

2021–22 Performance and Growth of North Carolina Public Schools

Annual Testing Reports (September 1, 2022)

Statistical Summary of Results

The 2021–22 school year was the third school year with impacts from the pandemic. Schools resumed face-to-face instruction, and virtual programs continued to be available for students. Students and the education community continued to be affected by COVID, particularly when COVID exposures required students to be absent from school or revert to remote learning. This report must be reviewed within that context, meaning, though instructional delivery was not as varied as in the 2020–21 school year, it continued to be an anomaly in comparison to the 2018–19 school year, which was prior to the onset of the pandemic.

The U.S. Department of Education (USED) affirmed on December 17, 2021, there were no waivers from federal testing and accountability requirements for the 2021–22 school year. The USED, recognizing the impact of the pandemic on accountability models, provided an opportunity for states to submit an addendum to their Every Student Succeeds Act (ESSA) state plan to mitigate requirements where data were not available due to the waived tests in the 2019–20 school year and other impacts from COVID. The State Board of Education (SBE) submitted an addendum on March 7, 2022, and the [addendum](#) was approved on April 28, 2022.

The addendum included the following:

- Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years.
- Use end-of-course assessment data from currently enrolled high school students in NC Math 1, NC Math 3, and English II to calculate the participation rates (rather than calculate the indicator based on a cohort of data, e.g., all eleventh graders).
- Modify the School Quality or Student Success indicator by raising the ACT benchmark score from 17 to 19. For the calculation of School Performance Grades, North Carolina General Statute 115C-83.15 states, “...achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness...” In March 2020, The University of North Carolina Board of Governors changed the required minimum composite score on the ACT from 17 to 19. This report is the first year the composite score of 19 has been applied.
- Modify the methodology to identify schools for targeted support and improvement by specifying the three years of data used to determine “consistent underperformance” are school years 2017–2018, 2018–2019, and 2021–2022 rather than the three most recent years (i.e., excluding data from school years 2019–2020 and 2020–2021).
- Exit a school identified for Comprehensive Support and Improvement – Low Performing if it is no longer in the bottom five percent of schools in fall 2022 and has a 2021–2022 growth designation of meets or exceeds, using data from school years 2018–2019 and 2021–2022.
- Exiting, in fall 2022, a school identified for Additional Targeted Support and Improvement in fall 2022 with the additional criteria that the school either has a growth

designation of meets or exceeds using two years of data from school years 2018–2019 and 2021–2022 or three years of data from school years 2017–2018, 2018–2019, and 2021–2022.

Additionally, the following changes implemented after the 2018–19 school year but prior to the pandemic include:

- The minimum number of students required for a subgroup to be reported was changed to thirty students. In the 2018–19 reporting, the requirement was thirty scores, not students.

This report provides performance and growth data for the 2021–22 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in reading and mathematics and the Essential Standards in Science, for all public schools in North Carolina.

The following data are included in this report:

- Section 1. Test Data: The percentage of students that scored Level 3 and above (Grade Level Proficient) or Level 4 and above (Career and College Readiness) on the EOG and EOC assessments.
- Section 2. Percent Proficient Disaggregated by Subgroup
- Section 3. Test Performance Disaggregated by Academic Achievement Level
- Section 4. Growth Results: Based on student performance on the EOG and EOC assessments, the percentage of schools that exceeded, met, or did not meet growth expectations for the school and for each applicable subgroup within a school as defined and calculated in EVAAS.
- Section 5. School Performance Grades: An A–F designation for each school, for each student subgroup within a school and for reading and mathematics in schools with grades 3–8. Analysis includes School Performance Grades by school type, by growth, and by economically disadvantaged student populations.
- Section 6. Measure of Interim Progress Toward Long-Term Goals
- Section 7. Participation Requirements
- Section 8. Alternative Schools and Special Population Schools
- Section 9. Federal Designations: Number of schools with federal designations of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
- Section 10. State Low-Performing Schools and Districts
- Section 11. ACT
- Section 12. WorkKeys
- Section 13. Percentage of English Learners Meeting Progress and Exiting Status
- Section 14. Graduation Project: A list of schools that completed high school Graduation Projects.

The appendix includes test performance data and School Performance Grades by State Board of Education regions and by virtual charter schools. Included in the appendix are the outcomes for the SBE strategic goals.

Accountability performance results for districts and all schools included in this report are available on the North Carolina Department of Public Instruction’s Office of Accountability and Testing website at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability>. The testing results only are available in a new database available at <https://ncdpi.tiny.us/TestingStateLevel>. The data will also be presented in the North Carolina School Report Cards later this fall.

Section 1. Test Data

All tests are reported on four levels (general assessments) or three levels (alternate assessments). The previous years provided are the 2018–19 school year, which was prior to the pandemic, and the 2020–21 school year, which was significantly affected by the pandemic. The test results were reported for the 2020–21, but accountability was not reported.

Figures 1–8 show the percentage of students at Level 3 and above and the percentage of students at Level 4 and above for grades 3–8 in reading, mathematics, and science, and in high school for biology, English II, NC Math 1, and NC Math 3. Students at Level 3 demonstrate preparedness to be successful at the next grade level with some support. Students at Level 4 and above are on track to be prepared for career and college at the end of high school if continued learning occurs.

Compared to the 2020–21 school year, all content areas and all grade levels show an increase or stayed the same in the percentage of students meeting Level 3 and above and Level 4 and above except for (1) grade 3 reading students scoring Level 4 and above, and (2) English II students scoring Level 3 and above. None of the content areas and grade levels show a return to the 2018–19 achievement outcomes except for NC Math 3. From 2018–19 to 2021–22, NC Math 3 increased 6.6 percentage points (grade level proficiency) and 5.9 percentage points (career and college readiness).

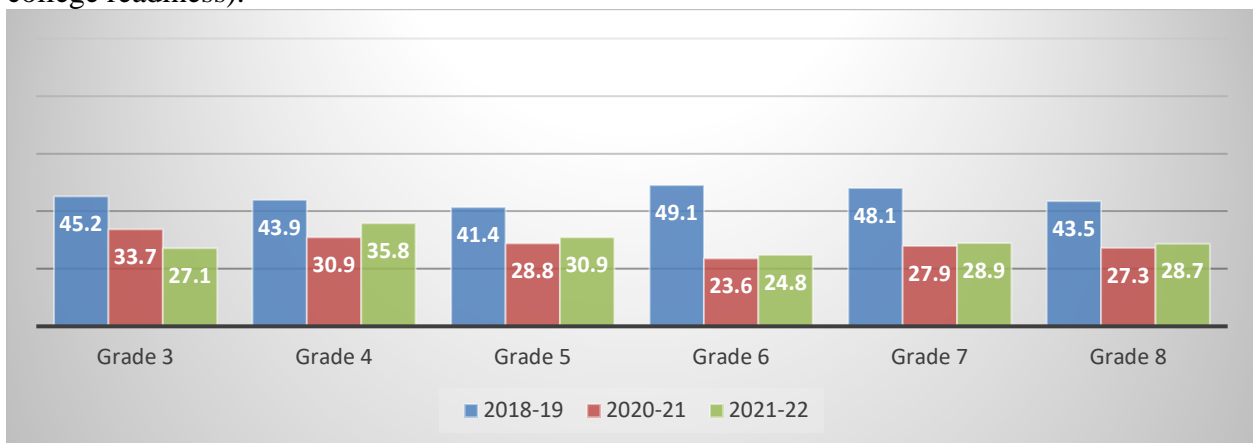


FIGURE 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard).

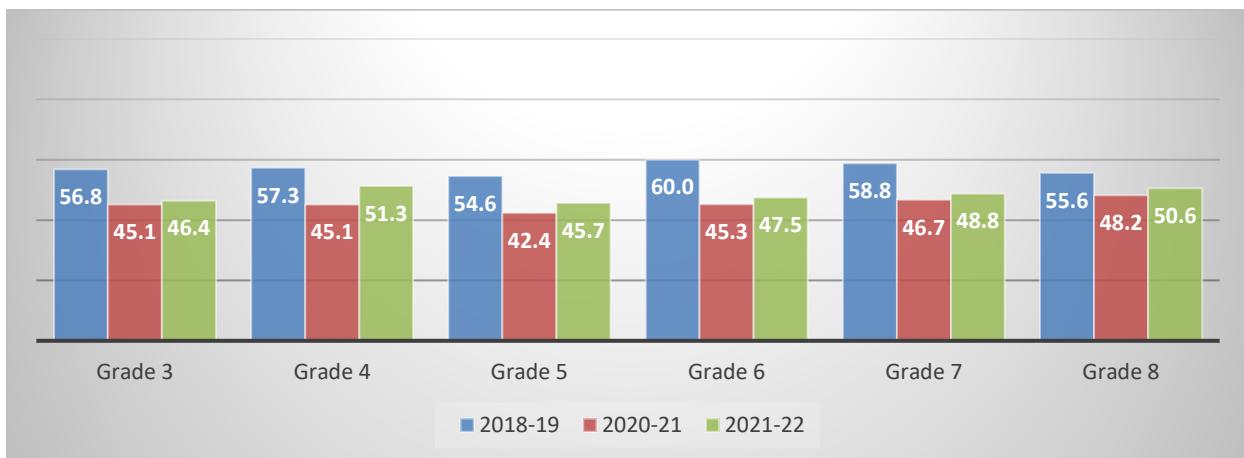


FIGURE 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard).

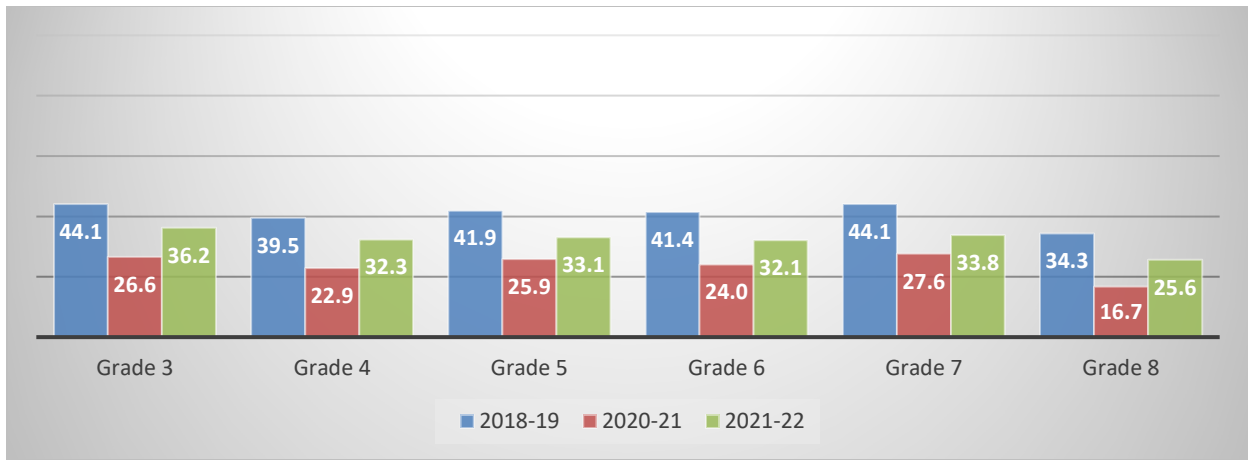


FIGURE 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard).

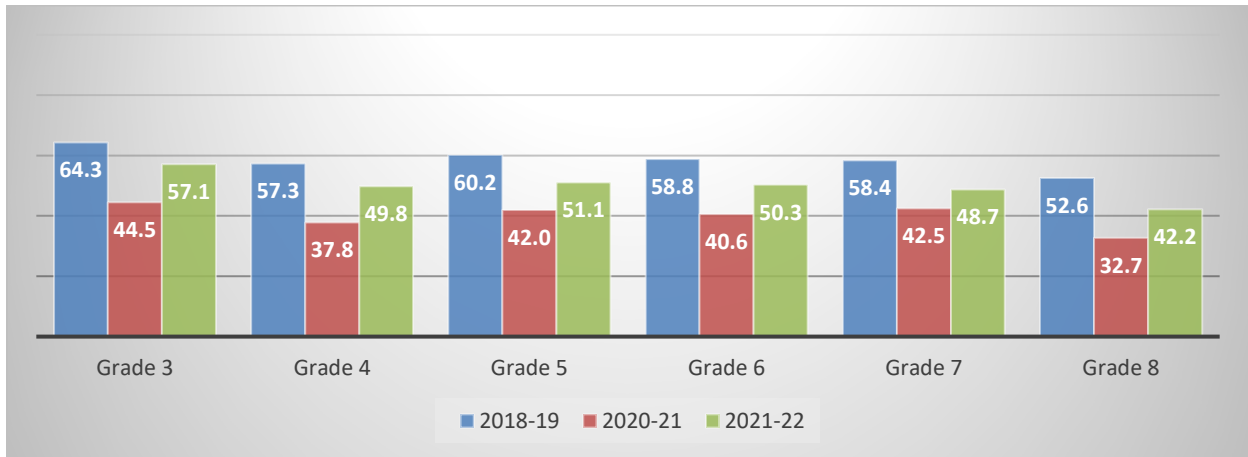


FIGURE 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard).

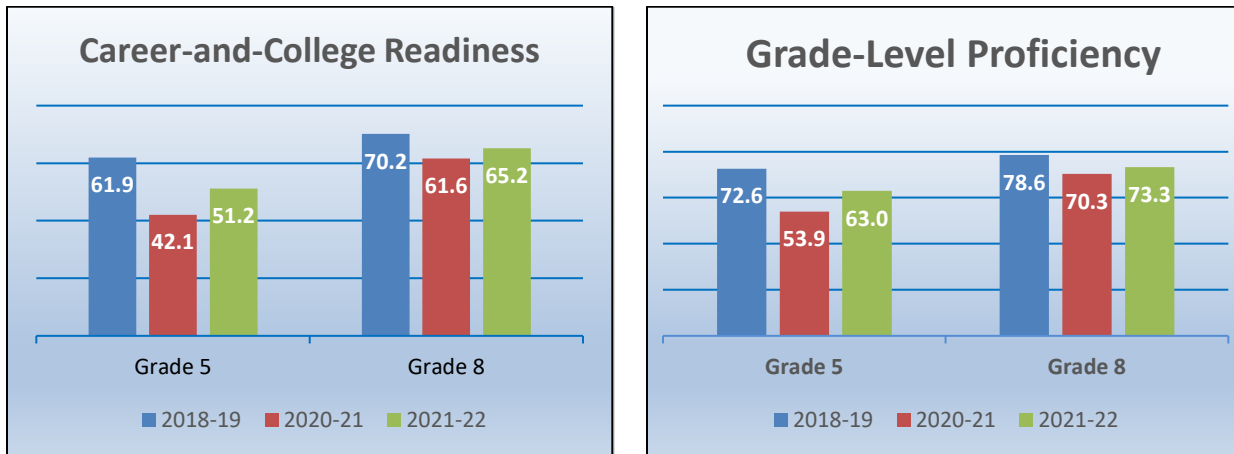


FIGURE 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

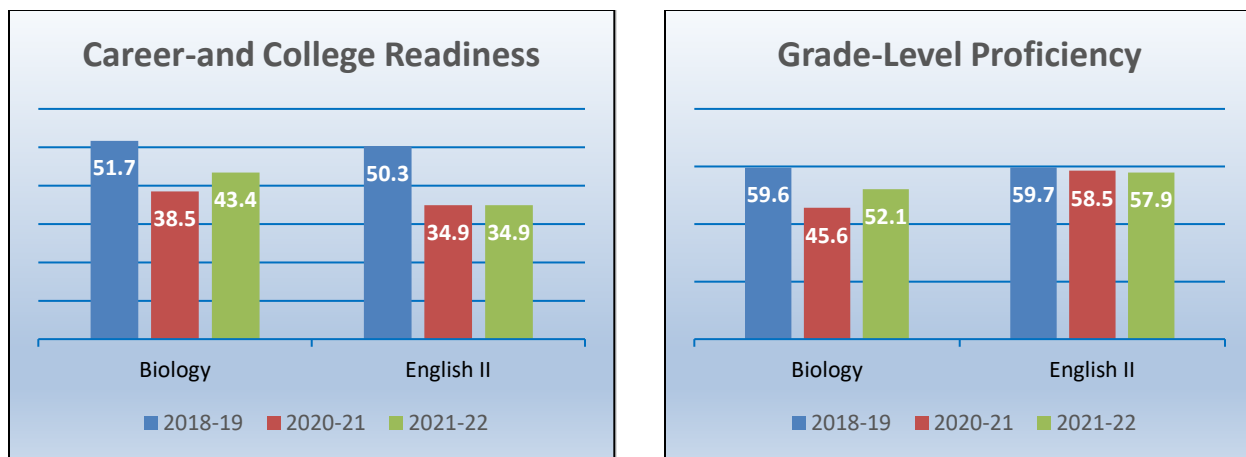


FIGURE 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

Mathematics: Grade 8, NC Math 1 and NC Math 3

Students who took NC Math 1 during or prior to grade eight do not take the Grade 8 Mathematics EOG. In reviewing Figures 7 and 8, note:

1. *Grade 8 Math EOG* includes grade 8 students who took the grade 8 math EOG.
2. *Grade 8 NC Math 1* includes grade 8 students who took the NC Math 1 EOC in grade 8 or prior.
3. *All NC Math 1* includes all students who took NC Math 1 in 2021–22, regardless of whether it was in middle school or high school.
4. *Grades 9–12 NC Math 1* includes the students who took NC Math 1 in grades 9–12 this school year.
5. *All NC Math 3* includes the students who took NC Math 3 in grades 9–12 this school year.

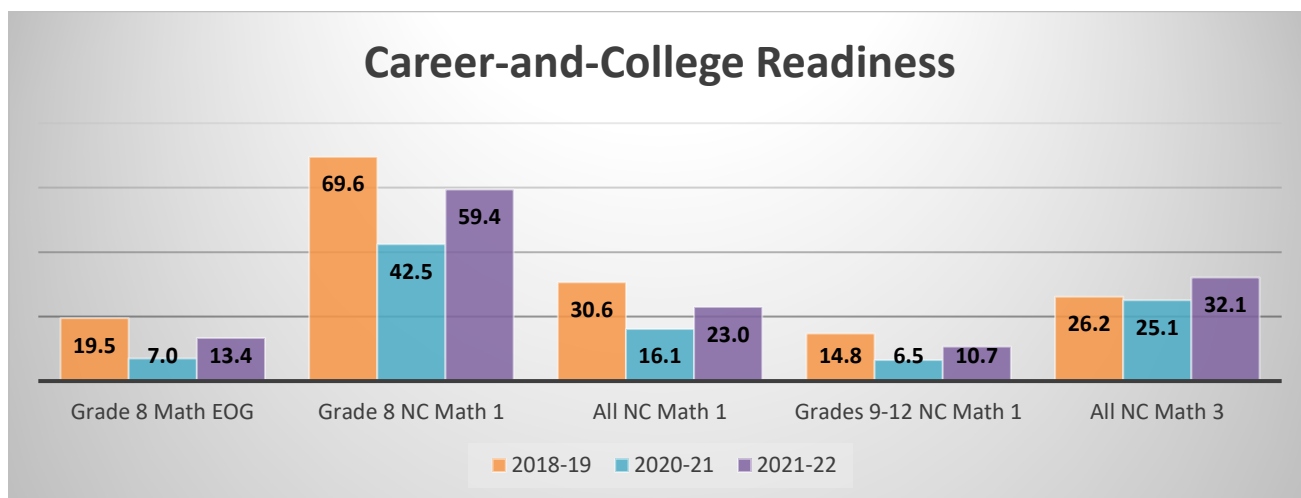


FIGURE 7. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 4 and above—CCR Standard).

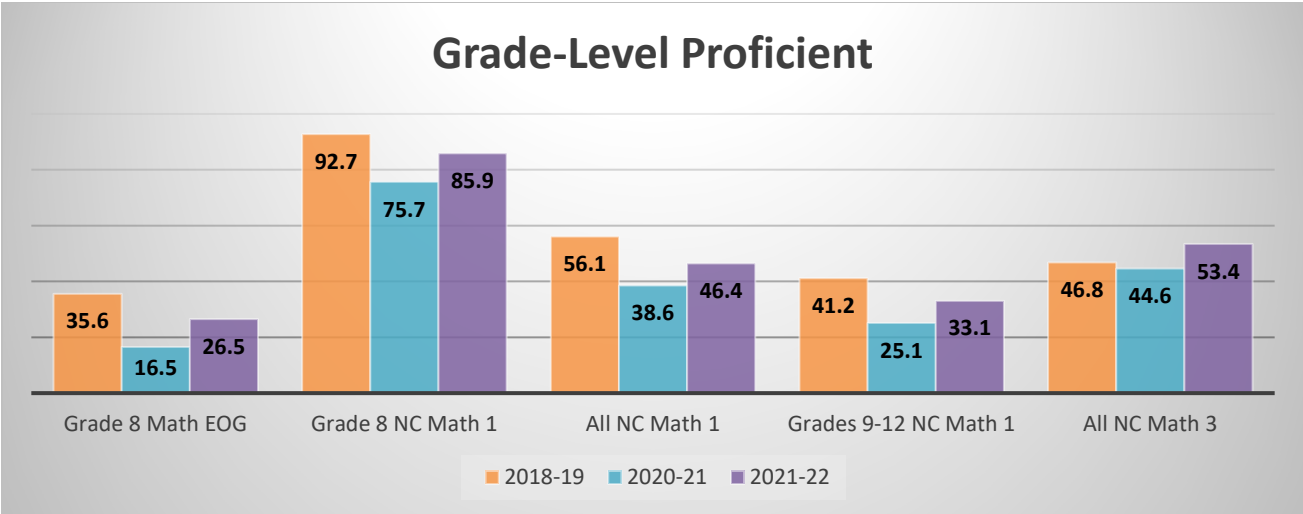


FIGURE 8. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 3 and above—GLP Standard).

