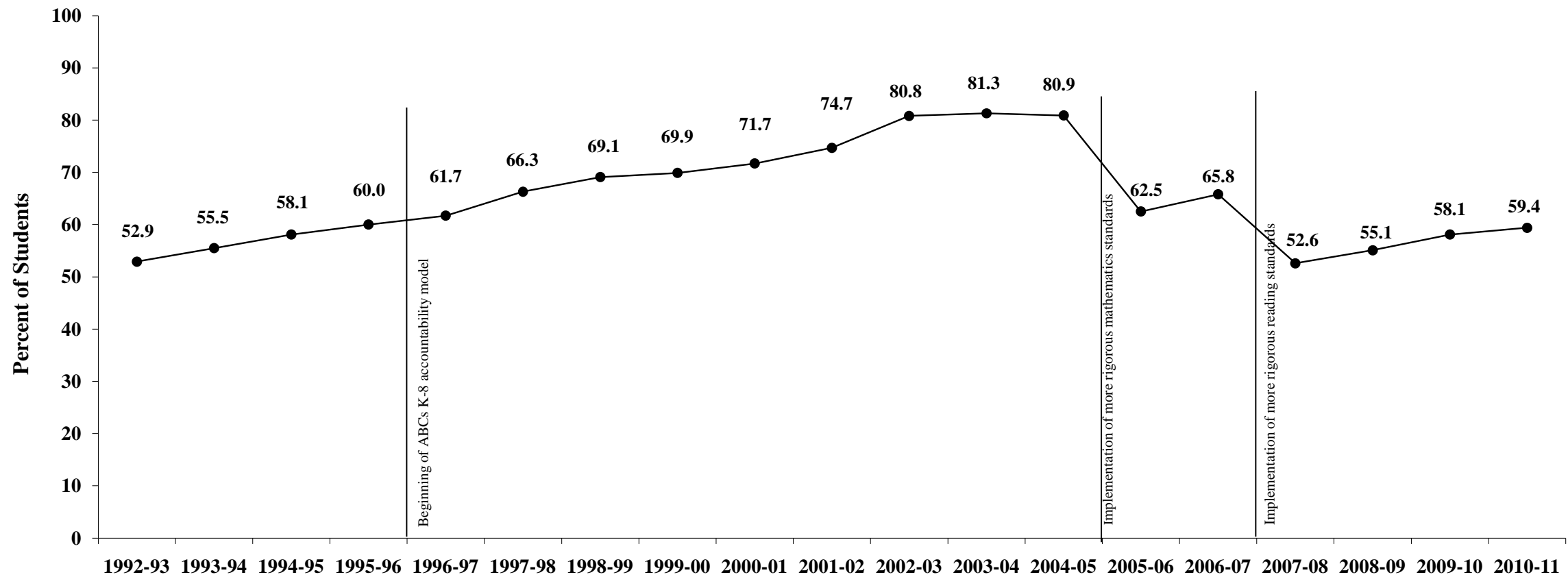


**Figure 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8**



Notes:\*N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

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. From 2007-08 and beyond, the end-of-grade reading scale score range is  $\leq 330$  to  $\geq 370$ .

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. From 2005-06 and beyond, the end-of-grade mathematics scale score range is  $\leq 328$  to  $\geq 386$ .

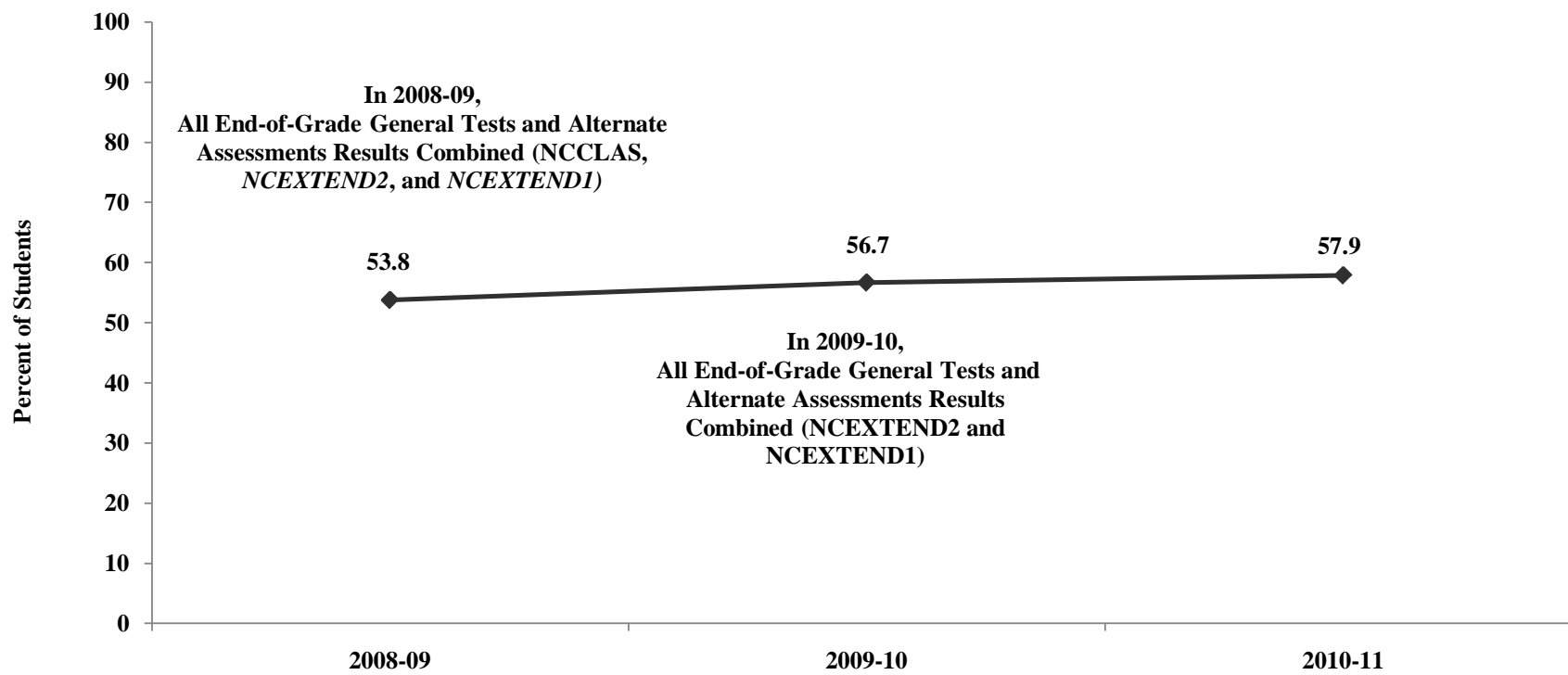
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking alternate assessments.

End-of-grade retest data are not included in this figure. 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 figure.

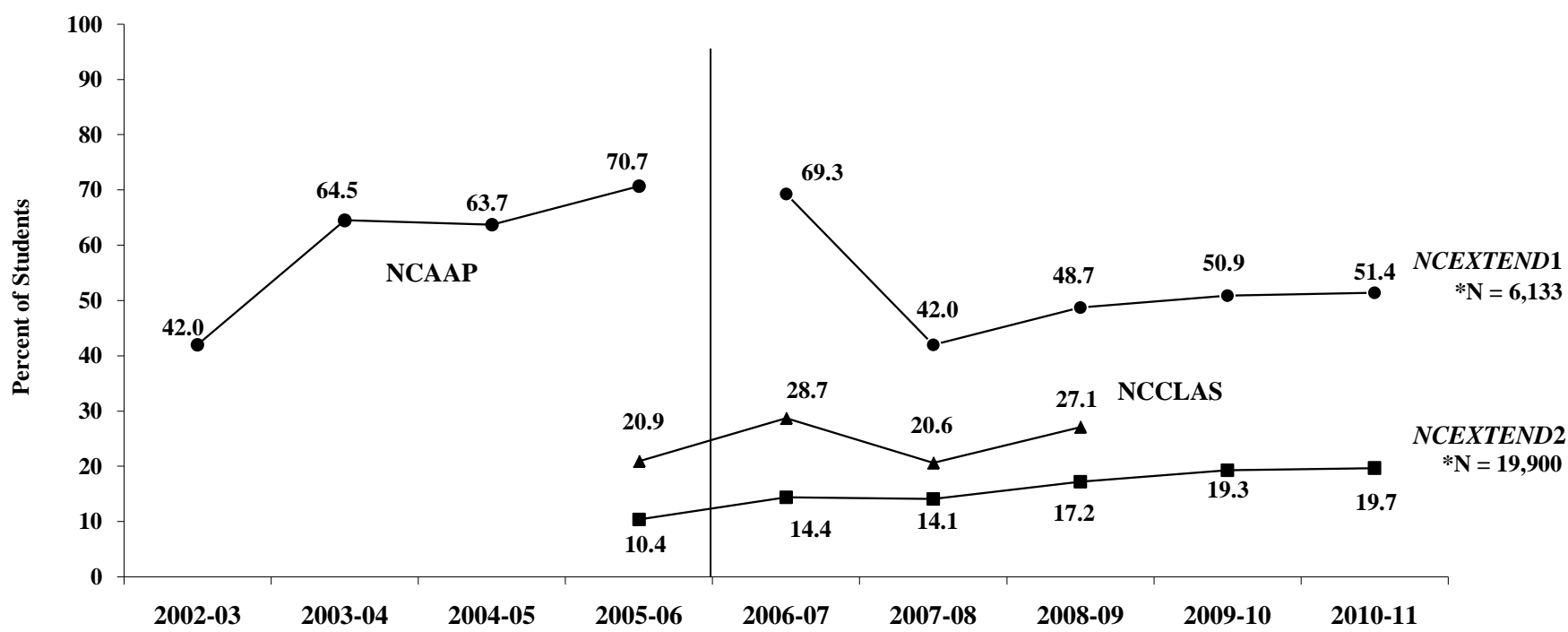
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 1a. 2008-09 to 2010-11 End-of-Grade Test Multiple-Choice Test Results - All Assessments Combined**  
**Statewide Percent of Students At or Above Level III in Both Reading and Mathematics**  
**Grades 3 - 8**



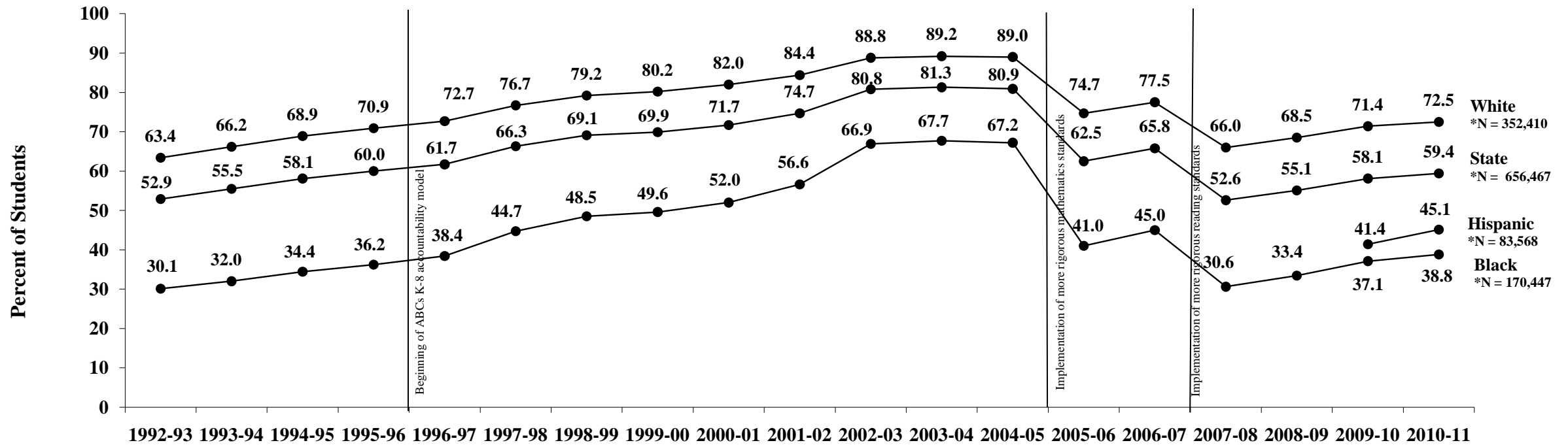
Notes: The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics. End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included starting in 2008-09. NCCLAS and *NCEXTEND2* are assessments operationalized in 2005-06. *NCEXTEND1* and *NCEXTEND2 OCS* are assessments operationalized in 2006-07. NCCLAS was eliminated in 2009-10. Data received by LEAs and charter schools after September 2, 2011 are not included in this figure. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 1b. 2002-03 to 2010-11 End-of-Grade Test Multiple-Choice Test Results (Alternate Assessments)**  
**Statewide Percent of Students At or Above Level III in Both Reading and Mathematics**  
**Grades 3 - 8**



Notes: \*N counts equal the number of students tested in both end-of-grade reading and mathematics for the NCAAP, NCCLAS, *NCEXTEND2*, and *NCEXTEND1* assessments. The bold, vertical line indicates the NCAAP, an assessment for students with severe cognitive disabilities operationalized from 2000-01 to 2005-06, was replaced by the *NCEXTEND1* assessment in 2006-07. NCCLAS and *NCEXTEND2* are assessments operationalized in 2005-06. NCCLAS was eliminated in 2009-10. The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics. End-of-grade retest data are not included in this figure. 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 figure. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 2. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8, for Black, Hispanic, and White Students**



Notes: \*N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

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. In 2007-08 and beyond, the end-of-grade reading scale score range is  $\leq 330$  to  $\geq 370$ .

