



This report provides selected results for Charlotte's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

While state-level results in reading are available for eight assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, and 2009), district-level results in reading began in 2002 and are available for participating districts for 2002, 2003, 2005, 2007, and 2009. In the 2009 assessment, Charlotte was one of 18 urban school districts that participated and met the criteria for reporting public school results.

For more information about the assessment, see the NAEP website <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card, Trial Urban District Assessment, Reading 2009*
- The full set of national, state, and district results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2009

Grade 4:

- In 2009, the average reading score for fourth-grade students in Charlotte was 225. This was higher than that of the nation's public schools (220) and was higher than that in large city schools (210).
- The average score for students in Charlotte in 2009 (225) was higher than that in 2003 (219) and was not significantly different from that in 2007 (222).
- In 2009, the percentage of students in Charlotte who performed at or above *Proficient* was 36 percent. This was greater than that for the nation's public schools (32 percent) and was greater than that in large city schools (23 percent).
- The percentage of students in Charlotte who performed at or above *Proficient* in 2009 (36 percent) was not significantly different from that in 2003 (31 percent) and in 2007 (35 percent).
- In 2009, the percentage of students in Charlotte who performed at or above *Basic* was 71 percent. This was greater than that for the nation's public schools (66 percent) and was greater than that in large city schools (54 percent).
- The percentage of students in Charlotte who performed at or above *Basic* in 2009 (71 percent) was greater than that in 2003 (64 percent) and was not significantly different from that in 2007 (66 percent).

Grade 8:

- In 2009, the average reading score for eighth-grade students in Charlotte was 259. This was lower than that of the nation's public schools (262) and was higher than that in large city schools (252).
- The average score for students in Charlotte in 2009 (259) was not significantly different from that in 2003 (262) and in 2007 (260).
- In 2009, the percentage of students in Charlotte who performed at or above *Proficient* was 28 percent. This was not significantly different from that for the nation's public schools (30 percent) and was greater than that in large city schools (21 percent).
- The percentage of students in Charlotte who performed at or above *Proficient* in 2009 (28 percent) was not significantly different from that in 2003 (30 percent) and in 2007 (29 percent).
- In 2009, the percentage of students in Charlotte who performed at or above *Basic* was 70 percent. This was smaller than that for the nation's public schools (74 percent) and was greater than that in large city schools (63 percent).
- The percentage of students in Charlotte who performed at or above *Basic* in 2009 (70 percent) was not significantly different from that in 2003 (71 percent) and in 2007 (69 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) has provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/reading09.pdf>.

The current NAEP reading framework approved by the Governing Board replaces the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analyses, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from earlier assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework definition of reading, which recognizes that students read different texts for different purposes.

Literary texts (all three types at each grade)

- Fiction
- Literary nonfiction
- Poetry

Informational text

- Expository
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational text. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term, *cognitive target*, refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and Interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and Evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

In addition, the framework calls for a systematic assessment of *meaning vocabulary*. Meaning vocabulary items function as both a measure of passage comprehension and a test of readers' knowledge of specific word meaning as used in the passage by the author.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated comprehension questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state and trial urban district, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

Who Was Assessed?

Eighteen districts participated in the voluntary NAEP Trial Urban District Assessment (TUDA) in reading in 2009. The school district names, as used in the National Center for Education Statistics (NCES) Common Core of Data (CCD), are

- Atlanta Public Schools,
- Austin Independent School District,
- Baltimore City Public Schools,
- Boston Public Schools,
- Charlotte-Mecklenburg Schools,
- Chicago Public Schools,
- Cleveland Metropolitan School District,
- Detroit Public Schools,
- District of Columbia Public Schools (DCPS),
- Fresno Unified School District,
- Houston Independent School District,
- Jefferson County Public Schools (Louisville, KY),
- Los Angeles Unified School District,
- Miami-Dade County Public Schools,
- Milwaukee Public Schools,
- New York City Department of Education,
- School District of Philadelphia, and
- San Diego Unified School District.

The overall participation rates for schools and students must meet guidelines established by NCES and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2009 reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2009/participation.asp.

The sample of students in the participating TUDA school districts represents an augmentation of the sample of students who would usually be selected by NAEP as part of the state samples. These augmented samples allow reliable reporting of student groups within these districts. Students in the TUDA samples are also included in "higher-level" samples. For example, data from students tested in the Los Angeles sample were used to report results for Los Angeles and also contributed to the California and the national samples.

Some charter schools that operate within the geographic boundaries of a school district are independent of the district and are not included in the districts' Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act. Beginning in 2009, charter schools of this type were no longer included in the results for TUDA districts as they had been in past NAEP assessments.

School districts vary in whether the charter schools within their boundaries are independent of the districts. In 2007, charter schools were included in the TUDA district results if they were listed as part of the district's Local Education Agency in the NCES Common Core of Data. In 2009, charter schools are included in TUDA district results if they contribute to the district's AYP results as part of the Elementary and Secondary Education Act.

Referred to as "large central cities" in previous district reports, results for large cities include public schools located in cities with populations of 250,000 or more. The comparisons between national, district, and large city results present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2009 district results are compared to results from four earlier assessments (2002, 2003, 2005, and 2007) depending on the year the district first participated in NAEP.

Scale Scores: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance.

NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in figures 1-A and 1-B.

Figure 1-A	The Nation's Report Card 2009 Trial Urban District Assessment
	Descriptions of fourth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2009 Trial Urban District Assessment
	Descriptions of eighth-grade achievement levels for 2009 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the <i>Basic</i> level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences. When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses indicate the lowest point on the scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: Author.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for special-needs students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000 and both are shown in the tables in NAEP national and state reports. Since the TUDA in reading began in 2002, the results for all the TUDA assessment years include students who received accommodations.

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across districts. The types of accommodations used in the 2009 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2009/type_accomm.asp.

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2009 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2009 Reading Overall Scale Score and Achievement-Level Results for Public School Students

Overall reading results are reported in this section for public school students from Charlotte along with large city and national results.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in Charlotte, the nation (public), and large cities (public). The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2009, the average scale score for students in Charlotte was 225. This was higher than the score for students across the nation (220) and was higher than the score for students in large city schools nationally (210).
- In Charlotte, the average scale score for students in 2009 was not significantly different from that in 2007 (222). Similarly, the average scale score for students in public schools across the nation in 2009 was not significantly different from that in 2007 (220).
- In Charlotte, the average scale score for students in 2009 was higher than the score in 2003. However, it was not significantly different from the scores in 2005 and 2007.

Grade 8 Scale Score Results

- In 2009, the average scale score for students in Charlotte was 259. This was lower than the score for students across the nation (262) and was higher than the score for students in large city schools nationally (252).
- In Charlotte, the average scale score for students in 2009 was not significantly different from that in 2007 (260). However, the average scale score for students in public schools across the nation in 2009 was higher than that in 2007 (261).
- In Charlotte, the average scale score for students in 2009 was not significantly different from the scores in 2003, 2005, and 2007.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	216 *	167 *	193 *	219 *	243 *	262
	Large city (public)	204 *	154 *	179 *	206 *	231 *	253 *
	Charlotte	219 *	171	196	221 *	244	263
2005	Nation (public)	217 *	169 *	194 *	220 *	243 *	262
	Large city (public)	206 *	157 *	181 *	207 *	232 *	253 *
	Charlotte	221	175	197 *	222	246	266
2007	Nation (public)	220	173	198	222	244	263
	Large city (public)	208	159 *	184	210	234	255
	Charlotte	222	176	199	224	248	268
2009	Nation (public)	220	173	198	222	244	263
	Large city (public)	210	162	186	212	236	256
	Charlotte	225	179	203	227	248	269

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2009

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	261 *	215 *	240 *	264 *	286	304
	Large city (public)	249 *	201 *	225 *	251 *	274 *	293 *
	Charlotte	262	216	239	264	286	304
2005	Nation (public)	260 *	214 *	238 *	263 *	285 *	303
	Large city (public)	250 *	202	227 *	252 *	275	295
	Charlotte	259	210	236	262	285	306
2007	Nation (public)	261 *	216 *	240 *	264 *	285 *	303 *
	Large city (public)	250 *	202	227 *	252 *	275 *	295
	Charlotte	260	211	236	263	285	304
2009	Nation (public)	262	218	242	265	286	304
	Large city (public)	252	205	230	255	277	296
	Charlotte	259	213	238	262	284	302

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Overall Achievement-Level Results

Student results are reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2009, the percentage of Charlotte's students who performed at or above *Proficient* was 36 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent) and was greater than the percentage of the students in large city schools who performed at or above *Proficient* (23 percent).
- In Charlotte, the percentage of students who performed at or above *Proficient* in 2009 was not significantly different from the percentages in 2003, 2005, and 2007.
- In 2009, the percentage of Charlotte's students who performed at or above *Basic* was 71 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (66 percent) and was greater than the percentage of the students in large city schools who performed at or above *Basic* (54 percent).
- In Charlotte, the percentage of students who performed at or above *Basic* in 2009 was greater than the percentage in 2003, but was not significantly different from the percentages in 2005 and 2007.

