

## NAEP 2005 Reading Report for Idaho



This report provides selected results from the National Assessment of Educational Progress (NAEP) for Idaho's public school students at grade 8. Beginning in 1992, reading has been assessed in six different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, and 2005).

In the 2005 assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). Idaho participated and met the criteria for reporting public school results.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Reading 2005*, which is available on the NAEP website along with the full set of national and state results in an interactive database (<http://nces.ed.gov/nationsreportcard/>). Released test questions, scoring guides, and question-level performance data are also available on the website.

### K E Y F I N D I N G S F O R 2 0 0 5

#### Grade 8:

- The average reading score for students in Idaho was 264. This was not significantly different from that in 2002 (266) and was not significantly different from that in 2003 (264).
- Idaho's average score (264) was higher than that of the nation's public schools (260).
- The percentage of students in Idaho who performed at or above *Proficient* was 32 percent. This was not significantly different from that in 2002 (34 percent) and was not significantly different from that in 2003 (32 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* was greater than that for the nation's public schools (29 percent).
- The percentage of students in Idaho who performed at or above *Basic* was 76 percent. This was not significantly different from that in 2002 (79 percent) and was not significantly different from that in 2003 (76 percent).
- In Idaho, the percentage of students who performed at or above *Basic* was greater than that for the nation's public schools (71 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

## Introduction

### What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board (NAGB). The objectives for each NAEP assessment are described in a "framework," a document that delineates the important content and process areas to be measured, as well as the types of questions to be included in the assessment. The development process for reading required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and members of the general public. The reading framework is available on the NAGB website ([http://www.nagb.org/pubs/r\\_framework\\_05/761507-ReadingFramework.pdf](http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf)).

The reading framework for the 1992 and 1994 reading assessments also guided the 1998, 2000 (national grade 4 only), 2002, 2003, and 2005 assessments. This framework was developed under the auspices of the Council of Chief State School Officers (CCSSO), directed by NAGB. In 2002, the framework was updated to provide more explicit detail regarding the assessment design. In the process, some of the terms used to describe elements of the reading assessment were altered slightly. It should be noted, however, that these alterations do not represent a change in the content or design of the NAEP reading assessment.

The framework is founded on a body of research from the field of education that defines reading as an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involves the development of an understanding of text, thinking about the text in different ways, and using a variety of text types for different purposes.

Recognizing that readers vary their approach to reading different texts, the framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. Each context for reading is associated with a range of different types of texts that are included in the NAEP reading assessment. All three contexts for reading are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4.

As readers attempt to develop an understanding of a text, they focus on general topics or themes, interpret and integrate ideas, make connections to background knowledge and experiences, and examine the content and structure of the text. The framework accounts for these different approaches to understanding text by specifying four "aspects of reading" that represent the types of comprehension questions asked of students. All four aspects of reading are assessed at all three grades within each context for reading. The reading framework specifies the percentage distribution of questions by grade level for each of the contexts for and aspects of reading.

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the state assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/itmrls/>).

## Who Was Assessed?

Fifty-two jurisdictions participated in NAEP in 2005: the 50 states, the District of Columbia, and the Department of Defense Education Activity Schools (domestic and overseas). The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade, except in small or sparsely populated jurisdictions.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen.

Beginning in 2002, the national sample was obtained by aggregating the samples from each state. The national results include the results from the states and from a sample of private schools, weighted appropriately to represent the U.S. student population. Only public schools, however, are included in the state reports.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) in order for assessment results to be reported publicly. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade.

Participation rates for the 2005 reading assessment are available at the NAEP website (<http://nces.ed.gov/nationsreportcard/reading/sampledesign.asp>).

## How Is Student Reading Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Reading performance for groups of students is reported in two ways: as average scale scores and as achievement levels.

**Scale Scores:** Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, 2002, and 2003. Subscales were created to reflect performance on each of the contexts for reading defined in the NAEP reading framework.

An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8), based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

**Achievement Levels:** Student reading performance is also reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies superior performance.

The achievement levels are cumulative. Therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the general public from throughout the United States. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement levels are to be used on a trial basis until it is determined that they are "reasonable, valid, and informative to the public." (No Child Left Behind Act of 2001, P.L., 107-110, 115 Stat.1425 [2002]). However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The reading achievement-level descriptions are summarized in figure 1.

Figure 1-A	The Nation's Report Card 2005 State Assessment
	Descriptions of NAEP reading achievement levels, grade 8

<b>Basic</b> Level (243)	Eighth-grade students performing at the <i>Basic</i> level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.
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For example, when reading **literary** text, *Basic*-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informational** text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical** text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

<b>Proficient</b> Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. <i>Proficient</i> eighth graders should be able to identify some of the devices authors use in composing text.
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For example, when reading **literary** text, students at the *Proficient* level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informational** text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical** text, *Proficient*-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

<b>Advanced</b> Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.
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For example, when reading **literary** text, *Advanced*-level eighth graders should be able to make complex abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading **informational** text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical** text, *Advanced*-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

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NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.  
SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.

## Assessing Students With Disabilities (SD) and/or English Language Learners (ELL)

The results displayed in this report and official publications of NAEP 2005 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for students with disabilities and students who were English language learners. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the SD and ELL students who were identified as SD or ELL and typically received accommodations in their classroom testing, and who required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

Students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when

- the school's IEP team determined that the student could not participate, because the student's cognitive functioning was so severely impaired that she or he could not participate,
- the student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All ELL who received academic instruction in English for three years or more were to be included in the assessment. Those ELL who received instruction in English for less than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for students categorized as SD or ELL who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998. The results for both samples are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, and 2005).

## Cautions in Interpreting Results

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is but a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to the particular makeup of the samples of students who were selected, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Statistically significant differences are referred to as "significant differences" or "significantly different." Significant differences between 2005 and prior assessments are marked with a notation (\*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can we test hypotheses about the causes of performance differences.

