

2022–23 Performance and Growth of North Carolina Public Schools

Annual Testing Report (September 6, 2023)

Statistical Summary of Results

This report provides performance and growth data for the 2022–23 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.

Though no waivers or significant changes to the testing or accountability requirements were implemented in the 2022–23 school year, previously approved amendments to the Every Student Succeeds Act (ESSA) state plan were affirmed. These include the use of end-of-course assessment data from currently enrolled high school students in NC Math 1, NC Math 3, biology, and English II to calculate the participation rates (rather than calculate the indicator based on a cohort of data, e.g., all eleventh graders). This is the last year this allowance will be approved by the USED. Effective with the 2023–24 school year, participation for the end-of-course tests will be calculated as prior to the COVID-19 pandemic. Also approved with no anticipated change is the shift forward of long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years. This was effective with the 2021–22 school year, and it will remain in effect until the ESSA state plan is revised.

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. Analyses include 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 are available in a database 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 and the 2021–22 school years, both significantly affected by the pandemic. Test results were reported for the 2020–21 school year, 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 2021–22 school year, all content areas and all grade levels show an increase in the percentage of students meeting Level 3 and above and Level 4 and above except for (1) grade 8 science students scoring Level 3 and above and Level 4 and above, and (2) English II students scoring Level 4 and above. As in the 2021–22 school year, NC Math 3 exceeds 2018–19 performance, both for grade level proficiency and career and college readiness. From 2018–19 to 2022–23, NC Math 3 increased 11.5 percentage points (grade level proficiency) and 9.8 percentage points (career and college readiness).

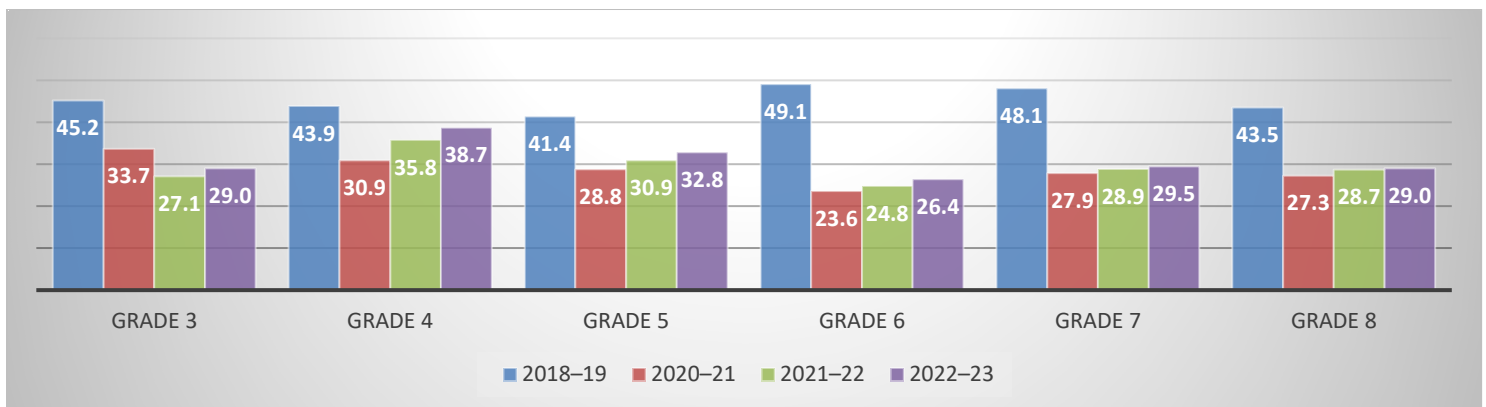


FIGURE 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard).

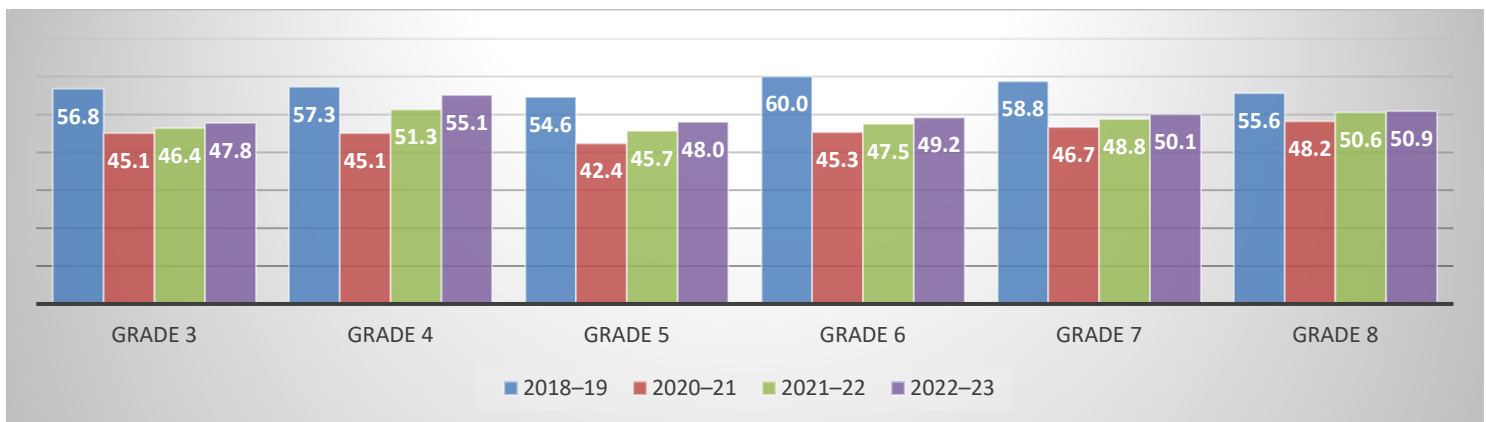


FIGURE 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard).

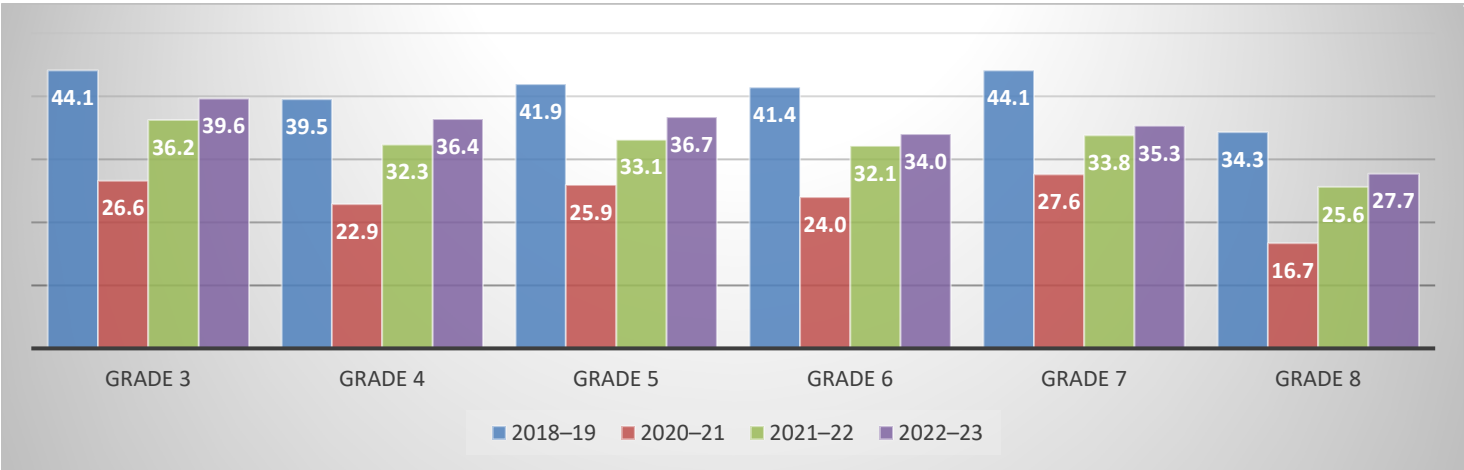


FIGURE 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard).

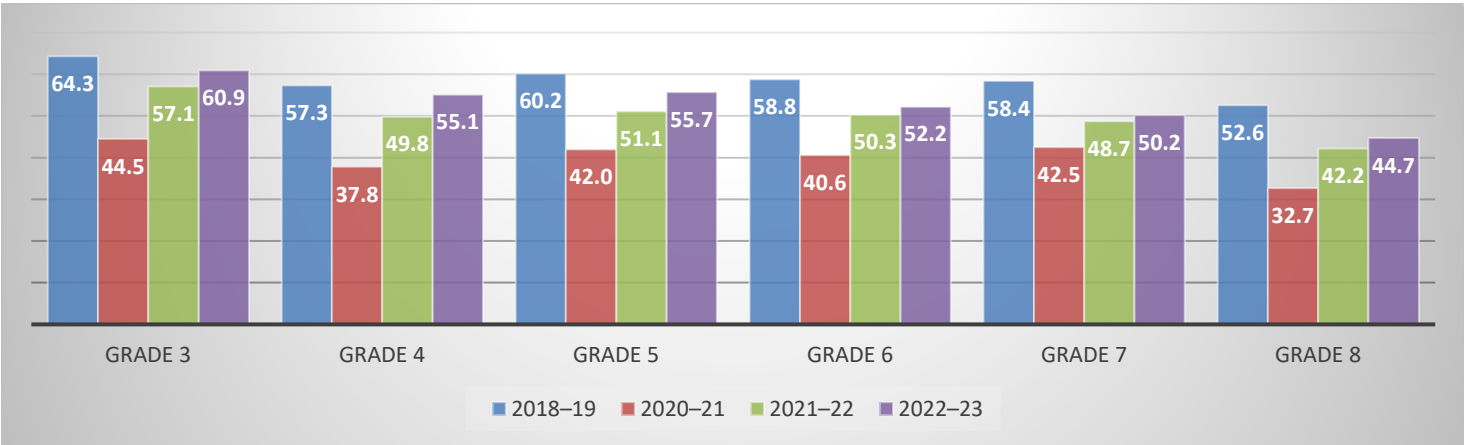


FIGURE 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard).

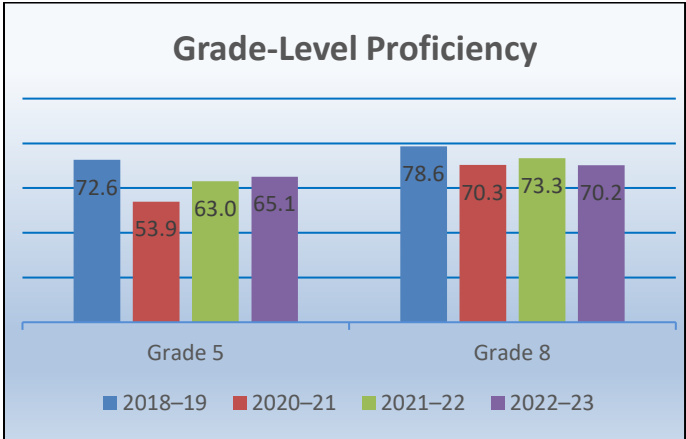
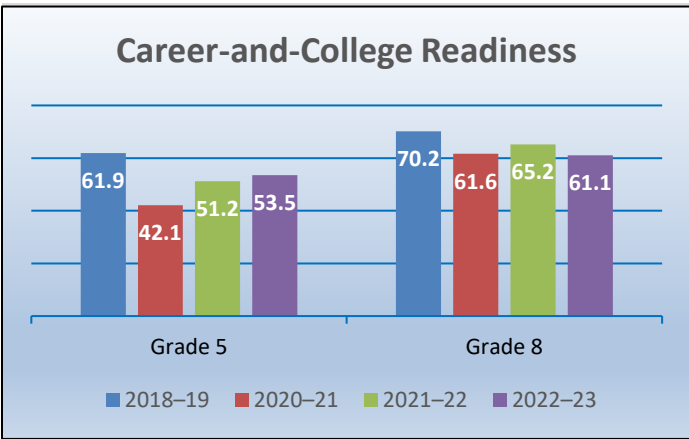


FIGURE 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

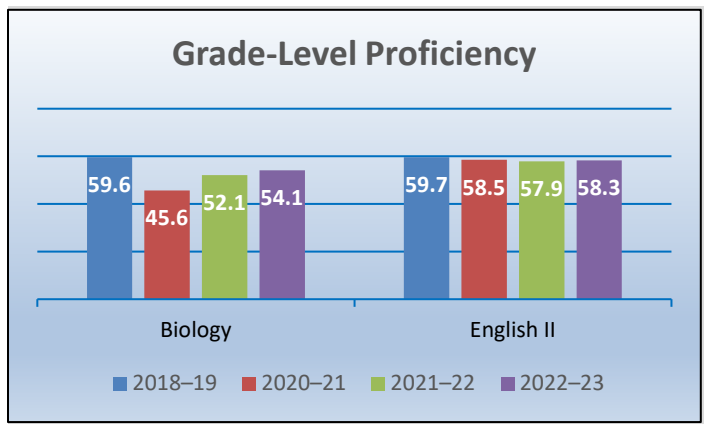
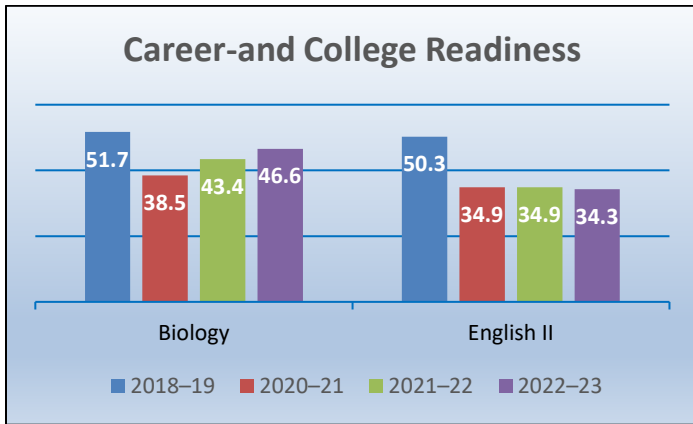


FIGURE 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

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.

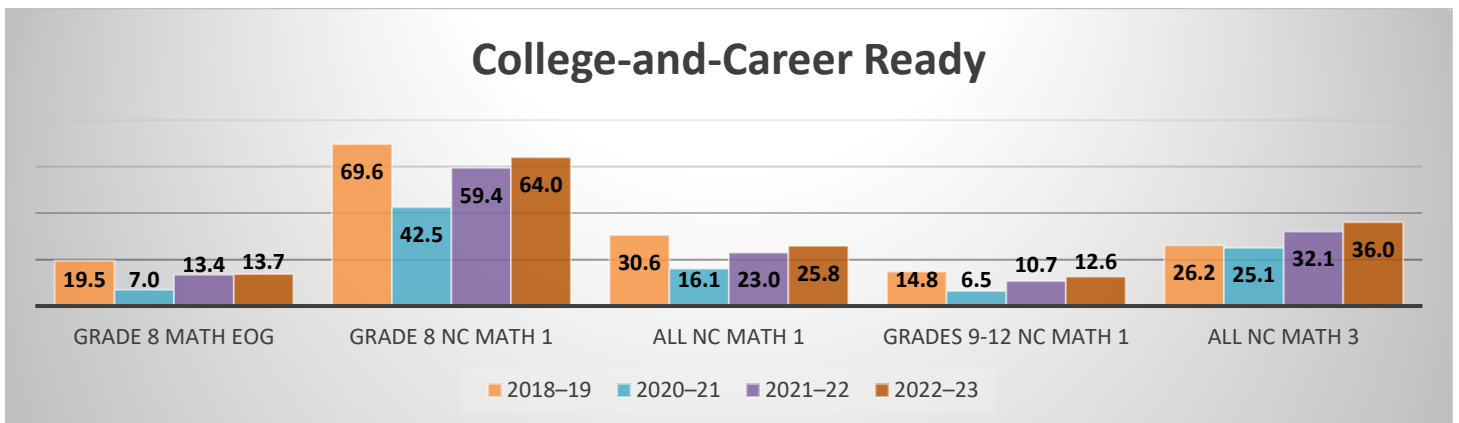


FIGURE 7. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 4 and above—CCR Standard).

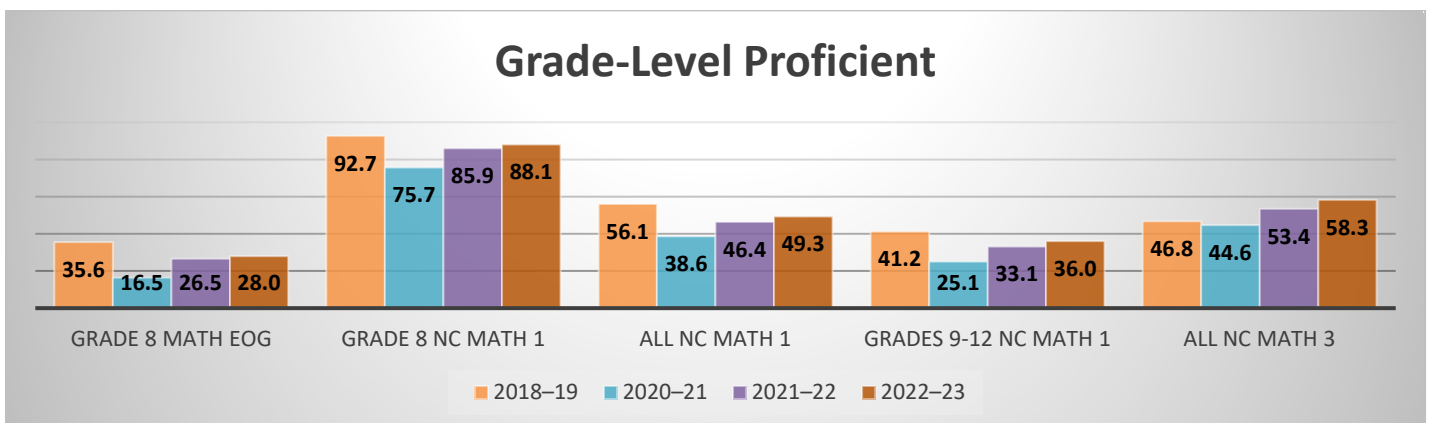


FIGURE 8. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 3 and above—GLP Standard).

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.

