

The 1999-00 North Carolina

State Testing Results

Multiple-Choice
Grade 3 Pretest, End-of-Grade, High School Comprehensive,
and End-of-Course Tests

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Abstract
The 1999-00 North Carolina State Testing Results
Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course
Multiple-Choice Tests

Background

- Grade 3 Pretest. Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Student scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to more than 102,000 students during the first three weeks of the 1999-00 school year.
- End-of-Grade Tests. Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These state-normed curriculum based tests were administered to over 580,000 students in grades 3 through 8 during the last three weeks of the 1999-00 school year.
- High School Comprehensive Test. The North Carolina High School Comprehensive Test in reading and mathematics was first administered in 1997-98 to all students in grade 10. It assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. It was administered to more than 77,000 students in the last three weeks of April 2000.
- Multiple-Choice End-of-Course Tests. End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple-choice tests were administered in Algebra I; Algebra II; Biology; Chemistry; Economic, Legal and Political Systems (ELPS); English I; Geometry; Physical Science; Physics and U. S. History or the equivalent to over 652,000 students within the last two weeks of instruction during the 1999-00 school year.

Grade 3 Pretest Findings

- Achievement Level III or Above. These results show that 69.8 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 76.9 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 reading pretest in 1999-00 increased 2.4 percentage points from 1998-

99. The percent of students scoring at or above Achievement Level III on the grade 3 mathematics pretest in 1999-00 increased 2.2 percentage points from 1998-99.

- Mean Scale Scores. In these data, the grade 3 reading pretest mean scale score increased from 138.1 in 1998-1999 to 138.7 in 1999-00. The grade 3 mathematics pretest mean scale score increased from 130.9 in 1998-99 to 131.6 in 1999-00.
- Gender. A higher percentage of females than males performed at Achievement Level III or above in the grade 3 reading pretest and the grade 3 mathematics pretest.
- Ethnicity. Disparities in performance among subgroups were noted in these results. In *reading*, the American Indian (56.9%), Black (57.4%), and Hispanic (57.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (72.8%), Asian (73.0%) and White (77.0%) subgroups in these data. In *mathematics*, the Black (64.4%), American Indian (64.8%), and Hispanic (70.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (79.4%), White (83.8%), and Asian (84.3%) subgroups. In comparison to 1998-99, all subgroups have higher percentages of students performing at Achievement Level III or above in reading and mathematics in 1999-00, except for the Asian subgroup which remains the same in reading.
- Achievement Level III or Above. Data from 1999-00 suggest the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 52.9 percent in 1992-93 to an estimated 69.9 percent in 1999-00.
- Mean Scale Scores. In these data, mean scale scores for reading increased at least slightly from 1998-99 to 1999-00 at every grade level except grade 6. Mean scale scores for mathematics increased at every grade level. On average, student performance increased on end-of-grade testing every year.
- Gender. In 1999-00, a higher percentage of females (73.0%) than males (66.9%) scored at or above Achievement Level III in both reading and mathematics in grades 3-8 combined. Although the number of females and males performing at Achievement Level III continues to rise across the years, the females consistently outperform males in a trend established with the 1992-93 school year.
- Ethnicity. Disparities in performance were present among subgroups. The Black (49.6%), Hispanic (56.7%), and American Indian (56.3%) subgroups had lower percentages performing at Achievement Level III or above in both reading and mathematics in grades 3-8 combined than the Multi-Racial (71.0%), Asian (77.2%) and White (80.2%) subgroups in these data. However, each subgroup had a higher

End-of-Grade Findings

percentage of students scoring at Achievement Level III or above than in 1998-99.

- Students with Limited English Proficiency. At grades 3-8 combined, 35.2 percent of students identified as limited English proficient scored at Achievement Level III or above in *reading* and *mathematics*.
- Students with Disabilities. At grades 3-8 combined, a total of 21,640 students with disabilities (24.3 percent) were excluded from participation in the end-of-grade tests, *reading* and/or *mathematics*, by Individualized Education Program (IEP) teams.
- Title I and Migrant. At grades 3-8 combined, 61.7 percent of students who performed at Achievement Level III or above in both *reading* and *mathematics* are in a Schoolwide Title I program. For those receiving services in a Migrant program, 52.6 percent of students at grades 3-8 performed at Achievement Level III or above in both *reading* and *mathematics*.
- Achievement Level III or Above. These results show that 61.7 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 64.7 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *reading* in 1999-00 increased 0.6 percentage points from 1998-99. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *mathematics* in 1999-00 increased 3.3 percentage points from 1998-99.
- Mean Scale Scores. In these data, the high school comprehensive mean scale score in *reading* increased from 164.8 in 1998-99 to 164.9 in 1999-00. The high school comprehensive mean scale score in *mathematics* increased from 176.3 in 1998-99 to 177.5 in 1999-00.
- Gender. A higher percentage of females than males performed at Achievement Level III or above in reading and mathematics in these data. The percent of females at Achievement Level III or above in *reading* increased from 65.8 in 1998-99 to 66.8 in 1999-00. The percent of males at Achievement Level III or above in *reading* increased from 56.3 in 1998-99 to 56.6 in 1999-00. The percent of females at Achievement Level III or above in *mathematics* increased from 62.4 in 1998-99 to 66.2 in 1999-00. The percent of males at Achievement Level III or above in *mathematics* increased from 60.4 in 1998-99 to 63.1 in 1999-00.
- Ethnicity. Disparities in performance among subgroups were noted in these results. In *reading*, the Black (39.4%), American Indian (42.2%), and Hispanic (48.6%) subgroups had lower percentages performing at Achievement Level III or above than the Asian (58.0%),

High School Comprehensive Findings

Multi-Racial (70.6%), and White (71.6%) subgroups. In *mathematics*, the Black (40.8%), American Indian (45.0%), and Hispanic (53.5%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (66.0%), Asian (73.4%), and White (74.7%) subgroups in these data. In comparison to 1998-99, all subgroup performance increased with the exception of the American Indian and Asian subgroup performance in *reading*. In comparison to 1998-99, all subgroup performance increased with the exception of the “Other” ethnic subgroup performance in *mathematics*.

- *Students with Limited English Proficiency*. These results show that 0.8 percent of all students taking the high school comprehensive test were identified as limited English proficiency in 1999-00 as compared to 0.6 percent in 1998-99. The approximate percent of exclusions from taking the test, 0.2 percent, did not change from 1998-99. 24.6 percent of students identified as limited English proficient in 1999-00 scored at or above Achievement Level III *reading*, which was an increase of 0.8 percent from 1998-99. 40.7 percent of these students scored at or above Achievement Level III in *mathematics*, which was an increase of 7.2 percent from 1998-99.
- *Students with Disabilities*. In these data, 7.8 percent of all students taking the high school comprehensive test were identified as students with disabilities in 1999-00 as compared to 6.7 percent in 1998-99. Of these students, approximately 2.3 percent were excluded from testing in 1999-00 as compared to approximately 1.7 percent in 1998-99.
- *Title I and Migrant*. Among the students participating in a Schoolwide Title I program, 43.9 percent performed at Achievement Level III or above in *reading* and 45.8 performed at Achievement Level III or above in *mathematics*. For those students receiving services in a Migrant program, 36.7 percent performed at Achievement Level III or above in *reading* and 54.1 percent performed at Achievement Level III or above in *mathematics*

End-of-Course Findings

- During the 1997-98 school year, school systems had the option of administering the end-of-course tests of Algebra II, Chemistry, Geometry, Physical Science, and Physics. Although statewide administrations of these tests were mandated for the 1998-99 and 1999-00 school years, comparisons across years are not available.
- *Achievement Level III or Above*. Student performance at Achievement Level III or above in end-of-course tests increased in seven of the ten End-of-Course tests in these data. The comparison of results from 1998-99 to 1999-00 is as follows: Algebra I increased from 65.4% to 68.9%; Algebra II increased from 59.0 to 62.7%; Biology decreased from 57.7% to 57.6%; Chemistry increased from 60.5% to 62.0%; Economic, Legal, and Political Systems decreased from 67.4% to

67.3%; English I increased from 64.6% to 68.4%; Geometry increased from 58.4% to 60.0%; Physical Science increased from 55.7% to 57.1%; Physics increased from 72.0% to 72.9%; and U.S. History decreased from 51.0% to 46.9%.

- Mean Scale Scores. The mean scale score for Algebra I is 59.5; for Algebra II is 61.1; for Biology, 56.1; for Chemistry is 58.1; for Economic, Legal, and Political Systems is 55.1; for English I is 55.4; for Geometry is 59.1; for Physical Science is 54.9; for Physics is 57.1; and for U.S. History is 55.8. The mean scale scores from 1998-99 to 1999-00 increased with the exception of U.S. History.
- Gender. A higher percentage of females than males performed at Achievement Level III or above in Algebra I and English I in these data. More males than females scored at or above Achievement Level III on Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics; and U.S. History end-of-course testing.
- Ethnicity. Performance among subgroups varied while tending to be relatively consistent across subjects in these data. The Asian subgroup had the highest performance on Algebra I and Algebra II. On Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above. On most of the end-of-course tests the Hispanic, American Indian, and Black subgroups had the lowest percentages of students performing at or above Achievement Level III. Generally, the Hispanic subgroup had somewhat better performance than the American Indian and Black subgroups.
- Students with Limited English Proficiency. Among students meeting the limited English proficiency requirement in 1999-00, the highest average performance was on Algebra I, with 66.3 percent scoring at Achievement Level III or above. Performance on the other end-of-course test are as follows: Physics (65.8%); Algebra II (57.5%); Geometry (50.8%); Chemistry (49.1%); Economic, Legal, and Political Systems (31.0%); English I (23.4%); U.S. History (22.5%); Physical Science (20.6%); and Biology (19.7%) test results showed lower percentages of these students scoring at Achievement Level III or above in these data. The percent of students classified as limited English proficient on end-of-course tests in 1999-00 ranges from 0.3 percent in Algebra II, Chemistry, and Physics to 0.9 percent in Physical Science.
- Students with Disabilities. The percent of students identified as students with disabilities in end-of-course tests in 1999-00 varied from 1.2 percent in Physics to 9.4 percent in English I. In 1998-99, the percents varied from 1.0 in Physics to 8.7 percent in English I.

- *Title I.* Among the students participating in a Schoolwide Title I program, a higher percentage of students scored at or above Achievement Level III in Physics (65.0%), Algebra I (64.3%), and ELP (55.7%) than in Algebra II (49.8%), English I (49.1%), Chemistry (44.6%), Biology (38.0%), and Geometry (36.6%). Students enrolled in US History (35.0%) and Physical Science (32.2%) had the lowest percentages at or above Achievement Level III.
- *Migrant.* This data shows that of the students receiving services in a Migrant program, a higher percentage of these students scored at or above Achievement Level III in Algebra I (57.7%), and ELPS (57.4%). 53.3 percent of these students tested in English I and Biology scored at or above Achievement Level III while Physics (52.6%), and Chemistry (50.0%) had percentages at or above 50 percent. Students enrolled in Geometry (49.0%), Physical Science (44.3%), US History (36.0%), and Algebra II (23.2%) had the fewest students scoring at or above Achievement Level III.

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Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

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Introduction

The 1999-00 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on the following multiple-choice tests administered as components of the 1999-00 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), high school comprehensive test (grade 10 in reading and mathematics), and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 1999 test administration; the end-of-grade spring 2000 test administration; the high school comprehensive spring 2000 test administration; and the end-of-course summer 1999, fall 1999, and spring 2000 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems' test data through September 14, 2000 (the cutoff for the 1999-00 school year reporting.)

