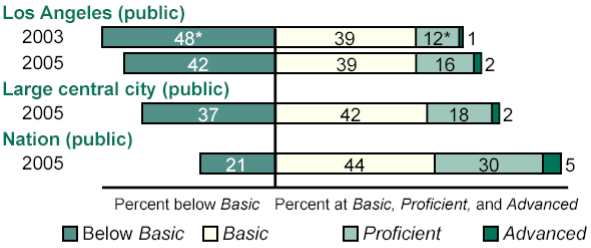
The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, Los Angeles Unified School District was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for Los Angeles

- In 2005, the average scale score for fourth-grade students in Los Angeles was 220. This was higher than their average score in 2003 (216).[1]
- Los Angeles' average score (220) in 2005 was lower than that of public schools in large central cities[2] (228).
- The percentage of students in Los Angeles who performed at or above the NAEP *Proficient* level was 18 percent in 2005. This percentage was greater than that in 2003 (13 percent).
- The percentage of students in Los Angeles who performed at or above the NAEP *Basic* level was 58 percent in 2005. This percentage was greater than that in 2003 (52 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below *Basic,* 213 or lower; *Basic,* 214–248; *Proficient,* 249–281; *Advanced,* 282 or above.

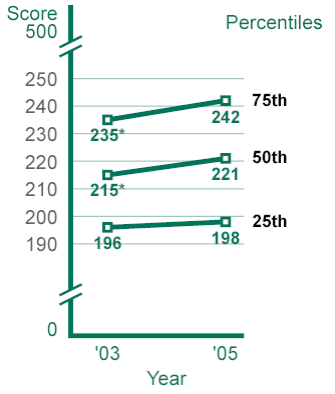
Performance of NAEP Reporting Groups in Los Angeles: 2005

Reporting groups	Percent of students[3]	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	48	222	40	60	21↑	3
Female	52	219↑	44↓	56↑	16↑	2
White	10	247	13	87	49	10
Black	10	209	58	42	9	#
Hispanic	74	216↑	47↓	53↑	13↑	1
Asian/Pacific Islander	6	246	12	88	45	9
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	86	216↑	47↓	53↑	13↑	1
Not eligible for free/reduced-price school lunch	14↑	248↑	12↓	88↑	51↑	11

Average Score Gaps Between Selected Groups

- In 2005, male students in Los Angeles had an average score that was not significantly different from that of female students. In 2003, the average score for male students was higher than that of female students by 6 points.
- In 2005, Black students had an average score that was lower than that of White students by 38 points. In 2003, the average score for Black students was lower than that of White students by 33 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 30 points. In 2003, the average score for Hispanic students was lower than that of White students by 30 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 33 points. This performance gap was wider than that of 2003 (17 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was wider than that of 2003 (39 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 Los Angeles were 3 percent and 4 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.