TABLE 1. End-of-grade reading grades 3–5 Level 3 and above (GLP standard)

Student Subgroup	Reading Grade 3				Reading Grade 4				Reading Grade 5			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	56.8	45.1	46.4	47.8	57.3	45.1	51.3	55.1	54.6	42.4	45.7	48.0
American Indian	44.5	31.1	31.4	36.1	44.6	25.3	35.0	40.7	38.9	25.3	28.4	33.4
Asian	75.6	67.8	70.6	70.1	76.9	67.5	74.5	78.0	74.9	69.5	71.4	73.7
Black	40.8	27.8	31.0	33.1	40.5	27.6	34.8	40.3	36.3	24.6	28.4	31.4
Hispanic	42.6	30.1	32.8	33.8	44.3	30.7	38.1	42.5	41.0	28.6	31.8	34.1
Two or More Races	59.5	46.6	47.0	48.8	59.2	46.4	52.7	56.1	57.8	42.6	46.5	48.8
White	70.1	59.4	59.6	60.5	70.8	59.3	64.7	67.4	68.9	56.4	59.9	61.7
Economically Disadvantaged	42.6	28.8	30.9	34.7	43.3	28.7	35.2	41.9	39.7	25.9	29.2	33.6
Not Economically Disadvantaged	70.6	56.9	57.6	63.1	70.8	56.5	62.4	70.0	68.6	53.7	56.8	63.7
English Learners	27.7	18.2	20.8	21.0	27.1	16.7	24.7	28.3	18.8	7.7	13.2	14.7
Not English Learners	60.7	48.7	49.9	51.4	61.2	48.7	54.9	58.8	58.6	46.0	49.6	52.0
Students with Disabilities	23.0	18.2	17.9	17.9	22.1	15.2	18.1	18.7	19.3	12.5	13.4	14.2
Not Students with Disabilities	61.8	49.0	50.7	52.8	62.7	49.5	56.4	61.1	59.9	46.9	50.7	53.3
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	93.8	>95	>95	>95	92.3	>95	>95

TABLE 2. End-of-grade reading grades 6–8 Level 3 and above (GLP standard)

Student Subgroup	Reading Grade 6				Reading Grade 7				Reading Grade 8			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	60.0	45.3	47.5	49.2	58.8	46.7	48.8	50.1	55.6	48.2	50.6	50.9
American Indian	44.2	30.1	32.6	31.9	42.0	28.2	35.9	36.2	39.2	30.5	34.4	38.4
Asian	79.8	73.5	75.7	76.8	79.3	74.4	78.0	78.9	75.3	75.8	78.8	79.3
Black	42.8	28.9	31.3	33.1	41.4	29.7	32.6	34.7	38.7	31.3	34.4	35.2
Hispanic	47.8	33.1	34.9	36.2	46.8	35.0	36.8	37.3	43.3	36.9	38.4	38.4
Two or More Races	62.4	45.2	48.2	51.1	59.6	47.1	48.7	50.0	57.0	48.3	51.7	51.0
White	73.2	58.0	60.4	62.1	71.6	59.3	62.0	62.8	67.7	60.2	63.6	64.2
Economically Disadvantaged	45.2	29.6	31.5	35.0	43.5	30.8	32.6	36.0	39.8	32.3	34.6	36.8
Not Economically Disadvantaged	74.2	56.1	58.2	65.1	72.5	56.9	59.2	65.4	68.5	57.7	60.2	65.9
English Learners	11.3	6.7	10.3	12.3	11.9	9.7	10.0	12.5	9.1	7.6	12.5	11.5
Not English Learners	63.0	48.6	51.2	53.1	61.1	50.0	52.4	54.1	57.8	50.8	54.3	54.9
Students with Disabilities	19.5	12.5	13.1	13.8	18.5	12.3	14.3	14.3	16.5	13.4	14.3	14.9
Not Students with Disabilities	66.0	50.1	52.6	54.5	64.8	51.5	53.8	55.3	61.0	53.0	55.6	56.0
Academically or Intellectually Gifted	>95	92.3	94.0	>95	>95	92.6	93.9	>95	>95	92.1	94.5	94.7

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

Student Subgroup	Mathematics Grade 3				Mathematics Grade 4				Mathematics Grade 5			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	64.3	44.5	57.1	60.9	57.3	37.8	49.8	55.1	60.2	42.0	51.1	55.7
American Indian	56.4	28.1	45.9	52.8	41.6	17.3	30.9	42.5	45.9	21.3	31.1	39.5
Asian	85.6	74.5	84.2	85.3	84.2	71.2	80.9	83.6	85.3	75.9	81.9	85.6
Black	47.0	22.1	39.1	43.7	37.0	16.1	28.4	35.6	41.3	19.9	30.3	35.5
Hispanic	56.3	31.9	47.4	51.5	50.7	26.5	40.8	46.2	52.7	31.0	42.1	46.6
Two or More Races	64.3	42.0	54.7	60.1	54.7	35.3	47.4	53.5	59.7	39.5	49.6	53.9
White	75.6	60.3	69.9	72.6	70.0	52.6	63.9	68.0	72.4	57.1	64.8	69.2
Economically Disadvantaged	51.4	26.7	41.2	48.5	43.3	20.8	32.6	41.2	46.5	24.5	33.6	41.3
Not Economically Disadvantaged	76.7	57.3	68.5	75.2	70.9	49.7	61.7	70.8	73.3	54.1	62.8	71.6
English Learners	46.9	25.0	40.1	43.2	39.6	18.7	32.9	38.0	36.0	14.9	28.4	33.0
Not English Learners	66.6	47.1	59.4	63.2	59.6	40.3	52.1	57.4	62.9	44.9	53.8	58.5
Students with Disabilities	30.3	21.3	27.0	29.5	23.3	14.3	19.8	22.2	21.1	13.4	16.7	19.6
Not Students with Disabilities	69.3	47.8	61.6	66.0	62.5	41.3	54.5	60.6	66.1	46.4	56.4	61.5
Academically or Intellectually Gifted	>95	94.5	>95	>95	>95	90.0	>95	>95	>95	92.1	>95	>95

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

Student Subgroup	Mathematics Grade 6				Mathematics Grade 7				Mathematics Grade 8 ¹			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	58.8	40.6	50.3	52.2	58.4	42.5	48.7	50.2	52.6	32.7	42.2	44.7
American Indian	43.6	19.4	34.3	35.6	41.2	21.5	32.0	36.5	36.4	16.1	25.5	27.8
Asian	85.5	76.4	82.3	83.7	85.5	77.2	82.9	84.1	81.1	66.4	78.1	82.0
Black	38.9	19.6	29.2	31.3	38.0	21.6	27.9	29.5	33.7	15.2	23.3	25.7
Hispanic	50.6	29.5	39.8	41.3	49.8	32.5	38.8	39.0	43.2	23.9	31.7	33.8
Two or More Races	56.8	37.8	48.9	51.3	57.0	39.4	46.2	47.7	48.5	29.0	39.0	41.8
White	71.7	55.3	65.0	66.9	71.3	56.4	63.5	65.0	64.6	44.6	55.9	58.8
Economically Disadvantaged	44.0	23.2	32.5	36.8	42.7	25.0	30.7	34.6	36.4	17.3	24.7	29.1
Not Economically Disadvantaged	73.1	52.6	62.2	69.5	72.5	53.7	60.3	67.2	65.9	42.3	52.7	61.3
English Learners	21.4	9.8	19.6	21.7	21.7	13.0	16.0	19.8	16.8	7.4	13.2	14.3
Not English Learners	61.1	43.3	53.4	55.5	60.2	45.1	51.7	53.4	54.3	34.4	45.0	47.8
Students with Disabilities	19.8	12.1	15.7	16.5	18.9	12.0	15.3	15.9	14.1	7.7	10.4	11.8
Not Students with Disabilities	64.6	44.8	55.5	57.6	64.3	46.8	53.5	55.2	57.9	36.3	46.6	49.4
Academically or Intellectually Gifted	>95	91.9	>95	>95	>95	92.2	>95	>95	94.5	81.3	90.6	92.8

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

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

Student Subgroup	Science Grade 5				Science Grade 8			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	72.6	53.9	63.0	65.1	78.6	70.3	73.3	70.2
American Indian	65.2	38.5	51.9	55.3	74.2	54.5	64.7	62.8
Asian	87.2	78.0	83.2	85.3	91.1	89.0	91.1	90.8
Black	57.0	30.9	44.0	47.4	64.4	52.5	57.8	54.3
Hispanic	63.6	40.5	52.8	54.1	69.6	61.4	64.4	59.5
Two or More Races	74.8	54.9	64.7	66.4	80.1	72.3	75.3	71.4
White	83.8	70.6	76.6	78.5	88.4	82.2	84.8	83.1
Economically Disadvantaged	61.5	36.5	47.9	52.8	67.7	55.9	60.2	58.3
Not Economically Disadvantaged	83.1	65.8	73.1	78.7	87.5	78.9	81.1	82.8
English Learners	44.9	18.4	34.2	36.2	32.9	27.1	38.3	31.9
Not English Learners	75.7	57.6	66.4	68.7	80.8	73.1	76.6	74.0
Students with Disabilities	35.4	23.3	28.2	30.2	42.5	33.1	35.8	34.4
Not Students with Disabilities	78.2	58.5	68.3	70.7	83.6	75.5	78.5	75.2
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95	>95	>95

TABLE 6. End-of-course English II, Biology, NC Math 1, and NC Math 3 Level 3 and above (GLP standard)

Student Subgroup	English II				Biology				NC Math 1 ¹				NC Math 3 ¹			
	2018 –19	2020 –21	2021 –22	2022 –23	2018 –19	2020 –21	2021 –22	2022 –23	2018 –19	2020 –21	2021 –22	2022 –23	2018 –19	2020 –21	2021 –22	2022 –23
All Students	59.7	58.5	57.9	58.3	59.6	45.6	52.1	54.1	41.2	25.1	33.1	36.0	46.8	44.6	53.4	58.3
American Indian	46.1	43.8	43.0	42.7	46.9	31.6	39.2	47.1	35.7	15.9	24.0	27.7	30.5	24.9	40.6	49.2
Asian	77.3	80.2	82.8	83.1	80.1	73.1	81.0	82.1	59.6	45.7	56.1	60.2	75.2	76.6	82.6	86.4
Black	41.5	40.7	40.2	42.2	39.4	25.1	32.0	33.8	27.3	12.6	20.2	23.0	26.7	24.6	34.1	39.3
Hispanic	48.5	47.4	46.3	46.7	47.4	32.6	38.7	41.3	35.4	20.2	27.4	29.5	38.4	35.2	43.9	49.6
Two or More Races	60.1	59.7	58.4	59.9	60.7	45.9	52.3	56.0	40.5	24.5	33.1	37.7	44.6	41.0	51.2	56.2
White	71.5	70.1	70.6	70.8	72.1	58.6	66.0	68.1	52.7	35.7	44.8	48.6	57.8	55.4	64.7	69.7
Economically Disadvantaged	43.0	41.8	41.0	43.7	43.3	27.4	34.1	38.6	31.8	16.6	23.7	27.6	31.4	27.5	35.9	43.7
Not Economically Disadvantaged	71.9	66.6	66.1	72.0	71.2	54.0	60.4	67.8	52.0	31.4	40.1	48.4	56.8	51.6	60.5	69.7
English Learners	9.6	9.0	11.1	11.8	15.1	8.1	11.2	14.4	16.6	8.0	11.7	15.5	13.6	12.1	19.6	26.6
Not English Learners	62.3	60.9	60.6	61.9	61.8	47.5	54.4	56.8	43.2	26.4	35.3	38.8	48.3	46.0	55.0	60.1
Students with Disabilities	17.5	15.9	16.5	16.6	21.9	14.1	18.3	18.9	14.0	8.7	12.0	12.5	12.3	11.9	17.7	21.4
Not Students with Disabilities	65.1	63.7	63.2	63.7	64.2	49.6	56.2	58.4	46.7	28.3	36.9	40.3	49.5	47.4	56.4	61.5
Academically or Intellectually Gifted	>95	94.9	>95	>95	>95	88.0	92.9	93.6	86.0	70.9	77.9	83.8	87.2	84.0	89.9	92.8

¹ NC Math 1 and NC Math 3 are grades 9–12 only.

TABLE 7. End-of-grade reading grades 3–5 Level 4 and above (CCR standard)

Student Subgroup	Reading Grade 3				Reading Grade 4				Reading Grade 5			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	45.2	33.7	27.1	29.0	43.9	30.9	35.8	38.7	41.4	28.8	30.9	32.8
American Indian	31.9	19.5	15.4	18.2	31.5	13.3	21.1	25.5	24.9	14.9	14.8	18.8
Asian	66.5	56.4	50.4	51.0	66.0	53.6	60.1	64.6	64.7	55.1	56.6	58.8
Black	29.0	17.7	14.1	16.3	26.9	15.4	19.8	23.5	23.5	13.7	15.6	17.4
Hispanic	30.2	20.1	15.9	17.1	30.3	17.9	23.1	26.3	27.7	16.7	18.7	20.0
Two or More Races	47.3	34.1	26.8	29.6	44.2	31.0	36.2	38.8	43.1	28.6	31.5	32.9
White	58.8	46.7	37.8	39.5	57.9	43.4	48.6	50.9	55.6	40.6	43.1	45.3
Economically Disadvantaged	30.4	18.6	14.2	17.1	29.5	16.2	20.5	25.3	26.7	14.5	16.2	19.4
Not Economically Disadvantaged	59.4	44.5	36.5	42.7	58.0	41.1	46.3	53.9	55.3	38.6	40.8	47.5
English Learners	17.2	9.7	7.7	8.7	15.5	7.5	12.2	14.5	9.4	<5	5.1	5.7
Not English Learners	48.8	36.9	29.7	31.7	47.6	33.9	39.0	42.0	45.0	31.5	34.0	36.1
Students with Disabilities	16.9	11.0	8.0	8.5	14.9	8.0	9.7	10.0	12.8	5.6	6.2	7.1
Not Students with Disabilities	49.3	36.9	30.0	32.4	48.4	34.3	39.8	43.4	45.8	32.2	34.7	36.8
Academically or Intellectually Gifted	>95	88.6	85.3	84.0	93.4	84.2	89.7	90.5	91.8	81.2	85.4	86.0

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

Student Subgroup	Reading Grade 6				Reading Grade 7				Reading Grade 8			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	49.1	23.6	24.8	26.4	48.1	27.9	28.9	29.5	43.5	27.3	28.7	29.0
American Indian	32.6	11.9	12.0	11.5	32.3	14.5	17.2	16.2	27.7	14.4	15.4	17.4
Asian	72.1	52.8	52.4	56.7	72.0	59.2	60.5	60.6	65.7	57.2	59.9	60.3
Black	30.8	11.4	11.8	13.6	29.8	13.6	14.8	15.8	26.5	13.4	14.6	15.1
Hispanic	35.9	13.8	14.8	15.4	35.2	17.8	18.7	18.4	30.8	17.2	17.8	17.9
Two or More Races	50.9	22.8	24.8	26.8	47.6	26.9	28.4	28.8	43.9	26.6	28.8	28.5
White	63.2	32.8	34.9	36.4	61.7	38.3	39.6	40.4	55.9	37.1	39.7	40.3
Economically Disadvantaged	33.5	11.4	12.2	14.4	32.2	14.4	15.0	17.0	27.9	14.1	14.9	16.5
Not Economically Disadvantaged	64.1	32.0	33.3	40.0	62.5	36.7	37.8	43.2	56.4	35.2	37.0	42.4
English Learners	6.5	<5	<5	<5	7.4	<5	<5	<5	5.0	<5	<5	<5
Not English Learners	51.8	25.5	27.1	29.0	50.1	30.2	31.3	32.3	45.4	29.0	31.2	31.7
Students with Disabilities	13.2	<5	<5	<5	12.3	<5	5.8	5.2	10.5	<5	<5	<5
Not Students with Disabilities	54.5	26.4	27.9	29.7	53.5	31.2	32.2	33.1	48.2	30.5	32.1	32.4
Academically or Intellectually Gifted	95.0	71.9	74.8	78.1	93.9	76.9	78.1	80.3	89.7	74.5	78.0	78.9

TABLE 9. End-of-grade mathematics grades 3–5 Level 4 and above (CCR standard)

Student Subgroup	Mathematics Grade 3				Mathematics Grade 4				Mathematics Grade 5			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	44.1	26.6	36.2	39.6	39.5	22.9	32.3	36.4	41.9	25.9	33.1	36.7
American Indian	35.1	12.5	25.9	29.3	22.4	7.2	15.0	23.0	28.3	10.8	15.1	18.9
Asian	73.3	57.2	68.3	69.8	72.2	56.0	66.9	70.7	74.0	60.5	69.1	73.0
Black	25.6	8.9	18.4	21.6	20.0	6.4	13.4	17.5	23.1	8.7	14.4	17.3
Hispanic	34.8	15.1	25.2	28.9	31.1	12.8	22.5	26.5	32.8	16.1	23.8	26.7
Two or More Races	43.2	24.1	33.6	38.1	36.9	19.8	29.7	33.6	39.7	23.1	30.6	33.9
White	56.1	39.2	49.0	52.0	52.2	34.1	44.9	49.2	54.3	37.6	45.3	49.7
Economically Disadvantaged	29.9	12.1	20.4	25.9	25.2	9.5	16.6	22.3	27.0	11.6	17.0	21.9
Not Economically Disadvantaged	57.8	37.0	47.6	55.4	53.4	32.2	43.1	52.5	56.0	35.8	43.8	52.9
English Learners	26.5	10.4	19.4	23.0	21.1	8.1	15.9	19.6	17.7	5.2	12.8	15.1
Not English Learners	46.4	28.7	38.5	41.8	41.9	24.7	34.5	38.8	44.6	28.1	35.5	39.4
Students with Disabilities	15.3	9.6	13.1	14.4	11.1	6.3	9.2	10.8	9.7	5.3	7.4	8.6
Not Students with Disabilities	48.3	29.0	39.7	43.7	43.9	25.3	35.9	40.7	46.8	29.0	37.0	41.2
Academically or Intellectually Gifted	>95	83.4	94.3	94.1	93.6	75.7	90.1	92.0	94.0	78.7	88.0	91.4

TABLE 10. End-of-grade mathematics grades 6–8 Level 4 and above (CCR standard)

Student Subgroup	Mathematics Grade 6				Mathematics Grade 7				Mathematics Grade 8 ¹			
	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	41.4	24.0	32.1	34.0	44.1	27.6	33.8	35.3	34.3	16.7	25.6	27.7
American Indian	25.1	8.8	17.5	16.7	27.6	10.5	18.7	21.8	17.7	7.3	12.8	14.3
Asian	75.4	63.1	70.3	73.2	77.3	66.6	73.7	75.3	70.0	48.5	63.5	68.9
Black	21.4	7.8	13.3	14.8	23.7	10.3	14.6	15.7	17.2	5.2	10.5	11.6
Hispanic	31.8	14.1	21.4	22.6	34.4	17.6	23.5	23.7	25.2	10.5	16.5	18.2
Two or More Races	38.7	19.9	29.0	31.7	42.3	24.5	31.0	31.7	30.2	12.9	22.8	24.5
White	54.5	35.1	45.1	47.4	57.0	39.3	47.4	49.1	44.9	24.2	36.1	39.0
Economically Disadvantaged	25.7	9.8	15.6	18.9	27.7	12.5	16.9	19.7	19.7	6.8	11.8	14.5
Not Economically Disadvantaged	56.5	33.8	43.1	51.0	58.9	37.4	44.7	52.2	46.4	22.9	33.9	41.7
English Learners	9.9	<5	6.9	9.0	11.6	5.0	7.2	8.9	8.8	<5	5.5	5.9
Not English Learners	43.4	25.8	34.6	36.7	45.7	29.7	36.3	38.1	35.6	17.7	27.5	29.9
Students with Disabilities	8.2	<5	5.8	6.2	7.9	<5	6.4	6.3	5.5	<5	<5	<5
Not Students with Disabilities	46.3	26.9	36.0	38.2	49.5	31.0	37.8	39.5	38.4	18.8	28.6	31.0
Academically or Intellectually Gifted	92.2	75.7	86.7	89.6	93.2	79.6	87.5	88.9	79.8	53.3	70.6	76.0

