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## **Large City Schools Improve from 2003 to 2011, Says *Nation's Report Card***

### ***Achievement Gap with Nation Narrows***

WASHINGTON, Dec. 7 -- Average reading and mathematics scores for public school students in the country's large cities increased in grades 4 and 8 on the rigorous National Assessment of Educational Progress (NAEP) between 2003 and 2011, according to the *Nation's Report Card: Trial Urban District Assessment (TUDA) Reading and Mathematics 2011*.

Moreover, the achievement gap between the nation's large-city public schools and the nation narrowed to 9 points or less in reading and math in both fourth and eighth grades.

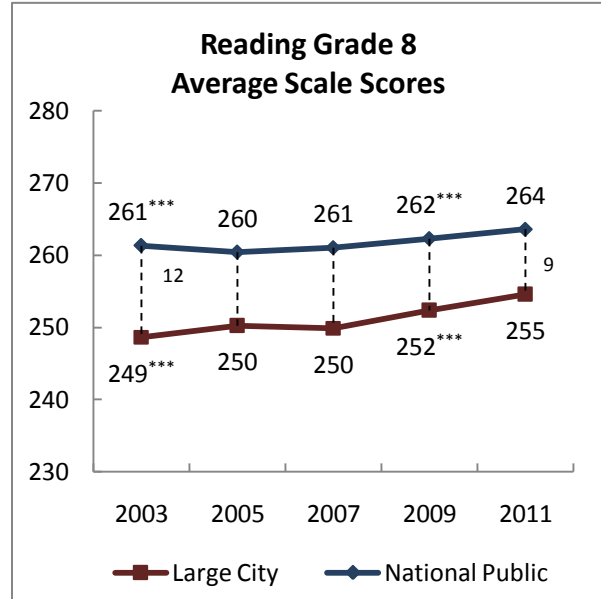
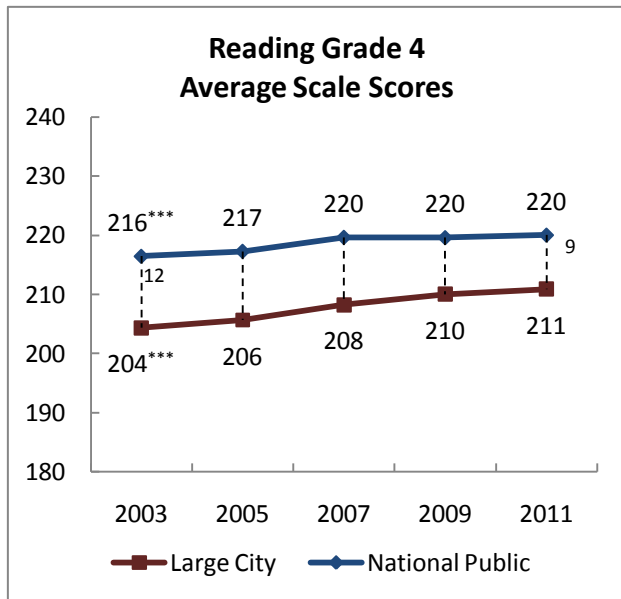
Significant gains between 2009 and 2011 were also posted by the large cities in eighth-grade reading and in fourth- and eighth-grade math.

Twenty-one big-city school districts volunteered for the urban NAEP, or TUDA, in 2011, with three districts participating for the first time. Newcomers--Albuquerque, Dallas, and Florida's Hillsborough County in Tampa--joined Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Detroit, District of Columbia, Fresno, Houston, Jefferson County (Louisville), Los Angeles, Miami-Dade County, Milwaukee, New York City, Philadelphia and San Diego for the largest group of participating districts in the program's history.

"The latest NAEP results show both short- and long-term progress by students in the nation's large-city schools and gains since 2003 that are significantly larger than the nation," says Michael Casserly, executive director of the Council of the Great City Schools, the nation's primary coalition of large public school districts. "We are catching up with the nation and putting urban schools in a stronger position as we begin implementing the new Common Core Standards."

### **Reading Progress in Grades 4 and 8**

In 2011, grades 4 and 8 reading data show that average scores for students in large cities increased when compared with 2003. In addition, average scores significantly increased between 2009 and 2011 among eighth-grade students in large cities.



NOTE: NAEP Reading scale ranges from 0 to 500.

