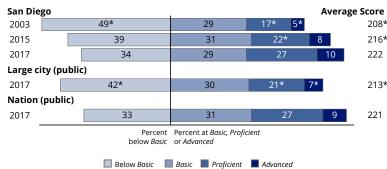


Overall Results

- In 2017, the average score of fourth-grade students in San Diego was 222. This was higher than the average score of 213 for public school students in large cities.
- The average score for students in San Diego in 2017 (222) was higher than their average score in 2015 (216) and in 2003 (208).
- The percentage of students in San Diego who performed at or above the NAEP Proficient level was 37 percent in 2017. This percentage was greater than that in 2015 (30 percent) and in 2003 (22 percent).
- The percentage of students in San Diego who performed at or above the NAEP Basic level was 66 percent in 2017. This percentage was not significantly different from that in 2015 (61 percent) and was greater than that in 2003 (51 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different (p < .05) from district's results in 2017. Significance tests were performed using unrounded numbers. NOTE: Detail may not sum to totals because of rounding.

Average Scores for District and Large Cities

Compare the Average Score in 2017 to Other Districts In 2017, the average score in San Diego (222) was

Not Significantly Different From Lower Than 2

Lower Than 2	Not Significantly Different From	Higher Than 20
Districts	4 Districts	Districts
Hillsborough County Miami-Dade	Charlotte Duval County (FL) Guilford County (NC) Jefferson County	Albuquerque Atlanta Austin Baltimore City Boston Chicago Clark County (NV) Cleveland Dallas Denver Detroit District of Columbia Fort Worth (TX) Fresno Houston Los Angeles Milwaukee New York City Philadelphia Shelby County (TN)

Results for Student Groups in 2017

	Percentage	Avg.			Percentage at	
Reporting Groups	of students	score	Basic	Proficient	Advanced	
Race/Ethnicity						
White	21	243	87	62	22	
Black	7	208	54	21	2	
Hispanic	48	209	52	22	5	
Asian	14	233	78	52	13	
American Indian/Alaska	a Native #	‡	‡	‡	‡	
Native Hawaiian/Pacifi	c Islander 1	‡	‡	+	‡	
Two or more races	8	234	82	50	14	
Gender						
Male	52	217	62	33	8	
Female	48	227	71	42	13	
National School Lunch Program						
Eligible	69	211	56	25	5	
Not eligible	30	246	89	64	23	
# Bounds to zoro						

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.



NOTE: The NAEP reading scale ranges from 0 to 500. Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Read more about how to interpret NAEP results from the reading assessment at https://nces.ed.gov/nationsreportcard/reading /interpret_results.aspx.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003-2017 Reading Assessments



* Significantly different (p < .05) from 2017. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2017, Black students had an average score that was 35 points lower than that for White students. This performance gap was not significantly different from that in 2003 (35 points).
- In 2017, Hispanic students had an average score that was 35 points lower than that for White students. This performance gap was not significantly different from that in 2003 (36 points).
- In 2017, female students in San Diego had an average score that was higher than that for male students by 10 points.
- In 2017, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 35 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2003 (27 points).