

Reading Assessment

# 2005 NAEP REPORT for North Carolina

- Fourth Grade Reading
- Eighth Grade Reading



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education :: Howard N. Lee, Chairman

Department of Public Instruction :: June St. Clair Atkinson, State Superintendent

Accountability Services Division | Testing Policy and Operations Section

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This report provides selected results from the National Assessment of Educational Progress (NAEP) for North Carolina's public school students at grades 4 and 8. Beginning in 1992, reading has been assessed in six different years at the state level (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, and 2005).

In the 2005 assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). North Carolina participated and met the criteria for reporting public school results.

NAEP is a project of the National Center for Education Statistics (NCES). For more information about the assessment, see *The Nation's Report Card, Reading 2005*, which is available on the NAEP website along with the full set of national and state results in an interactive database at <http://nces.ed.gov/nationsreportcard/>. Released test questions, scoring guides, and question-level performance data are also available on the website.

## KEY FINDINGS FOR 2005

### For grade 4:

- The average reading score for students in North Carolina was 217. This was higher than that in 1992 (212) and was lower than that in 2003 (221).
- North Carolina's average score (217) was not significantly different from that of the nation's public schools (217).
- The percentage of students in North Carolina who performed at or above *Proficient* was 29 percent. This was greater than that in 1992 (25 percent) and was not significantly different from that in 2003 (33 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* was not significantly different from that for the nation's public schools (30 percent).
- The percentage of students in North Carolina who performed at or above *Basic* was 62 percent. This was greater than that in 1992 (56 percent) and was smaller than that in 2003 (66 percent).
- In North Carolina, the percentage of students who performed at or above *Basic* was not significantly different from that for the nation's public schools (62 percent).

### For grade 8:

- The average reading score for students in North Carolina was 258. This was lower than that in 1998 (264) and was lower than that in 2003 (262).
- North Carolina's average score (258) was lower than that of the nation's public schools (260).
- The percentage of students in North Carolina who performed at or above *Proficient* was 27 percent. This was smaller than that in 1998 (31 percent) and was not significantly different from that in 2003 (29 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* was not significantly different from that for the nation's public schools (29 percent).
- The percentage of students in North Carolina who performed at or above *Basic* was 69 percent. This was smaller than that in 1998 (76 percent) and was smaller than that in 2003 (72 percent).
- In North Carolina, the percentage of students who performed at or above *Basic* was not significantly different from that for the nation's public schools (71 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 (NAGB). The objectives for each NAEP assessment are described in a "framework," a document that delineates the important content and process areas to be measured, as well as the types of questions to be included in the assessment. The development process for reading required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and members of the general public. The reading framework is available on the NAGB website at [http://www.nagb.org/pubs/r\\_framework\\_05/761507-ReadingFramework.pdf](http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

The reading framework for the 1992 and 1994 reading assessments also guided the 1998, 2000 (national grade 4 only), 2002, 2003, and 2005 assessments. This framework was developed under the auspices of the Council of Chief State School Officers (CCSSO), directed by NAGB. In 2002, the framework was updated to provide more explicit detail regarding the assessment design. In the process, some of the terms used to describe elements of the reading assessment were altered slightly. It should be noted, however, that these alterations do not represent a change in the content or design of the NAEP reading assessment.

The framework is founded on a body of research from the field of education that defines reading as an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involves the development of an understanding of text, thinking about the text in different ways, and using a variety of text types for different purposes.

Recognizing that readers vary their approach to reading different texts, the framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. Each context for reading is associated with a range of different types of texts that are included in the NAEP reading assessment. All three contexts for reading are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4.

As readers attempt to develop an understanding of a text, they focus on general topics or themes, interpret and integrate ideas, make connections to background knowledge and experiences, and examine the content and structure of the text. The framework accounts for these different approaches to understanding text by specifying four "aspects of reading" that represent the types of comprehension questions asked of students. All four aspects of reading are assessed at all three grades within each context for reading. The reading framework specifies the percentage distribution of questions by grade level for each of the contexts for and aspects of reading.

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 state 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, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

### **Who Was Assessed?**

Fifty-two jurisdictions participated in NAEP in 2005: the 50 states, the District of Columbia, and the Department of Defense Education Activity Schools (domestic and overseas). The target sample for each state or other jurisdiction was approximately 100 schools at each grade tested and approximately 3,000 students for each subject at each grade, except in small or sparsely populated jurisdictions.

In North Carolina, 175 grade 4 schools and 140 grade 8 schools participated in the 2005 NAEP reading assessments. Approximately 4,000 fourth-grade students and approximately 3,900 eighth grade students participated in 2005.

The sample of schools and students was chosen in a two-stage sampling process. First, the sample of schools was selected by probability sampling methods. Then, within the participating schools, random samples of students were chosen. All sampling for NAEP is conducted at the national level.

Beginning in 2002, the national sample was obtained by aggregating the samples from each state. The national results include the results from the states and from a sample of private schools, weighted appropriately to represent the U.S. student population. Only public schools, however, are included in the state reports.

The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB) in order for assessment results to be reported publicly. Participation rates before substitution needed to be at least 80 percent for schools and at least 85 percent for students in each subject and grade.

Participation rates for the 2005 reading assessment are available at the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/sampledesign.asp>.

## How Is Student Reading Performance Reported?

The results of student performance on the NAEP assessments are reported for various groups of students (e.g., fourth-grade female students or students who took the assessment in a particular year). NAEP does not produce scores for individual students, nor does it report scores for schools or for school districts. Some large urban districts, however, have voluntarily participated in the assessment on a trial basis and were sampled as states were sampled. Reading performance for groups of students is reported in two ways: as average scale scores and as achievement levels.

**Scale Scores:** Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 and is linked to the corresponding scales in 1992, 1994, 1998, 2000, 2002, and 2003. Subscales were created to reflect performance on each of the contexts for reading defined in the NAEP reading framework.

An overall composite scale was developed by weighting each of the reading subscales for the grade (two at grade 4 and three at grade 8), based on its relative importance in the framework. This composite scale is the metric used to present the average scale scores and selected percentiles used in NAEP reports.

**Achievement Levels:** Student reading performance is also reported in terms of three achievement levels—Basic, Proficient, and Advanced. Results based on achievement levels are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

*Note:* NAEP reports data at the below *Basic* level, but does not provide a description for below *Basic*.

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level 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 analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies 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.

The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities mandated by Congress. The levels represent collective judgments of what students should know and be able to do for each grade tested. They are based on recommendations made by broadly representative panels of classroom teachers, education specialists, and members of the

general public from throughout the United States. As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that the achievement levels are to be used on a trial basis until it is determined that they are “reasonable, valid, and informative to the public.” (No Child Left Behind Act of 2001, P.L., 107-110, 115 Stat.1425 [2002]). However, both NCES and NAGB believe these performance standards are useful for understanding trends in student achievement. They have been widely used by national and state officials as a common yardstick for academic performance. The reading achievement-level descriptions are summarized in figures 1-A and 1-B.

**Figure  
1-A**

The Nation's Report Card 2005 State Assessment

Descriptions of NAEP reading achievement levels, grade 4

<b>Basic Level (208)</b>	Fourth-grade students performing at the <i>Basic</i> level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.
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For example, when reading **literary** text, they should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences.

When reading **informational** text, *Basic*-level fourth graders should be able to tell what the selection is generally about or identify the purpose for reading it, provide details to support their understanding, and connect ideas from the text to their background knowledge and experiences.

<b>Proficient Level (238)</b>	Fourth-grade students performing at the <i>Proficient</i> level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connections between the text and what the student infers should be clear.
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For example, when reading **literary** text, *Proficient*-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect. When reading **informational** text, *Proficient*-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

<b>Advanced Level (268)</b>	Fourth-grade students performing at the <i>Advanced</i> level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.
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For example, when reading **literary** text, *Advanced*-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational** text, *Advanced*-level fourth graders should be able to explain the author's intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

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NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.

**Figure  
1-B**

**The Nation's Report Card 2005 State Assessment**

**Descriptions of NAEP reading achievement levels, grade 8**

<b>Basic</b> Level (243)	Eighth-grade students performing at the <i>Basic</i> level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.
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For example, when reading **literary** text, *Basic*-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informational** text, they should be able to identify the main idea and the author's purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical** text, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

<b>Proficient</b> Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. <i>Proficient</i> eighth graders should be able to identify some of the devices authors use in composing text.
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For example, when reading **literary** text, students at the *Proficient* level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informational** text, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical** text, *Proficient*-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

<b>Advanced</b> Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text, and they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.
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For example, when reading **literary** text, *Advanced*-level eighth graders should be able to make complex abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme) and explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading **informational** text, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical** text, *Advanced*-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

NOTE: The scores in parentheses indicate the cut point on the scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2004). *Reading Framework for the 2005 National Assessment of Educational Progress*. Washington, DC: Author.

## **Assessing Students With Disabilities and/or English Language Learners**

The results displayed in this report and official publications of NAEP 2005 results are based on representative samples that include students with disabilities (SD) and students who are English language learners (ELL). Some of these students were assessed using accommodations (such as extra time and testing in small groups). In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for students with disabilities and students who were English language learners. However, research carried out by NAEP showed that the results for students who were accommodated could be combined with the results for unaccommodated students without compromising the validity of the NAEP scales in trend comparisons. Therefore, the SD and ELL students who were identified as SD or ELL and typically received accommodations in their classroom testing, and who required these accommodations to participate, also received them in the NAEP assessment, provided the accommodations did not change the nature of what was tested.

Students who had an Individualized Education Program (IEP) or were protected under Section 504 of the Rehabilitation Act of 1973 were to be included in the NAEP assessment except when:

- The school's IEP team determined that the student could not participate, because the student's cognitive functioning was so severely impaired that she or he could not participate; or
- The student's IEP required that the student had to be tested with an accommodation or adaptation that NAEP does not allow and the student could not demonstrate his or her knowledge without that accommodation.

All ELL who received academic instruction in English for three years or more were to be included in the assessment. Those ELL who received instruction in English for less than three years were to be included unless school staff judged them to be incapable of participating in the assessment in English.

In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for students categorized as SD or ELL who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998. The results for both samples are shown in the tables in this report. Results for the assessment years where accommodations were not permitted in state NAEP assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, and 2005).

## **Cautions in Interpreting Results**

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Moreover, the collection of questions used at each grade level is but a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error and measurement error. 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.

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 in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to the particular makeup of the samples of students who were selected, 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. Statistically significant differences are referred to as “significant differences” or “significantly different.” Significant differences between 2005 and prior assessments are marked with a notation (\*) in the tables and graphs. 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.

It is important to note that simple cross-tabulations of a variable with measures of educational achievement, like the ones presented in this report, cannot constitute proof that a difference in the variable causes differences in educational achievement. There might be several reasons why the performance of one group of students might differ from another. Only through controlled experiments with random assignment of students to groups can we test hypotheses about the causes of performance differences.

## **NAEP 2005 READING OVERALL SCALE SCORE AND ACHIEVEMENT-LEVEL RESULTS FOR PUBLIC SCHOOL STUDENTS**

### **Overall Scale Score Results**

In this section student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500. Scores on this scale are comparable from 1992 through 2005.

Prior to 1998, testing accommodations were not provided for students with special needs in NAEP state reading assessments. In 1998 only, results were reported for two samples of students: one in which accommodations were permitted and one in which accommodations were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Tables 1-A and 1-B present the overall performance results of grades 4 and 8 public school students in North Carolina and the nation (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.

