



Testing Accommodations

Table 1. 2014–15 End-of-Grade General Test Results
Statewide Student Accommodation Use in English Language Arts (ELA) and Mathematics
Grades 3–8

<u>Category</u>	<u>Number Tested¹</u>	<u>Percent²</u>	<u>Percent At or Above Level 3³</u>	<u>Percent At or Above Level 4⁴</u>	<u>Mean Scale Score ELA</u>	<u>Mean Scale Score Mathematics</u>
Grade 3						
All Students	116,376	100.0	50.3	37.1	439.6	450.0
Assistive Technology Devices	125	0.1	23.2	13.6	430.4	444.0
Braille Edition	25	0.0	24.0	12.0	435.7	445.0
Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*	*	*
Cranmer Abacus	15	0.0	40.0	26.7	436.6	449.3
Dictation to Scribe	52	0.0	15.4	9.6	428.0	440.3
Interpreter/Transliterator Signs/Cues Test**	32	0.0	<=5%	<=5%	422.5	438.9
Large Print Edition	89	0.1	24.7	19.1	430.9	443.3
Magnification Devices	39	0.0	28.2	15.4	431.6	445.5
Multiple Testing Sessions	6,814	5.9	12.5	7.1	428.2	441.7
One Test Item Per Page Edition	69	0.1	11.6	<=5%	425.7	438.5
Scheduled Extended Time	7,272	6.2	12.6	7.2	428.1	442.1
Student Marks Answers in Test Book	9,018	7.7	12.9	7.7	428.0	441.1
Student Reads Test Aloud to Self	1,013	0.9	13.2	7.0	429.4	441.9
Test Administrator Reads Test Aloud (in English)**	13,194	11.3	6.2	<=5%	425.5	440.4
Testing in a Separate Room	15,811	13.6	10.2	5.5	427.2	441.3
Grade 4						
All Students	113,959	100.0	46.8	36.8	445.8	449.7
Assistive Technology Devices	108	0.1	16.7	11.1	436.4	442.9
Braille Edition	20	0.0	15.0	15.0	433.0	442.3
Braille Writer/Slate and Stylus (and Braille Paper)	9	0.0	<=5%	<=5%	430.9	440.9
Cranmer Abacus	16	0.0	37.5	25.0	440.1	447.4
Dictation to Scribe	49	0.0	24.5	12.2	437.5	443.3
Interpreter/Transliterator Signs/Cues Test**	42	0.0	<=5%	<=5%	429.3	440.1
Large Print Edition	80	0.1	23.8	17.5	440.3	443.6
Magnification Devices	22	0.0	31.8	18.2	439.6	443.6
Multiple Testing Sessions	6,837	6.0	12.2	7.5	435.4	441.0
One Test Item Per Page Edition	48	0.0	12.5	10.4	434.9	441.0
Scheduled Extended Time	7,049	6.2	11.7	7.2	435.5	441.3
Student Marks Answers in Test Book	8,907	7.8	12.6	8.2	435.1	440.9
Student Reads Test Aloud to Self	929	0.8	8.4	5.5	435.3	441.2
Test Administrator Reads Test Aloud (in English)**	12,981	11.4	5.2	<=5%	432.7	439.5
Testing in a Separate Room	15,863	13.9	9.1	5.4	434.5	440.6

¹"Number Tested" is the number of students who participated in the end-of-grade test in ELA and mathematics. The number of accommodations is based on the number of students who received the accommodation in either ELA or mathematics.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" 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; therefore, the data do not include students tested only in ELA or mathematics.

⁴The "Percent At or Above Level 4" 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; therefore, the data do not include students tested only in ELA or mathematics.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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. 2014–15 End-of-Grade General Test Results
Statewide Student Accommodation Use in English Language Arts (ELA) and Mathematics
Grades 3–8 (continued)**

