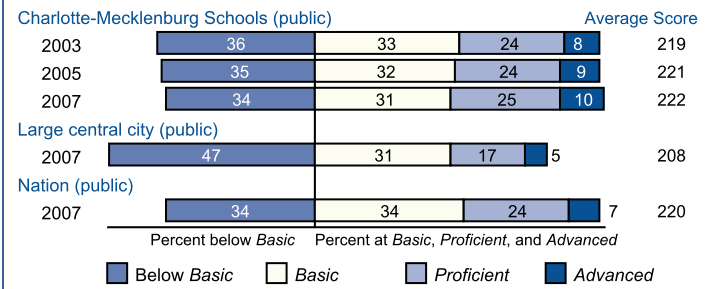


The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2007, Charlotte-Mecklenburg Schools was one of eleven urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Charlotte

- In 2007, the average scale score for fourth-grade students in Charlotte was 222. This was not significantly different from their average score in 2005 (221) and was not significantly different from their average score in 2003 (219).¹
- Charlotte's average score (222) in 2007 was higher than that of public schools in large central cities² (208).
- The percentage of students in Charlotte who performed at or above the NAEP *Proficient* level was 35 percent in 2007. This percentage was not significantly different from that in 2005 (33 percent) and 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 66 percent in 2007. This percentage was not significantly different from that in 2005 (65 percent) and was not significantly different from that in 2003 (64 percent).

Percentages at NAEP Achievement Levels and Average Score



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.

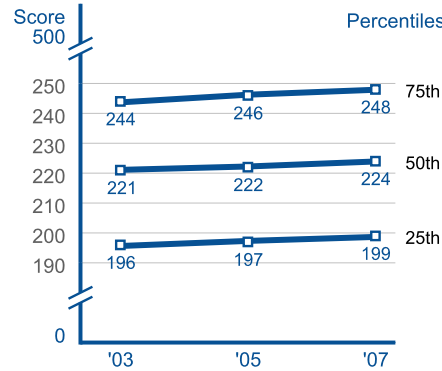
Performance of NAEP Reporting Groups in Charlotte: 2007

Reporting groups	Percent of students ³	Average score	Percent below <i>Basic</i>	Percent of students at or above		Percent <i>Advanced</i>
				<i>Basic</i>	<i>Proficient</i>	
Male	52	217	39	61	30	8
Female	48	228	28	72	41	13
White	36	244	11	89	61	21
Black	42	206	51	49	15	1
Hispanic	13	207	49	51	18	4
Asian/Pacific Islander	4	235	23	77	48	18
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	48	205	51	49	16	2
Not eligible for National School Lunch Program	51	238	17	83	54	18

Average Score Gaps Between Selected Groups

- In 2007, male students in Charlotte had an average score that was lower than that of female students by 11 points. In 2003, the average score for male students was lower than that of female students by 15 points.
- In 2007, Black students had an average score that was lower than that of White students by 38 points. In 2003, the average score for Black students was lower than that of White students by 33 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 37 points. In 2003, the average score for Hispanic students was lower than that of White students by 35 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 33 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 2007, 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 Scores at Selected Percentiles



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

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. 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 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

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 79 percent of students in large central city public schools and 44 percent in public schools nationally at grade 4. Also, students eligible for free/reduced-price school lunch comprised 70 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 the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" 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), various years, 2003–2007 Trial Urban District Reading Assessments.