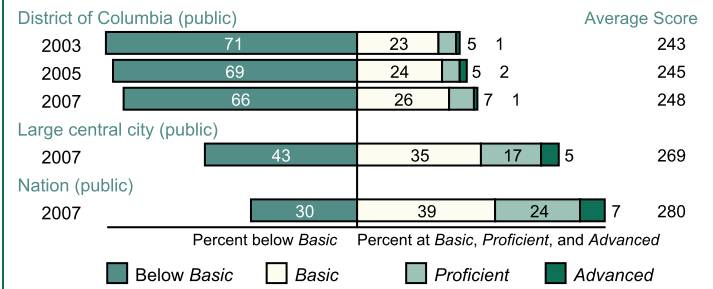


The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2007, the District of Columbia was one of eleven urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for the District of Columbia

- In 2007, the average scale score for eighth-grade students in the District of Columbia was 248. This was higher than their average score in 2005 (245) and was higher than their average score in 2003 (243).¹
- The District of Columbia's average score (248) in 2007 was lower than that of public schools in large central cities² (269).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Proficient* level was 8 percent in 2007. This percentage was not significantly different from that in 2005 (7 percent) and was greater than that in 2003 (6 percent).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Basic* level was 34 percent in 2007. This percentage was not significantly different from that in 2005 (31 percent) and was greater than that in 2003 (29 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: *Below Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

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

Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above		Percent <i>Advanced</i>
				<i>Basic</i>	<i>Proficient</i>	
Male	46	248	66	34	8	1
Female	54	248	66	34	8	1
White	3 ↓	‡	‡	‡	‡	‡
Black	88	245 ↑	69 ↓	31 ↑	6	#
Hispanic	9	251	62	38	9	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	65 ↓	243	72	28	4	#
Not eligible for National School Lunch Program	35 ↑	259	55	45	15	2 ↓

Average Score Gaps Between Selected Groups

- In 2007, male students in the District of Columbia had an average score that was not significantly different from that of female students. In 2003, there was no significant difference between the average score of male and female students.
- 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 16 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics 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 as District were 3 and 1 in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

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 77 percent of students in large central city public schools and 42 percent in public schools nationally at grade 8. Also, students eligible for free/reduced-price school lunch comprised 65 percent of students in large central city public schools and 41 percent in public schools nationally.

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/mathematics/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), various years, 2003–2007 Trial Urban District Mathematics Assessments.