

**Table 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students at Each Achievement Level, by Grade,
Reading**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	13.6%	12.1%	9.5%	9.3%	9.3%	7.9%
	1994	13.9%	10.1%	9.8%	9.2%	9.6%	6.0%
	1995	12.9%	10.8%	8.0%	7.5%	8.0%	5.7%
	1996	11.3%	9.0%	8.9%	8.8%	8.5%	5.5%
	1997	11.0%	9.9%	7.6%	8.7%	8.4%	5.0%
	1998	8.6%	7.9%	6.1%	7.3%	7.4%	3.4%
	1999	6.9%	7.4%	5.0%	5.9%	5.2%	3.2%
	2000	6.2%	7.0%	4.4%	6.9%	5.3%	2.9%
	2001	5.7%	6.1%	3.4%	6.0%	5.0%	2.3%
	2002	4.2%	4.7%	2.7%	4.1%	4.3%	1.9%
	2003*	3.9%	4.2%	1.8%	3.8%	3.4%	2.4%
	2004	3.7%	4.2%	1.8%	3.8%	3.1%	2.3%
	2005	3.3%	3.8%	1.4%	3.0%	2.9%	1.9%
2006	2.7%	3.5%	1.3%	2.8%	2.3%	1.7%	
2007	3.1%	2.7%	1.2%	2.4%	2.1%	1.3%	
2008	25.0%	15.6%	17.2%	19.8%	19.8%	16.7%	
2009	23.1%	15.2%	15.1%	17.9%	17.0%	14.7%	
2010	21.6%	12.5%	13.5%	14.5%	14.9%	12.3%	
2011	20.7%	11.9%	12.3%	13.8%	13.0%	11.1%	
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	25.2%	25.6%	26.4%	28.1%	27.1%	25.6%
	1994	25.7%	24.1%	24.8%	25.7%	26.2%	23.0%
	1995	23.7%	25.1%	23.8%	26.6%	23.5%	21.5%
	1996	23.9%	21.6%	24.6%	23.5%	24.7%	21.8%
	1997	23.2%	22.4%	21.6%	24.2%	23.8%	20.0%
	1998	19.8%	21.2%	18.8%	22.7%	21.4%	17.2%
	1999	19.5%	21.2%	19.3%	21.8%	18.2%	16.9%
	2000	19.4%	21.0%	16.6%	23.6%	18.2%	14.6%
	2001	17.9%	19.4%	13.9%	23.4%	19.7%	14.3%
	2002	16.0%	18.2%	12.8%	21.9%	19.2%	12.9%
	2003*	13.5%	12.0%	9.5%	14.6%	11.3%	9.9%
	2004	12.9%	12.1%	8.7%	15.4%	11.0%	9.0%
	2005	13.3%	12.7%	8.5%	14.8%	11.0%	9.2%
2006	12.4%	11.1%	8.2%	14.1%	9.6%	9.7%	
2007	13.0%	9.7%	7.1%	13.2%	9.4%	8.9%	
2008	19.0%	23.4%	25.6%	19.2%	27.7%	27.6%	
2009	18.7%	22.5%	24.7%	18.5%	26.8%	27.0%	
2010	19.4%	22.6%	23.6%	16.4%	26.5%	25.2%	
2011	18.6%	22.6%	22.7%	16.6%	26.6%	25.5%	

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114-187. From 2002-03 to 2006-07, the end-of-grade reading scale score range was 216-290. Beginning in 2007-08 and beyond, the end-of-grade reading scale score range is ≤ 330 to ≥ 370 and this range is used to calculate all end-of-grade reading data. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. Data received from LEAs and charter schools after September 2, 2011 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students at Each Achievement Level, by Grade,**

		Reading (continued)					
Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	38.5%	41.2%	39.7%	39.8%	39.4%	42.5%
	1994	36.1%	44.0%	41.8%	41.3%	38.9%	44.2%
	1995	37.2%	41.6%	41.3%	43.3%	40.6%	43.7%
	1996	37.9%	44.8%	41.3%	40.4%	39.4%	45.8%
	1997	37.6%	42.9%	41.4%	37.3%	36.4%	43.6%
	1998	36.3%	41.5%	40.4%	39.3%	39.0%	43.7%
	1999	36.7%	43.8%	43.1%	39.6%	41.2%	43.1%
	2000	38.0%	42.3%	41.0%	36.6%	39.4%	43.8%
	2001	38.4%	43.2%	43.2%	37.7%	37.5%	43.9%
	2002	38.8%	44.7%	44.5%	39.6%	38.5%	44.7%
	2003*	37.1%	41.9%	45.0%	51.6%	40.9%	41.7%
	2004	36.9%	41.9%	45.2%	50.7%	41.1%	41.7%
	2005	36.9%	41.6%	45.5%	51.6%	41.5%	42.6%
	2006	36.8%	39.6%	47.0%	51.8%	41.8%	43.4%
2007	37.6%	39.7%	44.8%	51.5%	42.2%	42.9%	
2008	36.3%	38.8%	43.1%	41.2%	28.3%	44.7%	
2009	37.0%	39.2%	44.9%	42.5%	29.8%	46.6%	
2010	37.5%	40.9%	47.4%	47.8%	31.5%	49.6%	
2011	38.9%	41.0%	48.4%	49.2%	32.4%	50.7%	
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	22.7%	21.2%	24.4%	22.8%	24.1%	24.0%
	1994	24.3%	21.8%	23.7%	23.8%	25.3%	26.8%
	1995	26.2%	22.6%	26.9%	22.6%	27.8%	29.1%
	1996	26.9%	24.6%	25.3%	27.4%	27.4%	26.8%
	1997	28.3%	24.8%	29.4%	29.7%	31.4%	31.4%
	1998	35.3%	29.4%	34.8%	30.7%	32.2%	35.8%
	1999	36.9%	27.6%	32.7%	32.7%	35.4%	36.8%
	2000	36.4%	29.7%	38.1%	32.9%	37.1%	38.6%
	2001	38.0%	31.3%	39.4%	32.9%	37.8%	39.5%
	2002	41.0%	32.4%	40.0%	34.5%	38.1%	40.5%
	2003*	45.5%	41.8%	43.7%	29.9%	44.4%	46.0%
	2004	46.5%	41.8%	44.3%	30.1%	44.7%	46.9%
	2005	46.5%	41.9%	44.6%	30.6%	44.6%	46.4%
	2006	48.2%	45.8%	43.5%	31.3%	46.3%	45.1%
2007	46.2%	47.9%	46.9%	33.0%	46.3%	46.9%	
2008	19.7%	22.1%	14.1%	19.7%	24.2%	11.0%	
2009	21.2%	23.0%	15.2%	21.1%	26.4%	11.7%	
2010	21.5%	24.0%	15.6%	21.3%	27.2%	13.0%	
2011	21.9%	24.5%	16.5%	20.4%	28.1%	12.7%	

