

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 eighth-grade students in New York City was 251. This was not significantly different from their average score in 2003 (252).<sup>1</sup></li> <li>New York City's average score (251) in 2005 was not significantly different from that of public schools in large central cities<sup>2</sup> (250).</li> <li>The percentage of students in New York City who performed at or above the NAEP <i>Proficient</i> level was 20 percent in 2005. This percentage was not significantly different from that in 2003 (22 percent).</li> <li>The percentage of students in New York City who performed at or above the NAEP <i>Basic</i> level was 61 percent in 2005. This percentage was not significantly different from that in 2003 (62 percent).</li> </ul>	<p><b>New York City (public)</b></p> <table border="1"> <tr> <td>2003</td> <td>38</td> <td>40</td> <td>20</td> <td>2</td> </tr> <tr> <td>2005</td> <td>39</td> <td>41</td> <td>18</td> <td>1</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>40</td> <td>40</td> <td>18</td> <td>1</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</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 8 reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243–280; <i>Proficient</i>, 281–322; <i>Advanced</i>, 323 or above.</p>	2003	38	40	20	2	2005	39	41	18	1	2005	40	40	18	1	2005	29	42	26	3
2003	38	40	20	2																	
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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> / <i>Proficient</i>		Percent <i>Advanced</i>	
Male	50	246	46	54	17	1	
Female	50	256	33	67	23	2	
White	16	269	20	80	38	4	
Black	35	241	51	49	10	#	
Hispanic	37	247	43	57	14	#	
Asian/Pacific Islander	12	271	20	80	42	5	
American Indian/Alaska Native	#	‡	‡	‡	‡	‡	
Eligible for free/reduced-price school lunch	84	249	41	59	18	1	
Not eligible for free/reduced-price school lunch	12	266	24	76	35	4	

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 10 points. In 2003, the average score for male students was lower than that of female students by 11 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 28 points. In 2003, the average score for Black students was lower than that of White students by 25 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 22 points. In 2003, the average score for Hispanic students was lower than that of White students by 23 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 16 points. This performance gap was narrower than that of 2003 (30 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points.</li> </ul>	<p>Score 500</p> <p>Percentiles</p> <table border="1"> <tr> <td>75th</td> <td>277</td> <td>275</td> </tr> <tr> <td>50th</td> <td>254</td> <td>253</td> </tr> <tr> <td>25th</td> <td>229</td> <td>228</td> </tr> </table> <p>Year '03 '05</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	75th	277	275	50th	254	253	25th	229	228
75th	277	275								
50th	254	253								
25th	229	228								

# 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 2 percent and 4 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 76 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 63 percent of students in large central city public schools and 39 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.