

# Idaho

Grades 4 and 8 Public Schools



## State Mathematics 2011

This report provides selected results for Idaho's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

State-level results in mathematics are available for nine assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, 2009, and 2011), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense schools participated in the 2011 mathematics assessment at grades 4 and 8.

For more information about the assessment, see the NAEP website <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card, Mathematics 2011*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

## KEY FINDINGS FOR 2011

### Grade 4:

- In 2011, the average mathematics score for fourth-grade students in Idaho was 240. This was not significantly different from that of the nation's public schools (240).
- The average score for students in Idaho in 2011 (240) was higher than that in 1992 (222) and was not significantly different from that in 2009 (241).
- In 2011, the percentage of students in Idaho who performed at or above *Proficient* was 39 percent. This was not significantly different from that for the nation's public schools (40 percent).
- The percentage of students in Idaho who performed at or above *Proficient* in 2011 (39 percent) was greater than that in 1992 (16 percent) and was not significantly different from that in 2009 (41 percent).
- In 2011, the percentage of students in Idaho who performed at or above *Basic* was 83 percent. This was not significantly different from that for the nation's public schools (82 percent).
- The percentage of students in Idaho who performed at or above *Basic* in 2011 (83 percent) was greater than that in 1992 (63 percent) and was not significantly different from that in 2009 (85 percent).

### Grade 8:

- In 2011, the average mathematics score for eighth-grade students in Idaho was 287. This was higher than that of the nation's public schools (283).
- The average score for students in Idaho in 2011 (287) was higher than that in 1990 (271) and was not significantly different from that in 2009 (287).
- In 2011, the percentage of students in Idaho who performed at or above *Proficient* was 37 percent. This was greater than that for the nation's public schools (34 percent).
- The percentage of students in Idaho who performed at or above *Proficient* in 2011 (37 percent) was greater than that in 1990 (18 percent) and was not significantly different from that in 2009 (38 percent).
- In 2011, the percentage of students in Idaho who performed at or above *Basic* was 77 percent. This was greater than that for the nation's public schools (72 percent).
- The percentage of students in Idaho who performed at or above *Basic* in 2011 (77 percent) was greater than that in 1990 (63 percent) and was not significantly different from that in 2009 (78 percent).

## Introduction

### What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The mathematics frameworks were developed with the guidance of the Council of Chief State School Officers (CCSSO) and under the direction of the Governing Board. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/math-2011-framework.pdf>.

For grades 4 and 8, the mathematics framework for the 2011 assessment is similar to earlier versions that guided the 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009 mathematics assessments. Although the frameworks are updated periodically, the mathematics content objectives for grades 4 and 8 have not changed, allowing students' performance in 2011 to be compared with previous years.

### Content Areas and Mathematical Complexity

The 2011 mathematics framework classifies assessment questions in two dimensions, *content area* and *mathematical complexity*, that are used to guide the assessment. Each question is designed to measure one of the five content areas. However, certain aspects of mathematics, such as computation, occur in all content areas. Although the names of the content areas (as well as some topics in those areas) have changed from one framework to the next, a consistent focus has remained on measuring student performance in all five content areas. The distribution of questions among each content area differs by grade to reflect the knowledge and skills appropriate for each grade level.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** measures students' knowledge of measurement attributes, such as capacity and temperature, and geometric attributes, such as length, area, and volume.
- **Geometry** measures students' knowledge and understanding of shapes in a plane and in space.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

The mathematical complexity of a question refers to the level of cognitive demand it places on students. Each level of complexity includes aspects of knowing and doing mathematics, such as performing procedures, understanding concepts, or solving problems.

- **Low complexity** questions typically specify what a student is to do, which is often to carry out a routine mathematical procedure.
- **Moderate complexity** questions involve more flexibility of thinking and often require a response with multiple steps.
- **High complexity** questions make heavier demands and often require abstract reasoning or analysis in a novel situation.

### Assessment Design

Because of the breadth of the content covered in the NAEP mathematics assessment, each student took just a portion of the test, consisting of two 25-minute sections. Most student's testing time was divided evenly between multiple-choice and constructed-response questions. Short constructed-response questions asked students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions required students to write both a solution and its justification, explanation, or interpretation. Released test questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

Some questions in the 2011 assessment incorporated the use of calculators (four-function calculators at grade 4 and scientific or graphing calculators at grade 8), rulers, protractors (at grade 8), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

### Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 mathematics assessment at grades 4 and 8. 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 for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2011 mathematics assessment are available on the NAEP website at [http://nationsreportcard.gov/math\\_2011/participation.asp](http://nationsreportcard.gov/math_2011/participation.asp).

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

## How Is Student Mathematics Performance Reported?

The 2011 state results are compared to results from seven earlier assessments at grade 4 and from eight earlier assessments at grade 8.

**Scale Scores:** Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

**Achievement Levels:** Based on recommendations from policymakers, educators, and members of the general public, the Governing Board has set specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* 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 appropriate analytical skills.
- *Advanced* represents 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 also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The mathematics achievement-level descriptions are summarized in figures 1-A and 1-B.

<b>Figure 1-A</b>	<b>The Nation's Report Card 2011 State Assessment</b>
	<b>Descriptions of fourth-grade achievement levels for 2011 NAEP mathematics assessment</b>

<b>Basic Level (214)</b>	Fourth-grade students performing at the <i>Basic</i> level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.
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Fourth-graders performing at the *Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—although not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

<b>Proficient Level (249)</b>	Fourth-grade students performing at the <i>Proficient</i> level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.
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Fourth-graders performing at the *Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

<b>Advanced Level (282)</b>	Fourth-grade students performing at the <i>Advanced</i> level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.
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Fourth-graders performing at the *Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Mathematics Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

<b>Figure 1-B</b>	<b>The Nation's Report Card 2011 State Assessment</b>
	<b>Descriptions of eighth-grade achievement levels for 2011 NAEP mathematics assessment</b>

<b>Basic Level (262)</b>	Eighth-grade students performing at the <i>Basic</i> level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.
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Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the *Proficient* level, students at the *Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

<b>Proficient Level (299)</b>	Eighth-grade students performing at the <i>Proficient</i> level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.
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Eighth-graders performing at the *Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

<b>Advanced Level (333)</b>	Eighth-grade students performing at the <i>Advanced</i> level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.
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Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.  
 SOURCE: National Assessment Governing Board. (2010). *Mathematics Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.



### Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD or ELL students. In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000, and both are shown in the tables in this report. Results for the assessment years when accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results when accommodations were permitted (2000, 2003, 2005, 2007, 2009, 2011).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2011 NAEP mathematics assessment are available on the NAEP website at [http://nationsreportcard.gov/math\\_2011/type\\_accomm.asp](http://nationsreportcard.gov/math_2011/type_accomm.asp)

## Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. 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 using unrounded numbers.

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 were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, 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. Significant differences between 2011 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.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

## NAEP 2011 Mathematics Overall Average Score and Achievement-Level Results for Public School Students

Overall mathematics results for public school students from Idaho are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

### Overall Scale Score Results

Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Idaho, the nation (public), and the region. Prior to 2003, the list of states that comprise a given region for NAEP 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, 2005, 2007, 2009, and 2011. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages 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.

### Grade 4 Scale Score Results

- In 2011, the average scale score for students in Idaho was 240. This was not significantly different from that of students across the nation (240).
- In Idaho, the average scale score for students in 2011 was not significantly different from that in 2009 (241). However, the average scale score for student in public schools across the nation in 2011 was higher than that in 2009 (239).
- In Idaho, the average scale score for students in 2011 was higher than the scores in 1992, 2000, and 2003. However, it was not significantly different from the scores in 2005, 2007, and 2009.

### Grade 8 Scale Score Results

- In 2011, the average scale score for students in Idaho was 287. This was higher than that of students across the nation (283).
- In Idaho, the average scale score for students in 2011 was not significantly different from that in 2009 (287). However, the average scale score for student in public schools across the nation in 2011 was higher than that in 2009 (282).
- In Idaho, the average scale score for students in 2011 was higher than the scores in 1990, 1992, 2000, 2003, 2005, and 2007. However, it was not significantly different from the score in 2009.

**Table  
1-A**

Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 <sup>1</sup>	Nation (public)	219 *	176 *	197 *	220 *	241 *	259 *
	Idaho	222 *	186 *	204 *	223 *	241 *	256 *
2000 <sup>1</sup>	Nation (public)	226 *	185 *	206 *	228 *	249 *	265 *
	Idaho	227 *	191 *	210 *	229 *	246 *	261 *
2000	Nation (public)	224 *	183 *	203 *	225 *	247 *	264 *
	Idaho	224 *	187 *	207 *	228 *	245 *	259 *
2003	Nation (public)	234 *	196 *	215 *	235 *	254 *	270 *
	West <sup>2</sup>	230 *	191 *	210 *	231 *	251 *	267 *
	Idaho	235 *	200 *	218	237 *	253 *	267 *
2005	Nation (public)	237 *	199 *	219 *	239 *	257 *	272 *
	West <sup>2</sup>	233 *	193 *	213 *	235 *	254 *	270 *
	Idaho	242	208 *	226	243	259	273
2007	Nation (public)	239 *	201 *	221	241	259 *	274 *
	West <sup>2</sup>	233 *	191 *	213 *	236 *	256 *	272 *
	Idaho	241	205	224	243	259	274
2009	Nation (public)	239 *	201 *	221 *	241 *	259 *	275 *
	West <sup>2</sup>	235 *	193	214	236 *	256 *	273
	Idaho	241	206	224	243	259	273
2011	Nation (public)	240	202	222	242	260	276
	West <sup>2</sup>	237	196	216	239	259	276
	Idaho	240	204	222	242	260	274

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

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

<sup>2</sup> Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
1-B**

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by year and jurisdiction: Various years, 1990–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1990 <sup>1</sup>	Nation (public)	262 *	214 *	237 *	263 *	288 *	307 *
	Idaho	271 *	233 *	252 *	273 *	292 *	309 *
1992 <sup>1</sup>	Nation (public)	267 *	219 *	242 *	268 *	293 *	314 *
	Idaho	275 *	236 *	255 *	276 *	296 *	313 *
2000 <sup>1</sup>	Nation (public)	274 *	225 *	250 *	276 *	300 *	321 *
	Idaho	278 *	235 *	258 *	280 *	301 *	319 *
2000	Nation (public)	272 *	221 *	247 *	274 *	299 *	320 *
	Idaho	277 *	235	257 *	279 *	300 *	318 *
2003	Nation (public)	276 *	228 *	253 *	278 *	301 *	321 *
	West <sup>2</sup>	272 *	222 *	247 *	273 *	299 *	320 *
	Idaho	280 *	237 *	259 *	282 *	302 *	321 *
2005	Nation (public)	278 *	230 *	254 *	279 *	303 *	323 *
	West <sup>2</sup>	273 *	224 *	248 *	274 *	299 *	321 *
	Idaho	281 *	238	260 *	283 *	304 *	322 *
2007	Nation (public)	280 *	234 *	257 *	281 *	305 *	325 *
	West <sup>2</sup>	275 *	226 *	250 *	276 *	302 *	323 *
	Idaho	284 *	239	262 *	285	308	326 *
2009	Nation (public)	282 *	235 *	258 *	283 *	307 *	328
	West <sup>2</sup>	276	226	251	277	303	325
	Idaho	287	242	266	289	311	330
2011	Nation (public)	283	236	259	284	308	329
	West <sup>2</sup>	278	228	253	279	304	327
	Idaho	287	243	265	288	310	330

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

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

<sup>2</sup> Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

## Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. 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.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may 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.

