

For Atlanta fourth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for Georgia.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Black students compared to 2003 but no significant change compared to 2005.

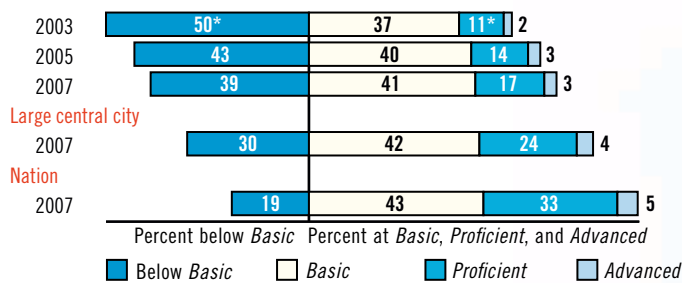
...no significant change in the average score for White students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

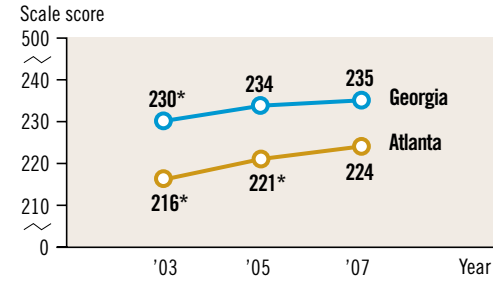
...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in fourth-grade NAEP mathematics achievement-level performance in Atlanta



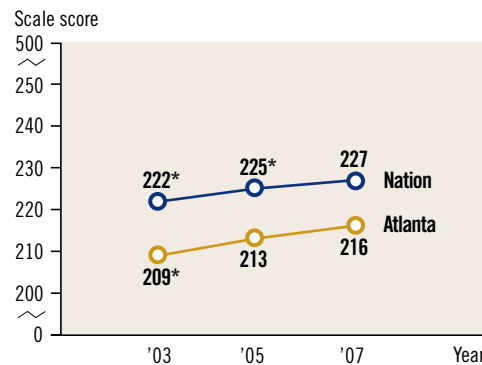
* Significantly different ($p < .05$) from 2007.
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Georgia and Atlanta



* Significantly different ($p < .05$) from 2007.

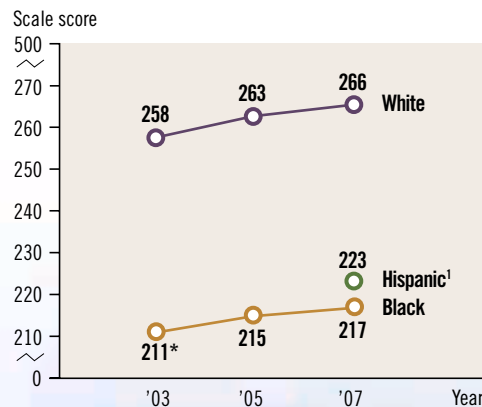
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Atlanta



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in fourth-grade NAEP mathematics average scores in Atlanta, by race/ethnicity

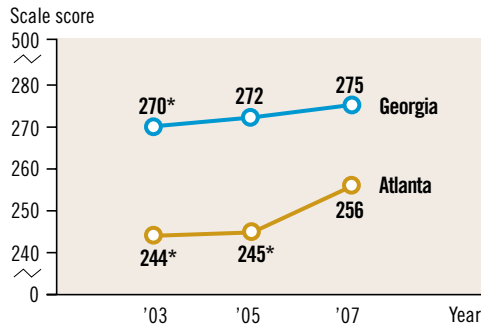


* Significantly different ($p < .05$) from 2007.

¹ Sample sizes were insufficient to permit reliable estimates for Hispanic students in 2003 and 2005.

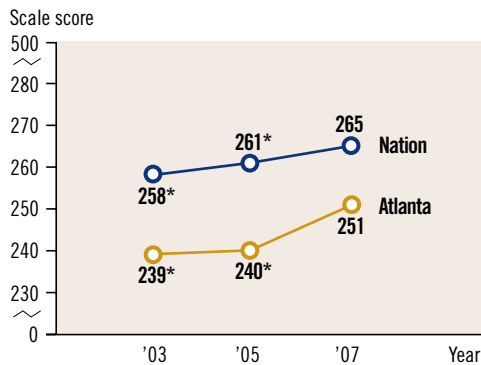
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in Georgia and Atlanta



* Significantly different ($p < .05$) from 2007.

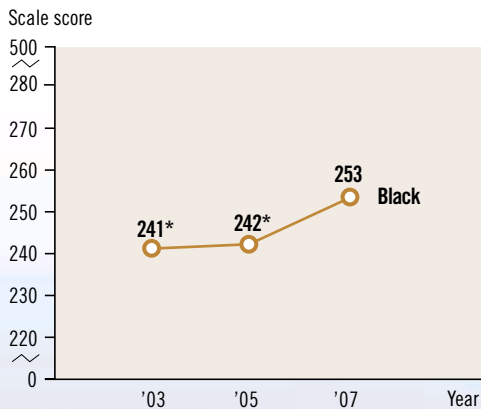
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Atlanta



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Atlanta, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

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

For Atlanta eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for Georgia.

