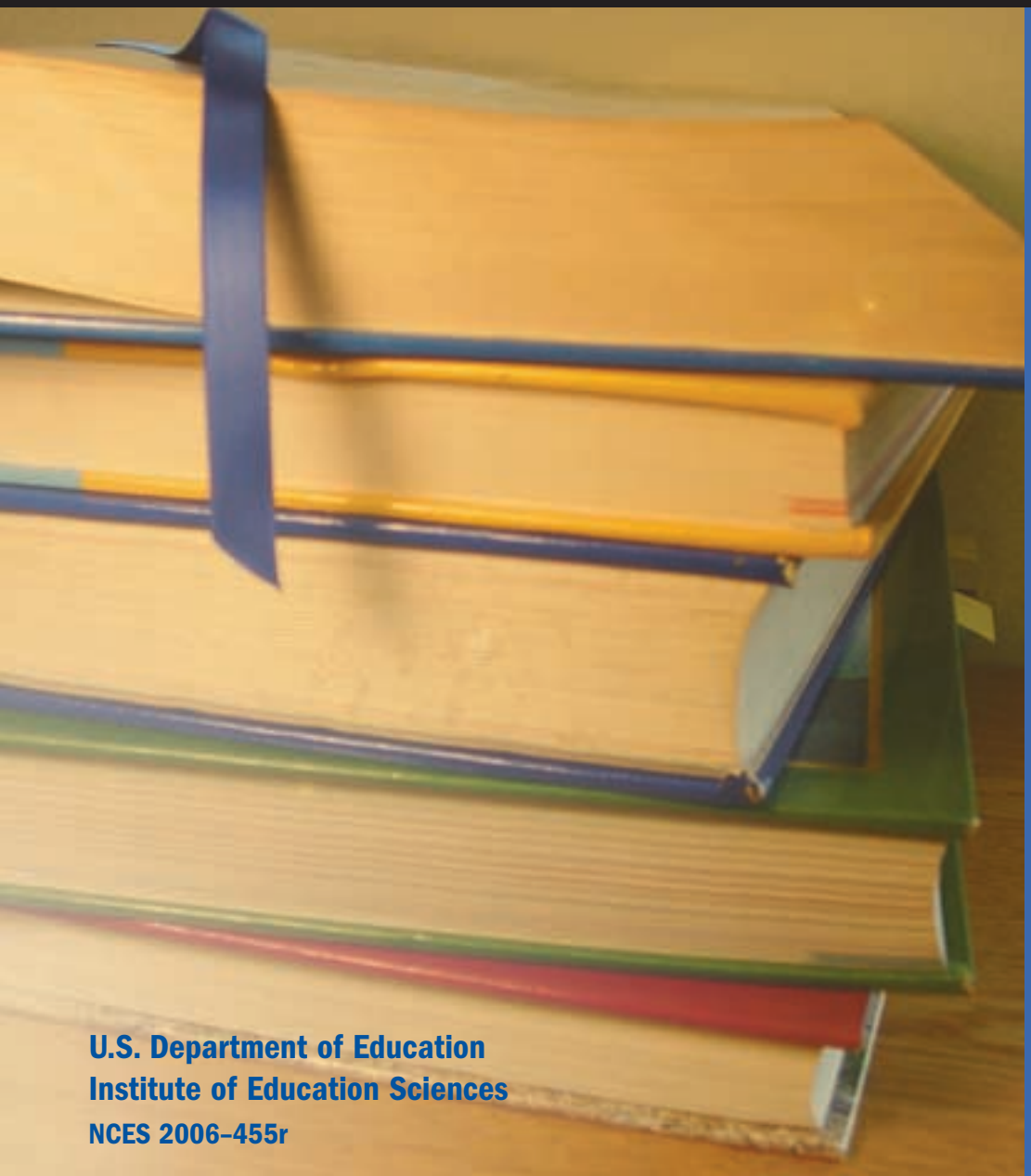
National Assessment of Educational Progress

The Nation's Report Card™

Trial Urban District Assessment

Reading 2005

CONTENTS



U.S. Department of Education
Institute of Education Sciences
NCES 2006–455r

The Nation's Report Card NAEP

NCES National Center for Education Statistics

What is **The Nation's Report Card™**?

The Nation's Report Card ™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the only continuing and nationally representative measure of achievement in various subjects over time. *The Nation's Report Card* ™ compares performance among states, urban districts, public and private schools, and student demographic groups.

For over three decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects. By making objective information available on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students is protected, and the identities of participating schools are not released.

NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. By law, the Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board (NAGB) oversees and sets policy for NAEP. NAGB is an independent, bipartisan group composed of 26 representatives from throughout the U.S., including state and local officials, educators, business leaders, and members of the general public.

For More Information...

The NAEP initial release website (www.nationsreportcard.gov) provides:

- Interactive displays of trial urban district results
- NAEP Data Explorer for statistical testing
- Snapshot reports for individual urban districts
- NAEP released questions tool

Executive Summary

NAEP is a sample-based survey assessment that provides periodic reports on student academic performance at the national and state levels. The Trial Urban District Assessment (TUDA), a special project in NAEP, began assessing performance at the district level in selected large urban districts in 2002 with reading and writing assessments, and continued in 2003 and 2005 with reading and mathematics. Eleven large urban school districts participated in the 2005 NAEP reading assessment. This report provides the 2005 NAEP reading results for the participating districts. The report compares results to public school students' performance in the nation and in large central cities, and to results for the previous assessments in 2002 and 2003, where applicable, using a .05 significance level.

Reading Results for Grade 4

Average scores for each participating district were lower than the score for the nation, except in Charlotte, where the average was higher, and in Austin, where the average score was not significantly different. Compared with student performance in large central city public schools nationwide, students in Austin, Charlotte, Houston, and New York City scored higher, on average, while average scores in Atlanta, Chicago, Cleveland, the District of Columbia, and Los Angeles were lower. The percentages of students performing at or above *Basic* in Austin, Charlotte, and New York City were higher than the percentage for large central cities. The percentages performing at or above *Proficient* in Austin and Charlotte were higher than the percentage for large central cities. The percentages in Chicago, Cleveland, the District of Columbia, and Los Angeles were lower for both achievement levels than the corresponding percentages in large central cities.

In some cases, urban district students outperformed students in the same racial/ethnic group in large central cities in both average score and percentage performing at or above *Basic*. This was true of Black students in Charlotte, Houston, and New York City; of White students in Atlanta, Austin, Charlotte, the District of Columbia, and Houston; of Hispanic students in Austin, Charlotte, and New York City; and of Asian/Pacific Islander students in New York City. Average scale scores for Black students in Chicago, the District of Columbia, and Los Angeles; for Hispanic students in Los Angeles; and for White students in Cleveland were lower than the average scores for peers in large central cities.

Between 2002 and 2005, both the average reading score and the percentage performing at or above *Basic* increased in Atlanta and New York City; in Atlanta and Los Angeles, the percentage performing at or above *Proficient* increased. Between 2003 and 2005, no district showed a significant increase in average score or percentage at or above *Basic*. In Los Angeles, the percentage of students performing at or above *Proficient* was higher in 2005 than in 2003.

Reading Results for Grade 8

The average score for each district was lower than the score for the nation, except in Austin and Charlotte, where average scores were not significantly different. Compared with students in large central cities, students in Austin, Boston, Charlotte, and San Diego scored higher, on average, and students in Atlanta, Cleveland, the District of Columbia, Houston, and Los Angeles scored lower. The percentage of students performing at or above *Basic* in Charlotte was higher than that in large central cities, and the percentages in Atlanta, Cleveland, the District of Columbia, and Los Angeles were lower. Compared with the percentages performing at or above *Proficient* in large central cities, the percentages in Austin, Boston, and Charlotte were higher, and the percentages in Atlanta, Cleveland, the District of Columbia, Houston, and Los Angeles were lower.

At grade 4, average reading scores increased between 2002 and 2005 in Atlanta and New York City. At grade 8, increases were noted in Atlanta between 2002 and 2005 and in Los Angeles between 2003 and 2005.

Compared to students of the same race/ethnicity in large central city schools, Black students in Charlotte had a higher percentage performing at or above *Basic*; Black students in the District of Columbia had a lower average score and percentage performing at or above *Basic*; Hispanic students in Chicago had a higher average score and percentage performing at or above *Basic*; Hispanic students in Los Angeles performed lower on both measures; White students in Austin, Charlotte, the District of Columbia, and Houston performed higher on both measures; White students in Los Angeles had a lower percentage performing at or above *Basic*; and Asian/Pacific Islander students in Boston and Chicago had higher average scores.

Between 2002 and 2005, the average score in Atlanta increased, and between 2003 and 2005, the average score in Los Angeles increased. Between 2002 and 2005, the percentage of students performing at or above *Proficient* increased in Atlanta.

Between 2003 and 2005, the gap in average scores between White and Black students in Houston increased, and the gap between White and Hispanic students in Los Angeles decreased.

Introduction and Overall Performance: Grades 4 and 8

In 2005, ten urban school districts participated in the TUDA in reading at grades 4 and 8. The participating cities were Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York, and San Diego. (See the Technical Notes section for the full names of the school districts.) Austin participated for the first time in 2005. Results for the District of Columbia public school students, normally included along with NAEP's state assessment results, are also reported. The results for these districts are for public school students only.

In this report, NAEP results are presented in two ways: as average scale scores and as the percentage of students performing at or above three standards called *achievement levels*. NAEP reading scores are reported for grades 4 and 8 on a 0–500 scale. Separate scales are created for other subjects, so even when a subject's scale has the same numerical range (0–500), average scores should not be compared across subjects.

Achievement levels are performance standards set by NAGB in a national process, based on recommendations from panels of educators and members of the public. These performance standards indicate what students should know and be able to do in school subjects. The standards define basic, proficient, and advanced performance, providing a context for interpreting student results on the NAEP reading assessment.

Urban district results are compared with results for public school students in the nation and large central cities (population 250,000 or more). As shown in figure 1, the average score for large central cities was lower than results for the nation. In many cases, the urban districts also had lower scores than in the nation. Exceptions at grade 4 include students in Charlotte, who scored higher, on average, and students in Austin, whose average score was not significantly different from that of the nation. At grade 8, compared with student performance in the nation, average scores for students in nine districts were lower, and average scores in Austin and Charlotte were not significantly different.

The focus of the "Key Findings" boxes throughout the report is on comparing students in urban districts with students in large central city schools, because these schools represent a peer group, and are a more appropriate comparison than the nation as a whole for these urban districts.

Overall performance results for districts can be seen in figure 1; apparent differences between districts may not be statistically significant (at the .05 level). Note that the differences marked can indicate either higher or lower scores or percentages for the district. Figures A-1 to A-4 in the appendix display the statistically significant differences in performance among the districts. The rates of exclusion of students with disabilities and English language learners vary across districts and could affect comparisons of district performance. These rates are displayed in tables A-2 and A-3 in the appendix.

NAEP Achievement Levels

The three NAEP achievement levels, from lowest to highest, are

Basic—denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.

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

Advanced—signifies superior performance.

See pages 16 and 20 for brief descriptions of the achievement levels for reading. Detailed descriptions of the NAEP achievement levels for each subject can be found on the NAGB website (http://www.nagb.org/pubs/pubs.html).

KEY FINDINGS

GRADE 4

- **Compared with student performance in large central city schools...**

  students in Austin, Charlotte, Houston, and New York City scored higher, on average.

  students in Atlanta, Chicago, Cleveland, the District of Columbia, and Los Angeles had lower average scores.

  the percentages of students performing at or above *Basic* in Austin, Charlotte, and New York City were higher; the percentages performing at or above *Proficient* were higher in Austin and Charlotte; while in Chicago, Cleveland, the District of Columbia, and Los Angeles, the percentages were lower for both achievement levels.

GRADE 8

- **Compared with student performance in large central city schools...**

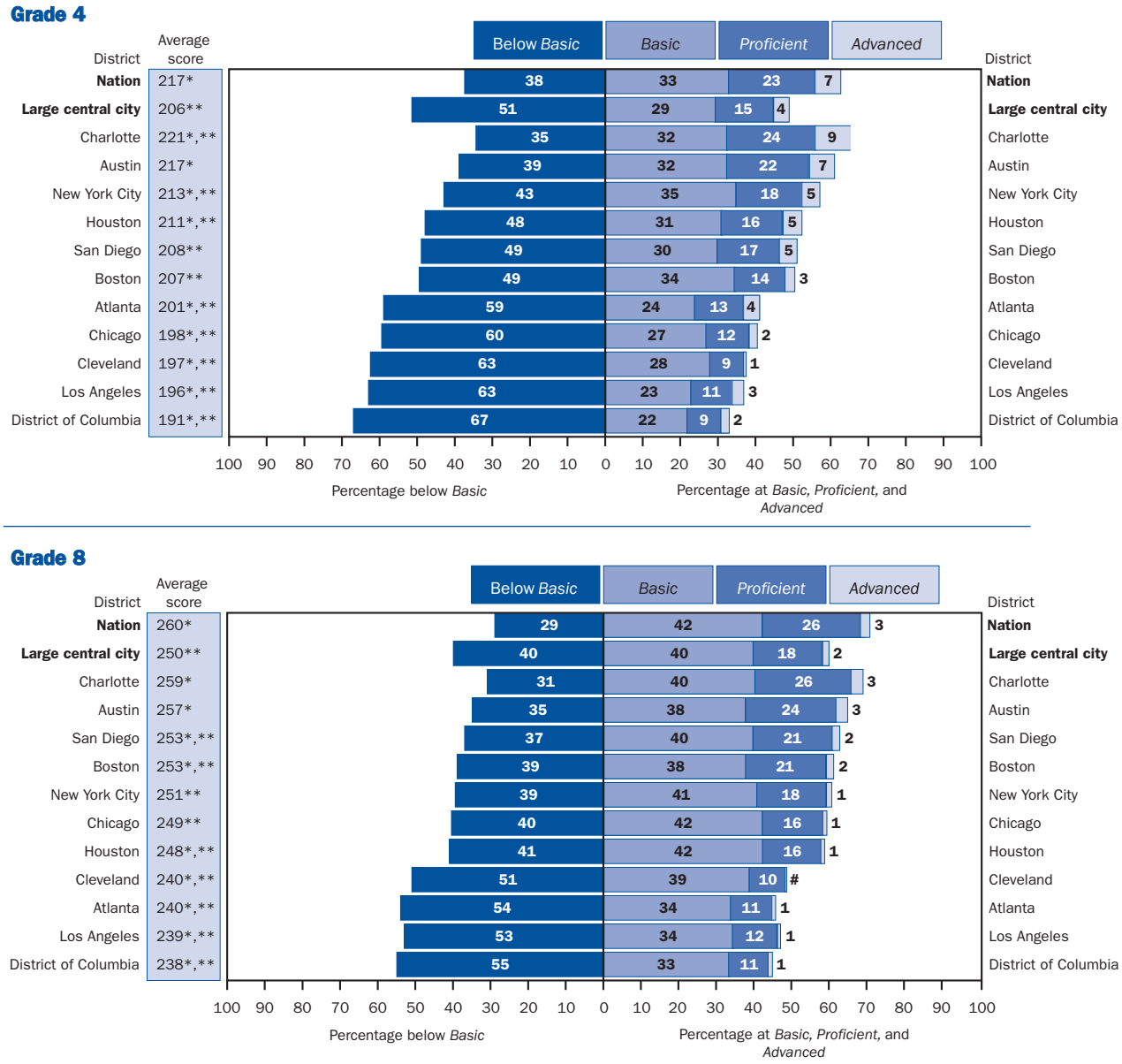
  students in Austin, Boston, Charlotte, and San Diego scored higher, on average.

  average scores in Atlanta, Cleveland, the District of Columbia, Houston, and Los Angeles were lower.

  the percentage of students performing at or above *Basic* in Charlotte was higher; percentages performing at or above *Proficient* were higher in Austin, Boston, and Charlotte.

  percentages at or above *Basic* in Atlanta, Cleveland, the District of Columbia, and Los Angeles were lower; percentages at or above *Proficient* were lower in Atlanta, Cleveland, the District of Columbia, Houston, and Los Angeles.