The general focus of the 1999-00 *State Testing Results* is on student *performance* on multiple-choice tests administered during the 1999-00 school year. However, many data are reported across years in order to show gains and trends in student performance. Student absolute *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, or end-of-course tests are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, high school comprehensive test, and end-of-course multiple-choice tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies defined in the North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1999-00.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under

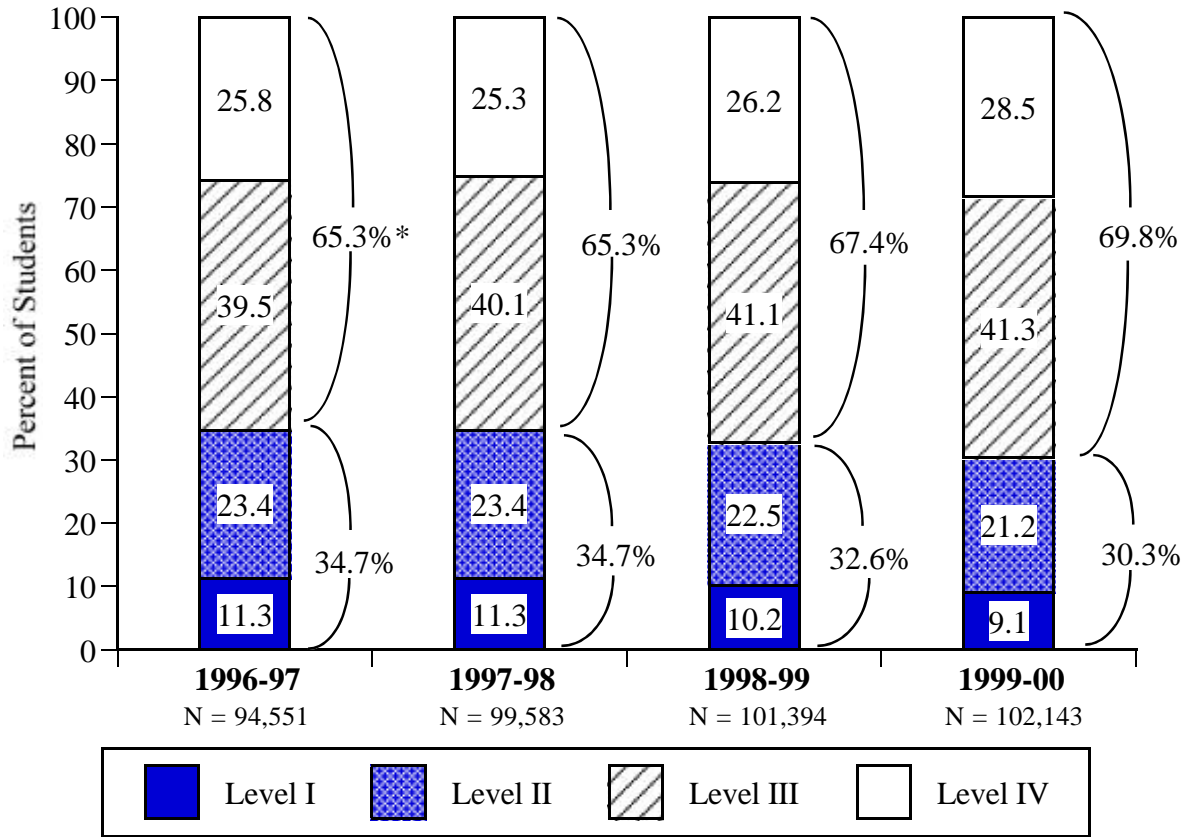
the ABCs plan, end-of-course tests were reduced to include Algebra I, Biology, Economic, Legal and Political Systems (ELPS), English I, and U.S. History. For the 1999-00 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics; and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1999-00 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

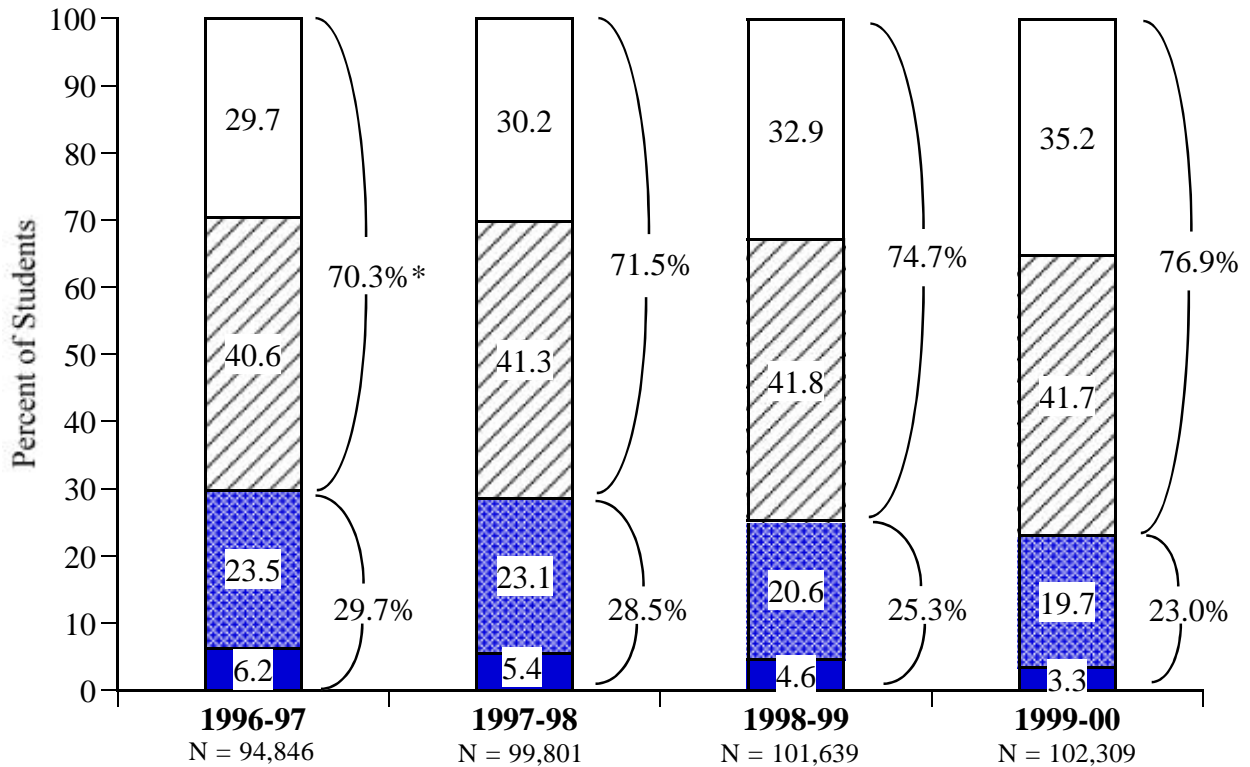
The administration of the North Carolina Pretest-Grade 3 began in 1996-97. The High School Comprehensive Test began as a part of the North Carolina Testing Program in 1997-98.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test in grade 10, and end-of-course multiple-choice tests from 1991 to 2000 with a focus on reports of the 1999-00 school year performance. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

**Figure 1. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading**



**Figure 2. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics**

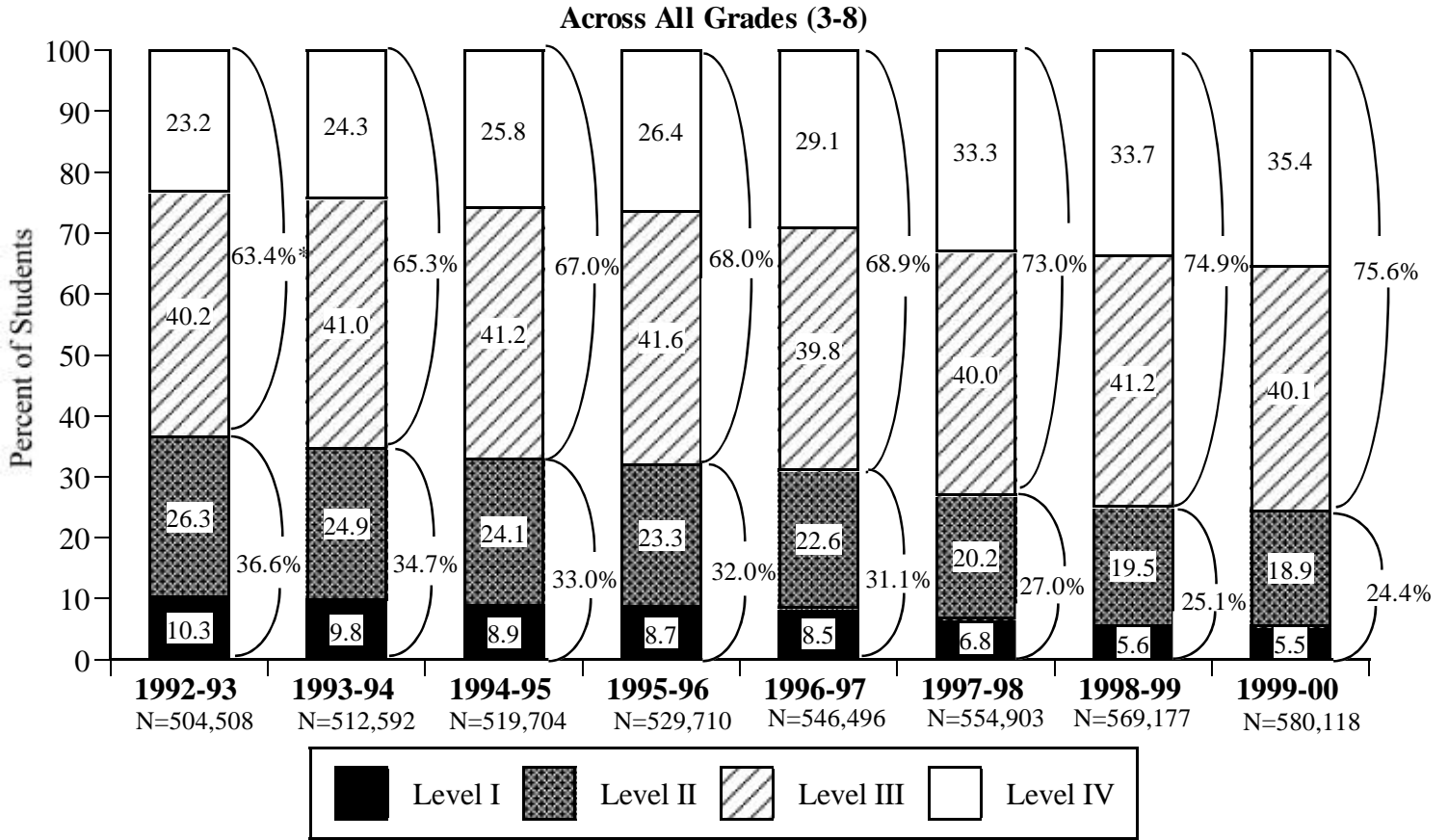


Notes: Due to rounding, data for some years may not add to 100%.

