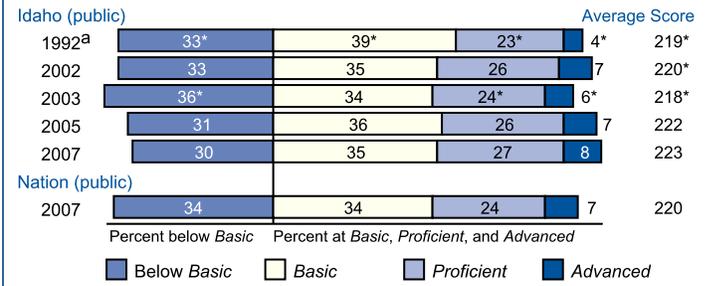


The National Assessment of Educational Progress (NAEP) assesses reading in two content areas in grade 4: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Idaho

- In 2007, the average scale score for fourth-grade students in Idaho was 223. This was not significantly different from their average score in 2005 (222) and was higher than their average score in 1992 (219).¹
- Idaho's average score (223) in 2007 was higher than that of the nation's public schools (220).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Idaho was higher than those in 21 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 10 jurisdictions.²
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 35 percent in 2007. This percentage was not significantly different from that in 2005 (33 percent) and was greater than that in 1992 (28 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 70 percent in 2007. This percentage was not significantly different from that in 2005 (69 percent) and was greater than that in 1992 (67 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: *Below Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; *Advanced*, 268 or above.

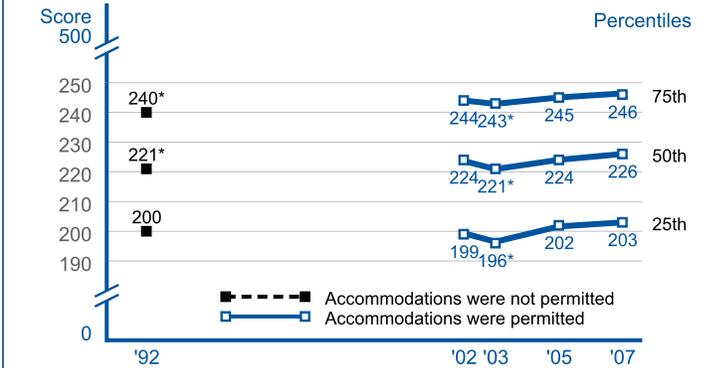
Performance of NAEP Reporting Groups in Idaho: 2007

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above		Percent <i>Advanced</i>
				<i>Basic</i>	<i>Proficient</i>	
Male	51	221	32	68	32	6
Female	49	226	28	72	38	9
White	81	227	25	75	39	9
Black	1	‡	‡	‡	‡	‡
Hispanic	13	204	53	47	15	2
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	2	202	55	45	20	8
Eligible for National School Lunch Program	43	212	42	58	23	4
Not eligible for National School Lunch Program	56	232	20	80	44	10

Average Score Gaps Between Selected Groups

- In 2007, male students in Idaho had an average score that was lower than that of female students by 5 points. In 1992, the average score for male students was lower than that of female students by 4 points.
- Data are not reported for Black students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2007, Hispanic students had an average score that was lower than that of White students by 23 points. In 1992, the average score for Hispanic students was lower than that of White students by 23 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 19 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Idaho were 3 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.