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114-187. From 2002-03 to 2006-07, the end-of-grade reading scale score range was 216-290. Beginning in 2007-08 and beyond, the end-of-grade reading scale score range is ≤ 330 to ≥ 370 and this range is used to calculate all end-of-grade reading data. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. Data received from LEAs and charter schools after September 2, 2011 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students at Each Achievement Level, by Grade,
Mathematics (continued)**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	10.7%	10.0%	12.1%	10.5%	10.5%	10.4%
	1994	10.9%	8.8%	10.6%	9.6%	11.5%	10.1%
	1995	9.3%	8.6%	9.4%	8.2%	8.4%	8.2%
	1996	7.9%	7.2%	8.5%	7.0%	9.0%	8.8%
	1997	6.8%	6.4%	7.1%	6.6%	8.6%	9.0%
	1998	7.0%	4.0%	5.8%	5.0%	5.4%	5.4%
	1999	6.3%	2.9%	3.8%	4.3%	3.9%	5.4%
	2000	5.6%	2.1%	3.8%	4.1%	4.5%	4.8%
	2001*	4.2%	1.2%	2.2%	3.3%	3.2%	5.3%
	2002	3.2%	0.9%	1.7%	2.2%	2.7%	4.2%
	2003	1.1%	0.7%	1.1%	1.7%	2.9%	4.5%
	2004	1.1%	0.8%	1.0%	1.7%	2.7%	4.2%
	2005	1.5%	0.7%	1.3%	1.7%	2.3%	4.0%
	2006	7.5%	8.4%	8.3%	9.2%	11.1%	13.9%
	2007	6.6%	8.0%	7.0%	7.9%	10.9%	10.6%
	2008	5.7%	5.8%	5.9%	6.0%	8.9%	8.8%
	2009	5.4%	5.7%	4.9%	5.5%	7.6%	7.3%
	2010	5.3%	5.5%	<5.0%	<5.0%	6.7%	5.0%
	2011	5.3%	5.2%	4.3%	4.5%	6.2%	4.7%
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	28.6%	25.9%	28.2%	28.2%	29.5%	27.7%
	1994	27.5%	24.1%	25.5%	24.3%	25.3%	28.1%
	1995	25.6%	22.9%	24.1%	24.1%	24.5%	24.2%
	1996	24.7%	21.3%	21.5%	20.5%	22.5%	23.5%
	1997	23.0%	19.1%	19.8%	20.7%	20.6%	22.1%
	1998	24.8%	16.8%	16.1%	16.7%	17.7%	18.3%
	1999	23.7%	14.4%	13.7%	14.6%	13.6%	17.0%
	2000	22.6%	13.4%	13.3%	14.9%	14.8%	14.6%
	2001*	22.2%	12.0%	11.2%	13.8%	15.5%	15.2%
	2002	19.5%	10.2%	9.8%	11.4%	14.0%	13.5%
	2003	10.0%	4.5%	6.4%	8.2%	13.3%	11.3%
	2004	9.9%	4.7%	5.6%	8.3%	12.4%	10.8%
	2005	12.4%	6.3%	7.8%	8.1%	12.5%	11.2%
	2006	23.8%	25.7%	27.8%	28.2%	26.6%	24.9%
	2007	21.3%	23.0%	25.1%	26.4%	24.5%	23.1%
	2008	19.5%	19.6%	23.0%	24.5%	22.4%	21.4%
	2009	19.3%	18.7%	21.6%	24.0%	21.0%	19.9%
	2010	18.9%	16.7%	20.3%	21.5%	19.8%	17.3%
	2011	18.4%	16.0%	19.3%	21.3%	18.7%	16.8%

