



**HOUSTON INDEPENDENT  
SCHOOL DISTRICT**

**NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS**

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*Trial Urban District Assessment*

## MEMORANDUM

May 20, 2010

TO: Board Members

FROM: Terry B. Grier, Ed.D  
Superintendent of Schools

SUBJECT: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)  
TRIAL URBAN DISTRICT ASSESSMENT (TUDA): READING 2009  
RESULTS**

CONTACT: Carla Stevens, 713-556-6700

The 2009 NAEP reading assessment has been released for the districts that participated in the Trial Urban District Assessment program. NAEP, also known as the Nation's Report Card, is the nation's only federally authorized survey of student achievement in various subject areas. NAEP is administered by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education's Institute of Education Sciences. The Houston Independent School District (HISD) is one of 18 large urban districts that voluntarily participated in the TUDA in 2009.

Student performance on the 2009 NAEP reading assessments at grades 4 and 8 is reported by using scale scores, which represent equal units on a continuous scale, using numbers that range from 0 to 500. Also, student performance is reported by using the percentage of students who attained the achievement levels, Basic, Proficient, and Advanced. The National Assessment Governing Board (NAGB) defines the achievement levels as follows:

- *Basic*: denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient*: represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*: signifies superior performance.

The reading framework used for the 2009 NAEP replaced the framework first used from 1992 reading assessment through 2007. The 2009 reading framework includes more emphasis on informational and literary texts, a redefinition of reading cognitive processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Analysis determined that the 2009 reading assessment results could be compared with those from earlier assessment years.

The reading framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. Additionally, the framework calls for a systematic assessment of meaning vocabulary.

Results of the 2009 NAEP grade 4 and 8 reading assessment are presented in the following tables and graphs. Due to sampling methods used by NCES, results are only available at the district level and not at the school level. Comparisons were made between the eighteen participating districts—Atlanta, Austin, Baltimore, Boston, Charlotte, Chicago, Cleveland,

Detroit, District of Columbia, Fresno, Houston, Jefferson County, Los Angeles, Miami-Dade County, Milwaukee, New York City, Philadelphia, and San Diego—as well as Texas, the nation, and large central cities (LCC). These results present the fifth administration of the reading assessment for the TUDA. Not all districts have had participants over that time but Houston is one of the original TUDA districts since its inception in 2002.

### **NAEP Results Overall Summary**

- **In 2009, HISD showed good overall performance in the subject of reading at both grades 4 and 8 (Tables 1–2).**
- It is important to note that while the 18 TUDAs represent some of the largest urban school districts in the country, there remain some drastic differences among them. Not only are the demographic characteristics different but there is a drastic difference in percentage of students that are eligible for free/reduced price lunch and the percentage of English Language Learners.
- **Tables 4 and 5** show the key characteristics for each of the participating TUDAs at each of the grade levels, as well as the characteristics of the nation and the LCC.
- The most notable performance of HISD students at grades four and eight is that, overall, (**Tables 1–2**) HISD students had equal to or higher average scale scores than their peers in the large central cities and the majority of other TUDA districts.
- Also of note for HISD, in 2009, is that both Hispanic and African American student groups in grade four and Hispanics in grade eight demonstrated higher average scores than their counterparts from the nation and other large central cities (**Graphs 4–5 and 18**). Furthermore, HISD fourth- and eighth-grade students receiving free/reduced price lunch outscored their counterparts in large central cities and HISD fourth-grade students scored equal to their counterparts in the nation (**Graphs 6 and 20**).

### **NAEP Results for Reading**

- **Houston’s fourth-grade students’ average scale score in reading increased from 206 in 2007 to 211 in 2009. This was higher, but not significantly different than the average score of 210 for public school students in large central cities (LCC) (Graph 8).**
- Houston’s fourth-grade students scored higher than the Large Central Cities and had higher scores than 10 districts and were behind Austin, Boston, Charlotte, Jefferson County, Miami-Dade, San Diego and New York City. (**Graph 2**).
- The districts that outperformed HISD fourth-graders had lower percentages of students categorized as English Language Learners (**Table 4**)
- The percent of Houston fourth-grade students who scored at or above the basic level increased from 49 percent in 2007 to 55 percent in 2009, while the percent at or above proficient increased from 17 percent in 2007 to 19 percent in 2009. Houston ranked eighth among the 18 districts in the percent at or above basic level of performance (**Table 1**).
- The average reading score for Houston’s Hispanic fourth-grade students increased from 200 in 2007 to 206 in 2009 (**Graph 12**), exceeding the scores for the nation, Large Central Cities, and ranking seventh among the TUDA districts (**Graph 4**).
- The average reading score for Houston’s African American fourth-grade students in Houston increased from 205 in 2007 to 210 in 2009 (**Graph 13**), and outperformed their counterparts in the nation, Large Central Cities, and ranked fourth among the TUDA

districts. Only Austin, Boston, and Charlotte had higher scores than Houston's Black students (**Graph 5**).

- **Houston's eighth-grade students' average reading scale score remained constant at 252 from 2007 to 2009. This was equal to the average score for public school students in large central cities in 2009 (Table 2).**
- Houston's eighth-grade students performed equal to Large Central Cities, had higher scores than 10 TUDA districts and were only behind Austin, Boston, Charlotte, Jefferson County, Miami Dade, New York City and San Diego (**Graph 16**).
- The percent of Houston eighth-grade students who scored at or above the basic level increased from 63 percent in 2007 to 64 percent in 2009. Houston ranked seventh highest among the 18 cities in the percent at or above basic level of performance (**Graphs 17 and 24**).
- Hispanic eighth-grade students in Houston increased from 246 in 2007 to 250 in 2009 (**Graph 26**). Additionally, Houston's Hispanic eighth-grade students outperformed their counterparts nationwide, in Large Central Cities, and 10 TUDA districts (**Graph 18**).
- African American eighth-grade student performance in Houston decreased from 249 in 2007 to 243 in 2009 (**Graph 27**). African American eighth-grade students performed equal to their counterparts in Large Central Cities, and performed equal to or better than 10 of the TUDA cities (**Graphs 19**).
- Overall, Houston's fourth-grade and eighth-grade student groups scored higher than or equal to students in large central cities. (**Tables 1 and 2**).

#### **NAEP GAP Results for Reading: (See Appendices)**

- Houston's fourth-grade female students average scale score in reading was higher than their male counterparts 215 to 208, respectively (**Graph 11**).
- Hispanic fourth-grade students in Houston had an average scale score that was lower than that of their white counterparts by 37 points. The gap decreased from 2007 to 2009 by three points between Hispanic students and white students (**Graph 12**).
- In 2009, African American fourth-grade students had an average scale score that was 33 points lower than their white counterparts. The gap decreased from 2007 to 2009 by two points between African American students and white students (**Graph 13**).
- The fourth-grade students in HISD eligible for free/reduced lunch had an average scale score of 206, which was lower than those students not eligible for free/reduced lunch by 27 points (**Graph 14**). The gap closed from 2007 to 2009 by three points.
- Houston's eighth-grade female students average scale score in reading was higher than their male counterparts 256 to 247, respectively (**Graph 25**).
- The eighth-grade Hispanic students had an average scale score that was lower than their white counterparts by 30 points, which decreased by four points from 2007 (**Graph 26**).
- The African American eighth-grade students in HISD had an average scale score that was lower than their white peers by 37 points. The average scale score gap increased by five points between 2007 and 2009 for African American students and white students. (**Graph 27**).
- The gap also increased between HISD students eligible for free/reduced price lunch and those that are not from 23 points in 2007 to 25 points in 2009 (**Graph 28**).
- Although some of the gaps between demographic groups are not significant the direction and increments for the majority of HISD students are leading in a positive direction.

**NAEP Sample/Exclusions: (Table 3)**

- For 2009, 2,000 fourth-grade students were tested in reading and 1,900 eighth-grade students were tested in reading.
- The district's exclusion rate for fourth-graders with disabilities (SD) or English language learners (ELL) on the reading test was 18 percent, higher than in 2007 by one percentage point.
- The reading exclusion rate for eighth-grade students with disabilities or English language learners was eight percent, lower than in 2007 by one percentage point.

  
\_\_\_\_\_TBG

Attachments

cc: Superintendent's Direct Reports  
Regional Superintendents  
Tracy Weeden  
Rachele Vincent  
Carolyn Guess  
Noelia Garza  
Irma Rohatgi

## NAEP Reading Results: 2002, 2003, 2005, 2007, and 2009

**Table 1:** NAEP Fourth-Grade Reading Assessment Results by Scale Scores and Percentage of Students At or Above Basic and Proficient Levels: 2002, 2003, 2005, 2007, and 2009

	Scale Scores (0-500)					At or Above Basic (Percentage of Students)					At or Above Proficient (Percentage of Students)				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Nation	217	216	217	220	220	62	62	62	66	66	30	30	30	32	32
Texas	217	215	219	220	219	62	59	64	66	65	28	27	29	30	28
Large Central City	202	204	206	208	210	44	47	49	53	54	17	19	20	22	23
<b>Houston</b>	<b>206</b>	<b>207</b>	<b>211</b>	<b>206</b>	<b>211**</b>	<b>48</b>	<b>48</b>	<b>52</b>	<b>49</b>	<b>55</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>17</b>	<b>19</b>
Atlanta	195	197	201	207	209**	35	37	41	48	50	12	14	17	18	22
Austin	+	+	217	218	220*	+	+	61	62	65	+	+	29	30	32
Baltimore	+	+	+	+	202*,**	+	+	+	+	42	+	+	+	+	12
Boston	+	206	207	210	215*,**	+	48	51	54	61	+	+	16	20	24
Charlotte	+	219	221	222	225*,**	+	64	66	66	71	+	31	33	35	36
Chicago	193	198	198	201	202*,**	34	40	40	44	45	11	14	14	16	16
Cleveland	+	195	197	198	194*,**	+	35	37	39	34	+	09	10	09	08
Detroit	+	+	+	+	187*,**	+	+	+	+	27	+	+	+	+	05
District of Columbia	191	188	191	197	203*,**	31	31	33	39	46	10	10	11	14	18
Fresno	+	+	+	+	197*,**	+	+	+	+	40	+	+	+	+	12
Jefferson County	+	+	+	+	219*	+	+	+	+	64	+	+	+	+	30
Los Angeles	191	194	196	196	197*,**	33	35	37	39	40	11	11	14	13	13
Miami-Dade	+	+	+	+	221*	+	+	+	+	68	+	+	+	+	31
Milwaukee	+	+	+	+	196*,**	+	+	+	+	39	+	+	+	+	12
New York	206	210	213	213	217*	47	53	57	57	62	19	22	22	25	29
Philadelphia	+	+	+	+	195*,**	+	+	+	+	39	+	+	+	+	11
San Diego	+	208	208	210	213**	+	51	51	55	59	+	22	22	25	29

+Did not participate

"Large Central City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

\*Significantly different (p<.05) from large city.

\*\*Significantly different (p<.05) from the nation.

## NAEP Reading Results: 2002, 2003, 2005, 2007, and 2009

**Table 2:** NAEP Eighth-Grade Reading Assessment Results by Scale Scores and Percentage of Students At or Above Basic and Proficient Levels: 2002, 2003, 2005, 2007, and 2009

	Scale Scores (0-500)					At or Above Basic (Percentage of Students)					At or Above Proficient (Percentage of Students)				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Nation	263	261	260	261	262	74	72	71	73	74	31	30	29	29	30
Texas	262	259	258	261	260	73	71	69	73	73	31	26	26	28	27
Large Central City	250	249	250	250	252	60	58	60	60	63	20	19	20	20	21
<b>Houston</b>	<b>248</b>	<b>246</b>	<b>248</b>	<b>252</b>	<b>252**</b>	<b>59</b>	<b>55</b>	<b>59</b>	<b>63</b>	<b>64</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>18</b>	<b>18</b>
Atlanta	236	240	240	245	250**	42	47	46	53	60	8	11	12	13	17
Austin	+	+	257	257	261*	+	+	65	66	71	+	+	27	28	30
Baltimore	+	+	+	+	245**, **	+	+	+	+	54	+	+	+	+	10
Boston	+	252	253	254	257*, **	+	61	61	63	68	+	22	23	22	23
Charlotte	+	262	259	260	259*, **	+	71	69	69	70	+	30	29	29	28
Chicago	249	248	249	250	249**	62	59	60	61	60	15	15	17	17	17
Cleveland	+	240	240	246	242*, **	+	48	49	56	52	+	10	10	11	10
Detroit	+	+	+	+	232*, **	+	+	+	+	40	+	+	+	+	7
District of Columbia	240	239	238	241	240*, **	48	47	45	48	48	10	10	12	12	14
Fresno	+	+	+	+	240*, **	+	+	+	+	48	+	+	+	+	12
Jefferson County	+	+	+	+	259*, **	+	+	+	+	68	+	+	+	+	26
Los Angeles	237	234	239	240	244*, **	44	43	47	50	54	10	11	13	12	15
Miami-Dade	+	+	+	+	261*	+	+	+	+	73	+	+	+	+	29
Milwaukee	+	+	+	+	241*, **	+	+	+	+	51	+	+	+	+	12
New York	+	252	251	249	252**	+	62	61	59	62	+	22	20	20	21
Philadelphia	+	+	+	+	247**	+	+	+	+	56	+	+	+	+	15
San Diego	+	250	253	250	254**	+	60	63	60	65	+	20	23	23	25

+Did not participate

"Large Central City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

\*Significantly different ( $p < .05$ ) from large city.

\*\*Significantly different ( $p < .05$ ) from the nation.

## NAEP Sample/Exclusions: 2002, 2003, 2005, 2007, 2009

Table 3: Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD: 2002, 2003, 2005, 2007 and 2009 Reading Assessments

	<b>Grade 4</b>					<b>Grade 8</b>				
	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>
TUDA Sample	1,326	1,889	1,700	2,400	2,000	1,110	1,660	1,700	2,000	1,900
SD/ELL Identified	43%	42%	44%	45%	43%	27%	27%	24%	23%	22%
SD/ELL Excluded	17%	24%	23%	17%	18%	10%	10%	7%	9%	8%
SD Identified	12%	18%	12%	11%	7%	18%	18%	13%	13%	12%
SD Excluded	4%	9%	7%	6%	4%	7%	7%	5%	6%	6%
ELL Identified	36%	33%	36%	37%	38%	16%	16%	14%	13%	12%
ELL Excluded	16%	20%	19%	13%	16%	6%	6%	4%	4%	4%



**Table 4: Selected Characteristics of Fourth-Grade Public School Students in NAEP Reading, by Jurisdiction: 2009**

<b>Student Characteristics</b>	<b># of Students Assessed</b>	<b>% White</b>	<b>% Black</b>	<b>% Hispanic</b>	<b>% Asian / Pacific Islander</b>	<b>% Eligible for Lunch Program</b>	<b>% with Disabilities</b>	<b>% English Language Learners</b>
Nation	172,500	54	16	21	5	47	10	9
Large Central City	39,300	20	29	42	7	71	10	18
<b>Houston</b>	<b>2,000</b>	<b>8</b>	<b>30</b>	<b>59</b>	<b>4</b>	<b>81</b>	<b>4</b>	<b>27</b>
Atlanta	1,300	13	80	5	1	74	9	1
Austin	1,400	29	12	55	4	60	8	24
Baltimore	1,100	8	88	3	1	84	5	1
Boston	1,200	14	40	37	7	79	17	16
Charlotte	1,700	37	39	15	4	47	11	7
Chicago	2,100	9	46	42	4	87	12	10
Cleveland	900	17	70	10	1	100	6	3
Detroit	900	3	84	11	#	81	10	7
District of Columbia	1,300	9	76	13	2	70	5	6
Fresno	1,500	14	10	63	12	89	6	30
Jefferson County	1,500	54	35	4	3	59	11	1
Los Angeles	2,400	9	7	77	7	84	9	41
Miami-Dade	2,300	10	25	61	1	67	11	5
Milwaukee	1,400	13	57	21	5	77	13	11
New York	2,300	15	29	39	16	87	15	14
Philadelphia	1,300	13	61	18	6	87	11	7
San Diego	1,400	28	12	42	18	60	10	35