Section 2. Percent Proficient Disaggregated by Subgroup

Tables 1–8 show the test results disaggregated by subgroup with Tables 1–4 reporting performance for grade level proficiency and Tables 5–8 reporting performance for career and college readiness. As with the 2020–21 school year, the 2021–22 school year and the 2018–19 school year differed significantly with respect to the consistency of day-to-day learning. Students continued to learn remotely and to have instruction interrupted due to illness and quarantines. For these reasons, the 2018–19 test data is provided as a reference; it is intended for context, not for evaluation.

TABLE 1. End-of-grade reading grades 3–8 Level 3 and above (GLP standard)

	Reading Grade 3			Reading Grade 4			Reading Grade 5			Reading Grade 6			Reading Grade 7			Reading Grade 8		
Student Subgroup	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22
All Students	56.8	45.1	46.4	57.3	45.1	51.3	54.6	42.4	45.7	60.0	45.3	47.5	58.8	46.7	48.8	55.6	48.2	50.6
American Indian	44.5	31.1	31.4	44.6	25.3	35.0	38.9	25.3	28.4	44.2	30.1	32.6	42.0	28.2	35.9	39.2	30.5	34.4
Asian	75.6	67.8	70.6	76.9	67.5	74.5	74.9	69.5	71.4	79.8	73.5	75.7	79.3	74.4	78.0	75.3	75.8	78.8
Black	40.8	27.8	31.0	40.5	27.6	34.8	36.3	24.6	28.4	42.8	28.9	31.3	41.4	29.7	32.6	38.7	31.3	34.4
Hispanic	42.6	30.1	32.8	44.3	30.7	38.1	41.0	28.6	31.8	47.8	33.1	34.9	46.8	35.0	36.8	43.3	36.9	38.4
Two or More Races	59.5	46.6	47.0	59.2	46.4	52.7	57.8	42.6	46.5	62.4	45.2	48.2	59.6	47.1	48.7	57.0	48.3	51.7
White	70.1	59.4	59.6	70.8	59.3	64.7	68.9	56.4	59.9	73.2	58.0	60.4	71.6	59.3	62.0	67.7	60.2	63.6
Economically Disadvantaged	42.6	28.8	30.9	43.3	28.7	35.2	39.7	25.9	29.2	45.2	29.6	31.5	43.5	30.8	32.6	39.8	32.3	34.6
Not Economically Disadvantaged	70.6	56.9	57.6	70.8	56.5	62.4	68.6	53.7	56.8	74.2	56.1	58.2	72.5	56.9	59.2	68.5	57.7	60.2
English Learners	27.7	18.2	20.8	27.1	16.7	24.7	18.8	7.7	13.2	11.3	6.7	10.3	11.9	9.7	10.0	9.1	7.6	12.5
Not English Learners	60.7	48.7	49.9	61.2	48.7	54.9	58.6	46.0	49.6	63.0	48.6	51.2	61.1	50.0	52.4	57.8	50.8	54.3
Students with Disabilities	23.0	18.2	17.9	22.1	15.2	18.1	19.3	12.5	13.4	19.5	12.5	13.1	18.5	12.3	14.3	16.5	13.4	14.3
Not Students with Disabilities	61.8	49.0	50.7	62.7	49.5	56.4	59.9	46.9	50.7	66.0	50.1	52.6	64.8	51.5	53.8	61.0	53.0	55.6
Academically or Intellectually Gifted	>95	>95	>95	>95	93.8	>95	>95	92.3	>95	>95	92.3	94.0	>95	92.6	93.9	>95	92.1	94.5

TABLE 2. End-of-grade mathematics grades 3–8 Level 3 and above (GLP standard)

	Mathematics Grade 3			Mathematics Grade 4			Mathematics Grade 5			Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8 ¹		
Student Subgroup	2018– 19	2020– 21	2021– 22	2018– 19	2020– 21	2021– 22	2018– 19	2020– 21	2021– 22	2018– 19	2020– 21	2021– 22	2018– 19	2020– 21	2021– 22	2018– 19	2020– 21	2021– 22
All Students	64.3	44.5	57.1	57.3	37.8	49.8	60.2	42.0	51.1	58.8	40.6	50.3	58.4	42.5	48.7	52.6	32.7	42.2
American Indian	56.4	28.1	45.9	41.6	17.3	30.9	45.9	21.3	31.1	43.6	19.4	34.3	41.2	21.5	32.0	36.4	16.1	25.5
Asian	85.6	74.5	84.2	84.2	71.2	80.9	85.3	75.9	81.9	85.5	76.4	82.3	85.5	77.2	82.9	81.1	66.4	78.1
Black	47.0	22.1	39.1	37.0	16.1	28.4	41.3	19.9	30.3	38.9	19.6	29.2	38.0	21.6	27.9	33.7	15.2	23.3
Hispanic	56.3	31.9	47.4	50.7	26.5	40.8	52.7	31.0	42.1	50.6	29.5	39.8	49.8	32.5	38.8	43.2	23.9	31.7
Two or More Races	64.3	42.0	54.7	54.7	35.3	47.4	59.7	39.5	49.6	56.8	37.8	48.9	57.0	39.4	46.2	48.5	29.0	39.0
White	75.6	60.3	69.9	70.0	52.6	63.9	72.4	57.1	64.8	71.7	55.3	65.0	71.3	56.4	63.5	64.6	44.6	55.9
Economically Disadvantaged	51.4	26.7	41.2	43.3	20.8	32.6	46.5	24.5	33.6	44.0	23.2	32.5	42.7	25.0	30.7	36.4	17.3	24.7
Not Economically Disadvantaged	76.7	57.3	68.5	70.9	49.7	61.7	73.3	54.1	62.8	73.1	52.6	62.2	72.5	53.7	60.3	65.9	42.3	52.7
English Learners	46.9	25.0	40.1	39.6	18.7	32.9	36.0	14.9	28.4	21.4	9.8	19.6	21.7	13.0	16.0	16.8	7.4	13.2
Not English Learners	66.6	47.1	59.4	59.6	40.3	52.1	62.9	44.9	53.8	61.1	43.3	53.4	60.2	45.1	51.7	54.3	34.4	45.0
Students with Disabilities	30.3	21.3	27.0	23.3	14.3	19.8	21.1	13.4	16.7	19.8	12.1	15.7	18.9	12.0	15.3	14.1	7.7	10.4
Not Students with Disabilities	69.3	47.8	61.6	62.5	41.3	54.5	66.1	46.4	56.4	64.6	44.8	55.5	64.3	46.8	53.5	57.9	36.3	46.6
Academically or Intellectually Gifted	>95	94.5	>95	>95	90.0	>95	>95	92.1	>95	>95	91.9	>95	>95	92.2	>95	94.5	81.3	90.6

¹Eighth graders participate in either grade 8 End-of Grade or NC Math 1.

TABLE 3. End-of-grade science grades 5 and 8 Level 3 and above (GLP standard)

	Science Grade 5			Science Grade 8		
Student Subgroup	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	72.6	53.9	63.0	78.6	70.3	73.3
American Indian	65.2	38.5	51.9	74.2	54.5	64.7
Asian	87.2	78.0	83.2	91.1	89.0	91.1
Black	57.0	30.9	44.0	64.4	52.5	57.8
Hispanic	63.6	40.5	52.8	69.6	61.4	64.4
Two or More Races	74.8	54.9	64.7	80.1	72.3	75.3
White	83.8	70.6	76.6	88.4	82.2	84.8
Economically Disadvantaged	61.5	36.5	47.9	67.7	55.9	60.2
Not Economically Disadvantaged	83.1	65.8	73.1	87.5	78.9	81.1
English Learners	44.9	18.4	34.2	32.9	27.1	38.3
Not English Learners	75.7	57.6	66.4	80.8	73.1	76.6
Students with Disabilities	35.4	23.3	28.2	42.5	33.1	35.8
Not Students with Disabilities	78.2	58.5	68.3	83.6	75.5	78.5
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95

TABLE 4. End-of-course English II, Biology, NC Math 1, and NC Math 3 Level 3 and above (GLP standard)

	English II			Biology			NC Math 1			NC Math 3		
Student Subgroup	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	59.7	58.5	57.9	59.6	45.6	52.1	41.2	25.1	33.1	46.8	44.6	53.4
American Indian	46.1	43.8	43.0	46.9	31.6	39.2	35.7	15.9	24.0	30.5	24.9	40.6
Asian	77.3	80.2	82.8	80.1	73.1	81.0	59.6	45.7	56.1	75.2	76.6	82.6
Black	41.5	40.7	40.2	39.4	25.1	32.0	27.3	12.6	20.2	26.7	24.6	34.1
Hispanic	48.5	47.4	46.3	47.4	32.6	38.7	35.4	20.2	27.4	38.4	35.2	43.9
Two or More Races	60.1	59.7	58.4	60.7	45.9	52.3	40.5	24.5	33.1	44.6	41.0	51.2
White	71.5	70.1	70.6	72.1	58.6	66.0	52.7	35.7	44.8	57.8	55.4	64.7
Economically Disadvantaged	43.0	41.8	41.0	43.3	27.4	34.1	31.8	16.6	23.7	31.4	27.5	35.9
Not Economically Disadvantaged	71.9	66.6	66.1	71.2	54.0	60.4	52.0	31.4	40.1	56.8	51.6	60.5
English Learners	9.6	9.0	11.1	15.1	8.1	11.2	16.6	8.0	11.7	13.6	12.1	19.6
Not English Learners	62.3	60.9	60.6	61.8	47.5	54.4	43.2	26.4	35.3	48.3	46.0	55.0
Students with Disabilities	17.5	15.9	16.5	21.9	14.1	18.3	14.0	8.7	12.0	12.3	11.9	17.7
Not Students with Disabilities	65.1	63.7	63.2	64.2	49.6	56.2	46.7	28.3	36.9	49.5	47.4	56.4
Academically or Intellectually Gifted	>95	94.9	>95	>95	88.0	92.9	86.0	70.9	77.9	87.2	84.0	89.9

TABLE 5. End-of-grade reading grades 3–8 Level 4 and above (CCR standard)

	Reading Grade 3			Reading Grade 4			Reading Grade 5			Reading Grade 6			Reading Grade 7			Reading Grade 8		
Student Subgroup	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	45.2	33.7	27.1	43.9	30.9	35.8	41.4	28.8	30.9	49.1	23.6	24.8	48.1	27.9	28.9	43.5	27.3	28.7
American Indian	31.9	19.5	15.4	31.5	13.3	21.1	24.9	14.9	14.8	32.6	11.9	12.0	32.3	14.5	17.2	27.7	14.4	15.4
Asian	66.5	56.4	50.4	66.0	53.6	60.1	64.7	55.1	56.6	72.1	52.8	52.4	72.0	59.2	60.5	65.7	57.2	59.9
Black	29.0	17.7	14.1	26.9	15.4	19.8	23.5	13.7	15.6	30.8	11.4	11.8	29.8	13.6	14.8	26.5	13.4	14.6
Hispanic	30.2	20.1	15.9	30.3	17.9	23.1	27.7	16.7	18.7	35.9	13.8	14.8	35.2	17.8	18.7	30.8	17.2	17.8
Two or More Races	47.3	34.1	26.8	44.2	31.0	36.2	43.1	28.6	31.5	50.9	22.8	24.8	47.6	26.9	28.4	43.9	26.6	28.8
White	58.8	46.7	37.8	57.9	43.4	48.6	55.6	40.6	43.1	63.2	32.8	34.9	61.7	38.3	39.6	55.9	37.1	39.7
Economically Disadvantaged	30.4	18.6	14.2	29.5	16.2	20.5	26.7	14.5	16.2	33.5	11.4	12.2	32.2	14.4	15.0	27.9	14.1	14.9
Not Economically Disadvantaged	59.4	44.5	36.5	58.0	41.1	46.3	55.3	38.6	40.8	64.1	32.0	33.3	62.5	36.7	37.8	56.4	35.2	37.0
English Learners	17.2	9.7	7.7	15.5	7.5	12.2	9.4	<5	5.1	6.5	<5	<5	7.4	<5	<5	5.0	<5	<5
Not English Learners	48.8	36.9	29.7	47.6	33.9	39.0	45.0	31.5	34.0	51.8	25.5	27.1	50.1	30.2	31.3	45.4	29.0	31.2
Students with Disabilities	16.9	11.0	8.0	14.9	8.0	9.7	12.8	5.6	6.2	13.2	<5	<5	12.3	<5	5.8	10.5	<5	<5
Not Students with Disabilities	49.3	36.9	30.0	48.4	34.3	39.8	45.8	32.2	34.7	54.5	26.4	27.9	53.5	31.2	32.2	48.2	30.5	32.1
Academically or Intellectually Gifted	>95	88.6	85.3	93.4	84.2	89.7	91.8	81.2	85.4	95.0	71.9	74.8	93.9	76.9	78.1	89.7	74.5	78.0

TABLE 6. End-of-grade mathematics grades 3–8 Level 4 and above (CCR standard)

	Mathematics Grade 3			Mathematics Grade 4			Mathematics Grade 5			Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8 ¹		
Student Subgroup	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	44.1	26.6	36.2	39.5	22.9	32.3	41.9	25.9	33.1	41.4	24.0	32.1	44.1	27.6	33.8	34.3	16.7	25.6
American Indian	35.1	12.5	25.9	22.4	7.2	15.0	28.3	10.8	15.1	25.1	8.8	17.5	27.6	10.5	18.7	17.7	7.3	12.8
Asian	73.3	57.2	68.3	72.2	56.0	66.9	74.0	60.5	69.1	75.4	63.1	70.3	77.3	66.6	73.7	70.0	48.5	63.5
Black	25.6	8.9	18.4	20.0	6.4	13.4	23.1	8.7	14.4	21.4	7.8	13.3	23.7	10.3	14.6	17.2	5.2	10.5
Hispanic	34.8	15.1	25.2	31.1	12.8	22.5	32.8	16.1	23.8	31.8	14.1	21.4	34.4	17.6	23.5	25.2	10.5	16.5
Two or More Races	43.2	24.1	33.6	36.9	19.8	29.7	39.7	23.1	30.6	38.7	19.9	29.0	42.3	24.5	31.0	30.2	12.9	22.8
White	56.1	39.2	49.0	52.2	34.1	44.9	54.3	37.6	45.3	54.5	35.1	45.1	57.0	39.3	47.4	44.9	24.2	36.1
Economically Disadvantaged	29.9	12.1	20.4	25.2	9.5	16.6	27.0	11.6	17.0	25.7	9.8	15.6	27.7	12.5	16.9	19.7	6.8	11.8
Not Economically Disadvantaged	57.8	37.0	47.6	53.4	32.2	43.1	56.0	35.8	43.8	56.5	33.8	43.1	58.9	37.4	44.7	46.4	22.9	33.9
English Learners	26.5	10.4	19.4	21.1	8.1	15.9	17.7	5.2	12.8	9.9	<5	6.9	11.6	5.0	7.2	8.8	<5	5.5
Not English Learners	46.4	28.7	38.5	41.9	24.7	34.5	44.6	28.1	35.5	43.4	25.8	34.6	45.7	29.7	36.3	35.6	17.7	27.5
Students with Disabilities	15.3	9.6	13.1	11.1	6.3	9.2	9.7	5.3	7.4	8.2	<5	5.8	7.9	<5	6.4	5.5	<5	<5
Not Students with Disabilities	48.3	29.0	39.7	43.9	25.3	35.9	46.8	29.0	37.0	46.3	26.9	36.0	49.5	31.0	37.8	38.4	18.8	28.6
Academically or Intellectually Gifted	>95	83.4	94.3	93.6	75.7	90.1	94.0	78.7	88.0	92.2	75.7	86.7	93.2	79.6	87.5	79.8	53.3	70.6

¹ Eighth graders participate in either Grade 8 End-of Grade or NC Math 1.

TABLE 7. End-of-grade science grades 5 and 8 Level 4 and above (CCR standard)

Student Subgroup	Science Grade 5			Science Grade 8		
	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	61.9	42.1	51.2	70.2	61.6	65.2
American Indian	52.7	26.8	37.7	61.5	44.7	54.8
Asian	81.4	67.3	75.3	86.6	84.4	87.8
Black	43.5	19.9	31.1	52.4	41.4	47.0
Hispanic	51.3	28.5	39.5	59.0	51.3	54.7
Two or More Races	63.4	42.0	52.4	71.4	62.7	66.9
White	75.2	58.5	65.7	82.5	75.2	78.8
Economically Disadvantaged	48.7	24.8	34.9	56.6	45.3	49.8
Not Economically Disadvantaged	74.4	53.9	62.0	81.4	71.3	74.4
English Learners	32.1	9.7	22.0	23.1	17.8	27.5
Not English Learners	65.2	45.5	54.6	72.5	64.5	68.8
Students with Disabilities	25.5	14.1	18.0	32.1	22.3	24.8
Not Students with Disabilities	67.4	46.3	56.2	75.5	67.1	70.8
Academically or Intellectually Gifted	>95	91.0	>95	>95	>95	>95

TABLE 8. End-of-course English II, Biology, NC Math 1, and NC Math 3 Level 4 and above (CCR standard)

Student Subgroup	English II			Biology			NC Math 1			NC Math 3		
	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22	2018–19	2020–21	2021–22
All Students	50.3	34.9	34.9	51.7	38.5	43.4	14.8	6.5	10.7	26.2	25.1	32.1
American Indian	35.0	19.9	19.4	38.2	26.6	30.0	9.3	<5	6.6	11.4	9.4	17.2
Asian	70.7	62.4	65.3	75.6	68.2	75.6	31.2	18.8	28.1	57.8	59.9	70.0
Black	31.7	18.3	18.2	31.3	19.1	23.7	7.4	<5	<5	10.4	9.7	14.4
Hispanic	38.0	23.9	23.2	39.2	26.2	30.6	11.3	<5	8.1	17.9	16.5	22.5
Two or More Races	50.0	35.3	34.8	52.4	38.4	43.2	14.2	6.2	10.0	24.2	22.0	30.3
White	62.5	45.7	46.7	64.2	50.6	56.7	20.9	10.3	16.0	34.8	33.1	41.9
Economically Disadvantaged	33.0	19.2	18.7	35.2	21.3	25.6	9.5	<5	6.3	13.3	11.5	15.9
Not Economically Disadvantaged	62.9	42.5	42.7	63.4	46.5	51.6	20.8	8.9	14.0	34.5	30.6	38.7
English Learners	5.5	<5	<5	10.9	5.4	7.0	<5	<5	<5	<5	<5	7.0
Not English Learners	52.6	36.6	36.8	53.8	40.2	45.4	15.6	6.9	11.5	27.2	26.0	33.3
Students with Disabilities	12.0	<5	5.0	15.3	7.9	10.5	<5	<5	<5	<5	<5	5.6
Not Students with Disabilities	55.2	38.6	38.8	56.2	42.4	47.5	17.3	7.5	12.2	27.9	26.9	34.3
Academically or Intellectually Gifted	91.9	80.4	81.8	92.0	82.0	87.6	54.1	32.3	41.4	66.7	62.8	74.0

Section 3. Performance Disaggregated by Academic Achievement Level

Figures 9–11 show disaggregated 2020–21 and 2021–22 elementary and high school reading, mathematics, and science test results by academic achievement levels.



FIGURE 9. End-of-grade reading and English II test performance for all students. *Note:* Grade 3 is not provided in the 2020–21 figure because it was reported on five achievement levels. The GLP for grade 3 was 45.1 and the CCR was 33.7.