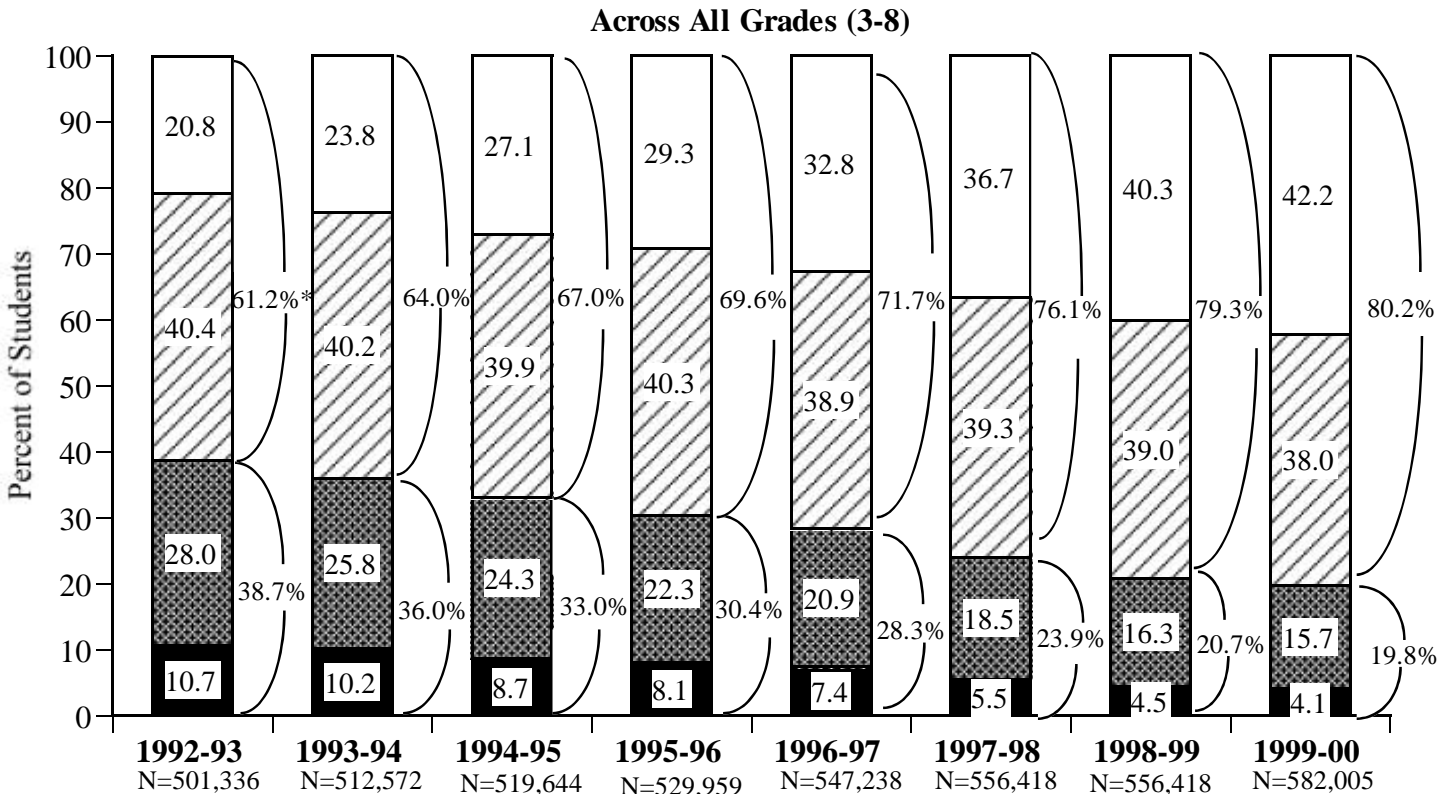
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.

Data received from LEAs after September 14, 2000 are not included in these figures.

**Figure 3. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading**

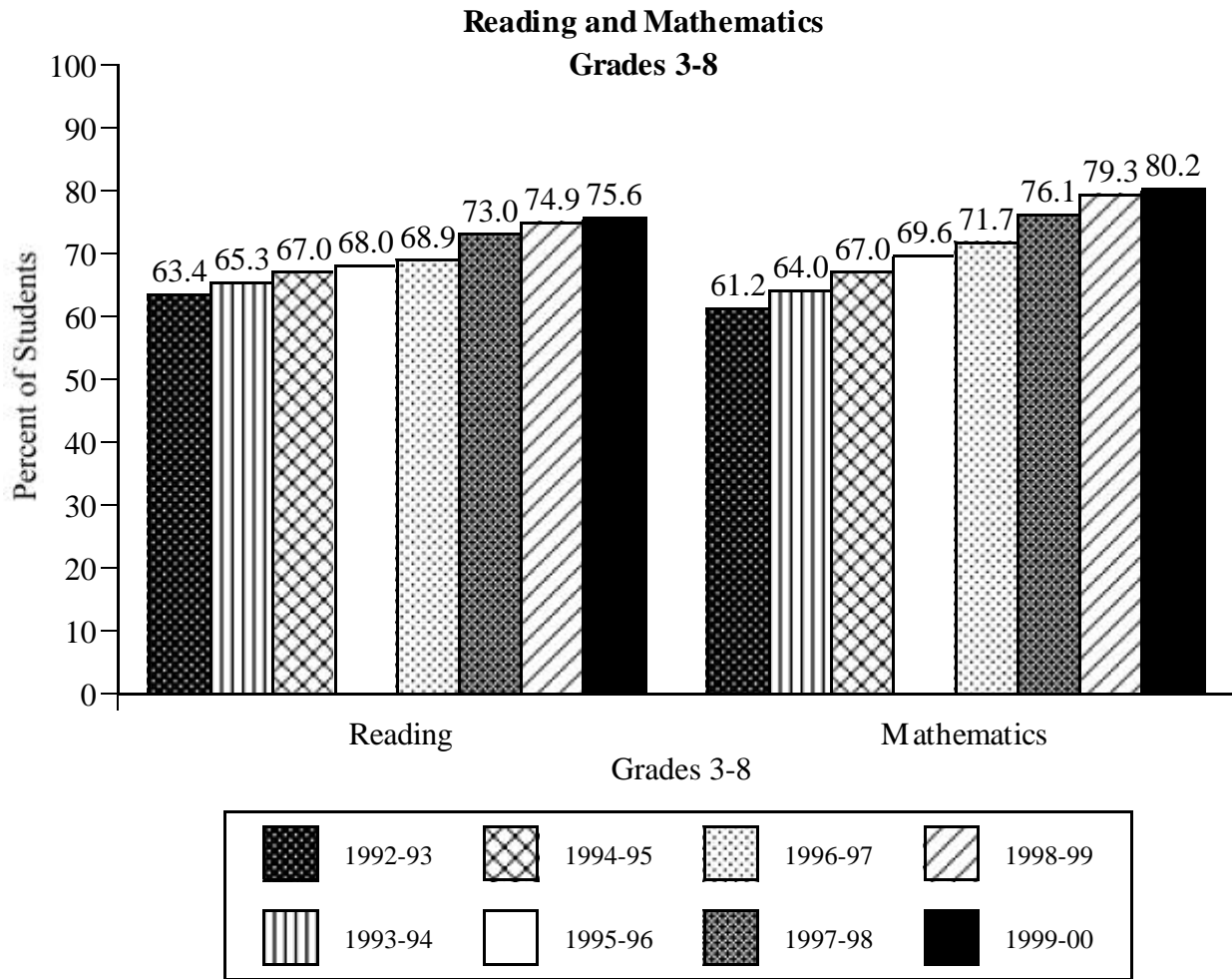


**Figure 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics**

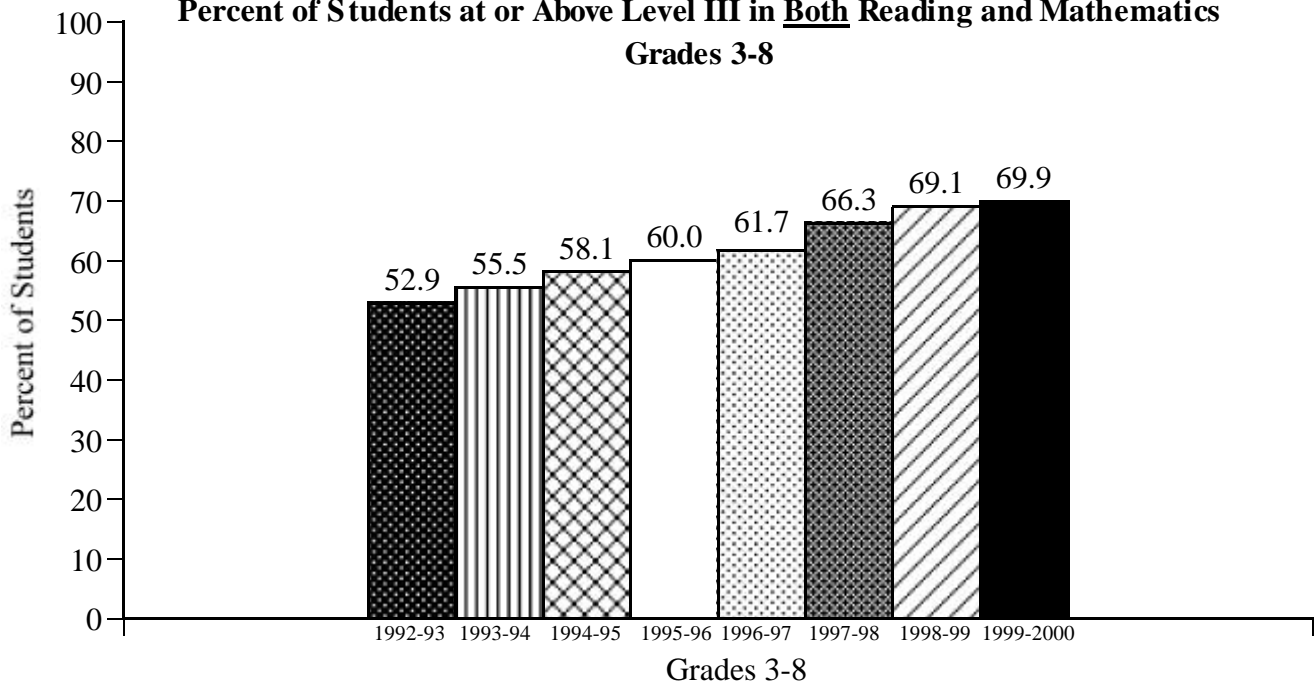


Notes: Due to rounding, data for some years may not add to 100%.
 *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
 Data received from LEAs after September 14, 2000 are not included in these figures.

