2019 Mathematics Trial Urban District Snapshot Report Chicago - Grade 8 - Public Schools

## Overall Results

■ In 2019, the average score of eighth-grade students in Chicago was 275. This was not significantly different from the average score of 274 for students in large cities.
■ The average score for students in Chicago in 2019 (275) was not significantly different from their average score in 2017 (276) and was higher than their average score in 2003 (254).
■ The percentage of students in Chicago who performed at or above the NAEP Proficient level was 27 percent in 2019. This percentage was not significantly different from that in 2017 ( 27 percent) and was higher than that in 2003 (9 percent).
■ The percentage of students in Chicago who performed at or above the NAEP Basic level was 62 percent in 2019. This percentage was not significantly different from that in 2017 (62 percent) and was higher than that in 2003 (42 percent).

## Compare the Average Score in 2019 to Other Districts

In 2019, the average score in Chicago (275) was

| Lower Than 4 Districts | Not Significantly Different From 9 Districts | Higher Than 13 Districts |
| :---: | :---: | :---: |
| Austin <br> Charlotte <br> Guilford County (NC) <br> San Diego | Boston <br> Houston <br> Miami-Dade <br> Jefferson County <br> New York City <br> Hillsborough County <br> Duval County (FL) <br> Clark County (NV) <br> Denver | Albuquerque <br> Atlanta <br> Baltimore City <br> Cleveland <br> Dallas <br> Detroit <br> District of Columbia <br> Fort Worth (TX) <br> Fresno <br> Los Angeles <br> Milwaukee <br> Philadelphia <br> Shelby County (TN) |

## Results for Student Groups in 2019

| Reporting Groups | Percentage of students | $\begin{aligned} & \text { Avg. } \\ & \text { score } \end{aligned}$ | Percentage at or above NAEP Basic Proficient |  | Percentage at NAEP Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Race/Ethnicity |  |  |  |  |  |
| White | 8 | 303 | 86 | 56 | 22 |
| Black | 38 | 264 | 53 | 15 | 2 |
| Hispanic | 49 | 275 | 63 | 27 | 6 |
| Asian | 5 | 317 | 88 | 71 | 37 |
| American Indian/Alaska Native | \# | $\ddagger$ | $\ddagger$ | キ | $\ddagger$ |
| Native Hawaiian/Pacific Islander | \# | $\ddagger$ | $\ddagger$ | \# | $\ddagger$ |
| Two or more races | \# | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Gender |  |  |  |  |  |
| Male | 51 | 275 | 61 | 27 | 8 |
| Female | 49 | 276 | 63 | 27 | 7 |
| National School Lunch Program |  |  |  |  |  |
| Eligible | 80 | 271 | 59 | 22 | 5 |
| Not eligible | 16 | 298 | 80 | 52 | 20 |

\# Rounds to zero
$\ddagger$ 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.

## NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ( $p<.05$ ) from district's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.


## Average Scores for District and Large Cities



* Significantly different ( $p<.05$ ) from 2019. Significance tests were performed using unrounded numbers.


## Score Gaps for Student Groups

■ In 2019, Black students had an average score that was 39 points lower than that for White students. This performance gap was not significantly different from that in 2003 (31 points).

- In 2019, Hispanic students had an average score that was 29 points lower than that for White students. This performance gap was not significantly different from that in 2003 (17 points).
■ In 2019, male students in Chicago had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 27 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2003 (27 points).