Grade 8 Achievement-Level Results

- In 2009, the percentage of Charlotte's students who performed at or above *Proficient* was 28 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent) and was greater than the percentage of the students in large city schools who performed at or above *Proficient* (21 percent).
- In Charlotte, the percentage of students who performed at or above *Proficient* in 2009 was not significantly different from the percentages in 2003, 2005, and 2007.
- In 2009, the percentage of Charlotte's students who performed at or above *Basic* was 70 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (74 percent) and was greater than the percentage of the students in large city schools who performed at or above *Basic* (63 percent).
- In Charlotte, the percentage of students who performed at or above *Basic* in 2009 was not significantly different from the percentages in 2003, 2005, and 2007.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2009

Year and jurisdiction		Below Basic	At or above Basic	At or above Proficient	At Advanced
2003	Nation (public)	38*	62*	30*	7
	Large city (public)	53*	47*	19*	4
	Charlotte	36*	64*	31	8
2005	Nation (public)	38*	62*	30*	7
	Large city (public)	51*	49*	20*	4*
	Charlotte	35	65	33	9
2007	Nation (public)	34	66	32	7
	Large city (public)	47	53	22	5
	Charlotte	34	66	35	10
2009	Nation (public)	34	66	32	7
	Large city (public)	46	54	23	5
	Charlotte	29	71	36	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2009

Year and jurisdiction		Below Basic	At or above Basic	At or above Proficient	At Advanced
2003	Nation (public)	28*	72*	30	3
	Large city (public)	42*	58*	19*	1
	Charlotte	29	71	30	3
2005	Nation (public)	29*	71*	29*	3
	Large city (public)	40*	60*	20	2
	Charlotte	31	69	29	3
2007	Nation (public)	27*	73*	29*	2
	Large city (public)	40*	60*	20	1
	Charlotte	31	69	29	3
2009	Nation (public)	26	74	30	2
	Large city (public)	37	63	21	2
	Charlotte	30	70	28	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Comparisons Between Charlotte, the Nation, Large Cities, and Other Participating Districts

Eighteen districts participated in the reading assessment in 2009. These included Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Detroit, the District of Columbia (DCPS), Fresno, Houston, Jefferson County (Louisville, KY), Los Angeles, Miami-Dade County, Milwaukee, New York City, Philadelphia, and San Diego.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare Charlotte's 2009 overall reading scale scores at grades 4 and 8 with those in all other participating districts. The participating districts are grouped into categories reflecting whether the average scale scores of their students were found to be higher than, not significantly different from, or lower than the scores in Charlotte.

Grade 4 Scale Score Comparison Results

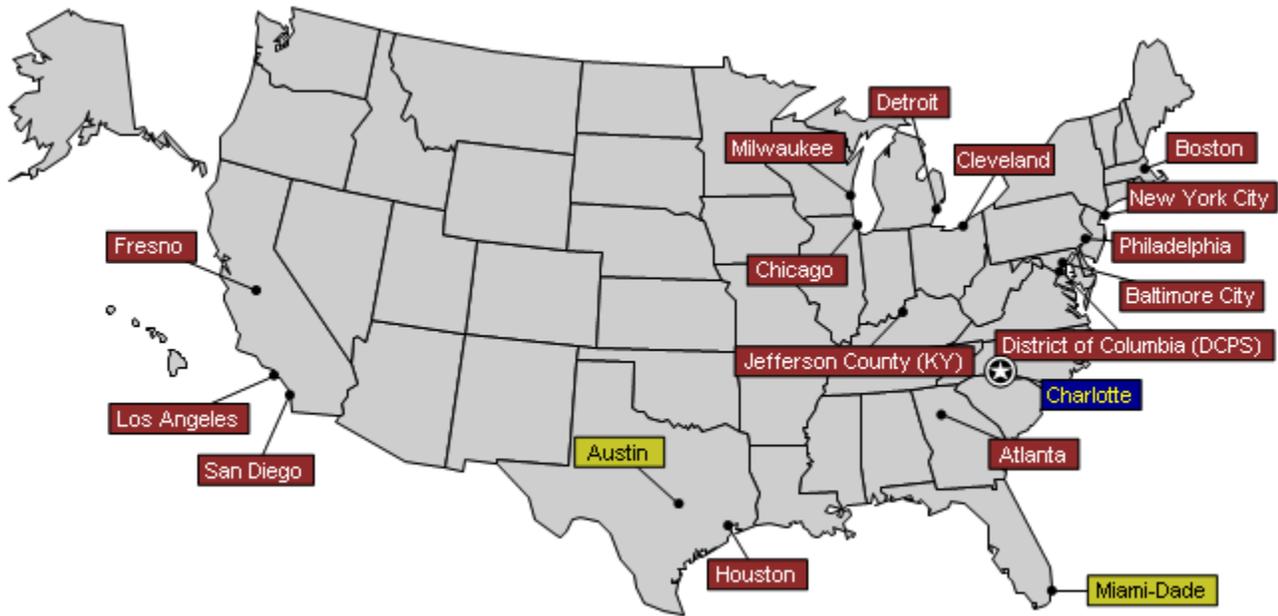
- Students' average score in Charlotte was higher than the scores in 15 districts, and not significantly different from those in 2 districts.

Grade 8 Scale Score Comparison Results

- Students' average score in Charlotte was higher than the scores in 12 districts, and not significantly different from those in 5 districts.

Figure 2-A

Charlotte's average scale score in NAEP reading for fourth-grade public school students compared with scores for other participating districts: 2009