<u>Category</u>	<u>Number Tested¹</u>	<u>Percent²</u>	<u>Percent At or Above Level 3³</u>	<u>Percent At or Above Level 4⁴</u>	<u>Mean Scale Score ELA</u>	<u>Mean Scale Score Mathematics</u>
Grade 5						
All Students	106,589	100.0	44.4	35.3	449.5	450.3
Assistive Technology Devices	110	0.1	13.6	9.1	437.8	442.4
Braille Edition	11	0.0	9.1	<=5%	438.2	442.6
Braille Writer/Slate and Stylus (and Braille Paper)	7	0.0	<=5%	<=5%	438.9	442.9
Cranmer Abacus	5	0.0	<=5%	<=5%	434.4	438.8
Dictation to Scribe	48	0.0	22.9	16.7	442.0	443.6
Interpreter/Transliterator Signs/Cues Test**	33	0.0	<=5%	<=5%	434.7	438.8
Large Print Edition	91	0.1	16.5	9.9	441.7	443.0
Magnification Devices	47	0.0	25.5	21.3	444.8	444.6
Multiple Testing Sessions	6,602	6.2	10.3	7.0	439.6	441.4
One Test Item Per Page Edition	49	0.0	12.2	6.1	439.7	439.7
Scheduled Extended Time	7,202	6.8	10.6	7.2	439.8	441.8
Student Marks Answers in Test Book	8,473	7.9	11.9	8.1	439.7	441.3
Student Reads Test Aloud to Self	760	0.7	9.1	6.1	439.0	440.7
Test Administrator Reads Test Aloud (in English)**	12,869	12.1	<=5%	<=5%	436.9	439.9
Testing in a Separate Room	15,830	14.9	8.0	5.1	438.6	440.9
Grade 6						
All Students	114,459	100.0	42.0	33.4	452.0	449.8
Assistive Technology Devices	102	0.1	18.8	16.8	443.4	444.5
Braille Edition	14	0.0	7.1	7.1	444.9	441.6
Braille Writer/Slate and Stylus (and Braille Paper)	9	0.0	11.1	11.1	447.4	442.9
Cranmer Abacus	8	0.0	12.5	12.5	442.4	444.1
Dictation to Scribe	38	0.0	21.1	21.1	447.8	446.1
Interpreter/Transliterator Signs/Cues Test**	29	0.0	<=5%	<=5%	438.3	439.1
Large Print Edition	82	0.1	20.7	15.9	444.5	444.9
Magnification Devices	30	0.0	16.7	13.3	447.1	444.2
Multiple Testing Sessions	3,982	3.5	9.2	5.9	441.3	441.1
One Test Item Per Page Edition	46	0.0	17.4	13.0	443.2	443.5
Scheduled Extended Time	8,026	7.0	8.8	6.0	441.1	441.2
Student Marks Answers in Test Book	6,663	5.8	11.0	7.5	441.7	441.5
Student Reads Test Aloud to Self	500	0.4	7.2	5.2	440.8	440.8
Test Administrator Reads Test Aloud (in English) **	11,152	9.7	<=5%	<=5%	438.1	439.5
Testing in a Separate Room	14,910	13.0	6.2	<=5%	440.0	440.4

¹"Number Tested" is the number of students who participated in the end-of-grade test in ELA and mathematics. The number of accommodations is based on the number of students who received the accommodation in either ELA or mathematics.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" 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; therefore, the data do not include students tested only in ELA or mathematics.

⁴The "Percent At or Above Level 4" 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; therefore, the data do not include students tested only in ELA or mathematics.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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. 2014–15 End-of-Grade General Test Results
Statewide Student Accommodation Use in English Language Arts (ELA) and Mathematics
Grades 3–8 (continued)

