

# Illinois

## Grade 4 and 8 Public Schools State Reading 2017

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 12 assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017), 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 2017 reading assessment at grades 4 and 8.

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

- *The Nation's Report Card™, Reading 2017*
- 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 2017

### Grade 4:

- In 2017, the average reading score for fourth-grade students in Illinois was 220. This was not significantly different from that for the nation's public schools (221).
- The average score for students in Illinois in 2017 (220) was higher than that in 2003 (216) and was not significantly different from that in 2015 (222).
- In 2017, the percentage of students in Illinois who performed at or above *Proficient* was 35 percent. This was not significantly different from that for the nation's public schools (35 percent).
- The percentage of students in Illinois who performed at or above *Proficient* in 2017 (35 percent) was greater than that in 2003 (31 percent) and was not significantly different from that in 2015 (35 percent).
- In 2017, the percentage of students in Illinois who performed at or above *Basic* was 66 percent. This was not significantly different from that for the nation's public schools (67 percent).
- The percentage of students in Illinois who performed at or above *Basic* in 2017 (66 percent) was greater than that in 2003 (61 percent) and was not significantly different from that in 2015 (68 percent).

### Grade 8:

- In 2017, the average reading score for eighth-grade students in Illinois was 267. This was not significantly different from that for the nation's public schools (265).
- The average score for students in Illinois in 2017 (267) was not significantly different from that in 2003 (266) and was not significantly different from that in 2015 (267).
- In 2017, the percentage of students in Illinois who performed at or above *Proficient* was 36 percent. This was not significantly different from that for the nation's public schools (35 percent).
- The percentage of students in Illinois who performed at or above *Proficient* in 2017 (36 percent) was not significantly different from that in 2003 (35 percent) and in 2015 (35 percent).
- In 2017, the percentage of students in Illinois who performed at or above *Basic* was 77 percent. This was not significantly different from that for the nation's public schools (75 percent).
- The percentage of students in Illinois who performed at or above *Basic* in 2017 (77 percent) was not significantly different from that in 2003 (77 percent) and in 2015 (77 percent).

*The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) have provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.*

# Introduction

## What Was Assessed?

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject. The development of the NAEP reading framework was guided by scientifically-based reading research. The framework defines reading as a dynamic cognitive process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text.

*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 previous 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 2017 NAEP reading assessment used the same framework used in 2009, 2011, 2013, and 2015. Trends are reported from 1992 to 2017.

## 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 interaction with different texts elicit different ways of thinking and responding.

### **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 underlies 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 of reader's knowledge of specific word meaning as used in the passage.

## 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. Students are asked to read two grade-appropriate passages and to answer questions based on what they have read. 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/itmrlsx/>.

## Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8. In order for assessment results to be reported to the public, 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 minimum of 85 percent participation is required for schools in each subject and grade combination. Participation rates for the 2017 reading assessment are available on the NAEP website at [http://www.nationsreportcard.gov/reading\\_math\\_2017/#reading/about#participation](http://www.nationsreportcard.gov/reading_math_2017/#reading/about#participation).

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 DoDEA or Bureau of Indian Education schools.

## How Is Student Reading Performance Reported?

The 2017 state results are compared to results from 11 earlier assessments at grade 4 and from 8 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:** Achievement levels are performance standards that describe what students should know and be able to do. Results are reported as percentages of students performing at or above three achievement levels (Basic, Proficient, and Advanced). Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the NAEP Proficient achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments).

### INTERPRETING THE RESULTS

NAEP achievement-level setting is based on the collective judgments of a broadly representative panel of teachers, education specialists, and members of the general public. NAEP achievement levels, however, should continue to be used on a trial basis and be interpreted with caution. It should be noted that, in accordance with NAEP legislation, the National Assessment Governing Board (NAGB) sets the achievement levels, and the National Center for Education Statistics (NCES) determines the technical feasibility for their use. The NCES Commissioner has used various independent reviews commissioned by the Department of Education in making decisions about the trial status of the achievement levels. The decision to maintain the trial status is primarily due to the necessity indicated from those reviews for further research to document the validity of the NAEP achievement levels. Read more about [NAEP achievement levels](#) and how they are set.

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 2017 State Assessment

### Descriptions of fourth-grade achievement levels for 2017 NAEP reading assessment

**Basic Level (208)** Fourth-grade students performing at the *Basic* 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.

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.

**Proficient Level (238)** Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

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.

**Advanced Level (268)** Fourth-grade students performing at the *Advanced* 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.

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. (2016). *Reading Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

Figure  
1-B

## The Nation's Report Card 2017 State Assessment

### Descriptions of eighth-grade achievement levels for 2017 NAEP reading assessment

**Basic Level (243)** Eighth-grade students performing at the *Basic* 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.

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.

**Proficient Level (281)** Eighth-grade students performing at the *Proficient* 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.

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.

**Advanced Level (323)** Eighth-grade students performing at the *Advanced* 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 *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

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. (2016). *Reading Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

## 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) and/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 and/or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for SD and/or ELL 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. Please note that bullet statements only reference the results from the 1998 assessment where accommodations were permitted. 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, 2011, 2013, 2015, and 2017).

## NAEP 2017 Digitally Based Reading Assessment

While 2017 marked the first year a reading DBA was administered, a small portion of the students sampled took a reading PBA. NAEP administered the assessment in both modes—DBA and PBA—to investigate potential differences in performance between students taking the assessment on a tablet and students taking the paper-based assessment. Each participating student, however, took the assessment in only one mode.

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time. To ensure that all selected students from the population can be assessed, many of the same accommodations that SD and ELL students use on other tests are provided for those students participating in NAEP. Read more about [accommodations available in NAEP](#). Accommodations were first made available for the reading assessment in 1998. In the 2017 NAEP reading assessment, accommodations were provided for both DBA and PBA. In DBA, some accommodations were provided by the test delivery system (e.g., extended time) while others were available outside of the test delivery system (e.g., breaks during test). DBA also included a set of accessibility features, referred to as [universal design elements](#) that were available to all students.

## 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 being 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 percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2017 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 2017 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 SD and/or ELL students 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, 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, 2011, 2013, 2015, and 2017. 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 defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

### *Grade 4 Scale Score Results*

- In 2017, the average scale score for students in Illinois was 220. This was not significantly different from that for students across the nation (221).
- In Illinois, the average scale score for students in 2017 was not significantly different from that in 2015 (222). Similarly, the average scale score for students in public schools across the nation in 2017 was not significantly different from that in 2015 (221).
- In Illinois, the average scale score for students in 2017 was higher than the scores in 2003 and 2005. However, it was not significantly different from the scores in 2007, 2009, 2011, 2013, and 2015.

### *Grade 8 Scale Score Results*

- In 2017, the average scale score for students in Illinois was 267. This was not significantly different from that for students across the nation (265).
- In Illinois, the average scale score for students in 2017 was not significantly different from that in 2015 (267). However, the average scale score for students in public schools across the nation in 2017 was higher than that in 2015 (264).
- In Illinois, the average scale score for students in 2017 was higher than the scores in 2005 and 2007. However, it was not significantly different from the scores in 2003, 2009, 2011, 2013, and 2015.