...a narrowing of the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

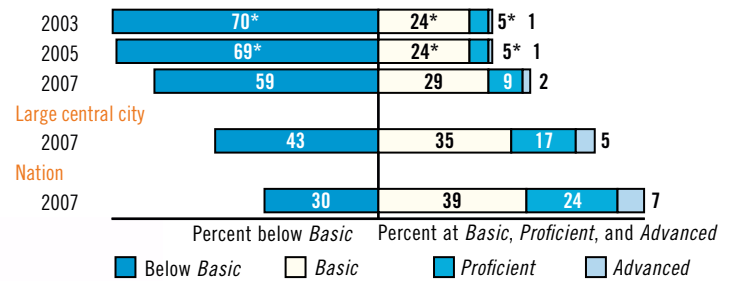
...a higher average score for Black students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Atlanta



* Significantly different ($p < .05$) from 2007.

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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

For Austin fourth-graders in 2007,

...the overall score was not significantly different from 2005.

The district-to-state comparison showed

...no significant difference from the overall score for Texas.

...no significant change in the gap compared to 2005.

Results for lower-income students showed

...no significant change in the average score compared to 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

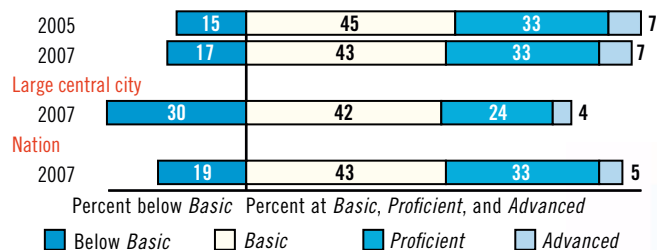
...no significant change in the average scores for White, Black, and Hispanic students compared to 2005.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to 2005.

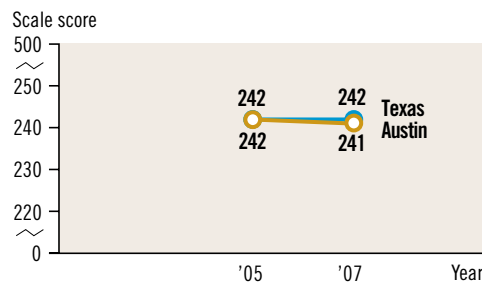
...no significant change in the percentage at or above *Proficient* compared to 2005.

Trend in fourth-grade NAEP mathematics achievement-level performance in Austin

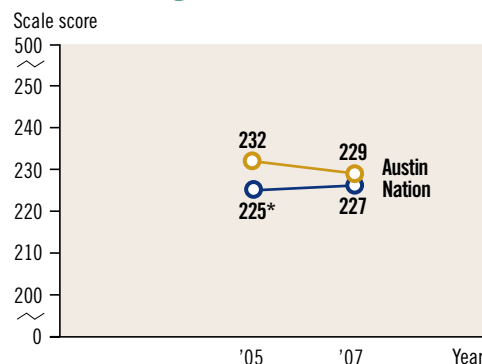


NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Texas and Austin



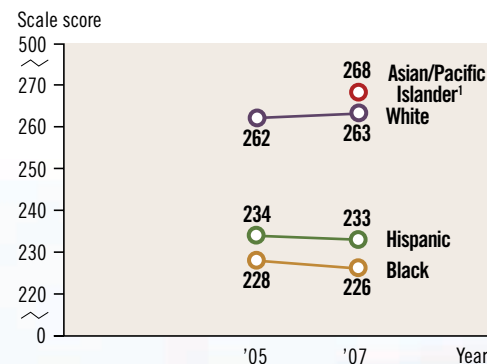
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Austin



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

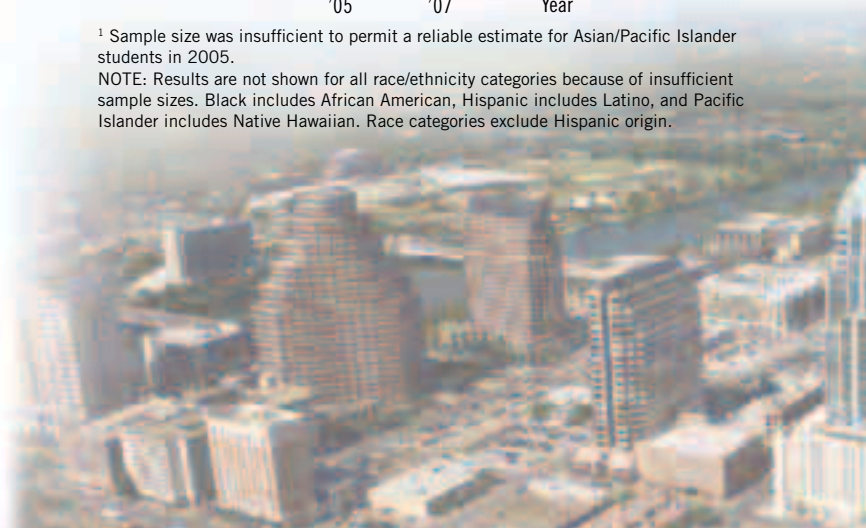
Trend in fourth-grade NAEP mathematics average scores in Austin, by race/ethnicity