# Rounds to Zero

**Table 5: Selected Characteristics of Eighth-Grade Public School Students in NAEP Reading, by Jurisdiction: 2009**

<b>Student Characteristics</b>	<b># of Students Assessed</b>	<b>% White</b>	<b>% Black</b>	<b>% Hispanic</b>	<b>% Asian / Pacific Islander</b>	<b>% Eligible for Lunch Program</b>	<b>% with Disabilities</b>	<b>% English Language Learners</b>
Nation	155,400	57	16	20	5	43	10	5
Large Central City	34,100	22	27	41	8	65	10	11
<b>Houston</b>	<b>1,900</b>	<b>9</b>	<b>29</b>	<b>59</b>	<b>3</b>	<b>78</b>	<b>7</b>	<b>8</b>
Atlanta	900	7	89	3	#	78	9	#
Austin	1,300	31	11	54	3	54	11	13
Baltimore	900	6	91	1	1	80	7	#
Boston	1,000	15	42	31	11	72	16	3
Charlotte	1,400	32	47	14	4	46	9	5
Chicago	1,900	9	47	40	3	86	14	5
Cleveland	900	16	72	10	1	100	11	4
Detroit	1,000	2	90	7	1	69	13	5
District of Columbia	800	5	84	9	2	73	5	4
Fresno	1,300	14	11	58	16	86	8	22
Jefferson County	1,300	56	36	4	2	54	6	1
Los Angeles	2,000	8	9	75	7	82	9	22
Miami-Dade	1,900	10	23	64	1	62	11	4
Milwaukee	900	11	62	19	4	77	16	4
New York	2,100	16	32	37	14	79	13	7
Philadelphia	1,200	16	56	19	8	84	12	6
San Diego	1,100	28	12	41	19	55	10	16

# Rounds to Zero



**Appendix A  
Grade 4 Reading**



**HOUSTON INDEPENDENT  
SCHOOL DISTRICT**

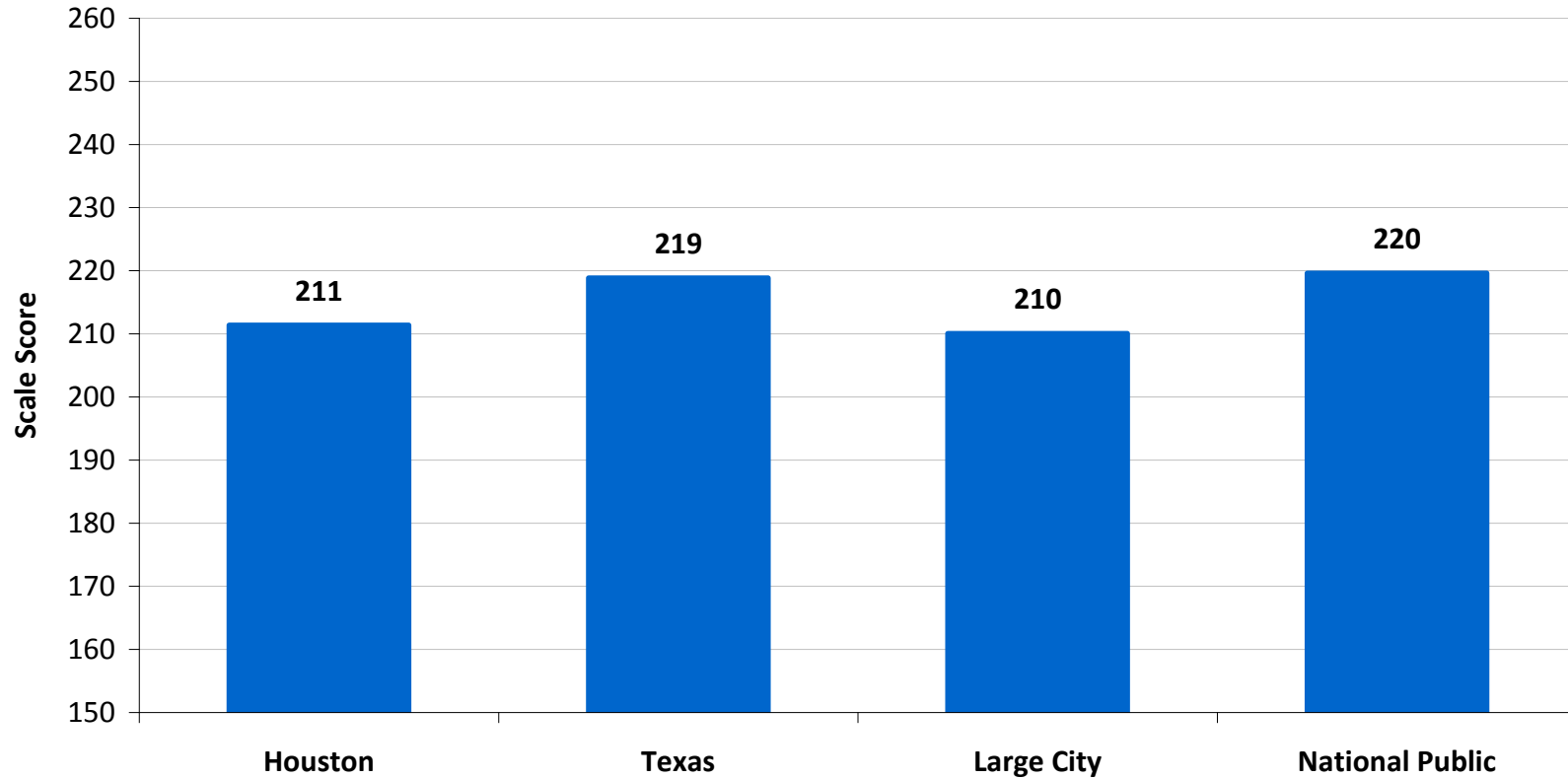
**NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS**

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*Trial Urban District Assessment*

**Graph 1**

**NAEP Reading Grade 4 — Overall**  
*Average Scale Score: 2009*



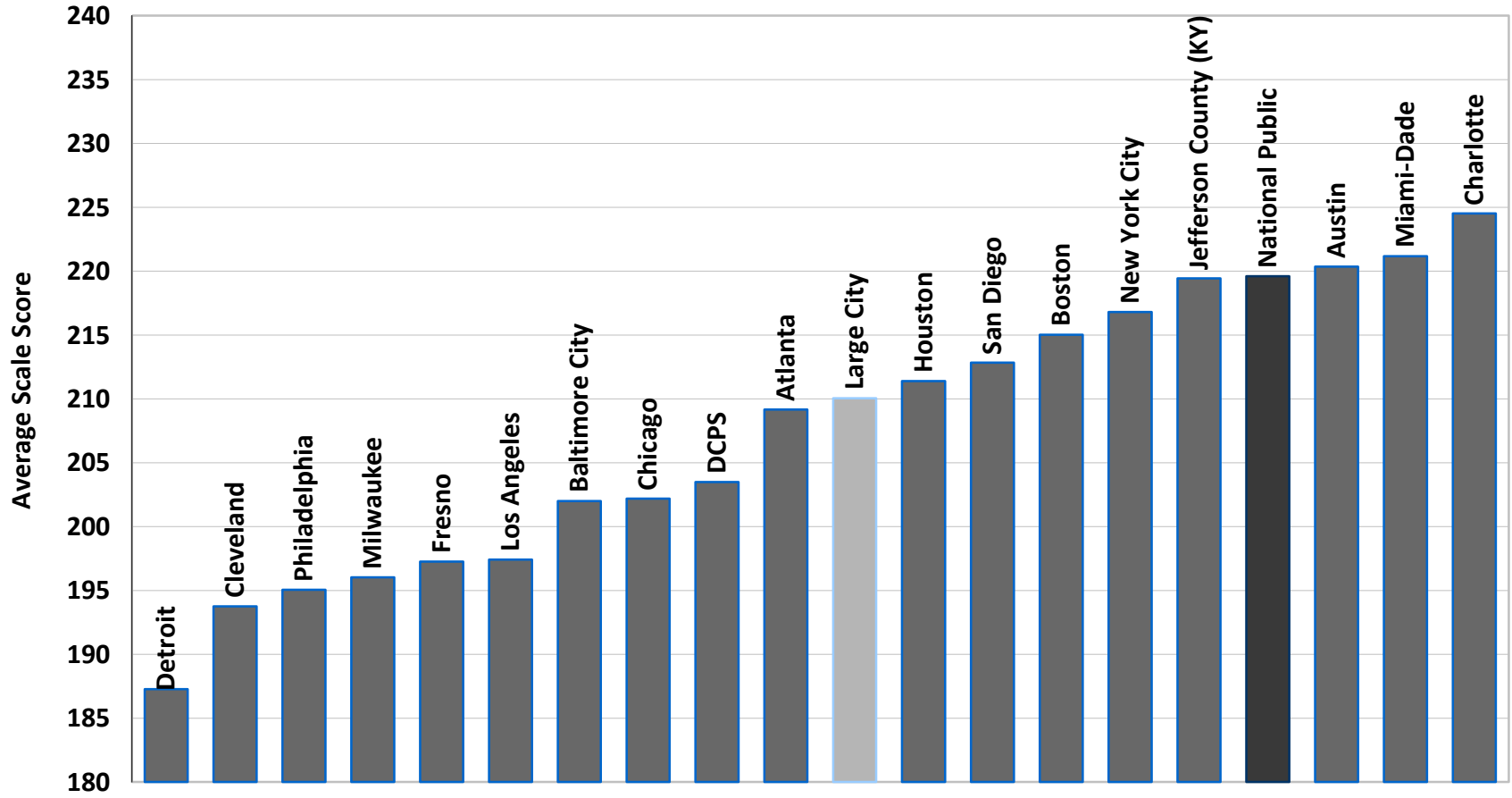
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 2

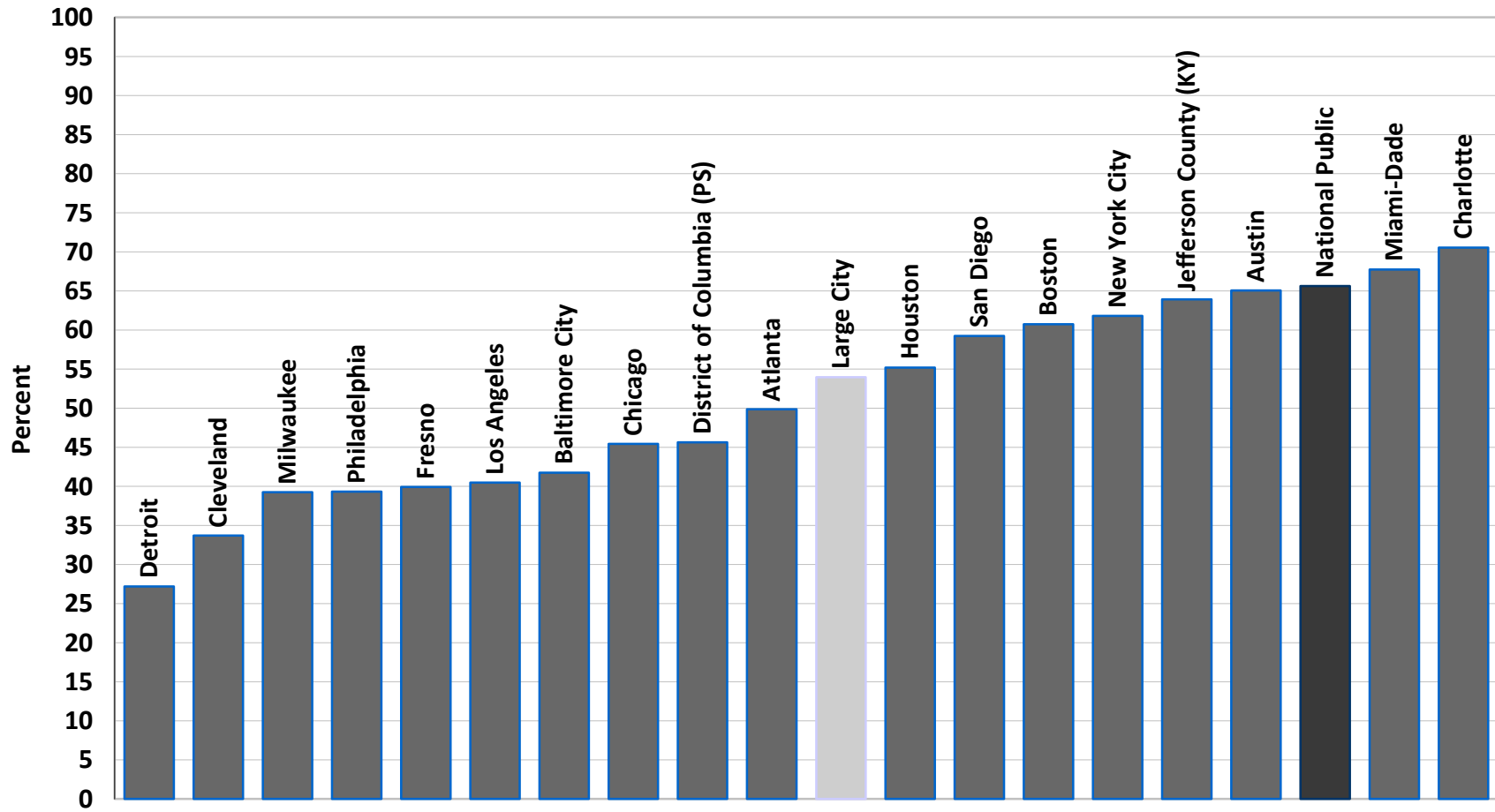
### NAEP Reading Grade 4 — Overall

*Average Scale Score: 2009*



Graph 3

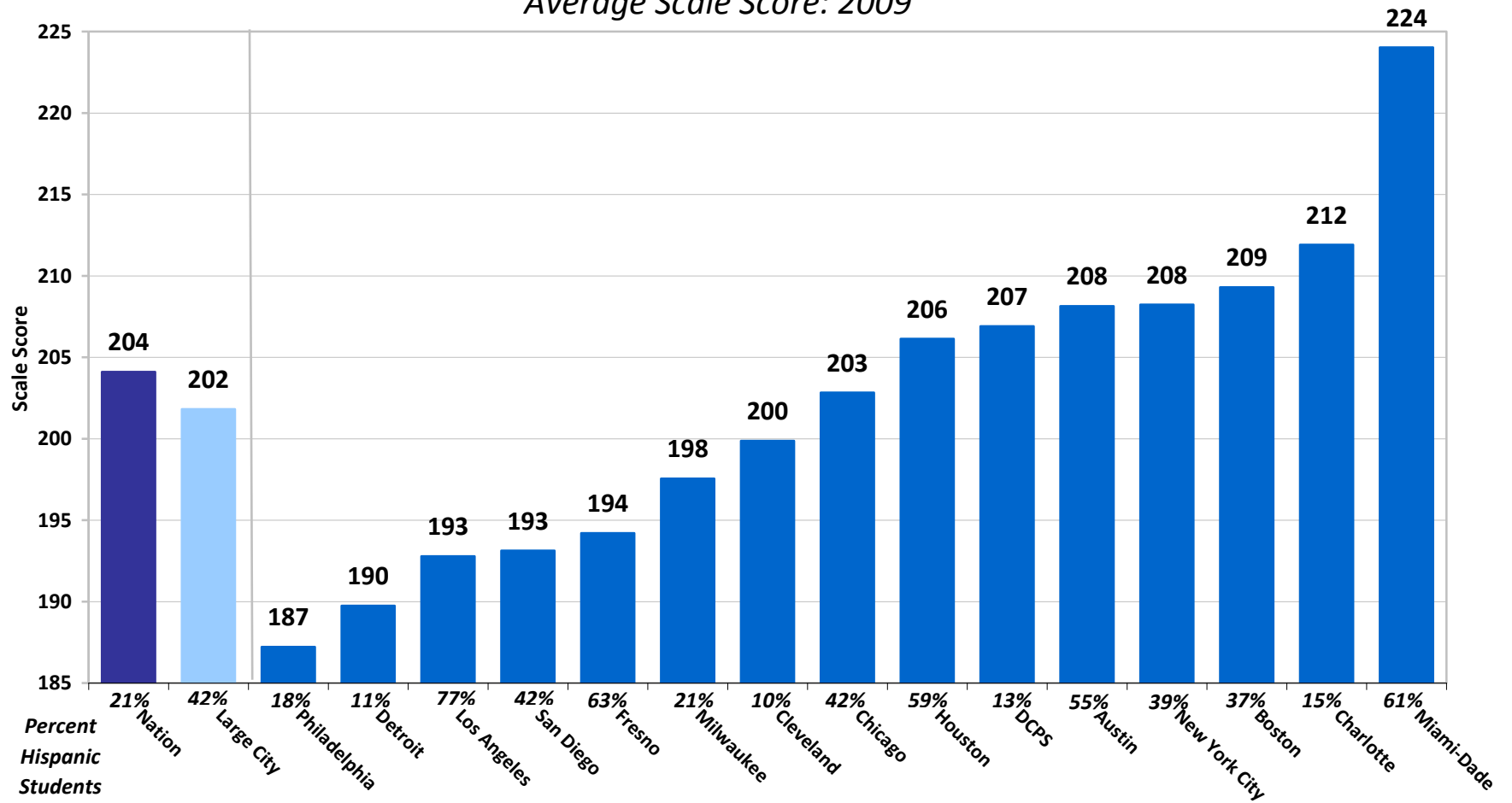
**NAEP Reading Grade 4 — Overall**  
*Percent At or Above Basic: 2009*



