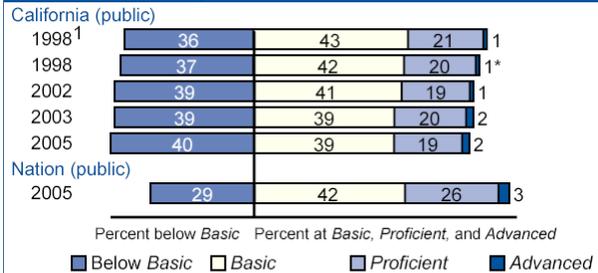


The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

**Overall Reading Results for California**

- In 2005, the average scale score for eighth-grade students in California was 250. This was not significantly different from<sup>1</sup> their average score in 2003 (251), and was not significantly different from their average score in 1998 (252).
- California's average score (250) in 2005 was lower than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in California were higher than those in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in California who performed at or above the NAEP *Proficient* level was 21 percent in 2005. This percentage was not significantly different from that in 2003 (22 percent), and was not significantly different from that in 1998 (21 percent).
- The percentage of students in California who performed at or above the NAEP *Basic* level was 60 percent in 2005. This percentage was not significantly different from that in 2003 (61 percent), and was not significantly different from that in 1998 (63 percent).

**Student Percentage at NAEP Achievement Levels**



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: *Below Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; *Advanced*, 323 or above.

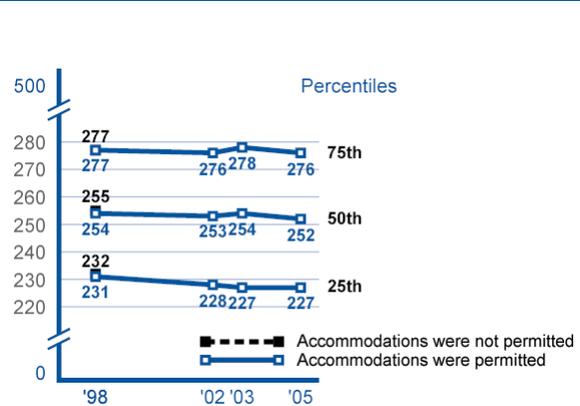
**Performance of NAEP Reporting Groups in California**

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	50	246	45	55	17	1
Female	50	255	35	65	24	2
White	33	264	25	75	32	3
Black	8	240	53	47	11	#
Hispanic	45	239	53	47	10	#
Asian/Pacific Islander	12	264	25	75	33	4
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	45	239	53	47	10	#
Not eligible for free/reduced-price school lunch	50	262	28	72	30	3

**Average Score Gaps Between Selected Groups**

- In 2005, male students in California had an average score that was lower than that of female students by 10 points. In 1998, 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 24 points. In 1998, the average score for Black students was lower than that of White students by 30 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 25 points. In 1998, the average score for Hispanic students was lower than that of White students by 30 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 23 points. This performance gap was narrower than that of 1998 (32 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points.

**Reading Scale Scores at Selected Percentiles**



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# 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. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> 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), selected years, 1998–2005 Reading Assessments.