

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

Overall Reading Results for New York City	Student Percentages at NAEP Achievement Levels																									
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in New York City was 213. This was not significantly different from their average score in 2003 (210), and was higher than their average score in 2002 (206).<sup>1</sup></li> <li>New York City's average score (213) in 2005 was higher than that of public schools in large central cities<sup>2</sup> (206).</li> <li>The percentage of students in New York City who performed at or above the NAEP <i>Proficient</i> level was 22 percent in 2005. This percentage was not significantly different from that in 2003 (22 percent), and was not significantly different from that in 2002 (19 percent).</li> <li>The percentage of students in New York City who performed at or above the NAEP <i>Basic</i> level was 57 percent in 2005. This percentage was not significantly different from that in 2003 (53 percent), and was greater than that in 2002 (47 percent).</li> </ul>	<p><b>New York City (public)</b></p> <table border="1"> <tr><td>2002</td><td>53*</td><td>29</td><td>14</td><td>5</td></tr> <tr><td>2003</td><td>47</td><td>31</td><td>17</td><td>4</td></tr> <tr><td>2005</td><td>43</td><td>35</td><td>18</td><td>5</td></tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr><td>2005</td><td>56</td><td>27</td><td>14</td><td>3</td></tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr><td>2005</td><td>38</td><td>33</td><td>23</td><td>7</td></tr> </table> <p>Percent below <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></p> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	2002	53*	29	14	5	2003	47	31	17	4	2005	43	35	18	5	2005	56	27	14	3	2005	38	33	23	7
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Performance of NAEP Reporting Groups in New York City: 2005						
Reporting groups	Percent of students <sup>3</sup>	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	50	209↑	47	53	19	4
Female	50	217	39	61	26	6
White	15	226	25	75	36	9
Black	35	206	51	49	16	2
Hispanic	38	207	49	51	15	2
Asian/Pacific Islander	12	235	21	79	47	15
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	86	210	47	53	20	4
Not eligible for free/reduced-price school lunch	13	230	20	80	40	11

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> <li>In 2005, male students in New York City had an average score that was lower than that of female students by 7 points. In 2002, the average score for male students was lower than that of female students by 14 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 20 points. In 2002, the average score for Black students was lower than that of White students by 29 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 19 points. In 2002, the average score for Hispanic students was lower than that of White students by 25 points.</li> <li>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 20 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.</li> </ul>	<p><b>Reading Scale Scores at Selected Percentiles</b></p> <table border="1"> <tr><th>Year</th><th>75th</th><th>50th</th><th>25th</th></tr> <tr><td>'02</td><td>230</td><td>206*</td><td>182*</td></tr> <tr><td>'03</td><td>234</td><td>210</td><td>186*</td></tr> <tr><td>'05</td><td>235</td><td>213</td><td>191</td></tr> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th	50th	25th	'02	230	206*	182*	'03	234	210	186*	'05	235	213	191
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'02	230	206*	182*														
'03	234	210	186*														
'05	235	213	191														

# The estimate rounds to zero. ‡ Reporting standards not met.  
 \* Significantly different from 2005. † Significantly higher than 2003. ‡ Significantly lower than 2003.  
<sup>1</sup> 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 New York City were 3 percent and 5 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
<sup>2</sup> "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."  
<sup>3</sup> 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), 2002, 2003, and 2005 Trial Urban District Reading Assessments.