Graph 4

### NAEP Reading Grade 4 — Hispanic

Average Scale Score: 2009

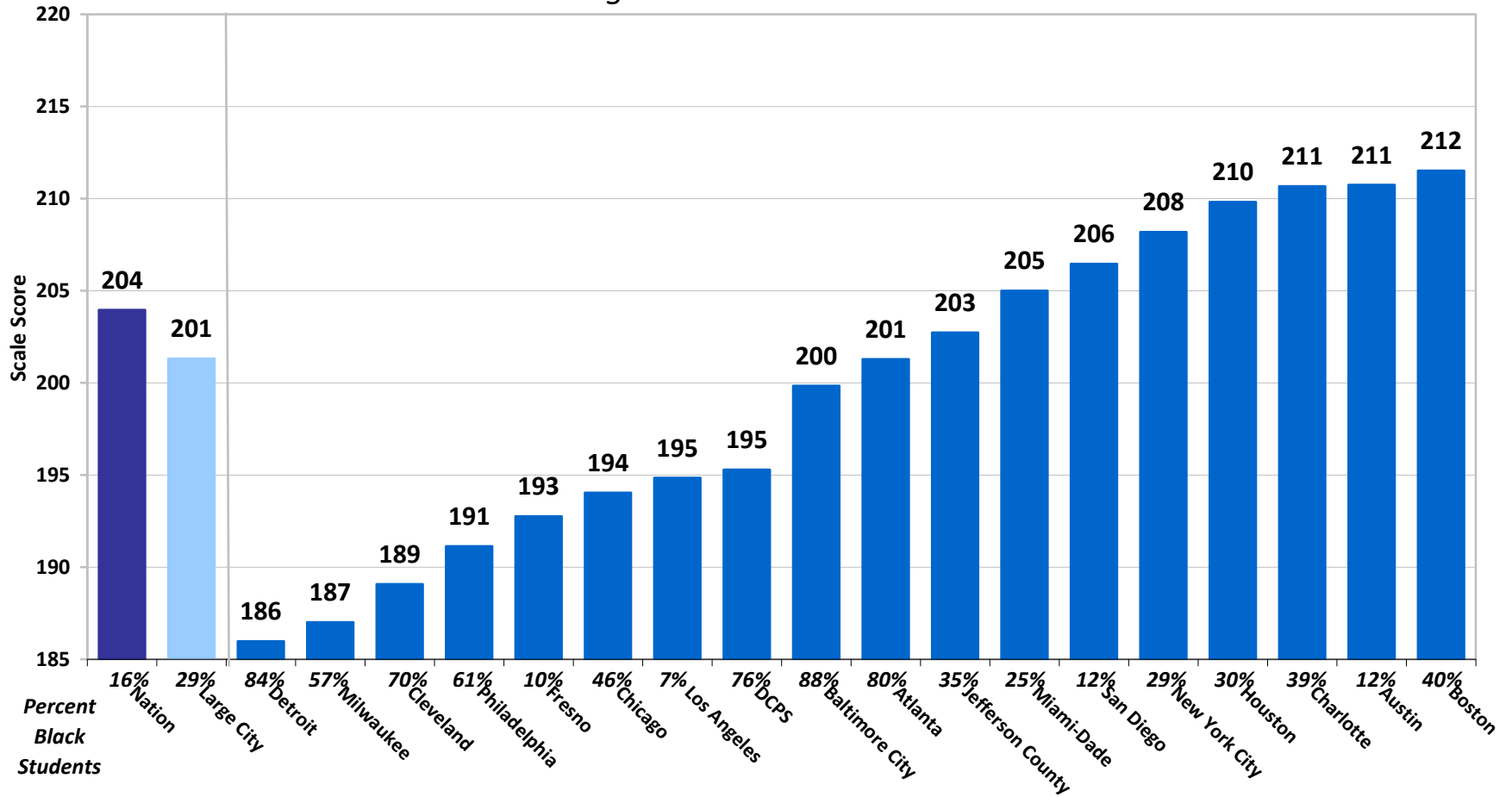


NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in for Atlanta, Baltimore City, and Jefferson County (KY).



