

# Illinois

Grades 4 and 8 Public Schools



## State Reading 2011

This report provides selected results for Illinois' public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

State-level results in reading are available for nine assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, and 2011), although not all states may have participated or met the criteria for reporting in every year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2011 reading assessment at grades 4 and 8.

For more information about the assessment, see the NAEP website <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card, Reading 2011*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

## KEY FINDINGS FOR 2011

### Grade 4:

- In 2011, the average reading score for fourth-grade students in Illinois was 219. This was not significantly different from that of the nation's public schools (220).
- The average score for students in Illinois in 2011 (219) was not significantly different from that in 2003 (216) and was not significantly different from that in 2009 (219).
- In 2011, the percentage of students in Illinois who performed at or above *Proficient* was 33 percent. This was not significantly different from that for the nation's public schools (32 percent).
- The percentage of students in Illinois who performed at or above *Proficient* in 2011 (33 percent) was not significantly different from that in 2003 (31 percent) and in 2009 (32 percent).
- In 2011, the percentage of students in Illinois who performed at or above *Basic* was 65 percent. This was not significantly different from that for the nation's public schools (66 percent).
- The percentage of students in Illinois who performed at or above *Basic* in 2011 (65 percent) was greater than that in 2003 (61 percent) and was not significantly different from that in 2009 (65 percent).

### Grade 8:

- In 2011, the average reading score for eighth-grade students in Illinois was 266. This was higher than that of the nation's public schools (264).
- The average score for students in Illinois in 2011 (266) was not significantly different from that in 2003 (266) and was not significantly different from that in 2009 (265).
- In 2011, the percentage of students in Illinois who performed at or above *Proficient* was 34 percent. This was not significantly different from that for the nation's public schools (32 percent).
- The percentage of students in Illinois who performed at or above *Proficient* in 2011 (34 percent) was not significantly different from that in 2003 (35 percent) and in 2009 (33 percent).
- In 2011, the percentage of students in Illinois who performed at or above *Basic* was 77 percent. This was greater than that for the nation's public schools (75 percent).
- The percentage of students in Illinois who performed at or above *Basic* in 2011 (77 percent) was not significantly different from that in 2003 (77 percent) and in 2009 (77 percent).

## Introduction

### What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf>.

*The Reading Framework for the 2009 National Assessment of Educational Progress* replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at [http://nces.ed.gov/nationsreportcard/reading/trend\\_study.asp](http://nces.ed.gov/nationsreportcard/reading/trend_study.asp). The 2011 NAEP reading assessment used the same framework used in 2009 and trends are reported from 1992 to 2011.

### Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's definition of reading, which recognizes that students read different texts for different purposes.

#### Literary texts (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

#### Informational texts (varies by grade level – see procedural appendix for more detail)

- Exposition
- Argumentation and Persuasive Text
- Procedural Texts and Documents

### Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

### **Meaning Vocabulary**

In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary items function as both a measure of passage comprehension and a test of readers' knowledge of specific word meaning as used in the passage by the author.

### **Assessment Design**

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

### Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. In order for assessment results to be reported publicly, the overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2011 reading assessment are available on the NAEP website [http://nationsreportcard.gov/reading\\_2011/participation.asp](http://nationsreportcard.gov/reading_2011/participation.asp).

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

### How Is Student Reading Performance Reported?

The 2011 state results are compared to results from eight earlier assessments at grade 4 and from six earlier assessments at grade 8.

**Scale Scores:** Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

**Achievement Levels:** Based on recommendations from policymakers, educators, and members of the general public, the Governing Board has set specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2011 State Assessment
	Descriptions of fourth-grade achievement levels for 2011 NAEP reading assessment

<b>Basic</b> Level (208)	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

<b>Proficient</b> Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

<b>Advanced</b> Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2011 State Assessment
	Descriptions of eighth-grade achievement levels for 2011 NAEP reading assessment

<b>Basic</b> Level (243)	Eighth-grade students performing at the <i>Basic</i> level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

<b>Proficient</b> Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

<b>Advanced</b> Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.



### Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, and 2011).

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2011 NAEP reading assessment are available on the NAEP website at [http://nationsreportcard.gov/reading\\_2011/type\\_accomm.asp](http://nationsreportcard.gov/reading_2011/type_accomm.asp)

### Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2011 and prior assessments are marked with a notation (\*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

## NAEP 2011 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading results for public school students from Illinois are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

### Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Illinois, the nation (public), and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, 2009, and 2011. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

### Grade 4 Scale Score Results

- In 2011, the average scale score for students in Illinois was 219. This was not significantly different from that of students across the nation (220).
- In Illinois, the average scale score for students in 2011 was not significantly different from that in 2009 (219). Similarly, the average scale score for student in public schools across the nation in 2011 was not significantly different from that in 2009 (220).
- In Illinois, the average scale score for students in 2011 was not significantly different from the scores in 2003, 2005, 2007, and 2009.

### Grade 8 Scale Score Results

- In 2011, the average scale score for students in Illinois was 266. This was higher than that of students across the nation (264).
- In Illinois, the average scale score for students in 2011 was not significantly different from that in 2009 (265). However, the average scale score for student in public schools across the nation in 2011 was higher than that in 2009 (262).
- In Illinois, the average scale score for students in 2011 was higher than the score in 2007. However, it was not significantly different from the scores in 2003, 2005, and 2009.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	216 *	167 *	193 *	219 *	243 *	262 *
	Midwest <sup>1</sup>	220	172 *	198 *	223	246	264
	Illinois	216	164	191 *	219	244	264
2005	Nation (public)	217 *	169 *	194 *	220 *	243 *	262 *
	Midwest <sup>1</sup>	220	173	198 *	223 *	245	263
	Illinois	216	167	193	220	242	261
2007	Nation (public)	220	173	198	222	244	263
	Midwest <sup>1</sup>	222 *	177 *	201 *	225	246	264
	Illinois	219	171	196	222	245	264
2009	Nation (public)	220	173	198	222	244	263
	Midwest <sup>1</sup>	222	175	200	224	246	264
	Illinois	219	170	196	222	245	265
2011	Nation (public)	220	173	198	223	245	263
	Midwest <sup>1</sup>	221	174	200	224	245	263
	Illinois	219	169	197	223	246	265

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

<sup>1</sup> Region in which jurisdiction is located.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	261 *	215 *	240 *	264 *	286 *	304 *
	Midwest <sup>1</sup>	266	223	246	269	289	306
	Illinois	266	223	245	269	290	307
2005	Nation (public)	260 *	214 *	238 *	263 *	285 *	303 *
	Midwest <sup>1</sup>	265 *	221 *	244 *	267 *	288 *	305
	Illinois	264	220	243	265	287	305
2007	Nation (public)	261 *	216 *	240 *	264 *	285 *	303 *
	Midwest <sup>1</sup>	265 *	222 *	245 *	267 *	287 *	304 *
	Illinois	263 *	220	243	265	285	303 *
2009	Nation (public)	262 *	218 *	242 *	265	286 *	304 *
	Midwest <sup>1</sup>	266	223	246	268	288	305 *
	Illinois	265	221	245	267	288	304
2011	Nation (public)	264	219	243	266	287	305
	Midwest <sup>1</sup>	267	224	247	269	289	307
	Illinois	266	222	245	267	289	307

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

<sup>1</sup> Region in which jurisdiction is located.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

## Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent.

### Grade 4 Achievement-Level Results

- In 2011, the percentage of Illinois' students who performed at or above *Proficient* was 33 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Illinois, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentage in 2005, but was not significantly different from the percentages in 2003, 2007, and 2009.
- In 2011, the percentage of Illinois' students who performed at or above *Basic* was 65 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In Illinois, the percentage of students who performed at or above *Basic* in 2011 was greater than the percentage in 2003, but was not significantly different from the percentages in 2005, 2007, and 2009.

### Grade 8 Achievement-Level Results

- In 2011, the percentage of Illinois' students who performed at or above *Proficient* was 34 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In Illinois, the percentage of students who performed at or above *Proficient* in 2011 was greater than the percentage in 2007, but was not significantly different from the percentages in 2003, 2005, and 2009.
- In 2011, the percentage of Illinois' students who performed at or above *Basic* was 77 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In Illinois, the percentage of students who performed at or above *Basic* in 2011 was not significantly different from the percentages in 2003, 2005, 2007, and 2009.

