

# Idaho

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of excellence gaps for Hispanic and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam. Idaho state assessments have a much lower threshold for achieving excellence than most other states or the NAEP.

According to NAEP proficiency data, the percentage of students at the advanced level increased in both grades of Math and Reading Grade 4 for White, Hispanic (except for Math Grade 4), FARM, and non-FARM students, with White and non-FARM students improving more rapidly than their peers. The excellence gap narrowed in Reading Grade 8 due to declining performance among White and non-FARM students.

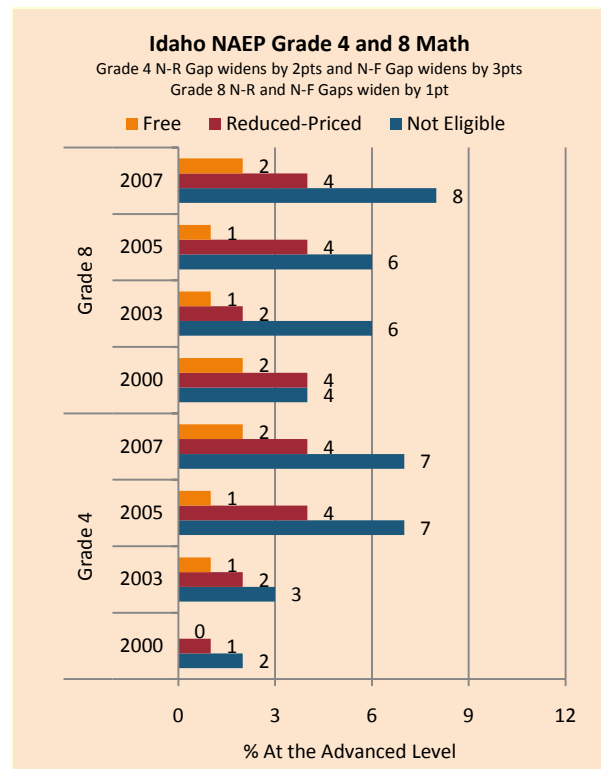
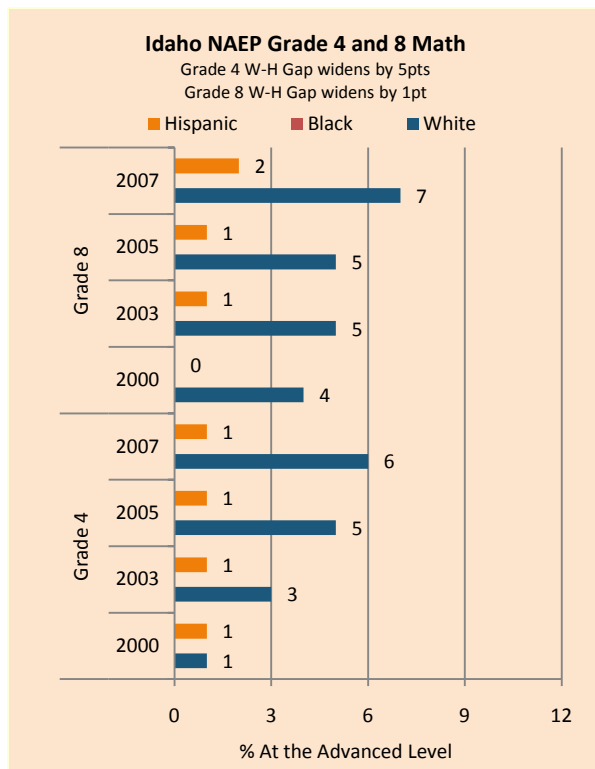
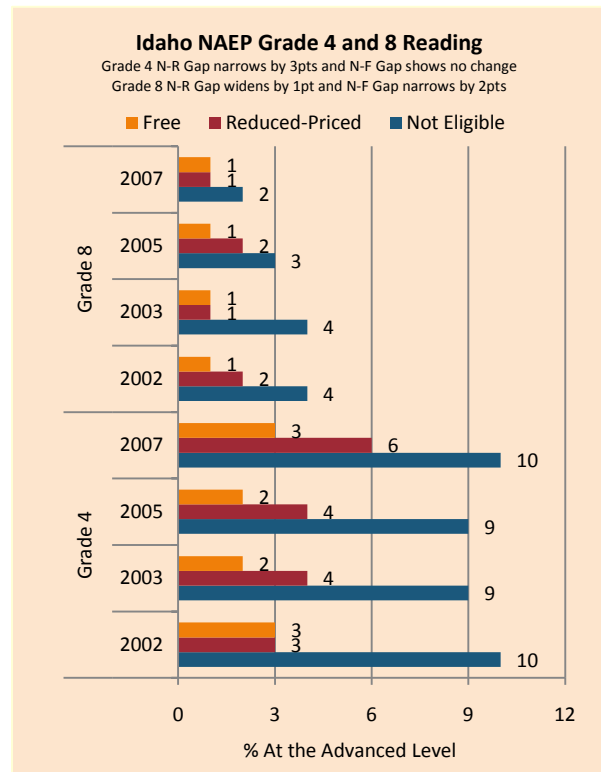
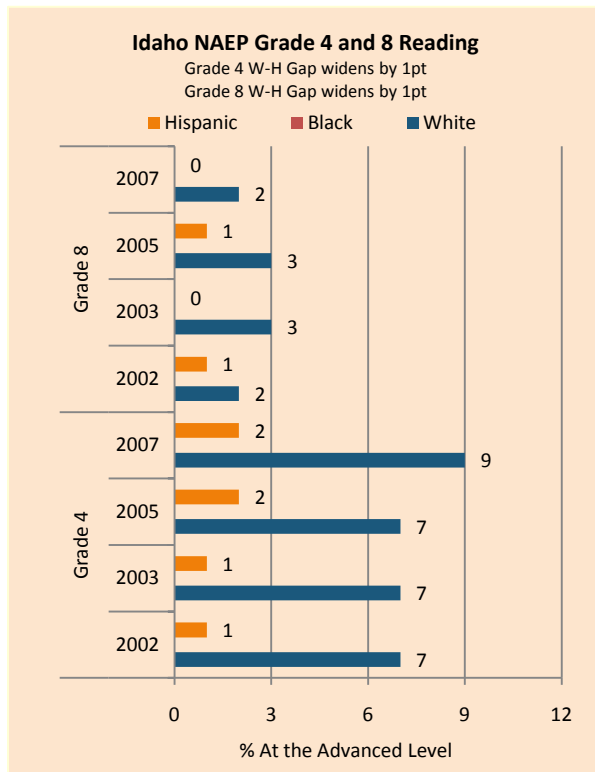
NAEP scale scores at the 90<sup>th</sup> percentile increased among subgroups for which there is available data in Math (both grades) and Reading Grade 4. Hispanic students alone registered improvements in Reading Grade 8 and posted major gains in Math Grade 8. The excellence gap widened for FARM and Hispanic students in Math Grade 4, while other achievement gaps generally shrank. Narrower achievement gaps in Reading Grade 8 were largely due to lower non-FARM and White students’ performances.

