

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"> In 2005, the average scale score for eighth-grade students in the District of Columbia was 238. This was not significantly different from their average score in 2003 (239), and was not significantly different from their average score in 2002 (240).¹ The District of Columbia's average score (238) in 2005 was lower than that of public schools in large central cities² (250). The percentage of students in the District of Columbia who performed at or above the NAEP <i>Proficient</i> level was 12 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). The percentage of students in the District of Columbia who performed at or above the NAEP <i>Basic</i> level was 45 percent in 2005. This percentage was not significantly different from that in 2003 (47 percent), and was not significantly different from that in 2002 (48 percent). 	<p>District of Columbia (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2002</td><td>52</td><td>38*</td><td>9</td><td>#</td></tr> <tr><td>2003</td><td>53</td><td>37</td><td>9</td><td>1</td></tr> <tr><td>2005</td><td>55</td><td>33</td><td>11</td><td>1</td></tr> </table> <p>Large central city (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2005</td><td>40</td><td>40</td><td>18</td><td>2</td></tr> </table> <p>Nation (public)</p> <table border="1"> <tr><th>Year</th><th>Below Basic</th><th>Basic</th><th>Proficient</th><th>Advanced</th></tr> <tr><td>2005</td><td>29</td><td>42</td><td>26</td><td>3</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 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.</p>	Year	Below Basic	Basic	Proficient	Advanced	2002	52	38*	9	#	2003	53	37	9	1	2005	55	33	11	1	Year	Below Basic	Basic	Proficient	Advanced	2005	40	40	18	2	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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Performance of NAEP Reporting Groups in the District of Columbia: 2005						
Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic		Percent Advanced
Male	47	230	64	36	7	1
Female	53	245	47	53	15	2
White	3	301	6	94	74	24
Black	89	235	58	42	9	#
Hispanic	6	247	41	59	18	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	70↑	234	59	41	8	#
Not eligible for free/reduced-price school lunch	27↓	249	44	56	20	3

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> In 2005, male students in the District of Columbia had an average score that was lower than that of female students by 16 points. This performance gap was wider than that of 2002 (10 points in favor of females). In 2005, Black students had an average score that was lower than that of White students by 66 points. The sample size was not sufficient to permit a reliable estimate for Black students in 2002. Therefore, the performance gap results are not reported. In 2005, Hispanic students had an average score that was lower than that of White students by 53 points. The sample size was not sufficient to permit a reliable estimate for Hispanic students in the District of Columbia in 2002. Therefore, the performance gap results are not reported. 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 15 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 17 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. 	<p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ 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 4 and 1 in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "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."

³ For comparison, non-White students comprised 76 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 63 percent of students in large central city public schools and 39 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.