**Table  
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2003	Nation (public)	38*	62*	30*	7*
	Midwest <sup>1</sup>	34*	66*	33	8
	Illinois	39*	61*	31	8
2005	Nation (public)	38*	62*	30*	7*
	Midwest <sup>1</sup>	34*	66*	32	7
	Illinois	38	62	29*	7
2007	Nation (public)	34	66	32	7
	Midwest <sup>1</sup>	31	69	34	8
	Illinois	35	65	32	8
2009	Nation (public)	34	66	32	7
	Midwest <sup>1</sup>	32	68	34	8
	Illinois	35	65	32	9
2011	Nation (public)	34	66	32	7
	Midwest <sup>1</sup>	32	68	33	7
	Illinois	35	65	33	9

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

<sup>1</sup> Region in which jurisdiction is located.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2003	Nation (public)	28*	72*	30*	3*
	Midwest <sup>1</sup>	23	77	34	3
	Illinois	23	77	35	3
2005	Nation (public)	29*	71*	29*	3*
	Midwest <sup>1</sup>	24*	76*	32*	3
	Illinois	25	75	31	3
2007	Nation (public)	27*	73*	29*	2*
	Midwest <sup>1</sup>	23*	77*	32*	2*
	Illinois	25	75	30*	2*
2009	Nation (public)	26*	74*	30*	2*
	Midwest <sup>1</sup>	22	78	34	3*
	Illinois	23	77	33	2*
2011	Nation (public)	25	75	32	3
	Midwest <sup>1</sup>	22	78	35	3
	Illinois	23	77	34	4

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2011.

<sup>1</sup> Region in which jurisdiction is located.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.



## Comparisons Between Illinois, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and Department of Defense Schools.

### Comparisons by Scale Scores

Figures 2-A and 2-B compare Illinois' 2011 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of Illinois in the NAEP 2011 reading assessment.

#### ***Grade 4 Scale Score Comparison Results***

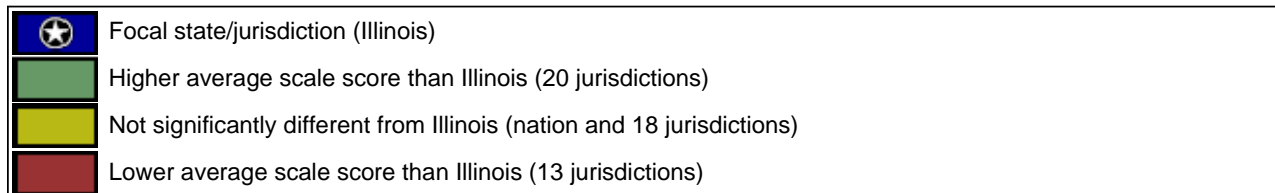
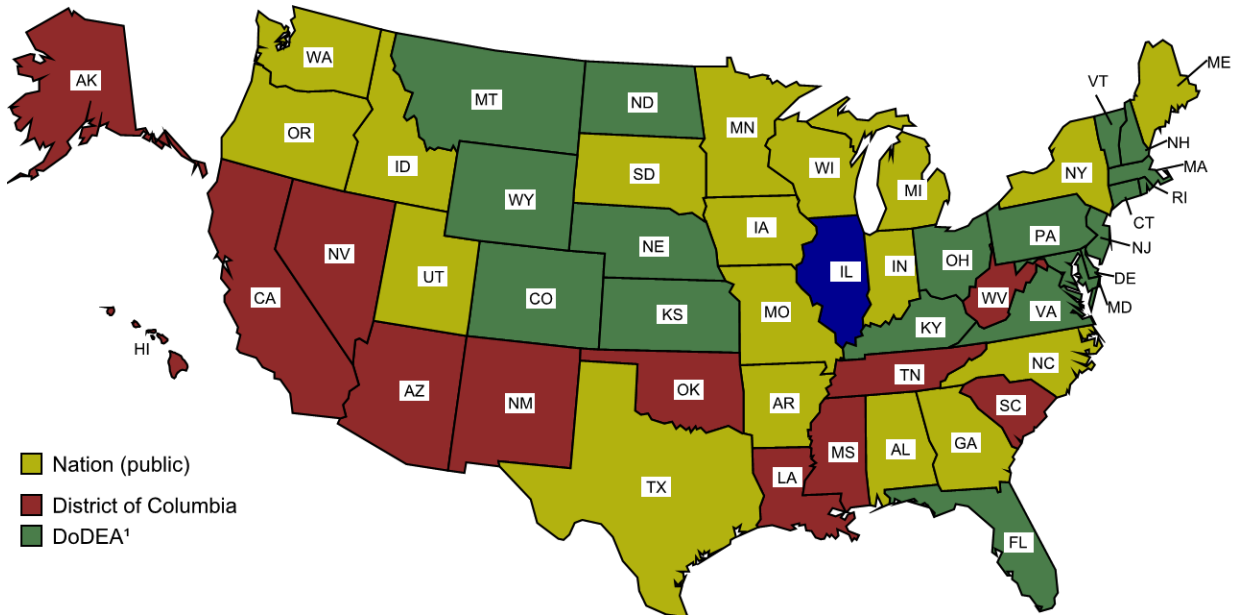
- The average score for students in Illinois was higher than the scores in 13 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 20 jurisdictions.

#### ***Grade 8 Scale Score Comparison Results***

- The average score for students in Illinois was higher than the scores in 19 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 16 jurisdictions.

Figure 2-A

Illinois' average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



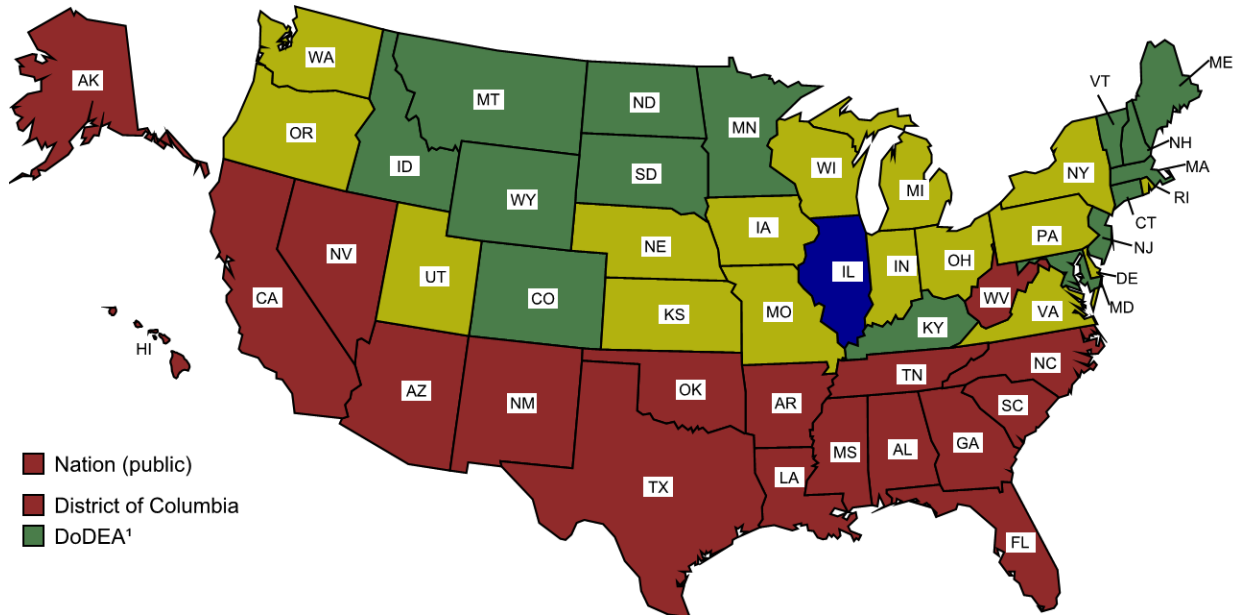
<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Figure 2-B

Illinois' average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2011 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Illinois.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

### **Grade 4 Achievement-Level Comparison Results**

- The percentage of students performing at or above the *Proficient* level in Illinois was greater than the percentage in 14 jurisdictions, not significantly different from those in 27 jurisdictions, and smaller than those in 10 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Illinois was greater than the percentage in 12 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 25 jurisdictions (data not shown).

