

For District of Columbia fourth-graders in 2007,

...the overall score was higher than in all previous assessments.

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 White students compared to 2002 but no significant change compared to 2003 and 2005.

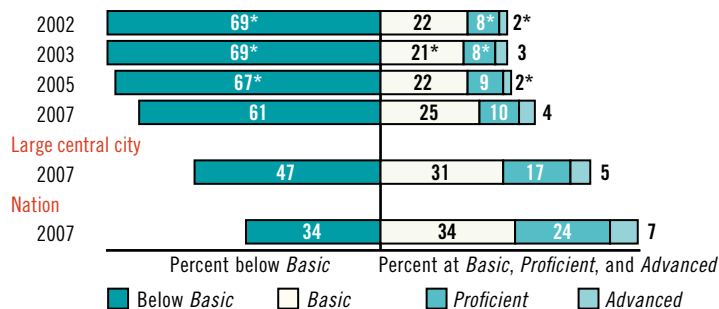
...higher average scores for Black and Hispanic students compared to all previous assessments.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to all previous assessments.

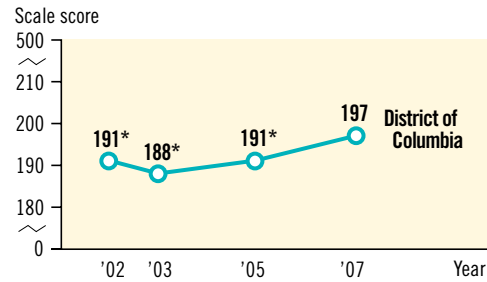
...an increase in the percentage at or above *Proficient* compared to all previous assessments.

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



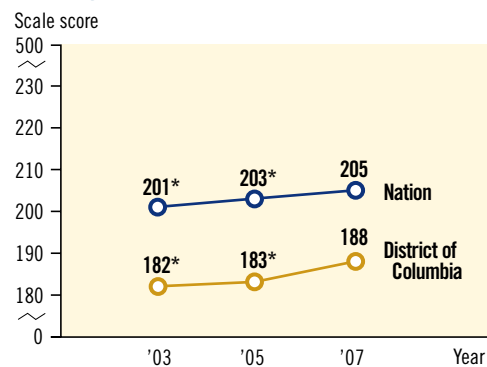
* Significantly different ($p < .05$) from 2007.
NOTE: Detail may not sum to totals because of rounding.

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



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

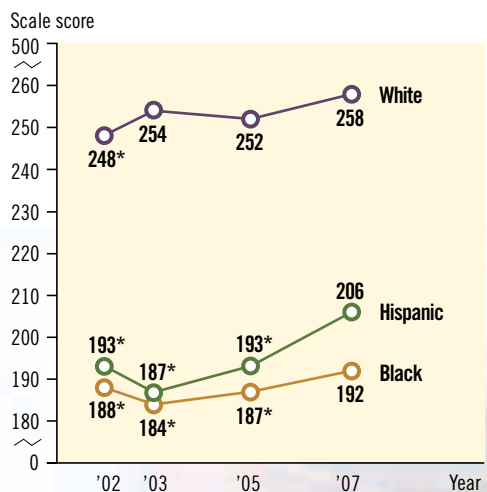
Trend in NAEP reading average scores for lower-income fourth-graders in the nation and the District of Columbia



* 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 reading average scores in the District of Columbia, by race/ethnicity

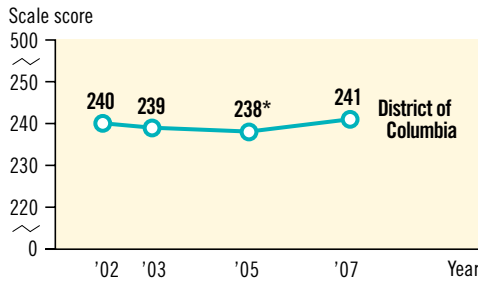


* Significantly different ($p < .05$) from 2007.

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.

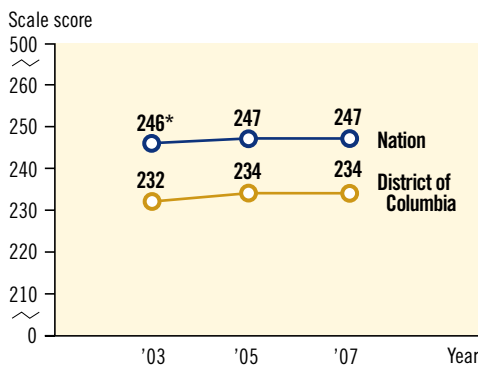
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–07 Trial Urban District Reading Assessments.

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



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

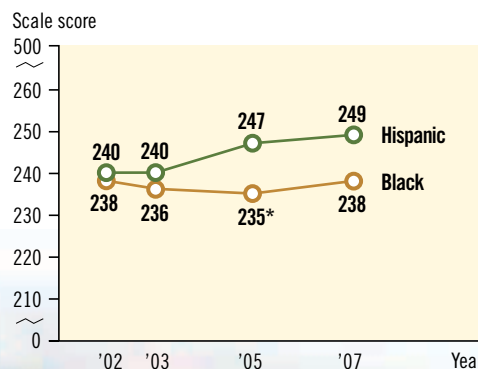
Trend in NAEP reading average scores for lower-income eighth-graders in the nation and the District of Columbia



* 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 reading 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 2005 but was not significantly different from 2002 and 2003.

Results for lower-income students showed

...no significant change in the 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 Black students compared to 2005 but no significant change compared to 2002 and 2003.

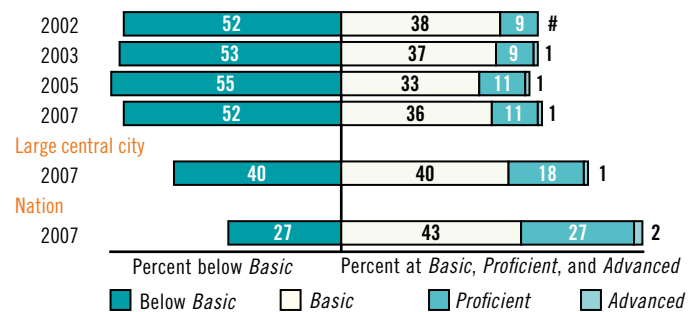
...no significant change in the average score for Hispanic students compared to all previous assessments.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to all previous assessments.

...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

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



Rounds to zero.

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), various years, 2002–07 Trial Urban District Reading Assessments.

For Houston fourth-graders in 2007,

...the overall score was lower than in 2005 but not significantly different from 2002 and 2003.

The district-to-state comparison showed

...a lower overall score than for Texas.

...a widening of the gap compared to 2003 and 2005 but no significant change compared to 2002.

Results for lower-income students showed

...no significant change in the 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

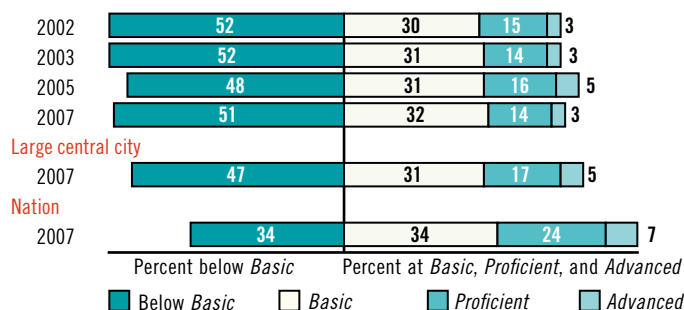
...no significant change in the average scores for White, Black, and Hispanic students compared to all previous assessments.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to all previous assessments.

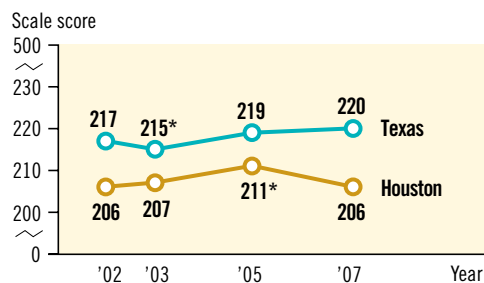
...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

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



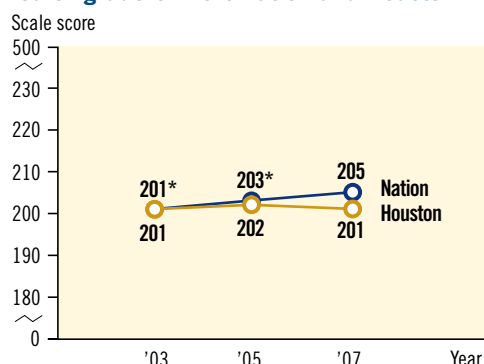
NOTE: Detail may not sum to totals because of rounding.

