

For District of Columbia fourth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for Black and Hispanic students compared to 2003 but no significant change compared to 2005.

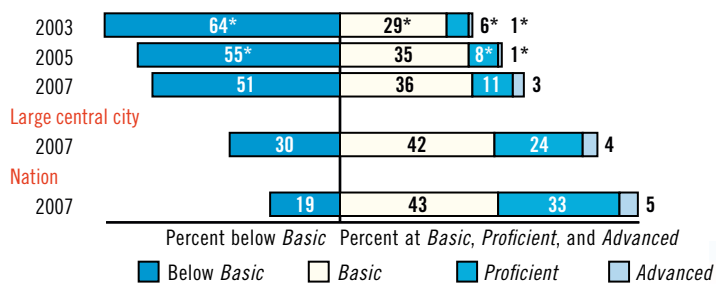
...no significant change in the average score for White students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

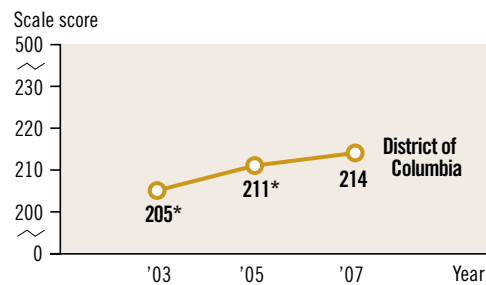
...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in fourth-grade NAEP mathematics achievement-level performance in the District of Columbia



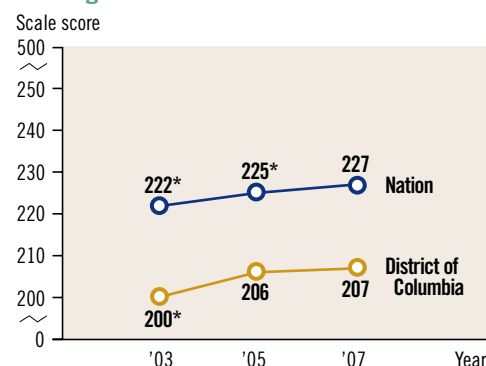
* Significantly different ($p < .05$) from 2007.
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in the District of Columbia



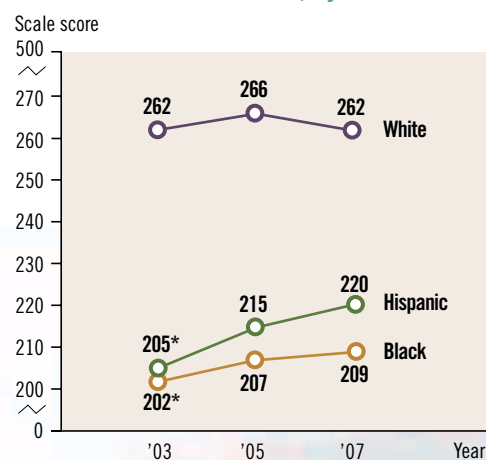
* Significantly different ($p < .05$) from 2007.

Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and the District of Columbia



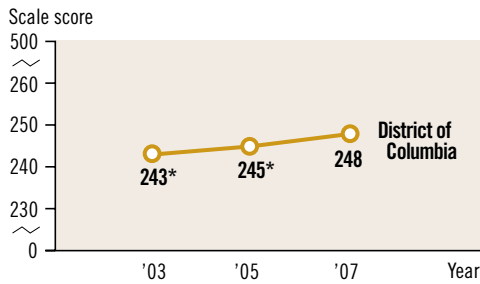
* Significantly different ($p < .05$) from 2007.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in fourth-grade NAEP mathematics average scores in the District of Columbia, by race/ethnicity



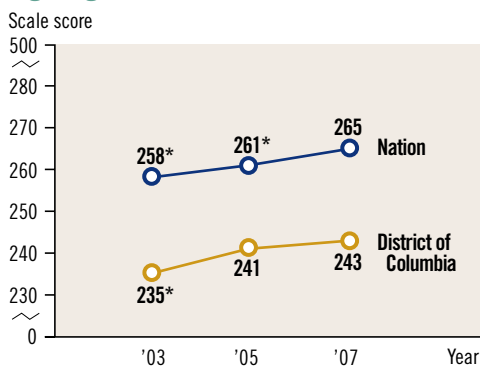
* Significantly different ($p < .05$) from 2007.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in the District of Columbia



* Significantly different ($p < .05$) from 2007.

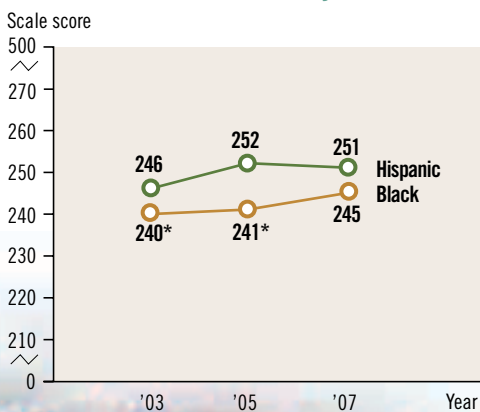
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and the District of Columbia



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in the District of Columbia, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

For District of Columbia eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Black students compared to 2003 and 2005.

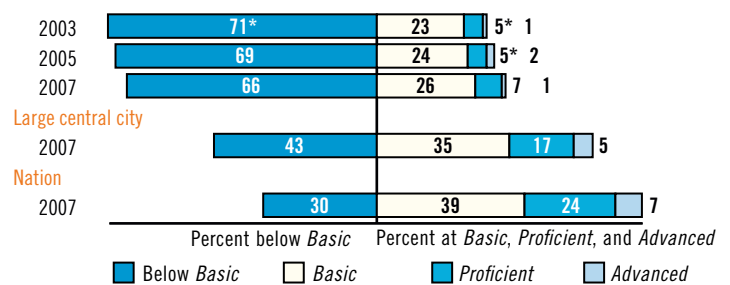
...no significant change in the average score for Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in the District of Columbia



* Significantly different ($p < .05$) from 2007.

NOTE: Detail may not sum to totals because of rounding.

For Houston fourth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for Texas.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White and Hispanic students compared to 2003 but no significant change compared to 2005.

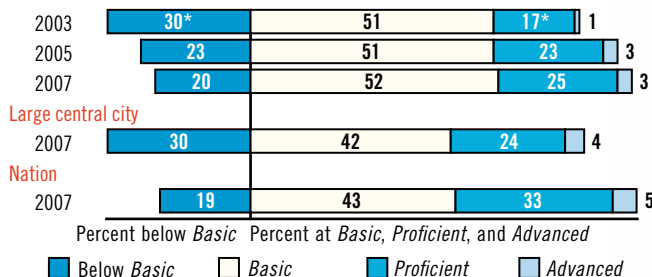
...no significant change in the average score for Black students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2005.

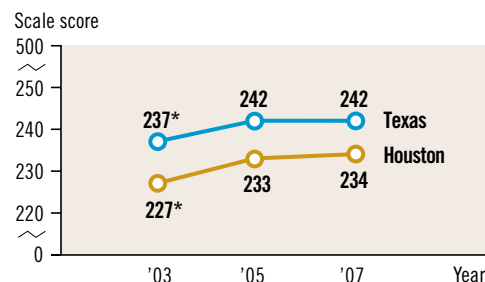
Trend in fourth-grade NAEP mathematics achievement-level performance in Houston



* Significantly different ($p < .05$) from 2007.

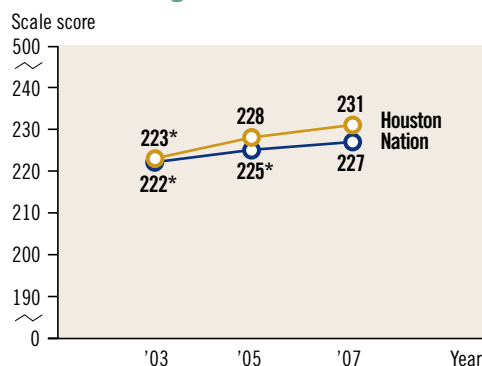
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Texas and Houston



* Significantly different ($p < .05$) from 2007.

