

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500. In 2002, Los Angeles Unified was one of five urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Los Angeles	Student Percentage at NAEP Achievement Level
<ul style="list-style-type: none"> The average scale score for fourth-grade students in Los Angeles was 191. Los Angeles' average score (191) was lower¹ than that of the nation's public schools (217). Los Angeles' average score was lower than that of public schools in central cities² (208). The percentage of students who performed at or above the NAEP <i>Proficient</i> level was 11 percent. The percentage of students who performed at or above the <i>Basic</i> level was 33 percent. 	<p>Los Angeles 2002: 67% below Basic, 22% Basic, 9% Proficient, 2% Advanced</p> <p>Central city (Public) 2002: 49% below Basic, 30% Basic, 17% Proficient, 4% Advanced</p> <p>Nation (Public) 2002: 38% below Basic, 32% Basic, 23% Proficient, 6% Advanced</p> <p>Percentage below Basic and Basic Percentage Proficient and Advanced</p> <p>● below Basic ○ Basic ● Proficient ● Advanced</p>

Performance of NAEP Reporting Groups in Los Angeles						
Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	51	188 ↓	70 ↑	20 ↓	8 ↓	1 ↓
Female	49	194 ↓	64 ↑	24 ↓	10 ↓	2 ↓
White	9	223	30	32	29	9
Black	12	186 ↓	75 ↑	19 ↓	6 ↓	#
Hispanic	72	185 ↓	74 ↑	19 ↓	6 ↓	1 ↓
Asian/Pacific Islander	6	218	30	44	22	3
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	79	186 ↓	73 ↑	20 ↓	6 ↓	1 ↓
Not eligible	5	199 ↓	58 ↑	28	13 ↓	1
Information not available	16	215	40	32	22	6

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> Female students in Los Angeles had an average score that was higher than that of male students (6 points). This performance gap was not significantly different from that of the Nation (7 points). White students had an average score that was higher than that of Black students (37 points). This performance gap was not significantly different from that of the Nation (29 points). White students had an average score that was higher than that of Hispanic students (38 points). This performance gap was wider than that of the Nation (28 points). Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of the Nation (27 points). 	<p>Scale Score Distribution</p> <table border="1"> <thead> <tr> <th></th> <th>25th Percentile</th> <th>50th Percentile</th> <th>75th Percentile</th> </tr> </thead> <tbody> <tr> <td>Los Angeles</td> <td>165 ↓</td> <td>190 ↓</td> <td>217 ↓</td> </tr> <tr> <td>Central city (Public)</td> <td>183 ↓</td> <td>209 ↓</td> <td>234 ↓</td> </tr> <tr> <td>Nation (Public)</td> <td>194</td> <td>219</td> <td>242</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 242, while 75 percent of students in Los Angeles scored below 217.</p>		25 th Percentile	50 th Percentile	75 th Percentile	Los Angeles	165 ↓	190 ↓	217 ↓	Central city (Public)	183 ↓	209 ↓	234 ↓	Nation (Public)	194	219	242
	25 th Percentile	50 th Percentile	75 th Percentile														
Los Angeles	165 ↓	190 ↓	217 ↓														
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Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Los Angeles.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

² Central city includes nationally representative public schools located in central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city." In Los Angeles, 19 percent of schools were in "urban fringe/large town" areas.

³ For comparison at fourth grade, non-White students comprised 65 percent of students in central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 61 percent of students in central city public schools and 43 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Reading Assessment.