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



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

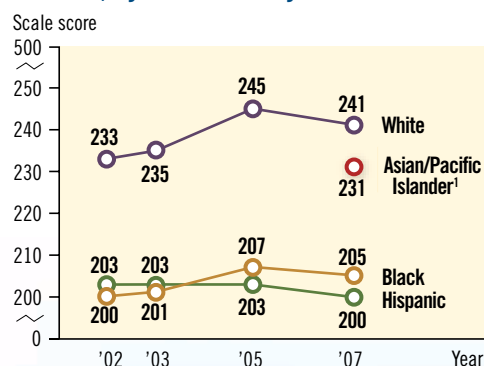
Trend in NAEP reading average scores for lower-income fourth-graders in the nation and Houston



* 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 reading average scores in Houston, by race/ethnicity

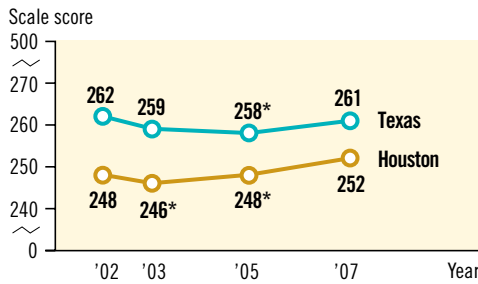


¹ Sample sizes were insufficient to permit reliable estimates for Asian/Pacific Islander students in 2002, 2003, and 2005.

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.

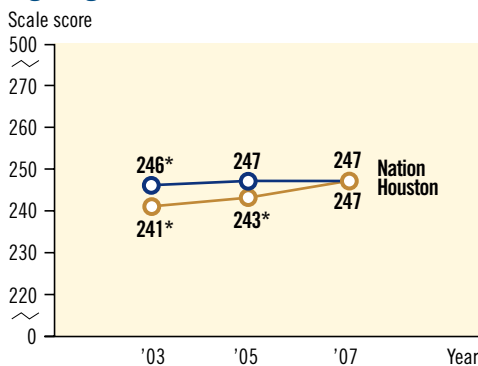


Trend in eighth-grade NAEP reading average scores in Texas and Houston



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

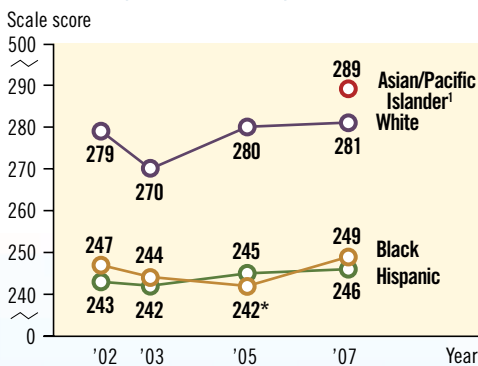
Trend in NAEP reading average scores for lower-income eighth-graders in the nation and Houston



* 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 reading 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 2002, 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.

For Houston eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005 but not significantly different from 2002.

The district-to-state comparison showed

...a lower overall score than for Texas.

...no significant change in the gap compared to all previous years.

Results for lower-income students showed

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

...no significant difference in the 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 2005 but no significant change compared to 2002 and 2003.

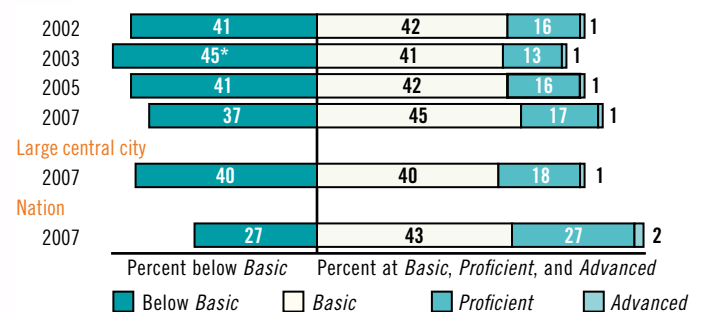
...no significant change in the average scores for White and Hispanic students compared to all previous assessments.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2002 and 2005.

...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

Trend in eighth-grade NAEP reading 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), various years, 2002–07 Trial Urban District Reading Assessments.

For Los Angeles fourth-graders in 2007,

...the overall score was not significantly different from all previous assessments.

The district-to-state comparison showed

...a lower overall score than for California.

...no significant change in the gap compared to all previous assessments.

Results for lower-income students showed

...no significant change in the 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 White students compared to 2003 but no significant change compared to 2002 and 2005.

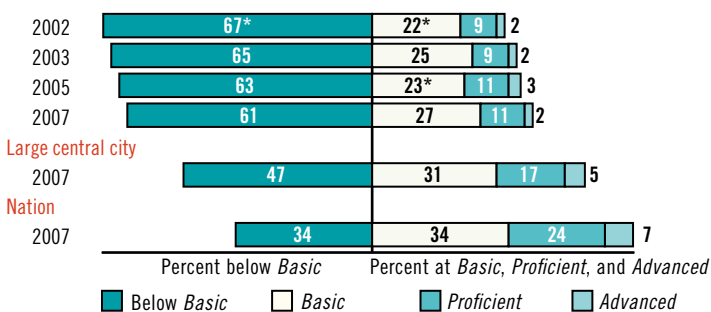
...no significant change in the average scores for Black, Hispanic, and Asian/Pacific Islander students compared to all previous assessments.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2002 but no significant change compared to 2003 and 2005.

...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

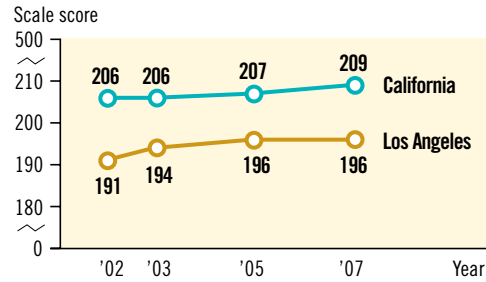
Trend in fourth-grade NAEP reading achievement-level performance in Los Angeles



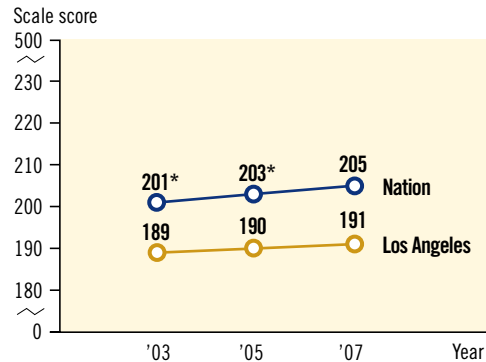
* Significantly different ($p < .05$) from 2007.

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

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



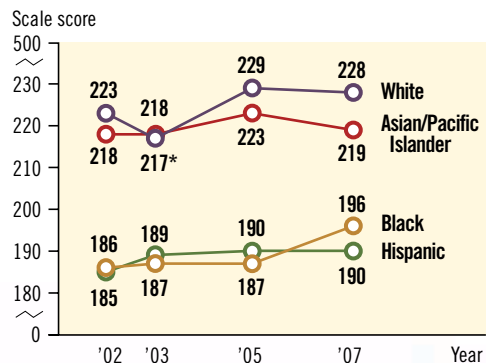
Trend in NAEP reading average scores for lower-income fourth-graders in the nation and Los Angeles



* 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 reading average scores in Los Angeles, by race/ethnicity

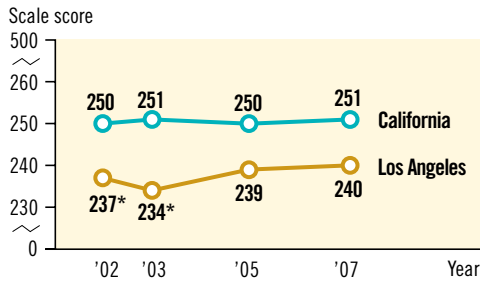


* Significantly different ($p < .05$) from 2007.

