

1997-98

The North Carolina State Testing Results

“The Green Book”

Published March 1999

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

**Reporting on the state and 117 public school systems
and 35 charter schools**



Public Schools of North Carolina

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State Board of Education

Department of Public Instruction

Division of Accountability Services/Testing Section

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Division of Accountability Services / Testing Section

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Executive Summary

The 1997-98 North Carolina Preliminary State Testing Results End-of-Grade and End-of Course Multiple-Choice Tests

Background

- Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These curriculum-based tests were administered to over 553,000 students in grades 3 through 8 at the end of the 1997-98 school year.
- End-of-grade tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple choice tests were administered in Algebra I; English I; Biology; Economic, Legal and Political Systems (ELP); and U.S. History to over 394,000 students during the 1997-98 school year.
- Student performance in reading and mathematics has continued to improve in grades 3 through 8 when compared to benchmarks established the first year the end-of-grade tests were administered. Students continue to achieve at a higher rate than anticipated from initial results in 1992-93, and higher percentages of students in most grades and subjects are performing at Achievement Level III or above. Generally, fewer students are performing at the lowest level of achievement.
- Initially implemented during the 1996-97 school year, the Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students upon entering third grade. These scores provide initial data which, when considered along with these students' end-of-grade performance at the end of the year, allows calculation of growth in grade 3. The test measures knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. Nearly 100,000 third graders took the pretest in 1997-98.
- The North Carolina High School Comprehensive Test is a multiple-choice test that assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test measures student growth in reading and mathematics achievement since completing grade 8 and was initially administered to 74,000 grade 10 students in April 1998.

Grade 3 Pretest Findings

- Sixty-five percent of students entering third grade scored at or above Achievement Level III on reading while 71.5 percent scored at Achievement Level III or above on mathematics pretests. The proportion of students scoring at-or-above Achievement Level III on grade 3 reading pretest in 1997-98 is unchanged from 1996-97. The percent of students scoring at Achievement Level III or above on grade 3 mathematics pretest in 1997-98 increased 1.2 percentage points from 1996-97.
- Disparities in performance among subgroups were noted. In *reading*, the Black (50.3), Hispanic (51.6) and American Indian (51.8) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (67.6), Asian (73.2) and White (73.3) subgroups in these results. 1997-98 grade 3 pretest performance in *mathematics* shows similar disparities. The Black (56.1), American Indian (58.7) and Hispanic (59.4) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (72.5), White (79.6) and Asian (81.0) subgroups.

End-Of-Grade Findings

- Results from 1997-98 testing indicate the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 52.9 percent in 1992-93 to 66.3 percent in 1997-98.
- Mean scales scores for reading increased at least slightly from 1996-97 to 1997-98 at every grade level. Mean scale scores for mathematics increased somewhat at every grade level except grade 3 (a decrease of .5 points). On average, students are performing better on end-of-grade tests each year.
- A higher percentage of females (69.5) than males (63.2) scored at or above Achievement Level III on end-of-grade tests. This follows a consistent trend established with the 1992-93 administration of the tests.
- Disparities in performance among subgroups were noted. The Black (44.7), American Indian (50.4) and Hispanic (52.0) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (66.7), Asian (73.2) and White (76.7) subgroups.

High School Comprehensive Findings

- Results from 1997-98 NC High school Comprehensive Test indicate the percentage of students performing at Achievement Level III and above in reading is 55.6 while 54.9 percent scored at or above Achievement Level III in mathematics.
- More females (62% on reading; 57.1% on mathematics) than males (49% reading; 52.6% mathematics) scored at or above Achievement Level III on the NC High School Comprehensive Tests.
- Disparities in performance among subgroups were noted. In *reading*, the Black (34.8), American Indian (39.1) and Hispanic (45.0) subgroups had lower percentages performing at Achievement Level III or above than the Asian (59.6), White (64.5), and Multi-Racial (65.5) subgroups on this test. Performance in *mathematics* during the 1997-98 school year shows similar disparities. The Black (31.8), American Indian (34.7) and Hispanic (43.9) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (58.5), White (64.5) and Asian (73.3) subgroups.

End-Of-Course Findings

- The percent of students at each achievement level in each end-of-course test has remained consistent across years. Results from 1997-98 suggest this trend has been maintained.
- A higher percentage of females than males performed at Achievement Level III or above on Algebra I, ELP, and English I. More males than females scored at or above Achievement Level III on Biology and U.S. History end-of-course tests.
- Performance among subgroups varied while tending to be consistent across subjects. The Asian subgroup had highest performance only on Algebra I. On Biology, ELP, English I, and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above. On Algebra I, Biology, and ELP, the Hispanic, American Indian, and Black groups had the lowest percentages of students performing at or above Level III. The Hispanic group had somewhat better performance than the American Indian group, which in turn had somewhat better performance than the Black group. On English I and U.S. History, the Black group had somewhat better performance than the American Indian group.

**Students with
Limited English
Proficiency**

- Among students meeting the Limited English Proficiency requirement, the highest average performance was on Algebra I, with 62.0 percent scoring at Achievement Level III or above. U.S. History (27.3%), ELP (29.2%), Biology (24.9%), and English I (18.0%) saw lower percentages of these students scoring at Level III or above on end-of-course tests.

The 1997-98 North Carolina State Testing Results

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

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Introduction

The 1997-98 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on end-of-grade (grades 3-8 in reading and mathematics) multiple-choice tests and end-of-course (high school subjects) multiple-choice tests administered in 1997-98 as components of the North Carolina Testing Program. In addition, this document provides similar information for the NC Grade 3 Pretest in Reading and Mathematics and the NC High School Comprehensive Test in Reading and Mathematics. The figures, charts, graphs, and tables in this document were generated using student test data from the end-of-grade spring 1998 test administration; the end-of-course summer 1997, fall 1997, and spring 1998 test administrations; the fall 1997 administration of the grade 3 pretest; and the spring 1998 administration of the NC High School Comprehensive Test. These data were reconciled with school systems' test data through October 13, 1998 (the cutoff for 1997-98 school year reporting).

The general focus of the *State Testing Results* is on student performance on multiple-choice tests administered in 1997-98. However, many data are reported across years in order to show gains in student performance. High student performance is a key component of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can

be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above in grades 3-8 or end-of-course are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, end-of-course tests, and the high school comprehensive test. The state-level goal summary reports serve as a reference of student performance on the curriculum competencies across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1997-98.

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

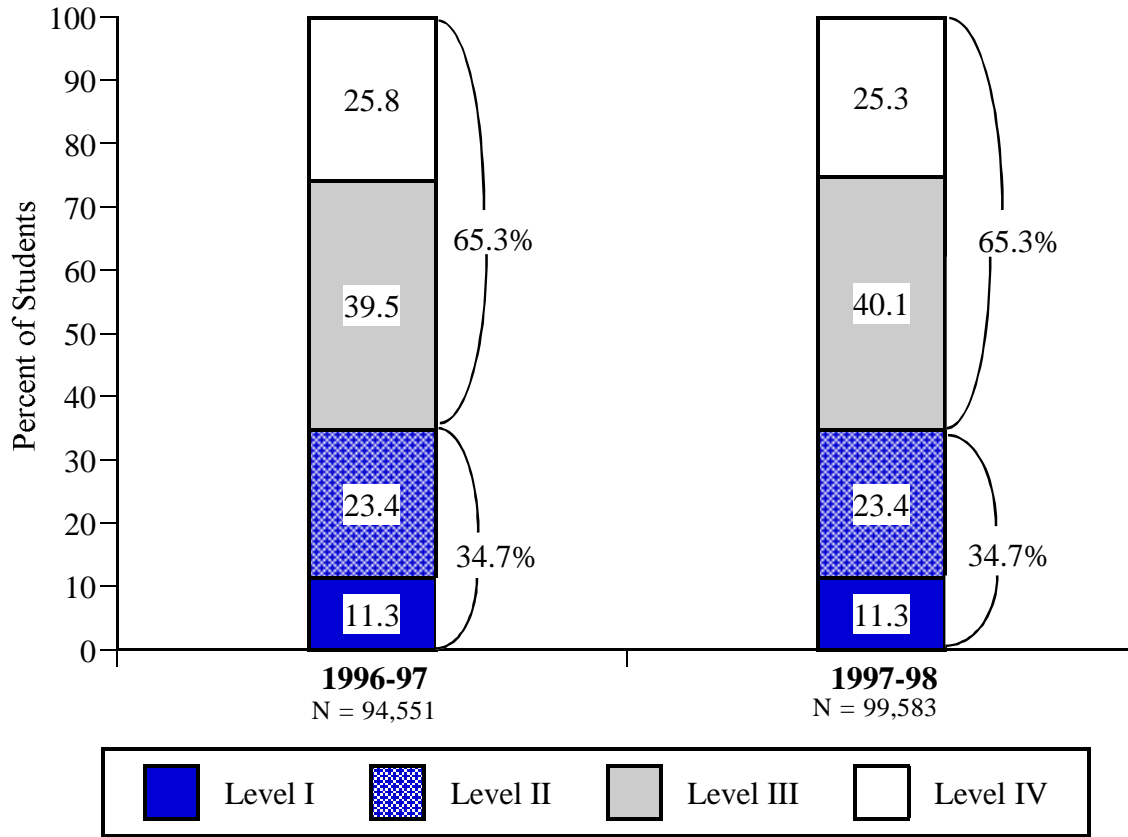
End-of-grade testing was implemented initially in 1992-93 when more challenging

assessment strategies replaced the California Achievement Tests (1978-92). During the 1997-98 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