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. From 2005-06 and beyond, the end-of-grade mathematics scale score range is  $\leq 328$  to  $\geq 386$ .

The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking alternate assessments. End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included.

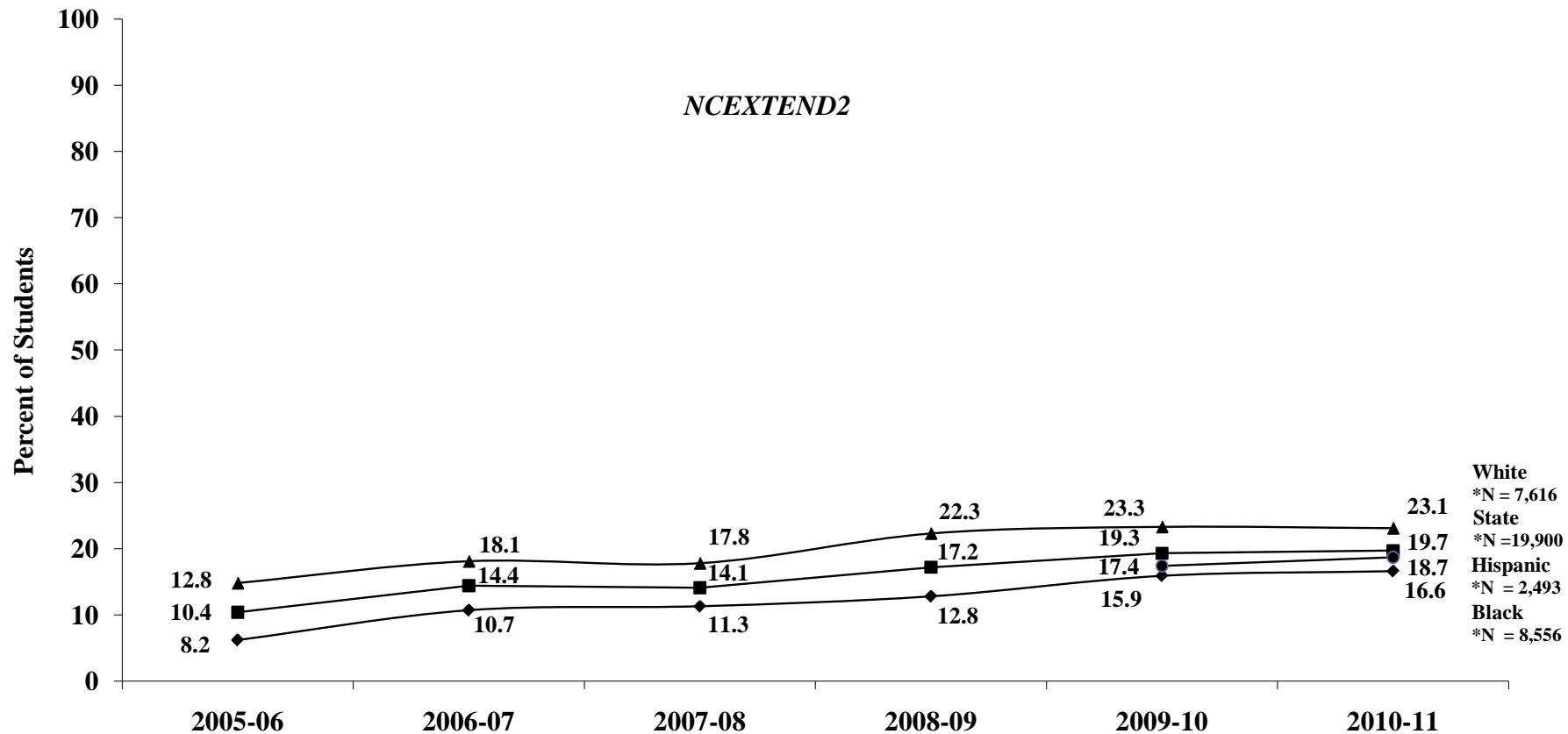
New achievement levels set for mathematics are not equated to previous mathematics achievement levels.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

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

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

**Figure 2a. 2005-06 to 2010-11 End-of-Grade *NCEXTEND2* Assessment Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8, for Black and White Students**



Notes: \*N counts equal the number of students tested in both reading and mathematics for the *NCEXTEND2* assessment operationalized in 2005-06.

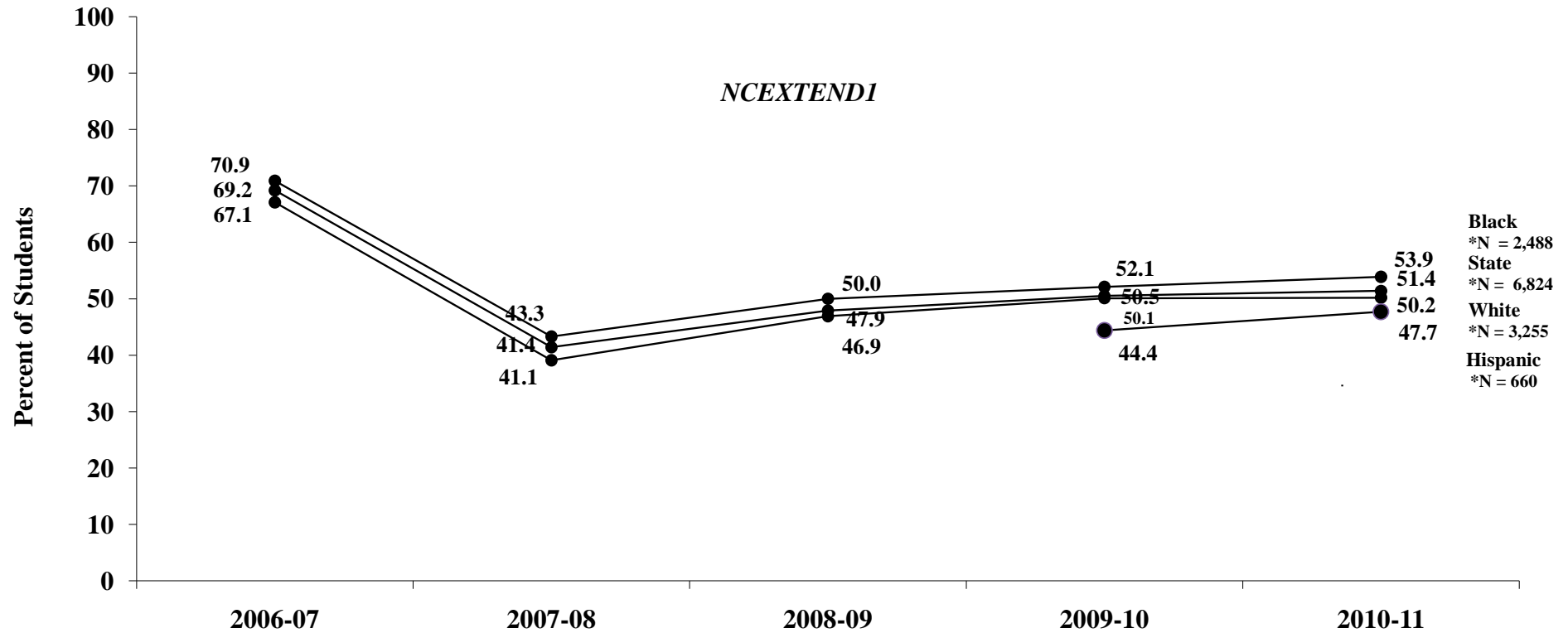
The "Percent of At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics. End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included starting in 2008-09.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

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

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

**Figure 2b. 2006-07 to 2010-11 End-of-Grade *NCEXTENDI* Assessment Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8 and 10, for Black and White Students**



Notes: \*N counts equal the number of students tested in both end-of-grade reading and mathematics for the *NCEXTENDI* assessment.

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

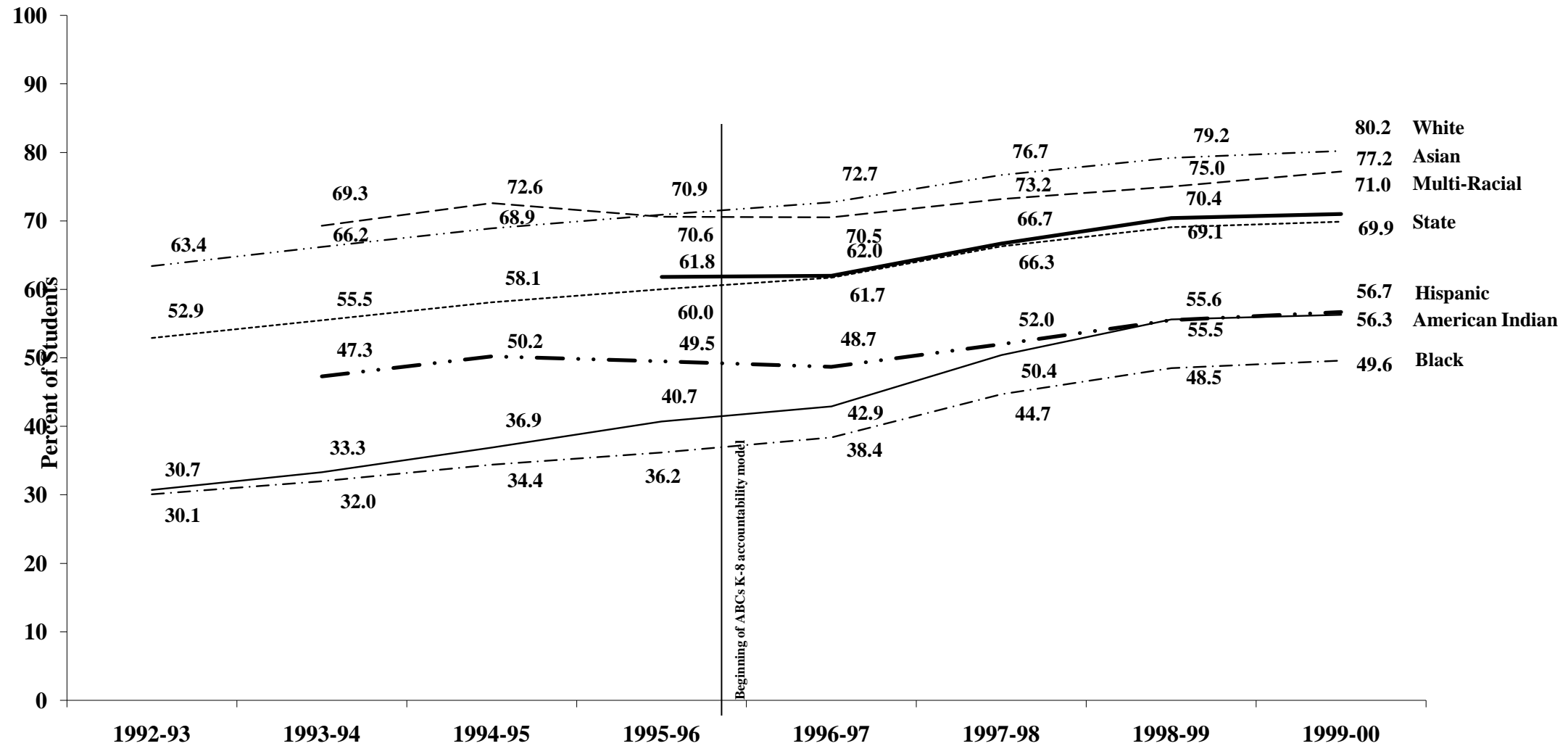
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics. End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included starting in 2008-09.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

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

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

**Figure 2c. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8, for All Ethnicities**



Notes:\*N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114-187.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208.

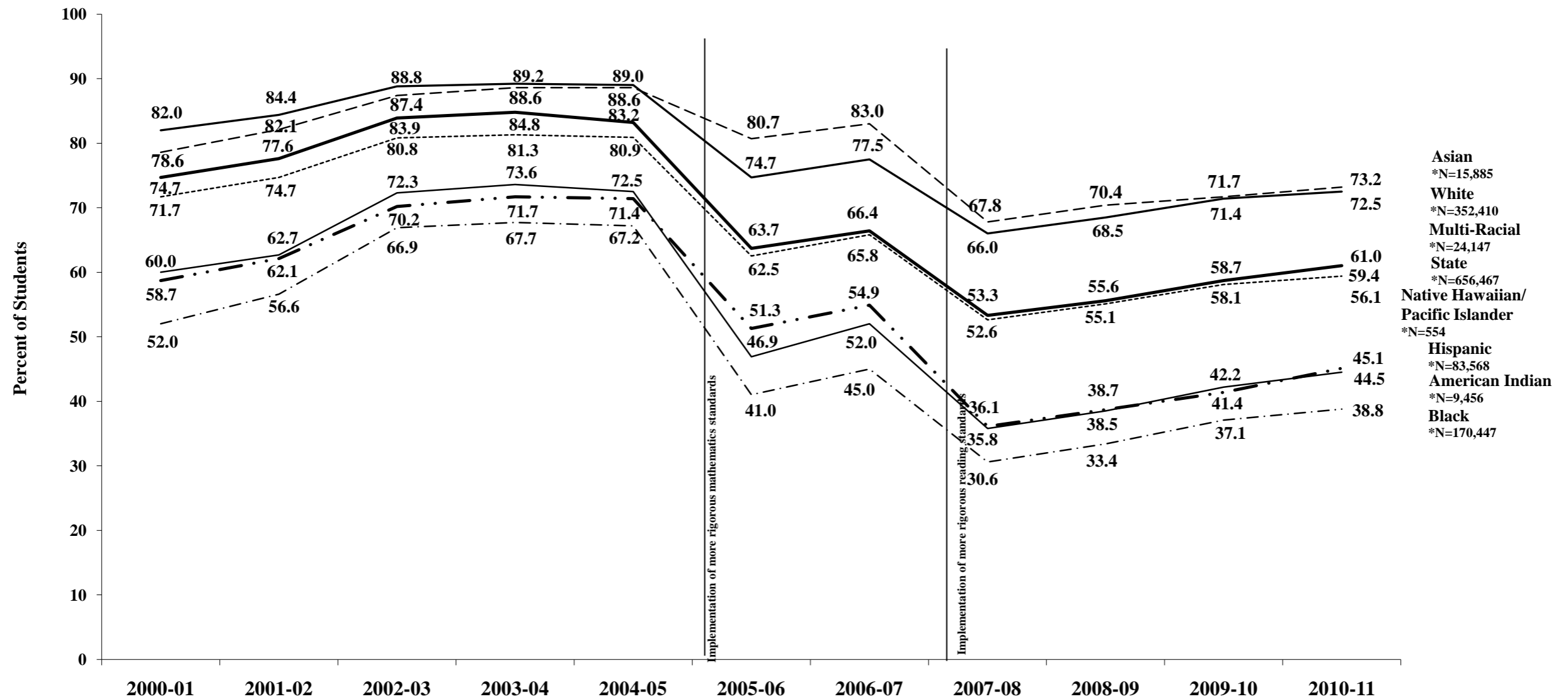
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking alternate assessments.