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.

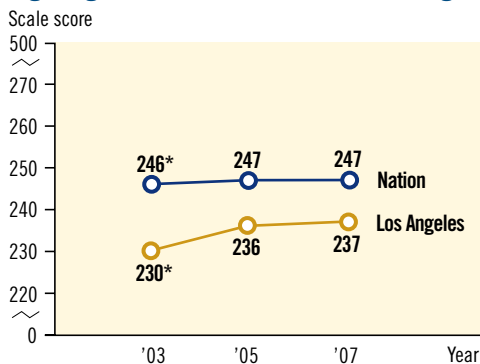
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–07 Trial Urban District Reading Assessments.

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



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

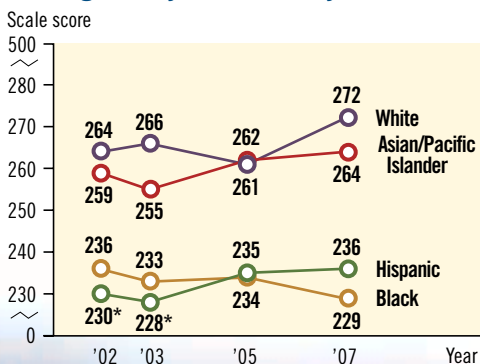
Trend in NAEP reading average scores for lower-income eighth-graders in the nation and Los Angeles



* 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 reading 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 2002 and 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for California.

...a narrowing of the gap compared to 2003 but no significant change compared to 2002 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 2002 and 2003 but no significant change compared to 2005.

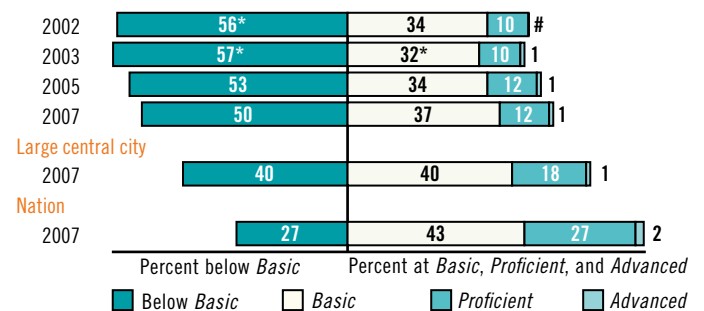
...no significant change in the average scores for White, Black, and Asian/Pacific Islander students compared to all previous assessments.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2002 and 2003 but no significant change compared to 2005.

...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

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



Rounds to zero.

* 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), various years, 2002–07 Trial Urban District Reading Assessments.

For New York City fourth-graders in 2007,

...the overall score was higher than in 2002 but not significantly different from 2003 and 2005.

The district-to-state comparison showed

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

...a narrowing of the gap compared to 2002 but no significant change compared to 2003 and 2005.

Results for lower-income students showed

... no significant change in the 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

...a higher average score for Black students compared to 2002 but no significant change compared to 2003 and 2005.

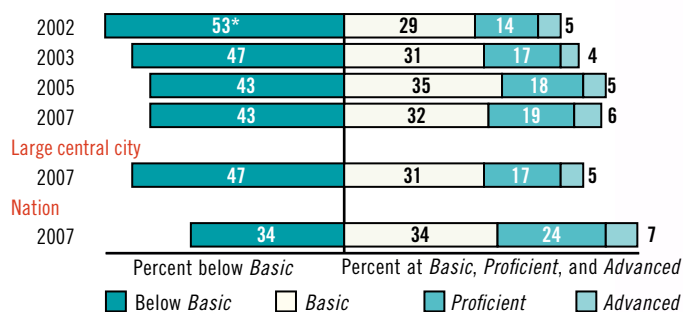
...no significant change in the average scores for White, Hispanic, and Asian/Pacific Islander students compared to all previous assessments.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2002 but no significant change compared to 2003 and 2005.

...no significant change in the percentage at or above *Proficient* compared to all previous assessments.

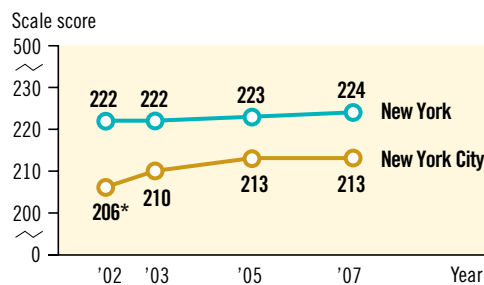
Trend in fourth-grade NAEP reading achievement-level performance in New York City



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

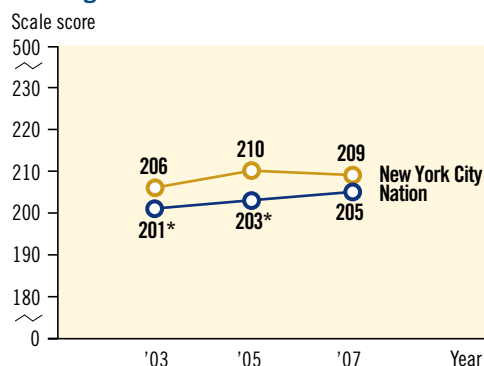
NOTE: Detail may not sum to totals because of rounding.

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



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

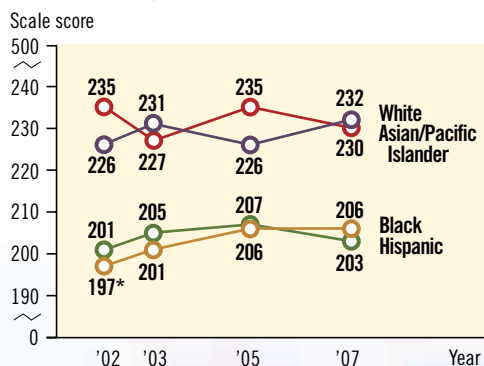
Trend in NAEP reading average scores for lower-income fourth-graders in the nation and New York City



* 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 reading average scores in New York City, by race/ethnicity

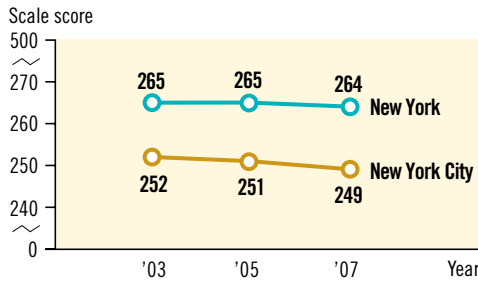


* Significantly different ($p < .05$) from 2007.

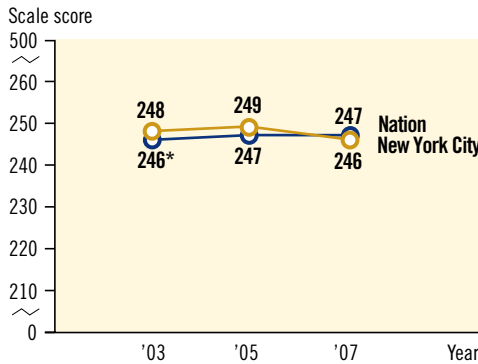
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–07 Trial Urban District Reading Assessments.

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



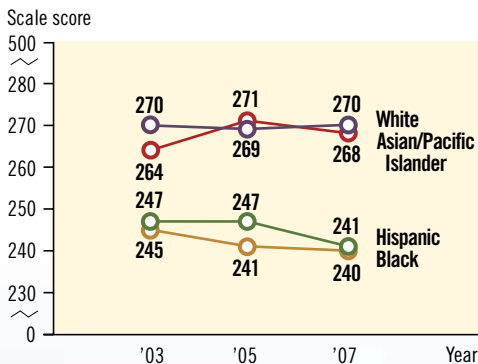
Trend in NAEP reading average scores for lower-income eighth-graders in the nation and New York City



* 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 reading 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

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

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

Results for racial/ethnic groups showed

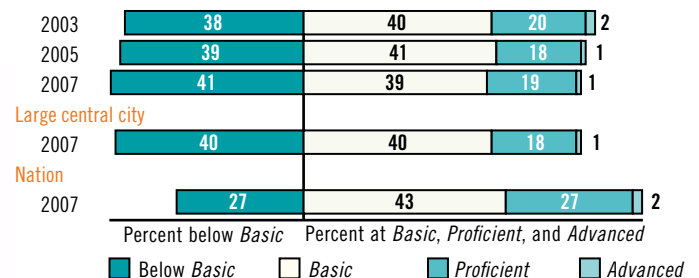
...no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2005.