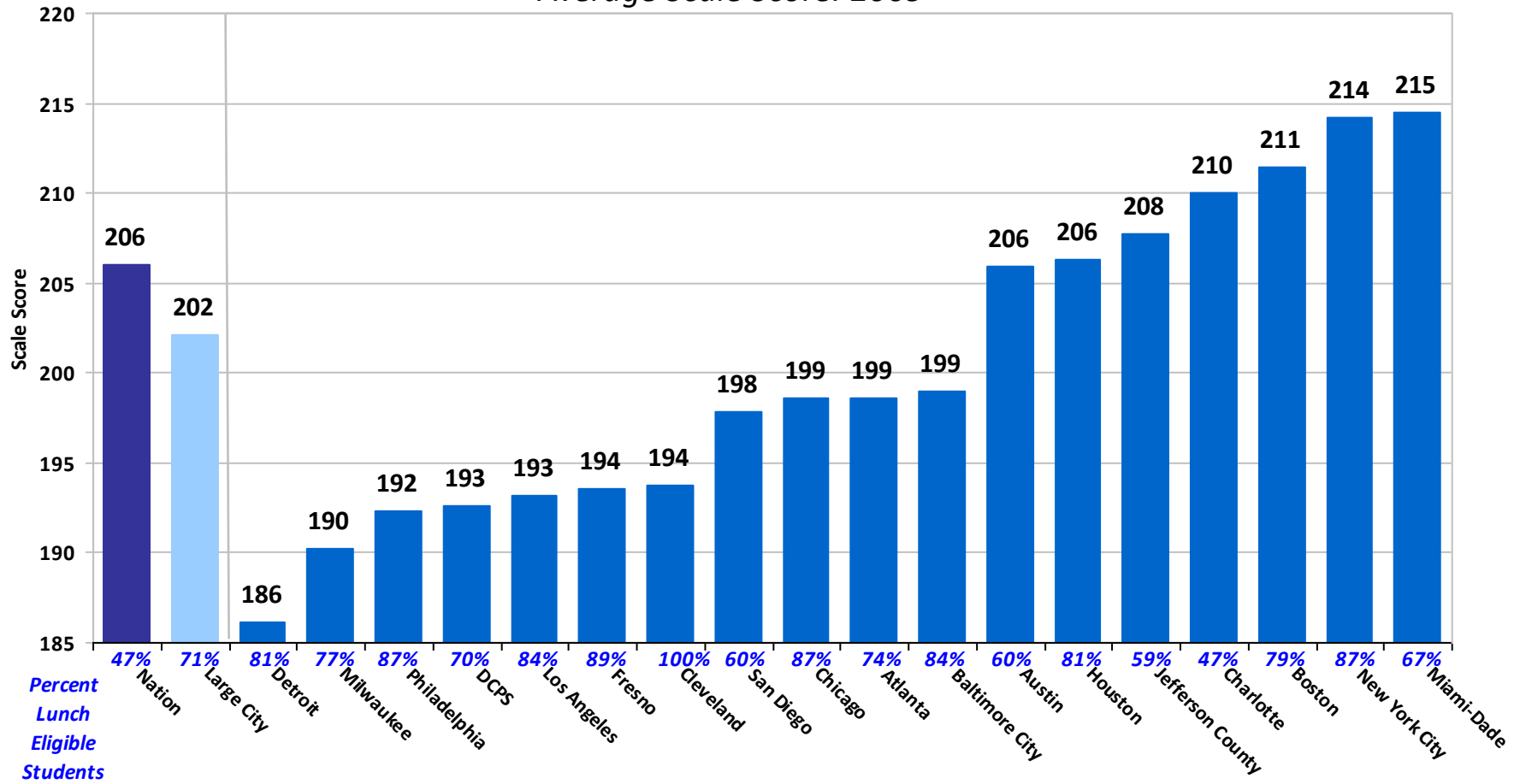
Graph 5

### NAEP Reading Grade 4 — Black Average Scale Score: 2009



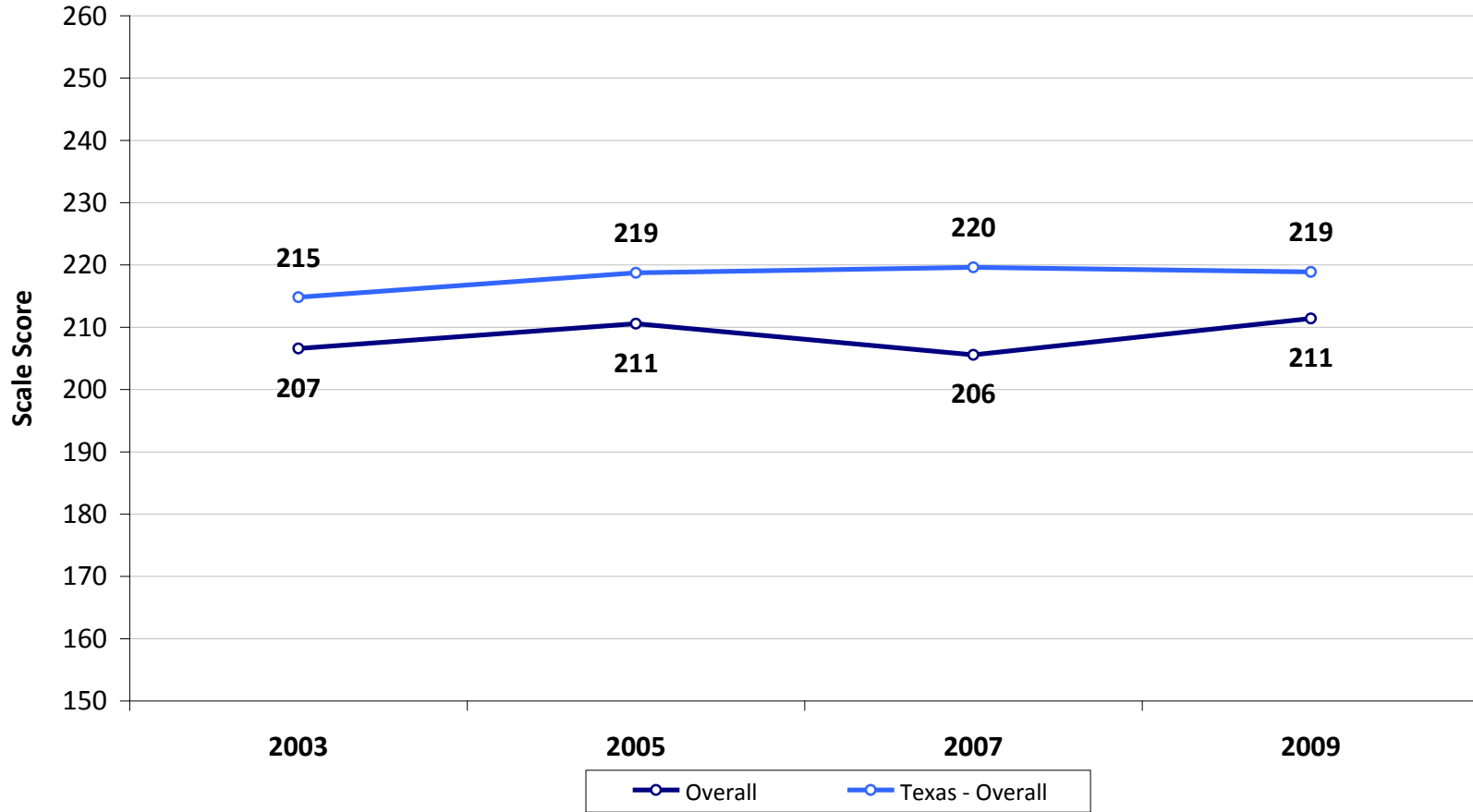
Graph 6

**NAEP Reading Grade 4 — National School Lunch Program**  
*Average Scale Score: 2009*



**Graph 7**

**NAEP Reading Grade 4 — Overall**  
*Average Scale Score: 2003-2009*

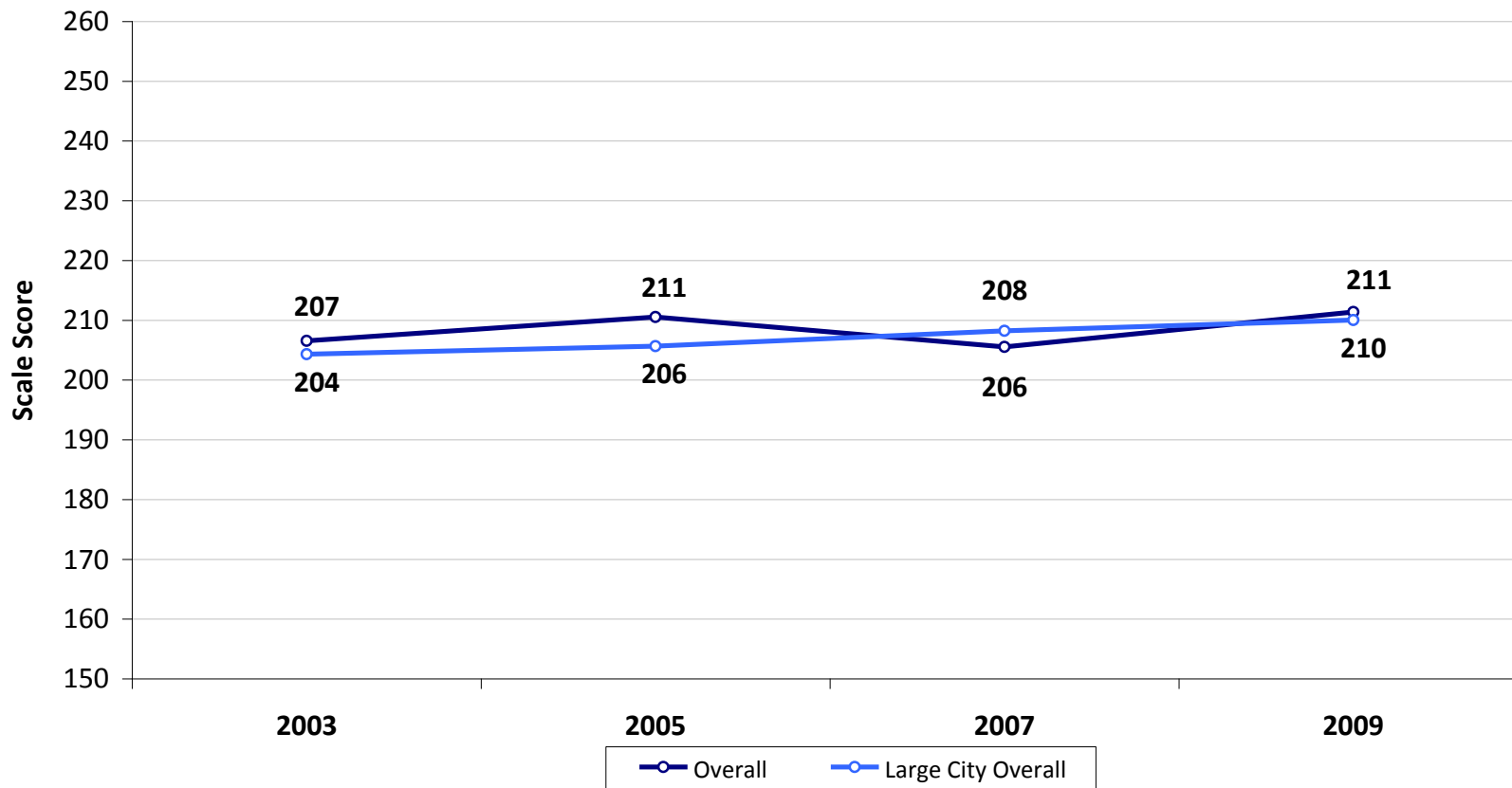


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

**Graph 8**

**NAEP Reading Grade 4 — Overall**  
*Average Scale Score: 2003-2009*

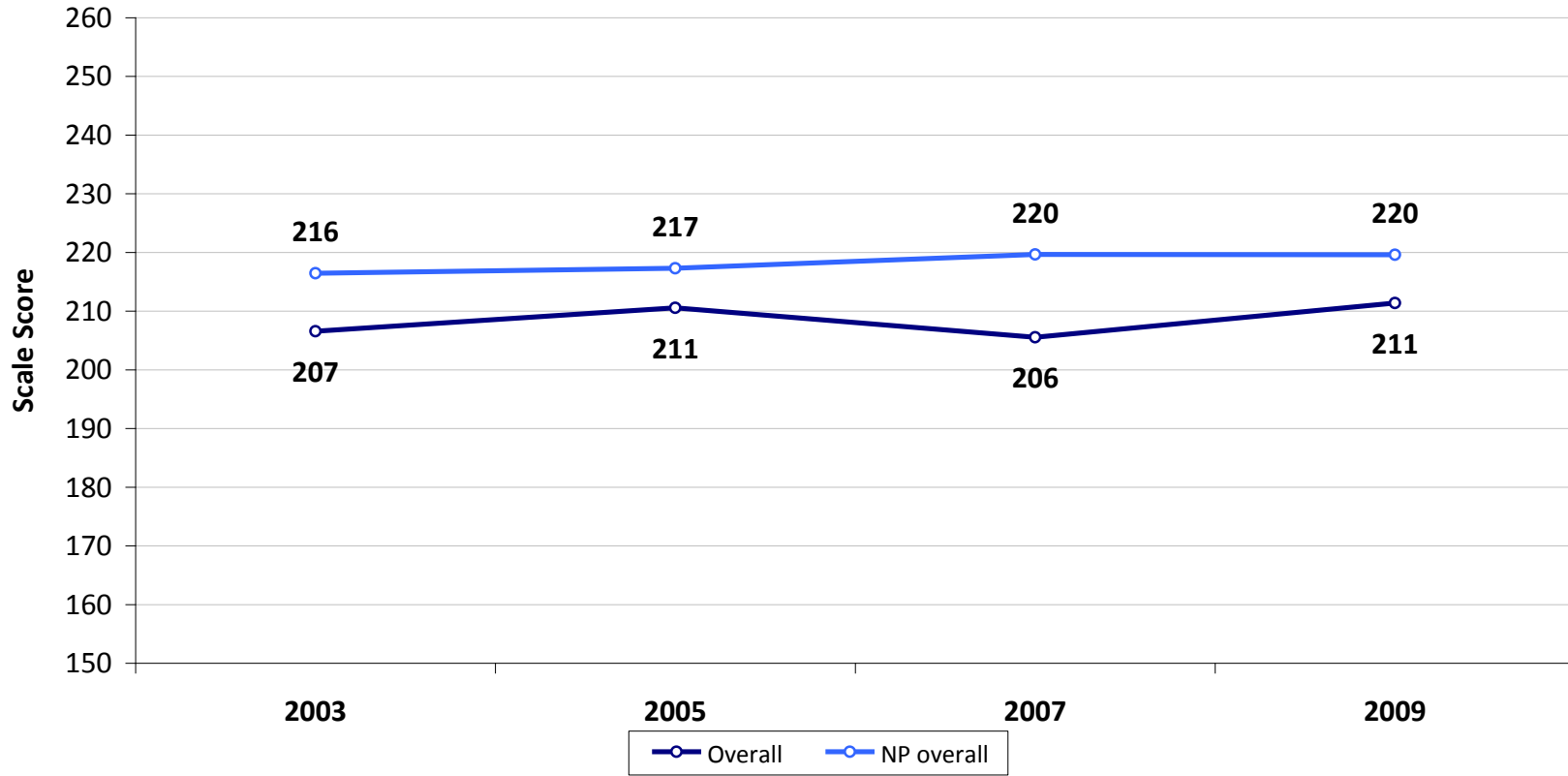


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

**Graph 9**

**NAEP Reading Grade 4 — Overall**  
*Average Scale Score: 2003-2009*

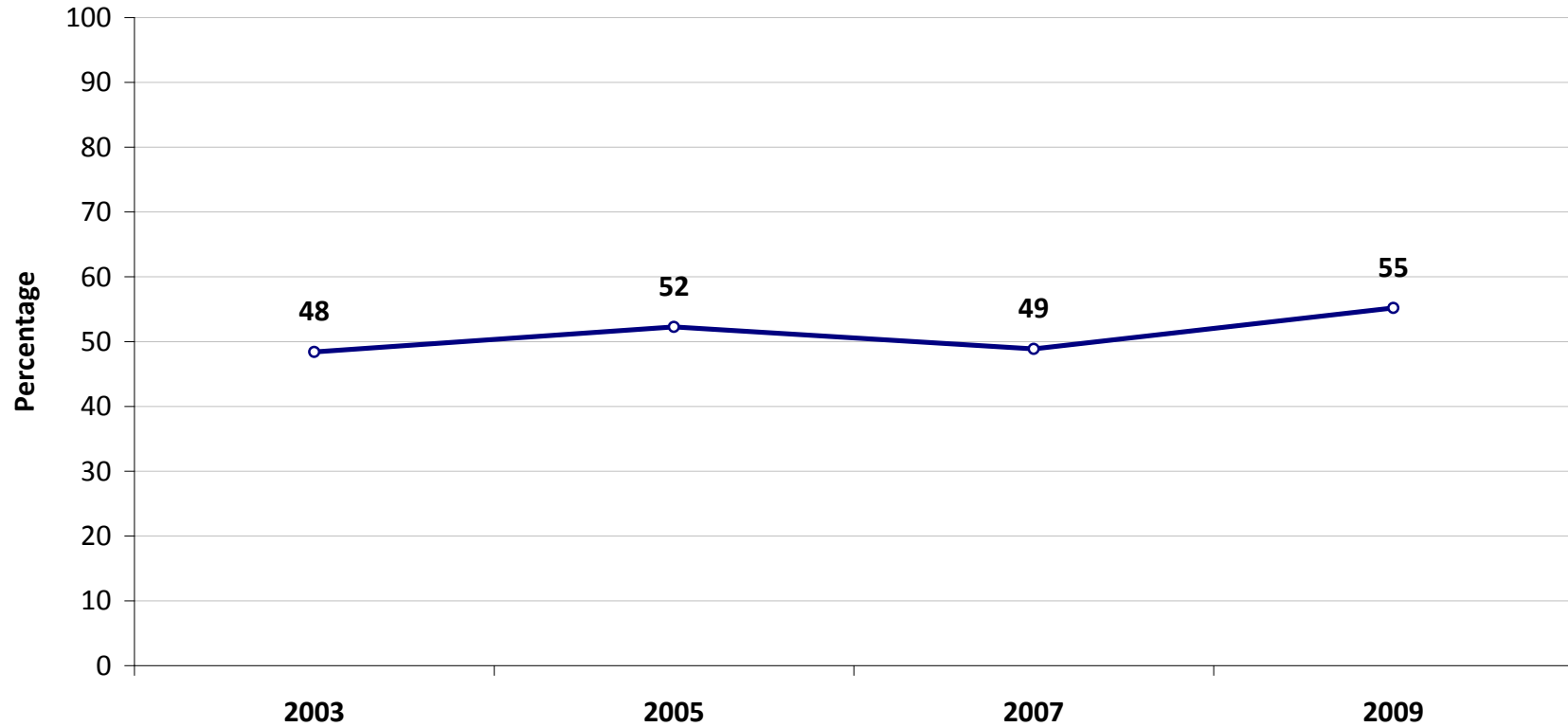


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

**Graph 10**

**NAEP Reading Grade 4 — Overall**  
*Percent At or Above Basic: 2003-2009*

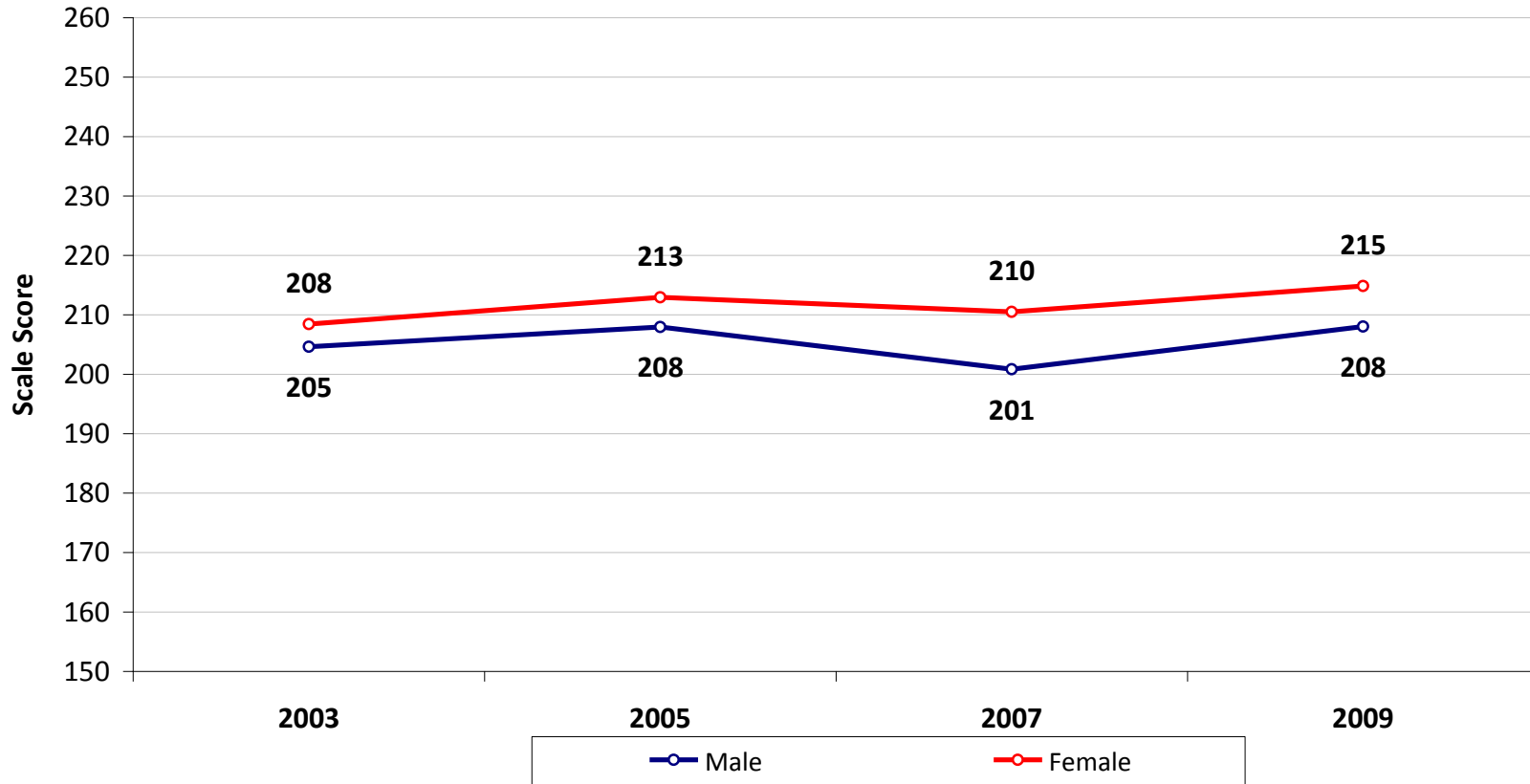


NOTE: Observed differences are not necessarily statistically significant.

