



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 reading. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

State-level results in reading are available for eight assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, and 2009), 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 Education Activity schools (DoDEA) participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria. Grade 12 results are released a few months following the grade 4 and 8 results.

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

- *The Nation's Report Card, Reading 2009*
- 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 2009

Grade 4:

- In 2009, the average reading score for fourth-grade students in Idaho was 221. This was not significantly different from that of the nation's public schools (220).
- The average score for students in Idaho in 2009 (221) was not significantly different from that in 1992 (219) and in 2007 (223).
- In 2009, the percentage of students in Idaho who performed at or above *Proficient* was 32 percent. This was not significantly different from that for the nation's public schools (32 percent).
- The percentage of students in Idaho who performed at or above *Proficient* in 2009 (32 percent) was greater than that in 1992 (28 percent) and was not significantly different from that in 2007 (35 percent).
- In 2009, the percentage of students in Idaho who performed at or above *Basic* was 69 percent. This was greater than that for the nation's public schools (66 percent).
- The percentage of students in Idaho who performed at or above *Basic* in 2009 (69 percent) was not significantly different from that in 1992 (67 percent) and in 2007 (70 percent).

Grade 8:

- In 2009, the average reading score for eighth-grade students in Idaho was 265. This was higher than that of the nation's public schools (262).
- The average score for students in Idaho in 2009 (265) was not significantly different from that in 2002 (266) and in 2007 (265).
- In 2009, the percentage of students in Idaho who performed at or above *Proficient* was 33 percent. This was not significantly different from that for the nation's public schools (30 percent).
- The percentage of students in Idaho who performed at or above *Proficient* in 2009 (33 percent) was not significantly different from that in 2002 (34 percent) and in 2007 (32 percent).
- In 2009, 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 (74 percent).
- The percentage of students in Idaho who performed at or above *Basic* in 2009 (77 percent) was not significantly different from that in 2002 (79 percent) and in 2007 (78 percent).

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

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. 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 development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/reading09.pdf>.

The current NAEP reading framework approved by the Governing Board replaces the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analyses, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework definition of reading, which recognizes that students read different texts for different purposes.

Literary texts (all three types at each grade)

- Fiction
- Literary nonfiction
- Poetry

Informational text

- Expository
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and Interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and Evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

In addition, the framework calls for a systematic assessment of *meaning vocabulary*. Meaning vocabulary items function as both a measure of passage comprehension and a test of readers' knowledge of specific word meaning as used in the passage by the author.

Assessment Design

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

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available at the state level. Eleven states volunteered for the assessment and all 11 met the reporting criteria: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia.

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 2009 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2009/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 Reading Performance Reported?

The 2009 state results are compared to results from seven earlier assessments at grade 4 and from five earlier assessments at grade 8. At grade 12, state results are available for 2009 only.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12. 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 sets 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 reading achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2009 State Assessment
	Descriptions of fourth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
 SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2009 State Assessment
	Descriptions of eighth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the <i>Basic</i> level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
 SOURCE: National Assessment Governing Board. (2006). *Reading Framework for the 2009 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 reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, 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 1998, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2004, 2005, 2007, and 2009).

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 2009 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2009/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 2009 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.

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 2009 Reading Overall Scale Score and Achievement-Level Results for Public School Students

Overall reading results are reported in this section for public school students from Idaho along with regional and national results.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, 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 1998 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 reading scale, which ranges from 0 to 500 for grades 4 and 8, and from 0 to 500 for grade 12.

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. The list of states making up a given region for NAEP prior to 2003 differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, and 2009. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the 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 2009, the average scale score for students in Idaho was 221. This was not significantly different from that of students across the nation (220).
- In Idaho, the average scale score for students in 2009 was not significantly different from that in 2007 (223). Similarly, the average scale score for students in public schools across the nation in 2009 was not significantly different from that in 2007 (220).
- In Idaho, the average scale score for students in 2009 was higher than the score in 2003. However, it was not significantly different from the scores in 1992, 2002, 2005, and 2007.

Grade 8 Scale Score Results

- In 2009, the average scale score for students in Idaho was 265. This was higher than that of students across the nation (262).
- In Idaho, the average scale score for students in 2009 was not significantly different from that in 2007 (265). However, the average scale score for students in public schools across the nation in 2009 was higher than that in 2007 (261).
- In Idaho, the average scale score for students in 2009 was not significantly different from the scores in 2002, 2003, 2005, and 2007.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by assessment year and jurisdiction: Various years, 1992–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992 ¹	Nation (public)	215 *	168 *	192 *	217 *	240 *	259
	Idaho	219	180	200	221 *	240 *	257 *
2002	Nation (public)	217 *	169 *	194 *	219 *	242 *	261 *
	Idaho	220	174	199	224	244	262
2003	Nation (public)	216 *	167 *	193 *	219 *	243 *	262
	West ²	210 *	158 *	185 *	213 *	238	258
	Idaho	218 *	171	196 *	221	243	260
2005	Nation (public)	217 *	169 *	194 *	220 *	243 *	262
	West ²	211 *	160 *	186 *	214 *	238	258
	Idaho	222	177	202	224	245	262
2007	Nation (public)	220	173	198	222	244	263
	West ²	213	162	189	216	240	259
	Idaho	223	180	203	226	246	264 *
2009	Nation (public)	220	173	198	222	244	263
	West ²	213	163	190	216	240	259
	Idaho	221	177	201	224	244	261

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

¹ Accommodations were not permitted for this assessment.

² 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 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by assessment year and jurisdiction: Various years, 2002–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2002	Nation (public)	263	219	242	265	286	303
	Idaho	266	225	248	269	288	304
2003	Nation (public)	261 *	215 *	240 *	264 *	286	304
	West ¹	256	206	233	259	282	301
	Idaho	264	221	245	267	287	304
2005	Nation (public)	260 *	214 *	238 *	263 *	285 *	303
	West ¹	255 *	207	232 *	257 *	280	299
	Idaho	264	221	244	267	287	304
2007	Nation (public)	261 *	216 *	240 *	264 *	285 *	303 *
	West ¹	256	207	234	259	281	300
	Idaho	265	224	247	267	286	302
2009	Nation (public)	262	218	242	265	286	304
	West ¹	257	209	236	260	282	301
	Idaho	265	222	245	268	287	304

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

¹ 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 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading 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 2009, the percentage of Idaho's students who performed at or above *Proficient* was 32 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2009 was greater than the percentage in 1992, but was not significantly different from the percentages in 2002, 2003, 2005, and 2007.
- In 2009, the percentage of Idaho's students who performed at or above *Basic* was 69 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Idaho, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentage in 2003, but was not significantly different from the percentages in 1992, 2002, 2005, and 2007.

Grade 8 Achievement-Level Results

- In 2009, the percentage of Idaho's students who performed at or above *Proficient* was 33 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In Idaho, the percentage of students who performed at or above *Proficient* in 2009 was not significantly different from the percentages in 2002, 2003, 2005, and 2007.
- In 2009, 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* (74 percent).
- In Idaho, the percentage of students who performed at or above *Basic* in 2009 was not significantly different from the percentages in 2002, 2003, 2005, and 2007.

