

INFORMATION MEMORANDUM

DATE: September 23, 2003

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

SUBJECT: NAEP Update

The attached information summarizes the results of two recent National Assessment of Educational Progress (NAEP) Assessments: the Trial Urban Large Scale Assessment conducted in 2002 in reading and writing, and the results of the statewide Writing Assessment conducted as part of the State NAEP assessment in 2002.

When interpreting the year 2002 results for California, and in comparing California's results with the rest of the nation, it is important to consider the following:

- The overall school participation rates for grades 4 and 8 in 2002 were both just slightly above 70 percent, therefore small changes in scores may not register as statistically significant.
- California had the highest percentage of Limited English Proficiency students in the Nation (30.4 percent at grade 4, 20.5 percent grade 8). More than 90 percent of these students took the exam.
- Participation by Limited English Proficiency and Students with Disabilities students in NAEP increased significantly for sample schools between 1998 and 2002.
- Grade 4 students were not assessed in writing in 1998.
- The 4th and 8th grade results are both based on 300 possible points, however the two scales are not vertically equated.
- The NAEP assessment has a standard deviation of about 35 points, therefore differences of less than seven points are of little practical significance.

[Attachment 1](#) - NAEP Trial Urban Assessment 2002 Briefing for California, pages 1-7
[Attachment 2](#) - NAEP Writing 2002: Briefing Materials for California, pages 1-10

NAEP Trial Urban District Assessment 2002: Briefing Materials for California

Prepared by E. Zilbert, NAEP Consultant
September 2003

Introduction

This briefing presents the results of the Trial Urban District Assessment conducted for the first time in 2002. Federal appropriations authorized for the No Child Left Behind Act supported a multi-year study of the feasibility of a Trial Urban District Assessment (TUDA) of Educational Progress. In 2001, after discussion among the NAGB, the NCES, and the Council of the Great City Schools, NAGB passed a resolution approving the selection of five large urban districts for participation in a TUDA, a special project within NAEP. The District of Columbia is part of main NAEP and was included in the TUDA for purposes of comparison.

The trial design called for a sufficient sample size to make reliable district-level comparisons. Because individual states have assessments based on a variety of scores, scales, and test designs, districts have not been able to validly compare themselves to a district in another state. For the first time, the TUDA makes such comparisons possible.

As in the national and state assessments, students participating in the NAEP 2002 TUDA in writing were asked to write for three main purposes: narrative, informative, and persuasive.

The NAEP 2002 TUDA in reading and writing used the same frameworks as the national and state assessments. In fact, the assessment instrument, procedures, and time frame were identical with those in the NAEP 2002 assessment.

The TUDA was conducted in the Los Angeles Unified School District and four other large urban districts: Atlanta, Chicago, Houston, and New York. New York City took part in the assessment but met the required participation guidelines only at grade 4.

Major Findings for the Reading Assessment

- Average scale scores (on a 0 to 500 scale) for fourth graders in the districts assessed ranged from 191 for the District of Columbia and Los Angeles to 206 for Houston and New York City. The average score for all fourth-grade students in public schools in the nation was 217; for students in central city public schools across the nation, the average was 208. Los Angeles students average scale score was not significantly different from those of Atlanta, Chicago, and the District of Columbia.

- At grade 8, the average scale score (on a 0 to 500 scale) for students in Los Angeles was 237. This was significantly lower than the average for the nation as a whole (263), and for central city public schools (254). The average scale score for students in Los Angeles was not significantly different from those for Atlanta and the District of Columbia.

Data for New York City at grade 8 do not appear because the district did not meet the required 70 percent school participation rate.

NAEP Average reading scale scores and selected percentiles, grades 4 and 8 public schools: By urban district, 2002.