\*\*\* Statistically significant difference from 2011

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

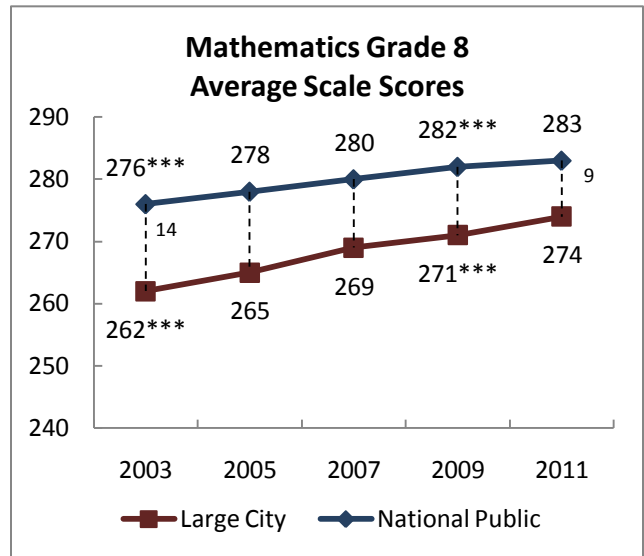
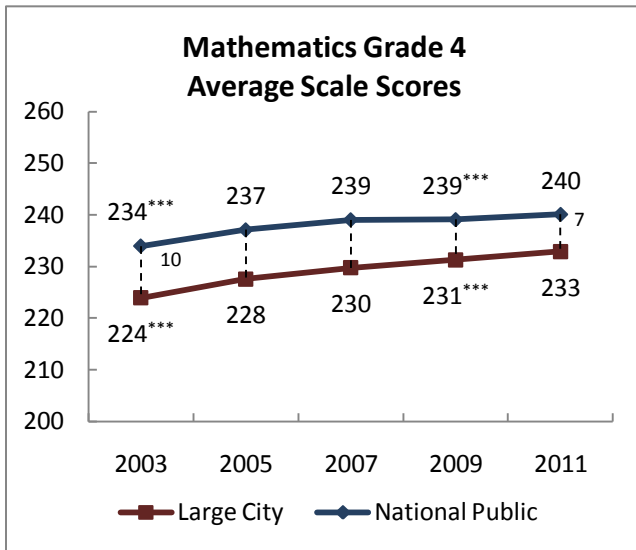
The new reading report also shows substantial progress by individual cities. Nine districts---Atlanta, Boston, Charlotte-Mecklenburg, Chicago, the District of Columbia, Houston, Los Angeles, New York City and San Diego – posted significant increases in 2011 scores among fourth-grade students when compared with 2003. And five districts--Atlanta, Chicago, Houston, Los Angeles and San Diego--showed increases in 2011 scores among eighth-grade students when compared with 2003.

Data also showed that in 2011 fourth-grade students in Charlotte-Mecklenburg, Hillsborough County (Tampa), and Jefferson County (Louisville) had higher average scores than students nationally and scores in Austin and Miami-Dade County that were not different from the nation. In grade 8, students in Austin, Charlotte-Mecklenburg, and Hillsborough County had scores that were not different from the nation.

In addition in 2011, compared with large cities nationally, Cleveland and Jefferson County (Louisville) had significantly lower Black-White reading gaps in grade 4. Furthermore, compared with large cities nationally, Cleveland, Miami-Dade and Hillsborough County (Tampa) had significantly lower Hispanic-White reading gaps in grades 4 and 8; Jefferson County had significantly lower Hispanic-White gaps in grade 4 and Milwaukee had significantly lower gaps in grade 8.

### Mathematics Progress in Grades 4 and 8

In 2011, grades 4 and 8 mathematics data show that average scores among students in large cities increased significantly compared with 2003. In addition, average scores significantly increased between 2009 and 2011 for both fourth- and eighth-grade students in large cities.



NOTE: NAEP Reading scale ranges from 0 to 500.

