

Vermont

The limited data available from NAEP proficiency level and percentile data as well as results from state assessments suggest the existence of excellence gaps for Black, 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.

According to NAEP proficiency data, the percentage of students at the advanced level increased for FARM and non-FARM students in Math Grade 8 and Reading Grade 4, with additional gains by non-FARM students in Math Grade 4. The Achievement gap widened in Math and Reading Grade 4, while a decline among non-FARM students led to a narrowing of the excellence gap in Grade 8.

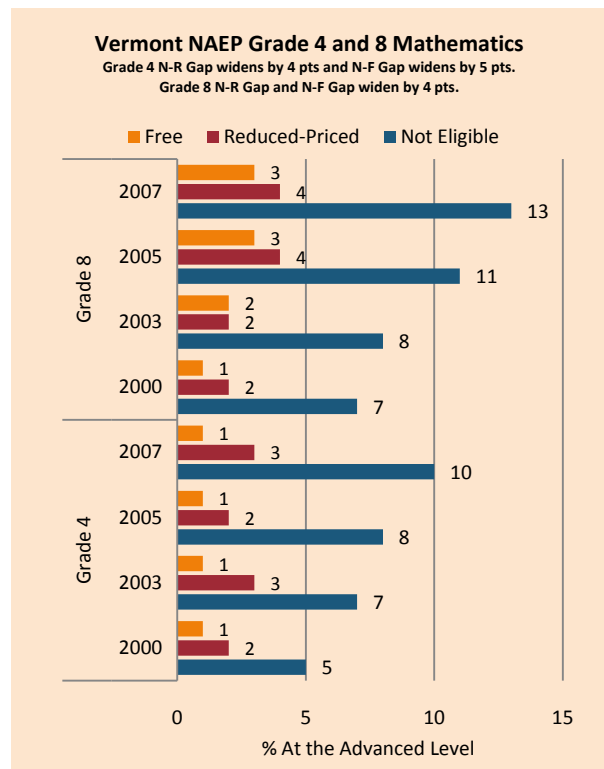
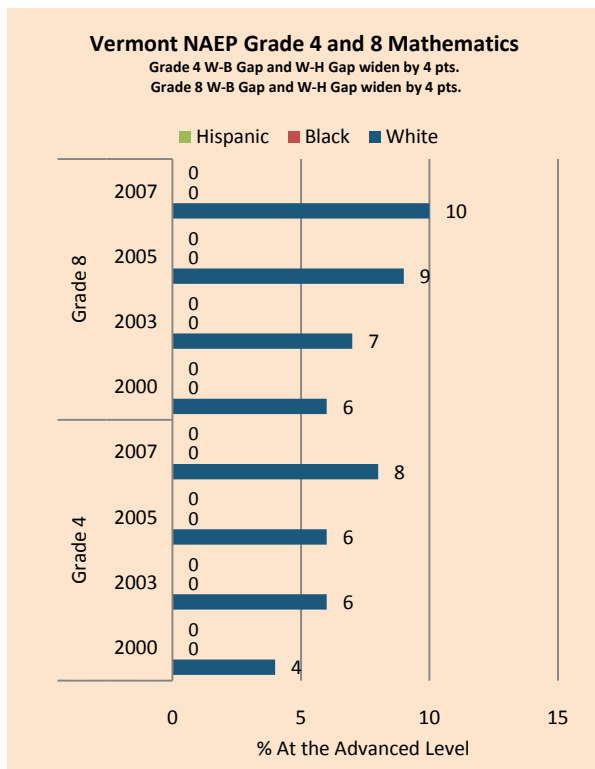
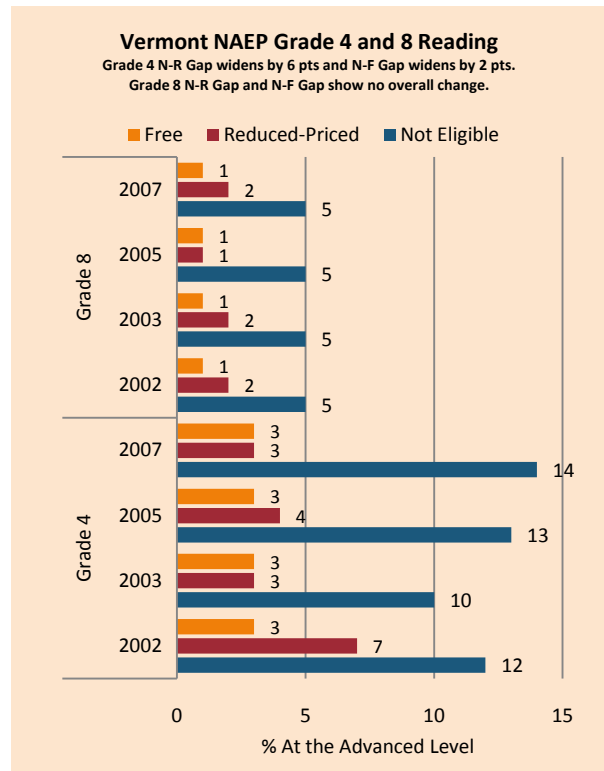
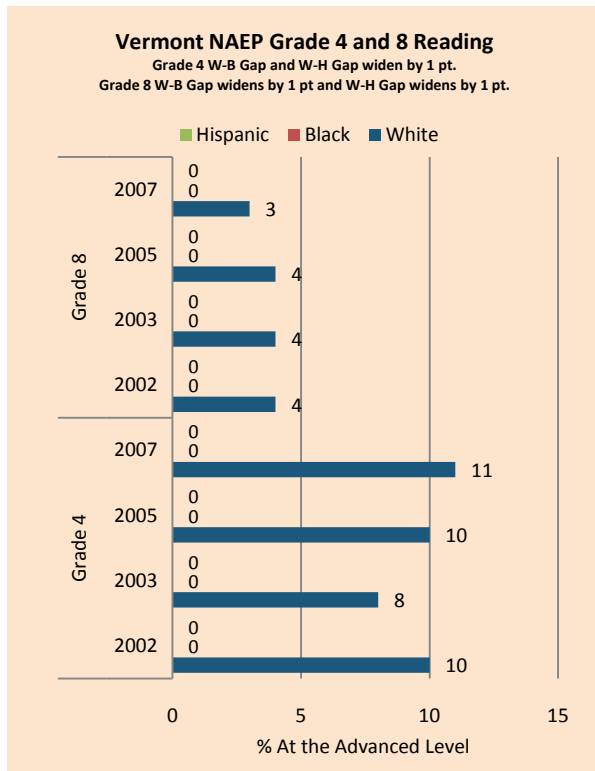
NAEP scale scores at the 90th percentile increased for FARM and non-FARM students in Math, with achievement gaps remaining stable in Grade 4 and shrinking in Grade 8. In Reading Grade 4 non-FARM students’ performances improved while FARM students’ scores declined, with the reverse holding true in Reading Grade 8.