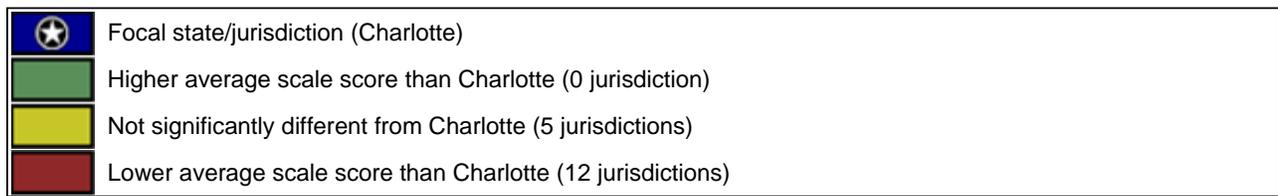
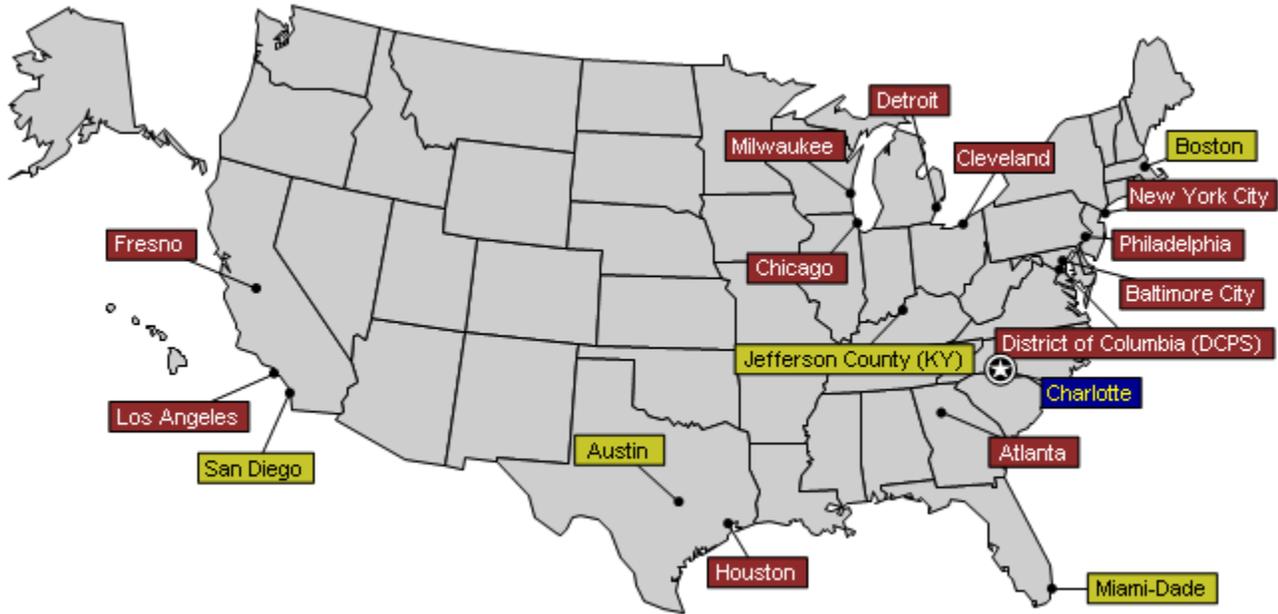
	Focal state/jurisdiction (Charlotte)
	Higher average scale score than Charlotte (0 jurisdiction)
	Not significantly different from Charlotte (2 jurisdictions)
	Lower average scale score than Charlotte (15 jurisdictions)

NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Figure 2-B

Charlotte's average scale score in NAEP reading for eighth-grade public school students compared with scores for other participating districts: 2009



NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all districts participating in the NAEP 2009 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Basic*. The participating districts are grouped into categories reflecting whether the percentage of their students performing at or above *Basic* (including *Basic*, *Proficient* and *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in Charlotte. Note that the selected district is listed first in its category and the other districts within each category are listed rank ordered. Statistical comparisons among districts by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Grade 4 Achievement-Level Comparison Results

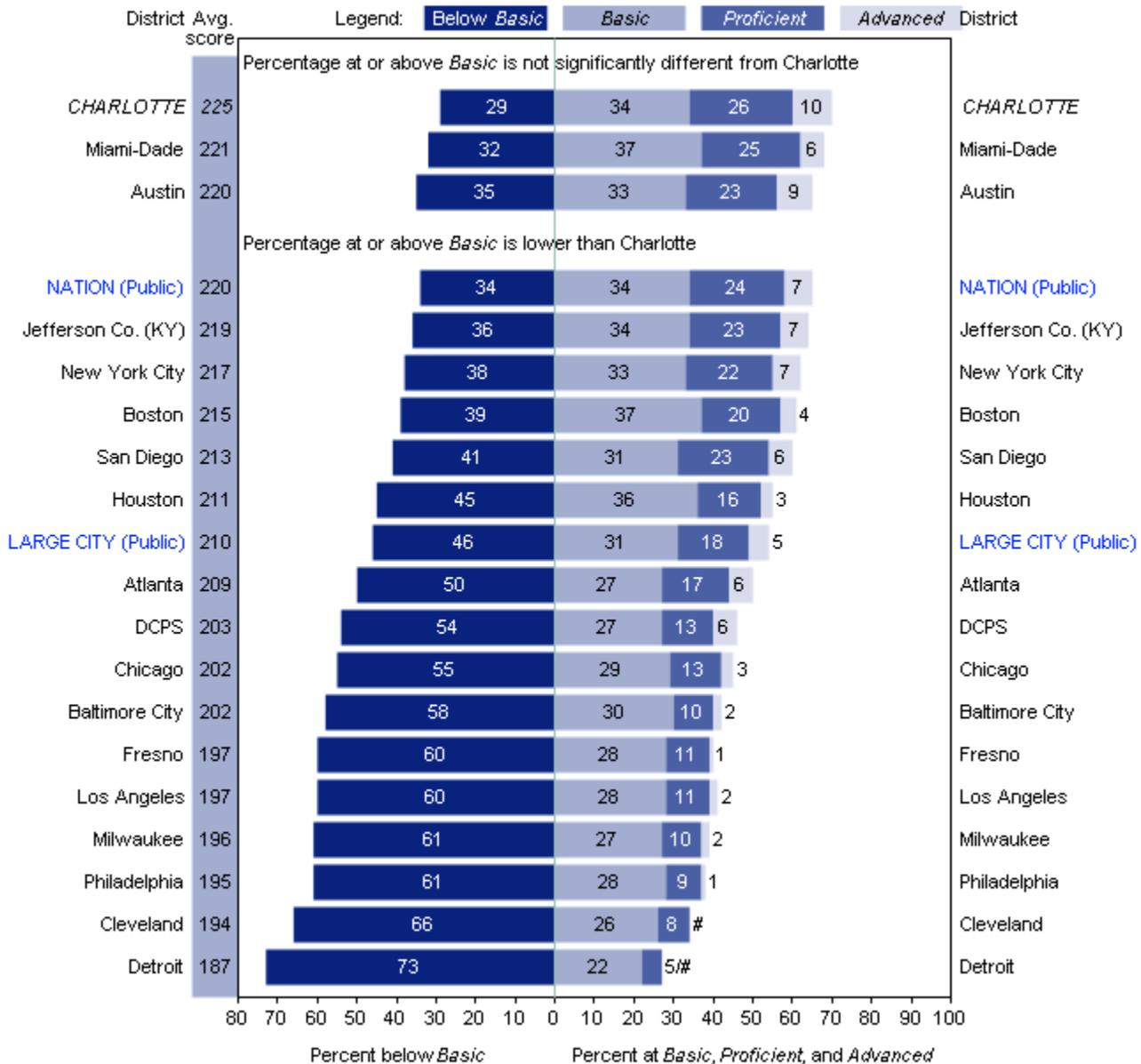
- The percentage of students performing at or above the *Proficient* level in Charlotte was higher than the percentage in 14 districts, and not significantly different from those in 3 districts (data not shown).
- The percentage of students performing at or above the *Basic* level in Charlotte was higher than the percentage in 15 districts, and not significantly different from those in 2 districts.

Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in Charlotte was higher than the percentage in 12 districts, and not significantly different from those in 5 districts (data not shown).
- The percentage of students performing at or above the *Basic* level in Charlotte was higher than the percentage in 12 districts, and not significantly different from those in 5 districts.

Figure 3-A

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Charlotte's percentage at or above *Basic* compared with the nation, large city and other participating districts: 2009



Rounds to zero.

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated. DCPS = District of Columbia Public Schools.