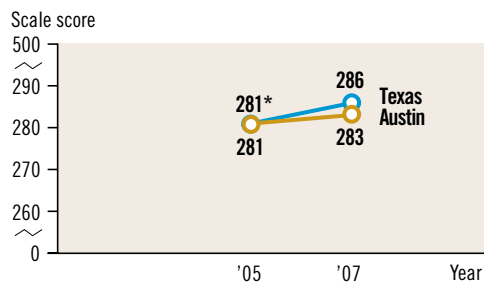
¹ Sample size was insufficient to permit a reliable estimate for Asian/Pacific Islander students in 2005.

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.

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

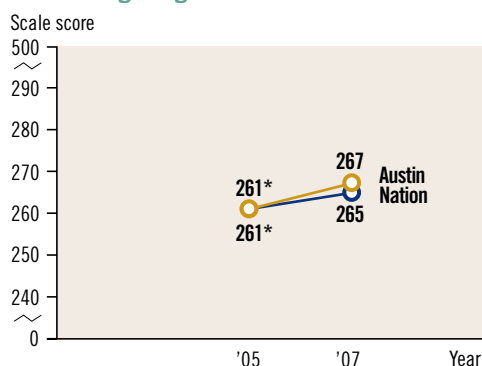


Trend in eighth-grade NAEP mathematics average scores in Texas and Austin



* Significantly different ($p < .05$) from 2007.

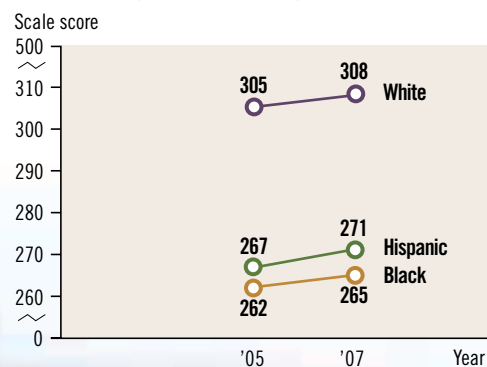
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Austin



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores 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.

For Austin eighth-graders in 2007,

...the overall score was not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for Texas.

...no significant change in the gap compared to 2005.

Results for lower-income students showed

...a higher average score compared to 2005.

...no significant difference in the average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

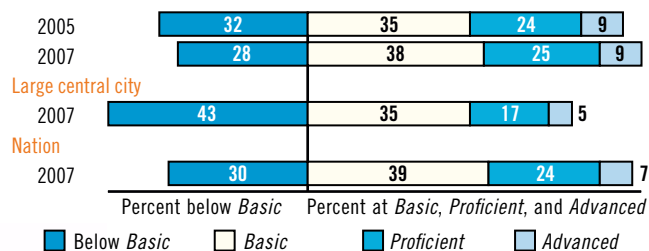
...no significant change in the average scores for White, Black, and Hispanic students compared to 2005.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to 2005.

...no significant change in the percentage at or above *Proficient* compared to 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Austin



NOTE: Detail may not sum to totals because of rounding.

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

For Boston fourth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for Massachusetts.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White, Black, and Asian/Pacific Islander students compared to 2003 but no significant change compared to 2005.

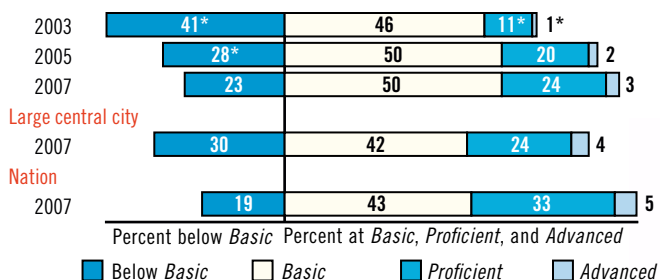
...a higher average score for Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

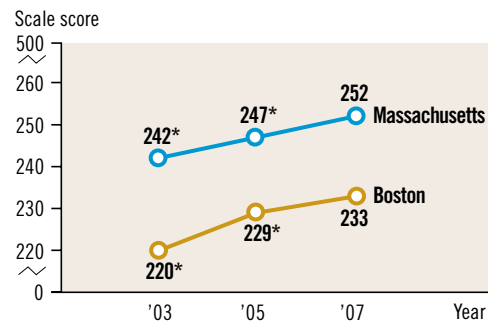
Trend in fourth-grade NAEP mathematics achievement-level performance in Boston



* Significantly different ($p < .05$) from 2007.