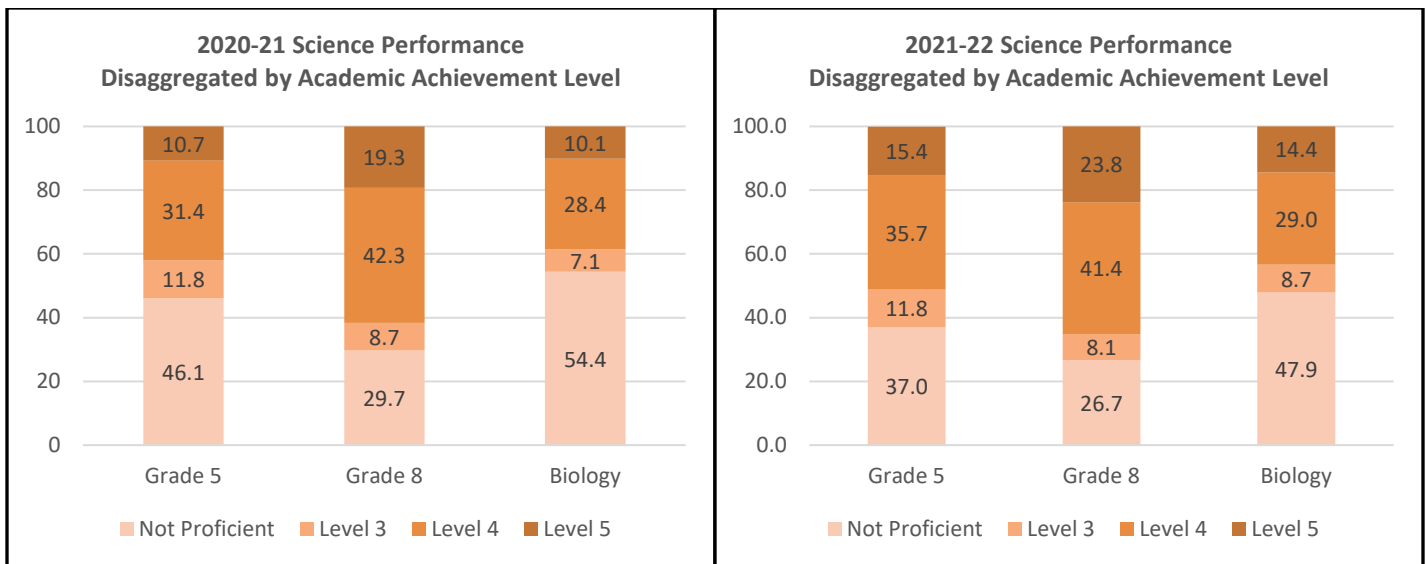


FIGURE 10. End-of-grade science and biology test performance for all students.

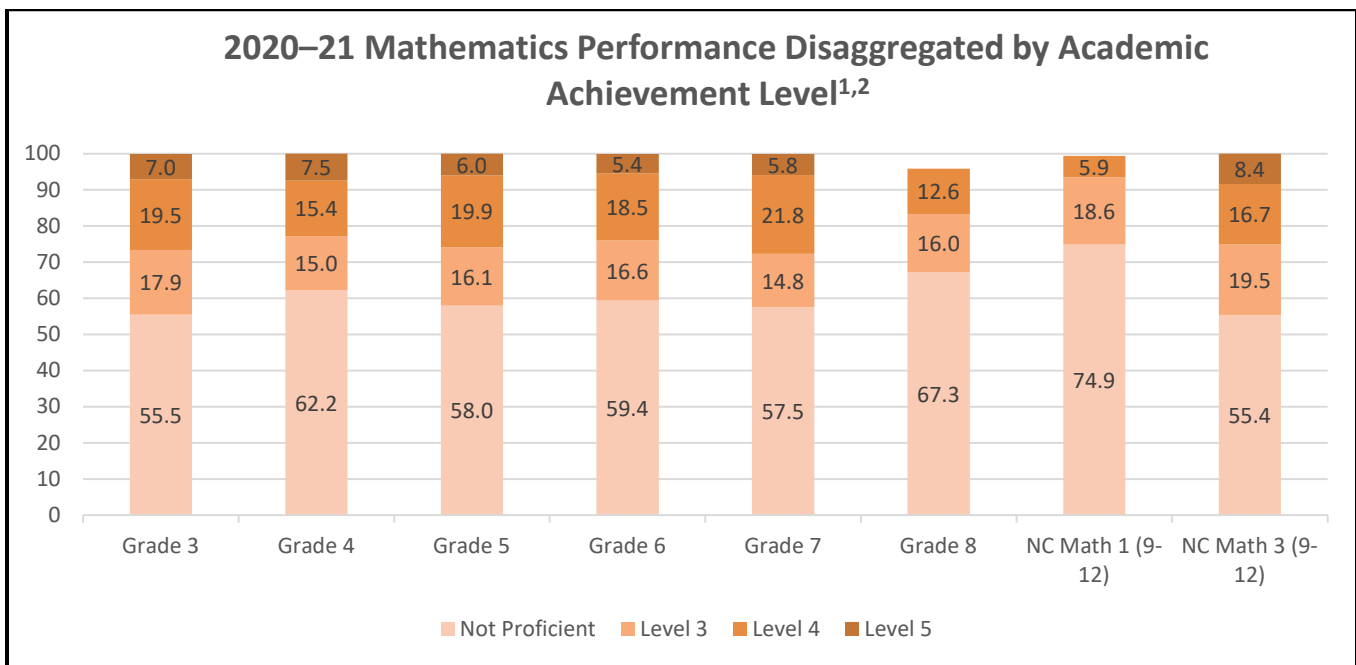


FIGURE 11. 2020-21 end-of-grade and end-of-course mathematics test performance for all students.

¹ Data that is <5 does not show in the referenced chart.

² Eighth graders participate in either grade 8 End-of-Grade Mathematics or NC Math 1.

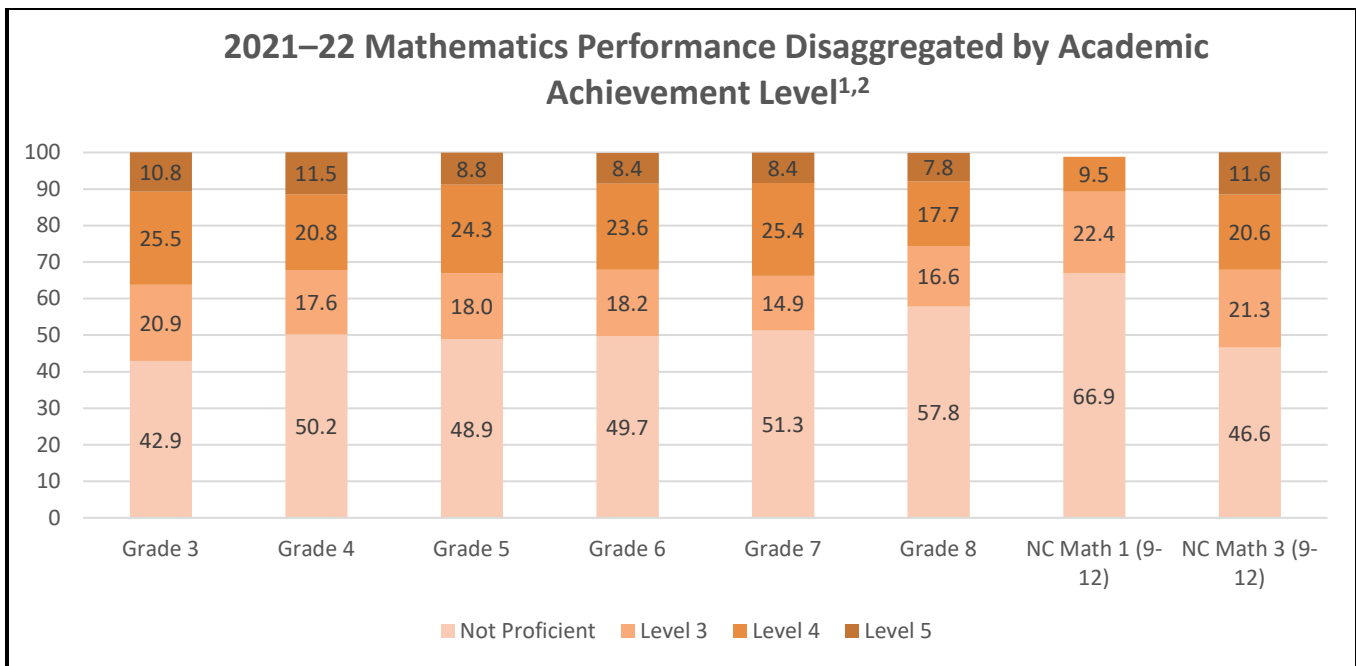


FIGURE 12. 2021–22 end-of-grade and end-of-course mathematics test performance for all students.

¹ Data that is <5 does not show in the referenced chart.

² Eighth graders participate in either grade 8 End-of-Grade Mathematics or NC Math 1.

Section 4. Growth Results

For the 2021–22 school year, school accountability growth results are presented for the 2,557 public schools that participated in the statewide testing program. Using all EOG, English II EOC, NC Math 1 EOC and NC Math 3 EOC (for students who took NC Math 1 in grade eight or prior) test scores, school accountability growth is calculated using EVAAS, a value-added growth modeling tool. Each school with the required data is designated as having exceeded expected growth, met expected growth, or did not meet growth. As shown in Table 9, for the 2021–22 school year, 69.6% of all schools met or exceeded growth expectations.

School accountability growth was not reported for the 2020–21 school year, thus the only reference point is the 2018–19 school year, which was prior to the pandemic and not comparable.

TABLE 9. School accountability growth

Growth category	2018–19 Number	2018–19 Percent	2021–22 Number	2021–22 Percent
Exceeded expected growth	703	27.9	736	28.8
Met expected growth	1,147	45.5	1,043	40.8
Did not meet growth	673	26.7	778	30.4
Total	2,523		2,557	

Table 10 and Figure 13 provide the percentage of schools at each growth designation by school type. School type is defined as follows: elementary (any school with a grade configuration up to grade five), middle (any school with a grade configuration up to grade eight), and high (any school with a grade configuration up to grade twelve or ungraded).

TABLE 10. Growth status of schools by school type

Growth status	Elementary school		Middle school		High school	
	Number	Percent	Number	Percent	Number	Percent
Exceeded expected growth	361	29.4	201	28.9	174	27.4
Met expected growth	590	48.1	269	38.7	184	29.0
Did not meet growth	276	22.5	225	32.4	277	43.6
Total	1,227		695		635	

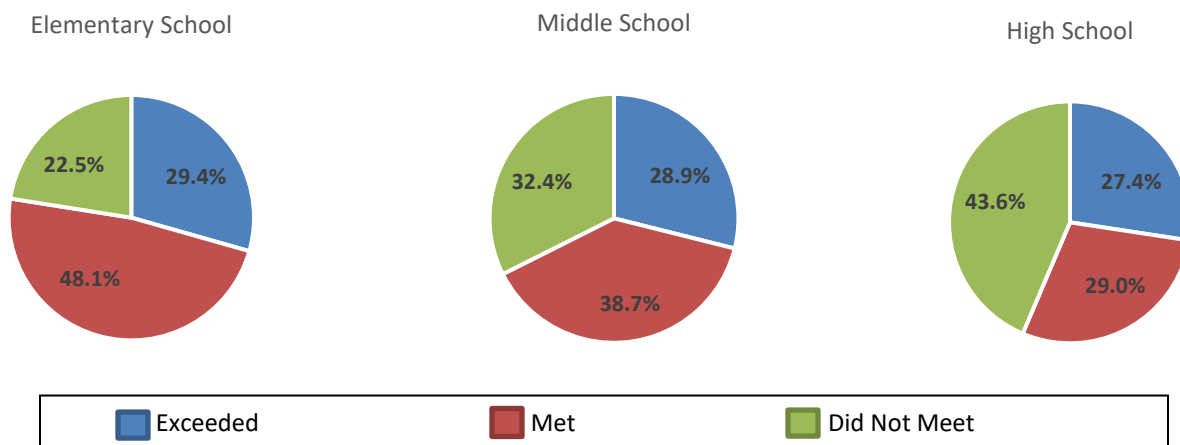


FIGURE 13. Growth status by school type.

As with school-wide accountability growth, subgroup growth is calculated using EVAAS, a value-added growth modeling tool. Within a school, each subgroup that meets data requirements is designated as having exceeded expected growth, met expected growth, or did not meet growth.

For example, as presented in Table 11, there are 54 school-level American Indian subgroups that met the data requirements for reporting growth. Not all schools' subgroups met the data requirements for reporting.

TABLE 11. Subgroup growth designations

Subgroups	Exceeded expected growth		Met expected growth		Did not meet expected growth		Total number of subgroups
	Number	Percent	Number	Percent	Number	Percent	
American Indian	12	22.2	30	55.6	12	22.2	54
Asian	78	37.0	121	57.3	12	5.7	211
Black	301	18.8	968	60.4	333	20.8	1602
Hispanic	367	23.3	973	61.9	232	14.8	1572
Two or More Races	34	9.9	270	78.7	39	11.4	343
White	393	19.3	1056	51.7	592	29.0	2041
Economically Disadvantaged	461	20.2	1255	54.9	571	25.0	2287
English Learner	220	23.3	641	67.8	85	9.0	946
Students with Disabilities	94	7.2	973	74.7	236	18.1	1303

Note: Due to rounding, the percent of subgroups may not total 100%.

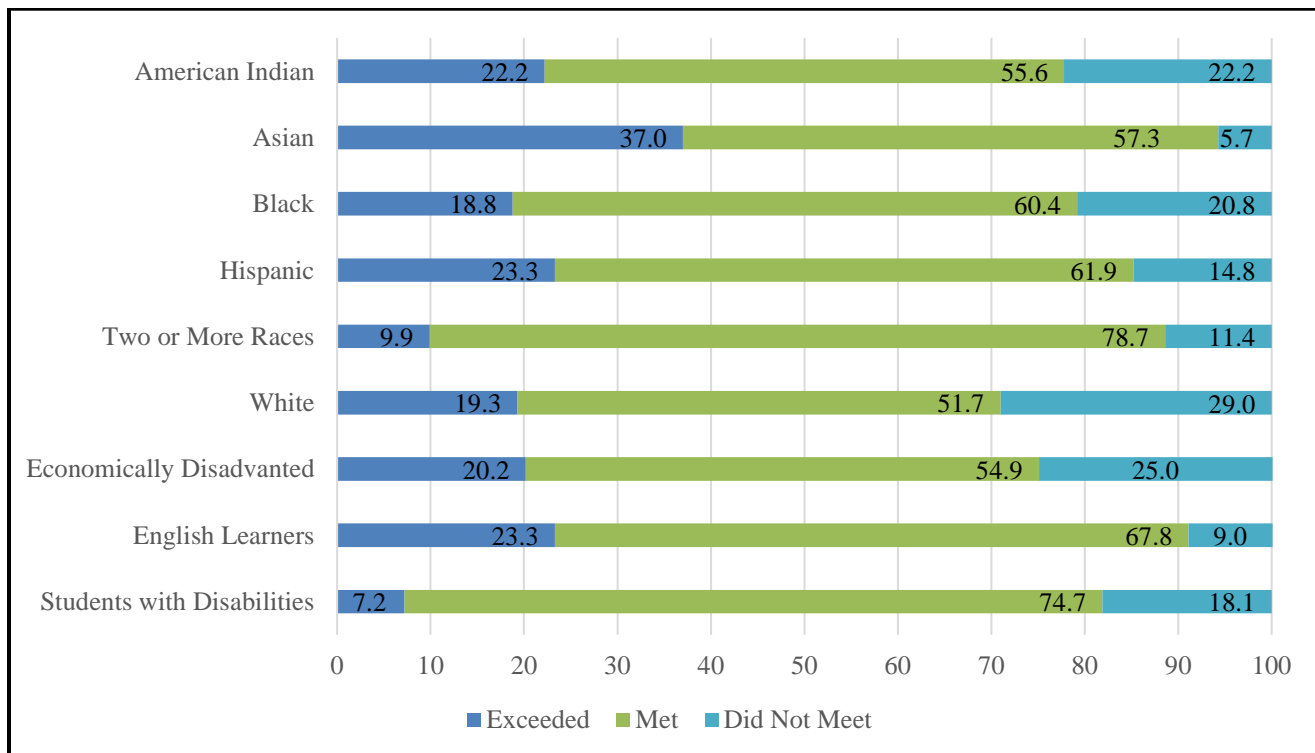


FIGURE 14. Subgroup growth designations – percentages less than 5% are provided in Table 11.

Section 5. School Performance Grades (A–F)

As required by G.S. §115C-83.15, School Performance Grades (A–F) have been reported for all schools since the 2013–14 school year. This is the first reporting of School Performance Grades since prior to the onset of the pandemic during the 2019–20 school year. Test scores, EVAAS growth, and for high schools, cohort graduation rate and additional indicators that measure career-and college-readiness, are included in the School Performance Grades calculation. With a weighting of 80 percent on the test scores and other achievement data, as expected, the school performance grades have shifted downward, consistent with the impact of the pandemic on test scores.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standards or benchmarks used for achievement include:

- 1. Annual end-of-grade mathematics and reading assessments in grades three through eight and science assessments in grades five and eight (Level 3 and above).
- 2. Annual end-of-course assessments in NC Math 1 or NC Math 3 (for students who took NC Math 1 in grade eight or prior) and English II (Level 3 and above), included in achievement and growth.
- 3. Percentage of students identified as English learners who meet the progress standard on the English Proficiency assessment.
- 4. Percentage of students who graduate within four years of entering ninth grade high school (Standard [Four-Year] Cohort Graduation Rate).

As required by ESSA, the following are School Quality or Student Success indicators:

- 1. Growth for elementary and middle schools (mathematics, reading and science); high school growth is included in the achievement indicator (reading and mathematics).
- 2. Annual end-of-course assessment in biology for high schools (schools with grade nine or higher).
- 3. Percentage of twelfth grade students who complete NC Math 3 with a passing grade.
- 4. Percentage of twelfth grade students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on the ACT (composite score of 19) or who meet the Silver Certificate or higher on the WorkKeys assessment.
 - a. The School Quality or Student Success Indicator, ACT/ACT WorkKeys, is amended to align with the state statute requiring the ACT benchmark to be the minimum admission requirement to a University of North Carolina (UNC) institution as set by the UNC Board of Governors. In March 2020, UNC Board of Governors changed the minimum admission requirement on the ACT from a score of 17 to a score of 19. Given this, the ACT benchmark is a composite score of 19 effective with the 2021–22 accountability report.

The EVAAS model, which provides the growth measure, uses current and previous student test scores to determine whether schools are maintaining or increasing student achievement from one year to the next. If a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score.

For an indicator to be included in the School Performance Grade calculation, there must be thirty students. If a school has only one indicator, the School Performance Grade is calculated on that indicator.

The grade designations are set on a fifteen-point scale as follows:

A = 85–100	B = 70–84	C = 55–69	D = 40–54	F = 39 or less
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Overall School Performance Grades

Of all district schools and charter schools, 2,595 received School Performance Grades (SPG) for the 2021–22 school year. Of the schools not included in the SPG report, 95 are schools approved to use the Alternative School Accountability Model, which is highlighted in Section 8.

Table 12 and Figure 15 show overall letter grades.

TABLE 12. School Performance Grades

Overall grade	Number of schools 2018–19	Percent of schools 2018–19	Number of schools 2021–22	Percent of schools 2021–22
A	203	8.0	145	5.6
B	744	29.3	446	17.2
C	1,042	41.0	907	35.0
D	463	18.2	833	32.1
F	91	3.6	264	10.2
Total	2,543		2,595	

Note: Due to rounding, the percentage of schools may not total 100%.

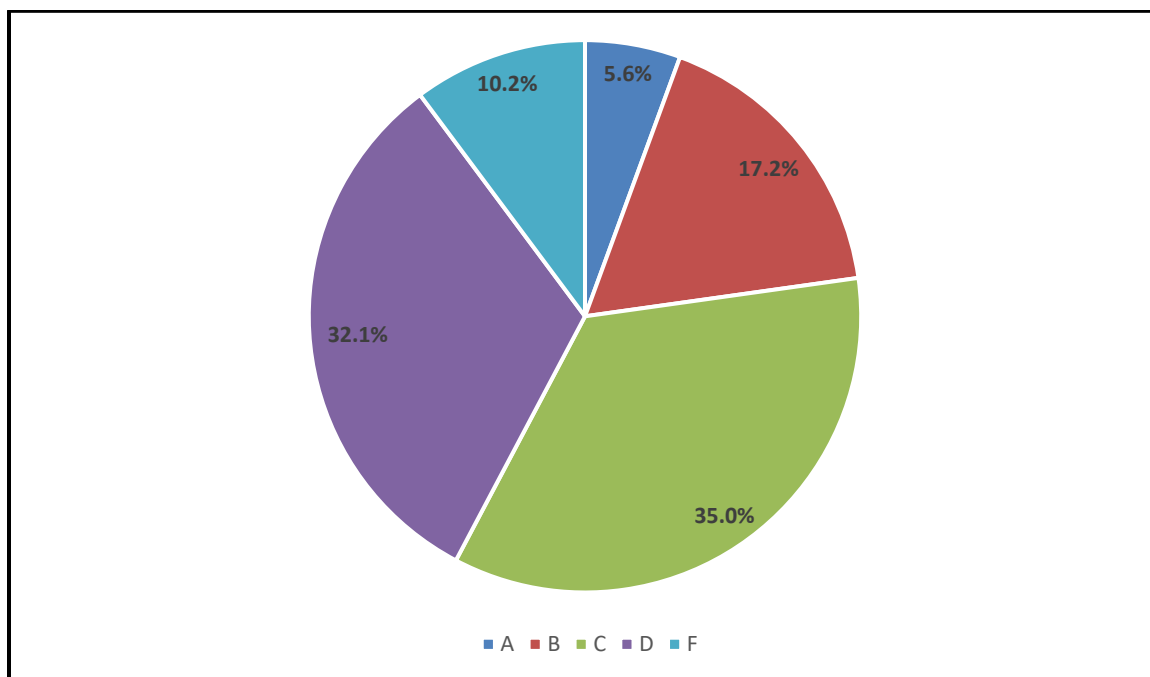


FIGURE 15. 2021–22 School Performance Grades for all schools.

