The Nation's Report Card

Reading 2009

TRIAL URBAN DISTRICT ASSESSMENT

RESULTS AT GRADES 4 AND 8

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
U.S. Department of Education
NCES 2010–459

Contents

1 Executive Summary
4 Introduction
7 Grade 4
21 Grade 8
35 District Profiles
72 Technical Notes
74 Appendix Tables

What is The Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

Photo Credits:

© Thomas Barwick/Digital Vision/Getty Images 200473170-001 ; © Jamie Grill/Tetra Images/Jupiter Images #88852993 ; © Rob Melnychuk/Digital Vision/Jupiter Images #dv1325009 ; © Brand X Pictures/Jupiter Images #78316675 ; © Thomas Barwick/Digital Vision/Jupiter Images #200473180-001 ; © Dougal Waters/Photodisc/Jupiter Images #sb10066996i-001 ; © Image Source/Jupiter Images #71275001 ; © Chris Scredon/iStockphoto #6512313; © Lauren Nicole/Photographer's Choice/Getty Images #sb10068599g-001; © Monashee Frantz/OJO Images/Jupiter Images #88621720 ; © Wealan Pollard/OJO Images/Jupiter Images #88621004; © Erik de Graaf/iStockphoto #3491945; © Nick Clements/Digital Vision/Jupiter Images #200136643-001 ; © Mark Edward Atkinson/Blend Images/Getty Images #81860084 ; © Laurence Mouton/PhotoAlto/Getty Images #73608230; © Yellow Dog Productions/Digital Vision/Getty Images #88699470 ; © Comstock Images/Getty Images # 86809542; © Eleonore Bridge/Flickr/Getty Images #88009058 ; © Bounce/UpperCut Images/Getty Images #83835712; © Image Source/Jupiter Images #71275001; © Andersen Ross /BlendImages/Getty Photos #81860976; © Martin Lladó/iStockphoto #5046838; © Palto/iStockphoto #7973403; © Purestock/Getty Images #71196043 ; From *New and Selected Poems: Volume One* by Mary Oliver. Copyright © 1992 by Mary Oliver. Reprinted by permission of Beacon Press, Boston.; Courtesy of Patricia Wynne; © Somos/Veer/Getty Images #74953581 ; © Dave & Les Jacobs/Blend Images/Getty Images #81714329; © Jose Luis Pelaez Inc/Blend Images/Getty Images #79671040; © Tim Hall/Cultura/Getty Images #82562908 ; © Dougal Waters/Digital Vision/Getty Images #85731541; © Somos/Veer/Jupiter Images #73982951; © Tim Pannell/Corbis # 42-18572462; © Image Source/Getty Images #87329292; © Inti St Clair/Digital Vision/Getty Images #200510545; © Jose Luis Pelaez Inc/Blend Images/Getty Images #77085890; © Indeed/Photodisc/Getty Images #89870207 ; © Hill Street Studios/Matthew Palmer #88751640; © John Howard/Life Size/Getty Images #sb10069485ci-001; © Palto/iStockphoto #7973403; © Supernova/Digital Vision/Getty Images #89833597; Alligator Poem from *New and Selected Poems* by Mary Oliver, copyright © 1992 by Mary Oliver. Used by permission of Beacon Press, Boston.; © Tim Hall/Cultura/Getty Images #82562959 ; © MIXA/Getty Images #56570900; © Image Source/Getty Images #88624971

Executive Summary

Results from the 2009 NAEP Trial Urban District Assessment (TUDA) make it possible to compare the performance of students in urban districts to public school students in the nation and large cities (i.e., cities with populations of 250,000 or more). Changes in students' performance over time can also be seen for those districts that participated in earlier assessments.

Scores increase since 2007 in four districts at grade 4 and in two districts at grade 8

Representative samples of fourth- and eighth-grade public school students from 18 urban districts participated in the 2009 assessment. Eleven of the districts participated in earlier assessment years, and seven districts participated for the first time in 2009. Between 800 and 2,400 fourth- and eighth-graders were assessed in each district.

At grade 4, average reading scores increased since 2007 in 4 of the 11 participating districts, although there were no significant changes in the scores for fourth-graders in the nation or large cities overall. Scores were higher in 2009 than in 2002 for five of the six districts that participated in both years, along with increases for both the nation and large cities over the same period.

At grade 8, average reading scores for the nation and large cities were higher in 2009 than in 2007, with 2 of the 11 participating districts (Atlanta and Los Angeles) showing gains. These same two districts of the five that participated in both years scored higher in 2009 than in 2002, although there were no significant changes in the scores for eighth-graders in the nation and large cities in comparison to 2002.

Changes in 2009 average reading scores from 2002 and 2007

	GRADE 4		GRADE 8	
Jurisdiction	From 2002	From 2007	From 2002	From 2007
Nation	3*	#	#	1*
Large city[1]	8*	2	2	2*
Atlanta	14*	2	14*	5*
Austin	—	3	—	4
Boston	—	5*	—	3
Charlotte	—	2	—	#
Chicago	9*	2	#	#
Cleveland	—	–4	—	–4
District of Columbia (DCPS)	13*	6*	#	#
Houston	5	6*	4	#
Los Angeles	6*	2	7*	3*
New York City	11*	4*	—	3
San Diego	—	3	—	4

— District did not participate in 2002.
Rounds to zero.
* Significant ($p < .05$) score change.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. The score-point changes shown in this chart are based on the differences between unrounded scores as opposed to the rounded scores shown in figures presented in the report. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2007, and 2009 Reading Assessments.

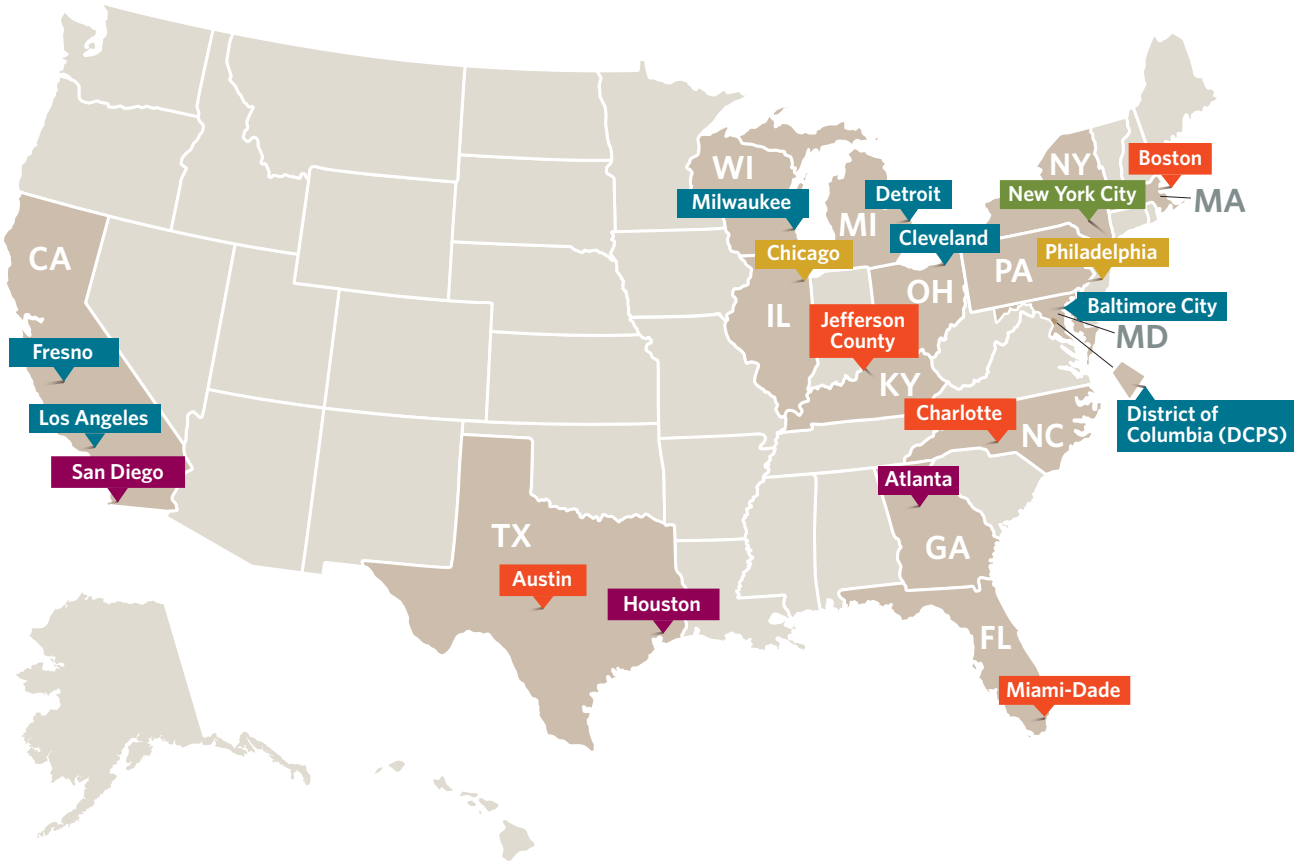
Five districts score above large cities at both grades in 2009

Among the 18 urban districts that participated in the 2009 reading assessment, scores for both fourth- and eighth-graders in 5 districts were higher than the scores for public school students attending schools in large cities overall. Scores for 7 districts were lower than the scores for fourth- and eighth-graders in large cities nationally.

In comparison to the average scores in 2009 for large cities in the nation,

- Austin, Boston, Charlotte, Jefferson County (Louisville, KY), and Miami-Dade had higher scores at both grades;
- scores for New York City were higher at grade 4 and not significantly different at grade 8;
- scores in Atlanta, Houston, and San Diego were not significantly different at either grade;
- Baltimore City, Cleveland, Detroit, the District of Columbia, Fresno, Los Angeles, and Milwaukee had lower scores at both grades; and
- scores for Chicago and Philadelphia were lower at grade 4 and not significantly different at grade 8.

Comparison of district and large city average reading scores in 2009



NOTE: DCPS = District of Columbia Public Schools.

A Closer Look at District Results Compared to Large Cities

Differences in overall average scores between participating districts and large cities were not always consistent across specific student demographic groups. In Baltimore City, for example, the overall average reading score was lower than the score for large cities at both grades. However, the score for Black students in the district (who comprise most of the student population) was not significantly different from the score for Black students in large cities at either grade.

Among the seven districts where average scores at both grades were lower than the score for large cities, only Fresno had lower scores for White, Black, and Hispanic students, and for students eligible for school lunch (an indicator of lower family income) in both grades.

Among the five districts where overall scores were higher than the score for large cities at both grades 4 and 8, Charlotte was the only district to have higher scores for White, Black, and Hispanic students and for lower-income students at grade 4; no district had higher scores across all these student groups at grade 8.

Comparison of district and large city average reading scores in 2009

	GRADE 4					GRADE 8				
		Race/ethnicity					Race/ethnicity			
District	Overall	White	Black	Hispanic	Eligible for school lunch	Overall	White	Black	Hispanic	Eligible for school lunch
Atlanta	◆	▲	◆	‡	◆	◆	▲	◆	‡	◆
Austin	▲	▲	▲	▲	◆	▲	▲	◆	▲	◆
Baltimore City	▼	▼	◆	‡	◆	▼	‡	◆	‡	◆
Boston	▲	◆	▲	▲	▲	▲	▲	◆	▲	▲
Charlotte	▲	▲	▲	▲	▲	▲	◆	▲	◆	▲
Chicago	▼	◆	▼	◆	▼	◆	◆	◆	◆	◆
Cleveland	▼	▼	▼	◆	▼	▼	▼	◆	◆	◆
Detroit	▼	‡	▼	▼	▼	▼	‡	▼	◆	▼
District of Columbia (DCPS)	▼	▲	▼	◆	▼	▼	‡	▼	◆	▼
Fresno	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼
Houston	◆	◆	▲	◆	▲	◆	◆	◆	▲	◆
Jefferson County (KY)	▲	◆	◆	‡	▲	▲	▼	◆	‡	▲
Los Angeles	▼	▼	◆	▼	▼	▼	◆	◆	▼	▼
Miami-Dade	▲	◆	◆	▲	▲	▲	◆	▲	▲	▲
Milwaukee	▼	◆	▼	◆	▼	▼	◆	▼	◆	▼
New York City	▲	◆	▲	▲	▲	◆	◆	◆	◆	▲
Philadelphia	▼	▼	▼	▼	▼	◆	◆	◆	◆	◆
San Diego	◆	◆	◆	▼	◆	◆	◆	◆	◆	◆

▲ Higher average score than large city.
▼ Lower average score than large city.
◆ No significant difference between the district and large city.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

NOTE: DCPS = District of Columbia Public Schools.

Demographics vary among the nation, large cities, and individual urban districts

When comparing the results for urban districts to results for the nation and large cities, it is important to consider how the demographics of the jurisdictions are different. Nationally, the percentages of White students at both grades 4 and 8 were higher than the combined percentages of Black and Hispanic students in 2009, while the opposite was true for large cities and for most participating urban districts.

Large cities and participating urban districts also differed from the nation in the proportion of students eligible for the National School Lunch Program. While the percentages of students eligible for free/reduced-price school lunch in the nation were 47 percent at grade 4 and 43 percent at grade 8, the percentages of eligible students in the districts ranged from 46 to 100 percent in 2009.

More detailed information about the demographic characteristics of fourth- and eighth-graders in the nation, large cities, and participating districts is included in the report.

Introduction

The primary goal of the NAEP Trial Urban District Assessment (TUDA) is to measure what students in the nation's large urban school districts know and can do in academic subjects. Eighteen urban districts participated in the TUDA in reading in 2009, seven of them for the first time.

The Reading Framework

The National Assessment Governing Board oversees the development of NAEP frameworks, which describe the specific knowledge and skills that should be assessed. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others. The *Reading Framework for the 2009 National Assessment of Educational Progress* describes the types of texts and questions that should be included in the assessment, as well as how the questions should be designed and scored. The development of the NAEP reading framework was guided by scientifically based reading research that defines reading as a dynamic cognitive process that allows students to

- understand written text;
- develop and interpret meaning; and
- use meaning as appropriate to the type of text, purpose, and situation.

The NAEP reading framework specifies the use of both literary and informational texts. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry.

The complete reading framework for 2009 is available at http://www.nagb.org/publications/frameworks/reading09.pdf.

Informational texts include three broad categories: exposition; argumentation and persuasive text; and procedural text and documents. The inclusion of distinct text types recognizes that students read different texts for different purposes.

The *Reading Framework for the 2009 National Assessment of Educational Progress* replaces the framework first used for the 1992 reading assessment and then for subsequent reading assessments through 2007. Compared to the previous framework, the 2009 reading framework includes more emphasis on literary and informational texts, a redefinition of reading cognitive processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Results from special analyses determined the 2009 reading assessment results could be compared with those from earlier assessment years. These special analyses started in 2007 and included in-depth comparisons of the frameworks and the test questions, as well as a close examination of how the same students performed on the 2009 assessment and the earlier assessment. A summary of these special analyses and an overview of the differences between the previous framework and the 2009 framework are available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

The framework specifies three reading behaviors, or *cognitive targets*: locate/recall, integrate/interpret, and critique/evaluate. The term *cognitive target* refers to the

mental processes or kinds of thinking that underlie reading comprehension. Reading questions are developed to measure these cognitive targets for both literary and informational texts.

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

Reading Cognitive Targets

Locate and Recall: When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.

Integrate and Interpret: When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.

Critique and Evaluate: When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Reporting NAEP Results

The 2009 NAEP reading results are reported for public school students in 18 urban districts. The following 11 districts participated in 2009 as well as in earlier assessment years:

- Atlanta Public Schools
- Austin Independent School District
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- District of Columbia Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- New York City Department of Education
- San Diego Unified School District

The following seven districts participated for the first time in 2009:

- Baltimore City Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (Louisville, KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- School District of Philadelphia

Representative samples of between 900 and 2,400 fourth-graders and between 800 and 2,100 eighth-graders were assessed in each district (see appendix table **A-1** for the number of participating schools and the number of students assessed in each district).

Some charter schools that operate within the geographic boundaries of a school district are independent of the district and are not included in the district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act. Beginning in 2009, charter schools of this type are no longer included in the results for TUDA districts as they had been in past NAEP assessments. Additional information about charter schools can be found in the Technical Notes.

Scale scores

NAEP reading results for grades 4 and 8 are reported as average scores on a 0–500 scale. Because NAEP scales are developed independently for each subject, scores cannot be compared across subjects.

In addition to reporting on changes in overall reading scores for those districts that participated in previous assessment years, references are also made to changes at five percentiles. These results show whether lower-performing students (at the 10th and 25th percentiles), middle-performing students (at the 50th percentile), and higher-performing students (at the 75th and 90th percentiles) are showing the same trends as the district overall.

Achievement levels

Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

NAEP Achievement Levels

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

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials.

Interpreting the Results

The performance of students in each urban district is compared to the performance of public school students in the nation and in large cities (i.e., cities with populations of 250,000 or more). The comparison to the nation's large cities is made because students in these cities represent a peer group with characteristics that are more similar to the characteristics of students in the 18 TUDA districts. Comparisons in performance over time are made for those districts that participated in earlier assessment years.

NAEP reports results using widely accepted statistical standards; findings are reported based on a statistical significance level set at .05 with appropriate adjustments for multiple comparisons, as well as adjustments for the part-whole relationship when individual districts are compared to results for large cities or the nation (see the Technical Notes for more information). The symbol (*) is used in tables and figures to indicate that the scores or percentages being compared are significantly different.

NAEP is not designed to identify the causes of changes or differences in student achievement or characteristics. Further, the many factors that may influence average student achievement scores also change across time and vary according to geographic location. These include educational policies and practices, the quality of teachers, available resources, and the demographic characteristics of the student body.

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, many of the same testing accommodations allowed on state and district assessments (e.g., extra testing time or individual rather than group administration) are provided for SD and ELL students participating in NAEP. Even with the availability of accommodations, some students may still be excluded. Variations in exclusion and accommodation rates, due to differences in policies and practices for identifying and including SD and ELL students, should be considered when comparing students' performance over time and across districts. Districts also vary in their proportion of special-needs students (especially ELL students). While the effect of exclusion is not precisely known, comparisons of performance results could be affected if exclusion rates are markedly different among districts or vary widely over time. See appendix tables **A-2** through **A-5** for the percentages of students accommodated and excluded in each district.

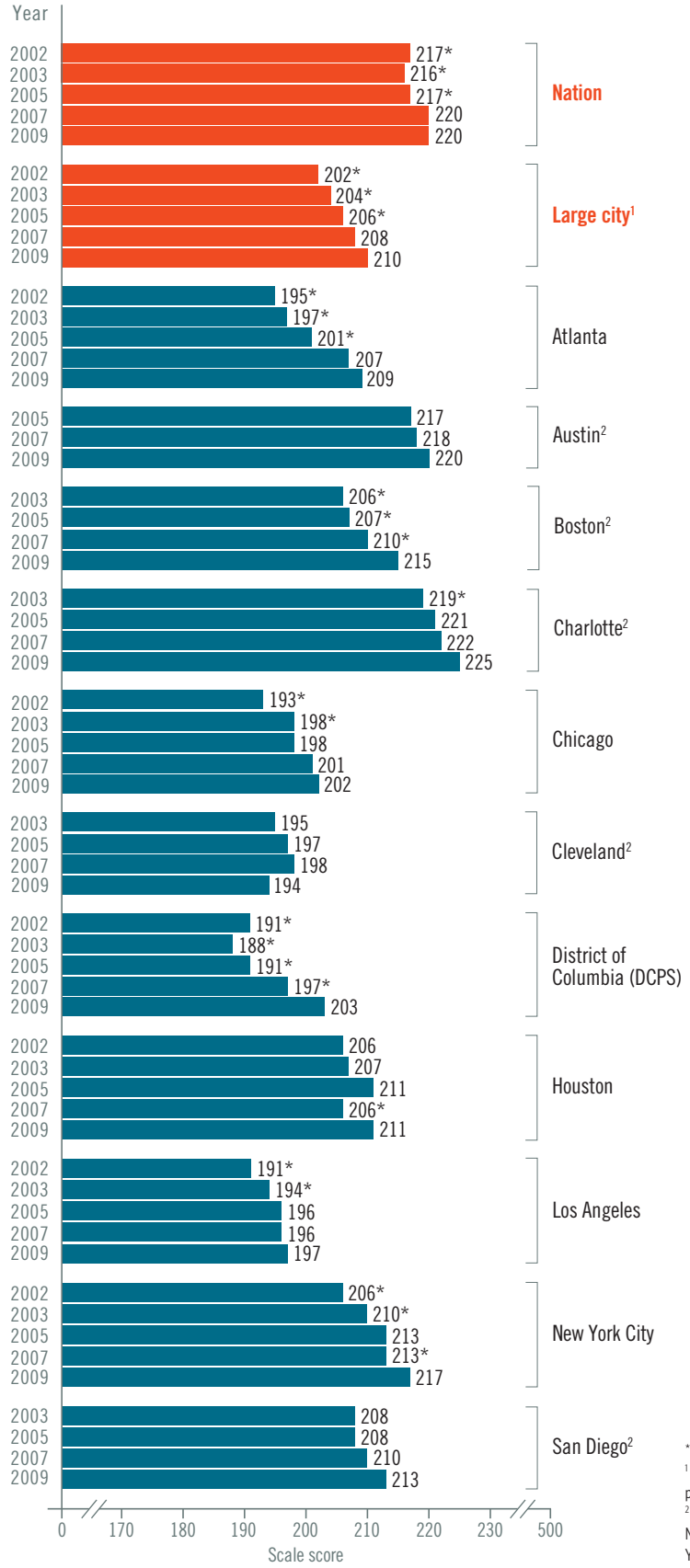
More information about NAEP's policy on the inclusion of special-needs students is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Grade 4

Scores increase since 2007 for four districts, while the national average shows no change

Although there was no change in the overall average score since 2007 for fourth-graders in the nation or for students in large cities, scores did increase for students in four participating urban districts. In comparison to 2002, scores were higher in 2009 for students in the nation, large cities, and five of the six districts that participated in both years. Even though the overall scores in 2009 were lower for most participating districts than in the nation, scores for specific student demographic groups in some districts were higher than their peers nationally.

Figure **1.** Trend in average scores for fourth-grade public school students in NAEP reading, by jurisdiction



Four districts show gains since 2007

In comparison to 2007, average reading scores showed no significant change in 2009 for fourth-grade public school students in the nation or in large cities (**figure 1**). Among the 11 districts that participated in 2007 and 2009, scores increased for Boston, the District of Columbia, Houston, and New York City, and showed no significant change for the remaining 7 districts.

Gains in Boston were reflected in higher scores for students at the 50th percentile, and in New York City for students at the 25th percentile (see appendix table **A-6**). Scores increased for students at the 10th, 25th, and 50th percentiles in Houston, and for all but those at the 10th percentile in the District of Columbia.

In comparison to 2002, scores in 2009 were higher for five of the six districts that participated in both years (scores for Houston showed no significant change). Scores increased for students across the performance range (i.e., those at the 10th, 25th, 50th, 75th, and 90th percentiles) in Chicago and the District of Columbia (see appendix table **A-6**). Scores increased for students at the 10th, 25th, and 50th percentiles in Houston; at the 25th, 50th, and 75th percentiles in Los Angeles and New York City; and for all but those at the 10th percentile in Atlanta.

* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] District did not participate in 2002 and/or 2003.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. DCPS = District of Columbia Public Schools.

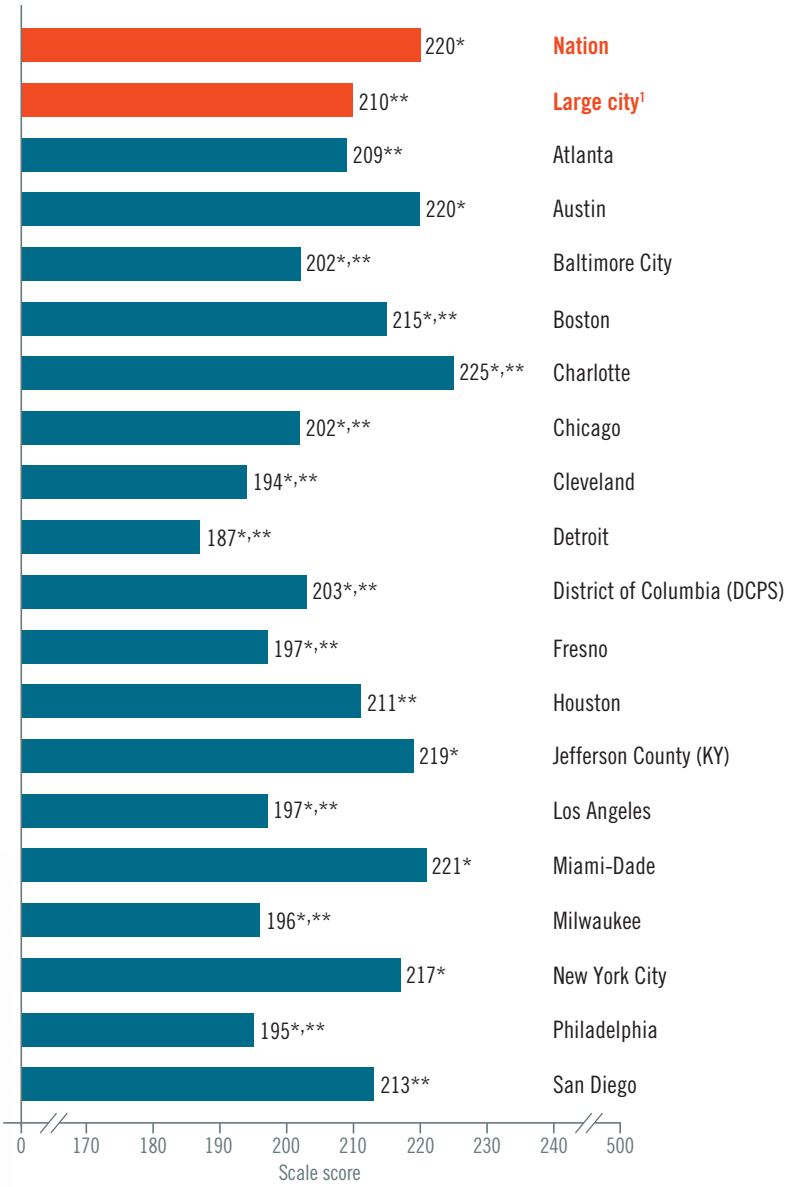
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Six districts score higher than large cities nationally

When compared to the average score for large cities nationally, scores were higher in Austin, Boston, Charlotte, Jefferson County, Miami-Dade, and New York City (figure **2**). The scores for Atlanta, Houston, and San Diego were not significantly different from the score for large cities, and the scores for the remaining nine districts were lower.

When compared to the nation, public school students attending schools in large cities in 2009 scored 10 points lower on average than public school students in the nation. With few exceptions, scores in the participating urban districts were also lower than the score for the nation. Charlotte was the only district to score higher than the national average. Scores in Austin, Jefferson County, Miami-Dade, and New York City were not significantly different from the national average, and scores in the remaining 13 districts were lower.

Figure **2.** Average scores for fourth-grade public school students in NAEP reading, by jurisdiction: 2009



* Significantly different ($p < .05$) from large city.
** Significantly different ($p < .05$) from the nation.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

Explore Additional Results

Additional results for the 18 districts that participated in the 2009 reading assessment can be found in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

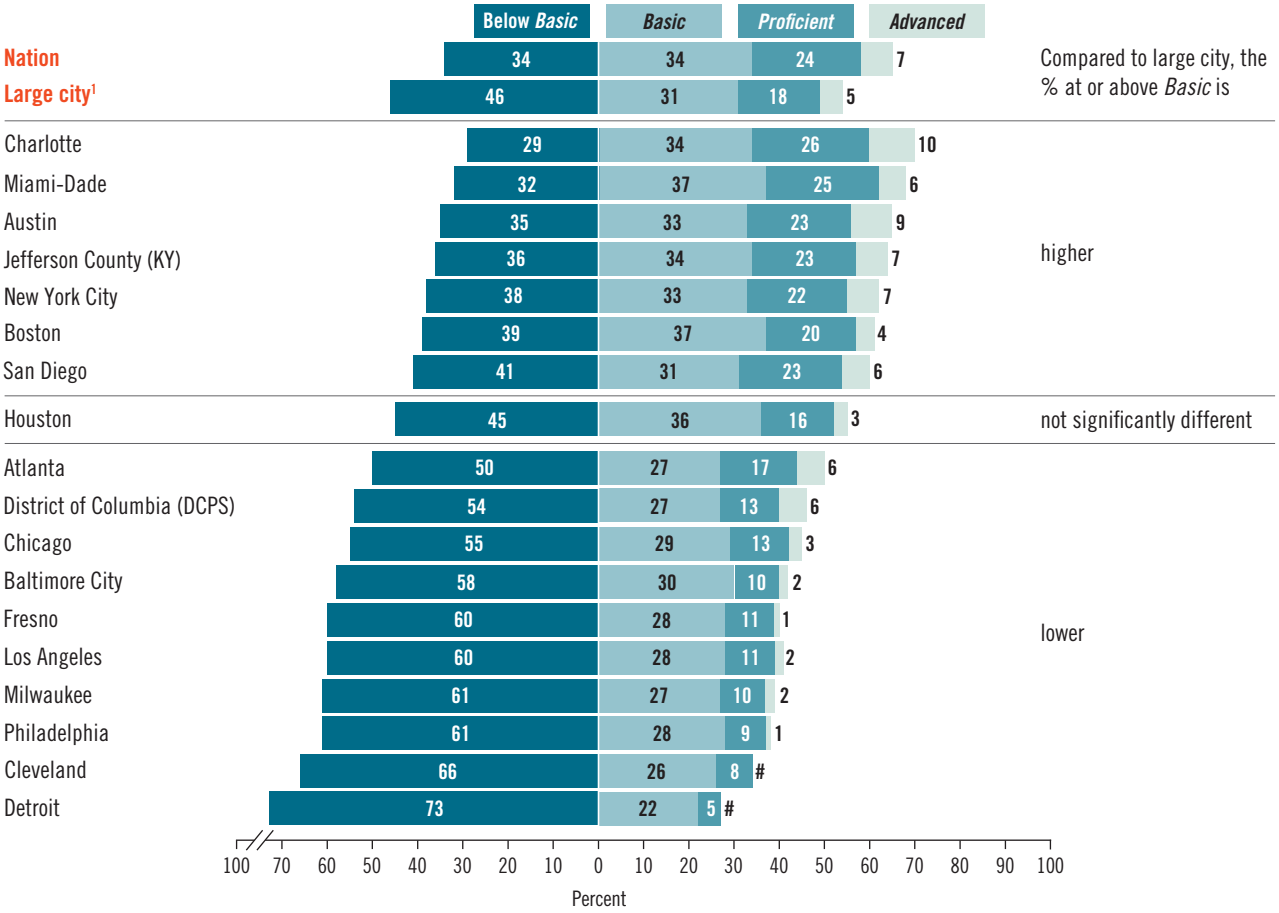
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Districts show range of knowledge and skills

Across the 18 districts that participated in the 2009 assessment, the percentages of students performing at or above *Basic* ranged from 27 percent in Detroit to 71 percent in Charlotte (figure **3**). All the districts had some students performing at or above the *Proficient* level.

The same six districts with scores higher than the score for large cities also had higher percentages of students performing at or above *Basic* (Austin, Boston, Charlotte, Jefferson County, Miami-Dade, and New York City). In addition, the percentage of students at or above *Basic* in San Diego was higher than in large cities. The percentage of students at or above *Basic* in Houston was not significantly different from large cities, and the percentages in the remaining 10 districts were lower.

Figure **3.** Achievement-level results for fourth-grade public school students in NAEP reading, by jurisdiction: 2009



Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

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

Districts vary in demographic makeup

When comparing the results for urban districts to results for the nation and large cities, it is important to consider the differences in their demographic makeup. In the nation, the percentage of White fourth-graders was higher than the combined percentages of Black and Hispanic fourth-grade students in 2009. However, the opposite was true for large cities and for most of the 18 participating districts. Almost all of the districts had higher combined percentages of Black and Hispanic students than White students (table **1**). Jefferson County was the only district where the percentage of White students was higher.

Large cities and districts also differed from the nation in the proportion of students eligible for the National School Lunch Program. Forty-seven percent of fourth-graders were eligible for free/reduced-price school lunch nationally compared to 71 percent in large cities. Charlotte was the only participating district where the percentage of eligible students was not significantly different from the percentage of eligible students in the nation. The percentages of eligible students in all other districts were higher than in the nation—ranging from 59 percent in Jefferson County to 100 percent in Cleveland, where all students were categorized as eligible (see Technical Notes for more information).

Large cities in general and some of the participating districts had higher percentages of English language learners (ELL). The percentage of ELL students in large cities was 18 percent compared to 9 percent in the nation overall. The percentages of ELL students in Austin, Fresno, Houston, Los Angeles, and San Diego were higher than the percentages in both the nation and large cities.

Table **1.** Selected characteristics of fourth-grade public school students in NAEP reading, by jurisdiction: 2009

			Percentage of students						
Jurisdiction	Number of fourth-graders	Number of students assessed	White	Black	Hispanic	Asian/Pacific Islander	Eligible for free/reduced-price school lunch	Students with disabilities	English language learners
Nation	3,485,000	172,500	54	16	21	5	47	10	9
Large city[1]	572,000	39,300	20	29	42	7	71	10	18
Atlanta	4,000	1,300	13	80	5	1	74	9	1
Austin	6,000	1,400	29	12	55	4	60	8	24
Baltimore City	6,000	1,100	8	88	3	1	84	5	1
Boston	4,000	1,200	14	40	37	7	79	17	16
Charlotte	10,000	1,700	37	39	15	4	47	11	7
Chicago	29,000	2,100	9	46	42	4	87	12	10
Cleveland	3,000	900	17	70	10	1	100[2]	6	3
Detroit	6,000	900	3	84	11	#	81	10	7
District of Columbia (DCPS)	3,000	1,300	9	76	13	2	70	5	6
Fresno	5,000	1,500	14	10	63	12	89	6	30
Houston	15,000	2,000	8	30	59	4	81	4	27
Jefferson County (KY)	7,000	1,500	54	35	4	3	59	11	1
Los Angeles	48,000	2,400	9	7	77	7	84	9	41
Miami-Dade	24,000	2,300	10	25	61	1	67	11	5
Milwaukee	6,000	1,400	13	57	21	5	77	13	11
New York City	71,000	2,300	15	29	39	16	87	15	14
Philadelphia	13,000	1,300	13	61	18	6	87	11	7
San Diego	9,000	1,400	28	12	42	18	60	10	35

Rounds to zero.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

[2] In Cleveland, all students were categorized as eligible for the National School Lunch Program.