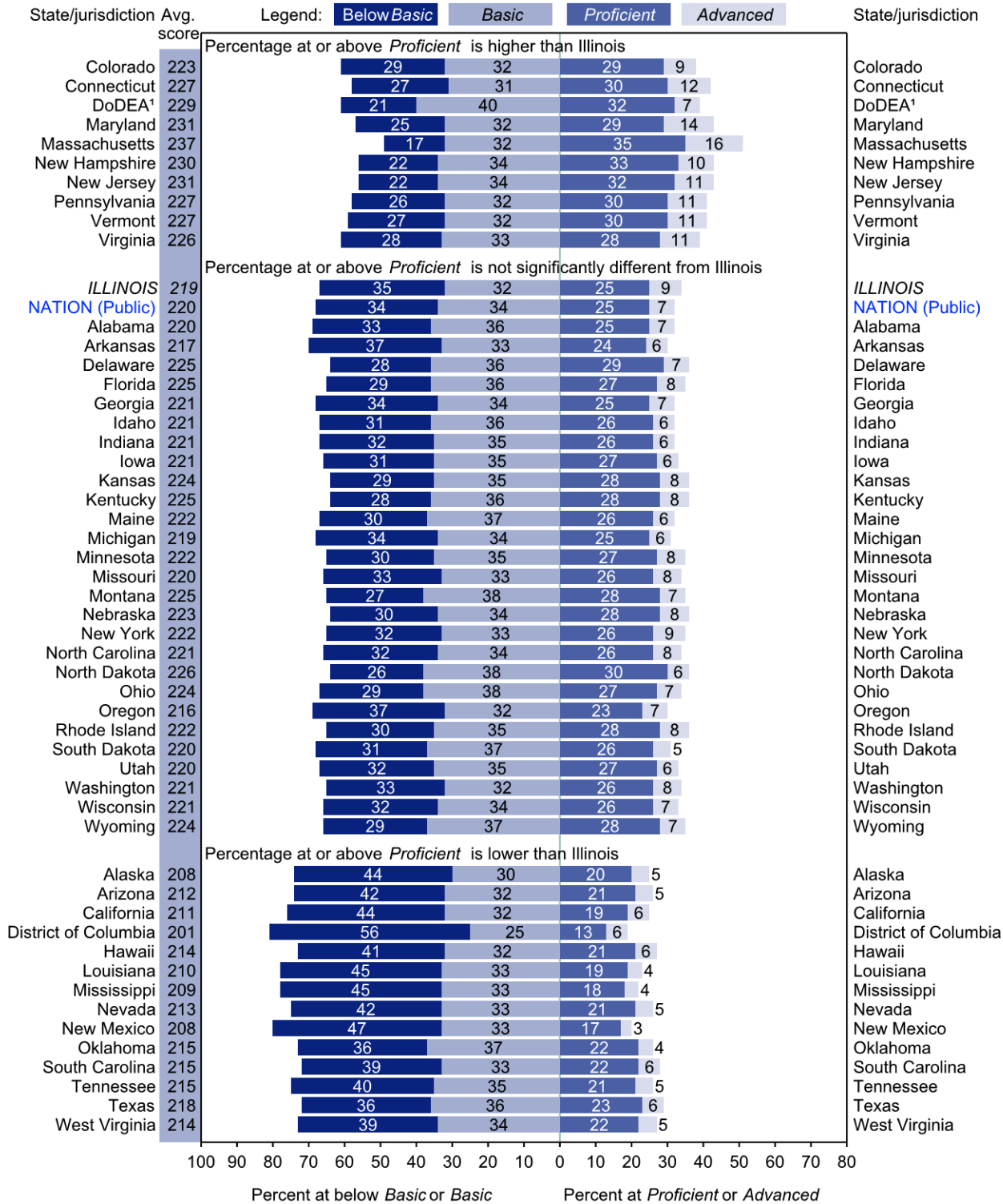
### **Grade 8 Achievement-Level Comparison Results**

- The percentage of students performing at or above the *Proficient* level in Illinois was greater than the percentage in 16 jurisdictions, not significantly different from those in 24 jurisdictions, and smaller than those in 11 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Illinois was greater than the percentage in 15 jurisdictions, not significantly different from those in 21 jurisdictions, and smaller than those in 15 jurisdictions (data not shown).

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Figure 3-A

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Illinois' percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011

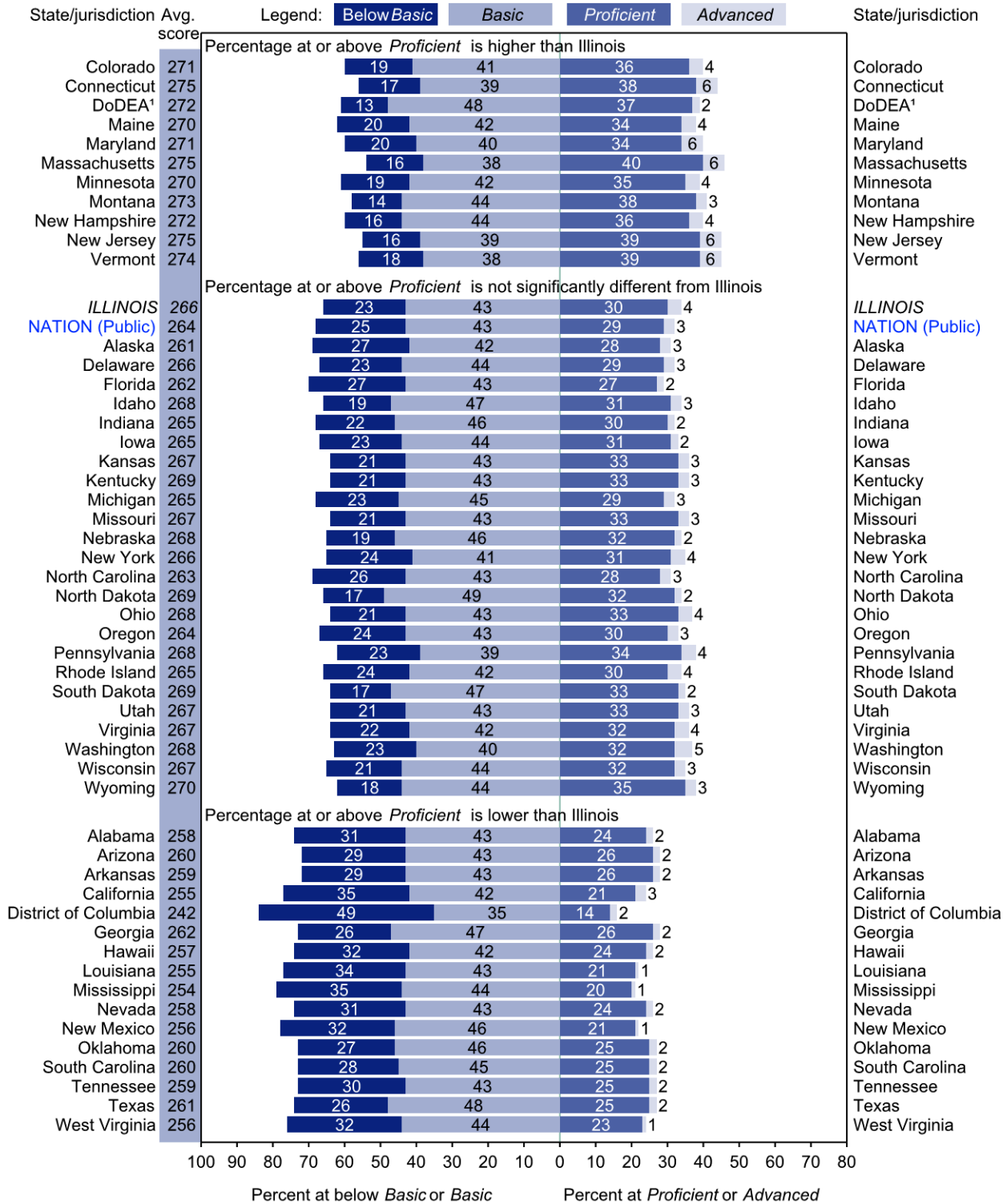


<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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Figure 3-B

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Illinois' percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in Illinois and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, and 2011)
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2011 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2011 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website <http://nces.ed.gov/nationsreportcard/naepdata/>.

## Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- Native Hawaiian or other Pacific Islander
- American Indian or Alaska Native
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or more races" in 2011.

When comparing the results for racial/ethnic groups from 2011 to earlier assessment years, the 2011 data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Illinois and the nation, by race/ethnicity.



**Grade 4 Scale Score Results by Race/Ethnicity**

- In 2011, White students in Illinois had an average scale score that was higher than the average scores of Black and Hispanic students, but not significantly different from the average score of Asian/Pacific Islander students.
- In 2011, the average scale score of Asian/Pacific Islander students in Illinois was lower than their respective score in 2009, but not significantly different from their respective scores in 2003, 2005, and 2007.
- In 2011, the average scale scores of White, Black, and Hispanic students in Illinois were not significantly different from their respective scores in 2003, 2005, 2007, and 2009.
- In 2011, Black students in Illinois had an average score that was lower than that of White students by 33 points. In 2003, the average score for Black students was lower than that of White students by 34 points.
- In 2011, Hispanic students in Illinois had an average score that was lower than that of White students by 27 points. In 2003, the average score for Hispanic students was lower than that of White students by 31 points.

**Grade 4 Achievement-Level Results by Race/Ethnicity**

- In 2011 in Illinois, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2011, the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in Illinois performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2003, 2005, 2007, and 2009.

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2003	Nation (public)	59*	227*	26*	74*	39*	10
	Illinois	60*	228	26	74	42	11
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	Illinois	55	230	22	78	42	10
2007	Nation (public)	56*	230	23	77	42	10
	Illinois	55	230	23	77	42	12
2009	Nation (public)	54*	229	23	77	41	10
	Illinois	52	231	22	78	44	12
2011	Nation (public)	52	230	23	77	42	10
	Illinois	53	231	22	78	45	12
<b>Black</b>							
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	Illinois	21	194	64	36	10	2
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	Illinois	20	194	65	35	9	1
2007	Nation (public)	17*	203*	54*	46*	14*	2
	Illinois	20	201	56	44	14	2
2009	Nation (public)	16	204	53	47	15	2
	Illinois	19	198	60	40	11	1
2011	Nation (public)	16	205	51	49	16	2
	Illinois	20	198	58	42	12	2

See notes at end of table.

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
2003	Nation (public)	18 *	199 *	57 *	43 *	14 *	2
	Illinois	16	197	58	42	15	2
2005	Nation (public)	19 *	201 *	56 *	44 *	15 *	2
	Illinois	21	199	56	44	14	2
2007	Nation (public)	20 *	204	51	49	17	3
	Illinois	20	205	50	50	18	3
2009	Nation (public)	21 *	204	52	48	16	2
	Illinois	21	203	52	48	16	2
2011	Nation (public)	23	205	50	50	18	2
	Illinois	19	204	51	49	18	2
<b>Asian/Pacific Islander</b>							
2003	Nation (public)	4 *	225 *	31 *	69 *	37 *	11 *
	Illinois	2 *	235	16	84	46	11
2005	Nation (public)	4 *	227 *	28 *	72 *	40 *	12 *
	Illinois	3	230	25	75	44	12
2007	Nation (public)	5	231	24	76	45	14
	Illinois	3	240	13	87	54	16
2009	Nation (public)	5	234	21	79	48	17
	Illinois	5	249 *	9	91	63	27
2011	Nation (public)	5	234	21	79	49	17
	Illinois	4	237	17	83	52	18

See notes at end of table.

**Table  
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
2003	Nation (public)	1	202	53	47	16	2
	Illinois	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	Illinois	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Illinois	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	206	48	52	22	5
	Illinois	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	204	51	49	19	4
	Illinois	#	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Grade 8 Scale Score Results by Race/Ethnicity**

- In 2011, White students in Illinois had an average scale score that was higher than the average scores of Black and Hispanic students, but not significantly different from the average score of Asian/Pacific Islander students.
- In 2011, the average scale score of Hispanic students in Illinois was higher than their respective scores in 2003 and 2007, but not significantly different from their respective scores in 2005 and 2009.
- In 2011, the average scale scores of White and Asian/Pacific Islander students in Illinois were not significantly different from their respective scores in 2003, 2005, 2007, and 2009.
- In 2011, the average scale score of Black students in Illinois was higher than their respective scores in 2007 and 2009, but not significantly different from their respective scores in 2003 and 2005.
- In 2011, Black students in Illinois had an average score that was lower than that of White students by 25 points. In 2003, the average score for Black students was lower than that of White students by 29 points.
- In 2011, Hispanic students in Illinois had an average score that was lower than that of White students by 17 points. This performance gap was narrower than that of 2003 (26 points).

**Grade 8 Achievement-Level Results by Race/Ethnicity**

- In 2011 in Illinois, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2011, the percentages of White and Asian/Pacific Islander students in Illinois performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2003, 2005, 2007, and 2009.
- In 2011, the percentage of Hispanic students in Illinois performing at or above *Proficient* was greater than the percentages of their respective peers in 2003 and 2007, but not significantly different from the percentages of their respective peers in 2005 and 2009.
- In 2011, the percentage of Black students in Illinois performing at or above *Proficient* was greater than the percentage in 2007, but not significantly different from the percentages of their respective peers in 2003, 2005, and 2009.

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2003	Nation (public)	61 *	270 *	18 *	82 *	39 *	4 *
	Illinois	63 *	276	13	87	45	5
2005	Nation (public)	60 *	269 *	19 *	81 *	37 *	3 *
	Illinois	61 *	272	16	84	39	3
2007	Nation (public)	58 *	270 *	17 *	83 *	38 *	3 *
	Illinois	60 *	271	17	83	38	3
2009	Nation (public)	57 *	271 *	17	83	39 *	3 *
	Illinois	58	274	14	86	42	3
2011	Nation (public)	54	272	16	84	41	4
	Illinois	51	274	15	85	44	5
<b>Black</b>							
2003	Nation (public)	17 *	244 *	47 *	53 *	12 *	#
	Illinois	20	247	44	56	13	#
2005	Nation (public)	17 *	242 *	49 *	51 *	11 *	#
	Illinois	21	244	47	53	12	1
2007	Nation (public)	17 *	244 *	46 *	54 *	12 *	# *
	Illinois	17	244 *	46	54	10 *	#
2009	Nation (public)	16	245 *	44 *	56 *	13 *	#
	Illinois	18	243 *	46 *	54 *	10	#
2011	Nation (public)	16	248	42	58	14	1
	Illinois	18	249	38	62	15	1

See notes at end of table.

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>							
2003	Nation (public)	15 *	244 *	46 *	54 *	14 *	1
	Illinois	14 *	250 *	39	61	16 *	1
2005	Nation (public)	17 *	245 *	45 *	55 *	14 *	1
	Illinois	14 *	253	35	65	19	1
2007	Nation (public)	18 *	246 *	43 *	57 *	14 *	1 *
	Illinois	17 *	250 *	36	64	16 *	#
2009	Nation (public)	20 *	248 *	41 *	59 *	16 *	1
	Illinois	18	252	35	65	18	#
2011	Nation (public)	22	251	37	63	18	1
	Illinois	23	257	31	69	23	2
<b>Asian/Pacific Islander</b>							
2003	Nation (public)	4 *	268 *	22 *	78 *	38 *	5 *
	Illinois	3 *	281	13	87	53	8
2005	Nation (public)	4 *	270 *	21 *	79 *	39 *	5
	Illinois	3	281	8	92	49	8
2007	Nation (public)	5 *	269 *	21	79	40 *	5 *
	Illinois	4	277	13	87	46	4
2009	Nation (public)	5	273	18	82	44	6
	Illinois	4	284	8	92	60	8
2011	Nation (public)	5	275	18	82	46	8
	Illinois	5	280	12	88	53	11

See notes at end of table.

**Table  
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>							
2003	Nation (public)	1*	248*	41	59	18	1
	Illinois	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	Illinois	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42*	58*	19	2
	Illinois	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	252	37	63	21	2
	Illinois	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	253	36	64	22	2
	Illinois	#	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.



Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011: White, Black, Hispanic, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races at grades 4 and 8 in Illinois and the nation, by race/ethnicity.

**Table  
4-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2011	Nation (public)	52	230	23	77	42	10
	Illinois	53	231	22	78	45	12
<b>Black</b>							
2011	Nation (public)	16*	205*	51*	49*	16	2
	Illinois	20	198	58	42	12	2
<b>Hispanic</b>							
2011	Nation (public)	23*	205	50	50	18	2
	Illinois	19	204	51	49	18	2
<b>Asian</b>							
2011	Nation (public)	5	236	19	81	51	18
	Illinois	4	237	16	84	53	17
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1*	204	51	49	19	4
	Illinois	#	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#*	214	40	60	27	5
	Illinois	#	‡	‡	‡	‡	‡
<b>Two or more races</b>							
2011	Nation (public)	2*	225	29	71	37	10
	Illinois	3	225	30	70	43	14

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same group in Illinois.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208—237; *Proficient*, 238—267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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**Table  
4-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>							
2011	Nation (public)	54	272	16	84	41	4
	Illinois	51	274	15	85	44	5
<b>Black</b>							
2011	Nation (public)	16	248	42	58	14	1
	Illinois	18	249	38	62	15	1
<b>Hispanic</b>							
2011	Nation (public)	22	251*	37*	63*	18*	1
	Illinois	23	257	31	69	23	2
<b>Asian</b>							
2011	Nation (public)	5	277	16	84	48	8
	Illinois	4	281	11	89	54	11
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1*	253	36	64	22	2
	Illinois	#	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#*	251	39	61	21	2
	Illinois	#	‡	‡	‡	‡	‡
<b>Two or more races</b>							
2011	Nation (public)	2*	267	23	77	36	4
	Illinois	2	263	28	72	31	3

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same group in Illinois.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Illinois and the nation, by gender.

### **Grade 4 Scale Score Results by Gender**

- In 2011, male students in Illinois had an average score in reading (217) that was lower than that of female students (222). In 2003, male students in Illinois had an average score in reading (214) that was lower than that of female students (219).
- In 2011, male students in Illinois had an average scale score in reading (217) that was not significantly different from that of male students in public schools across the nation (217). Similarly, female students in Illinois had an average scale score (222) that was not significantly different from that of female students across the nation (223).
- In Illinois, the average scale score of male students in 2011 was not significantly different from the scores of male students in 2003, 2005, 2007, and 2009.
- In Illinois, the average scale score of female students in 2011 was not significantly different from the scores of female students in 2003, 2005, 2007, and 2009.

### **Grade 4 Achievement-Level Results by Gender**

- In the 2011 assessment, 31 percent of male students and 36 percent of female students performed at or above *Proficient* in Illinois. The difference between these percentages was statistically significant.
- The percentage of male students in Illinois' public schools who were at or above *Proficient* in 2011 (31 percent) was not significantly different from that of male students in the nation (30 percent).
- The percentage of female students in Illinois' public schools who were at or above *Proficient* in 2011 (36 percent) was not significantly different from that of female students in the nation (35 percent).
- In Illinois, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.
- In Illinois, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table  
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>							
2003	Nation (public)	51	213*	42*	58*	26*	6*
	Illinois	51	214	41	59	28	6
2005	Nation (public)	50	214*	41*	59*	27*	6*
	Illinois	52	215	38	62	28	6
2007	Nation (public)	50	216	38	62	29	6
	Illinois	51	217	37	63	30	7
2009	Nation (public)	51	216	38	62	28	6
	Illinois	50*	215	40	60	29	7
2011	Nation (public)	51	217	37	63	30	6
	Illinois	52	217	37	63	31	7
<b>Female</b>							
2003	Nation (public)	49	220*	35*	65*	33*	8
	Illinois	49	219	37	63	33	9
2005	Nation (public)	50	220*	34*	66*	33*	8*
	Illinois	48	218	37	63	30	8
2007	Nation (public)	50	223	31	69	35	9
	Illinois	49	222	33	67	35	9
2009	Nation (public)	49	223	31	69	35	9
	Illinois	50*	224	30	70	36	10
2011	Nation (public)	49	223	30	70	35	9
	Illinois	48	222	32	68	36	10

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Grade 8 Scale Score Results by Gender**

- In 2011, male students in Illinois had an average score in reading (261) that was lower than that of female students (271). In 2003, male students in Illinois had an average score in reading (264) that was lower than that of female students (269).
- In 2011, male students in Illinois had an average scale score in reading (261) that was not significantly different from that of male students in public schools across the nation (259). However, female students in Illinois had an average scale score (271) that was higher than that of female students across the nation (268).
- In Illinois, the average scale score of male students in 2011 was not significantly different from the scores of male students in 2003, 2005, 2007, and 2009.
- In Illinois, the average scale score of female students in 2011 was higher than the score of female students in 2007, but not significantly different from the scores of female students in 2003, 2005, and 2009.

**Grade 8 Achievement-Level Results by Gender**

- In the 2011 assessment, 29 percent of male students and 39 percent of female students performed at or above *Proficient* in Illinois. The difference between these percentages was statistically significant.
- The percentage of male students in Illinois' public schools who were at or above *Proficient* in 2011 (29 percent) was not significantly different from that of male students in the nation (27 percent).
- The percentage of female students in Illinois' public schools who were at or above *Proficient* in 2011 (39 percent) was not significantly different from that of female students in the nation (36 percent).
- In Illinois, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.
- In Illinois, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table  
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>							
2003	Nation (public)	50	256*	33*	67*	25*	2*
	Illinois	49	264	25	75	31	2
2005	Nation (public)	50	255*	34*	66*	24*	2*
	Illinois	51	258	30	70	25	1
2007	Nation (public)	50	256*	32*	68*	24*	1*
	Illinois	49	259	30	70	26	2
2009	Nation (public)	50	258*	30	70	26*	2*
	Illinois	50	260	28	72	28	2
2011	Nation (public)	51	259	30	70	27	2
	Illinois	51	261	28	72	29	3
<b>Female</b>							
2003	Nation (public)	50	267*	23*	77*	35*	4*
	Illinois	51	269	21	79	38	4
2005	Nation (public)	50	266*	24*	76*	34*	3*
	Illinois	49	269	21	79	37	4
2007	Nation (public)	50	266*	23*	77*	34*	3*
	Illinois	51	267*	21	79	34	3
2009	Nation (public)	50	267*	22	78	35	3*
	Illinois	50	269	19	81	37	3
2011	Nation (public)	49	268	21	79	36	4
	Illinois	49	271	18	82	39	5

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

## Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of low family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Illinois and the nation, by student eligibility for the NSLP.

### ***Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility***

- In 2011, students in Illinois eligible for free/reduced-price lunch had an average reading scale score of 203. This was lower than that of students in Illinois not eligible for this program (235).
- In 2011, students in Illinois who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 32 points. In 2003, the average score for students in Illinois who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 35 points.
- Students in Illinois eligible for free/reduced-price lunch had an average scale score (203) in 2011 that was lower than that of students in the nation who were eligible (207).
- In Illinois, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was higher than that of eligible students in 2003 and 2005, but not significantly different from that of eligible students in 2007 and 2009.

### ***Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility***

- In Illinois, 16 percent of students who were eligible for free/reduced-price lunch and 49 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Illinois in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (16 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In Illinois, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was not significantly different from the corresponding percentages in 2003, 2005, 2007, and 2009.



**Table  
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	Illinois	42 *	197 *	59 *	41 *	14	2
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	Illinois	42 *	198 *	59 *	41 *	13	2
2007	Nation (public)	45 *	205 *	50 *	50 *	17 *	2
	Illinois	44	204	52	48	16	2
2009	Nation (public)	47 *	206	49 *	51 *	17 *	2
	Illinois	46	202	53	47	15	2
2011	Nation (public)	52	207	48	52	18	2
	Illinois	49	203	52	48	16	2
<b>Not eligible</b>							
2003	Nation (public)	52 *	229 *	25 *	75 *	41 *	11 *
	Illinois	54	232	22	78	45	12
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	Illinois	58 *	230 *	22 *	78 *	41 *	10 *
2007	Nation (public)	54 *	232 *	21 *	79 *	44 *	12 *
	Illinois	56	232	21	79	45	12
2009	Nation (public)	52 *	232 *	21 *	79 *	45 *	12 *
	Illinois	54	234	20	80	47	14
2011	Nation (public)	47	234	18	82	48	13
	Illinois	51	235	18	82	49	15

See notes at end of table.

