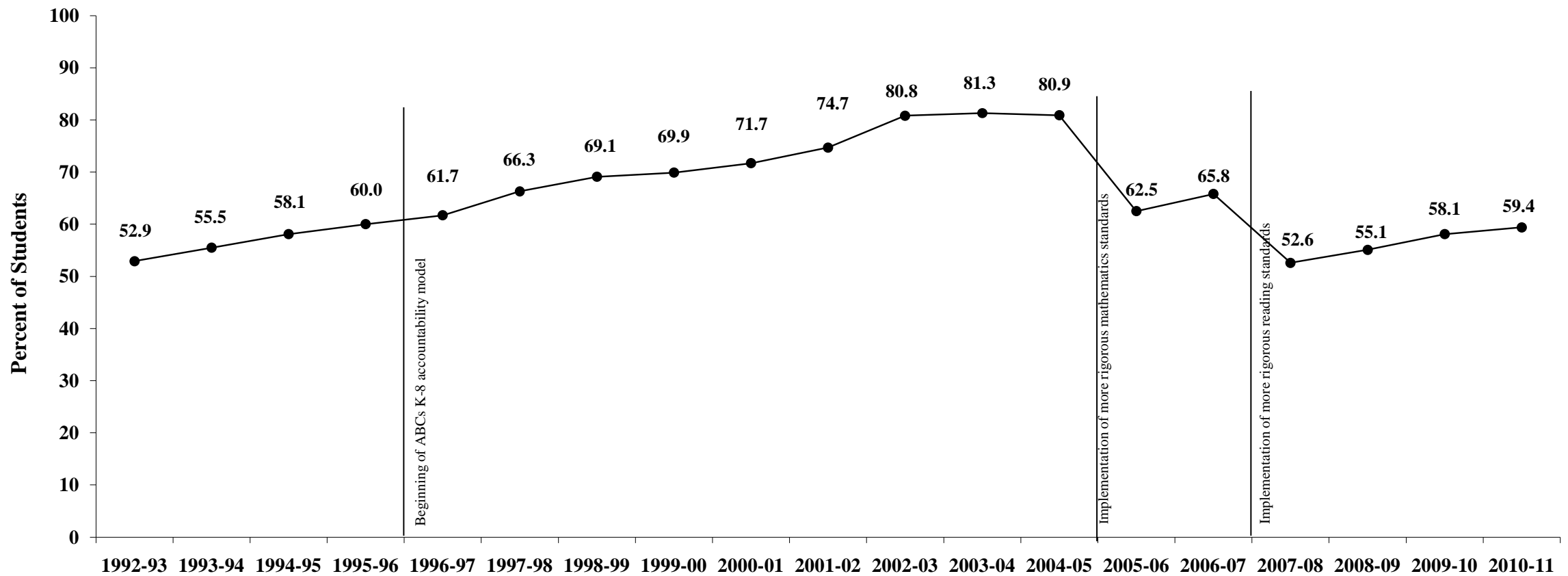


**Figure 1. 1992-93 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Both Reading and Mathematics  
Grades 3-8**



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  $\geq 386$ .

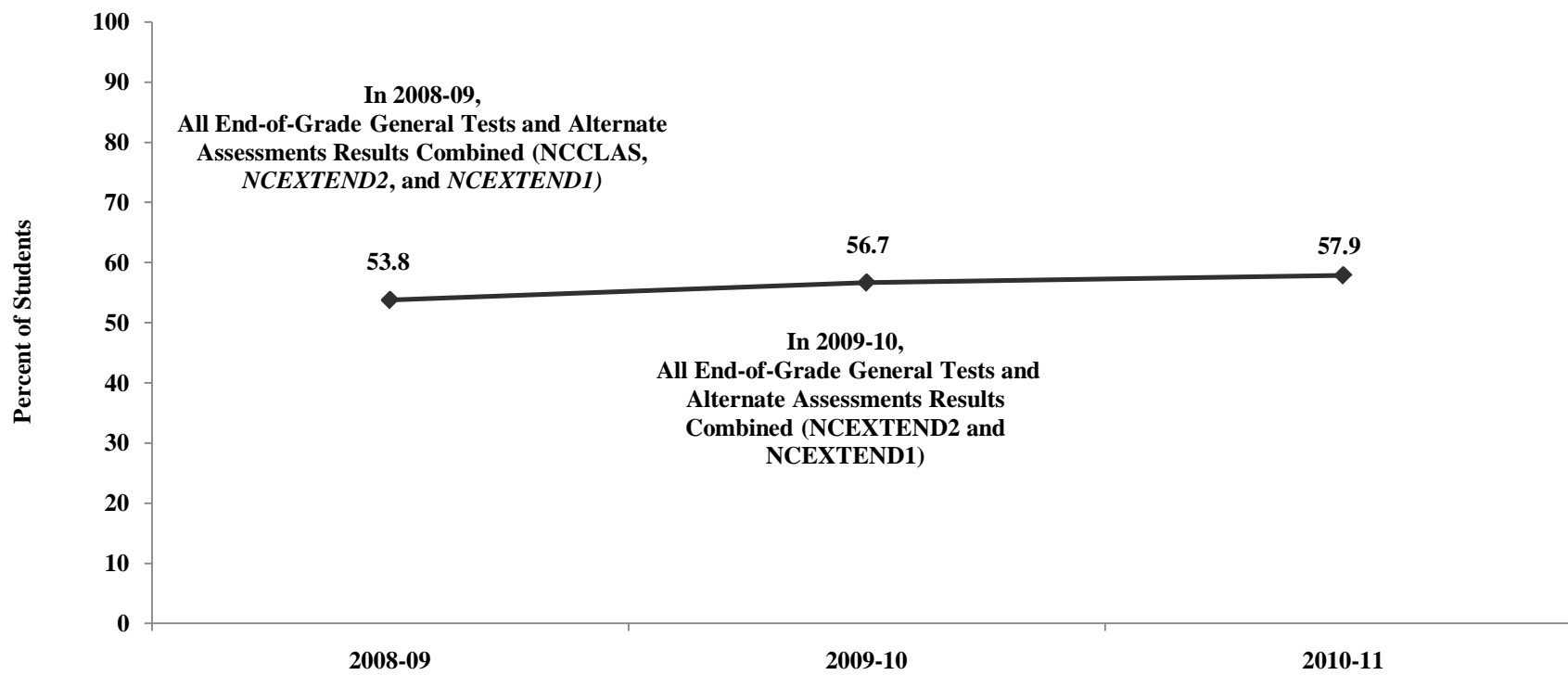
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include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

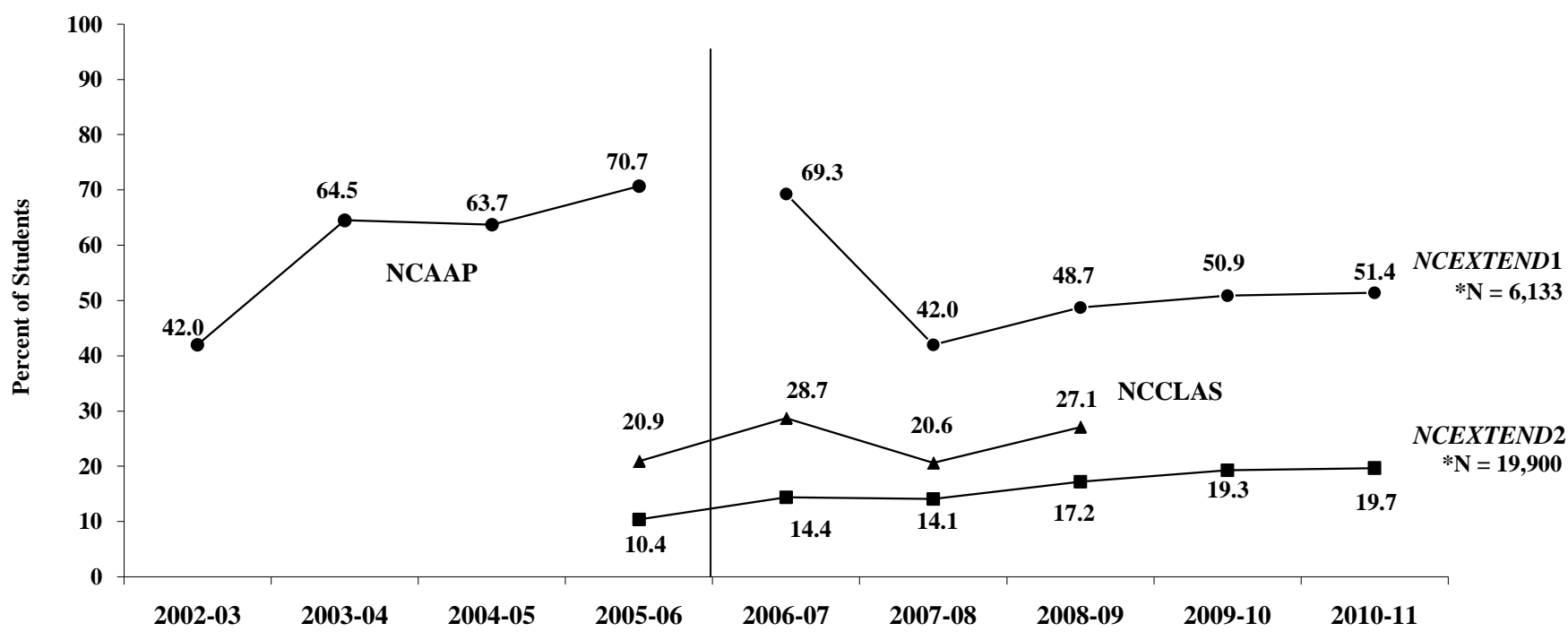
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**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**



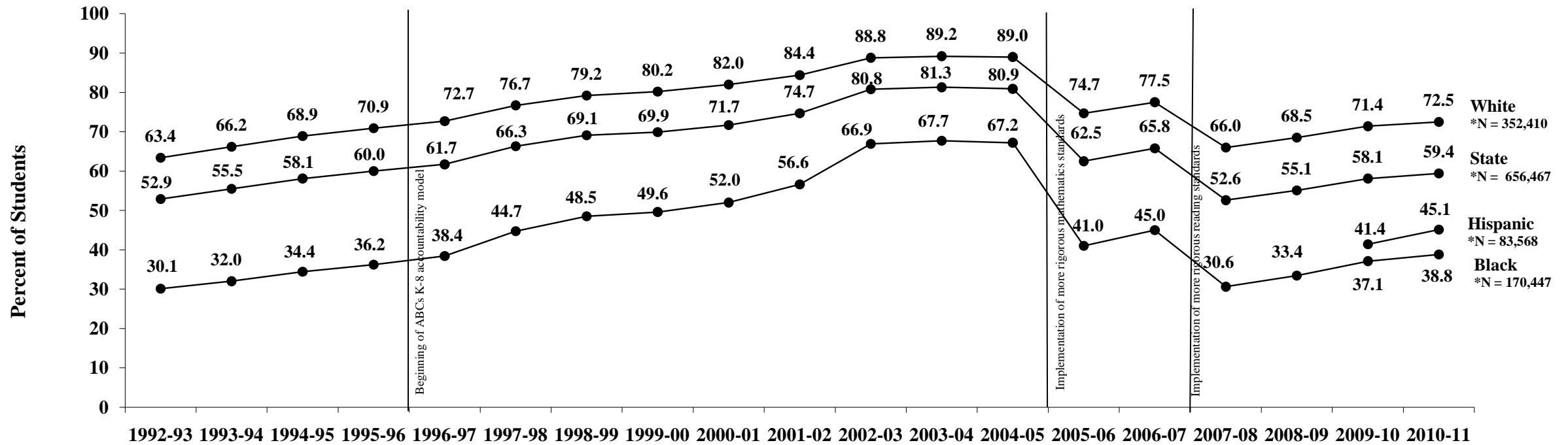
Notes: The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do 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.

