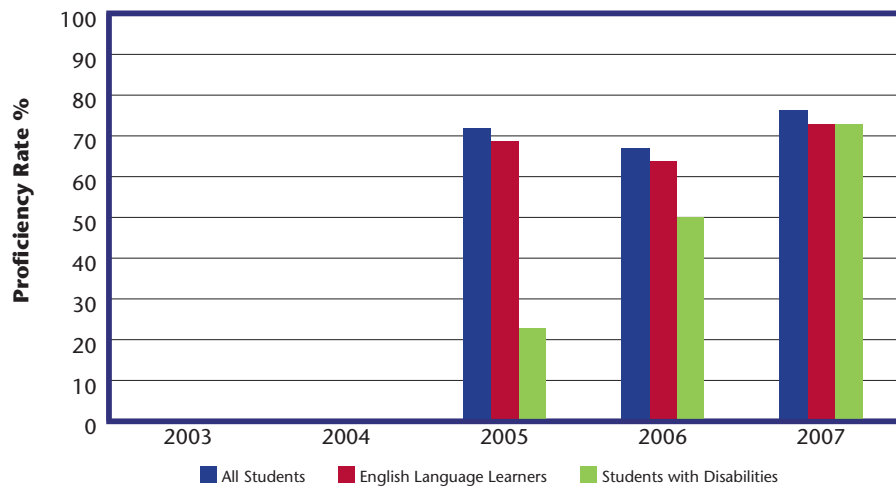


Reading First State Profile: **NORTH CAROLINA**



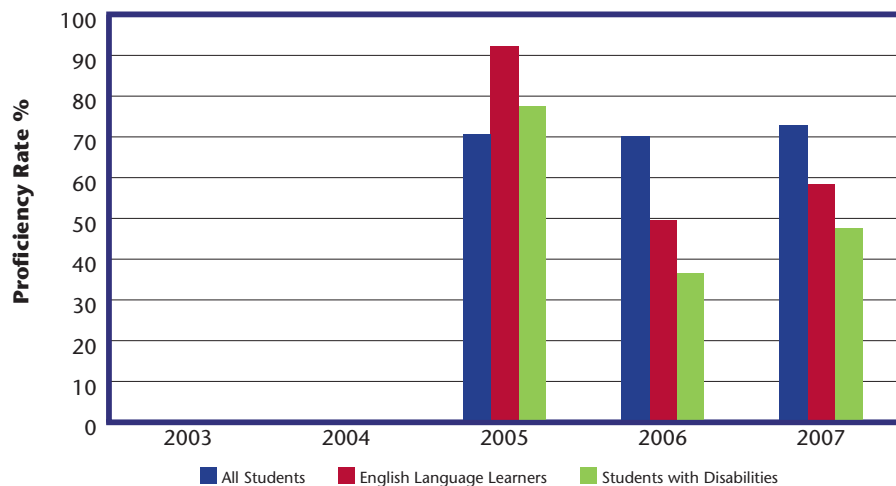
Reading First: Grade 3 Fluency Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	NC Curriculum Based Measurement	N/A	≥ 30 WRC	35.1%
Grade 2	NC Curriculum Based Measurement	N/A	≥ 70 WRC	41.7%
Grade 3	NC Curriculum Based Measurement	N/A	≥ 85 WRC	36.1%

Reading First: Grade 3 Comprehension Data (Cohort 1)



Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	ITBS	Comprehension	Grade-Level Score	13.5%
Grade 2	ITBS	Comprehension	Grade-Level Score	22.2%
Grade 3	NC End of Grade Assessment	N/A	Level 3 or Above	32.4%

Source: Annual Performance Report. These graphs represent the data that the state provided. Proficiency rates where the number of students tested is 10 or fewer or where the proficiency rate is 0% or 100% are not shown. In some instances, data were not provided by the state.

* LEA Gains indicates the percentage of LEAs that showed a gain of at least 5 percentage points from the state's first year of implementation to 2007.

Reading First State Profile: **NORTH CAROLINA**

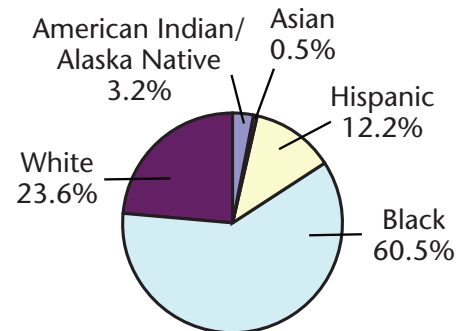


Reading First Participation

2006–2007: 24,979 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	N/A	N/A
2005	39	98
2006	39	96
2007	39	96

Reading First Students by Race/Ethnicity



Sources: Annual Performance Report and Common Core of Data. Actual 2006–2007 participation data are not available. Enrollment figures are estimated based on 2005–2006 CCD data for students enrolled in grades K–3 in Reading First Schools for 2006–2007.

Online Resources

State Reading First Website
<http://www.ncpublicschools.org/readingfirst/>

Annual Performance Report Data
<http://www.ed.gov/programs/readingfirst/data.html>

Reading First Awards Database
<http://readingfirstdataonline.org>

2007 State Evaluation Report
<http://www.ed.gov/programs/readingfirst/evaluationreports/index.html>

Selected State Evaluation Findings

- ❑ According to 2006–2007 data, limited English proficient, special education, and Title I students outperformed their counterparts in all grades as measured by either the TPRI or ITBS. While there is no discernable pattern regarding grade or cohort, it is evident that the performance gap between these populations and their peers is diminishing.
- ❑ According to 2006–2007 data, Hispanic or African American students outperformed their peers in some grade levels on the TPRI and ITBS.

Source: Metis Associates, Inc.

Total Reading First Allocation

- ❑ Total state funding to date: **\$173,436,355**
- ❑ Amount of Yearly Funding

2008	■	\$12,218,578
2007	■	\$29,304,616
2006	■	\$28,959,047
2005	■	\$28,682,575
2004	■	\$27,173,306
2003	■	\$25,668,363
2002	■	\$21,429,870

Source: U.S. Department of Education Budget Service