

The National Assessment of Educational Progress (NAEP) assesses mathematics 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 mathematics assessment on a trial basis.

Overall Mathematics Results for New York City	Student Percentages at NAEP Achievement Levels																																			
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in New York City was 231. This was higher than their average score in 2003 (226).¹ New York City's average score (231) in 2005 was higher than that of public schools in large central cities² (228). The percentage of students in New York City who performed at or above the NAEP <i>Proficient</i> level was 26 percent in 2005. This percentage was greater than that in 2003 (21 percent). The percentage of students in New York City who performed at or above the NAEP <i>Basic</i> level was 73 percent in 2005. This percentage was greater than that in 2003 (67 percent). 	<p>New York City (public)</p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2003</td> <td>33*</td> <td>46</td> <td>19*</td> <td>2</td> </tr> <tr> <td>2005</td> <td>27</td> <td>47</td> <td>23</td> <td>3</td> </tr> </table> <p>Large central city (public)</p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2005</td> <td>37</td> <td>42</td> <td>18</td> <td>2</td> </tr> </table> <p>Nation (public)</p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2005</td> <td>21</td> <td>44</td> <td>30</td> <td>5</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 mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	2003	33*	46	19*	2	2005	27	47	23	3	Year	Below Basic	Basic	Proficient	Advanced	2005	37	42	18	2	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
Year	Below Basic	Basic	Proficient	Advanced																																
2003	33*	46	19*	2																																
2005	27	47	23	3																																
Year	Below Basic	Basic	Proficient	Advanced																																
2005	37	42	18	2																																
Year	Below Basic	Basic	Proficient	Advanced																																
2005	21	44	30	5																																

Performance of NAEP Reporting Groups in New York City: 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	50	232 ↑	26	74	28	3
Female	50	229 ↑	28	72	23	2
White	14	245	13	87	46	6
Black	35	222	37	63	14	1
Hispanic	39	226 ↑	30 ↓	70 ↑	18	#
Asian/Pacific Islander	12	253	8	92	60	15
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	84	228 ↑	30 ↓	70 ↑	22	2
Not eligible for free/reduced-price school lunch	15	243	13	87	42	7

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles												
<ul style="list-style-type: none"> In 2005, male students in New York City had an average score that was not significantly different from that of female students. In 2003, there was no significant difference between the average score of male and female students. In 2005, Black students had an average score that was lower than that of White students by 23 points. In 2003, the average score for Black students was lower than that of White students by 25 points. In 2005, Hispanic students had an average score that was lower than that of White students by 18 points. In 2003, the average score for Hispanic students was lower than that of White students by 24 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 15 points. This performance gap was narrower than that of 2003 (24 points). In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points. 	<table border="1"> <caption>Mathematics Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'03</td> <td>246</td> <td>226*</td> <td>207*</td> </tr> <tr> <td>'05</td> <td>250</td> <td>231</td> <td>212</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'03	246	226*	207*	'05	250	231	212
Year	75th Percentile	50th Percentile	25th Percentile										
'03	246	226*	207*										
'05	250	231	212										

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 New York City were 2 percent and 3 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 42 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 46 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/mathematics/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 Mathematics Assessments.