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

TABLE 11. 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	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	61.9	42.1	51.2	53.5	70.2	61.6	65.2	61.1
American Indian	52.7	26.8	37.7	41.6	61.5	44.7	54.8	52.6
Asian	81.4	67.3	75.3	77.9	86.6	84.4	87.8	86.7
Black	43.5	19.9	31.1	34.2	52.4	41.4	47.0	42.4
Hispanic	51.3	28.5	39.5	41.0	59.0	51.3	54.7	49.3
Two or More Races	63.4	42.0	52.4	53.8	71.4	62.7	66.9	61.9
White	75.2	58.5	65.7	68.1	82.5	75.2	78.8	76.0
Economically Disadvantaged	48.7	24.8	34.9	39.6	56.6	45.3	49.8	47.2
Not Economically Disadvantaged	74.4	53.9	62.0	68.7	81.4	71.3	74.4	75.9
English Learners	32.1	9.7	22.0	23.6	23.1	17.8	27.5	21.6
Not English Learners	65.2	45.5	54.6	57.1	72.5	64.5	68.8	65.1
Students with Disabilities	25.5	14.1	18.0	19.4	32.1	22.3	24.8	23.6
Not Students with Disabilities	67.4	46.3	56.2	58.9	75.5	67.1	70.8	66.5
Academically or Intellectually Gifted	>95	91.0	>95	>95	>95	>95	>95	>95

TABLE 12. End-of-course English II, Biology, NC Math 1, and NC Math 3 Level 4 and above (CCR standard)

	English II				Biology				NC Math 1				NC Math 3			
Student Subgroup	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23	2018–19	2020–21	2021–22	2022–23
All Students	50.3	34.9	34.9	34.3	51.7	38.5	43.4	46.6	14.8	6.5	10.7	12.6	26.2	25.1	32.1	36.0
American Indian	35.0	19.9	19.4	17.3	38.2	26.6	30.0	38.0	9.3	<5	6.6	8.7	11.4	9.4	17.2	26
Asian	70.7	62.4	65.3	66.4	75.6	68.2	75.6	77.5	31.2	18.8	28.1	32.6	57.8	59.9	70.0	74.2
Black	31.7	18.3	18.2	18.6	31.3	19.1	23.7	26.6	7.4	<5	<5	5.7	10.4	9.7	14.4	17.6
Hispanic	38.0	23.9	23.2	23.0	39.2	26.2	30.6	34.1	11.3	<5	8.1	9.2	17.9	16.5	22.5	25.9
Two or More Races	50.0	35.3	34.8	35.2	52.4	38.4	43.2	47.8	14.2	6.2	10.0	12.9	24.2	22.0	30.3	33.1
White	62.5	45.7	46.7	45.8	64.2	50.6	56.7	60.3	20.9	10.3	16.0	19.0	34.8	33.1	41.9	46.9
Economically Disadvantaged	33.0	19.2	18.7	19.9	35.2	21.3	25.6	30.8	9.5	<5	6.3	8.1	13.3	11.5	15.9	21.1
Not Economically Disadvantaged	62.9	42.5	42.7	47.8	63.4	46.5	51.6	60.7	20.8	8.9	14.0	19.3	34.5	30.6	38.7	47.6
English Learners	5.5	<5	<5	<5	10.9	5.4	7.0	10.4	<5	<5	<5	<5	<5	<5	7.0	10.0
Not English Learners	52.6	36.6	36.8	36.8	53.8	40.2	45.4	49.1	15.6	6.9	11.5	13.8	27.2	26.0	33.3	37.4
Students with Disabilities	12.0	<5	5.0	<5	15.3	7.9	10.5	11.9	<5	<5	<5	<5	<5	<5	5.6	6.7
Not Students with Disabilities	55.2	38.6	38.8	38.1	56.2	42.4	47.5	50.9	17.3	7.5	12.2	14.4	27.9	26.9	34.3	38.5
Academically or Intellectually Gifted	91.9	80.4	81.8	81.6	92.0	82.0	87.6	89.7	54.1	32.3	41.4	50.6	66.7	62.8	74.0	79.3

Section 3. Performance Disaggregated by Academic Achievement Level

Figures 9–11 show disaggregated 2021–22 and 2022–23 reading, mathematics, and science test results by academic achievement levels.

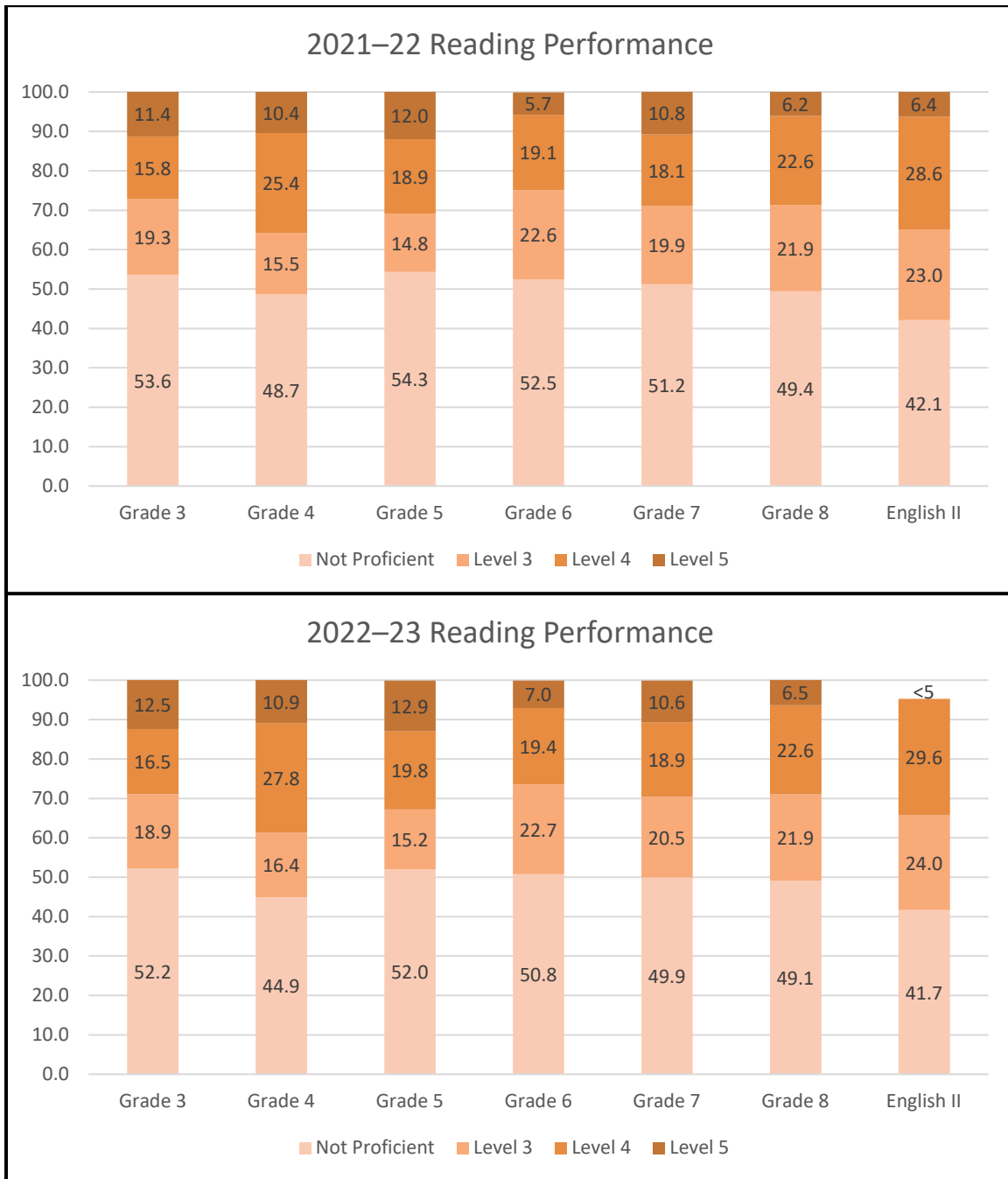


FIGURE 9. End-of-grade reading and English II test performance for all students.

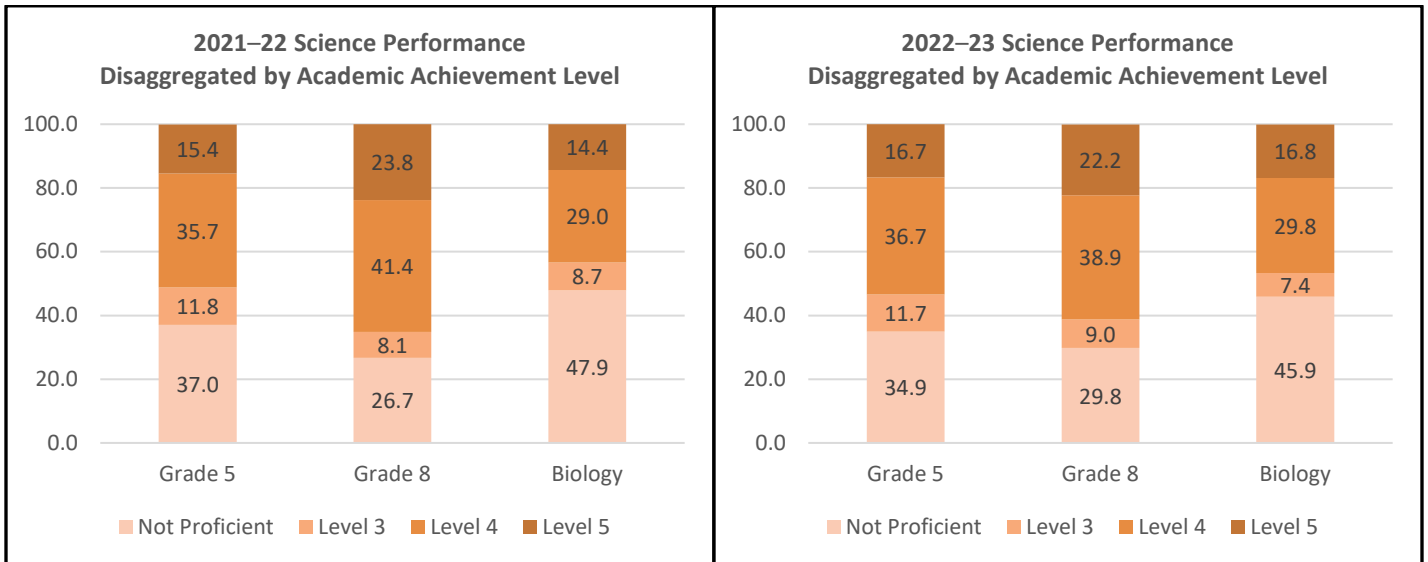


FIGURE 10. End-of-grade science and biology test performance for all students.

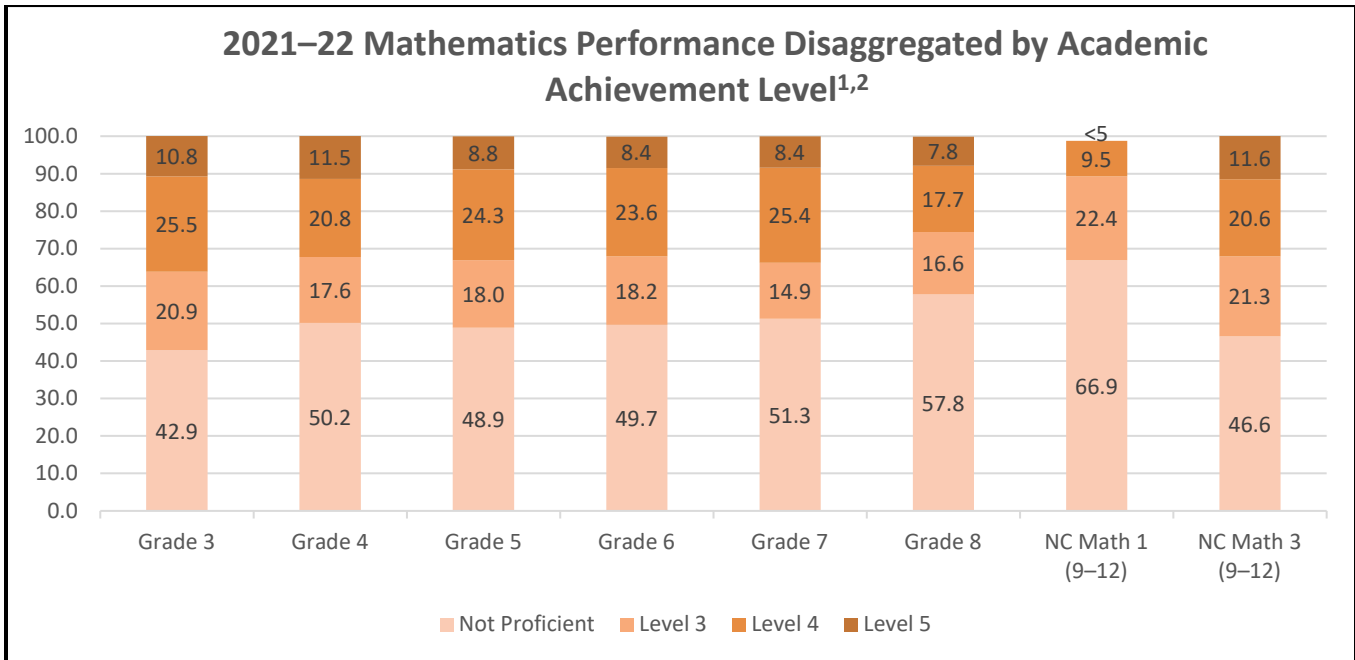


FIGURE 11. 2021–22 end-of-grade and end-of-course mathematics test performance for all students.

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.

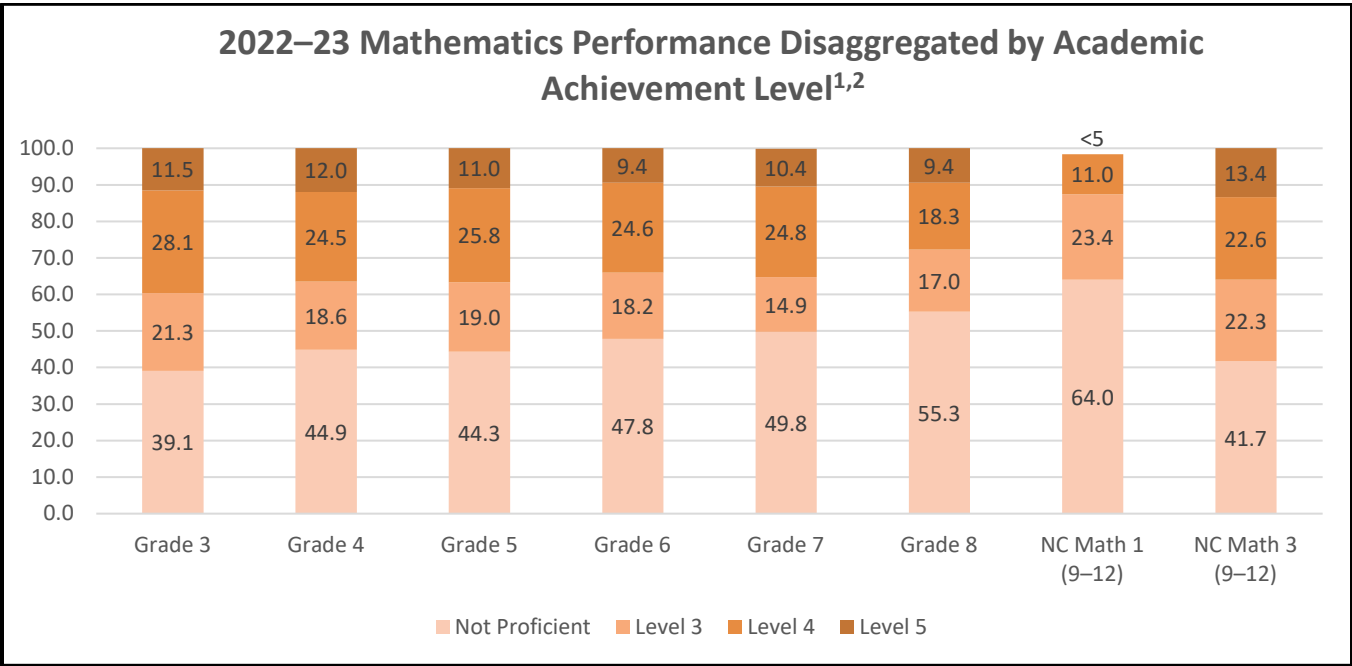


FIGURE 12. 2022–23 end-of-grade and end-of-course mathematics test performance for all students.

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 2022–23 school year, school accountability growth results are presented for the 2,561 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 13, for the 2022–23 school year, 72.3% of all schools met or exceeded growth expectations.

School accountability growth was not reported for the 2019–20 and 2020–21 school years, thus the two reference points are the 2018–19 school year, which was prior to the pandemic and not comparable, and the 2021–22 school year.

TABLE 13. School accountability growth

Growth category	2018–19 Number	2018–19 Percent	2021–22 Number	2021–22 Percent	2022–23 Number	2022–23 Percent
Exceeded expected growth	703	27.9	736	28.8	725	28.3
Met expected growth	1,147	45.5	1,043	40.8	1,126	44.0
Did not meet growth	673	26.7	778	30.4	710	27.7
Total	2,523		2,557		2,561	

Table 14 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 14. Growth status of schools by school type

Growth status	Elementary school		Middle school		High school	
	Number	Percent	Number	Percent	Number	Percent
Exceeded expected growth	316	25.9	190	27.7	219	33.5
Met expected growth	641	52.5	290	42.3	195	29.9
Did not meet growth	265	21.7	206	30.0	239	36.6
Total	1,222		686		653	

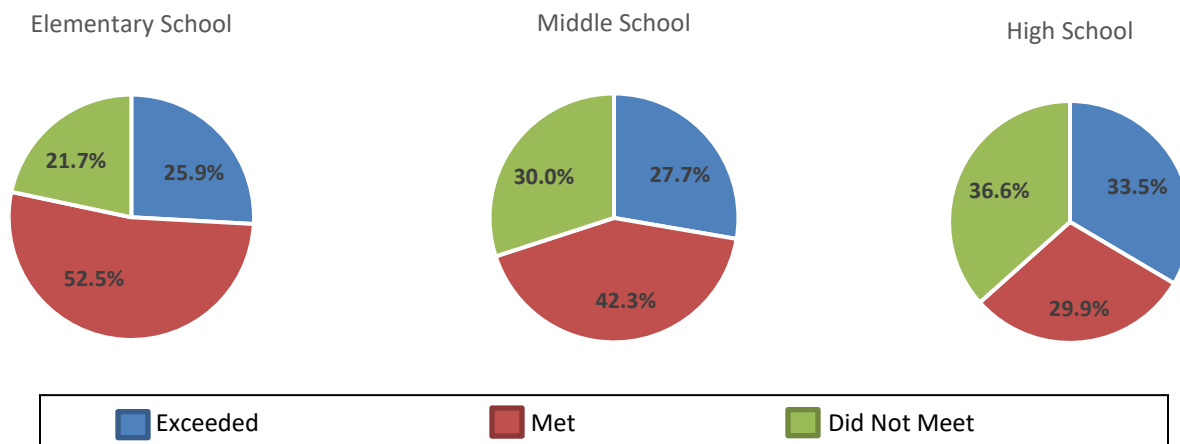


FIGURE 13. Growth status by school type.

