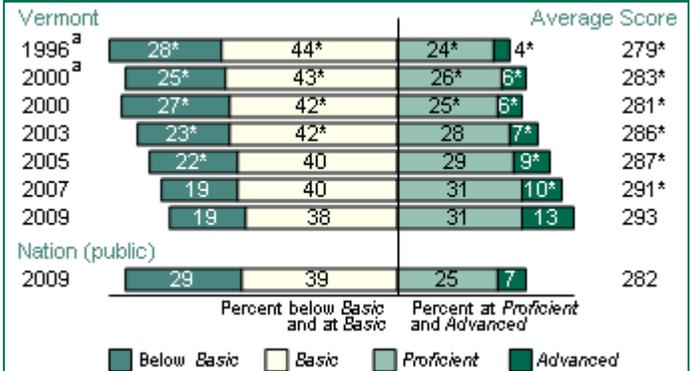


Overall Results

- In 2009, the average score of eighth-grade students in Vermont was 293. This was higher than the average score of 282 for public school students in the nation.
- The average score for students in Vermont in 2009 (293) was higher than their average score in 2007 (291) and was higher than their average score in 1996 (279).
- In 2009, the score gap between students in Vermont at the 75th percentile and students at the 25th percentile was 47 points. This performance gap was not significantly different from that of 1996 (42 points).
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 43 percent in 2009. This percentage was not significantly different from that in 2007 (41 percent) and was greater than that in 1996 (27 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 81 percent in 2009. This percentage was not significantly different from that in 2007 (81 percent) and was greater than that in 1996 (72 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
^a Accommodations not permitted.
 NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

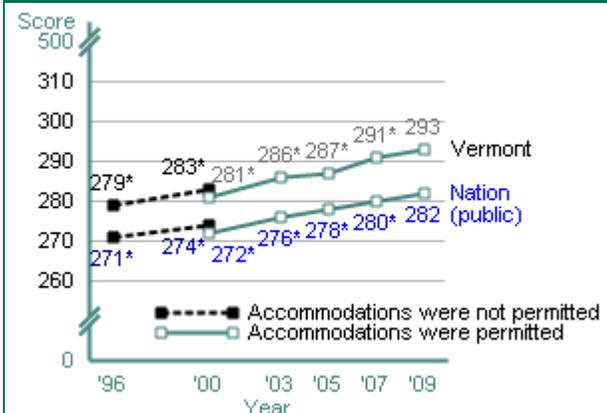


¹ Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **Vermont** was

- lower than that in 1 state/jurisdiction
- higher than those in 45 states/jurisdictions
- not significantly different from those in 5 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

| Reporting Groups | Percent of students | Avg. score | Percentages at or above | | Percent at Advanced | |
|--------------------------------------|---------------------|------------|-------------------------|------------|---------------------|----|
| | | | Basic | Proficient | | |
| Gender | | | | | | |
| Male | 50 | 294 | 81 | 45 | 14 | |
| Female | 50 | 292 | 81 | 42 | 11 | |
| Race/Ethnicity | | | | | | |
| White | 94 | 293 | 82 | 44 | 13 | |
| Black | 2 | ‡ | ‡ | ‡ | ‡ | |
| Hispanic | 1 | ‡ | ‡ | ‡ | ‡ | |
| Asian/Pacific Islander | 2 | ‡ | ‡ | ‡ | ‡ | |
| American Indian/Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ | |
| National School Lunch Program | | | | | | |
| Eligible | 2 | 9 | 277 | 67 | 24 | 4 |
| Not eligible | 2 | 71 | 300 | 87 | 51 | 17 |

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, male students in Vermont had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1996 (3 points).
- Data are not reported for Black students in 2009, because reporting standards were not met.
- Data are not reported for Hispanic students in 2009, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 23 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was wider than that in 1996 (17 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2009 Mathematics Assessments.