**Figure 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III**

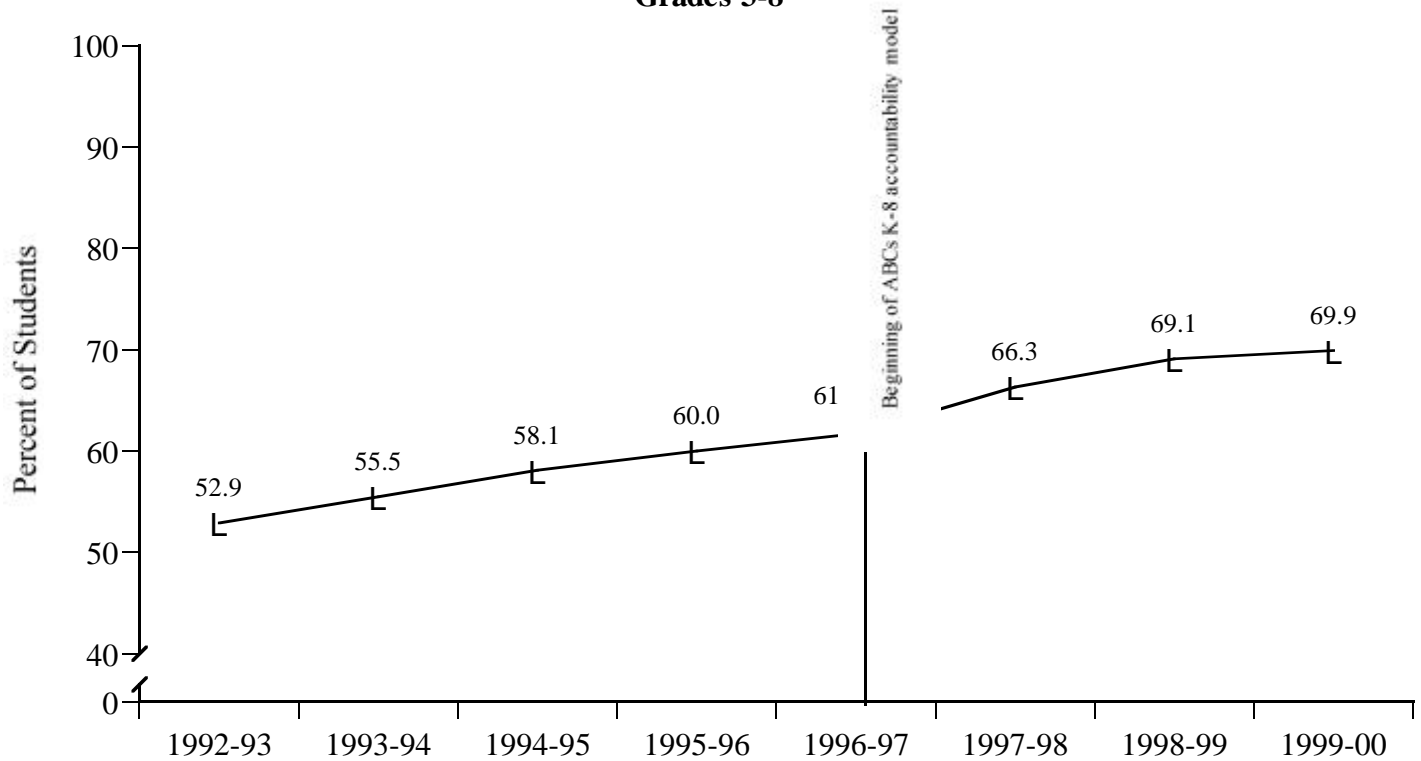


**Figure 6. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8**

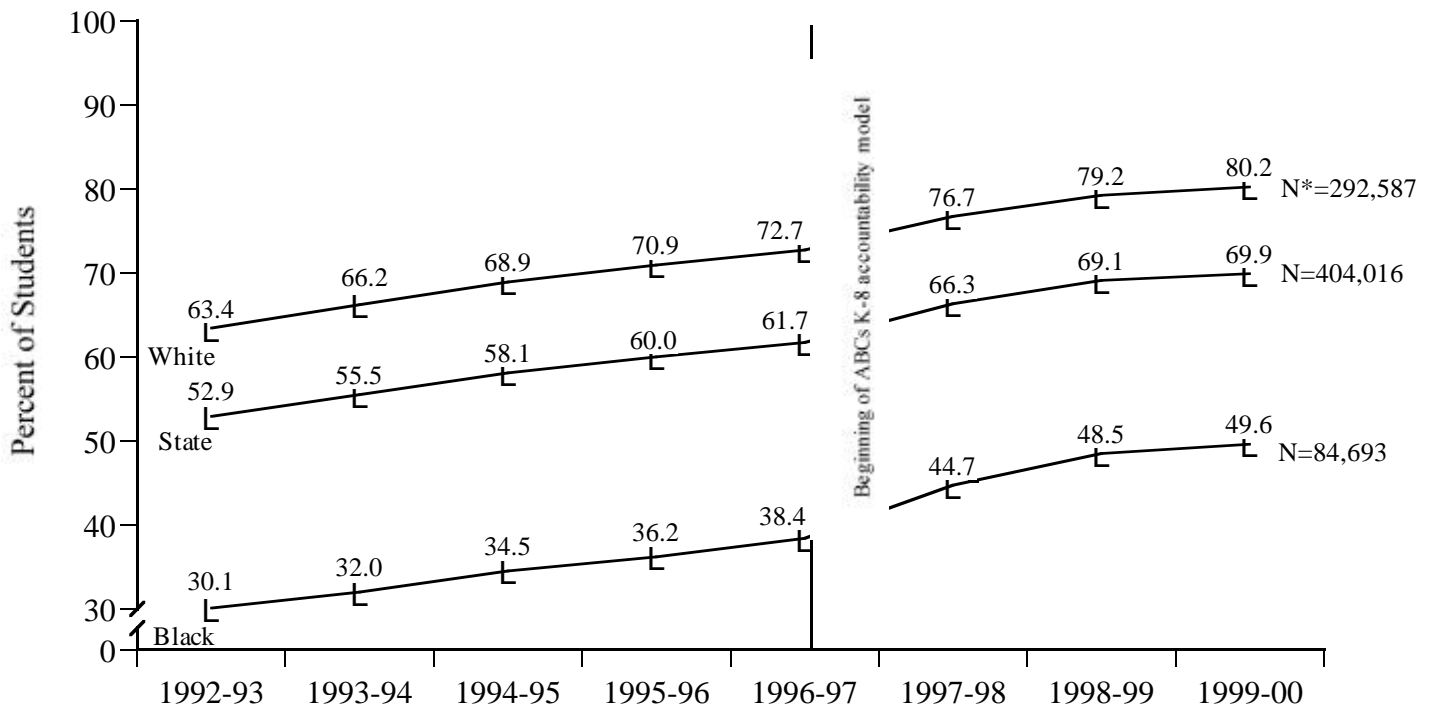


Note: Data received from LEAs after September 14, 2000 are not included in these figures.

**Figure 7. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8**

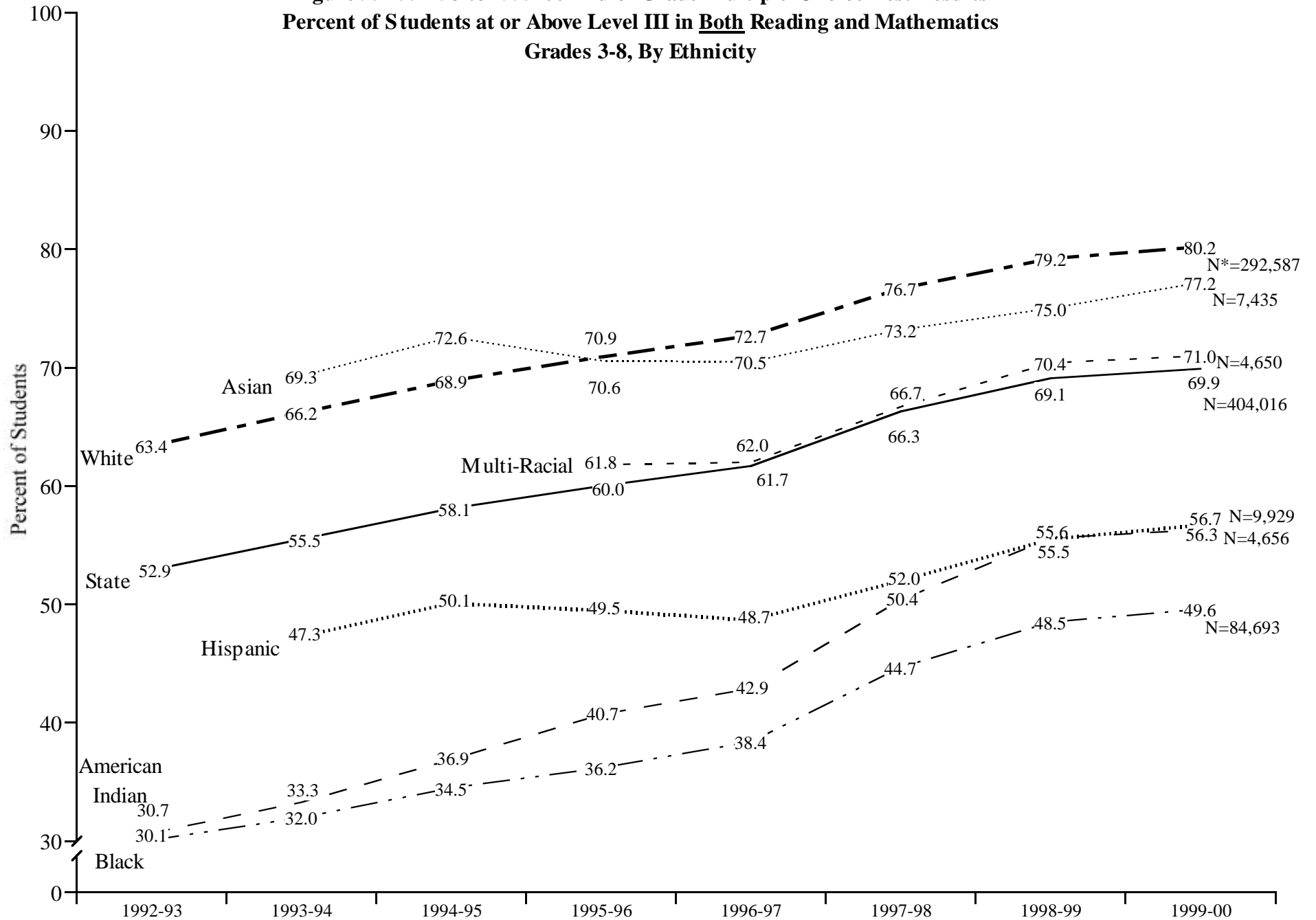


**Figure 8. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
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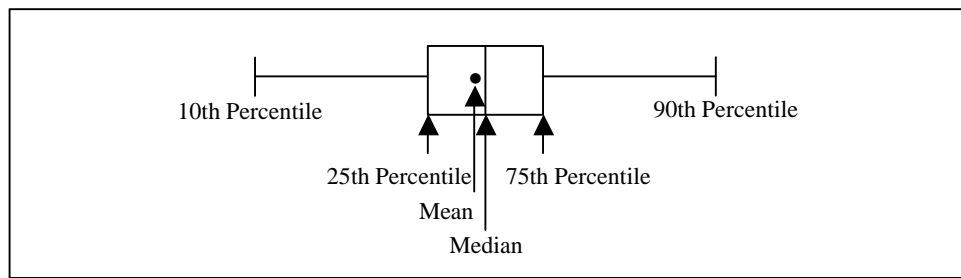
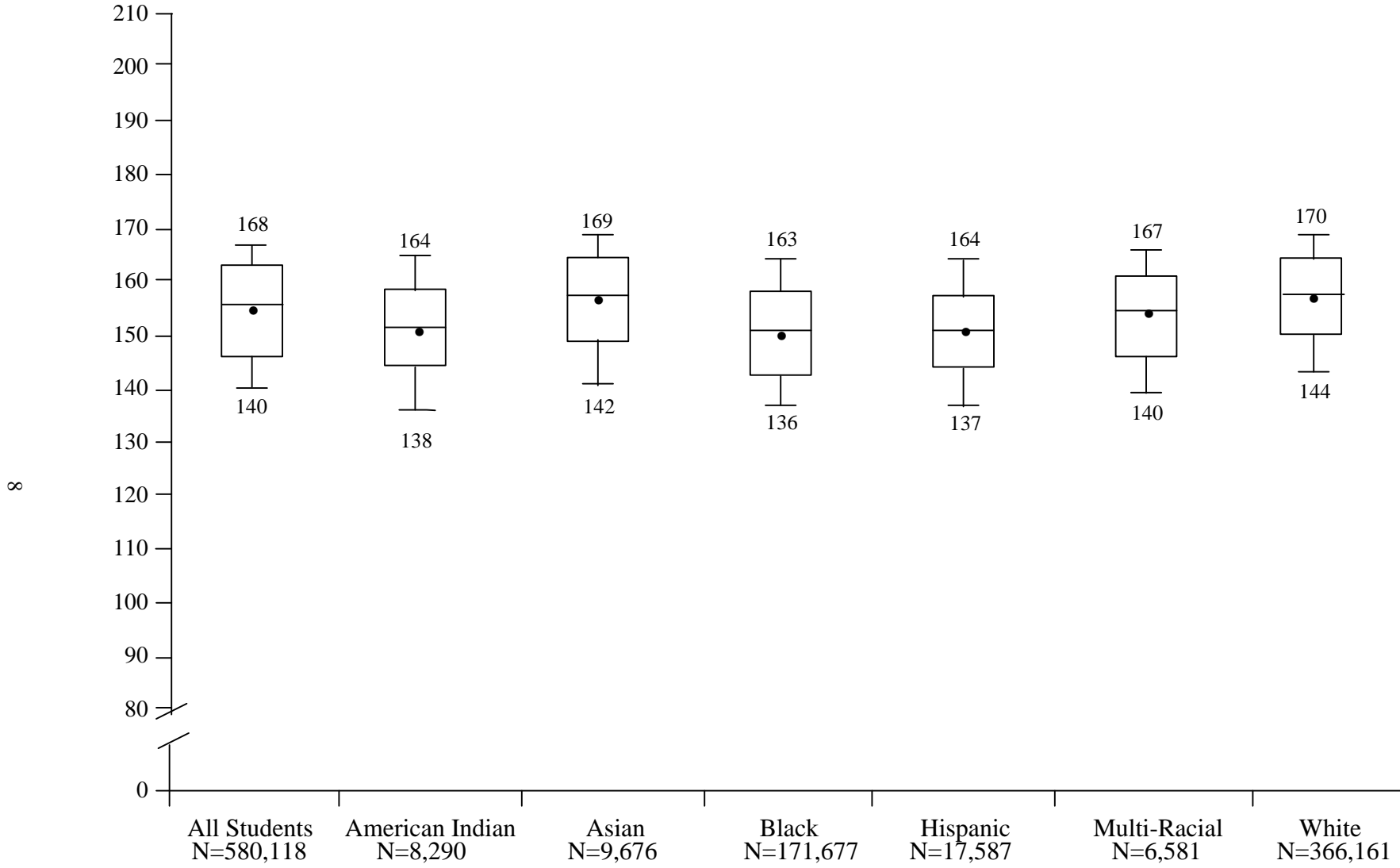
Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable. The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state. Data received from LEAs after September 14, 2000 are not included in these figures.

