Beating The Odds






A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments

Results from the 2004-2005 School Year

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COUNCIL OF THE GREAT CITY SCHOOLS

The Council of the Great City Schools is a coalition of 66 of the nation's largest urban school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides oversight of the 501(c)(3) organization in between Board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks of senior personnel, communications, curriculum, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

CONTENTS

FIGURES

TABLES

EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this sixth edition of "Beating the Odds" (*Beating the Odds VI*) to give the nation another look at how inner-city schools are performing on the academic goals and standards set by the states. This analysis examines student achievement in math and reading through spring 2005. It also measures achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. It includes new data on language proficiency, disability, and income. And it looks at both state test results and National Assessment of Education Progress (NAEP) data. Finally, the report looks at progress. It asks two critical questions: "Are urban schools improving academically?" and "Are urban schools closing achievement gaps?"

In general, *Beating the Odds VI* shows that the Great City Schools continue to make important gains in math and reading scores on both state assessments and NAEP. The study also shows some evidence that gaps may be narrowing.

The findings in *Beating the Odds VI* are preliminary and leavened with caution, as they were when we first published these data five years ago. The nation does not have an assessment system that allows our questions to be answered with certainty, although the Council of the Great City Schools is trying to solve this through the Trial Urban District Assessment of NAEP.

Still, the data from this report indicate that answers are emerging and that urban education may be establishing a beachhead on the rocky shoals of school reform. Some data look better than others. Progress in math is better than progress in reading. Trend lines differ from one city to another. Not all grades are improving at the same rates. Not all gaps are closing. But the data overall indicate movement and progress.

This report is the nation's sixth look at how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for results. Data are presented on 66 city school systems from 38 states and the District of Columbia. The statistics are presented year-by-year and grade-by-grade on each state test in mathematics and reading between 1999-2000 and 2004-05. City-by-city statistics are available on the Council of the Great City Schools website, www.cgcs.org. Data are also reported by race, language, disability, and income in cases where the state reports these publicly.

Every effort was made to report achievement data in a way that was consistent with the *No Child Left Behind Act*—that is, according to the percentages of students above "proficiency." This was not always possible, however, because some states do not publicly report their results in this format.

The report also shows important demographic and financial data. Included are enrollment data by race, poverty, English proficiency, and disability status, and average per pupil expenditures. Statistics are also presented on student/teacher ratios and average school size. Finally, changes in these variables between 1999-2000 and 2003-2004 (the most recent year on which federally-collected data are available) are shown. Data are presented for each city and state.

Where We Are Today: Key Findings

To assess achievement in the Great City Schools, the Council analyzed state assessment data in a variety of ways.

First, we examined assessment data at the district level for all of the Great City School systems from spring 2000 through spring 2005 (the most recent available). We calculated the percentage of districts that had improved in reading and math over this period by grades and at rates equal to or faster than their individual states.

Second, we looked at the percentage of students who scored at or above their respective state proficiency bars. These data on fourth and eighth graders are reported on identical districts from 2001-02 through 2004-05. This time period allowed us to include the largest number of districts.

Third, the Council looked at racially-identifiable gaps in student scores on state assessments. We wanted to determine the percentage of districts in the Great City Schools that have reduced achievement gaps by race and to discern which grades were making the most progress in narrowing the gaps.

Finally, the Council looked at whether Great City School reading and math performance was above or below statewide averages for each city. We did not examine school-by-school data or "group performance within school" data—as No Child Left Behind requires—because of the sheer volume of such an analysis.

Six major findings about academic achievement in urban schools emerged from this study, *Beating the Odds VI*:

Finding 1: Mathematics achievement is improving in urban schools.

The Council's analysis of district and student math scores in 4th and 8th grades on state assessments shows that—

- 93.8 percent of *districts* increased their math scores in grade 4 between 2000-01 and 2004-05, and 70.7 percent improved at a rate equal to or faster than their states.
- 93.3 percent of *districts* increased their math scores in grade 8 over the same period, and 71.1 percent improved at a rate equal to or faster than their states.
- 58.5 percent of fourth grade *students* in the Great City Schools scored at or above proficiency levels in math on their respective state exams in 2005, compared with 55.4 percent in 2004, 50.8 percent in 2003, and 44.5 percent in 2002.
- 45.7 percent of eighth grade *students* in the Great City Schools scored at or above proficiency levels in math on their respective state exams in 2005, compared with 43.1 percent in 2004, 39.3 percent in 2003, and 37.3 percent in 2002.

Data from NAEP in 2005 also indicate that the nation's large central city school districts had improved math achievement in both the 4th and 8th grades by statistically significant margins since 2003.

Finding 2: Gaps in math achievement in urban schools appear to be narrowing.

Preliminary evidence from the Council's analysis of 4th and 8th grade math scores shows some progress in reducing racially-identifiable achievement gaps. The data show that—

- 55.6 percent of 4th *grades* tested in the Great City Schools narrowed the achievement gap in math between White and African American students. About 56.4 percent of 8th *grades* tested also reduced the White-Black gap.
- 71.4 percent of 4th *grades* tested in the Great City Schools narrowed the achievement gap in math between White and Hispanic students. About 56.8 percent of 8th *grades* tested also reduced the White-Hispanic gap.
- 44.1 percent of 4th *grades* tested narrowed the math achievement gaps between White and African American students at a rate equal to or faster than their respective states and 43.2 percent of 8th *grades* reduced the gap at this rate.
- 57.6 percent of 4th *grades* tested narrowed the math achievement gaps between White and Hispanic students at a rate equal to or faster than their states and 45.7 percent of 8th *grades* reduced the gap at this rate.

NAEP data for 2005 show gains for African American and Hispanic students, but do not show similar decreases in achievement gaps.

Finding 3: Urban school achievement is below national averages in math.

Despite significant gains in math performance, urban schools generally scored below state and national averages in the 4th and 8th grades. Some 14.3 percent of urban districts (7 of 49) had math scores in grades 4 and 8 that were equal to or greater than their respective states; 85.7 percent were below.

The districts with math scores equal to or greater than their states in the 4th grade are Albuquerque, Anchorage, Broward County, Charleston, Palm Beach County (FL), San Diego, and San Francisco. The districts matching or exceeding their states in 8th grade math are Albuquerque, Anchorage, Broward County, Greensboro, Omaha, Palm Beach, and Portland.

NAEP data also indicate that the nation's largest city school systems perform below national averages in math.

Finding 4: Reading achievement is improving in urban schools.

The Council's analysis of district, grade-level, and student reading scores (or language arts scores where reading-specific scores were not available) on state assessments found that—

- 89.7 percent of the Great City School *districts* increased their reading scores in the 4th grade between 2000-01 and 2004-05 and 59.3 percent did so at a rate equal to or faster than their respective states.

- 87.5 percent of the Great City School *districts* increased their reading scores in the 8th grade and 73.3 percent did so at a rate equal to or faster than their states.

- 54.4 percent of fourth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2005, compared with 50.5 percent in 2004, 47.9 percent in 2003, and 43.3 percent in 2002.

- 39.7 percent of eighth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2005, compared with 38.6 percent in 2004, 37.7 percent in 2003, and 36.1 percent in 2002.

Data from NAEP in 2005 also indicate that the nation's large central city school districts had improved reading achievement in the 4th grade by a statistically significant margin since 2002, but have not shown any significant gains at the 8th grade level.

Finding 5: Gaps in reading achievement in urban schools may be narrowing.

The gains in overall reading achievement in the cities appear to be occurring in a way that also shows some progress in reducing racially-identifiable achievement gaps. The data show that—

- 84.6 percent of 4th *grades* tested in the Great City Schools narrowed the reading achievement gap between White and African American students. And about 63.3 percent of 8th *grades* narrowed the White-Black gap.

- 76 percent of 4th *grades* tested in the Great City Schools narrowed the reading achievement gap between White and Hispanic students. And about 75.9 percent of 8th *grades* tested reduced the White-Hispanic gap.

- 58.3 percent of 4th *grades* tested narrowed the reading achievement gaps between White and African American students at rates equal to or faster than their respective states and 42.9 percent of 8th *grades* improved at those rates.

- 52.2 percent of 4th *grades* tested narrowed the reading achievement gaps between White and Hispanic students at rates equal to or faster than their states and 53.8 percent of 8th *grades* improved at those rates.

NAEP data for 2005 show gains for African American and Hispanic students, but do not show significant decreases in achievement gaps.

Finding 6: Urban school achievement is below national averages in reading.

Despite important gains in reading performance, urban schools generally scored below state and national averages in the 4th and 8th grades. Some 16.1 percent of urban districts (5 of 31) had reading scores in grade 4 that were equal to or greater than their respective states; 83.9 percent were below. About 16.2 percent of districts (6 of 37) had reading scores at the 8th grade level that were equal to or greater than their states in the spring of 2005.

The districts with 4th grade reading scores equal to or greater than their states are Albuquerque, Anchorage, Charlotte, Duval County, and Palm Beach County(FL). The districts with 8th grade reading scores matching or exceeding their states are Albuquerque, Anchorage, Broward County, Hillsborough County, Palm Beach County(FL), and Portland.

NAEP data also indicate that the nation's largest city school systems perform below national averages in reading.

Who We Are Today: Key Factors That Shape the Urban Context

Big-city school systems are different from districts in other settings. They serve a demographically different student body and they operate in political and financial environments that are more complex, contentious, and competitive than smaller systems.

These contextual differences are significant and should be considered in any study of urban school achievement. The Council's analysis identified three broad factors that warrant attention as the nation strives to meet the goals established by *No Child Left Behind*.

Factor 1: The nation cannot meet the broad goals of *No Child Left Behind* and raise achievement across the board without paying attention to students enrolled in urban schools.

- The Great City Schools enrolled 15.4 percent of the nation's public school students in school year 2003-2004. (This percentage represents a slight decrease from 16 percent in 1999-2000.)
- The Great City Schools enrolled about 30 percent of the nation's African American, Hispanic, limited English proficient, and poor students.

Factor 2: Students in urban schools are more likely to be African American, Hispanic, or Asian American; to come from low-income families; and to be raised in non-English speaking homes than other students.

The Council's analysis showed that—

- 77.8 percent of students in the Great City Schools in 2003-2004 were African American, Hispanic, Asian American or other students of color, compared with about 41.2 percent nationwide.
- 64.6 percent of students in the Great City Schools are eligible for a federal free lunch subsidy, compared with about 35.7 percent nationwide.
- 18.3 percent of students in the Great City Schools are English language learners, compared with approximately 7.8 percent nationwide.
- Approximately 90 percent of the Great City School systems have poverty rates above their statewide averages, and about 75 percent have higher percentages of English language learners than their states.

Factor 3: Urban schools often lack adequate financial resources.

Finally, *Beating the Odds VI* looked at financial investments made in the nation's urban public schools. Our analysis of National Center for Education Statistics (NCES) data found that—

- The current per pupil expenditure in the Great City Schools was $8,608 in the 2003 fiscal year (most recent federal data available)—up 19.1 percent from $7,229 in 1999-00 (unadjusted for inflation). The

national average grew from $6,856 to $8,003—or 16.7 percent—over the same period.

- The current per pupil expenditures of 48 (73.8 percent) Great City School districts were above their respective state averages and 17 (26.2 percent) districts were below.

- There were 3,007,599 students attending public school in one of the Great City School districts whose expenditures per pupil were below their respective statewide averages.

- The share of all elementary and secondary school spending that states devoted to the nation's major city school systems decreased slightly from 17.5 percent in 1999-00 to 17.1 percent in the 2003 fiscal year.

Table 1: Summary of Findings
Spring 2005 Results and Trend Analysis[1]

	Math	Reading
% 4th Grades Improved	93.8	89.7
% 4th Grades Improved at a Rate Equal to or Faster Than State	70.7	59.3
% 8th Grades Improved	93.3	87.5
% 8th Grades Improved at a Rate Equal to or Faster Than State	71.1	73.3
% 10th Grades Improved	86.2	68.4
% 10th Grades Improved at a Rate Equal to or Faster Than State	42.9	38.9
% 4th Grades Closing Gap between Whites and African Americans	55.6	84.6
At a Rate Equal to or Faster Than State	44.1	58.3
% 8th Grades Closing Gap between Whites and African Americans	56.4	63.3
At a Rate Equal to or Faster Than State	43.2	42.9
% 4th Grades Closing Gap between Whites and Hispanics	71.4	76.0
At a Rate Equal to or Faster Than State	57.6	52.2
% 8th Grades Closing Gap between Whites and Hispanics	56.8	75.9
At a Rate Equal to or Faster Than State	45.7	53.8
% 4th Grades Closing Gap between students with and without IEPs	34.6	38.9 (18)*
At a Rate Equal to or Faster Than State	29.0	29.4 (17)*
% 8th Grades Closing Gap between students with and without IEPs	30.4	43.3 (16)*
At a Rate Equal to or Faster Than State	33.3 (18)*	31.2 (16)*
% 4th Grades Closing Gap between FRPL and non-FRPL	69.2	78.9
At a Rate Equal to or Faster Than State	58.6	66.7
% 8th Grades Closing Gap between FRPL and non-FRPL	45.8	57.9
At a Rate Equal to or Faster Than State	50.0	55.6

1 Percentages represent changes in student achievement since each state began its current assessment, except that no data before 1999-2000 are included.
* Grades and subject areas on which there were 20 or fewer districts with data.