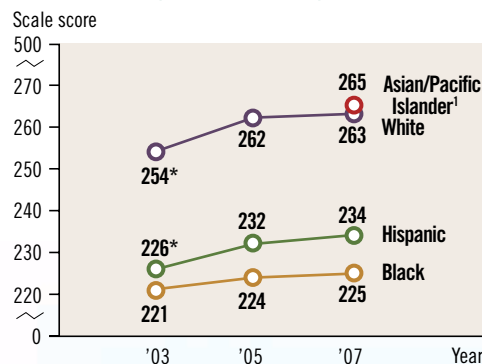
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Houston



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in fourth-grade NAEP mathematics average scores in Houston, by race/ethnicity

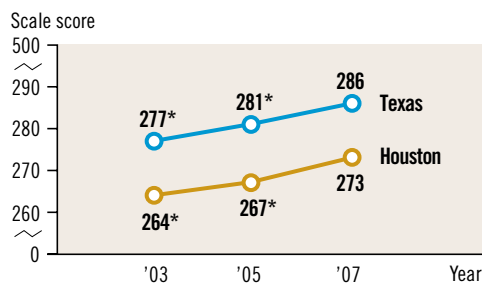


* Significantly different ($p < .05$) from 2007.

¹ Sample sizes were insufficient to permit reliable estimates for Asian/Pacific Islander students in 2003 and 2005.

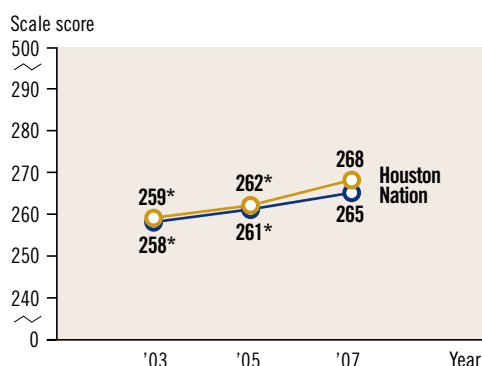
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in Texas and Houston



* Significantly different ($p < .05$) from 2007.

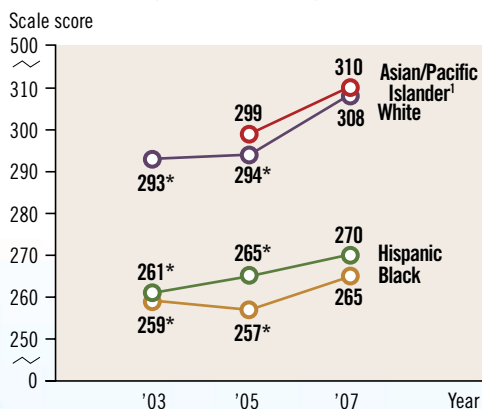
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Houston



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Houston, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

¹ Sample size was insufficient to permit a reliable estimate for Asian/Pacific Islander students in 2003.

NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Houston eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for Texas.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White, Black, and Hispanic students compared to 2003 and 2005.

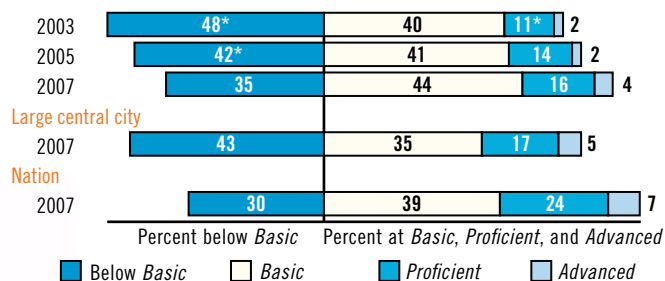
...no significant change in the average score for Asian/Pacific Islander students compared to 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Houston



* Significantly different ($p < .05$) from 2007.

NOTE: 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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

For Los Angeles fourth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for California.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Hispanic students compared to 2003 but no significant change compared to 2005.

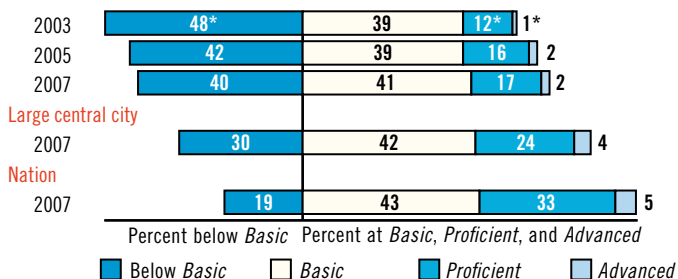
...no significant change in the average scores for White, Black, and Asian/Pacific Islander students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2005.

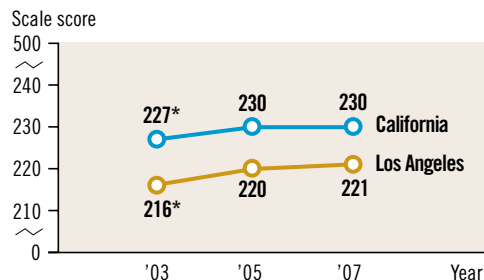
Trend in fourth-grade NAEP mathematics achievement-level performance in Los Angeles



* Significantly different ($p < .05$) from 2007.

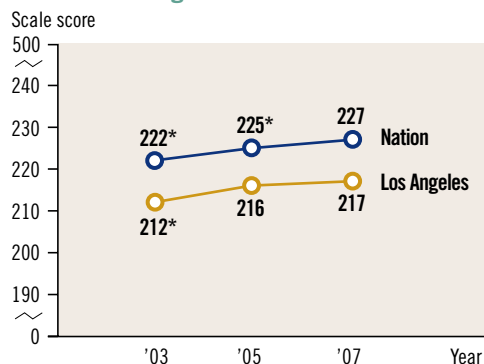
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in California and Los Angeles



* Significantly different ($p < .05$) from 2007.

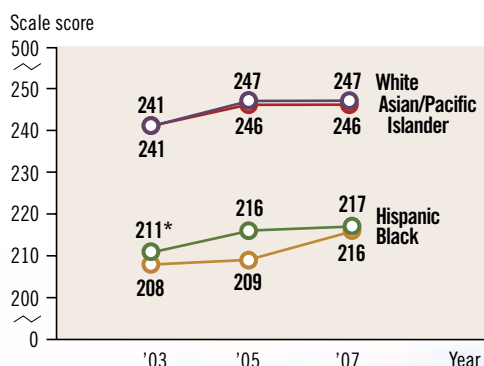
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Los Angeles



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

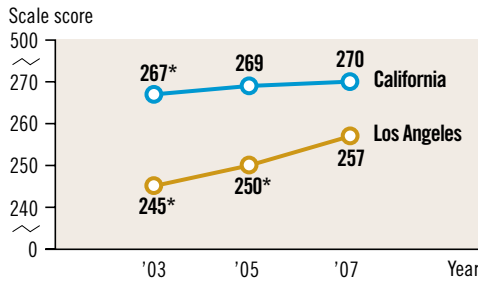
Trend in fourth-grade NAEP mathematics average scores in Los Angeles, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

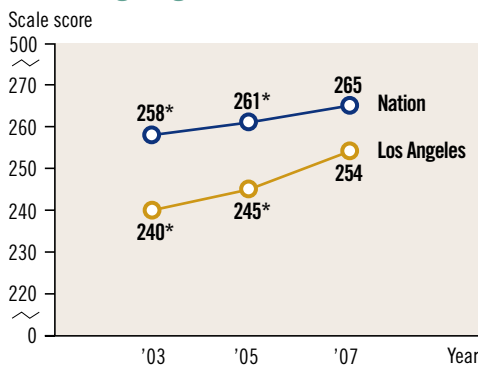
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in California and Los Angeles



* Significantly different ($p < .05$) from 2007.

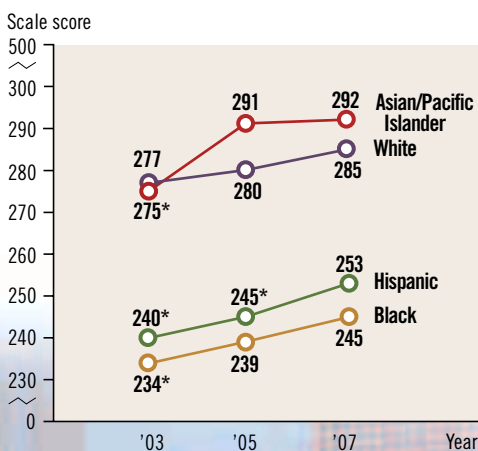
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Los Angeles



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Los Angeles, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Los Angeles eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for California.

...a narrowing of the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Hispanic students compared to 2003 and 2005.

...higher average scores for Black and Asian/Pacific Islander students compared to 2003 but no significant change compared to 2005.