Trend data was only available for the 2006-2007 to 2007-2008 period for Grade 4 and 7 SES gaps. During that period the percentage of students reaching the advanced level on state assessments increased in Grade 4 in both Math and Reading as well as Grade 7 Math. Low-income students kept pace with more affluent students in Grade 4, but students from wealthier backgrounds improved more quickly on Grade 7 Reading tests.

On the AP tests there was a decline in the achievement gap as measured by mean AP scores. There were smaller gaps for Black students in the percentage of exams scoring a 5 (unweighted) and for Hispanic students in the percentage of exams scoring a 5 (weighted) and number of tests taken. There were increases in the gaps between white and Black students in the percentage of exams scoring a 5 (weighted) and the number of tests taken.

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
Vermont	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	277	280	4	5
Math 4 Female	273	276		
Math 8 Male	328	336	2	6
Math 8 Female	326	331		
Reading 4 Male	263	266	4	7
Reading 4 Female	267	273		
Reading 8 Male	304	305	12	8
Reading 8 Female	315	313		
Math 4 ELL		272		6
Math 4 NonELL	275	278		
Math 8 ELL				
Math 8 NonELL	327	334		
Reading 4 ELL				
Reading 4 NonELL	265	270		
Reading 8 ELL				
Reading 8 NonELL	310	310		
Math 4 FARM	262	266	16	15
Math 4 NonFARM	278	282		
Math 8 FARM	308	317	23	21
Math 8 NonFARM	330	337		
Reading 4 FARM	253	252	16	22
Reading 4 NonFARM	268	274		
Reading 8 FARM	293	297	21	15
Reading 8 NonFARM	314	313		
Math 4 White	269	275		
Math 4 Black				
Math 4 Hispanic	250	257	18	18
Math 8 White	327	334		
Math 8 Black				
Math 8 Hispanic				
Reading 4 White	264	270		
Reading 4 Black				
Reading 4 Hispanic				
Reading 8 White	310	309		
Reading 8 Black				
Reading 8 Hispanic				

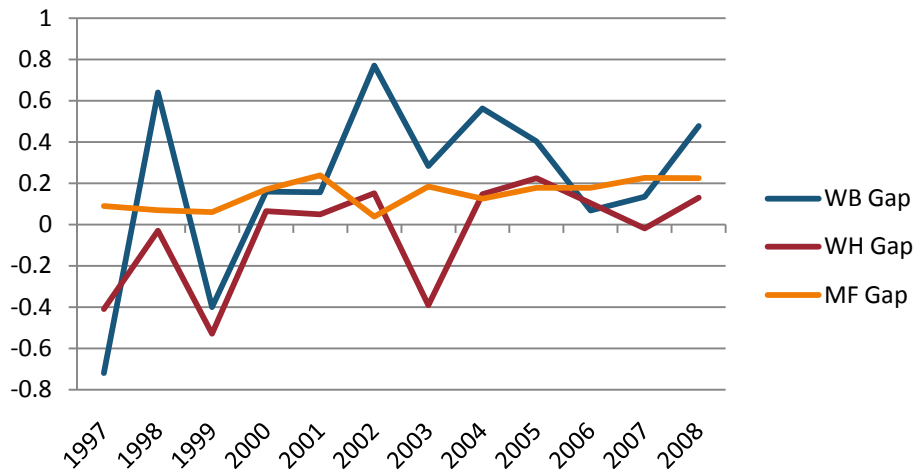
VT– New England Common Assessment Program (NECAP) Grade 4, 7, 11 English/Language Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2007-2008	19	8	0	11	19	16	12	0	4	16	20	9	0	11	20