Graph 1 present the overall average scale score data for North Carolina and the nation's public school students in grades 4 and 8.

## Grade 4 Scale Score Results

- In 2005, the average scale score for students in North Carolina was 217. This was not significantly different from that for students across the nation (217).
- In North Carolina, the average scale score for students in 2005 was higher than that in 1992 (212).
- In North Carolina, the average scale score for students in 2005 was not significantly different from that in 1994 (214).
- In North Carolina, the average scale score for students in 2005 was higher than that in 1998 (213).
- In North Carolina, the average scale score for students in 2005 was lower than that in 2002 (222).
- In North Carolina, the average scale score for students in 2005 was lower than that in 2003 (221). However, the average scale score for students in public schools across the nation in 2005 was higher than that in 2003 (216).

<b>Table 1-A</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Average reading scale scores and selected percentiles, grade 4 public schools: various years, 1992–2005</b>

Year and Jurisdiction	Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1992 <sup>1</sup>						
Nation (public)	215*	168	192*	217	240	259
North Carolina	212*	163*	187*	214*	238*	258
1994 <sup>1</sup>						
Nation (public)	212*	156*	187*	217*	241	261
North Carolina	214	162*	188	217	243	263
1998 <sup>1</sup>						
Nation (public)	215*	165	192*	218	242	261
North Carolina	217	172	195	219	241	260
1998						
Nation (public)	213*	161*	189*	215*	241	260
North Carolina	213*	161*	190	216	240	259
2002						
Nation (public)	217	169	194	219	242	261
North Carolina	222*	180*	200*	222*	244	263
2003						
Nation (public)	216*	167*	193*	219	243	262
North Carolina	221*	175	198*	223*	246	265
2005						
Nation (public)	217	169	194	220	243	262
North Carolina	217	170	193	219	242	261

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

## Grade 8 Scale Score Results

- In 2005, the average scale score for students in North Carolina was 258. This was lower than that for students across the nation (260).
- In North Carolina, the average scale score for students in 2005 was lower than that in 1998 (262).
- In North Carolina, the average scale score for students in 2005 was lower than that in 2002 (265).
- In North Carolina, the average scale score for students in 2005 was lower than that in 2003 (262). Similarly, the average scale score for students in public schools across the nation in 2005 was lower than that in 2003 (261).

<b>Table 1-B</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Average reading scale scores and selected percentiles, grade 8 public schools: various years, 1998–2005</b>

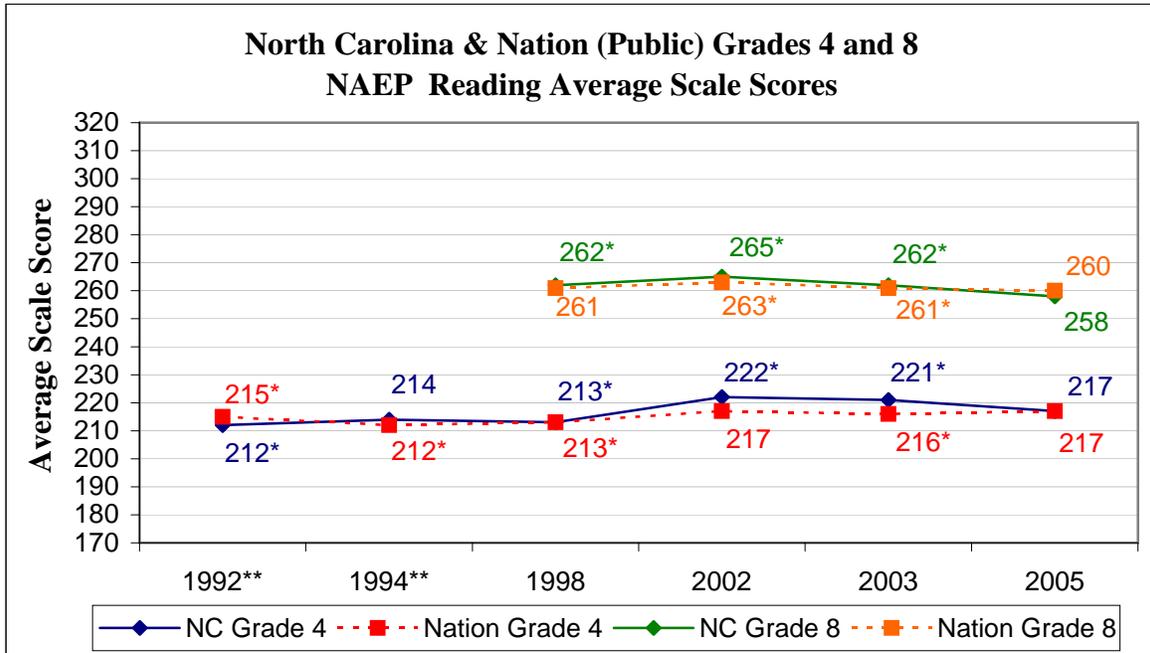
Year and Jurisdiction	Average scale score	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile
1998 <sup>1</sup>						
Nation (public)	261	215	240	264	286	304
North Carolina	264*	223*	244*	266*	286	302
1998						
Nation (public)	261	214	238	264	285	303
North Carolina	262*	218*	242*	265*	286	303
2002						
Nation (public)	263*	219*	242*	265*	286*	303
North Carolina	265*	224*	245*	267*	287	304
2003						
Nation (public)	261*	215	240*	264*	286*	304
North Carolina	262*	218*	240*	263	285	303
2005						
Nation (public)	260	214	238	263	285	303
North Carolina	258	212	236	261	283	301

\* Value is significantly different from the value for the same jurisdiction in 2005.  
<sup>1</sup> Accommodations were not permitted for this assessment.  
 NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Graph  
1**

The Nation's Report Card 2005 State Assessment

Average reading scale scores, grades 4 and 8 public schools: various years, 1992–2005



\* Value is significantly different from the value for the same jurisdiction in 2005.

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## Overall Achievement-Level Results

In this section student performance is reported as the percentage of students performing relative to performance standards set by the National Assessment Governing Board (NAGB). 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.

In 1998 only, results were obtained for two student samples: one for which accommodations were permitted and one for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

Tables 2-A and 2-B present the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they 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 (except for rounding).

Graphs 2-A and 2-B present the percentage of students at grades 4 and 8 who performed at or above the *Basic* level and at or above the *Proficient* level for North Carolina and the nation's public schools.

## Grade 4 Achievement-Level Results

- In 2005, the percentage of North Carolina's students who performed at or above *Proficient* was 29 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was greater than that in 1992 (25 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1994 (30 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1998 (27 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2002 (32 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2003 (33 percent).

<b>Table 2-A</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Percentage of students at or above reading achievement levels, grade 4 public schools: various years, 1992–2005</b>

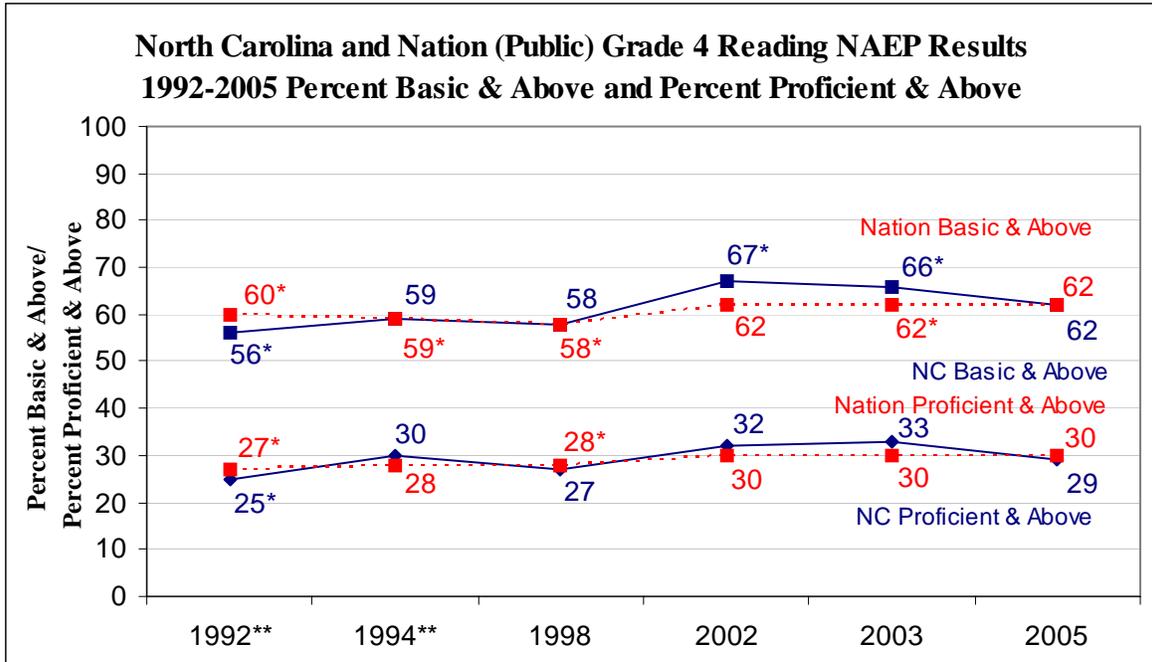
Year and Jurisdiction	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1992 <sup>1</sup>				
Nation (public)	40*	60*	27*	6
North Carolina	44*	56*	25*	5
1994 <sup>1</sup>				
Nation (public)	41*	59*	28	7
North Carolina	41	59	30	8
1998 <sup>1</sup>				
Nation (public)	39	61	29	6
North Carolina	38	62	28	6
1998				
Nation (public)	42*	58*	28*	6
North Carolina	42	58	27	6
2002				
Nation (public)	38	62	30	6
North Carolina	33*	67*	32	7
2003				
Nation (public)	38*	62*	30	7
North Carolina	34*	66*	33	8
2005				
Nation (public)	38	62	30	7
North Carolina	38	62	29	7

\* Value is significantly different from the value for the same jurisdiction in 2005.  
<sup>1</sup> Accommodations were not permitted for this assessment.  
 NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Graph  
2-A**

The Nation's Report Card 2005 State Assessment

Percentage of students at or above reading achievement levels, grade 4 public schools: various years, 1992–2005



\* Value is significantly different from the value for the same jurisdiction in 2005.

\*\* Accommodations were not permitted for this assessment.

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

## Grade 8 Achievement-Level Results

- In 2005, the percentage of North Carolina's students who performed at or above *Proficient* was 27 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (29 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 1998 (30 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was smaller than that in 2002 (32 percent).
- In North Carolina, the percentage of students who performed at or above *Proficient* in 2005 was not significantly different from that in 2003 (29 percent).

