

Spring 1998

North Carolina Exemption Study

Reporting on the Six County Sample

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- **Avery County Schools**
- **Cherokee County Schools**
- **Franklin County Schools**
- **New Hanover County Schools**
- **Montgomery County Schools**

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Spring 1998 North Carolina Exemption Study

Introduction

The Spring 1998 North Carolina Exemption Study reports on the performance of students with disabilities at grades 3 - 8 who were exempted from the statewide administration of one or both of the North Carolina End-of-Grade Tests during the 1997-98 school year. The Division of Accountability Services and the Exceptional Children Division of the North Carolina Department of Public Instruction (NCDPI) conducted the study to determine the feasibility of administering the end-of-grade test(s) to exempted students with disabilities in order to meet the requirements of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997.

This federal law states that:

- Children with disabilities must be included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. This requirement is in effect immediately upon enactment.
- Not all children will be able to participate in State and district-wide assessment programs, even with appropriate accommodations. Therefore, as appropriate: State education agencies and local education agencies must develop alternate assessments and, beginning no later than July 1, 2000, conduct those alternate assessments.
- Once a state education agency receives information from these assessments, it must make available to the public and report to the public, with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: number of children with disabilities participating in regular assessments and number of children with disabilities participating in alternate assessments.
- Performance of those children on regular assessments (beginning no later than July 1, 1998) and on alternate assessments (no later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

With the implementation of the IDEA Amendments, all students with disabilities who do not participate in statewide assessments must be administered alternate assessments beginning July 1, 2000. IDEA states that alternate assessments shall be designed for those students for whom the regular statewide assessment is inappropriate. Beginning in 2000-2001, the results of the alternate assessments must be reported to the public.

To determine if the end-of-grade tests would be appropriate for students who are exempted from the regular statewide test administration, the NCDPI requested local education agencies (LEAs) to volunteer for participated in the exemption study. The six volunteer LEAs were Anson County Schools, Avery County Schools, Cherokee County Schools, Franklin County Schools, New Hanover County Schools, and Montgomery County Schools. The volunteer LEAs contacted

parents of students with disabilities who were exempted from the statewide administration of the 1997-98 end-of-grade tests and requested their children's participation in this study. The exemptions from the statewide participation had been documented in each student's Individualized Education Program (IEP).

The LEAs informed the parents that the end-of-grade test(s) from which the student was exempted would be administered to the student as part of a study. Test results from the study would not be used for school or student accountability. Therefore, the accountability data and test results would remain separate from student permanent records. Students participating in this study were not tested during the regular end-of-grade test administration; however, they were tested at the end of the 1998 school year. Students were allowed to use accommodations, when appropriate. The agreement with the parents to include students in the study was documented in the IEPs.

The tables in this report are generated using the test data of the sample of students with disabilities who participated in the Spring 1998 North Carolina Exemption Study. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data using mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above in grades 3-8. In addition to the summary statistics, this report contains disaggregated test results for subgroups of students who participated in the study. These results represent the average of the performance of the sampled students with disabilities on the knowledge and skills measured in the North Carolina *Standard Course of Study*. *The results of this study must be interpreted with caution due to the small sample of students.*

Spring 1998 North Carolina Exemption Study

Overview

The purpose of this study is to provide sample data to assist the NCDPI in making decisions to meet the requirements of the IDEA Amendments. The study provides information on students with disabilities at grades 3-8 who are exempted from participation in the 1997-98 statewide administration of one or both end-of-grade tests and whose parents gave written permission for the students to participate in this study. In the spring of 1998, students participating in this study were administered end-of-grade tests(s) from which they had been exempted. Students could use testing accommodations when appropriate. Aggregate results are reported, along with results disaggregated by demographic or other characteristics.

The study reports on the performance of 417 students with disabilities at grades 3-8 on the North Carolina End-of-Grade Tests. This small sample was not scientifically generated and a representative sample did not participate. The reader is cautioned against generalizing from these results.

What are the North Carolina End-of-Grade Tests?

Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests. The North Carolina End-of-Grade Tests are multiple-choice tests that measure the achievement of curricular competencies described in the North Carolina *Standard Course of Study*. The tests and curricular competencies have a strong emphasis on the application of knowledge and skills. The curricular competencies measured by the end-of-grade tests are closely aligned with national curriculum standards. End-of-grade tests are administered to all eligible students at grades 3-8 within the final three weeks of school.

The purposes of the end-of-grade tests are:

1. To provide information about each student's performance relative to that of other students in North Carolina;
2. To provide information about school and school system achievement in the subject areas and goals and/or objectives specified in the *Standard Course of Study*; and,
3. To provide information useful in administering and evaluating programs.

The North Carolina End-of-Grade Tests consist of two separate tests:

- *North Carolina End-of-Grade Test--Reading Comprehension*. This test assesses reading by having students read authentic passages and then answer questions directly related to the passages. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of passages and questions. Passages selected for the reading tests are chosen to reflect reading for various purposes: literary experience, gaining information, and performing a task.
- *North Carolina End-of-Grade Test--Mathematics*. This test assesses the students' achievement in the seven strands of the mathematics curriculum: (1) numeration, (2) geometry, (3) patterns and pre-algebra, (4) measurement, (5) problem solving, (6) data analysis and statistics, and (7) computation. The tests contain two parts: a computation section and an applications section. Students may use the NCDPI-issued/approved six-inch/15-cm ruler with a leading edge, a protractor (grades 5-8 only), and a four-function or scientific calculator during the administration of the mathematics applications section *only*.

How are end-of-grade test results reported?

The end-of-grade test results are reported using three different metrics:

- **Developmental scale scores** measure *growth* in reading and mathematics achievement over time. Just like height in inches, on average, student scale scores are expected to go up every year. During 1997-98, developmental scale scores in reading range from 115 in grade 3 to 184 in grade 8. Developmental scale scores in mathematics range from 98 in grade 3 to 208 in grade 8. Table 4 of this report shows the developmental scale score ranges by grade and achievement level for reading and mathematics for the 1997-98 school year.
- **Achievement levels** measure *performance* relative to student performance standards set by teachers. The levels are determined by teachers' evaluation of students, independent of test performance. These assigned levels are then linked to student test scores to identify expected levels of student performance at each grade.

The four end-of-grade achievement levels are as follows:

Level I- Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II- Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III- Students performing at this level consistently demonstrate mastery of the grade-level subject matter and skills and are well-prepared for the next grade level.

Level IV- Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

- **Percentiles** are standardized measures that allow for comparisons of achievement relative to the performance of other groups. The percentile rank shows that the student scored at or above this percentage of students who took the test during the norming year (1993).

What is the standard for the end-of grade tests?

The North Carolina State Board of Education policy states that a test score at Achievement Level III or above on the end-of-grade reading comprehension and mathematics tests is the standard for grade-level proficiency at grades 3-8. Students performing below Level III must receive focused supplemental instructional assistance designed to assist them in reaching grade-level proficiency.

What accommodations may be used during the administration of the end-of-grade tests?

If documented on the IEP and used routinely during instruction, accommodations may be used by students with disabilities during the administration of the end-of-grade tests. Only accommodations allowed for use by the test publisher (i.e., the NCDPI Division of Accountability Services/Testing Section) can be used. The use of the accommodations must be approved by the IEP team. For both the end-of-grade reading comprehension and mathematics tests, the following accommodations may be used: (1) braille edition, (2) large print edition, (3) assistive technology, (4) Cranmer abacus, (5) dictation to a scribe, (6) student marks answers in test book, (7) multiple testing sessions, (8) scheduled extended time, and (9) testing in a separate room. For the mathematics test, the students may use the accommodations test administrator reads the test aloud or interpreter signs test. However, these accommodations are not permitted during the administration of the reading test because the test results would be invalid and a misadministration would be declared.

How are the scores reported?

The student answer sheets for the end-of-grade tests are machine-scanned. For the regular assessment, this scanning occurs at the LEA. To ensure that the results of this study remain separate from the statewide administration, the volunteer LEAs shipped the student answer sheets to the NCDPI for scanning.