NOTE: The number of fourth-graders is rounded to the nearest 1,000. The number of students assessed is rounded to the nearest 100. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. The race/ethnicity categories listed do not sum to 100 percent because the percentages for American Indian/Alaska Native and unclassified students are not shown. DCPS = District of Columbia Public Schools.

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

A Closer Look at District Results Compared to the Nation

Even though most participating districts performed below the national average overall, scores for student groups in some districts were higher than the scores for their peers in the nation. Among the 13 districts where scores were lower than the national average, scores were higher for White students in Atlanta and the District of Columbia; for White and Black students in Houston; and for Black and Hispanic students in Boston (figure 4). The average score for lower-income students (i.e., those eligible for free/reduced-price school lunch) in Boston was higher than the score for lower-income students nationally, even though the overall average score for the district was lower than the nation. Only Detroit and Philadelphia had lower scores for all categories of students by race/ethnicity and eligibility for free/reduced-price school lunch with samples large enough to report results.

Among the four districts where overall scores did not differ significantly from the national average, scores for at least one racial/ethnic group in Austin, Miami-Dade, and New York City were higher than in the nation. Results for lower-income students showed higher average scores than the nation in Miami-Dade and New York City.

Figure 4. Comparison of district and national average scores for fourth-grade public school students in NAEP reading, by selected student groups: 2009

		Race/ethnicity				Eligibility for free/reduced-price school lunch	
Jurisdiction	Overall	White	Black	Hispanic	Asian/Pacific Islander	Eligible	Not eligible
Nation	220	229	204	204	234	206	232
Large city[1]	▼	▲	▼	▼	▼	▼	◆
Atlanta	▼	▲	◆	‡	‡	▼	▲
Austin	◆	▲	▲	◆	‡	◆	▲
Baltimore City	▼	◆	▼	‡	‡	▼	▼
Boston	▼	◆	▲	▲	◆	▲	◆
Charlotte	▲	▲	▲	▲	◆	▲	▲
Chicago	▼	◆	▼	◆	◆	▼	◆
Cleveland	▼	▼	▼	◆	‡	▼	‡
Detroit	▼	‡	▼	▼	‡	▼	▼
District of Columbia (DCPS)	▼	▲	▼	◆	‡	▼	◆
Fresno	▼	▼	▼	▼	▼	▼	◆
Houston	▼	▲	▲	◆	◆	◆	◆
Jefferson County (KY)	◆	◆	◆	‡	‡	◆	◆
Los Angeles	▼	◆	▼	▼	▼	▼	▼
Miami-Dade	◆	▲	◆	▲	‡	▲	◆
Milwaukee	▼	◆	▼	▼	▼	▼	▼
New York City	◆	◆	▲	◆	◆	▲	◆
Philadelphia	▼	▼	▼	▼	▼	▼	▼
San Diego	▼	◆	◆	▼	◆	▼	◆

▲ Higher average score than the nation.
▼ Lower average score than the nation.
◆ No significant difference between the district and the nation.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

A Closer Look at District Results Compared to Large Cities

Differences in overall average scores between participating districts and large cities sometimes varied when results were examined for student groups. Among the nine districts where average scores were lower than the score for large cities, only Detroit and Philadelphia showed lower scores for all the categories of students by race/ethnicity and eligibility for free/reduced-price school lunch with samples large enough to report results (figure 5). Although the score for the District of Columbia was lower than the score for large cities overall, the average score for White students in this district was higher than the score for White students in large cities.

In eight of the nine districts where overall scores were lower than in large cities, scores for students eligible for the school lunch program were also lower than the score for eligible students in large cities. There was no significant difference between the scores for eligible students in Baltimore City and eligible students in large cities.

Among the six districts where overall average scores were higher than the score for large cities, only Austin showed higher scores for all the racial/ethnic groups with samples large enough to report results. Scores for students eligible for the school lunch program were higher than the score for eligible students in large cities for all of the higher-performing districts except Austin, where there was no significant difference between the scores for the district and large cities.

Figure 5. Comparison of district and large city average scores for fourth-grade public school students in NAEP reading, by selected student groups: 2009

		Race/ethnicity				Eligibility for free/reduced-price school lunch	
Jurisdiction	Overall	White	Black	Hispanic	Asian/Pacific Islander	Eligible	Not eligible
Large city[1]	210	233	201	202	228	202	230
Atlanta	◆	▲	◆	‡	‡	◆	▲
Austin	▲	▲	▲	▲	‡	◆	▲
Baltimore City	▼	▼	◆	‡	‡	◆	▼
Boston	▲	◆	▲	▲	◆	▲	◆
Charlotte	▲	▲	▲	▲	◆	▲	▲
Chicago	▼	◆	▼	◆	◆	▼	◆
Cleveland	▼	▼	▼	◆	‡	▼	‡
Detroit	▼	‡	▼	▼	‡	▼	▼
District of Columbia (DCPS)	▼	▲	▼	◆	‡	▼	◆
Fresno	▼	▼	▼	▼	▼	▼	◆
Houston	◆	◆	▲	◆	▲	▲	◆
Jefferson County (KY)	▲	◆	◆	‡	‡	▲	▲
Los Angeles	▼	▼	◆	▼	◆	▼	▼
Miami-Dade	▲	◆	◆	▲	‡	▲	◆
Milwaukee	▼	◆	▼	◆	▼	▼	▼
New York City	▲	◆	▲	▲	▲	▲	◆
Philadelphia	▼	▼	▼	▼	▼	▼	▼
San Diego	◆	◆	◆	▼	◆	◆	◆

▲ Higher average score than large city.
▼ Lower average score than large city.
◆ No significant difference between the district and large city.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

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

Assessment Content at Grade 4

To reflect developmental differences expected of students at varying grade levels, the proportion of the reading assessment devoted to each of the three cognitive targets varies at each grade assessed.

20% Critique and Evaluate

These questions ask students to consider all or part of the text from a critical perspective and to make judgments about the way meaning is conveyed.

50% Integrate and Interpret

These questions move beyond a focus on discrete information and require readers to make connections across larger portions of text or to explain what they think about the text as a whole.

30% Locate and Recall

These questions focus on specific information contained in relatively small amounts of text and ask students to recognize what they have read.

Because the assessment covered a range of texts and included more questions than any one student could answer, each student took just a portion of the assessment. The 199 questions that made up the entire fourth-grade assessment were distributed across 20 sets of passages and items. Each set typically comprised 10 questions, a mix of multiple choice and constructed response. Each student read and responded to questions in just two 25-minute sets.

Reading Achievement-Level Descriptions for Grade 4

NAEP reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviors. The specific processes and reading behaviors mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of texts. These processes and reading behaviors involve different and increasing cognitive demands from one grade and performance level to the next as they are applied within more challenging contexts and with more complex information. While similar reading behaviors are included at the different performance levels and grades, it should be understood that these skills are being described in relation to texts and assessment questions of varying difficulty.

The specific descriptions of what fourth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* reading achievement levels are presented below. (Note: Shaded text is a short, general summary to describe performance at each achievement level.) NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level also includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (208)

Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

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

Proficient (238)

Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

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

Advanced (268)

Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

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

What Fourth-Graders Know and Can Do in Reading

The item map below is useful for understanding performance at different levels on the NAEP scale. The scale scores on the left represent the average scores for students who were likely to get the items correct or complete. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly are listed on the right, along with the corresponding cognitive targets.

For example, the map on this page shows that fourth-graders performing near the top of the *Basic* range (students with an average score of 229) were likely to be able to recognize the main problem faced by a historical figure. Students performing near the top of the *Proficient* range (with an average score of 260) were likely to be able to infer and provide the relationship between the main subject and a historical movement.

GRADE 4 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
Advanced	332	**Critique/evaluate**	Make and support judgment about author's craft and support with information from text
	326	**Integrate/interpret**	Use information to explain causal relations in a process (**shown on page 20**)
	309	**Integrate/interpret**	Use specific information to describe and explain a process
	301	**Critique/evaluate**	Evaluate subheading and informational text and use information to support evaluation
	299	**Critique/evaluate**	Make complex inferences about historical person's motivation and support with central idea
	292	**Integrate/interpret**	Use information across paragraphs to make complex inference about story event
	279	**Integrate/interpret**	Provide comparison of character traits across two texts of different genres
	273	**Integrate/interpret**	*Recognize meaning of a word used to describe a story setting*
	268	**Integrate/interpret**	Describe main story character using text support
	268		
Proficient	264	**Critique/evaluate**	*Recognize technique author uses to develop character*
	260	**Integrate/interpret**	Infer and provide relationship between main subject and historical movement
	258	**Integrate/interpret**	*Recognize meaning of a word that describes a character's actions*
	255	**Critique/evaluate**	Use information from an article to provide and support an opinion
	251	**Integrate/interpret**	Provide cross-text comparison of two characters' feelings
	249	**Integrate/interpret**	Provide text-based comparison of change in main character's feelings
	244	**Locate/recall**	*Recognize explicitly stated information that explains a character's behavior*
	239	**Locate/recall**	*Recognize specific detail of supporting information* (**shown on page 19**)
	238		
Basic	234	**Critique/evaluate**	Use an example to support opinion about a poem
	229	**Integrate/interpret**	*Recognize main problem faced by historical figure*
	221	**Integrate/interpret**	Interpret character's statement to provide character trait
	220	**Locate/recall**	*Recognize reason for action by a historical figure*
	220	**Integrate/interpret**	*Use information across text to infer and recognize character trait*
	219	**Integrate/interpret**	*Recognize main idea not explicitly stated in article*
	216	**Critique/evaluate**	Provide a relevant fact from an article
	211	**Integrate/interpret**	*Recognize main purpose of informational science text*
	208		
	205	**Integrate/interpret**	*Recognize meaning of word as used by character in a story*
	201	**Integrate/interpret**	Provide general comparison of two characters based on story details
	190	**Integrate/interpret**	Retrieve relevant detail that supports main idea
	187	**Locate/recall**	*Make a simple inference to recognize description of character's feeling*
	177	**Locate/recall**	*Recognize details about character in a story*
	//		
	0		

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the average score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance at the highest scoring level. Scale score ranges for reading achievement levels are referenced on the map.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

What's the Buzz?

by Margery Facklam

Day-active sweat bee

"What do bees do?" Ask most people and they will say, "Bees make honey and they sting." They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Stingless bee

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.

To survive, some bee species developed new ways to live together. Some found new ways to "talk" to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

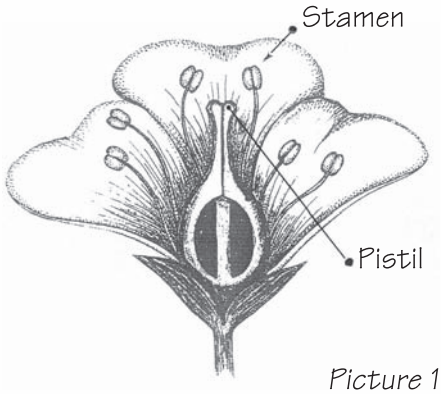
European honeybee

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another,

bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

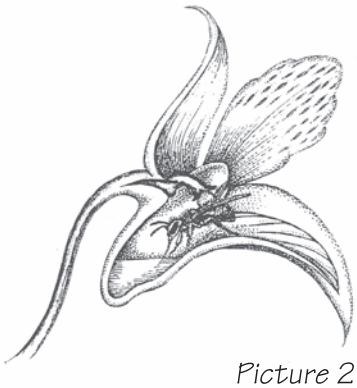
Pollination



Picture 1

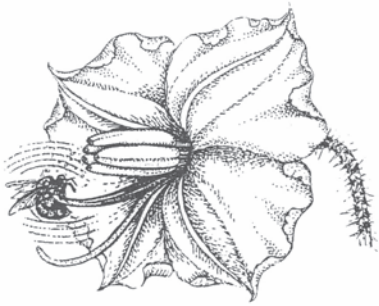
Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.



Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.



Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

Reprinted by permission of author Margery Facklam.
Illustrations by Patricia J. Wynne.

The following sample questions assessed fourth-grade students' comprehension of informational text in the article titled "*What's the Buzz?*", which describes different species of bees and the important role some bees play in plant reproduction.

Sample Question: Locate and Recall

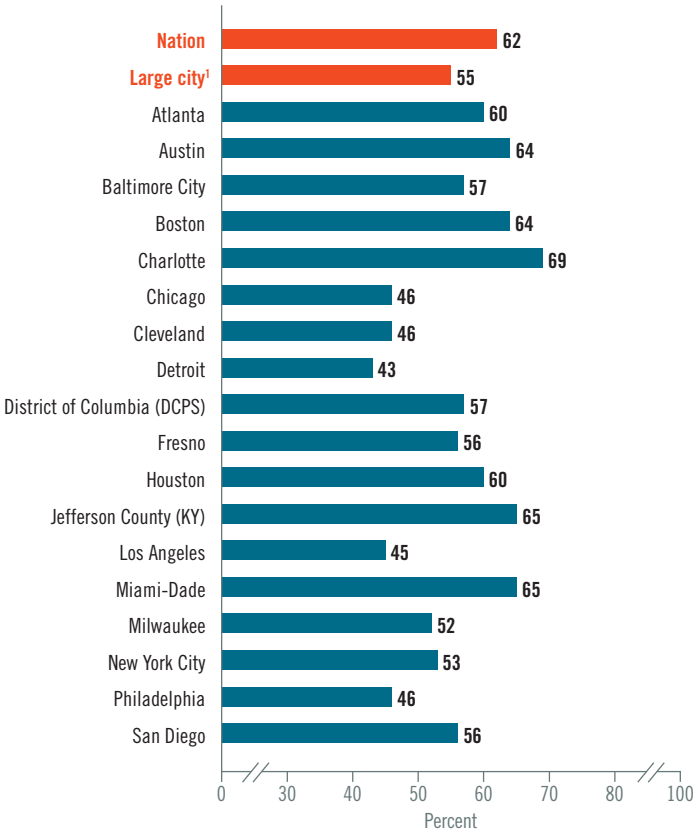
This sample question from the 2009 fourth-grade reading assessment measures students' performance in recognizing a specific detail from the article that supports the discussion of bees. Sixty-two percent of fourth-grade public school students in the nation selected the correct answer to this question. The percentage of correct answers in each of the districts ranged from 43 percent in Detroit to 69 percent in Charlotte.

SAMPLE QUESTION:

According to the article, what can animals of the same species do?

- (A) Travel in groups over long distances
- (B) Live together in homes such as hives
- (C) Mate with each other and give birth
- (D) Find food for their young

Percentage correct for fourth-grade public school students, by jurisdiction: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

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

Sample Question: Integrate and Interpret

This sample constructed-response question measures fourth-graders' performance in integrating and interpreting the information they have read about bees and pollination. Successful responses demonstrated understanding of a causal relationship between bees helping plants to reproduce and plants feeding animals. Student responses to this question were rated using four scoring levels.

Extensive responses provided a text-based explanation of why bees are important to **both** plants and animals.

Essential responses provided a text-based explanation of why bees are important to **either** plants or animals.

Partial responses provided relevant information from the article without using it to explain why bees are important to plants or animals.

Unsatisfactory responses provided incorrect information or irrelevant details.

The sample student responses shown with the question were rated as "Extensive" and "Essential." The response rated "Extensive" connects the information about what bees do in pollination to plant growth and to those plants providing food for animals. Nineteen percent of fourth-grade public school students in the nation gave a response to this question that received an "Extensive" rating. The response rated "Essential" demonstrates understanding that bees are important to plants because they help them to grow, but the response does not explain why helping plants grow is important to animals. The response does not explain that plants are important to the survival of animals.

The percentages of student responses rated "Essential" and "Extensive" are presented below for the nation, large cities, and participating districts.

SAMPLE QUESTION:

Explain why bees are important to both plants and animals. Use information from the article to support your answer.

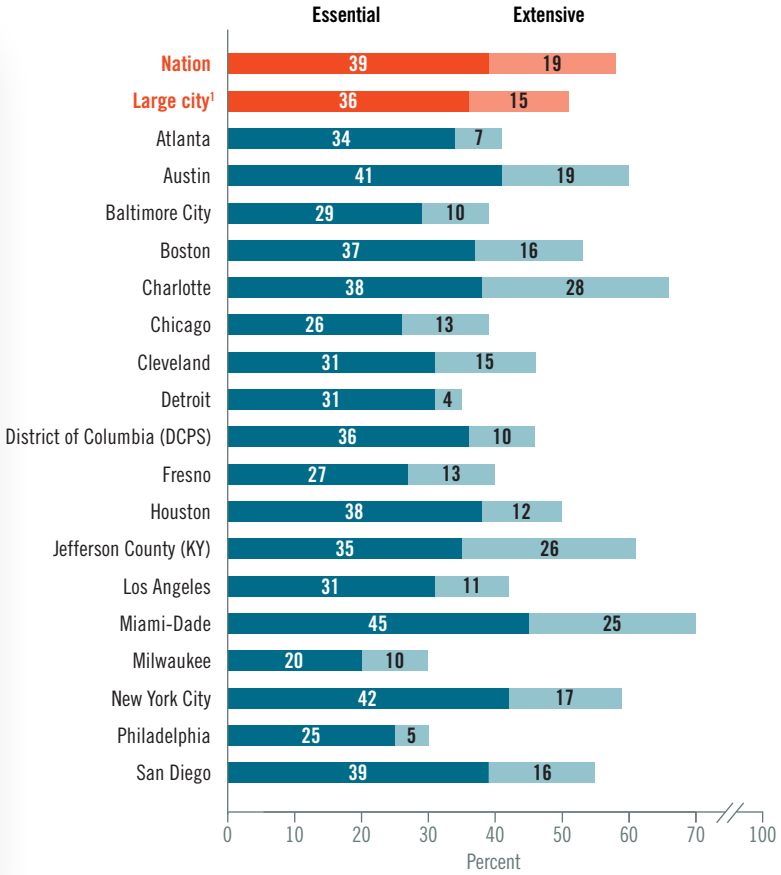
Extensive response:

Bees are important to plants because they pollonate flowers to make more grow. When more flowers or plants grow the plant eating animals have stuff to eat.

Essential response:

bees are important to plants cause they help them grow by spreding the pollin around the plants so they can grow.

Percentage of answers rated as "Essential" and "Extensive" for fourth-grade public school students, by jurisdiction: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

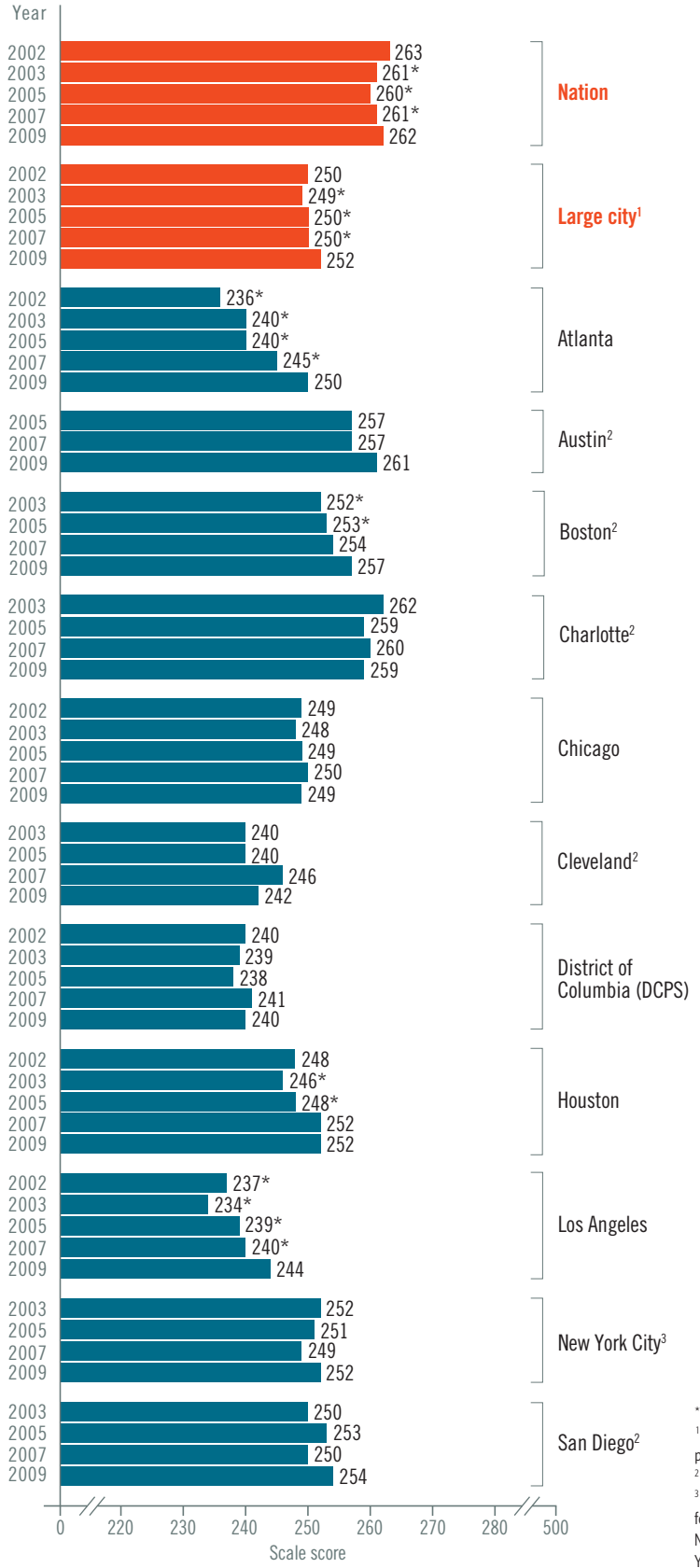
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade 8

Few districts make gains since 2007, but scores for the nation and large cities increase

Although average scores were higher in 2009 than in 2007 for eighth-graders in the nation and in large cities, 2 of the 11 participating districts (Atlanta and Los Angeles) showed gains. The same two districts also had higher scores than in 2002, while there was no change in the scores for students in the nation or large cities over the same period. Even though the overall scores in 2009 were lower for most participating districts than in the nation, scores for specific student demographic groups in some districts were higher than their peers nationally.

Figure 6. Trend in average scores for eighth-grade public school students in NAEP reading, by jurisdiction



Most districts show no significant change since 2007

In comparison to 2007, average reading scores were higher in 2009 for eighth-grade public school students in the nation and in large cities (figure **6**). However, among the 11 participating districts, scores increased only for Atlanta and Los Angeles, while the remaining 9 districts showed no significant change.

Gains since 2007 in Los Angeles were reflected in higher scores for middle-performing students at the 50th percentile, and in Atlanta for students at the 50th and 75th percentiles (see appendix table **A-6**). Although there was no significant change in the overall score for Austin, the score for students at the 10th percentile was higher in 2009 than in 2007.

In comparison to 2002, scores were also higher in 2009 for two of the five districts that participated in both years (Atlanta and Los Angeles). There were no significant changes in the scores for Chicago, the District of Columbia, and Houston, which also participated in both years. Scores increased for students across the performance range (i.e., those at the 10th, 25th, 50th, 75th, and 90th percentiles) in Atlanta, and at the 25th, 50th, 75th, and 90th percentiles in Los Angeles (see appendix table **A-6**). Scores also increased for students at the 90th percentile in the District of Columbia, although there was no significant change in the overall average score.

* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] District did not participate in 2002 and/or 2003.
[3] Data not available for eighth-graders in 2002 because district did not meet minimum participation guidelines for reporting.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. DCPS = District of Columbia Public Schools.

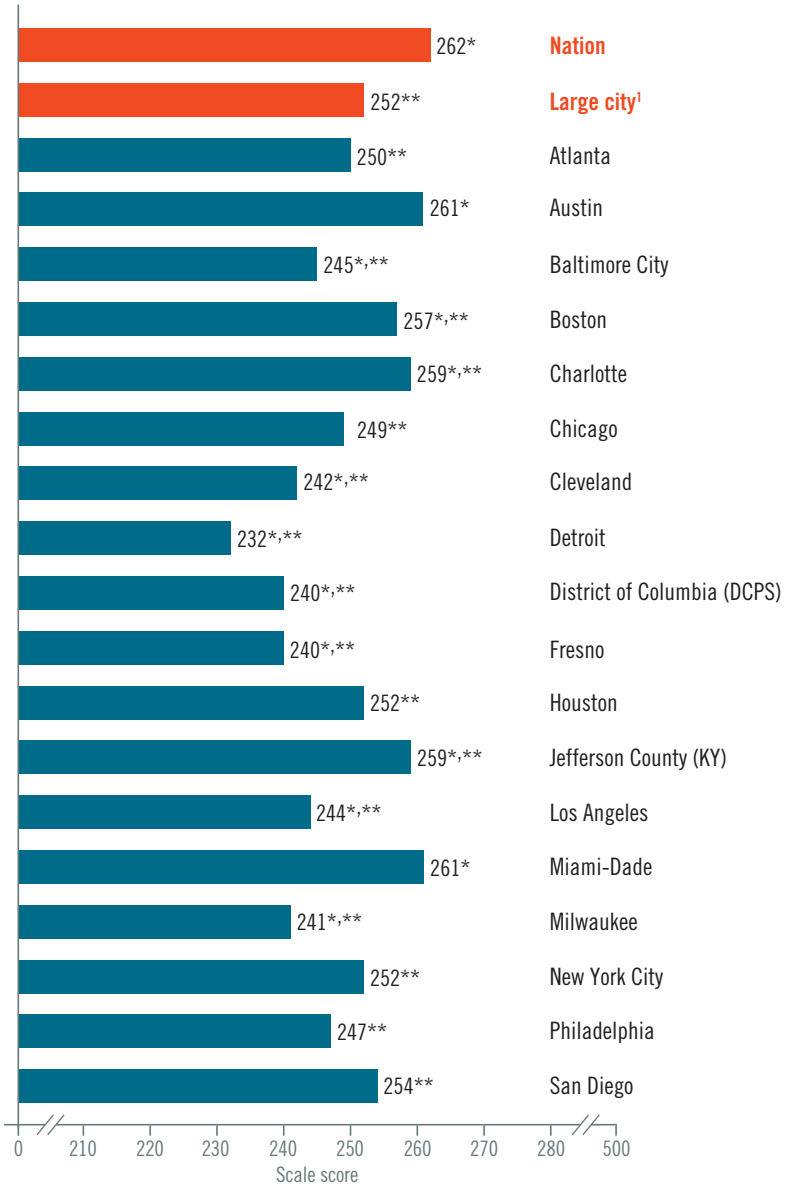
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Five districts score higher than large cities nationally

In 2009, public school students attending schools in large cities scored 10 points lower on average than public school students in the nation (figure **7**). Scores in most of the participating urban districts were also lower than the score for the nation. Scores in Austin and Miami-Dade were not significantly different from the nation, and scores in the remaining 16 districts were lower.

When compared to the average score for large cities nationally, scores were higher in Austin, Boston, Charlotte, Jefferson County, and Miami-Dade. The scores for Atlanta, Chicago, Houston, New York City, Philadelphia, and San Diego were not significantly different from the score for large cities, and scores for the remaining seven districts were lower.

Figure **7.** Average scores for eighth-grade public school students in NAEP reading, by jurisdiction: 2009



* Significantly different ($p < .05$) from large city.
** Significantly different ($p < .05$) from the nation.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

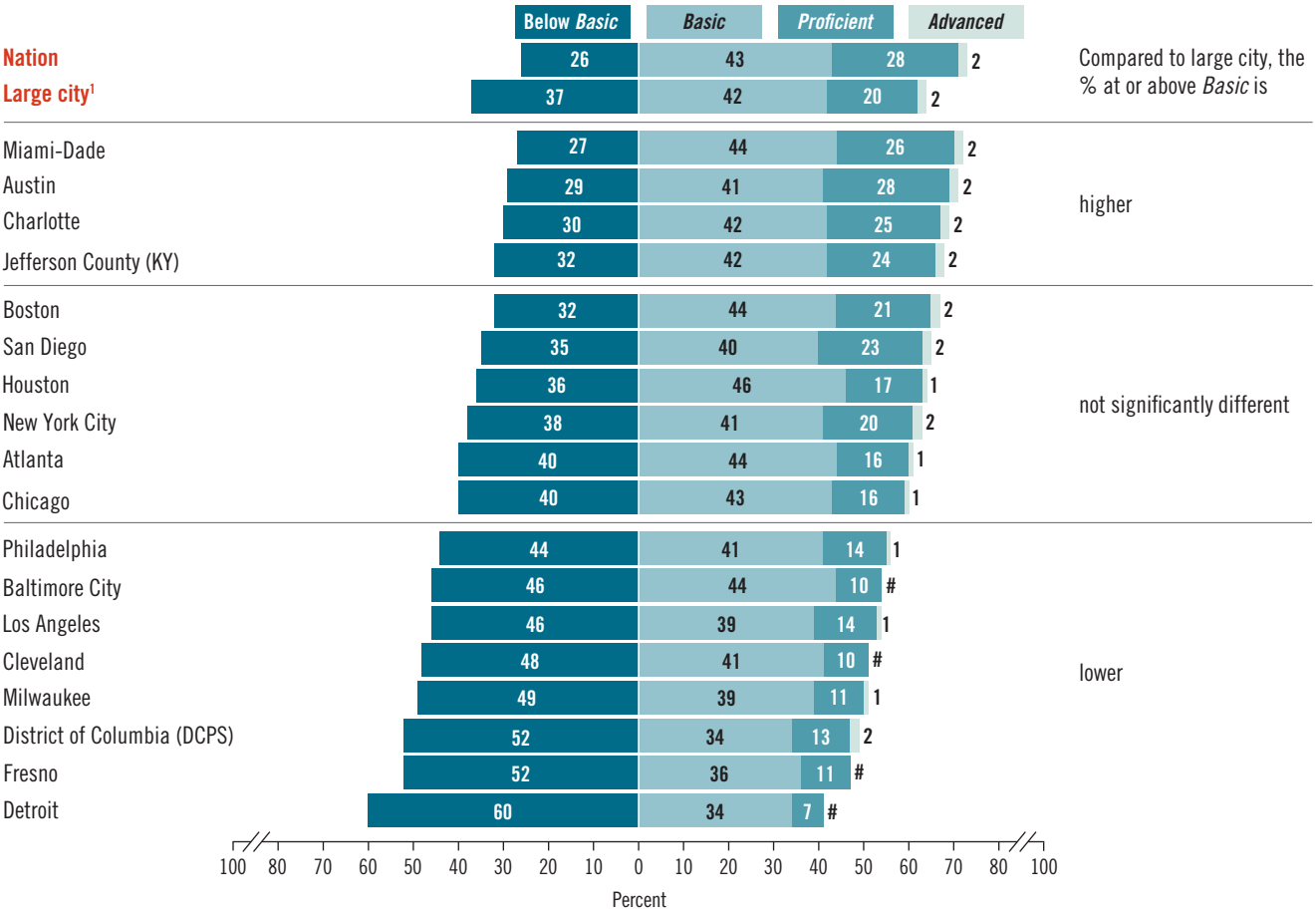
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Districts show range of knowledge and skills

Among the 18 districts that participated in 2009, the percentages of students performing at or above the *Basic* level ranged from 40 percent in Detroit to 73 percent in Miami-Dade (figure **8**). All the districts had some students performing at or above the *Proficient* level.

Four of the five districts with scores higher than the average score for large cities also had higher percentages of students performing at or above *Basic* (Austin, Charlotte, Jefferson County, and Miami-Dade). The percentages of students at or above *Basic* in Atlanta, Boston, Chicago, Houston, New York City, and San Diego were not significantly different from the percentage for large cities; and the percentages in the remaining eight districts were lower.

Figure 8. Achievement-level results for eighth-grade public school students in NAEP reading, by jurisdiction: 2009



Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

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

Districts vary in demographic makeup

Information about the demographic makeup of eighth-graders in the nation, large cities, and the 18 participating urban districts helps to provide context when making comparisons. In the nation, the percentage of White eighth-graders was higher than the combined percentages of Black and Hispanic students in 2009. However, the opposite was true for large cities and for most districts. Almost all of the districts had higher combined percentages of Black and Hispanic students than White students (table **2**). Jefferson County was the only district where the percentage of White students was higher than the combined percentages of Black and Hispanic students.

Large cities and districts also differed from the nation in the proportion of students eligible for the National School Lunch Program. Forty-three percent of eighth-graders were eligible for free/reduced-price school lunch nationally compared to 65 percent in large cities. The percentages of eligible students in the districts were all higher than the national percentage—ranging from 46 percent in Charlotte to 100 percent in Cleveland where all students were categorized as eligible (see Technical Notes for more information.).

Large cities in general and some of the participating districts were also more likely to have higher percentages of English language learners (ELL). The percentage of ELL students in large cities was 11 percent compared to 5 percent in the nation overall. The percentages of ELL students in Austin, Fresno, Los Angeles, and San Diego were higher than the percentages in both the nation and large cities.

Table 2. Selected characteristics of eighth-grade public school students in NAEP reading, by jurisdiction: 2009

			Percentage of students						
Jurisdiction	Number of eighth-graders	Number of students assessed	White	Black	Hispanic	Asian/Pacific Islander	Eligible for free/reduced-price school lunch	Students with disabilities	English language learners
Nation	3,504,000	155,400	57	16	20	5	43	10	5
Large city[1]	541,000	34,100	22	27	41	8	65	10	11
Atlanta	3,000	900	7	89	3	#	78	9	#
Austin	5,000	1,300	31	11	54	3	54	11	13
Baltimore City	4,000	900	6	91	1	1	80	7	#
Boston	4,000	1,000	15	42	31	11	72	16	3
Charlotte	9,000	1,400	32	47	14	4	46	9	5
Chicago	28,000	1,900	9	47	40	3	86	14	5
Cleveland	3,000	900	16	72	10	1	100[2]	11	4
Detroit	6,000	1,000	2	90	7	1	69	13	5
District of Columbia (DCPS)	2,000	800	5	84	9	2	73	5	4
Fresno	5,000	1,300	14	11	58	16	86	8	22
Houston	12,000	1,900	9	29	59	3	78	7	8
Jefferson County (KY)	7,000	1,300	56	36	4	2	54	6	1
Los Angeles	48,000	2,000	8	9	75	7	82	9	22
Miami-Dade	23,000	1,900	10	23	64	1	62	11	4
Milwaukee	5,000	900	11	62	19	4	77	16	4
New York City	69,000	2,100	16	32	37	14	79	13	7
Philadelphia	11,000	1,200	16	56	19	8	84	12	6
San Diego	8,000	1,100	28	12	41	19	55	10	16

Rounds to zero.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

[2] In Cleveland, all students were categorized as eligible for the National School Lunch Program.