### Grade 4 Achievement-Level Results

- In 2011, the percentage of Idaho's students who performed at or above *Proficient* was 39 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (40 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentages in 1992, 2000, and 2003, but was not significantly different from the percentages in 2005, 2007, and 2009.
- In 2011, the percentage of Idaho's students who performed at or above *Basic* was 83 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (82 percent).
- In Idaho, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentages in 1992, 2000, and 2003, but was smaller than the percentage in 2005.

### Grade 8 Achievement-Level Results

- In 2011, the percentage of Idaho's students who performed at or above *Proficient* was 37 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (34 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentages in 1990, 1992, 2000, 2003, and 2005, but was not significantly different from the percentages in 2007 and 2009.
- In 2011, the percentage of Idaho's students who performed at or above *Basic* was 77 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (72 percent).
- In Idaho, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentages in 1990, 1992, 2000, 2003, and 2005, but was not significantly different from the percentages in 2007 and 2009.

**Table  
2-A**

Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1992–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 <sup>1</sup>	Nation (public)	43 *	57 *	17 *	2 *
	Idaho	37 *	63 *	16 *	1 *
2000 <sup>1</sup>	Nation (public)	33 *	67 *	25 *	2 *
	Idaho	29 *	71 *	21 *	1 *
2000	Nation (public)	36 *	64 *	22 *	2 *
	Idaho	32 *	68 *	20 *	1 *
2003	Nation (public)	24 *	76 *	31 *	4 *
	West <sup>2</sup>	29 *	71 *	27 *	3 *
	Idaho	20 *	80 *	31 *	2 *
2005	Nation (public)	21 *	79 *	35 *	5 *
	West <sup>2</sup>	26 *	74 *	31 *	4 *
	Idaho	14 *	86 *	40	5
2007	Nation (public)	19	81	39 *	5 *
	West <sup>2</sup>	26 *	74 *	33 *	5 *
	Idaho	15	85	40	5
2009	Nation (public)	19 *	81 *	38 *	6 *
	West <sup>2</sup>	25	75	34 *	5
	Idaho	15	85	41	5
2011	Nation (public)	18	82	40	6
	West <sup>2</sup>	23	77	37	6
	Idaho	17	83	39	5

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

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

<sup>2</sup> Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

**Table  
2-B**

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1990–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1990 <sup>1</sup>	Nation (public)	49*	51*	15*	2*
	Idaho	37*	63*	18*	1*
1992 <sup>1</sup>	Nation (public)	44*	56*	20*	3*
	Idaho	32*	68*	22*	2*
2000 <sup>1</sup>	Nation (public)	35*	65*	26*	5*
	Idaho	29*	71*	27*	3*
2000	Nation (public)	38*	62*	25*	5*
	Idaho	30*	70*	26*	4*
2003	Nation (public)	33*	67*	27*	5*
	West <sup>2</sup>	39*	61*	25*	5*
	Idaho	27*	73*	28*	4*
2005	Nation (public)	32*	68*	28*	6*
	West <sup>2</sup>	38*	62*	25*	5*
	Idaho	27*	73*	30*	5*
2007	Nation (public)	30*	70*	31*	7*
	West <sup>2</sup>	36*	64*	27*	6*
	Idaho	25	75	34	6*
2009	Nation (public)	29*	71*	33*	7
	West <sup>2</sup>	35	65	28	6
	Idaho	22	78	38	8
2011	Nation (public)	28	72	34	8
	West <sup>2</sup>	33	67	30	7
	Idaho	23	77	37	9

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

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

<sup>2</sup> Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.



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

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 mathematics assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and Department of Defense Schools.

### Comparisons by Scale Scores

Figures 2-A and 2-B compare Idaho's 2011 overall mathematics scale scores at grades 4 and 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 2011 mathematics assessment.

#### ***Grade 4 Scale Score Comparison Results***

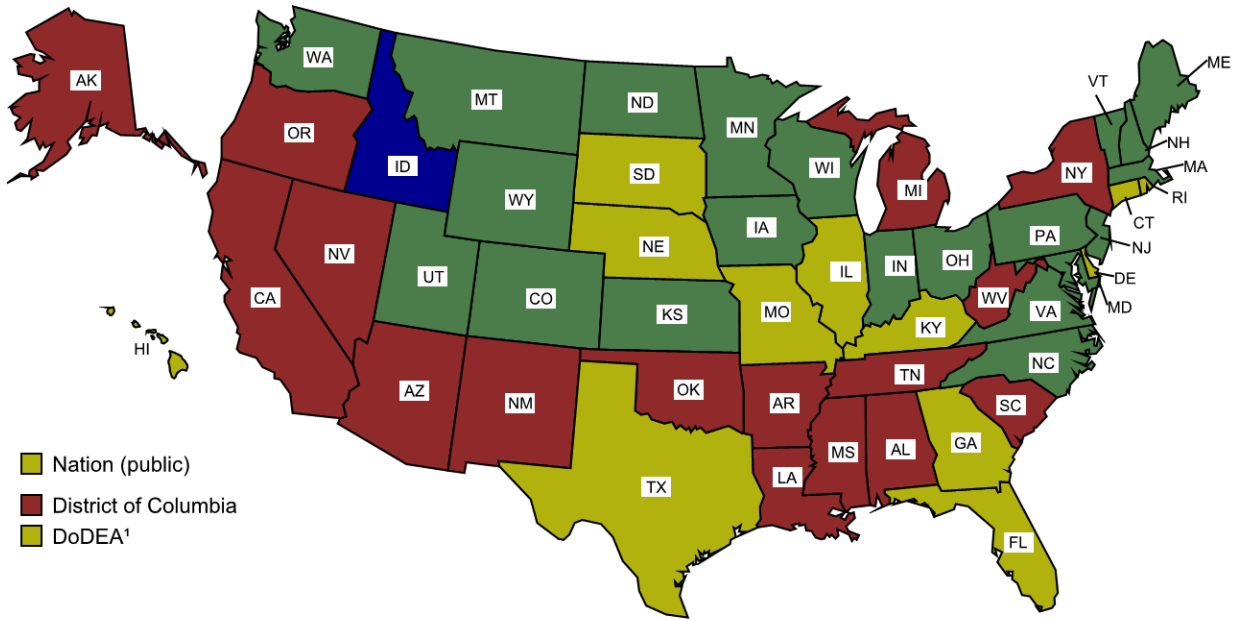
- The average score for students in Idaho was higher than the scores in 17 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 21 jurisdictions.

#### ***Grade 8 Scale Score Comparison Results***

- The average score for students in Idaho was higher than the scores in 27 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 11 jurisdictions.

**Figure 2-A**

Idaho's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011

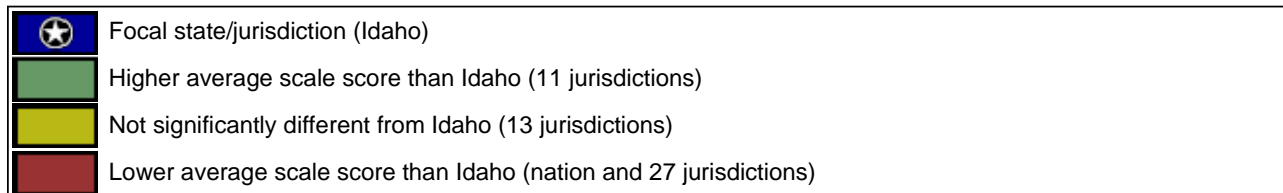
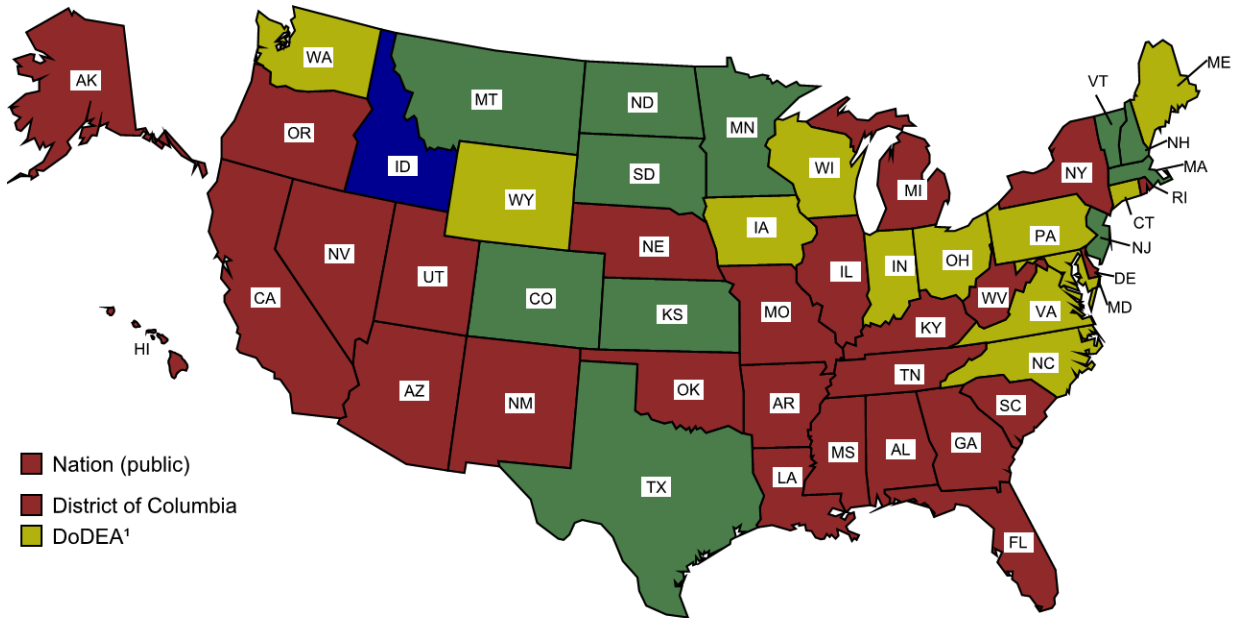


	Focal state/jurisdiction (Idaho)
	Higher average scale score than Idaho (21 jurisdictions)
	Not significantly different from Idaho (nation and 13 jurisdictions)
	Lower average scale score than Idaho (17 jurisdictions)

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: 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), 2011 Mathematics Assessment.

