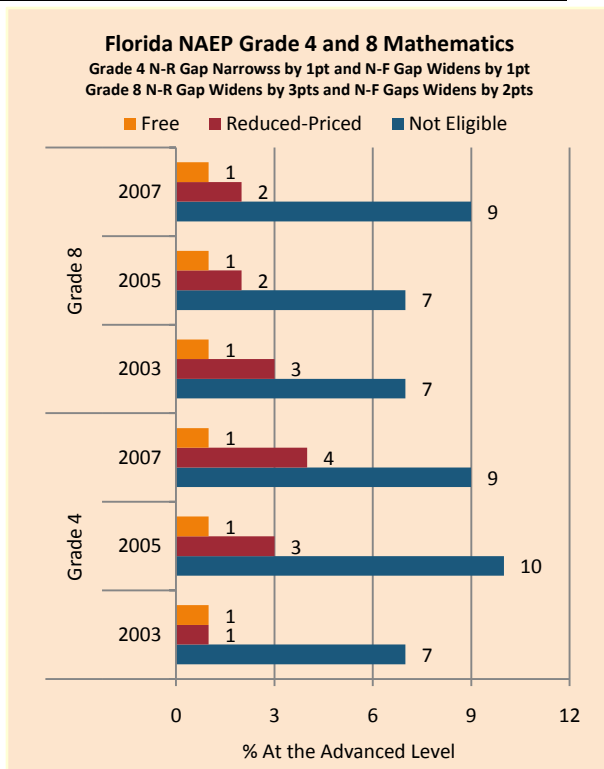
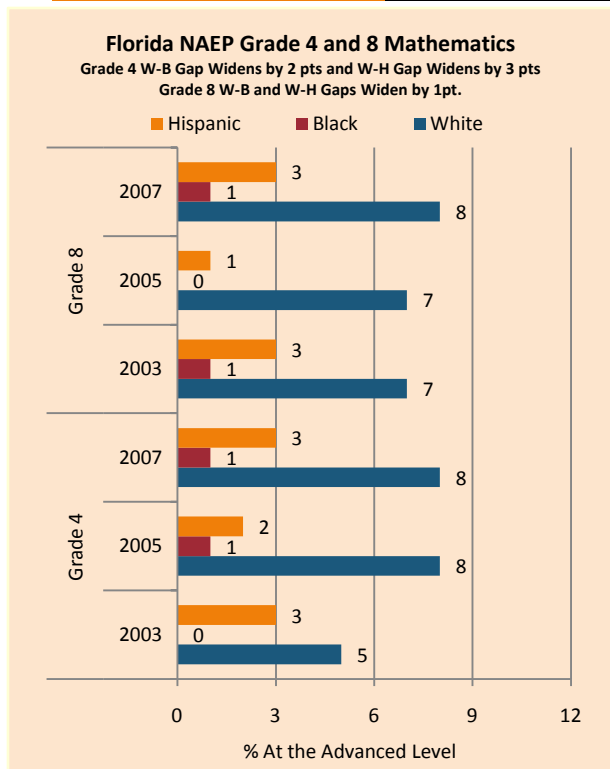
On AP exams, there were modest increases in the gap in mean AP scores but a narrowing of the gap in the percentage of tests which received a 5 on the AP exam. There was an increase in the gap between white and African-American students and a decrease in the gap between white and Hispanic students for the percentage of tests taken which received a 5 on the AP exam weighted by enrollment, as well as increases in the gap for African-American students in the number of tests taken weighted by enrollment.

**Summary of State Policy as of 2006-2007**

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
<b>Florida</b>	yes	yes	126,795	no	yes	\$0	\$0



NAEP Scores at the 90 <sup>th</sup> Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	271	277	3	4
Math 4 Female	268	273		
Math 8 Male	321	323	6	4
Math 8 Female	315	320		
Reading 4 Male	262	261	5	6
Reading 4 Female	267	267		
Reading 8 Male	296	296	11	10
Reading 8 Female	307	306		
Math 4 ELL	256	256	15	20
Math 4 NonELL	271	275		
Math 8 ELL	279	288	40	34
Math 8 NonELL	319	322		
Reading 4 ELL	248	241	17	24
Reading 4 NonELL	265	265		
Reading 8 ELL	272	272	31	30
Reading 8 NonELL	303	301		
Math 4 FARM	256	263	21	18
Math 4 NonFARM	277	281		



Math 8 FARM	300	307	25	23
Math 8 NonFARM	326	330		
Reading 4 FARM	250	252	22	19
Reading 4 NonFARM	272	271		
Reading 8 FARM	289	291	19	16
Reading 8 NonFARM	308	307		
Math 4 White	270	274		
Math 4 Black	253	255	18	19
Math 4 Hispanic	263	262	7	12
Math 8 White	326	330		
Math 8 Black	292	301	34	29
Math 8 Hispanic	310	313	16	16
Reading 4 White	270	270		
Reading 4 Black	243	245	27	25
Reading 4 Hispanic	257	260	13	10
Reading 8 White	309	307		
Reading 8 Black	282	286	27	21
Reading 8 Hispanic	294	297	16	10