Figure 1. Average reading scale scores and percentage of students within each achievement level, grades 4 and 8 public schools: By urban district, 2005



The estimate rounds to zero.
* Average score significantly different from large central city public schools.
** Average score significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

A Note on Achievement Levels

As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. However, NCES and NAGB have affirmed the usefulness of these performance standards for understanding trends in achievement. NAEP achievement levels have been widely used by national and state officials. Information about what students at each grade level should know and be able to do at each achievement level is provided in the "Framework and Sample Questions" section.

Student Group Results

District Reading Results by Race/Ethnicity: Grade 4

NAEP obtains information on a student's race/ethnicity from school rosters and reports it as one of six categories: White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. If the school roster was left blank for a student, student-reported race/ethnicity was used.

Table 1 shows the percentages of students in grade 4 in each of the participating districts for 2005 by race/ethnicity. In each of the urban districts assessed, Black students and/or Hispanic students constituted the majority in grade 4. For the 2005 national assessment in public schools, White students constituted a majority—57 percent of the grade 4 sample.

Table 2 shows the average scale scores and the percentages of students performing below *Basic*, at or above *Basic*, and at or above *Proficient* in 2005 for White, Black, Hispanic, and Asian/Pacific Islander students in grade 4. Performance results are not presented for American Indian/Alaska Native and Unclassified categories because of small sample sizes. Districts are rank-ordered by average score within each racial/ethnic category. Asterisks in the table mark statistically significant differences between results for students in the urban districts and their counterparts in the nation and in large central cities. Information on average score gaps between White and Black students and between White and Hispanic students for each district, for 2005 and previous assessments, can be found in figure A-5 in the appendix. For more information on results by race/ethnicity, visit http://nces.ed.gov/nationsreportcard/naepdata.

Table 1. Percentage of students by race/ethnicity in reading, grade 4 public schools: By urban district, 2005

District	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Unclassified[1]
Nation	57	17	19	4	1	1
Large central city	21	32	38	7	1	1
Atlanta	11	85	4	1	#	#
Austin	30	15	52	3	#	#
Boston	12	46	32	10	#	#
Charlotte	40	43	11	3	1	2
Chicago	9	48	41	3	#	#
Cleveland	19	70	9	#	#	1
District of Columbia	4	85	9	2	#	#
Houston	12	33	51	3	#	#
Los Angeles	9	10	74	7	#	#
New York City	15	35	38	12	#	#
San Diego	22	12	47	18	#	#

The estimate rounds to zero.
[1] "Unclassified" students are those whose school-reported race/ethnicity was "other" or "unavailable," or was missing, and whose race/ethnicity category could not be determined from self-reported information.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

KEY FINDINGS

GRADE 4

- **Compared to students of the same race/ethnicity in large central city schools...**

  Black students in Charlotte, Houston, and New York City had higher average scores and percentages performing at or above *Basic*. Average scores, but not the percentage performing at or above *Basic*, were higher in Boston. Black students in Chicago, the District of Columbia, and Los Angeles had lower average scores. The percentages performing at or above *Basic* were lower in Chicago and the District of Columbia.

  Hispanic students in Austin, Charlotte, and New York City had higher average scores and percentages performing at or above *Basic*. Hispanic students in Los Angeles performed lower on both measures.

  White students in Atlanta, Austin, Charlotte, the District of Columbia, and Houston had higher average scores and percentages performing at or above *Basic*. White students in Cleveland performed lower on both measures.

  Asian/Pacific Islander students in New York City performed higher on both measures.

Table 2. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 4 public schools: By urban district, 2005

District	White				District	Black			
		Percentage of students					Percentage of students		
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*		Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation	228	25	75	39	**Nation**	199*	59*	41*	12*
Large central city	228	26	74	40	**Large central city**	196**	62**	38**	11**
Atlanta	253*,**	5*,**	95*,**	74*,**	Houston	207*,**	51*,**	49*,**	16
District of Columbia	252*,**	8*,**	92*,**	70*,**	Charlotte	206*,**	51*,**	49*,**	16*
Houston	245*,**	12*,**	88*,**	61*,**	New York City	206*,**	51*	49*	16*
Charlotte	240*,**	14*,**	86*,**	55*,**	Boston	203*	55	45	11
Austin	239*,**	14*,**	86*,**	54*,**	Austin	200	57	43	12
Boston	230	21	79	40	San Diego	198	57	43	13
Los Angeles	229	29	71	43	Atlanta	194**	67**	33**	10
New York City	226	25	75	36	Cleveland	193**	68**	32**	7**
San Diego	226	31	69	39	Chicago	190*,**	69*,**	31*,**	7**
Chicago	225	30	70	39	District of Columbia	187*,**	71*,**	29*,**	8*,**
Cleveland	209*,**	46*,**	54*,**	17*,**	Los Angeles	187*,**	72**	28**	9

District	Hispanic				District	Asian/Pacific Islander			
		Percentage of students					Percentage of students		
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*		Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation	201*	56*	44*	15*	**Nation**	227*	28*	72*	40*
Large central city	198**	60**	40**	13**	**Large central city**	223**	33**	67**	35**
Charlotte	209*,**	46*	54*	19	New York City	235*	21*	79*	47*
Austin	207*,**	49*	51*	17	Boston	224	32	68	33
New York City	207*,**	49*	51*	15	Los Angeles	223	34	66	37
Houston	203	56	44	13	San Diego	222	31	69	32
Chicago	201	57	43	15	Atlanta	‡	‡	‡	‡
Cleveland	201	56	44	14	Austin	‡	‡	‡	‡
Boston	200	58	42	10**	Charlotte	‡	‡	‡	‡
San Diego	196	62	38	11	Chicago	‡	‡	‡	‡
District of Columbia	193	63	37	12	Cleveland	‡	‡	‡	‡
Los Angeles	190*,**	69*,**	31*,**	9*,**	District of Columbia	‡	‡	‡	‡
Atlanta	‡	‡	‡	‡	Houston	‡	‡	‡	‡

‡ Reporting standards not met.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose race/ethnicity was "American Indian/Alaska Native" or "unclassified."
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

District Reading Results by Race/Ethnicity: Grade 8

Table 3, similar to table 1, shows the percentages of students in grade 8 by race/ethnicity for each of the participating districts. In each of the urban districts assessed, Black students and/or Hispanic students constituted the majority in grade 8. For the 2005 national assessment in public schools, White students constituted a majority—60 percent of the grade 8 sample. Table 4 displays the average scores and percentages performing below *Basic*, at or above *Basic*, and at or above *Proficient* in 2005 for the same racial/ethnic groups as in table 2. The districts are rank-ordered by average scale score within each racial/ethnic category.

Information on average score gaps between White and Black students and between White and Hispanic students for each district, for 2005 and previous assessments, can be found in figure A-6 in the appendix. Between 2003 and 2005, the gap in average scores between White and Black students in Houston increased, and the gap between White and Hispanic students in Los Angeles decreased.

Table 3. Percentage of students by race/ethnicity in reading, grade 8 public schools: By urban district, 2005

District	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Unclassified[1]
Nation	60	17	17	4	1	1
Large central city	24	32	36	7	1	#
Atlanta	4	92	2	1	#	1
Austin	35	12	50	4	#	#
Boston	15	45	29	10	#	#
Charlotte	40	46	9	4	#	1
Chicago	11	46	39	4	#	#
Cleveland	15	75	9	#	#	1
District of Columbia	3	89	6	1	#	#
Houston	9	31	56	3	#	#
Los Angeles	10	11	72	7	#	#
New York City	16	35	37	12	#	#
San Diego	25	13	44	17	#	#

The estimate rounds to zero.
[1] "Unclassified" students are those whose school-reported race/ethnicity was "other" or "unavailable," or was missing, and whose race/ethnicity category could not be determined from self-reported information.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

KEY FINDINGS

GRADE 8

- **Compared to students of the same race/ethnicity in large central city schools...**

  Black students in Charlotte had a higher percentage performing at or above *Basic*.

  Black students in the District of Columbia had a lower average score and percentage performing at or above *Basic*.

  Hispanic students in Chicago performed higher in both average score and percentage performing at or above *Basic*.

  Hispanic students in Los Angeles had a lower average score and percentage performing at or above *Basic*.

  White students in Austin, Charlotte, the District of Columbia, and Houston had higher average scores and percentages performing at or above *Basic*. White students in Los Angeles had a lower percentage performing at or above *Basic*.

  Asian/Pacific Islander students in Boston and Chicago had higher average scores.

Table 4. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 8 public schools: By urban district, 2005

	White					Black			
		Percentage of students					Percentage of students		
District	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	District	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation	269	19	81	37	**Nation**	242*	49*	51*	11*
Large central city	270	19	81	38	**Large central city**	240**	52**	48**	10**
District of Columbia	301*,**	6*,**	94*,**	74*,**	Boston	244	48	52	13
Houston	280*,**	11*,**	89*,**	53	Charlotte	244	45*	55*	13
Austin	279*,**	14*,**	86*,**	50*,**	Austin	242	48	52	10
Charlotte	278*,**	13*,**	87*,**	49*,**	Houston	242	47	53	11
Boston	274	19	81	46	San Diego	242	47	53	12
San Diego	273	18	82	44	New York City	241	51	49	10
Chicago	270	19	81	41	Chicago	240	50	50	10
New York City	269	20	80	38	Atlanta	237**	57**	43**	9
Los Angeles	261	31*,**	69*,**	31	Cleveland	236**	56	44	8
Cleveland	255	34	66	20*,**	District of Columbia	235*,**	58*,**	42*,**	9**
Atlanta	‡	‡	‡	‡	Los Angeles	234	60	40	8

	Hispanic					Asian/Pacific Islander			
		Percentage of students					Percentage of students		
District	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	District	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation	245*	45*	55*	14	**Nation**	270*	21*	79*	39*
Large central city	243**	47**	53**	13	**Large central city**	266**	24**	76**	35**
Chicago	251*,**	38*,**	62*,**	16	Boston	280*,**	15	85	55*,**
Boston	248	43	57	16	Chicago	277*,**	12	88	44
Charlotte	248	42	58	19	New York City	271	20	80	42
Cleveland	248	43	57	10	San Diego	265	24	76	31
District of Columbia	247	41	59	18	Los Angeles	262**	27	73	30
New York City	247	43	57	14	Atlanta	‡	‡	‡	‡
Houston	245	44	56	12	Austin	‡	‡	‡	‡
Austin	243	48	52	13	Charlotte	‡	‡	‡	‡
San Diego	241	50	50	12	Cleveland	‡	‡	‡	‡
Los Angeles	235*,**	57*,**	43*,**	9*,**	District of Columbia	‡	‡	‡	‡
Atlanta	‡	‡	‡	‡	Houston	‡	‡	‡	‡

‡ Reporting standards not met.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose race/ethnicity was "American Indian/Alaska Native" or "unclassified."
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

District Reading Results by Eligibility for Free/Reduced-Price School Lunch: Grades 4 and 8

An indicator of a student's socioeconomic status is whether or not that student is eligible for free or reduced-price lunch under the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2004, through June 30, 2005, for a family of four 130 percent of the poverty level was $24,505, and 185 percent was $34,873.)

Table 5. Average scale scores and achievement-level results in reading, by eligibility for free/reduced-price school lunch, grade 4 public schools: By urban district, 2005

District	Percentage of all students	Average scale score	Percentage of students: Below *Basic*	Percentage of students: At or above *Basic*	Percentage of students: At or above *Proficient*
Eligible					
Nation	45*	203*	54*	46*	15*
Large central city	71**	198**	60**	40**	12**
New York City	86*,**	210*,**	47*,**	53*,**	20*,**
Charlotte	49*	206*	51*	49*	15
Boston	83*,**	205*	53*	47*	13
Austin	59*,**	203*	54*	46*	13
Houston	74**	202*	57	43	12**
San Diego	64*,**	199	58	42	14
Cleveland	100	197**	62**	38**	10**
Chicago	84*,**	194**	65**	35**	9**
Atlanta	76*,**	191*,**	71*,**	29*,**	7*,**
Los Angeles	85*,**	190*,**	69*,**	31*,**	9*,**
District of Columbia	76*,**	183*,**	75*,**	25*,**	6*,**
Not eligible					
Nation	53*	230*	23*	77*	42*
Large central city	28**	226**	28**	72**	38**
Charlotte	51*	237*,**	18*	82*	51*,**
Austin	41*,**	236*,**	18*,**	82*,**	50*,**
Houston	26**	235*	21*	79*	48*
Atlanta	23*,**	233*	23	77	49*
New York City	13*,**	230	20*	80*	40
Los Angeles	15*,**	225	32	68	40
Boston	14*,**	223	31	69	33
San Diego	36*,**	223	32	68	35
Chicago	16*,**	222	32	68	35
District of Columbia	23*,**	215*,**	41*,**	59*,**	29*,**
Cleveland	0	†	†	†	†

† Not applicable. In Cleveland, all students were categorized as eligible for free/reduced-price school lunch.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose eligibility status for free/reduced-price lunch was not available; percentages in this category ranged from 0 to 2 percent.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

KEY FINDINGS

GRADE 4

- **Compared to students eligible for free/reduced-price lunch in large central city schools...**

  eligible students in Austin, Boston, Charlotte, and New York City had higher average scores and percentages performing at or above *Basic*; students in Houston had a higher average score.

  eligible students in Atlanta, the District of Columbia, and Los Angeles had lower average scores and percentages performing at or above *Basic*.

GRADE 8

- **Compared to students eligible for free/reduced-price lunch in large central city schools...**

  eligible students in Chicago and New York City had higher average scores and percentages performing at or above *Basic*. Eligible students in Boston had a higher average score.

  eligible students in Atlanta, the District of Columbia, and Los Angeles had lower average scores and percentages performing at or above *Basic*.

Average reading scale scores and achievement-level results by students' eligibility for free/reduced-price school lunch are shown in table 5 for grade 4 and in table 6 for grade 8. Districts are rank-ordered by average scale score within the "eligible" and "not eligible" categories. For comparison purposes, data are also provided for the nation and for large central cities. At grades 4 and 8, all districts except Austin, Charlotte, and San Diego had higher percentages of students eligible than the corresponding percentage for the large central cities.