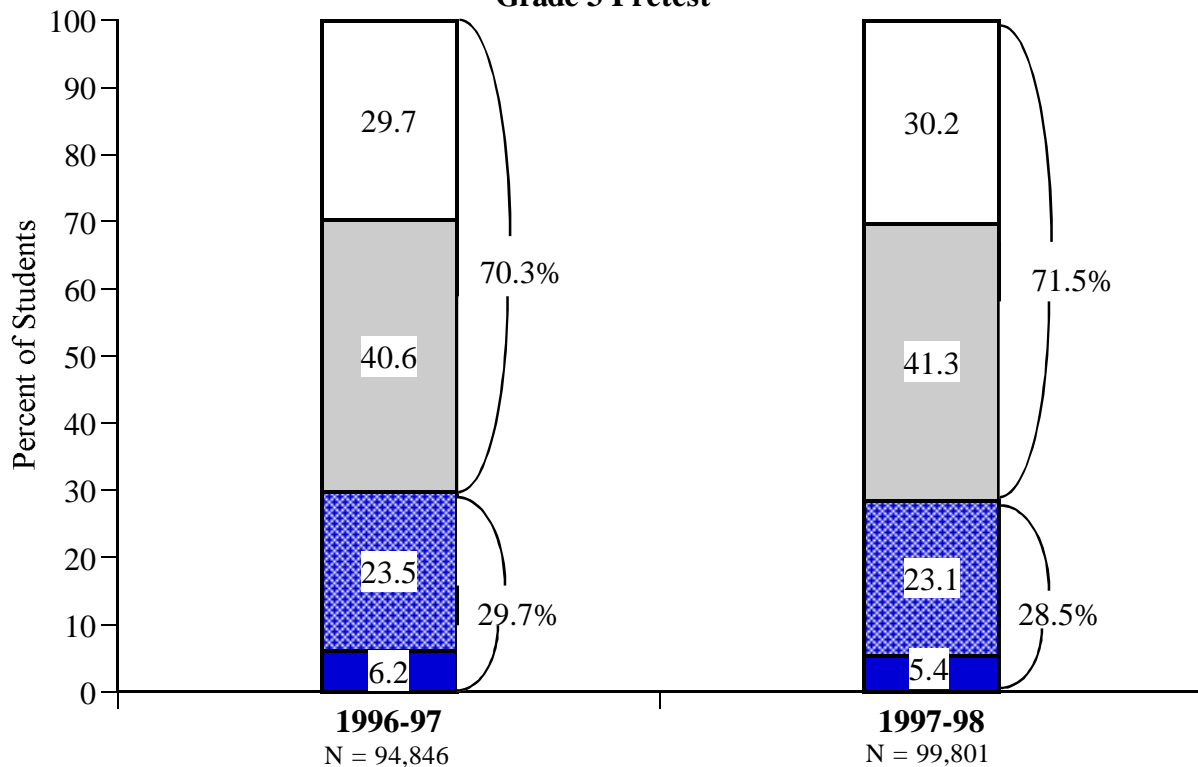
Beginning this year, the NC High School Comprehensive Test results and Grade 3 Pretest results are included in the *State Testing Results*. 1997-98 was the first year the High School Comprehensive test was administered and the second year of Grade 3 Pretest administration.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from multiple-choice tests administered from 1993 to 1998 with a focus on results generated during the 1997-98 school year. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

**Figure 1. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grade 3 Pretest**

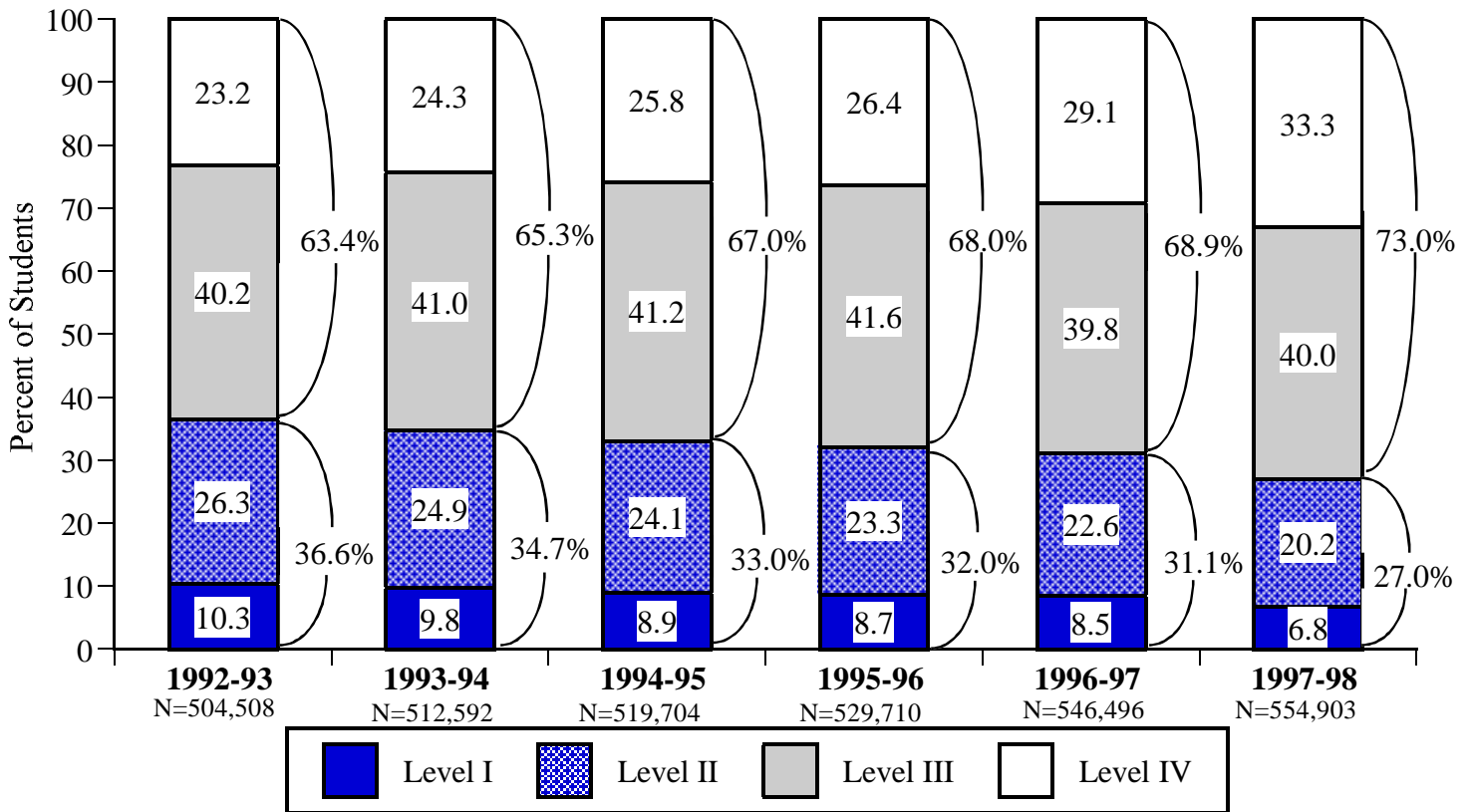


**Figure 2. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grade 3 Pretest**

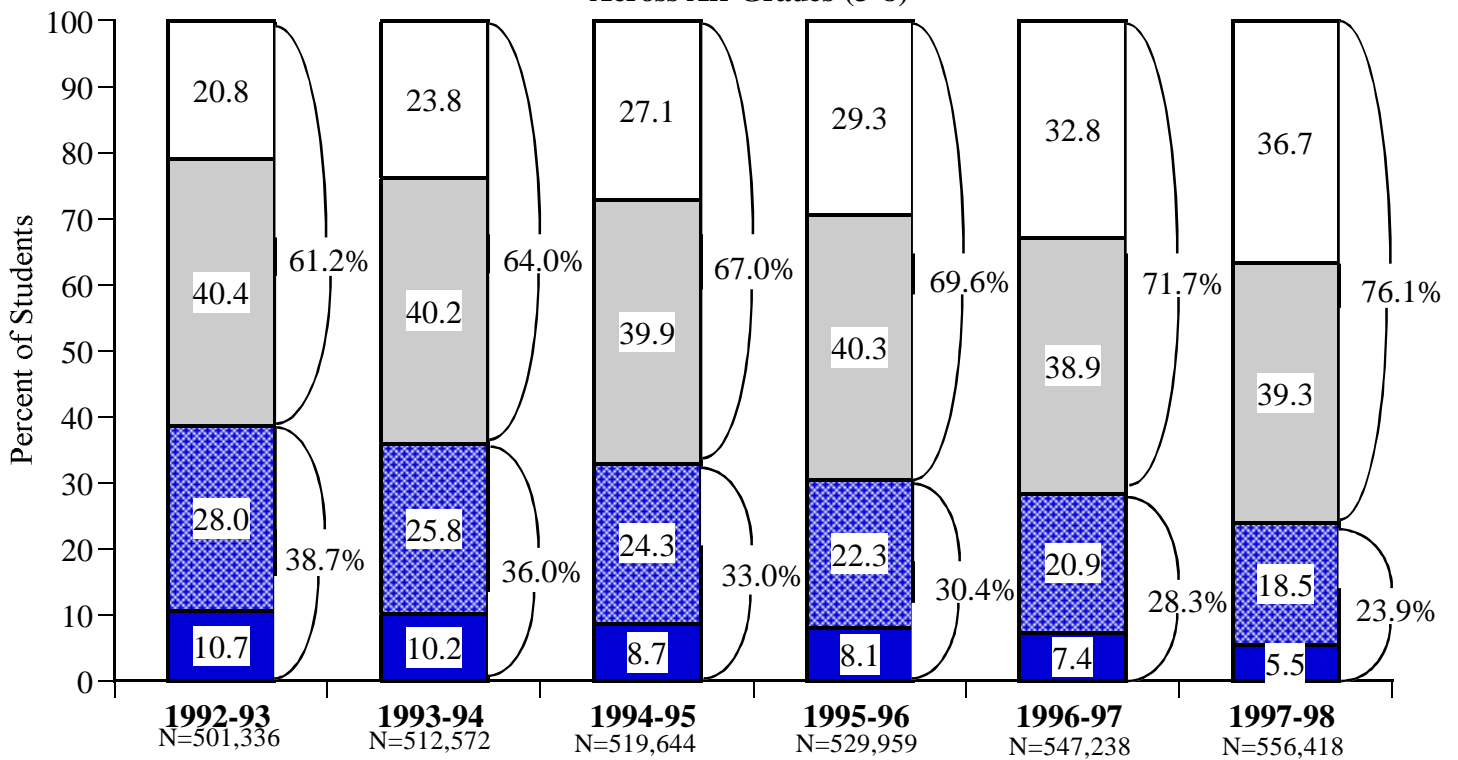


Notes: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.
Data received from LEAs after October 13, 1998 are not included in this figure.