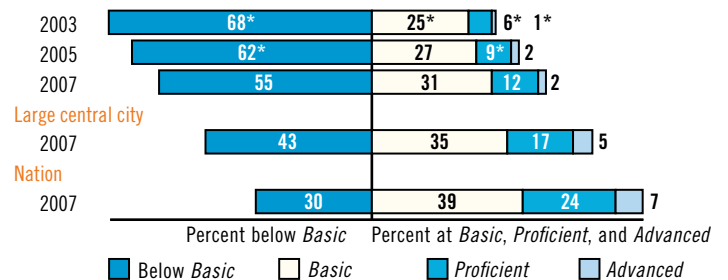
...no significant change in the average score for White students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Los Angeles



* Significantly different ($p < .05$) from 2007.

NOTE: Detail may not sum to totals because of rounding.

For New York City fourth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for New York.

...a narrowing of the gap compared to 2003 but no significant change compared to 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

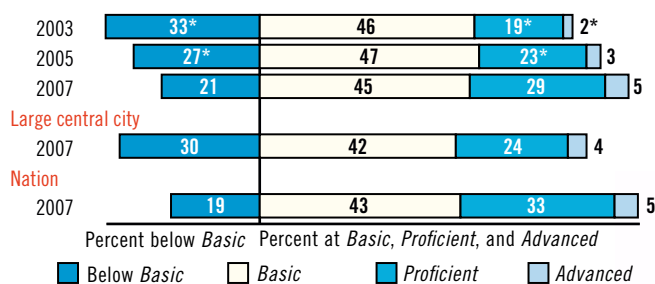
...higher average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 but no significant change compared to 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

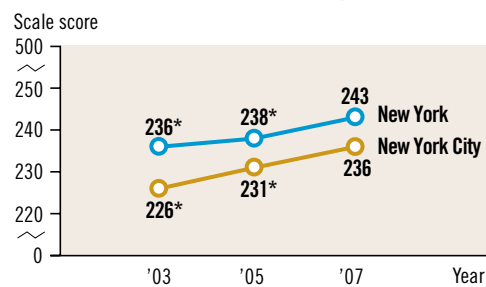
Trend in fourth-grade NAEP mathematics achievement-level performance in New York City



* Significantly different ($p < .05$) from 2007.

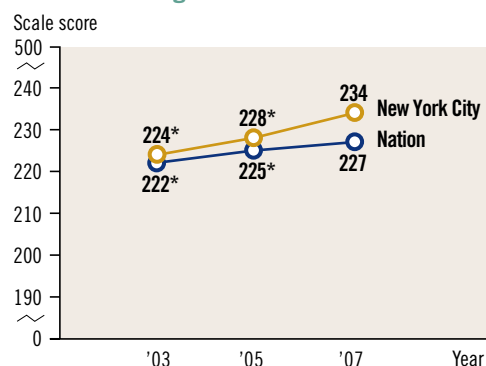
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in New York and New York City



* Significantly different ($p < .05$) from 2007.

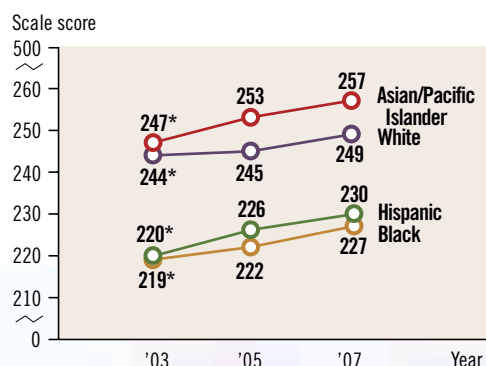
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and New York City



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in fourth-grade NAEP mathematics average scores in New York City, by race/ethnicity

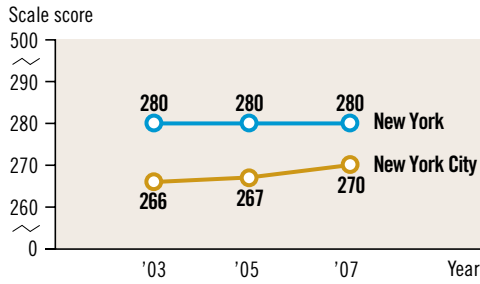


* Significantly different ($p < .05$) from 2007.

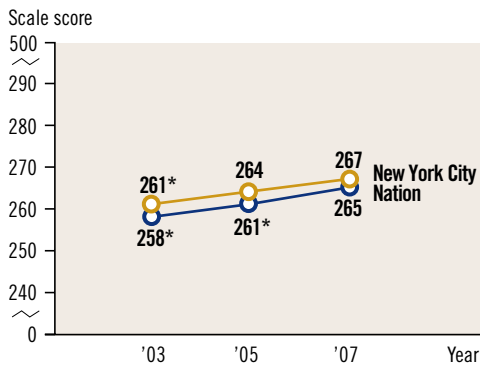
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.



Trend in eighth-grade NAEP mathematics average scores in New York and New York City



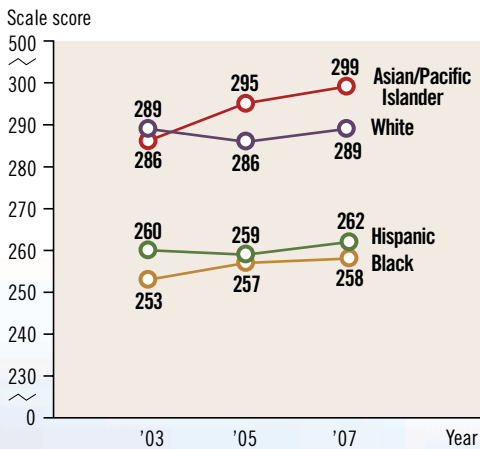
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and New York City



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in New York City, by race/ethnicity



NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For New York City eighth-graders in 2007,

...the overall score was not significantly different from 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for New York.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...no significant difference in the average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

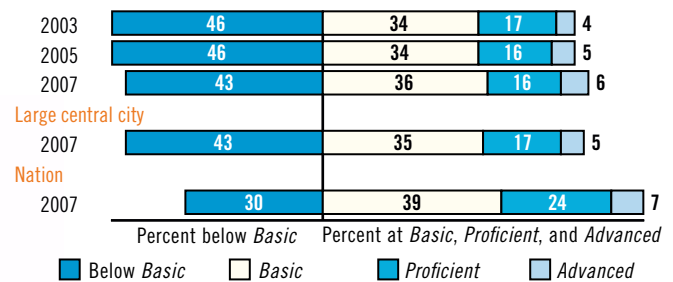
...no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2005.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to 2003 and 2005.

...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in New York City



NOTE: 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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

For San Diego fourth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a higher overall score than for California.

...a change in the score gap between San Diego and California from -1 point in 2003 to +4 points in 2007.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White, Hispanic, and Asian/Pacific Islander students compared to 2003 but no significant change compared to 2005.

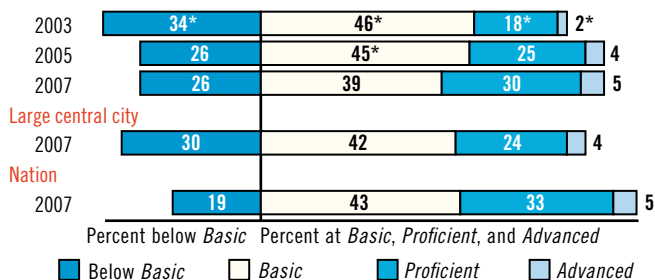
...no significant change in the average score for Black students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

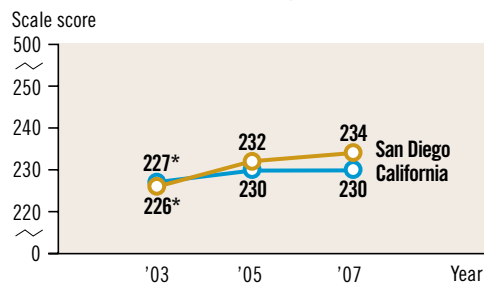
Trend in fourth-grade NAEP mathematics achievement-level performance in San Diego



* Significantly different ($p < .05$) from 2007.

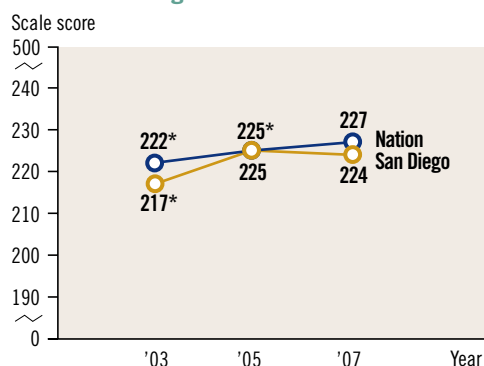
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in California and San Diego



* Significantly different ($p < .05$) from 2007.

