

Missouri

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam while Hispanic students’ performances were more competitive.

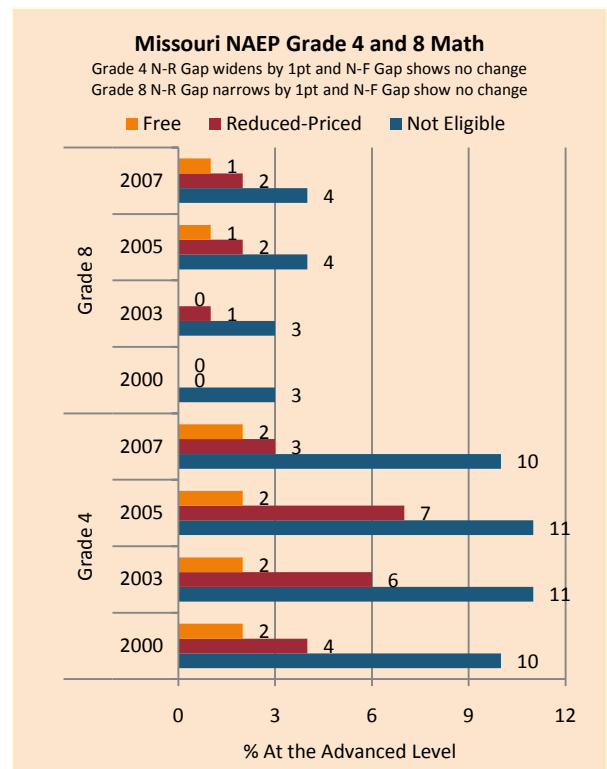
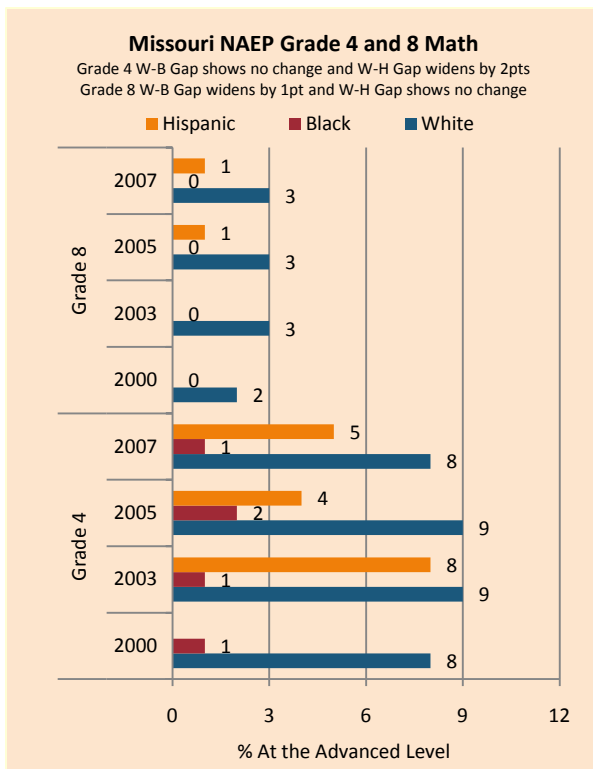
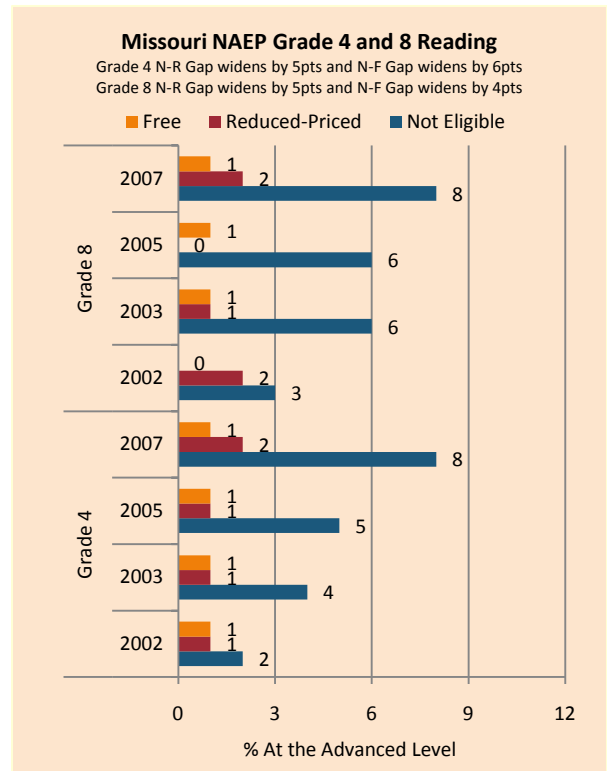
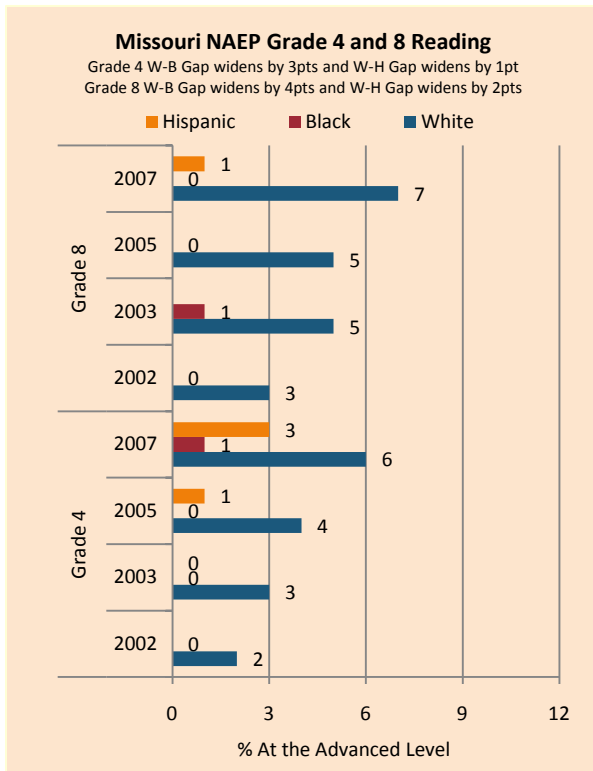
According to NAEP proficiency data, the percentage of students at the advanced level increased across subgroups in Math Grade 4, with additional improvements among non-FARM and white students in Math Grade 8 (where Black students declined). There was stability in Grade 8 Reading performance, but declining numbers in Reading Grade 4. The excellence gap increased for Black and FARM students in Math but declined in Reading Grade 4.