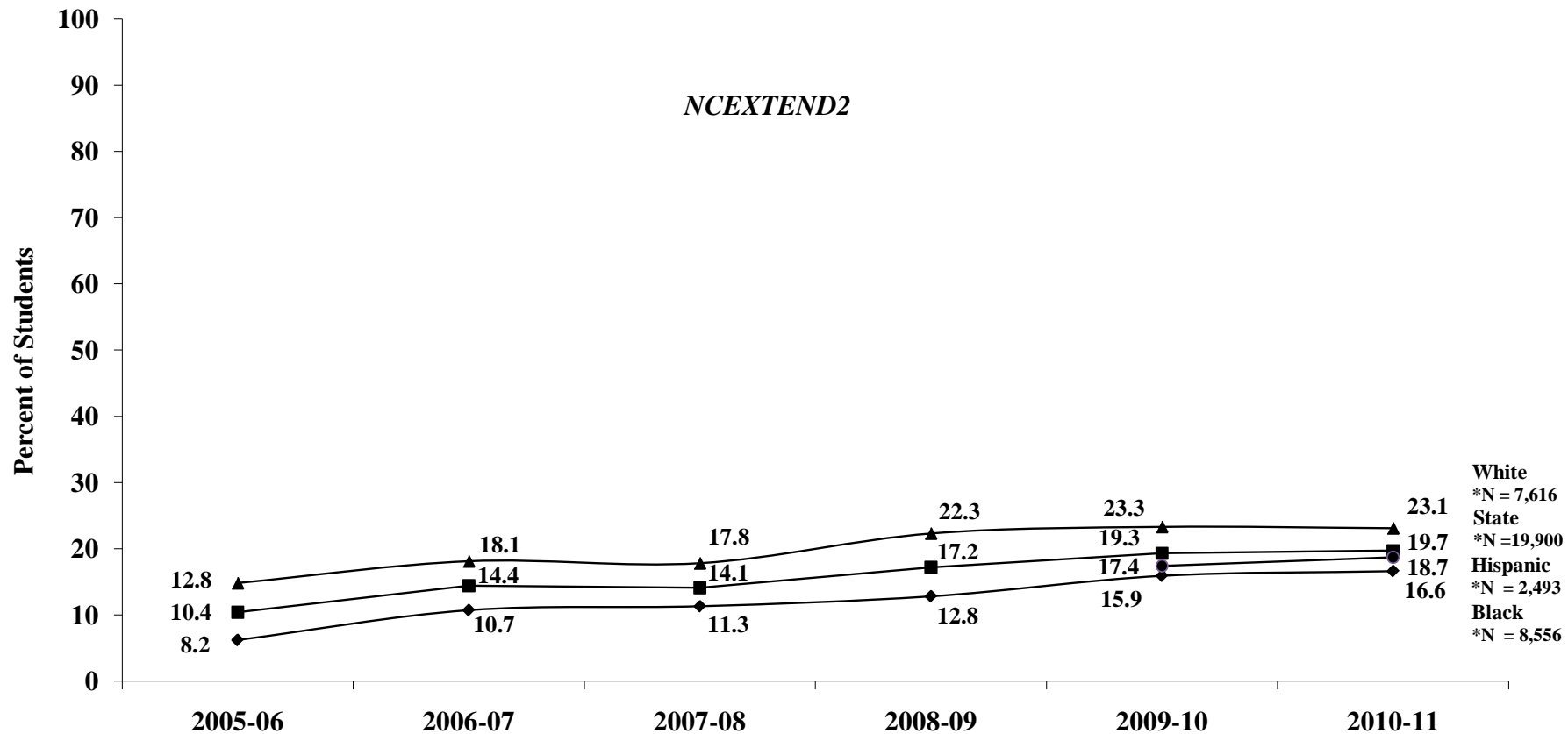
New achievement levels set for mathematics are not equated to previous mathematics achievement levels.

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.

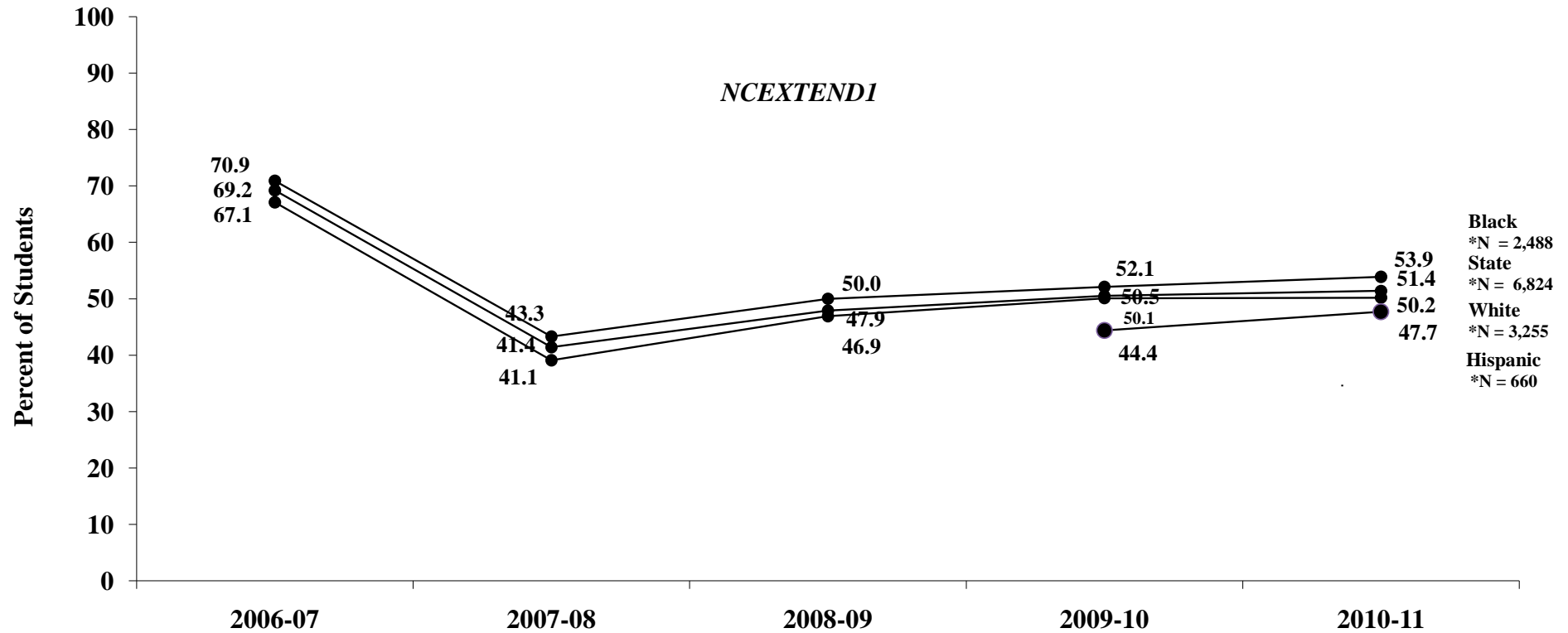
The "Percent of At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not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

