

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, the District of Columbia was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for the District of Columbia	Student Percentages at NAEP Achievement Levels																									
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in the District of Columbia was 191. This was not significantly different from their average score in 2003 (188), and was not significantly different from their average score in 2002 (191).<sup>1</sup></li> <li>The District of Columbia's average score (191) in 2005 was lower than that of public schools in large central cities<sup>2</sup> (206).</li> <li>The percentage of students in the District of Columbia who performed at or above the NAEP <i>Proficient</i> level was 11 percent in 2005. This percentage was not significantly different from that in 2003 (10 percent), and was not significantly different from that in 2002 (10 percent).</li> <li>The percentage of students in the District of Columbia who performed at or above the NAEP <i>Basic</i> level was 33 percent in 2005. This percentage was not significantly different from that in 2003 (31 percent), and was not significantly different from that in 2002 (31 percent).</li> </ul>	<p><b>District of Columbia (public)</b></p> <table border="1"> <tr><td>2002</td><td>69</td><td>22</td><td>8</td><td>2</td></tr> <tr><td>2003</td><td>69</td><td>21</td><td>8</td><td>3</td></tr> <tr><td>2005</td><td>67</td><td>22</td><td>9</td><td>2</td></tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr><td>2005</td><td>51</td><td>29</td><td>15</td><td>4</td></tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr><td>2005</td><td>38</td><td>33</td><td>23</td><td>7</td></tr> </table> <p>Percent below Basic    Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic    □ Basic    ■ Proficient    ■ Advanced</p> <p>NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.</p>	2002	69	22	8	2	2003	69	21	8	3	2005	67	22	9	2	2005	51	29	15	4	2005	38	33	23	7
2002	69	22	8	2																						
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2005	38	33	23	7																						

Performance of NAEP Reporting Groups in the District of Columbia: 2005						
Reporting groups	Percent of students <sup>3</sup>	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	46	186↑	72	28	9	2
Female	54	195	63	37	13	3
White	4	252	8	92	70	29
Black	85	187	71	29	8	1
Hispanic	9	193	63	37	12	3
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	76↑	183	75	25	6	#
Not eligible for free/reduced-price school lunch	23	215↑	41↓	59↑	29	8

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> <li>In 2005, male students in the District of Columbia had an average score that was lower than that of female students by 9 points. In 2002, the average score for male students was lower than that of female students by 10 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 66 points. In 2002, the average score for Black students was lower than that of White students by 60 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 59 points. In 2002, the average score for Hispanic students was lower than that of White students by 55 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 31 points. This performance gap was wider than that of 2002 (25 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.</li> </ul>	<p>Score 500</p> <p>Percentiles</p> <table border="1"> <tr><th>Year</th><th>75th</th><th>50th</th><th>25th</th></tr> <tr><td>'02</td><td>215</td><td>191</td><td>167</td></tr> <tr><td>'03</td><td>214</td><td>189</td><td>162</td></tr> <tr><td>'05</td><td>217</td><td>191</td><td>165</td></tr> </table> <p>Year</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th	50th	25th	'02	215	191	167	'03	214	189	162	'05	217	191	165
Year	75th	50th	25th														
'02	215	191	167														
'03	214	189	162														
'05	217	191	165														

# 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. 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 District of Columbia as District were 5 and 2 in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<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 78 percent of students in large central city public schools and 41 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 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 free/reduced-price school lunch 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 Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, and 2005 Trial Urban District Reading Assessments.