Notes: *Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208. From 2000-01 to 2004-05, the end-of-grade mathematics scale score range was 218-310. Beginning in 2005-06 and beyond, the end-of-grade mathematics scale score range is ≤ 328 to ≥ 368 and this range is used to calculate all end-of-grade mathematics data. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. Data received from LEAs and charter schools after September 2, 2011 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students at Each Achievement Level, by Grade,
Mathematics (continued)**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	39.5%	44.0%	38.3%	41.7%	38.0%	41.1%
	1994	39.7%	43.2%	37.7%	43.9%	38.3%	38.4%
	1995	39.7%	41.3%	37.3%	42.5%	38.6%	40.1%
	1996	39.7%	43.6%	38.0%	43.0%	38.8%	38.7%
	1997	39.6%	41.9%	36.2%	40.5%	36.9%	38.4%
	1998	39.8%	41.7%	37.8%	40.7%	38.3%	37.6%
	1999	40.2%	43.0%	35.5%	39.8%	37.4%	37.9%
	2000	40.0%	43.7%	34.3%	38.1%	35.1%	36.5%
	2001*	43.3%	46.7%	36.6%	40.5%	33.3%	36.8%
	2002	43.1%	45.9%	35.3%	39.2%	32.4%	35.7%
	2003	45.9%	35.6%	30.7%	34.5%	31.1%	34.1%
	2004	45.3%	35.0%	29.8%	33.9%	31.4%	33.4%
	2005	43.4%	37.9%	32.3%	34.2%	31.2%	33.9%
2006	48.8%	46.2%	45.8%	42.6%	42.9%	41.9%	
2007	49.5%	46.7%	47.1%	44.2%	44.0%	43.7%	
2008	48.8%	48.8%	48.0%	45.3%	46.1%	44.8%	
2009	48.7%	48.6%	48.7%	46.0%	47.3%	46.5%	
2010	47.7%	48.1%	47.9%	46.3%	47.8%	46.7%	
2011	47.1%	47.9%	47.7%	46.3%	48.0%	46.6%	
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	21.2%	20.1%	21.4%	19.5%	22.0%	20.8%
	1994	21.9%	23.8%	26.2%	22.3%	25.0%	23.5%
	1995	25.4%	27.2%	29.2%	25.1%	28.5%	27.5%
	1996	27.7%	28.0%	32%	29.6%	29.7%	29.1%
	1997	30.7%	32.7%	36.8%	32.2%	34.0%	30.5%
	1998	28.4%	37.6%	40.2%	37.7%	38.6%	38.7%
	1999	29.8%	39.6%	46.9%	41.3%	45.0%	39.7%
	2000	31.8%	40.8%	48.6%	42.9%	45.6%	44.1%
	2001*	30.3%	40.0%	50.1%	42.4%	48.0%	42.7%
	2002	34.2%	43.0%	53.2%	47.2%	50.9%	46.6%
	2003	42.9%	59.1%	61.8%	55.6%	52.7%	50.1%
	2004	43.8%	59.5%	63.6%	56.1%	53.5%	51.7%
	2005	42.6%	55.1%	58.6%	56.1%	54.0%	50.8%
2006	20.0%	19.7%	18.2%	19.9%	19.5%	19.4%	
2007	22.6%	22.3%	20.9%	21.5%	20.6%	22.6%	
2008	26.0%	25.7%	23.1%	24.1%	22.5%	25.0%	
2009	26.6%	27.1%	24.8%	24.6%	24.0%	26.3%	
2010	28.1%	29.7%	27.2%	27.5%	25.7%	31.1%	
2011	29.2%	31.0%	28.8%	28.0%	27.2%	32.0%	

Notes: *Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208. From 2000-01 to 2004-05, the end-of-grade mathematics scale score range was 218-310. Beginning in 2005-06 and beyond, the end-of-grade mathematics scale score range is ≤ 328 to ≥ 368 and this range is used to calculate all end-of-grade mathematics data. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. Data received from LEAs and charter schools after September 2, 2011 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1a. 2010-11 End-of-Grade *NCEXTEND2* Assessment Results,
Statewide Percent of Students at Each Achievement Level, by Grade,
Reading**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	2006	44.1%	40.0%	35.3%	35.5%	32.8%	33.8%
	2007	41.0%	34.9%	30.2%	29.5%	28.7%	28.6%
	2008	40.6%	37.9%	31.9%	24.0%	22.2%	25.0%
	2009	39.2%	37.2%	28.0%	22.6%	18.4%	20.9%
	2010	36.6%	32.8%	24.9%	18.7%	16.1%	17.1%
	2011	36.4%	30.5%	23.1%	17.0%	14.9%	16.2%
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	2006	39.3%	42.5%	44.5%	44.7%	47.5%	44.0%
	2007	42.2%	43.9%	45.1%	42.1%	48.1%	42.7%
	2008	43.5%	44.7%	45.9%	50.1%	53.8%	51.8%
	2009	45.1%	42.9%	46.0%	50.1%	51.5%	49.7%
	2010	45.0%	45.5%	44.4%	49.0%	51.2%	47.3%
	2011	45.4%	46.3%	45.5%	47.9%	50.5%	47.9%
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	2006	15.3%	16.4%	19.0%	18.9%	18.3%	21.2%
	2007	15.6%	19.1%	23.4%	27.6%	21.2%	26.6%
	2008	12.8%	14.8%	17.3%	21.4%	20.1%	21.6%
	2009	12.3%	16.4%	20.4%	21.2%	24.2%	26.8%
	2010	15.5%	18.0%	23.0%	24.7%	26.6%	31.7%
	2011	15.0%	19.5%	23.6%	26.9%	28.0%	33.1%
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	2006	1.3%	1.1%	1.2%	0.9%	1.4%	1.0%
	2007	1.3%	2.0%	1.2%	0.8%	2.1%	2.2%
	2008	3.1%	2.6%	5.0%	4.5%	3.9%	1.5%
	2009	3.3%	3.5%	5.6%	6.1%	6.0%	2.6%
	2010	3.0%	3.7%	7.7%	7.6%	6.2%	3.9%
	2011	3.2%	3.7%	7.8%	8.2%	6.5%	2.8%