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 15, there are 54 school-level American Indian subgroups that met the data requirement of having at least 30 students in the subgroup. Schools’ subgroups that did not meet the minimum data requirement of 30 students are not included.

TABLE 15. 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	8	14.8	35	64.8	11	20.4	54
Asian	86	37.7	138	60.5	4	1.8	228
Black	213	13.2	1,014	62.8	388	24.0	1,615
Hispanic	301	18.6	1,096	67.6	224	13.8	1,621
Two or More Races	35	9.2	307	81.0	37	9.8	379
White	471	23.1	1,130	55.5	436	21.4	2,037
Economically Disadvantaged	430	17.7	1,361	56.1	637	26.2	2,428
English Learner	203	20.2	683	68.0	118	11.8	1,004
Students with Disabilities	108	7.6	1,093	77.0	219	15.4	1,420

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

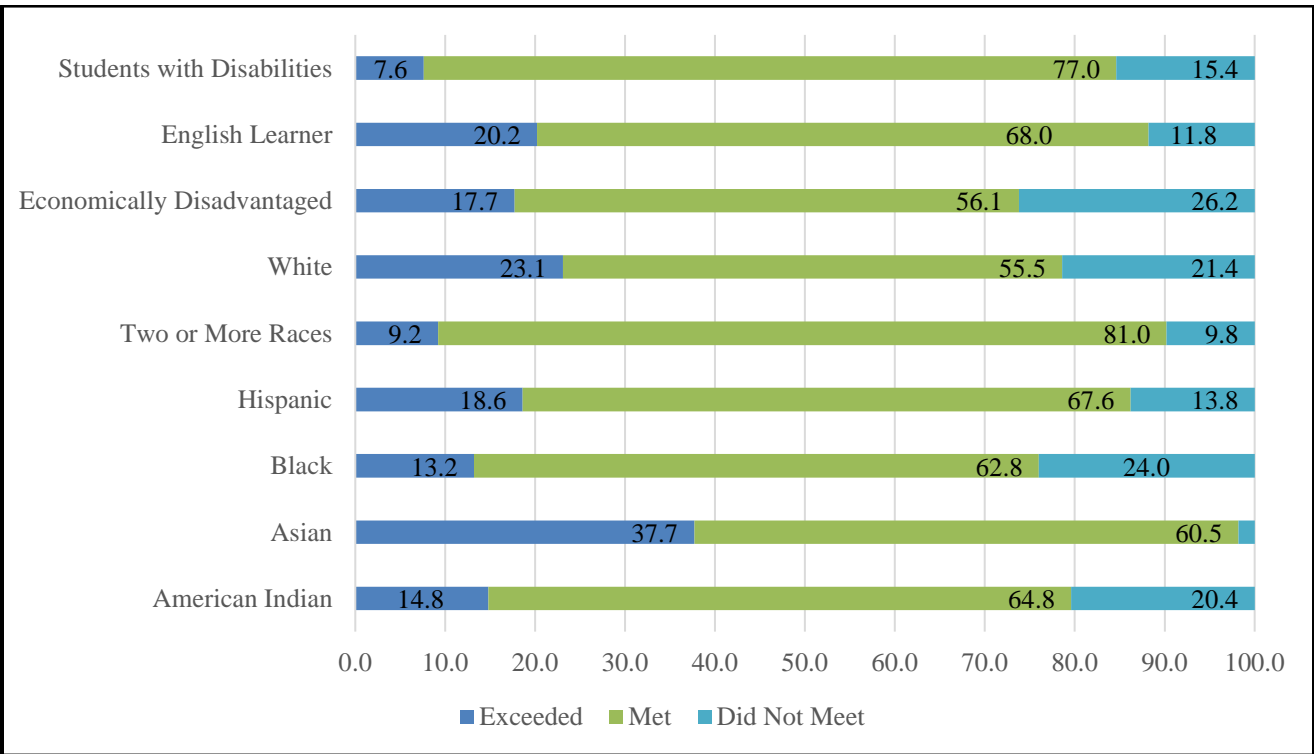


FIGURE 14. Subgroup growth designations – percentages less than 5% are provided in Table 11.

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.

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. The ACT benchmark composite score of 19 was 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
-------------------	------------------	------------------	------------------	-----------------------

Overall School Performance Grades

Of all district schools and charter schools, 2,598 received School Performance Grades (SPG) for the 2022–23 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 16 and Figure 15 show overall letter grades.

TABLE 16. 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	Number of schools 2022–23	Percent of schools 2022–23
A	203	8.0	145	5.6	180	6.9
B	744	29.3	446	17.2	515	19.8
C	1,042	41.0	907	35.0	983	37.8
D	463	18.2	833	32.1	712	27.4
F	91	3.6	264	10.2	208	8.0
Total	2,543		2,595		2,598	

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

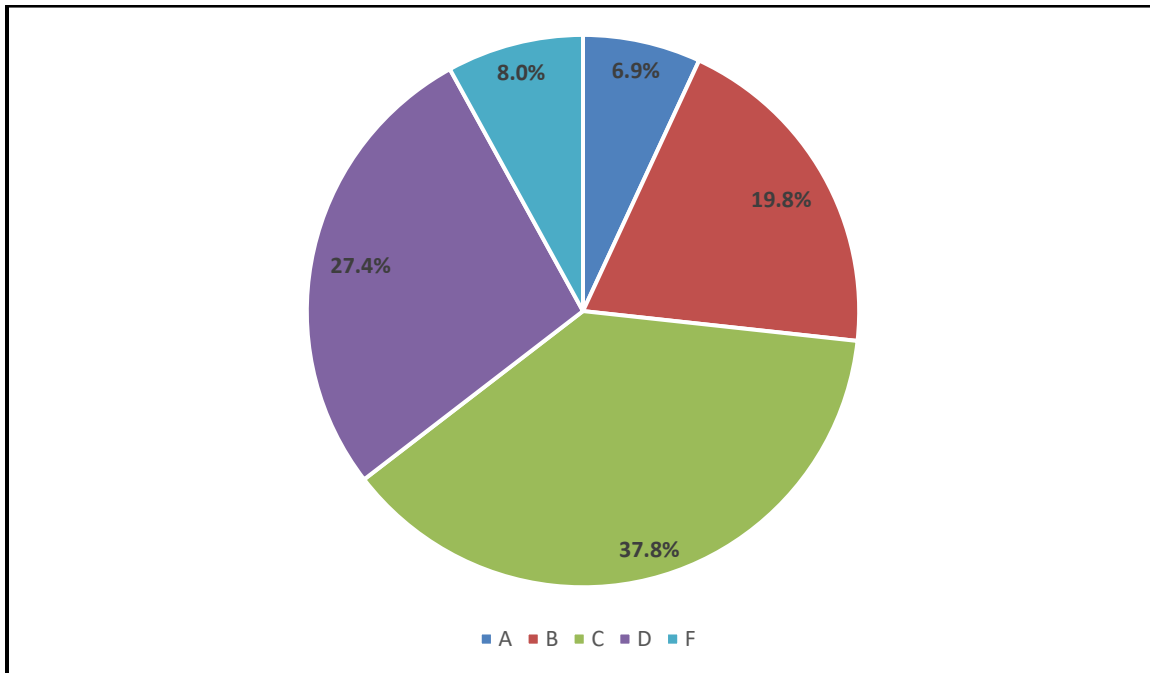


FIGURE 15. 2022–23 School Performance Grades for all schools.

School Performance Grade by School Type

Table 17 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 2022–23, 58.7% of the elementary and middle schools earned a grade of C or better, compared to 82.3% 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 17. School Performance Grade by school type

Grade	Elementary and middle		Elementary		Middle		High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	56	2.9	39	3.1	17	2.5	124	19.1
B	346	17.8	248	19.7	98	14.3	169	26.0
C	741	38.0	498	39.5	243	35.4	242	37.2
D	611	31.4	371	29.4	240	34.9	101	15.5
F	194	10.0	105	8.3	89	13.0	14	2.2
Total	1,948		1,261		687		650	

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

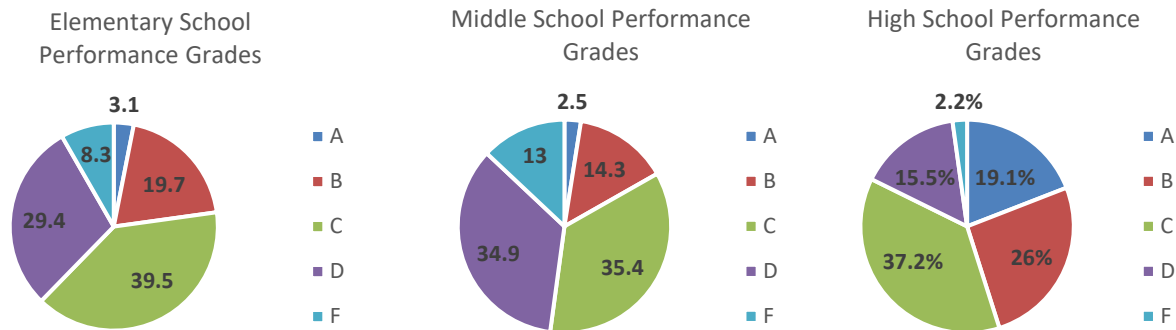


FIGURE 16. School Performance Grades by school type.

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 18. Subgroup letter grades

Sub-group 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	1	1.7	134	52.5	23	1.4	27	1.6	20	3.8	266	12.5	56	2.2	6	0.6	0	0.0
B	1	1.7	70	27.5	78	4.6	148	8.7	94	17.9	787	37.1	127	5.1	50	4.6	0	0.0
C	11	19.0	36	14.1	340	20.0	557	32.6	182	34.7	791	37.3	774	31.1	79	7.3	35	2.1
D	24	41.4	14	5.5	745	43.7	737	43.1	170	32.4	248	11.7	1,129	45.3	412	38.2	269	16.1
F	21	36.2	1	0.4	517	30.4	239	14.0	58	11.1	30	1.4	406	16.3	532	49.3	1,369	81.8
Total	58		255		1,703		1,708		524		2,122		2,492		1,079		1,673	

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

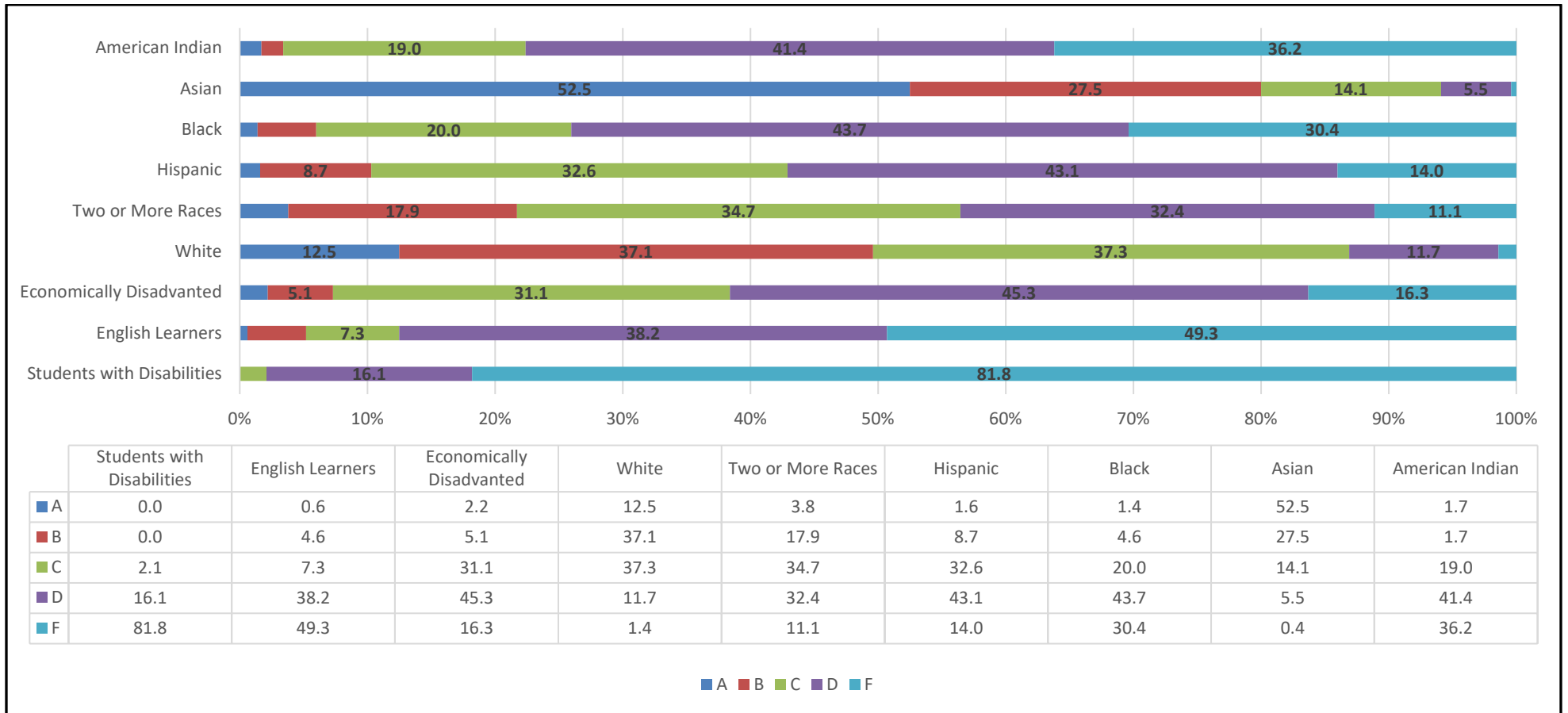


FIGURE 17. Subgroup letter grades – percentages less than 5% are provided in Table 14.

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.

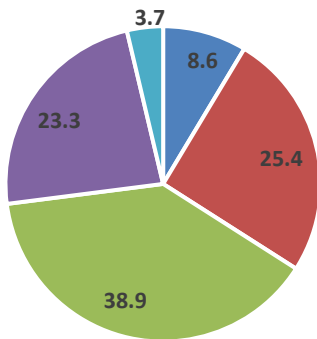
Table 19 and Figure 18 show that of the 2,531 schools with both an SPG and a school accountability growth status, 1,847 (73.0%) met or exceeded growth; of those schools, 159 (8.6%) earned an A, 469 (25.4%) earned a B, and 719 (38.9%) earned a C.

TABLE 19. 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	159	8.6	126	17.4	33	2.9	5	0.7
B	469	25.4	244	33.7	225	20.1	38	5.6
C	719	38.9	264	36.4	455	40.6	246	36.0
D	431	23.3	88	12.1	343	30.6	265	38.7
F	69	3.7	3	0.4	66	5.9	130	19.0
Total	1,847		725		1,122		684	

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

Schools Meeting or Exceeding Growth



Schools Not Meeting Growth

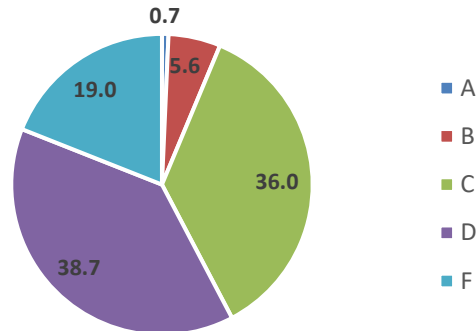


FIGURE 18. School Performance Grade by school by growth designations.

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

Tables 20 and 21 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 20. 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	6.9	19.8	37.8	27.4	8.0	100.0
0–20%	Number	72	66	10	6	1	155
	Percent	46.5	42.6	6.5	3.9	0.6	100.0
21%–40%	Number	53	239	116	12	1	421
	Percent	12.6	56.8	27.6	2.9	0.2	100.0
41%–60%	Number	51	159	479	153	19	861
	Percent	5.9	18.5	55.6	17.8	2.2	100.0
61%–80%	Number	3	50	359	455	146	1013
	Percent	0.3	4.9	35.4	44.9	14.4	100.0
81%–100%	Number	0	1	19	85	41	146
	Percent	0.0	0.7	13.0	58.2	28.1	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 21. Growth status and EDS percent ranges¹

Percent EDS	Measure	Growth Status			
		Exceeded	Met	Did Not meet	Total
State level	Percent	28.3	44.0	27.7	100.0
0–20%	Number	75	56	17	148
	Percent	50.7	37.8	11.5	100.0
21%–40%	Number	155	176	79	410
	Percent	37.8	42.9	19.3	100.0
41%–60%	Number	252	342	247	841
	Percent	30.0	40.7	29.4	100.0
61%–80%	Number	214	476	318	1008
	Percent	21.2	47.2	31.5	100.0
81%–100%	Number	29	76	49	154
	Percent	18.8	49.4	31.8	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 22 and Figure 19 provide this information by the number and percent of grades earned for all schools.

TABLE 22. Number and percent of schools' reading and mathematics letter grades

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	28	1.4	85	4.1
B	262	12.8	446	21.7
C	743	36.2	686	33.4
D	783	38.2	576	28.1
F	235	11.5	258	12.6
Total	2,051		2,051	

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

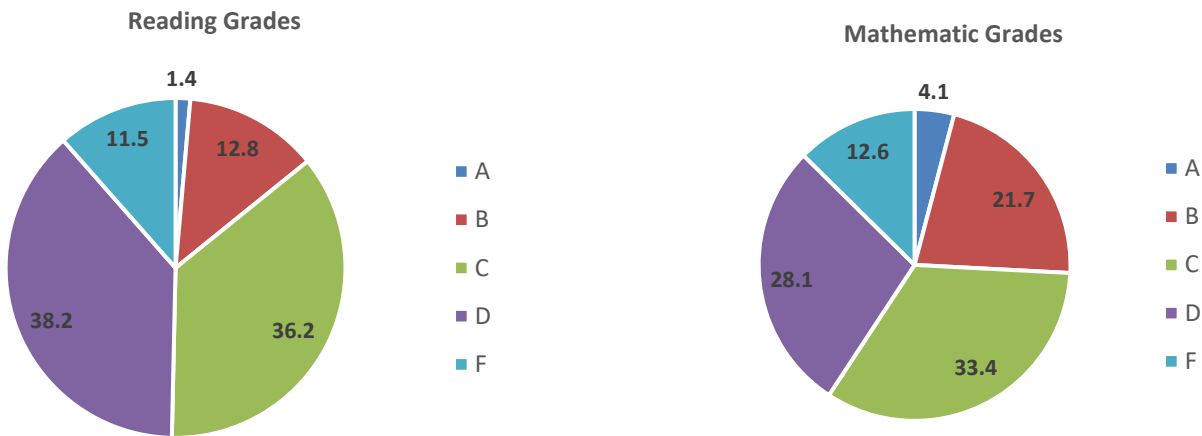


FIGURE 19. School Performance Grades for reading and mathematics.

