

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

Overall Reading Results for Boston	Student Percentages at NAEP Achievement Levels																													
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in Boston was 207. This was not significantly different from their average score in 2003 (206).¹ Boston's average score (207) in 2005 was not significantly different from that of public schools in large central cities² (206). The percentage of students in Boston who performed at or above the NAEP <i>Proficient</i> level was 16 percent in 2005. This percentage was not significantly different from that in 2003 (16 percent). The percentage of students in Boston who performed at or above the NAEP <i>Basic</i> level was 51 percent in 2005. This percentage was not significantly different from that in 2003 (48 percent). 	<p>Student Percentages at NAEP Achievement Levels</p> <table border="1"> <thead> <tr> <th>Reporting Group</th> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Boston (public)</td> <td>2003</td> <td>52</td> <td>33</td> <td>13</td> <td>2</td> </tr> <tr> <td>2005</td> <td>49</td> <td>34</td> <td>14</td> <td>3</td> </tr> <tr> <td rowspan="2">Large central city (public)</td> <td>2005</td> <td>56</td> <td>27</td> <td>14</td> <td>3</td> </tr> <tr> <td>Nation (public)</td> <td>2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below <i>Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	Reporting Group	Year	Below Basic	Basic	Proficient	Advanced	Boston (public)	2003	52	33	13	2	2005	49	34	14	3	Large central city (public)	2005	56	27	14	3	Nation (public)	2005	38	33	23	7
Reporting Group	Year	Below Basic	Basic	Proficient	Advanced																									
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Performance of NAEP Reporting Groups in Boston: 2005						
Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	205	51	49	14	2
Female	49	209	47	53	18	3
White	12	230	21	79	40	8
Black	46	203	55	45	11	1
Hispanic	32	200	58	42	10	1
Asian/Pacific Islander	10	224	32	68	33	8
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	83	205	53	47	13	2
Not eligible for free/reduced-price school lunch	14 †	223	31	69	33	8

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles												
<ul style="list-style-type: none"> In 2005, male students in Boston had an average score that was not significantly different from that of female students. In 2003, the average score for male students was lower than that of female students by 10 points. In 2005, Black students had an average score that was lower than that of White students by 27 points. In 2003, the average score for Black students was lower than that of White students by 23 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 23 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 19 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 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. 	<p>Reading Scale Scores at Selected Percentiles</p> <table border="1"> <thead> <tr> <th>Percentile</th> <th>2003 Score</th> <th>2005 Score</th> </tr> </thead> <tbody> <tr> <td>75th</td> <td>228</td> <td>228</td> </tr> <tr> <td>50th</td> <td>207</td> <td>208</td> </tr> <tr> <td>25th</td> <td>185</td> <td>186</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Percentile	2003 Score	2005 Score	75th	228	228	50th	207	208	25th	185	186
Percentile	2003 Score	2005 Score											
75th	228	228											
50th	207	208											
25th	185	186											

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 Boston were 9 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 41 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 45 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 "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), 2003 and 2005 Trial Urban District Reading Assessments.