	Average scale score	Scale score distribution		
		25th percentile	50th percentile	75th percentile
Grade 4				
Nation (Public)	217	194	219	242
Central city (Public) ¹	208 **	183 **	209 **	234 **
Atlanta	195 * **	171 * **	194 * **	219 * **
Chicago	193 * **	170 * **	194 * **	217 * **
District of Columbia	191 * **	167 * **	191 * **	215 * **
Houston	206 **	183 **	206 **	229 **
Los Angeles	191 * **	165 * **	190 * **	217 * **
New York City [‡]	206 **	182 **	206 **	230 **
Grade 8				
Nation (Public)	263	242	265	286
Central city (Public) ²	254 **	232 **	256 **	278 **
Atlanta	236 * **	214 * **	236 * **	259 * **
Chicago	249 * **	231 **	251 * **	270 * **
District of Columbia	240 * **	219 * **	241 * **	262 * **
Houston	248 * **	226 **	251 * **	273 * **
Los Angeles	237 * **	213 * **	238 * **	261 * **

[‡] Although deemed sufficient for reporting, the target response rate specified in the NAEP guidelines was not met.

* Significantly different from central city public schools.

** Significantly different from nation (public schools).

¹ For comparison, at fourth grade 65 percent of students in central city public schools and 40 percent in public schools nationally were non-White. Also, 61 percent of students in central city public schools and 43 percent in public schools nationally were eligible for free/reduced-price school lunch.

² For comparison, at eighth grade 61 percent of students in central city public schools and 36 percent in public schools nationally were non-White. Also, 47 percent of students in central city public schools and 34 percent in public schools nationally were eligible for free/reduced-price school lunch.

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.

NAEP Average writing scale scores and selected percentiles, grades 4 and 8 public schools: By urban district, 2002.

	Average scale score	Scale score distribution		
		25th percentile	50th percentile	75th percentile
Grade 4				
Nation (Public)	153	128	153	178
Central city (Public) ¹	147 **	122 **	146 **	171 **
Atlanta	140 *, **	117 *, **	139 *, **	161 *, **
Chicago	138 *, **	116 *, **	137 *, **	160 *, **
District of Columbia	135 *, **	113 *, **	134 *, **	157 *, **
Houston	148	123	147	174
Los Angeles	141 *, **	117 **	141 *, **	165 *, **
New York City [‡]	153 *	128	154 *	178
Grade 8				
Nation (Public)	152	127	153	178
Central city (Public) ²	143 **	117 **	144 **	170 **
Atlanta	130 *, **	107 *, **	129 *, **	151 *, **
Chicago	136 *, **	111 **	136 *, **	160 *, **
District of Columbia	128 *, **	105 *, **	128 *, **	152 *, **
Houston	138 **	113 **	139 **	165 **
Los Angeles	128 *, **	104 *, **	128 *, **	152 *, **

[‡] Although deemed sufficient for reporting, the target response rate specified in the NAEP guidelines was not met.

* Significantly different from central city public schools.

** Significantly different from nation (public schools).

¹ For comparison, at fourth grade 66 percent of students in central city public schools and 40 percent in public schools nationally were non-White. Also, 61 percent of students in central city public schools and 43 percent in public schools nationally were eligible for free/reduced-price lunch.

² For comparison, at eighth grade 61 percent of students in central city public schools and 36 percent in public schools nationally were non-White. Also, 48 percent of students in central city public schools and 34 percent in public schools nationally were eligible for free/reduced-price lunch.

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 and 2002 Writing Assessment.

Major Findings for the Writing Assessment

- The average score (on a 0 to 300 scale) for fourth-grade Los Angeles Unified students was 141, this was significantly lower than the average for the nation (153) and for students in central city schools (147). Los Angeles students' scores were not significantly different from those of students in Atlanta or Chicago, and were significantly higher than those for the District of Columbia.
- The average score (on a 0 to 300 scale) for eighth-grade Los Angeles Unified students was 128, this was significantly lower than the average for the nation (152) and for students in central city schools (143). Los Angeles students' average score was not significantly different from those of students in Atlanta and the District of Columbia. The scores of eighth grade-students in Houston and Chicago were significantly higher than those for Los Angeles.

NAEP Writing 2002: Briefing Materials for California

Prepared by E. Zilbert, NAEP Consultant

June 9, 2003

Introduction

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. In 2002 the state NAEP assessed reading and writing at grades 4 and 8. This report summarizes the findings of the 2002 assessment in writing for California and the Nation.

