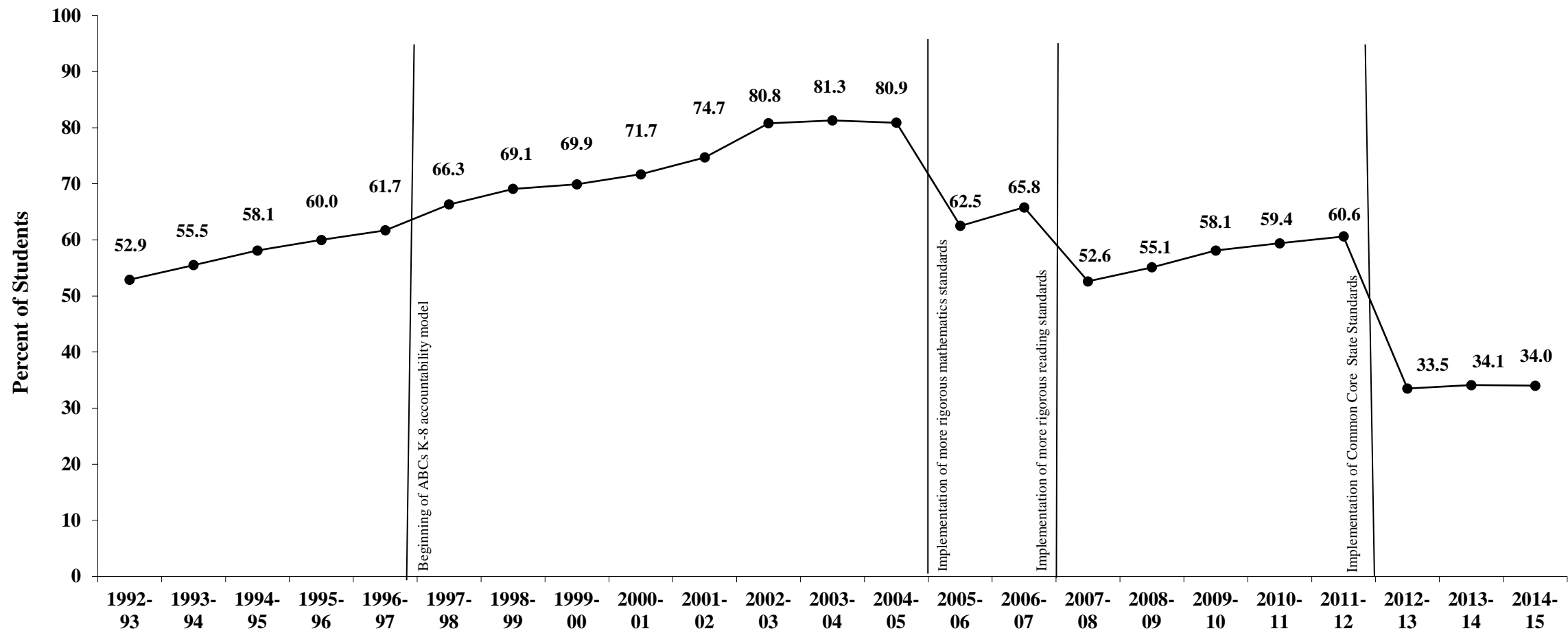




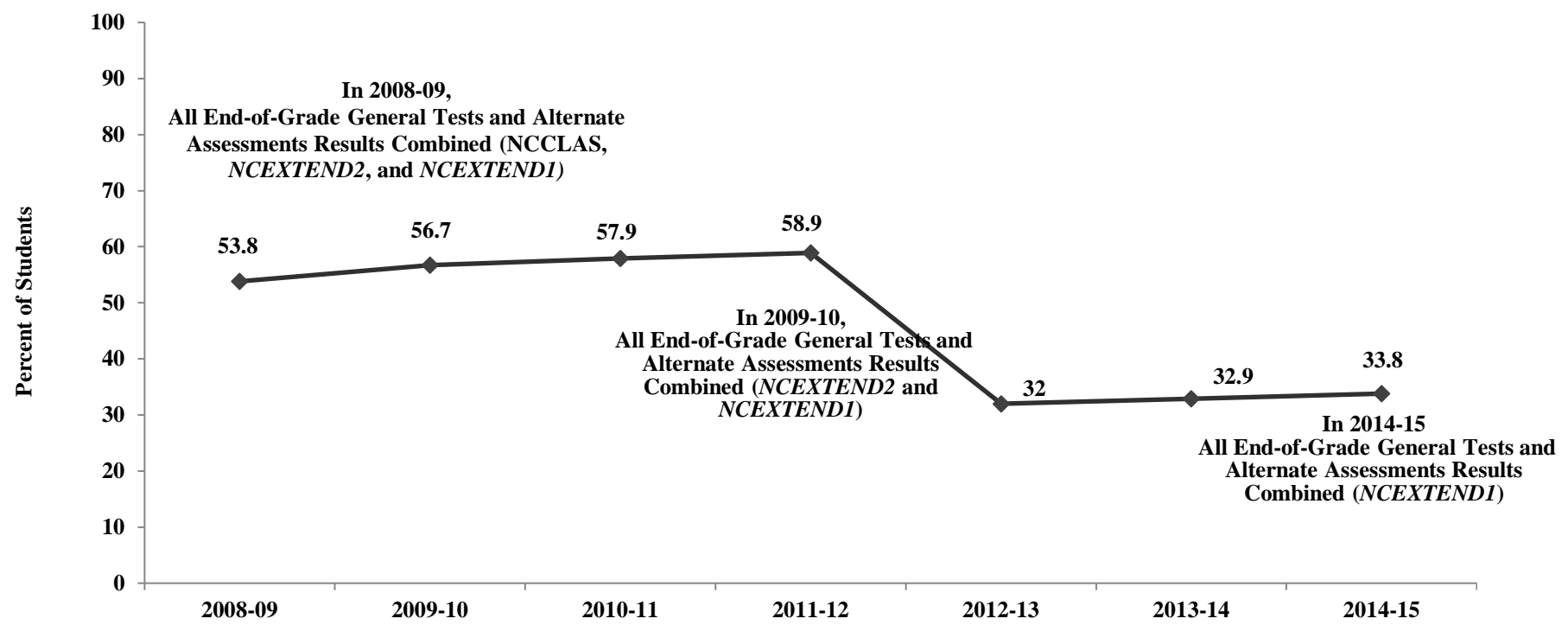
Historical Trends and Results

Figure 1. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) 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 ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.
 For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.
 The data do not include students tested only in ELA or mathematics or taking alternate assessments.
 Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1a. 2008–09 to 2014–15 End-of-Grade Test Results — All Assessments Combined
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) 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 ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

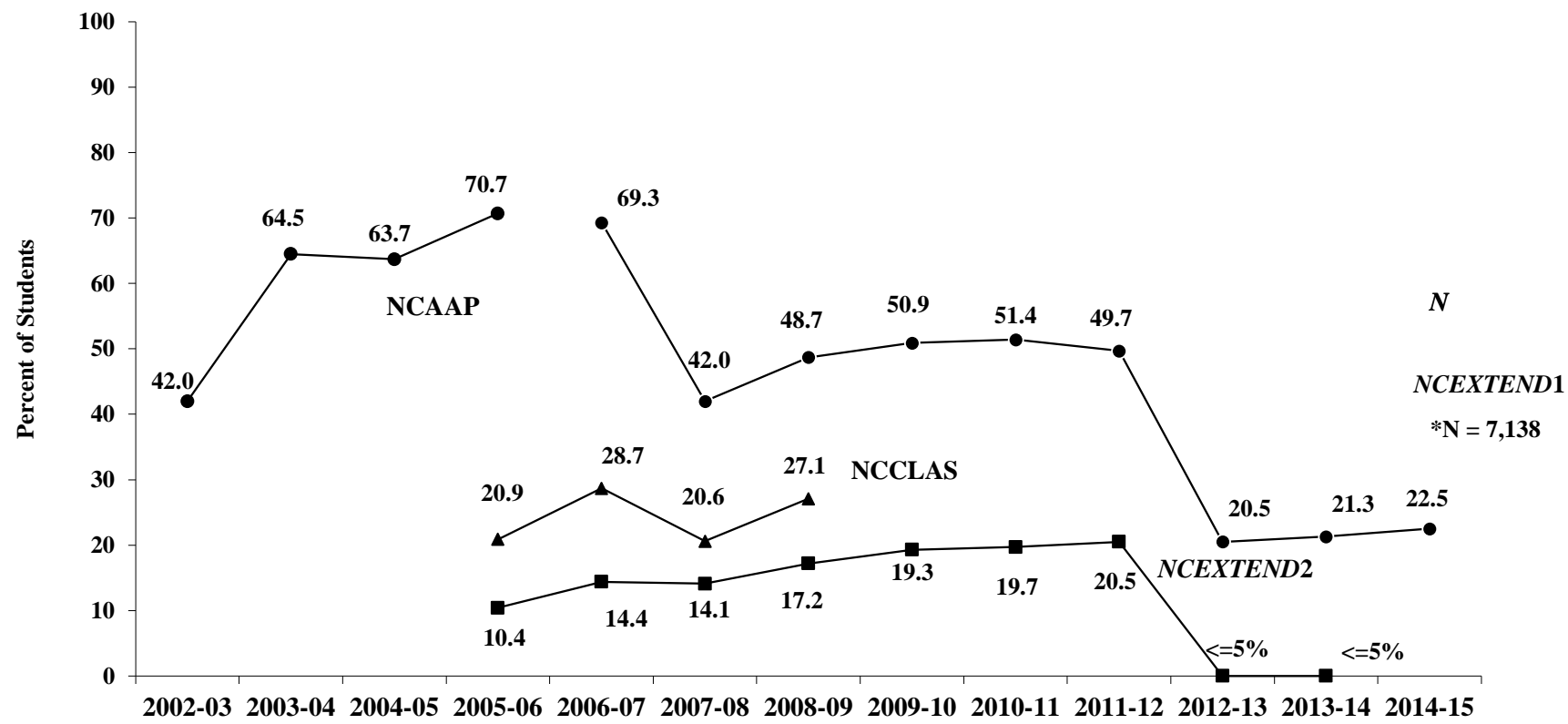
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.