Table  
1-A

## The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2017

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
2013	Nation (public)	221	172*	199*	224	246*	264*
	Midwest <sup>1</sup>	222	173	201	226	247	265
	Illinois	219	165	195	223	246	265
2015	Nation (public)	221	173*	200*	225	247	265
	Midwest <sup>1</sup>	223	175*	202	226	248	265
	Illinois	222	172	199	225	248	267
2017	Nation (public)	221	169	198	225	248	266
	Midwest <sup>1</sup>	222	172	200	226	248	266
	Illinois	220	167	196	224	248	267

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2017.<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, 2003–2017 Reading Assessments.

**Table  
1-B**

# The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2017

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
2013	Nation (public)	266	222*	245*	268	289	308
	Midwest <sup>1</sup>	268	224	247	270	291	309
	Illinois	267	221	246	269	291	309
2015	Nation (public)	264*	218	243	266*	288*	306*
	Midwest <sup>1</sup>	267	223	247	269	290	308
	Illinois	267	223	246	269	290	309
2017	Nation (public)	265	218	243	268	290	309
	Midwest <sup>1</sup>	268	222	247	271	292	310
	Illinois	267	220	246	269	291	310

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2017.

<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, 2003–2017 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 2017, the percentage of Illinois' students who performed at or above *Proficient* was 35 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In Illinois, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 2003 and 2005, but was not significantly different from the percentages in 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Illinois' students who performed at or above *Basic* was 66 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (67 percent).
- In Illinois, the percentage of students who performed at or above *Basic* in 2017 was greater than the percentage in 2003, but was not significantly different from the percentages in 2005, 2007, 2009, 2011, 2013, and 2015.

### Grade 8 Achievement-Level Results

- In 2017, the percentage of Illinois' students who performed at or above *Proficient* was 36 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In Illinois, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 2005 and 2007, but was not significantly different from the percentages in 2003, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Illinois' students who performed at or above *Basic* was 77 percent. This was not significantly different from 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 2017 was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.



Table  
2-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2017

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
2013	Nation (public)	33	67	34*	8*
	Midwest <sup>1</sup>	31	69	36	8
	Illinois	36	64	34	8
2015	Nation (public)	32	68	35	8
	Midwest <sup>1</sup>	30	70	36	8
	Illinois	32	68	35	9
2017	Nation (public)	33	67	35	9
	Midwest <sup>1</sup>	31	69	37	9
	Illinois	34	66	35	9

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2017.

<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 or 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, 2003–2017 Reading Assessments.

Table  
2-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2017

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
2013	Nation (public)	23*	77*	34	4
	Midwest <sup>1</sup>	21	79	36	4
	Illinois	23	77	36	4
2015	Nation (public)	25	75	33*	3*
	Midwest <sup>1</sup>	22	78	36	4
	Illinois	23	77	35	4
2017	Nation (public)	25	75	35	4
	Midwest <sup>1</sup>	22	78	37	4
	Illinois	23	77	36	4

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction in 2017.

<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 or 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, 2003–2017 Reading Assessments.

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

All 50 states, the District of Columbia, and Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

## Comparisons by Scale Scores

Figures 2-A and 2-B compare Illinois' 2017 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 2017 reading assessment.

### *Grade 4 Scale Score Comparison Results*

- The average score for students in Illinois was higher than 14 jurisdictions, not significantly different from 18 jurisdictions, and lower than 19 jurisdictions.

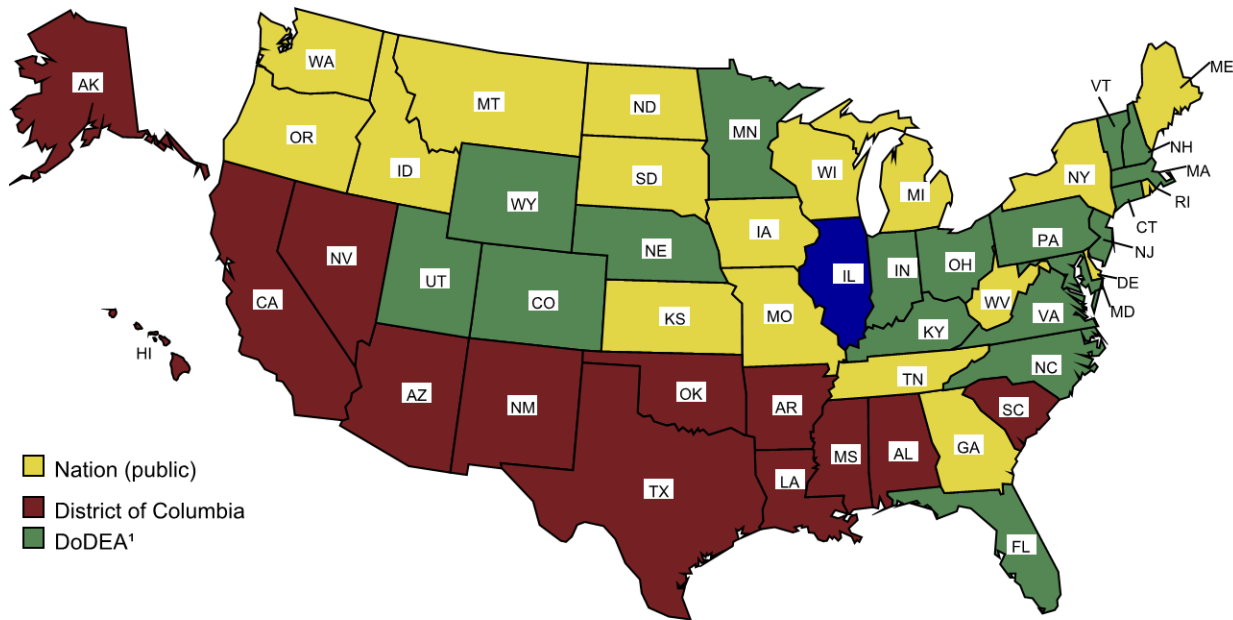
### *Grade 8 Scale Score Comparison Results*

- The average score for students in Illinois was higher than 18 jurisdictions, not significantly different from 25 jurisdictions, and lower than 8 jurisdictions.

Figure  
2-A

## The Nation's Report Card 2017 State Assessment

Illinois' average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017



- ☆ Focal state/jurisdiction (Illinois)
- Higher average scale score than Illinois (19 jurisdictions)
- Not significantly different from Illinois (nation and 18 jurisdictions)
- Lower average scale score than Illinois (14 jurisdictions)