Table 2: Summary of Findings
Trend Analysis by Subject and Grade[2]

	Percent of Districts Improved (Number Reporting)	Percent Equal to or Faster than State (Number Reporting)
Math		
Grade 3	100.0 (37)	85.3 (34)
Grade 4	93.8 (48)	70.7 (41)
Grade 5	100.0 (41)	81.6 (38)
Grade 6	94.1 (34)	78.1 (32)
Grade 7	90.3 (31)	71.4 (28)
Grade 8	93.3 (45)	71.1 (38)
Grade 9	84.6 (13)*	58.3 (12)*
Grade 10	86.2 (29)	42.9 (28)
Reading		
Grade 3	87.1 (31)	80.8 (26)
Grade 4	89.7 (29)	59.3 (27)
Grade 5	90.3 (31)	58.6 (29)
Grade 6	91.3 (23)	77.3 (22)
Grade 7	77.3 (22)	45.0 (20)
Grade 8	87.5 (32)	73.3 (30)
Grade 9	83.3 (12)*	90.9 (11)*
Grade 10	68.4 (19)*	38.9 (18)*
Language Arts		
Grade 3	85.7 (14)*	100.0 (13)*
Grade 4	95.0 (20)*	100.0 (16)*
Grade 5	90.0 (10)*	88.9 (9)*
Grade 6	90.9 (11)*	100.0 (10)*
Grade 7	85.7 (14)*	76.9 (13)*
Grade 8	73.7 (19)*	73.3 (15)*
Grade 9	100.0 (9)*	62.5 (8)*
Grade 10	66.7 (15)*	42.9 (14)*

2 Percentages represent changes in student achievement since each state began its current assessment, except that no data before 1999-2000 are included.

* Grades and subject areas on which there were 20 or fewer districts with data.

INTRODUCTION

The movement to reform education in the U.S. is fundamentally about improving America's urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, mayors, social promotions, and accountability are discussions—at their core—about public education in the cities.

It is a discussion worth having, for nowhere does the national resolve to strengthen its educational system face a tougher test than in our inner cities. There, every problem is more pronounced; every solution harder to implement.

As recently as a few years ago, progress in urban education appeared to be at a standstill. Critics noted that performance was stagnant and urban systems seemed paralyzed by structural problems in governance, labor relations, bureaucracy, resources, management, operations, and politics.

Urban school leadership appeared to have tried everything and come up short: thousands of education programs, hundreds of curricular changes, countless social interventions, numerous parental involvement strategies, all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What happened to change the outlook, of course, was the standards movement. The public reminded educators—particularly those in cities—why we were in business in the first place and what we were being held responsible for delivering.

Not only did the priorities of big city schools change, but the prospects for meeting our challenges brightened as well. And the first fragile signs that a turn-around in urban education began to emerge.

Urban schools know that it is not enough to assure people that we are working harder to meet high standards or to say that the public's money is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off and that the public's money is being well spent.

This report provides a sixth look at the performance of the Great City Schools on tests used by the states to measure student achievement and to hold districts and schools accountable under the federal *No Child Left Behind Act*. And the report looks at emerging trends on the National Assessment of Educational Progress to see if they point in the same directions as the state data. The report seeks to answer the questions, "Are urban schools improving?" and "Are achievement gaps narrowing?" With this report, the Council intends to provide a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

The report is divided into two sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council's analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement, changes in urban school demographic conditions, and changes in how well urban schools are funded.

- The second section, the appendices, presents sources of the data and formulas used for computing it. The section also provides some of the raw data used in the figures in the first section.

- Earlier print editions of this report included individual district profiles. This year, the individual profiles are available on our website at http://www.cgcs.org. There, readers have the option of downloading the districts of most interest to them. This change in the print version was done because of the sheer volume of the data now available by city, year, subject, and subgroup.

The purpose of measuring student performance and reporting it to the public is, of course, to channel help to students, schools, and communities that need it most—and to honestly confront shortcomings and pursue needed improvements. This report will show the shortcomings. It also lays out the challenges, for *Beating the Odds VI* is not only a report card on urban education—it is also a report card on the nation and its commitment to leave no child behind.

METHODOLOGY

Methods for Collecting and Analyzing Assessment Data

This report presents district-by-district achievement data on 66 major city school systems in reading and math. It updates performance data published in previous editions of "Beating the Odds" through spring 2005. It also presents results by year, grade, race/ethnicity, socioeconomic status, and language and disability status.

These state assessment results were collected by Council staff from a number of sources: state websites, reports, and databases. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and changes in test forms or procedures. The decision was ultimately made to include data only for reading (or language arts) and math in this report, because all states reported results in these critical subject areas. Science results will be added in subsequent reports.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test. Texas, for example, changed tests in 2003, so results before then on the previously-used test were eliminated. The instrument in place in spring 2005 was the one used in this study to report trend lines. Every effort was made by Council staff to track changes states made to their previously posted data.

Data were also collected by race where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for African American, Hispanic and White students are included in this report. Results for Asian American students were not included because of inconsistent reporting by states.

Data were also collected on other subgroups when available. Results were included on economically disadvantaged students (usually defined as free & reduced price lunch or Title I eligible), English language learners (usually defined as limited English proficient or bilingual), and students with disabilities (usually defined as Special Education).

The reader should note that data are generally presented in the same way that the federal *No Child Left Behind* legislation requires. We have made every effort to report districtwide data in "performance levels" and to show the percentage of students who score at "proficient" or higher levels as specified in the law.

Each district's progress was then converted into an annualized change score and juxtaposed against the state's progress over the same period so the reader could compare the district's rate of progress with that of the state.

In addition to the data presented for individual districts, aggregate test results are reported for cities, grade levels, and students. We did this by counting the number and percentage of districts that moved up or down since 1999-2000 or the earliest year thereafter for which there are assessment data available. The analysis shows the percentage of cities that have improved in reading and math in the grade reported. These results were then examined to see whether a city improved at a rate equal to or faster than their respective states. We analyzed student trends by multiplying the percentage of fourth graders who scored at or above their respective state's proficiency bars in reading and mathematics by the number of fourth grade students enrolled and then summing the product across cities. The same method was used with eighth graders.

Cities are not ranked in this report on their performance, nor are test results in one state or city compared with any other. The nation's 50-state assessment system does not allow such comparisons. Comparisons within a given state can be made but should be done with caution.

To solve the problem of not being able to compare cities across state lines, the Council proposed the Trial Urban District Assessment (TUDA) in 2000. This initiative has allowed eleven major cities to take the National Assessment of Educational Progress (NAEP) and receive individual district results. We look at these data and those for large city school districts in the aggregate to assess the significance of the trends we see in state data presented in this report.

Limitations of the Data

The assessment data presented in *Beating the Odds VI* have a number of serious flaws that the reader should keep in mind. We have not been able to correct these problems since our first report was published because states have not always changed how they report their results. The reader should be aware of the following limitations in the data—

1. It is not possible to compare assessment data across states. Each state has developed its own test, test administration guidelines, timelines, grades tested, and other technical features. It is not technically sound to compare districts across state lines.

2. Trend lines vary in duration from state to state. Some districts have trend data spanning six years from 1999-2000, while others may have data for just one year. This is because states have been administering their tests and reporting their results for different periods. And other states have recently changed their tests.

3. No tests of statistical significance were conducted on state test score growth rates, nor are standard errors of measurement included in this report. Most states do not yet publish the statistics necessary to make these calculations possible.

4. The number of students tested was not reported, nor was the number of students enrolled in each grade. Some states identified the number of students tested, but most did not indicate the number enrolled in each grade during the testing period. Including the number of students tested would have had little, if any, meaning without also including the numbers enrolled in the same grades at the time the test was given.

5. Tests also vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of a state assessment. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores. High scores do not necessarily mean an easier test, however.

6. States use similar terminology for the various performance levels (i.e., advanced, proficient, basic, and below basic), but these terms do not mean the same things from state to state. A level of student performance that is considered "proficient" in one state may be "basic" or below in another. In addition, the scale from the highest possible score to the lowest will differ from test to test and will effect how close city averages look compared to their states. Moreover, the distance between any two points on a scale may not be the same, and the cut-off scores for defining proficiency may differ.

7. The data in this report are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings by our publication date.

8. The analysis compares districts to states when data are available for both units and only for the same period of time. For instance, if a district reports five years of data and the state only reports three, then we report trends for only three years. These calculations are represented in the summary statistics. The individual profiles show calculations using all available data. The annualized change numbers, therefore, may not be comparable on all profiles.

9. State and national averages throughout the report include city data to which the states and the nation are being compared. We have made no attempt to back city data out of state or national averages before making comparisons.

10. Some states administer reading tests to their students; other states administer an English language arts test. This report presents both kinds of data in the appendix. In general, language arts tests include both reading and writing, but states may have such tests with differing mixes of the two areas. In addition, the types of writing included on the state tests may differ from state-to-state and from year-to-year. For instance, one year a state may have a writing component that calls for students to write a narrative, but the next year, the state may have students summarize information or respond to a literature prompt. Scores can fluctuate accordingly. This report relies mainly on reading tests to summarize our findings. Language arts results are generally kept separate and listed in Appendix A.

11. Finally, the reader should recognize that the state data are not the same as data provided on the National Assessment of Educational Progress (NAEP). The state tests may not measure the same things as NAEP; they are given to all children, not just a sample; they use different scale scores, if they use scale scores at all; they use different definitions—in the vast majority of cases—of what proficient is; they are often much less rigorous; and were designed for different purposes.

Demographic, Staffing, and Financial Data

To place the academic gains in context, the Council collected additional data on district demographics, staffing, and financing. This information came from various surveys of the National Center for Education Statistics, including Common Core of Data. The Appendix of this report has a complete listing of data sources for all contextual data. Trends for each variable are shown for school years 1999-2000 and 2003-2004 (the most recent year for which federal data were available)—except for spending data, which cover 1999-2000 and 2002-2003 (the most recent available). Thus, the period for this contextual data is slightly different from the years for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were mailed to the superintendent, school board representative to the organization, and research director of each member district. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. Few districts adjusted any of the statewide achievement reports, but some provided clarifying information about changes in state practices and reporting. All changes to performance data were verified against state websites and other reports. A number of corrections, however, were made to NCES demographic and staffing data. The Council made those corrections but noted them with an asterisk, so readers would know which data came from the NCES and which were adjusted by the individual school systems. Finally, the Council decided to retain all NCES finance data as the agency reports it in order to maintain the highest level of integrity and comparability—although this meant using older numbers than we would have liked and retaining some errors in NCES statistics that were clearly evident.

MATH ACHIEVEMENT AND GAPS

Improving Math Achievement: A National Priority

Over the past 20 years, the nation has placed a high priority on boosting the performance of U.S. students in mathematics and science. These efforts date to the Sputnik era of the late 1950s, but they intensified in the mid-1980s when America's preeminence was threatened by the thriving economies of Japan and Western Europe. Corporate leaders, governors, and others published a flood of reports at the time citing educational deficiencies as the source of our economic problems and called for national action.

Congress responded by passing the Eisenhower math and science education program in 1984. In 1989, the White House convened a National Education Summit in Charlottesville, Virginia, where President George H.W. Bush and the Governors reached consensus on the need to develop national education goals. One of the goals emerging from this process involved making the United States first in the world in mathematics and science achievement by the year 2000. This goal was not reached, but efforts to attain it paid dividends as math achievement has increased nationally over the last few years. President George W. Bush proposed a new initiative in 2006 to accelerate those gains. *Beating the Odds VI* examines state assessment results to determine whether urban public school systems are also making progress in mathematics.

Math Achievement in City Schools Compared to the State

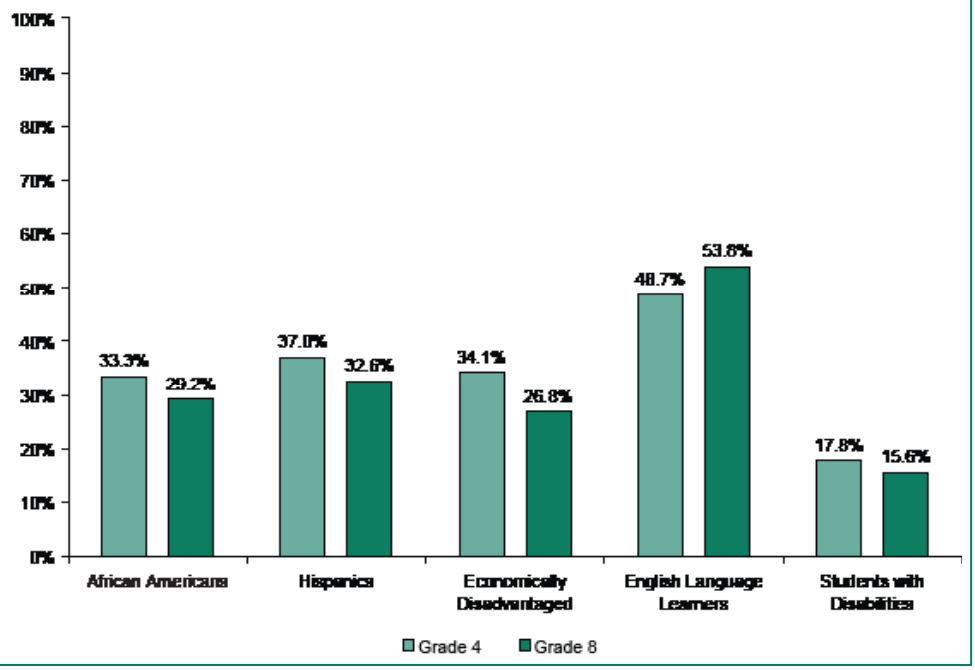
First, the Council looked at spring 2005 mathematics achievement in the cities. Math scores were analyzed to determine the percentage of cities that scored at or above their states at both grade levels by subgroup. A table showing the results for every grade can be found in Appendix A. The results indicate that—

- About 14.3 percent of Great City School *districts* had 4th and 8th grade mathematics scores on their respective state tests that matched or exceeded their statewide averages. No subgroups in any of the cities scored above the general statewide average.

- Some 33.3 percent of Great City School *districts* had average 4th grade math scores for their African American students that matched or exceeded the statewide averages for African American students. Some 29.2 percent of *districts* had eighth grade math scores among their African American students that did so. (See Figure 1.)

- Some 37 percent of Great City School *districts* had average 4th grade math scores for their Hispanic students that matched or exceeded the statewide

Figure 1. Percentage of Districts whose Average Subgroup Math Scores in the 4th and 8th Grades Met or Exceeded Statewide Averages for the Same Subgroups (Spring 2005)



average for Hispanic students. Some 32.6 percent of *districts* had eighth grade math scores among their Hispanic students that did so.