Results of Past State Assessments for California

The table below summarizes the performance of California students on the NAEP assessments given to date. Note that 2002 was the first time the writing assessment was given to students in the 4th grade, and that 8th grade students were assessed once previously in 1998.

History of NAEP Participation and Performance

Subject	Grade	Year	Scale Score		Basic	Achievement Level		
			State Avg.	[Nat. Avg.]		Percent at or Above Proficient	Advanced	
Mathematics (scale: 0-500)	4	1992	208	[219]	46	12	1	
		1996	209	[222]	46	11	1	
		2000	214	[226]	52	15	1	
	8	1990	256	[262]	45	12	2	
		1992	261	[267]	50	16	2	
		1996	263	[271]	51	17	3	
Reading (scale: 0-500)	4	1992	202	[215]	48	19	4	
		1994	197	[212]	44	18	3	
		1998	202	[215]	48	20	4	
		2002	206	[217]	50	21	4	
	8	1998	252	[261]	64	22	1	
		2002	250	[263]	61	20	1	
	Writing (scale: 0-300)	4	2002	146	[153]	57	21	2
			8	1998	141	[148]	56	19
		2002	144	[152]	55	22	1	

The achievement levels are described as follows:

Basic: Partial mastery of prerequisite knowledge and skills fundamental for proficient work at each grade.

Proficient: Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: Superior performance.

Key Findings From the 2002 NAEP in Writing

A snapshot report of the results of the NAEP writing assessments at the 4th and 8th grade levels are attached to this report.

Comparison with National Averages

- At the 4th grade level, California students scored 7 points below the national average.
- At the 8th grade level, California students scored 8 points below the national average. In 1998 the 8th graders were 7 points below the national average

Changes in Scores from 1998 (Grade 8 Only)

- In 2002 the average scale score for California grade 8 students increased 3 points from 141 to 144. This was not a statistically significant difference.

Gender Differences

- Nationwide there is a significant gap in the performance of boys and girls at both grade 4 (18 point gap) and grade 8 (24 point gap).
- In California grade 4 girls scored 21 points higher than their male counterparts (157 and 136 points respectively).
- Grade 8 girls in California scored 15 points higher than the boys (152 and 137 points respectively).

Ethnicity Differences

- In 4th grade reading, White students in California had an average scale score (158) that was higher than those of Black (138) and Hispanic (135) students. Asian/Pacific Islander students had the highest average scale score (164). The scores for these subgroups in California were not significantly different from those of the same groups for the nation as a whole.
- Hispanic students showed a significant increase in average scale score (11 points) from 1998 to 2002. White students gained 2 points, Black students average scale score fell 6 points, and Asian/Pacific Islander students average scale score fell 2 points. The changes in average scale score for White, Black and Asian/Pacific Islander students were not found to be statistically significant.
- In 8th grade writing, White students had an average scale score (156) that was higher than those of Black (128) and Hispanic (132) students. Asian/Pacific Islander students average scale score (155) was not significantly different from those of White students.

English Learner and Disadvantaged Student Scores

- Grade 4 English Learner (EL) students' average score in California was 126, one point less than the national average of 127.
- California's non-EL population's average scale score was equal to the national average for non-EL students of 155.
- Grade 8 EL students' average score increased 9 points from 108 to 117. The national average for non-EL students was 115.
- Grade 8 non-EL students' average score increased by 4 points from 146 to 150. The national average scale score for non-EL students was 153.
- Grade 4 students eligible for the National School Lunch Program (NSLP) had an average score of 134, 7 points less than the national average of 141.
- Grade 4 students not eligible for the NSLP average score was 162 points, not significantly different from the national average of 163.
- Grade 8 students eligible for the NSLP showed an increase in average scale score of 11 points from 121 in 1998 to 132 points in 2002. The data in 2002 did not include scores for the Los Angeles Unified School District for this sub-group. The national average score for NSLP students was 161.
- Grade 8 students not eligible for the NSLP showed an increase in average scale score from 155 in 1998 to 158 in 2002. The national average score for these students in 2002 was 161.