**Figure 3. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Across All Grades (3-8)**

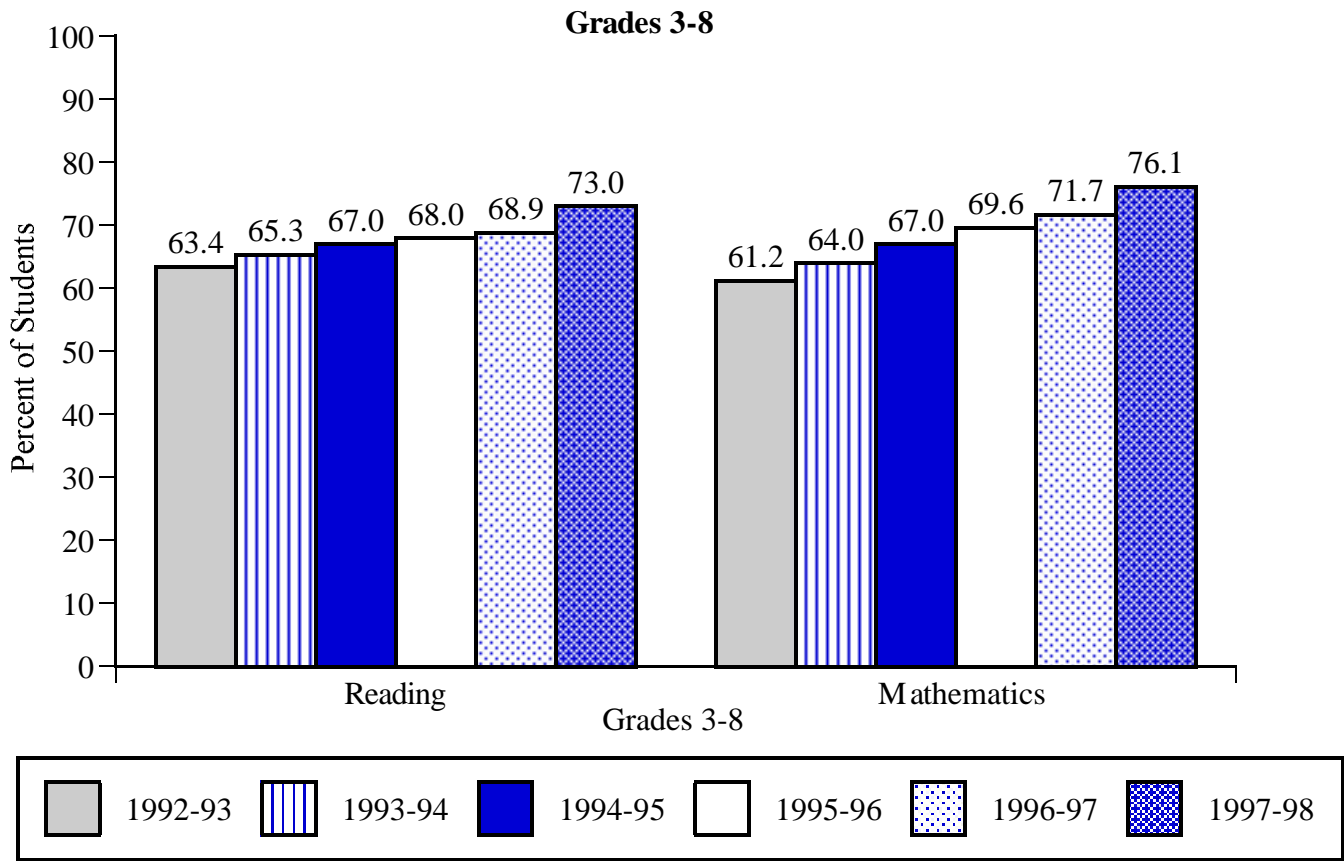


**Figure 4. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Across All Grades (3-8)**

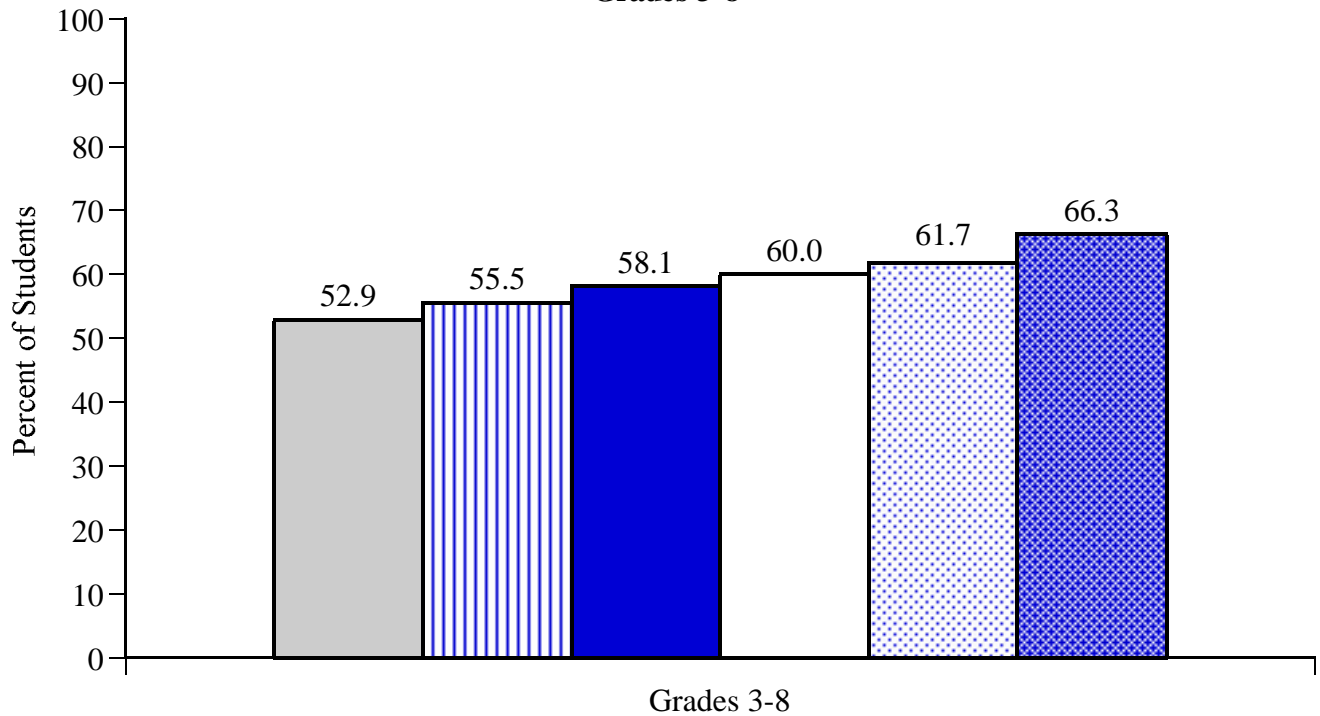


Notes: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.
Data received from LEAs after October 13, 1998 are not included in these figures.