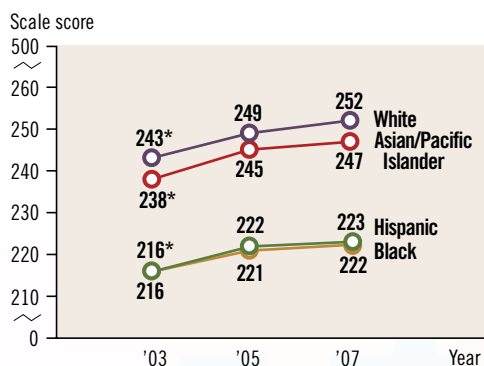
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and San Diego



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

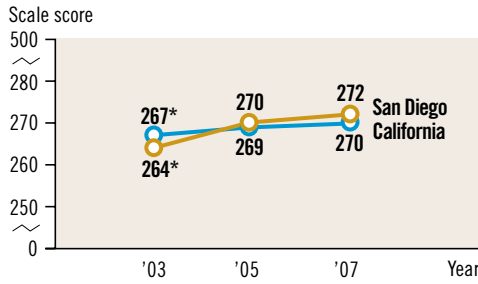
Trend in fourth-grade NAEP mathematics average scores in San Diego, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

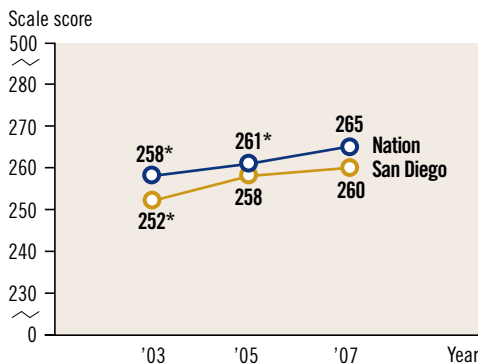
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in California and San Diego



* Significantly different ($p < .05$) from 2007.

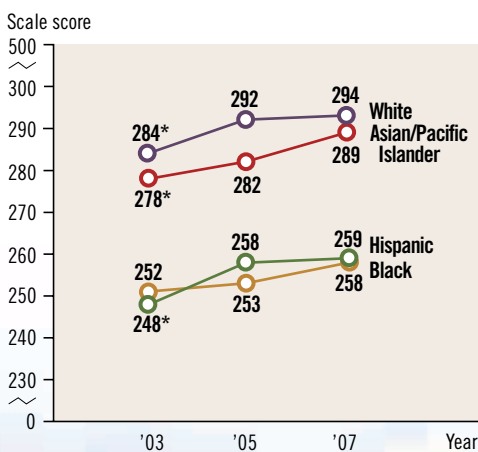
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and San Diego



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in San Diego, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For San Diego eighth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...no significant difference from the overall score for California.

...a change in the score gap between San Diego and California from -3 points in 2003 to $+2$ points in 2007.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...no significant difference in the average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White, Hispanic, and Asian/Pacific Islander students compared to 2003 but no significant change compared to 2005.

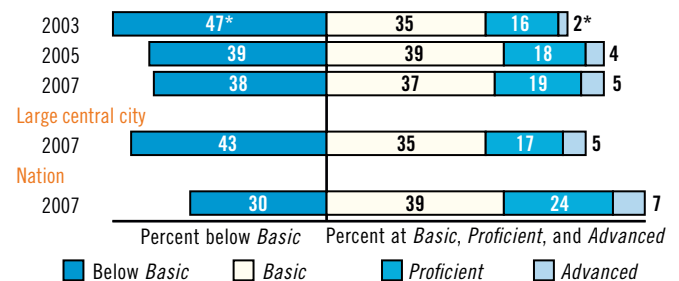
...no significant change in the average score for Black students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in San Diego



* Significantly different ($p < .05$) from 2007.

NOTE: 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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Technical Notes

District Participation

In addition to the District of Columbia, whose public school students' results were also included with other NAEP state results in mathematics, the other 10 participating public school districts (as listed in the NCES Common Core of Data) are

- Atlanta City School District
- Austin Independent School District
- Boston School District
- Charlotte-Mecklenburg Schools
- City of Chicago School District 299
- Cleveland Municipal School District
- Houston Independent School District
- Los Angeles Unified School District
- New York City Public Schools
- San Diego Unified School District

To ensure unbiased samples, NCES and the Governing Board established participation rate standards that states and jurisdictions were required to meet for their results to be reported. Participation rates for the original sample needed to be at least 85 percent for schools to meet reporting requirements. In the 2007 mathematics assessment, all states, jurisdictions, and participating urban districts met participation rate standards at both grades 4 and 8 (see appendix table A-1).

Sampling and Weighting

The sample of students in the participating TUDA school districts is an augmentation of the sample of students who would usually be selected by NAEP as part of state and national samples. These augmented samples allow reliable reporting of student groups within these districts. Students in the TUDA samples are also included in state and national samples. For example, data from students tested in the Los Angeles sample were used to report results for Los Angeles, for California, and for the nation.

In the same way that schools and students participating in national NAEP assessments are chosen to be nationally representative, samples of schools and students in the urban districts were selected to be representative of their districts. The results from the assessed students are aggregated to provide accurate estimates of overall district performance. Results are weighted to take into account the fact that schools and students represent different proportions of the overall district population.

Accommodations and Exclusions in NAEP

It is important to assess all selected students from the target population, including students with disabilities (SD) and English language learners (ELL). To accomplish this goal, students who receive accommodations in their state's assessments, such as extra testing time or individual rather than group administration, are offered most of the same accommodations in NAEP.

Some students identified as SD or ELL who are sampled for NAEP participation may be excluded from the assessment if NAEP does not offer the accommodations given on the student's state assessment. School personnel, guided by the student's Individualized Education Program (IEP) as well as by Section 504 eligibility, make decisions regarding inclusion in the assessment of students with disabilities. Based on NAEP's guidelines, they also make the decision whether to exclude students identified as ELL. The percentages of students excluded from NAEP may vary considerably across districts and over time. Comparisons of achievement results across districts should be interpreted with caution if the exclusion rates vary widely. See appendix tables A-2 and A-3 for the exclusion rates in the urban districts.

Interpreting Statistical Significance

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 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 students assessed are of the entire population.

When an estimate has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the estimates. For example, a 1-point difference between male and female students may be statistically significant, while a 1-point difference between White and Asian/Pacific Islander students may not be. Standard errors for the estimates presented in this report are available at <http://nces.ed.gov/nationsreportcard/nde/>.



Large Central Cities

Results for “large central city” in this report include public schools located in large central cities (population of 250,000 or more) throughout the United States within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with “inner city.” Some districts (Austin, Charlotte, Houston, and Los Angeles) encompass a small percentage of schools not classified as large central city. In these cases, data from the entire district were used in statistical comparisons to large central city schools.

Further comparisons of urban district student group data with large central city data are available from the online Data Explorer on the NAEP website (<http://nces.ed.gov/nationsreportcard/nde/>). Selecting the variable “Large central city for urban district comparisons” when making statistical comparisons with selected urban districts will allow comparisons to the appropriate large central city data and will permit the user to replicate results in this report and to explore additional comparisons. The “Large central city for urban district comparisons” variable includes the data from the small number of schools within the participating TUDA districts in 2007 and prior years that fell outside of large central cities.

Appendix Tables

Table A-1. Public school and student participation rates for Trial Urban District Assessment in mathematics, by grade and urban district: 2007

Grade and district	School participation		Student participation	
	Student-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4				
Atlanta	100	50	95	1,500
Austin	100	60	95	1,900
Boston	100	60	93	1,300
Charlotte	100	50	95	1,700
Chicago	100	90	95	2,300
Cleveland	100	60	93	1,100
District of Columbia	100	120	94	1,900
Houston	100	80	97	2,800
Los Angeles	100	80	95	2,700
New York City	100	80	93	2,500
San Diego	100	60	95	1,700
Grade 8				
Atlanta	100	20	91	900
Austin	100	20	92	1,500
Boston	100	30	91	1,100
Charlotte	100	30	90	1,300
Chicago	100	100	94	1,700
Cleveland	100	80	89	1,100
District of Columbia	100	50	88	1,800
Houston	100	50	90	1,900
Los Angeles	100	70	91	2,000
New York City	100	80	89	2,000
San Diego	100	30	91	1,300

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are 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), 2007 Trial Urban District Mathematics Assessment.

