

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	Student Percentages at NAEP Achievement Levels																				
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in the District of Columbia was 245. This was not significantly different from their average score in 2003 (243).<sup>1</sup></li> <li>The District of Columbia's average score (245) in 2005 was lower than that of public schools in large central cities<sup>2</sup> (265).</li> <li>The percentage of students in the District of Columbia who performed at or above the NAEP <i>Proficient</i> level was 7 percent in 2005. This percentage was not significantly different from that in 2003 (6 percent).</li> <li>The percentage of students in the District of Columbia who performed at or above the NAEP <i>Basic</i> level was 31 percent in 2005. This percentage was not significantly different from that in 2003 (29 percent).</li> </ul>	<p><b>District of Columbia (public)</b></p> <table border="1"> <tr> <td>2003</td> <td>71</td> <td>23</td> <td>5</td> <td>1</td> </tr> <tr> <td>2005</td> <td>69</td> <td>24</td> <td>5</td> <td>2</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>47</td> <td>34</td> <td>15</td> <td>4</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>32</td> <td>39</td> <td>23</td> <td>6</td> </tr> </table> <p>Legend: Below Basic (dark grey), Basic (light grey), Proficient (medium grey), Advanced (dark grey)</p> <p>NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below <i>Basic</i>, 261 or lower; <i>Basic</i>, 262–298; <i>Proficient</i>, 299–332; <i>Advanced</i>, 333 or above.</p>	2003	71	23	5	1	2005	69	24	5	2	2005	47	34	15	4	2005	32	39	23	6
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Performance of NAEP Reporting Groups in the District of Columbia: 2005						
Reporting groups	Percent of students <sup>3</sup>	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	47	246 ↑	68	32	7	2
Female	53	245	71	29	6	1
White	4	317	6	94	69	37
Black	88	241	73	27	4	#
Hispanic	7	252	61	39	9	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	72 ↑	241 ↑	74	26	4	#
Not eligible for free/reduced-price school lunch	25 ↓	261 ↑	54	46	16	6

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles												
<ul style="list-style-type: none"> <li>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.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 76 points. The sample size was not sufficient to permit a reliable estimate for Black students in 2003. Therefore, the performance gap results are not reported.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 65 points. The sample size was not sufficient to permit a reliable estimate for Hispanic students in the District of Columbia in 2003. Therefore, the performance gap results are not reported.</li> <li>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 20 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 18 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.</li> </ul>	<p><b>Mathematics Scale Scores at Selected Percentiles</b></p> <table border="1"> <tr> <th>Percentile</th> <th>2003</th> <th>2005</th> </tr> <tr> <td>75th</td> <td>267</td> <td>267</td> </tr> <tr> <td>50th</td> <td>243</td> <td>244</td> </tr> <tr> <td>25th</td> <td>219</td> <td>222</td> </tr> </table> <p>NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.</p>	Percentile	2003	2005	75th	267	267	50th	243	244	25th	219	222
Percentile	2003	2005											
75th	267	267											
50th	243	244											
25th	219	222											

# The estimate rounds to zero. ‡ Reporting standards not met.  
 \* Significantly different from 2005. † Significantly higher than 2003. ‡ Significantly lower than 2003.

<sup>1</sup> 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 3 and 1 in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "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."

<sup>3</sup> For comparison, non-White students comprised 77 percent of students in large central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 62 percent of students in large central city public schools and 39 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 "Unclassified" 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.