Table 6. Average scale scores and achievement-level results in reading, by eligibility for free/reduced-price school lunch, grade 8 public schools: By urban district, 2005

District	Percentage of all students	Average scale score	Percentage of students		
			Below *Basic*	At or above *Basic*	At or above *Proficient*
Eligible					
Nation	39*	247*	43*	57*	15*
Large central city	63**	243**	48**	52**	13**
New York City	84*,**	249*	41*	59*	18*
Boston	76*,**	247*	45	55	17*
Chicago	81*,**	246*	43*	57*	14
San Diego	54*,**	243	47	53	14
Houston	71*,**	243**	46	54	11**
Charlotte	45*,**	242**	47	53	12
Austin	49*,**	240	51**	49**	12
Cleveland	100	240**	51**	49**	10
Los Angeles	78*,**	236*,**	57*,**	43*,**	10*,**
Atlanta	74*,**	234*,**	60*,**	40*,**	7*,**
District of Columbia	70*,**	234*,**	59*,**	41*,**	8*,**
Not eligible					
Nation	59*	270*	19*	81*	38*
Large central city	35**	264**	26**	74**	33**
Boston	23*,**	274*	19*	81*	46*
Charlotte	54*,**	274*,**	17*	83*	44*
Austin	50*,**	272*	19	81	43*
New York City	12*,**	266	24	76	35
San Diego	46*,**	266	25**	75**	34
Chicago	18*,**	264	27	73	34
Houston	29*,**	262**	27**	73**	30**
Atlanta	21*,**	260**	33**	67**	31
Los Angeles	22*,**	254*,**	37*,**	63*,**	24*,**
District of Columbia	27*,**	249*,**	44*,**	56*,**	20*,**
Cleveland	0	†	†	†	†

† Not applicable. In Cleveland, all students were categorized as eligible for free/reduced-price school lunch.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose eligibility status for free/reduced-price lunch was not available; percentages in this category ranged from 0 to 2 percent.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

District Reading Results by Gender: Grade 4

The percentages of male and female students, their average scale scores, and the percentages performing below *Basic*, at or above *Basic,* and at or above *Proficient* are presented by district in table 7 for grade 4.

Female students scored higher, on average, than male students in 8 of the 11 districts. Female and male students' average scores did not differ significantly in Boston, Charlotte, and Houston.

Table 7. Average scale scores and achievement-level results in reading, by gender, grade 4 public schools: By urban district, 2005

District	Percentage of all students	Average scale score	Percentage of students: Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation					
Male	50	214*	41*	59*	27*
Female	50	220*	34*	66*	33*
Large central city					
Male	50	202**	55**	45**	17**
Female	50	209**	48**	52**	22**
Atlanta					
Male	53	197*,**	63*,**	37*,**	15**
Female	47	205**	55**	45**	19**
Austin					
Male	49	211*	44*	56*	24*
Female	51	221*	34*	66*	33*
Boston					
Male	51	205**	51**	49**	14**
Female	49	209**	47**	53**	18**
Charlotte					
Male	51	218*,**	37*	63*	30*
Female	49	225*	31*	69*	36*
Chicago					
Male	52	195*,**	62**	38**	13**
Female	48	202*,**	57*,**	43*,**	14*,**
Cleveland					
Male	50	193*,**	68*,**	32*,**	7*,**
Female	50	201*,**	57*,**	43*,**	13*,**
District of Columbia					
Male	46*,**	186*,**	72*,**	28*,**	9*,**
Female	54*,**	195*,**	63*,**	37*,**	13*,**
Houston					
Male	48	208*,**	51**	49**	19**
Female	52	213**	45**	55**	23**
Los Angeles					
Male	52	192*,**	66*,**	34*,**	12*,**
Female	48	199*,**	60*,**	40*,**	16*,**
New York City					
Male	50	209*,**	47*,**	53*,**	19**
Female	50	217*	39*,**	61*,**	26**
San Diego					
Male	52	203**	53**	47**	18**
Female	48	213**	44**	56**	25**

* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

KEY FINDINGS

GRADE 4

- **Compared to students of the same gender in large central city schools...**

  male students in Austin, Charlotte, and New York City had higher average scores and higher percentages performing at or above *Basic*, and male students in Atlanta, Cleveland, the District of Columbia, and Los Angeles performed lower on both measures.

  female students in Austin, Charlotte, and New York City had higher average scores and higher percentages performing at or above *Basic*, and female students in Chicago, Cleveland, the District of Columbia, and Los Angeles performed lower on both measures.

GRADE 8

- **Compared to students of the same gender in large central city schools...**

  male students in Austin, Charlotte, and San Diego had higher average scores and higher percentages performing at or above *Basic*, and male students in Atlanta, Cleveland, the District of Columbia, and Los Angeles performed lower on both measures.

  female students in Charlotte had higher average scores and higher percentages performing at or above *Basic*; female students in Atlanta, Cleveland, the District of Columbia, and Los Angeles performed lower on both measures.

District Reading Results by Gender: Grade 8

Table 8 provides the performance data by district for male and female students at grade 8. The average score of female students was higher than the average score of male students in every participating district except Austin.

Table 8. Average scale scores and achievement-level results in reading, by gender, grade 8 public schools: By urban district, 2005

District	Percentage of all students	Average scale score	Percentage of students: Below *Basic*	Percentage of students: At or above *Basic*	Percentage of students: At or above *Proficient*
Nation					
Male	50	255*	34*	66*	24*
Female	50	266*	24*	76*	34*
Large central city					
Male	50	245**	46**	54**	16**
Female	50	255**	35**	65**	23**
Atlanta					
Male	48	232*,**	62*,**	38*,**	8*,**
Female	52	246*,**	47*,**	53*,**	16*,**
Austin					
Male	51	253*	38*	62*	25*
Female	49	260	32**	68**	30
Boston					
Male	46*,**	246**	45**	55**	17**
Female	54*,**	259**	33**	67**	28*,**
Charlotte					
Male	50	254*	36*	64*	24*
Female	50	265*	26*	74*	35*
Chicago					
Male	50	243**	48**	52**	13*,**
Female	50	256**	32**	68**	22**
Cleveland					
Male	48	232*,**	60*,**	40*,**	6*,**
Female	52	247*,**	43*,**	57*,**	14*,**
District of Columbia					
Male	47*,**	230*,**	64*,**	36*,**	7*,**
Female	53*,**	245*,**	47*,**	53*,**	15*,**
Houston					
Male	49	242**	48**	52**	13**
Female	51	253**	34**	66**	20**
Los Angeles					
Male	50	235*,**	57*,**	43*,**	10*,**
Female	50	244*,**	48*,**	52*,**	15*,**
New York City					
Male	50	246**	46**	54**	17**
Female	50	256**	33**	67**	23**
San Diego					
Male	50	251*,**	40*,**	60*,**	20
Female	50	256**	34**	66**	27**

* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Performance Trends

Of the 11 urban districts with assessment results for 2005, ten have comparison data from the 2003 assessment (Austin first participated in 2005), and 6 have comparison data from the 2002 assessment. The vertical bars in figure 2 represent the average scores at grade 4 for 2002, 2003, and 2005, for public schools in large central cities, in the nation, and in each of the participating districts. An asterisk below the score in a given year indicates that it is statistically different from the corresponding average score in 2005.

Table 9 presents the achievement-level results for each of the assessment years by district for grade 4. Percentages for 2002 and 2003 that are statistically different from the corresponding percentage in 2005 are marked with an asterisk (*).

On page 14, figure 3 shows the average scale scores across years by district for grade 8. Table 10 displays the achievement-level results by district for 2002, 2003, and 2005 for grade 8.

KEY FINDINGS

GRADE 4

- **Between 2002 and 2005, both the average score and the percentage performing at or above *Basic* increased in Atlanta and New York City.**
- **Between 2003 and 2005, no district showed a significant change in average score or percentage at or above *Basic*.**
- **Between 2002 and 2005, the percentage performing at or above *Proficient* increased in Atlanta and Los Angeles.**
- **Between 2003 and 2005, the percentage performing at or above *Proficient* increased in Los Angeles.**

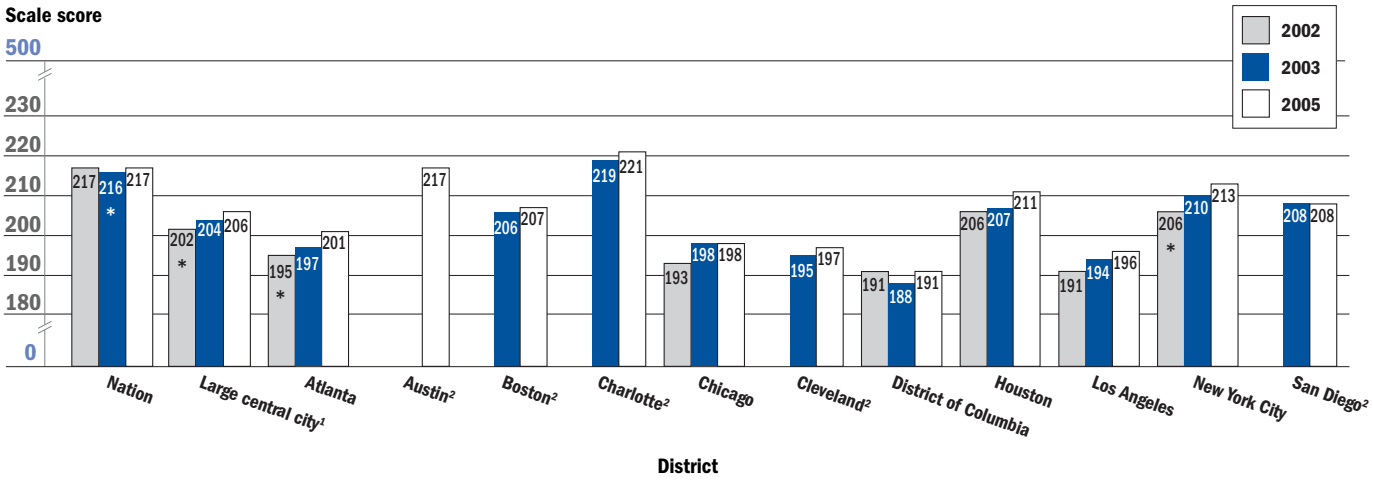
GRADE 8 (page 14)

- **Between 2002 and 2005, the average score in Atlanta increased.**
- **Between 2003 and 2005, the average score in Los Angeles increased.**
- **None of the districts had a higher percentage of students performing at or above *Basic* in 2005 than in either of the two previous assessment years.**
- **Between 2002 and 2005, the percentage performing at or above *Proficient* increased in Atlanta.**

For More Information...

More information on average scores and achievement-level results for a particular district or student group is available at http://nces.ed.gov/nationsreportcard/naepdata. This interactive site provides a data tool for exploring results and calculating the statistical significance of differences.

Figure 2. Average reading scale scores, grade 4 public schools: By urban district, various years, 2002–2005



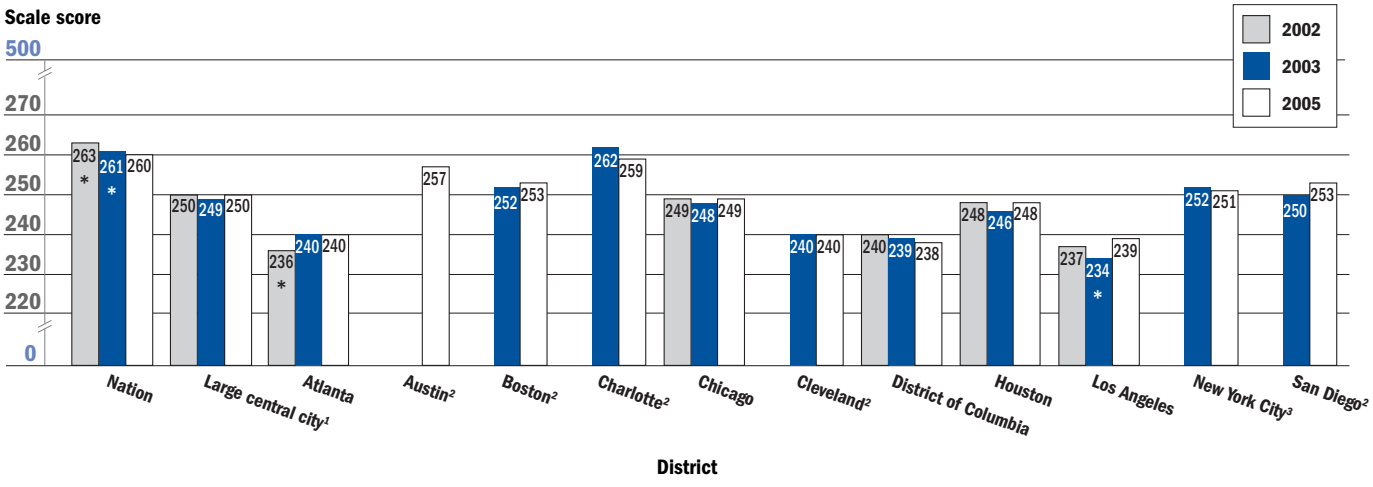
* Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
[2] The district did not participate either in 2002 or 2003.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table 9. Percentage of students by reading achievement level, grade 4 public schools: By urban district, various years, 2002–2005

	Below *Basic*			At or above *Basic*			At or above *Proficient*			At *Advanced*		
District	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
Nation	38	38*	38	62	62*	62	30	30	30	6	7	7
Large central city[1]	56*	53	51	44*	47	49	17*	19	20	3	4	4
Atlanta	65*	63	59	35*	37	41	12*	14	17	3	4	4
Austin	–	–	39	–	–	61	–	–	28	–	–	7
Boston	–	52	49	–	48	51	–	16	16	–	2	3
Charlotte	–	36	35	–	64	65	–	31	33	–	8	9
Chicago	66	60	60	34	40	40	11	14	14	2	3	2
Cleveland	–	65	63	–	35	37	–	9	10	–	1	1
District of Columbia	69	69	67	31	31	33	10	10	11	2	3	2
Houston	52	52	48	48	48	52	18	18	21	3	3	5
Los Angeles	67	65	63	33	35	37	11*	11*	14	2*	2	3
New York City	53*	47	43	47*	53	57	19	22	22	5	4	5
San Diego	–	49	49	–	51	51	–	22	22	–	5	5

– Not available. The district did not participate either in 2002 or 2003.
* Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Figure 3. Average reading scale scores, grade 8 public schools: By urban district, various years, 2002–2005



* Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
[2] The district did not participate in 2002 or 2003.
[3] Data for grade 8 for New York City were not available in 2002 because the district did not meet minimum participation guidelines for reporting.
NOTE: Significance tests were performed using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table 10. Percentage of students by reading achievement level, grade 8 public schools: By urban district, various years, 2002–2005

	Below *Basic*			At or above *Basic*			At or above *Proficient*			At *Advanced*		
District	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
Nation	26*	28*	29	74*	72*	71	31*	30*	29	2	3	3
Large central city[1]	40	42	40	60	58	60	20	19	20	1	1	2
Atlanta	58	53	54	42	47	46	8*	11	12	#	#	1
Austin	–	–	35	–	–	65	–	–	27	–	–	3
Boston	–	39	39	–	61	61	–	22	23	–	2	2
Charlotte	–	29	31	–	71	69	–	30	29	–	3	3
Chicago	38	41	40	62	59	60	15	15	17	1	1	1
Cleveland	–	52	51	–	48	49	–	10	10	–	#	#
District of Columbia	52	53	55	48	47	45	10	10	12	#*	1	1
Houston	41	45	41	59	55	59	17	14	17	1	1	1
Los Angeles	56	57	53	44	43	47	10	11	13	#	1	1
New York City	‡	38	39	‡	62	61	‡	22	20	‡	2	1
San Diego	–	40	37	–	60	63	–	20	23	–	2	2

– Not available. The district did not participate either in 2002 or 2003.
The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Framework and Sample Questions: Grade 4

The content of the NAEP reading assessment is based on a framework that describes in detail how reading should be assessed by NAEP. The current NAEP reading framework was first used for the 1992 assessment and has continued to be the basis for the assessment content.

