

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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December 14, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Michael G. Bowers

RE: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) RESULTS FOR NEW MEXICO

The National Center for Education Statistics has updated its database for 2011 with tables and maps that compare fourth and eighth grade math and reading test scores for all 50 states and jurisdictions. The data is generated from the average scale scores for selected groups of public school students within a single assessment year and can also compare the change in performance between two assessment years.

This report includes the following attachments:

- a summary of the National Assessment of Educational Progress (NAEP) results for New Mexico which indicate:
 - a steady increase over time in fourth and eighth grade math scores from 1992 to 2011; and
 - a slight decrease in fourth and eighth grade reading scores from 1992 to 2011 and 1998 to 2011 respectively;
- snapshot reports of New Mexico NAEP scores for fourth grade math and reading; and
- snapshot reports of New Mexico NAEP scores for eighth grade math and reading.

All of the snapshot reports include:

- overall results;
- a comparison of the average scores in 2011 to other states/jurisdictions;
- a chart comparing the average scores for New Mexico to the nation from 1992 to 2011;
- achievement level percentages and average score results in 2011; and
- results and score gaps for student groups broken down by:
 - race/ethnicity;
 - gender; and
 - national school lunch program.

Current data for NAEP scores in twelfth grade math and reading is not available, and there is no current data for NAEP scores in science and writing for all grades.

Also attached are two news items:

1. a November 1, 2011 news release from the Public Education Department regarding statewide NAEP scores; and
2. a December 8, 2011 news story from the Albuquerque Journal that provides a comparison of NAEP scores in the Albuquerque Public Schools with 20 other urban districts (in cities with a population greater than 250,000) across the United States.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the State Profiles. <http://nces.ed.gov/nationsreportcard/states/>

Summary of NAEP results for **New Mexico**

Assessment		Average Scale Score		Achievement Level				
Subject	Grade Year	State	National public	at or above	at or above	at		
		Avg. SE	Avg. SE	Basic	Proficient	Advanced		
				Pct. SE	Pct. SE	Pct. SE		
Mathematics	4	2011	233 (0.8)	240(0.2)	75(1.0)	30(1.1)	4(0.5)	
		2009	230 (1.0)	239(0.2)	72(1.6)	26(1.4)	3(0.5)	
		2007	228 (0.9)	239(0.2)	70(1.4)	24(1.3)	2(0.4)	
		2005	224 (0.8)	237(0.2)	65(1.5)	19(1.1)	2(0.4)	
		2003	223 (1.1)	234(0.2)	63(1.8)	17(1.1)	1(0.3)	
		2000	213 (1.5)	224(1.0)	50(2.1)	12(1.1)	1(0.3)	
		2000 ¹	214 (1.5)	226(1.0)	51(2.0)	12(1.0)	1(0.2)	
		1996 ¹	214 (1.8)	222(1.0)	51(2.4)	13(1.2)	1(0.3)	
		1992 ¹	213 (1.4)	219(0.8)	50(2.0)	11(1.3)	1(0.2)	
		8	2011	274 (0.8)	283(0.2)	64(1.2)	24(0.9)	4(0.4)
			2009	270 (1.1)	282(0.3)	59(1.3)	20(1.4)	3(0.4)
			2007	268 (0.9)	280(0.3)	57(1.6)	17(1.1)	3(0.5)
			2005	263 (0.9)	278(0.2)	53(1.5)	14(1.1)	1(0.3)
			2003	263 (1.0)	276(0.3)	52(1.3)	15(0.8)	2(0.3)
			2000	259 (1.3)	272(0.9)	48(1.8)	12(0.9)	1(0.3)
			2000 ¹	260 (1.7)	274(0.8)	50(1.8)	13(1.0)	1(0.4)
			1996 ¹	262 (1.2)	271(1.2)	51(1.6)	14(1.1)	2(0.3)
			1992 ¹	260 (0.9)	267(1.0)	48(1.3)	11(0.8)	1(0.3)
			1990 ¹	256 (0.7)	262(1.4)	43(1.2)	10(0.9)	1(0.3)
Reading	4	2011	208 (1.0)	220(0.3)	53(1.5)	21(0.9)	3(0.5)	
		2009	208 (1.4)	220(0.3)	52(1.7)	20(1.3)	4(0.5)	
		2007	212 (1.3)	220(0.3)	58(1.5)	24(1.6)	5(0.7)	
		2005	207 (1.3)	217(0.2)	51(1.5)	20(1.4)	4(0.5)	
		2003	203 (1.5)	216(0.3)	47(1.8)	19(1.3)	4(0.5)	
		2002	208 (1.6)	217(0.5)	52(2.2)	21(1.3)	4(0.6)	
		1998	205 (1.4)	213(1.2)	51(1.4)	21(1.2)	4(0.7)	
		1998 ¹	206 (2.0)	215(0.8)	52(2.0)	22(1.5)	4(0.9)	
		1994 ¹	205 (1.7)	212(1.1)	49(1.6)	21(1.5)	4(0.5)	
		1992 ¹	211 (1.5)	215(1.0)	55(1.7)	23(1.7)	4(0.7)	
		8	2011	256 (0.9)	264(0.2)	68(1.3)	22(1.3)	1(0.3)
			2009	254 (1.2)	262(0.3)	66(1.4)	22(1.5)	1(0.4)
			2007	251 (0.8)	261(0.2)	62(1.3)	17(0.9)	1(0.3)
			2005	251 (1.0)	260(0.2)	62(1.5)	19(1.1)	1(0.2)
			2003	252 (0.9)	261(0.2)	62(1.2)	20(0.8)	1(0.3)
			2002	254 (1.0)	263(0.5)	64(1.3)	20(1.3)	1(0.3)
			1998	258 (1.2)	261(0.8)	71(1.7)	23(1.3)	1(0.3)
			1998 ¹	258 (1.2)	261(0.8)	70(1.7)	24(1.4)	1(0.4)
	Science	4	2009	142 (1.1)	149(0.3)	63(1.5)	24(1.3)	# (+)
8		2009	143 (1.4)	149(0.3)	55(1.8)	21(1.4)	1(0.3)	
Writing	4	2002	142 (1.6)	153(0.5)	77(1.6)	18(1.3)	1(0.3)	
	8	2007	143 (1.1)	154(0.3)	82(0.9)	17(1.5)	# (+)	
		2002	140 (1.1)	152(0.6)	77(1.2)	18(1.1)	1(0.2)	
		1998	141 (0.8)	148(0.6)	79(1.1)	18(1.4)	1(0.2)	