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 stated in the approved amendment 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 23. State level reading Measure of Interim Progress for 2022–23 (grades 3–8)

Student subgroup	Reading (grades 3–8)					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	45.6	49.8	Not	31.3	53.8	Not
American Indian	30.2	35.3	Not	18.0	40.3	Not
Asian	69.7	69.9	Not	60.2	73.4	Not
Black	27.8	33.0	Not	17.0	38.1	Not
Hispanic	32.7	36.4	Not	20.1	41.3	Not
Two or More Races	46.2	50.7	Not	31.1	54.6	Not
White	58.9	62.0	Not	42.3	65.2	Not
Economically Disadvantaged	30.3	35.6	Not	18.5	40.6	Not
English Learners	23.4	17.2	Met	13.8	23.3	Not
Students with Disabilities	13.5	19.6	Not	6.8	25.5	Not

TABLE 24. State level mathematics Measure of Interim Progress for 2022–23 (grades 3–8)

Student subgroup	Mathematics (3–8)					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	41.2	52.4	Not	35.2	57.8	Not
American Indian	26.0	38.0	Not	20.5	44.5	Not
Asian	74.6	79.6	Not	72.8	83.2	Not
Black	21.9	33.8	Not	16.4	40.6	Not
Hispanic	32.7	44.1	Not	25.3	50.1	Not
Two or More Races	38.6	50.7	Not	32.4	56.2	Not
White	53.2	63.6	Not	47.8	68.2	Not
Economically Disadvantaged	26.1	38.5	Not	20.7	44.9	Not
English Learners	28.2	28.5	Not	22.0	35.6	Not
Students with Disabilities	9.7	21.7	Not	8.5	29.3	Not

TABLE 25. State level reading Measure of Interim Progress for 2022–23 (grade 10)

Student subgroup	Reading grade 10 (English II)					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	51.1	55.1	Not	35.2	59.1	Not
American Indian	34.8	38.9	Not	19.5	44.1	Not
Asian	73.1	71.5	Met	67.2	74.5	Not
Black	32.2	37.5	Not	18.6	42.8	Not
Hispanic	39.5	42.8	Not	24.9	47.7	Not
Two or More Races	51.3	55.3	Not	35.9	59.4	Not
White	62.9	66.6	Not	46.3	69.8	Not
Economically Disadvantaged	33.8	39.6	Not	20.6	44.7	Not
English Learners	13.2	10.7	Met	6.9	17.7	Not
Students with Disabilities	12.3	19.4	Not	<5	25.8	Not

TABLE 26. State level mathematics Measure of Interim Progress for 2022–23 (grade 11)

Student subgroup	Mathematics grade 11 (NC Math 1)					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	50.7	49.4	Met	27.5	55.3	Not
American Indian	36.8	35.3	Met	13.2	42.1	Not
Asian	78.4	76.9	Met	62.7	82.9	Not
Black	30.2	30.8	Not Met	10.9	38.0	Not
Hispanic	41.6	39.3	Met	17.8	45.9	Not
Two or More Races	47.8	47.6	Met	25.6	53.7	Not
White	62.2	60.8	Met	37.0	66.1	Not
Economically	34.2	34.7	Not Met	13.2	41.6	Not
English Learners	17.5	13.1	Met	7.5	21.4	Not
Students with Disabilities	11.9	18.5	Not Met	<5	26.4	Not

TABLE 27. State level Cohort Graduation Rate Measure of Interim Progress for 2022–23

Student subgroup	Cohort Graduation Rate					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	86.5	87.7	Not Met	86.4	89.5	Not Met
American Indian	81.2	84.6	Not Met	80.3	87.2	Not Met
Asian	94.5	93.7	Met	94.7	94.0	Met
Black	83.7	85.3	Not Met	84.0	87.7	Not Met
Hispanic	81.1	83.1	Not Met	81.1	86.1	Not Met
Two or More Races	83.9	85.4	Not Met	83.5	87.8	Not Met
White	89.6	89.9	Not Met	89.8	91.2	Not Met
Economically Disadvantaged	81.8	83.5	Not Met	83.6	86.4	Not Met
English Learners	71.4	64.8	Met	66.0	72.3	Not Met
Students with Disabilities	69.8	74.1	Not Met	71.5	79.3	Not Met

TABLE 28. State level English Learners’ Progress Measure of Interim Progress for 2022–23

Student subgroup	English Learners’ Progress					
	2018–19			2022–23		
	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	38.6	32.2	Met	24.9	39.2	Not Met

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

TABLE 29. 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
	2022–23	2,048	52	2.5	1,996	97.5
American Indian	2018–19	46	15	32.6	31	67.4
	2022–23	47	3	6.4	44	93.6
Asian	2018–19	162	62	38.3	100	61.7
	2022–23	176	21	11.9	155	88.1
Black	2018–19	1,328	308	23.2	1,020	76.8
	2022–23	1,335	40	3.0	1,295	97.0
Hispanic	2018–19	1,192	374	31.4	818	68.6
	2022–23	1,292	61	4.7	1,231	95.3
Two or More Races	2018–19	242	86	35.5	156	64.5
	2022–23	344	51	14.8	293	85.2

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
White	2018–19	1,642	487	29.7	1,155	70.3
	2022–23	1,645	48	2.9	1,597	97.1
Economically Disadvantaged	2018–19	1,892	386	20.4	1,506	79.6
	2022–23	1,969	50	2.5	1,919	97.5
English Learners	2018–19	809	380	47.0	429	53.0
	2022–23	840	62	7.4	778	92.6
Students with Disabilities	2018–19	1,268	245	19.3	1,023	80.7
	2022–23	1,293	27	2.1	1,266	97.9

TABLE 30. 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
	2022–23	2,048	82	4.0	1,966	96.0
American Indian	2018–19	46	5	10.9	41	89.1
	2022–23	47	2	4.3	45	95.7
Asian	2018–19	163	41	25.2	122	74.8
	2022–23	176	25	14.2	151	85.8
Black	2018–19	1,327	118	8.9	1,209	91.1
	2022–23	1,335	41	3.1	1,294	96.9
Hispanic	2018–19	1,193	176	14.8	1,017	85.2
	2022–23	1,292	74	5.7	1,218	94.3
Two or More Races	2018–19	242	59	24.4	183	75.6
	2022–23	344	56	16.3	288	83.7
White	2018–19	1,642	174	10.6	1,468	89.4
	2022–23	1,645	91	5.5	1,554	94.5
Economically Disadvantaged	2018–19	1,892	152	8.0	1,740	92.0
	2022–23	1,969	62	3.1	1,907	96.9
English Learners	2018–19	808	254	31.4	554	68.6
	2022–23	842	84	10.0	758	90.0
Students with Disabilities	2018–19	1,266	62	4.9	1,204	95.1
	2022–23	1,289	35	2.7	1,254	97.3

TABLE 31. 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
	2022–23	563	15	2.7	548	97.3
American Indian	2018–19	7	1	14.3	6	85.7
	2022–23	7	0	0.0	7	100.0

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
Asian	2018–19	20	9	45.0	11	55.0
	2022–23	21	6	28.6	15	71.4
Black	2018–19	250	51	20.4	199	79.6
	2022–23	260	3	1.2	257	98.8
Hispanic	2018–19	201	69	34.3	132	65.7
	2022–23	242	6	2.5	236	97.5
Two or More Races	2018–19	7	3	42.9	4	57.1
	2022–23	10	3	30.0	7	70.0
White	2018–19	399	104	26.1	295	73.9
	2022–23	398	11	2.8	387	97.2
Economically Disadvantaged	2018–19	384	91	23.7	293	76.3
	2022–23	399	10	2.5	389	97.5
English Learners	2018–19	44	14	31.8	30	68.2
	2022–23	59	0	0.0	59	100.0
Students with Disabilities	2018–19	167	28	16.8	139	83.2
	2022–23	181	0	0.0	181	100.0

TABLE 32. 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
	2022–23	532	7	1.3	525	98.7
American Indian	2018–19	8	6	75.0	2	25.0
	2022–23	6	0	0.0	6	100.0
Asian	2018–19	12	2	16.7	10	83.3
	2022–23	17	0	0.0	17	100.0
Black	2018–19	241	95	39.4	146	60.6
	2022–23	227	0	0.0	227	100.0
Hispanic	2018–19	174	86	49.4	88	50.6
	2022–23	201	2	1.0	199	99.0
Two or More Races	2018–19	0	0	*	0	*
	2022–23	2	0	0.0	2	100.0
White	2018–19	383	203	53.0	180	47.0
	2022–23	366	5	1.4	361	98.6
Economically Disadvantaged	2018–19	368	161	43.8	207	56.3
	2022–23	374	1	0.3	373	99.7
English Learners	2018–19	23	10	43.5	13	56.5
	2022–23	16	0	0.0	16	100.0
Students with Disabilities	2018–19	127	19	15.0	108	85.0
	2022–23	107	0	0.0	107	100.0

* Cells with asterisks have undefined percents and are therefore not displayed.

TABLE 33. 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
	2022–23	609	200	32.8	409	67.2
American Indian	2018–19	9	1	11.1	8	88.9
	2022–23	13	4	30.8	9	69.2
Asian	2018–19	19	8	42.1	11	57.9
	2022–23	30	17	56.7	13	43.3
Black	2018–19	263	89	33.8	174	66.2
	2022–23	280	79	28.2	201	71.8
Hispanic	2018–19	200	77	38.5	123	61.5
	2022–23	247	78	31.6	169	68.4
Two or More Races	2018–19	4	1	25.0	3	75.0
	2022–23	19	9	47.4	10	52.6
White	2018–19	414	191	46.1	223	53.9
	2022–23	434	163	37.6	271	62.4
Economically Disadvantaged	2018–19	391	123	31.5	268	68.5
	2022–23	414	122	29.5	292	70.5
English Learners	2018–19	51	28	54.9	23	45.1
	2022–23	77	13	16.9	64	83.1
Students with Disabilities	2018–19	203	72	35.5	131	64.5
	2022–23	219	60	27.4	159	72.6

TABLE 34. 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
	2022–23	1,124	240	21.3	884	78.6

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 2022–23 school year, as with the 2021–22 school year, 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. This will meet the participation requirement without including students who were unable to participate in testing in previous school years due to the COVID-19 pandemic.

Table 35 shows the number and percentage of schools that did or did not meet all the participation requirements. Table 36 shows, for each subgroup, the number of schools who met participation requirements for that subgroup.

TABLE 35. Participation requirements

	Number of schools	Percent of schools
Met all participation requirements	2,154	82.7
Did not meet all participation requirements	451	17.3
Total	2,605	

TABLE 36. 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	8,446	8,883	95.1
American Indian	177	196	90.3
Asian	647	669	96.7
Black	4,410	4,795	92.0
Hispanic	4,317	4,601	93.8
Two or More Races	993	1,071	92.7
White	6,384	6,577	97.1
Economically Disadvantaged	7,180	7,723	93.0
English Learners	2,556	2,745	93.1
Students with Disabilities	3,515	3,886	90.5

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 37 provides information on the options selected by these schools for the 2022–23 school year.

TABLE 37. 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	77	Alternative Schools’ Progress Model
Option C	17	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 38 shows the results for the schools selecting Option B.

TABLE 38. Alternative Schools’ Modified Accountability System Option B results

Option B results	Number of schools	Percent of schools
Progressing	14	18.2
Maintaining	41	53.2
Declining	22	28.6
Total	77	

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 and exit criteria were adjusted back to the requirements originally established in the ESSA State Plan.

Comprehensive Support and Improvement Schools

For the 2023–24 school year, previously identified CSI schools maintain designations and are provided continued support. These schools may exit based on data from the 2024–25 school year.

Targeted Support and Improvement Schools

TSI- Consistently Underperforming subgroups had an opportunity to exit at the end of the 2022–23 school year, and new identifications were made. TSI- Additional Targeted Support subgroups, identified in 2018–19, had an opportunity to exit at the end of the 2022–23 school year, but no new identifications were made.

- *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 2023–24 identification 2018–19, 2021–22, and 2022–23 data were 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 2023–24 fall exit, 2021–22, and 2022–23 data were used.)
- *2022–23 Targeted Support and Improvement – Additional Targeted Support (TSI–AT) Exit Criteria.* (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher (The three-year growth index calculation will require three years of growth indices, be an average of the index scores, use the most recent three years of available data (2017–18, 2018–19, 2021–22, or 2022–23), and require a minimum of thirty for each of the three years used.); or (2) Are on track to meet the subgroup(s) twelve-year proficiency goals in reading and mathematics; or (3) 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 39. 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 schools will be provided additional support to implement more rigorous interventions. The full lists of school identifications 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 39. Summary of federal designations

Designation	Number of schools ¹
CSI – Low Performing	81
CSI – Low Graduation Rate	37
TSI – Consistently Underperforming Subgroups	1,079 (83 exited)
TSI – Additional Targeted Support	811 (77 exited) ²

¹ Closed schools are removed from the designation lists and are not included in the count of schools that have exited.

² Only subgroups identified in 2018–19 as TSI–AT had the opportunity to exit.

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'.

The overall number of low-performing schools and districts has increased. Table 40 displays the overall changes from 2018–19 to 2022–23.

TABLE 40. Number of Low-Performing Schools and Districts

	2018–19	2021–22 ¹	2022-23 ²
Low-Performing Schools	488	864 (+376)	804 (-60)
Low-Performing Districts	8	29 (+21)	25 (-4)
Recurring Low-Performing Schools	423	464 (+41)	658 (+194)
Continually Low-Performing Charter Schools	38	35 (-3)	57 (+22)

¹Difference cited is between 2018-19 and 2021-22

²Difference cited is between 2021-22 and 2022-23

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 2022–23 school year, the participation rate was >95% (107,515 students).

TABLE 41. 2022–23 ACT (grade 11)

ACT (grade 11)	Number expected to test	Percent tested	Percent not tested	Met ACT Minimum 2021–22	Met ACT Minimum 2022–23
All Students	107,515	>95	<5	41.7	41.1
American Indian	965	>95	<5	22.8	19.0
Asian	4,159	>95	<5	70.4	72.5
Black	25,439	93	7	18.6	18.7
Hispanic	20,885	94	6	26.0	25.7
Two or More Races	5,066	95	5	41.2	40.2
White	50,843	>95	<5	55.9	55.5
Economically Disadvantaged	46,399	93	7	21.1	22.7
Not Economically Disadvantaged	61,116	>95	<5	49.3	54.0
English Learners	6,051	93	7	<5	<5
Not English Learners	101,464	>95	<5	43.4	42.9
Students with Disabilities	11,277	92	8	8.3	8.2
Not Student with Disabilities	96,238	>95	<5	44.4	43.8
Academically or Intellectually Gifted	18,557	>95	<5	88.1	87.1

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 the lowest participation of any assessment at 92%.

TABLE 42. 2022–23 WorkKeys (grade 12)

WorkKeys (grade 12)	Number expected to test	Percent tested	Percent not tested	Silver or Better 2021–22	Silver or Better 2022–23
All Students	47,974	92	8	61.1	61.9
American Indian	566	93	7	49.9	55.2
Asian	1,820	90	10	81.4	81.2
Black	10,520	88	12	40.8	42.6
Hispanic	8,697	89	11	55.3	56.0
Two or More Races	1,999	91	9	60.8	60.2
White	24,311	94	6	69.7	70.7
Economically Disadvantaged	19,358	90	10	46.8	49.8
Not Economically Disadvantaged	28,616	93	7	65.8	69.8
English Learners	1,793	86	14	14.5	16.0
Not English Learners	46,181	92	8	62.5	63.2
Students with Disabilities	2,996	89	11	19.9	20.5
Not Students with Disabilities	44,978	92	8	64.0	64.6
Academically or Intellectually Gifted	8,707	93	7	92.2	91.9

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 6.9% for the 2022–23 school year. However, this is an increase of 0.8 percentage points from the 2021–22 school year.

TABLE 43. 2022–23 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 2022–23	Percent Exiting EL Status 2022–23	Percent Meeting Annual Progress Toward Exiting 2022–23
All English Learners	38.6	9.2	29.5	24.9	6.9	18.0
American Indian	34.3	7.1	27.3	17.9	5.8	12.1
Asian	47.6	17.1	30.5	37.4	18.2	19.2
Black	39.9	8.8	31.1	26.2	8.1	18.1
Hispanic	36.9	7.9	29.0	23.1	5.5	17.6
Two or More Races	40.6	13.7	26.9	27.7	11.0	16.7
White	51.9	16.5	35.4	35.7	12.8	22.8
Economically Disadvantaged	37.0	7.8	29.2	23.2	5.7	17.5
Not Economically Disadvantaged	42.1	12.1	30.0	28.6	9.5	19.1
Students with Disabilities	19.8	<5	18.1	11.5	<5	7.7
Not Students with Disabilities	43.0	10.9	32.1	27.7	7.5	20.2
Academically or Intellectually Gifted	72.0	55.4	16.5	62.0	50.0	12.0

Section 14. Graduation Project

Nine schools completed the high school Graduation Project for the 2022–23 school year. At the end of the 2021–22 school year, eleven schools had completed the high school Graduation Project.

