



**HOUSTON INDEPENDENT
SCHOOL DISTRICT**

**NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS**

Trial Urban District Assessment

MEMORANDUM

November 15, 2007

TO: Board Members

FROM: Abelardo Saavedra
Superintendent of Schools

SUBJECT: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TRIAL URBAN DISTRICT ASSESSMENT: READING AND MATHEMATICS 2007 RESULTS**

CONTACT: Carla Stevens, 713-556-6700

The 2007 NAEP reading and mathematics assessments have been released for the districts that participated in the Trial Urban District Assessment (TUDA) 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 11 large urban districts that voluntarily participated in the TUDA.

Student performance on the 2007 NAEP reading and mathematics assessments 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 NAEP assesses reading by having students read three types of texts representing different contexts for reading which are reading for literary experience; reading for information; and reading to perform a task. The NAEP assesses mathematics in five content strands: number properties and operations; measurement; geometry; data analysis and probability, and algebra.

Results of the 2007 NAEP reading and mathematics assessments 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 eleven participating districts—Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, District of Columbia, Houston, Los Angeles, New York City, and San Diego—as well as Texas, the nation, and large central cities. These results present the fourth administration of the reading assessment and the third administration of the mathematics assessment for the TUDA.

NAEP Results for Reading: (Tables 1-2)

- Houston fourth-grade students' average scale score for reading decreased from 211 in 2005 to 206 in 2007, resulting in the same performance made in 2002.
- Houston's fourth-grade students outperformed Chicago, Cleveland, the District of Columbia, and Los Angeles.
- The percent of Houston fourth-grade students who scored at or above the basic level decreased from 52 percent in 2005 to 49 percent in 2007.
- Hispanic fourth-grade students in Houston outperformed their counterparts in Large Central Cities and their counterparts in San Diego and Los Angeles. African American fourth-grade students in Houston outscored their counterparts nationwide, in Large Central Cities, and in eight participating districts (see Appendix A).
- **Houston eighth-grade students' average scale score for reading increased from 248 in 2005 to 252 in 2007.**
- Houston's eighth-grade students were ranked fourth, outperforming Atlanta, Chicago, Cleveland, the District of Columbia, Los Angeles, New York, and San Diego.
- The percent of Houston eighth-grade students who scored at or above the basic level increased from 59 percent in 2005 to 63 percent in 2007.
- The average reading scale score for Houston's Hispanic eighth-grade students increased from 245 in 2005 to 246 in 2007, it was the same as the score nationwide and exceeded the scores for Large Central Cities and five of the participating districts. **Scores for African American eighth-grade students increased from 242 in 2005 to 249 in 2007, exceeding the scores for their counterparts in the nation, Large Central Cities, and in all other participating districts with the exception of Boston.** African American eighth-grade students achieved the same average scale score as their counterparts in Texas (see Appendix B).

NAEP Results for Mathematics: (Tables 3-4)

- **Houston's fourth-grade students' average scale score in math increased from 227 in 2003 to 234 in 2007.**
- Houston's fourth-grade students outperformed the Large Central Cities group and six of the other districts with the exception of Charlotte, Austin, New York and performed the same as San Diego.
- The percent of Houston fourth-grade students who scored at or above the basic level increased from 70 percent in 2003 to 80 percent in 2007, while the percent at or above proficient increased from 18 percent to 28 percent. Houston ranked third highest among the 11 cities in the percent at or above basic.
- **The average reading score for Houston's Hispanic fourth-grade students increased from 226 in 2003 to 234 in 2007, exceeding the scores for the nation, Large Central Cities, and tied for the highest score with Boston and Charlotte.** African American fourth-grade students in Houston increased from 221 in 2003 to 225 in 2007 and outperformed their counterparts in the nation, Large Central Cities, and six of the participating districts (see Appendix C).
- **Houston's eighth-grade students' average math scale score increased from 264 in 2003 to 273 in 2007.**
- Houston's eighth-grade students outperformed the Large Central Cities and ranked fourth behind Austin, Charlotte and Boston.

- The percent of Houston eighth-grade students who scored at or above the basic level increased from 52 percent in 2003 to 65 percent in 2007. Houston ranked third highest among the 11 cities in the percent at or above basic.
- Hispanic eighth-grade students in Houston outperformed their counterparts nationwide and in Large Central Cities and tied for the second highest average scale score with Boston among the other TUDA districts. Houston's African American eighth-grade students outperformed their counterparts nationwide, in Large Central Cities, and tied for second with Austin in average scale scores (see Appendix D).

NAEP Sample/Exclusions: (Table 5)

- For 2007, 2,400 fourth-grade students were tested in reading and 2,800 were tested in math. The eighth-grade sample included 2,000 students in reading and 1,900 students in math.
- The district's exclusion rate for fourth graders with disabilities (SD) or English language learners (ELL) on the reading test decreased from 23 percent in 2005 to 17 percent in 2007 (from 19 percent to 13 percent for ELL students). In contrast, the 2007 exclusion rate on the fourth-grade mathematics test was 4 percent (2 percent for ELL students). This is due to the fact that the reading test is administered ONLY in English. HISD students who receive their instruction in Spanish are not able to be tested on the English reading exam. **However, ELL students are allowed to use a mathematics test booklet that is written in Spanish. Therefore, the ELL exclusions dramatically decrease for the mathematics test.**
- The reading exclusion rate for eighth-grade students with disabilities or English language learners decreased from 7 percent in 2005 to 9 percent in 2007. The math exclusion rate for eighth-grade students with disabilities or English language learners was 6 percent, the same as in 2005 (2 percent for LEP students).



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Attachments

- c: Superintendent's Direct Reports
Regional Superintendents
Tracy Weeden

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

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, and 2007

	Scale Scores (0-500)				At or Above Basic (Percentage of Students)				At or Above Proficient (Percentage of Students)			
	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
Nation	217	216	217	220	62	62	62	66	30	30	30	32
Texas	217	215	219	220	62	59	64	66	28	27	29	30
Large Central City	202	204	206	208	44	47	49	53	17	19	20	22
Houston	206	207	211	206	48	48	52	49	18	18	21	17
Atlanta	195	197	201	207	35	37	41	48	12	14	17	18
Austin	+	+	217	218	+	+	61	62	+	+	28	30
Boston	+	206	207	210	+	48	51	54	+	16	16	20
Charlotte	+	219	221	222	+	64	65	66	+	31	33	35
Chicago	193	198	198	201	34	40	40	44	11	14	14	16
Cleveland	+	195	197	198	+	35	37	39	+	9	10	9
District of Columbia	191	188	191	197	31	31	33	39	10	10	11	14
Los Angeles	191	194	196	196	33	35	37	39	11	11	14	13
New York	206	210	213	213	47	53	57	57	19	22	22	25
San Diego	+	208	208	210	+	51	51	55	+	22	22	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.

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, and 2007

	Scale Scores (0-500)				At or Above Basic (Percentage of Students)				At or Above Proficient (Percentage of Students)			
	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
Nation	263	261	260	261	74	72	71	73	31	30	29	29
Texas	262	259	258	261	73	71	69	73	31	26	26	28
Large Central City	250	249	250	250	60	58	60	60	20	19	20	20
Houston	248	246	248	252	59	55	59	63	17	14	17	18
Atlanta	236	240	240	245	42	47	46	53	8	11	12	13
Austin	+	+	257	257	+	+	65	66	+	+	27	28
Boston	+	252	253	254	+	61	61	63	+	22	23	22
Charlotte	+	262	259	260	+	71	69	69	+	30	29	29
Chicago	249	248	249	250	62	59	60	61	15	15	17	17
Cleveland	+	240	240	246	+	48	49	56	+	10	10	11
District of Columbia	240	239	238	241	48	47	45	48	10	10	12	12
Los Angeles	237	234	239	240	44	43	47	50	10	11	13	12
New York	+	252	251	249	+	62	61	59	+	22	20	20
San Diego	+	250	253	250	+	60	63	60	+	20	23	23

+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.

NAEP Mathematics Results: 2003, 2005, and 2007

Table 3: NAEP Fourth-Grade Mathematics Assessment Results by Scale Scores and Percentage of Students At or Above Basic and Proficient Levels: 2003, 2005, and 2007

	Scale Scores (0-500)			At or Above Basic (Percentage of Students)			At or Above Proficient (Percentage of Students)		
	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
Nation	234	237	239	76	79	81	31	35	39
Texas	237	242	242	82	87	87	33	40	40
Large Central City	224	228	230	63	68	70	20	24	28
Houston	227	233	234	70	77	80	18	26	28
Atlanta	216	221	224	50	57	61	13	17	20
Austin	+	242	241	+	85	83	+	40	40
Boston	220	229	233	59	72	77	12	22	27
Charlotte	242	244	244	84	86	85	41	44	44
Chicago	214	216	220	50	52	58	10	13	16
Cleveland	215	220	215	51	60	53	10	13	10
District of Columbia	205	211	214	36	45	49	7	10	14
Los Angeles	216	220	221	52	58	60	13	18	19
New York	226	231	236	67	73	79	21	26	34
San Diego	226	232	234	66	74	74	20	29	35

+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.

Table 4: NAEP Eighth-Grade Mathematics Assessment Results by Scale Scores and Percentage of Students At or Above Basic and Proficient Levels: 2003, 2005, and 2007

	Scale Scores (0-500)			At or Above Basic (Percentage of Students)			At or Above Proficient (Percentage of Students)		
	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
Nation	276	278	280	67	68	70	27	28	31
Texas	277	281	286	69	72	78	25	31	35
Large Central City	262	265	269	50	53	57	16	19	22
Houston	264	267	273	52	58	65	12	16	21
Atlanta	244	245	256	30	31	41	6	7	11
Austin	+	281	283	+	68	72	+	33	34
Boston	262	270	276	48	58	65	17	23	27
Charlotte	279	281	283	67	69	70	32	33	34
Chicago	254	258	260	42	45	49	9	11	13
Cleveland	253	249	257	38	34	45	6	6	7
District of Columbia	243	245	248	29	31	34	6	7	8
Los Angeles	245	250	257	32	38	45	7	11	14
New York	266	267	270	54	54	57	20	20	22
San Diego	264	270	272	53	61	62	18	22	24

+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.

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

Table 5: Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELL): 2002, 2003, 2005, 2007 Reading and Mathematics Assessments

	Reading							
	<u>2002</u>	<u>Grade 4</u>			<u>Grade 8</u>			
		<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2002</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
TUDA Sample	1,326	1, 889	1,700	2,400	1,110	1,660	1,700	2,000
SD/ELL Identified	43%	42%	44%	45%	27%	27%	24%	23%
SD/ ELL Excluded	17%	24%	23%	17%	7%	10%	7%	9%
SD Identified	12%	18%	12%	11%	15%	18%	13%	13%
SD Excluded	4%	9%	7%	6%	5%	7%	5%	6%
ELL Identified	36%	33%	36%	37%	16%	16%	14%	13%
ELL Excluded	16%	20%	19%	13%	4%	6%	4%	4%

Table 5 Cont

	Mathematics					
	<u>2003</u>	<u>Grade 4</u>			<u>Grade 8</u>	
		<u>2005</u>	<u>2007</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
TUDA Sample	2,303	2,000	2,800	1,684	1,700	1,900
SD/ ELL Identified	45%	46%	45%	26%	24%	22%
SD/ ELL Excluded	8%	7%	4%	8%	6%	6%
SD Identified	18%	12%	10%	16%	11%	13%
SD Excluded	7%	5%	3%	7%	4%	5%
ELL Identified	35%	37%	38%	16%	15%	12%
ELL Excluded	4%	4%	2%	5%	3%	2%

Table 6: Selected Characteristics of fourth-grade Public School Students in NAEP Reading, by Jurisdiction: 2007

Student characteristics	Nation	Large central city	Atlanta	Austin	Boston	Charlotte	Chicago	Cleveland	District of Columbia	Houston	Los Angeles	New York City	San Diego
Num. of fourth-graders	3,441,000	546,000	4,000	6,000	4,000	10,000	30,000	4,000	5,000	15,000	54,000	67,000	10,000
Num. of students assessed	183,400	35,000	1,400	1,600	1,300	1,700	2,300	1,100	1,800	2,400	2,700	2,500	1,700
% of White students	56	21	14	28	13	36	10	20	6	7	9	17	24
% of Black students	17	31	83	13	44	42	49	66	86	29	11	29	11
% of Hispanic students	20	38	4	54	33	13	39	9	7	60	75	39	47
% of Asian/Pacific Islander students	5	7	#	4	9	4	3	2	1	3	5	14	17
% eligible for National School Lunch Program	45	70	75	61	81	48	86	100	66	84	77	85	65
% identified as students with disabilities	14	13	10	14	21	12	12	18	15	11	11	15	14
% identified as English language learners	11	22	3	32	29	11	21	7	9	37	48	18	42

Rounds to zero.

Table 7: Selected Characteristics of eighth-grade Public School Students in NAEP Reading, by Jurisdiction: 2007

Student characteristics	Nation	Large central city	Atlanta	Austin	Boston	Charlotte	Chicago	Cleveland	District of Columbia	Houston	Los Angeles	New York City	San Diego
Num. of eighth-graders	3,553,000	536,000	3,000	5,000	4,000	9,000	25,000	4,000	5,000	13,000	52,000	69,000	9,000
Num. of students assessed	154,700	28,500	900	1,500	1,200	1,400	1,800	1,100	1,800	2,000	2,100	2,000	1,400
% of White students	58	23	6	31	16	35	9	15	3	9	9	16	26
% of Black students	17	31	90	13	41	47	49	75	88	31	10	33	12
% of Hispanic students	18	37	3	53	32	11	39	8	8	57	74	37	45
% of Asian/Pacific Islander students	5	8	#	3	11	4	3	1	1	3	7	15	16
% eligible for National School Lunch Program	40	64	75	55	70	47	85	100	65	77	76	85	57
% identified as students with disabilities	13	13	12	17	21	11	19	20	18	13	11	15	12
% identified as English language learners	7	13	3	15	11	9	7	5	4	13	30	10	21

Rounds to zero.

Table 8: Selected Characteristics of fourth-grade Public School Students in NAEP Mathematics, by Jurisdiction: 2007

Student characteristics	Nation	Large central city	Atlanta	Austin	Boston	Charlotte	Chicago	Cleveland	District of Columbia	Houston	Los Angeles	New York City	San Diego
Num. of fourth-graders	3,441,000	546,000	4,000	6,000	4,000	10,000	30,000	4,000	5,000	15,000	54,000	67,000	10,000
Num. of students assessed	189,800	36,800	1,500	1,900	1,300	1,700	2,300	1,100	1,900	2,800	2,700	2,500	1700
% of White students	55	20	12	26	12	36	10	20	6	6	9	17	23
% of Black students	17	31	82	13	44	42	46	66	84	26	10	29	11
% of Hispanic students	21	40	5	58	35	14	41	11	9	65	75	41	47
% of Asian/Pacific Islander students	5	7	#	3	8	4	3	1	2	3	5	13	18
% eligible for National School Lunch Program	46	71	77	61	82	48	86	100	69	85	77	87	63
% identified as students with disabilities	14	13	10	13	22	12	14	17	14	10	11	16	12
% identified as English language learners	11	22	3	29	31	11	20	7	8	38	48	17	40

Rounds to zero.

Table 9: Selected Characteristics of eighth-grade Public School Students in NAEP Mathematics, by Jurisdiction: 2007

Student characteristics	Nation	Large central city	Atlanta	Austin	Boston	Charlotte	Chicago	Cleveland	District of Columbia	Houston	Los Angeles	New York City	San Diego
Num. of eighth-graders	3,553,000	536,000	3,000	5,000	4,000	9,000	25,000	4,000	5,000	13,000	53,000	70,000	9,000
Num. of students assessed	147,300	27,200	900	1,500	1,100	1,300	1,700	1,100	1,800	1,900	2,000	2,000	1,300
% of White students	58	23	4	31	17	34	11	15	3	9	8	15	23
% of Black students	17	30	92	13	43	47	47	74	88	29	11	33	13
% of Hispanic students	19	38	3	53	30	12	39	10	9	58	74	38	46
% of Asian/Pacific Islander students	5	8	#	2	10	5	3	1	1	3	7	13	17
% eligible for National School Lunch Program	41	65	80	54	69	49	84	100	65	77	76	86	59
% identified as students with disabilities	13	13	11	16	19	13	17	20	17	13	10	13	11
% identified as English language learners	7	13	1	16	9	9	7	5	4	12	28	11	21

Rounds to zero.