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 reading achievement-level performance in New York City



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

For San Diego fourth-graders in 2007,

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

The district-to-state comparison showed

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

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

Results for lower-income students showed

...no significant change in the 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

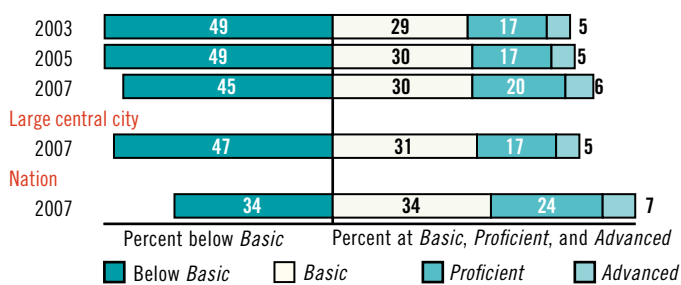
...no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2005.

Achievement-level results showed

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

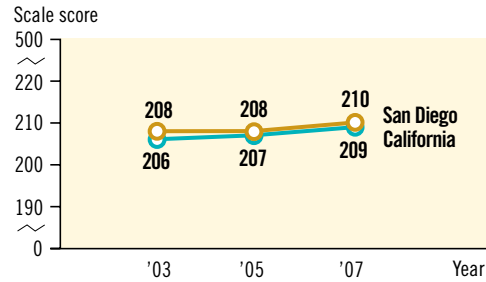
...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

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

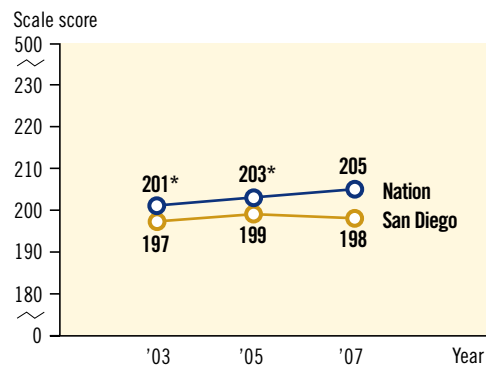


NOTE: Detail may not sum to totals because of rounding.

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



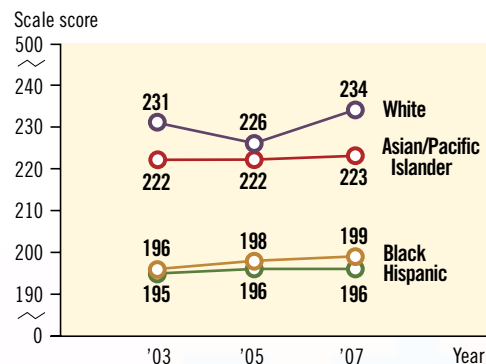
Trend in NAEP reading average scores for lower-income fourth-graders in the nation and San Diego



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

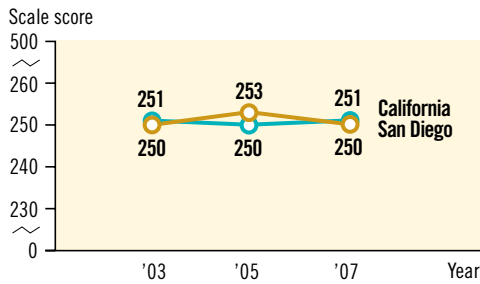
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

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

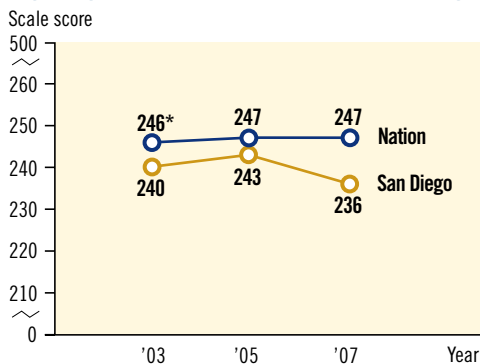


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

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



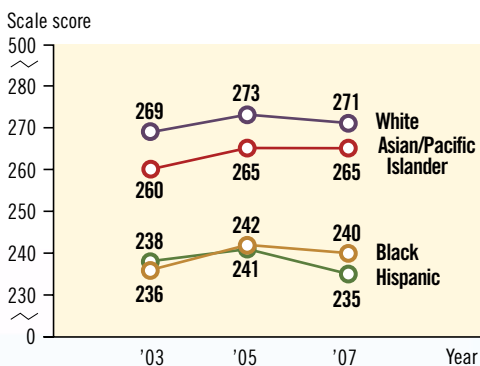
Trend in NAEP reading average scores for lower-income eighth-graders in the nation and San Diego



* 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 reading average scores in San Diego, 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 San Diego eighth-graders in 2007,

...the overall score was not significantly different from 2003 and 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 2005 to -1 point in 2007.

Results for lower-income students showed

...no significant change in the 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

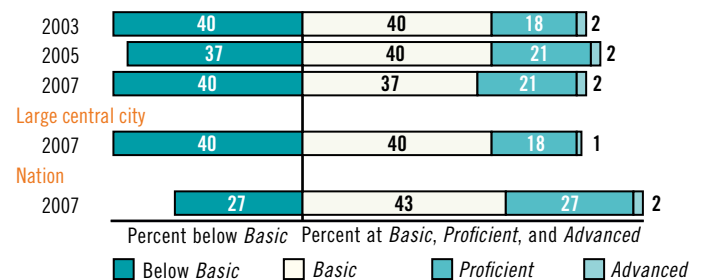
...no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2005.

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 reading achievement-level performance in San Diego



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 Reading 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 reading, 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 reading 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 2-point difference between Black and Hispanic students may be statistically significant, while a 2-point difference between Black and American Indian/Alaska Native 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 reading, 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	96	1,400
Austin	100	60	95	1,600
Boston	100	60	95	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	93	1,800
Houston	100	80	96	2,400
Los Angeles	100	80	95	2,700
New York City	100	80	93	2,500
San Diego	100	60	94	1,700
Grade 8				
Atlanta	100	20	90	900
Austin	100	20	92	1,500
Boston	100	30	91	1,200
Charlotte	100	30	90	1,400
Chicago	100	100	94	1,800
Cleveland	100	80	89	1,100
District of Columbia	100	50	88	1,800
Houston	100	50	91	2,000
Los Angeles	100	70	90	2,100
New York City	100	80	87	2,000
San Diego	100	30	93	1,400

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 Reading Assessment.

Table A-2. **Fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified and excluded in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–07**