School Performance Grade by School Type

Table 13 and Figure 16 show the distribution of school grades by school type. School type is defined as follows: elementary (any school with a grade configuration up to grade five), middle (any school with a grade configuration up to grade eight), and high (any school with a grade configuration up to grade twelve or ungraded). In 2021–22, 51.5% of the elementary and middle schools earned a grade of C or better, compared to 76.9% of high schools. This difference may be attributable to the indicators for each model. The high school model has more measures (Cohort Graduation Rate, ACT/WorkKeys, Math Course Rigor) than elementary and middle schools.

TABLE 13. School Performance Grade by school type

Grade	Elementary and middle		Elementary		Middle		High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	36	1.8	24	1.9	12	1.7	109	17.2
B	286	14.6	197	15.5	89	12.8	160	25.2
C	688	35.1	456	36.0	232	33.4	219	34.5
D	703	35.8	439	34.6	264	38.0	130	20.5
F	248	12.6	151	11.9	97	14.0	16	2.5
Total	1,961		1,267		694		634	

Note: Due to rounding, the percent of schools may not total 100%.

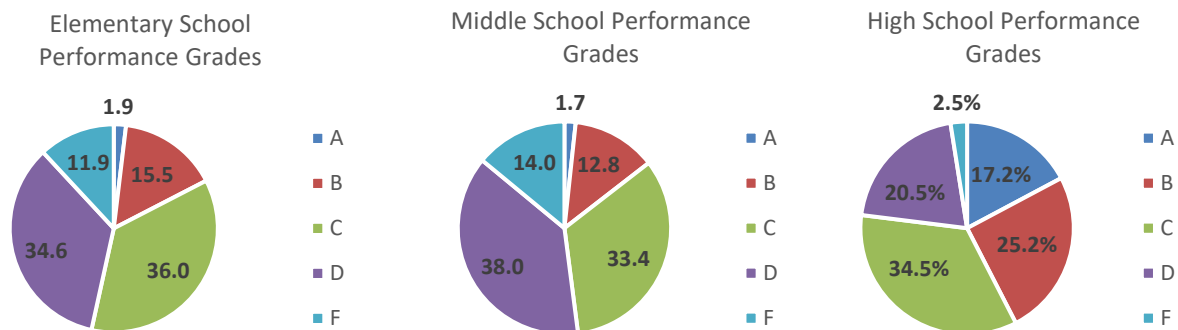


FIGURE 16. School Performance Grades by school type.

School Performance Grade by Subgroups

The indicators and the methodology to calculate A–F letter grades for student subgroups are the same as those used for the calculation of School Performance Grades. If an indicator does not meet the requirement of at least thirty students, it is not included in the calculation. However, if there is only one indicator that meets this requirement, the subgroup letter grade is based on the one indicator. For each subgroup, the subgroup growth index comprises 20% of the letter.

TABLE 14. Subgroup letter grades

Subgroup letter grade	American Indian		Asian		Black		Hispanic		Two or More Races		White		Economically Disadvantaged		English Learners		Students with Disabilities	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	0	0.0	126	52.3	17	1.0	20	1.2	19	4.1	222	10.4	25	1.1	4	0.4	0	0.0
B	1	1.7	61	25.3	61	3.6	101	6.1	66	14.2	677	31.7	55	2.3	39	3.8	1	0.1
C	5	8.6	37	15.4	246	14.5	441	26.4	154	33.0	869	40.7	462	19.6	65	6.3	26	1.6
D	23	39.7	16	6.6	740	43.7	795	47.6	167	35.8	320	15.0	1,181	50.0	359	34.8	234	14.6
F	29	50.0	1	0.4	630	37.2	312	18.7	60	12.9	46	2.2	639	27.1	566	54.8	1,339	83.7
Total	58		241		1,694		1,669		466		2,134		2,362		1,033		1,601	

Note: Due to rounding, the percent of subgroups may not total 100%.

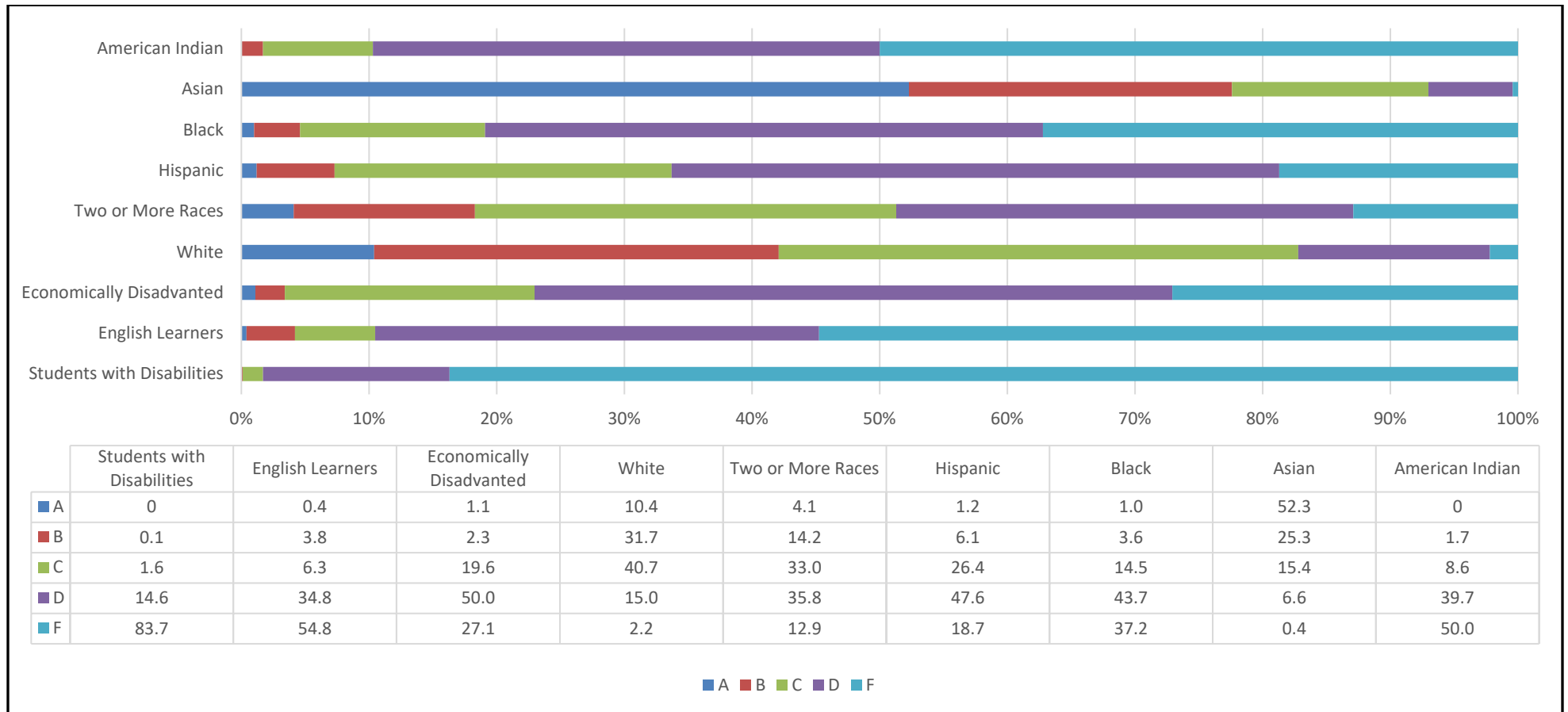


FIGURE 17. Subgroup letter grades – percentages less than 5% are provided in Table 14.

School Performance Grades by Growth

Comprising 20% of the overall SPG, the amount of growth a school's students demonstrate for the year indicates the school's success in moving student achievement forward, a key criterion for sustained improvement.

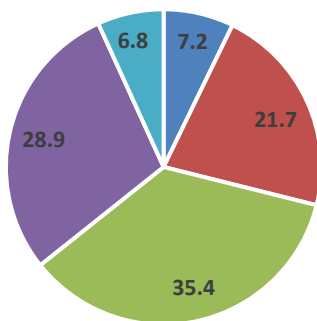
Table 15 and Figure 18 show that of the 2,532 schools with both an SPG and a school accountability growth status, 1,775 (70.1%) met or exceeded growth; of those schools, 127 (7.2%) earned an A, 386 (21.7%) earned a B, and 629 (35.4%) earned a C.

TABLE 15. School Performance Grade by school accountability growth

Grade	Meets or exceeds expected growth		Exceeds expected growth		Meets expected growth		Does not meet expected growth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	127	7.2	91	12.4	36	3.5	3	0.4
B	386	21.7	202	27.5	184	17.7	50	6.6
C	629	35.4	238	32.4	391	37.6	269	35.5
D	513	28.9	192	26.1	321	30.9	302	39.9
F	120	6.8	12	1.6	108	10.4	133	17.6
Total	1,775		735		1,040		757	

Note: Due to rounding, the percent of schools may not total 100%.

Schools Meeting or Exceeding Growth



Schools Not Meeting Growth

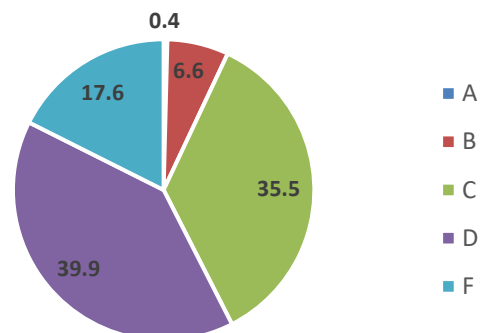


FIGURE 18. School Performance Grade by school by growth designations.

School Performance Grades and School Accountability Growth by Percentage of Students Identified as Economically Disadvantaged

Tables 16 and 17 present SPGs and school accountability growth by the percentage of Economically Disadvantaged Students (EDS) for schools. The percent of EDS is divided into five strata: 0–20%, 21–40%, 41–60%, 61–80%, and 81–100%. Each table shows whether the percent of schools is within +/- 3 percentage points of the state-level data or above/below this range.

TABLE 16. Number and percent of schools by School Performance Grade and EDS percent ranges¹

Percent EDS	Measure	School Performance Grade					
		A	B	C	D	F	Total
State level	Percent	5.6	17.2	35.0	32.1	10.2	100.0
0–20%	Number	76	198	67	8	0	349
	Percent	21.8	56.7	19.2	2.3	0.0	100.0
21%–40%	Number	57	199	440	133	14	843
	Percent	6.8	23.6	52.2	15.8	1.7	100.0
41%–60%	Number	12	44	344	484	93	977
	Percent	1.2	4.5	35.2	49.5	9.5	100.0
61%–80%	Number	0	3	56	195	136	390
	Percent	0.0	0.8	14.4	50.0	34.9	100.0
81%–100%	Number	0	2	0	13	21	36
	Percent	0.0	5.6	0.0	36.1	58.3	100.0

¹ Due to rounding, the percentage of schools may not total 100%.

² Green: +/- three percentage points of the state-level percentages.

³ Blue: Three percentage points or more above the state-level percentages.

⁴ Yellow: Three percentage points or more below the state-level percentages.

TABLE 17. Growth status and EDS percent ranges¹

Percent EDS	Measure	Growth Status			
		Exceeded	Met	Did Not meet	Total
State level	Percent	28.8	40.8	30.4	100.0
0–20%	Number	113	145	82	340
	Percent	33.2	42.6	24.1	100.0
21%–40%	Number	255	302	266	823
	Percent	31.0	36.7	32.3	100.0
41%–60%	Number	256	393	317	966
	Percent	26.5	40.7	32.8	100.0
61%–80%	Number	102	184	106	392
	Percent	26.0	46.9	27.0	100.0
81%–100%	Number	10	19	7	36
	Percent	27.8	52.8	19.4	100.0

¹ Due to rounding, the percentage of schools may not total 100%.

² Green: +/- three percentage points of the state-level percentages.

³ Blue: Three percentage points or more above the state-level percentages.

⁴ Yellow: Three percentage points or more below the state-level percentages.

Reading and Mathematics School Performance Grades for Elementary and Middle Schools

Schools with grades three through eight report separate letter grades for reading and mathematics based on EOG test scores. Like the overall SPGs, the reading and mathematics grades include achievement (80%) and growth (20%). Table 18 and Figure 19 provide this information by the number and percent of grades earned for all schools.

TABLE 18. Number and percent of schools' reading and mathematics letter grades

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	17	0.8	51	2.5
B	232	11.3	334	16.3
C	660	32.2	655	31.9
D	846	41.2	672	32.8
F	296	14.4	339	16.5
Total	2,051		2,051	

Note: Due to rounding, the percent of schools may not total 100%.

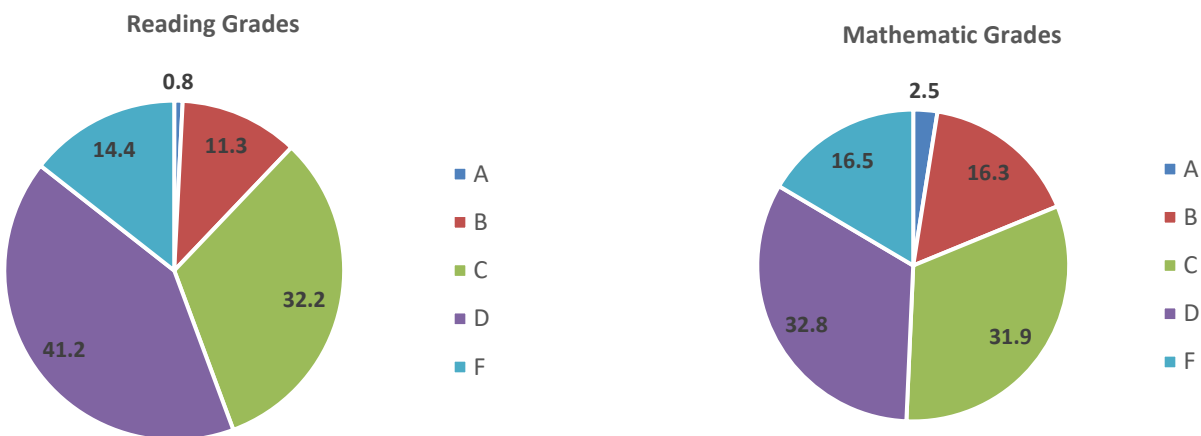


Figure 19. School Performance Grades for reading and mathematics.

Section 6. Measure of Interim Progress Toward Long-Term Goals

The timeline for long-term goals and measurement of interim progress has been revised as specified in the 2021–22 addendum to the North Carolina ESSA state plan. These revisions shift the timeline forward by two years for Academic Achievement, Graduation Rate, and English Language Proficiency; resulting in a twelve-year timeline to reach academic achievement goals.

These goals reflect the percentage of students achieving Career and College Readiness (Academic Achievement Levels 4 and 5) on the EOG and EOC annual assessments of reading and mathematics for all students and each subgroup of students (American Indian, Asian, Black, Hispanic, Two or More Races, White, English Learners, Students with Disabilities, and Economically Disadvantaged).

Attainable yet ambitious goals were set requiring all students and each subgroup of students to meet interim measures of progress that, if achieved, would result in the state meeting its twelve-year goals and a reduction of the achievement gap between high performing and low performing subgroups.

TABLE 19. State level reading Measure of Interim Progress for 2021–22 (grades 3–8)

Student subgroup	Reading (grades 3–8)					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	45.6	49.8	Not Met	29.6	51.8	Not Met
American Indian	30.2	35.3	Not Met	16.0	37.8	Not Met
Asian	69.7	69.9	Not Met	57.5	71.7	Not Met
Black	27.8	33.0	Not Met	15.1	35.5	Not Met
Hispanic	32.7	36.4	Not Met	18.7	38.8	Not Met
Two or More Races	46.2	50.7	Not Met	29.5	52.6	Not Met
White	58.9	62.0	Not Met	40.7	63.6	Not Met
Economically Disadvantaged	30.3	35.6	Not Met	15.6	38.1	Not Met
English Learners	23.4	17.2	Met	12.5	20.3	Not Met
Students with Disabilities	13.5	19.6	Not Met	6.4	22.6	Not Met

TABLE 20. State level mathematics Measure of Interim Progress for 2021–22 (grades 3–8)

Student subgroup	Mathematics (3–8)					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	41.2	52.4	Not Met	32.3	55.1	Not Met
American Indian	26.0	38.0	Not Met	17.5	41.2	Not Met
Asian	74.6	79.6	Not Met	69.2	81.4	Not Met
Black	21.9	33.8	Not Met	14.1	37.2	Not Met
Hispanic	32.7	44.1	Not Met	22.6	47.1	Not Met
Two or More Races	38.6	50.7	Not Met	29.5	53.4	Not Met
White	53.2	63.6	Not Met	44.6	65.9	Not Met
Economically Disadvantaged	26.1	38.5	Not Met	16.5	41.7	Not Met
English Learners	28.2	28.5	Not Met	19.3	32.0	Not Met
Students with Disabilities	9.7	21.7	Not Met	7.6	25.5	Not Met

TABLE 21. State level reading Measure of Interim Progress for 2021–22 (grade 10)

Student subgroup	Reading grade 10 (English II)					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	51.1	55.1	Not Met	36.4	57.1	Not Met
American Indian	34.8	38.9	Not Met	19.9	41.5	Not Met
Asian	73.1	71.5	Met	66.5	73.0	Not Met
Black	32.2	37.5	Not Met	19.1	40.2	Not Met
Hispanic	39.5	42.8	Not Met	25.2	45.2	Not Met
Two or More Races	51.3	55.3	Not Met	36.3	57.4	Not Met
White	62.9	66.6	Not Met	47.6	68.2	Not Met
Economically Disadvantaged	33.8	39.6	Not Met	19.5	42.2	Not Met
English Learners	13.2	10.7	Met	7.4	14.2	Not Met
Students with Disabilities	12.3	19.4	Not Met	5.2	22.6	Not Met

TABLE 22. State level mathematics Measure of Interim Progress for 2021–22 (grade 11)

Student subgroup	Mathematics grade 11 (NC Math 1)					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	50.7	49.4	Met	38.1	52.3	Not Met
American Indian	36.8	35.3	Met	19.2	38.7	Not Met
Asian	78.4	76.9	Met	70.7	79.9	Not Met
Black	30.2	30.8	Not Met	16.8	34.4	Not Met
Hispanic	41.6	39.3	Met	28.2	42.6	Not Met
Two or More Races	47.8	47.6	Met	34.3	50.7	Not Met
White	62.2	60.8	Met	47.3	63.4	Not Met
Economically Disadvantaged	34.2	34.7	Not Met	20.0	38.2	Not Met
English Learners	17.5	13.1	Met	12.9	17.2	Not Met
Students with Disabilities	11.9	18.5	Not Met	<5	22.5	Not Met

TABLE 23. State level Cohort Graduation Rate Measure of Interim Progress for 2021–22

Student subgroup	Cohort Graduation Rate					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	86.5	87.7	Not Met	86.2	88.6	Not Met
American Indian	81.2	84.6	Not Met	85.3	85.9	Not Met
Asian	94.5	93.7	Met	>95	93.9	Met
Black	83.7	85.3	Not Met	83.3	86.5	Not Met
Hispanic	81.1	83.1	Not Met	80.1	84.6	Not Met
Two or More Races	83.9	85.4	Not Met	83.3	86.6	Not Met
White	89.6	89.9	Not Met	89.7	90.5	Not Met
Economically Disadvantaged	81.8	83.5	Not Met	79.3	84.9	Not Met
English Learners	71.4	64.8	Met	66.8	68.5	Not Met
Students with Disabilities	69.8	74.1	Not Met	70.9	76.7	Not Met

TABLE 24. State level English Learners' Progress Measure of Interim Progress for 2021–22

Student subgroup	English Learners' Progress					
	2018–19			2021–22		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	38.6	32.2	Met	21.1	35.7	Not Met

The following tables provide the percentage of schools that met the interim progress target for each subgroup.