Appendix A
Grade 4 Reading

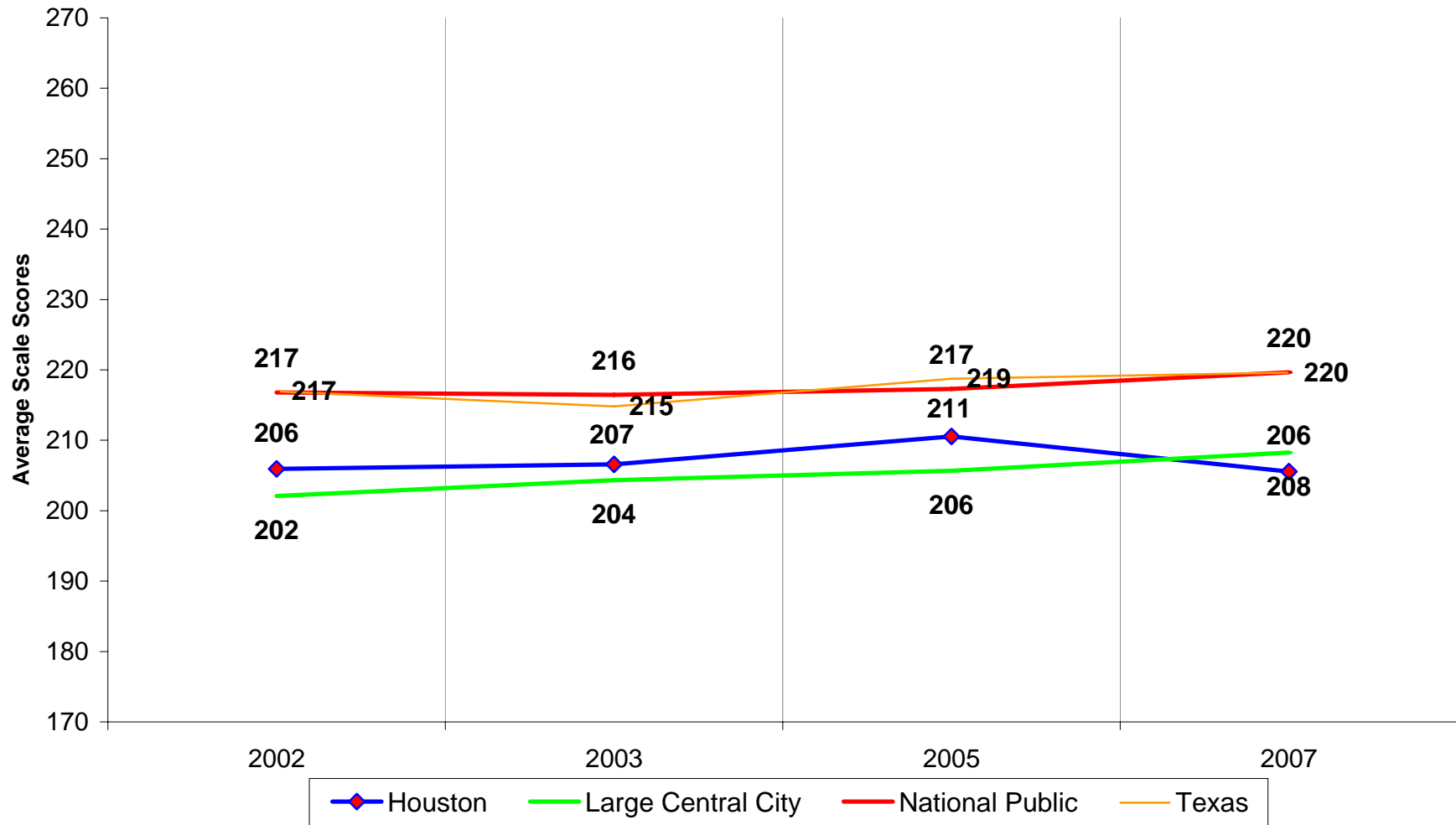


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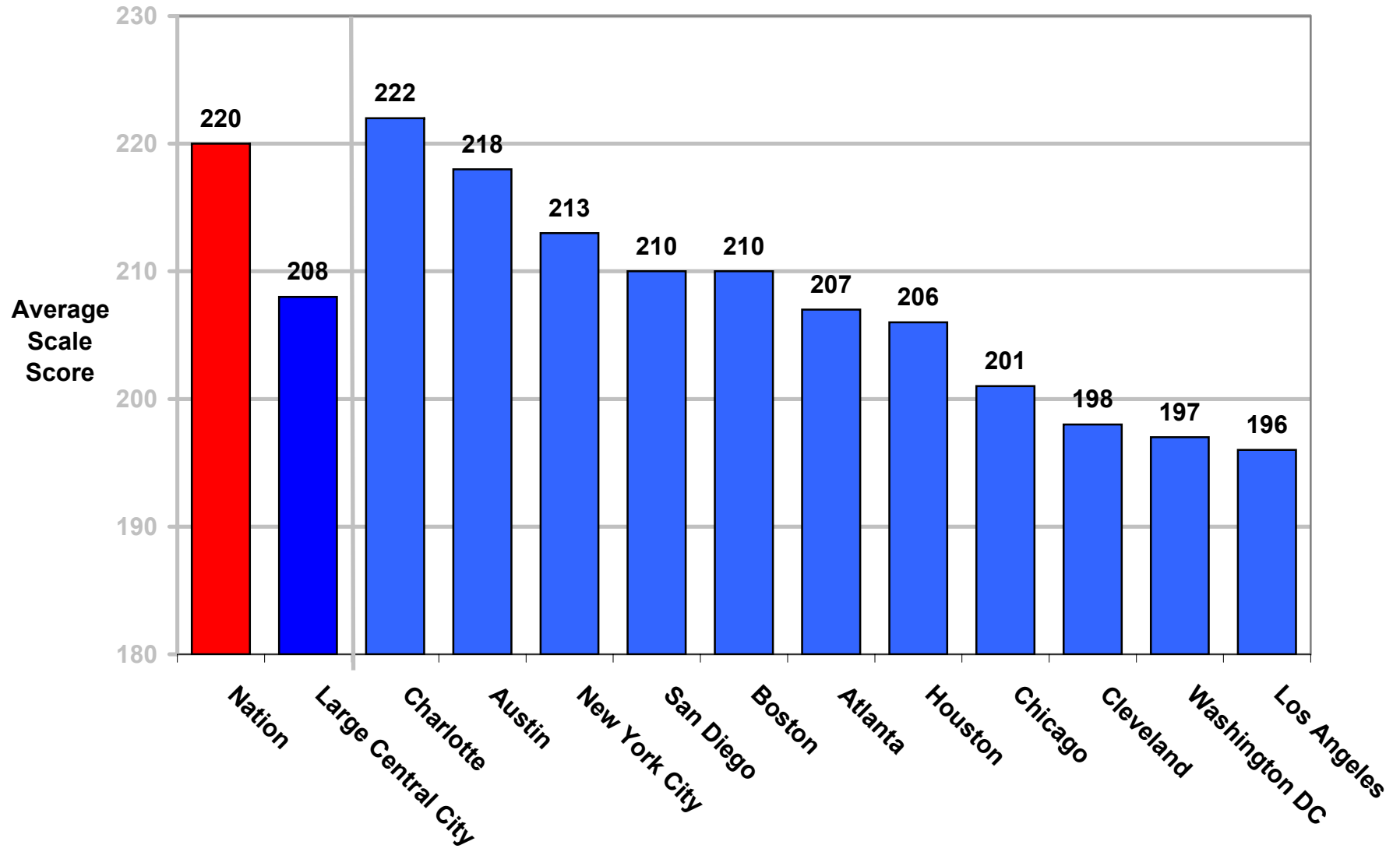
NAEP Reading Grade 4 - Overall
Average Scale Scores: 2002-2007



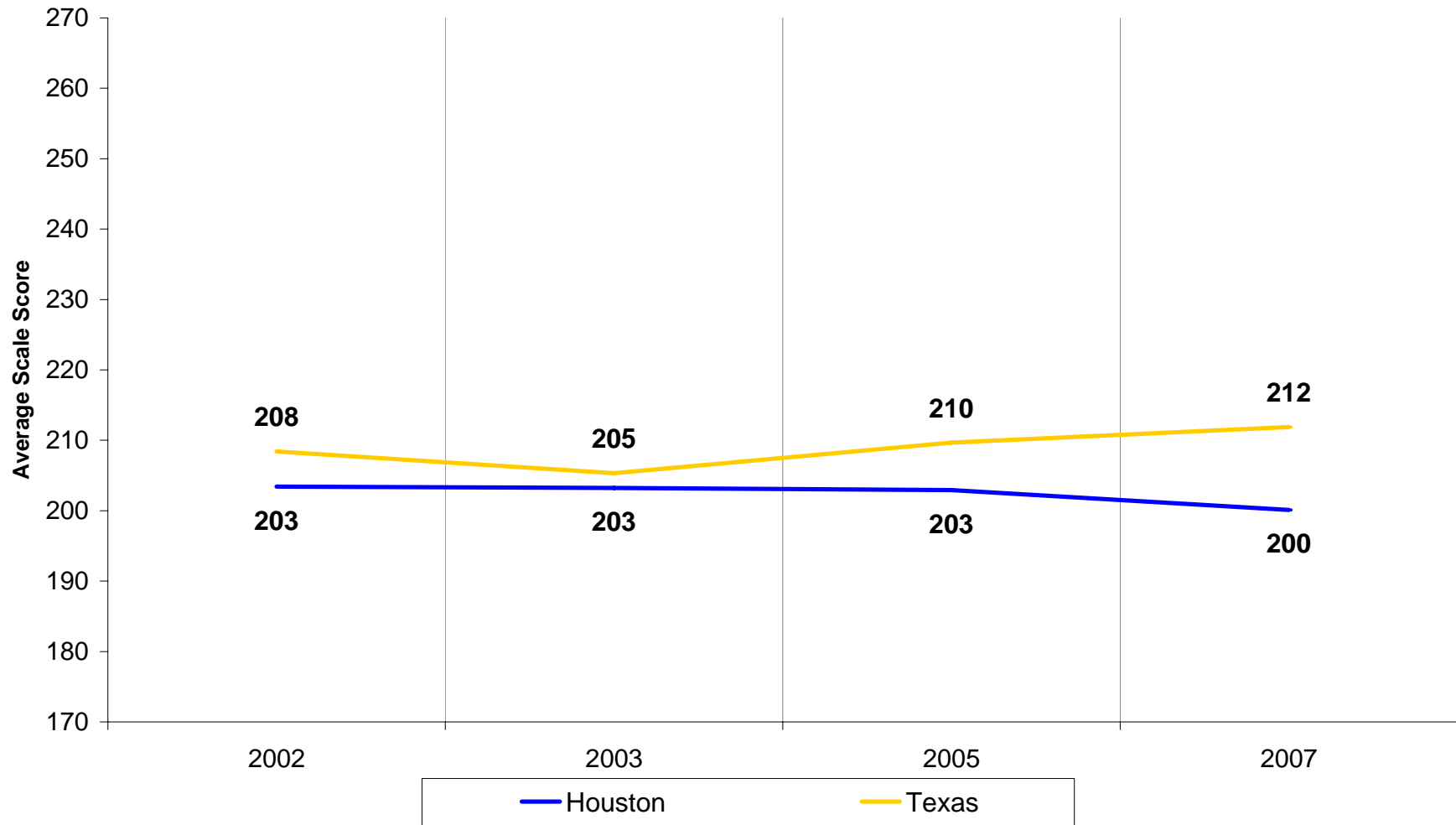
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Overall – Reading – Grade 4



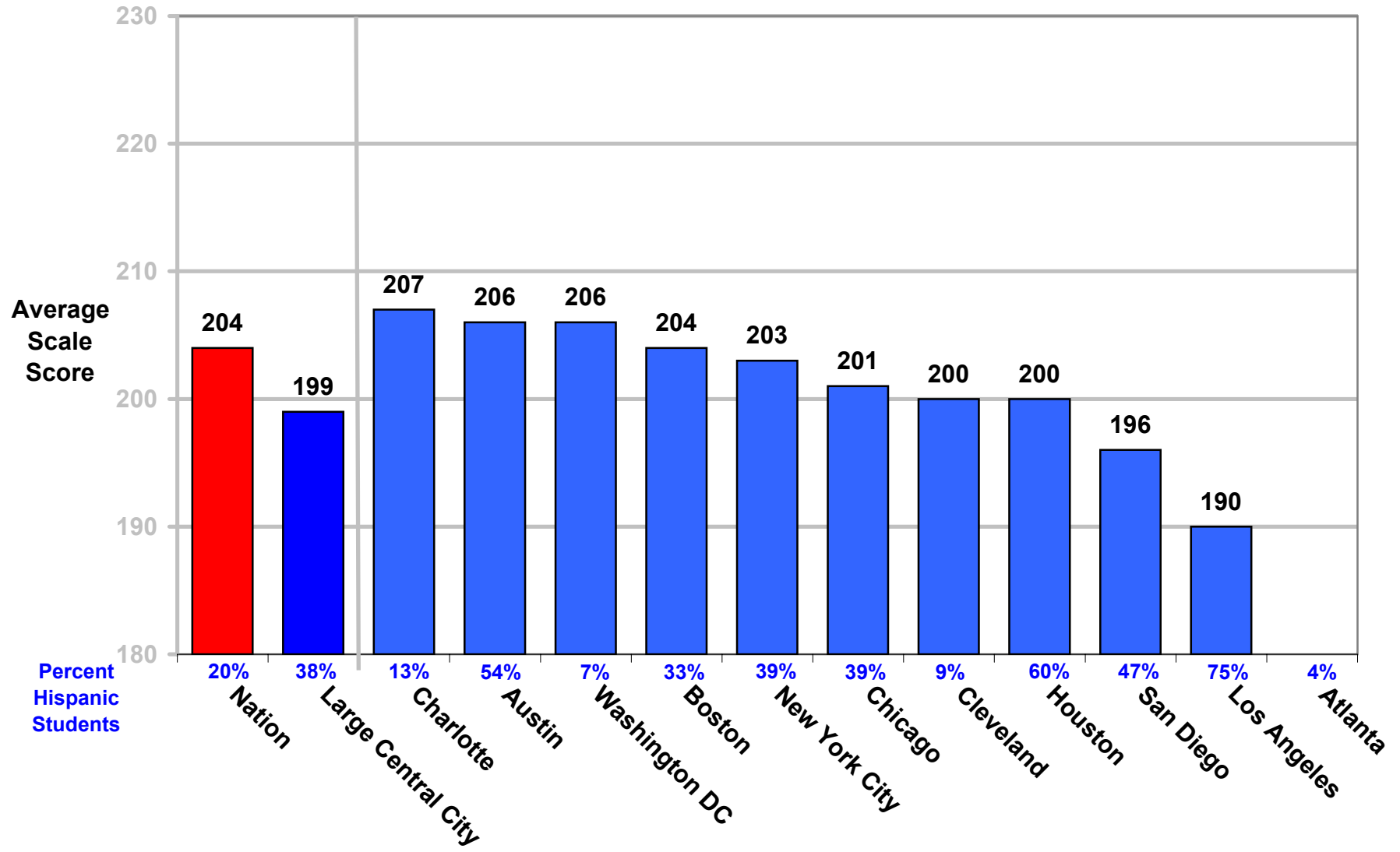
NAEP Reading Grade 4 - Hispanic Students Average Scale Scores: 2002-2007



NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

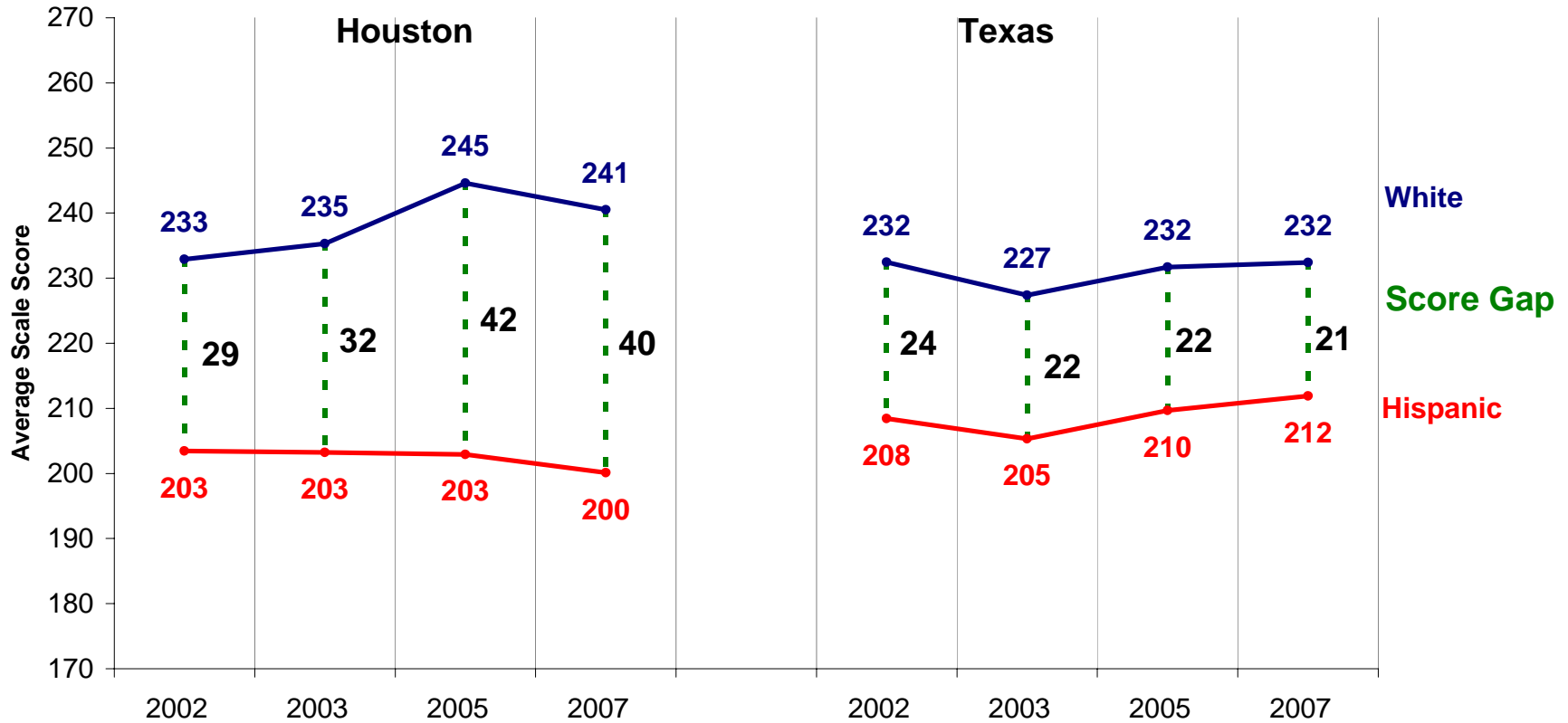
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Hispanic Students – Reading – Grade 4