**Figure 5. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Achievement Level III
Reading and Mathematics**

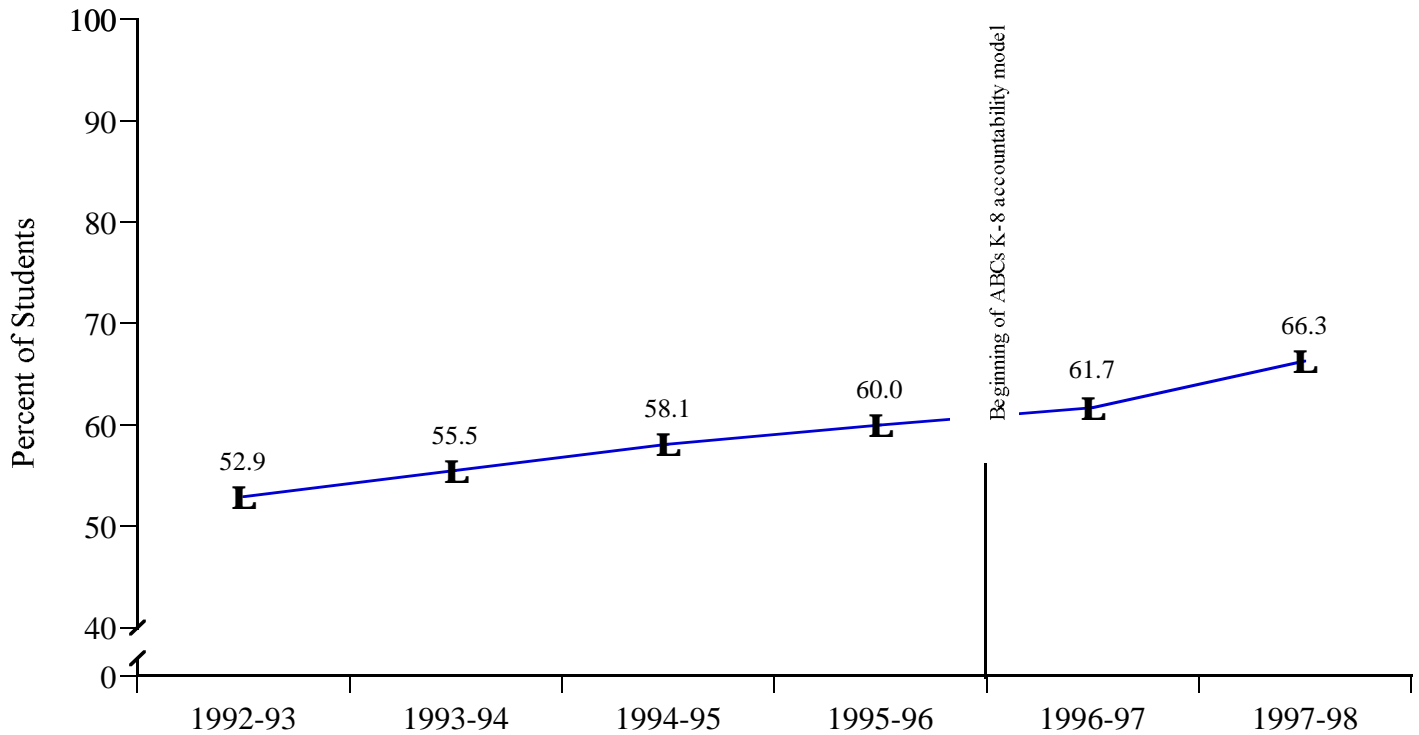


**Figure 6. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8**

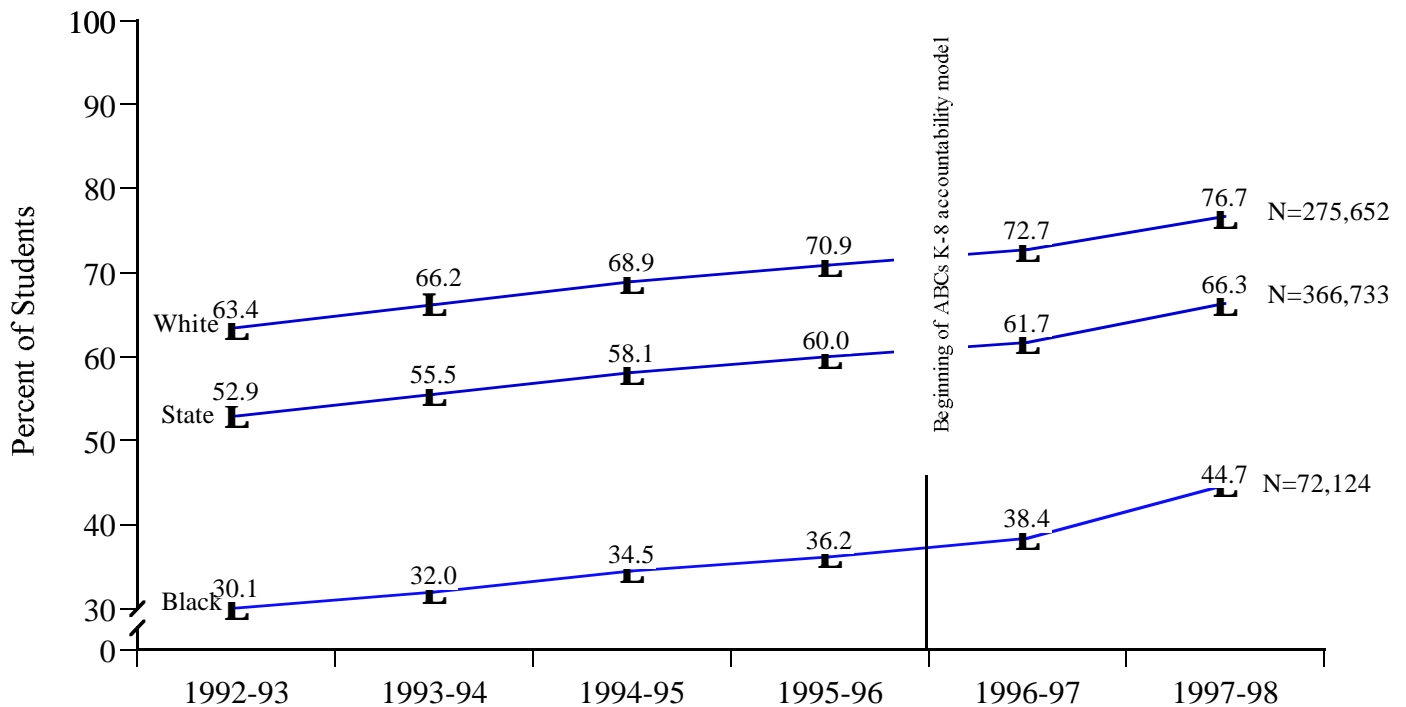


Note: Data received from LEAs after October 13, 1998 are not included in these figures.

**Figure 7. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8**

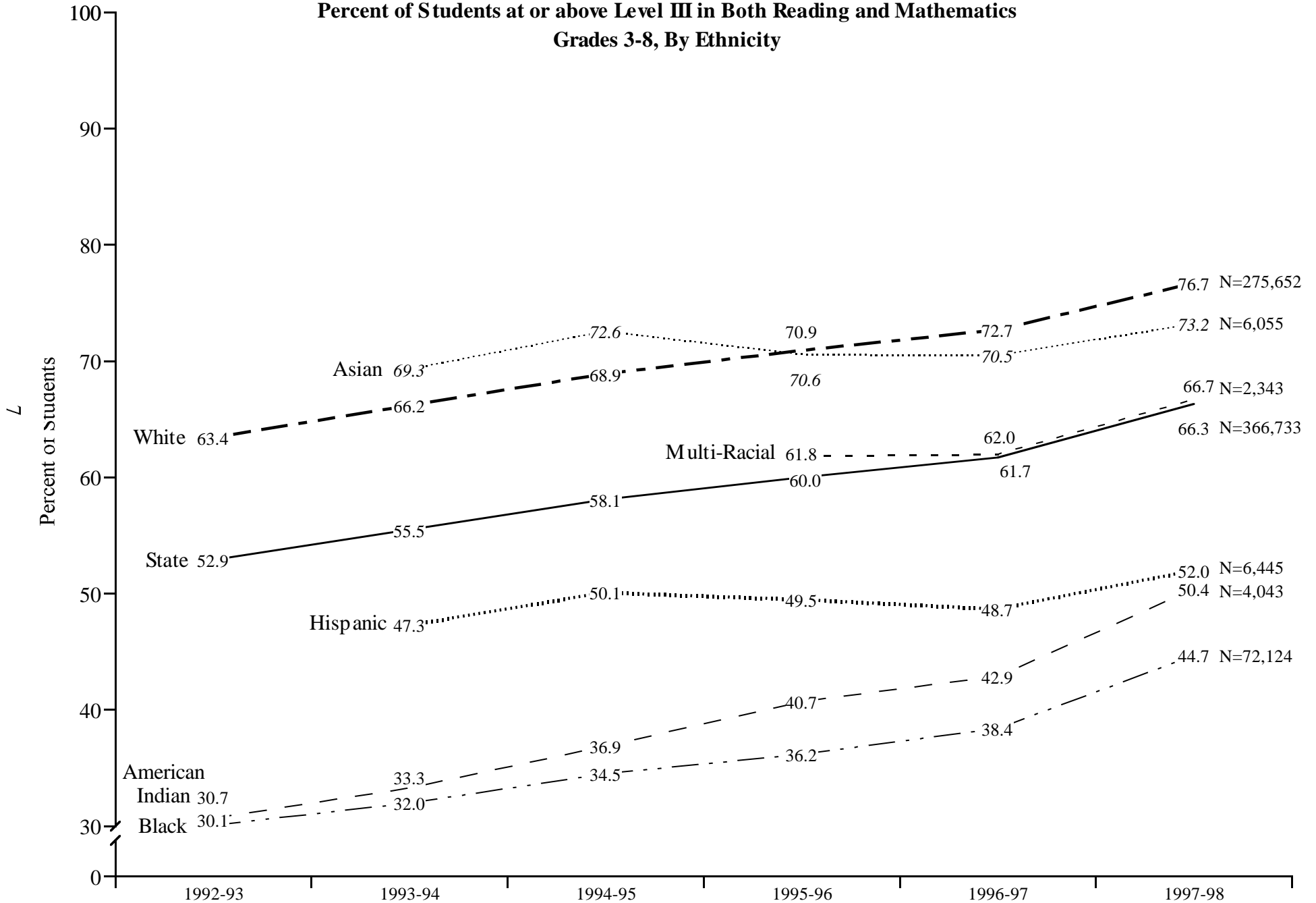


**Figure 8. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, for Black and White Students**



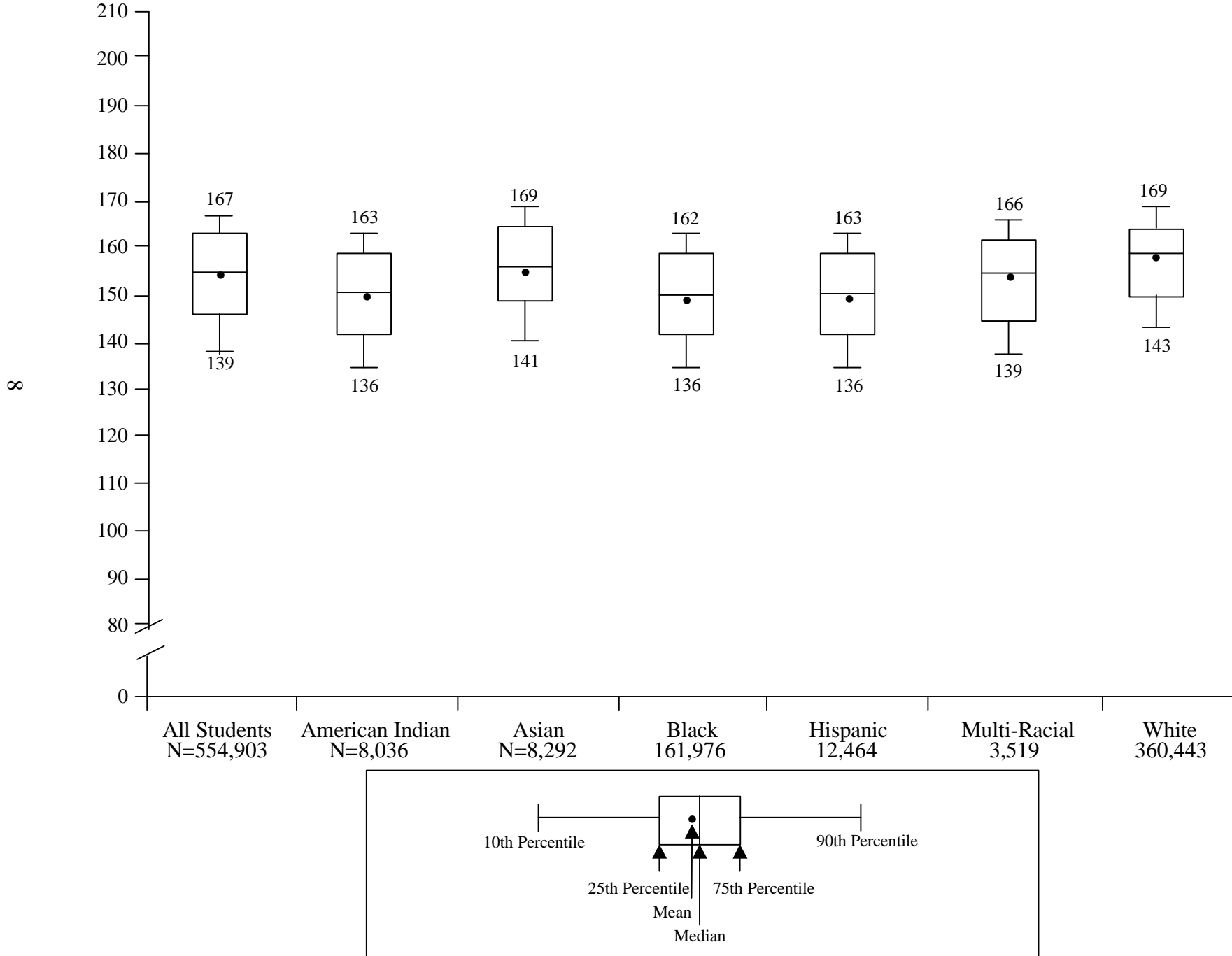
Notes: The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state. Data received from LEAs after October 13, 1998 are not included in these figures. N counts equal the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

