

The Nation's Report Card

Trial Urban District Assessment

Reading Highlights 2003

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About this Trial Assessment

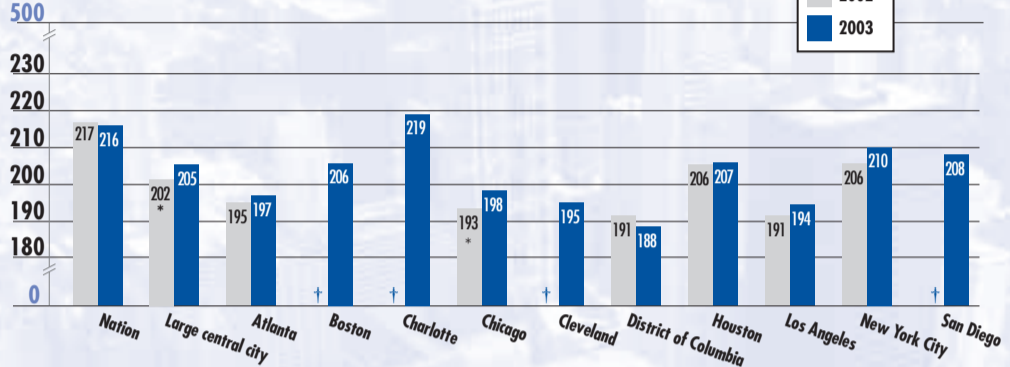
In 2001, after discussion among NCES, the National Assessment Governing Board (NAGB), and the Council of the Great City Schools, Congress appropriated funds for a district-level assessment on a trial basis, similar to the trial for state assessments that began in 1990, and NAGB passed a resolution approving the selection of urban districts for participation in the Trial Urban District Assessment (TUDA), a special project within NAEP.

Representatives of the Council of Great City Schools worked with the staff of NAGB to identify districts for the trial assessment. Districts were selected that permitted testing of the feasibility of conducting NAEP over a range of characteristics, such as district size, minority concentrations, federal program participation, socioeconomic conditions, and percentages of students with disabilities (SD) and limited-English-proficient (LEP) students.

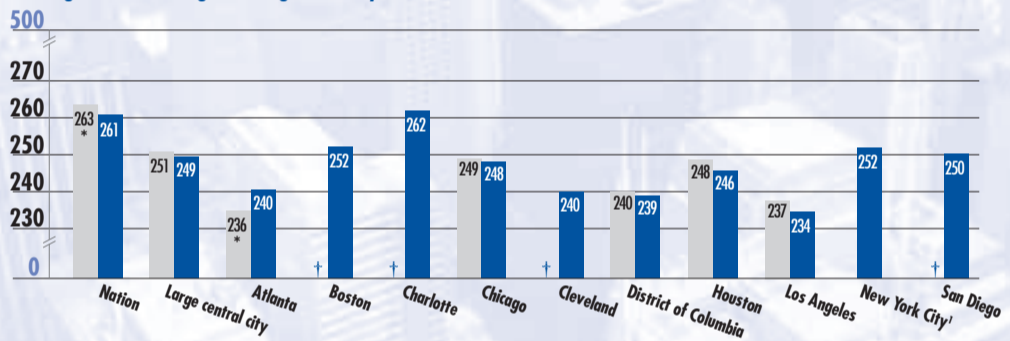
By undertaking the Trial Urban District Assessment, NAEP continues a tradition of extending its service to education, while preserving the rigorous sampling, scoring, and reporting procedures that have characterized prior NAEP assessments at both the national and state levels.

Results of the NAEP 2003 Trial Urban District Assessment

Average NAEP reading scores, grade 4: By urban district, 2002 and 2003



Average NAEP reading scores, grade 8: By urban district, 2002 and 2003



* Significantly different from 2003.

† Not applicable. Did not participate in 2002.

¹ Data for grade 8 for New York City were not published in 2002 because the district did not meet the required 70 percent school participation rate.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

In 2002, five urban school districts participated in NAEP's first Trial Urban District Assessment (TUDA) in reading and writing. In 2003, nine urban districts (including the original five) participated in the TUDA in reading and mathematics at grades 4 and 8: Atlanta City, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified, New York City Public Schools, and San Diego City Unified. Only public-school students were sampled in the TUDA. Results for the District of Columbia public schools, which normally participate in NAEP's state assessments, are also reported.

Average reading scores are reported on a 0–500 scale. The figure above shows the average scores at both grades for the participating districts. The average scores for public-school students in the nation and for public-school students attending schools located in large central cities are also shown for comparison. "Urban districts" refers to the ten districts reported in this trial study. Eight of the ten urban districts consist entirely of schools in cities with a population of 250,000 or more (i.e., large central cities as defined by NCES); two of them (Charlotte and Los Angeles) consist primarily of schools in large central cities, but also have from one-quarter to one-third of their fourth- and

eighth-grade students enrolled in surrounding urban fringe or rural areas. All of the data for both districts were used to compare with data from large central cities and the nation.

Average reading scores for fourth-graders in Chicago and for eighth-graders in Atlanta increased between the 2002 and 2003 assessments. Among public-school students in the nation, the average reading score at grade 4 did not change significantly from 2002 to 2003, and at grade 8 the average score decreased. In public schools in large central cities, the average score at grade 4 increased from 2002 to 2003. At both grades 4 and 8, the average scores for each participating district was lower than the nation, except in Charlotte, where the average scores at grades 4 and 8 were not found to differ significantly from those of the nation.

All estimates have a standard error—a range of up to a few points above or below the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant, after considering the standard errors. Therefore, not all apparent differences may be found to be statistically significant. All the differences discussed in this report were tested for statistical significance at the .05 level.

Achievement Levels Provide Standards for Student Performance

Achievement levels are performance standards set by NAGB to provide a context for interpreting student performance on NAEP. These performance standards, based on recommendations from broadly representative panels of educators and members of the public, are used to report what students should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels of performance in each subject area and at each grade assessed.

Detailed descriptions of the NAEP reading achievement levels can be found on the NAGB web site (<http://www.nagb.org/pubs/pubs.html>).

The minimum scale scores for achievement levels are as follows:

	Grade 4	Grade 8
<i>Basic</i>	208	243
<i>Proficient</i>	238	281
<i>Advanced</i>	268	323

As provided by law, NCES, upon review of a congressionally mandated evaluation of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted and used with caution.

However, both NCES and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials.

Achievement-Level Results for Urban Districts

Among the districts that participated in both 2002 and 2003, the percentages of students at or above *Proficient* were found to be significantly higher in 2003 for students in Chicago at grade 4, and for students in Atlanta at grade 8. In all other participating districts, the percentages at or above *Proficient* were not found to differ from 2002 to 2003. The percentages at or above *Proficient* for public-school students nationally were not found to differ significantly in

2002 from the corresponding percentages in 2003 at either grade 4 or grade 8. At grade 4, the percentage of students at or above *Proficient* in large central city public schools was higher in 2003 than in 2002. At grades 4 and 8 the percentage of students at or above *Proficient* in all urban districts was lower than that for the nation, except for Charlotte where the percentage of students at or above *Proficient* was not significantly different from that of the nation.

The table below shows the percentages of students in each participating urban district performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* levels for grades 4 and 8.

NOTE: For Charlotte and Los Angeles, statistical comparisons restricted to just the schools in large central cities, as distinct from the whole-district comparisons used here, are available from the online Data Tool on the NAEP web site (<http://www.nces.ed.gov/nationsreportcard/naepdata>). The results of significance tests in this report for these two districts may differ slightly from those found by type of location in the online Data Tool.

Percentage of students, by reading achievement level, grades 4 and 8 public schools: By urban district, 2002 and 2003

Grade		Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
		2002	2003	2002	2003	2002	2003	2002	2003
Grade 4	Nation (public)	38	38	62	62	30	30	6***	7
	Large central city (public)	55***	52**	45***	48**	17***	20**	3***	5**
	Atlanta	65	63***	35	37***	12	14**	3	4**
	Boston	—	52**	—	48**	—	16***	—	2***
	Charlotte	—	36*	—	64*	—	31*	—	8*
	Chicago	66***	60***	34***	40***	11***	14***	2	3***
	Cleveland	—	65***	—	35***	—	9***	—	1***
	District of Columbia	69	69***	31	31***	10	10***	2***	3***
	Houston	52	52**	48	48**	18	18**	3	3**
	Los Angeles	67	65***	33	35***	11	11***	2	2***
	New York City	53	47***	47	53***	19	22**	5	4**
	San Diego	—	49**	—	51**	—	22**	—	5**
Grade 8	Nation (public)	26***	28	74***	72	31	30	2	3
	Large central city (public)	40	41**	60	59**	20	19**	1	1**
	Atlanta	58	53***	42	47***	8***	11***	#	#
	Boston	—	39**	—	61**	—	22***	—	2*
	Charlotte	—	29*	—	71*	—	30*	—	3*
	Chicago	38	41**	62	59**	15	15***	1	1**
	Cleveland	—	52***	—	48***	—	10***	—	#***
	District of Columbia	52	53***	48	47***	10	10***	#	1**
	Houston	41	45**	59	55**	17	14***	1	1**
	Los Angeles	56	57***	44	43***	10	11***	#	1***
	New York City	—	38**	—	62**	—	22**	—	2
	San Diego	—	40**	—	60**	—	20**	—	2**

— Not available.