Table A-2. Fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified and excluded in NAEP mathematics, as a percentage of all students, by SD/ELL category and jurisdiction: 2003, 2005, and 2007

SD/ELL category and jurisdiction	Identified			Excluded			Assessed without accommodations			Assessed with accommodations		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
SD and/or ELL												
Nation	22	23	23	4	3	3	10	10	10	8	10	10
Large central city	31	32	33	5	4	4	17	17	17	9	11	12
Atlanta	9	11	12	1	1	2	4	3	4	4	6	7
Austin	—	37	40	—	10	5	—	12	17	—	14	18
Boston	33	33	47	5	6	5	11	11	25	17	15	17
Charlotte	21	22	22	4	3	3	5	7	7	12	12	12
Chicago	31	29	32	8	4	5	16	15	17	7	9	10
Cleveland	15	17	23	7	6	13	3	2	1	5	9	8
District of Columbia	18	20	20	4	6	6	4	4	2	10	10	13
Houston	45	46	45	8	7	4	19	17	23	18	21	18
Los Angeles	60	59	53	3	5	1	48	47	44	8	7	8
New York City	22	24	29	6	4	2	4	2	2	12	17	25
San Diego	41	43	46	2	4	3	34	33	36	4	6	7
SD												
Nation	14	14	14	3	3	3	4	4	3	7	8	8
Large central city	13	13	13	3	3	3	4	3	3	6	7	7
Atlanta	8	9	10	1	1	2	3	2	4	4	6	5
Austin	—	15	13	—	7	4	—	2	2	—	6	7
Boston	20	22	22	3	5	4	4	3	3	12	14	15
Charlotte	17	13	12	3	2	2	3	3	2	10	8	8
Chicago	15	13	14	5	4	4	4	3	4	6	7	6
Cleveland	12	13	17	5	5	13	2	1	#	5	8	4
District of Columbia	13	16	14	4	5	5	2	2	1	7	8	8
Houston	18	12	10	7	5	3	8	3	2	3	4	4
Los Angeles	11	11	11	2	3	1	5	3	4	4	5	5
New York City	12	14	16	1	2	1	1	1	1	10	11	14
San Diego	11	11	12	1	2	2	7	4	4	3	4	5
ELL												
Nation	11	10	11	1	1	1	7	7	7	2	3	3
Large central city	21	21	22	3	2	1	14	14	14	4	5	6
Atlanta	2	2	3	#	#	#	1	1	#	#	1	2
Austin	—	25	29	—	5	2	—	11	15	—	9	12
Boston	18	15	31	3	3	2	8	9	22	7	3	6
Charlotte	8	10	11	2	1	2	2	4	5	4	4	5
Chicago	20	18	20	5	2	2	13	12	13	2	4	5
Cleveland	4	4	7	1	1	1	1	2	1	1	2	4
District of Columbia	7	5	8	1	1	2	2	1	1	3	2	5
Houston	35	37	38	4	4	2	14	15	21	17	18	15
Los Angeles	56	54	48	2	4	1	47	45	42	6	5	5
New York City	13	12	17	6	3	2	3	1	1	4	8	13
San Diego	34	36	40	2	3	1	30	30	34	2	3	4

— Not available. District did not participate in 2003.

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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-3. Eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified and excluded in NAEP mathematics, as a percentage of all students, by SD/ELL category and jurisdiction: 2003, 2005, and 2007

SD/ELL category and jurisdiction	Identified			Excluded			Assessed without accommodations			Assessed with accommodations		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
SD and/or ELL												
Nation	19	19	18	4	4	4	8	7	6	7	8	8
Large central city	24	24	23	5	4	4	13	12	10	7	8	9
Atlanta	11	12	11	2	1	3	4	3	2	5	8	6
Austin	—	26	29	—	10	5	—	12	16	—	4	8
Boston	31	25	27	7	9	8	9	7	6	15	9	12
Charlotte	18	18	20	3	3	3	5	5	6	9	10	12
Chicago	22	21	23	7	3	6	8	5	5	7	12	12
Cleveland	21	20	24	9	9	13	2	3	2	9	9	9
District of Columbia	20	19	21	6	6	10	5	2	3	9	11	8
Houston	26	24	22	8	6	6	16	14	10	3	4	6
Los Angeles	37	39	33	2	3	2	29	30	25	6	6	6
New York City	24	20	22	5	2	2	6	2	1	14	16	19
San Diego	29	28	28	4	4	4	22	17	19	4	7	5
SD												
Nation	14	13	13	3	3	4	5	3	2	6	7	6
Large central city	14	13	13	3	3	4	5	3	3	5	6	6
Atlanta	10	11	11	1	1	3	4	3	2	5	7	5
Austin	—	14	16	—	8	4	—	5	7	—	2	5
Boston	24	18	19	4	7	7	7	3	3	13	8	9
Charlotte	14	12	13	3	2	2	4	2	2	8	8	10
Chicago	17	16	17	5	2	5	6	3	3	7	11	10
Cleveland	17	18	20	9	8	13	1	3	1	6	7	6
District of Columbia	16	17	17	5	5	9	3	2	2	8	10	6
Houston	16	11	13	7	4	5	9	5	4	#	2	4
Los Angeles	12	12	10	2	2	2	5	5	3	5	5	5
New York City	15	12	13	2	1	1	3	1	1	10	10	11
San Diego	11	11	11	1	3	4	7	4	3	3	4	4
ELL												
Nation	6	6	7	1	1	1	4	4	4	1	1	2
Large central city	13	13	13	2	2	1	9	9	7	3	3	4
Atlanta	2	1	1	1	#	#	1	#	#	#	1	1
Austin	—	14	16	—	4	2	—	8	10	—	2	3
Boston	13	10	9	5	4	2	4	5	4	4	1	3
Charlotte	7	7	9	1	1	1	3	4	4	3	2	3
Chicago	8	6	7	3	2	2	3	2	2	2	2	3
Cleveland	5	3	5	1	1	1	1	#	1	3	2	3
District of Columbia	5	4	4	1	1	1	2	1	1	2	2	2
Houston	16	15	12	5	3	2	9	10	7	2	3	2
Los Angeles	33	34	28	2	2	1	27	28	23	4	4	4
New York City	13	10	11	4	2	1	3	2	1	6	7	9
San Diego	23	21	21	3	3	2	18	14	17	2	4	3

— Not available. District did not participate in 2003.

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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-4. Selected percentile scores for public school students in NAEP mathematics, by grade and jurisdiction: 2003, 2005, and 2007

Grade and jurisdiction	25th percentile			50th percentile			75th percentile		
	2003	2005	2007	2003	2005	2007	2003	2005	2007
Grade 4									
Nation	215***	219***	221*	235***	239***	241*	254***	257***	259*
Large central city	204***	207***	209**	224***	228***	231**	244***	248***	252**
Atlanta	195***	200	202*,**	214***	219***	222*,**	234***	240***	244*,**
Austin	—	224	221*	—	242	241*	—	260	261*
Boston	203***	212***	216*,**	219***	230	233**	236***	247	251**
Charlotte	223	225	225*,**	242	245	245*,**	261	265	264*,**
Chicago	196***	195***	200*,**	214***	215***	220*,**	232***	236	240*,**
Cleveland	197	202	198*,**	215	221***	216*,**	232	237	234*,**
District of Columbia	185***	192	192*,**	204***	210***	213*,**	224***	230***	234*,**
Houston	210***	216	218*	226***	233	235*,**	243***	250	251**
Los Angeles	196	198	200*,**	215***	221	222*,**	235***	242	243*,**
New York City	207***	212***	218*	226***	231***	237*,**	246***	250***	256*,**
San Diego	207***	213	213*,**	226***	234	237*,**	244***	252***	258*
Grade 8									
Nation	253***	254***	257*	278***	279***	281*	301***	303***	305*
Large central city	237***	240***	243**	262***	265***	269**	287***	291***	295**
Atlanta	220***	221***	234*,**	244***	245***	254*,**	267***	268***	277*,**
Austin	—	255	259*	—	281	282*	—	308	310*,**
Boston	236***	243***	251*	260***	270***	276*,**	287***	296***	301*
Charlotte	252	254	256*	280	282	283*	307	308	309*,**
Chicago	233	236	238**	255***	258	261*,**	277	281	283*,**
Cleveland	233	228***	237**	252***	251***	258*,**	272***	270***	277*,**
District of Columbia	219***	222	225*,**	243***	244***	248*,**	267	267	271*,**
Houston	244***	246***	252*,**	263***	268***	274*,**	283***	289***	294**
Los Angeles	219***	225***	232*,**	245***	250***	257*,**	270***	275***	282*,**
New York City	241	241	244**	266	266	268**	293	292	295**
San Diego	239***	247	248*,**	265***	272	273**	290***	295	298**

— Not available. District did not participate in 2003.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-5. Average scale scores and achievement-level results for fourth-grade public school students in NAEP mathematics, by selected race/ethnicity categories and jurisdiction: 2003, 2005, and 2007

