

2019 Reading Trial Urban District Snapshot Report Detroit Grade 4 Public Schools

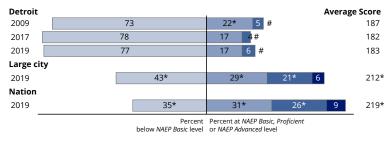
Overall Results

- In 2019, the average score of fourth-grade students in Detroit was 183. This was lower than the average score of 212 for students in large cities.
- The average score for students in Detroit in 2019 (183) was not significantly different from their average score in 2017 (182) and in 2009 (187).
- The percentage of students in Detroit who performed at or above the NAEP Proficient level was 7 percent in 2019. This percentage was not significantly different from that in 2017 (5 percent) and in 2009 (5 percent).

Compare the Average Score in 2019 to Other Districts

The percentage of students in Detroit who performed at or above the NAEP Basic level was 23 percent in 2019. This percentage was not significantly different from that in 2017 (22 percent) and in 2009 (27 percent).

NAEP Achievement-Level Percentages and Average Score Results



🔲 Below NAEP Basic 🔲 NAEP Basic 🔳 NAEP Proficient 🔳 NAEP Advanced

Rounds to zero

Score

* Significantly different (p < .05) from district's results in 2019. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

Average Scores for District and Large Cities

In 2019, the average score in Detroit (183) was Higher Than 0 Districts Lower Than 26 Not Significantly Different From 0 Districts Districts Albuqu Atlanta Baltimore City Boston Charlotte Chicago Clark County (NV) Clevela Dallas Denver District of Columbia Duval County (FL) Fort Worth (TX) Fresno Guilford County (NC) efferson County Los Angeles Miami-Dade w York City iladelphia County (TN

Results for Student Groups in 2019 Percentage at NAEP Percentage at or above NAEP Percentage of students Avg Reporting Groups Race/Ethnicity Proficien Basic Adv<u>anced</u> White Black 81 180 21 36 Hispanic 15 195 Asian 1 American Indian/Alaska Native # ± Native Hawaiian/Pacific Islander # ± Two or more races Gender Male 51 181 21

26

22

38

Not eligible Rounds to zero

Female

Eligible

* Reporting standards not met. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic

4¢

88

12

185

181

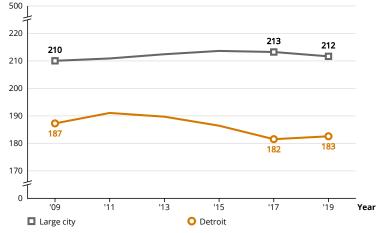
197

includes Latino. Race categories exclude Hispanic origin.

National School Lunch Program



NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and MAEP Data Explo ta Explorer. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2009-2019 Breading Assessments



Score Gaps for Student Groups

- In 2019, Hispanic students had an average score that was 15 points higher than that for Black students. This performance gap was wider than that in 2009 (4 points).
- In 2019, female students in Detroit had an average score that was not significantly different from that for male students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 16 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2009 (6 points).