- About 34.1 percent of Great City School *districts* had average 4th grade math scores for their economically disadvantaged (ED) students that matched or exceeded the statewide average for economically disadvantaged students. Some 26.8 percent of *districts* had eighth grade math scores among their economically disadvantaged students that did so.

- About 48.7 percent of Great City School *districts* had average 4th grade math scores for their English language learners (ELL) students that matched or exceeded the statewide average for ELL students. Some 53.8 percent of *districts* had eighth grade math scores among their ELL students that did so.

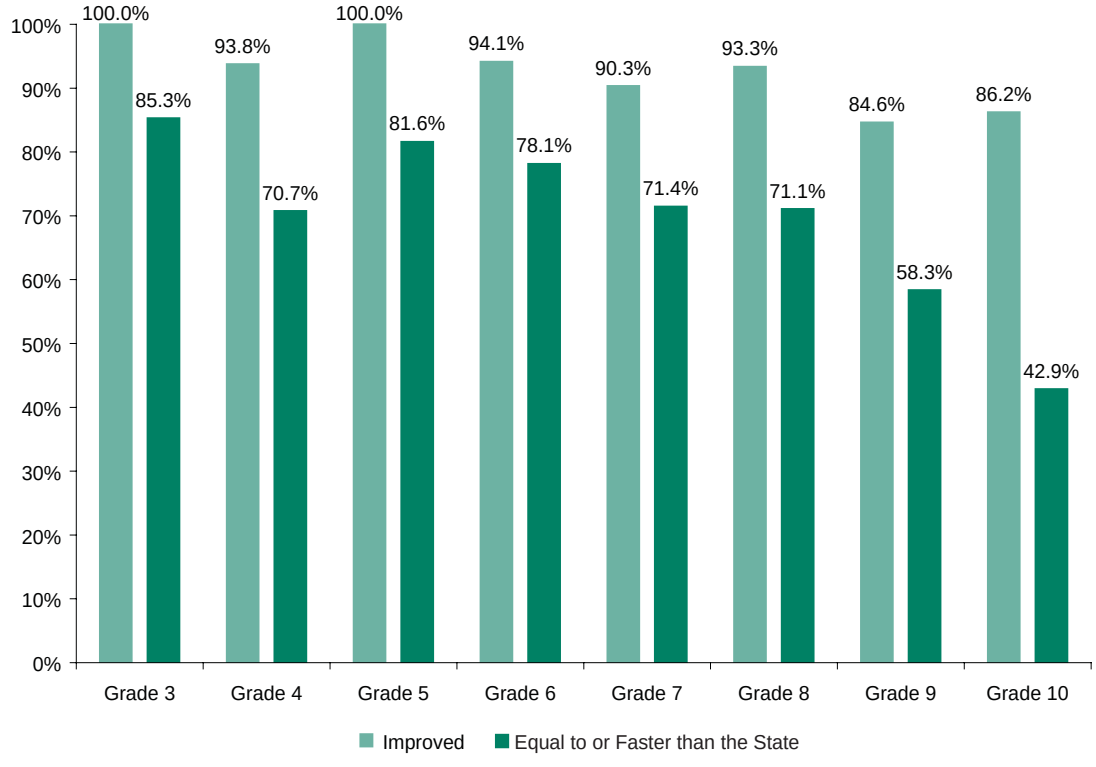
- About 17.8 percent of Great City School *districts* had average 4th grade math scores for their students with disabilities that matched or exceeded the statewide average for students with disabilities. Some 15.6 percent of *districts* had eighth grade math scores among their students with disabilities that did so.

Trends in Math Achievement by Grade Level

Second, the Council looked at math achievement trends and calculated the percentage of districts that had improved and the percentage that had improved at rates that equaled or exceeded their respective states. Trends reflect changes in student achievement since spring 2000 or since each state began its current assessment after that year. The results show that—

- Some 93.8 percent of Great City School *districts* improved their average 4th grade mathematics scores between 1999-00 and 2004-05. About 70.7 percent of the *districts* improved at rates equal to or faster than their respective states. (See Figure 2.)

Figure 2. Percentage of Districts Improving in Mathematics by Grade, Compared with their States



- Some 93.3 percent of Great City School *districts* improved their average 8th grade math scores over the same period. About 71.1 percent of the *districts* improved at rates equal to or faster than their states.

- Some 86.2 percent of Great City School *districts* improved their average 10th grade math scores. About 42.9 percent of the *districts* improved at rates equal to or faster than their states.

Trends in Math Achievement among Students

Third, the Council looked at the trends in the percentages of fourth and eighth grade students who scored at or above proficiency levels in math on their respective state tests. This trend line included data from 2001-02 through 2004-05 for an identical set of 36 cities that had administered the same test in each year over that period. The results, shown in Figure 3, indicated that—

- Some 58.5 percent of fourth grade *students* in the Great City Schools scored at or above proficiency levels in math on their respective state exams in 2005, compared with 55.4 percent in 2004, 50.8 percent in 2003, and 44.5 percent in 2002.

- Some 45.7 percent of eighth grade *students* in the Great City Schools scored at or above proficiency levels in math on their respective state exams in 2005, compared with 43.1 percent in 2004, 39.3 percent in 2003, and 37.3 percent in 2002.

Changes in Racial Gaps in Math Achievement

Finally, the Council examined state assessment data to determine whether racially-identifiable gaps in math achievement were narrowing in city schools. The data were analyzed by race and grade to see where gaps in math achievement were narrowing the most. Trends specifically in grades 4 and 8 are presented in Figure 4. A table showing the results for every grade can be found in Appendix A. The analysis involved varying numbers of districts in each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race in each grade. The data show that—

- Some 55.6 percent of all 4th *grades* tested narrowed the achievement gap in math between White and African American students.

- Some 56.4 percent of all 8th *grades* tested narrowed the achievement gap between White-African American students.

- Some 71.4 percent of all 4th *grades* tested narrowed the achievement gap between White and Hispanic students.

- Some 56.8 percent of all 8th *grades* tested narrowed the achievement gap between White-Hispanic students over the same period.

Figure 3. Percentage of 4th and 8th Graders Scoring at or above Proficiency in Math on State Tests, 2002-2005

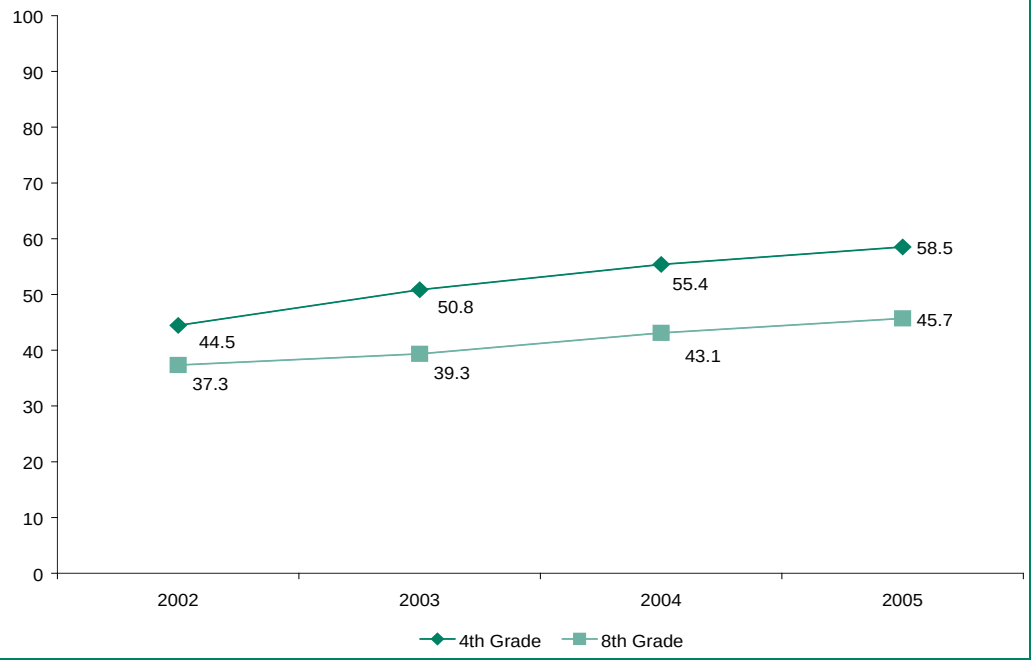
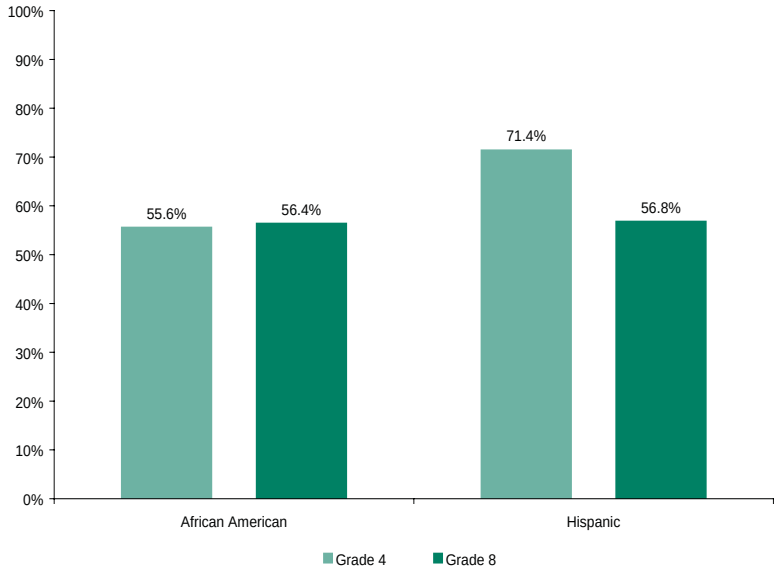


Figure 4. Percentage of Districts Narrowing Achievement Gaps in Math by Race/Ethnicity in Grades 4 and 8



Narrowing Racial Gaps Faster than States

The Council also examined math scores to see if racial gaps were closing faster than they were statewide. The results, displayed in Figure 5, show that—

- Some 44.1 percent of *districts* narrowed the achievement gap in math between White and African American 4th graders at a rate equal to or faster than their respective states.

- Some 43.2 percent of *districts* narrowed the achievement gap between White and African American 8th graders at a rate equal to or faster than their states.

- Some 57.6 percent of *districts* narrowed the achievement gap between White and Hispanic 4th graders at a rate equal to or faster than their states.

- Some 45.7 percent of *districts* narrowed the achievement gap between White and Hispanic 8th graders at a rate equal to or faster than their states.

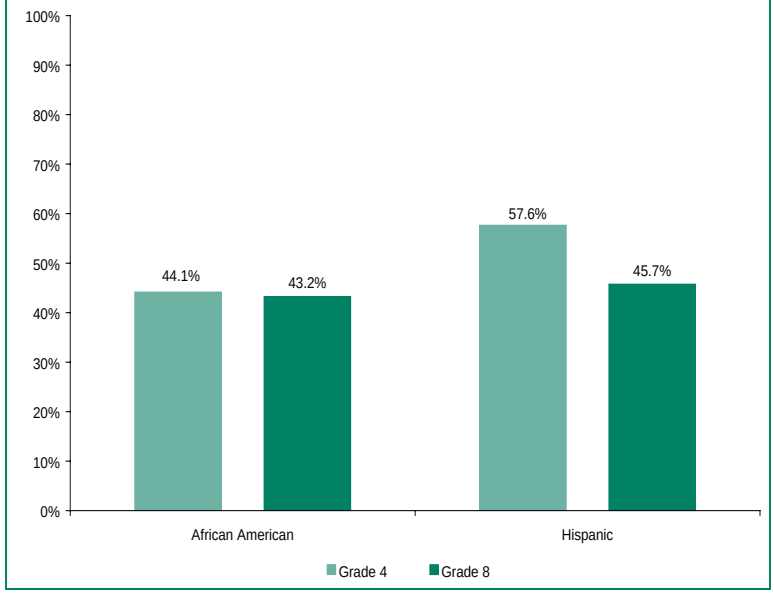
Changes in Other Gaps in Math Achievement

This report also includes performance data on students who are economically disadvantaged, English language learners, or have disabilities. The Council analyzed the achievement gaps for these three subgroups. Although spring 2005 data are presented for all subgroups in a previous section, trend data are not presented here for English language learners because there is not enough of it. A table showing the data for every grade and subgroup can be found in Appendix A. The results, displayed in Figure 6, show that—

- Some 69.2 percent of *districts* narrowed the achievement gap in math between economically disadvantaged and non-economically disadvantaged 4th graders. About 73.9 percent of *districts* narrowed the gap among 8th graders.

- Some 34.6 percent of *districts* narrowed the achievement gap in math between 4th grade students with disabilities and those without disabilities. About 39.1 percent of *districts* narrowed the gap among 8th graders.

