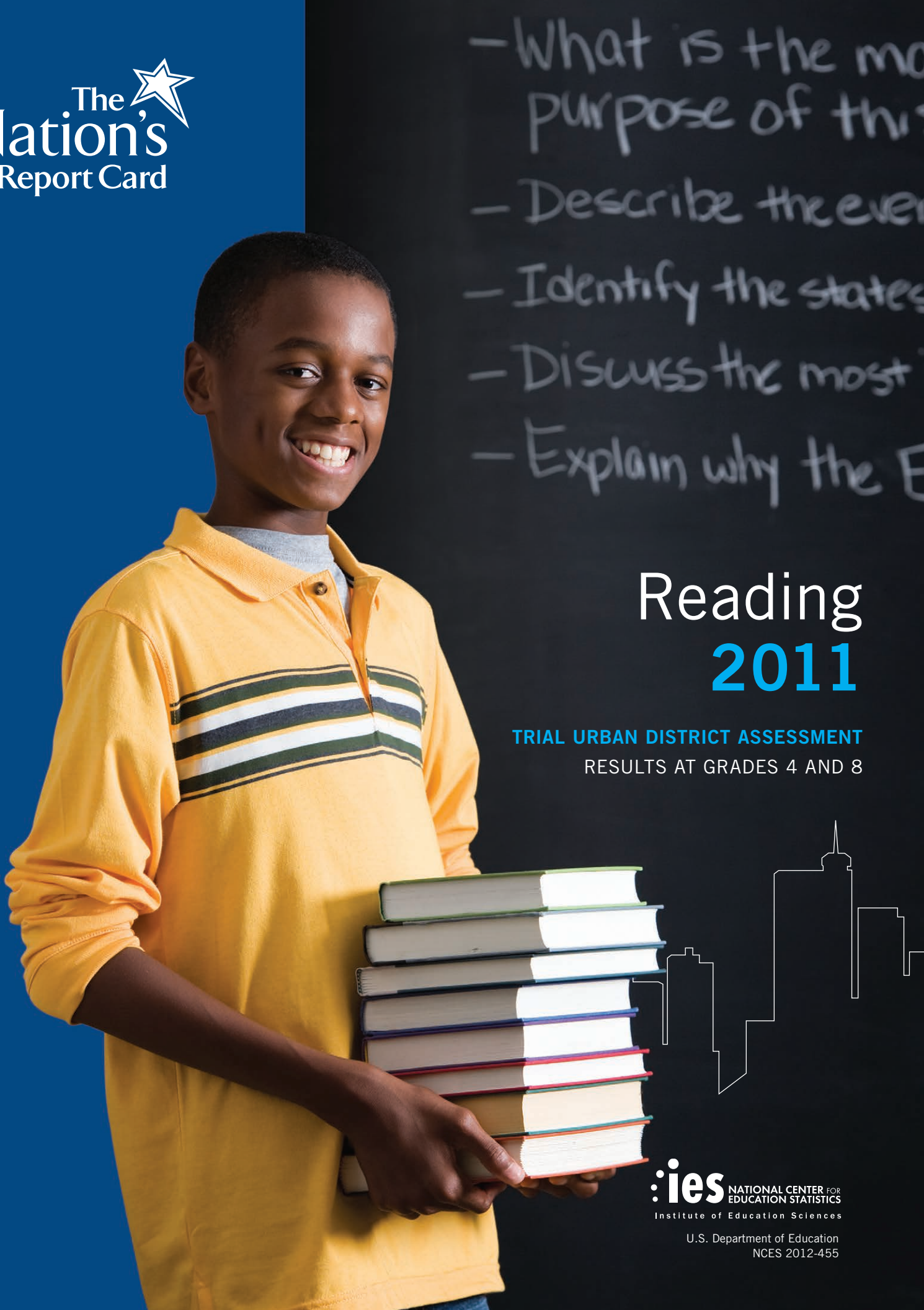
The Nation's Report Card



Reading 2011

TRIAL URBAN DISTRICT ASSESSMENT

RESULTS AT GRADES 4 AND 8

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
NCES 2012-455

Contents

What Is The Nation's Report Card™?

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

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

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

Executive Summary

Representative samples of fourth- and eighth-grade public school students from 21 urban districts participated in the 2011 National Assessment of Educational Progress (NAEP) in reading. Eighteen of the districts participating in the 2011 NAEP Trial Urban District Assessment (TUDA) participated in earlier assessment years, while three districts participated for the first time in 2011. Between 900 and 2,700 students in each district were assessed at grades 4 and 8.

No significant change in scores for most districts compared to 2009

At grade 4, average reading scores did not change significantly from 2009 to 2011 for public school students in the nation, large cities, or any of the 18 urban districts that participated in both years (**figure A**). In comparison to 2002, scores were higher in 2011 for all six of the districts that participated in both years, as well as for large cities and the nation.

At grade 8, average reading scores were higher in 2011 than in 2009 for public school students in the nation and large cities. Charlotte was the only one of the 18 districts participating in both years to have a higher score in 2011 than in 2009. In comparison to 2002, scores were higher in 2011 for three of the five districts that participated in both years, as well as for large cities, even though there was no significant change in the score for the nation.

▲ Higher in 2011.
◆ Not significantly different from 2011.
— District did not participate or did not meet minimum participation guidelines for reporting.

Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. The score-point differences appear within each symbol and are based on the differences between unrounded average scores. A score-point difference preceded by a minus sign (-) indicates that the score was numerically lower in 2011. DCPS = District of Columbia Public Schools.

Figure A. Changes in 2011 NAEP reading average scores from 2002 and 2009 for fourth- and eighth-grade public school students, by jurisdiction

	Grade 4		Grade 8	
Jurisdiction	From 2002	From 2009	From 2002	From 2009
Nation	▲ 3	◆ #	◆ 1	▲ 1
Large city[1]	▲ 9	◆ 1	▲ 4	▲ 2
Atlanta	▲ 16	◆ 2	▲ 17	◆ 3
Austin	—	◆ 3	—	◆ #
Baltimore City	—	◆ -1	—	◆ 1
Boston	—	◆ 2	—	◆ -3
Charlotte	—	◆ #	—	▲ 5
Chicago	▲ 10	◆ 1	◆ 4	◆ 4
Cleveland	—	◆ -1	—	◆ -2
Detroit	—	◆ 4	—	◆ 4
District of Columbia (DCPS)	▲ 11	◆ -2	◆ -3	◆ -3
Fresno	—	◆ -3	—	◆ -2
Houston	▲ 7	◆ 2	▲ 4	◆ 1
Jefferson County (KY)	—	◆ 3	—	◆ 1
Los Angeles	▲ 10	◆ 3	▲ 9	◆ 2
Miami-Dade	—	◆ #	—	◆ -1
Milwaukee	—	◆ -1	—	◆ -3
New York City	▲ 10	◆ #	—	◆ 2
Philadelphia	—	◆ 4	—	◆ #
San Diego	—	◆ 3	—	◆ 2

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2009, and 2011 Reading Assessments.

Both fourth- and eighth-graders in five districts score higher than the average for large cities in 2011

Among the 21 urban districts that participated in the 2011 reading assessment, scores for both fourth- and eighth-graders in 5 districts were higher than the scores for public school students attending schools in large cities (i.e., cities with populations of 250,000 or more) overall. Fourth- and eighth-graders in 9 districts scored lower than the scores for students in large cities.

Differences in average reading scores for public school students in the districts compared to the scores for large cities in 2011

	At both grades		At grade 4 only	At grade 8 only
Higher than large cities	Austin Charlotte Hillsborough County (FL) Jefferson County (Louisville, KY) Miami-Dade		Boston New York City San Diego	
Lower than large cities	Baltimore City Cleveland Dallas Detroit District of Columbia (DCPS)	Fresno Los Angeles Milwaukee Philadelphia	Chicago	Houston

Scores for fourth- and eighth-graders in Albuquerque and Atlanta were not significantly different from the scores for students in large cities.

NOTE: DCPS = District of Columbia Public Schools.

Three districts participated in the NAEP Trial Urban District Assessment for the first time in 2011

- Albuquerque Public Schools
- Dallas Independent School District
- Hillsborough County (FL) Public Schools

Compared to large cities, scores for lower-income students are higher in six districts at grade 4 and four districts at grade 8

When comparing the results for urban districts to results for the nation and large cities, it is important to consider how the demographics of the jurisdictions are different. For example, large cities and participating urban districts differ from the nation in the proportion of students eligible for the National School Lunch Program (an indicator of lower family income). The percentages of students eligible for free/reduced-price school lunch (lower-income students) in the nation in 2011 were 52 percent at grade 4 and 48 percent at grade 8; the percentages of lower-income students in the districts ranged from 51 percent to 100 percent across the two grades.

At grade 4, average scores for both higher- and lower-income students in Charlotte, Hillsborough County, Jefferson County, Miami-Dade, and New York City were higher than the scores for their peers in large cities (**figure B**). The score for lower-income students in Boston was also higher than the score for lower-income students in large cities, although the score for higher-income students in the district was not significantly different from the score for large cities. But not all of the districts where scores for lower-income students were higher than the score for large cities had a smaller score gap between the two groups. The score gap between higher- and lower-income students in Miami-Dade was smaller than the score gap for large cities, while the gaps in the other districts were not significantly different from the gap for large cities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

At grade 8, average scores for both higher- and lower-income students in Charlotte and Hillsborough County were higher than the scores for their peers in large cities. Scores for lower-income students in Miami-Dade and New York City were also higher than the score for lower-income students in large cities, although the scores for higher-income students in those districts were not significantly different from large cities. In all four of the districts, the score gaps between higher- and lower-income students were not significantly different from the gap for large cities.

Figure B. Comparison of district and large city NAEP reading average scores and score gaps for fourth- and eighth-grade public school students, by family income and jurisdiction: 2011

	Grade 4			Grade 8		
Jurisdiction	Higher income	Lower income	Score gap	Higher income	Lower income	Score gap
Nation	234	207	27	275	251	23
Large city[1]	232	204	28	271	248	23
Albuquerque	◆	▼	◆	◆	◆	◆
Atlanta	▲	◆	Larger	◆	◆	◆
Austin	▲	◆	Larger	▲	◆	Larger
Baltimore City	▼	▼	◆	▼	▼	◆
Boston	◆	▲	◆	◆	◆	◆
Charlotte	▲	▲	◆	▲	▲	◆
Chicago	◆	▼	◆	◆	◆	◆
Cleveland	‡	▼	‡	‡	▼	‡
Dallas	◆	◆	◆	▼	◆	◆
Detroit	▼	▼	◆	▼	▼	Smaller
District of Columbia (DCPS)	◆	▼	Larger	▼	▼	Larger
Fresno	◆	▼	Larger	◆	▼	Larger
Hillsborough County (FL)	▲	▲	◆	▲	▲	◆
Houston	▲	◆	◆	◆	◆	◆
Jefferson County (KY)	▲	▲	◆	◆	◆	◆
Los Angeles	◆	▼	◆	◆	▼	◆
Miami-Dade	▲	▲	Smaller	◆	▲	◆
Milwaukee	▼	▼	◆	▼	▼	◆
New York City	▲	▲	◆	◆	▲	◆
Philadelphia	▼	▼	◆	◆	▼	◆
San Diego	▲	◆	Larger	◆	◆	◆

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

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP. Score gaps are calculated based on differences between unrounded average scores. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Introduction

As part of the National Assessment of Educational Progress (NAEP) in reading, results are reported for urban school districts participating in the Trial Urban District Assessment (TUDA). The primary goal of TUDA is to focus attention on urban education and measure educational progress within large urban districts. Twenty-one districts participated in the 2011 reading assessment, three of them for the first time.

The Reading Framework

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject. Frameworks incorporate ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others. The *Reading Framework for the 2011 National Assessment of Educational Progress* describes the types of texts and questions to be included in the assessment, as well as how the questions should be designed and scored. The development of the NAEP reading framework was guided by scientifically based reading research that defines reading as a dynamic cognitive process that involves

- understanding written text;
- developing and interpreting meaning; and
- using meaning as appropriate to the type of text, purpose, and situation.

Types of text

Drawing on an extensive research base, the NAEP reading framework specifies the use of both literary and informational texts in the assessment.

Literary texts include fiction, literary nonfiction, and poetry.

Informational texts include exposition, argumentation and persuasive texts, and procedural texts and documents.

Reading cognitive targets

The term *cognitive target* refers to the mental processes or kinds of thinking that underlie reading comprehension. The framework specifies that the assessment questions measure three cognitive targets for both literary and informational texts.

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

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

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

The proportion of the assessment questions devoted to each of the three cognitive targets varied by grade to reflect the developmental differences of students (**table 1**).

Table 1. Target percentage distribution of NAEP reading questions, by grade and cognitive target: 2011

Cognitive target	Grade 4	Grade 8
Locate and recall	30	20
Integrate and interpret	50	50
Critique and evaluate	20	30

Meaning vocabulary

The framework also calls for a systematic assessment of *meaning vocabulary*. Vocabulary assessment occurs in the context of a particular passage; that is, questions measure students' understanding of the specific word meaning as intended by the author, as well as passage comprehension.

Reading Framework for the 2011 National Assessment of Educational Progress

The complete reading framework for the 2011 assessment is available at http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf and contains detailed information on the content and design of the 2011 reading assessment.

The 2011 reading framework carries forward changes that were made in 2009 to include more emphasis on literary and informational texts, a redefinition of reading cognitive processes, a systemic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Results from special analyses conducted in 2009 determined that, even with these changes to the assessment, results could continue to be compared to those from earlier assessment years.

Assessment Design

The NAEP 2011 reading assessment included a variety of texts. Each text was part of a section that included a mix of approximately 10 multiple-choice and constructed-response questions. At grade 4, the assessment was distributed across 10 sections; at grade 8, it was distributed across 13 sections. Each student read passages and responded to questions in two 25-minute sections.

The distribution of literary and informational texts for each grade reflects the kinds of texts that students read across the curriculum. About 50 percent of the texts used in the grade 4 assessment were literary, and 50 percent were informational. At grade 8, literary texts made up about 45 percent of the assessment, and informational texts made up 55 percent. One passage from the assessment for each grade is presented in this report, along with examples of questions that accompanied the passage. Additional passages and the questions associated with them can be viewed on the Web at http://nces.ed.gov/nationsreportcard/itmrlsx/default.aspx.

SOURCE: U.S. Department of Education, National Assessment Governing Board, Reading Framework for the 2011 National Assessment of Educational Progress (NAEP), 2010.

Explore Additional Results

Not all of the results from the NAEP reading assessment are presented in this report. Additional results can be found on the Nation's Report Card website at http://nationsreportcard.gov/reading_2011/ and in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Reporting NAEP Results

The urban school districts participating in the TUDA assessment all have a population of 250,000 or more and a majority of students who are Black, Hispanic, or eligible for participation in the National School Lunch Program (or other appropriate indicator of poverty). Additional information about district eligibility requirements and selection procedures can be found on the Governing Board's website at http://www.nagb.org/policies/PoliciesPDFs/Program%20Administration/Trial%20Urban%20District%20Assessment%20Policy.pdf.

The 2011 reading assessment results are reported for public school students in 21 districts. The following 18 districts participated in 2011, as well as in at least one of five earlier assessments:

Atlanta Public Schools
Austin Independent School District
Baltimore City Public Schools
Boston Public Schools
Charlotte-Mecklenburg Schools
Chicago Public Schools
Cleveland Metropolitan School District
Detroit Public Schools
District of Columbia Public Schools
Fresno Unified School District
Houston Independent School District
Jefferson County Public Schools (Louisville, KY)
Los Angeles Unified School District
Miami-Dade County Public Schools
Milwaukee Public Schools
New York City Department of Education
San Diego Unified School District
School District of Philadelphia

The following three districts participated for the first time in 2011:

Albuquerque Public Schools
Dallas Independent School District
Hillsborough County (FL) Public Schools

Representative samples of between 1,200 and 2,700 fourth-graders and between 900 and 2,400 eighth-graders were assessed in each district. (See appendix **table A-1** for the number of participating schools and the number of students assessed in each district.) Some charter schools that operate within the geographic boundaries of a school district are independent of the district and are not included in the district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act. Beginning in 2009, charter schools of this type are no longer included in the results for TUDA districts as they had been in past NAEP assessments.

Scale scores

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

In addition to reporting an overall reading score for each grade, scores are reported at five percentiles to show trends in results for students performing at lower (10th and 25th percentiles), middle (50th percentile), and higher (75th and 90th percentiles) levels (see appendix **table A-9**).

Achievement levels

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

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

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

Advanced represents superior performance.

As provided by law, 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. The NAEP achievement levels have been widely used by national and state officials.

Interpreting the Results

Differences in performance over time and between student groups

The performance of students in each urban district is compared to the performance of public school students in the nation and in large cities (i.e., cities with populations of 250,000 or more). The comparison to the nation's large cities is made because students in these cities represent a peer group with characteristics that are more similar to the characteristics of students in the 21 TUDA districts. Comparisons in performance over time are made for those districts that participated in earlier assessment years.

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

A score that is significantly higher or lower in comparison to an earlier assessment year is reliable evidence that student performance has changed. However, NAEP is not designed to identify the causes of these changes. Although comparisons are made in students' performance based on demographic characteristics, the results cannot be used to establish a cause-and-effect relationship between student characteristics and achievement. Many factors may influence student achievement, including, but not limited to, educational policies and practices, available resources, student mobility, and the demographic characteristics of the student body. Such factors may change over time and vary among student groups.

Accommodations and exclusions in NAEP

It is important to assess all selected students from the population, including students with disabilities (SD) and English language learners (ELL). To accomplish this goal, many of the same accommodations that students use on other tests (e.g., extra testing time or individual rather than group administration) are provided for SD and ELL students participating in NAEP.
Due to differences between state and NAEP policies, accommodations allowed can vary between NAEP and state assessments. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions because decoding words is part of what the NAEP reading assessment is measuring.

Even with the availability of accommodations, some students may still be excluded. Differences in student populations and in state policies and practices for identifying and including SD and ELL students should be considered when comparing variations in exclusion and accommodation rates. Districts also vary in their proportions of special-needs students (especially ELL students). While the effect of exclusion is not precisely known, comparisons of performance results could be affected if exclusion rates are markedly different among districts or vary widely over time.

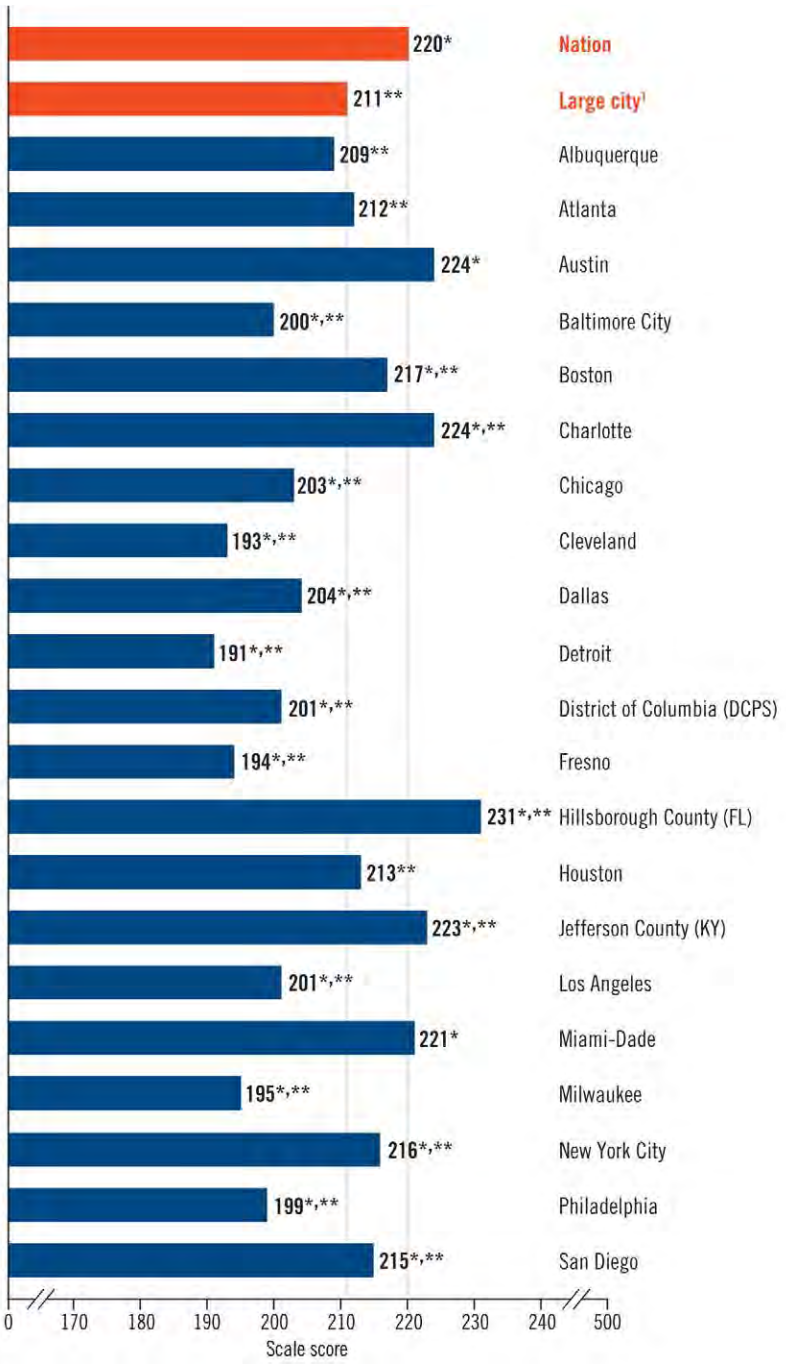
The National Assessment Governing Board has been exploring ways to reduce variation in exclusion rates for SD and ELL students across states and districts. See the section in this report on NAEP inclusion for more information about the Governing Board's new policy on inclusion.

Three districts score higher than the national average and large cities overall

In 2011, the average reading score for fourth-graders attending public schools in large cities overall was 9 points lower than the score for public school students in the nation (**figure 1**). Scores for 3 of the 21 participating districts were higher than the scores for both the nation and large cities, and scores for 10 districts were lower than both the nation and large cities.

- Scores for Charlotte, Hillsborough County, and Jefferson County were higher than the scores for both the nation and large cities.
- Scores for Austin and Miami-Dade were not significantly different from the score for the nation but were higher than the score for large cities.
- Scores for Boston, New York City, and San Diego were lower than the score for the nation but higher than the score for large cities.
- Scores for Albuquerque, Atlanta, and Houston were lower than the nation but not significantly different from large cities.
- Scores were lower than both the nation and large cities in Baltimore City, Chicago, Cleveland, Dallas, Detroit, the District of Columbia, Fresno, Los Angeles, Milwaukee, and Philadelphia.

Figure 1. Average scores in NAEP reading for fourth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

All six districts participating in 2002 score higher in 2011

Eighteen of the 21 districts that participated in the 2011 reading assessment participated in 2009, and 6 districts participated in the first TUDA assessment in 2002. The results from earlier assessments make it possible to examine how the performance for students overall and for student groups in those districts has changed over time. Some of the results summarized here are provided in more detail in the profiles for each district presented later in this report.

In comparison to 2002, average reading scores were higher in 2011 for fourth-graders in the nation and in large cities (**figure 2**). Scores were also higher in 2011 than in 2002 for all six of the districts that participated in both years.

In comparison to 2009, average reading scores did not change significantly in 2011 for students in the nation, large cities, or any of the 18 participating districts.

Figure 2. Changes in 2011 NAEP reading average scores from 2002 and 2009 for fourth-grade public school students, by jurisdiction

Jurisdiction	Change in average score	
	From 2002	From 2009
Nation	▲	◆
Large city[1]	▲	◆
Atlanta	▲	◆
Austin	—	◆
Baltimore City	—	◆
Boston	—	◆
Charlotte	—	◆
Chicago	▲	◆
Cleveland	—	◆
Detroit	—	◆
District of Columbia (DCPS)	▲	◆
Fresno	—	◆
Houston	▲	◆
Jefferson County (KY)	—	◆
Los Angeles	▲	◆
Miami-Dade	—	◆
Milwaukee	—	◆
New York City	▲	◆
Philadelphia	—	◆
San Diego	—	◆

▲ Higher in 2011.
◆ Not significantly different from 2011.
— District did not participate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. DCPS = District of Columbia Public Schools.

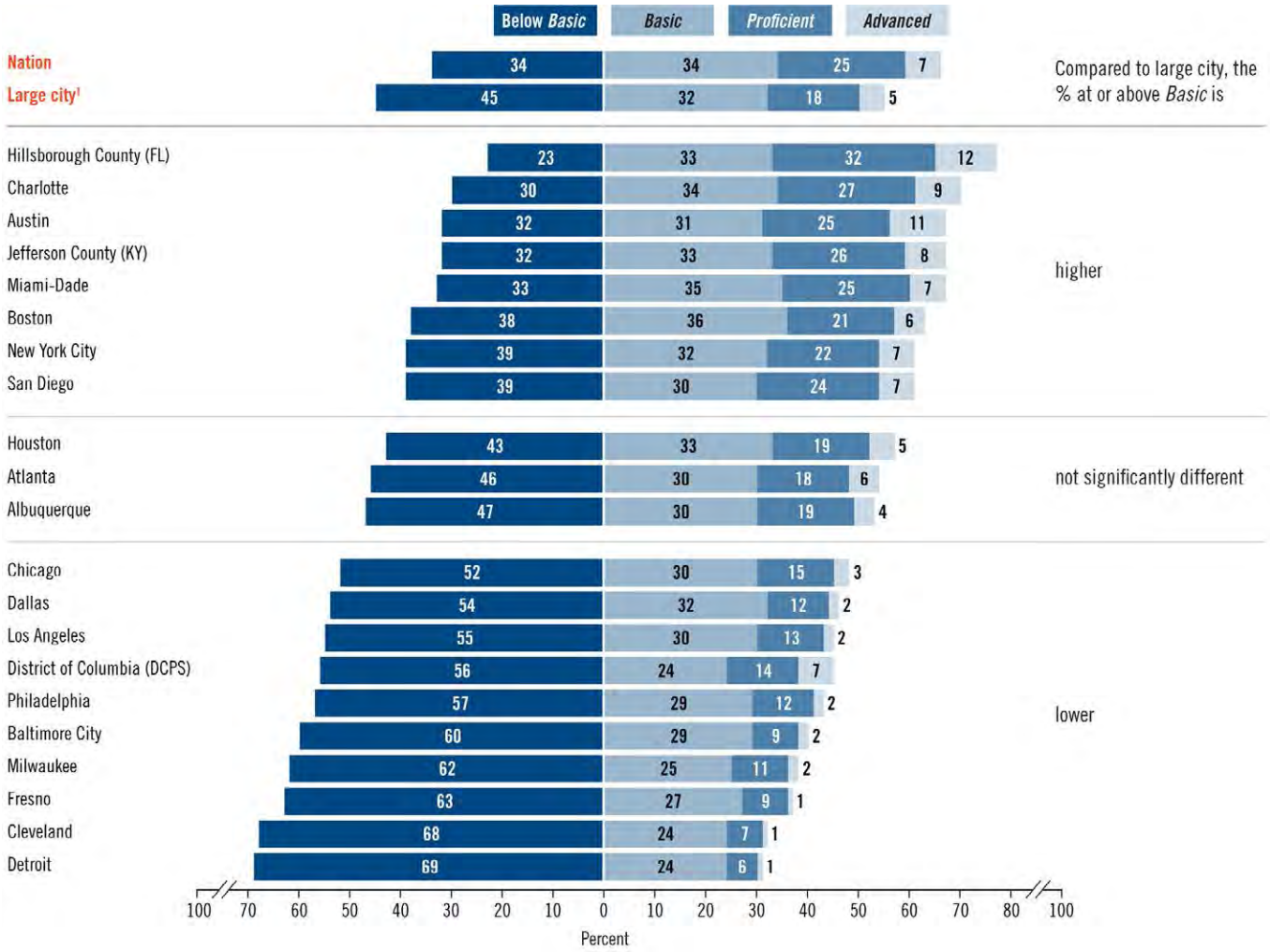
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2009, and 2011 Reading Assessments.

Districts show range of knowledge and skills

Among the 21 districts that participated in the 2011 assessment, the percentages of students performing at or above the *Basic* level ranged from 31 percent in Detroit to 77 percent in Hillsborough County (**figure 3**). All of the districts had some students performing at or above the *Proficient* level in 2011.

The eight districts where average scores were higher than the score for large cities overall also had higher percentages of students at or above *Basic*. The same 10 districts that scored lower than large cities overall had lower percentages of students at or above *Basic*. The percentages of students at or above *Basic* in Albuquerque, Atlanta, and Houston were not significantly different from the percentage for large cities.

Figure 3. Achievement-level results in NAEP reading for fourth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Percentages of students at both *Proficient* and *Advanced* higher than in 2002 for three districts

The percentages of students performing below the *Basic* level were lower in 2011 than in 2002 for the nation, large cities, and all six of the districts that participated in both years (**figure 4**). Atlanta, Chicago, and the District of Columbia had higher percentages of students at *Proficient* and *Advanced* in 2011 than in 2002, and the percentages of students at *Proficient* were also higher in Los Angeles and New York City.

Although not shown in the figure, there were no significant changes from 2009 to 2011 in the percentages of students performing at any of the achievement levels in the 18 districts that participated in both years.

Figure 4. Changes in 2011 NAEP reading achievement-level percentages from 2002 for fourth-grade public school students, by jurisdiction

	Change in achievement-level percentages			
Jurisdiction	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
Nation	▼ 4	▲ 1	▲ 2	▲ 1
Large city[1]	▼ 11	▲ 4	▲ 4	▲ 2
Atlanta	▼ 18	▲ 6	▲ 9	▲ 3
Chicago	▼ 14	▲ 7	▲ 6	▲ 1
District of Columbia (DCPS)	▼ 13	◆ 2	▲ 6	▲ 5
Houston	▼ 9	◆ 3	◆ 4	◆ 2
Los Angeles	▼ 12	▲ 8	▲ 4	◆ #
New York City	▼ 14	◆ 4	▲ 8	◆ 2

▲ Higher in 2011.
▼ Lower in 2011.
◆ Not significantly different from 2011.

Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. The percentage differences appear within each symbol and are based on the differences between unrounded percentages.
DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2011 Reading Assessments.

Districts vary in demographic makeup

When comparing the results for urban districts to results for the nation and large cities, it is important to consider differences in demographic makeup. In the nation, the percentage of White fourth-graders was higher than the combined percentage of Black and Hispanic students in 2011. However, the opposite was true for large cities overall and for all but one of the 21 participating districts (**table 2**). Jefferson County was the only district where the percentage of White students was higher than the combined percentage of Black and Hispanic students.

Large cities and districts also differed from the nation in the proportion of students eligible for the National School Lunch Program (NSLP), an indicator of lower family income (see the Technical Notes for more information on eligibility criteria). Fifty-two percent of fourth-graders were eligible for free/reduced-price school lunch nationally compared to 73 percent in large cities. Charlotte was the only participating district where the percentage of eligible students was not significantly different from the percentage for the nation. The percentages of eligible students in the other districts were all higher than the nation—ranging from 57 percent in Hillsborough County to 100 percent in Cleveland, where all students were categorized as eligible.

Table 2. Selected characteristics of fourth-grade public school students in NAEP reading, by jurisdiction: 2011

			Percentage of students						
Jurisdiction	Number of fourth-graders	Number of students assessed	White	Black	Hispanic	Asian	Eligible for free/ reduced-price school lunch	Students with disabilities	English language learners
Nation	3,614,000	202,900	52	16	23	5	52	11	11
Large city[1]	602,000	50,800	20	27	42	8	73	11	21
Albuquerque	7,000	1,700	24	2	64	3	65	12	17
Atlanta	4,000	1,900	15	77	5	1	75	6	1
Austin	7,000	1,600	29	8	58	3	60	7	28
Baltimore City	6,000	1,300	8	89	2	1	88	4	1
Boston	4,000	1,700	12	35	43	8	80	17	35
Charlotte	11,000	1,800	35	38	18	5	52	9	11
Chicago	29,000	2,500	9	42	44	4	88	14	16
Cleveland	3,000	1,300	15	67	14	1	100[2]	18	6
Dallas	13,000	1,500	6	27	67	#	91	5	42
Detroit	5,000	1,200	3	85	11	#	87	9	12
District of Columbia (DCPS)	3,000	1,500	10	72	15	2	72	13	7
Fresno	6,000	1,900	12	9	65	12	93	8	30
Hillsborough County (FL)	15,000	1,700	37	20	35	3	57	15	16
Houston	16,000	2,400	9	27	60	3	80	5	31
Jefferson County (KY)	8,000	1,800	54	36	5	3	61	9	1
Los Angeles	44,000	2,400	9	10	75	5	83	10	33
Miami-Dade	24,000	2,700	7	25	66	1	74	10	15
Milwaukee	5,000	1,400	16	51	26	7	83	18	15
New York City	71,000	2,500	15	29	37	19	90	16	16
Philadelphia	12,000	1,600	13	58	21	6	90	13	7
San Diego	9,000	1,700	23	12	44	15	65	8	36

Rounds to zero.

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

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

NOTE: The number of fourth-graders is rounded to the nearest 1,000. The number of students assessed is rounded to the nearest 100. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. The race/ethnicity categories listed may not sum to 100 percent because results are not shown for all racial/ethnic groups. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Large cities overall and some of the participating districts had higher percentages of English language learners (ELL) than the nation. The percentages of ELL students in Austin, Boston, Dallas, Fresno, Houston, Los Angeles, and San Diego were higher than the percentages in both the nation and large cities.

Although the data are not shown here, the proportions of students in these groups have also changed over time in some districts (see appendix **tables A-2, A-4,** and **A-8**). For example, among the six districts that participated in both 2002 and 2011, Atlanta, the District of Columbia, and Houston had smaller percentages of Black students in 2011 than in 2002. In the District of Columbia and Houston, the percentages of Hispanic students were larger in 2011 than in 2002. The percentages of students eligible for NSLP in Charlotte, the District of Columbia, and Houston were larger in 2011 than in 2003. The percentages of ELL students were larger in 2011 than in 2002 in the District of Columbia and New York City, and smaller in Los Angeles.

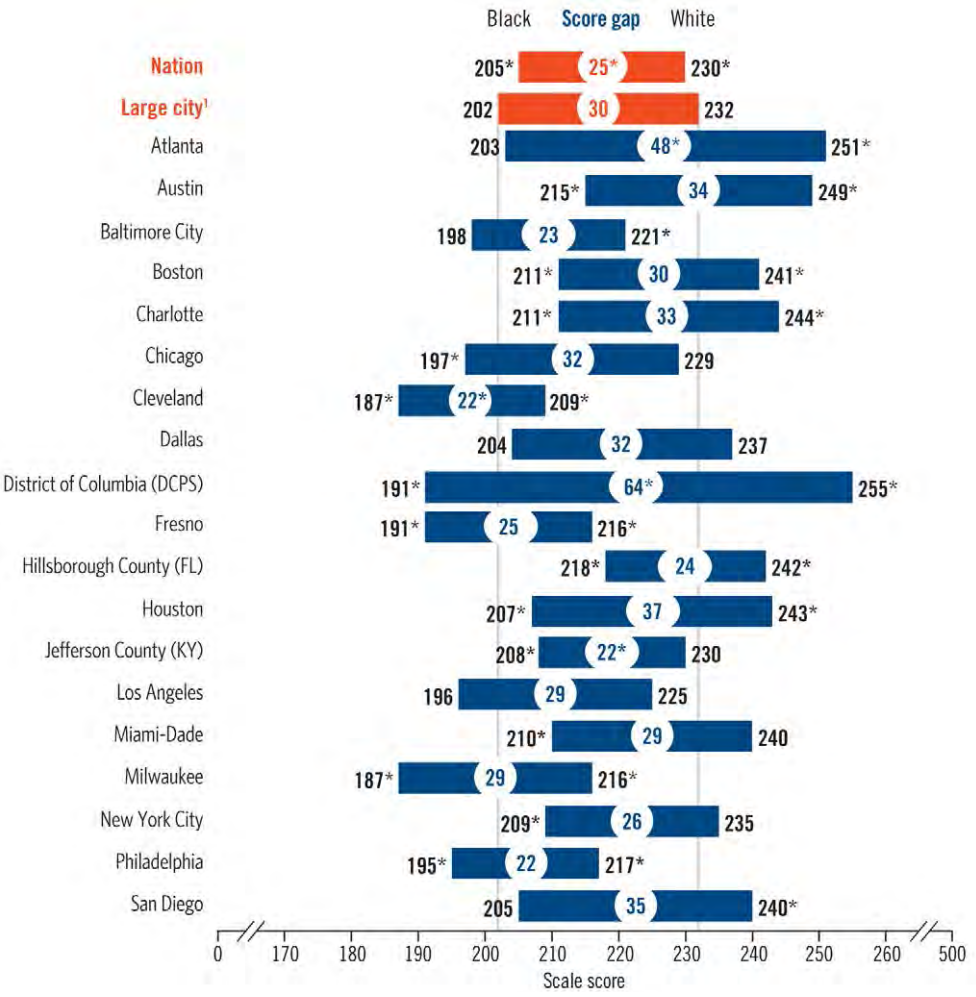
Compared to large cities, White – Black score gaps smaller in two districts and larger in two districts

Additional insight into the overall performance of participating districts can be obtained by examining how differences in the performance of student groups in the districts compare to differences in the performance of those groups in large cities. In 2011, the 30-point score gap between White and Black fourth-graders in large cities was larger than the 25-point White – Black score gap for the nation (**figure 5**). The White – Black score gaps in the districts ranged from 22 points in Cleveland, Jefferson County, and Philadelphia to 64 points in the District of Columbia. (Note that sample sizes were too small to report results for Black students in Albuquerque and White students in Detroit.)

White – Black score gaps in Cleveland and Jefferson County were smaller than the score gap for large cities. In Jefferson County, the score for Black students was higher than the score for Black students in large cities, and the score for White students was not significantly different from their peers in large cities. In Cleveland, the scores for both White and Black students were lower than the scores for their peers in large cities.

White – Black score gaps in Atlanta and the District of Columbia were larger than the score gap for large cities. In the District of Columbia, the score for White students was higher than the score for White students in large cities, and the score for Black students was lower than the score for large cities. In Atlanta, the score for White students was higher than the score for large cities, and the score for Black students was not significantly different from the score for their peers in large cities.

Figure 5. Average scores and score gaps in NAEP reading for White and Black fourth-grade public school students, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. Sample sizes were insufficient to permit reliable estimates for Black students in Albuquerque and for White students in Detroit, so results are not shown for these districts.
DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

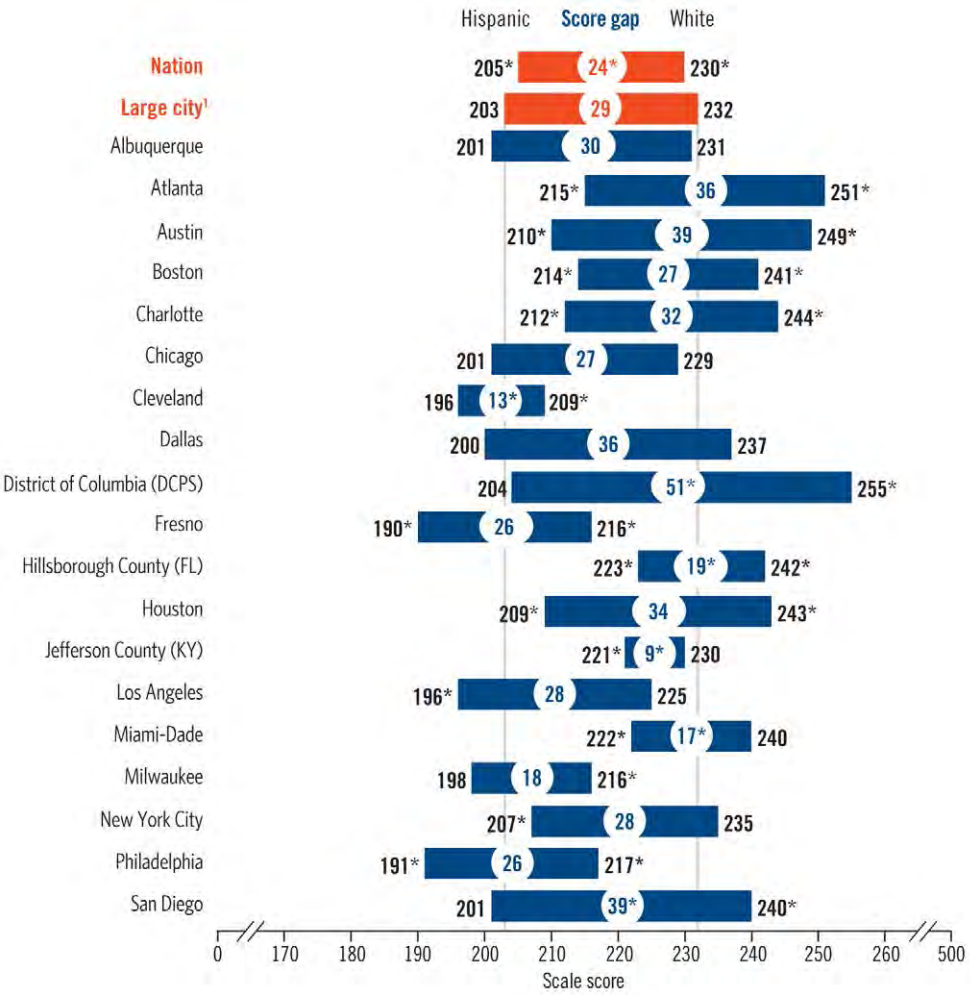
In comparison to large cities, White – Hispanic score gaps are smaller in four districts and larger in two districts

White fourth-graders in large cities scored 29 points higher on average than Hispanic fourth-graders, which was larger than the 24-point White – Hispanic score gap for the nation (**figure 6**). The White – Hispanic score gaps in the districts ranged from 9 points in Jefferson County to 51 points in the District of Columbia. (Note that sample sizes were too small to report results for Hispanic students in Baltimore City and White students in Detroit.)

White – Hispanic score gaps in Cleveland, Hillsborough County, Jefferson County, and Miami-Dade were smaller than the score gap for large cities. In Hillsborough County, scores for both White and Hispanic students were higher in comparison to the scores for their peers in large cities. In Jefferson County and Miami-Dade, scores for Hispanic students were higher compared to large cities, and the scores for White students in these districts were not significantly different from the score for large cities. In Cleveland, the score for White students was lower than the score for White students in large cities, and the score for Hispanic students in the district was not significantly different from the score for large cities.

White – Hispanic score gaps in the District of Columbia and San Diego were larger than the score gap for large cities. In both districts, scores for White students were higher than the score for White students in large cities, and scores for Hispanic students were not significantly different from large cities.

Figure 6. Average scores and score gaps in NAEP reading for White and Hispanic fourth-grade public school students, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: White excludes students of Hispanic origin. Hispanic includes Latino. Score gaps are calculated based on differences between unrounded average scores. Sample sizes were insufficient to permit reliable estimates for Hispanic students in Baltimore City and for White students in Detroit, so results are not shown for these districts. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Both Black and Hispanic students in one district score higher than in 2002

Scores for White, Black, and Hispanic fourth-graders in the nation were higher in 2011 than in 2002, and the White – Black score gap narrowed in comparison to 2002 (**figure 7**). Scores for all three racial/ethnic groups in large cities were also higher in 2011 than in 2002; however, there were no significant changes in the score gaps.