<b>Table 2-B</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Percentage of students at or above reading achievement levels, grade 8 public schools: various years, 1998–2005</b>

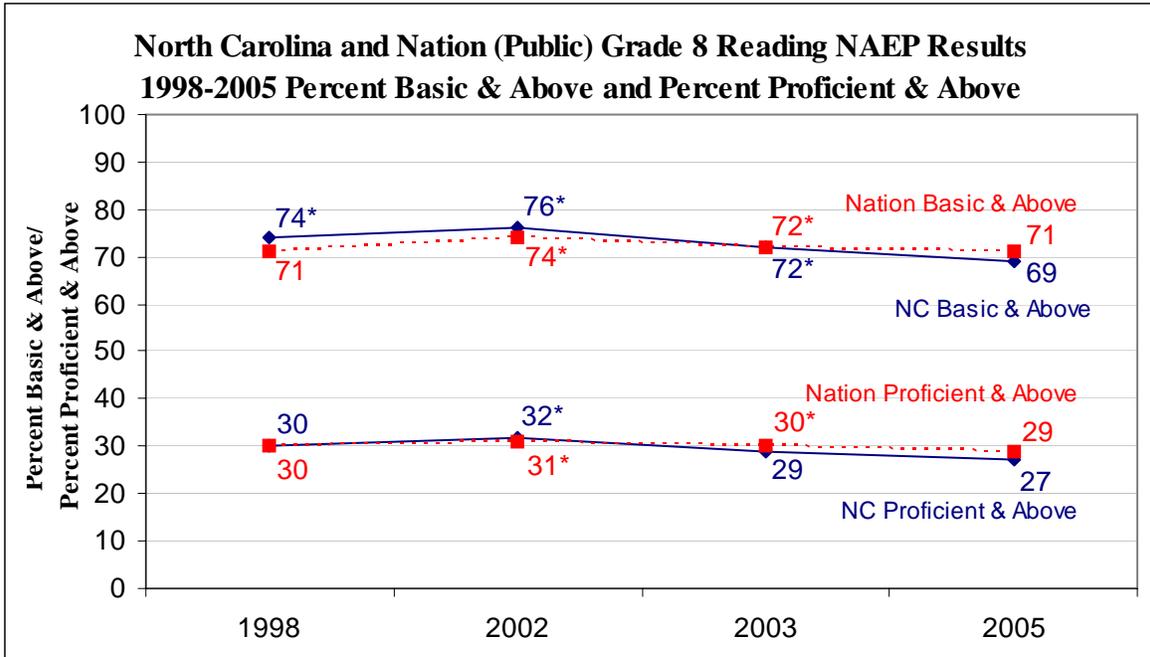
Year and jurisdiction	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
1998 <sup>1</sup>				
Nation (public)	28	72	31	2
North Carolina	24*	76*	31*	2
1998				
Nation (public)	29	71	30	2
North Carolina	26*	74*	30	2
2002				
Nation (public)	26*	74*	31*	2
North Carolina	24*	76*	32*	2
2003				
Nation (public)	28*	72*	30*	3
North Carolina	28*	72*	29	2
2005				
Nation (public)	29	71	29	3
North Carolina	31	69	27	2

\* Value is significantly different from the value for the same jurisdiction in 2005.  
<sup>1</sup> Accommodations were not permitted for this assessment.  
 NOTE: The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Graph  
2-B**

The Nation's Report Card 2005 State Assessment

Percentage of students at or above reading achievement levels, grade 8 public schools: various years, 1998–2005



\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

## **COMPARISONS BETWEEN THE NATION AND OTHER PARTICIPATING STATES AND JURISDICTIONS**

Fifty-two jurisdictions participated in the mathematics assessment in 2005. These include the 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools (domestic and overseas). Previous NAEP reports presented results for the Department of Defense Dependents Schools (DoDDS) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States separately. Data for the two jurisdictions in prior years have been retroactively combined to provide comparable data for the single DoDEA jurisdiction.

In 2003, NAEP changed the regional reporting groups to match the United States Census Bureau regions. North Carolina is part of the South Census Region. The following states and jurisdictions are in the South Census Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

### **Comparisons by Average Scale Scores**

Figures 2-A and 2-B compare the nation's (public) 2005 overall mathematics scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different shadings indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of nation (public) in the NAEP 2005 reading assessments.

Tables 3-A and 3-B compare the nation's (public) 2005 overall mathematics scale scores at grades 4 and 8 with those of all other participating states and jurisdictions. The different columns indicate whether the average score of a state or a jurisdiction was found to be higher than, lower than, or not significantly different from that of the nation (public) in the NAEP 2005 reading assessments.

#### **Grade 4 Scale Score Comparisons Results**

- Student's average scores in the nation's public schools were higher than those in 15 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 29 jurisdictions.

#### **Grade 8 Scale Score Comparisons Results**

- Student's average scores in the nation's public schools were higher than those in 16 jurisdictions, not significantly different from those in 8 jurisdictions, and lower than those in 28 jurisdictions.

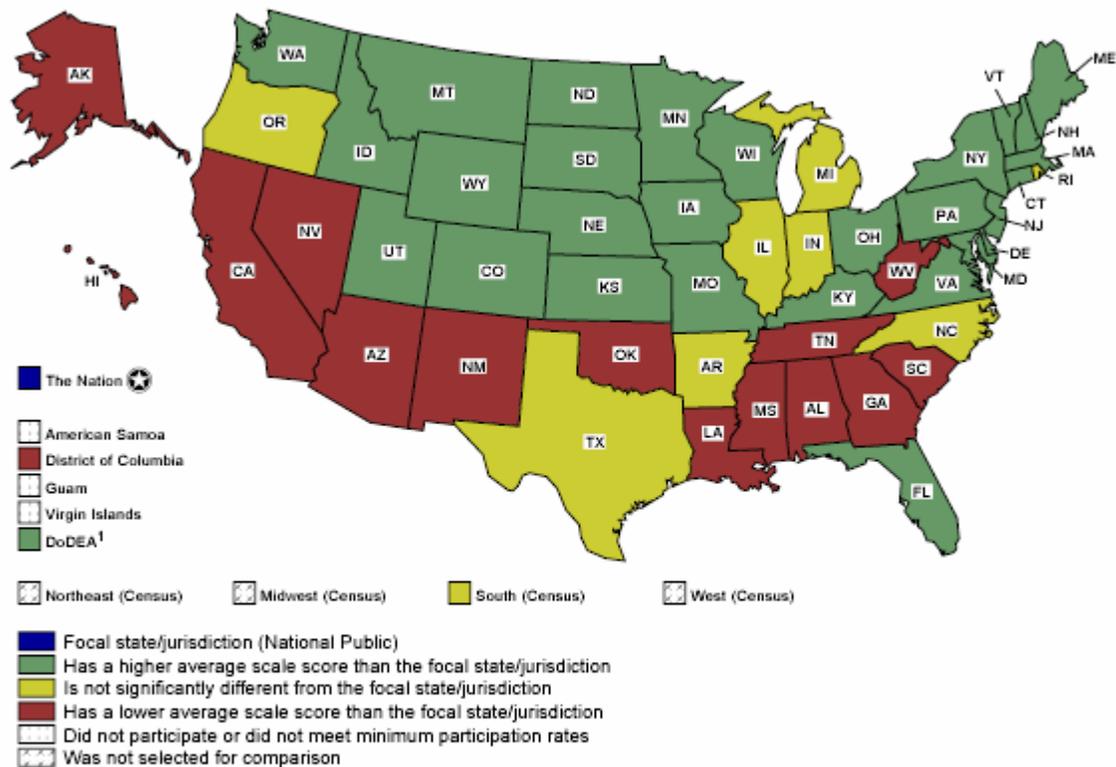
**Figure 2-A**

**The Nation's Report Card 2005 State Assessment**

**Nation's (public) average reading scale score compared with scores for all participating jurisdictions, grade 4 public schools: 2005**

NAEP Reading Grade 4 - Reading  
 Difference in Average Scale Score Between Jurisdictions  
 For All students [TOTAL] = All students  
 2005

Color



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

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

**Table  
3-A**

**The Nation's Report Card 2005 State Assessment**

**Nation's (public) average reading scale score compared with scores for all participating jurisdictions, grade 4 public schools: 2005**

**Nation (public) Average Scale Score: 217**

<b>States and Jurisdictions Significantly Below Nation (public) – 15</b>	<b>States and Jurisdictions Not Significantly Different from Nation (public) – 8</b>	<b>States and Jurisdictions Significantly Above Nation (public) – 29</b>
Alabama (208)*	Arkansas (217)*	Colorado (224)
Alaska (211)	Illinois (216)	Connecticut (226)
Arizona (207)	Indiana (218)	Delaware (226)*
California (207)	Michigan (218)	DoDEA <sup>1</sup> (226)
District of Columbia (191)*	<b>North Carolina (217)*</b>	Florida (219)*
Georgia (214)*	Oregon (217)	Idaho (222)
Hawaii (210)	Rhode Island (216)	Iowa (221)
Louisiana (209)*	Texas (219)*	Kansas (220)
Mississippi (204)*		Kentucky (220)*
Nevada (207)	South Census (217)	Maine (225)
New Mexico (207)		Maryland (220)*
Oklahoma (214)*		Massachusetts (231)
South Carolina (213)*		Minnesota (225)
Tennessee (214)*		Missouri (221)
West Virginia (215)*		Montana (225)
		Nebraska (221)
		New Hampshire (227)
		New Jersey (223)
		New York (223)
		North Dakota (225)
		Ohio (223)
		Pennsylvania (223)
		South Dakota (222)
		Utah (221)
		Vermont (227)
		Virginia (226)*
		Washington (223)
		Wisconsin (221)
		Wyoming (223)

\*South Census States

() Average Scale Score for 2005

<sup>1</sup>Department of Defense Education Activity schools (domestic and overseas).

Note: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

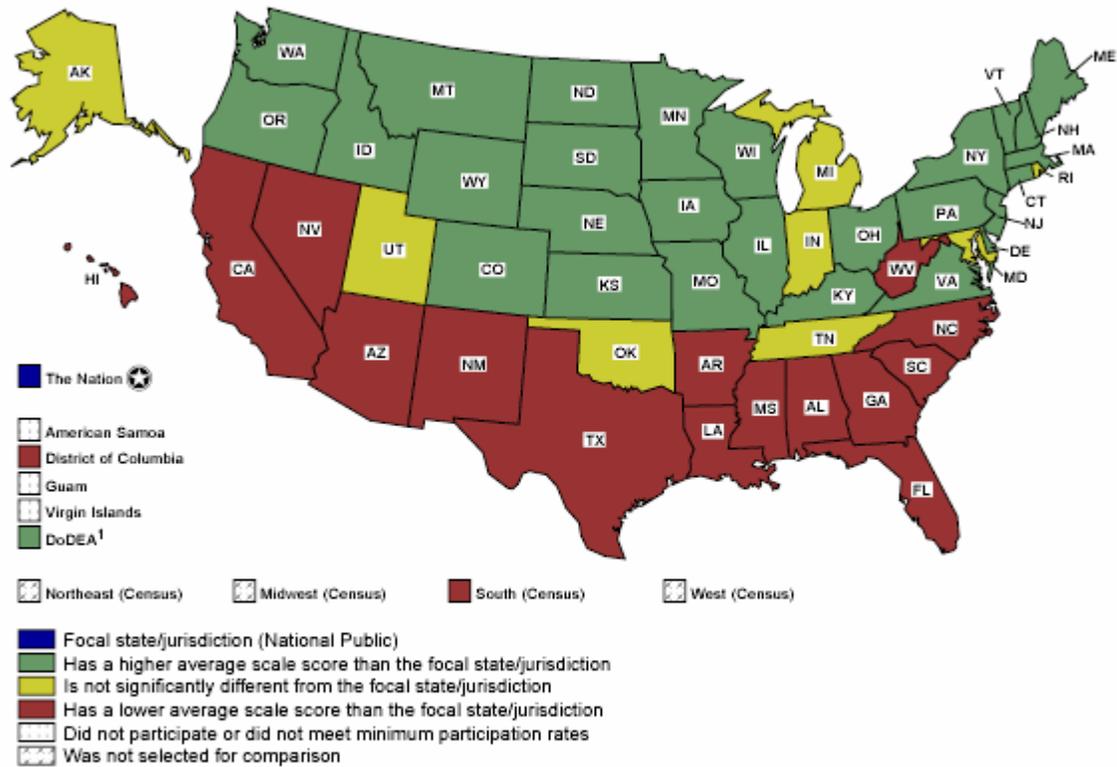
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessments.