**Figure 9. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, By Ethnicity**

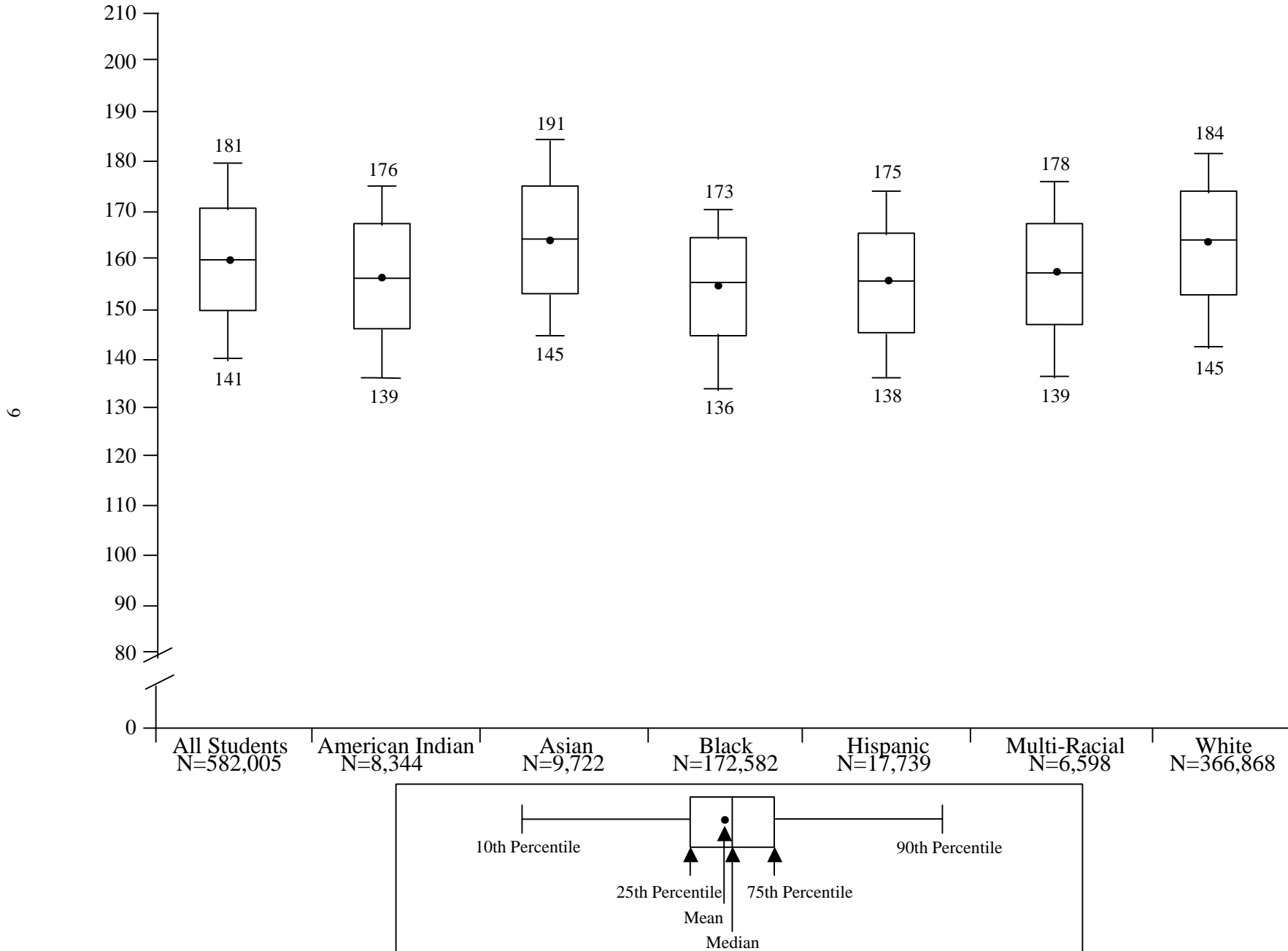


Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable. Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95. Data received from LEAs after September 14, 2000 are not included in this figure.

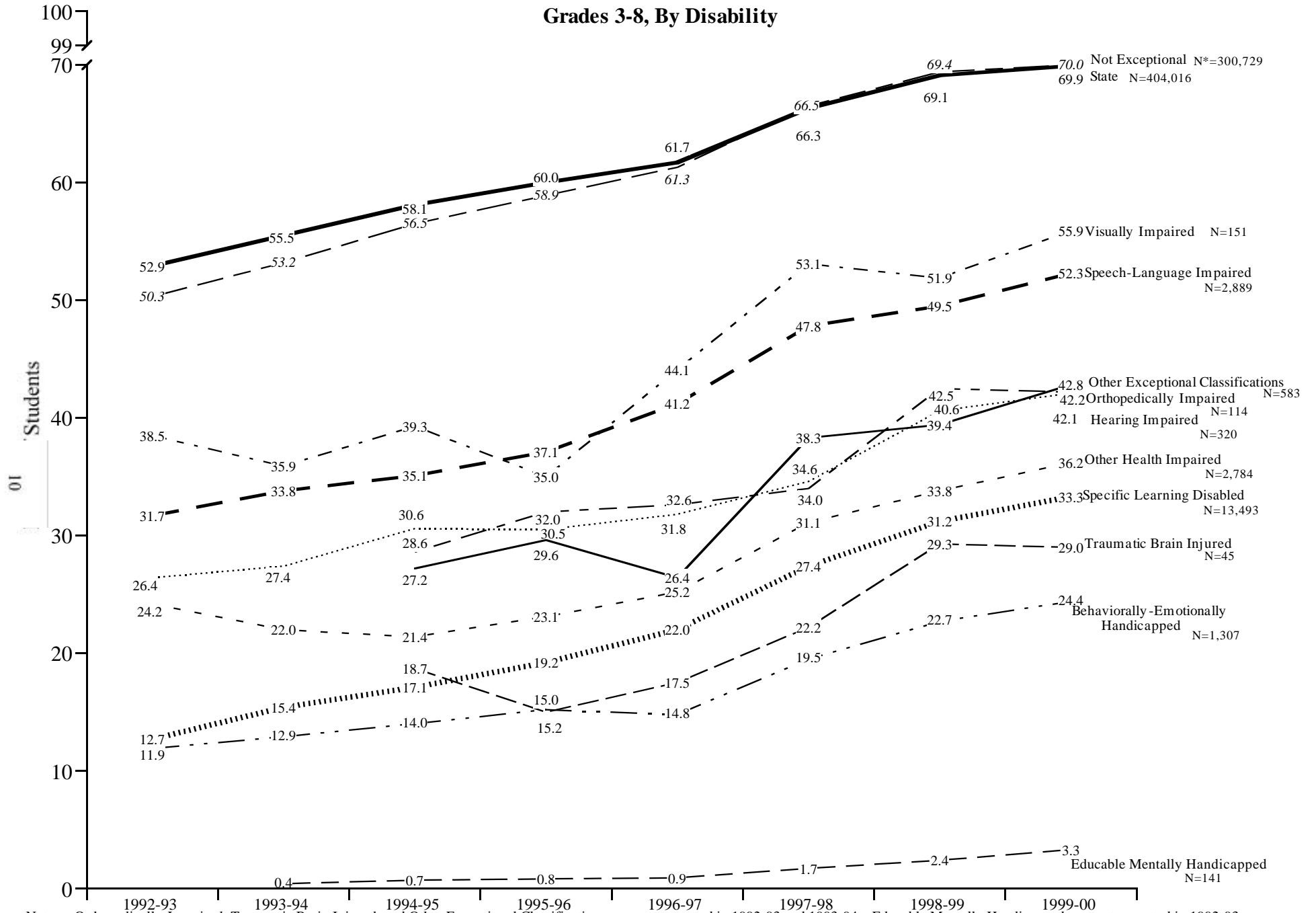
**Figure 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Reading Scale Scores
Grades 3-8, by Ethnicity**