Scores were higher in 2011 than in 2002 for Black and Hispanic students in Chicago. Among the other five districts that participated in both years, scores were higher in 2011 for Black students in Atlanta and New York City, and for Hispanic students in the District of Columbia and Los Angeles. Even with the higher scores for some racial/ethnic groups, the White – Black and the White – Hispanic score gaps did not change significantly in any of the districts.

Although score changes from 2009 to 2011 are not shown in the figure, the White – Black score gap in Boston widened from 20 points in 2009 to 30 points in 2011. There were no significant changes in the White – Black score gaps for the remaining districts in 2011 compared to 2009.

Figure 7. Changes between 2002 and 2011 NAEP reading average scores and score gaps for fourth-grade public school students, by selected racial/ethnic groups and jurisdiction

		Race/ethnicity			Score gap	
Jurisdiction	All students	White	Black	Hispanic	White – Black	White – Hispanic
Nation	▲	▲	▲	▲	Narrowed	♦
Large city[1]	▲	▲	▲	▲	♦	♦
Atlanta	▲	♦	▲	‡	♦	‡
Chicago	▲	♦	▲	▲	♦	♦
District of Columbia (DCPS)	▲	♦	♦	▲	♦	♦
Houston	▲	♦	♦	♦	♦	♦
Los Angeles	▲	♦	♦	▲	♦	♦
New York City	▲	♦	▲	♦	♦	♦

▲ Higher in 2011.

♦ Not significantly different from 2011.

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

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Included in the overall results but not shown separately are students whose race/ethnicity was Asian/Pacific Islander, American Indian/Alaska Native, unclassified, or two or more races. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2011 Reading Assessments.

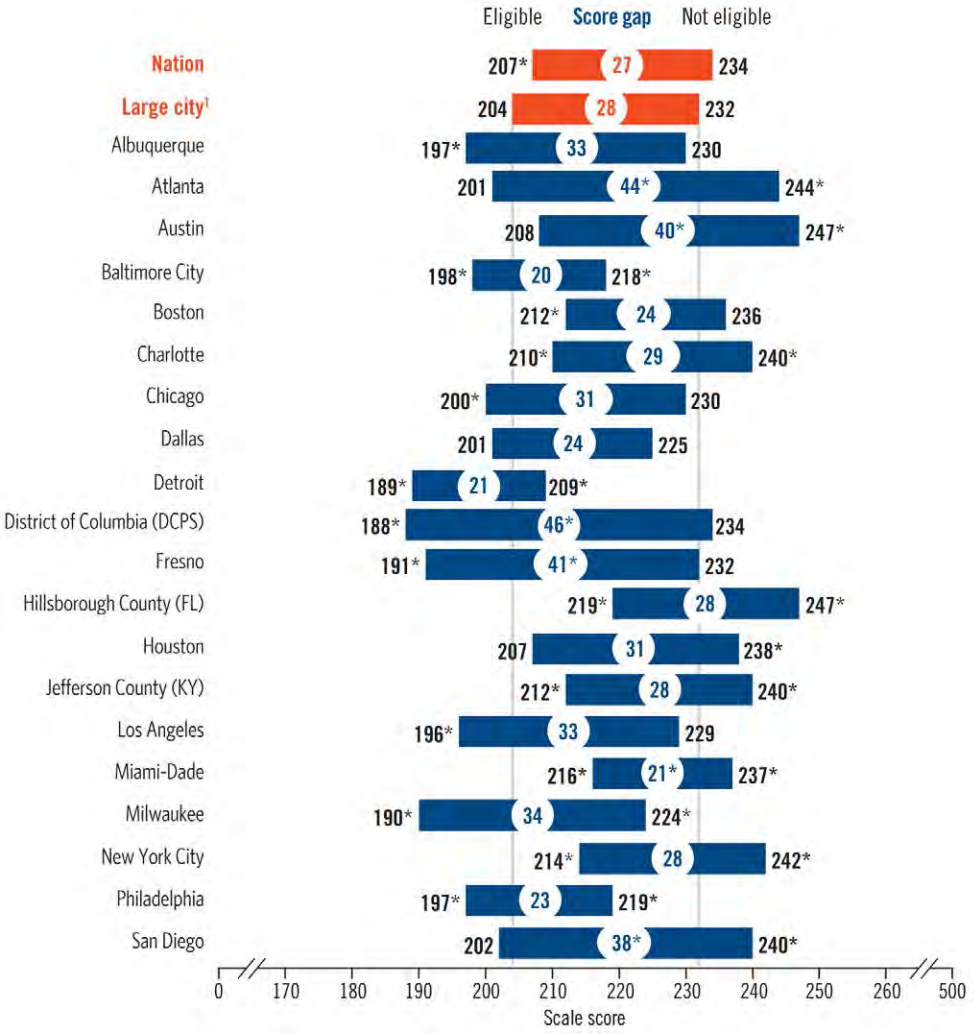
In comparison to large cities, score gaps between higher- and lower-income students smaller in one district and larger in five districts

In 2011, the 28-point score gap between fourth-graders in large cities who were not eligible for NSLP (higher-income students) and those who were eligible (lower-income students) was not significantly different from the 27-point score gap for students in the nation (**figure 8**). The score gaps between higher- and lower-income students in the districts ranged from 20 points in Baltimore City to 46 points in the District of Columbia.

Miami-Dade was the only district to have a smaller score gap between higher- and lower-income students in comparison to the score gap for large cities overall. The scores for both higher- and lower-income students in Miami-Dade were higher than the scores for their peers in large cities.

The score gaps between higher-and lower-income students in Atlanta, Austin, the District of Columbia, Fresno, and San Diego were larger than the score gap for these students in large cities overall. In the District of Columbia and Fresno, the scores for lower-income students were lower than the score for lower-income students in large cities, and the scores for higher-income students were not significantly different from large cities. In Atlanta, Austin, and San Diego, the scores for lower-income students were not significantly different from the score for large cities, and the scores for higher-income students were higher than the score for large cities.

Figure 8. Average scores and score gaps in NAEP reading for fourth-grade public school students eligible and not eligible for free/reduced-price school lunch, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Score gaps are calculated based on differences between unrounded average scores. In Cleveland, all students were categorized as eligible for the National School Lunch Program (NSLP). Therefore, a score gap comparison between students eligible and not eligible for NSLP could not be shown for this district. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Both higher- and lower-income students in five districts score higher than in 2003

Scores for higher- and lower-income students in the nation and large cities were higher in 2011 than in 2003;[1] however, there were no significant changes in the score gaps for these groups (**figure 9**).

Average scores were higher in 2011 than in 2003 for both higher- and lower-income students in Boston, Charlotte, the District of Columbia, Houston, and San Diego. In Atlanta, Chicago, Los Angeles, and New York City, scores for lower-income students were higher than in 2003, while scores for higher-income students did not change significantly. Even with higher scores in 2011 for lower-income students in most of the participating districts, none of the districts had a smaller score gap between higher- and lower-income students than in 2003, and gaps widened in the District of Columbia, Houston, and San Diego.

Although not shown in the figure, there were some changes from 2009 to 2011 in the score gaps between higher- and lower-income students. The score gap widened in Detroit, where the score for higher-income students was higher in 2011, but there was no significant change in the score for lower-income students. The score gap also widened in the District of Columbia, although changes in the scores for higher- and lower-income students were not statistically significant (see the results presented in the District Profiles later in this report).

[1] Because of the improved quality of data on students' eligibility for NSLP in more recent assessment years, results are only compared back to 2003.

Figure 9. Changes between 2003 and 2011 NAEP reading average scores and score gaps for fourth-grade public school students, by eligibility for free/reduced-price school lunch and jurisdiction

Jurisdiction	All students	Eligibility for free/reduced-price school lunch: Not eligible	Eligibility for free/reduced-price school lunch: Eligible	Score gap: Not eligible – Eligible
Large city[1]	▲	▲	▲	◆
Boston	▲	▲	▲	◆
Chicago	▲	◆	▲	◆
District of Columbia (DCPS)	▲	▲	▲	Widened
Los Angeles	▲	◆	▲	◆
San Diego	▲	▲	▲	Widened

▲ Higher in 2011.

◆ Not significantly different from 2011.

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

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Included in the overall results but not shown separately are students whose eligibility status for the National School Lunch Program was not available. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2011 Reading Assessments.

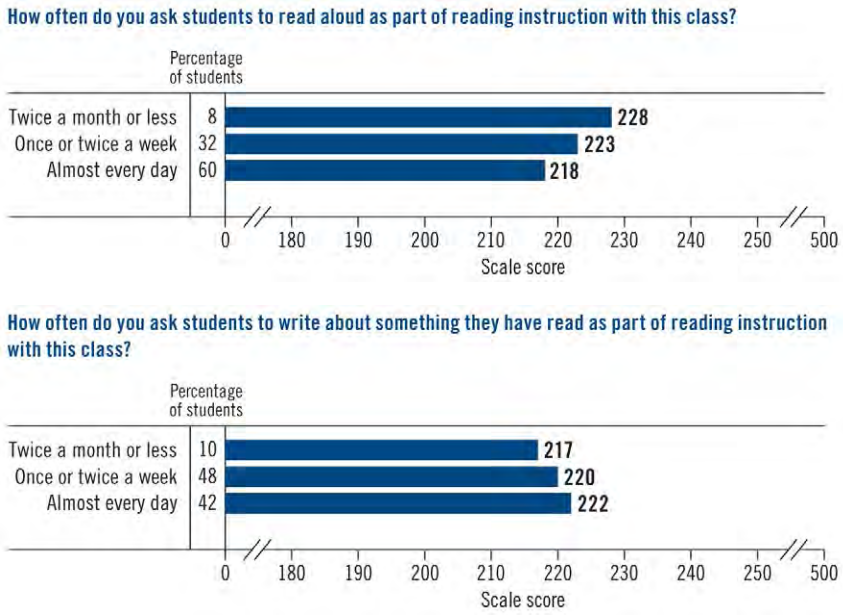
Districts vary in the extent to which teachers report engaging in some reading activities

As part of the 2011 fourth-grade NAEP assessment, questionnaires were completed by the teachers of participating students. Teachers were asked questions about their background, education, and training, and about classroom organization and instruction. Teachers' responses to these questions help provide some additional context for interpreting district results. Although the information was provided by teachers, the results are reported as the percentages of students whose teachers provided a particular response.

A series of questions asked teachers how often they engaged students in certain activities as part of their reading instruction, such as asking students to read aloud or write about something they had read. Teachers selected one of four responses for each of these questions: "never or hardly ever," "once or twice a month," "once or twice a week," or "almost every day." Because relatively few students (1 or 2 percent of public school students in the nation) had teachers who reported never or hardly ever doing each of the two selected activities, the data for responses indicating "never or hardly ever" and "once or twice a month" were combined to create a category for "twice a month or less."

For public school students in the nation, those whose teachers had them read aloud more frequently scored lower on average than those whose teachers reported doing so less frequently (**figure 10**). The opposite was true for writing about something they had read, where scores for students whose teachers reported having them write more frequently were higher than those whose teachers did so less frequently.

Figure 10. Percentage of public school students and average scores in fourth-grade NAEP reading, by teachers' responses to questions about how often they asked students to engage in certain activities as part of reading instruction: 2011



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), 2011 Reading Assessment.

The percentage of students whose teachers reported having them read aloud almost every day was higher for students in large cities than for students nationally (**table 3**). Among the 21 participating districts, the percentages of students whose teachers asked them to read aloud almost every day ranged from 38 percent in San Diego to 83 percent in Los Angeles.

The percentage of students whose teachers reported asking them to write about something they had read almost every day was higher for students in large cities than for students nationally. In the participating districts, percentages of students whose teachers asked them to write about something they had read almost every day ranged from 27 percent in Fresno to 81 percent in New York City.

Table 3. Percentage of public school students assessed in fourth-grade NAEP reading, by selected teachers' responses to questions about how often they asked students to engage in certain activities as part of reading instruction and jurisdiction: 2011

Jurisdiction	Read aloud		Write about something they have read	
	Twice a month or less	Almost every day	Twice a month or less	Almost every day
Nation	8	60	10	42
Large city[1]	8	65	7	52
Albuquerque	3	66	5	47
Atlanta	5	59	8	43
Austin	13	52	5	56
Baltimore City	2	80	6	57
Boston	8	53	3	67
Charlotte	4	73	2	59
Chicago	7	65	2	56
Cleveland	1	66	6	53
Dallas	3	69	9	48
Detroit	#	67	12	41
District of Columbia (DCPS)	6	71	4	63
Fresno	4	66	12	27
Hillsborough County (FL)	14	43	6	51
Houston	3	68	12	39
Jefferson County (KY)	13	47	6	53
Los Angeles	#	83	5	38
Miami-Dade	1	78	5	49
Milwaukee	3	81	7	55
New York City	16	56	2	81
Philadelphia	8	64	3	62
San Diego	22	38	11	55

Rounds to zero

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

NOTE: Results are not shown for all response categories. DCPS = District of Columbia Public Schools.

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Explore Additional Results

Results for other background questions from the fourth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Assessment Content at Grade 4

This section presents NAEP achievement levels outlining expectations for students' reading comprehension and provides examples of what students performing at different levels were able to do. In addition, one passage and several questions from the 2011 reading assessment provide insight into the kinds of texts students read and the kinds of questions they responded to.

Reading Achievement-Level Descriptions for Grade 4

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

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

Basic (208)

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

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

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

Proficient (238)

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

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

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

Advanced (268)

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

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

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

What Fourth-Graders Know and Can Do in Reading

The item map illustrates a range of reading behaviors associated with scores on the NAEP reading scale. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions that indicate what students need to do when responding successfully are listed on the right, along with the corresponding cognitive targets. The map on this page shows that fourth-graders performing at the *Basic* level with a score of 220 were likely to interpret a character's statement to provide a character trait. Students performing at the *Proficient* level with a score of 253 were likely to use information from an article to support an opinion. Students at the *Advanced* level with a score of 311 were likely to be able to use details from both the beginning and ending of a story to describe a change in a character's feelings.

Questions designed to assess the same cognitive target map at different points on the NAEP scale. This is so because the questions are about different passages; thus, an integrate/interpret question may be more or less difficult depending on the passage the question is referring to.

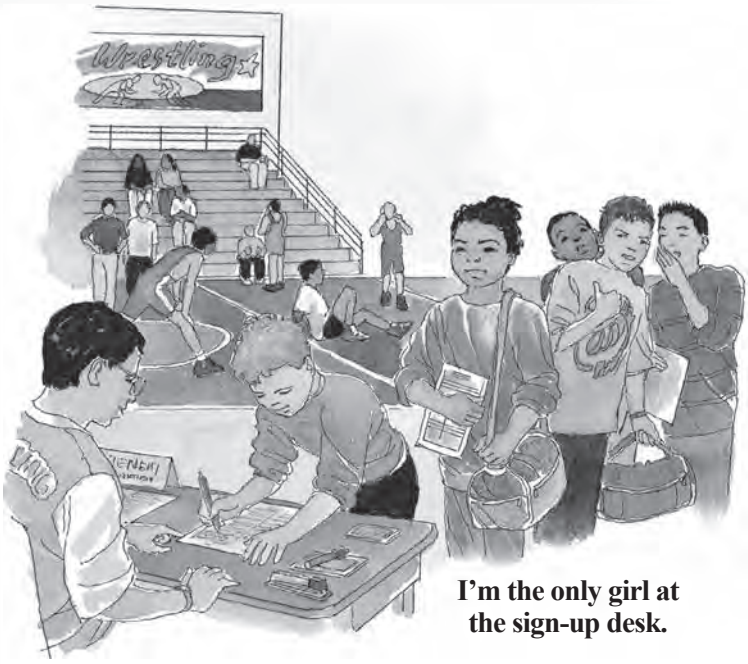
GRADE 4 NAEP READING ITEM MAP

	Scale score		Cognitive target	Question description
	500			
	//			
Advanced	330		**Critique/Evaluate**	Provide an opinion about the author's craft in an expository text with supporting details
	328		**Integrate/Interpret**	Find and use evidence to support a claim about the central figure in an expository text
	320	❖	**Integrate/Interpret**	Interpret a story to infer a character trait with support from the text (**see pages 30 and 31**)
	311		**Integrate/Interpret**	Use details from both the beginning and end of a story to describe a change in a character's feelings
	303		**Critique/Evaluate**	Evaluate subheading and use information to support the evaluation
	298		**Critique/Evaluate**	Make complex inferences about a historical person's motivation and support with the central idea
	279		**Integrate/Interpret**	Locate and use information to explain a cause in an expository text
	271	❖	**Integrate/Interpret**	Infer the reason why a story event is challenging for a character
	268		**Critique/Evaluate**	Use story events to support an opinion about the type of story
	268			
	265		**Integrate/Interpret**	*Recognize the meaning of a word as it is used in an expository text*
	262	❖	**Critique/Evaluate**	*Recognize a technique the author uses to develop a character* (**see page 32**)
	260		**Integrate/Interpret**	Provide steps in a process described in an expository text
Proficient	257	❖	**Integrate/Interpret**	*Recognize the main problem that the character faces in a story*
	253		**Critique/Evaluate**	Use information from an article to provide and support an opinion
	251		**Locate/Recall**	*Locate and recognize relevant information in a highly detailed expository text*
	247		**Integrate/Interpret**	*Recognize the main purpose of an expository text*
	244		**Integrate/Interpret**	*Recognize the implicit main idea of a story*
	239		**Integrate/Interpret**	Locate and provide two pieces of information in support of the text idea
	238		**Locate/Recall**	*Locate and recognize a relevant detail in a literary nonfiction text*
	238			
	237		**Locate/Recall**	*Locate and recognize a detail in support of the main idea in an expository text*
	236		**Locate/Recall**	*Locate and recognize a relevant detail in an expository text*
	226		**Locate/Recall**	*Recognize explicitly stated dialogue from a story*
Basic	223		**Integrate/Interpret**	*Make an inference to recognize a causal relation in an expository text*
	220	❖	**Integrate/Interpret**	Interpret a character's statement to provide a character trait (**see pages 28 and 29**)
	216		**Integrate/Interpret**	*Recognize the meaning of a word as it is used in an expository text*
	211		**Integrate/Interpret**	*Make an inference to recognize the feelings of a speaker in a section of a poem*
	208			
	205		**Integrate/Interpret**	*Recognize the meaning of a word as it is used in an expository text*
	194		**Critique/Evaluate**	Provide an evaluation of a story character
	188		**Locate/Recall**	*Make a simple inference to recognize the main character's feelings*
	185	❖	**Integrate/Interpret**	*Interpret a paragraph to recognize a character trait*
	//			
	0			

❖ Indicates a question that pertains to the sample passage "Tough as Daisy."

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the 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. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.



I'm the only girl at the sign-up desk.

Tough as Daisy

by David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys *honey*. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when *he* calls me *honey*.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.

We're locked up tight.

The following questions from the 2011 reading assessment measured students' comprehension of the story "Tough as Daisy" about a young girl who has moved to a new school and must prove that she is a good enough wrestler to be on the wrestling team.

Reading Cognitive Target: Integrate and Interpret

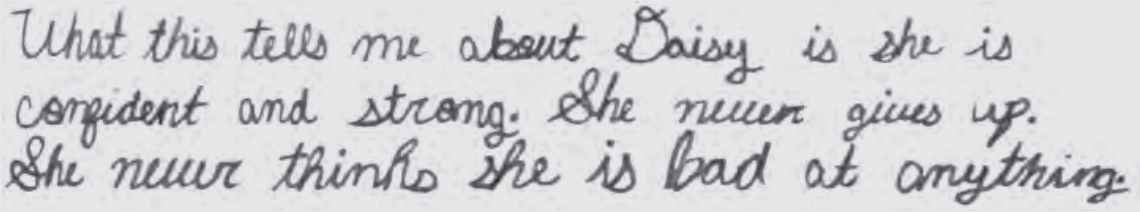
This short constructed-response question measures students' performance in interpreting a specific part of a literary text to explain what it shows about the main character. Responses to this question were rated using two scoring levels.

Acceptable responses provided a character trait that is suggested by the quoted phrase.

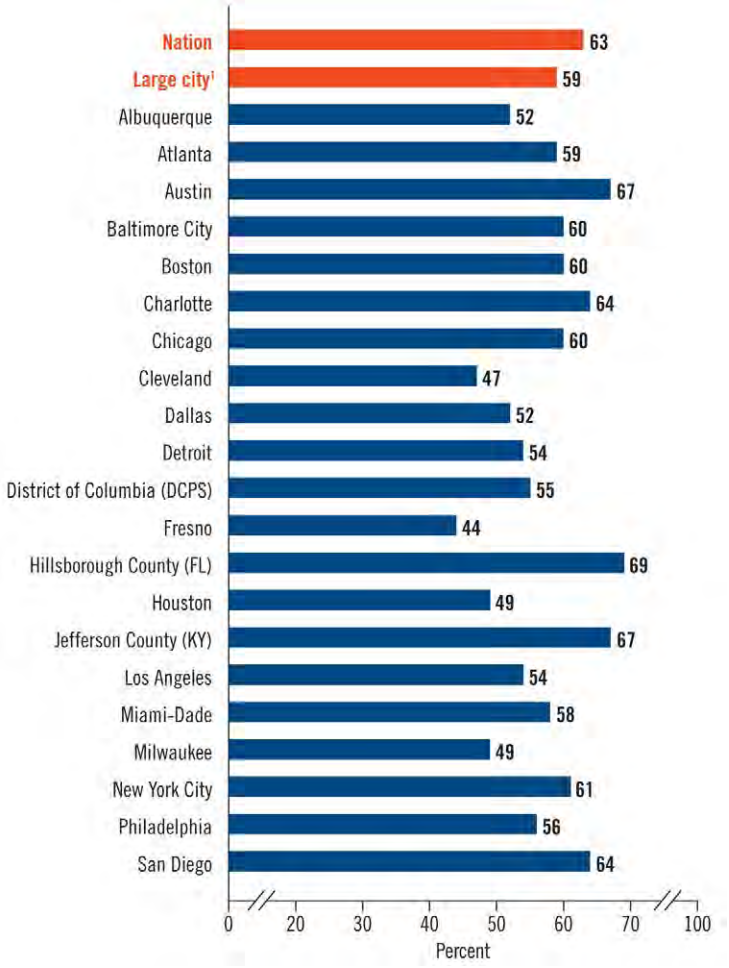
Unacceptable responses may have provided story information that is not a character trait suggested by the quoted phrase, or responses may have provided other irrelevant story details.

The student response shown here was rated "Acceptable" and correctly infers that the phrase indicates that Daisy is confident and strong. Sixty-three percent of fourth-grade public school students in the nation provided responses to this question that received a rating of "Acceptable." The percentage of acceptable responses among the TUDA districts ranged from 44 percent in Fresno to 69 percent in Hillsborough County.

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?



Percentage of answers rated as "Acceptable" for fourth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Cognitive Target: Integrate and Interpret

This extended constructed-response question measures fourth-graders' performance in integrating and interpreting information across the story to infer additional traits of the main character from things she says or does. Student responses to this question were rated using four scoring levels.

Extensive responses provided descriptions of two aspects of Daisy's character and supported each with information from the story.

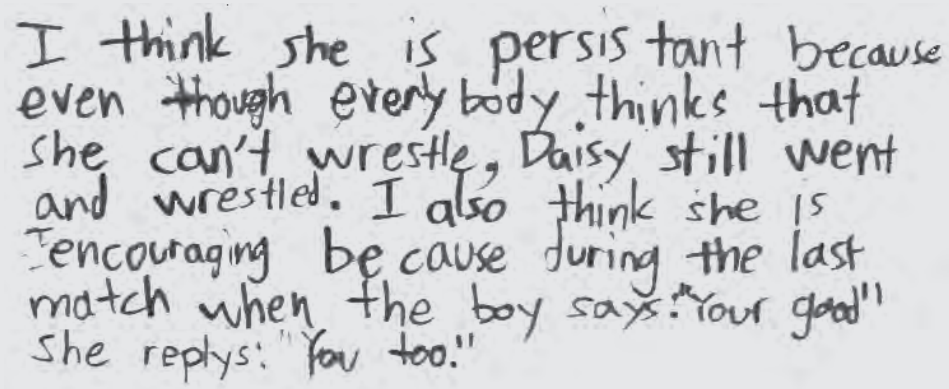
Essential responses provided a description of one aspect of Daisy's character and supported it with information from the story.

Partial responses provided a text-based generalization about Daisy's character but did not support it with information from the story.

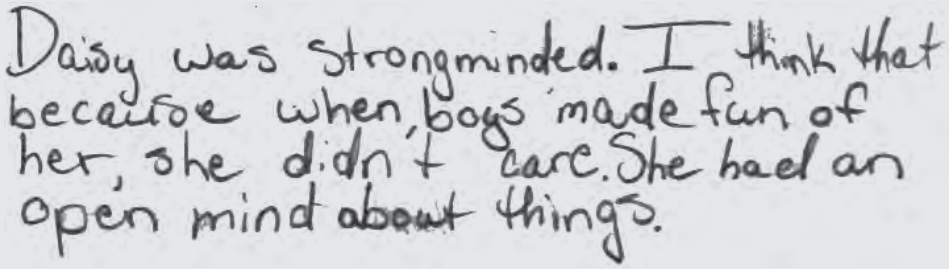
Unsatisfactory responses provided incorrect information or irrelevant details.

In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

Extensive:

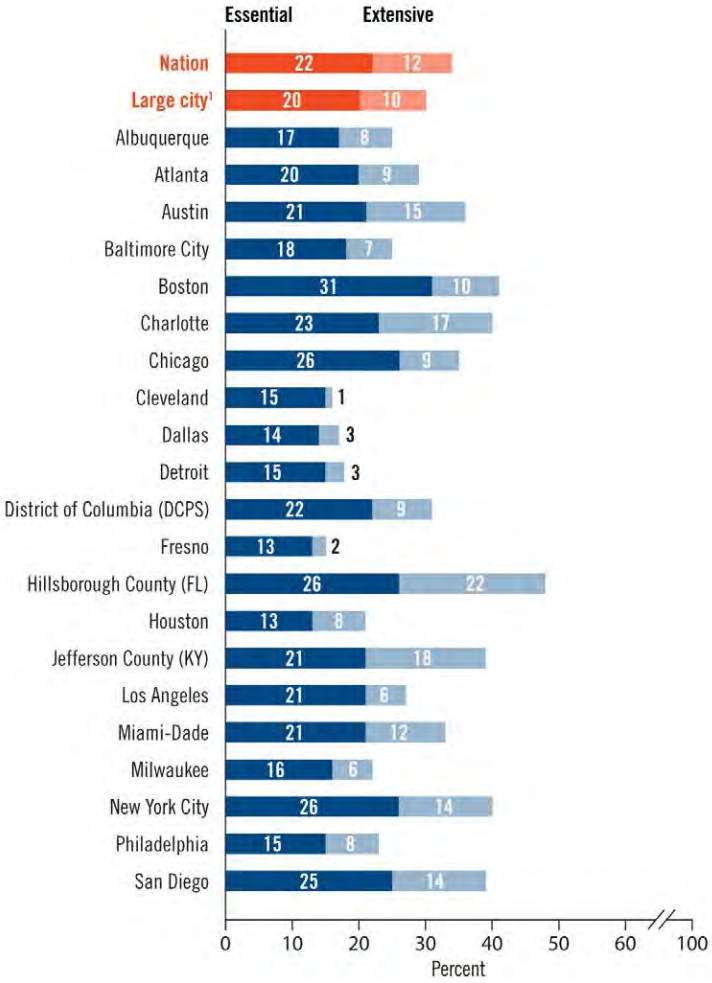

I think she is persistant because even though everybody thinks that she can't wrestle, Daisy still went and wrestled. I also think she is encouraging because during the last match when the boy says: "your good" she replys: "You too."

Essential:


Daisy was strongminded. I think that because when boys made fun of her, she didn't care. She had an open mind about things.

The student responses shown on the previous page were rated as "Extensive" and "Essential." The "Extensive" response provides two character traits, "persistent" and "encouraging," and supports them with information about what Daisy does and says in the story. The "Essential" response provides one character trait, "strongminded," supported with information from the story, and an additional unsupported trait. Twelve percent of public school students in the nation provided responses that received an "Extensive" rating, and 22 percent provided responses that received an "Essential" rating. The percentages of student responses rated "Essential" and "Extensive" are presented below for large cities and participating TUDA districts.

Percentage of answers rated as "Essential" and "Extensive" for fourth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

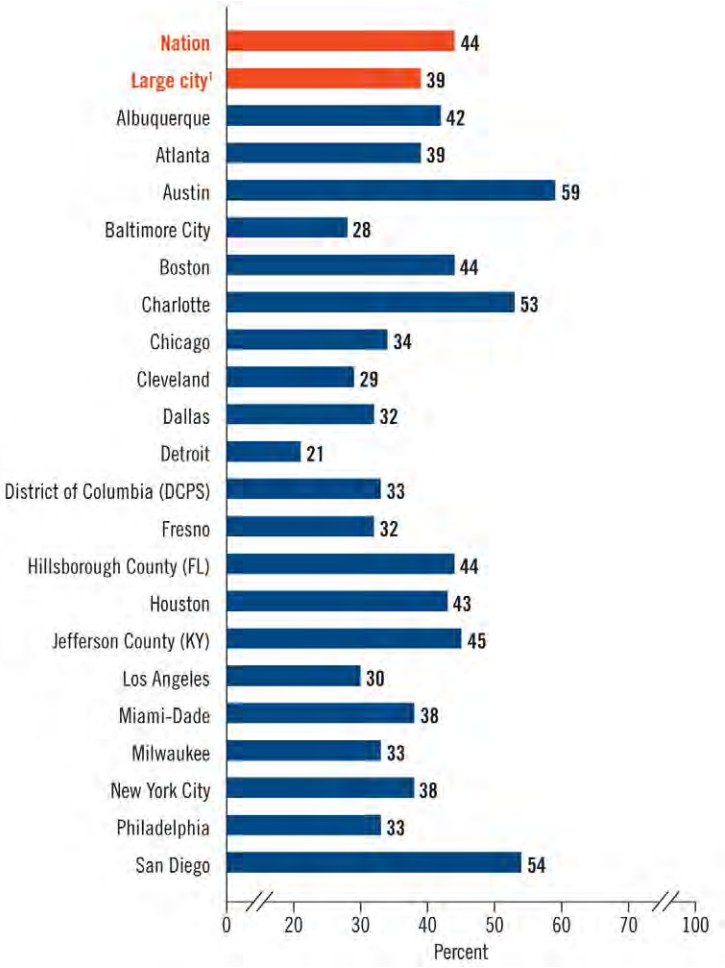
Reading Cognitive Target: Critique and Evaluate

This multiple-choice question measures fourth-grade students' ability to recognize the main technique the author of the story uses to portray the main character in the story. Forty-four percent of fourth-grade public school students in the nation were able to correctly recognize the author's primary technique in portraying the character (Choice C). The percentage of correct responses among the TUDA districts ranged from 21 percent in Detroit to 59 percent in Austin.

What is the main way the author shows us how Daisy feels?

- (A) He uses pictures to tell her story.
- (B) He tells what other people say about her.
- (C) He tells what she is thinking.
- (D) He describes the way she wrestles.

Percentage correct for fourth-grade public school students, by jurisdiction: 2011



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

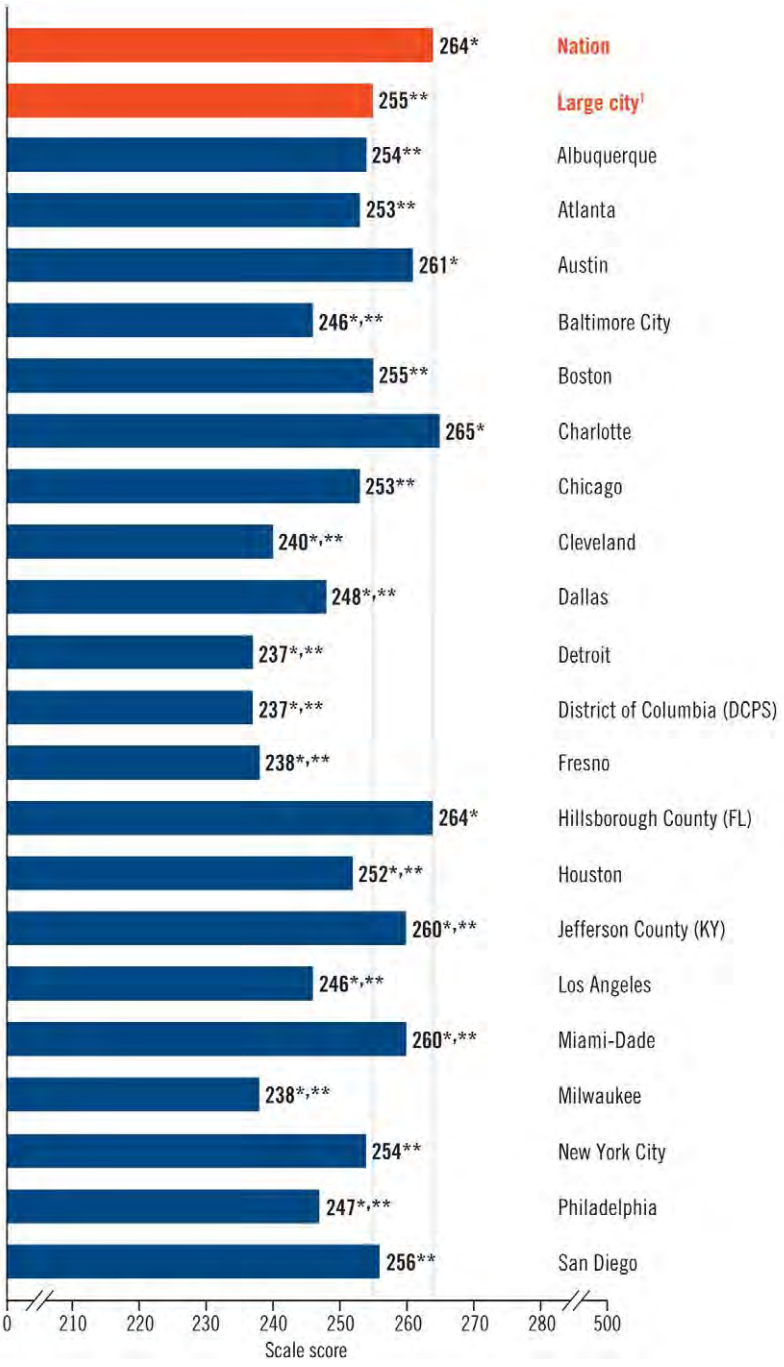
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Five districts score higher than large cities overall

In 2011, the average reading score for eighth-graders attending public schools in large cities overall was 9 points lower than the score for public school students in the nation (**figure 11**). While scores for 10 of the 21 participating districts were lower than the scores for both the nation and large cities, scores for 5 districts were higher than the score for large cities.

- Scores for Austin, Charlotte, and Hillsborough County were not significantly different from the score for the nation and were higher than the score for large cities.
- Scores for Jefferson County and Miami-Dade were lower than the score for the nation but were higher than the score for large cities.
- Scores for Albuquerque, Atlanta, Boston, Chicago, New York City, and San Diego were lower than the score for the nation but not significantly different from the score for large cities.
- Scores were lower than both the nation and large cities in Baltimore City, Cleveland, Dallas, Detroit, the District of Columbia, Fresno, Houston, Los Angeles, Milwaukee, and Philadelphia.

Figure 11. Average scores in NAEP reading for eighth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Three districts score higher than in 2002

Of the 21 districts that participated in the 2011 reading assessment, 18 participated in 2009, and 5 districts met guidelines for reporting results from the first TUDA assessment in 2002.[2] The results from earlier assessments make it possible to examine how the performance for students overall and for student groups in those districts has changed over time. Some of the results summarized here are provided in more detail in the profiles for each district presented later in this report.

In comparison to 2002, the average reading score for eighth-graders in the nation did not change significantly in 2011; however, the score for large cities was higher in 2011 (**figure 12**). Scores were also higher in 2011 than in 2002 for three of the five districts that participated in both years (Atlanta, Houston, and Los Angeles).

In comparison to 2009, average reading scores were higher in 2011 for students in the nation and large cities. Among the 18 districts that participated in both years, only Charlotte scored higher in 2011. Scores for students in the remaining districts did not change significantly from 2009 to 2011.

[2] Results are not available for eighth-graders in New York City in 2002 because the district did not meet the minimum participation guidelines for reporting in the 2002 NAEP reading assessment at grade 8.

Figure 12. Changes in 2011 NAEP reading average scores from 2002 and 2009 for eighth-grade public school students, by jurisdiction

Jurisdiction	Change in average score	
	From 2002	From 2009
Nation	♦	▲
Large city[1]	▲	▲
Atlanta	▲	♦
Austin	—	♦
Baltimore City	—	♦
Boston	—	♦
Charlotte	—	▲
Chicago	♦	♦
Cleveland	—	♦
Detroit	—	♦
District of Columbia (DCPS)	♦	♦
Fresno	—	♦
Houston	▲	♦
Jefferson County (KY)	—	♦
Los Angeles	▲	♦
Miami-Dade	—	♦
Milwaukee	—	♦
New York City	—	♦
Philadelphia	—	♦
San Diego	—	♦

▲ Higher in 2011.
♦ Not significantly different from 2011.
— District did not participate or did not meet minimum participation guidelines for reporting.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2009, and 2011 Reading Assessments.

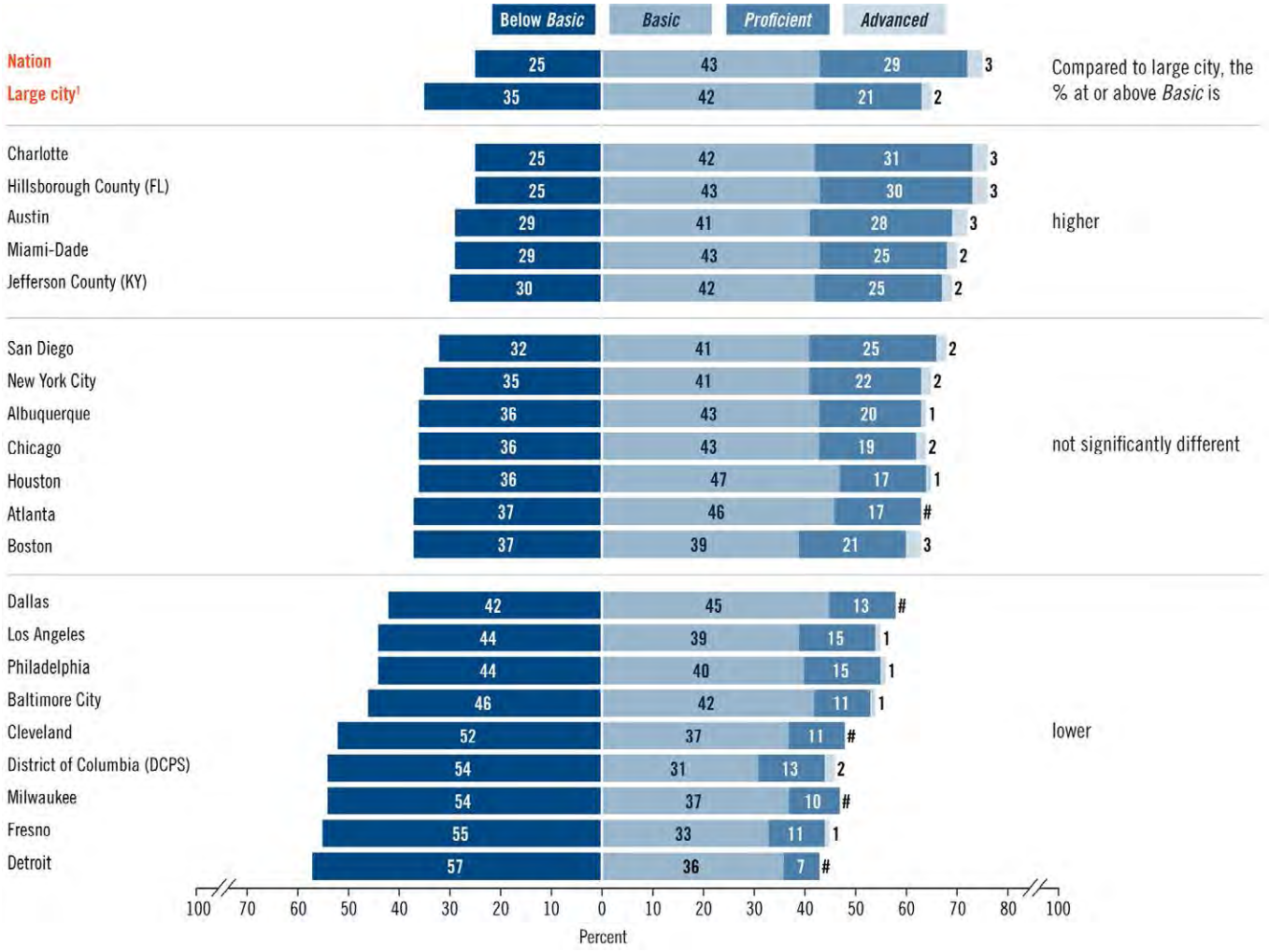
Districts show range of knowledge and skills

Among the 21 districts that participated in the 2011 assessment, the percentages of students performing at or above the *Basic* level ranged from 43 percent in Detroit to 75 percent in Charlotte and Hillsborough County (**figure 13**). All of the districts had some students performing at or above the *Proficient* level in 2011.

The five districts where overall average scores were higher than the score for large cities overall also had higher percentages of students at or above *Basic* (Austin, Charlotte, Hillsborough County, Jefferson County, and Miami-Dade).

Nine of the 10 districts that scored lower than large cities overall also had lower percentages of students at or above *Basic*. The percentage of students at or above *Basic* in Houston was not significantly different from the percentage for large cities, although the overall score in Houston was lower compared to large cities. The percentages of students at or above *Basic* in Albuquerque, Atlanta, Boston, Chicago, New York City, and San Diego were also not significantly different from the percentage of students in large cities.

Figure 13. Achievement-level results in NAEP reading for eighth-grade public school students, by jurisdiction: 2011



Rounds to zero.

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

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Percentages of students at *Proficient* higher than in 2002 for four districts

In comparison to 2002, the percentages of students performing below the *Basic* level were lower in 2011 in large cities and in three of the five districts that participated in both years (**figure 14**). Atlanta, Chicago, the District of Columbia, and Los Angeles had higher percentages of students at *Proficient* in 2011 than in 2002. The District of Columbia was the only participating district with a higher percentage of students at *Advanced* in 2011.

In comparison to 2009, the percentage of students performing at the *Basic* level in Boston was lower in 2011 than in 2009, and there was no significant change in the percentages at *Proficient* or *Advanced*. In Charlotte, the percentage of students below *Basic* was lower in 2011 than in 2009, and the percentage at *Proficient* was higher. In Chicago, the percentage of students at *Advanced* was higher in 2011.