Figure 5. Percentage of Districts Narrowing Racial/Ethnic Achievement Gaps in Math at Rates Equal to or Faster than their States in Grades 4 and 8



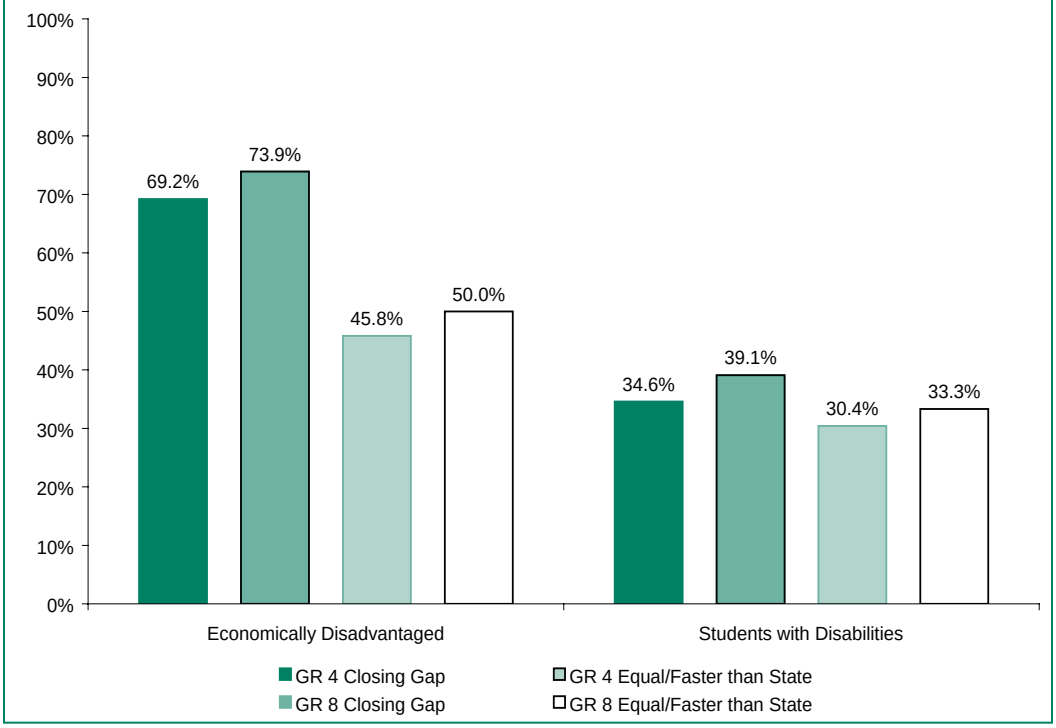
Narrowing Other Gaps Faster than States

The analysis also looked to see if the gap-narrowing was equal to or faster than in the respective states. The results showed that—

- Some 45.8 percent of *districts* narrowed the achievement gap in math between economically disadvantaged and non-disadvantaged 4th graders at a rate equal to or faster than their respective states. About 50 percent of *districts* did so among 8th graders.

- Some 30.4 percent of *districts* narrowed the achievement gap between 4th grade students with disabilities and those without disabilities at a rate equal to or faster than their respective states over the same period. About 33.3 percent of *districts* did so among 8th graders.

Figure 6. Percentage of Districts Narrowing Mathematics Achievement Gaps in the 4th and 8th Grades for Selected Subgroups



Summary and Discussion of Math Achievement Trends

The Council's analysis indicates that urban student achievement on state math tests was below statewide averages, but that math performance in the nation's urban schools was improving.

Only seven major cities had the same or higher math scores in the 4th and 8th grades than their respective states. The districts with math scores equal to or greater than their states in the 4th grade are Albuquerque, Anchorage, Broward County, Charleston, Palm Beach County (FL), San Diego, and San Francisco. The districts matching or exceeding their states in 8th grade math are Albuquerque, Anchorage, Broward County, Greensboro, Omaha, Palm Beach, and Portland.

About 93.8 percent of all Great City School districts showed gains in math scores in the 4th grade; and 93.3 percent showed improvements in the 8th grade. Over 70 percent of districts, moreover, showed gains in both the 4th and 8th grades that were equal to or faster than their respective states.

In addition, the data show that the percentage of fourth and eighth grade students scoring at or above their respective state proficiency bars in math is improving. The percentage of fourth graders scoring at or above this level increased from 44.5 percent in 2001-2002 to 50.8 percent in 2002-2003 to 55.4 percent in 2003-2004 to 58.5 percent in 2004-05.

The data from the National Assessment of

The Nation's Report Card: National Assessment of Educational Progress (NAEP)
Mathematics Results for Large Central Cities vs. the Nation

The National Assessment of Educational Progress (NAEP) is a sample-based survey assessment that provides periodic reports on student performance in reading, math, and other subjects. The Trial Urban District Assessment (TUDA), initiated by the Council of the Great City Schools in 2000, is a special project of NAEP that allows a limited number of cities (11 to-date) to obtain city-specific results. TUDA also provides aggregate data on a new variable—Large Central Cities—that includes some 67 cities and is very similar to the composition of the Great City Schools. TUDA assessments in reading were administered in 2002, 2003, and 2005; TUDA assessments in math were administered in 2003 and 2005. Changes over that period are statistically significant for both grades and subgroups. TUDA math results are displayed in Table A.

Table A: NAEP Mathematics Results Nationally vs. Large Central Cities.

		Average Scale Score			% At or Above Proficient	
		National Public Schools	Large Urban Cities		National Public Schools	Large Urban Cities
4th Grade	**2003**	234	224		31%	20%
	2005	237*	228*		35%*	24%*
8th Grade	**2003**	276	262		27%	16%
	2005	278*	265*		28%*	19%*

* Statistically significant gains.

Educational Progress generally corroborate the data presented in this chapter, in that both the NAEP and the state assessment figures point to an upward tilt in math achievement. Both sources also suggest that math gains are stronger than reading gains, and that improvements in math achievement are evident in both the fourth and eighth grades.

The results of *Beating the Odds VI* also suggest that racially identifiable achievement gaps in math are narrowing somewhat. The data continue to be inconclusive, however, because so few states have disaggregated their test scores for three or more years. NAEP data do not show uniform or significant improvements in the gaps at this point.

Table B: Trends in State vs. NAEP Proficiency Levels in Math—4th Grade[1]

		State Tests[2]					NAEP			
		2002	2003	2005	Δ		2002	2003	2005	Δ
National										
	% Proficient +	--	--	--	--		--	31	35	+4*
	% Below Basic	--	--	--	--		--	24	21	-3*
Urban										
	% Proficient +	--	51	59	+8		--	20	24	+4*
	% Below Basic	--	--	--	--		--	37	32	-5*
Atlanta										
	% Proficient +	--	67	70	+3		--	13	17	+4
	% Below Basic	--	32	30	-2		--	50	43	-7*
Austin										
	% Proficient +	--	67	78	+11		--	--	40	--
	% Below Basic	--	--	--	--		--	--	15	--
Boston										
	% Proficient +	--	16	21	+5		--	12	22	+10*
	% Below Basic	--	38	32	-6		--	41	28	-13*
Charlotte										
	% Proficient +	--	95	93	-2		--	41	44	+3
	% Below Basic	--	0.8	0.7	-0.1		--	16	14	-2
Chicago**										
	% Proficient +	--	49	55	+6		--	10	13	+3
	% Below Basic	--	19	16	-3		--	50	48	-2
Cleveland										
	% Proficient +	--	50	53	+3		--	10	13	+3
	% Below Basic	--	40	37	-3		--	49	40	-9*
D.C. **										
	% Proficient +	--	35	41	+6		--	7	10	+3*
	% Below Basic	--	25	20	-5		--	64	55	-9*
Houston										
	% Proficient +	--	63	69	+6		--	18	26	+8*
	% Below Basic	--	--	--	--		--	30	23	-7*
LA										
	% Proficient +	--	40	43	+3		--	13	18	+5*
	% Below Basic	--	34	32	-2		--	48	42	-6*
New York										
	% Proficient +	--	67	78	+11		--	21	26	+5*
	% Below Basic	--	9	5	-4		--	33	27	-6*
San Diego										
	% Proficient +	--	39	52	+13		--	20	29	+9*
	% Below Basic	--	29	23	-6		--	34	26	-8*

1. City scores on state tests cannot be compared with one another and NAEP scores cannot be compared with the state scores.
2. Trends from 1999-00 through 2004-05 can be found in the Profiles section of the report.

* Statistically significant change from 2003. (Source: National Center for Education Statistics.)

** Grade 3 data

READING ACHIEVEMENT AND GAPS

Improving Reading Achievement: A New Priority

Until recently, the reading skills of the nation's students had not received as much attention as their math skills. The Sputnik-era did not trigger a national debate about reading performance like it did for math or science. And the Charlottesville Summit did not focus on reading in the same way as it did other goals. A national priority on adult literacy was set following the Charlottesville event, but there was no priority given to making the United States first in the world in reading achievement. The result, in part, has been sluggish reading gains for many years.

Still, a considerable amount of research has been conducted over the last ten years that has important implications for schools. New studies on childhood brain development enhanced our understanding of how youngsters learn and which teaching strategies were most promising. And the research emerging from the National Institute for Child Development, the National Reading Panel, and others clarified the necessary steps in the reading process. Out of this work came President George W. Bush's Reading First initiative and a new national priority to raise reading performance for all children. *Beating the Odds VI* looked at state test data to determine whether reading progress was evident in city schools.

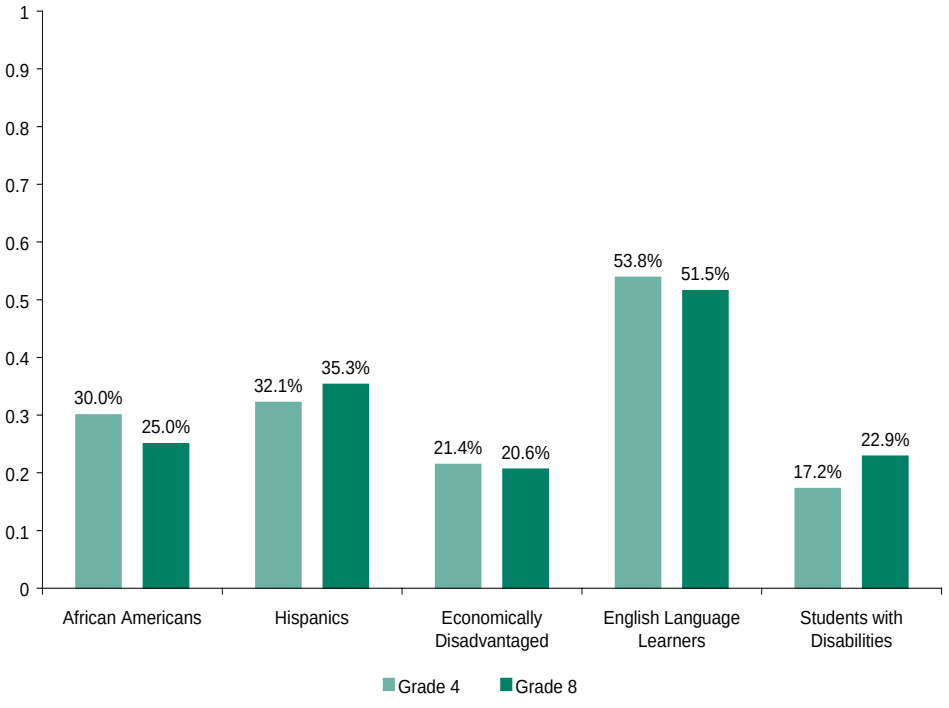
Reading Achievement in City Schools Compared to the States

First, the Council looked at spring 2005 reading achievement in the cities. (Language arts scores are used where reading data are not available. See appendix for data on separate reading and language arts data.) Reading scores were analyzed to determine the percentage of cities that scored at or above their states at both grade levels by subgroup. A table showing the results for every grade can be found in Appendix A. The results indicated that—

- About 16.1 percent of Great City School *districts* had 4th grade reading scores on their respective state tests that matched or exceeded their statewide averages. About 16.2 percent of the *districts* matched or exceeded statewide reading averages at the 8th grade level. No subgroups in any of the cities scored above the general statewide average.

- Some 30.0 percent of Great City School *districts* had average 4th grade reading scores for African American students that matched or exceeded the statewide averages for African American students. Some 25.0 percent of *districts* had eighth grade reading scores among their African American students that did so. (See Figure 7.)

Figure 7. Percentage of Districts whose Average Subgroup Reading Scores in the 4th and 8th Grades Met or Exceeded Statewide Averages for the Same Subgroups (Spring 2005)



- Some 32.1 percent of Great City School *districts* had average 4th grade reading scores for their Hispanic students that matched or exceeded the statewide average for Hispanic students. Some 35.3 percent of *districts* had eighth grade reading scores among their Hispanic students that did so.

- About 21.4 percent of Great City School *districts* had average 4th grade reading scores for their economically disadvantaged (ED) students that matched or exceeded the statewide average for economically disadvantaged students. Some 20.6 percent of *districts* had eighth grade reading scores among their economically disadvantaged students that did so.

