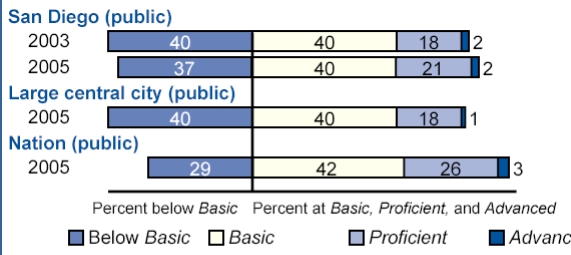
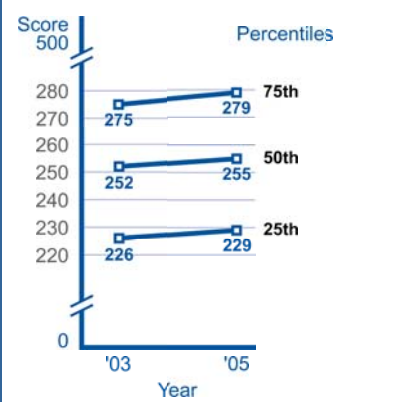


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, San Diego City Unified School District was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for San Diego	Student Percentages at NAEP Achievement Levels
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in San Diego was 253. This was not significantly different from their average score in 2003 (250).<sup>1</sup></li> <li>San Diego's average score (253) in 2005 was higher than that of public schools in large central cities<sup>2</sup> (250).</li> <li>The percentage of students in San Diego who performed at or above the NAEP <i>Proficient</i> level was 23 percent in 2005. This percentage was not significantly different from that in 2003 (20 percent).</li> <li>The percentage of students in San Diego who performed at or above the NAEP <i>Basic</i> level was 63 percent in 2005. This percentage was not significantly different from that in 2003 (60 percent).</li> </ul>	 <p>San Diego (public)      2003: Below Basic (40), Basic (40), Proficient (18), Advanced (2)      2005: Below Basic (37), Basic (40), Proficient (21), Advanced (2)</p> <p>Large central city (public)      2005: Below Basic (40), Basic (40), Proficient (18), Advanced (1)</p> <p>Nation (public)      2005: Below Basic (29), Basic (42), Proficient (26), Advanced (3)</p> <p>Percent below Basic   Percent at Basic, Proficient, and Advanced</p> <p>Legend: ■ Below Basic □ Basic ▒ Proficient ■ Advanced</p> <p>NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>

Performance of NAEP Reporting Groups in San Diego: 2005							
Reporting groups	Percent of students <sup>3</sup>	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced	
Male	50	251 ↑	40	60	20	1	
Female	50	256	34	66	27	3	
White	25	273	18	82	44	5	
Black	13	242	47	53	12	#	
Hispanic	44 ↑	241	50	50	12	1	
Asian/Pacific Islander	17 ↓	265	24	76	31	3	
American Indian/Alaska Native	#	‡	‡	‡	‡	‡	
Eligible for free/reduced-price school lunch	54	243	47	53	14	1	
Not eligible for free/reduced-price school lunch	46	266	25	75	34	4	

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> <li>In 2005, male students in San Diego had an average score that was lower than that of female students by 6 points. In 2003, the average score for male students was lower than that of female students by 12 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 31 points. In 2003, the average score for Black students was lower than that of White students by 33 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 32 points. In 2003, the average score for Hispanic students was lower than that of White students by 31 points.</li> <li>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 23 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 22 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points.</li> </ul>	 <p>Score 500      Percentiles      280      270      260      250      240      230      220      0</p> <p>'03 '05      Year</p> <p>75th: 275 (2003), 279 (2005)      50th: 252 (2003), 255 (2005)      25th: 226 (2003), 229 (2005)</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

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

<sup>1</sup> 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 San Diego were 4 percent and 5 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "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."

<sup>3</sup> For comparison, non-White students comprised 76 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 63 percent of students in large central city public schools and 39 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), 2003 and 2005 Trial Urban District Reading Assessments.