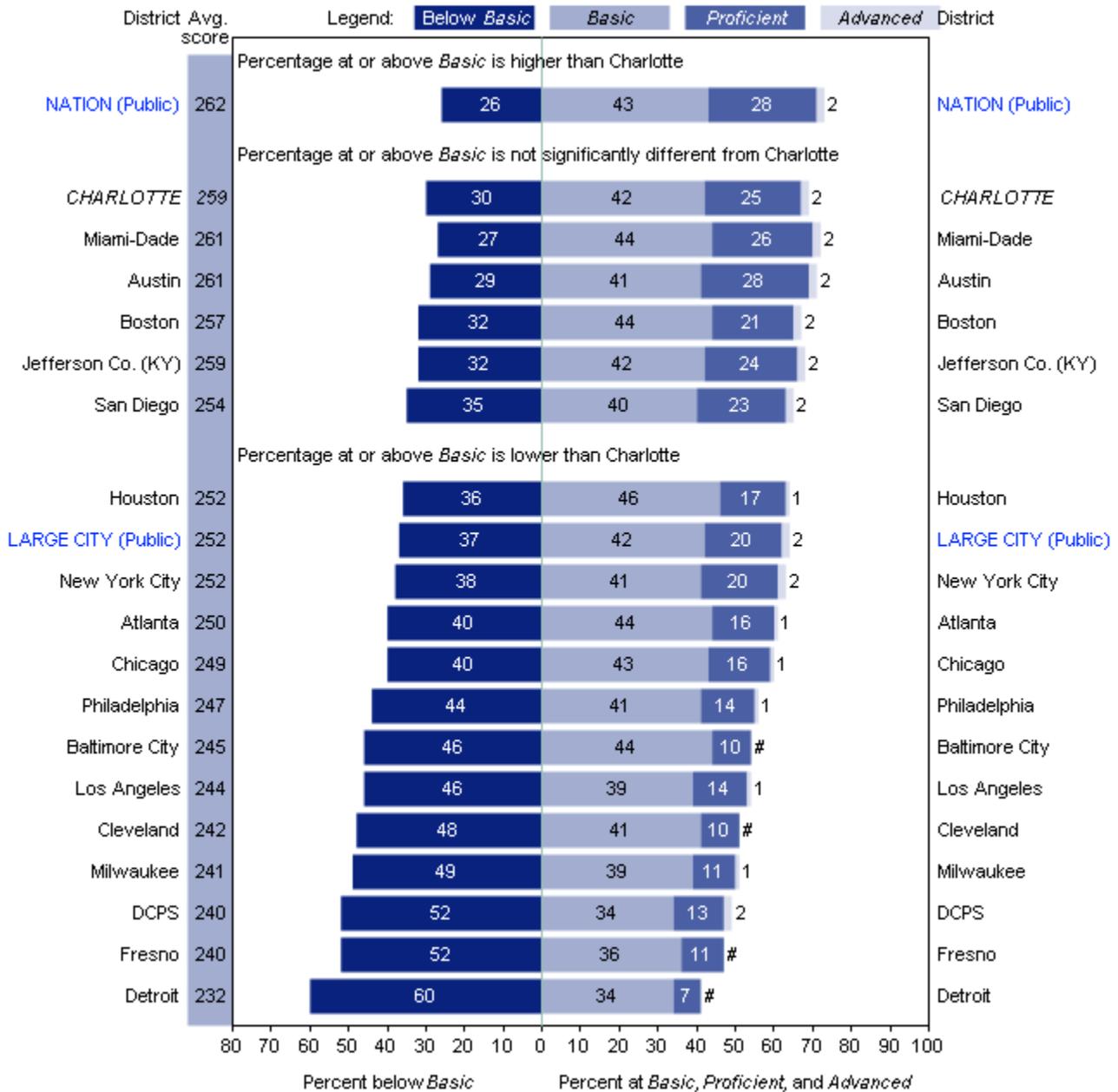
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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Figure 3-B

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Charlotte's percentage at or above *Basic* compared with the nation, large city and other participating districts: 2009



Rounds to zero.

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Basic* category begins, so that they may be compared at *Basic* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Reading Performance of Selected Student Groups

This section of the report presents results for public school students in Charlotte, in the nation, and in large city public schools by demographic characteristics.

Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- parents' highest level of education (grade 8 only)

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

For districts that have participated in the past, results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2009 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2009 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website <http://nces.ed.gov/nationsreportcard/naepdata/>.

Race/Ethnicity

Schools reported the race/ethnicity subgroup that best described each student. The six mutually exclusive categories are White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Unclassified. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Tables 3-A and 3-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Charlotte, in the nation, and in large city public schools, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2009, White students in Charlotte had an average scale score that was higher than the scores of Black and Hispanic students, but not significantly different from the score of Asian/Pacific Islander students.
- In 2009, the average scale score of Asian/Pacific Islander students in Charlotte was not significantly different from their respective scores in 2003 and 2007.
- In 2009, the average scale scores of White, Black, and Hispanic students in Charlotte were not significantly different from their respective scores in 2003, 2005, and 2007.
- In 2009, Black students in Charlotte 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 33 points.
- In 2009, Hispanic students in Charlotte had an average score that was lower than that of White students by 31 points. In 2003, the average score for Hispanic students was lower than that of White students by 35 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In Charlotte in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students, but not significantly different from the percentage of Asian/Pacific Islander students.
- In 2009, the percentage of Asian/Pacific Islander students in Charlotte performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2003 and 2007.
- In 2009, the percentages of White, Black, and Hispanic students in Charlotte performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2003, 2005, and 2007.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2003	Nation (public)	59 *	227 *	26 *	74 *	39 *	10
	Large city (public)	22	226 *	28 *	72 *	39 *	11
	Charlotte	42	237	17	83	52	15
2005	Nation (public)	57 *	228 *	25 *	75 *	39 *	10
	Large city (public)	21	228 *	26 *	74 *	40	11
	Charlotte	40	240	14	86	55	19
2007	Nation (public)	56 *	230	23	77	42	10
	Large city (public)	21	231	22	78	44	12
	Charlotte	36	244	11	89	61	21
2009	Nation (public)	54	229	23	77	41	10
	Large city (public)	20	233	21	79	47	14
	Charlotte	37	243	11	89	59	20
Black							
2003	Nation (public)	17 *	197 *	61 *	39 *	12 *	2
	Large city (public)	35 *	193 *	65 *	35 *	10 *	1
	Charlotte	45	205	52	48	14	1
2005	Nation (public)	17	199 *	59 *	41 *	12 *	2
	Large city (public)	32 *	196 *	62 *	38 *	11	1
	Charlotte	43	206	51	49	16	2
2007	Nation (public)	17	203	54	46	14	2
	Large city (public)	31	199	59	41	12	1
	Charlotte	42	206	51	49	15	1
2009	Nation (public)	16	204	53	47	15	2
	Large city (public)	29	201	56	44	13	2
	Charlotte	39	211	43	57	19	3

See notes at end of table.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
2003	Nation (public)	18 *	199 *	57 *	43 *	14 *	2
	Large city (public)	34 *	197 *	60 *	40 *	13	2
	Charlotte	8 *	202	54	46	15	3
2005	Nation (public)	19 *	201 *	56 *	44 *	15	2
	Large city (public)	38 *	198 *	60 *	40 *	13	2
	Charlotte	11	209	46	54	19	2
2007	Nation (public)	20 *	204	51	49	17	3
	Large city (public)	38	199	56	44	14	2
	Charlotte	13	207	49	51	18	4
2009	Nation (public)	21	204	52	48	16	2
	Large city (public)	42	202	55	45	14	2
	Charlotte	15	212	40	60	23	5
Asian/Pacific Islander							
2003	Nation (public)	4 *	225 *	31 *	69 *	37 *	11 *
	Large city (public)	7	223	34	66	35	11
	Charlotte	4	218	39	61	31	7
2005	Nation (public)	4 *	227 *	28 *	72 *	40 *	12 *
	Large city (public)	7	223	33	67	35	10
	Charlotte	3	‡	‡	‡	‡	‡
2007	Nation (public)	5	231	24	76	45	14
	Large city (public)	7	228	28	72	40	14
	Charlotte	4	235	23	77	48	18
2009	Nation (public)	5	234	21	79	48	17
	Large city (public)	7	228	27	73	42	13
	Charlotte	4	233	23	77	40	15

See notes at end of table.

