

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, City of Chicago School District 299 was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Chicago	Student Percentages at NAEP Achievement Levels																									
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in Chicago was 249. This was not significantly different from their average score in 2003 (248), and was not significantly different from their average score in 2002 (249).<sup>1</sup></li> <li>Chicago's average score (249) in 2005 was not significantly different from that of public schools in large central cities<sup>2</sup> (250).</li> <li>The percentage of students in Chicago who performed at or above the NAEP <i>Proficient</i> level was 17 percent in 2005. This percentage was not significantly different from that in 2003 (15 percent), and was not significantly different from that in 2002 (15 percent).</li> <li>The percentage of students in Chicago who performed at or above the NAEP <i>Basic</i> level was 60 percent in 2005. This percentage was not significantly different from that in 2003 (59 percent), and was not significantly different from that in 2002 (62 percent).</li> </ul>	<p><b>Chicago (public)</b></p> <table border="1"> <tr> <td>2002</td> <td>38</td> <td>47</td> <td>14</td> <td>1</td> </tr> <tr> <td>2003</td> <td>41</td> <td>44</td> <td>14</td> <td>1</td> </tr> <tr> <td>2005</td> <td>40</td> <td>42</td> <td>16</td> <td>1</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>40</td> <td>40</td> <td>18</td> <td>1</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</td> </tr> </table> <p>Percent below Basic   Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>	2002	38	47	14	1	2003	41	44	14	1	2005	40	42	16	1	2005	40	40	18	1	2005	29	42	26	3
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Performance of NAEP Reporting Groups in Chicago: 2005						
Reporting groups	Percent of students <sup>3</sup>	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	50 ↑	243	48	52	13	1
Female	50 ↓	256	32	68	22	1
White	11	270	19	81	41	3
Black	46	240	50	50	10	#
Hispanic	39	251	38	62	16	1
Asian/Pacific Islander	4	277	12	88	44	6
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	81 ↓	246	43	57	14	#
Not eligible for free/reduced-price school lunch	18 ↑	264	27	73	34	4

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> <li>In 2005, male students in Chicago had an average score that was lower than that of female students by 13 points. In 2002, the average score for male students was lower than that of female students by 9 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 30 points. In 2002, there was no significant difference between the average score of Black and White students (gap of 21 points).</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. In 2002, there was no significant difference between the average score of Hispanic and White students.</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 18 points. In 2002, there was no significant difference between the average score of not eligible and eligible for free/reduced-price school lunch (gap of 21 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.</li> </ul>	<p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.</p>

# 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 Chicago were 3 percent and 2 percent 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 76 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 63 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/reading/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), 2002, 2003, and 2005 Trial Urban District Reading Assessments.