**Figure 2-B**

Idaho's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



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

NOTE: 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), 2011 Mathematics Assessment.

## Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2011 mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Idaho.

Note that the selected state is listed first in its 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. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

### **Grade 4 Achievement-Level Comparison Results**

- The percentage of students performing at or above the *Proficient* level in Idaho was greater than the percentage in 13 jurisdictions, not significantly different from those in 18 jurisdictions, and smaller than those in 20 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Idaho was greater than the percentage in 18 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 19 jurisdictions (data not shown).

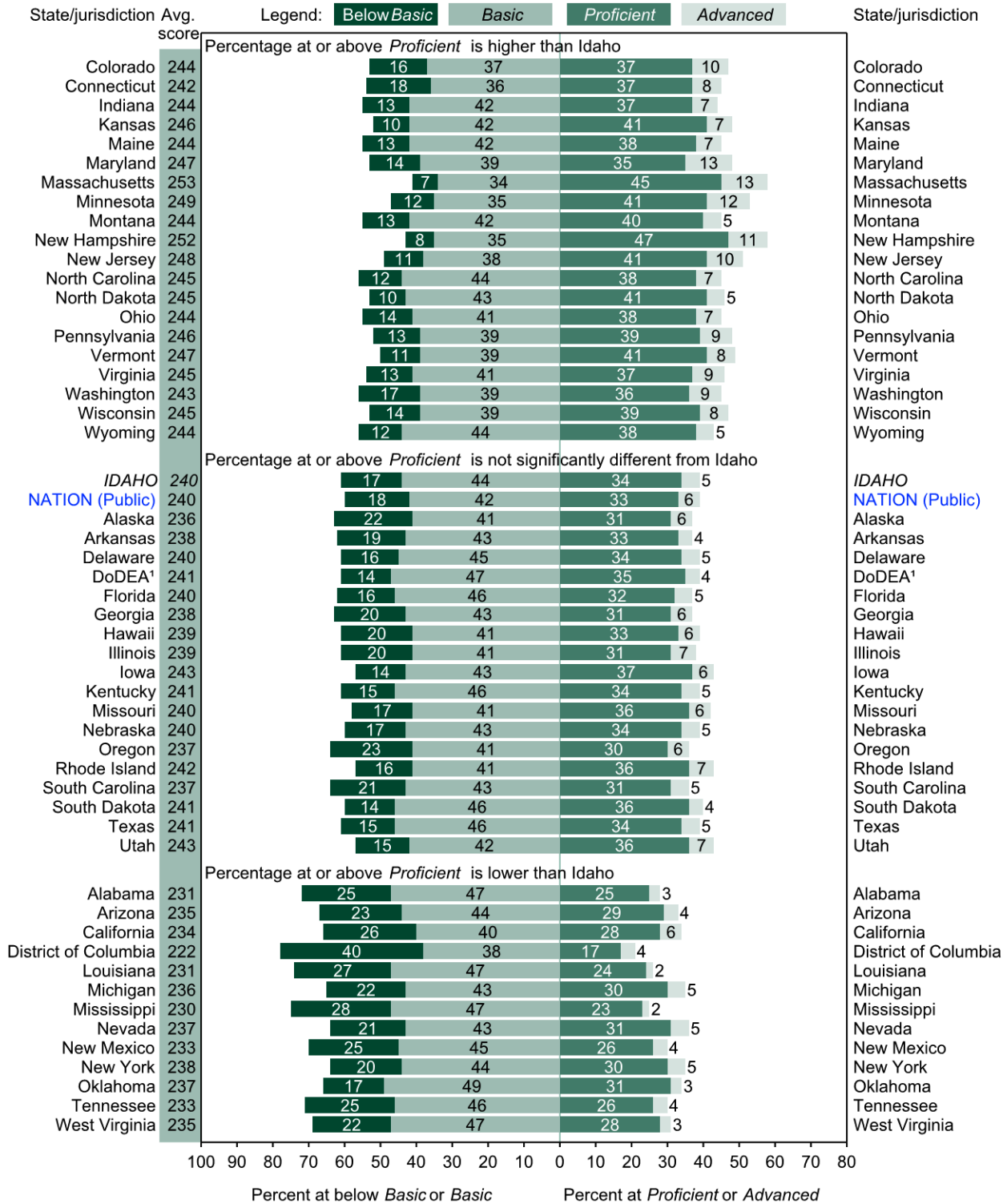
### **Grade 8 Achievement-Level Comparison Results**

- The percentage of students performing at or above the *Proficient* level in Idaho was greater than the percentage in 25 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 12 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Idaho was greater than the percentage in 26 jurisdictions, not significantly different from those in 16 jurisdictions, and smaller than those in 9 jurisdictions (data not shown).

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Figure 3-A

Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and Idaho's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



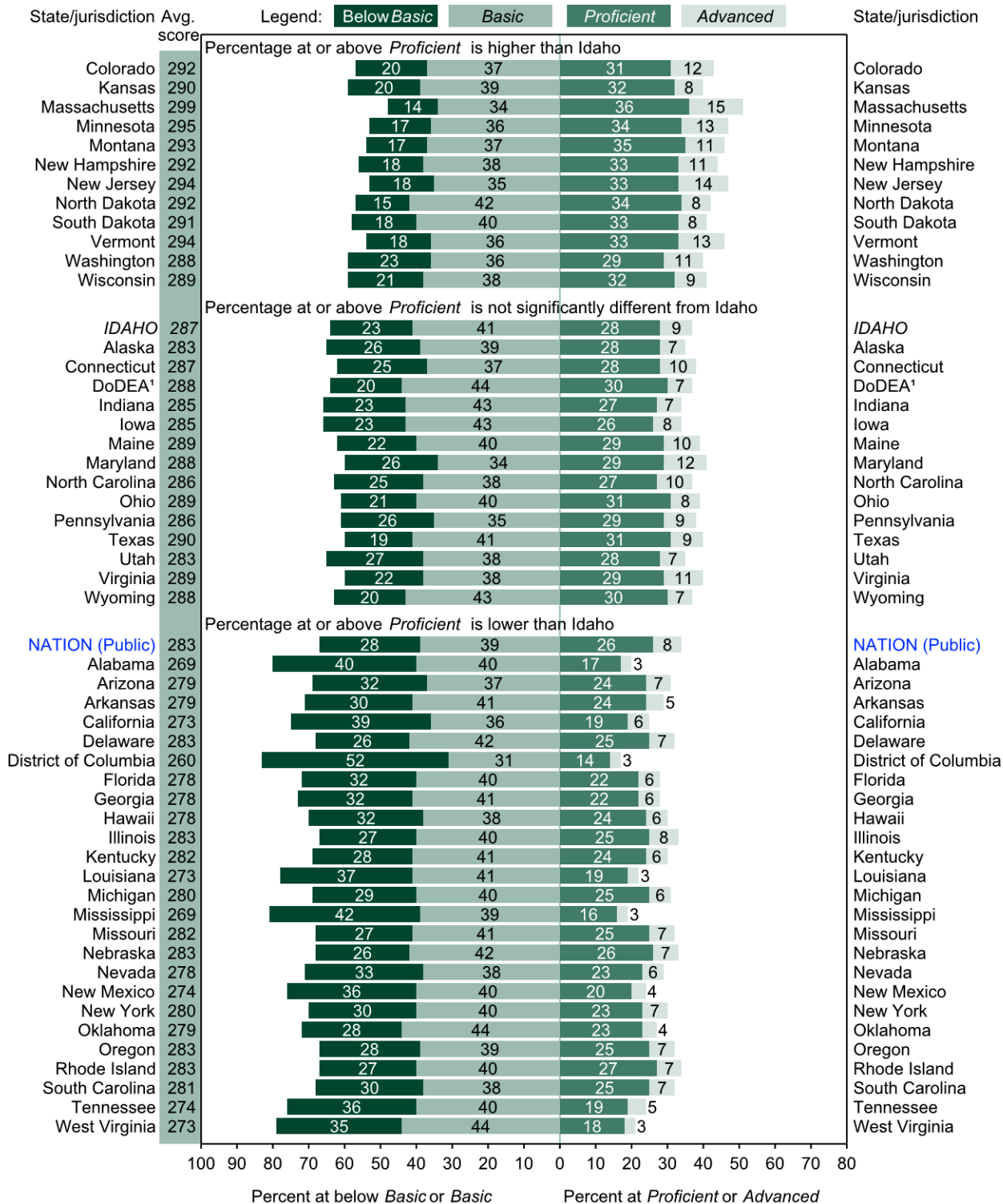
<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. 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), 2011 Mathematics Assessment.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Figure 3-B**

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and Idaho's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



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

NOTE: The bars above contain percentages of students in each NAEP mathematics 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 *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. 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), 2011 Mathematics Assessment.

## Mathematics Performance of Selected Student Groups

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

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, and 2011)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in 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 below *Basic* and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2011 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2011 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website <http://nces.ed.gov/nationsreportcard/naepdata/>.

## Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- Native Hawaiian or other Pacific Islander
- American Indian or Alaska Native
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or more races" in 2011.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Idaho and the nation, by race/ethnicity.



**Grade 4 Scale Score Results by Race/Ethnicity**

- In 2011, White students in Idaho had an average scale score that was higher than the average score of Hispanic students, but not significantly different from the average score of Asian/Pacific Islander students.
- In 2011, the average scale scores of White and Hispanic students in Idaho were higher than their respective scores in 1992, 2000, and 2003, but not significantly different from their respective scores in 2005, 2007, and 2009.
- Data are not reported for Black students in 2011, because reporting standards were not met.
- In 2011, Hispanic students in Idaho had an average score that was lower than that of White students by 21 points. In 1992, the average score for Hispanic students was lower than that of White students by 24 points.

