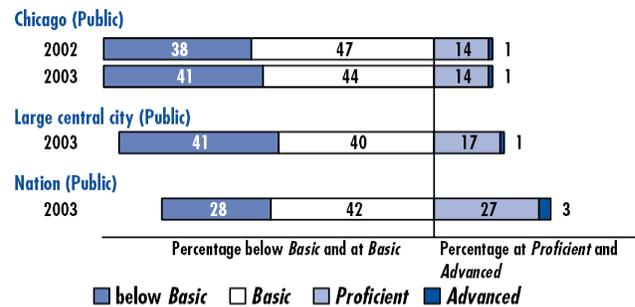


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2003, City of Chicago School Dist 299 was one of nine urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

### Overall Reading Results for Chicago

- In 2003, the average scale score for eighth-grade students in Chicago was 248. This was not found to be significantly different<sup>1</sup> from the average score in 2002 (249).
- Chicago's average score (248) in 2003 was not significantly different from that of public schools in large central cities<sup>2</sup> (249), and lower than that of Illinois (266).
- The percentage of students in Chicago who performed at or above the NAEP *Proficient* level was 15 percent in 2003. This percentage was not found to be significantly different from 2002 (15 percent).

### Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

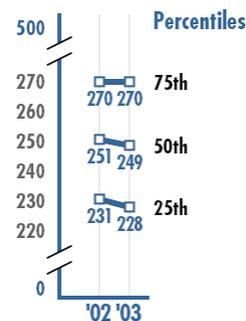
### Performance of NAEP Reporting Groups in Chicago

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	46	245	46	42	12	1
Female	54	251	38	46	16	1
White	10	265	21	49	28	2
Black	52	243	48	42	10	#
Hispanic	34	249	39	46	15	1
Asian/Pacific Islander	3	268	22	43	28	7
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	88	246	44	44	12	1
Not eligible	6	267	22	46	29	3

### Average Score Gaps Between Selected Groups

- In 2003, male students in Chicago had an average score that was lower than that of female students (6 points). This performance gap was not significantly different from that of 2002 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of 2002 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (15 points). This performance gap was not significantly different from that of 2002 (18 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 2002 (21 points).

### Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

<sup>2</sup> "Large central city" includes nationally representative public schools located in large central cities 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, minority students comprised 77 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 60 percent of students in large central city public schools and 36 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 lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.