**Figure 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Mathematics Scale Scores
Grades 3-8, by Ethnicity**

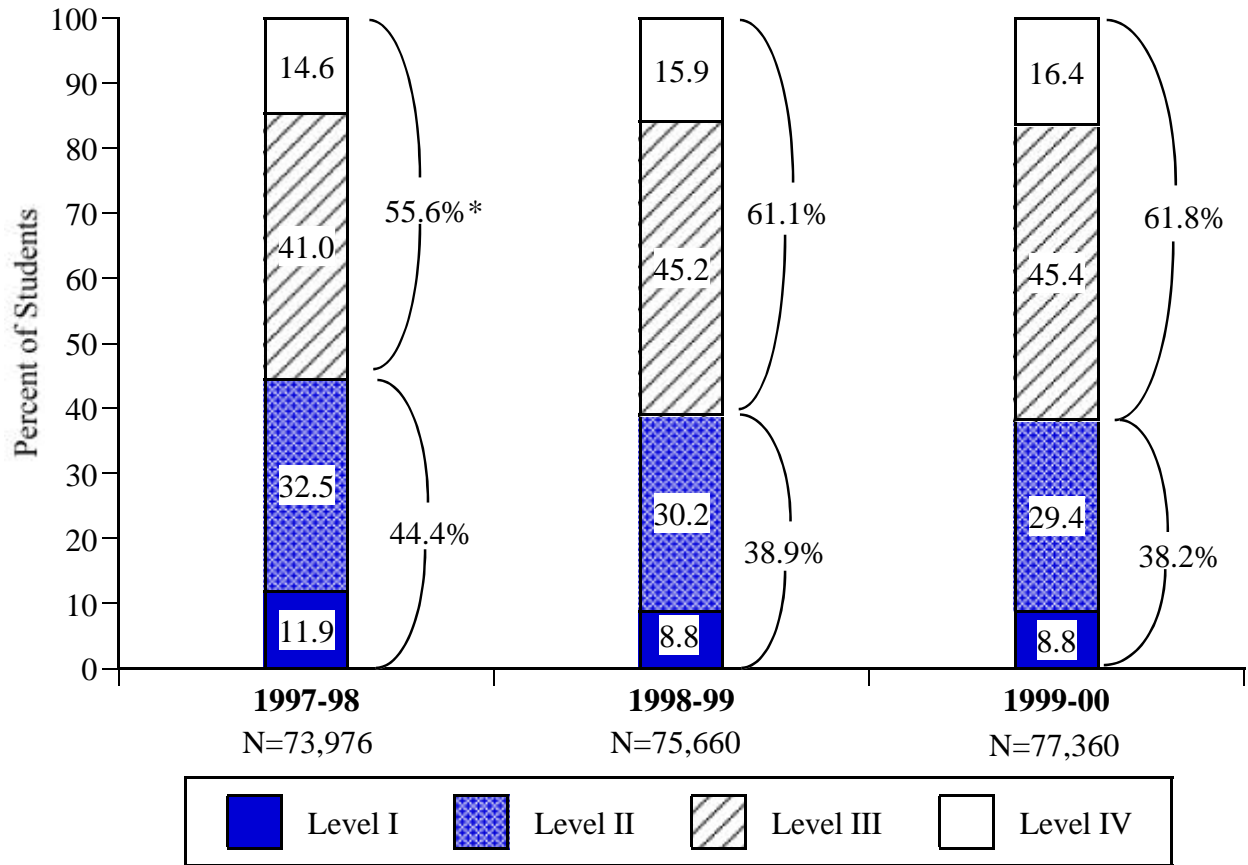


**Figure 12. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, By Disability**

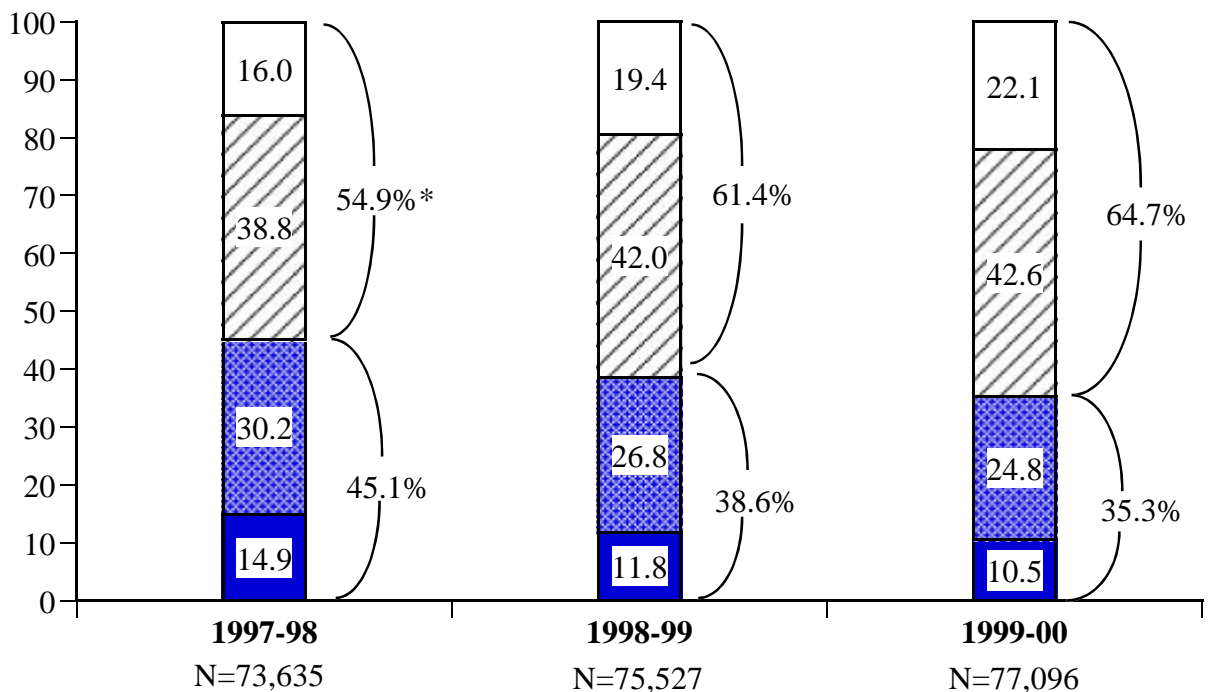


Notes: Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93. *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.

**Figure 13. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading**



**Figure 14. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics**

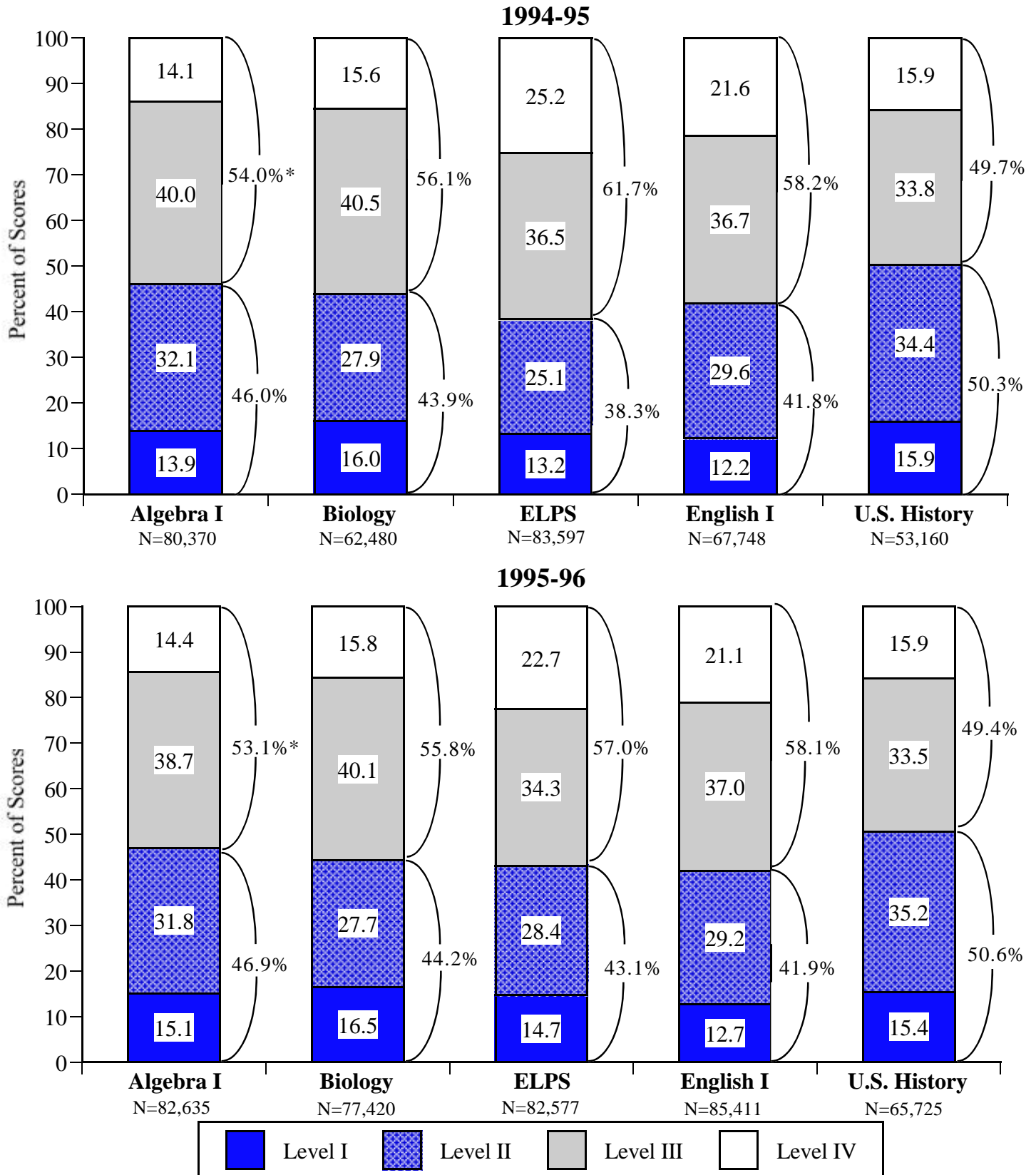


Notes: Due to rounding, data for some years may not add to 100%.

*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.

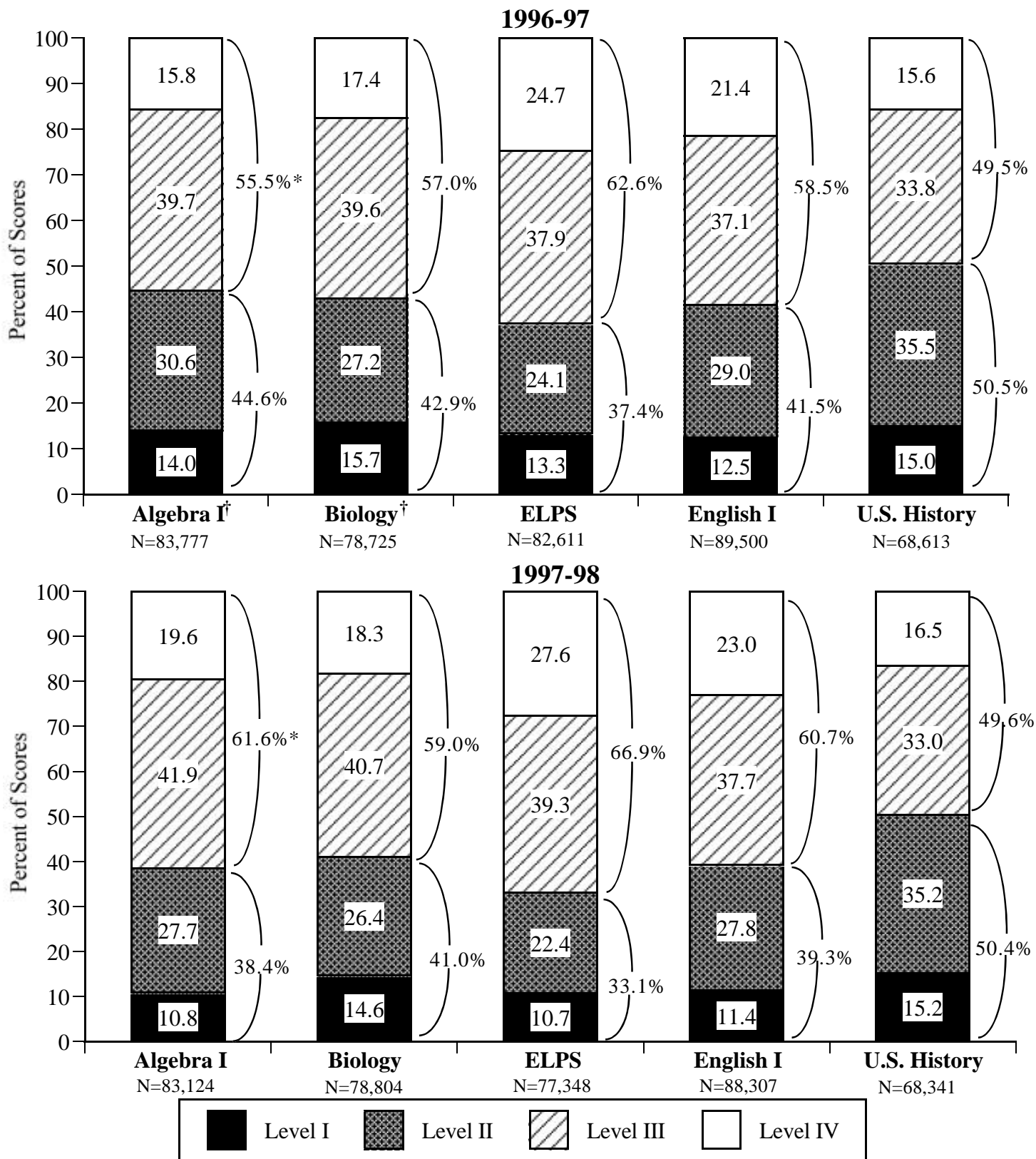
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses**
(Algebra I, Algebra II, Biology, Chemistry, ELPS, English I,
Geometry, Physical Science, Physics, and U.S. History)



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
 **Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
 Due to rounding, data for some courses may not add to 100%.
 Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses**
(Algebra I, Algebra II, Biology, Chemistry, ELPS, English I,
Geometry, Physical Science, Physics, and U.S. History) (continued)



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.