**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by assessment year and jurisdiction: Various years, 1992–2009

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 ¹	Nation (public)	40*	60*	27*	6*
	Idaho	33	67	28*	4*
2002	Nation (public)	38*	62*	30*	6*
	Idaho	33	67	32	7
2003	Nation (public)	38*	62*	30*	7
	West ²	45*	55*	25	6
	Idaho	36*	64*	30	6
2005	Nation (public)	38*	62*	30*	7
	West ²	44*	56*	25	6
	Idaho	31	69	33	7
2007	Nation (public)	34	66	32	7
	West ²	42	58	27	6
	Idaho	30	70	35	8
2009	Nation (public)	34	66	32	7
	West ²	41	59	27	6
	Idaho	31	69	32	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

¹ Accommodations were not permitted for this assessment.

² 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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by assessment year and jurisdiction: Various years, 2002–2009

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2002	Nation (public)	26	74	31	2
	Idaho	21	79	34	2
2003	Nation (public)	28*	72*	30	3
	West ¹	34	66	26	2
	Idaho	24	76	32	2
2005	Nation (public)	29*	71*	29*	3
	West ¹	35*	65*	24	2
	Idaho	24	76	32	2
2007	Nation (public)	27*	73*	29*	2
	West ¹	33	67	25	2
	Idaho	22	78	32	2
2009	Nation (public)	26	74	30	2
	West ¹	32	68	26	2
	Idaho	23	77	33	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

¹ 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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading 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 2009 reading assessment at grades 4 and 8. For the first time in 2009, grade 12 reading results are also available for 11 states that met the reporting criteria. References to "jurisdictions" in the results statements may include states, the District of Columbia, and/or Department of Defense Schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Idaho's 2009 overall reading 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 2009 reading assessment.

Grade 4 Scale Score Comparison Results

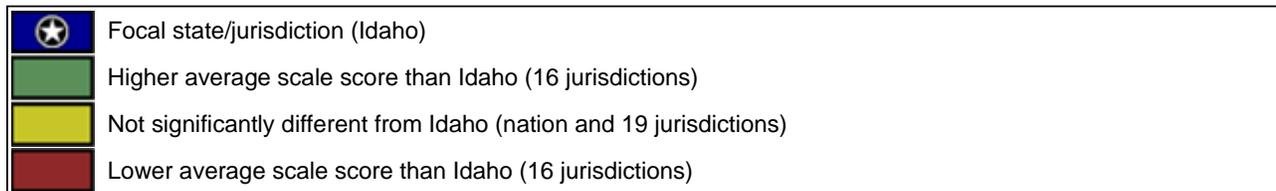
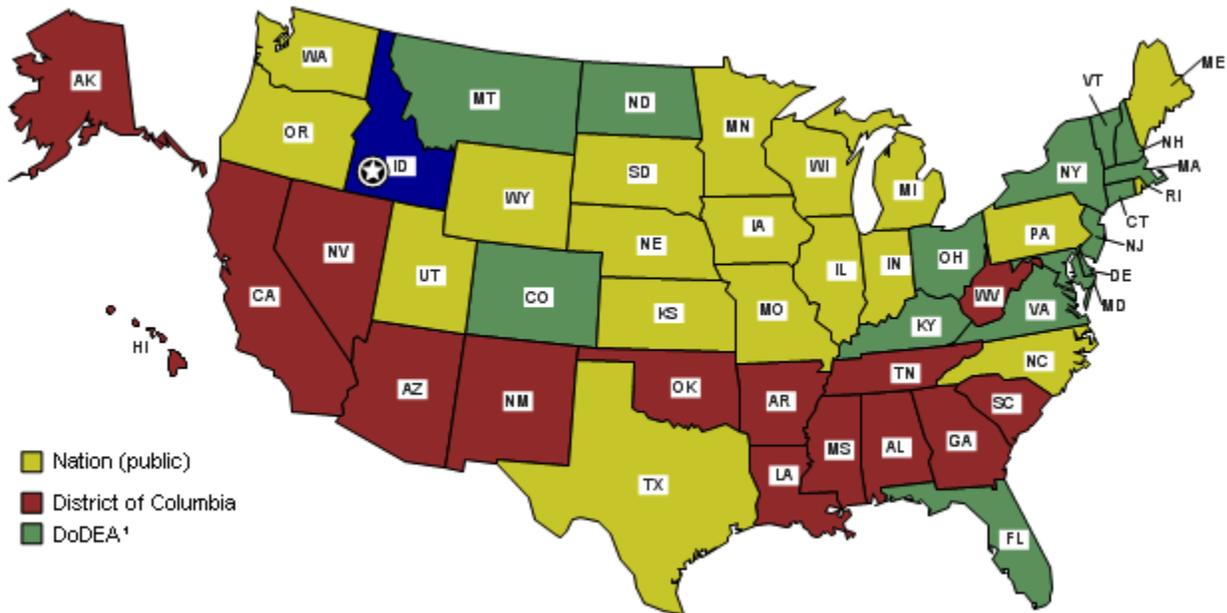
- Students' average score in Idaho was higher than the scores in 16 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 16 jurisdictions.

Grade 8 Scale Score Comparison Results

- Students' average score in Idaho was higher than the scores in 19 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 14 jurisdictions.

Figure 2-A

Idaho's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



¹ Department of Defense Education Activity schools (domestic and overseas).

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), 2009 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2009 reading 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 higher than the percentage in 15 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 10 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Idaho was higher than the percentage in 16 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 11 jurisdictions (data not shown).