NAEP scale scores at the 90th percentile increased for most groups in Math, except for a decline among Black students in Grade 8. All groups saw lower performance in Reading Grade 4, as did FARM students in Reading Grade 8. Achievement gaps widened for Black students in Math Grade 8 and Reading Grade 4, FARM students in Reading Grade 8, and Hispanic students in Reading Grade 4. Black students had some success in narrowing the excellence gap in Math Grade 4.

The large change in the percentage of students scoring at the advanced level suggests a change in testing procedure before 2006. If trends are examined from that year, the data indicates that student performance was quite stable. The shrinking of the achievement gap in Grade 3 Math and Reading and Grade 8 Math for Black, Hispanic, and lower-income students is largely attributable to declining performance among white and affluent students.

On AP exams, there were increases in achievement gaps in mean AP scores. Black students saw greater gaps with white students in the percentage of exams that earned a 5 (weighted and unweighted), but there was a decline in the gap between white and Hispanic students. There was also a greater gap between white and Black students 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
Missouri	no	no	Not collected	no	no	\$0	N/A



NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	268	275	3	2
Math 4 Female	266	273		
Math 8 Male	322	326	5	7
Math 8 Female	317	319		
Reading 4 Male	262	257	6	8
Reading 4 Female	267	265		
Reading 8 Male	301	301	7	7
Reading 8 Female	308	307		
Math 4 ELL				
Math 4 NonELL	267	274		
Math 8 ELL				
Math 8 NonELL	320	323		
Reading 4 ELL				
Reading 4 NonELL	265	262		
Reading 8 ELL				
Reading 8 NonELL	305	304		
Math 4 FARM	255	262	18	17
Math 4 NonFARM	273	279		
Math 8 FARM	303	308	21	22
Math 8 NonFARM	324	329		
Reading 4 FARM	250	248	20	19
Reading 4 NonFARM	270	267		
Reading 8 FARM	294	292	14	17
Reading 8 NonFARM	309	309		
Math 4 White	266	267		
Math 4 Black	244	248	22	19
Math 4 Hispanic				
Math 8 White	322	326		
Math 8 Black	292	290	30	36
Math 8 Hispanic		308		19
Reading 4 White	267	265		
Reading 4 Black	245	241	23	23
Reading 4 Hispanic	264	258	3	7
Reading 8 White	307	308		
Reading 8 Black	282	282	25	26
Reading 8 Hispanic		285		23