## **NAEP 2005 Reading Overall Scale Score and Achievement-Level Results for Public School Students**

### **Overall Scale Score Results**

In this section student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1992 through 2005.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. In 1998 only, results were reported for two samples of students: one in which accommodations were permitted and one in which accommodations were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Table 1 presents the overall performance results of grade 8 public school students in Idaho the nation (public), and the region. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003 and 2005. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

# NAEP 2005 Reading Report for Idaho

## Grade 8 Scale Score Results

- In 2005, the average scale score for students in Idaho was 264. This was higher than that for students across the nation (260).
- In Idaho, the average scale score for students in 2005 was not significantly different from that in 2002 (266).
- In Idaho, the average scale score for students in 2005 was not significantly different from that in 2003 (264). However, the average scale score for students in public schools across the nation in 2005 was lower than that in 2003 (261).

**Table  
1**

### The Nation's Report Card 2005 State Assessment

**Average reading scale scores and selected percentiles, grade 8 public schools: various years, 2002–2005**

Year and jurisdiction		Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
2002	Nation (public)	263( 0.5)*	219( 0.9)*	242( 0.5)*	265( 0.6)*	286( 0.5)*	303( 0.3)
	Idaho	266( 1.1)	225( 1.3)*	248( 1.1)	269( 1.5)	288( 0.8)	304( 1.8)
2003	Nation (public)	261( 0.2)*	215( 0.5)	240( 0.3)*	264( 0.3)*	286( 0.3)*	304( 0.3)
	West <sup>2</sup>	256( 0.7)	206( 1.8)	233( 1.2)	259( 0.8)	282( 1.1)	301( 0.8)
	Idaho	264( 0.9)	221( 1.9)	245( 1.9)	267( 1.0)	287( 1.1)	304( 1.7)
2005	Nation (public)	260( 0.2)	214( 0.3)	238( 0.3)	263( 0.2)	285( 0.2)	303( 0.2)
	West <sup>2</sup>	255( 0.4)	207( 0.7)	232( 0.4)	257( 0.5)	280( 0.5)	299( 0.6)
	Idaho	264( 1.1)	221( 1.9)	244( 1.7)	267( 1.0)	287( 1.0)	304( 1.7)

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>2</sup> The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

## Overall Achievement-Level Results

In this section student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board (NAGB). These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

In 1998 only, results were obtained for two student samples: one for which accommodations were permitted and one for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Table 2 presents the percentage of students at grade 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent (except for rounding).

# NAEP 2005 Reading Report for Idaho

## Grade 8 Achievement-Level Results

- In 2005, the percentage of Idaho's students who performed at or above *Proficient* was 32 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (29 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2002 (34 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2003 (32 percent).

**Table  
2**

### The Nation's Report Card 2005 State Assessment

Percentage of students at or above reading achievement levels, grade 8 public schools: various years, 2002–2005

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2002	Nation (public)	26( 0.5)*	74( 0.5)*	31( 0.6)*	2( 0.2)
	Idaho	21( 1.1)	79( 1.1)	34( 2.0)	2( 0.5)
2003	Nation (public)	28( 0.3)*	72( 0.3)*	30( 0.3)*	3( 0.1)
	West <sup>2</sup>	34( 0.7)	66( 0.7)	26( 0.8)	2( 0.2)
	Idaho	24( 1.3)	76( 1.3)	32( 1.4)	2( 0.5)
2005	Nation (public)	29( 0.2)	71( 0.2)	29( 0.2)	3( 0.1)
	West <sup>2</sup>	35( 0.5)	65( 0.5)	24( 0.4)	2( 0.1)
	Idaho	24( 1.4)	76( 1.4)	32( 1.2)	2( 0.5)

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>2</sup> The four regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West.

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

## **Comparisons Between Idaho, the Nation, and Other Participating States and Jurisdictions**

Fifty-two jurisdictions participated in the reading assessment in 2005. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Previous NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

### **Comparisons by Average Scale Scores**

Figure 2 compares Idaho's 2005 overall reading scale scores at grade 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Idaho in the NAEP 2005 reading assessment.