What is the student composition of the exemption study?

A total of 417 students voluntarily participated in the exemption study.

- The sample consisted of 67 percent males and 33 percent females.
- Black (61.5%), White (34.6%), Hispanic (2.5%), American Indian (0.7%) and Multi-racial (0.7%) students were represented in the sampled group. American Indian and multi-racial ethnic groups had only three students in each group.
- The two largest disability groups in the study are students reported as having educable mental handicaps and specific learning disabilities. Over one-half of the sampled students were identified as having educable mental handicaps (55.4%) and over one-fourth of the students were indicated as having specific learning disabilities (27.6%). Because there are small numbers of students in some disability categories, caution must be used in drawing conclusions from these data.

What are the results of the exemption study?

- The highest percentage of students by grade level achieving grade-level proficiency (i.e., Achievement Level III or above) in reading comprehension is 4.8 percent at grade 3.
- The highest percentage of students by grade level achieving at or above grade-level proficiency (i.e., Achievement Level III or IV) in mathematics is 8.5 percent at grade 4.
- In mathematics, the following percentages of students in grades 3-6 achieved grade-level proficiency: 1.7 percent of third graders, 8.5 percent of fourth graders, 2.4 percent of fifth graders, and 1.9 percent of sixth graders. No students in grades 7 or 8 achieved Level III or IV.
- Of the third grade students in the study, only educable mentally handicapped students achieved Level III or above in both reading and mathematics (2.4%).
- Only behaviorally-emotionally handicapped fourth grade students achieved Level III or above in both reading and mathematics (25%).

- The majority of students at each grade level in each subject performed at Achievement Level I. The percent of students performing at Achievement Level I for *reading comprehension* ranged from 67.5 percent of students in grade 8 to 87.0 percent of students in grade 7, and for *mathematics*, 56.6 percent of students in grade 6 to 81.7 percent of students in grade 5.
- After Achievement Level I, the next majority of students at each grade level in each subject performed at Achievement Level II. For *reading comprehension*, 13.0 percent of students in grade 7 to 32.5 percent of students in grade 8 performed at Achievement Level II. For *mathematics*, 15.9 percent of students at grade 5 to 41.5 percent of students at grade 6 performed at Achievement Level II.
- For reading comprehension, 4.8 percent of students in grade 3 (N=3), 2.3 percent of students in grade 4 (N=2), and 0.0 percent of students in grades 5-8 performed at Achievement Level III. No students performed at Achievement Level IV in reading comprehension in grades 3-8. Of the 5 students who scored at Level III in reading comprehension, 3 were identified as educable mentally handicapped, 1 was specific learning disabled, and 1 was behaviorally-emotionally handicapped.
- For mathematics, 1.7 percent of students in grade 3 (N=1), 7.3 percent of students in grade 4 (N=6), 2.4 percent of students in grade 5 (N=2), 1.9 percent of students in grade 6 (N=1), and 0.0 percent of students in grades 7 and 8 performed at Achievement Level III. Of the 10 students achieving at Level III in mathematics, 5 were identified as educable mentally handicapped, 2 were behaviorally-emotionally handicapped, 1 was orthopedically impaired, 1 was specific learning disabled, and 1 was other health impaired. At grade 4, 1.2 percent of the students (N=1) performed at Achievement Level IV. This student was identified as behaviorally-emotionally handicapped. For grades 3 and 5-8, 0.0 percent of students performed at Achievement Level IV.
- Of the students in the sample, 2 Black, 2 White, and 1 Hispanic student achieved Level III or above in reading comprehension. In mathematics, 4 Black, 4 White, 2 Multi-racial, and 1 Hispanic student achieved Level III or above.
- Students in the sample that achieved Level III or above in reading comprehension, included 3 males and 2 females. In mathematics, 9 males and 2 females achieved Level III or above.

- The most commonly used test accommodations for third and fourth graders that achieved Level III or IV in reading and mathematics were: Test Administrator Reads Test Aloud (permitted during mathematics test only), Testing in a Separate Room, Scheduled Extended Time, and Student Marks Answers in Test Book.
- Parents of the students that performed at Achievement Level III or above in reading and mathematics completed a high school education or less.
- At each grade level, the largest number of the students in the study reported that they were assigned one hour or less of homework per week.
- Reading and mathematics scale scores did not show a consistent trend when compared to parent education, hours spent watching TV, or hours spent on homework.

**Table 1. Spring 1998 North Carolina Exemption Study
Disability Distribution**

Category	Number of Students	Percent
Educable Mentally Handicapped	231	55.4
Specific Learning Disability	115	27.6
Not Identified	23	5.5
Behaviorally-Emotionally Handicapped	18	4.3
Other Health Impaired	17	4.1
Orthopedically Impaired	4	1.0
Other Exceptionality	3	0.7
Hearing Impaired	3	0.7
Traumatic Brain Impaired	2	0.5
Visually Impaired	1	0.2
TOTAL	417	100.0

Notes: All data are rounded to the nearest tenth, therefore categories may not sum to 100%.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 2. Spring 1998 North Carolina Exemption Study
Summary of Tests Results**

	Reading Comprehension		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	$\frac{62}{128.7}$	$\frac{4.8}{6.0}$	$\frac{59}{120.1}$	$\frac{1.7}{8.2}$
Grade 4	$\frac{87}{131.2}$	$\frac{2.3}{5.0}$	$\frac{82}{130.7}$	$\frac{8.5}{7.5}$
Grade 5	$\frac{79}{136.2}$	$\frac{0}{4.1}$	$\frac{82}{137.0}$	$\frac{2.4}{5.0}$
Grade 6	$\frac{54}{138.6}$	$\frac{0}{3.4}$	$\frac{53}{145.0}$	$\frac{1.9}{4.6}$
Grade 7	$\frac{46}{141.2}$	$\frac{0}{3.9}$	$\frac{45}{149.8}$	$\frac{0}{3.3}$
Grade 8	$\frac{40}{142.9}$	$\frac{0}{5.0}$	$\frac{36}{152.4}$	$\frac{0}{4.3}$

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 3. Spring 1998 North Carolina Exemption Study
Summary of Student Performance**

	Reading Comprehension		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	$\frac{62}{128.7}$	$\frac{4.8}{67.7}$	$\frac{59}{120.1}$	$\frac{1.7}{74.6}$
Std. Dev.	6.0		8.2	
Grade 4	$\frac{87}{131.2}$	$\frac{2.3}{79.3}$	$\frac{82}{130.7}$	$\frac{8.5}{62.2}$
Std. Dev.	5.0		7.5	
Grade 5	$\frac{79}{136.2}$	$\frac{0}{74.7}$	$\frac{82}{137.0}$	$\frac{2.4}{81.7}$
Std. Dev.	4.1		5.0	
Grade 6	$\frac{54}{138.6}$	$\frac{0}{68.5}$	$\frac{53}{145.0}$	$\frac{1.9}{56.6}$
Std. Dev.	3.4		4.6	
Grade 7	$\frac{46}{141.2}$	$\frac{0}{87.0}$	$\frac{45}{149.8}$	$\frac{0}{64.4}$
Std. Dev.	3.9		3.3	
Grade 8	$\frac{40}{142.9}$	$\frac{0}{67.5}$	$\frac{36}{152.4}$	$\frac{0}{61.1}$
Std. Dev.	5.0		4.3	

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 4. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade for 1997-98 School Year**

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	115-130	131-140	141-150	151-172
4	119-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-178
6	128-140	141-151	152-161	162-180
7	130-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-184

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 5. Spring 1998 North Carolina Exemption Study
Summary of Student Performance
Percent of Students in Study by Achievement Levels
Reading Comprehension**