FL Comprehensive Assessment Test Grade 4, 7, 10 Reading Excellence Achievement Gaps on Race															
% At or Above Level 5	Grade 4					Grade 7					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2001	10	2	4	8	6	7	1	2	6	5	13	2	5	11	8
2002	9	2	4	7	5	7	1	3	6	4	10	2	4	8	6
2003	9	2	4	7	5	9	2	3	7	6	11	2	4	9	7
2004	10	2	4	8	6	9	1	3	8	6	14	3	6	11	8
2005	11	2	5	9	6	8	1	4	7	4	12	2	4	10	8
2006	9	2	4	7	5	8	2	4	6	4	13	2	6	11	7
2007	11	2	5	9	6	10	2	5	8	5	16	3	7	13	9
2008	13	3	6	10	7	11	2	5	9	6	19	4	8	15	11

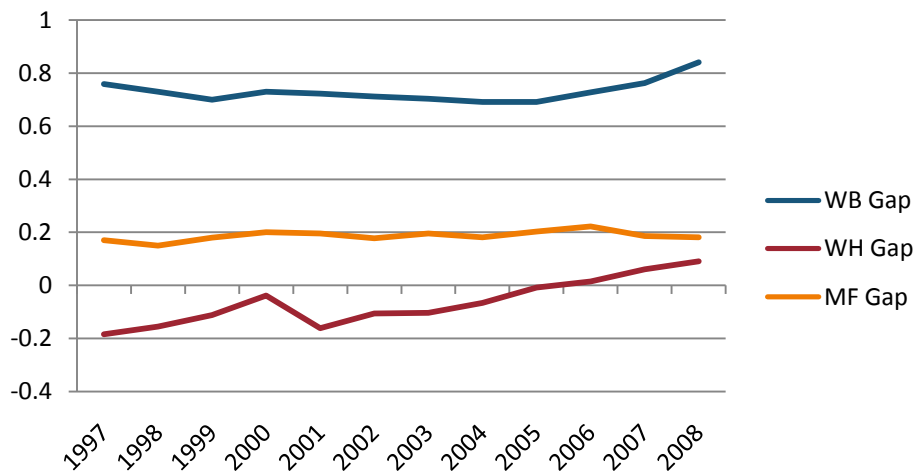
FL Comprehensive Assessment Test Grade 4, 7, 10 Mathematics Excellence Achievement Gaps on Race															
% At or Above Level 5	Grade 4					Grade 7					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2001	5	1	2	4	3	10	1	3	9	7	14	2	5	12	9
2002	5	1	2	4	3	10	2	4	8	6	11	1	4	10	7

<b>2003</b>	6	1	3	<b>5</b>	<b>3</b>	9	1	3	<b>7</b>	<b>6</b>	13	1	5	<b>12</b>	<b>8</b>
<b>2004</b>	8	2	4	<b>6</b>	<b>4</b>	10	2	5	<b>8</b>	<b>5</b>	12	2	5	<b>10</b>	<b>7</b>
<b>2005</b>	8	1	4	<b>7</b>	<b>4</b>	11	2	5	<b>9</b>	<b>6</b>	11	1	4	<b>10</b>	<b>7</b>
<b>2006</b>	11	2	6	<b>9</b>	<b>5</b>	10	2	5	<b>8</b>	<b>5</b>	12	2	5	<b>10</b>	<b>7</b>
<b>2007</b>	11	2	6	<b>9</b>	<b>5</b>	11	2	5	<b>9</b>	<b>6</b>	10	1	4	<b>9</b>	<b>6</b>
<b>2008</b>	14	3	7	<b>9</b>	<b>7</b>	12	2	6	<b>10</b>	<b>6</b>	11	1	5	<b>10</b>	<b>6</b>

FL Comprehensive Assessment Test Grade 4, 7, 10 Reading Excellence Achievement Gaps on SES									
% At or Above Level 5	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2002</b>	11	3	<b>8</b>	8	2	<b>6</b>	9	2	<b>7</b>
<b>2003</b>	11	3	<b>8</b>	10	2	<b>8</b>	11	3	<b>8</b>
<b>2004</b>	12	3	<b>9</b>	10	3	<b>7</b>	13	4	<b>9</b>
<b>2005</b>	13	3	<b>10</b>	9	2	<b>7</b>	11	3	<b>8</b>
<b>2006</b>	11	2	<b>9</b>	9	2	<b>7</b>	12	3	<b>9</b>
<b>2007</b>	13	3	<b>10</b>	11	3	<b>8</b>	15	4	<b>9</b>
<b>2008</b>	14	4	<b>10</b>	12	3	<b>9</b>	18	5	<b>13</b>