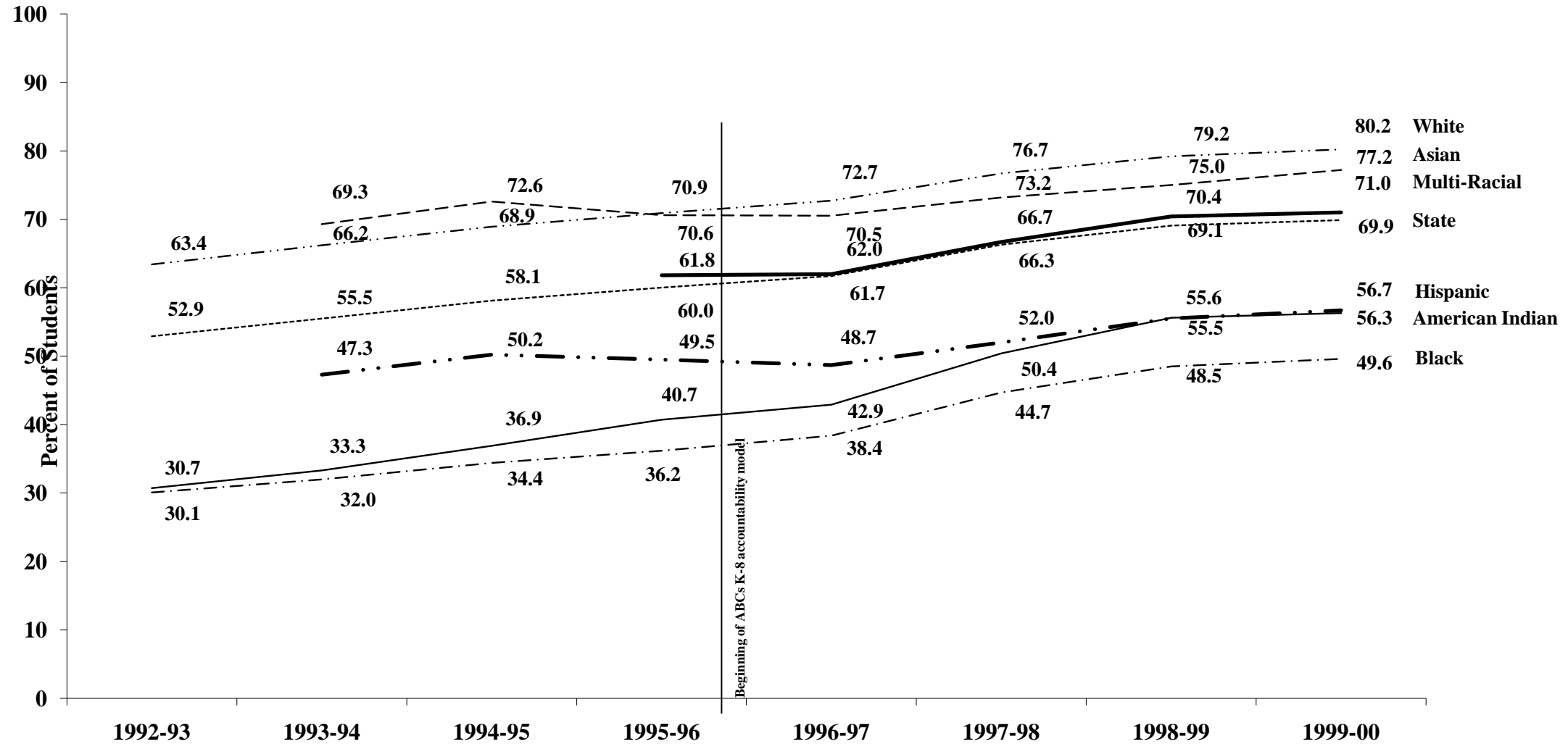
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include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

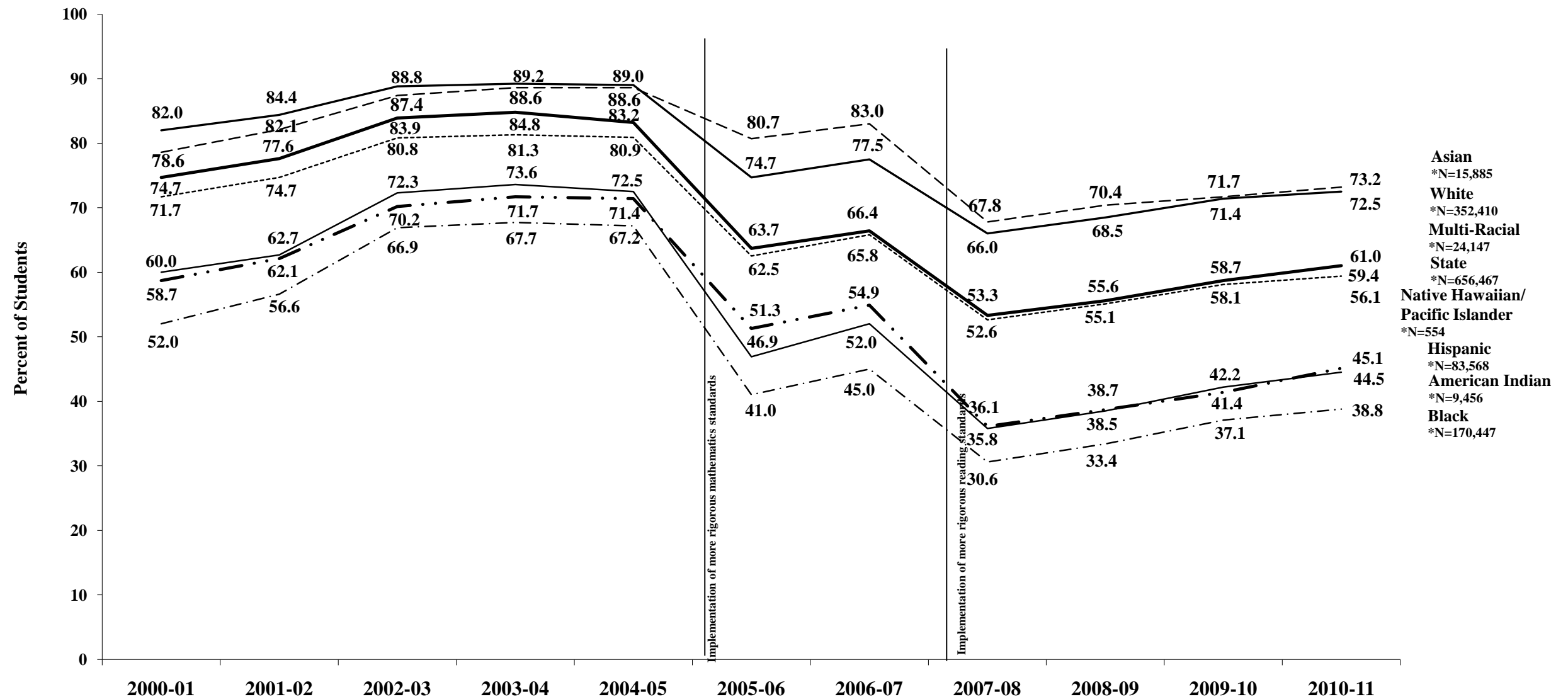
The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include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

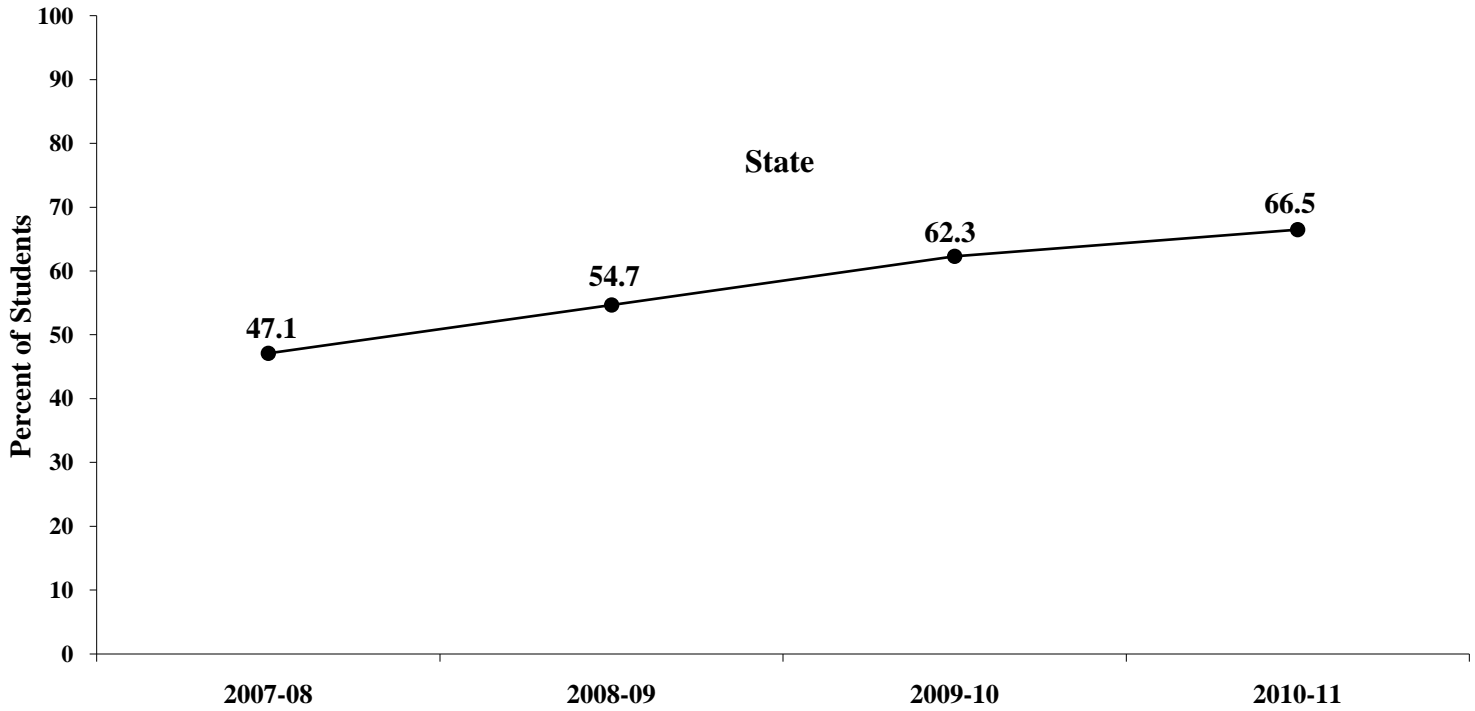
Prior to 2002-03, the end-of-grade reading scale score range was 114-187. From 2002-03 to 2006-07, the end-of-grade reading scale score range was 216-290. From 2007-08 and beyond, the end-of-grade reading scale score range is  $\leq 330$  to  $\geq 379$ . Prior to 2000-01, the end-of-grade mathematics 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.