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

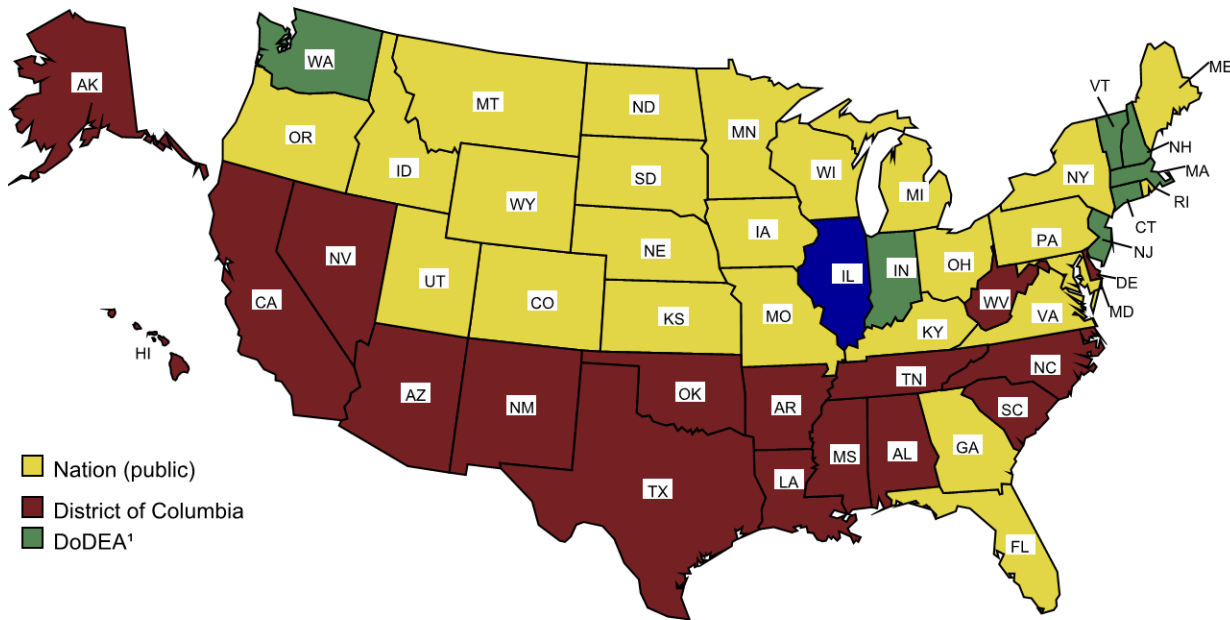
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

Figure  
2-B

## The Nation's Report Card 2017 State Assessment

Illinois' average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017



- ☆ Focal state/jurisdiction (Illinois)
- Higher average scale score than Illinois (8 jurisdictions)
- Not significantly different from Illinois (nation and 25 jurisdictions)
- Lower average scale score than Illinois (18 jurisdictions)

<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), 2017 Reading Assessment.

## Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2017 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 that reflect 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 conducted 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 9 jurisdictions, not significantly different from those in 29 jurisdictions, and smaller than those in 13 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Illinois was greater than the percentage in 9 jurisdictions, not significantly different from those in 21 jurisdictions, and smaller than those in 21 jurisdictions (data not shown).

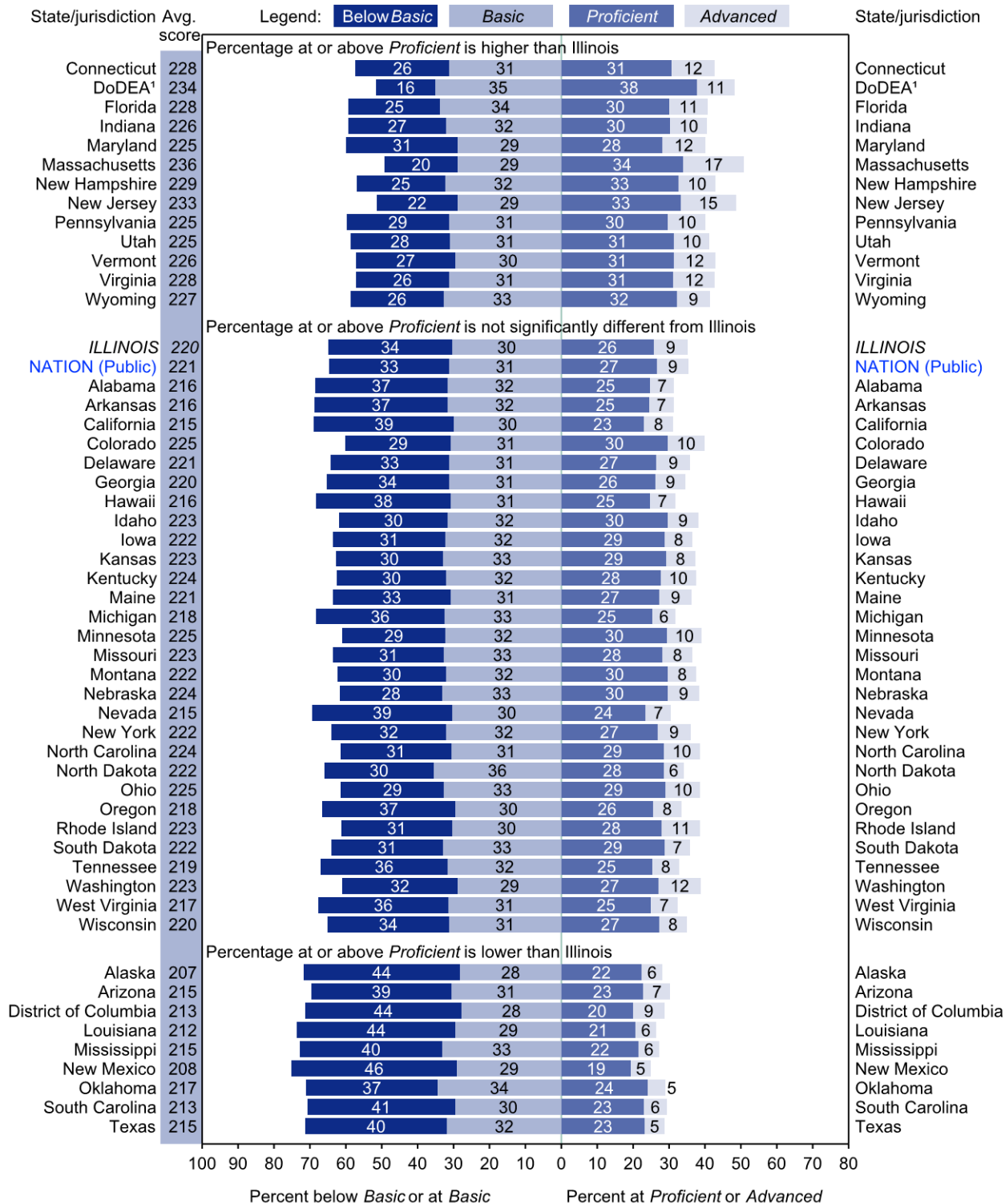
### ***Grade 8 Achievement-Level Comparison Results***

- The percentage of students performing at or above the *Proficient* level in Illinois was greater than the percentage in 14 jurisdictions, not significantly different from those in 29 jurisdictions, and smaller than those in 8 jurisdictions.
- The percentage of students performing at or above the *Basic* level in Illinois was greater than the percentage in 16 jurisdictions, not significantly different from those in 27 jurisdictions, and smaller than those in 8 jurisdictions (data not shown).