**Figure 2-B**

**The Nation's Report Card 2005 State Assessment**  
**Nation's (public) average reading scale score compared with scores for all participating jurisdictions, grade 8 public schools: 2005**

NAEP Reading Grade 8 - Reading  
 Difference in Average Scale Score Between Jurisdictions  
 For All students [TOTAL] = All students  
 2005

Color



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessments.

**Table  
3-B**

**The Nation's Report Card 2005 State Assessment**

**Nation's (public) average reading scale score compared with scores for all participating jurisdictions, grade 8 public schools: 2005**

**Nation (public) Average Scale Score: 260**

<b>States and Jurisdictions Significantly Below Nation (public) – 16</b>	<b>States and Jurisdictions Not Significantly Different from Nation (public) – 8</b>	<b>States and Jurisdictions Significantly Above Nation (public) – 28</b>
Alabama (252)*	Alaska (259)	Colorado (265)
Arizona (255)	Indiana (261)	Connecticut (264)
Arkansas (258)*	Maryland (261)*	Delaware (266)
California (250)	Michigan (261)	DoDEA <sup>1</sup> (271)
District of Columbia (238)*	Oklahoma (260)*	Idaho (264)
Florida (256)*	Rhode Island (261)	Illinois (264)
Georgia (257)*	Tennessee (259)*	Iowa (267)
Hawaii (249)	Utah (262)	Kansas (267)
Louisiana (253)*		Kentucky (264)*
Mississippi (251)		Maine (271)
Nevada (253)		Massachusetts (274)
New Mexico (251)		Minnesota (268)
<b>North Carolina (258)*</b>		Missouri (265)
South Carolina (257)*		Montana (269)
Texas (258)*		Nebraska (267)
West Virginia (255)*		New Hampshire (270)
		New Jersey (269)
South Census (258)		New York (265)
		North Dakota (270)
		Ohio (267)
		Oregon (263)
		Pennsylvania (267)
		South Dakota (269)
		Vermont (269)
		Virginia (268)*
		Washington (265)
		Wisconsin (266)
		Wyoming (268)

\*South Census States

() Average Scale Score for 2005

<sup>1</sup>Department of Defense Education Activity schools (domestic and overseas).

Note: The NAEP mathematics scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessments.

## READING PERFORMANCE OF SELECTED STUDENT GROUPS

This section of the report presents trend results for students in North Carolina and the nation by demographic characteristics. Student performance data are reported for

- gender
- race/ethnicity
- student eligibility for free/reduced-price school lunch

Definitions of NAEP reporting groups are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/results2005/interpret-results.asp#RepGroups>.

Each of the variables is reported in tables that present the percentage of students belonging to 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 at or above each achievement level.

Differences between scores or percentages mentioned in the text are calculated using unrounded values. The result of subtracting the rounded values displayed in the tables may differ (usually by one point) from the results that would be obtained by subtracting the unrounded values.

The reader is cautioned against making causal inferences about the performance of groups of students relative to demographic variables. Many factors other than those discussed here, including home and school factors, may affect student performance.

NAEP collects information on many additional variables, including school and home factors related to achievement. All of this information is in an interactive database available on the NAEP website at <http://nces.ed.gov/nationsreportcard/>.

## **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 North Carolina and the nation by gender. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Graphs 3-A and 3-B show average scale score data for North Carolina public school students in grades 4 and 8 by gender.

### **Grade 4 Scale Score Results by Gender**

- In 2005, male students in North Carolina had an average score that was lower than that of female students by 8 points. In 1992, the average score for male students was lower than that of female students by 6 points.
- In 2005, male students in North Carolina had an average scale score in reading (213) that was not significantly different from that of male students in public schools across the nation (214). Similarly, female students in North Carolina had an average scale score (221) that was not significantly different from that of female students across the nation (220).
- In North Carolina, the average scale scores of both males and females were higher in 2005 than in 1992.
- In North Carolina, the average scale scores of both males and females were not found to differ significantly in 2005 from the scores in 1994.
- In North Carolina, the average scale score of males was higher in 2005 than in 1998; however, that of females was not found to differ significantly in 2005 from the scores in 1998.
- In North Carolina, the average scale scores of both males and females were lower in 2005 than in 2002.
- In North Carolina, the average scale score of males was not found to differ significantly in 2005 from the scores in 2003; however, that of females was lower in 2005 than in 2003.

### Grade 4 Achievement-Level Results by Gender

- In the 2005 assessment, 26 percent of males and 33 percent of females performed at or above *Proficient* in North Carolina. The difference between these percentages was statistically significant.
- The percentage of males in North Carolina's public schools who were at or above *Proficient* in 2005 (26 percent) was not significantly different from that of males in the nation (27 percent).
- The percentage of females in North Carolina's public schools who were at or above *Proficient* in 2005 (33 percent) was not significantly different from that of females in the nation (33 percent).
- In North Carolina, the percentage of males performing at or above *Proficient* was not found to differ significantly in 2005 from the percentages in 1992; however, that of females was greater in 2005 than in 1992.
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1994.
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1998.
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2002.
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.

<b>Table 4-A</b>	<b>The Nation's Report Card 2005 State Assessment</b>					
	<b>Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2005</b>					

<b>Gender</b>	<b>Percent of students</b>	<b>Average scale score</b>	<b>Below Basic</b>	<b>At or above Basic</b>	<b>At or above Proficient</b>	<b>At Advanced</b>
<b>Male</b>						
1992 <sup>1</sup>						
Nation (public)	51	211	44	56	24	5
North Carolina	51	209*	47	53	23	5
1994 <sup>1</sup>						
Nation (public)	51	207*	47*	53*	24	6
North Carolina	51	209	46	54	26	5
1998 <sup>1</sup>						
Nation (public)	50	212	43	57	27	6
North Carolina	49	213	41	59	24	4
1998						
Nation (public)	50	210*	45*	55*	25	5
North Carolina	50	208*	46	54	23	4
2002						
Nation (public)	51	214	41	59	26	5
North Carolina	49	218*	37	63	28	6
2003						
Nation (public)	51	213*	42*	58*	26	6
North Carolina	50	216	40	60	27	6
2005						
Nation (public)	50	214	41	59	27	6
North Carolina	51	213	42	58	26	5

See notes at end of table

<b>Table 4-A</b>	<b>The Nation's Report Card 2005 State Assessment</b>
	<b>Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 4 public schools: various years, 1992–2005 (continued)</b>

Gender	Percent of students	Average Scale score	Below Basic	At or Above Basic	At or Above Proficient	At Advanced
<b>Female</b>						
1992 <sup>1</sup>						
Nation (public)	49	219	35	65	30	7
North Carolina	49	214*	41*	59*	26*	6
1994 <sup>1</sup>						
Nation (public)	49	218*	36	64	32	8
North Carolina	49	220	36	64	34	10
1998 <sup>1</sup>						
Nation (public)	50	218*	36	64	31	7
North Carolina	51	220	34	66	31	7
1998						
Nation (public)	50	215*	40*	60*	30	7
North Carolina	50	218	37	63	31	7
2002						
Nation (public)	49	220	35	65	33	8
North Carolina	51	225*	30	70	35	8
2003						
Nation (public)	49	220	35	65	33	8
North Carolina	50	227*	29*	71*	38	11
2005						
Nation (public)	50	220	34	66	33	8
North Carolina	49	221	34	66	33	8

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses.

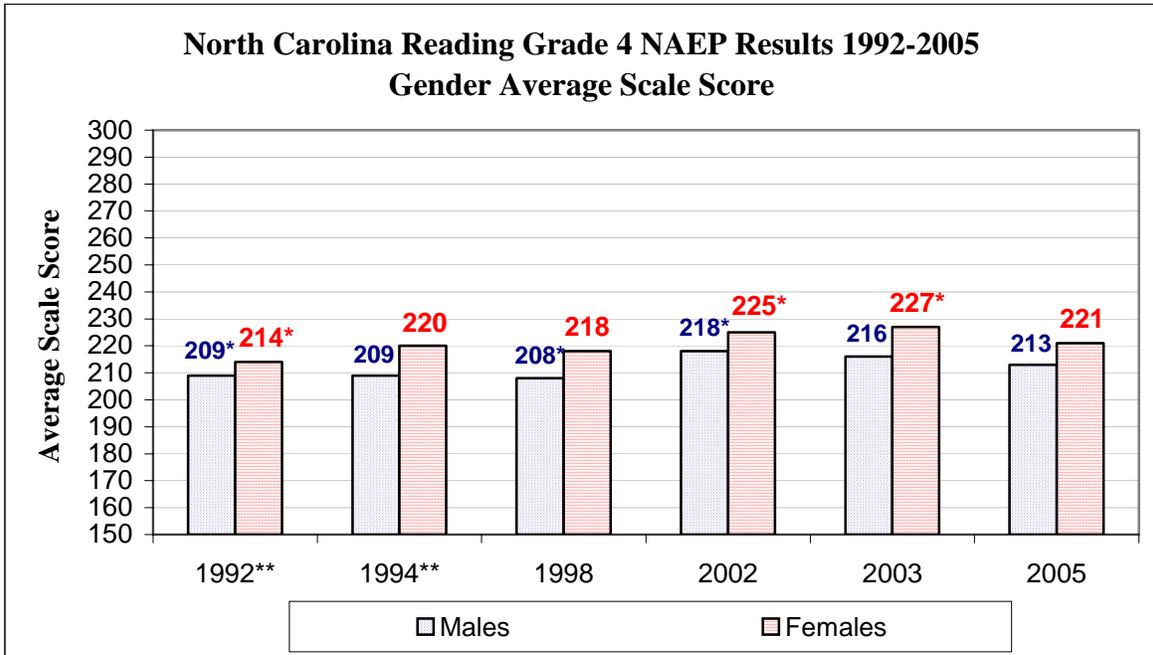
Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Graph  
3-A**

The Nation's Report Card 2005 State Assessment

**Average reading scale scores, by gender, grade 4 public schools: various years, 1992–2005**



\* Value is significantly different from the value for the same jurisdiction in 2005.

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

### **Grade 8 Scale Score Results by Gender**

- 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, male students in North Carolina had an average scale score in reading (251) that was lower than that of male students in public schools across the nation (255). Similarly, female students in North Carolina had an average scale score (266) that was not significantly different from that of female students across the nation (266).
- In North Carolina, the average scale scores of both males and females were lower in 2005 than in 1998.
- In North Carolina, the average scale scores of both males and females were lower in 2005 than in 2002.
- In North Carolina, the average scale score of males was lower in 2005 than in 2003; however, that of females was not found to differ significantly in 2005 from the scores in 2003.