TABLE 25. Number of schools meeting Measure of Interim Progress for reading (grades 3–8)

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	2,004	462	23.1	1,542	76.9
	2021–22	1,994	12	0.6	1,982	99.4
American Indian	2018–19	46	15	32.6	31	67.4
	2021–22	43	0	0.0	43	100.0
Asian	2018–19	162	62	38.3	100	61.7
	2021–22	155	8	5.2	147	94.8
Black	2018–19	1,328	308	23.2	1,020	76.8
	2021–22	1,283	17	1.3	1,266	98.7
Hispanic	2018–19	1,192	374	31.4	818	68.6
	2021–22	1,212	24	2.0	1,188	98.0
Two or More Races	2018–19	242	86	35.5	156	64.5
	2021–22	252	5	2.0	247	98.0
White	2018–19	1,642	487	29.7	1,155	70.3
	2021–22	1,608	20	1.2	1,588	98.8
Economically Disadvantaged	2018–19	1,892	386	20.4	1,506	79.6
	2021–22	1,834	8	0.4	1,826	99.6
English Learners	2018–19	809	380	47.0	429	53.0
	2021–22	791	54	6.8	737	93.2
Students with Disabilities	2018–19	1,268	245	19.3	1,023	80.7
	2021–22	1,197	17	1.4	1,180	98.6

TABLE 26. Number of schools meeting Measure of Interim Progress for mathematics (grades 3–8)

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	2,004	174	8.7	1,830	91.3
	2021–22	1,994	32	1.6	1,962	98.4
American Indian	2018–19	46	5	10.9	41	89.1
	2021–22	43	0	0.0	43	100.0
Asian	2018–19	163	41	25.2	122	74.8
	2021–22	155	11	7.1	144	92.9
Black	2018–19	1,327	118	8.9	1,209	91.1
	2021–22	1,282	17	1.3	1,265	98.7
Hispanic	2018–19	1,193	176	14.8	1,017	85.2
	2021–22	1,211	36	3.0	1,175	97.0
Two or More Races	2018–19	242	59	24.4	183	75.6
	2021–22	254	13	5.1	241	94.9
White	2018–19	1,642	174	10.6	1,468	89.4
	2021–22	1,607	41	2.6	1,566	97.4
Economically Disadvantaged	2018–19	1,892	152	8.0	1,740	92.0
	2021–22	1,835	20	1.1	1,815	98.9
English Learners	2018–19	808	254	31.4	554	68.6
	2021–22	792	59	7.4	733	92.6
Students with Disabilities	2018–19	1,266	62	4.9	1,204	95.1
	2021–22	1,196	24	2.0	1,172	98.0

TABLE 27. Number of schools meeting Measure of Interim Progress for reading grade 10

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	537	141	26.3	396	73.7
	2021–22	533	12	2.3	521	97.7
American Indian	2018–19	7	1	14.3	6	85.7
	2021–22	7	0	0.0	7	100.0
Asian	2018–19	20	9	45.0	11	55.0
	2021–22	23	5	21.7	18	78.3
Black	2018–19	250	51	20.4	199	79.6
	2021–22	250	3	1.2	247	98.8
Hispanic	2018–19	201	69	34.3	132	65.7
	2021–22	222	5	2.3	217	97.7
Two or More Races	2018–19	7	3	42.9	4	57.1
	2021–22	4	0	0.0	4	100.0
White	2018–19	399	104	26.1	295	73.9
	2021–22	382	11	2.9	371	97.1
Economically Disadvantaged	2018–19	384	91	23.7	293	76.3
	2021–22	346	0	0.0	346	100.0
English	2018–19	44	14	31.8	30	68.2

Learners	2021–22	33	2	6.1	31	93.9
Students with Disabilities	2018–19	167	28	16.8	139	83.2
	2021–22	150	2	1.3	148	98.7

TABLE 28. Number of schools meeting Measure of Interim Progress for mathematics grade 11

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	522	245	46.9	277	53.1
	2021–22	419	58	13.8	361	86.2
American Indian	2018–19	8	6	75.0	2	25.0
	2021–22	3	0	0.0	3	100.0
Asian	2018–19	12	2	16.7	10	83.3
	2021–22	7	0	0.0	7	100.0
Black	2018–19	241	95	39.4	146	60.6
	2021–22	113	4	3.5	109	96.5
Hispanic	2018–19	174	86	49.4	88	50.6
	2021–22	80	5	6.3	75	93.8
Two or More Races	2018–19	0	0	0.0	0	0.0
	2021–22	0	0	0.0	0	0.0
White	2018–19	383	203	53.0	180	47.0
	2021–22	301	42	14.0	259	86.0
Economically Disadvantaged	2018–19	368	161	43.8	207	56.3
	2021–22	146	3	2.1	143	97.9
English Learners	2018–19	23	10	43.5	13	56.5
	2021–22	1	0	0.0	1	100.0
Students with Disabilities	2018–19	127	19	15.0	108	85.0
	2021–22	9	0	0.0	9	100.0

TABLE 29. Number of schools meeting Measure of Interim Progress for Cohort Graduation Rate

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	545	205	37.6	340	62.4
	2021–22	565	188	33.3	377	66.7
American Indian	2018–19	9	1	11.1	8	88.9
	2021–22	14	7	50.0	7	50.0
Asian	2018–19	19	8	42.1	11	57.9
	2021–22	29	14	48.3	15	51.7
Black	2018–19	263	89	33.8	174	66.2
	2021–22	260	76	29.2	184	70.8
Hispanic	2018–19	200	77	38.5	123	61.5
	2021–22	219	63	28.8	156	71.2
Two or More Races	2018–19	4	1	25.0	3	75.0
	2021–22	15	3	20.0	12	80.0
White	2018–19	414	191	46.1	223	53.9
	2021–22	414	158	38.2	256	61.8

Economically Disadvantaged	2018–19	391	123	31.5	268	68.5
	2021–22	369	76	20.6	293	79.4
English Learners	2018–19	51	28	54.9	23	45.1
	2021–22	66	16	24.2	50	75.8
Students with Disabilities	2018–19	203	72	35.5	131	64.5
	2021–22	222	67	30.2	155	69.8

TABLE 30. Number of schools meeting Measure of Interim Progress for English Learners' Progress

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
All Students	2018–19	907	556	61.3	351	38.7
	2021–22	950	121	12.7	829	87.3

Section 7. Participation Requirements

As required by the ESSA, schools must meet assessment participation requirements. Participation requirements apply to all state assessments administered by the state including EOG and EOC assessments in reading, mathematics, and science; the ACT, and ACT WorkKeys.

To meet participation requirements, schools must assess at least 95% of eligible students. Participation requirements are reported for the following student groups: All Students, American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, English Learners, and Students with Disabilities.

For the 2021–22 school year only, the participation rate for high school reading and mathematics will be based on the current year membership of students in NC Math 1, NC Math 3, English II, and Biology. Participation consequences for schools who did not meet current year participation will be applied to the academic achievement indicator for reading and mathematics. As approved in the addendum to the ESSA state plan, this will meet the participation requirement without including students who were unable to participate in testing during the 2020–21 school year due to COVID-19.

Table 31 shows the number and percentage of schools that did or did not meet all the participation requirements. Table 32 shows, for each subgroup, the number of schools who met participation requirements for that subgroup.

TABLE 31. Participation requirements

	Number of schools	Percent of schools
Met all participation requirements	1,984	76.1
Did not meet all participation requirements	624	23.9
Total	2,608	

TABLE 32. The number and percentage of school-level participation requirements met by student group

Student Group	Participation expectations		
	Number of schools met	Total number of schools with the subgroup	Percent Met
All Students	8,135	8,859	91.8
American Indian	162	198	81.8
Asian	582	638	91.2
Black	4,183	4,772	87.7
Hispanic	3,965	4,398	90.2
Two or More Races	887	992	89.4
White	6,264	6,626	94.5
Economically Disadvantaged	6,038	6,848	88.2
English Learners	2,342	2,588	90.5
Students with Disabilities	3,165	3,738	84.7

Section 8. Alternative Schools and Special Population Schools

In consideration of the limited data available for some schools, the State Board of Education policy provides an Alternative Schools' Modified Accountability System for reporting overall achievement and growth performance. This system is available to qualifying alternative schools, North Carolina Department of Public Instruction-approved special education schools, and schools identified as Developmental Day Centers. Beginning with the 2017–18 school year, and as required by ESSA, these schools also have a School Performance Grade for federal reporting. Table 33 provides information on the options selected by these schools for the 2021–22 school year.

TABLE 33. Alternative Accountability Model options

SBE Policy selection	Number of schools	Description of Option and Outcomes
Option A	1	Participate in School Performance Grades
Option B	73	Alternative Schools' Progress Model
Option C	21	Schools submitted individual reports to the NCDPI
Total	95	

Schools that select Option B under the alternative system are evaluated based on their performance in the current year compared to the previous year. Schools are considered “Maintaining” if results stay within +/-2.9 points of the previous year. If more or less than three points are earned, the schools are “Progressing” or “Declining” respectively. Table 34 shows the results for the schools selecting Option B.

TABLE 34. Alternative Schools' Modified Accountability System Option B results

Option B results	Number of schools	Percent of schools
Progressing	17	23.3
Maintaining	34	46.6
Declining	22	30.1
Total	73	

Under Option C, alternative schools develop an alternative accountability model and present their proposal to the State Board of Education for approval. Approved schools provide a summary report of their accountability models, which are posted on the NCDPI website.

The results of the schools that chose Option B or Option C are located at the North Carolina Department of Public Instruction's Accountability Services website.

Section 9. Federal Designations

The Every Student Succeeds Act requires the identification of schools based on a state's accountability model. The designations required include Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools. Identification was last made in fall 2019 based on the 2018–19 school year data. These identifications were maintained during the pandemic with support and improvement efforts in place.

The identification and exit criteria have been revised for the 2022–23 school year per the approved addendum to the ESSA state plan (detailed below). Identification and exit criteria will continue to be analyzed and possibly adjusted in an amendment to the ESSA State Plan.

Comprehensive Support and Improvement Schools

- *2022–23 Comprehensive Support and Improvement – Low Performing (CSI-LP) Identification Criteria.* Title 1 served schools whose overall School Performance Grade is in the lowest 5% of all Title 1 served schools. For the 2022–23 fall identification, the score that represents the lowest 5% of Title 1 schools is 32 of a possible 100.
- *2022–23 Comprehensive Support and Improvement – Low Performing (CSI-LP) Exit Criteria.* (1) Achieve above the lowest 5% of Title I served schools for the most recent and previous school year (2018–19 and 2021–22); or (2) Achieve above the lowest 5% of Title I served schools in the 2021–22 school year and have a growth designation of meets or exceeds.
- *2022–23 Comprehensive Support and Improvement – Low Graduation Rate (CSI- LG) Identification Criteria.* Schools whose All Students graduation rate is 66.7% or below.
- *2022–23 Comprehensive Support and Improvement – Low Graduation Rate (CSI- LG) Exit Criteria.* Graduation rate greater than 66.7% in the most recent and previous year (using data from 2018–19 and 2021–22).

Targeted Support and Improvement Schools

- *2022–23 Targeted Support and Improvement – Consistently Underperforming Subgroups (TSI-CU) Identification Criteria.* One or more of the same subgroup(s) with a designation of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous two years. (For the fall 2022–23 identification 2017–18, 2018–19, and 2021–22 data will be used.)
- *2022–23 Targeted Support and Improvement – Consistently Underperforming Subgroups (TSI-CU) Exit Criteria.* Achieve a letter grade of “D” or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year. (For the 2022–23 fall exit, 2018–19 and 2021–22 data will be used.)
- *2022–23 Targeted Support and Improvement – Additional Targeted Support (TSI-AT) Identification Criteria.* Subgroup(s) performance grade at or below highest CSI-LP identified school and school's subgroup(s) is identified as TSI-CU in the identification year.
- *2022–23 Targeted Support and Improvement – Additional Targeted Support (TSI-AT) Exit Criteria.* (1) Identified subgroup(s) achieve a three-year growth designation of meets or exceeds (using 2017–18, 2018–19, and 2021–22 data); or (2) Identified subgroup(s) achieve a two-year growth designation of meets or exceeds (using 2018–19 and 2021–22 data); or (3) Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and mathematics; or (4) There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved

performance on the School Performance Grade score as compared to the score at the time of identification.

A summary of the number of schools with the above designations is listed in Table 35. Schools identified as CSI-Low Graduation Rate may also be identified as CSI – Low Performing or Targeted Support and Improvement. For the 2022–23 CSI fall identifications, if schools were unable to exit, they are included in the total number of schools below. These school will be provided additional support to implement more rigorous interventions. The full lists of school identification are available on the North Carolina Department of Public Instruction’s Office of Accountability and Testing website at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>.

TABLE 35. Summary of federal designations

Designation	Number of Schools
CSI – Low Performing	83
CSI – Low Graduation Rate	39
TSI – Consistently Underperforming Subgroups	1,040
TSI – Additional Targeted Support	892

Section 10. State Low-Performing Schools and Districts

The North Carolina General Assembly has enacted requirements to identify low-performing schools, low-performing districts, and recurring low-performing schools based on Legislative requirements. The identification of these schools and districts requires locally developed plans for improvement.

North Carolina identifies low-performing public school units annually. There are four designations for low-performing public school units:

- Low-Performing School
- Low-Performing District
- Recurring Low-Performing School
- Continually Low-Performing Charter Schools

Low-Performing Schools. A low-performing school has a School Performance Grade of 'D' or 'F', and a growth status of 'Met' or 'Not Met.'

Low-Performing District. Low-performing districts are defined as districts that have greater than 50% of schools identified as low-performing.

Recurring Low-Performing School. A recurring low-performing school is identified as low-performing in any two of the last three years. A low-performing school has a School Performance Grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'. For the purposes of this list, charter, regional, and residential schools are not identified as recurring low-performing schools.

Continually Low-Performing Charter Schools. A continually low-performing charter school is identified as low-performing in any two of the last three years. A low-performing charter has a School Performance Grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.

These designations were on hold during the pandemic, so the fall 2022 identifications based on 2021–22 school year data is the first identification since fall 2019, which was based on the 2018–19 school year data.

The overall number of low-performing schools and districts has increased. Table 36 displays the overall changes from 2018–19 to 2021–22.

TABLE 36. Number of Low-Performing Schools and Districts

	2018–19	2021–22	Difference
Low-Performing Schools	488	864	+376
Low-Performing Districts	8	29	+21
Recurring Low-Performing Schools	423	464	+41
Continually Low-Performing Charter Schools	38	35	-3

The lists of low-performing schools and districts can be found on the North Carolina Department of Public Instruction's Office of Accountability and Testing website at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>.

Section 11. ACT

ACT is reported as the percentage of eleventh graders who have a composite score of at least 19, the UNC system admission minimum requirement. For the 2021–22 school year, the participation rate was 94% (106,360 students). The performance difference between the 2021–22 school year and the 2020–21 school year showed a decrease for all subgroups because of the change in the composite score benchmark from a 17 to a 19 composite score on the assessment; however, the mean composite score was 18.2, a decrease of .2 percentage points from the 2018–19 school year.

TABLE 37. 2021–22 ACT (grade 11)

ACT (grade 11)	Number expected to test	Percent tested	Percent not tested	Met ACT Minimum 2020–21	Met ACT Minimum 2021–22
All Students	106,360	94	6	55.2	41.7
American Indian	1022	93	7	36.6	22.8
Asian	3,808	>95	<5	79.6	70.4
Black	25,036	91	9	30.1	18.6
Hispanic	19,536	93	7	39.5	26.0
Two or More Races	4,696	93	7	54.5	41.2
White	52,123	>95	<5	68.6	55.9
Economically Disadvantaged	30,356	91	9	34.2	21.1
Not Economically Disadvantaged	76,004	>95	<5	62.8	49.3
English Learners	5,459	91	9	6.1	<5
Not English Learners	100,901	95	5	57.0	43.4
Students with Disabilities	10,838	90	10	13.4	8.3
Not Student with Disabilities	95,522	95	5	58.5	44.4
Academically or Intellectually Gifted	18,817	>95	<5	94.7	88.1

Section 12. WorkKeys

WorkKeys is reported as the percentage of twelfth grade Career and Technical Education Completers who achieve a Silver Certificate or better. WorkKeys had lowest participation of any assessment at 89%.

TABLE 38. 2021–22 WorkKeys (grade 12)

WorkKeys (grade 12)	Number expected to test	Percent tested	Percent not tested	Silver or Better 2020–21	Silver or Better 2021–22
All Students	43,074	89	11	63.4	61.1
American Indian	562	88	12	54.7	49.9
Asian	1,585	89	11	82.1	81.4
Black	9,452	86	14	45.7	40.8
Hispanic	7,038	87	13	58.1	55.3
Two or More Races	1,727	88	12	63.2	60.8
White	22,660	92	8	70.4	69.7
Economically Disadvantaged	10,985	87	13	51.8	46.8
Not Economically Disadvantaged	32,089	90	10	67.5	65.8
English Learners	1,692	84	16	16.2	14.5
Not English Learners	41,382	90	10	64.6	62.5
Students with Disabilities	2,908	87	13	19.2	19.9
Not Students with Disabilities	40,166	90	10	66.4	64.0
Academically or Intellectually Gifted	7,645	92	8	94.1	92.2

Section 13. Percentage of English Learners Meeting Progress and Exiting Status

Identified English learners take the English proficiency test annually to monitor progress and to determine if students may exit such status. Students qualifying to exit identification as an English learner decreased from 9.2 % for the 2018–19 school year to 6.1% for the 2021–22 school year. This is an increase from the less than 5% in the 2020–21 school year.

TABLE 39. 2021–22 English learners meeting progress and exiting EL status

English learner proficiency and exit status	Total EL Progress 2018–19	Percent Exiting EL Status 2018–19	Percent Meeting Annual Progress Toward Exiting 2018–19	Total EL Progress 2021–22	Percent Exiting EL Status 2021–22	Percent Meeting Annual Progress Toward Exiting 2021–22
All English Learners	38.6	9.2	29.5	21.1	6.1	15.0
American Indian	34.3	7.1	27.3	16.4	<5	14.1
Asian	47.6	17.1	30.5	32.8	16.4	16.5
Black	39.9	8.8	31.1	22.6	7.4	15.3
Hispanic	36.9	7.9	29.0	19.4	<5	14.7
Two or More Races	40.6	13.7	26.9	22.3	10.2	12.2
White	51.9	16.5	35.4	31.8	13.4	18.5
Economically Disadvantaged	37.0	7.8	29.2	19.1	<5	14.4
Not Economically Disadvantaged	42.1	12.1	30.0	22.8	7.3	15.5
Students with Disabilities	19.8	<5	18.1	7.7	<5	6.8
Not Students with Disabilities	43.0	10.9	32.1	24.0	7.2	16.8
Academically or Intellectually Gifted	72.0	55.4	16.5	62.1	52.7	9.3

Section 14. Graduation Project

Eleven schools completed the high school Graduation Project for the 2021–22 school year. At the end of the 2020–21 school year twelve schools had completed the high school Graduation Project.

District/Charter Name	School Code	School Name	State Board Region
Mooresville City Schools	491312	Mooresville High School	Southwest
Wilkes County Schools	970320	East Wilkes High School	Northwest
Wilkes County Schools	970356	North Wilkes High School	Northwest
Wilkes County Schools	970388	West Wilkes High School	Northwest
Wilkes County Schools	970390	Wilkes Central High School	Northwest
Wilkes County Schools	970393	Wilkes Early College High School	Northwest
Charter Schools	13B000	Cabarrus Charter Academy	Southwest
Charter Schools	34H000	NC Leadership Charter Academy	Piedmont-Triad
Charter Schools	49E000	Pine Lake Preparatory	Southwest
Charter Schools	49F000	Langtree Charter Academy	Southwest
Charter Schools	58B000	Bear Grass Charter School	Northeast

Appendix A. Proficiency: Regions and Virtual Charters

TABLE 40. North Central 2021–22 test performance and participation by subgroup

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	52.9	29.4	33.3
American Indian	33.0	47.7	16.0	26.4
Asian	74.8	82.0	56.6	64.6
Black	32.1	34.3	15.1	15.8
Hispanic	35.5	36.7	18.2	18.4
Two or More Races	49.1	55.9	29.5	36.1
White	61.7	69.6	40.6	48.1
Economically Disadvantaged	32.4	32.2	15.5	14.5
Not Economically Disadvantaged	59.1	64.3	38.6	43.6
English Learners	15.8	17.5	5.7	6.3
Not English Learners	52.1	57.4	32.0	36.8
Students with Disabilities	15.2	17.9	6.4	7.8
Not Students with Disabilities	53.3	57.7	32.8	36.8
Academically or Intellectually Gifted	94.9	>95	81.0	83.8
Math (grades 3–8) ¹	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	52.3	32.1	34.3
American Indian	33.2	44.5	17.5	25.0
Asian	81.8	87.0	68.7	74.7
Black	29.6	29.5	14.0	13.6
Hispanic	39.9	39.0	22.1	20.5
Two or More Races	47.7	52.6	29.5	33.8
White	63.7	69.9	44.5	49.8
Economically Disadvantaged	32.6	30.8	16.4	14.3
Not Economically Disadvantaged	61.2	64.3	42.5	45.4
English Learners	26.0	26.3	11.9	11.5
Not English Learners	52.4	55.7	34.4	37.2
Students with Disabilities	17.5	18.6	7.6	7.9
Not Students with Disabilities	54.6	57.1	35.7	38.0
Academically or Intellectually Gifted	>95	>95	84.8	85.6
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	62.2	34.9	40.1
American Indian	43.0	59.0	19.4	32.0
Asian	82.8	88.5	65.3	74.3
Black	40.2	44.0	18.2	20.9
Hispanic	46.3	47.1	23.2	23.8
Two or More Races	58.4	65.4	34.8	43.5
White	70.6	77.6	46.7	55.5
Economically Disadvantaged	41.0	41.6	18.7	19.2
Not Economically Disadvantaged	66.1	70.3	42.7	48.3
English Learners	11.1	11.0	<5	<5
Not English Learners	60.6	65.4	36.8	42.4
Students with Disabilities	16.5	19.3	5.0	6.8
Not Students with Disabilities	63.2	68.0	38.8	44.5
Academically or Intellectually Gifted	>95	>95	81.8	86.8

