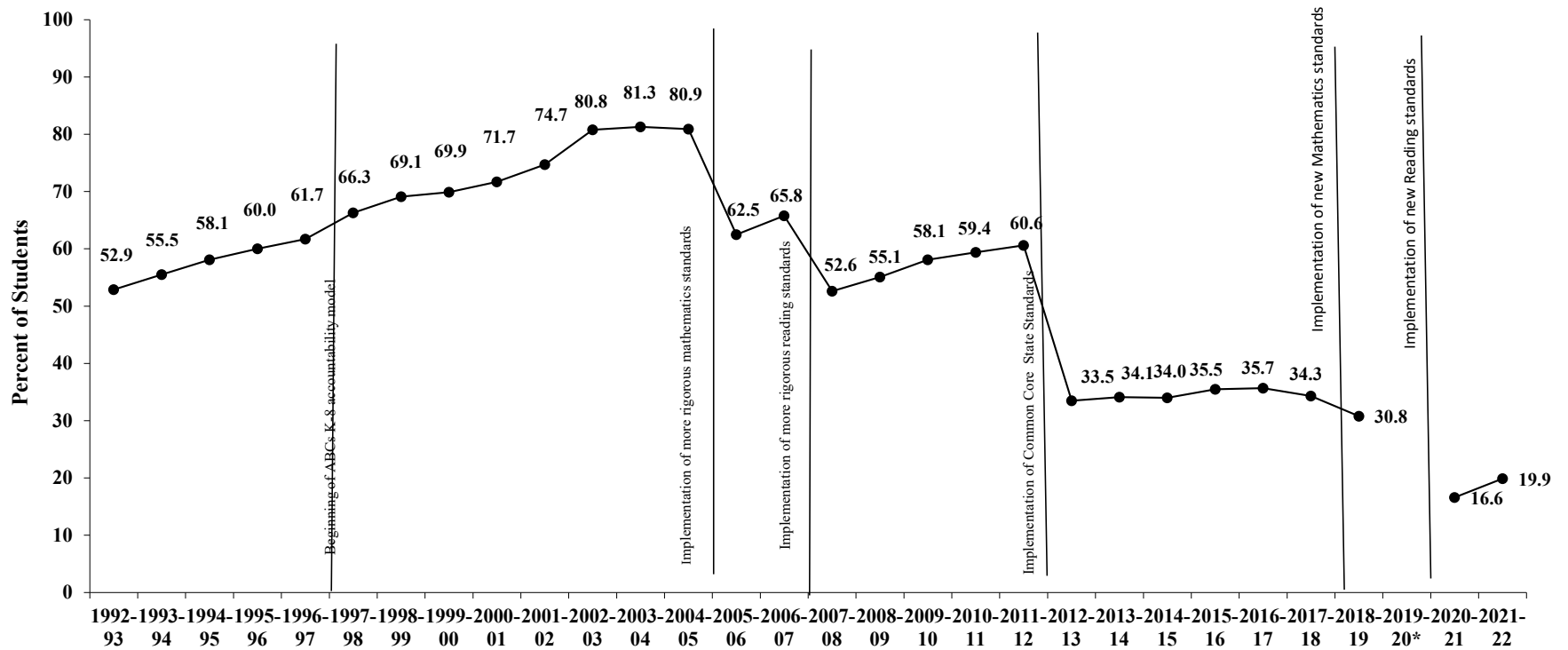




# Historical Trends and Results

**Figure 1. 1992–93 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8**



Notes: For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

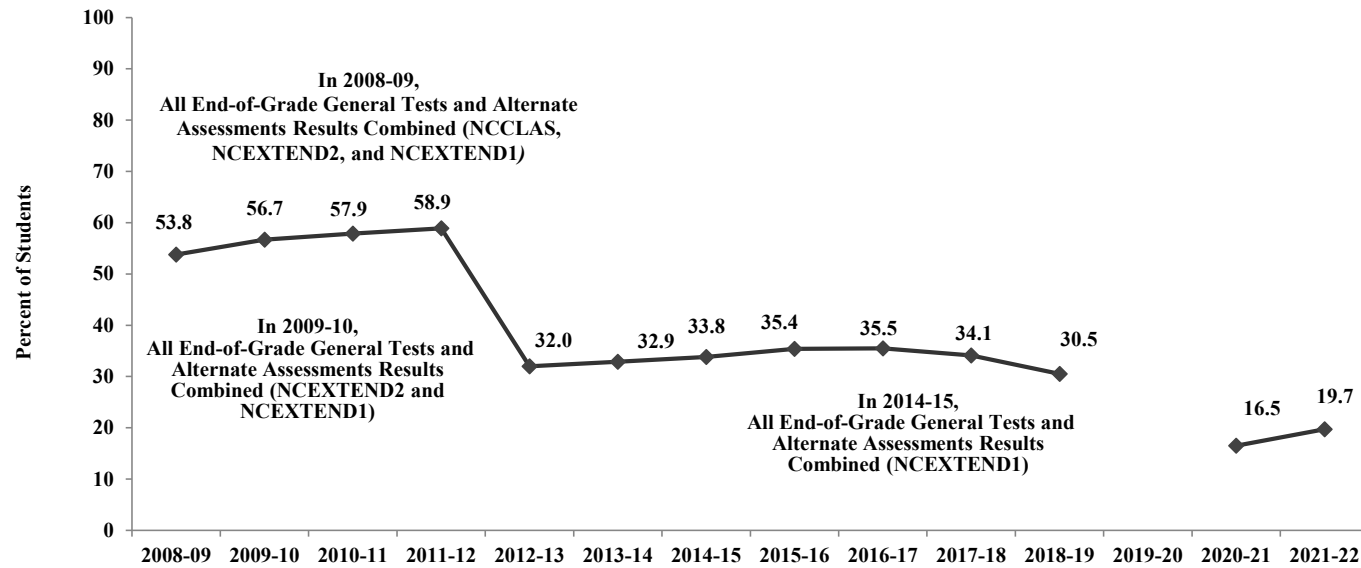
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

The data do not include students tested only in reading or mathematics or taking alternate assessments.

Data received from Public School Units after October 6, 2022 are not included in this table.

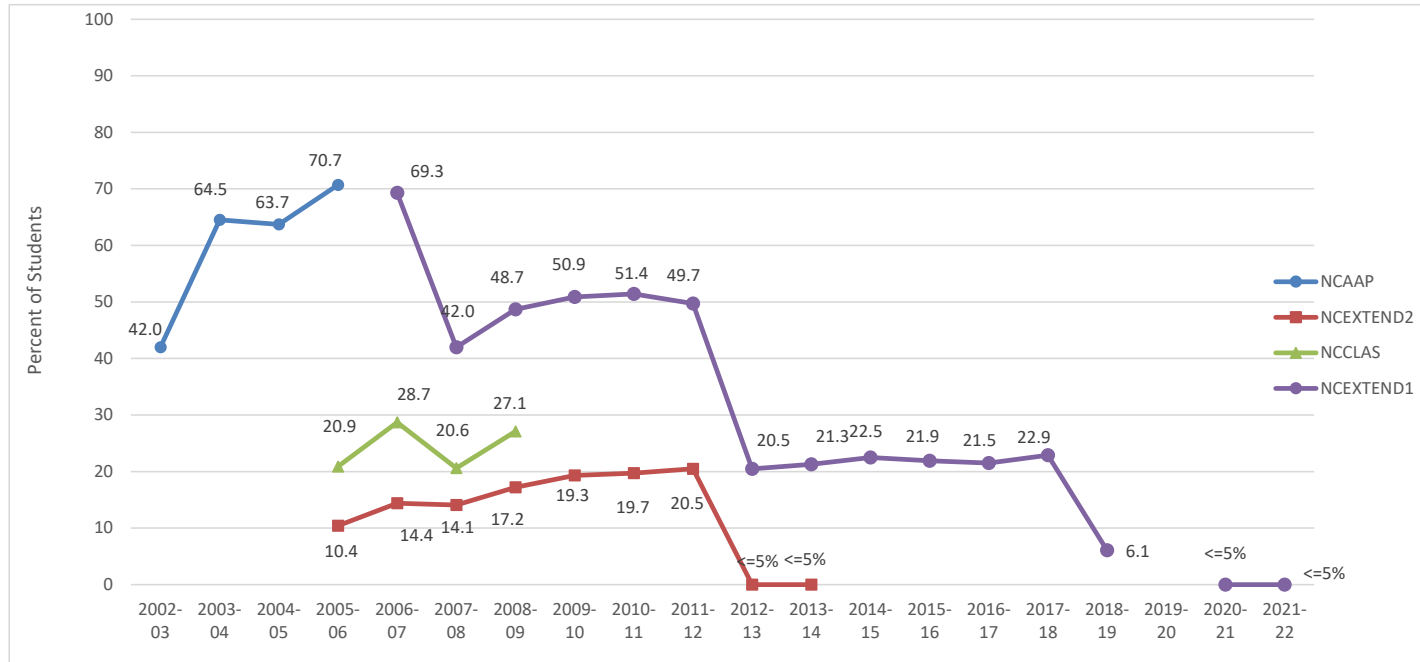
Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 1a. 2008–09 to 2021–22 End-of-Grade Test Results - All Assessments Combined  
Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics  
Grades 3 - 8**



Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.  
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.  
NCCLAS and NCEXTEND2 are assessments operationalized in 2005–06. NCEXTEND1 and NCEXTEND2 OCS are assessments operationalized in 2006–07.  
NCCLAS was eliminated in 2009–10 and NCEXTEND2 was eliminated in 2014–15.  
Data received from Public School Units after October 6, 2022 are not included in this table.  
Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 1b. 2002–03 to 2021–22 End-of-Grade Test Results (Alternate Assessments)**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8**



Notes: \*N counts equal the number of students tested in both end-of-grade reading and mathematics for the NCAAP, NCCLAS, NCEXTEND2, and NCEXTEND1 assessments.

The bold, vertical line indicates the NCAAP, an assessment for students with severe cognitive disabilities operationalized from 2000–01 to 2005–06, was replaced by the NCEXTEND1 assessment in 2006–07. NCCLAS and NCEXTEND2 are assessments operationalized in 2005–06. NCCLAS was eliminated in 2009–10 and NCEXTEND2 was eliminated in 2014–15.

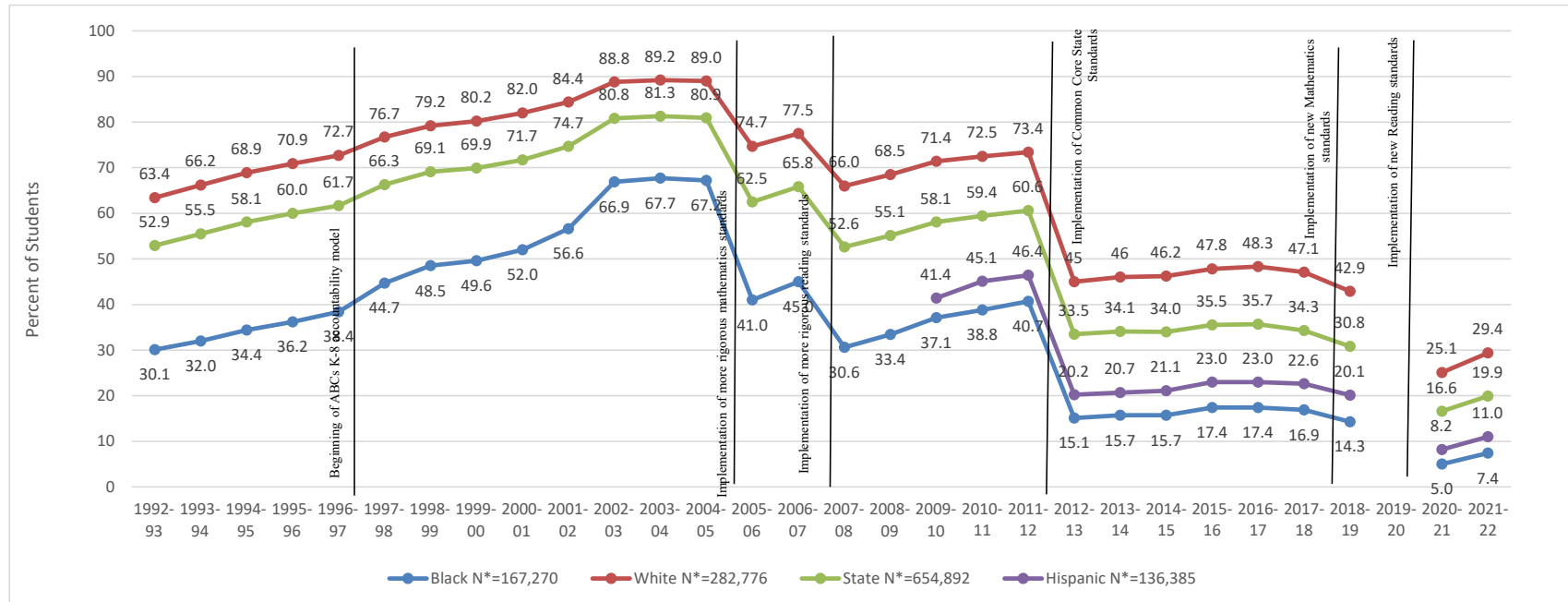
For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction–Office of Accountability and Testing

**Figure 2. 1992–93 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8, for Black, White, and Hispanic Students**



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

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

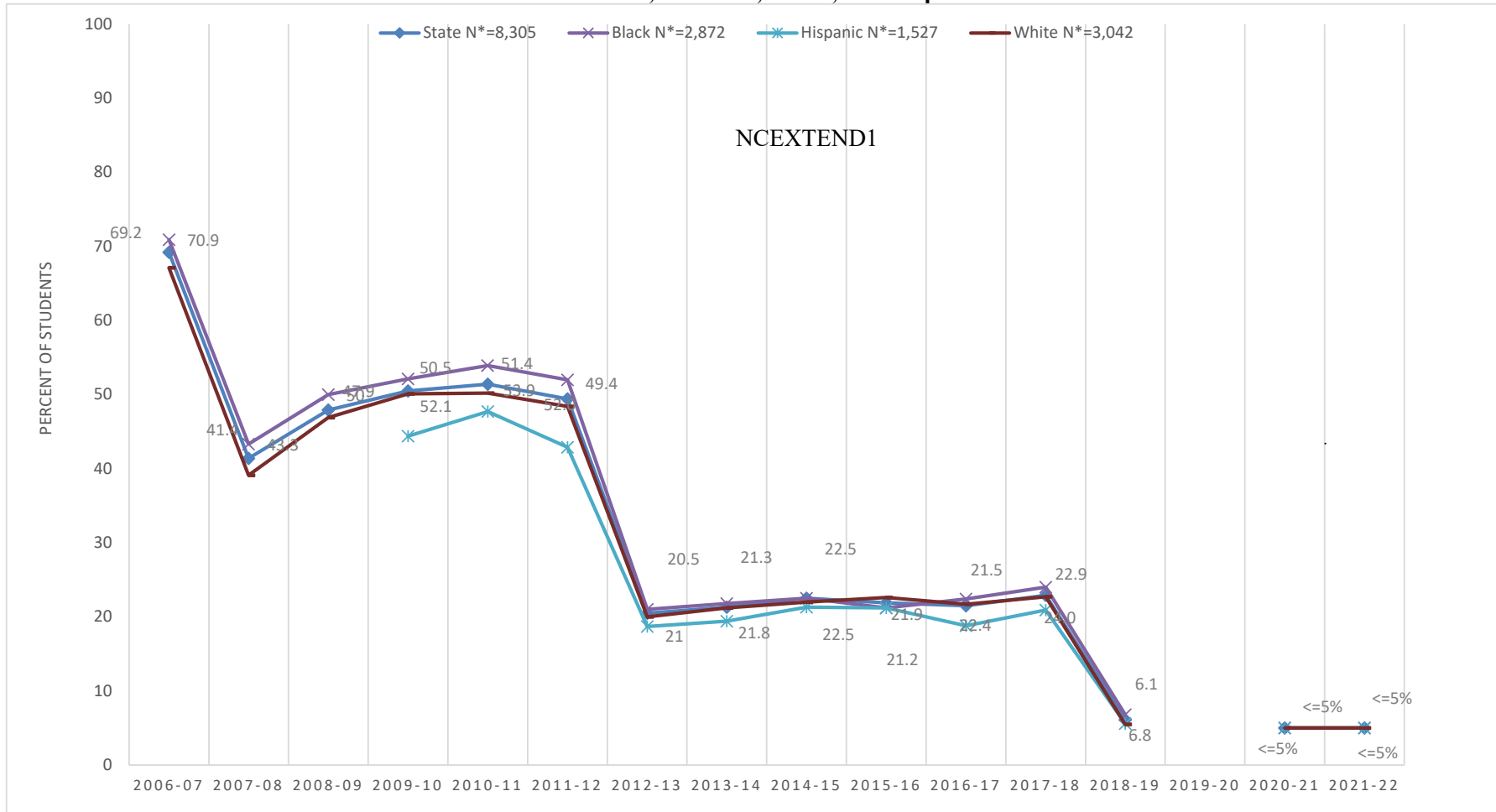
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

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

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 2a. 2006–07 to 2021–22 End-of-Grade Alternate Test Results  
Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics  
Grades 3–8, for Black, White, and Hispanic Students**



Notes: \*N counts equal the number of students tested in both end-of-grade reading and mathematics for the NCEXTEND1 assessment.