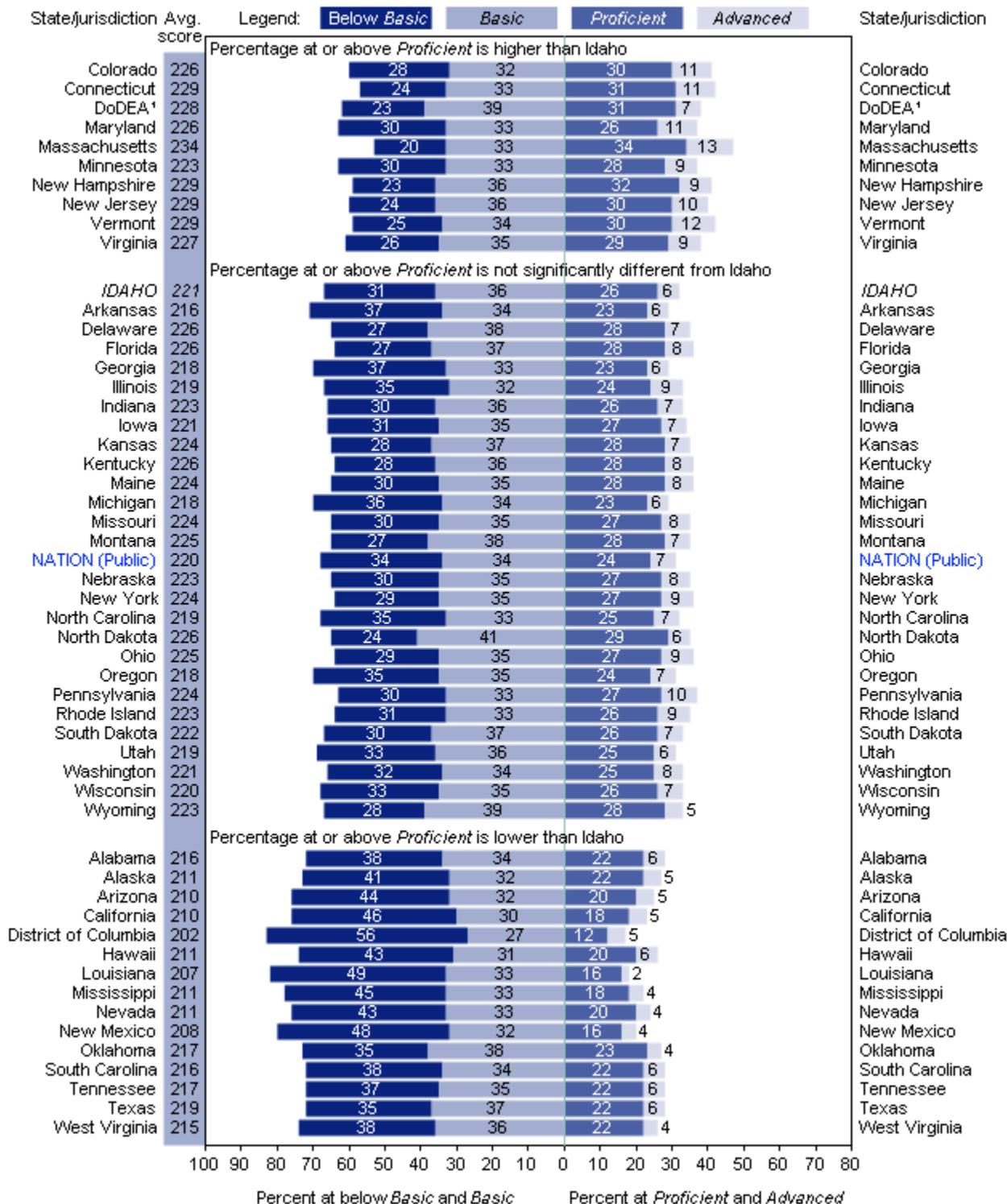
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Idaho was higher than the percentage in 18 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 9 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Idaho was higher than the percentage in 19 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 13 jurisdictions (data not shown).

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Figure 3-A

Average scale scores in NAEP reading 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: 2009



¹ Department of Defense Education Activity schools (domestic and overseas).

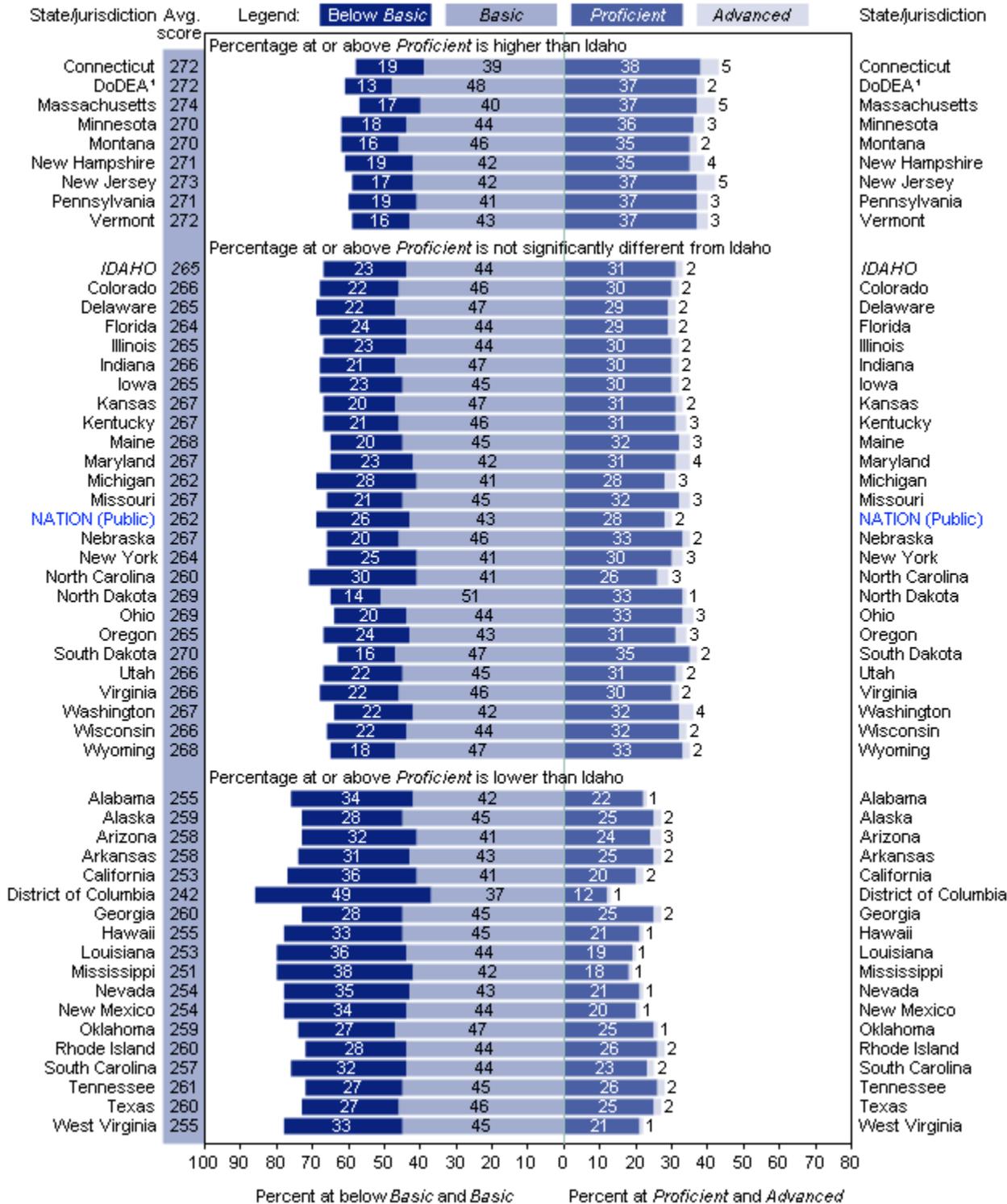
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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Figure 3-B

Average scale scores in NAEP reading 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: 2009



¹ Department of Defense Education Activity schools (domestic and overseas).

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Reading 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 and 2009 only)
- 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.

Two sets of results from the 1998 reading assessment are included in the tables for grades 4 and 8: one obtained from student samples for which accommodations were permitted and one for which accommodations were not permitted. Comparisons to the 1998 results made in the summary statements, however, are based solely on the sample for which accommodations were permitted.