**Table  
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Information not available</b>							
2003	Nation (public)	4*	219	35	65	33	8
	Illinois	4	203	55	45	17	4
2005	Nation (public)	2*	218	38	62	32	8
	Illinois	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	220	34	66	33	9
	Illinois	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	Illinois	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	224	29	71	34	10
	Illinois	#	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility**

- In 2011, students in Illinois eligible for free/reduced-price lunch had an average reading scale score of 253. This was lower than that of students in Illinois not eligible for this program (277).
- In 2011, students in Illinois who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 24 points. In 2003, the average score for students in Illinois who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points.
- Students in Illinois eligible for free/reduced-price lunch had an average scale score (253) in 2011 that was not significantly different from that of students in the nation who were eligible (251).
- In Illinois, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was higher than that of eligible students in 2003, 2005, 2007, and 2009.

**Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility**

- In Illinois, 19 percent of students who were eligible for free/reduced-price lunch and 48 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in Illinois in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (19 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In Illinois, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2011 was greater than the corresponding percentages in 2005 and 2007, but not significantly different from the corresponding percentages in 2003 and 2009.

**Table  
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b>							
2003	Nation (public)	36 *	246 *	44 *	56 *	15 *	1
	Illinois	34 *	249 *	41 *	59 *	15	1
2005	Nation (public)	39 *	247 *	43 *	57 *	15 *	1
	Illinois	37 *	248 *	41 *	59 *	15 *	#
2007	Nation (public)	40 *	247 *	42 *	58 *	15 *	1 *
	Illinois	39 *	249 *	39	61	15 *	1
2009	Nation (public)	43 *	249 *	40 *	60 *	16 *	1 *
	Illinois	39 *	249 *	40 *	60 *	16	1
2011	Nation (public)	48	251	37	63	18	1
	Illinois	48	253	34	66	19	1
<b>Not eligible</b>							
2003	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	Illinois	62 *	276	13	87	46	5
2005	Nation (public)	59 *	270 *	19 *	81 *	38 *	4 *
	Illinois	62 *	273 *	16	84	41 *	4
2007	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	Illinois	61 *	272 *	16 *	84 *	39 *	3 *
2009	Nation (public)	56 *	273 *	16 *	84 *	41 *	4 *
	Illinois	61 *	275	13	87	43	3 *
2011	Nation (public)	52	275	15	85	44	5
	Illinois	52	277	13	87	48	6

See notes at end of table.

**Table  
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Information not available</b>							
2003	Nation (public)	6*	262	28	72	31	3
	Illinois	4*	262	25	75	27	1
2005	Nation (public)	3*	258	31	69	28	3
	Illinois	1	‡	‡	‡	‡	‡
2007	Nation (public)	1*	255	34	66	27	3
	Illinois	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	259	31	69	29	3
	Illinois	#	‡	‡	‡	‡	‡
2011	Nation (public)	#	265	27	73	32	5
	Illinois	#	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

## Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only comparisons between 2007, 2009, and 2011 are available. More detail on the changes for the classification of type of location is available at [http://nces.ed.gov/ccd/Rural\\_Locales.asp](http://nces.ed.gov/ccd/Rural_Locales.asp).

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in Illinois and the nation, by type of location (for 2007, 2009, and 2011 only).

### **Grade 4 Scale Score Results by Type of Location**

- In 2011, the average scale score of students in Illinois attending public schools in city locations was lower than the scores of students in suburban, town, and rural schools.
- In 2011, students attending public schools in city, suburban, town, and rural locations in Illinois had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in the nation.
- In 2011, students attending public schools in city, suburban, town, and rural locations in Illinois had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007 and 2009 in Illinois.

### **Grade 4 Achievement-Level Results by Type of Location**

- In 2011, the percentage of students in Illinois' public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in Illinois' public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in the nation.
- The percentages of students in Illinois' public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in 2007 and 2009 in Illinois.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
7-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>City</b>							
2007	Nation (public)	29	213	43	57	25	6
	Illinois	30	206	50	50	21	5
2009	Nation (public)	30	214	42	58	26	6
	Illinois	32	210	46	54	24	6
2011	Nation (public)	29	213	42	58	26	6
	Illinois	30	212	43	57	27	7
<b>Suburb</b>							
2007	Nation (public)	37	224	29	71	37	9
	Illinois	46	225	29	71	37	9
2009	Nation (public)	36	224	30	70	36	9
	Illinois	44	223	31	69	36	11
2011	Nation (public)	36	225	29	71	37	9
	Illinois	44	222	33	67	37	10
<b>Town</b>							
2007	Nation (public)	12	218	35	65	29	6
	Illinois	11	222	31	69	33	7
2009	Nation (public)	12	217	36	64	28	5
	Illinois	11	224	29	71	35	7
2011	Nation (public)	12	217	36	64	29	5
	Illinois	10	222	31	69	32	5
<b>Rural</b>							
2007	Nation (public)	22	222	31	69	33	7
	Illinois	13	228	24	76	41	10
2009	Nation (public)	22	222	31	69	33	7
	Illinois	14	224	27	73	38	7
2011	Nation (public)	23	223	30	70	35	7
	Illinois	17	224	28	72	36	7

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208—237; *Proficient*, 238—267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

**Grade 8 Scale Score Results by Type of Location**

- In 2011, the average scale score of students in Illinois attending public schools in city locations was lower than the scores of students in suburban and rural schools, but was not significantly different from the score of students in town schools.
- In 2011, students attending public schools in city, suburban, town, and rural locations in Illinois had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in the nation.
- In 2011, students attending public schools in city locations in Illinois had an average scale score that was higher than the average scale score of students in city locations in 2007 in Illinois, but not significantly different from the average scale score of students in city locations in 2009 in Illinois.
- In 2011, students attending public schools in suburban, town, and rural locations in Illinois had average scale scores that were not significantly different from the average scale scores of students in suburban, town, and rural locations in 2007 and 2009 in Illinois.

**Grade 8 Achievement-Level Results by Type of Location**

- In 2011, the percentage of students in Illinois' public schools in city locations who performed at or above *Proficient* was smaller than the percentage of students in suburban schools, but was not significantly different from the corresponding percentages of students in town and rural schools.
- The percentages of students in Illinois' public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in city, suburban, town, and rural locations in the nation.
- The percentage of students in Illinois' public schools in city locations who performed at or above *Proficient* in 2011 was greater than that of students in city locations in 2007 in Illinois, but not significantly different from that of students in city locations in 2009 in Illinois.
- The percentages of students in Illinois' public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2011 were not significantly different from those of students in suburban, town, and rural locations in 2007 and 2009 in Illinois.



# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
7-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
<b>City</b>							
2007	Nation (public)	28	254*	36*	64*	23*	2*
	Illinois	27	254*	34	66	21*	1
2009	Nation (public)	27	256*	34	66	24	2*
	Illinois	27	255	34	66	23	1
2011	Nation (public)	29	257	32	68	26	2
	Illinois	30	260	30	70	29	3
<b>Suburb</b>							
2007	Nation (public)	36	265*	24*	76*	34*	3*
	Illinois	42	266	22	78	33	3
2009	Nation (public)	36	266	23	77	35	3*
	Illinois	46	266	22	78	35	2
2011	Nation (public)	36	267	22	78	36	4
	Illinois	47	268	21	79	38	4
<b>Town</b>							
2007	Nation (public)	13	261*	27	73	28	2
	Illinois	15	264	24	76	33	2
2009	Nation (public)	14	261	27	73	28	2*
	Illinois	11	269	18	82	38	3
2011	Nation (public)	13	263	25	75	30	2
	Illinois	11	264	21	79	29	2
<b>Rural</b>							
2007	Nation (public)	22	264*	24*	76*	31*	2
	Illinois	16	269	18	82	34	3
2009	Nation (public)	23	264*	23	77	31*	2*
	Illinois	16	271	15	85	40	3
2011	Nation (public)	23	266	22	78	33	3
	Illinois	13	270	17	83	36	4

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243—280; *Proficient*, 281—322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

## Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2011 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 8.

