

Overall Results

Lower Than 16

Clark County (NV)

Hillsborough County

Jefferson County Los Angeles

Miami-Dade New York City

Districts

Austin Boston

Chica

Albuquerque Atlanta

- In 2017, the average score of eighth-grade students in District of Columbia was 246. This was lower than the average score of 258 for public school students in large cities.
- The average score for students in District of Columbia in 2017 (246) was not significantly different from their average score in 2015 (245) and was higher than their average score in 2002 (240).
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 21 percent in 2017. This percentage was not significantly different from that in 2015 (19 percent) and was greater than that in 2002 (10 percent).
- The percentage of students in District of Columbia who performed at or above the NAEP *Basic* level was 53 percent in 2017. This percentage was not significantly different from that in 2015 (52 percent) and was greater than that in 2002 (48 percent).

Compare the Average Score in 2017 to Other Districts

Not Significantly Different From

In 2017, the average score in District of Columbia (DCPS) (246) was

8 Districts

Baltimore City

Fort Worth (TX) Fresno

Dallas

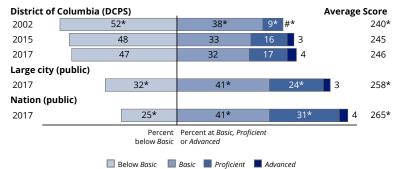
Houston

Milwaukee

Philadelphia

Shelby County (TN)

Achievement-Level Percentages and Average Score Results



Rounds to zero.

Higher Than 2

Districts

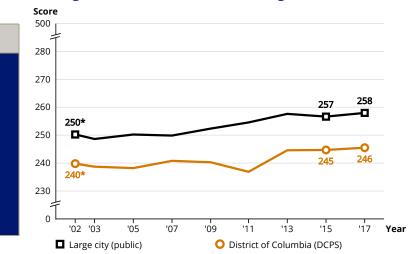
Cleveland

Detroit

* Significantly different (p < .05) from district's results in 2017. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

Average Scores for District and Large Cities



* Significantly different (p < .05) from 2017. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2017, Black students had an average score that was 67 points lower than that for White students. Data are not reported for White students in 2002, because reporting standards were not met.
- In 2017, Hispanic students had an average score that was 66 points lower than that for White students. Data are not reported for White students in 2002, because reporting standards were not met.
- In 2017, female students in District of Columbia had an average score that was higher than that for male students by 10 points.
- In 2017, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 48 points lower than that for students who were not eligible. This performance gap was wider than that in 2002 (17 points).

Results for Student Groups in 2017

	Percentage	Avg.	or	above	Percentage at
Reporting Groups	of students	score	Basic	Proficient	Advanced
Race/Ethnicity					
White	12	303	96	82	26
Black	67	236	44	10	1
Hispanic	16	237	52	19	1
Asian	2	‡	‡	‡	‡
American Indian/Alaska	Native #	‡	‡	+	‡
Native Hawaiian/Pacific	Islander #	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	241	49	18	3
Female	49	250	57	25	6
National School Lunch Pr	ogram				
Eligible	71	231	41	9	1
Not eligible	29	279	83	52	13
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Rounds to zero.‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides

free/reduced-price lunches, is not displayed. Black includes African American and Hispanic

includes Latino. Race categories exclude Hispanic origin.



NOTE: The NAEP reading scale ranges from 0 to 500. Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Read more about how to interpret NAEP results from the reading assessment at https://nces.ed.gov/nationsreportcard/reading/interpret_results.aspx.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-2017 Reading Assessments.

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