SD/ELL category and jurisdiction	Identified				Excluded				Assessed without accommodations				Assessed with accommodations			
	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007
SD and/or ELL																
Nation	21	22	23	23	7	6	7	6	10	10	10	10	4	5	7	7
Large central city	28	31	32	32	8	8	8	7	17	17	17	17	4	5	7	8
Atlanta	8	9	11	12	2	2	4	7	5	5	3	4	1	3	5	1
Austin	—	—	37	42	—	—	20	20	—	—	14	18	—	—	4	4
Boston	—	33	35	45	—	9	10	8	—	12	11	23	—	11	13	13
Charlotte	—	21	21	22	—	5	4	4	—	6	6	7	—	11	10	11
Chicago	30	31	29	30	9	9	9	7	16	16	15	16	5	6	6	7
Cleveland	—	18	19	23	—	12	12	17	—	2	3	1	—	3	4	5
District of Columbia	19	18	20	22	8	6	7	14	5	3	3	2	5	9	9	7
Houston	43	42	44	45	17	24	23	17	25	18	19	25	1	1	2	3
Los Angeles	51	59	59	53	8	6	6	3	41	49	49	43	2	5	5	7
New York City	22	21	24	29	8	6	6	5	6	3	2	2	8	12	16	22
San Diego	—	42	46	49	—	5	6	4	—	33	34	38	—	4	6	6
SD																
Nation	13	14	14	14	5	5	5	5	4	4	4	3	4	5	5	6
Large central city	12	13	13	13	5	5	5	5	4	4	3	3	3	5	5	5
Atlanta	5	8	10	10	1	2	3	6	3	4	2	3	1	3	5	1
Austin	—	—	15	14	—	—	9	8	—	—	3	2	—	—	3	4
Boston	—	19	24	21	—	4	9	7	—	5	3	3	—	10	12	12
Charlotte	—	16	13	12	—	4	3	3	—	4	2	3	—	8	7	7
Chicago	16	15	14	12	4	6	5	4	8	4	4	4	4	5	5	5
Cleveland	—	15	16	18	—	11	12	15	—	2	1	#	—	3	3	3
District of Columbia	14	13	15	15	7	5	7	11	3	2	2	1	4	6	7	3
Houston	12	18	12	11	4	9	7	6	7	8	3	3	1	1	2	2
Los Angeles	11	12	9	11	3	3	2	2	5	5	2	3	2	4	4	5
New York City	14	13	14	15	5	2	3	3	3	1	1	1	6	10	10	11
San Diego	—	13	13	14	—	3	3	3	—	8	5	5	—	2	5	6
ELL																
Nation	9	10	11	11	2	2	2	2	6	7	7	7	1	1	2	2
Large central city	19	21	22	22	5	5	4	4	13	14	14	14	1	2	3	4
Atlanta	4	2	1	3	1	1	1	2	3	1	1	1	#	1	#	#
Austin	—	—	27	32	—	—	14	14	—	—	12	16	—	—	#	1
Boston	—	18	14	29	—	6	4	4	—	9	8	21	—	3	2	3
Charlotte	—	10	9	11	—	3	2	2	—	2	4	4	—	4	3	5
Chicago	19	21	17	21	7	6	4	4	9	13	11	13	2	1	1	3
Cleveland	—	3	5	7	—	2	2	3	—	1	2	1	—	1	1	2
District of Columbia	7	7	6	9	3	1	1	4	3	2	2	1	2	4	3	4
Houston	36	33	36	37	16	20	19	13	20	14	16	23	#	#	1	1
Los Angeles	46	56	56	48	6	5	5	2	38	47	48	41	1	3	4	5
New York City	11	11	12	18	6	5	5	3	3	2	1	1	3	3	7	13
San Diego	—	35	36	42	—	4	4	3	—	29	30	36	—	2	2	3

— Not available. District did not participate in 2002 and/or 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), various years, 2002–07 Trial Urban District Reading Assessments.

Table A-3. Eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified and excluded in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–07

SD/ELL category and jurisdiction	Identified				Excluded				Assessed without accommodations				Assessed with accommodations			
	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007
SD and/or ELL																
Nation	18	19	19	19	6	5	5	5	8	8	7	7	4	5	6	7
Large central city	23	24	23	24	6	6	5	6	14	12	12	10	4	5	7	8
Atlanta	6	12	11	13	2	4	4	8	3	5	3	3	1	4	5	3
Austin	—	—	27	29	—	—	12	7	—	—	13	17	—	—	2	5
Boston	—	31	24	28	—	9	6	8	—	11	8	7	—	11	10	13
Charlotte	—	16	18	19	—	4	3	5	—	4	6	5	—	7	9	9
Chicago	21	21	21	23	6	7	5	6	9	8	6	4	7	6	10	13
Cleveland	—	24	21	24	—	15	14	16	—	2	3	2	—	7	4	6
District of Columbia	21	20	19	21	7	8	8	13	5	4	3	3	8	8	9	5
Houston	27	27	24	23	7	10	7	9	19	16	13	10	#	#	3	4
Los Angeles	35	37	40	35	5	4	5	4	27	28	31	27	2	5	4	5
New York City	24	22	18	23	9	5	5	4	7	4	2	2	8	12	11	17
San Diego	—	29	31	29	—	3	7	4	—	22	18	19	—	3	6	6
SD																
Nation	13	14	13	13	5	4	4	5	5	5	3	3	4	5	6	6
Large central city	13	14	12	13	4	4	4	4	6	5	3	3	3	5	5	6
Atlanta	5	11	10	12	1	3	3	7	3	4	2	2	1	3	5	2
Austin	—	—	15	17	—	—	8	5	—	—	5	7	—	—	2	5
Boston	—	20	17	21	—	5	5	6	—	6	3	2	—	9	9	12
Charlotte	—	13	11	11	—	3	1	2	—	3	2	2	—	7	7	7
Chicago	15	16	16	19	3	5	3	4	6	5	4	2	6	6	10	12
Cleveland	—	20	18	20	—	12	12	15	—	2	2	1	—	6	4	4
District of Columbia	16	16	16	18	6	6	6	12	4	3	2	2	7	7	8	4
Houston	15	18	13	13	5	7	5	6	10	11	6	3	#	#	2	4
Los Angeles	12	13	12	11	3	3	3	2	7	5	5	4	2	5	3	5
New York City	14	14	10	15	6	2	2	1	3	2	1	1	5	10	8	12
San Diego	—	11	12	12	—	1	4	3	—	7	5	4	—	3	4	5
ELL																
Nation	6	6	6	7	2	2	1	2	4	4	4	4	1	1	1	1
Large central city	13	13	13	13	3	3	2	3	9	8	9	8	1	2	2	2
Atlanta	1	2	1	3	#	1	#	2	1	1	1	1	#	#	#	#
Austin	—	—	16	15	—	—	6	3	—	—	9	11	—	—	1	1
Boston	—	15	9	11	—	7	3	4	—	5	5	5	—	3	1	2
Charlotte	—	6	8	9	—	1	1	3	—	3	4	3	—	2	2	2
Chicago	8	7	6	7	4	3	2	3	3	3	2	2	1	1	1	1
Cleveland	—	6	4	5	—	5	3	2	—	#	1	1	—	1	1	2
District of Columbia	5	5	3	4	2	2	2	2	1	2	1	1	2	1	1	1
Houston	16	16	14	13	4	6	4	4	12	10	9	7	#	#	1	1
Los Angeles	30	33	35	30	5	3	3	3	24	26	29	25	1	3	2	3
New York City	13	11	10	10	5	4	4	3	4	3	2	1	4	4	4	6
San Diego	—	21	24	21	—	2	5	2	—	18	15	17	—	1	4	3

— Not available. District did not participate in 2002 and/or 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), various years, 2002–07 Trial Urban District Reading Assessments.

Table A-4. Selected percentile scores for public school students in NAEP reading, by grade and jurisdiction: Various years, 2002–07

Grade and jurisdiction	25th percentile				50th percentile				75th percentile			
	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007
Grade 4												
Nation	194***	193***	194***	198*	219***	219***	220***	222*	242***	243***	243***	244*
Large central city	177***	179***	181***	184**	203***	206***	207***	210**	228***	231***	232***	234**
Atlanta	171***	171***	175***	184**	194***	195***	200***	206**	219***	221***	226	230**
Austin	—	—	192	193*	—	—	218	219*	—	—	242	244*
Boston	—	185	186	188**	—	207	208	211**	—	228	228	233**
Charlotte	—	196	197	199*	—	221	222	224*	—	244	246	248*
Chicago	170	174	175	176*,**	194***	199	199	202*,**	217***	223	223	226*,**
Cleveland	—	174	175	178**	—	196	198	199*,**	—	217	220	220*,**
District of Columbia	167***	162***	165***	171*,**	191***	189***	191***	197*,**	215***	214***	217***	222*,**
Houston	183	184	187***	183**	206	207	210	207**	229	229	234	229*,**
Los Angeles	165	169	169	172*,**	190***	195	194	198*,**	217	218	222	221*,**
New York City	182***	186	191	189*,**	206***	210	213	215**	230	234	235	238**
San Diego	—	182	183	186**	—	209	209	213**	—	235	234	238
Grade 8												
Nation	242***	240	238***	240*	265***	264	263***	264*	286***	286***	285	285*
Large central city	227	225	227	227**	252	251	252	252**	275	274	275	275**
Atlanta	214***	217***	216***	224**	236***	240***	239***	245*,**	259***	263	262***	267*,**
Austin	—	—	231	232**	—	—	259	260*	—	—	283	285*
Boston	—	229	229	231**	—	253	254	254**	—	278	279	278**
Charlotte	—	239	236	236*	—	264	262	263*	—	286	285	285*
Chicago	231	228	228	228**	251	249	252	252**	270	270	273	273**
Cleveland	—	219***	219	227**	—	242***	242***	248*,**	—	263	263	267*,**
District of Columbia	219	216	215	218*,**	241	241	239	241*,**	262	262	262	264*,**
Houston	226	224***	226***	231**	251	247***	251	253**	273	268***	272	274**
Los Angeles	213	210***	215	218*,**	238***	236***	240	243*,**	261	261	265	265*,**
New York City	‡	229	228	225**	‡	254	253	251**	‡	277	275	275**
San Diego	—	226	229	225**	—	252	255	253**	—	275	279	278**

— Not available. District did not participate in 2002 and/or 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), various years, 2002–07 Trial Urban District Reading Assessments.