NOTE: The number of eighth-graders is rounded to the nearest 1,000. The number of students assessed is rounded to the nearest 100. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. The race/ethnicity categories listed do not sum to 100 percent because the percentages for American Indian/Alaska Native and unclassified students are not shown. DCPS = District of Columbia Public Schools.

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

A Closer Look at Districts Compared to the Nation

Even though most TUDA districts performed below the national average overall, scores for student groups in some districts were higher than the scores for their peers in the nation. Among the 16 districts where overall average scores were lower than the national average, scores were higher for White students in Atlanta and Boston and for Black students in Charlotte (figure **9**). Only Cleveland showed lower scores for all categories of students by race/ethnicity and eligibility for free/reduced-priced school lunch with samples large enough to report results.

In the two districts where overall average scores did not differ significantly from the national average, scores were higher for White students in Austin and for Hispanic students in Miami-Dade. Scores for lower-income students (i.e., those eligible for free/reduced-price school lunch) in Miami-Dade were higher than the score for lower-income students nationally, while the overall average score for the district was not significantly different from the nation.

Figure 9. Comparison of district and national average scores for eighth-grade public school students in NAEP reading, by selected student groups: 2009

		Race/ethnicity				Eligibility for free/reduced-price school lunch	
Jurisdiction	Overall	White	Black	Hispanic	Asian/Pacific Islander	Eligible	Not eligible
Nation	262	271	245	248	273	249	273
Large city[1]	▼	◆	▼	▼	▼	▼	▼
Atlanta	▼	▲	◆	‡	‡	▼	◆
Austin	◆	▲	◆	◆	‡	◆	◆
Baltimore City	▼	‡	◆	‡	‡	▼	▼
Boston	▼	▲	◆	◆	◆	◆	◆
Charlotte	▼	◆	▲	◆	‡	◆	◆
Chicago	▼	◆	◆	◆	‡	◆	◆
Cleveland	▼	▼	▼	▼	‡	▼	‡
Detroit	▼	‡	▼	◆	‡	▼	▼
District of Columbia (DCPS)	▼	‡	▼	◆	‡	▼	▼
Fresno	▼	◆	▼	▼	▼	▼	◆
Houston	▼	◆	◆	◆	‡	◆	◆
Jefferson County (KY)	▼	▼	◆	‡	‡	◆	◆
Los Angeles	▼	◆	◆	▼	▼	▼	▼
Miami-Dade	◆	◆	◆	▲	‡	▲	◆
Milwaukee	▼	◆	▼	◆	‡	▼	▼
New York City	▼	◆	◆	◆	◆	◆	▼
Philadelphia	▼	◆	◆	◆	◆	▼	◆
San Diego	▼	◆	◆	◆	▼	◆	◆

▲ Higher average score than the nation.
▼ Lower average score than the nation.
◆ No significant difference between the district and the nation.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

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

A Closer Look at District Results Compared to Large Cities

Differences in overall average scores between participating districts and large cities sometimes varied when results were examined for student groups. Among the seven districts where average scores were lower than the score for large cities, there were no significant differences in scores for White students in two districts (Los Angeles and Milwaukee), for Black students in three districts (Baltimore City, Cleveland, and Los Angeles), and for Hispanic students in four districts (Cleveland, Detroit, the District of Columbia, and Milwaukee) when compared to their peers in large cities (figure **10**). Scores for students who were eligible for free/reduced-price school lunch in Baltimore City and Cleveland were also not significantly different from the score for eligible students in large cities. Scores for students who were eligible for free/reduced-price school lunch in Detroit, the District of Columbia, Fresno, Los Angeles, and Milwaukee were lower than the score for eligible students in large cities.

Among the five districts where overall scores were higher than the score for large cities, there were higher scores for White students in two districts (Austin and Boston), for Black students in two districts (Charlotte and Miami-Dade), and for Hispanic students in three districts (Austin, Boston, and Miami-Dade). Scores were lower for White students in Jefferson County. Scores for students who were eligible for free/reduced-price school lunch in Boston, Charlotte, Jefferson County, and Miami-Dade were higher than the score for eligible students in large cities.

Among the six districts where overall average scores did not differ significantly from the score for large cities, district scores were higher for White students in Atlanta and Hispanic students in Houston. In comparison to the score for students eligible for free/reduced-price school lunch in large cities, scores were higher for eligible students in New York City.

Figure 10. Comparison of district and large city average scores for eighth-grade public school students in NAEP reading, by selected student groups: 2009

		Race/ethnicity				Eligibility for free/reduced-price school lunch	
Jurisdiction	Overall	White	Black	Hispanic	Asian/Pacific Islander	Eligible	Not eligible
Large city[1]	252	272	243	245	268	244	268
Atlanta	◆	▲	◆	‡	‡	◆	◆
Austin	▲	▲	◆	▲	‡	◆	▲
Baltimore City	▼	‡	◆	‡	‡	◆	▼
Boston	▲	▲	◆	▲	◆	▲	◆
Charlotte	▲	◆	▲	◆	‡	▲	◆
Chicago	◆	◆	◆	◆	‡	◆	◆
Cleveland	▼	▼	◆	◆	‡	◆	‡
Detroit	▼	‡	▼	◆	‡	▼	▼
District of Columbia (DCPS)	▼	‡	▼	◆	‡	▼	◆
Fresno	▼	▼	▼	▼	▼	▼	◆
Houston	◆	◆	◆	▲	‡	◆	◆
Jefferson County (KY)	▲	▼	◆	‡	‡	▲	◆
Los Angeles	▼	◆	◆	▼	◆	▼	◆
Miami-Dade	▲	◆	▲	▲	‡	▲	◆
Milwaukee	▼	◆	▼	◆	‡	▼	▼
New York City	◆	◆	◆	◆	◆	▲	◆
Philadelphia	◆	◆	◆	◆	◆	◆	◆
San Diego	◆	◆	◆	◆	◆	◆	◆

▲ Higher average score than large city.
▼ Lower average score than large city.
◆ No significant difference between the district and large city.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

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

Assessment Content at Grade 8

The distribution of items among the three cognitive targets reflects the different developmental emphases across grade levels as specified in the reading framework.

30% Critique and Evaluate

These questions ask students to consider all or part of the text from a critical perspective and to make judgments about the way meaning is conveyed.

50% Integrate and Interpret

These questions move beyond a focus on discrete information and require readers to make connections across larger portions of text or to explain what they think about the text as a whole.

20% Locate and Recall

These questions focus on specific information contained in relatively small amounts of text and ask students to recognize what they have read.

Because the assessment covered a range of texts and included more questions than any one student could answer, each student took just a portion of the assessment. The 257 questions that made up the entire eighth-grade assessment were distributed across 25 sets of passages and items. Each set typically comprised 10 questions, a mix of multiple choice and constructed response. Each student read and responded to questions in just two 25-minute sets.

Reading Achievement-Level Descriptions for Grade 8

NAEP reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviors. The specific processes and reading behaviors mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of texts. These processes and reading behaviors involve different and increasing cognitive demands from one grade and performance level to the next as they are applied within more challenging contexts and with more complex information. While similar reading behaviors are included at the different performance levels and grades, it should be understood that these skills are being described in relation to texts and assessment questions of varying difficulty.

The specific descriptions of what eighth-graders should know and be able to do at the *Basic*, *Proficient*, and *Advanced* reading achievement levels are presented below. (Note: Shaded text is a short, general summary to describe performance at each achievement level.) NAEP achievement levels are cumulative; therefore, student performance at the *Proficient* level includes the competencies associated with the *Basic* level, and the *Advanced* level also includes the skills and knowledge associated with both the *Basic* and the *Proficient* levels. The cut score indicating the lower end of the score range for each level is noted in parentheses.

Basic (243)

Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient (281)

Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced (323)

Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

What Eighth-Graders Know and Can Do in Reading

The item map below illustrates the range of reading comprehension skills demonstrated by eighth-graders. The scale scores on the left represent the average scores for students who were likely to get the items correct or complete. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions indicating what students need to do to answer the question correctly are listed on the right, along with the corresponding cognitive targets.

For example, students performing in the middle of the *Basic* range (with an average score of 266) were likely to be able to recognize a character's motivation as it related to the theme of the story. Students performing in the middle of the *Proficient* range (with an average score of 294) were likely to be able to recognize an interpretation of the author's point in a persuasive essay.

GRADE 8 NAEP READING ITEM MAP

	Scale score	Cognitive target	Question description
	500		
	//		
Advanced	364	**Critique/evaluate**	Evaluate presentation of information and support with examples
	353	**Integrate/interpret**	Interpret poetic image in relation to poem's events
	352	**Critique/evaluate**	Explain how setting enhances central idea of essay
	346	**Critique/evaluate**	Evaluate arguments and justify reasoning with support from text
	340	**Integrate/interpret**	Compare two texts of different genres to provide similarity and difference
	336	**Integrate/interpret**	Describe event and explain causal relation in narrative poem (**shown on page 34**)
	330	**Integrate/interpret**	Synthesize across story to provide theme and support with text
	324	**Critique/evaluate**	Make judgment about author's craft and support with information from text
	323	**Critique/evaluate**	Explain relation between information in box and rest of article
	323		
Proficient	318	**Integrate/interpret**	Interpret lines of poem to explain speaker's perspective
	301	**Integrate/interpret**	Analyze to connect character descriptions in story and poem
	297	**Critique/evaluate**	Evaluate subheading and use information to support evaluation
	294	**Integrate/interpret**	*Recognize interpretation of author's point in persuasive essay*
	291	**Integrate/interpret**	*Recognize central purpose of expository text with multiple viewpoints*
	286	**Integrate/interpret**	*Recognize meaning of word describing character's action*
	284	**Critique/evaluate**	*Recognize that poetic lines indicate a change in what the poem describes* (**shown on page 33**)
	281	**Integrate/interpret**	Provide information that defines key concept related to main idea
	281		
Basic	280	**Integrate/interpret**	Provide relevant information from text to support a given argument
	277	**Locate/recall**	*Recognize specific event in narrative poem*
	268	**Locate/recall**	*Recognize specific information in expository text*
	266	**Integrate/interpret**	*Recognize character motivation related to theme of story*
	264	**Integrate/interpret**	*Recognize meaning of word linked to central argument*
	259	**Critique/evaluate**	Provide and support an opinion about the title of persuasive essay
	257	**Critique/evaluate**	Use information from an article to provide and support an opinion
	243	**Integrate/interpret**	Provide text-based comparison of change in main character's feelings
	243		
	239	**Locate/recall**	*Recognize causal relationship between facts in article*
	238	**Integrate/interpret**	Infer trait that describes person in biographical text
	229	**Integrate/interpret**	*Use information across text to infer and recognize character trait*
	226	**Integrate/interpret**	*Recognize main problem faced by historical figure*
	200	**Locate/recall**	*Recognize character motivation based on explicit story details*
	189	**Integrate/interpret**	Provide text-based description of character
	//		
	0		

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the average score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. For constructed-response questions, the question description represents students' performance at the highest scoring level. Scale score ranges for reading achievement levels are referenced on the map.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Alligator Poem

by Mary Oliver

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn't understand,
I drank up to the very moment it came
crashing toward me,
its tail flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that's how I almost died
of foolishness
in beautiful Florida.
But I didn't.
I leaped aside, and fell,
and it streamed past me, crushing everything in its path
as it swept down to the water
and threw itself in,
and, in the end,
this isn't a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.

The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the back-lit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

From *New and Selected Poems* by Mary Oliver
Copyright © 1992 by Mary Oliver
Reprinted by permission of Beacon Press, Boston

The following sample questions assessed eighth-grade students' comprehension of literary text from a first-person narrative poem entitled *"Alligator Poem,"* which describes the speaker's encounter with an alligator and her subsequent reaction to that experience.

Sample Question: Critique and Evaluate

This sample question from the 2009 eighth-grade reading assessment measures students' recognition of how two lines function within the poem to shift the emphasis of the content. Sixty-five percent of eighth-grade public school students in the nation selected the correct answer to this question. The percentage of correct responses in each of the districts ranged from 48 percent in Los Angeles to 77 percent in Charlotte.

SAMPLE QUESTION:

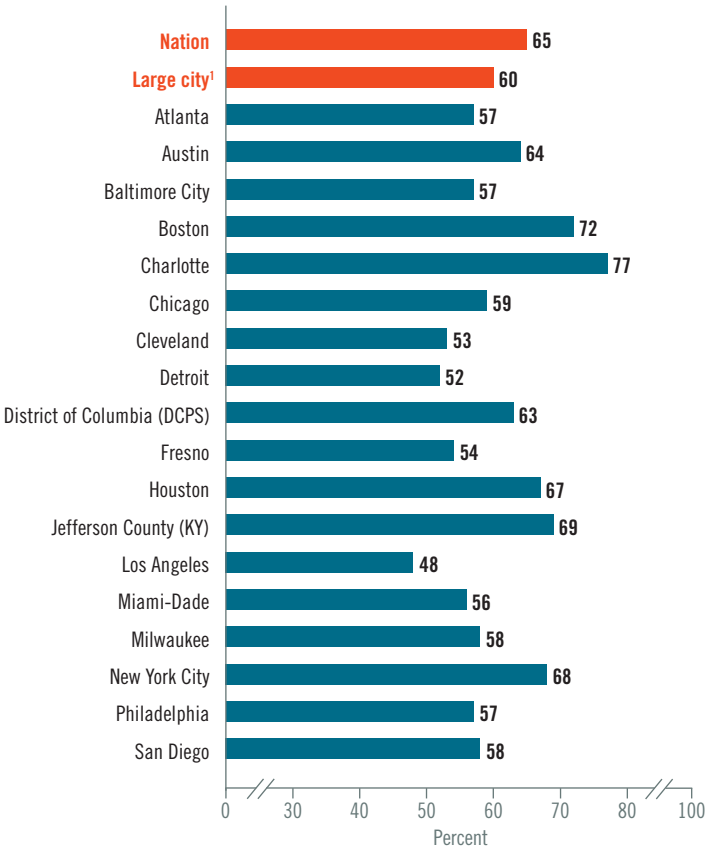
On page 3, the speaker says:

"and, in the end,
this isn't a poem about foolishness"

What is the purpose of these lines in relation to the rest of the poem?

- (A) To signal a turning point in the poem
- (B) To emphasize the speaker's confusion
- (C) To focus the reader on the first part of the poem
- (D) To show the speaker was embarrassed

Percentage correct for eighth-grade public school students, by jurisdiction: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

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

Sample Question: Integrate and Interpret

This sample constructed-response question measures eighth-graders' performance in interpreting a first-person narrative poem. Successful responses demonstrated understanding of both the explicit narrative in the poem and the implicit effect of the narrated event on the speaker. Responses to this question were rated using four scoring levels.

Extensive responses both described what happens to the speaker in the poem and interpreted what the speaker realizes from the experience.

Essential responses described what happens to the speaker and generalized about what the speaker realizes, or responses interpreted what the speaker realizes without describing what happens to her.

Partial responses either described something that happens in the poem or provided text-based generalizations about the speaker.

Unsatisfactory responses provided incorrect information or irrelevant details.

The sample student responses shown with the question were rated as "Extensive" and "Essential." In the response rated "Extensive," the student focuses on the lines of the poem that describe what happens to the speaker and interprets the end of the poem by providing a text-based explanation of what the speaker realizes. Fifteen percent of eighth-grade public school students' responses to this question received an "Extensive" rating. The response rated "Essential" describes the speaker's experience but offers only a general explanation of how the speaker's perspective on the world has changed.

The percentages of student responses rated "Essential" and "Extensive" are presented below for the nation, large cities, and participating districts.

SAMPLE QUESTION:

Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

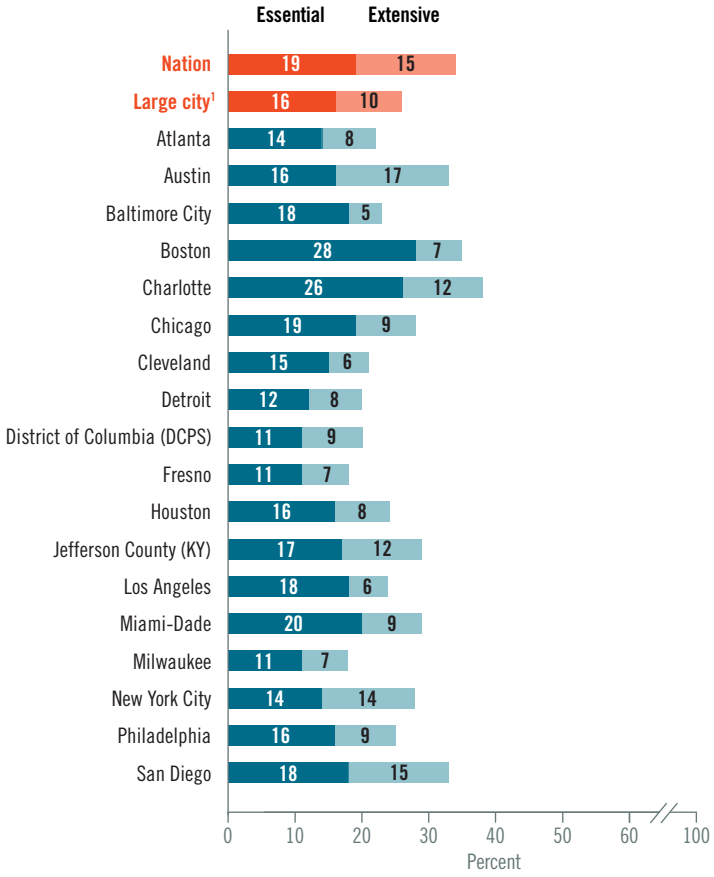
Extensive response:

The speaker is drinking water from a river, and an alligator came up behind the speaker at full speed, but the speaker jumped out of the way just in time. Then, she looked around at the area and realized that although nature can be deadly, it is also beautiful.

Essential response:

The speaker is attacked by an alligator and barely survives, so after that the speaker starts seeing the world in a better way.

Percentage of answers rated as "Essential" and "Extensive" for eighth-grade public school students, by jurisdiction: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: DCPS = District of Columbia Public Schools.

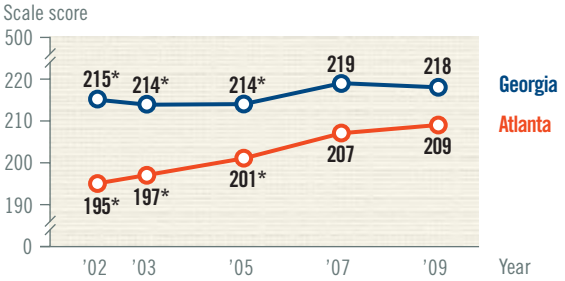
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

District Profiles

Individual district profiles provide a closer look at some key findings for each district, including how districts' scores compare with scores in their home states, how the performance of lower-income students in the districts compares to similar students in the nation, how racial/ethnic groups within the districts compare, and how the performance of students has changed in those districts that participated in earlier assessment years. Web-generated profiles or "snapshots" of district results are available for each participating district at http://nces.ed.gov/nationsreportcard/pubs/dst2009/2010461.asp.

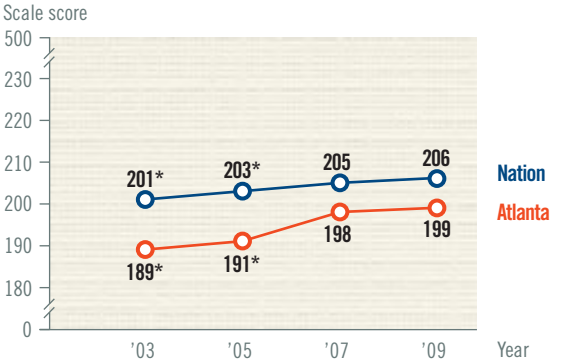
Atlanta, Grade 4

Trend in NAEP reading average scores for fourth-graders in Atlanta and Georgia



* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Atlanta, by race/ethnicity

* Significantly different ($p < .05$) from 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American. Race categories exclude Hispanic origin.

For Atlanta fourth-graders in 2009,

- the overall score was higher than in 2002 but not significantly different from 2007.
- the average score of 209 was at the 36th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Georgia.
- a narrowing of the gap compared to 2002 but no significant change compared to 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- a lower average score compared to lower-income students in the nation.

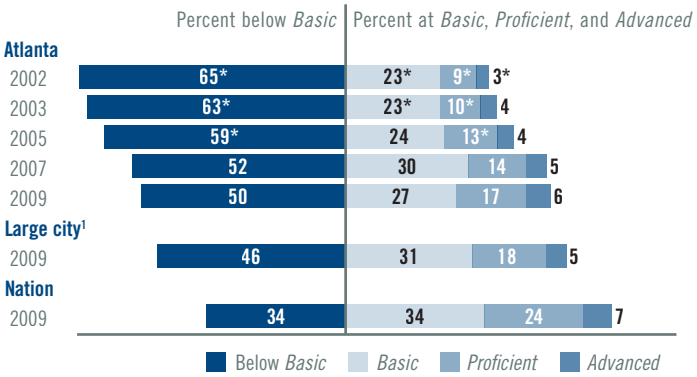
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 but no significant change compared to 2007.
- no significant change in the average score for White 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 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Atlanta



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2002–09 Reading Assessments.

Atlanta, Grade 8

For Atlanta eighth-graders in 2009,

- the overall score was higher than in 2002 and 2007.
- the average score of 250 was at the 33rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Georgia.
- a narrowing of the gap compared to 2002 but no significant change compared to 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change since 2007.
- a lower average score compared to lower-income students in the nation.

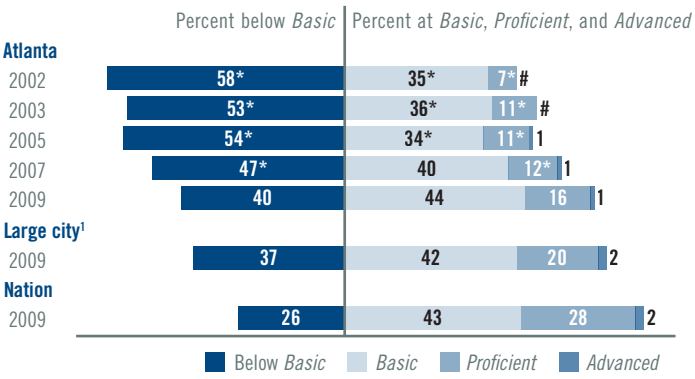
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 and 2007.
- a higher average score for White students compared to 2002.

Achievement-level results showed

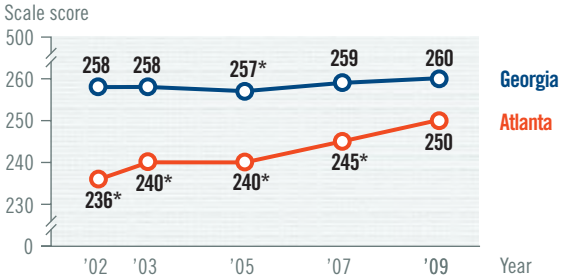
- an increase in the percentage at or above *Basic* compared to 2002 and 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Atlanta



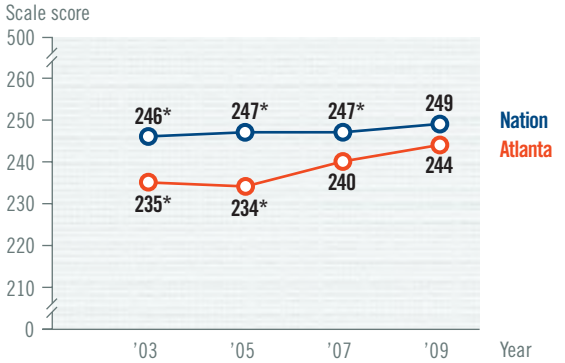
Rounds to zero.
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Atlanta and Georgia



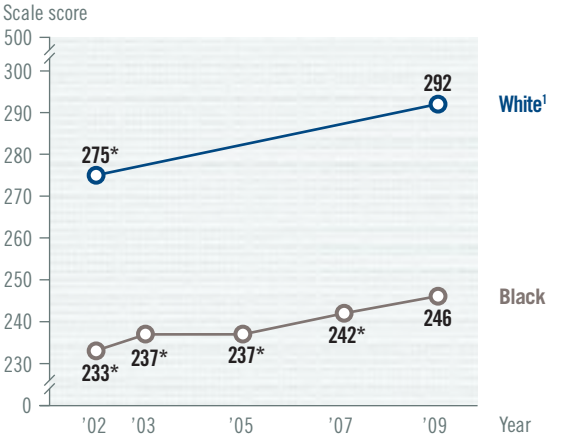
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Atlanta, by race/ethnicity

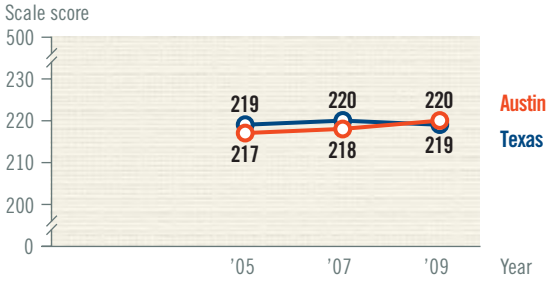


* Significantly different ($p < .05$) from 2009.
[1] Sample sizes insufficient to permit reliable estimates in 2003, 2005, and 2007.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American. Race categories exclude Hispanic origin.

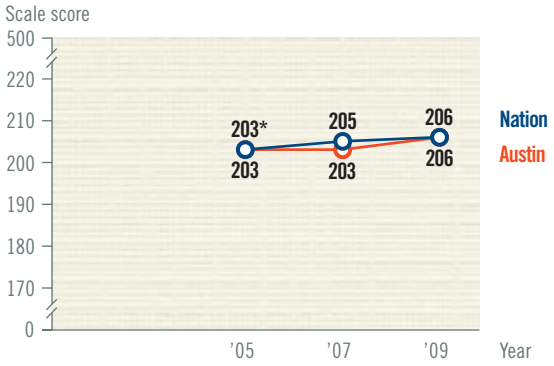
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Austin, Grade 4

Trend in NAEP reading average scores for fourth-graders in Austin and Texas

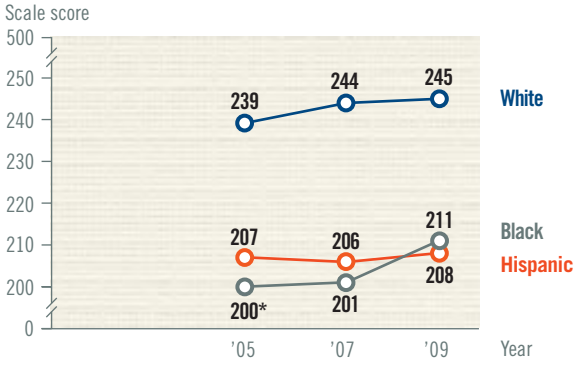


Trend in NAEP reading average scores for lower-income fourth-graders in Austin and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Austin, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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 Austin fourth-graders in 2009,

- the overall score was not significantly different from 2005 and 2007.
- the average score of 220 was at the 48th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Texas.
- no significant difference in the gap compared to 2005 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2005 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

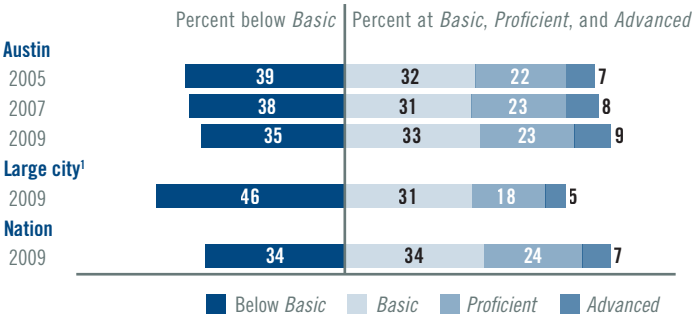
Results for racial/ethnic groups showed

- no significant change in the average scores for White and Hispanic students compared to 2005 and 2007.
- a higher average score for Black students compared to 2005 but no significant change compared to 2007.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2005 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2005 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Austin



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2005, 2007, and 2009 Reading Assessments.

Austin, Grade 8

For Austin eighth-graders in 2009,

- the overall score was not significantly different from 2005 and 2007.
- the average score of 261 was at the 45th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Texas.
- no significant change in the gap compared to 2005 and 2007.

Results for lower-income students showed

- a higher average score compared to 2007 but no significant change compared to 2005.
- no significant difference in the average score compared to lower-income students in the nation.

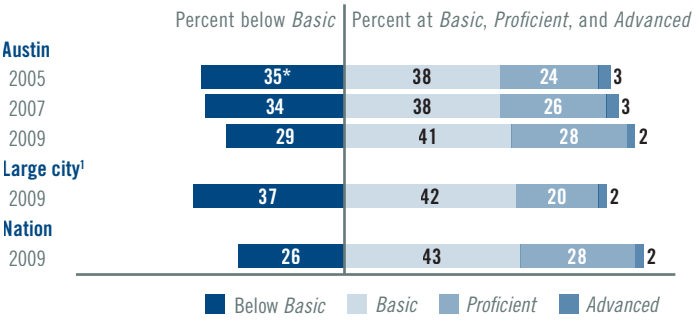
Results for racial/ethnic groups showed

- no significant change in the average score for White students compared to 2005 and 2007.
- higher average scores for Black and Hispanic students compared to 2007 but no significant change compared to 2005.

Achievement-level results showed

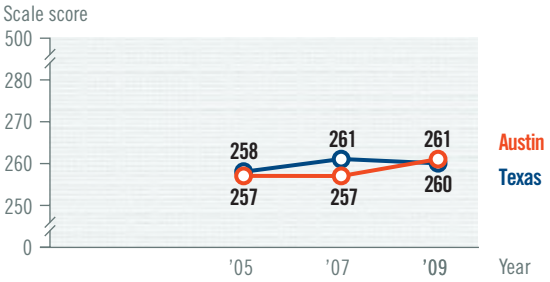
- an increase in the percentage at or above *Basic* compared to 2005 but no significant change since 2007.
- no significant change in the percentage at or above *Proficient* compared to 2005 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Austin

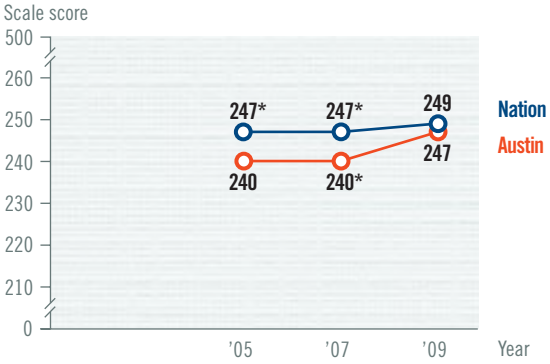


* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Austin and Texas

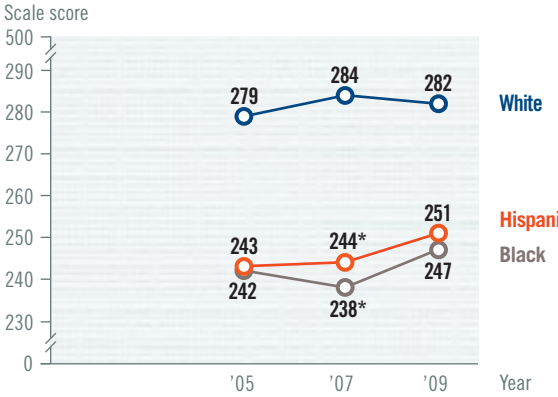


Trend in NAEP reading average scores for lower-income eighth-graders in Austin and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Austin, by race/ethnicity

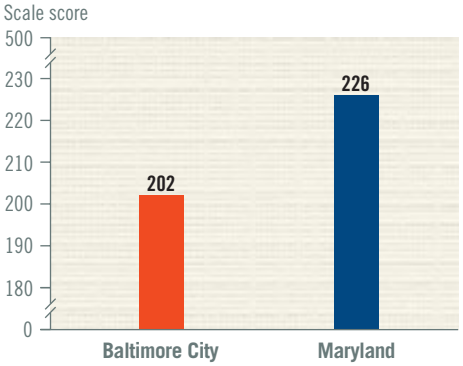


* Significantly different ($p < .05$) from 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

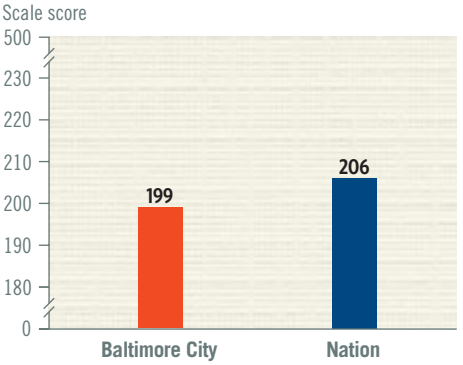
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, and 2009 Reading Assessments.

Baltimore City, Grade 4

Average scores in NAEP reading for fourth-graders in Baltimore City and Maryland: 2009

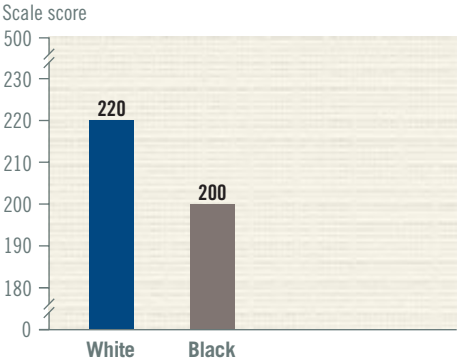


Average scores in NAEP reading for lower-income fourth-graders in Baltimore City and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Baltimore City, by race/ethnicity: 2009



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

For Baltimore City fourth-graders in 2009,

- the overall average score was 202.
- the average score of 202 was at the 29th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Maryland.