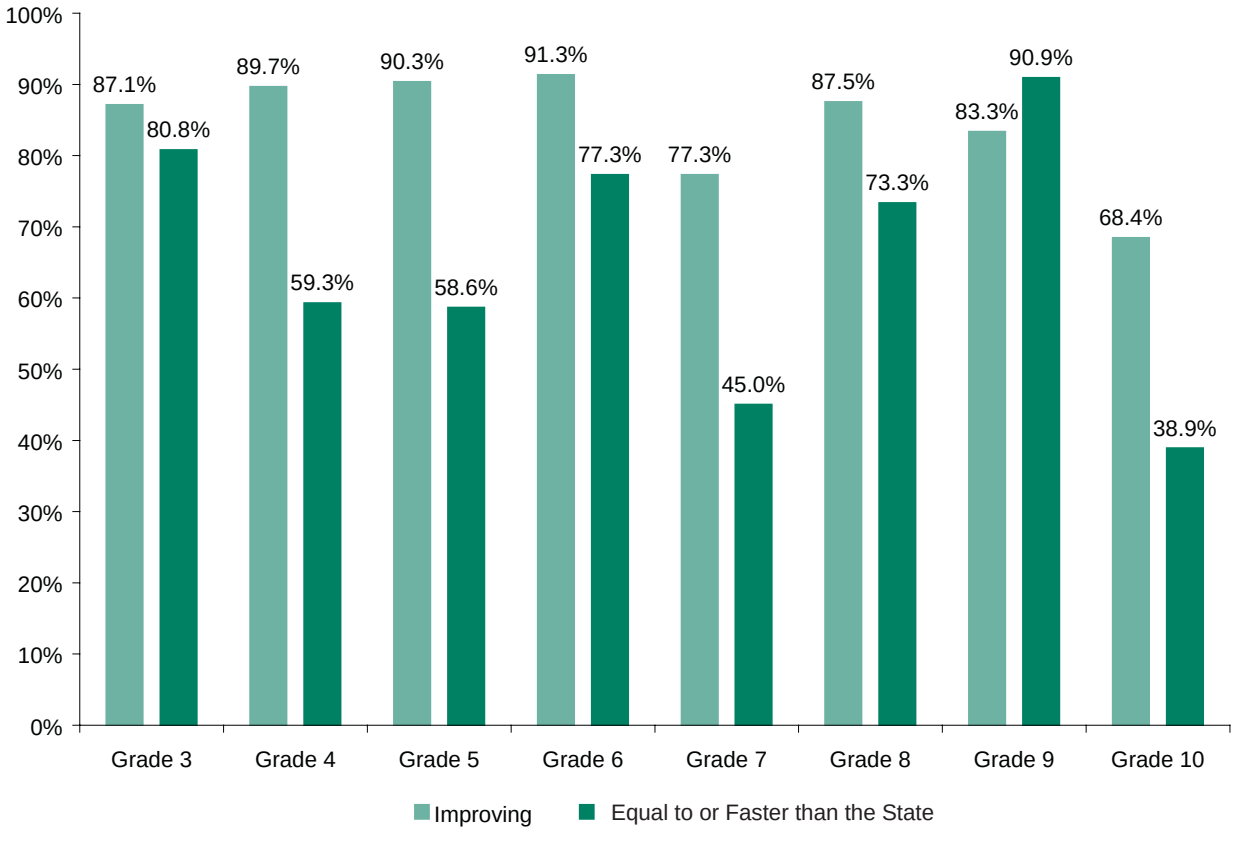
- About 53.8 percent of Great City School *districts* had average 4th grade reading scores for their English language learners (ELL) students that matched or exceeded the statewide average for ELL students. Some 51.5 percent of *districts* had eighth grade reading scores among their ELL students that did so.

- About 17.2 percent of Great City School *districts* had average 4th grade reading scores for their students with disabilities that matched or exceeded the statewide average for students with disabilities. Some 22.9 percent of *districts* had eighth grade math scores among their students with disabilities that did so.

Trends in Reading Achievement by Grade Level

Second, the Council looked at reading achievement trends and calculated the percentage of districts that had improved and the percentage that had improved at rates equal to or faster than their respective states. Trends

Figure 8. Percentage of Districts Improving in Reading between 1999-00 and 2004-05 by Grade, Compared with their States



reflect changes in student achievement since spring 2000 or since each state began its current assessment after that year. The results show that—

- Some 89.7 percent of Great City School *districts* improved their average 4th grade reading scores between 1999-00 and 2004-05. About 59.3 percent of the *districts* improved at rates equal to or faster than their respective states. (See Figure 8.)

- Some 87.5 percent of Great City School *districts* improved their average 8th grade reading scores over the same period. About 73.3 percent of the *districts* improved at rates equal to or faster than their states.

- Some 68.4 percent of Great City *districts* improved their average 10th grade reading scores. About 38.9 percent of the *districts* improved at rates equal to or faster than their states.

Trends in Reading Achievement among Students

Third, the Council looked at the trends in the percentages of fourth and eighth grade students who scored at or above proficiency levels in reading on their respective state tests. This trend line included data for 2001-02 through 2004-05 for an identical set of 36 cities that had administered the same test in each year over that period. The results, shown in Figure 9, indicated that—

- Some 54.4 percent of fourth grade *students* in the Great City Schools scored at or above proficiency levels in reading on their respective state exams in 2005, compared with 50.5 percent in 2004, 47.9 percent in 2003, and 43.3 percent in 2002.

- Some 39.7 percent of eighth grade *students* in the Great City Schools scored at or above proficiency levels in reading on their respective state exams in 2005, compared with 38.6 percent in 2004, 37.7 percent in 2003, and 36.1 percent in 2002.

Changes in Racial Gaps in Reading Achievement

Fourth, the Council examined state assessment data to determine whether racially-identifiable gaps in reading achievement were narrowing in city schools. The data were analyzed by race and grade to see where gaps in reading achievement were narrowing the most. Trends specifically in grades 4 and 8 are presented in Figure 10. A table showing the results for every grade can be found in Appendix A. The analysis involved varying numbers of districts in each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race in each grade. The data show that—

Figure 9. Percentage of 4th and 8th Graders Scoring at or above Proficiency in Reading on State Tests, 2002-2005

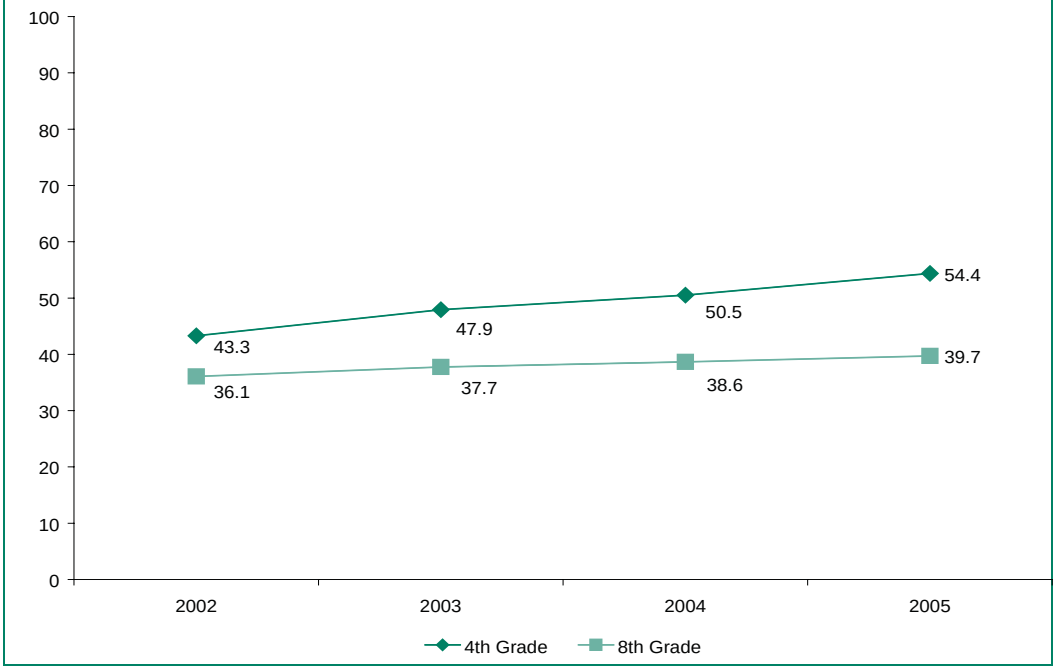
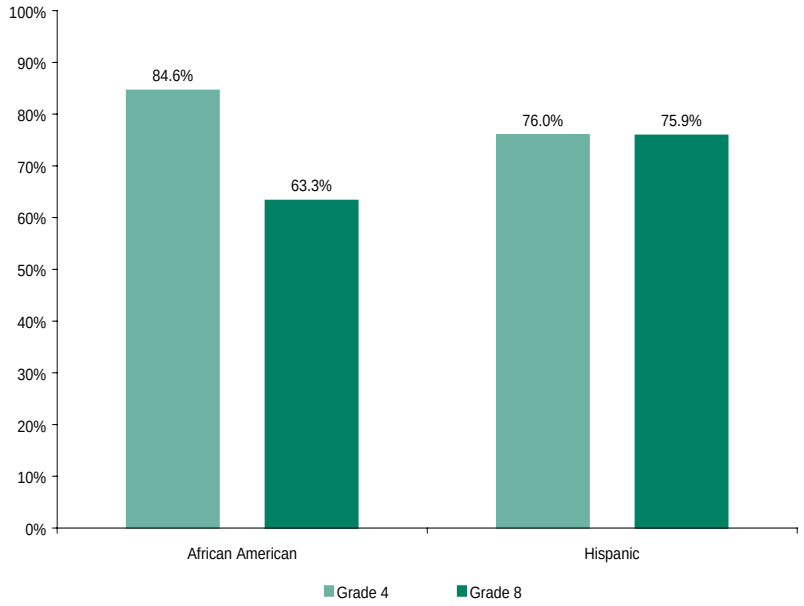


Figure 10. Percentage of Districts Narrowing Achievement Gaps in Reading by Race/Ethnicity in Grades 4 and 8



- Some 84.6 percent of all 4th *grades* tested narrowed the achievement gap in reading between White and African American students.
- Some 63.3 percent of all 8th *grades* tested narrowed the achievement gaps between White and African American students.
- Some 76.0 percent of all 4th *grades* tested narrowed the achievement gap between White and Hispanic students from 1999-00 and 2004-05.
- Some 75.9 percent of all 8th *grades* tested narrowed the achievement gap between White and Hispanic students over the same period.

Narrowing Racial Gaps Faster Than States

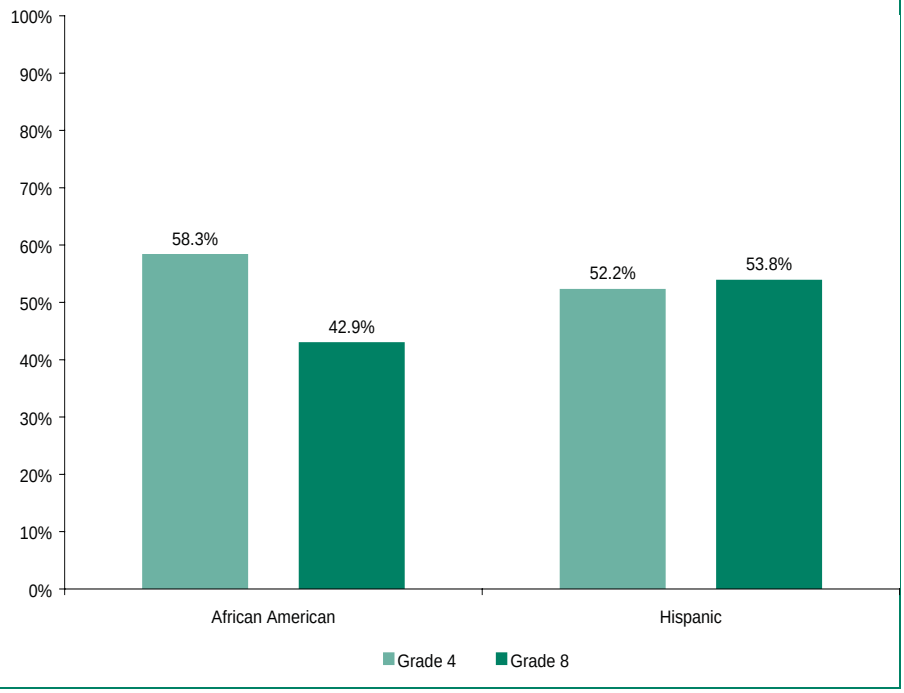
The Council also examined reading scores to see if racial gaps were closing faster than they were statewide. The results, displayed in Figure 11, showed that—

- Some 58.3 percent of *districts* narrowed the achievement gap in reading between White and African American 4th graders at a rate equal to or faster than their respective states.
- Some 42.9 percent of *districts* narrowed the achievement gap between White and African American 8th graders at a rate equal to or faster than their states.
- Some 52.2 percent of *districts* narrowed the achievement gap between White and Hispanic 4th graders at a rate equal to or faster than their states.
- Some 53.8 percent of *districts* narrowed the achievement gap between White and Hispanic 8th graders at a rate equal to or faster than their states.

Changes in Other Gaps in Reading Achievement

This report also includes performance data on students who are economically disadvantaged, English language learners, or have disabilities. The Council analyzed the achievement gaps for these three

Figure 11. Percentage of Districts Narrowing Racial/Ethnic Achievement Gaps in Reading at Rates Equal to or Faster than their States in Grades 4 and 8



subgroups. Although spring 2005 data are presented for all subgroups in a previous section, trend data are not presented here for English language learners because there is not enough of it. A table showing the data for every grade and subgroup can be found in Appendix A. The results, displayed in Figure 12, shows that—

- Some 78.9 percent of *districts* narrowed the achievement gap in reading between economically disadvantaged and non-economically disadvantaged students 4th graders. About 57.9 percent of *districts* narrowed the gap among 8th graders.

- Some 38.9 percent of *districts* narrowed the achievement gap in reading between 4th grade students with disabilities and those without disabilities. About 29.4 percent of *districts* narrowed the gap among 8th graders.

Narrowing Other Gaps Faster than States

The analysis also looked to see if the gap-narrowing in the 4th and 8th grades was equal to or faster than in the respective states. The results showed that—

- Some 57.9 percent of *districts* narrowed the achievement gap in reading between economically disadvantaged and non-disadvantaged 4th graders at a rate equal to or faster than their respective states. About 58.8 percent of *districts* did so among 8th graders.

- Some 43.8 percent of *districts* narrowed the achievement gap between 4th grade students with disabilities and those without disabilities at a rate equal to or faster than their respective states over the same period. About 35.7 percent of *districts* did so among 8th graders.