ACHIEVEMENT LEVELS	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
Level I						
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in subject area to be successful at the next grade level.						
Spring 1998 Exempt Students	67.7	79.3	74.7	68.5	87.0	67.5
Statewide Students 1997-1998	8.6	7.9	6.1	7.3	7.4	3.4
Level II						
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful in the next grade level.						
Spring 1998 Exempt Students	27.4	18.4	25.3	31.5	13.0	32.5
Statewide Students 1997-1998	19.8	21.2	18.8	22.7	21.4	17.2
Level III						
Students performing at Achievement Level III consistently demonstrate mastery of grade level subject matter and skills and are well-prepared for the next grade level.						
Spring 1998 Exempt Students	4.8	2.3	0.0	0.0	0.0	0.0
Statewide Students 1997-1998	36.3	41.5	40.4	39.3	39.0	43.7
Level IV						
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.						
Spring 1998 Exempt Students	0.0	0.0	0.0	0.0	0.0	0.0
Statewide Students 1997-1998	35.3	29.4	34.8	30.7	32.2	35.8

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 6. Spring 1998 North Carolina Exemption Study
Summary of Student Performance
Percent of Students in Study by Achievement Levels
Mathematics**

ACHIEVEMENT LEVELS	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
Level I						
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in subject area to be successful at the next grade level.						
Spring 1998 Exempt Students	74.6	62.2	81.7	56.6	64.4	61.1
All Students 1997-1998	7.0	4.0	5.8	5.0	5.4	5.4
Level II						
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful in the next grade level.						
Spring 1998 Exempt Students	23.7	29.3	15.9	41.5	35.6	38.9
All Students 1997-1998	24.8	16.8	16.1	16.7	17.7	18.3
Level III						
Students performing at Achievement Level III consistently demonstrate mastery of grade level subject matter and skills and are well-prepared for the next grade level.						
Spring 1998 Exempt Students	1.7	7.3	2.4	1.9	0.0	0.0
All Students 1997-1998	39.8	41.7	37.8	40.7	38.3	37.6
Level IV						
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.						
Spring 1998 Exempt Students	0.0	1.2	0.0	0.0	0.0	0.0
All Students 1997-1998	28.4	37.6	40.2	37.7	38.6	38.7

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 7. Spring 1998 North Carolina Exemption Study
Percent of Students by Achievement Level, by Grade and Ethnicity**

	Grade 3				Grade 4				Grade 5			
	Reading		Math		Reading		Math		Reading		Math	
	%	N	%	N	%	N	%	N	%	N	%	N
American Indian												
Achievement Level I	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	100.0	1
Achievement Level II	0.0	0	0.0	0	0.0	0	0.0	0	100.0	1	0.0	0
Achievement Level III	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Black												
Achievement Level I	64.1	25	77.5	31	78.4	40	57.1	28	81.5	44	85.7	48
Achievement Level II	33.3	13	22.5	9	19.6	10	36.7	18	18.5	10	12.5	7
Achievement Level III	2.6	1	0.0	0	2.0	1	6.1	3	0.0	0	1.8	1
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	2.6	1	0.0	0	2.0	1	6.1	3	0.0	0	1.8	1
Hispanic												
Achievement Level I	50.0	1	0.0	0	100.0	1	100.0	1	100.0	1	0.0	0
Achievement Level II	0.0	0	50.0	1	0.0	0	0.0	0	0.0	0	100.0	1
Achievement Level III	50.0	1	50.0	1	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	50.0	1	50.0	1	0.0	0	0.0	0	0.0	0	0.0	0
Multi-Racial												
Achievement Level I	0.0	0	0.0	0	100.0	2	0.0	0	0.0	0	0.0	0
Achievement Level II	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level III	0.0	0	0.0	0	0.0	0	50.0	1	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	50.0	1	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	100.0	2	0.0	0	0.0	0
White												
Achievement Level I	76.2	16	76.5	13	78.8	26	73.3	22	59.1	13	73.9	17
Achievement Level II	19.0	4	23.5	4	18.2	6	20.0	6	40.9	9	21.7	5
Achievement Level III	4.8	1	0.0	0	3.0	1	6.7	2	0.0	0	4.3	1
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	4.8	1	0.0	0	3.0	1	6.7	2	0.0	0	4.3	1

Notes: Due to rounding, some ethnicity categories in some grades may not sum to 100%.

All percents are calculated based on actual N-counts and are not summed.

When summed, ethnic N-counts may not match the study N-counts because students may not have coded an ethnic category.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 7. Spring 1998 North Carolina Exemption Study
Percent of Students by Achievement Level, by Grade and Ethnicity (continued)**

	Grade 6				Grade 7				Grade 8			
	Reading %	N	Math %	N	Reading %	N	Math %	N	Reading %	N	Math %	N
American Indian												
Achievement Level I	100.0	1	100.0	1	100.0	1	100.0	1	0.0	0	0.0	0
Achievement Level II	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level III	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Black												
Achievement Level I	66.7	20	65.5	19	92.0	23	62.5	15	73.9	17	57.1	12
Achievement Level II	33.3	10	34.5	10	8.0	2	37.5	9	26.1	6	42.9	9
Achievement Level III	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Hispanic												
Achievement Level I	100.0	2	0.0	0	100.0	2	0.0	0	50.0	1	50.0	1
Achievement Level II	0.0	0	100.0	2	0.0	0	100.0	2	50.0	1	50.0	1
Achievement Level III	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Multi-Racial												
Achievement Level I	0.0	0	100.0	1	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level II	100.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level III	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
White												
Achievement Level I	70.0	14	42.1	8	75.0	12	68.8	11	60.0	9	69.2	9
Achievement Level II	30.0	6	52.6	10	25.0	4	31.3	5	40.0	6	30.8	4
Achievement Level III	0.0	0	5.3	1	0.0	0	0.0	0	0.0	0	0.0	0
Achievement Level IV	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
% Students at III or IV	0.0	0	5.3	1	0.0	0	0.0	0	0.0	0	0.0	0

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%
American Indian	0	0.0	0	0.0	1	1.3	1	1.9	1	2.2	0	0.0
Black	39	62.9	51	58.6	54	68.4	30	55.6	25	54.3	23	57.5
Hispanic	2	3.2	1	1.1	1	1.3	2	3.7	2	4.3	2	5.0
Multi-Racial	0	0.0	2	2.3	0	0.0	1	1.9	0	0.0	0	0.0
White	21	33.9	33	37.9	22	27.8	20	37.0	16	34.8	15	37.5
Not Reported	0	0.0	0	0.0	1	1.3	0	0.0	2	4.3	0	0.0
Total	62		87		79		54		46		40	

Notes: Due to rounding, some ethnicity categories in some grades may not sum to 100%.

All percents are calculated based on actual N-counts and are not summed.

*"N" is the number of students who took the end-of-grade test in reading.

When summed, ethnic N-counts may not match the study N-counts because students may not have coded an ethnic category.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 8. Spring 1998 North Carolina Exemption Study
Percent of Students by Achievement Level, by Grade and Gender**

	Male				Female			
	Reading		Math		Reading		Math	
Grade 3	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	30	69.8	30	75.0	12	63.2	14	73.7
Achievement Level II	11	25.6	9	22.5	6	31.6	5	26.3
Achievement Level III	2	4.7	1	2.5	1	5.3	0	0.0
Achievement Level IV	0	0.0	0	0.0	0	0.0	0	0.0
Students at III or IV	2	4.7	1	2.5	1	5.3	0	0.0
Grade 4	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	44	78.6	34	66.7	25	80.6	17	54.8
Achievement Level II	11	19.6	12	23.5	5	16.1	12	38.7
Achievement Level III	1	1.8	4	7.8	1	3.2	2	6.5
Achievement Level IV	0	0.0	1	2.0	0	0.0	0	0.0
Students at III or IV	1	1.8	5	9.8	1	3.2	2	6.5
Grade 5	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	35	71.4	39	84.8	23	79.3	27	77.1
Achievement Level II	14	28.6	5	10.9	6	20.7	8	22.9
Achievement Level III	0	0.0	2	4.3	0	0.0	0	0.0
Achievement Level IV	0	0.0	0	0.0	0	0.0	0	0.0
Students at III or IV	0	0.0	2	4.3	0	0.0	0	0.0
Grade 6	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	27	69.2	21	55.3	10	66.7	9	60.0
Achievement Level II	12	30.8	16	42.1	5	33.3	6	40.0
Achievement Level III	0	0.0	1	2.6	0	0.0	0	0.0
Achievement Level IV	0	0.0	0	0	0	0.0	0	0.0
Students at III or IV	0	0.0	1	2.6	0	0.0	0	0.0
Grade 7	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	31	86.1	23	65.7	9	90.0	6	60.0
Achievement Level II	5	13.9	12	34.3	1	10.0	4	40.0
Achievement Level III	0	0.0	0	0.0	0	0.0	0	0.0
Achievement Level IV	0	0.0	0	0.0	0	0.0	0	0.0
Students at III or IV	0	0.0	0	0.0	0	0.0	0	0.0
Grade 8	N	Percent	N	Percent	N	Percent	N	Percent
Achievement Level I	18	69.2	15	65.2	9	69.2	7	58.3
Achievement Level II	8	30.8	8	34.8	4	30.8	5	41.7
Achievement Level III	0	0.0	0	0.0	0	0.0	0	0.0
Achievement Level IV	0	0.0	0	0.0	0	0.0	0	0.0
Students at III or IV	0	0.0	0	0.0	0	0.0	0	0.0