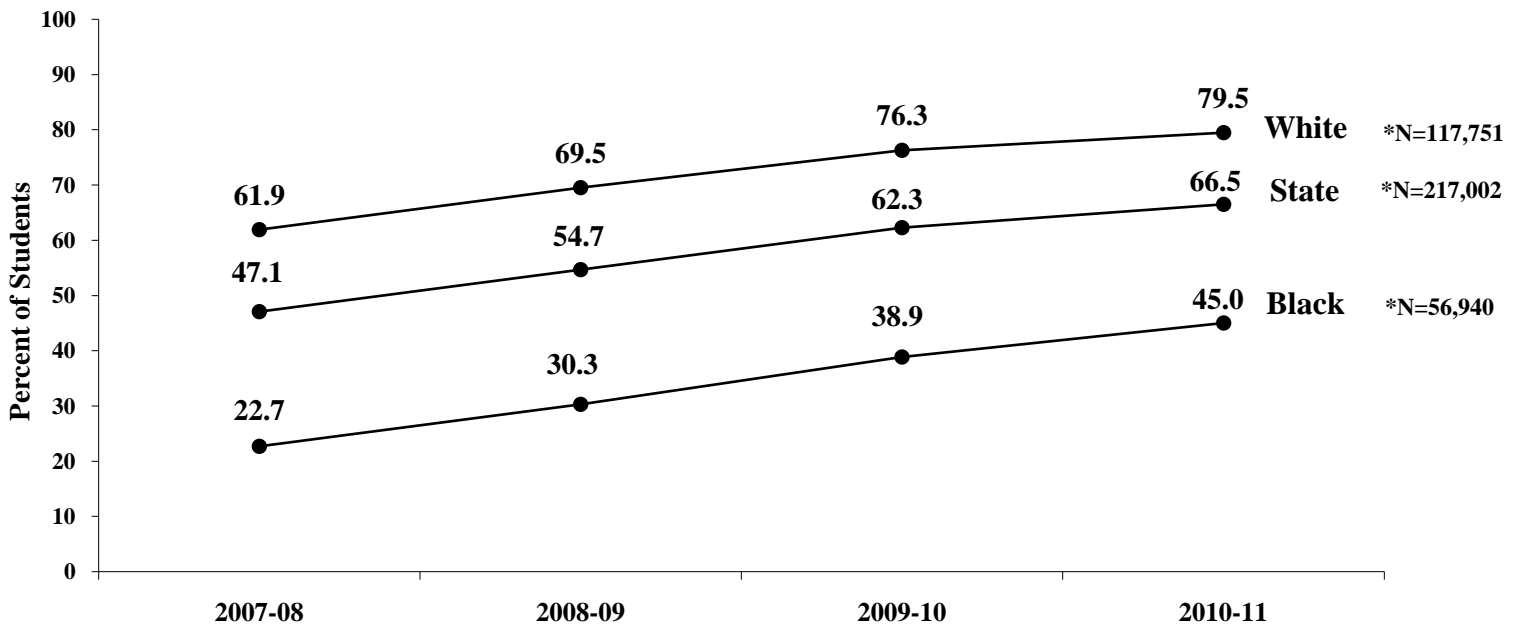
Prepared by the NCDPI Division of Accountability Services/Test Development Section.



**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**

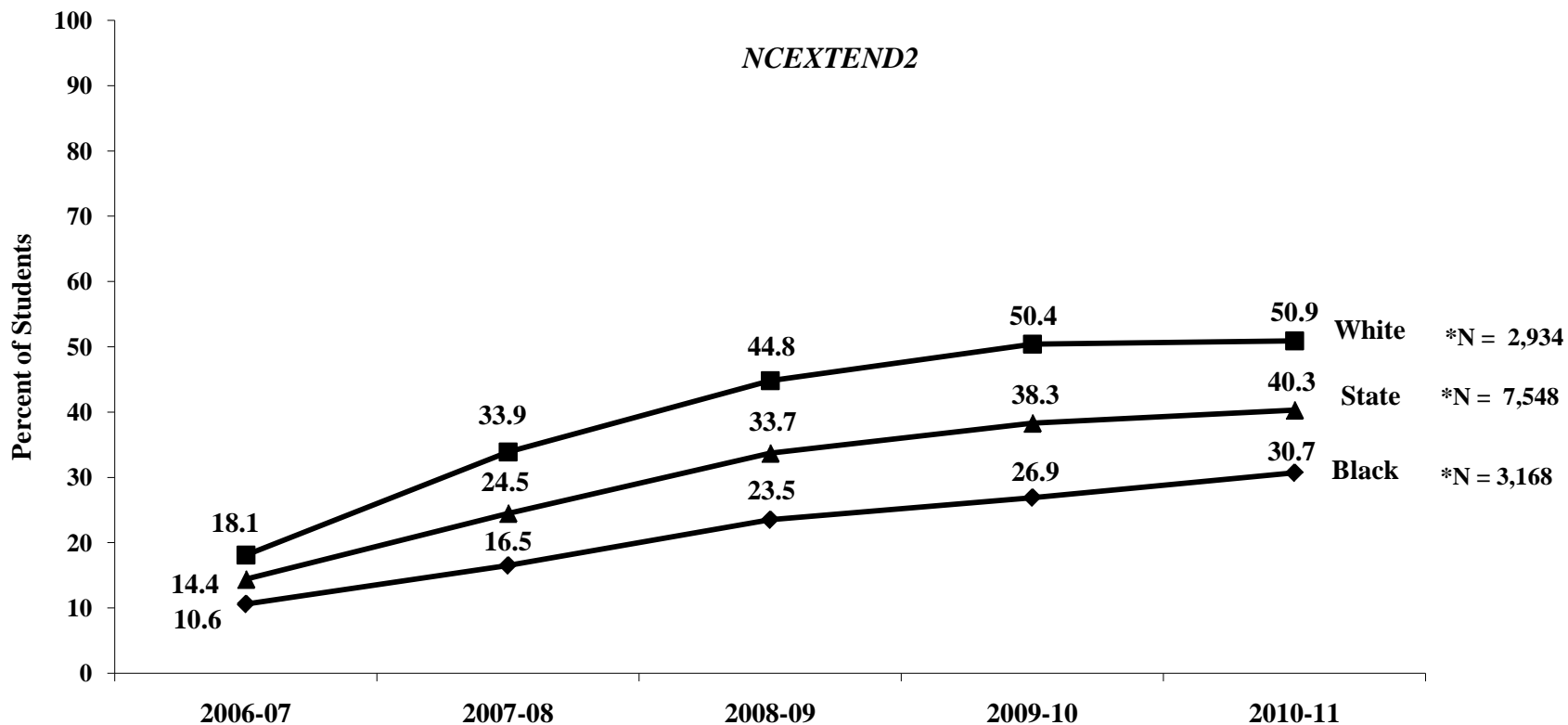


**Figure 4. 2007-08 to 2010-11 End-of-Grade General Test Multiple-Choice Test Results  
Statewide Percent of Students At or Above Level III in Science  
Grades 5 and 8 Combined, for Black and White Students**



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.

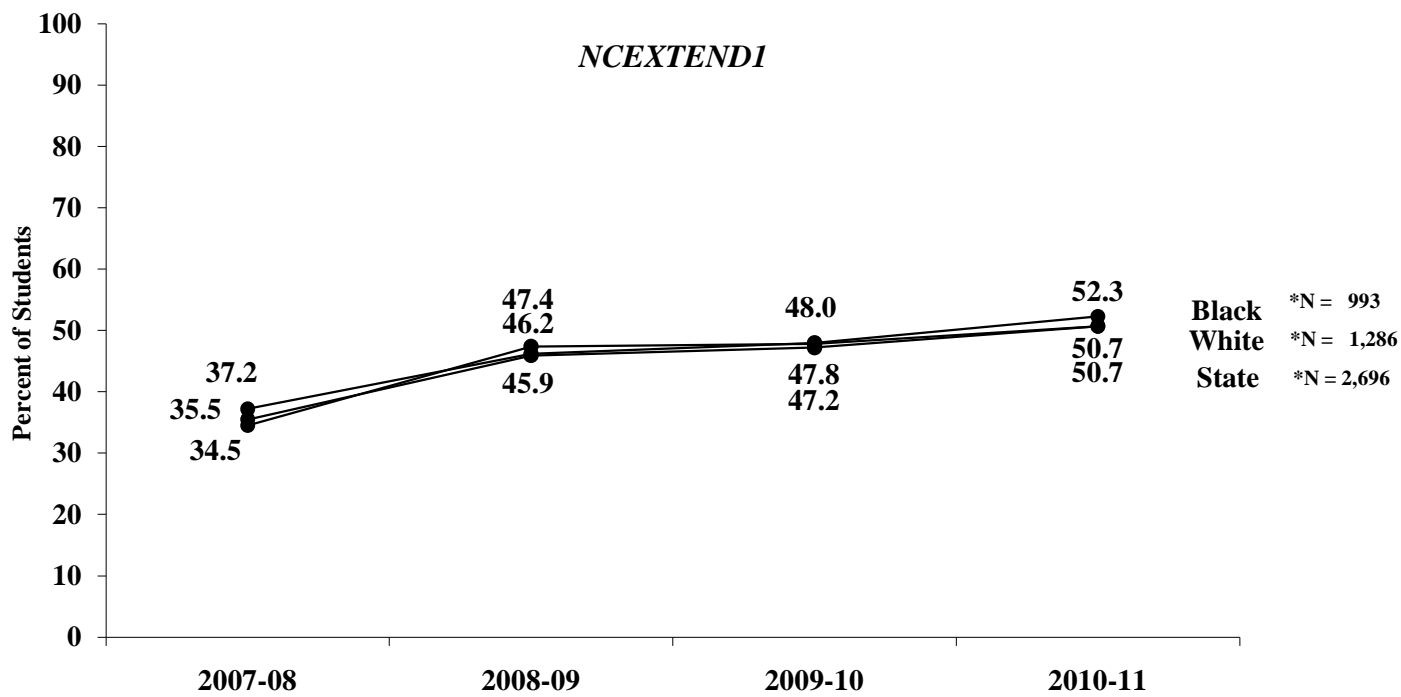
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

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.