¹Accommodations were not permitted for this assessment.

Rounds to zero.

† Not applicable.

Note: Standard Errors (SE) are shown in parentheses.

 Higher than National public

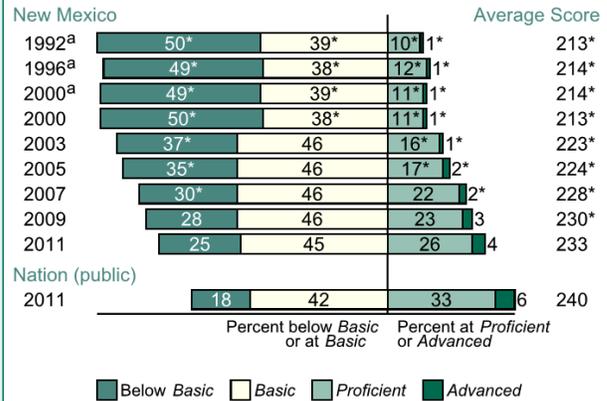
 Not significantly different from National public

 Lower than National public

Overall Results

- In 2011, the average score of fourth-grade students in New Mexico was 233. This was lower than the average score of 240 for public school students in the nation.
- The average score for students in New Mexico in 2011 (233) was higher than their average score in 2009 (230) and was higher than their average score in 1992 (213).
- In 2011, the score gap between students in New Mexico at the 75th percentile and students at the 25th percentile was 39 points. This performance gap was not significantly different from that of 1992 (40 points).
- The percentage of students in New Mexico who performed at or above the NAEP Proficient level was 30 percent in 2011. This percentage was not significantly different from that in 2009 (26 percent) and was greater than that in 1992 (11 percent).
- The percentage of students in New Mexico who performed at or above the NAEP Basic level was 75 percent in 2011. This percentage was not significantly different from that in 2009 (72 percent) and was greater than that in 1992 (50 percent).