Figure 14. Changes in 2011 NAEP reading achievement-level percentages from 2002 and 2009 for eighth-grade public school students, by jurisdiction

	Change in achievement-level percentages							
	From 2002				From 2009			
Jurisdiction	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*	Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*
Nation	◆ -1	◆ #	◆ #	▲ 1	▼ 1	◆ #	◆ 1	▲ 1
Large city[1]	▼ 5	◆ 2	▲ 2	◆ 1	▼ 2	◆ 1	◆ 1	◆ #
Atlanta	▼ 21	▲ 11	▲ 10	◆ #	◆ -3	◆ 2	◆ 1	◆ #
Austin	—	—	—	—	◆ #	◆ #	◆ #	◆ #
Baltimore City	—	—	—	—	◆ #	◆ -1	◆ 2	◆ #
Boston	—	—	—	—	◆ 4	▼ 5	◆ #	◆ 1
Charlotte	—	—	—	—	▼ 5	◆ -1	▲ 5	◆ #
Chicago	◆ -2	◆ -4	▲ 5	‡	◆ -4	◆ 1	◆ 2	▲ 1
Cleveland	—	—	—	—	◆ 4	◆ -5	◆ 1	◆ #
Detroit	—	—	—	—	◆ -3	◆ 2	◆ 1	‡
District of Columbia (DCPS)	◆ 2	▼ 8	▲ 4	▲ 1	◆ 3	◆ -3	◆ 1	◆ #
Fresno	—	—	—	—	◆ 3	◆ -3	◆ #	◆ #
Houston	▼ 5	◆ 5	◆ 1	◆ #	◆ #	◆ 1	◆ -1	◆ #
Jefferson County (KY)	—	—	—	—	◆ -1	◆ #	◆ 1	◆ #
Los Angeles	▼ 12	▲ 6	▲ 6	◆ 1	◆ -1	◆ #	◆ 1	◆ #
Miami-Dade	—	—	—	—	◆ 2	◆ -1	◆ -1	◆ #
Milwaukee	—	—	—	—	◆ 4	◆ -2	◆ -2	‡
New York City	—	—	—	—	◆ -2	◆ #	◆ 2	◆ 1
Philadelphia	—	—	—	—	◆ -1	◆ -1	◆ 2	◆ #
San Diego	—	—	—	—	◆ -3	◆ 1	◆ 2	◆ #

▲ Higher in 2011.
▼ Lower in 2011.
◆ Not significantly different from 2011.
— District did not participate or did not meet minimum participation guidelines for reporting.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. The percentage differences appear within each symbol and are based on the differences between unrounded percentages. A percentage difference preceded by a minus sign (-) indicates that the percentage was numerically lower in 2011. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2009, and 2011 Reading Assessments.

Districts vary in demographic makeup

When comparing the results for urban districts to results for the nation and large cities, it is important to consider differences in demographic makeup. In the nation, the percentage of White eighth-graders was higher than the combined percentage of Black and Hispanic students in 2011. However, the opposite was true for large cities overall and all but one of the 21 participating districts (**table 4**). Jefferson County was the only district where the percentage of White students was higher than the combined percentage of Black and Hispanic students.

Large cities and districts also differed from the nation in the proportion of students eligible for the National School Lunch Program (NSLP), an indicator of lower family income. Forty-eight percent of eighth-graders were eligible for free/reduced-price school lunch nationally compared to 70 percent in large cities. The percentages of eligible students in the participating districts were all higher than the percentage for the nation—ranging from 51 percent in Charlotte to 100 percent in Cleveland, where all students were categorized as eligible.

Table 4. Selected characteristics of eighth-grade public school students in NAEP reading, by jurisdiction: 2011

			Percentage of students						
Jurisdiction	Number of eighth-graders	Number of students assessed	White	Black	Hispanic	Asian	Eligible for free/ reduced-price school lunch	Students with disabilities	English language learners
Nation	3,508,000	157,800	54	16	22	5	48	10	5
Large city[1]	562,000	40,000	20	27	43	8	70	10	11
Albuquerque	6,000	1,100	25	2	65	3	59	12	9
Atlanta	3,000	1,300	8	86	4	1	82	8	1
Austin	5,000	1,400	26	9	59	4	59	7	13
Baltimore City	4,000	900	12	83	4	1	84	4	1
Boston	4,000	1,100	15	38	35	10	75	16	16
Charlotte	9,000	1,400	33	44	15	5	51	9	7
Chicago	27,000	1,900	9	44	41	5	84	17	7
Cleveland	3,000	1,000	18	65	14	1	100[2]	21	7
Dallas	10,000	1,300	5	25	68	1	85	5	22
Detroit	4,000	1,300	2	88	9	1	79	11	9
District of Columbia (DCPS)	2,000	1,300	7	79	12	1	71	18	5
Fresno	5,000	1,300	13	11	62	14	88	7	19
Hillsborough County (FL)	14,000	1,400	43	19	31	3	54	15	9
Houston	12,000	2,000	7	26	62	3	76	7	13
Jefferson County (KY)	7,000	1,300	55	37	5	2	58	7	2
Los Angeles	41,000	2,000	9	9	74	7	82	10	19
Miami-Dade	25,000	2,400	9	22	67	1	72	10	7
Milwaukee	5,000	1,100	13	57	22	7	80	19	14
New York City	74,000	2,200	14	30	40	15	87	16	11
Philadelphia	10,000	1,200	13	57	21	8	88	15	8
San Diego	8,000	1,200	25	11	43	18	61	13	16

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] In Cleveland, all students were categorized as eligible for the National School Lunch Program.
NOTE: The number of eighth-graders is rounded to the nearest 1,000. The number of students assessed is rounded to the nearest 100. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. The race/ethnicity categories listed may not sum to 100 percent because results are not shown for all racial/ethnic groups. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Large cities overall and some of the participating districts had higher percentages of English language learners (ELL) than the nation. The percentages of ELL students in large cities was 11 percent compared to 5 percent in the nation overall. The percentages of ELL students in Austin, Boston, Dallas, Fresno, Houston, Los Angeles, and San Diego were higher than the percentages in both the nation and large cities.

Although the data are not shown here, the proportions of students in these groups have also changed over time in some districts (see appendix **tables A-2, A-4,** and **A-8**). For example, among the five districts that participated in both 2002 and 2011, the percentages of Hispanic students were larger in 2011 than in 2002 in Atlanta, the District of Columbia, and Los Angeles. The percentages of students eligible for NSLP were larger in 2011 than in 2003 in Atlanta, Boston, Charlotte, the District of Columbia, Houston, Los Angeles, and San Diego. The percentages of ELL students were larger in 2011 in Chicago and the District of Columbia and smaller in Los Angeles when compared to 2002.

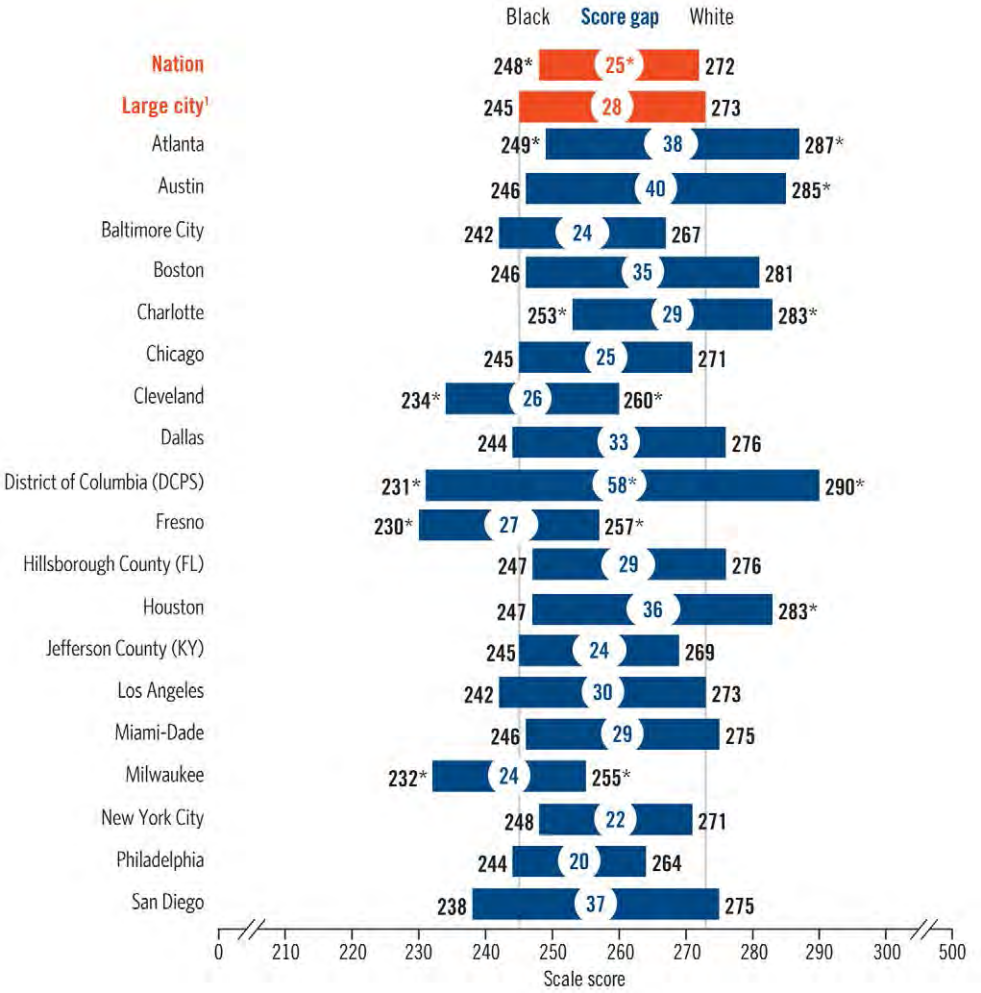
Compared to large cities, White – Black score gap is larger in one district

Examining how student groups in the districts performed in comparison to their peers in large cities provides some additional context for the overall district results. In 2011, the 28-point score gap between White and Black eighth-graders in large cities was larger than the 25-point White – Black score gap for the nation (**figure 15**). The White – Black score gaps in the districts ranged from 20 points in Philadelphia to 58 points in the District of Columbia.

None of the 21 participating districts had a White – Black score gap that was smaller than the gap for large cities, and gaps in 18 districts were not significantly different from the large city gap. (Note that sample sizes were too small to report results for Black students in Albuquerque and White students in Detroit.)

The White – Black score gap in the District of Columbia was larger than the White – Black score gap for large cities. The score for White students in the District of Columbia was higher than the score for large cities, and the score for Black students was lower.

Figure 15. Average scores and score gaps in NAEP reading for White and Black eighth-grade public school students, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. Sample sizes were insufficient to permit reliable estimates for Black students in Albuquerque and for White students in Detroit, so results are not shown for these districts.
DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

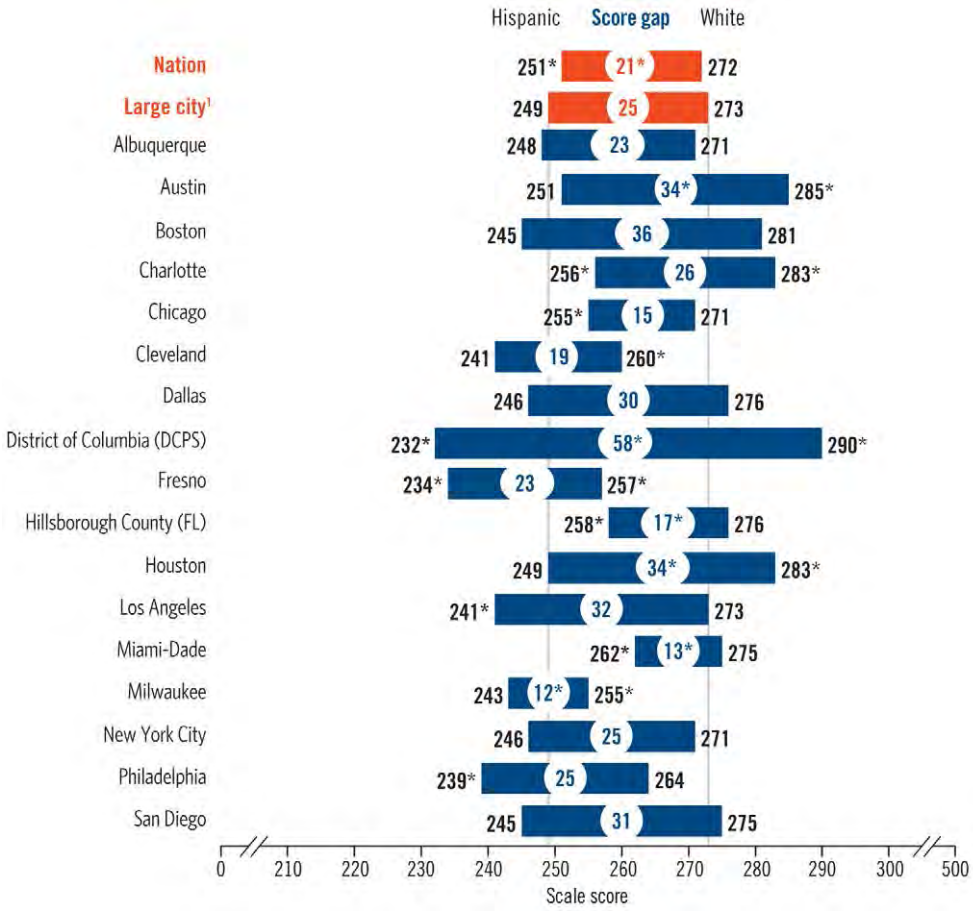
In comparison to large cities, White – Hispanic score gaps smaller in three districts and larger in three districts

In 2011, the 25-point score gap between White and Hispanic students in large cities was larger than the 21-point White – Hispanic score gap for the nation (**figure 16**). The White – Hispanic score gaps in the districts ranged from 12 points in Milwaukee to 58 points in the District of Columbia. (Note that sample sizes were too small to report results for Hispanic students in Atlanta, Baltimore City, and Jefferson County, and White students in Detroit.)

White – Hispanic score gaps in Hillsborough County, Miami-Dade, and Milwaukee were smaller than the score gap in large cities. In Hillsborough County and Miami-Dade, scores for Hispanic students were higher than the score for Hispanic students in large cities, and the scores for White students in the districts were not significantly different from the score for White students in large cities. In Milwaukee, the score for White students was lower than for their peers in large cities, and the score for Hispanic students was not significantly different from the score for Hispanic students in large cities.

White – Hispanic score gaps in Austin, the District of Columbia, and Houston were larger than the score gap for large cities. In the District of Columbia, the score for White students was higher in comparison to the score for White students in large cities, and Hispanic students scored lower than Hispanic students in large cities. In Austin and Houston, scores for White students were higher than the score for White students in large cities, and the scores for Hispanic students were not significantly different from the score for Hispanic students in large cities.

Figure 16. Average scores and score gaps in NAEP reading for White and Hispanic eighth-grade public school students, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: White excludes students of Hispanic origin. Hispanic includes Latino. Score gaps are calculated based on differences between unrounded average scores. Sample sizes were insufficient to permit reliable estimates for Hispanic students in Atlanta, Baltimore City, and Jefferson County (KY), and for White students in Detroit, so results are not shown for these districts.
DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Black students in one district and Hispanic students in two districts score higher than in 2002

The average reading scores for White, Black, and Hispanic eighth-graders in the nation were higher in 2011 than in 2002, and the White – Hispanic score gap narrowed in comparison to 2002 (**figure 17**). Although there was no significant change in the average score for White students in large cities, scores for Black and Hispanic students in large cities were higher in 2011 than in 2002. Even with higher scores for Black and Hispanic students in large cities, there were no significant changes in the score gaps from 2002 to 2011.

Among the five districts that participated in both 2002 and 2011, scores were higher in 2011 for Black students in Atlanta and for Hispanic students in Houston and Los Angeles. Even with the higher scores for some racial/ethnic groups, neither the White – Black nor the White – Hispanic score gap narrowed in any of the participating districts.

There were no significant changes from 2009 to 2011 in the White – Black or White – Hispanic score gaps in any of the 18 districts that participated in both years.

Figure 17. Changes between 2002 and 2011 NAEP reading average scores and score gaps for eighth-grade public school students, by selected racial/ethnic groups and jurisdiction

		Race/ethnicity			Score gap	
Jurisdiction	All students	White	Black	Hispanic	White – Black	White – Hispanic
Nation	♦	▲	▲	▲	♦	Narrowed
Large city[1]	▲	♦	▲	▲	♦	♦
Atlanta	▲	♦	▲	‡	♦	‡
Chicago	♦	♦	♦	♦	♦	♦
District of Columbia (DCPS)	♦	‡	▼	♦	‡	‡
Houston	▲	♦	♦	▲	♦	♦
Los Angeles	▲	♦	♦	▲	♦	♦

▲ Higher in 2011.
▼ Lower in 2011.
♦ Not significantly different from 2011.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Results are not shown for New York City because the district did not meet minimum participation guidelines for reporting in 2002. Included in the overall results but not shown separately are students whose race/ethnicity was Asian/Pacific Islander, American Indian/Alaska Native, unclassified, or two or more races. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2011 Reading Assessments.

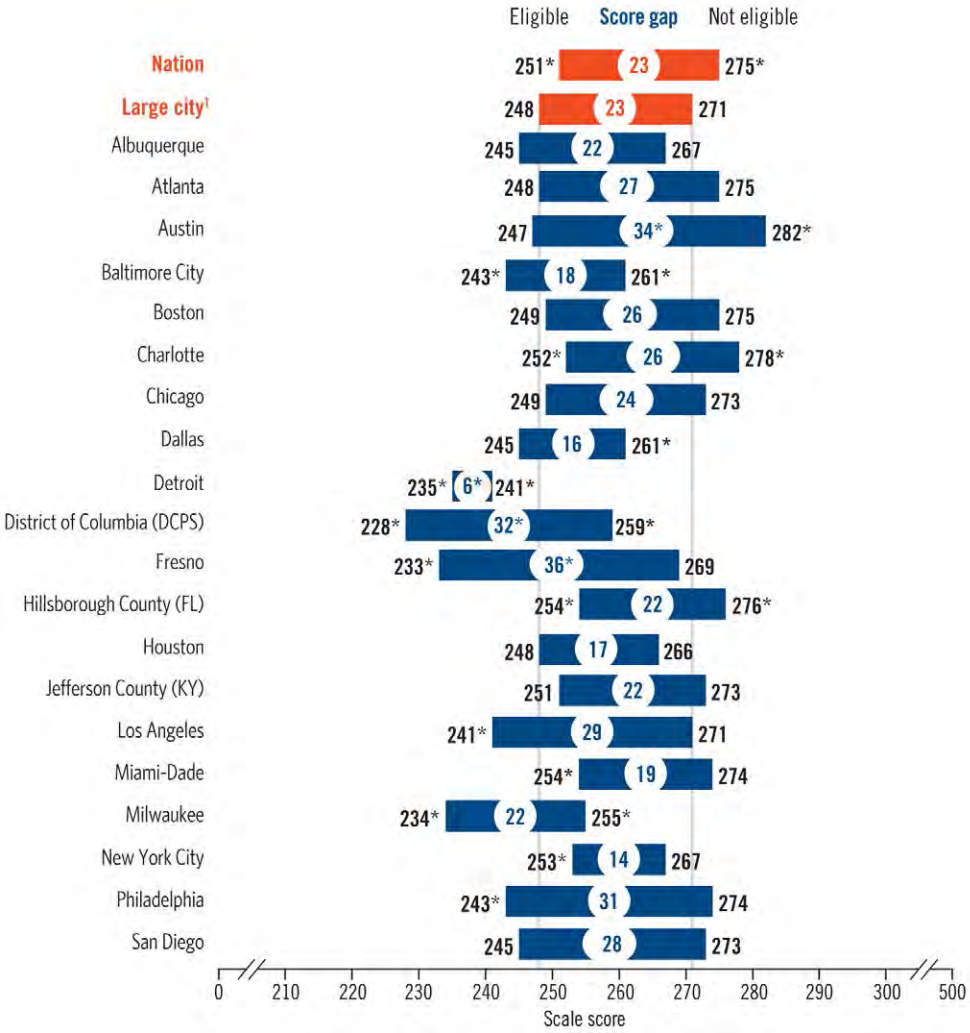
Score gaps between higher- and lower-income students range from 6 to 36 points in participating districts

In 2011, the average score for students who were eligible for NSLP (lower-income students) was 23 points lower than the score for students who were not eligible (higher-income students) in both the nation and large cities (**figure 18**). The score gaps between higher- and lower-income students in the districts ranged from 6 points in Detroit to 36 points in Fresno. (Note that all students in Cleveland were categorized as eligible.)

Although the score gap between higher- and lower-income students in Detroit was smaller than the score gap for large cities overall, scores for both higher- and lower-income students in the district were lower in comparison to scores for their peers in large cities.

The score gaps between higher- and lower-income students in Austin, the District of Columbia, and Fresno were larger than the score gap for large cities overall. In the District of Columbia and Fresno, scores for lower-income students were lower than the score for large cities, and scores for higher-income students were either lower than or not significantly different from the score for higher-income students in large cities. In Austin, the score for lower-income students was not significantly different from the score for lower-income students in large cities, and the score for higher-income students was higher than the score for higher-income students in large cities.

Figure 18. Average scores and score gaps in NAEP reading for eighth-grade public school students eligible and not eligible for free/reduced-price school lunch, by jurisdiction: 2011



* Significantly different ($p < .05$) from large city.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Score gaps are calculated based on differences between unrounded average scores. In Cleveland, all students were categorized as eligible for the National School Lunch Program (NSLP). Therefore, a score gap comparison between students eligible and not eligible for NSLP could not be shown for this district. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Both higher- and lower-income students in four districts score higher than in 2003

Scores for students who were not eligible for NSLP (higher-income students) and those who were eligible (lower-income students) were higher in 2011 than in 2003 in the nation and large cities,[3] and the score gap between the two groups in the nation narrowed (**figure 19**).

The score gap between higher- and lower-income students narrowed from 2003 to 2011 in New York City even though the scores for each group did not change significantly. Average scores were higher in 2011 than in 2003 for both higher- and lower-income students in Atlanta, Charlotte, Houston, and Los Angeles; however, there were no significant changes in the score gaps for any of the four districts. The score gap widened from 2003 to 2011 in the District of Columbia, where the average score for higher-income students was higher than in 2003, and the average score for lower-income students was lower.

There were no significant changes from 2009 to 2011 in the score gaps between higher- and lower-income students in any of the districts that participated in both years.

[3] Because of the improved quality of data on students' eligibility for NSLP in more recent assessment years, results are only compared back to 2003.

Figure 19. Changes between 2003 and 2011 NAEP reading average scores and score gaps for eighth-grade public school students, by eligibility for free/reduced-price school lunch and jurisdiction

Jurisdiction	All students	Eligibility for free/reduced-price school lunch: Not eligible	Eligibility for free/reduced-price school lunch: Eligible	Score gap: Not eligible – Eligible
Nation	▲	▲	▲	Narrowed
Large city[1]	▲	▲	▲	◆
Atlanta	▲	▲	▲	◆
Boston	◆	◆	◆	◆
Charlotte	◆	▲	▲	◆
Chicago	▲	◆	◆	◆
Cleveland	◆	‡	◆	‡
District of Columbia (DCPS)	◆	▲	▼	Widened
Houston	▲	▲	▲	◆
Los Angeles	▲	▲	▲	◆
New York City	◆	◆	◆	Narrowed
San Diego	▲	▲	◆	◆

▲ Higher in 2011.

▼ Lower in 2011.

◆ Not significantly different from 2011.

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

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Included in the overall results but not shown separately are students whose eligibility status for the National School Lunch Program was not available. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2011 Reading Assessments.

One-fifth or less of eighth-graders in participating districts report reading for fun almost every day

As part of the 2011 eighth-grade NAEP reading assessment, students responded to a set of background questions in which they were asked how often they read for fun on their own time. Students selected one of four responses: "never or hardly ever," "once or twice a month," "once or twice a week," or "almost every day."

Although the data are not shown here, public school students in the nation who reported reading for fun almost every day scored higher on average in 2011 than students who reported reading for fun less frequently. Students who reported never or hardly ever reading for fun scored lowest.

Eighteen percent of eighth-grade public school students in the nation reported reading for fun on their own time almost every day, which was higher than the percentage for large cities (**table 5**). Among the 21 participating districts, percentages ranged from 9 percent in Dallas to 19 percent in Chicago, the District of Columbia, and Jefferson County.

Thirty-three percent of students in the nation reported never or hardly ever reading for fun on their own time, which was higher than the percentage for large cities. Percentages in the participating districts ranged from 17 percent in Chicago to 40 percent in Fresno.

Table 5. Percentage of public school students assessed in eighth-grade NAEP reading, by selected students' responses to a question about how often they read for fun on their own time and jurisdiction: 2011

Jurisdiction	Never or hardly ever	Almost every day
Nation	33	18
Large city[1]	29	16
Albuquerque	36	16
Atlanta	20	16
Austin	32	18
Baltimore City	27	13
Boston	27	15
Charlotte	30	18
Chicago	17	19
Cleveland	22	18
Dallas	36	9
Detroit	21	16
District of Columbia (DCPS)	22	19
Fresno	40	10
Hillsborough County (FL)	37	16
Houston	31	12
Jefferson County (KY)	30	19
Los Angeles	32	13
Miami-Dade	34	15
Milwaukee	23	16
New York City	22	18
Philadelphia	25	13
San Diego	36	16

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Results are not shown for all response categories. DCPS = District of Columbia Public Schools.

Explore Additional Results

Results for other background questions from the eighth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Assessment Content at Grade 8

This section presents NAEP achievement levels outlining expectations for students' reading comprehension and provides examples of what students performing at different levels were able to do. In addition, one passage and several questions from the 2011 reading assessment provide insight into the kinds of texts students read and the kinds of questions they responded to.

Reading Achievement-Level Descriptions for Grade 8

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

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

Basic (243)

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

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

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

Proficient (281)

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

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

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

Advanced (323)

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

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

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

What Eighth-Graders Know and Can Do in Reading

The item map illustrates a range of reading behaviors associated with scores on the NAEP reading scale. The cut score at the lower end of the range for each achievement level is boxed. The descriptions of selected assessment questions that indicate what students need to do when responding successfully are listed on the right, along with the corresponding cognitive targets. The map on this page shows that eighth-graders performing at the *Basic* level with a score of 263 were likely to be able to recognize the motivation of a narrator in a literary essay. Students performing at the *Proficient* level with a score of 301 were likely to be able to make a connection between a poem and a fable and explain that connection. Students performing at the *Advanced* level with a score of 338 were likely to be able to evaluate the effectiveness of an article's beginning and justify the evaluation with support from the text.

Questions designed to assess the same cognitive target map at different points on the NAEP scale. This is so because the questions are about different passages; thus, an integrate/interpret question may be more or less difficult depending on the passage the question is referring to.

GRADE 8 NAEP READING ITEM MAP

	Scale score		Cognitive target	Question description
	500			
	//			
Advanced	361	❖	**Critique/Evaluate**	Evaluate the effectiveness of descriptive language and support with specific article references (**see pages 54 and 55**)
	356		**Critique/Evaluate**	Provide an opinion about the persuasiveness of an argument and justify with text support
	344		**Critique/Evaluate**	Evaluate the claims of an argument and justify reasoning with text support
	338		**Critique/Evaluate**	Evaluate the effectiveness of the beginning of an article and justify with text support
	327		**Integrate/Interpret**	Synthesize across a story to provide the theme and support with the text
	326		**Critique/Evaluate**	Provide an opinion about the author's craft and support with information from an expository text
	323		**Critique/Evaluate**	Form an opinion about a central issue in a persuasive text and support with references
	323			
Proficient	315		**Locate/Recall**	*Recognize the major idea of a biographical sketch*
	313		**Integrate/Interpret**	Describe the tone of a persuasive essay with a supporting example
	310		**Integrate/Interpret**	Make an inference based on a quotation to explain the supporting idea in an argument text
	304		**Integrate/Interpret**	*Recognize the main purpose of an informative article*
	303		**Critique/Evaluate**	Evaluate how a subheading relates to the passage and provide text support
	301		**Integrate/Interpret**	Explain a cross-text connection between a poem and a fable
	293	❖	**Locate/Recall**	*Locate and recognize a relevant fact in a highly detailed informative article* (**see page 56**)
	286		**Integrate/Interpret**	*Recognize an implicit comparison in a section of a literary essay*
	285		**Integrate/Interpret**	*Recognize the meaning of a word describing a character's action in a story*
	281			
Basic	278		**Integrate/Interpret**	Infer the feelings of a narrator in a literary essay
	276		**Integrate/Interpret**	Provide a relevant example from a story that supports a character's description
	276	❖	**Integrate/Interpret**	*Recognize the main purpose of an informative article* (**see pages 52 and 53**)
	273	❖	**Locate/Recall**	*Recognize the paraphrase of information explicitly stated in an informative article*
	263		**Locate/Recall**	*Recognize the motivation of the narrator in a literary essay*
	255		**Integrate/Interpret**	*Recognize the meaning of a word as it is used in an expository text*
	254		**Critique/Evaluate**	Use information from an article to provide and support an opinion
	243			
	242		**Locate/Recall**	*Recognize an explicitly stated supporting detail in an expository text*
	239		**Locate/Recall**	*Locate and recognize a relevant detail in an expository text*
	230		**Integrate/Interpret**	*Recognize an implicit main idea of a story*
	202		**Integrate/Interpret**	*Recognize character motivation in a fable*
	//			
	0			

❖ Indicates a question that pertains to the sample passage "1920: Women Get the Vote."

NOTE: Regular type denotes a constructed-response question. *Italic* type denotes a multiple-choice question. The position of a question on the scale represents the 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. For constructed-response questions, the question description represents students' performance rated as completely correct. Scale score ranges for reading achievement levels are referenced on the map.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

1920: Women Get the Vote

by Sam Roberts

The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.

When John Adams and his fellow patriots were mulling independence from England in the spring of 1776, Abigail Adams famously urged her husband to "remember the ladies and be more generous and favorable to them than your ancestors." Otherwise, she warned, "we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended, giving women the right to vote in every state.

That 19th Amendment says simply: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)

Courtesy Library of Congress # LC-USZ62-50393

More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.

Courtesy of Library of Congress #LC-USZ62-28195

ELIZABETH CADY STANTON

Courtesy of Library of Congress #LC-USZ62-111423

SUSAN B. ANTHONY

"WOMANIFESTO"

The campaign for women's rights began in earnest in 1848 at a Women's Rights convention in Seneca Falls, N.Y., organized by 32-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a "Womanifesto" patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. "I saw clearly," Stanton later recalled, "that the power to make the laws was the right through which all other rights could be secured."

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women's movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol), women often enlisted in the fight for voting rights too.

WYOMING IS FIRST

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. ("It made sense that a place like Wyoming would embrace women's rights," Gail Collins of *The New York Times* wrote in her book *America's Women*. "With very few women around, there was no danger that they could impose their will on the male majority.")

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn't women vote too?

Plenty of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women's suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1920. Their showdown in the State Legislature became known as the "War of the Roses." (Pro-amendment forces sported yellow roses; the antis wore red.)

After two roll calls, the vote was still tied, 48–48. On the third, Harry T. Burn, a Republican and, at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: "Hurrah and vote for suffrage! Don't keep them in doubt!"

Burn said later: "I know that a mother's advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine."

GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. "Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women," says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

The following questions assessed eighth-grade students' comprehension of the article "1920: Women Get the Vote," which provides a historical overview of the suffragists' campaign for women's right to vote leading to the passing of the 19th amendment.

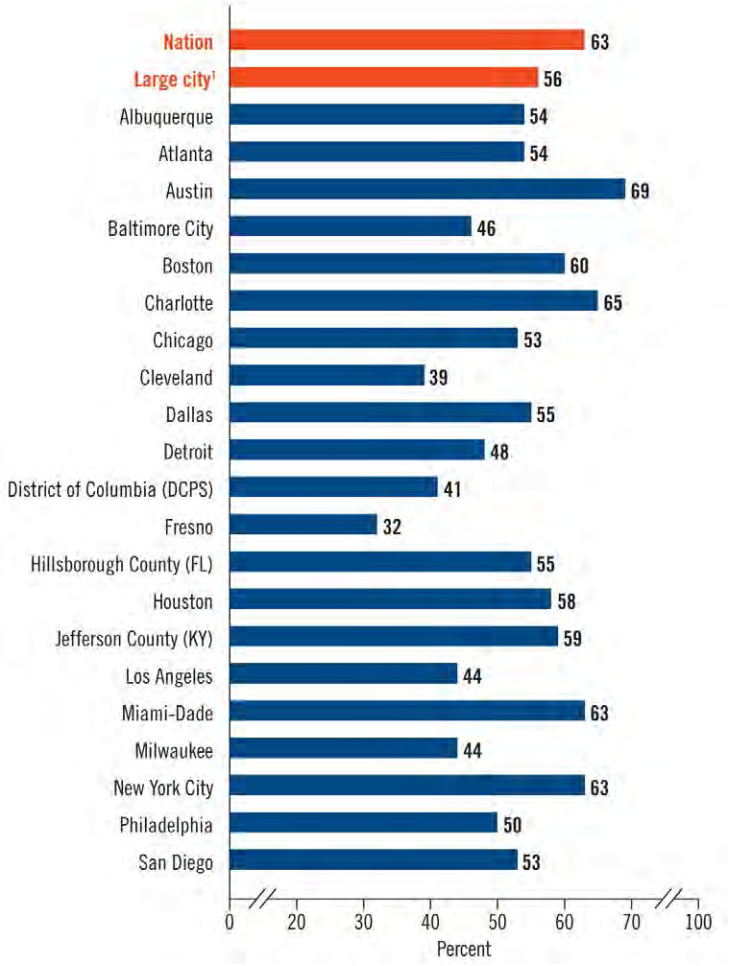
Reading Cognitive Target: Integrate and Interpret

This multiple-choice question measures eighth-grade students' performance in integrating and interpreting the information they have read about the women's campaign for voting rights. Sixty-three percent of eighth-grade public school students in the nation were able to recognize the main purpose of the article (Choice A). The percentage of correct responses in each of the participating TUDA districts ranged from 32 percent in Fresno to 69 percent in Austin.

What is the main purpose of the article?

- (A) To describe the events leading to the passage of the 19th Amendment
- (B) To identify the states that first supported women's voting rights
- (C) To discuss the most important leaders of the suffragist movement in the 1800s
- (D) To explain why the Equal Rights Amendment has not been ratified

Percentage correct for eighth-grade public school students, by jurisdiction: 2011



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

Explore More NAEP Reading Questions

See how well you perform on NAEP sample questions and how your answers relate to student performance in our Test Yourself tool at: http://nationsreportcard.gov/reading_2011/sample_quest.asp.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Cognitive Target: Critique and Evaluate

This extended constructed-response question measures eighth-graders' ability to evaluate the author's choice of words in describing the women's suffrage movement and to support their evaluations with references from the article. Successful responses demonstrated an understanding of the appropriateness of the language in relation to the content of the article. Responses to this question were rated using four scoring levels.

Extensive responses supported an evaluation of the language with two references from the article.

Essential responses supported an evaluation of the language with one reference from the article.

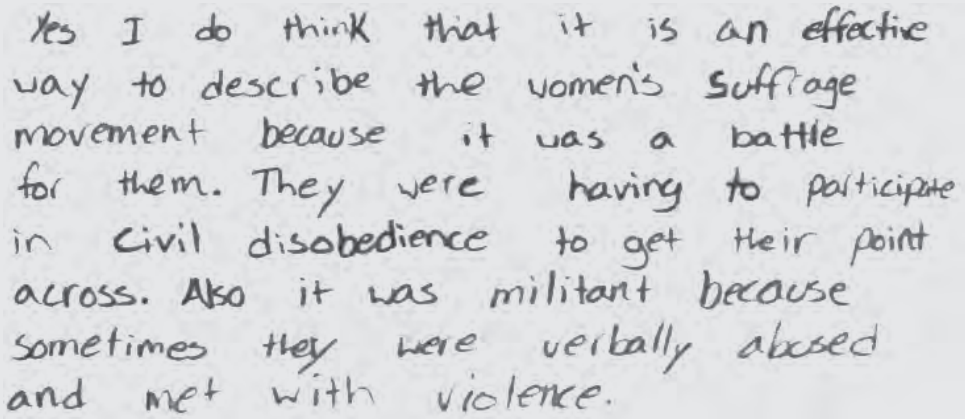
Partial responses either provided a text-based general opinion or explained what the language meant.

Unsatisfactory responses provided incorrect information or irrelevant details.

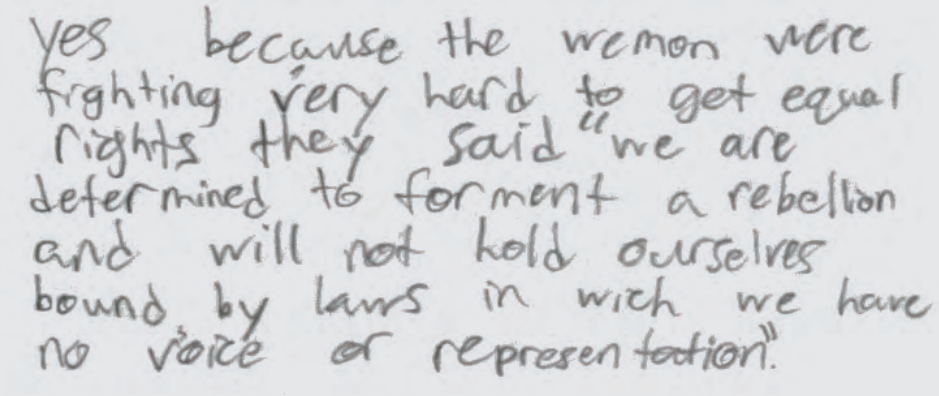
The student responses shown here were rated as "Extensive" and "Essential." The response rated "Extensive" supports an opinion about the effectiveness of the language in describing the suffrage movement by explaining the relation of two of the words, "battle" and "militant," to the article. The response rated "Essential" provides only one reference in support of that opinion using a single quote from the text. Twelve percent of eighth-grade public school students in the nation provided responses to this question that received a score of "Extensive;" twenty-three percent of responses received a score of "Essential." The percentages of student responses rated "Essential" and "Extensive" are presented on the following page for large cities and participating TUDA districts.

In describing the women's suffrage movement, the author uses such words as "battle," "militant," and "showdown." Do you think this is an effective way to describe the women's suffrage movement? Support your answer with two references to the article.

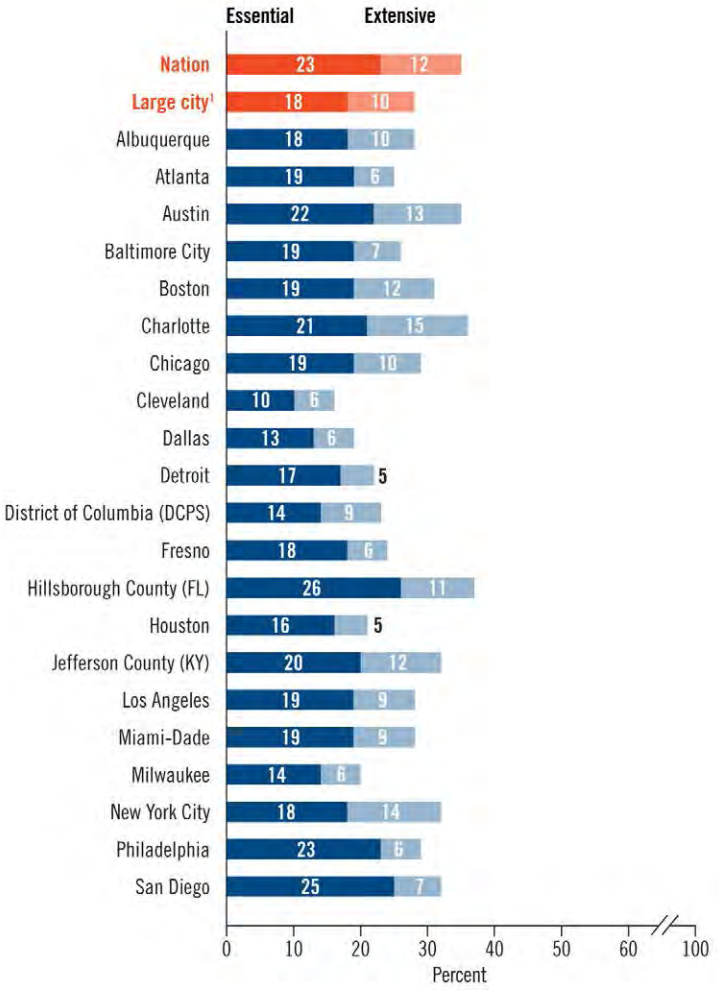
Extensive:


Yes I do think that it is an effective way to describe the women's suffrage movement because it was a battle for them. They were having to participate in civil disobedience to get their point across. Also it was militant because sometimes they were verbally abused and met with violence.

Essential:



Percentage of answers rated as "Essential" and "Extensive" for eighth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

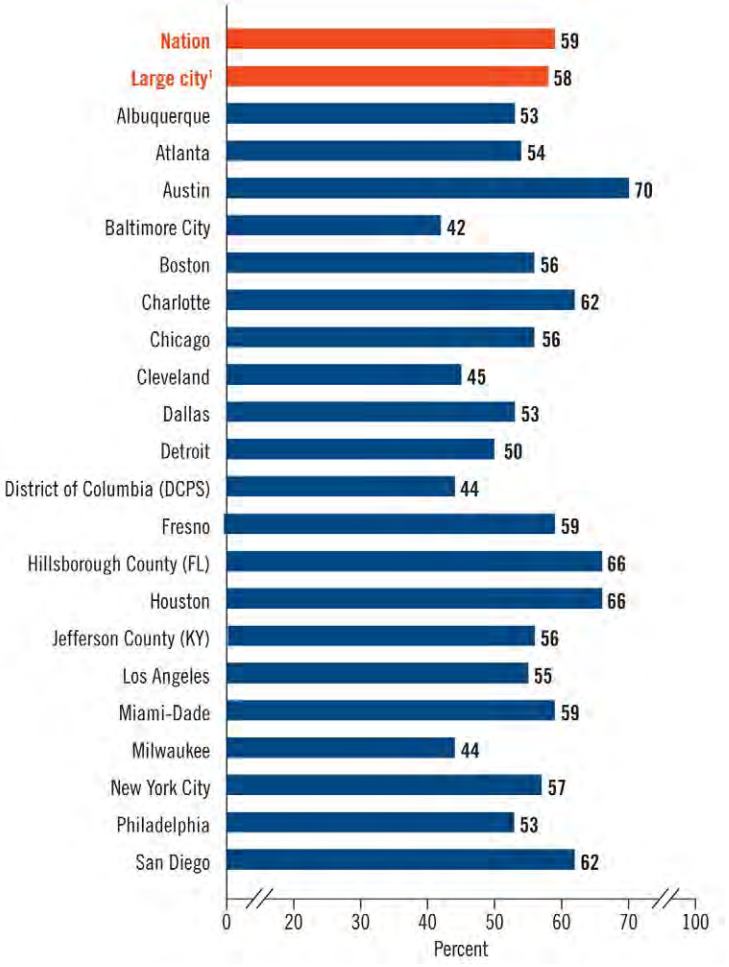
Reading Cognitive Target: Locate and Recall

This multiple-choice question measures eighth-grade students' performance in locating specific information about an aspect of the campaign for women's rights. Successful responses demonstrated a capacity to negotiate information in a highly detailed paragraph. Fifty-nine percent of eighth-grade public school students in the nation were able to identify the correct response (Choice B). The correct responses in each participating TUDA district ranged from 42 percent in Baltimore City to 70 percent in Austin.

According to the article, what was most surprising about the "Womanifesto"?

- Ⓐ It was written by Elizabeth Cady Stanton.
- Ⓑ It called for equal voting rights for men and women.
- Ⓒ It was based on the Declaration of Independence.
- Ⓓ It had such a large number of resolutions.

Percentage correct for eighth-grade public school students, by jurisdiction: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

District Profiles



Individual district profiles provide a closer look at some key findings for each district, including how districts' scores compare with scores in their home states, how the performance of higher- and lower-income students in the districts compares, how racial/ethnic groups within the districts compare, and how the performance of students has changed in those districts that participated in earlier assessment years. Web-generated profiles or "snapshots" of district results are available for each participating district at http://nces.ed.gov/nationsreportcard/pubs/dst2011/2012456.asp.