This framework, developed through a comprehensive national consultative process and adopted by NAGB, provides a broad definition of reading that includes developing a general understanding of written text, thinking about texts, and using various texts for different purposes. In addition, it views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. The framework specifies that the fourth-grade reading assessment should measure reading performance in two dimensions: contexts for reading and aspects of reading.

Contexts for reading. Because different contexts for reading lead to real differences in what readers do, the NAEP reading framework specifies that fourth-graders be assessed in two different contexts. One context, reading for literary experience, is assessed by having fourth-graders read literary materials like short stories, legends, and myths. For the other context, reading for information, fourth-graders are assessed with informational pieces like magazine articles and biographies. The framework calls for these two contexts to be represented in the fourth-grade assessment in the following proportions:

Reading for literary experience	Reading for information
55%	45%

Aspects of reading. Each comprehension question in the NAEP assessment measures one of the following four aspects of reading: forming a general understanding, developing interpretation, making reader/text connections, and examining content and structure. In forming a general understanding, readers must consider the text as a whole and provide a global understanding of it. As readers engage in developing interpretation, they must extend their initial impressions to develop a more complete understanding. When making reader/text connections, the reader must connect information in the text with knowledge and experience. Finally, examining content and structure requires evaluating critically and understanding the effect of different text features. The framework calls for students' assessment time to be divided among these aspects in the following proportions:

Forming a general understanding and Developing interpretation	Making reader/text connections	Examining content and structure
60%	15%	25%

The fourth-grade reading assessment consists of ten 25-minute sections. Each section contains a reading passage or pair of passages accompanied by a set of comprehension questions. As specified in the framework, the fourth-grade passages range in length from 250 to 800 words. The comprehension questions are formatted as either multiple-choice or constructed-response questions. Multiple-choice questions require students to select an answer from four options, while constructed-response questions require students to write either short or extended answers. Each student receives only a portion of the entire assessment, consisting of a booklet containing two 25-minute sections of reading passages and comprehension questions.

Item Maps

The item maps presented on pages 17 and 21 illustrate the knowledge and skills demonstrated by students performing at different score points on the 2005 NAEP reading assessment. In order to provide additional context, the cut scores for the three NAEP achievement levels are marked on the item maps. The map location for each question represents the probability that, for a given score point, 65 percent of the students for a constructed-response question or 74 percent of the students for a multiple-choice question answered that question successfully. For constructed-response questions, responses may be completely or partially correct; therefore, different types of responses to the same question could map onto the scale at different score levels.

Achievement-Level Descriptions for Grade 4

Reading achievement-level descriptions are based on NAGB achievement-level policy descriptions with subject- and grade-specific information added. The following descriptions are abbreviated versions of the full achievement-level descriptions for grade 4 reading. The full descriptions can be found at http://www.nagb.org/pubs/readingbook.pdf.

Basic: Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

Proficient: Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Advanced: Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge text critically and, in general, to give thorough answers that indicate careful thought.

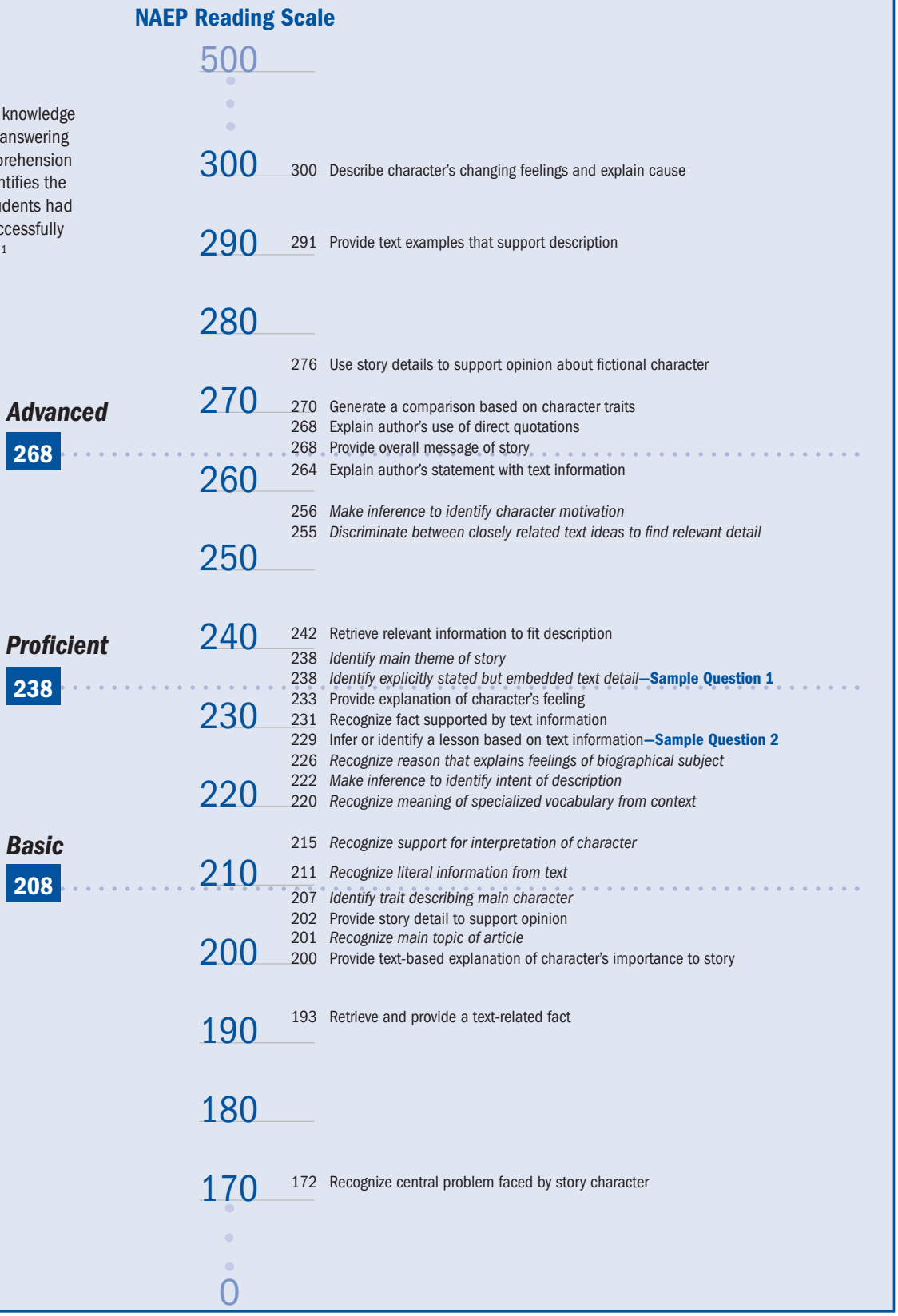
Cut Scores

Cut scores represent the minimum score required for performance at each NAEP achievement level. NAEP cut scores were determined through a standard-setting process that convened a cross-section of educators and interested citizens from across the nation. The group was asked to determine what students should know and be able to do relative to a body of content reflected in the reading framework. NAGB then adopted a set of cut scores on the 0–500 scale that define the lower boundaries of the *Basic, Proficient,* and *Advanced* achievement levels. The reading cut scores, which appear on the item maps, are as follows:

	Grade 4	Grade 8
Basic	208	243
Proficient	238	281
Advanced	268	323

Grade 4 Item Map

This map describes the knowledge or skill associated with answering individual reading comprehension questions. The map identifies the score point at which students had a high probability of successfully answering the question.[1]



[1] Each grade 4 reading question in the 2005 reading assessment was mapped onto the NAEP 0–500 reading scale. The position of a question on the scale represents the average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. Only selected questions are presented. Scale score ranges for reading achievement levels are referenced on the map. For constructed-response questions, the question description represents students' performance at the scoring level being mapped.

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question.

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

The following sample questions assessed students' comprehension of an article entitled, *Dr. Shannon Lucid: Space Pioneer,* which describes the remarkable achievements of one of the few women to explore outer space, Shannon Lucid. The article discusses how, in 1996, Dr. Lucid spent over 6 months in space aboard Mir, a Russian vessel, researching how long-term space travel affects the human body. Shannon Lucid is presented as a courageous woman who pursued her dreams.

Sample Grade 4 Multiple-Choice Question

Sample question 1 is a multiple-choice question, which asked students to recognize a detail from the passage.

1. According to the passage, what was the purpose of the space station Mir program?

   ● To learn how the body reacts to long-term travel in space

   Ⓑ To observe how people from different cultures live together

   Ⓒ To see what the seasons look like from outer space

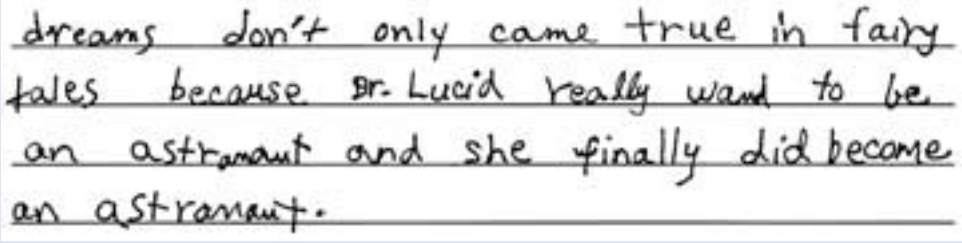
   Ⓓ To take pictures of the Earth and of water currents

65 percent of fourth-graders answered this question correctly.

Sample Grade 4 Short Constructed-Response Question

Sample question 2 is a short constructed-response question, which asked students to make an inference about a lesson that can be learned and support that inference with information from the passage. Responses to this task were rated according to a three-level scoring guide in one of the following categories: "Evidence of full comprehension," "Evidence of partial comprehension," "Evidence of little or no comprehension." This sample response was rated as "Evidence of full comprehension."

2. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.



58 percent of fourth-graders wrote responses rated as "Evidence of full comprehension."

Framework and Sample Questions: Grade 8

As at grade 4, the reading framework for grade 8 describes in detail how reading should be assessed, and has been the basis for developing the assessment's content since 1992. Although the general definition of reading is the same at grade 8, the framework calls for expanded contexts for reading and a different proportion of assessment time devoted to the four aspects of reading. These differences between the two grades reflect the developmental differences between fourth- and eighth-grade students and the different expectations for students in reading.

Contexts for reading. In addition to the two contexts assessed at grade 4, the framework calls for the assessment of a third context at grade 8 to reflect the changing demands on readers at this grade level. Reading for literary experience is assessed by having eighth-graders read literary materials like short stories, excerpts from novels, poems, and historical fiction. Reading for information is assessed by having eighth-graders read informational pieces like newspaper and magazine articles, biographies, essays, and excerpts from textbooks. The third context added at grade 8, reading to perform a task, is assessed by having eighth-graders read and respond to practical texts like bus or train schedules, directions, documents, forms, and charts. The framework calls for these three contexts to be represented in the eighth-grade assessment in the following proportions:

Reading for literary experience	Reading for information	Reading to perform a task
40%	40%	20%

Aspects of reading. As at grade 4, each comprehension question in the eighth-grade assessment measures one of four aspects of reading. In forming a general understanding, readers must consider the text as a whole and provide a global understanding of it. As readers engage in developing interpretation, they must extend their initial impressions to develop a more complete understanding. When making reader/text connections, the reader must connect information in the text with knowledge and experience. Finally, examining content and structure requires evaluating critically and understanding the effect of different text features. In comparison to grade 4, the framework calls for eighth-graders' assessment time to be divided among these aspects in slightly different proportions. The proportion devoted to each aspect is shown below.

Forming a general understanding and Developing interpretation	Making reader/ text connections	Examining content and structure
55%	15%	30%

The eighth-grade reading assessment consists of twelve 25-minute sections and one 50-minute section. Each section contains a reading passage or pair of passages accompanied by a set of comprehension questions. As specified in the framework, the eighth-grade passages range in length from 400 to 1,000 words. As at grade 4, the comprehension questions are formatted as either multiple-choice or constructed-response questions. Multiple-choice questions require students to select an answer from four options, while constructed-response questions require students to write either short or extended answers. Each student receives only a portion of the entire assessment, containing either two 25-minute sections or one 50-minute section of reading passages and comprehension questions.

For More Information...

The complete reading framework is available on the NAGB website (http://www.nagb.org/pubs/pubs.html). For full text of questions, including passages and sample responses and statistics, visit the NAEP questions tool at http://nces.ed.gov/nationsreportcard/itmrls/.

Achievement-Level Descriptions for Grade 8

Reading achievement-level descriptions are based on NAGB achievement-level policy descriptions with subject- and grade-specific information added. The following descriptions are abbreviated versions of the full achievement-level descriptions for grade 8 reading. The full descriptions can be found at http://www.nagb.org/pubs/readingbook.pdf.

Basic: Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient: Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth-graders should be able to identify some of the devices authors use in composing text.

Advanced: Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.

Grade 8 Item Map

This map describes the knowledge or skill associated with answering individual reading comprehension questions. The map identifies the score point at which students had a high probability of successfully answering the question.[1]

NAEP Reading Scale

500

340

336 Use examples to compare poetic language to everyday speech

330

332 Negotiate dense text to retrieve relevant explanatory facts

327 Explain action in narrative poem with textual support—**Sample Question 3**

325 Provide specific explication of poetic lines

Advanced

323

320

323 Explain the meaning of an image in a poem

318 Extend text information to generate related question

310

301 Describe difficulty of a task in a different context

300

300 Provide support for judgment

299 *Recognize author's device to convey information*

297 *Recognize meaning of poetic comparison*—**Sample Question 4**

290

295 Use metaphor to interpret character

Proficient

281

284 Apply text information to hypothetical situation and explain

280

284 *Recognize what story action reveals about character*

279 Relate text information to hypothetical situation

278 Infer character's action from plot outcome

270

275 Use task directions and prior knowledge to make a comparison

267 Provide supporting details to explain author's statement

262 *Use context to identify meaning of vocabulary*

261 *Identify causal relation between historical events*

260

260 *Identify appropriate text recommendation for a specific situation*

254 Explain reason for major event

250

253 Make inference based on supporting details to identify feeling

248 *Recognize information included by author to persuade*

Basic

243

248 Provide specific text information to support a generalization

247 *Locate specific information in detailed document*

240

237 *Recognize significance of article's central idea*

234 Provide partial or general explication of poetic lines

230

232 *Identify characterization of speaker in poem*

228 *Recognize an explicitly stated supporting detail*

220

0

[1] Each grade 8 reading question in the 2005 reading assessment was mapped onto the NAEP 0–500 reading scale. The position of a question on the scale represents the average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. Only selected questions are presented. Scale score ranges for reading achievement levels are referenced on the map. For constructed-response questions, the question description represents students' performance at the scoring level being mapped.