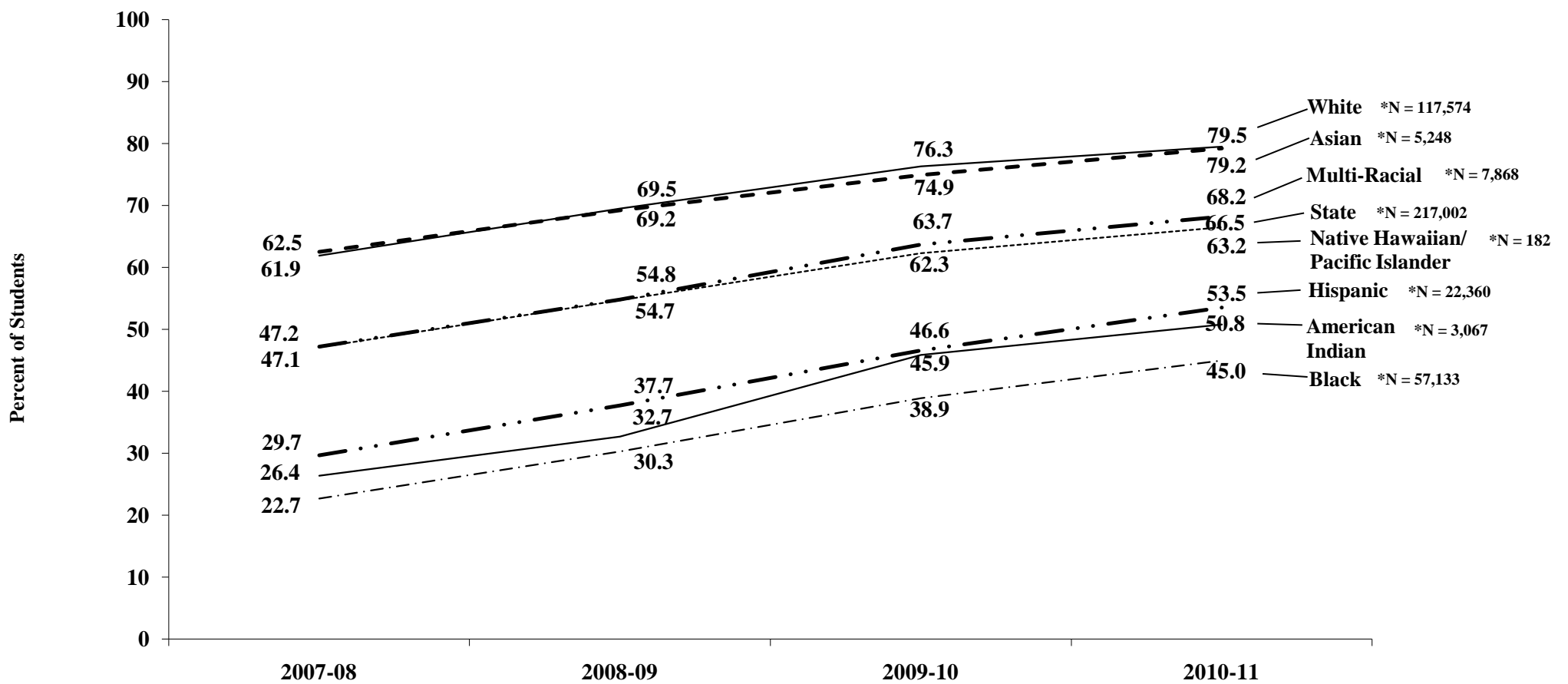
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**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**



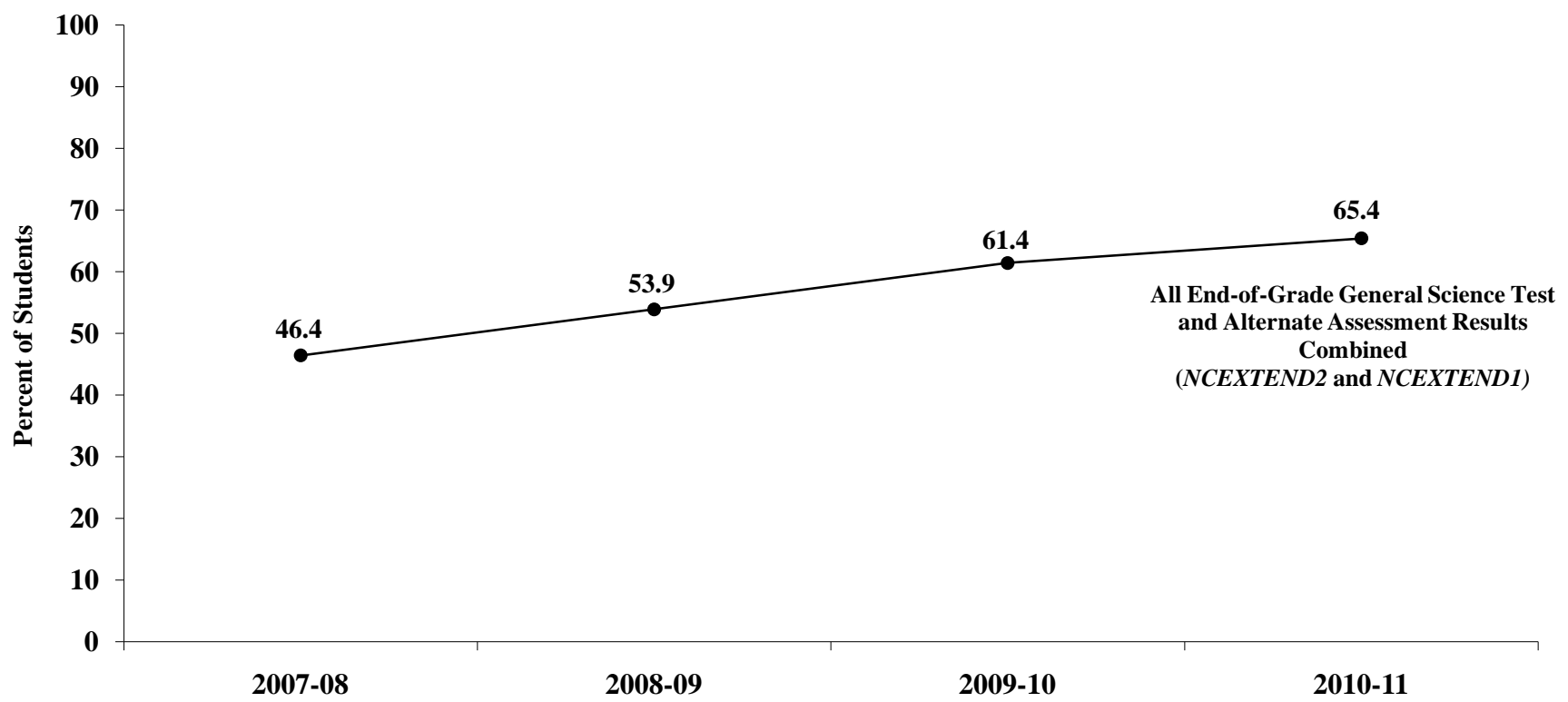
Notes:\*N counts equal the number of students tested in science for the *NCEXTENDI* assessment.  
*NCEXTENDI* is an assessment for students with severe cognitive disabilities operationalized in 2006-07.  
 The "Percent At or Above Level III in Science" is calculated by dividing the number of students 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**



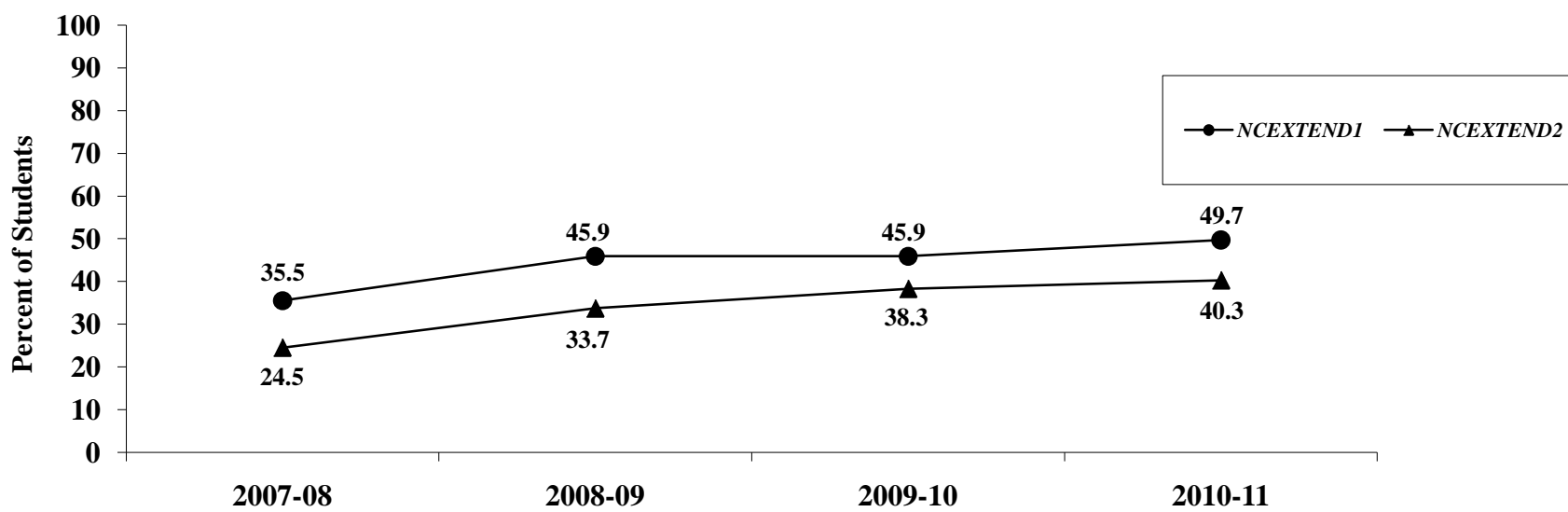
Notes:\*N counts equal the number of students who participated in the general science test.  
 The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
 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**



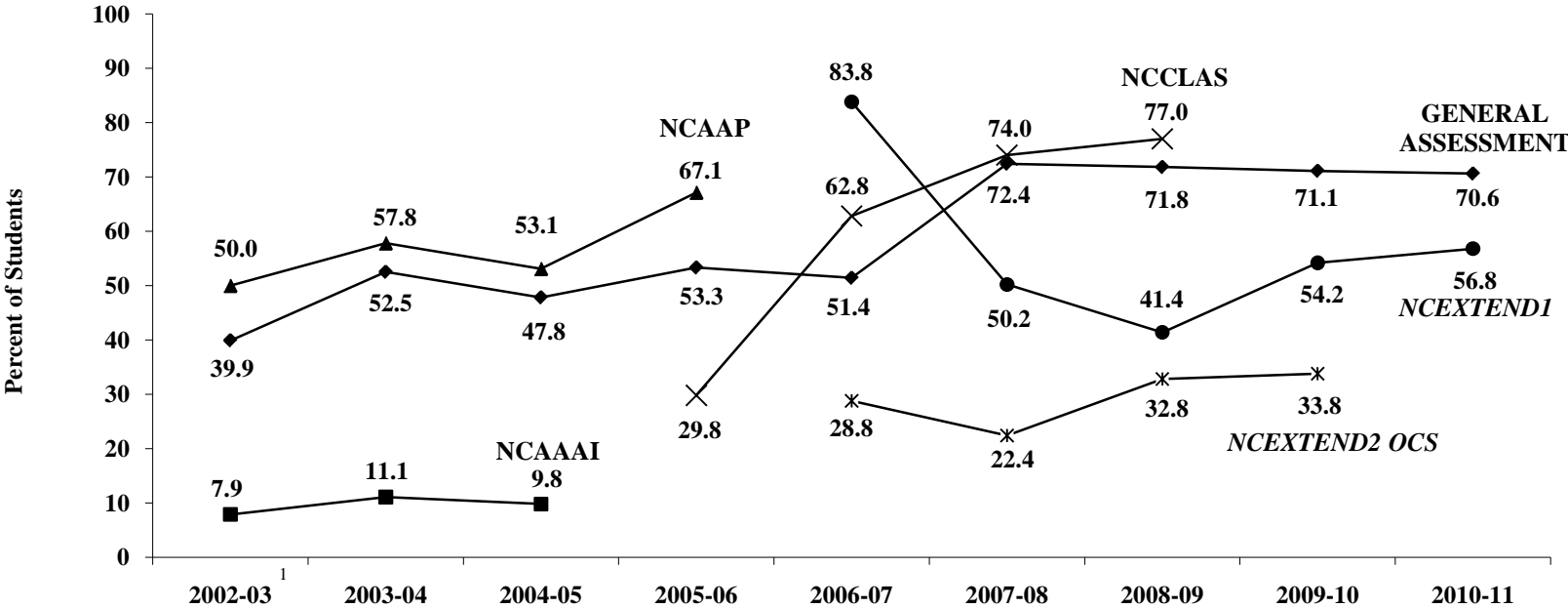
Notes: The "Percent At or Above Level III in Science" is calculated by dividing the number of students passing science tests at or above Achievement Level III by the number of students with valid scores in science.  
*NCEXTEND2* is an assessment operationalized in 2005-06. *NCEXTEND1* is an assessment 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.