Grade 8 Student Scores and Parental Education

- Only grade 8 students report level of education of their parents.

- Students whose parents did not graduate from high school had an average scale score of 133; those whose parents graduated from high school, but did not go to college had an average score of 136. The difference in scores for these two groups was not statistically significant.
- Students whose parents had some college education scored significantly higher (149) than those parents who did not complete high school or only completed high school.
- Students whose parents graduated from college had a significantly higher score (160) than those whose parents did not.
- The percentage of students whose parents had graduated from college in California was 37 percent. For the nation as a whole this figure is 46 percent.

Scores of English Learners by Ethnicity

- Overall, students in California at both the grade 4 and grade 8 levels that were not identified as EL performed as well as their counterparts across the nation. The attached tables 1 through 6 show the relationship of EL status to the performance of the main subgroups for grades 4 and 8.

**Table 1. Student classified by school as an English Learner (EL) by overall score and gender.
California/Writing/Grade 4/2002**

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

OVERALL

	Jurisdictions	N	EL		Not EL	
			Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Total	California	3979	126 (6.0)	29% (2.7)	155 (2.0)	71% (2.7)
	National (Public)	132752	127 (2.9)	8% (0.5)	155 (0.3)	92% (0.5)

GENDER

	Jurisdictions	N	EL		Not EL	
			Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Male	California	2051	117 (7.6)	29% (3.4)	144 (2.3)	71% (3.4)
	National (Public)	67076	120 (3.6)	8% (0.6)	146 (0.4)	92% (0.6)
Female	California	1928	136 (4.3)	28% (2.4)	166 (2.2)	72% (2.4)
	National (Public)	65676	135 (2.2)	7% (0.4)	164 (0.4)	93% (0.4)

**Table 2. Student classified by school as an English Learner (EL) by race/ethnicity.
California/Writing/Grade 4/2002**

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

RACE/ETHNICITY from school records

	Jurisdictions	N	EL		Not EL	
			Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
White	California	998	---- (---)	0.0 (1.9)!	158 (2.4)	1.0 (1.9)
	National (Public)	83474	145 (2.8)	0.0 (0.2)	160 (0.3)	1.0 (0.2)
Black	California	370	---- (---)	2% (0.9)!	137 (4.1)	1.0 (0.9)
	National (Public)	25592	125 (3.7)	1% (0.2)	139 (0.7)	1.0 (0.2)
Hispanic	California	2212	121 (6.8)	52% (4.0)	150 (2.5)	0.5 (4.0)
	National (Public)	14495	123 (3.5)	35% -1.9	150 (0.9)	0.7 (1.9)
Asian/Pacific Islander	California	357	149 (6.0)	29% (4.5)	170 (5.2)!	71% (4.5)!
	National (Public)	5474	147 (3.4)	20% (1.4)	171 (1.6)	0.8 (1.4)
American Indian	California	---	---- (---)	---- (---)	---- (---)	---- (---)
	National (Public)	2434	123 (2.8)	11% (1.5)	140 (2.2)	0.9 (1.5)

! The nature of the sample does not allow accurate determination of the variability of the statistic.

**Table 3. Student classified by school as an English Learner (EL) by NSLP status.
California/Writing/Grade 4/2002**

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

NATIONAL SCHOOL LUNCH PROGRAM

	Jurisdictions	N	EL		Not EL	
			Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Eligible	California	2361	122 (7.4)	0.5 (4.3)	143 (2.5)	0.5 (4.3)
	National (Public)	58418	124 (3.4)	0.1 (1.0)	143 (0.5)	0.9 (1.0)
Not Eligible	California	984	145 (5.3)!	0.1 (1.7)!	164 (2.9)	0.9 (1.7)
	National (Public)	66076	140 (2.8)	0.0 (0.2)	164 (0.5)	1.0 (0.2)
Info Not Available	California	634	128 (6.5)!	23% (6.2)!	153 (5.5)!	77% (6.2)!
	National (Public)	8258	134 (6.0)!	11% (2.2)!	157 (2.1)	0.9 (2.2)

