

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 District of Columbia		Student Percentage at NAEP Achievement Levels																																																			
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in District of Columbia was 245. This was not significantly different from<sup>1</sup> their average score in 2003 (243), and was higher than their average score in 1990 (231).</li> <li>District of Columbia's average score (245) in 2005 was lower than that of the Nation's public schools (278).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 eighth-grade assessment, students' average scale scores in District of Columbia were lower than those in 51 jurisdictions.</li> <li>The percentage of students in District of Columbia who performed at or above the NAEP <i>Proficient</i> level was 7 percent in 2005. This percentage was not significantly different from that in 2003 (6 percent), and was greater than that in 1990 (3 percent).</li> <li>The percentage of students in District of Columbia who performed at or above the NAEP <i>Basic</i> level was 31 percent in 2005. This percentage was not significantly different from that in 2003 (29 percent), and was greater than that in 1990 (17 percent).</li> </ul>		<p>District of Columbia (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1990<sup>1</sup></td> <td>83*</td> <td>14*</td> <td>1*</td> <td>1*</td> </tr> <tr> <td>1992<sup>1</sup></td> <td>78*</td> <td>17*</td> <td>4*</td> <td>1*</td> </tr> <tr> <td>1996<sup>1</sup></td> <td>80*</td> <td>14*</td> <td>4*</td> <td>1</td> </tr> <tr> <td>2000<sup>1</sup></td> <td>77*</td> <td>17*</td> <td>5*</td> <td>1</td> </tr> <tr> <td>2000</td> <td>77*</td> <td>17*</td> <td>4*</td> <td>1</td> </tr> <tr> <td>2003</td> <td>71</td> <td>23</td> <td>5</td> <td>1</td> </tr> <tr> <td>2005</td> <td>69</td> <td>24</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>32</td> <td>39</td> <td>23</td> <td>6</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.</p>		Year	Below Basic	Basic	Proficient	Advanced	1990 <sup>1</sup>	83*	14*	1*	1*	1992 <sup>1</sup>	78*	17*	4*	1*	1996 <sup>1</sup>	80*	14*	4*	1	2000 <sup>1</sup>	77*	17*	5*	1	2000	77*	17*	4*	1	2003	71	23	5	1	2005	69	24	5	2	Year	Below Basic	Basic	Proficient	Advanced	2005	32	39	23	6
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Performance of NAEP Reporting Groups in District of Columbia						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	47	246↑	68	32	7	2
Female	53	245	71	29	6	1
White	4	317	6	94	69	37
Black	88	241	73	27	4	#
Hispanic	7	252	61	39	9	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	72↑	241↑	74	26	4	#
Not eligible for free/reduced-price school lunch	25↓	261↑	54	46	16	6

Average Score Gaps Between Selected Groups		Mathematics Scale Scores at Selected Percentiles																																																		
<ul style="list-style-type: none"> <li>In 2005, male students in District of Columbia had an average score that was not found to be significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 76 points. Data are not reported for Black students in 1990, because reporting standards were not met. Therefore, the performance gap data are not reported.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 65 points. Data are not reported for Hispanic students in 1990, because reporting standards were not met. Therefore, the performance gap data are not reported.</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 20 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 19 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.</li> </ul>		<p>Percentiles</p> <table border="1"> <thead> <tr> <th>Year</th> <th>75th (Accommodations not permitted)</th> <th>75th (Accommodations permitted)</th> <th>50th (Accommodations not permitted)</th> <th>50th (Accommodations permitted)</th> <th>25th (Accommodations not permitted)</th> <th>25th (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'90</td> <td>252*</td> <td>230*</td> <td>209*</td> <td>230*</td> <td>209*</td> <td>209*</td> </tr> <tr> <td>'92</td> <td>258*</td> <td>234*</td> <td>210*</td> <td>234*</td> <td>210*</td> <td>210*</td> </tr> <tr> <td>'96</td> <td>255*</td> <td>232*</td> <td>207*</td> <td>232*</td> <td>207*</td> <td>207*</td> </tr> <tr> <td>'00</td> <td>260*</td> <td>235*</td> <td>210*</td> <td>235*</td> <td>210*</td> <td>210*</td> </tr> <tr> <td>'03</td> <td>267</td> <td>243</td> <td>219</td> <td>243</td> <td>219</td> <td>219</td> </tr> <tr> <td>'05</td> <td>267</td> <td>244</td> <td>222</td> <td>244</td> <td>222</td> <td>222</td> </tr> </tbody> </table> <p>■ --- Accommodations were not permitted □ --- Accommodations were permitted</p> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>		Year	75th (Accommodations not permitted)	75th (Accommodations permitted)	50th (Accommodations not permitted)	50th (Accommodations permitted)	25th (Accommodations not permitted)	25th (Accommodations permitted)	'90	252*	230*	209*	230*	209*	209*	'92	258*	234*	210*	234*	210*	210*	'96	255*	232*	207*	232*	207*	207*	'00	260*	235*	210*	235*	210*	210*	'03	267	243	219	243	219	219	'05	267	244	222	244	222	222
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# 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. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (3% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Other Jurisdictions" refers to 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 free/reduced-price lunch 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), selected years, 1990–2005 Mathematics Assessments.