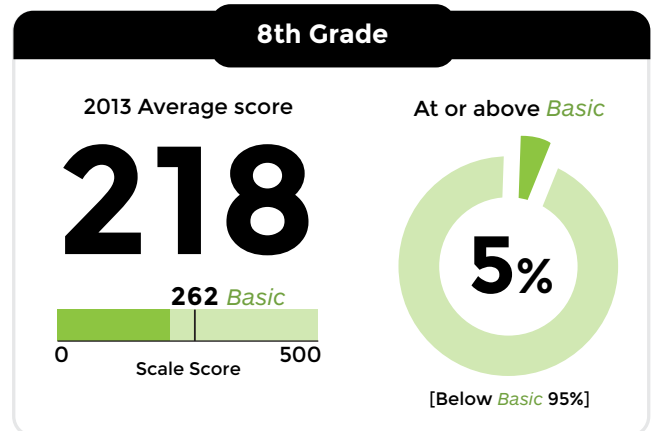
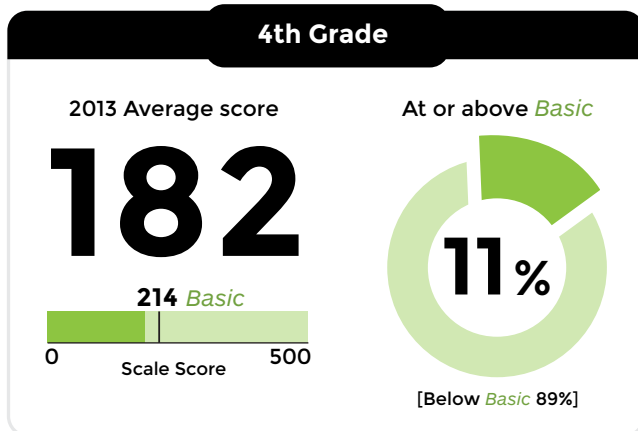


NAEP Mathematics in Puerto Rico: 2013

In 2013, representative samples of approximately 4,600 fourth-grade students from 150 public schools and 5,200 eighth-grade students from 120 public schools in Puerto Rico participated in a Spanish-language version of the NAEP mathematics assessment. In both 2011 and 2013, the regular operational sections of the mathematics assessment were augmented with special sections of mathematics questions to better measure — both more precisely and reliably — the full range of mathematical abilities. Fourth- and eighth-grade students in Puerto Rico also participated in NAEP mathematics assessments in 2003, 2005, and 2007. Because of issues such as relatively large portions of omitted responses and incorrect responses, results from these earlier assessments cannot be compared to 2011 and 2013.

Average scores for students in Puerto Rico were unchanged between 2011 and 2013, with fourth-graders scoring 182 in both years and eighth-graders scoring 218. Students who scored at least 214 at grade 4 and at least 262 at grade 8 reached the *Basic* achievement level, which denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at the grade assessed. One percent or fewer of fourth- and eighth-grade students in Puerto Rico scored at or above the *Proficient* level.

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time. For more information, download [An Overview of NAEP](#).



Classroom Context

As part of the 2013 mathematics assessment, teachers of fourth- and eighth-grade students were asked various questions about their training and their teaching contexts:

- A majority of fourth- and eighth-grade students in Puerto Rico (80 and 87 percent, respectively) had teachers who reported that their school systems provided “none” or “some” of the necessary materials and resources needed for mathematics instruction, compared to 28 percent of their peers in the nation whose teachers reported similar levels of support.
- At both grades 4 and 8, compared to their peers in the nation, a smaller percentage of students in Puerto Rico had teachers who have master’s degrees (40 percent compared to 48 percent at grade 4; and 43 percent compared to 52 percent at grade 8).