Grade	Male		Female	
	N*	Percent	N*	Percent
3	43	69.4	19	30.6
4	56	64.4	31	35.6
5	49	62.8	29	37.2
6	39	72.2	15	27.8
7	36	78.3	10	21.7
8	26	66.7	13	33.3

Notes: Due to rounding, some gender categories in some grades may not sum to 100%.

All percents are calculated based on actual N-counts and are not summed.

*"N" is the number of students who took the end-of-grade tests in reading comprehension.

When summed, gender N-counts may not match study N-counts because students may not have been identified as male or female.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 9. Spring 1998 North Carolina Exemption Study
Performance of Students with Disabilities**

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students in Study	62		1.8	128.7	120.1
	Students with Disabilities	62	100.0			
	Behaviorally-Emotionally Handicapped	1	1.6	0.0	124.0	121.0
	Hearing Impaired	1	1.6	0.0	130.0	113.0
	Educable Mentally Handicapped	43	69.4	2.4	128.8	120.5
	Specific Learning Disabled	11	17.7	0.0	129.1	119.9
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	3	4.8	0.0	130.3	117.0
	Orthopedically Impaired	1	1.6	0.0	127.0	119.0
	Traumatic Brain Injured	0	0.0			
	Other Exceptional Classifications	0	0.0			
	Not Identified	2	3.2		125.0	

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
4	All Students in Study	87**		1.3	131.2	130.7
	Students with Disabilities	86	100.0			
	Behaviorally-Emotionally Handicapped	7	8.1	25.0	134.0	147.0
	Hearing Impaired	0	0.0			
	Educable Mentally Handicapped	50	58.1	0.0	131.3	129.8
	Specific Learning Disabled	21	24.4	0.0	130.3	127.2
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	6	7.0	0.0	128.0	133.8
	Orthopedically Impaired	0	0.0			
	Traumatic Brain Injured	0	0.0			
	Other Exceptional Classifications	1	1.2	0.0	135.0	131.0
	Not Identified	1	1.2	0.0	143.0	140.0

Notes: * "Number Tested" is the number of students who took end-of-grade test in reading.

** The coding of disability was not included on some student answer sheets so the All Students in Study and Students with Disabilities N-counts may not match.

¹ The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. All data are rounded to the nearest tenth; categories may not sum to 100%.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 9. Spring 1998 North Carolina Exemption Study
Performance of Students with Disabilities (continued)**

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students in Study	79**		0.0	136.2	137.0
	Students with Disabilities	74	100.0			
	Behaviorally-Emotionally Handicapped	3	4.1	0.0	142.0	136.0
	Hearing Impaired	1	1.4	0.0	133.0	137.0
	Educable Mentally Handicapped	48	64.9	0.0	135.5	137.0
	Specific Learning Disabled	16	21.6	0.0	136.3	136.4
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	4	5.4	0.0	136.8	137.4
	Orthopedically Impaired	1	1.4	0.0	143.0	155.0
	Traumatic Brain Injured	1	1.4	0.0	144.0	135.0
	Other Exceptional Classifications	0	0.0			
	Not Identified	0	0.0			

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
6	All Students in Study	54**		0.0	138.6	145.0
	Students with Disabilities	53	100.0			
	Behaviorally-Emotionally Handicapped	1	1.9	0.0	141.0	136.5
	Hearing Impaired	1	1.9	0.0	141.0	152.0
	Educable Mentally Handicapped	30	56.6	0.0	139.1	145.0
	Specific Learning Disabled	17	32.1	0.0	137.8	145.3
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	1	1.9	0.0	137.0	142.0
	Orthopedically Impaired	1	1.9	0.0	135.0	147.0
	Traumatic Brain Injured	0	0.0			
	Other Exceptional Classifications	0	0.0			
	Not Identified	2	3.8	0.0	140.0	148.0

Notes: * "Number Tested" is the number of students who took end-of-grade test in reading.

** The coding of disability was not included on some student answer sheets so the All Students in Study and Students with Disabilities N-counts may not match.

¹ The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

All data are rounded to the nearest tenth; categories may not sum to 100%.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 9. Spring 1998 North Carolina Exemption Study
Performance of Students with Disabilities (continued)**

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students in Study	46**		0.0	141.2	149.8
	Students with Disabilities	45	100.0			
	Behaviorally-Emotionally Handicapped	1	2.2	0.0	144.0	154.0
	Hearing Impaired	0	0.0			
	Educable Mentally Handicapped	25	55.6	0.0	140.9	149.2
	Specific Learning Disabled	16	35.6	0.0	140.4	150.6
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	1	2.2	0.0	144.0	146.0
	Orthopedically Impaired	0	0.0			
	Traumatic Brain Injured	1	2.2	0.0	139.0	152.0
	Other Exceptional Classifications	1	2.2	0.0	144.0	151.0
	Not Identified	0	0.0			

Grade	Category	Number Tested*	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
8	All Students in Study	40		0.0	142.9	152.4
	Students with Disabilities	40	100.0			
	Behaviorally-Emotionally Handicapped	1	2.5	0.0	143.0	152.0
	Hearing Impaired	0	0.0			
	Educable Mentally Handicapped	21	52.5	0.0	142.8	153.0
	Specific Learning Disabled	17	42.5	0.0	142.9	151.7
	Speech-Language Impaired	0	0.0			
	Visually Impaired	0	0.0			
	Other Health Impaired	0	0.0			
	Orthopedically Impaired	1	2.5	0.0	146.0	149.0
	Traumatic Brain Injured	0	0.0			
	Other Exceptional Classifications	0	0.0			
	Not Identified	0	0.0			

Notes: * "Number Tested" is the number of students who took end-of-grade test in reading.

** The coding of disability was not included on some student answer sheets so the All Students in Study and Students with Disabilities N-counts may not match.