TABLE 44. Public school units completing the Graduation Project for the 2022–23 school year

District/Charter Name	School Code	School Name	State Board Region
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	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 45. North Central 2022–23 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	50.2	54.4	30.9	35.0
American Indian	36.2	50.5	18.0	30.1
Asian	76.1	82.8	58.6	66.3
Black	34.7	36.5	16.9	18.0
Hispanic	37.1	38.4	19.2	19.8
Two or More Races	51.0	57.0	31.0	37.4
White	63.1	70.4	42.1	49.5
Economically Disadvantaged	36.3	35.8	18.3	17.6
Not Economically Disadvantaged	65.5	71.0	44.9	50.6
English Learners	17.3	18.9	6.6	7.4
Not English Learners	54.0	59.2	33.7	38.7
Students with Disabilities	15.7	18.0	6.8	8.2
Not Students with Disabilities	55.5	59.7	34.6	39.0
Academically or Intellectually Gifted	>95	>95	82.7	84.8
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	53.0	56.3	34.9	38.1
American Indian	38.9	50.4	20.5	31.0
Asian	84.1	89.2	71.8	78.6
Black	33.4	34.3	16.3	16.6
Hispanic	42.9	42.5	24.3	23.4
Two or More Races	51.6	56.7	32.4	37.7
White	66.7	73.2	47.7	54.0
Economically Disadvantaged	38.5	37.0	20.5	18.7
Not Economically Disadvantaged	69.1	73.5	50.8	55.4
English Learners	29.2	29.3	14.1	14.4
Not English Learners	55.8	59.9	37.3	41.3
Students with Disabilities	19.4	21.2	8.5	9.4
Not Students with Disabilities	58.2	61.4	39.0	42.3
Academically or Intellectually Gifted	>95	>95	87.9	89.3
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	62.3	34.3	39.2
American Indian	42.7	47.8	17.3	26.1
Asian	83.1	87.2	66.4	73.4
Black	42.2	45.3	18.6	20.6
Hispanic	46.7	46.6	23.0	23.9
Two or More Races	59.9	66.2	35.2	42.7
White	70.8	78.1	45.8	54.5
Economically Disadvantaged	43.7	43.2	19.9	19.7
Not Economically Disadvantaged	72.0	76.6	47.8	53.9
English Learners	11.8	12.6	<5	<5
Not English Learners	61.9	66.7	36.8	42.5
Students with Disabilities	16.6	20.0	<5	7.2
Not Students with Disabilities	63.7	67.5	38.1	43.2
Academically or Intellectually Gifted	>95	>95	81.6	86.1

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	36.0	33.0	12.6	9.9
American Indian	27.7	26.6	8.7	5.3
Asian	60.2	64.2	32.6	33.3
Black	23.0	22.1	5.7	<5
Hispanic	29.5	27.4	9.2	7.6
Two or More Races	37.7	36.5	12.9	12.0
White	48.6	47.2	19.0	15.6
Economically Disadvantaged	27.6	24.5	8.1	6.0
Not Economically Disadvantaged	48.4	44.9	19.3	15.4
English Learners	15.5	14.4	<5	<5
Not English Learners	38.8	36.4	13.8	11.2
Students with Disabilities	12.5	13.3	<5	<5
Not Students with Disabilities	40.3	36.8	14.4	11.4
Academically or Intellectually Gifted	83.8	79.0	50.6	41.9
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	58.3	61.1	36.0	39.4
American Indian	49.2	50.6	26.0	32.5
Asian	86.4	91.5	74.2	82.5
Black	39.3	41.1	17.6	18.8
Hispanic	49.6	49.3	25.9	25.0
Two or More Races	56.2	61.5	33.1	40.4
White	69.7	74.1	46.9	52.1
Economically Disadvantaged	43.7	42.1	21.1	19.8
Not Economically Disadvantaged	69.7	72.7	47.6	51.4
English Learners	26.6	27.8	10.0	12.0
Not English Learners	60.1	62.9	37.4	40.9
Students with Disabilities	21.4	22.1	6.7	7.7
Not Students with Disabilities	61.5	64.6	38.5	42.2
Academically or Intellectually Gifted	92.8	93.7	79.3	81.4
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	67.7	69.9	57.4	59.9
American Indian	59.3	71.3	47.4	60.2
Asian	88.0	91.3	82.1	86.4
Black	51.0	52.3	38.5	39.7
Hispanic	56.9	57.5	45.3	45.1
Two or More Races	68.8	72.3	57.7	62.1
White	80.8	85.3	72.2	77.5
Economically Disadvantaged	55.6	54.1	43.5	41.5
Not Economically Disadvantaged	80.8	83.9	72.4	76.1
English Learners	34.2	35.1	22.6	23.1
Not English Learners	71.5	74.2	61.3	64.4
Students with Disabilities	32.2	34.4	21.4	23.7
Not Students with Disabilities	73.0	75.0	62.8	65.0
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	54.1	56.8	46.6	50.0
American Indian	47.1	54.8	38.0	44.1
Asian	82.1	86.6	77.5	82.3
Black	33.8	34.4	26.6	27.3
Hispanic	41.3	41.2	34.1	33.9
Two or More Races	56.0	61.5	47.8	53.6
White	68.1	73.3	60.3	66.6
Economically Disadvantaged	38.6	36.1	30.8	28.7
Not Economically Disadvantaged	67.8	71.0	60.7	64.5
English Learners	14.4	15.8	10.4	12.0
Not English Learners	56.8	59.8	49.1	52.7
Students with Disabilities	18.9	20.3	11.9	13.5
Not Students with Disabilities	58.4	61.2	50.9	54.3
Academically or Intellectually Gifted	93.6	94.9	89.7	91.5

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

TABLE 46. Northeast 2022–23 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	50.2	45.4	30.9	25.5
American Indian	36.2	36.6	18.0	18.7
Asian	76.1	73.5	58.6	56.0
Black	34.7	30.7	16.9	13.1
Hispanic	37.1	40.6	19.2	21.2
Two or More Races	51.0	50.5	31.0	27.7
White	63.1	60.5	42.1	38.5
Economically Disadvantaged	36.3	34.2	18.3	16.0
Not Economically Disadvantaged	65.5	60.7	44.9	38.4
English Learners	17.3	19.8	6.6	8.5
Not English Learners	54.0	46.8	33.7	26.5
Students with Disabilities	15.7	15.3	6.8	5.9
Not Students with Disabilities	55.5	50.3	34.6	28.7
Academically or Intellectually Gifted	>95	94.3	82.7	78.1
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	53.0	48.8	34.9	29.6
American Indian	38.9	31.7	20.5	17.9
Asian	84.1	83.7	71.8	69.2
Black	33.4	31.4	16.3	13.7
Hispanic	42.9	48.9	24.3	28.6
Two or More Races	51.6	51.3	32.4	30.4
White	66.7	65.6	47.7	45.2
Economically Disadvantaged	38.5	36.5	20.5	17.9
Not Economically Disadvantaged	69.1	65.6	50.8	45.6
English Learners	29.2	33.6	14.1	15.5
Not English Learners	55.8	49.7	37.3	30.4
Students with Disabilities	19.4	19.1	8.5	7.8
Not Students with Disabilities	58.2	53.7	39.0	33.2
Academically or Intellectually Gifted	>95	>95	87.9	84.7
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	51.6	34.3	26.1
American Indian	42.7	53.8	17.3	26.9
Asian	83.1	70.8	66.4	58.5
Black	42.2	35.8	18.6	13.5
Hispanic	46.7	53.2	23.0	24.4
Two or More Races	59.9	59.9	35.2	27.4
White	70.8	64.7	45.8	37.6
Economically Disadvantaged	43.7	39.0	19.9	15.3
Not Economically Disadvantaged	72.0	65.4	47.8	37.9
English Learners	11.8	14.4	<5	<5
Not English Learners	61.9	52.9	36.8	26.9
Students with Disabilities	16.6	13.2	<5	<5
Not Students with Disabilities	63.7	56.6	38.1	29.0
Academically or Intellectually Gifted	>95	94.3	81.6	73.8
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	36.0	38.3	12.6	14.1
American Indian	27.7	22.2	8.7	5.6

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
Asian	60.2	74.4	32.6	43.6
Black	23.0	24.4	5.7	6.5
Hispanic	29.5	41.6	9.2	13.5
Two or More Races	37.7	38.0	12.9	13.3
White	48.6	53.5	19.0	23.1
Economically Disadvantaged	27.6	29.6	8.1	8.5
Not Economically Disadvantaged	48.4	51.1	19.3	22.2
English Learners	15.5	26.8	<5	7.8
Not English Learners	38.8	38.9	13.8	14.4
Students with Disabilities	12.5	11.1	<5	<5
Not Students with Disabilities	40.3	42.7	14.4	16.0
Academically or Intellectually Gifted	83.8	88.5	50.6	64.9
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	58.3	51.9	36.0	29.7
American Indian	49.2	52.6	26.0	26.3
Asian	86.4	84.0	74.2	62.0
Black	39.3	33.4	17.6	13.3
Hispanic	49.6	58.2	25.9	33.9
Two or More Races	56.2	55.8	33.1	32.9
White	69.7	66.1	46.9	42.7
Economically Disadvantaged	43.7	38.7	21.1	17.2
Not Economically Disadvantaged	69.7	63.9	47.6	41.1
English Learners	26.6	28.6	10.0	11.1
Not English Learners	60.1	52.5	37.4	30.2
Students with Disabilities	21.4	21.2	6.7	6.6
Not Students with Disabilities	61.5	54.6	38.5	31.8
Academically or Intellectually Gifted	92.8	91.7	79.3	78.2
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	67.7	66.0	57.4	54.2
American Indian	59.3	60.0	47.4	50.0
Asian	88.0	89.3	82.1	85.1
Black	51.0	50.1	38.5	36.0
Hispanic	56.9	63.2	45.3	51.8
Two or More Races	68.8	76.6	57.7	63.2
White	80.8	81.4	72.2	72.1
Economically Disadvantaged	55.6	55.5	43.5	41.7
Not Economically Disadvantaged	80.8	80.0	72.4	70.9
English Learners	34.2	38.4	22.6	26.9
Not English Learners	71.5	67.4	61.3	55.6
Students with Disabilities	32.2	33.9	21.4	21.7
Not Students with Disabilities	73.0	71.3	62.8	59.6
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	54.1	48.9	46.6	40.6
American Indian	47.1	35.7	38.0	25.0
Asian	82.1	78.7	77.5	77.0
Black	33.8	31.1	26.6	23.5
Hispanic	41.3	50.9	34.1	42.3

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
Two or More Races	56.0	50.2	47.8	43.9
White	68.1	65.0	60.3	55.7
Economically Disadvantaged	38.6	35.6	30.8	27.0
Not Economically Disadvantaged	67.8	62.6	60.7	54.6
English Learners	14.4	17.6	10.4	14.1
Not English Learners	56.8	49.7	49.1	41.3
Students with Disabilities	18.9	17.3	11.9	9.4
Not Students with Disabilities	58.4	52.8	50.9	44.5
Academically or Intellectually Gifted	93.6	92.8	89.7	88.0

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

TABLE 47. Northwest 2022–23 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	50.2	50.5	30.9	29.5
American Indian	36.2	43.9	18.0	22.0
Asian	76.1	48.5	58.6	27.3
Black	34.7	28.7	16.9	13.3
Hispanic	37.1	37.4	19.2	17.9
Two or More Races	51.0	45.5	31.0	26.2
White	63.1	56.0	42.1	34.0
Economically Disadvantaged	36.3	40.9	18.3	21.2
Not Economically Disadvantaged	65.5	66.1	44.9	43.0
English Learners	17.3	15.9	6.6	5.4
Not English Learners	54.0	53.8	33.7	31.8
Students with Disabilities	15.7	15.6	6.8	6.9
Not Students with Disabilities	55.5	56.7	34.6	33.5
Academically or Intellectually Gifted	>95	>95	82.7	81.4
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	53.0	56.3	34.9	36.6
American Indian	38.9	46.3	20.5	31.7
Asian	84.1	65.4	71.8	43.9
Black	33.4	31.0	16.3	14.2
Hispanic	42.9	47.4	24.3	27.7
Two or More Races	51.6	50.4	32.4	29.7
White	66.7	60.3	47.7	40.7
Economically Disadvantaged	38.5	46.9	20.5	27.0
Not Economically Disadvantaged	69.1	71.3	50.8	52.0
English Learners	29.2	31.0	14.1	13.8
Not English Learners	55.8	58.7	37.3	38.8
Students with Disabilities	19.4	20.5	8.5	9.9
Not Students with Disabilities	58.2	62.6	39.0	41.3
Academically or Intellectually Gifted	>95	>95	87.9	88.0
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	58.2	34.3	32.4
American Indian	42.7	*	17.3	*
Asian	83.1	70.9	66.4	37.9
Black	42.2	35.8	18.6	18.8
Hispanic	46.7	45.2	23.0	20.9
Two or More Races	59.9	54.0	35.2	28.7
White	70.8	63.0	45.8	36.5
Economically Disadvantaged	43.7	47.1	19.9	21.4
Not Economically Disadvantaged	72.0	71.8	47.8	45.7
English Learners	11.8	9.2	<5	<5
Not English Learners	61.9	61.7	36.8	34.6
Students with Disabilities	16.6	14.5	<5	<5
Not Students with Disabilities	63.7	63.9	38.1	36.2
Academically or Intellectually Gifted	>95	>95	81.6	78.7

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	36.0	49.0	12.6	20.8
American Indian	27.7	*	8.7	*
Asian	60.2	65.9	32.6	31.8
Black	23.0	31.4	5.7	7.9
Hispanic	29.5	41.4	9.2	16.8
Two or More Races	37.7	44.9	12.9	17.7
White	48.6	52.2	19.0	22.7
Economically Disadvantaged	27.6	40.7	8.1	15.4
Not Economically Disadvantaged	48.4	62.2	19.3	29.4
English Learners	15.5	21.3	<5	<5
Not English Learners	38.8	51.7	13.8	22.4
Students with Disabilities	12.5	17.6	<5	<5
Not Students with Disabilities	40.3	54.0	14.4	23.6
Academically or Intellectually Gifted	83.8	91.5	50.6	63.2
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	58.3	63.4	36.0	38.3
American Indian	49.2	*	26.0	*
Asian	86.4	82.0	74.2	55.6
Black	39.3	38.4	17.6	17.2
Hispanic	49.6	53.0	25.9	27.5
Two or More Races	56.2	53.5	33.1	28.3
White	69.7	67.5	46.9	42.3
Economically Disadvantaged	43.7	52.4	21.1	26.7
Not Economically Disadvantaged	69.7	73.7	47.6	49.0
English Learners	26.6	28.1	10.0	9.2
Not English Learners	60.1	65.0	37.4	39.6
Students with Disabilities	21.4	24.3	6.7	5.6
Not Students with Disabilities	61.5	66.6	38.5	40.9
Academically or Intellectually Gifted	92.8	93.7	79.3	81.1
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	67.7	72.5	57.4	61.7
American Indian	59.3	75.0	47.4	55.0
Asian	88.0	73.0	82.1	62.7
Black	51.0	50.0	38.5	37.3
Hispanic	56.9	61.8	45.3	48.5
Two or More Races	68.8	69.0	57.7	54.6
White	80.8	77.2	72.2	67.6
Economically Disadvantaged	55.6	64.2	43.5	52.0
Not Economically Disadvantaged	80.8	84.9	72.4	76.4
English Learners	34.2	36.9	22.6	23.5
Not English Learners	71.5	75.5	61.3	65.0
Students with Disabilities	32.2	34.1	21.4	22.0
Not Students with Disabilities	73.0	78.9	62.8	68.4
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	54.1	58.1	46.6	49.7
American Indian	47.1	*	38.0	*
Asian	82.1	72.3	77.5	64.6
Black	33.8	33.9	26.6	25.6
Hispanic	41.3	41.9	34.1	33.4
Two or More Races	56.0	55.0	47.8	45.6
White	68.1	63.0	60.3	54.7
Economically Disadvantaged	38.6	47.0	30.8	38.7
Not Economically Disadvantaged	67.8	69.9	60.7	61.4
English Learners	14.4	12.1	10.4	7.6
Not English Learners	56.8	60.3	49.1	51.8
Students with Disabilities	18.9	21.2	11.9	12.7
Not Students with Disabilities	58.4	62.4	50.9	54.1
Academically or Intellectually Gifted	93.6	93.7	89.7	89.5

¹ An asterisk symbol indicates insufficient data.

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

TABLE 48. Piedmont-Triad 2022–23 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	50.2	45.9	30.9	27.5
American Indian	36.2	39.4	18.0	20.3
Asian	76.1	63.7	58.6	45.7
Black	34.7	33.0	16.9	16.1
Hispanic	37.1	34.1	19.2	17.4
Two or More Races	51.0	47.2	31.0	28.0
White	63.1	58.4	42.1	38.4
Economically Disadvantaged	36.3	34.6	18.3	17.6
Not Economically Disadvantaged	65.5	61.5	44.9	41.3
English Learners	17.3	15.8	6.6	5.9
Not English Learners	54.0	49.8	33.7	30.4
Students with Disabilities	15.7	14.7	6.8	6.4
Not Students with Disabilities	55.5	50.9	34.6	30.9
Academically or Intellectually Gifted	>95	>95	82.7	80.9
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	53.0	49.4	34.9	31.3
American Indian	38.9	47.2	20.5	27.7
Asian	84.1	74.0	71.8	56.7
Black	33.4	32.2	16.3	15.4
Hispanic	42.9	39.9	24.3	21.9
Two or More Races	51.6	48.6	32.4	29.9
White	66.7	63.1	47.7	44.2
Economically Disadvantaged	38.5	37.6	20.5	19.9
Not Economically Disadvantaged	69.1	65.8	50.8	47.1
English Learners	29.2	26.4	14.1	11.8
Not English Learners	55.8	52.4	37.3	33.9
Students with Disabilities	19.4	19.0	8.5	8.2
Not Students with Disabilities	58.2	54.3	39.0	35.0
Academically or Intellectually Gifted	>95	>95	87.9	85.9
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	54.3	34.3	30.1
American Indian	42.7	46.9	17.3	22.4
Asian	83.1	72.6	66.4	53.1
Black	42.2	39.7	18.6	16.8
Hispanic	46.7	43.2	23.0	19.9
Two or More Races	59.9	58.5	35.2	33.7
White	70.8	66.9	45.8	41.3
Economically Disadvantaged	43.7	42.0	19.9	19.2
Not Economically Disadvantaged	72.0	68.6	47.8	42.9
English Learners	11.8	11.1	<5	<5
Not English Learners	61.9	58.3	36.8	32.7
Students with Disabilities	16.6	13.7	<5	<5
Not Students with Disabilities	63.7	59.7	38.1	33.8
Academically or Intellectually Gifted	>95	93.5	81.6	75.1

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	36.0	29.7	12.6	8.6
American Indian	27.7	29.8	8.7	<5
Asian	60.2	43.4	32.6	20.5
Black	23.0	19.2	5.7	<5
Hispanic	29.5	23.1	9.2	6.0
Two or More Races	37.7	31.8	12.9	7.9
White	48.6	41.5	19.0	13.8
Economically Disadvantaged	27.6	23.1	8.1	5.7
Not Economically Disadvantaged	48.4	42.2	19.3	14.0
English Learners	15.5	12.6	<5	<5
Not English Learners	38.8	32.4	13.8	9.5
Students with Disabilities	12.5	10.8	<5	<5
Not Students with Disabilities	40.3	33.3	14.4	9.8
Academically or Intellectually Gifted	83.8	75.8	50.6	35.3
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	58.3	52.6	36.0	30.4
American Indian	49.2	42.1	26.0	23.7
Asian	86.4	69.8	74.2	53.7
Black	39.3	35.6	17.6	14.9
Hispanic	49.6	43.9	25.9	21.2
Two or More Races	56.2	53.5	33.1	27.0
White	69.7	64.7	46.9	42.1
Economically Disadvantaged	43.7	40.1	21.1	18.6
Not Economically Disadvantaged	69.7	65.0	47.6	42.2
English Learners	26.6	21.2	10.0	6.6
Not English Learners	60.1	54.6	37.4	32.0
Students with Disabilities	21.4	17.6	6.7	5.0
Not Students with Disabilities	61.5	55.8	38.5	32.8
Academically or Intellectually Gifted	92.8	89.2	79.3	72.0
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	67.7	65.1	57.4	54.5
American Indian	59.3	59.5	47.4	51.9
Asian	88.0	80.9	82.1	73.8
Black	51.0	49.8	38.5	37.4
Hispanic	56.9	55.4	45.3	43.3
Two or More Races	68.8	66.7	57.7	55.0
White	80.8	78.5	72.2	69.4
Economically Disadvantaged	55.6	54.9	43.5	42.9
Not Economically Disadvantaged	80.8	79.1	72.4	70.2
English Learners	34.2	32.7	22.6	21.1
Not English Learners	71.5	69.1	61.3	58.6
Students with Disabilities	32.2	31.0	21.4	20.0
Not Students with Disabilities	73.0	70.5	62.8	59.8
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	54.1	50.3	46.6	43.0
American Indian	47.1	50.0	38.0	40.7
Asian	82.1	70.3	77.5	64.1
Black	33.8	32.4	26.6	24.8
Hispanic	41.3	37.7	34.1	31.2
Two or More Races	56.0	52.2	47.8	44.2
White	68.1	65.0	60.3	57.5
Economically Disadvantaged	38.6	37.2	30.8	29.6
Not Economically Disadvantaged	67.8	65.4	60.7	58.5
English Learners	14.4	12.9	10.4	8.9
Not English Learners	56.8	53.4	49.1	45.8
Students with Disabilities	18.9	18.0	11.9	10.3
Not Students with Disabilities	58.4	54.5	50.9	47.3
Academically or Intellectually Gifted	93.6	90.3	89.7	85.7