The proportion of White, Hispanic, Black, and both higher and lower-income students achieving the highest category of achievement has increased in Math and in Grade 8 and 10 Reading (except for a decline in Black students’ performances in the latter case), while performance has declined in Grade 4 Reading. The trend in the achievement gap was upwards among ethnic and income subgroups in Math but more mixed for Reading with the only major change a widening of the gap for Black students in Grade 10.

On the AP exams, there were modest increases in the gap between White and Hispanic students in mean AP scores and the percentage of tests that scored a 5, but a smaller gap by these measurements for Black students. There were also increases in achievement gaps 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
Idaho	yes	yes	14,610	no	no	\$8,510,000	\$582.48



NAEP Scores at the 90 <sup>th</sup> Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	269	276	4	3
Math 4 Female	265	273		
Math 8 Male	323	328	5	5
Math 8 Female	318	323		
Reading 4 Male	258	261	5	6
Reading 4 Female	263	266		
Reading 8 Male	298	299	12	7
Reading 8 Female	310	305		
Math 4 ELL	242	248	25	27
Math 4 NonELL	268	275		
Math 8 ELL	280	290	42	36
Math 8 NonELL	322	326		
Reading 4 ELL	233	231	28	34
Reading 4 NonELL	261	265		
Reading 8 ELL	277	271	28	32
Reading 8 NonELL	305	303		
Math 4 FARM	260	265	10	13
Math 4 NonFARM	270	278		
Math 8 FARM	308	315	18	14
Math 8 NonFARM	325	330		
Reading 4 FARM	250	254	16	15
Reading 4 NonFARM	266	269		
Reading 8 FARM	297	294	12	10
Reading 8 NonFARM	308	304		
Math 4 White	269	278		
Math 4 Black	255	264	14	14
Math 4 Hispanic	257	261	12	17
Math 8 White	323	328		
Math 8 Black				
Math 8 Hispanic	293	310	29	17
Reading 4 White	262	265		
Reading 4 Black				
Reading 4 Hispanic	242	244	21	21
Reading 8 White	306	303		
Reading 8 Black				
Reading 8 Hispanic	283	286	23	17