NAEP Reading Grade 4 White - Hispanic Gaps

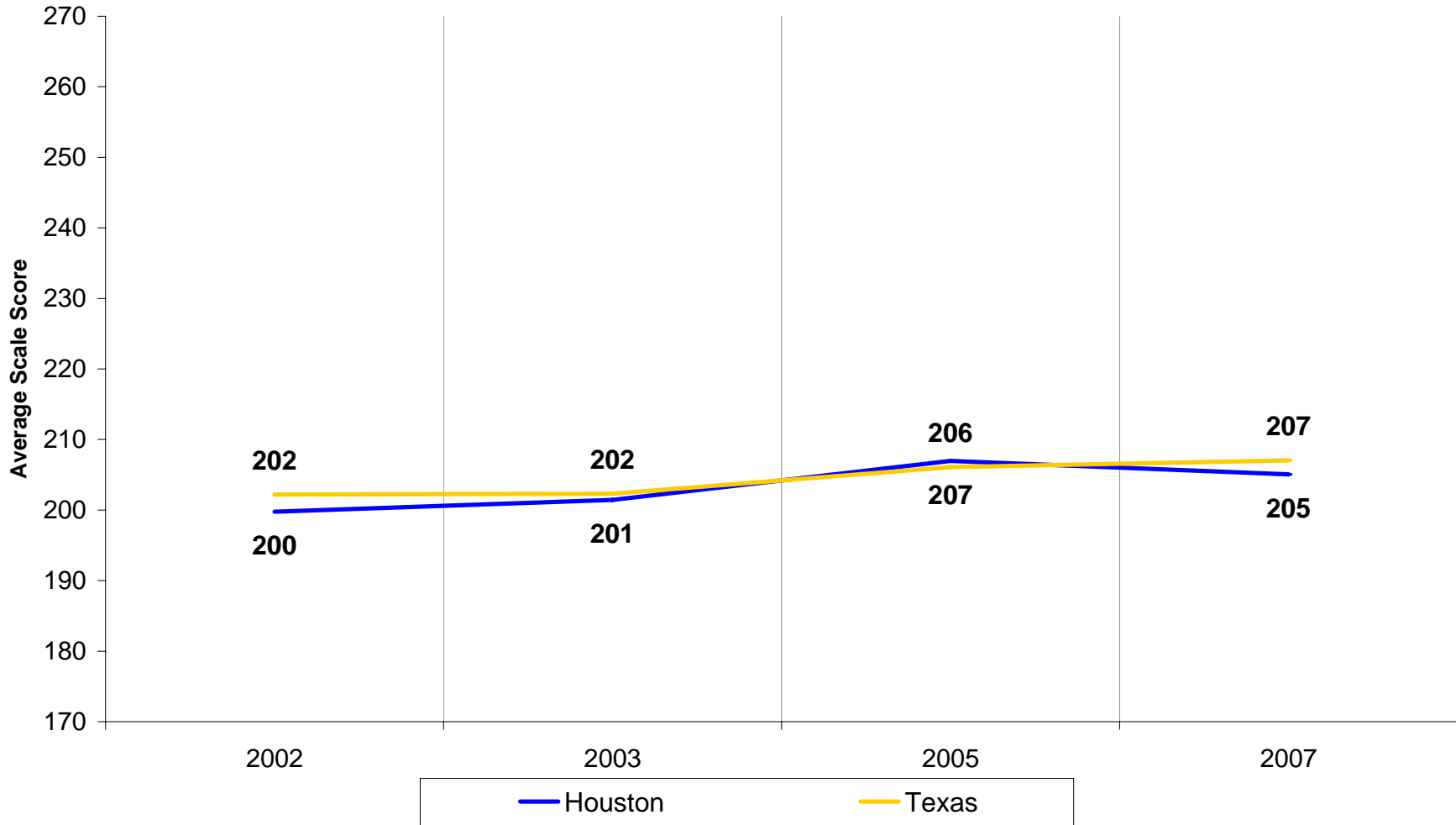
Average reading scale scores and score gaps for White - Hispanic students, grade 4: 2002-2007



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

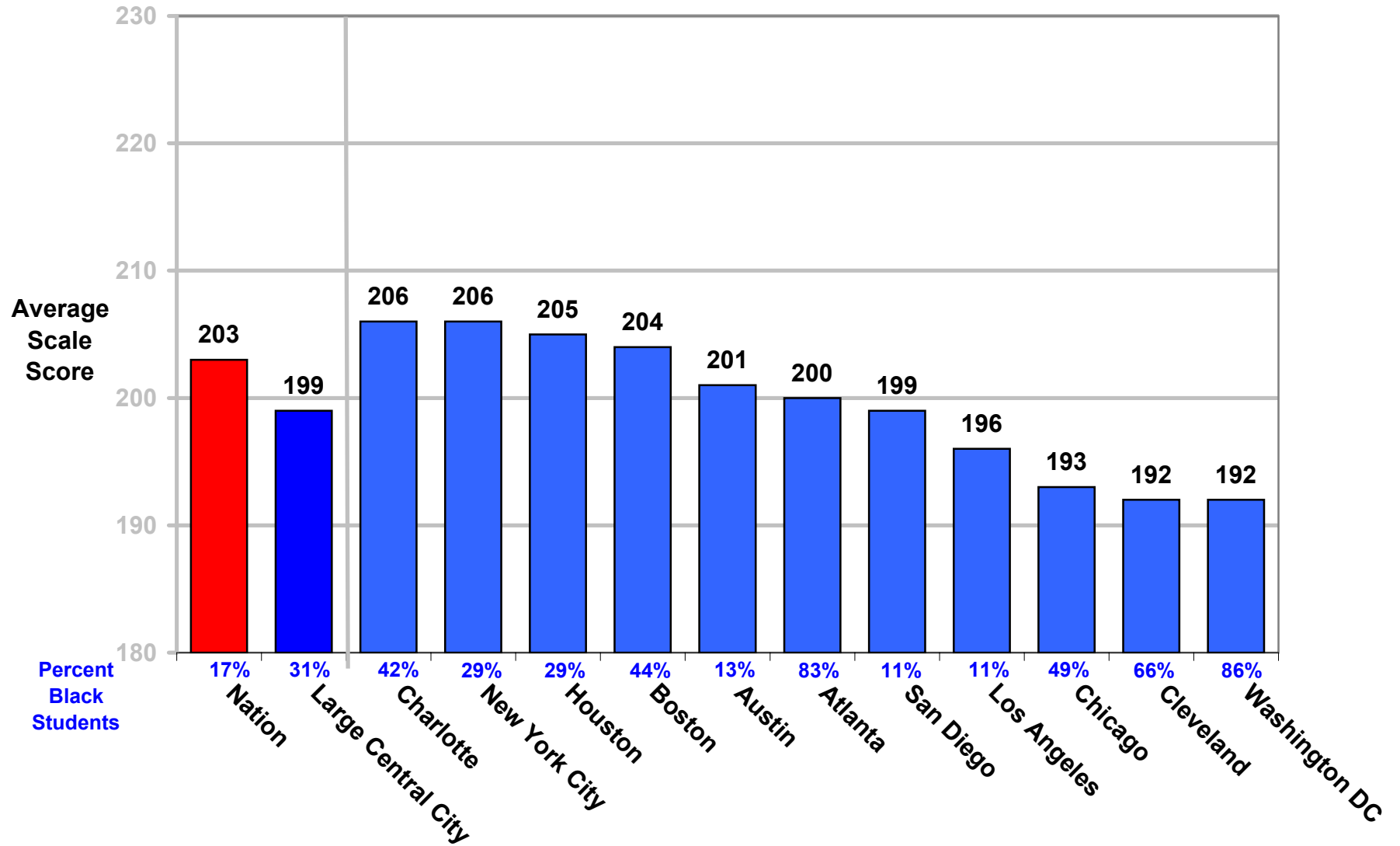
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

NAEP Reading Grade 4 - Black Students
Average Scale Scores: 2002-2007



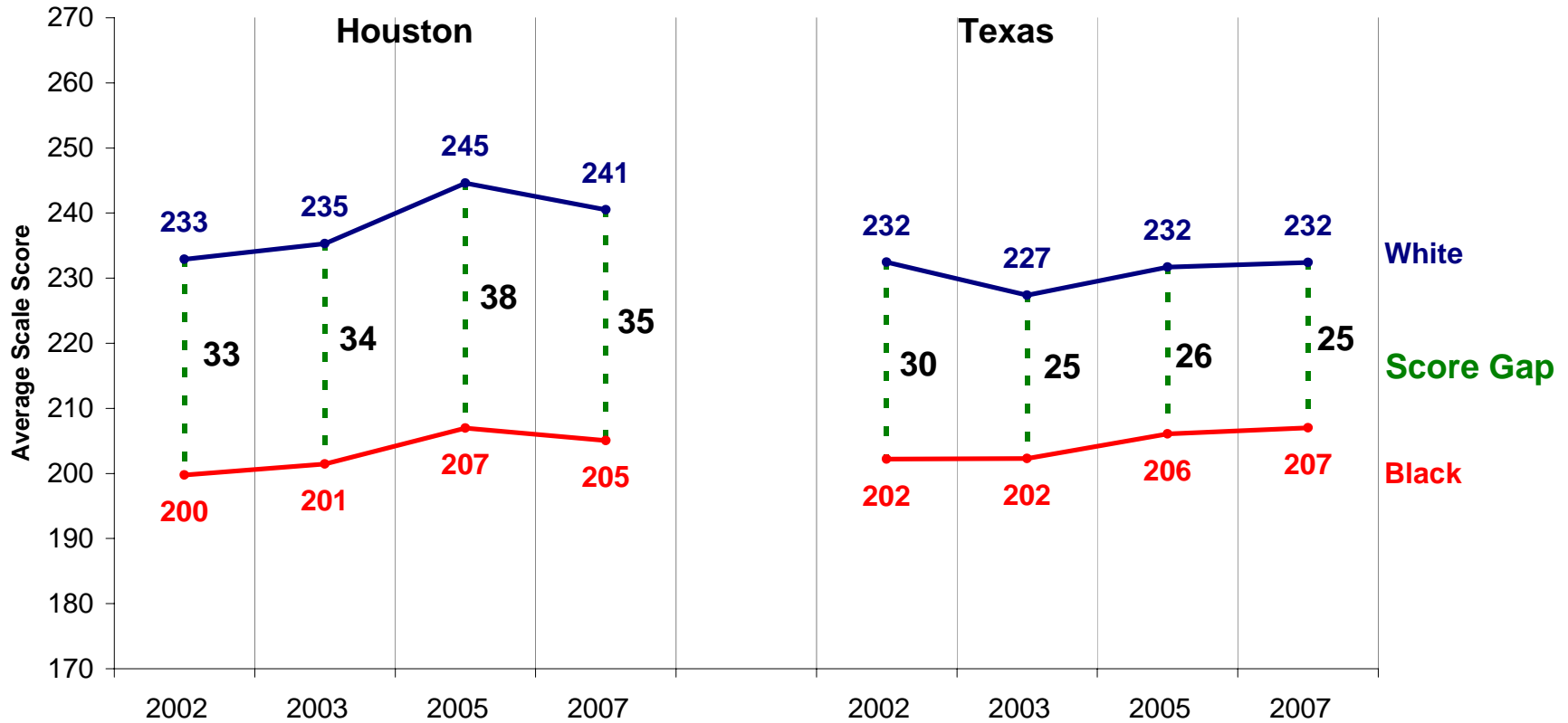
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Black Students — Reading — Grade 4



NAEP Reading Grade 4 White - Black Gaps

Average reading scale scores and score gaps for White - Black students, grade 4: 2002-2007



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), 2002, 2003, 2005 and 2007 Reading Assessments.

Appendix B
Grade 8 Reading

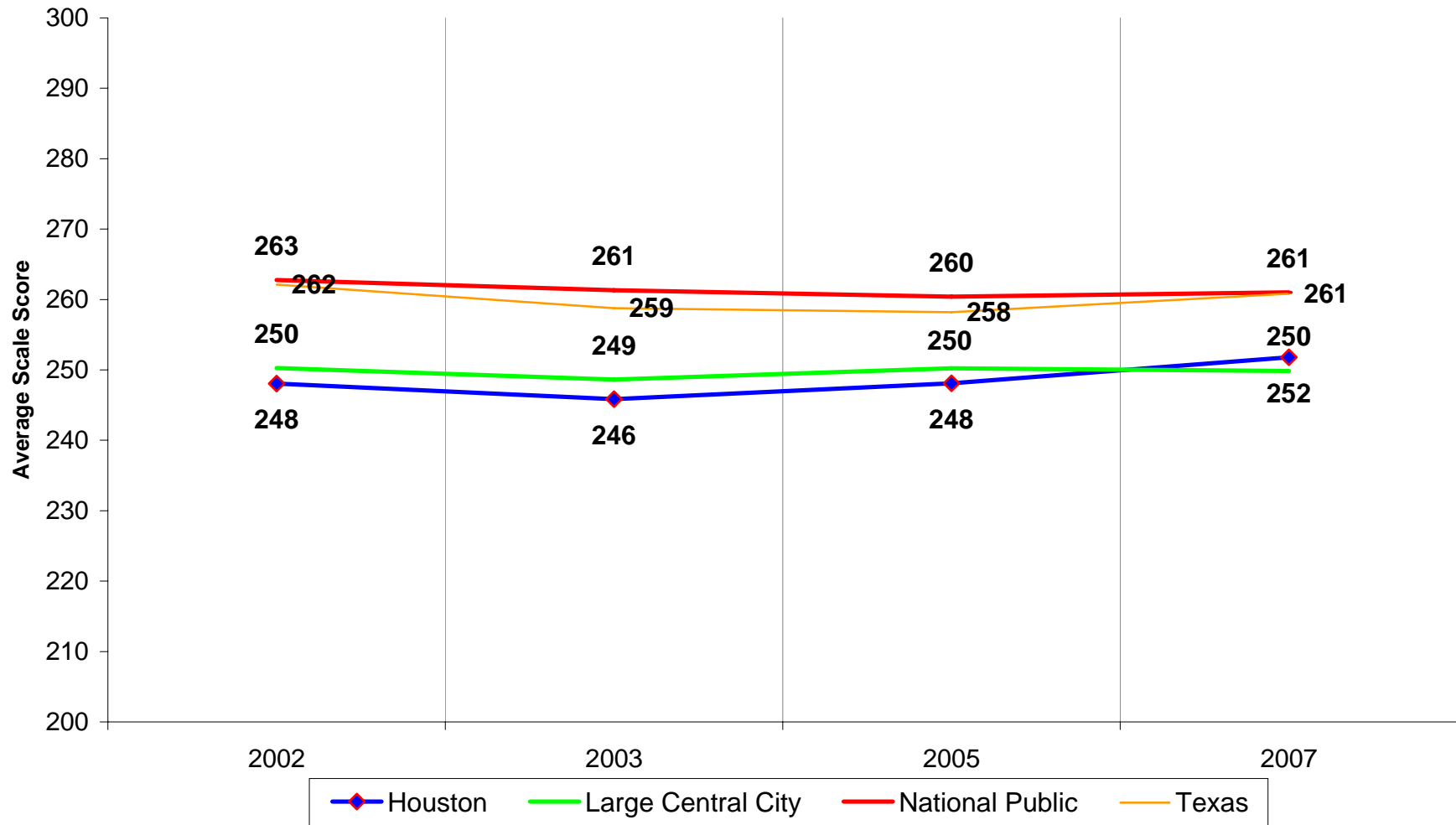


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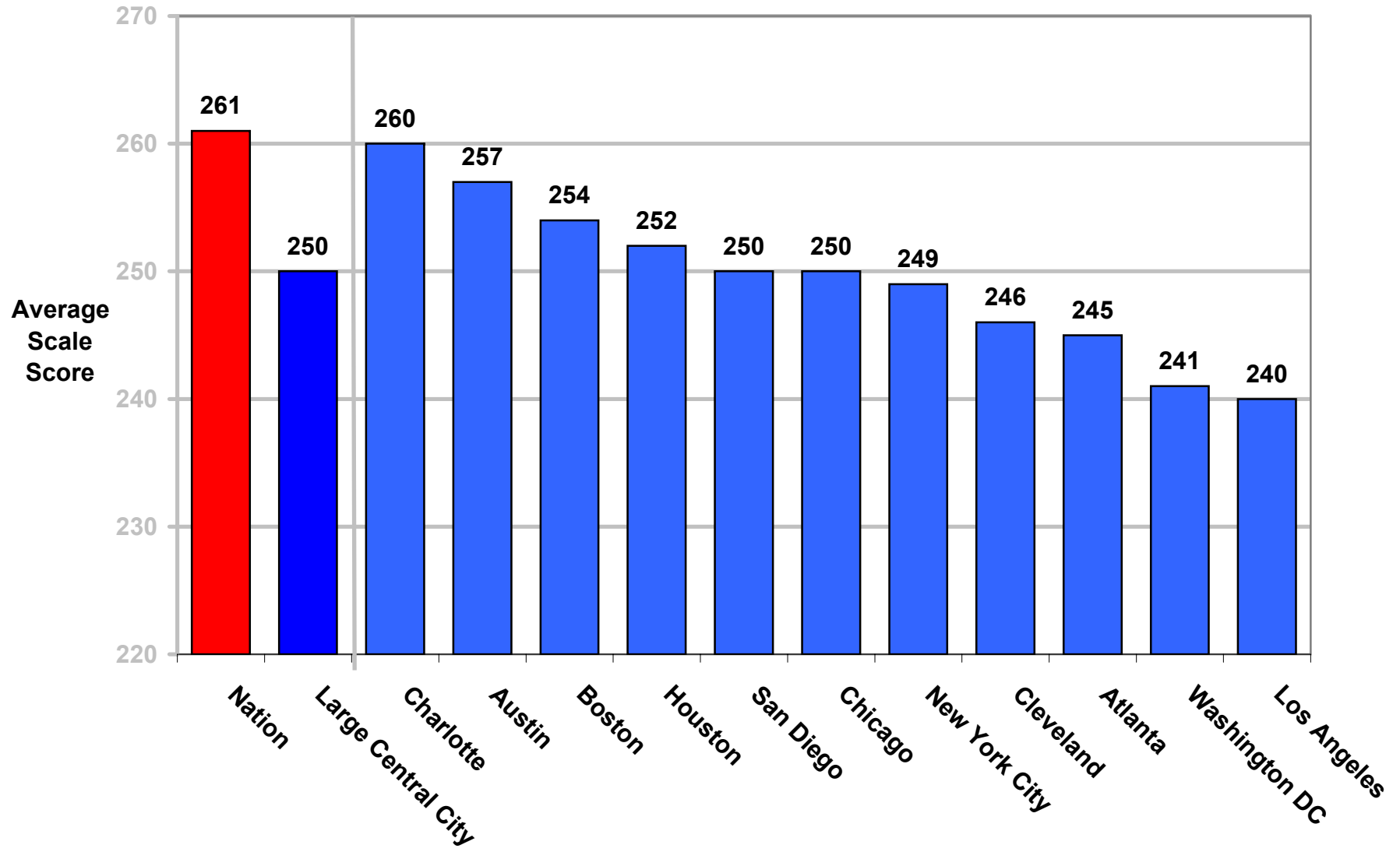
NAEP Reading Grade 8 - Overall Average Scale Scores: 2002-2007



