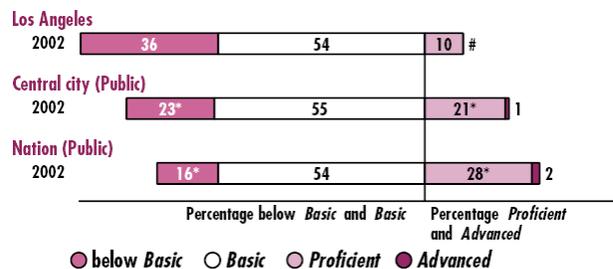


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300. In 2002, Los Angeles Unified was one of five urban districts that voluntarily participated in the NAEP writing assessment on a trial basis.

### Overall Writing Results for Los Angeles

- The average scale score for eighth-grade students in Los Angeles was 128.
- Los Angeles' average score (128) was lower<sup>1</sup> than that of the nation's public schools (152). Los Angeles' average score was lower than that of public schools in central cities<sup>2</sup> (143).
- The percentage of students who performed at or above the NAEP *Proficient* level was 11 percent. The percentage of students who performed at or above the *Basic* level was 64 percent.

### Student Percentage at Each Achievement Level



### Performance of NAEP Reporting Groups in Los Angeles

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	121 ↓	42 ↑	52 ↓	6 ↓	#
Female	50	134 ↓	29 ↑	56	15 ↓	#
White	10	146 ↓	19	56	23 ↓	1
Black	14	126 ↓	34	61	5 ↓	#
Hispanic	68	122 ↓	41 ↑	52 ↓	7 ↓	#
Asian/Pacific Islander	7	155	13	56	30	2
American Indian/Alaska Native	#	---	---	---	---	---

### Average Score Gaps Between Selected Groups

- Female students in Los Angeles had an average score that was higher than that of male students (13 points). This performance gap was narrower than that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of the Nation (25 points).
- White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of the Nation (24 points).

Data for free/reduced-price school lunch were not available at grade 8.

### Writing Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
Los Angeles	104 ↓	128 ↓	152 ↓
Central city (Public)	117 ↓	144 ↓	170 ↓
Nation (Public)	127	153	178

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below 178, while 75 percent of students in Los Angeles scored below 152.

# 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).

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

<sup>2</sup> 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, 24 percent of schools were in "urban fringe/large town" areas.

<sup>3</sup> For comparison at eighth grade, non-White students comprised 61 percent of students in central city public schools and 36 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 48 percent of students in central city public schools and 34 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 Writing Assessment.