Table A-5. Average scale scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–07

Race/ethnicity and jurisdiction	Average scale score				Percentage of students							
					At or above <i>Basic</i>				At or above <i>Proficient</i>			
	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007
White												
Nation	227***	227***	228***	230	74***	74***	75***	77	39***	39***	39***	42
Large central city	224***	226***	228	231	70***	72***	74	78	37***	39	40	44
Atlanta	250	250	253	253*,**	86	91	95	95*,**	67	68	74	71*,**
Austin	—	—	239	244*,**	—	—	86	90*,**	—	—	54	63*,**
Boston	—	225	230	230	—	69	79	76	—	37	40	42
Charlotte	—	237	240	244*,**	—	83	86	89*,**	—	52	55	61*,**
Chicago	221	224	225	227	64	70	70	74	35	37	39	40
Cleveland	—	208	209	215*,**	—	51	54	61*,**	—	17	17	22*,**
District of Columbia	248***	254	252	258*,**	91	90	92	96	66	70	70	74*,**
Houston	233	235	245	241*,**	79	82	88	86*,**	45	48	61	58*,**
Los Angeles	223	217***	229	228	70	60***	71	79	38	28	43	37
New York City	226	231	226	232	71	77	75	77	35	45	36	45
San Diego	—	231	226	234	—	79	69	80	—	43	39	49
Black												
Nation	198***	197***	199***	203*	39***	39***	41***	46*	12***	12***	12***	14*
Large central city	192***	193***	196***	199**	33***	35***	38	41**	9***	10	11	12**
Atlanta	192***	191***	194***	200	32***	31***	33***	40**	8	8	10	10**
Austin	—	—	200	201	—	—	43	41	—	—	12	11
Boston	—	202	203	204	—	43	45	48	—	11	11	13
Charlotte	—	205	206	206*	—	48	49	49*	—	14	16	15
Chicago	185***	193	190	193*,**	25***	33	31	34*,**	5***	10	7	10**
Cleveland	—	191	193	192*,**	—	30	32	30*,**	—	7	7	5*,**
District of Columbia	188***	184***	187***	192*,**	28***	27***	29***	33*,**	7	7	8	9**
Houston	200	201	207	205*	40	43	49	48*	12	12	16	14
Los Angeles	186	187	187	196	25	30	28	37	6	8	9	13
New York City	197***	201	206	206*	37***	43	49	51*	9	13	16	15
San Diego	—	196	198	199	—	38	43	44	—	9	13	12
Hispanic												
Nation	199***	199***	201***	204*	43***	43***	44***	49*	14***	14***	15***	17*
Large central city	197	197	198	199**	38***	40***	40	44**	12	13	13	14**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	207	206*	—	—	51	51	—	—	17	16
Boston	—	201	200	204*	—	42	42	47	—	12	10	14
Charlotte	—	202	209	207*	—	46	54	51	—	15	19	18
Chicago	193***	196	201	201	33***	39	43	45	9***	12	15	14
Cleveland	—	201	201	200	—	44	44	39	—	14	14	8**
District of Columbia	193***	187***	193***	206	34***	29***	37***	55	8	8	12	15
Houston	203	203	203	200	45	44	44	43	14	15	13	12**
Los Angeles	185	189	190	190*,**	26***	30	31	33*,**	7	7	9	8*,**
New York City	201	205	207	203*	42	47	51	46	15	16	15	16
San Diego	—	195	196	196**	—	37	38	40**	—	12	11	13**
Asian/Pacific Islander												
Nation	223***	225***	227***	231	69***	69***	72***	76*	36***	37***	40***	45
Large central city	220	223	223	228	64	66	67	72**	32	35	35	40
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	236	—	—	‡	78	—	—	‡	56
Boston	—	223	224	229	—	71	68	74	—	29	33	45
Charlotte	—	218	‡	235	—	61	‡	77	—	31	‡	48
Chicago	‡	‡	‡	237	‡	‡	‡	82	‡	‡	‡	51
Cleveland	—	‡	‡	‡	—	‡	‡	‡	—	‡	‡	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	231	‡	‡	‡	77	‡	‡	‡	47
Los Angeles	218	218	223	219	70	61	66	66	26	28	37	31
New York City	235	227	235	230	78	72	79	75	50	39	47	43
San Diego	—	222	222	223	—	66	69	70	—	33	32	35**

— Not available. District did not participate in 2002 and/or 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), various years, 2002–07 Trial Urban District Reading Assessments.

Table A-6. Average scale scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–07

Race/ethnicity and jurisdiction	Average scale score				Percentage of students							
					At or above <i>Basic</i>				At or above <i>Proficient</i>			
	2002	2003	2005	2007	2002	2003	2005	2007	2002	2003	2005	2007
White												
Nation	271	270	269***	270	83	82	81***	83	39	39	37	38
Large central city	270	268	270	271	80	79	81	82	40	37	38	39
Atlanta	275	‡	‡	‡	84	‡	‡	‡	47	‡	‡	‡
Austin	—	—	279	284*,**	—	—	86	91*,**	—	—	50	58*,**
Boston	—	273	274	275	—	79	81	80	—	44	46	48
Charlotte	—	278	278	279*,**	—	88	87	88*,**	—	49	49	52*,**
Chicago	266	265	270	266	75	79	81	77	31	30	41	38
Cleveland	—	250***	255	262*,**	—	62***	66	80	—	14	20	26*
District of Columbia	‡	‡	301	‡	‡	‡	94	‡	‡	‡	74	‡
Houston	279	270	280	281*,**	87	80	89	89*,**	47	40	53	52
Los Angeles	264	266	261	272	73	76	69	81	33	36	31	41
New York City	‡	270	269	270	‡	79	80	80	‡	42	38	41
San Diego	—	269	273	271	—	79	82	82	—	37	44	42
Black												
Nation	244	244	242***	244*	54	53	51***	54*	13	12	11	12*
Large central city	240	241	240	240**	49	49	48	49**	10	10	10	10**
Atlanta	233***	237***	237***	242	39***	44	43***	50	5***	8	9	9
Austin	—	—	242	238	—	—	52	46	—	—	10	10
Boston	—	245	244	250*,**	—	53	52	60*	—	14	13	16
Charlotte	—	247	244	246*	—	55	55	56*	—	14	13	14
Chicago	245	243	240	240	57	52	50	50	10	10	10	9
Cleveland	—	238***	236***	243	—	45	44	51	—	8	8	7**
District of Columbia	238	236	235***	238**	46	45	42	45**	8	8	9	9
Houston	247	244	242***	249*,**	60	53	53	62*,**	15	12	11	12
Los Angeles	236	233	234	229**	43	41	40	38**	8	7	8	6
New York City	‡	245	241	240	‡	56	49	50	‡	13	10	11
San Diego	—	236	242	240	—	46	53	48	—	7	12	10
Hispanic												
Nation	245	244	245	246*	56	54	55***	57*	14	14	14	14*
Large central city	242	241	243	243**	52	51	53	53**	12	12	13	12**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	243	244	—	—	52	55	—	—	13	15
Boston	—	245	248	241	—	54	57	52	—	14	16	10
Charlotte	—	244	248	251	—	52	58	65	—	14	19	20
Chicago	248	249***	251	255*,**	61	61***	62	69*,**	12***	15	16	20*,**
Cleveland	—	‡	248	249	—	‡	57	58	—	‡	10	16
District of Columbia	240	240	247	249	53	51	59	56	11	11	18	19
Houston	243	242	245	246*	52	51	56	57	13	10	12	13
Los Angeles	230***	228***	235	236*,**	36***	37***	43	45*,**	5	6	9	8*,**
New York City	‡	247	247	241	‡	57	57	51	‡	17	14	13
San Diego	—	238	241	235*,**	—	46	50	45*,**	—	9	12	11
Asian/Pacific Islander												
Nation	265	268	270	269	75	78	79	79	34	38	39	40*
Large central city	256	260	266	263	65	69	76	74	26	30	35	34**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	‡	—	—	‡	‡	—	—	‡	‡
Boston	—	274	280	275	—	83	85	81	—	44	55	46
Charlotte	—	‡	‡	‡	—	‡	‡	‡	—	‡	‡	‡
Chicago	‡	268	277	‡	‡	78	88	‡	‡	35	44	‡
Cleveland	—	‡	‡	‡	—	‡	‡	‡	—	‡	‡	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	289	‡	‡	‡	91*,**	‡	‡	‡	61
Los Angeles	259	255	262	264	73	64	73	76	26	27	30	32
New York City	‡	264	271	268	‡	72	80	79	‡	35	42	37
San Diego	—	260	265	265	—	71	76	78	—	27	31	35

— Not available. District did not participate in 2002 and/or 2003.