GRADE 4

Albuquerque

For Albuquerque fourth-graders in 2011,

- the overall average score was 209.
- the average score of 209 was at the 35th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for New Mexico.

Results for higher- and lower-income students showed

- a 33-point score gap between higher- and lower-income students.

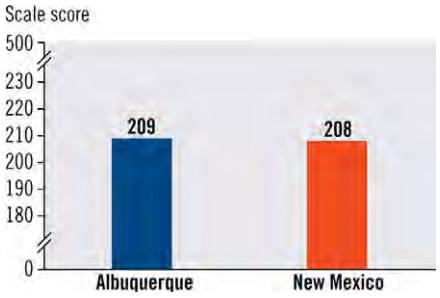
Results for racial/ethnic groups showed

- a White – Hispanic score gap of 30 points.
- a White – American Indian/Alaska Native score gap of 36 points.

Achievement-level results showed

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

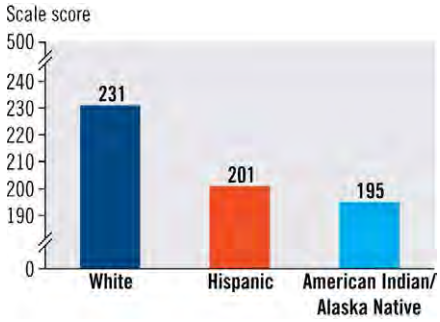
Average scores in NAEP reading for fourth-graders in Albuquerque and New Mexico: 2011



Average scores in NAEP reading for fourth-graders in Albuquerque, by family income: 2011

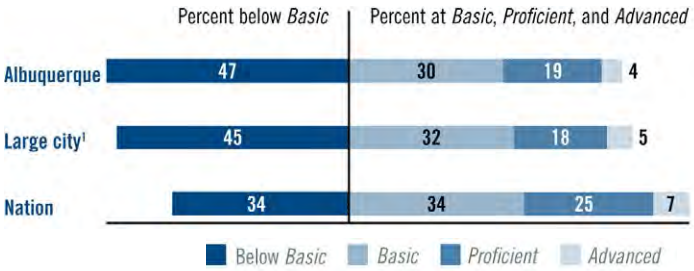
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Albuquerque, by race/ethnicity: 2011



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

Achievement-level results in NAEP reading for fourth-graders in Albuquerque: 2011



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. 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), 2011 Reading Assessment.

GRADE 8

Albuquerque

For Albuquerque eighth-graders in 2011,

- the overall average score was 254.
- the average score of 254 was at the 36th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for New Mexico.

Results for higher- and lower-income students showed

- a 22-point score gap between higher- and lower-income students.

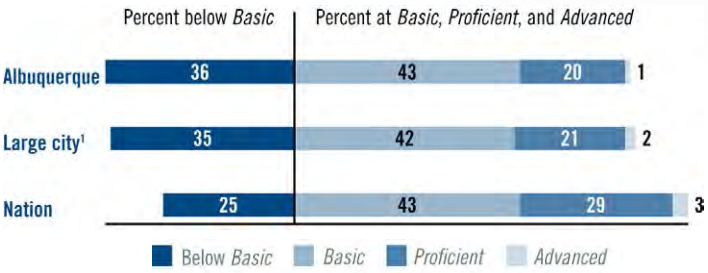
Results for racial/ethnic groups showed

- a White – Hispanic score gap of 23 points.

Achievement-level results showed

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

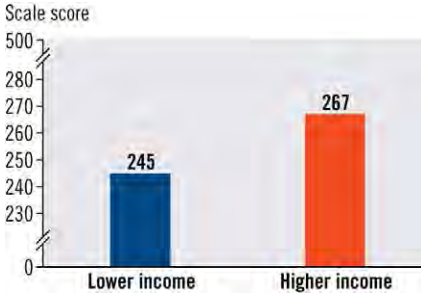
Achievement-level results in NAEP reading for eighth-graders in Albuquerque: 2011



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

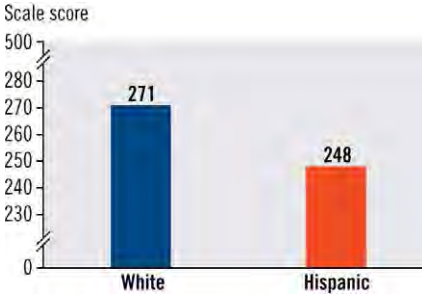
Average scores in NAEP reading for eighth-graders in Albuquerque and New Mexico: 2011

Average scores in NAEP reading for eighth-graders in Albuquerque, by family income: 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Albuquerque, by race/ethnicity: 2011

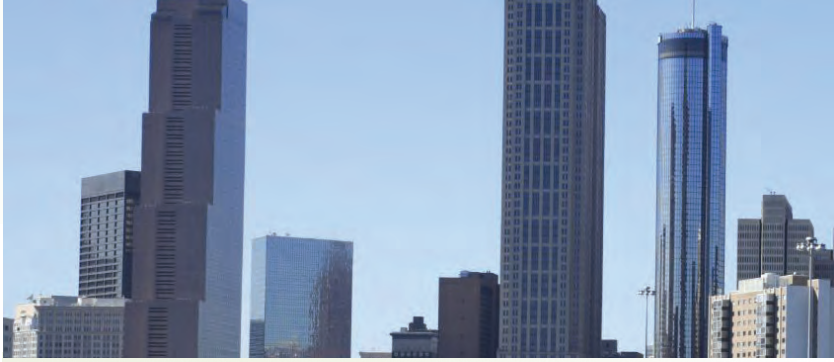


NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Hispanic includes Latino. White excludes students of Hispanic origin.

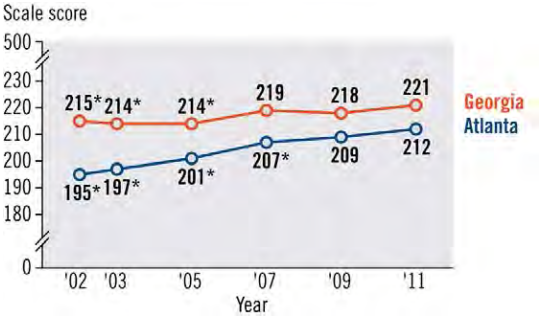
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 4

Atlanta

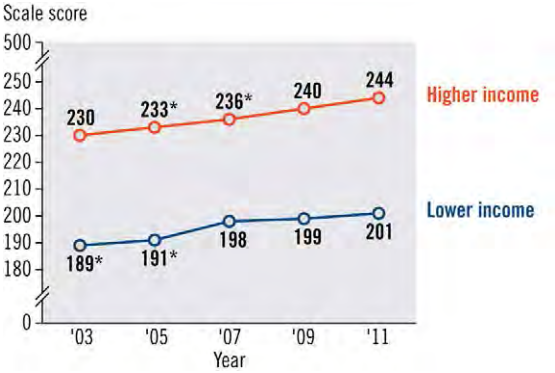


Trend in NAEP reading average scores for fourth-graders in Atlanta and Georgia



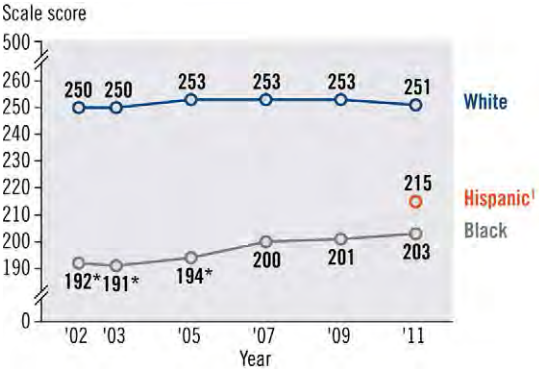
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Atlanta, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, 2005, 2007, and 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

For Atlanta fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 212 was at the 37th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Georgia.
- a narrowing of the gap compared to 2002 but no significant change from 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for higher-income students compared to 2003 or 2009.
- a higher average score for lower-income students compared to 2003 but no significant change from 2009.

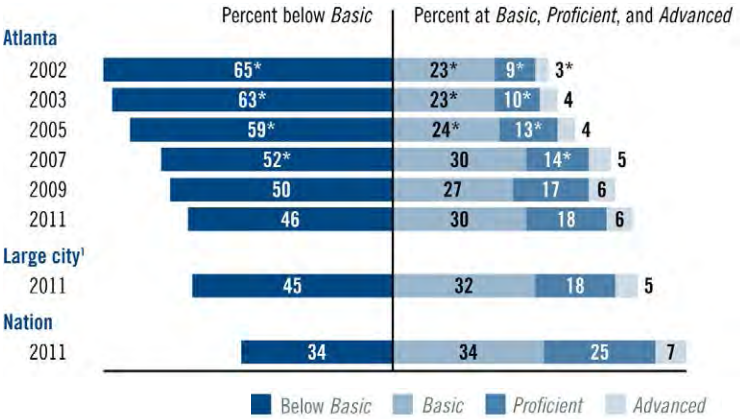
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 but no significant change from 2009.
- no significant change in the average score for White students compared to 2002 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 8

Atlanta

For Atlanta eighth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 253 was at the 35th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Georgia.
- a narrowing of the gap compared to 2002 but no significant change from 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

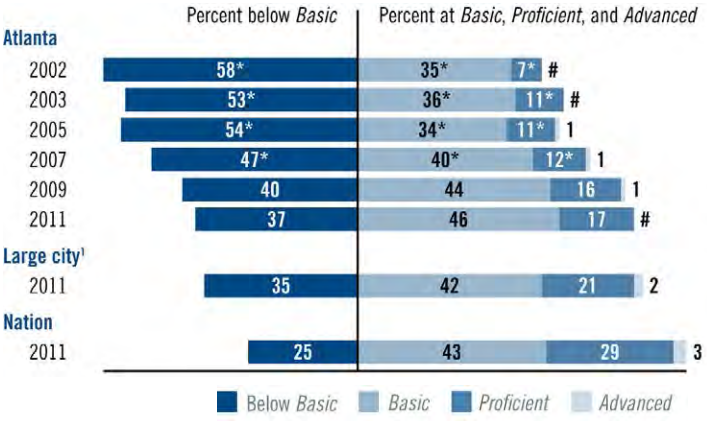
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 but no significant change from 2009.
- no significant change in the average score for White students compared to 2002 or 2009.

Achievement-level results showed

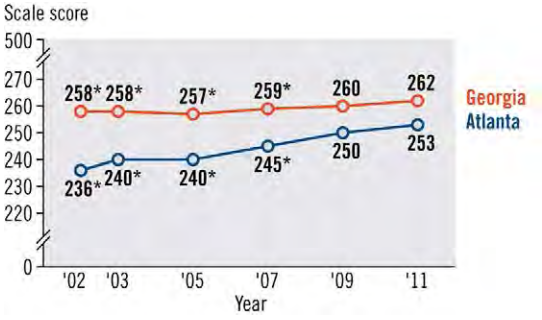
- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



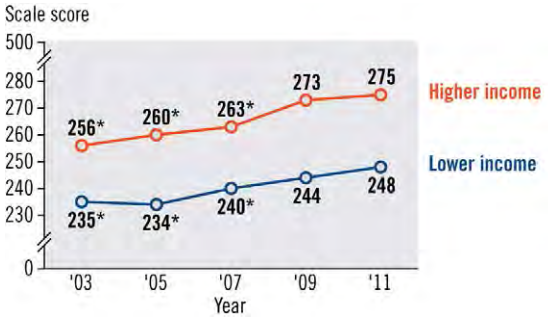
Rounds to zero.
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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



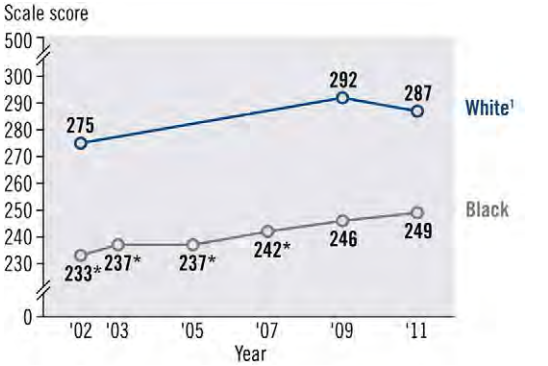
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Atlanta, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2003, 2005, and 2007.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 4

Austin

For Austin fourth-graders in 2011,

- the overall score was higher than in 2005 but not significantly different from 2009.
- the average score of 224 was at the 51st percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Texas.
- a larger score-point difference compared to 2005 but no significant change from 2009.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2005 but no significant change from 2009.
- no significant change in the average score for lower-income students compared to 2005 or 2009.

Results for racial/ethnic groups showed

- higher average scores for White and Black students compared to 2005 but no significant change from 2009.
- no significant change in the average score for Hispanic students compared to 2005 or 2009.

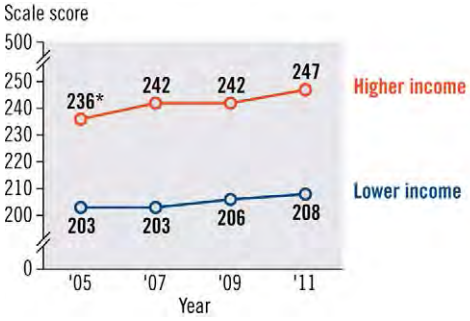
Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2005 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2005 but no significant change from 2009.

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

* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Austin, by family income

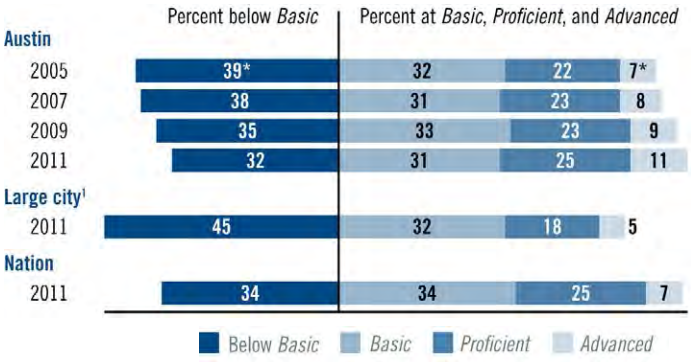


* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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

* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005-11 Reading Assessments.

GRADE 8

Austin

For Austin eighth-graders in 2011,

- the overall score was not significantly different from 2005 or 2009.
- the average score of 261 was at the 45th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Texas.
- no significant change in the score-point difference compared to 2005 or 2009.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2005 but no significant change from 2009.
- no significant change in the average score for lower-income students compared to 2005 or 2009.

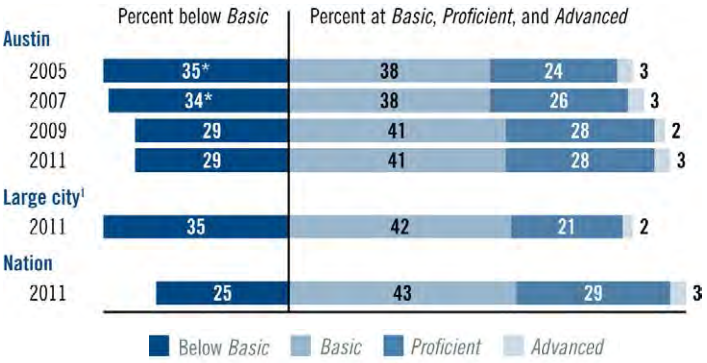
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2005 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2005 but no significant change from 2009.
- no significant change in the percentage at or above *Proficient* compared to 2005 or 2009.

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

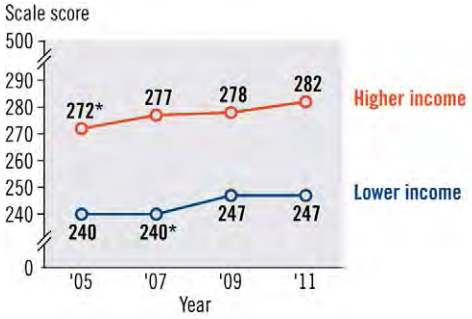


* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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

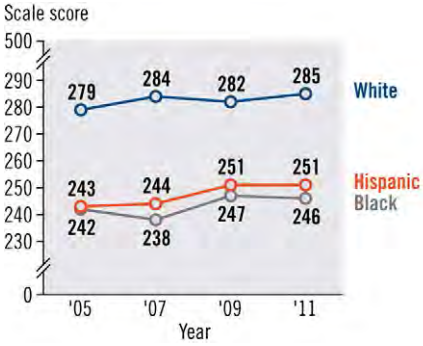
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Austin, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005-11 Reading Assessments.

GRADE 4

Baltimore City

For Baltimore City fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 200 was at the 27th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Maryland.
- a widening of the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

Results for racial/ethnic groups showed

- no significant change in average scores for White or Black students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

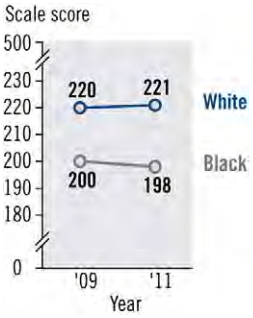
Average scores in NAEP reading for fourth-graders in Baltimore City and Maryland: 2009 and 2011

* Significantly different ($p < .05$) from 2011.

Average scores in NAEP reading for fourth-graders in Baltimore City, by family income: 2009 and 2011

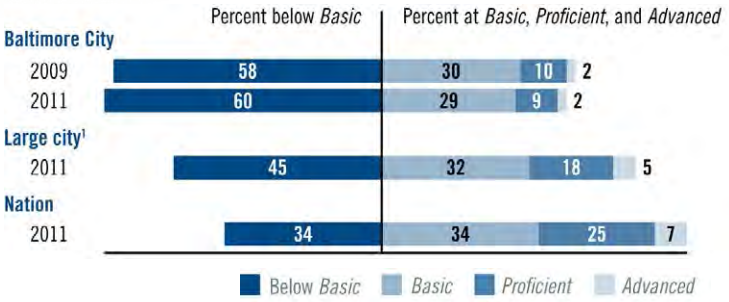
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Baltimore City, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Baltimore City: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

Baltimore City

For Baltimore City eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 246 was at the 28th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Maryland.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

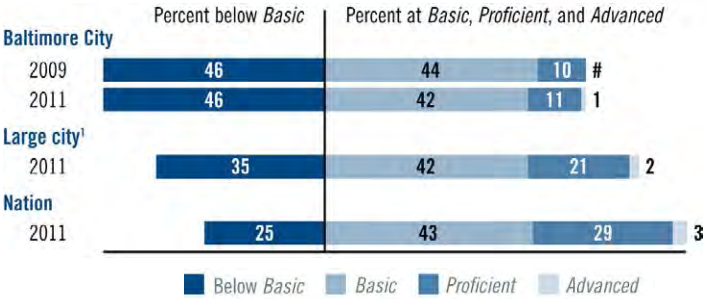
Results for racial/ethnic groups showed

- no significant change in the average score for Black students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Baltimore City: 2009 and 2011



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

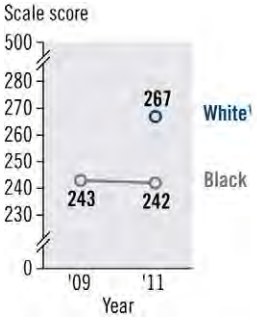
Average scores in NAEP reading for eighth-graders in Baltimore City and Maryland: 2009 and 2011

* Significantly different ($p < .05$) from 2011.

Average scores in NAEP reading for eighth-graders in Baltimore City, by family income: 2009 and 2011

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Baltimore City, by race/ethnicity: 2009 and 2011



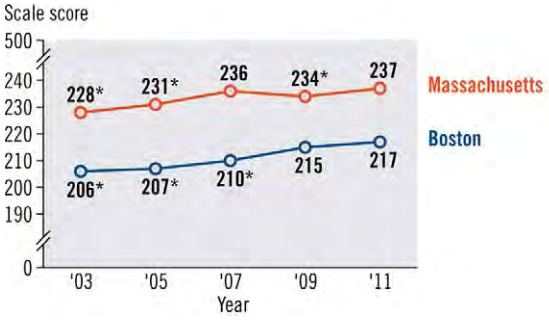
[1] Sample size insufficient to permit a reliable estimate in 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

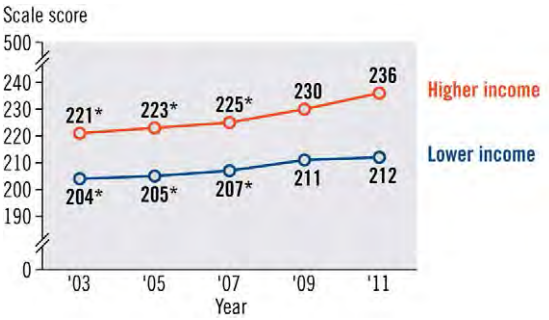
Boston

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



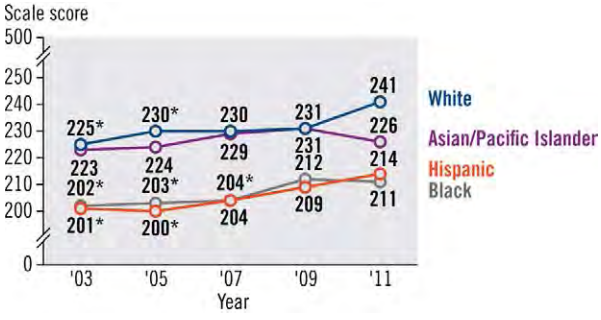
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Boston, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Boston fourth-graders in 2011,

- the overall score was higher than in 2003 but not significantly different from 2009.
- the average score of 217 was at the 43rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Massachusetts.
- no significant change in the gap compared to 2003 or 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

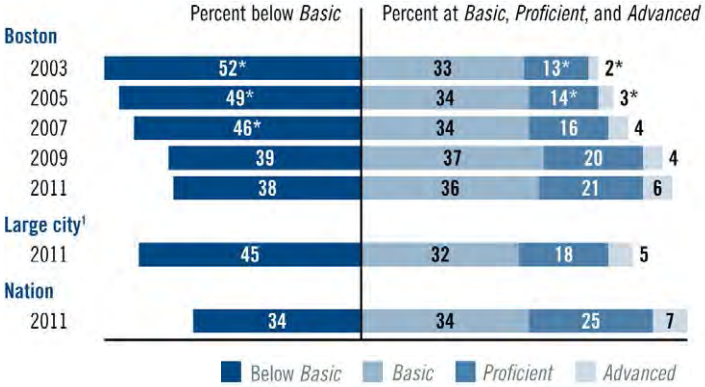
Results for racial/ethnic groups showed

- higher average scores for White, Black, and Hispanic students compared to 2003 but no significant change from 2009.
- no significant change in the average score for Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2003 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2003 but no significant change from 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–11 Reading Assessments.

GRADE 8

Boston

For Boston eighth-graders in 2011,

- the overall score was not significantly different from 2003 or 2009.
- the average score of 255 was at the 37th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Massachusetts.
- no significant change in the gap compared to 2003 or 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2003 or 2009.

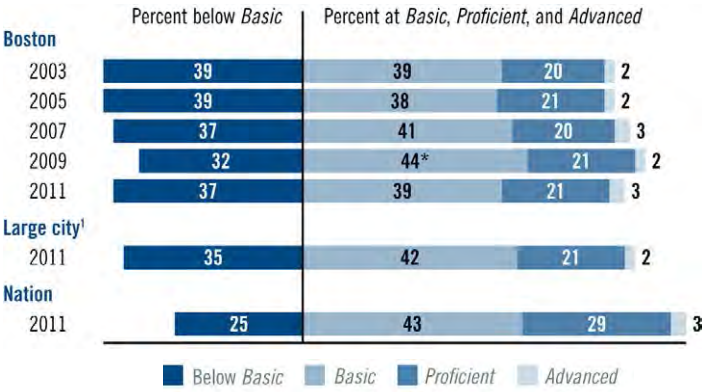
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2003 or 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 or 2009.

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



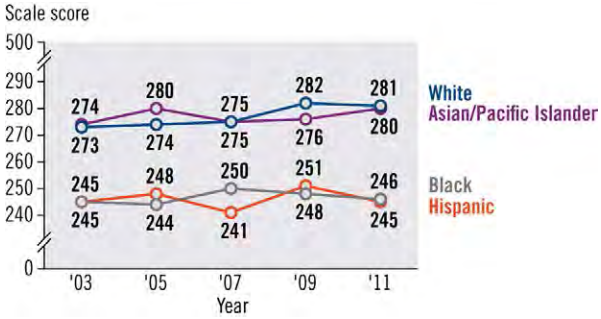
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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

Trend in NAEP reading average scores for eighth-graders in Boston, by family income

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



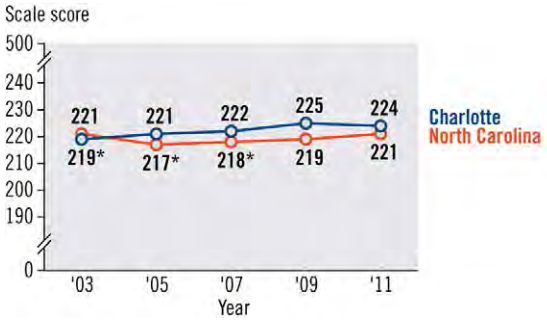
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

GRADE 4

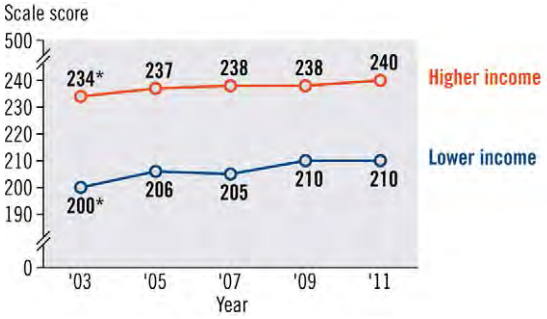
Charlotte

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



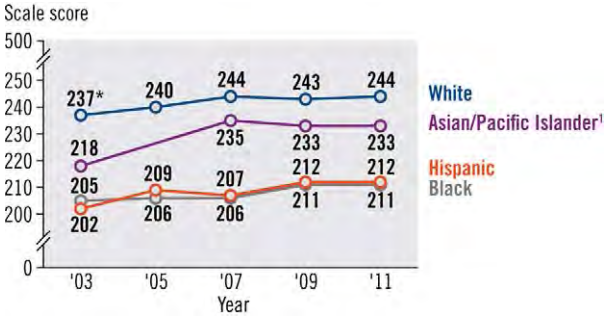
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Charlotte, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample size insufficient to permit a reliable estimate in 2005.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Charlotte fourth-graders in 2011,

- the overall score was higher than in 2003 but not significantly different from 2009.
- the average score of 224 was at the 51st percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for North Carolina.
- a larger score-point difference compared to 2003 but no significant change from 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

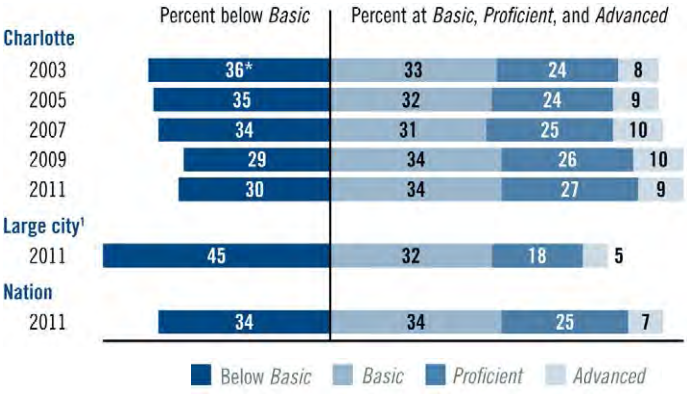
Results for racial/ethnic groups showed

- a higher average score for White students compared to 2003 but no significant change from 2009.
- no significant change in average scores for Black, Hispanic, or Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2003 but no significant change from 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 or 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–11 Reading Assessments.

GRADE 8

Charlotte

For Charlotte eighth-graders in 2011,

- the overall score was not significantly different from 2003 but higher than in 2009.
- the average score of 265 was at the 49th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for North Carolina.
- no significant change in the score-point difference compared to 2003 or 2009.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2003 and 2009.
- a higher average score for lower-income students compared to 2003 but no significant change from 2009.

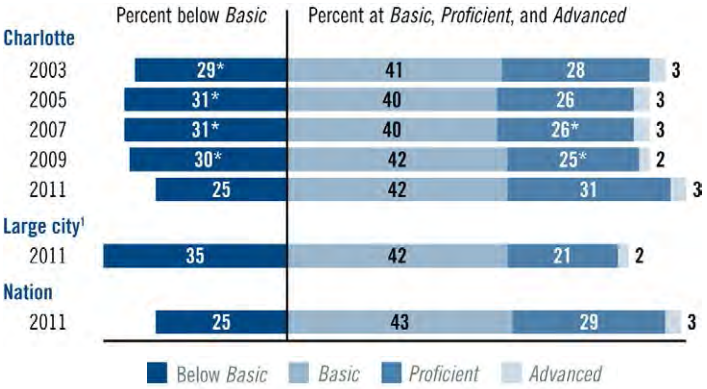
Results for racial/ethnic groups showed

- higher average scores for Black and Hispanic students compared to 2003 but no significant change from 2009.
- no significant change in the average score for White students compared to 2003 or 2009.

Achievement-level results showed

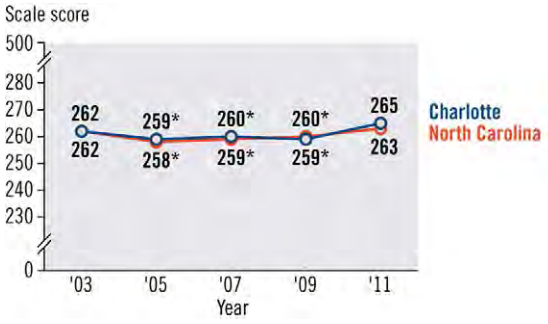
- a higher percentage at or above *Basic* compared to 2003 and 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 but a higher percentage than in 2009.

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



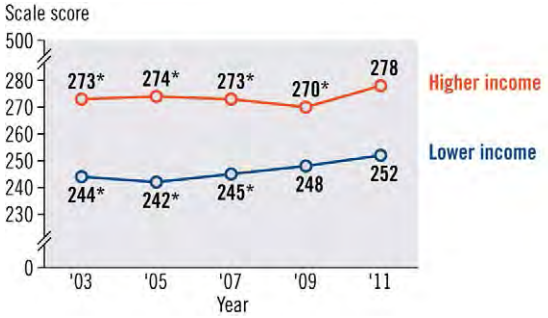
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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



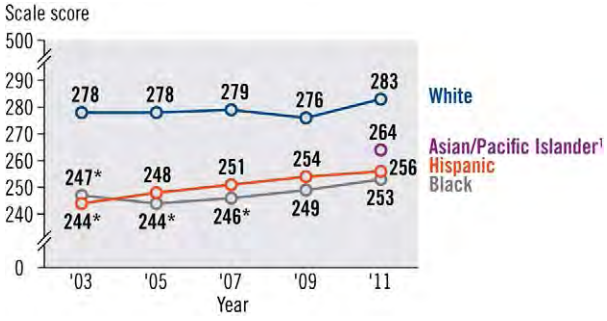
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Charlotte, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2003, 2005, 2007, and 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

GRADE 4

Chicago

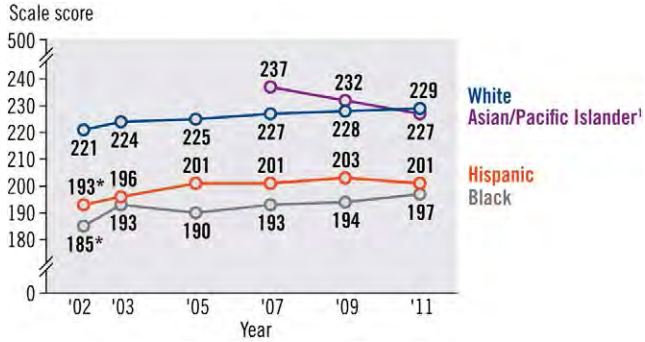
Trend in NAEP reading average scores for fourth-graders in Chicago and Illinois

* Significantly different ($p < .05$) from 2011.
NOTE: Data for Illinois were not available in 2002 because the state did not meet minimum participation guidelines for reporting.

Trend in NAEP reading average scores for fourth-graders in Chicago, by family income

* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, and 2005.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Chicago fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 203 was at the 29th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Illinois.
- no significant change in the gap compared to 2003 or 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for higher-income students compared to 2003 or 2009.
- a higher average score for lower-income students compared to 2003 but no significant change from 2009.

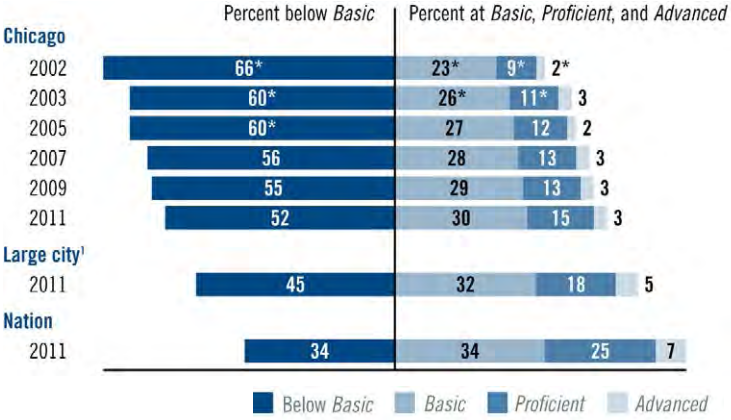
Results for racial/ethnic groups showed

- higher average scores for Black and Hispanic students compared to 2002 but no significant change from 2009.
- no significant change in the average score for White students compared to 2002 or 2009, or for Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 8

Chicago

For Chicago eighth-graders in 2011,

- the overall score was not significantly different from 2002 or 2009.
- the average score of 253 was at the 35th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Illinois.
- a narrowing of the gap compared to 2003 but no significant change from 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2003 or 2009.

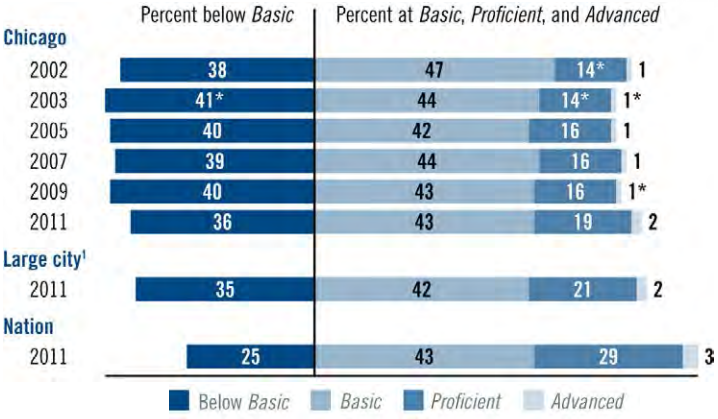
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2002 or 2009.

Achievement-level results showed

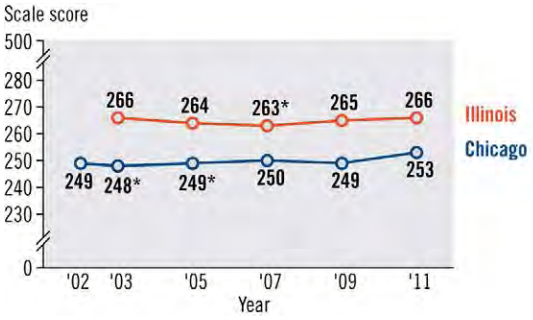
- no significant change in the percentage at or above *Basic* compared to 2002 or 2009.
- no significant change in the percentage at or above *Proficient* compared to 2002 or 2009.

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



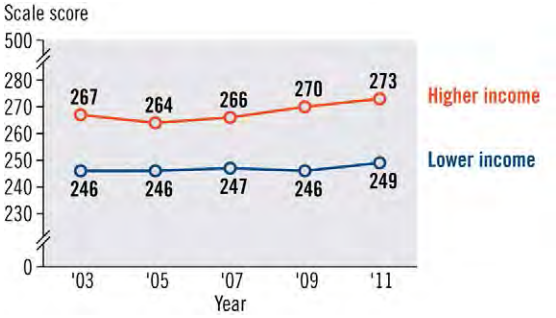
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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



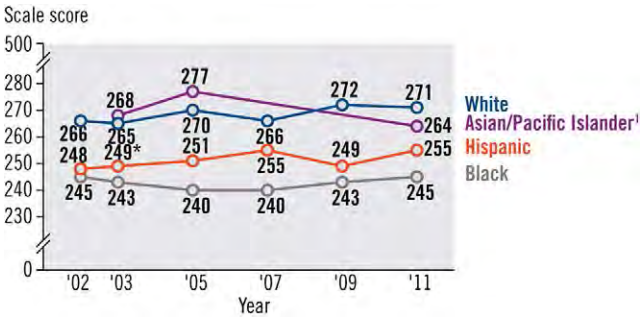
* Significantly different ($p < .05$) from 2011.
NOTE: Data for Illinois were not available in 2002 because the state did not meet minimum participation guidelines for reporting.

Trend in NAEP reading average scores for eighth-graders in Chicago, by family income



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2007, and 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 4

Cleveland

For Cleveland fourth-graders in 2011,

- the overall score was not significantly different from 2003 or 2009.
- the average score of 193 was at the 21st percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Ohio.
- a widening of the gap compared to 2003 but no significant change from 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for lower-income students compared to 2003 or 2009.

Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2003 or 2009.

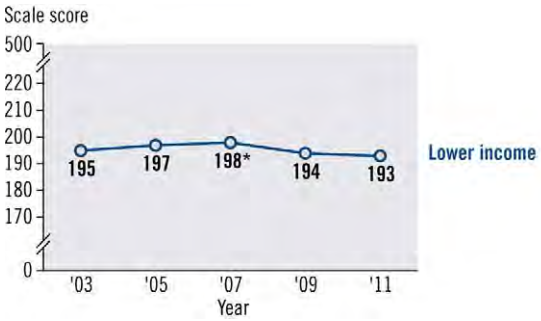
Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2003 or 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 or 2009.

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

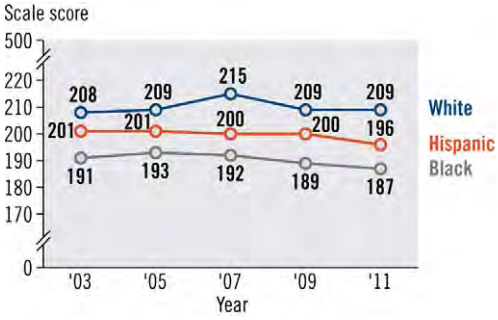
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Cleveland, by family income



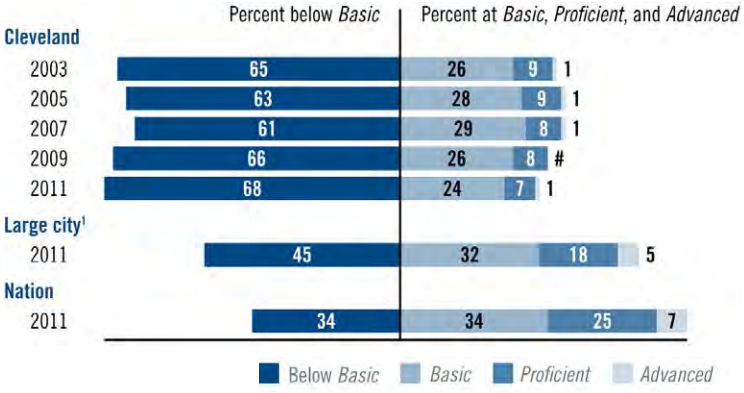
* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). In Cleveland, all students were categorized as eligible for NSLP.

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



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

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



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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Cleveland

For Cleveland eighth-graders in 2011,

- the overall score was not significantly different from 2003 or 2009.
- the average score of 240 was at the 23rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Ohio.
- no significant change in the gap compared to 2003 or 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for lower-income students compared to 2003 or 2009.

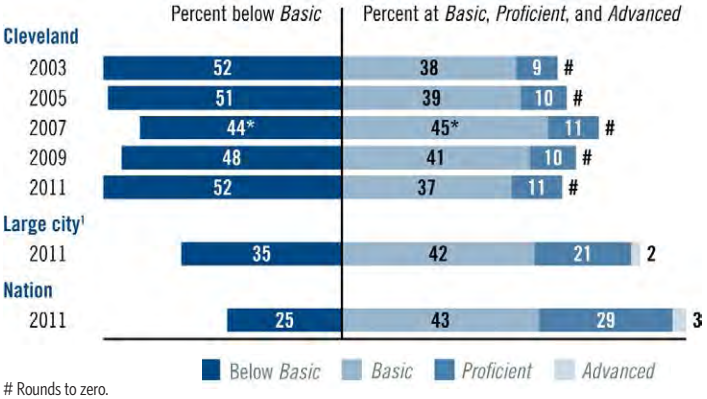
Results for racial/ethnic groups showed

- no significant change in average scores for White or Black students compared to 2003 or 2009.
- no significant change in the average score for Hispanic students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2003 or 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 or 2009.

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

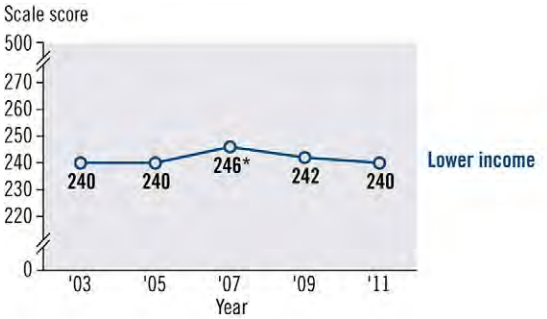


Rounds to zero.
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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

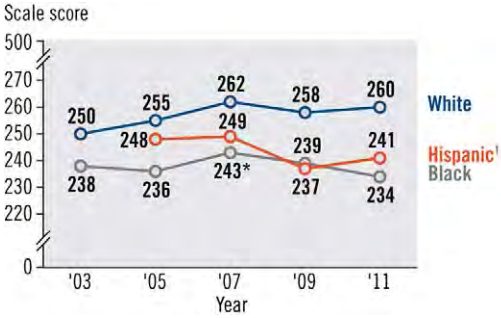
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Cleveland, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). In Cleveland, all students were categorized as eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample size insufficient to permit a reliable estimate in 2003.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

GRADE 4

Dallas

For Dallas fourth-graders in 2011,

- the overall average score was 204.
- the average score of 204 was at the 30th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.

Results for higher- and lower-income students showed

- a 24-point score gap between higher- and lower-income students.

Results for racial/ethnic groups showed

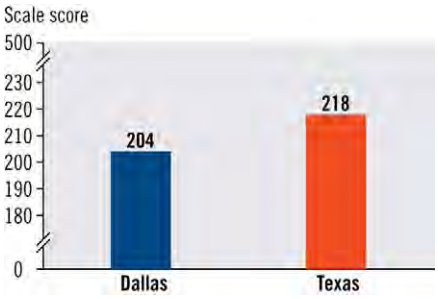
- a White – Black score gap of 32 points.[4]
- a White – Hispanic score gap of 36 points.[4]

Achievement-level results showed

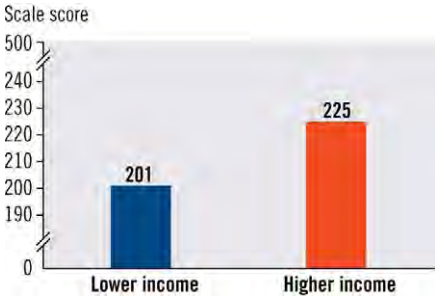
- a lower percentage at or above *Basic* compared to large cities.
- a lower percentage at or above *Proficient* compared to large cities.

