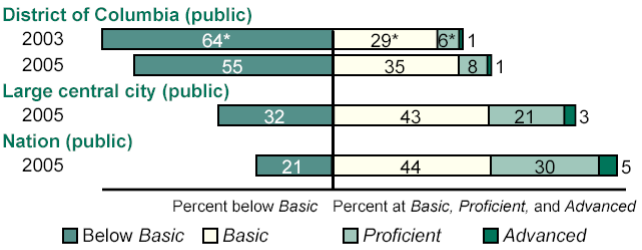
The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, the District of Columbia was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for the District of Columbia

- In 2005, the average scale score for fourth-grade students in the District of Columbia was 211. This was higher than their average score in 2003 (205).[1]
- The District of Columbia's average score (211) in 2005 was lower than that of public schools in large central cities[2] (228).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Proficient* level was 10 percent in 2005. This percentage was greater than that in 2003 (7 percent).
- The percentage of students in the District of Columbia who performed at or above the NAEP *Basic* level was 45 percent in 2005. This percentage was greater than that in 2003 (36 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below *Basic,* 213 or lower; *Basic,* 214–248; *Proficient,* 249–281; *Advanced,* 282 or above.

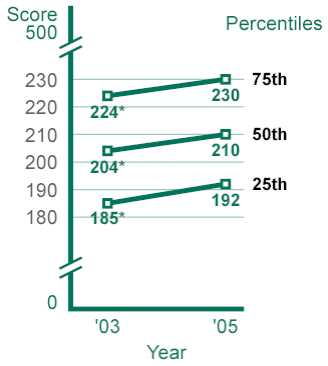
Performance of NAEP Reporting Groups in the District of Columbia: 2005

Reporting groups	Percent of students[3]	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	49	212↑	56↓	44↑	11↑	1
Female	51	211↑	55↓	45↑	9	1
White	4	266	1	99	78	23
Black	86	207↑	59↓	41↑	5	#
Hispanic	8	215↑	49↓	51↑	11	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	76↑	206↑	62↓	38↑	5↑	#
Not eligible for free/reduced-price school lunch	22	229↑	32↓	68↑	27↑	5

Average Score Gaps Between Selected Groups

- In 2005, 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.
- In 2005, Black students had an average score that was lower than that of White students by 58 points. In 2003, the average score for Black students was lower than that of White students by 60 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 51 points. In 2003, 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 23 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 21 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

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. 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 2 and 1 in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
[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 78 percent of students in large central city public schools and 42 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 46 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 school lunch and the "Unclassifed" 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), 2003 and 2005 Trial Urban District Mathematics Assessments.