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 all NCEXTEND2 was eliminated in 2014–15.

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1b. 2002–03 to 2014–15 End-of-Grade Test Results (Alternate Assessments)
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3 - 8



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

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.

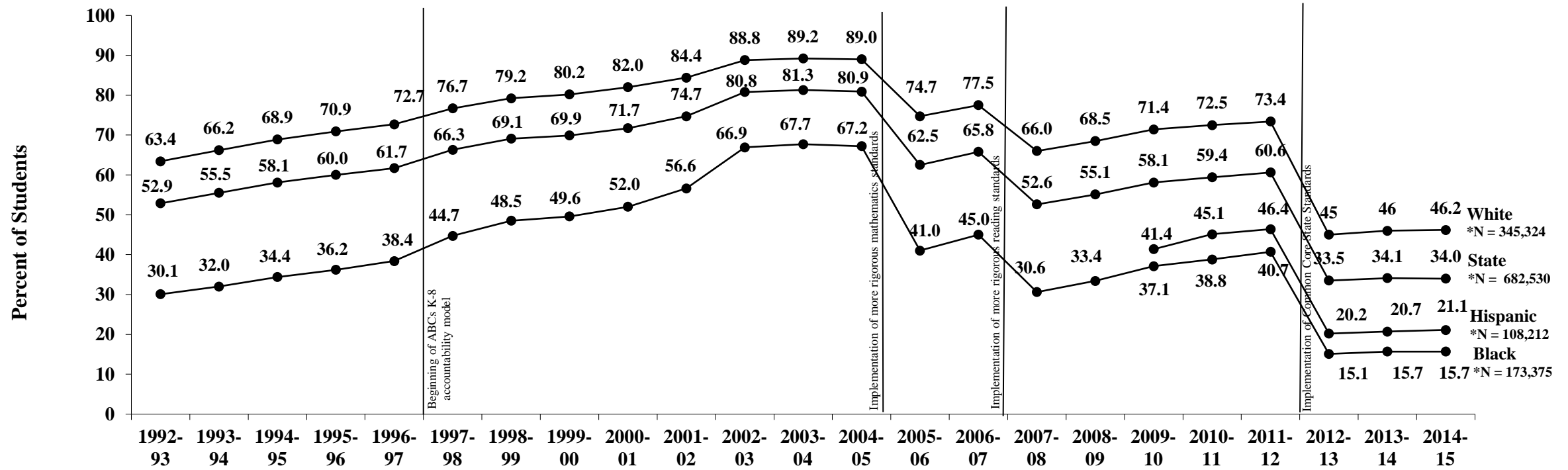
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Tees/North Carolina Testing Program

Figure 2. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3-8 Black, White, and Hispanic Students



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

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

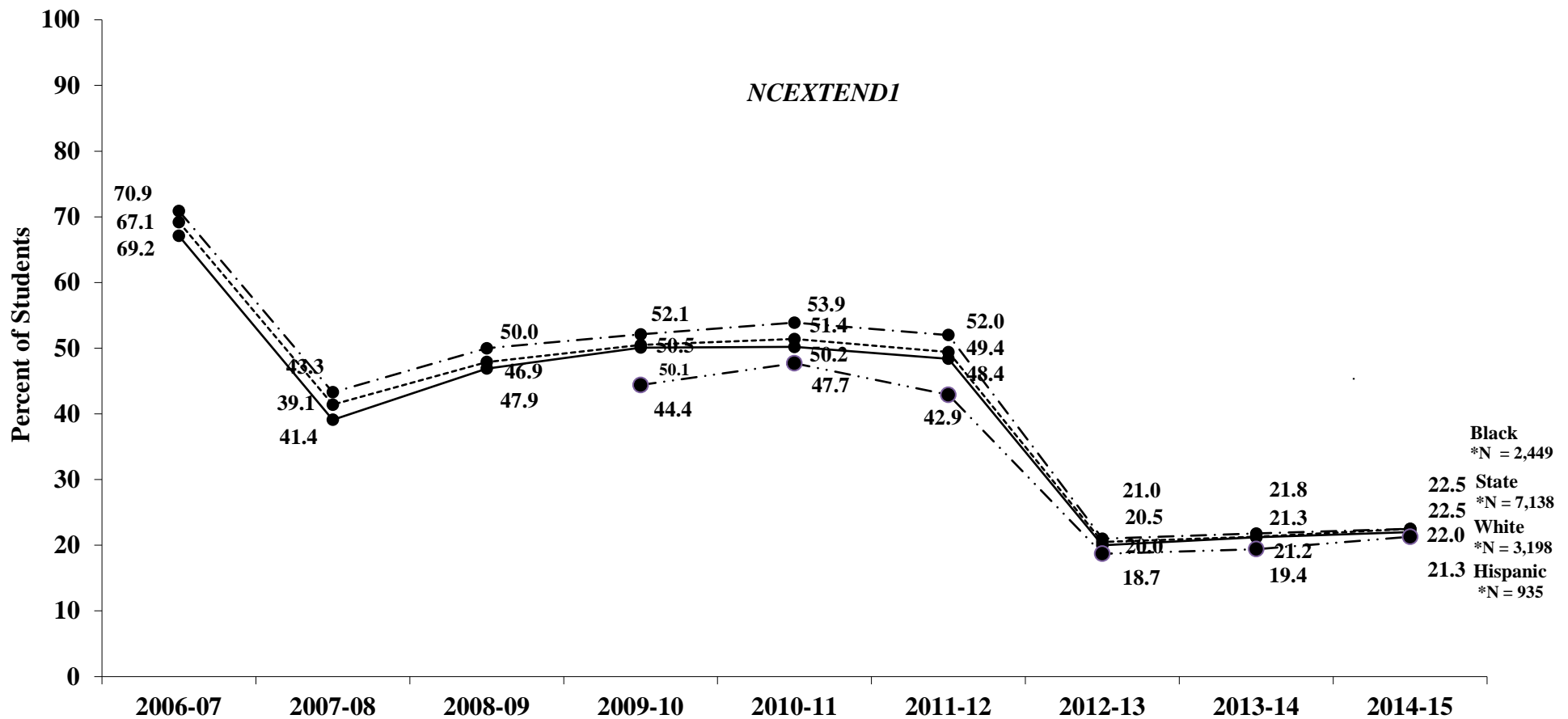
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.

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 local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2a. 2006–07 to 2014–15 End-of-Grade *NCEXTEND1* Alternate Assessment Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3–8 and 10 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 before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

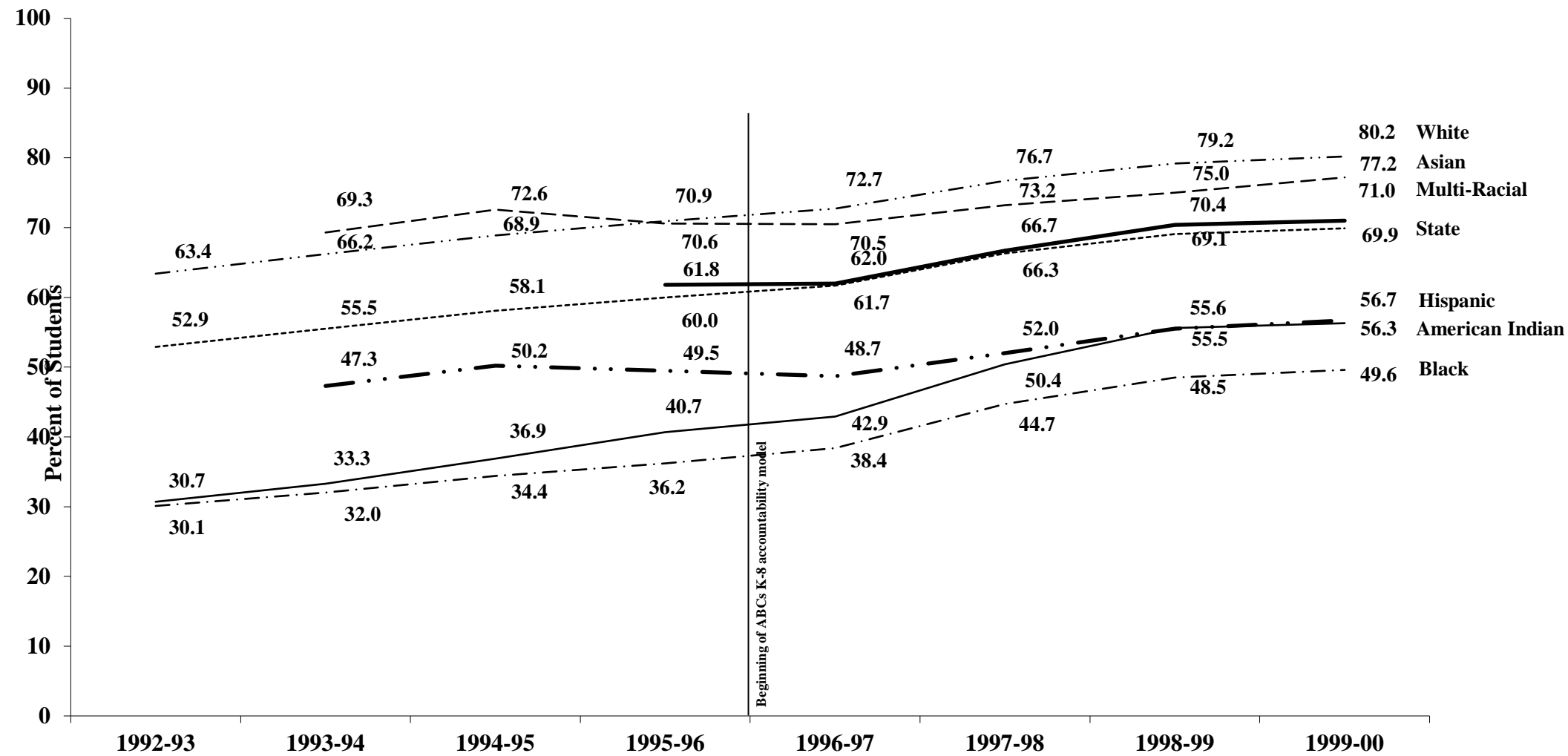
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.