Summary and Discussion of Reading Achievement Trends

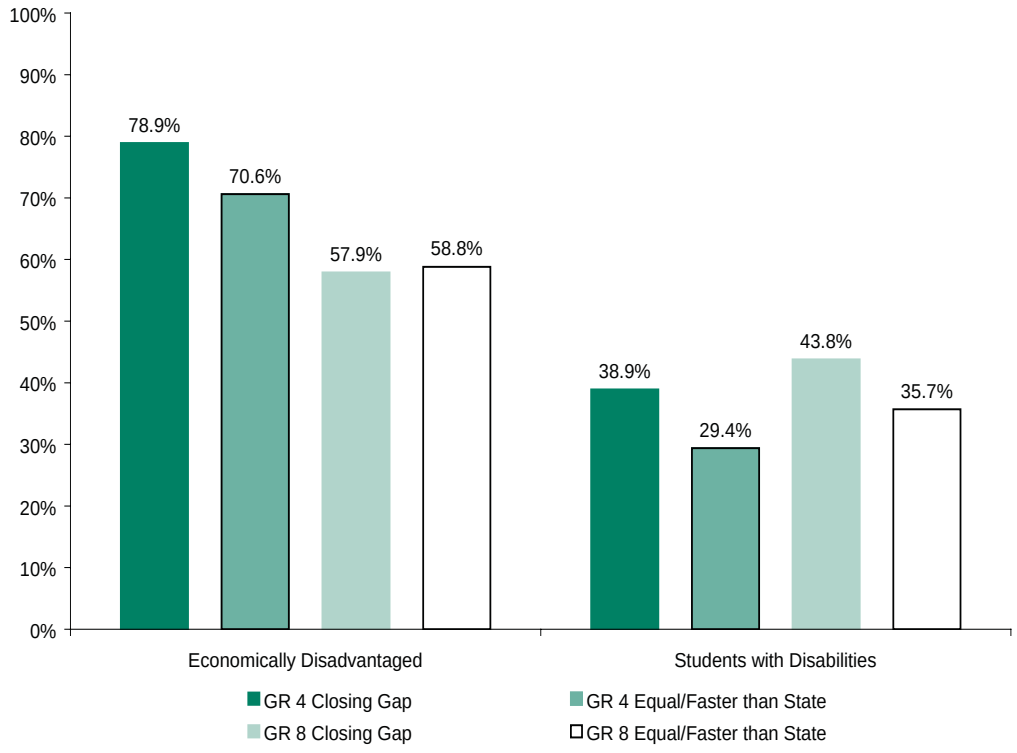
The Council's analysis indicates that urban student achievement on state reading tests was below statewide averages, but that reading performance in the nation's urban schools was improving.

Only five major cities had the same or higher reading scores in the 4th grades than their respective states. The districts with 4th grade readings scores equal to or greater than their states are Albuquerque, Anchorage, Charlotte, Duval County, and Palm Beach County (FL).

Six districts had the same or higher scores at the 8th grade level. They included districts are Albuquerque, Anchorage, Broward County, Hillsborough County, Palm Beach County (FL), and Portland.

About 89.7 percent of all Great City School districts showed gains in reading scores in the 4th grade; and 87.5 percent showed improvements in the 8th grade. Some 59.3 percent of districts, moreover, showed gains at the 4th grade level that were

Figure 12. Percentage of Districts Narrowing Reading Achievement Gaps in 4th and 8th Grade for Selected Subgroups



The Nation's Report Card: National Assessment of Educational Progress (NAEP) Reading Results for Large Central Cities vs. the Nation

The National Assessment of Educational Progress (NAEP) is a sample-based survey assessment that provides periodic reports on student performance in reading, math, and other subjects. The Trial Urban District Assessment (TUDA), initiated by the Council of the Great City Schools in 2000, is a special project of NAEP that allows a limited number of cities to obtain city-specific results. TUDA also provides aggregate data on a new variable—Large Central Cities—that includes some 67 cities and is similar to the composition of the Great City Schools. TUDA assessments in reading were administered in 2002, 2003, and 2005; TUDA assessments in math were administered in 2003 and 2005. Changes over that period are statistically significant for both grades and subgroups. The TUDA reading results are displayed in Table C.

Table C: NAEP Reading Results Nationally vs. Large Central Cities.

		Average Scale Score			% At or Above Proficient	
		National Public Schools	Large Central Cities		National Public Schools	Large Central Cities
4th Grade	2002	217	202		30%	17%
	2003	216	204		30%	19%
	2005	217	206*		30%	20%*
8th Grade	2002	263	250		31%	20%
	2003	261	249		30%	19%
	2005	260*	250		29%*	20%

* Statistically significant gains since 2002.

equal to or faster than their respective states and 73.3 percent of districts showed equal or faster gains at the 8th grade level.

In addition, the data show that the percentage of fourth grade students scoring at or above their respective state proficiency bars in reading is improving. The percentage of fourth graders scoring at or above this level increased from 43.3 percent in 2001-02 to 54.4 percent in 2004-05. Marginal change was seen among eighth grade students.

The data from the National Assessment of Educational Progress generally corroborate the data presented in this chapter, in that both the NAEP and the state assessment figures point to an upward tilt in reading achievement—at least at the fourth grade level. Both sources also suggest that math gains are stronger than reading gains, and that improvements in reading achievement are evident in the fourth grade but not in the eighth.

The results of *Beating the Odds VI* also suggest that racially identifiable achievement gaps in reading are narrowing somewhat. The data continue to be inconclusive, however, because so few states have disaggregated their test scores for three or more years. NAEP data do not show uniform or significant improvements in the gaps at this point.

Table D: Trends in State vs. NAEP Proficiency Levels in Reading/Language Arts—4th Grade[1]

		State Tests[2]					NAEP			
		2002	2003	2005	Δ		2002	2003	2005	Δ
National										
	% Proficient +	--	--	--	--		30	30	30	0
	% Below Basic	--	--	--	--		38	38	38	0
Urban										
	% Proficient +	43	48	54	+11		17	19	20	+3*
	% Below Basic	--	--	--	--		56	53	51	-5*
Atlanta										
	% Proficient +	71	76	83	+12		12	14	17	+5*
	% Below Basic	29	24	17	-12		65	63	59	-6*
Austin										
	% Proficient +	--	75	78	+3		--	--	28	--
	% Below Basic	--	--	--	--		--	--	39	--
Boston										
	% Proficient +	24	27	25	+1		--	16	16	0
	% Below Basic	26	28	27	+1		--	52	49	-3
Charlotte										
	% Proficient +	74	83	84	+10		--	31	33	+2
	% Below Basic	--	5	4	-1		--	36	35	-1
Chicago**										
	% Proficient +	35	36	42	+7		11	14	14	+3
	% Below Basic	17	20	17	0		66	60	60	-6
Cleveland										
	% Proficient +	40	59	59	+19		--	9	10	+1
	% Below Basic	27	13	22	-5		--	65	63	-2
D.C.**										
	% Proficient +	29	31	39	+10		10	10	11	+1
	% Below Basic	35	33	25	-10		69	69	67	-2
Houston										
	% Proficient +	--	69	70	+1		18	18	21	+3
	% Below Basic	--	--	--	--		52	52	48	-4
LA										
	% Proficient +	24	28	34	+10		11	11	14	+3*
	% Below Basic	38	34	32	-6		67	65	63	-4
New York										
	% Proficient +	47	52	54	+7		19	22	22	+3
	% Below Basic	15	9	9	-6		53	47	43	-10*
San Diego										
	% Proficient +	36	40	51	+15		--	22	22	0
	% Below Basic	28	23	19	-9		--	49	49	0

1. City scores on state tests cannot be compared with one another and NAEP scores cannot be compared with state scores.
2. Trends from 1999-00 through 2004-05 can be found in the Profiles section of the report

* Statistically significant change from 2002. (Source: National Center for Education Statistics.)

** Grade 3

STUDENT DEMOGRAPHICS, FINANCE, AND STAFFING

The challenge of the Great City Schools is to increase student achievement in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

The challenge is compounded further by the disparities in resources available to schools to meet the needs of their students. Some school systems can have many times more dollars per student than some urban districts. Ironically, it is often the students with the fewest needs who have the most resources, and the students with the greatest needs who have the least resources.

This chapter, then, examines the context of urban education—a context that should be considered in discussing the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools, including student poverty and limited English proficiency, and how they have changed during the period in which state assessments were being implemented.

The chapter also examines financial data, including changes in the aggregate expenditures per pupil of the Great City Schools over the last few years, and changes in state expenditures on urban schools. A furious debate has raged in public education over the relative importance of funding to the academic performance of children. The issue involves more than just the relationship between money and achievement, although a sizable body of research has focused on that point. The controversy has largely been over whether education is defined by its inputs or its outputs. Little room has been allowed, unfortunately, for considering an appropriate balance of each. Finally, the chapter contains some rudimentary data on what money can buy: teachers and schools. Student-teacher ratios and school size data are also presented.

The reader can find individual city data in the Profiles section of this report. All of the demographic, staffing, and financial data for this study come from the National Center for Education Statistics, except for the data designated with an asterisk, which have been provided by the individual cities after reviewing the NCES numbers. No NCES data related to per pupil expenditures were modified in the district review process.

Student Demographics

The demography of urban education continues to be a subject of enormous public interest. Our composition is important because a large body of research continues to show that income, disability, and English-language proficiency are strongly correlated with student achievement.

Student Enrollment in the Great City Schools

The Great City Schools enroll a significant share of the nation's students. Preliminary data from the NCES Common Core of Data show that—

- The Great City Schools enrolled 7,396,881 students in 2003-2004 (the most recent year on which federal data are available), an increase of nearly 0.4 percent over the 7,364,557 students enrolled in 1999-00.

- During the same period, total public school enrollment nationally grew by about 5.5 percent. Enrollments increased from 45,597,758 students in 1999-00 to 48,093,294 students in 2003-2004.

- The share of the nation's public school students enrolled in the Great City Schools decreased from 16.0 percent in 1999-00 to 15.4 percent in 2003-04.

Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. A summary of key poverty indicators include the following—

- In the 2003-2004 school year, 64.6 percent of students in the Great City Schools were eligible for a free lunch subsidy, compared with the national average of 35.7 percent.

- About 27.3 percent of the nation's free-lunch eligible students are enrolled in the Great City Schools.

- Some 90.3 percent of the nation's Great City School systems have poverty rates (free lunch eligibility) that are higher than their respective states.

English Language Learners and Students with Disabilities

The Great City Schools also serve a higher proportion of English language learners than the average school system. These urban school systems, however, enroll about the same percentage of students with disabilities as the average school district nationally, but the Great City Schools often enroll a greater share of students with high-cost disabilities.

Key indicators reflecting the rates of English Language Learners and students with disabilities (those with an Individual Education Plan) enrolled in the Great City Schools include the following—

- About 18.3 percent of students enrolled in the Great City Schools come from families where English is not the first language, compared with 7.8 percent of students nationally.

- Some 75.0 percent of the Great City School districts have higher percentages of ELL students than their respective states.

- About 13.4 percent of the enrollments in the Great City Schools are students with disabilities, compared with 12.9 percent of students nationally.

- Some 59.4 percent of the nation's Great City School systems have higher percentages of students with disabilities than their states.

- Urban schools tend to enroll more students with low-incidence, high-cost disabilities than the average district. This is probably due to deficiencies in the quality and availability of health, child, and prenatal care in many inner-cities.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban schools are also significantly different from the average school system nationwide. Approximately 77.8 percent of Great City School students are of color—primarily African American, Hispanic, or Asian American—compared with 41.2 percent nationally.

Key statistics include the following—

- About 37.7 percent of Great City School students were African American in 2003-2004, compared with 17.1 percent nationally.

- About 33.2 percent of Great City School students were Hispanic in 2003-2004, compared with 18.5 percent nationally.

- About 22.3 percent of Great City School students were White in 2003-2004, compared with 58.8 percent nationally.

- About 6.9 percent of Great City School students were Asian American and members of other groups in 2003-2004, compared with 5.6 percent nationally.

- The percentage of the Great City School and the nation's enrollment that was African American and White declined slightly between 1999-00 and 2003-2004; while the percentage that was Hispanic increased.

- Approximately 29 percent of all students of color in the nation were enrolled in the Great City Schools in 2003-2004.

Finance and Staffing

The Council examined the financial resources available to urban schools to meet the academic standards that *No Child Left Behind* is requiring.

Beating the Odds VI looked at the districts' current per pupil expenditures compared with the nation and the states. The report also examined the proportion of state expenditures devoted to urban schools. Finally, the analysis looked at the numbers of schools and teachers in urban districts compared with the nation.

Expenditures per Pupil

Expenditure trends were analyzed by the Council using "current expenditures per pupil" available from the National Center on Educational Statistics. This metric is defined as those expenditures that are directly allocable to students and do not include spending on capital needs or debt service. (Figures have been recalculated since *Beating the Odds I*.)

- The average "current expenditure" in the Great City Schools was $8,608 per pupil in 2002-2003, up 19.1 percent from $7,229 per pupil in 1999-2000 (not adjusted for inflation).

- The average "current expenditure" nationally was $8,003 per pupil in 2002-2003, up 16.7 percent from $6,856 per pupil in 1999-2000 (not adjusted for inflation).

State Spending on the Great City Schools

The Council also examined statistics on state spending on major city school systems. Key indicators include the following—

- The percentage of total state K-12 education spending devoted to the Great City Schools decreased from 17.5 percent in 2000 to 17.1 percent in 2003.

- The percentage of Great City School districts with a current per pupil expenditure below that of their state was 26.2 percent in 2003.

- The total enrollment of all Great City School districts with current per pupil expenditures below statewide averages was over three million students (3,007,599)—or about 40.1 percent of all urban students.

Student-Teacher Ratios and Average Enrollments per School

The Council looked at two final contextual variables: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instructional staff.

- Student-teacher ratios in the Great City Schools were somewhat higher than the national average: 17 students per teacher in the major city schools in 2003-2004, compared with 16 nationally.

- Student-teacher ratios in the Great City schools have decreased somewhat since 1999-2000 when they averaged 18 pupils per teacher. The national ratio has stayed the same at 17.

Some research suggests that smaller schools may be more effective interpersonally, but the data on the effects of smaller schools on student achievement is mixed.

The Council's analysis showed the following trends in school size in urban districts—

- The average number of students per school in the Great City Schools declined from 721 students in 1999-00 to 681 in 2002-2003 —a drop of about 5.5 percent.

- The average number of students per school nationally decreased from 527 in 1999-00 to 522 in 2002-2003—a decline of about 1.0 percent.

- The average school in the Great Cities enrolled about 30.5 percent more children (681 students) than the average school nationally (522 students) in 2002-2003.