Notes: *NCEXTEND2* is an assessment operationalized in 2005-06.

Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included for 2008-09. Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1a. 2010-11 End-of-Grade *NCEXTEND2* Assessment Results,
Statewide Percent of Students at Each Achievement Level, by Grade,**

Mathematics (continued)							
Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I	2006	40.1%	36.1%	30.6%	34.0%	29.7%	31.3%
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	2007	35.8%	29.9%	22.4%	21.6%	22.7%	22.8%
	2008	34.1%	28.5%	20.9%	15.9%	17.2%	18.8%
	2009	32.2%	25.6%	17.2%	15.6%	14.1%	14.6%
	2010	29.3%	24.3%	16.5%	13.2%	12.3%	12.0%
	2011	30.3%	21.8%	15.0%	10.8%	13.7%	11.8%
Level II	2006	35.8%	41.1%	45.9%	40.2%	43.6%	40.7%
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	2007	37.6%	41.1%	45.4%	42.3%	41.1%	40.2%
	2008	37.0%	42.2%	43.2%	37.6%	38.9%	37.1%
	2009	37.7%	41.2%	43.3%	35.4%	37.0%	34.0%
	2010	40.1%	41.8%	41.8%	34.4%	36.4%	31.7%
	2011	39.6%	41.4%	44.1%	35.4%	35.5%	28.9%
Level III	2006	22.9%	21.8%	22.2%	25.0%	25.6%	26.1%
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	2007	25.5%	27.9%	30.4%	34.5%	34.0%	32.9%
	2008	27.5%	28.3%	32.8%	44.4%	41.6%	38.6%
	2009	28.5%	31.5%	35.2%	46.6%	45.9%	43.1%
	2010	29.3%	32.3%	37.5%	50.4%	48.5%	47.3%
	2011	28.8%	34.7%	37.1%	51.2%	48.7%	50.5%
Level IV	2006	1.3%	1.0%	1.2%	0.7%	1.1%	1.9%
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	2007	1.2%	1.1%	1.9%	1.6%	2.2%	4.1%
	2008	1.4%	1.0%	3.2%	2.1%	2.4%	5.5%
	2009	1.6%	1.7%	4.3%	2.4%	3.0%	8.3%
	2010	1.3%	1.7%	4.2%	2.1%	2.8%	9.1%
	2011	1.4%	2.0%	3.8%	2.7%	2.1%	8.8%

Notes: *NCEXTEND2* is an assessment operationalized in 2005-06.

Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included for 2008-09. Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1b. 2010-11 End-of-Grade, *NCEXTENDI* * Assessment Results
Statewide Percent of Students at Each Achievement Level, by Grade,
Reading**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Level I Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in English language arts.	2007	4.9%	5.3%	3.5%	5.2%	3.7%	3.9%	5.3%
	2008	15.7%	16.6%	16.3%	14.3%	15.0%	11.7%	12.2%
	2009	10.5%	12.5%	11.5%	10.4%	9.1%	12.6%	12.9%
	2010	9.1%	10.8%	13.6%	11.9%	9.3%	12.7%	10.6%
	2011	9.6%	10.1%	10.4%	9.7%	8.0%	10.7%	8.8%
Level II Students performing at this level inconsistently demonstrate mastery of NCSCS Extended Content Standards in English language arts.	2007	14.8%	12.5%	14.0%	13.8%	12.8%	12.2%	10.8%
	2008	31.5%	33.1%	34.4%	34.6%	34.2%	34.7%	31.9%
	2009	35.1%	31.3%	31.1%	32.2%	29.5%	32.2%	27.6%
	2010	32.5%	29.9%	28.8%	25.1%	27.6%	28.6%	24.7%
	2011	32.0%	28.7%	32.0%	31.0%	28.8%	27.1%	24.0%
Level III Students performing at this level often demonstrate mastery of NCSCS Extended Content Standards in English language arts.	2007	26.4%	25.6%	26.0%	26.6%	28.2%	29.0%	26.7%
	2008	41.1%	37.1%	33.9%	38.3%	32.5%	33.9%	33.5%
	2009	46.8%	36.3%	33.7%	37.7%	32.6%	38.0%	31.8%
	2010	48.1%	37.6%	34.4%	42.7%	33.7%	38.5%	31.6%
	2011	46.9%	37.1%	36.6%	37.5%	34.0%	40.6%	32.0%
Level IV Students performing at this level consistently demonstrate mastery of NCSCS Extended Content Standards in English language arts.	2007	53.9%	56.6%	56.5%	54.4%	55.4%	55.0%	57.2%
	2008	11.7%	13.1%	15.4%	12.9%	18.4%	19.8%	22.4%
	2009	7.6%	19.9%	23.7%	19.7%	28.8%	17.3%	27.7%
	2010	10.2%	21.7%	23.2%	20.3%	29.3%	20.2%	33.1%
	2011	11.6%	24.2%	21.1%	21.8%	29.3%	21.6%	35.3%