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 2009 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 2009 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

Schools reported the race/ethnicity that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Tables 3-A and 3-B show average scale scores and 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 2009, White students in Idaho had an average scale score that was higher than the score of Hispanic students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale score of White students in Idaho was higher than their respective scores in 1992 and 2003, but not significantly different from their respective scores in 2002, 2005, and 2007.
- In 2009, the average scale score of Hispanic students in Idaho was not significantly different from their respective scores in 1992, 2002, 2003, 2005, and 2007.
- Data are not reported for Black students in 2009, because reporting standards were not met.
- In 2009, Hispanic students in Idaho had an average score that was lower than that of White students by 24 points. In 1992, the average score for Hispanic students was lower than that of White students by 23 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In Idaho in 2009, 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 2009, the percentage of White students in Idaho performing at or above *Proficient* was greater than the percentage in 1992, but not significantly different from the percentages of their respective peers in 2002, 2003, 2005, and 2007.
- In 2009, the percentage of Hispanic students in Idaho performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1992, 2002, 2003, 2005, and 2007.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
1992 ¹	Nation (public)	72 *	223 *	31 *	69 *	33 *	8 *
	Idaho	92 *	221 *	31 *	69 *	29 *	5 *
2002	Nation (public)	60 *	227 *	26 *	74 *	39 *	9 *
	Idaho	84	224	28	72	35	7
2003	Nation (public)	59 *	227 *	26 *	74 *	39 *	10
	Idaho	84	222 *	31 *	69 *	33	7
2005	Nation (public)	57 *	228 *	25 *	75 *	39 *	10
	Idaho	83	226	26	74	37	7
2007	Nation (public)	56 *	230	23	77	42	10
	Idaho	81	227	25	75	39	9
2009	Nation (public)	54	229	23	77	41	10
	Idaho	82	225	27	73	36	7
Black							
1992 ¹	Nation (public)	18 *	191 *	69 *	31 *	8 *	1 *
	Idaho	# *	‡	‡	‡	‡	‡
2002	Nation (public)	18 *	198 *	61 *	39 *	12 *	1
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	17 *	197 *	61 *	39 *	12 *	2
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	17	199 *	59 *	41 *	12 *	2
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	17	203	54	46	14	2
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	16	204	53	47	15	2
	Idaho	1	‡	‡	‡	‡	‡

See notes at end of table.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
1992 ¹	Nation (public)	7*	194*	63*	37*	10*	1
	Idaho	6*	198	62	38	7	#
2002	Nation (public)	17*	199*	57*	43*	14*	2
	Idaho	11	197	62	38	10	1
2003	Nation (public)	18*	199*	57*	43*	14*	2
	Idaho	13	199	61	39	12	1
2005	Nation (public)	19*	201*	56*	44*	15	2
	Idaho	13	199	58	42	11	2
2007	Nation (public)	20*	204	51	49	17	3
	Idaho	13	204	53	47	15	2
2009	Nation (public)	21	204	52	48	16	2
	Idaho	13	201	55	45	14	2
Asian/Pacific Islander							
1992 ¹	Nation (public)	2*	215*	41*	59*	23*	4*
	Idaho	1*	‡	‡	‡	‡	‡
2002	Nation (public)	4*	223*	31*	69*	36*	9*
	Idaho	2	‡	‡	‡	‡	‡
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	5	231	24	76	45	14
	Idaho	2	‡	‡	‡	‡	‡
2009	Nation (public)	5	234	21	79	48	17
	Idaho	2	225	26	74	33	9

See notes at end of table.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 1992–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
1992 ¹	Nation (public)	1	‡	‡	‡	‡	‡
	Idaho	1	‡	‡	‡	‡	‡
2002	Nation (public)	1*	207	49	51	22	5
	Idaho	3	187	73	27	13	2
2003	Nation (public)	1	202*	53	47	16*	2
	Idaho	2	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	Idaho	2	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Idaho	2	202	55	45	20	8
2009	Nation (public)	1	206	48	52	22	5
	Idaho	1	‡	‡	‡	‡	‡
Unclassified²							
1992 ¹	Nation (public)	#*	‡	‡	‡	‡	‡
	Idaho	#	‡	‡	‡	‡	‡
2002	Nation (public)	1*	216	41	59	26	6
	Idaho	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	220	34	66	31	7
	Idaho	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	221	33	67	32	8
	Idaho	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	223	30	70	32	7
	Idaho	#	‡	‡	‡	‡	‡
2009	Nation (public)	2	224	30	70	35	9
	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 2009.

¹ Accommodations were not permitted for this assessment.

² The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2009, White students in Idaho had an average scale score that was higher than the score of Hispanic students.
- In 2009, the average scale scores of White and Hispanic students in Idaho were not significantly different from their respective scores in 2002, 2003, 2005, and 2007.
- Data are not reported for Black students in 2009, because reporting standards were not met.
- In 2009, Hispanic students in Idaho had an average score that was lower than that of White students by 28 points. In 2002, the average score for Hispanic students was lower than that of White students by 21 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Idaho in 2009, the percentage of White students performing at or above *Proficient* was greater than the percentage of Hispanic students.
- In 2009, the percentages of White and Hispanic students in Idaho performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2002, 2003, 2005, and 2007.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2002–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2002	Nation (public)	64 *	271	17	83	39	3
	Idaho	89 *	269	18	82	35	2
2003	Nation (public)	61 *	270 *	18 *	82 *	39	4
	Idaho	87 *	267	21	79	35	3
2005	Nation (public)	60 *	269 *	19 *	81 *	37 *	3
	Idaho	87 *	267	22	78	34	3
2007	Nation (public)	58 *	270 *	17	83	38	3
	Idaho	84	268	18	82	34	2
2009	Nation (public)	57	271	17	83	39	3
	Idaho	82	269	18	82	37	2
Black							
2002	Nation (public)	15	244	46	54	13	#
	Idaho	1	‡	‡	‡	‡	‡
2003	Nation (public)	17 *	244 *	47 *	53 *	12	#
	Idaho	# *	‡	‡	‡	‡	‡
2005	Nation (public)	17 *	242 *	49 *	51 *	11 *	#
	Idaho	1 *	‡	‡	‡	‡	‡
2007	Nation (public)	17 *	244 *	46	54	12	#
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	16	245	44	56	13	#
	Idaho	1	‡	‡	‡	‡	‡

See notes at end of table.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2002–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
2002	Nation (public)	15 *	245	44	56	14	#
	Idaho	8 *	247	44	56	17	1
2003	Nation (public)	15 *	244 *	46 *	54 *	14	1
	Idaho	10 *	242	47	53	12	#
2005	Nation (public)	17 *	245 *	45 *	55 *	14 *	1
	Idaho	10 *	246	43	57	14	1
2007	Nation (public)	18 *	246 *	43	57	14	1
	Idaho	12	243	45	55	14	#
2009	Nation (public)	20	248	41	59	16	1
	Idaho	14	241	50	50	11	#
Asian/Pacific Islander							
2002	Nation (public)	4 *	265 *	25 *	75 *	34 *	3
	Idaho	1 *	‡	‡	‡	‡	‡
2003	Nation (public)	4 *	268 *	22 *	78 *	38	5
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	4 *	270 *	21 *	79 *	39	5
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	5	269 *	21	79	40	5
	Idaho	2	‡	‡	‡	‡	‡
2009	Nation (public)	5	273	18	82	44	6
	Idaho	2	‡	‡	‡	‡	‡