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

Average scores in NAEP reading for fourth-graders in Dallas and Texas: 2011

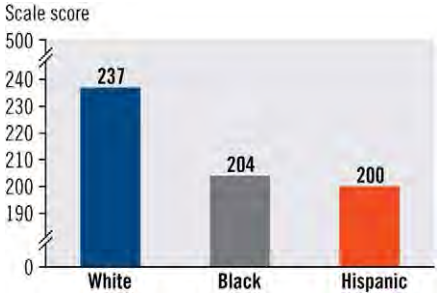


Average scores in NAEP reading for fourth-graders in Dallas, by family income: 2011



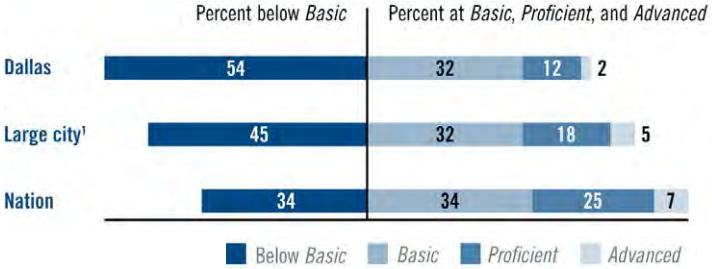
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Dallas, by race/ethnicity: 2011



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

Achievement-level results in NAEP reading for fourth-graders in Dallas: 2011



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. 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), 2011 Reading Assessment.

GRADE 8

Dallas

For Dallas eighth-graders in 2011,

- the overall average score was 248.
- the average score of 248 was at the 30th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.

Results for higher- and lower-income students showed

- a 16-point score gap between higher- and lower-income students.

Results for racial/ethnic groups showed

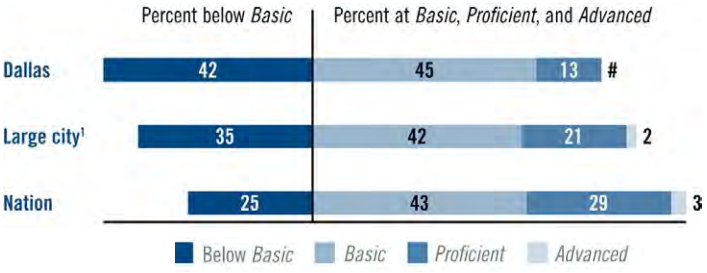
- a White – Black score gap of 33 points.[5]
- a White – Hispanic score gap of 30 points.

Achievement-level results showed

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

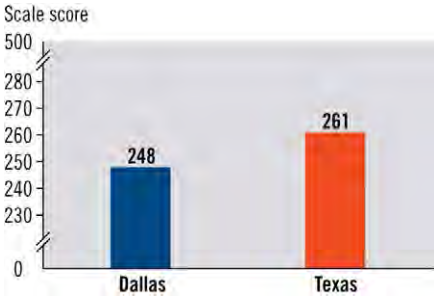
[5] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for eighth-graders in Dallas: 2011

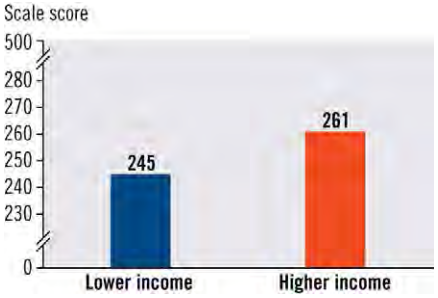


Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Dallas and Texas: 2011

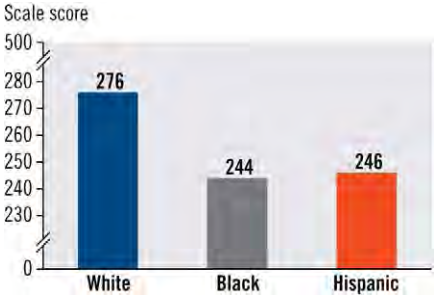


Average scores in NAEP reading for eighth-graders in Dallas, by family income: 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Dallas, by race/ethnicity: 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 4

Detroit

For Detroit fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 191 was at the 20th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Michigan.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2009.
- no significant change in the average score for lower-income students compared to 2009.

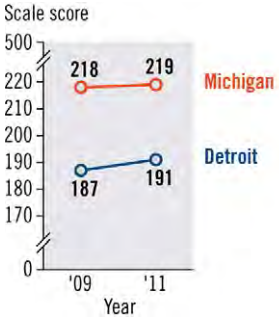
Results for racial/ethnic groups showed

- no significant change in average scores for Black or Hispanic students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

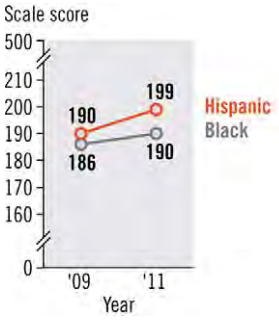
Average scores in NAEP reading for fourth-graders in Detroit and Michigan: 2009 and 2011



Average scores in NAEP reading for fourth-graders in Detroit, by family income: 2009 and 2011

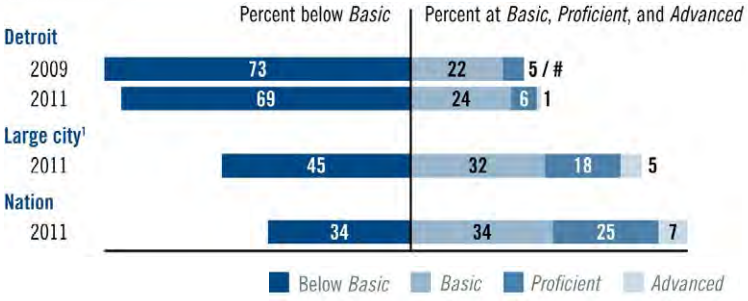
* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Detroit, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Detroit: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

Detroit

For Detroit eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 237 was at the 20th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Michigan.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for higher-income students compared to 2009.
- a higher average score for lower-income students compared to 2009.

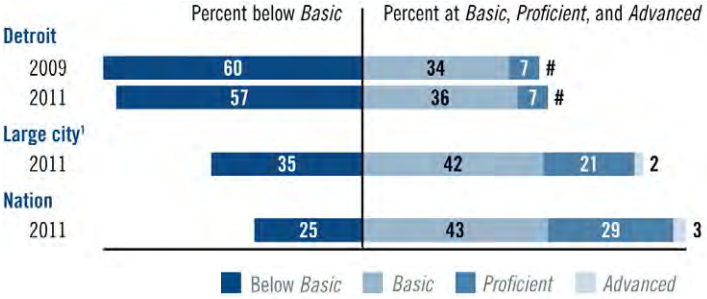
Results for racial/ethnic groups showed

- no significant change in average scores for Black or Hispanic students compared to 2009.

Achievement-level results showed

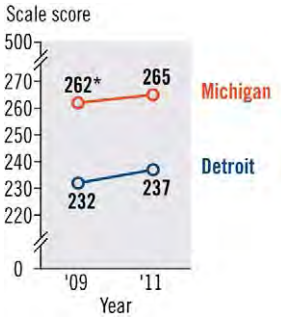
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Detroit: 2009 and 2011



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

Average scores in NAEP reading for eighth-graders in Detroit and Michigan: 2009 and 2011

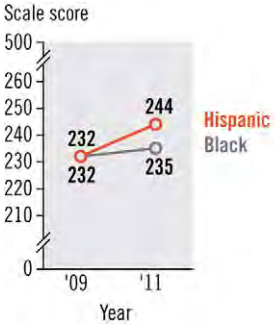


* Significantly different ($p < .05$) from 2011.

Average scores in NAEP reading for eighth-graders in Detroit, by family income: 2009 and 2011

* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Detroit, by race/ethnicity: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

District of Columbia (DCPS)

See the note at the bottom of the page regarding student samples for the District of Columbia.

For District of Columbia (DCPS) fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 201 was at the 27th percentile for the nation.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

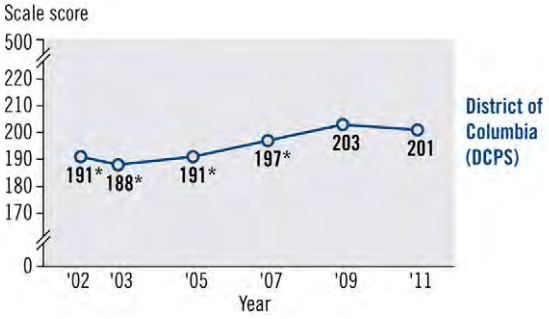
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change from 2009.
- no significant change in the average score for Black students compared to 2002 but a lower score than in 2009.
- no significant change in the average score for White students compared to 2002 or 2009.

Achievement-level results showed

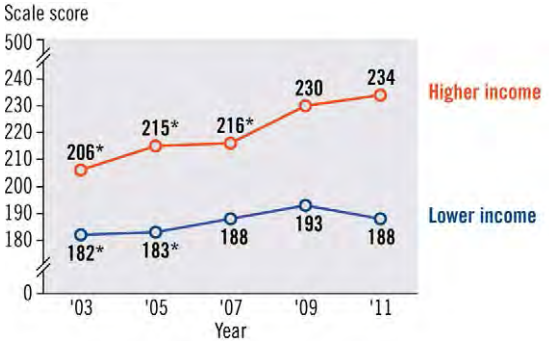
- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



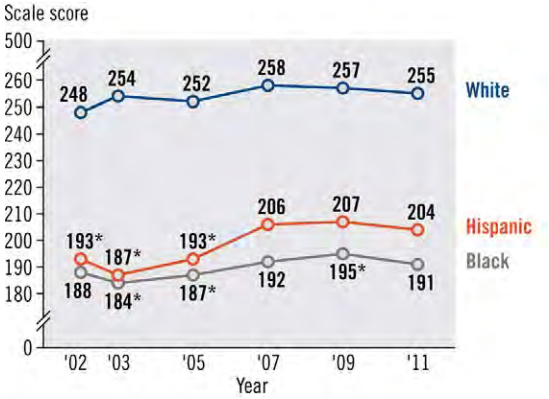
* Significantly different ($p < .05$) from 2011.
NOTE: DCPS = District of Columbia Public Schools.

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



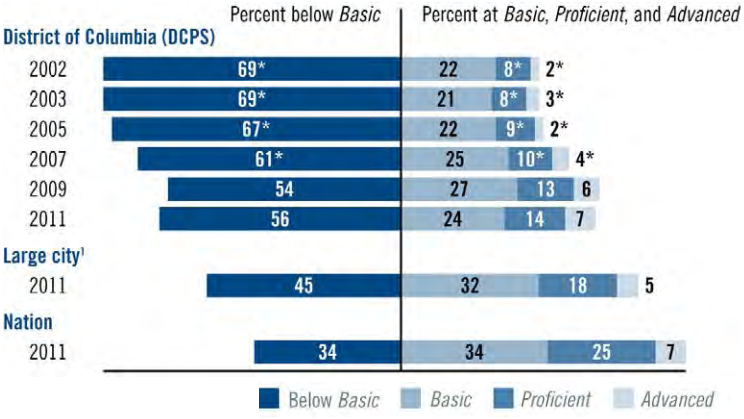
* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.
DCPS = District of Columbia Public Schools.

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



* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.
DCPS = District of Columbia Public Schools.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
DCPS = District of Columbia Public Schools.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. For the District of Columbia, beginning in 2009, TUDA results for DCPS do not include charter school results due to a change in the education governance structure for the District of Columbia.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

GRADE 8

District of Columbia (DCPS)

See the note at the bottom of the page regarding student samples for the District of Columbia.

For District of Columbia (DCPS) eighth-graders in 2011,

- the overall score was not significantly different from 2002 or 2009.
- the average score of 237 was at the 20th percentile for the nation.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2003 but no significant change from 2009.
- a lower average score for lower-income students compared to 2003 and 2009.

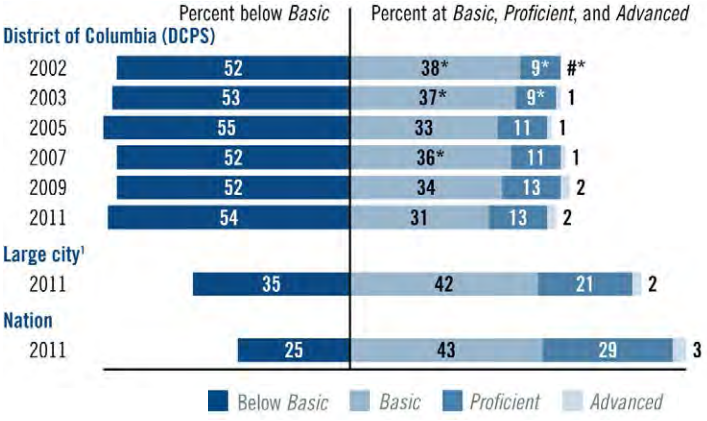
Results for racial/ethnic groups showed

- a lower average score for Black students compared to 2002 but no significant change from 2009.
- no significant change in the average score for Hispanic students compared to 2002 but a lower score than in 2009.

Achievement-level results showed

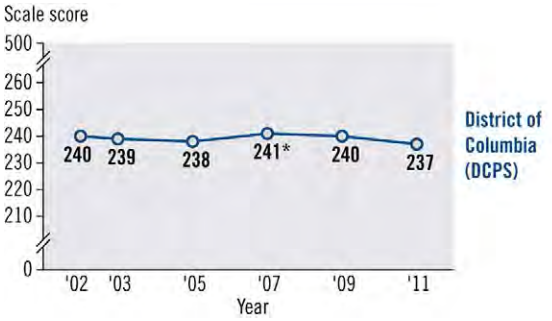
- no significant change in the percentage at or above *Basic* compared to 2002 or 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



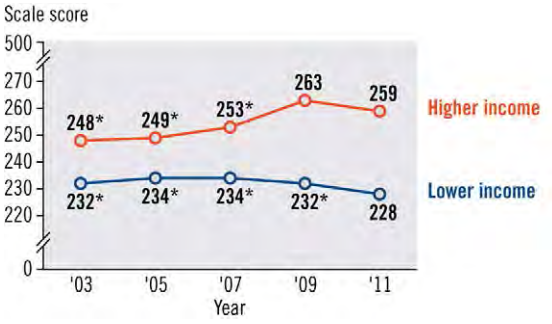
Rounds to zero.
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
DCPS = District of Columbia Public Schools.

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



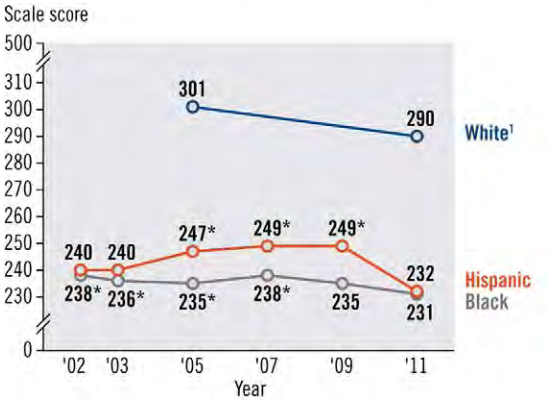
* Significantly different ($p < .05$) from 2011.
NOTE: DCPS = District of Columbia Public Schools.

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



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP. DCPS = District of Columbia Public Schools.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, 2007, and 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.
DCPS = District of Columbia Public Schools.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. For the District of Columbia, beginning in 2009, TUDA results for DCPS do not include charter school results due to a change in the education governance structure for the District of Columbia.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

GRADE 4

Fresno

For Fresno fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 194 was at the 22nd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

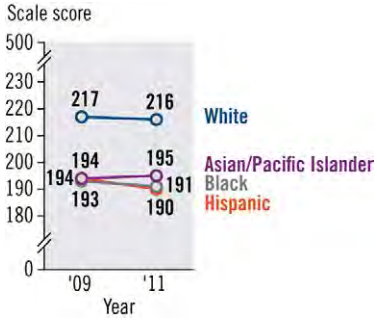
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Average scores in NAEP reading for fourth-graders in Fresno and California: 2009 and 2011

Average scores in NAEP reading for fourth-graders in Fresno, by family income: 2009 and 2011

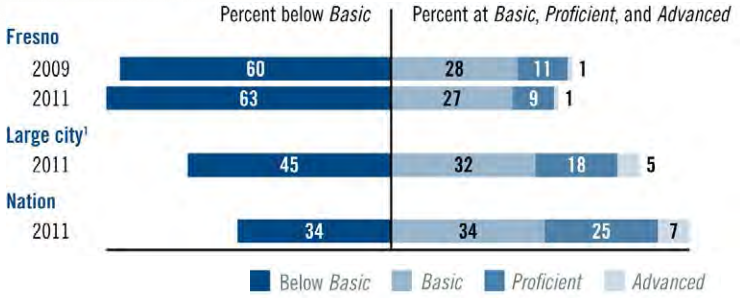
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Fresno, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Fresno: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

Fresno

For Fresno eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 238 was at the 21st percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

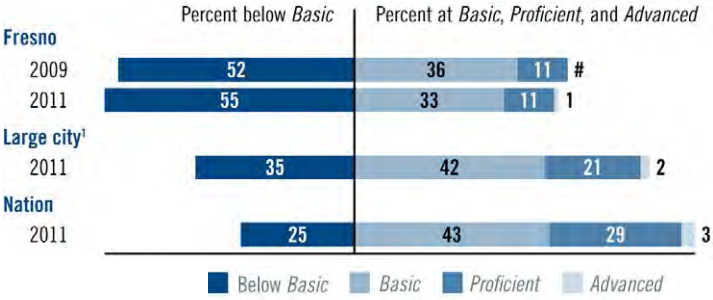
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

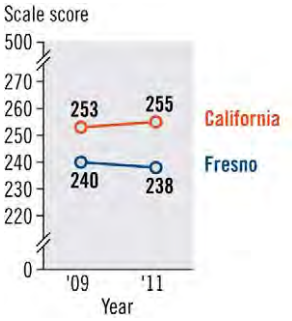
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Fresno: 2009 and 2011



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

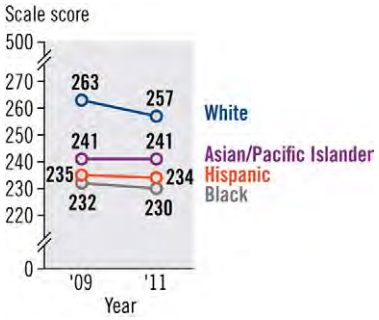
Average scores in NAEP reading for eighth-graders in Fresno and California: 2009 and 2011



Average scores in NAEP reading for eighth-graders in Fresno, by family income: 2009 and 2011

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Fresno, by race/ethnicity: 2009 and 2011



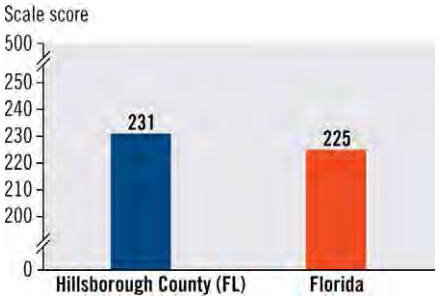
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

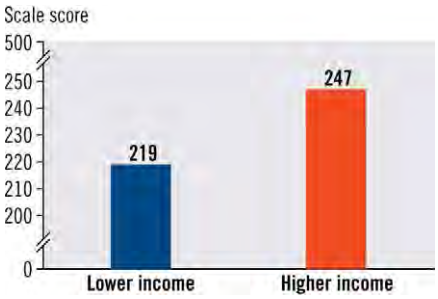
GRADE 4

Hillsborough County (FL)

Average scores in NAEP reading for fourth-graders in Hillsborough County (FL) and Florida: 2011

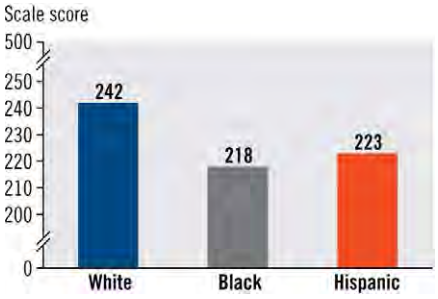


Average scores in NAEP reading for fourth-graders in Hillsborough County (FL), by family income: 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Hillsborough County (FL), by race/ethnicity: 2011



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

For Hillsborough County (FL) fourth-graders in 2011,

- the overall average score was 231.
- the average score of 231 was at the 59th percentile for the nation.

The district-to-state comparison showed

- a higher overall score than for Florida.

Results for higher- and lower-income students showed

- a 28-point score gap between higher- and lower-income students.

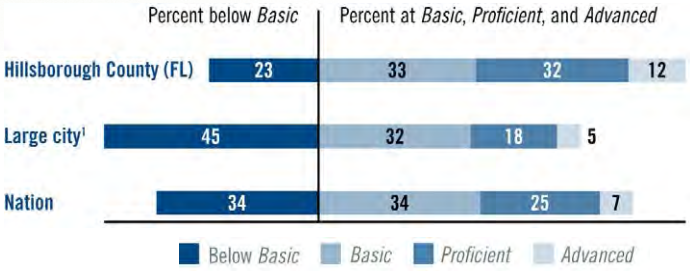
Results for racial/ethnic groups showed

- a White – Black score gap of 24 points.
- a White – Hispanic score gap of 19 points.

Achievement-level results showed

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

Achievement-level results in NAEP reading for fourth-graders in Hillsborough County (FL): 2011



[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. 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), 2011 Reading Assessment.

GRADE 8

Hillsborough County (FL)

For Hillsborough County (FL) eighth-graders in 2011,

- the overall average score was 264.
- the average score of 264 was at the 49th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Florida.

Results for higher- and lower-income students showed

- a 22-point score gap between higher- and lower-income students.

Results for racial/ethnic groups showed

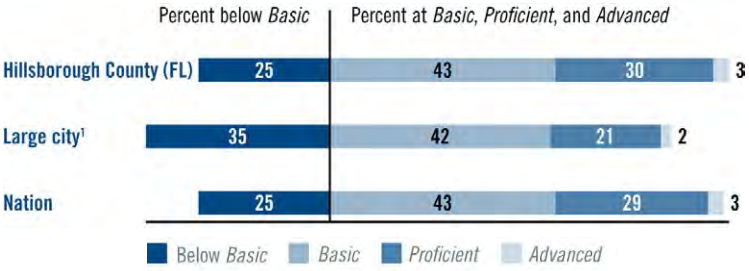
- a White – Black score gap of 29 points.
- a White – Hispanic score gap of 17 points.[6]

Achievement-level results showed

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

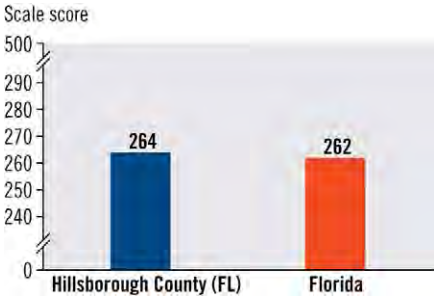
[6] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Achievement-level results in NAEP reading for eighth-graders in Hillsborough County (FL): 2011

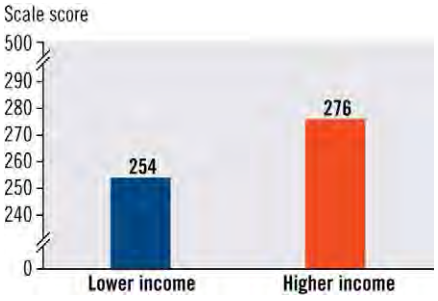


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Hillsborough County (FL) and Florida: 2011

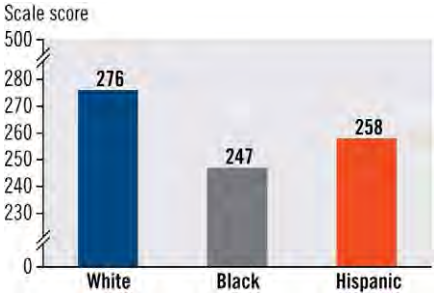


Average scores in NAEP reading for eighth-graders in Hillsborough County (FL), by family income: 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Hillsborough County (FL), by race/ethnicity: 2011



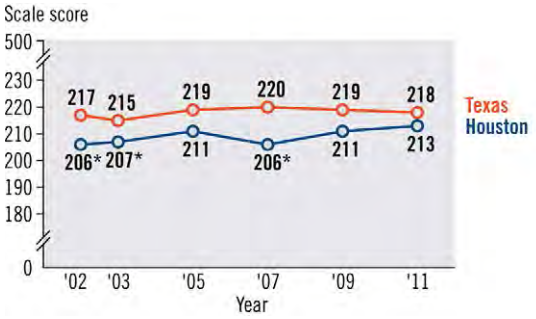
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 4

Houston

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

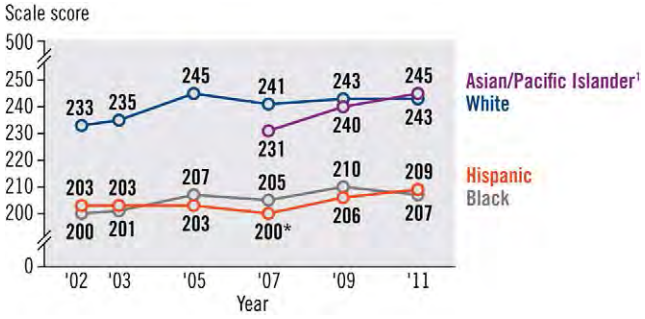


* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Houston, by family income

* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, and 2005.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For Houston fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 213 was at the 39th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.
- no significant change in the gap compared to 2002 or 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

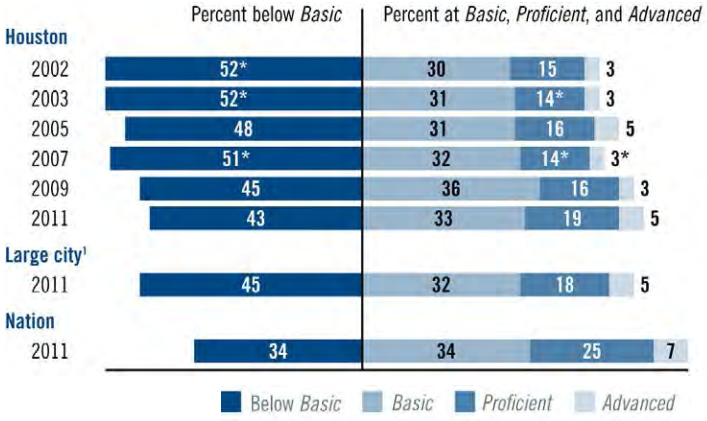
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2002 or 2009, or for Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- no significant change in the percentage at or above *Proficient* compared to 2002 or 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Houston

For Houston eighth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 252 was at the 35th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Texas.
- a narrowing of the gap compared to 2002 but no significant change from 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

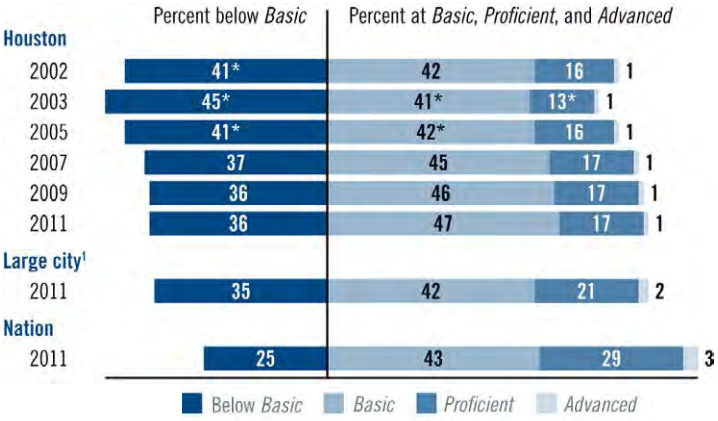
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change from 2009.
- no significant change in average scores for White or Black students compared to 2002 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- no significant change in the percentage at or above *Proficient* compared to 2002 or 2009.

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

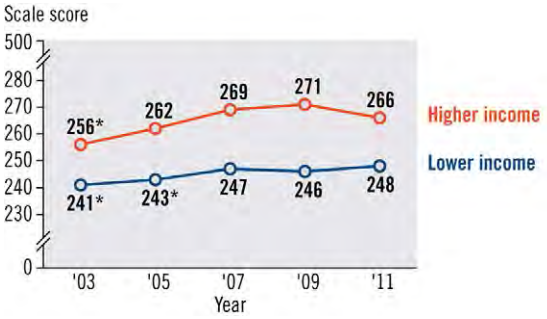


* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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

* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Houston, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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

* Significantly different ($p < .05$) from 2011.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, 2005, and 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 4

Jefferson County (KY)

For Jefferson County (KY) fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 223 was at the 50th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Kentucky.
- no significant change in the score-point difference compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

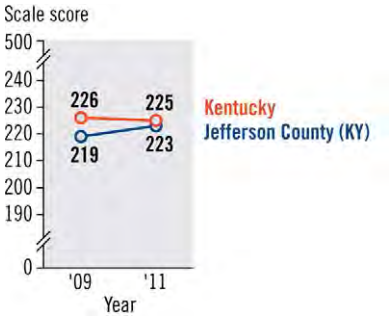
Results for racial/ethnic groups showed

- no significant change in average scores for White or Black students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

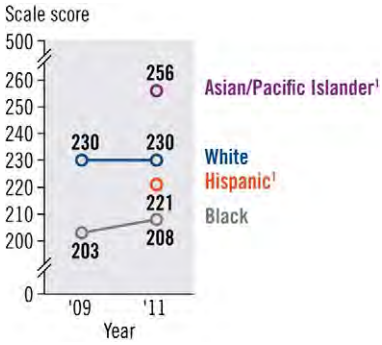
Average scores in NAEP reading for fourth-graders in Jefferson County (KY) and Kentucky: 2009 and 2011



Average scores in NAEP reading for fourth-graders in Jefferson County (KY), by family income: 2009 and 2011

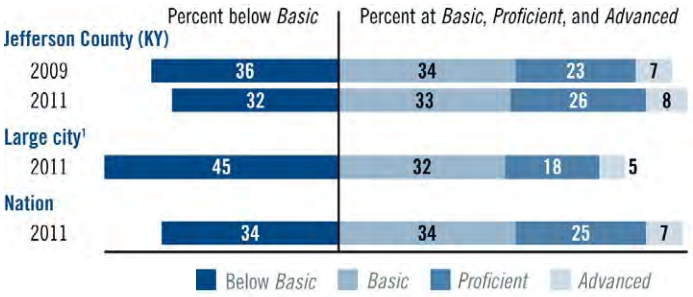
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Jefferson County (KY), by race/ethnicity: 2009 and 2011



[1] Sample size insufficient to permit a reliable estimate in 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Achievement-level results in NAEP reading for fourth-graders in Jefferson County (KY): 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 8

Jefferson County (KY)

For Jefferson County (KY) eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 260 was at the 43rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Kentucky.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

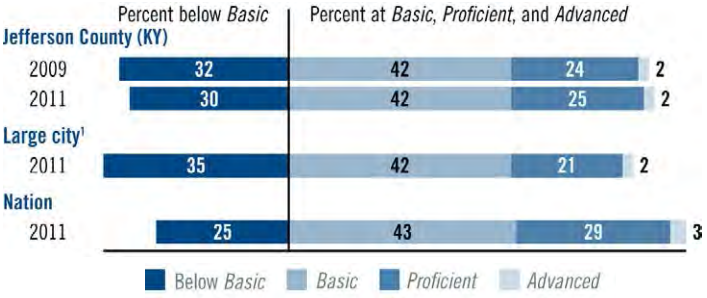
Results for racial/ethnic groups showed

- no significant change in average scores for White or Black students compared to 2009.

Achievement-level results showed

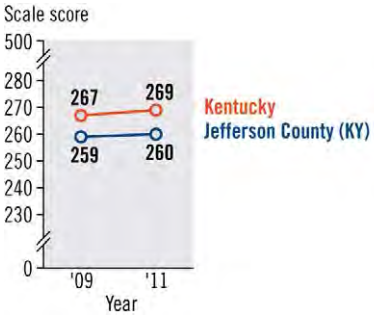
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Jefferson County (KY): 2009 and 2011

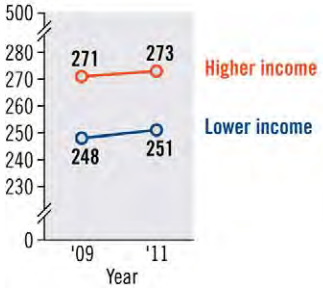


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Jefferson County (KY) and Kentucky: 2009 and 2011

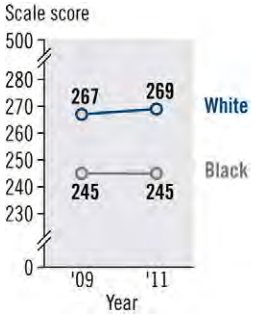


Average scores in NAEP reading for eighth-graders in Jefferson County (KY), by family income: 2009 and 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Jefferson County (KY), by race/ethnicity: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

Los Angeles

For Los Angeles fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 201 was at the 27th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- no significant change in the gap compared to 2002 or 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for higher-income students compared to 2003 or 2009.
- a higher average score for lower-income students compared to 2003 but no significant change from 2009.

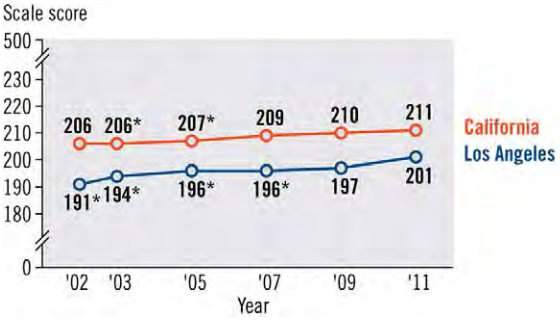
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change from 2009.
- no significant change in average scores for White, Black, or Asian/Pacific Islander students compared to 2002 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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

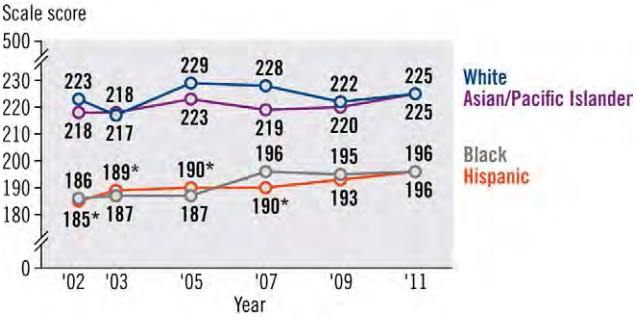


* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in Los Angeles, by family income

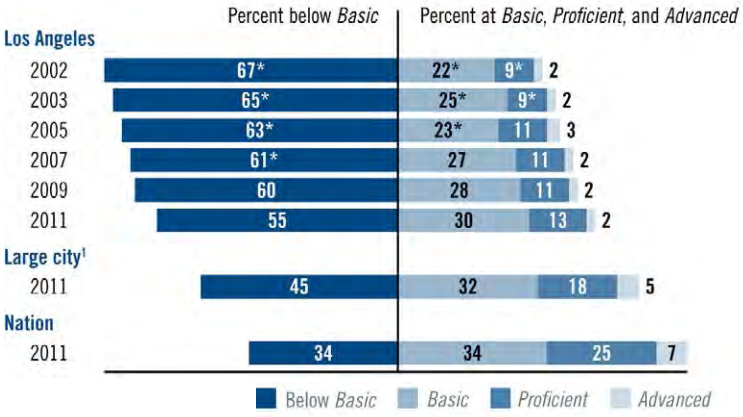
* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 8

Los Angeles

For Los Angeles eighth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 246 was at the 28th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for California.
- a narrowing of the gap compared to 2002 but no significant change from 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

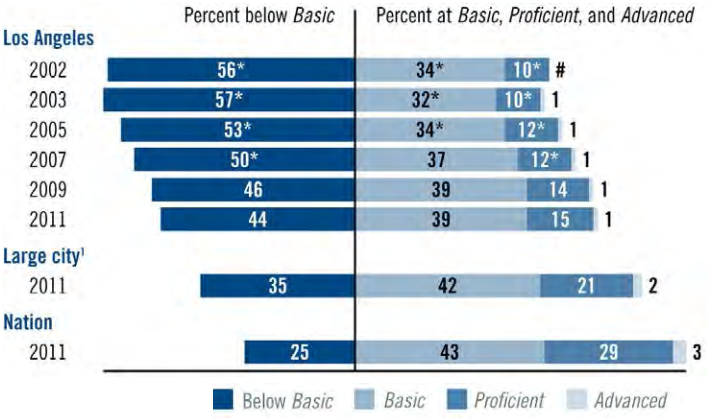
Results for racial/ethnic groups showed

- a higher average score for Hispanic students compared to 2002 but no significant change from 2009.
- no significant change in average scores for White, Black, or Asian/Pacific Islander students compared to 2002 or 2009.

Achievement-level results showed

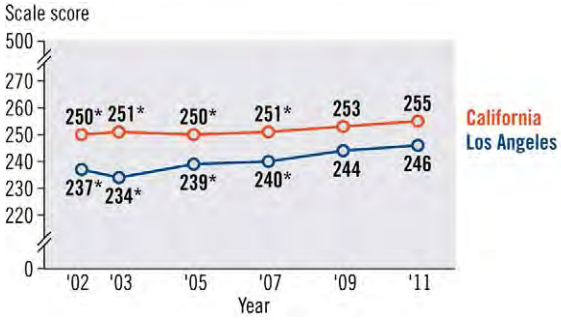
- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



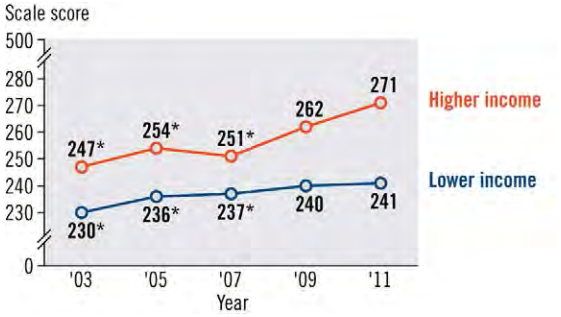
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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



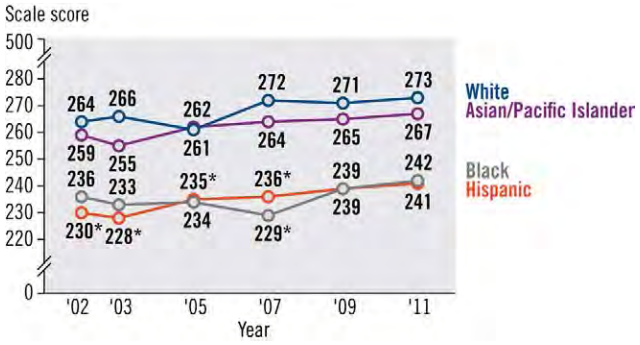
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in Los Angeles, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 4

Miami-Dade

For Miami-Dade fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 221 was at the 48th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Florida.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

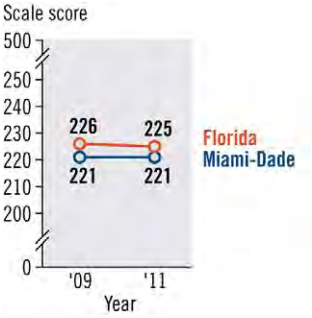
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2009.

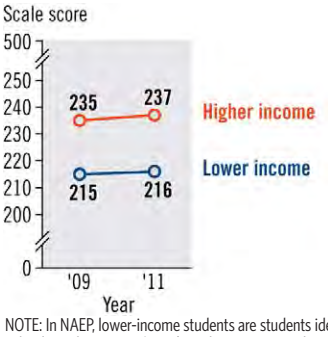
Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Average scores in NAEP reading for fourth-graders in Miami-Dade and Florida: 2009 and 2011

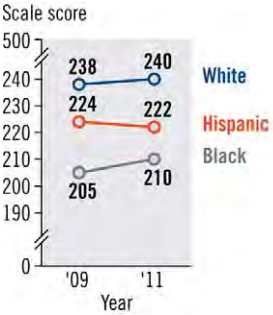


Average scores in NAEP reading for fourth-graders in Miami-Dade, by family income: 2009 and 2011



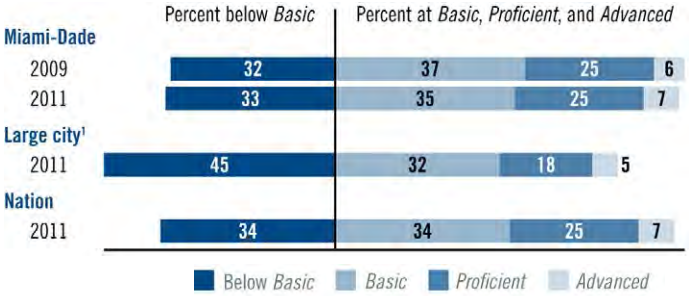
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Miami-Dade, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Miami-Dade: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 8

Miami-Dade

For Miami-Dade eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 260 was at the 43rd percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for Florida.
- no significant change in the score-point difference compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

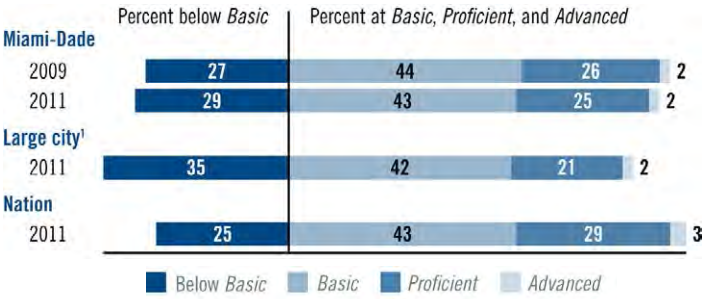
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

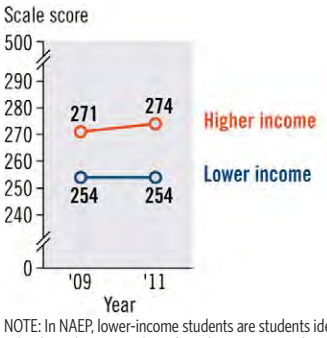
Achievement-level results in NAEP reading for eighth-graders in Miami-Dade: 2009 and 2011



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

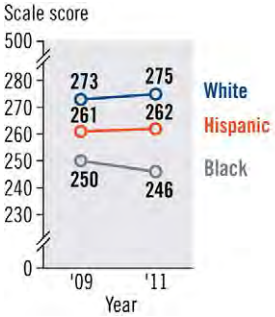
Average scores in NAEP reading for eighth-graders in Miami-Dade and Florida: 2009 and 2011

Average scores in NAEP reading for eighth-graders in Miami-Dade, by family income: 2009 and 2011



NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Miami-Dade, by race/ethnicity: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

Milwaukee

For Milwaukee fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 195 was at the 23rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Wisconsin.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

Results for racial/ethnic groups showed

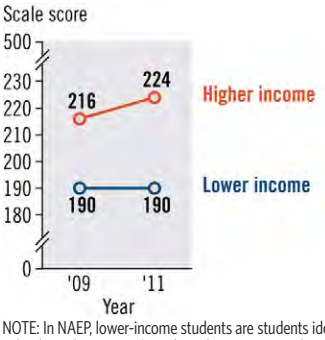
- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

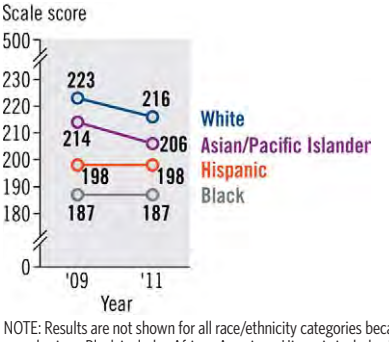
Average scores in NAEP reading for fourth-graders in Milwaukee and Wisconsin: 2009 and 2011

Average scores in NAEP reading for fourth-graders in Milwaukee, by family income: 2009 and 2011



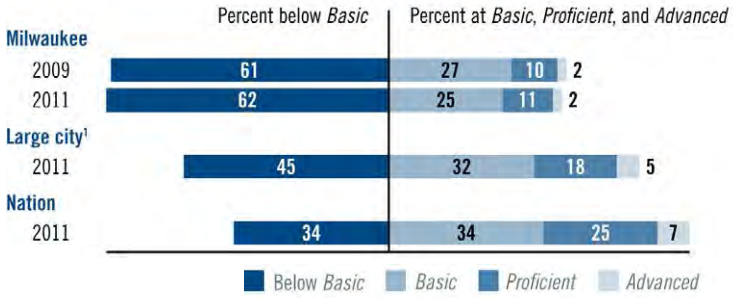
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Milwaukee, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Milwaukee: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 8

Milwaukee

For Milwaukee eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 238 was at the 21st percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Wisconsin.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

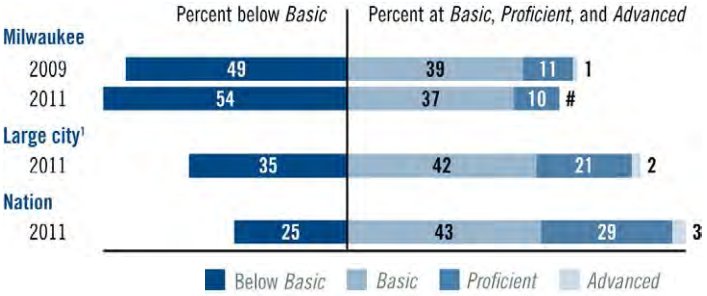
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, or Hispanic students compared to 2009.

