

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500. In 2002, District of Columbia was among the urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for District of Columbia	Student Percentage at NAEP Achievement Level
<ul style="list-style-type: none"> The average scale score for eighth-grade students in District of Columbia was 240. District of Columbia's average score (240) was lower¹ than that of the nation's public schools (263). District of Columbia's average score was lower than that of public schools in central cities² (254). The percentage of students who performed at or above the NAEP <i>Proficient</i> level was 10 percent. The percentage of students who performed at or above the <i>Basic</i> level was 48 percent. 	<p>District of Columbia 2002: 52% below Basic and Basic, 38% Basic, 9% Proficient and Advanced, #</p> <p>Central city (Public) 2002: 36*% below Basic and Basic, 42*% Basic, 21*% Proficient and Advanced, 2*%</p> <p>Nation (Public) 2002: 26*% below Basic and Basic, 43*% Basic, 28*% Proficient and Advanced, 2*%</p> <p>Percentage below <i>Basic</i> and <i>Basic</i> Percentage <i>Proficient</i> and <i>Advanced</i></p> <p>● below <i>Basic</i> ○ <i>Basic</i> ● <i>Proficient</i> ● <i>Advanced</i></p>

Performance of NAEP Reporting Groups in District of Columbia						
Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	47	235 ↓	58 ↑	33 ↓	8 ↓	#
Female	53	245 ↓	46 ↑	43	10 ↓	1
White	3	---	---	---	---	---
Black	88	238 ↓	54 ↑	38	7 ↓	#
Hispanic	7	240	47	42	11	#
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	68	235 ↓	57 ↑	36 ↓	6 ↓	#
Not eligible	31	251 ↓	39 ↑	42	17 ↓	1 ↓
Information not available	1	---	---	---	---	---

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																
<ul style="list-style-type: none"> Female students in District of Columbia had an average score that was higher than that of male students (10 points). This performance gap was not significantly different from that of 1998 (12 points). The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia. The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia. 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 (17 points). This performance gap was not significantly different from that of 1998 (25 points). 	<p>Scale Score Distribution</p> <table border="1"> <thead> <tr> <th></th> <th>25th Percentile</th> <th>50th Percentile</th> <th>75th Percentile</th> </tr> </thead> <tbody> <tr> <td>District of Columbia</td> <td>219 ↓</td> <td>241 ↓</td> <td>262 ↓</td> </tr> <tr> <td>Central city (Public)</td> <td>232 ↓</td> <td>256 ↓</td> <td>278 ↓</td> </tr> <tr> <td>Nation (Public)</td> <td>242</td> <td>265</td> <td>286</td> </tr> </tbody> </table> <p>An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, while 75 percent of students in District of Columbia scored below 262.</p>		25 th Percentile	50 th Percentile	75 th Percentile	District of Columbia	219 ↓	241 ↓	262 ↓	Central city (Public)	232 ↓	256 ↓	278 ↓	Nation (Public)	242	265	286
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Percentage rounds to zero.

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

* Significantly different from District of Columbia.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

² Central city includes nationally representative public schools located in central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison at eighth grade, non-White students comprised 61 percent of students in central city public schools and 36 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 47 percent of students in central city public schools and 34 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Reading Assessment.