Race/ethnicity and jurisdiction	Average scale score			Percentage of students						
				At or above <i>Basic</i>			At or above <i>Proficient</i>			
	2003	2005	2007	2003	2005	2007	2003	2005	2007	
White										
Nation	243***	246***	248	87***	89***	91	42***	47***	51*	
Large central city	243***	247	249	86***	88	90	42***	50	54**	
Atlanta	258	263	266*,**	89	96	99	70	72	81*,**	
Austin	—	262	263*,**	—	99	98*,**	—	75	76*,**	
Boston	234***	244	250	77***	88	93	32***	43	52	
Charlotte	257	261	261*,**	96	97	98*,**	66	70	72*,**	
Chicago	235	243	244	82	88	84	31***	43	47	
Cleveland	233	233	233*,**	80	81	80	27	25	25*,**	
District of Columbia	262	266	262*,**	97	99	91	71	78	73*,**	
Houston	254***	262	263*,**	96	97	96*,**	63	73	76*,**	
Los Angeles	241	247	247	83	87	90	44	49	50	
New York City	244***	245	249	88	87	91	42***	46	53	
San Diego	243***	249	252	87	94	90	41***	50	59	
Black										
Nation	216***	220***	222*	54***	60***	63*	10***	13***	15*	
Large central city	212***	217	219**	47***	55	58**	8***	11	13**	
Atlanta	211***	215	217**	45***	51	55**	7***	9	11**	
Austin	—	228	226*,**	—	74	68*	—	18	17	
Boston	216***	223	226*,**	55***	65	71*,**	6***	13	18	
Charlotte	229	230	230*,**	73	74	75*,**	20	21	23*,**	
Chicago	207***	208	213*,**	39***	41	48*,**	4***	6	8*,**	
Cleveland	210	215***	210*,**	44	52	45*,**	5	8	5*,**	
District of Columbia	202***	207	209*,**	33***	41	45*,**	4***	5	8*,**	
Houston	221	224	225*	62	67	69*	12	14	16	
Los Angeles	208	209	216**	42	42	54**	6	9	13	
New York City	219***	222	227*,**	58***	63	72*,**	12***	14	20*	
San Diego	216	221	222	54	60	65	8***	15	21	
Hispanic										
Nation	221***	225***	227*	62***	67***	69*	15***	19***	22	
Large central city	219***	223	224**	59***	64	66**	13***	17***	21	
Atlanta	‡	‡	223	‡	‡	60	‡	‡	16	
Austin	—	234	233*,**	—	80	78*,**	—	27	26*	
Boston	215***	225***	230*,**	51***	70	76*,**	7***	14	23	
Charlotte	233	234	234*,**	80	81	80*,**	26	27	26	
Chicago	217	217	219*,**	55	55	60*,**	10***	13	16*,**	
Cleveland	220	224	215	58	68	53**	14	18	10*,**	
District of Columbia	205***	215	220**	39***	51	57*,**	7***	11	19	
Houston	226***	232	234*,**	70***	78	82*,**	15***	23	25*	
Los Angeles	211***	216	217*,**	46***	53	55*,**	7***	13	14*,**	
New York City	220***	226	230*,**	60***	70	74*,**	13***	18***	26*	
San Diego	216***	222	223**	53***	63	64**	9***	16	21	
Asian/Pacific Islander										
Nation	246***	251***	254	87***	89	91	48***	54***	59	
Large central city	246	247	251	86	87	89	47	49	57	
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Austin	—	‡	268*,**	—	‡	99	—	‡	83*,**	
Boston	243***	256	255	87	98	91	43	65	61	
Charlotte	252	256	263*,**	90	96	98	60	62	75*,**	
Chicago	‡	‡	249	‡	‡	92	‡	‡	53	
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Houston	‡	‡	265*,**	‡	‡	100	‡	‡	75*	
Los Angeles	241	246	246**	86	88	92	38	45	49	
New York City	247***	253	257	89	92	93	47***	60	65	
San Diego	238***	245	247**	84	87	88	32***	46	50	

— Not available. District did not participate in 2003.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** Significantly different ($p < .05$) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-6. Average scale scores and achievement-level results for eighth-grade public school students in NAEP mathematics, by selected race/ethnicity categories and jurisdiction: 2003, 2005, and 2007

Race/ethnicity and jurisdiction	Average scale score			Percentage of students						
				At or above <i>Basic</i>			At or above <i>Proficient</i>			
	2003	2005	2007	2003	2005	2007	2003	2005	2007	
White										
Nation	287***	288***	290	79***	79***	81	36***	37***	41*	
Large central city	285***	288***	292	77***	78***	81	36***	39	44**	
Atlanta	298	‡	‡	83	‡	‡	54	‡	‡	
Austin	—	305	308*,**	—	90	91*,**	—	61	65*,**	
Boston	289***	299	305*,**	77***	83	89*,**	48	54	58*,**	
Charlotte	301***	304	308*,**	91	90	90*,**	55	60	62*,**	
Chicago	276	281	287	68	71	79	25	33	35	
Cleveland	269	265	269*,**	63	54	64*,**	14	17	12*,**	
District of Columbia	‡	317	‡	‡	94	‡	‡	69	‡	
Houston	293***	294***	308*,**	80***	85	94*,**	47***	50	63*,**	
Los Angeles	277	280	285	67	68	73	29	32	40	
New York City	289	286	289	79	77	77	40	38	39	
San Diego	284***	292	294	76	83	85	35	42	42	
Black										
Nation	252***	254***	259*	39***	41***	47*	7***	8***	11*	
Large central city	247***	250***	254**	34***	36***	41**	5***	7	9**	
Atlanta	241***	242***	253**	26***	28***	38**	3***	4***	8	
Austin	—	262	265*,**	—	52	57*,**	—	12	14	
Boston	251***	256***	263*,**	36***	45	51*	6***	9	12	
Charlotte	258***	264	267*,**	47***	54	58*,**	11	14	15*	
Chicago	245	245	248*,**	29	28	35**	4	3	6	
Cleveland	249	244***	253**	32	29***	41**	5	3	5*,**	
District of Columbia	240***	241***	245*,**	26***	27***	31*,**	3***	4	6*,**	
Houston	259***	257***	265*,**	47***	47***	58*,**	7***	7***	13	
Los Angeles	234***	239	245*,**	21	29	28*,**	2	7	7	
New York City	253	257	258	40	44	45	9	10	10	
San Diego	252	253	258	39	40	48	7	8	11	
Hispanic										
Nation	258***	261***	264*	47***	50***	54*	11***	13***	15*	
Large central city	256***	258***	261**	43***	46	50**	10***	11	13**	
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Austin	—	267	271*,**	—	56	64*,**	—	17	19*,**	
Boston	252***	261***	270*,**	38***	51	60*	7***	12	20	
Charlotte	262	262	264	46	53	50	18	15	19	
Chicago	259	263	265	48	52	55	8	11	12	
Cleveland	249	251	258	35	33	44	2	7	6**	
District of Columbia	246	252	251*,**	33	39	38*,**	3	9	9**	
Houston	261***	265***	270*,**	49***	56	62*,**	9***	12	15	
Los Angeles	240***	245***	253*,**	26***	32***	40*,**	3***	6***	9*,**	
New York City	260	259	262	48	47	52	15	12	14	
San Diego	248***	258	259**	34***	49	48**	6	11	13	
Asian/Pacific Islander										
Nation	289***	294	296*	77***	81	82	42***	46	49*	
Large central city	281***	289	291**	71	76	78	33***	40	44**	
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Austin	—	‡	‡	—	‡	‡	—	‡	‡	
Boston	300	309	305*,**	87	92	91*,**	57	61	57	
Charlotte	293	‡	305	81	‡	88	43	‡	56	
Chicago	286	292	‡	78	83	‡	36	38	‡	
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Houston	‡	299	310	‡	85	87	‡	55	63	
Los Angeles	275***	291	292	64***	82	82	25***	43	45	
New York City	286	295	299*	74	79	83	38	50	53	
San Diego	278***	282	289**	69	74	77	28	31	40	

— Not available. District did not participate in 2003.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large central city public schools in 2007.