<u>Category</u>	<u>Number Tested¹</u>	<u>Percent²</u>	<u>Percent At or Above Level 3³</u>	<u>Percent At or Above Level 4⁴</u>	<u>Mean Scale Score ELA</u>	<u>Mean Scale Score Mathematics</u>
Grade 7						
All Students	114,661	100.0	40.8	33.0	454.8	449.7
Assistive Technology Devices	83	0.1	14.5	9.6	445.0	443.1
Braille Edition	17	0.0	17.6	5.9	444.8	442.2
Braille Writer/Slate and Stylus (and Braille Paper)	13	0.0	15.4	<=5%	442.0	440.5
Cranmer Abacus	6	0.0	<=5%	<=5%	439.8	438.3
Dictation to Scribe	46	0.0	22.2	15.6	446.1	443.1
Interpreter/Transliterator Signs/Cues Test**	44	0.0	<=5%	<=5%	437.6	438.4
Large Print Edition	130	0.1	20.0	12.3	449.2	444.8
Magnification Devices	45	0.0	31.1	20.0	449.9	445.4
Multiple Testing Sessions	3,275	2.9	8.2	5.5	444.2	441.0
One Test Item Per Page Edition	40	0.0	<=5%	<=5%	442.9	439.6
Scheduled Extended Time	8,860	7.7	8.3	5.7	443.9	441.2
Student Marks Answers in Test Book	4,395	3.8	10.5	7.2	444.5	441.4
Student Reads Test Aloud to Self	329	0.3	6.1	<=5%	442.7	440.6
Test Administrator Reads Test Aloud (in English)**	8,692	7.6	<=5%	<=5%	440.6	439.2
Testing in a Separate Room	14,609	12.7	5.6	<=5%	442.7	440.3
Grade 8						
All Students	116,751	100.0	37.1	28.4	458.1	449.7
Assistive Technology Devices	69	0.1	26.1	17.4	449.8	444.1
Braille Edition	13	0.0	15.4	<=5%	447.1	439.6
Braille Writer/Slate and Stylus (and Braille Paper)	11	0.0	18.2	9.1	448.2	439.5
Cranmer Abacus	9	0.0	22.2	<=5%	454.4	443.7
Dictation to Scribe	57	0.0	26.3	14.0	451.2	443.1
Interpreter/Transliterator Signs/Cues Test**	32	0.0	<=5%	<=5%	440.4	439.1
Large Print Edition	96	0.1	17.7	13.5	450.2	442.7
Magnification Devices	39	0.0	25.6	17.9	454.3	446.8
Multiple Testing Sessions	2,667	2.3	7.8	<=5%	447.1	441.3
One Test Item Per Page Edition	33	0.0	9.1	6.1	447.6	441.9
Scheduled Extended Time	8,787	7.5	7.2	<=5%	447.2	441.5
Student Marks Answers in Test Book	4,696	4.0	10.0	6.8	447.6	441.6
Student Reads Test Aloud to Self	367	0.3	6.3	<=5%	446.5	440.9
Test Administrator Reads Test Aloud (in English) **	9,756	8.4	<=5%	<=5%	443.6	439.3
Testing in a Separate Room	14,182	12.1	<=5%	<=5%	445.7	440.3

¹"Number Tested" is the number of students who participated in the end-of-grade test in ELA and mathematics. The number of accommodations is based on the number of students who received the accommodation in either ELA or mathematics.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" 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; therefore, the data do not include students tested only in ELA or mathematics.

⁴The "Percent At or Above Level 4" 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; therefore, the data do not include students tested only in ELA or mathematics.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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

**Table 1. 2014–15 End-of-Grade General Test Results
Statewide Student Accommodation Use in English Language Arts (ELA) and Mathematics
Grades 3–8 (continued)**

<u>Category</u>	<u>Number</u>		<u>Percent At or</u>	<u>Percent At or</u>	<u>Mean</u>	<u>Mean</u>
<u>Grades 3 to 8</u>	<u>Tested</u> ¹	<u>Percent</u> ²	<u>Above Level 3</u> ³	<u>Above Level 4</u> ⁴	<u>Scale Score</u>	<u>Scale Score</u>
All Students	682,795	100.0	43.5	34.0	450.0	449.9
Assistive Technology Devices	597	100.0	18.6	12.8	439.3	443.5
Braille Edition	100	0.1	16.0	8.0	439.8	442.5
Braille Writer/Slate and Stylus (and Braille Paper)	51	0.0	9.8	<=5%	441.4	441.2
Cranmer Abacus	59	0.0	25.4	15.3	441.2	445.2
Dictation to Scribe	290	0.0	22.1	14.5	441.9	443.1
Interpreter/Transliterator Signs/Cues Test**	212	0.0	<=5%	<=5%	433.7	439.1
Large Print Edition	568	0.0	20.4	14.4	443.4	443.8
Magnification Devices	222	0.1	26.6	18.0	445.0	445.1
Multiple Testing Sessions	30,177	0.0	10.6	6.6	437.5	441.3
One Test Item Per Page Edition	285	4.4	10.9	6.3	437.4	440.5
Scheduled Extended Time	47,196	0.0	9.7	6.2	439.7	441.5
Student Marks Answers in Test Book	42,152	6.9	11.8	7.7	437.9	441.2
Student Reads Test Aloud to Self	3,898	6.2	9.2	5.7	436.9	441.1
Test Administrator Reads Test Aloud (in English)**	68,644	0.6	<=5%	<=5%	435.5	439.7
Testing in a Separate Room	91,205	10.1	7.3	<=5%	437.9	440.6

¹"Number Tested" is the number of students who participated in the end-of-grade test in ELA and mathematics. The number of accommodations is based on the number of students who received the accommodation in either ELA or mathematics.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" 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; therefore, the data do not include students tested only in ELA or mathematics.