FL Comprehensive Assessment Test Grade 4, 7, 10 Mathematics Excellence Achievement Gaps on SES									
% At or Above Level 5	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2002</b>	6	1	<b>5</b>	11	2	<b>9</b>	10	2	<b>8</b>
<b>2003</b>	8	1	<b>7</b>	10	2	<b>8</b>	12	3	<b>9</b>
<b>2004</b>	10	3	<b>7</b>	12	3	<b>9</b>	12	4	<b>8</b>
<b>2005</b>	10	2	<b>8</b>	12	3	<b>9</b>	10	3	<b>7</b>
<b>2006</b>	13	3	<b>10</b>	12	3	<b>9</b>	11	3	<b>8</b>
<b>2007</b>	13	4	<b>9</b>	12	3	<b>9</b>	9	2	<b>7</b>
<b>2008</b>	17	5	<b>12</b>	13	3	<b>10</b>	11	3	<b>9</b>

Gaps in Mean AP Scores



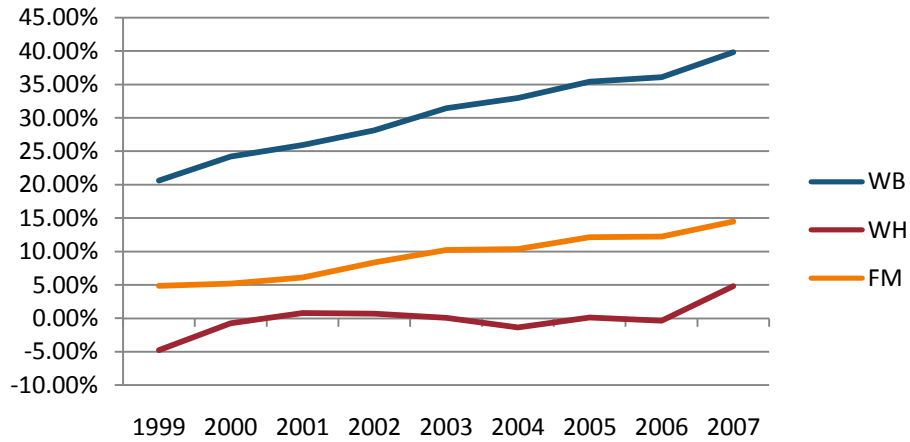
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup\*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	13.82%	13.60%	14.39%	15.00%	13.80%	13.51%	12.53%	13.04%	11.41%	11.11%	10.60%	10.11%
Female	10.87%	10.87%	11.13%	11.32%	10.13%	10.13%	9.14%	9.94%	8.26%	7.86%	7.65%	7.41%
White	10.35%	10.43%	11.30%	11.27%	10.22%	10.34%	8.94%	10.00%	8.96%	8.47%	8.75%	8.51%
Black	2.78%	3.00%	3.52%	3.80%	2.85%	3.30%	2.95%	3.28%	2.82%	2.53%	2.39%	2.00%
Hispanic	22.35%	20.49%	20.34%	19.62%	20.47%	18.50%	18.25%	17.29%	13.22%	12.98%	11.28%	11.15%
M-F Gap	2.96%	2.73%	3.25%	3.69%	3.67%	3.39%	3.39%	3.10%	3.14%	3.25%	2.94%	2.70%
W-B Gap	7.57%	7.43%	7.78%	7.47%	7.37%	7.04%	5.99%	6.71%	6.14%	5.94%	6.36%	6.51%
W-H Gap	-12.01%	-10.06%	-9.04%	-8.35%	-10.25%	-8.17%	-9.31%	-7.29%	-4.26%	-4.51%	-2.53%	-2.64%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment\*

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male	3.73%	4.21%	4.16%	4.42%	4.69%	5.21%	4.87%	5.29%	5.61%
Female	3.42%	3.76%	3.67%	4.16%	4.36%	5.00%	4.53%	4.70%	5.16%
White	3.20%	3.71%	3.66%	4.10%	4.07%	4.78%	4.64%	4.64%	5.58%
Black	0.27%	0.33%	0.28%	0.38%	0.42%	0.49%	0.46%	0.47%	0.57%
Hispanic	6.74%	6.62%	7.17%	7.21%	8.31%	8.51%	6.84%	7.17%	6.65%
M-F Gap	0.30%	0.45%	0.49%	0.26%	0.34%	0.21%	0.34%	0.59%	0.45%
W-B Gap	2.93%	3.38%	3.38%	3.72%	3.66%	4.30%	4.18%	4.17%	5.01%
W-H Gap	-3.53%	-2.90%	-3.52%	-3.11%	-4.23%	-3.72%	-2.19%	-2.52%	-1.07%

**Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment\***



\*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.