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	28.9	10.7	8.1
American Indian	24.0	22.2	6.6	<5
Asian	56.1	55.0	28.1	26.3
Black	20.2	18.7	<5	<5
Hispanic	27.4	22.8	8.1	5.8
Two or More Races	33.1	31.7	10.0	9.4
White	44.8	42.9	16.0	13.0
Economically Disadvantaged	23.7	19.6	6.3	<5
Not Economically Disadvantaged	40.1	35.3	14.0	10.6
English Learners	11.7	10.9	<5	<5
Not English Learners	35.3	31.4	11.5	8.8
Students with Disabilities	12.0	11.7	<5	<5
Not Students with Disabilities	36.9	32.3	12.2	9.3
Academically or Intellectually Gifted	77.9	75.3	41.4	32.6
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	56.0	32.1	35.8
American Indian	40.6	36.2	17.2	18.1
Asian	82.6	87.9	70.0	78.4
Black	34.1	34.2	14.4	15.3
Hispanic	43.9	42.8	22.5	21.7
Two or More Races	51.2	55.4	30.3	36.0
White	64.7	69.3	41.9	47.3
Economically Disadvantaged	35.9	34.9	15.9	15.4
Not Economically Disadvantaged	60.5	62.7	38.7	42.2
English Learners	19.6	22.0	7.0	9.3
Not English Learners	55.0	57.7	33.3	37.1
Students with Disabilities	17.7	20.2	5.6	7.5
Not Students with Disabilities	56.4	59.0	34.3	38.1
Academically or Intellectually Gifted	89.9	91.1	74.0	77.0
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	70.4	58.4	60.4
American Indian	58.4	69.6	46.4	56.7
Asian	87.0	90.4	81.3	85.4
Black	51.2	52.9	39.4	40.3
Hispanic	58.8	58.8	47.4	47.0
Two or More Races	69.9	74.1	59.5	63.8
White	80.8	85.1	72.5	77.3
Economically Disadvantaged	54.0	52.8	42.4	40.7
Not Economically Disadvantaged	77.3	79.6	68.5	70.9
English Learners	36.1	36.9	24.6	25.1
Not English Learners	71.7	74.5	62.0	64.8
Students with Disabilities	32.0	33.8	21.4	22.8
Not Students with Disabilities	73.6	75.4	63.8	65.6
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region

All Students	52.1	54.8	43.4	46.5
American Indian	39.2	37.8	30.0	30.0
Asian	81.0	86.7	75.6	82.2
Black	32.0	33.1	23.7	24.4
Hispanic	38.7	37.5	30.6	29.7
Two or More Races	52.3	57.1	43.2	48.1
White	66.0	71.4	56.7	62.6
Economically Disadvantaged	34.1	32.3	25.6	23.8
Not Economically Disadvantaged	60.4	63.1	51.6	54.9
English Learners	11.2	12.7	7.0	8.8
Not English Learners	54.4	57.4	45.4	48.8
Students with Disabilities	18.3	20.1	10.5	12.9
Not Students with Disabilities	56.2	59.2	47.5	50.8
Academically or Intellectually Gifted	92.9	94.9	87.6	90.7

¹ Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 41. Northeast 2021–22 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	42.3	29.4	24.1
American Indian	33.0	36.1	16.0	12.8
Asian	74.8	74.3	56.6	53.1
Black	32.1	27.3	15.1	11.9
Hispanic	35.5	37.7	18.2	19.3
Two or More Races	49.1	46.0	29.5	26.3
White	61.7	58.2	40.6	37.5
Economically Disadvantaged	32.4	29.1	15.5	13.4
Not Economically Disadvantaged	59.1	53.9	38.6	33.6
English Learners	15.8	17.7	5.7	5.4
Not English Learners	52.1	43.6	32.0	25.1
Students with Disabilities	15.2	14.5	6.4	6.1
Not Students with Disabilities	53.3	46.7	32.8	26.9
Academically or Intellectually Gifted	94.9	93.7	81.0	77.3
Math (grades 3–8)²	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	44.5	32.1	27.0
American Indian	33.2	34.3	17.5	16.4
Asian	81.8	82.7	68.7	68.7
Black	29.6	26.9	14.0	11.6
Hispanic	39.9	45.4	22.1	26.5
Two or More Races	47.7	45.2	29.5	27.1
White	63.7	61.9	44.5	42.4
Economically Disadvantaged	32.6	30.0	16.4	14.5
Not Economically Disadvantaged	61.2	57.3	42.5	38.0
English Learners	26.0	30.7	11.9	14.6
Not English Learners	52.4	45.3	34.4	27.6
Students with Disabilities	17.5	17.1	7.6	6.9
Not Students with Disabilities	54.6	48.8	35.7	30.1
Academically or Intellectually Gifted	>95	>95	84.8	84.6
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	48.6	34.9	25.9
American Indian	43.0	47.8	19.4	21.7
Asian	82.8	73.1	65.3	51.9
Black	40.2	31.2	18.2	10.4
Hispanic	46.3	49.9	23.2	29.3
Two or More Races	58.4	52.8	34.8	27.0
White	70.6	63.3	46.7	38.5
Economically Disadvantaged	41.0	33.0	18.7	14.0
Not Economically Disadvantaged	66.1	58.5	42.7	33.4
English Learners	11.1	10.0	<5	<5
Not English Learners	60.6	49.5	36.8	26.5
Students with Disabilities	16.5	14.3	5.0	<5
Not Students with Disabilities	63.2	52.9	38.8	28.8
Academically or Intellectually Gifted	>95	92.8	81.8	76.2
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	32.8	10.7	10.5
American Indian	24.0	25.0	6.6	12.5
Asian	56.1	65.6	28.1	15.6

Black	20.2	21.9	<5	<5
Hispanic	27.4	41.1	8.1	13.6
Two or More Races	33.1	31.2	10.0	9.0
White	44.8	43.7	16.0	16.7
Economically Disadvantaged	23.7	22.8	6.3	5.2
Not Economically Disadvantaged	40.1	41.9	14.0	15.2
English Learners	11.7	17.2	<5	<5
Not English Learners	35.3	33.4	11.5	10.7
Students with Disabilities	12.0	11.3	<5	<5
Not Students with Disabilities	36.9	36.4	12.2	11.9
Academically or Intellectually Gifted	77.9	79.6	41.4	48.3
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	49.1	32.1	26.9
American Indian	40.6	54.5	17.2	18.2
Asian	82.6	83.3	70.0	72.2
Black	34.1	30.9	14.4	11.0
Hispanic	43.9	55.1	22.5	30.5
Two or More Races	51.2	48.7	30.3	27.2
White	64.7	62.3	41.9	38.5
Economically Disadvantaged	35.9	33.6	15.9	14.6
Not Economically Disadvantaged	60.5	57.2	38.7	33.4
English Learners	19.6	32.6	7.0	10.5
Not English Learners	55.0	49.4	33.3	27.2
Students with Disabilities	17.7	15.3	5.6	<5
Not Students with Disabilities	56.4	52.1	34.3	28.9
Academically or Intellectually Gifted	89.9	87.6	74.0	70.9
Science (grade 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	level 4 and above region
All Students	68.3	64.0	58.4	53.3
American Indian	58.4	61.2	46.4	42.9
Asian	87.0	84.0	81.3	80.0
Black	51.2	48.1	39.4	35.8
Hispanic	58.8	63.0	47.4	50.2
Two or More Races	69.9	65.5	59.5	54.6
White	80.8	79.6	72.5	71.2
Economically Disadvantaged	54.0	51.0	42.4	38.4
Not Economically Disadvantaged	77.3	74.6	68.5	65.5
English Learners	36.1	42.9	24.6	27.2
Not English Learners	71.7	65.1	62.0	54.7
Students with Disabilities	32.0	31.3	21.4	19.4
Not Students with Disabilities	73.6	69.1	63.8	58.6
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	45.4	43.4	35.8
American Indian	39.2	62.5	30.0	50.0
Asian	81.0	81.8	75.6	76.4
Black	32.0	28.0	23.7	19.7
Hispanic	38.7	41.4	30.6	32.2
Two or More Races	52.3	52.4	43.2	37.8
White	66.0	60.1	56.7	49.7
Economically Disadvantaged	34.1	29.1	25.6	21.1
Not Economically Disadvantaged	60.4	55.1	51.6	44.5

English Learners	11.2	8.3	7.0	5.3
Not English Learners	54.4	46.4	45.4	36.6
Students with Disabilities	18.3	17.7	10.5	6.6
Not Students with Disabilities	56.2	48.9	47.5	39.5
Academically or Intellectually Gifted	92.9	91.3	87.6	83.5

¹ An asterisk symbol indicates insufficient data.

² Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 42. Northwest 2021–22 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	50.1	29.4	29.3
American Indian	33.0	48.9	16.0	22.2
Asian	74.8	47.7	56.6	25.0
Black	32.1	30.6	15.1	14.4
Hispanic	35.5	36.7	18.2	19.0
Two or More Races	49.1	45.2	29.5	25.2
White	61.7	55.4	40.6	33.6
Economically Disadvantaged	32.4	39.3	15.5	20.3
Not Economically Disadvantaged	59.1	59.3	38.6	37.0
English Learners	15.8	14.5	5.7	<5
Not English Learners	52.1	53.4	32.0	31.6
Students with Disabilities	15.2	15.4	6.4	6.1
Not Students with Disabilities	53.3	56.1	32.8	33.3
Academically or Intellectually Gifted	94.9	>95	81.0	81.2
Math (grades 3–8)²	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	54.1	32.1	34.6
American Indian	33.2	51.1	17.5	24.4
Asian	81.8	61.8	68.7	42.1
Black	29.6	30.5	14.0	14.2
Hispanic	39.9	45.5	22.1	26.2
Two or More Races	47.7	46.9	29.5	26.7
White	63.7	58.2	44.5	38.4
Economically Disadvantaged	32.6	43.3	16.4	24.4
Not Economically Disadvantaged	61.2	63.3	42.5	43.2
English Learners	26.0	28.6	11.9	11.6
Not English Learners	52.4	56.5	34.4	36.7
Students with Disabilities	17.5	18.8	7.6	8.5
Not Students with Disabilities	54.6	60.2	35.7	39.1
Academically or Intellectually Gifted	>95	>95	84.8	85.3
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	58.3	34.9	33.8
American Indian	43.0	*	19.4	*
Asian	82.8	65.7	65.3	37.3
Black	40.2	37.6	18.2	19.1
Hispanic	46.3	45.2	23.2	22.2
Two or More Races	58.4	53.5	34.8	30.3
White	70.6	63.2	46.7	37.9
Economically Disadvantaged	41.0	44.7	18.7	22.6
Not Economically Disadvantaged	66.1	65.4	42.7	39.6
English Learners	11.1	7.3	<5	<5
Not English Learners	60.6	61.1	36.8	35.6
Students with Disabilities	16.5	14.7	5.0	<5
Not Students with Disabilities	63.2	64.5	38.8	37.9
Academically or Intellectually Gifted	>95	>95	81.8	80.9
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	45.7	10.7	18.0

American Indian	24.0	27.3	6.6	<5
Asian	56.1	63.4	28.1	33.0
Black	20.2	26.7	<5	6.2
Hispanic	27.4	38.5	8.1	14.2
Two or More Races	33.1	37.5	10.0	13.5
White	44.8	49.1	16.0	19.7
Economically Disadvantaged	23.7	36.6	6.3	11.6
Not Economically Disadvantaged	40.1	52.1	14.0	22.5
English Learners	11.7	11.9	<5	<5
Not English Learners	35.3	48.4	11.5	19.2
Students with Disabilities	12.0	13.6	<5	<5
Not Students with Disabilities	36.9	51.1	12.2	20.6
Academically or Intellectually Gifted	77.9	88.1	41.4	57.6
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	54.9	32.1	32.6
American Indian	40.6	*	17.2	*
Asian	82.6	71.8	70.0	44.1
Black	34.1	32.5	14.4	13.9
Hispanic	43.9	44.0	22.5	25.4
Two or More Races	51.2	45.8	30.3	25.9
White	64.7	58.6	41.9	35.4
Economically Disadvantaged	35.9	41.8	15.9	20.7
Not Economically Disadvantaged	60.5	60.7	38.7	37.9
English Learners	19.6	11.9	7.0	<5
Not English Learners	55.0	56.8	33.3	33.9
Students with Disabilities	17.7	15.9	5.6	<5
Not Students with Disabilities	56.4	58.0	34.3	34.9
Academically or Intellectually Gifted	89.9	91.7	74.0	75.0
Science (grades five and eight)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	73.2	58.4	63.0
American Indian	58.4	*	46.4	*
Asian	87.0	76.9	81.3	64.1
Black	51.2	52.5	39.4	40.3
Hispanic	58.8	62.7	47.4	50.6
Two or More Races	69.9	67.9	59.5	56.5
White	80.8	77.6	72.5	68.2
Economically Disadvantaged	54.0	64.4	42.4	52.4
Not Economically Disadvantaged	77.3	80.3	68.5	71.6
English Learners	36.1	37.4	24.6	23.6
Not English Learners	71.7	76.4	62.0	66.5
Students with Disabilities	32.0	36.5	21.4	25.4
Not Students with Disabilities	73.6	79.1	63.8	69.0
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	54.2	43.4	44.2
American Indian	39.2	*	30.0	*
Asian	81.0	70.4	75.6	60.2

Black	32.0	25.0	23.7	18.9
Hispanic	38.7	40.2	30.6	31.1
Two or More Races	52.3	41.5	43.2	35.1
White	66.0	59.8	56.7	49.0
Economically Disadvantaged	34.1	41.9	25.6	33.2
Not Economically Disadvantaged	60.4	60.2	51.6	49.6
English Learners	11.2	8.2	7.0	<5
Not English Learners	54.4	56.6	45.4	46.3
Students with Disabilities	18.3	17.6	10.5	9.4
Not Students with Disabilities	56.2	58.8	47.5	48.6
Academically or Intellectually Gifted	92.9	91.5	87.6	84.5

¹ An asterisk symbol indicates insufficient data.

² Eighth graders participate in either grade EOG or NC Math 1.

TABLE 43. Piedmont-Triad 2021–22 test performance and participation by subgroup

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	43.9	29.4	25.9
American Indian	33.0	35.7	16.0	19.5
Asian	74.8	64.4	56.6	45.4
Black	32.1	30.0	15.1	14.4
Hispanic	35.5	32.2	18.2	16.2
Two or More Races	49.1	45.1	29.5	26.1
White	61.7	56.5	40.6	36.4
Economically Disadvantaged	32.4	30.0	15.5	14.5
Not Economically Disadvantaged	59.1	55.1	38.6	35.2
English Learners	15.8	14.4	5.7	5.2
Not English Learners	52.1	47.6	32.0	28.6
Students with Disabilities	15.2	13.9	6.4	6.2
Not Students with Disabilities	53.3	48.5	32.8	29.0
Academically or Intellectually Gifted	94.9	94.3	81.0	78.3
Math (grades 3–8)¹	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	45.8	32.1	28.7
American Indian	33.2	40.8	17.5	22.9
Asian	81.8	71.5	68.7	55.1
Black	29.6	28.0	14.0	13.0
Hispanic	39.9	36.4	22.1	20.1
Two or More Races	47.7	44.2	29.5	26.4
White	63.7	59.6	44.5	40.8
Economically Disadvantaged	32.6	31.0	16.4	15.8
Not Economically Disadvantaged	61.2	57.8	42.5	39.1
English Learners	26.0	22.8	11.9	9.9
Not English Learners	52.4	48.8	34.4	31.1
Students with Disabilities	17.5	17.0	7.6	7.6
Not Students with Disabilities	54.6	50.3	35.7	31.9
Academically or Intellectually Gifted	>95	94.0	84.8	81.2
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	54.0	34.9	31.4
American Indian	43.0	55.6	19.4	27.8
Asian	82.8	73.1	65.3	51.7
Black	40.2	38.2	18.2	16.9
Hispanic	46.3	42.8	23.2	21.3
Two or More Races	58.4	54.0	34.8	30.4
White	70.6	66.6	46.7	42.8
Economically Disadvantaged	41.0	39.5	18.7	17.5
Not Economically Disadvantaged	66.1	62.3	42.7	39.3
English Learners	11.1	10.0	<5	<5
Not English Learners	60.6	56.8	36.8	33.3
Students with Disabilities	16.5	13.0	5.0	<5
Not Students with Disabilities	63.2	59.3	38.8	35.0
Academically or Intellectually Gifted	>95	93.5	81.8	75.8
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	26.8	10.7	6.7

American Indian	24.0	20.5	6.6	6.8
Asian	56.1	34.8	28.1	9.8
Black	20.2	15.0	<5	<5
Hispanic	27.4	22.4	8.1	5.0
Two or More Races	33.1	28.5	10.0	7.1
White	44.8	37.8	16.0	11.0
Economically Disadvantaged	23.7	19.5	6.3	<5
Not Economically Disadvantaged	40.1	33.5	14.0	9.0
English Learners	11.7	10.3	<5	<5
Not English Learners	35.3	28.9	11.5	7.4
Students with Disabilities	12.0	11.4	<5	<5
Not Students with Disabilities	36.9	29.9	12.2	7.7
Academically or Intellectually Gifted	77.9	64.2	41.4	24.8
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	47.2	32.1	26.5
American Indian	40.6	34.3	17.2	20.0
Asian	82.6	66.7	70.0	50.4
Black	34.1	29.9	14.4	11.5
Hispanic	43.9	37.1	22.5	17.0
Two or More Races	51.2	45.8	30.3	24.9
White	64.7	59.7	41.9	37.0
Economically Disadvantaged	35.9	31.9	15.9	13.2
Not Economically Disadvantaged	60.5	54.9	38.7	33.0
English Learners	19.6	13.2	7.0	<5
Not English Learners	55.0	49.0	33.3	27.7
Students with Disabilities	17.7	13.5	5.6	<5
Not Students with Disabilities	56.4	50.2	34.3	28.5
Academically or Intellectually Gifted	89.9	84.5	74.0	64.8
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	65.1	58.4	55.3
American Indian	58.4	67.8	46.4	51.1
Asian	87.0	80.0	81.3	72.6
Black	51.2	48.3	39.4	37.1
Hispanic	58.8	55.5	47.4	44.7
Two or More Races	69.9	67.4	59.5	56.5
White	80.8	78.5	72.5	70.1
Economically Disadvantaged	54.0	51.9	42.4	40.7
Not Economically Disadvantaged	77.3	75.0	68.5	66.3
English Learners	36.1	33.3	24.6	22.7
Not English Learners	71.7	69.0	62.0	59.3
Students with Disabilities	32.0	29.4	21.4	19.5
Not Students with Disabilities	73.6	70.6	63.8	60.8
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	47.1	43.4	38.8
American Indian	39.2	34.2	30.0	34.2
Asian	81.0	71.0	75.6	63.8

Black	32.0	29.4	23.7	21.7
Hispanic	38.7	35.5	30.6	27.2
Two or More Races	52.3	46.5	43.2	37.9
White	66.0	61.5	56.7	52.8
Economically Disadvantaged	34.1	31.4	25.6	23.6
Not Economically Disadvantaged	60.4	56.2	51.6	47.6
English Learners	11.2	10.6	7.0	6.3
Not English Learners	54.4	49.4	45.4	40.8
Students with Disabilities	18.3	14.3	10.5	6.6
Not Students with Disabilities	56.2	51.5	47.5	43.1
Academically or Intellectually Gifted	92.9	89.4	87.6	82.9

¹ Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 44. Sandhills 2021–22 test performance and participation by subgroup

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	42.1	29.4	22.9
American Indian	33.0	29.4	16.0	13.1
Asian	74.8	66.8	56.6	46.8
Black	32.1	32.0	15.1	14.6
Hispanic	35.5	39.8	18.2	20.1
Two or More Races	49.1	45.1	29.5	25.6
White	61.7	57.1	40.6	35.7
Economically Disadvantaged	32.4	31.4	15.5	14.3
Not Economically Disadvantaged	59.1	53.0	38.6	31.7
English Learners	15.8	16.8	5.7	5.5
Not English Learners	52.1	44.0	32.0	24.3
Students with Disabilities	15.2	13.6	6.4	5.2
Not Students with Disabilities	53.3	46.7	32.8	25.8
Academically or Intellectually Gifted	94.9	94.5	81.0	78.2
Math (grades 3–8)¹	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	41.0	32.1	22.6
American Indian	33.2	30.2	17.5	15.2
Asian	81.8	70.3	68.7	54.3
Black	29.6	28.2	14.0	12.0
Hispanic	39.9	42.3	22.1	22.0
Two or More Races	47.7	41.7	29.5	23.1
White	63.7	56.6	44.5	35.9
Economically Disadvantaged	32.6	29.6	16.4	13.4
Not Economically Disadvantaged	61.2	52.5	42.5	31.8
English Learners	26.0	26.0	11.9	10.3
Not English Learners	52.4	42.1	34.4	23.5
Students with Disabilities	17.5	14.6	7.6	5.7
Not Students with Disabilities	54.6	45.2	35.7	25.3
Academically or Intellectually Gifted	>95	93.3	84.8	78.8
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	50.9	34.9	26.5
American Indian	43.0	38.9	19.4	16.0
Asian	82.8	82.4	65.3	64.7
Black	40.2	38.9	18.2	15.7
Hispanic	46.3	49.5	23.2	23.9
Two or More Races	58.4	52.6	34.8	27.1
White	70.6	66.3	46.7	40.7
Economically Disadvantaged	41.0	39.3	18.7	16.5
Not Economically Disadvantaged	66.1	59.8	42.7	34.2
English Learners	11.1	10.3	<5	<5
Not English Learners	60.6	52.6	36.8	27.5
Students with Disabilities	16.5	14.9	5.0	<5
Not Students with Disabilities	63.2	55.9	38.8	29.7
Academically or Intellectually Gifted	>95	>95	81.8	79.0
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	31.9	10.7	10.2