\*\*\* Statistically significant difference from 2011

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

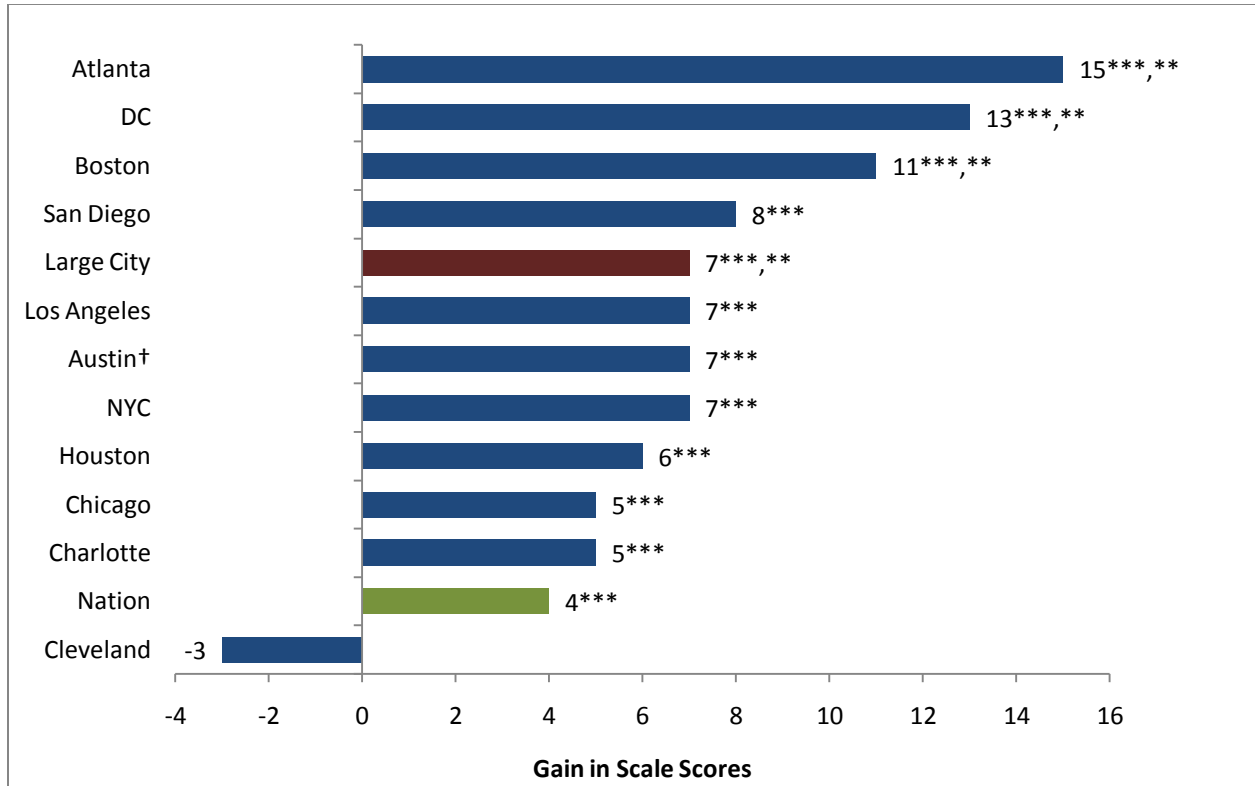
The new mathematics data also show that nine districts---Atlanta, Boston, Charlotte-Mecklenburg, Chicago, District of Columbia, Houston, Los Angeles, New York City and San Diego – had significantly higher 2011 scores for both fourth- and eighth- graders than in 2003. In addition, Atlanta, Austin, Baltimore City and Philadelphia increased average scores between 2009 and 2011 in grade 4; Atlanta, Charlotte, Chicago, Detroit, the District of Columbia and Jefferson County (Louisville) increased average scores between 2009 and 2011 in grade 8.

Data show that in 2011 students in grade 4 in Austin, Charlotte-Mecklenburg, and Hillsborough County (Tampa) had higher average scores than students nationally and that scores for San Diego were not different from the nation. In grade 8, students in Austin and Charlotte-Mecklenburg had higher average scores than students nationally and students in Boston and Hillsborough County had scores that were no different from the nation.