Table 3: Student Demographics, Finance, and Staffing

DEMOGRAPHICS	GREAT CITY SCHOOLS			NATION	
	1999-2000	2003-2004		1999-2000	2003-2004
Number of Students	7,364,557	7,396,881		45,975,758	48,093,294
Percent Free & Reduced Price Lunch Eligible (FRPL)	61	65		34	36
Percent of Students with IEPs	13	13		13	13
Percent of English Language Learners (ELL)	17	18		7	8
Percent African American	39	38		17	17
Percent Hispanic	30	33		16	19
Percent White	24	22		63	59
Percent Other	7	7		5	6
Number of FTE Teachers	402,923	442,139		2,887,218	3,032,680
Student-Teacher Ratio	18	17		16	16
Number of Schools	10,019	10,195		91,985	98,454
Current Expenditures Per Pupil	$7,229	$8,608		$6,856	$8,003
District as a Percentage of the State's Public Schools				**1999-2000**	**2003-2004**
Percent of Students				16	15
Percent of Minority Students				31	29
Percent of African American Students				35	34
Percent of Hispanic Students				30	28
Percent of FRPL				26	27
Percent of IEPs				16	16
Percent of ELLs				35	30
Percent of Schools				11	10
Percent of Teachers				14	15
Percent of State Revenue[1]				18	17

1. The CGCS percentage of state revenue represents the state revenue receipts of Council districts as a percentage of all state revenues received by all districts. Only the states where Council districts are located are included in this calculation. All other statistics labeled "nation" include all 50 states.

DISCUSSION

The Data Show Encouraging Trends

This report represents the sixth time that the Council of the Great City Schools has examined the status and progress of America's urban schools on state reading and math tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not always available.

Still, the data in *Beating the Odds VI* present an emerging picture of how America's Great City Schools are performing and strongly suggest that they are making substantial progress in both reading and math.

These results continue to be preliminary but encouraging. We did not perform elegant mathematical analyses on the data and conducted only a limited number of statistical tests of significance. The Council of the Great City Schools wanted to present raw data wherever possible so no one would wonder if the real results were hidden behind some statistical trickery.

The Council is committed to improving its reporting of city results on state tests on an annual basis. And the Council will also make every effort to continue reporting data in a way that is consistent with the *No Child Left Behind Act*. We want to encourage the public to expect more transparency in urban school data.

City schools, moreover, want to improve their reporting to the nation on other indicators, including course-taking patterns and graduation rates. No single indicator gives the public the entire picture of urban education, any more than one Stock Market index adequately describes the economy.

However shaky the state data continue to be, the overall direction of the state numbers is corroborated by the National Assessment of Education Progress (NAEP). The state and the NAEP assessments are entirely different tests, designed with different purposes, and using entirely different metrics—but both sets of measures indicate that math achievement in the cities is improving by significant margins at both the fourth and eighth grades, and that reading is improving by substantial margins in the cities at the 4th grade level, but not the 8th.

Finally, the Council initiated the Trial Urban District Assessment so that comparable data on city school performance on NAEP would be available across state lines. To date, eleven urban cities have participated in this trial assessment. It is our hope that more will be able to take part in the future and that the results can be used to make more exacting comparisons from one city to another.

Math Results

The trends in math performance are unambiguous for the nation and the Great City Schools. Achievement is improving. The only debate at this point should be about the speed of the gains. *Beating the Odds VI* indicates that over 80 percent of the Great City School districts have improved math scores in grades 3-10 since 1999-00. Over 70 percent of the large cities, moreover, have improved faster than their respective states in grades 3-8.

The upward trend is also evident when looking at the percentage of students who are scoring at or above proficiency levels on their respective state tests. The percentage of 4th graders scoring at or above proficiency in math has increased from 44.5 percent in 2001-02 to 50.8 percent in 2002-03 to 55.4 percent in 2003-04 to 58.5 percent in 2004-05. The percentage of eighth graders proficient in math has increased from 37.3 percent to 45.7 percent over the same period.

Gaps by race/ethnicity also appeared to be narrowing, according to the state data. Over 55 percent of the districts show that they are narrowing the gaps between White and African American students and White and Hispanic students in mathematics at the 4th and 8th grade levels. More than 40 percent and as many as 60 percent with comparable state data report narrowing gaps at rates equal to or faster than their respective states.

Although the data on English language learners remains sparse, we were able to include data on economically disadvantaged students and students with disabilities in this report. About half of the districts on which we have data show improvements for economically disadvantaged students at the 4th and 8th grade levels, but only about 30 percent of districts are making much headway with students with disabilities. About the same percentage is improving at rates equal to or faster than their respective states for both groups at the 4th and 8th grades.

Reading Results

The data in this report suggests that reading achievement in the Great City Schools is improving. *Beating the Odds VI* found that approximately 70 percent or more of the city school districts improved their reading performance in grades 3-10. Many were improving faster than their respective states.

Gains were also evident when looking at the percentage of students who were scoring at or above proficiency levels. The percentage of 4th graders scoring at or above proficiency levels in reading or language arts increased from 43.3 percent in 2001-02 to 47.9 percent in 2002-03 to 50.5 percent in 2004 to 54.4 percent in 2005. The percentage of eighth graders who were proficient in reading or language arts increased only slightly from 36.1 percent to 39.7 percent over the same period.

Gaps by race/ethnicity also appear to be narrowing somewhat, but the results are still preliminary. More than 60 percent of districts showed at least some narrowing of gaps between White and African American students and White and Hispanic students at the 4th and 8th grade levels, while some 40 percent of districts were narrowing gaps faster than their respective states.

Although there are more data in this report than in the past, we continue to lack significant amounts of data on English language learners. The data on economically disadvantaged students, however, showed that about 57 percent of reporting districts showed improvements at the 4th and 8th grade levels. The percent of districts making improvements with students with disabilities is approximately 35 percent.

The Urban Context

Progress in math and reading achievement is occurring in an urban context that is significantly different from other schools. *Beating the Odds VI* looked at those differences and how they have changed over the last several years. Urban schools enroll students who are about twice as likely to be poor or to be English language learners as those in the average school system nationwide. In addition, the Great City Schools enroll about one-third (29 percent) of all students of color in the country and disproportionately large numbers of English language learners and poor students. These percentages have remained relatively unchanged in recent years.

Beating the Odds VI also presented some of urban education's important resource challenges. The analysis of data from the National Center for Education Statistics showed that the average 'current expenditure' in the Great City Schools was $8,608 per pupil in fiscal year 2003 (most recent comparable federal data available)—an amount 19 percent higher than 2000 (unadjusted for inflation). Nationally, current expenditures rose approximately 16.7 percent over the same period. Still, the number of urban school systems, whose per pupil expenditures were below statewide averages remains high. Some 26.2 percent of the big city school districts fall into this category. Together, these school systems enroll 3,007,599 students or over forty percent of the students in the Great City Schools.

The significance of this finding is hard to overstate, particularly as the nation continues to implement *No Child Left Behind*. The nation's urban schools are expected to overcome disparities in home and school resources, and attain the same academic standards as schools with considerably greater wherewithal. We will also be held accountable for the results.

It is clear, nonetheless, that achievement in the Great City Schools is improving. Some of these gains are coming from working harder and smarter and

squeezing inefficiencies out of every scarce dollar. Some of the gains, however, come from cities doing what the nation has agreed is likely to work—high standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, and efficient management.

The data suggest that improvement, is possible on a large scale—not just school-by-school. It is now time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are asking these questions and pursuing the answers aggressively.

The nation, for its part, needs to think long and hard about why urban schools have to beat any odds.

SOURCES

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey", "Local Education Agency Universe Survey", "National Public Education Financial Survey", and "Revenues and Expenditures for Public Elementary and Secondary Education". (All data are labeled preliminary by NCES.)

Assessment data were gathered primarily from state and district websites and reports. State and district assessment and/or research officers provided some data.

Appendix A-1: Achievement Gap Trend Analysis by Grade and Subgroup

Reading										
	African American/Black		Hispanic		Economically Disadvantaged		English Language Learners		Students with Disabilities	
	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)
Grade 3	17 (20)	10 (15)	16 (20)	6 (15)	9 (12)	6 (10)	4 (7)	2 (6)	4 (12)	4 (10)
Grade 4	22 (26)	14 (24)	19 (25)	12 (23)	15 (19)	12 (17)	6 (8)	5 (7)	7 (18)	5 (17)
Grade 5	15 (21)	9 (17)	9 (21)	4 (17)	6 (11)	2 (10)	5 (7)	2 (6)	5 (11)	4 (9)
Grade 6	10 (14)	5 (11)	7 (14)	7 (11)	7 (9)	6 (8)	2 (4)	2 (3)	3 (10)	4 (9)
Grade 7	9 (11)	4 (8)	9 (11)	6 (8)	7 (7)	3 (6)	3 (3)	1 (2)	2 (7)	2 (6)
Grade 8	19 (30)	12 (28)	22 (29)	14 (26)	11 (19)	10 (17)	3 (9)	1 (8)	7 (16)	5 (14)
Mathematics										
	African American/Black		Hispanic		Economically Disadvantaged		English Language Learners		Students with Disabilities	
	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)
Grade 3	15 (24)	10 (23)	17 (24)	10 (23)	14 (18)	9 (16)	8 (13)	6 (10)	9 (18)	5 (14)
Grade 4	20 (36)	15 (34)	25 (35)	19 (33)	18 (26)	17 (23)	14 (20)	6 (16)	9 (26)	9 (23)
Grade 5	25 (32)	10 (32)	20 (32)	11 (31)	17 (22)	12 (20)	8 (12)	4 (10)	7 (22)	6 (19)
Grade 6	11 (21)	5 (20)	10 (21)	5 (20)	9 (15)	9 (13)	3 (10)	5 (8)	3 (17)	7 (15)
Grade 7	10 (21)	11 (17)	11 (21)	10 (17)	12 (16)	11 (14)	4 (11)	2 (9)	4 (16)	5 (14)
Grade 8	22 (39)	16 (37)	21 (37)	16 (35)	11 (24)	10 (20)	4 (14)	2 (9)	7 (23)	6 (18)
Language Arts										
	African American/Black		Hispanic		Economically Disadvantaged		English Language Learners		Students with Disabilities	
	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)	Number of Districts Improved (N Reporting)	Number of Districts Equal to or Faster than State (N Reporting)
Grade 3	4 (10)	4 (9)	5 (10)	4 (9)	6 (8)	5 (6)	2 (6)	1 (4)	3 (8)	3 (6)
Grade 4	8 (16)	7 (15)	11 (16)	6 (15)	7 (13)	7 (12)	5 (13)	5 (10)	4 (14)	3 (12)
Grade 5	2 (7)	3 (6)	2 (7)	4 (6)	4 (7)	5 (6)	1 (5)	2 (4)	3 (7)	2 (6)
Grade 6	3 (7)	3 (6)	2 (7)	2 (6)	4 (7)	3 (6)	1 (5)	0 (4)	1 (7)	0 (6)
Grade 7	5 (10)	4 (9)	7 (10)	6 (9)	4 (7)	5 (6)	2 (5)	0 (4)	2 (8)	1 (7)
Grade 8	4 (15)	7 (14)	7 (15)	8 (14)	4 (13)	6 (12)	3 (13)	5 (10)	1 (13)	1 (11)

*Trends span the period from when each state began using its current assessment to spring 2005, except that no data earlier than 1999-2000 are reported.

Appendix A-2: Achievement Results by Grade and Subgroup, Spring 2005

Reading						
	All Results	African American/Black	Hispanic	Economically Disadvantaged	English Language Learners	Students with Disabilities
	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)
Grade 3	10 (38)	9 (37)	12 (35)	5 (35)	19 (34)	9 (35)
Grade 4	6 (31)	9 (30)	9 (28)	6 (28)	14 (26)	5 (29)
Grade 5	4 (37)	12 (37)	12 (34)	8 (35)	15 (33)	8 (35)
Grade 6	4 (25)	7 (25)	8 (24)	7 (23)	12 (21)	5 (23)
Grade 7	6 (25)	5 (25)	9 (24)	4 (23)	10 (22)	7 (23)
Grade 8	7 (37)	9 (36)	12 (34)	7 (34)	17 (33)	8 (35)
Grade 9	6 (15)					
Grade 10	5 (21)					
Mathematics						
	All Results	African American/Black	Hispanic	Economically Disadvantaged	English Language Learners	Students with Disabilities
	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)
Grade 3	10 (46)	19 (46)	19 (44)	14 (43)	24 (42)	13 (43)
Grade 4	7 (48)	16 (48)	17 (46)	14 (41)	19 (39)	8 (45)
Grade 5	13 (41)	21 (41)	19 (39)	19 (39)	24 (38)	10 (39)
Grade 6	9 (35)	12 (35)	11 (34)	11 (33)	12 (31)	9 (33)
Grade 7	9 (38)	11 (38)	9 (37)	10 (36)	12 (34)	9 (36)
Grade 8	8 (49)	14 (48)	15 (46)	11 (41)	21 (39)	7 (45)
Grade 9	7 (14)					
Grade 10	8 (29)					
Language Arts						
	All Results	African American/Black	Hispanic	Economically Disadvantaged	English Language Learners	Students with Disabilities
	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)	Number of Districts Performing Equal to or Better than State (N Reporting)
Grade 3	7 (15)	6 (15)	8 (14)	7 (13)	7(12)	9(35)
Grade 4	7 (20)	8 (20)	7 (19)	7 (17)	8(16)	5(29)
Grade 5	5 (12)	5 (12)	7 (11)	7 (12)	6(11)	8(35)
Grade 6	5 (12)	2 (12)	6 (11)	5 (12)	6(11)	5(23)
Grade 7	4 (15)	3 (15)	3 (14)	3 (13)	5(12)	7(23)
Grade 8	5 (19)	4 (19)	7 (18)	5 (16)	7(15)	8(35)
Grade 9	4 (9)					
Grade 10	6 (17)					

*Indianapolis results reported as 2005 are from assessments administered in the fall of 2005.