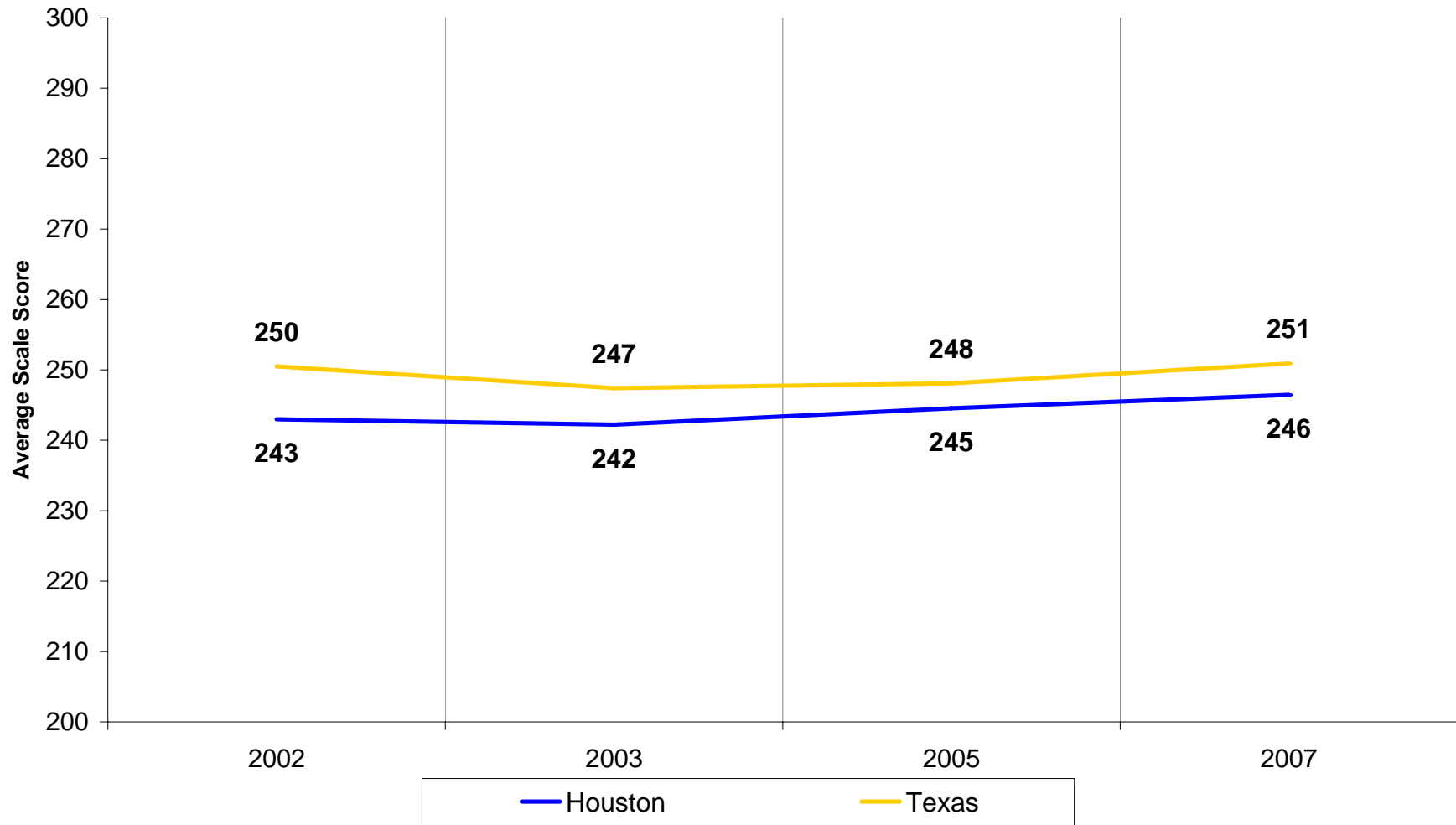
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Overall – Reading – Grade 8



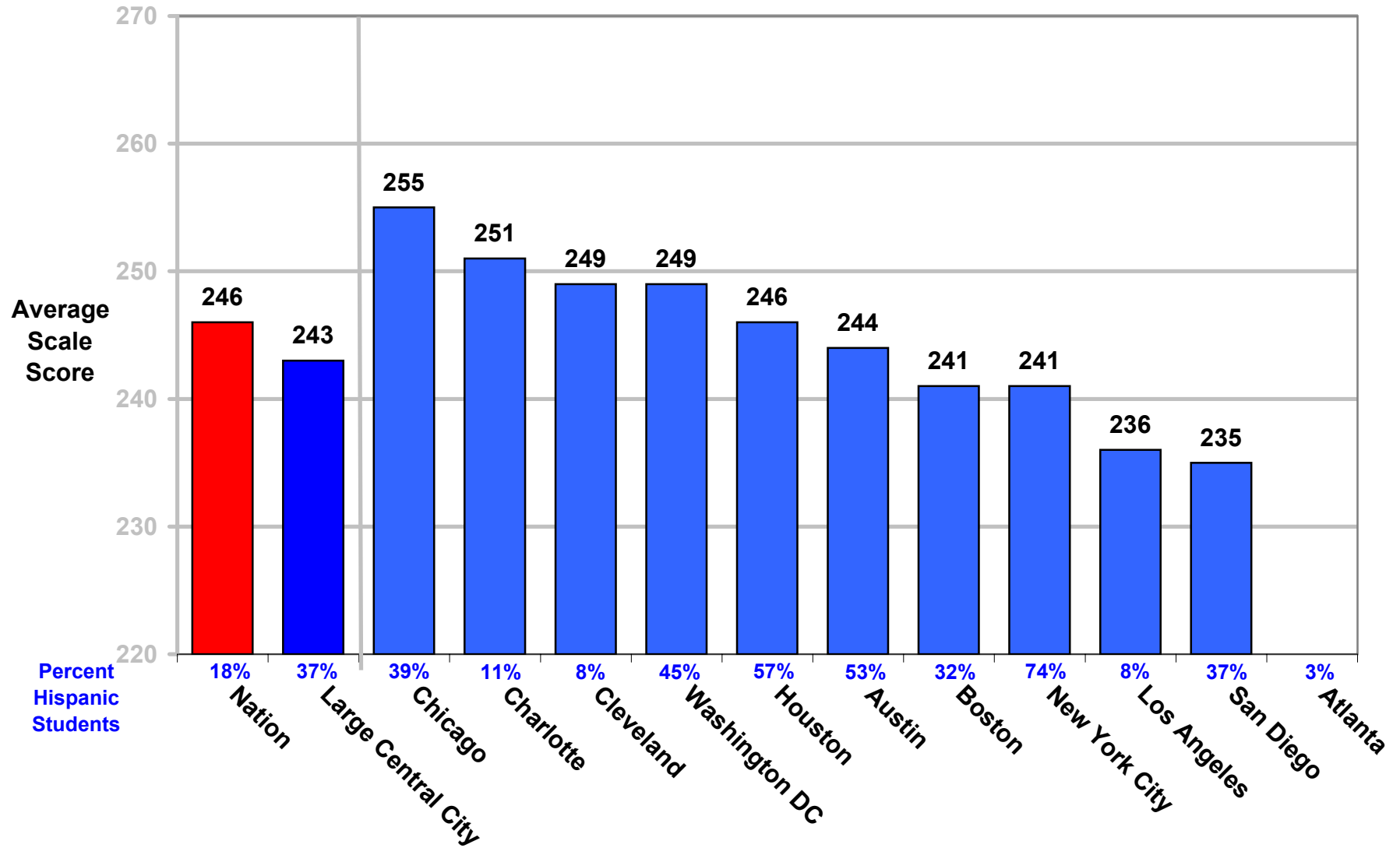
NAEP Reading Grade 8 - Hispanic Students Average Scale Scores: 2002-2007



NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

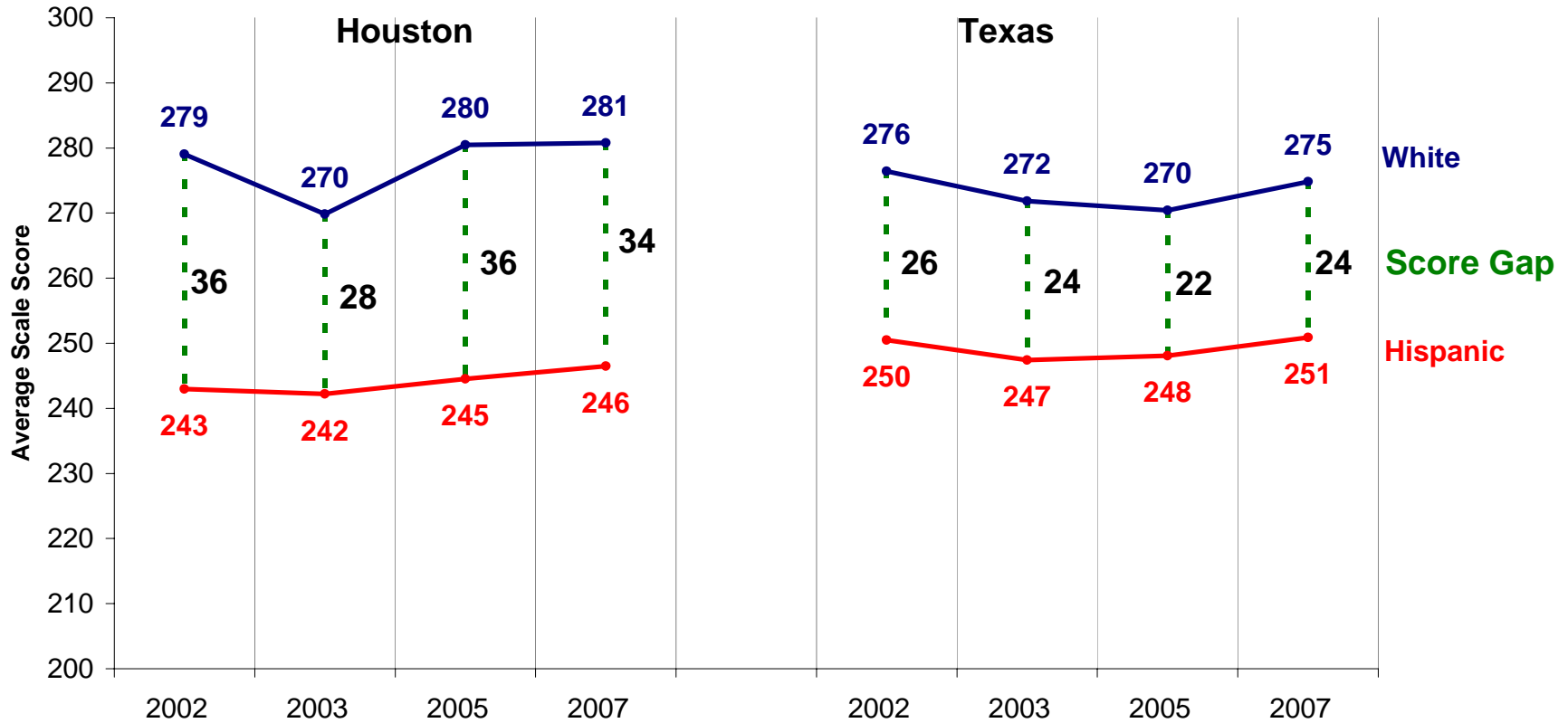
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Hispanic Students – Reading – Grade 8



NAEP Reading Grade 8 White - Hispanic Gaps

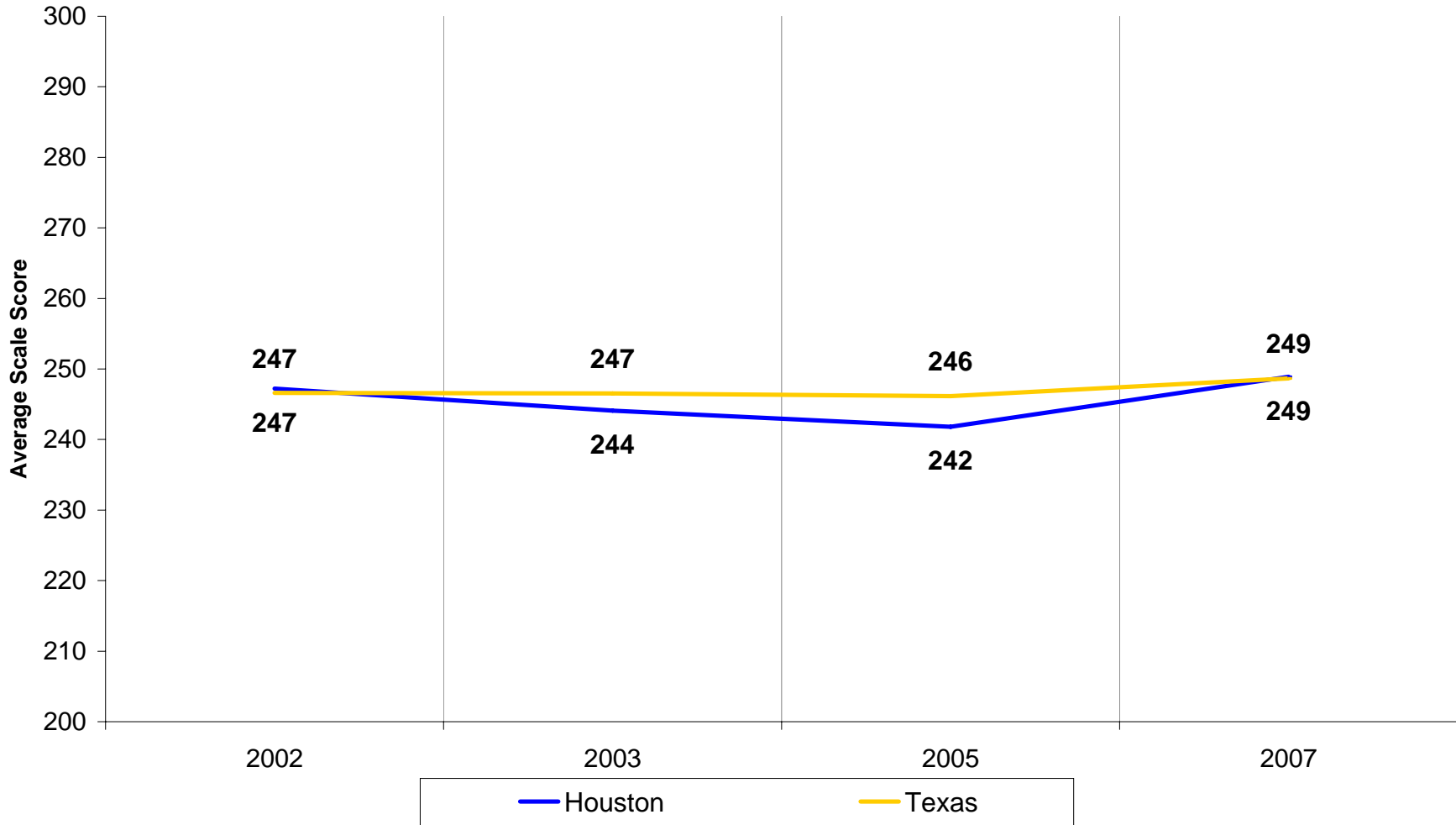
Average reading scale scores and score gaps for White - Hispanic students, grade 8: 2002-2007