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 local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2b. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3-8, for All Ethnicities



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

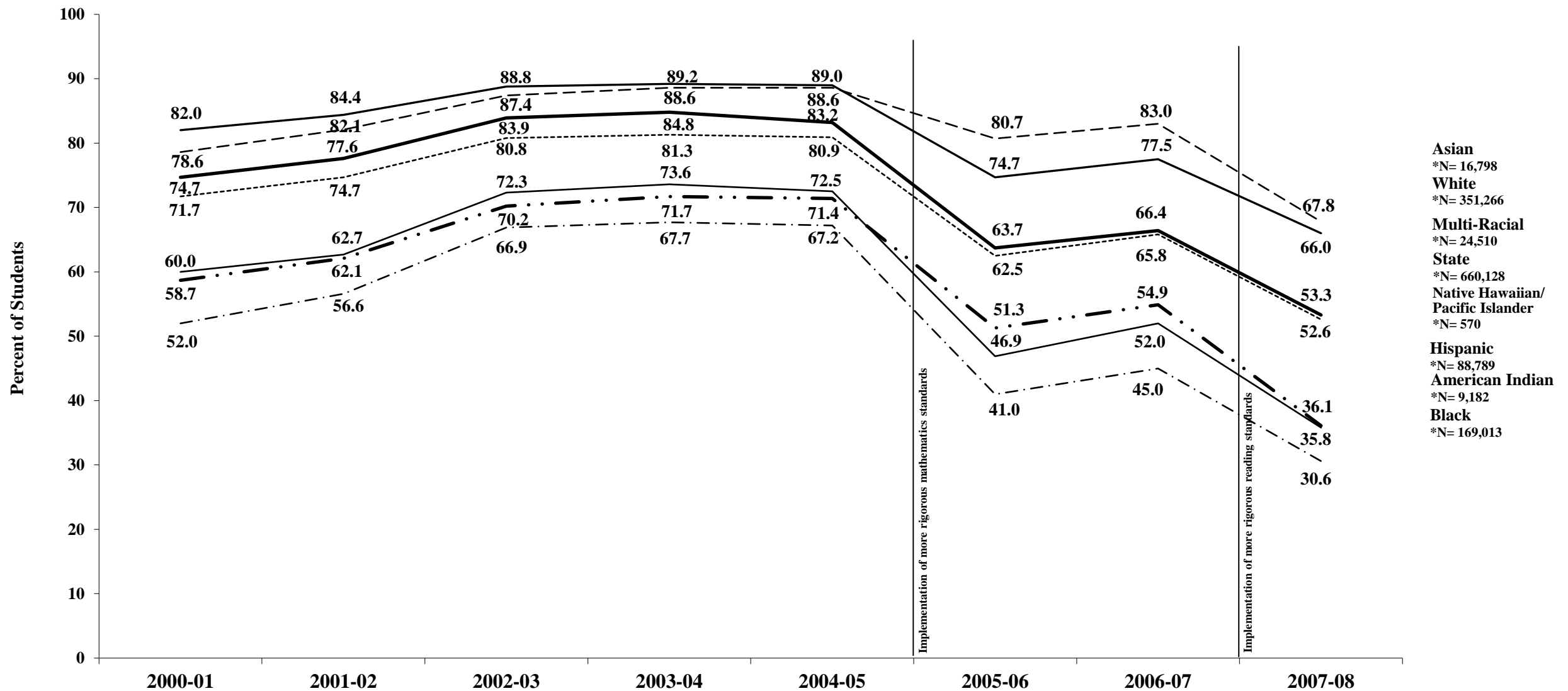
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2b. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3-8 All Ethnicities (continued)



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

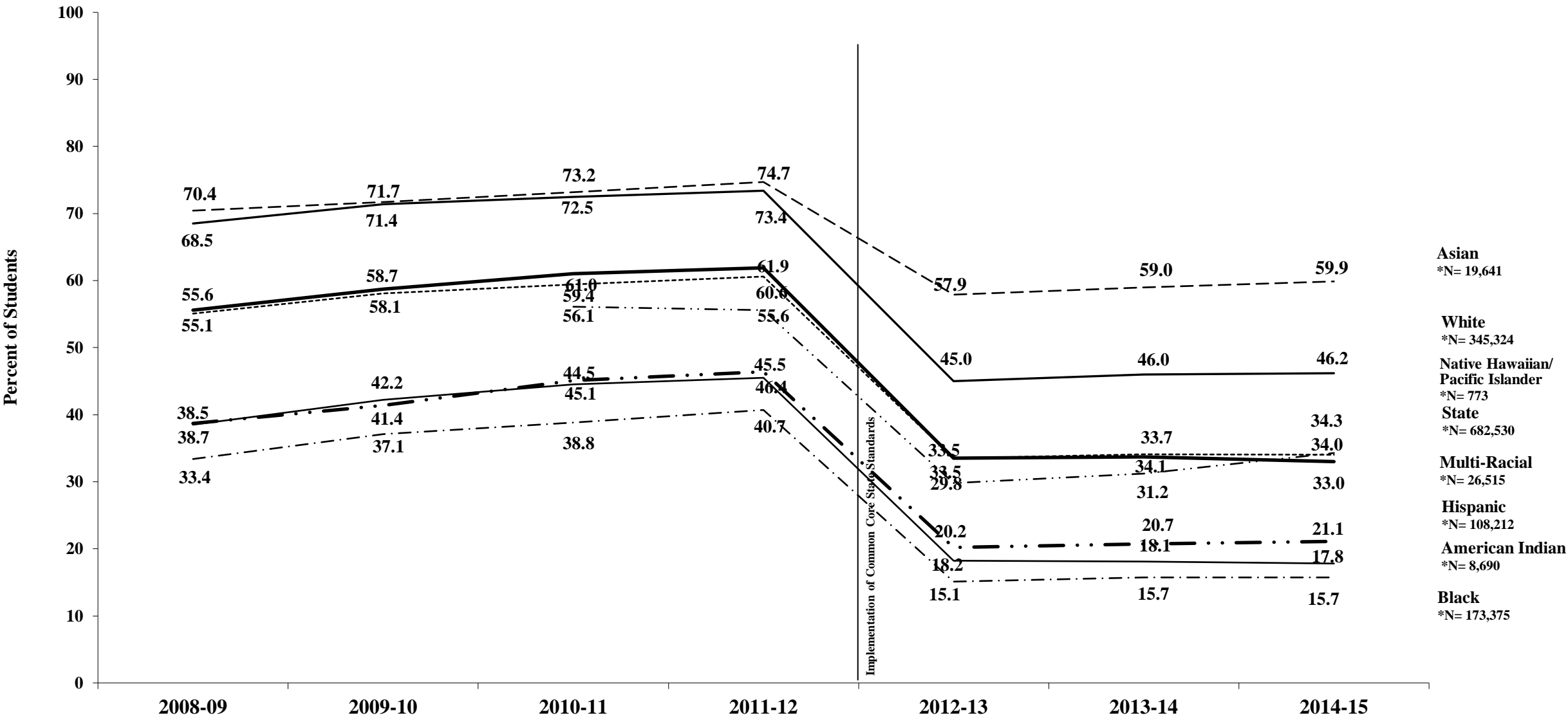
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