Appendix B-1: Grades Tested in Reading

DISTRICT	STATE	3	4	5	6	7	8	9	10	11
Albuquerque	New Mexico	X	X	X	X	X	X	X		
Anchorage	Alaska	X	X	X	X	X	X	X	X	X
Atlanta	Georgia	X	X	X	X	X	X	X		
Austin	Texas	X	X	X	X	X	X	X		
Baltimore	Maryland	X	X	X	X	X	X			X
Birmingham	Alabama	X	X	X	X	X	X			
Boston	Massachusetts	X								
Broward	Florida	X	X	X	X	X	X	X	X	
Buffalo	New York									
Caddo	Louisiana									
Charleston	South Carolina									
Charlotte	North Carolina	X	X	X	X	X	X			
Chicago	Illinois	X		X			X			X
Christina	Delaware	X		X			X		X	
Cincinnati	Ohio	X	X	X	X		X		X	
Clark County	Nevada	X		X			X			
Cleveland	Ohio	X	X	X	X		X		X	
Columbus	Ohio	X	X	X	X		X		X	
Dallas	Texas	X	X	X	X	X	X	X		
Dayton	Ohio	X	X	X	X		X		X	
Denver	Colorado	X	X	X	X	X	X	X	X	
Des Moines	Iowa	X	X	X	X	X	X			
Detroit	Michigan		X			X				
Duval County	Florida	X	X	X	X	X	X	X	X	
Fort Worth	Texas	X	X	X	X	X	X	X		
Fresno	California									
Greensboro	North Carolina	X	X	X	X	X	X			
Hillsborough	Florida	X	X	X	X	X	X	X	X	
Houston	Texas									
Indianapolis	Indiana									
Jackson	Mississippi	X	X	X	X	X	X			
Jeff. County	Kentucky		X			X			X	
Kansas City	Missouri									
Long Beach	California									
Los Angeles	California									
Memphis	Tennesee									
Miami	Florida	X	X	X	X	X	X	X	X	
Milwaukee	Wisconsin		X				X		X	
Minneapolis	Minnesota	X		X		X			X	
Nashville	Tennesee									
Newark	New Jersey									
New Orleans	Louisiana									
Norfolk	Virginia	X		X			X			
NYC	New York									
Oakland	California									
Oklahoma City	Oklahoma	X	X	X			X			
Omaha	Nebraska		X				X			X
Orange	Florida	X	X	X	X	X	X	X	X	
Palm Beach	Florida	X	X	X	X	X	X	X	X	
Philadelphia	Pennsylvania	X		X			X			X
Pittsburgh	Pennsylvania	X		X			X			X
Portland	Oregon	X		X			X		X	
Providence	Rhode Island									
Richmond	Virginia	X		X			X			
Rochester	New York									
Sacramento	California									
Salt Lake City	Utah									
San Diego	California									
San Francisco	California									
Seattle	Washington		X			X			X	
St. Louis	Missouri									
St. Paul	Minnesota	X		X		X			X	
Toledo	Ohio	X	X	X	X		X		X	
Tucson	Arizona	X	X	X	X	X	X		X	X
Washington	District of Columbia	X	X	X	X	X	X	X	X	X
Wichita	Kansas			X			X			

Appendix B-2: Grades Tested in Mathematics

DISTRICT	STATE	3	4	5	6	7	8	9	10	11
Albuquerque	New Mexico	X	X	X	X	X	X	X		
Anchorage	Alaska	X	X	X	X	X	X	X	X	X
Atlanta	Georgia	X	X	X	X	X	X			
Austin	Texas	X	X	X	X	X	X	X	X	X
Baltimore	Maryland	X	X	X	X	X	X			
Birmingham	Alabama	X	X	X	X	X	X		X	
Boston	Massachusetts		X		X		X		X	
Broward	Florida	X	X	X	X	X	X	X	X	
Buffalo	New York		X				X			
Caddo	Louisiana		X				X		X	
Charleston	South Carolina	X	X	X	X	X	X			
Charlotte	North Carolina	X	X	X	X	X	X			
Chicago	Illinois	X		X			X			X
Christina	Delaware	X		X			X		X	
Cincinnati	Ohio	X	X		X	X	X		X	
Clark County	Nevada	X		X			X			
Cleveland	Ohio	X	X		X	X	X		X	
Columbus	Ohio	X	X		X	X	X		X	
Dallas	Texas	X	X	X	X	X	X	X	X	X
Dayton	Ohio	X	X		X	X	X		X	
Denver	Colorado	X	X	X	X	X	X	X	X	
Des Moines	Iowa	X	X	X	X	X	X			
Detroit	Michigan		X				X			
Duval County	Florida	X	X	X	X	X	X	X	X	
Fort Worth	Texas	X	X	X	X	X	X	X	X	X
Fresno	California	X	X	X	X	X				
Greensboro	North Carolina	X	X	X	X	X	X			
Hillsborough	Florida	X	X	X	X	X	X	X	X	
Houston	Texas									
Indianapolis	Indiana	X	X	X	X	X	X	X	X	
Jackson	Mississippi	X	X	X	X	X	X			
Jeff. County	Kentucky			X			X			X
Kansas City	Missouri		X				X		X	
Long Beach	California	X	X	X	X	X				
Los Angeles	California	X	X	X	X	X				
Memphis	Tennesee									
Miami	Florida	X	X	X	X	X	X	X	X	
Milwaukee	Wisconsin		X				X		X	
Minneapolis	Minnesota	X		X		X				X
Nashville	Tennesee									
Newark	New Jersey	X					X			X
New Orleans	Louisiana		X				X		X	
Norfolk	Virginia	X		X			X			
NYC	New York		X				X			
Oakland	California	X	X	X	X	X				
Oklahoma City	Oklahoma	X	X	X			X			
Omaha	Nebraska		X				X			X
Orange	Florida	X	X	X	X	X	X	X	X	
Palm Beach	Florida	X	X	X	X	X	X	X	X	
Philadelphia	Pennsylvania	X		X			X			X
Pittsburgh	Pennsylvania	X		X			X			X
Portland	Oregon	X		X			X		X	
Providence	Rhode Island									
Richmond	Virginia	X		X			X			
Rochester	New York		X				X			
Sacramento	California	X	X	X	X	X				
Salt Lake City	Utah									
San Diego	California	X	X	X	X	X	X	X	X	X
San Francisco	California	X	X	X	X	X				
Seattle	Washington		X			X			X	
St. Louis	Missouri		X				X		X	
St. Paul	Minnesota	X		X		X				X
Toledo	Ohio	X	X		X	X	X		X	
Tucson	Arizona	X	X	X	X	X	X		X	X
Washington	District of Columbia	X	X	X	X	X	X	X	X	X
Wichita	Kansas		X			X			X	

Appendix B-3: Grades Tested in English/Language Arts

DISTRICT	STATE	3	4	5	6	7	8	9	10	11
Albuquerque	New Mexico									
Anchorage	Alaska									
Atlanta	Georgia	X	X	X	X	X	X			X
Austin	Texas								X	X
Baltimore	Maryland									X
Birmingham	Alabama									
Boston	Massachusetts		X			X			X	
Broward	Florida									
Buffalo	New York		X				X			
Caddo	Louisiana		X				X		X	
Charleston	South Carolina	X	X	X	X	X	X			
Charlotte	North Carolina									
Chicago	Illinois									
Christina	Delaware									
Cincinnati	Ohio									
Clark County	Nevada									
Cleveland	Ohio									
Columbus	Ohio									
Dallas	Texas								X	X
Dayton	Ohio									
Denver	Colorado									
Des Moines	Iowa									
Detroit	Michigan									
Duval County	Florida									
Fort Worth	Texas								X	X
Fresno	California	X	X	X	X	X	X	X	X	X
Greensboro	North Carolina									
Hillsborough	Florida									
Houston	Texas									
Indianapolis	Indiana	X	X	X	X	X	X	X	X	
Jackson	Mississippi	X	X	X	X	X	X			
Jeff. County	Kentucky									
Kansas City	Missouri	X				X				X
Long Beach	California	X	X	X	X	X	X	X	X	X
Los Angeles	California	X	X	X	X	X	X	X	X	X
Memphis	Tennesee									
Miami	Florida									
Milwaukee	Wisconsin		X				X		X	
Minneapolis	Minnesota									
Nashville	Tennesee									
Newark	New Jersey	X	X				X			X
New Orleans	Louisiana		X				X		X	
Norfolk	Virginia									
NYC	New York	X	X	X	X	X	X			
Oakland	California	X	X	X	X	X	X	X	X	X
Oklahoma City	Oklahoma									
Omaha	Nebraska									
Orange	Florida									
Palm Beach	Florida									
Philadelphia	Pennsylvania									
Pittsburgh	Pennsylvania									
Portland	Oregon									
Providence	Rhode Island									
Richmond	Virginia									
Rochester	New York		X				X			
Sacramento	California	X	X	X	X	X	X	X	X	X
Salt Lake City	Utah									
San Diego	California	X	X	X	X	X	X	X	X	X
San Francisco	California	X	X	X	X	X	X	X	X	X
Seattle	Washington									
St. Louis	Missouri	X				X				X
St. Paul	Minnesota									
Toledo	Ohio									
Tucson	Arizona									
Washington	District of Columbia									
Wichita	Kansas									

Council Board of Directors and Member Districts 2005-2006

SCHOOL DISTRICT	SUPERINTENDENT	BOARD REPRESENTATIVE
Albuquerque Public Schools	Elizabeth M. Everitt	Mary Lee Martin
Anchorage School District	Carol Comeau	Crystal Kennedy
Atlanta Public Schools	Beverly L. Hall	Cecily Harsch-Kinnane
Austin Independent School District	Pascal Forgione	Doyle Valdez
Baltimore City Public Schools	Bonnie Copeland	TBD
Birmingham City Schools	Wayman B. Shiver	Dannetta Thornton Owens
Boston Public Schools	Thomas Payzant	Elizabeth Reilinger
Broward County Public Schools	Franklin Till	Robert D. Parks
Buffalo City School District	James Williams	Florence D. Johnson
Caddo Parish School District	Ollie S. Tyler	Willie Henderson
Charleston County Public Schools	Maria L. Goodloe-Johnson	Nancy Cook
Charlotte-Mecklenburg Schools	Frances Haithcock	Joe White
Chicago Public Schools	Arne Duncan	Michael W. Scott
Christina School District	Lillian M. Lowery	Brenda C. Phillips
Cincinnati Public Schools	Rosa Blackwell	Florence M. Newell
Clark County School District	Walt Rulffes	Ruth L. Johnson
Cleveland Municipal School District	Lisa Ruda	Gladys Santiago
Columbus Public Schools	Gene T. Harris	Betty Drummond
Dallas Independent School District	Michael Hinojosa	Hollis Brashear
Dayton Public Schools	Percy Mack	Lelia Massoud
Denver Public Schools	Michael F. Bennet	Elaine Gantz Berman
Des Moines Indep. Community School District	Eric Witherspoon	Phil Roeder
Detroit Public Schools	William Coleman	Jimmy Womack
District of Columbia Public Schools	Clifford Janey	Peggy Cooper Cafritz
Duval County Public Schools	Joseph Wise	Vicki Drake
Fort Worth Independent School District	Melody Johnson	William H. Koehler
Fresno Unified School District	Michael E. Hanson	Manuel G. Nunez
Guilford County Schools	Terry Grier	Alan W. Duncan
Houston Independent School District	Abelardo Saavedra	Arthur M. Gaines
Indianapolis Public Schools	Eugene G. White	Michael D. Brown
Jackson Public School District	Earl Watkins	H. Ann Jones
Jefferson County Public Schools	Stephen Daeschner	Ann V. Elmore
Kansas City Missouri School District	Bernard Taylor	David A. Smith
Long Beach Unified School District	Christopher A. Steinhauser	Mary Stanton
Los Angeles Unified School District	Roy Romer	Marguerite LaMotte
Memphis City Public Schools	Carol R. Johnson	Martavius Jones
Metropolitan Nashville Public Schools	Pedro Garcia	George H. Thompson III
Miami-Dade County Public Schools	Rudolph Crew	Robert Ingram
Milwaukee Public Schools	William G. Andrekopoulos	Kenneth L. Johnson
Minneapolis Public Schools	William D. Green	Judy L. Farmer
New Orleans Public Schools	Ora Watson	Heidi Lovett Daniels
New York City Department of Education	Joel I Klein	Joan Correale
Newark Public Schools	Marion Bolden	Leonard Anton H. Wheeler
Norfolk Public Schools	Stephen C. Jones	James Driggers
Oakland Unified School District	Randolph E. Ward	Gary Yee
Oklahoma City Public Schools	Bob Moore	Joseph L Clytus
Omaha Public Schools	John J. Mackiel	Mona M. McGregor
Orange County Public Schools	Ronald Blocker	Timothy Shea
Palm Beach County Public Schools	Arthur C. Johnson	Debra L. Robinson
Philadelphia Public Schools	Paul Vallas	James P. Gallagher
Pittsburgh Public Schools	Mark Roosevelt	William Isler
Portland Public Schools	Vicki Phillips	Dilafruz Williams
Providence Public Schools	Donnie Evans	Mary McClure
Richmond Public Schools	Deborah Jewell-Sherman	Stephen B. Johnson
Rochester City School District	Manuel J. Rivera	Malik Evans
Sacramento City Unified School District	Magdalena Carrillo Mejia	Miguel Navarrette
Salt Lake City School District	McKell Withers	Laurel Young
San Diego Unified School District	Carl Cohn	Luis Acle
San Francisco Unified School District	Gwen Chan	Dan Kelly
School District of Hillsborough County	MaryEllen Elia	Candy Olson
Seattle Public Schools	Raj Manhas	Brita Butler-Wall
St. Louis Public Schools	Creg E. Williams	Darnetta Clinkscale
St. Paul Public Schools	Lou Kanavati	Anne Carroll
Toledo Public Schools	Eugene TW Sanders	Larry Sykes
Wichita Public Schools	Winston C. Brooks	Connie Dietz

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