Figure  
3-A

## The Nation's Report Card 2017 State Assessment

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 jurisdictions: 2017



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

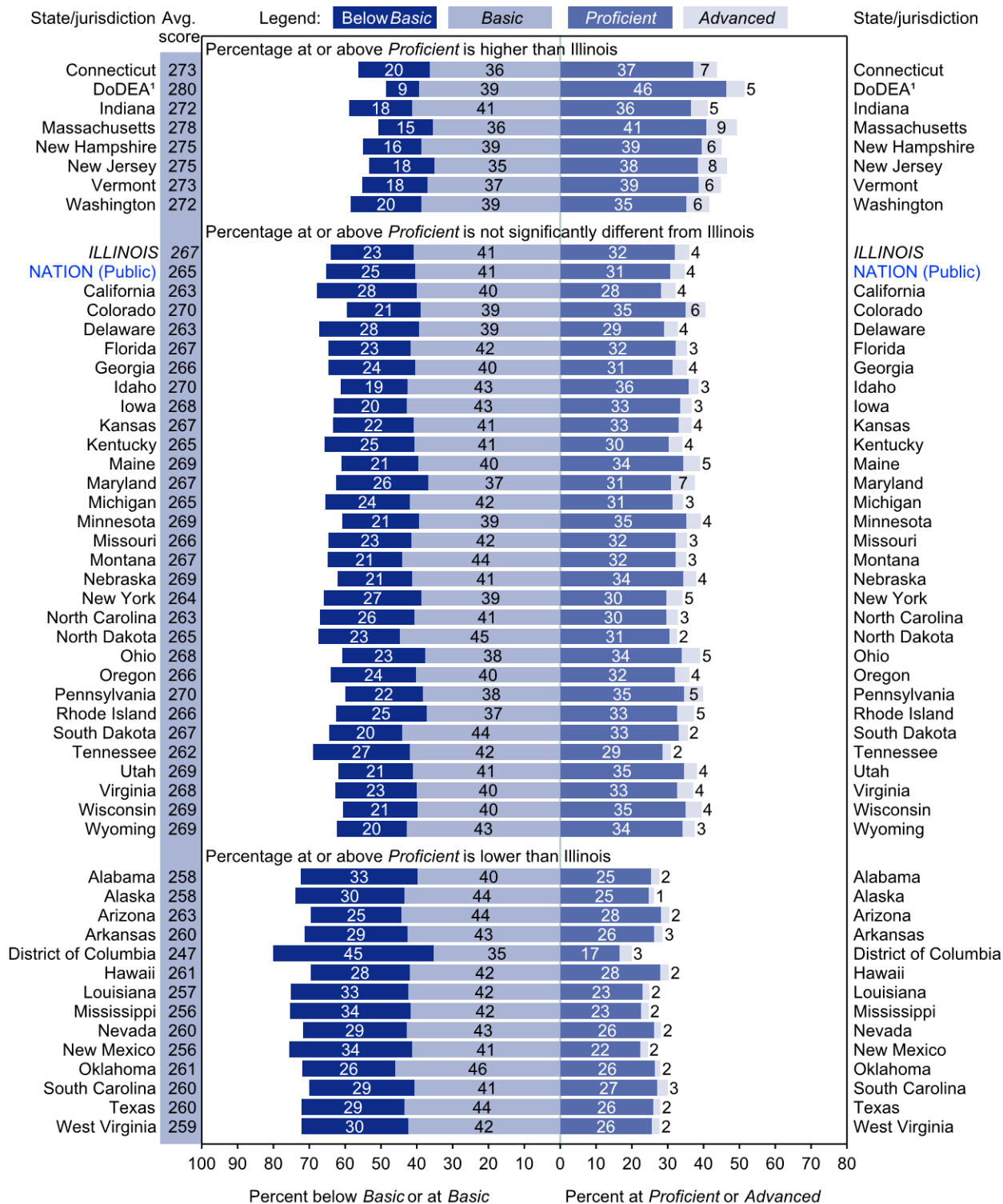
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals 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), 2017 Reading Assessment.

Figure  
3-B

## The Nation's Report Card 2017 State Assessment

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 jurisdictions: 2017



<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), 2017 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, 2011, 2013, 2015, and 2017)
- parents' highest level of education

NAEP collects information on race/ethnicity, gender, and student eligibility for the National School Lunch Program eligibility from school records. Type of school location is based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address. The parent's highest level of education for grade 8 is derived from student questionnaires.

Results for each of the student groups 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 2017 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 2017 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
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011, 2013, 2015, and 2017 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 were classified as "Two or more races" in 2011, 2013, 2015, and 2017.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students are 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 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 2017, White students in Illinois had an average scale score that was higher than the average scores of Black and Hispanic students, but lower than the average score of Asian/Pacific Islander students.
- In 2017, the average scale scores of White and Black students in Illinois were not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of Hispanic students in Illinois was higher than their respective scores in 2003 and 2005, but not significantly different from their respective scores in 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of Asian/Pacific Islander students in Illinois was higher than their respective score in 2005, but not significantly different from their respective scores in 2003, 2007, 2009, 2011, 2013, and 2015.
- In 2017, Black students in Illinois had an average score that was lower than that of White students by 32 points. In 2003, the average score for Black students was lower than that of White students by 34 points.
- In 2017, Hispanic students in Illinois had an average score that was lower than that of White students by 23 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 2017 in Illinois, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but smaller than the percentage of Asian/Pacific Islander students.
- In 2017, the percentages of White, Black, 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, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Hispanic students in Illinois performing at or above *Proficient* was greater than the percentage in 2005, but not significantly different from the percentages of their respective peers in 2003, 2007, 2009, 2011, 2013, and 2015.

**Table  
3-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	51*	231	21	79	45	11*
	Illinois	48	231	22	78	46	12
2015	Nation (public)	49*	232	21	79	46	11
	Illinois	46	233	20	80	46	13
2017	Nation (public)	47	231	22	78	46	12
	Illinois	47	232	22	78	47	14

See notes at end of table.

**Table  
3-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)		15	205	50	50	17*	2
	Illinois		17	199	58	42	14	2
2015	Nation (public)		15	206	49	51	18	2
	Illinois		17	202	54	46	15	2
2017	Nation (public)		15	205	50	50	19	3
	Illinois		17	199	57	43	15	2

See notes at end of table.

**Table  
3-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	25*	207	48	52	19*	3*
	Illinois	27	204	50	50	18	2
2015	Nation (public)	26*	208	46	54	21	3
	Illinois	28	211	42	58	23	4
2017	Nation (public)	27	208	46	54	22	4
	Illinois	27	209	46	54	22	4

See notes at end of table.

**Table  
3-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	5	235	21	79	51*	18
	Illinois	5	242	14	86	59	23
2015	Nation (public)	5	238	19	81	53	19
	Illinois	6	245	13	87	65	26
2017	Nation (public)	6	238	18	82	56	21
	Illinois	5	244	13	87	62	23

See notes at end of table.

Table  
3-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	206	48	52	22	4
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	206	47	53	22	4
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	203	51	49	21	3
	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 2017.

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 or 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, 2003–2017 Reading Assessments.



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

- In 2017, White students in Illinois had an average scale score that was higher than the average scores of Black and Hispanic students, but lower than the average score of Asian/Pacific Islander students.
- In 2017, the average scale scores of White and Black students in Illinois were not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of Hispanic students in Illinois was higher than their respective scores in 2003, 2007, and 2009, but not significantly different from their respective scores in 2005, 2011, 2013, and 2015.
- In 2017, the average scale score of Asian/Pacific Islander students in Illinois was higher than their respective score in 2007, but not significantly different from their respective scores in 2003, 2005, 2009, 2011, 2013, and 2015.
- In 2017, Black students in Illinois had an average score that was lower than that of White students by 29 points. In 2003, the average score for Black students was lower than that of White students by 29 points.
- In 2017, Hispanic students in Illinois had an average score that was lower than that of White students by 16 points. This performance gap was narrower than that of 2003 (26 points).

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

- In 2017 in Illinois, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but smaller than the percentage of Asian/Pacific Islander students.
- In 2017, the percentages of White, Black, and Asian/Pacific Islander students in Illinois performing at or above *Proficient* were greater than the percentage in 2007, but not significantly different from the percentages of their respective peers in 2003, 2005, 2009, 2011, 2013, and 2015.
- In 2017, 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, 2009, 2011, 2013, and 2015.

**Table  
3-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017

Race/ethnicity, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)		53*	275	15*	85*	44	5
	Illinois		52	276	13	87	47	5
2015	Nation (public)		51	273	16	84	42	4
	Illinois		50	276	14	86	45	5
2017	Nation (public)		50	274	17	83	44	5
	Illinois		51	275	16	84	45	5

See notes at end of table.

**Table  
3-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	15	250	40	60	16	1
	Illinois	17	246	44	56	14	1
2015	Nation (public)	15	247	42	58	15*	1
	Illinois	16	247	44	56	13	1
2017	Nation (public)	15	248	41	59	17	1
	Illinois	15	246	44	56	15	1

See notes at end of table.

**Table  
3-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	23*	255	33	67	21	1
	Illinois	24	257	31	69	24	1
2015	Nation (public)	25	253*	35	65	20*	1
	Illinois	26	257	30	70	22	1
2017	Nation (public)	25	255	34	66	22	1
	Illinois	27	258	29	71	25	1

See notes at end of table.

**Table  
3-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	5*	279	15	85	50	9
	Illinois	5	285	9	91	59	12
2015	Nation (public)	6	279	15	85	50	9
	Illinois	5	290	6	94	65	12
2017	Nation (public)	6	281	15	85	54	11
	Illinois	4	292	6	94	69	14

See notes at end of table.

Table  
3-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	252	37	63	19	1
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	253	36	64	22	2
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	253	37	63	22	1
	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 2017.

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 or 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, 2003–2017 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, 2013, 2015, and 2017: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or more races at grades 4 and 8 in Illinois and the nation.

**Table**  
**4-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

Race/ethnicity, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					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
2013	Nation (public)		51*	231	21	79	45	11
	Illinois		48	231	22	78	46	12
2015	Nation (public)		49*	232	21	79	46	11
	Illinois		46	233	20	80	46	13
2017	Nation (public)		47	231	22	78	46	12
	Illinois		47	232	22	78	47	14
<b>Black</b>								
2011	Nation (public)		16	205	51	49	16*	2
	Illinois		20	198	58	42	12	2
2013	Nation (public)		15	205	50	50	17*	2
	Illinois		17	199	58	42	14	2
2015	Nation (public)		15	206	49	51	18	2
	Illinois		17	202	54	46	15	2
2017	Nation (public)		15	205	50	50	19	3
	Illinois		17	199	57	43	15	2
<b>Hispanic</b>								
2011	Nation (public)		23*	205*	50*	50*	18*	2*
	Illinois		19*	204	51	49	18	2
2013	Nation (public)		25*	207	48	52	19*	3*
	Illinois		27	204	50	50	18	2
2015	Nation (public)		26*	208	46	54	21	3
	Illinois		28	211	42	58	23	4
2017	Nation (public)		27	208	46	54	22	4
	Illinois		27	209	46	54	22	4
<b>Asian</b>								
2011	Nation (public)		5	236*	19	81	51*	18*
	Illinois		4	237	16	84	53	17
2013	Nation (public)		5	237	19	81	53*	18
	Illinois		5	242	14	86	59	23
2015	Nation (public)		5	240	17	83	56	21
	Illinois		5	248	10	90	68	27
2017	Nation (public)		5	241	16	84	59	22
	Illinois		5	244	13	87	62	23

See notes at end of table.



Table  
4-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1	204	51	49	19	4
	Illinois	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	206	48	52	22	4
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	206	47	53	22	4
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	203	51	49	21	3
	Illinois	#	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#	214	40	60	27	5
	Illinois	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	210	44	56	25	5
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	212	42	58	26	5
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	210	44	56	26	4
	Illinois	#	‡	‡	‡	‡	‡
<b>Two or More Races</b>							
2011	Nation (public)	2*	225	29	71	37	10
	Illinois	3	225	30	70	43	14
2013	Nation (public)	3*	225	29	71	39	10
	Illinois	3	221	34	66	37	10
2015	Nation (public)	3*	226	28	72	38	10
	Illinois	3	224	30	70	40	12
2017	Nation (public)	4	226	28	72	40	11
	Illinois	4	219	36	64	33	10

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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), various years, 2011–2017 Reading Assessments.

**Table  
4-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

Race/ethnicity, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					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
2013	Nation (public)		53*	275	15*	85*	44	5
	Illinois		52	276	13	87	47	5
2015	Nation (public)		51	273	16	84	42	4
	Illinois		50	276	14	86	45	5
2017	Nation (public)		50	274	17	83	44	5
	Illinois		51	275	16	84	45	5
<b>Black</b>								
2011	Nation (public)		16*	248	42	58	14*	1
	Illinois		18	249	38	62	15	1
2013	Nation (public)		15	250	40	60	16	1
	Illinois		17	246	44	56	14	1
2015	Nation (public)		15	247	42	58	15*	1
	Illinois		16	247	44	56	13	1
2017	Nation (public)		15	248	41	59	17	1
	Illinois		15	246	44	56	15	1
<b>Hispanic</b>								
2011	Nation (public)		22*	251*	37	63	18*	1
	Illinois		23	257	31	69	23	2
2013	Nation (public)		23*	255	33	67	21	1
	Illinois		24	257	31	69	24	1
2015	Nation (public)		25	253	35	65	20*	1
	Illinois		26	257	30	70	22	1
2017	Nation (public)		25	255	34	66	22	1
	Illinois		27	258	29	71	25	1
<b>Asian</b>								
2011	Nation (public)		5	277*	16	84	48*	8*
	Illinois		4	281	11	89	54	11
2013	Nation (public)		5*	280	14	86	52	10
	Illinois		5	285	9	91	59	12
2015	Nation (public)		5	280	14	86	52	10
	Illinois		5	290	6	94	65	12
2017	Nation (public)		6	283	13	87	57	12
	Illinois		4	292	6	94	68	14

See notes at end of table.

Table  
4-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>American Indian/Alaska Native</b>							
2011	Nation (public)	1	253	36	64	22	2
	Illinois	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	252	37	63	19	1
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	253	36	64	22	2
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	253	37	63	22	1
	Illinois	#	‡	‡	‡	‡	‡
<b>Native Hawaiian/Other Pacific Islander</b>							
2011	Nation (public)	#	251	39	61	21	2
	Illinois	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	258	31	69	27	1
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	254	35	65	23	2
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	254	36	64	23	2
	Illinois	#	‡	‡	‡	‡	‡
<b>Two or More Races</b>							
2011	Nation (public)	2*	267	23	77	36	4
	Illinois	2	263	28	72	31	3
2013	Nation (public)	2*	269	21	79	38	5
	Illinois	3	270	21	79	42	4
2015	Nation (public)	2*	267	23	77	36	4
	Illinois	2	‡	‡	‡	‡	‡
2017	Nation (public)	3	270	20	80	40	5
	Illinois	3	279	13	87	50	8

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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), various years, 2011–2017 Reading Assessments.

## 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 2017, male students in Illinois had an average score in reading (217) that was lower than that of female students (224). In 2003, male students in Illinois had an average score in reading (214) that was lower than that of female students (219).
- In 2017, 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 (218). Similarly, female students in Illinois had an average scale score (224) that was not significantly different from that of female students across the nation (224).
- In Illinois, the average scale score of male students in 2017 was not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In Illinois, the average scale score of female students in 2017 was higher than the score of female students in 2005, but not significantly different from the scores of female students in 2003, 2007, 2009, 2011, 2013, and 2015.

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

- In the 2017 assessment, 33 percent of male students and 38 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 2017 (33 percent) was not significantly different from that of male students in the nation (33 percent).
- The percentage of female students in Illinois' public schools who were at or above *Proficient* in 2017 (38 percent) was not significantly different from that of female students in the nation (38 percent).
- In Illinois, the percentage of male students performing at or above *Proficient* in 2017 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In Illinois, the percentage of female students performing at or above *Proficient* in 2017 was greater than the percentage of students in 2005, but not significantly different from the corresponding percentages of students in 2003, 2007, 2009, 2011, 2013, and 2015.

**Table  
5-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	51	217	36	64	31*	7*
	Illinois	51	215	39	61	30	7
2015	Nation (public)	51	218	35	65	32	7*
	Illinois	52*	219	34	66	33	8
2017	Nation (public)	51	218	36	64	33	8
	Illinois	50	217	38	62	33	9

See notes at end of table.

Table  
5-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017—Continued

Gender, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)		49	224	30	70	37	9
	Illinois		49	222	32	68	37	10
2015	Nation (public)		49	225	29	71	38	10
	Illinois		48*	225	29	71	38	10
2017	Nation (public)		49	224	30	70	38	10
	Illinois		50	224	31	69	38	10

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.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 or 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, 2003–2017 Reading Assessments.

### ***Grade 8 Scale Score Results by Gender***

- In 2017, male students in Illinois had an average score in reading (262) that was lower than that of female students (272). This performance gap was wider than that of 2003 (6 points).
- In 2017, male students in Illinois had an average scale score in reading (262) that was not significantly different from that of male students in public schools across the nation (260). Similarly, female students in Illinois had an average scale score (272) that was not significantly different from that of female students across the nation (270).
- In Illinois, the average scale score of male students in 2017 was not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In Illinois, the average scale score of female students in 2017 was higher than the score of female students in 2007, but not significantly different from the scores of female students in 2003, 2005, 2009, 2011, 2013, and 2015.

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

- In the 2017 assessment, 30 percent of male students and 42 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 2017 (30 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 2017 (42 percent) was not significantly different from that of female students in the nation (40 percent).
- In Illinois, the percentage of male students performing at or above *Proficient* in 2017 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In Illinois, the percentage of female students performing at or above *Proficient* in 2017 was greater than the percentage of students in 2007, but not significantly different from the corresponding percentages of students in 2003, 2005, 2009, 2011, 2013, and 2015.

**Table  
5-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017

Gender, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)		51	261	27*	73*	29	2
	Illinois		51	263	26	74	32	3
2015	Nation (public)		51	259*	30	70	28*	2*
	Illinois		51	262	27	73	31	3
2017	Nation (public)		51	260	29	71	30	3
	Illinois		51	262	27	73	30	2

See notes at end of table.



Table  
5-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017—Continued

Gender, year, and jurisdiction			Percentage of students	Average scale score	Percent			
					Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)		49	271	19	81	40	5
	Illinois		49	271	19	81	41	5
2015	Nation (public)		49	269*	21	79	38*	4*
	Illinois		49	272	17	83	39	5
2017	Nation (public)		49	270	20	80	40	5
	Illinois		49	272	19	81	42	6

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.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 or 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, 2003–2017 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 2017, students in Illinois eligible for free/reduced-price lunch had an average reading scale score of 206. This was lower than that of students in Illinois not eligible for this program (235).
- In 2017, 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 29 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 (206) in 2017 that was not significantly different from that of students in the nation who were eligible (208).
- In Illinois, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was higher than that of eligible students in 2003 and 2005, but not significantly different from that of eligible students in 2007, 2009, 2011, 2013, and 2015.

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

- In Illinois, 20 percent of students who were eligible for free/reduced-price lunch and 51 percent of those who were not eligible for this program performed at or above *Proficient* in 2017. These percentages were significantly different from one another.
- For students in Illinois in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (20 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (22 percent).
- In Illinois, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was greater than the corresponding percentages in 2003, 2005, 2007, and 2009, but not significantly different from the corresponding percentages in 2011, 2013, and 2015.

**Table  
6-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	54	207	47	53	20*	3*
	Illinois	51	202	52	48	16	2
2015	Nation (public)	55	209	44	56	21	3
	Illinois	56	208	46	54	20	3
2017	Nation (public)	54	208	46	54	22	3
	Illinois	51	206	49	51	20	3

See notes at end of table.

**Table  
6-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	46	236	17	83	51	14
	Illinois	49	235	18	82	52	15
2015	Nation (public)	43	237	17	83	52	15
	Illinois	44	239	14	86	55	17
2017	Nation (public)	45	236	18	82	52	15
	Illinois	48	235	19	81	51	16

See notes at end of table.

Table  
6-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Information not available							
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	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	232	23	77	45	14
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	229	27	73	44	15
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	223	30	70	38	10
	Illinois	1	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2003–2017 Reading Assessments.

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

- In 2017, students in Illinois eligible for free/reduced-price lunch had an average reading scale score of 255. This was lower than that of students in Illinois not eligible for this program (277).
- In 2017, 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 22 points. This performance gap was narrower than that of 2003 (27 points).
- Students in Illinois eligible for free/reduced-price lunch had an average scale score (255) in 2017 that was not significantly different from that of students in the nation who were eligible (253).
- In Illinois, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was higher than that of eligible students in 2003, 2005, 2007, and 2009, but not significantly different from that of eligible students in 2011, 2013, and 2015.

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

- In Illinois, 22 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 2017. These percentages were significantly different from one another.
- For students in Illinois in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (21 percent).
- In Illinois, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was greater than the corresponding percentages in 2003, 2005, 2007, and 2009, but not significantly different from the corresponding percentages in 2011, 2013, and 2015.

**Table  
6-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	49	254	34	66	20	1
	Illinois	46	252	36	64	20	1
2015	Nation (public)	52*	253	36	64	20	1
	Illinois	52*	256	32	68	22	1
2017	Nation (public)	49	253	36	64	21	1
	Illinois	46	255	33	67	22	1

See notes at end of table.

**Table  
6-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	50	278	13	87	48	6
	Illinois	54	280	11	89	50	6
2015	Nation (public)	47*	276	14	86	47	6*
	Illinois	48*	279	12	88	49	7
2017	Nation (public)	50	277	14	86	48	7
	Illinois	54	277	14	86	48	7

See notes at end of table.



Table  
6-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Information not available							
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	#	‡	‡	‡	‡	‡
2013	Nation (public)	#*	276	18	82	47	8
	Illinois	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	273	20	80	44	6
	Illinois	#	‡	‡	‡	‡	‡
2017	Nation (public)	2	267	23	77	37	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 2017.

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 or 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, 2003–2017 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 results for 2007, 2009, 2011, 2013, 2015, and 2017 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, 2011, 2013, 2015, and 2017 only).

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

- In 2017, the average scale score of students in Illinois attending public schools in city locations was lower than the score of students in suburban schools, but was not significantly different from the scores of students in town and rural schools.
- In 2017, 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 2017, 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, 2009, 2011, 2013, and 2015 in Illinois.

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

- In 2017, 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 2017 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 2017 were not significantly different from those of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 2013, and 2015 in Illinois.

Table  
7-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				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
2013	Nation (public)	29	214	40	60	28	7
	Illinois	32	211	44	56	26	7
2015	Nation (public)	31	216	39	61	30	7
	Illinois	31	215	40	60	29	8
2017	Nation (public)	30	215	40	60	30	7
	Illinois	31	214	42	58	30	9
<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
2013	Nation (public)	35*	225	29	71	39*	10*
	Illinois	43	224	31	69	39	10
2015	Nation (public)	41	226	28	72	40	10
	Illinois	51	225	28	72	39	11
2017	Nation (public)	40	226	28	72	41	11
	Illinois	49	225	29	71	40	11
<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
2013	Nation (public)	11	219*	33*	67*	32	6
	Illinois	10	221	30	70	35	6
2015	Nation (public)	11	218	35	65	31	6
	Illinois	7	223	30	70	35	8
2017	Nation (public)	11	216	38	62	30	6
	Illinois	10	213	40	60	26	6

See notes at end of table.

Table  
7-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	25*	223	29	71	35	8
	Illinois	15	218	34	66	33	6
2015	Nation (public)	18	223	29	71	36	7
	Illinois	11	227	25	75	40	8
2017	Nation (public)	19	222	31	69	35	8
	Illinois	10	223	29	71	36	9

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2007–2017 Reading Assessments.

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

- In 2017, the average scale score of students in Illinois attending public schools in city locations was lower than the score of students in suburban schools, but was not significantly different from the scores of students in town and rural schools.
- In 2017, students attending public schools in city, suburban, and rural locations in Illinois had average scale scores that were not significantly different from the average scale scores of students in city, suburban, and rural locations in the nation.
- In 2017, students attending public schools in town locations in Illinois had an average scale score that was higher than the average scale score of students in town locations in the nation.
- In 2017, 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, 2009, 2011, 2013, and 2015 in Illinois.

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

- In 2017, 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, and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city, suburban, and rural locations in the nation.
- The percentage of students in Illinois' public schools in town locations who performed at or above *Proficient* in 2017 was greater than those of students in town locations in the nation.
- The percentage of students in Illinois' public schools in city locations who performed at or above *Proficient* in 2017 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, 2011, 2013, and 2015 in Illinois.
- The percentages of students in Illinois' public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in suburban, town, and rural locations in 2007, 2009, 2011, 2013, and 2015 in Illinois.

Table  
7-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				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
2013	Nation (public)	28*	260	30	70	28	3
	Illinois	31	259	31	69	28	3
2015	Nation (public)	29	259	31	69	28	3
	Illinois	27	259	30	70	27	4
2017	Nation (public)	29	260	30	70	30	3
	Illinois	27	261	30	70	30	4
<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
2013	Nation (public)	35*	270	20	80	39	5
	Illinois	45	269	21	79	40	4
2015	Nation (public)	41	268*	22	78	38*	4*
	Illinois	54	270	19	81	39	5
2017	Nation (public)	40	270	21	79	40	5
	Illinois	50	269	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
2013	Nation (public)	13*	263	25	75	31	2
	Illinois	10	268	18	82	34	2
2015	Nation (public)	12	261	27	73	29	2
	Illinois	10	263	23	77	28	2
2017	Nation (public)	11	262	27	73	30	3
	Illinois	11	271	18	82	40	4

See notes at end of table.

Table  
7-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017—Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	24*	268*	21*	79*	36	3
	Illinois	14	276	13	87	45	4
2015	Nation (public)	19	265	24	76	32	3
	Illinois	10	272	18	82	41	4
2017	Nation (public)	19	265	24	76	33	3
	Illinois	12	269	20	80	36	4

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2007–2017 Reading Assessments.

## Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2017 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 2017, 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 2017, 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 the nation.
- In 2017, the average scale score for students in Illinois who reported that a parent had graduated from college was higher than the score of students in 2007, but not significantly different from the score of students in 2003, 2005, 2009, 2011, 2013, and 2015.
- In 2017, the average scale scores for students in Illinois who reported that a parent 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, 2009, 2011, 2013, and 2015.



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

- In 2017, 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 2017, 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 2017 in Illinois, the percentage of students reporting that a parent had graduated from college and who performed at or above *Proficient* was greater than the percentage of students in 2007, but was not significantly different from the percentage of students in 2003, 2005, 2009, 2011, 2013, and 2015.
- In 2017 in Illinois, the respective percentages of students reporting that a parent 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, 2009, 2011, 2013, and 2015.

**Table**  
**8**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2017

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	8*	250	37	63	16	#
	Illinois	7	250	37	63	16	#
2015	Nation (public)	8*	249	40	60	16	1
	Illinois	7	253	32	68	16	1
2017	Nation (public)	7	250	39	61	18	1
	Illinois	7	250	37	63	19	1

See notes at end of table.

**Table**  
**8**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2017  
—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	16*	255	33	67	20	1
	Illinois	15*	254	33	67	20	1
2015	Nation (public)	16*	253	35	65	19	1
	Illinois	16*	256	33	67	22	1
2017	Nation (public)	14	254	35	65	21	1
	Illinois	12	252	37	63	21	1

See notes at end of table.

**Table**  
**8**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2017  
—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	15*	269*	18*	82*	35	3
	Illinois	16	270	17	83	37	3
2015	Nation (public)	15*	267	20	80	33	2
	Illinois	14	269	17	83	36	3
2017	Nation (public)	14	266	21	79	34	3
	Illinois	14	267	18	82	32	2

See notes at end of table.

**Table**  
**8**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2017  
—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	49*	276*	15*	85*	46	6
	Illinois	49*	278	14	86	50	6
2015	Nation (public)	49*	274	16	84	44	5
	Illinois	51	276	15	85	46	6
2017	Nation (public)	54	275	17	83	45	6
	Illinois	55	277	15	85	48	6

See notes at end of table.

Table  
8

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2017  
—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	12*	248	41	59	16	1
	Illinois	13	246	42	58	15	1
2015	Nation (public)	12*	246	44	56	15	1
	Illinois	13	249	40	60	16	1
2017	Nation (public)	11	247	43	57	16	1
	Illinois	13	248	42	58	14	1

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.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 or 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, 2003–2017 Reading Assessments.

## A More Inclusive NAEP: Students With Disabilities and/or 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.

Exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may vary between assessment years, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average, 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 SD and/or ELL students 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 grades 4 and 8 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 grades 4 and 8 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.

**Table  
9-A**

## The Nation's Report Card 2017 State Assessment

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, 1998–2017

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
2013	<b>Identified</b>	<b>20</b>	<b>23</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>11</b>
	Excluded	1	3	1	2	#	1
	Assessed without accommodations	4	7	3	2	2	5
	Assessed with accommodations	15	13	10	9	6	5
2015	<b>Identified</b>	<b>22</b>	<b>24</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>12</b>
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	6	9	3	3	3	6
	Assessed with accommodations	15	14	10	10	7	5
2017	<b>Identified</b>	<b>24</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>12</b>
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	8	10	3	4	5	7
	Assessed with accommodations	15	13	10	9	6	5

# 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, 1998–2017 Reading Assessments.



**Table  
9-B**

## The Nation's Report Card 2017 State Assessment

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, 1998–2017

Year and testing status		SD and/or ELL		SD		ELL	
		Illinois	Nation (public)	Illinois	Nation (public)	Illinois	Nation (public)
1998	<b>Identified</b>	12	14	9	11	3	3
	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>	16	18	12	13	5	6
	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>	17	19	14	14	4	6
	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>	17	19	15	13	3	6
	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>	17	19	14	13	4	7
	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>	16	18	14	13	3	6
	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>	17	18	14	13	4	6
	Excluded	2	3	1	3	#	1
	Assessed without accommodations	3	5	2	2	2	3
	Assessed with accommodations	12	9	11	8	2	2
2013	<b>Identified</b>	17	17	13	13	5	5
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	2	4	1	2	1	2
	Assessed with accommodations	13	11	11	9	3	3
2015	<b>Identified</b>	17	19	13	13	5	7
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	3	5	2	2	2	3
	Assessed with accommodations	12	12	10	10	3	3
2017	<b>Identified</b>	18	20	14	14	5	7
	Excluded	2	2	1	2	1	1
	Assessed without accommodations	3	6	2	3	2	4
	Assessed with accommodations	13	11	11	9	3	3

# 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, 1998–2017 Reading Assessments.

**Table  
10-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	12*	184	69	31	11	2
	Illinois	13	179	73	27	10	1
2015	Nation (public)	13	186	67	33	12	2
	Illinois	13	191*	64	36	15	4
2017	Nation (public)	13	186	68	32	12	2
	Illinois	14	182	73	27	9	2

See notes at end of table.

**Table  
10-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	88*	226	28	72	37*	9*
	Illinois	87	224	30	70	37	9
2015	Nation (public)	87	227	27	73	38	9
	Illinois	87	227	27	73	39	10
2017	Nation (public)	87	226	28	72	39	10
	Illinois	86	227	28	72	39	11

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2003–2017 Reading Assessments.

**Table  
10-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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	#
2013	Nation (public)	11*	231	62	38	8	#
	Illinois	12	228	66	34	7	#
2015	Nation (public)	12*	229*	64	36	8	#
	Illinois	12	233	59	41	11	1
2017	Nation (public)	13	231	62	38	9	1
	Illinois	13	230	65	35	9	1

See notes at end of table.

Table  
10-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	89*	270	19	81	38	4
	Illinois	88	272	16	84	40	4
2015	Nation (public)	88*	269*	20	80	36*	4*
	Illinois	88	272	17	83	38	4
2017	Nation (public)	87	270	19	81	38	4
	Illinois	87	273	17	83	40	5

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2003–2017 Reading Assessments.

**Table  
11-A**

# The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017

ELL status, year, and jurisdiction			Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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	#
2013	Nation (public)	10*	187	69	31	7*	1
	Illinois	8*	174*	82	18	3	#
2015	Nation (public)	11	189	68	32	8	1
	Illinois	10	184	75	25	4	#
2017	Nation (public)	12	189	68	32	9	1
	Illinois	11	186	73	27	6	1

See notes at end of table.

Table  
11-A

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	90*	225	29	71	37*	9*
	Illinois	92*	222	32	68	36	9
2015	Nation (public)	89	225	28	72	38	9
	Illinois	90	226	27	73	39	10
2017	Nation (public)	88	225	29	71	39	10
	Illinois	89	225	30	70	39	11

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2003–2017 Reading Assessments.

**Table  
11-B**

# The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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	#
2013	Nation (public)	5*	225	70	30	3	#
	Illinois	5	219	77	23	1	#
2015	Nation (public)	6	223*	72	28	3	#
	Illinois	5	219	74	26	3	#
2017	Nation (public)	6	226	68	32	5	#
	Illinois	5	223	75	25	2	#

See notes at end of table.



Table  
11-B

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<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
2013	Nation (public)	95*	268	21	79	36	4
	Illinois	95	269	20	80	38	4
2015	Nation (public)	94	267*	22	78	35*	3*
	Illinois	95	269	20	80	37	4
2017	Nation (public)	94	268	22	78	37	4
	Illinois	95	269	20	80	38	4

# Rounds to zero.

\* Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

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 or 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, 2003–2017 Reading Assessments.

**Table  
12-A**

# The Nation's Report Card 2017 State Assessment

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2017

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>143,400</b>	<b>2</b>
Alabama	2,200	2
Alaska	2,300	1
Arizona	2,300	1
Arkansas	2,300	2
California	6,000	2
Colorado	3,200	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	4
Georgia	3,500	2
Hawaii	2,300	2
Idaho	2,400	2
Illinois	3,600	1
Indiana	2,400	1
Iowa	2,300	1
Kansas	2,300	2
Kentucky	3,100	3
Louisiana	2,300	3
Maine	2,100	2
Maryland	3,300	3
Massachusetts	3,400	3
Michigan	3,100	3
Minnesota	2,400	2
Mississippi	2,400	1
Missouri	2,300	1
Montana	2,300	1
Nebraska	2,300	2
Nevada	2,500	2
New Hampshire	2,300	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	3,100	2
North Carolina	4,400	2
North Dakota	2,300	2
Ohio	3,100	2
Oklahoma	2,400	2
Oregon	2,200	1
Pennsylvania	3,200	3
Rhode Island	2,400	2
South Carolina	2,400	1
South Dakota	2,300	2
Tennessee	3,100	2
Texas	7,100	4
Utah	2,300	2
Vermont	2,300	2
Virginia	2,300	2
Washington	2,400	2
West Virginia	2,300	1
Wisconsin	3,300	1
Wyoming	2,300	1
Other jurisdictions		
District of Columbia	2,200	3
DoDEA <sup>1</sup>	2,200	2

<sup>1</sup> Department of Defense Education Activity (overseas and domestic 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), 2017 Reading Assessment.

**Table  
12-B**

# The Nation's Report Card 2017 State Assessment

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2017

State/jurisdiction	Number assessed	Weighted percentage excluded
<b>Nation (public)</b>	<b>137,200</b>	<b>2</b>
Alabama	2,300	2
Alaska	2,100	1
Arizona	2,200	1
Arkansas	2,300	2
California	5,900	2
Colorado	3,000	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	2
Georgia	3,100	3
Hawaii	2,200	2
Idaho	2,400	2
Illinois	3,400	2
Indiana	2,200	2
Iowa	2,400	1
Kansas	2,200	2
Kentucky	3,000	2
Louisiana	2,000	3
Maine	2,100	2
Maryland	3,100	3
Massachusetts	3,100	2
Michigan	2,900	2
Minnesota	2,300	2
Mississippi	2,200	1
Missouri	2,300	2
Montana	2,300	1
Nebraska	2,300	3
Nevada	2,300	1
New Hampshire	2,200	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	2,800	2
North Carolina	4,100	2
North Dakota	2,200	2
Ohio	2,900	2
Oklahoma	2,200	2
Oregon	2,000	2
Pennsylvania	3,000	2
Rhode Island	2,200	2
South Carolina	2,500	2
South Dakota	2,300	3
Tennessee	3,000	3
Texas	7,100	3
Utah	2,300	1
Vermont	2,100	2
Virginia	2,200	2
Washington	2,100	2
West Virginia	2,200	2
Wisconsin	3,100	1
Wyoming	2,500	1
Other jurisdictions		
District of Columbia	1,400	3
DoDEA <sup>1</sup>	1,600	1

<sup>1</sup> Department of Defense Education Activity (overseas and domestic 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), 2017 Reading Assessment.

## Where to Find More Information

### The NAEP Reading Assessment

The latest news about the NAEP 2017 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 *Reading Framework for the 2017 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2017-reading-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, states, and the nation. 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 Instruments 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/or English language learners

References for a variety of research publications related to the assessment of SD and/or ELL students 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: 1-703-605-6794  
Order online at: <http://www.edpubs.gov>.

**The NAEP State Report Generator was developed for the NAEP 2017 reports by Phillip Leung, Patricia Donahue, Marc Berger, Rick Hasney, and Ming Kuang.**

## 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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