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Achievement Levels

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

Percentile Results from 2002 to 2003

Looking at changes in scores (for districts with 2 years of participation) for students at higher, middle, and lower performance levels gives a more complete picture of student progress. An examination of scores at different percentiles on the 0–500 reading scale at each grade indicates whether changes in average score results are reflected in the performance of lower, middle, and higher

performing students. Comparing scores at percentiles also shows differences in performance across levels within one year. The percentile indicates the percentage of students whose scores fell below a particular score. For example, in 2003, a fourth-grade public-school student would have had to score at least 193 to score above the 25th percentile in the nation, but would have had to score only 179 or better to

score above the 25th percentile compared with students in large central cities.

At grade 4, the national and large central city public-school scores at the 25th, 50th, and 75th percentiles were not found to differ significantly from 2002 to 2003; the scores for the 50th and 75th percentiles for students in Chicago were higher in 2003 than in 2002. The score for students in the District of Columbia at the

25th percentile was lower in 2003 than in 2002. At grade 8, scores for public-school students in the nation were lower at the 25th and the 50th percentiles in 2003 than in 2002; the score for students in Houston at the 75th percentile was also lower in 2003 than in 2002. Scores at the 25th, 50th, and 75th percentiles for students in large central cities were not found to differ significantly between 2002 and 2003 at grade 8.

Selected reading scale score percentiles, grades 4 and 8 public schools: By urban district, 2002 and 2003

	25th percentile		50th percentile		75th percentile	
	2002	2003	2002	2003	2002	2003
Grade 4						
Nation (public)	194	193	219	219	242	243
Large central city (public)	177	179 **	203	206 **	229	231 **
Atlanta	171	171 *,**	194	195 **,*	219	221 **,*
Boston	—	185 **	—	207 **	—	228 **
Charlotte	—	196 *	—	221 *	—	244 *
Chicago	170	174 *,**	194 ***	199 **,*	217 ***	223 **,*
Cleveland	—	174 *,**	—	196 **,*	—	217 **,*
District of Columbia	167 ***	162 *,**	191	189 **,*	215	214 **,*
Houston	183	184 *,**	206	207 **	229	229 **
Los Angeles	165	169 *,**	190	195 **,*	217	218 **,*
New York City	182	186 *,**	206	210 **,*	230	234 **
San Diego	—	182 **	—	209 **	—	235
Grade 8						
Nation (public)	242 ***	240	265 ***	264	286	286
Large central city (public)	228	226 **	252	251 **	276	274 **
Atlanta	214	217 *,**	236	240 **,*	259	263 **,*
Boston	—	229 **	—	253 **	—	278 **,*
Charlotte	—	239 *	—	264 *	—	286 *
Chicago	231	228 **	251	249 **	270	270 **,*
Cleveland	—	219 *,**	—	242 **,*	—	263 **,*
District of Columbia	219	216 *,**	241	241 **,*	262	262 **,*
Houston	226	224 **	251	247 **,*	273 ***	268 **,*
Los Angeles	213	210 *,**	238	236 **,*	261	261 **,*
New York City	—	229 **	—	254 **,*	—	277 **
San Diego	—	226 **	—	252 **	—	275 **

— Not available.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Important Indicator of Educational Progress

Since 1969 the National Assessment of Educational Progress (NAEP) has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2003, NAEP conducted a national and state assessment in reading at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES) of the U.S. Department of Education, and is overseen by the National Assessment Governing Board (NAGB).

NAEP 2003 Reading Assessment Design

Assessment Framework

The NAEP reading framework, which defines the content for the 2003 assessment, was developed through a comprehensive national consultative process and adopted by NAGB.

The reading framework is organized along two dimensions, the *context for reading* and the *aspect of reading*. The context for reading dimension is divided into three areas that characterize the purposes for reading: reading for literary experience, reading for information, and reading to perform a task. Reading to perform a task is not assessed at grade 4, but all three contexts are assessed at grade 8. The aspects of reading, which define the types of comprehension questions used in the

assessments, include forming a general understanding, developing an interpretation, making reader/text connections, and examining content and structure. Each student read one or two passages and responded to approximately 13–20 questions in 50 minutes. The sample questions on pages 16–19 illustrate how the assessment measures the contexts and aspects of reading described in the NAEP reading framework.

The complete framework is available on the NAGB web site (<http://www.nagb.org/pubs/pubs.html>).

Student Samples

Results from the 2002 and 2003 Trial Urban District Assessment are reported for

the participating districts for public-school students at grades 4 and 8. The TUDA employed larger-than-usual samples within the districts, making reliable district-level data possible. The samples were also large enough to provide reliable estimates on subgroups within the districts, such as female students or Hispanic students. Data for grade 8 in New York City were not published for 2002 because the district did not meet the required 70 percent school participation rate.

Accommodations

It is NAEP's intent to assess all selected students from the target population. Beginning in 2002, students with disabilities and limited-English-proficient

students who require accommodations have been permitted to use them in NAEP, unless a particular accommodation would alter the skills and knowledge being tested. For example, in a reading assessment, NAEP does not permit the reading passages to be read aloud.

Because the representativeness of samples is ultimately a validity issue, NCES has commissioned studies of the impact of assessment accommodations on overall scores. One paper that explores the impact of two possible scenarios on NAEP is available on the NAEP web site (<http://www.nces.ed.gov/nationsreportcard/pdf/main2002/statmeth.pdf>).

How Various Groups of Students Performed in Reading

In addition to reporting the overall performance of assessed students, NAEP also reports on the performance of various subgroups of students. Five of the nine districts, as well as the District of Columbia were assessed both in 2002 and 2003, so that comparisons over time will indicate whether the subgroup has progressed. Additionally, subgroups can be compared to each other within an assessment year.

When reading these subgroup results, it is important to keep in mind that there is no simple, cause-and-effect relationship between membership in a subgroup and achievement in NAEP. A complex mix of educational and socioeconomic factors may interact to affect student performance.

Average Reading Scores by Gender

The table below presents the percentages of assessed male and female students and average reading scores in the 2 assessment years, where applicable. In 2003, at grade 4, female students scored higher, on average, than male students in every district (except Atlanta

and Houston), in the nation, and in large central cities. Where data were available in both assessment years, there were no significant differences detected in any district for male students or female students between their respective average score in 2002 and

their average score in 2003.

At grade 8, while the average score for male students in public schools in the nation declined, the average scores for both male and female students in each of the districts and in large central cities in 2003 were

not found to differ significantly from those in 2002. Female eighth-graders scored higher, on average, than male eighth-graders in the ten urban districts, in large central cities, and in the nation.

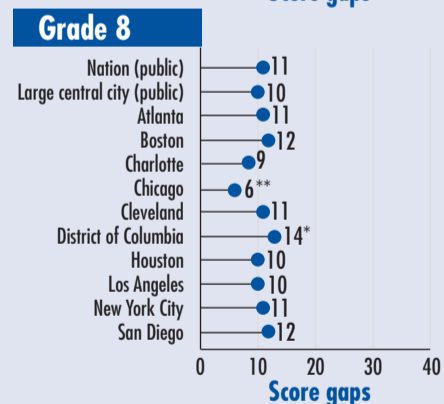
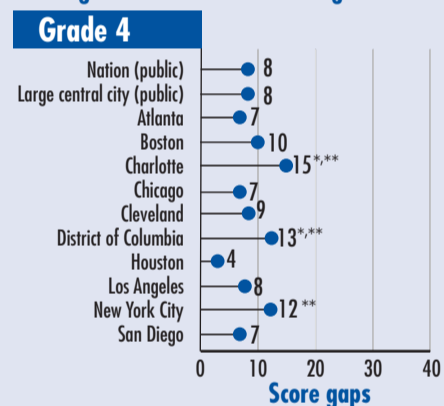
Average reading scale score results, by gender, grades 4 and 8 public schools: By urban district, 2002 and 2003