**Grade 4 Achievement-Level Results by Race/Ethnicity**

- In 2011 in Idaho, the percentage of White students performing at or above *Proficient* was greater than the percentage of Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2011, the percentages of White and Hispanic students in Idaho performing at or above *Proficient* were greater than the percentages of their respective peers in 1992, 2000, and 2003, but not significantly different from the percentages of their respective peers in 2005, 2007, and 2009.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
1992 <sup>1</sup>	Nation (public)	72 *	227 *	32 *	68 *	22 *	2 *
	Idaho	92 *	223 *	35 *	65 *	17 *	1 *
2000 <sup>1</sup>	Nation (public)	67 *	234 *	22 *	78 *	32 *	3 *
	Idaho	84 *	230 *	25 *	75 *	24 *	1 *
2000	Nation (public)	62 *	233 *	24 *	76 *	30 *	3 *
	Idaho	85 *	227 *	29 *	71 *	21 *	1 *
2003	Nation (public)	58 *	243 *	13 *	87 *	42 *	5 *
	Idaho	83 *	238 *	16 *	84 *	34 *	3 *
2005	Nation (public)	57 *	246 *	11 *	89 *	47 *	7 *
	Idaho	82 *	245	10	90	44	5
2007	Nation (public)	55 *	248 *	9	91	51	8 *
	Idaho	81	245	11	89	45	6
2009	Nation (public)	54 *	248 *	10	90	50 *	8
	Idaho	81 *	244	12	88	44	5
2011	Nation (public)	52	249	9	91	52	9
	Idaho	78	244	12	88	44	6
<b>Black</b>							
1992 <sup>1</sup>	Nation (public)	18 *	192 *	78 *	22 *	2 *	#
	Idaho	# *	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	17	204 *	64 *	36 *	5 *	#
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	17	203 *	65 *	35 *	4 *	# *
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	17 *	216 *	46 *	54 *	10 *	# *
	Idaho	1 *	‡	‡	‡	‡	‡
2005	Nation (public)	17 *	220 *	40 *	60 *	13 *	1 *
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	17	222 *	37 *	63 *	15 *	1
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	16	222 *	37 *	63 *	15 *	1
	Idaho	1	‡	‡	‡	‡	‡
2011	Nation (public)	16	224	34	66	17	1
	Idaho	1	‡	‡	‡	‡	‡

See notes at end of table.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
1992 <sup>1</sup>	Nation (public)	7*	201*	68*	32*	5*	#
	Idaho	6*	199*	71*	29*	3*	#
2000 <sup>1</sup>	Nation (public)	11*	209*	55*	45*	8*	#
	Idaho	11*	208*	57*	43*	6*	#
2000	Nation (public)	16*	207*	59*	41*	7*	#*
	Idaho	11*	207*	57*	43*	6*	1
2003	Nation (public)	19*	221*	38*	62*	15*	1*
	Idaho	13	217*	45*	55*	11*	1
2005	Nation (public)	20*	225*	33*	67*	19*	1*
	Idaho	13	226	32	68	17	1
2007	Nation (public)	21*	227*	31*	69*	22*	1
	Idaho	13	224	36	64	18	1
2009	Nation (public)	22*	227*	30	70	21*	1
	Idaho	14	225	34	66	18	1
2011	Nation (public)	24	229	28	72	24	2
	Idaho	16	223	36	64	17	1
<b>Asian/Pacific Islander</b>							
1992 <sup>1</sup>	Nation (public)	3*	231*	26*	74*	27*	4*
	Idaho	1*	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	4*	246*	13*	87*	48*	10*
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	251*	11	89	54*	14*
	Idaho	2	‡	‡	‡	‡	‡
2007	Nation (public)	5	254	9	91	59	16
	Idaho	2	‡	‡	‡	‡	‡
2009	Nation (public)	5	255	9	91	61	18
	Idaho	2	‡	‡	‡	‡	‡
2011	Nation (public)	5	256	9	91	62	20
	Idaho	2	247	16	84	52	12

See notes at end of table.

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
1992 <sup>1</sup>	Nation (public)	1	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	1	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	1	207*	61*	39*	8*	#
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	1	224	35	65	18*	1
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	1	227	31	69	22	2
	Idaho	2	‡	‡	‡	‡	‡
2007	Nation (public)	1	229*	28*	72*	26	3
	Idaho	3	215	45	55	13	2
2009	Nation (public)	1	227	32	68	23	2
	Idaho	2	‡	‡	‡	‡	‡
2011	Nation (public)	1	227	32	68	24	2
	Idaho	2	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

**Grade 8 Scale Score Results by Race/Ethnicity**

- In 2011, White students in Idaho had an average scale score that was higher than the average score of Hispanic students.
- In 2011, the average scale score of White students in Idaho was higher than their respective scores in 1990, 1992, 2000, 2003, 2005, and 2007, but not significantly different from their respective score in 2009.
- In 2011, the average scale score of Hispanic students in Idaho was higher than their respective scores in 1990, 1992, 2000, 2003, and 2005, but not significantly different from their respective scores in 2007 and 2009.
- Data are not reported for Black students in 2011, because reporting standards were not met.
- In 2011, Hispanic students in Idaho had an average score that was lower than that of White students by 24 points. In 1990, the average score for Hispanic students was lower than that of White students by 23 points.

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

- In 2011 in Idaho, the percentage of White students performing at or above *Proficient* was greater than the percentage of Hispanic students.
- In 2011, the percentage of White students in Idaho performing at or above *Proficient* was greater than the percentages of their respective peers in 1990, 1992, 2000, 2003, and 2005, but not significantly different from the percentages of their respective peers in 2007 and 2009.
- In 2011, the percentage of Hispanic students in Idaho performing at or above *Proficient* was greater than the percentages of their respective peers in 1990, 1992, 2000, and 2003, but not significantly different from the percentages of their respective peers in 2005, 2007, and 2009.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
1990 <sup>1</sup>	Nation (public)	73 *	269 *	41 *	59 *	18 *	3 *
	Idaho	93 *	273 *	35 *	65 *	19 *	1 *
1992 <sup>1</sup>	Nation (public)	72 *	276 *	34 *	66 *	25 *	3 *
	Idaho	92 *	277 *	30 *	70 *	23 *	2 *
2000 <sup>1</sup>	Nation (public)	69 *	284 *	24 *	76 *	33 *	6 *
	Idaho	88 *	281 *	25 *	75 *	29 *	4 *
2000	Nation (public)	63 *	283 *	25 *	75 *	33 *	6 *
	Idaho	88 *	280 *	26 *	74 *	28 *	4 *
2003	Nation (public)	62 *	287 *	21 *	79 *	36 *	7 *
	Idaho	85 *	284 *	23 *	77 *	31 *	5 *
2005	Nation (public)	60 *	288 *	21 *	79 *	37 *	7 *
	Idaho	85 *	284 *	23 *	77 *	33 *	5 *
2007	Nation (public)	58 *	290 *	19 *	81 *	41 *	9 *
	Idaho	82 *	287 *	21	79	38	7 *
2009	Nation (public)	56 *	292	18	82	43	10
	Idaho	81	292	17	83	43	9
2011	Nation (public)	54	293	17	83	43	10
	Idaho	79	291	18	82	41	10
<b>Black</b>							
1990 <sup>1</sup>	Nation (public)	16	236 *	79 *	21 *	5 *	#
	Idaho	#	‡	‡	‡	‡	‡
1992 <sup>1</sup>	Nation (public)	17 *	236 *	81 *	19 *	2 *	#
	Idaho	# *	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	14 *	245 *	70 *	30 *	5 *	# *
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	17	243 *	70 *	30 *	5 *	# *
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	17 *	252 *	61 *	39 *	7 *	# *
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	17 *	254 *	59 *	41 *	8 *	1 *
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	17 *	259 *	53 *	47 *	11 *	1 *
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	16	260	51	49	12	1
	Idaho	1	‡	‡	‡	‡	‡
2011	Nation (public)	16	262	50	50	13	1
	Idaho	1	‡	‡	‡	‡	‡

See notes at end of table.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
1990 <sup>1</sup>	Nation (public)	7*	245*	67*	33*	7*	1*
	Idaho	4*	250*	64*	36*	8*	#
1992 <sup>1</sup>	Nation (public)	8*	247*	67*	33*	6*	#*
	Idaho	5*	255*	59*	41*	8*	#
2000 <sup>1</sup>	Nation (public)	11*	252*	60*	40*	8*	#*
	Idaho	9*	249*	66*	34*	8*	#
2000	Nation (public)	14*	252*	60*	40*	8*	#*
	Idaho	8*	250*	61*	39*	7*	#
2003	Nation (public)	15*	258*	53*	47*	11*	1*
	Idaho	11*	251*	61*	39*	7*	1
2005	Nation (public)	17*	261*	50*	50*	13*	1*
	Idaho	12*	261*	52*	48*	11	1
2007	Nation (public)	19*	264*	46*	54*	15*	2*
	Idaho	14	264	47	53	16	2
2009	Nation (public)	21*	266*	44*	56*	17*	2
	Idaho	14	264	46	54	15	1
2011	Nation (public)	23	269	40	60	20	3
	Idaho	16	267	42	58	16	3
<b>Asian/Pacific Islander</b>							
1990 <sup>1</sup>	Nation (public)	2*	275*	36*	64*	30*	6*
	Idaho	1	‡	‡	‡	‡	‡
1992 <sup>1</sup>	Nation (public)	2*	290	25	75	43	14
	Idaho	1*	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	4*	286*	27*	73*	40*	12*
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	4*	287*	27*	73*	40*	12*
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	4*	289*	23*	77*	42*	12*
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	5*	294*	19*	81*	46*	16*
	Idaho	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	296*	18*	82*	49*	17*
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	300	16	84	53	20
	Idaho	2	‡	‡	‡	‡	‡
2011	Nation (public)	6	302	15	85	55	22
	Idaho	2	‡	‡	‡	‡	‡

See notes at end of table.

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1990–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
1990 <sup>1</sup>	Nation (public)	1	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
1992 <sup>1</sup>	Nation (public)	1	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2000 <sup>1</sup>	Nation (public)	1	264	47	53	14	2
	Idaho	1	‡	‡	‡	‡	‡
2000	Nation (public)	1	263	47	53	13	3
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	1*	265	46	54	16	2
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	1*	266	45	55	14	2*
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	265	44	56	17	2
	Idaho	2	‡	‡	‡	‡	‡
2009	Nation (public)	1	267	43	57	20	3
	Idaho	2	‡	‡	‡	‡	‡
2011	Nation (public)	1	266	45	55	17	4
	Idaho	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.



Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011: White, Black, Hispanic, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races at grades 4 and 8 in Idaho and the nation, by race/ethnicity.

