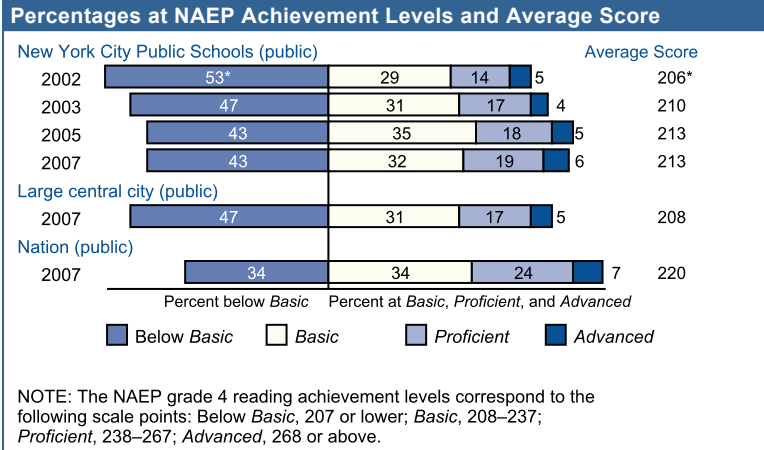


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2007, New York City Public Schools was one of eleven urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

**Overall Reading Results for New York City**

- In 2007, the average scale score for fourth-grade students in New York City was 213. This was not significantly different from their average score in 2005 (213) and was higher than their average score in 2002 (206).<sup>1</sup>
- New York City's average score (213) in 2007 was higher than that of public schools in large central cities<sup>2</sup> (208).
- 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 2005 (22 percent) and was not significantly different from that in 2002 (19 percent).
- The percentage of students in New York City who performed at or above the NAEP *Basic* level was 57 percent in 2007. This percentage was not significantly different from that in 2005 (57 percent) and was greater than that in 2002 (47 percent).

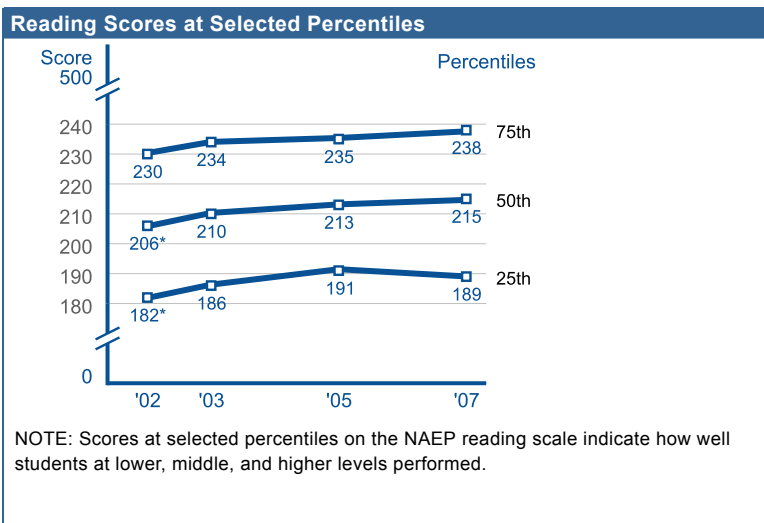


**Performance of NAEP Reporting Groups in New York City: 2007**

Reporting groups	Percent of students <sup>3</sup>	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	50	209	47	53	23	5
Female	50	217	39	61	27	7
White	17	232	23	77	45	14
Black	29	206	49	51	15	2
Hispanic	39	203	54	46	16	3
Asian/Pacific Islander	14	230	25	75	43	15
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	85	209	47	53	20	4
Not eligible for National School Lunch Program	14	240 ↑	17	83	55 ↑	19

**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 7 points. In 2002, the average score for male students was lower than that of female students by 14 points.
- In 2007, Black students had an average score that was lower than that of White students by 26 points. In 2002, the average score for Black students was lower than that of White students by 29 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 28 points. In 2002, the average score for Hispanic students was lower than that of White students by 25 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 31 points. This performance gap was wider than that of 2002 (18 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.



# Rounds to zero. ‡ Reporting standards not met.  
 \* Significantly different from 2007. † Significantly higher than 2005. ‡ Significantly lower than 2005.  
<sup>1</sup> 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 City were 3 percent and 3 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.  
<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 79 percent of students in large central city public schools and 44 percent in public schools nationally at grade 4. Also, students eligible for free/reduced-price school lunch comprised 70 percent of students in large central city public schools and 45 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://nces.ed.gov/nationsreportcard/reading/tuda.asp> for additional results and detailed information.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Trial Urban District Reading Assessments.