ID Standards Achievement Test Grade 4, 8, 10 Reading Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 8					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	43.7	32.3	14.5	11.4	29.2	37.6	21.2	10.3	16.4	27.3	29.9	22.2	5.8	7.7	24.1
2004	50.1	32.1	19.6	18	30.5	41	36.1	12.9	4.9	28.1	39.5	24.3	11.6	15.2	27.9
2005	48.6	39.4	21	9.2	27.6	43.8	33.1	17.6	10.7	26.2	40.2	22.4	14.7	17.8	25.5
2006	50.9	36.9	23.1	14	27.8	51	40.1	17	10.9	34	47.9	40.5	17.3	7.4	30.6
2007	33.9	21.7	9.9	12.2	24	41.9	27.9	16.1	14	25.8	34	21.9	11.3	12.1	22.7
2008	39.2	25.5	13.1	13.7	26.1	53.1	36.4	24.2	16.7	28.9	34.6	19.6	11	15	23.6

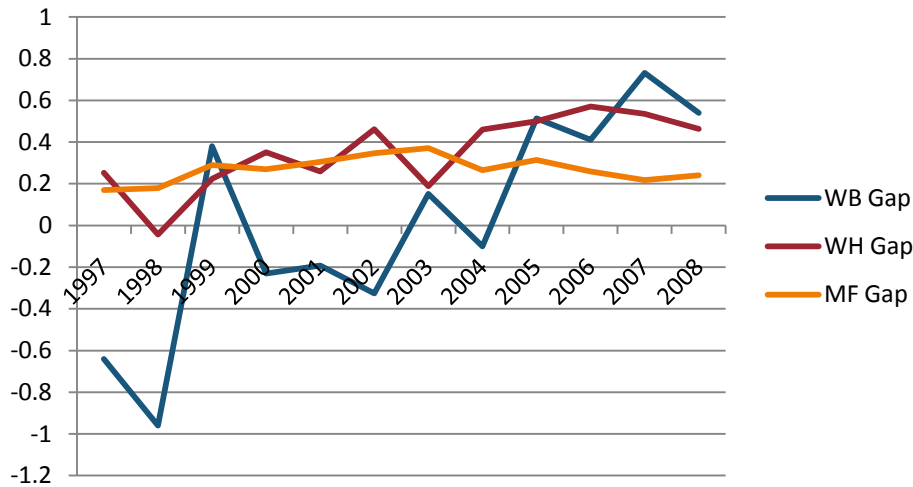
ID Standards Achievement Test Grade 4, 8, 10 Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 8					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	25.9	13.6	8.5	12.3	13.6	14.1	6.1	<5	8	9.1<	27.5	9.5	6.2	18	21.3
2004	35.5	18.9	15.5	16.6	20	21.5	13.3	6.2	8.1	15.3	24.3	9.9	6.4	14.4	17.9
2005	47	31.6	21.3	15.4	25.7	23.8	12.8	6.4	11	19.4	20	8.3	5.5	11.7	14.5
2006	44.6	27.1	20	17.5	24.6	30.1	16.1	8.4	14	21.7	21.8	13.6	5.9	8.2	15.9
2007	36.6	24.5	15.5	12.1	21.1	32.6	17.9	11.4	14.7	21.2	31.3	16.9	9.7	14.4	21.6
2008	43.4	23.8	21.2	19.6	22.2	36.7	20.2	14.5	16.5	22.2	41.5	23.7	15.8	17.8	25.7

ID Standards Achievement Test Grade 4, 8, 10 Reading Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 8			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
2003	47.8	27.1	20.7	Data is not available			31.0	16.6	14.4
2004	56.5	32.1	24.4	46.2	23	23.2	42.1	22.6	19.5
2005	55.0	32.1	22.9	48.3	28	20.3	42.6	24.9	17.7
2006	57.2	33.5	23.7	56.4	30.7	25.7	51.0	29.3	21.7
2007	38.8	19.4	19.4	46	25.5	20.5	36.6	19.1	17.5
2008	43.6	23.4	20.2	57	34.1	22.9	36.5	19.1	17.4