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

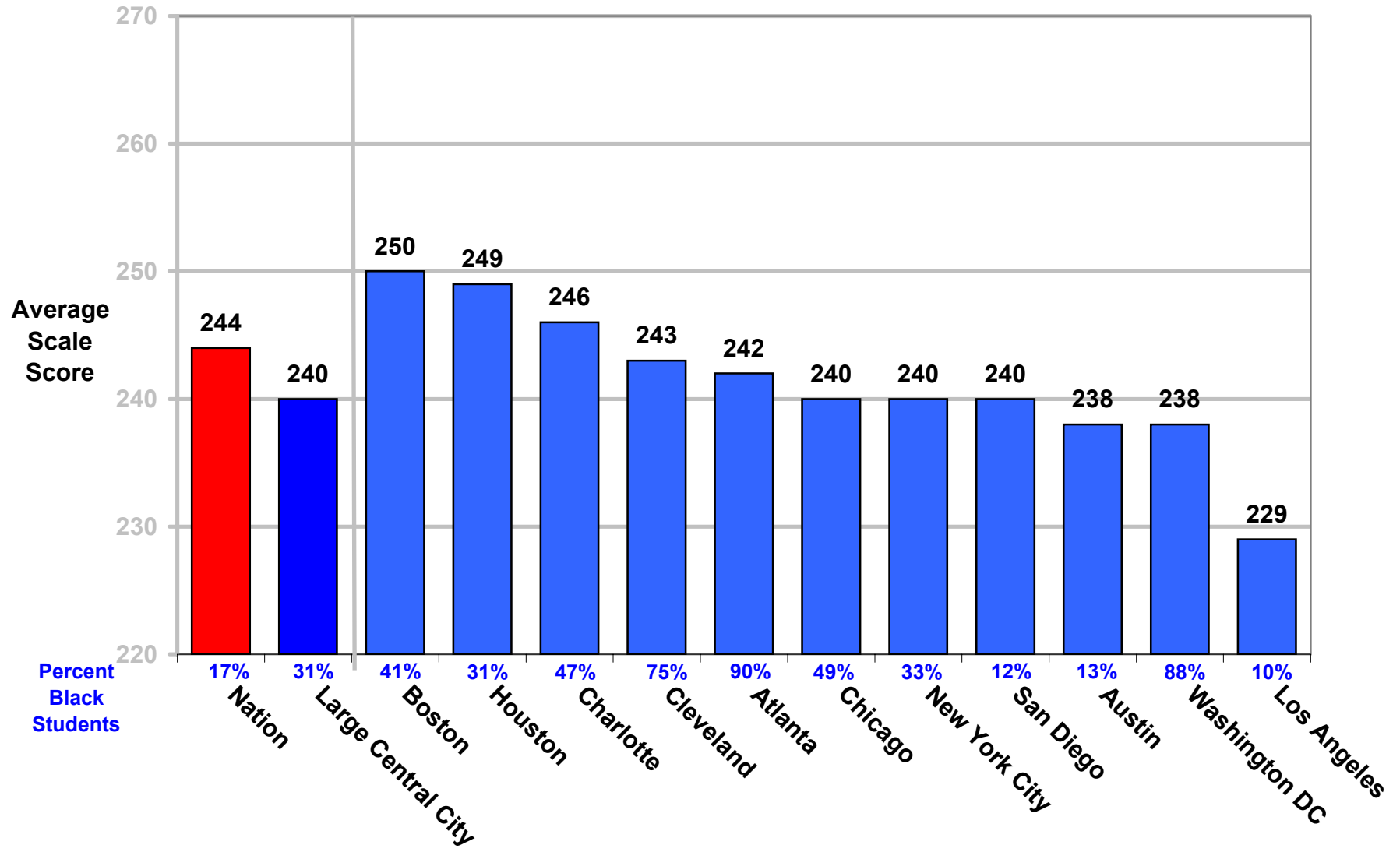
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

NAEP Reading Grade 8 - Black Students Average Scale Scores: 2002-2007



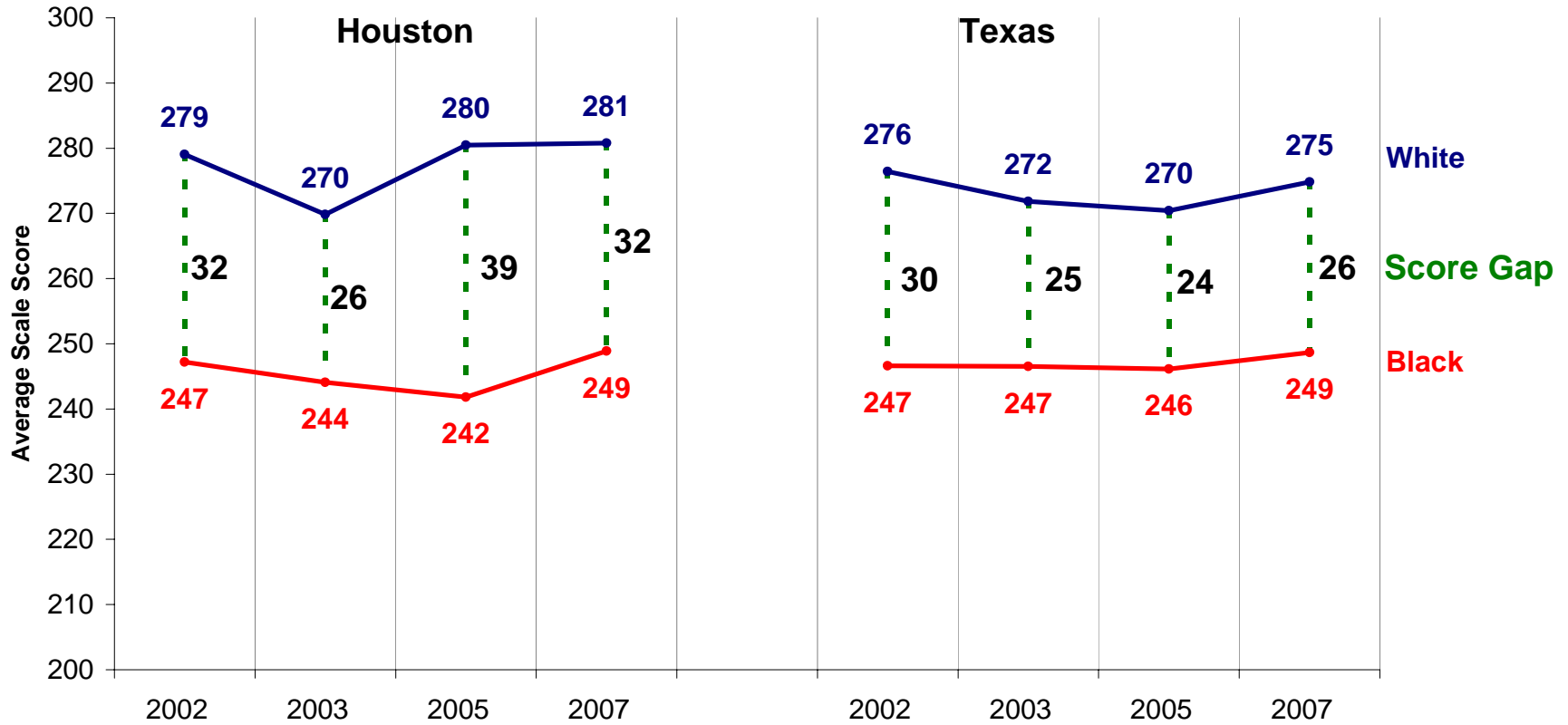
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005 and 2007 Reading Assessments.

Black Students — Reading — Grade 8



NAEP Reading Grade 8 White - Black Gaps

Average reading scale scores and score gaps for White - Black students, grade 8: 2002-2007



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), 2002, 2003, 2005 and 2007 Reading Assessments.

Appendix C
Grade 4 Mathematics

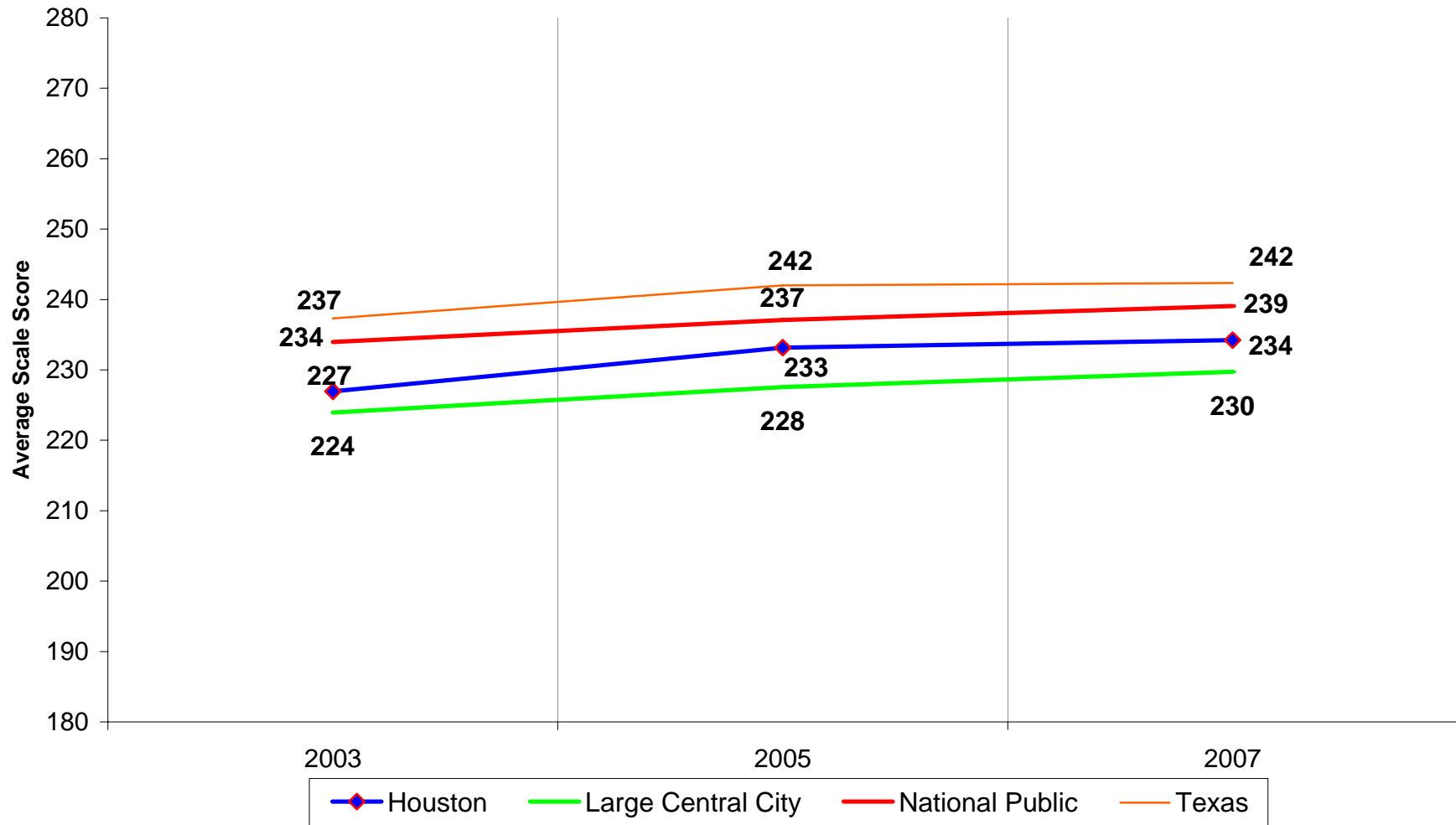


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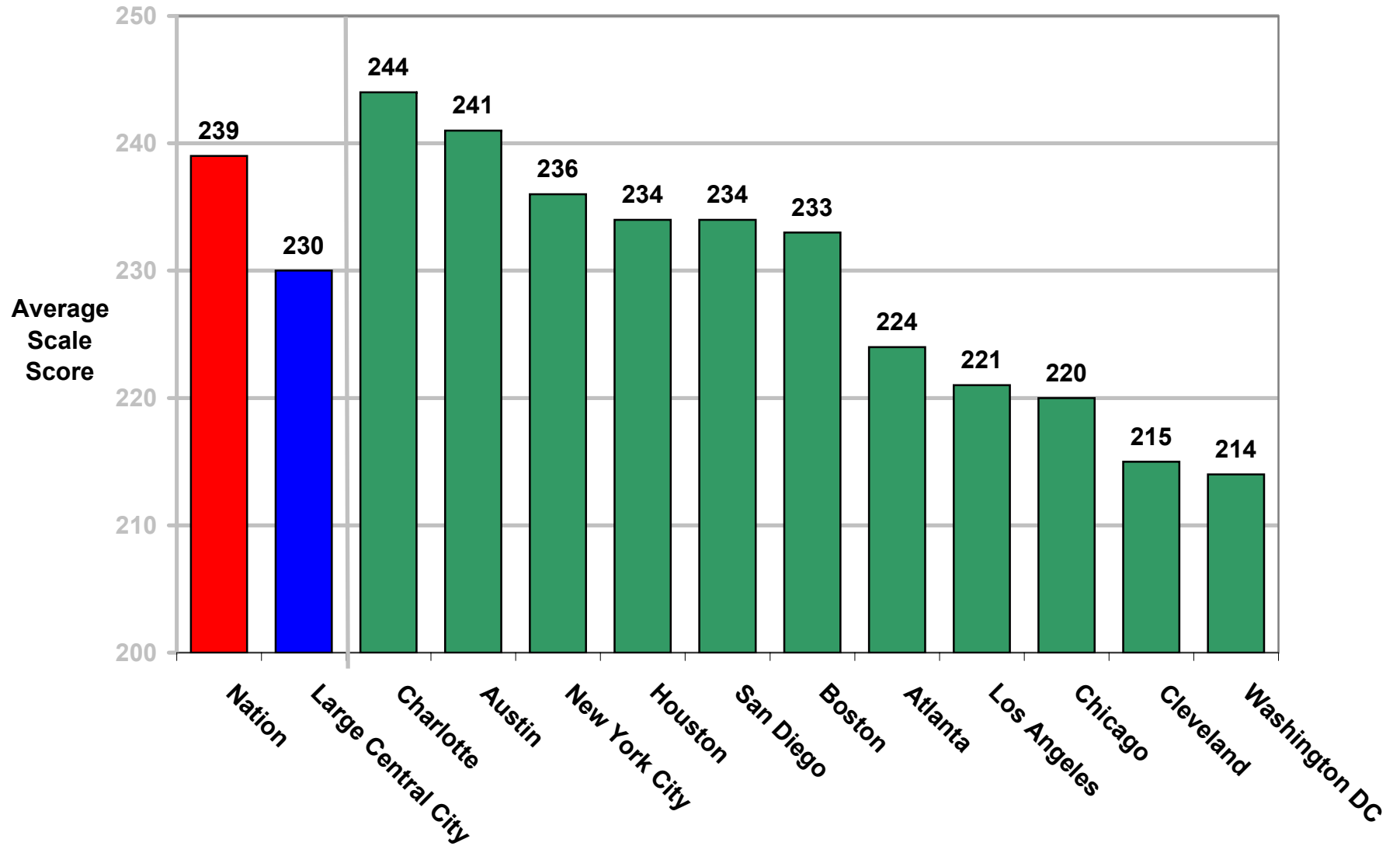
Trial Urban District Assessment