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
2003	Nation (public)	1	202*	53	47	16*	2
	Large city (public)	1	209	46	54	18	2
	Charlotte	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	205	51	49	19	3
	Large city (public)	1	204	53	47	17	3
	Charlotte	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	Large city (public)	1	203	51	49	17	3
	Charlotte	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	206	48	52	22	5
	Large city (public)	1	210	46	54	27	6
	Charlotte	#	‡	‡	‡	‡	‡
Unclassified¹							
2003	Nation (public)	1*	220	34	66	31	7
	Large city (public)	1*	214	45	55	23	6
	Charlotte	2*	‡	‡	‡	‡	‡
2005	Nation (public)	1*	221	33	67	32	8
	Large city (public)	1	211	46	54	24	5
	Charlotte	2*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	223	30	70	32	7
	Large city (public)	1	222	30	70	31	7
	Charlotte	4	238	18	82	54	20
2009	Nation (public)	2	224	30	70	35	9
	Large city (public)	1	219	34	66	27	5
	Charlotte	4	227	26	74	36	8

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

¹ The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2009, White students in Charlotte had an average scale score that was higher than the scores of Black and Hispanic students.
- In 2009, the average scale scores of White, Black, and Hispanic students in Charlotte were not significantly different from their respective scores in 2003, 2005, and 2007.
- In 2009, Black students in Charlotte had an average score that was lower than that of White students by 28 points. In 2003, the average score for Black students was lower than that of White students by 30 points.
- In 2009, Hispanic students in Charlotte had an average score that was lower than that of White students by 23 points. In 2003, the average score for Hispanic students was lower than that of White students by 34 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In Charlotte in 2009, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2009, the percentages of White, Black, and Hispanic students in Charlotte performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2003, 2005, and 2007.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2003	Nation (public)	61 *	270 *	18 *	82 *	39	4
	Large city (public)	23	268 *	21 *	79 *	37	3
	Charlotte	46 *	278	12	88	49	5
2005	Nation (public)	60 *	269 *	19 *	81 *	37 *	3
	Large city (public)	24	270	19	81	38	4
	Charlotte	40 *	278	13	87	49	7
2007	Nation (public)	58 *	270 *	17	83	38	3
	Large city (public)	23	271	18	82	39	4
	Charlotte	35 *	279	12	88	52	6
2009	Nation (public)	57	271	17	83	39	3
	Large city (public)	22	272	17	83	42	4
	Charlotte	32	276	13	87	48	5
Black							
2003	Nation (public)	17 *	244 *	47 *	53 *	12	#
	Large city (public)	36 *	241 *	51	49	10	#
	Charlotte	43 *	247	45	55	14	#
2005	Nation (public)	17 *	242 *	49 *	51 *	11 *	#
	Large city (public)	32 *	240 *	52	48	10	#
	Charlotte	46	244	45	55	13	1
2007	Nation (public)	17 *	244 *	46	54	12	#
	Large city (public)	31	240 *	51	49	10	#
	Charlotte	47	246	44	56	14	#
2009	Nation (public)	16	245	44	56	13	#
	Large city (public)	27	243	47	53	11	#
	Charlotte	47	249	40	60	15	#

See notes at end of table.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
2003	Nation (public)	15 *	244 *	46 *	54 *	14	1
	Large city (public)	32 *	241 *	49 *	51 *	12	#
	Charlotte	6 *	244	48	52	14	1
2005	Nation (public)	17 *	245 *	45 *	55 *	14 *	1
	Large city (public)	36 *	243	47	53	13	1
	Charlotte	9 *	248	42	58	19	1
2007	Nation (public)	18 *	246 *	43	57	14	1
	Large city (public)	37 *	243	47	53	12	#
	Charlotte	11 *	251	35	65	20	2
2009	Nation (public)	20	248	41	59	16	1
	Large city (public)	41	245	44	56	14	#
	Charlotte	14	254	36	64	18	2
Asian/Pacific Islander							
2003	Nation (public)	4 *	268 *	22 *	78 *	38	5
	Large city (public)	8	260 *	31 *	69 *	30	3
	Charlotte	4	‡	‡	‡	‡	‡
2005	Nation (public)	4 *	270 *	21 *	79 *	39	5
	Large city (public)	7	266	24	76	35	4
	Charlotte	4	‡	‡	‡	‡	‡
2007	Nation (public)	5	269 *	21	79	40	5
	Large city (public)	8	263	26	74	34	3
	Charlotte	4	‡	‡	‡	‡	‡
2009	Nation (public)	5	273	18	82	44	6
	Large city (public)	8	268	23	77	38	5
	Charlotte	4	‡	‡	‡	‡	‡

See notes at end of table.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2009—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
American Indian/Alaska Native							
2003	Nation (public)	1*	248	41	59	18	1
	Large city (public)	1	241	50	50	13	#
	Charlotte	#	‡	‡	‡	‡	‡
2005	Nation (public)	1	251	39	61	18	1
	Large city (public)	1	246	45	55	15	2
	Charlotte	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42	58	19	2
	Large city (public)	1	241	49	51	15	2
	Charlotte	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	252	37	63	21	2
	Large city (public)	1	252	35	65	20	2
	Charlotte	#	‡	‡	‡	‡	‡
Unclassified¹							
2003	Nation (public)	1*	261	27	73	28	2
	Large city (public)	#*	254	32	68	17	2
	Charlotte	1*	‡	‡	‡	‡	‡
2005	Nation (public)	1*	261	30	70	30	3
	Large city (public)	#*	259	26	74	26	2
	Charlotte	1*	‡	‡	‡	‡	‡
2007	Nation (public)	1*	262	26	74	32	4
	Large city (public)	1	257	35	65	29	5
	Charlotte	2*	‡	‡	‡	‡	‡
2009	Nation (public)	1	265	24	76	32	3
	Large city (public)	1	257	33	67	25	3
	Charlotte	3	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

¹ The unclassified category includes students whose school-reported race/ethnicity was "other" or unavailable, or was missing, and whose race/ethnicity category could not be determined from self-reported information.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 4-A and 4-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Charlotte, in the nation, and in large city public schools, by gender.

Grade 4 Scale Score Results by Gender

- In 2009, male students in Charlotte had an average score in reading (222) that was not significantly different from that of female students (227). This performance gap was narrower than that of 2003 (15 points in favor of females).
- In 2009, male students in Charlotte had an average scale score in reading (222) that was higher than that of male students in public schools across the nation (216). Similarly, female students in Charlotte had an average scale score (227) that was higher than that of female students across the nation (223).
- In 2009, male students in Charlotte had an average scale score in reading (222) that was higher than that of male students in public schools in large cities (207). Similarly, female students in Charlotte had an average scale score (227) that was higher than that of female students in large city schools (213).
- In Charlotte, the average scale score of male students in 2009 was higher than the score of male students in 2003, but not significantly different from the scores of male students in 2005 and 2007.
- In Charlotte, the average scale score of female students in 2009 was not significantly different from the scores of female students in 2003, 2005, and 2007.

Grade 4 Achievement-Level Results by Gender

- The percentage of male students in Charlotte's public schools who were at or above *Proficient* in 2009 (35 percent) was not significantly different from that of male students in the nation (28 percent) and greater than that of male students in large city schools (20 percent).
- The percentage of female students in Charlotte's public schools who were at or above *Proficient* in 2009 (38 percent) was not significantly different from that of female students in the nation (35 percent) and greater than that of female students in large city schools (25 percent).
- In Charlotte, the percentage of male students performing at or above *Proficient* in 2009 was greater than the percentage of students in 2003, but not significantly different from the corresponding percentages of students in 2005 and 2007.
- In Charlotte, the percentage of female students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 2003, 2005, and 2007.