Results for lower-income students showed

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

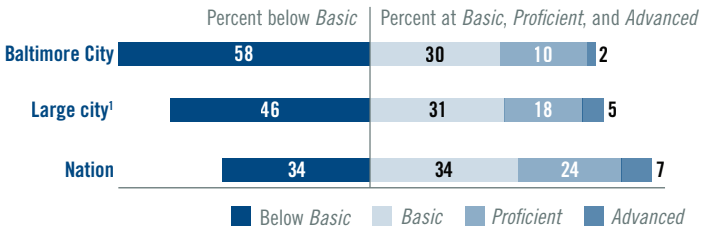
Results for racial/ethnic groups showed

- a White – Black score gap of 20 points.

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for fourth-graders in Baltimore City: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Baltimore City, Grade 8

For Baltimore City eighth-graders in 2009,

- the overall average score was 245.
- the average score of 245 was at the 28th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Maryland.

Results for lower-income students showed

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

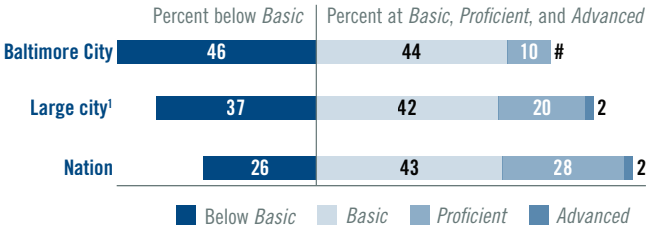
Results for racial/ethnic groups showed

- an average score of 243 for Black students.

Achievement-level results showed

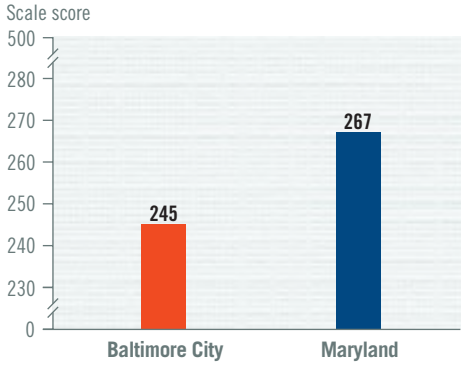
- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for eighth-graders in Baltimore City: 2009

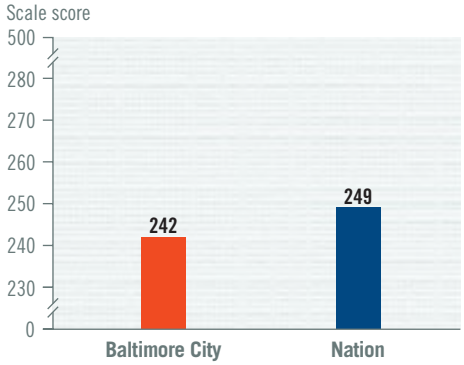


Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Baltimore City and Maryland: 2009

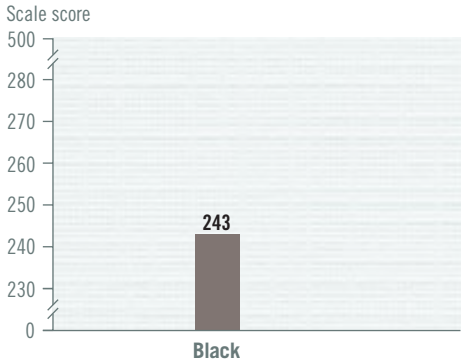


Average scores in NAEP reading for lower-income eighth-graders in Baltimore City and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Baltimore City, by race/ethnicity: 2009

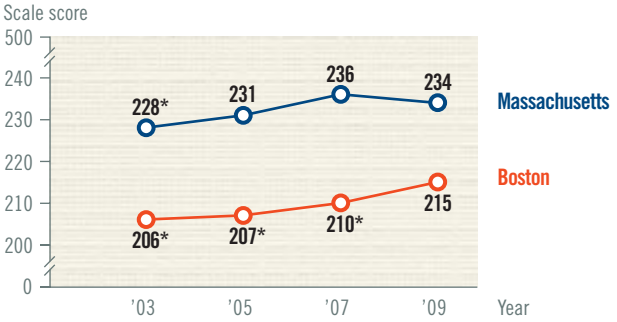


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American and excludes Hispanic origin.

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

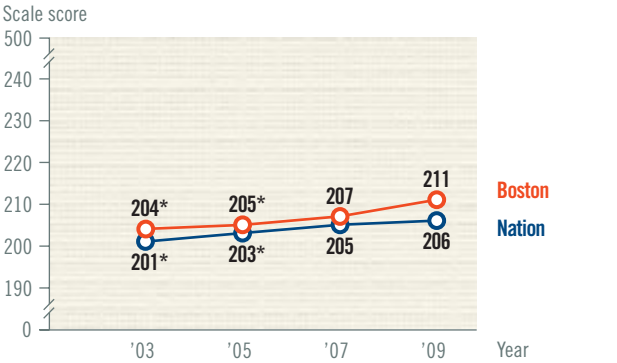
Boston, Grade 4

Trend in NAEP reading average scores for fourth-graders in Boston and Massachusetts



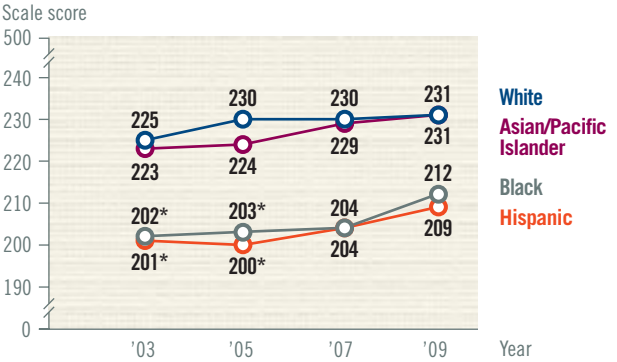
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Boston, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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 Boston fourth-graders in 2009,

- the overall score was higher than in 2003 and 2007.
- the average score of 215 was at the 42nd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Massachusetts.
- a narrowing of the gap compared to 2007 but no significant change compared to 2003.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- a higher average score compared to lower-income students in the nation.

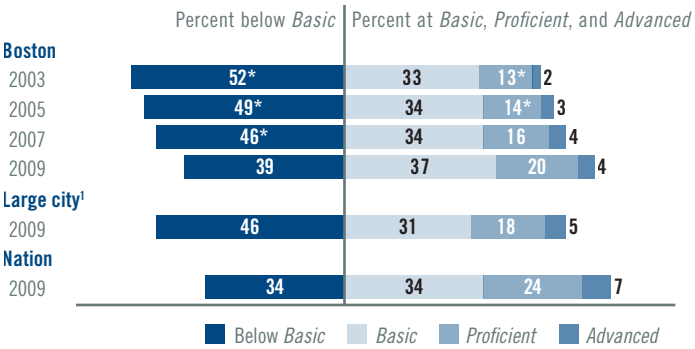
Results for racial/ethnic groups showed

- higher average scores for Black and Hispanic students compared to 2003 but no significant change compared to 2007.
- no significant change in the scores for White and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2003 and 2007.
- an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Boston



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2003–09 Reading Assessments.

Boston, Grade 8

For Boston eighth-graders in 2009,

- the overall score was higher than in 2003 but not significantly different from 2007.
- the average score of 257 was at the 41st percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Massachusetts.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- no significant difference in the average score compared to lower-income students in the nation.

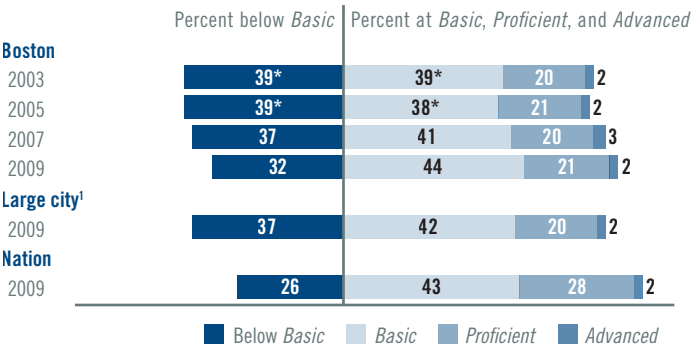
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2007 but no significant change compared to 2003.
- no significant change in the average scores for White, Black, and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

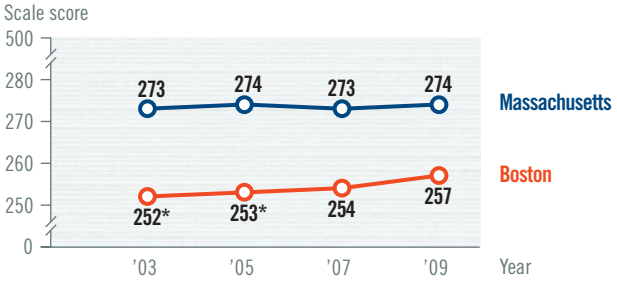
- an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Boston



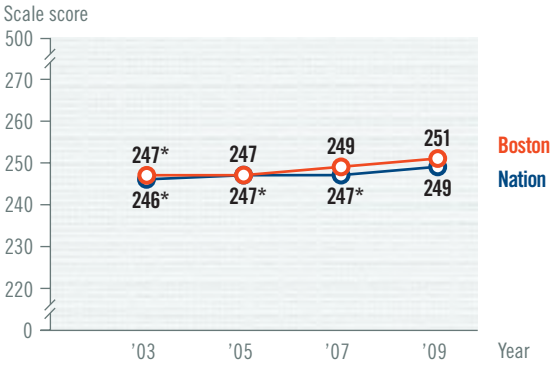
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Boston and Massachusetts



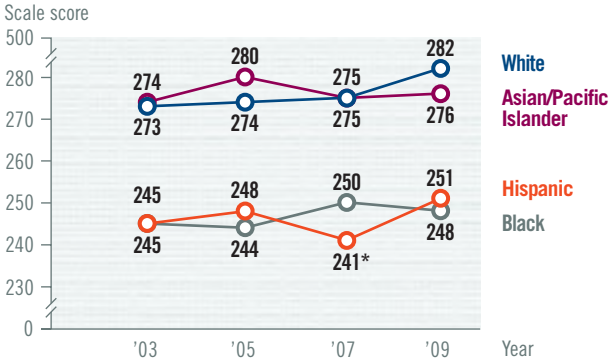
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Boston, by race/ethnicity

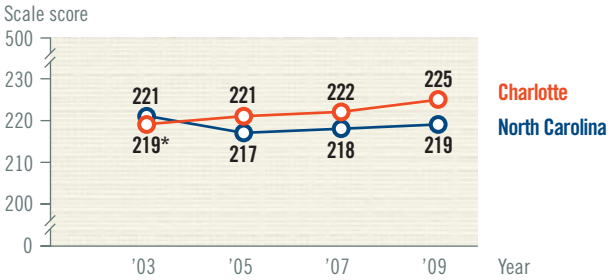


* Significantly different ($p < .05$) from 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

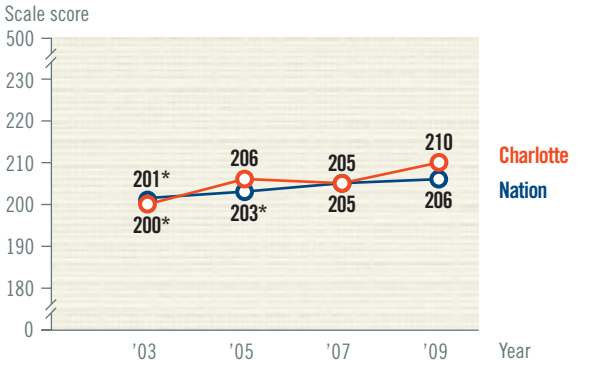
Charlotte, Grade 4

Trend in NAEP reading average scores for fourth-graders in Charlotte and North Carolina



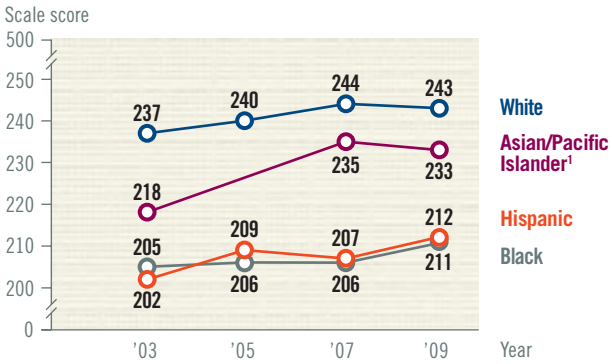
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Charlotte, by race/ethnicity



[1] Sample size insufficient to permit a reliable estimate for Asian/Pacific Islander students in 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 Charlotte fourth-graders in 2009,

- the overall score was higher than 2003 but not significantly different from 2007.
- the average score of 225 was at the 53rd percentile for the nation.

The district-to-state comparison showed

- a higher overall score than for North Carolina.
- a widening of the gap compared to 2003 but no significant change compared to 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- a higher average score compared to lower-income students in the nation.

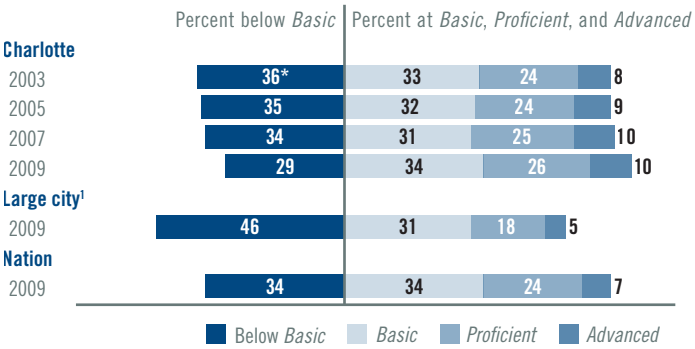
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Charlotte



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2003–09 Reading Assessments.

Charlotte, Grade 8

For Charlotte eighth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 259 was at the 43rd percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for North Carolina.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- no significant difference in the average score compared to 2003 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

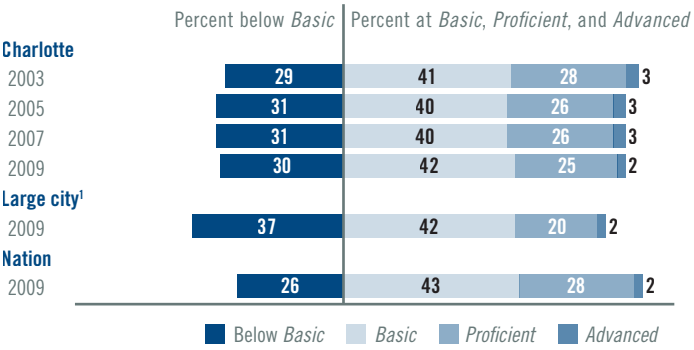
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, and Hispanic students compared to 2003 and 2007.

Achievement-level results showed

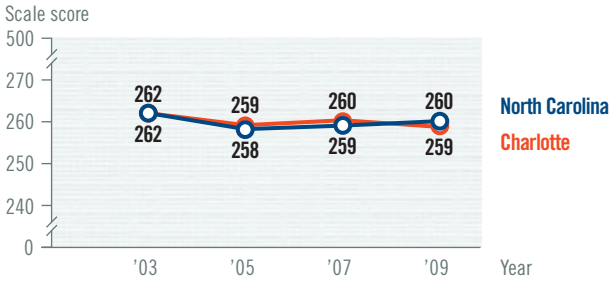
- no significant change in the percentage at or above *Basic* compared to 2003 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Charlotte

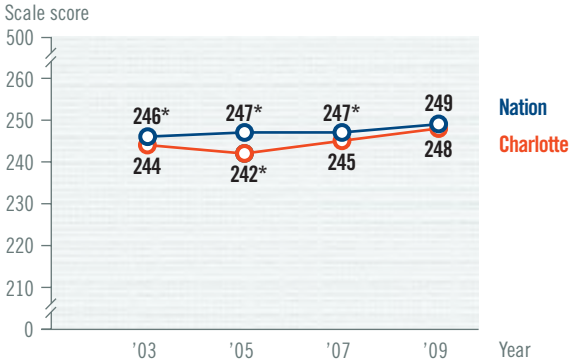


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Charlotte and North Carolina

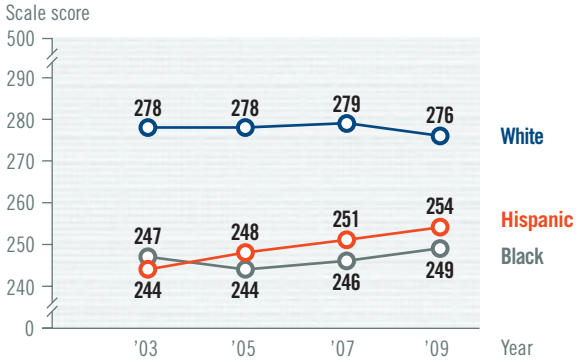


Trend in NAEP reading average scores for lower-income eighth-graders in Charlotte and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Charlotte, by race/ethnicity

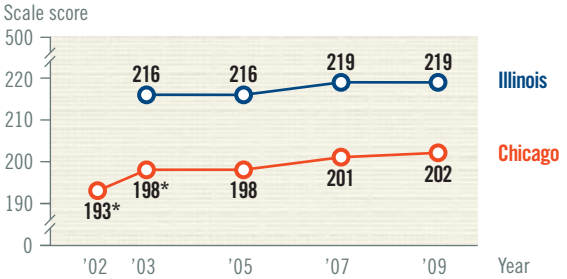


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

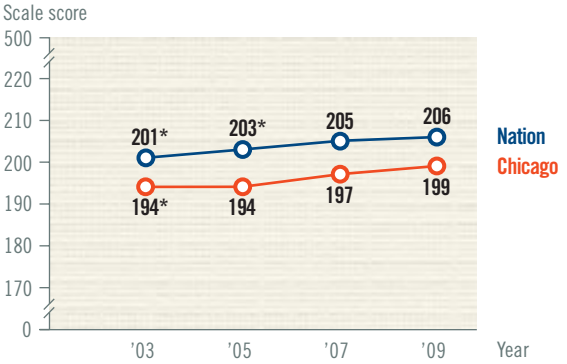
Chicago, Grade 4

Trend in NAEP reading average scores for fourth-graders in Chicago and Illinois



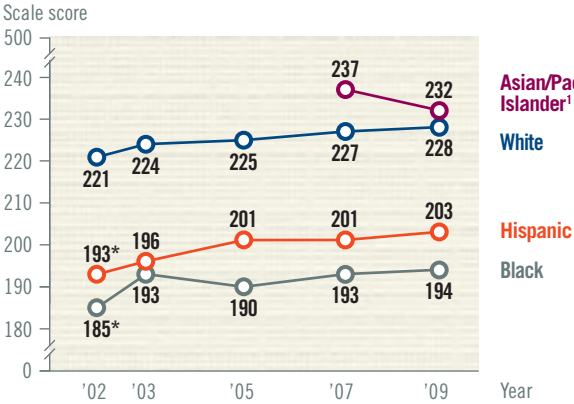
* Significantly different ($p < .05$) from 2009.
NOTE: Data for Illinois were not available in 2002 because the state did not meet minimum participation guidelines for reporting.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Chicago, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
[1] Sample sizes insufficient to permit reliable estimates 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 Chicago fourth-graders in 2009,

- the overall score was higher than in 2002 but not significantly different from 2007.
- the average score of 202 was at the 29th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Illinois.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- a lower average score compared to lower-income students in the nation.

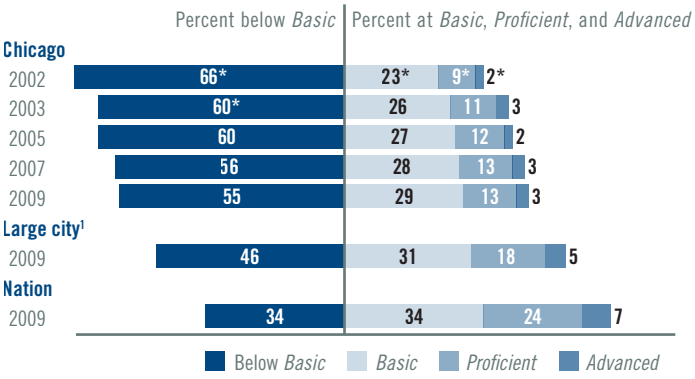
Results for racial/ethnic groups showed

- higher average scores for Black and Hispanic students compared to 2002 but no significant change compared to 2007.
- no significant change in the average scores for White 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 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Chicago



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2002–09 Reading Assessments.

Chicago, Grade 8

For Chicago eighth-graders in 2009,

- the overall score was not significantly different from 2002 and 2007.
- the average score of 249 was at the 32nd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Illinois.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

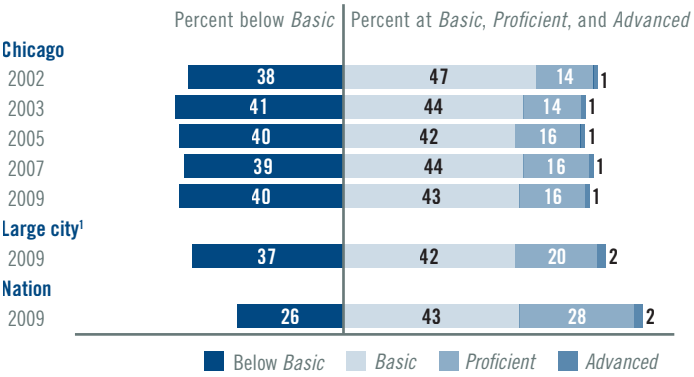
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, and Hispanic students compared to 2002 and 2007.

Achievement-level results showed

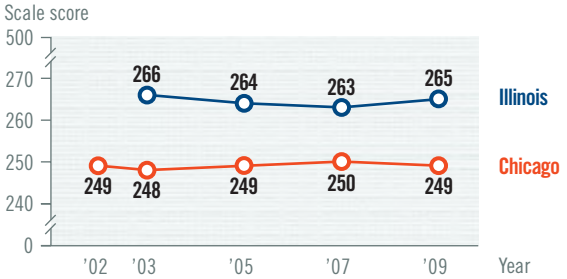
- no significant change in the percentage at or above *Basic* compared to 2002 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2002 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Chicago



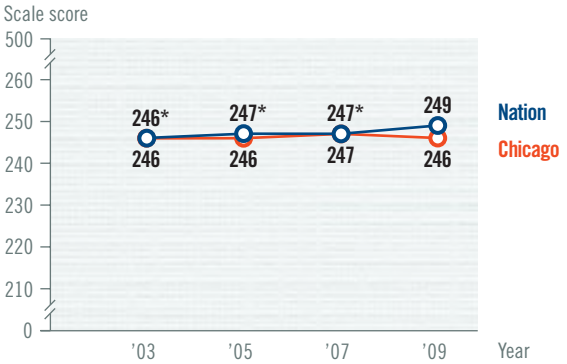
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Chicago and Illinois



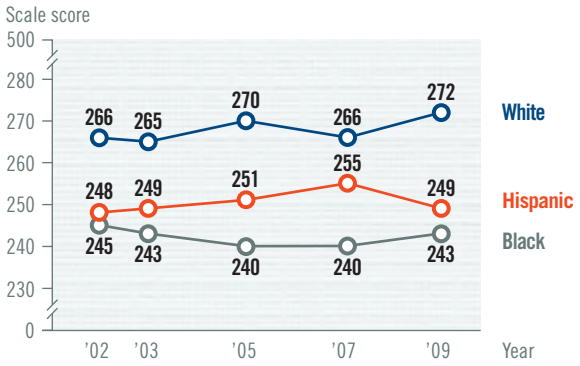
NOTE: Data for Illinois were not available in 2002 because the state did not meet minimum participation guidelines for reporting.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Chicago, by race/ethnicity

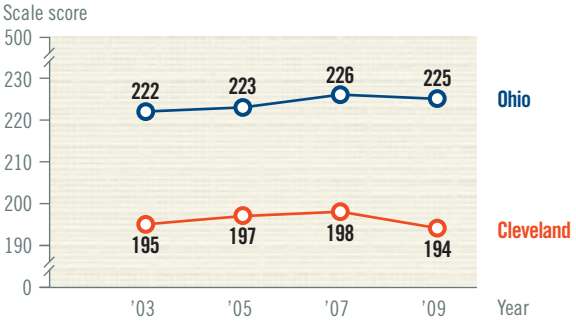


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

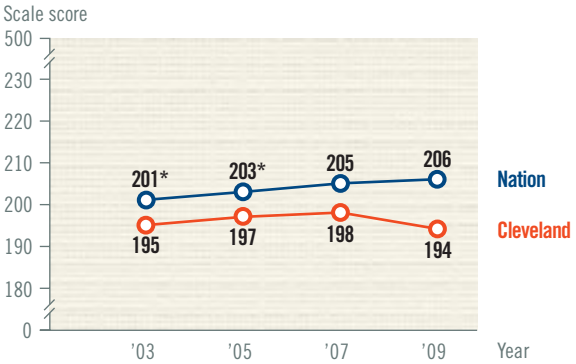
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Cleveland, Grade 4

Trend in NAEP reading average scores for fourth-graders in Cleveland and Ohio

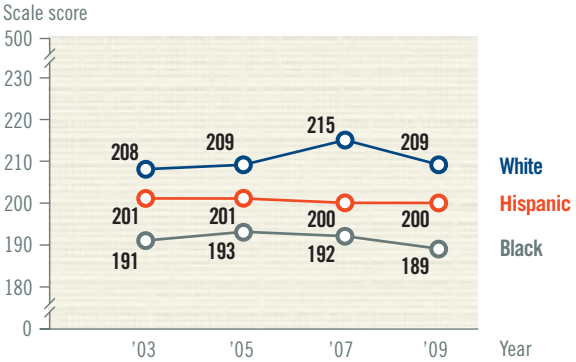


Trend in NAEP reading average scores for lower-income fourth-graders in Cleveland and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program. In Cleveland, 100 percent of the students were identified as eligible, and thus the results for all students and lower-income students are the same.

Trend in NAEP reading average scores for fourth-graders in Cleveland, by race/ethnicity



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 Cleveland fourth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 194 was at the 22nd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Ohio.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

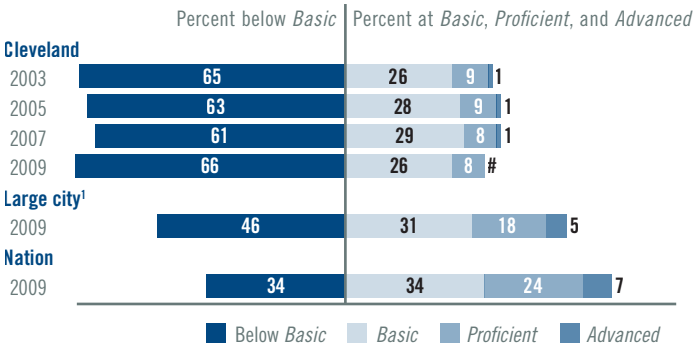
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, and Hispanic students compared to 2003 and 2007.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2003 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Cleveland



Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2003–09 Reading Assessments.

Cleveland, Grade 8

For Cleveland eighth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 242 was at the 26th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Ohio.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

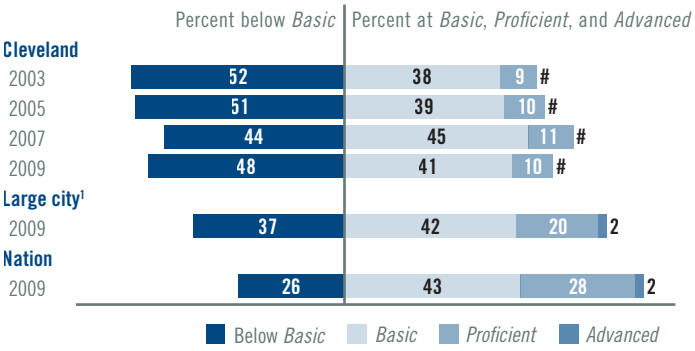
Results for racial/ethnic groups showed

- a lower average score for Hispanic students compared to 2007 but no significant change compared to 2005.
- no significant change in the average scores for White and Black students compared to 2003 and 2007.

Achievement-level results showed

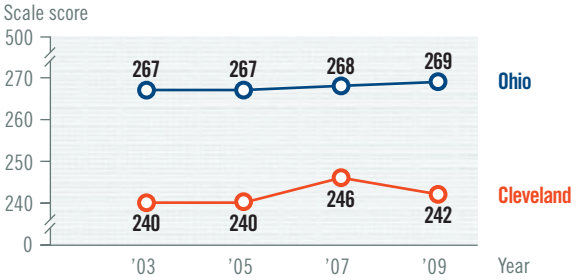
- no significant change in the percentage at or above *Basic* compared to 2003 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Cleveland

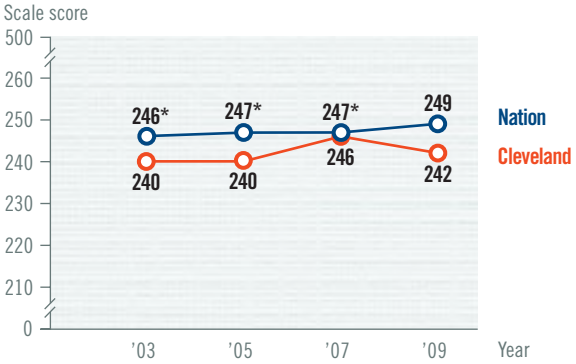


Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Cleveland and Ohio

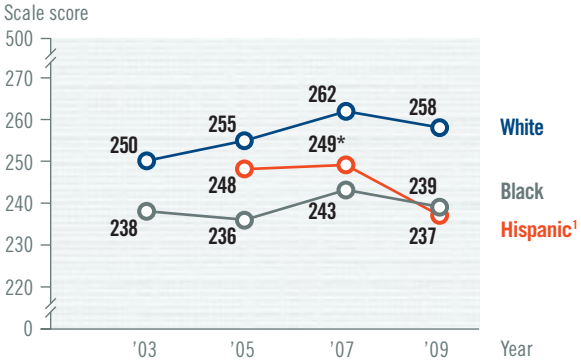


Trend in NAEP reading average scores for lower-income eighth-graders in Cleveland and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program. In Cleveland, 100 percent of the students were identified as eligible, and thus the results for all students and lower-income students are the same.

Trend in NAEP reading average scores for eighth-graders in Cleveland, by race/ethnicity

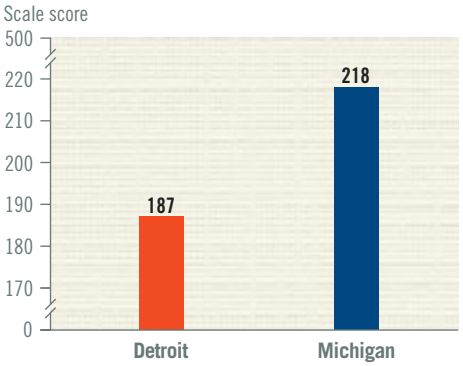


* Significantly different ($p < .05$) from 2009.
[1] Sample size insufficient to permit a reliable estimate in 2003.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

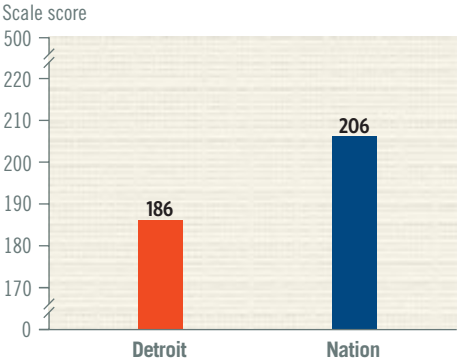
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

Detroit, Grade 4

Average scores in NAEP reading for fourth-graders in Detroit and Michigan: 2009

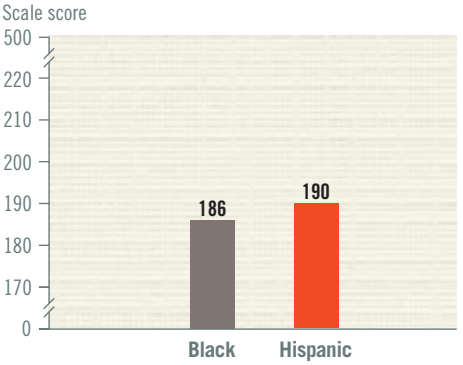


Average scores in NAEP reading for lower-income fourth-graders in Detroit and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Detroit, by race/ethnicity: 2009



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 Detroit fourth-graders in 2009,

- the overall average score was 187.
- the average score of 187 was at the 17th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Michigan.

Results for lower-income students showed

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

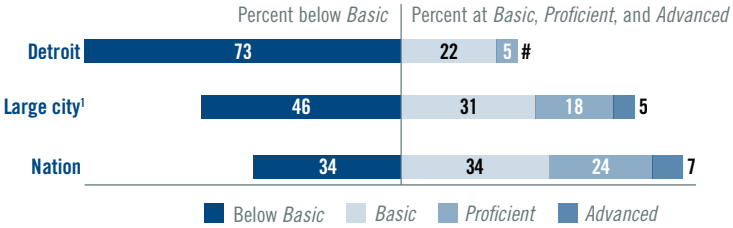
Results for racial/ethnic groups showed

- an average score of 186 for Black students.
- an average score of 190 for Hispanic students.

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for fourth-graders in Detroit: 2009



Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Detroit, Grade 8

For Detroit eighth-graders in 2009,

- the overall average score was 232.
- the average score of 232 was at the 18th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Michigan.

Results for lower-income students showed

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

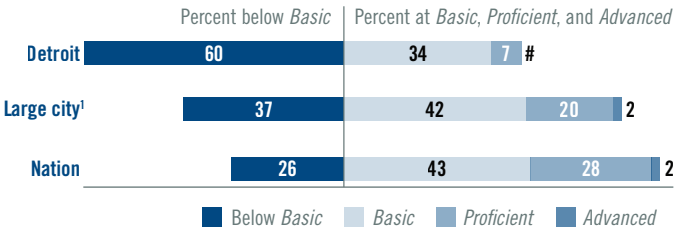
Results for racial/ethnic groups showed

- an average score of 232 for Black students.
- an average score of 232 for Hispanic students.