NAEP Mathematics Grade 4 - Overall Average Scale Scores: 2002-2007

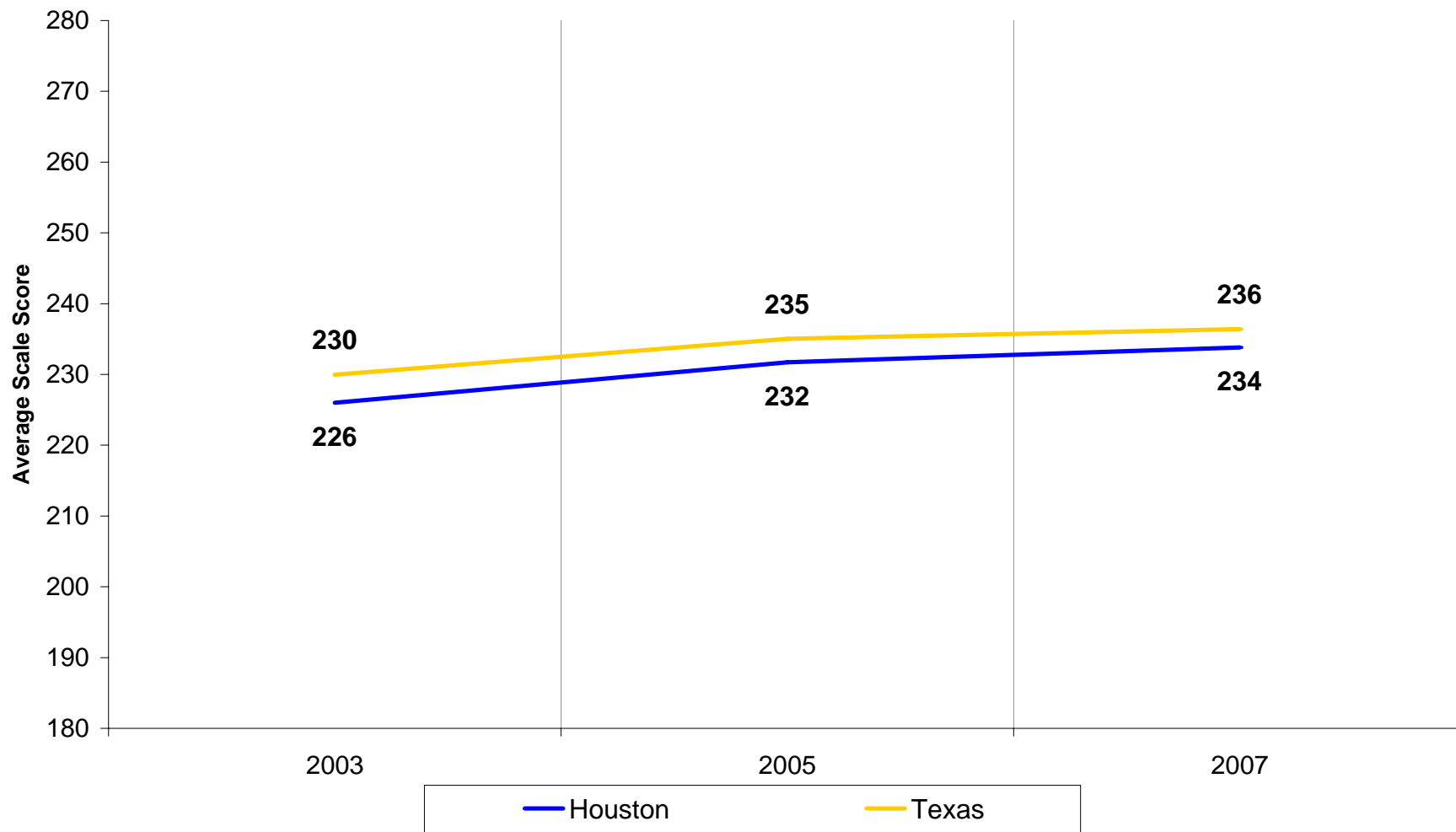


NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Overall – Mathematics – Grade 4

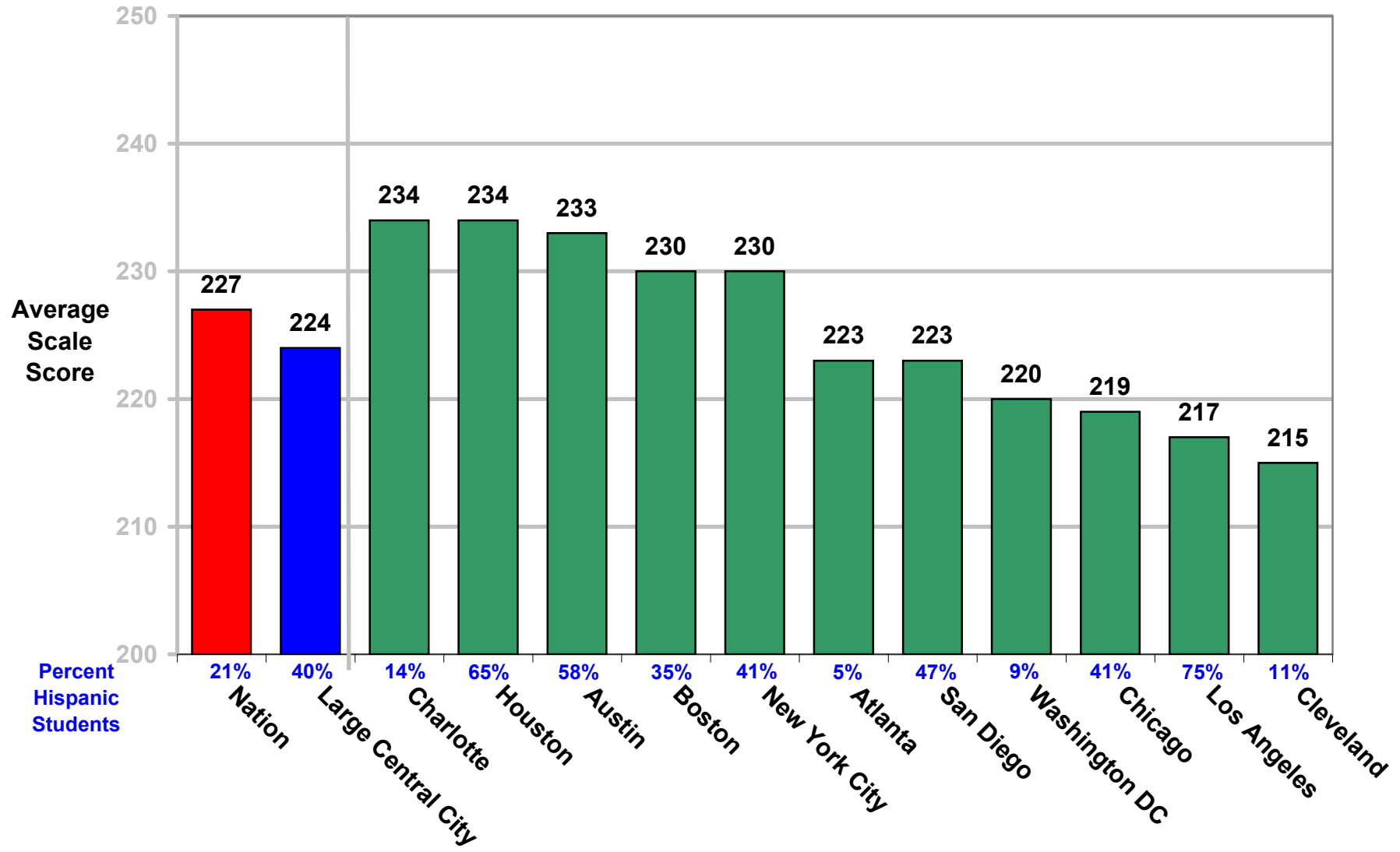


NAEP Mathematics Grade 4 - Hispanic Students Average Scale Scores: 2002-2007



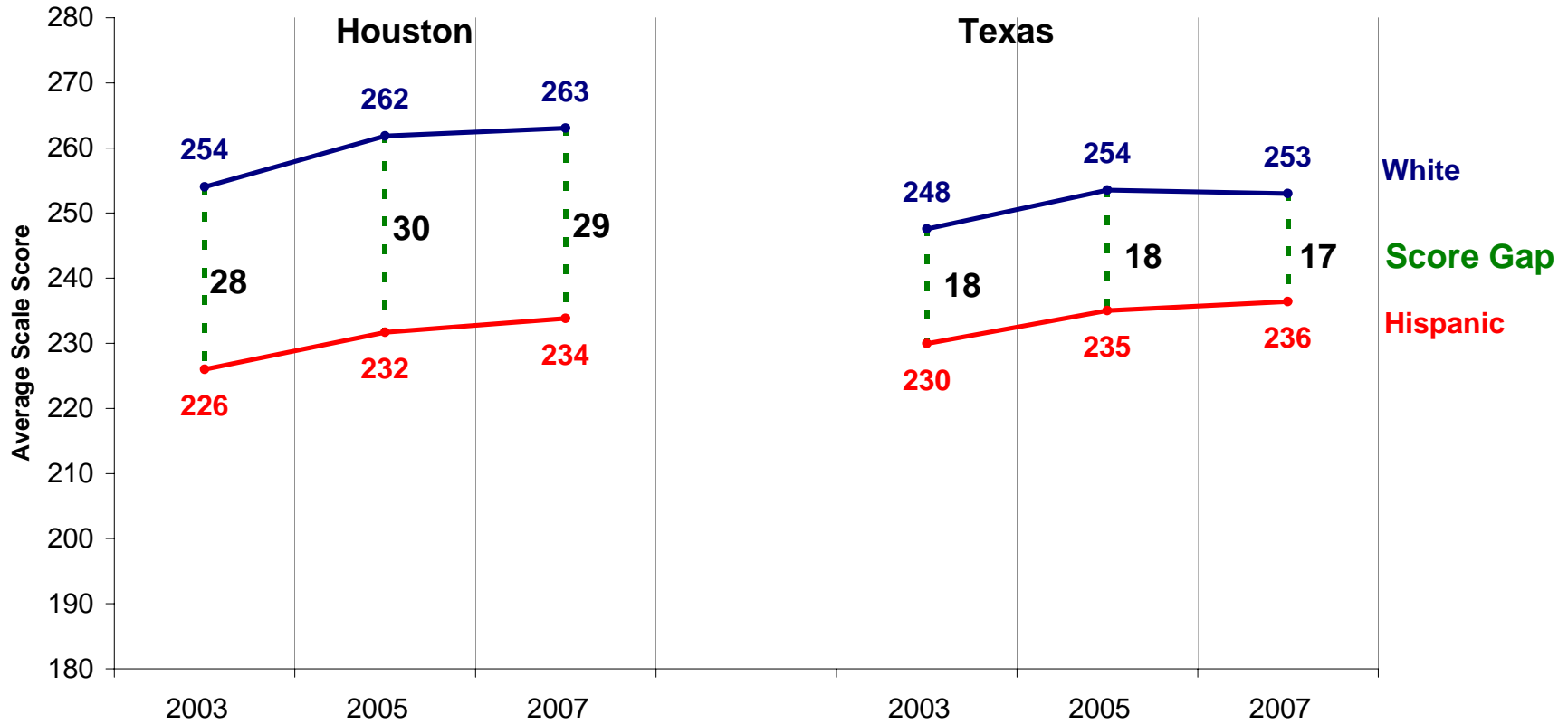
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Hispanic Students – Mathematics – Grade 4



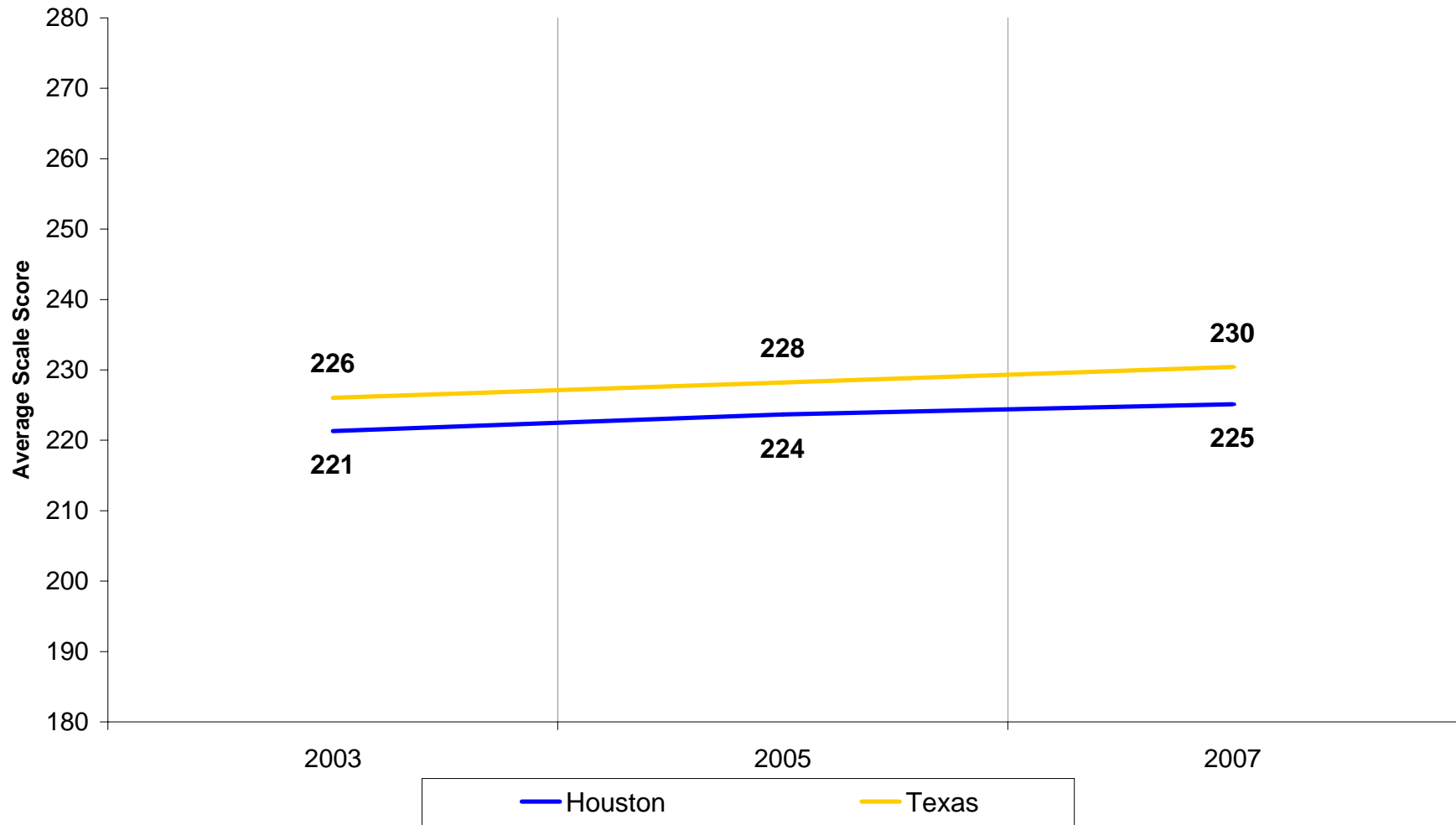
NAEP Mathematics Grade 4 White - Hispanic Gaps

Average mathematics scale scores and score gaps for White - Hispanic students, grade 4: 2003-2007



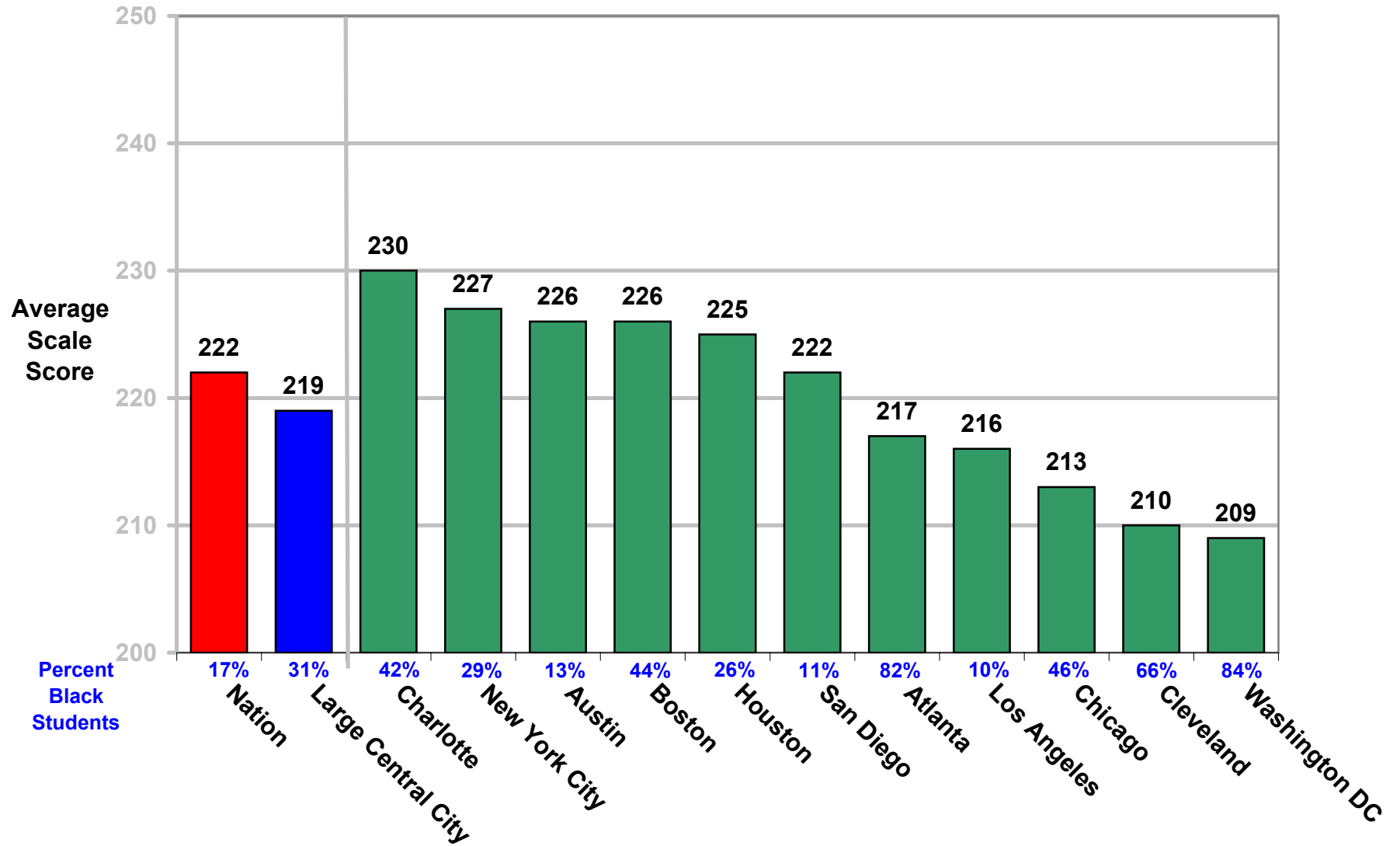
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