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

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



**Figure 2c. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8, for All Ethnicities (continued)**



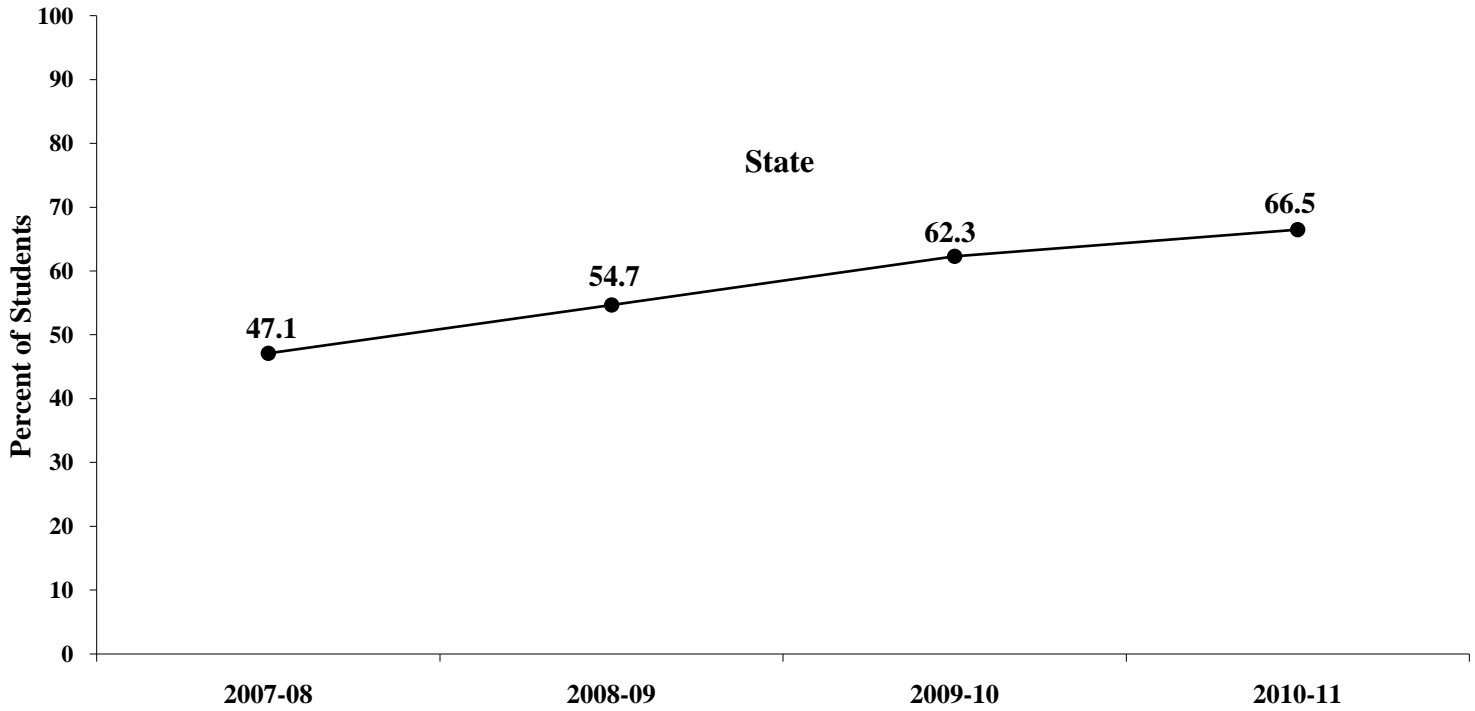
Notes: \*N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

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. From 2007-08 and beyond, the end-of-grade reading scale score range is  $\leq 330$  to  $\geq 379$ . 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. From 2005-06 and beyond, the end-of-grade mathematics scale score range is  $\leq 328$  to  $> 368$ .

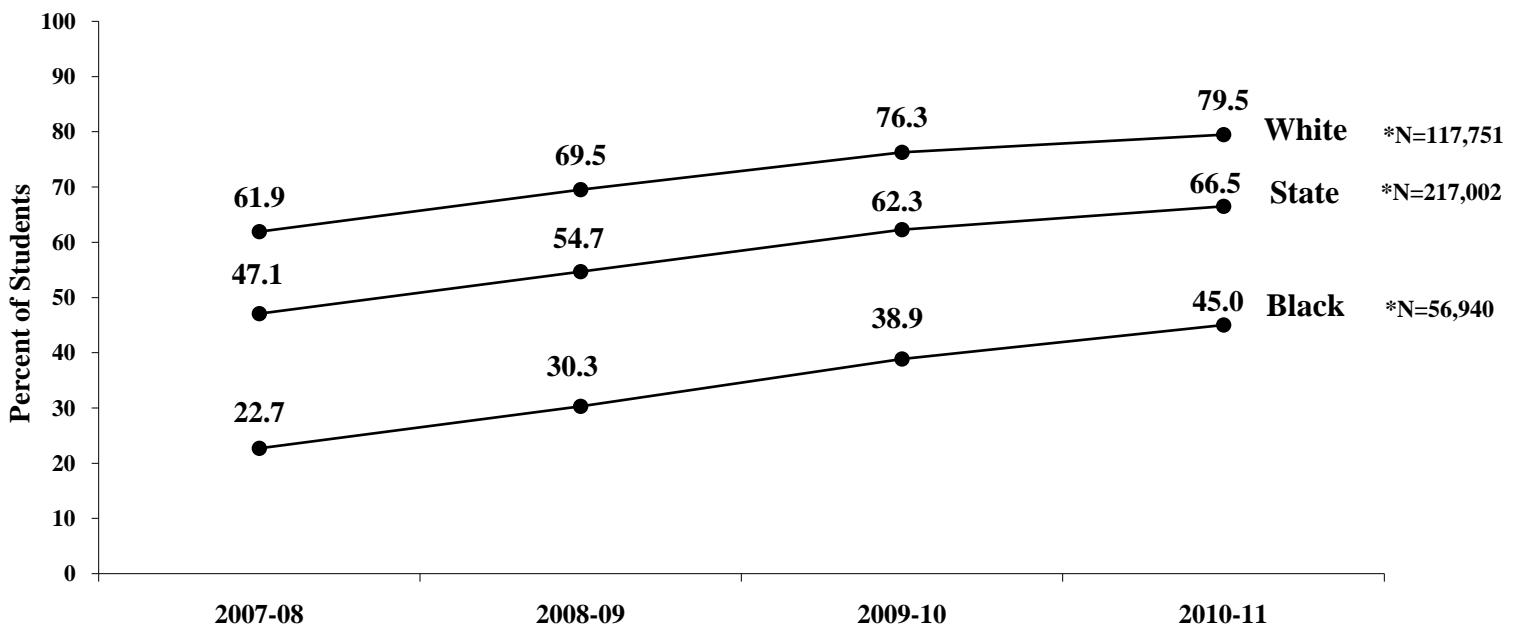
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking alternate assessments. End-of-grade retest data are not included in this figure. 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 figure.

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

**Figure 3. 2007-08 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined**

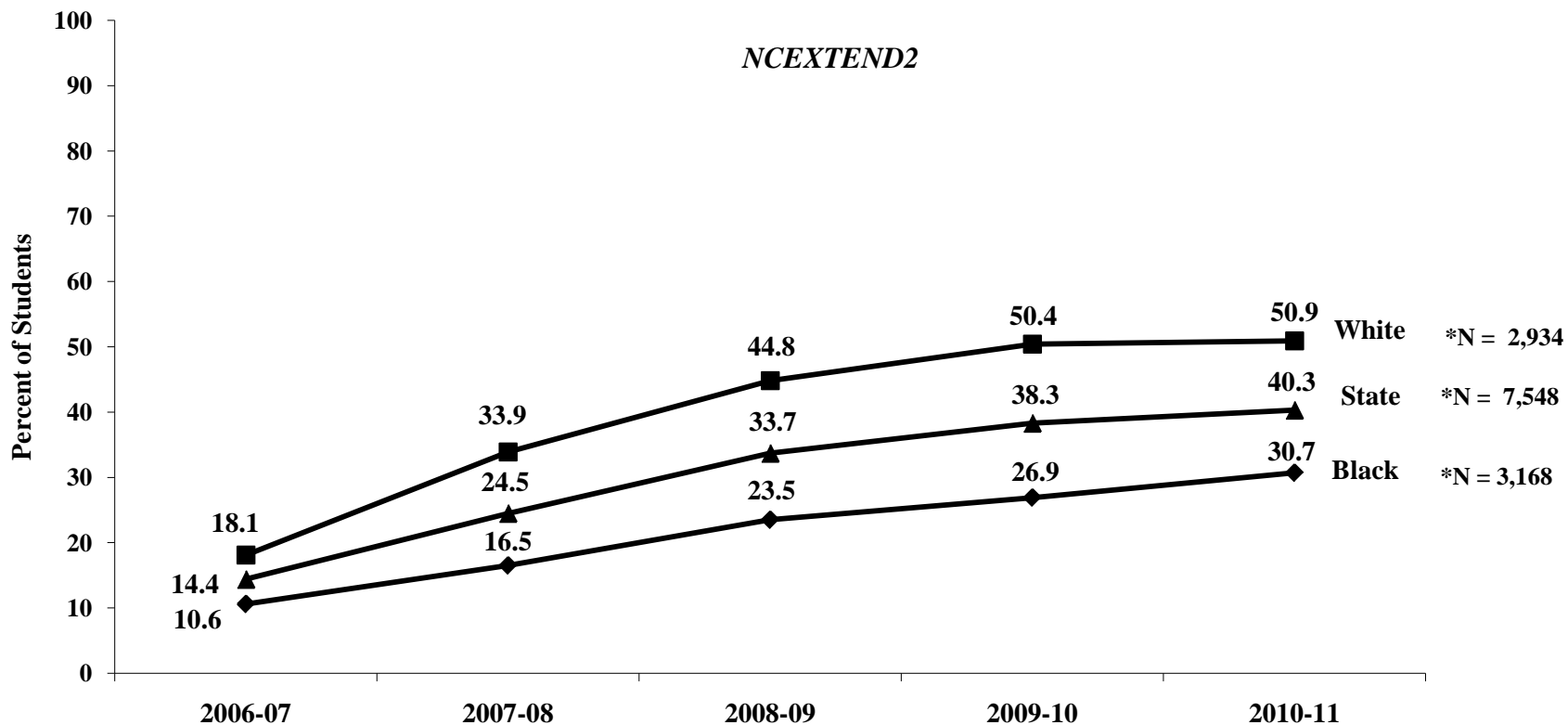


**Figure 4. 2007-08 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined, for Black and White Students**



Notes: \*N counts equal the number of students who participated in the general science test, grades 5 and 8.  
 The inclusion of Black and White ethnic groups in Figure 2 reflects their status as the largest ethnic groups in the state.  
 End-of-grade retest data are not included in these figures. 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 these figures.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 4a. 2006-07 to 2010-11 End-of-Grade *NCEXTEND2* Assessment Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined, for Black and White Students**



Notes: \*N counts equal the number of students tested in science for the *NCEXTEND2* assessment operationalized in 2005-06.

The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.