Notes: **NCEXTENDI* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1b. 2010-11 End-of-Grade, *NCEXTENDI* * Assessment Results
Statewide Percent of Students at Each Achievement Level, by Grade,
Mathematics (continued)**

Achievement Levels/Generic Descriptors	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Level I Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in mathematics.	2007	7.0%	5.7%	5.3%	6.2%	5.6%	6.5%	7.7%
	2008	15.3%	14.5%	12.5%	12.9%	10.4%	10.8%	13.4%
	2009	11.3%	12.6%	7.8%	9.0%	7.9%	12.6%	11.2%
	2010	11.8%	10.6%	9.0%	10.0%	9.3%	12.5%	9.1%
	2011	11.4%	8.7%	7.1%	8.1%	7.6%	10.0%	6.2%
Level II Students performing at this level inconsistently demonstrate mastery of the NCSCS Extended Content Standards in mathematics.	2007	16.7%	15.6%	16.9%	13.7%	12.4%	18.0%	15.9%
	2008	32.3%	35.6%	32.8%	28.7%	31.4%	39.1%	39.0%
	2009	32.0%	32.0%	27.0%	26.3%	25.6%	37.1%	36.9%
	2010	27.8%	32.0%	25.7%	21.8%	26.2%	37.3%	34.3%
	2011	28.8%	32.2%	26.0%	23.5%	26.1%	36.1%	32.8%
Level III Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in mathematics.	2007	27.8%	19.8%	21.2%	19.9%	25.9%	24.3%	22.9%
	2008	38.0%	38.5%	42.5%	44.9%	37.0%	38.6%	40.5%
	2009	41.5%	40.8%	45.1%	47.5%	40.0%	37.6%	40.0%
	2010	42.3%	40.3%	45.9%	48.9%	38.1%	38.3%	40.1%
	2011	42.0%	41.0%	48.9%	50.1%	41.2%	39.7%	42.9%
Level IV Students performing at this level consistently demonstrate mastery of the NCSCS Extended Content Standards in mathematics.	2007	48.5%	58.9%	56.7%	60.3%	56.2%	51.2%	53.5%
	2008	14.4%	11.4%	12.1%	13.5%	21.1%	11.5%	7.1%
	2009	15.2%	14.6%	20.1%	17.2%	26.6%	12.7%	12.3%
	2010	18.2%	17.1%	19.5%	19.3%	26.4%	12.0%	16.5%
	2011	17.8%	18.1%	18.1%	18.3%	25.1%	14.2%	18.1%

Notes: **NCEXTENDI* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/> End-of-grade retest data are not included in this table. See Appendix A for student proficiency with retest scores included. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 2. 2010-11 End-of-Grade General Test Multiple-Choice Test Results
Statewide Percent of Students at Each Achievement Level
Science, Grades 5 and 8**

Achievement Levels/Generic Descriptors		Grade 5	Grade 8
Level I			
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	2008	0.3%	22.4%
	2009	0.2%	17.8%
	2010	0.2%	14.7%
	2011	14.0%	12.6%
Level II			
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	2008	26.4%	24.5%
	2009	25.6%	23.0%
	2010	23.5%	20.1%
	2011	20.8%	19.6%
Level III			
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	2008	26.4%	24.5%
	2009	30.2%	32.7%
	2010	32.7%	32.7%
	2011	33.4%	33.2%
Level IV			
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	2008	15.0%	22.6%
	2009	19.9%	26.5%
	2010	26.7%	32.6%
	2011	31.8%	34.6%

Notes: The scale score range for the general test in science at grade 5 is ≤ 145 to ≥ 161 and ≤ 142 to ≥ 158 at grade 8. Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>. End-of-grade retest data are not included in these tables. See Appendix A for student proficiency with retest scores included starting in 2008-09. Data received from LEAs and charter schools after September 2, 2011 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

Table 2a. 2010-11 End-of-Grade *NCEXTEND2* Assessment Results, Statewide Percent of Students at Each Achievement Level, by Grade, Science, Grades 5 and 8

Achievement Levels/Generic Descriptors	Year	Grade 5	Grade 8
Level I			
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	2008	27.3%	15.3%
	2009	21.9%	11.7%
	2010	19.4%	9.3%
	2011	17.6%	9.6%
Level II			
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	2008	52.9%	54.9%
	2009	47.9%	50.6%
	2010	45.3%	48.7%
	2011	45.0%	46.4%
Level III			
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	2008	14.0%	17.9%
	2009	18.0%	20.3%
	2010	18.8%	22.6%
	2011	20.4%	22.0%
Level IV			
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	2008	5.8%	11.9%
	2009	12.2%	17.4%
	2010	16.6%	19.0%
	2011	17.0%	22.0%

Table 2b. 2010-11 End-of-Grade *NCEXTEND1* Assessment Results, Statewide Percent of Students at Each Achievement Level, by Grade, Science, Grades 5 and 8

