

The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500. In 2002, District of Columbia was among the urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for District of Columbia	Student Percentage at NAEP Achievement Level												
<ul style="list-style-type: none"> <li>The average scale score for fourth-grade students in District of Columbia was 191.</li> <li>District of Columbia's average score (191) was lower<sup>1</sup> than that of the nation's public schools (217). District of Columbia's average score was lower than that of public schools in central cities<sup>2</sup> (208).</li> <li>The percentage of students who performed at or above the NAEP <i>Proficient</i> level was 10 percent. The percentage of students who performed at or above the <i>Basic</i> level was 31 percent.</li> </ul>	<table border="1"> <caption>Student Percentage at NAEP Achievement Level (2002)</caption> <thead> <tr> <th>Group</th> <th>Percentage below Basic and Basic</th> <th>Percentage Proficient and Advanced</th> </tr> </thead> <tbody> <tr> <td>District of Columbia</td> <td>69% (below Basic) + 22% (Basic) = 91%</td> <td>8% (Proficient) + 2% (Advanced) = 10%</td> </tr> <tr> <td>Central city (Public)</td> <td>49% (below Basic) + 30% (Basic) = 79%</td> <td>17% (Proficient) + 4% (Advanced) = 21%</td> </tr> <tr> <td>Nation (Public)</td> <td>38% (below Basic) + 32% (Basic) = 70%</td> <td>23% (Proficient) + 6% (Advanced) = 29%</td> </tr> </tbody> </table> <p>● below Basic ○ Basic ○ Proficient ● Advanced</p>	Group	Percentage below Basic and Basic	Percentage Proficient and Advanced	District of Columbia	69% (below Basic) + 22% (Basic) = 91%	8% (Proficient) + 2% (Advanced) = 10%	Central city (Public)	49% (below Basic) + 30% (Basic) = 79%	17% (Proficient) + 4% (Advanced) = 21%	Nation (Public)	38% (below Basic) + 32% (Basic) = 70%	23% (Proficient) + 6% (Advanced) = 29%
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Performance of NAEP Reporting Groups in District of Columbia						
Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	49	185 ↓	74 ↑	18 ↓	6 ↓	1 ↓
Female	51	196 ↓	64 ↑	25 ↓	9 ↓	2 ↓
White	3	248 ↑	9 ↓	24	38	28 ↑
Black	88	188 ↓	72 ↑	21 ↓	6 ↓	1 ↓
Hispanic	7	193	66	26	7	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	78	185 ↓	75 ↑	20 ↓	5 ↓	#
Not eligible	21	210 ↓	48 ↑	29	16 ↓	7 ↓
Information not available	1	---	---	---	---	---

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> <li>Female students in District of Columbia had an average score that was higher than that of male students (10 points). This performance gap was not significantly different from that of 1998 (8 points).</li> <li>White students had an average score that was higher than that of Black students (60 points). This performance gap was narrower than that of 1998 (72 points).</li> <li>White students had an average score that was higher than that of Hispanic students (55 points). This performance gap was not significantly different from that of 1998 (74 points).</li> <li>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 (25 points). This performance gap was narrower than that of 1998 (42 points).</li> </ul>	<table border="1"> <caption>Scale Score Distribution</caption> <thead> <tr> <th></th> <th>25<sup>th</sup> Percentile</th> <th>50<sup>th</sup> Percentile</th> <th>75<sup>th</sup> Percentile</th> </tr> </thead> <tbody> <tr> <td>District of Columbia</td> <td>167 ↓</td> <td>191 ↓</td> <td>215 ↓</td> </tr> <tr> <td>Central city (Public)</td> <td>183 ↓</td> <td>209 ↓</td> <td>234 ↓</td> </tr> <tr> <td>Nation (Public)</td> <td>194</td> <td>219</td> <td>242</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading 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 242, while 75 percent of students in District of Columbia scored below 215.</p>		25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile	District of Columbia	167 ↓	191 ↓	215 ↓	Central city (Public)	183 ↓	209 ↓	234 ↓	Nation (Public)	194	219	242
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# Percentage rounds to zero.

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

\* Significantly different from District of Columbia.

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

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

<sup>2</sup> Central city includes nationally representative public schools located in central cities 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 at fourth grade, non-White students comprised 65 percent of students in central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 61 percent of students in central city public schools and 43 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Reading Assessment.