



## NEWS RELEASE

***Embargoed, Hold For Release Until:  
Thursday, Dec. 1, 2005, 10:00 a.m. EST***

**CONTACTS:** Stephanie Germeraad at (202) 357-7504 or [stephanie.germeraad@ed.gov](mailto:stephanie.germeraad@ed.gov)  
Matt Maurer at (202) 955-9450, ext. 322 or [mmaurer@commworksllc.com](mailto:mmaurer@commworksllc.com)

# **Urban Students Keep Pace With National Improvement In Reading & Mathematics on The Nation's Report Card™**

***Gains Mirror Progress Made Nationwide, But Achievement Gaps Persist***

BOSTON (December 1, 2005) – Students in some of the nation's largest cities are attaining math and reading gains similar to those found nationwide, with minority students in many urban districts scoring at or above national averages for racial/ethnic groups, according to results from the 2005 Trial Urban District Assessment (TUDA) of The Nation's Report Card™.

The mathematics and reading reports provide fourth and eighth grade student achievement data for 11 public school districts on the National Assessment of Educational Progress (NAEP), administered earlier this year. Of the 11 participating districts—Atlanta; Austin, Texas; Boston; Charlotte, N.C.; Chicago; Cleveland; the District of Columbia; Houston; Los Angeles; New York City; and San Diego—six have been involved in TUDA since its inception in 2002, a joint effort developed by the National Assessment Governing Board, the National Center for Education Statistics, and the Council of the Great City Schools.

Although overall scores in both grades and subjects for most of the urban districts remained below the national averages, many showed greater numerical increases in math for both grades than the average gains posted across the country. Since 2003, nearly all of the urban districts also showed average score increases in grade 4 reading that were, in absolute terms, greater than or equal to the overall increases throughout the United States.

*(more)*

However, following trends in national and state-level data released earlier this year, most eighth grade reading scores in the urban districts went unchanged or declined.

“Urban education is simply a condition of residence, rather than a reason for poor performance,” said Darvin M. Winick, chair of the National Assessment Governing Board that sets policy for NAEP. “While also showing room for growth, these results demonstrate that students in some of our nation’s largest cities are keeping pace with—and in many cases, outperforming—their peers nationwide.”

In grade 4 math and grade 8 reading, most of the urban districts met or exceeded the two-year growth nationally for White, Black, and Hispanic student groups. Also consistent with the rest of the U.S., reading scores for Black eighth-graders remained flat in most of the urban districts during the same period. However, a number of urban districts raised reading scores for Hispanic eighth-graders beyond the overall increases found throughout the country.

###

*The Nation's Report Card™ is the only nationally representative, continuing evaluation of the condition of education in the United States and has served as a national yardstick of student achievement since 1969. Through the National Assessment of Educational Progress (NAEP) administered by the National Center for Education Statistics, The Nation's Report Card informs the public about what America's students know and can do in various subject areas, and compares achievement data among states and various student demographic groups.*

*The National Assessment Governing Board is an independent, bipartisan board whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in 1988 to set policy for NAEP.*