NCEXTEND1 is an assessment for students with severe cognitive disabilities operationalized in 2006–07.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

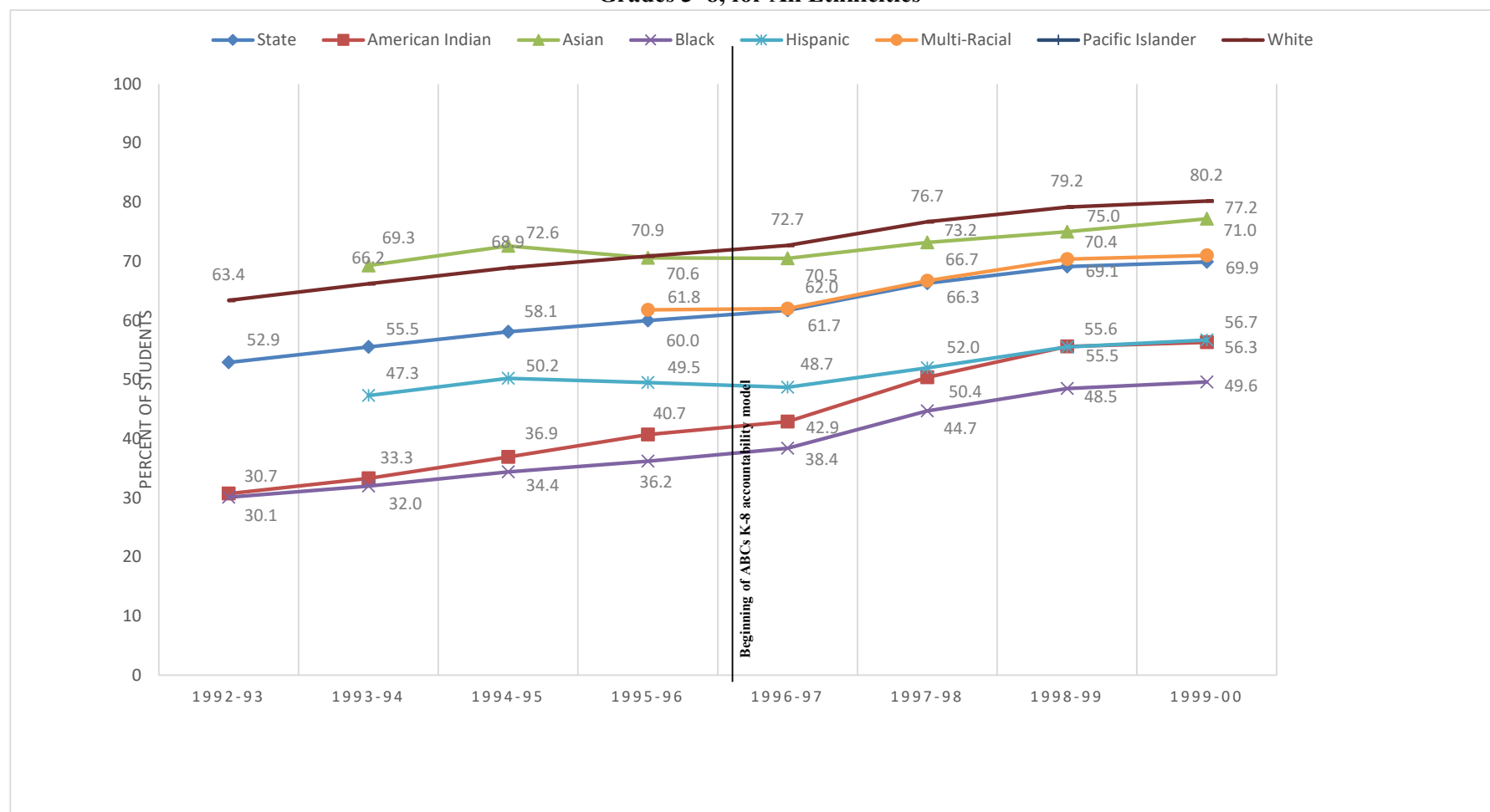
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

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

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Figure 2b. 1992–93 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8, for All Ethnicities**



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

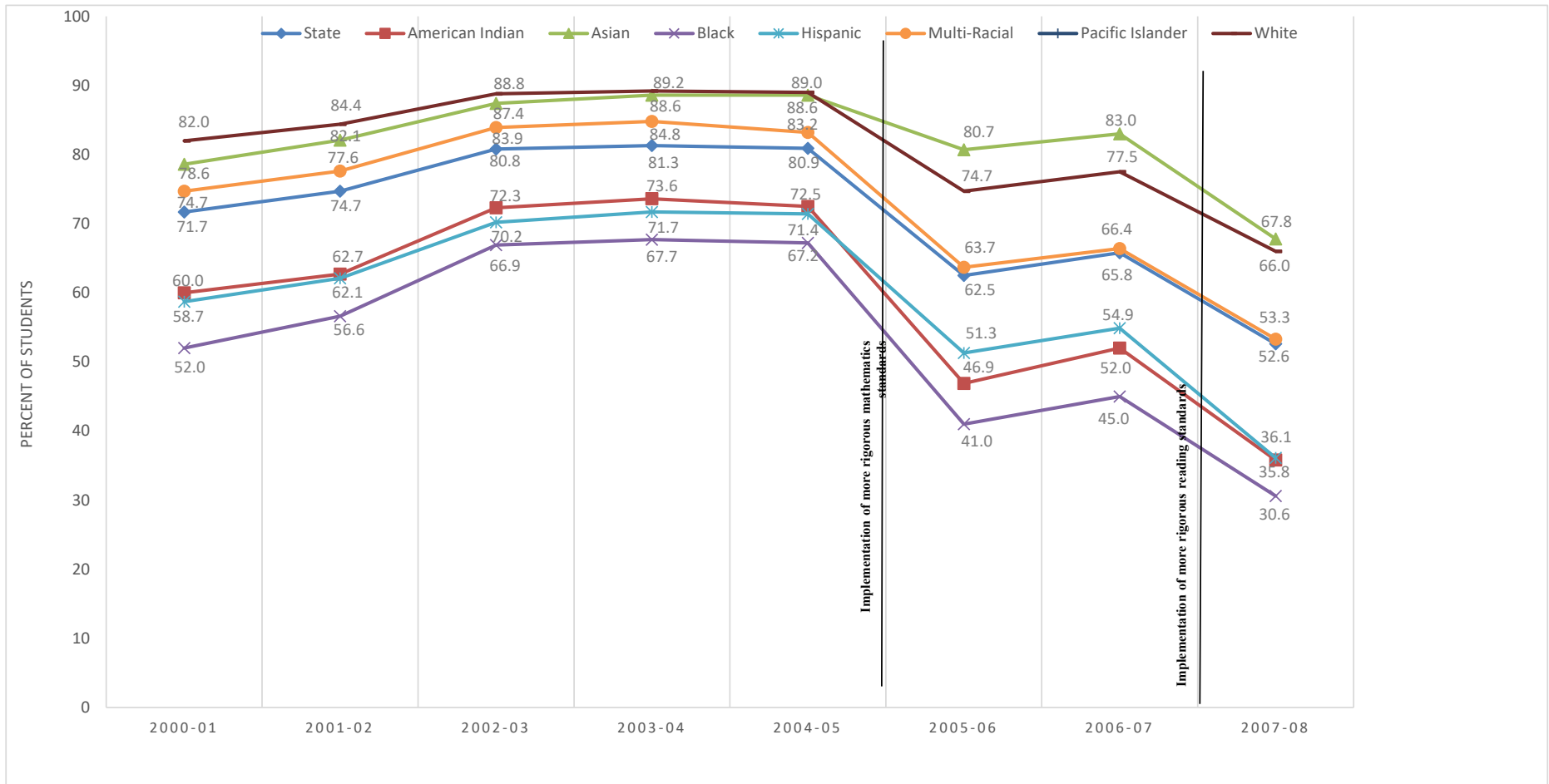
For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Figure 2b. 1992–93 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8, for All Ethnicities (continued)**



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

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

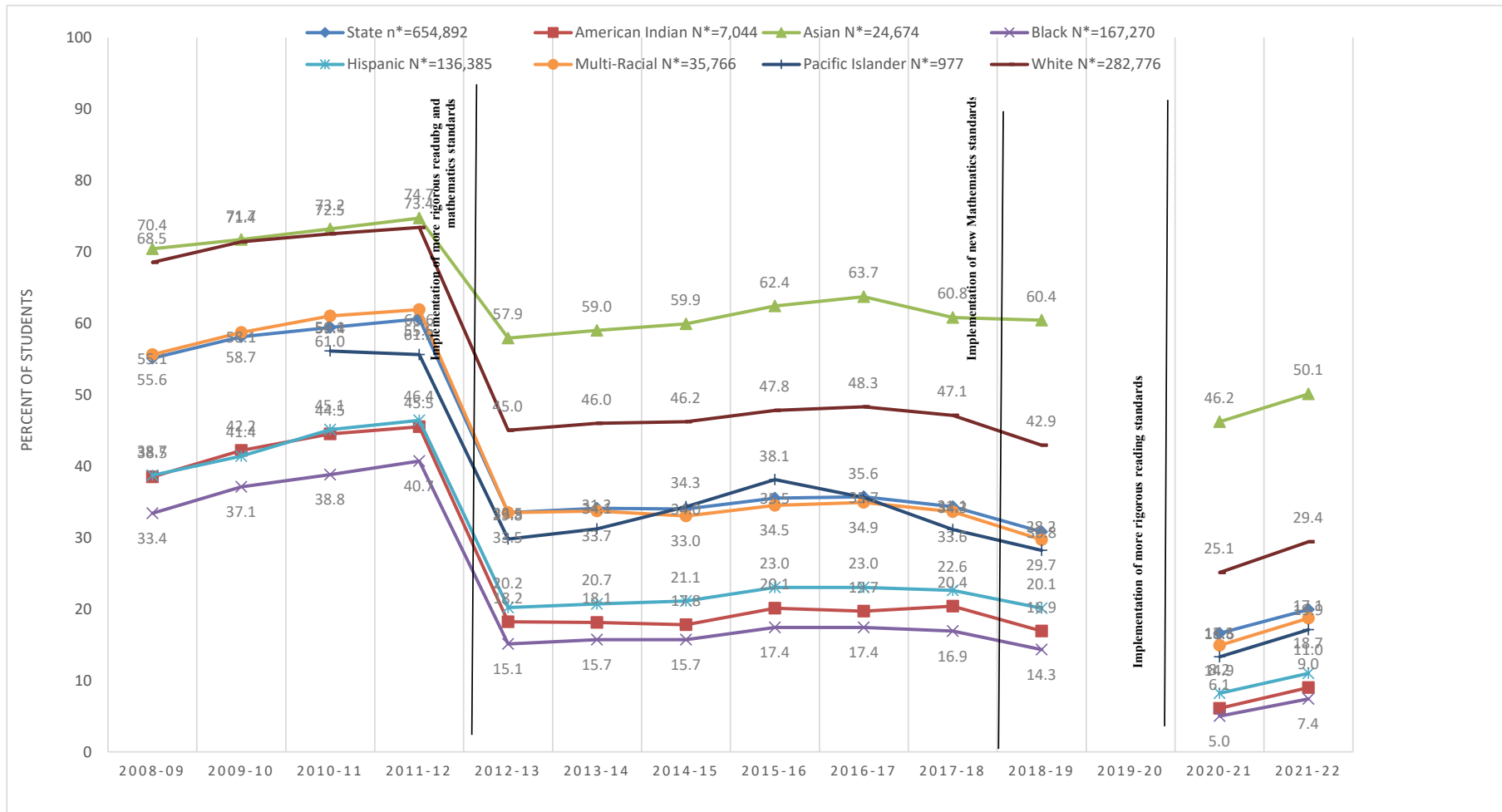
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.



**Figure 2b. 1992–93 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Both Reading and Mathematics**  
**Grades 3–8, for All Ethnicities (continued)**



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

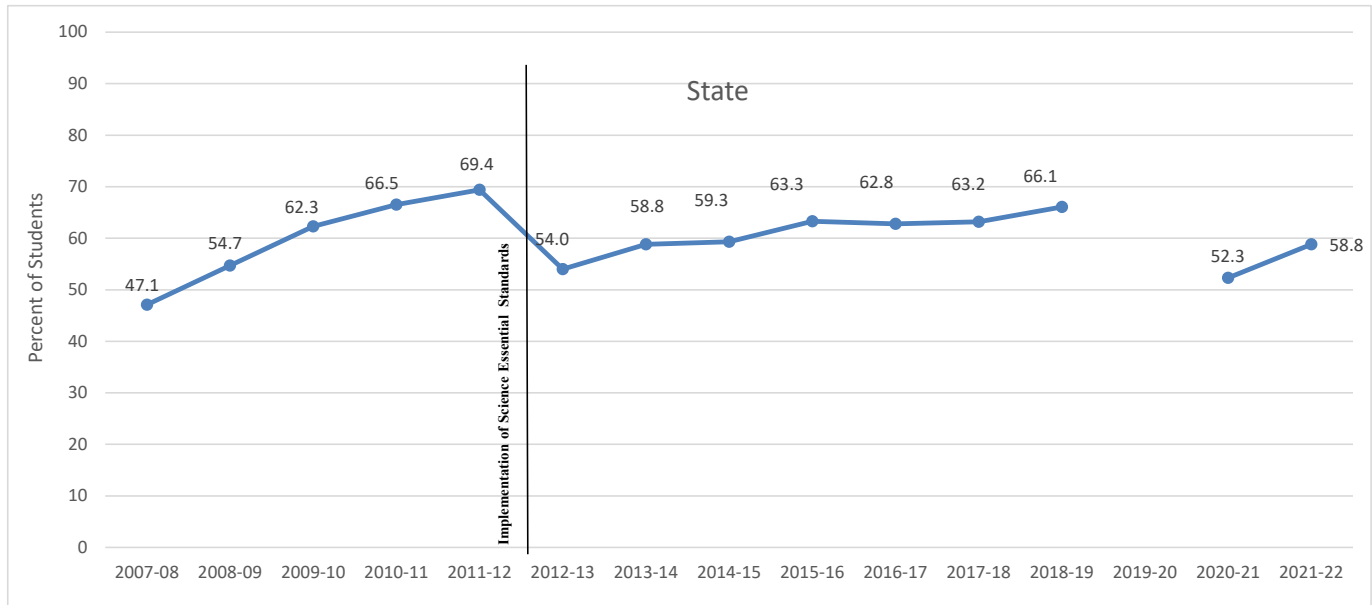
For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both reading and mathematics.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both reading and mathematics.

