

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 eighth-grade students in Los Angeles was 239. This was higher than their average score in 2003 (234), and was not significantly different from their average score in 2002 (237).¹ Los Angeles' average score (239) in 2005 was lower than that of public schools in large central cities² (250). The percentage of students in Los Angeles who performed at or above the NAEP <i>Proficient</i> level was 13 percent in 2005. This percentage was not significantly different from that in 2003 (11 percent), and was not significantly different from that in 2002 (10 percent). The percentage of students in Los Angeles who performed at or above the NAEP <i>Basic</i> level was 47 percent in 2005. This percentage was not significantly different from that in 2003 (43 percent), and was not significantly different from that in 2002 (44 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>56</td><td>34</td><td>10</td><td>#</td></tr> <tr><td>2003</td><td>57</td><td>32</td><td>10</td><td>1</td></tr> <tr><td>2005</td><td>53</td><td>34</td><td>12</td><td>1</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>40</td><td>40</td><td>18</td><td>1</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>29</td><td>42</td><td>26</td><td>3</td></tr> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ 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>	Year	Below Basic	Basic	Proficient	Advanced	2002	56	34	10	#	2003	57	32	10	1	2005	53	34	12	1	Year	Below Basic	Basic	Proficient	Advanced	2005	40	40	18	1	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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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	50	235	57	43	10	#
Female	50	244	48	52	15	1
White	10	261	31	69	31	5
Black	11	234	60	40	8	#
Hispanic	72	235↑	57↓	43↑	9	#
Asian/Pacific Islander	7	262	27	73	30	3
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	78↑	236↑	57	43	10	#
Not eligible for free/reduced-price school lunch	22↑	254	37	63	24	3

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 9 points. In 2002, the average score for male students was lower than that of female students by 8 points. In 2005, Black students had an average score that was lower than that of White students by 28 points. In 2002, the average score for Black students was lower than that of White students by 28 points. In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. In 2002, the average score for Hispanic students was lower than that of White students by 34 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 18 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 17 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. 	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <thead> <tr><th>Year</th><th>75th Percentile</th><th>50th Percentile</th><th>25th Percentile</th></tr> </thead> <tbody> <tr><td>'02</td><td>261</td><td>238</td><td>213</td></tr> <tr><td>'03</td><td>261</td><td>236</td><td>210*</td></tr> <tr><td>'05</td><td>265</td><td>240</td><td>215</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	75th Percentile	50th Percentile	25th Percentile	'02	261	238	213	'03	261	236	210*	'05	265	240	215
Year	75th Percentile	50th Percentile	25th Percentile														
'02	261	238	213														
'03	261	236	210*														
'05	265	240	215														

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 3 percent and 3 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 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), 2002, 2003, and 2005 Trial Urban District Reading Assessments.