### **Grade 8 Achievement-Level Results by Gender**

- In the 2005 assessment, 21 percent of males and 33 percent of females performed at or above *Proficient* in North Carolina. The difference between these percentages was statistically significant.
- The percentage of males in North Carolina's public schools who were at or above *Proficient* in 2005 (21 percent) was smaller than that of males in the nation (24 percent).
- The percentage of females in North Carolina's public schools who were at or above *Proficient* in 2005 (33 percent) was not significantly different from that of females in the nation (34 percent).
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 1998.
- In North Carolina, the percentage of males performing at or above *Proficient* was smaller in 2005 than in 2002; however, that of females was not found to differ significantly in 2005 from the percentages in 2002.
- In North Carolina, the percentages of both males and females performing at or above *Proficient* were not found to differ significantly in 2005 from the percentages in 2003.

**Table 4-B** The Nation's Report Card 2005 State Assessment  
**Average reading scale scores and percentage of students at or above each achievement level, by gender, grade 8 public schools: various years, 1998–2005**

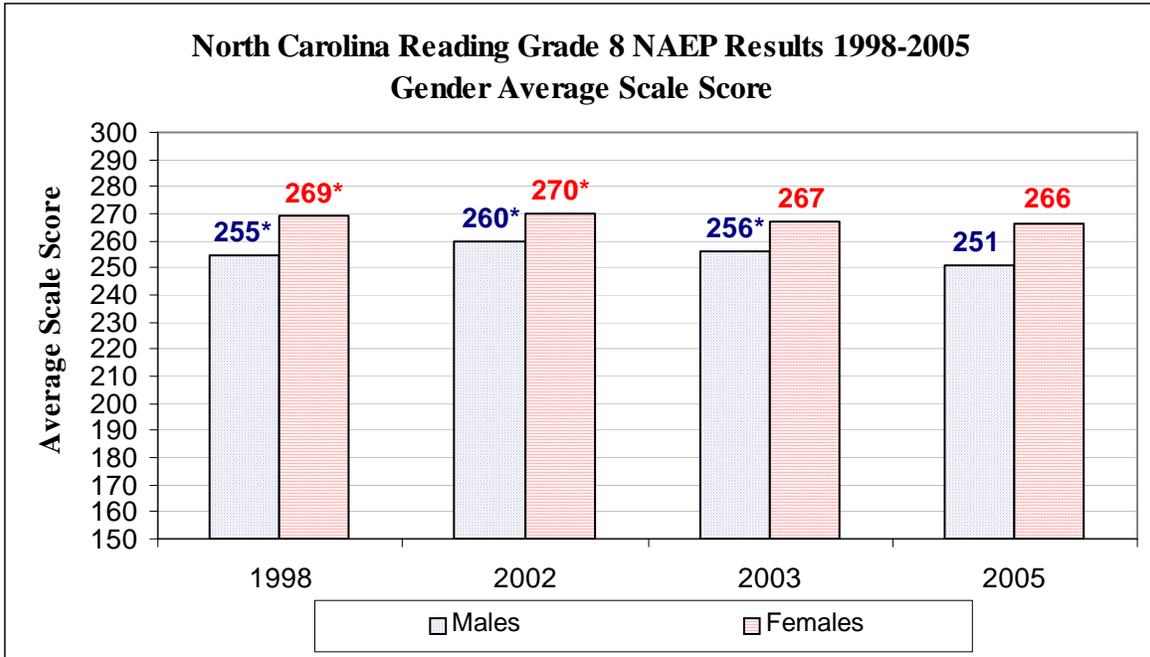
Gender	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Male</b>						
1998 <sup>1</sup>						
Nation (public)	51	255	35	65	24	1
North Carolina	48*	256*	32*	68*	24	1
1998						
Nation (public)	51	253	36	64	23	1*
North Carolina	49*	255*	33*	67*	22	1
2002						
Nation (public)	50	258*	30*	70*	26*	2
North Carolina	49	260*	29*	71*	27*	2
2003						
Nation (public)	50	256*	33*	67*	25*	2
North Carolina	50	256*	33	67	23	1
2005						
Nation (public)	50	255	34	66	24	2
North Carolina	52	251	38	62	21	2
<b>Female</b>						
1998 <sup>1</sup>						
Nation (public)	49	268*	21*	79*	37*	3
North Carolina	52*	270*	17*	83*	38	3
1998						
Nation (public)	49	268*	21*	79*	37	3
North Carolina	51*	269*	19*	81*	38	3
2002						
Nation (public)	50	267*	21*	79*	36*	3
North Carolina	51	270*	18*	82*	36	3
2003						
Nation (public)	50	267*	23*	77*	35*	4
North Carolina	50	267	22	78	34	3
2005						
Nation (public)	50	266	24	76	34	3
North Carolina	48	266	24	76	33	3

\* Value is significantly different from the value for the same jurisdiction in 2005.  
<sup>1</sup> Accommodations were not permitted for this assessment.  
 NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Graph  
3-B**

The Nation's Report Card 2005 State Assessment

Average reading scale scores, by gender, grade 8 public schools: various years, 1998–2005



\* Value is significantly different from the value for the same jurisdiction in 2005.  
 NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

## **Race/Ethnicity**

Schools report the racial/ethnic subgroup that best described the students eligible to be assessed. 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 unless specified.

Tables 5-A and 5-B show average scale scores and achievement-level data for public school students at grade 4 and 8 in North Carolina and the nation by race/ethnicity. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Graphs 4-A and 4-B show average scale score data for North Carolina public school students in grades 4 and 8 by race/ethnicity.

### **Grade 4 Scale Score Results by Race/Ethnicity**

- In 2005, White students in North Carolina had an average scale score that was higher than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The average scale scores of White and Black students in North Carolina were higher in 2005 than in 1992.
- The average scale score of Black students in North Carolina was higher in 2005 than in 1994. The average scale score of White students in North Carolina was not significantly different between 1994 and 2005.
- The average scale scores of White and Black students in North Carolina were higher in 2005 than in 1998.
- The average scale scores of White, Black, and Hispanic students in North Carolina were lower in 2005 than in 2002.
- The average scale score of White students in North Carolina was lower in 2005 than in 2003. The average scale scores of Black, Hispanic, and Asian/Pacific Islander students in North Carolina were not significantly different between 2003 and 2005.
- In 2005, Black students had an average score that was lower than that of White students by 27 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 23 points. The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1992. Therefore, the performance gap data are not reported.

### **Grade 4 Achievement-Level Results by Race/Ethnicity**

- In North Carolina in 2005, the percentage of White students performing at or above *Proficient* was greater than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The percentage of White students in North Carolina performing at or above *Proficient* was greater in 2005 than in 1992. The differences between the percentages of Black students in North Carolina performing at or above *Proficient* in 1992 and the percentage in 2005 was not found to be significant.
- The differences between the percentages of White and Black students in North Carolina performing at or above *Proficient* in 1994 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White and Black students in North Carolina performing at or above *Proficient* in 1998 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, and Hispanic students in North Carolina performing at or above *Proficient* in 2002 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in North Carolina performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

**Table  
5-A**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b>						
1992 <sup>1</sup>						
Nation (public)	72*	223*	31*	69*	33*	8
North Carolina	66*	220*	34*	66*	32*	7
1994 <sup>1</sup>						
Nation (public)	71*	222*	31*	69*	35*	9
North Carolina	68*	224	30	70	38	11
1998 <sup>1</sup>						
Nation (public)	69*	224*	30*	70*	36*	8
North Carolina	65*	226	26	74	36	8
1998						
Nation (public)	64*	223*	31*	69*	36*	9
North Carolina	65*	223*	31	69	35	8
2002						
Nation (public)	60*	227	26	74	39	9
North Carolina	58	232*	21*	79*	44	10
2003						
Nation (public)	59*	227	26	74	39	10
North Carolina	58	232*	23	77	44	12
2005						
Nation (public)	57	228	25	75	39	10
North Carolina	58	227	26	74	39	10
<b>Black</b>						
1992 <sup>1</sup>						
Nation (public)	18	191*	69*	31*	8*	1
North Carolina	30	194*	65	35	9	1
1994 <sup>1</sup>						
Nation (public)	18	184*	72*	28*	8*	1
North Carolina	28	192*	66*	34*	11	1
1998 <sup>1</sup>						
Nation (public)	17	192*	66*	34*	9*	1
North Carolina	29	198	61	39	11	2
1998						
Nation (public)	16	192*	66*	34*	10*	1
North Carolina	29	193*	65	35	10	1
2002						
Nation (public)	18	198	61	39	12	1
North Carolina	33*	205*	54	46	13	2
2003						
Nation (public)	17	197*	61	39	12	2
North Carolina	29	203	56	44	12	2
2005						
Nation (public)	17	199	59	41	12	2
North Carolina	27	200	59	41	13	2

See notes at end of table.

**Table  
5-A**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—Continued

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b>						
1992 <sup>1</sup>						
Nation (public)	7*	194*	63*	37*	10*	1
North Carolina	1*	‡	‡	‡	‡	‡
1994 <sup>1</sup>						
Nation (public)	7*	186*	68*	32*	11	2
North Carolina	1*	‡	‡	‡	‡	‡
1998 <sup>1</sup>						
Nation (public)	10*	194*	62*	38*	12	2
North Carolina	3*	202	57	43	14	1
1998						
Nation (public)	14*	192*	64*	36*	12	2
North Carolina	3*	‡	‡	‡	‡	‡
2002						
Nation (public)	17*	199	57	43	14	2
North Carolina	5*	213*	42	58	19	4
2003						
Nation (public)	18*	199	57	43	14	2
North Carolina	6	212	44	56	24	5
2005						
Nation (public)	19	201	56	44	15	2
North Carolina	8	204	54	46	17	2
<b>Asian/Pacific Islander</b>						
1992 <sup>1</sup>						
Nation (public)	2*	215*	41*	59*	23*	4
North Carolina	1*	‡	‡	‡	‡	‡
1994 <sup>1</sup>						
Nation (public)	3*	217*	36	64	34	9
North Carolina	1*	‡	‡	‡	‡	‡
1998 <sup>1</sup>						
Nation (public)	2*	218	39	61	31	10
North Carolina	1*	‡	‡	‡	‡	‡
1998						
Nation (public)	4	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
2002						
Nation (public)	4	223	31	69	36	9
North Carolina	2	‡	‡	‡	‡	‡
2003						
Nation (public)	4	225	31	69	37	11
North Carolina	2	227	27	73	36	11
2005						
Nation (public)	4	227	28	72	40	12
North Carolina	3	221	37	63	31	10

See notes at end of table.