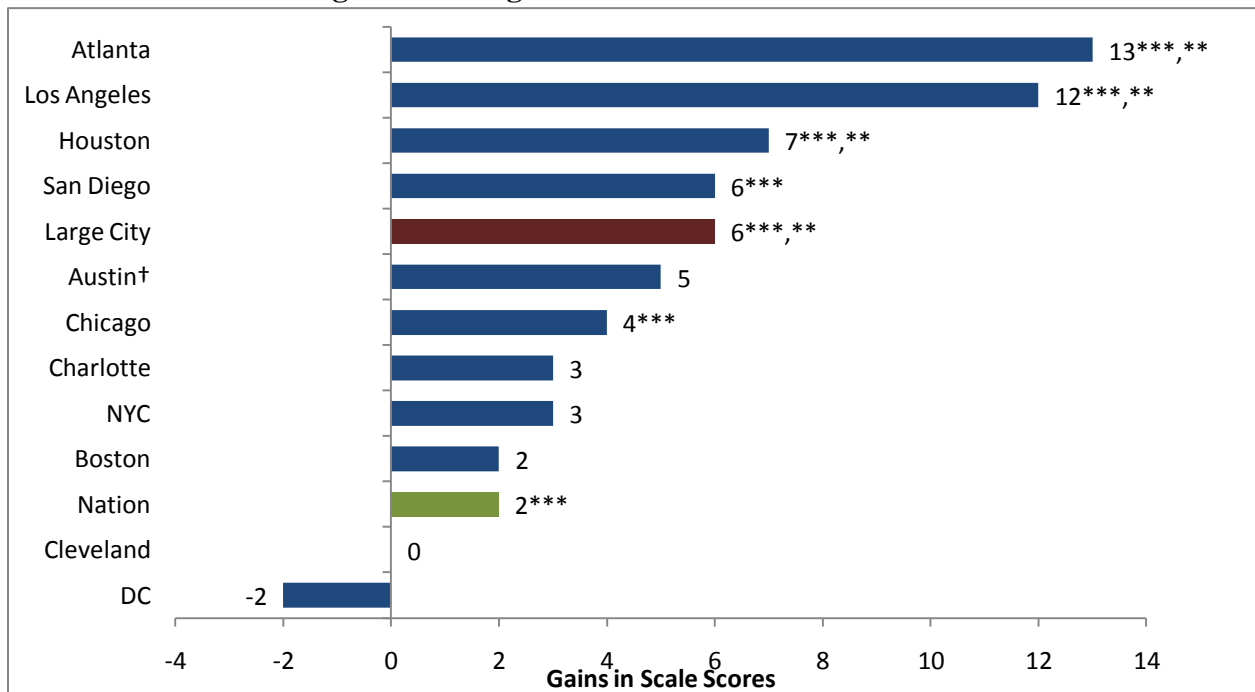
Furthermore in 2011, compared with large cities nationally, Baltimore City had significantly lower Black-White math gaps in both grades 4 and 8. Cleveland and Jefferson County (Louisville) had significantly lower Black-White math gaps in grade 4; and Philadelphia had significantly lower Black-White math gaps in grade 8. Finally, compared with large cities nationally, Hillsborough County (Tampa) had significantly lower Hispanic-White gaps in both grades 4 and 8. Cleveland had significantly lower Hispanic-White math gaps in grade 4 and Miami-Dade and Jefferson County (Louisville) had significantly lower Hispanic-White gaps in grade 8.

Although NAEP scores are increasing for large cities generally and TUDA districts specifically, the achievement gap between Black and Hispanic students and their white peers continued to be significant both in urban schools and nationally.

