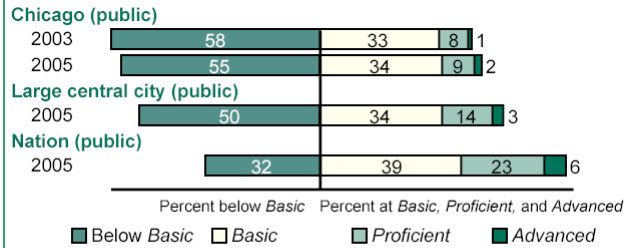


The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, City of Chicago School District 299 was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for Chicago

- In 2005, the average scale score for eighth-grade students in Chicago was 258. This was not significantly different from their average score in 2003 (254).¹
- Chicago's average score (258) in 2005 was lower than that of public schools in large central cities² (265).
- The percentage of students in Chicago who performed at or above the NAEP *Proficient* level was 11 percent in 2005. This percentage was not significantly different from that in 2003 (9 percent).
- The percentage of students in Chicago who performed at or above the NAEP *Basic* level was 45 percent in 2005. This percentage was not significantly different from that in 2003 (42 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: *Below Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

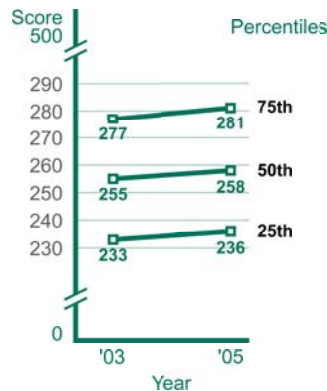
Performance of NAEP Reporting Groups in Chicago: 2005

Reporting groups	Percent of students ³	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	48	258	54	46	12	2
Female	52	258	56	44	10	1
White	12	281	29	71	33	7
Black	45	245	72	28	3	#
Hispanic	38	263	48	52	11	1
Asian/Pacific Islander	4	292	17	83	38	14
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	81 ↓	254	60	40	8	1
Not eligible for free/reduced-price school lunch	18 ↑	275	35	65	27	5

Average Score Gaps Between Selected Groups

- In 2005, male students in Chicago 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 36 points. In 2003, the average score for Black students was lower than that of White students by 31 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 19 points. In 2003, the average score for Hispanic students was lower than that of White students by 17 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 21 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 27 points.
- 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 45 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 Chicago were 2 percent and 2 percent 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 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.