### ***Grade 8 Scale Score Comparisons Results***

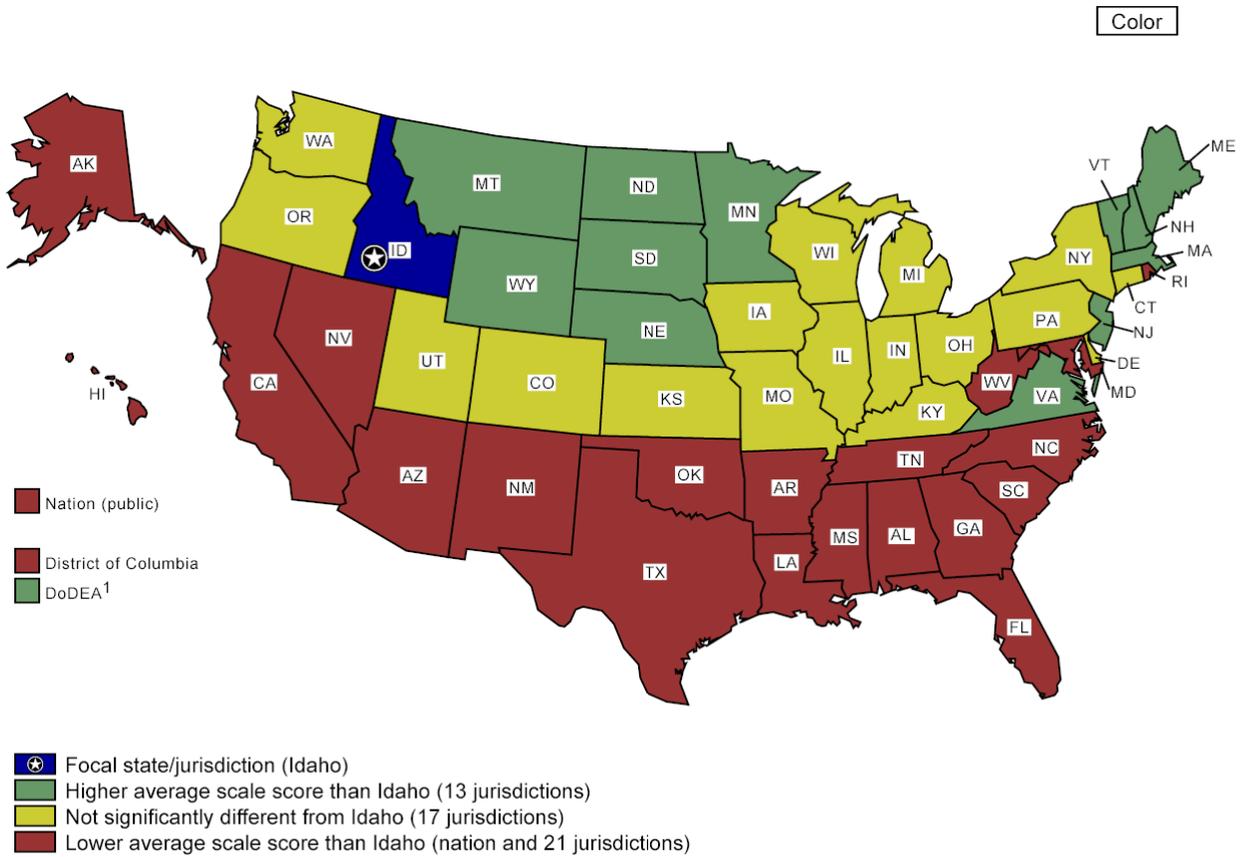
- Students' average scores in Idaho were higher than those in 21 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 13 jurisdictions.

# NAEP 2005 Reading Report for Idaho

**Figure 2**

## The Nation's Report Card 2005 State Assessment

Idaho's average reading scale score compared with scores for the nation and other participating jurisdictions, grade 8 public schools: 2005



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

## Comparisons by Achievement Levels

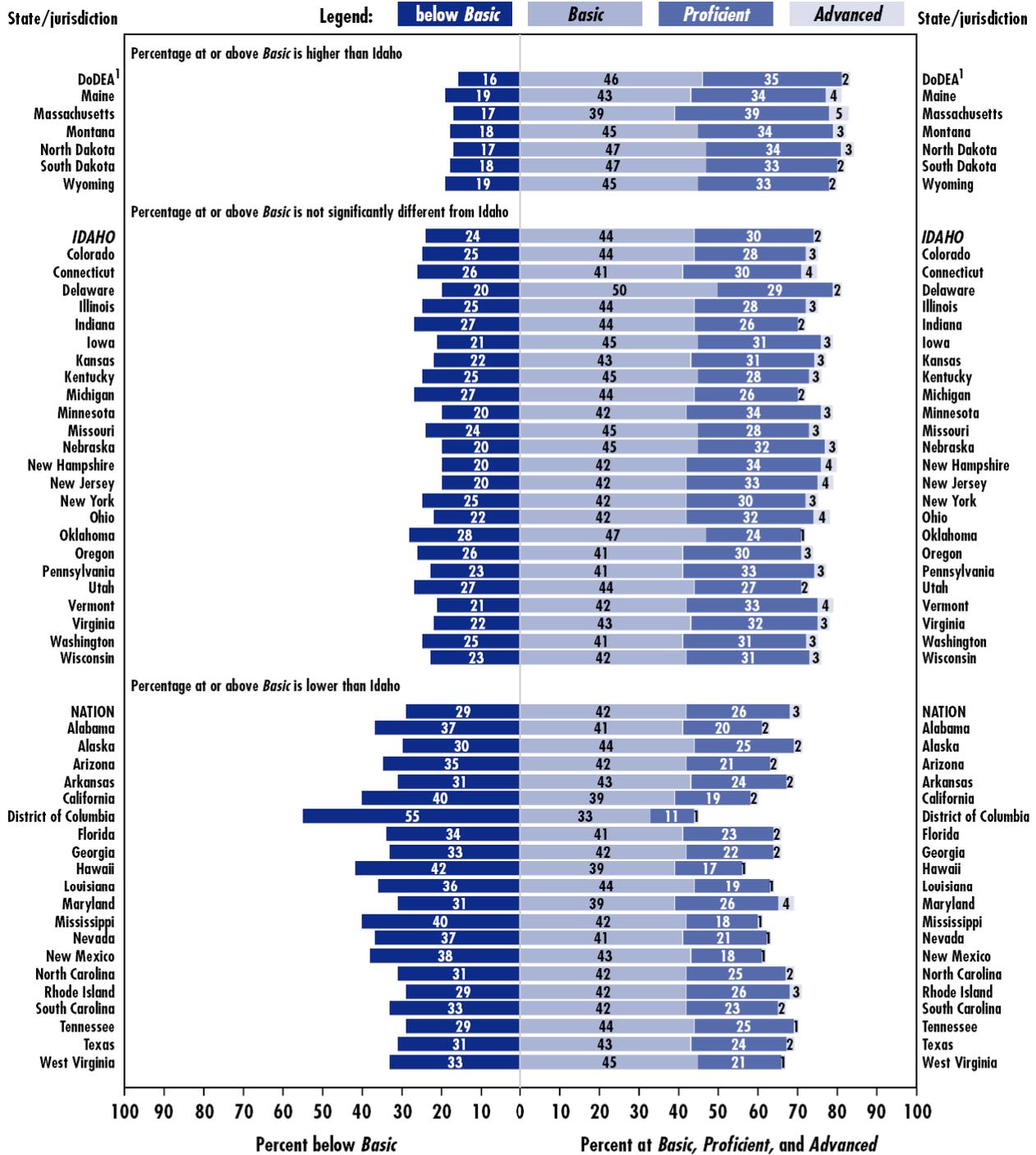
Figure 3 permits comparisons of all jurisdictions (and the nation) participating in the NAEP 2005 reading assessment in terms of percentages of students performing at or above *Basic*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Idaho. Note that the selected state and the nation are listed first in their category and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Figure 3**

Percentage of students within each reading achievement level, and Idaho's percentage at or above *Basic* compared with the nation and other participating jurisdictions, grade 8 public schools: By state, 2005



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.



