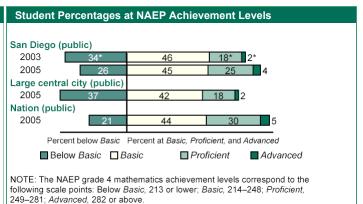
Snapshot Report

NCES 2006-458XD4r

The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, San Diego City Unified School District was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for San Diego

- In 2005, the average scale score for fourth-grade students in San Diego was 232. This was higher than their average score in 2003 (226) 1
- San Diego's average score (232) in 2005 was higher than that of public schools in large central cities² (228).
- The percentage of students in San Diego who performed at or above the NAEP *Proficient* level was 29 percent in 2005. This percentage was greater than that in 2003 (20 percent).
- The percentage of students in San Diego who performed at or above the NAEP Basic level was 74 percent in 2005. This percentage was greater than that in 2003 (66 percent).

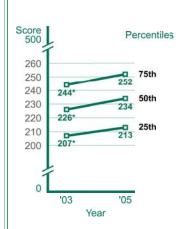


Performance of NAEP Reporting Groups in San Diego: 2005						
	Percent	Average	Percent	Percent of students at or above		Percent
Reporting groups	of students ³	score	below Basic	Basic	Proficient	Advanced
Male	48	234↑	25↓	75↑	31↑	5
Female	52	231↑	27↓	73↑	27↑	4↑
White	23	249↑	6↓	94↑	50	9
Black	14	221	40	60	15	1
Hispanic	44	222↑	37↓	63↑	16↑	1
Asian/Pacific Islander	17	245↑	13	87	46↑	9
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	64	225↑	34↓	66↑	19↑	2
Not eligible for free/reduced-price school lunch	36	246↑	11	89	47↑	8

Average Score Gaps Between Selected Groups

- In 2005, male students in San Diego had an average score that
 was not significantly different from that of female students. In 2003,
 there was no significant difference between the average score of
 male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 29 points. In 2003, the average score for Black students was lower than that of White students by 27 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 27 points. In 2003, the average score for Hispanic students was lower than that of White students by 27 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 22 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points.

Mathematics Scale Scores at Selected Percentiles



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

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

- ↑ Significantly higher than 2003. ↓ Significantly lower than 2003.
- ¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in San Diego were 2 percent and 3 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
- ² "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."
- ³ For comparison, non-White students comprised 78 percent of students in large central city public schools and 42 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 46 percent in public schools nationally. NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/mathematics/tuda.asp 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), 2003 and 2005 Trial Urban District Mathematics Assessments.