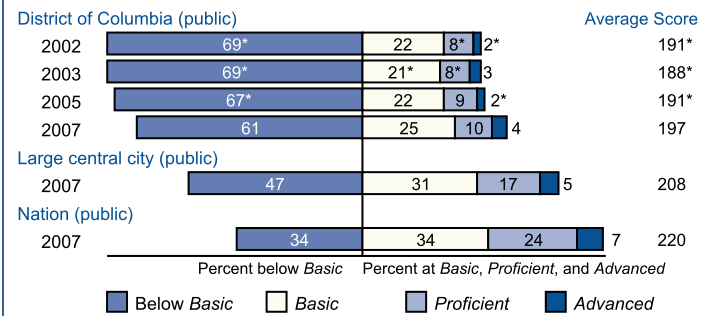


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2007, the District of Columbia was one of eleven urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for the District of Columbia

- In 2007, the average scale score for fourth-grade students in the District of Columbia was 197. This was higher than their average score in 2005 (191) and was higher than their average score in 2002 (191).¹
- The District of Columbia's average score (197) in 2007 was lower than that of public schools in large central cities² (208).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Proficient* level was 14 percent in 2007. This percentage was greater than that in 2005 (11 percent) and was greater than that in 2002 (10 percent).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Basic* level was 39 percent in 2007. This percentage was greater than that in 2005 (33 percent) and was greater than that in 2002 (31 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.

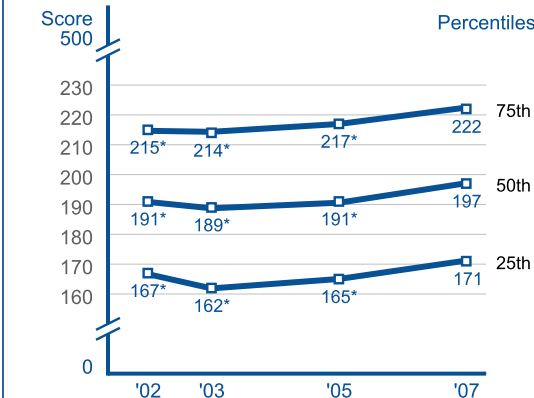
Performance of NAEP Reporting Groups in the District of Columbia: 2007

Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	48	194 ↑	64 ↓	36 ↑	12	3
Female	52	200 ↑	59	41	16	4
White	6 ↑	258	4	96	74	38
Black	86	192 ↑	67 ↓	33 ↑	9	1
Hispanic	7	206 ↑	45 ↓	55 ↑	15	2
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	66 ↓	188 ↑	71	29	6	#
Not eligible for National School Lunch Program	34 ↑	216	42	58	29	10

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 6 points. In 2002, the average score for male students was lower than that of female students by 10 points.
- In 2007, Black students had an average score that was lower than that of White students by 67 points. In 2002, the average score for Black students was lower than that of White students by 60 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 52 points. In 2002, the average score for Hispanic students was lower than that of White students by 55 points.
- 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 28 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 25 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 51 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 48 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 as District were 5 and 2 in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/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 79 percent of students in large central city public schools and 44 percent in public schools nationally at grade 4. Also, students eligible for free/reduced-price school lunch comprised 70 percent of students in large central city public schools and 45 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/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), various years, 2002–2007 Trial Urban District Reading Assessments.