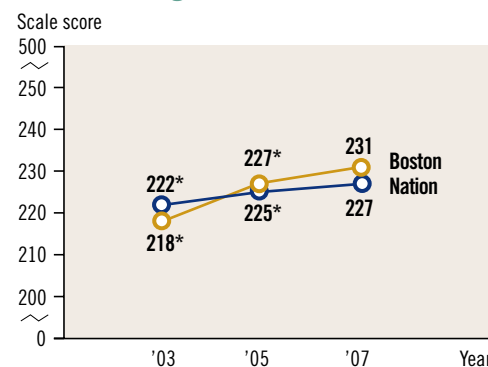
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Massachusetts and Boston



* Significantly different ($p < .05$) from 2007.

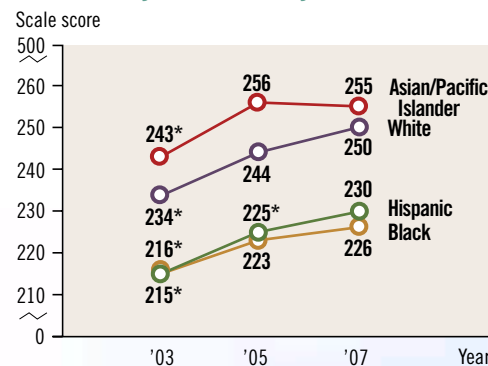
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Boston



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

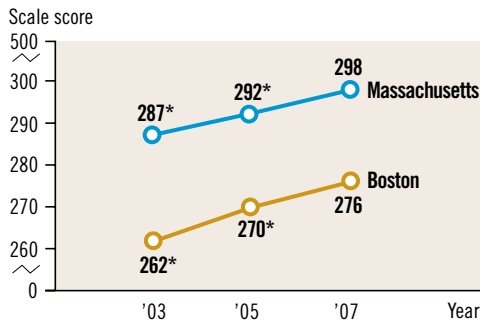
Trend in fourth-grade NAEP mathematics average scores in Boston, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

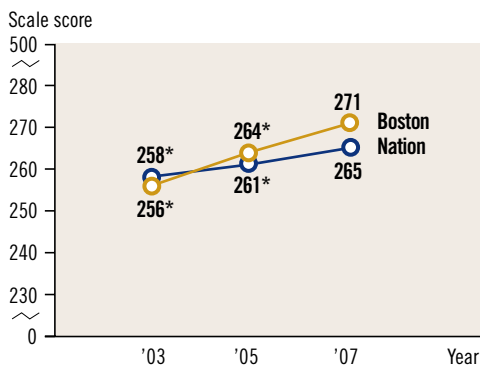
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in Massachusetts and Boston



* Significantly different ($p < .05$) from 2007.

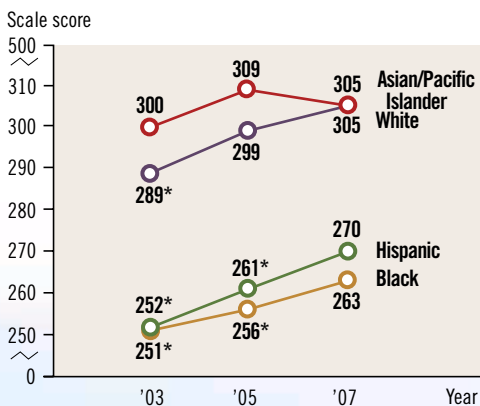
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Boston



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Boston, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

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 eighth-graders in 2007,

...the overall score was higher than in 2003 and 2005.

The district-to-state comparison showed

...a lower overall score than for Massachusetts.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for Black and Hispanic students compared to 2003 and 2005.

...a higher average score for White students compared to 2003 but no significant change compared to 2005.

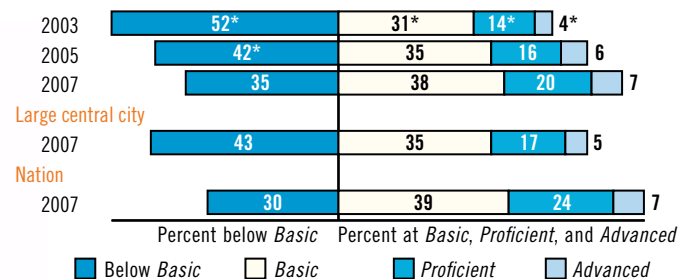
...no significant change for Asian/Pacific Islander students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Boston



* Significantly different ($p < .05$) from 2007.

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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

For Charlotte fourth-graders in 2007,

...the overall score was not significantly different from 2003 and 2005.

The district-to-state comparison showed

...no significant difference from the overall score for North Carolina.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...no significant change in the average score compared to 2003 and 2005.