**Table  
4-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2011	Nation (public)	52*	249*	9*	91*	52*	9*
	Idaho	78	244	12	88	44	6
<b>Black</b>							
2011	Nation (public)	16*	224	34	66	17	1
	Idaho	1	‡	‡	‡	‡	‡
<b>Hispanic</b>							
2011	Nation (public)	24*	229*	28*	72*	24*	2
	Idaho	16	223	36	64	17	1
<b>Asian</b>							
2011	Nation (public)	5*	257	8	92	64	21
	Idaho	2	‡	‡	‡	‡	‡
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1	227	32	68	24	2
	Idaho	2	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#	235	24	76	33	7
	Idaho	#	‡	‡	‡	‡	‡
<b>Two or more races</b>							
2011	Nation (public)	2*	244	15	85	43	9
	Idaho	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same group in Idaho.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214—248; *Proficient*, 249—281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

**Table  
4-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2011	Nation (public)	54*	293*	17	83	43	10
	Idaho	79	291	18	82	41	10
<b>Black</b>							
2011	Nation (public)	16*	262	50	50	13	1
	Idaho	1	‡	‡	‡	‡	‡
<b>Hispanic</b>							
2011	Nation (public)	23*	269	40	60	20	3
	Idaho	16	267	42	58	16	3
<b>Asian</b>							
2011	Nation (public)	5*	305	12	88	58	24
	Idaho	1	‡	‡	‡	‡	‡
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1*	266	45	55	17	4
	Idaho	1	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#	265	45	55	19	3
	Idaho	#	‡	‡	‡	‡	‡
<b>Two or more races</b>							
2011	Nation (public)	2*	286	24	76	37	10
	Idaho	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same group in Idaho.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262—298; *Proficient*, 299—332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

**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.

Tables 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Idaho and the nation, by gender.

**Grade 4 Scale Score Results by Gender**

- In 2011, male students in Idaho had an average score in mathematics (241) that was not significantly different from that of female students (239). In 1992, male students in Idaho had an average score in mathematics (223) that was higher than that of female students (220).
- In 2011, male students in Idaho had an average scale score in mathematics (241) that was not significantly different from that of male students in public schools across the nation (241). Similarly, female students in Idaho had an average scale score (239) that was not significantly different from that of female students across the nation (239).
- In Idaho, the average scale score of male students in 2011 was higher than the scores of male students in 1992, 2000, and 2003, but not significantly different from the scores of male students in 2005, 2007, and 2009.
- In Idaho, the average scale score of female students in 2011 was higher than the scores of female students in 1992, 2000, and 2003, but not significantly different from the scores of female students in 2005, 2007, and 2009.

**Grade 4 Achievement-Level Results by Gender**

- In the 2011 assessment, 41 percent of male students and 38 percent of female students performed at or above *Proficient* in Idaho. The difference between these percentages was not statistically significant.
- The percentage of male students in Idaho's public schools who were at or above *Proficient* in 2011 (41 percent) was not significantly different from that of male students in the nation (41 percent).
- The percentage of female students in Idaho's public schools who were at or above *Proficient* in 2011 (38 percent) was not significantly different from that of female students in the nation (39 percent).
- In Idaho, the percentage of male students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1992, 2000, and 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, and 2009.
- In Idaho, the percentage of female students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1992, 2000, and 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, and 2009.

**Table 5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>							
1992 <sup>1</sup>	Nation (public)	50	220*	41*	59*	19*	2*
	Idaho	49	223*	35*	65*	17*	1*
2000 <sup>1</sup>	Nation (public)	51	227*	32*	68*	27*	3*
	Idaho	50	227*	29*	71*	23*	1*
2000	Nation (public)	51	225*	35*	65*	25*	3*
	Idaho	50	224*	33*	67*	20*	1*
2003	Nation (public)	51	235*	23*	77*	34*	5*
	Idaho	51	237*	19	81	34*	3*
2005	Nation (public)	51	238*	20*	80*	37*	6*
	Idaho	51	242	14	86	42	6
2007	Nation (public)	51	240	18	82	41	7*
	Idaho	51	242	16	84	42	6
2009	Nation (public)	51	240*	19	81	40	7
	Idaho	50	242	15	85	42	5
2011	Nation (public)	51	241	18	82	41	7
	Idaho	51	241	16	84	41	6
<b>Female</b>							
1992 <sup>1</sup>	Nation (public)	50	218*	44*	56*	16*	1*
	Idaho	51	220*	40*	60*	14*	#
2000 <sup>1</sup>	Nation (public)	49	225*	34*	66*	22*	2*
	Idaho	50	227*	30*	70*	20*	1*
2000	Nation (public)	49	223*	38*	62*	20*	1*
	Idaho	50	225*	32*	68*	19*	1*
2003	Nation (public)	49	233*	25*	75*	29*	3*
	Idaho	49	233*	22*	78*	27*	2*
2005	Nation (public)	49	236*	21*	79*	33*	4*
	Idaho	49	241	14*	86*	39	3
2007	Nation (public)	49	238*	19	81	36*	4*
	Idaho	49	240	15	85	38	5
2009	Nation (public)	49	238*	19	81	37*	5*
	Idaho	50	240	15	85	39	4
2011	Nation (public)	49	239	18	82	39	6
	Idaho	49	239	18	82	38	5

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

**Grade 8 Scale Score Results by Gender**

- In 2011, male students in Idaho had an average score in mathematics (287) that was not significantly different from that of female students (286). In 1990, male students in Idaho had an average score in mathematics (272) that was not significantly different from that of female students (270).
- In 2011, male students in Idaho had an average scale score in mathematics (287) that was higher than that of male students in public schools across the nation (283). Similarly, female students in Idaho had an average scale score (286) that was higher than that of female students across the nation (282).
- In Idaho, the average scale score of male students in 2011 was higher than the scores of male students in 1990, 1992, 2000, 2003, and 2005, but not significantly different from the scores of male students in 2007 and 2009.
- In Idaho, the average scale score of female students in 2011 was higher than the scores of female students in 1990, 1992, 2000, 2003, 2005, and 2007, but not significantly different from the score of female students in 2009.

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

- In the 2011 assessment, 37 percent of male students and 36 percent of female students performed at or above *Proficient* in Idaho. The difference between these percentages was not statistically significant.
- The percentage of male students in Idaho's public schools who were at or above *Proficient* in 2011 (37 percent) was not significantly different from that of male students in the nation (34 percent).
- The percentage of female students in Idaho's public schools who were at or above *Proficient* in 2011 (36 percent) was greater than that of female students in the nation (33 percent).
- In Idaho, the percentage of male students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1990, 1992, 2000, 2003, and 2005, but not significantly different from the corresponding percentages of students in 2007 and 2009.
- In Idaho, the percentage of female students performing at or above *Proficient* in 2011 was greater than the corresponding percentages of students in 1990, 1992, 2000, 2003, and 2005, but not significantly different from the corresponding percentages of students in 2007 and 2009.

**Table 5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1990–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>							
1990 <sup>1</sup>	Nation (public)	51	262*	49*	51*	17*	2*
	Idaho	52	272*	36*	64*	20*	1*
1992 <sup>1</sup>	Nation (public)	52	266*	45*	55*	20*	3*
	Idaho	51	277*	30*	70*	24*	3*
2000 <sup>1</sup>	Nation (public)	50	276*	34*	66*	29*	6*
	Idaho	52	278*	29*	71*	28*	4*
2000	Nation (public)	50	273*	38*	62*	26*	5*
	Idaho	53	277*	31*	69*	27*	4*
2003	Nation (public)	50	277*	33*	67*	29*	6*
	Idaho	51	281*	27*	73*	30*	5*
2005	Nation (public)	51	278*	32*	68*	30*	6*
	Idaho	50	280*	28*	72*	30*	5*
2007	Nation (public)	51	281*	29*	71*	33*	8*
	Idaho	49	285	24	76	36	7
2009	Nation (public)	51	283	28	72	34	8
	Idaho	51	288	21	79	39	9
2011	Nation (public)	51	283	28	72	34	9
	Idaho	51	287	23	77	37	9
<b>Female</b>							
1990 <sup>1</sup>	Nation (public)	49	261*	49*	51*	14*	2*
	Idaho	48	270*	38*	62*	16*	1*
1992 <sup>1</sup>	Nation (public)	48	267*	44*	56*	20*	3*
	Idaho	49	273*	34*	66*	19*	1*
2000 <sup>1</sup>	Nation (public)	50	273*	36*	64*	24*	4*
	Idaho	48	278*	28*	72*	26*	3*
2000	Nation (public)	50	271*	38*	62*	23*	4*
	Idaho	47	277*	28*	72*	25*	3*
2003	Nation (public)	50	275*	34*	66*	26*	4*
	Idaho	49	279*	28*	72*	27*	3*
2005	Nation (public)	49	277*	33*	67*	27*	5*
	Idaho	50	282*	25	75	30*	4*
2007	Nation (public)	49	279*	30*	70*	29*	6*
	Idaho	51	282*	26	74	32	5*
2009	Nation (public)	49	281*	29*	71*	31*	7
	Idaho	49	286	22	78	37	7
2011	Nation (public)	49	282	28	72	33	7
	Idaho	49	286	23	77	36	8

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

## Student Eligibility for the National School Lunch Program

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 data 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.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Idaho and the nation, by student eligibility for the NSLP.

### ***Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility***

- In 2011, students in Idaho eligible for free/reduced-price lunch had an average mathematics scale score of 232. This was lower than that of students in Idaho not eligible for this program (248).
- In 2011, students in Idaho who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 16 points. In 2000, the average score for students in Idaho who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 17 points.
- Students in Idaho eligible for free/reduced-price lunch had an average scale score (232) in 2011 that was higher than that of students in the nation who were eligible (229).
- In Idaho, students eligible for free/reduced-price lunch had an average mathematics scale score in 2011 that was higher than that of eligible students in 2000 and 2003, but not significantly different from that of eligible students in 2005, 2007, and 2009.

### ***Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility***

- In Idaho, 27 percent of students who were eligible for free/reduced-price lunch and 51 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Idaho in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (27 percent) was greater than the corresponding percentage for their counterparts around the nation (24 percent).
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 2000 and 2003, but not significantly different from the corresponding percentages in 2005, 2007, and 2009.