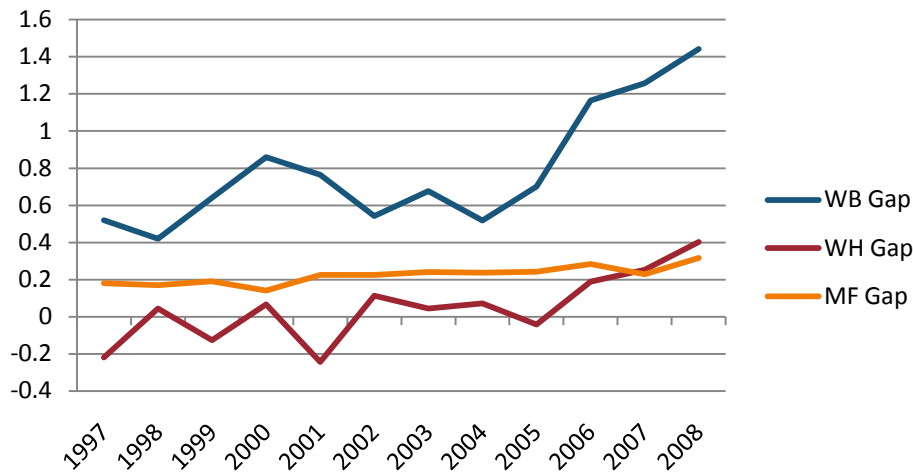
MO Assessment Program Grade 3, 7, 11 in Communication Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 3					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	1.7	0.4	1.0	1.3	0.7	2.2	0.3	0.7	1.9	1.5	0.4	0.1	0.2	0.3	0.2
2004	1.6	0.3	0.8	1.3	0.8	2.7	0.3	1.1	2.4	1.6	0.6	0.1	0.3	0.5	0.3
2005	1.9	0.9	0.9	1.0	1.0	2.4	0.2	0.7	2.2	1.7	0.8	0.1	0.4	0.7	0.4
2006	19.7	7.2	8.4	12.5	11.3	15.1	3.2	5.6	11.9	9.5	12.5	2.7	5.1	9.8	7.4
2007	19.9	7.8	9.8	12.1	10.1	14.2	3	5.2	11.2	9.0	10.8	2.5	5.1	8.3	5.7
2008	18.0	5.9	8.3	12.1	9.7	15.3	3.6	7.6	11.7	7.7	13.6	2.6	6.0	11.0	7.6

MO Assessment Program Grade 4, 8, 10 in 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	7.9	2.1	3.2	5.8	4.7	1.3	0.1	0.3	1.2	1.0	0.9	0.1	0.2	0.8	0.7
2004	9.0	3.5	4.0	5.5	5.0	1.4	0.1	0.3	1.3	1.1	2.0	0.1	0.6	1.9	1.4
2005	9.0	3.3	4.3	5.7	4.7	1.9	0.2	0.9	1.7	1.0	2.5	0.2	0.6	2.3	1.9
2006	10.8	2.8	4.7	8	6.1	14.9	2.2	6.3	12.7	8.6	12.1	1.5	4.4	11.6	7.7
2007	11.4	3	4.9	8.4	6.5	17.2	3.0	6.8	14.2	10.4	9.7	1.7	4.3	8.0	5.4
2008	10.5	3.2	5.4	7.3	5.1	15.2	3.1	6.8	12.1	8.4	13.6	2.2	5.6	11.4	8.0

MO Assessment Program Grade 3, 7, 11 Communication Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 3			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2002	2.3	0.7	1.6	2.5	0.5	2.0	0.8	0.2	0.6
2003	2.1	0.5	1.6	2.6	0.5	2.1	0.5	0.1	0.4
2004	2.0	0.6	1.4	3.4	0.6	2.8	0.6	0.1	0.5
2005	2.5	0.8	1.7	2.9	0.5	2.4	0.9	0.1	0.8
2006	23.0	9.5	13.5	17.6	5.4	12.2	13.3	4.6	8.7
2007	23.3	9.9	13.4	16.9	4.9	12.0	11.6	3.9	7.7
2008	21.8	8.3	13.5	18.2	6.1	12.1	14.7	5.1	9.6