...a higher average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

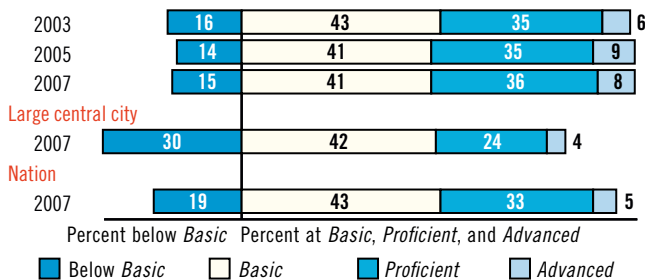
...no significant change in the average scores for White, Black, Hispanic, and Asian/Pacific Islander students compared to 2003 and 2005.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to 2003 and 2005.

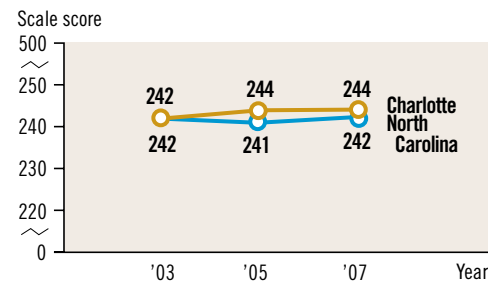
...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in fourth-grade NAEP mathematics achievement-level performance in Charlotte

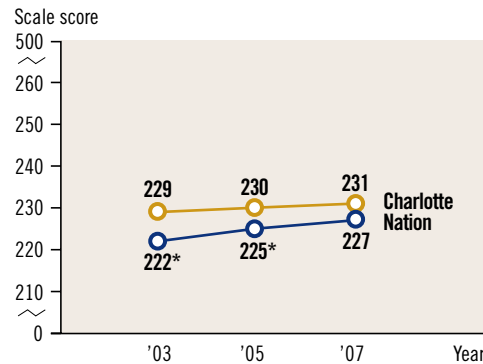


NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in North Carolina and Charlotte



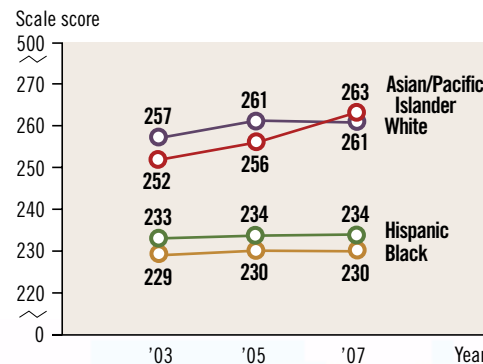
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Charlotte



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

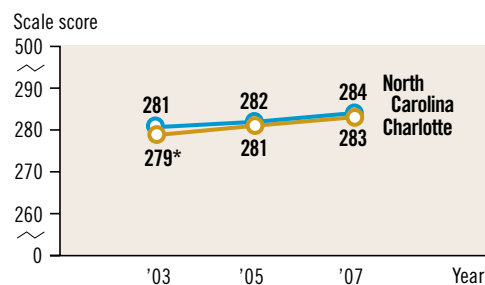
Trend in fourth-grade NAEP mathematics average scores in Charlotte, by race/ethnicity



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.

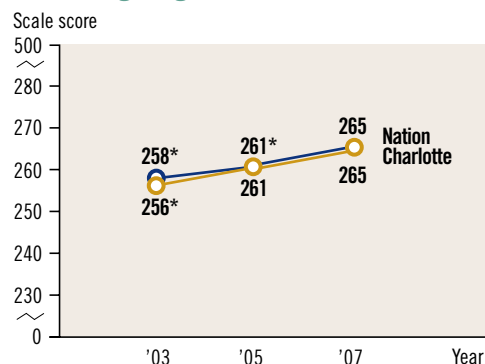


Trend in eighth-grade NAEP mathematics average scores in North Carolina and Charlotte



* Significantly different ($p < .05$) from 2007.

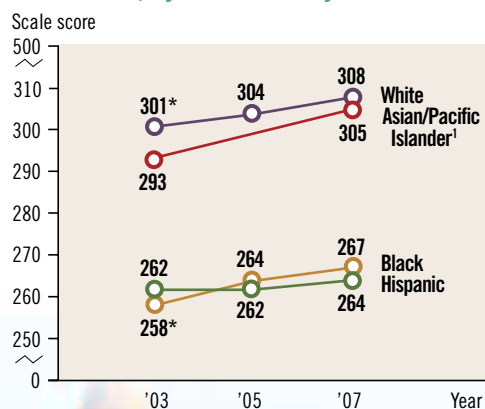
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Charlotte



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Charlotte, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

¹ Sample size was insufficient to permit a reliable estimate for Asian/Pacific Islander students 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 eighth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...no significant difference from the overall score for North Carolina.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 but no significant change compared to 2005.

...no significant difference in the average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...higher average scores for White and Black students compared to 2003 but no significant change compared to 2005.