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

Graph 11

### NAEP Reading Grade 4 – Gender *Average Scale Score: 2003-2009*

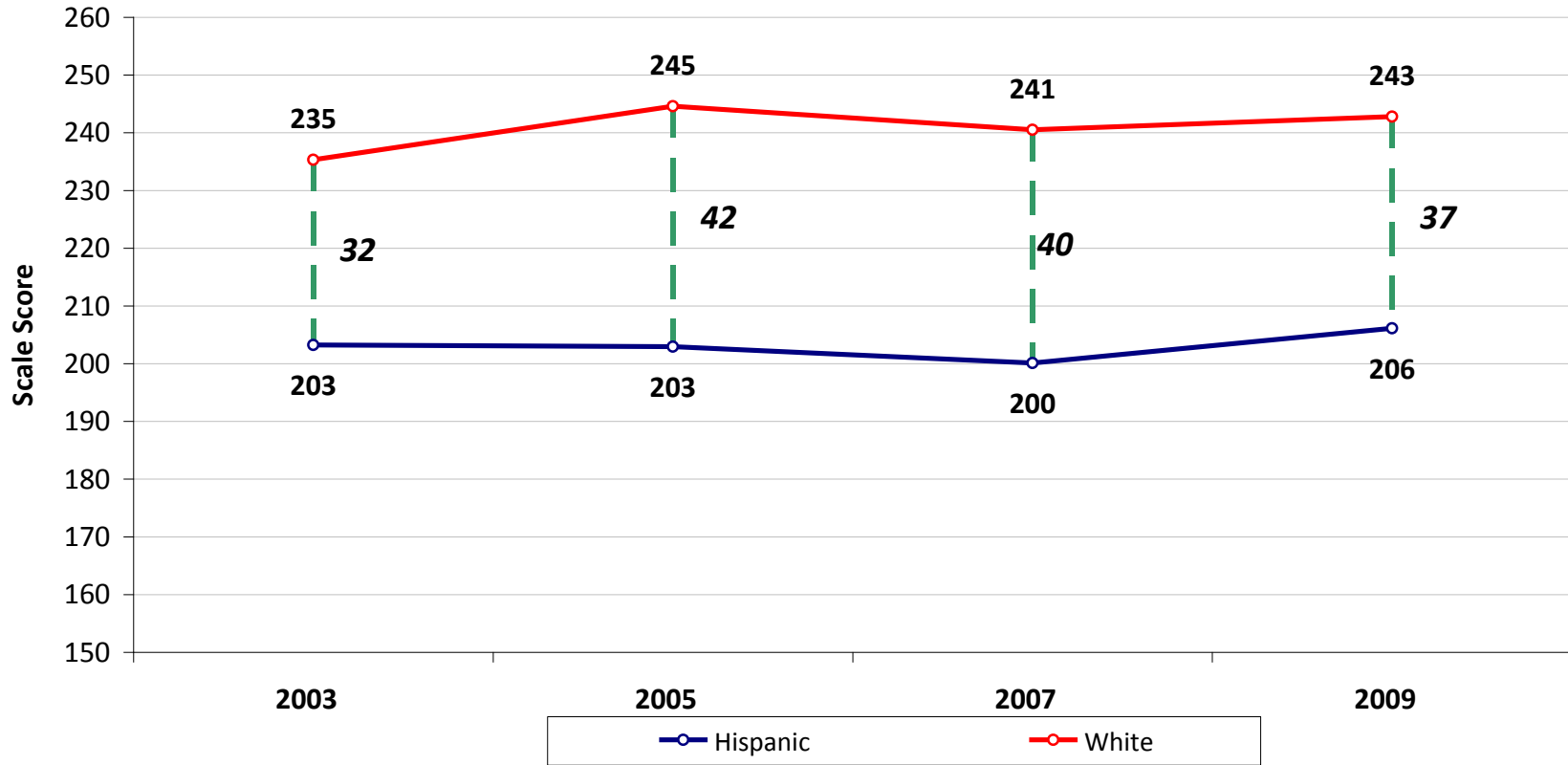


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 12

### NAEP Reading Grade 4 — White - Hispanic Gap - Average Scale Score: 2003-2009



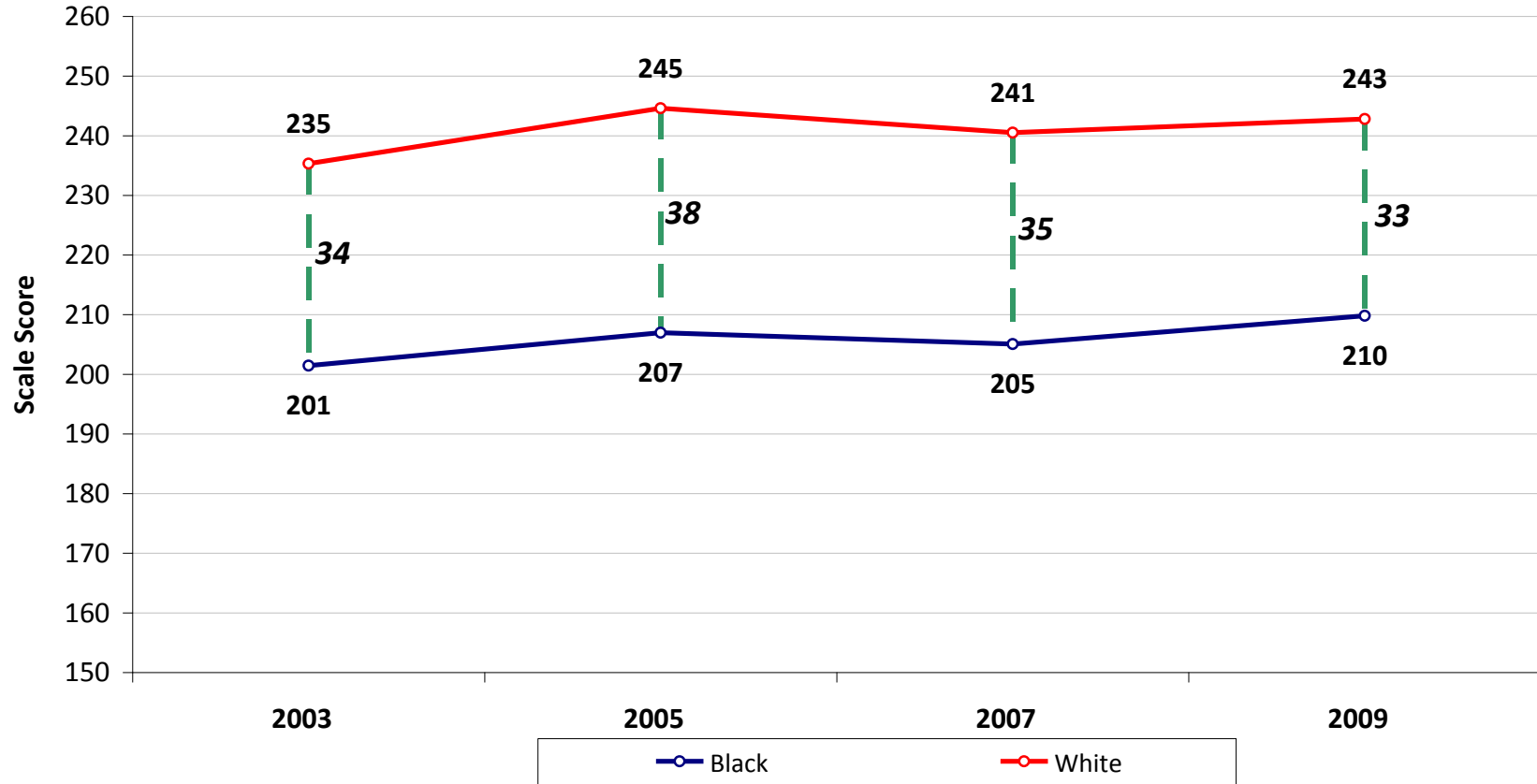
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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



Graph 13

**NAEP Reading Grade 4 — White - Black**  
*Gap - Average Scale Score: 2003-2009*

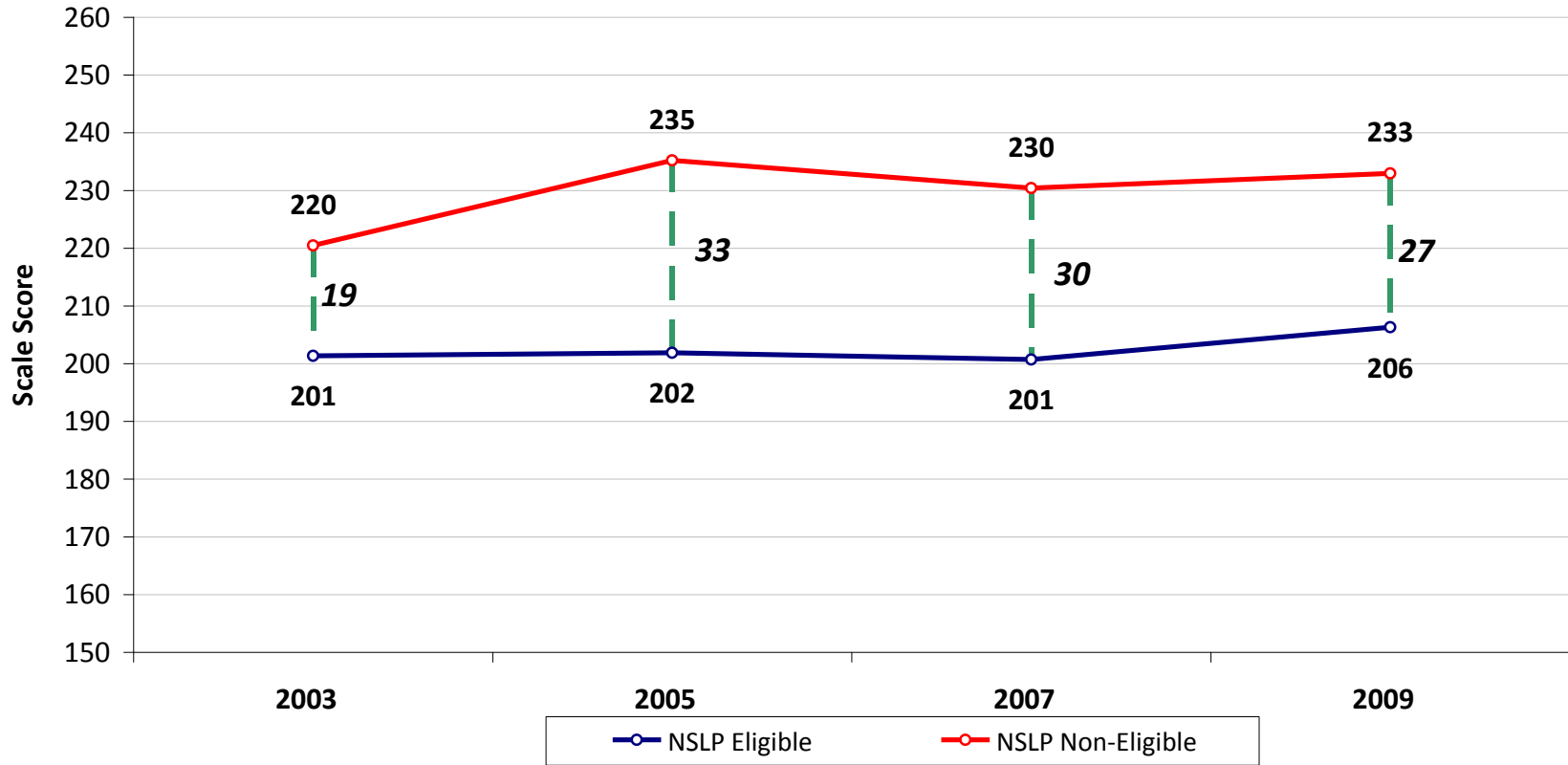


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 14

### NAEP Reading Grade 4 — National School Lunch Program *Gap - Average Scale Score: 2003-2009*



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

**Appendix B**  
**Grade 8 Reading**



**NAEP**

**HOUSTON INDEPENDENT  
SCHOOL DISTRICT**

**NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS**

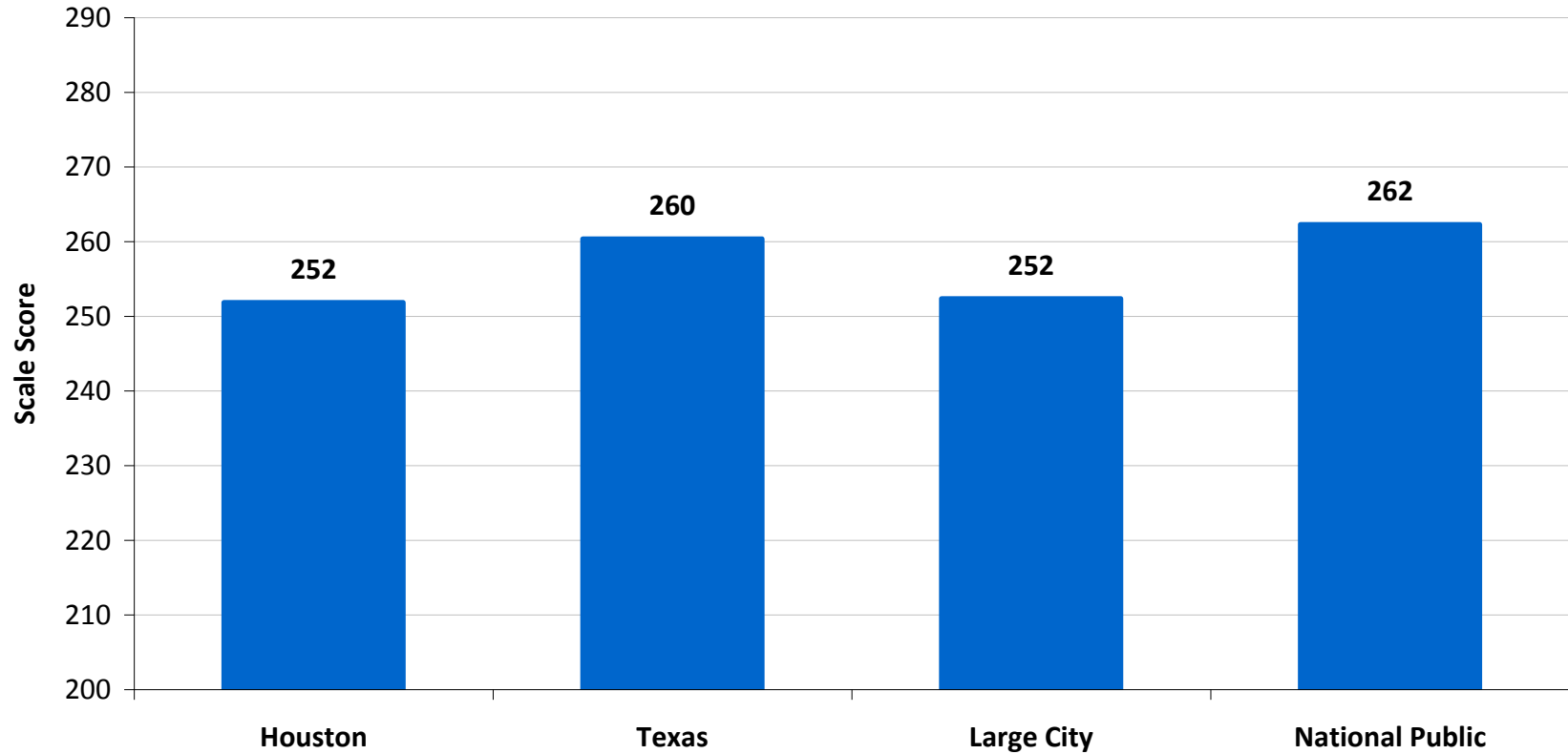
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*Trial Urban District Assessment*