Achievement Levels/Generic Descriptors	Year	Grade 5	Grade 8
Level I			
Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in science.	2008	29.0%	21.5%
	2009	19.7%	20.3%
	2010	19.5%	20.0%
	2011	17.8%	16.2%
Level II			
Students performing at this level inconsistently demonstrate mastery of the NCSCS Extended Content Standards in science.	2008	35.1%	43.4%
	2009	32.0%	36.4%
	2010	32.9%	36.0%
	2011	32.9%	33.7%
Level III			
Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in science.	2008	29.5%	26.2%
	2009	39.8%	30.9%
	2010	37.3%	31.2%
	2011	38.4%	36.0%
Level IV			
Students performing at this level consistently demonstrate mastery of the NCSCS Extended Content Standards in science.	2008	6.5%	8.9%
	2009	8.5%	12.4%
	2010	10.3%	12.8%
	2011	10.9%	14.0%

Notes: *NCEXTEND2* is an assessment operationalized in 2005-06. *NCEXTEND1* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

Full descriptions of achievement level ranges are located at <http://sbepolicy.dpi.state.nc.us/>

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.

End-of-grade retest data are not included in these tables. See Appendix A for student proficiency with retest scores included for 2008-09.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 3. North Carolina Testing Program
North Carolina General Writing Assessment, 1991-92 to 2010-11,
Distribution of Achievement Levels Across Years,
Grade 10**

Grade 10	Number Tested	Achievement Levels			
		Level I	Level II	Level III	Level IV
		<u>Number At Level I</u> <u>Percent At Level I</u>	<u>Number At Level II</u> <u>Percent At Level II</u>	<u>Number At Level III</u> <u>Percent At Level III</u>	<u>Number At Level IV</u> <u>Percent At Level IV</u>
1991-92	69,582	<u>30,296</u> 43.5	<u>23,799</u> 34.2	<u>12,308</u> 17.7	<u>3,179</u> 4.6
1992-93	72,101	<u>25,592</u> 35.5	<u>27,220</u> 37.8	<u>14,730</u> 20.4	<u>4,559</u> 6.3
1993-94	72,789	<u>24,197</u> 33.2	<u>25,103</u> 34.5	<u>17,703</u> 24.3	<u>5,786</u> 7.9
1994-95	78,384	<u>17,000</u> 21.7	<u>31,064</u> 39.6	<u>25,258</u> 32.2	<u>5,020</u> 6.4
1995-96	79,951	<u>16,399</u> 20.5	<u>24,800</u> 31.0	<u>26,269</u> 32.9	<u>12,483</u> 15.6
1996-97	79,662	<u>13,777</u> 17.3	<u>26,258</u> 33.0	<u>29,881</u> 37.5	<u>9,746</u> 12.2
1997-98	81,261	<u>11,922</u> 14.7	<u>31,995</u> 39.4	<u>29,204</u> 35.9	<u>8,140</u> 10.0
1998-99	81,563	<u>8,066</u> 9.9	<u>27,156</u> 33.3	<u>32,680</u> 40.1	<u>13,661</u> 16.7
1999-00	82,418	<u>7,441</u> 9.0	<u>27,150</u> 32.9	<u>35,712</u> 43.3	<u>12,115</u> 14.7
2000-01	86,034	<u>6,448</u> 7.5	<u>33,192</u> 38.6	<u>37,512</u> 43.6	<u>8,882</u> 10.3
2001-02 ¹	—	—	—	—	—
2002-03 ²	84,093	<u>15,815</u> 18.8	<u>34,701</u> 41.3	<u>32,705</u> 38.9	<u>872</u> 1.0
2003-04	88,633	<u>8,311</u> 9.4	<u>33,793</u> 38.1	<u>46,010</u> 51.9	<u>519</u> 0.6
2004-05	93,862	<u>16,558</u> 17.6	<u>32,446</u> 34.6	<u>44,617</u> 47.5	<u>*</u> ≤5.0%
2005-06	96,496	<u>12,538</u> 13.0	<u>32,548</u> 33.7	<u>50,145</u> 52.0	<u>*</u> ≤5.0%
2006-07	97,796	<u>15,606</u> 16.0	<u>31,934</u> 32.7	<u>49,517</u> 50.6	<u>*</u> ≤5.0%
2007-08	97,833	<u>10,931</u> 11.2	<u>16,119</u> 16.5	<u>68,996</u> 70.5	<u>*</u> ≤5.0%
2008-09	96,580	<u>9,184</u> 9.5	<u>18,023</u> 18.7	<u>66,798</u> 69.2	<u>*</u> ≤5.0%
2009-10	98,874	<u>11,315</u> 11.4	<u>17,309</u> 17.5	<u>68,159</u> 68.9	<u>*</u> ≤5.0%
2010-11	101,524	<u>11,015</u> 10.8	<u>18,810</u> 18.5	<u>69,320</u> 68.3	<u>*</u> ≤5.0%

Notes: ¹The North Carolina Writing Assessment was not administered in grade 10 during the 2001-02 school year.

²The writing standard, scale, and scoring model changed effective with the 2002-03 school year.