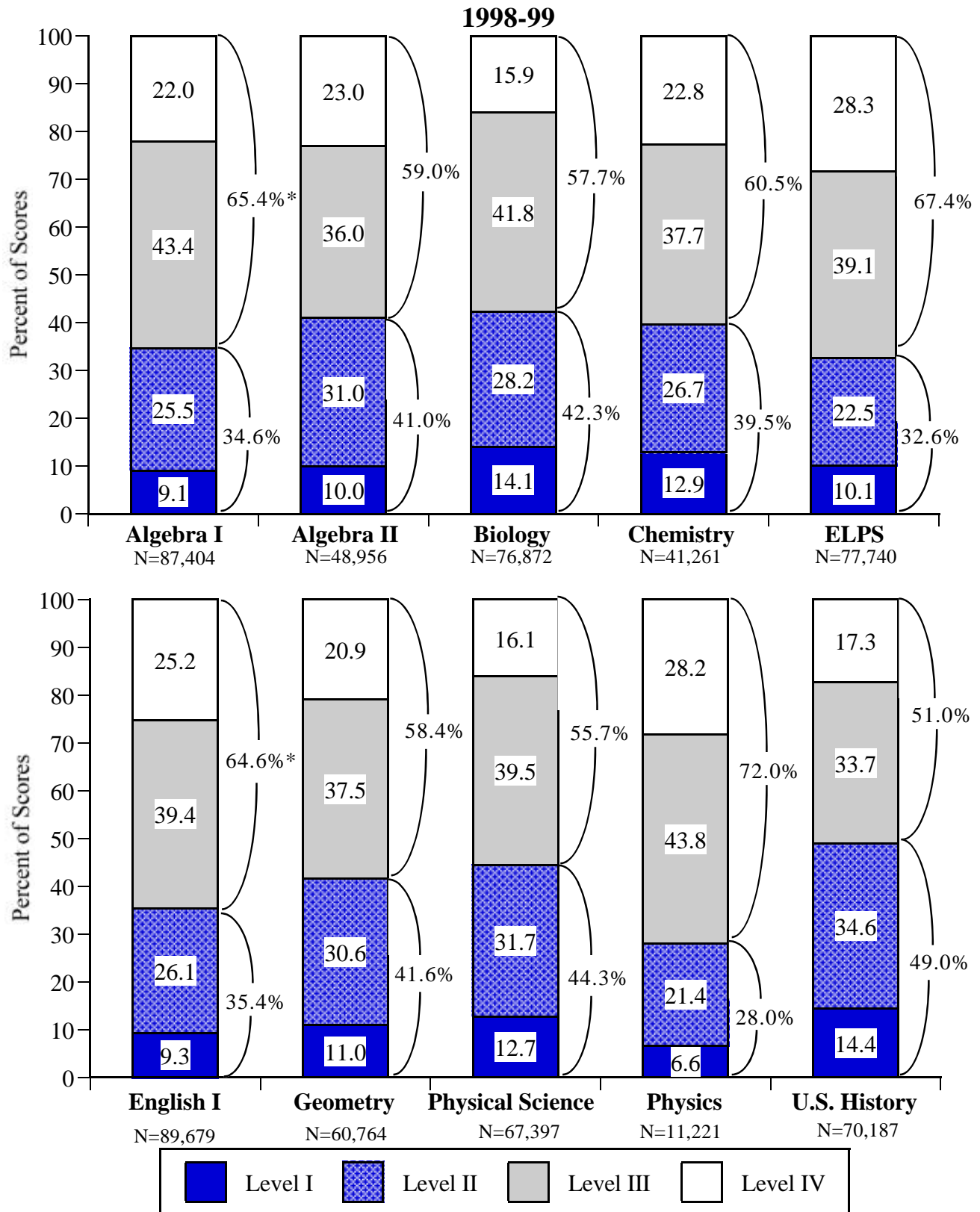
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.

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

Due to rounding, data for some courses may not add to 100%.

Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses**
 (Algebra I, Algebra II, Biology, Chemistry, ELPS, English I,
 Geometry, Physical Science, Physics, and U.S. History) (continued)



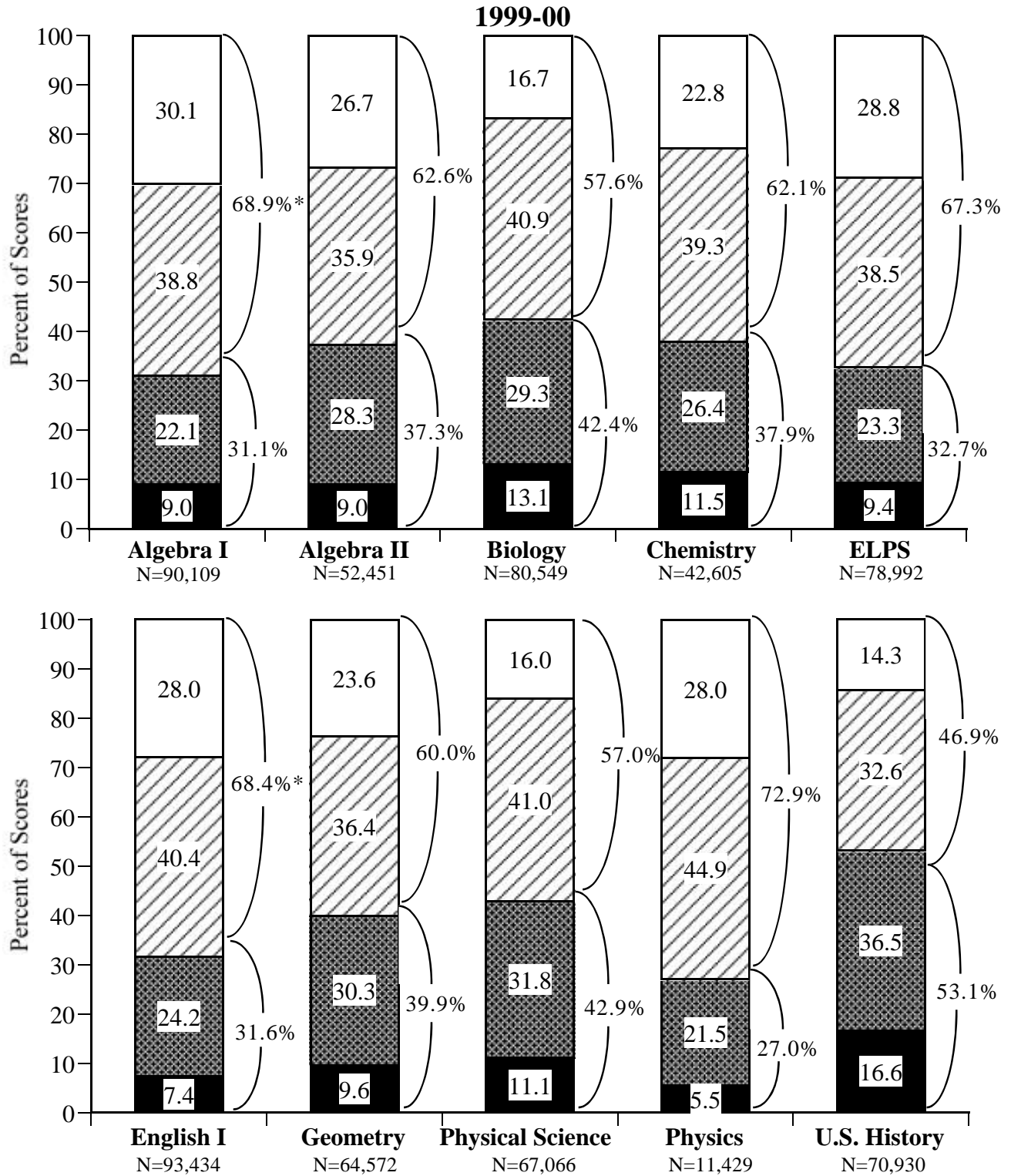
Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.

**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.

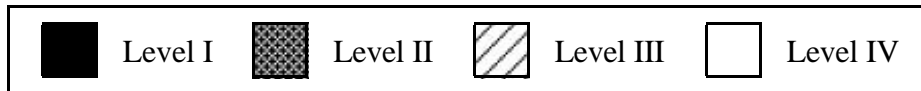
Due to rounding, data for some courses may not add to 100%.

Data received from LEAs after September 14, 2000 are not included in these figures.

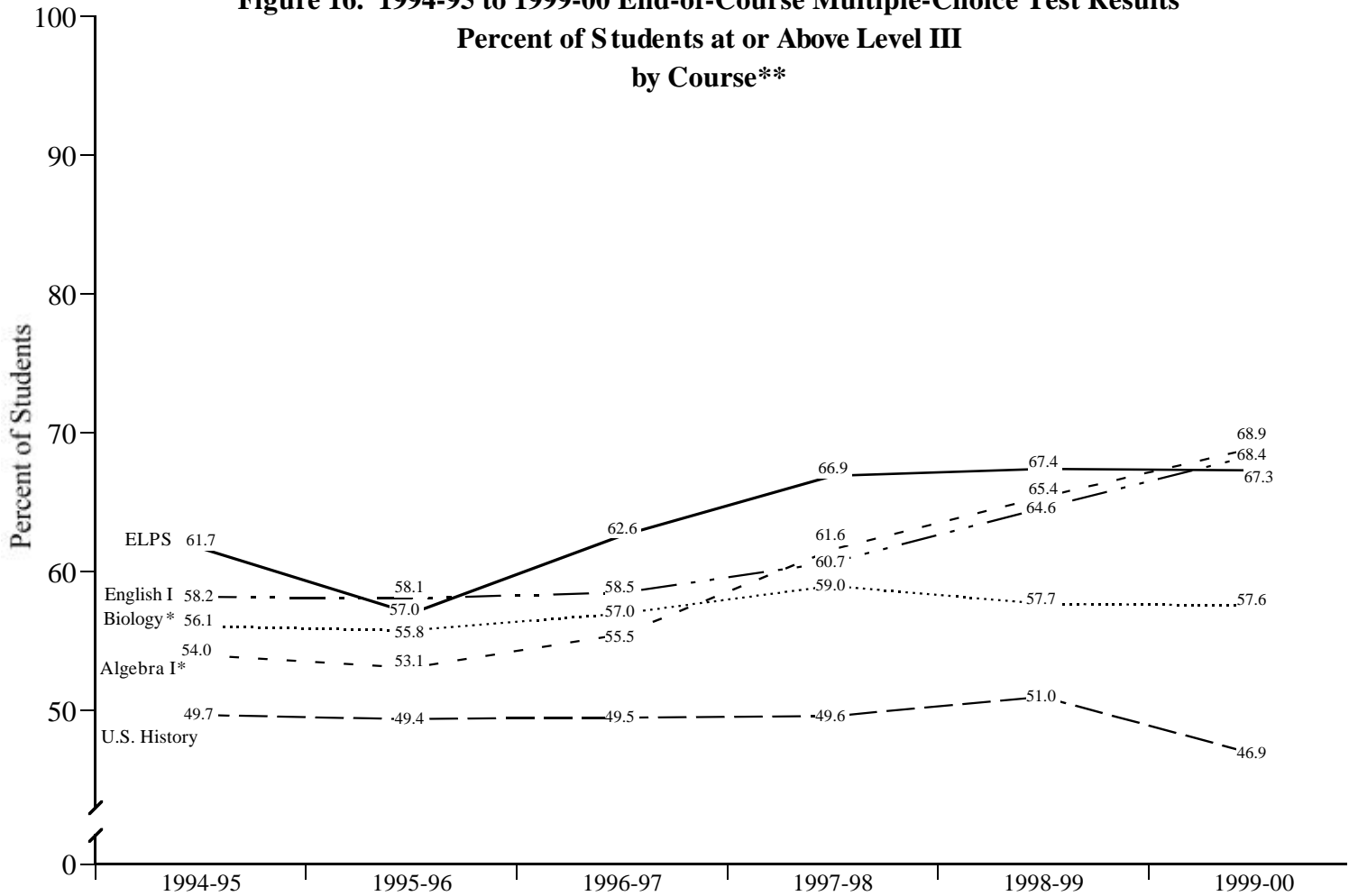
Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses**
(Algebra I, Algebra II, Biology, Chemistry, ELPS, English I,
Geometry, Physical Science, Physics, and U.S. History) (continued)