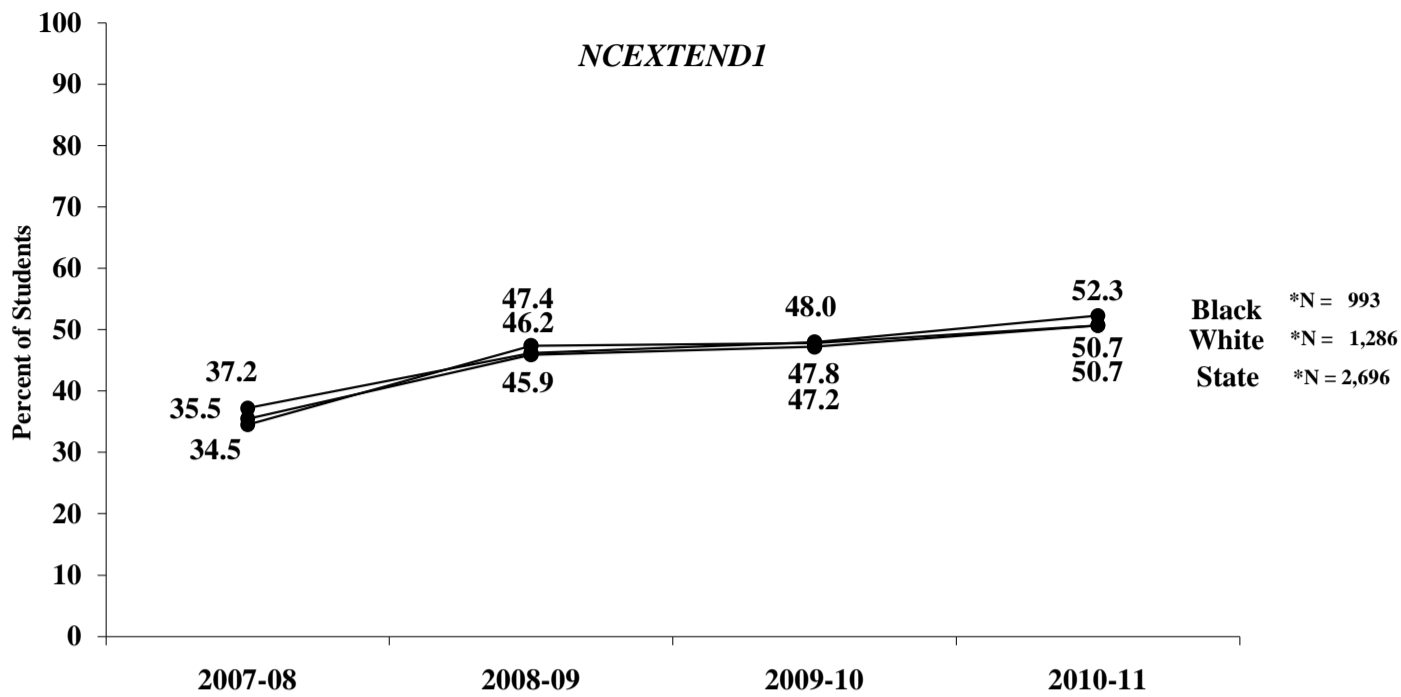
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

End-of-grade retest data are not included in this figure. 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 these figures.

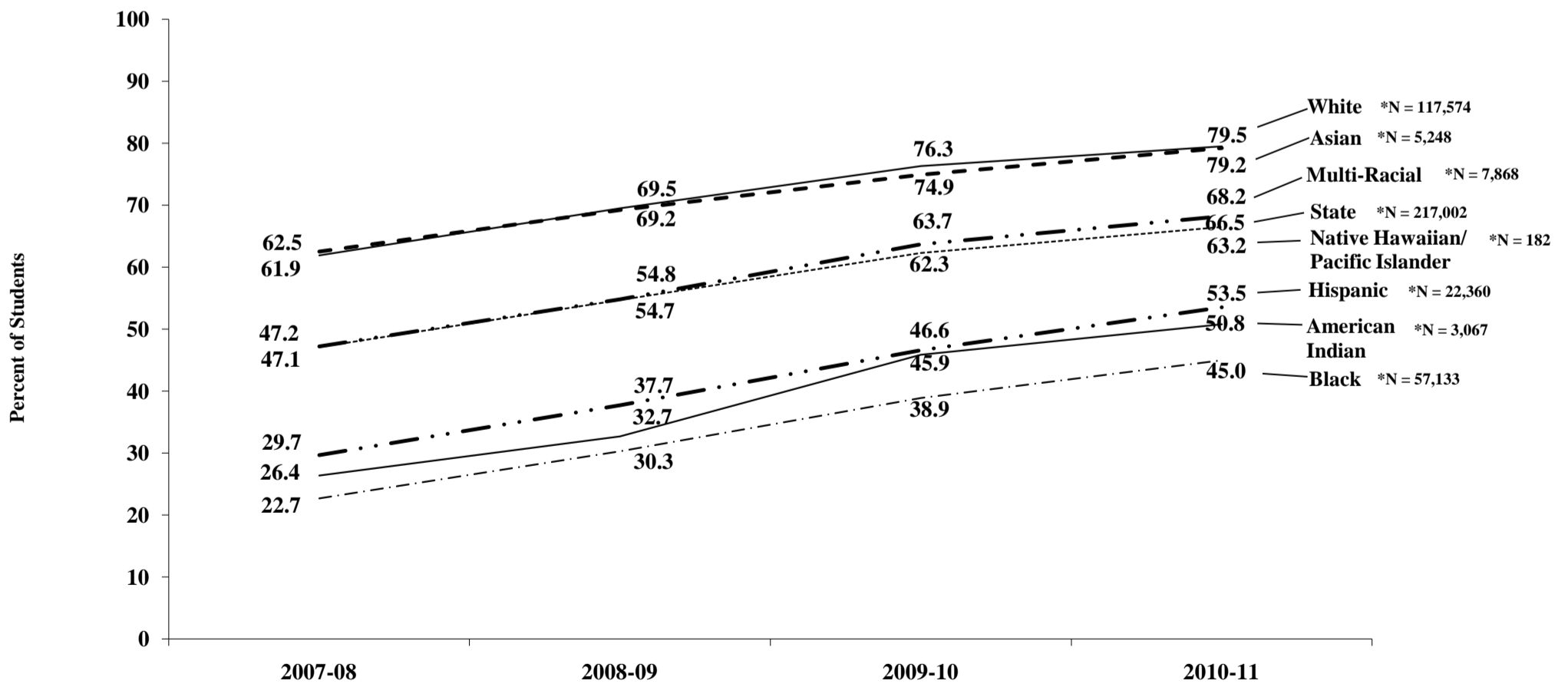
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 4b. 2007-08 to 2010-11 End-of-Grade *NCEXTENDI* Assessment Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined, for Black and White Students**



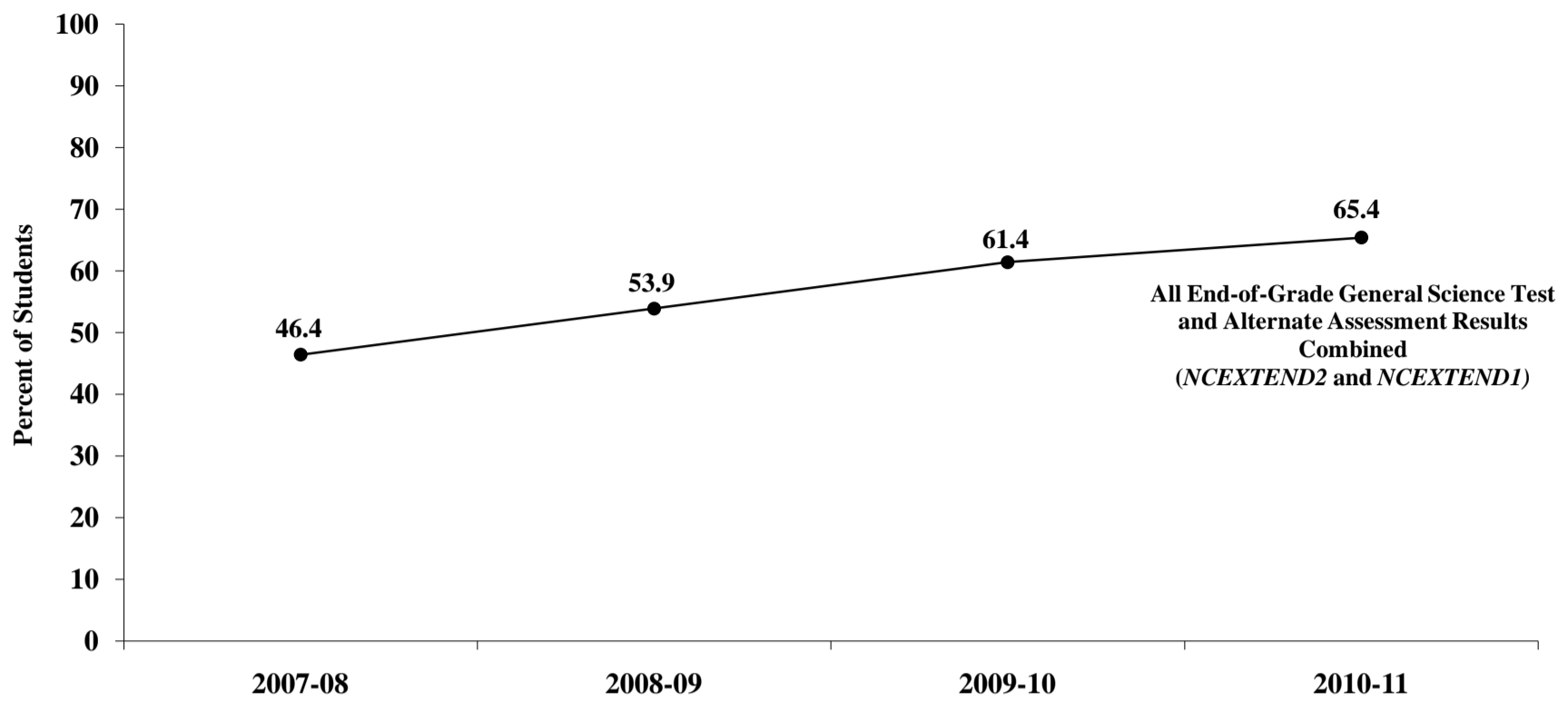
Notes:\*N counts equal the number of students tested in science for the *NCEXTENDI* assessment.  
*NCEXTENDI* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.  
 The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
 The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.  
 End-of-grade retest data are not included in this figure. 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 these figures.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 5. 2007-08 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined, by Ethnicity**



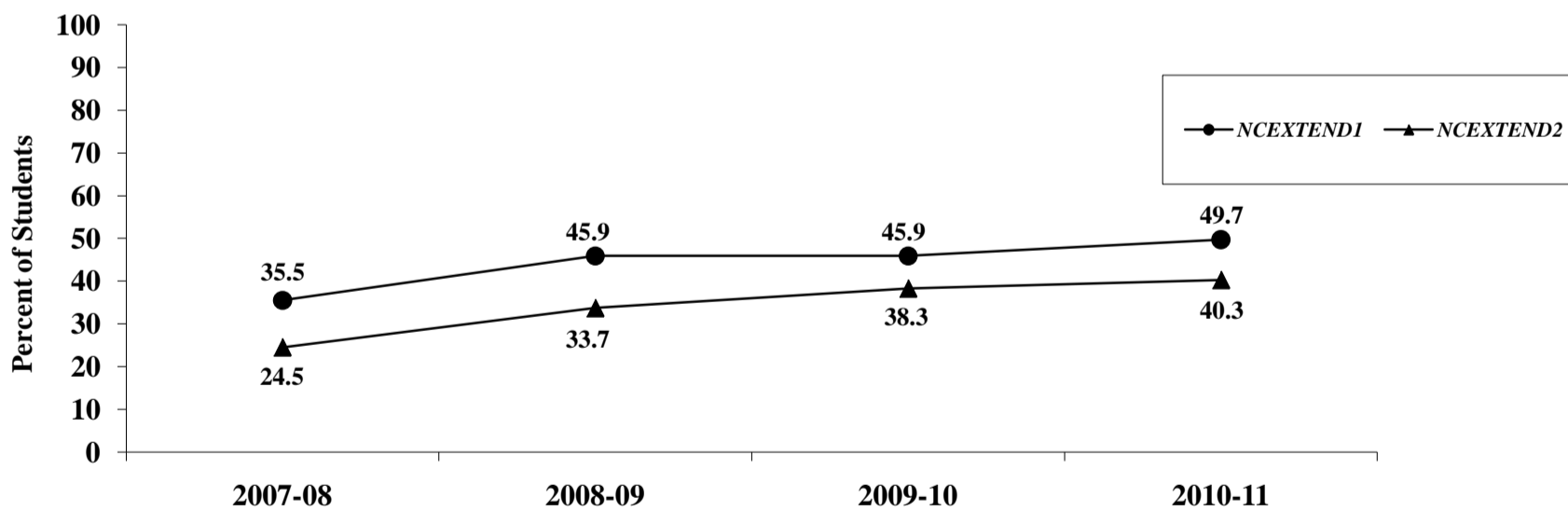
Notes:\*N counts equal the number of students who participated in the general science test.  
 The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
 End-of-grade retest data are not included in this figure. 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 these figures.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 6. 2007-08 to 2010-11 End-of-Grade Test Multiple-Choice Test Results - All Assessments Combined**  
**Statewide Percent of Students At or Above Level III in Science**  
**Grades 5 and 8**



