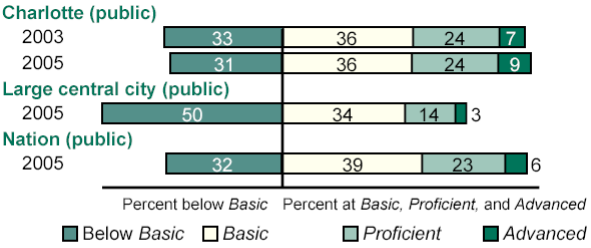
The National Assessment of Educational Progress (NAEP) assesses mathematics on a 0-500 point scale. In 2005, Charlotte-Mecklenburg Schools was one of ten urban districts that voluntarily participated in the NAEP mathematics assessment on a trial basis.

Overall Mathematics Results for Charlotte

- In 2005, the average scale score for eighth-grade students in Charlotte was 281. This was not significantly different from their average score in 2003 (279).[1]
- Charlotte's average score (281) in 2005 was higher than that of public schools in large central cities[2] (265).
- 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 (32 percent).
- The percentage of students in Charlotte who performed at or above the NAEP *Basic* level was 69 percent in 2005. This percentage was not significantly different from that in 2003 (67 percent).

Student Percentages at NAEP Achievement Levels



NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

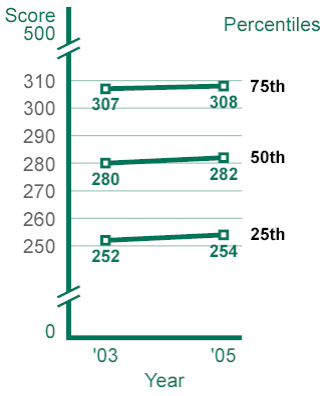
Performance of NAEP Reporting Groups in Charlotte: 2005

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	279	34	66	32	9
Female	49	282	29	71	34	8
White	38↓	304	10	90	60	19
Black	48	264↑	46	54	14	1
Hispanic	9↑	262	47	53	15	2
Asian/Pacific Islander	4	‡	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	45↑	261↑	49	51	12	1
Not eligible for free/reduced-price school lunch	54↓	297↑	16	84	51	15

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, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 41 points. In 2003, the average score for Black students was lower than that of White students by 43 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 42 points. In 2003, the average score for Hispanic students was lower than that of White students by 40 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 36 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 36 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 54 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 55 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics 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 2 percent and 1 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 77 percent of students in large central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 62 percent of students in large central city public schools and 39 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/mathematics/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 Mathematics Assessments.