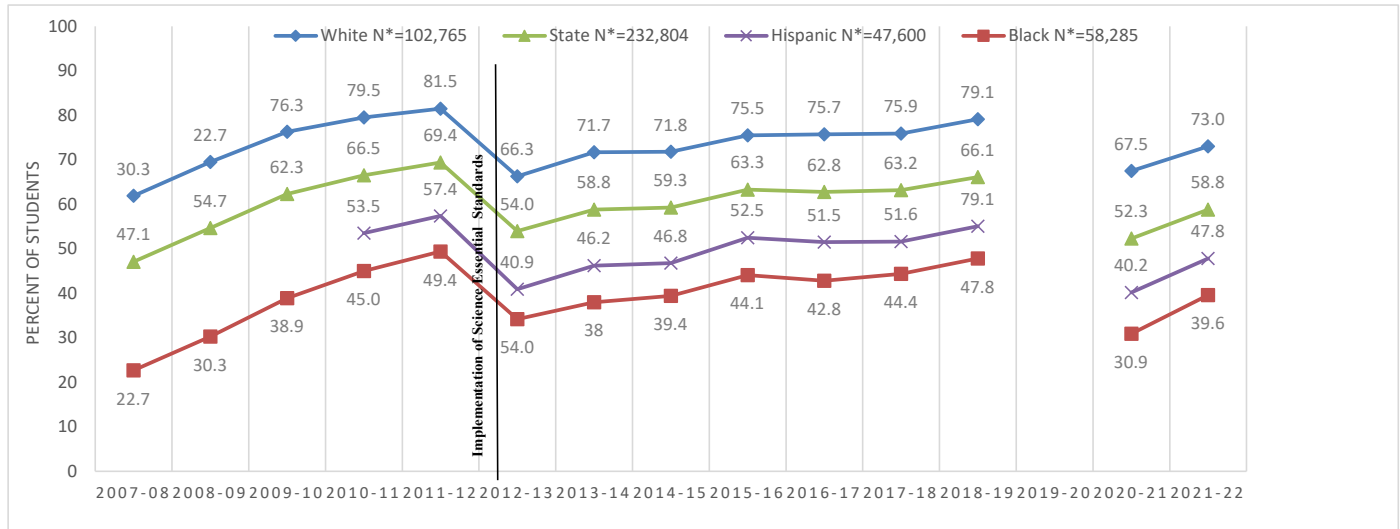
Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction–Office of Accountability and Testing.

**Figure 3. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Percent of Students At or Above Proficiency in Science  
Grades 5 and 8 Combined**



**Figure 4. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Percent of Students At or Above Proficiency in Science  
Grades 5 and 8 Combined, for Black, White, and Hispanic Students**



Notes: \*N counts equal the number of students who participated in the general science test, grades 5 and 8.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 4 by the number of students with valid scores in science.

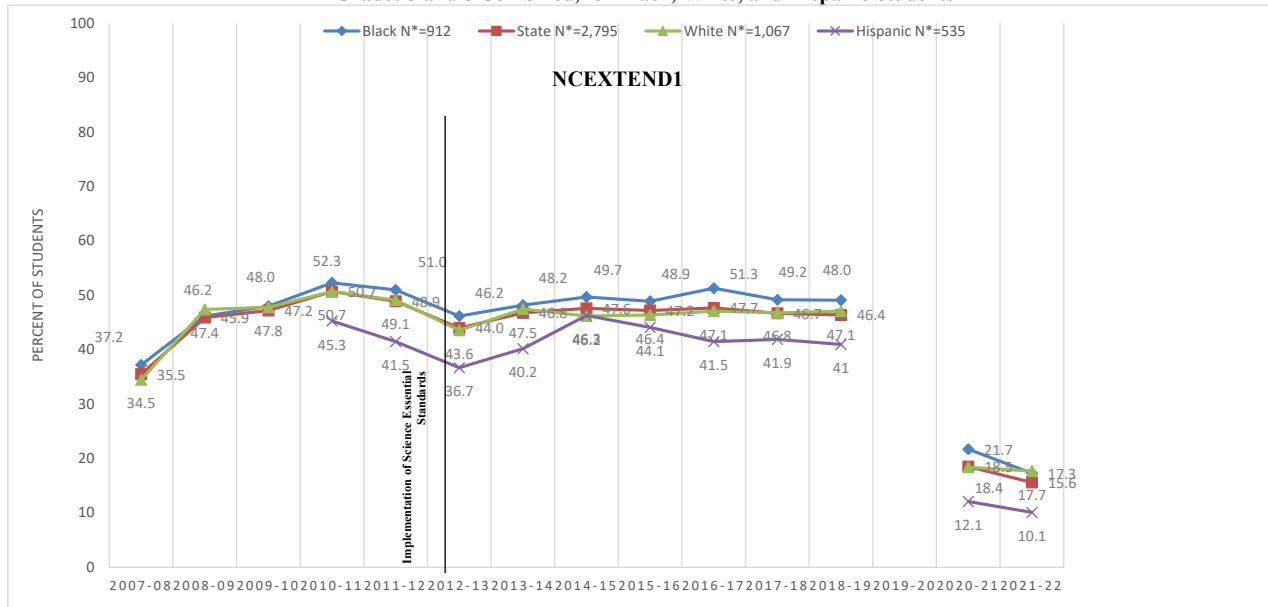
The inclusion of Black, White, and Hispanic ethnic groups reflects their status as the largest ethnic groups in the state.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 4a. 2007–08 to 2021–22 End-of-Grade NCEXTEND1 Alternate Assessment Results**  
**Statewide Percent of Students At or Above Proficiency in Science**  
**Grades 5 and 8 Combined, for Black, White, and Hispanic Students**



Notes:\*N counts equal the number of students tested in science for the NCEXTEND1 assessment.

NCEXTEND1 is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 4 by the number of students with valid scores in science.

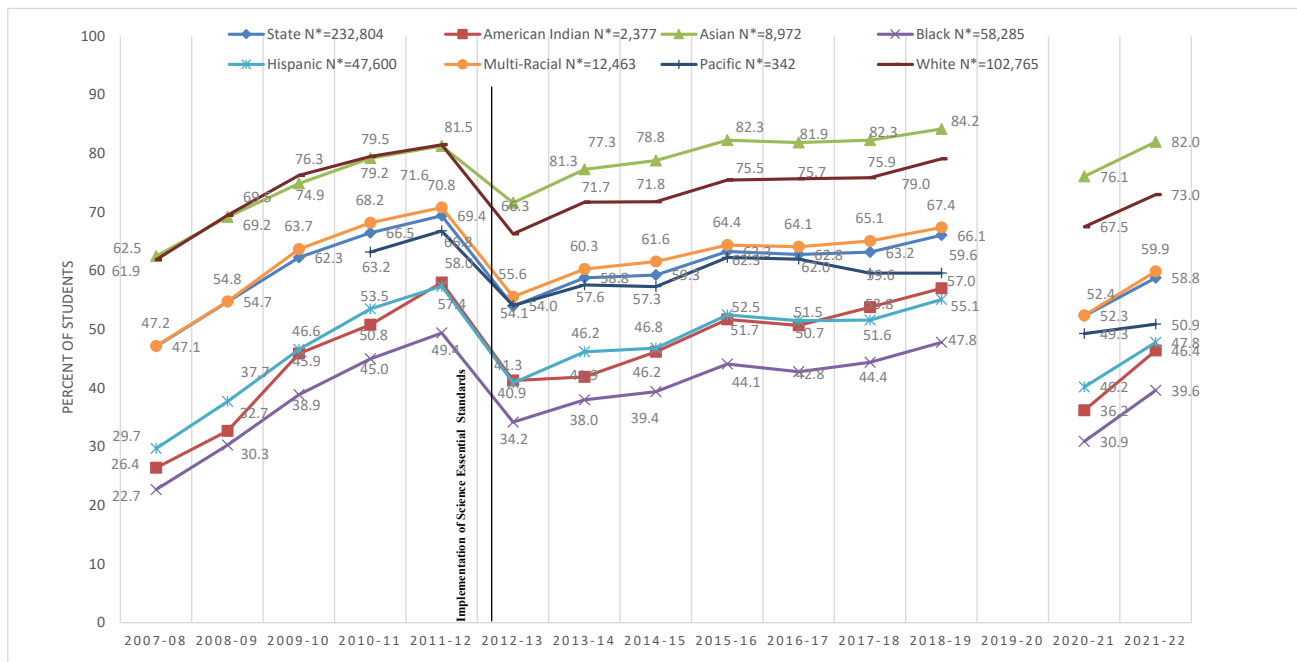
The inclusion of Black, White, and Hispanic ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 5. 2007–08 to 2021–22 End-of-Grade General Test Results**  
**Statewide Percent of Students At or Above Proficiency in Science**  
**Grades 5 and 8 Combined, by Ethnicity**



Notes:\*N counts equal the number of students who participated in the general science test.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

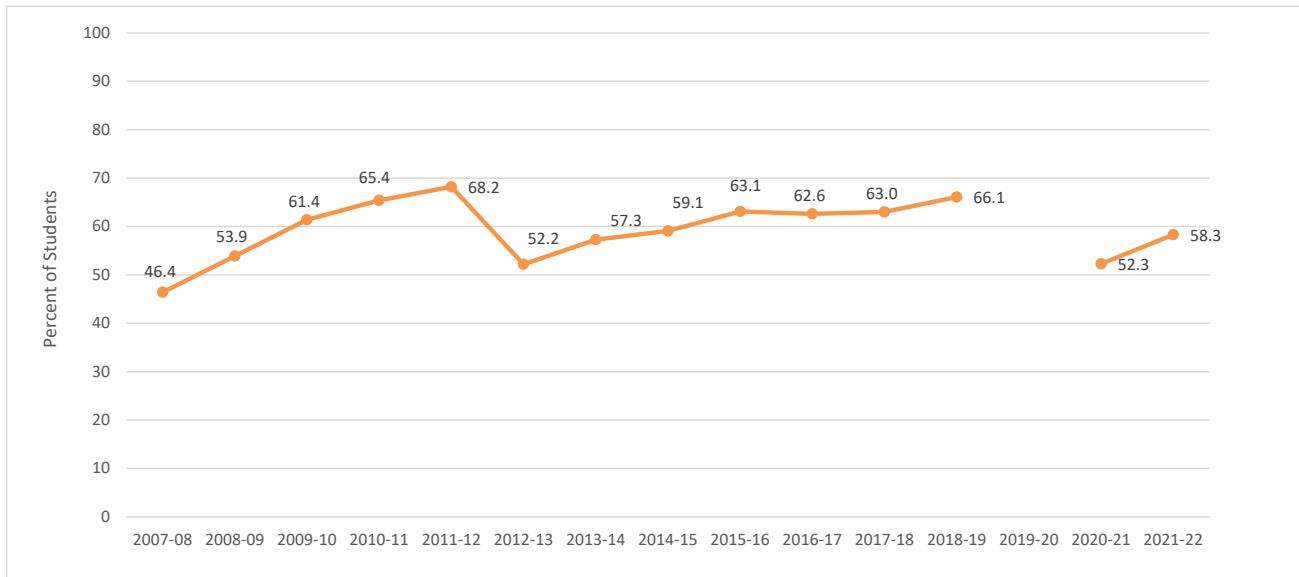
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 4 by the number of students with valid scores in science.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 6. 2007–08 to 2021–22 End-of-Grade Test Results - All Assessments Combined**  
**Statewide Percent of Students At or Above Proficiency in Science**  
**Grades 5 and 8**



Notes: NCEXTEND2 is an assessment operationalized in 2005–06 and eliminated in 2014–15. NCEXTEND1 is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing the science test at or above Achievement Level 3 by the number of students with valid scores in science.

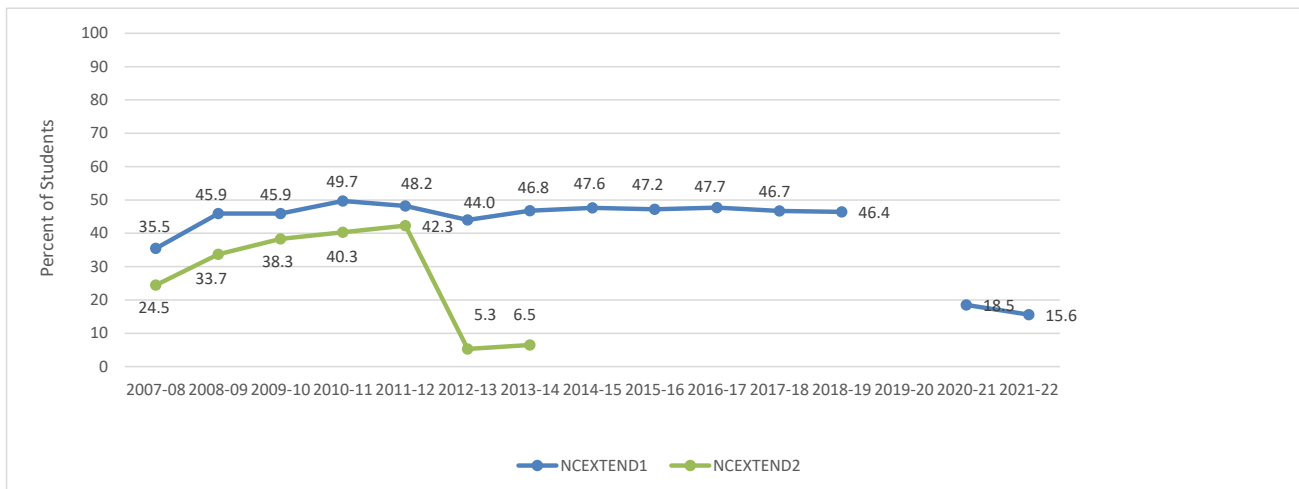
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science\_test at or above Achievement Level 4 by the number of students with valid scores in science.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 6a. 2007–08 to 2021–22 End-of-Grade Alternate Assessment Results**  
**Statewide Percent of Students At or Above Proficiency in Science**  
**Grades 5 and 8**



Notes: The NCEXTEND2 assessment was operationalized in 2005–06 and eliminated in 2014–15. The NCEXTEND1 is an assessment for students with severe cognitive disabilities operationalized in 2006-07.