See notes at end of table.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2002–2009–Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
2002	Nation (public)	1	252	36	64	18	1
	Idaho	2	‡	‡	‡	‡	‡
2003	Nation (public)	1*	248	41	59	18	1
	Idaho	1	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42	58	19	2
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	252	37	63	21	2
	Idaho	2	‡	‡	‡	‡	‡
Unclassified¹							
2002	Nation (public)	1*	260	28	72	24	2
	Idaho	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	261	27	73	28	2
	Idaho	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	261	30	70	30	3
	Idaho	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	262	26	74	32	4
	Idaho	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	265	24	76	32	3
	Idaho	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

¹ The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

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 4-A and 4-B show average scale scores and 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 2009, male students in Idaho had an average score in reading (217) that was lower than that of female students (226). This performance gap was wider than that of 1992 (4 points in favor of females).
- In 2009, male students in Idaho had an average scale score in reading (217) that was not significantly different from that of male students in public schools across the nation (216). However, female students in Idaho had an average scale score (226) that was higher than that of female students across the nation (223).
- In Idaho, the average scale score of male students in 2009 was lower than the score of male students in 2007, but not significantly different from the scores of male students in 1992, 2002, 2003, and 2005.
- In Idaho, the average scale score of female students in 2009 was higher than the scores of female students in 1992 and 2003, but not significantly different from the scores of female students in 2002, 2005, and 2007.

Grade 4 Achievement-Level Results by Gender

- In the 2009 assessment, 28 percent of male students and 37 percent of female students performed at or above *Proficient* in Idaho. The difference between these percentages was statistically significant.
- The percentage of male students in Idaho's public schools who were at or above *Proficient* in 2009 (28 percent) was not significantly different from that of male students in the nation (28 percent).
- The percentage of female students in Idaho's public schools who were at or above *Proficient* in 2009 (37 percent) was not significantly different from that of female students in the nation (35 percent).
- In Idaho, the percentage of male students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 1992, 2002, 2003, 2005, and 2007.
- In Idaho, the percentage of female students performing at or above *Proficient* in 2009 was greater than the percentage of students in 1992, but not significantly different from the corresponding percentages of students in 2002, 2003, 2005, and 2007.

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**Table
4-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 1992–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
1992 ¹	Nation (public)	51	211 *	44 *	56 *	24 *	5
	Idaho	50	217	36	64	25	4
2002	Nation (public)	51	214 *	41 *	59 *	26 *	5 *
	Idaho	53 *	216	37	63	28	5
2003	Nation (public)	51	213 *	42 *	58 *	26 *	6
	Idaho	51	216	38	62	28	5
2005	Nation (public)	50 *	214 *	41 *	59 *	27 *	6
	Idaho	49	218	34	66	29	5
2007	Nation (public)	50	216	38	62	29	6
	Idaho	51	221 *	32	68	32	6
2009	Nation (public)	51	216	38	62	28	6
	Idaho	50	217	36	64	28	5
Female							
1992 ¹	Nation (public)	49	219 *	35 *	65 *	30 *	7
	Idaho	50	221 *	31	69	30 *	5
2002	Nation (public)	49	220 *	35 *	65 *	33 *	8 *
	Idaho	47 *	224	28	72	37	8
2003	Nation (public)	49	220 *	35 *	65 *	33 *	8
	Idaho	49	221 *	33 *	67 *	33	7
2005	Nation (public)	50 *	220 *	34 *	66 *	33 *	8
	Idaho	51	225	28	72	37	8
2007	Nation (public)	50	223	31	69	35	9
	Idaho	49	226	28	72	38	9
2009	Nation (public)	49	223	31	69	35	9
	Idaho	50	226	26	74	37	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2009, male students in Idaho had an average score in reading (259) that was lower than that of female students (271). In 2002, male students in Idaho had an average score in reading (259) that was lower than that of female students (273).
- In 2009, male students in Idaho had an average scale score in reading (259) that was not significantly different from that of male students in public schools across the nation (258). However, female students in Idaho had an average scale score (271) that was higher than that of female students across the nation (267).
- In Idaho, the average scale score of male students in 2009 was not significantly different from the scores of male students in 2002, 2003, 2005, and 2007.
- In Idaho, the average scale score of female students in 2009 was not significantly different from the scores of female students in 2002, 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Gender

- In the 2009 assessment, 26 percent of male students and 40 percent of female students performed at or above *Proficient* in Idaho. The difference between these percentages was statistically significant.
- The percentage of male students in Idaho's public schools who were at or above *Proficient* in 2009 (26 percent) was not significantly different from that of male students in the nation (26 percent).
- The percentage of female students in Idaho's public schools who were at or above *Proficient* in 2009 (40 percent) was greater than that of female students in the nation (35 percent).
- In Idaho, the percentage of male students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 2002, 2003, 2005, and 2007.
- In Idaho, the percentage of female students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 2002, 2003, 2005, and 2007.

**Table
4-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2002–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2002	Nation (public)	50	258	30	70	26	2
	Idaho	48*	259	28	72	25	1
2003	Nation (public)	50	256*	33*	67*	25	2
	Idaho	50	258	29	71	26	1
2005	Nation (public)	50	255*	34*	66*	24*	2
	Idaho	51	258	30	70	25	1
2007	Nation (public)	50	256*	32*	68*	24*	1
	Idaho	51	260	26	74	27	1
2009	Nation (public)	50	258	30	70	26	2
	Idaho	51	259	29	71	26	1
Female							
2002	Nation (public)	50	267	21	79	36	3
	Idaho	52*	273	14	86	41	3
2003	Nation (public)	50	267	23	77	35	4
	Idaho	50	271	18	82	39	4
2005	Nation (public)	50	266*	24*	76*	34*	3
	Idaho	49	271	17	83	39	3
2007	Nation (public)	50	266*	23	77	34*	3
	Idaho	49	270	16	84	36	2
2009	Nation (public)	50	267	22	78	35	3
	Idaho	49	271	17	83	40	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading 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 results for this category of students are included as an indicator of low 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 5-A and 5-B show average scale scores and 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 2009, students in Idaho eligible for free/reduced-price lunch had an average reading scale score of 211. This was lower than that of students in Idaho not eligible for this program (229).
- In 2009, 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 for free/reduced-price school lunch by 18 points. In 2002, 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 19 points.
- Students in Idaho eligible for free/reduced-price lunch had an average scale score (211) in 2009 that was higher than that of students in the nation who were eligible (206).
- In Idaho, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was not significantly different from that of eligible students in 2002, 2003, 2005, and 2007.

