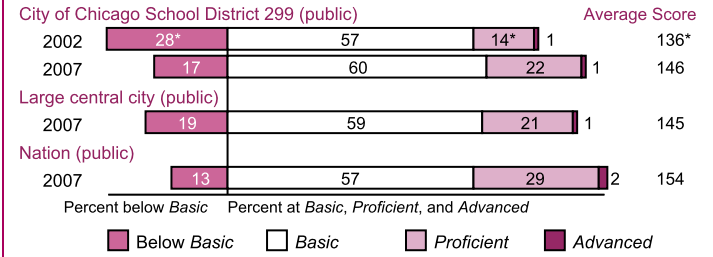


The National Assessment of Educational Progress (NAEP) assesses writing for three purposes identified in the NAEP framework: narrative, informative, and persuasive. The NAEP writing scale ranges from 0 to 300. In 2007, City of Chicago School District 299 was one of ten urban districts that voluntarily participated in the NAEP writing assessment on a trial basis.

Overall Writing Results for Chicago

- In 2007, the average scale score for eighth-grade students in Chicago was 146. This was higher than their average score in 2002 (136).¹
- Chicago's average score (146) in 2007 was not significantly different from that of public schools in large central cities (145).²
- The percentage of students in Chicago who performed at or above the NAEP *Proficient* level was 23 percent in 2007. This percentage was greater than that in 2002 (16 percent).
- The percentage of students in Chicago who performed at or above the NAEP *Basic* level was 83 percent in 2007. This percentage was greater than that in 2002 (72 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 8 writing achievement levels correspond to the following scale points: Below Basic, 113 or lower; Basic, 114–172; Proficient, 173–223; Advanced, 224 or above.

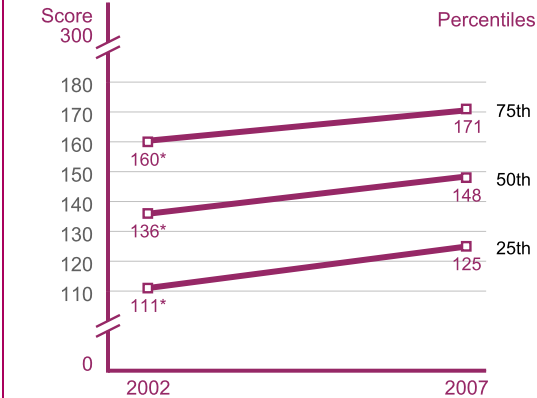
Performance of NAEP Reporting Groups in Chicago: 2007

Reporting groups	Percent of students ³	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	50	136↑	25↓	75↑	14	#
Female	50	157↑	9↓	91↑	31↑	1
White	11	170	8	92	54	4
Black	49	138↑	22↓	78↑	15↑	#
Hispanic	37	148↑	14↓	86↑	22↑	#
Asian/Pacific Islander	3	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	85	142↑	19↓	81↑	18↑	#
Not eligible for National School Lunch Program	15	169↑	8↓	92↑	50↑	3

Average Score Gaps Between Selected Groups

- In 2007, male students in Chicago had an average score that was lower than that of female students by 20 points. This performance gap was not significantly different from that of 2002 (19 points).
- In 2007, Black students had an average score that was lower than that of White students by 32 points. This performance gap was not significantly different from that of 2002 (38 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 22 points. This performance gap was not significantly different from that of 2002 (30 points).
- In 2007, 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 27 points. This performance gap was not significantly different from that of 2002 (22 points).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 2002 (49 points).

Writing Scores at Selected Percentiles in Chicago



NOTE: Scores at selected percentiles on the NAEP writing scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2002. ↓ Significantly lower than 2002.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level with appropriate adjustments for multiple comparisons was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. 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 3 percent in 2007, respectively. For more information on NAEP significance testing, see <http://nces.ed.gov/nationsreportcard/writing/interpret-results.asp#statistical>.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within a U.S. Census Bureau-defined Core-Based Statistical Area. 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 42 percent in public schools nationally at grade 8. Also, students eligible for free/reduced-price school lunch comprised 64 percent of students in large central city public schools and 41 percent in public schools nationally.

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 and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit http://nationsreportcard.gov/writing_2007/ 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 and 2007 Trial Urban District Writing Assessments.