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing the science test at or above Achievement Level 3 by the number of students with valid scores in science.

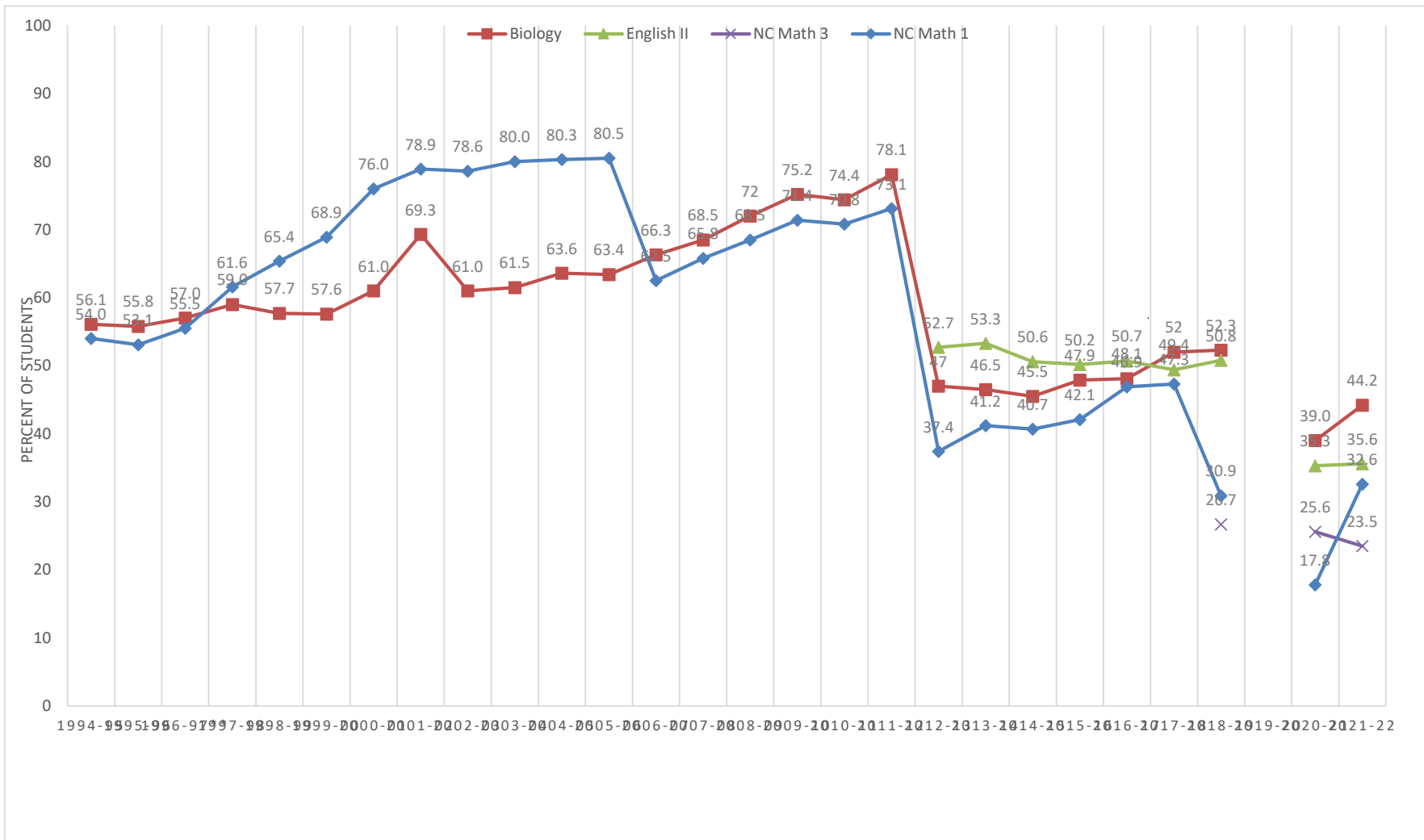
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science\_test at or above Achievement Level 4 by the number of students with valid scores in science.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Figure 7. 1994–95 to 2021–22 End-of-Course General Test Results**  
**Statewide Percent of Students At or Above Proficiency**



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

For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing the subject test at or above Achievement Level 3 by the number of students with valid scores in that subject.

For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing the subject test at or above Achievement Level 4 by the number of students with valid scores in that subject.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Table 1. 2007–08 to 2021–22 End-of-Grade General Test Results**  
**Statewide Performance Summary in Reading and Mathematics**  
**Grades 3 - 8**

	Reading										Mathematics									
	2007-08		2008-09		2009-10		2010-11		2011-12		2007-08		2008-09		2009-10		2010-11		2011-12	
	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students At or Above Proficiency	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
<b>Grade 3</b>	<u>108,942</u> 338.7	<u>56.0%</u> 11.9	<u>113,744</u> 339.4	<u>58.2%</u> 11.8	<u>115,038</u> 339.7	<u>59.0%</u> 11.6	<u>112,720</u> 340.1	<u>60.7%</u> 11.5	<u>112,025</u> 340.6	<u>62.9%</u> 11.5	<u>109,429</u> 344.9	<u>74.8%</u> 9.7	<u>114,251</u> 345.1	<u>75.3%</u> 9.7	<u>115,611</u> 345.4	<u>75.8%</u> 9.8	<u>113,239</u> 345.7	<u>76.3%</u> 9.9	<u>112,595</u> 346.0	<u>77.2%</u> 10.0
<b>Grade 4</b>	<u>105,291</u> 345.3	<u>60.9%</u> 10.1	<u>109,488</u> 345.6	<u>62.3%</u> 10.2	<u>111,294</u> 346.2	<u>64.9%</u> 9.8	<u>112,605</u> 346.4	<u>65.4%</u> 9.8	<u>110,362</u> 346.5	<u>66.1%</u> 9.8	<u>105,815</u> 350.9	<u>74.5%</u> 9.3	<u>110,102</u> 351.2	<u>75.6%</u> 9.4	<u>112,015</u> 351.9	<u>77.8%</u> 9.4	<u>113,427</u> 352.2	<u>78.8%</u> 9.4	<u>111,210</u> 352.7	<u>81.1%</u> 9.4
<b>Grade 5</b>	<u>103,722</u> 350.0	<u>57.2%</u> 9.4	<u>107,039</u> 350.7	<u>60.2%</u> 9.3	<u>109,300</u> 351.0	<u>62.9%</u> 9.0	<u>110,982</u> 351.4	<u>64.9%</u> 8.9	<u>112,083</u> 351.5	<u>65.6%</u> 8.9	<u>104,118</u> 355.5	<u>71.1%</u> 9.2	<u>107,554</u> 356.1	<u>73.5%</u> 9.1	<u>110,005</u> 356.7	<u>75.1%</u> 9.2	<u>111,726</u> 357.1	<u>76.5%</u> 9.2	<u>112,963</u> 357.3	<u>77.0%</u> 9.2
<b>Grade 6</b>	<u>101,722</u> 353.0	<u>60.9%</u> 9.6	<u>105,153</u> 353.5	<u>63.6%</u> 9.5	<u>106,877</u> 354.2	<u>69.1%</u> 8.9	<u>108,841</u> 354.3	<u>69.6%</u> 8.8	<u>110,786</u> 354.5	<u>70.1%</u> 8.7	<u>102,005</u> 356.6	<u>69.4%</u> 9.4	<u>105,422</u> 356.8	<u>70.5%</u> 9.3	<u>107,354</u> 357.7	<u>73.8%</u> 9.3	<u>109,461</u> 357.8	<u>74.3%</u> 9.3	<u>111,440</u> 358.0	<u>74.5%</u> 9.3
<b>Grade 7</b>	<u>102,965</u> 355.7	<u>52.5%</u> 9.2	<u>103,876</u> 356.5	<u>56.1%</u> 9.0	<u>105,418</u> 356.9	<u>58.6%</u> 8.8	<u>107,256</u> 357.4	<u>60.5%</u> 8.6	<u>108,873</u> 357.5	<u>61.4%</u> 8.6	<u>103,207</u> 359.1	<u>68.6%</u> 9.5	<u>104,098</u> 359.8	<u>71.3%</u> 9.4	<u>105,686</u> 360.3	<u>73.5%</u> 9.3	<u>107,676</u> 360.7	<u>75.1%</u> 9.3	<u>109,404</u> 360.9	<u>75.2%</u> 9.4
<b>Grade 8</b>	<u>104,103</u> 358.5	<u>55.7%</u> 8.8	<u>104,858</u> 359.0	<u>58.3%</u> 8.6	<u>104,369</u> 359.8	<u>62.6%</u> 8.5	<u>105,391</u> 360.1	<u>63.4%</u> 8.3	<u>107,442</u> 360.4	<u>65.2%</u> 8.1	<u>104,252</u> 361.4	<u>69.8%</u> 8.9	<u>105,028</u> 361.9	<u>72.8%</u> 8.8	<u>104,576</u> 363.2	<u>77.7%</u> 8.5	<u>105,673</u> 363.5	<u>78.6%</u> 8.5	<u>107,805</u> 363.9	<u>79.8%</u> 8.6

Notes: For reading, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing reading at or above Achievement Level 3 by the number of students with valid scores.  
For mathematics, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing mathematics at or above Achievement Level 3 by the number of students with valid scores.  
Data received from Public School Units after October 6, 2022 are not included in this table.  
Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Table 1. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary in Reading and Mathematics  
Grades 3 - 8**

	Reading												Mathematics											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Percent Students At or Above Proficiency		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4		Percent Students At or Above Level 4			
	Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested		Number Tested	
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	103,048	46.6%	111,182	49.0%	116,376	46.5%	120,051	47.8%	120,561	46.0%	120,029	45.0%	103,594	48.3%	112,017	49.4%	116,404	49.0%	120,083	52.0%	120,595	52.4%	120,012	52.9%
	440.0	10.2	440.5	10.3	439.6	10.9	439.8	10.9	439.5	10.7	439.2	10.7	450.0	9.5	450.2	9.6	450.0	9.7	450.7	9.9	450.6	9.7	450.8	9.9
Grade 4	110,147	45.5%	103,553	45.8%	113,959	47.2%	116,776	45.8%	120,484	43.7%	121,574	45.7%	110,987	49.3%	103,977	48.3%	113,968	48.6%	116,792	51.2%	120,487	51.0%	121,545	50.7%
	446.0	9.6	445.7	10.1	445.8	10.2	445.6	10.3	445.5	10.4	445.3	10.6	449.9	9.5	449.6	9.9	449.7	10.0	449.9	10.0	450.0	10.1	449.9	10.1
Grade 5	109,702	41.1%	111,175	41.4%	106,589	42.1%	114,363	43.0%	117,362	42.4%	121,595	41.3%	110,599	49.7%	111,718	51.9%	106,611	51.6%	114,360	54.2%	117,364	54.1%	121,570	53.6%
	450.0	9.4	450.0	9.6	449.5	10.3	449.9	10.0	449.9	10.2	449.3	10.2	450.0	9.4	450.2	9.7	450.3	10.1	450.9	10.1	450.5	10.1	450.5	10.3
Grade 6	111,575	48.5%	110,955	47.3%	114,459	46.7%	106,621	49.6%	114,150	50.5%	117,966	50.6%	112,257	40.5%	111,470	40.9%	114,473	41.2%	106,631	44.5%	114,158	45.5%	117,918	45.1%
	452.7	10.3	452.6	10.6	452.0	11.2	452.2	11.4	452.8	11	452.7	11.3	450.0	9.5	449.9	9.7	449.8	10	450.5	10.2	450.9	9.9	450.7	10.1
Grade 7	110,784	49.9%	113,012	49.3%	114,661	46.6%	115,010	47.2%	107,165	49.0%	115,337	50.8%	111,333	40.2%	113,416	40.4%	114,662	40.2%	115,005	42.3%	107,174	43.3%	115,288	44.9%
	456.0	10.4	455.8	10.7	454.8	11.4	454.9	11.4	454.9	11.7	455.7	11.5	450.0	9.4	449.9	9.7	449.7	10.1	450.2	10.3	450.5	10.3	450.8	10.3
Grade 8	108,855	42.5%	111,946	43.6%	116,751	41.6%	114,968	41.6%	115,220	41.7%	108,245	42.5%	109,199	35.5%	112,243	35.8%	116,739	36.0%	114,985	38.7%	115,231	39.9%	77,061	23.0%
	458.7	10.6	458.9	10.7	458.1	11.2	457.9	11.3	457.8	11.5	458.1	11.6	450.1	9.4	450.1	9.6	449.7	10.2	450.0	10.4	450.4	10.6	446.3	8.7

Notes: For reading, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing reading at or above

Achievement Level 3 by the number of students with valid scores.

For mathematics, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing mathematics at or above

Achievement Level 3 by the number of students with valid scores.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing

**Table 1. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary in Reading and Mathematics  
Grades 3 - 8**

	Reading								Mathematics							
	2018-19		2019-20		2020-21		2021-22		2018-19		2019-20		2020-21		2021-22	
	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4	Number Tested	Percent Students At or Above Level 4
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
<b>Grade 3</b>	116,107 438.9	45.1% 11.4			105,890 436.6	33.9% 10.3	111,540 538.3	27.3% 10.0	116,059 548.4	44.5% 10.0			105,569 543.5	26.7% 10.1	111,397 546.4	36.5% 10.2
<b>Grade 4</b>	120,349 445.0	44.0% 10.6			106,164 541.9	31.1% 10.1	111,876 543.1	36.0% 10.3	120,320 548.3	39.9% 10.0			106,107 543.7	23.0% 9.8	111,834 546.3	32.5% 10.1
<b>Grade 5</b>	121,984 449.2	41.3% 10.4			108,163 547.3	28.9% 9.8	112,540 547.7	31.1% 9.8	121,935 548.0	42.3% 10.1			108,174 543.5	26.1% 10.1	112,492 545.7	33.3% 10.3
<b>Grade 6</b>	121,709 452.4	49.2% 11.4			110,928 550.1	23.7% 9.8	113,918 550.5	25.0% 9.8	121,613 548.2	41.8% 10.0			110,918 543.9	24.1% 9.2	113,818 546.0	32.3% 9.7
<b>Grade 7</b>	118,524 454.8	48.2% 11.7			112,125 552.3	29.7% 10.0	118,504 552.6	29.0% 10.0	118,471 548.1	44.6% 9.7			112,017 544.5	27.8% 8.8	118,420 545.8	34.1% 9.4
<b>Grade 8</b>	115,760 458.3	43.5% 11.6			112,293 556.1	27.5% 9.9	120,648 556.5	28.9% 9.9	80,897 538.6	19.7% 9.5			79,085 534	7.0% 7.9	88,015 536.4	13.5% 9.0

Notes: For reading, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing reading at or above

Achievement Level 3 by the number of students with valid scores.