**Table 4. Student classified by school as an English Learner (EL) overall and by gender.
California/Writing/Grade 8/2002 and 1998**

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

OVERALL

	Year	Jurisdictions	N	EL		Not EL	
				Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Total	2002	California	3140	117 (2.8)	19% (1.8)	150 (1.8)	81% (1.8)
		National (Public)	112485	115 (1.4)	5% (0.3)	153 (0.6)	95% (0.3)
	1998	California	2157	108 (2.6)	14% (1.5)	146 (1.8)	86% (1.5)
		National (Public)	17005	107 (2.1)	2% (0.2)	149 (0.6)	98% (0.2)

GENDER

	Year	Jurisdictions	N	EL		Not EL	
				Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Male	2002	California	1602	111 (3.3)	19% (1.8)	143 (2.1)	81% (1.8)
		National (Public)	56758	108 (1.8)	5% (0.3)	143 (0.7)	95% (0.3)
	1998	California	1035	101 (2.8)	14% (1.8)	138 (2.1)	86% (1.8)
		National (Public)	8513	102 (2.3)	3% (0.2)	139 (0.8)	97% (0.2)
Female	2002	California	1538	124 (3.5)	19% (2.1)	158 (2.2)	81% (2.1)
		National (Public)	55727	123 (2.1)	5% (0.3)	164 (0.6)	95% (0.3)
	1998	California	1122	114 (3.5)	14% (1.8)	153 (1.8)	86% (1.8)
		National (Public)	8492	113 (2.6)	2% (0.2)	159 (0.6)	98% (0.2)

Table 5. Student classified by school as an English Learner (EL) overall and by race/ethnicity. California/Writing/Grade 8/2002 and 1998

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

	Year	Jurisdictions	N	EL		Not EL	
				Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
White	2002	California	761	--- (---)	0.0 (1.1)!	157 (2.5)	1.0 (1.1)
		National (Public)	75159	127 (2.9)	0.0 (0.1)	159 (0.7)	1.0 (0.1)
	1998	California	918	--- (---)	1% (0.3)!	154 (2.2)	1.0 (0.3)
		National (Public)	9809	--- (---)	0% (0.1)!	155 (0.8)	1.0 (0.1)
Black	2002	California	312	--- (---)	2% (1.1)!	128 (3.7)	1.0 (1.1)
		National (Public)	19166	104 (5.8)	0.0 (0.2)	135 (0.7)	1.0 (0.2)
	1998	California	154	--- (---)	--- (---)	134 (3.9)	1.0 (***)
		National (Public)	3216	--- (---)	1% (0.2)!	130 (1.0)	1.0 (0.2)
Hispanic	2002	California	1715	115 (2.9)	0.4 (3.0)	142 (2.4)	0.6 (3.0)
		National (Public)	10931	111 (1.7)	0.2 (1.3)	142 (1.1)	0.8 (1.3)
	1998	California	832	105 (2.7)	0.3 (3.0)	132 (1.9)	0.7 (3.0)
		National (Public)	3122	104 (2.2)	0.2 (1.4)	135 (1.8)	0.9 (1.4)
Asian/Pacific Isl	2002	California	321	128 (6.3)!	0.3 (4.7)!	165 (4.3)	0.7 (4.7)
		National (Public)	4601	128 (4.4)	0.2 (2.0)	165 (2.1)	0.8 (2.0)
	1998	California	222	--- (---)	0.2 (3.2)!	163 (3.8)	0.9 (3.2)
		National (Public)	672	119 (4.9)	0.1 (2.0)	156 (7.3)	0.9 (2.0)

(---)Sample size is insufficient to permit a reliable estimate.