Achievement-level results showed

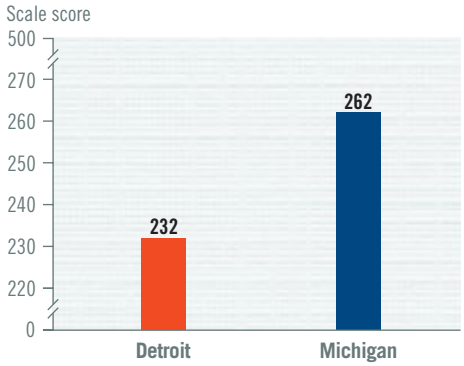
- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for eighth-graders in Detroit: 2009

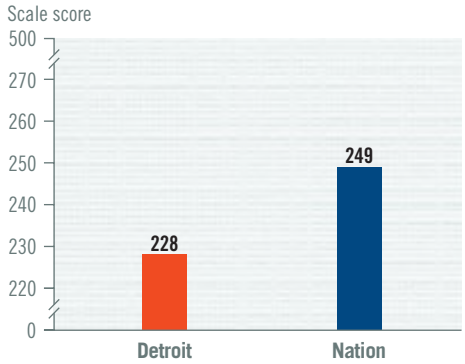


Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Detroit and Michigan: 2009

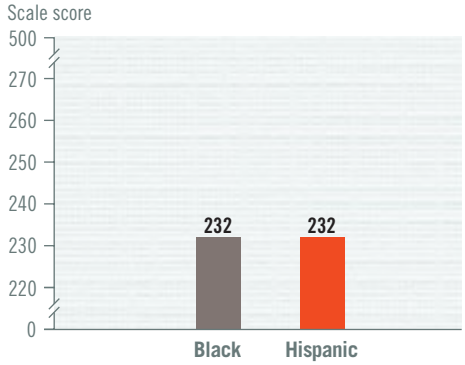


Average scores in NAEP reading for lower-income eighth-graders in Detroit and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Detroit, by race/ethnicity: 2009

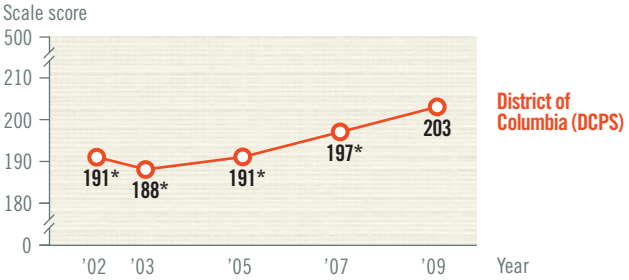


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

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

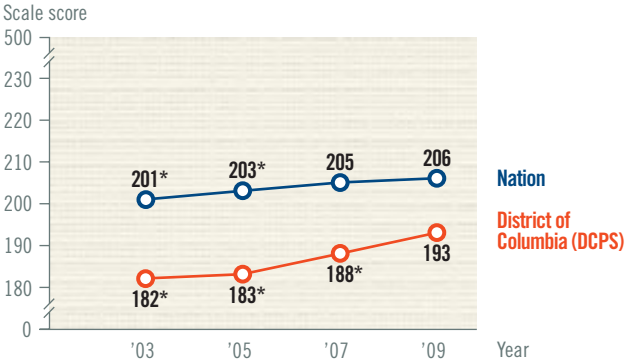
District of Columbia (DCPS), Grade 4

Trend in NAEP reading average scores for fourth-graders in the District of Columbia (DCPS)



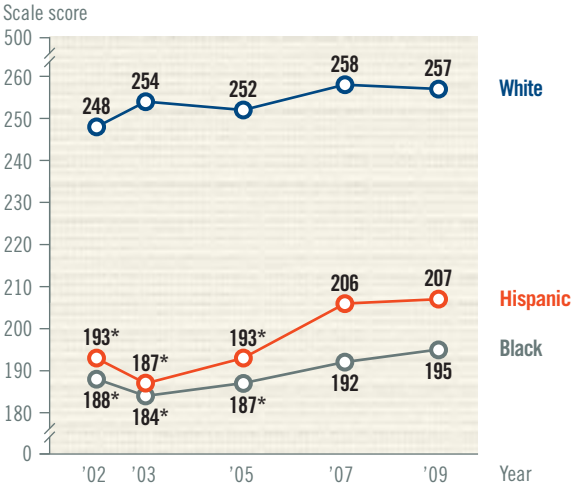
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in the District of Columbia (DCPS), by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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 (DCPS) fourth-graders in 2009,

- the overall score was higher than in all previous assessments.
- the average score of 203 was at the 30th percentile for the nation.

Results for lower-income students showed

- a higher average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

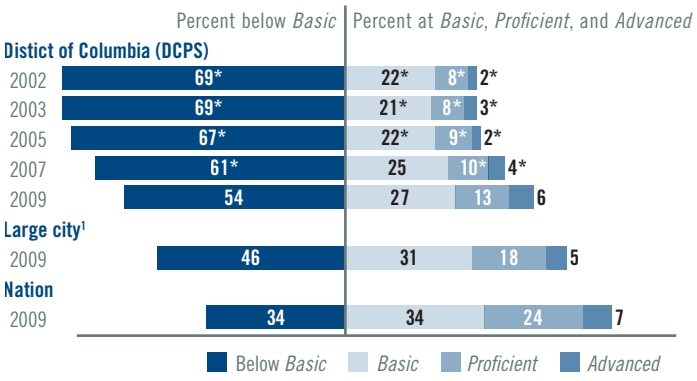
Results for racial/ethnic groups showed

- no significant change in the average score for White students compared to 2002 and 2007.
- higher average scores for Black and Hispanic students compared to 2002 but no significant change compared to 2007.

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 NAEP reading achievement-level results for fourth-graders in the District of Columbia (DCPS)



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

District of Columbia (DCPS), Grade 8

For District of Columbia (DCPS) eighth-graders in 2009,

- the overall score was not significantly different from 2002 and 2007.
- the average score of 240 was at the 24th percentile for the nation.
- the overall score in 2009 (240) was higher than in 2007 when the 2007 average score is recomputed to exclude charter schools (237) to account for the change in population definition for 2009. See the Technical Notes for more information.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

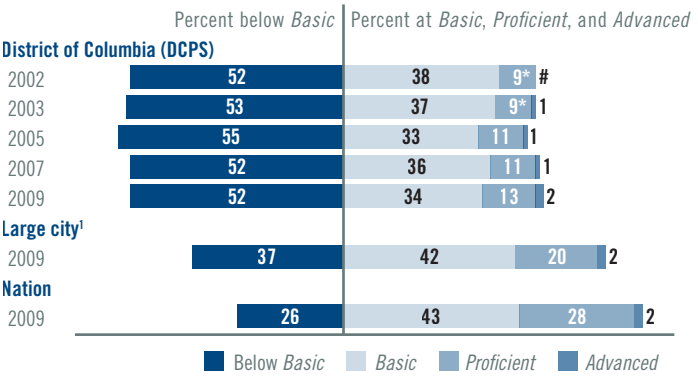
Results for racial/ethnic groups showed

- no significant change in the average scores for Black and Hispanic students compared to 2002 and 2007.

Achievement-level results showed

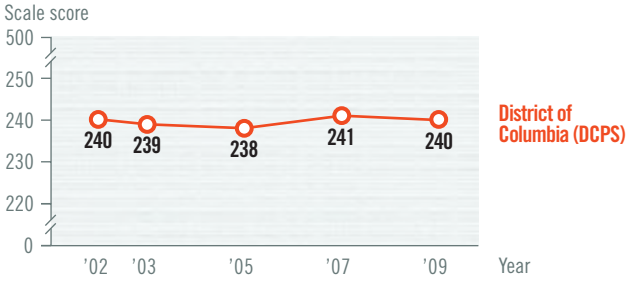
- no significant change in the percentage at or above *Basic* compared to 2002 and 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for eighth-graders in the District of Columbia (DCPS)

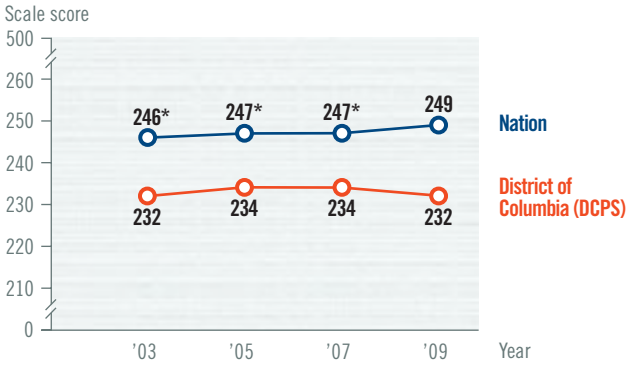


Rounds to zero.
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

Trend in NAEP reading average scores for eighth-graders in the District of Columbia (DCPS)



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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

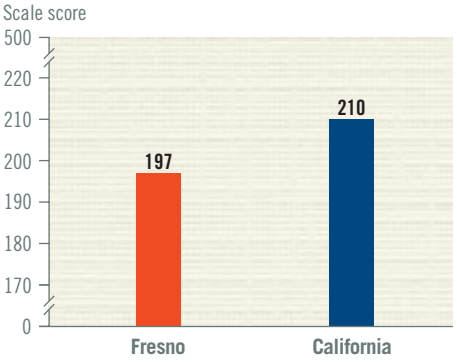
Trend in NAEP reading average scores for eighth-graders in the District of Columbia (DCPS), by race/ethnicity

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.

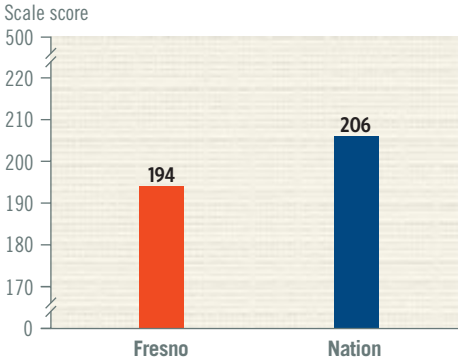
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Fresno, Grade 4

Average scores in NAEP reading for fourth-graders in Fresno and California: 2009

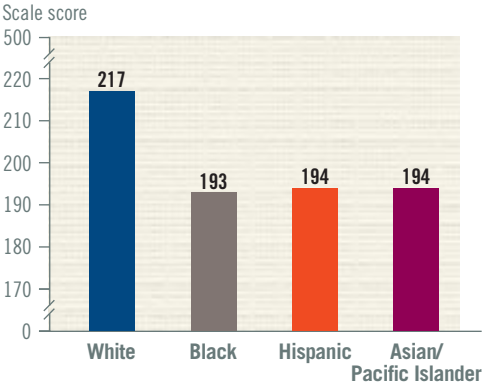


Average scores in NAEP reading for lower-income fourth-graders in Fresno and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Fresno, by race/ethnicity: 2009



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 Fresno fourth-graders in 2009,

- the overall average score was 197.
- the average score of 197 was at the 25th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.

Results for lower-income students showed

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

Results for racial/ethnic groups showed

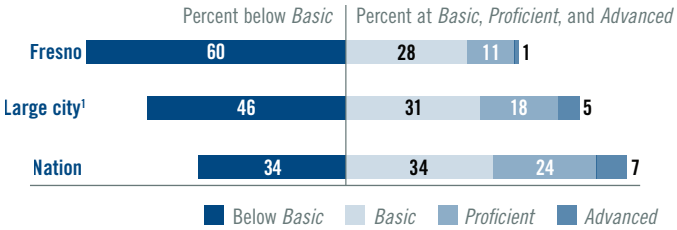
- a White – Black score gap of 25 points.[1]
- a White – Hispanic score gap of 23 points.

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

[1] The score gap is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for fourth-graders in Fresno: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Fresno, Grade 8

For Fresno eighth-graders in 2009,

- the overall average score was 240.
- the average score of 240 was at the 23rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.

Results for lower-income students showed

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

Results for racial/ethnic groups showed

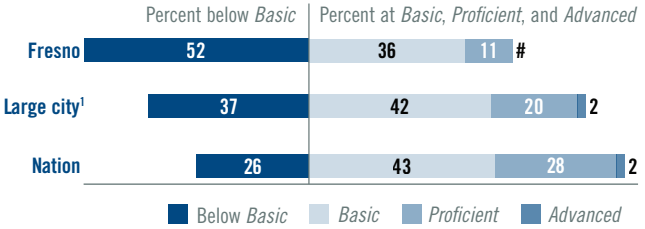
- a White – Black score gap of 31 points.
- a White – Hispanic score gap of 27 points.[2]

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

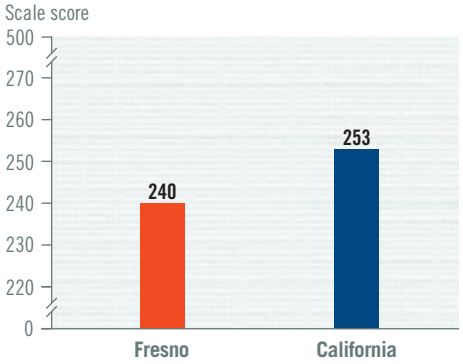
[2] The score gap is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for eighth-graders in Fresno: 2009

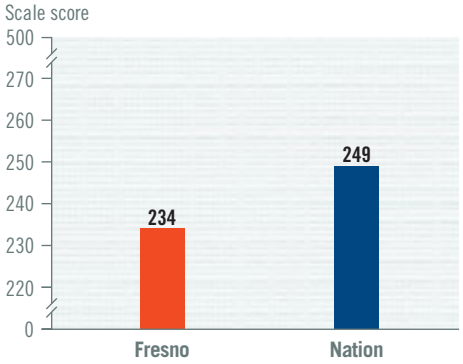


Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Fresno and California: 2009

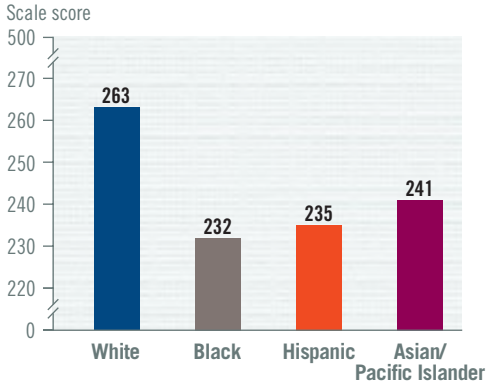


Average scores in NAEP reading for lower-income eighth-graders in Fresno and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Fresno, by race/ethnicity: 2009

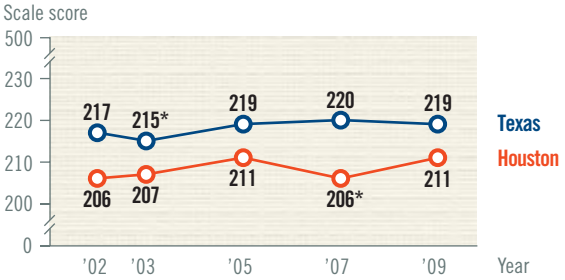


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

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

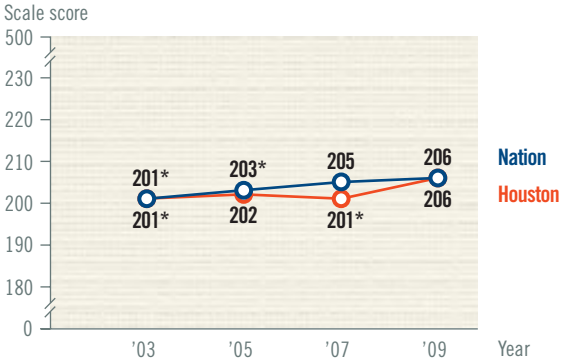
Houston, Grade 4

Trend in NAEP reading average scores for fourth-graders in Houston and Texas



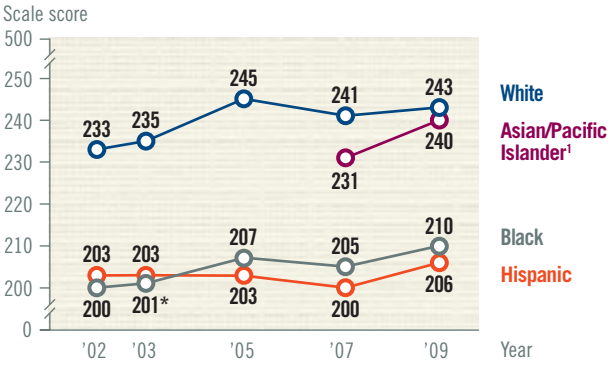
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Houston, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
[1] Sample sizes insufficient to permit reliable estimates 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 fourth-graders in 2009,

- the overall score was higher than in 2007 but not significantly different from 2002.
- the average score of 211 was at the 38th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.
- a narrowing of the gap compared to 2007 but no significant change compared to 2002.

Results for lower-income students showed

- higher average scores compared to 2003 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

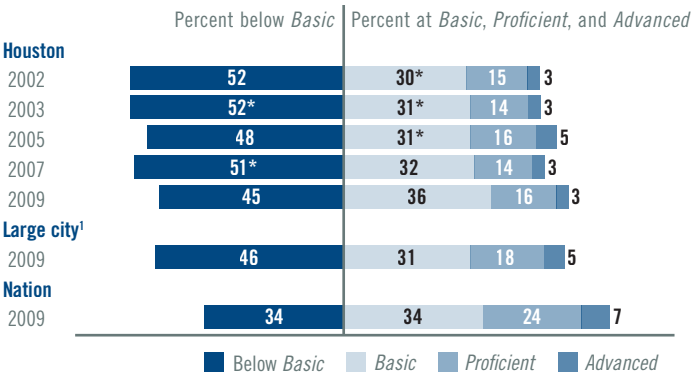
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, and Hispanic students compared to 2002 and 2007.
- no significant change in the average score for Asian/Pacific Islander students compared to 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2007, but no significant change compared to 2002.
- no significant change in the percentage at or above *Proficient* compared to 2002 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Houston



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2002–09 Reading Assessments.

Houston, Grade 8

For Houston eighth-graders in 2009,

- the overall score was not significantly different from 2002 and 2007.
- the average score of 252 was at the 35th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.
- a narrowing of the gap compared to 2002 but no significant change compared to 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- no significant difference in the average score compared to lower-income students in the nation.

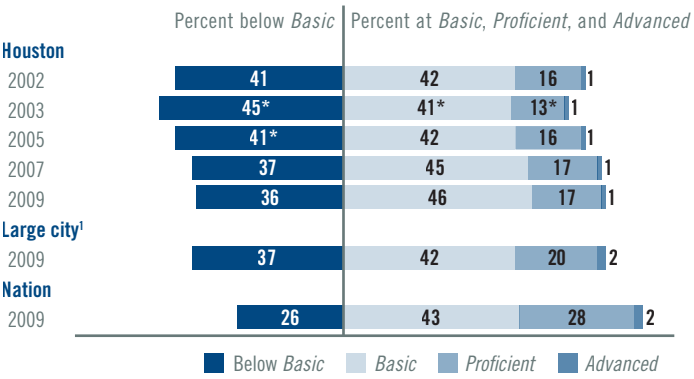
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change compared to 2007.
- no significant change in the average scores for White and Black students compared to 2002 and 2007.

Achievement-level results showed

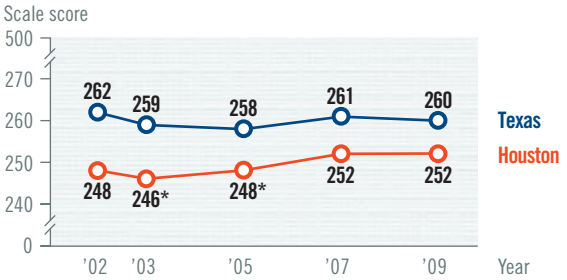
- no significant change in the percentage at or above *Basic* compared to 2002 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2002 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Houston



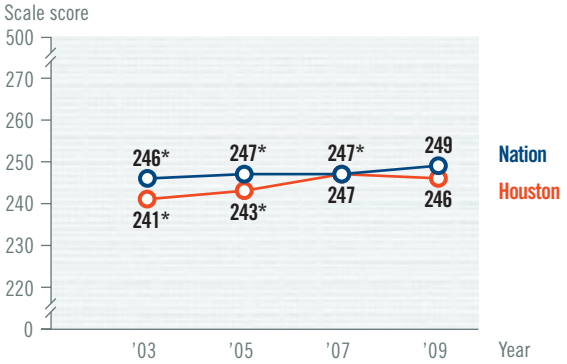
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Trend in NAEP reading average scores for eighth-graders in Houston and Texas



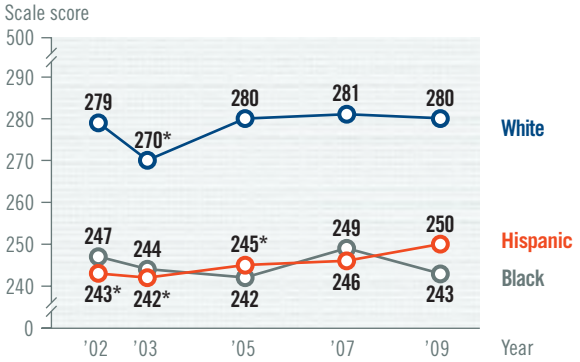
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Houston, by race/ethnicity

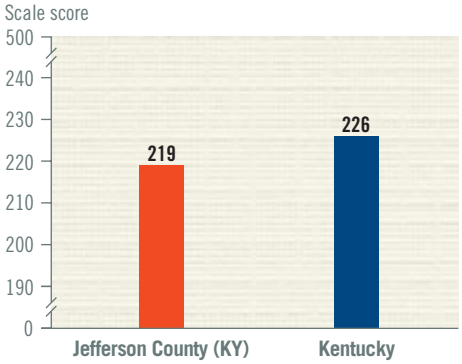


* Significantly different ($p < .05$) from 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

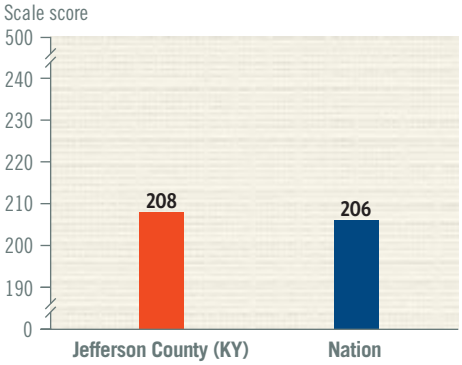
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Jefferson County (KY), Grade 4

Average scores in NAEP reading for fourth-graders in Jefferson County (KY) and Kentucky: 2009



Average scores in NAEP reading for lower-income fourth-graders in Jefferson County (KY) and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Jefferson County (KY), by race/ethnicity: 2009

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

For Jefferson County (KY) fourth-graders in 2009,

- the overall average score was 219.
- the average score of 219 was at the 47th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Kentucky.

Results for lower-income students showed

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

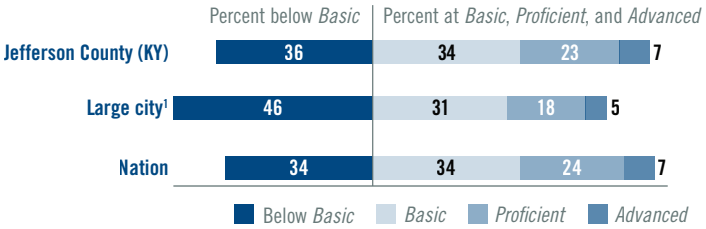
Results for racial/ethnic groups showed

- a White – Black score gap of 27 points.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to large cities.
- a higher percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for fourth-graders in Jefferson County (KY): 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Jefferson County (KY), Grade 8

For Jefferson County (KY) eighth-graders in 2009,

- the overall average score was 259.
- the average score of 259 was at the 42nd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Kentucky.

Results for lower-income students showed

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

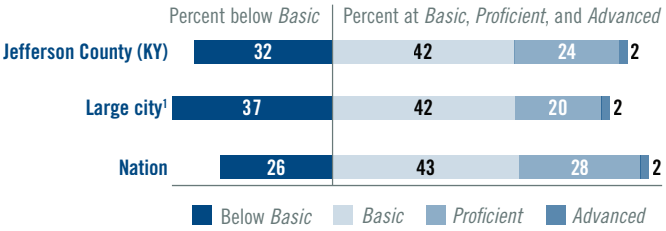
Results for racial/ethnic groups showed

- a White – Black score gap of 22 points.

Achievement-level results showed

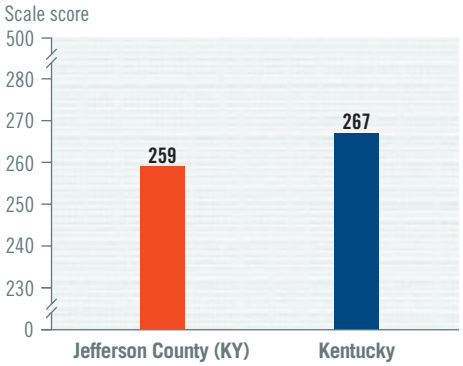
- a higher percentage at or above *Basic* compared to large cities.
- a higher percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for eighth-graders in Jefferson County (KY): 2009

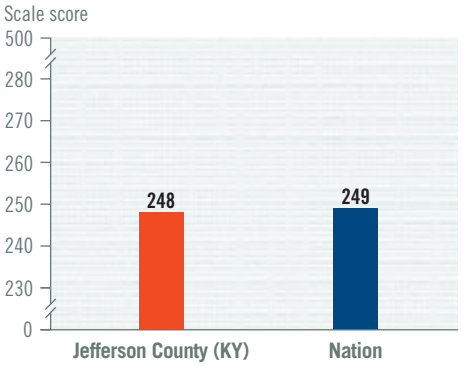


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Jefferson County (KY) and Kentucky: 2009

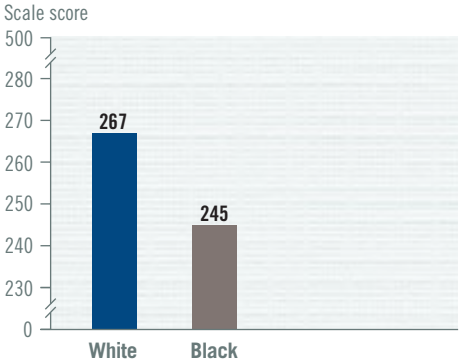


Average scores in NAEP reading for lower-income eighth-graders in Jefferson County (KY) and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Jefferson County (KY), by race/ethnicity: 2009

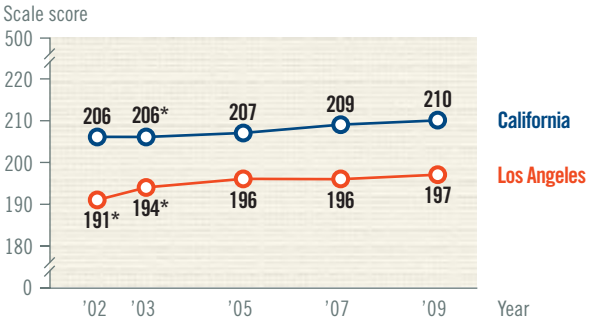


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American. Race categories exclude Hispanic origin.

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

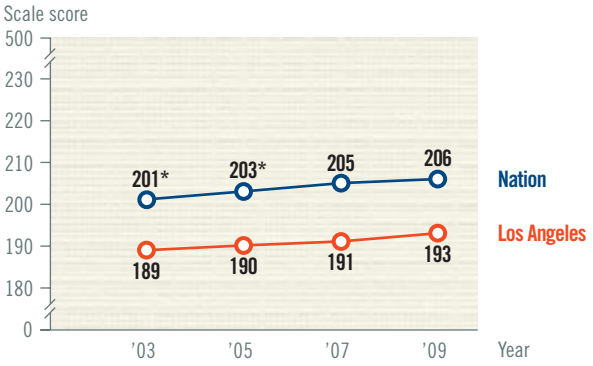
Los Angeles, Grade 4

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



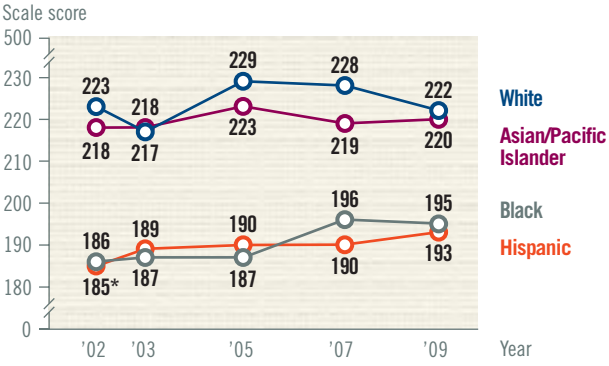
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in Los Angeles, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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 fourth-graders in 2009,

- the overall score was higher than in 2002 but not significantly different from 2007.
- the average score of 197 was at the 25th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- no significant change in the gap compared to 2002 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

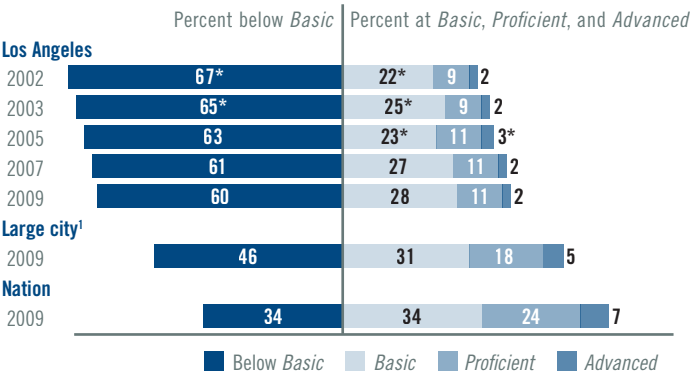
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change compared to 2007.
- no significant change in the average scores for White, Black, and Asian/Pacific Islander students compared to 2002 and 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2002 but no significant change compared to 2007.
- no significant change in the percentage at or above *Proficient* compared to 2002 and 2007.

Trend in NAEP reading achievement-level results for fourth-graders in Los Angeles



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2002–09 Reading Assessments.

Los Angeles, Grade 8

For Los Angeles eighth-graders in 2009,

- the overall score was higher than in 2002 and 2007.
- the average score of 244 was at the 27th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- no significant change in the gap compared to 2002 and 2007.

Results for lower-income students showed

- a higher average score compared to 2003 but no significant change compared to 2007.
- a lower average score compared to lower-income students in the nation.

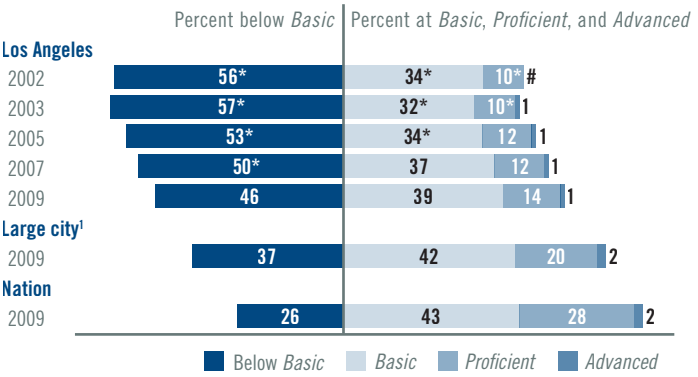
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change compared to 2007.
- no significant change in the average scores for White, Black, and Asian/Pacific Islander students compared to 2002 and 2007.

Achievement-level results showed

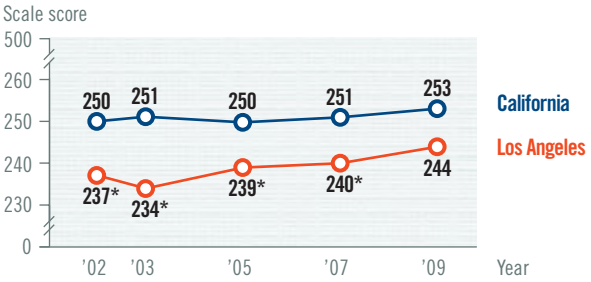
- an increase in the percentage at or above *Basic* compared to 2002 and 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for eighth-graders in Los Angeles



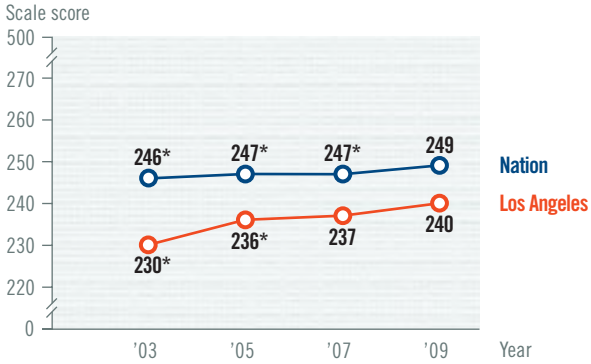
Rounds to zero.
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

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



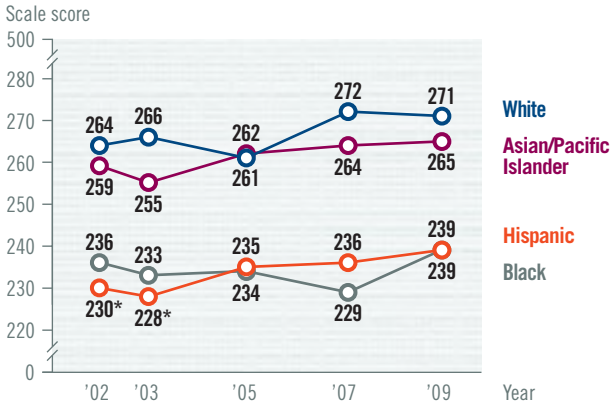
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in Los Angeles, by race/ethnicity

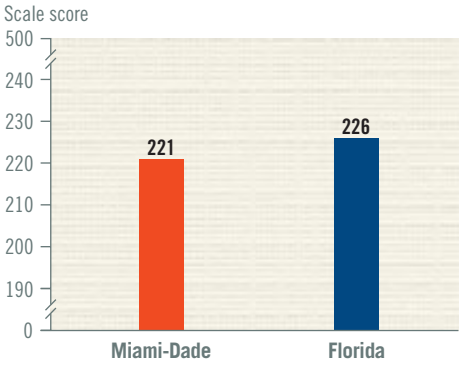


* Significantly different ($p < .05$) from 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

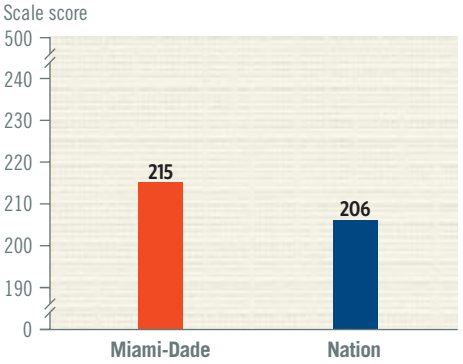
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Miami-Dade, Grade 4

Average scores in NAEP reading for fourth-graders in Miami-Dade and Florida: 2009

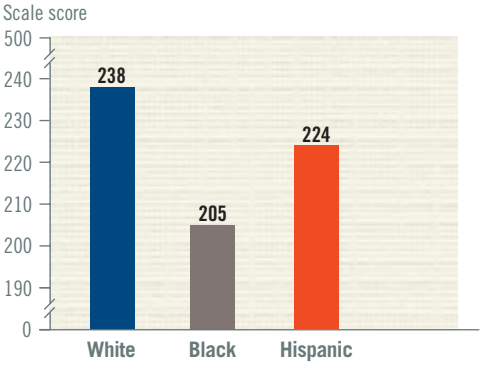


Average scores in NAEP reading for lower-income fourth-graders in Miami-Dade and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Miami-Dade, by race/ethnicity: 2009



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 Miami-Dade fourth-graders in 2009,

- the overall average score was 221.
- the average score of 221 was at the 49th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Florida.

