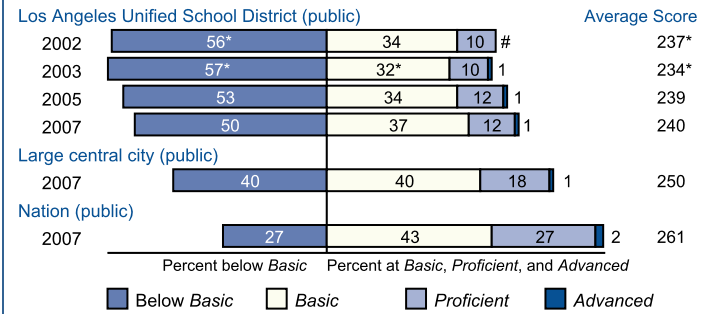


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2007, Los Angeles Unified School District was one of eleven urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Los Angeles

- In 2007, the average scale score for eighth-grade students in Los Angeles was 240. This was not significantly different from their average score in 2005 (239) and was higher than their average score in 2002 (237).¹
- Los Angeles' average score (240) in 2007 was lower than that of public schools in large central cities² (250).
- The percentage of students in Los Angeles who performed at or above the NAEP *Proficient* level was 12 percent in 2007. This percentage was not significantly different from that in 2005 (13 percent) and was not significantly different from that in 2002 (10 percent).
- The percentage of students in Los Angeles who performed at or above the NAEP *Basic* level was 50 percent in 2007. This percentage was not significantly different from that in 2005 (47 percent) and was greater than that in 2002 (44 percent).

Percentages at NAEP Achievement Levels and Average Score



Rounds to zero.
NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: *Below Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; *Advanced*, 323 or above.

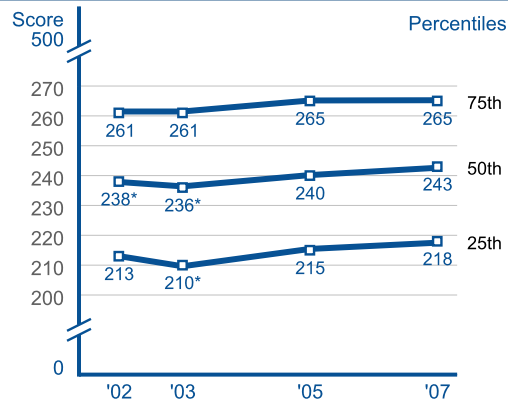
Performance of NAEP Reporting Groups in Los Angeles: 2007

Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	234	58	42	9	#
Female	49	247	43	57	16	1
White	9	272	19	81	41	5
Black	10	229	62	38	6	#
Hispanic	74	236	55	45	8	#
Asian/Pacific Islander	7	264	24	76	32	3
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	76	237	53	47	10	#
Not eligible for National School Lunch Program	10 ↓	251	42	58	20	3

Average Score Gaps Between Selected Groups

- In 2007, male students in Los Angeles had an average score that was lower than that of female students by 13 points. In 2002, the average score for male students was lower than that of female students by 8 points.
- In 2007, Black students had an average score that was lower than that of White students by 43 points. This performance gap was wider than that of 2002 (28 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 36 points. In 2002, the average score for Hispanic students was lower than that of White students by 34 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 14 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 17 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.

Reading Scores at Selected Percentiles



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

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. 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 2 percent and 3 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

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 77 percent of students in large central city public schools and 42 percent in public schools nationally at grade 8. Also, students eligible for free/reduced-price school lunch comprised 64 percent of students in large central city public schools and 40 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/reading/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), various years, 2002–2007 Trial Urban District Reading Assessments.