‡ Reporting standards not met.

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

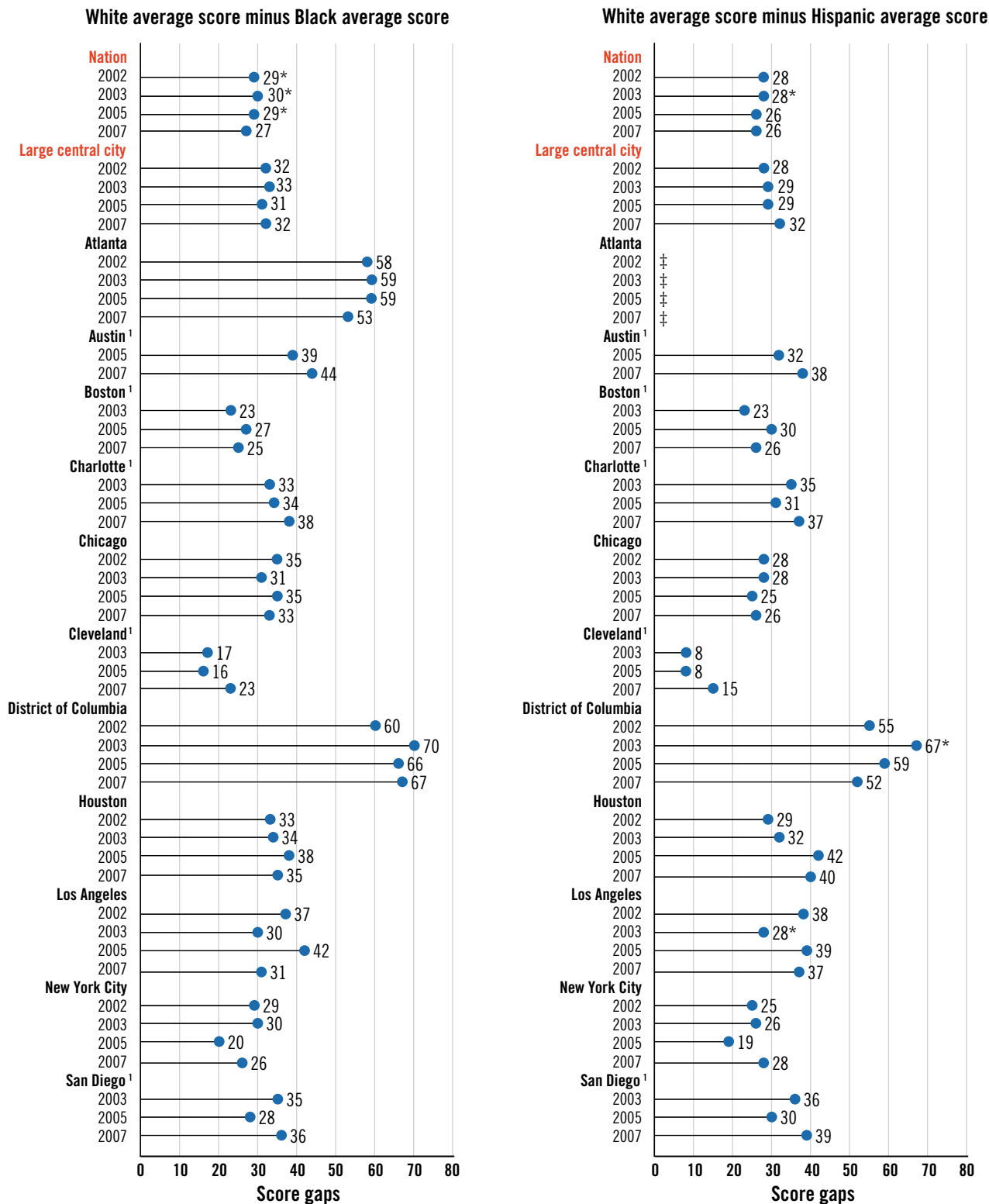
** Significantly different ($p < .05$) from nation (public schools) in 2007.

*** 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), various years, 2002–07 Trial Urban District Reading Assessments.

Figure A-1. Trend in score gaps for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–07



‡ Reporting standards not met.

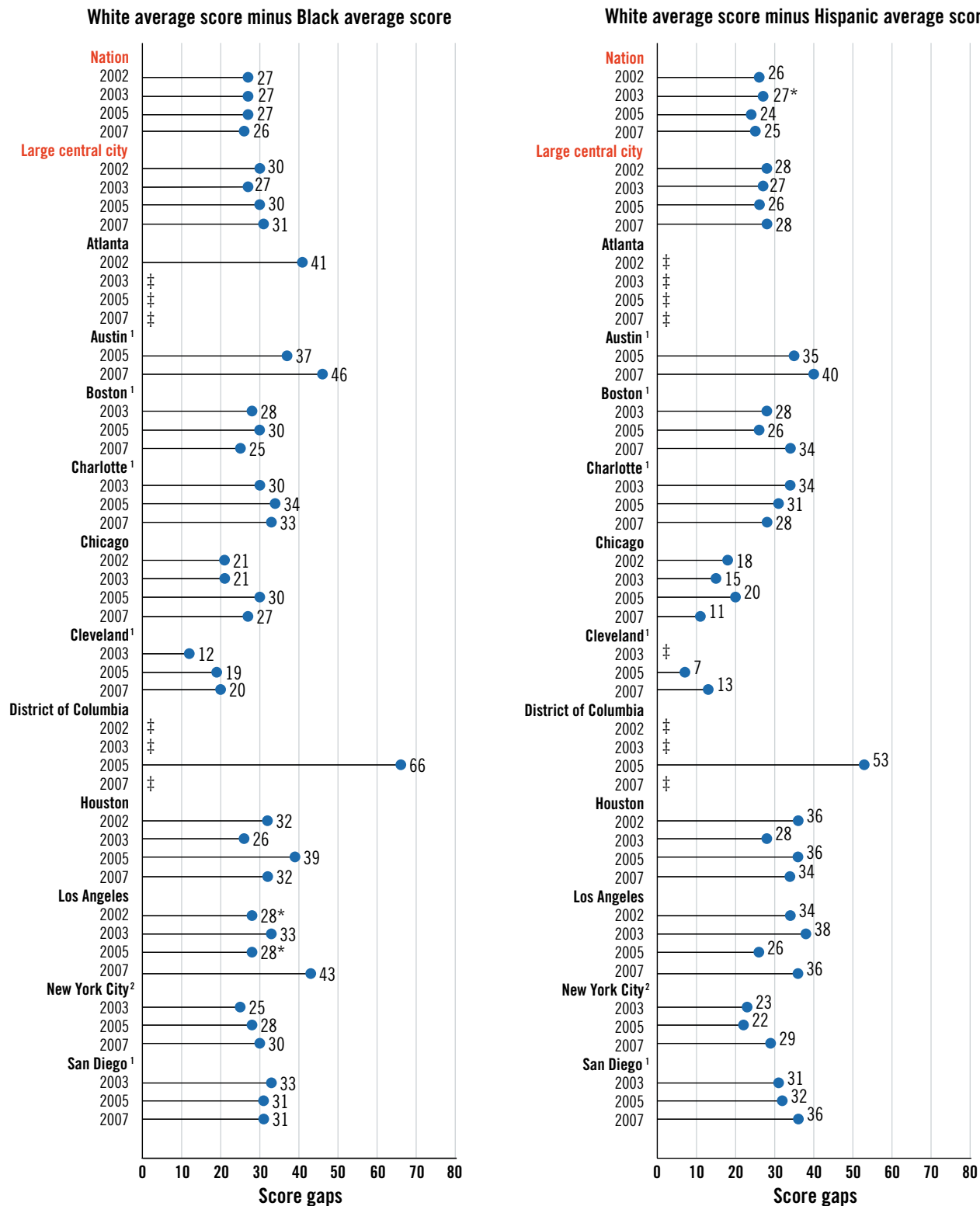
* Significantly different ($p < .05$) from 2007.