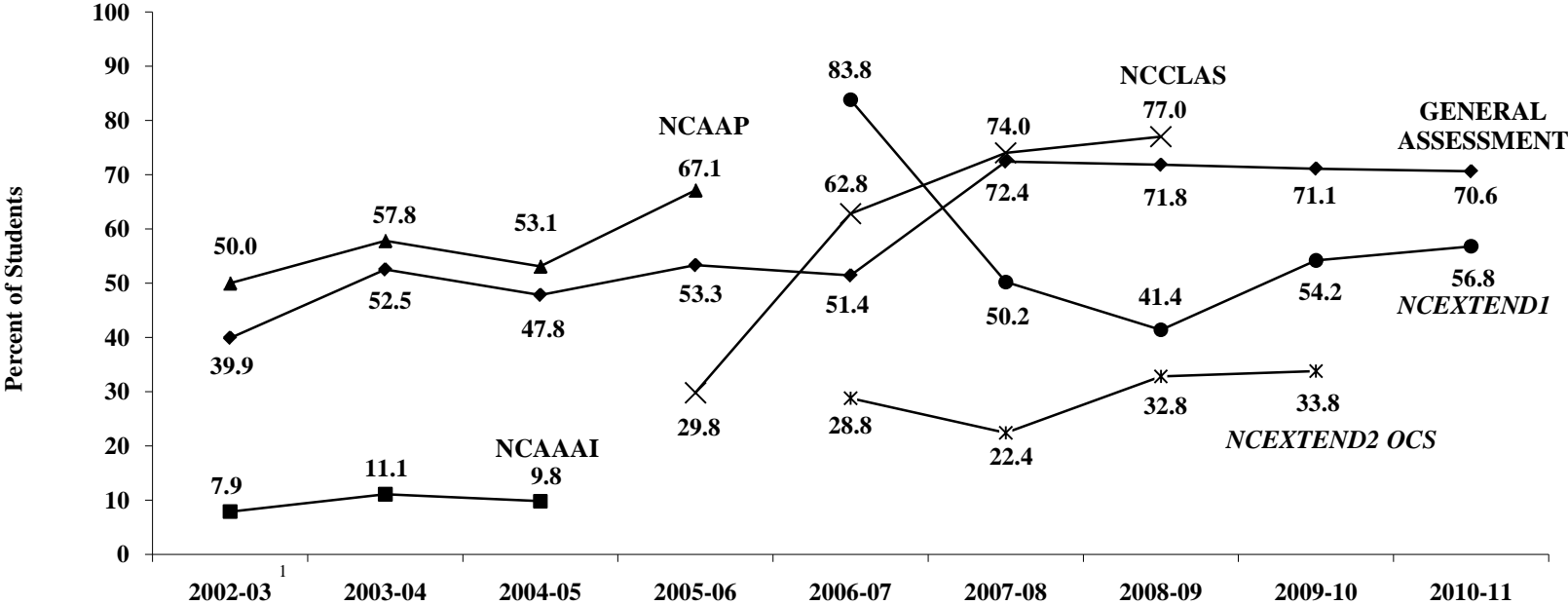
Notes: The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
*NCEXTEND2* is an assessment operationalized in 2005-06. *NCEXTEND1* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.  
 End-of-grade retest data are not included in this figure. See Appendix A for student proficiency with retest scores included.  
 Data received by LEAs and charter schools after September 2, 2011 are not included in this figure.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 6a. 2007-08 to 2010-11 End-of-Grade Alternate Assessment Results**  
**Statewide Percent of Students At or Above Level III in Science**  
**Grades 5 and 8**



Notes: \*N counts equal the number of students tested in science for the *NCEXTEND2* and *NCEXTEND1* assessments.  
 The *NCEXTEND2* assessment was operationalized in 2005-06. The *NCEXTEND1* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.  
 The "Percent of Students At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
 End-of-grade retest data are not included in this figure. 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 these figures.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

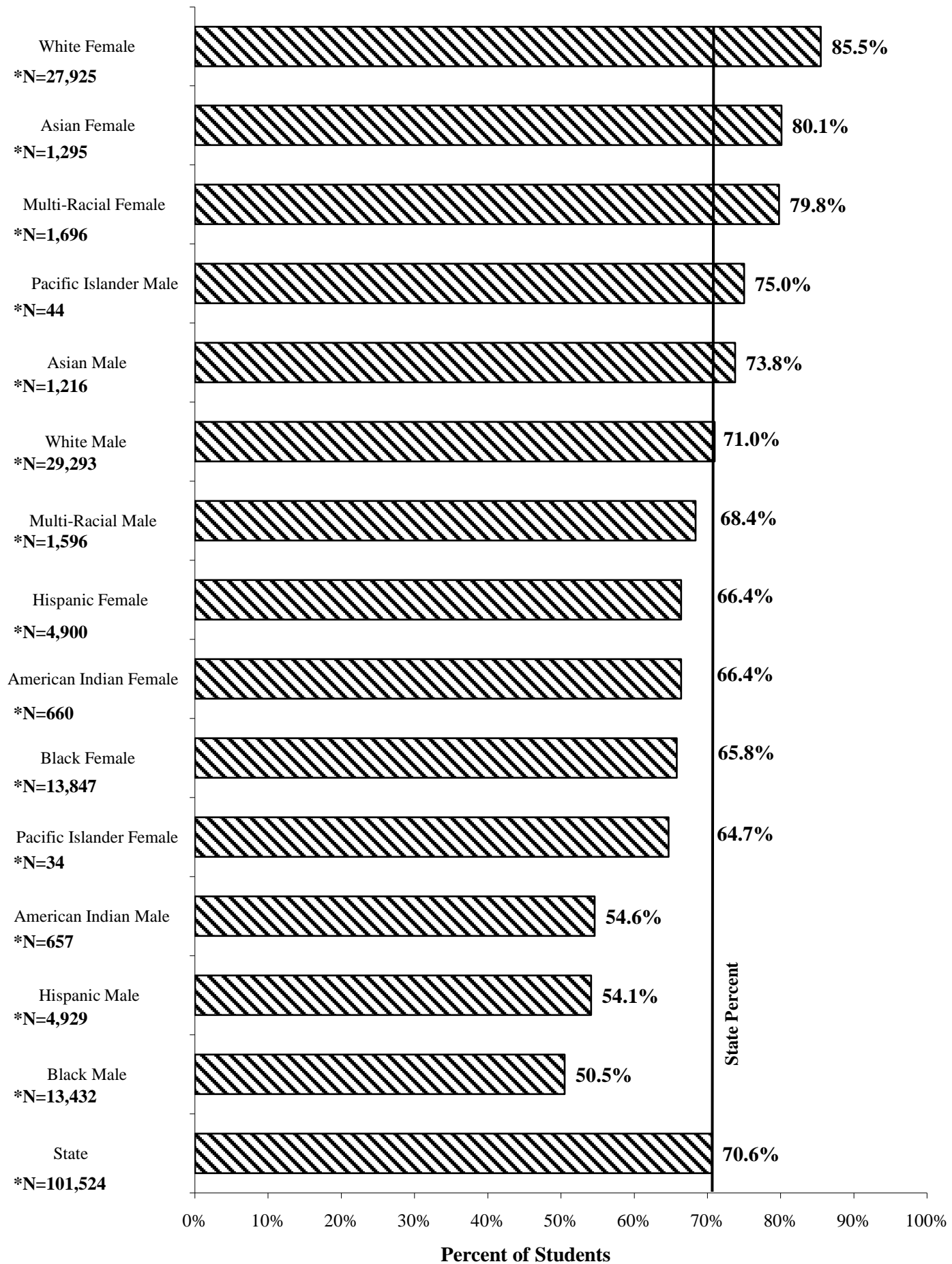
**Figure 7. North Carolina Testing Program  
North Carolina Writing Assessments, 2002-03 to 2010-11,  
Percent of Students Scoring At or Above Level III,  
Grade 10**



14

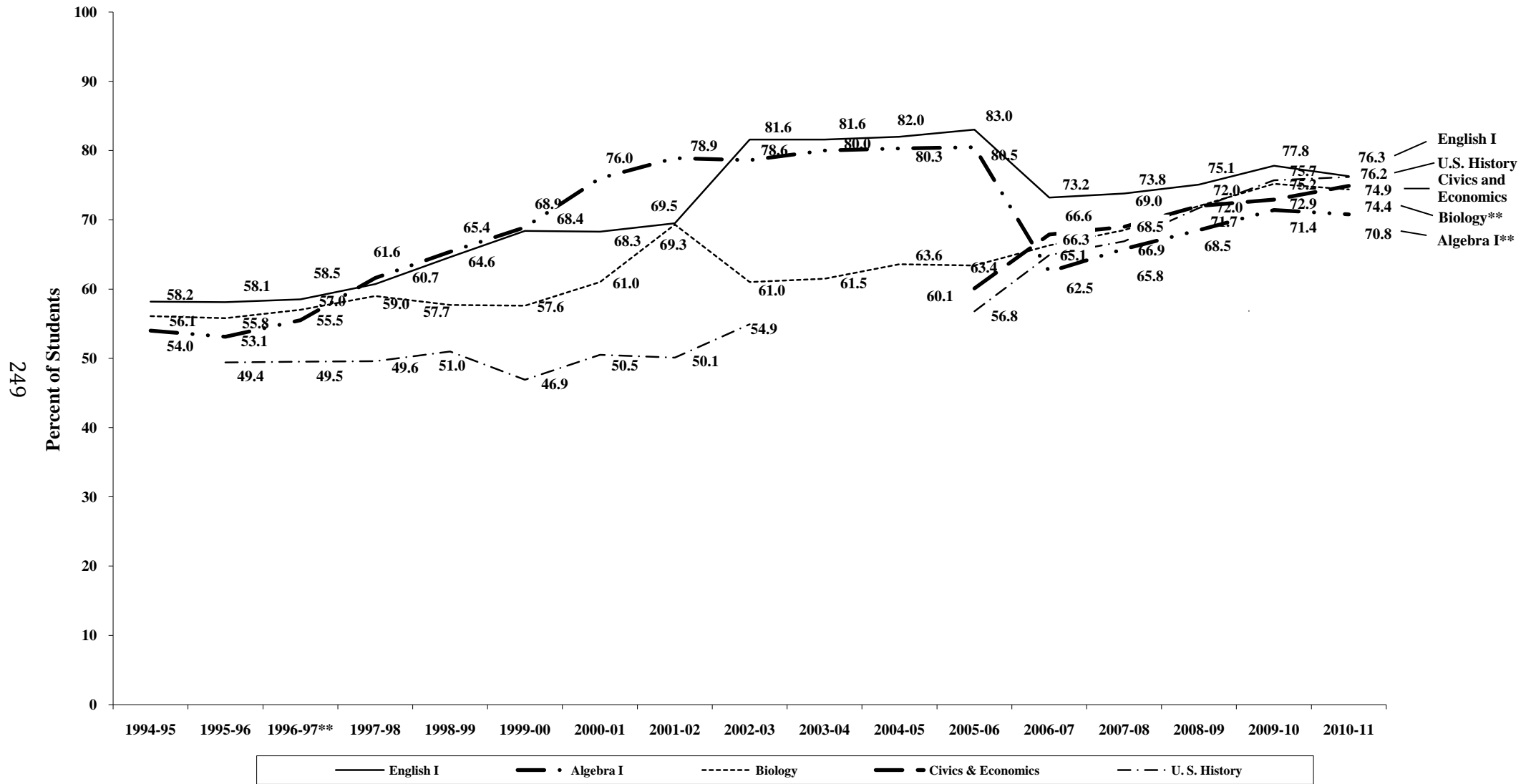
Notes: <sup>1</sup>The writing standard, scale, and scoring model changed effective with the 2002-03 school year.  
 The data from 2002-03 are reported from the pilot test administration.  
 The NCAAAI was discontinued and replaced by NCCLAS in 2005-06. Beginning in the 2009-10 school year, NCCLAS was discontinued.  
 The NCAAP was discontinued and *NCEXTEND2 OCS* and *NCEXTEND1* writing assessments were operationalized in 2006-07.  
 The *NCEXTEND2 OCS* was discontinued in 2010-11  
 Data received from LEAs and charter schools after September 2, 2011 are not included in this figure.  
 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 8. North Carolina Testing Program  
North Carolina General Writing Assessment, 2010-11,  
Percent of Students At or Above Level III,  
Grade 10, by Gender and Ethnicity**



Notes: \*N counts equal the number of students who participated in the North Carolina General Writing Assessment. Data received from LEAs and charter schools after September 2, 2011 are not included in this figure. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 9. 1994-95 to 2010-11 End-of-Course General Test Multiple-Choice Test Results**  
**Statewide Percent of Students At or Above Level III**  
**in Five Core Courses\***



Notes: \*Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99.

\*\*Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Economic, Legal, and Political Systems (ELPS) and U.S. History tests were not administered statewide during the 2003-04 and 2004-05 school years. Civics and Economics is new to the curriculum beginning in 2005-06.

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 figure.

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

**Table 1. 2007-08 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary in Reading and Mathematics  
Grades 3 - 8**

	Reading								Mathematics							
	2007-08		2008-09		2009-10		2010-11		2007-08		2008-09		2009-10		2010-11	
	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,	Number Tested	Percent Students at Achievement Levels III,
	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation
<b>Grade 3</b>	108,942	56.0%	113,744	58.2%	115,038	59.0%	112,720	60.7%	109,429	74.8%	114,251	75.3%	115,611	75.8%	113,239	76.3%
	338.7	11.9	339.4	11.8	339.7	11.6	340.1	11.5	344.9	9.7	345.1	9.7	345.4	9.8	345.7	9.9
<b>Grade 4</b>	105,291	60.9%	109,488	62.3%	111,294	64.9%	112,605	65.4%	105,815	74.5%	110,102	75.6%	112,015	77.8%	113,427	78.8%
	345.3	10.1	345.6	10.2	346.2	9.8	346.4	9.8	350.9	9.3	351.2	9.4	351.9	9.4	352.2	9.4
<b>Grade 5</b>	103,722	57.2%	107,039	60.2%	109,300	62.9%	110,982	64.9%	104,118	71.1%	107,554	73.5%	110,005	75.1%	111,726	76.5%
	350.0	9.4	350.7	9.3	351.0	9.0	351.4	8.9	355.5	9.2	356.1	9.1	356.7	9.2	357.1	9.2
<b>Grade 6</b>	101,722	60.9%	105,153	63.6%	106,877	69.1%	108,841	69.6%	102,005	69.4%	105,422	70.5%	107,354	73.8%	109,461	74.3%
	353.0	9.6	353.5	9.5	354.2	8.9	354.3	8.8	356.6	9.4	356.8	9.3	357.7	9.3	357.8	9.3
<b>Grade 7</b>	102,965	52.5%	103,876	56.1%	105,418	58.6%	107,256	60.5%	103,207	68.6%	104,098	71.3%	105,686	73.5%	107,676	75.1%
	355.7	9.2	356.5	9.0	356.9	8.8	357.4	8.6	359.1	9.5	359.8	9.4	360.3	9.3	360.7	9.3
<b>Grade 8</b>	104,103	55.7%	104,858	58.3%	104,369	62.6%	105,391	63.4%	104,252	69.8%	105,028	72.8%	104,576	77.7%	105,673	78.6%
	358.5	8.8	359.0	8.6	359.8	8.5	360.1	8.3	361.4	8.9	361.9	8.8	363.2	8.5	363.5	8.5

Notes: \*The adjusted achievement level ranges for reading generated in 2002 are used to calculate all reading data since 2002-03. The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate mathematics data for 2001-2005.