VT– New England Common Assessment Program (NECAP) Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					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
2007-2008	17	2	0	15	17	20	7	0	13	20	2	0	0	2	2

VT– New England Common Assessment Program (NECAP) Grade 4, 7, 11 English/Language Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006-2007	21	8	13	17	5	12	Data is not Available		
2007-2008	23	10	13	20	6	14	23	8	15

VT – New England Common Assessment Program (NECAP) Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006-2007	21	6	15	26	8	18	Data is not Available		
2007-2008	22	7	15	26	8	18	2	0	2

Gaps in Mean AP Scores



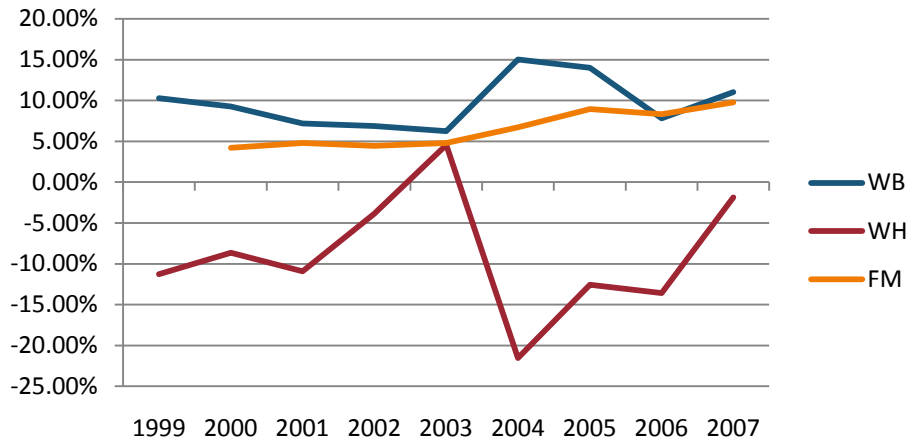
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	14.39%	13.83%	15.70%	20.72%	18.77%	15.70%	15.73%	19.60%	19.66%	19.56%	21.29%	18.36%
Female	11.36%	10.99%	12.37%	13.54%	11.66%	12.88%	12.40%	15.00%	13.41%	14.45%	14.43%	13.31%
White	12.27%	11.74%	12.78%	15.95%	14.74%	14.30%	14.21%	17.22%	16.29%	16.85%	17.31%	15.42%
Black	28.57%	0.00%	40.00%	14.29%	9.09%	0.00%	8.70%	0.00%	11.11%	5.56%	13.95%	5.56%
Hispanic	10.00%	8.33%	17.65%	23.81%	10.71%	14.29%	27.78%	9.09%	10.00%	14.04%	19.23%	13.89%
M-F Gap	3.04%	2.84%	3.33%	7.18%	7.11%	2.82%	3.33%	4.60%	6.25%	5.11%	6.86%	5.05%
W-B Gap	-16.30%	11.74%	-27.22%	1.66%	5.65%	14.30%	5.52%	17.22%	5.18%	11.29%	3.36%	9.87%
W-H Gap	2.27%	3.41%	-4.87%	-7.86%	4.03%	0.02%	-13.57%	8.13%	6.29%	2.81%	-1.92%	1.53%

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		3.11%	3.07%	2.87%	3.12%	3.95%	4.15%	4.88%	6.19%
Female		2.60%	2.47%	2.93%	3.05%	4.03%	4.03%	4.81%	5.60%
White	2.01%	2.56%	2.60%	2.78%	3.00%	3.81%	3.90%	4.48%	5.56%
Black	2.17%	0.97%	0.95%	0.00%	1.29%	0.00%	1.10%	1.04%	2.94%
Hispanic	4.76%	5.88%	3.06%	3.33%	4.59%	3.97%	3.65%	5.63%	6.54%
M-F Gap		0.51%	0.60%	-0.06%	0.07%	-0.08%	0.12%	0.07%	0.58%
W-B Gap	-0.16%	1.59%	1.65%	2.78%	1.71%	3.81%	2.80%	3.43%	2.62%
W-H Gap	-2.75%	-3.32%	-0.46%	-0.55%	-1.59%	-0.16%	0.25%	-1.16%	-0.98%

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.