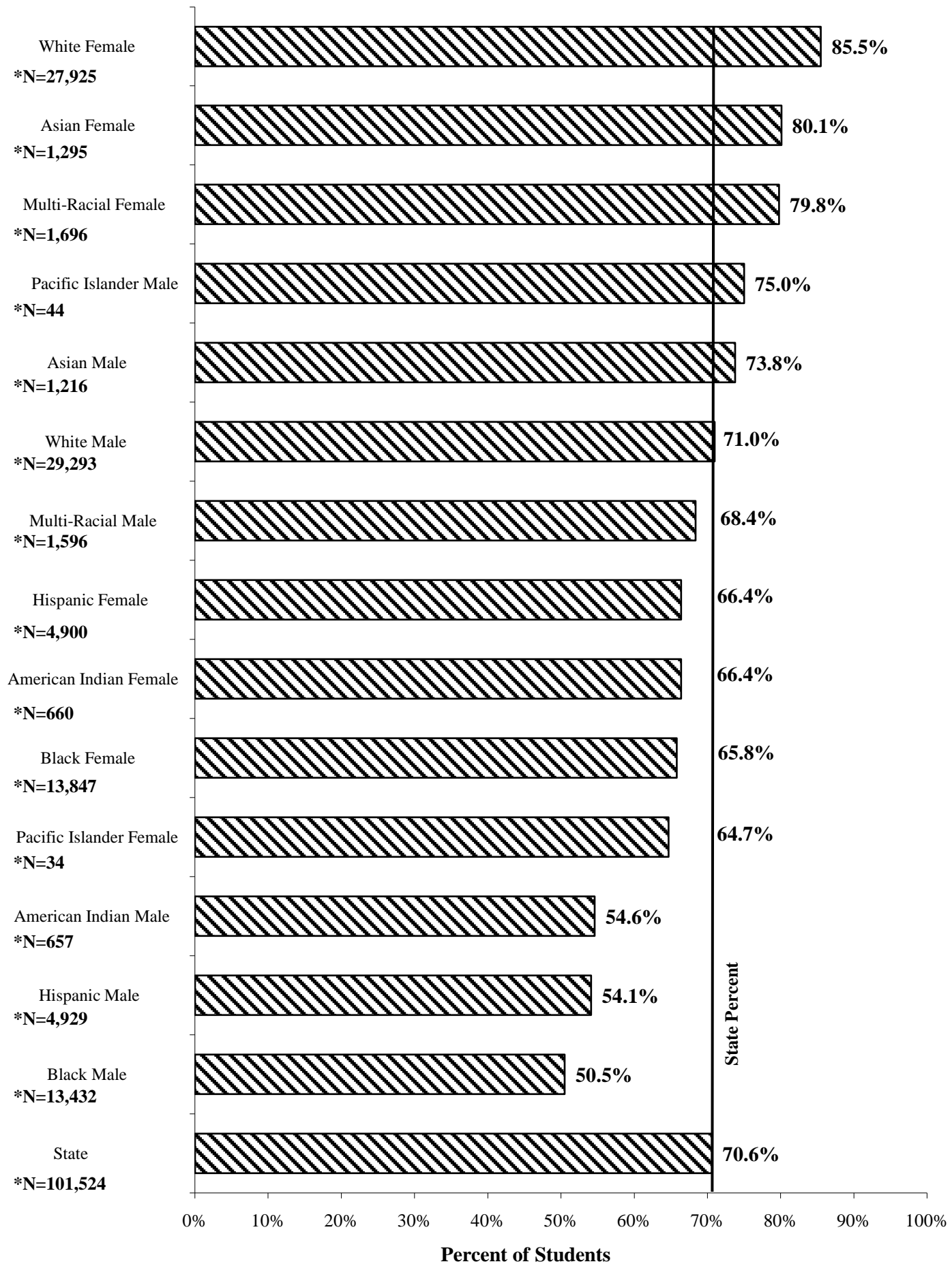
**Figure 7. North Carolina Testing Program  
North Carolina Writing Assessments, 2002-03 to 2010-11,  
Percent of Students Scoring At or Above Level III,  
Grade 10**



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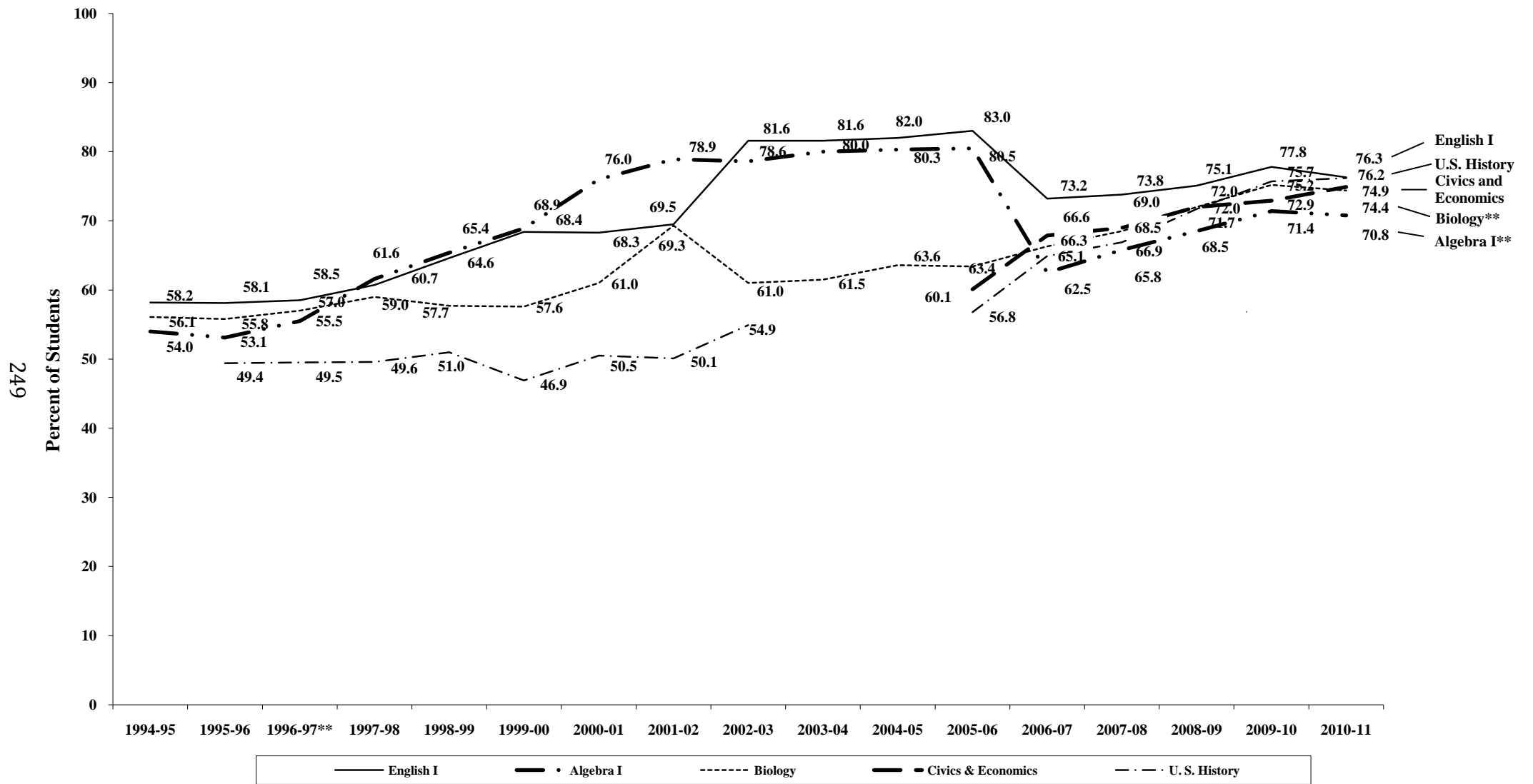
Notes: <sup>1</sup>The writing standard, scale, and scoring model changed effective with the 2002-03 school year.  
 The data from 2002-03 are reported from the pilot test administration.  
 The NCAAAI was discontinued and replaced by NCCLAS in 2005-06. Beginning in the 2009-10 school year, NCCLAS was 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   |                       |
|                | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       | Percent Students at<br>Number Achievement<br>Tested Levels III, |                       |
|                | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation | Mean Scale<br>Score**   | Standard<br>Deviation |
| <b>Grade 3</b> | <u>108,942</u><br>338.7   | <u>56.0%</u><br>11.9  | <u>113,744</u><br>339.4   | <u>58.2%</u><br>11.8  | <u>115,038</u><br>339.7   | <u>59.0%</u><br>11.6  | <u>112,720</u><br>340.1   | <u>60.7%</u><br>11.5  | <u>109,429</u><br>344.9   | <u>74.8%</u><br>9.7   | <u>114,251</u><br>345.1   | <u>75.3%</u><br>9.7   | <u>115,611</u><br>345.4   | <u>75.8%</u><br>9.8   | <u>113,239</u><br>345.7   | <u>76.3%</u><br>9.9   |
| <b>Grade 4</b> | <u>105,291</u><br>345.3   | <u>60.9%</u><br>10.1  | <u>109,488</u><br>345.6   | <u>62.3%</u><br>10.2  | <u>111,294</u><br>346.2   | <u>64.9%</u><br>9.8   | <u>112,605</u><br>346.4   | <u>65.4%</u><br>9.8   | <u>105,815</u><br>350.9   | <u>74.5%</u><br>9.3   | <u>110,102</u><br>351.2   | <u>75.6%</u><br>9.4   | <u>112,015</u><br>351.9   | <u>77.8%</u><br>9.4   | <u>113,427</u><br>352.2   | <u>78.8%</u><br>9.4   |
| <b>Grade 5</b> | <u>103,722</u><br>350.0   | <u>57.2%</u><br>9.4   | <u>107,039</u><br>350.7   | <u>60.2%</u><br>9.3   | <u>109,300</u><br>351.0   | <u>62.9%</u><br>9.0   | <u>110,982</u><br>351.4   | <u>64.9%</u><br>8.9   | <u>104,118</u><br>355.5   | <u>71.1%</u><br>9.2   | <u>107,554</u><br>356.1   | <u>73.5%</u><br>9.1   | <u>110,005</u><br>356.7   | <u>75.1%</u><br>9.2   | <u>111,726</u><br>357.1   | <u>76.5%</u><br>9.2   |
| <b>Grade 6</b> | <u>101,722</u><br>353.0   | <u>60.9%</u><br>9.6   | <u>105,153</u><br>353.5   | <u>63.6%</u><br>9.5   | <u>106,877</u><br>354.2   | <u>69.1%</u><br>8.9   | <u>108,841</u><br>354.3   | <u>69.6%</u><br>8.8   | <u>102,005</u><br>356.6   | <u>69.4%</u><br>9.4   | <u>105,422</u><br>356.8   | <u>70.5%</u><br>9.3   | <u>107,354</u><br>357.7   | <u>73.8%</u><br>9.3   | <u>109,461</u><br>357.8   | <u>74.3%</u><br>9.3   |
| <b>Grade 7</b> | <u>102,965</u><br>355.7   | <u>52.5%</u><br>9.2   | <u>103,876</u><br>356.5   | <u>56.1%</u><br>9.0   | <u>105,418</u><br>356.9   | <u>58.6%</u><br>8.8   | <u>107,256</u><br>357.4   | <u>60.5%</u><br>8.6   | <u>103,207</u><br>359.1   | <u>68.6%</u><br>9.5   | <u>104,098</u><br>359.8   | <u>71.3%</u><br>9.4   | <u>105,686</u><br>360.3   | <u>73.5%</u><br>9.3   | <u>107,676</u><br>360.7   | <u>75.1%</u><br>9.3   |
| <b>Grade 8</b> | <u>104,103</u><br>358.5   | <u>55.7%</u><br>8.8   | <u>104,858</u><br>359.0   | <u>58.3%</u><br>8.6   | <u>104,369</u><br>359.8   | <u>62.6%</u><br>8.5   | <u>105,391</u><br>360.1   | <u>63.4%</u><br>8.3   | <u>104,252</u><br>361.4   | <u>69.8%</u><br>8.9   | <u>105,028</u><br>361.9   | <u>72.8%</u><br>8.8   | <u>104,576</u><br>363.2   | <u>77.7%</u><br>8.5   | <u>105,673</u><br>363.5   | <u>78.6%</u><br>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              |  |