⁴The "Percent At or Above Level 4" 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; therefore, the data do not include students tested only in ELA or mathematics.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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. 2014–15 End-of-Grade General Test Results
Statewide Student Accommodation Use in Science
Grades 5 and 8**

<u>Category</u>	<u>Number Tested¹</u>	<u>Percent²</u>	<u>Percent At or Above Level 3³</u>	<u>Percent At or Above Level 4⁴</u>	<u>Mean Scale Score Science</u>
Grade 5					
All Students	106,607	100.0	64.7	54.2	251.9
Assistive Technology Devices	109	0.1	36.7	27.5	243.2
Braille Edition	2	0.0	*	*	*
Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*	*
Cranmer Abacus	2	0.0	*	*	*
Dictation to Scribe	29	0.0	37.9	27.6	245.7
Interpreter/Transliterator Signs/Cues Test	13	0.0	<=5%	<=5%	234.2
Large Print Edition	290	0.3	52.4	37.6	248.0
Magnification Devices	35	0.0	51.4	25.7	247.8
Multiple Testing Sessions	5,860	5.5	29.2	20.9	242.9
One Test Item Per Page Edition	17	0.0	41.2	35.3	242.8
Scheduled Extended Time	6,698	6.3	30.7	21.8	243.3
Student Marks Answers in Test Book	3,006	2.8	33.9	26.0	243.5
Student Reads Test Aloud to Self	258	0.2	35.3	26.0	244.6
Test Administrator Reads Test Aloud (in English)	6,594	6.2	22.1	14.0	241.1
Testing in a Separate Room	15,117	14.2	26.0	18.1	242.1
Grade 8					
All Students	116,642	100.0	72.7	63.9	250.9
Assistive Technology Devices	66	0.1	43.9	36.4	245.0
Braille Edition	14	0.0	71.4	64.3	247.1
Braille Writer/Slate and Stylus (and Braille Paper)	5	0.0	80.0	80.0	245.8
Cranmer Abacus	5	0.0	60.0	60.0	244.0
Dictation to Scribe	34	0.0	47.1	41.2	245.7
Interpreter/Transliterator Signs/Cues Test	20	0.0	<=5%	<=5%	235.8
Large Print Edition	318	0.3	53.5	45.0	246.6
Magnification Devices	27	0.0	63.0	59.3	249.3
Multiple Testing Sessions	2,550	2.2	38.0	29.2	242.5
One Test Item Per Page Edition	8	0.0	62.5	50.0	246.8
Scheduled Extended Time	8,413	7.2	36.3	27.7	242.3
Student Marks Answers in Test Book	1,680	1.4	41.8	33.0	243.4
Student Reads Test Aloud to Self	140	0.1	37.9	30.0	242.6
Test Administrator Reads Test Aloud (in English)	4,342	3.7	25.1	16.6	239.6
Testing in a Separate Room	13,620	11.7	31.7	23.2	241.2

¹"Number Tested" is the number of students who participated in the end-of-grade test in science. The number of accommodations is based on the number of students who received the accommodation in science.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" 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.

⁴The "Percent At or Above Level 4" is calculated by dividing the number of students passing the science test at or above Achievement Level 4 by the number of students with valid scores in science.

*Performance data are not reported when membership is fewer than five.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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. 2014–15 End-of-Course General Test Results
Statewide Student Accommodation Use by Course**

