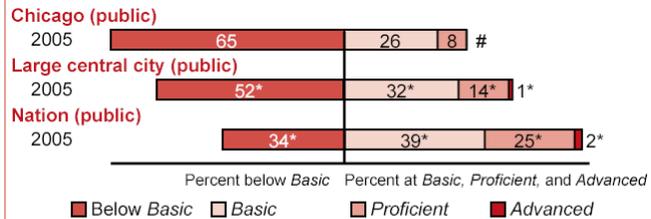


The National Assessment of Educational Progress (NAEP) assesses science in two major dimensions: Fields of Science (Earth, Physical, and Life) and Knowing and Doing Science (Conceptual Understanding, Scientific Investigation, and Practical Reasoning). The NAEP science scale ranges from 0 to 300. Scales are created separately for each grade. In 2005, City of Chicago School District 299 was one of ten urban districts that voluntarily participated in the NAEP science assessment on a trial basis.

Overall Science Results for Chicago

- In 2005, the average scale score for fourth-grade students in Chicago was 126. This was lower than the average score in the nation (149).¹
- Chicago's average score (126) in 2005 was lower than that of public schools in large central cities (135).²
- The percentage of students in Chicago who performed at or above the NAEP *Proficient* level was 9 percent in 2005. This percentage was smaller than that in large central cities (15 percent).
- The percentage of students in Chicago who performed at or above the NAEP *Basic* level was 35 percent in 2005. This percentage was smaller than that in large central cities (48 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 4 science achievement levels correspond to the following scale points: *Below Basic*, 137 or lower; *Basic*, 138–169; *Proficient*, 170–204; *Advanced*, 205 or above.

Performance of NAEP Reporting Groups in Chicago: 2005

Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	52	126 ↓	64 ↑	36 ↓	9 ↓	# ↓
Female	48	125 ↓	66 ↑	34 ↓	9 ↓	#
White	9 ↓	155	28	72	33	4
Black	47 ↑	117 ↓	76 ↑	24 ↓	4	#
Hispanic	42	127	62	38	7	#
Asian/Pacific Islander	3 ↓	155	28	72	34	3
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	85 ↑	122 ↓	69 ↑	31 ↓	6	#
Not eligible for free/reduced-price school lunch	15 ↓	144 ↓	41 ↑	59 ↓	24 ↓	2

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 large central cities, 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 38 points. In large central cities, the average score for Black students was lower than that of White students by 37 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 28 points. In large central cities, the average score for Hispanic students was lower than that of White students by 33 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 large central cities, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In large central cities, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points.

Science Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 th Percentile	50 th Percentile	75 th Percentile
Chicago	103	125	148
Large central city (public)	113 *	136 *	159 *
Nation (public)	129 *	152 *	172 *

Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed. For example, the data above show that 75 percent of students in public schools nationally scored below 172, while 75 percent of students in Chicago scored below 148.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from Chicago.

↑ Significantly higher than large central cities. ↓ Significantly lower than large central cities.

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 City of Chicago School District 299 were 3 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 79 percent of students in large central city public schools and 43 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 69 percent of students in large central city public schools and 45 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/science/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), 2005 Trial Urban District Science Assessment.