Grade		Percentage of students		Average scale score		
		2002	2003	2002	2003	
Grade 4	Male					
	Nation (public)	51	51	214	213	
	Large central city (public)	50	50	199	201 **	
	Atlanta	47	50	191	193 ***,*	
	Boston	—	53	—	201 **	
	Charlotte	—	50	—	211 *	
	Chicago	50	49	189	194 ***,*	
	Cleveland	—	50	—	191 ***,*	
	District of Columbia	49	49	185	182 ***,*	
	Houston	51	49	204	205 **	
	Los Angeles	51	51	188	189 ***,*	
	New York City	50	50	199	204 **	
	San Diego	—	51	—	205 **	
	Female					
Nation (public)	49	49	220	220		
Large central city (public)	50	50	206	209 **		
Atlanta	53	50	200	200 ***,*		
Boston	—	47	—	211 **		
Charlotte	—	50	—	227 ***,*		
Chicago	50	51	198	201 ***,*		
Cleveland	—	50	—	200 ***,*		
District of Columbia	51	51	196	195 ***,*		
Houston	49	51	208	208 **		
Los Angeles	49	49	194	198 ***,*		
New York City	50	50	213	216 ***,*		
San Diego	—	49	—	211 **		
Grade 8	Male					
	Nation (public)	50	50	258 ***	256	
	Large central city (public)	50	50	245	244 **	
	Atlanta	49	47	231	234 ***,*	
	Boston	—	47	—	246 **	
	Charlotte	—	50	—	257 *	
	Chicago	50	46	245	245 **	
	Cleveland	—	48	—	235 ***,*	
	District of Columbia	47	48	235	231 ***,*	
	Houston	51	49	243	241 ***,*	
	Los Angeles	53	52	233	229 ***,*	
	New York City	—	47	—	246 **	
	San Diego	—	48	—	244 **	
	Female					
Nation (public)	50	50	267	267		
Large central city (public)	50	50	256	254 **		
Atlanta	51	53	240	245 ***,*		
Boston	—	53	—	258 **		
Charlotte	—	50	—	267 *		
Chicago	50	54	254	251 **		
Cleveland	—	52	—	246 ***,*		
District of Columbia	53	52	245	245 ***,*		
Houston	49	51	253	251 **		
Los Angeles	47	48	241	240 ***,*		
New York City	—	53	—	257 **		
San Diego	—	52	—	256 **		

Average Reading Score Gaps Between Female and Male Students

At grade 4, the score gaps between female and male students in Charlotte and the District of Columbia were wider than the gaps in the nation and large central cities. At grade 8, the score gap was wider in the District of Columbia than in public schools in large central cities and narrower in Chicago than in the nation. In 2003, female public-school students in the nation scored higher, on average, than male students by 8 points at grade 4 and by 11 points at grade 8.

Female average score minus male average score: 2003



* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

NOTE: Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

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

— Not available.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Achievement-Level Results by Gender

The percentages of male and female students performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* are presented below. In 2003 at grade 4, Charlotte had a higher percentage of female students performing at or above *Proficient* than the nation, but no statistically

significant difference was found between the percentage of male students at or above *Proficient* in Charlotte and those at or above *Proficient* in the nation. Compared to the nation, nine of the ten urban districts had lower percentages of both female and male fourth-grade students who

performed at or above *Proficient*. Compared to public schools in large central cities, Charlotte had higher percentages of both male and female fourth-grade students who performed at or above *Proficient*. In New York City, percentages of female fourth-

grade students performing at or above *Proficient* were also higher than those recorded in large central cities.

At grade 8, greater percentages of both male and female students in Charlotte performed at or above *Proficient* than their peers in public schools in large central cities.

The percentages of eighth-grade male students at or above *Proficient* in Boston, Chicago, New York City, and San Diego and of female eighth-graders in Boston and San Diego were not found to differ significantly from the percentages of their counterparts at or above *Proficient* in large central cities.

At both grades 4 and 8, the percentages of male and female students performing at or above *Proficient* were not found to differ statistically in 2003 from the percentage in 2002 in the nation, in large central cities, or in any of the districts that participated in both assessments.

Percentage of students at or above each achievement level in reading, by gender, grades 4 and 8 public schools: By urban district, 2002 and 2003

Grade		Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>		
		2002	2003	2002	2003	2002	2003	2002	2003	
Grade 4	Male									
		Nation (public)	41	42	59	58	26	26	5	6
		Large central city (public)	59	56**	41	44**	15	18**	3	4**
		Atlanta	69	67*,**	31	33*,**	11	13**	2	3**
		Boston	—	58**	—	42**	—	12*,**	—	1*,**
		Charlotte	—	45*	—	55*	—	23*	—	5
		Chicago	70	63*,**	30	37*,**	9	12*,**	1	2**
		Cleveland	—	70*,**	—	30*,**	—	7*,**	—	#
		District of Columbia	74	74*,**	26	26*,**	8	8*,**	1	2*,**
		Houston	55	54**	45	46**	16	17**	3	3**
		Los Angeles	70	68*,**	30	32*,**	10	9*,**	1	2*,**
		New York City	61	54**	39	46**	14	17**	3	3**
		San Diego	—	52**	—	48**	—	19**	—	4
	Grade 4	Female								
		Nation (public)	35	35	65	65	33	33	8	8
		Large central city (public)	51	48**	49	52**	20	22**	4	5**
		Atlanta	60	59*,**	40	41*,**	13	15*,**	4	4
		Boston	—	45**	—	55**	—	19**	—	3**
		Charlotte	—	28*,**	—	72*,**	—	39*,**	—	10*
		Chicago	62	58*,**	38	42*,**	12	16*,**	2	3*,**
		Cleveland	—	60*,**	—	40*,**	—	12*,**	—	1*,**
		District of Columbia	64	64*,**	36	36*,**	11	13*,**	2***	4**
		Houston	50	50**	50	50**	19	19**	3	4**
		Los Angeles	64	61*,**	36	39*,**	12	12*,**	2	2*,**
		New York City	45	40*,**	55	60*,**	23	26*,**	7	6**
		San Diego	—	45**	—	55**	—	25**	—	6
Grade 8		Male								
		Nation (public)	30***	33	70***	67	26	25	2	2
		Large central city (public)	46	47**	54	53**	16	15**	1	1**
		Atlanta	63	60*,**	37	40*,**	6	9*,**	#	#
		Boston	—	46**	—	54**	—	17**	—	1
		Charlotte	—	34*	—	66*	—	26*	—	2
		Chicago	43	46**	57	54**	12	12**	1	1
		Cleveland	—	59*,**	—	41*,**	—	6***	—	#
		District of Columbia	58	62*,**	42	38*,**	9	8*,**	#	1
		Houston	47	51**	53	49**	13	11*,**	#	1**
		Los Angeles	61	62*,**	39	38*,**	8	10*,**	#	#
		New York City	—	45**	—	55**	—	16**	—	1
		San Diego	—	48**	—	52**	—	17**	—	1
	Grade 8	Female								
		Nation (public)	21***	23	79***	77	36	35	3	4
		Large central city (public)	34	36**	66	64**	24	22**	2	2**
		Atlanta	53	47*,**	47	53*,**	9	13*,**	#	#
		Boston	—	33**	—	67**	—	26**	—	3
		Charlotte	—	24*	—	76*	—	35*	—	4
		Chicago	33	38**	67	62**	17	17*,**	1	1**
		Cleveland	—	46*,**	—	54*,**	—	13*,**	—	#
		District of Columbia	46	45*,**	54	55*,**	11	13*,**	1	1**
		Houston	35	39**	65	61**	21	17*,**	1	1*,**
		Los Angeles	51	52*,**	49	48*,**	12	12*,**	1	1*,**
		New York City	—	32**	—	68**	—	26*,**	—	3
		San Diego	—	34**	—	66**	—	22**	—	2**

— Not available.

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Average Reading Scores by Race/Ethnicity

Based on information obtained from school records, students who took the NAEP 2003 TUDA were identified as belonging to one of five racial/ethnic subgroups—those identified in the table below and American Indian/Alaska Native (which were not reported due to small sample sizes). In each of the urban districts assessed, Black students and/or Hispanic students constituted the majority

or the largest racial/ethnic subgroup in both grades 4 and 8. This distribution differed from that for the 2003 national assessment, in which White students constituted a majority—59 percent of the fourth-grade sample and 61 percent of the eighth-grade sample.

At grade 4, Black students in Chicago scored higher on average in 2003 than in 2002, and Black students in the District of Columbia scored

lower in 2003 than their counterparts in 2002. No significant difference was found between the national or large central city overall scores in 2003 and those for 2002 for any racial/ethnic subgroup.

At grade 8, there was also no average score difference detected between 2002 and 2003 for any subgroup in the nation, in large central cities, or in the participating urban districts, except that Black

eighth-graders in Atlanta scored higher on average in 2003 than in 2002. Statistically significant differences between racial/ethnic subgroups in the districts and their counterparts in the nation and in large central cities within the 2003 assessments are marked with asterisks in the table that follows, as are statistically significant differences between 2002 and 2003.