**Table  
5-A**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 4 public schools: various years, 1992–2005—Continued

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>						
1992 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
1994 <sup>1</sup>						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	2	‡	‡	‡	‡	‡
1998 <sup>1</sup>						
Nation (public)	1*	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
1998						
Nation (public)	1	‡	‡	‡	‡	‡
North Carolina	1	‡	‡	‡	‡	‡
2002						
Nation (public)	1	207	49	51	22	5
North Carolina	1	‡	‡	‡	‡	‡
2003						
Nation (public)	1	202	53	47	16	2
North Carolina	2	‡	‡	‡	‡	‡
2005						
Nation (public)	1	205	51	49	19	3
North Carolina	2	‡	‡	‡	‡	‡

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

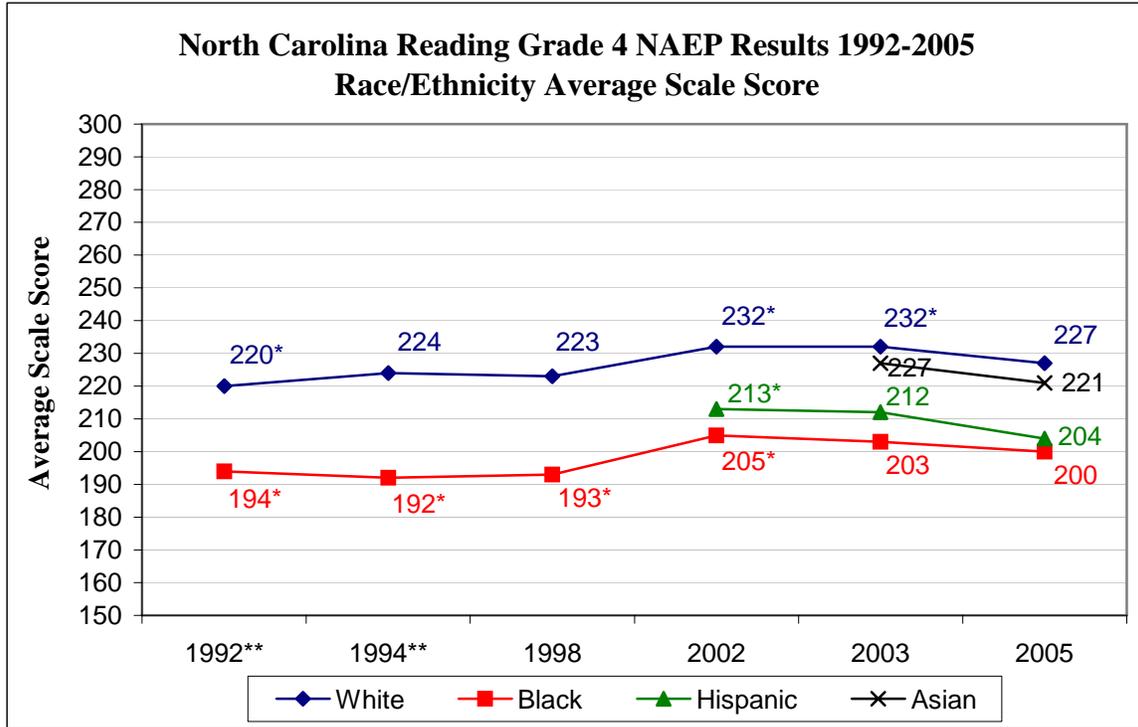
NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Graph  
4-A**

The Nation's Report Card 2005 State Assessment

**Average reading scale scores, by race/ethnicity, grade 4 public schools: various years, 1992–2005**



\* Value is significantly different from the value for the same jurisdiction in 2005.

\*\* Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

### **Grade 8 Scale Score Results by Race/Ethnicity**

- In 2005, White students in North Carolina had an average scale score that was higher than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The average scale score of Black students in North Carolina was lower in 2005 than in 1998. The average scale score of White students in North Carolina was not significantly different between 1998 and 2005.
- The average scale scores of White and Black students in North Carolina were lower in 2005 than in 2002. The average scale score of Hispanic students in North Carolina was not significantly different between 2002 and 2005.
- The average scale scores of White and Black students in North Carolina were lower in 2005 than in 2003. The average scale scores of Hispanic and Asian/Pacific Islander students in North Carolina were not significantly different between 2003 and 2005.
- 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. The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1998. Therefore, the performance gap data are not reported.

### **Grade 8 Achievement-Level Results by Race/Ethnicity**

- In North Carolina in 2005, the percentage of White students performing at or above *Proficient* was greater than those of Black and Hispanic students, but was not found to be significantly different from that of Asian/Pacific Islander students.
- The differences between the percentages of White and Black students in North Carolina performing at or above *Proficient* in 1998 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, and Hispanic students in North Carolina performing at or above *Proficient* in 2002 and the respective percentages in 2005 were not found to be significant.
- The differences between the percentages of White, Black, Hispanic, and Asian/Pacific Islander students in North Carolina performing at or above *Proficient* in 2003 and the respective percentages in 2005 were not found to be significant.

**Table  
5-B**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>White</b> 1998 <sup>1</sup>						
Nation (public)	68*	269	20	80	38	3
North Carolina	65	271*	16*	84*	40	3
1998						
Nation (public)	68*	268	21	79	37	3
North Carolina	64	270	18	82	39	3
2002						
Nation (public)	64*	271*	17*	83*	39	3
North Carolina	64	274*	14*	86*	42	3
2003						
Nation (public)	61*	270*	18*	82*	39*	4
North Carolina	60	271*	17	83	38	3
2005						
Nation (public)	60	269	19	81	37	3
North Carolina	61	267	21	79	35	3
<b>Black</b> 1998 <sup>1</sup>						
Nation (public)	15*	241	51	49	11	#
North Carolina	28	249*	40*	60*	13	#
1998						
Nation (public)	16*	242	50	50	11	#
North Carolina	29	246*	43	57	12	#
2002						
Nation (public)	15*	244*	46	54	13	#
North Carolina	29	247*	44	56	11	#
2003						
Nation (public)	17	244	47	53	12	#
North Carolina	31	247*	44	56	13	1
2005						
Nation (public)	17	242	49	51	11	#
North Carolina	29	240	51	49	10	#

See notes at end of table.

**Table  
5-B**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005—Continued

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Hispanic</b> 1998 <sup>1</sup>						
Nation (public)	12*	243	47	53	14	#
North Carolina	2*	‡	‡	‡	‡	‡
1998						
Nation (public)	12*	241	48	52	13	#
North Carolina	1*	‡	‡	‡	‡	‡
2002						
Nation (public)	15*	245	44	56	14	#
North Carolina	3*	252	37	63	18	1
2003						
Nation (public)	15*	244	46	54	14	1
North Carolina	4	244	48	52	15	1
2005						
Nation (public)	17	245	45	55	14	1
North Carolina	5	248	43	57	17	1
<b>Asian/Pacific Islander</b> 1998 <sup>1</sup>						
Nation (public)	3	265	25	75	32	3
North Carolina	1	‡	‡	‡	‡	‡
1998						
Nation (public)	4	261	27	73	30	3
North Carolina	1	‡	‡	‡	‡	‡
2002						
Nation (public)	4	265*	25	75	34	3
North Carolina	1	‡	‡	‡	‡	‡
2003						
Nation (public)	4	268	22	78	38	5
North Carolina	2	267	24	76	30	7
2005						
Nation (public)	4	270	21	79	39	5
North Carolina	2	275	16	84	46	6

See notes at end of table.

**Table  
5-B**

The Nation's Report Card 2005 State Assessment

**Average reading scale scores and percentage of students at or above each achievement level, by race/ethnicity, grade 8 public schools: various years, 1998–2005—Continued**

Race/ethnicity	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>American Indian/Alaska Native</b>						
1998 <sup>1</sup>						
Nation (public)	#*	‡	‡	‡	‡	‡
North Carolina	4	‡	‡	‡	‡	‡
1998						
Nation (public)	#*	‡	‡	‡	‡	‡
North Carolina	3	‡	‡	‡	‡	‡
2002						
Nation (public)	1	252	36	64	18	1
North Carolina	1	‡	‡	‡	‡	‡
2003						
Nation (public)	1	248	41	59	18	1
North Carolina	2	‡	‡	‡	‡	‡
2005						
Nation (public)	1	251	39	61	18	1
North Carolina	2	‡	‡	‡	‡	‡

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

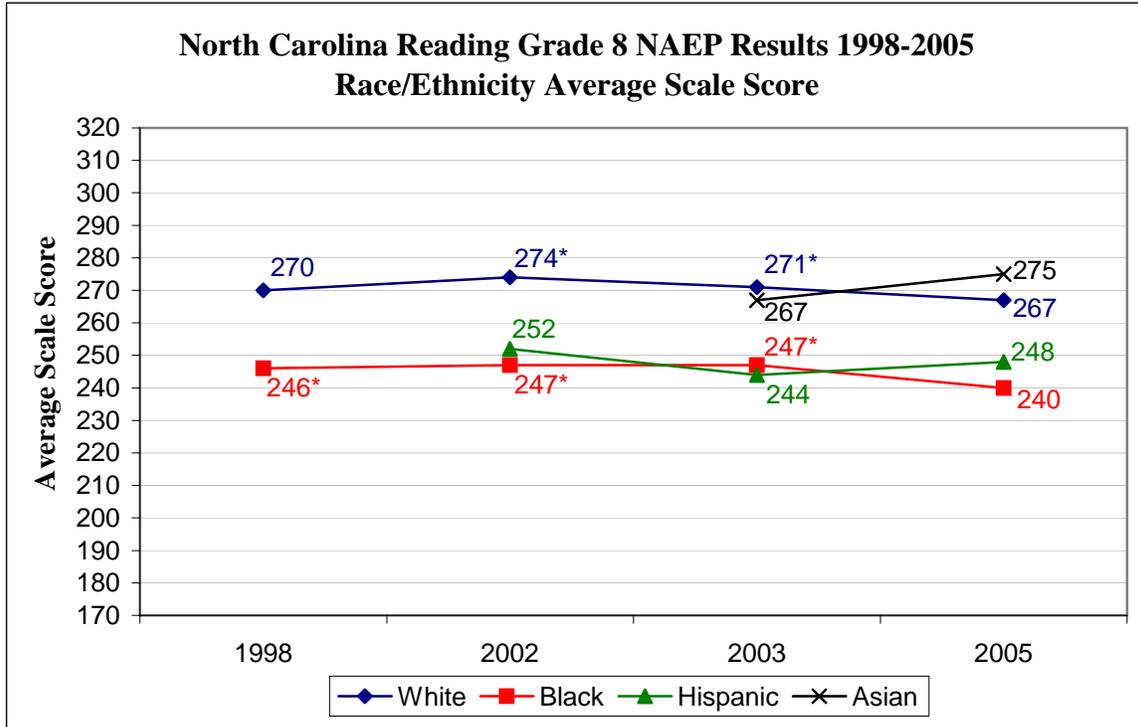
<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Graph  
4-B**

**Average reading scale scores, by race/ethnicity, grade 8 public schools: various years, 1998–2005**



\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

## **Student Eligibility for Free/Reduced-Price School Lunch**

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. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and achievement-level data for public school students at grade 4 and 8 in North Carolina and the nation by eligibility for free/reduced-price lunch. In 1998 only, results were obtained for student samples for which accommodations were permitted and those for which accommodations were not permitted. However, in the text of this report, comparisons to 1998 results refer only to the sample for which accommodations were permitted.

Graphs 5-A and 5-B show average scale score data for North Carolina public school students at grades 4 and 8 by eligibility for free/reduced price school lunch.

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

- In 2005, students in North Carolina eligible for free/reduced-price lunch had an average reading scale score of 202. This was lower than that of students in North Carolina not eligible for this program (229).
- In 2005, students 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 27 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 26 points.
- Students in North Carolina eligible for free/reduced-price lunch had an average scale score (202) in 2005 that was not significantly different from that of students in the nation who were eligible (203).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (202) that was not significantly different from that of eligible students in 1998 (198).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (202) that was lower than that of eligible students in 2002 (208).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (202) that was not significantly different from that of eligible students in 2003 (206).

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

- In North Carolina in 2005, 14 percent of students who were eligible for free/reduced-price lunch and 41 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in North Carolina in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (14 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (15 percent).
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (14 percent) for 1998.
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (17 percent) for 2002.
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (16 percent) for 2003.