¹ The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. All data are rounded to the nearest tenth; categories may not sum to 100%.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 10. Spring 1998 North Carolina Exemption Study
Performance of Students Using Accommodations/Modifications**

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	62	100.0	1.8	128.7	120.1
	Large Print	0				
	Assistive Technology	1	1.6	0.0	130.0	113.0
	Dictation to Scribe	0				
	Interpreter Signs Test	0				
	Student Marks Answers in Test Book	40	64.5	0.0	128.5	119.7
	Test Administrator Reads Test Aloud (Not Reading Test)	43	69.4	2.7	129.3	121.9
	Multiple Testing Sessions	21	33.9	0.0	128.3	119.3
	Scheduled Extended Time	50	80.6	2.3	129.0	121.1
	Testing in Separate Room	52	83.9	2.2	128.7	121.1
	English/Native Language Dictionary/Electronic Translator	0				

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
4	All Students	87	100.0	1.3	131.2	130.7
	Large Print	0				
	Assistive Technology	0				
	Dictation to Scribe	2	2.3	0.0	133.0	129.0
	Interpreter Signs Test	0				
	Student Marks Answers in Test Book	38	43.7	2.8	130.5	129.7
	Test Administrator Reads Test Aloud (Not Reading Test)	73	83.9	0.0	130.8	130.5
	Multiple Testing Sessions	12	13.8	0.0	129.3	129.0
	Scheduled Extended Time	70	80.5	1.6	131.2	130.5
	Testing in Separate Room	75	86.2	1.5	131.6	130.6
	English/Native Language Dictionary/Electronic Translator	1	1.1	0.0	135.0	131.0

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	79	100.0	0.0	136.2	137.0
	Large Print	0				
	Assistive Technology	0				
	Dictation to Scribe	0				
	Interpreter Signs Test	1	1.3	0.0	133.0	137.0
	Student Marks Answers in Test Book	39	49.4	0.0	135.9	137.1
	Test Administrator Reads Test Aloud (Not Reading Test)	66	83.5	0.0	136.2	136.9
	Multiple Testing Sessions	13	16.5	0.0	137.7	137.0
	Scheduled Extended Time	59	74.7	0.0	135.6	136.7
	Testing in Separate Room	67	84.8	0.0	135.9	136.9
	English/Native Language Dictionary/Electronic Translator	1	1.3	0.0	144.0	145.0

Notes: *Students may have more than one test accommodation/modification. Only accommodations/modifications used by students in this study are listed.

**Number tested is the number of students who took the end-of-grade test in reading.

¹The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 10. Spring 1998 North Carolina Exemption Study
Performance of Students Using Accommodations/Modifications (continued)**

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
6	All Students	54	100.0	0.0	138.6	145.0
	Large Print	0				
	Assistive Technology	0				
	Dictation to Scribe	0				
	Interpreter Signs Test	1	1.9	0.0	141.0	152.0
	Student Marks Answers in Test Book	25	46.3	0.0	138.8	145.3
	Test Administrator Reads Test Aloud (Not Reading Test)	32	59.3	0.0	138.7	145.8
	Multiple Testing Sessions	10	18.5	0.0	139.3	145.1
	Scheduled Extended Time	34	63.0	0.0	138.6	145.8
	Testing in Separate Room	37	68.5	0.0	138.5	145.6
	English/Native Language Dictionary/Electronic Translator	0				

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	46	100.0	0.0	141.2	149.8
	Large Print	1	2.2	0.0	140.0	147.0
	Assistive Technology	0				
	Dictation to Scribe	0				
	Interpreter Signs Test	0				
	Student Marks Answers in Test Book	22	47.8	0.0	141.3	149.5
	Test Administrator Reads Test Aloud (Not Reading Test)	38	82.6	0.0	141.3	150.0
	Multiple Testing Sessions	7	15.2	0.0	141.7	150.1
	Scheduled Extended Time	37	80.4	0.0	141.4	150.1
	Testing in Separate Room	34	73.9	0.0	141.2	150.1
	English/Native Language Dictionary/Electronic Translator	0				

Grade	Category*	Number Tested**	Percent	Percent at or Above Level III¹	Average Scale Score Reading	Average Scale Score Mathematics
8	All Students	40	100.0	0.0	142.9	152.4
	Large Print	0				
	Assistive Technology	0				
	Dictation to Scribe	1	2.5	0.0	146.0	149.0
	Interpreter Signs Test	0	0.0			
	Student Marks Answers in Test Book	10	25.0	0.0	142.2	151.4
	Test Administrator Reads Test Aloud (Not Reading Test)	29	72.5	0.0	142.3	152.2
	Multiple Testing Sessions	9	22.5	0.0	145.6	153.1
	Scheduled Extended Time	22	55.0	0.0	142.9	152.6
	Testing in Separate Room	24	60.0	0.0	142.1	151.9
	English/Native Language Dictionary/Electronic Translator	0				

Notes: *Students may have more than one test accommodation/modification. Only accommodations/modifications used by students in this study are listed.

**Number tested is the number of students who took the end-of-grade test in reading.

¹The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 11. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 3 Students**

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or Above Level III Reading and Mathematics
All Students in Study	62	100.0	128.7	120.1	1.8
Gender					
Male	43	69.4	128.7	119.6	2.6
Female	19	30.6	128.8	121.3	0.0
Ethnic Group					
American Indian	0				
Asian	0				
Black	39	62.9	128.7	119.4	0.0
Hispanic	2	3.2	138.0	136.5	50.0
Multi-Racial	0				
White	21	33.9	127.9	119.9	0.0
Parental Education					
Did not finish high school	24	39.3	128.1	119.8	4.3
High school graduate	33	54.1	129.4	120.2	0.0
Trade or business school	0				
Community college	3	4.9	126.0	117.5	0.0
Four year college	1	1.6	123.0		
Hours Watching TV (each school day)					
None	2	7.4	128.5	125.0	0.0
1 hour	6	22.2	127.5	123.3	0.0
2 hours	7	25.9	129.3	122.1	0.0
3 hours	3	11.1	127.3	111.0	0.0
Between 4 and 5 hours	1	3.7	131.0	119.0	0.0
More than 6 hours	8	29.6	132.0	114.4	0.0
Hours of Homework (per week)					
None assigned	2	6.9	127.0	108.0	0.0
1 hour or less	11	37.9	128.8	119.9	0.0
1 to 3 hours	5	17.2	131.2	123.0	0.0
More than 3, less than 5	1	3.4	142.0	112.0	0.0
Between 5-10 hours	2	6.9	133.5	115.0	0.0
More than 10 hours	2	6.9	127.0	116.0	0.0
Assigned but not done	6	20.7	126.5	117.7	0.0
Days Absent (so far this year)					
0-7 days	36	62.1	128.4	119.6	3.0
8-14 days	13	22.4	129.4	122.7	0.0
15-21 days	5	8.6	127.4	116.8	0.0
More than 21 days	4	6.9	128.5	116.0	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 12. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 4 Students**

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or Above Level III Reading and Mathematics
All Students in Study	87	100.0	131.2	130.7	1.3
Gender					
Male	56	64.4	131.2	130.7	2.0
Female	31	35.6	131.3	130.8	0.0
Ethnic Group					
American Indian	0				
Asian	0				
Black	51	58.6	131.4	130.9	0.0
Hispanic	1	1.1	126.0	124.0	0.0
Multi-Racial	2	2.3	128.0	155.5	0.0
White	33	37.9	131.4	129.0	3.3
Parental Education					
Did not finish high school	30	35.3	130.0	130.4	0.0
High school graduate	45	52.9	131.3	129.7	2.4
Trade or business school	0				
Community college	7	8.2	134.0	138.7	0.0
Four year college	3	3.5	136.3	132.5	0.0
Hours Watching TV (each school day)					
None	3	7.3	129.0	125.3	0.0
1 hour	10	24.4	131.9	129.2	0.0
2 hours	10	24.4	130.5	129.0	0.0
3 hours	12	29.3	128.3	132.1	0.0
Between 4 and 5 hours	4	9.8	130.8	131.3	0.0
More than 6 hours	2	4.9	128.5	131.0	0.0
Hours of Homework (per week)					
None assigned	3	7.0	128.3	125.0	0.0
1 hour or less	19	44.2	130.1	129.7	0.0
1 to 3 hours	11	25.6	129.9	131.9	0.0
More than 3, less than 5	2	4.7	129.5	130.0	0.0
Between 5-10 hours	4	9.3	134.5	131.8	0.0
More than 10 hours	4	9.3	130.5	133.0	0.0
Assigned but not done	0				
Days Absent (so far this year)					
0-7 days	50	58.1	130.3	131.4	0.0
8-14 days	18	20.9	132.1	129.7	5.9
15-21 days	13	15.1	133.5	130.8	0.0
More than 21 days	5	5.8	132.0	126.4	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 13. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 5 Students**