Average reading scale score results, by race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003

Grade 4					Grade 8				
	Percentage of students		Average scale score			Percentage of students		Average scale score	
	2002	2003	2002	2003		2002	2003	2002	2003
White					White				
Nation (public)	60	59	227	227	Nation (public)	64	61	271	270
Large central city (public)	22	23	224	226	Large central city (public)	26	23	270	268 **
Atlanta	6	10	250	250 **, **	Atlanta	5	5	275	‡
Boston	—	11	—	225	Boston	—	16	—	273
Charlotte	—	42	—	237 **, **	Charlotte	—	46	—	278 **, **
Chicago	10	10	221	224	Chicago	11	10	266	265
Cleveland	—	16	—	208 **, **	Cleveland	—	16	—	250 **, **
District of Columbia	3	5	248	254 **, **	District of Columbia	3	3	‡	‡
Houston	10	10	233	235 **, **	Houston	8	8	279	270
Los Angeles	9	10	223	217 **, **	Los Angeles	10	10	264	266
New York City	15	14	226	231	New York City	—	13	—	270
San Diego	—	22	—	231	San Diego	—	24	—	269
Black					Black				
Nation (public)	18	17	198	197	Nation (public)	15	17	244	244
Large central city (public)	38	35	192	193 **	Large central city (public)	33	36	241	241 **
Atlanta	90	87	192	191 **	Atlanta	92	91	233 **	237 **, **
Boston	—	49	—	202 *	Boston	—	47	—	245 *
Charlotte	—	45	—	205 **, **	Charlotte	—	43	—	247 **, **
Chicago	48	53	185 **	193 **	Chicago	50	52	245	243
Cleveland	—	73	—	191 **	Cleveland	—	78	—	238 **
District of Columbia	88	85	188 **	184 **, **	District of Columbia	88	88	238	236 **, **
Houston	37	40	200	201 **, **	Houston	31	34	247	244
Los Angeles	12	12	186	187 **	Los Angeles	14	13	236	233 **, **
New York City	36	37	197	201 *	New York City	—	38	—	245 **
San Diego	—	18	—	196	San Diego	—	16	—	236 **
Hispanic					Hispanic				
Nation (public)	17	18	199	199	Nation (public)	15	15	245	244
Large central city (public)	34	33	197	198	Large central city (public)	31	31	243	241
Atlanta	3	2	‡	‡	Atlanta	2	2	‡	‡
Boston	—	30	—	201	Boston	—	25	—	245
Charlotte	—	8	—	202	Charlotte	—	6	—	244
Chicago	37	35	193	196	Chicago	35	34	248	249 **, **
Cleveland	—	7	—	201	Cleveland	—	5	—	‡
District of Columbia	7	9	193	187 **, **	District of Columbia	7	8	240	240
Houston	50	47	203	203 *	Houston	58	56	243	242
Los Angeles	72	72	185	189 **, **	Los Angeles	67	69	230	228 **, **
New York City	40	37	201	205 **, **	New York City	—	33	—	247
San Diego	—	43	—	195 **	San Diego	—	37	—	238 **
Asian/Pacific Islander					Asian/Pacific Islander				
Nation (public)	4	4	223	225	Nation (public)	4	4	265	268
Large central city (public)	5	7	220	223	Large central city (public)	9	9	256	260 **
Atlanta	#	#	‡	‡	Atlanta	1	1	‡	‡
Boston	—	9	—	223	Boston	—	11	—	274 *
Charlotte	—	4	—	218	Charlotte	—	4	—	‡
Chicago	3	2	‡	‡	Chicago	2	3	‡	268
Cleveland	—	1	—	‡	Cleveland	—	1	—	‡
District of Columbia	1	1	‡	‡	District of Columbia	2	1	‡	‡
Houston	3	3	‡	‡	Houston	3	2	‡	‡
Los Angeles	6	6	218	218	Los Angeles	9	8	259	255 **
New York City	8	11	235	227	New York City	—	16	—	264
San Diego	—	18	—	222	San Diego	—	22	—	260 **

— Not available.

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Significance tests were performed using unrounded numbers. American Indian/Alaska Native data are not shown because of insufficient sample sizes at both grades 4 and 8.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Average Reading Score Gaps Between Selected Racial/Ethnic Subgroups

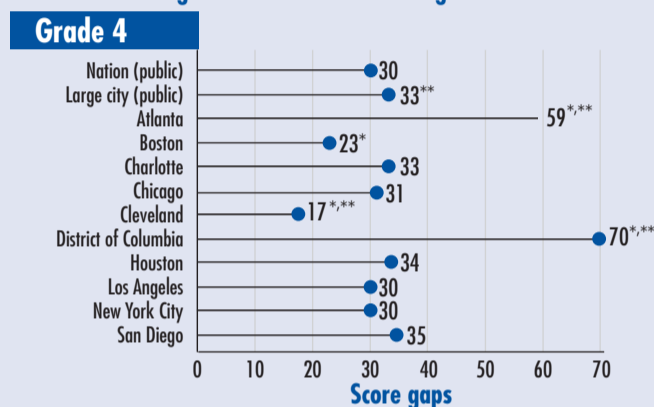
Average score gaps in 2003 between White students and Black students and between White students and Hispanic students are presented in the figures shown below. Numbers marked with asterisks indicate statistical differences between the gaps recorded in urban districts and those recorded in large central cities and the nation. Note that the asterisks can represent narrower or wider gaps than those recorded for the comparison groups.

At grade 4, the gaps between the average scores of White and Black students in Cleveland and Boston were narrower than the corresponding gap in large central cities. The gap between average scores of White and Hispanic students in Cleveland was also narrower than that in large central cities. The gaps between the average scores for White and

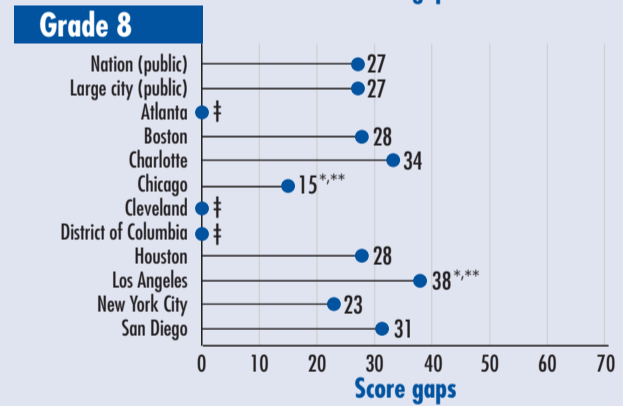
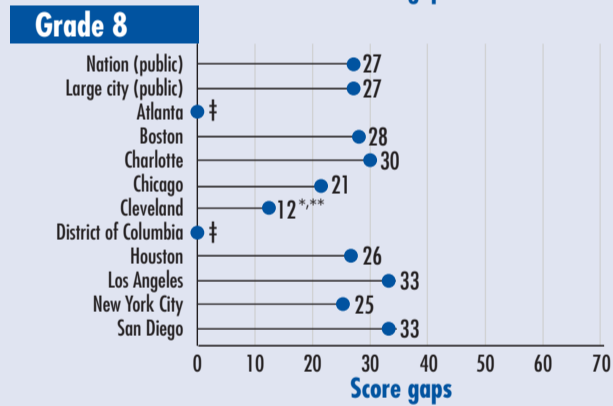
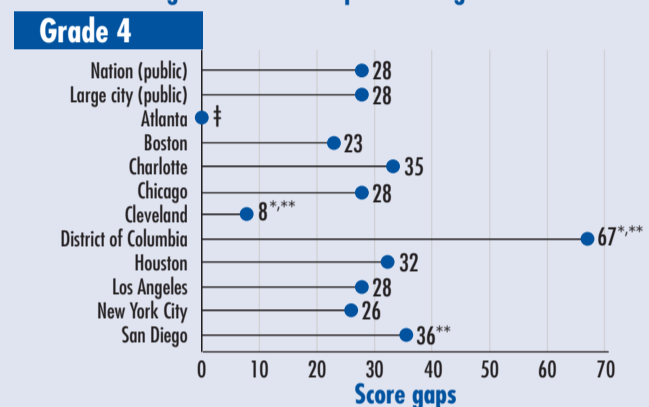
Black students in Atlanta and the District of Columbia were wider than the corresponding gaps in large central cities and the nation. Similarly, the District of Columbia and San Diego had wider gaps between White students' and Hispanic students' average scores than the gap found in the nation.

At grade 8, there was a narrower gap in Cleveland between White and Black students' scores and a narrower gap in Chicago between White and Hispanic students' scores than the corresponding gaps in large central cities and the nation. Los Angeles had a wider gap between White students' and Hispanic students' average scores than the corresponding gaps found in large central cities or the nation.

White average score minus Black average score: 2003



White average score minus Hispanic average score: 2003



‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
 * Significantly different from large central city public schools.
 ** Significantly different from nation (public schools).
 NOTE: Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trial Urban District Reading Assessment.

Achievement-Level Results by Race/Ethnicity

Reading achievement-level results for racial/ethnic subgroups are presented in the tables that are adjacent and on the following page. At grade 4, no significant differences were detected between 2002 and 2003 in the percentages of subgroups of students at or above *Proficient* in public schools in the nation, in large central cities, or in any of the participating urban districts. At grade 8, there were also no significant differences detected between 2002 and 2003 in percentages of subgroups of students performing at or above *Proficient*, except that Black eighth-grade students in Atlanta had a higher percentage at or above *Proficient* in 2003 than did their counterparts in 2002. Statistically significant differences between racial/ethnic subgroups in the districts and their counterparts in the nation and in large central cities within the 2003 assessments are marked with asterisks in the table, as are statistically significant differences between 2003 and 2002.

