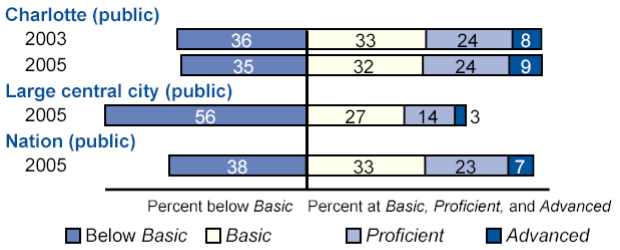
The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Charlotte-Mecklenburg Schools was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Charlotte

- In 2005, the average scale score for fourth-grade students in Charlotte was 221. This was not significantly different from their average score in 2003 (219).[1]
- Charlotte's average score (221) in 2005 was higher than that of public schools in large central cities[2] (206).
- The percentage of students in Charlotte who performed at or above the NAEP *Proficient* level was 33 percent in 2005. This percentage was not significantly different from that in 2003 (31 percent).
- The percentage of students in Charlotte who performed at or above the NAEP *Basic* level was 65 percent in 2005. This percentage was not significantly different from that in 2003 (64 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; *Advanced*, 268 or above.

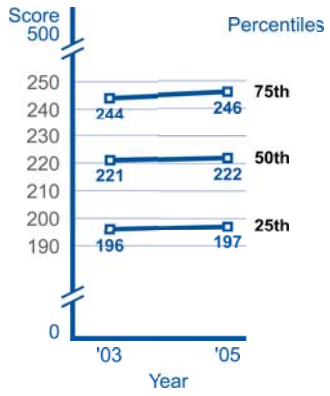
Performance of NAEP Reporting Groups in Charlotte: 2005

Reporting groups	Percent of students[3]	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	51	218↑	37	63	30	7
Female	49	225	31	69	36	12
White	40	240	14	86	55	19
Black	43	206	51	49	16	2
Hispanic	11	209	46	54	19	2
Asian/Pacific Islander	3	‡	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	49	206	51	49	15	2
Not eligible for free/reduced-price school lunch	51	237	18	82	51	17

Average Score Gaps Between Selected Groups

- In 2005, male students in Charlotte had an average score that was not significantly different from that of female students. In 2003, the average score for male students was lower than that of female students by 15 points.
- In 2005, Black students had an average score that was lower than that of White students by 34 points. In 2003, the average score for Black students was lower than that of White students by 33 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 31 points. In 2003, the average score for Hispanic students was lower than that of White students by 35 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 31 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 34 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

The estimate rounds to zero. ‡ Reporting standards not met.

* Significantly different from 2005. ↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Charlotte were 3 percent and 2 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

[2] "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

[3] For comparison, non-White students comprised 78 percent of students in large central city public schools and 41 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 71 percent of students in large central city public schools and 45 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 school lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/reading/tuda.asp for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 Trial Urban District Reading Assessments.