

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	Student Percentages at NAEP Achievement Levels																																			
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Charlotte was 244. This was not significantly different from their average score in 2003 (242).<sup>1</sup></li> <li>Charlotte's average score (244) in 2005 was higher than that of public schools in large central cities<sup>2</sup> (228).</li> <li>The percentage of students in Charlotte who performed at or above the NAEP <i>Proficient</i> level was 44 percent in 2005. This percentage was not significantly different from that in 2003 (41 percent).</li> <li>The percentage of students in Charlotte who performed at or above the NAEP <i>Basic</i> level was 86 percent in 2005. This percentage was not significantly different from that in 2003 (84 percent).</li> </ul>	<p><b>Charlotte (public)</b></p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2003</td> <td>16</td> <td>43</td> <td>35</td> <td>6*</td> </tr> <tr> <td>2005</td> <td>14</td> <td>41</td> <td>35</td> <td>9</td> </tr> </table> <p><b>Large central city (public)</b></p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2005</td> <td>37</td> <td>42</td> <td>18</td> <td>2</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> <tr> <td>2005</td> <td>21</td> <td>44</td> <td>30</td> <td>5</td> </tr> </table> <p>Percent below <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></p> <p>NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	2003	16	43	35	6*	2005	14	41	35	9	Year	Below Basic	Basic	Proficient	Advanced	2005	37	42	18	2	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
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Performance of NAEP Reporting Groups in Charlotte: 2005						
Reporting groups	Percent of students <sup>3</sup>	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	50	244	15	85	43	10
Female	50	245	14	86	45	8
White	41	261	3	97	70	19
Black	40	230	26	74	21	1
Hispanic	11	234	19	81	27	1
Asian/Pacific Islander	5	256	4	96	62	14
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	44	230	25	75	20	1
Not eligible for free/reduced-price school lunch	55	256	6	94	63	16 †

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles												
<ul style="list-style-type: none"> <li>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.</li> <li>In 2005, Black students 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 28 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 28 points. In 2003, the average score for Hispanic students was lower than that of White students by 24 points.</li> <li>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 27 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 23 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points.</li> </ul>	<table border="1"> <caption>Mathematics Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'03</td> <td>261</td> <td>242</td> <td>223</td> </tr> <tr> <td>'05</td> <td>265</td> <td>245</td> <td>225</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'03	261	242	223	'05	265	245	225
Year	75th Percentile	50th Percentile	25th Percentile										
'03	261	242	223										
'05	265	245	225										

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

† Significantly higher than 2003. ‡ Significantly lower than 2003.

<sup>1</sup> 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.

<sup>2</sup> "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."

<sup>3</sup> For comparison, non-White students comprised 78 percent of students in large central city public schools and 42 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 46 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 "Unclassified" 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.