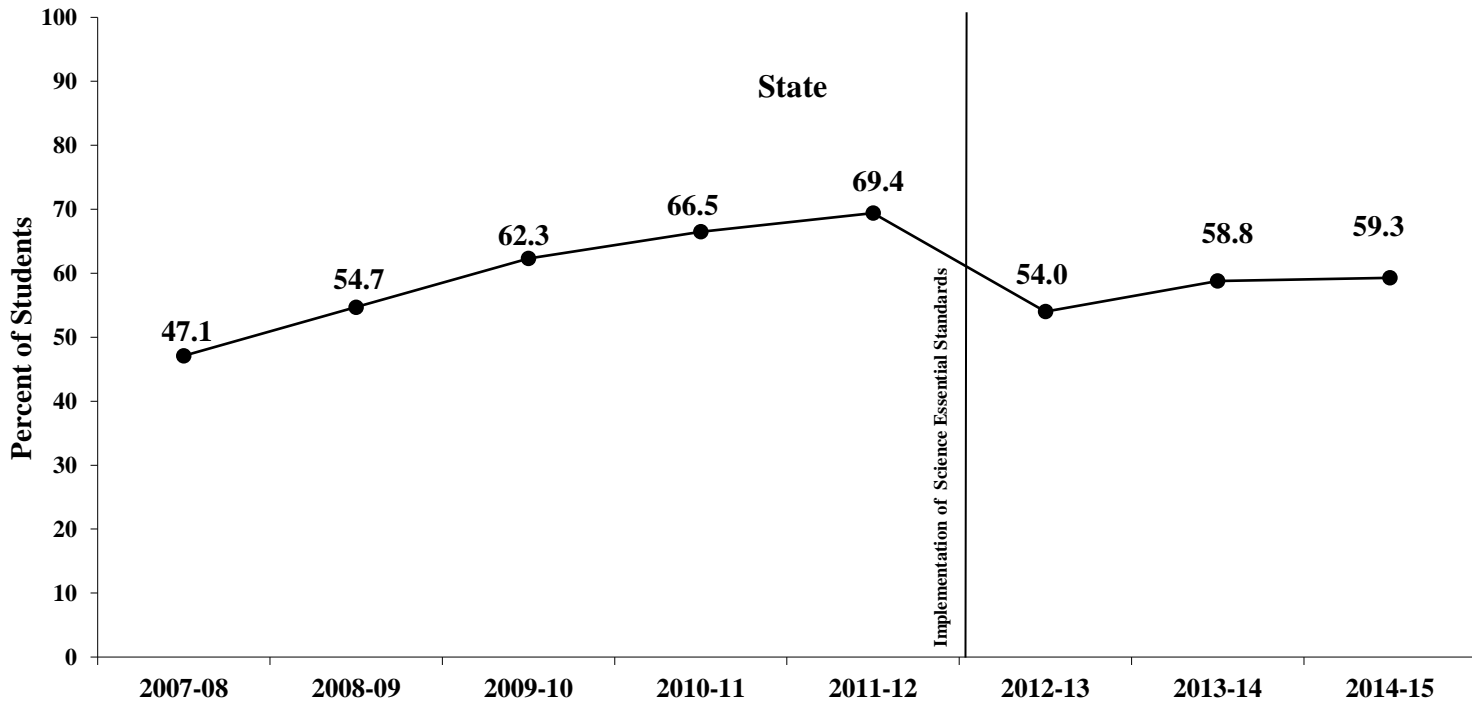
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2b. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Both English Language Arts (ELA) and Mathematics
Grades 3-8 All Ethnicities (continued)

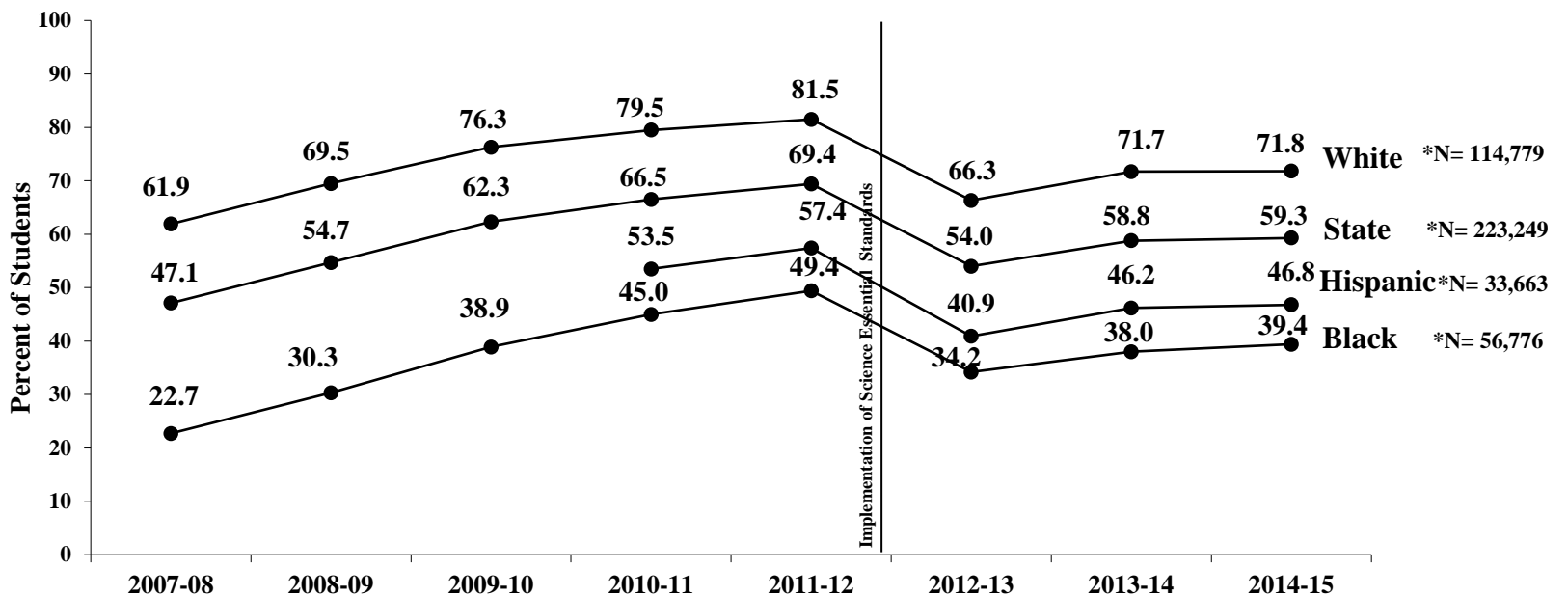


Notes: *N counts equal the number of students tested in both ELA and mathematics; previous years are comparable.
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.
Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Figure 3. 2007–08 to 2014–15 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 2014–15 End-of-Grade General Test Results
Statewide Percent of Students At or Above Proficiency in Science
Grades 5 and 8 Combined 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 before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in science.

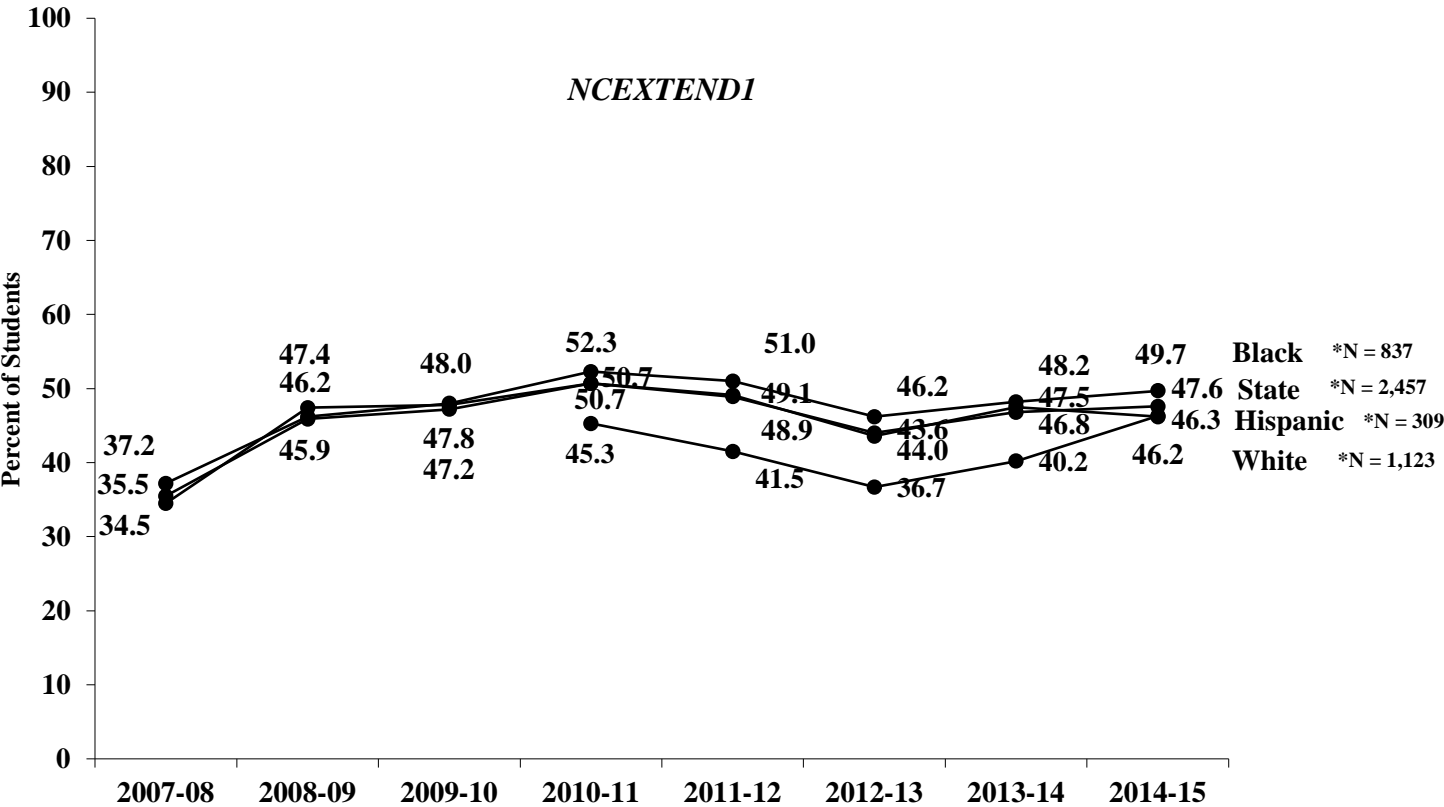
For 2013–14 and forward, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 4 by the number of students with valid scores in science.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4a. 2007–08 to 2014–15 End-of-Grade *NCEXTENDI* Alternate Assessment Results
Statewide Percent of Students At or Above Level 3 in Science
Grades 5 and 8 Combined Black, White, and Hispanic Students



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

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

For 2012–13 and before, "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.