Achievement-Level Percentages and Average Score Results

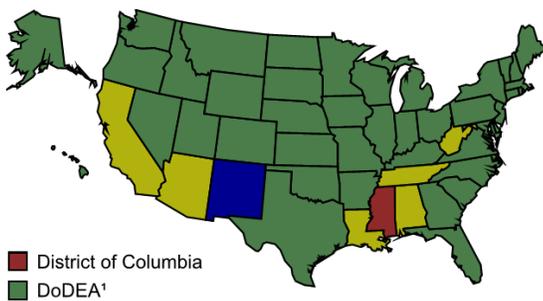


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

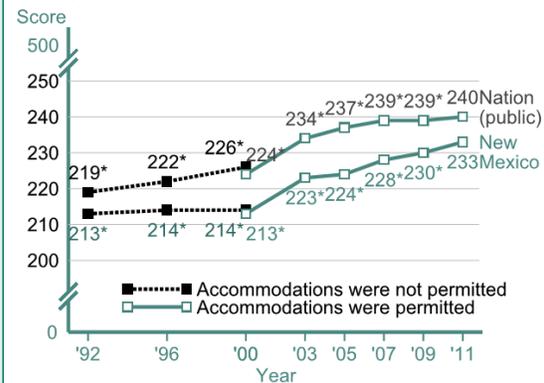


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **New Mexico** (233) was

- lower than those in 43 states/jurisdictions
- higher than those in 2 states/jurisdictions
- not significantly different from those in 6 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of Avg. students score		Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	27	247	89	48	8
Black	2	226	68	19	3
Hispanic	60	228	71	23	2
Asian	1	254	89	63	19
American Indian/Alaska Native	9	219	58	15	2
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	234	76	31	4
Female	50	232	74	28	4
National School Lunch Program					
Eligible	71	226	69	21	2
Not eligible	29	248	91	50	9

Rounds to zero.

‡ 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 includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

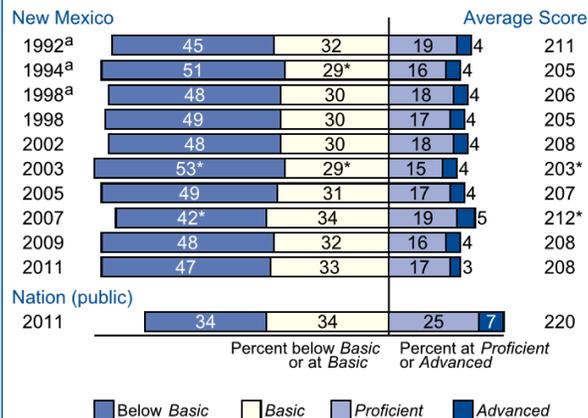
- In 2011, Black students had an average score that was 21 points lower than White students. This performance gap was not significantly different from that in 1992 (22 points).
- In 2011, Hispanic students had an average score that was 18 points lower than White students. This performance gap was not significantly different from that in 1992 (21 points).
- In 2011, male students in New Mexico had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (24 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

Overall Results

- In 2011, the average score of fourth-grade students in New Mexico was 208. This was lower than the average score of 220 for public school students in the nation.
- The average score for students in New Mexico in 2011 (208) was not significantly different from their average score in 2009 (208) and was not significantly different from their average score in 1992 (211).
- In 2011, the score gap between students in New Mexico at the 75th percentile and students at the 25th percentile was 48 points. This performance gap was not significantly different from that of 1992 (47 points).
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 21 percent in 2011. This percentage was not significantly different from that in 2009 (20 percent) and was not significantly different from that in 1992 (23 percent).
- The percentage of students in New Mexico who performed at or above the NAEP *Basic* level was 53 percent in 2011. This percentage was not significantly different from that in 2009 (52 percent) and was not significantly different from that in 1992 (55 percent).

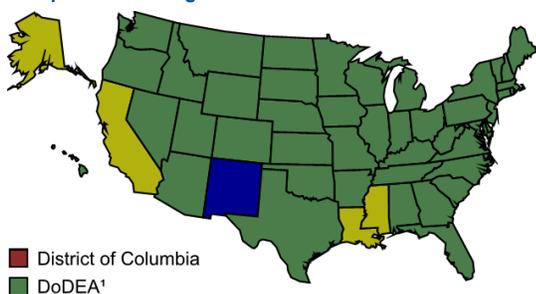
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