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or Above Level III Reading and Mathematics
All Students in Study	79	100.0	136.2	137.0	0.0
Gender					
Male	49	62.8	136.3	136.3	0.0
Female	29	37.2	135.9	138.0	0.0
Ethnic Group					
American Indian	1	1.3	142.0	133.0	0.0
Asian	0				
Black	54	69.2	135.3	136.5	0.0
Hispanic	1	1.3	133.0	141.0	0.0
Multi-Racial	0				
White	22	28.2	138.2	138.3	0.0
Parental Education					
Did not finish high school	28	37.3	135.0	137.0	0.0
High school graduate	40	53.3	136.4	137.3	0.0
Trade or business school	1	1.3	137.0	132.0	0.0
Community college	4	5.3	141.0	136.3	0.0
Four year college	2	2.7	136.0	136.7	0.0
Hours Watching TV (each school day)					
None	2	5.1	130.5	139.5	0.0
1 hour	9	23.1	137.9	136.9	0.0
2 hours	7	17.9	137.6	138.0	0.0
3 hours	6	15.4	137.0	140.8	0.0
Between 4 and 5 hours	7	17.9	137.1	134.3	0.0
More than 6 hours	8	20.5	136.1	136.9	0.0
Hours of Homework (per week)					
None assigned	4	10.0	135.8	135.0	0.0
1 hour or less	22	55.0	137.7	137.9	0.0
1 to 3 hours	3	7.5	138.7	136.7	0.0
More than 3, less than 5	3	7.5	136.7	136.3	0.0
Between 5-10 hours	0				
More than 10 hours	4	10.0	132.8	137.8	0.0
Assigned but not done	4	10.0	136.8	137.0	0.0
Days Absent (so far this year)					
0-7 days	48	64.9	135.9	136.3	0.0
8-14 days	18	24.3	136.5	137.5	0.0
15-21 days	6	8.1	135.2	138.6	0.0
More than 21 days	2	2.7	142.0	144.5	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 14. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 6 Students**

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or Above Level III Reading and Mathematics
All Students in Study	54	100.0	138.6	145.0	0.0
Gender					
Male	39	72.2	138.4	145.5	0.0
Female	15	27.8	139.1	143.8	0.0
Ethnic Group					
American Indian	1	1.9	137.0	139.0	0.0
Asian	0				
Black	30	55.6	139.0	144.6	0.0
Hispanic	2	3.7	135.5	148.5	0.0
Multi-Racial	1	1.9	141.0	142.0	0.0
White	20	37.0	138.4	146.6	0.0
Parental Education					
Did not finish high school	19	36.5	139.1	145.3	0.0
High school graduate	28	53.8	138.5	144.6	0.0
Trade or business school	0			131.0	
Community college	3	5.8	136.3	150.0	0.0
Four year college	2	3.8	141.0	153.0	0.0
Hours Watching TV (each school day)					
None	1	3.1	139.0	145.0	0.0
1 hour	8	25.0	138.1	144.8	0.0
2 hours	4	12.5	139.3	151.0	0.0
3 hours	9	28.1	138.7	145.2	0.0
Between 4 and 5 hours	4	12.5	138.5	142.0	0.0
More than 6 hours	6	18.8	140.2	145.0	0.0
Hours of Homework (per week)					
None assigned	3	9.1	137.7	145.3	0.0
1 hour or less	15	45.5	138.9	145.2	0.0
1 to 3 hours	11	33.3	139.2	146.5	0.0
More than 3, less than 5	2	6.1	137.5	143.5	0.0
Between 5-10 hours	1	3.0	139.0	145.0	0.0
More than 10 hours	0				
Assigned but not done	1	3.0	142.0	143.0	0.0
Days Absent (so far this year)					
0-7 days	30	55.6	138.3	146.1	0.0
8-14 days	16	29.6	139.1	144.1	0.0
15-21 days	4	7.4	139.3	143.3	0.0
More than 21 days	4	7.4	138.8	143.0	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 15. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 7 Students**

	N	Percent	Average Scale Score Reading	Average Scale Score Mathematics	Percent at or Above Level III Reading and Mathematics
All Students in Study	46	100.0	141.2	149.8	0.0
Gender					
Male	36	78.3	141.2	150.0	0.0
Female	10	21.7	140.9	149.3	0.0
Ethnic Group					
American Indian	1	2.3	141.0	151.0	0.0
Asian	0				
Black	25	56.8	140.5	150.0	0.0
Hispanic	2	4.5	144.0	154.0	0.0
Multi-Racial	0				
White	16	36.4	142.0	149.6	0.0
Parental Education					
Did not finish high school	20	44.4	141.6	149.5	0.0
High school graduate	22	48.9	140.8	150.6	0.0
Trade or business school	0				
Community college	2	4.4	142.5	149.0	0.0
Four year college	1	2.2	136.0	147.0	0.0
Hours Watching TV (each school day)					
None	1	4.0	137.0	148.0	0.0
1 hour	5	20.0	139.0	150.3	0.0
2 hours	2	8.0	145.5	152.0	0.0
3 hours	2	8.0	140.0	150.5	0.0
Between 4 and 5 hours	8	32.0	142.0	149.7	0.0
More than 6 hours	7	28.0	140.9	151.0	0.0
Hours of Homework (per week)					
None assigned	2	8.3	139.5	151.7	0.0
1 hour or less	13	54.2	141.6	150.2	0.0
1 to 3 hours	5	20.8	142.6	151.7	0.0
More than 3, less than 5	2	8.3	141.0		
Between 5-10 hours	0				
More than 10 hours	1	4.2	135.0	146.0	0.0
Assigned but not done	1	4.2	137.0	148.0	0.0
Days Absent (so far this year)					
0-7 days	25	54.3	141.6	150.5	0.0
8-14 days	13	28.3	140.0	149.1	0.0
15-21 days	7	15.2	141.4	148.8	0.0
More than 21 days	1	2.2	144.0	150.5	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 16. Spring 1998 North Carolina Exemption Study
Characteristics and Performance of Grade 8 Students**

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or Above Level III Reading and Mathematics
All Students in Study	40	100.0	142.9	152.4	0.0
Gender					
Male	26	66.7	142.6	152.6	0.0
Female	13	33.3	143.5	151.7	0.0
Ethnic Group					
American Indian	0				
Asian	0				
Black	23	57.5	142.7	152.3	0.0
Hispanic	2	5.0	141.5	152.0	0.0
Multi-Racial	0				
White	15	37.5	143.5	152.5	0.0
Parental Education					
Did not finish high school	15	39.5	141.9	152.2	0.0
High school graduate	17	44.7	143.5	152.8	0.0
Trade or business school	2	5.3	139.5	151.0	0.0
Community college	2	5.3	146.0	157.0	0.0
Four year college	2	5.3	145.0	147.0	0.0
Hours Watching TV (each school day)					
None	1	6.3	151.0	149.0	0.0
1 hour	3	18.8	139.7	148.3	0.0
2 hours	1	6.3	141.0	152.0	0.0
3 hours	4	25.0	146.5	154.0	0.0
Between 4 and 5 hours	3	18.8	144.7	152.3	0.0
More than 6 hours	4	25.0	144.0	158.3	0.0
Hours of Homework (per week)					
None assigned	5	29.4	141.4	154.6	0.0
1 hour or less	6	35.3	144.7	152.2	0.0
1 to 3 hours	2	11.8	147.0	156.0	0.0
More than 3, less than 5	2	11.8	148.5	149.0	0.0
Between 5-10 hours	1	5.9	145.0	156.0	0.0
More than 10 hours	0				
Assigned but not done	1	5.9	139.0	145.0	0.0
Days Absent (so far this year)					
0-7 days	17	42.5	143.5	153.0	0.0
8-14 days	6	15.0	144.7	152.0	0.0
15-21 days	14	35.0	141.9	152.1	0.0
More than 21 days	3	7.5	140.7	150.5	0.0

Notes: "N" is the number of students who took the end-of-grade test in reading.

Only parental education categories identified by students in the study are listed.

Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 17. Spring 1998 North Carolina Exemption Study
Characteristics and Reading Performance, by Grade**

Reading Developmental Scale Scores by Hours Spent Watching TV (each school day)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None	128.5	129.0	130.5	139.0	137.0	151.0
1 hour	127.5	131.9	137.9	138.1	139.0	139.7
2 hours	129.3	130.5	137.6	139.3	145.5	141.0
3 hours	127.3	128.3	137.0	138.7	140.0	146.5
Between 4 and 5 hours	131.0	130.8	137.1	138.5	142.0	144.7
More than 6 hours	132.0	128.5	136.1	140.2	140.9	144.0

Reading Developmental Scale Scores by Parent Education

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Did not finish high school	128.1	130.0	135.0	139.1	141.6	141.9
High school graduate	129.4	131.3	136.4	138.5	140.8	143.5
Trade or business school			137.0			139.5
Community college	126.0	134.0	141.0	136.3	142.5	146.0
Four year college	123.0	136.3	136.0	141.0	136.0	145.0

Reading Developmental Scale Scores by Homework Hours (per week)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None assigned	127.0	128.3	135.8	137.7	139.5	141.4
1 hour or less	128.8	130.1	137.7	138.9	141.6	144.7
1 to 3 hours	131.2	129.9	138.7	139.2	142.6	147.0
>3 hours but <5 hours	142.0	129.5	136.7	137.5	141.0	148.5
Between 5-10 hours	133.5	134.5		139.0		145.0
More than 10 hours	127.0	130.5	132.8		135.0	
Assigned but not done	126.5		136.8	142.0	137.0	139.0

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 18. Spring 1998 North Carolina Exemption Study
Characteristics and Mathematics Performance, by Grade**

Mathematics Developmental Scale Scores by Hours Spent Watching TV (each school day)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None	125.0	125.3	139.5	145.0	148.0	149.0
1 hour	123.3	129.2	136.9	144.8	150.3	148.3
2 hours	122.1	129.0	138.0	151.0	152.0	152.0
3 hours	111.0	132.1	140.8	145.2	150.5	154.0
Between 4 and 5 hours	119.0	131.3	134.3	142.0	149.7	152.3
More than 6 hours	114.4	131.0	136.9	145.0	151.0	158.3

Mathematics Developmental Scale Scores by Parent Education

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Did not finish high school	119.8	130.4	137.0	145.3	149.5	152.2
High school graduate	120.2	129.7	137.3	144.6	150.6	152.8
Trade or business school			132.0	131.0		151.0
Community college	117.5	138.7	136.3	150.0	149.0	157.0
Four year college		132.5	136.7	153.0	147.0	147.0

Mathematics Developmental Scale Scores by Homework Hours (per week)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None assigned	108.0	125.0	135.0	145.3	151.7	154.6
1 hour or less	119.9	129.7	137.9	145.2	150.2	152.2
1 to 3 hours	123.0	131.9	136.7	146.5	151.7	156.0
>3 hours but <5 hours	112.0	130.0	136.3	143.5		149.0
Between 5-10 hours	115.0	131.8		145.0		156.0
More than 10 hours	116.0	133.0	137.8		146.0	
Assigned but not done	117.7		137.0	143.0	148.0	145.0

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 19. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 3 Reading**

Number of Students with Valid Scores	62	High Score	148
		Low Score	120
Mean	128.7	1998 Study Percentiles	Scale Scores
Standard Deviation	6.0	90	136.8
		75	132.0
		50	(Median) 127.1
Variance	36.2	25	124.7
		10	122.9

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level III					
148	2	62	3.2	100.0	98
142	1	60	1.6	96.8	96
Level II					
140	1	59	1.6	95.2	94
137	3	58	4.8	93.6	91
136	1	55	1.6	88.7	88
135	1	54	1.6	87.1	86
134	1	53	1.6	85.5	85
133	4	52	6.5	83.9	81
132	3	48	4.8	77.4	75
131	3	45	4.8	72.6	70
Level I					
130	2	42	3.2	67.7	66
128	6	40	9.7	64.5	60
127	8	34	12.9	54.8	48
126	5	26	8.1	41.9	38
125	7	21	11.3	33.9	28
124	6	14	9.7	22.6	18
123	3	8	4.8	12.9	10
122	1	5	1.6	8.1	7
121	2	4	3.2	6.5	5
120	2	2	3.2	3.2	2

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 20. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics**

Number of Students with Valid Scores	59	High Score	146
		Low Score	100
Mean	120.1	1998 Study Percentiles	Scale Scores
Standard Deviation	8.2	90	130.2
		75	124.8
		50	(Median) 118.7
Variance	67.0	25	115.4
		10	112.7

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level III					
146	1	59	1.7	100.0	99
Level II					
137	1	58	1.7	98.3	97
133	2	57	3.4	96.6	95
132	1	55	1.7	93.2	92
130	3	54	5.1	91.5	89
129	1	51	1.7	86.4	86
127	4	50	6.8	84.8	81
126	1	46	1.7	78.0	77
125	1	45	1.7	76.3	75
Level I					
124	2	44	3.4	74.6	73
123	7	42	11.9	71.2	65
122	1	35	1.7	59.3	58
121	2	34	3.4	57.6	56
119	3	32	5.1	54.2	52
118	2	29	3.4	49.2	47
117	2	27	3.4	45.8	44
116	10	25	16.9	42.4	34
115	4	15	6.8	25.4	22
114	2	11	3.4	18.6	17
113	4	9	6.8	15.3	12
112	1	5	1.7	8.5	8
109	1	4	1.7	6.8	6
106	1	3	1.7	5.1	4
101	1	2	1.7	3.4	3
100	1	1	1.7	1.7	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 21. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 4 Reading**

Number of Students with Valid Scores	87	High Score	152
		Low Score	122
Mean	131.2	1998 Study Percentiles	Scale Scores
Standard Deviation	5.0	90	137.8
		75	133.0
		50	(Median) 130.9
Variance	25.2	25	128.0
		10	126.0

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level III					
152	1	87	1.1	100.0	99
146	1	86	1.1	98.9	98
Level II					
143	1	85	1.1	97.7	97
141	1	84	1.1	96.6	96
140	1	83	1.1	95.4	95
139	1	82	1.1	94.3	94
138	4	81	4.6	93.1	91
137	2	77	2.3	88.5	87
136	1	75	1.1	86.2	86
135	5	74	5.7	85.1	82
Level I					
133	7	69	8.0	79.3	75
132	4	62	4.6	71.3	69
131	23	58	26.4	66.7	53
130	5	35	5.7	40.2	37
129	5	30	5.7	34.5	32
128	7	25	8.0	28.7	25
127	6	18	6.9	20.7	17
126	6	12	6.9	13.8	10
125	1	6	1.1	6.9	6
124	1	5	1.1	5.8	5
123	2	4	2.3	4.6	3
122	2	2	2.3	2.3	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 22. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics**

Number of Students with Valid Scores	82	High Score	156
		Low Score	119
Mean	130.7	1998 Study Percentiles	Scale Scores
Standard Deviation	7.5	90	140.4
		75	134.8
Variance	56.5	50	(Median) 129.2
		25	125.1
		10	123.3

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level IV					
156	1	82	1.2	100.0	99
Level III					
155	1	81	1.2	98.8	98
147	1	80	1.2	97.6	97
145	2	79	2.4	96.3	95
143	2	77	2.4	93.9	93
Level II					
142	1	75	1.2	91.5	91
140	2	74	2.4	90.2	89
139	3	72	3.7	87.8	86
137	4	69	4.9	84.2	82
136	2	65	2.4	79.3	78
135	2	63	2.4	76.8	76
134	2	61	2.4	74.4	73
133	5	59	6.1	72.0	69
132	3	54	3.7	65.9	64
Level I					
131	4	51	4.9	62.2	60
130	5	47	6.1	57.3	54
129	3	42	3.7	51.2	49
128	4	39	4.9	47.6	45
127	3	35	3.7	42.7	41
126	8	32	9.8	39.0	34
125	9	24	11.0	29.3	24
124	6	15	7.3	18.3	15
123	4	9	4.9	11.0	9
122	2	5	2.4	6.1	5
121	1	3	1.2	3.7	3
120	1	2	1.2	2.4	2
119	1	1	1.2	1.2	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 23. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 5 Reading**

