

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Houston Independent School District was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Houston	Student Percentages at NAEP Achievement Levels																									
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Houston was 211. This was not significantly different from their average score in 2003 (207), and was not significantly different from their average score in 2002 (206).¹ Houston's average score (211) in 2005 was higher than that of public schools in large central cities² (206). The percentage of students in Houston who performed at or above the NAEP <i>Proficient</i> level was 21 percent in 2005. This percentage was not significantly different from that in 2003 (18 percent), and was not significantly different from that in 2002 (18 percent). The percentage of students in Houston who performed at or above the NAEP <i>Basic</i> level was 52 percent in 2005. This percentage was not significantly different from that in 2003 (48 percent), and was not significantly different from that in 2002 (48 percent). 	<p>Houston (public)</p> <table border="1"> <tr><td>2002</td><td>52</td><td>30</td><td>15</td><td>3</td></tr> <tr><td>2003</td><td>52</td><td>31</td><td>14</td><td>3</td></tr> <tr><td>2005</td><td>48</td><td>31</td><td>16</td><td>5</td></tr> </table> <p>Large central city (public)</p> <table border="1"> <tr><td>2005</td><td>56</td><td>27</td><td>14</td><td>3</td></tr> </table> <p>Nation (public)</p> <table border="1"> <tr><td>2005</td><td>38</td><td>33</td><td>23</td><td>7</td></tr> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	2002	52	30	15	3	2003	52	31	14	3	2005	48	31	16	5	2005	56	27	14	3	2005	38	33	23	7
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Performance of NAEP Reporting Groups in Houston: 2005						
Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	48	208	51	49	19	4
Female	52	213	45	55	23	6
White	12	245	12	88	61	22
Black	33	207	51	49	16	3
Hispanic	51	203	56	44	13	2
Asian/Pacific Islander	3	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	74	202	57	43	12	1
Not eligible for free/reduced-price school lunch	26	235↑	21↓	79↑	48↑	15

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> In 2005, male students in Houston had an average score that was not significantly different from that of female students. In 2002, there was no significant difference between the average score of male and female students. In 2005, Black students had an average score that was lower than that of White students by 38 points. In 2002, the average score for Black students was lower than that of White students by 33 points. In 2005, Hispanic students had an average score that was lower than that of White students by 42 points. In 2002, the average score for Hispanic students was lower than that of White students by 29 points. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 33 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. 	<p>Reading Scale Scores at Selected Percentiles</p> <table border="1"> <tr><th>Year</th><th>75th Percentile</th><th>50th Percentile</th><th>25th Percentile</th></tr> <tr><td>'02</td><td>229</td><td>206</td><td>183</td></tr> <tr><td>'03</td><td>229</td><td>207</td><td>184</td></tr> <tr><td>'05</td><td>234</td><td>210</td><td>187</td></tr> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'02	229	206	183	'03	229	207	184	'05	234	210	187
Year	75th Percentile	50th Percentile	25th Percentile														
'02	229	206	183														
'03	229	207	184														
'05	234	210	187														

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Houston were 7 percent and 19 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison, non-White students comprised 78 percent of students in large central city public schools and 41 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 45 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/reading/tuda.asp> for additional results and detailed information.

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