American Indian	24.0	21.5	6.6	6.3
Asian	56.1	54.1	28.1	35.1
Black	20.2	24.2	<5	6.5
Hispanic	27.4	35.2	8.1	12.3
Two or More Races	33.1	34.0	10.0	8.9
White	44.8	41.7	16.0	14.3
Economically Disadvantaged	23.7	24.6	6.3	6.9
Not Economically Disadvantaged	40.1	39.4	14.0	13.5
English Learners	11.7	13.7	<5	<5
Not English Learners	35.3	32.9	11.5	10.5
Students with Disabilities	12.0	11.3	<5	<5
Not Students with Disabilities	36.9	35.4	12.2	11.5
Academically or Intellectually Gifted	77.9	78.4	41.4	47.0
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	49.2	32.1	26.2
American Indian	40.6	39.0	17.2	15.8
Asian	82.6	81.4	70.0	66.2
Black	34.1	37.2	14.4	15.4
Hispanic	43.9	48.9	22.5	24.8
Two or More Races	51.2	48.3	30.3	26.8
White	64.7	61.5	41.9	37.7
Economically Disadvantaged	35.9	36.4	15.9	15.6
Not Economically Disadvantaged	60.5	57.3	38.7	33.0
English Learners	19.6	19.8	7.0	<5
Not English Learners	55.0	50.3	33.3	27.1
Students with Disabilities	17.7	16.1	5.6	<5
Not Students with Disabilities	56.4	51.9	34.3	28.1
Academically or Intellectually Gifted	89.9	90.1	74.0	72.2
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	63.7	58.4	52.9
American Indian	58.4	55.6	46.4	44.0
Asian	87.0	80.0	81.3	72.2
Black	51.2	51.4	39.4	38.8
Hispanic	58.8	64.2	47.4	51.8
Two or More Races	69.9	68.4	59.5	58.2
White	80.8	78.3	72.5	70.3
Economically Disadvantaged	54.0	52.5	42.4	40.4
Not Economically Disadvantaged	77.3	74.6	68.5	64.9
English Learners	36.1	40.3	24.6	27.1
Not English Learners	71.7	65.5	62.0	54.8
Students with Disabilities	32.0	30.1	21.4	19.3
Not Students with Disabilities	73.6	69.1	63.8	58.2
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	48.3	43.4	39.0
American Indian	39.2	38.2	30.0	28.9
Asian	81.0	76.2	75.6	71.5

Black	32.0	35.5	23.7	26.8
Hispanic	38.7	47.1	30.6	37.8
Two or More Races	52.3	49.1	43.2	41.4
White	66.0	63.6	56.7	53.5
Economically Disadvantaged	34.1	36.7	25.6	27.7
Not Economically Disadvantaged	60.4	56.6	51.6	47.3
English Learners	11.2	13.0	7.0	7.0
Not English Learners	54.4	49.8	45.4	40.4
Students with Disabilities	18.3	20.1	10.5	10.9
Not Students with Disabilities	56.2	51.9	47.5	42.7
Academically or Intellectually Gifted	92.9	92.8	87.6	87.7

¹ Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 45. Southeast 2021–22 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	46.6	29.4	27.5
American Indian	33.0	37.3	16.0	20.3
Asian	74.8	56.2	56.6	33.9
Black	32.1	28.0	15.1	12.4
Hispanic	35.5	36.0	18.2	18.4
Two or More Races	49.1	47.6	29.5	27.8
White	61.7	58.1	40.6	37.2
Economically Disadvantaged	32.4	32.6	15.5	16.1
Not Economically Disadvantaged	59.1	55.2	38.6	34.5
English Learners	15.8	14.3	5.7	<5
Not English Learners	52.1	49.4	32.0	29.5
Students with Disabilities	15.2	14.6	6.4	6.2
Not Students with Disabilities	53.3	51.8	32.8	31.0
Academically or Intellectually Gifted	94.9	92.5	81.0	75.6
Math (grades 3–8)²	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	47.9	32.1	30.0
American Indian	33.2	39.6	17.5	21.2
Asian	81.8	66.5	68.7	48.4
Black	29.6	26.5	14.0	11.9
Hispanic	39.9	39.9	22.1	22.0
Two or More Races	47.7	47.3	29.5	28.0
White	63.7	59.6	44.5	40.6
Economically Disadvantaged	32.6	32.5	16.4	16.5
Not Economically Disadvantaged	61.2	57.4	42.5	38.3
English Learners	26.0	24.2	11.9	9.8
Not English Learners	52.4	50.0	34.4	31.8
Students with Disabilities	17.5	17.0	7.6	7.3
Not Students with Disabilities	54.6	53.0	35.7	33.8
Academically or Intellectually Gifted	>95	94.0	84.8	80.8
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	54.3	34.9	31.2
American Indian	43.0	50.0	19.4	25.0
Asian	82.8	69.5	65.3	41.7
Black	40.2	31.6	18.2	13.1
Hispanic	46.3	43.3	23.2	21.4
Two or More Races	58.4	55.2	34.8	32.9
White	70.6	67.3	46.7	41.8
Economically Disadvantaged	41.0	38.1	18.7	16.5
Not Economically Disadvantaged	66.1	61.6	42.7	37.8
English Learners	11.1	9.5	<5	<5
Not English Learners	60.6	56.5	36.8	32.6
Students with Disabilities	16.5	14.3	5.0	<5
Not Students with Disabilities	63.2	60.0	38.8	34.9
Academically or Intellectually Gifted	>95	94.5	81.8	76.0
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	34.2	10.7	11.7

American Indian	24.0	24.2	6.6	12.1
Asian	56.1	53.7	28.1	19.4
Black	20.2	19.4	<5	<5
Hispanic	27.4	31.3	8.1	10.1
Two or More Races	33.1	33.3	10.0	11.5
White	44.8	42.9	16.0	16.1
Economically Disadvantaged	23.7	24.1	6.3	6.5
Not Economically Disadvantaged	40.1	40.7	14.0	15.0
English Learners	11.7	10.7	<5	<5
Not English Learners	35.3	36.2	11.5	12.5
Students with Disabilities	12.0	10.1	<5	<5
Not Students with Disabilities	36.9	38.7	12.2	13.5
Academically or Intellectually Gifted	77.9	77.3	41.4	39.0
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	48.8	32.1	26.0
American Indian	40.6	66.7	17.2	33.3
Asian	82.6	69.8	70.0	53.2
Black	34.1	24.3	14.4	9.0
Hispanic	43.9	46.0	22.5	22.2
Two or More Races	51.2	46.5	30.3	23.2
White	64.7	58.7	41.9	33.3
Economically Disadvantaged	35.9	31.3	15.9	12.9
Not Economically Disadvantaged	60.5	55.3	38.7	30.9
English Learners	19.6	18.6	7.0	5.6
Not English Learners	55.0	49.8	33.3	26.7
Students with Disabilities	17.7	17.7	5.6	6.0
Not Students with Disabilities	56.4	51.6	34.3	27.8
Academically or Intellectually Gifted	89.9	86.9	74.0	65.9
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	67.9	58.4	57.6
American Indian	58.4	61.9	46.4	46.0
Asian	87.0	74.6	81.3	68.2
Black	51.2	48.4	39.4	36.8
Hispanic	58.8	59.5	47.4	47.0
Two or More Races	69.9	68.8	59.5	58.4
White	80.8	79.1	72.5	70.2
Economically Disadvantaged	54.0	54.5	42.4	42.9
Not Economically Disadvantaged	77.3	75.7	68.5	66.2
English Learners	36.1	35.0	24.6	23.1
Not English Learners	71.7	70.6	62.0	60.5
Students with Disabilities	32.0	32.8	21.4	22.4
Not Students with Disabilities	73.6	73.6	63.8	63.4
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	51.0	43.4	41.4
American Indian	39.2	58.1	30.0	45.2
Asian	81.0	61.7	75.6	52.5

Black	32.0	25.4	23.7	17.0
Hispanic	38.7	40.6	30.6	31.5
Two or More Races	52.3	53.5	43.2	43.5
White	66.0	64.3	56.7	54.1
Economically Disadvantaged	34.1	33.6	25.6	24.0
Not Economically Disadvantaged	60.4	58.3	51.6	48.8
English Learners	11.2	9.3	7.0	<5
Not English Learners	54.4	53.0	45.4	43.2
Students with Disabilities	18.3	18.0	10.5	10.4
Not Students with Disabilities	56.2	55.4	47.5	45.6
Academically or Intellectually Gifted	92.9	91.6	87.6	86.0

¹ An asterisk symbol indicates insufficient data.

² Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 46. Southwest 2021–22 test performance and participation by subgroup

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	49.9	29.4	31.1
American Indian	33.0	49.9	16.0	31.5
Asian	74.8	76.2	56.6	58.6
Black	32.1	34.2	15.1	17.0
Hispanic	35.5	34.5	18.2	18.1
Two or More Races	49.1	50.6	29.5	30.8
White	61.7	64.6	40.6	43.4
Economically Disadvantaged	32.4	31.9	15.5	15.4
Not Economically Disadvantaged	59.1	59.3	38.6	39.3
English Learners	15.8	15.6	5.7	6.0
Not English Learners	52.1	54.4	32.0	34.4
Students with Disabilities	15.2	14.3	6.4	5.9
Not Students with Disabilities	53.3	54.5	32.8	34.3
Academically or Intellectually Gifted	94.9	>95	81.0	82.5
Math (grades 3–8)¹	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	53.2	32.1	36.7
American Indian	33.2	47.5	17.5	32.9
Asian	81.8	84.7	68.7	73.6
Black	29.6	33.3	14.0	17.7
Hispanic	39.9	40.7	22.1	23.9
Two or More Races	47.7	51.0	29.5	34.3
White	63.7	68.7	44.5	51.1
Economically Disadvantaged	32.6	33.0	16.4	17.5
Not Economically Disadvantaged	61.2	63.7	42.5	46.7
English Learners	26.0	27.6	11.9	14.3
Not English Learners	52.4	56.5	34.4	39.6
Students with Disabilities	17.5	17.8	7.6	8.2
Not Students with Disabilities	54.6	57.8	35.7	40.4
Academically or Intellectually Gifted	>95	>95	84.8	89.4
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	60.3	34.9	37.4
American Indian	43.0	53.8	19.4	34.6
Asian	82.8	84.5	65.3	68.5
Black	40.2	43.6	18.2	21.5
Hispanic	46.3	47.0	23.2	23.5
Two or More Races	58.4	59.9	34.8	36.0
White	70.6	73.7	46.7	50.2
Economically Disadvantaged	41.0	41.8	18.7	19.4
Not Economically Disadvantaged	66.1	67.7	42.7	44.7
English Learners	11.1	13.4	<5	<5
Not English Learners	60.6	63.5	36.8	39.8
Students with Disabilities	16.5	17.7	5.0	5.1
Not Students with Disabilities	63.2	64.8	38.8	40.9
Academically or Intellectually Gifted	>95	>95	81.8	85.6
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	34.9	10.7	12.3

American Indian	24.0	42.0	6.6	12.0
Asian	56.1	64.5	28.1	38.0
Black	20.2	22.2	<5	5.6
Hispanic	27.4	25.8	8.1	7.6
Two or More Races	33.1	34.7	10.0	10.8
White	44.8	49.8	16.0	19.6
Economically Disadvantaged	23.7	22.8	6.3	5.9
Not Economically Disadvantaged	40.1	42.5	14.0	16.2
English Learners	11.7	12.6	<5	<5
Not English Learners	35.3	37.5	11.5	13.3
Students with Disabilities	12.0	12.3	<5	<5
Not Students with Disabilities	36.9	38.6	12.2	13.8
Academically or Intellectually Gifted	77.9	82.4	41.4	47.6
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	57.6	32.1	37.0
American Indian	40.6	63.5	17.2	32.7
Asian	82.6	86.6	70.0	74.9
Black	34.1	39.1	14.4	17.6
Hispanic	43.9	45.6	22.5	24.9
Two or More Races	51.2	56.6	30.3	34.9
White	64.7	70.0	41.9	49.1
Economically Disadvantaged	35.9	37.9	15.9	17.3
Not Economically Disadvantaged	60.5	64.3	38.7	43.8
English Learners	19.6	21.5	7.0	8.4
Not English Learners	55.0	59.7	33.3	38.7
Students with Disabilities	17.7	19.3	5.6	6.2
Not Students with Disabilities	56.4	60.3	34.3	39.2
Academically or Intellectually Gifted	89.9	94.0	74.0	82.9
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	69.1	58.4	59.8
American Indian	58.4	65.2	46.4	53.6
Asian	87.0	88.7	81.3	84.0
Black	51.2	53.3	39.4	42.2
Hispanic	58.8	58.1	47.4	47.5
Two or More Races	69.9	70.9	59.5	61.3
White	80.8	82.4	72.5	74.4
Economically Disadvantaged	54.0	53.3	42.4	41.9
Not Economically Disadvantaged	77.3	77.0	68.5	68.8
English Learners	36.1	36.2	24.6	25.6
Not English Learners	71.7	73.1	62.0	63.9
Students with Disabilities	32.0	30.0	21.4	19.7
Not Students with Disabilities	73.6	73.9	63.8	64.8
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	53.9	43.4	45.8
American Indian	39.2	47.8	30.0	39.1
Asian	81.0	81.9	75.6	77.2

Black	32.0	34.5	23.7	26.3
Hispanic	38.7	37.9	30.6	30.6
Two or More Races	52.3	55.7	43.2	46.5
White	66.0	69.2	56.7	60.4
Economically Disadvantaged	34.1	33.1	25.6	25.3
Not Economically Disadvantaged	60.4	61.9	51.6	53.6
English Learners	11.2	11.5	7.0	7.5
Not English Learners	54.4	56.6	45.4	48.2
Students with Disabilities	18.3	19.1	10.5	11.0
Not Students with Disabilities	56.2	57.4	47.5	49.3
Academically or Intellectually Gifted	92.9	94.3	87.6	89.9

¹ Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 47. Western 2021–22 test performance and participation by subgroup

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	51.9	29.4	31.8
American Indian	33.0	39.1	16.0	21.1
Asian	74.8	68.7	56.6	48.0
Black	32.1	26.1	15.1	10.3
Hispanic	35.5	35.2	18.2	18.0
Two or More Races	49.1	45.6	29.5	25.3
White	61.7	58.4	40.6	37.3
Economically Disadvantaged	32.4	38.8	15.5	20.3
Not Economically Disadvantaged	59.1	62.3	38.6	41.0
English Learners	15.8	13.3	5.7	<5
Not English Learners	52.1	54.9	32.0	33.9
Students with Disabilities	15.2	14.8	6.4	6.0
Not Students with Disabilities	53.3	58.7	32.8	36.6
Academically or Intellectually Gifted	94.9	94.8	81.0	80.7
Math (grades 3–8)¹	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	53.3	32.1	33.6
American Indian	33.2	36.6	17.5	20.1
Asian	81.8	77.2	68.7	59.1
Black	29.6	25.8	14.0	11.2
Hispanic	39.9	42.1	22.1	22.8
Two or More Races	47.7	43.8	29.5	24.8
White	63.7	58.9	44.5	38.5
Economically Disadvantaged	32.6	41.0	16.4	22.1
Not Economically Disadvantaged	61.2	63.1	42.5	42.7
English Learners	26.0	25.0	11.9	10.3
Not English Learners	52.4	55.5	34.4	35.4
Students with Disabilities	17.5	17.7	7.6	7.0
Not Students with Disabilities	54.6	59.9	35.7	38.5
Academically or Intellectually Gifted	>95	94.7	84.8	82.8
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	63.4	34.9	38.7
American Indian	43.0	49.3	19.4	25.4
Asian	82.8	87.4	65.3	57.5
Black	40.2	39.3	18.2	15.1
Hispanic	46.3	49.2	23.2	24.8
Two or More Races	58.4	62.9	34.8	36.2
White	70.6	68.1	46.7	43.4
Economically Disadvantaged	41.0	50.9	18.7	25.6
Not Economically Disadvantaged	66.1	70.4	42.7	45.9
English Learners	11.1	8.8	<5	<5
Not English Learners	60.6	65.6	36.8	40.1
Students with Disabilities	16.5	17.7	5.0	<5
Not Students with Disabilities	63.2	70.3	38.8	43.7
Academically or Intellectually Gifted	>95	>95	81.8	82.2
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	44.3	10.7	16.2

American Indian	24.0	41.4	6.6	6.9
Asian	56.1	75.6	28.1	43.9
Black	20.2	20.4	<5	6.3
Hispanic	27.4	38.9	8.1	13.8
Two or More Races	33.1	36.8	10.0	11.4
White	44.8	48.4	16.0	18.1
Economically Disadvantaged	23.7	37.8	6.3	13.9
Not Economically Disadvantaged	40.1	49.6	14.0	18.1
English Learners	11.7	14.0	<5	5.5
Not English Learners	35.3	46.6	11.5	17.0
Students with Disabilities	12.0	17.5	<5	<5
Not Students with Disabilities	36.9	49.7	12.2	18.7
Academically or Intellectually Gifted	77.9	83.7	41.4	48.7
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	53.4	58.5	32.1	33.7
American Indian	40.6	33.8	17.2	7.7
Asian	82.6	82.9	70.0	68.6
Black	34.1	33.8	14.4	13.0
Hispanic	43.9	49.2	22.5	25.0
Two or More Races	51.2	50.0	30.3	29.5
White	64.7	63.0	41.9	37.3
Economically Disadvantaged	35.9	47.1	15.9	22.4
Not Economically Disadvantaged	60.5	64.0	38.7	39.1
English Learners	19.6	22.4	7.0	6.5
Not English Learners	55.0	60.0	33.3	34.8
Students with Disabilities	17.7	19.9	5.6	<5
Not Students with Disabilities	56.4	62.5	34.3	36.7
Academically or Intellectually Gifted	89.9	92.3	74.0	74.3
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	72.2	58.4	62.8
American Indian	58.4	67.1	46.4	56.4
Asian	87.0	89.2	81.3	80.0
Black	51.2	42.6	39.4	32.1
Hispanic	58.8	58.8	47.4	48.7
Two or More Races	69.9	67.7	59.5	56.0
White	80.8	78.1	72.5	69.1
Economically Disadvantaged	54.0	62.2	42.4	51.5
Not Economically Disadvantaged	77.3	80.0	68.5	71.5
English Learners	36.1	32.5	24.6	21.4
Not English Learners	71.7	75.2	62.0	65.8
Students with Disabilities	32.0	36.6	21.4	26.0
Not Students with Disabilities	73.6	78.7	63.8	69.4
Academically or Intellectually Gifted	>95	>95	>95	>95
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	57.5	43.4	48.0
American Indian	39.2	36.2	30.0	24.6
Asian	81.0	76.9	75.6	72.3

Black	32.0	29.5	23.7	20.5
Hispanic	38.7	42.0	30.6	33.7
Two or More Races	52.3	49.7	43.2	40.8
White	66.0	63.7	56.7	53.9
Economically Disadvantaged	34.1	45.2	25.6	35.1
Not Economically Disadvantaged	60.4	64.0	51.6	54.9
English Learners	11.2	7.2	7.0	<5
Not English Learners	54.4	59.5	45.4	49.8
Students with Disabilities	18.3	18.5	10.5	12.5
Not Students with Disabilities	56.2	63.1	47.5	53.2
Academically or Intellectually Gifted	92.9	93.6	87.6	88.0

¹ Eighth graders participate in either grade 8 EOG or NC Math 1.

