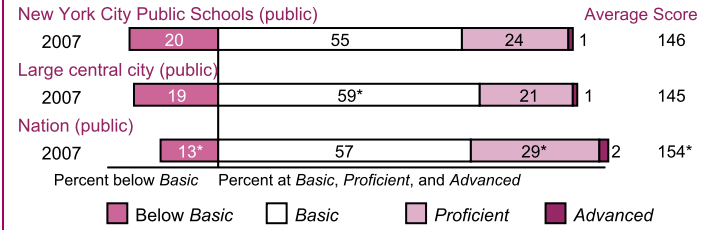


The National Assessment of Educational Progress (NAEP) assesses writing for three purposes identified in the NAEP framework: narrative, informative, and persuasive. The NAEP writing scale ranges from 0 to 300. In 2007, New York City Public Schools was one of ten urban districts that voluntarily participated in the NAEP writing assessment on a trial basis.

Overall Writing Results for New York City

- In 2007, the average scale score for eighth-grade students in New York City was 146. This was lower than the average score in the nation (154).¹
- New York City's average score (146) in 2007 was not significantly different from that of public schools in large central cities (145).²
- The percentage of students in New York City who performed at or above the NAEP *Proficient* level was 25 percent in 2007. This percentage was not significantly different from that in large central cities (22 percent).
- The percentage of students in New York City who performed at or above the NAEP *Basic* level was 80 percent in 2007. This percentage was not significantly different from that in large central cities (81 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 8 writing achievement levels correspond to the following scale points: Below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; *Advanced*, 224 or above.

Performance of NAEP Reporting Groups in New York City: 2007

Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above		Percent <i>Advanced</i>
				<i>Basic</i>	<i>Proficient</i>	
Male	49	136	28	72	16	1
Female	51	156	13	87	34	2
White	14↓	167	9	91	46	3
Black	32	140	21	79	15	#
Hispanic	40	137	27	73	18	1
Asian/Pacific Islander	14↑	167	10	90	49↑	4
American Indian/Alaska Native	#↓	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	87↑	144↑	21	79	22↑	1
Not eligible for National School Lunch Program	12↓	167	8	92	45	5

Average Score Gaps Between Selected Groups

- In 2007, male students in New York City had an average score that was lower than that of female students by 20 points. This performance gap was not significantly different from that of the large central cities (19 points).
- In 2007, Black students had an average score that was lower than that of White students by 27 points. This performance gap was not significantly different from that of the large central cities (24 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 30 points. This performance gap was not significantly different from that of the large central cities (25 points).
- In 2007, 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 23 points. This performance gap was not significantly different from that of the large central cities (21 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points. This performance gap was not significantly different from that of the large central cities (47 points).

Writing Scores at Selected Percentiles: 2007

Jurisdiction	25 th Percentile	50 th Percentile	75 th Percentile
New York City	121	148	173
Large central city (public)	122	146	169
Nation (public)	132*	156*	178*

NOTE: Scores at selected percentiles on the NAEP writing scale indicate how well students at lower, middle, and higher levels performed. For example, the data above show that 75 percent of students in public schools nationally scored at or below 178, while 75 percent of students in New York City scored at or below 173.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from New York City.

↑ Significantly higher than large central cities. ↓ Significantly lower than large central cities.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level with appropriate adjustments for multiple comparisons 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 City were 1 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing, see <http://nces.ed.gov/nationsreportcard/writing/interpret-results.asp#statistical>.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within a U.S. Census Bureau-defined Core-Based Statistical Area. It is not synonymous with "inner city."

³ For comparison, non-White students comprised 77 percent of students in large central city public schools and 42 percent in public schools nationally at grade 8. Also, students eligible for free/reduced-price school lunch comprised 64 percent of students in large central city public schools and 41 percent in public schools nationally.

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://nationsreportcard.gov/writing_2007/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Writing Assessment.