Percentage of students at or above each achievement level in reading, by race/ethnicity, grade 4 public schools: By urban district, 2002 and 2003

Grade 4		Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
		2002	2003	2002	2003	2002	2003	2002	2003
White									
	Nation (public)	26	26	74	74	39	39	9	10
	Large central city (public)	30	28	70	72	37	39	9	11 **
	Atlanta	14	9 **, **	86	91 **, **	67	68 **, **	34	28 **, **
	Boston	—	31	—	69	—	37	—	7
	Charlotte	—	17 **, **	—	83 **, **	—	52 **, **	—	15 **
	Chicago	36	30	64	70	35	37	9	10
	Cleveland	—	49 **, **	—	51 **, **	—	17 **, **	—	1
	District of Columbia	9	10 **, **	91	90 **, **	66	70 **, **	28	37 **, **
	Houston	21	18 *	79	82 *	45	48	13	15
	Los Angeles	30	40 **, **	70	60 **, **	38	28 **, **	9	8
	New York City	29	23	71	77	35	45	10	14
	San Diego	—	21 *	—	79 *	—	43	—	11
Black									
	Nation (public)	61	61	39	39	12	12	1	2
	Large central city (public)	67	65 **	33	35 **	9	10 **	1	1
	Atlanta	68	69 **	32	31 **	8	8 **	1	1
	Boston	—	57 *	—	43 *	—	11	—	1
	Charlotte	—	52 **, **	—	48 **, **	—	14 *	—	1
	Chicago	75	67 **	25	33 **	5	10	#	1
	Cleveland	—	70 **, **	—	30 **, **	—	7 **, **	—	# **
	District of Columbia	72	73 **, **	28	27 **, **	7	7 **, **	1	1 **
	Houston	60	57 *	40	43 *	12	12	1	1
	Los Angeles	75	70 **	25	30 **	6	8	#	1
	New York City	63	57 *	37	43 *	9	13 *	2	2
	San Diego	—	62	—	38	—	9	—	1
Hispanic									
	Nation (public)	57	57	43	43	14	14	2	2
	Large central city (public)	61	59	39	41	12	13	2	2
	Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
	Boston	—	58	—	42	—	12	—	1
	Charlotte	—	54	—	46	—	15	—	3
	Chicago	67	61	33	39	9	12	1	2
	Cleveland	—	56	—	44	—	14	—	1
	District of Columbia	66	71 **, **	34	29 **, **	8	8 **, **	1	2
	Houston	55	56	45	44	14	15	2	2
	Los Angeles	74	70 **, **	26	30 **, **	7	7 **, **	1	1 **, **
	New York City	58	53 *	42	47 *	15	16	3	2
	San Diego	—	63 **	—	37 **	—	12	—	2
Asian/Pacific Islander									
	Nation (public)	31	31	69	69	36	37	9	11
	Large central city (public)	36	33	64	67	32	35	8	11
	Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
	Boston	—	29	—	71	—	29	—	6
	Charlotte	—	39	—	61	—	31	—	7
	Chicago	‡	‡	‡	‡	‡	‡	‡	‡
	Cleveland	—	‡	—	‡	—	‡	—	‡
	District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
	Houston	‡	‡	‡	‡	‡	‡	‡	‡
	Los Angeles	30	39	70	61	26	28	3	7
	New York City	22	28	78	72	50	39	20	9
	San Diego	—	34	—	66	—	33	—	8

— Not available.

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers. American Indian/Alaska Native data are not shown because of insufficient sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Percentage of students at or above each achievement level in reading, by race/ethnicity, grade 8 public schools: By urban district, 2002 and 2003

Grade 8	Below Basic		At or above Basic		At or above Proficient		At Advanced	
	2002	2003	2002	2003	2002	2003	2002	2003
White								
Nation (public)	17	18	83	82	39	39	3	4
Large central city (public)	20	21 **	80	79 **	40	36	5	3
Atlanta	16	‡	84	‡	47	‡	5	‡
Boston	—	21	—	79	—	44	—	7
Charlotte	—	12 *,**	—	88 *,**	—	49 *,**	—	5
Chicago	25	21	75	79	31	30	5	2
Cleveland	—	38 *,**	—	62 *,**	—	14 *,**	—	#
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
Houston	13	20	87	80	47	40	5	3
Los Angeles	27	24	73	76	33	36	3	3
New York City	—	21	—	79	—	42	—	6
San Diego	—	21	—	79	—	37	—	4
Black								
Nation (public)	46	47	54	53	13	12	#	#
Large central city (public)	51	51 **	49	49 **	11	10 **	#	#
Atlanta	61	56 *,**	39	44 *,**	5 ***	8 **	#	#
Boston	—	47	—	53	—	14	—	1
Charlotte	—	45 *	—	55 *	—	14	—	#
Chicago	43	48	57	52	10	10	#	#
Cleveland	—	55 **	—	45 **	—	8 **	—	#
District of Columbia	54	55 *,**	46	45 *,**	8	8 *,**	#	#
Houston	40	47	60	53	15	12	#	#
Los Angeles	57	59 *,**	43	41 *,**	8	7 **	#	#
New York City	—	44 *	—	56 *	—	13	—	#
San Diego	—	54	—	46	—	7 **	—	#
Hispanic								
Nation (public)	44	46	56	54	14	14	#	1
Large central city (public)	47	49	53	51	13	12	#	1
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	46	—	54	—	14	—	1
Charlotte	—	48	—	52	—	14	—	1
Chicago	39	39 *,**	61	61 *,**	12	15	#	1
Cleveland	—	‡	—	‡	—	‡	—	‡
District of Columbia	47	49	53	51	11	11	#	#
Houston	48	49	52	51	13	10 **	#	#
Los Angeles	64	63 *,**	36	37 *,**	5	6 *,**	#	#
New York City	—	43	—	57	—	17	—	1
San Diego	—	54 **	—	46 **	—	9 **	—	#
Asian/Pacific Islander								
Nation (public)	25	22	75	78	34	38	3	5
Large central city (public)	35	31 **	65	69 **	26	30 **	1	3 **
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	17 *	—	83 *	—	44 *	—	5
Charlotte	—	‡	—	‡	—	‡	—	‡
Chicago	‡	22	‡	78	‡	35	‡	7
Cleveland	—	‡	—	‡	—	‡	—	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	27	36 **	73	64 **	26	27 **	1	3
New York City	—	28	—	72	—	35	—	4
San Diego	—	29	—	71	—	27 **	—	2 **

— Not available.

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers. American Indian/Alaska Native data are not shown because of insufficient sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Reading Performance by Students' Eligibility for Free/Reduced-Price Lunch

NAEP collects data on students' eligibility for free/reduced-price lunch as an indicator of economic status. In 2003, approximately 7 percent of fourth-graders and 6 percent of eighth-graders nationally attended schools that did not participate in the National School Lunch Program.

Information regarding students' eligibility in 2003 was not available for 2 percent or less of fourth- and eighth-graders. For information on the National School Lunch Program, see <http://www.fns.usda.gov/cnd/governance/iegs/iegs.htm>.

The following tables display both the average scale scores and achievement-level percentages for public-school students in the nation, large central cities, and the participating urban districts, by free/reduced-price lunch eligibility status. Note that Cleveland chose to define all of its students as eligible for the lunch program.

At grade 4, no statistically significant differences from 2002 to 2003 were detected between the average scores or the percentages of students at or above *Proficient* in the nation or large central cities for students who were eligible for free/reduced-price lunch or for those who were not eligible. Among the participating urban districts, there were also no significant differences for these measures in 2002 and 2003, except in New York City where students who were not eligible for free/reduced-price lunch had a higher average scale score in 2003 than in 2002.

At grade 8, students in public schools in the nation who were eligible for free/reduced-price lunch scored lower, on average, in 2003 than did their counterparts in 2002. For the partici-

pating districts, there were no significant differences detected in the average scores between 2002 and 2003, except that eighth-graders in Atlanta who were not eligible for free/

reduced-price lunch scored higher in 2003 than did their counterparts in 2002. Similarly, at grade 8, students in Atlanta who were not eligible for free/reduced-price lunch were the

only group whose percentage of students at or above *Proficient* was significantly higher in 2003 than in 2002.