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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<br>9.5     | 32.5%                                    | 152.3<br>9.3     | 24.2%                                    | 154.3<br>9.3     | 17.1%                                    | 155.6<br>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<br>9.3     | 22.4%                                    | 151.5<br>9.1     | 17.8%                                    | 153.0<br>9.2     | 14.7%                                    | 153.6<br>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><br><u>Percent At Level I</u> | <u>Number At Level II</u><br><u>Percent At Level II</u> | <u>Number At Level III</u><br><u>Percent At Level III</u> | <u>Number At Level IV</u><br><u>Percent At Level IV</u> |
| 1991-92              | 69,582        | <u>30,296</u><br>43.5                                 | <u>23,799</u><br>34.2                                   | <u>12,308</u><br>17.7                                     | <u>3,179</u><br>4.6                                     |
| 1992-93              | 72,101        | <u>25,592</u><br>35.5                                 | <u>27,220</u><br>37.8                                   | <u>14,730</u><br>20.4                                     | <u>4,559</u><br>6.3                                     |
| 1993-94              | 72,789        | <u>24,197</u><br>33.2                                 | <u>25,103</u><br>34.5                                   | <u>17,703</u><br>24.3                                     | <u>5,786</u><br>7.9                                     |
| 1994-95              | 78,384        | <u>17,000</u><br>21.7                                 | <u>31,064</u><br>39.6                                   | <u>25,258</u><br>32.2                                     | <u>5,020</u><br>6.4                                     |
| 1995-96              | 79,951        | <u>16,399</u><br>20.5                                 | <u>24,800</u><br>31.0                                   | <u>26,269</u><br>32.9                                     | <u>12,483</u><br>15.6                                   |
| 1996-97              | 79,662        | <u>13,777</u><br>17.3                                 | <u>26,258</u><br>33.0                                   | <u>29,881</u><br>37.5                                     | <u>9,746</u><br>12.2                                    |
| 1997-98              | 81,261        | <u>11,922</u><br>14.7                                 | <u>31,995</u><br>39.4                                   | <u>29,204</u><br>35.9                                     | <u>8,140</u><br>10.0                                    |
| 1998-99              | 81,563        | <u>8,066</u><br>9.9                                   | <u>27,156</u><br>33.3                                   | <u>32,680</u><br>40.1                                     | <u>13,661</u><br>16.7                                   |
| 1999-00              | 82,418        | <u>7,441</u><br>9.0                                   | <u>27,150</u><br>32.9                                   | <u>35,712</u><br>43.3                                     | <u>12,115</u><br>14.7                                   |
| 2000-01              | 86,034        | <u>6,448</u><br>7.5                                   | <u>33,192</u><br>38.6                                   | <u>37,512</u><br>43.6                                     | <u>8,882</u><br>10.3                                    |
| 2001-02 <sup>1</sup> | —             | —   | —   | —   | —   |
| 2002-03 <sup>2</sup> | 84,093        | <u>15,815</u><br>18.8                                 | <u>34,701</u><br>41.3                                   | <u>32,705</u><br>38.9                                     | <u>872</u><br>1.0                                       |
| 2003-04              | 88,633        | <u>8,311</u><br>9.4                                   | <u>33,793</u><br>38.1                                   | <u>46,010</u><br>51.9                                     | <u>519</u><br>0.6                                       |
| 2004-05              | 93,862        | <u>16,558</u><br>17.6                                 | <u>32,446</u><br>34.6                                   | <u>44,617</u><br>47.5                                     | <u>*</u><br>≤5.0%                                       |
| 2005-06              | 96,496        | <u>12,538</u><br>13.0                                 | <u>32,548</u><br>33.7                                   | <u>50,145</u><br>52.0                                     | <u>*</u><br>≤5.0%                                       |
| 2006-07              | 97,796        | <u>15,606</u><br>16.0                                 | <u>31,934</u><br>32.7                                   | <u>49,517</u><br>50.6                                     | <u>*</u><br>≤5.0%                                       |
| 2007-08              | 97,833        | <u>10,931</u><br>11.2                                 | <u>16,119</u><br>16.5                                   | <u>68,996</u><br>70.5                                     | <u>*</u><br>≤5.0%                                       |
| 2008-09              | 96,580        | <u>9,184</u><br>9.5                                   | <u>18,023</u><br>18.7                                   | <u>66,798</u><br>69.2                                     | <u>*</u><br>≤5.0%                                       |
| 2009-10              | 98,874        | <u>11,315</u><br>11.4                                 | <u>17,309</u><br>17.5                                   | <u>68,159</u><br>68.9                                     | <u>*</u><br>≤5.0%                                       |
| 2010-11              | 101,524       | <u>11,015</u><br>10.8                                 | <u>18,810</u><br>18.5                                   | <u>69,320</u><br>68.3                                     | <u>*</u><br>≤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><br><u>Percent At Level I</u> | <u>Number At Level II</u><br><u>Percent At Level II</u> | <u>Number At Level III</u><br><u>Percent At Level III</u> | <u>Number At Level IV</u><br><u>Percent At Level IV</u> |
| 2006-07  | 681           | <u>91</u><br>13.4                                     | <u>*</u><br>≤5.0%                                       | <u>108</u><br>15.9  | <u>463</u><br>68.0                                      |
| 2007-08  | 630           | <u>97</u><br>15.4                                     | <u>217</u><br>34.4                                      | <u>261</u><br>41.4  | <u>55</u><br>8.7  |
| 2008-09  | 690           | <u>107</u><br>15.5                                    | <u>297</u><br>43.0                                      | <u>264</u><br>38.3  | <u>*</u><br>≤5.0%                                       |
| 2009-10  | 716           | <u>81</u><br>11.3                                     | <u>247</u><br>34.5                                      | <u>292</u><br>40.8  | <u>96</u><br>13.4                                       |
| 2010-11  | 673           | <u>65</u><br>9.7                                      | <u>226</u><br>33.6                                      | <u>305</u><br>45.3  | <u>77</u><br>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><br>1985-86        | <u>63,330</u><br>37.7           | <u>67.8%</u>                     | <u>61,003</u><br>39.2           | <u>69.1%</u>                     | <u>59,723</u><br>39.2           | <u>70.5%</u>                     | <u>60,183</u><br>39.8           | <u>73.2%</u>                     | <u>59,085</u><br>40.6           | <u>72.3%</u>                     |
| <u>Algebra II</u><br>1986-87       | Field Test                      |                                  | <u>36,633</u><br>37.7           | <u>39.6%</u>                     | <u>36,414</u><br>36.2           | <u>39.0%</u>                     | <u>35,132</u><br>37.6           | <u>39.8%</u>                     | <u>35,310</u><br>37.4           | <u>41.7%</u>                     |
| <u>Biology</u><br>1986-87          | Field Test                      |                                  | <u>82,646</u><br>38.0           | <u>88.5%</u>                     | <u>77,154</u><br>39.0           | <u>87.5%</u>                     | <u>72,898</u><br>39.2           | <u>86.0%</u>                     | <u>72,329</u><br>40.4           | <u>87.9%</u>                     |
| <u>Chemistry</u><br>1988-89        | Field Test                      |                                  |                                 |                                  |                                 |                                  | <u>33,352</u><br>37.5           | <u>37.8%</u>                     | <u>32,801</u><br>38.5           | <u>38.7%</u>                     |
| <u>ELPS</u><br>1990-91             | Field Test                      |                                  |                                 |                                  |                                 |                                  |                                 |                                  |                                 | <u>Field Test</u>                |
| <u>English I</u><br>1989-90        | Field Test                      |                                  |                                 |                                  |                                 |                                  |                                 |                                  | <u>73,768</u><br>64.3           | <u>90.3%</u>                     |
| <u>Geometry</u><br>1988-89         | Field Test                      |                                  |                                 |                                  |                                 |                                  | <u>43,325</u><br>37.5           | <u>51.1%</u>                     | <u>43,654</u><br>38.4           | <u>53.1%</u>                     |
| <u>Physical Science</u><br>1990-91 | Field Test                      |                                  |                                 |                                  |                                 |                                  |                                 |                                  |                                 | <u>Field Test</u>                |