Figure 9. End-of-Grade Multiple-Choice Test Results, 1992-93 to 1997-98
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, By Ethnicity

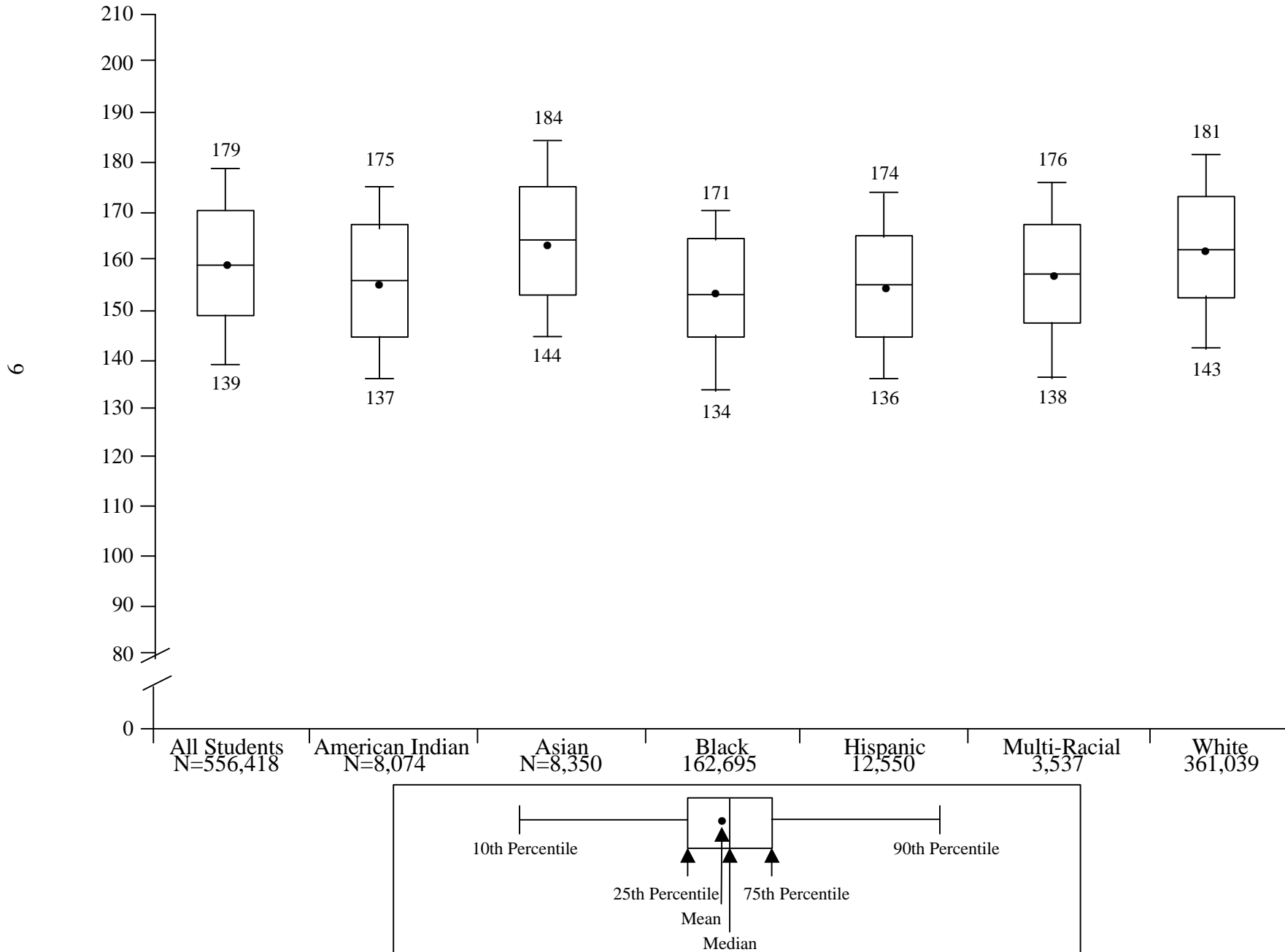


Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
 Data received from LEAs after October 13, 1998 are not included in this figure.
 N counts equal the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

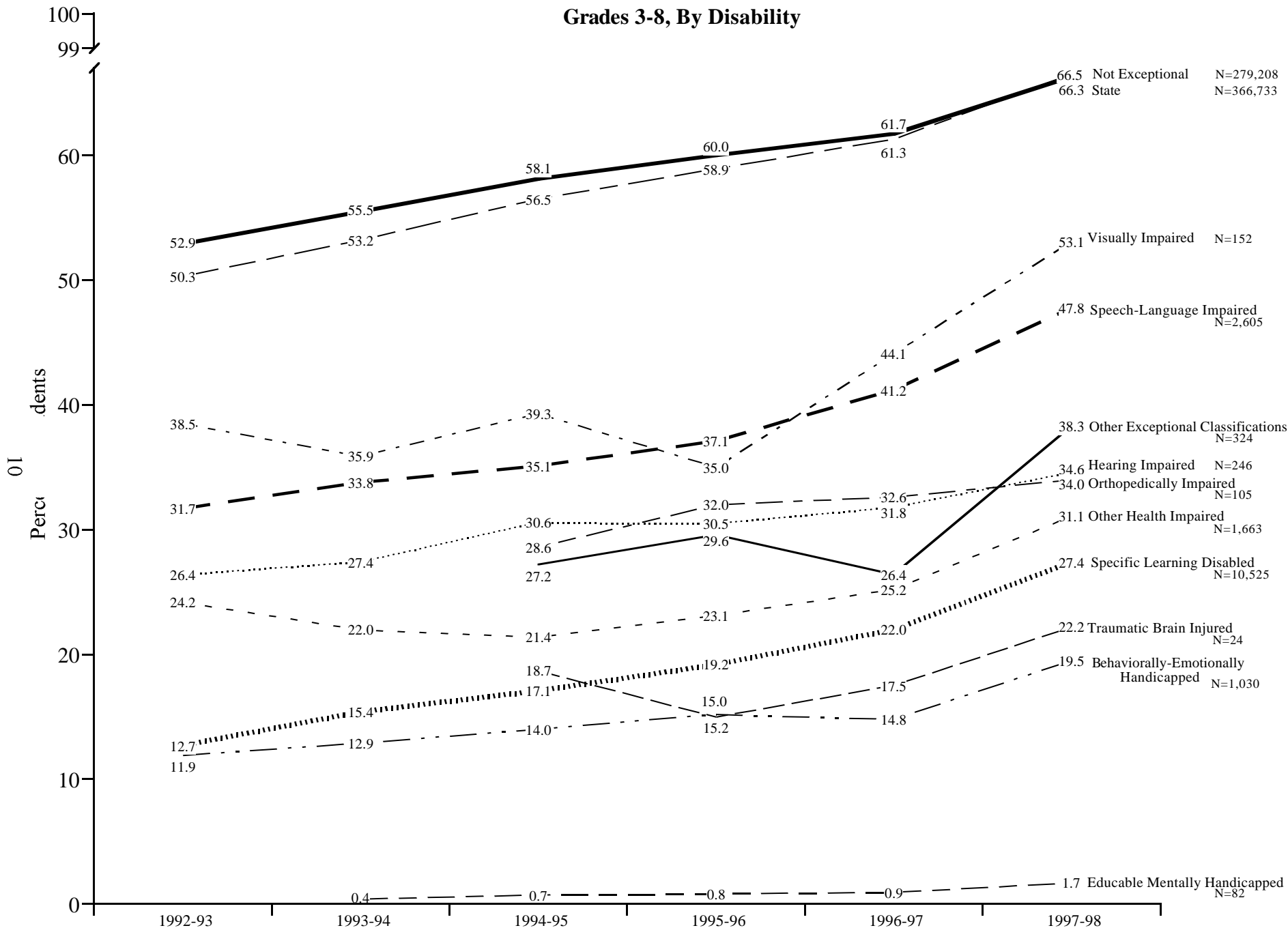
**Figure 10. 1997-98 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Reading Scale Scores
Grades 3-8**