Course	Category	Number Tested ¹	Percent ²	Percent At or Above Level 3 ³	Percent At or Above Level 4 ⁴	Mean Scale Score
Biology	All Students	111,316	100	54.2	45.5	250.1
	Assistive Technology Devices	30	0.0	33.3	26.7	243.7
	Braille Edition	8	0.0	75.0	37.5	249.3
	Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*	*
	Cranmer Abacus	3	0.0	*	*	*
	Dictation to Scribe	28	0.0	42.9	21.4	243.9
	Interpreter/Transliterator Signs/Cues Test**	22	0.0	<=5%	<=5%	236.6
	Large Print Edition	210	0.2	38.6	24.8	246.1
	Magnification Devices	23	0.0	52.2	34.8	248.8
	Multiple Testing Sessions	926	0.8	22.7	17.2	241.2
	One Test Item Per Page Edition	2	0.0	*	*	*
	Scheduled Extended Time	8,946	8.0	18.9	13.7	240.8
	Student Marks Answers in Test Book	762	0.7	31.2	23.9	244.4
	Student Reads Test Aloud to Self	126	0.1	28.6	20.6	243.3
	Test Administrator Reads Test Aloud (in English)**	2,683	2.4	9.1	5.9	238.0
	Testing in a Separate Room	9,983	9.0	15.2	10.7	239.9
English II	All Students	114,680	100.0	60.2	50.6	149.8
	Assistive Technology Devices	47	0.0	42.6	34.0	144.1
	Braille Edition	9	0.0	22.2	22.2	143.1
	Braille Writer/Slate and Stylus (and Braille Paper)	6	0.0	16.7	16.7	140.7
	Cranmer Abacus	0	0.0	*	*	*
	Dictation to Scribe	39	0.0	30.8	25.6	142.0
	Interpreter/Transliterator Signs/Cues Test**	0	0.0	*	*	*
	Large Print Edition	568	0.5	43.0	34.2	146.3
	Magnification Devices	25	0.0	44.0	36.0	143.4
	Multiple Testing Sessions	1,069	0.9	21.6	16.2	139.8
	One Test Item Per Page Edition	4	0.0	*	*	*
	Scheduled Extended Time	10,252	8.9	18.1	12.9	139.5
	Student Marks Answers in Test Book	336	0.3	31.0	24.1	142.0
	Student Reads Test Aloud to Self	131	0.1	21.4	16.0	140.0
	Test Administrator Reads Test Aloud (in English)**	0	0.0	*	*	*
	Testing in a Separate Room	10,769	9.4	14.1	9.5	138.5

¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" is calculated by dividing the number of students passing the end-of-course test at or above Achievement Level 3 by the number of students with valid scores on the end-of-course test.

⁴The "Percent At or Above Level 4" is calculated by dividing the number of students passing the end-of-course test at or above Achievement Level 4 by the number of students with valid scores on the end-of-course test.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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. 2014–15 End-of-Course General Test Results
Statewide Student Accommodation Use by Course (continued)**

Course	Category	Number Tested ¹	Percent ²	Percent At or Above Level 3 ³	Percent At or Above Level 4 ⁴	Mean Scale Score
Math I	All Students	118,802	100.0	52.3	40.7	250.2
	Assistive Technology Devices	60	0.1	43.3	30.0	247.8
	Braille Edition	10	0.0	50.0	50.0	250.5
	Braille Writer/Slate and Stylus (and Braille Paper)	3	0.0	*	*	*
	Cranmer Abacus	4	0.0	*	*	*
	Dictation to Scribe	30	0.0	33.3	26.7	246.6
	Interpreter/Transliterator Signs/Cues Test**	20	0.0	15.0	<=5%	241.6
	Large Print Edition	292	0.2	49.7	37.0	249.3
	Magnification Devices	25	0.0	48.0	32.0	247.4
	Multiple Testing Sessions	1,189	1.0	21.0	13.8	242.9
	One Test Item Per Page Edition	7	0.0	28.6	28.6	246.7
	Scheduled Extended Time	10,439	8.8	14.4	8.8	241.5
	Student Marks Answers in Test Book	1,246	1.0	24.6	17.3	243.8
	Student Reads Test Aloud to Self	138	0.1	18.8	8.7	241.7
	Test Administrator Reads Test Aloud (in English)**	3,925	3.3	8.4	<=5%	239.8
	Testing in a Separate Room	12,494	10.5	11.9	6.7	240.9

¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the number tested in the "All Students" category.

³The "Percent At or Above Level 3" is calculated by dividing the number of students passing the end-of-course test at or above Achievement Level 3 by the number of students with valid scores on the end-of-course test.

⁴The "Percent At or Above Level 4" is calculated by dividing the number of students passing the end-of-course test at or above Achievement Level 4 by the number of students with valid scores on the end-of-course test.

*Performance data are not reported when membership is fewer than five.

**Use of the "Interpreter/Transliterator Signs/Cues Test" or "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Notes: Accommodations are available for students with Individualized Education Programs, Section 504 Plans, limited English proficiency documentation, and/or transitory impairment documentation.

Performance data are masked when results are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent.

All data are rounded to the nearest tenth; therefore, accommodation categories may not sum to 100.0 percent.

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.