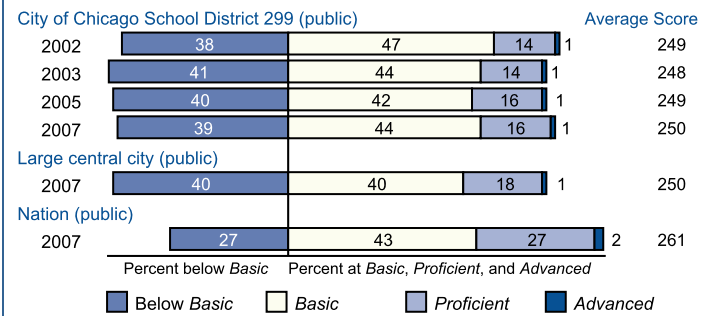


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2007, City of Chicago School District 299 was one of eleven urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

**Overall Reading Results for Chicago**

- In 2007, the average scale score for eighth-grade students in Chicago was 250. This was not significantly different from their average score in 2005 (249) and was not significantly different from their average score in 2002 (249).<sup>1</sup>
- Chicago's average score (250) in 2007 was not significantly different from that of public schools in large central cities<sup>2</sup> (250).
- The percentage of students in Chicago who performed at or above the NAEP *Proficient* level was 17 percent in 2007. This percentage was not significantly different from that in 2005 (17 percent) and was not significantly different from that in 2002 (15 percent).
- The percentage of students in Chicago who performed at or above the NAEP *Basic* level was 61 percent in 2007. This percentage was not significantly different from that in 2005 (60 percent) and was not significantly different from that in 2002 (62 percent).

**Percentages at NAEP Achievement Levels and Average Score**



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.

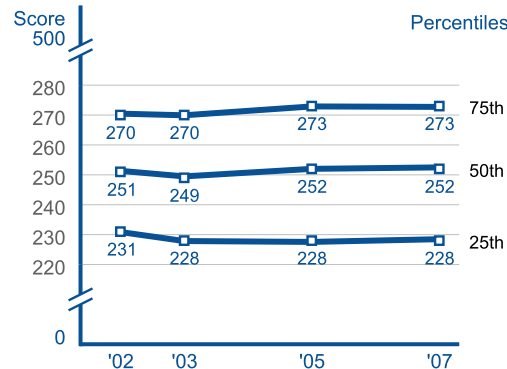
**Performance of NAEP Reporting Groups in Chicago: 2007**

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	48	244	46	54	13	#
Female	52	255	32	68	21	1
White	9	266	23	77	38	4
Black	49	240	50	50	9	#
Hispanic	39	255	31	69	20	1
Asian/Pacific Islander	3	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	85	247	42	58	14	1
Not eligible for National School Lunch Program	15	266	22	78	35	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 12 points. In 2002, the average score for male students was lower than that of female students by 9 points.
- In 2007, Black students had an average score that was lower than that of White students by 27 points. In 2002, there was no significant difference between the average score of Black and White students (gap of 21 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 11 points. In 2002, there was no significant difference between the average score of Hispanic and White students.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 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).
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 2002, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.

**Reading Scores at Selected Percentiles**



NOTE: Scores at selected percentiles on the NAEP reading 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 2005. ↓ Significantly lower than 2005.

<sup>1</sup> Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level 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 4 percent and 3 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

<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 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 40 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://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), various years, 2002–2007 Trial Urban District Reading Assessments.