### 4th-grade reading scale-score increases 2003-2011

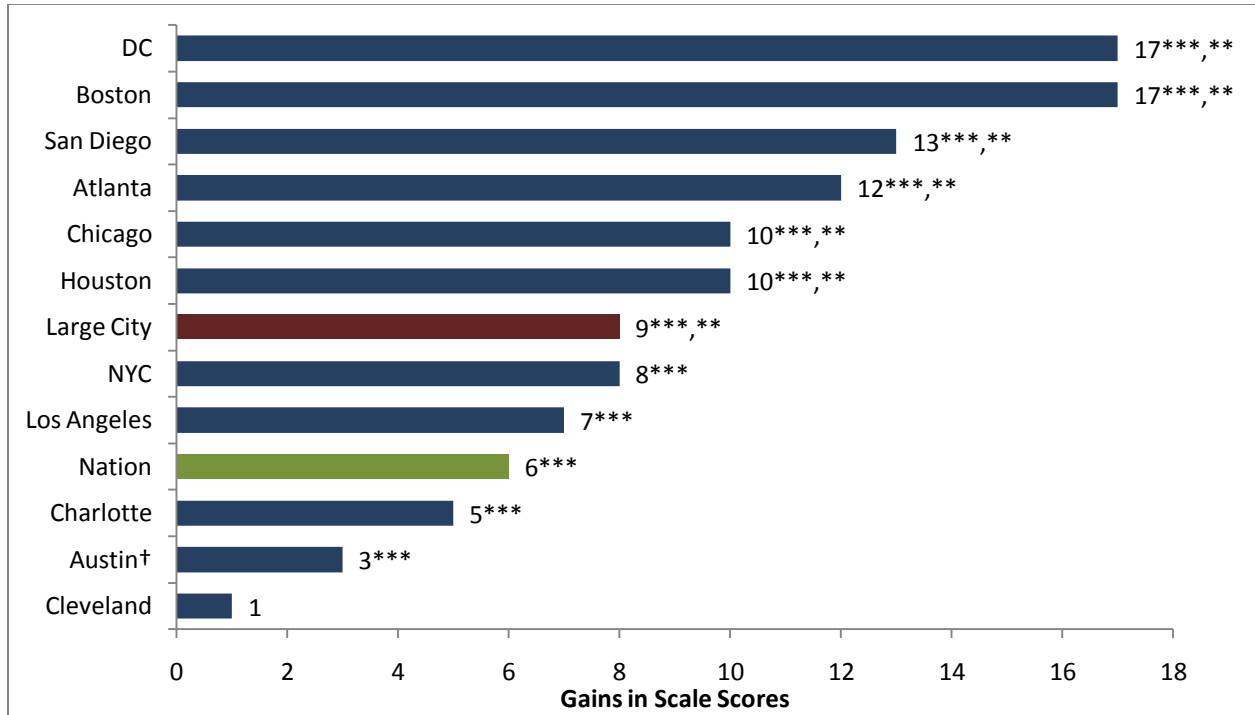


### 8th-grade reading scale-score increases 2003 – 2011

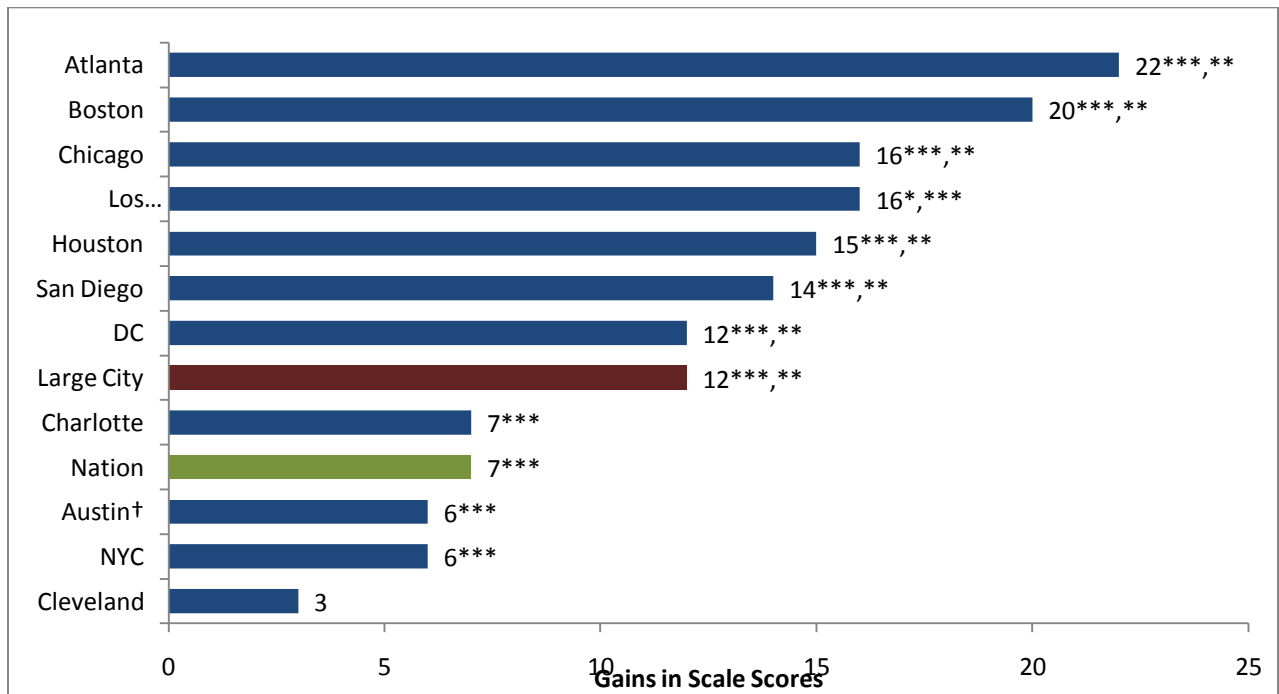


\*\*\* Statistically significant difference from 2011; \*\* Statistically significant difference from national gain; † Austin did not participate in 2003

### 4th-grade mathematics scale score-increases 2003-2011



### 8th-grade mathematics scale-score increases 2003-2011



\*\*\* Statistically significant difference from 2011; \*\* Statistically significant difference from national gain; † Austin did not participate in 2003