\*\*The end-of-grade reading scale score range is  $\leq 330$  to  $\geq 370$ . The end-of-grade mathematics scale score range is  $\leq 328$  to  $\geq 368$ .

End-of-grade retest data are not included in this 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 2. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Reading\***

Grade	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	85,381	61.2%	88,299	60.4%	88,741	63.4%	90,594	64.8%	95,347	65.8%	98,389	71.6%	100,525	73.6%
<b>Std. Dev.</b>	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%	145.7	8.6%	146.4	6.9%
	9.9		10.0		10.1		9.7		9.8		9.7		9.7	
<b>Grade 4</b>	84,811	62.4%	85,311	65.8%	88,151	64.2%	89,115	69.4%	91,865	67.7%	94,109	70.9%	97,911	71.4%
<b>Std. Dev.</b>	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%	149.3	7.9%	149.5	7.4%
	9.6		9.3		9.6		9.3		9.6		9.6		9.4	
<b>Grade 5</b>	85,339	64.1%	85,330	65.4%	86,144	68.2%	89,237	66.5%	90,770	70.8%	91,566	75.2%	94,801	75.8%
<b>Std. Dev.</b>	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%	154.3	6.1%	154.3	5.0%
	9.0		8.9		8.8		8.9		8.9		9.0		8.5	
<b>Grade 6</b>	84,281	62.6%	85,740	65.1%	86,356	65.9%	87,310	67.7%	91,666	67.1%	91,669	70.0%	93,589	72.3%
<b>Std. Dev.</b>	154.0	9.3%	154.5	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%	155.8	7.3%	156.7	5.9%
	9.1		9.1		8.7		9.3		9.9		9.3		9.3	
<b>Grade 7</b>	83,869	63.5%	84,852	64.2%	86,469	68.5%	87,457	66.8%	89,515	67.8%	91,267	71.1%	92,021	76.6%
<b>Std. Dev.</b>	157.0	9.3%	157.3	9.6%	158.1	8.0%	157.9	8.5%	158.2	8.4%	159.0	7.4%	159.9	5.2%
	8.6		8.7		8.6		8.6		9.0		8.8		8.2	
<b>Grade 8</b>	80,837	66.5%	82,915	71.1%	83,795	72.8%	85,997	72.7%	87,315	75.0%	87,903	79.5%	90,330	79.9%
<b>Std. Dev.</b>	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%	161.9	3.4%	162.3	3.2%
	8.9		8.7		8.6		8.5		8.7		8.3		8.4	

Notes: \*Prior to 2002-03, the end-of-grade reading scale score range was 114-187.

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

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

**Table 2. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Reading\* (continued)**

Grade	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV*	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score*	% Students at Achievement Level I*	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	101,064	74.4%	101,652	76.4%	100,105	79.8%	102,241	82.6%	101,282	83.4%	101,660	83.4%
<b>Std. Dev.</b>	146.5	6.2%	147.0	5.7%	147.8	4.2%	247.9	3.9%	248.1	3.7%	248.2	3.3%
	9.5	9.3			8.9		9.1		9.0		8.9	
<b>Grade 4</b>	99,451	72.1%	99,717	74.6%	100,426	77.1%	100,351	83.7%	102,558	83.7%	101,574	83.5%
<b>Std. Dev.</b>	149.8	7.0%	150.3	6.1%	150.8	4.7%	252.4	4.2%	252.3	4.2%	252.4	3.8%
	9.5		9.3		9.0		8.7		8.7		8.7	
<b>Grade 5</b>	98,099	79.1%	99,639	82.7%	100,294	84.5%	103,464	88.7%	102,159	89.5%	103,800	90.1%
<b>Std. Dev.</b>	155.3	4.4%	156.0	3.4%	156.3	2.7%	256.9	1.8%	257.0	1.8%	257.2	1.4%
	8.7		8.2		7.9		8.0		7.9		7.8	
<b>Grade 6</b>	96,489	69.5%	100,079	70.6%	101,617	74.1%	104,678	81.5%	106,250	80.8%	104,615	82.2%
<b>Std. Dev.</b>	156.3	6.9%	156.7	6.0%	157.5	4.1%	258.7	3.8%	258.8	3.8%	259.1	3.0%
	9.8		9.6		9.1		8.5		8.6		8.2	
<b>Grade 7</b>	94,031	76.4%	96,945	75.3%	100,420	76.6%	104,804	85.3%	106,507	85.8%	107,408	86.2%
<b>Std. Dev.</b>	160.2	5.3%	159.9	5.0%	160.1	4.3%	261.2	3.4%	261.3	3.1%	261.3	2.9%
	8.5		8.5		8.3		9.1		9.0		8.9	
<b>Grade 8</b>	90,984	82.5%	93,305	83.3%	96,104	85.2%	101,948	87.7%	105,193	88.6%	106,179	88.9%
<b>Std. Dev.</b>	162.7	2.9%	163.1	2.3%	163.4	1.9%	263.9	2.4%	264.1	2.3%	264.1	1.9%
	8.1		8.1		7.8		9.0		8.9		8.7	

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.

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

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

**Table 2. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Reading\* (continued)**

Grade	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	<u>103,627</u>	<u>84.9%</u>	<u>105,863</u>	<u>83.9%</u>	<u>108,942</u>	<u>56.0%</u>	<u>113,744</u>	<u>58.2%</u>	<u>115,038</u>	<u>59.0%</u>	<u>112,720</u>	<u>60.7%</u>
	248.6	2.7%	248.2	3.1%	338.7	25.0%	339.4	23.1%	339.7	21.6%	340.1	20.7
<b>Std. Dev.</b>	8.8		8.8		11.9		11.8		11.6		11.5	
<b>Grade 4</b>	<u>101,654</u>	<u>85.4%</u>	<u>102,649</u>	<u>87.6%</u>	<u>105,291</u>	<u>60.9%</u>	<u>109,488</u>	<u>62.3%</u>	<u>111,294</u>	<u>64.9%</u>	<u>112,605</u>	<u>65.4%</u>
	253.1	3.5%	253.6	2.7%	345.3	15.6%	345.6	15.2%	346.2	12.5%	346.4	11.9
<b>Std. Dev.</b>	8.6		8.3		10.1		10.2		9.8		9.8	
<b>Grade 5</b>	<u>102,429</u>	<u>90.5%</u>	<u>101,115</u>	<u>91.7%</u>	<u>103,722</u>	<u>57.2%</u>	<u>107,039</u>	<u>60.2%</u>	<u>109,300</u>	<u>62.9%</u>	<u>110,982</u>	<u>64.9%</u>
	257.1	1.3%	257.7	1.2%	350.0	17.2%	350.7	15.1%	351.0	13.5%	351.4	12.3
<b>Std. Dev.</b>	7.8		7.7		9.4		9.3		9.0		8.9	
<b>Grade 6</b>	<u>105,660</u>	<u>83.1%</u>	<u>102,348</u>	<u>84.5%</u>	<u>101,722</u>	<u>60.9%</u>	<u>105,153</u>	<u>63.6%</u>	<u>106,877</u>	<u>69.1%</u>	<u>108,841</u>	<u>69.6%</u>
	259.2	2.8%	259.5	2.4%	353.0	19.8%	353.5	17.9%	354.2	14.5%	354.3	13.8
<b>Std. Dev.</b>	8.1		8.1		9.6		9.5		8.9		8.8	
<b>Grade 7</b>	<u>105,502</u>	<u>88.1%</u>	<u>104,434</u>	<u>88.5%</u>	<u>102,965</u>	<u>52.5%</u>	<u>103,876</u>	<u>56.1%</u>	<u>105,418</u>	<u>58.6%</u>	<u>107,256</u>	<u>60.5%</u>
	261.9	2.3%	262.0	2.1%	355.7	19.8%	356.5	17.0%	356.9	14.9%	357.4	13.0
<b>Std. Dev.</b>	8.6		8.5		9.2		9.0		8.8		8.6	
<b>Grade 8</b>	<u>106,583</u>	<u>88.6%</u>	<u>103,837</u>	<u>89.8%</u>	<u>104,103</u>	<u>55.7%</u>	<u>104,858</u>	<u>58.3%</u>	<u>104,369</u>	<u>62.6%</u>	<u>105,391</u>	<u>63.4%</u>
	263.9	1.7%	264.3	1.3%	358.5	16.7%	359.0	14.7%	359.8	12.3%	360.1	11.1
<b>Std. Dev.</b>	8.6		8.5		8.8		8.6		8.5		8.3	

Notes: \*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  $\leq 330$  to  $\geq 370$ .

End-of-grade retest data are not included in this 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 2a. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Mathematics\***

Grade	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	85,191	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,604	70.2%	98,844	68.2%	101,021	70.0%
<b>Std. Dev.</b>	139.8	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%	142.3	7.0%	142.9	6.3%
	11.3		11.5		11.5		11.4		11.3		11.2		11.1	
<b>Grade 4</b>	84,594	64.1%	85,363	67.1%	88,217	68.5%	89,172	71.5%	92,062	74.6%	94,499	79.3%	98,391	82.7%
<b>Std. Dev.</b>	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%	151.5	4.0%	152.2	2.9%
	10.5		10.7		11.1		10.7		10.8		10.8		10.3	
<b>Grade 5</b>	85,124	59.7%	85,384	63.9%	86,151	66.5%	89,261	70.0%	90,929	73.1%	91,927	78.0%	95,258	82.4%
<b>Std. Dev.</b>	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%	157.4	5.8%	159.2	3.8%
	9.7		10.0		10.3		10.2		10.4		10.1		10.0	
<b>Grade 6</b>	83,873	61.3%	85,849	66.2%	86,337	67.6%	87,320	72.6%	91,718	72.7%	91,802	78.3%	93,824	81.1%
<b>Std. Dev.</b>	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%	163.6	5.0%	164.8	4.3%
	10.1		10.2		10.4		10.6		11.1		10.8		10.9	
<b>Grade 7</b>	83,162	60.0%	84,768	63.2%	86,422	67.1%	87,490	68.5%	89,526	70.8%	91,368	76.9%	92,151	82.5%
<b>Std. Dev.</b>	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%	169.2	5.4%	170.8	3.9%
	10.0		10.4		10.4		10.7		11.4		11.0		10.6	
<b>Grade 8</b>	80,045	61.9%	82,792	61.9%	83,542	67.6%	86,006	67.7%	87,383	68.9%	87,978	76.3%	90,396	77.6%
<b>Std. Dev.</b>	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%	173.7	5.4%	174.1	5.4%
	10.6		11.0		11.1		11.3		11.8		11.6		12.0	

Notes: \*Prior to 2000-01, the end-of-grade mathematics scale score range was 98-208.

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

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

**Table 2a. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Mathematics\* (continued)**

Grade	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score*	% Students at Achievement Level I	Mean Scale Score*	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	101,572	71.8%	102,160	73.6%	100,748	77.3%	102,672	88.9%	101,575	89.0%	102,015	86.1%
<b>Std. Dev.</b>	143.5	5.6%	250.6	4.2%	251.4	3.2%	253.3	1.1%	253.4	1.1%	253.1	1.5%
	11.1		7.7		7.7		6.3		6.3		7.0	
<b>Grade 4</b>	99,990	84.4%	100,392	86.8%	101,120	88.9%	100,750	94.7%	102,902	94.6%	101,988	92.9%
<b>Std. Dev.</b>	152.9	2.1%	255.8	1.2%	256.5	0.9%	259.1	0.7%	259.2	0.8%	258.6	0.7%
	10.1		8.3		8.4		7.5		7.6		8.0	
<b>Grade 5</b>	98,558	82.9%	100,226	86.7%	101,125	88.4%	103,899	92.6%	102,506	93.4%	104,189	90.9%
<b>Std. Dev.</b>	159.5	3.8%	260.0	2.2%	260.8	1.7%	262.3	1.1%	262.7	1.0%	262.0	1.3%
	10.1		9.6		9.7		8.9		8.8		9.6	
<b>Grade 6</b>	96,708	81.0%	100,367	82.9%	102,060	86.4%	104,852	90.0%	106,475	90.0%	104,796	90.2%
<b>Std. Dev.</b>	165.1	4.1%	263.2	3.3%	264.5	2.2%	265.8	1.7%	266.0	1.7%	266.1	1.7%
	11.2		9.9		9.9		9.3		9.5		9.6	
<b>Grade 7</b>	94,124	80.7%	97,114	81.2%	100,674	83.3%	105,002	83.8%	106,690	84.9%	107,581	85.2%
<b>Std. Dev.</b>	171.0	4.5%	267.1	3.2%	268.0	2.7%	268.3	2.9%	268.6	2.7%	268.8	2.3%
	11.5		10.6		10.9		11.0		11.0		11.0	
<b>Grade 8</b>	91,053	80.6%	93,408	79.5%	96,325	82.3%	102,034	84.2%	105,312	85.0%	106,290	84.8%
<b>Std. Dev.</b>	175.3	4.8%	270.0	5.3%	271.2	4.2%	271.7	4.5%	272.1	4.2%	272.1	4.0%
	11.9		11.0		11.1		10.8		10.8		10.9	

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.