| <u>Physics</u><br>1989-90          | Field Test                      |                                  |                                 |                                  |                                 |                                  |                                 |                                  | <u>10,166</u><br>38.3           | <u>11.5%</u>                     |
| <u>U.S. History</u><br>1987-88     | Field Test                      |                                  |                                 |                                  | <u>72,824</u><br>39.9           | <u>78.0%</u>                     | <u>66,862</u><br>42.0           | <u>75.8%</u>                     | <u>64,519</u><br>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><br>1985-86        | <u>82,635</u><br>55.0           | <u>96.6%</u><br>9.7              | <u>83,777</u><br>55.6 | <u>95.0%</u><br>9.7              | <u>83,124</u><br>57.0 | <u>95.8%</u><br>9.7              | <u>87,404</u><br>58.0 | <u>65.4%</u><br>9.6  | <u>90,109</u><br>59.5 | <u>68.9%</u><br>10.5 |
| <u>Algebra II</u><br>1986-87       |                                 |                                  |                       |                                  |                       |                                  | <u>48,956</u><br>60.0 | <u>59.0%</u><br>10.9 | <u>52,451</u><br>61.1 | <u>62.7%</u><br>11.0 |
| <u>Biology</u><br>1986-87          | <u>77,420</u><br>55.5           | <u>90.5%</u><br>8.7              | <u>78,725</u><br>55.9 | <u>92.0%</u><br>8.9              | <u>78,804</u><br>56.2 | <u>91.8%</u><br>8.8              | <u>76,872</u><br>56.0 | <u>57.7%</u><br>8.5  | <u>80,549</u><br>56.1 | <u>57.6%</u><br>8.5  |
| <u>Chemistry</u><br>1988-89        |                                 |                                  |                       |                                  |                       |                                  | <u>41,261</u><br>57.8 | <u>60.5%</u><br>8.8  | <u>42,605</u><br>58.1 | <u>62.0%</u><br>8.7  |
| <u>ELPS</u><br>1990-91             | <u>82,577</u><br>43.4           | <u>96.5%</u><br>11.9             | <u>82,611</u><br>53.8 | <u>93.4%</u><br>9.3              | <u>77,348</u><br>54.8 | <u>89.5%</u><br>9.1              | <u>77,740</u><br>55.0 | <u>67.4%</u><br>9.0  | <u>78,992</u><br>55.1 | <u>67.3%</u><br>8.9  |
| <u>English I</u><br>1989-90        | <u>85,411</u><br>53.1           | <u>99.8%</u><br>8.9              | <u>89,500</u><br>53.2 | <u>100.0%</u><br>8.9             | <u>88,307</u><br>53.6 | <u>100.0%</u><br>8.8             | <u>89,679</u><br>54.5 | <u>64.6%</u><br>8.7  | <u>93,434</u><br>55.4 | <u>68.4%</u><br>8.6  |
| <u>Geometry</u><br>1988-89         |                                 |                                  |                       |                                  |                       |                                  | <u>60,764</u><br>58.4 | <u>58.4%</u><br>9.9  | <u>64,572</u><br>59.1 | <u>60.0%</u><br>10.0 |
| <u>Physical Science</u><br>1990-91 |                                 |                                  |                       |                                  |                       |                                  | <u>67,397</u><br>54.5 | <u>55.7%</u><br>9.0  | <u>67,066</u><br>54.9 | <u>57.1%</u><br>8.7  |
| <u>Physics</u><br>1989-90          |                                 |                                  |                       |                                  |                       |                                  | <u>11,221</u><br>56.8 | <u>72.0%</u><br>9.2  | <u>11,429</u><br>57.1 | <u>72.9%</u><br>9.0  |
| <u>U.S. History</u><br>1987-88     | <u>65,725</u><br>56.3           | <u>78.4%</u><br>8.2              | <u>68,613</u><br>56.2 | <u>79.9%</u><br>8.2              | <u>68,341</u><br>56.3 | <u>80.7%</u><br>8.4              | <u>70,187</u><br>56.6 | <u>51.0%</u><br>8.3  | <u>70,930</u><br>55.8 | <u>46.9%</u><br>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><u>Algebra I</u></b>        | <u>93,000</u>              | <u>76.0%</u>               | <u>99,542</u>              | <u>78.9%</u>               | <u>107,032</u>             | <u>78.6%</u>               | <u>110,094</u>                                      | <u>80.0%</u>               | <u>110,866</u>             | <u>80.3%</u>               |
| <b>1985-86</b>                 | 61.1                       | 9.3                        | 62.5                       | 9.8                        | 62.5                       | 9.8                        | 62.9  | 9.9                        | 63.1                       | 10.1                       |
| <b><u>Algebra II</u></b>       | <u>54,902</u>              | <u>73.0%</u>               | <u>59,013</u>              | <u>76.9%</u>               | <u>61,447</u>              | <u>78.8%</u>               | <u>66,239</u>                                       | <u>79.5%</u>               | <u>72,478</u>              | <u>79.1%</u>               |
| <b>1986-87</b>                 | 63.8                       | 9.9                        | 65.2                       | 10.2                       | 65.8                       | 10.2                       | 66.2  | 10.2                       | 66.2                       | 10.5                       |
| <b><u>Biology</u></b>          | <u>82,026</u>              | <u>61.0%</u>               | <u>84,302</u>              | <u>69.3%</u>               | <u>87,043</u>              | <u>61.0%</u>               | <u>92,035</u>                                       | <u>61.5%</u>               | <u>94,284</u>              | <u>63.6%</u>               |
| <b>1986-87</b>                 | 56.8                       | 8.5                        | 57.9                       | 7.6                        | 56.6                       | 7.8                        | 56.7  | 7.8                        | 57.2                       | 7.8                        |
| <b><u>Chemistry</u></b>        | <u>43,702</u>              | <u>65.5%</u>               | <u>43,737</u>              | <u>70.6%</u>               | <u>42,636</u>              | <u>74.2%</u>               | <u>44,797</u>                                       | <u>75.2%</u>               | <u>46,628</u>              | <u>76.6%</u>               |
| <b>1988-89</b>                 | 58.9                       | 8.7                        | 60.0                       | 8.2                        | 60.9                       | 8.2                        | 61.2  | 8.3                        | 61.5                       | 8.3                        |
| <b><u>ELPS</u></b>             | <u>90,209</u>              | <u>70.0%</u>               | <u>95,817</u>              | <u>69.5%</u>               | <u>90,427</u>              | <u>69.3%</u>               | <b>ELPS test discontinued in 2003-04</b>            |                            |                            |                            |
| <b>1990-91</b>                 | 55.7                       | 8.7                        | 55.6                       | 8.7                        | 55.6                       | 8.7                        |   |                            |                            |                            |
| <b><u>English I</u></b>        | <u>94,707</u>              | <u>68.3%</u>               | <u>97,662</u>              | <u>69.6%</u>               | <u>99,573</u>              | <u>81.6%</u>               | <u>104,153</u>                                      | <u>81.6%</u>               | <u>106,844</u>             | <u>82.0%</u>               |
| <b>1989-90</b>                 | 55.4                       | 8.6                        | 55.7                       | 8.4                        | 57.7                       | 7.6                        | 57.9  | 7.6                        | 57.9                       | 7.5                        |
| <b><u>Geometry</u></b>         | <u>65,480</u>              | <u>63.9%</u>               | <u>69,139</u>              | <u>66.3%</u>               | <u>72,171</u>              | <u>69.5%</u>               | <u>76,590</u>                                       | <u>67.3%</u>               | <u>78,164</u>              | <u>68.5%</u>               |
| <b>1988-89</b>                 | 59.8                       | 8.9                        | 60.5                       | 9.1                        | 61.2                       | 9.0                        | 60.8  | 9.2                        | 61.1                       | 9.2                        |
| <b><u>Physical Science</u></b> | <u>39,182</u>              | <u>59.9%</u>               | <u>39,783</u>              | <u>61.5%</u>               | <u>46,606</u>              | <u>64.0%</u>               | <u>50,309</u>                                       | <u>67.5%</u>               | <u>52,221</u>              | <u>68.9%</u>               |
| <b>1990-91</b>                 | 55.5                       | 8.7                        | 55.8                       | 7.9                        | 56.2                       | 7.8                        | 56.4  | 6.9                        | 56.4                       | 6.5                        |
| <b><u>Physics</u></b>          | <u>10,948</u>              | <u>74.4%</u>               | <u>11,551</u>              | <u>84.4%</u>               | <u>10,776</u>              | <u>83.4%</u>               | <u>10,557</u>                                       | <u>85.3%</u>               | <u>10,326</u>              | <u>86.1%</u>               |
| <b>1989-90</b>                 | 57.0                       | 8.5                        | 60.7                       | 9.2                        | 60.6                       | 9.4                        | 60.8  | 8.9                        | 60.8                       | 8.8                        |
| <b><u>U.S. History</u></b>     | <u>73,742</u>              | <u>50.5%</u>               | <u>77,527</u>              | <u>50.1%</u>               | <u>79,106</u>              | <u>54.9%</u>               | <b>U.S. History test not administered statewide</b> |                            |                            |                            |
| <b>1987-88</b>                 | 56.6                       | 8.4                        | 56.4                       | 8.3                        | 57.4                       | 8.4                        |   |                            |                            |                            |

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