Average reading scale score and achievement-level results, by eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003

Grade	Eligibility	Percentage of students		Average scale score		Percentage of students										
		of students		score		Below Basic		At or above Basic		At or above Proficient		At Advanced				
		2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003			
Grade 4	Eligible	Nation (public)	43	44	202	201	54	56	46	44	16	15	2	2		
		Large central city (public)	68	69	195	197**	64	61**	36	39**	11	12**	2	2**		
		Atlanta	74	81	189	189***	71	71***	29	29***	7	7***	1	1***		
		Boston	—	81	—	204*	—	54*	—	46*	—	13	—	2		
		Charlotte	—	44	—	200	—	57	—	43	—	12**	—	1		
		Chicago	88	85	190	194**	70	64**	30	36**	8	11**	1	1		
		Cleveland	—	100	—	195**	—	65***	—	35***	—	9***	—	1***		
		District of Columbia	78	70	185	182***	75	75***	25	25***	5	6***	#	1***		
		Houston	72	72	199	201*	60	58	40	42	11	12	1	1		
		Los Angeles	79	83	186	189***	73	69***	27	31***	7	8***	1	1***		
		New York City	73	89	201	206***	58	51***	42	49***	15	18***	3	3*		
		San Diego	—	58	—	197**	—	61**	—	39**	—	12	—	2		
		Grade 4	Not eligible	Nation (public)	50	52	229	229	24	25	76	75	41	41	10***	11
				Large central city (public)	24	28	222	223**	33	32**	67	68**	34	37**	8	11
				Atlanta	16	19	214	230	45	29	55	71	27	45	10	17
				Boston	—	11	—	221**	—	35**	—	65**	—	30**	—	8
				Charlotte	—	56	—	234***	—	19***	—	81***	—	47*	—	13
				Chicago	8	6	222	227	35	29	65	71	33	38	11	12
				Cleveland	—	0	—	†	—	†	—	†	—	†	—	†
District of Columbia	21			25	210	206***	48	52***	52	48***	23	24***	7	9		
Houston	24			27	226	220**	28	34**	72	66**	39	31**	9	9		
Los Angeles	5			5	199	213**	58	43**	42	57**	14	23	1	6		
New York City	16			9	219***	241***	38***	14***	62***	86***	30	54*	8	19		
San Diego	—			35	—	224	—	31	—	69	—	37	—	9		
Grade 8	Eligible			Nation (public)	34	36	249***	246	40***	44	60***	56	17***	15	1	1
				Large central city (public)	56	61	242	241**	49	50**	51	50**	11	12**	#	1
				Atlanta	76	78	233	235***	62	58***	38	42***	6	7***	#	#
				Boston	—	70	—	247*	—	44*	—	56*	—	16*	—	1
				Charlotte	—	37	—	244	—	49	—	51	—	13	—	#
				Chicago	84	88	246	246*	41	44*	59	56*	11	13	#	1
				Cleveland	—	100	—	240**	—	52**	—	48**	—	10**	—	***
		District of Columbia	68	57	235	232***	57	61***	43	39***	6	6***	#	#		
		Houston	68	67	243	241**	48	51**	52	49**	13	10**	#	#		
		Los Angeles	—	67	—	230***	—	63***	—	37***	—	7***	—	#		
		New York City	—	85	—	248*	—	42*	—	58*	—	18*	—	1		
		San Diego	—	53	—	240**	—	52**	—	48**	—	11**	—	1		
		Grade 8	Not eligible	Nation (public)	57	58	271	271	17***	18	83***	82	40	39	3	4
				Large central city (public)	34	33	268***	263**	22	26**	78	74**	37	31**	4	3**
				Atlanta	20	14	244***	256***	47***	32**	53***	68**	12***	26**	1	1
				Boston	—	9	—	265	—	26	—	74	—	34	—	4
				Charlotte	—	63	—	273*	—	17*	—	83*	—	41*	—	4
				Chicago	10	6	267	267	24	22	76	78	36	32	4	3
				Cleveland	—	0	—	†	—	†	—	†	—	†	—	†
District of Columbia	31			30	251	248***	39	44***	61	56***	18	17***	1	3		
Houston	29			32	261	256***	25	33***	75	67***	26	23***	2	2**		
Los Angeles	—			6	—	247***	—	42***	—	58***	—	18***	—	2		
New York City	—			11	—	278*	—	13*	—	87*	—	48*	—	7		
San Diego	—			42	—	262**	—	26**	—	74**	—	30**	—	3		

— Not available. † Not applicable.

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

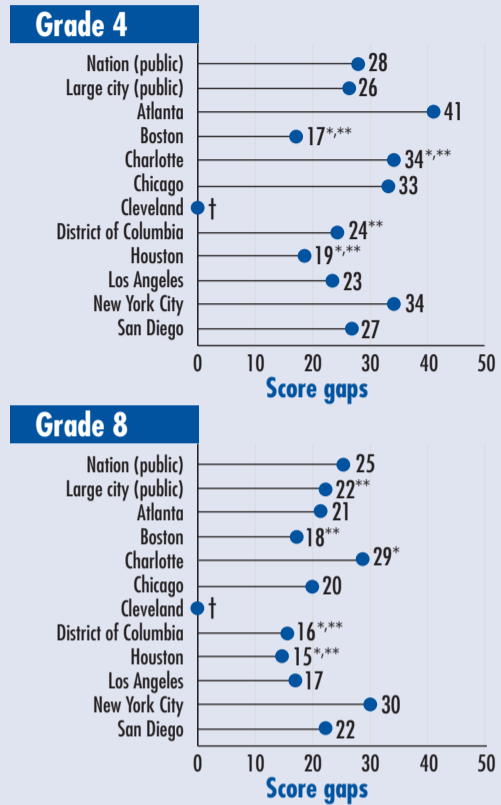
Results not shown for students whose eligibility status was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Average Reading Score Gaps Between Students Who Were Eligible and Those Who Were Not Eligible for Free/Reduced-Price Lunch

In 2003, public-school students who were not eligible for free/reduced-price lunch scored higher, on average, than eligible students, by 28 points at grade 4 and 25 points at grade 8. Note that the numbers marked with asterisks in the adjacent figure may represent narrower or wider gaps than those recorded for the comparison groups. At grade 4, the gap in Houston was narrower than the gaps in large central cities and the nation, while the gap in Charlotte was wider than those in both large central cities and the nation. At grade 8, the District of Columbia and Houston had narrower score gaps than those in large central cities and the nation, while Charlotte and New York City had wider gaps in average scores than the gap found in large central cities.

Not eligible average score minus eligible average score: 2003



†Not applicable.
 * Significantly different from large central city public schools.
 ** Significantly different from nation (public schools).
 NOTE: Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trial Urban District Reading Assessment.

Reading Performance by Student-Reported Highest Level of Parents' Education, Grade 8

Eighth-grade students who participated in the NAEP 2002 and 2003 reading assessments, including those in the Trial Urban District Assessment, were asked to indicate, from among five options, the highest level of education completed by each parent. The question was not posed to fourth-graders. The table to the right displays the percentage of eighth-graders who chose each category as the highest level of education for either parent, as well as the average score and the percentage at or above each achievement level for students in each category.

In 2003, the average scores for students who indicated that a parent graduated from college were lower in Atlanta, Chicago, Cleveland, the District of Columbia, and Los Angeles than the average score for students in the same parental education category in public schools in large central cities. Average scores for students who reported that a parent graduated from college were higher in Charlotte than average scores for comparable students in large central cities.

Among eighth-graders in public schools nationally, average scores were lower in 2003 than in 2002 for students who indicated that their parents either did not graduate from high school or did graduate from high school or college and for students who indicated that they did not know their parents' highest level of education. Among the participating urban districts, no statistically significant differences in average scores were detected between 2003 and 2002 at any level of parental education.

Average reading scale score and achievement-level results, by student-reported parents' highest level of education, grade 8 public schools: By urban district, 2002 and 2003