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

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

**Table 2a. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Performance Summary, by Grade in  
Mathematics\* (continued)**

Grade	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	104,205	68.8%	106,393	72.2%	109,429	74.8%	114,251	75.3%	115,611	75.8%	113,239	76.3%
<b>Std. Dev.</b>	343.2	7.5%	344.1	6.6%	344.9	5.7%	345.1	5.4%	345.4	5.3%	345.7	5.3
	9.7		9.7		9.7		9.7		9.8		9.9	
<b>Grade 4</b>	102,306	65.9%	103,141	69.0%	105,815	74.5%	110,102	75.6%	112,015	77.8%	113,427	78.8%
<b>Std. Dev.</b>	348.9	8.4%	349.6	8.0%	350.9	5.8%	351.2	5.7%	351.9	5.5%	352.2	5.1
	9.5		9.6		9.3		9.4		9.4		9.4	
<b>Grade 5</b>	103,067	63.9%	101,640	68.0%	104,118	71.1%	107,554	73.5%	110,005	75.1%	111,726	76.5%
<b>Std. Dev.</b>	353.7	8.3%	354.7	7.0%	355.5	5.9%	356.1	<=5.0%	356.7	<=5%	357.1	<=5%
	9.2		9.2		9.2		9.1		9.2		9.2	
<b>Grade 6</b>	106,036	62.5%	102,735	65.7%	102,005	69.4%	105,422	70.5%	107,354	73.8%	109,461	74.3%
<b>Std. Dev.</b>	354.9	9.2%	355.6	7.9%	356.6	6.0%	356.8	5.5%	357.7	<=5%	357.8	<=5%
	9.7		9.5		9.4		9.3		9.3		9.3	
<b>Grade 7</b>	105,764	62.4%	104,677	64.6%	103,207	68.6%	104,098	71.3%	105,686	73.5%	107,676	75.1%
<b>Std. Dev.</b>	357.8	11.1%	358.3	10.9%	359.1	8.9%	359.8	7.6%	360.3	6.7%	360.7	6.2
	9.6		9.7		9.5		9.4		9.3		9.3	
<b>Grade 8</b>	106,866	61.3%	103,988	66.3%	104,252	69.8%	105,028	72.8%	104,576	77.7%	105,673	78.6%
<b>Std. Dev.</b>	359.2	13.9%	360.5	10.6%	361.4	8.7%	361.9	7.3%	363.2	5.0%	363.5	<=5%
	9.2		9.1		8.9		8.8		8.5		8.5	

Notes: \*The end-of-grade mathematics scale score range is  $\leq 328$  to  $\geq 368$  and this range is used to calculate all end-of-grade mathematics data since 2005-06.

End-of-grade retest data are not included in this 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 3. 2007-08 to 2010-11 End-of-Grade Statewide Performance Summary  
Science, Grades 5 and 8**

Grade	2007-08		2008-09		2009-10		2010-11	
	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV	Number Tested	% Students at Achievement Levels III, IV
	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I	Mean Scale Score	% Students at Achievement Level I
<b>Grade 3</b>	103,642	41.1%	107,376	50.2%	109,714	59.4%	111,466	65.2%
<b>Std. Dev.</b>	150.1 9.5	32.5%	152.3 9.3	24.2%	154.3 9.3	17.1%	155.6 9.2	14.0%
<b>Grade 8</b>	103,469	53.1%	104,909	59.2%	104,454	65.2%	105,536	67.8%
<b>Std. Dev.</b>	150.2 9.3	22.4%	151.5 9.1	17.8%	153.0 9.2	14.7%	153.6 9.0	12.6%

Notes: <sup>1</sup>The end-of-grade general test in science scale score range at grade 5 is  $\leq 145$  to  $\geq 161$  and  $\leq 142$  to  $\geq 158$  at grade 8.  
 End-of-grade retest data are not included in this 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. 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 <sup>1</sup>	—	—	—	—	—
2002-03 <sup>2</sup>	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: <sup>1</sup>The North Carolina Writing Assessment was not administered in grade 10 during the 2001-02 school year.

<sup>2</sup>The 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 4a. 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>Number At Level II</u>	<u>Number At Level III</u>	<u>Number At Level IV</u>
		<u>Percent At Level I</u>	<u>Percent At Level II</u>	<u>Percent At Level III</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: <sup>1</sup>The North Carolina Writing Assessment was not administered in grade 10 during the 2001-02 school year.

<sup>2</sup>The 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 5. 1985-86 to 2010-11 End-of-Course General Test Multiple-Choice Results, Statewide Performance Summary**

	<u>1985-86</u>		<u>1986-87</u>		<u>1987-88</u>		<u>1988-89</u>		<u>1989-90</u>	
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>
	Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>	
<u>Algebra I</u> 1985-86	<u>63,330</u> 37.7	<u>67.8%</u>	<u>61,003</u> 39.2	<u>69.1%</u>	<u>59,723</u> 39.2	<u>70.5%</u>	<u>60,183</u> 39.8	<u>73.2%</u>	<u>59,085</u> 40.6	<u>72.3%</u>
<u>Algebra II</u> 1986-87	Field Test		<u>36,633</u> 37.7	<u>39.6%</u>	<u>36,414</u> 36.2	<u>39.0%</u>	<u>35,132</u> 37.6	<u>39.8%</u>	<u>35,310</u> 37.4	<u>41.7%</u>
<u>Biology</u> 1986-87	Field Test		<u>82,646</u> 38.0	<u>88.5%</u>	<u>77,154</u> 39.0	<u>87.5%</u>	<u>72,898</u> 39.2	<u>86.0%</u>	<u>72,329</u> 40.4	<u>87.9%</u>
<u>Chemistry</u> 1988-89	Field Test						<u>33,352</u> 37.5	<u>37.8%</u>	<u>32,801</u> 38.5	<u>38.7%</u>
<u>ELPS</u> 1990-91	Field Test									<u>Field Test</u>
<u>English I</u> 1989-90	Field Test								<u>73,768</u> 64.3	<u>90.3%</u>
<u>Geometry</u> 1988-89	Field Test						<u>43,325</u> 37.5	<u>51.1%</u>	<u>43,654</u> 38.4	<u>53.1%</u>
<u>Physical Science</u> 1990-91	Field Test									<u>Field Test</u>
<u>Physics</u> 1989-90	Field Test								<u>10,166</u> 38.3	<u>11.5%</u>
<u>U.S. History</u> 1987-88	Field Test				<u>72,824</u> 39.9	<u>78.0%</u>	<u>66,862</u> 42.0	<u>75.8%</u>	<u>64,519</u> 42.2	<u>76.2%</u>

Notes: <sup>1</sup>"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

<sup>2</sup>Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

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

**Table 5. 1985-86 to 2010-11 End-of-Course General Test Multiple-Choice Results, Statewide Performance Summary (continued)**

	<u>1990-91</u>		<u>1991-92</u>		<u>1992-93</u>		<u>1993-94</u>		<u>1994-95</u>	
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>
	Average Core Score <sup>2</sup>		Average Core Score <sup>3</sup>		Average Core Score <sup>3</sup>		Standard Deviation		Average Core Score <sup>3</sup>	
<b>Algebra I<sup>2</sup></b>	<u>60,988</u>	<u>77.7%</u>	<u>66,424</u>	<u>81.2%</u>	<u>70,114</u>	<u>86.4%</u>	<u>69,162</u>	<u>N/A</u>	<u>80,370</u>	<u>94.0%</u>
<b>1985-86</b>	41.1		40.4		39.9	9.6	55.1	9.1	54.7	9.3
<b>Algebra II</b>	<u>35,828</u>	<u>43.6%</u>	<u>37,221</u>	<u>45.5%</u>	<u>38,909</u>	<u>49.6%</u>	<u>42,497</u>	<u>51.9%</u>	<u>44,928</u>	<u>55.3%</u>
<b>1986-87</b>	38.8		38.2		38.8		37.6		38.3	
<b>Biology<sup>2</sup></b>	<u>71,665</u>	<u>87.7%</u>	<u>71,832</u>	<u>91.5%</u>	<u>75,748</u>	<u>92.6%</u>	<u>74,840</u>	<u>92.2%</u>	<u>62,480</u>	<u>N/A</u>
<b>1986-87</b>	41.1		41.5		40.0	11.1	39.9	10.6	55.5	8.7
<b>Chemistry</b>	<u>33,518</u>	<u>40.8%</u>	<u>34,682</u>	<u>42.4%</u>	<u>35,738</u>	<u>45.1%</u>	<u>38,462</u>	<u>47.0%</u>	<u>39,289</u>	<u>48.4%</u>
<b>1988-89</b>	40.1		39.3		40.1		39.1		40.6	
<b>ELPS</b>	<u>76,593</u>	<u>97.6%</u>	<u>79,313</u>	<u>96.9%</u>	<u>79,070</u>	<u>97.4%</u>	<u>81,290</u>	<u>97.0%</u>	<u>83,597</u>	<u>97.8%</u>
<b>1990-91</b>	41.7		42.8		43.7	11.5	43.4	11.3	44.0	11.7
<b>English I<sup>2</sup></b>	<u>72,023</u>	<u>91.8%</u>	<u>75,381</u>	<u>92.1%</u>	<u>76,183</u>	<u>93.8%</u>	<u>81,685</u>	<u>97.5%</u>	<u>67,748</u>	<u>N/A</u>
<b>1989-90</b>	66.2		67.0		66.7	18.0	66.4	17.7	53.1	8.9
<b>Geometry</b>	<u>44,352</u>	<u>54.2%</u>	<u>46,623</u>	<u>59.4%</u>	<u>49,494</u>	<u>60.1%</u>	<u>53,932</u>	<u>66.4%</u>	<u>55,657</u>	<u>66.4%</u>
<b>1988-89</b>	38.8		39.1		38.8		38.6		38.6	
<b>Physical Science</b>	<u>63,962</u>	<u>81.5%</u>	<u>66,137</u>	<u>80.0%</u>	<u>63,036</u>	<u>77.6%</u>	<u>65,777</u>	<u>78.5%</u>	<u>66,106</u>	<u>77.3%</u>
<b>1990-91</b>	39.9		41.1		41.3		40.2		42.9	
<b>Physics</b>	<u>9,711</u>	<u>11.5%</u>	<u>10,075</u>	<u>12.2%</u>	<u>10,754</u>	<u>13.2%</u>	<u>10,803</u>	<u>13.8%</u>	<u>10,935</u>	<u>13.4%</u>
<b>1989-90</b>	39.4		39.4		39.5		39.7		40.2	
<b>U.S. History<sup>2</sup></b>	<u>65,767</u>	<u>80.0%</u>	<u>65,329</u>	<u>79.9%</u>	<u>63,034</u>	<u>80.0%</u>	<u>65,872</u>	<u>80.5%</u>	<u>53,160</u>	<u>N/A</u>
<b>1987-88</b>	40.1		42.2		42.3	9.7	40.4	10.5	56.2	8.3

Notes: <sup>1</sup>"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

<sup>2</sup>The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95, are the mean scale scores.

<sup>3</sup>Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1st to June 30th accountability year. Algebra I was first scaled in 1993-94; U.S. History, English I, Biology in 1994-95; Physical Science in 1995-96; and ELPS in 1996-97. Bold vertical lines between years indicate the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

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

**Table 5. 1985-86 to 2010-11 End-of-Course General Test Multiple-Choice Results, Statewide Performance Summary (continued)**

	<u>1995-96</u>		<u>1996-97</u>		<u>1997-98</u>		<u>1998-99</u>		<u>1999-00</u>	
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Core Score <sup>3</sup>	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
<u>Algebra I</u> 1985-86	<u>82,635</u> 55.0	<u>96.6%</u> 9.7	<u>83,777</u> 55.6	<u>95.0%</u> 9.7	<u>83,124</u> 57.0	<u>95.8%</u> 9.7	<u>87,404</u> 58.0	<u>65.4%</u> 9.6	<u>90,109</u> 59.5	<u>68.9%</u> 10.5
<u>Algebra II</u> 1986-87							<u>48,956</u> 60.0	<u>59.0%</u> 10.9	<u>52,451</u> 61.1	<u>62.7%</u> 11.0
<u>Biology</u> 1986-87	<u>77,420</u> 55.5	<u>90.5%</u> 8.7	<u>78,725</u> 55.9	<u>92.0%</u> 8.9	<u>78,804</u> 56.2	<u>91.8%</u> 8.8	<u>76,872</u> 56.0	<u>57.7%</u> 8.5	<u>80,549</u> 56.1	<u>57.6%</u> 8.5
<u>Chemistry</u> 1988-89							<u>41,261</u> 57.8	<u>60.5%</u> 8.8	<u>42,605</u> 58.1	<u>62.0%</u> 8.7
<u>ELPS</u> 1990-91	<u>82,577</u> 43.4	<u>96.5%</u> 11.9	<u>82,611</u> 53.8	<u>93.4%</u> 9.3	<u>77,348</u> 54.8	<u>89.5%</u> 9.1	<u>77,740</u> 55.0	<u>67.4%</u> 9.0	<u>78,992</u> 55.1	<u>67.3%</u> 8.9
<u>English I</u> 1989-90	<u>85,411</u> 53.1	<u>99.8%</u> 8.9	<u>89,500</u> 53.2	<u>100.0%</u> 8.9	<u>88,307</u> 53.6	<u>100.0%</u> 8.8	<u>89,679</u> 54.5	<u>64.6%</u> 8.7	<u>93,434</u> 55.4	<u>68.4%</u> 8.6
<u>Geometry</u> 1988-89							<u>60,764</u> 58.4	<u>58.4%</u> 9.9	<u>64,572</u> 59.1	<u>60.0%</u> 10.0
<u>Physical Science</u> 1990-91							<u>67,397</u> 54.5	<u>55.7%</u> 9.0	<u>67,066</u> 54.9	<u>57.1%</u> 8.7
<u>Physics</u> 1989-90							<u>11,221</u> 56.8	<u>72.0%</u> 9.2	<u>11,429</u> 57.1	<u>72.9%</u> 9.0
<u>U.S. History</u> 1987-88	<u>65,725</u> 56.3	<u>78.4%</u> 8.2	<u>68,613</u> 56.2	<u>79.9%</u> 8.2	<u>68,341</u> 56.3	<u>80.7%</u> 8.4	<u>70,187</u> 56.6	<u>51.0%</u> 8.3	<u>70,930</u> 55.8	<u>46.9%</u> 8.3

Notes: <sup>1</sup>"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

\*Beginning in 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report.

Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

The year of implementation is listed below the subject.

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

**Table 5. 1985-86 to 2010-11 End-of-Course General Test Multiple-Choice Results,  
Statewide Performance Summary (continued)**

	<u>2000-01</u>		<u>2001-02</u>		<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>	
	<b>Number Tested</b>	<b>Percent Proficient*</b>	<b>Number Tested</b>	<b>Percent Proficient*</b>	<b>Number Tested</b>	<b>Percent Proficient*</b>	<b>Number Tested</b>	<b>Percent Proficient*</b>	<b>Number Tested</b>	<b>Percent Proficient*</b>
	<b>Average Scale Score</b>	<b>Standard Deviation</b>	<b>Average Scale Score</b>	<b>Standard Deviation</b>	<b>Average Scale Score</b>	<b>Standard Deviation</b>	<b>Average Scale Score</b>	<b>Standard Deviation</b>	<b>Average Scale Score</b>	<b>Standard Deviation</b>
<b>Algebra I</b> <b>1985-86</b>	<u>93,000</u> 61.1	<u>76.0%</u> 9.3	<u>99,542</u> 62.5	<u>78.9%</u> 9.8	<u>107,032</u> 62.5	<u>78.6%</u> 9.8	<u>110,094</u> 62.9	<u>80.0%</u> 9.9	<u>110,866</u> 63.1	<u>80.3%</u> 10.1
<b>Algebra II</b> <b>1986-87</b>	<u>54,902</u> 63.8	<u>73.0%</u> 9.9	<u>59,013</u> 65.2	<u>76.9%</u> 10.2	<u>61,447</u> 65.8	<u>78.8%</u> 10.2	<u>66,239</u> 66.2	<u>79.5%</u> 10.2	<u>72,478</u> 66.2	<u>79.1%</u> 10.5
<b>Biology</b> <b>1986-87</b>	<u>82,026</u> 56.8	<u>61.0%</u> 8.5	<u>84,302</u> 57.9	<u>69.3%</u> 7.6	<u>87,043</u> 56.6	<u>61.0%</u> 7.8	<u>92,035</u> 56.7	<u>61.5%</u> 7.8	<u>94,284</u> 57.2	<u>63.6%</u> 7.8
<b>Chemistry</b> <b>1988-89</b>	<u>43,702</u> 58.9	<u>65.5%</u> 8.7	<u>43,737</u> 60.0	<u>70.6%</u> 8.2	<u>42,636</u> 60.9	<u>74.2%</u> 8.2	<u>44,797</u> 61.2	<u>75.2%</u> 8.3	<u>46,628</u> 61.5	<u>76.6%</u> 8.3
<b>ELPS</b> <b>1990-91</b>	<u>90,209</u> 55.7	<u>70.0%</u> 8.7	<u>95,817</u> 55.6	<u>69.5%</u> 8.7	<u>90,427</u> 55.6	<u>69.3%</u> 8.7	<b>ELPS test discontinued in 2003-04</b>			
<b>English I</b> <b>1989-90</b>	<u>94,707</u> 55.4	<u>68.3%</u> 8.6	<u>97,662</u> 55.7	<u>69.6%</u> 8.4	<u>99,573</u> 57.7	<u>81.6%</u> 7.6	<u>104,153</u> 57.9	<u>81.6%</u> 7.6	<u>106,844</u> 57.9	<u>82.0%</u> 7.5
<b>Geometry</b> <b>1988-89</b>	<u>65,480</u> 59.8	<u>63.9%</u> 8.9	<u>69,139</u> 60.5	<u>66.3%</u> 9.1	<u>72,171</u> 61.2	<u>69.5%</u> 9.0	<u>76,590</u> 60.8	<u>67.3%</u> 9.2	<u>78,164</u> 61.1	<u>68.5%</u> 9.2
<b>Physical Science</b> <b>1990-91</b>	<u>39,182</u> 55.5	<u>59.9%</u> 8.7	<u>39,783</u> 55.8	<u>61.5%</u> 7.9	<u>46,606</u> 56.2	<u>64.0%</u> 7.8	<u>50,309</u> 56.4	<u>67.5%</u> 6.9	<u>52,221</u> 56.4	<u>68.9%</u> 6.5
<b>Physics</b> <b>1989-90</b>	<u>10,948</u> 57.0	<u>74.4%</u> 8.5	<u>11,551</u> 60.7	<u>84.4%</u> 9.2	<u>10,776</u> 60.6	<u>83.4%</u> 9.4	<u>10,557</u> 60.8	<u>85.3%</u> 8.9	<u>10,326</u> 60.8	<u>86.1%</u> 8.8
<b>U.S. History</b> <b>1987-88</b>	<u>73,742</u> 56.6	<u>50.5%</u> 8.4	<u>77,527</u> 56.4	<u>50.1%</u> 8.3	<u>79,106</u> 57.4	<u>54.9%</u> 8.4	<b>U.S. History test not administered statewide</b>			

Notes: \*Beginning in 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

ELPS and U.S. History tests were not administered statewide during the 2003-04 and 2004-05 school years. Chemistry, Physical Science and Physics tests were administered as statewide field tests during the 2006-07 school year.

The bold vertical line between years indicates the scale changed with new edition of tests. Scale scores are not comparable when separated by bold vertical lines.

The year of implementation is listed below the subject.

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

**Table 5. 2010-11 End-of-Course General Test Multiple-Choice Results,  
Statewide Performance Summary (continued)**

	<u>2005-06</u>		<u>2006-07</u>		<u>2007-08</u>		<u>2008-09</u>		<u>2009-10</u>		<u>2010-11</u>	
	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
<b>Algebra I</b> <b>1985-86</b>	<u>111,905</u> 63.3	<u>80.5%</u> 10.1	<u>111,573</u> 151.2	<u>62.5%</u> 10.1	<u>111,787</u> 152.1	<u>65.8%</u> 10.1	<u>112,652</u> 152.7	<u>68.5%</u> 10.1	<u>116,419</u> 153.4	<u>71.4%</u> 10.1	<u>124,078</u> 153.2	<u>70.8%</u> 10.4
<b>Algebra II</b> <b>1986-87</b>	<u>72,165</u> 66.6	<u>80.3%</u> 10.5	<u>71,096</u> 150.8	<u>65.7%</u> 9.4	<u>73,191</u> 151.1	<u>67.6%</u> 9.4	<u>72,306</u> 152.2	<u>73.2%</u> 9.1	<u>76,621</u> 153.1	<u>77.7%</u> 8.9	<u>85,439</u> 152.5	<u>74.7%</u> 9.0
<b>Biology</b> <b>1986-87</b>	<u>96,325</u> 57.3	<u>63.4%</u> 7.8	<u>90,339</u> 57.8	<u>66.3%</u> 7.7	<u>95,663</u> 150.9	<u>68.5%</u> 10.6	<u>100,575</u> 152.0	<u>72.0%</u> 9.3	<u>103,527</u> 152.8	<u>75.2%</u> 9.3	<u>106,671</u> 152.7	<u>74.4%</u> 9.7
<b>Chemistry</b> <b>1988-89</b>	<u>46,427</u> 61.7	<u>77.1%</u> 8.3	Chemistry test administered statewide as a field test		<u>44,563</u> 151.3	<u>71.9%</u> 9.7	<u>45,227</u> 152.9	<u>77.9%</u> 9.5	Chemistry test discontinued in 2009-10			
<b>Civics &amp; Economics</b> <b>2005-06</b>	<u>99,994</u> 150.9	<u>60.1%</u> 9.4	<u>100,452</u> 151.7	<u>66.6%</u> 9.3	<u>100,404</u> 152.3	<u>69.0%</u> 9.2	<u>100,931</u> 153.1	<u>72.0%</u> 9.1	<u>103,158</u> 153.5	<u>72.9%</u> 9.1	<u>104,775</u> 153.7	<u>74.9%</u> 9.1
<b>ELPS</b> <b>1990-91</b>	ELPS test discontinued in 2008-09											
<b>English I</b> <b>1989-90</b>	<u>109,357</u> 58.3	<u>83.0%</u> 7.5	<u>106,607</u> 151.1	<u>73.2%</u> 8.9	<u>110,083</u> 151.3	<u>73.8%</u> 8.9	<u>110,040</u> 151.6	<u>75.1%</u> 8.9	<u>109,593</u> 152.2	<u>77.8%</u> 8.7	<u>113,639</u> 151.9	<u>76.3%</u> 9.2
<b>Geometry</b> <b>1988-89</b>	<u>79,296</u> 61.2	<u>68.8%</u> 9.2	<u>78,021</u> 151.3	<u>63.9%</u> 9.6	<u>78,198</u> 152.3	<u>68.3%</u> 9.5	<u>77,488</u> 153.5	<u>73.7%</u> 9.2	<u>80,807</u> 154.1	<u>76.2%</u> 9.2	Geometry test discontinued in 2010-11	
<b>Physical Science</b> <b>1990-91</b>	<u>54,886</u> 56.4	<u>69.2%</u> 6.4	Physical Science test administered statewide as a field test		<u>52,981</u> 150.6	<u>58.8%</u> 9.3	<u>51,234</u> 151.4	<u>63.5%</u> 9.0	<u>51,542</u> 152.7	<u>68.7%</u> 9.0	<u>46,716</u> 152.9	<u>69.2%</u> 9.0
<b>Physics</b> <b>1989-90</b>	<u>10,231</u> 61.1	<u>85.1%</u> 9.3	Physics test administered statewide as a field test		<u>9,608</u> 151.3	<u>81.6%</u> 9.3	<u>8,785</u> 152.5	<u>86.0%</u> 9.1	Physics test discontinued in 2009-10			
<b>U.S. History</b> <b>1987-88</b>	<u>85,711</u> 151.4	<u>56.8%</u> 9.6	<u>85,678</u> 152.2	<u>65.1%</u> 9.3	<u>89,422</u> 152.7	<u>66.9%</u> 9.3	<u>88,515</u> 153.8	<u>71.7%</u> 9.0	<u>93,501</u> 154.9	<u>75.7%</u> 9.0	<u>94,508</u> 155.0	<u>76.2%</u> 9.2

Notes: Chemistry and Physics tests were discontinued in 2009-10 school year.  
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 6. 2008-09 to 2010-11 End-of-Course General Test Results, Comparison of Statewide Percent of Students At or Above Achievement Level III, by Ethnicity**

Course	Percent of Students At or Above Achievement Level III																									
	2010-11			State			American Indian			Asian			Black			Hispanic			Multi-Racial			Pacific Islander	White			
	Number Tested	Mean Scale Score	Standard Deviation	2008-09 State	2009-10 State	2010-11 State	2008-09 American Indian	2009-10 American Indian	2010-11 American Indian	2008-09 Asian	2009-10 Asian	2010-11 Asian	2008-09 Black	2009-10 Black	2010-11 Black	2008-09 Hispanic	2009-10 Hispanic	2010-11 Hispanic	2008-09 Multi-Racial	2009-10 Multi-Racial	2010-11 Multi-Racial	2010-11 Pacific Islander	2008-09 White	2009-10 White	2010-11 White	
Algebra I	124,078	153.2	10.4	68.5	71.4	70.8	60.2	61.1	62.2	84.1	86.4	86.0	49.5	54.3	54.0	61.5	66.4	66.5	70.4	72.8	72.0	68.8	79.2	81.0	80.0	
Algebra II	85,439	152.5	9.0	73.2	77.7	74.7	66.1	70.8	74.6	85.3	89.8	87.2	55.8	63.1	59.1	68.8	74.6	71.1	72.7	76.7	74.8	81.2	80.2	83.7	81.7	
Biology	106,671	152.7	9.7	72.0	75.2	74.4	62.3	65.2	63.2	84.2	86.7	85.0	52.4	57.4	56.4	62.5	66.7	66.8	76.7	80.7	76.7	76.1	82.6	85.4	84.8	
Civics & Economics	104,775	153.7	9.1	72.0	72.9	74.9	59.1	55.5	60.3	79.7	79.0	79.4	54.0	56.3	58.9	60.6	61.0	64.1	75.6	77.9	77.6	77.6	82.6	83.4	85.1	
English I	113,639	151.9	9.2	75.1	77.8	76.3	62.5	61.8	62.2	82.2	81.5	81.2	59.6	63.5	61.7	61.4	65.4	66.5	80.0	82.2	81.1	78.0	85.2	87.3	85.8	
Physical Science	46,716	152.9	9.0	63.5	68.7	69.2	67.8	67.1	64.0	70.5	74.2	71.3	49.5	56.7	56.8	60.7	64.0	66.9	66.3	71.2	73.3	82.9	73.0	77.3	77.6	
U.S. History	94,508	155.0	9.2	71.7	75.7	76.2	65.5	67.2	68.1	81.6	84.2	85.1	53.7	59.8	60.2	68.6	72.1	72.5	75.6	79.0	78.9	83.3	80.2	83.8	84.4	

Notes: The general test subject achievement level ranges are found in Table 2.  
 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.