! The nature of the sample does not allow accurate determination of the variability of the statistic

**Table 6. Student classified by school as an English Learner (EL) by NSLP status.
California/Writing/Grade 8/2002 and 1998**

Average Scale Score and Row Percentage (with Standard Errors in Parentheses)

NATIONAL SCHOOL LUNCH PROGRAM

	Year	Jurisdictions	N	EL		Not EL	
				Average Scale Score	Row Percentage	Average Scale Score	Row Percentage
Eligible	2002	California	525	120 (4.1)	36% (4.2)	139 (2.8)	64% (4.2)
		National (Public)	39134	113 (2.1)	9% (0.6)	138 (0.6)	91% (0.6)
	1998	California	830	104 (2.9)	28% (2.9)	128 (2.1)	72% (2.9)
		National (Public)	6025	103 (2.4)	6% (0.5)	133 (0.8)	94% (0.5)
Not Eligible	2002	California	675	--- (---)	6% (1.3)!	160 (2.6)	94% (1.3)
		National (Public)	63859	126 (2.5)	2% (0.2)	162 (0.7)	98% (0.2)
1998		California	973	--- (---)	4% (0.8)!	156 (2.3)	96% (0.8)
		National (Public)	8956	113 (4.1)	1% (0.1)	156 (0.8)	99% (0.1)
Info Not Available	2002	California	261	--- (---)	15% (3.3)!	150 (2.4)!	85% (3.3)!
		National (Public)	7813	118 (4.9)!	5% (0.9)!	156 (2.8)	95% (0.9)
1998		California	354	--- (---)	8% (1.5)!	150 (4.2)!	92% (1.5)!
		National (Public)	2024	--- (---)	1% (0.6)!	150 (2.2)	99% (0.6)

(---)Sample size is insufficient to permit a reliable estimate.

! The nature of the sample does not allow accurate determination of the variability of the statistic.

1998

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 and Basic, 22% Basic, 9% Proficient, 2% Advanced</p> <p>Central city (Public) 2002: 49% below Basic and Basic, 30% Basic, 17% Proficient, 4% Advanced</p> <p>Nation (Public) 2002: 38% below Basic and Basic, 32% Basic, 23% Proficient, 6% Advanced</p> <p>Legend: ● 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 ↓														
Central city (Public)	183 ↓	209 ↓	234 ↓														
Nation (Public)	194	219	242														

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.

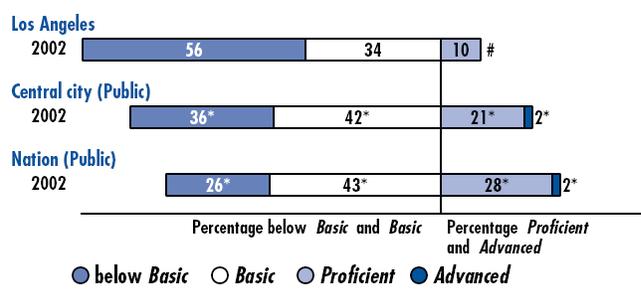
² Central city includes nationally representative public schools located in central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city." In Los Angeles, 19 percent of schools were in "urban fringe/large town" areas.

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.

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. 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 eighth-grade students in Los Angeles was 237. Los Angeles' average score (237) was lower¹ than that of the nation's public schools (263). Los Angeles' average score was lower than that of public schools in central cities² (254). The percentage of students who performed at or above the NAEP <i>Proficient</i> level was 10 percent. The percentage of students who performed at or above the <i>Basic</i> level was 44 percent. 	 <p>Los Angeles 2002: 56% below Basic, 34% Basic, 10% Proficient, # Advanced</p> <p>Central city (Public) 2002: 36% below Basic, 42% Basic, 21% Proficient, 2% Advanced</p> <p>Nation (Public) 2002: 26% below Basic, 43% Basic, 28% Proficient, 2% Advanced</p> <p>Percentage below <i>Basic</i> and <i>Basic</i> Percentage <i>Proficient</i> and <i>Advanced</i></p> <p>● below <i>Basic</i> ○ <i>Basic</i> ● <i>Proficient</i> ● <i>Advanced</i></p>

Performance of NAEP Reporting Groups in Los Angeles						
Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	53	233 ↓	61 ↑	30 ↓	8 ↓	#
Female	47	241 ↓	51 ↑	37 ↓	12 ↓	1 ↓
White	10	264 ↓	27 ↑	41	30	3
Black	14	236 ↓	57 ↑	35	8	#
Hispanic	67	230 ↓	64 ↑	30 ↓	5 ↓	#
Asian/Pacific Islander	9	259	27	48	25	1
American Indian/Alaska Native	#	---	---	---	---	---