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question.

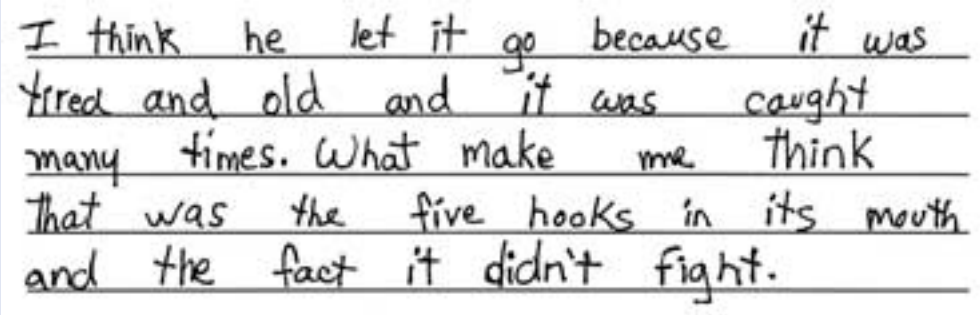
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

The following sample questions assessed students' comprehension of a narrative poem by Elizabeth Bishop entitled *The Fish*. The narrator of the poem tells about catching a tremendous and very old fish. The poet uses powerful and visual language to describe details of the fish's appearance, and to convey that the fish appears to be like an old, venerable, and wise warrior. Impressed and moved by the fish's appearance and seeming ability to evade capture (shown by five old hooks in its mouth), the narrator is inspired to let the fish go.

Sample Grade 8 Short Constructed-Response Question

Sample question 3 is a short constructed-response question, which asked students to explain the action of a character in a narrative poem and provide textual support. Responses to this task were rated according to a three-level scoring guide in one of the following categories: "Evidence of full comprehension," "Evidence of partial comprehension," "Evidence of little or no comprehension." This sample response was rated as "Evidence of full comprehension."

3. Why does the person let the fish go? What in the poem makes you think so?



29 percent of eighth-graders wrote responses rated as "Evidence of full comprehension."

Sample Grade 8 Multiple-Choice Question

Sample question 4 is a multiple-choice question, which asked students to recognize the meaning of descriptive language used in a poetic comparison.

4. When the poet says "Like medals with their ribbons frayed and wavering" (lines 61–62), she is referring to

   Ⓐ victory

   ● fishhooks

   Ⓒ trophies

   Ⓓ fish scales

53 percent of eighth-graders answered this question correctly.

Technical Notes and Data Appendix

About This Revised Report

The initial version of this TUDA report was released on December 1, 2005. In the national report card for reading for 2005, the "type of location" variable was not reported with across year trends because the US Census classifications of too many schools had changed. Consequently, the "large central city" variable, one of the categories in "type of location," was not reported for 2002 and 2003 in the initial TUDA reading report. However, subsequent analyses showed that while the overall "type of location" variable was not sufficiently consistent to report student performance trends, the "large central city" school classifications had remained stable enough across 2003 and 2005 to permit reporting of trend results within this category. The main difference between this revised report and the original is the addition of large central city performance data in 2002 and 2003.

Participating Districts

In 2005, ten urban public school districts participated in the TUDA in reading at grades 4 and 8. The school district names, as used in the NCES Common Core of Data, are Atlanta City School District, Austin Independent School District, Boston School District, Charlotte-Mecklenburg Schools, City of Chicago School District 299, Cleveland Municipal School District, Houston Independent School District, Los Angeles Unified School District, New York City Public Schools, and San Diego Unified School District. Results for the District of Columbia public school students, normally included along with NAEP's state assessment results, are also reported. The results for these districts are for public school students only.

NAEP Sampling Procedures

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

In the same way that schools and students participating in national NAEP assessments are chosen to be nationally representative, samples of schools and students in the urban districts were selected to be representative of their districts. The results from the assessed students are combined to provide accurate estimates of overall district performance. Results are weighted to take into account the fact that schools within districts represent different proportions of the overall district population. Table A-1 displays the sample sizes and target populations for the urban districts for 2005.

Accommodations

It is important to assess all selected students from the target population, including students with disabilities (SD) and students classified by their schools as English language learners (ELL). To accomplish this goal, students who receive accommodations in their state's assessments, such as extra testing time or individual rather than group administration, are offered most of the same accommodations in NAEP. One notable exception is that passages and questions in the reading test are not permitted to be read aloud, because that accommodation would make it a test of listening instead of a test of reading. A further exception is that reading passages and questions cannot be presented in another language.

Exclusion Rates

Some students identified as SD or ELL who are sampled for NAEP participation may be excluded from the assessment according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as by section 504 eligibility, make decisions regarding inclusion in the assessment of students with disabilities. Based on NAEP's guidelines, they also make the decision whether to exclude students identified as ELL. The process includes evaluating the student's capability to participate in the assessment in English, as well as taking into consideration the number of years the student has been receiving instruction in English. The percentages of students excluded from NAEP may vary considerably across states and districts, as well as across years. Comparisons of achievement results across districts and within a district across years should be interpreted with caution if the exclusion rates vary widely. For example, at grade 4, the exclusion rates in Austin and Houston varied from those of the other districts (see tables A-2 and A-3 for exclusion rates in 2002, 2003, and 2005).

School and Student Participation Rates

In order to ensure reportable samples, NCES and NAGB established participation rate standards that states and jurisdictions are required to meet in order for their results to be reported. The same standards were applied to the urban districts. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade. Results are not reported in any instances in which participation rates did not meet the established standards for certain student groups or jurisdictions. For example, in the 2002 reading assessment, New York City met participation rate standards at grade 4, but not at grade 8. Therefore, its grade 8 results could not be reported. In the 2005 reading assessment, all states, jurisdictions, and participating urban districts met NAEP participation rate standards at both grades 4 and 8 (see table A-1).

Interpreting Statistical Significance

Comparisons over time or between groups in this report are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are measures of the margin of error in samples. Estimates based on smaller samples are likely to have larger margins of error than estimates based on large samples. The size of the standard errors may also be influenced by other factors, such as how representative the assessed students are of the population as a whole. When an estimate, such as an average score, has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant, depending upon the size of the standard errors of the statistics. For example, a 3-point difference between male and female students may be statistically significant, while a 3-point difference between White and Asian/Pacific Islander students may not be. Standard errors for the NAEP scores and percentages presented in this report are available in the data explorer on the NAEP website (http://nces.ed.gov/nationsreportcard/naepdata/).

In the tables and charts of this report, asterisks are used to indicate that a score or percentage in 2005 is significantly different from the comparable measure in a previous assessment year, or to indicate differences from national or large central city results. Any difference between scores or percentages that is identified in the text as higher, lower, larger, or smaller in this report, including within-group differences not marked in tables and charts, meets the requirements for statistical significance. The differences described in this report have been determined to be statistically significant at the .05 level with appropriate adjustments for multiple comparisons.

"Large central city" in this report includes public schools located in large central cities (population of 250,000 or more) throughout the United States within metropolitan statistical areas as defined by the federal

Table A-1. School and student participation rates and target populations, grades 4 and 8 public schools: By urban district, 2005

District	School participation		Student participation		Target population
	Student-weighted percent before substitution	Number of schools participating	Student-weighted percent	Number of students assessed	
Grade 4					
Atlanta	100	100	93	1,200	6,000
Austin	100	100	94	1,200	7,000
Boston	99	100	94	1,200	5,000
Charlotte	100	100	95	1,500	9,000
Chicago	100	100	95	1,900	36,000
Cleveland	100	100	88	900	7000
District of Columbia	100	100	92	2,100	6,000
Houston	100	100	95	1,700	18,000
Los Angeles	100	100	93	2,100	63,000
New York City	100	100	91	1,900	81,000
San Diego	100	100	92	1,300	12,000
Grade 8					
Atlanta	100	< 50	90	1,000	4,000
Austin	100	< 50	89	1,200	6,000
Boston	99	< 50	91	1,100	5,000
Charlotte	100	< 50	91	1,400	8,000
Chicago	100	100	95	1,900	35,000
Cleveland	100	< 50	78	800	5000
District of Columbia	100	< 50	85	1,900	3,000
Houston	100	< 50	88	1,700	14,000
Los Angeles	99	100	89	1,800	50,000
New York City	100	100	84	1,700	70,000
San Diego	100	< 50	89	1,300	10,000

NOTE: The numbers of schools and students are rounded to the nearest hundred, or indicated as < 50 where the value was between 1 and 49. The target population is rounded to the nearest thousand.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Office of Management and Budget. It is not synonymous with "inner city." Urban districts are school districts that include schools in large central cities. Some districts (Austin, Charlotte, Cleveland, Houston, and Los Angeles) encompass a small percentage of schools not classified as large central city. In these cases, data from the entire district were used in statistical comparisons to large central city schools. Further comparisons of urban district student group data with large central city data are available from the online data explorer on the NAEP website (http://nces.ed.gov/nationsreportcard/naepdata). Selecting the variable "Large central city for urban district comparisons" when making statistical comparisons with selected urban districts will allow comparisons to the appropriate large central city data and will permit the software user to replicate results in this report and to explore additional comparisons.

Table A-2. Percentage of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 4 public schools: By urban district, various years, 2002–2005

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

– Not available. The district did not participate either in 2002 or 2003.
The estimate rounds to zero.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-3. Percentage of all students identified as students with disabilities and/or English language learners, excluded, and assessed, grade 8 public schools: By urban district, various years, 2002–2005

District	Percentage of all students identified			Percentage of all students excluded			Percentage of all students assessed with accommodations			Percentage of all students assessed without accommodations		
	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
SD and/or ELL												
Nation	18	19	19	6	5	5	4	5	6	8	8	7
Large central city[1]	23	24	23	6	6	5	4	5	7	14	12	12
Atlanta	6	12	11	2	4	4	1	4	5	3	5	3
Austin	–	–	27	–	–	12	–	–	2	–	–	13
Boston	–	31	24	–	9	6	–	11	10	–	11	8
Charlotte	–	16	18	–	4	3	–	7	9	–	4	6
Chicago	21	21	21	6	7	5	7	6	10	9	8	6
Cleveland	–	24	21	–	15	14	–	7	4	–	2	3
District of Columbia	21	20	19	7	8	8	8	8	9	5	4	3
Houston	27	27	24	7	10	7	#	#	3	19	16	13
Los Angeles	35	37	40	5	4	5	2	5	4	27	28	31
New York City	24	22	18	9	5	5	8	12	11	7	4	2
San Diego	–	29	31	–	3	7	–	3	6	–	22	18
SD only												
Nation	13	14	13	5	4	4	4	5	6	5	5	3
Large central city[1]	13	14	12	4	4	4	3	5	5	6	5	3
Atlanta	5	11	10	1	3	3	1	3	5	3	4	2
Austin	–	–	15	–	–	8	–	–	2	–	–	5
Boston	–	20	17	–	5	5	–	9	9	–	6	3
Charlotte	–	13	11	–	3	1	–	7	7	–	3	2
Chicago	15	16	16	3	5	3	6	6	10	6	5	4
Cleveland	–	20	18	–	12	12	–	6	4	–	2	2
District of Columbia	16	16	16	6	6	6	7	7	8	4	3	2
Houston	15	18	13	5	7	5	#	#	2	10	11	6
Los Angeles	12	13	12	3	3	3	2	5	3	7	5	5
New York City	14	14	10	6	2	2	5	10	8	3	2	1
San Diego	–	11	12	–	1	4	–	3	4	–	7	5
ELL only												
Nation	6	6	6	2	2	1	1	1	1	4	4	4
Large central city[1]	13	13	13	3	3	2	1	2	2	9	8	9
Atlanta	1	2	1	#	1	#	#	#	#	1	1	1
Austin	–	–	16	–	–	6	–	–	1	–	–	9
Boston	–	15	9	–	7	3	–	3	1	–	5	5
Charlotte	–	6	8	–	1	1	–	2	2	–	3	4
Chicago	8	7	6	4	3	2	1	1	1	3	3	2
Cleveland	–	6	4	–	5	3	–	1	1	–	#	1
District of Columbia	5	5	3	2	2	2	2	1	1	1	2	1
Houston	16	16	14	4	6	4	#	#	1	12	10	9
Los Angeles	30	33	35	5	3	3	1	3	2	24	26	29
New York City	13	11	10	5	4	4	4	4	4	4	3	2
San Diego	–	21	24	–	2	5	–	1	4	–	18	15

– Not available. The district did not participate either in 2002 or 2003.

The estimate rounds to zero.

[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.

