

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"> <li>In 2005, the average scale score for eighth-grade students in New York City was 267. This was not significantly different from their average score in 2003 (266).<sup>1</sup></li> <li>New York City's average score (267) in 2005 was not significantly different from that of public schools in large central cities<sup>2</sup> (265).</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 (20 percent).</li> <li>The percentage of students in New York City who performed at or above the NAEP <i>Basic</i> level was 54 percent in 2005. This percentage was not significantly different from that in 2003 (54 percent).</li> </ul>	<p><b>New York City (public)</b></p> <table border="1"> <tr> <td>2003</td> <td>46</td> <td>34</td> <td>17</td> <td>4</td> </tr> <tr> <td>2005</td> <td>46</td> <td>34</td> <td>16</td> <td>5</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>50</td> <td>34</td> <td>14</td> <td>3</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>32</td> <td>39</td> <td>23</td> <td>6</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 mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 261 or lower; <i>Basic</i>, 262–298; <i>Proficient</i>, 299–332; <i>Advanced</i>, 333 or above.</p>	2003	46	34	17	4	2005	46	34	16	5	2005	50	34	14	3	2005	32	39	23	6
2003	46	34	17	4																	
2005	46	34	16	5																	
2005	50	34	14	3																	
2005	32	39	23	6																	

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	265	47	53	19	5
Female	50	268	45	55	21	4
White	15	286	23	77	38	7
Black	35	257	56	44	10	2
Hispanic	38	259	53	47	12	2
Asian/Pacific Islander	13	295	21	79	50	19
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	84	264	49	51	18	4
Not eligible for free/reduced-price school lunch	12	286	26	74	39	10

Average Score Gaps Between Selected Groups	Mathematics 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 not significantly different from that of female students. In 2003, there was no significant difference between the average score of male and female students.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 29 points. In 2003, the average score for Black students was lower than that of White students by 36 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 27 points. In 2003, the average score for Hispanic students was lower than that of White students by 29 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 22 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 34 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 51 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points.</li> </ul>	<p><b>Mathematics Scale Scores at Selected Percentiles</b></p> <table border="1"> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> <tr> <td>'03</td> <td>293</td> <td>266</td> <td>241</td> </tr> <tr> <td>'05</td> <td>292</td> <td>266</td> <td>241</td> </tr> </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	293	266	241	'05	292	266	241
Year	75th Percentile	50th Percentile	25th Percentile										
'03	293	266	241										
'05	292	266	241										

# 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 1 percent and 2 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 77 percent of students in large central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 62 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/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.