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

- In Idaho, 21 percent of students who were eligible for free/reduced-price lunch and 41 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Idaho in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (21 percent) was greater than the corresponding percentage for their counterparts around the nation (17 percent).
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was not significantly different from the corresponding percentages for 2002, 2003, 2005, and 2007.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 2002–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2002	Nation (public)	43 *	202 *	54 *	46 *	16	2
	Idaho	45	210	44	56	21	3
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	Idaho	42	207	48	52	20	3
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	Idaho	42	210	44	56	21	3
2007	Nation (public)	45 *	205	50	50	17	2
	Idaho	43	212	42	58	23	4
2009	Nation (public)	47	206	49	51	17	2
	Idaho	42	211	43	57	21	3
Not eligible							
2002	Nation (public)	50 *	229 *	24 *	76 *	41 *	10 *
	Idaho	47 *	229	23	77	42	10
2003	Nation (public)	52	229 *	25 *	75 *	41 *	11
	Idaho	52	226	27	73	38	9
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	Idaho	57	230	22	78	41	9
2007	Nation (public)	54 *	232	21	79	44	12
	Idaho	56	232	20	80	44	10
2009	Nation (public)	52	232	21	79	45	12
	Idaho	57	229	23	77	41	9

See notes at end of table.

**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 2002–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2002	Nation (public)	7*	217	38	62	30	7
	Idaho	9*	222	29	71	38	7
2003	Nation (public)	4*	219	35	65	33	8
	Idaho	6*	225	28	72	37	8
2005	Nation (public)	2*	218	38	62	32	8
	Idaho	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	220	34	66	33	9
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	Idaho	1	‡	‡	‡	‡	‡

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

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

- In 2009, students in Idaho eligible for free/reduced-price lunch had an average reading scale score of 254. This was lower than that of students in Idaho not eligible for this program (271).
- In 2009, 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 for free/reduced-price school lunch by 17 points. This performance gap was wider than that of 2002 (11 points).
- Students in Idaho eligible for free/reduced-price lunch had an average scale score (254) in 2009 that was higher than that of students in the nation who were eligible (249).
- In Idaho, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was lower than that of eligible students in 2002, but not significantly different from that of eligible students in 2003, 2005, and 2007.

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

- In Idaho, 21 percent of students who were eligible for free/reduced-price lunch and 39 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Idaho in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (21 percent) was greater than the corresponding percentage for their counterparts around the nation (16 percent).
- In Idaho, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was not significantly different from the corresponding percentages for 2002, 2003, 2005, and 2007.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 2002–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2002	Nation (public)	34 *	249	40	60	17	1
	Idaho	33	259 *	29	71	26	2
2003	Nation (public)	36 *	246 *	44 *	56 *	15 *	1
	Idaho	34	254	34	66	22	1
2005	Nation (public)	39 *	247 *	43 *	57 *	15	1
	Idaho	36	256	32	68	22	1
2007	Nation (public)	40 *	247 *	42 *	58 *	15 *	1
	Idaho	37	256	31	69	22	1
2009	Nation (public)	43	249	40	60	16	1
	Idaho	36	254	34	66	21	1
Not eligible							
2002	Nation (public)	57	271	17	83	40	3
	Idaho	58	270	16	84	37	2
2003	Nation (public)	58 *	271 *	18 *	82 *	39 *	4
	Idaho	57 *	270	18	82	38	4
2005	Nation (public)	59 *	270 *	19 *	81 *	38 *	4
	Idaho	63	269	19	81	38	3
2007	Nation (public)	58 *	271 *	18 *	82 *	39 *	4
	Idaho	62	270	16	84	36	2
2009	Nation (public)	56	273	16	84	41	4
	Idaho	62	271	17	83	39	3

See notes at end of table.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by eligibility for National School Lunch Program, year, and jurisdiction: Various years, 2002–2009—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2002	Nation (public)	10 *	264	25	75	32	4
	Idaho	8 *	269	18	82	39	3
2003	Nation (public)	6 *	262	28	72	31	3
	Idaho	9 *	268	19	81	36	2
2005	Nation (public)	3 *	258	31	69	28	3
	Idaho	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	255	34	66	27	3
	Idaho	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	259	31	69	29	3
	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 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading 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 and 2009 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.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Idaho and the nation, by type of location (for 2007 and 2009 only).

Grade 4 Scale Score Results by Type of Location

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

Grade 4 Achievement-Level Results by Type of Location

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

**Table
6-A**

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
City							
2007	Nation (public)	29	213	43	57	25	6
	Idaho	29	225	29	71	38	9
2009	Nation (public)	30	214	42	58	26	6
	Idaho	29	222	30	70	34	7
Suburb							
2007	Nation (public)	37	224	29	71	37	9
	Idaho	18	226	26	74	38	10
2009	Nation (public)	36	224	30	70	36	9
	Idaho	20	226	26	74	38	8
Town							
2007	Nation (public)	12	218	35	65	29	6
	Idaho	23	222	31	69	34	7
2009	Nation (public)	12	217	36	64	28	5
	Idaho	22	220	32	68	31	6
Rural							
2007	Nation (public)	22	222	31	69	33	7
	Idaho	30	222	31	69	32	6
2009	Nation (public)	22	222	31	69	33	7
	Idaho	30	217	36	64	28	5

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

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

Grade 8 Scale Score Results by Type of Location

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

Grade 8 Achievement-Level Results by Type of Location

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

**Table
6-B**

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
City							
2007	Nation (public)	28	254 *	36	64	23	2
	Idaho	26	268	18	82	35	2
2009	Nation (public)	27	256	34	66	24	2
	Idaho	28	269	20	80	39	3
Suburb							
2007	Nation (public)	36	265	24	76	34	3
	Idaho	17	261	27	73	27	1
2009	Nation (public)	36	266	23	77	35	3
	Idaho	18	265	23	77	31	2
Town							
2007	Nation (public)	13	261	27	73	28	2
	Idaho	22	265	21	79	32	2
2009	Nation (public)	14	261	27	73	28	2
	Idaho	22	263	24	76	29	1
Rural							
2007	Nation (public)	22	264	24	76	31	2
	Idaho	35	264	22	78	30	1
2009	Nation (public)	23	264	23	77	31	2
	Idaho	31	263	26	74	31	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

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

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2009 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 7.

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

- In 2009, 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 2009, the average scale score for students in Idaho who reported that a parent had some education after high school was higher than the score of students in the nation.
- In 2009, the average scale scores for students in Idaho who reported that a parent had graduated from college, 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 2009, the average scale score for students in Idaho who reported that a parent had graduated from high school was lower than the score of students in 2002, but not significantly different from the score of students in 2003, 2005, and 2007.
- In 2009, the average scale scores for students in Idaho who reported that a parent had graduated from college, had some education after high school, or had not finished high school were not significantly different from the corresponding scores of students in 2002, 2003, 2005, and 2007.

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

- In 2009, 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 2009 in Idaho, the percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2009 in Idaho, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 2002, 2003, 2005, and 2007.