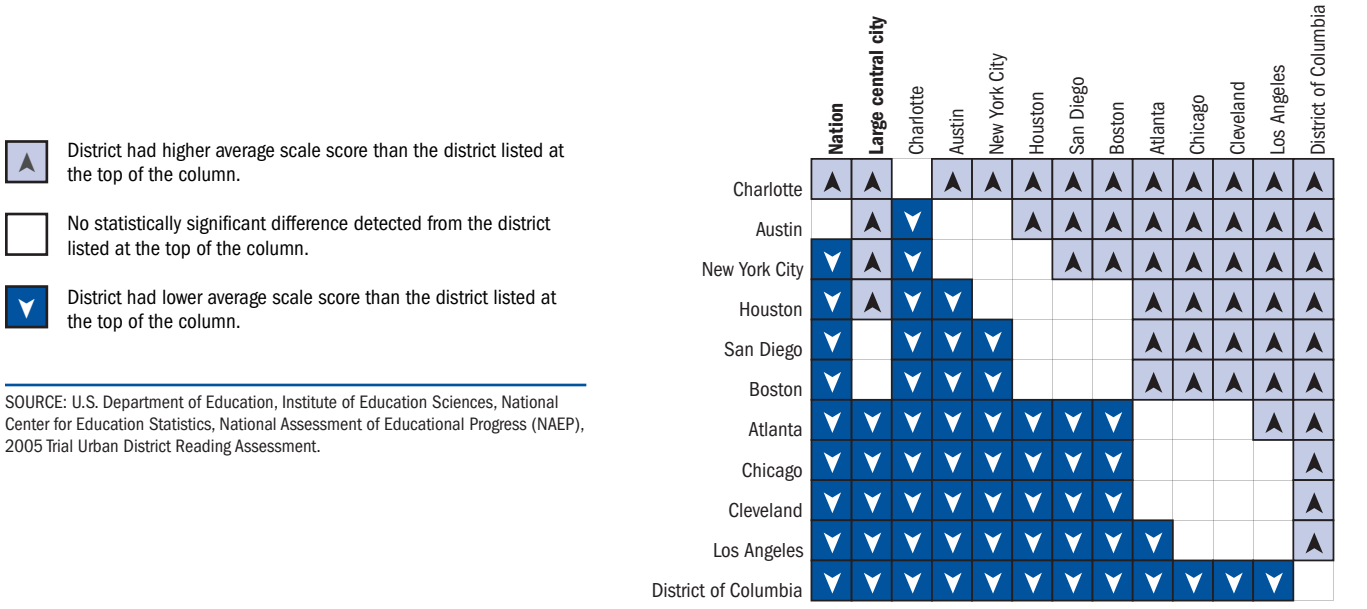
NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Cross-District Comparisons by Average Scale Score and Percentage at or Above *Basic*: Grades 4 and 8

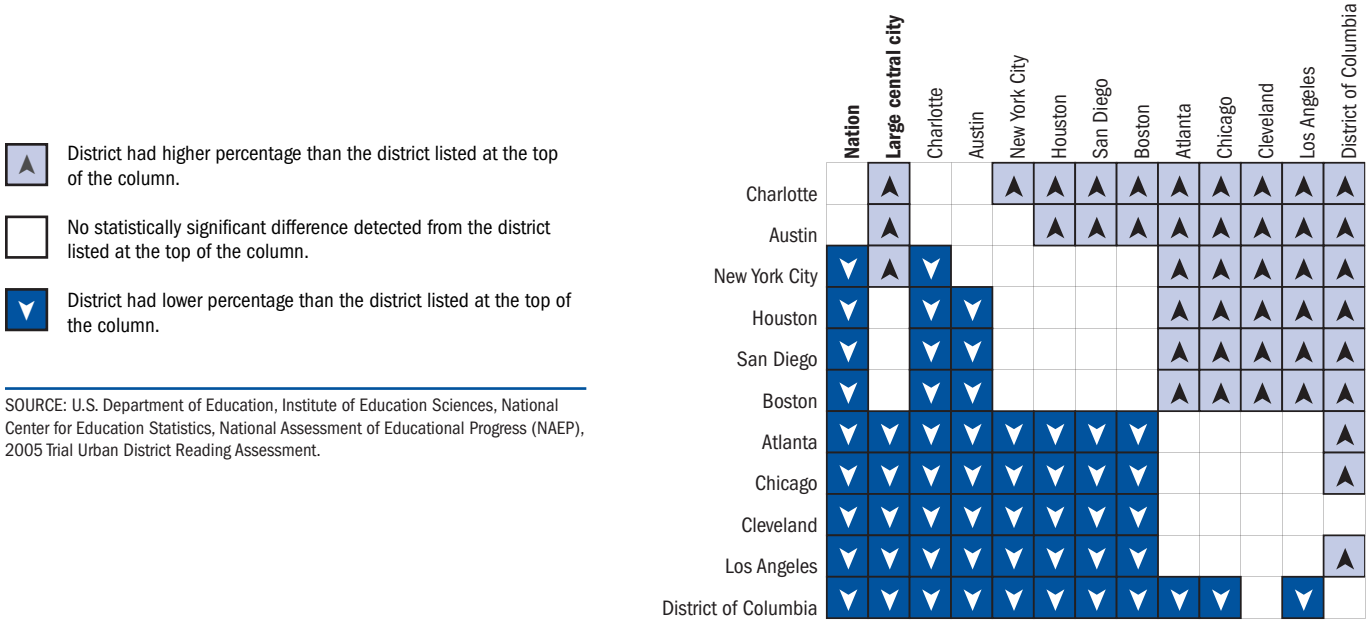
Figures A-1 through A-4 compare average scores and percentages of students performing at or above *Basic* in each district to those in the nation, in public schools in large central cities, and in each other district. Read across the row corresponding to a district listed to the left of any of the charts. Match the shading intensity to the chart's key to determine whether the average score (or percentage at or above *Basic*) of this district was found to be higher than, not significantly different from, or lower than the district in the column heading. In addition, the direction of the arrowheads in the comparison cells indicates whether the district in the row is significantly higher than (up arrow), lower than (down arrow), or not different from (blank cell) the district in the column heading.

Figure A-1. Cross-district comparisons of average reading scale scores, grade 4 public schools: 2005



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

Figure A-2. Cross-district comparisons of percentage of students at or above *Basic* in reading, grade 4 public schools: 2005



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

Figure A-3. Cross-district comparisons of average reading scale scores, grade 8 public schools: 2005

▲ District had higher average scale score than the district listed at the top of the column.

No statistically significant difference detected from the district listed at the top of the column.

▼ District had lower average scale score than the district listed at the top of the column.

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

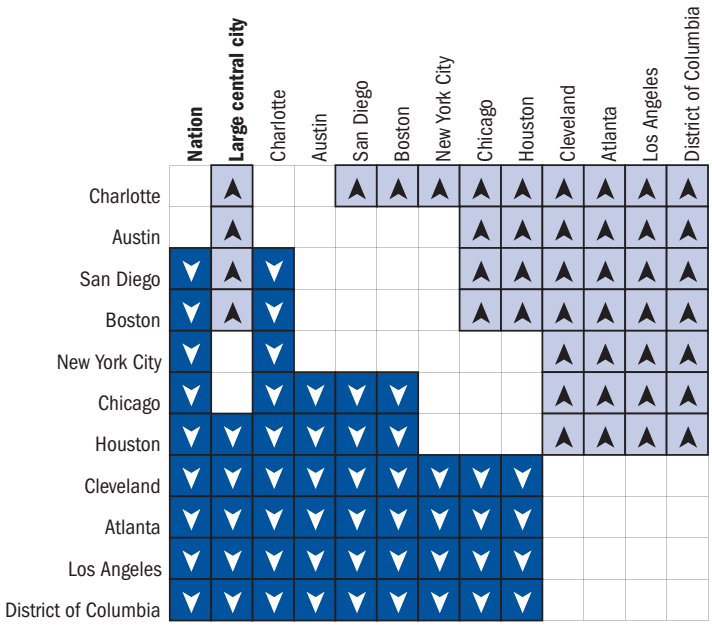


Figure A-4. Cross-district comparisons of percentage of students at or above *Basic* in reading, grade 8 public schools: 2005

▲ District had higher percentage than the district listed at the top of the column.

No statistically significant difference detected from the district listed at the top of the column.

▼ District had lower percentage than the district listed at the top of the column.

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

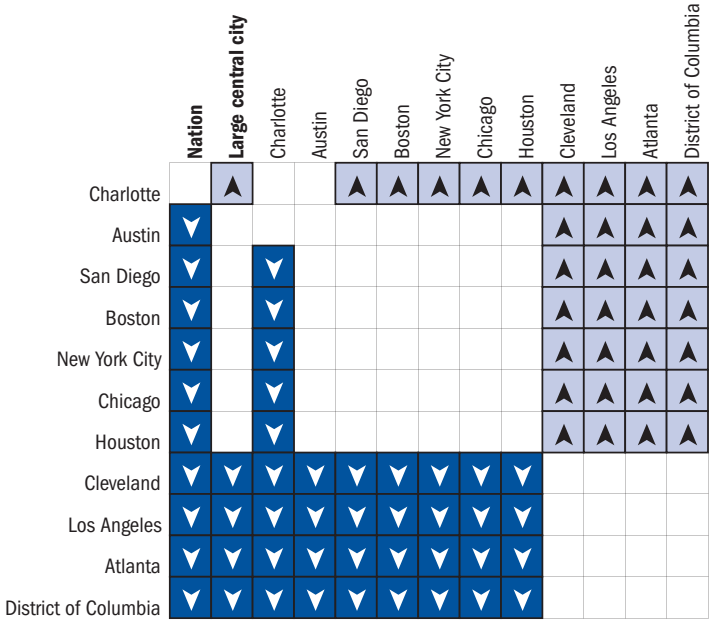
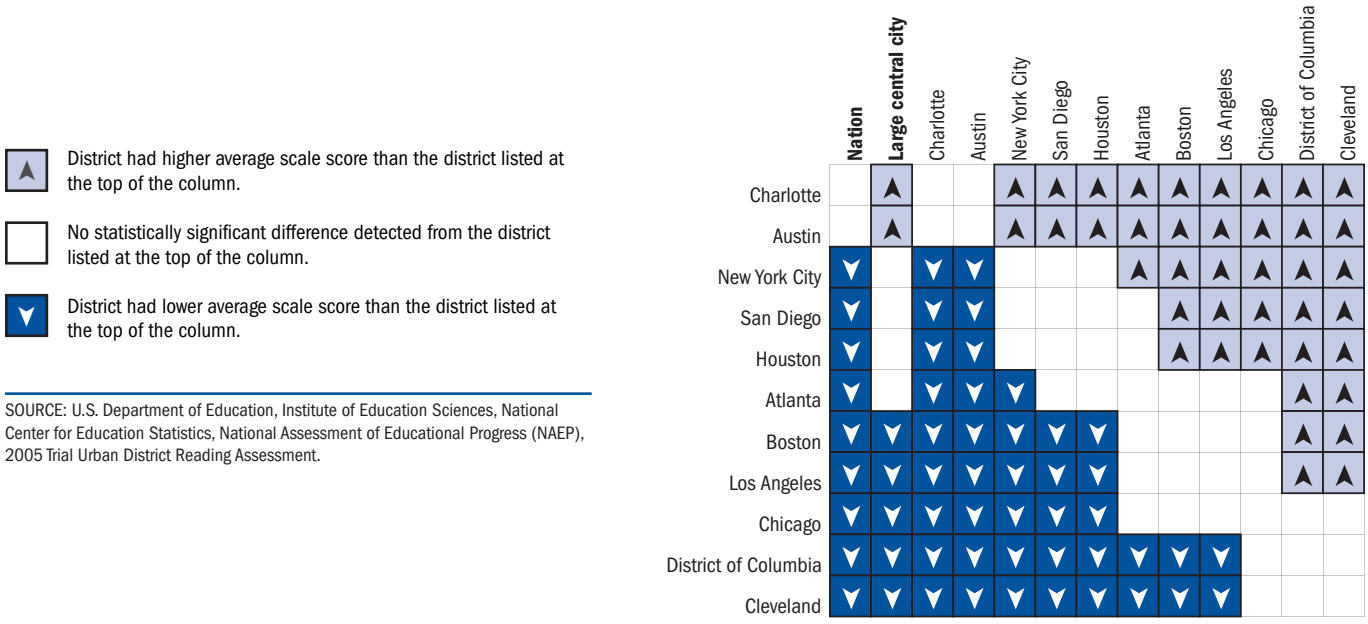
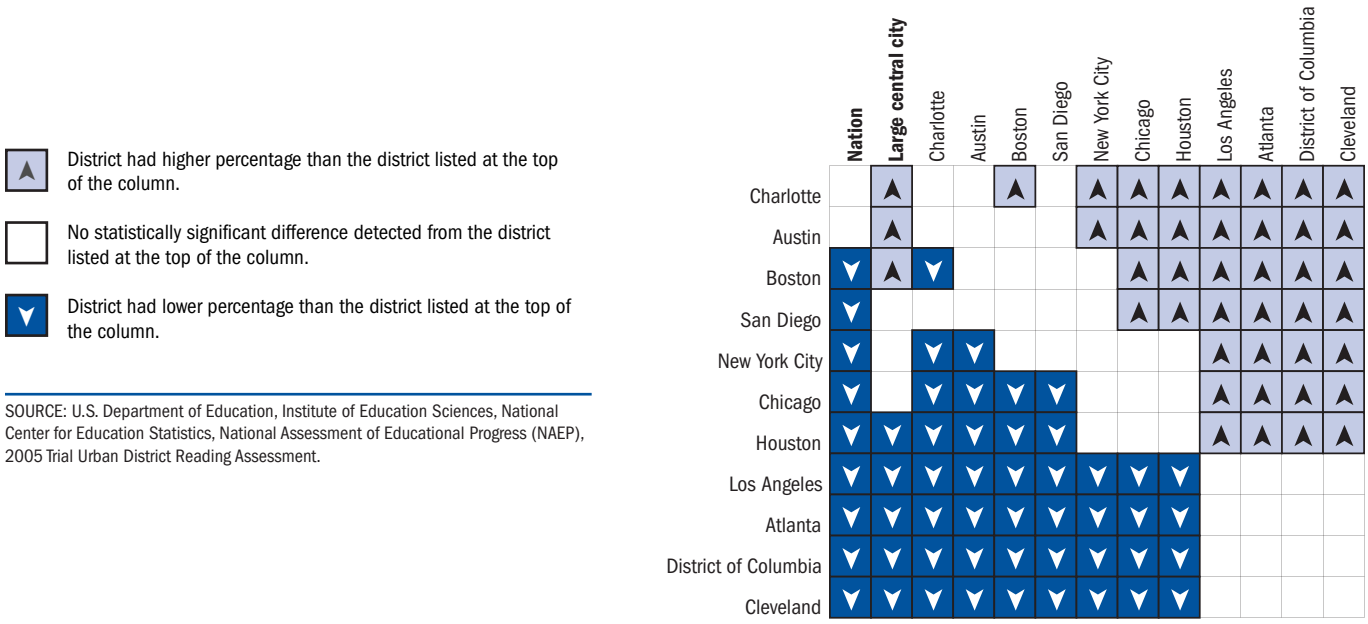


Figure A-5. Cross-district comparisons of percentage of students at or above *Proficient* in reading, grade 4 public schools: 2005



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

Figure A-6. Cross-district comparisons of percentage of students at or above *Proficient* in reading, grade 8 public schools: 2005



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

Table A-4. Scale score percentiles in reading, grades 4 and 8 public schools: By urban district, various years, 2002–2005

	25th percentile			50th percentile			75th percentile		
District	2002	2003	2005	2002	2003	2005	2002	2003	2005
Grade 4									
Nation	194	193***	194*	219	219	220*	242	243	243*
Large central city[1]	177***	179	181**	203***	206	207**	228***	231	232**
Atlanta	171	171	175*,**	194***	195	200*,**	219	221	226**
Austin	–	–	192*	–	–	218*	–	–	242*
Boston	–	185	186*,**	–	207	208**	–	228	228**
Charlotte	–	196	197*	–	221	222*	–	244	246*
Chicago	170	174	175**	194	199	199*,**	217	223	223**
Cleveland	–	174	175**	–	196	198*,**	–	217	220*,**
District of Columbia	167	162	165*,**	191	189	191*,**	215	214	217*,**
Houston	183	184	187*,**	206	207	210**	229	229	234**
Los Angeles	165	169	169*,**	190***	195	194*,**	217	218	222*,**
New York City	182***	186***	191*	206***	210	213*,**	230	234	235**
San Diego	–	182	183**	–	209	209**	–	235	234**
Grade 8									
Nation	242***	240***	238*	265***	264***	263*	286***	286***	285*
Large central city[1]	227	225	227**	252	251	252**	275	274	275**
Atlanta	214	217	216*,**	236	240	239*,**	259	263	262*,**
Austin	–	–	231**	–	–	259	–	–	283*
Boston	–	229	229**	–	253	254**	–	278	279**
Charlotte	–	239	236*	–	264	262*	–	286	285*
Chicago	231	228	228**	251	249	252**	270	270	273**
Cleveland	–	219	219**	–	242	242*,**	–	263	263*,**
District of Columbia	219	216	215*,**	241	241	239*,**	262	262	262*,**
Houston	226	224	226**	251	247***	251**	273	268***	272**
Los Angeles	213	210***	215*,**	238	236	240*,**	261	261	265*,**
New York City	‡	229	228**	‡	254	253**	‡	277	275**
San Diego	–	226	229**	–	252	255**	–	275	279**

