

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Carolina	Student Percentage at NAEP Achievement Levels																																																		
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in North Carolina was 217. This was lower¹ than their average score in 2003 (221), and was higher than their average score in 1992 (212). North Carolina's average score (217) in 2005 was not significantly different from that of the Nation's public schools (217). Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in North Carolina were higher than those in 12 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 25 jurisdictions. The percentage of students in North Carolina who performed at or above the NAEP <i>Proficient</i> level was 29 percent in 2005. This percentage was not significantly different from that in 2003 (33 percent), and was greater than that in 1992 (25 percent). The percentage of students in North Carolina who performed at or above the NAEP <i>Basic</i> level was 62 percent in 2005. This percentage was smaller than that in 2003 (66 percent), and was greater than that in 1992 (56 percent). 	<p>North Carolina (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992¹</td> <td>44*</td> <td>31</td> <td>20</td> <td>5</td> </tr> <tr> <td>1994¹</td> <td>41</td> <td>29</td> <td>22</td> <td>8</td> </tr> <tr> <td>1998¹</td> <td>38</td> <td>34</td> <td>22</td> <td>6</td> </tr> <tr> <td>1998</td> <td>42</td> <td>31</td> <td>21</td> <td>6</td> </tr> <tr> <td>2002</td> <td>33*</td> <td>35</td> <td>25</td> <td>7</td> </tr> <tr> <td>2003</td> <td>34*</td> <td>33</td> <td>24</td> <td>8</td> </tr> <tr> <td>2005</td> <td>38</td> <td>32</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ▒ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	44*	31	20	5	1994 ¹	41	29	22	8	1998 ¹	38	34	22	6	1998	42	31	21	6	2002	33*	35	25	7	2003	34*	33	24	8	2005	38	32	23	7	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
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Performance of NAEP Reporting Groups in North Carolina						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	213	42	58	26	5
Female	49	221↓	34↑	66↓	33	8
White	58	227↓	26	74	39	10
Black	27	200	59	41	13	2
Hispanic	8	204	54	46	17	2
Asian/Pacific Islander	3	221	37	63	31	10
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	44	202	56	44	14	2
Not eligible for free/reduced-price school lunch	54	229↓	25	75	41	11

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																																	
<ul style="list-style-type: none"> In 2005, male students in North Carolina had an average score that was lower than that of female students by 8 points. In 1992, the average score for male students was lower than that of female students by 6 points. In 2005, Black students had an average score that was lower than that of White students by 27 points. In 1992, the average score for Black students was lower than that of White students by 26 points. In 2005, Hispanic students had an average score that was lower than that of White students by 23 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported. 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 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 26 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. 	<table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>238*</td> <td>214*</td> <td>214*</td> <td>214*</td> <td>187*</td> <td>187*</td> </tr> <tr> <td>'94</td> <td>243</td> <td>217</td> <td>217</td> <td>217</td> <td>188</td> <td>188</td> </tr> <tr> <td>'98</td> <td>241</td> <td>219</td> <td>219</td> <td>219</td> <td>195</td> <td>190</td> </tr> <tr> <td>'02</td> <td>244</td> <td>222</td> <td>222</td> <td>222</td> <td>200</td> <td>198*</td> </tr> <tr> <td>'03</td> <td>246</td> <td>223*</td> <td>223*</td> <td>223*</td> <td>198*</td> <td>198*</td> </tr> <tr> <td>'05</td> <td>242</td> <td>219</td> <td>219</td> <td>219</td> <td>193</td> <td>193</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	238*	214*	214*	214*	187*	187*	'94	243	217	217	217	188	188	'98	241	219	219	219	195	190	'02	244	222	222	222	200	198*	'03	246	223*	223*	223*	198*	198*	'05	242	219	219	219	193	193
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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. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> 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), selected years, 1992–2005 Reading Assessments.