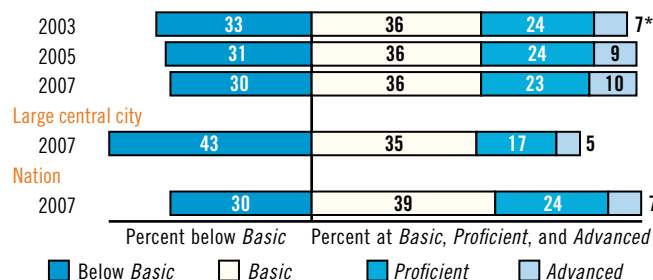
...no significant change in the average score for Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...no significant change in the percentage at or above *Basic* compared to 2003 and 2005.

...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Charlotte



* Significantly different ($p < .05$) from 2007.

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), 2003, 2005, and 2007 Trial Urban District Mathematics Assessments.

For Chicago fourth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for Illinois.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...a higher average score compared to 2003 and 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Black students compared to 2003 but no significant change compared to 2005.

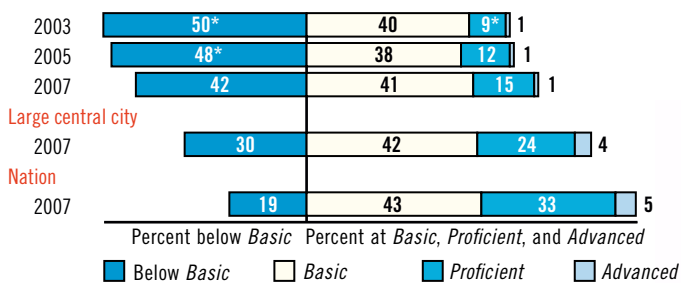
...no significant change in the average scores for White and Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...an increase in the percentage at or above *Proficient* compared to 2003 but no significant change compared to 2005.

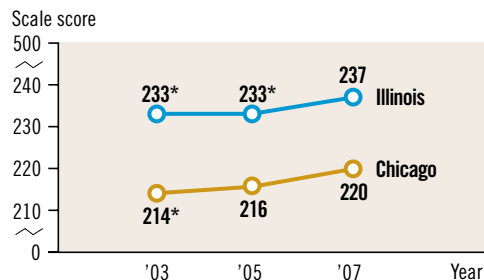
Trend in fourth-grade NAEP mathematics achievement-level performance in Chicago



* Significantly different ($p < .05$) from 2007.

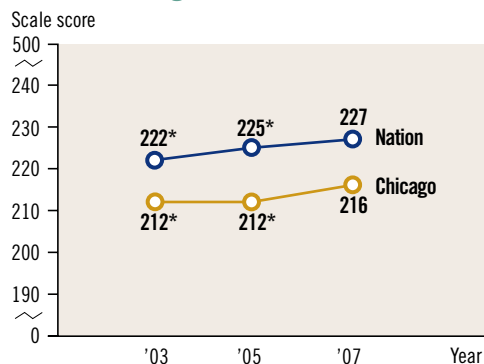
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Illinois and Chicago



* Significantly different ($p < .05$) from 2007.

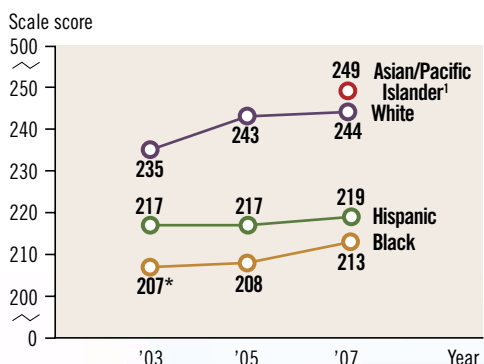
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Chicago



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in fourth-grade NAEP mathematics average scores in Chicago, by race/ethnicity

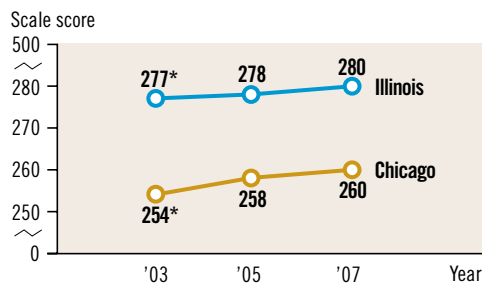


* Significantly different ($p < .05$) from 2007.

¹ Sample sizes were insufficient to permit reliable estimates for Asian/Pacific Islander students in 2003 and 2005.

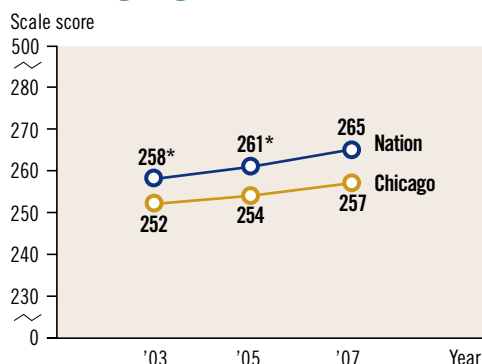
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in Illinois and Chicago



* Significantly different ($p < .05$) from 2007.