Achievement-level results showed

- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Milwaukee: 2009 and 2011



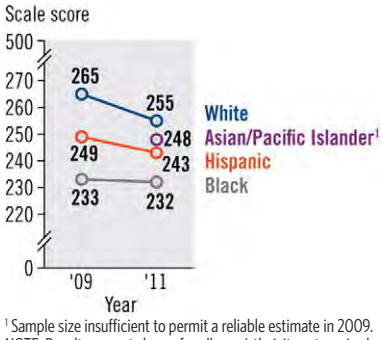
Rounds to zero.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

Average scores in NAEP reading for eighth-graders in Milwaukee and Wisconsin: 2009 and 2011

Average scores in NAEP reading for eighth-graders in Milwaukee, by family income: 2009 and 2011

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Milwaukee, by race/ethnicity: 2009 and 2011



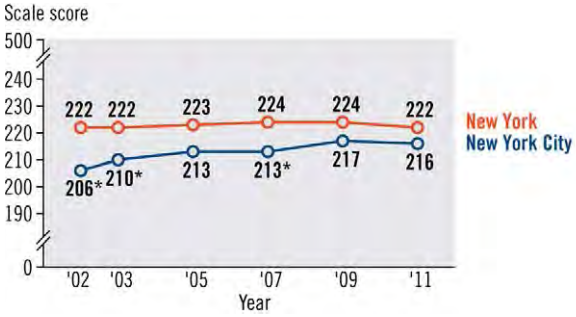
[1] Sample size insufficient to permit a reliable estimate in 2009.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

New York City

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

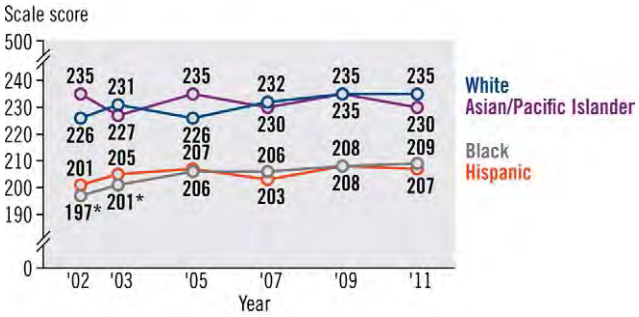


* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in New York City, by family income

* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

For New York City fourth-graders in 2011,

- the overall score was higher than in 2002 but not significantly different from 2009.
- the average score of 216 was at the 43rd percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for New York.
- a narrowing of the gap compared to 2002 but no significant change from 2009.

Results for higher- and lower-income students showed

- no significant change in the average score for higher-income students compared to 2003 or 2009.
- a higher average score for lower-income students compared to 2003 but no significant change from 2009.

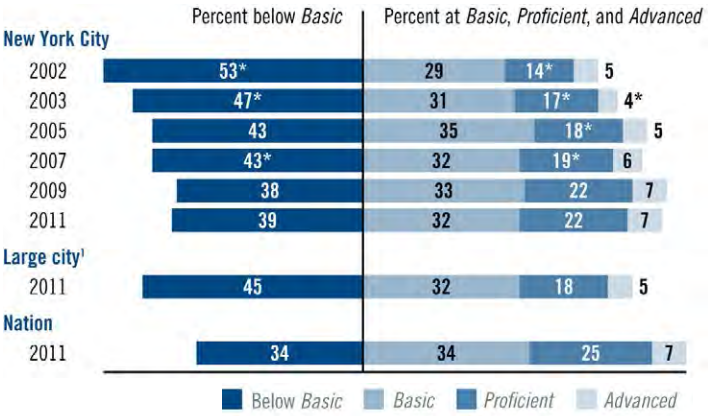
Results for racial/ethnic groups showed

- a higher average score for Black students compared to 2002 but no significant change from 2009.
- no significant change in average scores for White, Hispanic, or Asian/Pacific Islander students compared to 2002 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2002 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2002 but no significant change from 2009.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

GRADE 8

New York City

For New York City eighth-graders in 2011,

- the overall score was not significantly different from 2003 or 2009.
- the average score of 254 was at the 37th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for New York.
- no significant change in the gap compared to 2003 or 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2003 or 2009.

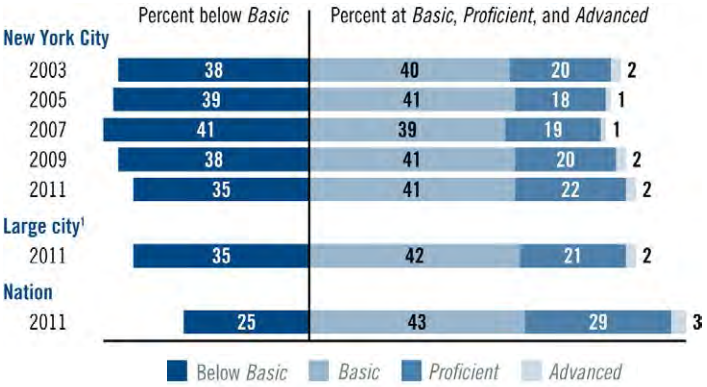
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

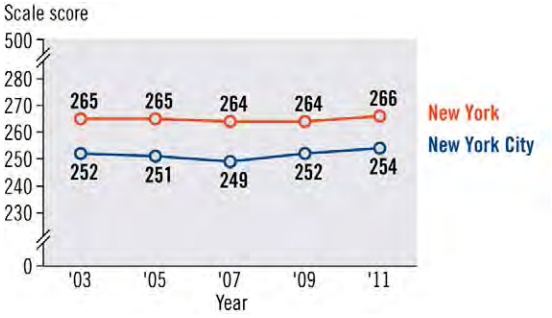
- no significant change in the percentage at or above *Basic* compared to 2003 or 2009.
- no significant change in the percentage at or above *Proficient* compared to 2003 or 2009.

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

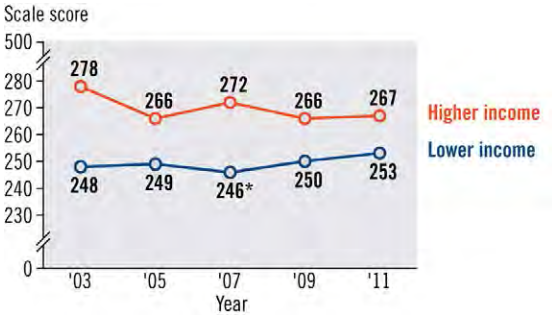


[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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

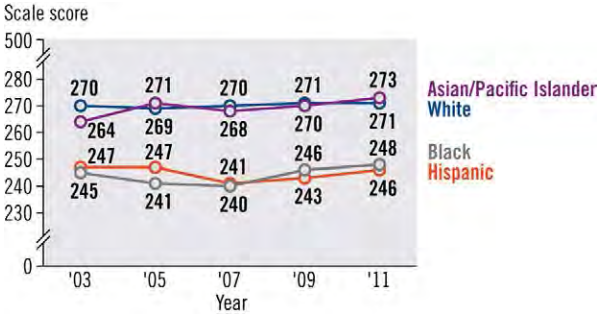


Trend in NAEP reading average scores for eighth-graders in New York City, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

GRADE 4

Philadelphia

For Philadelphia fourth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 199 was at the 25th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Pennsylvania.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

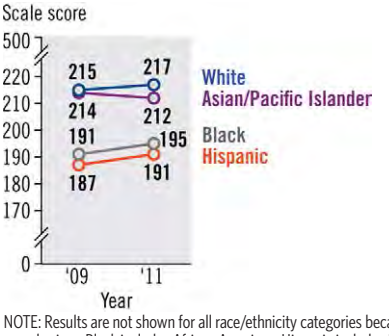
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Average scores in NAEP reading for fourth-graders in Philadelphia and Pennsylvania: 2009 and 2011

Average scores in NAEP reading for fourth-graders in Philadelphia, by family income: 2009 and 2011

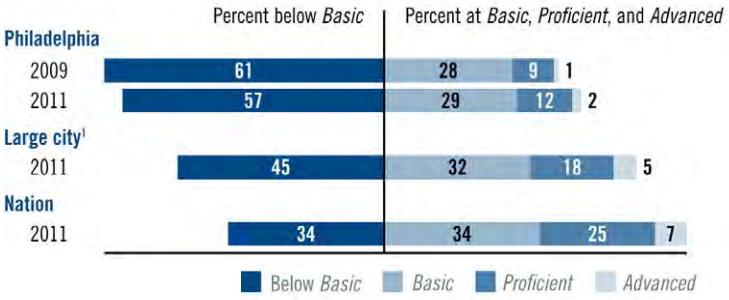
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for fourth-graders in Philadelphia, by race/ethnicity: 2009 and 2011



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

Achievement-level results in NAEP reading for fourth-graders in Philadelphia: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 8

Philadelphia

For Philadelphia eighth-graders in 2011,

- the overall score was not significantly different from 2009.
- the average score of 247 was at the 29th percentile for the nation.

The district-to-state comparison showed

- a lower overall score than for Pennsylvania.
- no significant change in the gap compared to 2009.

Results for higher- and lower-income students showed

- no significant change in average scores for higher- or lower-income students compared to 2009.

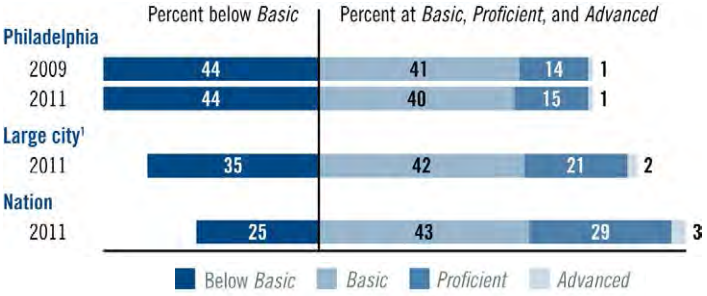
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2009.

Achievement-level results showed

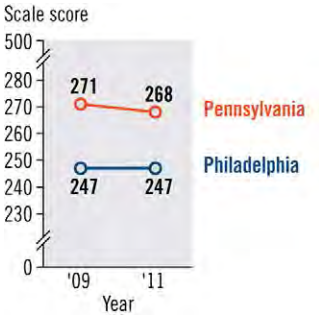
- no significant change in the percentage at or above *Basic* compared to 2009.
- no significant change in the percentage at or above *Proficient* compared to 2009.

Achievement-level results in NAEP reading for eighth-graders in Philadelphia: 2009 and 2011



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

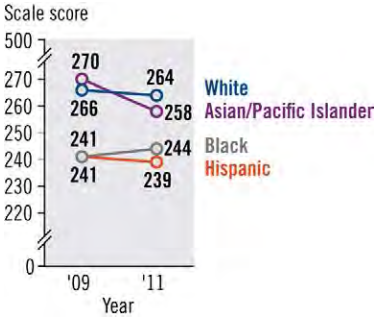
Average scores in NAEP reading for eighth-graders in Philadelphia and Pennsylvania: 2009 and 2011



Average scores in NAEP reading for eighth-graders in Philadelphia, by family income: 2009 and 2011

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

Average scores in NAEP reading for eighth-graders in Philadelphia, by race/ethnicity: 2009 and 2011



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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments.

GRADE 4

San Diego

For San Diego fourth-graders in 2011,

- the overall score was higher than in 2003 but not significantly different from 2009.
- the average score of 215 was at the 42nd percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for California.
- no significant change in the score-point difference compared to 2003 or 2009.

Results for higher- and lower-income students showed

- higher average scores for higher- and lower-income students compared to 2003 but no significant change from 2009.

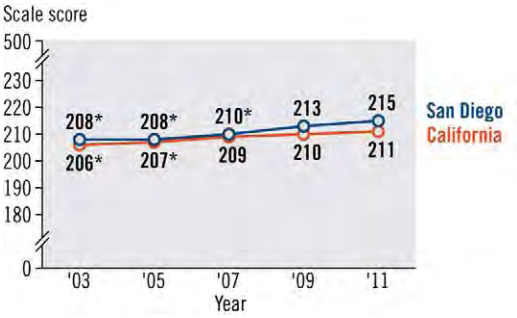
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

- a higher percentage at or above *Basic* compared to 2003 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2003 but no significant change from 2009.

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

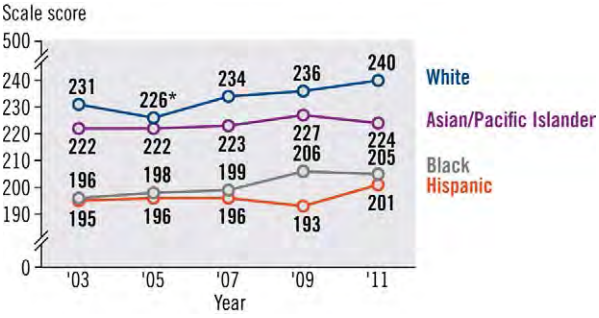


* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for fourth-graders in San Diego, by family income

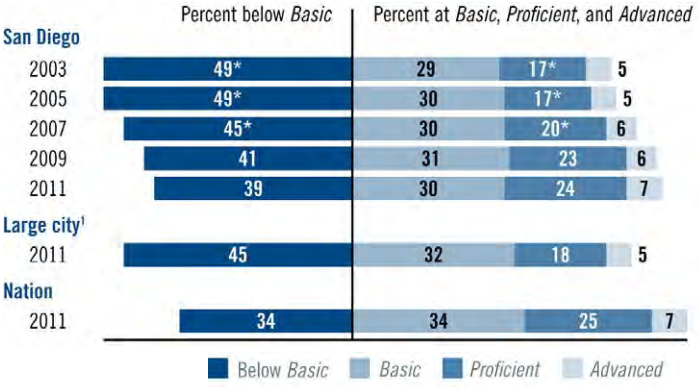
* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



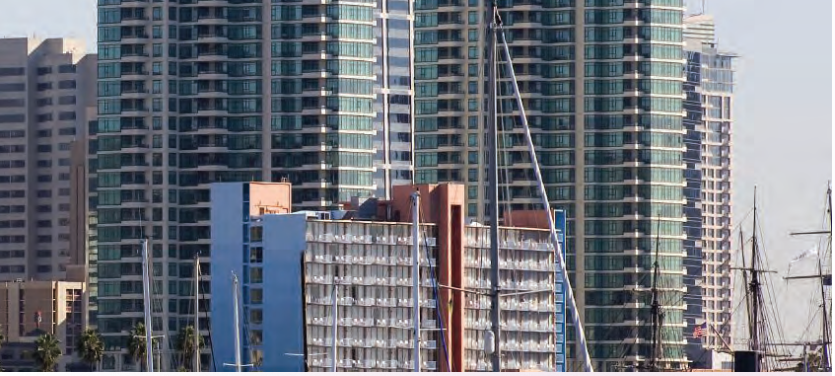
* Significantly different ($p < .05$) from 2011.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

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



* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–11 Reading Assessments.



GRADE 8

San Diego

For San Diego eighth-graders in 2011,

- the overall score was higher than in 2003 but not significantly different from 2009.
- the average score of 256 was at the 39th percentile for the nation.

The district-to-state comparison showed

- no significant difference from the overall score for California.
- no significant change in the score-point difference compared to 2003 or 2009.

Results for higher- and lower-income students showed

- a higher average score for higher-income students compared to 2003 but no significant change from 2009.
- no significant change in the average score for lower-income students compared to 2003 or 2009.

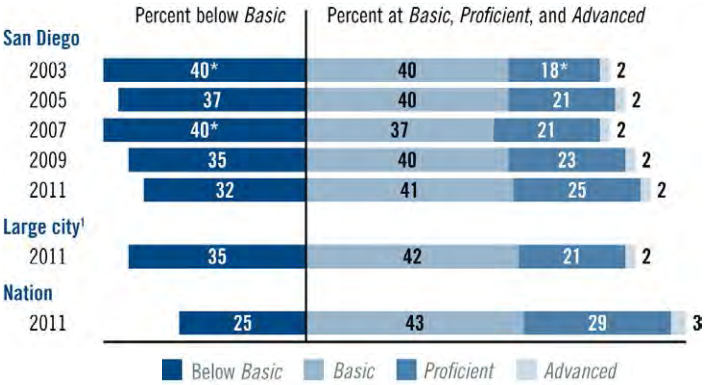
Results for racial/ethnic groups showed

- no significant change in average scores for White, Black, Hispanic, or Asian/Pacific Islander students compared to 2003 or 2009.

Achievement-level results showed

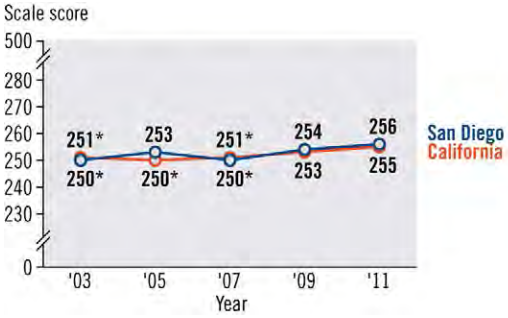
- a higher percentage at or above *Basic* compared to 2003 but no significant change from 2009.
- a higher percentage at or above *Proficient* compared to 2003 but no significant change from 2009.

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



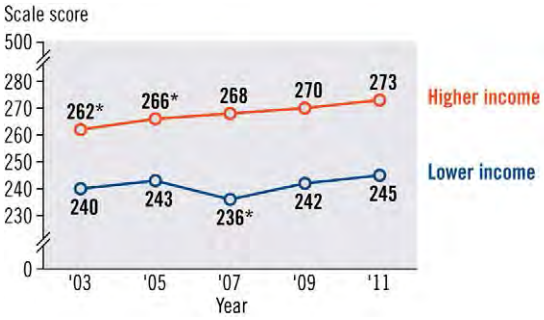
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

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



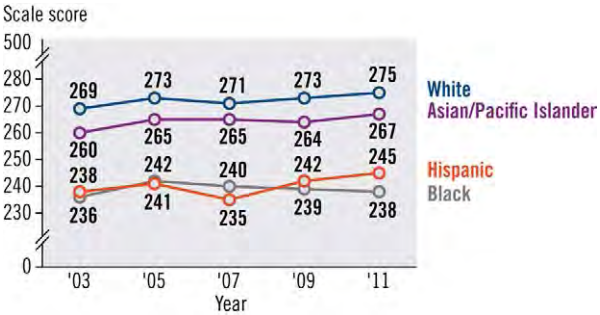
* Significantly different ($p < .05$) from 2011.

Trend in NAEP reading average scores for eighth-graders in San Diego, by family income



* Significantly different ($p < .05$) from 2011.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program (NSLP). Higher-income students are not eligible for NSLP.

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



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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

NAEP Inclusion

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

The National Assessment Governing Board, which sets policy for NAEP, has been exploring ways to ensure that NAEP continues to appropriately include as many students as possible and to do so in a consistent manner for all jurisdictions assessed and reported. In March 2010, the Governing Board adopted a new policy, *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*. This policy was the culmination of work with experts in testing and curriculum, and those who work with exceptional children and students learning to speak English. The policy aims to

- maximize participation of sampled students in NAEP,
- reduce variation in exclusion rates for SD and ELL students across states and districts,
- develop uniform national rules for including students in NAEP, and
- ensure that NAEP is fully representative of SD and ELL students.

The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD and ELL.

Students are selected to participate in NAEP based on a sampling procedure designed to yield a sample of students that is representative of students in all schools nationwide and in public schools within each state and TUDA district. First, schools are selected, and then students are sampled from within those schools without regard to disability or English language proficiency. Once students are selected, those previously identified as SD or ELL may be offered accommodations or excluded.

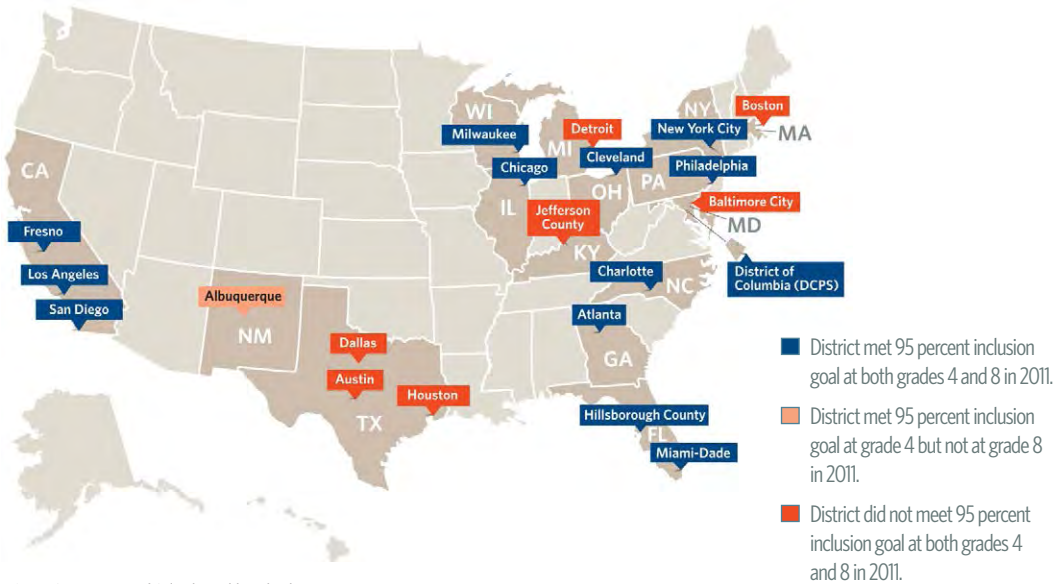
Districts vary in their proportions of special-needs students and in their policies on inclusion and the use of accommodations. Among the TUDA districts participating in 2011, identification rates for SD and/or ELL students ranged from 11 percent in Atlanta to 56 percent in Dallas at grade 4, and from 12 percent in Atlanta to 36 percent in Boston at grade 8. Large cities overall had higher percentages of students identified as ELL in 2011 (22 and 12 percent at grades 4 and 8, respectively) than the nation (11 and 6 percent at grades 4 and 8, respectively), as did 12 of 21 participating districts at grade 4, and 15 districts at grade 8. Nonetheless, districts have worked to ensure that all students who can meaningfully participate in the NAEP assessments are included. Of the 18 districts that participated in both 2009 and 2011, inclusion rates remained steady or increased for 15 districts at grade 4, and 17 districts at grade 8. The new NAEP inclusion policy is an effort to ensure that this trend continues.

Determining whether each district has met the NAEP inclusion goals involves looking at three different inclusion rates—an overall inclusion rate, an inclusion rate for SD students, and an inclusion rate for ELL students. Each inclusion rate is calculated as the percentage of sampled students who were included in the assessment (i.e., were not excluded).

Inclusion rate percentages are estimates because they are based on representative samples of students rather than on the entire population of students. As such, the inclusion rates are associated with a margin of error. The margin of error for each district's inclusion rate was taken into account when comparing it to the corresponding inclusion goal. For example, if the point estimate of a district's overall inclusion rate was 93 percent and had a margin of error of plus or minus 3 percentage points, the district was considered to have met the 95 percent inclusion goal because the 95 percent goal falls within the margin of error, which ranges from 90 percent to 96 percent. Refer to the Technical Notes for more details about how the margin of error was used in these calculations.

Many of the urban districts participating in the 2011 reading assessment met the 95 percent inclusion goal (**figure 20**). The goal was not met at grades 4 and 8 in Austin, Baltimore City, Boston, Dallas, Detroit, Houston, and Jefferson County, and at grade 8 in Albuquerque. See appendix **table A-6** for the inclusion rates as a percentage of all students selected in each district, and **table A-7** for the rates as a percentage of the SD or ELL students.

Figure 20. Districts meeting the 95 percent inclusion rate goal in NAEP reading at grades 4 and 8: 2011



NOTE: DCPS = District of Columbia Public Schools.

Inclusion Policy

See the National Assessment Governing Board's policy on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners* at http://www.nagb.org/policies/PoliciesPDFs/Reporting%20and%20Dissemination/naep_testandreport_studentswithdisabilities.pdf.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Technical Notes

Sampling and Weighting

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

In the same way that schools and students participating in NAEP assessments are chosen to be nationally representative, the schools and students participating in TUDA assessments are selected to be representative of their districts. The results from the assessed students are combined to provide accurate estimates of overall district performance. Results are weighted to take into account the fact that schools and students represent different proportions of the overall district population.

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

Charter Schools in District Samples

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

School districts vary in whether the charter schools within their boundaries are independent of the districts. Prior to 2009, charter schools were included in the TUDA district results if they were listed as part of the district's Local Education Agency in the NCES Common Core of Data. Beginning in 2009, charter schools were included in TUDA district results if they contributed to the district's AYP results as part of the Elementary and Secondary Education Act.

School and Student Participation

District participation

To ensure that reported results are based on a sample that is representative of the target population, standards established by the National Assessment Governing Board require that school participation rates for the original district samples be at least 85 percent for results to be reported. In the 2011 reading assessment, all participating urban districts met participation rate standards at both grades 4 and 8 (see appendix **table A-1**).

Confidence intervals for district inclusion rates

NAEP endeavors to include as many sampled students as possible in the assessment, including students with disabilities (SD) and English language learners (ELL), and has established specific inclusion goals: 95 percent of all sampled students and 85 percent of sampled students identified as SD or ELL. Inclusion rates were computed for each district participating in the 2011 assessment and compared to NAEP inclusion goals. Specifically, Wilson confidence intervals were used in order to avoid having an upper bound greater than 1.

Three inclusion percentages were computed for each district. An overall inclusion percentage represents included students as a percentage of all students sampled within the district. In addition, separate percentages were computed to report included students as a percentage of the district sample that was identified as SD or ELL.

Inclusion percentages are estimates based on a sample, and each estimate has a measure of uncertainty or margin of error. Confidence intervals quantify this uncertainty due to sampling, resulting in interval estimates of the inclusion percentages. Therefore, confidence intervals for inclusion percentages were used to determine upper and lower confidence bounds around the inclusion point estimates.

When determining whether each district met the NAEP inclusion goals, the confidence intervals were used, rather than just the point estimates. This means that if the inclusion goal of either 95 percent or 85 percent fell within the corresponding confidence interval, the district was considered as having met the goal. Districts for which the upper bound of the confidence interval was less than 95 percent (or 85 percent) did not meet the inclusion goal.

Interpreting Statistical Significance

Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population.

When an estimate has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the estimates. For example, a 2-point change in the average score for large cities overall at grade 8 may be statistically significant, while a 2-point change in a district may not be. Similarly, seemingly large numerical differences or changes in score gaps may not be statistically significant when the gap has a large standard error. Standard errors of score gaps depend on the margins of error associated with both estimates being compared. Therefore, if one estimate is based on a smaller group (e.g., Hispanic students) and has a larger margin of error, the standard error of the gap will be correspondingly large. Standard errors for the estimates presented in this report are available at http://nces.ed.gov/nationsreportcard/naepdata/.

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

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

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

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

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown on the left side of the chart below. Students identified with more than one of the other five categories were classified as "other" and were included as part of the unclassified category, along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed on the right side of the chart.

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "other" and reported as part of the "unclassified" category prior to 2011, and were classified as "two or more races" in 2011.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years in this report, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Racial/ethnic categories	
Prior to 2011	**In 2011**
1. White	1. White
2. Black	2. Black or African American
3. Hispanic	3. Hispanic
4. Asian/Pacific Islander	4. Asian
	5. Native Hawaiian/Other Pacific Islander
5. American Indian/Alaska Native	6. American Indian/Alaska Native
6. Other or unclassified	7. Two or more races

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

National School Lunch Program

NAEP collects data on student eligibility for the National School Lunch Program (NSLP) as an indicator of family income. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2010, through June 30, 2011, for a family of four, 130 percent of the poverty level was $28,665, and 185 percent was $40,793 in most states.)

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

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

Large City

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

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

Appendix Tables

Table A-1. Public school and student participation rates for Trial Urban District Assessment in reading, by grade and district: 2011

Grade and district	School participation		Student participation	
	Student-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4				
Albuquerque	100	50	93	1,700
Atlanta	100	60	96	1,900
Austin	100	60	94	1,600
Baltimore City	100	70	93	1,300
Boston	100	80	94	1,700
Charlotte	100	60	95	1,800
Chicago	100	90	95	2,500
Cleveland	100	70	93	1,300
Dallas	100	50	95	1,500
Detroit	100	50	89	1,200
District of Columbia (DCPS)	100	80	95	1,500
Fresno	100	50	94	1,900
Hillsborough County (FL)	100	50	95	1,700
Houston	100	80	95	2,400
Jefferson County (KY)	100	50	95	1,800
Los Angeles	100	80	95	2,400
Miami-Dade	100	80	96	2,700
Milwaukee	100	60	95	1,400
New York City	100	80	93	2,500
Philadelphia	100	60	94	1,600
San Diego	100	50	95	1,700
Grade 8				
Albuquerque	100	30	89	1,100
Atlanta	100	20	92	1,300
Austin	100	20	93	1,400
Baltimore City	100	60	89	900
Boston	100	40	90	1,100
Charlotte	100	40	93	1,400
Chicago	100	110	95	1,900
Cleveland	100	60	91	1,000
Dallas	100	40	93	1,300
Detroit	100	50	85	1,300
District of Columbia (DCPS)	100	40	88	1,300
Fresno	100	20	92	1,300
Hillsborough County (FL)	100	50	94	1,400
Houston	100	50	94	2,000
Jefferson County (KY)	100	30	92	1,300
Los Angeles	100	70	92	2,000
Miami-Dade	100	80	93	2,400
Milwaukee	100	50	91	1,100
New York City	100	90	92	2,200
Philadelphia	100	50	91	1,200
San Diego	100	30	96	1,200

NOTE: The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-2. Percentage of fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–11

SD/ELL category and jurisdiction	Identified						Excluded						Assessed without accommodations						Assessed with accommodations					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
SD and/or ELL																								
Nation	21	22	23	23	23	23	7	6	7	6	5	4	10	10	10	10	9	9	4	5	7	7	9	10
Large city[1]	28	31	32	32	31	32	8	8	8	7	7	5	17	17	17	17	14	15	4	5	7	8	10	13
Albuquerque	—	—	—	—	—	30	—	—	—	—	—	5	—	—	—	—	—	12	—	—	—	—	—	13
Atlanta	8	9	11	12	12	11	2	2	4	7	3	4	5	5	3	4	3	1	1	3	5	1	6	6
Austin	—	—	37	42	44	45	—	—	20	20	19	16	—	—	14	18	21	24	—	—	4	4	5	4
Baltimore City	—	—	—	—	19	21	—	—	—	—	14	17	—	—	—	—	2	1	—	—	—	—	4	3
Boston	—	33	35	45	35	51	—	9	10	8	9	8	—	12	11	23	14	28	—	11	13	13	13	14
Charlotte	—	21	21	22	19	20	—	5	4	4	3	2	—	6	6	7	5	8	—	11	10	11	11	10
Chicago	30	31	29	30	24	29	9	9	9	7	5	2	16	16	15	16	7	8	5	6	6	7	12	19
Cleveland	—	18	19	23	25	28	—	12	12	17	17	5	—	2	3	1	2	2	—	3	4	5	6	21
Dallas	—	—	—	—	—	56	—	—	—	—	—	18	—	—	—	—	—	34	—	—	—	—	—	3
Detroit	—	—	—	—	20	26	—	—	—	—	5	7	—	—	—	—	8	13	—	—	—	—	7	5
District of Columbia (DCPS)	19	18	20	22	21	23	8	6	7	14	12	4	5	3	3	2	2	1	5	9	9	7	7	18
Fresno	—	—	—	—	38	36	—	—	—	—	5	2	—	—	—	—	30	28	—	—	—	—	3	6
Hillsborough County (FL)	—	—	—	—	—	30	—	—	—	—	—	3	—	—	—	—	—	3	—	—	—	—	—	24
Houston	43	42	44	45	43	44	17	24	23	17	18	14	25	18	19	25	22	26	1	1	2	3	3	4
Jefferson County (KY)	—	—	—	—	19	19	—	—	—	—	7	10	—	—	—	—	6	5	—	—	—	—	5	5
Los Angeles	51	59	59	53	46	39	8	6	6	3	2	2	41	49	49	43	38	28	2	5	5	7	6	9
Miami-Dade	—	—	—	—	21	27	—	—	—	—	7	4	—	—	—	—	2	1	—	—	—	—	12	22
Milwaukee	—	—	—	—	30	33	—	—	—	—	9	3	—	—	—	—	5	2	—	—	—	—	17	29
New York City	22	21	24	29	31	30	8	6	6	5	6	2	6	3	2	2	2	1	8	12	16	22	24	26
Philadelphia	—	—	—	—	22	22	—	—	—	—	6	3	—	—	—	—	3	2	—	—	—	—	13	16
San Diego	—	42	46	49	43	43	—	5	6	4	4	4	—	33	34	38	32	32	—	4	6	6	7	7
SD																								
Nation	13	14	14	14	13	13	5	5	5	5	4	3	4	4	4	3	3	3	4	5	5	6	7	7
Large city[1]	12	13	13	13	13	13	5	5	5	5	4	3	4	4	3	3	2	2	3	5	5	5	7	8
Albuquerque	—	—	—	—	—	15	—	—	—	—	—	4	—	—	—	—	—	3	—	—	—	—	—	8
Atlanta	5	8	10	10	10	9	1	2	3	6	2	3	3	4	2	3	3	1	1	3	5	1	6	5
Austin	—	—	15	14	16	15	—	—	9	8	9	9	—	—	3	2	3	2	—	—	3	4	4	4
Baltimore City	—	—	—	—	18	19	—	—	—	—	13	15	—	—	—	—	1	1	—	—	—	—	4	3
Boston	—	19	24	21	22	21	—	4	9	7	7	6	—	5	3	3	3	2	—	10	12	12	12	14
Charlotte	—	16	13	12	12	11	—	4	3	3	2	1	—	4	2	3	3	2	—	8	7	7	8	7
Chicago	16	15	14	12	14	15	4	6	5	4	3	1	8	4	4	4	3	4	4	5	5	5	8	10
Cleveland	—	15	16	18	20	22	—	11	12	15	14	5	—	2	1	#	#	1	—	3	3	3	5	16
Dallas	—	—	—	—	—	8	—	—	—	—	—	5	—	—	—	—	—	1	—	—	—	—	—	3
Detroit	—	—	—	—	15	15	—	—	—	—	5	7	—	—	—	—	4	3	—	—	—	—	6	5
District of Columbia (DCPS)	14	13	15	15	15	16	7	5	7	11	11	3	3	2	2	1	1	#	4	6	7	3	3	13
Fresno	—	—	—	—	11	10	—	—	—	—	4	2	—	—	—	—	3	1	—	—	—	—	3	6
Hillsborough County (FL)	—	—	—	—	—	17	—	—	—	—	—	2	—	—	—	—	—	3	—	—	—	—	—	12
Houston	12	18	12	11	7	8	4	9	7	6	4	4	7	8	3	3	1	2	1	1	2	2	2	3
Jefferson County (KY)	—	—	—	—	15	15	—	—	—	—	5	6	—	—	—	—	5	4	—	—	—	—	5	4
Los Angeles	11	12	9	11	10	12	3	3	2	2	2	2	5	5	2	3	3	1	2	4	4	5	5	9
Miami-Dade	—	—	—	—	13	12	—	—	—	—	2	2	—	—	—	—	2	1	—	—	—	—	9	9
Milwaukee	—	—	—	—	19	20	—	—	—	—	7	2	—	—	—	—	2	1	—	—	—	—	10	17
New York City	14	13	14	15	19	17	5	2	3	3	4	1	3	1	1	1	1	1	6	10	10	11	14	15
Philadelphia	—	—	—	—	15	16	—	—	—	—	5	3	—	—	—	—	2	1	—	—	—	—	9	12
San Diego	—	13	13	14	13	11	—	3	3	3	4	3	—	8	6	5	4	1	—	2	5	6	6	7

See notes at end of table.

Table A-2. Percentage of fourth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–11— Continued

SD/ELL category and jurisdiction	Identified						Excluded						Assessed without accommodations						Assessed with accommodations					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
ELL																								
Nation	9	10	11	11	11	11	2	2	2	2	2	1	6	7	7	7	6	7	1	1	2	2	3	4
Large city[1]	19	21	22	22	21	22	5	5	4	4	4	3	13	14	14	14	12	13	1	2	3	4	5	7
Albuquerque	—	—	—	—	—	18	—	—	—	—	—	2	—	—	—	—	—	10	—	—	—	—	—	6
Atlanta	4	2	1	3	2	2	1	1	1	2	1	1	3	1	1	1	#	#	#	1	#	#	1	1
Austin	—	—	27	32	32	33	—	—	14	14	13	10	—	—	12	16	19	22	—	—	#	1	1	1
Baltimore City	—	—	—	—	1	3	—	—	—	—	#	2	—	—	—	—	1	#	—	—	—	—	#	1
Boston	—	18	14	29	18	36	—	6	4	4	3	4	—	9	8	21	11	27	—	3	2	3	3	5
Charlotte	—	10	9	11	8	11	—	3	2	2	1	1	—	2	4	4	2	6	—	4	3	5	4	4
Chicago	19	21	17	21	12	18	7	6	4	4	2	1	9	13	11	13	4	5	2	1	1	3	5	11
Cleveland	—	3	5	7	7	7	—	2	2	3	4	1	—	1	2	1	1	1	—	1	1	2	2	5
Dallas	—	—	—	—	—	50	—	—	—	—	—	15	—	—	—	—	—	34	—	—	—	—	—	1
Detroit	—	—	—	—	7	12	—	—	—	—	#	1	—	—	—	—	5	11	—	—	—	—	2	#
District of Columbia (DCPS)	7	7	6	9	8	8	3	1	1	4	2	1	3	2	2	1	1	#	2	4	3	4	5	7
Fresno	—	—	—	—	30	30	—	—	—	—	2	1	—	—	—	—	27	27	—	—	—	—	1	2
Hillsborough County (FL)	—	—	—	—	—	17	—	—	—	—	—	1	—	—	—	—	—	#	—	—	—	—	—	16
Houston	36	33	36	37	38	38	16	20	19	13	16	12	20	14	16	23	21	25	#	#	1	1	1	1
Jefferson County (KY)	—	—	—	—	4	5	—	—	—	—	3	3	—	—	—	—	1	1	—	—	—	—	1	1
Los Angeles	46	56	56	48	41	34	6	5	5	2	1	1	38	47	48	41	36	27	1	3	4	5	3	6
Miami-Dade	—	—	—	—	10	17	—	—	—	—	5	2	—	—	—	—	1	#	—	—	—	—	4	14
Milwaukee	—	—	—	—	12	15	—	—	—	—	3	#	—	—	—	—	3	1	—	—	—	—	7	13
New York City	11	11	12	18	16	17	6	5	5	3	3	2	3	2	1	1	1	1	3	3	7	13	12	15
Philadelphia	—	—	—	—	8	8	—	—	—	—	2	#	—	—	—	—	1	1	—	—	—	—	5	6
San Diego	—	35	36	42	35	36	—	4	4	3	2	1	—	29	30	36	30	32	—	2	2	3	4	3

— Not available. District did not participate.

Rounds to zero.