## Reading Performance of Selected Student Groups

This section of the report presents trend results for students in Idaho and the nation by demographic characteristics. Student performance data are reported for

- gender
- race/ethnicity
- student eligibility for free/reduced-price school lunch
- type of location (for 2005 only)
- parents' highest level of education (for grade 8 only).

Definitions of NAEP reporting groups are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/reading/results2005/interpret-results.asp#RepGroups>).

Each of the variables is reported in tables that present the percentage of students belonging to each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The result of subtracting the rounded values displayed in the tables may differ (usually by one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website (<http://nces.ed.gov/nationsreportcard/>).

## Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Table 3 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation by gender. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

### **Grade 8 Scale Score Results by Gender**

- In 2005, male students in Idaho had an average score that was lower than that of female students by 13 points. In 2002, the average score for male students was lower than that of female students by 14 points.
- In 2005, male students in Idaho had an average scale score in reading (258) that was not significantly different from that of male students in public schools across the nation (255). Similarly, female students in Idaho had an average scale score (271) that was higher than that of female students across the nation (266).
- In Idaho, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2002.
- In Idaho, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 2003.

### **Grade 8 Achievement-Level Results by Gender**

- In the 2005 assessment, 25 percent of males and 39 percent of females performed at or above *Proficient* in Idaho. The difference between these percentages was statistically significant.
- The percentage of males in Idaho's public schools who were at or above *Proficient* in 2005 (25 percent) was not significantly different from that of males in the nation (24 percent).
- The percentage of females in Idaho's public schools who were at or above *Proficient* in 2005 (39 percent) was greater than that of females in the nation (34 percent).
- In Idaho, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2002.
- In Idaho, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.

# NAEP 2005 Reading Report for Idaho

**Table  
3**

## The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 8 public schools: various years, 2002–2005

Gender		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>							
2002	Nation (public)	50( 0.3)	258( 0.5)*	30( 0.6)*	70( 0.6)*	26( 0.6)*	2( 0.2)
	Idaho	48( 1.0)*	259( 1.5)	28( 1.7)	72( 1.7)	25( 2.6)	1( 0.4)
2003	Nation (public)	50( 0.2)	256( 0.3)*	33( 0.3)*	67( 0.3)*	25( 0.3)*	2( 0.1)
	Idaho	50( 1.1)	258( 1.2)	29( 1.9)	71( 1.9)	26( 1.7)	1( 0.4)
2005	Nation (public)	50( 0.2)	255( 0.2)	34( 0.3)	66( 0.3)	24( 0.2)	2( 0.1)
	Idaho	51( 0.8)	258( 1.4)	30( 2.0)	70( 2.0)	25( 1.7)	1( 0.5)
<b>Female</b>							
2002	Nation (public)	50( 0.3)	267( 0.5)*	21( 0.6)*	79( 0.6)*	36( 0.6)*	3( 0.3)
	Idaho	52( 1.0)*	273( 1.1)	14( 1.0)	86( 1.0)	41( 2.0)	3( 0.9)
2003	Nation (public)	50( 0.2)	267( 0.3)*	23( 0.3)*	77( 0.3)*	35( 0.3)*	4( 0.1)
	Idaho	50( 1.1)	271( 1.0)	18( 1.3)	82( 1.3)	39( 1.8)	4( 0.8)
2005	Nation (public)	50( 0.2)	266( 0.2)	24( 0.3)	76( 0.3)	34( 0.3)	3( 0.2)
	Idaho	49( 0.8)	271( 1.2)	17( 1.5)	83( 1.5)	39( 1.7)	3( 0.9)

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

## Race/Ethnicity

Schools report the racial/ethnic subgroup that best described the students eligible to be assessed. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Table 4 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation by race/ethnicity. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

## Grade 8 Achievement-Level Results by Race/Ethnicity

- In Idaho in 2005, the percentage of White students performing at or above *Proficient* was greater than that of Hispanic students.
- The differences between the percentages of White and Hispanic students in Idaho performing at or above *Proficient* in 2002 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White and Hispanic students in Idaho performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

## Grade 8 Scale Score Results by Race/Ethnicity

- In 2005, White students in Idaho had an average scale score that was higher than that of Hispanic students.
- The average scale scores of White and Hispanic students in Idaho were not significantly different between 2002 and 2005.
- The average scale scores of White and Hispanic students in Idaho were not significantly different between 2003 and 2005.
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho in 2005. Therefore, the performance gap data are not reported.
- In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. In 2002, the average score for Hispanic students was lower than that of White students by 21 points.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
4**

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 2002–2005

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2002	Nation (public)	64( 0.6)*	271( 0.5)*	17( 0.5)*	83( 0.5)*	39( 0.7)	3( 0.3)
	Idaho	89( 0.7)	269( 1.1)	18( 1.1)	82( 1.1)	35( 2.2)	2( 0.6)
2003	Nation (public)	61( 0.4)*	270( 0.2)*	18( 0.3)*	82( 0.3)*	39( 0.3)*	4( 0.1)
	Idaho	87( 0.7)	267( 0.9)	21( 1.2)	79( 1.2)	35( 1.5)	3( 0.6)
2005	Nation (public)	60( 0.3)	269( 0.2)	19( 0.2)	81( 0.2)	37( 0.3)	3( 0.1)
	Idaho	87( 0.8)	267( 1.1)	22( 1.4)	78( 1.4)	34( 1.4)	3( 0.6)
<b>Black</b>							
2002	Nation (public)	15( 0.4)*	244( 0.8)*	46( 1.0)	54( 1.0)	13( 0.7)	#( 0.2)
	Idaho	1( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2003	Nation (public)	17( 0.3)	244( 0.5)	47( 0.6)	53( 0.6)	12( 0.4)	#( 0.1)
	Idaho	#( 0.1)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2005	Nation (public)	17( 0.3)	242( 0.4)	49( 0.6)	51( 0.6)	11( 0.4)	#( 0.1)
	Idaho	1( 0.1)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)