*Beginning in 2004-05, performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 3a. North Carolina Testing Program
NCEXTENDI Test of Writing, 2006-07 to 2010-11,
Distribution of Achievement Levels Across Years,
Grade 10**

Grade 10	Number Tested	Achievement Levels			
		Level I	Level II	Level III	Level IV
		<u>Number At Level I</u> <u>Percent At Level I</u>	<u>Number At Level II</u> <u>Percent At Level II</u>	<u>Number At Level III</u> <u>Percent At Level III</u>	<u>Number At Level IV</u> <u>Percent At Level IV</u>
2006-07	681	<u>91</u> 13.4	<u>*</u> ≤5.0%	<u>108</u> 15.9	<u>463</u> 68.0
2007-08	630	<u>97</u> 15.4	<u>217</u> 34.4	<u>261</u> 41.4	<u>55</u> 8.7
2008-09	690	<u>107</u> 15.5	<u>297</u> 43.0	<u>264</u> 38.3	<u>*</u> ≤5.0%
2009-10	716	<u>81</u> 11.3	<u>247</u> 34.5	<u>292</u> 40.8	<u>96</u> 13.4
2010-11	673	<u>65</u> 9.7	<u>226</u> 33.6	<u>305</u> 45.3	<u>77</u> 11.4

Notes: ¹The North Carolina Writing Assessment was not administered in grade 10 during the 2001-02 school year.

²The writing standard, scale, and scoring model changed effective with the 2002-03 school year.

*Beginning in 2004-05, performance data are not reported when number tested is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

Table 4. 1999-00 to 2010-11 End-of-Course General Test Multiple-Choice Test Results, Statewide Percent of Students by Achievement Level, by Course and Gender Algebra I

Level	Gender	1999-00 Algebra I		2000-01 Algebra I		2001-02 Algebra I		2002-03 Algebra I		2003-04 Algebra I		2004-05 Algebra I		2005-06 Algebra I		2006-07 Algebra I		2007-08 Algebra I		2008-09 Algebra I		2009-10 Algebra I		2010-11 Algebra I	
		N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Achievement Level I	Female	3,436	7.6	1,330	2.8	1,113	2.2	1,210	2.2	1,197	2.1	* <=5.0%	* <=5.0%	6,308	11.2	5,329	9.6	4,712	8.4	4,197	7.3	4,977	8.2		
	Male	4,708	10.5	1,621	3.5	1,579	3.2	1,707	3.2	1,778	3.3	* <=5.0%	* <=5.0%	7,958	14.4	6,875	12.3	6,250	11.1	6,146	10.4	8,155	12.8		
Achievement Level II	Female	10,012	22.1	9,299	19.8	8,710	17.2	9,269	17.2	8,866	15.9	8,828	15.9	8,661	15.5	14,512	25.8	13,375	24.0	12,350	22.0	11,388	19.8	11,034	18.2
	Male	9,904	22.1	10,051	21.8	9,591	19.6	10,727	20.2	10,161	18.7	10,165	18.4	10,247	18.4	13,032	23.5	12,597	22.4	12,196	21.6	11,586	19.7	12,044	19.0
Achievement Level III	Female	18,017	39.8	21,714	46.3	21,799	43.0	22,965	42.6	23,491	42.1	23,098	41.5	23,058	41.2	20,881	37.2	20,875	37.5	21,479	38.3	22,223	38.6	23,057	38.1
	Male	16,953	37.8	19,736	42.8	19,236	39.4	20,827	39.2	21,162	39.0	21,345	38.7	21,508	38.7	19,251	34.8	19,702	35.1	20,635	36.5	21,727	36.9	22,722	35.8
Achievement Level IV	Female	13,809	30.5	14,540	31.0	19,079	37.6	20,479	38.0	22,249	39.9	22,652	40.7	23,186	41.4	14,479	25.8	16,086	28.9	17,554	31.3	19,765	34.3	21,512	35.5
	Male	13,269	29.6	14,709	31.9	18,435	37.7	19,846	37.4	21,190	39.0	21,917	39.7	22,138	39.8	15,152	27.4	16,948	30.2	17,476	30.9	19,387	32.9	20,577	32.4
Percent At or Above Level III ²	Female	31,826	70.3	36,254	77.3	40,878	80.6	43,444	80.6	45,740	82.0	45,750	82.2	46,244	82.6	35,360	62.9	36,961	66.4	39,033	69.6	41,988	72.9	44,569	73.6
	Male	30,222	67.4	34,445	74.7	37,671	77.1	40,673	76.6	42,352	78.0	43,262	78.4	43,646	78.5	34,403	62.1	36,650	65.3	38,111	67.4	41,114	69.9	43,299	68.2
State Results	Female	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>
	Male	45,274	50.2	46,883	50.4	50,701	50.9	53,923	50.4	55,803	50.7	55,684	50.2	55,989	50.0	56,180	50.4	55,665	49.8	56,095	49.8	57,573	49.5	60,580	48.8
		44,834	49.8	46,117	49.6	48,841	49.1	53,107	49.6	54,291	49.3	55,182	49.8	55,620	49.7	55,393	49.6	56,122	50.2	56,557	50.2	58,846	50.5	63,498	51.2

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

*Performance data are not reported when membership is fewer than five. Performance data that are less than 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

End-of-course retest data are not included in the table. See Appendix A for student proficiency with retest scores included.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

Table 4. 1999-00 to 2010-11 End-of-Course General Test Multiple-Choice Test Results, Statewide Percent of Students by Achievement Level, by Course and Gender (continued)
Algebra II

