

News Release

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State’s overall NAEP results are stable; exceed national averages

MADISON — Wisconsin’s overall mathematics results from the 2009 National Assessment of Educational Progress (NAEP) were stable from the previous assessment, above national averages, and mirrored national trends.

African American achievement and the achievement gap between African American and white students showed positive movement at both fourth and eighth grades. “Looking at NAEP data over the years, Wisconsin has made slow, but steady gains in mathematics achievement for both overall achievement and for most subgroups of students,” said State Superintendent Tony Evers. “However, achievement gaps, in particular for African American students in Wisconsin, are too large. We must do more.”

The 3,830 fourth-graders from Wisconsin who took the NAEP mathematics tests between January and March had an average score of 244, the same as in 2007 and five points higher than the national average (239), which also was the same as in 2007. At eighth grade, 3,474 state students had an average score of 288, which was up two points, though statistically the same as in 2007. Nationally, the average score at eighth grade was 282, up two points from 2007.

Evers noted that socio-economic, language-learning, and disability status all impact student achievement. “There are achievement gaps across the nation, and Wisconsin is no

2009 NAEP Mathematics
Average Scale Scores for Public School Participants

	Grade 4		Grade 8	
	State	Nation	State	Nation
Overall	244*	239	288*	282
African-American	217	222*	254	260*
American Indian	228	227	--	267
Asian	240	255*	289	300*
Hispanic	228	227	268	266
White	250*	248	294*	292
Females	242*	238	287*	281
Males	245*	240	289*	283
Disadvantaged	229*	228	269*	266
Not Disadvantaged	252*	250	297*	293
Students with Disabilities	222	220	255*	249
Non-disabled	247*	242	293*	285
English-Language Learners	223*	218	259*	243
Non-ELL	245*	242	289*	284

-- Sample size insufficient to permit a reliable estimate.

* Statistically higher (p<.05) within the same reporting group when comparing Wisconsin and national public students for same grade and year. No (*) between groups means the scores are not statistically different.

(more)

exception. These results reaffirm that one of the biggest challenges facing our state is increasing academic achievement for students of color,” he said.

“Our hopes and dreams for our students require much higher academic achievement,” Evers said. “We must work diligently toward the goal of preparing all students for work or further education and develop assessments that demonstrate those achievements. Our efforts to strengthen state mathematics standards, our participation in the Common Core Standards initiative, and our plans to transform our state assessment system should help us quicken the pace of gains for mathematics achievement.”

Wisconsin students from economically disadvantaged families, which are those eligible for free or reduced-price school meals, had average scores that were higher than their peers nationally. Likewise, Wisconsin’s students who are English-language learners (ELL) had NAEP mathematics results that were significantly higher than ELL students nationally.

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NOTE: Additional information about mathematics results from the National Assessment of Educational Progress follows. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2009_41.pdf.

National Assessment of Educational Progress

Average Scale Scores for Public School Participants

Mathematics		Grade 4		Grade 8	
		State	Nation	State	Nation
Overall	1996*	231	222	283	271
	2003	237	234	284	276
	2005	241	237	285	278
	2007	244	239	286	280
	2009	244	239	288	282
African-American	1996*	198	199	240	241
	2003	209	216	241	252
	2005	210	220	246	254
	2007	212	222	247	259
	2009	217	222	254	260
American Indian	1996*	--	--	--	--
	2003	224	224	--	265
	2005	--	227	--	266
	2007	--	229	--	265
	2009	228	227	--	267
Asian	1996*	--	225	--	--
	2003	230	246	273	289
	2005	236	251	286	294
	2007	245	254	290	296
	2009	240	255	289	300
Hispanic	1996*	211	204	--	250
	2003	221	221	262	258
	2005	224	225	265	261
	2007	229	227	268	264
	2009	228	227	268	266
White	1996*	236	230	288	280
	2003	243	243	290	287
	2005	247	246	291	288
	2007	250	248	292	290
	2009	250	248	294	292

* Accommodations not permitted.

-- Sample size insufficient to permit a reliable estimate.

Mathematics		Grade 4		Grade 8	
		State	Nation	State	Nation
Disadvantaged	1996*	215	207	262	252
	2003	221	222	259	258
	2005	225	225	263	261
	2007	228	227	266	265
	2009	229	228	269	266
Not Disadvantaged	1996*	237	231	289	279
	2003	244	244	292	287
	2005	249	248	292	288
	2007	252	249	293	291
	2009	252	250	297	293
Students with Disabilities	2003	211	214	247	242
	2005	221	218	250	244
	2007	223	220	249	246
	2009	222	220	255	249
Non-Disabled	2003	240	236	289	280
	2005	243	240	289	281
	2007	247	241	290	284
	2009	247	242	293	285
English-Language Learners	2003	215	214	--	241
	2005	225	216	269	244
	2007	227	217	260	245
	2009	223	218	259	243
Non-ELL	2003	238	236	285	278
	2005	242	239	285	280
	2007	245	242	287	282
	2009	245	242	289	284

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