– Not available. The district did not participate either in 2002 or 2003.
‡ Reporting standards not met.
* Significantly different from large central city public schools in 2005.
** Significantly different from nation (public schools) in 2005.
*** Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-5. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 4 public schools: By urban district, various years, 2002–2005

District	Average scale score			Percentage of students in each race/ethnicity category: Below *Basic*			At or above *Basic*			At or above *Proficient*		
	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
White												
Nation	227	227	228	26	26	25	74	74	75	39	39	39
Large central city[1]	224	226	228	30	28	26	70	72	74	37	39	40
Atlanta	‡	250	253*,**	‡	9	5*,**	‡	91	95*,**	‡	68	74*,**
Austin	–	–	239*,**	–	–	14*,**	–	–	86*,**	–	–	54*,**
Boston	–	225	230	–	31	21	–	69	79	–	37	40
Charlotte	–	237	240*,**	–	17	14*,**	–	83	86*,**	–	52	55*,**
Chicago	221	224	225	36	30	30	64	70	70	35	37	39
Cleveland	–	208	209*,**	–	49	46*,**	–	51	54*,**	–	17	17*,**
District of Columbia	248	254	252*,**	9	10	8*,**	91	90	92*,**	66	70	70*,**
Houston	‡	235	245*,**	‡	18	12*,**	‡	82	88*,**	‡	48	61*,**
Los Angeles	223	217	229	30	40	29	70	60	71	38	28	43
New York City	‡	231	226	‡	23	25	‡	77	75	‡	45	36
San Diego	–	231	226	–	21	31	–	79	69	–	43	39
Black												
Nation	198	197***	199*	61	61	59*	39	39	41*	12	12	12*
Large central city[1]	192***	193***	196**	67***	65	62**	33***	35	38**	9	10	11**
Atlanta	192	191	194**	68	69	67**	32	31	33**	8	8	10
Austin	–	–	200	–	–	57	–	–	43	–	–	12
Boston	–	202	203*	–	57	55	–	43	45	–	11	11
Charlotte	–	205	206*,**	–	52	51*,**	–	48	49*,**	–	14	16*
Chicago	185	193	190*,**	75	67	69*,**	25	33	31*,**	5	10	7**
Cleveland	–	191	193**	–	70	68**	–	30	32**	–	7	7**
District of Columbia	188	184	187*,**	72	73	71*,**	28	27	29*,**	7	7	8*,**
Houston	200	201	207*,**	60	57	51*,**	40	43	49*,**	12	12	16
Los Angeles	186	187	187*,**	75	70	72**	25	30	28**	6	8	9
New York City	197***	201	206*,**	63***	57	51*	37***	43	49*	9	13	16*
San Diego	–	196	198	–	62	57	–	38	43	–	9	13
Hispanic												
Nation	199	199	201*	57	57	56*	43	43	44*	14	14	15*
Large central city[1]	197	197	198**	62	60	60**	38	40	40**	12	13	13**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	–	–	207*,**	–	–	49*	–	–	51*	–	–	17
Boston	–	201	200	–	58	58	–	42	42	–	12	10**
Charlotte	–	202	209*,**	–	54	46*	–	46	54*	–	15	19
Chicago	193	196	201	67	61	57	33	39	43	9	12	15
Cleveland	–	201	201	–	56	56	–	44	44	–	14	14
District of Columbia	193	187	193	66	71	63	34	29	37	8	8	12
Houston	203	203	203	55	56	56	45	44	44	14	15	13
Los Angeles	185	189	190*,**	74	70	69*,**	26	30	31*,**	7	7	9*,**
New York City	201	205	207*,**	58	53	49*	42	47	51*	15	16	15
San Diego	–	195	196	–	63	62	–	37	38	–	12	11
Asian/Pacific Islander												
Nation	223	225	227*	31	31	28*	69	69	72*	36	37	40*
Large central city[1]	220	223	223**	36	34	33**	64	66	67**	32	35	35**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	–	–	‡	–	–	‡	–	–	‡	–	–	‡
Boston	–	223	224	–	29	32	–	71	68	–	29	33
Charlotte	–	218	‡	–	39	‡	–	61	‡	–	31	‡
Chicago	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Cleveland	–	‡	‡	–	‡	‡	–	‡	‡	–	‡	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	218	218	223	30	39	34	70	61	66	26	28	37
New York City	‡	227	235*	‡	28	21*	‡	72	79*	‡	39	47*
San Diego	–	222	222	–	34	31	–	66	69	–	33	32

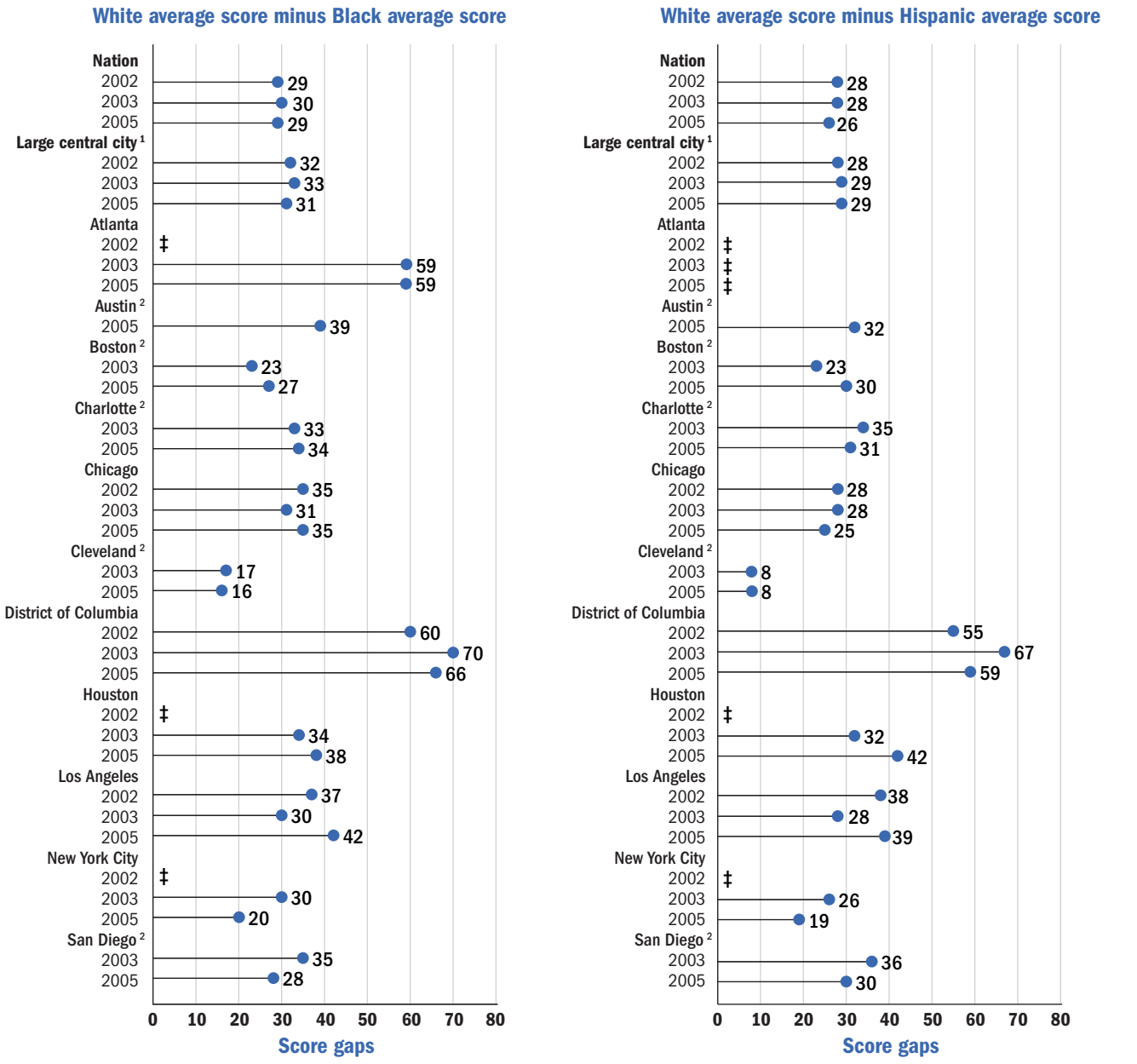
– Not available. The district did not participate either in 2002 or 2003.
‡ Reporting standards not met.
* Significantly different from large central city public schools in 2005.
** Significantly different from nation (public schools) in 2005.
*** Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose race/ethnicity was "American Indian/Alaska Native" or "unclassified."
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-6. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 8 public schools: By urban district, various years, 2002–2005

	Average scale score			Percentage of students in each race/ethnicity category								
				Below *Basic*			At or above *Basic*			At or above *Proficient*		
District	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
White												
Nation	271***	270***	269	17***	18***	19	83***	82***	81	39	39***	37
Large central city[1]	270	268	270	20	21	19	80	79	81	40	37	38
Atlanta	275	‡	‡	16	‡	‡	84	‡	‡	47	‡	‡
Austin	–	–	279*,**	–	–	14*,**	–	–	86*,**	–	–	50*,**
Boston	–	273	274	–	21	19	–	79	81	–	44	46
Charlotte	–	278	278*,**	–	12	13*,**	–	88	87*,**	–	49	49*,**
Chicago	266	265	270	25	21	19	75	79	81	31	30	41
Cleveland	–	250	255	–	38	34	–	62	66	–	14	20*,**
District of Columbia	‡	‡	301*,**	‡	‡	6*,**	‡	‡	94*,**	‡	‡	74*,**
Houston	279	270***	280*,**	13	20	11*,**	87	80	89*,**	47	40	53
Los Angeles	264	266	261	27	24	31*,**	73	76	69*,**	33	36	31
New York City	‡	270	269	‡	21	20	‡	79	80	‡	42	38
San Diego	–	269	273	–	21	18	–	79	82	–	37	44
Black												
Nation	244***	244	242*	46	47	49*	54	53	51*	13	12	11*
Large central city[1]	240	241	240**	50	51	52**	49	49	48**	10	10	10**
Atlanta	233	237	237**	61	56	57**	39	44	43**	5***	8	9
Austin	–	–	242	–	–	48	–	–	52	–	–	10
Boston	–	245	244	–	47	48	–	53	52	–	14	13
Charlotte	–	247	244	–	45	45*	–	55	55*	–	14	13
Chicago	245	243	240	43	48	50	57	52	50	10	10	10
Cleveland	–	238	236**	–	55	56	–	45	44	–	8	8
District of Columbia	238	236	235*,**	54	55	58*,**	46	45	42*,**	8	8	9**
Houston	247	244	242	40	47	47	60	53	53	15	12	11
Los Angeles	236	233	234	57	59	60	43	41	40	8	7	8
New York City	‡	245	241	‡	44	51	‡	56	49	‡	13	10
San Diego	–	236	242	–	54	47	–	46	53	–	7	12
Hispanic												
Nation	245	244	245*	44	46	45*	56	54	55*	14	14	14
Large central city[1]	242	241	243**	48	49	47**	52	51	53**	12	12	13
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	–	–	243	–	–	48	–	–	52	–	–	13
Boston	–	245	248	–	46	43	–	54	57	–	14	16
Charlotte	–	244	248	–	48	42	–	52	58	–	14	19
Chicago	248	249	251*,**	39	39	38*,**	61	61	62*,**	12	15	16
Cleveland	–	‡	248	–	‡	43	–	‡	57	–	‡	10
District of Columbia	240	240	247	47	49	41	53	51	59	11	11	18
Houston	243	242	245	48	49	44	52	51	56	13	10	12
Los Angeles	230***	228***	235*,**	64***	63***	57*,**	36***	37***	43*,**	5***	6	9*,**
New York City	‡	247	247	‡	43	43	‡	57	57	‡	17	14
San Diego	–	238	241	–	54	50	–	46	50	–	9	12
Asian/Pacific Islander												
Nation	265***	268	270*	25	22	21*	75	78	79*	34	38	39*
Large central city[1]	256***	260***	266**	35	31	24**	65	69	76**	26	30	35**
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	–	–	‡	–	–	‡	–	–	‡	–	–	‡
Boston	–	274	280*,**	–	17	15	–	83	85	–	44	55*,**
Charlotte	–	‡	‡	–	‡	‡	–	‡	‡	–	‡	‡
Chicago	‡	268	277*,**	‡	22	12	‡	78	88	‡	35	44
Cleveland	–	‡	‡	–	‡	‡	–	‡	‡	–	‡	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	259	255	262**	27	36	27	73	64	73	26	27	30
New York City	‡	264	271	‡	28	20	‡	72	80	‡	35	42
San Diego	–	260	265	–	29	24	–	71	76	–	27	31

– Not available. The district did not participate either in 2002 or 2003.
‡ Reporting standards not met.
* Significantly different from large central city public schools in 2005.
** Significantly different from nation (public schools) in 2005.
*** Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: Detail may not sum to totals because of rounding. Results are not shown for students whose race/ethnicity was "American Indian/Alaska Native" or "unclassified."
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Figure A-7. Gaps in average reading scores, by race/ethnicity, grade 4 public schools: By urban district, various years, 2002–2005



‡ Reporting standards not met.