Grade 8	Percentage of students		Average scale score		Percentage of students							
					Below Basic		At or above Basic		At or above Proficient		At Advanced	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Less than high school												
Nation (public)	7	7	247***	245	42	45	58	55	14	13	#	#
Large central city (public)	10	11	242	241**	49	50**	51	50**	11	11	#	#
Atlanta	7	8	233	236	66	57	34	43	8	7	#	#
Boston	—	11	—	244	—	46	—	54	—	14	—	#
Charlotte	—	5	—	247	—	46	—	54	—	10	—	#
Chicago	14	11	246	251***	43	37*	57	63*	10	15	#	1
Cleveland	—	10	—	236	—	57**	—	43**	—	7	—	#
District of Columbia	7	7	240	233***	46	61**	54	39**	6	5**	#	#
Houston	21	19	251	242	38	50	62	50	17	11	1	1
Los Angeles	19	18	234	232***	61	60***	39	40***	7	6***	#	#
New York City	—	9	—	242	—	51	—	49	—	13	—	1
San Diego	—	12	—	241	—	51	—	49	—	10	—	#
Graduated high school												
Nation (public)	18	18	256***	253	31***	35	69***	65	21	19	1	1
Large central city (public)	18	18	247	243**	44	48**	56	52**	13	12**	#	1
Atlanta	26	22	233	232***	63	61***	37	39***	4	5***	#	#
Boston	—	18	—	252*	—	39	—	61	—	19	—	2
Charlotte	—	15	—	246**	—	47**	—	53**	—	15	—	#
Chicago	19	22	246	244**	40	46**	60	54**	9	10**	#	1
Cleveland	—	24	—	238**	—	55**	—	45**	—	7**	—	#
District of Columbia	21	23	235	233***	57	62***	43	38***	5	4***	#	#
Houston	19	19	242	244**	48	46**	52	54**	9	9**	#	#
Los Angeles	14	15	233	234***	61	57***	39	43***	5	7***	#	#
New York City	—	15	—	247**	—	40	—	60	—	16	—	1
San Diego	—	13	—	248	—	41	—	59	—	16	—	1
Some education after high school												
Nation (public)	20	18	267	266	19	21	81	79	33	32	2	2
Large central city (public)	19	17	258	256**	30	32**	70	68**	24	22**	1	1**
Atlanta	22	18	241	246***	50	44***	50	56***	8	11***	#	#
Boston	—	19	—	259**	—	31**	—	69**	—	23**	—	2
Charlotte	—	16	—	264*	—	23*	—	77*	—	28	—	1
Chicago	22	19	260	254**	24	34**	76	66**	20	18**	1	1
Cleveland	—	21	—	252**	—	37**	—	63**	—	16**	—	1
District of Columbia	18	18	247	248***	43	41***	57	59***	12	14***	#	1
Houston	15	12	260	254**	25	32**	75	68**	24	19**	1	1
Los Angeles	16	14	249	245***	40	45***	60	55***	17	14***	1	1
New York City	—	13	—	262*	—	26	—	74	—	31*	—	1
San Diego	—	18	—	256**	—	32**	—	68**	—	21**	—	1
Graduated college												
Nation (public)	46	46	273***	271	17***	19	83***	81	42	41	4	4
Large central city (public)	38	38	262	258**	29	33**	71	67**	31	27**	3	3**
Atlanta	35	41	243	245***	49	48***	51	52***	13	16***	1	1
Boston	—	34	—	260**	—	33**	—	67**	—	31**	—	5
Charlotte	—	54	—	271*	—	20*	—	80*	—	41*	—	4
Chicago	31	32	255	251***	33	40***	67	60***	20	18***	3	1**
Cleveland	—	31	—	237***	—	56***	—	44***	—	9***	—	#
District of Columbia	40	38	247	245***	45	47***	55	53***	15	16***	1	3
Houston	28	30	262	255**	26	35**	74	65**	29	22***	2	2**
Los Angeles	26	24	251	249***	40	42***	60	58***	21	23**	1	2
New York City	—	45	—	259**	—	32**	—	68**	—	28**	—	4
San Diego	—	37	—	262**	—	27***	—	73***	—	31**	—	3
Unknown												
Nation (public)	9	11	246***	242	44***	48	56***	52	14	13	#	#
Large central city (public)	15	17	239	236**	53	55**	47	45**	10	9**	#	#
Atlanta	10	11	229	234**	67	59**	33	41**	4	7	#	#
Boston	—	19	—	243*	—	48	—	52	—	14	—	1
Charlotte	—	9	—	242	—	50	—	50	—	11	—	1
Chicago	15	16	242	243*	48	47*	52	53*	11	10	#	#
Cleveland	—	13	—	240	—	53	—	47	—	10	—	#
District of Columbia	14	14	231	233**	65	58**	35	42**	5	5**	#	#
Houston	17	20	235	236**	57	60**	43	40**	7	7**	#	#
Los Angeles	26	29	228	222***	67	71***	33	29***	4	4***	#	#
New York City	—	18	—	240	—	51	—	49	—	11	—	#
San Diego	—	20	—	233**	—	60**	—	40**	—	8	—	1

— Not available.

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Testing Status of Special-Needs Students Selected in NAEP Samples

Students with disabilities and limited-English-proficient students identified, excluded, and assessed with accommodations, as a percentage of all students, grades 4 and 8 in public schools: By urban district, 2002 and 2003

NAEP endeavors to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as limited English proficient (LEP). Some students who are sampled for participation, however, can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as by eligibility for Section 504 services, make decisions regarding inclusion in the assessment of students with disabilities. Based on NAEP's guidelines, they also make the decision regarding inclusion of LEP students. The process includes evaluating the student's capability to participate in the assessment in English, as well as taking into consideration the number of years the student has been receiving instruction in English. Percentages of students excluded from NAEP may vary considerably across states or districts, as well as across years. Comparisons of achievement results across districts and within a district across years should be interpreted with caution if the exclusion rates vary widely. Note that the exclusion rates in Cleveland and Houston vary from those of the other districts. The rates of identification, exclusion, and assessment with and without accommodations for SD and LEP students are presented in the adjacent table for the Trial Urban District Assessment.

Grade 4	Identified		Excluded		Assessed with accommodations	
	2002	2003	2002	2003	2002	2003
SD¹ and/or LEP² students						
Nation (public)	21	22	7	6	4	5
Large central city (public)	28	30	8	8	4	5
Atlanta	8	9	2	2	1	3
Boston	—	33	—	9	—	11
Charlotte	—	21	—	5	—	11
Chicago	30	31	9	9	5	6
Cleveland	—	18	—	12	—	3
District of Columbia	19	18	8	6	5	9
Houston	43	42	17	24	1	1
Los Angeles	51	59	8	6	2	5
New York City	22	21	8	6	8	12
San Diego	—	42	—	5	—	4
SD students only						
Nation (public)	13	14	5	5	4	5
Large central city (public)	12	13	5	5	3	5
Atlanta	5	8	1	2	1	3
Boston	—	19	—	4	—	10
Charlotte	—	16	—	4	—	8
Chicago	16	15	4	6	4	5
Cleveland	—	15	—	11	—	3
District of Columbia	14	13	7	5	4	6
Houston	12	18	4	9	1	1
Los Angeles	11	12	3	3	2	4
New York City	14	13	5	2	6	10
San Diego	—	13	—	3	—	2
LEP students only						
Nation (public)	9	10	2	2	1	1
Large central city (public)	19	20	5	5	1	2
Atlanta	4	2	1	1	#	1
Boston	—	18	—	6	—	3
Charlotte	—	10	—	3	—	4
Chicago	19	21	7	6	2	1
Cleveland	—	3	—	2	—	1
District of Columbia	7	7	3	1	2	4
Houston	36	33	16	20	#	#
Los Angeles	46	56	6	5	1	3
New York City	11	11	6	5	3	3
San Diego	—	35	—	4	—	2
Grade 8						
SD¹ and/or LEP² students						
Nation (public)	18	19	6	5	4	5
Large central city (public)	23	24	6	6	4	5
Atlanta	6	12	2	4	1	4
Boston	—	31	—	9	—	11
Charlotte	—	16	—	4	—	7
Chicago	21	21	6	7	7	6
Cleveland	—	24	—	15	—	7
District of Columbia	21	20	7	8	8	8
Houston	27	27	7	10	#	#
Los Angeles	35	37	5	4	2	5
New York City	24	22	9	5	8	12
San Diego	—	29	—	3	—	3
SD students only						
Nation (public)	13	14	5	4	4	5
Large central city (public)	13	14	4	4	3	5
Atlanta	5	11	1	3	1	3
Boston	—	20	—	5	—	9
Charlotte	—	13	—	3	—	7
Chicago	15	16	3	5	6	6
Cleveland	—	20	—	12	—	6
District of Columbia	16	16	6	6	7	7
Houston	15	18	5	7	#	#
Los Angeles	12	13	3	3	2	5
New York City	14	14	6	2	5	10
San Diego	—	11	—	1	—	3
LEP students only						
Nation (public)	6	6	2	2	1	1
Large central city (public)	13	13	3	3	1	2
Atlanta	1	2	#	1	#	#
Boston	—	15	—	7	—	3
Charlotte	—	6	—	1	—	2
Chicago	8	7	4	3	1	1
Cleveland	—	6	—	5	—	1
District of Columbia	5	5	2	2	2	1
Houston	16	16	4	6	#	#
Los Angeles	30	33	5	3	1	3
New York City	13	11	5	4	4	4
San Diego	—	21	—	2	—	1

— Not available.

The estimate rounds to zero.

¹ Students with disabilities.

² Limited-English-proficient students.

NOTE: Within each grade level, the combined SD/LEP portion of the table is not a sum of the separate SD and LEP portions because some students were identified as both SD and LEP.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Performance of Special-Needs Students in the Trial Urban District Assessment

The following table displays both the average scale scores and the percentages of the SD and LEP students at or above each achievement level for grades 4 and 8.

Average reading scale score and achievement-level results of students with disabilities and of limited-English-proficient students, grades 4 and 8 in public schools: By urban district, 2003

Grade 4	Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Students with disabilities					
Nation (public)	184	71	29	9	1
Large central city (public)	175	79	21	6	1
Atlanta	180	76	24	11	2
Boston	181	80	20	3	#
Charlotte	191	68	32	9	1
Chicago	163	85	15	5	2
Cleveland	161	96	4	1	#
District of Columbia	148	91	9	3	1
Houston	183	78	22	5	#
Los Angeles	167	85	15	4	1
New York City	181	80	20	6	1
San Diego	185	70	30	8	2
Limited-English-proficient students					
Nation (public)	186	72	28	7	1
Large central city (public)	185	75	25	6	1
Atlanta	‡	‡	‡	‡	‡
Boston	192	69	31	7	#
Charlotte	190	69	31	4	#
Chicago	176	82	18	4	1
Cleveland	‡	‡	‡	‡	‡
District of Columbia	174	81	19	3	1
Houston	186	75	25	5	#
Los Angeles	183	76	24	4	#
New York City	183	79	21	4	#
San Diego	186	74	26	7	1
Grade 8					
Students with disabilities					
Nation (public)	224	68	32	5	#
Large central city (public)	212	80	20	3	#
Atlanta	208	85	15	4	#
Boston	217	81	19	2	#
Charlotte	228	67	33	7	#
Chicago	215	80	20	2	#
Cleveland	208	85	15	1	#
District of Columbia	199	89	11	1	#
Houston	222	73	27	3	#
Los Angeles	195	86	14	1	#
New York City	211	84	16	2	#
San Diego	209	79	21	2	#
Limited-English-proficient students					
Nation (public)	222	71	29	5	#
Large central city (public)	216	79	21	3	#
Atlanta	‡	‡	‡	‡	‡
Boston	215	82	18	1	#
Charlotte	230	65	35	7	#
Chicago	212	82	18	4	#
Cleveland	‡	‡	‡	‡	‡
District of Columbia	231	61	39	6	#
Houston	214	84	16	1	#
Los Angeles	205	88	12	1	#
New York City	212	81	19	2	#
San Diego	220	78	22	2	#

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

NOTE: Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English-proficient students 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), 2003 Trial Urban District Reading Assessment.