**Table
7**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 2002–2009

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school							
2002	Nation (public)	7*	247	42	58	14	#
	Idaho	6*	248	40	60	13	#
2003	Nation (public)	7*	245*	45*	55*	13	#
	Idaho	7	245	43	57	10	#
2005	Nation (public)	8	244*	47*	53*	12	#
	Idaho	7	249	40	60	14	1
2007	Nation (public)	8	245*	44*	56*	12	#
	Idaho	7	247	41	59	13	#
2009	Nation (public)	8	247	41	59	14	#
	Idaho	8	250	38	62	15	#
Graduated from high school							
2002	Nation (public)	18*	256*	31*	69*	21*	1
	Idaho	16	263*	24	76	27	1
2003	Nation (public)	18*	253	35	65	19	1
	Idaho	15	256	31	69	21	1
2005	Nation (public)	18*	252*	37*	63*	18	1
	Idaho	16	256	32	68	21	1
2007	Nation (public)	17	252	36	64	18	1
	Idaho	16	256	29	71	20	1
2009	Nation (public)	17	253	34	66	18	1
	Idaho	14	255	34	66	20	1

See notes at end of table.

**Table
7**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 2002–2009—Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Some education after high school							
2002	Nation (public)	20 *	267	19	81	33	2
	Idaho	20	271	15	85	37	2
2003	Nation (public)	18 *	266	21	79	32	2
	Idaho	19	272	14	86	39	2
2005	Nation (public)	18 *	265	23 *	77 *	31	2
	Idaho	19	269	17	83	36	3
2007	Nation (public)	17	265	21	79	31	2
	Idaho	17	270	15	85	37	2
2009	Nation (public)	17	266	21	79	31	2
	Idaho	18	269	16	84	36	2
Graduated from college							
2002	Nation (public)	46	273	17	83	42	4
	Idaho	50	274	14	86	41	3
2003	Nation (public)	46 *	271 *	19 *	81 *	41	4
	Idaho	48	274	15	85	42	4
2005	Nation (public)	46 *	270 *	20 *	80 *	40 *	4
	Idaho	49	272	16	84	40	3
2007	Nation (public)	46	271 *	18 *	82 *	40 *	4
	Idaho	50	272	14	86	40	2
2009	Nation (public)	47	272	17	83	42	4
	Idaho	50	274	14	86	43	3

See notes at end of table.

**Table
7**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by parental education level, year, and jurisdiction: Various years, 2002–2009–Continued

Parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Unknown							
2002	Nation (public)	9*	246*	44	56	14	#
	Idaho	8	251*	38	62	18	1
2003	Nation (public)	11	242	48	52	13	#
	Idaho	10	240	51	49	10	#
2005	Nation (public)	11	242	49	51	12	#
	Idaho	9	246	45	55	15	1
2007	Nation (public)	11	243	47	53	12	1
	Idaho	9	244	45	55	13	#
2009	Nation (public)	11	243	47	53	13	#
	Idaho	10	242	50	50	11	#

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading 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 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, 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 8-A and 8-B display data for 4th and 8th 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 4th or 8th grade students in the state.

Tables 9-A and 9-B show the percentages of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 10-A and 10-B present the percentages of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-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.

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**Table
8-A**

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status, as a percentage of all students: Various years, 1992–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation (public)	Idaho	Nation (public)	Idaho	Nation (public)
1992 ¹	Identified	9	11	8	8	2	3
	Excluded	4	6	3	5	1	2
	Assessed without accommodations	5	4	4	3	1	1
1994 ¹	Identified	12	14	10	11	3	4
	Excluded	5	6	4	5	1	2
	Assessed without accommodations	7	8	6	6	2	2
2002	Identified	17	21	13	13	7	9
	Excluded	4	7	4	5	1	2
	Assessed without accommodations	11	10	7	4	5	6
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	18	22	12	14	7	10
	Excluded	4	6	3	5	1	2
	Assessed without accommodations	12	10	7	4	5	7
	Assessed with accommodations	3	5	3	5	#	1
2005	Identified	17	23	10	14	8	11
	Excluded	3	7	3	5	1	2
	Assessed without accommodations	11	10	5	4	7	7
	Assessed with accommodations	3	7	2	5	1	2
2007	Identified	18	23	11	14	8	11
	Excluded	3	6	3	5	1	2
	Assessed without accommodations	9	10	4	3	6	7
	Assessed with accommodations	6	7	5	6	2	2
2009	Identified	15	23	10	13	5	11
	Excluded	3	5	3	4	1	2
	Assessed without accommodations	6	9	3	3	3	6
	Assessed with accommodations	6	9	4	7	2	3

Rounds to zero.

¹ 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, 1992–2009 Reading Assessments.

NAEP 2009 Reading Report for Idaho (Embargoed)

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**Table
8-B**

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status, as a percentage of all students: Various years, 2002–2009

Year and testing status	SD and/or ELL		SD		ELL		
	Idaho	Nation (public)	Idaho	Nation (public)	Idaho	Nation (public)	
2002	Identified	14	18	11	13	4	6
	Excluded	4	6	3	5	1	2
	Assessed without accommodations	8	8	6	5	3	4
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	17	19	12	14	6	6
	Excluded	4	5	3	4	1	2
	Assessed without accommodations	12	8	8	5	4	4
	Assessed with accommodations	1	5	1	5	#	1
2005	Identified	15	19	11	13	5	6
	Excluded	3	5	2	4	1	1
	Assessed without accommodations	9	7	5	3	4	4
	Assessed with accommodations	4	6	3	6	#	1
2007	Identified	16	19	11	13	6	7
	Excluded	3	5	3	5	1	2
	Assessed without accommodations	8	7	3	3	4	4
	Assessed with accommodations	5	7	4	6	1	1
2009	Identified	12	18	9	13	4	6
	Excluded	2	4	2	4	#	1
	Assessed without accommodations	4	6	2	2	2	3
	Assessed with accommodations	6	8	5	7	1	1

Rounds to zero.

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, 2002–2009 Reading Assessments.

NAEP 2009 Reading Report for Idaho (Embargoed)

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**Table
9-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2002–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2002	Nation (public)	8*	187*	71*	29*	9*	1*
	Idaho	9	178	79	21	4	1
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Idaho	10*	175	81	19	4	#
2005	Nation (public)	10*	190	67	33	11	2
	Idaho	7	184	73	27	6	1
2007	Nation (public)	10*	190	64	36	13	2
	Idaho	9	185	70	30	11	2
2009	Nation (public)	10	189	66	34	12	2
	Idaho	8	176	79	21	5	1
Not SD							
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Idaho	91	224	28	72	35	7
2003	Nation (public)	90*	220*	35*	65*	32*	8
	Idaho	90*	223	30	70	33	7
2005	Nation (public)	90*	220*	34*	66*	32*	7
	Idaho	93	225	28	72	35	7
2007	Nation (public)	90*	223	31	69	34	8
	Idaho	91	227	26	74	37	8
2009	Nation (public)	90	223	31	69	34	8
	Idaho	92	225	27	73	35	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

