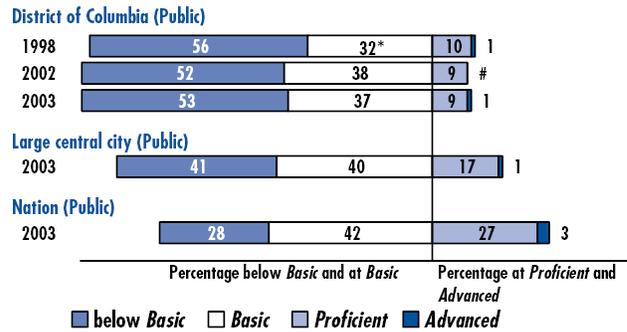


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2003, District of Columbia's results are reported as part of the trial urban district assessment, along with those for nine other urban districts.

**Overall Reading Results for District of Columbia**

- In 2003, the average scale score for eighth-grade students in District of Columbia was 239. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (240), and was not found to be significantly different from the average score in 1998 (236).
- District of Columbia's average score (239) in 2003 was lower than that of public schools in large central cities<sup>2</sup> (249).
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 10 percent in 2003. This percentage was not found to be significantly different from 2002 (10 percent), and was not found to be significantly different from 1998 (11 percent).

**Student Percentage at NAEP Achievement Levels**



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

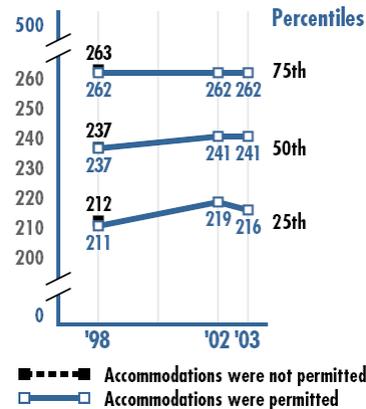
**Performance of NAEP Reporting Groups in District of Columbia**

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	48	231	62	31	7	1
Female	52	245	45	42	11	1
White	3	---	---	---	---	---
Black	88	236	55	37	7	#
Hispanic	8	240	49	39	11	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	57 ↓	232	61	33	6	#
Not eligible	30	248	44	39	14	3

**Average Score Gaps Between Selected Groups**

- In 2003, male students in District of Columbia had an average score that was lower than that of female students (14 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.
- In 2003, 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 (16 points). This performance gap was not significantly different from that of 1998 (25 points).

**Reading Scale Scores at Selected Percentiles**



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.

# The estimate rounds to zero.

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

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> 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 for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

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

<sup>3</sup> For comparison, minority students comprised 77 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 60 percent of students in large central city public schools and 36 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 lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Trial Urban District Reading Assessments.