See notes at end of table.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
4**

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 2002–2005—Continued

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
2002	Nation (public)	15( 0.4)*	245( 0.8)	44( 1.3)	56( 1.3)	14( 0.8)	#( 0.2)
	Idaho	8( 0.6)	247( 2.9)	44( 5.3)	56( 5.3)	17( 3.1)	1(***)
2003	Nation (public)	15( 0.3)*	244( 0.7)	46( 1.0)	54( 1.0)	14( 0.6)	1( 0.2)
	Idaho	10( 0.7)	242( 2.8)	47( 4.4)	53( 4.4)	12( 2.9)	#(***)
2005	Nation (public)	17( 0.2)	245( 0.4)	45( 0.7)	55( 0.7)	14( 0.4)	1( 0.1)
	Idaho	10( 0.8)	246( 2.1)	43( 3.0)	57( 3.0)	14( 2.3)	1(***)
<b>Asian/Pacific Islander</b>							
2002	Nation (public)	4( 0.2)	265( 1.7)*	25( 2.2)	75( 2.2)	34( 2.0)	3( 0.8)
	Idaho	1( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2003	Nation (public)	4( 0.2)	268( 1.2)	22( 1.3)	78( 1.3)	38( 1.7)	5( 0.6)
	Idaho	1( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2005	Nation (public)	4( 0.1)	270( 0.8)	21( 0.8)	79( 0.8)	39( 1.3)	5( 0.6)
	Idaho	1( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)

See notes at end of table.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
4**

**Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 2002–2005—Continued**

Race/ethnicity		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
2002	Nation (public)	1( 0.1)	252( 2.5)	36( 4.1)	64( 4.1)	18( 2.2)	1(***)
	Idaho	2( 0.3)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2003	Nation (public)	1( 0.1)	248( 1.7)	41( 2.5)	59( 2.5)	18( 1.6)	1( 0.3)
	Idaho	1( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2005	Nation (public)	1( 0.0)	251( 1.2)	39( 1.7)	61( 1.7)	18( 1.5)	1( 0.4)
	Idaho	1( 0.3)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
<b>Unclassified<sup>2</sup></b>							
2002	Nation (public)	1( 0.1)	260( 2.8)	28( 6.4)	72( 6.4)	24( 4.1)	2( 1.0)
	Idaho	#( 0.1)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2003	Nation (public)	1( 0.0)*	261( 1.8)	27( 2.5)	73( 2.5)	28( 3.5)	2( 0.7)
	Idaho	#(***)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)
2005	Nation (public)	1( 0.0)	261( 1.7)	30( 2.4)	70( 2.4)	30( 2.2)	3( 0.8)
	Idaho	#(***)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>2</sup> "Unclassified" students are those whose school-reported race was "other" or "unavailable," or was missing, and who self-reported more than one race category or none. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

## Student Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Table 5 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation by eligibility for free/reduced-price lunch. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

### Grade 8 Scale Score Results by Free/Reduced-Price Lunch Eligibility

- In 2005, students in Idaho eligible for free/reduced-price lunch had an average reading scale score of 256. This was lower than that of students in Idaho not eligible for this program (269).
- In 2005, students who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 13 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 11 points.
- Students in Idaho eligible for free/reduced-price lunch had an average scale score (256) in 2005 that was higher than that of students in the nation who were eligible (247).
- In Idaho, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (256) that was not significantly different from that of eligible students in 2002 (259).
- In Idaho, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (256) that was not significantly different from that of eligible students in 2003 (254).

### Grade 8 Achievement-Level Results by Free/Reduced-Price Lunch Eligibility

- In Idaho in 2005, 22 percent of students who were eligible for free/reduced-price lunch and 38 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in Idaho in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was greater than the corresponding percentage for their counterparts around the nation (15 percent).
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (22 percent) was not significantly different from the corresponding percentage (26 percent) for 2002.
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (22 percent) was not significantly different from the corresponding percentage (22 percent) for 2003.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
5**

**Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 2002–2005**

Eligibility status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2002	Nation (public)	34( 0.7)*	249( 0.5)*	40( 0.7)*	60( 0.7)*	17( 0.5)*	1( 0.1)
	Idaho	33( 1.5)	259( 1.7)	29( 2.1)	71( 2.1)	26( 2.2)	2( 0.7)
2003	Nation (public)	36( 0.4)*	246( 0.4)	44( 0.5)	56( 0.5)	15( 0.3)	1( 0.1)
	Idaho	34( 1.2)	254( 1.4)	34( 2.0)	66( 2.0)	22( 2.0)	1(***)
2005	Nation (public)	39( 0.3)	247( 0.3)	43( 0.4)	57( 0.4)	15( 0.3)	1( 0.1)
	Idaho	36( 1.1)	256( 1.4)	32( 2.4)	68( 2.4)	22( 1.5)	1( 0.4)
<b>Not eligible</b>							
2002	Nation (public)	57( 1.1)	271( 0.5)*	17( 0.5)*	83( 0.5)*	40( 0.6)*	3( 0.3)
	Idaho	58( 2.0)	270( 1.3)	16( 1.4)	84( 1.4)	37( 2.9)	2( 0.6)
2003	Nation (public)	58( 0.5)	271( 0.3)*	18( 0.3)*	82( 0.3)*	39( 0.4)*	4( 0.1)
	Idaho	57( 1.3)*	270( 1.2)	18( 1.4)	82( 1.4)	38( 1.9)	4( 0.8)
2005	Nation (public)	59( 0.3)	270( 0.2)	19( 0.2)	81( 0.2)	38( 0.2)	4( 0.2)
	Idaho	63( 1.1)	269( 1.2)	19( 1.5)	81( 1.5)	38( 1.6)	3( 0.8)
<b>Information not available</b>							
2002	Nation (public)	10( 1.0)*	264( 2.5)	25( 2.0)*	75( 2.0)*	32( 2.7)	4( 1.9)
	Idaho	8( 1.0)*	269( 2.8)	18( 3.4)	82( 3.4)	39( 4.9)	3(***)
2003	Nation (public)	6( 0.4)*	262( 1.0)	28( 1.1)	72( 1.1)	31( 1.1)	3( 0.5)
	Idaho	9( 0.6)*	268( 2.0)	19( 2.9)	81( 2.9)	36( 4.3)	2( 0.9)
2005	Nation (public)	3( 0.3)	258( 1.8)	31( 1.9)	69( 1.9)	28( 1.9)	3( 0.6)
	Idaho	#( 0.2)	‡(‡)	‡(‡)	‡(‡)	‡(‡)	‡(‡)