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

Table A-3. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all identified SD and/or ELL students, by jurisdiction: 2011

	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
		Assessed				Assessed				Assessed		
Jurisdiction	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations
Nation	17	83	40	43	23	77	21	56	11	89	58	31
Large city[1]	15	85	45	40	22	78	16	62	12	88	58	30
Albuquerque	17	83	40	43	27	73	19	54	12	88	53	35
Atlanta	35	65	13	52	36	64	12	52	‡	‡	‡	‡
Austin	37	63	53	10	62	38	12	26	30	70	66	3
Baltimore City	80	20	4	16	82	18	4	14	‡	‡	‡	‡
Boston	16	84	56	28	27	73	7	65	12	88	74	13
Charlotte	8	92	41	51	13	87	20	67	5	95	57	37
Chicago	7	93	28	65	10	90	26	65	8	92	27	65
Cleveland	19	81	6	75	21	79	4	75	17	83	12	70
Dallas	33	67	62	5	55	45	12	33	31	69	68	1
Detroit	27	73	52	21	44	56	21	35	6	94	90	4
District of Columbia (DCPS)	17	83	4	79	19	81	2	79	12	88	5	83
Fresno	6	94	77	17	24	76	15	61	2	98	90	8
Hillsborough County (FL)	9	91	10	82	12	88	15	73	5	95	2	93
Houston	32	68	59	8	45	55	18	36	32	68	66	3
Jefferson County (KY)	50	50	24	26	43	57	27	30	72	28	15	13
Los Angeles	5	95	72	23	16	84	12	72	3	97	80	17
Miami-Dade	14	86	3	82	16	84	6	78	14	86	2	84
Milwaukee	8	92	5	87	12	88	4	84	2	98	7	91
New York City	8	92	5	87	7	93	6	87	10	90	3	87
Philadelphia	16	84	10	74	19	81	7	74	6	94	17	77
San Diego	8	92	75	17	30	70	8	62	4	96	88	8

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

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

NOTE: 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-4. Percentage of eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002-11

SD/ELL category and jurisdiction	Identified						Excluded						Assessed without accommodations						Assessed with accommodations					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
SD and/or ELL																								
Nation	18	19	19	19	18	18	6	5	5	5	4	3	8	8	7	7	6	5	4	5	6	7	8	9
Large city[1]	23	24	23	24	23	22	6	6	5	6	5	3	14	12	12	10	9	8	4	5	7	8	9	11
Albuquerque	—	—	—	—	—	25	—	—	—	—	—	7	—	—	—	—	—	9	—	—	—	—	—	9
Atlanta	6	12	11	13	12	12	2	4	4	8	3	4	3	5	3	3	2	2	1	4	5	3	7	6
Austin	—	—	27	29	29	26	—	—	12	7	9	9	—	—	13	17	16	12	—	—	2	5	4	5
Baltimore City	—	—	—	—	19	21	—	—	—	—	13	17	—	—	—	—	1	1	—	—	—	—	5	3
Boston	—	31	24	28	30	36	—	9	6	8	14	10	—	11	8	7	4	12	—	11	10	13	12	14
Charlotte	—	16	18	19	17	17	—	4	3	5	4	2	—	4	6	5	4	5	—	7	9	9	10	10
Chicago	21	21	21	23	21	23	6	7	5	6	5	2	9	8	6	4	4	5	7	6	10	13	12	16
Cleveland	—	24	21	24	28	31	—	15	14	16	16	5	—	2	3	2	1	1	—	7	4	6	10	25
Dallas	—	—	—	—	—	29	—	—	—	—	—	6	—	—	—	—	—	19	—	—	—	—	—	5
Detroit	—	—	—	—	23	26	—	—	—	—	7	8	—	—	—	—	6	10	—	—	—	—	10	8
District of Columbia (DCPS)	21	20	19	21	22	25	7	8	8	13	14	4	5	4	3	3	2	2	8	8	9	5	6	19
Fresno	—	—	—	—	29	24	—	—	—	—	2	2	—	—	—	—	21	16	—	—	—	—	5	6
Hillsborough County (FL)	—	—	—	—	—	24	—	—	—	—	—	2	—	—	—	—	—	1	—	—	—	—	—	21
Houston	27	27	24	23	22	23	7	10	7	9	8	6	19	16	13	10	9	13	#	#	3	4	5	4
Jefferson County (KY)	—	—	—	—	15	15	—	—	—	—	8	7	—	—	—	—	3	2	—	—	—	—	4	6
Los Angeles	35	37	40	35	29	26	5	4	5	4	3	2	27	28	31	27	20	15	2	5	4	5	6	9
Miami-Dade	—	—	—	—	20	20	—	—	—	—	6	4	—	—	—	—	1	1	—	—	—	—	13	16
Milwaukee	—	—	—	—	26	33	—	—	—	—	8	3	—	—	—	—	2	2	—	—	—	—	16	28
New York City	24	22	18	23	23	26	9	5	5	4	6	3	7	4	2	2	1	1	8	12	11	17	16	22
Philadelphia	—	—	—	—	22	26	—	—	—	—	6	5	—	—	—	—	2	1	—	—	—	—	14	20
San Diego	—	29	31	29	25	24	—	3	7	4	3	1	—	22	18	19	16	14	—	3	6	6	6	9
SD																								
Nation	13	14	13	13	13	13	5	4	4	5	4	3	5	5	3	3	2	2	4	5	6	6	7	8
Large city[1]	13	14	12	13	13	12	4	4	4	4	4	3	6	5	3	3	2	2	3	5	5	6	7	8
Albuquerque	—	—	—	—	—	15	—	—	—	—	—	4	—	—	—	—	—	3	—	—	—	—	—	8
Atlanta	5	11	10	12	11	11	1	3	3	7	3	3	3	4	2	2	2	2	1	3	5	2	7	6
Austin	—	—	15	17	17	13	—	—	8	5	7	7	—	—	5	7	6	2	—	—	2	5	4	4
Baltimore City	—	—	—	—	19	19	—	—	—	—	13	16	—	—	—	—	1	#	—	—	—	—	5	3
Boston	—	20	17	21	22	20	—	5	5	6	8	5	—	6	3	2	2	1	—	9	9	12	12	14
Charlotte	—	13	11	11	11	11	—	3	1	2	2	2	—	3	2	2	1	2	—	7	7	7	7	7
Chicago	15	16	16	19	16	18	3	5	3	4	3	2	6	5	4	2	2	3	6	6	10	12	11	13
Cleveland	—	20	18	20	23	25	—	12	12	15	14	5	—	2	2	1	1	#	—	6	4	4	8	20
Dallas	—	—	—	—	—	9	—	—	—	—	—	4	—	—	—	—	—	1	—	—	—	—	—	3
Detroit	—	—	—	—	17	18	—	—	—	—	5	8	—	—	—	—	2	2	—	—	—	—	10	8
District of Columbia (DCPS)	16	16	16	18	18	20	6	6	6	12	13	3	4	3	2	2	1	1	7	7	8	4	4	16
Fresno	—	—	—	—	11	9	—	—	—	—	2	2	—	—	—	—	3	1	—	—	—	—	5	6
Hillsborough County (FL)	—	—	—	—	—	16	—	—	—	—	—	1	—	—	—	—	—	1	—	—	—	—	—	14
Houston	15	18	13	13	12	12	5	7	5	6	6	5	10	11	6	3	2	3	#	#	2	4	4	3
Jefferson County (KY)	—	—	—	—	12	11	—	—	—	—	6	5	—	—	—	—	2	1	—	—	—	—	4	6
Los Angeles	12	13	12	11	11	12	3	3	3	2	2	2	7	5	5	4	3	2	2	5	3	5	6	8
Miami-Dade	—	—	—	—	12	11	—	—	—	—	2	1	—	—	—	—	#	#	—	—	—	—	10	9
Milwaukee	—	—	—	—	21	21	—	—	—	—	6	3	—	—	—	—	1	#	—	—	—	—	14	17
New York City	14	14	10	15	15	17	6	2	2	1	3	1	3	2	1	1	#	#	5	10	8	12	12	15
Philadelphia	—	—	—	—	17	17	—	—	—	—	5	3	—	—	—	—	1	1	—	—	—	—	10	14
San Diego	—	11	12	12	12	14	—	1	4	3	2	1	—	7	5	4	4	4	—	3	4	5	6	8

See notes at end of table.

Table A-4. Percentage of eighth-grade public school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/ELL category and jurisdiction: Various years, 2002–11— Continued

SD/ELL category and jurisdiction	Identified						Excluded						Assessed without accommodations						Assessed with accommodations					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
ELL																								
Nation	6	6	6	7	6	6	2	2	1	2	1	1	4	4	4	4	3	3	1	1	1	1	1	2
Large city[1]	13	13	13	13	12	12	3	3	2	3	2	1	9	8	9	8	7	7	1	2	2	2	3	4
Albuquerque	—	—	—	—	—	13	—	—	—	—	—	4	—	—	—	—	—	6	—	—	—	—	—	2
Atlanta	1	2	1	3	#	1	#	1	#	2	#	#	1	1	1	1	#	#	#	#	#	#	#	#
Austin	—	—	16	15	16	16	—	—	6	3	4	4	—	—	9	11	10	10	—	—	1	1	2	2
Baltimore City	—	—	—	—	#	2	—	—	—	—	#	1	—	—	—	—	#	#	—	—	—	—	#	#
Boston	—	15	9	11	10	21	—	7	3	4	7	6	—	5	5	5	3	11	—	3	1	2	#	3
Charlotte	—	6	8	9	7	7	—	1	1	3	2	1	—	3	4	3	2	4	—	2	2	2	3	3
Chicago	8	7	6	7	7	7	4	3	2	3	2	1	3	3	2	2	2	2	1	1	1	1	3	4
Cleveland	—	6	4	5	6	7	—	5	3	2	4	1	—	#	1	1	1	1	—	1	1	2	2	6
Dallas	—	—	—	—	—	24	—	—	—	—	—	3	—	—	—	—	—	18	—	—	—	—	—	3
Detroit	—	—	—	—	6	9	—	—	—	—	2	1	—	—	—	—	4	8	—	—	—	—	#	#
District of Columbia (DCPS)	5	5	3	4	6	7	2	2	2	2	2	1	1	2	1	1	1	1	2	1	1	1	2	4
Fresno	—	—	—	—	22	19	—	—	—	—	1	1	—	—	—	—	19	15	—	—	—	—	2	3
Hillsborough County (FL)	—	—	—	—	—	9	—	—	—	—	—	1	—	—	—	—	—	#	—	—	—	—	—	8
Houston	16	16	14	13	12	14	4	6	4	4	4	2	12	10	9	7	7	11	#	#	1	1	1	1
Jefferson County (KY)	—	—	—	—	3	4	—	—	—	—	2	2	—	—	—	—	1	1	—	—	—	—	#	1
Los Angeles	30	33	35	30	23	19	5	3	3	3	2	1	24	26	29	25	18	14	1	3	2	3	3	4
Miami-Dade	—	—	—	—	8	10	—	—	—	—	5	3	—	—	—	—	#	#	—	—	—	—	3	7
Milwaukee	—	—	—	—	7	14	—	—	—	—	3	1	—	—	—	—	1	1	—	—	—	—	3	12
New York City	13	11	10	10	10	12	5	4	4	3	4	2	4	3	2	1	#	#	4	4	4	6	6	10
Philadelphia	—	—	—	—	7	10	—	—	—	—	1	2	—	—	—	—	1	1	—	—	—	—	5	7
San Diego	—	21	24	21	16	16	—	2	5	2	1	#	—	18	15	17	13	11	—	1	4	3	2	4

— Not available. District did not participate.

Rounds to zero.

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

Table A-5. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all identified SD and/or ELL students, by jurisdiction: 2011

Jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
		Assessed				Assessed				Assessed		
	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations
Nation	20	80	29	51	24	76	15	61	14	86	56	31
Large city[1]	15	85	36	49	21	79	13	67	12	88	56	32
Albuquerque	29	71	35	36	29	71	18	53	33	67	49	18
Atlanta	29	71	20	51	28	72	18	55	‡	‡	‡	‡
Austin	34	66	47	19	51	49	17	33	23	77	66	11
Baltimore City	81	19	3	16	83	17	1	16	‡	‡	‡	‡
Boston	27	73	34	39	27	73	4	69	30	70	54	16
Charlotte	12	88	31	57	15	85	16	69	13	87	49	38
Chicago	10	90	23	67	10	90	18	72	12	88	31	57
Cleveland	17	83	3	80	20	80	1	79	8	92	10	81
Dallas	20	80	63	17	50	50	15	35	14	86	75	11
Detroit	30	70	39	30	44	56	11	45	7	93	92	1
District of Columbia (DCPS)	15	85	8	77	13	87	4	82	22	78	17	60
Fresno	8	92	66	26	20	80	11	69	3	97	79	18
Hillsborough County (FL)	7	93	4	89	8	92	4	88	7	93	3	90
Houston	27	73	56	16	43	57	29	28	17	83	73	10
Jefferson County (KY)	46	54	13	41	45	55	6	49	‡	‡	‡	‡
Los Angeles	8	92	57	35	16	84	15	69	7	93	70	23
Miami-Dade	19	81	3	78	13	87	3	84	28	72	4	69
Milwaukee	10	90	6	84	15	85	2	83	6	94	10	84
New York City	10	90	2	88	8	92	1	91	14	86	3	83
Philadelphia	18	82	5	77	17	83	4	80	22	78	7	71
San Diego	6	94	57	37	9	91	32	59	3	97	70	27

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

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

NOTE: 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-6. Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students as a percentage of all students, by jurisdiction: 2011

Jurisdiction	Grade 4			Grade 8		
		95% confidence interval			95% confidence interval	
	Inclusion rate	Lower	Upper	Inclusion rate	Lower	Upper
Nation	96[2]	95.9	96.3	97[2]	96.4	96.7
Large city[1]	95[2]	94.5	95.8	97[2]	96.1	97.0
Albuquerque	95[2]	93.0	96.2	93	91.2	93.9
Atlanta	96[2]	95.4	96.9	96[2]	95.6	97.2
Austin	84	80.5	86.1	91	89.6	92.2
Baltimore City	83	81.3	84.8	83	81.3	84.7
Boston	92	90.7	93.0	90	88.7	91.8
Charlotte	98[2]	97.5	98.9	98[2]	97.2	98.5
Chicago	98[2]	96.8	98.6	98[2]	96.7	98.4
Cleveland	95[2]	93.6	95.4	95[2]	93.4	95.9
Dallas	82	76.2	85.9	94	92.9	95.0
Detroit	93	91.1	94.5	92	90.9	93.0
District of Columbia (DCPS)	96[2]	94.9	97.0	96[2]	95.1	97.0
Fresno	98[2]	97.0	98.2	98[2]	97.2	98.7
Hillsborough County (FL)	97[2]	95.4	98.6	98[2]	97.3	98.8
Houston	86	82.6	88.1	94	92.6	94.5
Jefferson County (KY)	90	88.9	91.7	93	92.1	94.1
Los Angeles	98[2]	97.3	98.7	98[2]	97.2	98.5
Miami-Dade	96[2]	94.0	97.6	96[2]	95.2	97.0
Milwaukee	97[2]	96.1	98.2	97[2]	95.0	97.8
New York City	98[2]	96.1	98.4	97[2]	96.2	98.2
Philadelphia	97[2]	94.9	97.7	95[2]	93.5	96.7
San Diego	96[2]	94.9	97.5	99[2]	97.7	99.0

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] The district/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.
NOTE: DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-7. Inclusion rate and standard error in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by jurisdiction: 2011

	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
Jurisdiction	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Nation	77	0.5	89[2]	0.7	76	0.5	86[2]	0.8
Large city[1]	78	1.2	88[2]	1.0	79	1.5	88[2]	1.1
Albuquerque	73	3.8	88[2]	2.5	71	3.2	67	3.2
Atlanta	62	3.6	‡	†	72	3.2	‡	†
Austin	42	4.6	70	3.0	50	3.8	77	2.6
Baltimore City	15	2.5	‡	†	14	2.2	‡	†
Boston	73	2.0	88[2]	1.2	73	2.8	70	2.9
Charlotte	85[2]	3.2	95[2]	1.8	83[2]	2.9	87[2]	3.4
Chicago	90[2]	2.0	92[2]	2.0	90[2]	1.9	88[2]	3.5
Cleveland	79	2.1	83[2]	2.9	80	2.2	92[2]	3.1
Dallas	43	5.0	69	4.7	49	4.9	86[2]	1.9
Detroit	56	5.2	94[2]	2.2	56	2.4	93[2]	1.8
District of Columbia (DCPS)	81[2]	2.7	88[2]	2.5	86[2]	1.8	78[2]	4.3
Fresno	76	3.0	98[2]	0.7	79[2]	3.9	97[2]	1.1
Hillsborough County (FL)	85[2]	4.4	95[2]	1.7	90[2]	1.9	93[2]	2.4
Houston	54	4.2	68	3.5	56	3.2	83[2]	2.1
Jefferson County (KY)	56	2.8	28	5.1	55	3.7	‡	†
Los Angeles	84[2]	2.7	97[2]	0.6	84[2]	2.5	93[2]	1.2
Miami-Dade	83[2]	3.4	86[2]	3.7	87[2]	2.0	72	3.6
Milwaukee	88[2]	2.4	98[2]	0.9	85[2]	2.7	94[2]	2.2
New York City	93[2]	2.5	90[2]	1.8	92[2]	1.7	86[2]	3.0
Philadelphia	80[2]	3.6	94[2]	2.1	83[2]	3.4	78[2]	4.9
San Diego	69	4.9	96[2]	1.0	91[2]	2.4	97[2]	1.2

† Not applicable. Standard error estimate cannot be accurately determined.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] The district/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.
NOTE: SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. SE = Standard error. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-8. Percentage distribution of fourth- and eighth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, grade, and jurisdiction: Various years, 2002-11

	Race/ethnicity															Eligibility for free/reduced-price school lunch					
	White			Black			Hispanic			Asian/Pacific Islander			American Indian/ Alaska Native			Eligible			Not eligible		
Grade and jurisdiction	2002	2009	2011	2002	2009	2011	2002	2009	2011	2002	2009	2011	2002	2009	2011	2003	2009	2011	2003	2009	2011
Grade 4																					
Nation	60*	54*	52	18*	16	16	17*	21*	23	4*	5	5	1	1	1	44*	47*	52	52*	52*	47
Large city[1]	21	20	20	37*	29	27	35*	42	42	5*	7	8	1	1	1	69*	71	73	27	28	26
Albuquerque	—	—	24	—	—	2	—	—	64	—	—	3	—	—	4	—	—	65	—	—	35
Atlanta	6*	13*	15	90*	80*	77	3	5	5	#	1	1	#	#	1	81	74	75	19	26	25
Austin	—	29	29	—	12*	8	—	55	58	—	4	3	—	#	#	—	60	60	—	40	40
Baltimore City	—	8	8	—	88	89	—	3	2	—	1	1	—	#	#	—	84	88	—	16	12
Boston	—	14*	12	—	40*	35	—	37*	43	—	7	8	—	#	#	81	79	80	11*	20	20
Charlotte	—	37	35	—	39	38	—	15	18	—	4	5	—	#	#	44*	47	52	56*	51	46
Chicago	10	9	9	48	46	42	37	42	44	3	4	5	1	#	1	85	87	88	6	13	12
Cleveland	—	17	15	—	70*	67	—	10*	14	—	1	1	—	#	#	100[2]	100[2]	100[2]	#	#	#
Dallas	—	—	6	—	—	27	—	—	67	—	—	#	—	—	#	—	—	91	—	—	9
Detroit	—	3	3	—	84	85	—	11	11	—	#	#	—	#	#	—	81*	87	—	19*	12
District of Columbia (DCPS)	3*	9	10	88*	76*	72	7*	13*	15	1*	2	2	#	#	#	70*	70*	72	25*	29	28
Fresno	—	14	12	—	10	9	—	63	65	—	12	12	—	1	1	—	89*	93	—	11*	7
Hillsborough County (FL)	—	—	37	—	—	20	—	—	35	—	—	3	—	—	#	—	—	57	—	—	42
Houston	10	8	9	37*	30	27	50*	59	60	3	4	3	#	#	#	72*	81	80	27	19	20
Jefferson County (KY)	—	54	54	—	35	36	—	4	5	—	3	3	—	#	#	—	59	61	—	41	39
Los Angeles	9	9	9	12	7	10	72	77	75	6	7	6	1	#	#	83	84	83	5*	11	14
Miami-Dade	—	10	7	—	25	25	—	61	66	—	1	1	—	#	#	—	67*	74	—	33*	26
Milwaukee	—	13	16	—	57	51	—	21	26	—	5	7	—	1	#	—	77*	83	—	23*	17
New York City	15	15	15	36	29	29	40	39	37	8*	16	19	#	#	#	89	87	90	9	11	10
Philadelphia	—	13	13	—	61	58	—	18	21	—	6	6	—	#	#	—	87	90	—	13	10
San Diego	—	28	23	—	12	12	—	42	44	—	18	16	—	#	#	58	60	65	35	40	35

See notes at end of table.

Table A-8. Percentage distribution of fourth- and eighth-grade public school students assessed in NAEP reading, by race/ethnicity, eligibility for free/reduced-price school lunch, grade, and jurisdiction: Various years, 2002-11— Continued

	Race/ethnicity															Eligibility for free/reduced-price school lunch					
	White			Black			Hispanic			Asian/Pacific Islander			American Indian/ Alaska Native			Eligible			Not eligible		
Grade and jurisdiction	2002	2009	2011	2002	2009	2011	2002	2009	2011	2002	2009	2011	2002	2009	2011	2003	2009	2011	2003	2009	2011
Grade 8																					
Nation	64*	57*	54	15	16	16	15*	20*	22	4*	5	5	1	1	1	36*	43*	48	58*	56*	52
Large city[1]	25*	22	20	32*	27	27	32*	41	43	9	8	8	1	1	1	61*	65*	70	32*	33*	28
Albuquerque	—	—	25	—	—	2	—	—	65	—	—	3	—	—	2	—	—	59	—	—	40
Atlanta	5*	7	8	92*	89*	86	2*	3*	4	1	#	1	#	#	#	78*	78*	82	14*	21*	18
Austin	—	31*	26	—	11*	9	—	54*	59	—	3	4	—	#	#	—	54*	59	—	45*	41
Baltimore City	—	6*	12	—	91*	83	—	1*	4	—	1	1	—	#	#	—	80*	84	—	19*	16
Boston	—	15	15	—	42*	38	—	31*	35	—	11	10	—	#	#	70*	72*	75	9*	25	23
Charlotte	—	32	33	—	47*	44	—	14	15	—	4	5	—	#	#	37*	46*	51	63*	52*	48
Chicago	11	9	9	50	47	44	35	40	41	2	3	6	1	#	#	88	86	84	6*	14	15
Cleveland	—	16	18	—	72*	65	—	10*	14	—	1	1	—	#	#	100[2]	100[2]	100[2]	#	#	#
Dallas	—	—	5	—	—	25	—	—	68	—	—	1	—	—	1	—	—	85	—	—	14
Detroit	—	2	2	—	90	88	—	7	9	—	1	1	—	#	#	—	69*	79	—	30*	21
District of Columbia (DCPS)	3*	5*	7	88*	84*	79	7*	9*	12	2	2	1	#	#	#	57*	73*	71	30	26*	29
Fresno	—	14	13	—	11	11	—	58*	62	—	16*	14	—	#	#	—	86*	88	—	14*	12
Hillsborough County (FL)	—	—	43	—	—	19	—	—	31	—	—	3	—	—	#	—	—	54	—	—	46
Houston	8	9	7	31	29	26	58	59	62	3	3	3	#	#	#	67*	78	76	32*	22	24
Jefferson County (KY)	—	56	55	—	36	37	—	4*	5	—	2	2	—	#	#	—	54*	58	—	46*	42
Los Angeles	10	8	9	14	9	9	67*	75	74	9	7	8	#	#	#	67*	82	82	6*	10	13
Miami-Dade	—	10	9	—	23	22	—	64	67	—	1	1	—	#	#	—	62*	72	—	38*	28
Milwaukee	—	11	13	—	62	57	—	19	22	—	4	7	—	1	1	—	77	80	—	23	20
New York City	‡	16	14	‡	32	30	‡	37	40	‡	14	15	‡	#	#	85	79*	87	11	18*	12
Philadelphia	—	16	13	—	56	57	—	19	21	—	8	8	—	#	#	—	84	88	—	16	12
San Diego	—	28	25	—	12	11	—	41	43	—	19	19	—	#	#	53*	55	61	42	44	39

— Not available. The district did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
[2] In Cleveland, all students were categorized as eligible for the National School Lunch Program.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified or two or more races, and for students whose eligibility status for free/reduced-price school lunch was not available.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-9. Selected percentile scores in NAEP reading for fourth- and eighth-grade public school students, by jurisdiction: Various years, 2002-11

Jurisdiction	Grade 4						Grade 8					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
	10th percentile						**10th percentile**					
Nation	169***	167***	169***	173	173	173*	219	215***	214***	216***	218***	219*
Large city[1]	153***	154***	157***	159***	162	163**	204	201***	202***	202***	205	208**
Albuquerque	—	—	—	—	—	158**	—	—	—	—	—	210**
Atlanta	150***	149***	154***	163	163	165**	194***	196***	194***	201***	207	213*,**
Austin	—	—	170	170	174	176*	—	—	205	204***	215	216*
Baltimore City	—	—	—	—	164	161**	—	—	—	—	207	207**
Boston	—	165	166	165	173	173*	—	205	206	207	217	207**
Charlotte	—	171	175	176	179	179*,**	—	216	210***	211***	213***	220*
Chicago	148	150	152	152	154	153*,**	208	207	204	205	206	208**
Cleveland	—	154	156	158***	151	150*,**	—	198	195	207***	201	195*,**
Dallas	—	—	—	—	—	162**	—	—	—	—	—	207**
Detroit	—	—	—	—	145	149*,**	—	—	—	—	185	196*,**
District of Columbia (DCPS)	144	136***	141	148	153***	144*,**	197***	193***	191***	196***	190***	179*,**
Fresno	—	—	—	—	152	147*,**	—	—	—	—	192	189*,**
Hillsborough County (FL)	—	—	—	—	—	188*,**	—	—	—	—	—	222*
Houston	162***	164***	167	161***	171	170*	201***	203***	202***	209	208	213**
Jefferson County (KY)	—	—	—	—	174	178*	—	—	—	—	214	216*
Los Angeles	143	146	146	147	151	152*,**	190***	183***	192***	192***	195	199*,**
Miami-Dade	—	—	—	—	180	178*,**	—	—	—	—	216	214*,**
Milwaukee	—	—	—	—	148	144*,**	—	—	—	—	195	193*,**
New York City	160	165	169	165	170	169*,**	‡	204	205	201	206	205**
Philadelphia	—	—	—	—	146	150*,**	—	—	—	—	204	200*,**
San Diego	—	157	157	157	158	162**	—	201	204	197	205	205**
	25th percentile						**25th percentile**					
Nation	194***	193***	194***	198	198	198*	242	240***	238***	240***	242***	243*
Large city[1]	177***	179***	181***	184***	186	188**	227***	225***	227***	227***	230***	232**
Albuquerque	—	—	—	—	—	184**	—	—	—	—	—	232**
Atlanta	171***	171***	175***	184	184	187**	214***	217***	216***	224***	229	232**
Austin	—	—	192***	193	198	200*	—	—	231***	232	239	239*
Baltimore City	—	—	—	—	182	179*,**	—	—	—	—	226	226*,**
Boston	—	185***	186***	188***	195	196*	—	229	229	231	236	231**
Charlotte	—	196***	197***	199	203	203*,**	—	239	236***	236***	238	243*
Chicago	170***	174***	175	176	178	179*,**	231	228	228	228	229	231**
Cleveland	—	174	175	178	172	172*,**	—	219	219	227***	222	219*,**
Dallas	—	—	—	—	—	183*,**	—	—	—	—	—	229**
Detroit	—	—	—	—	166	169*,**	—	—	—	—	211	216*,**
District of Columbia (DCPS)	167***	162***	165***	171	178***	172*,**	219***	216***	215***	218***	214	208*,**
Fresno	—	—	—	—	174	172*,**	—	—	—	—	217	214*,**
Hillsborough County (FL)	—	—	—	—	—	210*,**	—	—	—	—	—	243*
Houston	183***	184***	187	183***	191	191**	226***	224***	226***	231	232	233**
Jefferson County (KY)	—	—	—	—	196	201*	—	—	—	—	236	237*,**
Los Angeles	165***	169***	169***	172***	175	178*,**	213***	210***	215***	218	221	223*,**
Miami-Dade	—	—	—	—	201	200*	—	—	—	—	240	238*,**
Milwaukee	—	—	—	—	172	172*,**	—	—	—	—	218	216*,**
New York City	182***	186***	191	189***	194	194*,**	‡	229	228	225	230	232**
Philadelphia	—	—	—	—	171	176*,**	—	—	—	—	225	225*,**
San Diego	—	182***	183	186	188	191**	—	226***	229	225***	231	234**

See notes at end of table.

Table A-9. Selected percentile scores in NAEP reading for fourth- and eighth-grade public school students, by jurisdiction: Various years, 2002-11—Continued

Jurisdiction	Grade 4						Grade 8					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
	50th percentile						**50th percentile**					
Nation	219***	219***	220***	222	222	223*	265	264***	263***	264***	265	266*
Large city[1]	203***	206***	207***	210***	212	213**	252***	251***	252***	252***	255	256**
Albuquerque	—	—	—	—	—	211**	—	—	—	—	—	255**
Atlanta	194***	195***	200***	206	208	212**	236***	240***	239***	245***	251	253**
Austin	—	—	218	219	222	225*	—	—	259	260	264	263*
Baltimore City	—	—	—	—	202	200*,**	—	—	—	—	245	246*,**
Boston	—	207***	208***	211***	216	218*,**	—	253	254	254	257	255**
Charlotte	—	221	222	224	227	226*	—	264	262***	263	262***	267*
Chicago	194***	199***	199***	202	204	206*,**	251	249***	252	252	251***	254**
Cleveland	—	196	198	199***	194	193*,**	—	242	242	248***	244	241*,**
Dallas	—	—	—	—	—	205*,**	—	—	—	—	—	249*,**
Detroit	—	—	—	—	188	192*,**	—	—	—	—	235	238*,**
District of Columbia (DCPS)	191***	189***	191***	197	204	201*,**	241	241	239	241	241	238*,**
Fresno	—	—	—	—	199	196*,**	—	—	—	—	241	238*,**
Hillsborough County (FL)	—	—	—	—	—	233*,**	—	—	—	—	—	266*
Houston	206***	207***	210	207***	212	214**	251	247***	251***	253	254	254**
Jefferson County (KY)	—	—	—	—	220	224*	—	—	—	—	260	261*,**
Los Angeles	190***	195***	194***	198***	199	203*,**	238***	236***	240***	243***	247	248*,**
Miami-Dade	—	—	—	—	223	223*	—	—	—	—	263	262*
Milwaukee	—	—	—	—	198	197*,**	—	—	—	—	244	240*,**
New York City	206***	210***	213***	215	219	218*,**	‡	254	253	251	254	256**
Philadelphia	—	—	—	—	198	201*,**	—	—	—	—	248	249*,**
San Diego	—	209***	209***	213	217	219*,**	—	252***	255	253***	257	259**
	75th percentile						**75th percentile**					
Nation	242***	243***	243***	244	244	245*	286	286***	285***	285***	286***	287*
Large city[1]	228***	231***	232***	234	236	237**	275***	274***	275***	275***	277	279**
Albuquerque	—	—	—	—	—	236**	—	—	—	—	—	277**
Atlanta	219***	221***	226***	230***	234	237**	259***	263***	262***	267***	273	273*,**
Austin	—	—	242***	244	245	250*	—	—	283	285	286	286*
Baltimore City	—	—	—	—	222	220*,**	—	—	—	—	265	266*,**
Boston	—	228***	228***	233	237	239*,**	—	278	279	278	280	280**
Charlotte	—	244	246	248	248	249*	—	286	285	285	284***	289*
Chicago	217***	223***	223	226	228	230*,**	270	270***	273	273	273	276**
Cleveland	—	217	220	220	216	215*,**	—	263	263	267	264	263*,**
Dallas	—	—	—	—	—	226*,**	—	—	—	—	—	269*,**
Detroit	—	—	—	—	210	214*,**	—	—	—	—	256	258*,**
District of Columbia (DCPS)	215***	214***	217***	222***	229	231*,**	262	262***	262***	264	267	267*,**
Fresno	—	—	—	—	222	220*,**	—	—	—	—	265	263*,**
Hillsborough County (FL)	—	—	—	—	—	253*,**	—	—	—	—	—	287*
Houston	229	229***	234	229***	232	236**	273	268***	272	274	275	274*,**
Jefferson County (KY)	—	—	—	—	243	247*,**	—	—	—	—	282	283*
Los Angeles	217***	218***	222	221***	223	226*,**	261***	261***	265***	265***	269	271*,**
Miami-Dade	—	—	—	—	243	244*	—	—	—	—	284	283*,**
Milwaukee	—	—	—	—	222	222*,**	—	—	—	—	265	262*,**
New York City	230***	234***	235***	238	241	242*	‡	277	275	275	277	280**
Philadelphia	—	—	—	—	221	224*,**	—	—	—	—	269	271*,**
San Diego	—	235***	234***	238	241	244*	—	275	279	278	281	283

See notes at end of table.

Table A-9. Selected percentile scores in NAEP reading for fourth- and eighth-grade public school students, by jurisdiction: Various years, 2002-11—Continued

Jurisdiction	Grade 4						Grade 8					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
	90th percentile						90th percentile					
Nation	261***	262***	262***	263	263	263*	303***	304***	303***	303***	304***	305*
Large city[1]	250***	253***	253***	255	256	257**	295***	293***	295***	295***	296	299**
Albuquerque	—	—	—	—	—	256**	—	—	—	—	—	296**
Atlanta	242***	246	251	253	258	258	277***	282	285	288	291	290**
Austin	—	—	261	264	265	270*,**	—	—	304	305	304	306*
Baltimore City	—	—	—	—	241	240*,**	—	—	—	—	281	284*,**
Boston	—	246***	247***	252	253	260	—	299	299	300	300	302
Charlotte	—	263	266	268	269	267*,**	—	304	306	304	302	307*
Chicago	239***	244	244***	247	247	249*,**	288	288***	291	291	290***	295*,**
Cleveland	—	237	238	237	235	234*,**	—	280	282	283	282	283*,**
Dallas	—	—	—	—	—	244*,**	—	—	—	—	—	285*,**
Detroit	—	—	—	—	229	232*,**	—	—	—	—	275	276*,**
District of Columbia (DCPS)	237***	239***	241***	246***	255	257**	281***	282***	284***	285	291	292*,**
Fresno	—	—	—	—	241	239*,**	—	—	—	—	283	285*,**
Hillsborough County (FL)	—	—	—	—	—	271*,**	—	—	—	—	—	305*
Houston	250	250	255	249***	251	256**	290	288	290	292	292	291*,**
Jefferson County (KY)	—	—	—	—	263	265*	—	—	—	—	301	302
Los Angeles	239	240	246	242	242	245*,**	281***	282***	286	285	288	291*,**
Miami-Dade	—	—	—	—	261	261*	—	—	—	—	301	302
Milwaukee	—	—	—	—	242	243*,**	—	—	—	—	284	281*,**
New York City	253	254	255	259	260	262	‡	297	295	295	296	300
Philadelphia	—	—	—	—	240	243*,**	—	—	—	—	290	291*,**
San Diego	—	255	254***	258	260	262	—	296	300	298	301	301

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2011.
** Significantly different ($p < .05$) from the nation in 2011.
*** Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-10. Achievement-level results in NAEP reading for fourth-grade public school students, by jurisdiction: Various years, 2002-11

	Percentage of students																	
	At or above *Basic*						At or above *Proficient*						At *Advanced*					
Jurisdiction	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Nation	62***	62***	62***	66	66	66*	30***	30***	30***	32	32	32*	6***	7***	7***	7	7	7*
Large city[1]	44***	47***	49***	53***	54	55**	17***	19***	20***	22***	23	24**	3***	4	4***	5	5	5**
Albuquerque	—	—	—	—	—	53**	—	—	—	—	—	24**	—	—	—	—	—	4**
Atlanta	35***	37***	41***	48***	50	54**	12***	14***	17***	18***	22	24**	3***	4	4	5	6	6
Austin	—	—	61***	62	65	68*	—	—	28***	30	32	36*	—	—	7***	8	9	11*
Baltimore City	—	—	—	—	42	40*,**	—	—	—	—	12	11*,**	—	—	—	—	2	2*,**
Boston	—	48***	51***	54***	61	62*,**	—	16***	16***	20***	24	26**	—	2***	3***	4	4	6
Charlotte	—	64***	65	66	71	70*,**	—	31	33	35	36	36*	—	8	9	10	10	9*
Chicago	34***	40***	40***	44	45	48*,**	11***	14***	14	16	16	18*,**	2***	3	2	3	3	3*,**
Cleveland	—	35	37	39	34	32*,**	—	9	10	9	8	8*,**	—	1	1	1	#	1*,**
Dallas	—	—	—	—	—	46*,**	—	—	—	—	—	14*,**	—	—	—	—	—	2*,**
Detroit	—	—	—	—	27	31*,**	—	—	—	—	5	7*,**	—	—	—	—	#	1*,**
District of Columbia (DCPS)	31***	31***	33***	39***	46	44*,**	10***	10***	11***	14***	18	20*,**	2***	3***	2***	4***	6	7
Fresno	—	—	—	—	40	37*,**	—	—	—	—	12	11*,**	—	—	—	—	1	1*,**
Hillsborough County (FL)	—	—	—	—	—	77*,**	—	—	—	—	—	44*,**	—	—	—	—	—	12*,**
Houston	48***	48***	52	49***	55	57**	18	18***	21	17***	19	24**	3	3	5	3***	3	5**
Jefferson County (KY)	—	—	—	—	64	68*	—	—	—	—	30	35*	—	—	—	—	7	8*
Los Angeles	33***	35***	37***	39***	40	45*,**	11***	11***	14	13	13	15*,**	2	2	3	2	2	2*,**
Miami-Dade	—	—	—	—	68	67*	—	—	—	—	31	32*	—	—	—	—	6	7
Milwaukee	—	—	—	—	39	38*,**	—	—	—	—	12	13*,**	—	—	—	—	2	2*,**
New York City	47***	53***	57	57***	62	61*,**	19***	22***	22***	25***	29	29*,**	5	4***	5	6	7	7
Philadelphia	—	—	—	—	39	43*,**	—	—	—	—	11	13*,**	—	—	—	—	1	2*,**
San Diego	—	51***	51***	55***	59	61*,**	—	22***	22***	25***	29	31*	—	5	5	6	6	7

— Not available. District did not participate.

Rounds to zero.

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

*** Significantly different ($p < .05$) from 2011.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-11. Achievement-level results in NAEP reading for eighth -grade public school students, by jurisdiction: Various years, 2002–11

	Percentage of students																	
	At or above *Basic*						At or above *Proficient*						At *Advanced*					
Jurisdiction	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Nation	74	72***	71***	73***	74***	75*	31	30***	29***	29***	30***	32*	2***	3***	3***	2***	2***	3*
Large city[1]	60***	58***	60***	60***	63***	65**	20***	19***	20***	20***	21	23**	1	1***	2	1***	2	2**
Albuquerque	—	—	—	—	—	64**	—	—	—	—	—	22**	—	—	—	—	—	1**
Atlanta	42***	47***	46***	53***	60	63**	8***	11***	12***	13***	17	17*,**	#	#	1	1	1	#*,**
Austin	—	—	65***	66***	71	71*	—	—	27	28	30	30*	—	—	3	3	2	3
Baltimore City	—	—	—	—	54	54*,**	—	—	—	—	10	12*,**	—	—	—	—	#	1*,**
Boston	—	61	61	63	68	63**	—	22	23	22	23	24**	—	2	2	3	2	3
Charlotte	—	71***	69***	69***	70***	75*	—	30	29	29***	28***	34*	—	3	3	3	2	3
Chicago	62	59***	60	61	60	64**	15	15***	17	17	17	21**	1	1***	1	1	1***	2**
Cleveland	—	48	49	56***	52	48*,**	—	10	10	11	10	11*,**	—	#	#	#	#	#*,**
Dallas	—	—	—	—	—	58*,**	—	—	—	—	—	13*,**	—	—	—	—	—	#*,**
Detroit	—	—	—	—	40	43*,**	—	—	—	—	7	7*,**	—	—	—	—	#	#
District of Columbia (DCPS)	48	47	45	48	48	46*,**	10***	10***	12***	12	14	15*,**	#***	1	1	1	2	2
Fresno	—	—	—	—	48	45*,**	—	—	—	—	12	12*,**	—	—	—	—	#	1*,**
Hillsborough County (FL)	—	—	—	—	—	75*	—	—	—	—	—	32*	—	—	—	—	—	3
Houston	59***	55***	59***	63	64	64**	17	14***	17	18	18	18*,**	1	1	1	1	1	1*,**
Jefferson County (KY)	—	—	—	—	68	70*,**	—	—	—	—	26	27*,**	—	—	—	—	2	2**
Los Angeles	44***	43***	47***	50***	54	56*,**	10***	11***	13***	12***	15	16*,**	#	1	1	1	1	1**
Miami-Dade	—	—	—	—	73	71*	—	—	—	—	28	28*	—	—	—	—	2	2
Milwaukee	—	—	—	—	51	46*,**	—	—	—	—	12	10*,**	—	—	—	—	1	#
New York City	‡	62	61	59	62	65**	‡	22	20	20	21	24**	‡	2	1	1	2	2
Philadelphia	—	—	—	—	56	56*,**	—	—	—	—	15	16*,**	—	—	—	—	1	1**
San Diego	—	60***	63	60***	65	68**	—	20***	23	23	25	27	—	2	2	2	2	2

— Not available. District did not participate.
Rounds to zero.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from large city in 2011.
** Significantly different ($p < .05$) from the nation in 2011.
*** Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

Table A-12. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002-11

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
White																		
Nation	227***	227***	228***	230	229	230*	74***	74***	75***	77	77	77	39***	39***	39***	42	41	42*
Large city[1]	224***	226***	228***	231	233	232**	70***	72***	74***	78	79	78	37***	39***	40***	44	47	47**
Albuquerque	—	—	—	—	—	231	—	—	—	—	—	77	—	—	—	—	—	44
Atlanta	250	250	253	253	253	251*,**	86	91	95	95	93	95*,**	67	68	74	71	76	71*,**
Austin	—	—	239***	244	245	249*,**	—	—	86	90	91	92*,**	—	—	54***	63	64	68*,**
Baltimore City	—	—	—	—	220	221*,**	—	—	—	—	64	61*	—	—	—	—	32	34*
Boston	—	225***	230***	230	231	241*,**	—	69***	79	76	77	86**	—	37***	40***	42	46	57*,**
Charlotte	—	237***	240	244	243	244*,**	—	83***	86	89	89	91*,**	—	52	55	61	59	60*,**
Chicago	221	224	225	227	228	229	64***	70	70	74	74	77	35	37	39	40	41	44
Cleveland	—	208	209	215	209	209*,**	—	51	54	61	53	52*,**	—	17	17	22	17	18*,**
Dallas	—	—	—	—	—	237	—	—	—	—	—	83	—	—	—	—	—	51
Detroit	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
District of Columbia (DCPS)	248	254	252	258	257	255*,**	91	90	92	96	95	93*,**	66	70	70	74	75	73*,**
Fresno	—	—	—	—	217	216*,**	—	—	—	—	66	64*,**	—	—	—	—	29	26*,**
Hillsborough County (FL)	—	—	—	—	—	242*,**	—	—	—	—	—	88*,**	—	—	—	—	—	59*,**
Houston	233	235	245	241	243	243*,**	79	82	88	86	91	88*,**	45	48	61	58	59	62*,**
Jefferson County (KY)	—	—	—	—	230	230	—	—	—	—	75	78	—	—	—	—	42	43
Los Angeles	223	217	229	228	222	225	70	60***	71	79	70	75	38	28	43	37	35	36
Miami-Dade	—	—	—	—	238	240**	—	—	—	—	86	84	—	—	—	—	51	54**
Milwaukee	—	—	—	—	223	216*,**	—	—	—	—	71	61*,**	—	—	—	—	34	31*,**
New York City	226	231	226	232	235	235	71	77	75	77	81	80	35	45	36	45	49	51
Philadelphia	—	—	—	—	215	217*,**	—	—	—	—	60	64*,**	—	—	—	—	28	27*,**
San Diego	—	231	226***	234	236	240*,**	—	79	69***	80	85	84*,**	—	43	39***	49	51	57*,**
Black																		
Nation	198***	197***	199***	203***	204	205*	39***	39***	41***	46***	47	49*	12***	12***	12***	14***	15	16*
Large city[1]	192***	193***	196***	199***	201	202**	33***	35***	38***	41***	44	45**	9***	10***	11***	12***	13	14**
Albuquerque	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Atlanta	192***	191***	194***	200	201	203	32***	31***	33***	40	42	44**	8***	8***	10	10	13	14
Austin	—	—	200***	201	211	215*	—	—	43	41	53	62*	—	—	12***	11	18	26
Baltimore City	—	—	—	—	200	198**	—	—	—	—	39	37*,**	—	—	—	—	10	9*,**
Boston	—	202***	203***	204	212	211*,**	—	43***	45***	48	57	56*,**	—	11***	11***	13	18	17
Charlotte	—	205	206	206	211	211*,**	—	48***	49	49	57	56*,**	—	14	16	15	19	18
Chicago	185***	193	190	193	194	197*,**	25***	33	31***	34	36	40*,**	5***	10	7	10	10	11**
Cleveland	—	191	193	192	189	187*,**	—	30	32	30	28	26*,**	—	7	7	5	5	5*,**
Dallas	—	—	—	—	—	204	—	—	—	—	—	45	—	—	—	—	—	11**
Detroit	—	—	—	—	186	190*,**	—	—	—	—	25	30*,**	—	—	—	—	5	6*,**
District of Columbia (DCPS)	188	184***	187***	192	195***	191*,**	28***	27***	29***	33	38	34*,**	7***	7***	8	9	11	11**
Fresno	—	—	—	—	193	191*,**	—	—	—	—	35	32*,**	—	—	—	—	8	8**
Hillsborough County (FL)	—	—	—	—	—	218*,**	—	—	—	—	—	66*,**	—	—	—	—	—	26*,**
Houston	200	201	207	205	210	207*	40	43	49	48	53	49	12	12	16	14	16	14
Jefferson County (KY)	—	—	—	—	203	208*	—	—	—	—	46	50	—	—	—	—	12	18
Los Angeles	186	187	187	196	195	196	25	30	28	37	35	39	6	8	9	13	12	9
Miami-Dade	—	—	—	—	205	210*,**	—	—	—	—	48	54*	—	—	—	—	13	18
Milwaukee	—	—	—	—	187	187*,**	—	—	—	—	29	29*,**	—	—	—	—	6	7*,**
New York City	197***	201***	206	206	208	209*,**	37***	43	49	51	52	53*	9***	13	16	15	17	20*
Philadelphia	—	—	—	—	191	195*,**	—	—	—	—	34	37*,**	—	—	—	—	8	9**
San Diego	—	196	198	199	206	205	—	38	43	44	51	49	—	9	13	12	18	17

See notes at end of table.