**Figure 11. 1997-98 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Mathematics Scale Scores
Grades 3-8**

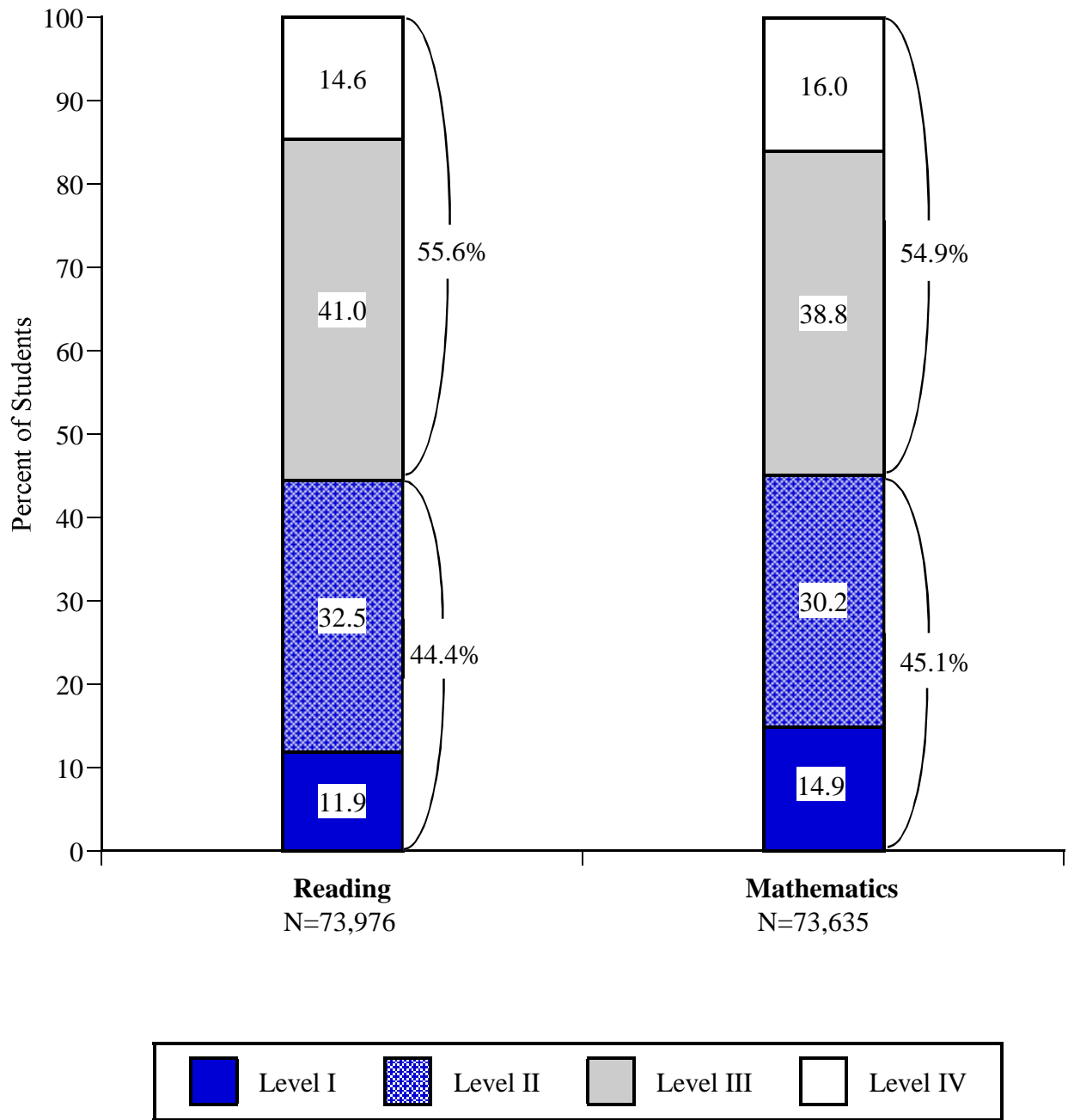


**Figure 12. 1992-93 to 1997-98 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8, By Disability**



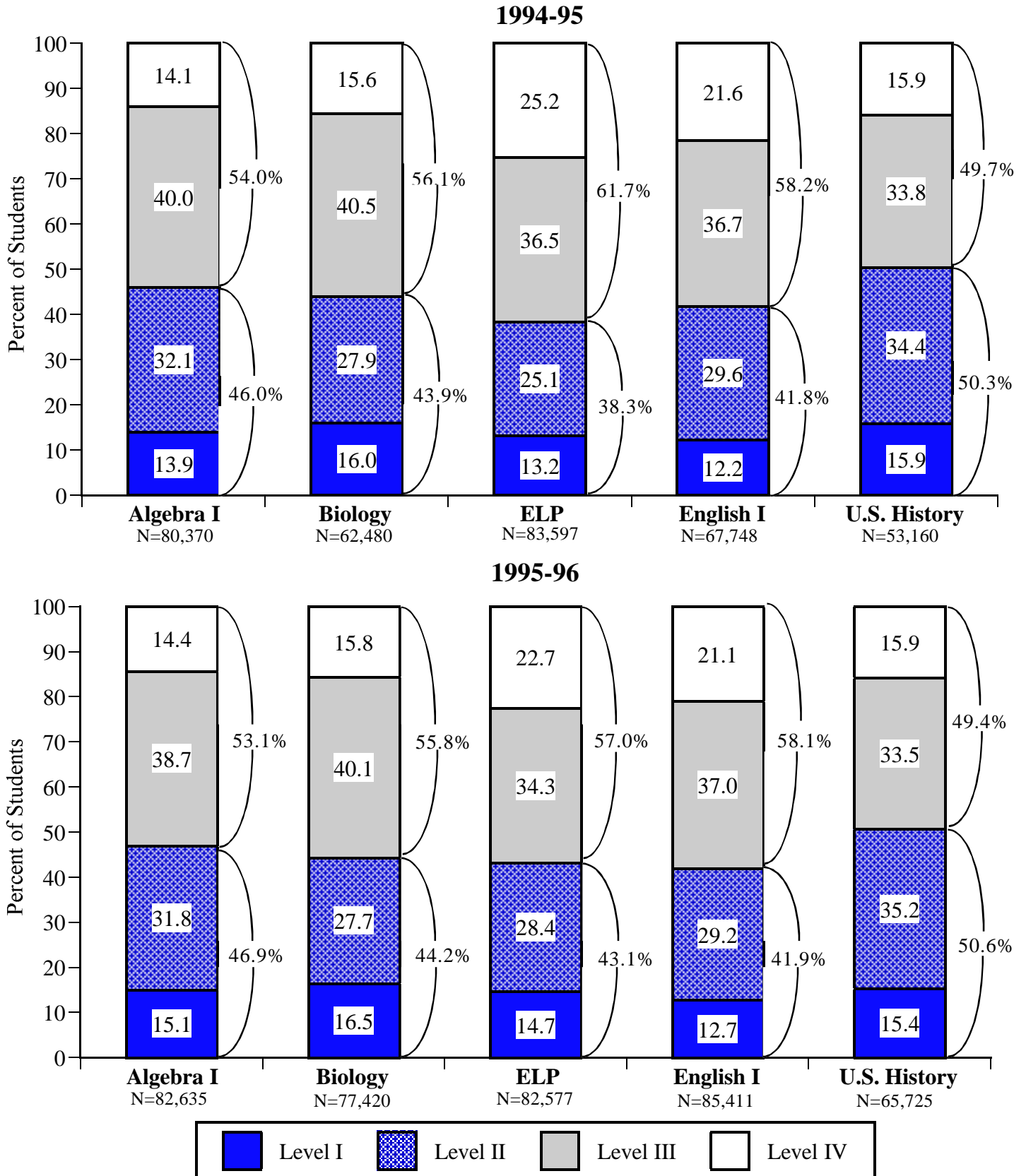
Notes: Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93. N counts equal the number of students at or above level III in both reading and mathematics for 1997-98. Previous years are comparable.

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



Notes: Due to rounding, data for some years may not add to 100%.
 All percents are calculated based on actual N-counts and are not summed.
 Data received from LEAs after October 13, 1998 are not included in this figure.

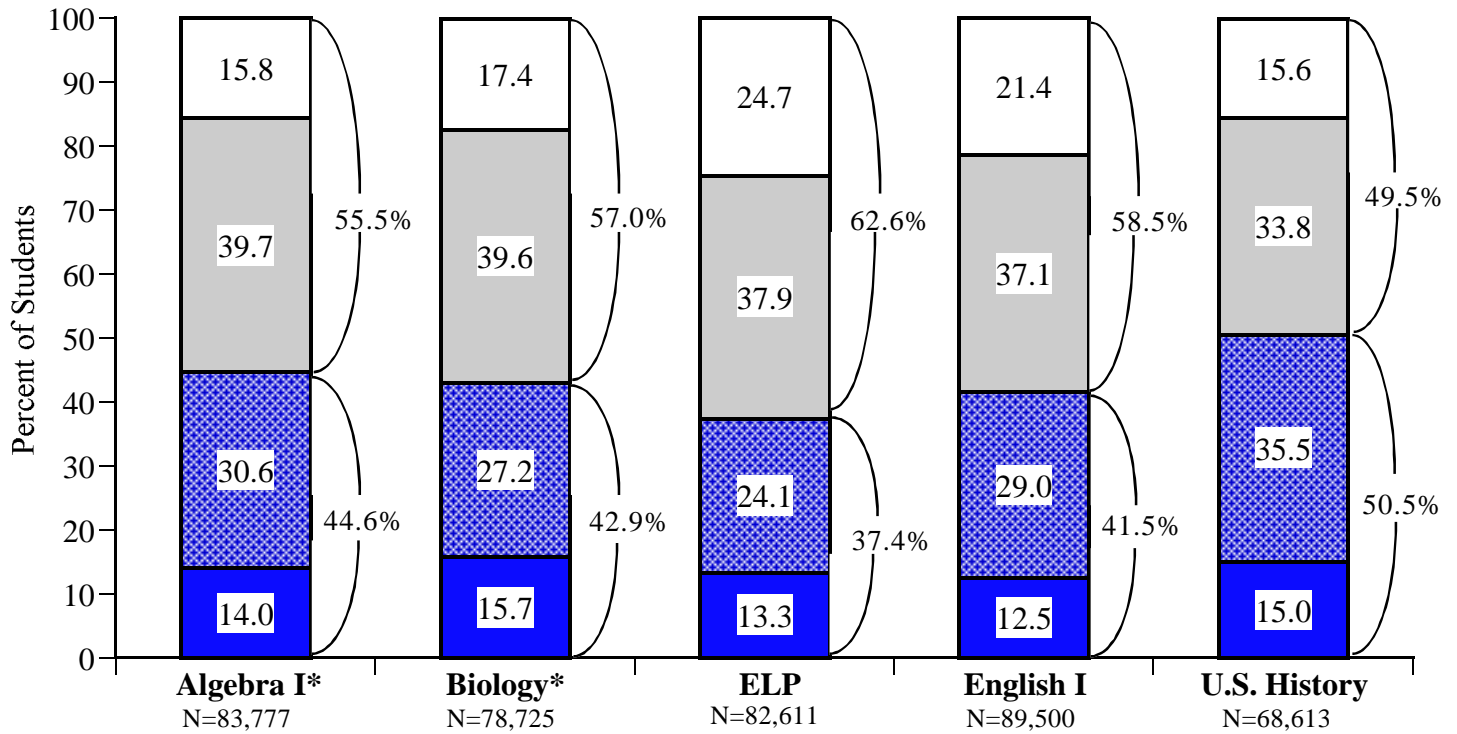
Figure 14. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)



