

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

Overall Reading Results for North Carolina	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in North Carolina was 258. This was lower¹ than their average score in 2003 (262), and was lower than their average score in 1998 (262). North Carolina's average score (258) in 2005 was lower than that of the Nation's public schools (260). Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in North Carolina were higher than those in 9 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 30 jurisdictions. The percentage of students in North Carolina who performed at or above the NAEP <i>Proficient</i> level was 27 percent in 2005. This percentage was not significantly different from that in 2003 (29 percent), and was not significantly different from that in 1998 (30 percent). The percentage of students in North Carolina who performed at or above the NAEP <i>Basic</i> level was 69 percent in 2005. This percentage was smaller than that in 2003 (72 percent), and was smaller than that in 1998 (74 percent). 	<p>North Carolina (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1998¹</td> <td>24*</td> <td>45</td> <td>29*</td> <td>2</td> </tr> <tr> <td>1998</td> <td>26*</td> <td>44</td> <td>28</td> <td>2</td> </tr> <tr> <td>2002</td> <td>24*</td> <td>45</td> <td>29*</td> <td>2</td> </tr> <tr> <td>2003</td> <td>28*</td> <td>44</td> <td>26</td> <td>2</td> </tr> <tr> <td>2005</td> <td>31</td> <td>42</td> <td>25</td> <td>2</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1998 ¹	24*	45	29*	2	1998	26*	44	28	2	2002	24*	45	29*	2	2003	28*	44	26	2	2005	31	42	25	2	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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Performance of NAEP Reporting Groups in North Carolina						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	52	251 ↓	38	62	21	2
Female	48	266	24	76	33	3
White	61	267 ↓	21	79	35	3
Black	29	240 ↓	51	49	10	#
Hispanic	5	248	43	57	17	1
Asian/Pacific Islander	2	275	16	84	46	6
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	39	244	45	55	14	1
Not eligible for free/reduced-price school lunch	60 †	267	22	78	35	3

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																				
<ul style="list-style-type: none"> In 2005, male students in North Carolina had an average score that was lower than that of female students by 15 points. In 1998, the average score for male students was lower than that of female students by 14 points. In 2005, Black students had an average score that was lower than that of White students by 28 points. In 1998, the average score for Black students was lower than that of White students by 25 points. In 2005, Hispanic students had an average score that was lower than that of White students by 20 points. Data are not reported for Hispanic students in 1998, because reporting standards were not met. Therefore, the performance gap data are not reported. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 23 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. 	<table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'98</td> <td>286</td> <td>266*</td> <td>244*</td> </tr> <tr> <td>'02</td> <td>287</td> <td>267*</td> <td>245</td> </tr> <tr> <td>'03</td> <td>285</td> <td>263</td> <td>240*</td> </tr> <tr> <td>'05</td> <td>283</td> <td>261</td> <td>236</td> </tr> </tbody> </table> <p>Legend: ■ Accommodations were not permitted; □ Accommodations were permitted</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'98	286	266*	244*	'02	287	267*	245	'03	285	263	240*	'05	283	261	236
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

† Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.