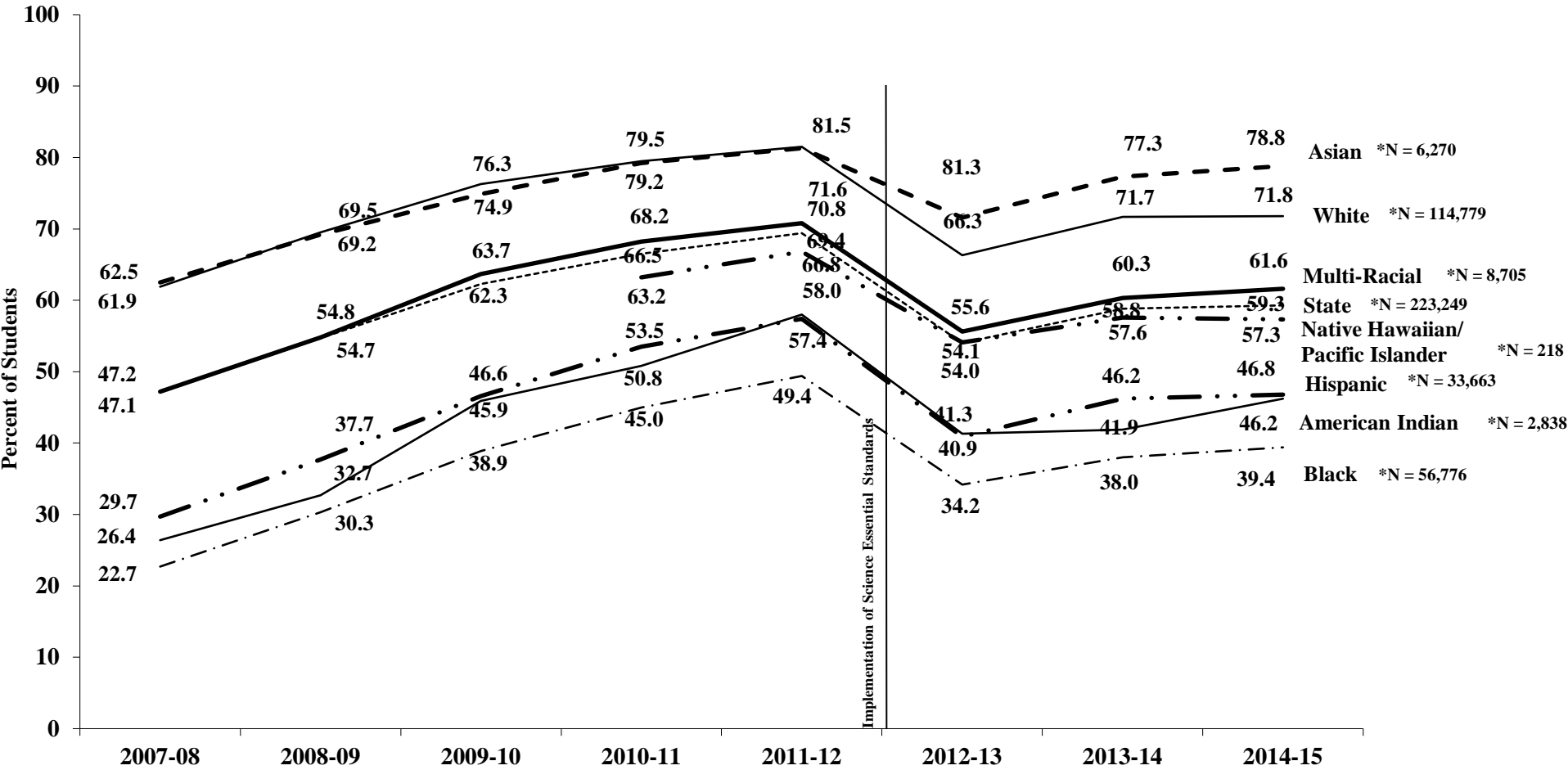
For 2013–14 and beyond, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 4 by the number of students with valid scores in science.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 5. 2007–08 to 2014–15 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.

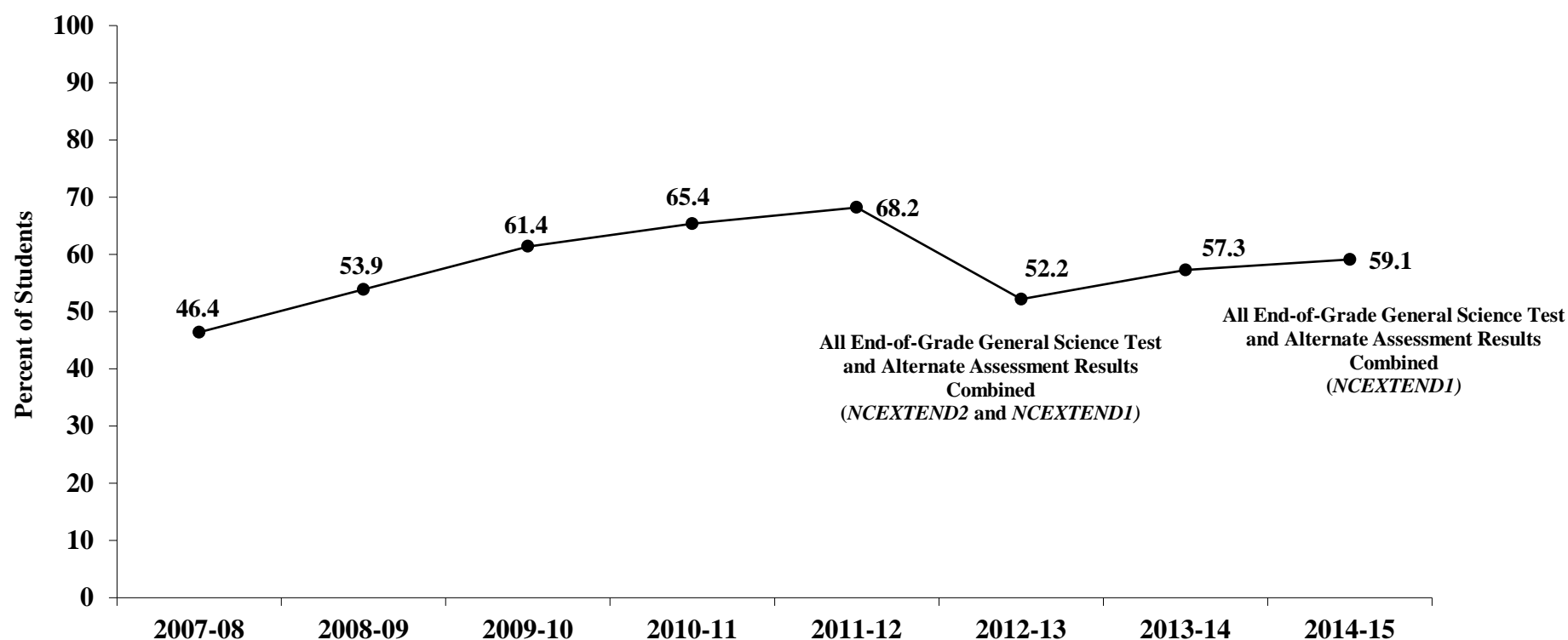
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing science test at or above Achievement Level 3 by the number of students with valid scores in science.

For 2013–14 and beyond, "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.

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 6. 2007–08 to 2014–15 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.

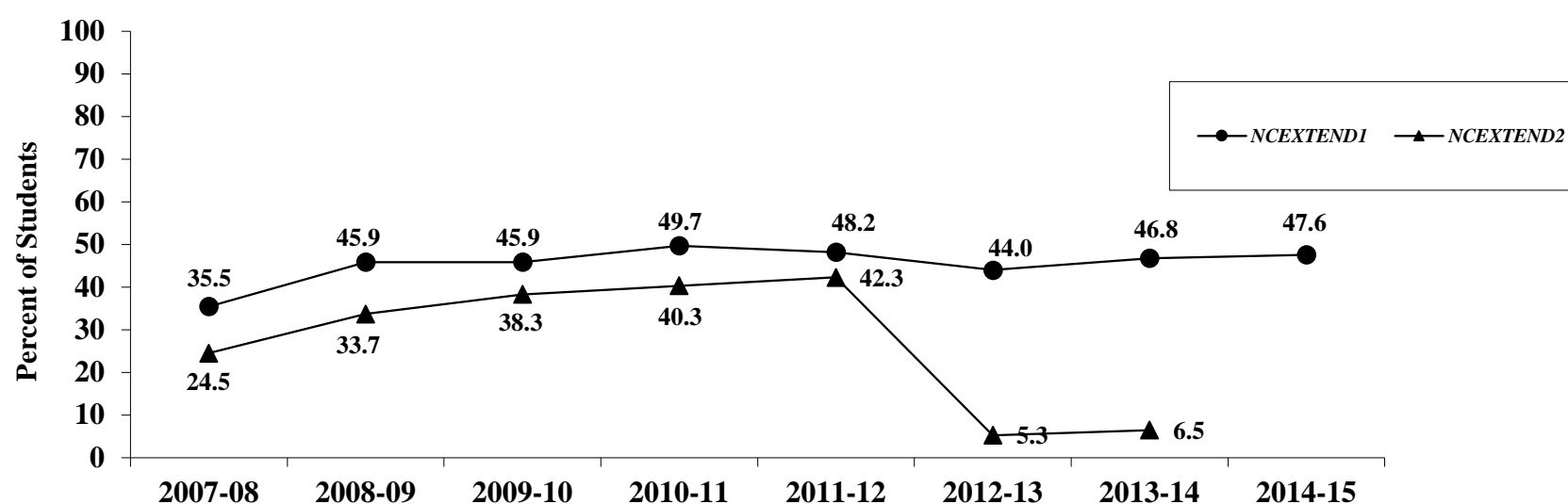
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing the science test at or above Achievement Level 3 by the number of students with valid scores in science.

For 2013–14 and beyond, "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.