Level	Gender	1999-00		2000-01		2001-02		2002-03 Algebra		2003-04		2004-05		2005-06		2006-07		2007-08 Algebra		2008-09 Algebra		2009-10		2010-11	
		N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Achievement Level I	Female	2,560	9.0	708	2.4	599	1.9	490	1.5	454	1.3	<=5.0%	<=5.0%	*	<=5.0%	3,825	10.1	4,049	10.3	2,673	7.0	2,309	5.7	2,960	6.6
	Male	2,175	9.1	666	2.6	595	2.2	514	1.8	471	1.5	<=5.0%	<=5.0%	*	<=5.0%	3,559	10.8	3,812	11.2	2,818	8.3	2,442	6.8	3,435	8.5
Achievement Level II	Female	8,238	28.8	7,430	25.1	6,873	21.6	6,576	19.8	6,855	19.1	7,597	19.4	6,992	18.0	9,236	24.3	8,586	21.9	7,418	19.3	6,416	15.8	7,810	17.4
	Male	6,616	27.7	6,044	23.8	5,582	20.5	5,467	19.4	5,789	19.0	6,400	19.2	5,960	18.0	7,734	23.4	7,291	21.5	6,492	19.2	5,925	16.4	7,383	18.2
Achievement Level III	Female	10,464	36.6	12,310	41.7	12,906	40.6	13,470	40.6	14,159	39.5	15,338	39.1	15,200	39.1	15,887	41.8	16,932	43.2	17,805	46.3	19,670	48.6	21,422	47.6
	Male	8,391	35.2	9,832	38.8	10,126	37.2	10,579	37.4	11,149	36.6	12,079	36.3	11,946	36.1	13,576	41.0	14,179	41.7	14,944	44.1	16,772	46.4	18,413	45.5
Achievement Level IV	Female	7,339	25.7	9,098	30.8	11,420	35.9	12,660	38.1	14,342	40.1	15,661	40.0	16,152	41.6	9,073	23.9	9,644	24.6	10,556	27.5	12,113	29.9	12,783	28.4
	Male	6,667	28.0	8,813	34.8	10,912	40.1	11,690	41.4	13,020	42.8	14,255	42.8	14,566	44.0	8,206	24.8	8,698	25.6	9,600	28.4	10,974	30.4	11,233	27.8
Percent At or Above Level III ²	Female	17,803	62.2	21,408	72.5	24,326	76.5	26,130	78.7	28,501	79.6	30,999	79.1	31,352	80.7	24,960	65.6	26,576	67.8	28,361	73.8	31,783	78.5	34,205	76.1
	Male	15,058	63.1	18,645	73.5	21,038	77.3	22,269	78.8	24,169	79.4	26,334	79.1	26,512	80.2	21,782	65.9	22,877	67.3	24,544	72.5	27,746	76.8	29,646	73.3
State Results	Female	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>
	Male	28,601	54.5	29,546	53.8	31,798	53.9	33,196	54.0	35,810	54.1	39,186	54.1	38,851	53.8	38,021	53.5	39,211	53.6	38,452	53.2	40,508	52.9	44,975	52.6
		23,849	45.5	25,355	46.2	27,215	46.1	28,250	46.0	30,429	45.9	33,292	45.9	33,071	45.8	33,075	46.5	33,980	46.4	33,854	46.8	36,113	47.1	40,464	47.4

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

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Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

End-of-course retest data are not included in the table. See Appendix A for student proficiency with retest scores included.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. 2010-11 End-of-Course General Test Multiple-Choice Test Results,
Statewide Percent of Students by Achievement Level, by Course and Gender (continued)
(Biology, Civics & Economics, English I, Physical Science, and U.S. History)**

Level	Gender	Biology		Civics &		English I		Physical Science		U.S. History	
		N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Achievement Level I	Female	3,313	6.2	3,978	7.6	*	<=5.0%	1,738	7.9	3,008	6.3
	Male	4,251	7.9	4,063	7.8	6,041	10.3	2,097	8.5	2,385	5.1
Achievement Level II	Female	10,040	18.9	9,842	18.8	7,413	13.4	5,104	23.1	9,751	20.3
	Male	9,689	18.1	8,397	16.0	10,732	18.4	5,442	22.1	7,306	15.7
Achievement Level III	Female	24,854	46.9	25,272	48.2	24,182	43.8	10,276	46.5	21,756	45.3
	Male	23,913	44.6	23,977	45.8	25,403	43.5	10,897	44.3	19,979	42.9
Achievement Level IV	Female	14,804	27.9	13,292	25.4	20,855	37.8	5,001	22.6	13,463	28.1
	Male	15,807	29.5	15,954	30.5	16,273	27.8	6,161	25.0	16,860	36.2
Percent At or Above Level III ²	Female	39,658	74.8	38,564	73.6	45,037	81.6	15,277	69.1	35,219	73.4
	Male	39,720	74.0	39,931	76.2	41,676	71.3	17,058	69.3	36,839	79.2
State Results	Female	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>	<u>N¹</u>	<u>%</u>
	Male	53,011	49.7	52,384	50.0	55,190	48.6	22,119	47.3	47,978	50.8
		53,660	50.3	52,391	50.0	58,449	51.4	24,597	52.7	46,530	49.2

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

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Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

End-of-course retest data are not included in the table. See Appendix A for student proficiency with retest scores included.

Data received from LEAs and charter schools after September 2, 2011 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.