### **Grade 8 Scale Score Results by Parents' Highest Level of Education**

- In 2011, students in Illinois who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the average scale scores for students in Illinois who reported that a parent had graduated from college or had not finished high school were higher than the corresponding scores of students in the nation.
- In 2011, the average scale scores for students in Illinois who reported that a parent had some education after high school or had graduated from high school were not significantly different from the corresponding scores of students in the nation.
- In 2011, the average scale scores for students in Illinois who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 2003, 2005, 2007, and 2009.

### **Grade 8 Achievement-Level Results by Parents' Highest Level of Education**

- In 2011, the percentage of students performing at or above *Proficient* in Illinois who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the percentages of students in Illinois reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2011 in Illinois, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Did not finish high school</b>							
2003	Nation (public)	7*	245*	45*	55*	13	#
	Illinois	6*	247	43	57	12	#
2005	Nation (public)	8	244*	47*	53*	12	#
	Illinois	6*	245	44	56	12	#
2007	Nation (public)	8	245*	44	56	12	#
	Illinois	6	247	39	61	14	#
2009	Nation (public)	8	247	41	59	14	#
	Illinois	6	248	39	61	14	#
2011	Nation (public)	8	247	41	59	13	#
	Illinois	8	254	33	67	18	1
<b>Graduated from high school</b>							
2003	Nation (public)	18*	253	35	65	19	1
	Illinois	17	256	32	68	21	1
2005	Nation (public)	18*	252*	37*	63*	18*	1
	Illinois	16	253	34	66	19	1
2007	Nation (public)	17*	252*	36	64	18	1
	Illinois	16	256	31	69	21	1
2009	Nation (public)	17*	253	34	66	18	1
	Illinois	15	257	29	71	22	1
2011	Nation (public)	17	254	34	66	20	1
	Illinois	16	257	30	70	23	1

See notes at end of table.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Some education after high school</b>							
2003	Nation (public)	18 *	266	21	79	32	2
	Illinois	19	270	17	83	37	4
2005	Nation (public)	18 *	265 *	23 *	77 *	31	2
	Illinois	19	266	21	79	31	2
2007	Nation (public)	17 *	265 *	21	79	31	2
	Illinois	18	262	23	77	27	1
2009	Nation (public)	17 *	266	21	79	31	2
	Illinois	18	266	21	79	31	2
2011	Nation (public)	16	266	20	80	32	2
	Illinois	17	266	20	80	32	2
<b>Graduated from college</b>							
2003	Nation (public)	46 *	271 *	19 *	81 *	41 *	4 *
	Illinois	48	276	15	85	46	5
2005	Nation (public)	46 *	270 *	20 *	80 *	40 *	4
	Illinois	47	272	17	83	42	4
2007	Nation (public)	46 *	271 *	18 *	82 *	40 *	4 *
	Illinois	48	272	17	83	40	4 *
2009	Nation (public)	47 *	272 *	17	83	42	4 *
	Illinois	49	274	15	85	44	3 *
2011	Nation (public)	48	273	16	84	43	5
	Illinois	47	276	15	85	47	6

See notes at end of table.

**Table  
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Unknown</b>							
2003	Nation (public)	11	242*	48*	52*	13	#
	Illinois	10*	248	42	58	16	#
2005	Nation (public)	11	242*	49*	51*	12*	#
	Illinois	11	246	44	56	14	#
2007	Nation (public)	11	243*	47	53	12	1
	Illinois	13	247	42	58	14	1
2009	Nation (public)	11	243*	47	53	13	#
	Illinois	12	245	45	55	14	1
2011	Nation (public)	11	245	45	55	14	1
	Illinois	13	247	43	57	13	1

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

## A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 9-A and 9-B display data for 4<sup>th</sup> and 8<sup>th</sup> grade students in Illinois who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all 4<sup>th</sup> or 8<sup>th</sup> grade students in the state.

Tables 10-A and 10-B show the percentages of students assessed in Illinois by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 11-A and 11-B present the percentages of students assessed in Illinois by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
9-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2011

Year and testing status		SD and/or ELL		SD		ELL	
		Illinois	Nation (public)	Illinois	Nation (public)	Illinois	Nation (public)
1998	<b>Identified</b>	<b>14</b>	<b>18</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>7</b>
	Excluded	6	7	3	5	3	3
	Assessed without accommodations	6	7	4	4	2	4
	Assessed with accommodations	2	3	2	3	#	1
2002	<b>Identified</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>9</b>
	Excluded	7	7	4	5	4	2
	Assessed without accommodations	8	10	4	4	4	6
	Assessed with accommodations	6	4	5	4	1	1
2003	<b>Identified</b>	<b>22</b>	<b>22</b>	<b>16</b>	<b>14</b>	<b>9</b>	<b>10</b>
	Excluded	8	6	5	5	4	2
	Assessed without accommodations	7	10	4	4	4	7
	Assessed with accommodations	7	5	7	5	1	1
2005	<b>Identified</b>	<b>22</b>	<b>23</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>11</b>
	Excluded	7	7	5	5	3	2
	Assessed without accommodations	8	10	3	4	5	7
	Assessed with accommodations	6	7	5	5	1	2
2007	<b>Identified</b>	<b>23</b>	<b>23</b>	<b>15</b>	<b>14</b>	<b>9</b>	<b>11</b>
	Excluded	7	6	5	5	3	2
	Assessed without accommodations	9	10	4	3	5	7
	Assessed with accommodations	8	7	6	6	2	2
2009	<b>Identified</b>	<b>22</b>	<b>23</b>	<b>15</b>	<b>13</b>	<b>8</b>	<b>11</b>
	Excluded	4	5	3	4	2	2
	Assessed without accommodations	5	9	3	3	2	6
	Assessed with accommodations	13	9	9	7	5	3
2011	<b>Identified</b>	<b>21</b>	<b>23</b>	<b>14</b>	<b>13</b>	<b>8</b>	<b>11</b>
	Excluded	2	4	1	3	1	1
	Assessed without accommodations	6	9	4	3	2	7
	Assessed with accommodations	13	10	9	7	6	4

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
9-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2011

Year and testing status		SD and/or ELL		SD		ELL	
		Illinois	Nation (public)	Illinois	Nation (public)	Illinois	Nation (public)
1998	<b>Identified</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>11</b>	<b>3</b>	<b>3</b>
	Excluded	4	4	3	3	1	1
	Assessed without accommodations	6	7	4	5	2	2
	Assessed with accommodations	3	3	3	2	#	#
2002	<b>Identified</b>	<b>16</b>	<b>18</b>	<b>12</b>	<b>13</b>	<b>5</b>	<b>6</b>
	Excluded	4	6	3	5	1	2
	Assessed without accommodations	7	8	4	5	3	4
	Assessed with accommodations	6	4	6	4	#	1
2003	<b>Identified</b>	<b>17</b>	<b>19</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>6</b>
	Excluded	5	5	4	4	2	2
	Assessed without accommodations	5	8	4	5	1	4
	Assessed with accommodations	7	5	7	5	1	1
2005	<b>Identified</b>	<b>17</b>	<b>19</b>	<b>15</b>	<b>13</b>	<b>3</b>	<b>6</b>
	Excluded	5	5	4	4	1	1
	Assessed without accommodations	4	7	3	3	1	4
	Assessed with accommodations	8	6	8	6	#	1
2007	<b>Identified</b>	<b>17</b>	<b>19</b>	<b>14</b>	<b>13</b>	<b>4</b>	<b>7</b>
	Excluded	5	5	4	5	1	2
	Assessed without accommodations	3	7	2	3	2	4
	Assessed with accommodations	9	7	8	6	#	1
2009	<b>Identified</b>	<b>16</b>	<b>18</b>	<b>14</b>	<b>13</b>	<b>3</b>	<b>6</b>
	Excluded	4	4	3	4	1	1
	Assessed without accommodations	3	6	2	2	1	3
	Assessed with accommodations	10	8	9	7	2	1
2011	<b>Identified</b>	<b>17</b>	<b>18</b>	<b>14</b>	<b>13</b>	<b>4</b>	<b>6</b>
	Excluded	2	3	1	3	#	1
	Assessed without accommodations	3	5	2	2	2	3
	Assessed with accommodations	12	9	11	8	2	2

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.