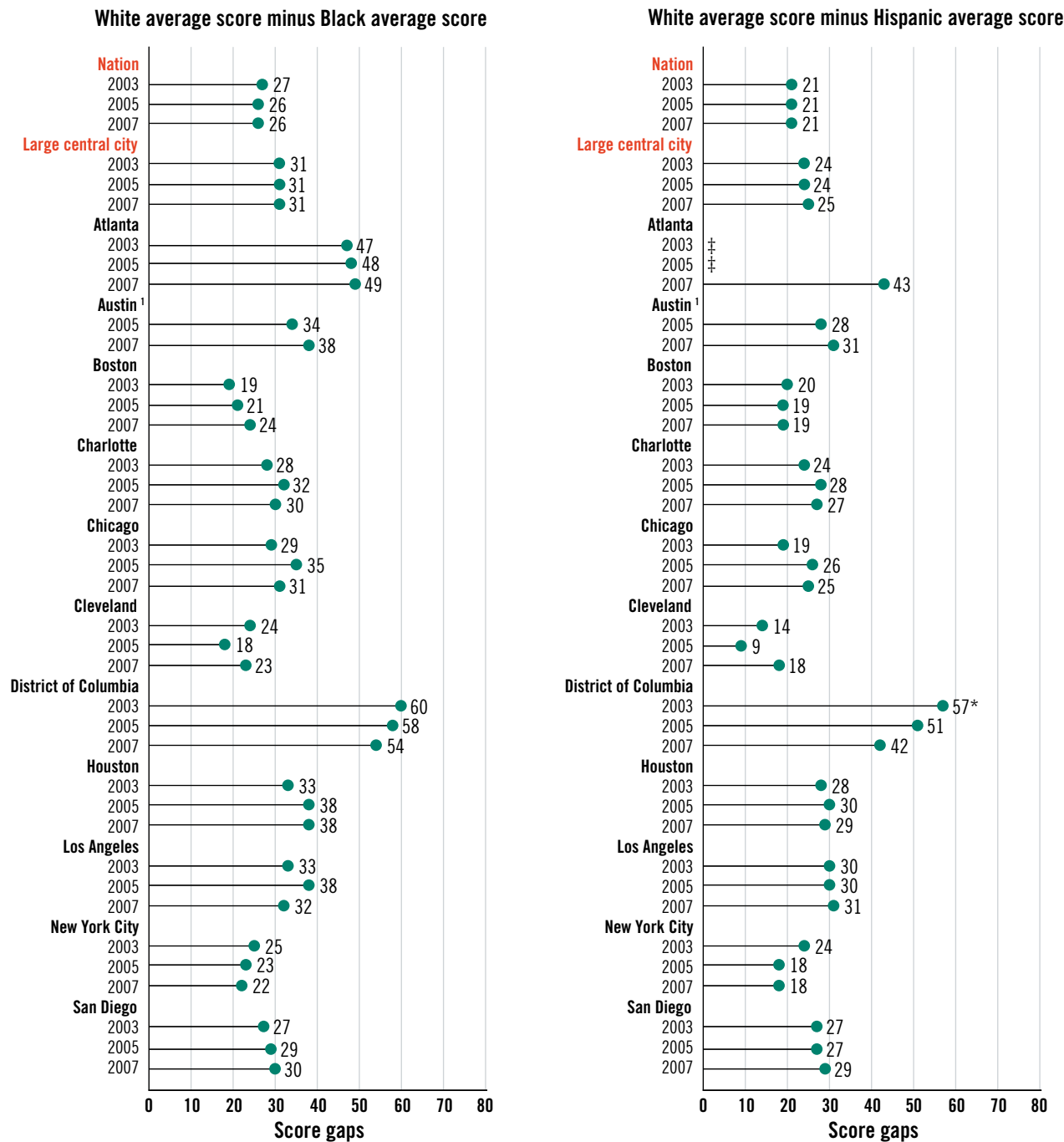
** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** Significantly different ($p < .05$) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Figure A-1. Trend in score gaps for fourth-grade public school students in NAEP mathematics, by selected race/ethnicity categories and jurisdiction: 2003, 2005, and 2007



‡ Reporting standards not met.

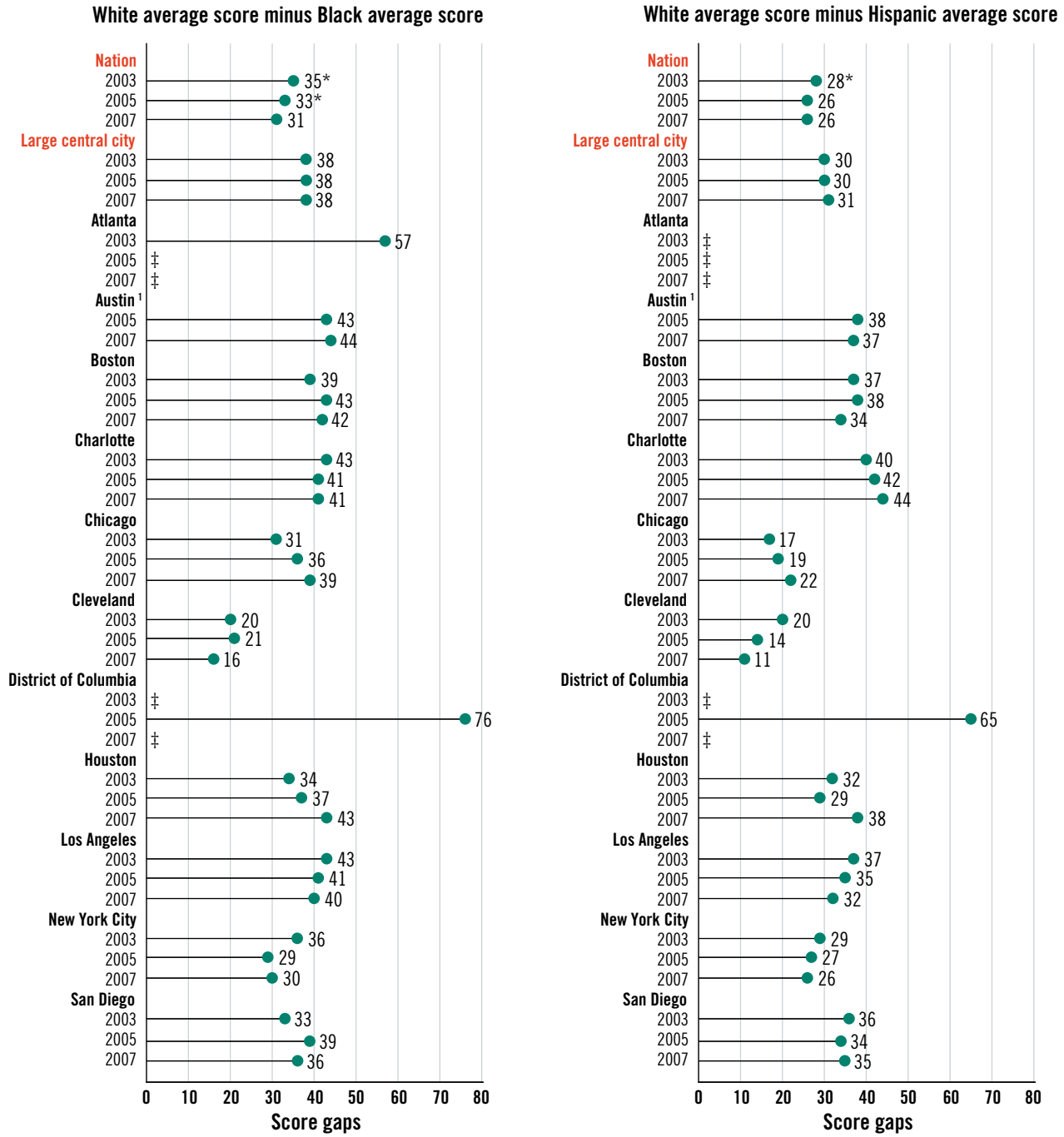
* Significantly different ($p < .05$) from 2007.

¹ District did not participate in 2003.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Figure A-2. Trend in score gaps for eighth-grade public school students in NAEP mathematics, by selected race/ethnicity categories and jurisdiction: 2003, 2005, and 2007



‡ Reporting standards not met.

* Significantly different ($p < .05$) from 2007.