Proficiency: Virtual Charters

The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 48. Virtual charter schools 2021–22 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.4	47.5	29.4	27.0
American Indian	33.0	23.5	16.0	17.6
Asian	74.8	78.5	56.6	60.0
Black	32.1	38.2	15.1	20.3
Hispanic	35.5	51.9	18.2	29.8
Two or More Races	49.1	49.4	29.5	26.8
White	61.7	51.2	40.6	29.3
Economically Disadvantaged	32.4	37.6	15.5	19.8
Not Economically Disadvantaged	59.1	61.1	38.6	36.9
English Learners	15.8	30.2	5.7	7.0
Not English Learners	52.1	47.7	32.0	27.3
Students with Disabilities	15.2	20.6	6.4	8.1
Not Students with Disabilities	53.3	51.3	32.8	29.7
Academically or Intellectually Gifted	94.9	88.0	81.0	74.0
Math (grades 3–8) ²	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	49.8	30.3	32.1	15.7
American Indian	33.2	9.4	17.5	9.4
Asian	81.8	75.0	68.7	50.0
Black	29.6	20.7	14.0	9.2
Hispanic	39.9	31.6	22.1	16.3
Two or More Races	47.7	29.7	29.5	16.2
White	63.7	34.8	44.5	18.2
Economically Disadvantaged	32.6	22.0	16.4	10.3
Not Economically Disadvantaged	61.2	41.6	42.5	23.0
English Learners	26.0	20.9	11.9	11.6
Not English Learners	52.4	30.4	34.4	15.7
Students with Disabilities	17.5	12.9	7.6	5.3
Not Students with Disabilities	54.6	32.8	35.7	17.2
Academically or Intellectually Gifted	>95	69.7	84.8	45.5
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	57.9	59.9	34.9	30.7
American Indian	43.0	*	19.4	*
Asian	82.8	70.0	65.3	50.0
Black	40.2	47.4	18.2	19.3
Hispanic	46.3	62.9	23.2	30.6
Two or More Races	58.4	61.3	34.8	38.7
White	70.6	65.2	46.7	35.9
Economically Disadvantaged	41.0	52.6	18.7	24.1
Not Economically Disadvantaged	66.1	67.7	42.7	37.8
English Learners	11.1	25.0	<5	8.3
Not English Learners	60.6	60.7	36.8	31.2
Students with Disabilities	16.5	27.3	5.0	5.2
Not Students with Disabilities	63.2	65.5	38.8	35.1

Academically or Intellectually Gifted	>95	>95	81.8	63.6
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	33.1	35.3	10.7	11.3
American Indian	24.0	*	6.6	*
Asian	56.1	*	28.1	*
Black	20.2	30.6	<5	9.0
Hispanic	27.4	40.7	8.1	13.6
Two or More Races	33.1	47.1	10.0	17.6
White	44.8	34.3	16.0	10.8
Economically Disadvantaged	23.7	30.8	6.3	10.3
Not Economically Disadvantaged	40.1	41.8	14.0	12.7
English Learners	11.7	*	<5	*
Not English Learners	35.3	35.9	11.5	11.5
Students with Disabilities	12.0	11.1	<5	<5
Not Students with Disabilities	36.9	39.3	12.2	12.8
Academically or Intellectually Gifted	77.9	*	41.4	*
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and Above State	Level 4 and above region
All Students	53.4	35.4	32.1	21.0
American Indian	40.6	*	17.2	*
Asian	82.6	*	70.0	*
Black	34.1	25.3	14.4	13.7
Hispanic	43.9	30.8	22.5	19.2
Two or More Races	51.2	35.6	30.3	20.0
White	64.7	41.2	41.9	24.6
Economically Disadvantaged	35.9	27.1	15.9	12.1
Not Economically Disadvantaged	60.5	43.8	38.7	29.8
English Learners	19.6	*	7.0	*
Not English Learners	55.0	35.7	33.3	21.1
Students with Disabilities	17.7	11.4	5.6	8.6
Not Students with Disabilities	56.4	37.6	34.3	22.1
Academically or Intellectually Gifted	89.9	80.0	74.0	55.0
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	68.3	64.9	58.4	54.1
American Indian	58.4	27.8	46.4	16.7
Asian	87.0	80.0	81.3	75.0
Black	51.2	56.4	39.4	43.2
Hispanic	58.8	68.1	47.4	59.4
Two or More Races	69.9	64.6	59.5	50.0
White	80.8	70.2	72.5	60.7
Economically Disadvantaged	54.0	54.9	42.4	44.1
Not Economically Disadvantaged	77.3	77.3	68.5	66.4
English Learners	36.1	50.0	24.6	41.7
Not English Learners	71.7	65.1	62.0	54.3
Students with Disabilities	32.0	31.4	21.4	23.8
Not Students with Disabilities	73.6	68.9	63.8	57.7
Academically or Intellectually Gifted	>95	92.3	>95	84.6

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.1	41.5	43.4	29.8
American Indian	39.2	*	30.0	*
Asian	81.0	*	75.6	*
Black	32.0	31.1	23.7	21.2
Hispanic	38.7	40.0	30.6	29.2
Two or More Races	52.3	44.2	43.2	30.2
White	66.0	46.0	56.7	34.1
Economically Disadvantaged	34.1	37.2	25.6	25.5
Not Economically Disadvantaged	60.4	46.3	51.6	34.5
English Learners	11.2	18.2	7.0	9.1
Not English Learners	54.4	42.0	45.4	30.2
Students with Disabilities	18.3	17.7	10.5	8.9
Not Students with Disabilities	56.2	45.6	47.5	33.4
Academically or Intellectually Gifted	92.9	82.1	87.6	71.4

¹An asterisk symbol indicates insufficient data.

²Eighth graders participate in either grade 8 EOG or NC Math 1.

Appendix B. School Performance Grades by State Board Regions

The distributions of SPGs, Growth Designations, Reading Grades, and Mathematics Grades by State Board of Education regions are presented in Tables 49–52.

TABLE 49. Number and percent of School Performance Grades by State School Board Region¹

Region		Overall Performance Grade					Total schools
		A	B	C	D	F	
Northeast	Number	6	17	59	65	23	170
	Percent	3.5	10.0	34.7	38.2	13.5	
Southeast	Number	12	34	95	79	30	250
	Percent	4.8	13.6	38.0	31.6	12.0	
North Central	Number	36	133	177	181	47	574
	Percent	6.3	23.2	30.8	31.5	8.2	
Sandhills	Number	10	28	81	102	34	255
	Percent	3.9	11.0	31.8	40.0	13.3	
Piedmont- Triad	Number	22	54	143	159	58	436
	Percent	5.0	12.4	32.8	36.5	13.3	
Southwest	Number	40	106	164	164	64	538
	Percent	7.4	19.7	30.5	30.5	11.9	
Northwest	Number	9	34	93	44	4	184
	Percent	4.9	18.5	50.5	23.9	2.2	
Western	Number	10	40	95	37	4	186
	Percent	5.4	21.5	51.1	19.9	2.2	
Virtual ²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

¹ Due to rounding, the percent of schools may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 50. Number and percent of schools with School Performance Grades by growth designations by State School Board Region¹

Region		Growth status			Total schools
		Exceeds	Meets	Does not meet	
Northeast	Number	38	79	44	161
	Percent	23.6	49.1	27.3	
Southeast	Number	54	103	90	247
	Percent	21.9	41.7	36.4	
North Central	Number	237	206	122	565
	Percent	41.9	36.5	21.6	
Sandhills	Number	103	83	59	245
	Percent	42.0	33.9	24.1	
Piedmont- Triad	Number	86	183	161	430
	Percent	20.0	42.6	37.4	
Southwest	Number	145	209	171	525
	Percent	27.6	39.8	32.6	
Northwest	Number	41	83	53	177
	Percent	23.2	46.9	29.9	

Western	Number	31	94	55	180
	Percent	17.2	52.2	30.6	
Virtual²	Number	0	0	2	2
	Percent	0.0	0.0	100.0	

¹ Due to rounding, the percent of schools may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific district.

TABLE 51. Number and percent of reading grades by State School Board Region¹

Region		Reading grade					Total schools
		A	B	C	D	F	
Northeast	Number	0	6	29	57	29	121
	Percent	0.0	5.0	24.0	47.1	24.	
Southeast	Number	1	14	71	83	28	197
	Percent	0.5	7.1	36.0	42.1	14.	
North Central	Number	8	98	143	175	45	469
	Percent	1.7	20.9	30.5	37.3	9.6	
Sandhills	Number	1	10	44	106	37	198
	Percent	0.5	5.1	22.2	53.5	18.	
Piedmont- Triad	Number	1	22	94	156	72	345
	Percent	0.3	6.4	27.2	45.2	20.	
Southwest	Number	5	65	123	162	77	432
	Percent	1.2	15.0	28.5	37.5	17.	
Northwest	Number	0	8	72	59	4	143
	Percent	0.0	5.6	50.3	41.3	2.8	
Western	Number	1	9	84	46	4	144
	Percent	0.7	6.3	58.3	31.9	2.8	
Virtual²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

¹ Due to rounding, the percent of schools may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 52. Number and percent of mathematics grades by State School Board Region¹

Region		Mathematics grade					Total schools
		A	B	C	D	F	
Northeast	Number	2	7	35	46	31	121
	Percent	1.7	5.8	28.9	38.0	25.6	
Southeast	Number	3	25	70	63	36	197
	Percent	1.5	12.7	35.5	32.0	18.3	
North Central	Number	13	102	154	136	64	469
	Percent	2.8	21.7	32.8	29.0	13.6	
Sandhills	Number	0	19	47	90	42	198
	Percent	0.0	9.6	23.7	45.5	21.2	
Piedmont- Triad	Number	7	44	96	131	67	345
	Percent	2.0	12.8	27.8	38.0	19.4	

Southwest	Number	24	91	118	119	80	432
	Percent	5.6	21.1	27.3	27.5	18.5	
Northwest	Number	1	26	65	42	9	143
	Percent	0.7	18.2	45.5	29.4	6.3	
Western	Number	1	20	70	45	8	144
	Percent	0.7	13.9	48.6	31.3	5.6	
Virtual²	Number	0	0	0	0	2	2
	Percent	0.0	0.0	0.0	0.0	100.0	

¹ Due to rounding, the percent of schools may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

Appendix C. Subgroup Letter Grades by State Board Regions

The distribution of Subgroup Letter Grades by State Board of Education regions are presented in Tables 53–61.

TABLE 53. Number and percent of American Indian subgroup grades by State School Board Region¹

Region		Overall Performance Grade American Indian					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	0	0	0	1	1
	Percent	0.0	0.0	0.0	0.0	100.0	
Southeast	Number	0	0	0	0	0	0
	Percent	0.0	0.0	0.0	0.0	0.0	
North Central	Number	0	0	0	0	1	1
	Percent	0.0	0.0	0.0	0.0	100.0	
Sandhills	Number	0	1	4	19	25	49
	Percent	0.0	2.0	8.2	38.8	51.0	
Piedmont- Triad	Number	0	0	0	0	0	0
	Percent	0.0	0.0	0.0	0.0	0.0	
Northwest	Number	0	0	0	0	0	0
	Percent	0.0	0.0	0.0	0.0	0.0	
Western	Number	0	0	1	4	2	7
	Percent	0.0	0.0	14.3	57.1	28.6	
Virtual ²	Number	0	0	0	0	0	0
	Percent	0.0	0.0	0.0	0.0	0.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 54. Number and percent of Asian subgroup grades by State School Board Region¹

Region		Overall Performance Grade Asian					Total subgroups
		A	B	C	D	F	
Northeast	Number	3	0	0	0	0	3
	Percent	100.0	0.0	0.0	0.0	0.0	
Southeast	Number	0	0	2	1	0	3
	Percent	0.0	0.0	66.7	33.3	0.0	
North Central	Number	49	24	6	0	0	79
	Percent	62.0	30.4	7.6	0.0	0.0	
Sandhills	Number	2	1	0	0	0	3
	Percent	66.7	33.3	0.0	0.0	0.0	
Piedmont- Triad	Number	16	9	12	5	1	43
	Percent	37.2	20.9	27.9	11.6	2.3	
Southwest	Number	56	23	7	6	0	92
	Percent	60.9	25.0	7.6	6.5	0.0	
Northwest	Number	0	3	9	4	0	16
	Percent	0.0	18.8	56.3	25.0	0.0	

Western	Number	0	0	0	0	0	0
	Percent	0.0	0.0	0.0	0.0	0.0	
Virtual²	Number	0	1	1	0	0	2
	Percent	0.0	50.0	50.0	0.0	0.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 55. Number and percent of Black subgroup grades by State School Board Region¹

Region		Overall Performance Grade Black					Total subgroups
		A	B	C	D	F	
Northeast	Number	3	0	13	54	56	126
	Percent	2.4	0.0	10.3	42.9	44.4	
Southeast	Number	0	0	12	80	73	165
	Percent	0.0	0.0	7.3	48.5	44.2	
North Central	Number	4	24	78	210	159	475
	Percent	0.8	5.1	16.4	44.2	33.5	
Sandhills	Number	2	4	21	105	64	196
	Percent	1.0	2.0	10.7	53.6	32.7	
Piedmont-Triad	Number	5	7	36	114	109	271
	Percent	1.8	2.6	13.3	42.1	40.2	
Southwest	Number	3	26	82	162	134	407
	Percent	0.7	6.4	20.1	39.8	32.9	
Northwest	Number	0	0	1	8	13	22
	Percent	0.0	0.0	4.5	36.4	59.1	
Western	Number	0	0	3	6	21	30
	Percent	0.0	0.0	10.0	20.0	70.0	
Virtual²	Number	0	0	0	1	1	2
	Percent	0.0	0.0	0.0	50.0	50.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 56. Number and percent of Hispanic subgroup grades by State School Board Region¹

Region		Overall Performance Grade Hispanic					Total Subgroups
		A	B	C	D	F	
Northeast	Number	1	3	14	33	6	57
	Percent	1.8	5.3	24.6	57.9	10.5	
Southeast	Number	1	7	49	80	30	167
	Percent	0.6	4.2	29.3	47.9	18.0	
North Central	Number	7	30	95	209	83	424
	Percent	1.7	7.1	22.4	49.3	19.6	
Sandhills	Number	2	6	56	69	21	154
	Percent	1.3	3.9	36.4	44.8	13.6	
Piedmont- Triad	Number	4	11	69	148	73	305
	Percent	1.3	3.6	22.6	48.5	23.9	

Southwest	Number	3	37	109	166	76	391
	Percent	0.8	9.5	27.9	42.5	19.4	
Northwest	Number	1	4	31	47	14	97
	Percent	1.0	4.1	32.0	48.5	14.4	
Western	Number	1	3	18	41	9	72
	Percent	1.4	4.2	25.0	56.9	12.5	
Virtual²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 57. Number and percent of Two or More Races subgroup grades by State School Board Region¹

Region		Overall Performance Grade Two or More Races					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	3	6	8	2	19
	Percent	0.0	15.8	31.6	42.1	10.5	
Southeast	Number	0	1	30	19	6	56
	Percent	0.0	1.8	53.6	33.9	10.7	
North Central	Number	8	28	35	24	12	107
	Percent	7.5	26.2	32.7	22.4	11.2	
Sandhills	Number	0	10	21	25	7	63
	Percent	0.0	15.9	33.3	39.7	11.1	
Piedmont- Triad	Number	1	6	21	25	12	65
	Percent	1.5	9.2	32.3	38.5	18.5	
Southwest	Number	10	15	30	42	14	111
	Percent	9.0	13.5	27.0	37.8	12.6	
Northwest	Number	0	0	6	12	5	23
	Percent	0.0	0.0	26.1	52.2	21.7	
Western	Number	0	3	5	10	2	20
	Percent	0.0	15.0	25.0	50.0	10.0	
Virtual²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 58. Number and percent of White subgroup grades by State School Board Region¹

Region		Overall Performance Grade White					Total subgroups
		A	B	C	D	F	
Northeast	Number	7	30	60	12	4	113
	Percent	6.2	26.5	53.1	10.6	3.5	
Southeast	Number	13	55	114	37	4	223
	Percent	5.8	24.7	51.1	16.6	1.8	
North Central	Number	86	194	146	40	4	470
	Percent	18.3	41.3	31.1	8.5	0.9	

Sandhills	Number	6	53	77	49	6	191
	Percent	3.1	27.7	40.3	25.7	3.1	
Piedmont-Triad	Number	28	85	145	76	13	347
	Percent	8.1	24.5	41.8	21.9	3.7	
Southwest	Number	61	155	140	59	9	424
	Percent	14.4	36.6	33.0	13.9	2.1	
Northwest	Number	10	47	97	23	4	181
	Percent	5.5	26.0	53.6	12.7	2.2	
Western	Number	11	58	90	22	2	183
	Percent	6.0	31.7	49.2	12.0	1.1	
Virtual²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 59. Number and percent of Economically Disadvantaged subgroup grades by State School Board Region¹

Region		Overall Performance Grade Economically Disadvantaged					Total subgroups
		A	B	C	D	F	
Northeast	Number	1	4	15	67	65	152
	Percent	0.7	2.6	9.9	44.1	42.8	
Southeast	Number	1	3	40	111	65	220
	Percent	0.5	1.4	18.2	50.5	29.5	
North Central	Number	4	17	75	260	165	521
	Percent	0.8	3.3	14.4	49.9	31.7	
Sandhills	Number	7	6	32	135	65	245
	Percent	2.9	2.4	13.1	55.1	26.5	
Piedmont- Triad	Number	3	8	76	206	119	412
	Percent	0.7	1.9	18.4	50.0	28.9	
Southwest	Number	5	10	100	230	136	481
	Percent	1.0	2.1	20.8	47.8	28.3	
Northwest	Number	2	2	67	85	11	167
	Percent	1.2	1.2	40.1	50.9	6.6	
Western	Number	2	5	57	86	12	162
	Percent	1.2	3.1	35.2	53.1	7.4	
Virtual²	Number	0	0	0	1	1	2
	Percent	0.0	0.0	0.0	50.0	50.0	

¹ Due to rounding, the percent of subgroups may not total 100%.

² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 60. Number and percent of English Learner subgroup grades by State School Board Region¹

Region		Overall Performance Grade English Learner					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	2	1	8	14	25
	Percent	0.0	8.0	4.0	32.0	56.0	
Southeast	Number	0	0	0	25	46	71
	Percent	0.0	0.0	0.0	35.2	64.8	
North Central	Number	3	14	23	105	167	312
	Percent	1.0	4.5	7.4	33.7	53.5	
Sandhills	Number	0	0	3	16	41	60
	Percent	0.0	0.0	5.0	26.7	68.3	
Piedmont- Triad	Number	0	5	9	65	125	204
	Percent	0.0	2.5	4.4	31.9	61.3	
Southwest	Number	1	16	25	99	122	263
	Percent	0.4	6.1	9.5	37.6	46.4	
Northwest	Number	0	1	4	25	24	54
	Percent	0.0	1.9	7.4	46.3	44.4	
Western	Number	0	1	0	15	26	42
	Percent	0.0	2.4	0.0	35.7	61.9	
Virtual ²	Number	0	0	0	1	1	2
	Percent	0.0	0.0	0.0	50.0	50.0	

¹ Due to rounding, the percent of subgroups may not total 100%.² The two virtual charter schools serve students statewide and are not assigned to a specific region.TABLE 61. Number and percent of Students with Disabilities subgroup grades by State School Board Region¹

Region		Overall Performance Grade Students with Disabilities					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	0	0	9	82	91
	Percent	0.0	0.0	0.0	9.9	90.1	
Southeast	Number	0	0	1	16	150	167
	Percent	0.0	0.0	0.6	9.6	89.8	
North Central	Number	0	0	7	71	299	377
	Percent	0.0	0.0	1.9	18.8	79.3	
Sandhills	Number	0	0	0	23	123	146
	Percent	0.0	0.0	0.0	15.8	84.2	
Piedmont- Triad	Number	0	0	5	38	241	284
	Percent	0.0	0.0	1.8	13.4	84.9	
Southwest	Number	0	1	12	49	281	343
	Percent	0.0	0.3	3.5	14.3	81.9	
Northwest	Number	0	0	1	9	81	91
	Percent	0.0	0.0	1.1	9.9	89.0	
Western	Number	0	0	0	19	80	99
	Percent	0.0	0.0	0.0	19.2	80.8	
Virtual ²	Number	0	0	0	0	2	2
	Percent	0.0	0.0	0.0	0.0	100.0	

¹ Due to rounding, the percent of subgroups may not total 100%.² The two virtual charter schools serve students statewide and are not assigned to a specific region.

Appendix D. State Board of Education Goals

The State Board of Education implemented a strategic plan with the vision that “Every public school student will graduate ready for post-secondary education and work, prepared to be globally engaged and productive citizens.” Table 62 provides information showing results based on the goals set for assessment and accountability measures. Unless specified, results include data for all schools.

TABLE 62. State Board of Education goals

Objective	Measure	Subgroup	2018–19		2021–22	
1.4	1.4.1 Increase average composite score on state- mandated college entrance exam by subgroup	All Students	18.4		18.2	
		American Indian	16.0		15.9	
		Asian	22.6		22.8	
		Black	15.4		15.2	
		Hispanic	16.4		16.1	
		Two or More Races	18.4		18.2	
		White	20.1		19.9	
		Economically Disadvantaged	15.8		15.6	
		English Learners	13.1		13.1	
		Students with Disabilities	13.9		14.0	
Objective	Measure	Mathematics			Reading	
2.2	Increase the percentage of grades three through eight math and reading EOG subgroup test scores meeting the ESSA Yearly Measures of Interim progress	Please see table 20			Please see table 19	
Objective	Measure					
2.3	Increase the percentage of students proficient in math by subgroup				Please see table 2	
2.4	Increase the percentage of students proficient in reading by the end of third grade (2018–19 is the baseline year)				2018–19 56.8	2021–22 46.4
2.5	Increase the percentage high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim progress				Please see table 27	
2.6	Increase the percentage of students proficient in science by subgroup				Please see table 3	
2.7	Increase the number of schools meeting or exceeding growth measure by subgroup				Please see table 11	
Objective	Measure	Number of Schools with Growth ¹	Meeting Growth		Exceeding Growth	
			Number	Percent	Number	Percent
2.7.1	Increase the percentage of schools with charter-like flexibilities meeting or exceeding annual expected growth ²	196	85	43.4	37	18.9

¹ Two restart schools do not have a school accountability growth score.

² Includes innovation schools, innovation zones, restart schools, renewal school districts, and lab schools.