Sample Reading Assessment Questions

The NAEP reading assessment measures students' comprehension of reading materials that are drawn from sources typical of those available to students inside and outside of school (e.g., children's magazines, informational books, and anthologies). Students who participate in the assessment read these texts and then answer comprehension questions about them. Some of the comprehension questions are formatted as multiple-choice questions

and others are formatted as constructed-response questions. With the constructed-response questions, students are required to provide their own written answer to the question based on information from the reading passage.

Brief descriptions of texts for items used in the 2003 assessment and some of the comprehension questions that accompanied them are presented on this and the following pages to illustrate the content of the assessment. The complete

texts and the entire set of comprehension questions that accompanied each of these examples (along with additional released texts and questions from past assessments) are available on the NAEP web site (<http://nces.ed.gov/nationsreportcard/itmrls>).

The tables presented here with each sample question show the percentage of students who answered a multiple-choice question correctly or whose responses to a constructed-

response question were rated at or above a particular score level, first as the overall percentage and then as the percentage of students at each achievement level who answered successfully. For the multiple-choice questions shown, the oval corresponding to the correct response is filled in. For the constructed-response questions, sample student responses are presented. In addition, the reading context and reading aspect being assessed by each question are identified.

Grade 4 Sample Questions and Responses

The *Watch Out for Wombats* article by Caroline Arnold that was included in the fourth-grade reading assessment

originally appeared in a magazine typically available to students in schools and libraries. The article describes the types of wombats

that live in Australia, their similarities to koalas, their eating and sleeping habits, their

temperaments, and the way they nurture their young.

Fourth-Grade Multiple-Choice Question

This sample question asked students to retrieve information explicitly stated in the article.

Overall percentage correct	Percentage correct			
	Below Basic 207 or below ¹	At Basic 208-237 ¹	At Proficient 238-267 ¹	At Advanced 268 or above ¹
94	85	98	99	100

¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Where do wombats live?

- A North America
- B Greenland
- C Australia
- D Africa

Reading Context:

Reading for Information

Reading Aspect:

Developing Interpretation

Fourth-Grade Multiple-Choice Question

This question asked students to use what they learned about the wombat's temperament to infer how wombats might respond to humans.

Overall percentage correct	Percentage correct			
	Below Basic 207 or below ¹	At Basic 208-237 ¹	At Proficient 238-267 ¹	At Advanced 268 or above ¹
76	55	81	92	97

¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

What would a wombat probably do if it met a person?

- A Try to attack the person
- B Run away from the person
- C Growl at the person
- D Beg for food from the person

Reading Context:

Reading for Information

Reading Aspect:

Developing Interpretation

Fourth-Grade Extended Constructed-Response Question

Percentage "Essential" or better

This question measured students' ability to support or make inferences about wombats by using information from the text. Answers to this question were rated on four levels: "Extensive," "Essential," "Partial," or "Unsatisfactory."

Responses to this question that were scored "Essential" demonstrated understanding of why people should not have wombats as pets by citing at least two wombat traits discussed in the passage or two negative outcomes that might occur if wombats were kept as pets, or by linking one trait to a negative outcome.

Overall percentage "Essential" or better	Below Basic 207 or below ¹	At Basic 208-237 ¹	At Proficient 238-267 ¹	At Advanced 268 or above ¹
42	18	43	61	77

¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Essential" response

Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

1. Because they are wild animals.

2. They need a place to dig burrows.

Fourth-Grade Extended Constructed-Response Question

Percentage "Extensive"

Responses to this question that were scored "Extensive" demonstrated a thorough understanding of why people should not have wombats as pets by citing at least two wombat traits discussed in the passage and connecting one of the traits to a negative outcome that might occur if wombats were kept as pets, or by citing two negative outcomes linking to a wombat trait.

Overall percentage "Extensive"	Below Basic 207 or below ¹	At Basic 208-237 ¹	At Proficient 238-267 ¹	At Advanced 268 or above ¹
12	3	10	20	35

¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Extensive" response

Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

Wombats would not make a good pet because they are wild. For this reason wombats are afraid of people and if it got scared it could tear parts of your body up by using its sharp claws. Wombats sleep in burrows up to fifteen feet deeps. It could not sleep in a cage, plus wombats are only active at night the only thing it would do is sleep. For these reasons wombats would not make good pets.

Reading Context:

Reading for Information

Reading Aspect:

Developing Interpretation

Grade 8 Sample Questions and Responses

The eighth-grade reading comprehension questions presented here are based on the short story, "Thank You, M'am," by Langston Hughes.

The story begins when Roger attempts to steal Mrs. Luella Bates Washington Jones' purse, but the woman quickly catches

him. Rather than turning him over to the police, Mrs. Jones takes Roger home and teaches him a lesson about trust, compassion, and forgiveness. At the end of the

story, the boy is left standing on the front stoop unable to thank Mrs. Jones, dumbfounded by her display of generosity.

Eighth-Grade Multiple-Choice Question

This sample question asked students to choose an answer that best describes a character's motivation throughout the story.

Overall percentage correct	Percentage correct			
	Below Basic 242 or below ¹	At Basic 243–280 ¹	At Proficient 281–322 ¹	At Advanced 323 or above ¹
84	69	85	93	99

¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Why did the boy sit on the far side of the room while Mrs. Jones was making their dinner?

- Ⓐ He wanted to sit close to Mrs. Jones.
- Ⓑ He wanted to show Mrs. Jones he could be trusted.
- Ⓒ He wanted to help Mrs. Jones prepare the food.
- Ⓓ He wanted to keep an eye on Mrs. Jones.

Reading Context:

Reading for Literary Experience

Reading Aspect:

Developing Interpretation



Eighth-Grade Extended Constructed-Response Question

Percentage "Essential" or better

Overall percentage "Essential" or better 48	Below Basic 242 or below¹ 26	At Basic 243-280¹ 47	At Proficient 281-322¹ 66	At Advanced 323 or above¹ 86
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¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

This question measured students' ability to integrate major events across the text to describe the story's theme. Answers to this question were rated on four levels: "Extensive," "Essential," "Partial," or "Unsatisfactory."

Responses to this question that were scored "Essential" provided a theme that demonstrated a thoughtful understanding of the story, but did not support the interpretation with specific reference to story events that reflect the theme.

Sample "Essential" response

What do you think is the theme of the story? Support your answer with details from the story.

You can find kindness in a person even if you do something wrong to them. The person who does something to you might have a good reason for doing it. So give them a chance, you find good people in unexpected places.

Eighth-Grade Extended Constructed-Response Question

Percentage "Extensive"

Overall percentage "Extensive" 26	Below Basic 242 or below¹ 6	At Basic 243-280¹ 21	At Proficient 281-322¹ 45	At Advanced 323 or above¹ 72
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¹NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Responses to this question that were scored "Extensive" provided a theme that showed a thoughtful understanding of the story and supported the interpretation with specific reference to story events that reflected the theme.

Sample "Extensive" response

What do you think is the theme of the story? Support your answer with details from the story.

I think the theme of the story is that everyone can be trusted if you just give them a chance. When he tried to steal her purse he couldn't be trusted, but when she gave him a little piece of her mind, he started to shape up. Then when they went back to her house he could've run when she let go of him when they went inside. Then he was sitting by her purse and he could've stolen it, but he didn't. So if you give someone a chance they could be trusted.

Reading Context:

Reading for Literary Experience

Reading Aspect:

Examining Content and Structure

The Nation's
Report Card

Trial Urban District Assessment

Reading
Highlights
2003

National Center for
Education Statistics

More Information

Additional results and detailed information about the NAEP 2003 Trial Urban District Assessment of reading can be found on the NAEP web site. Additional NAEP publications can be ordered from

U.S. Department of Education
ED Pubs

P.O. Box 1398
Jessup, MD 20794-1398
877-4ED-PUBS
877-433-7827

Additional information about the NAEP reading framework can be found on the National Assessment Governing Board web site (<http://www.nagb.org/pubs/pubs.htm>).

NAEP on the Web

<http://nces.ed.gov/nationsreportcard>

The NAEP web site offers a wealth of assessment information, publications, and analysis tools, including

- access to free NAEP publications and assessment data
- national and state report cards on student achievement in core subject areas such as reading, mathematics, and science
- sample questions, student answers, and scoring guides
- interactive data analysis tool and student performance results from past NAEP assessments

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