¹ District did not participate in 2003.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-7. Average scale scores and achievement-level results for public school students in NAEP mathematics, by grade, eligibility for National School Lunch Program, and jurisdiction: 2003, 2005, and 2007

Grade, eligibility status, and jurisdiction	Average scale score			Percentage of students					
				At or above <i>Basic</i>			At or above <i>Proficient</i>		
	2003	2005	2007	2003	2005	2007	2003	2005	2007
Grade 4									
Eligible									
Nation	222***	225***	227*	62***	67***	70*	15***	19***	22*
Large central city	217***	221***	223**	55***	60***	64**	12***	15***	19**
Atlanta	209***	213	216*,**	43***	48	52*,**	5***	6	10*,**
Austin	—	232	229*,**	—	77	74*,**	—	23	22
Boston	218***	227***	231*,**	57***	71	75*,**	10***	19***	24*
Charlotte	229	230	231*,**	74	75	77*,**	19	20	23*
Chicago	212***	212***	216*,**	47***	48***	54*,**	8***	9	12*,**
Cleveland	215	220***	215*,**	51	61***	53*,**	10	13	10*,**
District of Columbia	200***	206	207*,**	29***	38***	43*,**	3***	5***	7*,**
Houston	223***	228	231*,**	66***	73	77*,**	13***	18	22*
Los Angeles	212***	216	217*,**	47***	53	55*,**	8***	13	15*,**
New York City	224***	228***	234*,**	64***	70***	77*,**	18***	22***	31*,**
San Diego	217***	225	224**	56***	66	65**	10***	19	22
Not eligible									
Nation	244***	248***	249*	88***	90***	91*	45***	50***	53*
Large central city	240***	246	246**	81***	86	87**	40***	47	50**
Atlanta	244	247	252*	79	84***	92	50	49	57
Austin	—	260	259*,**	—	98	96*,**	—	70	69*,**
Boston	233***	244	243**	76	86	86	31	45	43
Charlotte	252	256	256*,**	92	94	94*	59	63	64*,**
Chicago	230	237	239*,**	72	78	78*,**	24***	40	42
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡
District of Columbia	221***	229	228*,**	57***	68	64*,**	20***	27	27*,**
Houston	239***	251	252*	82***	91	93*	37***	55	57
Los Angeles	229	248***	235*,**	70	88***	76*,**	25	51***	35*,**
New York City	248	243***	251	89	87	92*	49	42***	56
San Diego	239***	246	251	82***	89	91	35***	47	57
Grade 8									
Eligible									
Nation	258***	261***	265*	47***	51***	55*	11***	13***	15*
Large central city	252***	256***	260**	40***	43***	49**	9***	11***	14**
Atlanta	239***	240***	251*,**	24***	26***	35*,**	2***	3***	7*,**
Austin	—	261***	267*	—	49***	60*	—	13	15
Boston	256***	264***	271*,**	43***	53	60*	11***	17	21*,**
Charlotte	256***	261	265*	44***	51	54	10	12	14
Chicago	252	254	257*,**	39	40	45**	7	8	10*,**
Cleveland	253	249***	257*,**	38***	34***	45**	6	6	7*,**
District of Columbia	235***	241	243*,**	21***	26	28*,**	2	4	4*,**
Houston	259***	262***	268*,**	46***	53***	60*,**	7***	10***	14
Los Angeles	240***	245***	254*,**	28***	32***	41*,**	4***	6***	10*,**
New York City	261***	264	267*	49	51	54*	15	18	19*,**
San Diego	252***	258	260	39***	49	49	9	10	13
Not eligible									
Nation	287***	288***	291*	78***	79***	81*	37***	39***	42*
Large central city	279***	282***	285**	69***	71	74**	31***	34***	37**
Atlanta	265***	266***	277*,**	52***	52	64*,**	19	22	28**
Austin	—	301	302*,**	—	88	87*,**	—	54	56*,**
Boston	282	288	290*	68	73	75**	35	41	41
Charlotte	292***	297	300*,**	81	84	85*	44***	51	53*,**
Chicago	279	275	280**	70	65	72	30	27	29**
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡
District of Columbia	254	261	259*,**	40	46	45*,**	12	16	15*,**
Houston	276***	279***	293	65***	69***	80*	25***	30***	43
Los Angeles	245***	270	270*,**	33***	59	58*,**	7***	25	25*,**
New York City	295	286	293	82	74	83*	49	39	41
San Diego	278***	285	290*	69***	76	80*	29***	36	41

— Not available. District did not participate in 2003.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** Significantly different ($p < .05$) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

Table A-8. Average scale scores and achievement-level results for public school students with disabilities (SD) who could be assessed in NAEP mathematics, by grade and jurisdiction: 2007

Grade and jurisdiction	SD			Not SD		
	Average scale score	Percentage of students		Average scale score	Percentage of students	
		At or above <i>Basic</i>	At or above <i>Proficient</i>		At or above <i>Basic</i>	At or above <i>Proficient</i>
Grade 4						
Nation	220*	60*	19*	241*	84*	41*
Large central city	208**	44**	13**	232**	73**	30**
Atlanta	207**	38**	13	225*,**	63*,**	21*,**
Austin	226*,**	66*	23	242*	84*	41*
Boston	214*,**	51**	8**	237*,**	83*	32**
Charlotte	222*	59*	19	246*,**	89*,**	47*,**
Chicago	196*,**	27*,**	10**	222*,**	61*,**	17*,**
Cleveland	‡	‡	‡	217*,**	55*,**	11*,**
District of Columbia	188*,**	20*,**	3*,**	216*,**	52*,**	15*,**
Houston	214**	51	10**	236*,**	82*	29**
Los Angeles	196*,**	31*,**	8**	224*,**	63*,**	20*,**
New York City	213*,**	50**	12**	240*	84*	38*
San Diego	201**	37**	12**	237*,**	78*,**	37*
Grade 8						
Nation	246*	33*	8*	284*	74*	33*
Large central city	233**	22**	4**	272**	61**	23**
Atlanta	‡	‡	‡	259*,**	43*,**	12*,**
Austin	252*	38*	13*	287*,**	77*	37*,**
Boston	247*	30	7	281*,**	70*,**	30*,**
Charlotte	256*,**	41*	12	286*,**	73*	37*
Chicago	228**	18**	3**	266*,**	54*,**	14*,**
Cleveland	222*,**	10*,**	#	260*,**	48*,**	8*,**
District of Columbia	211*,**	7*,**	1	252*,**	37*,**	9*,**
Houston	240	23	5	277*,**	69*,**	22**
Los Angeles	220*,**	10*,**	3**	261*,**	48*,**	15*,**
New York City	235**	20**	2**	275**	63**	24**
San Diego	234**	21**	5	276*,**	65*,**	26**

Rounds to zero.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Mathematics Assessment.

Table A-9. Average scale scores and achievement-level results for public school English language learners (ELL) who could be assessed in NAEP mathematics, by grade and jurisdiction: 2007

Grade and jurisdiction	ELL			Not ELL		
	Average scale score	Percentage of students		Average scale score	Percentage of students	
		At or above <i>Basic</i>	At or above <i>Proficient</i>		At or above <i>Basic</i>	At or above <i>Proficient</i>
Grade 4						
Nation	217*	56*	13	242*	84*	42*
Large central city	214**	52**	12	234**	75**	32**
Atlanta	‡	‡	‡	224*,**	62*,**	21*,**
Austin	226*,**	70*,**	17	246*,**	87*,**	49*,**
Boston	228*,**	70*,**	23*,**	235**	80*,**	29**
Charlotte	230*,**	77*,**	21	245*,**	86*	47*,**
Chicago	207*,**	44*,**	6*,**	223*,**	61*,**	19*,**
Cleveland	205	41**	6	216*,**	54*,**	10*,**
District of Columbia	209**	42*,**	9	214*,**	50*,**	14*,**
Houston	229*,**	77*,**	19*,**	237*,**	81*	33**
Los Angeles	208*,**	43*,**	7*,**	233**	75**	30**
New York City	216	56	11	240*	83*	38*
San Diego	217	58	15	245*	85*	48*,**
Grade 8						
Nation	245*	30*	6*	282*	73*	33*
Large central city	239**	24**	4**	273**	61**	24**
Atlanta	‡	‡	‡	257*,**	41*,**	11*,**
Austin	245	32	2	289*,**	78*,**	39*,**
Boston	242	25	7	279*,**	68*,**	29*,**
Charlotte	252*	33	11	285*,**	73*	36*
Chicago	240	27	5	262*,**	50*,**	13*,**
Cleveland	‡	‡	‡	257*,**	45*,**	7*,**
District of Columbia	226*,**	15**	2	249*,**	35*,**	8*,**
Houston	241	22	1**	277*,**	70*	23**
Los Angeles	230*,**	15*,**	1*,**	268*,**	56*,**	19*,**
New York City	235**	22	1	273**	61**	24**
San Diego	237**	21**	3	281*	72*	30*

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large central city public schools in 2007.

** Significantly different ($p < .05$) from nation (public schools) in 2007.

NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Mathematics Assessment.

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SUGGESTED CITATION

Lutkus, A., Grigg, W., and
Dion, G. (2007).
*The Nation's Report Card:
Trial Urban District Assessment
Mathematics 2007*
(NCES 2008-452).
National Center for Education
Statistics, Institute of Education
Sciences, U.S. Department of
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