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**Table
9-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2002–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2002	Nation (public)	9*	227	65	35	6*	#
	Idaho	8	226	70	30	5	#
2003	Nation (public)	10*	224*	68*	32*	5*	#
	Idaho	10*	223	73	27	2	#
2005	Nation (public)	9	226*	67*	33*	6*	#
	Idaho	9	229	66	34	4	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Idaho	8	226	71	29	6	#
2009	Nation (public)	10	229	63	37	8	#
	Idaho	7	224	71	29	5	#
Not SD							
2002	Nation (public)	91*	266	22	78	33	3
	Idaho	92	270	16	84	36	2
2003	Nation (public)	90*	266	23	77	33	3
	Idaho	90*	269	18	82	36	3
2005	Nation (public)	91	264*	25*	75*	31*	3
	Idaho	91	268	20	80	35	3
2007	Nation (public)	91*	265*	24*	76*	31*	3
	Idaho	92	268	17	83	34	2
2009	Nation (public)	90	266	22	78	33	3
	Idaho	93	268	19	81	35	2

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

NAEP 2009 Reading Report for Idaho (Embargoed)

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**Table
10-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2002–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2002	Nation (public)	7*	183	76	24	5	#
	Idaho	6	182	79	21	3	#
2003	Nation (public)	8	186	72	28	7	1
	Idaho	6	190*	71	29	8	#
2005	Nation (public)	9	187	73	27	7	1
	Idaho	8*	191*	69	31	6	1
2007	Nation (public)	9	188	70	30	7	1
	Idaho	7*	191*	70	30	7	1
2009	Nation (public)	9	188	71	29	6	#
	Idaho	5	177	81	19	3	#
Not ELL							
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Idaho	94	223	30	70	34	7
2003	Nation (public)	92	219*	35*	65*	32*	8
	Idaho	94	220*	33*	67*	32	7
2005	Nation (public)	91	220*	34*	66*	32*	7
	Idaho	92*	224	28	72	35	7
2007	Nation (public)	91	223	31	69	34	8
	Idaho	93*	226*	27	73	37	8*
2009	Nation (public)	91	223	31	69	34	8
	Idaho	95	223	29	71	34	7

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

**Table
10-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2002–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2002	Nation (public)	5	224 *	71	29	4	#
	Idaho	3	239 *	56	44	11	#
2003	Nation (public)	5	222	71	29	5 *	#
	Idaho	5	236	55	45	7	#
2005	Nation (public)	5	224 *	71 *	29 *	4 *	#
	Idaho	4	241 *	48 *	52 *	12	#
2007	Nation (public)	6	222 *	71 *	29 *	4	#
	Idaho	5 *	229	62	38	4	#
2009	Nation (public)	5	219	75	25	3	#
	Idaho	4	224	74	26	3	#
Not ELL							
2002	Nation (public)	95	265	24	76	32	3
	Idaho	97	267	20	80	34	2
2003	Nation (public)	95	263 *	25 *	75 *	31	3
	Idaho	95	266	22	78	33	3
2005	Nation (public)	95	262 *	27 *	73 *	30 *	3
	Idaho	96	265	23	77	33	2
2007	Nation (public)	94	263 *	25 *	75 *	31 *	2
	Idaho	95 *	267	19	81	33	2
2009	Nation (public)	95	265	24	76	32	3
	Idaho	96	266	21	79	34	2

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2009 Reading Assessments.

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The Nation's Report Card 2009 State Assessment

**Table
11-A**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	172,500	5
Alabama	2,900	2
Alaska	2,800	3
Arizona	3,200	4
Arkansas	3,000	1
California	8,000	3
Colorado	2,900	3
Connecticut	2,900	4
Delaware	2,900	8
Florida	5,000	5
Georgia	4,200	5
Hawaii	3,000	2
Idaho	3,200	3
Illinois	4,400	4
Indiana	3,000	5
Iowa	3,000	5
Kansas	3,200	6
Kentucky	3,900	8
Louisiana	3,200	2
Maine	2,900	4
Maryland	3,400	11
Massachusetts	3,900	5
Michigan	3,700	4
Minnesota	3,600	3
Mississippi	3,100	1
Missouri	2,900	4
Montana	2,900	4
Nebraska	3,300	5
Nevada	3,200	4
New Hampshire	2,900	3
New Jersey	2,900	9
New Mexico	2,900	7
New York	4,200	5
North Carolina	4,800	3
North Dakota	2,100	8
Ohio	3,600	6
Oklahoma	3,000	7
Oregon	3,100	4
Pennsylvania	3,900	3
Rhode Island	2,700	4
South Carolina	3,100	5
South Dakota	2,900	6
Tennessee	3,000	9
Texas	6,000	9
Utah	3,500	6
Vermont	2,900	4
Virginia	3,100	4
Washington	3,400	4
West Virginia	3,000	2
Wisconsin	4,100	4
Wyoming	2,200	2
Other jurisdictions		
District of Columbia	1,800	11
DoDEA ¹	2,200	6

¹ Department of Defense Education Activity schools (domestic and overseas).

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), 2009 Reading Assessment.

NAEP 2009 Reading Report for Idaho (Embargoed)

The Nation's Report Card 2009 State Assessment

**Table
11-B**

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	155,400	4
Alabama	2,700	2
Alaska	2,500	2
Arizona	2,800	3
Arkansas	2,700	2
California	7,200	2
Colorado	2,800	3
Connecticut	2,800	3
Delaware	2,800	5
Florida	4,200	4
Georgia	3,500	4
Hawaii	2,900	2
Idaho	3,000	2
Illinois	4,100	4
Indiana	2,700	5
Iowa	2,600	4
Kansas	2,700	5
Kentucky	3,500	7
Louisiana	2,600	2
Maine	2,700	4
Maryland	3,200	9
Massachusetts	3,600	5
Michigan	3,300	4
Minnesota	2,900	3
Mississippi	2,800	2
Missouri	2,700	3
Montana	2,600	4
Nebraska	2,600	6
Nevada	2,900	3
New Hampshire	2,500	4
New Jersey	2,700	7
New Mexico	2,500	6
New York	3,700	7
North Carolina	4,500	2
North Dakota	2,100	8
Ohio	3,400	7
Oklahoma	2,700	5
Oregon	2,900	3
Pennsylvania	3,500	3
Rhode Island	2,700	3
South Carolina	2,700	6
South Dakota	2,800	4
Tennessee	2,800	7
Texas	5,700	5
Utah	2,800	5
Vermont	2,900	3
Virginia	2,800	4
Washington	2,800	3
West Virginia	2,900	2
Wisconsin	3,400	5
Wyoming	1,900	3
Other jurisdictions		
District of Columbia	1,600	12
DoDEA ¹	1,600	4

¹ Department of Defense Education Activity schools (domestic and overseas).

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), 2009 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2009 reading assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/results/>. 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: Reading 2009 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2009 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/frameworks/reading09.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 states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background 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 reading are listed on the reading 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>.

<p>The NAEP State Report Generator was developed for the NAEP 2009 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Patricia Donahue, Rick Hasney, and Ming Kuang.</p>
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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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