For mathematics, 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing mathematics at or above

Achievement Level 3 by the number of students with valid scores.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing



**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Reading**

Grade	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	85,381	61.2%	88,299	60.4%	88,741	63.4%	90,594	64.8%	95,347	65.8%	98,389	71.6%	100,525	73.6%
<b>Std. Dev.</b>	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%	145.7	8.6%	146.4	6.9%
	9.9		10.0		10.1		9.7		9.8		9.7		9.7	
<b>Grade 4</b>	84,811	62.4%	85,311	65.8%	88,151	64.2%	89,115	69.4%	91,865	67.7%	94,109	70.9%	97,911	71.4%
<b>Std. Dev.</b>	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%	149.3	7.9%	149.5	7.4%
	9.6		9.3		9.6		9.3		9.6		9.6		9.4	
<b>Grade 5</b>	85,339	64.1%	85,330	65.4%	86,144	68.2%	89,237	66.5%	90,770	70.8%	91,566	75.2%	94,801	75.8%
<b>Std. Dev.</b>	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%	154.3	6.1%	154.3	5.0%
	9.0		8.9		8.8		8.9		8.9		9.0		8.5	
<b>Grade 6</b>	84,281	62.6%	85,740	65.1%	86,356	65.9%	87,310	67.7%	91,666	67.1%	91,669	70.0%	93,589	72.3%
<b>Std. Dev.</b>	154.0	9.3%	154.5	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%	155.8	7.3%	156.7	5.9%
	9.1		9.1		8.7		9.3		9.9		9.3		9.3	
<b>Grade 7</b>	83,869	63.5%	84,852	64.2%	86,469	68.5%	87,457	66.8%	89,515	67.8%	91,267	71.1%	92,021	76.6%
<b>Std. Dev.</b>	157.0	9.3%	157.3	9.6%	158.1	8.0%	157.9	8.5%	158.2	8.4%	159.0	7.4%	159.9	5.2%
	8.6		8.7		8.6		8.6		9.0		8.8		8.2	
<b>Grade 8</b>	80,837	66.5%	82,915	71.1%	83,795	72.8%	85,997	72.7%	87,315	75.0%	87,903	79.5%	90,330	79.9%
<b>Std. Dev.</b>	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%	161.9	3.4%	162.3	3.2%
	8.9		8.7		8.6		8.5		8.7		8.3		8.4	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Prior to 2020-21, reading was referred to as English Language Arts (reading)

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Reading (continued)**

Grade	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	101,064	74.4%	101,652	76.4%	100,105	79.8%	102,241	82.6%	101,282	83.4%	101,660	83.4%
<b>Std. Dev.</b>	146.5	6.2%	147.0	5.7%	147.8	4.2%	247.9	3.9%	248.1	3.7%	248.2	3.3%
	9.5	9.3			8.9		9.1		9.0		8.9	
<b>Grade 4</b>	99,451	72.1%	99,717	74.6%	100,426	77.1%	100,351	83.7%	102,558	83.7%	101,574	83.5%
<b>Std. Dev.</b>	149.8	7.0%	150.3	6.1%	150.8	4.7%	252.4	4.2%	252.3	4.2%	252.4	3.8%
	9.5		9.3		9.0		8.7		8.7		8.7	
<b>Grade 5</b>	98,099	79.1%	99,639	82.7%	100,294	84.5%	103,464	88.7%	102,159	89.5%	103,800	90.1%
<b>Std. Dev.</b>	155.3	4.4%	156.0	3.4%	156.3	2.7%	256.9	1.8%	257.0	1.8%	257.2	1.4%
	8.7		8.2		7.9		8.0		7.9		7.8	
<b>Grade 6</b>	96,489	69.5%	100,079	70.6%	101,617	74.1%	104,678	81.5%	106,250	80.8%	104,615	82.2%
<b>Std. Dev.</b>	156.3	6.9%	156.7	6.0%	157.5	4.1%	258.7	3.8%	258.8	3.8%	259.1	3.0%
	9.8		9.6		9.1		8.5		8.6		8.2	
<b>Grade 7</b>	94,031	76.4%	96,945	75.3%	100,420	76.6%	104,804	85.3%	106,507	85.8%	107,408	86.2%
<b>Std. Dev.</b>	160.2	5.3%	159.9	5.0%	160.1	4.3%	261.2	3.4%	261.3	3.1%	261.3	2.9%
	8.5		8.5		8.3		9.1		9.0		8.9	
<b>Grade 8</b>	90,984	82.5%	93,305	83.3%	96,104	85.2%	101,948	87.7%	105,193	88.6%	106,179	88.9%
<b>Std. Dev.</b>	162.7	2.9%	163.1	2.3%	163.4	1.9%	263.9	2.4%	264.1	2.3%	264.1	1.9%
	8.1		8.1		7.8		9.0		8.9		8.7	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above

Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Prior to 2020-21, reading was referred to as English Language Arts (reading)

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Reading (continued)**

Grade	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	<u>103,627</u>	<u>84.9%</u>	<u>105,863</u>	<u>83.9%</u>	<u>108,942</u>	<u>56.0%</u>	<u>113,744</u>	<u>58.2%</u>	<u>115,038</u>	<u>59.0%</u>	<u>112,720</u>	<u>60.7%</u>	<u>112,025</u>	<u>62.9%</u>
<b>Std. Dev.</b>	248.6	2.7%	248.2	3.1%	338.7	25.0%	339.4	23.1%	339.7	21.6%	340.1	20.7	340.6	19.4
	8.8		8.8		11.9		11.8		11.6		11.5		11.5	
<b>Grade 4</b>	<u>101,654</u>	<u>85.4%</u>	<u>102,649</u>	<u>87.6%</u>	<u>105,291</u>	<u>60.9%</u>	<u>109,488</u>	<u>62.3%</u>	<u>111,294</u>	<u>64.9%</u>	<u>112,605</u>	<u>65.4%</u>	<u>110,362</u>	<u>66.1%</u>
<b>Std. Dev.</b>	253.1	3.5%	253.6	2.7%	345.3	15.6%	345.6	15.2%	346.2	12.5%	346.4	11.9	346.5	11.7
	8.6		8.3		10.1		10.2		9.8		9.8		9.8	
<b>Grade 5</b>	<u>102,429</u>	<u>90.5%</u>	<u>101,115</u>	<u>91.7%</u>	<u>103,722</u>	<u>57.2%</u>	<u>107,039</u>	<u>60.2%</u>	<u>109,300</u>	<u>62.9%</u>	<u>110,982</u>	<u>64.9%</u>	<u>112,083</u>	<u>65.6%</u>
<b>Std. Dev.</b>	257.1	1.3%	257.7	1.2%	350.0	17.2%	350.7	15.1%	351.0	13.5%	351.4	12.3	351.5	12.2
	7.8		7.7		9.4		9.3		9.0		8.9		8.9	
<b>Grade 6</b>	<u>105,660</u>	<u>83.1%</u>	<u>102,348</u>	<u>84.5%</u>	<u>101,722</u>	<u>60.9%</u>	<u>105,153</u>	<u>63.6%</u>	<u>106,877</u>	<u>69.1%</u>	<u>108,841</u>	<u>69.6%</u>	<u>110,786</u>	<u>70.1%</u>
<b>Std. Dev.</b>	259.2	2.8%	259.5	2.4%	353.0	19.8%	353.5	17.9%	354.2	14.5%	354.3	13.8	354.5	13.4
	8.1		8.1		9.6		9.5		8.9		8.8		8.7	
<b>Grade 7</b>	<u>105,502</u>	<u>88.1%</u>	<u>104,434</u>	<u>88.5%</u>	<u>102,965</u>	<u>52.5%</u>	<u>103,876</u>	<u>56.1%</u>	<u>105,418</u>	<u>58.6%</u>	<u>107,256</u>	<u>60.5%</u>	<u>108,873</u>	<u>61.4%</u>
<b>Std. Dev.</b>	261.9	2.3%	262.0	2.1%	355.7	19.8%	356.5	17.0%	356.9	14.9%	357.4	13.0	357.5	12.6
	8.6		8.5		9.2		9.0		8.8		8.6		8.6	
<b>Grade 8</b>	<u>106,583</u>	<u>88.6%</u>	<u>103,837</u>	<u>89.8%</u>	<u>104,103</u>	<u>55.7%</u>	<u>104,858</u>	<u>58.3%</u>	<u>104,369</u>	<u>62.6%</u>	<u>105,391</u>	<u>63.4%</u>	<u>107,442</u>	<u>65.2%</u>
<b>Std. Dev.</b>	263.9	1.7%	264.3	1.3%	358.5	16.7%	359.0	14.7%	359.8	12.3%	360.1	11.1	360.4	9.9
	8.6		8.5		8.8		8.6		8.5		8.3		8.1	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above

Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Prior to 2020-21, reading was referred to as English Language Arts (reading)

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction–Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Reading (continued)**

Grade	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	<u>103,048</u>	<u>46.6%</u>	<u>111,182</u>	<u>49.0%</u>	<u>116,376</u>	<u>46.5%</u>	<u>120,051</u>	<u>47.8%</u>	<u>120,561</u>	<u>46.0%</u>	<u>120,029</u>	<u>45.0%</u>
<b>Std. Dev.</b>	440.0	20.3%	440.5	19.1%	439.6	22.2%	439.8	22.1%	439.5	21.9%	439.2	23.5%
	10.2		10.3		10.9		10.9		10.7		10.7	
<b>Grade 4</b>	<u>110,147</u>	<u>45.5%</u>	<u>103,553</u>	<u>45.8%</u>	<u>113,959</u>	<u>47.2%</u>	<u>116,776</u>	<u>45.8%</u>	<u>120,484</u>	<u>43.7%</u>	<u>121,574</u>	<u>45.7%</u>
<b>Std. Dev.</b>	446.0	21.6%	445.7	24.3%	445.8	23.3%	445.6	23.2%	445.5	23.9%	445.3	25.4%
	9.6		10.1		10.2		10.3		10.4		10.6	
<b>Grade 5</b>	<u>109,702</u>	<u>41.1%</u>	<u>111,175</u>	<u>41.4%</u>	<u>106,589</u>	<u>42.1%</u>	<u>114,363</u>	<u>43.0%</u>	<u>117,362</u>	<u>42.4%</u>	<u>121,595</u>	<u>41.3%</u>
<b>Std. Dev.</b>	450	22.2%	450	22.4%	449.5	25.1%	449.9	23.3%	449.9	23.8%	449.3	25.5%
	9.4		9.6		10.3		10.0		10.2		10.2	
<b>Grade 6</b>	<u>111,575</u>	<u>48.5%</u>	<u>110,955</u>	<u>47.3%</u>	<u>114,459</u>	<u>46.7%</u>	<u>106,621</u>	<u>49.6%</u>	<u>114,150</u>	<u>50.5%</u>	<u>117,966</u>	<u>50.6%</u>
<b>Std. Dev.</b>	452.7	15.1%	452.6	16.1%	452.0	19.2%	452.2	19.1%	452.8	16.8%	452.7	17.8%
	10.3		10.6		11.2		11.4		11		11.3	
<b>Grade 7</b>	<u>110,784</u>	<u>49.9%</u>	<u>113,012</u>	<u>49.3%</u>	<u>114,661</u>	<u>46.6%</u>	<u>115,010</u>	<u>47.2%</u>	<u>107,165</u>	<u>49.0%</u>	<u>115,337</u>	<u>50.8%</u>
<b>Std. Dev.</b>	456.0	14.1%	455.8	15.0%	454.8	19.0%	454.9	19.8%	454.9	20.3%	455.7	17.9%
	10.4		10.7		11.4		11.4		11.7		11.5	
<b>Grade 8</b>	<u>108,855</u>	<u>42.5%</u>	<u>111,946</u>	<u>43.6%</u>	<u>116,751</u>	<u>41.6%</u>	<u>114,968</u>	<u>41.6%</u>	<u>115,220</u>	<u>41.7%</u>	<u>108,245</u>	<u>42.5%</u>
<b>Std. Dev.</b>	458.7	18.6%	458.9	18.4%	458.1	21.5%	457.9	22.3%	457.8	23.0%	458.1	22.9%
	10.6		10.7		11.2		11.3		11.5		11.6	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Prior to 2020-21, reading was referred to as English Language Arts (reading)

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Reading (continued)**

Grade	2018-19		2019-20		2020-21		2021-22	
	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students Not Proficient	Mean Scale Score	% Students Not Proficient
<b>Grade 3</b>	<u>116,107</u>	<u>45.1%</u>			<u>105,890</u>	<u>33.9%</u>	<u>111,540</u>	<u>27.3%</u>
Std. Dev.	438.9 11.4	24.7%			436.6 10.3	54.9%	538.3 10.0	53.5%
<b>Grade 4</b>	<u>120,349</u>	<u>44.0%</u>			<u>106,164</u>	<u>31.1%</u>	<u>111,876</u>	<u>36.0%</u>
Std. Dev.	445.0 10.6	25.6%			541.9 10.1	54.9%	543.1 10.3	48.7%
<b>Grade 5</b>	<u>121,984</u>	<u>41.3%</u>			<u>108,163</u>	<u>28.9%</u>	<u>112,540</u>	<u>31.1%</u>
Std. Dev.	449.2 10.4	26.2%			547.3 9.8	57.7%	547.7 9.8	54.3%
<b>Grade 6</b>	<u>121,709</u>	<u>49.2%</u>			<u>110,928</u>	<u>23.7%</u>	<u>113,918</u>	<u>25.0%</u>
Std. Dev.	452.4 11.4	18.9%			550.1 9.8	54.5%	550.5 9.8	52.5%
<b>Grade 7</b>	<u>118,524</u>	<u>48.2%</u>			<u>112,125</u>	<u>29.7%</u>	<u>118,504</u>	<u>29.0%</u>
Std. Dev.	454.8 11.7	20.4%			552.3 10.0	53.3%	552.6 10.0	51.1%
<b>Grade 8</b>	<u>115,760</u>	<u>43.5%</u>			<u>112,293</u>	<u>27.5%</u>	<u>120,648</u>	<u>28.9%</u>
Std. Dev.	458.3 11.6	22.1%			556.1 9.9	51.8%	556.5 9.9	49.3%

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Prior to 2020-21, reading was referred to as English Language Arts (reading)

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Mathematics**

Grade	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	85,191	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,604	70.2%	98,844	68.2%	101,021	70.0%
	139.8	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%	142.3	7.0%	142.9	6.3%
<b>Std. Dev.</b>	11.3		11.5		11.5		11.4		11.3		11.2		11.1	
<b>Grade 4</b>	84,594	64.1%	85,363	67.1%	88,217	68.5%	89,172	71.5%	92,062	74.6%	94,499	79.3%	98,391	82.7%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%	151.5	4.0%	152.2	2.9%
<b>Std. Dev.</b>	10.5		10.7		11.1		10.7		10.8		10.8		10.3	
<b>Grade 5</b>	85,124	59.7%	85,384	63.9%	86,151	66.5%	89,261	70.0%	90,929	73.1%	91,927	78.0%	95,258	82.4%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%	157.4	5.8%	159.2	3.8%
<b>Std. Dev.</b>	9.7		10.0		10.3		10.2		10.4		10.1		10.0	
<b>Grade 6</b>	83,873	61.3%	85,849	66.2%	86,337	67.6%	87,320	72.6%	91,718	72.7%	91,802	78.3%	93,824	81.1%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%	163.6	5.0%	164.8	4.3%
<b>Std. Dev.</b>	10.1		10.2		10.4		10.6		11.1		10.8		10.9	
<b>Grade 7</b>	83,162	60.0%	84,768	63.2%	86,422	67.1%	87,490	68.5%	89,526	70.8%	91,368	76.9%	92,151	82.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%	169.2	5.4%	170.8	3.9%
<b>Std. Dev.</b>	10.0		10.4		10.4		10.7		11.4		11.0		10.6	
<b>Grade 8</b>	80,045	61.9%	82,792	61.9%	83,542	67.6%	86,006	67.7%	87,383	68.9%	87,978	76.3%	90,396	77.6%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%	173.7	5.4%	174.1	5.4%
<b>Std. Dev.</b>	10.6		11.0		11.1		11.3		11.8		11.6		12.0	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Mathematics (continued)**

