

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Los Angeles 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 Los Angeles	Student Percentages at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Los Angeles was 196. This was not significantly different from their average score in 2003 (194), and was not significantly different from their average score in 2002 (191).¹ Los Angeles' average score (196) in 2005 was lower than that of public schools in large central cities² (206). The percentage of students in Los Angeles who performed at or above the NAEP <i>Proficient</i> level was 14 percent in 2005. This percentage was greater than that in 2003 (11 percent), and was greater than that in 2002 (11 percent). The percentage of students in Los Angeles who performed at or above the NAEP <i>Basic</i> level was 37 percent in 2005. This percentage was not significantly different from that in 2003 (35 percent), and was not significantly different from that in 2002 (33 percent). 	<p>Los Angeles (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2002</td><td>67</td><td>22</td><td>9</td><td>2*</td></tr> <tr><td>2003</td><td>65</td><td>25</td><td>9</td><td>2</td></tr> <tr><td>2005</td><td>63</td><td>23</td><td>11</td><td>3</td></tr> </table> <p>Large central city (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <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><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2005</td><td>38</td><td>33</td><td>23</td><td>7</td></tr> </table> <p>Legend: Below Basic (dark blue), Basic (light blue), Proficient (medium blue), Advanced (dark blue)</p> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	2002	67	22	9	2*	2003	65	25	9	2	2005	63	23	11	3	Year	Below Basic	Basic	Proficient	Advanced	2005	56	27	14	3	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
Year	Below Basic	Basic	Proficient	Advanced																																					
2002	67	22	9	2*																																					
2003	65	25	9	2																																					
2005	63	23	11	3																																					
Year	Below Basic	Basic	Proficient	Advanced																																					
2005	56	27	14	3																																					
Year	Below Basic	Basic	Proficient	Advanced																																					
2005	38	33	23	7																																					

Performance of NAEP Reporting Groups in Los Angeles: 2005						
Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	52	192	66	34	12	2
Female	48	199	60	40	16	4
White	9	229	29	71	43	14
Black	10	187	72	28	9	2
Hispanic	74	190	69	31	9	1
Asian/Pacific Islander	7	223	34	66	37	11
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	85	190	69	31	9	1
Not eligible for free/reduced-price school lunch	15 [†]	225	32	68	40	12

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> In 2005, male students in Los Angeles had an average score that was lower than that of female students by 7 points. In 2002, the average score for male students was lower than that of female students by 6 points. In 2005, Black students had an average score that was lower than that of White students by 42 points. In 2002, the average score for Black students was lower than that of White students by 37 points. In 2005, Hispanic students had an average score that was lower than that of White students by 39 points. In 2002, the average score for Hispanic students was lower than that of White students by 38 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 35 points. This performance gap was wider than that of 2002 (14 points). In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 54 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points. 	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <thead> <tr><th>Year</th><th>25th Percentile</th><th>50th Percentile</th><th>75th Percentile</th></tr> </thead> <tbody> <tr><td>'02</td><td>165</td><td>190*</td><td>217</td></tr> <tr><td>'03</td><td>169</td><td>195</td><td>218</td></tr> <tr><td>'05</td><td>169</td><td>194</td><td>222</td></tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	25th Percentile	50th Percentile	75th Percentile	'02	165	190*	217	'03	169	195	218	'05	169	194	222
Year	25th Percentile	50th Percentile	75th Percentile														
'02	165	190*	217														
'03	169	195	218														
'05	169	194	222														

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 Los Angeles were 2 percent and 5 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.