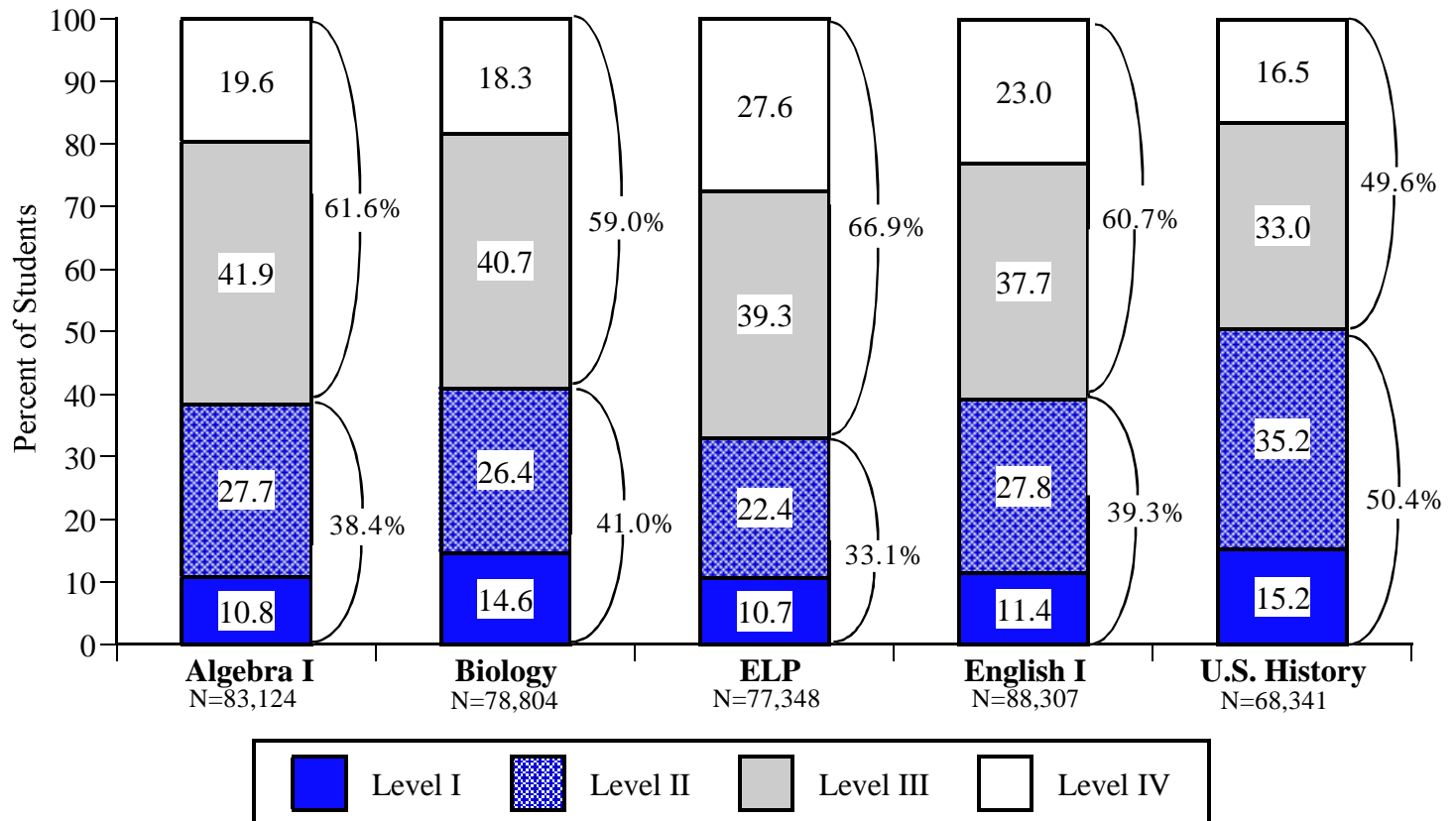
Notes: Due to rounding, data for some courses may not add to 100%. All percents are calculated based on actual N-counts and are not summed. Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 14. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History) (continued)

