

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, New York City Public Schools was one of five urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for New York City	Student Percentage at NAEP Achievement Level																				
<ul style="list-style-type: none"> <li>The average scale score for fourth-grade students in New York City was 206.</li> <li>New York City's average score (206) was lower<sup>1</sup> than that of the nation's public schools (217). New York City's average score was not found to be significantly different from that of public schools in central cities<sup>2</sup> (208).</li> <li>The percentage of students who performed at or above the NAEP <i>Proficient</i> level was 19 percent. The percentage of students who performed at or above the <i>Basic</i> level was 47 percent.</li> </ul>	<p><b>Percentage below Basic and Basic</b>      <b>Percentage Proficient and Advanced</b></p> <p>● below Basic    ○ Basic    ● Proficient    ● Advanced</p> <table border="1"> <caption>Student Percentage at NAEP Achievement Level (2002)</caption> <thead> <tr> <th>Reporting Group</th> <th>below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>New York City</td> <td>53</td> <td>29</td> <td>14</td> <td>5</td> </tr> <tr> <td>Central city (Public)</td> <td>49</td> <td>30</td> <td>17</td> <td>4</td> </tr> <tr> <td>Nation (Public)</td> <td>38*</td> <td>32</td> <td>23*</td> <td>6</td> </tr> </tbody> </table>	Reporting Group	below Basic	Basic	Proficient	Advanced	New York City	53	29	14	5	Central city (Public)	49	30	17	4	Nation (Public)	38*	32	23*	6
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Performance of NAEP Reporting Groups in New York City						
Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	50	199 ↓	61 ↑	26	11 ↓	3 ↓
Female	50	213 ↓	45 ↑	32	17 ↓	7
White	15	226	29	36	25	10
Black	36	197	63	28	8	2
Hispanic	40	201	58	28	12	3
Asian/Pacific Islander	8	235	22	28	30	20
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	73	201	58	27	11	3
Not eligible	16	219 ↓	38 ↑	32	22	8
Information not available	11	221	38	33	17	11

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> <li>Female students in New York City had an average score that was higher than that of male students (14 points). This performance gap was not significantly different from that of the Nation (7 points).</li> <li>White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (29 points).</li> <li>White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of the Nation (28 points).</li> <li>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 (18 points). This performance gap was not significantly different from that of the Nation (27 points).</li> </ul>	<p><b>Scale Score Distribution</b></p> <table border="1"> <thead> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td><b>New York City</b></td> <td>182 ↓</td> <td>206 ↓</td> <td>230 ↓</td> </tr> <tr> <td><b>Central city (Public)</b></td> <td>183 ↓</td> <td>209 ↓</td> <td>234 ↓</td> </tr> <tr> <td><b>Nation (Public)</b></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 New York City scored below 230.</p>		25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile	<b>New York City</b>	182 ↓	206 ↓	230 ↓	<b>Central city (Public)</b>	183 ↓	209 ↓	234 ↓	<b>Nation (Public)</b>	194	219	242
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# Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from New York City.

↑ 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."

<sup>3</sup> 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.