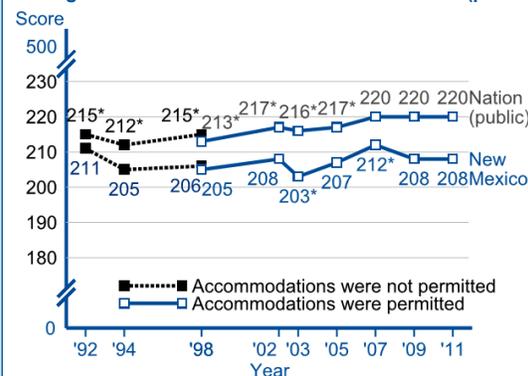


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **New Mexico** (208) was

- lower than those in 46 states/jurisdictions
- higher than that in 1 state/jurisdiction
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	28	225	72	34	8
Black	2	208	53	17	2
Hispanic	59	202	46	15	1
Asian	2	222	69	40	11
American Indian/Alaska Native	9	193	36	12	2
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	205	50	19	3
Female	50	211	57	22	4
National School Lunch Program					
Eligible	70	200	44	14	2
Not eligible	29	227	75	37	8

Rounds to zero. ‡ 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 includes Latino. Race categories exclude Hispanic origin.

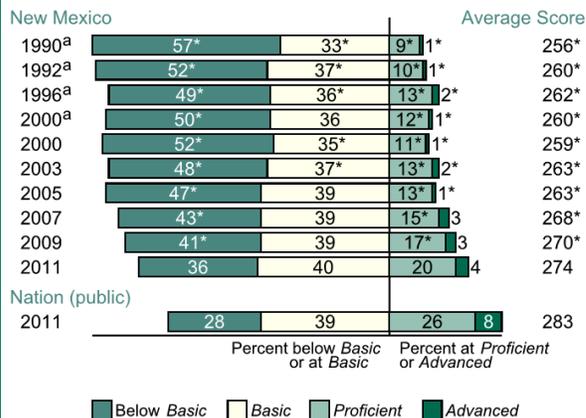
Score Gaps for Student Groups

- In 2011, Black students had an average score that was 17 points lower than White students. This performance gap was not significantly different from that in 1992 (21 points).
- In 2011, Hispanic students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1992 (23 points).
- In 2011, female students in New Mexico had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (30 points).

Overall Results

- In 2011, the average score of eighth-grade students in New Mexico was 274. This was lower than the average score of 283 for public school students in the nation.
- The average score for students in New Mexico in 2011 (274) was higher than their average score in 2009 (270) and was higher than their average score in 1990 (256).
- In 2011, the score gap between students in New Mexico at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1990 (45 points).
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 24 percent in 2011. This percentage was greater than that in 2009 (20 percent) and was greater than that in 1990 (10 percent).
- The percentage of students in New Mexico who performed at or above the NAEP *Basic* level was 64 percent in 2011. This percentage was greater than that in 2009 (59 percent) and was greater than that in 1990 (43 percent).

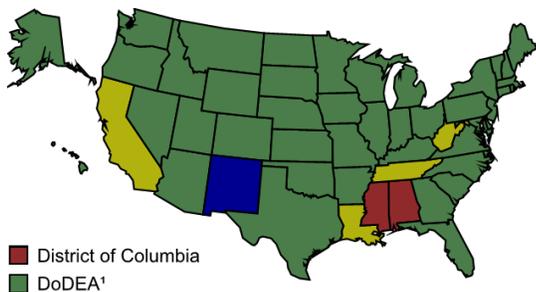
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

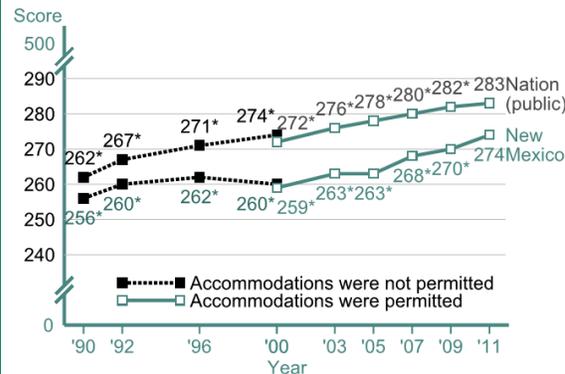


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **New Mexico** (274) was

- lower than those in 44 states/jurisdictions
- higher than those in 3 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		
			Basic	Proficient	Advanced
Race/Ethnicity					
White	28	290	81	40	8
Black	2	265	51	16	2
Hispanic	61	269	59	18	2
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	8	258	44	7	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	275	65	24	4
Female	49	274	64	24	3
National School Lunch Program					
Eligible	64	267	56	15	1
Not eligible	36	288	78	39	8

Rounds to zero.