**Graph 15**

**NAEP Reading Grade 8 — Overall**  
*Average Scale Score: 2009*

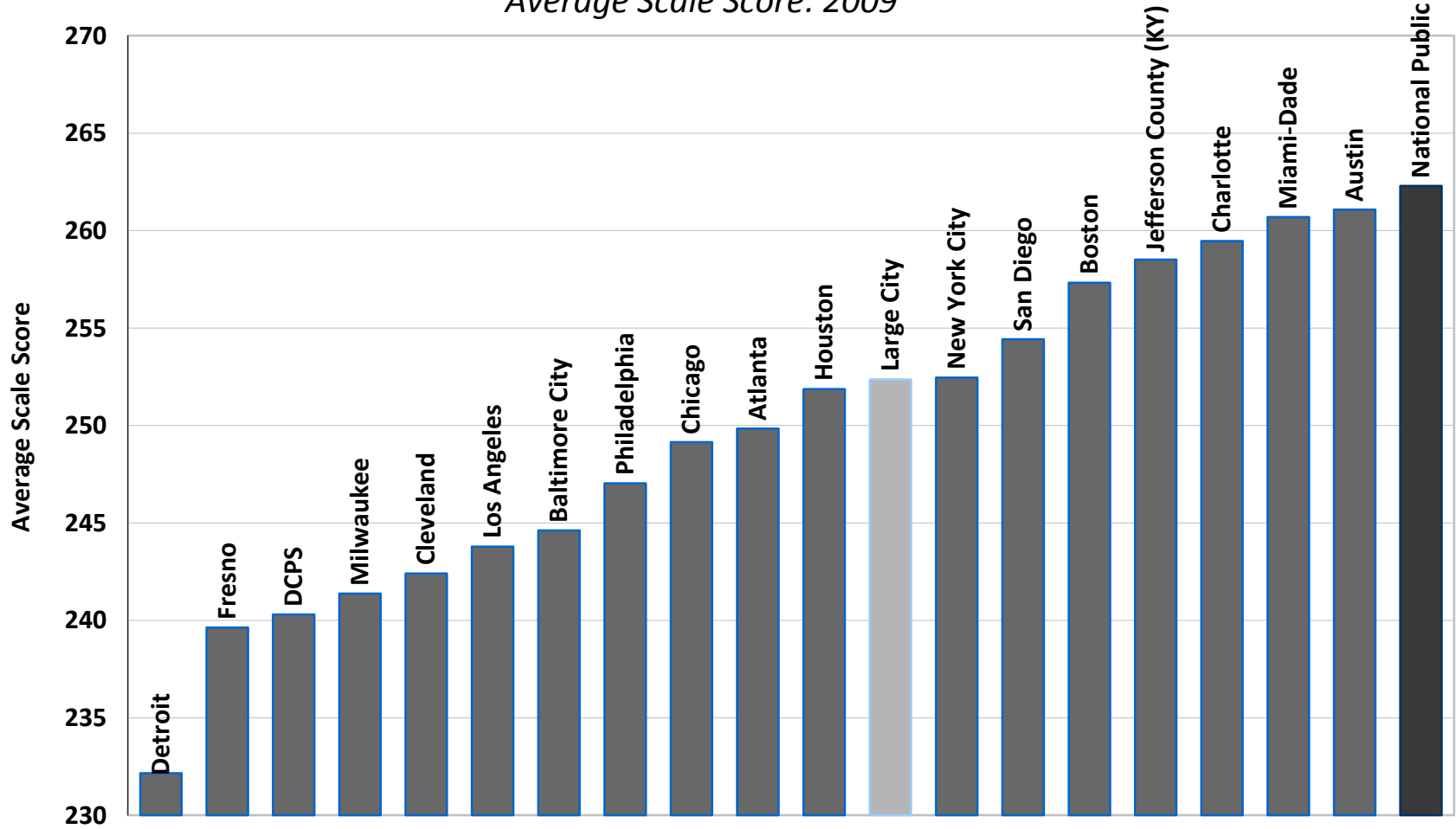


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

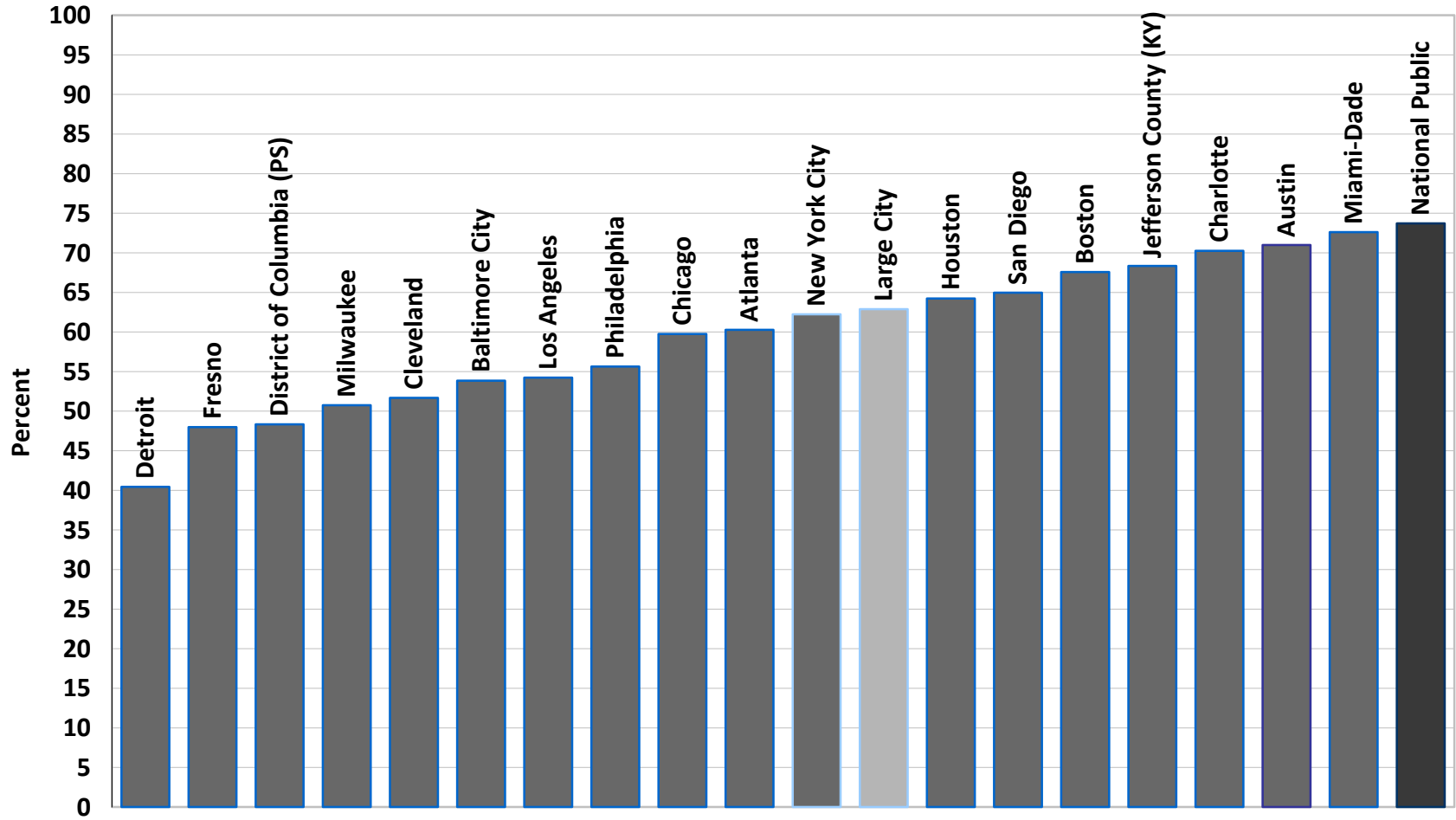
Graph 16

**NAEP Reading Grade 8 — Overall**  
*Average Scale Score: 2009*



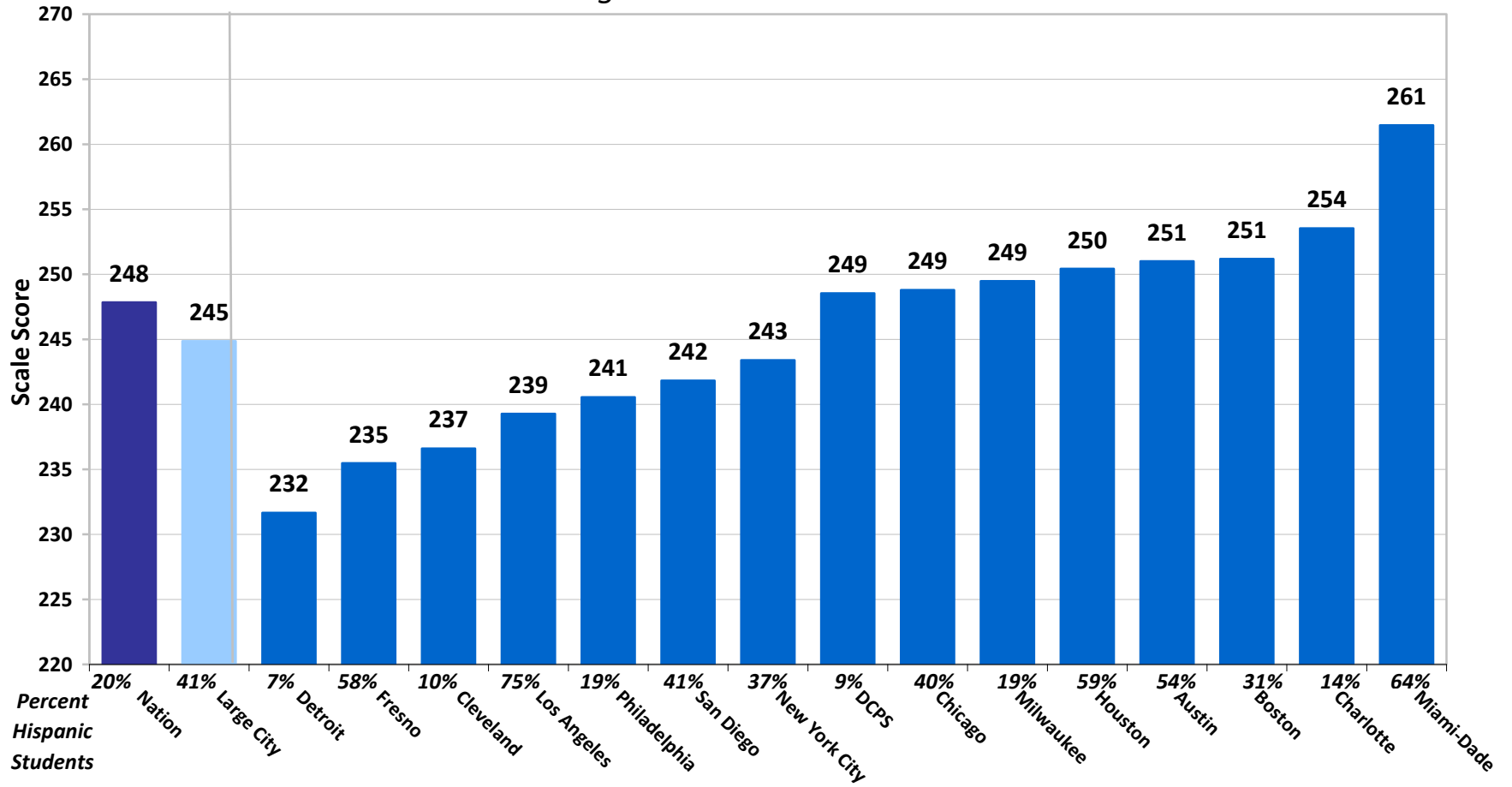
Graph 17

### NAEP Reading Grade 8 – Overall *Percent At or Above Basic: 2009*



Graph 18

### NAEP Reading Grade 8 — Hispanic Average Scale Score: 2009

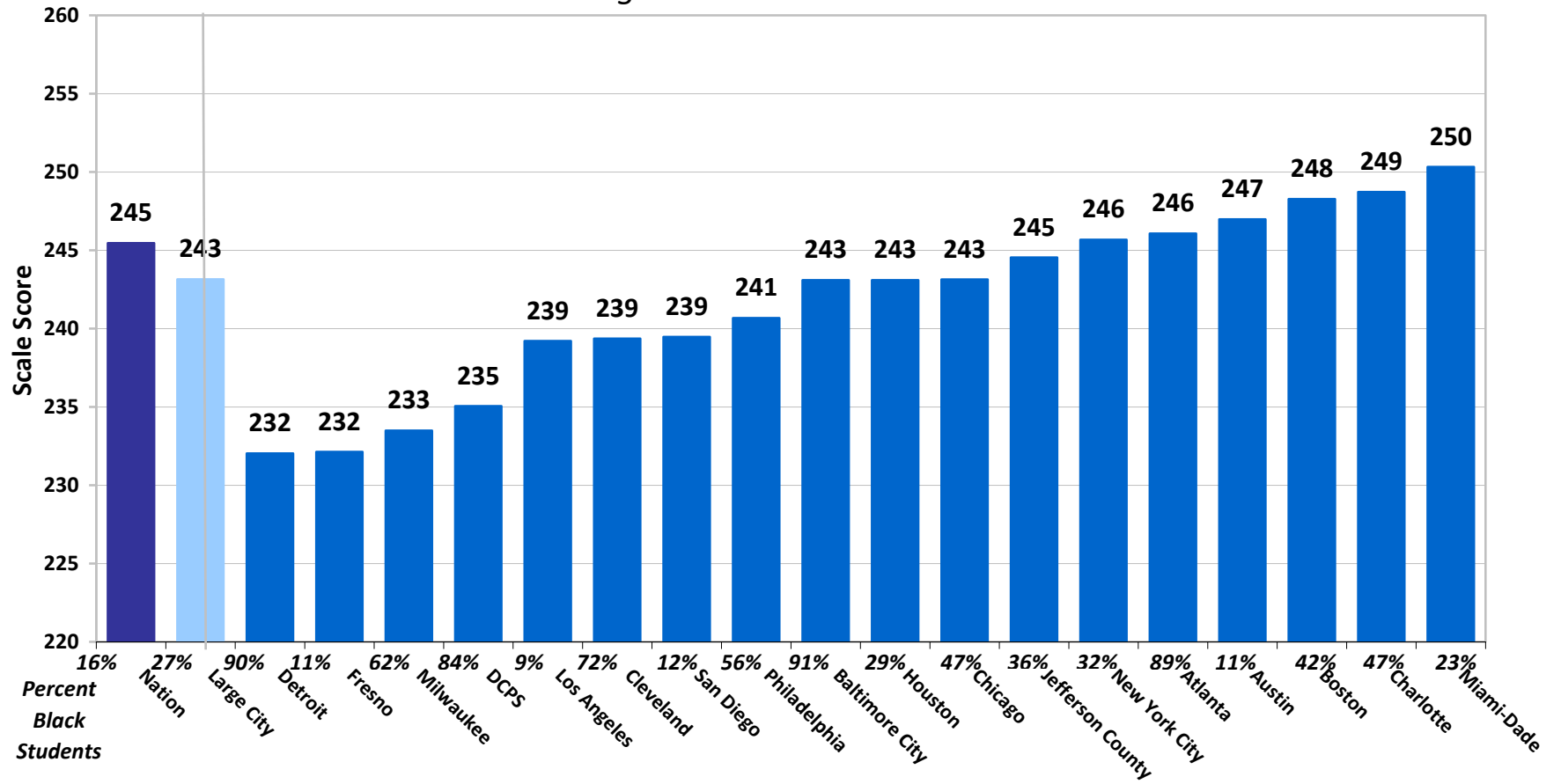


NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in for Atlanta, Baltimore City and Jefferson County (KY).



Graph 19

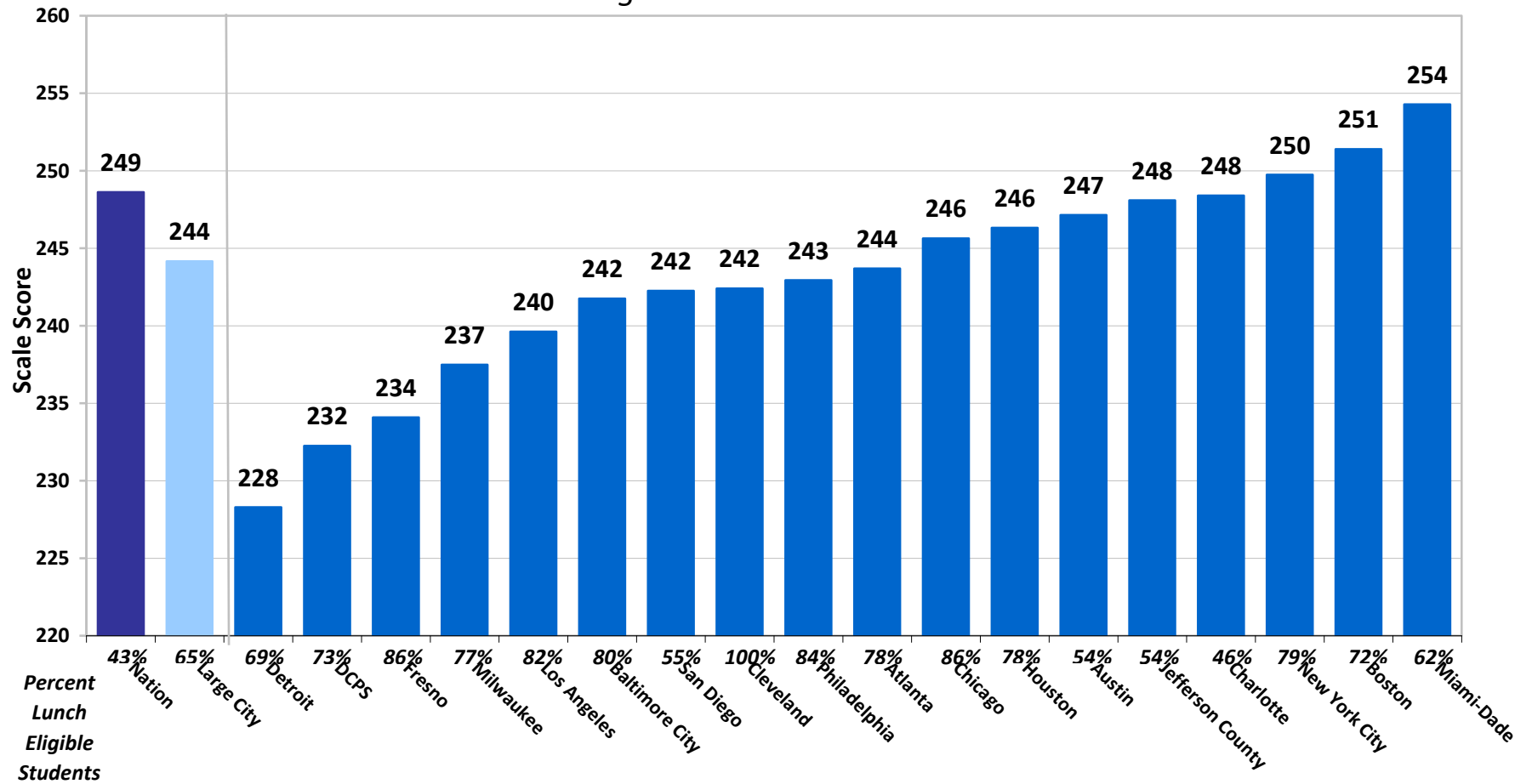
**NAEP Reading Grade 8 — Black**  
*Average Scale Score: 2009*