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

TABLE 49. Sandhills 2022–23 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	50.2	44.7	30.9	24.8
American Indian	36.2	32.8	18.0	15.2
Asian	76.1	69.9	58.6	51.3
Black	34.7	34.8	16.9	16.6
Hispanic	37.1	41.6	19.2	21.3
Two or More Races	51.0	46.8	31.0	25.5
White	63.1	60.0	42.1	38.0
Economically Disadvantaged	36.3	35.6	18.3	17.1
Not Economically Disadvantaged	65.5	58.8	44.9	36.8
English Learners	17.3	19.6	6.6	6.9
Not English Learners	54.0	46.7	33.7	26.3
Students with Disabilities	15.7	14.5	6.8	5.6
Not Students with Disabilities	55.5	49.8	34.6	28.0
Academically or Intellectually Gifted	>95	>95	82.7	80.0
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	53.0	45.1	34.9	25.7
American Indian	38.9	36.4	20.5	17.8
Asian	84.1	75.8	71.8	60.1
Black	33.4	31.8	16.3	14.3
Hispanic	42.9	45.2	24.3	25.0
Two or More Races	51.6	46.5	32.4	25.2
White	66.7	61.0	47.7	40.1
Economically Disadvantaged	38.5	35.4	20.5	17.3
Not Economically Disadvantaged	69.1	60.0	50.8	38.7
English Learners	29.2	29.4	14.1	12.9
Not English Learners	55.8	46.4	37.3	26.8
Students with Disabilities	19.4	16.1	8.5	6.2
Not Students with Disabilities	58.2	49.9	39.0	29.0
Academically or Intellectually Gifted	>95	94.8	87.9	81.8
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	52.1	34.3	26.1
American Indian	42.7	39.5	17.3	14.0
Asian	83.1	74.3	66.4	50.0
Black	42.2	42.0	18.6	16.9
Hispanic	46.7	50.0	23.0	24.6
Two or More Races	59.9	56.7	35.2	29.5
White	70.8	66.1	45.8	38.6
Economically Disadvantaged	43.7	43.1	19.9	17.6
Not Economically Disadvantaged	72.0	64.2	47.8	37.4
English Learners	11.8	10.7	<5	<5
Not English Learners	61.9	54.3	36.8	27.3
Students with Disabilities	16.6	13.7	<5	<5
Not Students with Disabilities	63.7	57.4	38.1	29.1
Academically or Intellectually Gifted	>95	>95	81.6	79.8

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	36.0	33.7	12.6	12.2
American Indian	27.7	27.1	8.7	9.1
Asian	60.2	55.8	32.6	32.6
Black	23.0	23.3	5.7	7.4
Hispanic	29.5	36.5	9.2	12.7
Two or More Races	37.7	35.5	12.9	13.8
White	48.6	47.0	19.0	18.5
Economically Disadvantaged	27.6	27.5	8.1	8.6
Not Economically Disadvantaged	48.4	44.8	19.3	18.7
English Learners	15.5	19.5	<5	<5
Not English Learners	38.8	34.9	13.8	12.9
Students with Disabilities	12.5	9.6	<5	<5
Not Students with Disabilities	40.3	37.7	14.4	13.9
Academically or Intellectually Gifted	83.8	83.7	50.6	49.9
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	58.3	53.3	36.0	29.4
American Indian	49.2	47.6	26.0	23.4
Asian	86.4	79.3	74.2	63.6
Black	39.3	40.7	17.6	17.8
Hispanic	49.6	57.2	25.9	30.9
Two or More Races	56.2	51.2	33.1	29.3
White	69.7	64.5	46.9	40.8
Economically Disadvantaged	43.7	44.6	21.1	21.3
Not Economically Disadvantaged	69.7	63.1	47.6	38.7
English Learners	26.6	26.2	10.0	7.0
Not English Learners	60.1	54.4	37.4	30.4
Students with Disabilities	21.4	20.4	6.7	6.3
Not Students with Disabilities	61.5	56.3	38.5	31.6
Academically or Intellectually Gifted	92.8	92.8	79.3	77.6
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	67.7	63.4	57.4	51.9
American Indian	59.3	57.2	47.4	45.2
Asian	88.0	84.5	82.1	74.2
Black	51.0	51.3	38.5	38.1
Hispanic	56.9	61.6	45.3	50.2
Two or More Races	68.8	65.9	57.7	53.8
White	80.8	78.9	72.2	69.6
Economically Disadvantaged	55.6	54.3	43.5	41.9
Not Economically Disadvantaged	80.8	76.9	72.4	66.7
English Learners	34.2	36.8	22.6	23.7
Not English Learners	71.5	65.5	61.3	54.1
Students with Disabilities	32.2	28.9	21.4	18.7
Not Students with Disabilities	73.0	69.0	62.8	57.3
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	54.1	52.0	46.6	44.0
American Indian	47.1	46.0	38.0	36.2
Asian	82.1	81.4	77.5	75.4
Black	33.8	37.4	26.6	30.3
Hispanic	41.3	54.0	34.1	45.6
Two or More Races	56.0	56.4	47.8	47.5
White	68.1	65.7	60.3	57.8
Economically Disadvantaged	38.6	42.4	30.8	34.5
Not Economically Disadvantaged	67.8	63.7	60.7	55.7
English Learners	14.4	21.1	10.4	12.5
Not English Learners	56.8	53.3	49.1	45.4
Students with Disabilities	18.9	19.4	11.9	12.4
Not Students with Disabilities	58.4	56.3	50.9	48.3
Academically or Intellectually Gifted	93.6	94.0	89.7	91.3

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

TABLE 50. Southeast 2022–23 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	50.2	48.6	30.9	28.7
American Indian	36.2	46.9	18.0	23.0
Asian	76.1	58.3	58.6	36.2
Black	34.7	30.8	16.9	13.4
Hispanic	37.1	37.3	19.2	20.0
Two or More Races	51.0	49.9	31.0	29.1
White	63.1	60.0	42.1	38.4
Economically Disadvantaged	36.3	37.3	18.3	18.9
Not Economically Disadvantaged	65.5	60.7	44.9	39.3
English Learners	17.3	15.1	6.6	5.4
Not English Learners	54.0	51.7	33.7	30.9
Students with Disabilities	15.7	15.0	6.8	6.4
Not Students with Disabilities	55.5	54.3	34.6	32.6
Academically or Intellectually Gifted	>95	93.8	82.7	77.9
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	53.0	51.4	34.9	32.3
American Indian	38.9	45.4	20.5	29.1
Asian	84.1	68.7	71.8	51.9
Black	33.4	30.3	16.3	13.2
Hispanic	42.9	43.3	24.3	24.1
Two or More Races	51.6	50.0	32.4	29.2
White	66.7	63.1	47.7	43.4
Economically Disadvantaged	38.5	39.3	20.5	20.7
Not Economically Disadvantaged	69.1	64.5	50.8	44.8
English Learners	29.2	26.8	14.1	11.5
Not English Learners	55.8	53.7	37.3	34.3
Students with Disabilities	19.4	18.7	8.5	8.0
Not Students with Disabilities	58.2	57.0	39.0	36.5
Academically or Intellectually Gifted	>95	94.9	87.9	83.7
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	54.9	34.3	30.1
American Indian	42.7	45.7	17.3	20.0
Asian	83.1	67.1	66.4	43.2
Black	42.2	34.1	18.6	13.2
Hispanic	46.7	45.5	23.0	22.0
Two or More Races	59.9	55.5	35.2	30.0
White	70.8	66.7	45.8	39.8
Economically Disadvantaged	43.7	42.8	19.9	19.2
Not Economically Disadvantaged	72.0	66.0	47.8	40.1
English Learners	11.8	9.5	<5	<5
Not English Learners	61.9	57.8	36.8	32.0
Students with Disabilities	16.6	14.3	<5	<5
Not Students with Disabilities	63.7	61.0	38.1	34.1
Academically or Intellectually Gifted	>95	93.6	81.6	75.4

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	36.0	38.3	12.6	13.9
American Indian	27.7	23.1	8.7	7.7
Asian	60.2	58.1	32.6	30.1
Black	23.0	22.6	5.7	5.6
Hispanic	29.5	30.8	9.2	9.9
Two or More Races	37.7	39.1	12.9	13.2
White	48.6	49.4	19.0	19.7
Economically Disadvantaged	27.6	29.4	8.1	8.5
Not Economically Disadvantaged	48.4	49.1	19.3	20.3
English Learners	15.5	13.3	<5	<5
Not English Learners	38.8	40.8	13.8	15.0
Students with Disabilities	12.5	13.7	<5	<5
Not Students with Disabilities	40.3	43.0	14.4	16.1
Academically or Intellectually Gifted	83.8	83.6	50.6	51.1
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	58.3	54.4	36.0	30.4
American Indian	49.2	69.6	26.0	43.5
Asian	86.4	79.2	74.2	57.0
Black	39.3	29.3	17.6	10.6
Hispanic	49.6	48.7	25.9	24.0
Two or More Races	56.2	51.2	33.1	26.4
White	69.7	65.9	46.9	40.2
Economically Disadvantaged	43.7	41.3	21.1	19.7
Not Economically Disadvantaged	69.7	64.7	47.6	38.9
English Learners	26.6	25.3	10.0	8.2
Not English Learners	60.1	55.6	37.4	31.3
Students with Disabilities	21.4	18.2	6.7	5.1
Not Students with Disabilities	61.5	57.7	38.5	32.8
Academically or Intellectually Gifted	92.8	90.0	79.3	71.2
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	67.7	67.1	57.4	56.4
American Indian	59.3	64.1	47.4	50.0
Asian	88.0	78.2	82.1	68.6
Black	51.0	46.9	38.5	34.6
Hispanic	56.9	57.4	45.3	45.6
Two or More Races	68.8	68.5	57.7	57.5
White	80.8	78.8	72.2	69.4
Economically Disadvantaged	55.6	56.4	43.5	44.3
Not Economically Disadvantaged	80.8	78.2	72.4	69.1
English Learners	34.2	33.1	22.6	21.4
Not English Learners	71.5	70.2	61.3	59.6
Students with Disabilities	32.2	32.4	21.4	22.1
Not Students with Disabilities	73.0	72.9	62.8	62.3
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	54.1	53.5	46.6	45.1
American Indian	47.1	58.3	38.0	50.0
Asian	82.1	67.1	77.5	60.4
Black	33.8	29.9	26.6	22.7
Hispanic	41.3	43.5	34.1	35.5
Two or More Races	56.0	54.6	47.8	44.8
White	68.1	66.6	60.3	57.7
Economically Disadvantaged	38.6	40.3	30.8	31.8
Not Economically Disadvantaged	67.8	65.3	60.7	57.0
English Learners	14.4	12.1	10.4	8.4
Not English Learners	56.8	55.5	49.1	47.0
Students with Disabilities	18.9	19.1	11.9	12.0
Not Students with Disabilities	58.4	58.3	50.9	49.8
Academically or Intellectually Gifted	93.6	93.3	89.7	87.5

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

TABLE 51. Southwest 2022–23 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	50.2	51.3	30.9	32.5
American Indian	36.2	54.4	18.0	32.7
Asian	76.1	78.3	58.6	61.0
Black	34.7	36.5	16.9	18.9
Hispanic	37.1	35.7	19.2	18.7
Two or More Races	51.0	52.4	31.0	32.8
White	63.1	65.6	42.1	45.0
Economically Disadvantaged	36.3	36.0	18.3	18.3
Not Economically Disadvantaged	65.5	65.6	44.9	45.8
English Learners	17.3	16.9	6.6	6.6
Not English Learners	54.0	56.2	33.7	36.2
Students with Disabilities	15.7	14.7	6.8	6.1
Not Students with Disabilities	55.5	56.3	34.6	36.1
Academically or Intellectually Gifted	>95	>95	82.7	84.4
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	53.0	55.3	34.9	38.6
American Indian	38.9	54.7	20.5	38.2
Asian	84.1	86.1	71.8	75.7
Black	33.4	36.1	16.3	19.6
Hispanic	42.9	43.0	24.3	25.7
Two or More Races	51.6	53.1	32.4	36.1
White	66.7	70.5	47.7	53.2
Economically Disadvantaged	38.5	39.0	20.5	22.0
Not Economically Disadvantaged	69.1	70.6	50.8	54.1
English Learners	29.2	31.1	14.1	16.3
Not English Learners	55.8	58.8	37.3	41.8
Students with Disabilities	19.4	19.3	8.5	8.9
Not Students with Disabilities	58.2	60.2	39.0	42.7
Academically or Intellectually Gifted	>95	>95	87.9	91.0
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	60.4	34.3	37.4
American Indian	42.7	59.6	17.3	31.6
Asian	83.1	86.9	66.4	72.3
Black	42.2	45.4	18.6	21.5
Hispanic	46.7	47.4	23.0	23.9
Two or More Races	59.9	59.6	35.2	37.1
White	70.8	73.6	45.8	50.5
Economically Disadvantaged	43.7	44.0	19.9	20.8
Not Economically Disadvantaged	72.0	73.8	47.8	51.0
English Learners	11.8	13.1	<5	<5
Not English Learners	61.9	64.6	36.8	40.4
Students with Disabilities	16.6	17.3	<5	5.1
Not Students with Disabilities	63.7	65.2	38.1	41.0
Academically or Intellectually Gifted	>95	>95	81.6	86.4

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	36.0	37.0	12.6	13.7
American Indian	27.7	35.7	8.7	7.1
Asian	60.2	64.4	32.6	39.0
Black	23.0	25.3	5.7	6.8
Hispanic	29.5	28.5	9.2	8.9
Two or More Races	37.7	40.6	12.9	15.2
White	48.6	51.6	19.0	21.7
Economically Disadvantaged	27.6	26.5	8.1	7.8
Not Economically Disadvantaged	48.4	50.6	19.3	21.4
English Learners	15.5	16.2	<5	<5
Not English Learners	38.8	40.3	13.8	15.2
Students with Disabilities	12.5	12.2	<5	<5
Not Students with Disabilities	40.3	41.1	14.4	15.5
Academically or Intellectually Gifted	83.8	86.4	50.6	54.6
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	58.3	61.1	36.0	39.8
American Indian	49.2	58.0	26.0	42.0
Asian	86.4	88.6	74.2	77.9
Black	39.3	43.9	17.6	21.1
Hispanic	49.6	49.2	25.9	27.1
Two or More Races	56.2	58.9	33.1	36.6
White	69.7	73.6	46.9	52.4
Economically Disadvantaged	43.7	44.8	21.1	22.0
Not Economically Disadvantaged	69.7	72.1	47.6	51.8
English Learners	26.6	28.5	10.0	11.5
Not English Learners	60.1	63.4	37.4	41.8
Students with Disabilities	21.4	23.6	6.7	7.4
Not Students with Disabilities	61.5	63.8	38.5	42.1
Academically or Intellectually Gifted	92.8	>95	79.3	85.6
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	67.7	67.5	57.4	57.9
American Indian	59.3	71.6	47.4	60.6
Asian	88.0	89.6	82.1	84.2
Black	51.0	52.2	38.5	40.3
Hispanic	56.9	54.5	45.3	44.1
Two or More Races	68.8	67.2	57.7	57.2
White	80.8	81.6	72.2	73.6
Economically Disadvantaged	55.6	54.1	43.5	42.8
Not Economically Disadvantaged	80.8	79.5	72.4	71.6
English Learners	34.2	33.7	22.6	23.1
Not English Learners	71.5	72.1	61.3	62.6
Students with Disabilities	32.2	30.2	21.4	19.9
Not Students with Disabilities	73.0	72.3	62.8	62.8
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	54.1	53.6	46.6	46.5
American Indian	47.1	62.7	38.0	57.6
Asian	82.1	84.0	77.5	80.4
Black	33.8	34.9	26.6	27.8
Hispanic	41.3	37.6	34.1	31.1
Two or More Races	56.0	56.8	47.8	48.3
White	68.1	69.4	60.3	61.8
Economically Disadvantaged	38.6	36.2	30.8	28.6
Not Economically Disadvantaged	67.8	67.5	60.7	60.8
English Learners	14.4	14.1	10.4	10.5
Not English Learners	56.8	57.0	49.1	49.6
Students with Disabilities	18.9	17.3	11.9	10.6
Not Students with Disabilities	58.4	57.5	50.9	50.4
Academically or Intellectually Gifted	93.6	94.6	89.7	91.6

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

TABLE 52. Western 2022–23 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	50.2	53.3	30.9	33.4
American Indian	36.2	37.7	18.0	20.4
Asian	76.1	67.2	58.6	45.1
Black	34.7	27.9	16.9	12.3
Hispanic	37.1	36.5	19.2	18.3
Two or More Races	51.0	47.5	31.0	27.5
White	63.1	59.9	42.1	39.3
Economically Disadvantaged	36.3	41.5	18.3	22.3
Not Economically Disadvantaged	65.5	68.5	44.9	47.9
English Learners	17.3	14.9	6.6	5.1
Not English Learners	54.0	56.5	33.7	35.8
Students with Disabilities	15.7	15.8	6.8	7.3
Not Students with Disabilities	55.5	60.5	34.6	38.4
Academically or Intellectually Gifted	>95	>95	82.7	83.1
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	53.0	55.9	34.9	36.7
American Indian	38.9	36.8	20.5	19.3
Asian	84.1	77.9	71.8	62.0
Black	33.4	28.2	16.3	12.9
Hispanic	42.9	43.6	24.3	25.0
Two or More Races	51.6	48.7	32.4	29.0
White	66.7	61.7	47.7	42.0
Economically Disadvantaged	38.5	44.4	20.5	25.5
Not Economically Disadvantaged	69.1	70.9	50.8	51.2
English Learners	29.2	28.4	14.1	13.5
Not English Learners	55.8	58.2	37.3	38.6
Students with Disabilities	19.4	19.5	8.5	8.8
Not Students with Disabilities	58.2	62.9	39.0	42.0
Academically or Intellectually Gifted	>95	>95	87.9	86.4
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	63.7	34.3	38.6
American Indian	42.7	51.7	17.3	24.1
Asian	83.1	80.6	66.4	43.5
Black	42.2	34.4	18.6	14.1
Hispanic	46.7	50.5	23.0	25.5
Two or More Races	59.9	60.3	35.2	36.5
White	70.8	69.4	45.8	44.0
Economically Disadvantaged	43.7	52.5	19.9	26.9
Not Economically Disadvantaged	72.0	75.3	47.8	50.7
English Learners	11.8	9.4	<5	<5
Not English Learners	61.9	66.7	36.8	40.6
Students with Disabilities	16.6	19.3	<5	<5
Not Students with Disabilities	63.7	70.5	38.1	43.8
Academically or Intellectually Gifted	>95	>95	81.6	82.4