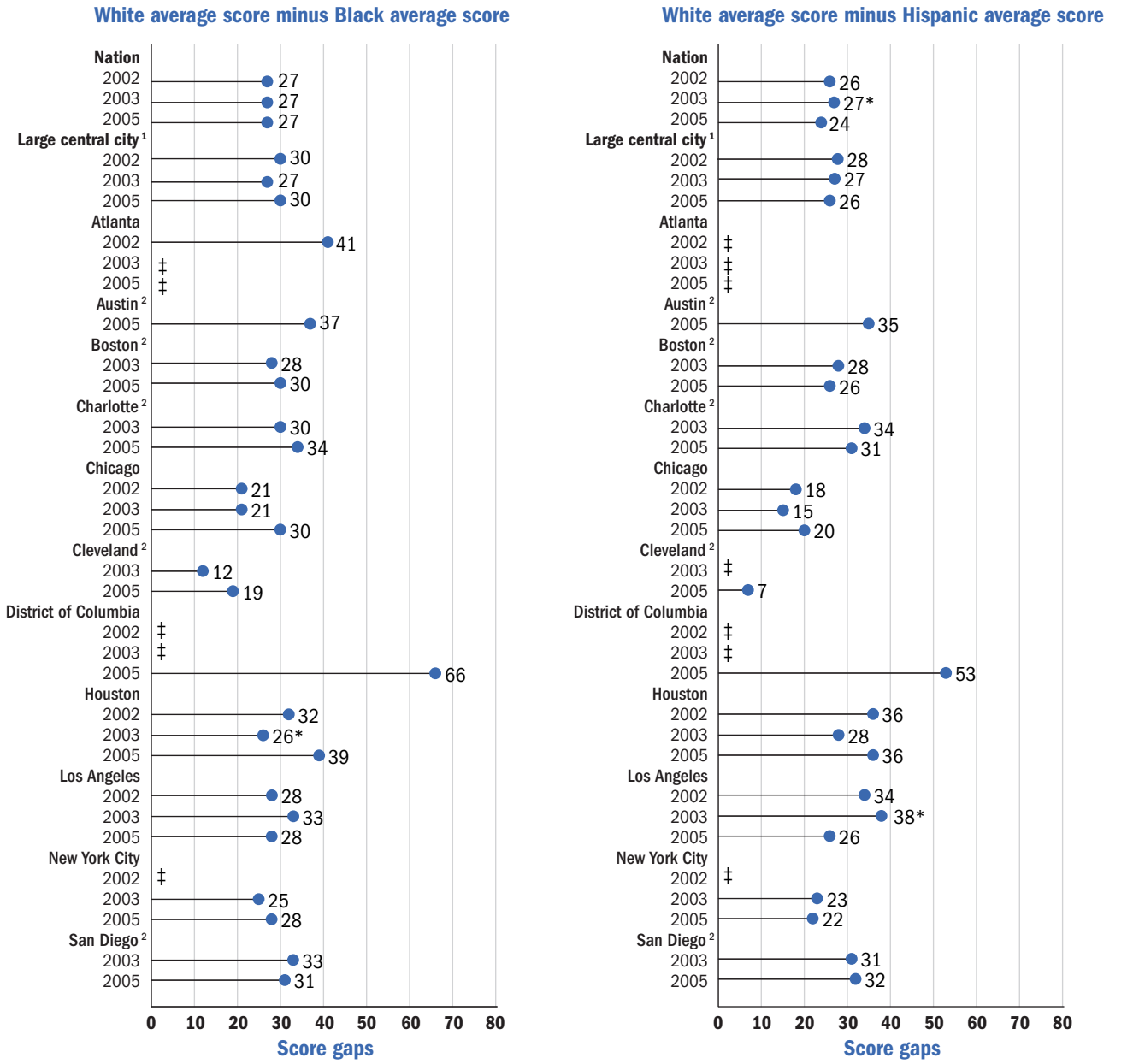
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.

[2] The district did not participate either in 2002 or 2003.

NOTE: Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Figure A-8. Gaps in average reading scores, by race/ethnicity, grade 8 public schools: By urban district, various years, 2002–2005



‡ Reporting standards not met.
* Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
[2] The district did not participate either in 2002 or 2003.
NOTE: Score gaps are calculated based on differences between unrounded average scale scores.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-7. Average scale scores and achievement-level results in reading, by student-reported highest level of education of either parent, grade 8 public schools: By urban district, various years, 2002–2005

District	Average scale score			Percentage of students in each parental education category								
				Below *Basic*			At or above *Basic*			At or above *Proficient*		
	2002	2003	2005	2002	2003	2005	2002	2003	2005	2002	2003	2005
Less than high school												
Nation	247***	245	244*	42***	45	47*	58***	55	53*	14	13	12*
Large central city[1]	241	241	241**	50	50	51**	50	50	49**	10	11	10**
Atlanta	233	236	235	66	57	61	34	43	39	8	7	8
Austin	–	–	241	–	–	54	–	–	46	–	–	13
Boston	–	244	249	–	46	43	–	54	57	–	14	17
Charlotte	–	247	238	–	46	52	–	54	48	–	10	8
Chicago	246	251	243	43	37	48	57	63	52	10	15	11
Cleveland	–	236	241	–	57	51	–	43	49	–	7	9
District of Columbia	240	233	233**	46	61	61	54	39	39	6	5	6
Houston	251	242	244	38	50	44	62	50	56	17	11	11
Los Angeles	234	232	235**	61	60	60**	39	40	40**	7	6	10
New York City	‡	242	245	‡	51	45	‡	49	55	‡	13	8
San Diego	–	241	241	–	51	50	–	49	50	–	10	10
Graduated from high school												
Nation	256***	253***	252*	31***	35***	37*	69***	65***	63*	21***	19	18*
Large central city[1]	246	243	245**	44	48	46**	56	52	54**	13	12	13**
Atlanta	233	232	233*,**	63	61	62*,**	37	39	38*,**	4	5	6*,**
Austin	–	–	249	–	–	41	–	–	59	–	–	18
Boston	–	252	250*	–	39	42	–	61	58	–	19	17
Charlotte	–	246	247	–	47	43	–	53	57	–	15	12
Chicago	246	244	246**	40	46	46**	60	54	54**	9	10	14
Cleveland	–	238	238**	–	55	51**	–	45	49**	–	7	7**
District of Columbia	235	233	232*,**	57	62	63*,**	43	38	37*,**	5	4	6*,**
Houston	242	244	241**	48	46	49**	52	54	51**	9	9	9**
Los Angeles	233	234	240**	61	57	52**	39	43	48**	5	7	10**
New York City	‡	247	249	‡	40	42	‡	60	58	‡	16	16
San Diego	–	248	246	–	41	45	–	59	55	–	16	18
Some education after high school												
Nation	267***	266***	265*	19***	21	23*	81***	79	77*	33	32	31*
Large central city[1]	258	256	258**	30	33	30**	70	67	70**	23	22	24**
Atlanta	241	246	250**	50	44	40**	50	56	60**	8	11	18**
Austin	–	–	260	–	–	28	–	–	72	–	–	24
Boston	–	259	261	–	31	28	–	69	72	–	23	28
Charlotte	–	264	259	–	23	28	–	77	72	–	28	25
Chicago	260	254	258**	24	34	29	76	66	71	20	18	23**
Cleveland	–	252	252**	–	37	37**	–	63	63**	–	16	17**
District of Columbia	247	248	247*,**	43	41	44*,**	57	59	56*,**	12	14	16**
Houston	260	254	253**	25	32	34**	75	68	66**	24	19	20**
Los Angeles	249	245	250*,**	40	45	39**	60	55	61**	17	14	17**
New York City	‡	262	257**	‡	26	33**	‡	74	67**	‡	31	24
San Diego	–	256	262	–	32	27	–	68	73	–	21	30
Graduated from college												
Nation	273***	271	270*	17***	19	20*	83***	81	80*	42***	41	40*
Large central city[1]	261	258	260**	30	33	30**	70	67	70**	31	27	30**
Atlanta	243	245	248*,**	49	48	46*,**	51	52	54*,**	13	16	19*,**
Austin	–	–	274*	–	–	17*	–	–	83*	–	–	46*
Boston	–	260	260**	–	33	34**	–	67	66**	–	31	31**
Charlotte	–	271	269*	–	20	22*	–	80	78*	–	41	40*
Chicago	255	251	253*,**	33	40	36*,**	67	60	64*,**	20	18	21*,**
Cleveland	–	237	241*,**	–	56	52*,**	–	44	48*,**	–	9	11*,**
District of Columbia	247	245	244*,**	45	47	50*,**	55	53	50*,**	15	16	18*,**
Houston	262	255	261**	26	35	28**	74	65	72**	29	22	30**
Los Angeles	251	249	252*,**	40	42	39*,**	60	58	61*,**	21	23	23**
New York City	‡	259	258**	‡	32	33**	‡	68	67**	‡	28	27**
San Diego	–	262	265	–	27	25	–	73	75	–	31	34

– Not available. The district did not participate either in 2002 or 2003.
‡ Reporting standards not met.
* Significantly different from large central city public schools in 2005.
** Significantly different from nation (public schools) in 2005.
*** Significantly different from 2005.
[1] Some of the TUDA districts include a few public schools located outside of large central cities as defined by the Census Bureau (population of 250,000 or more within metropolitan areas). These schools were included in the category of "large central city" in the present report for all years, but were not included in results published in previous reports. As a result, some numbers reported in this report may differ slightly from those reported in earlier ones.
NOTE: Detail may not sum to totals because of rounding. Prior to 2005, parental education questions were presented to students at grade 4, but were not reported because their responses were highly variable. In 2005, parental education questions were not presented to students at grade 4.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Trial Urban District Reading Assessments.

Table A-8. Percentage of students by student-reported highest level of education of either parent, grade 8 public schools: By urban district, 2005

District	Less than high school	Graduated from high school	Some education after high school	Graduated from college	Unknown
Nation	8	18	18	46	11
Large central city	11	18	17	37	17
Atlanta	8	25	18	36	13
Austin	15	15	13	41	15
Boston	9	19	17	36	18
Charlotte	5	14	21	53	8
Chicago	13	19	21	32	16
Cleveland	11	24	18	32	15
District of Columbia	7	26	19	35	13
Houston	20	17	15	29	19
Los Angeles	19	16	13	23	29
New York City	9	15	16	41	19
San Diego	12	13	16	37	22

NOTE: Detail may not sum to totals because of rounding. Parental education questions were not presented to students at grade 4.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Table A-9. Average scale scores and achievement-level results in reading, by students with disabilities who could be assessed, grades 4 and 8 public schools: By urban district, 2005

	SD				Not SD			
		Percentage of SD students				Percentage of not SD students		
District	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	**Average scale score**	Below *Basic*	At or above *Basic*	At or above *Proficient*
Grade 4								
Nation	190*	67*	33*	11*	220*	34*	66*	32*
Large central city	180**	75**	25**	7**	208**	49**	51**	21**
Atlanta	169**	82**	18**	7	203*,**	57*,**	43*,**	18**
Austin	184	73	27	6	219*	36*	64*	30*
Boston	180**	85**	15**	2	213*,**	42*,**	58*,**	19**
Charlotte	194*	64	36	14	225*,**	31*	69*	35*
Chicago	176**	75	25	8	201*,**	58*,**	42*,**	14*,**
Cleveland	‡	‡	‡	‡	198*,**	62*,**	38*,**	10*,**
District of Columbia	154*,**	88*,**	12*,**	3**	195*,**	65*,**	35*,**	12*,**
Houston	187	74	26	7	212**	46**	54**	22**
Los Angeles	161*,**	90*,**	10*,**	2	198*,**	61*,**	39*,**	15*,**
New York City	183**	76**	24**	5**	217*	39*	61*	25*,**
San Diego	180**	75**	25**	6	211**	45**	55**	23**
Grade 8								
Nation	226*	67*	33*	6*	264*	25*	75*	31*
Large central city	213**	79**	21**	3**	254**	36**	64**	22**
Atlanta	203**	89**	11**	1	242*,**	51*,**	49*,**	13*,**
Austin	219	75	25	3	260	32**	68**	29*
Boston	220	79**	21**	1	258*,**	33**	67**	27*,**
Charlotte	216**	76	24	7	264*	26*	74*	32*
Chicago	210**	83**	17**	3	256**	33**	67**	20**
Cleveland	‡	‡	‡	‡	243*,**	48*,**	52*,**	11*,**
District of Columbia	199*,**	91*,**	9*,**	1	243*,**	51*,**	49*,**	13*,**
Houston	210**	82**	18**	4	252*,**	37**	63**	18*,**
Los Angeles	201*,**	89*,**	11*,**	1	243*,**	49*,**	51*,**	14*,**
New York City	213**	82**	18**	2	255**	35**	65**	22**
San Diego	219	74	26	4	257**	33**	67**	25**

‡ Reporting standards not met.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: SD = students with disabilities. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

Table A-10. Average scale scores and achievement-level results in reading, by English language learners who could be assessed, grades 4 and 8 public schools: By urban district, 2005

District	ELL				Non-ELL				Formerly ELL			
		Percentage of ELL students				Percentage of non-ELL students				Percentage of formerly ELL students		
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*
Grade 4												
Nation	187*	73*	27*	7*	220*	34*	66*	32*	217	38	62	26
Large central city	184**	76**	24**	5**	210**	46**	54**	23**	220	35	65	27
Atlanta	‡	‡	‡	‡	201*,**	59*,**	41*,**	17*,**	‡	‡	‡	‡
Austin	189	74	26	5	222*	33*	67*	33*	‡	‡	‡	‡
Boston	190	72	28	5	208**	48**	52**	16*,**	214	42	58	21
Charlotte	198*,**	60*	40*	9	223*	33*	67*	35*	‡	‡	‡	‡
Chicago	175*,**	89*,**	11*,**	2*,**	202*,**	55*,**	45*,**	16*,**	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	197*,**	62*,**	38*,**	10*,**	‡	‡	‡	‡
District of Columbia	177	80	20	4	191*,**	66*,**	34*,**	12*,**	‡	‡	‡	‡
Houston	192*	72	28	6	216*	41**	59**	26**	220	37	63	27
Los Angeles	182**	78**	22**	4	211**	45**	55**	26**	‡	‡	‡	‡
New York City	183	81	19	2	214*,**	41*,**	59*,**	23**	223	32	68	29
San Diego	188	72	28	6	217*	38*	62*	29*	‡	‡	‡	‡
Grade 8												
Nation	224*	71*	29*	4	263*	27*	73*	30*	255	34	66	20
Large central city	221**	75**	25**	3	254**	36**	64**	22**	257	32	68	22
Atlanta	‡	‡	‡	‡	240*,**	54*,**	46*,**	12*,**	‡	‡	‡	‡
Austin	213	84	16	1	262*	29*	71*	30*	‡	‡	‡	‡
Boston	217	79	21	2	259*,**	33**	67**	28*	237*,**	55*,**	45*,**	7*,**
Charlotte	237*	54*	46*	9	261*	29*	71*	31*	‡	‡	‡	‡
Chicago	216	78	22	3	250*,**	39**	61**	18*,**	‡	‡	‡	‡
Cleveland	‡	‡	‡	‡	240*,**	51*,**	49*,**	10*,**	‡	‡	‡	‡
District of Columbia	‡	‡	‡	‡	238*,**	55*,**	45*,**	12*,**	‡	‡	‡	‡
Houston	216**	79	21	3	253**	35**	65**	20**	249*,**	38	62	13*,**
Los Angeles	213*,**	84*,**	16*,**	1**	252**	38**	62**	18**	‡	‡	‡	‡
New York City	216	78	22	2	252**	38**	62**	20**	258	31	69	23
San Diego	219	77	23	1	263*	26*	74*	32*	258	29	71	19

‡ Reporting standards not met.
* Significantly different from large central city public schools.
** Significantly different from nation (public schools).
NOTE: ELL = English language learners. Formerly ELL= students who passed their state's English-language proficiency examination within the past two years. The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Reading Assessment.

National Assessment of Educational Progress

The Nation's Report Card™

Trial Urban District Assessment Reading 2005

February 2006

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