ID Standards Achievement Test Grade 4, 8, 10 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 8			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
2003	28.8	15.3	13.5	Data is not available			28.9	14.2	14.7

<b>2004</b>	40.8	22.1	<b>18.7</b>	25	10.5	<b>14.5</b>	26.4	12.5	<b>10.9</b>
<b>2005</b>	52.4	32.3	<b>20.1</b>	26.9	13.1	<b>13.8</b>	22.0	10.1	<b>11.9</b>
<b>2006</b>	49.7	29.7	<b>20</b>	34.7	15.6	<b>19.1</b>	24.3	10.2	<b>14.1</b>
<b>2007</b>	41.2	23.8	<b>17.4</b>	36.5	17.9	<b>18.6</b>	33.8	17.4	<b>16.4</b>
<b>2008</b>	47.8	28.9	<b>18.9</b>	40.4	20.6	<b>19.8</b>	43.8	24.2	<b>19.6</b>

Gaps in the Mean AP Scores

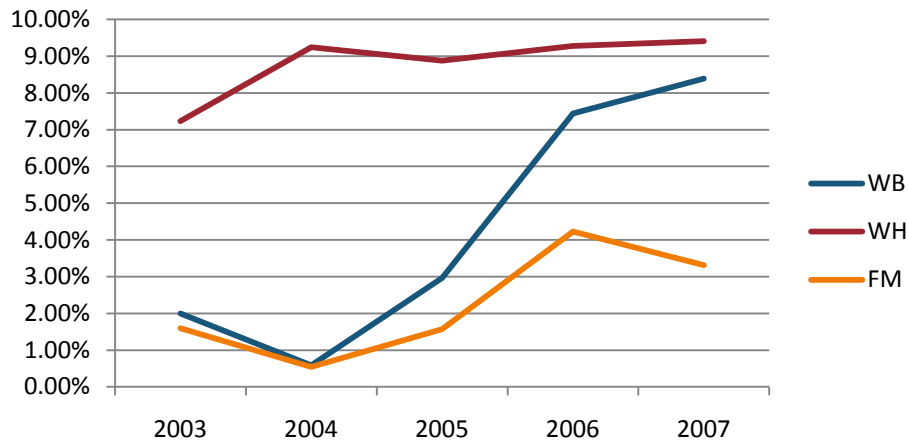


Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*												
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	14.40%	14.09%	12.81%	13.51%	13.76%	16.93%	16.88%	16.33%	15.56%	15.06%	14.16%	16.17%
Female	8.91%	8.22%	7.03%	7.12%	7.81%	8.96%	8.75%	10.95%	9.04%	9.08%	9.86%	10.24%
White	11.26%	10.92%	8.79%	10.02%	10.01%	13.27%	12.69%	13.54%	12.11%	11.89%	12.24%	13.17%
Black	0.00%	0.00%	0.00%	0.00%	28.57%	35.29%	6.25%	15.38%	0.00%	9.09%	4.00%	8.57%
Hispanic	11.11%	14.58%	10.29%	14.29%	8.97%	2.75%	10.48%	11.54%	7.25%	5.69%	5.05%	6.44%
M-F Gap	5.49%	5.88%	5.78%	6.38%	5.96%	7.98%	8.13%	5.38%	6.52%	5.98%	4.30%	5.92%
W-B Gap	11.26%	10.92%	8.79%	10.02%	-18.56%	-22.02%	6.44%	-1.85%	12.11%	2.80%	8.24%	4.59%
W-H Gap	0.15%	-3.66%	-1.50%	-4.27%	1.04%	10.52%	2.21%	2.00%	4.86%	6.20%	7.19%	6.73%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*					
	2003	2004	2005	2006	2007
Male	1.92%	2.16%	2.28%	2.20%	2.10%
Female	1.13%	1.51%	1.47%	1.71%	1.79%
White	1.48%	1.80%	1.85%	1.94%	2.03%

<b>Black</b>	0.61%	1.96%	0.00%	0.81%	0.33%
<b>Hispanic</b>	0.47%	0.47%	0.46%	0.40%	0.36%
<b>M-F Gap</b>	0.78%	0.65%	0.81%	0.49%	0.31%
<b>W-B Gap</b>	0.88%	-0.16%	1.85%	1.13%	1.70%
<b>W-H Gap</b>	1.02%	1.33%	1.38%	1.54%	1.67%

**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.