NAEP Mathematics Grade 4 - Black Students Average Scale Scores: 2002-2007



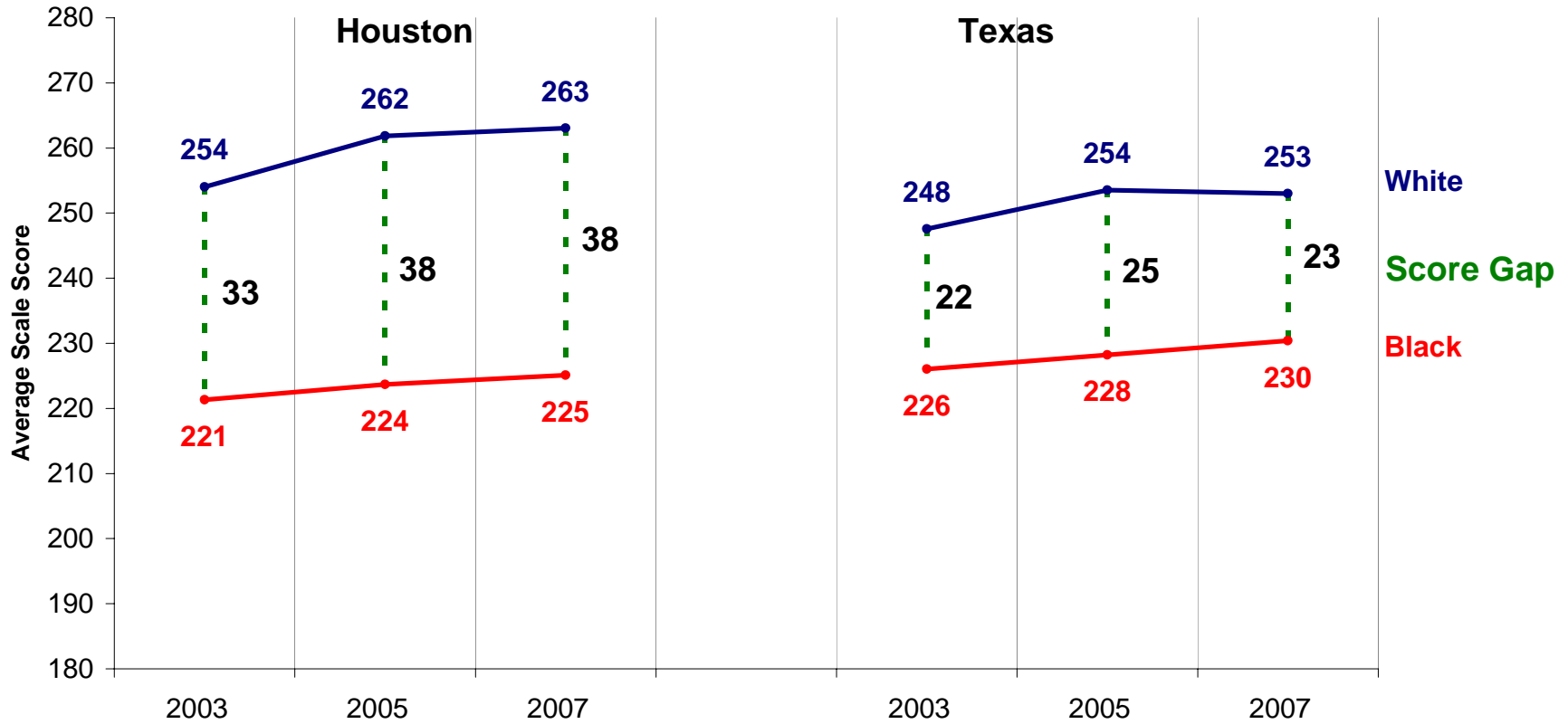
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Black Students – Mathematics – Grade 4



NAEP Mathematics Grade 4 White - Black Gaps

Average mathematics scale scores and score gaps for White - Black students, grade 4: 2003-2007



NOTE: The NAEP Mathematics 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), 2003, 2005 and 2007 Mathematics Assessments.

Appendix D
Grade 8 Mathematics

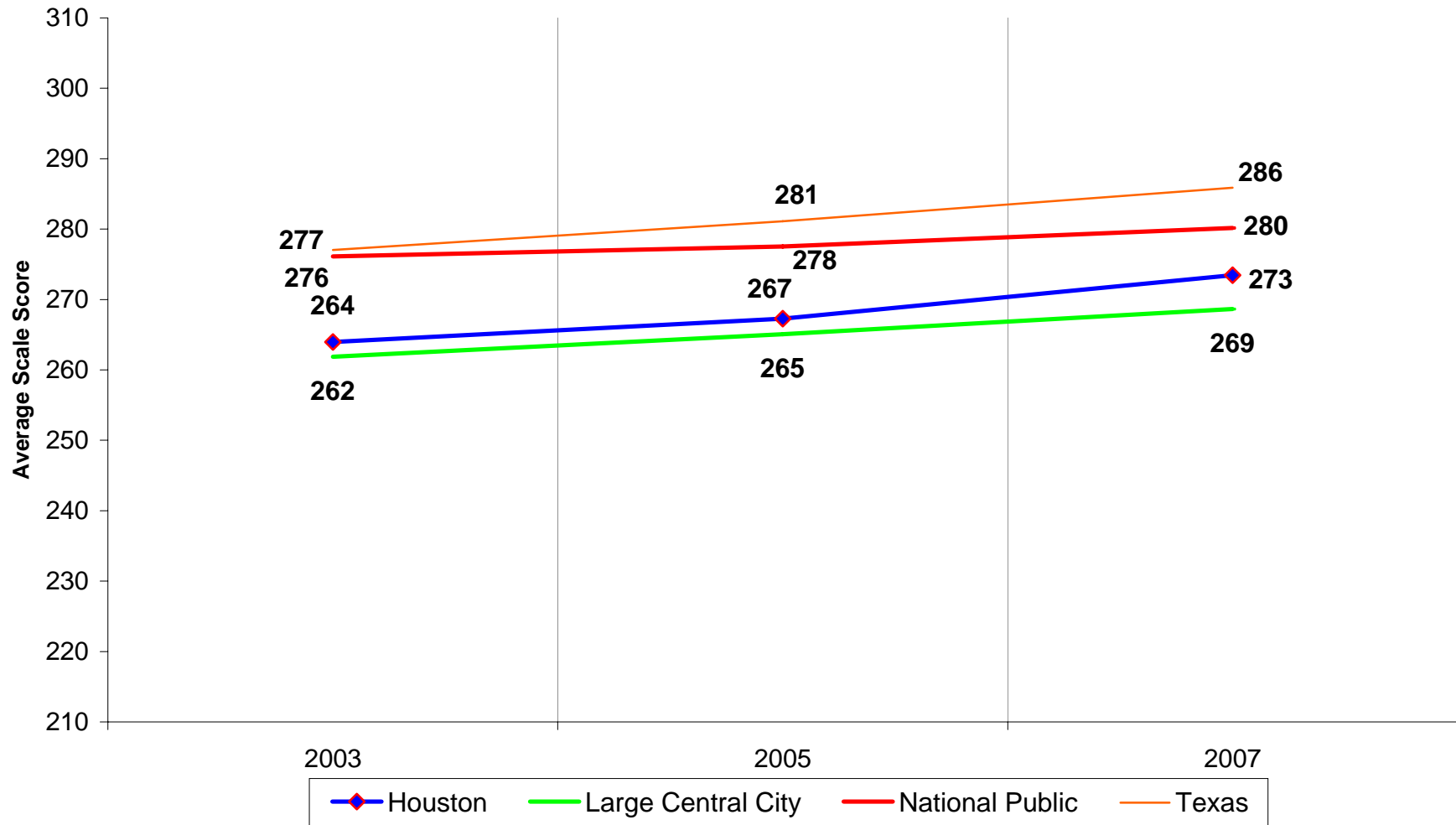


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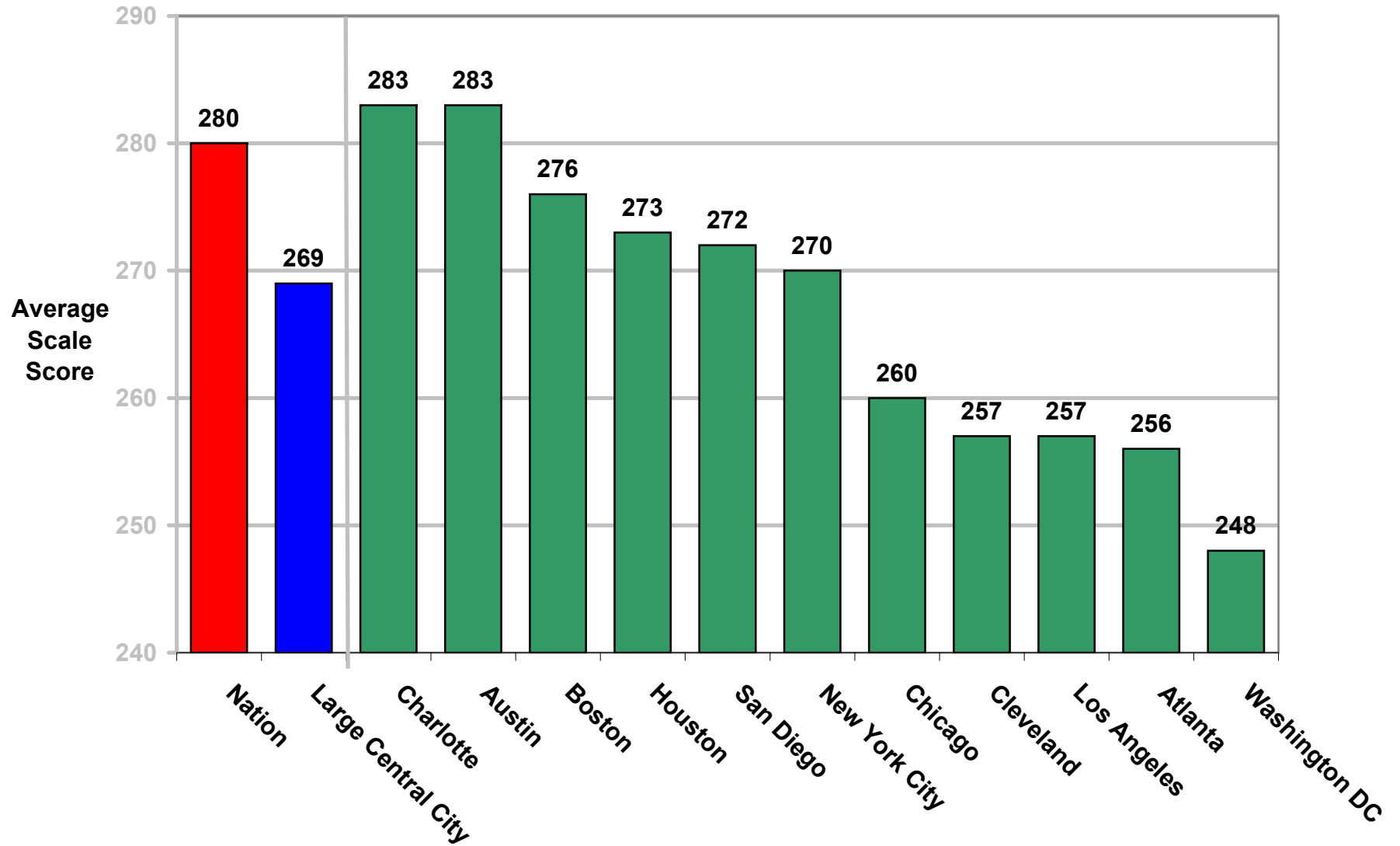
NAEP Mathematics Grade 8 - Overall Average Scale Scores: 2002-2007



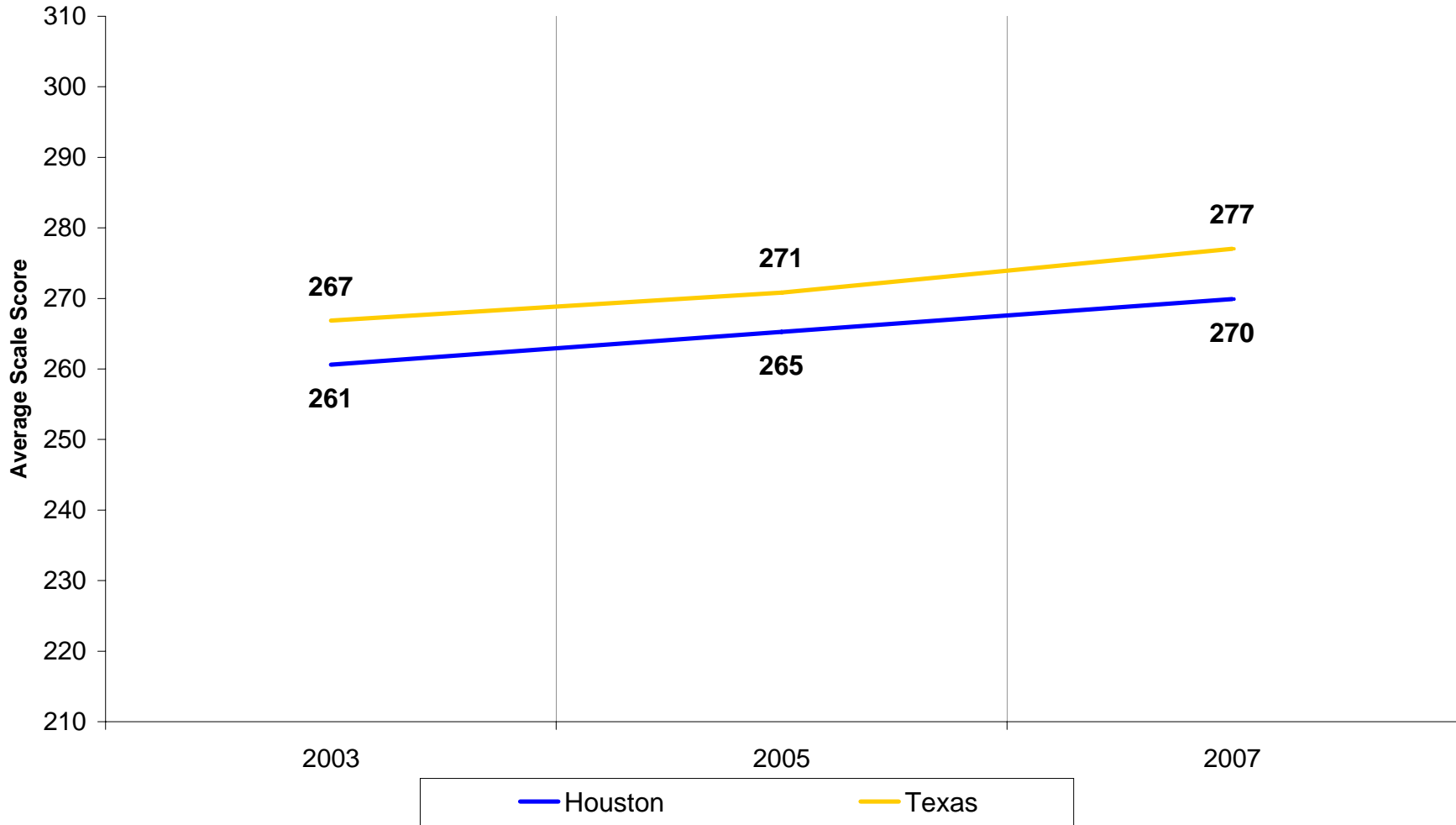
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Overall – Mathematics – Grade 8