Number of Students with Valid Scores	79	High Score	147
		Low Score	125
Mean	136.2	1998 Study Percentiles	Scale Scores
Standard Deviation	4.1	90	142.2
		75	138.6
		50	(Median) 135.8
Variance	17.1	25	133.5
		10	131.5

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
147	1	79	1.3	100.0	99
146	1	78	1.3	98.7	98
144	2	77	2.5	97.5	96
143	3	75	3.8	94.9	93
142	3	72	3.8	91.1	89
141	3	69	3.8	87.3	85
140	3	66	3.8	83.5	82
139	4	63	5.1	79.8	77
Level I					
138	6	59	7.6	74.7	71
137	4	53	5.1	67.1	65
136	13	49	16.5	62.0	54
135	6	36	7.6	45.6	42
134	10	30	12.7	38.0	32
133	10	20	12.7	25.3	19
132	2	10	2.5	12.7	11
131	3	8	3.8	10.1	8
130	2	5	2.5	6.3	5
129	1	3	1.3	3.8	3
128	1	2	1.3	2.5	2
125	1	1	1.3	1.3	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 24. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics**

Number of Students with Valid Scores	82	High Score	155
		Low Score	128
Mean	137.0	1998 Study Percentiles	Scale Scores
Standard Deviation	5.0	90	144.4
		75	139.8
		50	(Median) 136.4
Variance	25.0	25	133.6
		10	131.1

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level III					
155	1	82	1.2	100.0	99
150	1	81	1.2	98.8	98
Level II					
147	1	80	1.2	97.6	97
146	2	79	2.4	96.3	95
145	3	77	3.7	93.9	92
144	2	74	2.4	90.2	89
142	1	72	1.2	87.8	87
141	4	71	4.9	86.6	84
Level I					
140	8	67	9.8	81.7	77
139	6	59	7.3	72.0	68
138	3	53	3.7	64.6	63
137	8	50	9.8	61.0	56
136	7	42	8.5	51.2	47
135	6	35	7.3	42.7	39
134	9	29	11.0	35.4	30
133	3	20	3.7	24.4	23
132	6	17	7.3	20.7	17
131	7	11	8.5	13.4	9
130	3	4	3.7	4.9	3
128	1	1	1.2	1.2	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 25. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 6 Reading**

Number of Students with Valid Scores	54	High Score	144
		Low Score	129
Mean	138.6	1998 Study Percentiles	Scale Scores
Standard Deviation	3.4	90	143.4
		75	141.2
		50	(Median) 138.5
Variance	11.8	25	136.2
		10	134.3

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
144	5	54	9.3	100.0	95
143	3	49	5.6	90.7	88
142	4	46	7.4	85.2	81
141	5	42	9.3	77.8	73
Level I					
140	7	37	13.0	68.5	62
139	3	30	5.6	55.6	53
138	6	27	11.1	50.0	44
137	6	21	11.1	38.9	33
136	5	15	9.3	27.8	23
135	4	10	7.4	18.5	15
134	3	6	5.6	11.1	8
133	1	3	1.9	5.6	5
132	1	2	1.9	3.7	3
129	1	1	1.9	1.9	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 26. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics**

Number of Students with Valid Scores	53	High Score	155
		Low Score	131
Mean	145.0	1998 Study Percentiles	Scale Scores
Standard Deviation	4.6	90	151.9
		75	148.1
Variance	21.1	50	(Median) 144.4
		25	141.9
		10	140.3

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level III					
155	1	53	1.9	100.0	99
Level II					
153	3	52	5.7	98.1	95
152	2	49	3.8	92.5	91
151	1	47	1.9	88.7	88
150	3	46	5.7	86.8	84
149	2	43	3.8	81.1	79
148	3	41	5.7	77.4	75
147	4	38	7.5	71.7	68
146	4	34	7.5	64.2	60
Level I					
145	3	30	5.7	56.6	54
144	4	27	7.5	50.9	47
143	6	23	11.3	43.4	38
142	6	17	11.3	32.1	26
141	5	11	9.4	20.8	16
140	3	6	5.7	11.3	8
139	1	3	1.9	5.7	5
138	1	2	1.9	3.8	3
131	1	1	1.9	1.9	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 27. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 7 Reading**

Number of Students with Valid Scores	46	High Score	152
		Low Score	131
Mean	141.2	1998 Study Percentiles	Scale Scores
Standard Deviation	3.9	90	145.2
		75	143.6
		50 (Median)	141.1
Variance	15.0	25	138.4
		10	136.7

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
152	1	46	2.2	100.0	99
149	1	45	2.2	97.8	97
148	1	44	2.2	95.7	95
147	1	43	2.2	93.5	92
145	2	42	4.3	91.3	89
Level I					
144	6	40	13.0	87.0	80
143	5	34	10.9	73.9	68
142	3	29	6.5	63.0	60
141	7	26	15.2	56.5	49
140	3	19	6.5	41.3	38
139	4	16	8.7	34.8	30
138	5	12	10.9	26.1	21
137	3	7	6.5	15.2	12
136	2	4	4.3	8.7	7
135	1	2	2.2	4.4	3
131	1	1	2.2	2.2	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 28. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics**

Number of Students with Valid Scores	45	High Score	155
		Low Score	143
Mean	149.8	1998 Study Percentiles	Scale Scores
Standard Deviation	3.3	90	154.3
		75	152.8
		50	(Median) 149.3
Variance	10.6	25	147.0
		10	145.9

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
155	3	45	6.7	100.0	97
154	6	42	13.3	93.3	87
153	3	36	6.7	80.0	77
152	4	33	8.9	73.3	69
Level I					
151	5	29	11.1	64.4	59
149	7	24	15.6	53.3	46
148	2	17	4.4	37.8	36
147	8	15	17.8	33.3	24
146	4	7	8.9	15.6	11
145	2	3	4.4	6.7	4
143	1	1	2.2	2.2	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 29. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 8 Reading**

Number of Students with Valid Scores	40	High Score	155
		Low Score	135
Mean	142.9	1998 Study Percentiles	Scale Scores
Standard Deviation	5.0	90	151.2
		75	145.5
		50	(Median) 142.5
Variance	24.9	25	138.8
		10	137.5

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
155	1	40	2.5	100.0	99
152	2	39	5.0	97.5	95
151	3	37	7.5	92.5	89
147	2	34	5.0	85.0	83
146	2	32	5.0	80.0	78
145	3	30	7.5	75.0	71
Level I					
144	4	27	10.0	67.5	63
143	3	23	7.5	57.5	54
142	3	20	7.5	50.0	46
141	2	17	5.0	42.5	40
140	3	15	7.5	37.5	34
139	3	12	7.5	30.0	26
138	5	9	12.5	22.5	16
137	1	4	2.5	10.0	9
136	2	3	5.0	7.5	5
135	1	1	2.5	2.5	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.

**Table 30. Spring 1998 North Carolina Exemption Study
End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics**

Number of Students with Valid Scores	36	High Score	164
		Low Score	143
Mean	152.4	1998 Study Percentiles	Scale Scores
Standard Deviation	4.3	90	156.9
		75	155.5
		50	(Median) 152.1
Variance	18.4	25	149.5
		10	147.1

Frequency Distribution

Scale Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent	1998 Study Percentile
Level II					
164	1	36	2.8	100.0	99
159	1	35	2.8	97.2	96
158	1	34	2.8	94.4	93
157	1	33	2.8	91.7	90
156	5	32	13.9	88.9	82
155	5	27	13.9	75.0	68
Level I					
153	2	22	5.6	61.1	58
152	5	20	13.9	55.6	49
151	4	15	11.1	41.7	36
150	2	11	5.6	30.6	28
149	2	9	5.6	25.0	22
148	3	7	8.3	19.4	15
147	1	4	2.8	11.1	10
146	1	3	2.8	8.3	7
145	1	2	2.8	5.6	4
143	1	1	2.8	2.8	1

Note: Caution must be used in interpreting data from the Spring 1998 North Carolina Exemption Study because a representative sample did not participate.