Grade	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	101,572	71.8%	102,160	73.6%	100,748	77.3%	102,672	88.9%	101,575	89.0%	102,015	86.1%
<b>Std. Dev.</b>	143.5	5.6%	250.6	4.2%	251.4	3.2%	253.3	1.1%	253.4	1.1%	253.1	1.5%
	11.1		7.7		7.7		6.3		6.3		7.0	
<b>Grade 4</b>	99,990	84.4%	100,392	86.8%	101,120	88.9%	100,750	94.7%	102,902	94.6%	101,988	92.9%
<b>Std. Dev.</b>	152.9	2.1%	255.8	1.2%	256.5	0.9%	259.1	0.7%	259.2	0.8%	258.6	0.7%
	10.1		8.3		8.4		7.5		7.6		8.0	
<b>Grade 5</b>	98,558	82.9%	100,226	86.7%	101,125	88.4%	103,899	92.6%	102,506	93.4%	104,189	90.9%
<b>Std. Dev.</b>	159.5	3.8%	260.0	2.2%	260.8	1.7%	262.3	1.1%	262.7	1.0%	262.0	1.3%
	10.1		9.6		9.7		8.9		8.8		9.6	
<b>Grade 6</b>	96,708	81.0%	100,367	82.9%	102,060	86.4%	104,852	90.0%	106,475	90.0%	104,796	90.2%
<b>Std. Dev.</b>	165.1	4.1%	263.2	3.3%	264.5	2.2%	265.8	1.7%	266.0	1.7%	266.1	1.7%
	11.2		9.9		9.9		9.3		9.5		9.6	
<b>Grade 7</b>	94,124	80.7%	97,114	81.2%	100,674	83.3%	105,002	83.8%	106,690	84.9%	107,581	85.2%
<b>Std. Dev.</b>	171.0	4.5%	267.1	3.2%	268.0	2.7%	268.3	2.9%	268.6	2.7%	268.8	2.3%
	11.5		10.6		10.9		11.0		11.0		11.0	
<b>Grade 8</b>	91,053	80.6%	93,408	79.5%	96,325	82.3%	102,034	84.2%	105,312	85.0%	106,290	84.8%
<b>Std. Dev.</b>	175.3	4.8%	270.0	5.3%	271.2	4.2%	271.7	4.5%	272.1	4.2%	272.1	4.0%
	11.9		11.0		11.1		10.8		10.8		10.9	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above

Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Mathematics (continued)**

Grade	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	<u>104,205</u>	<u>68.8%</u>	<u>106,393</u>	<u>72.2%</u>	<u>109,429</u>	<u>74.8%</u>	<u>114,251</u>	<u>75.3%</u>	<u>115,611</u>	<u>75.8%</u>	<u>113,239</u>	<u>76.3%</u>	<u>112,595</u>	<u>77.2%</u>
	343.2	7.5%	344.1	6.6%	344.9	5.7%	345.1	5.4%	345.4	5.3%	345.7	5.3%	346.0	5.2%
<b>Std. Dev.</b>	9.7		9.7		9.7		9.7		9.8		9.9		10	
<b>Grade 4</b>	<u>102,306</u>	<u>65.9%</u>	<u>103,141</u>	<u>69.0%</u>	<u>105,815</u>	<u>74.5%</u>	<u>110,102</u>	<u>75.6%</u>	<u>112,015</u>	<u>77.8%</u>	<u>113,427</u>	<u>78.8%</u>	<u>111,210</u>	<u>81.1%</u>
	348.9	8.4%	349.6	8.0%	350.9	5.8%	351.2	5.7%	351.9	5.5%	352.2	5.1%	352.7	<=5%
<b>Std. Dev.</b>	9.5		9.6		9.3		9.4		9.4		9.4		9.4	
<b>Grade 5</b>	<u>103,067</u>	<u>63.9%</u>	<u>101,640</u>	<u>68.0%</u>	<u>104,118</u>	<u>71.1%</u>	<u>107,554</u>	<u>73.5%</u>	<u>110,005</u>	<u>75.1%</u>	<u>111,726</u>	<u>76.5%</u>	<u>112,963</u>	<u>77.0%</u>
	353.7	8.3%	354.7	7.0%	355.5	5.9%	356.1	<=5.0%	356.7	<=5%	357.1	<=5%	357.3	<=5%
<b>Std. Dev.</b>	9.2		9.2		9.2		9.1		9.2		9.2		9.2	
<b>Grade 6</b>	<u>106,036</u>	<u>62.5%</u>	<u>102,735</u>	<u>65.7%</u>	<u>102,005</u>	<u>69.4%</u>	<u>105,422</u>	<u>70.5%</u>	<u>107,354</u>	<u>73.8%</u>	<u>109,461</u>	<u>74.3%</u>	<u>111,440</u>	<u>74.5%</u>
	354.9	9.2%	355.6	7.9%	356.6	6.0%	356.8	5.5%	357.7	<=5%	357.8	<=5%	358.0	<=5%
<b>Std. Dev.</b>	9.7		9.5		9.4		9.3		9.3		9.3		9.3	
<b>Grade 7</b>	<u>105,764</u>	<u>62.4%</u>	<u>104,677</u>	<u>64.6%</u>	<u>103,207</u>	<u>68.6%</u>	<u>104,098</u>	<u>71.3%</u>	<u>105,686</u>	<u>73.5%</u>	<u>107,676</u>	<u>75.1%</u>	<u>109,404</u>	<u>75.2%</u>
	357.8	11.1%	358.3	10.9%	359.1	8.9%	359.8	7.6%	360.3	6.7%	360.7	6.2%	360.9	6.0%
<b>Std. Dev.</b>	9.6		9.7		9.5		9.4		9.3		9.3		9.4	
<b>Grade 8</b>	<u>106,866</u>	<u>61.3%</u>	<u>103,988</u>	<u>66.3%</u>	<u>104,252</u>	<u>69.8%</u>	<u>105,028</u>	<u>72.8%</u>	<u>104,576</u>	<u>77.7%</u>	<u>105,673</u>	<u>78.6%</u>	<u>107,805</u>	<u>79.8%</u>
	359.2	13.9%	360.5	10.6%	361.4	8.7%	361.9	7.3%	363.2	5.0%	363.5	<=5%	363.9	<=5%
<b>Std. Dev.</b>	9.2		9.1		8.9		8.8		8.5		8.5		8.6	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013–14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013–14 to 2017–18 for mathematics tests and from 2013–14 to 2018–19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018–19 forward for mathematics tests and 2020–21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction–Office of Accountability and Testing.



**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Mathematics (continued)**

Grade	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 3</b>	<u>103,594</u>	<u>48.3%</u>	<u>112,017</u>	<u>49.4%</u>	<u>116,404</u>	<u>49.0%</u>	<u>120,083</u>	<u>52.0%</u>	<u>120,595</u>	<u>52.4%</u>	<u>120,012</u>	<u>52.9%</u>
<b>Std. Dev.</b>	450.0	23.5%	450.2	15.5%	450.0	16.3%	450.7	15.4%	450.6	15.0%	450.8	15.6%
	9.5		9.6		9.7		9.9		9.7		9.9	
<b>Grade 4</b>	<u>110,987</u>	<u>49.3%</u>	<u>103,977</u>	<u>48.3%</u>	<u>113,968</u>	<u>48.6%</u>	<u>116,792</u>	<u>51.2%</u>	<u>120,487</u>	<u>51.0%</u>	<u>121,545</u>	<u>50.7%</u>
<b>Std. Dev.</b>	449.9	27.0%	449.6	20.6%	449.7	21.1%	449.9	20.5%	450.0	20.8%	449.9	21.3%
	9.5		9.9		10.0		10.0		10.1		10.1	
<b>Grade 5</b>	<u>110,599</u>	<u>49.7%</u>	<u>111,718</u>	<u>51.9%</u>	<u>106,611</u>	<u>51.6%</u>	<u>114,360</u>	<u>54.2%</u>	<u>117,364</u>	<u>54.1%</u>	<u>121,570</u>	<u>53.6%</u>
<b>Std. Dev.</b>	450.0	26.1%	450.2	18.0%	450.3	19.6%	450.9	18.4%	450.5	18.8%	450.5	19.8%
	9.4		9.7		10.1		10.1		10.1		10.3	
<b>Grade 6</b>	<u>112,257</u>	<u>40.5%</u>	<u>111,470</u>	<u>40.9%</u>	<u>114,473</u>	<u>41.2%</u>	<u>106,631</u>	<u>44.5%</u>	<u>114,158</u>	<u>45.5%</u>	<u>117,918</u>	<u>45.1%</u>
<b>Std. Dev.</b>	450.0	37.1%	449.9	29.0%	449.8	30.4%	450.5	28.6%	450.9	25.8%	450.7	27.3%
	9.5		9.7		10		10.2		9.9		10.1	
<b>Grade 7</b>	<u>111,333</u>	<u>40.2%</u>	<u>113,416</u>	<u>40.4%</u>	<u>114,662</u>	<u>40.2%</u>	<u>115,005</u>	<u>42.3%</u>	<u>107,174</u>	<u>43.3%</u>	<u>115,288</u>	<u>44.9%</u>
<b>Std. Dev.</b>	450.0	37.2%	449.9	29.4%	449.7	31.8%	450.2	30.3%	450.5	29.1%	450.8	28.2%
	9.4		9.7		10.1		10.3		10.3		10.3	
<b>Grade 8</b>	<u>109,199</u>	<u>35.5%</u>	<u>112,243</u>	<u>35.8%</u>	<u>116,739</u>	<u>36.0%</u>	<u>114,985</u>	<u>38.7%</u>	<u>115,231</u>	<u>39.9%</u>	<u>77,061</u>	<u>23.0%</u>
<b>Std. Dev.</b>	450.1	37.0%	450.1	27.5%	449.7	30.6%	450.0	31.9%	450.4	30.5%	446.3	42.4%
	9.4		9.6		10.2		10.4		10.6		8.7	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 2. 1992–93 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary, by Grade in  
Mathematics (continued)**

Grade	2018-19		2019-20		2020-21		2021-22	
	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students Not Proficient	Mean Scale Score	% Students Not Proficient	Mean Scale Score	% Students Not Proficient	Mean Scale Score	% Students Not Proficient
<b>Grade 3</b>	<u>116,059</u>	<u>44.5%</u>			<u>105,569</u>	<u>26.7%</u>	<u>111,397</u>	<u>36.5%</u>
	548.4	35.5%			543.5	55.5%	546.4	42.8%
<b>Std. Dev.</b>	10.0				10.1		10.2	
<b>Grade 4</b>	<u>120,320</u>	<u>39.9%</u>			<u>106,107</u>	<u>23.0%</u>	<u>111,834</u>	<u>32.5%</u>
	548.3	42.5%			543.7	62.2%	546.3	50.1%
<b>Std. Dev.</b>	10.0				9.8		10.1	
<b>Grade 5</b>	<u>121,935</u>	<u>42.3%</u>			<u>108,174</u>	<u>26.1%</u>	<u>112,492</u>	<u>33.3%</u>
	548.0	39.5%			543.5	58.0%	545.7	48.8%
<b>Std. Dev.</b>	10.1				10.1		10.3	
<b>Grade 6</b>	<u>121,613</u>	<u>41.8%</u>			<u>110,918</u>	<u>24.1%</u>	<u>113,818</u>	<u>32.3%</u>
	548.2	41.0%			543.9	59.4%	546.0	49.6%
<b>Std. Dev.</b>	10.0				9.2		9.7	
<b>Grade 7</b>	<u>118,471</u>	<u>44.6%</u>			<u>112,017</u>	<u>27.8%</u>	<u>118,420</u>	<u>34.1%</u>
	548.1	41.5%			544.5	57.6%	545.8	51.3%
<b>Std. Dev.</b>	9.7				8.8		9.4	
<b>Grade 8</b>	<u>80,897</u>	<u>19.7%</u>			<u>79,085</u>	<u>7.0%</u>	<u>88,015</u>	<u>13.5%</u>
	538.6	64.3%			534.0	83.8%	536.4	73.6%
<b>Std. Dev.</b>	9.5				7.9		9.0	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level 3 by the number of students with valid scores.

Prior to 2013-14 for reading and mathematics tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for mathematics tests and from 2013-14 to 2018-19 for reading tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for mathematics tests and 2020-21 for reading tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 3. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary in Science  
Grades 5 and 8**

Grade	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency	Number Tested	% Students At or Above Proficiency
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 5</b>	<u>103,642</u>	<u>41.1%</u>	<u>107,376</u>	<u>50.2%</u>	<u>109,714</u>	<u>59.4%</u>	<u>111,466</u>	<u>65.2%</u>	<u>112,619</u>	<u>68.1%</u>	<u>110,289</u>	<u>47.1%</u>
<b>Std. Dev.</b>	150.1	32.5%	152.3	24.2%	154.3	17.1%	155.6	14.0%	156.4	12.0%	250.6	17.6%
	9.5		9.3		9.3		9.2		9.0		9.4	
<b>Grade 8</b>	<u>103,469</u>	<u>53.1%</u>	<u>104,909</u>	<u>59.2%</u>	<u>104,454</u>	<u>65.2%</u>	<u>105,536</u>	<u>67.8%</u>	<u>107,567</u>	<u>70.7%</u>	<u>108,981</u>	<u>61.0%</u>
<b>Std. Dev.</b>	150.2	22.4%	151.5	17.8%	153.0	14.7%	153.6	12.6%	154.4	11.0%	250.3	16.6%
	9.3		9.1		9.2		9.0		9.0		9.5	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

Prior to 2013-14 science tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for science tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for science tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 3. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary in Science  
Grades 5 and 8 (continued)**

Grade	2013-14		2014-15		2015-16		2016-17		2017-18	
	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1
<b>Grade 5</b>	<u>111,659</u>	<u>54.0%</u>	<u>106,607</u>	<u>54.2%</u>	<u>114,308</u>	<u>62.0%</u>	<u>117,350</u>	<u>59.2%</u>	<u>121,552</u>	<u>59.1%</u>
	252.0	15.2%	251.9	16.7%	253.6	12.2%	253.0	14.4%	252.9	14.7%
<b>Std. Dev.</b>	9.8		10.2		9.9		10.2		10.4	
<b>Grade 8</b>	<u>112,108</u>	<u>63.6%</u>	<u>116,642</u>	<u>63.9%</u>	<u>114,907</u>	<u>64.7%</u>	<u>115,167</u>	<u>66.4%</u>	<u>108,122</u>	<u>67.8%</u>
	250.8	15.7%	250.9	16.6%	251.6	15.8%	252.1	15.2%	252.3	15.7%
<b>Std. Dev.</b>	9.6		10.0		10.3		10.3		10.5	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

Prior to 2013-14 science tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for science tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for science tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 3. 2007–08 to 2021–22 End-of-Grade General Test Results  
Statewide Performance Summary in Science  
Grades 5 and 8 (continued)**

Grade	2018-19		2019-20		2020-21		2021-22	
	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4	Number Tested	% Students At or Above Level 4
	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students at Achievement Level 1	Mean Scale Score	% Students Not Proficient	Mean Scale Score	% Students Not Proficient
<b>Grade 5</b>	<u>121,931</u>	<u>62.1%</u>			<u>107,898</u>	<u>42.2%</u>	<u>112,443</u>	<u>51.5%</u>
	253.7	13.8%			249.1	46.2%	251.4	37.0%
<b>Std. Dev.</b>	10.1				10.5		10.7	
<b>Grade 8</b>	<u>115,608</u>	<u>70.4%</u>			<u>111,690</u>	<u>62.0%</u>	<u>120,361</u>	<u>65.7%</u>
	253.0	13.4%			250.3	29.6%	251.5	26.6%
<b>Std. Dev.</b>	10.3				10.2		10.6	

Notes: For 2012–13 and prior, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

Prior to 2013-14 science tests there were four achievement levels (Level 1, Level 2, Level 3 and Level 4).