¹ District did not participate in 2002 and/or 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), various years, 2002–07 Trial Urban District Reading Assessments.

Figure A-2. Trend in score gaps for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–07



‡ Reporting standards not met.

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

¹ District did not participate in 2002 and/or 2003.

² Data for grade 8 were not available in 2002 because the district did not meet minimum participation guidelines for reporting.

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), various years, 2002–07 Trial Urban District Reading Assessments.

Table A-7. Average scale scores and achievement-level results for public school students in NAEP reading, 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	201***	203***	205*	44***	46***	50*	15***	15***	17*
Large central city	196***	198***	206**	39***	40***	43**	12	12	13**
Atlanta	189***	191***	198**	29***	29***	37*,**	7	7	8*,**
Austin	—	203	203	—	46	46	—	13	12**
Boston	204	205	207*	46	47	50*	13	13	16
Charlotte	200	206	205*	43	49	49*	12	15	16
Chicago	194	194	197**	36	35	40**	11	9	12**
Cleveland	195	197	198**	35	38	39**	9	10	9*,**
District of Columbia	182***	183***	188*,**	25***	25	29*,**	6	6	6*,**
Houston	201	202	201**	42	43	44**	12	12	11**
Los Angeles	189	190	191*,**	31	31	33*,**	8	9	9*,**
New York City	206	210	209*,**	49	53	53*	18	20	20*,**
San Diego	197	199	198**	39	42	43**	12	14	14
Not eligible									
Nation	229***	230***	232*	75***	77***	79*	41***	42***	44
Large central city	223***	226***	229**	68***	72***	75**	37	38	42
Atlanta	230	233	236*	71	77	80	45	49	49
Austin	—	236	242*,**	—	82	87*,**	—	50	59*,**
Boston	221	223	225	65	69	69	30	33	38
Charlotte	234	237	238*,**	81	82	83*	47	51	54*,**
Chicago	227	222	220*,**	71	68	65*,**	38	35	36
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡
District of Columbia	206***	215	216*,**	48***	59	58*,**	24	29	29*,**
Houston	220***	235	230	66	79	76	31***	48	45
Los Angeles	213	225***	214*,**	57	68	61*,**	23	40***	26*,**
New York City	241	230***	240*,**	86	80	83*	54	40***	55*
San Diego	224	223	231	69	68	77	37	35	45
Grade 8									
Eligible									
Nation	246***	247	247*	56***	57***	58*	15	15	15*
Large central city	241	243	242**	50	52	52**	12	13	12**
Atlanta	235	234***	240**	42	40	48**	7	7	8*,**
Austin	—	240	240**	—	49	50**	—	12	10**
Boston	247	247	249*	56	55	60*	16	17	16
Charlotte	244	242	245	51	53	54	13	12	14
Chicago	246	246	247*	56	57	58*	13	14	14
Cleveland	240***	240***	246*	48***	49***	56	10	10	11**
District of Columbia	232	234	234*,**	39	41	41*,**	6	8	7*,**
Houston	241***	243***	247*	49***	54	58*	10	11	12**
Los Angeles	230***	236	237*,**	37***	43	47*,**	7	10	10*,**
New York City	248	249	246*	58	59	56	18	18	17*
San Diego	240	243	236*,**	48	53	46*,**	11	14	12
Not eligible									
Nation	271	270***	271*	82	81***	82*	39	38	39*
Large central city	263	264	265**	74	74	76**	31	33	34**
Atlanta	256	260	263**	68	67	70**	26	31	32
Austin	—	272	277*	—	81	86*	—	43	50*,**
Boston	265	274	268	74	81	74**	34	46	39
Charlotte	273	274	273*	83	83	83*	41	44	43*
Chicago	267	264	266	78	73	78	32	34	35
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡
District of Columbia	248***	249	253*,**	56	56	60*,**	17	20	22*,**
Houston	256***	262	269	67***	73	80	23	30	37
Los Angeles	247	254	251*,**	58	63	58*,**	18	24	20*,**
New York City	278	266	272	87	76	82	48	35	42
San Diego	262	266	268	74	75	79	30	34	37

— 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 Reading Assessments.

Table A-8. Average scale scores and achievement-level results for public school students with disabilities (SD) who could be assessed in NAEP reading, 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	190*	36*	13*	223*	69*	34*
Large central city	178**	25**	9**	211**	55**	23**
Atlanta	191	33	14	208**	49**,**	19**,**
Austin	190	36	14	220*	64*	32*
Boston	183**	20**	5**	215**	60**	23**
Charlotte	187	32	12	226*,**	70*	38*
Chicago	172**	21**	8	203*,**	46**,**	16**,**
Cleveland	‡	‡	‡	199*,**	40**,**	9**,**
District of Columbia	162*,**	15**	5	199*,**	40**,**	14**,**
Houston	174**	20**	8	208*,**	51**,**	17**,**
Los Angeles	166*,**	19**	5**	199*,**	41**,**	13**,**
New York City	181**	23**	7	218*,**	62**,**	27**,**
San Diego	171**	21**	7**	215*,**	59**	28**,**
Grade 8						
Nation	226*	34*	7*	265*	76*	31*
Large central city	214**	23**	4**	254**	64**	21**
Atlanta	‡	‡	‡	246*,**	54**,**	14**,**
Austin	228*	37*	11	261*	70**,**	31*
Boston	223*	26**	3	260*,**	70**,**	26**,**
Charlotte	228*	35*	7	263*	73**,**	31*
Chicago	213**	20**	4	256**	69**,**	20**
Cleveland	210**	19**	1	249*,**	59**,**	12**,**
District of Columbia	210**	19**	4	243*,**	50**,**	13**,**
Houston	217**	22	3	255**	66**	19**
Los Angeles	200*,**	10**,**	2**	244*,**	53**,**	13**,**
New York City	216**	21**	3**	254**	65**	23**
San Diego	214**	25	4	253**	63**	24**

‡ 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 Reading Assessment.

Table A-9. Average scale scores and achievement-level results for public school English language learners (ELL) who could be assessed in NAEP reading, 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	188*	30*	7*	223*	69*	34*
Large central city	183**	26**	6**	214**	59**	26**
Atlanta	‡	‡	‡	207*,**	48*,**	19*,**
Austin	194*	38*	9	224*	68*	36*
Boston	197*,**	39*	9	215**	59**	24**
Charlotte	196*,**	37*	11	225*	70*	38*
Chicago	182**	24	5	204*,**	48*,**	18**,
Cleveland	‡	‡	‡	198*,**	39*,**	9**,
District of Columbia	198*,**	42*	9	197*,**	39*,**	14*,**
Houston	186	26	5	214**	58**	22**
Los Angeles	177*,**	18*,**	3*,**	212**	58**	21**,
New York City	181**	22	4	219*,**	63*,**	28**
San Diego	189*	33*	8	225*	71*	37*
Grade 8						
Nation	222*	29*	4*	263*	75*	31*
Large central city	214**	20**	2**	254**	65**	22**
Atlanta	‡	‡	‡	245*,**	53*,**	13*,**
Austin	210**	14**	1**	264*	74*	33*
Boston	210**	15**	1	257**	67**	24**
Charlotte	228*	40*	4	262*	71*,**	31*
Chicago	217	27	4	251**	62**	18**,
Cleveland	‡	‡	‡	247*,**	57*,**	11*,**
District of Columbia	‡	‡	‡	241*,**	49*,**	12*,**
Houston	209**	10*,**	1*,**	256**	68**	20**
Los Angeles	212**	15*,**	1**	252**	63**	17**,
New York City	209**	16**	1	252**	62**	22**
San Diego	209**	16**	2**	261*	71*,**	28*

‡ 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 Reading Assessment.

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