**Table  
10-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>SD</b>							
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Illinois	11	183	69	31	11	2
2005	Nation (public)	10*	190*	67	33	11	2
	Illinois	9*	190	64	36	15	3
2007	Nation (public)	10*	190*	64*	36*	13*	2
	Illinois	11*	193	63	37	14	4
2009	Nation (public)	10*	189*	66*	34*	12	2
	Illinois	13	188	67	33	15	4
2011	Nation (public)	11	186	68	32	11	2
	Illinois	13	183	68	32	13	2
<b>Not SD</b>							
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	Illinois	89	221*	35*	65*	33	8
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	Illinois	91*	219*	35*	65*	31*	7*
2007	Nation (public)	90*	223*	31*	69*	34*	8
	Illinois	89*	223	32	68	34	8
2009	Nation (public)	90*	223*	31*	69*	34	8
	Illinois	87	224	31	69	35	9
2011	Nation (public)	89	224	30	70	35	8
	Illinois	87	225	30	70	36	10

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Table  
10-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>SD</b>							
2003	Nation (public)	10	224*	68*	32*	5*	#
	Illinois	11*	234	60	40	5	#
2005	Nation (public)	9*	226*	67*	33*	6*	#
	Illinois	11	231	62	38	7	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Illinois	10*	228	65	35	8	1
2009	Nation (public)	10*	229	63	37	8	#
	Illinois	11*	230	63	37	10	#
2011	Nation (public)	10	230	64	36	7	#
	Illinois	13	230	64	36	8	#
<b>Not SD</b>							
2003	Nation (public)	90	266*	23*	77*	33*	3*
	Illinois	89*	271	18	82	38	4
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	Illinois	89	268	21	79	34	3
2007	Nation (public)	91*	265*	24*	76*	31*	3*
	Illinois	90*	267*	21	79	32*	3*
2009	Nation (public)	90*	266*	22*	78*	33*	3*
	Illinois	89*	269	19	81	36	3*
2011	Nation (public)	90	267	21	79	34	3
	Illinois	87	271	17	83	38	4

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Table  
11-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>ELL</b>							
2003	Nation (public)	8*	186*	72	28	7	1
	Illinois	5*	178	78	22	5	1
2005	Nation (public)	9*	187	73*	27*	7	1
	Illinois	7	176	82	18	4	#
2007	Nation (public)	9*	188	70	30	7	1
	Illinois	7	183	77	23	3	#
2009	Nation (public)	9*	188	71	29	6	#
	Illinois	7	186	70	30	7	1
2011	Nation (public)	11	188	70	30	7	1
	Illinois	7	180	77	23	5	#
<b>Not ELL</b>							
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	Illinois	95*	219	36*	64*	32	8
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	Illinois	93	220	34	66	31	7
2007	Nation (public)	91*	223*	31*	69*	34*	8
	Illinois	93	222	32	68	34	9
2009	Nation (public)	91*	223*	31*	69*	34*	8
	Illinois	93	222	33	67	34	9
2011	Nation (public)	89	224	30	70	35	8
	Illinois	93	223	31	69	36	9

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Table  
11-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>ELL</b>							
2003	Nation (public)	5	222	71	29	5*	#
	Illinois	2*	226	67	33	6	#
2005	Nation (public)	5	224	71	29	4	#
	Illinois	2*	227	66	34	6	#
2007	Nation (public)	6	222	71	29	4	#
	Illinois	2	219	75	25	3	#
2009	Nation (public)	5	219*	75	25	3	#
	Illinois	3	224	72	28	4	#
2011	Nation (public)	5	223	71	29	3	#
	Illinois	4	224	68	32	2	#
<b>Not ELL</b>							
2003	Nation (public)	95	263*	25*	75*	31*	3*
	Illinois	98*	268	22	78	35	4
2005	Nation (public)	95	262*	27*	73*	30*	3*
	Illinois	98*	264*	25	75	31	3
2007	Nation (public)	94	263*	25*	75*	31*	2*
	Illinois	98	264*	24	76	30*	2*
2009	Nation (public)	95	265*	24	76	32*	3*
	Illinois	97	266	22	78	33	2*
2011	Nation (public)	95	266	23	77	33	3
	Illinois	96	267	22	78	35	4

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
12-A**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>202,900</b>	<b>4</b>
Alabama	3,000	2
Alaska	2,800	2
Arizona	3,800	1
Arkansas	3,600	1
California	9,300	2
Colorado	3,600	1
Connecticut	3,200	2
Delaware	3,400	7
Florida	7,300	2
Georgia	5,300	6
Hawaii	3,500	2
Idaho	3,700	2
Illinois	5,200	2
Indiana	3,600	1
Iowa	3,500	1
Kansas	3,200	2
Kentucky	4,700	9
Louisiana	3,400	1
Maine	3,300	2
Maryland	4,300	10
Massachusetts	5,000	6
Michigan	4,100	4
Minnesota	3,700	2
Mississippi	3,000	1
Missouri	3,600	2
Montana	3,200	4
Nebraska	3,100	4
Nevada	4,000	1
New Hampshire	3,300	3
New Jersey	3,100	9
New Mexico	4,100	6
New York	4,800	3
North Carolina	5,400	2
North Dakota	3,000	6
Ohio	4,200	6
Oklahoma	3,100	5
Oregon	3,700	3
Pennsylvania	4,700	3
Rhode Island	3,300	2
South Carolina	3,400	3
South Dakota	3,300	3
Tennessee	3,400	7
Texas	8,900	10
Utah	4,000	4
Vermont	2,700	2
Virginia	3,800	3
Washington	4,000	3
West Virginia	3,100	2
Wisconsin	4,600	2
Wyoming	3,000	2
Other jurisdictions		
District of Columbia	2,200	3
DoDEA <sup>1</sup>	3,100	7

<sup>1</sup> Department of Defense Education Activity (domestic and overseas schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

# NAEP 2011 Reading Report for Illinois (Embargoed)

## The Nation's Report Card 2011 State Assessment

**Table  
12-B**

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>157,800</b>	<b>3</b>
Alabama	2,600	2
Alaska	2,400	2
Arizona	2,700	1
Arkansas	2,700	1
California	7,100	2
Colorado	2,600	2
Connecticut	2,600	2
Delaware	2,600	5
Florida	5,900	2
Georgia	3,900	4
Hawaii	2,800	2
Idaho	2,800	2
Illinois	4,100	2
Indiana	2,600	2
Iowa	2,600	1
Kansas	2,700	2
Kentucky	3,700	7
Louisiana	2,500	1
Maine	2,700	2
Maryland	3,300	8
Massachusetts	3,600	6
Michigan	3,800	5
Minnesota	2,900	3
Mississippi	2,500	1
Missouri	2,500	1
Montana	2,500	4
Nebraska	2,500	5
Nevada	2,700	2
New Hampshire	2,600	4
New Jersey	2,500	7
New Mexico	3,200	6
New York	4,000	3
North Carolina	4,200	2
North Dakota	2,100	8
Ohio	3,400	6
Oklahoma	2,400	4
Oregon	2,800	2
Pennsylvania	3,700	3
Rhode Island	2,600	1
South Carolina	2,600	5
South Dakota	2,900	3
Tennessee	2,600	6
Texas	7,200	6
Utah	2,800	4
Vermont	2,000	3
Virginia	2,600	4
Washington	3,000	2
West Virginia	2,700	1
Wisconsin	3,500	2
Wyoming	2,000	2
Other jurisdictions		
District of Columbia	2,400	3
DoDEA <sup>1</sup>	1,600	3

<sup>1</sup> Department of Defense Education Activity (domestic and overseas schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Where to Find More Information

### The NAEP Reading Assessment

The latest news about the NAEP 2011 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

*The Nation's Report Card: Reading 2011* may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2011 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf>.

### The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating districts, the nation, and public schools in large cities. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

### Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

### Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

### To order publications

Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)  
U.S. Department of Education  
P.O. Box 22207  
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)  
TTY/TDD: 1-877-576-7734  
FAX: 1-301-470-1244  
Order online at: <http://www.edpubs.gov>.

<p>The NAEP State Report Generator was developed for the NAEP 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.</p>
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## What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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