Results for lower-income students showed

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

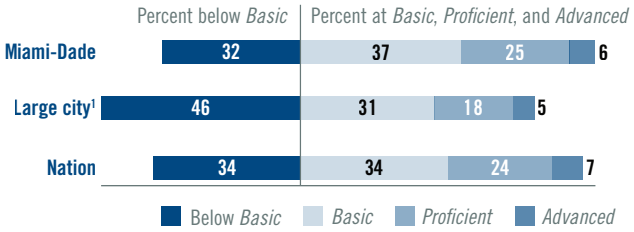
Results for racial/ethnic groups showed

- a White – Black score gap of 33 points.
- a White – Hispanic score gap of 14 points.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to large cities.
- a higher percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for fourth-graders in Miami-Dade: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Miami-Dade, Grade 8

For Miami-Dade eighth-graders in 2009,

- the overall average score was 261.
- the average score of 261 was at the 45th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Florida.

Results for lower-income students showed

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

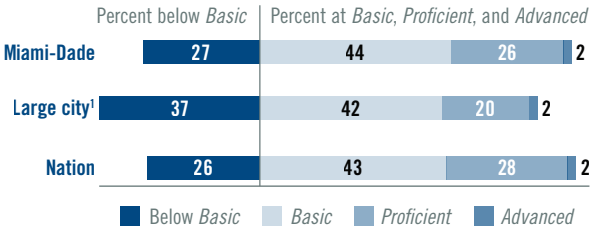
Results for racial/ethnic groups showed

- a White – Black score gap of 23 points.
- a White – Hispanic score gap of 12 points.

Achievement-level results showed

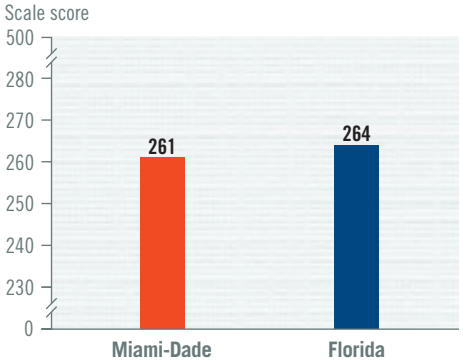
- a higher percentage at or above *Basic* compared to large cities.
- a higher percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for eighth-graders in Miami-Dade: 2009

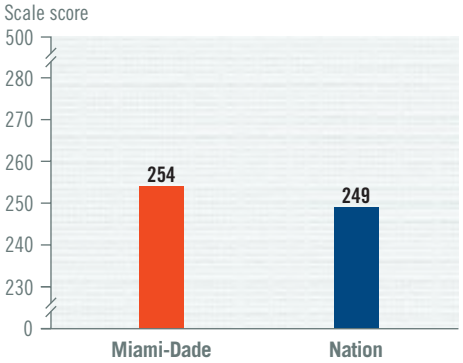


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Miami-Dade and Florida: 2009

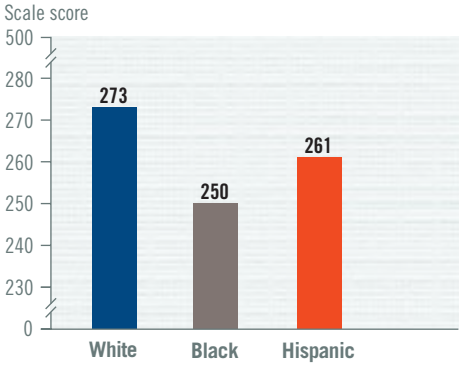


Average scores in NAEP reading for lower-income eighth-graders in Miami-Dade and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Miami-Dade, by race/ethnicity: 2009



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), 2009 Reading Assessment.

Milwaukee, Grade 4

For Milwaukee fourth-graders in 2009,

- the overall average score was 196.
- the average score of 196 was at the 24th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Wisconsin.

Results for lower-income students showed

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

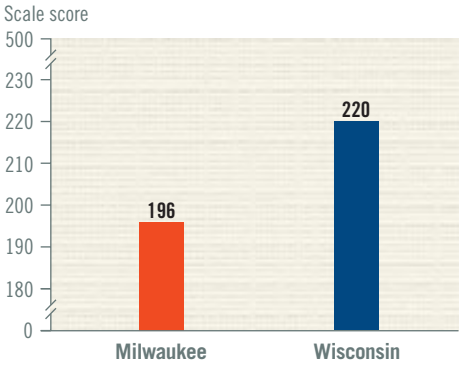
Results for racial/ethnic groups showed

- a White – Black score gap of 36 points.
- a White – Hispanic score gap of 25 points.

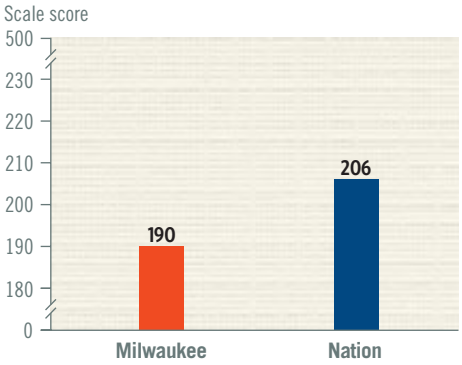
Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Average scores in NAEP reading for fourth-graders in Milwaukee and Wisconsin: 2009

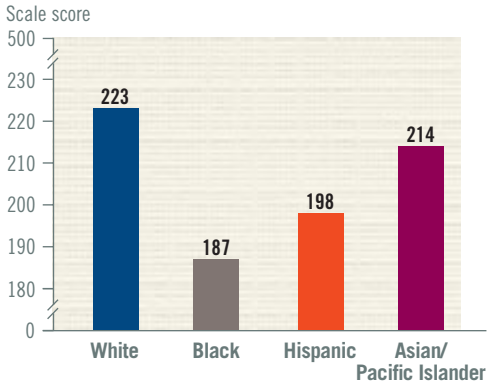


Average scores in NAEP reading for lower-income fourth-graders in Milwaukee and the nation: 2009



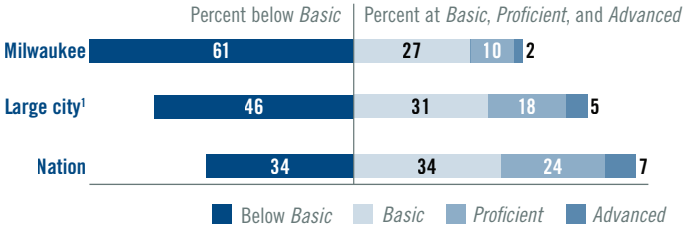
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Average scores in NAEP reading for fourth-graders in Milwaukee, by race/ethnicity: 2009



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.

Achievement-level results in NAEP reading for fourth-graders in Milwaukee: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Milwaukee, Grade 8

For Milwaukee eighth-graders in 2009,

- the overall average score was 241.
- the average score of 241 was at the 25th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Wisconsin.

Results for lower-income students showed

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

Results for racial/ethnic groups showed

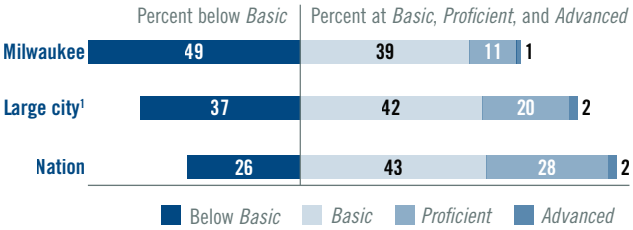
- a White – Black score gap of 31 points.[3]
- a White – Hispanic score gap of 15 points.[3]

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

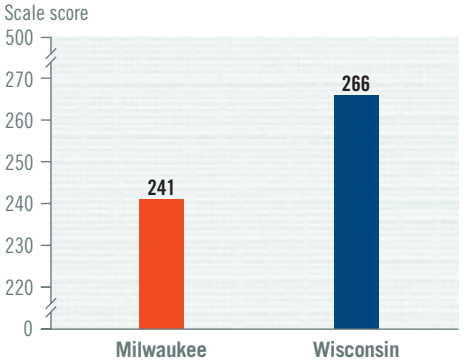
[3] The score gap is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for eighth-graders in Milwaukee: 2009

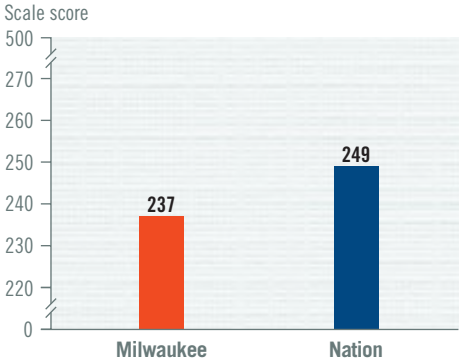


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Milwaukee and Wisconsin: 2009

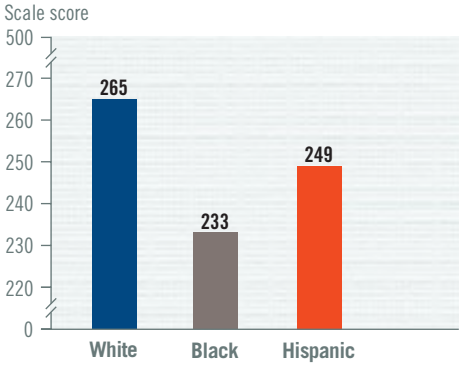


Average scores in NAEP reading for lower-income eighth-graders in Milwaukee and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Milwaukee, by race/ethnicity: 2009

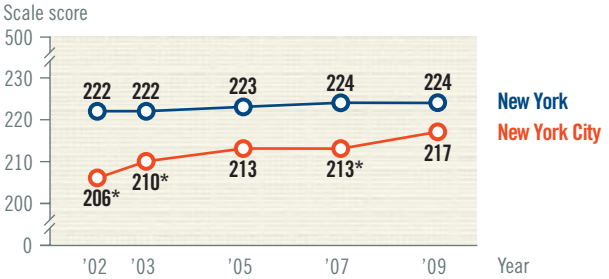


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

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

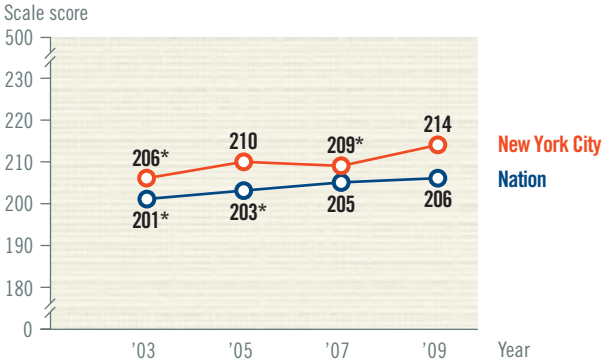
New York City, Grade 4

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



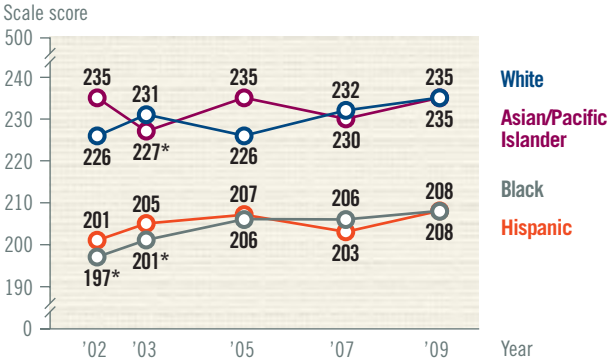
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders in New York City, by race/ethnicity



* Significantly different ($p < .05$) from 2009.
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 fourth-graders in 2009,

- the overall score was higher than in 2002 and 2007.
- the average score of 217 was at the 44th percentile for the nation.

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 2007.

Results for lower-income students showed

- a higher average score compared to 2003 and 2007.
- a higher average score compared to lower-income students in the nation.

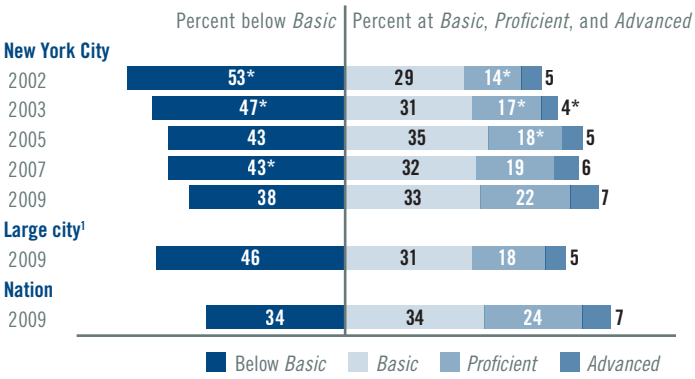
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 but no significant change compared to 2007.
- no significant change in the average scores for White, Hispanic, and Asian/Pacific Islander students compared to 2002 and 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2002 and 2007.
- an increase in the percentage at or above *Proficient* compared to 2002 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for fourth-graders in New York City



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2002–09 Reading Assessments.

New York City, Grade 8

For New York City eighth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 252 was at the 36th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for New York.
- no significant change in the gap compared to 2003 and 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

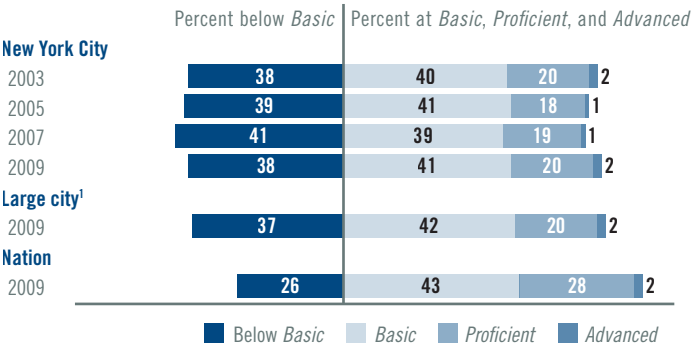
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

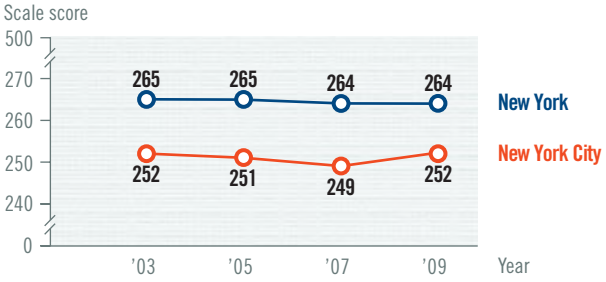
- no significant change in the percentage at or above *Basic* compared to 2003 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in New York City

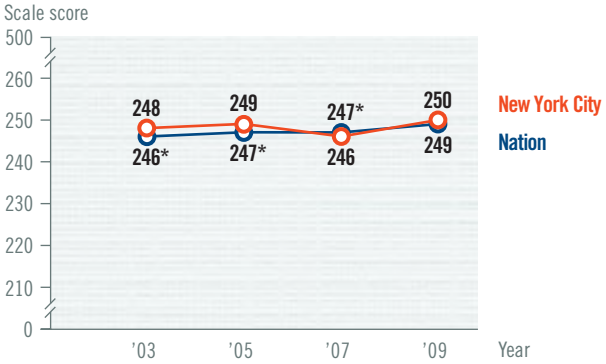


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

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

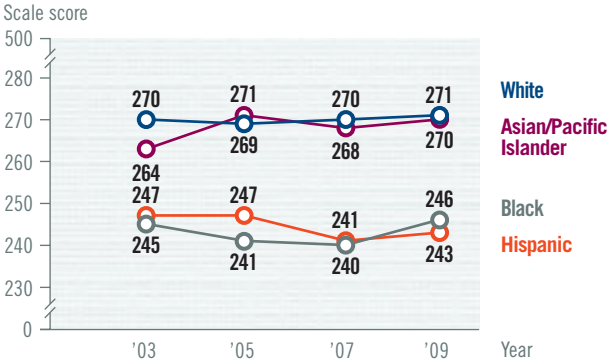


Trend in NAEP reading average scores for lower-income eighth-graders in New York City and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders in New York City, by race/ethnicity

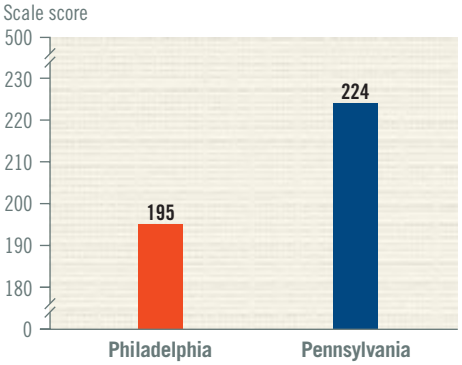


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

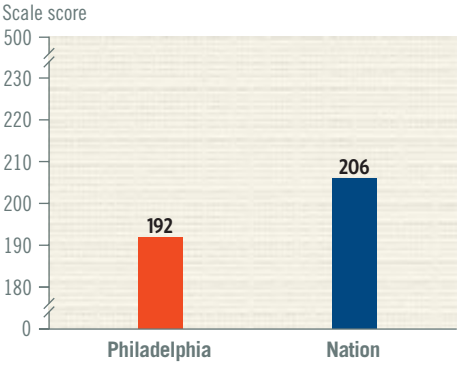
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

Philadelphia, Grade 4

Average scores in NAEP reading for fourth-graders in Philadelphia and Pennsylvania: 2009

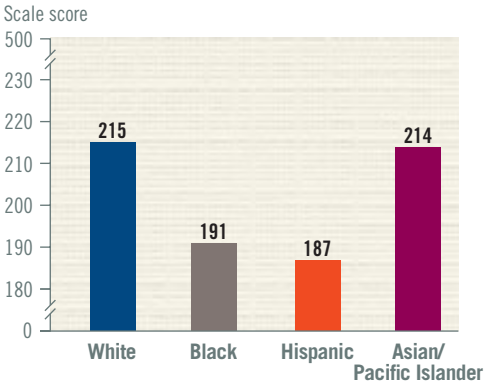


Average scores in NAEP reading for lower-income fourth-graders in Philadelphia and the nation: 2009



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

Average scores in NAEP reading for fourth-graders in Philadelphia, by race/ethnicity: 2009



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 Philadelphia fourth-graders in 2009,

- the overall average score was 195.
- the average score of 195 was at the 23rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Pennsylvania.

Results for lower-income students showed

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

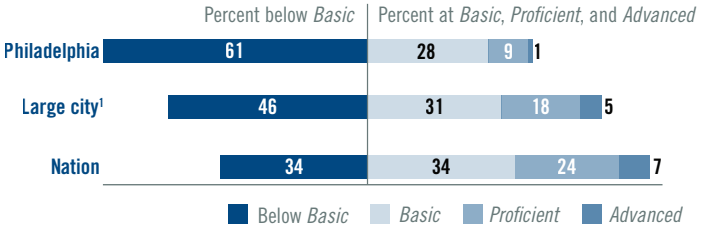
Results for racial/ethnic groups showed

- a White – Black score gap of 24 points.
- a White – Hispanic score gap of 28 points.

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

Achievement-level results in NAEP reading for fourth-graders in Philadelphia: 2009



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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), 2009 Reading Assessment.

Philadelphia, Grade 8

For Philadelphia eighth-graders in 2009,

- the overall average score was 247.
- the average score of 247 was at the 30th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Pennsylvania.

Results for lower-income students showed

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

Results for racial/ethnic groups showed

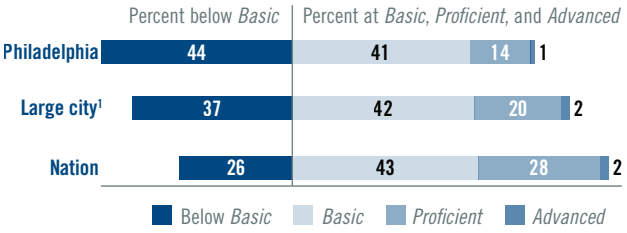
- a White – Black score gap of 26 points.[4]
- a White – Hispanic score gap of 26 points.[4]

Achievement-level results showed

- a lower percentage at or above *Basic* compared to large cities.
- no significant difference in the percentage at or above *Proficient* compared to large cities.

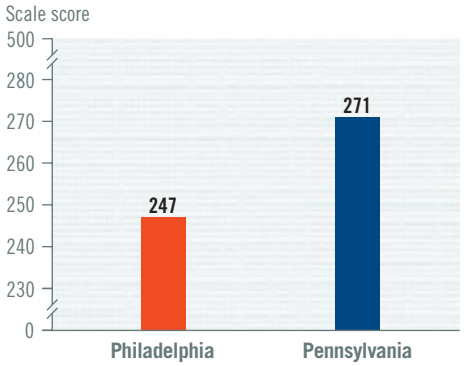
[4] The score gap is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for eighth-graders in Philadelphia: 2009

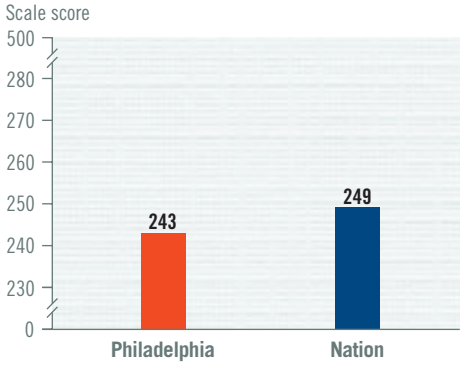


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Philadelphia and Pennsylvania: 2009

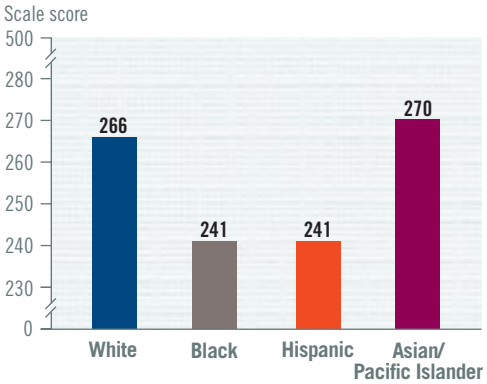


Average scores in NAEP reading for lower-income eighth-graders in Philadelphia and the nation: 2009



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

Average scores in NAEP reading for eighth-graders in Philadelphia, by race/ethnicity: 2009

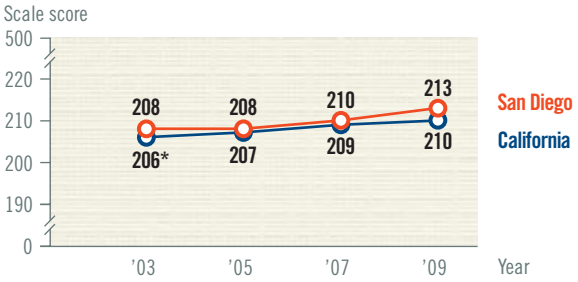


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

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

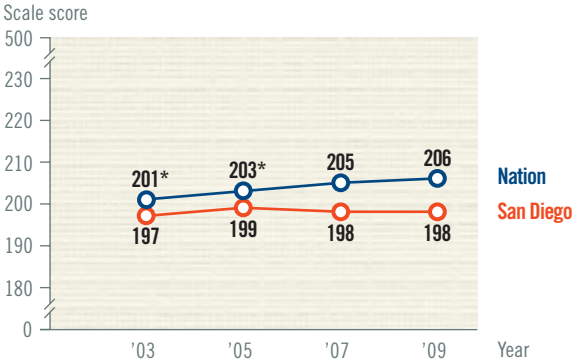
San Diego, Grade 4

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



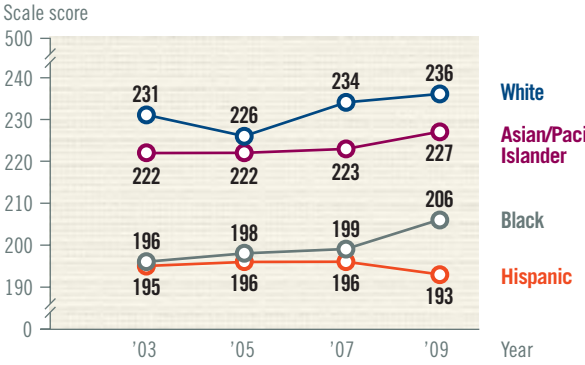
* Significantly different ($p < .05$) from 2009.

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



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for fourth-graders 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 fourth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 213 was at the 39th percentile for the nation.

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 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- a lower average score compared to lower-income students in the nation.

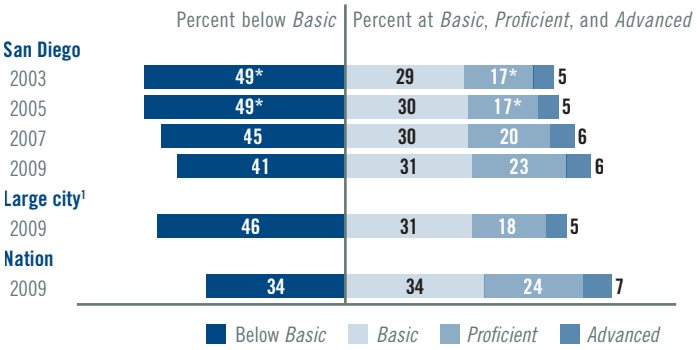
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

- an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2007.
- an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2007.

Trend in NAEP reading achievement-level results for fourth-graders in San Diego



* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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, 2003–09 Reading Assessments.

San Diego, Grade 8

For San Diego eighth-graders in 2009,

- the overall score was not significantly different from 2003 and 2007.
- the average score of 254 was at the 38th percentile for the nation.

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 2007.

Results for lower-income students showed

- no significant change in the average score compared to 2003 and 2007.
- no significant difference in the average score compared to lower-income students in the nation.

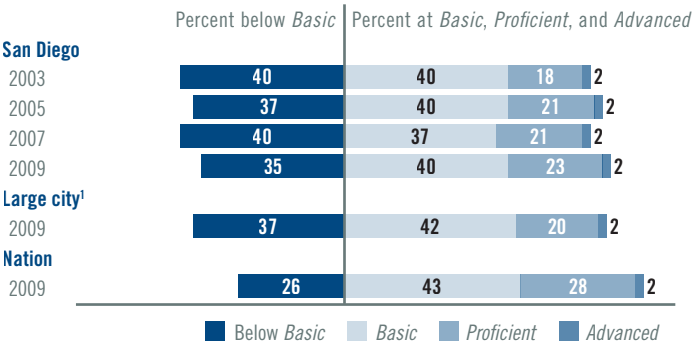
Results for racial/ethnic groups showed

- no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2007.

Achievement-level results showed

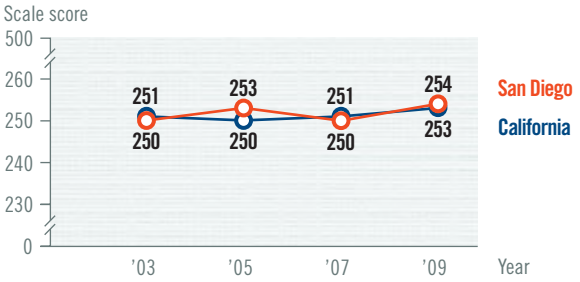
- no significant change in the percentage at or above *Basic* compared to 2003 and 2007.
- no significant change in the percentage at or above *Proficient* compared to 2003 and 2007.

Trend in NAEP reading achievement-level results for eighth-graders in San Diego

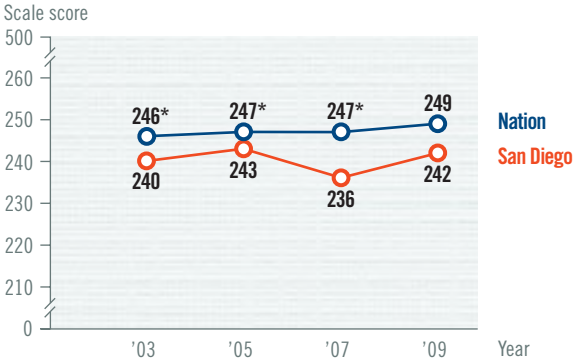


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Detail may not sum to totals because of rounding.

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

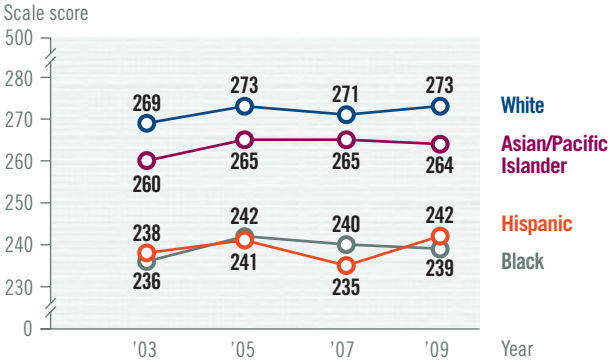


Trend in NAEP reading average scores for lower-income eighth-graders in San Diego and the nation



* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading average scores for eighth-graders 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

Technical Notes

Sampling and Weighting

The sample of students in the participating TUDA school districts is an extension of the sample of students who would usually be selected by NAEP as part of state and national samples. These extended samples allow reliable reporting of student groups within these districts. Results for students in the TUDA samples are also included in state and national samples with appropriate weighting.

In the same way that schools and students participating in NAEP assessments are chosen to be nationally representative, the schools and students participating in TUDA assessments are selected to be representative of their districts. The results from the assessed students are combined 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.

Results are reported for groups of students defined by shared characteristics such as gender, race/ethnicity, and eligibility for free/reduced-price school lunch only when sufficient numbers of students and adequate school representation are present. The minimum requirement is at least 62 students in a particular subgroup from at least five primary sampling units. However, the data for all students, regardless of whether their subgroup was reported separately, were included in computing overall results.

Comparability of the 2007 and 2009 Samples

Some charter schools that operate within the geographic boundaries of a school district are independent of the district and are not included in the districts' Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act. Beginning in 2009, charter schools of this type were no longer included in the results for TUDA districts as they had been in past NAEP assessments.

School districts vary in whether the charter schools within their boundaries are independent of the districts. In 2007, charter schools were included in the TUDA district results if they were listed as part of the district's Local Education Agency in the NCES Common Core of Data. In 2009, charter schools are included in TUDA district results if they contribute to the district's AYP results as part of the Elementary and Secondary Education Act. This change had little or no impact on the 2007–09 average score differences of the TUDA districts. The District of Columbia's 2007 grade 8 sample included about 20 charter schools. All charter schools in the District of Columbia are independent of the school district, and none were included in their TUDA sample in 2009. The change in scores for the District of Columbia Public Schools that would have resulted from using comparable sample frames, i.e., excluding charter schools from the NAEP sample in both years, would have resulted in a statistically significant increase from 237 in 2007 to 240 in 2009, rather than the nonsignficant change from 241 to 240 shown in the chart on page 53.

School and Student Participation

To ensure that reported results are based on a sample that is representative of the target population, NAEP statistical standards require that school participation rates for the original district samples be at least 85 percent for results to be reported. In the 2009 reading assessment, all participating urban districts met participation rate standards at both grades 4 and 8 (see appendix table **A-1**).

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, decide whether to exclude students with disabilities from the assessment. Based on NAEP's guidelines, they also decide 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** through **A-5** 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 two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population.

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 3-point change in the average score in one district may be statistically significant, while a 3-point change in another district may not be. Standard errors for the estimates presented in this report are available at http://nces.ed.gov/nationsreportcard/naepdata/.

To ensure that significant differences in NAEP data reflect actual differences and not mere chance, error rates need to be controlled when making multiple simultaneous comparisons. The more comparisons that are made (e.g., comparing the performance of White, Black, Hispanic, and Asian/Pacific Islander students), the higher the probability of finding significant differences by chance. In NAEP, the Benjamini-Hochberg False Discovery Rate (FDR) procedure is used to control the expected proportion of falsely rejected hypotheses relative to the number of comparisons that are conducted. A detailed explanation of this procedure can be found at http://nces.ed.gov/nationsreportcard/tdw/analysis/infer.asp.

NAEP employs a number of rules to determine the number of comparisons conducted, which in most cases is simply the number of possible statistical tests. However, when comparing multiple years the number of years do not count toward the number of comparisons.

A part-whole relationship exists between the district samples and the state and national samples because each district is part of its home state sample as well as the national public school sample. Therefore, when individual district results are compared to results for a state or the nation, the significance tests appropriately reflect this dependency.

When estimates of percentages are close to 0 or 100, reliable standard errors cannot be estimated. As a result, significance tests are not conducted when the comparison involves an extreme percentage. Refer to http://nces.ed.gov/nationsreportcard/tdw/analysis/infer_guidelines_extreme.asp for more information about how extreme percentages are defined in NAEP.

National School Lunch Program

NAEP collects data on student eligibility for the National School Lunch Program (NSLP) as an indicator of low income. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2008, through June 30, 2009, for a family of four, 130 percent of the poverty level was $27,560, and 185 percent was $39,220.)

Some schools provide free meals to all students irrespective of individual eligibility, using their own funds to cover the costs of non-eligible students. Under special provisions of the National School Lunch Act intended to reduce the administrative burden of determining student eligibility every year, schools can be reimbursed based on eligibility data for a single base year. Based on these provisions, participating schools with high percentages of eligible students can report all students as eligible for free lunch. This procedure was followed in Cleveland in 2009.

Because of the improved quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased compared to the percentages reported prior to the 2003 assessment. Therefore, trend comparisons are only made back to 2003 in this report. For more information on NSLP, visit http://www.fns.usda.gov/cnd/lunch/.

Large City

Just as the national public sample is used as a benchmark for comparing results for states, results for urban districts are compared to results from large cities nationwide. Referred to as "large central cities" in previous TUDA reports, results for large cities are for public schools located in the urbanized areas of cities with populations of 250,000 or more. Large city is not synonymous with "inner city." Schools in participating TUDA districts are also included in the results for large cities, even though some districts (Atlanta, Austin, Charlotte, Cleveland, Fresno, Houston, Jefferson County, Los Angeles, and Miami-Dade) include some schools not classified as large city schools.