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 (8 points). This performance gap was not significantly different from that of the Nation (9 points). White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of the Nation (27 points). White students had an average score that was higher than that of Hispanic students (34 points). This performance gap was wider than that of the Nation (26 points). <p>Data for free/reduced-price school lunch were not available at grade 8.</p>	<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>213 ↓</td> <td>238 ↓</td> <td>261 ↓</td> </tr> <tr> <td>Central city (Public)</td> <td>232 ↓</td> <td>256 ↓</td> <td>278 ↓</td> </tr> <tr> <td>Nation (Public)</td> <td>242</td> <td>265</td> <td>286</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 286, while 75 percent of students in Los Angeles scored below 261.</p>		25 th Percentile	50 th Percentile	75 th Percentile	Los Angeles	213 ↓	238 ↓	261 ↓	Central city (Public)	232 ↓	256 ↓	278 ↓	Nation (Public)	242	265	286
	25 th Percentile	50 th Percentile	75 th Percentile														
Los Angeles	213 ↓	238 ↓	261 ↓														
Central city (Public)	232 ↓	256 ↓	278 ↓														
Nation (Public)	242	265	286														

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, 24 percent of schools were in "urban fringe/large town" areas.

³ 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 47 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.

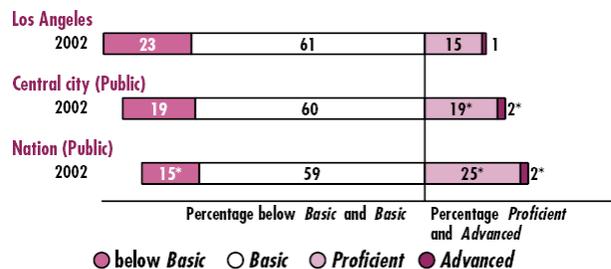
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Reading Assessment.

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 fourth-grade students in Los Angeles was 141.
- Los Angeles' average score (141) was lower¹ than that of the nation's public schools (153). Los Angeles' average score was lower than that of public schools in central cities² (147).
- The percentage of students who performed at or above the NAEP *Proficient* level was 16 percent. The percentage of students who performed at or above the *Basic* level was 77 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Los Angeles

Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	51	134 ↓	29 ↑	60	10 ↓	#
Female	49	148 ↓	16 ↑	62 ↑	20 ↓	1 ↓
White	11	164	7	55	34	3
Black	11	140	22	66	12	#
Hispanic	72	135	27	62	11 ↓	#
Asian/Pacific Islander	6	165	6	58	33	4
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	78	137	25	63	12	#
Not eligible	5	147 ↓	19 ↑	59	21 ↓	2
Information not available	17	158	12	57	29	2

Average Score Gaps Between Selected Groups

- Female students in Los Angeles had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was not found to be significantly different from that of students who were eligible. Students who were not eligible for free/reduced-price school lunch had an average score that was higher than students who were eligible in the Nation.

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 th Percentile	50 th Percentile	75 th Percentile
Los Angeles	117 ↓	141 ↓	165 ↓
Central city (Public)	122 ↓	146 ↓	171 ↓
Nation (Public)	128	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 165.

Percentage rounds to zero.

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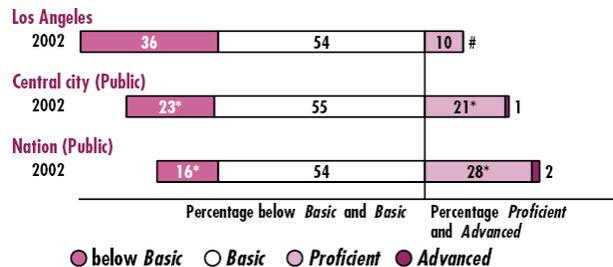
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The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300. In 2002, Los Angeles 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 lower¹ than that of the nation's public schools (152). Los Angeles' average score was lower than that of public schools in central cities² (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 ³	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 th Percentile	50 th Percentile	75 th 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.

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