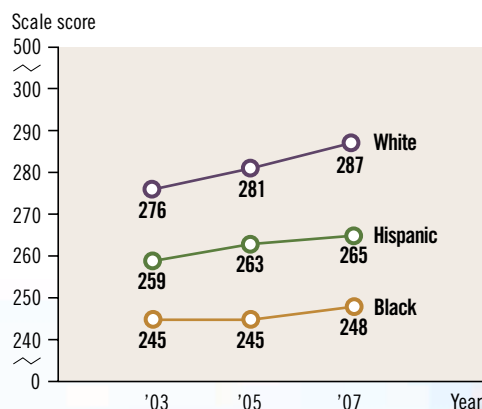
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Chicago



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in eighth-grade NAEP mathematics average scores in Chicago, 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.

For Chicago eighth-graders in 2007,

...the overall score was higher than in 2003 but not significantly different from 2005.

The district-to-state comparison showed

...a lower overall score than for Illinois.

...no significant change in the gap compared to 2003 and 2005.

Results for lower-income students showed

...no significant change in the average score compared to 2003 and 2005.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

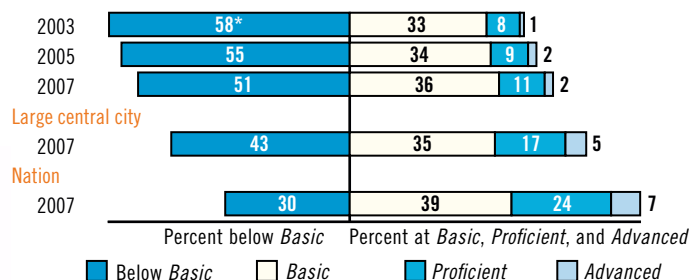
...no significant change in the average scores for White, Black, and Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 but no significant change compared to 2005.

...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Chicago



* Significantly different ($p < .05$) from 2007.

NOTE: Detail may not sum to totals because of rounding.

For Cleveland fourth-graders in 2007,

...the overall score was lower than in 2005 but not significantly different from 2003.

The district-to-state comparison showed

...a lower overall score than for Ohio.

...a widening of the gap compared to 2003 and 2005.

Results for lower-income students showed

...a lower average score compared to 2005 but no significant change compared to 2003.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a lower average score for Black students compared to 2005 but no significant change compared to 2003.

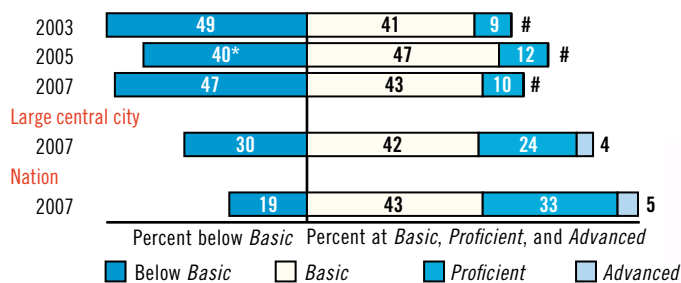
...no significant change in the average scores for White and Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...a decrease in the percentage at or above *Basic* compared to 2005 but no significant change compared to 2003.

...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in fourth-grade NAEP mathematics achievement-level performance in Cleveland

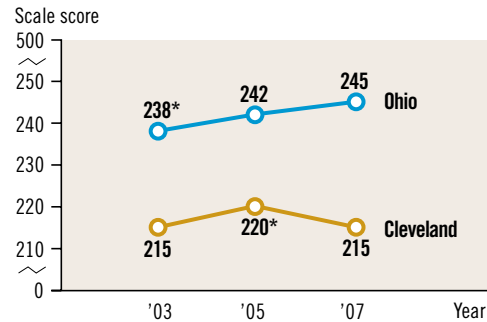


Rounds to zero.

* Significantly different ($p < .05$) from 2007.

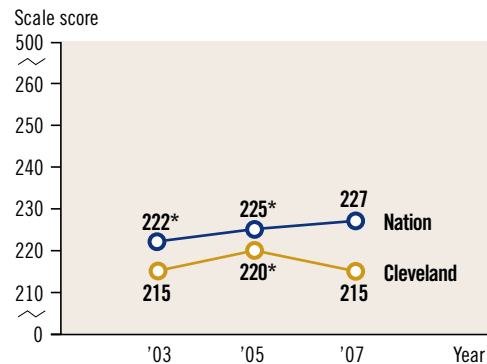
NOTE: Detail may not sum to totals because of rounding.

Trend in fourth-grade NAEP mathematics average scores in Ohio and Cleveland



* Significantly different ($p < .05$) from 2007.