The Nation's Report Card 2005 State Assessment

**Table  
6-A**

**Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1998–2005**

Eligibility status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b> 1998 <sup>1</sup>						
Nation (public)	38*	198*	58*	42*	13*	1
North Carolina	41	202	55	45	14	2
1998						
Nation (public)	41	195*	61*	39*	12*	1*
North Carolina	41	198	58	42	14	2
2002						
Nation (public)	43*	202	54	46	16	2
North Carolina	47	208*	49*	51*	17	2
2003						
Nation (public)	44*	201*	56*	44*	15	2
North Carolina	42	206	52	48	16	2
2005						
Nation (public)	45	203	54	46	15	2
North Carolina	44	202	56	44	14	2
<b>Not eligible</b> 1998 <sup>1</sup>						
Nation (public)	54	226*	28*	72*	39*	10
North Carolina	54	227	25	75	37	8
1998						
Nation (public)	51	226*	28*	72*	39*	10
North Carolina	54	224*	29	71	37	9
2002						
Nation (public)	50*	229	24	76	41	10
North Carolina	49	234*	18*	82*	47	12
2003						
Nation (public)	52	229	25*	75*	41	11
North Carolina	52	233*	22	78	45	13
2005						
Nation (public)	53	230	23	77	42	11
North Carolina	54	229	25	75	41	11

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

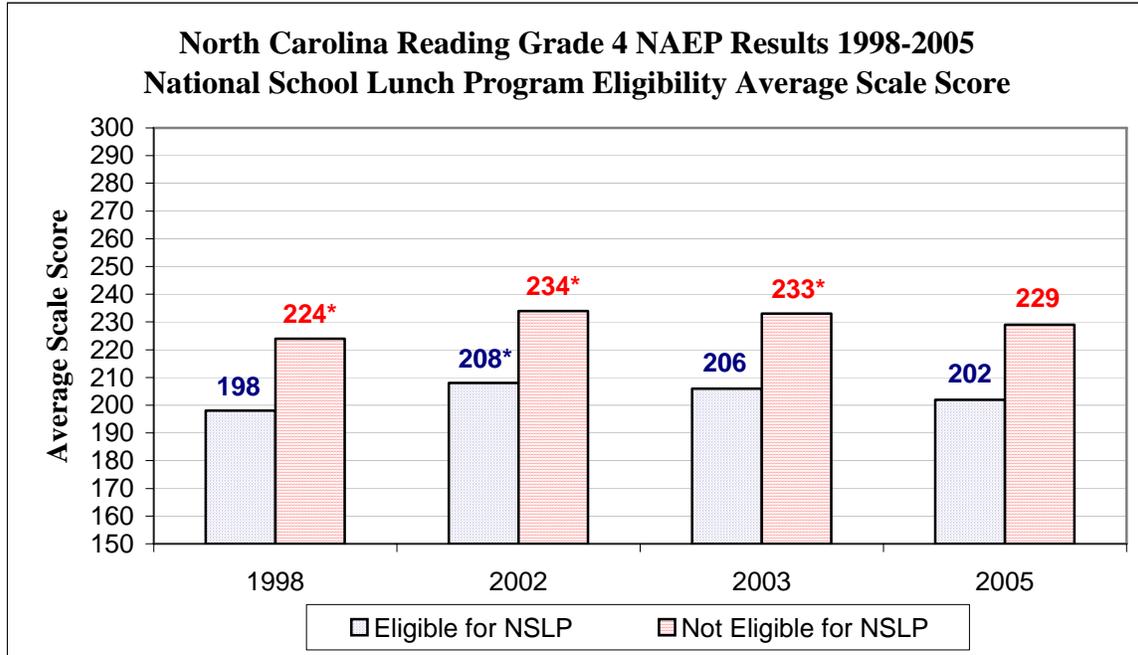
NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Graph  
5-A**

The Nation's Report Card 2005 State Assessment

**Average reading scale scores, by eligibility for free/reduced-price school lunch, grade 4 public schools: various years, 1998–2005**



\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

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

- In 2005, students in North Carolina eligible for free/reduced-price lunch had an average reading scale score of 244. This was lower than that of students in North Carolina not eligible for this program (267).
- In 2005, students 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 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.
- Students in North Carolina eligible for free/reduced-price lunch had an average scale score (244) in 2005 that was not significantly different from that of students in the nation who were eligible (247).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (244) that was not significantly different from that of eligible students in 1998 (247).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (244) that was lower than that of eligible students in 2002 (253).
- In North Carolina, students eligible for free/reduced-priced lunch had an average reading scale score in 2005 (244) that was not significantly different from that of eligible students in 2003 (247).

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

- In North Carolina in 2005, 14 percent of students who were eligible for free/reduced-price lunch and 35 percent of those who were not eligible for this program performed at or above *Proficient*. These percentages were found to be significantly different from one another.
- For students in North Carolina in 2005 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (14 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (15 percent).
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (14 percent) for 1998.
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (19 percent) for 2002.
- In North Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* for 2005 (14 percent) was not significantly different from the corresponding percentage (13 percent) for 2003.

The Nation's Report Card 2005 State Assessment

**Table  
6-B**

**Average reading scale scores and percentage of students at or above each achievement level, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 1998–2005**

Eligibility status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Eligible</b> 1998 <sup>1</sup>						
Nation (public)	30*	246	44	56	15	#
North Carolina	30*	249*	41	59	15	#
1998						
Nation (public)	30*	245	45	55	14	#
North Carolina	31*	247	42	58	14	#
2002						
Nation (public)	34*	249*	40*	60*	17*	1
North Carolina	37	253*	37*	63*	19	1
2003						
Nation (public)	36*	246	44	56	15	1
North Carolina	37	247	44	56	13	#
2005						
Nation (public)	39	247	43	57	15	1
North Carolina	39	244	45	55	14	1
<b>Not eligible</b> 1998 <sup>1</sup>						
Nation (public)	58	269	20	80	38	3
North Carolina	63	271*	16*	84*	39	3
1998						
Nation (public)	58	268	21	79	37	3
North Carolina	62	271	17*	83*	39	3
2002						
Nation (public)	57	271*	17*	83*	40*	3
North Carolina	53	273*	15*	85*	40	3
2003						
Nation (public)	58	271*	18*	82*	39*	4
North Carolina	52*	270	18	82	37	3
2005						
Nation (public)	59	270	19	81	38	4
North Carolina	60	267	22	78	35	3

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

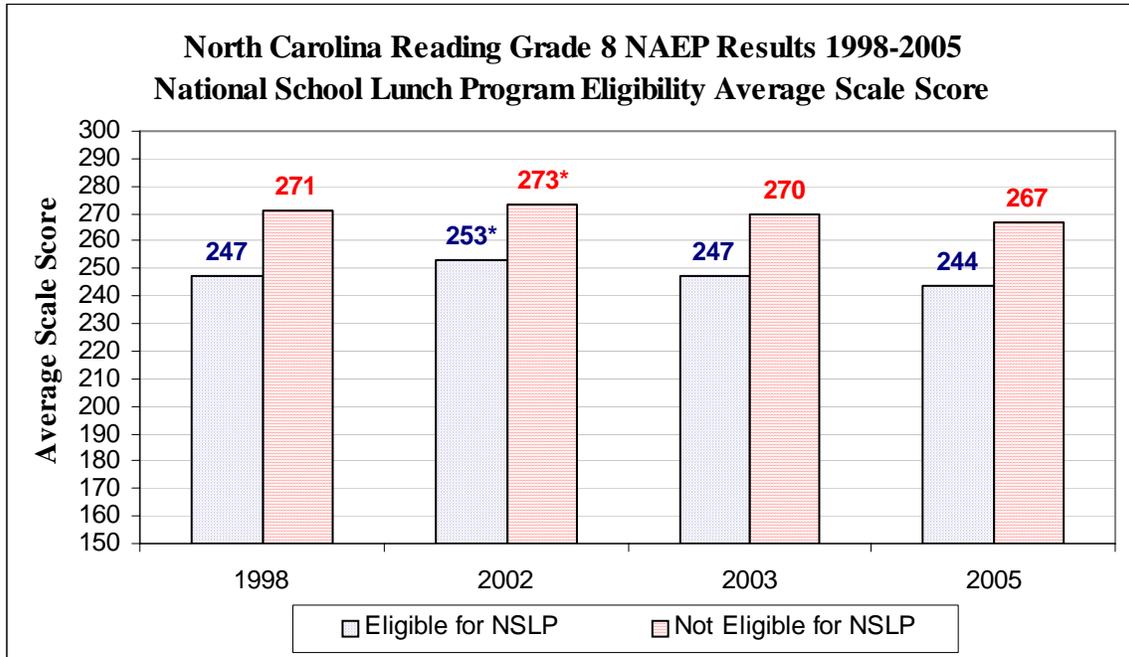
NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Graph  
5-B**

The Nation's Report Card 2005 State Assessment

**Average reading scale scores, by eligibility for free/reduced-price school lunch, grade 8 public schools: various years, 1998–2005**



\* Value is significantly different from the value for the same jurisdiction in 2005.  
 NOTE: The NAEP reading scale ranges from 0 to 500. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

## **TOWARD A MORE INCLUSIVE NAEP: STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS**

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 reading results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database on the NAEP website at <http://nces.ed.gov/nationsreportcard/>.

Prior to 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

Tables 7–A and 7–B display the percentages of students with disabilities and English language learners in North Carolina identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 8–A and 8–B show the percentage of students assessed in North Carolina 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 percentage of students assessed in North Carolina by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 10 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

**Table  
7-A**

The Nation's Report Card 2005 State Assessment

Percentage of students in reading assessments identified as SD and ELL , excluded, and assessed, grade 4 public schools: various years, 1998–2005

Year and Testing Status		SD and/or ELL		SD		ELL	
		North Carolina	Nation	North Carolina	Nation	North Carolina	Nation
1992 <sup>1</sup>	Identified	12	11	11	8	1	3
	Excluded	4	6	4	5	1	2
	Assessed under standard conditions	7	4	7	3	#	1
1994 <sup>1</sup>	Identified	14	14	13	11	1	4
	Excluded	5	6	5	5	1	2
	Assessed under standard conditions	9	8	9	6	#	2
1998 <sup>1</sup>	Identified	15	17	13	12	2	6
	Excluded	10	10	9	7	1	4
	Assessed under standard conditions	5	7	4	5	1	2
1998	Identified	15	18	14	11	2	7
	Excluded	7	7	6	5	1	3
	Assessed under standard conditions	3	7	2	4	1	4
	Assessed with accommodations	6	3	6	3	#	1
2002	Identified	19	21	17	13	5	9
	Excluded	12	7	10	5	3	2
	Assessed under standard conditions	3	10	3	4	1	6
	Assessed with accommodations	4	4	4	4	1	1
2003	Identified	20	22	17	14	6	10
	Excluded	7	6	6	5	2	2
	Assessed under standard conditions	5	10	3	4	2	7
	Assessed with accommodations	8	5	7	5	2	1
2005	Identified	22	23	17	14	7	11
	Excluded	4	7	3	5	1	2
	Assessed under standard conditions	5	10	3	4	2	7
	Assessed with accommodations	13	7	10	5	4	2

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Table  
7-B**

The Nation's Report Card 2005 State Assessment

Percentage of students in reading assessments identified as SD and ELL , excluded, and assessed, grade 8 public schools: various years, 1998–2005