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**Table
4-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2003	Nation (public)	51	213*	42*	58*	26*	6
	Large city (public)	50	200*	56*	44*	17*	4
	Charlotte	50	211*	45*	55*	23*	5*
2005	Nation (public)	50*	214*	41*	59*	27*	6
	Large city (public)	50	202*	55*	45*	17*	3
	Charlotte	51	218	37	63	30	7
2007	Nation (public)	50	216	38	62	29	6
	Large city (public)	50	205	51	49	19	4
	Charlotte	52	217	39	61	30	8
2009	Nation (public)	51	216	38	62	28	6
	Large city (public)	51	207	49	51	20	4
	Charlotte	49	222	32	68	35	10
Female							
2003	Nation (public)	49	220*	35*	65*	33*	8
	Large city (public)	50	208*	49*	51*	22*	5
	Charlotte	50	227	28	72	39	10
2005	Nation (public)	50*	220*	34*	66*	33*	8
	Large city (public)	50	209*	48*	52*	22*	5
	Charlotte	49	225	31	69	36	12
2007	Nation (public)	50	223	31	69	35	9
	Large city (public)	50	212	44	56	24	6
	Charlotte	48	228	28	72	41	13
2009	Nation (public)	49	223	31	69	35	9
	Large city (public)	49	213	43	57	25	6
	Charlotte	51	227	27	73	38	11

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2009, male students in Charlotte had an average score in reading (252) that was lower than that of female students (267). In 2003, male students in Charlotte had an average score in reading (257) that was lower than that of female students (267).
- In 2009, male students in Charlotte had an average scale score in reading (252) that was lower than that of male students in public schools across the nation (258). However, female students in Charlotte had an average scale score (267) that was not significantly different from that of female students across the nation (267).
- In 2009, male students in Charlotte had an average scale score in reading (252) that was higher than that of male students in public schools in large cities (248). Similarly, female students in Charlotte had an average scale score (267) that was higher than that of female students in large city schools (257).
- In Charlotte, the average scale score of male students in 2009 was not significantly different from the scores of male students in 2003, 2005, and 2007.
- In Charlotte, the average scale score of female students in 2009 was not significantly different from the scores of female students in 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Gender

- The percentage of male students in Charlotte's public schools who were at or above *Proficient* in 2009 (20 percent) was not significantly different from that of male students in the nation (26 percent) and not significantly different from that of male students in large city schools (18 percent).
- The percentage of female students in Charlotte's public schools who were at or above *Proficient* in 2009 (35 percent) was not significantly different from that of female students in the nation (35 percent) and greater than that of female students in large city schools (25 percent).
- In Charlotte, the percentage of male students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 2003, 2005, and 2007.
- In Charlotte, the percentage of female students performing at or above *Proficient* in 2009 was not significantly different from the corresponding percentages of students in 2003, 2005, and 2007.

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**Table
4-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2009

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2003	Nation (public)	50	256*	33*	67*	25	2
	Large city (public)	50	244*	47*	53*	15*	1
	Charlotte	50	257	34	66	26	2
2005	Nation (public)	50	255*	34*	66*	24*	2
	Large city (public)	50	245*	46*	54*	16	1
	Charlotte	50	254	36	64	24	2
2007	Nation (public)	50	256*	32*	68*	24*	1
	Large city (public)	50	245*	45*	55*	16	1
	Charlotte	51	255	35	65	24	2
2009	Nation (public)	50	258	30	70	26	2
	Large city (public)	50	248	42	58	18	1
	Charlotte	50	252	37	63	20	1
Female							
2003	Nation (public)	50	267	23	77	35	4
	Large city (public)	50	253*	37*	63*	22*	2
	Charlotte	50	267	24	76	35	4
2005	Nation (public)	50	266*	24*	76*	34*	3
	Large city (public)	50	255	35*	65*	23	2
	Charlotte	50	265	26	74	35	4
2007	Nation (public)	50	266*	23	77	34*	3
	Large city (public)	50	255	35*	65*	23	2
	Charlotte	49	265	26	74	35	4
2009	Nation (public)	50	267	22	78	35	3
	Large city (public)	50	257	32	68	25	2
	Charlotte	50	267	23	77	35	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grades 4 and 8 in Charlotte, in the nation, and in large city public schools, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Charlotte eligible for free/reduced-price lunch had an average reading scale score of 210. This was lower than that of students in Charlotte not eligible for this program (238).
- In 2009, students in Charlotte who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 28 points. In 2003, the average score for students in Charlotte who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 34 points.
- Students in Charlotte eligible for free/reduced-price lunch had an average scale score (210) in 2009 that was higher than that of students in the nation who were eligible (206) and higher than that of students in large city schools who were eligible (202).
- In Charlotte, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was higher than that of eligible students in 2003, but not significantly different from that of eligible students in 2005 and 2007.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Charlotte, 19 percent of students who were eligible for free/reduced-price lunch and 53 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Charlotte in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (19 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (17 percent) and greater than the corresponding percentage for their counterparts in large cities (15 percent).
- In Charlotte, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was greater than the percentage for 2003, but not significantly different from the corresponding percentages for 2005 and 2007.

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**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	Large city (public)	69	196 *	61 *	39 *	12 *	2
	Charlotte	44	200 *	57 *	43 *	12 *	1
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	Large city (public)	71	198 *	60 *	40 *	12 *	2
	Charlotte	49	206	51	49	15	2
2007	Nation (public)	45 *	205	50	50	17	2
	Large city (public)	70	200 *	57	43	13	2
	Charlotte	48	205	51	49	16	2
2009	Nation (public)	47	206	49	51	17	2
	Large city (public)	71	202	55	45	15	2
	Charlotte	47	210	44	56	19	3
Not eligible							
2003	Nation (public)	52	229 *	25 *	75 *	41 *	11
	Large city (public)	27	223 *	32 *	68 *	37 *	11
	Charlotte	56	234	19	81	47	13
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	Large city (public)	28	226 *	28	72	38 *	10
	Charlotte	51	237	18	82	51	17
2007	Nation (public)	54 *	232	21	79	44	12
	Large city (public)	30	229	25	75	42	12
	Charlotte	51	238	17	83	54	18
2009	Nation (public)	52	232	21	79	45	12
	Large city (public)	28	230	25	75	43	13
	Charlotte	51	238	16	84	53	17

See notes at end of table.

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**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2009–Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2003	Nation (public)	4*	219	35	65	33	8
	Large city (public)	3*	214	40	60	28	7
	Charlotte	#*	‡	‡	‡	‡	‡
2005	Nation (public)	2*	218	38	62	32	8
	Large city (public)	2	208	45	55	24	6
	Charlotte	1	‡	‡	‡	‡	‡
2007	Nation (public)	1	220	34	66	33	9
	Large city (public)	1	210	45	55	24	6
	Charlotte	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	Large city (public)	1	216	39	61	28	7
	Charlotte	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2009, students in Charlotte eligible for free/reduced-price lunch had an average reading scale score of 248. This was lower than that of students in Charlotte not eligible for this program (270).
- In 2009, students in Charlotte who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 21 points. This performance gap was narrower than that of 2003 (29 points).
- Students in Charlotte eligible for free/reduced-price lunch had an average scale score (248) in 2009 that was not significantly different from that of students in the nation who were eligible (249) and higher than that of students in large city schools who were eligible (244).
- In Charlotte, students eligible for free/reduced-price lunch had an average reading scale score in 2009 that was higher than that of eligible students in 2005, but not significantly different from that of eligible students in 2003 and 2007.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In Charlotte, 15 percent of students who were eligible for free/reduced-price lunch and 39 percent of those who were not eligible for this program performed at or above *Proficient* in 2009. These percentages were significantly different from one another.
- For students in Charlotte in 2009 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (15 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (16 percent) and not significantly different from the corresponding percentage for their counterparts in large cities (13 percent).
- In Charlotte, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2009 was not significantly different from the corresponding percentages for 2003, 2005, and 2007.

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**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2009

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2003	Nation (public)	36 *	246 *	44 *	56 *	15 *	1
	Large city (public)	61 *	241 *	50 *	50 *	12 *	1
	Charlotte	37 *	244	49	51	13	#
2005	Nation (public)	39 *	247 *	43 *	57 *	15	1
	Large city (public)	63	243	48	52	13	1
	Charlotte	45	242 *	47	53	12	1
2007	Nation (public)	40 *	247 *	42 *	58 *	15 *	1
	Large city (public)	64	242 *	48 *	52 *	12	#
	Charlotte	47	245	46	54	14	1
2009	Nation (public)	43	249	40	60	16	1
	Large city (public)	65	244	46	54	13	#
	Charlotte	46	248	41	59	15	1
Not eligible							
2003	Nation (public)	58 *	271 *	18 *	82 *	39 *	4
	Large city (public)	32	263 *	26 *	74 *	31 *	3
	Charlotte	63 *	273	17	83	41	4
2005	Nation (public)	59 *	270 *	19 *	81 *	38 *	4
	Large city (public)	35	264 *	26 *	74 *	33	4
	Charlotte	54	274	17	83	44	6
2007	Nation (public)	58 *	271 *	18 *	82 *	39 *	4
	Large city (public)	33	265	24 *	76 *	34	3
	Charlotte	53	273	17	83	43	5
2009	Nation (public)	56	273	16	84	41	4
	Large city (public)	33	268	21	79	37	4
	Charlotte	52	270	20	80	39	4

See notes at end of table.