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

## Type of Location

Schools that participated in the assessment were classified as being located in three mutually exclusive types of community: central city, urban fringe/large town, and rural/small town. These categories indicate the geographic locations of schools. "Central city" is geographical term meaning the largest city of a U.S. Census Bureau-defined Metropolitan Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2005, therefore comparisons with prior years are not provided.

Table 6 shows average scale scores and achievement-level data for public school students at grade 8 in Idaho and the nation by type of location.

### **Grade 8 Scale Score Results by Type of Location**

- In 2005, in Idaho, the average scale score of students attending schools in central city locations was not found to be significantly different from those of students in urban fringe and rural schools.
- In 2005, students attending public schools in central city locations in Idaho had an average scale score (266) that was higher than the average scale score of students in central city locations in the nation (254).
- In 2005, students attending public schools in urban fringe locations in Idaho had an average scale score (264) that was not significantly different from the average scale score of students in urban fringe locations in the nation (264).
- In 2005, students attending public schools in rural locations in Idaho had an average scale score (263) that was not significantly different from the average scale score of students in rural locations in the nation (262).

## **Grade 8 Achievement-Level Results by Type of Location**

- In 2005, the percentage of students attending schools in central city locations in Idaho who performed at or above *Proficient* was not found to be significantly different from the corresponding percentages of students in urban fringe and rural schools.
- The percentage of students in Idaho's public schools in central city locations who were at or above *Proficient* (34) in 2005 was greater than that of students in central city locations in the nation (23).
- The percentage of students in Idaho's public schools in urban fringe locations who were at or above *Proficient* (31) in 2005 was not significantly different from that of students in urban fringe locations in the nation (33).
- The percentage of students in Idaho's public schools in rural locations who were at or above *Proficient* (31) in 2005 was not significantly different from that of students in rural locations in the nation (30).

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
6**

**Average reading scale scores and percentage of students at or above each achievement level, by type of location, grade 8 public schools: 2005**

Type of location		Percent of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>Central city</b>							
2005	Nation (public)	30( 0.3)	254( 0.4)*	37( 0.5)*	63( 0.5)*	23( 0.4)*	2( 0.1)
	Idaho	30( 1.2)	266( 1.2)	22( 1.6)	78( 1.6)	34( 1.8)	3( 0.6)
<b>Urban fringe</b>							
2005	Nation (public)	43( 0.4)*	264( 0.3)	25( 0.4)	75( 0.4)	33( 0.3)	3( 0.1)
	Idaho	26( 1.3)	264( 1.4)	24( 2.1)	76( 2.1)	31( 2.3)	2( 0.7)
<b>Rural</b>							
2005	Nation (public)	27( 0.3)*	262( 0.4)	26( 0.4)	74( 0.4)	30( 0.4)	2( 0.2)
	Idaho	44( 2.2)	263( 2.0)	25( 2.6)	75( 2.6)	31( 2.2)	2( 0.9)

\* Value is significantly different from the value for Idaho.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

## Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2005 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis of this question. Fourth-graders' replies to this question are not provided in NAEP reports because their responses in previous NAEP assessments were highly variable, and a large percentage of them chose the "I don't know" option.

### **Grade 8 Scale Score Results by Parents' Highest Level of Education**

- In 2005, students in Idaho who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: did not finish high school and graduated from high school.
- In 2005, students in Idaho who reported that a parent had graduated from college had an average scale score that was not significantly different from the scores of students with a parent in any of the following education category: some education after high school.
- The differences between the average scale scores in 2005 and 2002 for students in Idaho who reported that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school were not significant.
- The differences between the average scale scores in 2005 and 2003 for students in Idaho who reported that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school were not significant.

## **Grade 8 Achievement-Level Results by Parents' Highest Level of Education**

- In 2005, the percentage of students performing at or above *Proficient* in Idaho who reported that a parent had graduated from college was higher than the percentage for students whose parents' highest level of education was in any of the following categories: did not finish high school and graduated from high school.
- In 2005, the percentage of students performing at or above *Proficient* in Idaho who reported that a parent had graduated from college was not significantly different from the percentage for students whose parents' highest level of education was in any of the following category: some education after high school.
- In 2005, the percentage of students performing at or above *Proficient* was not found to be significantly different from the percentage in 2002 for students reporting that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school.
- In 2005, the percentage of students performing at or above *Proficient* was not found to be significantly different from the percentage in 2003 for students reporting that a parent had graduated from college, or had some education after high school, or had graduated from high school, or had not finished high school.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
7**

Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 2002–2005

Highest level of education		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>not finished high school</b>							
2002	Nation (public)	7( 0.2)*	247( 1.0)*	42( 1.8)*	58( 1.8)*	14( 1.1)	#( 0.3)
	Idaho	6( 0.5)	248( 3.4)	40( 5.7)	60( 5.7)	13( 3.8)	#(***)
2003	Nation (public)	7( 0.1)	245( 0.6)	45( 1.1)	55( 1.1)	13( 0.6)	#( 0.1)
	Idaho	7( 0.5)	245( 2.6)	43( 5.3)	57( 5.3)	10( 2.9)	#(***)
2005	Nation (public)	8( 0.1)	244( 0.5)	47( 0.8)	53( 0.8)	12( 0.5)	#( 0.1)
	Idaho	7( 0.6)	249( 3.0)	40( 5.1)	60( 5.1)	14( 3.0)	1(***)
<b>graduated from high school</b>							
2002	Nation (public)	18( 0.2)	256( 0.5)*	31( 0.8)*	69( 0.8)*	21( 0.7)*	1( 0.2)
	Idaho	16( 0.9)	263( 2.1)	24( 2.5)	76( 2.5)	27( 2.8)	1( 0.7)
2003	Nation (public)	18( 0.2)	253( 0.4)*	35( 0.4)*	65( 0.4)*	19( 0.5)	1( 0.1)
	Idaho	15( 0.8)	256( 1.9)	31( 2.8)	69( 2.8)	21( 2.7)	1(***)
2005	Nation (public)	18( 0.2)	252( 0.3)	37( 0.5)	63( 0.5)	18( 0.4)	1( 0.1)
	Idaho	16( 0.7)	256( 1.6)	32( 2.6)	68( 2.6)	21( 2.5)	1(***)

See notes at end of table.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
7**

**Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 2002–2005—  
Continued**

<b>Highest level of education</b>		<b>Percent of students</b>	<b>Average scale score</b>	<b>Below Basic</b>	<b>At or above Basic</b>	<b>At or above Proficient</b>	<b>At Advanced</b>
<b>some education after high school</b>							
2002	Nation (public)	20( 0.3)*	267( 0.6)*	19( 0.8)*	81( 0.8)*	33( 0.8)	2( 0.3)
	Idaho	20( 0.9)	271( 1.8)	15( 1.8)	85( 1.8)	37( 3.4)	2( 1.3)
2003	Nation (public)	18( 0.2)	266( 0.4)*	21( 0.6)	79( 0.6)	32( 0.5)	2( 0.1)
	Idaho	19( 0.9)	272( 1.7)	14( 2.5)	86( 2.5)	39( 3.0)	2( 0.9)
2005	Nation (public)	18( 0.1)	265( 0.2)	23( 0.5)	77( 0.5)	31( 0.4)	2( 0.1)
	Idaho	19( 0.8)	269( 1.8)	17( 3.1)	83( 3.1)	36( 2.8)	3( 1.1)
<b>graduated from college</b>							
2002	Nation (public)	46( 0.6)	273( 0.5)*	17( 0.5)*	83( 0.5)*	42( 0.8)*	4( 0.4)
	Idaho	50( 1.2)	274( 1.3)	14( 1.5)	86( 1.5)	41( 3.2)	3( 0.8)
2003	Nation (public)	46( 0.3)	271( 0.3)	19( 0.3)	81( 0.3)	41( 0.4)	4( 0.2)
	Idaho	48( 1.2)	274( 1.3)	15( 1.2)	85( 1.2)	42( 2.1)	4( 1.0)
2005	Nation (public)	46( 0.2)	270( 0.2)	20( 0.3)	80( 0.3)	40( 0.3)	4( 0.2)
	Idaho	49( 1.2)	272( 1.2)	16( 1.4)	84( 1.4)	40( 1.7)	3( 0.8)

See notes at end of table.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
7**

**Average reading scale scores and percentage of students at or above each achievement level, by parents' highest level of education, grade 8 public schools: various years, 2002–2005—  
Continued**

Highest level of education		Percent of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>Unknown</b>							
2002	Nation (public)	9( 0.2)*	246( 0.8)*	44( 1.1)*	56( 1.1)*	14( 0.9)	#( 0.1)
	Idaho	8( 0.6)	251( 2.9)	38( 4.0)	62( 4.0)	18( 3.4)	1(***)
2003	Nation (public)	11( 0.2)	242( 0.6)	48( 0.8)	52( 0.8)	13( 0.6)	#( 0.1)
	Idaho	10( 0.6)	240( 2.5)	51( 4.3)	49( 4.3)	10( 2.5)	#(***)
2005	Nation (public)	11( 0.1)	242( 0.4)	49( 0.6)	51( 0.6)	12( 0.4)	#( 0.1)
	Idaho	9( 0.6)	246( 2.6)	45( 3.3)	55( 3.3)	15( 3.0)	1(***)

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

### Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 reading results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website (<http://nces.ed.gov/nationsreportcard/>).

Prior to 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Table 8 displays the percentages of students with disabilities and English language learners in Idaho identified, excluded, and assessed under standard and accommodated conditions at grade 8.

Table 9 shows the percentage of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 8.