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 6a. 2007–08 to 2014–15 End-of-Grade Alternate Assessment Results
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.

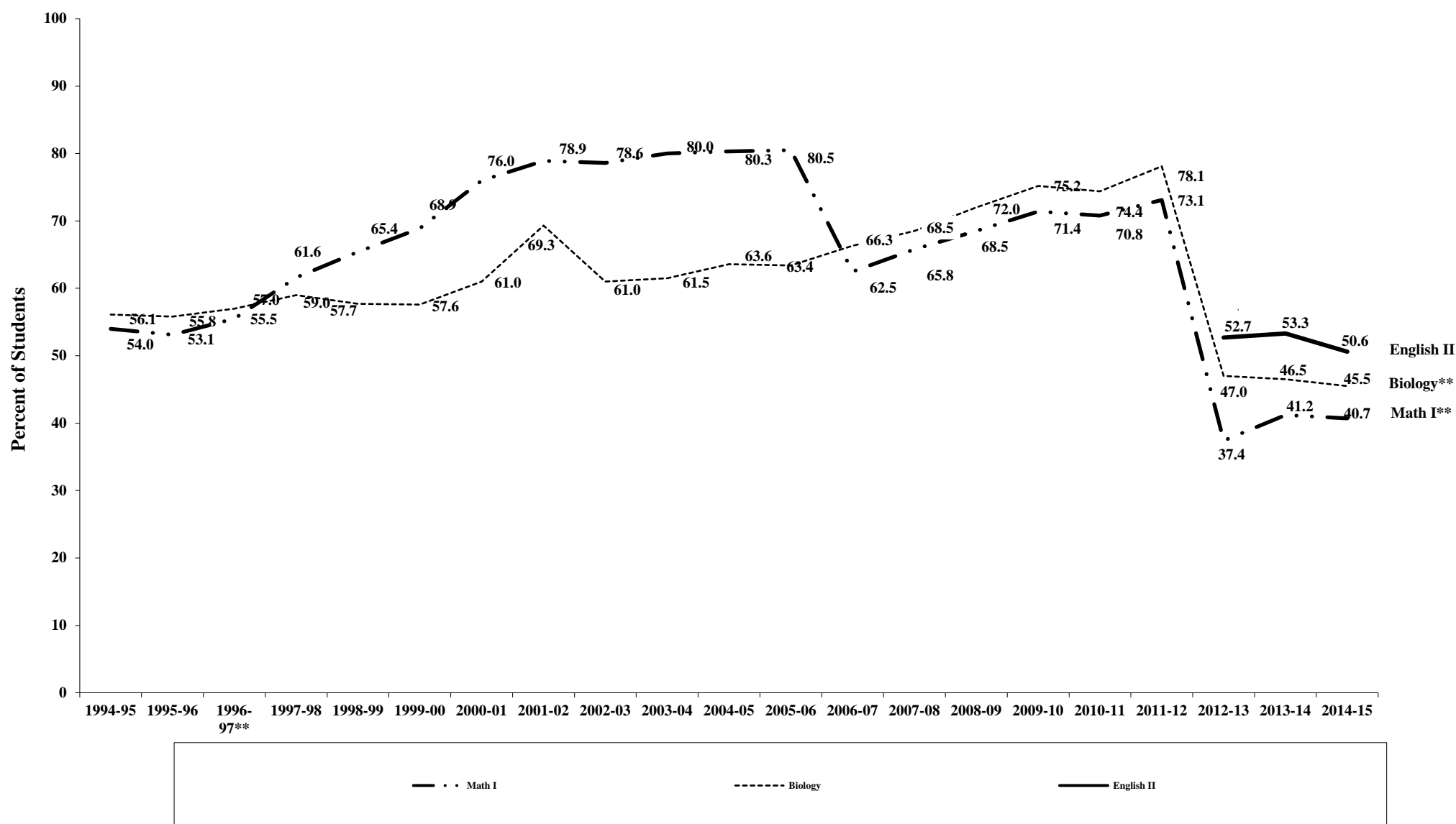
For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing the science test at or above Achievement Level 3 by the number of students with valid scores in science.

For 2013–14 and beyond, "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.

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7. 1994–95 to 2014–15 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 before, "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 beyond, "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.

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 1. 2007–08 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary in English Language Arts (ELA) 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*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Percent Students At or Above Proficiency*		Students at Achievement Levels III, IV*		Students at Achievement Levels III, IV*	
	Number Tested	Mean Scale Score	Number Tested	Standard Deviation	Number Tested	Mean Scale Score	Number Tested	Standard Deviation	Number Tested	Standard Deviation	Number Tested	Mean Scale Score	Number Tested	Standard Deviation	Number Tested	Mean Scale Score	Number Tested	Standard Deviation	Number Tested	Standard Deviation
Grade 3	108,942	56.0%	113,744	58.2%	115,038	59.0%	112,720	60.7%	112,025	62.9%	109,429	74.8%	114,251	75.3%	115,611	75.8%	113,239	76.3%	112,595	77.2%
	338.7	11.9	339.4	11.8	339.7	11.6	340.1	11.5	340.6	11.5	344.9	9.7	345.1	9.7	345.4	9.8	345.7	9.9	346	10
Grade 4	105,291	60.9%	109,488	62.3%	111,294	64.9%	112,605	65.4%	110,362	66.1%	105,815	74.5%	110,102	75.6%	112,015	77.8%	113,427	78.8%	111,210	81.1%
	345.3	10.1	345.6	10.2	346.2	9.8	346.4	9.8	346.5	9.8	350.9	9.3	351.2	9.4	351.9	9.4	352.2	9.4	352.7	9.4
Grade 5	103,722	57.2%	107,039	60.2%	109,300	62.9%	110,982	64.9%	112,083	65.6%	104,118	71.1%	107,554	73.5%	110,005	75.1%	111,726	76.5%	112,963	77.0%
	350.0	9.4	350.7	9.3	351.0	9.0	351.4	8.9	351.5	8.9	355.5	9.2	356.1	9.1	356.7	9.2	357.1	9.2	357.3	9.2
Grade 6	101,722	60.9%	105,153	63.6%	106,877	69.1%	108,841	69.6%	110,786	70.1%	102,005	69.4%	105,422	70.5%	107,354	73.8%	109,461	74.3%	111,440	74.5%
	353.0	9.6	353.5	9.5	354.2	8.9	354.3	8.8	354.5	8.7	356.6	9.4	356.8	9.3	357.7	9.3	357.8	9.3	358.0	9.3
Grade 7	102,965	52.5%	103,876	56.1%	105,418	58.6%	107,256	60.5%	108,873	61.4%	103,207	68.6%	104,098	71.3%	105,686	73.5%	107,676	75.1%	109,404	75.2%
	355.7	9.2	356.5	9.0	356.9	8.8	357.4	8.6	357.5	8.6	359.1	9.5	359.8	9.4	360.3	9.3	360.7	9.3	360.9	9.4
Grade 8	104,103	55.7%	104,858	58.3%	104,369	62.6%	105,391	63.4%	107,442	65.2%	104,252	69.8%	105,028	72.8%	104,576	77.7%	105,673	78.6%	107,805	79.8%
	358.5	8.8	359.0	8.6	359.8	8.5	360.1	8.3	360.4	8.1	361.4	8.9	361.9	8.8	363.2	8.5	363.5	8.5	363.9	8.6

Notes: For 2012–13 and before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.
For 2013–14 and beyond, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 4 by the number of students with valid scores in both ELA and mathematics.
Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 1. 2007–08 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary in English Language Arts (ELA) and Mathematics
Grades 3 - 8 (continued)

	Reading						Mathematics					
	2012–13		2013–14		2014–15		2012–13		2013–14		2014–15	
	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*
	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	<u>103,048</u> 440.0	<u>46.6%</u> 10.2	<u>111,182</u> 440.5	<u>49.0%</u> 10.3	<u>116,376</u> 439.6	<u>46.5%</u> 10.9	<u>103,594</u> 450.0	<u>48.3%</u> 9.5	<u>112,017</u> 450.2	<u>49.4%</u> 9.6	<u>116,404</u> 450.0	<u>49.0%</u> 9.7
Grade 4	<u>110,147</u> 446.0	<u>45.5%</u> 9.6	<u>103,553</u> 445.7	<u>45.8%</u> 10.1	<u>113,959</u> 445.8	<u>47.2%</u> 10.2	<u>110,987</u> 449.9	<u>49.3%</u> 9.5	<u>103,977</u> 449.6	<u>48.3%</u> 9.9	<u>113,968</u> 449.7	<u>48.6%</u> 10.0
Grade 5	<u>109,702</u> 450.0	<u>41.1%</u> 9.4	<u>111,175</u> 450.0	<u>41.4%</u> 9.6	<u>106,589</u> 449.5	<u>42.1%</u> 10.3	<u>110,599</u> 450.0	<u>49.7%</u> 9.4	<u>111,718</u> 450.2	<u>51.9%</u> 9.7	<u>106,611</u> 450.3	<u>51.6%</u> 10.1
Grade 6	<u>111,575</u> 452.7	<u>48.5%</u> 10.3	<u>110,955</u> 452.6	<u>47.3%</u> 10.6	<u>114,459</u> 452.0	<u>46.7%</u> 11.2	<u>112,257</u> 450.0	<u>40.5%</u> 9.5	<u>111,470</u> 449.9	<u>40.9%</u> 9.7	<u>114,473</u> 449.8	<u>41.2%</u> 10
Grade 7	<u>110,784</u> 456.0	<u>49.9%</u> 10.4	<u>113,012</u> 455.8	<u>49.3%</u> 10.7	<u>114,661</u> 454.8	<u>46.6%</u> 11.4	<u>111,333</u> 450.0	<u>40.2%</u> 9.4	<u>113,416</u> 449.9	<u>40.4%</u> 9.7	<u>114,662</u> 449.7	<u>40.2%</u> 10.1
Grade 8	<u>108,855</u> 458.7	<u>42.5%</u> 10.6	<u>111,946</u> 458.9	<u>43.6%</u> 10.7	<u>116,751</u> 458.1	<u>41.6%</u> 11.2	<u>109,199</u> 450.1	<u>35.5%</u> 9.4	<u>112,243</u> 450.1	<u>35.8%</u> 9.6	<u>116,739</u> 449.7	<u>36.0%</u> 10.2