**Table  
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2000–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2000 <sup>1</sup>	Nation (public)	35 *	210 *	54 *	46 *	9 *	# *
	Idaho	41 *	217 *	41 *	59 *	13 *	# *
2000	Nation (public)	40 *	208 *	57 *	43 *	7 *	# *
	Idaho	42 *	214 *	45 *	55 *	12 *	1 *
2003	Nation (public)	44 *	222 *	38 *	62 *	15 *	1 *
	Idaho	43 *	227 *	31 *	69 *	20 *	1 *
2005	Nation (public)	46 *	225 *	33 *	67 *	19 *	1 *
	Idaho	43 *	234	21	79	28	2
2007	Nation (public)	46 *	227 *	30 *	70 *	22 *	1 *
	Idaho	44 *	232	25	75	27	2
2009	Nation (public)	48 *	228 *	29 *	71 *	22 *	1 *
	Idaho	43 *	234	23	77	30	2
2011	Nation (public)	52	229	27	73	24	2
	Idaho	50	232	25	75	27	3
<b>Not eligible</b>							
2000 <sup>1</sup>	Nation (public)	52	236 *	21 *	79 *	33 *	4 *
	Idaho	52	234 *	20 *	80 *	28 *	2 *
2000	Nation (public)	49	235 *	23 *	77 *	32 *	4 *
	Idaho	52	232 *	23 *	77 *	26 *	2 *
2003	Nation (public)	52 *	244 *	12 *	88 *	45 *	6 *
	Idaho	50	241 *	13 *	87 *	38 *	3 *
2005	Nation (public)	52 *	248 *	10 *	90 *	50 *	8 *
	Idaho	56 *	248	8	92	50	7
2007	Nation (public)	53 *	249 *	9 *	91 *	53 *	9 *
	Idaho	55 *	248	8	92	50	7
2009	Nation (public)	51 *	250 *	9 *	91 *	54 *	10 *
	Idaho	57 *	246	10	90	49	7
2011	Nation (public)	47	252	8	92	57	12
	Idaho	49	248	9	91	51	8

See notes at end of table.

**Table  
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2000–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Information not available</b>							
2000 <sup>1</sup>	Nation (public)	13*	235*	23*	77*	35*	3*
	Idaho	7	228	26	74	20	1
2000	Nation (public)	11*	236*	22*	78*	35*	4*
	Idaho	6	232	22	78	22	1
2003	Nation (public)	4*	235*	23*	77*	34*	4*
	Idaho	6*	243	12	88	43	3
2005	Nation (public)	2*	237*	21*	79*	36	5
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	243	17	83	44	8
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	240	22	78	42	7
	Idaho	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	247	12	88	49	10
	Idaho	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

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

- In 2011, students in Idaho eligible for free/reduced-price lunch had an average mathematics scale score of 276. This was lower than that of students in Idaho not eligible for this program (295).
- In 2011, students in Idaho who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 20 points. In 2000, the average score for students in Idaho who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- Students in Idaho eligible for free/reduced-price lunch had an average scale score (276) in 2011 that was higher than that of students in the nation who were eligible (269).
- In Idaho, students eligible for free/reduced-price lunch had an average mathematics scale score in 2011 that was higher than that of eligible students in 2000, 2003, and 2005, but not significantly different from that of eligible students in 2007 and 2009.

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

- In Idaho, 24 percent of students who were eligible for free/reduced-price lunch and 47 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Idaho in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (24 percent) was greater than the corresponding percentage for their counterparts around the nation (19 percent).
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 2000, 2003, and 2005, but not significantly different from the corresponding percentages in 2007 and 2009.

**Table  
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2000–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2000 <sup>1</sup>	Nation (public)	28 *	255 *	56 *	44 *	10 *	1 *
	Idaho	29 *	264 *	46 *	54 *	17 *	2
2000	Nation (public)	31 *	253 *	59 *	41 *	10 *	1 *
	Idaho	29 *	265 *	44 *	56 *	16 *	2
2003	Nation (public)	36 *	258 *	53 *	47 *	11 *	1 *
	Idaho	35 *	267 *	40 *	60 *	17 *	1 *
2005	Nation (public)	39 *	261 *	49 *	51 *	13 *	1 *
	Idaho	36 *	272 *	37 *	63 *	20 *	2
2007	Nation (public)	41 *	265 *	45 *	55 *	15 *	2 *
	Idaho	39 *	273	36	64	22	3
2009	Nation (public)	43 *	266 *	43 *	57 *	17 *	2 *
	Idaho	36 *	276	33	67	25	4
2011	Nation (public)	48	269	41	59	19	2
	Idaho	46	276	32	68	24	4
<b>Not eligible</b>							
2000 <sup>1</sup>	Nation (public)	55	285 *	24 *	76 *	35 *	7 *
	Idaho	62 *	284 *	22 *	78 *	32 *	4 *
2000	Nation (public)	54	283 *	26 *	74 *	34 *	7 *
	Idaho	61 *	283 *	23 *	77 *	31 *	4 *
2003	Nation (public)	58 *	287 *	22 *	78 *	37 *	7 *
	Idaho	56	287 *	20 *	80 *	35 *	6 *
2005	Nation (public)	59 *	288 *	21 *	79 *	39 *	8 *
	Idaho	63 *	286 *	21 *	79 *	36 *	6 *
2007	Nation (public)	58 *	291 *	19 *	81 *	42 *	10 *
	Idaho	60 *	290 *	19	81	41 *	8 *
2009	Nation (public)	56 *	293 *	17 *	83 *	45 *	12 *
	Idaho	62 *	294	16	84	46	10
2011	Nation (public)	52	295	16	84	47	13
	Idaho	53	295	15	85	47	12

See notes at end of table.

**Table  
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2000–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Information not available</b>							
2000 <sup>1</sup>	Nation (public)	16*	273	37	63	26	4
	Idaho	9*	282	23	77	29	3
2000	Nation (public)	15*	271	38	62	24	4
	Idaho	10*	276	31	69	27	3
2003	Nation (public)	6*	278	32	68	29	6
	Idaho	9*	286	20	80	32	7
2005	Nation (public)	3*	277	34	66	28	6
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	274	36	64	28	6
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	1*	284	28	72	35	10
	Idaho	2	‡	‡	‡	‡	‡
2011	Nation (public)	#	275	37	63	26	6
	Idaho	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

## Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only comparisons between 2007, 2009, and 2011 are available. More detail on the changes for the classification of type of location is available at [http://nces.ed.gov/ccd/Rural\\_Locales.asp](http://nces.ed.gov/ccd/Rural_Locales.asp).

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Idaho and the nation, by type of location (for 2007, 2009, and 2011 only).

### **Grade 4 Scale Score Results by Type of Location**

- In 2011, the average scale score of students in Idaho attending public schools in city locations was not significantly different from the scores of students in suburban, town, and rural schools.
- In 2011, students attending public schools in city locations in Idaho had an average scale score that was higher than the average scale score of students in city locations in the nation.
- In 2011, students attending public schools in suburban, town, and rural locations in Idaho had average scale scores that were not significantly different from the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2011, students attending public schools in city, suburban, town, and rural locations in Idaho had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 and 2009 in Idaho.

### **Grade 4 Achievement-Level Results by Type of Location**

- In 2011, the percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* was greater than the percentage of students in town schools, but was not significantly different from the corresponding percentages of students in suburban and rural schools.
- The percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* in 2011 was greater than those of students in city locations in the nation.
- The percentages of students in Idaho's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in suburban, town, and rural locations in the nation.
- The percentages of students in Idaho's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 and 2009 in Idaho.

**Table  
7-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>City</b>							
2007	Nation (public)	29	233*	26	74	32	5
	Idaho	29	243	15	85	43	7
2009	Nation (public)	30	234	25	75	32	5
	Idaho	30	242	15	85	42	5
2011	Nation (public)	29	235	24	76	33	5
	Idaho	31	241	17	83	40	6
<b>Suburb</b>							
2007	Nation (public)	37	243	15	85	44	7*
	Idaho	17	244	13	87	45	6
2009	Nation (public)	36	243	16	84	44	7*
	Idaho	20	243	13	87	43	5
2011	Nation (public)	36	244	15	85	45	8
	Idaho	15	243	16	84	45	7
<b>Town</b>							
2007	Nation (public)	12	238	18	82	36	4
	Idaho	23	237	18	82	34	3
2009	Nation (public)	12	237	19	81	35	4
	Idaho	21	238	18	82	36	3
2011	Nation (public)	13	237	19	81	35	4
	Idaho	21	237	20	80	32	4
<b>Rural</b>							
2007	Nation (public)	22	240*	16	84	39*	5*
	Idaho	31	240	16	84	39	4
2009	Nation (public)	22	240*	16	84	39*	5*
	Idaho	29	241	15	85	40	4
2011	Nation (public)	23	243	15	85	42	6
	Idaho	32	241	15	85	41	4

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214—248; *Proficient*, 249—281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Mathematics Assessments.

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

- In 2011, the average scale score of students in Idaho attending public schools in city locations was higher than the scores of students in town and rural schools, but was not significantly different from the score of students in suburban schools.
- In 2011, students attending public schools in city locations in Idaho had an average scale score that was higher than the average scale score of students in city locations in the nation.
- In 2011, students attending public schools in suburban, town, and rural locations in Idaho had average scale scores that were not significantly different from the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2011, students attending public schools in suburban locations in Idaho had an average scale score that was higher than the average scale score of students in suburban locations in 2007 in Idaho, but not significantly different from the average scale score of students in suburban locations in 2009 in Idaho.
- In 2011, students attending public schools in city, town, and rural locations in Idaho had average scale scores that were not significantly different from the average scale scores of students in city, town, and rural locations in 2007 and 2009 in Idaho.

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

- In 2011, the percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* was greater than the corresponding percentages of students in town and rural schools, but was not significantly different from the percentage of students in suburban schools.
- The percentage of students in Idaho's public schools in city locations who performed at or above *Proficient* in 2011 was greater than those of students in city locations in the nation.
- The percentages of students in Idaho's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in suburban, town, and rural locations in the nation.
- The percentages of students in Idaho's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 and 2009 in Idaho.



# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
7-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>City</b>							
2007	Nation (public)	28	273*	38*	62*	25*	5*
	Idaho	27	287	23	77	39	8
2009	Nation (public)	27	276	36	64	28	6
	Idaho	28	293	18	82	44	11
2011	Nation (public)	29	277	34	66	29	7
	Idaho	30	291	19	81	42	12
<b>Suburb</b>							
2007	Nation (public)	36	285*	26	74	36	9*
	Idaho	17	279*	30*	70*	30	5
2009	Nation (public)	36	286	25	75	37	10
	Idaho	19	285	24	76	35	6
2011	Nation (public)	36	286	25	75	37	9
	Idaho	19	288	21	79	38	9
<b>Town</b>							
2007	Nation (public)	13	280	29	71	29*	5*
	Idaho	21	283	26	74	33	5
2009	Nation (public)	14	279	30	70	29	5
	Idaho	23	286	22	78	37	7
2011	Nation (public)	13	281	28	72	31	6
	Idaho	25	284	24	76	34	7
<b>Rural</b>							
2007	Nation (public)	22	282*	26*	74*	32*	6*
	Idaho	34	284	24	76	33	6
2009	Nation (public)	23	284	25	75	33	7
	Idaho	30	285	24	76	36	7
2011	Nation (public)	23	286	23	77	35	7
	Idaho	26	283	26	74	32	7

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262—298; *Proficient*, 299—332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Mathematics Assessments.

## Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2011 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. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 8.

