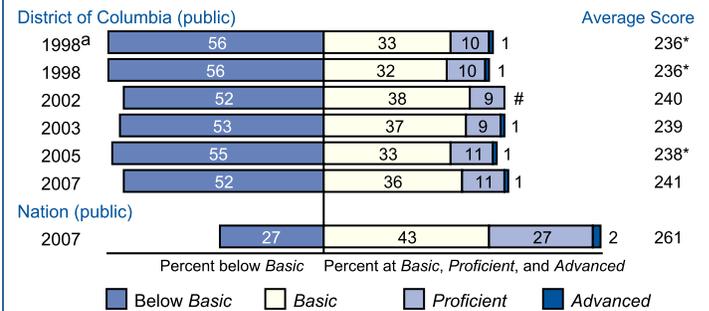


The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for the District of Columbia

- In 2007, the average scale score for eighth-grade students in the District of Columbia was 241. This was higher than their average score in 2005 (238) and was higher than their average score in 1998 (236).¹
- The District of Columbia's average score (241) in 2007 was lower than that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in District of Columbia was lower than those in 51 jurisdictions.²
- The percentage of students in the District of Columbia who performed at or above the NAEP *Proficient* level was 12 percent in 2007. This percentage was not significantly different from that in 2005 (12 percent) and was not significantly different from that in 1998 (11 percent).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Basic* level was 48 percent in 2007. This percentage was not significantly different from that in 2005 (45 percent) and was not significantly different from that in 1998 (44 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.
Rounds to zero.

NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; *Advanced*, 323 or above.

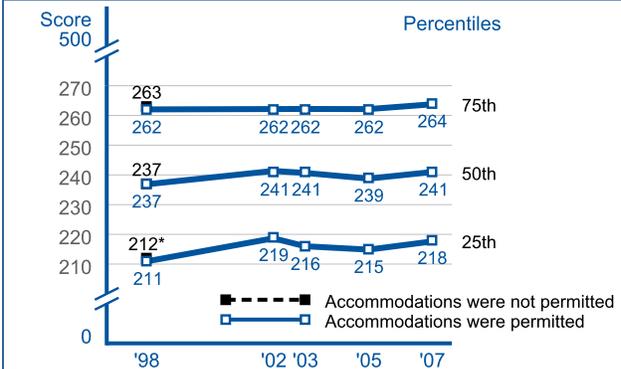
Performance of NAEP Reporting Groups in the District of Columbia: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	44	235 ↑	59	41	9	1
Female	56	245	47	53	15	1
White	3	‡	‡	‡	‡	‡
Black	88	238 ↑	55	45	9	#
Hispanic	8	249	44	56	19	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	65 ↓	234	59	41	7	#
Not eligible for National School Lunch Program	35 ↑	253	40	60	22	3

Average Score Gaps Between Selected Groups

- In 2007, male students in the District of Columbia had an average score that was lower than that of female students by 10 points. In 1998, the average score for male students was lower than that of female students by 12 points.
- Data are not reported for White students in 2007, because reporting standards were not met. Therefore, the performance gap results with Black students are not reported.
- Data are not reported for White students in 2007, because reporting standards were not met. Therefore, the performance gap results with Hispanic students are not reported.
- 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 18 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 51 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ 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 District of Columbia were 12 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and 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 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/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), various years, 1998–2007 Reading Assessments.