Table A-12. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002-11—Continued

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Hispanic																		
Nation	199***	199***	201***	204	204	205*	43***	43***	44***	49	48	50*	14***	14***	15***	17	16	18*
Large city[1]	197***	197***	198***	199***	202	203**	38***	40***	40***	44	45	47**	12***	13***	13***	14	14	16**
Albuquerque	—	—	—	—	—	201**	—	—	—	—	—	44**	—	—	—	—	—	16
Atlanta	‡	‡	‡	‡	‡	215*,**	‡	‡	‡	‡	‡	60	‡	‡	‡	‡	‡	23
Austin	—	—	207	206	208	210*	—	—	51	51	53	54	—	—	17	16	17	19
Baltimore City	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Boston	—	201***	200***	204***	209	214*,**	—	42***	42***	47***	55	59*,**	—	12***	10***	14***	17	23*,**
Charlotte	—	202	209	207	212	212*,**	—	46	54	51	60	57	—	15	19	18	23	22
Chicago	193***	196	201	201	203	201**	33***	39	43	45	47	47	9***	12	15	14	15	16
Cleveland	—	201	201	200	200	196**	—	44	44	39	41	36*,**	—	14	14	8	11	9**
Dallas	—	—	—	—	—	200**	—	—	—	—	—	43**	—	—	—	—	—	11*,**
Detroit	—	—	—	—	190	199	—	—	—	—	31	39	—	—	—	—	6	10
District of Columbia (DCPS)	193***	187***	193***	206	207	204	34***	29***	37	55	50	50	8***	8***	12	15	17	21
Fresno	—	—	—	—	194	190*,**	—	—	—	—	36	33*,**	—	—	—	—	9	8*,**
Hillsborough County (FL)	—	—	—	—	—	223*,**	—	—	—	—	—	69*,**	—	—	—	—	—	33*,**
Houston	203	203	203	200***	206	209*,**	45***	44***	44***	43***	49	53*	14	15	13	12***	14	20
Jefferson County (KY)	—	—	—	—	‡	221*,**	—	—	—	—	‡	69*,**	—	—	—	—	‡	30
Los Angeles	185***	189***	190***	190***	193	196*,**	26***	30***	31***	33***	35	40*,**	7***	7***	9	8	8	11*,**
Miami-Dade	—	—	—	—	224	222*,**	—	—	—	—	72	69*,**	—	—	—	—	34	34*,**
Milwaukee	—	—	—	—	198	198**	—	—	—	—	40	41*,**	—	—	—	—	11	13
New York City	201	205	207	203	208	207*	42	47	51	46	53	52	15	16	15	16	20	19
Philadelphia	—	—	—	—	187	191*,**	—	—	—	—	33	39**	—	—	—	—	5	10**
San Diego	—	195	196	196	193	201	—	37	38	40	38	46	—	12	11***	13	11	17

See notes at end of table.

Table A-12. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002-11—Continued

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Asian/Pacific Islander																		
Nation	223***	225***	227***	231	234	234*	69***	69***	72***	76	79	79*	36***	37***	40***	45	48	49*
Large city[1]	220	223	223	228	228	224**	64	66	67	72	73	70**	32	35	35	40	42	38**
Albuquerque	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	236	‡	‡	—	—	‡	78	‡	‡	—	—	‡	56	‡	‡
Baltimore City	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Boston	—	223	224	229	231	226	—	71	68	74	80	70	—	29	33	45	43	37
Charlotte	—	218	‡	235	233	233	—	61	‡	77	77	78	—	31	‡	48	40	50
Chicago	‡	‡	‡	237	232	227**	‡	‡	‡	82	78	74	‡	‡	‡	51	46	39
Cleveland	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡
Dallas	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Detroit	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
District of Columbia (DCPS)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Fresno	—	—	—	—	194	195*,**	—	—	—	—	37	39*,**	—	—	—	—	11	11*,**
Hillsborough County (FL)	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Houston	‡	‡	‡	231	240	245*	‡	‡	‡	77	86	90	‡	‡	‡	47	52	65*
Jefferson County (KY)	—	—	—	—	‡	256*,**	—	—	—	—	‡	94	—	—	—	—	‡	74*,**
Los Angeles	218	218	223	219	220	225	70	61	66	66	68	76	26	28	37	31	33	36
Miami-Dade	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Milwaukee	—	—	—	—	214	206*,**	—	—	—	—	62	45*,**	—	—	—	—	20	16*,**
New York City	235	227	235	230	235	230	78	72	79	75	82	76	50	39	47	43	50	43
Philadelphia	—	—	—	—	214	212**	—	—	—	—	61	59**	—	—	—	—	25	28**
San Diego	—	222	222	223	227	224**	—	66	69	70	75	72	—	33	32	35	41	40**

— Not available. District did not participate.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

*** Significantly different ($p < .05$) from 2011.

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-13. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002-11

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
White																		
Nation	271***	270***	269***	270***	271***	272	83	82***	81***	83***	83	84	39***	39***	37***	38***	39***	41
Large city[1]	270	268***	270***	271	272	273	80	79***	81	82	83	83	40	37***	38	39	42	43
Albuquerque	—	—	—	—	—	271	—	—	—	—	—	83	—	—	—	—	—	40
Atlanta	275	‡	‡	‡	292	287*,**	84	‡	‡	‡	98	96	47	‡	‡	‡	70	65*,**
Austin	—	—	279	284	282	285*,**	—	—	86***	91	90	94*,**	—	—	50	58	55	59*,**
Baltimore City	—	—	—	—	‡	267	—	—	—	—	‡	76	—	—	—	—	‡	34
Boston	—	273	274	275	282	281	—	79	81	80	89	85	—	44	46	48	55	55**
Charlotte	—	278	278	279	276	283*,**	—	88	87	88	87	91*,**	—	49	49	52	48	56*,**
Chicago	266	265	270	266	272	271	75	79	81	77	84	80	31	30	41	38	40	41
Cleveland	—	250	255	262	258	260*,**	—	62	66	80	72	73*,**	—	14	20	26	23	25*,**
Dallas	—	—	—	—	—	276	—	—	—	—	—	87	—	—	—	—	—	46
Detroit	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
District of Columbia (DCPS)	‡	‡	301	‡	‡	290*,**	‡	‡	94	‡	‡	94*,**	‡	‡	74	‡	‡	63*,**
Fresno	—	—	—	—	263	257*,**	—	—	—	—	74	66*,**	—	—	—	—	32	29*,**
Hillsborough County (FL)	—	—	—	—	—	276	—	—	—	—	—	86	—	—	—	—	—	45
Houston	279	270***	280	281	280	283*,**	87	80***	89	89	90	92*,**	47	40***	53	52	52	56*,**
Jefferson County (KY)	—	—	—	—	267	269	—	—	—	—	77	80	—	—	—	—	34	36
Los Angeles	264	266	261	272	271	273	73	76	69***	81	83	83	33	36	31	41	38	41
Miami-Dade	—	—	—	—	273	275	—	—	—	—	81	83	—	—	—	—	43	44
Milwaukee	—	—	—	—	265	255*,**	—	—	—	—	78	67*,**	—	—	—	—	33	26*,**
New York City	‡	270	269	270	271	271	‡	79	80	80	81	82	‡	42	38	41	41	38
Philadelphia	—	—	—	—	266	264	—	—	—	—	76	71*,**	—	—	—	—	33	37
San Diego	—	269	273	271	273	275	—	79	82	82	82	85	—	37	44	42	43	46
Black																		
Nation	244***	244***	242***	244***	245***	248*	54***	53***	51***	54***	56***	58*	13	12***	11***	12***	13***	14
Large city[1]	240***	241***	240***	240***	243	245**	49***	49***	48***	49***	53	55**	10	10***	10	10***	11	13
Albuquerque	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Atlanta	233***	237***	237***	242***	246	249*	39***	44***	43***	50***	57	60	5***	8***	9***	9***	12	12
Austin	—	—	242	238	247	246	—	—	52	46	57	54	—	—	10	10	14	12
Baltimore City	—	—	—	—	243	242**	—	—	—	—	52	50**	—	—	—	—	9	8**
Boston	—	245	244	250	248	246	—	53	52	60	57	56	—	14	13	16	14	14
Charlotte	—	247***	244***	246***	249	253*,**	—	55***	55***	56***	60	65*,**	—	14	13	14	15	18
Chicago	245	243	240	240	243	245	57	52	50	50	53	55	10	10	10	9	11	13
Cleveland	—	238	236	243***	239	234*,**	—	45	44	51***	48	40*,**	—	8	8	7	7	7*,**
Dallas	—	—	—	—	—	244	—	—	—	—	—	51	—	—	—	—	—	9
Detroit	—	—	—	—	232	235*,**	—	—	—	—	40	41*,**	—	—	—	—	7	7*,**
District of Columbia (DCPS)	238***	236***	235***	238***	235	231*,**	46***	45	42	45***	43	40*,**	8	8	9	9	9	10**
Fresno	—	—	—	—	232	230*,**	—	—	—	—	37	36*,**	—	—	—	—	8	9
Hillsborough County (FL)	—	—	—	—	—	247	—	—	—	—	—	56	—	—	—	—	—	12
Houston	247	244	242	249	243	247	60	53	53	62	56	58	15	12	11	12	11	12
Jefferson County (KY)	—	—	—	—	245	245	—	—	—	—	54	53	—	—	—	—	13	12
Los Angeles	236	233	234	229***	239	242	43	41	40	38	48	51	8	7	8	6***	11	15
Miami-Dade	—	—	—	—	250	246	—	—	—	—	61	55	—	—	—	—	17	13
Milwaukee	—	—	—	—	233	232*,**	—	—	—	—	41	38*,**	—	—	—	—	6	6*,**
New York City	‡	245	241	240	246	248	‡	56	49	50	56	59	‡	13	10	11	12	16
Philadelphia	—	—	—	—	241	244	—	—	—	—	48	54	—	—	—	—	9	13
San Diego	—	236	242	240	239	238	—	46	53	48	49	50	—	7	12	10	8	11

See notes at end of table.

Table A-13. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002–11—Continued

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Hispanic																		
Nation	245***	244***	245***	246***	248***	251*	56***	54***	55***	57***	59***	63*	14***	14***	14***	14***	16***	18*
Large city[1]	242***	241***	243***	243***	245***	249**	52***	51***	53***	53***	56	60**	12***	12***	13***	12***	14	16**
Albuquerque	—	—	—	—	—	248	—	—	—	—	—	57**	—	—	—	—	—	14
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	243	244	251	251	—	—	52***	55	62	63	—	—	13	15	18	18
Baltimore City	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Boston	—	245	248	241	251	245**	—	54	57	52	64	55**	—	14	16	10	13	15
Charlotte	—	244***	248	251	254	256*	—	52	58	65	64	68	—	14	19	20	18	24*
Chicago	248	249***	251	255	249	255*,**	61	61	62	69	59	68*,**	12***	15	16	20	17	21*
Cleveland	—	‡	248	249	237	241**	—	‡	57	58	45	50**	—	‡	10	16	11	9**
Dallas	—	—	—	—	—	246**	—	—	—	—	—	58**	—	—	—	—	—	12*,**
Detroit	—	—	—	—	232	244	—	—	—	—	38	55	—	—	—	—	6	12
District of Columbia (DCPS)	240	240	247***	249***	249***	232*,**	53	51	59***	56	62***	43*,**	11	11	18	19	22	14
Fresno	—	—	—	—	235	234*,**	—	—	—	—	44	42*,**	—	—	—	—	8	9*,**
Hillsborough County (FL)	—	—	—	—	—	258*,**	—	—	—	—	—	70*	—	—	—	—	—	24*
Houston	243***	242***	245***	246	250	249	52	51***	56	57	63	62	13	10	12	13	15	13*,**
Jefferson County (KY)	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Los Angeles	230***	228***	235***	236***	239	241*,**	36***	37***	43***	45	50	50*,**	5***	6***	9	8***	11	11*,**
Miami-Dade	—	—	—	—	261	262*,**	—	—	—	—	75	74*,**	—	—	—	—	29	30*,**
Milwaukee	—	—	—	—	249	243**	—	—	—	—	62	53**	—	—	—	—	15	11
New York City	‡	247	247	241	243	246	‡	57	57	51	53	57	‡	17	14	13	13	17
Philadelphia	—	—	—	—	241	239*,**	—	—	—	—	51	46*,**	—	—	—	—	9	9*,**
San Diego	—	238	241	235	242	245	—	46	50	45***	53	57	—	9	12	11	14	15

See notes at end of table.

Table A-13. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002–11—Continued

Race/ethnicity and jurisdiction	Average scale score						Percentage of students: At or above *Basic*						Percentage of students: At or above *Proficient*					
	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011	2002	2003	2005	2007	2009	2011
Asian/Pacific Islander																		
Nation	265***	268***	270***	269***	273	275*	75***	78***	79***	79	82	82	34***	38***	39***	40***	44	46
Large city[1]	256***	260***	266***	263	268	270**	65***	69***	76	74	77	79	26***	30***	35	34	38	41
Albuquerque	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Austin	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Baltimore City	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Boston	—	274	280	275	276	280*	—	83	85	81	89	87	—	44	55	46	45	50
Charlotte	—	‡	‡	‡	‡	264	—	‡	‡	‡	‡	72	—	‡	‡	‡	‡	37
Chicago	‡	268	277	‡	‡	264	‡	78	88	‡	‡	74	‡	35	44	‡	‡	38
Cleveland	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡
Dallas	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Detroit	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
District of Columbia (DCPS)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Fresno	—	—	—	—	241	241*,**	—	—	—	—	48	48*,**	—	—	—	—	10	12*,**
Hillsborough County (FL)	—	—	—	—	—	‡	—	—	—	—	—	‡	—	—	—	—	—	‡
Houston	‡	‡	‡	289	‡	277	‡	‡	‡	91	‡	84	‡	‡	‡	61	‡	55
Jefferson County (KY)	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Los Angeles	259	255	262	264	265	267	73	64	73	76	76	77	26	27	30	32	35	38
Miami-Dade	—	—	—	—	‡	‡	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Milwaukee	—	—	—	—	‡	248*,**	—	—	—	—	‡	61	—	—	—	—	‡	16*,**
New York City	‡	264	271	268	270	273	‡	72	80	79	79	81	‡	35	42	37	40	46
Philadelphia	—	—	—	—	270	258*,**	—	—	—	—	78	67	—	—	—	—	39	28**
San Diego	—	260	265	265	264	267	—	71	76	78	77	78	—	27	31	35	32	38

— Not available. District did not participate.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

*** Significantly different ($p < .05$) from 2011.

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

Table A-14. Percentage of public school students, average scores, and achievement-level results in NAEP reading, by selected racial/ethnic groups, grade, and jurisdiction: 2011

Grade and jurisdiction	Asian				Native Hawaiian/Other Pacific Islander				Two or more races			
			Percentage of students				Percentage of students				Percentage of students	
	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4												
Nation	5*	236*	81*	51*	#	214	60	27	2*	225	71	37
Large city[1]	8**	225**	70**	38**	#	215	62	29	2**	223	69	36
Albuquerque	3*,**	‡	‡	‡	#	‡	‡	‡	2	‡	‡	‡
Atlanta	1*,**	‡	‡	‡	#	‡	‡	‡	1*,**	‡	‡	‡
Austin	3*,**	‡	‡	‡	#	‡	‡	‡	2	‡	‡	‡
Baltimore City	1*,**	‡	‡	‡	#	‡	‡	‡	#*,**	‡	‡	‡
Boston	8**	226**	70	37**	#	‡	‡	‡	2	‡	‡	‡
Charlotte	5*	233	77	50	#	‡	‡	‡	3*,**	230	81	36
Chicago	4*	228	77	41	1	‡	‡	‡	#	‡	‡	‡
Cleveland	1*,**	‡	‡	‡	#	‡	‡	‡	3	‡	‡	‡
Dallas	#*,**	‡	‡	‡	#	‡	‡	‡	#	‡	‡	‡
Detroit	#	‡	‡	‡	#	‡	‡	‡	#	‡	‡	‡
District of Columbia (DCPS)	2*,**	‡	‡	‡	#	‡	‡	‡	1*,**	‡	‡	‡
Fresno	12*,**	195*,**	39*,**	11*,**	#	‡	‡	‡	1*,**	‡	‡	‡
Hillsborough County (FL)	3*,**	‡	‡	‡	#	‡	‡	‡	4*,**	‡	‡	‡
Houston	3*,**	245*	90	65*	#	‡	‡	‡	1*,**	‡	‡	‡
Jefferson County (KY)	3*,**	256*,**	94	74*,**	#	‡	‡	‡	2	‡	‡	‡
Los Angeles	5*	226	78	37	#	‡	‡	‡	#	‡	‡	‡
Miami-Dade	1*,**	‡	‡	‡	#	‡	‡	‡	1*,**	‡	‡	‡
Milwaukee	7	206*,**	45*,**	16*,**	#	‡	‡	‡	#*,**	‡	‡	‡
New York City	19*,**	230	76	43	#	‡	‡	‡	#*,**	‡	‡	‡
Philadelphia	6	212**	59**	28**	#	‡	‡	‡	2	‡	‡	‡
San Diego	15*,**	225**	73	41**	1	‡	‡	‡	5*,**	229	75	45

See notes at end of table.

Table A-14. Percentage of public school students, average scores, and achievement-level results in NAEP reading, by selected racial/ethnic groups, grade, and jurisdiction: 2011—Continued

Grade and jurisdiction	Asian				Native Hawaiian/Other Pacific Islander				Two or more races			
			Percentage of students				Percentage of students				Percentage of students	
	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*	Percentage of students	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 8												
Nation	5*	277*	84*	48*	#	251	61	21	2*	267	77	36
Large city[1]	8**	271**	80**	42**	#	259	72	32	1**	269	80	36
Albuquerque	3*,**	‡	‡	‡	#	‡	‡	‡	3*,**	‡	‡	‡
Atlanta	1*,**	‡	‡	‡	#	‡	‡	‡	1	‡	‡	‡
Austin	4*,**	‡	‡	‡	#	‡	‡	‡	2	‡	‡	‡
Baltimore City	1*,**	‡	‡	‡	#	‡	‡	‡	#*,**	‡	‡	‡
Boston	10*,**	280*	88	51	#	‡	‡	‡	1	‡	‡	‡
Charlotte	5*	264**	72	37	#	‡	‡	‡	3*,**	‡	‡	‡
Chicago	5	262	72	37	1	‡	‡	‡	#	‡	‡	‡
Cleveland	1*,**	‡	‡	‡	#	‡	‡	‡	2	‡	‡	‡
Dallas	1*,**	‡	‡	‡	#	‡	‡	‡	#	‡	‡	‡
Detroit	1*,**	‡	‡	‡	#	‡	‡	‡	#	‡	‡	‡
District of Columbia (DCPS)	1*,**	‡	‡	‡	#*,**	‡	‡	‡	1**	‡	‡	‡
Fresno	14*,**	241*,**	48*,**	12*,**	#	‡	‡	‡	#*,**	‡	‡	‡
Hillsborough County (FL)	3*,**	‡	‡	‡	#*,**	‡	‡	‡	3*,**	‡	‡	‡
Houston	3*,**	‡	‡	‡	#	‡	‡	‡	1*,**	‡	‡	‡
Jefferson County (KY)	2*,**	‡	‡	‡	#	‡	‡	‡	1**	‡	‡	‡
Los Angeles	7**	269	80	40	1	‡	‡	‡	#	‡	‡	‡
Miami-Dade	1*,**	‡	‡	‡	#*,**	‡	‡	‡	#*,**	‡	‡	‡
Milwaukee	7	248*,**	61**	16*,**	#	‡	‡	‡	#*,**	‡	‡	‡
New York City	15*,**	273	81	46	#	‡	‡	‡	#*,**	‡	‡	‡
Philadelphia	8	258*,**	67**	28**	#	‡	‡	‡	2	‡	‡	‡
San Diego	18*,**	268	79	39	1	‡	‡	‡	2	‡	‡	‡

Rounds to zero.

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

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

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

NOTE: Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-15. Average score gaps in NAEP reading for fourth-grade public school students, by selected racial/ethnic comparison groups and jurisdiction: Various years, 2002–11

Comparison group and jurisdiction	Score gap					
	2002	2003	2005	2007	2009	2011
White – Black						
Nation	29*	30*	29*	27*	25	25
Large city[1]	32	33	31	32	32	30
Albuquerque	—	—	—	—	—	‡
Atlanta	58	59	59*	53	52	48
Austin	—	—	39	44	34	34
Baltimore City	—	—	—	—	20	23
Boston	—	23	27	25	20*	30
Charlotte	—	33	34	38	32	33
Chicago	35	31	35	33	34	32
Cleveland	—	17	16	23	19	22
Dallas	—	—	—	—	—	32
Detroit	—	—	—	—	‡	‡
District of Columbia (DCPS)	60	70	66	67	62	64
Fresno	—	—	—	—	25	25
Hillsborough County (FL)	—	—	—	—	—	24
Houston	33	34	38	35	33	37
Jefferson County (KY)	—	—	—	—	27	22
Los Angeles	37	30	42	31	27	29
Miami-Dade	—	—	—	—	33	29
Milwaukee	—	—	—	—	36	29
New York City	29	30	20	26	27	26
Philadelphia	—	—	—	—	24	22
San Diego	—	35	28	36	29	35
White – Hispanic						
Nation	28	28*	26*	26	25	24
Large city[1]	28	29	29	32	31	29
Albuquerque	—	—	—	—	—	30
Atlanta	‡	‡	‡	‡	‡	36
Austin	—	—	32	38	37	39
Baltimore City	—	—	—	—	‡	‡
Boston	—	23	30	26	22	27
Charlotte	—	35	31	37	31	32
Chicago	28	28	25	26	25	27
Cleveland	—	8	8	15	9	13
Dallas	—	—	—	—	—	36
Detroit	—	—	—	—	‡	‡
District of Columbia (DCPS)	55	67*	59	52	50	51
Fresno	—	—	—	—	23	26
Hillsborough County (FL)	—	—	—	—	—	19
Houston	29	32	42	40	37	34
Jefferson County (KY)	—	—	—	—	‡	9
Los Angeles	38	28	39	37	29	28
Miami-Dade	—	—	—	—	14	17
Milwaukee	—	—	—	—	25	18
New York City	25	26	19	28	27	28
Philadelphia	—	—	—	—	28	26
San Diego	—	36	30	39	43	39

— Not available. District did not participate.
‡ Reporting standards not met.
* Significantly different ($p < .05$) from 2011.
[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. DCPS = District of Columbia Public Schools.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-16. Average score gaps in NAEP reading for eighth-grade public school students, by selected racial/ethnic comparison groups and jurisdiction: Various years, 2002-11

Comparison group and jurisdiction	Score gap					
	2002	2003	2005	2007	2009	2011
White – Black						
Nation	27	27*	27*	26*	26	25
Large city[1]	30	27	30	31	29	28
Albuquerque	—	—	—	—	—	‡
Atlanta	41	‡	‡	‡	46	38
Austin	—	—	37	46	35	40
Baltimore City	—	—	—	—	‡	24
Boston	—	28	30	25	33	35
Charlotte	—	30	34	33	28	29
Chicago	21	21	30	27	29	25
Cleveland	—	12*	19	20	18	26
Dallas	—	—	—	—	—	33
Detroit	—	—	—	—	‡	‡
District of Columbia (DCPS)	‡	‡	66	‡	‡	58
Fresno	—	—	—	—	31	27
Hillsborough County (FL)	—	—	—	—	—	29
Houston	32	26*	39	32	37	36
Jefferson County (KY)	—	—	—	—	22	24
Los Angeles	28	33	28	43	31	30
Miami-Dade	—	—	—	—	23	29
Milwaukee	—	—	—	—	31	24
New York City	‡	25	28	30	26	22
Philadelphia	—	—	—	—	26	20
San Diego	—	33	31	31	34	37
White – Hispanic						
Nation	26*	27*	24*	25*	24*	21
Large city[1]	28	27	26	28	28	25
Albuquerque	—	—	—	—	—	23
Atlanta	‡	‡	‡	‡	‡	‡
Austin	—	—	35	40	31	34
Baltimore City	—	—	—	—	‡	‡
Boston	—	28	26	34	31	36
Charlotte	—	34	31	28	23	26
Chicago	18	15	20	11	24	15
Cleveland	—	‡	7	13	21	19
Dallas	—	—	—	—	—	30
Detroit	—	—	—	—	‡	‡
District of Columbia (DCPS)	‡	‡	53	‡	‡	58
Fresno	—	—	—	—	27	23
Hillsborough County (FL)	—	—	—	—	—	17
Houston	36	28	36	34	30	34
Jefferson County (KY)	—	—	—	—	‡	‡
Los Angeles	34	38	26	36	31	32
Miami-Dade	—	—	—	—	12	13
Milwaukee	—	—	—	—	15	12
New York City	‡	23	22	29	28	25
Philadelphia	—	—	—	—	26	25
San Diego	—	31	32	36	31	31

— Not available. District did not participate.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from 2011.

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

NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

Table A-17. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003–11

Eligibility status and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
Eligible															
Nation	201***	203***	205***	206	207*	44***	46***	50***	51***	52*	15***	15***	17***	17***	18*
Large city[1]	196***	198***	200***	202	204**	39***	40***	43***	45	48**	12***	12***	13***	15	16**
Albuquerque	—	—	—	—	197*,**	—	—	—	—	40*,**	—	—	—	—	14**
Atlanta	189***	191***	198	199	201**	29***	29***	37	38	42*,**	7***	7***	8	11	11*,**
Austin	—	203	203	206	208	—	46	46	49	52	—	13	12	14	17
Baltimore City	—	—	—	199	198*,**	—	—	—	38	37*,**	—	—	—	9	8*,**
Boston	204***	205***	207***	211	212*,**	46***	47***	50***	57	58*,**	13***	13***	16	19	21*
Charlotte	200***	206	205	210	210*,**	43***	49	49	56	56*	12***	15	16	19	19
Chicago	194***	194***	197	199	200*,**	36***	35***	40	42	44**	11	9***	12	13	14**
Cleveland	195	197	198***	194	193*,**	35	38	39	34	32*,**	9	10	9	8	8*,**
Dallas	—	—	—	—	201**	—	—	—	—	43**	—	—	—	—	11*,**
Detroit	—	—	—	186	189*,**	—	—	—	26	28*,**	—	—	—	5	5*,**
District of Columbia (DCPS)	182***	183***	188	193	188*,**	25***	25***	29	34	32*,**	6***	6***	6	9	9*,**
Fresno	—	—	—	194	191*,**	—	—	—	35	34*,**	—	—	—	9	8*,**
Hillsborough County (FL)	—	—	—	—	219*,**	—	—	—	—	66*,**	—	—	—	—	28*,**
Houston	201***	202	201***	206	207	42***	43***	44***	49	50	12	12	11	13	16
Jefferson County (KY)	—	—	—	208	212*,**	—	—	—	51	56*	—	—	—	17	21*
Los Angeles	189***	190***	191***	193	196*,**	31***	31***	33***	36	39*,**	8	9	9	9	11*,**
Miami-Dade	—	—	—	215	216*,**	—	—	—	61	61*,**	—	—	—	23	25*,**
Milwaukee	—	—	—	190	190*,**	—	—	—	32	32*,**	—	—	—	8	8*,**
New York City	206***	210	209***	214	214*,**	49***	53	53***	59	59*,**	18***	20***	20***	26	26*,**
Philadelphia	—	—	—	192	197*,**	—	—	—	36	40*,**	—	—	—	9	11*,**
San Diego	197***	199	198	198	202**	39***	42	43	43	47**	12***	14	14	14	17

See notes at end of table.

Table A-17. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003-11—Continued

Eligibility status and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
Not eligible															
Nation	229***	230***	232***	232***	234	75***	77***	79***	79***	82*	41***	42***	44***	45***	48
Large city[1]	223***	226***	229	230	232	68***	72***	75	75	77**	37***	38***	42	43	46
Albuquerque	—	—	—	—	230	—	—	—	—	78	—	—	—	—	43
Atlanta	230	233***	236***	240	244*,**	71***	77***	80***	83***	90*,**	45	49***	49***	55	62*,**
Austin	—	236***	242	242	247*,**	—	82***	87	89	91*,**	—	50***	59	59	66*,**
Baltimore City	—	—	—	218	218*,**	—	—	—	62	58*,**	—	—	—	27	30*,**
Boston	221***	223***	225***	230	236	65***	69	69***	76	81	30***	33***	38	44	50
Charlotte	234***	237	238	238	240*,**	81***	82	83	84	87*,**	47***	51	54	53	55*,**
Chicago	227	222	220***	227	230	71	68	65***	70	77	38	35	36	41	44
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Dallas	—	—	—	—	225	—	—	—	—	73	—	—	—	—	39
Detroit	—	—	—	192***	209*,**	—	—	—	33***	54*,**	—	—	—	8	21*,**
District of Columbia (DCPS)	206***	215***	216***	230	234	48***	59***	58***	73	75	24***	29***	29***	43	50
Fresno	—	—	—	227	232	—	—	—	76	82	—	—	—	40	41
Hillsborough County (FL)	—	—	—	—	247*,**	—	—	—	—	91*,**	—	—	—	—	65*,**
Houston	220***	235	230***	233	238*	66***	79	76	80	83	31***	48	45	45	55*
Jefferson County (KY)	—	—	—	236	240*,**	—	—	—	82	86*,**	—	—	—	49	55*,**
Los Angeles	213	225	214***	221	229	57***	68	61***	67	78	23	40	26	33	40
Miami-Dade	—	—	—	235	237*	—	—	—	81	83	—	—	—	49	51
Milwaukee	—	—	—	216	224*,**	—	—	—	63	68**	—	—	—	26	38
New York City	241	230***	240	236	242*	86	80	83	82	84	54	40***	55	49	58*
Philadelphia	—	—	—	214	219*,**	—	—	—	60	65**	—	—	—	26	32*,**
San Diego	224***	223***	231***	235	240*,**	69***	68***	77***	84	86*	37***	35***	45***	51	56*,**

— Not available. District did not participate.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

*** Significantly different ($p < .05$) from 2011.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–11 Reading Assessments.

Table A-18. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003–11

Eligibility status and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
Eligible															
Nation	246***	247***	247***	249***	251*	56***	57***	58***	60***	63*	15***	15***	15***	16***	18*
Large city[1]	241***	243***	242***	244***	248**	50***	52***	52***	54***	59**	12***	13***	12***	13***	16**
Albuquerque	—	—	—	—	245**	—	—	—	—	55**	—	—	—	—	13**
Atlanta	235***	234***	240***	244	248**	42***	40***	48***	54	58**	7***	7***	8***	10	11*,**
Austin	—	240	240***	247	247	—	49***	50	57	58	—	12	10	15	14**
Baltimore City	—	—	—	242	243*,**	—	—	—	50	51*,**	—	—	—	8	9*,**
Boston	247	247	249	251	249	56	55	60	63	58**	16	17	16	16	17
Charlotte	244***	242***	245***	248	252*	51***	53***	54***	59	63	13***	12***	14	15	19
Chicago	246	246	247	246	249	56	57	58	56	61	13	14	14	13	16
Cleveland	240	240	246***	242	240*,**	48	49	56***	52	48*,**	10	10	11	10	11*,**
Dallas	—	—	—	—	245**	—	—	—	—	56**	—	—	—	—	11*,**
Detroit	—	—	—	228***	235*,**	—	—	—	36	42*,**	—	—	—	5	6*,**
District of Columbia (DCPS)	232***	234***	234***	232***	228*,**	39	41	41***	40	37*,**	6	8	7	8	8*,**
Fresno	—	—	—	234	233*,**	—	—	—	42	40*,**	—	—	—	7	9*,**
Hillsborough County (FL)	—	—	—	—	254*	—	—	—	—	66*	—	—	—	—	20
Houston	241***	243***	247	246	248**	49***	54***	58	59	60	10	11	12	12	12*,**
Jefferson County (KY)	—	—	—	248	251	—	—	—	58	60	—	—	—	15	17
Los Angeles	230***	236***	237***	240	241*,**	37***	43***	47	50	51*,**	7***	10	10	11	12*,**
Miami-Dade	—	—	—	254	254*,**	—	—	—	67	66*	—	—	—	21	22*
Milwaukee	—	—	—	237	234*,**	—	—	—	46	41*,**	—	—	—	8	7*,**
New York City	248	249	246***	250	253*	58	59	56	59	63	18	18	17***	18	22*,**
Philadelphia	—	—	—	243	243*,**	—	—	—	52	53*,**	—	—	—	11	13**
San Diego	240	243	236***	242	245	48***	53	46***	53	58	11	14	12	13	16

See notes at end of table.

Table A-18. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by eligibility for National School Lunch Program and jurisdiction: Various years, 2003–11—Continued

Eligibility status and jurisdiction	Average scale score					Percentage of students: At or above *Basic*					Percentage of students: At or above *Proficient*				
	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011	2003	2005	2007	2009	2011
Not eligible															
Nation	271***	270***	271***	273***	275*	82***	81***	82***	84***	85*	39***	38***	39***	41***	44*
Large city[1]	263***	264***	265***	268	271**	74***	74***	76***	79	81**	31***	33***	34***	37	40**
Albuquerque	—	—	—	—	267**	—	—	—	—	78**	—	—	—	—	35**
Atlanta	256***	260***	263***	273	275	68***	67***	70***	84	87	26***	31***	32***	42	45
Austin	—	272***	277	278	282*,**	—	81***	86	87	90*,**	—	43***	50	49	53*,**
Baltimore City	—	—	—	257	261*,**	—	—	—	71	69*,**	—	—	—	20	27**
Boston	265	274	268	273	275	74	81	74	80	80	34	46	39	43	47
Charlotte	273***	274***	273***	270***	278*,**	83***	83***	83	80***	88*	41***	44	43	39***	49*
Chicago	267	264	266	270	273	78	73	78	84	80	32	34	35	38	45
Cleveland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Dallas	—	—	—	—	261*,**	—	—	—	—	73**	—	—	—	—	27**
Detroit	—	—	—	241	241*,**	—	—	—	51	48*,**	—	—	—	11	11*,**
District of Columbia (DCPS)	248***	249***	253***	263	259*,**	56***	56***	60***	71	68*,**	17***	20***	22***	34	34**
Fresno	—	—	—	274	269	—	—	—	87	81	—	—	—	40	35
Hillsborough County (FL)	—	—	—	—	276*	—	—	—	—	86	—	—	—	—	47
Houston	256***	262	269	271	266**	67***	73	80	82	77**	23***	30	37	40	34**
Jefferson County (KY)	—	—	—	271	273	—	—	—	81	83	—	—	—	39	41
Los Angeles	247***	254***	251***	262	271	58***	63***	58***	72	79	18***	24***	20***	34	40
Miami-Dade	—	—	—	271	274	—	—	—	83	83	—	—	—	40	43
Milwaukee	—	—	—	255	255*,**	—	—	—	67	69*,**	—	—	—	24	23*,**
New York City	278	266	272	266	267	87	76	82	77	79	48	35	42	35	34
Philadelphia	—	—	—	269	274	—	—	—	78	82	—	—	—	36	43
San Diego	262***	266***	268	270	273	74***	75***	79	80	84	30***	34***	37	39	45

— Not available. District did not participate.

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large city in 2011.

** Significantly different ($p < .05$) from the nation in 2011.

*** Significantly different ($p < .05$) from 2011.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-11 Reading Assessments.

Table A-19. Average scores and achievement-level results in NAEP reading for public school students, by status as students with disabilities (SD), grade, and jurisdiction: 2011

Grade and jurisdiction	SD			Not SD		
		Percentage of students			Percentage of students	
	Average scale score	At or above *Basic*	At or above *Proficient*	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4						
Nation	186*	32*	11*	224*	70*	35*
Large city[1]	177**	23**	8**	215**	59**	26**
Albuquerque	177**	21**	7	213**	57**	26**
Atlanta	172**	19**	8	214**	56**	25**
Austin	191	34	17	226*	70*	38*
Baltimore City	‡	‡	‡	201*,**	40*,**	11*,**
Boston	189*	26	7	223*	70*	30*,**
Charlotte	187*	33	10	228*,**	74*,**	39*
Chicago	171**	24**	8	208*,**	52*,**	19*,**
Cleveland	159*,**	4*,**	1*,**	200*,**	38*,**	10*,**
Dallas	169**	14**	1	205*,**	47*,**	14*,**
Detroit	159*,**	10*,**	1	194*,**	33*,**	7*,**
District of Columbia (DCPS)	150*,**	9*,**	2	209*,**	49*,**	23**
Fresno	151*,**	11*,**	1	198*,**	40*,**	11*,**
Hillsborough County (FL)	208*,**	52*,**	20*,**	235*,**	82*,**	48*,**
Houston	174	20**	5	215**	59**	25**
Jefferson County (KY)	192*	35	11	226*	71*	37*
Los Angeles	160*,**	12*,**	3*,**	205*,**	49*,**	16*,**
Miami-Dade	191*	32	8	224*	71*	35*
Milwaukee	156*,**	9*,**	2*,**	204*,**	45*,**	15*,**
New York City	185*	26	7**	222*	68*	33*
Philadelphia	155*,**	10*,**	2*,**	205*,**	48*,**	15*,**
San Diego	172**	20**	5	219*,**	64*,**	33*
Grade 8						
Nation	230*	36*	7*	267*	79*	34*
Large city[1]	221**	28**	5**	258**	69**	25**
Albuquerque	221**	24**	4	258**	69**	24**
Atlanta	221**	22**	3	255*,**	67**	19*,**
Austin	226	38	6	264*	74*,**	32*
Baltimore City	‡	‡	‡	247*,**	56*,**	12*,**
Boston	227	29	5	260**	70**	28**
Charlotte	229	38	5	269*	79*	37*
Chicago	222	27	7	259**	71**	23**
Cleveland	207*,**	13*,**	1	249*,**	57*,**	14*,**
Dallas	‡	‡	‡	250*,**	60*,**	14*,**
Detroit	203*,**	10*,**	1	241*,**	47*,**	8*,**
District of Columbia (DCPS)	199*,**	14*,**	2**	245*,**	53*,**	18*,**
Fresno	189*,**	7*,**	1	241*,**	48*,**	13*,**
Hillsborough County (FL)	240*,**	45*	13	269*	80*	36*
Houston	213*,**	17*,**	2**	255*,**	68**	19*,**
Jefferson County (KY)	232*	36	5	262*,**	72**	29**
Los Angeles	206*,**	13*,**	1**	251*,**	61*,**	18*,**
Miami-Dade	232*	40*	7	263*,**	74*,**	30*,**
Milwaukee	205*,**	13*,**	1	246*,**	54*,**	12*,**
New York City	225	30	3	260**	71**	28**
Philadelphia	209*,**	17*,**	2	253*,**	63*,**	19*,**
San Diego	212**	23**	4	262**	74	30*

‡ Reporting standards not met.

* Significantly different ($p < .05$) from large city.

** Significantly different ($p < .05$) from the nation.

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

NOTE: SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-20. Average scores and achievement-level results in NAEP reading for public school students, by status as English language learners (ELL), grade, and jurisdiction: 2011

Grade and jurisdiction	ELL			Not ELL		
		Percentage of students			Percentage of students	
	Average scale score	At or above *Basic*	At or above *Proficient*	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4						
Nation	188	30	7	224*	70*	35*
Large city[1]	187	28	6	217**	62**	28**
Albuquerque	168*,**	12*,**	1*,**	217**	62**	28**
Atlanta	‡	‡	‡	212*,**	54*,**	24*,**
Austin	199*,**	40*	10	233*,**	78*,**	47*,**
Baltimore City	‡	‡	‡	201*,**	40*,**	11*,**
Boston	202*,**	45*,**	10*	225*	71*	35*
Charlotte	194	35	7	228*,**	74*,**	39*,**
Chicago	178*,**	19*,**	4	208*,**	54*,**	20*,**
Cleveland	191	31	4	193*,**	32*,**	8*,**
Dallas	192*	32	6	212**	56**	20*,**
Detroit	196	37	9	190*,**	30*,**	7*,**
District of Columbia (DCPS)	178	21	5	203*,**	46*,**	21*,**
Fresno	171*,**	12*,**	1	204*,**	48*,**	15*,**
Hillsborough County (FL)	205*,**	49*,**	12*	236*,**	83*,**	50*,**
Houston	201*,**	43*,**	13*	219**	63**	29**
Jefferson County (KY)	‡	‡	‡	223*	68*	35*
Los Angeles	174*,**	14*,**	1*,**	214**	60**	22*,**
Miami-Dade	190	29	5	227*,**	74*	37*
Milwaukee	187	24	4	197*,**	41*,**	14*,**
New York City	186	27	4	222*	68*,**	33*
Philadelphia	166*,**	14*,**	3	201*,**	45*,**	14*,**
San Diego	189	33	7	231*,**	77*,**	45*,**
Grade 8						
Nation	223*	29	3	266*	77*	33*
Large city[1]	220**	25	2	259**	70**	25**
Albuquerque	219	22	1	257**	68**	24**
Atlanta	‡	‡	‡	253*,**	64*,**	17*,**
Austin	221	23	2	268*	79*	35*
Baltimore City	‡	‡	‡	246*,**	54*,**	12*,**
Boston	221	25	3	261**	71**	28**
Charlotte	228	34	3	267*	78*	36*
Chicago	217	23	3	255*,**	67**	22*,**
Cleveland	227	31	2	241*,**	49*,**	12*,**
Dallas	223	26	1	255*,**	67**	17*,**
Detroit	251*,**	62*,**	14	235*,**	41*,**	7*,**
District of Columbia (DCPS)	204*,**	16	1	239*,**	48*,**	16*,**
Fresno	205*,**	8*,**	#	245*,**	54*,**	15*,**
Hillsborough County (FL)	235*,**	39	3	267*	79*	35*
Houston	223	24	2	257**	70**	20*,**
Jefferson County (KY)	‡	‡	‡	260**	71**	28**
Los Angeles	208*,**	11*,**	#	255*,**	66*,**	20*,**
Miami-Dade	220	25	5	263*	74*	29
Milwaukee	227	32	4	240*,**	49*,**	11*,**
New York City	215**	21**	1	259**	70**	27**
Philadelphia	222	26	5	249*,**	59*,**	17*,**
San Diego	212	19**	2	264*	77*	32*

Rounds to zero.

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

* Significantly different ($p < .05$) from large city.

** Significantly different ($p < .05$) from the nation.

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

NOTE: The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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TRIAL URBAN DISTRICT ASSESSMENT

Reading 2011

DECEMBER 2011

SUGGESTED CITATION

National Center for Education Statistics (2011). *The Nation's Report Card: Trial Urban District Assessment Reading 2011* (NCES 2012-455). Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

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This report was prepared for the National Center for Education Statistics under Contract No. ED-07-CO-0107 with Educational Testing Service. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.