MO Assessment Program 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
2002	9.7	3.2	6.5	1.5	0.3	1.2	0.9	0.2	0.7
2003	9.1	3.1	6.0	1.5	0.4	1.1	1.0	0.2	0.8
2004	10.9	4.2	6.7	1.6	0.3	1.3	2.2	0.4	1.8
2005	10.9	4.1	6.8	2.4	0.3	2.1	2.8	0.6	2.2
2006	12.8	4.7	8.1	17.2	6.6	10.6	13.3	3.6	9.7
2007	13.8	4.7	9.1	20.5	6.7	13.8	10.7	3.1	7.6
2008	12.1	4.4	7.7	20.0	6.9	13.1	15.4	4.7	10.7

Gaps in Mean AP Scores

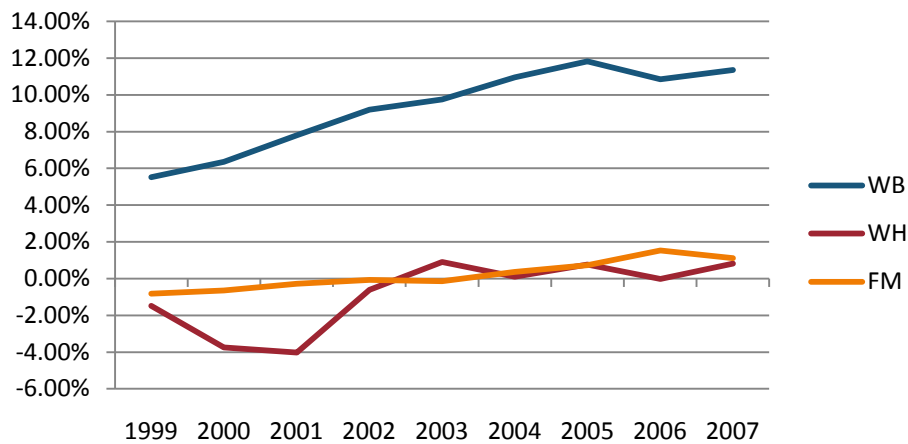


Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	19.87%	21.30%	22.47%	18.92%	19.14%	20.83%	20.53%	21.12%	21.10%	21.83%	20.21%	21.01%
Female	15.15%	17.07%	16.57%	14.62%	13.27%	14.64%	13.07%	14.88%	14.35%	15.23%	15.03%	13.80%
White	16.83%	18.42%	19.37%	16.68%	15.94%	17.39%	16.41%	17.56%	16.89%	18.36%	17.71%	17.47%
Black	8.33%	12.02%	8.66%	4.85%	4.17%	8.29%	6.02%	6.33%	5.94%	3.13%	3.38%	2.96%
Hispanic	21.69%	11.76%	24.35%	14.69%	23.58%	18.50%	17.27%	18.15%	19.32%	13.92%	14.67%	14.22%
M-F Gap	4.72%	4.23%	5.90%	4.29%	5.88%	6.19%	7.47%	6.24%	6.75%	6.61%	5.18%	7.21%
W-B Gap	8.49%	6.40%	10.70%	11.84%	11.77%	9.10%	10.39%	11.24%	10.95%	15.22%	14.33%	14.50%
W-H Gap	-4.86%	6.66%	-4.98%	2.00%	-7.65%	-1.11%	-0.86%	-0.59%	-2.43%	4.44%	3.04%	3.25%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*									
	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male	1.78%	1.65%	1.90%	2.38%	2.51%	2.71%	3.02%	3.13%	3.10%
Female	1.18%	1.18%	1.28%	1.66%	1.58%	1.96%	2.16%	2.42%	2.47%
White	1.39%	1.41%	1.57%	1.98%	2.01%	2.32%	2.51%	2.76%	2.85%
Black	0.14%	0.10%	0.09%	0.18%	0.15%	0.14%	0.18%	0.13%	0.16%
Hispanic	2.10%	1.79%	3.27%	2.22%	1.96%	2.38%	2.73%	2.09%	2.24%
M-F Gap	0.60%	0.47%	0.62%	0.72%	0.93%	0.75%	0.86%	0.71%	0.63%
W-B Gap	1.24%	1.31%	1.49%	1.80%	1.86%	2.18%	2.33%	2.63%	2.69%
W-H Gap	-0.72%	-0.38%	-1.70%	-0.24%	0.05%	-0.06%	-0.21%	0.66%	0.61%

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.