From 2013-14 to 2017-18 for science tests there were five achievement levels (Level 1, Level 2, Level 3, Level 4 and Level 5).

From 2018-19 forward for science tests there are four achievement levels (Not Proficient, Level 3, Level 4, Level 5).

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary**

	<u>1985-86</u>		<u>1986-87</u>		<u>1987-88</u>		<u>1988-89</u>		<u>1989-90</u>		
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	
	Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		Average Core Score <sup>2</sup>		
<u>Algebra I</u> 1985-86	<u>63,330</u> 37.7	<u>67.8%</u>	<u>61,003</u> 39.2	<u>69.1%</u>	<u>59,723</u> 39.2	<u>70.5%</u>	<u>60,183</u> 39.8	<u>73.2%</u>	<u>59,085</u> 40.6	<u>72.3%</u>	
<u>Algebra II</u> 1986-87	<div>Field Test</div>		<u>36,633</u> 37.7	<u>39.6%</u>	<u>36,414</u> 36.2	<u>39.0%</u>	<u>35,132</u> 37.6	<u>39.8%</u>	<u>35,310</u> 37.4	<u>41.7%</u>	
<u>Biology</u> 1986-87	<div>Field Test</div>		<u>82,646</u> 38.0	<u>88.5%</u>	<u>77,154</u> 39.0	<u>87.5%</u>	<u>72,898</u> 39.2	<u>86.0%</u>	<u>72,329</u> 40.4	<u>87.9%</u>	
<u>Chemistry</u> 1988-89	<div>Field Test</div>						<u>33,352</u> 37.5	<u>37.8%</u>	<u>32,801</u> 38.5	<u>38.7%</u>	
<u>ELPS</u> 1990-91										<div>Field Test</div>	
<u>English I</u> 1989-90	<div>Field Test</div>								<u>73,768</u> 64.3	<u>90.3%</u>	
<u>English II</u> 2012-13											
<u>Geometry</u> 1988-89	<div>Field Test</div>						<u>43,325</u> 37.5	<u>51.1%</u>	<u>43,654</u> 38.4	<u>53.1%</u>	
<u>Physical Science</u> 1990-91											<div>Field Test</div>
<u>Physics</u> 1989-90	<div>Field Test</div>								<u>10,166</u> 38.3	<u>11.5%</u>	
<u>U.S. History</u> 1987-88	<div>Field Test</div>				<u>72,824</u> 39.9	<u>78.0%</u>	<u>66,862</u> 42.0	<u>75.8%</u>	<u>64,519</u> 42.2	<u>76.2%</u>	

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

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

The year of implementation is listed below the subject.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>1990-91</u>		<u>1991-92</u>		<u>1992-93</u>		<u>1993-94</u>		<u>1994-95</u>	
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>
	Average Core Score <sup>3</sup>		Average Core Score <sup>3</sup>		Average Core Score <sup>3</sup>	Standard Deviation	Average Core Score <sup>3</sup>	Standard Deviation	Average Core Score <sup>3</sup>	Standard Deviation
<b>Algebra I<sup>2</sup></b>										
<b>1985-86</b>	60,988	77.7%	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%
	41.1		40.4		39.9	9.6	55.1	9.1	54.7	9.3
<b>Algebra II</b>										
<b>1986-87</b>	35,828	43.6%	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%
	38.8		38.2		38.8		37.6		38.3	
<b>Biology<sup>2</sup></b>										
<b>1986-87</b>	71,665	87.7%	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A
	41.1		41.5		40.0	11.1	39.9	10.6	55.5	8.7
<b>Chemistry</b>										
<b>1988-89</b>	33,518	40.8%	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%
	40.1		39.3		40.1		39.1		40.6	
<b>ELPS</b>										
<b>1990-91</b>	76,593	97.6%	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%
	41.7		42.8		43.7	11.5	43.4	11.3	44.0	11.7
<b>English I<sup>2</sup></b>										
<b>1989-90</b>	72,023	91.8%	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A
	66.2		67.0		66.7	18.0	66.4	17.7	53.1	8.9
<b>English II</b>										
<b>2012-13</b>										
<b>Geometry</b>										
<b>1988-89</b>	44,352	54.2%	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%
	38.8		39.1		38.8		38.6		38.6	
<b>Physical Science</b>										
<b>1990-91</b>	63,962	81.5%	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%
	39.9		41.1		41.3		40.2		42.9	
<b>Physics</b>										
<b>1989-90</b>	9,711	11.5%	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%
	39.4		39.4		39.5		39.7		40.2	
<b>U.S. History<sup>2</sup></b>										
<b>1987-88</b>	65,767	80.0%	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A
	40.1		42.2		42.3	9.7	40.4	10.5	56.2	8.3

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

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

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

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

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>1995-96</u>		<u>1996-97</u>		<u>1997-98</u>		<u>1998-99</u>		<u>1999-00</u>	
	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Participation Index <sup>1</sup>	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Core Score <sup>2</sup>	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
<b>Algebra I</b> <b>1985-86</b>	<u>82,635</u> 55.0	<u>96.6%</u> 9.7	<u>83,777</u> 55.6	<u>95.0%</u> 9.7	<u>83,124</u> 57.0	<u>95.8%</u> 9.7	<u>87,404</u> 58.0	<u>65.4%</u> 9.6	<u>90,109</u> 59.5	<u>68.9%</u> 10.5
<b>Algebra II</b> <b>1986-87</b>							<u>48,956</u> 60.0	<u>59.0%</u> 10.9	<u>52,451</u> 61.1	<u>62.7%</u> 11.0
<b>Biology</b> <b>1986-87</b>	<u>77,420</u> 55.5	<u>90.5%</u> 8.7	<u>78,725</u> 55.9	<u>92.0%</u> 8.9	<u>78,804</u> 56.2	<u>91.8%</u> 8.8	<u>76,872</u> 56.0	<u>57.7%</u> 8.5	<u>80,549</u> 56.1	<u>57.6%</u> 8.5
<b>Chemistry</b> <b>1988-89</b>							<u>41,261</u> 57.8	<u>60.5%</u> 8.8	<u>42,605</u> 58.1	<u>62.0%</u> 8.7
<b>ELPS</b> <b>1990-91</b>	<u>82,577</u> 43.4	<u>96.5%</u> 11.9	<u>82,611</u> 53.8	<u>93.4%</u> 9.3	<u>77,348</u> 54.8	<u>89.5%</u> 9.1	<u>77,740</u> 55.0	<u>67.4%</u> 9.0	<u>78,992</u> 55.1	<u>67.3%</u> 8.9
<b>English I</b> <b>1989-90</b>	<u>85,411</u> 53.1	<u>99.8%</u> 8.9	<u>89,500</u> 53.2	<u>100.0%</u> 8.9	<u>88,307</u> 53.6	<u>100.0%</u> 8.8	<u>89,679</u> 54.5	<u>64.6%</u> 8.7	<u>93,434</u> 55.4	<u>68.4%</u> 8.6
<b>English II</b> <b>2012-13</b>										
<b>Geometry</b> <b>1988-89</b>							<u>60,764</u> 58.4	<u>58.4%</u> 9.9	<u>64,572</u> 59.1	<u>60.0%</u> 10.0
<b>Physical Science</b> <b>1990-91</b>							<u>67,397</u> 54.5	<u>55.7%</u> 9.0	<u>67,066</u> 54.9	<u>57.1%</u> 8.7
<b>Physics</b> <b>1989-90</b>							<u>11,221</u> 56.8	<u>72.0%</u> 9.2	<u>11,429</u> 57.1	<u>72.9%</u> 9.0
<b>U.S. History</b> <b>1987-88</b>	<u>65,725</u> 56.3	<u>78.4%</u> 8.2	<u>68,613</u> 56.2	<u>79.9%</u> 8.2	<u>68,341</u> 56.3	<u>80.7%</u> 8.4	<u>70,187</u> 56.6	<u>51.0%</u> 8.3	<u>70,930</u> 55.8	<u>46.9%</u> 8.3

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

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

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

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

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

The year of implementation is listed below the subject.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.



**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>2000-01</u>		<u>2001-02</u>		<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>	
	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
<b><u>Algebra I</u></b>	<u>93,000</u>	<u>76.0%</u>	<u>99,542</u>	<u>78.9%</u>	<u>107,032</u>	<u>78.6%</u>	<u>110,094</u>	<u>80.0%</u>	<u>110,866</u>	<u>80.3%</u>
<b>1985-86</b>	61.1	9.3	62.5	9.8	62.5	9.8	62.9	9.9	63.1	10.1
<b><u>Algebra II</u></b>	<u>54,902</u>	<u>73.0%</u>	<u>59,013</u>	<u>76.9%</u>	<u>61,447</u>	<u>78.8%</u>	<u>66,239</u>	<u>79.5%</u>	<u>72,478</u>	<u>79.1%</u>
<b>1986-87</b>	63.8	9.9	65.2	10.2	65.8	10.2	66.2	10.2	66.2	10.5
<b><u>Biology</u></b>	<u>82,026</u>	<u>61.0%</u>	<u>84,302</u>	<u>69.3%</u>	<u>87,043</u>	<u>61.0%</u>	<u>92,035</u>	<u>61.5%</u>	<u>94,284</u>	<u>63.6%</u>
<b>1986-87</b>	56.8	8.5	57.9	7.6	56.6	7.8	56.7	7.8	57.2	7.8
<b><u>Chemistry</u></b>	<u>43,702</u>	<u>65.5%</u>	<u>43,737</u>	<u>70.6%</u>	<u>42,636</u>	<u>74.2%</u>	<u>44,797</u>	<u>75.2%</u>	<u>46,628</u>	<u>76.6%</u>
<b>1988-89</b>	58.9	8.7	60.0	8.2	60.9	8.2	61.2	8.3	61.5	8.3
<b><u>ELPS</u></b>	<u>90,209</u>	<u>70.0%</u>	<u>95,817</u>	<u>69.5%</u>	<u>90,427</u>	<u>69.3%</u>	<b>ELPS test discontinued in 2003-04</b>			
<b>1990-91</b>	55.7	8.7	55.6	8.7	55.6	8.7				
<b><u>English I</u></b>	<u>94,707</u>	<u>68.3%</u>	<u>97,662</u>	<u>69.6%</u>	<u>99,573</u>	<u>81.6%</u>	<u>104,153</u>	<u>81.6%</u>	<u>106,844</u>	<u>82.0%</u>
<b>1989-90</b>	55.4	8.6	55.7	8.4	57.7	7.6	57.9	7.6	57.9	7.5
<b><u>English II</u></b>										
<b>2012-13</b>										
<b><u>Geometry</u></b>	<u>65,480</u>	<u>63.9%</u>	<u>69,139</u>	<u>66.3%</u>	<u>72,171</u>	<u>69.5%</u>	<u>76,590</u>	<u>67.3%</u>	<u>78,164</u>	<u>68.5%</u>
<b>1988-89</b>	59.8	8.9	60.5	9.1	61.2	9.0	60.8	9.2	61.1	9.2
<b><u>Physical Science</u></b>	<u>39,182</u>	<u>59.9%</u>	<u>39,783</u>	<u>61.5%</u>	<u>46,606</u>	<u>64.0%</u>	<u>50,309</u>	<u>67.5%</u>	<u>52,221</u>	<u>68.9%</u>
<b>1990-91</b>	55.5	8.7	55.8	7.9	56.2	7.8	56.4	6.9	56.4	6.5
<b><u>Physics</u></b>	<u>10,948</u>	<u>74.4%</u>	<u>11,551</u>	<u>84.4%</u>	<u>10,776</u>	<u>83.4%</u>	<u>10,557</u>	<u>85.3%</u>	<u>10,326</u>	<u>86.1%</u>
<b>1989-90</b>	57.0	8.5	60.7	9.2	60.6	9.4	60.8	8.9	60.8	8.8
<b><u>U.S. History</u></b>	<u>73,742</u>	<u>50.5%</u>	<u>77,527</u>	<u>50.1%</u>	<u>79,106</u>	<u>54.9%</u>	<b>U.S. History test not administered statewide</b>			
<b>1987-88</b>	56.6	8.4	56.4	8.3	57.4	8.4				