1996-97

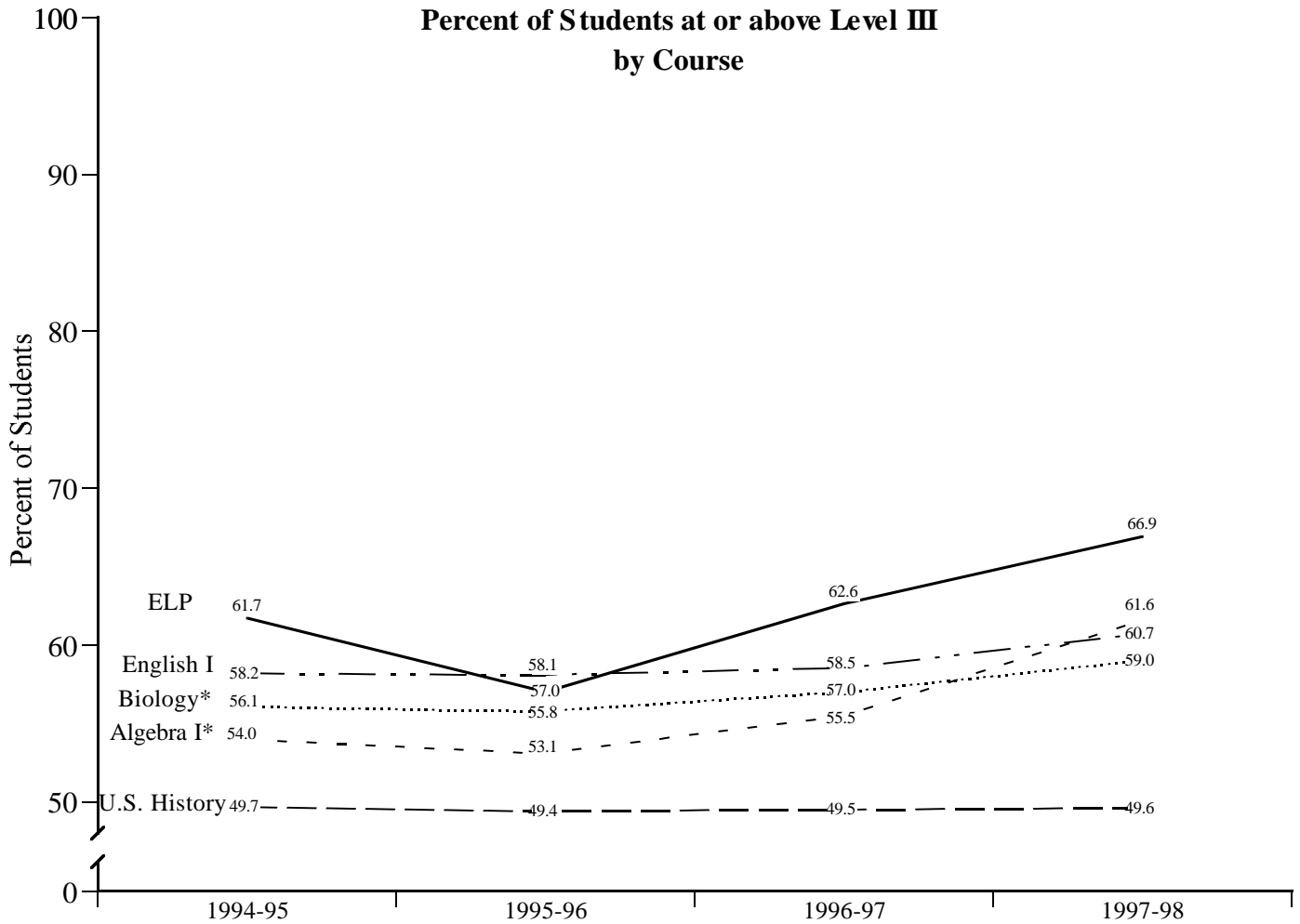


1997-98

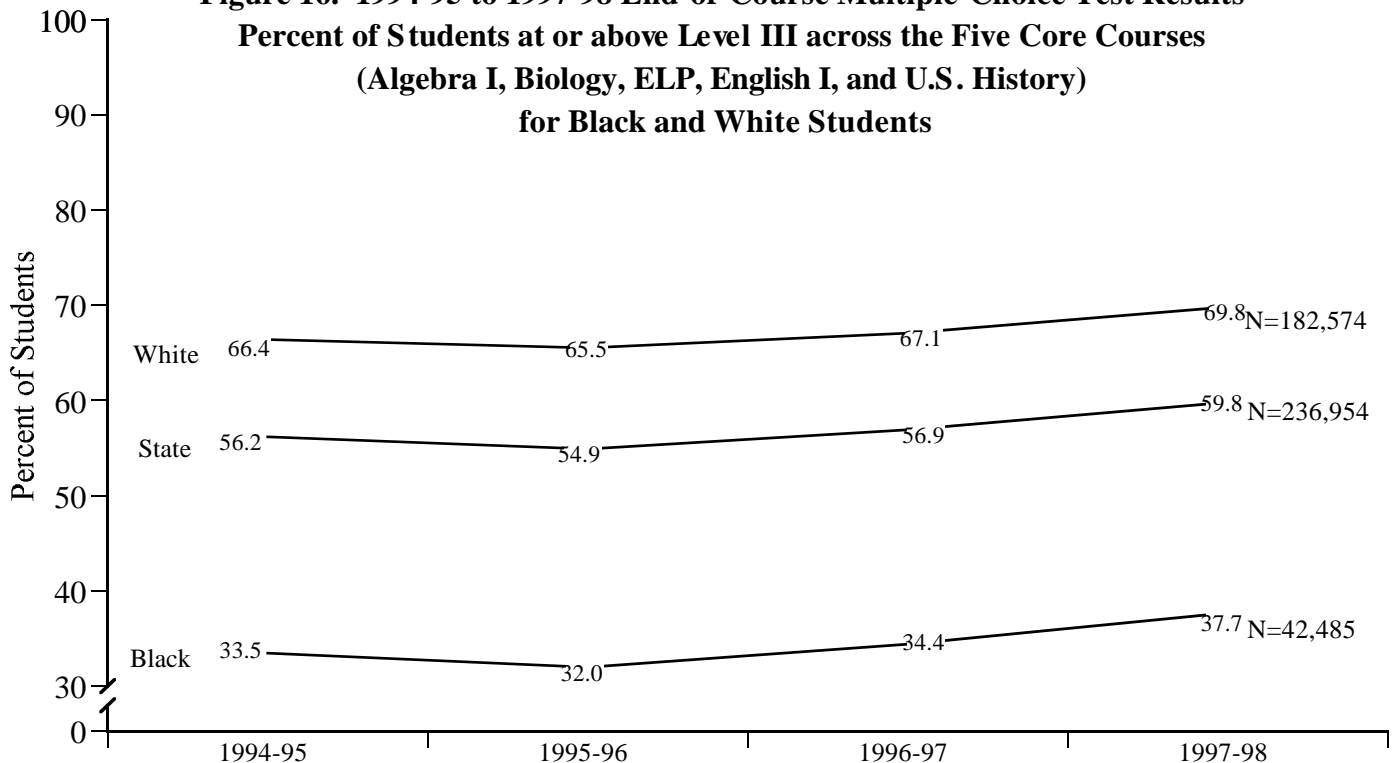


Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

**Figure 15. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III
by Course**

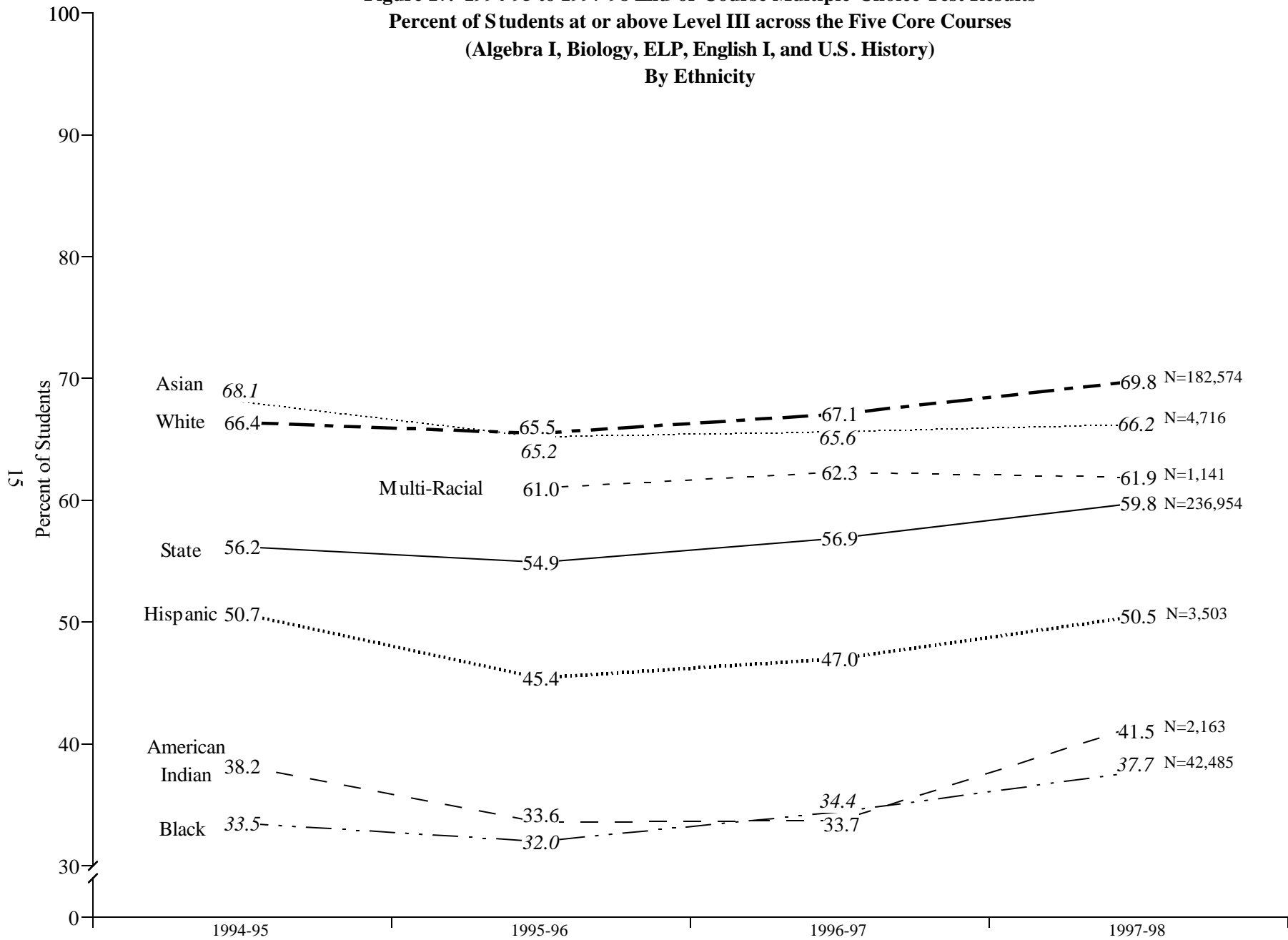


**Figure 16. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
for Black and White Students**



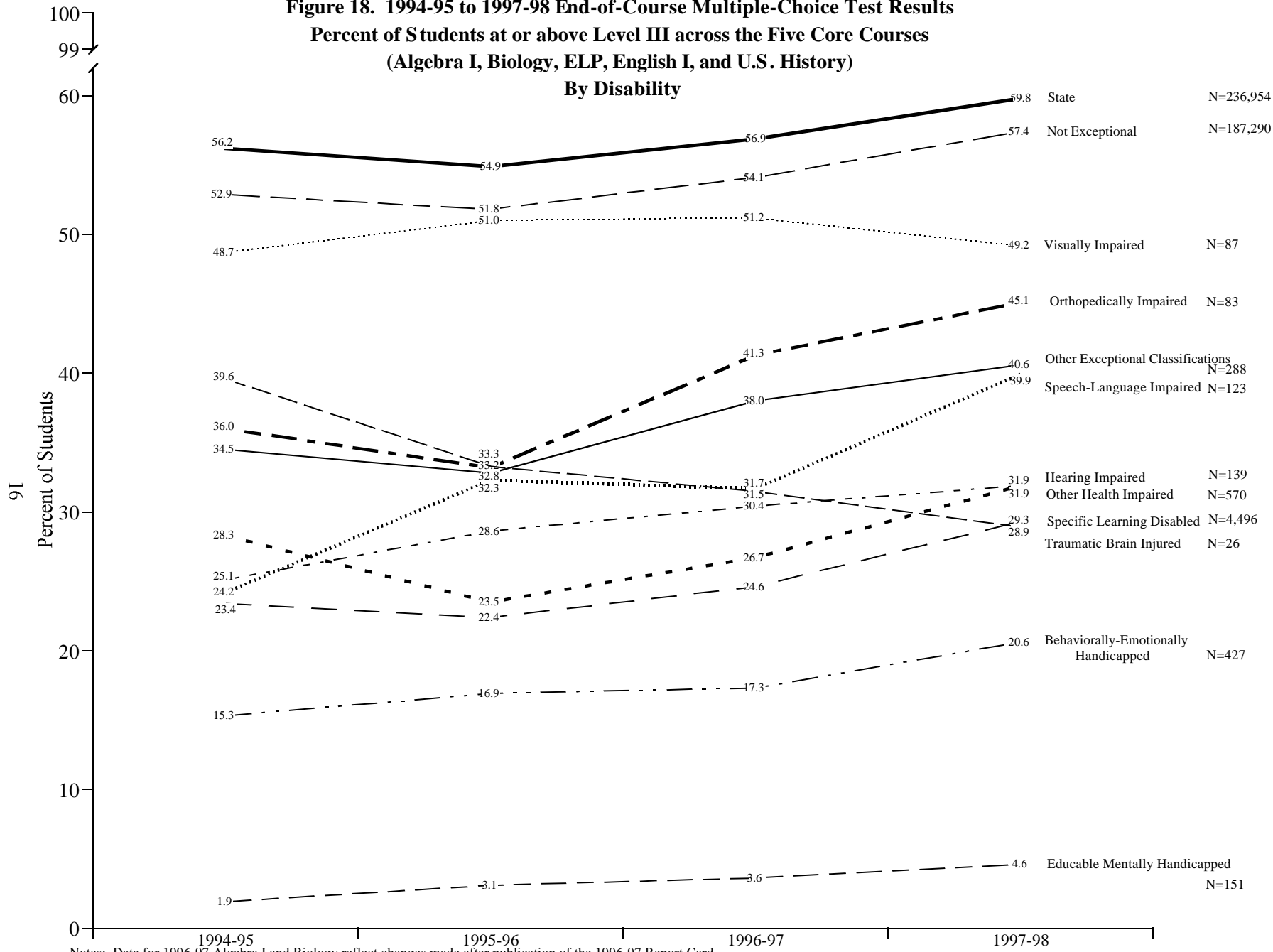
Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs after October 13, 1998 are not included in these figures.
N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable.

Figure 17. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Ethnicity



Notes: Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
 Multi-Racial results were not reported in 1994-95.
 Data received from LEAs after October 13, 1998 are not included in this table.
 N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable.

Figure 18. 1994-95 to 1997-98 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Disability



Notes: Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
 Data received from LEAs after October 13, 1998 are not included in this figure.
 N counts equal the number of students at or above level III across the five core courses for 1997-98. Previous years are comparable.



Appendix

List of Charter Schools

Arapahoe Charter School
Bonner Academy
Bridges
Bright Horizons Charter Academy
Carter G. Woodson School of Challenge
Rocky Mount Charter Public School
Chatham Charter School
The Children's Village Academy
Communities in Schools Academy (CIS)
The Community Charter School
The Downtown Middle School
Durham Community Charter
Englemann School of the Arts and Sciences
Exploris Middle School
Francine Delaney New School for Children
Grandfather Academy
Healthy Start Academy Charter Elementary
Highland Kindergarten
John H. Baker, Jr. High School
Lakeside School
Lift Academy
Magellan Charter School
Nguzo Saba Charter School
Orange County Charter School
Quality Education Academy
Right Step Academy
Sallie B. Howard School
School in the Community
School of Mathematics, Arts, Sciences, and Technology
Sterling Montessori Academy
Summit Charter School
The Learning Center
United Children Ability Nook (UCAN)
Village Charter School