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

- In 2011, 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: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the average scale score for students in Idaho who reported that a parent had graduated from college was higher than the score of students in the nation.
- In 2011, the average scale scores for students in Idaho who reported that a parent had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2011, the average scale score for students in Idaho who reported that a parent had graduated from college was higher than the score of students in 1990, 1992, 2000, 2003, and 2005, but not significantly different from the score of students in 2007 and 2009.
- In 2011, the average scale scores for students in Idaho who reported that a parent had some education after high school, had graduated from high school, or had not finished high school were higher than the corresponding scores of students in 1990, 1992, and 2000, but not significantly different from the corresponding scores of students in 2003, 2005, 2007, and 2009.

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

- In 2011, the percentage of students performing at or above *Proficient* in Idaho who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the percentage of students in Idaho reporting that a parent had graduated from college and who performed at or above *Proficient* was greater than the percentage of students in the nation.
- In 2011, the percentages of students in Idaho reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2011 in Idaho, the percentage of students reporting that a parent had graduated from college and who performed at or above *Proficient* was greater than the percentage of students in 1990, 1992, 2000, 2003, and 2005, but was not significantly different from the percentage of students in 2007 and 2009.
- In 2011 in Idaho, the percentage of students reporting that a parent had some education after high school and who performed at or above *Proficient* was greater than the percentage of students in 1990, 1992, and 2003, but was not significantly different from the percentage of students in 2000, 2005, 2007, and 2009.
- In 2011 in Idaho, the respective percentages of students reporting that a parent had graduated from high school or had not finished high school and who performed at or above *Proficient* were greater than the corresponding percentages of students in 1990 and 1992, but were not significantly different from the corresponding percentages of students in 2000, 2003, 2005, 2007, and 2009.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2011

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Did not finish high school</b>							
1990 <sup>1</sup>	Nation (public)	10	241 *	76 *	24 *	3 *	#
	Idaho	6 *	251 *	66 *	34 *	4 *	#
1992 <sup>1</sup>	Nation (public)	8	249 *	66 *	34 *	6 *	1
	Idaho	7	255 *	60 *	40 *	6 *	#
2000 <sup>1</sup>	Nation (public)	7 *	255 *	55 *	45 *	8 *	1 *
	Idaho	8	250	61	39	6	#
2000	Nation (public)	8	253 *	57 *	43 *	7 *	# *
	Idaho	7	257 *	55	45	8	#
2003	Nation (public)	7 *	256 *	56 *	44 *	9 *	1 *
	Idaho	7	260	50	50	10	#
2005	Nation (public)	8 *	259 *	52 *	48 *	11 *	1 *
	Idaho	8	264	45	55	13	1
2007	Nation (public)	8	263 *	48 *	52 *	12 *	1
	Idaho	8	262	46	54	12	#
2009	Nation (public)	8	265	45	55	14	1
	Idaho	9	267	43	57	15	1
2011	Nation (public)	8	265	44	56	15	2
	Idaho	8	267	41	59	13	2
<b>Graduated from high school</b>							
1990 <sup>1</sup>	Nation (public)	25 *	255 *	59 *	41 *	8 *	#
	Idaho	19 *	262 *	50 *	50 *	10 *	#
1992 <sup>1</sup>	Nation (public)	25 *	257 *	55 *	45 *	10 *	1 *
	Idaho	19 *	269 *	39	61	13 *	1
2000 <sup>1</sup>	Nation (public)	21 *	263 *	47 *	53 *	16 *	1
	Idaho	17	266	42	58	15	1
2000	Nation (public)	21 *	260 *	49 *	51 *	15 *	1 *
	Idaho	16	266 *	41	59	15	1
2003	Nation (public)	18 *	267 *	42 *	58 *	16 *	2 *
	Idaho	16	269	39	61	18	1
2005	Nation (public)	18 *	267 *	42 *	58 *	17 *	2 *
	Idaho	16	270	37	63	16	1
2007	Nation (public)	18 *	270	40	60	19	2
	Idaho	17	271	37	63	18	2
2009	Nation (public)	17	270	38	62	19	2
	Idaho	15	274	34	66	24	3
2011	Nation (public)	17	271	38	62	20	2
	Idaho	15	274	34	66	20	2

See notes at end of table.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2011—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Some education after high school</b>							
1990 <sup>1</sup>	Nation (public)	17	267*	43*	57*	15*	3*
	Idaho	22*	274*	31*	69*	18*	1
1992 <sup>1</sup>	Nation (public)	18*	270*	40*	60*	20*	3*
	Idaho	20*	278*	28*	72*	24*	2
2000 <sup>1</sup>	Nation (public)	18*	279*	28*	72*	27*	3*
	Idaho	19	284	21	79	31	4
2000	Nation (public)	18*	277*	30*	70*	26*	3*
	Idaho	20	280*	25	75	28	3
2003	Nation (public)	18*	280*	27*	73*	28*	4*
	Idaho	18	283	21	79	27*	4
2005	Nation (public)	18*	280*	27*	73*	28*	4*
	Idaho	17	283	22	78	31	4
2007	Nation (public)	17*	283*	24*	76*	32	5
	Idaho	19	290	16	84	40	5
2009	Nation (public)	17	283	24	76	32	5
	Idaho	19	290	17	83	41	7
2011	Nation (public)	16	285	22	78	33	5
	Idaho	17	288	19	81	36	6
<b>Graduated from college</b>							
1990 <sup>1</sup>	Nation (public)	39*	274*	34*	66*	25*	4*
	Idaho	46*	279*	27*	73*	24*	2*
1992 <sup>1</sup>	Nation (public)	40*	279*	30*	70*	31*	5*
	Idaho	48*	282*	24*	76*	28*	3*
2000 <sup>1</sup>	Nation (public)	43*	286*	24*	76*	39*	9*
	Idaho	46*	288*	18	82	36*	5*
2000	Nation (public)	41*	285*	25*	75*	38*	9*
	Idaho	47*	287*	20*	80*	36*	6*
2003	Nation (public)	45*	287*	23*	77*	39*	8*
	Idaho	47	291*	17	83	40*	7*
2005	Nation (public)	45*	289*	22*	78*	41*	10*
	Idaho	49	290*	18*	82*	41*	7*
2007	Nation (public)	46*	291*	20*	80*	43*	11*
	Idaho	45*	294	16	84	47	10
2009	Nation (public)	46	294	18	82	46	13
	Idaho	49	297	13	87	50	12
2011	Nation (public)	47	294	18	82	46	13
	Idaho	51	297	13	87	50	14

See notes at end of table.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1990–2011—Continued

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Unknown</b>						
1990 <sup>1</sup> Nation (public)	9*	240*	71*	29*	5*	#
Idaho	7*	254*	59*	41*	8*	#
1992 <sup>1</sup> Nation (public)	9*	251*	62*	38*	9*	#
Idaho	6*	255*	58*	42*	8*	1
2000 <sup>1</sup> Nation (public)	11	255*	55*	45*	11*	1*
Idaho	10	263	47	53	15	1
2000 Nation (public)	12	253*	59*	41*	9*	1*
Idaho	11	259	48	52	11	#
2003 Nation (public)	11	258*	53*	47*	12*	1*
Idaho	10	260	50	50	11	1
2005 Nation (public)	11*	260*	51*	49*	13*	1*
Idaho	11	266	43	57	14	#
2007 Nation (public)	12	263*	48*	52*	15*	2
Idaho	10	265	45	55	15	1
2009 Nation (public)	12	264	47	53	16	2
Idaho	9	269	40	60	18	2
2011 Nation (public)	12	265	46	54	16	2
Idaho	10	267	43	57	19	4

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

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

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

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

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 2000, testing accommodations were not provided for students with special needs in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 9-A and 9-B display data for 4<sup>th</sup> and 8<sup>th</sup> grade students in Idaho who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4<sup>th</sup> or 8<sup>th</sup> grade students in the state.

Tables 10-A and 10-B show the percentages of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the percentages of students assessed in Idaho by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
9-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2011

Year and testing status	SD and/or ELL		SD		ELL		
	Idaho	Nation (public)	Idaho	Nation (public)	Idaho	Nation (public)	
1992 <sup>1</sup>	<b>Identified</b>	<b>9</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>3</b>
	Excluded	3	7	3	5	1	2
	Assessed without accommodations	6	4	5	3	1	1
2000	<b>Identified</b>	<b>16</b>	<b>19</b>	<b>12</b>	<b>13</b>	<b>5</b>	<b>7</b>
	Excluded	2	4	1	3	2	1
	Assessed without accommodations	7	10	5	5	3	5
	Assessed with accommodations	7	5	6	4	1	1
2003	<b>Identified</b>	<b>18</b>	<b>22</b>	<b>12</b>	<b>14</b>	<b>7</b>	<b>11</b>
	Excluded	2	4	1	3	1	1
	Assessed without accommodations	9	10	4	4	5	7
	Assessed with accommodations	7	8	7	7	2	2
2005	<b>Identified</b>	<b>18</b>	<b>23</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>10</b>
	Excluded	1	3	1	3	1	1
	Assessed without accommodations	9	10	3	4	6	7
	Assessed with accommodations	8	10	7	8	2	3
2007	<b>Identified</b>	<b>18</b>	<b>23</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>11</b>
	Excluded	2	3	1	3	#	1
	Assessed without accommodations	8	10	3	3	5	7
	Assessed with accommodations	8	10	6	8	2	3
2009	<b>Identified</b>	<b>15</b>	<b>23</b>	<b>10</b>	<b>13</b>	<b>5</b>	<b>10</b>
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	5	9	3	3	3	6
	Assessed with accommodations	8	11	7	8	2	4
2011	<b>Identified</b>	<b>15</b>	<b>23</b>	<b>11</b>	<b>13</b>	<b>5</b>	<b>11</b>
	Excluded	1	2	1	2	#	#
	Assessed without accommodations	5	9	2	3	2	6
	Assessed with accommodations	9	12	7	9	2	4

# Rounds to zero.

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

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
9-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1990–2011

Year and testing status	SD and/or ELL		SD		ELL		
	Idaho	Nation (public)	Idaho	Nation (public)	Idaho	Nation (public)	
1990 <sup>1</sup>	<b>Identified</b>	6	—	6	—	1	—
	Excluded	2	—	2	—	#	—
	Assessed without accommodations	4	—	4	—	#	—
1992 <sup>1</sup>	<b>Identified</b>	7	10	7	8	1	2
	Excluded	3	6	3	5	#	2
	Assessed without accommodations	4	4	4	3	#	1
2000	<b>Identified</b>	14	14	11	11	4	4
	Excluded	2	4	2	3	1	1
	Assessed without accommodations	8	7	6	5	3	3
	Assessed with accommodations	4	3	3	2	1	1
2003	<b>Identified</b>	15	19	10	14	6	6
	Excluded	1	4	1	3	#	1
	Assessed without accommodations	9	8	6	5	4	4
	Assessed with accommodations	5	7	4	6	1	1
2005	<b>Identified</b>	17	19	12	13	6	6
	Excluded	2	4	2	3	1	1
	Assessed without accommodations	8	7	4	3	4	4
	Assessed with accommodations	7	8	6	7	2	1
2007	<b>Identified</b>	15	18	10	13	6	7
	Excluded	2	4	1	4	#	1
	Assessed without accommodations	7	6	3	2	4	4
	Assessed with accommodations	7	8	5	6	2	2
2009	<b>Identified</b>	12	18	9	13	4	6
	Excluded	1	3	1	3	#	#
	Assessed without accommodations	5	5	3	2	2	3
	Assessed with accommodations	6	10	5	8	1	2
2011	<b>Identified</b>	12	18	8	13	4	6
	Excluded	1	3	1	2	#	#
	Assessed without accommodations	3	5	1	2	2	3
	Assessed with accommodations	7	10	6	9	2	2

— Not available.