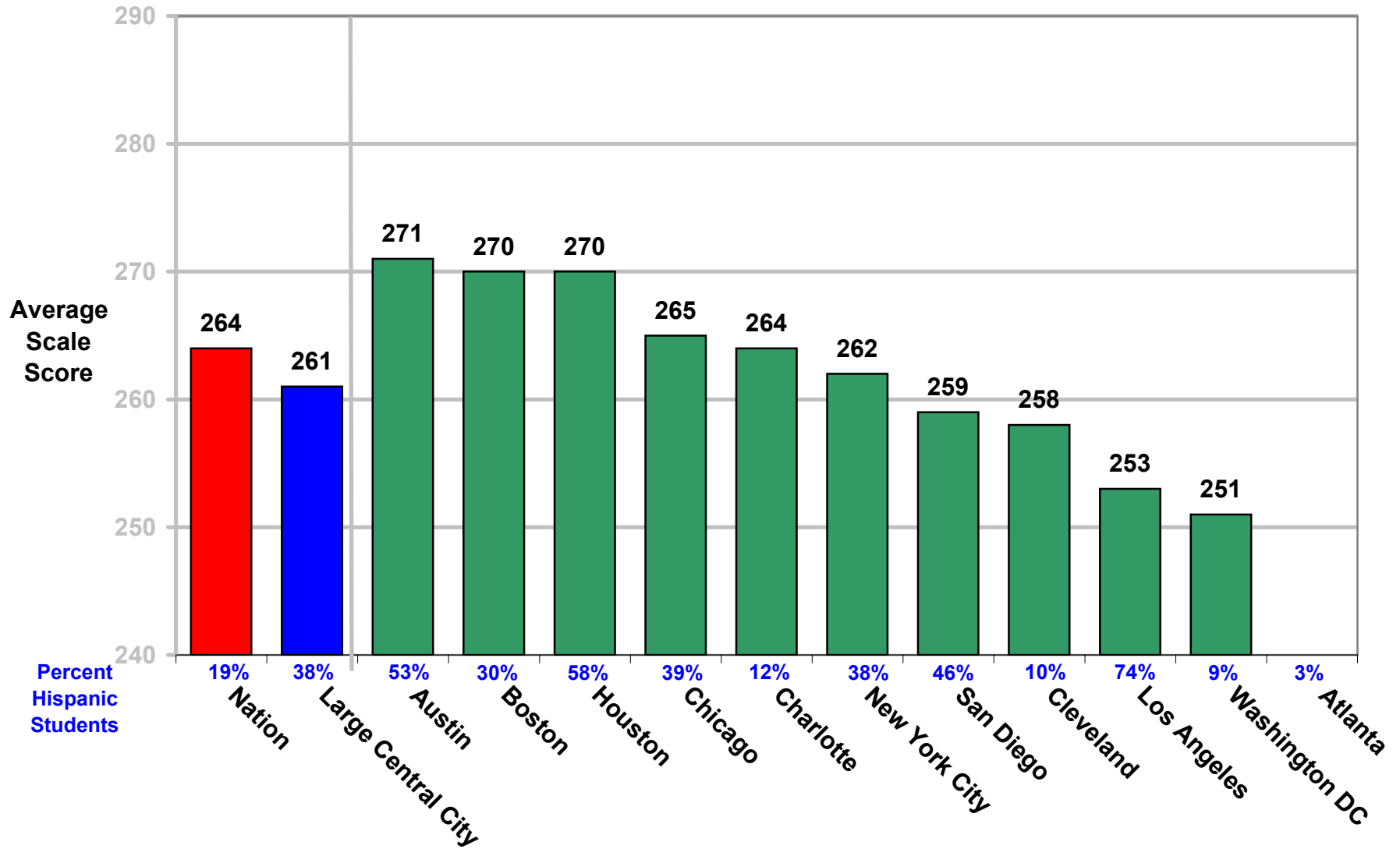


NAEP Mathematics Grade 8 - Hispanic Students
Average Scale Scores: 2002-2007



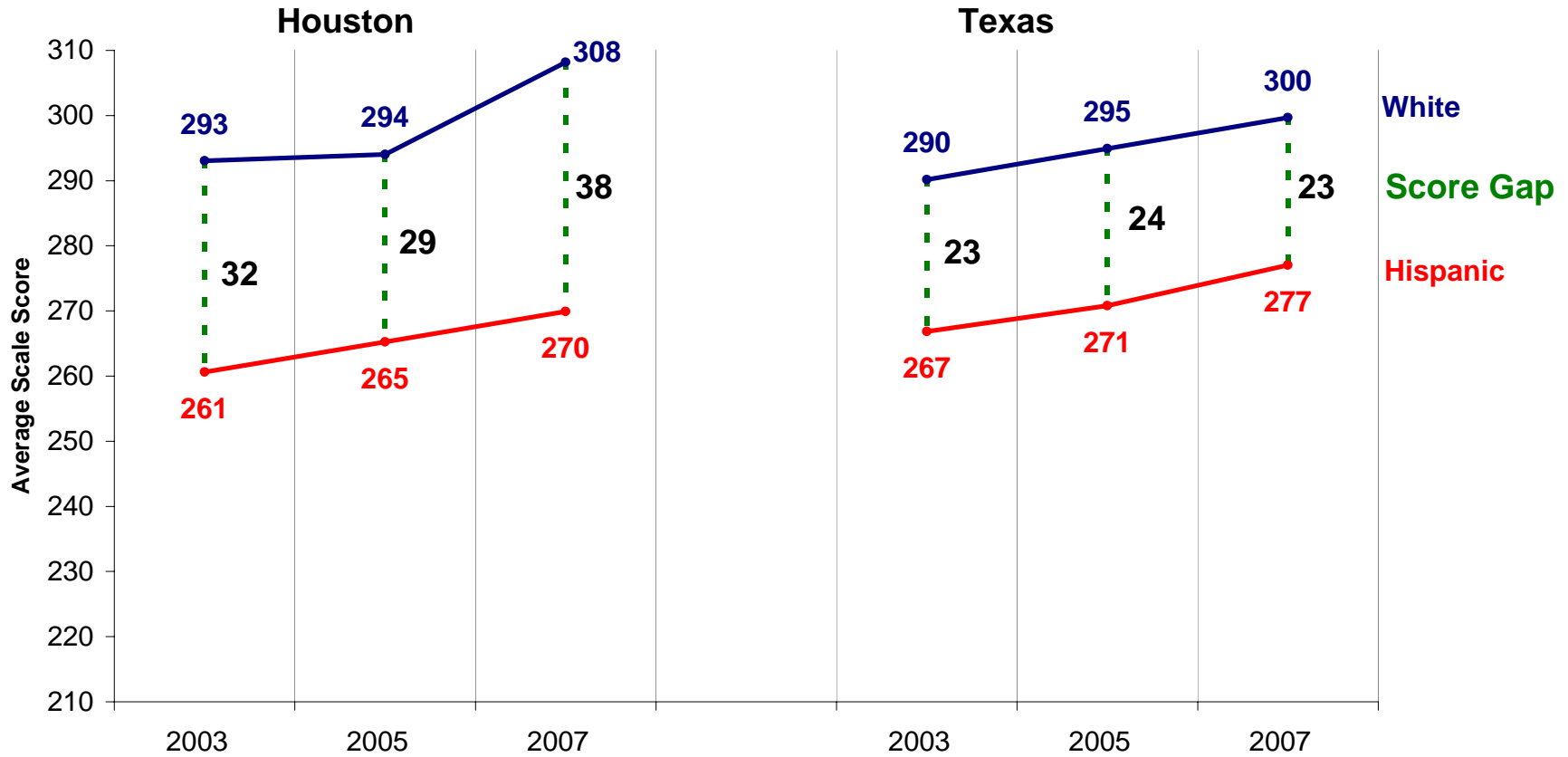
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Hispanic Students – Mathematics – Grade 8



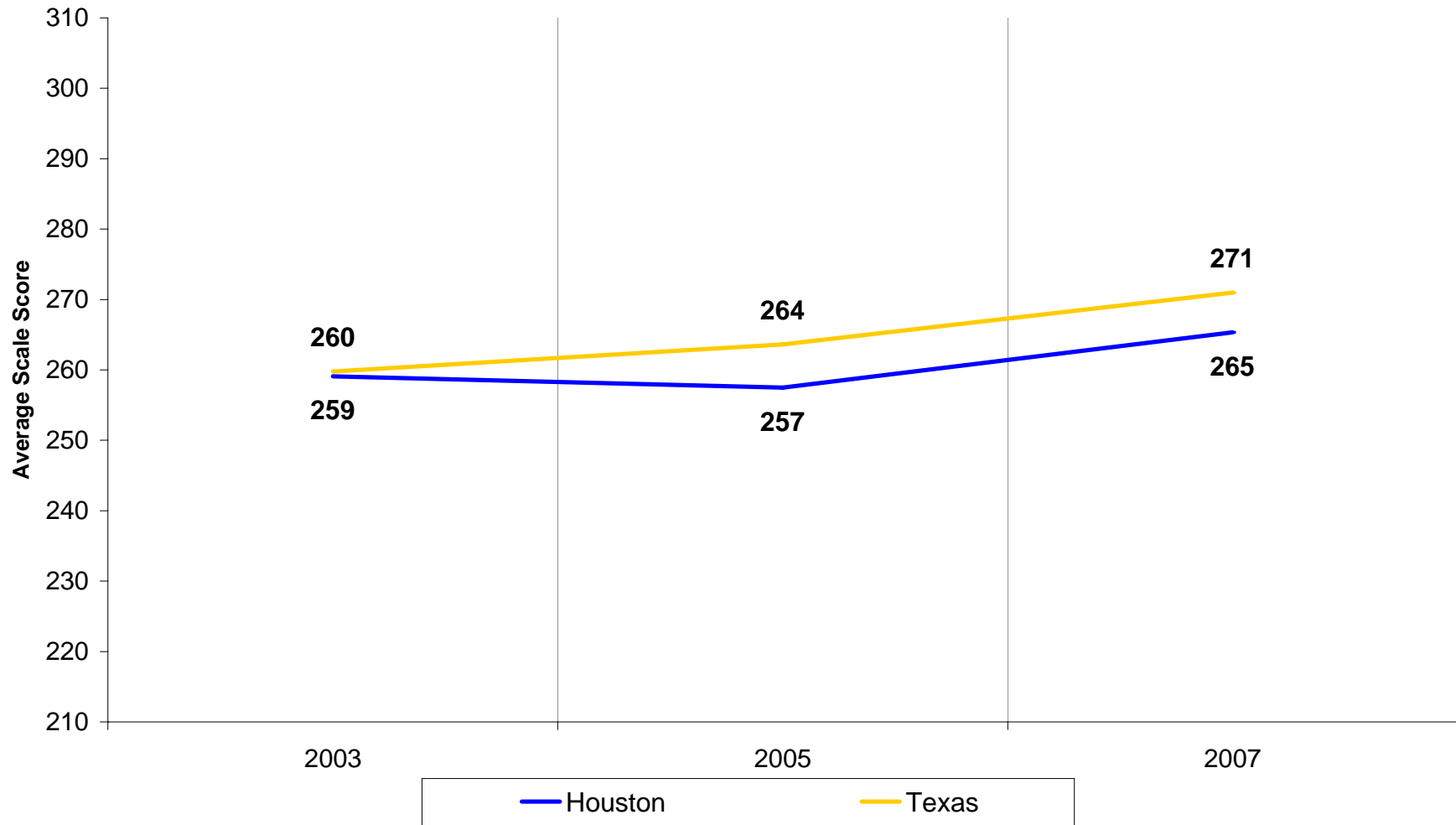
NAEP Mathematics Grade 8 White - Hispanic Gaps

Average mathematics scale scores and score gaps for White - Hispanic students, grade 4: 2003-2007



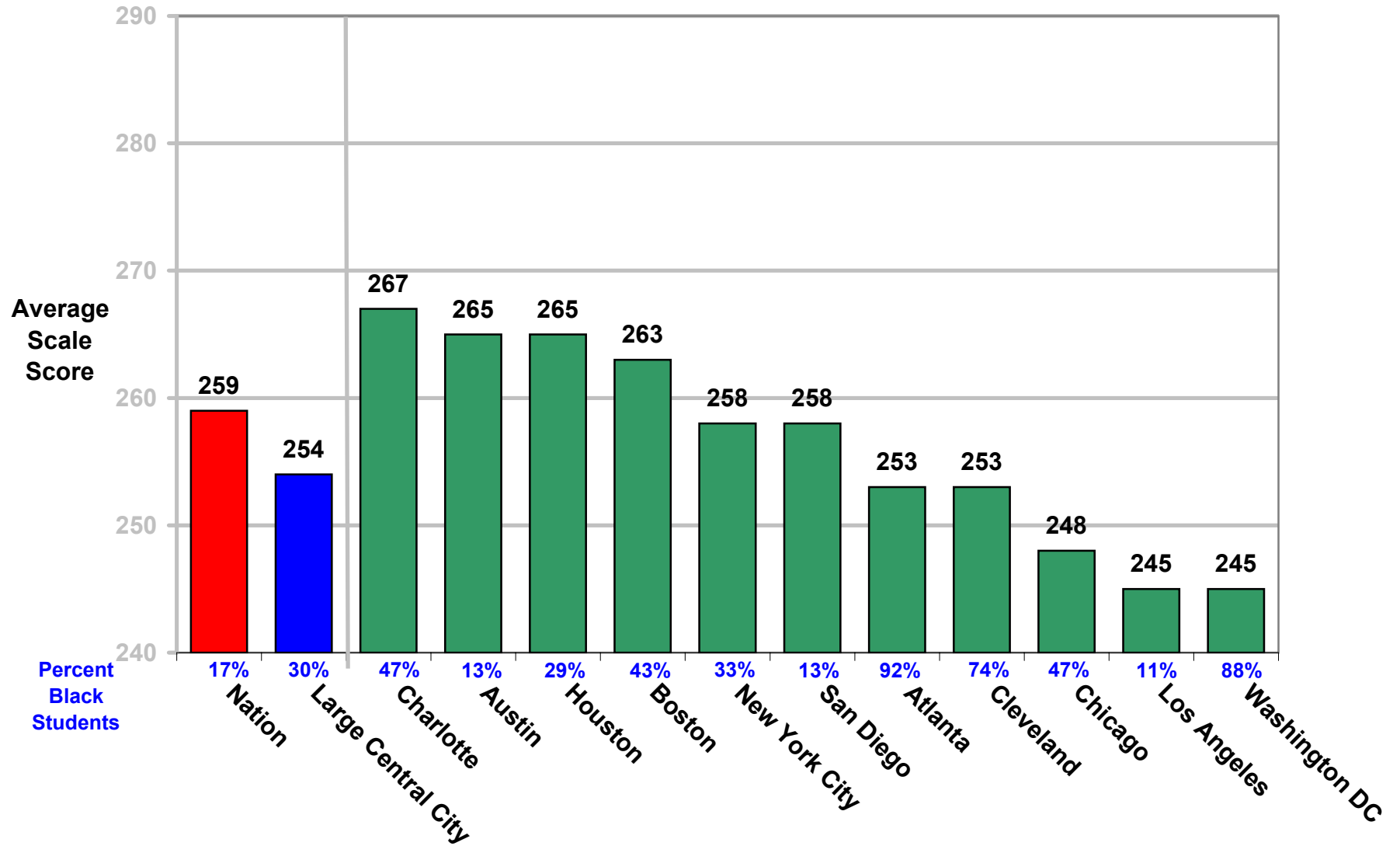
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

NAEP Mathematics Grade 8 - Black Students Average Scale Scores: 2002-2007



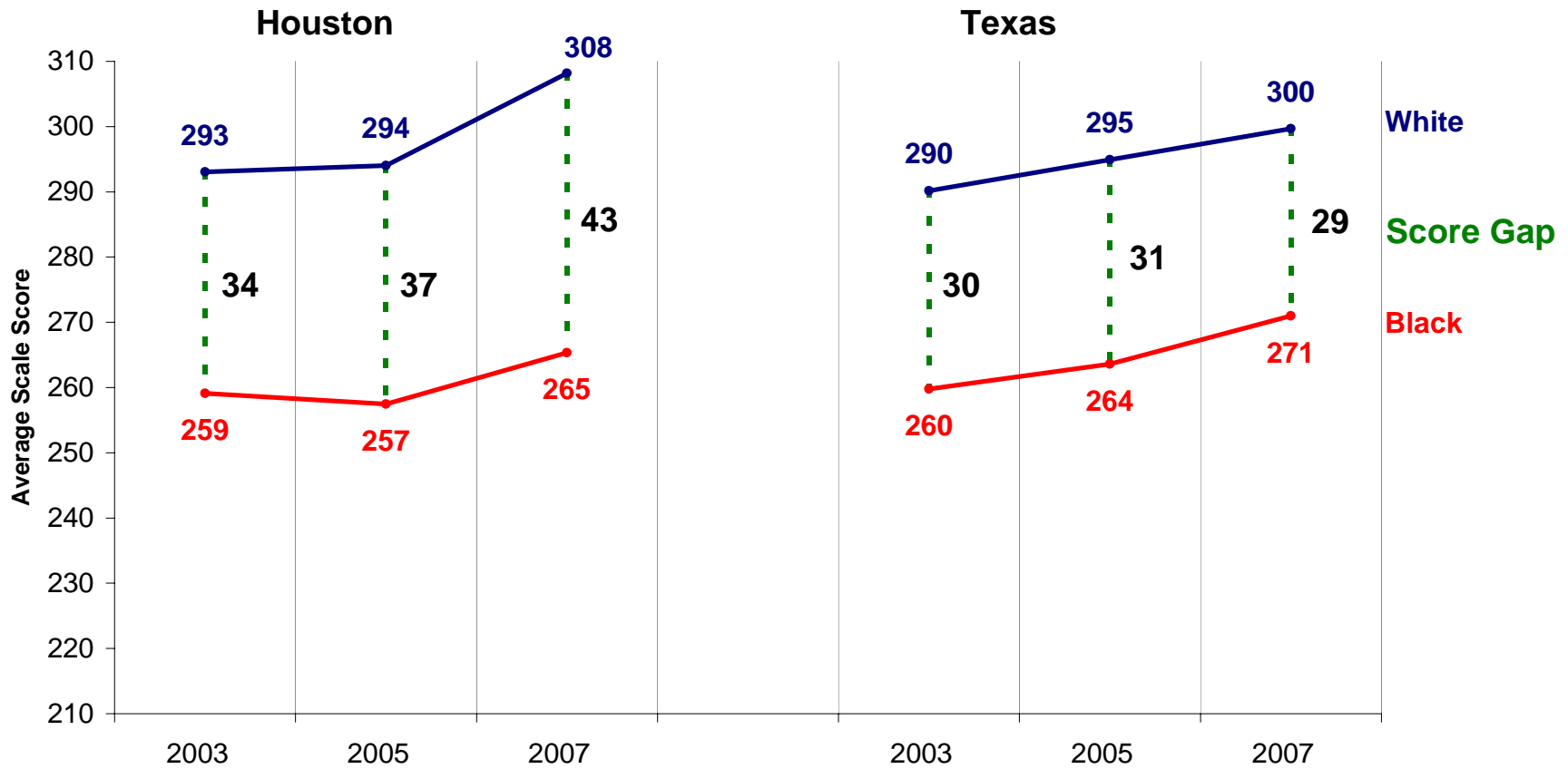
NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Mathematics Assessments.

Black Students – Mathematics – Grade 8



NAEP Mathematics Grade 8 White - Black Gaps

Average mathematics scale scores and score gaps for White - Black students, grade 4: 2003-2007



NOTE: The NAEP Mathematics 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), 2003, 2005 and 2007 Mathematics Assessments.