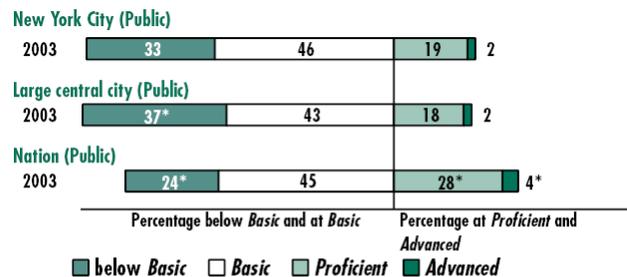


The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2003, New York City Public Schools was one of nine urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for New York City

- In 2003, the average scale score for fourth-grade students in New York City was 226. This was lower¹ than that of the nation's public schools (234).
- New York City's average score (226) in 2003 was not significantly different from that of public schools in large central cities² (224), and lower than that of New York (236).
- The percentage of students in New York City who performed at or above the NAEP *Proficient* level was 21 percent in 2003. The percentage of students in New York City who performed at or above the *Basic* level was 67 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 213 or lower; *Basic*, 214-248; *Proficient*, 249-281; *Advanced*, 282 or above.

Performance of NAEP Reporting Groups in New York City

Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	228 ↓	31 ↑	46	20 ↓	3
Female	50	225 ↓	35 ↑	46	17 ↓	2
White	15 ↓	244	12	46	35	7
Black	35 ↑	219	42	46	12	#
Hispanic	37 ↑	220	40	47	12	#
Asian/Pacific Islander	12 ↑	247	11	42	37	9
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	88 ↑	224	36	46	16	2
Not eligible	10 ↓	248	11	41	40	9

Average Score Gaps Between Selected Groups

- In 2003, male students in New York City had an average score that was not found to be significantly different from that of female students. In the Nation, male students had an average score that was higher than that of female students.
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of the Nation (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of the Nation (23 points).

Mathematics Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 th Percentile	50 th Percentile	75 th Percentile
New York City	207 ↓	226 ↓	246 ↓
Large central city (Public)	204 ↓	224 ↓	245 ↓
Nation (Public)	215	235	254

An examination of scores at different percentiles on the 0-500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 254, and 75 percent of students in New York City scored below 246.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from New York City.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ 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 for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Large central city" includes nationally representative public schools located in large central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison, minority students comprised 78 percent of students in large central city public schools and 42 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 69 percent of students in large central city public schools and 44 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 lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trial Urban District Mathematics Assessment.