# Rounds to zero.

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

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.



**Table  
10-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>SD</b>							
2000	Nation (public)	10*	198*	71*	29*	6*	1
	Idaho	11	186*	83*	17*	#	#
2003	Nation (public)	11*	214*	50*	50*	12*	1*
	Idaho	11	208*	59	41	7*	#
2005	Nation (public)	12	218	44	56	16	2
	Idaho	10	215	47	53	10	1
2007	Nation (public)	11*	220*	40*	60*	19*	2
	Idaho	9	216	47	53	14	1
2009	Nation (public)	12	220*	41*	59*	19*	2
	Idaho	9	219	44	56	16	2
2011	Nation (public)	12	218	45	55	17	2
	Idaho	10	217	48	52	15	1
<b>Not SD</b>							
2000	Nation (public)	90*	227*	33*	67*	24*	3*
	Idaho	89	229*	26*	74*	22*	1*
2003	Nation (public)	89*	236*	21*	79*	34*	4*
	Idaho	89	238*	16	84	33*	3*
2005	Nation (public)	88	240*	17*	83*	38*	5*
	Idaho	90	245	10*	90*	44	5
2007	Nation (public)	89*	241*	16*	84*	41*	6*
	Idaho	91	243	12	88	43	6
2009	Nation (public)	88	242*	16*	84*	41*	6*
	Idaho	91	243	12	88	43	5
2011	Nation (public)	88	243	15	85	43	7
	Idaho	90	243	14	86	42	6

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
10-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>SD</b>							
2000	Nation (public)	8*	229*	80*	20*	4*	#*
	Idaho	9*	230*	83	17	1*	#
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	Idaho	10*	241	75	25	5	#
2005	Nation (public)	11	244*	69*	31*	7*	1*
	Idaho	10*	242	73	27	3	1
2007	Nation (public)	9*	246*	67	33	8	1
	Idaho	9	245	71	29	5	1
2009	Nation (public)	10	249	64	36	9	1
	Idaho	8	248	65	35	8	1
2011	Nation (public)	11	249	65	35	9	2
	Idaho	7	243	72	28	6	2
<b>Not SD</b>							
2000	Nation (public)	92*	275*	35*	65*	26*	5*
	Idaho	91*	282*	24*	76*	29*	4*
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	Idaho	90*	284*	22*	78*	31*	5*
2005	Nation (public)	89	281*	28*	72*	31*	6*
	Idaho	90*	285*	21	79	33*	5*
2007	Nation (public)	91*	284*	26*	74*	33*	7*
	Idaho	91	287*	21	79	37	7*
2009	Nation (public)	90	285*	24*	76*	35*	8
	Idaho	92	291	18	82	41	9
2011	Nation (public)	89	287	23	77	36	9
	Idaho	93	290	19	81	39	9

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
11-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>ELL</b>							
2000	Nation (public)	6*	199*	70*	30*	4*	#
	Idaho	4	‡	‡	‡	‡	‡
2003	Nation (public)	9*	214*	51*	49*	9*	#*
	Idaho	6*	211*	56	44	7	#
2005	Nation (public)	10*	216*	46*	54*	11*	1
	Idaho	8*	221*	37*	63*	10*	#
2007	Nation (public)	10*	217*	44*	56*	13	1
	Idaho	8*	214*	51	49	10*	#
2009	Nation (public)	10*	218	43	57	12*	1*
	Idaho	5	210	61	39	7	1
2011	Nation (public)	11	219	42	58	14	1
	Idaho	4	204	63	37	2	#
<b>Not ELL</b>							
2000	Nation (public)	94*	226*	34*	66*	24*	3*
	Idaho	96	226*	31*	69*	20*	1*
2003	Nation (public)	91*	236*	21*	79*	34*	4*
	Idaho	94*	237*	18*	82*	32*	2*
2005	Nation (public)	90*	239*	18*	82*	38*	5*
	Idaho	92*	243	12*	88*	43	5
2007	Nation (public)	90*	242*	16*	84*	42*	6*
	Idaho	92*	243	12	88	43	6
2009	Nation (public)	90*	242*	16*	84*	41*	6*
	Idaho	95	243	13	87	42	5
2011	Nation (public)	89	243	15	85	43	7
	Idaho	96	242	15	85	41	6

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
11-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>ELL</b>							
2000	Nation (public)	3*	234*	80*	20*	2*	#
	Idaho	4	‡	‡	‡	‡	‡
2003	Nation (public)	5	241	74	26	5	1
	Idaho	5*	241	74	26	3	#
2005	Nation (public)	6	244	71	29	6	1
	Idaho	6*	254*	58*	42*	7	#
2007	Nation (public)	6	245	70	30	6	1
	Idaho	6*	247	70	30	7	#
2009	Nation (public)	6	243	72	28	5	1
	Idaho	3	241	73	27	1	#
2011	Nation (public)	6	244	72	28	5	1
	Idaho	4	242	76	24	2	#
<b>Not ELL</b>							
2000	Nation (public)	97*	273*	37*	63*	26*	5*
	Idaho	96	279*	28*	72*	27*	4*
2003	Nation (public)	95	278*	31*	69*	29*	5*
	Idaho	95*	282*	25*	75*	30*	5*
2005	Nation (public)	94	280*	30*	70*	30*	6*
	Idaho	94*	283*	25*	75*	31*	5*
2007	Nation (public)	94	282*	27*	73*	33*	7*
	Idaho	94*	286*	23	77	36	7*
2009	Nation (public)	94	284*	26*	74*	34*	8
	Idaho	97	289	20	80	40	8
2011	Nation (public)	94	285	25	75	35	8
	Idaho	96	288	20	80	38	9

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2011 Mathematics Assessments.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
12-A**

Number of fourth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>198,900</b>	<b>2</b>
Alabama	3,000	1
Alaska	2,700	3
Arizona	3,700	1
Arkansas	3,500	1
California	9,100	2
Colorado	3,500	1
Connecticut	3,000	1
Delaware	3,400	4
Florida	7,100	2
Georgia	5,300	2
Hawaii	3,300	2
Idaho	3,600	1
Illinois	5,000	2
Indiana	3,400	2
Iowa	3,300	1
Kansas	3,100	2
Kentucky	4,800	3
Louisiana	3,300	2
Maine	3,200	2
Maryland	4,400	6
Massachusetts	5,000	3
Michigan	4,100	2
Minnesota	3,600	1
Mississippi	3,000	1
Missouri	3,400	2
Montana	3,100	2
Nebraska	3,100	2
Nevada	3,800	2
New Hampshire	3,300	2
New Jersey	3,300	3
New Mexico	4,100	3
New York	4,700	1
North Carolina	5,300	2
North Dakota	3,000	4
Ohio	4,200	2
Oklahoma	2,900	8
Oregon	3,600	3
Pennsylvania	4,600	1
Rhode Island	3,200	1
South Carolina	3,300	1
South Dakota	3,200	2
Tennessee	3,400	3
Texas	9,600	4
Utah	4,000	2
Vermont	2,700	2
Virginia	3,600	2
Washington	3,900	2
West Virginia	3,000	2
Wisconsin	4,500	2
Wyoming	2,900	2
Other jurisdictions		
District of Columbia	2,000	5
DoDEA <sup>1</sup>	3,100	3

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

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

# NAEP 2011 Mathematics Report for Idaho (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
12-B**

Number of eighth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>164,400</b>	<b>3</b>
Alabama	2,800	1
Alaska	2,400	3
Arizona	2,800	1
Arkansas	2,800	1
California	7,300	1
Colorado	2,800	1
Connecticut	2,800	1
Delaware	2,800	3
Florida	6,200	2
Georgia	4,100	3
Hawaii	2,900	2
Idaho	3,000	1
Illinois	4,200	2
Indiana	2,700	3
Iowa	2,700	1
Kansas	2,800	1
Kentucky	3,900	3
Louisiana	2,600	1
Maine	2,700	2
Maryland	3,500	6
Massachusetts	3,800	4
Michigan	4,000	4
Minnesota	3,000	2
Mississippi	2,700	1
Missouri	2,600	1
Montana	2,600	2
Nebraska	2,600	4
Nevada	2,800	3
New Hampshire	2,700	2
New Jersey	2,600	4
New Mexico	3,400	2
New York	4,200	1
North Carolina	4,400	2
North Dakota	2,300	4
Ohio	3,500	5
Oklahoma	2,400	10
Oregon	2,900	1
Pennsylvania	3,800	2
Rhode Island	2,700	1
South Carolina	2,700	4
South Dakota	3,100	2
Tennessee	2,800	4
Texas	7,500	5
Utah	2,900	3
Vermont	2,100	1
Virginia	2,700	3
Washington	3,200	2
West Virginia	2,800	2
Wisconsin	3,600	2
Wyoming	2,100	1
Other jurisdictions		
District of Columbia	2,400	4
DoDEA <sup>1</sup>	1,700	3

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

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

## Where to Find More Information

### The NAEP Mathematics Assessment

The latest news about the NAEP 2011 mathematics assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/mathematics>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

*The Nation's Report Card: Mathematics 2011* may be ordered or downloaded at the NAEP website.

The *Mathematics Framework for the 2011 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://www.nagb.org/publications/math-2011-framework.pdf>.

### The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating districts, the nation, and public schools in large cities. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

### Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

### Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

### To order publications

Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)  
U.S. Department of Education  
P.O. Box 22207  
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)  
TTY/TDD: 1-877-576-7734  
FAX: 1-301-470-1244  
Order online at: <http://www.edpubs.gov>.

The NAEP State Report Generator was developed for the NAEP 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.

## What is the Nation's Report Card™?

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

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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