Table 10 presents the percentage of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 11 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

# NAEP 2005 Reading Report for Idaho

**Table  
8**

## The Nation's Report Card 2005 State Assessment

**Percentage of students in reading assessments identified as SD and ELL, excluded, and assessed, grade 8 public schools: various years, 1998–2005**

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
2002	Identified	14	18	11	13	4	6
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	8	8	6	5	3	4
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	17	19	12	14	6	6
	Excluded	4	5	3	4	1	2
	Assessed under standard conditions	12	8	8	5	4	4
	Assessed with accommodations	1	5	1	5	#	1
2005	Identified	15	19	11	13	5	6
	Excluded	3	5	2	4	1	1
	Assessed under standard conditions	9	7	5	3	4	4
	Assessed with accommodations	4	6	3	6	#	1

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 2002–2005 Reading Assessments.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
9**

**Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: various years, 2002–2005**

Student disability status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>							
2002	Nation (public)	9( 0.2)	227( 1.0)	65( 1.5)	35( 1.5)	6( 0.6)	#( 0.1)
	Idaho	8( 0.8)	226( 3.2)	70( 3.8)	30( 3.8)	5( 1.7)	#(***)
2003	Nation (public)	10( 0.2)*	224( 0.6)*	68( 0.9)	32( 0.9)	5( 0.4)	#( 0.1)
	Idaho	10( 0.8)	223( 2.1)	73( 3.6)	27( 3.6)	2( 1.0)	#(***)
2005	Nation (public)	9( 0.1)	226( 0.5)	67( 0.5)	33( 0.5)	6( 0.4)	#( 0.1)
	Idaho	9( 0.6)	229( 2.9)	66( 4.1)	34( 4.1)	4( 2.0)	#(***)
<b>No</b>							
2002	Nation (public)	91( 0.2)	266( 0.5)*	22( 0.5)*	78( 0.5)*	33( 0.6)*	3( 0.2)
	Idaho	92( 0.8)	270( 1.0)	16( 1.1)	84( 1.1)	36( 2.1)	2( 0.6)
2003	Nation (public)	90( 0.2)*	266( 0.2)*	23( 0.3)*	77( 0.3)*	33( 0.3)*	3( 0.1)
	Idaho	90( 0.8)	269( 0.9)	18( 1.2)	82( 1.2)	36( 1.4)	3( 0.6)
2005	Nation (public)	91( 0.1)	264( 0.2)	25( 0.2)	75( 0.2)	31( 0.2)	3( 0.1)
	Idaho	91( 0.6)	268( 1.1)	20( 1.6)	80( 1.6)	35( 1.3)	3( 0.6)

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
10**

**Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: various years, 2002–2005**

ELL status		Percent of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>Yes</b>							
2002	Nation (public)	5( 0.2)	224( 1.3)	71( 2.0)	29( 2.0)	4( 0.7)	#( 0.1)
	Idaho	3( 0.4)*	239( 4.3)	56( 8.8)	44( 8.8)	11( 4.9)	#(***)
2003	Nation (public)	5( 0.2)	222( 1.5)	71( 1.7)	29( 1.7)	5( 0.6)	#(***)
	Idaho	5( 0.6)	236( 3.7)	55( 5.2)	45( 5.2)	7( 2.9)	#(***)
2005	Nation (public)	5( 0.1)	224( 0.9)	71( 1.0)	29( 1.0)	4( 0.4)	#( 0.1)
	Idaho	4( 0.5)	241( 3.5)	48( 6.6)	52( 6.6)	12( 4.5)	#(***)
<b>No</b>							
2002	Nation (public)	95( 0.2)	265( 0.5)*	24( 0.5)*	76( 0.5)*	32( 0.6)*	3( 0.2)
	Idaho	97( 0.4)*	267( 1.1)	20( 1.2)	80( 1.2)	34( 2.1)	2( 0.6)
2003	Nation (public)	95( 0.2)	263( 0.3)*	25( 0.3)*	75( 0.3)*	31( 0.3)*	3( 0.1)
	Idaho	95( 0.6)	266( 0.9)	22( 1.2)	78( 1.2)	33( 1.4)	3( 0.6)
2005	Nation (public)	95( 0.1)	262( 0.2)	27( 0.2)	73( 0.2)	30( 0.2)	3( 0.1)
	Idaho	96( 0.5)	265( 1.0)	23( 1.4)	77( 1.4)	33( 1.2)	2( 0.6)

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

# NAEP 2005 Reading Report for Idaho

## The Nation's Report Card 2005 State Assessment

**Table  
11**

**Total number of students assessed, percentage of students sampled who were excluded, and average reading scale scores, grade 8 public schools: By state, 2005**

State/jurisdiction	Grade 8		
	Number assessed	Percentage excluded	Average scale score
Alabama	2,300	2	252
Alaska	2,600	2	259
Arizona	2,800	4	255
Arkansas	2,600	6	258
California	9,800	3	250
Colorado	2,400	4	265
Connecticut	2,700	3	264
Delaware	2,500	11	266
Florida	3,800	5	256
Georgia	3,700	5	257
Hawaii	2,600	4	249
Idaho	2,900	3	264
Illinois	3,900	5	264
Indiana	2,700	4	261
Iowa	2,700	4	267
Kansas	2,700	4	267
Kentucky	2,700	7	264
Louisiana	2,200	8	253
Maine	2,400	7	270
Maryland	2,500	4	261
Massachusetts	3,500	7	274
Michigan	2,400	6	261
Minnesota	2,500	3	268
Mississippi	2,700	4	251
Missouri	2,600	8	265
Montana	2,600	5	269
Nebraska	2,800	4	267
Nevada	2,700	4	253
New Hampshire	2,400	2	270
New Jersey	2,600	5	269
New Mexico	2,600	8	251
New York	4,200	6	265
North Carolina	3,900	4	258
North Dakota	2,300	7	270
Ohio	3,200	7	267
Oklahoma	2,500	5	260
Oregon	2,500	4	263
Pennsylvania	2,800	3	267
Rhode Island	2,800	4	261
South Carolina	2,600	7	257
South Dakota	2,700	3	269
Tennessee	2,400	7	259
Texas	7,800	7	258
Utah	2,700	5	262
Vermont	2,200	4	269
Virginia	2,600	7	268
Washington	2,600	4	265
West Virginia	2,500	6	255
Wisconsin	2,500	6	266
Wyoming	2,000	3	268
Other jurisdictions			
District of Columbia	1,900	8	238
DoDEA <sup>1</sup>	1,700	3	271

<sup>1</sup> Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The NAEP reading scale ranges from 0 to 500. Sample sizes are rounded to the nearest hundred, or indicated as <50 when the value is between 1

and 49.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

# NAEP 2005 Reading Report for Idaho

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