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**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2009—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2003	Nation (public)	6*	262	28	72	31	3
	Large city (public)	7*	247	42	58	20	2
	Charlotte	#*	‡	‡	‡	‡	‡
2005	Nation (public)	3*	258	31	69	28	3
	Large city (public)	3	247	41	59	16	1
	Charlotte	1*	‡	‡	‡	‡	‡
2007	Nation (public)	1	255	34	66	27	3
	Large city (public)	3	253	38	62	24	2
	Charlotte	1	‡	‡	‡	‡	‡
2009	Nation (public)	1	259	31	69	29	3
	Large city (public)	2	258	31	69	27	3
	Charlotte	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2009 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options were offered: did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know." The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

Table 6 shows average scale scores and achievement-level data for public school students at grade 8 in Charlotte, in the nation, and in large city public schools, by student reported parents' highest level of education.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2009, students in Charlotte who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the average score of students with a parent in any of the following education categories: some education after high school.
- In 2009, the average scale score for students in Charlotte who reported that a parent had graduated from college was lower than the score of students in the nation.
- In 2009, the average scale scores for students in Charlotte who reported that a parent had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2009, the average scale scores for students in Charlotte who reported that a parent had graduated from college or had some education after high school were higher than the corresponding scores of students in large city schools.
- In 2009, the average scale scores for students in Charlotte who reported that a parent had graduated from high school or had not finished high school were not significantly different from the corresponding scores of students in large city schools.
- In 2009, the average scale scores for students in Charlotte who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 2003, 2005, and 2007.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2009, the percentage of students performing at or above *Proficient* in Charlotte who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school.
- In 2009 in Charlotte, the percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2009 in Charlotte, the percentage of students reporting that a parent had graduated from college who performed at or above *Proficient* was greater than the percentage of students in large city schools.
- In 2009 in Charlotte, the percentages of students reporting that a parent had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in large city schools.
- In 2009 in Charlotte, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 2003, 2005, and 2007.

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**Table
6**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2009

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school						
2003 Nation (public)	7*	245*	45*	55*	13	#
Large city (public)	11	241	50	50	11	#
Charlotte	5	247	46	54	10	#
2005 Nation (public)	8	244*	47*	53*	12	#
Large city (public)	11	241*	51*	49*	10	#
Charlotte	5*	238	52	48	8	#
2007 Nation (public)	8	245*	44*	56*	12	#
Large city (public)	12	242	47	53	11	#
Charlotte	5	237	53	47	9	#
2009 Nation (public)	8	247	41	59	14	#
Large city (public)	12	245	44	56	13	#
Charlotte	7	247	40	60	13	#
Graduated from high school						
2003 Nation (public)	18*	253	35	65	19	1
Large city (public)	18	243	48	52	12	#
Charlotte	15	246	47	53	15	#
2005 Nation (public)	18*	252*	37*	63*	18	1
Large city (public)	18	245	46	54	13	#
Charlotte	14	247	43	57	12	1
2007 Nation (public)	17	252	36	64	18	1
Large city (public)	17	243	47	53	13	1
Charlotte	13	250	39	61	18	1
2009 Nation (public)	17	253	34	66	18	1
Large city (public)	17	246	44	56	14	#
Charlotte	15	249	41	59	13	1

See notes at end of table.

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**Table
6**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction:
Various years, 2003–2009–Continued

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
Some education after high school							
2003	Nation (public)	18 *	266	21	79	32	2
	Large city (public)	17	256	33	67	22	1
	Charlotte	16	264	23	77	28	1
2005	Nation (public)	18 *	265	23 *	77 *	31	2
	Large city (public)	17	258	30	70	24	1
	Charlotte	21 *	259	28	72	25	1
2007	Nation (public)	17	265	21	79	31	2
	Large city (public)	16	256	32	68	22	1
	Charlotte	16	260	28	72	26	2
2009	Nation (public)	17	266	21	79	31	2
	Large city (public)	16	258	28	72	22	1
	Charlotte	15	265	22	78	31	1
Graduated from college							
2003	Nation (public)	46 *	271 *	19 *	81 *	41	4
	Large city (public)	38	258 *	33 *	67 *	27 *	3
	Charlotte	54	271	20	80	41	4
2005	Nation (public)	46 *	270 *	20 *	80 *	40 *	4
	Large city (public)	37	260 *	30 *	70 *	30	4
	Charlotte	53	269	22	78	40	5
2007	Nation (public)	46	271 *	18 *	82 *	40 *	4
	Large city (public)	37	260	30	70	30	3
	Charlotte	55	268	23	77	38	5
2009	Nation (public)	47	272	17	83	42	4
	Large city (public)	37	263	27	73	33	3
	Charlotte	51	268	22	78	38	4

See notes at end of table.

NAEP 2009 Reading Report for Charlotte (Embargoed)

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**Table
6**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2009—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Unknown							
2003	Nation (public)	11	242	48	52	13	#
	Large city (public)	17	236	56	44	9	#
	Charlotte	9	242	50	50	11	1
2005	Nation (public)	11	242	49	51	12	#
	Large city (public)	17	236	56	44	9	#
	Charlotte	8*	236	53	47	10	#
2007	Nation (public)	11	243	47	53	12	1
	Large city (public)	18	237	54	46	9	#
	Charlotte	11	243	47	53	13	#
2009	Nation (public)	11	243	47	53	13	#
	Large city (public)	18	238	53	47	9	#
	Charlotte	13	241	49	51	9	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Within any assessment year, exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may increase or decrease between assessment administrations, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average on assessments, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Tables 7-A and 7-B display data for 4th and 8th grade students in Charlotte, the nation, and large cities who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed without accommodations, as a percent of all 4th or 8th grade students in the district/jurisdiction.

Tables 8-A and 8-B show the percentages of students assessed in Charlotte, the nation, and large cities by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 9-A and 9-B present the percentages of students assessed in Charlotte, the nation, and large cities by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 10-A and 10-B present the total number of grades 4 and 8 students assessed in each of the participating districts and the weighted percentage of students sampled who were excluded.

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**Table
7-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, by assessment year: Various years, 2003–2009

Year and testing status	SD and/or ELL			SD			ELL			
	Charlotte	Nation (public)	Large city	Charlotte	Nation (public)	Large city	Charlotte	Nation (public)	Large city	
2003	Identified	21	22	31	16	14	13	10	10	21
	Excluded	5	6	8	4	5	5	3	2	5
	Assessed without accommodations	6	10	17	4	4	4	2	7	14
	Assessed with accommodations	11	5	5	8	5	5	4	1	2
2005	Identified	21	23	32	13	14	13	9	11	22
	Excluded	4	7	8	3	5	5	2	2	4
	Assessed without accommodations	6	10	17	2	4	3	4	7	14
	Assessed with accommodations	10	7	7	7	5	5	3	2	3
2007	Identified	22	23	32	12	14	13	11	11	22
	Excluded	4	6	7	3	5	5	2	2	4
	Assessed without accommodations	7	10	17	3	3	3	4	7	14
	Assessed with accommodations	11	7	8	7	6	5	5	2	4
2009	Identified	19	23	31	12	13	13	8	11	21
	Excluded	3	5	7	2	4	4	1	2	4
	Assessed without accommodations	5	9	14	3	3	2	2	6	12
	Assessed with accommodations	11	9	10	8	7	7	4	3	5

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

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**Table
7-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, by assessment year: Various years, 2003–2009

