

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New York	Student Percentage at NAEP Achievement Levels																																																		
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in New York was 223. This was not significantly different from<sup>1</sup> their average score in 2003 (222), and was higher than their average score in 1992 (215).</li> <li>New York's average score (223) in 2005 was higher than that of the Nation's public schools (217).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in New York were higher than those in 24 jurisdictions, not significantly different from those in 21 jurisdictions, and lower than those in 6 jurisdictions.</li> <li>The percentage of students in New York who performed at or above the NAEP <i>Proficient</i> level was 33 percent in 2005. This percentage was not significantly different from that in 2003 (34 percent), and was greater than that in 1992 (27 percent).</li> <li>The percentage of students in New York who performed at or above the NAEP <i>Basic</i> level was 69 percent in 2005. This percentage was not significantly different from that in 2003 (67 percent), and was greater than that in 1992 (61 percent).</li> </ul>	<p>New York (public)</p> <table border="1"> <caption>New York (public) Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr><td>1992<sup>1</sup></td><td>39*</td><td>35</td><td>22*</td><td>5*</td></tr> <tr><td>1994<sup>1</sup></td><td>43*</td><td>30*</td><td>21*</td><td>6</td></tr> <tr><td>1998<sup>1</sup></td><td>38*</td><td>33</td><td>24</td><td>5*</td></tr> <tr><td>1998</td><td>38*</td><td>33</td><td>23</td><td>6*</td></tr> <tr><td>2002</td><td>33</td><td>31*</td><td>26</td><td>9</td></tr> <tr><td>2003</td><td>33</td><td>33</td><td>26</td><td>8</td></tr> <tr><td>2005</td><td>31</td><td>36</td><td>26</td><td>8</td></tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr><td>2005</td><td>38</td><td>33</td><td>23</td><td>7</td></tr> </tbody> </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><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP 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>	Year	Below Basic	Basic	Proficient	Advanced	1992 <sup>1</sup>	39*	35	22*	5*	1994 <sup>1</sup>	43*	30*	21*	6	1998 <sup>1</sup>	38*	33	24	5*	1998	38*	33	23	6*	2002	33	31*	26	9	2003	33	33	26	8	2005	31	36	26	8	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
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Performance of NAEP Reporting Groups in New York						
Reporting groups	Percent of students	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	220	33	67	30	7
Female	50	225	29	71	36	9
White	53	232	20	80	43	10
Black	20	207	50	50	17	2
Hispanic	18	208	48	52	17	3
Asian/Pacific Islander	7	237	19	81	50	16
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	49	210	46	54	20	3
Not eligible for free/reduced-price school lunch	48	234	17	83	46	12

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 had an average score that was lower than that of female students by 5 points. In 1992, the average score for male students was lower than that of female students by 6 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 24 points. In 1992, the average score for Black students was lower than that of White students by 27 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 24 points. This performance gap was narrower than that of 1992 (42 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 24 points. This performance gap was narrower than that of 1998 (35 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points.</li> </ul>	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr><td>'92</td><td>240*</td><td>240*</td><td>218*</td><td>215*</td><td>194*</td><td>187*</td></tr> <tr><td>'94</td><td>240*</td><td>240*</td><td>215*</td><td>215*</td><td>187*</td><td>187*</td></tr> <tr><td>'98</td><td>242</td><td>242*</td><td>219*</td><td>219*</td><td>194*</td><td>193*</td></tr> <tr><td>'02</td><td>248</td><td>247</td><td>225</td><td>224</td><td>199</td><td>199</td></tr> <tr><td>'03</td><td>247</td><td>247</td><td>224</td><td>224</td><td>199</td><td>199</td></tr> <tr><td>'05</td><td>246</td><td>246</td><td>224</td><td>224</td><td>202</td><td>202</td></tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	240*	240*	218*	215*	194*	187*	'94	240*	240*	215*	215*	187*	187*	'98	242	242*	219*	219*	194*	193*	'02	248	247	225	224	199	199	'03	247	247	224	224	199	199	'05	246	246	224	224	202	202
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# 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. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> 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), selected years, 1992–2005 Reading Assessments.