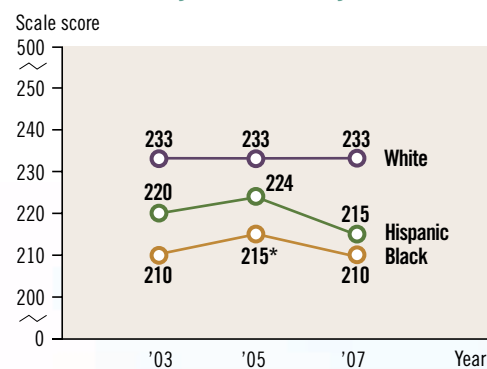
Trend in NAEP mathematics average scores for lower-income fourth-graders in the nation and Cleveland



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program. In Cleveland, 100 percent of the students were identified as eligible, and thus the results for all students and lower-income students are the same.

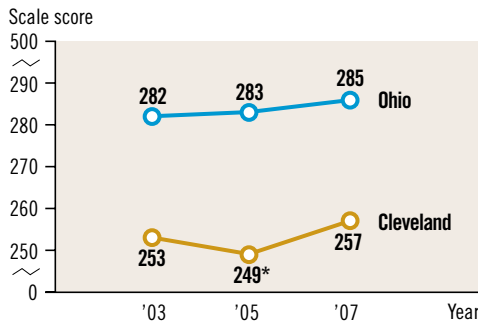
Trend in fourth-grade NAEP mathematics average scores in Cleveland, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

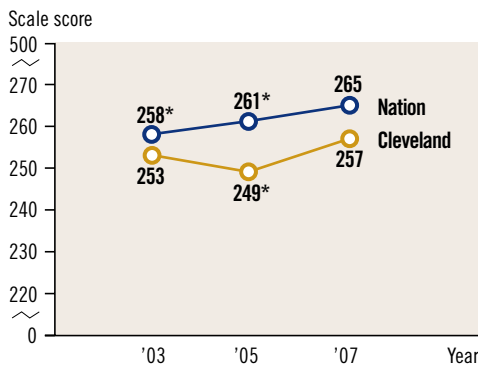
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

Trend in eighth-grade NAEP mathematics average scores in Ohio and Cleveland



* Significantly different ($p < .05$) from 2007.

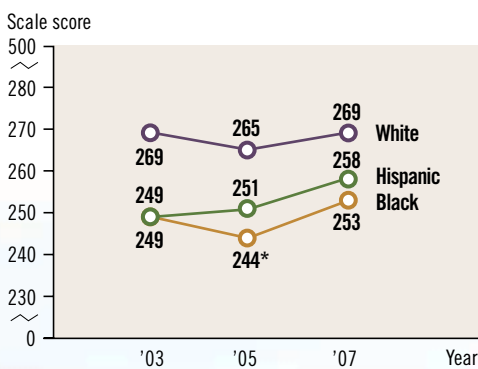
Trend in NAEP mathematics average scores for lower-income eighth-graders in the nation and Cleveland



* Significantly different ($p < .05$) from 2007.

NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program. In Cleveland, 100 percent of the students were identified as eligible, and thus the results for all students and lower-income students are the same.

Trend in eighth-grade NAEP mathematics average scores in Cleveland, by race/ethnicity



* Significantly different ($p < .05$) from 2007.

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 Cleveland eighth-graders in 2007,

...the overall score was higher than in 2005 but not significantly different from 2003.

The district-to-state comparison showed

...a lower overall score than for Ohio.

...a narrowing of the gap compared to 2005 but no significant change compared to 2003.

Results for lower-income students showed

...a higher average score compared to 2005 but no significant change compared to 2003.

...a lower average score compared to lower-income students in the nation.

Results for racial/ethnic groups showed

...a higher average score for Black students compared to 2005 but no significant change compared to 2003.

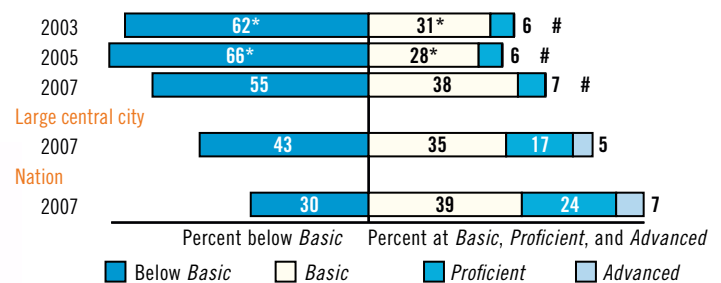
...no significant change in the average scores for White and Hispanic students compared to 2003 and 2005.

Achievement-level results showed

...an increase in the percentage at or above *Basic* compared to 2003 and 2005.

...no significant change in the percentage at or above *Proficient* compared to 2003 and 2005.

Trend in eighth-grade NAEP mathematics achievement-level performance in Cleveland



Rounds to zero.

* Significantly different ($p < .05$) from 2007.

NOTE: Detail may not sum to totals because of rounding.