Year and Testing Status		SD and/or ELL		SD		ELL	
		North Carolina	Nation	North Carolina	Nation	North Carolina	Nation
1998 <sup>1</sup>	Identified	14	14	12	11	2	3
	Excluded	9	6	8	6	1	1
	Assessed under standard conditions	5	7	5	5	1	2
1998	Identified	14	14	13	11	1	3
	Excluded	6	4	5	3	1	1
	Assessed under standard conditions	3	7	3	5	#	2
	Assessed with accommodations	5	3	5	2	#	#
2002	Identified	18	18	16	13	3	6
	Excluded	9	6	8	5	2	2
	Assessed under standard conditions	3	8	2	5	1	4
	Assessed with accommodations	6	4	6	4	#	1
2003	Identified	18	19	16	14	4	6
	Excluded	7	5	6	4	2	2
	Assessed under standard conditions	3	8	2	5	1	4
	Assessed with accommodations	8	5	7	5	1	1
2005	Identified	18	19	15	13	4	6
	Excluded	4	5	3	4	1	1
	Assessed under standard conditions	3	7	2	3	1	4
	Assessed with accommodations	11	6	10	6	1	1

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

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

**Table  
8-A**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: various years, 1998–2005

Student Disability Status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	7*	176*	76*	24*	8	1
North Carolina	8*	169*	82*	18*	6	#
2002						
Nation (public)	8*	187*	71*	29*	9*	1
North Carolina	7*	204*	56*	44*	18	4
2003						
Nation (public)	10	184*	71*	29*	9*	1
North Carolina	11*	194	64	36	13	2
2005						
Nation (public)	10	190	67	33	11	2
North Carolina	14	188	70	30	9	1
<b>No</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	93*	216*	40*	60*	29*	7
North Carolina	92*	217*	38*	62*	29	6
2002						
Nation (public)	92*	220	35	65	31	7
North Carolina	93*	223	32	68	33	7
2003						
Nation (public)	90	220	35	65	32	8
North Carolina	89*	225	31	69	35	9
2005						
Nation (public)	90	220	34	66	32	7
North Carolina	86	222	33	67	33	8

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Table  
8-B**

The Nation's Report Card 2005 State Assessment

Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: various years, 1998–2005

Student Disability Status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	8*	224	69	31	6	#
North Carolina	8*	224	66	34	7	#
2002						
Nation (public)	9	227	65	35	6	#
North Carolina	9*	243*	48*	52*	12	#
2003						
Nation (public)	10*	224*	68	32	5	#
North Carolina	11	236*	58*	42*	11	#
2005						
Nation (public)	9	226	67	33	6	#
North Carolina	13	221	71	29	5	#
<b>No</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	92*	264	25	75	32	2
North Carolina	92*	266	22	78	32	2
2002						
Nation (public)	91	266*	22*	78*	33*	3
North Carolina	91*	267*	21	79	34	3
2003						
Nation (public)	90*	266*	23*	77*	33*	3
North Carolina	89	265	24	76	31	3
2005						
Nation (public)	91	264	25	75	31	3
North Carolina	87	264	25	75	30	3

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

The Nation's Report Card 2005 State Assessment

**Table  
9-A**

**Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: various years, 1998–2005**

ELL Status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	5*	174*	79	21	6	1
North Carolina	1*	‡	‡	‡	‡	‡
2002						
Nation (public)	7*	183	76	24	5	#
North Carolina	2*	‡	‡	‡	‡	‡
2003						
Nation (public)	8	186	72	28	7	1
North Carolina	4*	201*	56	44	15	2
2005						
Nation (public)	9	187	73	27	7	1
North Carolina	6	192	70	30	7	#
<b>No</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	95*	215*	41*	59*	29*	7
North Carolina	99*	213*	41	59	28	6
2002						
Nation (public)	93*	219	35	65	32	7
North Carolina	98*	222*	33	67	32	7
2003						
Nation (public)	92	219*	35*	65*	32	8
North Carolina	96*	222*	34	66	33	9
2005						
Nation (public)	91	220	34	66	32	7
North Carolina	94	219	36	64	31	7

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

The Nation's Report Card 2005 State Assessment

**Table  
9-B**

**Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: various years, 1998–2005**

ELL Status	Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	2*	217*	77	23	3	#
North Carolina	#*	‡	‡	‡	‡	‡
2002						
Nation (public)	5	224	71	29	4	#
North Carolina	1*	‡	‡	‡	‡	‡
2003						
Nation (public)	5	222	71	29	5	#
North Carolina	2	227	71	29	5	#
2005						
Nation (public)	5	224	71	29	4	#
North Carolina	3	236	57	43	7	#
<b>No</b> 1998 <sup>1</sup>						
Nation (public)	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	‡
1998						
Nation (public)	98*	262	28	72	30	2
North Carolina	100*	263*	26*	74*	30	2
2002						
Nation (public)	95	265*	24*	76*	32*	3
North Carolina	99*	265*	23*	77*	32*	2
2003						
Nation (public)	95	263*	25*	75*	31*	3
North Carolina	98	262*	27	73	29	3
2005						
Nation (public)	95	262	27	73	30	3
North Carolina	97	259	30	70	27	2

# Estimate rounds to zero.

‡ Reporting standards are not met.

\* Value is significantly different from the value for the same jurisdiction in 2005.

<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

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

**Table  
10****The Nation's Report Card 2005 State Assessment****Total number of students assessed, percentage of students sampled who were excluded, and average reading scale scores, grades 4 and 8 public schools: By state, 2005**

State/jurisdiction	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Alabama	2,600	2	208	2,300	2	252
Alaska	2,700	3	211	2,600	2	259
Arizona	2,800	6	207	2,800	4	255
Arkansas	2,600	8	217	2,600	6	258
California	10,600	5	207	9,800	3	250
Colorado	2,700	4	224	2,400	4	265
Connecticut	2,800	3	226	2,700	3	264
Delaware	2,300	13	226	2,500	11	266
Florida	4,200	6	219	3,800	5	256
Georgia	4,100	6	214	3,700	5	257
Hawaii	2,700	3	210	2,600	4	249
Idaho	2,900	3	222	2,900	3	264
Illinois	3,900	7	216	3,900	5	264
Indiana	2,600	5	218	2,700	4	261
Iowa	3,000	6	221	2,700	4	267
Kansas	3,100	4	220	2,700	4	267
Kentucky	2,600	9	220	2,700	7	264
Louisiana	2,400	14	209	2,200	8	253
Maine	2,500	6	225	2,400	7	270
Maryland	2,700	6	220	2,500	4	261
Massachusetts	3,700	8	231	3,500	7	274
Michigan	2,400	7	218	2,400	6	261
Minnesota	2,600	3	225	2,500	3	268
Mississippi	2,700	4	204	2,700	4	251
Missouri	2,600	8	221	2,600	8	265
Montana	2,600	5	225	2,600	5	269
Nebraska	2,900	5	221	2,800	4	267
Nevada	2,800	7	207	2,700	4	253
New Hampshire	2,600	4	227	2,400	2	270
New Jersey	2,700	5	223	2,600	5	269
New Mexico	2,600	10	207	2,600	8	251
New York	4,800	6	223	4,200	6	265
North Carolina	4,000	4	217	3,900	4	258
North Dakota	2,100	5	225	2,300	7	270
Ohio	3,300	8	223	3,200	7	267
Oklahoma	2,700	6	214	2,500	5	260
Oregon	2,600	7	217	2,500	4	263
Pennsylvania	3,300	5	223	2,800	3	267
Rhode Island	2,700	4	216	2,800	4	261
South Carolina	2,700	7	213	2,600	7	257
South Dakota	2,700	5	222	2,700	3	269
Tennessee	2,700	7	214	2,400	7	259
Texas	7,700	11	219	7,800	7	258

See notes at end of table.

**Table  
10****The Nation's Report Card 2005 State Assessment****Total number of students assessed, percentage of students sampled who were excluded, and average reading scale scores, grades 4 and 8 public schools: By state, 2005–  
Continued**

State/jurisdiction	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Utah	2,800	4	221	2,700	5	262
Vermont	2,000	5	227	2,200	4	269
Virginia	2,500	12	226	2,600	7	268
Washington	2,800	4	223	2,600	4	265
West Virginia	2,600	5	215	2,500	6	255
Wisconsin	2,600	6	221	2,500	6	266
Wyoming	1,800	2	223	2,000	3	268
Other jurisdictions						
District of Columbia	2,100	7	191	1,900	8	238
DoDEA <sup>1</sup>	2,300	4	226	1,700	3	271

<sup>1</sup> Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The NAEP reading scale ranges from 0 to 500. Sample sizes are rounded to the nearest hundred, or indicated as &lt;50 when the value is between 1 and 49.

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

## WHERE TO FIND MORE INFORMATION

### **The NAEP Reading Assessment**

The latest news about the NAEP 2005 reading assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/results/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

*The Nation's Report Card: Reading 2005* may be ordered or downloaded from the NAEP website.

*The Reading Framework for the 2005 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board (NAGB) website at [http://www.nagb.org/pubs/r\\_framework\\_05/761507-ReadingFramework.pdf](http://www.nagb.org/pubs/r_framework_05/761507-ReadingFramework.pdf).

*The North Carolina NAEP 2005 Reading Report* and the *North Carolina NAEP Reading Snap Shot Report* are available on the North Carolina Department of Public Instruction website at <http://www.ncpublicschools.org/accountability/policies/naep/naep>.

### **Additional Results from the Reading Assessment**

For more findings from the 2005 reading assessments refer to the NAEP 2005 results at <http://nces.ed.gov/nationsreportcard/naepdata/>. The interactive database at this site includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the four regions. Data tables are also available for each jurisdiction, with all background 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**

For explanations of NAEP survey procedures, see: Allen, N.L., Donoghue, J.R., and Schoeps, T.L. (2001). *The NAEP 1998 Technical Report*. (NCES 2001–509). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Technical information may also be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/results2003/interpret-results.asp>.

## **Publications on the Inclusion of Students with Disabilities and Limited-English-Proficient Students**

Olson, J.F., and Goldstein, A.A. (1997). *The Inclusion of Students With Disabilities and Limited-English-Proficient Students in Large-Scale Assessments: A Summary of Recent Progress* (NCES 97-482). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Mazzeo, J., Carlson, J.E., Voelkl, K.E., and Lutkus, A.D. (2000). *Increasing the Participation of Special-Needs Students in NAEP: A Report on 1996 Research Activities* (NCES 2000-473). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Lutkus, A.D., and Mazzeo, J. (2003). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part I: Comparison of Overall Results With and Without Accommodations* (NCES 2003-467). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Lutkus, A.D. (2004). *Including Special-Needs Students in the NAEP 1998 Reading Assessment, Part II: Results for Students With Disabilities and Limited-English-Proficient Students* (ETS-NAEP 04-R01). Princeton, NJ: Educational Testing Service.

### **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 1398  
Jessup, MD 20794-1398

Call toll free: 1-877-4ED Pubs (1-877-433-7827)  
TTY/TDD: 1-877-576-7734  
FAX: 1-301-470-1244

<p>The NAEP State Report Generator was developed for the NAEP 2005 reports by Phillip Leung, Anthony Lutkus, Paul Gazzillo, Mike Narcowich, Nancy Mead, Arlene Weiner, Linda Myers, Mary Daane, and Bobby Rampey.</p>
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## **What is the Nation's Report Card?**

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families.

NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; designing the assessment methodology; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring the assessment items are free from bias and are secular, neutral, and non-ideological; taking actions to improve the form, content, use, and reporting of results of the National Assessment; and planning and executing the initial public release of NAEP reports.

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