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary, by Grade in
English Language Arts (ELA)**

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
Grade 3	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%
Std. Dev.	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	
Grade 4	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%
Std. Dev.	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	
Grade 5	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%
Std. Dev.	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	
Grade 6	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%
Std. Dev.	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	
Grade 7	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%
Std. Dev.	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	
Grade 8	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%
Std. Dev.	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 before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

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Table 2a. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary, by Grade in
English Language Arts (ELA) (continued)

Grade	1999–00		2000–01		2001–02		2002–03		2003–04		2004–05	
	% Students At or Above Proficiency		% Students At or Above Proficiency		% Students At or Above Proficiency		% Students At or Above Proficiency		% Students At or Above Proficiency		% Students At or Above Proficiency	
	Number Tested	Mean Scale Score	Number Tested	Mean Scale Score	Number Tested	Mean Scale Score	Number Tested	Mean Scale Score*	Number Tested	Mean Scale Score	Number Tested	Mean Scale Score
Grade 3	101,064	74.4%	101,652	76.4%	100,105	79.8%	102,241	82.6%	101,282	83.4%	101,660	83.4%
Std. Dev.	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				8.9		9.1		9.0		8.9	
Grade 4	99,451	72.1%	99,717	74.6%	100,426	77.1%	100,351	83.7%	102,558	83.7%	101,574	83.5%
Std. Dev.	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	
Grade 5	98,099	79.1%	99,639	82.7%	100,294	84.5%	103,464	88.7%	102,159	89.5%	103,800	90.1%
Std. Dev.	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	
Grade 6	96,489	69.5%	100,079	70.6%	101,617	74.1%	104,678	81.5%	106,250	80.8%	104,615	82.2%
Std. Dev.	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	
Grade 7	94,031	76.4%	96,945	75.3%	100,420	76.6%	104,804	85.3%	106,507	85.8%	107,408	86.2%
Std. Dev.	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	
Grade 8	90,984	82.5%	93,305	83.3%	96,104	85.2%	101,948	87.7%	105,193	88.6%	106,179	88.9%
Std. Dev.	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 before, "At or Above Proficiency" is calculated by dividing the number of students passing both ELA and mathematics tests at or above Achievement Level 3 by the number of students with valid scores in both ELA and mathematics.

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary, by Grade in
English Language Arts (ELA) (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
Grade 3	103,627	84.9%	105,863	83.9%	108,942	56.0%	113,744	58.2%	115,038	59.0%	112,720	60.7%	112,025	62.9%
	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
Std. Dev.	8.8		8.8		11.9		11.8		11.6		11.5		11.5	
Grade 4	101,654	85.4%	102,649	87.6%	105,291	60.9%	109,488	62.3%	111,294	64.9%	112,605	65.4%	110,362	66.1%
	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
Std. Dev.	8.6		8.3		10.1		10.2		9.8		9.8		9.8	
Grade 5	102,429	90.5%	101,115	91.7%	103,722	57.2%	107,039	60.2%	109,300	62.9%	110,982	64.9%	112,083	65.6%
	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
Std. Dev.	7.8		7.7		9.4		9.3		9.0		8.9		8.9	
Grade 6	105,660	83.1%	102,348	84.5%	101,722	60.9%	105,153	63.6%	106,877	69.1%	108,841	69.6%	110,786	70.1%
	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
Std. Dev.	8.1		8.1		9.6		9.5		8.9		8.8		8.7	
Grade 7	105,502	88.1%	104,434	88.5%	102,965	52.5%	103,876	56.1%	105,418	58.6%	107,256	60.5%	108,873	61.4%
	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
Std. Dev.	8.6		8.5		9.2		9.0		8.8		8.6		8.6	
Grade 8	106,583	88.6%	103,837	89.8%	104,103	55.7%	104,858	58.3%	104,369	62.6%	105,391	63.4%	107,442	65.2%
	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
Std. Dev.	8.6		8.5		8.8		8.6		8.5		8.3		8.1	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary, by Grade in
English Language Arts (ELA) (continued)

Grade	2012–13		2013–14		2014–15	
	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
Grade 3	<u>103,048</u>	<u>46.6%</u>	<u>111,182</u>	<u>49.0%</u>	<u>116,376</u>	<u>46.5%</u>
	440.0	20.3%	440.5	19.1%	439.6	22.2%
Std. Dev.	10.2		10.3		10.9	
Grade 4	<u>110,147</u>	<u>45.5%</u>	<u>103,553</u>	<u>45.8%</u>	<u>113,959</u>	<u>47.2%</u>
	446.0	21.6%	445.7	24.3%	445.8	23.3%
Std. Dev.	9.6		10.1		10.2	
Grade 5	<u>109,702</u>	<u>41.1%</u>	<u>111,175</u>	<u>41.4%</u>	<u>106,589</u>	<u>42.1%</u>
	450	22.2%	450	22.4%	449.5	25.1%
Std. Dev.	9.4		9.6		10.3	
Grade 6	<u>111,575</u>	<u>48.5%</u>	<u>110,955</u>	<u>47.3%</u>	<u>114,459</u>	<u>46.7%</u>
	452.7	15.1%	452.6	16.1%	452.0	19.2%
Std. Dev.	10.3		10.6		11.2	
Grade 7	<u>110,784</u>	<u>49.9%</u>	<u>113,012</u>	<u>49.3%</u>	<u>114,661</u>	<u>46.6%</u>
	456.0	14.1%	455.8	15.0%	454.8	19.0%
Std. Dev.	10.4		10.7		11.4	
Grade 8	<u>108,855</u>	<u>42.5%</u>	<u>111,946</u>	<u>43.6%</u>	<u>116,751</u>	<u>41.6%</u>
	458.7	18.6%	458.9	18.4%	458.1	21.5%
Std. Dev.	10.6		10.7		11.2	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2a. 1992–93 to 2014–15 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
Grade 3	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%
Std. Dev.	11.3		11.5		11.5		11.4		11.3		11.2		11.1	
Grade 4	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%
Std. Dev.	10.5		10.7		11.1		10.7		10.8		10.8		10.3	
Grade 5	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%
Std. Dev.	9.7		10.0		10.3		10.2		10.4		10.1		10.0	
Grade 6	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%
Std. Dev.	10.1		10.2		10.4		10.6		11.1		10.8		10.9	
Grade 7	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%
Std. Dev.	10.0		10.4		10.4		10.7		11.4		11.0		10.6	
Grade 8	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%
Std. Dev.	10.6		11.0		11.1		11.3		11.8		11.6		12.0	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2a. 1992–93 to 2014–15 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
Grade 3	101,572	71.8%	102,160	73.6%	100,748	77.3%	102,672	88.9%	101,575	89.0%	102,015	86.1%
	143.5	5.6%	250.6	4.2%	251.4	3.2%	253.3	1.1%	253.4	1.1%	253.1	1.5%
Std. Dev.	11.1		7.7		7.7		6.3		6.3		7.0	
Grade 4	99,990	84.4%	100,392	86.8%	101,120	88.9%	100,750	94.7%	102,902	94.6%	101,988	92.9%
	152.9	2.1%	255.8	1.2%	256.5	0.9%	259.1	0.7%	259.2	0.8%	258.6	0.7%
Std. Dev.	10.1		8.3		8.4		7.5		7.6		8.0	
Grade 5	98,558	82.9%	100,226	86.7%	101,125	88.4%	103,899	92.6%	102,506	93.4%	104,189	90.9%
	159.5	3.8%	260.0	2.2%	260.8	1.7%	262.3	1.1%	262.7	1.0%	262.0	1.3%
Std. Dev.	10.1		9.6		9.7		8.9		8.8		9.6	
Grade 6	96,708	81.0%	100,367	82.9%	102,060	86.4%	104,852	90.0%	106,475	90.0%	104,796	90.2%
	165.1	4.1%	263.2	3.3%	264.5	2.2%	265.8	1.7%	266.0	1.7%	266.1	1.7%
Std. Dev.	11.2		9.9		9.9		9.3		9.5		9.6	
Grade 7	94,124	80.7%	97,114	81.2%	100,674	83.3%	105,002	83.8%	106,690	84.9%	107,581	85.2%
	171.0	4.5%	267.1	3.2%	268.0	2.7%	268.3	2.9%	268.6	2.7%	268.8	2.3%
Std. Dev.	11.5		10.6		10.9		11.0		11.0		11.0	
Grade 8	91,053	80.6%	93,408	79.5%	96,325	82.3%	102,034	84.2%	105,312	85.0%	106,290	84.8%
	175.3	4.8%	270.0	5.3%	271.2	4.2%	271.7	4.5%	272.1	4.2%	272.1	4.0%
Std. Dev.	11.9		11.0		11.1		10.8		10.8		10.9	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2a. 1992–93 to 2014–15 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
Grade 3	<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>
Std. Dev.	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%
	9.7		9.7		9.7		9.7		9.8		9.9		10	
Grade 4	<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>
Std. Dev.	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%
	9.5		9.6		9.3		9.4		9.4		9.4		9.4	
Grade 5	<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>
Std. Dev.	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%
	9.2		9.2		9.2		9.1		9.2		9.2		9.2	
Grade 6	<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>
Std. Dev.	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%
	9.7		9.5		9.4		9.3		9.3		9.3		9.3	
Grade 7	<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>
Std. Dev.	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%
	9.6		9.7		9.5		9.4		9.3		9.3		9.4	
Grade 8	<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>
Std. Dev.	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%
	9.2		9.1		8.9		8.8		8.5		8.5		8.6	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2a. 1992–93 to 2014–15 End-of-Grade General Test Results
Statewide Performance Summary, by Grade in
Mathematics (continued)**