Year and testing status	SD and/or ELL			SD			ELL			
	Charlotte	Nation (public)	Large city	Charlotte	Nation (public)	Large city	Charlotte	Nation (public)	Large city	
2003	Identified	16	19	24	13	14	14	6	6	13
	Excluded	4	5	6	3	4	4	1	2	3
	Assessed without accommodations	4	8	12	3	5	5	3	4	8
	Assessed with accommodations	7	5	5	7	5	5	2	1	2
2005	Identified	18	19	23	11	13	12	8	6	13
	Excluded	3	5	5	1	4	4	1	1	2
	Assessed without accommodations	6	7	12	2	3	3	4	4	9
	Assessed with accommodations	9	6	7	7	6	5	2	1	2
2007	Identified	19	19	24	11	13	13	9	7	13
	Excluded	5	5	6	2	5	4	3	2	3
	Assessed without accommodations	5	7	10	2	3	3	3	4	8
	Assessed with accommodations	9	7	8	7	6	6	2	1	2
2009	Identified	17	18	23	11	13	13	7	6	12
	Excluded	4	4	5	2	4	4	2	1	2
	Assessed without accommodations	4	6	9	1	2	2	2	3	7
	Assessed with accommodations	10	8	9	7	7	7	3	1	3

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

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**Table
8-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	Large city (public)	9	175	79	21	6	1
	Charlotte	14	191	68	32	9	1
2005	Nation (public)	10*	190	67	33	11	2
	Large city (public)	9	180	75	25	7	2
	Charlotte	10	194	64	36	14	4
2007	Nation (public)	10*	190	64	36	13	2
	Large city (public)	9	178	75	25	9	2
	Charlotte	10	187	68	32	12	3
2009	Nation (public)	10	189	66	34	12	2
	Large city (public)	10	177	76	24	7	2
	Charlotte	11	196	57	43	18	4
Not SD							
2003	Nation (public)	90*	220*	35*	65*	32*	8
	Large city (public)	91	207*	50*	50*	21*	5
	Charlotte	86	223	31	69	35	9
2005	Nation (public)	90*	220*	34*	66*	32*	7
	Large city (public)	91	208*	49*	51*	21*	4*
	Charlotte	90	225	31	69	35	10
2007	Nation (public)	90*	223	31	69	34	8
	Large city (public)	91	211*	45	55	23	5
	Charlotte	90	226	30	70	38	11
2009	Nation (public)	90	223	31	69	34	8
	Large city (public)	90	214	43	57	24	6
	Charlotte	89	228	26	74	38	11

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
8-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2009

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2003	Nation (public)	10*	224*	68*	32*	5*	#
	Large city (public)	10	212*	80	20	3	#
	Charlotte	10	228	67	33	7	#
2005	Nation (public)	9	226*	67*	33*	6*	#
	Large city (public)	9	213*	79	21	3	#
	Charlotte	9	216	76	24	7	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	Large city (public)	10	214	77	23	4	#
	Charlotte	9	228	65	35	7	1
2009	Nation (public)	10	229	63	37	8	#
	Large city (public)	10	217	75	25	4	#
	Charlotte	9	224	70	30	4	#
Not SD							
2003	Nation (public)	90*	266	23	77	33	3
	Large city (public)	90	253*	37*	63*	20*	1
	Charlotte	90	266	25	75	33	3
2005	Nation (public)	91	264*	25*	75*	31*	3
	Large city (public)	91	254*	36*	64*	22	2
	Charlotte	91	264	26	74	32	4
2007	Nation (public)	91*	265*	24*	76*	31*	3
	Large city (public)	90	254*	36*	64*	21	2
	Charlotte	91	263	27	73	31	3
2009	Nation (public)	90	266	22	78	33	3
	Large city (public)	90	256	33	67	23	2
	Charlotte	91	263	26	74	30	3

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

NAEP 2009 Reading Report for Charlotte (Embargoed)

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**Table
9-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	8	186	72	28	7	1
	Large city (public)	17	184	75	25	6	1
	Charlotte	7	190	69	31	4	#
2005	Nation (public)	9	187	73	27	7	1
	Large city (public)	19	184	76	24	5	#
	Charlotte	8	198	60	40	9	#
2007	Nation (public)	9	188	70	30	7	1
	Large city (public)	20	183	74	26	6	1
	Charlotte	10*	196	63	37	11	1
2009	Nation (public)	9	188	71	29	6	#
	Large city (public)	18	184	75	25	4	#
	Charlotte	7	193	62	38	10	1
Not ELL							
2003	Nation (public)	92	219*	35*	65*	32*	8
	Large city (public)	83	209*	48*	52*	22*	5
	Charlotte	93	221	34*	66*	33	8
2005	Nation (public)	91	220*	34*	66*	32*	7
	Large city (public)	81	211*	45*	55*	23*	5*
	Charlotte	92	223	32	68	35	10
2007	Nation (public)	91	223	31	69	34	8
	Large city (public)	80	214	41	59	26	6
	Charlotte	90*	225	30	70	38	11
2009	Nation (public)	91	223	31	69	34	8
	Large city (public)	82	216	39	61	27	6
	Charlotte	93	227	27	73	38	11

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

NAEP 2009 Reading Report for Charlotte (Embargoed)

The Nation's Report Card 2009 Trial Urban District Assessment

**Table
9-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2009

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	5	222	71	29	5 *	#
	Large city (public)	10	215	79	21	3	#
	Charlotte	5	230	65	35	7	#
2005	Nation (public)	5	224 *	71 *	29 *	4 *	#
	Large city (public)	11	221 *	75	25	3	#
	Charlotte	7 *	237	54	46	9	1
2007	Nation (public)	6	222 *	71 *	29 *	4	#
	Large city (public)	11	214	80	20	2	#
	Charlotte	6	228	60	40	4	#
2009	Nation (public)	5	219	75	25	3	#
	Large city (public)	11	215	78	22	2	#
	Charlotte	5	229	66	34	5	#
Not ELL							
2003	Nation (public)	95	263 *	25 *	75 *	31	3
	Large city (public)	90	253 *	37 *	63 *	20 *	1
	Charlotte	95	264	27	73	32	3
2005	Nation (public)	95	262 *	27 *	73 *	30 *	3
	Large city (public)	89	254 *	36 *	64 *	22	2
	Charlotte	93 *	261	29	71	31	3
2007	Nation (public)	94	263 *	25 *	75 *	31 *	2
	Large city (public)	89	254 *	35 *	65 *	22	2
	Charlotte	94	262	29	71	31	3
2009	Nation (public)	95	265	24	76	32	3
	Large city (public)	89	257	32	68	24	2
	Charlotte	95	261	28	72	29	2

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2009.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Reading Assessments.

**Table
10-A**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	172,500	5
Large City (public)	39,300	7
Atlanta	1,300	3
Austin	1,400	19
Baltimore City	1,100	14
Boston	1,200	9
Charlotte	1,700	3
Chicago	2,100	5
Cleveland	900	17
Detroit	900	5
District of Columbia (DCPS)	1,300	12
Fresno	1,500	5
Houston	2,000	18
Jefferson County (KY)	1,500	7
Los Angeles	2,400	2
Miami-Dade	2,300	7
Milwaukee	1,400	9
New York City	2,300	6
Philadelphia	1,300	6
San Diego	1,400	4

NOTE: DCPS = District of Columbia Public Schools. The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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**Table
10-B**

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by jurisdiction: 2009

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	155,400	4
Large City (public)	34,100	5
Atlanta	900	3
Austin	1,300	9
Baltimore City	900	13
Boston	1,000	14
Charlotte	1,400	4
Chicago	1,900	5
Cleveland	900	16
Detroit	1,000	7
District of Columbia (DCPS)	800	14
Fresno	1,300	2
Houston	1,900	8
Jefferson County (KY)	1,300	8
Los Angeles	2,000	3
Miami-Dade	1,900	6
Milwaukee	900	8
New York City	2,100	6
Philadelphia	1,200	6
San Diego	1,100	3

NOTE: DCPS = District of Columbia Public Schools. The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2009 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/results/>. The individual snapshot reports for each participating district are also available on the website at http://nces.ed.gov/nationsreportcard/tuda_reading_2009/.

The Nation's Report Card: Trial Urban District Assessment in Reading 2009 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2009 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://www.nagb.org/publications/frameworks/reading09.pdf>.

The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating districts, the nation, and large city schools. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications

Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: <http://www.edpubs.gov>.

<p>The NAEP State Report Generator was developed for the NAEP 2009 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.</p>
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What is the Nation's Report Card™?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, the arts, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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