Graph 20

### NAEP Reading Grade 8 — National School Lunch Program

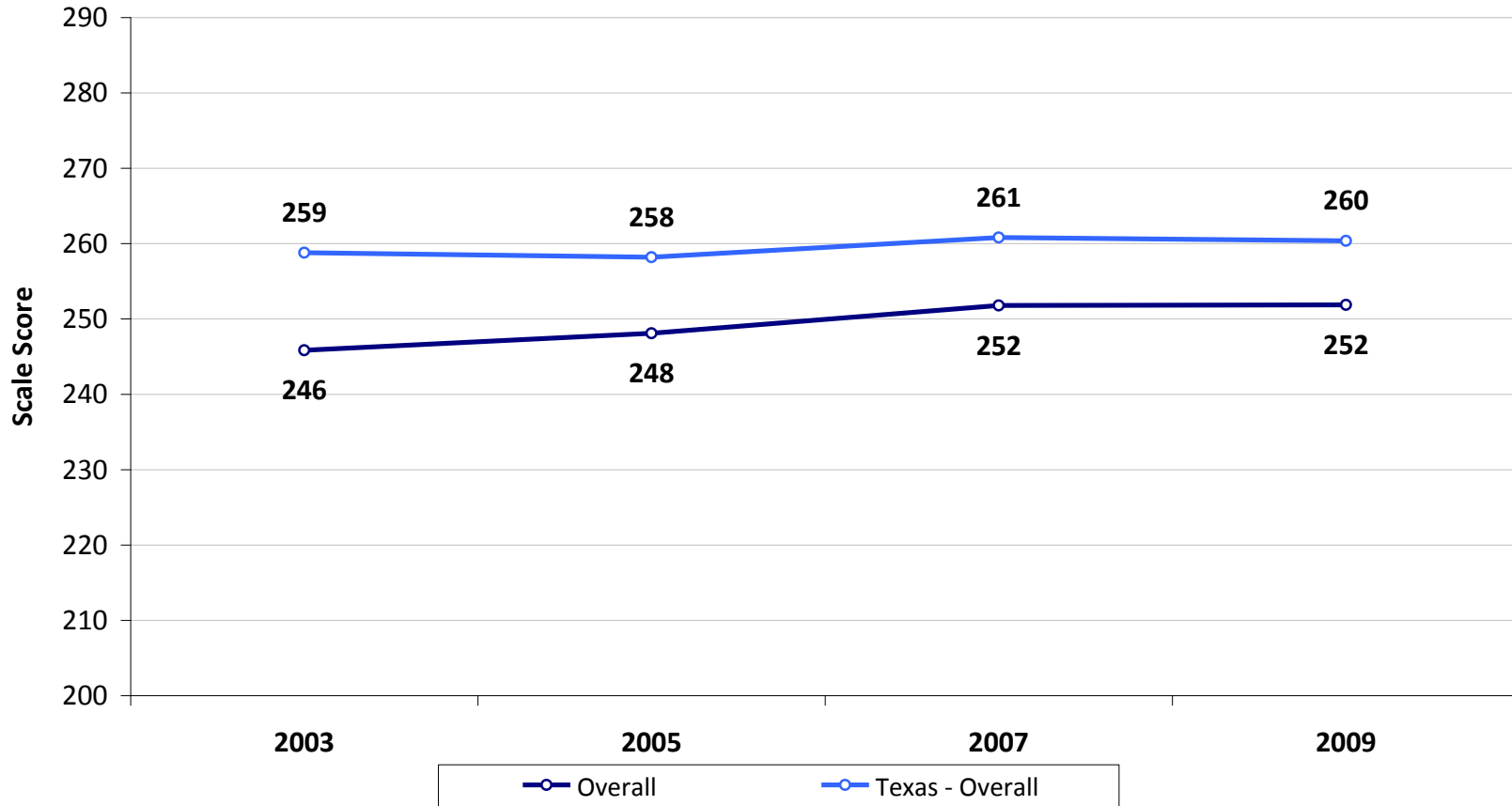
*Average Scale Score: 2009*



Graph 21

### NAEP Reading Grade 8 — Overall

*Average Scale Score: 2003-2009*



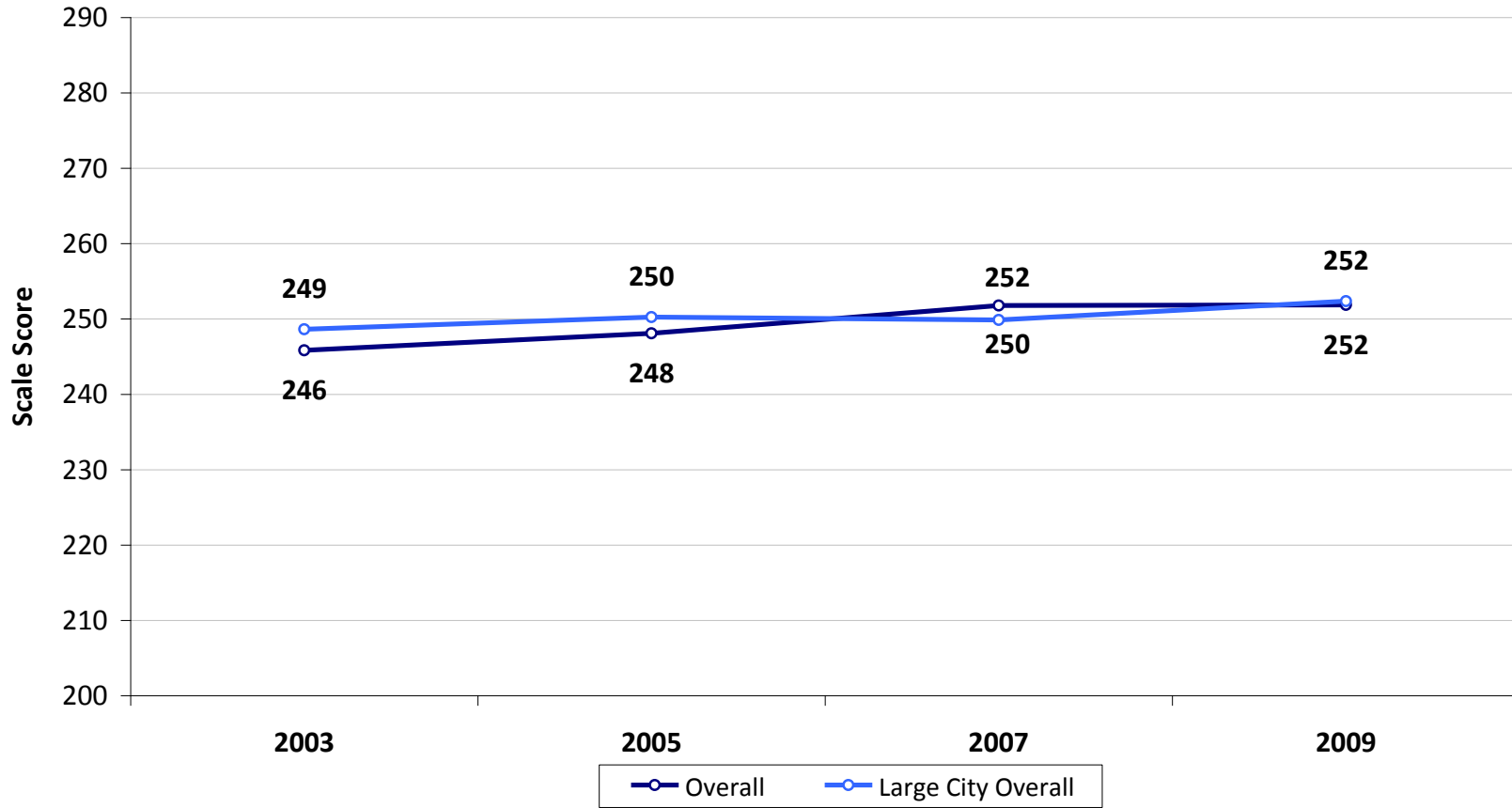
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 22

### NAEP Reading Grade 8 — Overall

*Average Scale Score: 2003-2009*



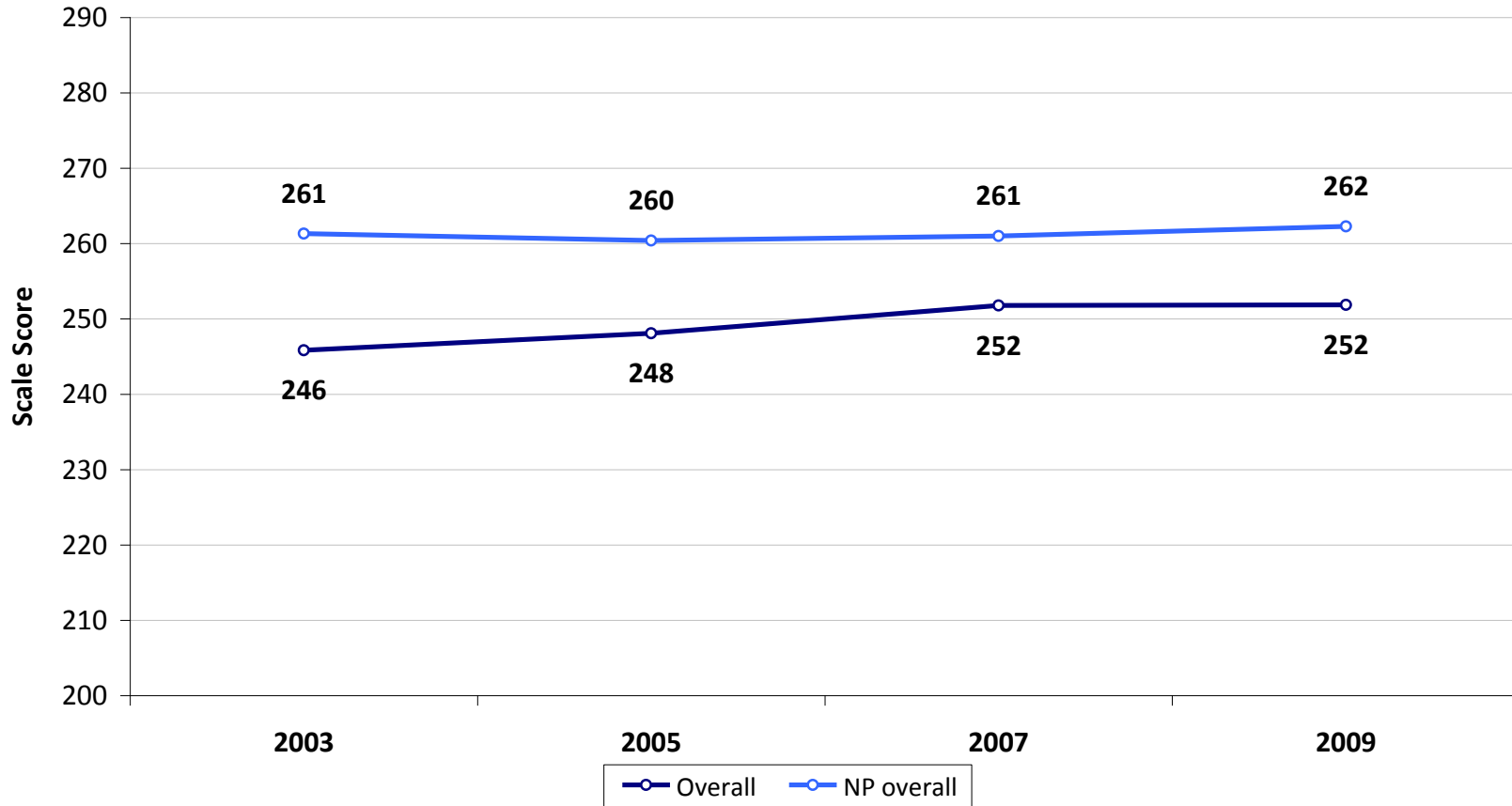
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 23