Further comparisons of urban district data with large city data are available from the online Data Explorer on the NAEP website (http://nces.ed.gov/nationsreportcard/naepdata/). By selecting "Large city" as a jurisdiction in the NAEP Data Explorer, users will be able to replicate the results in this report and explore additional comparisons.

Appendix Tables

Table **A-1.** Public school and student participation rates for Trial Urban District Assessment in reading, by grade and district: 2009

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	60	95	1,300
Austin	100	70	95	1,400
Baltimore City	100	80	92	1,100
Boston	100	80	92	1,200
Charlotte	100	60	95	1,700
Chicago	100	110	96	2,100
Cleveland	100	80	92	900
Detroit	100	60	91	900
District of Columbia (DCPS)	100	80	95	1,300
Fresno	100	50	94	1,500
Houston	100	90	95	2,000
Jefferson County (KY)	100	70	93	1,500
Los Angeles	100	80	96	2,400
Miami-Dade	100	90	96	2,300
Milwaukee	100	90	95	1,400
New York City	100	90	93	2,300
Philadelphia	100	70	92	1,300
San Diego	100	60	94	1,400
Grade 8				
Atlanta	100	20	93	900
Austin	100	20	89	1,300
Baltimore City	100	40	92	900
Boston	100	30	92	1,000
Charlotte	100	30	90	1,400
Chicago	100	110	95	1,900
Cleveland	100	80	89	900
Detroit	100	50	85	1,000
District of Columbia (DCPS)	100	20	86	800
Fresno	100	20	92	1,300
Houston	100	40	91	1,900
Jefferson County (KY)	100	30	92	1,300
Los Angeles	100	70	90	2,000
Miami-Dade	100	60	92	1,900
Milwaukee	100	60	86	900
New York City	100	90	90	2,100
Philadelphia	100	60	91	1,200
San Diego	100	30	94	1,100

NOTE: The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table **A-2.** Percentage of fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–09

SD/ELL category and jurisdiction	Identified					Excluded					Assessed without accommodations					Assessed with accommodations				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
SD and/or ELL																				
Nation	21	22	23	23	23	7	6	7	6	5	10	10	10	10	9	4	5	7	7	9
Large city[1]	28	31	32	32	31	8	8	8	7	7	17	17	17	17	14	4	5	7	8	10
Atlanta	8	9	11	12	12	2	2	4	7	3	5	5	3	4	3	1	3	5	1	6
Austin	—	—	37	42	44	—	—	20	20	19	—	—	14	18	21	—	—	4	4	5
Baltimore City	—	—	—	—	19	—	—	—	—	14	—	—	—	—	2	—	—	—	—	4
Boston	—	33	35	45	35	—	9	10	8	9	—	12	11	23	14	—	11	13	13	13
Charlotte	—	21	21	22	19	—	5	4	4	3	—	6	6	7	5	—	11	10	11	11
Chicago	30	31	29	30	24	9	9	9	7	5	16	16	15	16	7	5	6	6	7	12
Cleveland	—	18	19	23	25	—	12	12	17	17	—	2	3	1	2	—	3	4	5	6
Detroit	—	—	—	—	20	—	—	—	—	5	—	—	—	—	8	—	—	—	—	7
District of Columbia (DCPS)	19	18	20	22	21	8	6	7	14	12	5	3	3	2	2	5	9	9	7	7
Fresno	—	—	—	—	38	—	—	—	—	5	—	—	—	—	30	—	—	—	—	3
Houston	43	42	44	45	43	17	24	23	17	18	25	18	19	25	22	1	1	2	3	3
Jefferson County (KY)	—	—	—	—	19	—	—	—	—	7	—	—	—	—	6	—	—	—	—	5
Los Angeles	51	59	59	53	46	8	6	6	3	2	41	49	49	43	38	2	5	5	7	6
Miami-Dade	—	—	—	—	21	—	—	—	—	7	—	—	—	—	2	—	—	—	—	12
Milwaukee	—	—	—	—	30	—	—	—	—	9	—	—	—	—	5	—	—	—	—	17
New York City	22	21	24	29	31	8	6	6	5	6	6	3	2	2	2	8	12	16	22	24
Philadelphia	—	—	—	—	22	—	—	—	—	6	—	—	—	—	3	—	—	—	—	13
San Diego	—	42	46	49	43	—	5	6	4	4	—	33	34	38	32	—	4	6	6	7
SD																				
Nation	13	14	14	14	13	5	5	5	5	4	4	4	4	3	3	4	5	5	6	7
Large city[1]	12	13	13	13	13	5	5	5	5	4	4	4	3	3	2	3	5	5	5	7
Atlanta	5	8	10	10	10	1	2	3	6	2	3	4	2	3	3	1	3	5	1	6
Austin	—	—	15	14	16	—	—	9	8	9	—	—	3	2	3	—	—	3	4	4
Baltimore City	—	—	—	—	18	—	—	—	—	13	—	—	—	—	1	—	—	—	—	4
Boston	—	19	24	21	22	—	4	9	7	7	—	5	3	3	3	—	10	12	12	12
Charlotte	—	16	13	12	12	—	4	3	3	2	—	4	2	3	3	—	8	7	7	8
Chicago	16	15	14	12	14	4	6	5	4	3	8	4	4	4	3	4	5	5	5	8
Cleveland	—	15	16	18	20	—	11	12	15	14	—	2	1	#	#	—	3	3	3	5
Detroit	—	—	—	—	15	—	—	—	—	5	—	—	—	—	4	—	—	—	—	6
District of Columbia (DCPS)	14	13	15	15	15	7	5	7	11	11	3	2	2	1	1	4	6	7	3	3
Fresno	—	—	—	—	11	—	—	—	—	4	—	—	—	—	3	—	—	—	—	3
Houston	12	18	12	11	7	4	9	7	6	4	7	8	3	3	1	1	1	2	2	2
Jefferson County (KY)	—	—	—	—	15	—	—	—	—	5	—	—	—	—	5	—	—	—	—	5
Los Angeles	11	12	9	11	10	3	3	2	2	2	5	5	2	3	3	2	4	4	5	5
Miami-Dade	—	—	—	—	13	—	—	—	—	2	—	—	—	—	2	—	—	—	—	9
Milwaukee	—	—	—	—	19	—	—	—	—	7	—	—	—	—	2	—	—	—	—	10
New York City	14	13	14	15	19	5	2	3	3	4	3	1	1	1	1	6	10	10	11	14
Philadelphia	—	—	—	—	15	—	—	—	—	5	—	—	—	—	2	—	—	—	—	9
San Diego	—	13	13	14	13	—	3	3	3	4	—	8	5	5	4	—	2	5	6	6

See notes at end of table.

Table **A-2.** Percentage of fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–09—Continued

SD/ELL category and jurisdiction	Identified					Excluded					Assessed without accommodations					Assessed with accommodations				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
ELL																				
Nation	9	10	11	11	11	2	2	2	2	2	6	7	7	7	6	1	1	2	2	3
Large city[1]	19	21	22	22	21	5	5	4	4	4	13	14	14	14	12	1	2	3	4	5
Atlanta	4	2	1	3	2	1	1	1	2	1	3	1	1	1	#	#	1	#	#	1
Austin	—	—	27	32	32	—	—	14	14	13	—	—	12	16	19	—	—	#	1	1
Baltimore City	—	—	—	—	1	—	—	—	—	#	—	—	—	—	1	—	—	—	—	#
Boston	—	18	14	29	18	—	6	4	4	3	—	9	8	21	11	—	3	2	3	3
Charlotte	—	10	9	11	8	—	3	2	2	1	—	2	4	4	2	—	4	3	5	4
Chicago	19	21	17	21	12	7	6	4	4	2	9	13	11	13	4	2	1	1	3	5
Cleveland	—	3	5	7	7	—	2	2	3	4	—	1	2	1	1	—	1	1	2	2
Detroit	—	—	—	—	7	—	—	—	—	#	—	—	—	—	5	—	—	—	—	2
District of Columbia (DCPS)	7	7	6	9	8	3	1	1	4	2	3	2	2	1	1	2	4	3	4	5
Fresno	—	—	—	—	30	—	—	—	—	2	—	—	—	—	27	—	—	—	—	1
Houston	36	33	36	37	38	16	20	19	13	16	20	14	16	23	21	#	#	1	1	1
Jefferson County (KY)	—	—	—	—	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—	1
Los Angeles	46	56	56	48	41	6	5	5	2	1	38	47	48	41	36	1	3	4	5	3
Miami-Dade	—	—	—	—	10	—	—	—	—	5	—	—	—	—	1	—	—	—	—	4
Milwaukee	—	—	—	—	12	—	—	—	—	3	—	—	—	—	3	—	—	—	—	7
New York City	11	11	12	18	16	6	5	5	3	3	3	2	1	1	1	3	3	7	13	12
Philadelphia	—	—	—	—	8	—	—	—	—	2	—	—	—	—	1	—	—	—	—	5
San Diego	—	35	36	42	35	—	4	4	3	2	—	29	30	36	30	—	2	2	3	4

— Not available. District did not participate.

Rounds to zero.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. 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. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-3.** Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all identified SD and/or ELL students, by jurisdiction: 2009

	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
Jurisdiction	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation	22	78	40	38	29	71	23	49	16	84	59	25
Large city[1]	22	78	45	33	33	67	17	50	17	83	59	23
Atlanta	21	79	26	53	16	84	28	56	38	62	16	46
Austin	43	57	47	10	57	43	16	26	40	60	58	3
Baltimore City	71	29	9	20	74	26	6	20	31	69	47	23
Boston	25	75	39	36	31	69	14	55	19	81	64	17
Charlotte	15	85	28	57	15	85	24	61	18	82	31	51
Chicago	21	79	29	51	24	76	20	56	21	79	34	45
Cleveland	69	31	6	25	74	26	2	25	59	41	18	23
Detroit	26	74	39	34	35	65	24	40	6	94	70	24
District of Columbia (DCPS)	56	44	10	35	72	28	8	20	28	72	11	61
Fresno	12	88	79	9	42	58	26	31	5	95	92	3
Houston	43	57	52	6	58	42	18	24	42	58	56	3
Jefferson County (KY)	39	61	31	29	35	65	34	31	68	32	14	18
Los Angeles	4	96	83	13	16	84	32	52	3	97	88	8
Miami-Dade	31	69	11	58	18	82	12	70	52	48	8	40
Milwaukee	29	71	15	56	37	63	9	54	22	78	24	54
New York City	18	82	5	77	23	77	5	71	18	82	4	78
Philadelphia	27	73	12	61	31	69	11	57	24	76	13	63
San Diego	9	91	74	16	27	73	27	46	6	94	84	10

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

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. DCPS = District of Columbia Public Schools.

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

Table **A-4.** Percentage of eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–09

SD/ELL category and jurisdiction	Identified					Excluded					Assessed without accommodations					Assessed with accommodations				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
SD and/or ELL																				
Nation	18	19	19	19	18	6	5	5	5	4	8	8	7	7	6	4	5	6	7	8
Large city[1]	23	24	23	24	23	6	6	5	6	5	14	12	12	10	9	4	5	7	8	9
Atlanta	6	12	11	13	12	2	4	4	8	3	3	5	3	3	2	1	4	5	3	7
Austin	—	—	27	29	29	—	—	12	7	9	—	—	13	17	16	—	—	2	5	4
Baltimore City	—	—	—	—	19	—	—	—	—	13	—	—	—	—	1	—	—	—	—	5
Boston	—	31	24	28	30	—	9	6	8	14	—	11	8	7	4	—	11	10	13	12
Charlotte	—	16	18	19	17	—	4	3	5	4	—	4	6	5	4	—	7	9	9	10
Chicago	21	21	21	23	21	6	7	5	6	5	9	8	6	4	4	7	6	10	13	12
Cleveland	—	24	21	24	28	—	15	14	16	16	—	2	3	2	1	—	7	4	6	10
Detroit	—	—	—	—	23	—	—	—	—	7	—	—	—	—	6	—	—	—	—	10
District of Columbia (DCPS)	21	20	19	21	22	7	8	8	13	14	5	4	3	3	2	8	8	9	5	6
Fresno	—	—	—	—	29	—	—	—	—	2	—	—	—	—	21	—	—	—	—	5
Houston	27	27	24	23	22	7	10	7	9	8	19	16	13	10	9	#	#	3	4	5
Jefferson County (KY)	—	—	—	—	15	—	—	—	—	8	—	—	—	—	3	—	—	—	—	4
Los Angeles	35	37	40	35	29	5	4	5	4	3	27	28	31	27	20	2	5	4	5	6
Miami-Dade	—	—	—	—	20	—	—	—	—	6	—	—	—	—	1	—	—	—	—	13
Milwaukee	—	—	—	—	26	—	—	—	—	8	—	—	—	—	2	—	—	—	—	16
New York City	24	22	18	23	23	9	5	5	4	6	7	4	2	2	1	8	12	11	17	16
Philadelphia	—	—	—	—	22	—	—	—	—	6	—	—	—	—	2	—	—	—	—	14
San Diego	—	29	31	29	25	—	3	7	4	3	—	22	18	19	16	—	3	6	6	6
SD																				
Nation	13	14	13	13	13	5	4	4	5	4	5	5	3	3	2	4	5	6	6	7
Large city[1]	13	14	12	13	13	4	4	4	4	4	6	5	3	3	2	3	5	5	6	7
Atlanta	5	11	10	12	11	1	3	3	7	3	3	4	2	2	2	1	3	5	2	7
Austin	—	—	15	17	17	—	—	8	5	7	—	—	5	7	6	—	—	2	5	4
Baltimore City	—	—	—	—	19	—	—	—	—	13	—	—	—	—	1	—	—	—	—	5
Boston	—	20	17	21	22	—	5	5	6	8	—	6	3	2	2	—	9	9	12	12
Charlotte	—	13	11	11	11	—	3	1	2	2	—	3	2	2	1	—	7	7	7	7
Chicago	15	16	16	19	16	3	5	3	4	3	6	5	4	2	2	6	6	10	12	11
Cleveland	—	20	18	20	23	—	12	12	15	14	—	2	2	1	1	—	6	4	4	8
Detroit	—	—	—	—	17	—	—	—	—	5	—	—	—	—	2	—	—	—	—	10
District of Columbia (DCPS)	16	16	16	18	18	6	6	6	12	13	4	3	2	2	1	7	7	8	4	4
Fresno	—	—	—	—	11	—	—	—	—	2	—	—	—	—	3	—	—	—	—	5
Houston	15	18	13	13	12	5	7	5	6	6	10	11	6	3	2	#	#	2	4	4
Jefferson County (KY)	—	—	—	—	12	—	—	—	—	6	—	—	—	—	2	—	—	—	—	4
Los Angeles	12	13	12	11	11	3	3	3	2	2	7	5	5	4	3	2	5	3	5	6
Miami-Dade	—	—	—	—	12	—	—	—	—	2	—	—	—	—	#	—	—	—	—	10
Milwaukee	—	—	—	—	21	—	—	—	—	6	—	—	—	—	1	—	—	—	—	14
New York City	14	14	10	15	15	6	2	2	1	3	3	2	1	1	#	5	10	8	12	12
Philadelphia	—	—	—	—	17	—	—	—	—	5	—	—	—	—	1	—	—	—	—	10
San Diego	—	11	12	12	12	—	1	4	3	2	—	7	5	4	4	—	3	4	5	6

See notes at end of table.

Table **A-4.** Percentage of eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–09—Continued

SD/ELL category and jurisdiction	Identified					Excluded					Assessed without accommodations					Assessed with accommodations				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
ELL																				
Nation	6	6	6	7	6	2	2	1	2	1	4	4	4	4	3	1	1	1	1	1
Large city[1]	13	13	13	13	12	3	3	2	3	2	9	8	9	8	7	1	2	2	2	3
Atlanta	1	2	1	3	#	#	1	#	2	#	1	1	1	1	#	#	#	#	#	#
Austin	—	—	16	15	16	—	—	6	3	4	—	—	9	11	10	—	—	1	1	2
Baltimore City	—	—	—	—	#	—	—	—	—	#	—	—	—	—	#	—	—	—	—	#
Boston	—	15	9	11	10	—	7	3	4	7	—	5	5	5	3	—	3	1	2	#
Charlotte	—	6	8	9	7	—	1	1	3	2	—	3	4	3	2	—	2	2	2	3
Chicago	8	7	6	7	7	4	3	2	3	2	3	3	2	2	2	1	1	1	1	3
Cleveland	—	6	4	5	6	—	5	3	2	4	—	#	1	1	1	—	1	1	2	2
Detroit	—	—	—	—	6	—	—	—	—	2	—	—	—	—	4	—	—	—	—	#
District of Columbia (DCPS)	5	5	3	4	6	2	2	2	2	2	1	2	1	1	1	2	1	1	1	2
Fresno	—	—	—	—	22	—	—	—	—	1	—	—	—	—	19	—	—	—	—	2
Houston	16	16	14	13	12	4	6	4	4	4	12	10	9	7	7	#	#	1	1	1
Jefferson County (KY)	—	—	—	—	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—	#
Los Angeles	30	33	35	30	23	5	3	3	3	2	24	26	29	25	18	1	3	2	3	3
Miami-Dade	—	—	—	—	8	—	—	—	—	5	—	—	—	—	#	—	—	—	—	3
Milwaukee	—	—	—	—	7	—	—	—	—	3	—	—	—	—	1	—	—	—	—	3
New York City	13	11	10	10	10	5	4	4	3	4	4	3	2	1	#	4	4	4	6	6
Philadelphia	—	—	—	—	7	—	—	—	—	1	—	—	—	—	1	—	—	—	—	5
San Diego	—	21	24	21	16	—	2	5	2	1	—	18	15	17	13	—	1	4	3	2

— Not available. District did not participate.

Rounds to zero.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. 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. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-5.** Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all identified SD and/or ELL students, by jurisdiction: 2009

	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
Jurisdiction	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations	Excluded	Assessed	Assessed without accom-modations	Assessed with accom-modations
Nation	24	76	31	45	28	72	18	54	17	83	58	25
Large city[1]	22	78	39	38	29	71	16	54	17	83	60	23
Atlanta	28	72	13	59	26	74	13	61	73	27	#	27
Austin	31	69	54	15	43	57	36	21	26	74	64	10
Baltimore City	68	32	4	28	68	32	4	27	80	20	#	20
Boston	46	54	14	41	38	62	7	55	71	29	26	3
Charlotte	23	77	21	57	19	81	13	68	31	69	31	38
Chicago	22	78	20	59	21	79	14	65	25	75	31	44
Cleveland	57	43	5	37	61	39	3	36	55	45	13	33
Detroit	29	71	27	44	30	70	12	58	29	71	65	5
District of Columbia (DCPS)	64	36	10	26	74	26	5	21	40	60	22	37
Fresno	8	92	74	18	23	77	31	46	4	96	89	7
Houston	37	63	41	22	46	54	19	35	34	66	59	7
Jefferson County (KY)	52	48	18	30	51	49	17	33	65	35	20	14
Los Angeles	10	90	68	22	22	78	26	52	8	92	78	14
Miami-Dade	32	68	4	64	18	82	3	78	58	42	4	37
Milwaukee	31	69	9	60	29	71	5	66	44	56	17	40
New York City	25	75	3	72	19	81	3	78	36	64	4	60
Philadelphia	26	74	10	64	32	68	8	60	14	86	14	72
San Diego	11	89	65	25	20	80	29	51	5	95	80	15

Rounds to zero.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

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. DCPS = District of Columbia Public Schools.

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

Table **A-6.** Selected percentile scores for public school students in NAEP reading, by grade and jurisdiction: Various years, 2002–09

Jurisdiction	Grade 4					Grade 8				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
	10th percentile					**10th percentile**				
Nation	169***	167***	169***	173	173*	219	215***	214***	216***	218*
Large city[1]	153***	154***	157***	159***	162**	204	201***	202	202	205**
Atlanta	150	149***	154	163	163	194***	196***	194***	201	207**
Austin	—	—	170	170	174*	—	—	205	204***	215*
Baltimore City	—	—	—	—	164**	—	—	—	—	207**
Boston	—	165	166	165	173*	—	205***	206***	207	217*
Charlotte	—	171	175	176	179*,**	—	216	210	211	213*
Chicago	148***	150	152	152	154*,**	208	207	204	205	206**
Cleveland	—	154	156	158	151*,**	—	198	195	207	201**
Detroit	—	—	—	—	145*,**	—	—	—	—	185*,**
District of Columbia (DCPS)	144***	136***	141***	148	153*,**	197	193	191	196	190*,**
Fresno	—	—	—	—	152*,**	—	—	—	—	192*,**
Houston	162***	164***	167	161***	171*	201	203	202***	209	208**
Jefferson County (KY)	—	—	—	—	174*	—	—	—	—	214*
Los Angeles	143	146	146	147	151*,**	190	183***	192	192	195*,**
Miami-Dade	—	—	—	—	180*,**	—	—	—	—	216*
Milwaukee	—	—	—	—	148*,**	—	—	—	—	195*,**
New York City	160	165	169	165	170*	‡	204	205	201	206**
Philadelphia	—	—	—	—	146*,**	—	—	—	—	204**
San Diego	—	157	157	157	158**	—	201	204	197	205
	25th percentile					**25th percentile**				
Nation	194***	193***	194***	198	198*	242	240***	238***	240***	242*
Large city[1]	177***	179***	181***	184	186**	227	225***	227***	227***	230**
Atlanta	171***	171***	175***	184	184**	214***	217***	216***	224	229**
Austin	—	—	192	193	198*	—	—	231***	232	239*
Baltimore City	—	—	—	—	182*,**	—	—	—	—	226*,**
Boston	—	185***	186***	188	195*	—	229***	229***	231	236*,**
Charlotte	—	196	197***	199	203*,**	—	239	236	236	238*
Chicago	170***	174***	175	176	178*,**	231	228	228	228	229**
Cleveland	—	174	175	178	172*,**	—	219	219	227	222*,**
Detroit	—	—	—	—	166*,**	—	—	—	—	211*,**
District of Columbia (DCPS)	167***	162***	165***	171***	178*,**	219	216	215	218	214*,**
Fresno	—	—	—	—	174*,**	—	—	—	—	217*,**
Houston	183***	184***	187	183***	191*,**	226	224***	226***	231	232**
Jefferson County (KY)	—	—	—	—	196*	—	—	—	—	236*,**
Los Angeles	165***	169***	169***	172	175*,**	213***	210***	215***	218	221*,**
Miami-Dade	—	—	—	—	201*,**	—	—	—	—	240*
Milwaukee	—	—	—	—	172*,**	—	—	—	—	218*,**
New York City	182***	186***	191	189***	194*,**	‡	229	228	225	230**
Philadelphia	—	—	—	—	171*,**	—	—	—	—	225*,**
San Diego	—	182	183	186	188**	—	226	229	225	231**
	50th percentile					**50th percentile**				
Nation	219***	219***	220***	222	222*	265	264***	263***	264***	265*
Large city[1]	203***	206***	207***	210	212**	252***	251***	252***	252***	255**
Atlanta	194***	195***	200***	206	208*,**	236***	240***	239***	245***	251**
Austin	—	—	218	219	222*	—	—	259	260	264*
Baltimore City	—	—	—	—	202*,**	—	—	—	—	245*,**
Boston	—	207***	208***	211***	216*,**	—	253	254	254	257**
Charlotte	—	221***	222	224	227*,**	—	264	262	263	262*
Chicago	194***	199***	199	202	204*,**	251	249	252	252	251*,**
Cleveland	—	196	198	199	194*,**	—	242	242	248	244*,**
Detroit	—	—	—	—	188*,**	—	—	—	—	235*,**
District of Columbia (DCPS)	191***	189***	191***	197***	204*,**	241	241	239	241	241*,**
Fresno	—	—	—	—	199*,**	—	—	—	—	241*,**
Houston	206***	207***	210	207***	212**	251	247***	251	253	254**
Jefferson County (KY)	—	—	—	—	220*	—	—	—	—	260*,**
Los Angeles	190***	195	194	198	199*,**	238***	236***	240***	243***	247*,**
Miami-Dade	—	—	—	—	223*	—	—	—	—	263*
Milwaukee	—	—	—	—	198*,**	—	—	—	—	244*,**
New York City	206***	210***	213***	215	219*,**	‡	254	253	251	254**
Philadelphia	—	—	—	—	198*,**	—	—	—	—	248*,**
San Diego	—	209***	209***	213	217*	—	252	255	253	257

See notes at end of table.

Table **A-6.** Selected percentile scores for public school students in NAEP reading, by grade and jurisdiction: Various years, 2002-09—Continued

Jurisdiction	Grade 4					Grade 8				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
	75th percentile					**75th percentile**				
Nation	242***	243***	243***	244	244*	286	286	285***	285***	286*
Large city[1]	228***	231***	232***	234	236**	275	274***	275	275***	277**
Atlanta	219***	221***	226	230	234**	259***	263***	262***	267***	273*,**
Austin	—	—	242	244	245*	—	—	283	285	286*
Baltimore City	—	—	—	—	222*,**	—	—	—	—	265*,**
Boston	—	228***	228***	233	237**	—	278	279	278	280**
Charlotte	—	244	246	248	248*	—	286	285	285	284*
Chicago	217***	223	223	226	228*,**	270	270	273	273	273*,**
Cleveland	—	217	220	220	216*,**	—	263	263	267	264*,**
Detroit	—	—	—	—	210*,**	—	—	—	—	256*,**
District of Columbia (DCPS)	215***	214***	217***	222***	229*,**	262	262	262***	264	267*,**
Fresno	—	—	—	—	222*,**	—	—	—	—	265*,**
Houston	229	229	234	229	232**	273	268***	272	274	275**
Jefferson County (KY)	—	—	—	—	243*	—	—	—	—	282*,**
Los Angeles	217***	218	222	221	223*,**	261***	261***	265	265	269*,**
Miami-Dade	—	—	—	—	243*	—	—	—	—	284*
Milwaukee	—	—	—	—	222*,**	—	—	—	—	265*,**
New York City	230***	234***	235***	238	241*	‡	277	275	275	277**
Philadelphia	—	—	—	—	221*,**	—	—	—	—	269*,**
San Diego	—	235	234***	238	241*	—	275	279	278	281
	90th percentile					**90th percentile**				
Nation	261***	262	262	263	263*	303	304	303	303***	304*
Large city[1]	250***	253***	253***	255	256**	295	293***	295	295	296**
Atlanta	242***	246	251	253	258**	277***	282***	285	288	291*,**
Austin	—	—	261	264	265*	—	—	304	305	304*
Baltimore City	—	—	—	—	241*,**	—	—	—	—	281*,**
Boston	—	246***	247***	252	253**	—	299	299	300	300
Charlotte	—	263	266	268	269*,**	—	304	306	304	302
Chicago	239***	244	244	247	247*,**	288	288	291	291	290*,**
Cleveland	—	237	238	237	235*,**	—	280	282	283	282*,**
Detroit	—	—	—	—	229*,**	—	—	—	—	275*,**
District of Columbia (DCPS)	237***	239***	241***	246***	255**	281***	282***	284	285	291**
Fresno	—	—	—	—	241*,**	—	—	—	—	283*,**
Houston	250	250	255	249	251**	290	288	290	292	292**
Jefferson County (KY)	—	—	—	—	263	—	—	—	—	301
Los Angeles	239	240	246	242	242*,**	281***	282	286	285	288*,**
Miami-Dade	—	—	—	—	261*	—	—	—	—	301
Milwaukee	—	—	—	—	242*,**	—	—	—	—	284*,**
New York City	253	254***	255***	259	260*	‡	297	295	295	296**
Philadelphia	—	—	—	—	240*,**	—	—	—	—	290
San Diego	—	255	254	258	260	—	296	300	298	301

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-09 Reading Assessments.

Table **A-7.** Achievement-level results for fourth-grade public school students in NAEP reading, by jurisdiction: Various years, 2002–09

	Percentage of students														
	At or above *Basic*					At or above *Proficient*					At *Advanced*				
Jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Nation	62***	62***	62***	66	66*	30***	30***	30***	32	32*	6***	7	7	7	7*
Large city[1]	44***	47***	49***	53	54**	17***	19***	20***	22	23**	3***	4	4***	5	5**
Atlanta	35***	37***	41***	48	50*,**	12***	14***	17***	18***	22**	3***	4	4	5	6
Austin	—	—	61	62	65*	—	—	28	30	32*	—	—	7	8	9*
Baltimore City	—	—	—	—	42*,**	—	—	—	—	12*,**	—	—	—	—	2*,**
Boston	—	48***	51***	54***	61*,**	—	16***	16***	20	24**	—	2	3	4	4**
Charlotte	—	64***	65	66	71*,**	—	31	33	35	36*	—	8	9	10	10*,**
Chicago	34***	40***	40	44	45*,**	11***	14	14	16	16*,**	2***	3	2	3	3*,**
Cleveland	—	35	37	39	34*,**	—	9	10	9	8*,**	—	1	1	1	#*,**
Detroit	—	—	—	—	27*,**	—	—	—	—	5*,**	—	—	—	—	#
District of Columbia (DCPS)	31***	31***	33***	39***	46*,**	10***	10***	11***	14***	18*,**	2***	3***	2***	4***	6**
Fresno	—	—	—	—	40*,**	—	—	—	—	12*,**	—	—	—	—	1*,**
Houston	48	48***	52	49***	55**	18	18	21	17	19**	3	3	5	3	3**
Jefferson County (KY)	—	—	—	—	64*	—	—	—	—	30*	—	—	—	—	7
Los Angeles	33***	35***	37	39	40*,**	11	11	14	13	13*,**	2	2	3***	2	2*,**
Miami-Dade	—	—	—	—	68*	—	—	—	—	31*	—	—	—	—	6
Milwaukee	—	—	—	—	39*,**	—	—	—	—	12*,**	—	—	—	—	2*,**
New York City	47***	53***	57	57***	62*,**	19***	22***	22***	25	29*	5	4***	5	6	7
Philadelphia	—	—	—	—	39*,**	—	—	—	—	11*,**	—	—	—	—	1*,**
San Diego	—	51***	51***	55	59*,**	—	22***	22***	25	29*	—	5	5	6	6

— Not available. District did not participate.
Rounds to zero.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results.
DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-8.** Achievement-level results for eighth-grade public school students in NAEP reading, by jurisdiction: Various years, 2002–09

	Percentage of students														
	At or above *Basic*					At or above *Proficient*					At *Advanced*				
Jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Nation	74	72***	71***	73***	74*	31	30	29***	29***	30*	2	3	3	2	2*
Large city[1]	60	58***	60***	60***	63**	20	19***	20	20	21**	1	1	2	1	2**
Atlanta	42***	47***	46***	53***	60**	8***	11***	12***	13	17*,**	#	#	1	1	1**
Austin	—	—	65***	66	71*	—	—	27	28	30*	—	—	3	3	2
Baltimore City	—	—	—	—	54*,**	—	—	—	—	10*,**	—	—	—	—	#*,**
Boston	—	61***	61***	63	68**	—	22	23	22	23**	—	2	2	3	2
Charlotte	—	71	69	69	70*,**	—	30	29	29	28*	—	3	3	3	2
Chicago	62	59	60	61	60**	15	15	17	17	17*,**	1	1	1	1	1*,**
Cleveland	—	48	49	56	52*,**	—	10	10	11	10*,**	—	#	#	#	#*,**
Detroit	—	—	—	—	40*,**	—	—	—	—	7*,**	—	—	—	—	#
District of Columbia (DCPS)	48	47	45	48	48*,**	10***	10***	12	12	14*,**	#	1	1	1	2
Fresno	—	—	—	—	48*,**	—	—	—	—	12*,**	—	—	—	—	#*,**
Houston	59	55***	59***	63	64**	17	14***	17	18	18**	1	1	1	1	1
Jefferson County (KY)	—	—	—	—	68*,**	—	—	—	—	26*,**	—	—	—	—	2
Los Angeles	44***	43***	47***	50***	54*,**	10***	11***	13	12	15*,**	#	1	1	1	1**
Miami-Dade	—	—	—	—	73*	—	—	—	—	28*	—	—	—	—	2
Milwaukee	—	—	—	—	51*,**	—	—	—	—	12*,**	—	—	—	—	1*,**
New York City	‡	62	61	59	62**	‡	22	20	20	21**	‡	2	1	1	2
Philadelphia	—	—	—	—	56*,**	—	—	—	—	15**	—	—	—	—	1
San Diego	—	60	63	60	65**	—	20	23	23	25	—	2	2	2	2

— Not available. District did not participate.
‡ Reporting standards not met.
# Rounds to zero.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results.
DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-9.** Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–09

Race/ethnicity and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
White															
Nation	227***	227***	228***	230	229*	74***	74***	75***	77	77	39***	39***	39***	42	41
Large city[1]	224***	226***	228***	231	233**	70***	72***	74***	78	79	37***	39***	40	44	47
Atlanta	250	250	253	253	253*,**	86	91	95	95	93*,**	67	68	74	71	76*,**
Austin	—	—	239	244	245*,**	—	—	86	90	91*,**	—	—	54	63	64*,**
Baltimore City	—	—	—	—	220*	—	—	—	—	64*,**	—	—	—	—	32
Boston	—	225	230	230	231	—	69	79	76	77	—	37	40	42	46
Charlotte	—	237	240	244	243*,**	—	83	86	89	89*,**	—	52	55	61	59*,**
Chicago	221	224	225	227	228	64	70	70	74	74	35	37	39	40	41
Cleveland	—	208	209	215	209*,**	—	51	54	61	53*,**	—	17	17	22	17*,**
Detroit	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
District of Columbia (DCPS)	248	254	252	258	257*,**	91	90	92	96	95*,**	66	70	70	74	75*,**
Fresno	—	—	—	—	217*,**	—	—	—	—	66*,**	—	—	—	—	29*
Houston	233	235	245	241	243**	79	82	88	86	91*,**	45	48	61	58	59**
Jefferson County (KY)	—	—	—	—	230	—	—	—	—	75	—	—	—	—	42
Los Angeles	223	217	229	228	222*	70	60	71	79	70	38	28	43	37	35
Miami-Dade	—	—	—	—	238**	—	—	—	—	86*,**	—	—	—	—	51
Milwaukee	—	—	—	—	223	—	—	—	—	71	—	—	—	—	34
New York City	226	231	226	232	235	71	77	75	77	81	35	45	36	45	49
Philadelphia	—	—	—	—	215*,**	—	—	—	—	60*,**	—	—	—	—	28*
San Diego	—	231	226	234	236	—	79	69***	80	85**	—	43	39	49	51
Black															
Nation	198***	197***	199***	203	204*	39***	39***	41***	46	47*	12***	12***	12***	14	15
Large city[1]	192***	193***	196***	199	201**	33***	35***	38***	41	44**	9***	10***	11	12	13
Atlanta	192***	191***	194***	200	201	32***	31***	33***	40	42**	8***	8***	10	10	13
Austin	—	—	200***	201	211*,**	—	—	43	41	53*	—	—	12	11	18
Baltimore City	—	—	—	—	200**	—	—	—	—	39**	—	—	—	—	10**
Boston	—	202***	203***	204	212*,**	—	43***	45***	48	57*,**	—	11***	11***	13	18
Charlotte	—	205	206	206	211*,**	—	48	49	49	57*,**	—	14	16	15	19
Chicago	185***	193	190	193	194*,**	25***	33	31	34	36*,**	5***	10	7	10	10**
Cleveland	—	191	193	192	189*,**	—	30	32	30	28*,**	—	7	7	5	5*,**
Detroit	—	—	—	—	186*,**	—	—	—	—	25*,**	—	—	—	—	5*,**
District of Columbia (DCPS)	188***	184***	187***	192	195*,**	28***	27***	29***	33	38*,**	7***	7***	8	9	11**
Fresno	—	—	—	—	193*,**	—	—	—	—	35	—	—	—	—	8
Houston	200	201***	207	205	210*,**	40	43	49	48	53	12	12	16	14	16
Jefferson County (KY)	—	—	—	—	203	—	—	—	—	46	—	—	—	—	12
Los Angeles	186	187	187	196	195**	25	30	28	37	35*,**	6	8	9	13	12
Miami-Dade	—	—	—	—	205	—	—	—	—	48	—	—	—	—	13
Milwaukee	—	—	—	—	187*,**	—	—	—	—	29*,**	—	—	—	—	6*,**
New York City	197***	201***	206	206	208*,**	37***	43	49	51	52*	9***	13	16	15	17
Philadelphia	—	—	—	—	191*,**	—	—	—	—	34*,**	—	—	—	—	8*,**
San Diego	—	196	198	199	206	—	38	43	44	51	—	9	13	12	18

See notes at end of table.