‡ 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 includes Latino. Race categories exclude Hispanic origin.

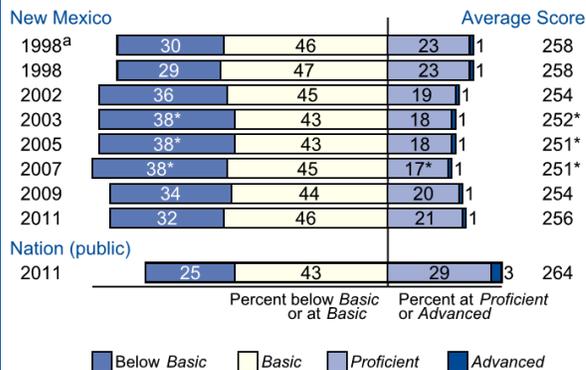
Score Gaps for Student Groups

- In 2011, Black students had an average score that was 24 points lower than White students. Data are not reported for Black students in 1990, because reporting standards were not met.
- In 2011, Hispanic students had an average score that was 20 points lower than White students. This performance gap was not significantly different from that in 1990 (24 points).
- In 2011, male students in New Mexico had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 21 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (21 points).

Overall Results

- In 2011, the average score of eighth-grade students in New Mexico was 256. This was lower than the average score of 264 for public school students in the nation.
- The average score for students in New Mexico in 2011 (256) was not significantly different from their average score in 2009 (254) and was not significantly different from their average score in 1998 (258).
- In 2011, the score gap between students in New Mexico at the 75th percentile and students at the 25th percentile was 43 points. This performance gap was not significantly different from that of 1998 (41 points).
- The percentage of students in New Mexico who performed at or above the NAEP Proficient level was 22 percent in 2011. This percentage was not significantly different from that in 2009 (22 percent) and was not significantly different from that in 1998 (23 percent).
- The percentage of students in New Mexico who performed at or above the NAEP Basic level was 68 percent in 2011. This percentage was not significantly different from that in 2009 (66 percent) and was not significantly different from that in 1998 (71 percent).

Achievement-Level Percentages and Average Score Results

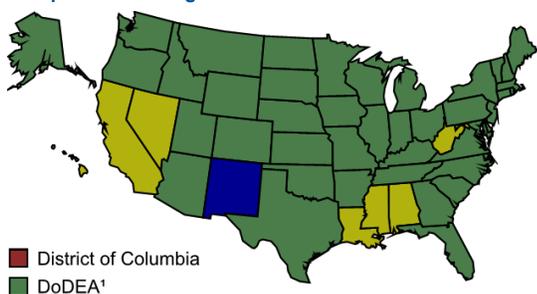


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

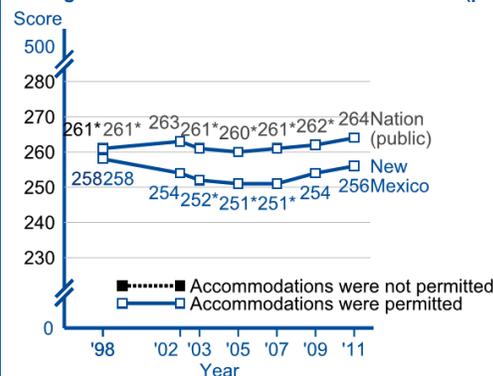


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **New Mexico** (256) was

- lower than those in 43 states/jurisdictions
- higher than that in 1 state/jurisdiction
- not significantly different from those in 7 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of Avg. students score		Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	28	270	83	36	2
Black	2	248	61	14	#
Hispanic	60	251	63	16	1
Asian	2	272	79	39	10
American Indian/Alaska Native	8	242	52	16	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	252	64	19	1
Female	50	260	71	26	2
National School Lunch Program					
Eligible	63	249	61	15	#
Not eligible	37	267	80	34	3

Rounds to zero.

‡ 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 includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 22 points lower than White students. Data are not reported for Black students in 1998, because reporting standards were not met.
- In 2011, Hispanic students had an average score that was 18 points lower than White students. This performance gap was not significantly different from that in 1998 (20 points).
- In 2011, female students in New Mexico had an average score that was higher than male students by 8 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 18 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (15 points).



