NCES 2007-495NY4

The Nation's Report Card Mathematics 2007

State Snapshot Report

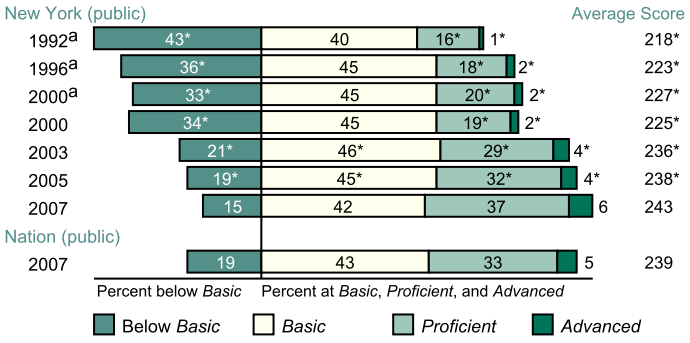
New York
Grade 4
Public Schools

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for New York

- In 2007, the average scale score for fourth-grade students in New York was 243. This was higher than their average score in 2005 (238) and was higher than their average score in 1992 (218).[1]
- New York's average score (243) in 2007 was higher than that of the nation's public schools (239).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in New York was higher than those in 25 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 8 jurisdictions.[2]
- The percentage of students in New York who performed at or above the NAEP *Proficient* level was 43 percent in 2007. This percentage was greater than that in 2005 (36 percent) and was greater than that in 1992 (17 percent).
- The percentage of students in New York who performed at or above the NAEP *Basic* level was 85 percent in 2007. This percentage was greater than that in 2005 (81 percent) and was greater than that in 1992 (57 percent).

Percentages at NAEP Achievement Levels and Average Score



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

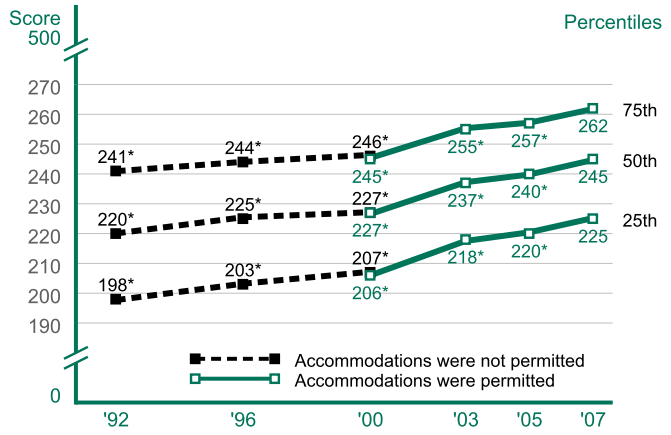
Performance of NAEP Reporting Groups in New York: 2007

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	49	244 ↑	15	85	45 ↑	8
Female	51	242 ↑	15 ↓	85 ↑	42 ↑	5
White	53	251 ↑	6	94	56 ↑	8
Black	19	225	31	69	18 ↑	1
Hispanic	20	230	26	74	25 ↑	2
Asian/Pacific Islander	8	260	6	94	69	21
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	49	233 ↑	24 ↓	76 ↑	28 ↑	3
Not eligible for National School Lunch Program	50	252 ↑	6	94	58 ↑	9

Average Score Gaps Between Selected Groups

- In 2007, male students in New York had an average score that was not significantly different from that of female students. In 1992, the average score for male students was higher than that of female students by 7 points.
- In 2007, Black students had an average score that was lower than that of White students by 26 points. In 1992, the average score for Black students was lower than that of White students by 31 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 21 points. This performance gap was narrower than that of 1992 (32 points).
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for 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. This performance gap was narrower than that of 1996 (30 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points. This performance gap was narrower than that of 1992 (43 points).

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2007.
↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

[1] Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. 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 were 1 percent and 1 percent in 2007, respectively.For more intormation on NAEP significance testing see http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical.

[2] "Jurisdictions" refers to states and 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 the National School Lunch Program, which provides free and reduced-price lunches, 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), various years, 1992–2007 Mathematics Assessments.