Grade	2012–13		2013–14		2014–15	
	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
Grade 3	<u>103,594</u>	<u>48.3%</u>	<u>112,017</u>	<u>49.4%</u>	<u>116,404</u>	<u>49.0%</u>
	450.0	23.5%	450.2	15.5%	450.0	16.3%
Std. Dev.	9.5		9.6		9.7	
Grade 4	<u>110,987</u>	<u>49.3%</u>	<u>103,977</u>	<u>48.3%</u>	<u>113,968</u>	<u>48.6%</u>
	449.9	27.0%	449.6	20.6%	449.7	21.1%
Std. Dev.	9.5		9.9		10.0	
Grade 5	<u>110,599</u>	<u>49.7%</u>	<u>111,718</u>	<u>51.9%</u>	<u>106,611</u>	<u>51.6%</u>
	450.0	26.1%	450.2	18.0%	450.3	19.6%
Std. Dev.	9.4		9.7		10.1	
Grade 6	<u>112,257</u>	<u>40.5%</u>	<u>111,470</u>	<u>40.9%</u>	<u>114,473</u>	<u>41.2%</u>
	450.0	37.1%	449.9	29.0%	449.8	30.4%
Std. Dev.	9.5		9.7		10	
Grade 7	<u>111,333</u>	<u>40.2%</u>	<u>113,416</u>	<u>40.4%</u>	<u>114,662</u>	<u>40.2%</u>
	450.0	37.2%	449.9	29.4%	449.7	31.8%
Std. Dev.	9.4		9.7		10.1	
Grade 8	<u>109,199</u>	<u>35.5%</u>	<u>112,243</u>	<u>35.8%</u>	<u>116,739</u>	<u>36.0%</u>
	450.1	37.0%	450.1	27.5%	449.7	30.6%
Std. Dev.	9.4		9.6		10.2	

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

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

Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 3. 2007–08 to 2014–15 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		2013–14		2014–15	
	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	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	Mean Scale Score	% Students at Achievement Level 1
Grade 5	<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>	<u>111,659</u>	<u>54.0%</u>	<u>106,607</u>	<u>54.2%</u>
Std. Dev.	150.1 9.5	32.5%	152.3 9.3	24.2%	154.3 9.3	17.1%	155.6 9.2	14.0%	156.4 9.0	12.0%	250.6 9.4	17.6%	252.0 9.8	15.2%	251.9 10.2	16.7%
Grade 8	<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>	<u>112,108</u>	<u>63.6%</u>	<u>116,642</u>	<u>63.9%</u>
Std. Dev.	150.2 9.3	22.4%	151.5 9.1	17.8%	153.0 9.2	14.7%	153.6 9.0	12.6%	154.4 9.0	11.0%	250.3 9.5	16.6%	250.8 9.6	15.7%	250.9 10.0	16.6%

Notes: For 2012–13 and before, "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.
Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 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 ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹
	Average Core Score ²		Average Core Score ²		Average Core Score ²		Average Core Score ²		Average Core Score ²	
<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	Field Test		<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	Field Test		<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	Field Test						<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	Field Test									
<u>English I</u> 1989–90	Field Test								<u>73,768</u> 64.3	<u>90.3%</u>
<u>English II</u> 2012–13										
<u>Geometry</u> 1988–89	Field Test						<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	Field Test									
<u>Physics</u> 1989–90	Field Test								<u>10,166</u> 38.3	<u>11.5%</u>
<u>U.S. History</u> 1987–88	Field Test				<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: ¹"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.

²Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 End-of-Course General Test Results,
Statewide Performance Summary (continued)**

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

Notes: ¹"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.

²The Algebra I score in 1993–94 and the Biology, English I, and U.S. History scores in 1994–95, are the mean scale scores.

³Average core score is the mean raw score on the common items for all students.

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

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 End-of-Course General Test Results,
Statewide Performance Summary (continued)**

	<u>1985–86</u>		<u>1996–97</u>		<u>1997–98</u>		<u>1998–99</u>		<u>1999–00</u>	
	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Core Score ³	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
<u>Algebra I</u> 1985–86	<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
<u>Algebra II</u> 1986–87							<u>48,956</u> 60.0	<u>59.0%</u> 10.9	<u>52,451</u> 61.1	<u>62.7%</u> 11.0
<u>Biology</u> 1986–87	<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
<u>Chemistry</u> 1988–89							<u>41,261</u> 57.8	<u>60.5%</u> 8.8	<u>42,605</u> 58.1	<u>62.0%</u> 8.7
<u>ELPS</u> 1990–91	<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
<u>English I</u> 1989–90	<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
<u>English II</u> 2012–13										
<u>Geometry</u> 1988–89							<u>60,764</u> 58.4	<u>58.4%</u> 9.9	<u>64,572</u> 59.1	<u>60.0%</u> 10.0
<u>Physical Science</u> 1990–91							<u>67,397</u> 54.5	<u>55.7%</u> 9.0	<u>67,066</u> 54.9	<u>57.1%</u> 8.7
<u>Physics</u> 1989–90							<u>11,221</u> 56.8	<u>72.0%</u> 9.2	<u>11,429</u> 57.1	<u>72.9%</u> 9.0
<u>U.S. History</u> 1987–88	<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: ¹"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

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

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

in this report.

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

The year of implementation is listed below the subject.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 End-of-Course General Test Results,
Statewide Performance Summary (continued)**

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

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

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

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

The year of implementation is listed below the subject.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 End-of-Course General Test Results,
Statewide Performance Summary (continued)**

	1985–86		2005–06		2006–07		2007–08		2008–09		2009–10		2010–11		2011–12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*
	Average	Standard	Average	Standard	Average	Standard	Average	Standard	Average	Standard	Average	Standard	Average	Standard	Average	Standard
	Scale	Deviation	Scale	Deviation	Scale	Deviation	Scale	Deviation	Scale	Deviation	Scale	Deviation	Scale	Deviation	Scale	Deviation
Algebra I 1985–86	<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
Algebra II 1986–87	<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			
Biology 1986–87	<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
Chemistry 1988–89	<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						
Civics & Economics 2005–06	<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			
ELPS 1990–91	ELPS test discontinued in 2003–04															
English I 1989–90	<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
English II 2012–13														Field Test		
Geometry 1988–89	<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					
Physical Science 1990–91	<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		
Physics 1989–90	<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.S. History 1987–88	<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.

End-of-course retest data are not included in the table. See Appendix A for student proficiency with retest scores included.

Data received from LEAs and charter schools after September 6, 2012 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 1985–86 to 2014–15 End-of-Course General Test Results,
Statewide Performance Summary (continued)**

	1985–86					
	<u>2012–13</u>		<u>2013–14</u>		<u>2014–15</u>	
	Number	Percent	Number	Percent	Number	Percent
	Tested	Proficient*	Tested	Proficient*	Tested	Proficient*
	Average	Standard	Average	Standard	Average	Standard
	Scale	Deviation	Scale Score	Deviation	Scale	Deviation
<u>Math I</u> 1985–86	<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>Algebra II</u> 1986–87	Algebra II test discontinued in 2011–12					
<u>Biology</u> 1986–87	<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>Chemistry</u> 1988–89	Chemistry test discontinued in 2009–10					
<u>Civics & Economics</u> 2005–06	Civics & Economics test discontinued in 2011–12					
<u>ELPS</u> 1990–91	ELPS test discontinued in 2003–04					
<u>English I</u> 1989–90	English I test discontinued in 2012–13					
<u>English II</u> 2012–13	<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>Geometry</u> 1988–89	Geometry test discontinued in 2010–11					
<u>Physical Science</u> 1990–91	Physical Science test discontinued in 2011–12					
<u>Physics</u> 1989–90	Physics test discontinued in 2009–10					
<u>U.S. History</u> 1987–88	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 the regional school after October 28, 2015 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 2012–13 to 2014–15 End-of-Course General Test Results,
Comparison of Statewide Percent of Students At or Above Proficiency,
by Ethnicity

Course	2014–15			All Students			American Indian			Asian			Black			Hispanic			Multi-Racial			Pacific Islander			White		
	Number Tested	Mean Scale Score	Standard Deviation	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Biology	111,316	250.1	10.1	47.0	46.5	45.5	28.8	32.9	32.2	66.3	66.6	67.8	25.2	25.5	25.1	35.7	35.4	33.3	49.0	46.3	45.7	58.1	37.1	49.6	59.3	58.6	58.0
English II	114,680	149.8	9.9	52.7	53.3	50.6	36.9	34.1	34.2	63.4	64.4	64.3	33.9	34.8	31.7	40.6	40.9	39.2	55.7	54.7	52.8	67.6	41.5	45.2	64.1	65.0	62.6
Math I	118,802	250.2	10.0	37.4	41.2	40.7	21.2	29.1	25.2	63.3	69.0	71.0	18.1	21.5	21.6	27.6	31.7	31.4	35.2	38.9	39.6	36.4	36.2	37.7	48.7	52.7	52.3

Notes: The general test subject achievement level ranges are found in Table 3.
For 2012–13 and before, "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.
Data received from local education agencies, charter schools, and the regional school after October 28, 2015 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.