Table **A-9.** Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09—Continued

	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
Race/ethnicity and jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Hispanic															
Nation	199***	199***	201***	204	204*	43***	43***	44***	49	48*	14***	14***	15	17	16*
Large city[1]	197***	197***	198***	199	202**	38***	40***	40***	44	45**	12	13	13	14	14**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	207	206	208*	—	—	51	51	53	—	—	17	16	17
Baltimore City	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Boston	—	201***	200***	204	209*,**	—	42	42***	47	55	—	12	10***	14	17
Charlotte	—	202	209	207	212*,**	—	46	54	51	60*,**	—	15	19	18	23
Chicago	193***	196	201	201	203	33***	39	43	45	47	9***	12	15	14	15
Cleveland	—	201	201	200	200	—	44	44	39	41	—	14	14	8	11
Detroit	—	—	—	—	190*,**	—	—	—	—	31*,**	—	—	—	—	6*,**
District of Columbia (DCPS)	193***	187***	193***	206	207	34***	29***	37***	55	50	8	8	12	15	17
Fresno	—	—	—	—	194*,**	—	—	—	—	36*,**	—	—	—	—	9**
Houston	203	203	203	200	206	45	44	44	43	49	14	15	13	12	14
Jefferson County (KY)	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Los Angeles	185***	189	190	190	193*,**	26***	30	31	33	35*,**	7	7	9	8	8*,**
Miami-Dade	—	—	—	—	224*,**	—	—	—	—	72*,**	—	—	—	—	34*,**
Milwaukee	—	—	—	—	198**	—	—	—	—	40	—	—	—	—	11
New York City	201	205	207	203	208*	42	47	51	46	53*	15	16	15	16	20*
Philadelphia	—	—	—	—	187*,**	—	—	—	—	33*,**	—	—	—	—	5*,**
San Diego	—	195	196	196	193*,**	—	37	38	40	38*,**	—	12	11	13	11**

See notes at end of table.

Table **A-9.** Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–09—Continued

	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
Race/ethnicity and jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Asian/Pacific Islander															
Nation	223***	225***	227***	231	234*	69***	69***	72***	76	79	36***	37***	40***	45	48*
Large city[1]	220***	223	223	228	228**	64***	66	67	72	73	32	35	35	40	42**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	236	‡	—	—	‡	78	‡	—	—	‡	56	‡
Baltimore City	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Boston	—	223	224	229	231	—	71	68	74	80	—	29	33	45	43
Charlotte	—	218	‡	235	233	—	61	‡	77	77	—	31	‡	48	40
Chicago	‡	‡	‡	237	232	‡	‡	‡	82	78	‡	‡	‡	51	46
Cleveland	—	‡	‡	‡	‡	—	‡	‡	‡	‡	—	‡	‡	‡	‡
Detroit	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
District of Columbia (DCPS)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Fresno	—	—	—	—	194*,**	—	—	—	—	37*,**	—	—	—	—	11*,**
Houston	‡	‡	‡	231	240*	‡	‡	‡	77	86*	‡	‡	‡	47	52
Jefferson County (KY)	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Los Angeles	218	218	223	219	220**	70	61	66	66	68	26	28	37	31	33**
Miami-Dade	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Milwaukee	—	—	—	—	214*,**	—	—	—	—	62	—	—	—	—	20*,**
New York City	235	227***	235	230	235*	78	72	79	75	82*	50	39	47	43	50
Philadelphia	—	—	—	—	214*,**	—	—	—	—	61**	—	—	—	—	25*,**
San Diego	—	222	222	223	227	—	66	69	70	75	—	33	32	35	41

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-10.** Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–09

	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
Race/ethnicity and jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
White															
Nation	271	270***	269***	270***	271	83	82***	81***	83	83	39	39	37***	38	39
Large city[1]	270	268***	270	271	272	80	79***	81	82	83	40	37	38	39	42
Atlanta	275***	‡	‡	‡	292*,**	84	‡	‡	‡	98	47***	‡	‡	‡	70*,**
Austin	—	—	279	284	282*,**	—	—	86	91	90*,**	—	—	50	58	55*,**
Baltimore City	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Boston	—	273	274	275	282*,**	—	79	81	80	89	—	44	46	48	55*,**
Charlotte	—	278	278	279	276	—	88	87	88	87	—	49	49	52	48**
Chicago	266	265	270	266	272	75	79	81	77	84	31	30	41	38	40
Cleveland	—	250	255	262	258*,**	—	62	66	80	72	—	14	20	26	23*,**
Detroit	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
District of Columbia (DCPS)	‡	‡	301	‡	‡	‡	‡	94	‡	‡	‡	‡	74	‡	‡
Fresno	—	—	—	—	263*	—	—	—	—	74	—	—	—	—	32
Houston	279	270***	280	281	280	87	80	89	89	90	47	40	53	52	52
Jefferson County (KY)	—	—	—	—	267*,**	—	—	—	—	77*,**	—	—	—	—	34*
Los Angeles	264	266	261	272	271	73	76	69***	81	83	33	36	31	41	38
Miami-Dade	—	—	—	—	273	—	—	—	—	81	—	—	—	—	43
Milwaukee	—	—	—	—	265	—	—	—	—	78	—	—	—	—	33
New York City	‡	270	269	270	271	‡	79	80	80	81	‡	42	38	41	41
Philadelphia	—	—	—	—	266	—	—	—	—	76	—	—	—	—	33
San Diego	—	269	273	271	273	—	79	82	82	82	—	37	44	42	43
Black															
Nation	244	244***	242***	244***	245*	54	53***	51***	54	56*	13	12	11***	12	13*
Large city[1]	240	241***	240***	240***	243**	49	49	48	49	53**	10	10	10	10	11**
Atlanta	233***	237***	237***	242***	246	39***	44***	43***	50	57	5***	8***	9	9	12
Austin	—	—	242	238***	247	—	—	52	46	57	—	—	10	10	14
Baltimore City	—	—	—	—	243	—	—	—	—	52	—	—	—	—	9**
Boston	—	245	244	250	248	—	53	52	60	57	—	14	13	16	14
Charlotte	—	247	244	246	249*,**	—	55	55	56	60*	—	14	13	14	15
Chicago	245	243	240	240	243	57	52	50	50	53	10	10	10	9	11
Cleveland	—	238	236	243	239**	—	45	44	51	48	—	8	8	7	7**
Detroit	—	—	—	—	232*,**	—	—	—	—	40*,**	—	—	—	—	7**
District of Columbia (DCPS)	238	236	235	238	235*,**	46	45	42	45	43*,**	8	8	9	9	9**
Fresno	—	—	—	—	232*,**	—	—	—	—	37*,**	—	—	—	—	8
Houston	247	244	242	249	243	60	53	53	62	56	15	12	11	12	11
Jefferson County (KY)	—	—	—	—	245	—	—	—	—	54	—	—	—	—	13
Los Angeles	236	233	234	229	239	43	41	40	38	48	8	7	8	6	11
Miami-Dade	—	—	—	—	250*	—	—	—	—	61	—	—	—	—	17
Milwaukee	—	—	—	—	233*,**	—	—	—	—	41*,**	—	—	—	—	6*,**
New York City	‡	245	241	240	246	‡	56	49	50	56	‡	13	10	11	12
Philadelphia	—	—	—	—	241	—	—	—	—	48**	—	—	—	—	9
San Diego	—	236	242	240	239	—	46	53	48	49	—	7	12	10	8

See notes at end of table.

Table **A-10.** Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–09—Continued

Race/ethnicity and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Hispanic															
Nation	245	244***	245***	246***	248*	56	54***	55***	57	59*	14	14	14***	14	16
Large city[1]	242	241***	243	243	245**	52	51***	53	53	56**	12	12	13	12	14
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	243	244***	251*	—	—	52	55	62	—	—	13	15	18
Baltimore City	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Boston	—	245	248	241***	251*	—	54	57	52	64	—	14	16	10	13
Charlotte	—	244	248	251	254	—	52	58	65	64	—	14	19	20	18
Chicago	248	249	251	255	249	61	61	62	69	59	12	15	16	20	17
Cleveland	—	‡	248	249***	237**	—	‡	57	58	45**	—	‡	10	16	11
Detroit	—	—	—	—	232	—	—	—	—	38	—	—	—	—	6
District of Columbia (DCPS)	240	240	247	249	249	53	51	59	56	62	11	11	18	19	22
Fresno	—	—	—	—	235*,**	—	—	—	—	44*,**	—	—	—	—	8*,**
Houston	243***	242***	245***	246	250*	52***	51***	56***	57	63*	13	10***	12	13	15
Jefferson County (KY)	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Los Angeles	230***	228***	235	236	239*,**	36***	37***	43***	45	50*,**	5***	6***	9	8	11*,**
Miami-Dade	—	—	—	—	261*,**	—	—	—	—	75*,**	—	—	—	—	29*,**
Milwaukee	—	—	—	—	249	—	—	—	—	62	—	—	—	—	15
New York City	‡	247	247	241	243	‡	57	57	51	53	‡	17	14	13	13
Philadelphia	—	—	—	—	241	—	—	—	—	51	—	—	—	—	9
San Diego	—	238	241	235	242	—	46	50	45	53	—	9	12	11	14

See notes at end of table.

Table **A-10.** Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002–09—Continued

	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
Race/ethnicity and jurisdiction	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Asian/Pacific Islander															
Nation	265***	268***	270***	269***	273*	75***	78***	79***	79	82*	34***	38	39	40	44
Large city[1]	256***	260***	266	263	268**	65	69***	76	74	77**	26	30	35	34	38
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	‡	‡	—	—	‡	‡	‡	—	—	‡	‡	‡
Baltimore City	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Boston	—	274	280	275	276	—	83	85	81	89*	—	44	55	46	45
Charlotte	—	‡	‡	‡	‡	—	‡	‡	‡	‡	—	‡	‡	‡	‡
Chicago	‡	268	277	‡	‡	‡	78	88	‡	‡	‡	35	44	‡	‡
Cleveland	—	‡	‡	‡	‡	—	‡	‡	‡	‡	—	‡	‡	‡	‡
Detroit	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
District of Columbia (DCPS)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Fresno	—	—	—	—	241*,**	—	—	—	—	48*,**	—	—	—	—	10*,**
Houston	‡	‡	‡	289	‡	‡	‡	‡	91	‡	‡	‡	‡	61	‡
Jefferson County (KY)	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Los Angeles	259	255	262	264	265**	73	64	73	76	76	26	27	30	32	35
Miami-Dade	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
Milwaukee	—	—	—	—	‡	—	—	—	—	‡	—	—	—	—	‡
New York City	‡	264	271	268	270	‡	72	80	79	79	‡	35	42	37	40
Philadelphia	—	—	—	—	270	—	—	—	—	78	—	—	—	—	39
San Diego	—	260	265	265	264**	—	71	76	78	77	—	27	31	35	32

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-11.** Average score gaps for fourth-grade public school students in NAEP reading, by selected racial/ethnic comparison groups and jurisdiction: Various years, 2002–09

Comparison group and jurisdiction	Score gap				
	2002	2003	2005	2007	2009
White – Black					
Nation	29*	30*	29*	27	25
Large city[1]	32	33	31	32	32
Atlanta	58	59	59	53	52
Austin	—	—	39	44	34
Baltimore City	—	—	—	—	20
Boston	—	23	27	25	20
Charlotte	—	33	34	38	32
Chicago	35	31	35	33	34
Cleveland	—	17	16	23	19
Detroit	—	—	—	—	‡
District of Columbia (DCPS)	60	70*	66	67	62
Fresno	—	—	—	—	25
Houston	33	34	38	35	33
Jefferson County (KY)	—	—	—	—	27
Los Angeles	37	30	42*	31	27
Miami-Dade	—	—	—	—	33
Milwaukee	—	—	—	—	36
New York City	29	30	20	26	27
Philadelphia	—	—	—	—	24
San Diego	—	35	28	36	29
White – Hispanic					
Nation	28	28*	26	26	25
Large city[1]	28	29	29	32	31
Atlanta	‡	‡	‡	‡	‡
Austin	—	—	32	38	37
Baltimore City	—	—	—	—	‡
Boston	—	23	30	26	22
Charlotte	—	35	31	37	31
Chicago	28	28	25	26	25
Cleveland	—	8	8	15	9
Detroit	—	—	—	—	‡
District of Columbia (DCPS)	55	67*	59	52	50
Fresno	—	—	—	—	23
Houston	29	32	42	40	37
Jefferson County (KY)	—	—	—	—	‡
Los Angeles	38	28	39	37	29
Miami-Dade	—	—	—	—	14
Milwaukee	—	—	—	—	25
New York City	25	26	19	28	27
Philadelphia	—	—	—	—	28
San Diego	—	36	30*	39	43

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-12.** Average score gaps for eighth-grade public school students in NAEP reading, by selected racial/ethnic comparison groups and jurisdiction: Various years, 2002–09

Comparison group and jurisdiction	Score gap				
	2002	2003	2005	2007	2009
White – Black					
Nation	27	27	27*	26	26
Large city[1]	30	27	30	31	29
Atlanta	41	‡	‡	‡	46
Austin	—	—	37	46*	35
Baltimore City	—	—	—	—	‡
Boston	—	28	30	25	33
Charlotte	—	30	34	33	28
Chicago	21	21	30	27	29
Cleveland	—	12	19	20	18
Detroit	—	—	—	—	‡
District of Columbia (DCPS)	‡	‡	66	‡	‡
Fresno	—	—	—	—	31
Houston	32	26*	39	32	37
Jefferson County (KY)	—	—	—	—	22
Los Angeles	28	33	28	43	31
Miami-Dade	—	—	—	—	23
Milwaukee	—	—	—	—	31
New York City	‡	25	28	30	26
Philadelphia	—	—	—	—	26
San Diego	—	33	31	31	34
White – Hispanic					
Nation	26	27*	24	25	24
Large city[1]	28	27	26	28	28
Atlanta	‡	‡	‡	‡	‡
Austin	—	—	35	40	31
Baltimore City	—	—	—	—	‡
Boston	—	28	26	34	31
Charlotte	—	34	31	28	23
Chicago	18	15	20	11*	24
Cleveland	—	‡	7	13	21
Detroit	—	—	—	—	‡
District of Columbia (DCPS)	‡	‡	53	‡	‡
Fresno	—	—	—	—	27
Houston	36	28	36	34	30
Jefferson County (KY)	—	—	—	—	‡
Los Angeles	34	38	26	36	31
Miami-Dade	—	—	—	—	12
Milwaukee	—	—	—	—	15
New York City	‡	23	22	29	28
Philadelphia	—	—	—	—	26
San Diego	—	31	32	36	31

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–09 Reading Assessments.

Table **A-13.** Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003–09

Eligibility status and jurisdiction	Average scale score				Percentage of students: At or above *Basic*				Percentage of students: At or above *Proficient*			
	2003	2005	2007	2009	2003	2005	2007	2009	2003	2005	2007	2009
Eligible												
Nation	201***	203***	205	206*	44***	46***	50	51*	15***	15***	17	17*
Large city[1]	196***	198***	200***	202**	39***	40***	43	45**	12***	12***	13	15**
Atlanta	189***	191***	198	199**	29***	29***	37	38*,**	7***	7	8	11*,**
Austin	—	203	203	206	—	46	46	49	—	13	12	14
Baltimore City	—	—	—	199**	—	—	—	38*,**	—	—	—	9*,**
Boston	204***	205***	207	211*,**	46***	47***	50	57*,**	13***	13	16	19
Charlotte	200***	206	205	210*,**	43***	49	49	56*	12***	15	16	19
Chicago	194***	194	197	199*,**	36***	35***	40	42*,**	11	9	12	13**
Cleveland	195	197	198	194*,**	35	38	39	34*,**	9	10	9	8*,**
Detroit	—	—	—	186*,**	—	—	—	26*,**	—	—	—	5*,**
District of Columbia (DCPS)	182***	183***	188***	193*,**	25***	25***	29***	34*,**	6***	6	6	9*,**
Fresno	—	—	—	194*,**	—	—	—	35*,**	—	—	—	9*,**
Houston	201***	202	201***	206*	42***	43	44	49	12	12	11	13**
Jefferson County (KY)	—	—	—	208*	—	—	—	51*	—	—	—	17
Los Angeles	189	190	191	193*,**	31	31	33	36*,**	8	9	9	9*,**
Miami-Dade	—	—	—	215*,**	—	—	—	61*,**	—	—	—	23*,**
Milwaukee	—	—	—	190*,**	—	—	—	32*,**	—	—	—	8*,**
New York City	206***	210	209***	214*,**	49***	53	53***	59*,**	18***	20***	20***	26*,**
Philadelphia	—	—	—	192*,**	—	—	—	36*,**	—	—	—	9*,**
San Diego	197	199	198	198**	39	42	43	43**	12	14	14	14**
Not eligible												
Nation	229***	230***	232	232	75***	77***	79	79*	41***	42***	44	45
Large city[1]	223***	226***	229	230	68***	72	75	75**	37***	38***	42	43
Atlanta	230	233***	236	240*,**	71	77	80	83*	45	49	49	55*,**
Austin	—	236	242	242*,**	—	82***	87	89*,**	—	50	59	59*,**
Baltimore City	—	—	—	218*,**	—	—	—	62*,**	—	—	—	27*,**
Boston	221***	223	225	230	65***	69	69	76	30***	33	38	44
Charlotte	234	237	238	238*,**	81	82	83	84*	47	51	54	53*,**
Chicago	227	222	220	227	71	68	65	70**	38	35	36	41
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Detroit	—	—	—	192*,**	—	—	—	33*,**	—	—	—	8*,**
District of Columbia (DCPS)	206***	215***	216***	230	48***	59***	58***	73	24***	29***	29***	43
Fresno	—	—	—	227	—	—	—	76	—	—	—	40
Houston	220***	235	230	233	66***	79	76	80	31***	48	45	45
Jefferson County (KY)	—	—	—	236*	—	—	—	82*	—	—	—	49
Los Angeles	213	225	214	221*,**	57	68	61	67	23	40	26	33**
Miami-Dade	—	—	—	235	—	—	—	81*	—	—	—	49
Milwaukee	—	—	—	216*,**	—	—	—	63*,**	—	—	—	26*,**
New York City	241	230	240	236	86	80	83	82	54	40	55	49
Philadelphia	—	—	—	214*,**	—	—	—	60*,**	—	—	—	26*,**
San Diego	224***	223***	231	235	69***	68***	77	84*	37***	35***	45	51

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

Table **A-14.** Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003–09

Eligibility status and jurisdiction	Average scale score				Percentage of students: At or above *Basic*				Percentage of students: At or above *Proficient*			
	2003	2005	2007	2009	2003	2005	2007	2009	2003	2005	2007	2009
Eligible												
Nation	246***	247***	247***	249*	56***	57***	58***	60*	15***	15	15***	16*
Large city[1]	241***	243	242***	244**	50***	52	52***	54**	12***	13	12	13**
Atlanta	235***	234***	240	244**	42***	40***	48	54	7	7	8	10**
Austin	—	240	240***	247	—	49***	50	57	—	12	10	15
Baltimore City	—	—	—	242**	—	—	—	50**	—	—	—	8*,**
Boston	247***	247	249	251*	56	55	60	63*	16	17	16	16
Charlotte	244	242***	245	248*	51	53	54	59	13	12	14	15
Chicago	246	246	247	246	56	57	58	56	13	14	14	13
Cleveland	240	240	246	242**	48	49	56	52**	10	10	11	10**
Detroit	—	—	—	228*,**	—	—	—	36*,**	—	—	—	5*,**
District of Columbia (DCPS)	232	234	234	232*,**	39	41	41	40*,**	6	8	7	8*,**
Fresno	—	—	—	234*,**	—	—	—	42*,**	—	—	—	7*,**
Houston	241***	243***	247	246	49***	54***	58	59*	10	11	12	12**
Jefferson County (KY)	—	—	—	248*	—	—	—	58	—	—	—	15
Los Angeles	230***	236***	237	240*,**	37***	43***	47	50*,**	7***	10	10	11**
Miami-Dade	—	—	—	254*,**	—	—	—	67*,**	—	—	—	21*,**
Milwaukee	—	—	—	237*,**	—	—	—	46*,**	—	—	—	8*,**
New York City	248	249	246	250*	58	59	56	59*	18	18	17	18*
Philadelphia	—	—	—	243**	—	—	—	52**	—	—	—	11**
San Diego	240	243	236	242	48	53	46	53**	11	14	12	13
Not eligible												
Nation	271***	270***	271***	273*	82***	81***	82***	84*	39***	38***	39***	41
Large city[1]	263***	264***	265	268**	74***	74***	76***	79**	31***	33	34	37
Atlanta	256***	260***	263***	273	68***	67***	70***	84	26***	31	32	42
Austin	—	272	277	278*	—	81***	86	87*	—	43	50	49
Baltimore City	—	—	—	257*,**	—	—	—	71**	—	—	—	20*,**
Boston	265***	274	268	273	74	81	74	80	34	46	39	43
Charlotte	273	274	273	270	83	83	83	80	41	44	43	39
Chicago	267	264	266	270	78	73***	78	84	32	34	35	38
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Detroit	—	—	—	241*,**	—	—	—	51*,**	—	—	—	11*,**
District of Columbia (DCPS)	248***	249***	253***	263**	56***	56***	60***	71**	17***	20***	22***	34
Fresno	—	—	—	274	—	—	—	87	—	—	—	40
Houston	256***	262***	269	271	67***	73***	80	82	23***	30	37	40
Jefferson County (KY)	—	—	—	271	—	—	—	81	—	—	—	39
Los Angeles	247***	254	251***	262**	58***	63	58***	72**	18***	24	20	34
Miami-Dade	—	—	—	271	—	—	—	83	—	—	—	40
Milwaukee	—	—	—	255*,**	—	—	—	67**	—	—	—	24*,**
New York City	278***	266	272	266**	87***	76	82	77**	48	35	42	35
Philadelphia	—	—	—	269	—	—	—	78	—	—	—	36
San Diego	262	266	268	270	74	75	79	80	30	34	37	39

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2009.
** Significantly different ($p < .05$) from nation in 2009.
*** Significantly different ($p < .05$) from 2009.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–09 Reading Assessments.

Table **A-15.** Average scores and achievement-level results for public school students in NAEP reading, by status as students with disabilities (SD), grade, and jurisdiction: 2009

Grade and jurisdiction	SD			Not SD		
		Percentage of students			Percentage of students	
	Average scale score	At or above *Basic*	At or above *Proficient*	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4						
Nation	189*	34*	12*	223*	69*	34*
Large city[1]	177**	24**	7**	214**	57**	24**
Atlanta	177	21**	11	212**	53*,**	23**
Austin	194*	41*	14	223*	67*	34*
Baltimore City	187	25	9	203*,**	43*,**	12*,**
Boston	190*	29	7	220*,**	67*	27**
Charlotte	196*	43*	18*	228*,**	74*,**	38*
Chicago	169**	20**	6**	207*,**	49*,**	17*,**
Cleveland	‡	‡	‡	196*,**	36*,**	9*,**
Detroit	157*,**	6*,**	1	191*,**	30*,**	6*,**
District of Columbia (DCPS)	‡	‡	‡	205*,**	47*,**	19*,**
Fresno	162**	17**	3	200*,**	42*,**	13*,**
Houston	178	21	6	213**	57**	20*,**
Jefferson County (KY)	193*	34	12	223*	68*	32*
Los Angeles	152*,**	10*,**	3**	202*,**	43*,**	14*,**
Miami-Dade	189*	30	8	225*	73*	34*
Milwaukee	157*,**	9*,**	1	202*,**	44*,**	14*,**
New York City	189*	30*	10	222*	68*	32*
Philadelphia	155*,**	9*,**	2	200*,**	43*,**	12*,**
San Diego	167**	21**	4**	218*,**	64*,**	31*
Grade 8						
Nation	229*	37*	8*	266*	78*	33*
Large city[1]	217**	25**	4**	256**	67**	23**
Atlanta	210**	16**	4	254**	65**	18*,**
Austin	232*	38	10	264*	75*	33*
Baltimore City	‡	‡	‡	247*,**	56*,**	10*,**
Boston	234*	38	5	262*,**	73*	27**
Charlotte	224	30	4	263*,**	74*,**	30*
Chicago	216**	24**	4**	254**	65**	19*,**
Cleveland	210**	19**	1	246*,**	56*,**	12*,**
Detroit	189*,**	6*,**	1	239*,**	46*,**	8*,**
District of Columbia (DCPS)	‡	‡	‡	243*,**	50*,**	15*,**
Fresno	202*,**	12*,**	2	243*,**	51*,**	12*,**
Houston	201*,**	12*,**	1**	256**	68**	20**
Jefferson County (KY)	222	30	5	261*,**	71*,**	27*,**
Los Angeles	206*,**	17*,**	1	248*,**	58*,**	16*,**
Miami-Dade	231*	39*	8	264*	77*	31*
Milwaukee	206**	15**	1	248*,**	58*,**	14*,**
New York City	221**	24**	2**	257**	68**	24**
Philadelphia	213**	17**	1	252**	61*,**	17**
San Diego	221	28	4	258**	69**	27

‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city.
** Significantly different ($p < .05$) from nation.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table **A-16.** Average scores and achievement-level results for public school students in NAEP reading, by status as English language learners (ELL), grade, and jurisdiction: 2009

Grade and jurisdiction	ELL			Not ELL		
		Percentage of students			Percentage of students	
	Average scale score	At or above *Basic*	At or above *Proficient*	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4						
Nation	188*	29*	6*	223*	69*	34*
Large city[1]	184**	25**	4**	216**	61**	27**
Atlanta	‡	‡	‡	210*,**	50*,**	23*,**
Austin	197*,**	40*	7	228*,**	73*	40*,**
Baltimore City	‡	‡	‡	202*,**	42*,**	12*,**
Boston	196*,**	38*	10	218**	65	26**
Charlotte	193	38*	10	227*,**	73*	38*
Chicago	176**	18**	4	205*,**	48*,**	17*,**
Cleveland	‡	‡	‡	194*,**	34*,**	8*,**
Detroit	187	30	5	187*,**	27*,**	5*,**
District of Columbia (DCPS)	192	32	7	204*,**	47*,**	19*,**
Fresno	175*,**	14*,**	1*,**	207*,**	51*,**	17*,**
Houston	196*,**	35*	7	217**	63**	24**
Jefferson County (KY)	‡	‡	‡	220	64**	31
Los Angeles	176*,**	16*,**	2*,**	212*,**	57**	20*,**
Miami-Dade	188	34	7	223*	69*	32*
Milwaukee	191	33*	7	197*,**	40*,**	13*,**
New York City	189	30	5	221*	67*	32*
Philadelphia	164*,**	12*,**	2	197*,**	41*,**	12*,**
San Diego	186	29	7	227*	75*,**	40*
Grade 8						
Nation	219	25	3	265*	76*	32*
Large city[1]	215	22	2	257**	68**	24**
Atlanta	‡	‡	‡	250*,**	60*,**	17*,**
Austin	223	24	3	267*	78*	34*
Baltimore City	‡	‡	‡	245*,**	54*,**	10*,**
Boston	‡	‡	‡	259**	69**	24**
Charlotte	229*	34	5	261*,**	72*,**	29*
Chicago	220	23	3	251*,**	62*,**	18*,**
Cleveland	‡	‡	‡	243*,**	53*,**	11*,**
Detroit	‡	‡	‡	232*,**	41*,**	7*,**
District of Columbia (DCPS)	‡	‡	‡	241*,**	49*,**	15*,**
Fresno	210	12**	#	248*,**	58*,**	15*,**
Houston	219	24	3	255**	68**	20**
Jefferson County (KY)	‡	‡	‡	259**	69**	26**
Los Angeles	206*,**	10*,**	1	255**	67**	19*,**
Miami-Dade	218	30	4	262*	74*	29*
Milwaukee	‡	‡	‡	242*,**	51*,**	12*,**
New York City	212	18	1	255**	66**	23**
Philadelphia	‡	‡	‡	249*,**	58*,**	16**
San Diego	211	17	2	263*	74*	29

Rounds to zero.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city.
** Significantly different ($p < .05$) from nation.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
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. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

U.S. Department of Education

The National Assessment of Educational Progress (NAEP) is a congressionally authorized project sponsored by the U.S. Department of Education. The National Center for Education Statistics, within the Institute of Education Sciences, administers NAEP. The Commissioner of Education Statistics is responsible by law for carrying out the NAEP project.

Arne Duncan
Secretary
U.S. Department of Education

John Q. Easton
Director
Institute of Education Sciences

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

The National Assessment Governing Board

In 1988, Congress created the National Assessment Governing Board to set policy for the National Assessment of Educational Progress, commonly known as The Nation's Report Card™. The Governing Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Honorable David P. Driscoll, Chair
Former Commissioner of Education
Melrose, Massachusetts

Amanda P. Avallone, Vice Chair
Assistant Principal and Eighth-Grade Teacher
Summit Middle School
Boulder, Colorado

David J. Alukonis
Former Chairman
Hudson School Board
Hudson, New Hampshire

Carol A. D'Amico
President and Chief Executive Officer
Conexus Indiana
Indianapolis, Indiana

Louis M. Fabrizio
Director, Accountability Policy and Communications
North Carolina Department of Public Instruction
Raleigh, North Carolina

Honorable Anitere Flores
Member
Florida House of Representatives
Miami, Florida

Alan J. Friedman
Consultant
Museum Development and Science Communication
New York, New York

David W. Gordon
County Superintendent of Schools
Sacramento County Office of Education
Sacramento, California

Doris R. Hicks
Principal and Chief Executive Officer
Dr. Martin Luther King, Jr. Charter School for Science and Technology
New Orleans, Louisiana

Kathi M. King
Twelfth-Grade Teacher
Messalonskee High School
Oakland, Maine

Kim Kozbial-Hess
Fourth-Grade Teacher and Educational Technology Trainer
Toledo, Ohio

Henry Kranendonk
Mathematics Curriculum Specialist
Milwaukee Public Schools
Milwaukee, Wisconsin

Tonya Miles
General Public Representative
Mitchellville, Maryland

Honorable Steven L. Paine
State Superintendent of Schools
West Virginia Department of Education
Charleston, West Virginia

Honorable Sonny Perdue
Governor of Georgia
Atlanta, Georgia

Susan Pimentel
Educational Consultant
Hanover, New Hampshire

W. James Popham
Professor Emeritus
Graduate School of Education and Information Studies
University of California, Los Angeles
Los Angeles, California

Andrew C. Porter
Dean
Graduate School of Education
University of Pennsylvania
Philadelphia, Pennsylvania

Warren T. Smith
Vice President
Washington State Board of Education
Olympia, Washington

Mary Frances Taymans, SND
Executive Director
Secondary Schools Department
National Catholic Educational Association
Washington, D.C.

Oscar A. Troncoso
Principal
Anthony High School
Anthony Independent School District
Anthony, Texas

Honorable Leticia Van de Putte
Senator
Texas State Senate
San Antonio, Texas

Eileen L. Weiser
Civic Leader
Ann Arbor, Michigan

Darvin M. Winick
President
Winick & Associates
Austin, Texas

John Q. Easton (Ex officio)
Director
Institute of Education Sciences
U.S. Department of Education
Washington, D.C.

Cornelia S. Orr
Executive Director
National Assessment Governing Board
Washington, D.C.

"The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."

www.ed.gov

MORE INFORMATION

The report release site is http://nationsreportcard.gov. The NCES web electronic catalog is http://nces.ed.gov/pubsearch.

For ordering information, write to
ED Pubs
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

or call toll free 1-877-4ED-Pubs

or order online at http://www.EDPubs.gov.

THE NATION'S REPORT CARD

TRIAL URBAN DISTRICT ASSESSMENT

Reading 2009

MAY 2010

SUGGESTED CITATION

National Center for Education Statistics (2010). *The Nation's Report Card: Trial Urban District Assessment Reading 2009* (NCES 2010-459). Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

CONTENT CONTACT

Angela Glymph
202-219-7127
angela.glymph@ed.gov

Prepared by Educational Testing Service under contract with the National Center for Education Statistics.