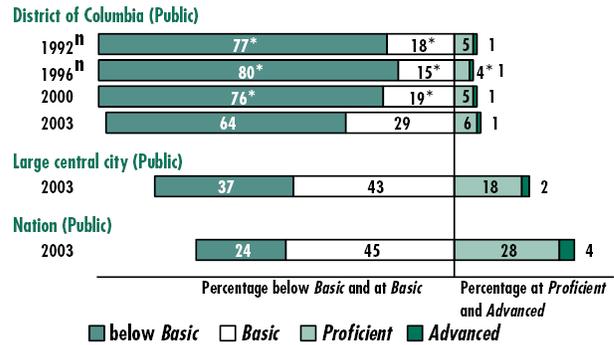


The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2003, District of Columbia's results are reported as part of the trial urban district assessment, along with those for nine other urban districts.

**Overall Mathematics Results for District of Columbia**

- In 2003, the average scale score for fourth-grade students in District of Columbia was 205. This was higher<sup>1</sup> than the average score in 2000 (192), and was higher than the average score in 1992 (193).
- District of Columbia's average score (205) in 2003 was lower than that of public schools in large central cities<sup>2</sup> (224).
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 7 percent in 2003. This percentage was greater than that in 2000 (5 percent), and was greater than that in 1992 (5 percent).

**Student Percentage at NAEP Achievement Levels**



<sup>n</sup> Accommodations were not permitted for this assessment.

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.

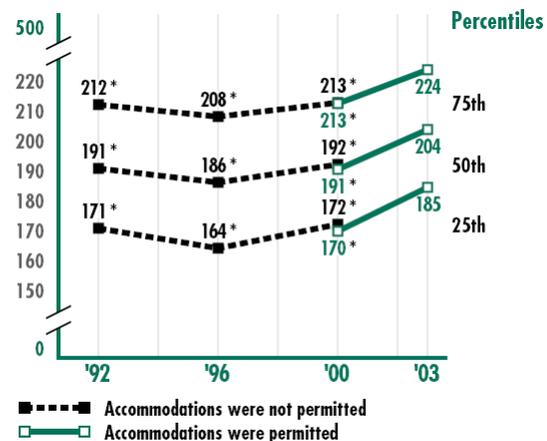
**Performance of NAEP Reporting Groups in District of Columbia**

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	204 ↑	64 ↓	28 ↑	6	1
Female	50	206 ↑	63 ↓	30 ↑	6	1
White	4	262 ↑	3	25	50	21
Black	87	202 ↑	67 ↓	29 ↑	4 ↑	#
Hispanic	8	205 ↑	61	32	6	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	71	200 ↑	71 ↓	27 ↑	3	#
Not eligible	24 ↑	221	43	36	16	4

**Average Score Gaps Between Selected Groups**

- In 2003, male students in District of Columbia had an average score that was not found to be significantly different from that of female students. In 1992, there was also no significant difference between the average score of male and female students.
- In 2003, White students had an average score that was higher than that of Black students (60 points). This performance gap was not significantly different from that of 1992 (62 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (57 points). This performance gap was not significantly different from that of 1992 (56 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 (21 points). This performance gap was narrower than that of 1996 (35 points).

**Mathematics Scale Scores at Selected Percentiles**



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.

# The estimate rounds to zero.

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

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2000.

<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 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.

<sup>2</sup> "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."

<sup>3</sup> 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), 1992, 1996, 2000, and 2003 Trial Urban District Mathematics Assessments.