Hanna Skandera
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NEWS RELEASE

For Immediate Release: November 1, 2011

New Mexico NAEP Scores Continue to Highlight the Need for Reading Reform

NM is one of only three states to show improvement in Math

SANTA FE – Tuesday’s release of the National Assessment of Educational Progress (NAEP) once again show New Mexico students can’t afford to wait for reform. NAEP, also known as the ‘nation’s report card’ is a national assessment given to students in the 4th and 8th grades. New Mexico’s scores showed mixed results this year with students in both grades making gains in Math. However, reading scores in New Mexico continue to remain flat and rank well below the national average.

“These results are both encouraging and frustrating” said Public Education Department Secretary-designate Hanna Skandera. “The high bar we’ve set for our students in Math is starting to pay off, but we continue to fail our children by telling them to wait before we’ll teach them how to read.”

The biggest bright spot in the results for New Mexico is in the subject of Math with both the 4th and the 8th grade showing strong improvement in mathematics. In each grade, New Mexico students are still below the national average, but are closing the gap. From 2009 to 2011 New Mexico joined Washington, D.C., Hawaii and Rhode Island as the only students to show improvement in Math in both grades.

The report also highlights the same serious concerns raised by other assessments when it comes to closing the achievement gap among New Mexico’s students. Among English Language Learners (ELL) students, reading scores continue to fall while some neighboring states see improvement.

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation’s students know and can do in core subjects. NAEP uses a carefully designed sampling procedure for the assessment to be representative of the geographical, racial, ethnic, and socio-economic diversity of schools and students in the state. First, schools are selected to be representative of schools. Then, within each chosen school students are randomly selected to participate. Each participating student represents hundreds of other similar students. In 2011, NAEP was administered over a six-week period: January 24th – March 4th.

APS Scores Average On National Test

By [Hailey Heinz / Journal Staff Writer](#) on Thu, Dec 8, 2011

Achievement at Albuquerque Public Schools is average.

That's the result of a test that compares large, urban districts across the country based on their scores on the National Assessment of Educational Progress.

And APS Superintendent Winston Brooks says that's great news, given that statewide tests often show New Mexico toward the bottom of the national heap.

"I'm pretty ecstatic about it, actually," Brooks said, adding that this is the first time APS has been able to compare itself to districts with similar demographics and challenges. "I think it's very instructive to know."

He said the Trial Urban District Assessment shows APS students are keeping pace with students across the country who live in large cities. Average national achievement in large, urban districts – as reflected in the assessment – is significantly lower than average achievement in the nation as a whole.

"This tells me we're not 49th in the nation," Brooks said. "We are right in the middle."

The NAEP, often called The Nation's Report Card, has for years been comparing student scores across states. A sample of students in each state takes the same test, unlike state tests that can be very different from state to state.

This is the first year APS has participated in the urban district assessment, which compares math and reading scores among students in fourth- and eighth grades. Cities with 250,000 people or more are considered "large cities" and are eligible to participate.

APS performed better than average in fourth-grade math, with 34 percent of students scoring "proficient" or better on the NAEP test. For all large cities combined, the percentage was 30 percent. That difference is statistically significant, the report said.

The NAEP test is significantly harder than nearly all state tests nationwide, according to a NAEP report that shows only Massachusetts' test matching the NAEP in difficulty.

For eighth-grade math and reading and for fourth-grade reading, APS' scores were statistically the same as the nation's large cities combined.

The results also show that APS' achievement gap between Hispanic students and their Anglo counterparts is statistically the same as the average gap in large cities nationwide.

The urban district test also provides details about the concepts APS students have mastered and the ones they still need to work on.

For example, APS fourth-graders had mastered two-digit subtraction, but many could not effectively interpret a number line.

Brooks said that information will go back to teachers around the district to help improve their teaching.

Not every APS student takes the NAEP. It is taken by a representative sample of students that reflects the demographics of the district. This includes a proportion of special needs students, those learning English and those with families in poverty.

Districts that scored at the top of the urban district ranking are Charlotte, N.C., and Hillsborough County, Fla. Some that scored toward the bottom were Detroit and Cleveland.

— This article appeared on page C1 of the Albuquerque Journal