



Tuesday, September 25, 2007, 10 a.m. EDT

**STATEMENT ON RESULTS FROM  
*THE NATION'S REPORT CARD: MATHEMATICS 2007™* and  
*THE NATION'S REPORT CARD: READING 2007™***

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It is important to view the 2007 reading and mathematics results in the context of the enormous demographic shifts that have occurred over the past 17 years. For example, nationally, between 1992 and 2007, the Hispanic public school student population tripled at grade 4 (7 percent to 21 percent in mathematics, 7 percent to 20 percent in reading); and more than doubled at grade 8 (7 percent in 1990 to 19 percent in 2007 in mathematics; 12 percent in 1998 to 18 percent in 2007 in reading).

But in three of the nation's largest four states—California, Florida, New York and Texas—which together make up over 33 percent of all students in the nation, these shifts have resulted in far higher numbers of Hispanic students being tested.

The Hispanic student population in California grew from 30 percent in 1992 to 54 percent in 2007 at grade 4 mathematics and from 30 percent in 1990 to 48 percent in 2007 at grade 8 mathematics. In Texas, this student population grew from 34 to 45 percent at grade 4 and 33 to 44 percent at grade 8, while in Florida the increase was 12 to 25 percent and 12 percent to 24 percent at grades 4 and 8, respectively.

These four large states posted significant gains for minority students—mirroring a national trend—and had some of the largest shares of minority students scoring at or above *Proficient* on the math and reading assessments. For example:

- Both Black and Hispanic 4<sup>th</sup>-graders in Florida, New York and Texas scored at or above the national average for their peers on the 2007 math assessment.

- Both Black and Hispanic 8<sup>th</sup>-graders in Florida and Texas scored at or above the national average on math in 2007. Compared to their 8<sup>th</sup>-grade peers nationally, Black and Hispanic students in Texas tied the second highest score.
- Representing one-quarter of Florida 4<sup>th</sup>-graders assessed in math, 33 percent of Hispanic students scored at or above the *Proficient* level—11 percentage points above the national average and the second highest rate nationally for Hispanic 4<sup>th</sup>-graders.
- California’s 10-point increase in 8<sup>th</sup>-grade math scores since 2000 was 2 points greater than the national average for growth during that period, although the state’s overall score was still 10 points below the national average in 2007.
- While California has kept pace with the nation with a 17-point gain since 2000 in the percentage of 4<sup>th</sup>-graders scoring at or above *Proficient* in math in 2007—raising the total to 30 percent—the state still trails the national average in this category.

Progress in closing achievement gaps, however, has been slow and inconsistent. Between 2000 (2003 for Florida) and 2007 in grade 4 mathematics, the White-Hispanic score gap was cut by 2 points in Texas, but widened by 2 points in California and Florida. New York reduced its gap by 9 points.

In grade 8 mathematics during the same period, California and Florida reduced the White-Hispanic score gap by 4 points, Texas cut its gap by 1 point, and New York saw an 8-point reduction in its gap.

Reading presents a similar picture of modest reductions in the score gaps. Between 2002 and 2007, in grade 4 reading, the White-Hispanic score gap was reduced by 3 points in New York and Texas, reduced by 5 points in Florida, and grew by 1 point in California.

During the same period for grade 8 reading, score gaps were reduced in Florida (5 points), Texas (2 points), and California (1 point), while New York’s gap grew by 6 points.

Closing the achievement gap more quickly is the major challenge of the next three to five years, particularly in the large states with fast-growing minority student populations. NAEP can help by placing more emphasis on in-depth cross-state comparisons among similar large states. Meanwhile, state and local leaders can focus on identifying district and school instructional “best practices” that are designed to reduce achievement gaps.