

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for District of Columbia	Student Percentage at NAEP Achievement Levels																																																		
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in District of Columbia was 191. This was not significantly different from their average score in 2003 (188), and was higher than their average score in 1992 (188). District of Columbia's average score in 2005 was lower than that of the Nation's public schools (217). Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in District of Columbia were lower than those in 51 jurisdictions. The percentage of students in District of Columbia who performed at or above the NAEP <i>Proficient</i> level was 11 percent in 2005. This percentage was not significantly different from that in 2003 (10 percent), and was not significantly different from that in 1992 (10 percent). The percentage of students in District of Columbia who performed at or above the NAEP <i>Basic</i> level was 33 percent in 2005. This percentage was not significantly different from that in 2003 (31 percent), and was not significantly different from that in 1992 (30 percent). 	<p>District of Columbia (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992¹</td> <td>70</td> <td>21</td> <td>8</td> <td>2</td> </tr> <tr> <td>1994¹</td> <td>76*</td> <td>16*</td> <td>6*</td> <td>2</td> </tr> <tr> <td>1998¹</td> <td>72*</td> <td>18*</td> <td>7</td> <td>3</td> </tr> <tr> <td>1998</td> <td>73*</td> <td>17*</td> <td>8</td> <td>3</td> </tr> <tr> <td>2002</td> <td>69</td> <td>22</td> <td>8</td> <td>2</td> </tr> <tr> <td>2003</td> <td>69</td> <td>21</td> <td>8</td> <td>3</td> </tr> <tr> <td>2005</td> <td>67</td> <td>22</td> <td>9</td> <td>2</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ▒ <i>Proficient</i> ■ <i>Advanced</i></p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	70	21	8	2	1994 ¹	76*	16*	6*	2	1998 ¹	72*	18*	7	3	1998	73*	17*	8	3	2002	69	22	8	2	2003	69	21	8	3	2005	67	22	9	2	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
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Performance of NAEP Reporting Groups in District of Columbia						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	46	186 †	72	28	9	2
Female	54	195	63	37	13	3
White	4	252	8	92	70	29
Black	85	187	71	29	8	1
Hispanic	9	193	63	37	12	3
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	76 †	183	75	25	6	#
Not eligible for free/reduced-price school lunch	23	215 †	41 †	59 †	29	8

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																																	
<ul style="list-style-type: none"> In 2005, male students in District of Columbia had an average score that was lower than that of female students by 9 points. In 1992, the average score for male students was lower than that of female students by 6 points. In 2005, Black students had an average score that was lower than that of White students by 66 points. In 1992, the average score for Black students was lower than that of White students by 62 points. In 2005, Hispanic students had an average score that was lower than that of White students by 59 points. In 1992, the average score for Hispanic students was lower than that of White students by 57 points. 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 31 points. This performance gap was narrower than that of 1998 (42 points). In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points. 	<table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>214</td> <td>214</td> <td>188</td> <td>188</td> <td>162</td> <td>162</td> </tr> <tr> <td>'94</td> <td>207*</td> <td>207*</td> <td>179*</td> <td>179*</td> <td>150*</td> <td>150*</td> </tr> <tr> <td>'98</td> <td>212</td> <td>211*</td> <td>182*</td> <td>180*</td> <td>153*</td> <td>149*</td> </tr> <tr> <td>'02</td> <td>215</td> <td>214</td> <td>191</td> <td>189</td> <td>167</td> <td>162</td> </tr> <tr> <td>'03</td> <td>215</td> <td>214</td> <td>191</td> <td>189</td> <td>167</td> <td>162</td> </tr> <tr> <td>'05</td> <td>217</td> <td>217</td> <td>191</td> <td>191</td> <td>165</td> <td>165</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	214	214	188	188	162	162	'94	207*	207*	179*	179*	150*	150*	'98	212	211*	182*	180*	153*	149*	'02	215	214	191	189	167	162	'03	215	214	191	189	167	162	'05	217	217	191	191	165	165
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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. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> 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), selected years, 1992–2005 Reading Assessments.