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

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

The year of implementation is listed below the subject.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>2005-06</u>		<u>2006-07</u>		<u>2007-08</u>		<u>2008-09</u>		<u>2009-10</u>		<u>2010-11</u>		<u>2011-12</u>	
	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Scale	Standard Deviation	Average Scale	Standard Deviation	Average Scale	Standard Deviation	Average Scale	Standard Deviation	Average Scale	Standard Deviation	Average Scale	Standard Deviation	Average Scale	Standard Deviation
<u>Algebra I</u> <b>1985-86</b>	<u>111,905</u> 63.3	<u>80.5%</u> 10.1	<u>111,573</u> 151.2	<u>62.5%</u> 10.1	<u>111,787</u> 152.1	<u>65.8%</u> 10.1	<u>112,652</u> 152.7	<u>68.5%</u> 10.1	<u>116,419</u> 153.4	<u>71.4%</u> 10.1	<u>124,078</u> 153.2	<u>70.8%</u> 10.4	<u>123,930</u> 153.6	<u>73.1%</u> 10.4
<u>Algebra II</u> <b>1986-87</b>	<u>72,165</u> 66.6	<u>80.3%</u> 10.5	<u>71,096</u> 150.8	<u>65.7%</u> 9.4	<u>73,191</u> 151.1	<u>67.6%</u> 9.4	<u>72,306</u> 152.2	<u>73.2%</u> 9.1	<u>76,621</u> 153.1	<u>77.7%</u> 8.9	<u>85,439</u> 152.5	<u>74.7%</u> 9.0	Algebra II test discontinued in 2011-12	
<u>Biology</u> <b>1986-87</b>	<u>96,325</u> 57.3	<u>63.4%</u> 7.8	<u>90,339</u> 57.8	<u>66.3%</u> 7.7	<u>95,663</u> 150.9	<u>68.5%</u> 10.6	<u>100,575</u> 152.0	<u>72.0%</u> 9.3	<u>103,527</u> 152.8	<u>75.2%</u> 9.3	<u>106,671</u> 152.7	<u>74.4%</u> 9.7	<u>105,649</u> 153.8	<u>78.1%</u> 9.5
<u>Chemistry</u> <b>1988-89</b>	<u>46,427</u> 61.7	<u>77.1%</u> 8.3	Chemistry test administered statewide as a field test		<u>44,563</u> 151.3	<u>71.9%</u> 9.7	<u>45,227</u> 152.9	<u>77.9%</u> 9.5	Chemistry test discontinued in 2009-10					
<u>Civics &amp; Economic</u> <b>2005-06</b>	<u>99,994</u> 150.9	<u>60.1%</u> 9.4	<u>100,452</u> 151.7	<u>66.6%</u> 9.3	<u>100,404</u> 152.3	<u>69.0%</u> 9.2	<u>100,931</u> 153.1	<u>72.0%</u> 9.1	<u>103,158</u> 153.5	<u>72.9%</u> 9.1	<u>104,775</u> 153.7	<u>74.9%</u> 9.1	Civics & Economics test discontinued in 2011-12	
<u>ELPS</u> <b>1990-91</b>	ELPS test discontinued in 2003-04													
<u>English I</u> <b>1989-90</b>	<u>109,357</u> 58.3	<u>83.0%</u> 7.5	<u>106,607</u> 151.1	<u>73.2%</u> 8.9	<u>110,083</u> 151.3	<u>73.8%</u> 8.9	<u>110,040</u> 151.6	<u>75.1%</u> 8.9	<u>109,593</u> 152.2	<u>77.8%</u> 8.7	<u>113,639</u> 151.9	<u>76.3%</u> 9.2	<u>112,607</u> 152.4	<u>78.7%</u> 8.9
<u>English II</u> <b>2012-13</b>												Field Test		
<u>Geometry</u> <b>1988-89</b>	<u>79,296</u> 61.2	<u>68.8%</u> 9.2	<u>78,021</u> 151.3	<u>63.9%</u> 9.6	<u>78,198</u> 152.3	<u>68.3%</u> 9.5	<u>77,488</u> 153.5	<u>73.7%</u> 9.2	<u>80,807</u> 154.1	<u>76.2%</u> 9.2	Geometry test discontinued in 2010-11			
<u>Physical Science</u> <b>1990-91</b>	<u>54,886</u> 56.4	<u>69.2%</u> 6.4	Physical Science test administered statewide as a field test		<u>52,981</u> 150.6	<u>58.8%</u> 9.3	<u>51,234</u> 151.4	<u>63.5%</u> 9.0	<u>51,542</u> 152.7	<u>68.7%</u> 9.0	<u>46,716</u> 152.9	<u>69.2%</u> 9.0	Physical Science test discontinued in 2011-12	
<u>Physics</u> <b>1989-90</b>	<u>10,231</u> 61.1	<u>85.1%</u> 9.3	Physics test administered statewide as a field test		<u>9,608</u> 151.3	<u>81.6%</u> 9.3	<u>8,785</u> 152.5	<u>86.0%</u> 9.1	Physics test discontinued in 2009-10					
<u>U.S. History</u> <b>1987-88</b>	<u>85,711</u> 151.4	<u>56.8%</u> 9.6	<u>85,678</u> 152.2	<u>65.1%</u> 9.3	<u>89,422</u> 152.7	<u>66.9%</u> 9.3	<u>88,515</u> 153.8	<u>71.7%</u> 9.0	<u>93,501</u> 154.9	<u>75.7%</u> 9.0	<u>94,508</u> 155.0	<u>76.2%</u> 9.2	U.S. History test discontinued in 2011-12	

Notes: Chemistry and Physics tests were discontinued in 2009-10 school year.

Algebra II, Civics & Economics, Physical Science, and U.S. History tests were discontinued in 2011-12 school year.

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

End-of-course retest data are not included in the table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 4. 1985–86 to 2021–2 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>2012-13</u>		<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>		<u>2016-17</u>		<u>2017-18</u>	
	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Scale Score	Standard Deviation	Scale Score	Standard Deviation	Scale Score	Standard Deviation	Scale Score	Standard Deviation
<b>NC Math 1</b> <b>1985-86</b>	<u>116,988</u> 249.7	<u>37.4%</u> 9.5	<u>116,462</u> 250.7	<u>41.2%</u> 9.5	<u>118,802</u> 250.2	<u>40.7%</u> 10.0	<u>124,531</u> 250.6	<u>42.1%</u> 10.3	<u>121,340</u> 251.5	<u>46.9%</u> 9.9	<u>119,674</u> 251.6	<u>47.3%</u> 10.0
<b>NC Math 3</b> <b>2018-19</b>												
<b>Algebra II</b> <b>1986-87</b>	Algebra II test discontinued in 2011-12											
<b>Biology</b> <b>1986-87</b>	<u>104,373</u> 250.5	<u>47.0%</u> 9.6	<u>106,639</u> 250.5	<u>46.5%</u> 9.6	<u>111,316</u> 250.1	<u>45.5%</u> 10.1	<u>113,978</u> 250.5	<u>47.9%</u> 10.2	<u>111,245</u> 250.5	<u>48.1%</u> 10.4	<u>112,770</u> 251.2	<u>52.0%</u> 10.2
<b>Chemistry</b> <b>1988-89</b>	Chemistry test discontinued in 2009-10											
<b>Civics &amp; Economics</b> <b>2005-06</b>	Civics & Economics test discontinued in 2011-12											
<b>ELPS</b> <b>1990-91</b>	ELPS test discontinued in 2003-04											
<b>English I</b> <b>1989-90</b>	English I test discontinued in 2012-13											
<b>English II</b> <b>2012-13</b>	<u>105,779</u> 150.5	<u>52.7%</u> 9.2	<u>109,569</u> 150.5	<u>53.3%</u> 9.5	<u>114,680</u> 149.8	<u>50.6%</u> 9.9	<u>116,412</u> 149.7	<u>50.2%</u> 10.0	<u>116,842</u> 149.7	<u>50.7%</u> 9.8	<u>115,309</u> 149.5	<u>49.4%</u> 9.9
<b>Geometry</b> <b>1988-89</b>	Geometry test discontinued in 2010-11											
<b>Physical Science</b> <b>1990-91</b>	Physical Science test discontinued in 2011-12											
<b>Physics</b> <b>1989-90</b>	Physics test discontinued in 2009-10											
<b>U.S. History</b> <b>1987-88</b>	U.S. History test discontinued in 2011-12											

Notes: Chemistry and Physics tests were discontinued in 2009-10 school year.

Algebra II, Civics & Economics, Physical Science, and U.S. History tests were discontinued in 2011-12 school year.

Algebra I renamed to Math I in 2013-14.

Data received from local education agencies, charter schools, and regional school after November 4, 2021 are not included in this table.

NC Math 1 test scores from summer 2018 are not included due to the implementation of a new mathematics test edition in 2018–19

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

For 2012-13 and prior, "Percent Proficient" is calculated by dividing the number of students passing the subject test at or above achievement level 3 by the number of students with valid scores in the subject.

For 2013-14 and forward, "Percent Proficient" is calculated by dividing the number of students passing the subject test at or above achievement level 4 by the number of students with valid scores in the subject.

**Table 4. 1985–86 to 2021–22 End-of-Course General Test Results,  
Statewide Performance Summary (continued)**

	<u>2018-19</u>		<u>2019-20</u>		<u>2020-21</u>		<u>2021-22</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
	<u>Tested</u>	<u>Proficient*</u>	<u>Tested</u>	<u>Proficient*</u>	<u>Tested</u>	<u>Proficient*</u>	<u>Tested</u>	<u>Proficient*</u>
	<u>Scale</u>	<u>Standard</u>	<u>Average</u>	<u>Standard</u>	<u>Average</u>	<u>Standard</u>	<u>Average</u>	<u>Standard</u>
	<u>Score</u>	<u>Deviation</u>	<u>Scale</u>	<u>Deviation</u>	<u>Score</u>	<u>Deviation</u>	<u>Scale</u>	<u>Deviation</u>
<b><u>NC Math 1</u></b>	<u>117,996</u>	<u>30.9%</u>			<u>115,009</u>	<u>17.8%</u>	<u>124,827</u>	<u>23.5%</u>
<b><u>1985-86</u></b>	549.1	9.7			545.6	9.1	547.0	9.7
<b><u>NC Math 3</u></b>	<u>107,577</u>	<u>47.4%</u>			<u>97,477</u>	<u>25.6%</u>	<u>105,508</u>	<u>32.6%</u>
<b><u>2018-19</u></b>	549.4	9.1			549.0	9.2	550.8	9.4
<b><u>Algebra II</u></b>								
<b><u>1986-87</u></b>								
<b><u>Biology</u></b>	<u>111,302</u>	<u>60.1%</u>			<u>103,366</u>	<u>39.0%</u>	<u>110,940</u>	<u>44.2%</u>
<b><u>1986-87</u></b>	251.4	9.8			248.2	9.7	249.5	10.1
<b><u>Chemistry</u></b>								
<b><u>1988-89</u></b>								
<b><u>Civics &amp; Economics</u></b>								
<b><u>2005-06</u></b>								
<b><u>ELPS</u></b>								
<b><u>1990-91</u></b>								
<b><u>English I</u></b>								
<b><u>1989-90</u></b>								
<b><u>English II</u></b>	<u>116,531</u>	<u>60.2%</u>			<u>108,564</u>	<u>35.3%</u>	<u>116,342</u>	<u>35.6%</u>
<b><u>2012-13</u></b>	149.6	10.3			550.2	9.5	550.3	9.5
<b><u>Geometry</u></b>								
<b><u>1988-89</u></b>								
<b><u>Physical Science</u></b>								
<b><u>1990-91</u></b>								
<b><u>Physics</u></b>								
<b><u>1989-90</u></b>								
<b><u>U.S. History</u></b>								
<b><u>1987-88</u></b>								

Notes: Chemistry and Physics tests were discontinued in 2009-10 school year.

Algebra II, Civics & Economics, Physical Science, and U.S. History tests were discontinued in 2011-12 school year.

Algebra I renamed to Math I in 2013-14.

Data received from local education agencies, charter schools, and regional school after November 4, 2021 are not included in this table.

NC Math 1 test scores from summer 2018 are not included due to the implementation of a new mathematics test edition in 2018–19

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

For 2012-13 and prior, "Percent Proficient" is calculated by dividing the number of students passing the subject test at or above achievement level 3 by the number of students with valid scores in the subject.

For 2013-14 and forward, "Percent Proficient" is calculated by dividing the number of students passing the subject test at or above achievement level 4 by the number of students with valid scores in the subject.

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

**Table 5. 2012–13 to 2021–22 End-of-Course General Test Results,  
Comparison of Statewide Percent of Students At or Above Proficiency,  
by Ethnicity**

Course	2021–22			State						American Indian						Asian						Black						Hispanic					
	Number Tested	Mean Scale Score	Standard Deviation	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
Biology	110,940	249.5	10.1	47.0	46.5	45.5	47.9	48.1	52.0	28.8	32.9	32.2	31.6	33.4	40.6	66.3	66.6	67.8	69.3	72.6	75.6	25.2	25.5	25.1	26.4	26.9	31.1	35.7	35.4	33.3	36.2	35.9	39.7
English II	116,342	550.3	9.5	52.7	53.3	50.6	50.2	50.7	49.4	36.9	34.1	34.2	33.0	31.6	34.4	63.4	64.4	64.3	67.6	70.3	68.8	33.9	34.8	31.7	31.3	31.0	30.1	40.6	40.9	39.2	36.9	38.9	36.7
NC Math 1	124,827	547.0	9.7	37.4	41.2	40.7	42.1	46.9	47.3	21.2	29.1	25.2	27.1	31.9	31.6	63.3	69.0	71.0	74.7	77.6	77.7	18.1	21.5	21.6	22.3	26.8	27.7	27.6	31.7	31.4	32.4	37.4	36.8
NC Math 3	105,508	550.8	9.4																														

Notes: The general test subject achievement level ranges are found in Table 3.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 5. 2012–13 to 2021–22 End-of-Course General Test Results,  
Comparison of Statewide Percent of Students At or Above Proficiency,  
by Ethnicity**

Course	2021-22			State				American Indian				Asian				Black				Hispanic			
	Number Tested	Mean Scale Score	Standard Deviation	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21
Biology	110,940	249.5	10.1	52.3		39.0	44.2	38.6		26.8	30.6	76.4		68.8	76.1	31.7		19.3	24.2	39.7		26.6	31.0
English II	116,342	550.3	9.5	50.8		35.3	35.6	35.4		19.9	19.6	71.1		62.7	65.9	32.0		18.6	23.5	38.3		24.1	23.5
NC Math 1	124,827	547.0	9.7	30.9		17.8	23.5	16.9		6.9	10.4	67.2		55.1	63.4	14.5		5.1	14.4	21.3		10.3	14.4
NC Math 3	105,508	550.8	9.4	26.7		25.6	32.6	11.7		9.5	17.5	59.5		61.9	70.6	10.6		9.9	22.8	18.3		16.8	22.8

Notes: The general test subject achievement level ranges are found in Table 3.

NC Math 1 test scores from summer 2018 are not included due to the implementation of a new mathematics test edition in 2018–19

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

**Table 5. 2012–13 to 2021–22 End-of-Course General Test Results,  
Comparison of Statewide Percent of Students At or Above Proficiency,  
by Ethnicity (continued)**

Course	2021-22			State						Two or More						Pacific Islander						White					
	Number Tested	Mean Scale Score	Standard Deviation	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Biology	110,940	249.5	10.1	47.0	46.5	45.5	47.9	48.1	52.0	49.0	46.3	45.7	48.1	48.2	52.2	58.1	37.1	49.6	40.1	45.2	51.5	59.3	58.6	58.0	60.7	60.9	65.1
English II	116,342	550.3	9.5	52.7	53.3	50.6	50.2	50.7	49.4	55.7	54.7	52.8	50.6	50.7	51.4	67.6	41.5	45.2	49.3	44.9	45.9	64.1	65.0	62.6	62.8	63.2	62.0
NC Math 1	124,827	547.0	9.7	37.4	41.2	40.7	42.1	46.9	47.3	35.2	38.9	39.6	41.4	45.1	45.8	36.4	36.2	37.7	39.2	52.1	42.6	48.7	52.7	52.3	54.3	58.8	59.5
NC Math 3	105,508	550.8	9.4																								

Notes: The general test subject achievement level ranges are found in Table 3.

NC Math 1 test scores from summer 2018 are not included due to the implementation of a new mathematics test edition in 2018–19.

Data received from Public School Units after October 6, 2022 are not included in this table.

Prepared by the North Carolina Department of Public Instruction-Office of Accountability and Testing.

**Table 5. 2012–13 to 2021–22 End-of-Course General Test Results,  
Comparison of Statewide Percent of Students At or Above Proficiency,  
by Ethnicity (continued)**

Course	2021-22			State				Two or More				Pacific Islander				White			
	Number Tested	Mean Scale Score	Standard Deviation	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21	2018-19	2019-20	2020-21	2020-21
Biology	110,940	249.5	10.1	52.3		39.0	44.2	53.0		38.9	44.4	53.1		34.4	41.6	64.9		51.2	57.5
English II	116,342	550.3	9.5	50.8		35.3	35.6	50.6		35.8	35.6	54.4		34.1	30.9	63.1		46.3	47.4
NC Math 1	124,827	547.0	9.7	30.9		17.8	23.5	28.2		14.2	21.1	35.4		18.9	20.5	40.8		25.5	33.2
NC Math 3	105,508	550.8	9.4	26.7		25.6	32.6	24.7		22.4	31.0	27.9		30.5	28.7	35.3		33.6	42.4

Notes: The general test subject achievement level ranges are found in Table 3.

NC Math 1 test scores from summer 2018 are not included due to the implementation of a new mathematics test edition in 2018–19

2019-20 data is missing because tests were not administered due to COVID-19 pandemic.

Data received from Public School Units after October 6, 2022 are not included in this table.

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