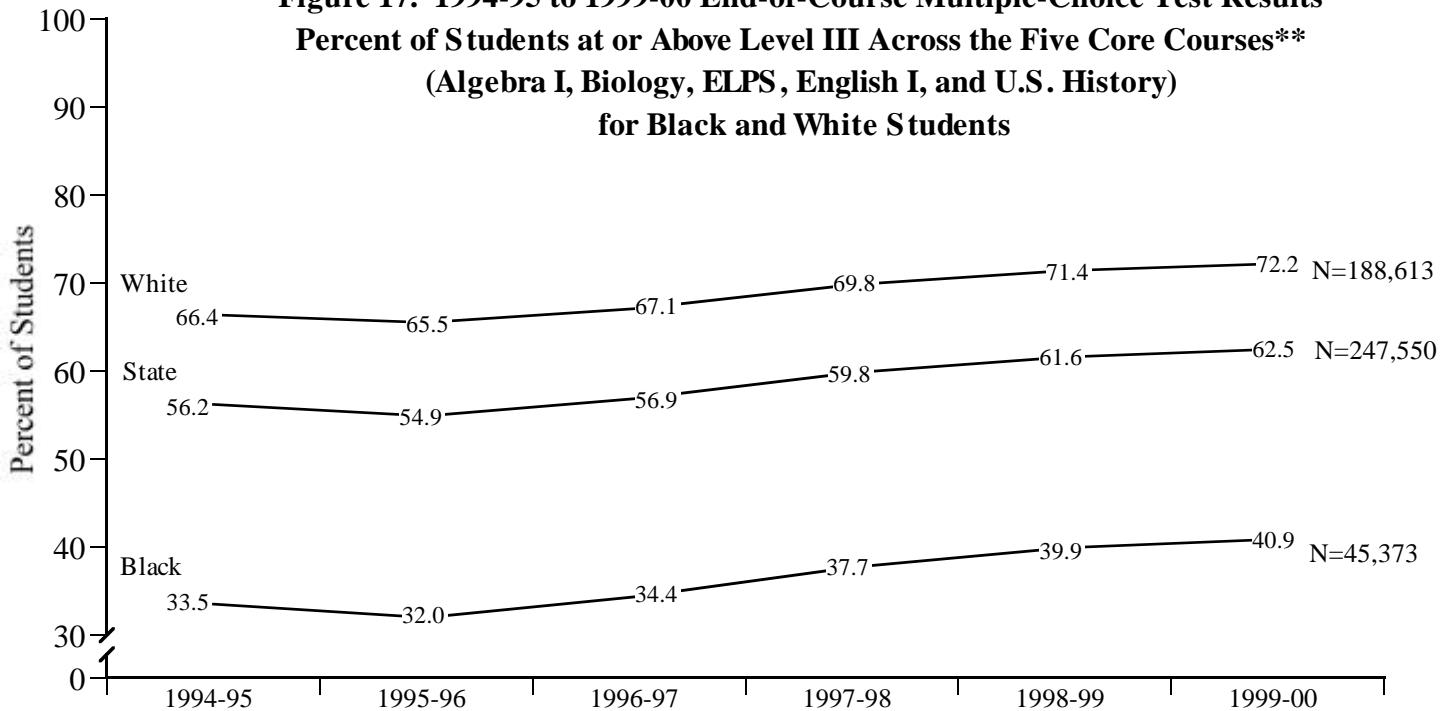
Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
 **Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
 Due to rounding, data for some courses may not add to 100%.
 Data received from LEAs after September 14, 2000 are not included in these figures.



**Figure 16. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III
by Course****

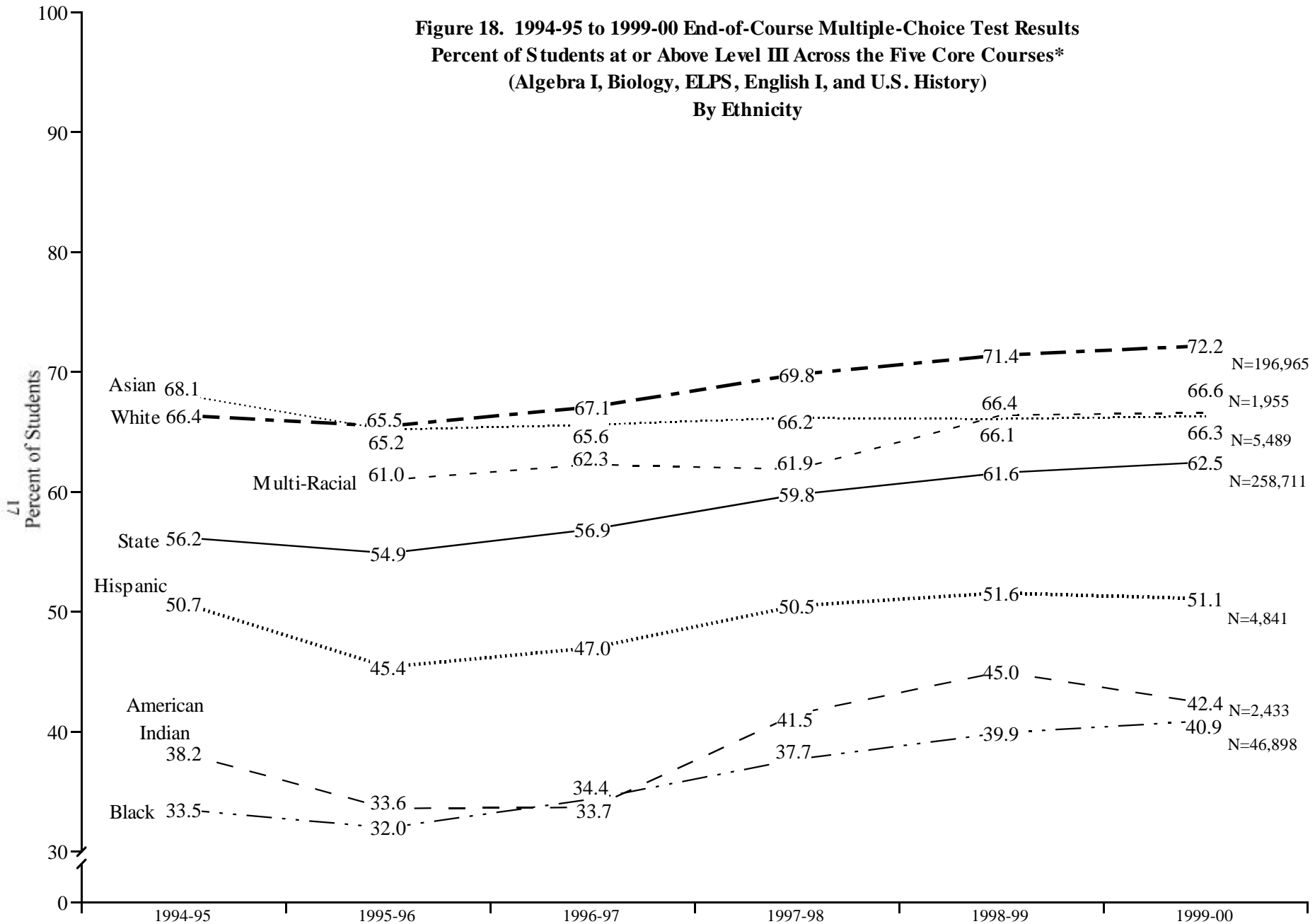


**Figure 17. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses**
(Algebra I, Biology, ELPS, English I, and U.S. History)
for Black and White Students**



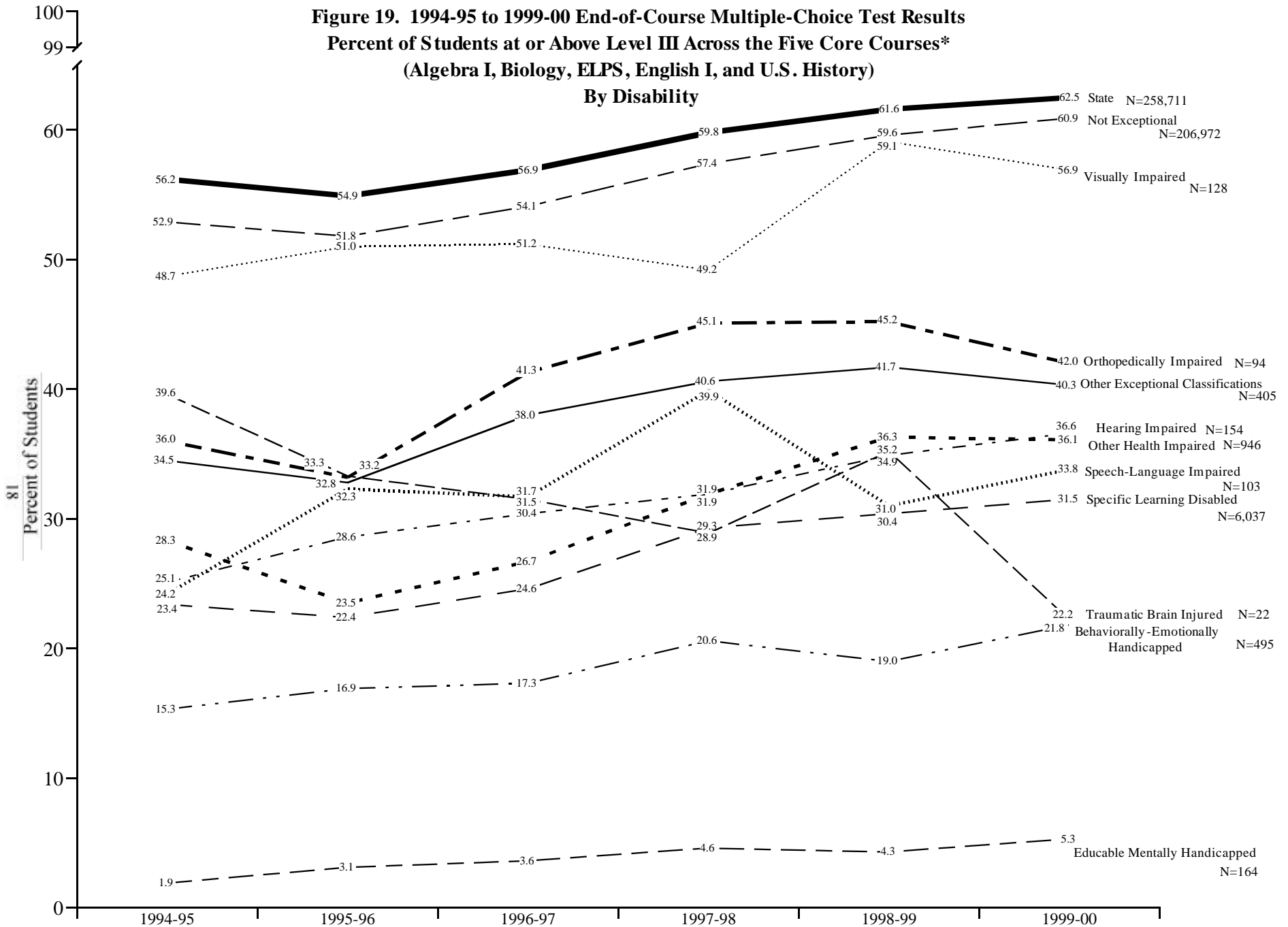
Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
 **As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in these figures.
 The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
 N counts equal the number of students at or above level III across the five courses for 1998-99. Previous years are comparable.
 Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 18. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
By Ethnicity



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
 Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
 Multi-Racial results were not reported in 1994-95.
 N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.
 Data received from LEAs after September 14, 2000 are not included in this figure.

**Figure 19. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
By Disability**



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.
Data received from LEAs after September 14, 2000 are not included in this figure.