### NAEP Reading Grade 8 — Overall

*Average Scale Score: 2003-2009*

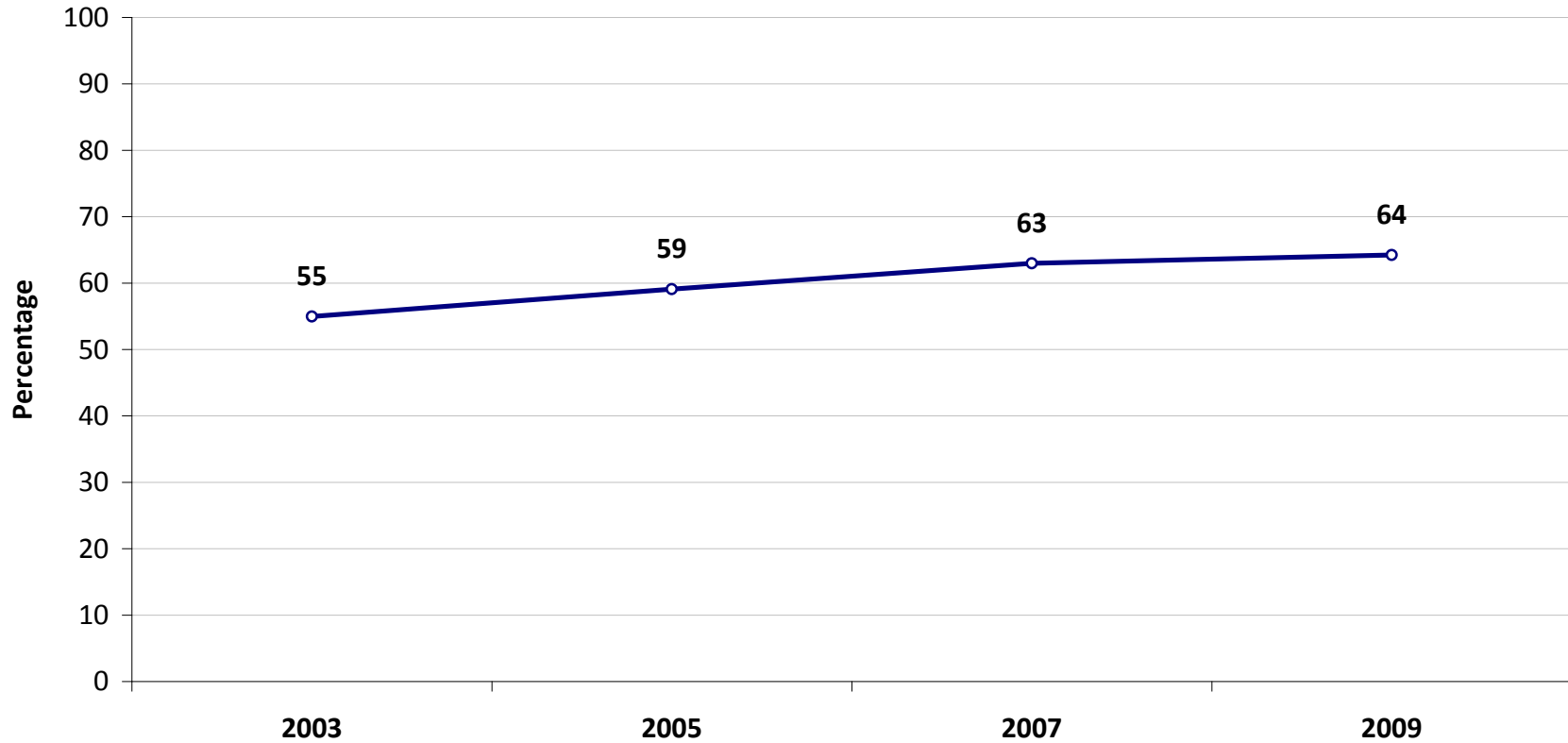


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

**Graph 24**

**NAEP Reading Grade 8 — Overall**  
*Percent At or Above Basic: 2003-2009*

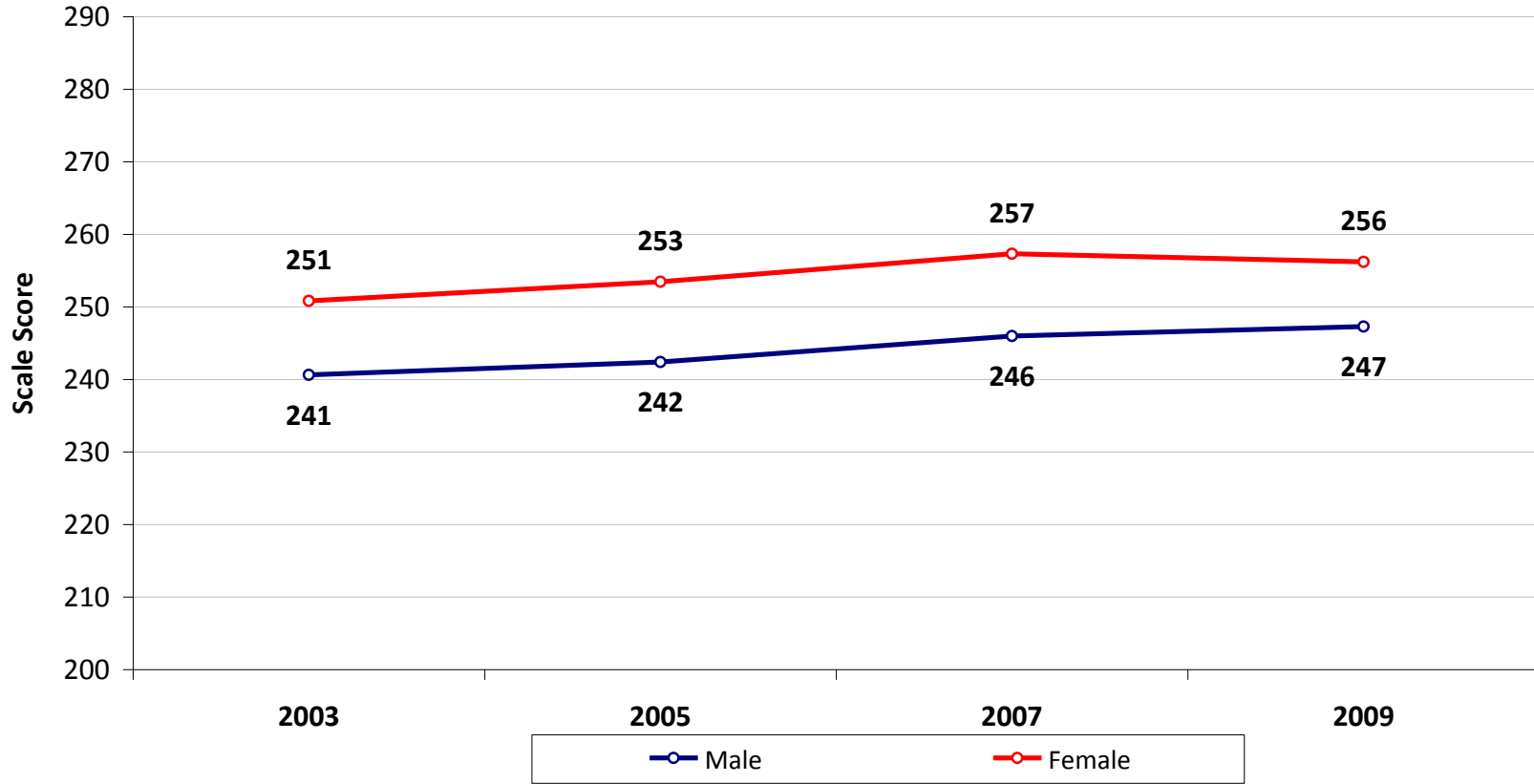


NOTE: Observed differences are not necessarily statistically significant.

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

Graph 25

### NAEP Reading Grade 8 – Gender *Average Scale Score: 2003-2009*



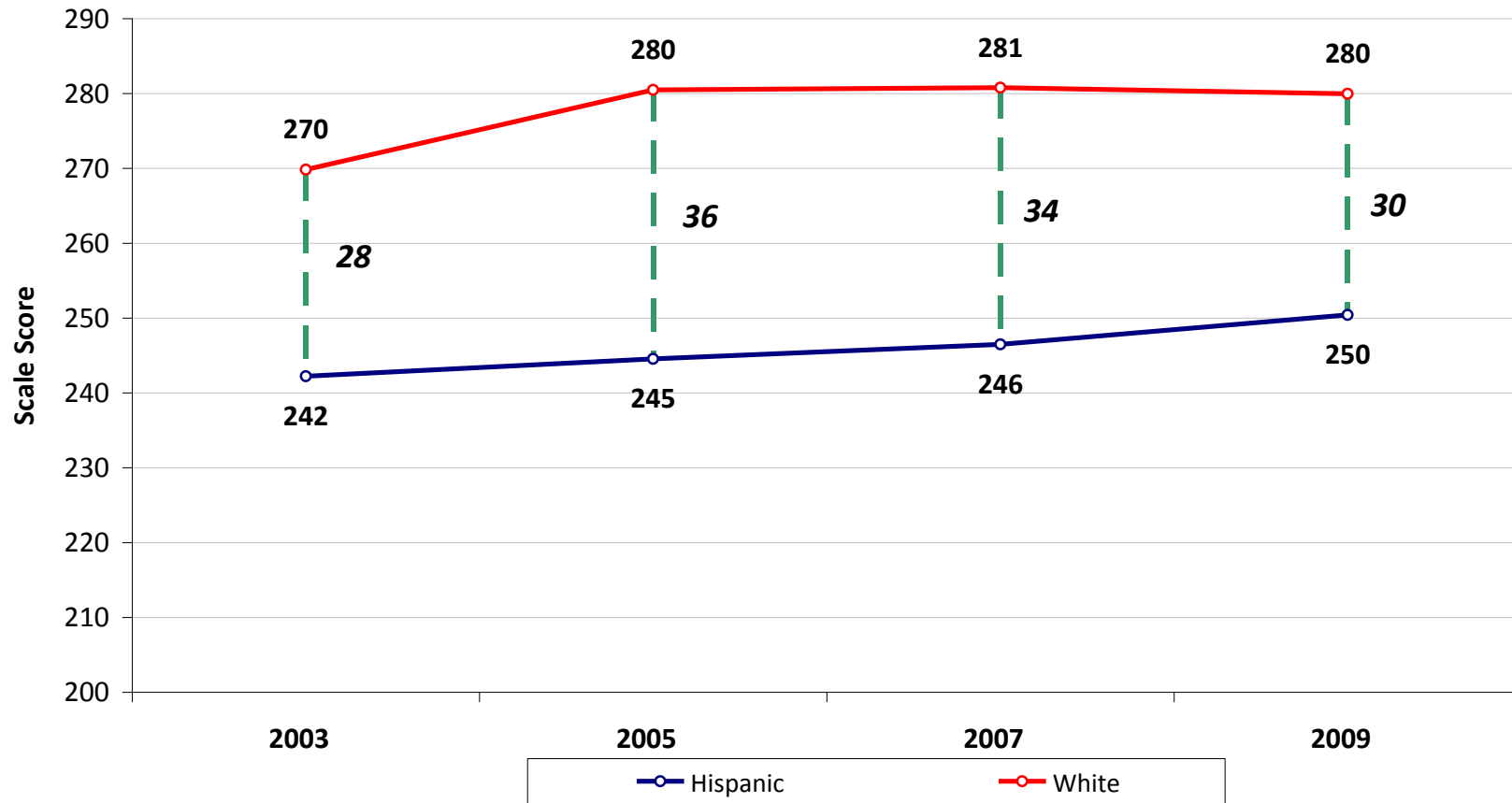
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 26

### NAEP Reading Grade 8 — White - Hispanic

Gap - Average Scale Score: 2003-2009



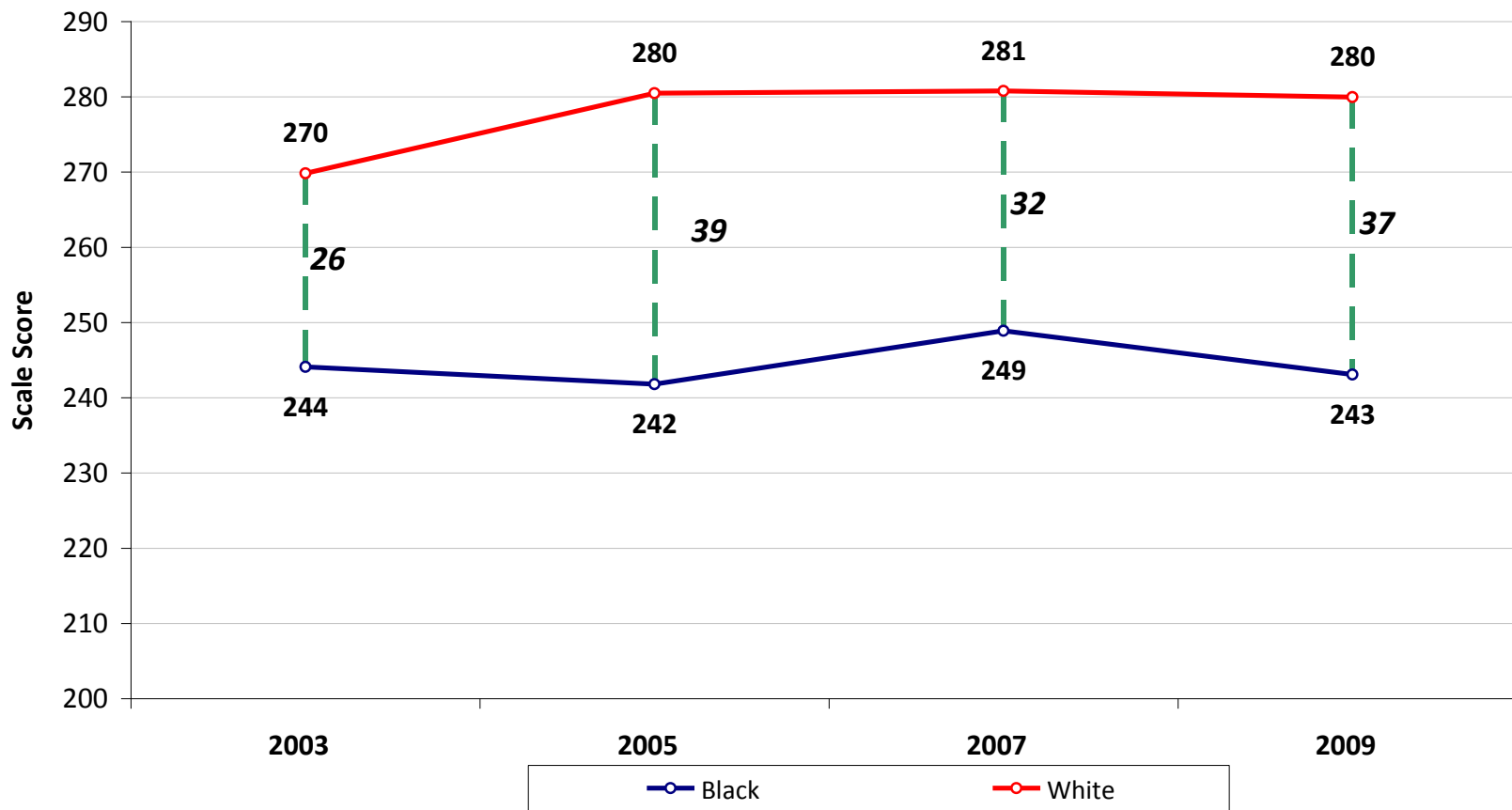
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress



Graph 27

### NAEP Reading Grade 8 — White - Black Gap - Average Scale Score: 2003-2009



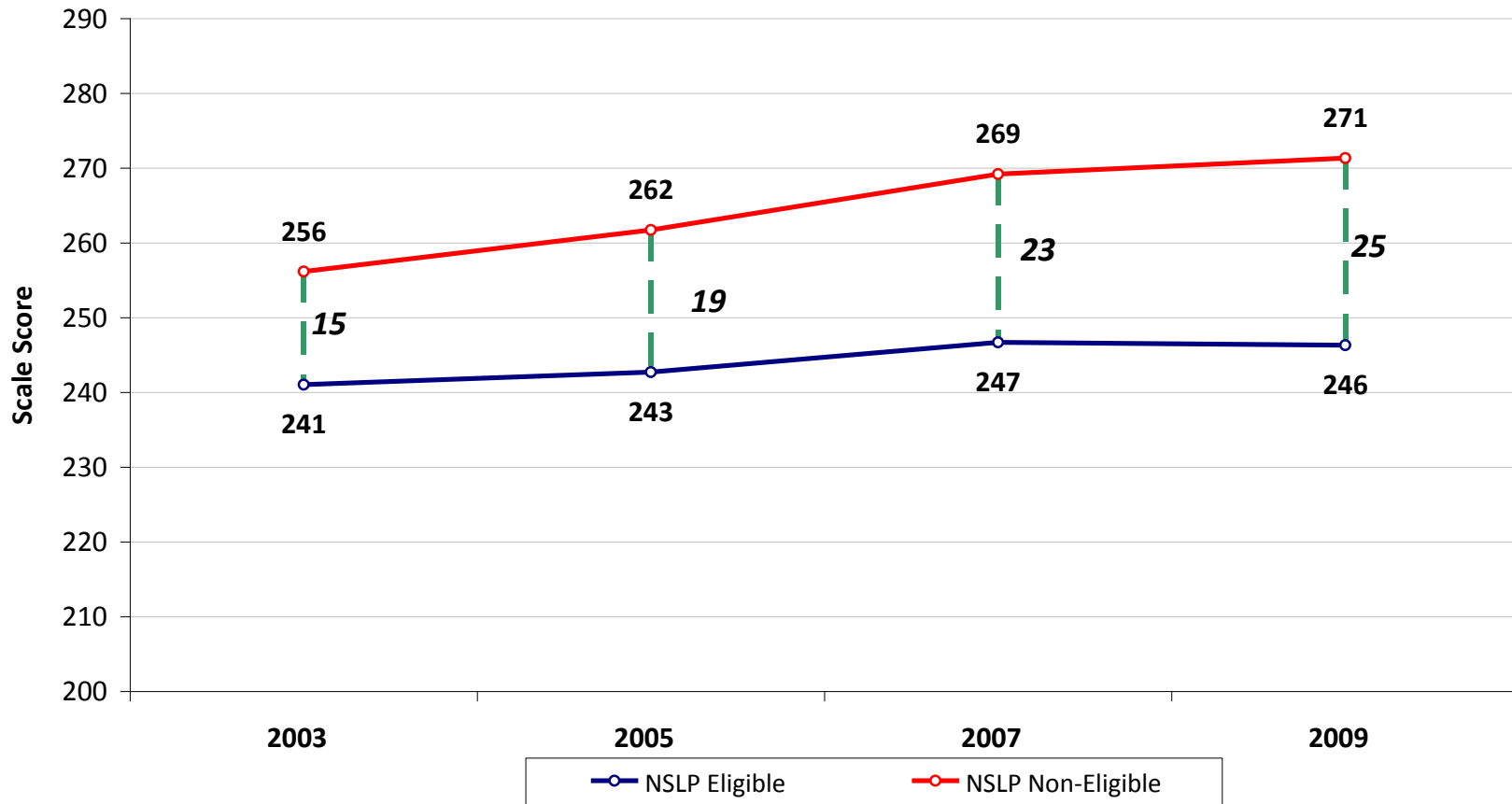
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Graph 28

### NAEP Reading Grade 8 — National School Lunch Program

*Gap - Average Scale Score: 2003-2009*



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress