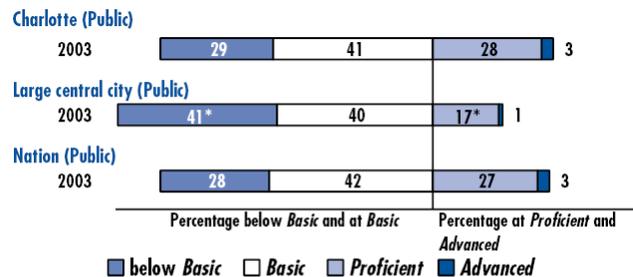


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2003, Charlotte-Mecklenburg Schools was one of nine urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

### Overall Reading Results for Charlotte

- In 2003, the average scale score for eighth-grade students in Charlotte was 262. This was not found to be significantly different<sup>1</sup> from that of the nation's public schools (261).
- Charlotte's average score (262) in 2003 was higher than that of public schools in large central cities<sup>2</sup> (249), and not significantly different from that of North Carolina (262).
- The percentage of students in Charlotte who performed at or above the NAEP *Proficient* level was 30 percent in 2003. The percentage of students in Charlotte who performed at or above the *Basic* level was 71 percent.

### Student Percentage at NAEP Achievement Levels



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

### Performance of NAEP Reporting Groups in Charlotte

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	257	34	40	25	2
Female	50	267	24	41	31	4
White	46 ↓	278 ↑	12 ↓	39	44 ↑	5
Black	43 ↑	247 ↑	45	42	14	#
Hispanic	6 ↓	244	48	38	14	1
Asian/Pacific Islander	4	---	---	---	---	---
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	37	244	49	39	12	#
Not eligible	63 ↑	273	17	42	37	4

### Average Score Gaps Between Selected Groups

- In 2003, male students in Charlotte had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of the Nation (11 points).
- In 2003, White students had an average score that was higher than that of Black students (30 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (34 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of the Nation (25 points).

### Reading Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 <sup>th</sup>	50 <sup>th</sup>	75 <sup>th</sup>
	Percentile	Percentile	Percentile
Charlotte	239	264	286
Large central city (Public)	226 ↓	251 ↓	274 ↓
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0-500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Charlotte scored below 286.

# The estimate rounds to zero.

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

\* Significantly different from Charlotte.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

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

<sup>2</sup> "Large central city" includes nationally representative public schools located in large central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city." In Charlotte, 12 percent of students were in "Fringe/large city" areas and 22 percent of students were in "Rural" areas.

<sup>3</sup> For comparison, minority students comprised 77 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 60 percent of students in large central city public schools and 36 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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