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	36.0	45.0	12.6	18.2
American Indian	27.7	34.2	8.7	14.5
Asian	60.2	64.7	32.6	44.1
Black	23.0	25.4	5.7	6.0
Hispanic	29.5	37.0	9.2	14.2
Two or More Races	37.7	38.1	12.9	12.3
White	48.6	50.1	19.0	21.1
Economically Disadvantaged	27.6	38.2	8.1	14.0
Not Economically Disadvantaged	48.4	55.7	19.3	25.0
English Learners	15.5	16.8	<5	<5
Not English Learners	38.8	47.7	13.8	19.5
Students with Disabilities	12.5	13.7	<5	<5
Not Students with Disabilities	40.3	51.8	14.4	21.5
Academically or Intellectually Gifted	83.8	90.6	50.6	61.3
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	58.3	64.5	36.0	41.5
American Indian	49.2	53.4	26.0	30.1
Asian	86.4	87.1	74.2	67.1
Black	39.3	39.0	17.6	16.1
Hispanic	49.6	54.6	25.9	30.5
Two or More Races	56.2	54.9	33.1	31.9
White	69.7	68.7	46.9	45.9
Economically Disadvantaged	43.7	54.6	21.1	29.8
Not Economically Disadvantaged	69.7	73.0	47.6	51.6
English Learners	26.6	27.2	10.0	8.8
Not English Learners	60.1	65.9	37.4	42.8
Students with Disabilities	21.4	25.6	6.7	8.1
Not Students with Disabilities	61.5	68.5	38.5	44.9
Academically or Intellectually Gifted	92.8	94.7	79.3	82.1
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	67.7	71.8	57.4	62.2
American Indian	59.3	56.3	47.4	44.4
Asian	88.0	84.0	82.1	76.0
Black	51.0	44.9	38.5	33.8
Hispanic	56.9	55.8	45.3	45.7
Two or More Races	68.8	65.9	57.7	56.1
White	80.8	78.6	72.2	69.2
Economically Disadvantaged	55.6	61.6	43.5	50.6
Not Economically Disadvantaged	80.8	84.4	72.4	76.6
English Learners	34.2	29.9	22.6	19.7
Not English Learners	71.5	75.1	61.3	65.5
Students with Disabilities	32.2	36.2	21.4	24.1
Not Students with Disabilities	73.0	78.3	62.8	69.1
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	54.1	59.6	46.6	51.5
American Indian	47.1	38.6	38.0	36.4
Asian	82.1	81.8	77.5	78.4
Black	33.8	27.5	26.6	23.1
Hispanic	41.3	46.0	34.1	37.9
Two or More Races	56.0	50.3	47.8	43.8
White	68.1	65.8	60.3	57.2
Economically Disadvantaged	38.6	48.3	30.8	39.9
Not Economically Disadvantaged	67.8	70.9	60.7	63.2
English Learners	14.4	11.2	10.4	6.8
Not English Learners	56.8	61.8	49.1	53.6
Students with Disabilities	18.9	19.9	11.9	13.4
Not Students with Disabilities	58.4	65.5	50.9	57.2
Academically or Intellectually Gifted	93.6	93.8	89.7	90.1

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 53. Virtual charter schools 2022–23 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	50.2	50.9	30.9	30.0
American Indian	36.2	43.3	18.0	30.0
Asian	76.1	72.5	58.6	56.9
Black	34.7	44.2	16.9	24.3
Hispanic	37.1	50.5	19.2	32.2
Two or More Races	51.0	56.4	31.0	34.9
White	63.1	53.7	42.1	31.2
Economically Disadvantaged	36.3	44.8	18.3	24.5
Not Economically Disadvantaged	65.5	62.8	44.9	40.9
English Learners	17.3	25.5	6.6	8.5
Not English Learners	54.0	51.4	33.7	30.4
Students with Disabilities	15.7	22.7	6.8	10.2
Not Students with Disabilities	55.5	55.5	34.6	33.3
Academically or Intellectually Gifted	>95	>95	82.7	84.4
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	53.0	32.1	34.9	17.1
American Indian	38.9	41.4	20.5	20.7
Asian	84.1	78.4	71.8	60.8
Black	33.4	22.3	16.3	9.9
Hispanic	42.9	29.9	24.3	15.6
Two or More Races	51.6	36.1	32.4	18.3
White	66.7	36.5	47.7	20.5
Economically Disadvantaged	38.5	25.7	20.5	11.1
Not Economically Disadvantaged	69.1	44.7	50.8	28.9
English Learners	29.2	14.6	14.1	10.4
Not English Learners	55.8	32.4	37.3	17.3
Students with Disabilities	19.4	16.4	8.5	6.7
Not Students with Disabilities	58.2	34.7	39.0	18.8
Academically or Intellectually Gifted	>95	86.5	87.9	68.5
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	58.3	58.8	34.3	32.1
American Indian	42.7	*	17.3	*
Asian	83.1	*	66.4	*
Black	42.2	51.2	18.6	24.8
Hispanic	46.7	55.6	23.0	30.9
Two or More Races	59.9	64.6	35.2	43.8
White	70.8	64.7	45.8	34.2
Economically Disadvantaged	43.7	51.6	19.9	27.0
Not Economically Disadvantaged	72.0	71.8	47.8	41.1
English Learners	11.8	7.7	<5	<5
Not English Learners	61.9	60.4	36.8	33.0
Students with Disabilities	16.6	32.4	<5	6.8

English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
Not Students with Disabilities	63.7	64.0	38.1	37.0
Academically or Intellectually Gifted	>95	93.3	81.6	93.3
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	36.0	34.7	12.6	8.8
American Indian	27.7	*	8.7	*
Asian	60.2	*	32.6	*
Black	23.0	30.3	5.7	7.6
Hispanic	29.5	32.4	9.2	7.4
Two or More Races	37.7	37.9	12.9	6.9
White	48.6	39.6	19.0	11.3
Economically Disadvantaged	27.6	31.4	8.1	8.1
Not Economically Disadvantaged	48.4	42.6	19.3	10.4
English Learners	15.5	*	<5	*
Not English Learners	38.8	35.3	13.8	9.0
Students with Disabilities	12.5	7.6	<5	<5
Not Students with Disabilities	40.3	40.3	14.4	10.0
Academically or Intellectually Gifted	83.8	*	50.6	*
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	58.3	49.4	36.0	25.2
American Indian	49.2	*	26.0	*
Asian	86.4	*	74.2	*
Black	39.3	44.8	17.6	21.9
Hispanic	49.6	54.8	25.9	38.1
Two or More Races	56.2	45.0	33.1	40.0
White	69.7	50.2	46.9	23.9
Economically Disadvantaged	43.7	43.4	21.1	21.9
Not Economically Disadvantaged	69.7	57.2	47.6	29.5
English Learners	26.6	*	10.0	*
Not English Learners	60.1	49.5	37.4	25.3
Students with Disabilities	21.4	21.1	6.7	10.5
Not Students with Disabilities	61.5	52.4	38.5	26.8
Academically or Intellectually Gifted	92.8	95.0	79.3	65.0
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	67.7	65.2	57.4	54.3
American Indian	59.3	*	47.4	*
Asian	88.0	90.5	82.1	85.7
Black	51.0	51.5	38.5	40.1
Hispanic	56.9	63.1	45.3	49.5
Two or More Races	68.8	75.7	57.7	67.6
White	80.8	71.0	72.2	60.5
Economically Disadvantaged	55.6	57.9	43.5	47.1
Not Economically Disadvantaged	80.8	77.9	72.4	66.7
English Learners	34.2	43.5	22.6	34.8
Not English Learners	71.5	65.8	61.3	54.9

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
Students with Disabilities	32.2	32.1	21.4	21.4
Not Students with Disabilities	73.0	70.4	62.8	59.5
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	54.1	47.3	46.6	40.5
American Indian	47.1	*	38.0	*
Asian	82.1	*	77.5	*
Black	33.8	39.7	26.6	30.6
Hispanic	41.3	52.7	34.1	41.9
Two or More Races	56.0	40.4	47.8	40.4
White	68.1	51.5	60.3	46.0
Economically Disadvantaged	38.6	43.9	30.8	38.1
Not Economically Disadvantaged	67.8	53.4	60.7	44.8
English Learners	14.4	15.4	10.4	15.4
Not English Learners	56.8	48.2	49.1	41.2
Students with Disabilities	18.9	26.4	11.9	19.4
Not Students with Disabilities	58.4	51.2	50.9	44.4
Academically or Intellectually Gifted	93.6	88.9	89.7	83.3

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 54–57.

TABLE 54. 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	10	22	53	68	17	170
	Percent	5.9	12.9	31.2	40.0	10.0	
Southeast	Number	16	49	92	75	19	251
	Percent	6.4	19.5	36.7	29.9	7.6	
North Central	Number	45	150	199	150	35	579
	Percent	7.8	25.9	34.4	25.9	6.0	
Sandhills	Number	10	34	97	94	18	253
	Percent	4.0	13.4	38.3	37.2	7.1	
Piedmont- Triad	Number	22	62	175	132	48	439
	Percent	5.0	14.1	39.9	30.1	10.9	
Southwest	Number	54	105	181	133	63	536
	Percent	10.1	19.6	33.8	24.8	11.8	
Northwest	Number	13	41	92	34	5	185
	Percent	7.0	22.2	49.7	18.4	2.7	
Western	Number	10	52	93	25	3	183
	Percent	5.5	28.4	50.8	13.7	1.6	
Virtual ²	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	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 55. 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	42	71	48	161
	Percent	26.1	44.1	29.8	
Southeast	Number	54	113	81	248
	Percent	21.8	45.6	32.7	
North Central	Number	199	251	119	569
	Percent	35.0	44.1	20.9	
Sandhills	Number	63	120	60	243
	Percent	25.9	49.4	24.7	
Piedmont- Triad	Number	104	194	131	429
	Percent	24.2	45.2	30.5	
Southwest	Number	162	204	157	523
	Percent	31.0	39.0	30.0	
Northwest	Number	49	83	47	179
	Percent	27.4	46.4	26.3	
Western	Number	51	86	40	177
	Percent	28.8	48.6	22.6	
Virtual ²	Number	1	0	1	2
	Percent	50.0	0.0	50.0	

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

Region		Reading grade					Total schools
		A	B	C	D	F	
Northeast	Number	0	9	34	59	18	120
	Percent	0.0	7.5	28.3	49.2	15.0	
Southeast	Number	2	24	70	83	19	198
	Percent	1.0	12.1	35.4	41.9	9.6	
North Central	Number	11	98	156	177	30	472
	Percent	2.3	20.8	33.1	37.5	6.4	
Sandhills	Number	0	13	53	106	25	197
	Percent	0.0	6.6	26.9	53.8	12.7	
Piedmont- Triad	Number	2	28	115	143	60	348
	Percent	0.6	8.0	33.0	41.1	17.2	
Southwest	Number	11	68	150	126	74	429
	Percent	2.6	15.9	35.0	29.4	17.2	
Northwest	Number	1	9	75	54	5	144
	Percent	0.7	6.3	52.1	37.5	3.5	
Western	Number	1	13	89	34	4	141
	Percent	0.7	9.2	63.1	24.1	2.8	
Virtual ²	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	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 57. Number and percent of mathematics grades by State School Board Region¹

Region		Mathematics grade					Total schools
		A	B	C	D	F	
Northeast	Number	2	14	40	46	18	120
	Percent	1.7	11.7	33.3	38.3	15.0	
Southeast	Number	5	44	64	58	27	198
	Percent	2.5	22.2	32.3	29.3	13.6	
North Central	Number	27	135	145	120	45	472
	Percent	5.7	28.6	30.7	25.4	9.5	
Sandhills	Number	4	20	56	92	25	197
	Percent	2.0	10.2	28.4	46.7	12.7	
Piedmont- Triad	Number	8	61	129	94	56	348
	Percent	2.3	17.5	37.1	27.0	16.1	
Southwest	Number	36	90	133	97	73	429
	Percent	8.4	21.0	31.0	22.6	17.0	
Northwest	Number	2	43	59	32	8	144
	Percent	1.4	29.9	41.0	22.2	5.6	
Western	Number	1	39	60	36	5	141
	Percent	0.7	27.7	42.6	25.5	3.5	
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 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 58–66.

TABLE 58. 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	1	0	1
	Percent	0.0	0.0	0.0	100.0	0.0	
Southeast	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
North Central	Number	0	0	0	0	1	1
	Percent	0.0	0.0	0.0	0.0	100.0	
Sandhills	Number	1	1	10	19	18	49
	Percent	2.0	2.0	20.4	38.8	36.7	
Piedmont- Triad	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Southwest	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Northwest	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
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	*	*	*	*	*	

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.

* Undefined percents are not displayed

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

Region		Overall Performance Grade					Total subgroups
		Asian					
		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	57	27	2	0	0	86
	Percent	66.3	31.4	2.3	0.0	0.0	
Sandhills	Number	3	1	0	0	0	4
	Percent	75.0	25.0	0.0	0.0	0.0	
Piedmont- Triad	Number	15	13	10	5	1	44
	Percent	34.1	29.5	22.7	11.4	2.3	
Southwest	Number	56	25	10	6	0	97
	Percent	57.7	25.8	10.3	6.2	0.0	
Northwest	Number	0	4	12	2	0	18
	Percent	0.0	22.2	66.7	11.1	0.0	
Western	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Virtual ²	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	

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.

* Undefined percents are not displayed

TABLE 60. 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	4	3	22	51	51	131
	Percent	3.1	2.3	16.8	38.9	38.9	
Southeast	Number	0	1	21	84	59	165
	Percent	0.0	0.6	12.7	50.9	35.8	
North Central	Number	6	21	119	207	123	476
	Percent	1.3	4.4	25.0	43.5	25.8	
Sandhills	Number	4	4	30	106	51	195
	Percent	2.1	2.1	15.4	54.4	26.2	
Piedmont-Triad	Number	5	14	43	126	87	275
	Percent	1.8	5.1	15.6	45.8	31.6	
Southwest	Number	4	35	102	152	115	408
	Percent	1.0	8.6	25.0	37.3	28.2	
Northwest	Number	0	0	1	5	15	21
	Percent	0.0	0.0	4.8	23.8	71.4	
Western	Number	0	0	2	12	16	30
	Percent	0.0	0.0	6.7	40.0	53.3	
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 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 Hispanic subgroup grades by State School Board Region¹

Region		Overall Performance Grade Hispanic					Total Subgroups
		A	B	C	D	F	
Northeast	Number	1	10	14	34	4	63
	Percent	1.6	15.9	22.2	54.0	6.3	
Southeast	Number	2	13	58	75	19	167
	Percent	1.2	7.8	34.7	44.9	11.4	
North Central	Number	10	42	143	182	67	444
	Percent	2.3	9.5	32.2	41.0	15.1	
Sandhills	Number	2	14	70	56	16	158
	Percent	1.3	8.9	44.3	35.4	10.1	
Piedmont- Triad	Number	5	14	83	146	53	301
	Percent	1.7	4.7	27.6	48.5	17.6	
Southwest	Number	6	44	119	160	62	391
	Percent	1.5	11.3	30.4	40.9	15.9	
Northwest	Number	1	5	35	50	7	98
	Percent	1.0	5.1	35.7	51.0	7.1	
Western	Number	0	6	35	32	11	84
	Percent	0.0	7.1	41.7	38.1	13.1	
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 subgroups may not total 100%.

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

TABLE 62. 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	5	11	4	2	22
	Percent	0.0	22.7	50.0	18.2	9.1	
Southeast	Number	0	8	26	22	5	61
	Percent	0.0	13.1	42.6	36.1	8.2	
North Central	Number	9	36	36	28	10	119
	Percent	7.6	30.3	30.3	23.5	8.4	
Sandhills	Number	1	12	23	32	6	74
	Percent	1.4	16.2	31.1	43.2	8.1	
Piedmont- Triad	Number	2	8	28	22	14	74
	Percent	2.7	10.8	37.8	29.7	18.9	
Southwest	Number	8	23	41	40	14	126
	Percent	6.3	18.3	32.5	31.7	11.1	
Northwest	Number	0	0	7	13	7	27
	Percent	0.0	0.0	25.9	48.1	25.9	
Western	Number	0	2	9	8	0	19
	Percent	0.0	10.5	47.4	42.1	0.0	
Virtual ²	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	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 63. 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	8	39	51	12	3	113
	Percent	7.1	34.5	45.1	10.6	2.7	
Southeast	Number	18	75	98	30	3	224
	Percent	8.0	33.5	43.8	13.4	1.3	
North Central	Number	100	218	121	29	3	471
	Percent	21.2	46.3	25.7	6.2	0.6	
Sandhills	Number	10	65	83	31	2	191
	Percent	5.2	34.0	43.5	16.2	1.0	
Piedmont-Triad	Number	34	102	139	59	9	343
	Percent	9.9	29.7	40.5	17.2	2.6	
Southwest	Number	71	157	130	50	7	415
	Percent	17.1	37.8	31.3	12.0	1.7	
Northwest	Number	12	61	84	23	2	182
	Percent	6.6	33.5	46.2	12.6	1.1	
Western	Number	13	70	84	13	1	181
	Percent	7.2	38.7	46.4	7.2	0.6	
Virtual ²	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	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 64. 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	6	3	38	78	36	161
	Percent	3.7	1.9	23.6	48.4	22.4	
Southeast	Number	3	16	77	109	34	239
	Percent	1.3	6.7	32.2	45.6	14.2	
North Central	Number	13	24	149	257	110	553
	Percent	2.4	4.3	26.9	46.5	19.9	
Sandhills	Number	7	8	57	140	33	245
	Percent	2.9	3.3	23.3	57.1	13.5	
Piedmont- Triad	Number	8	18	129	197	72	424
	Percent	1.9	4.2	30.4	46.5	17.0	
Southwest	Number	9	33	163	211	99	515
	Percent	1.7	6.4	31.7	41.0	19.2	
Northwest	Number	5	11	87	65	9	177
	Percent	2.8	6.2	49.2	36.7	5.1	
Western	Number	5	14	74	70	13	176
	Percent	2.8	8.0	42.0	39.8	7.4	
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 subgroups may not total 100%.

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

TABLE 65. 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	9	10	22
	Percent	0.0	9.1	4.5	40.9	45.5	
Southeast	Number	0	1	4	24	54	83
	Percent	0.0	1.2	4.8	28.9	65.1	
North Central	Number	3	23	25	114	154	319
	Percent	0.9	7.2	7.8	35.7	48.3	
Sandhills	Number	0	0	2	26	38	66
	Percent	0.0	0.0	3.0	39.4	57.6	
Piedmont- Triad	Number	0	6	13	74	120	213
	Percent	0.0	2.8	6.1	34.7	56.3	
Southwest	Number	3	18	31	115	110	277
	Percent	1.1	6.5	11.2	41.5	39.7	
Northwest	Number	0	0	3	30	21	54
	Percent	0.0	0.0	5.6	55.6	38.9	
Western	Number	0	0	0	20	23	43
	Percent	0.0	0.0	0.0	46.5	53.5	
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.

TABLE 66. 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	83	92
	Percent	0.0	0.0	0.0	9.8	90.2	
Southeast	Number	0	0	0	28	149	177
	Percent	0.0	0.0	0.0	15.8	84.2	
North Central	Number	0	0	11	84	294	389
	Percent	0.0	0.0	2.8	21.6	75.6	
Sandhills	Number	0	0	0	26	131	157
	Percent	0.0	0.0	0.0	16.6	83.4	
Piedmont- Triad	Number	0	0	9	34	250	293
	Percent	0.0	0.0	3.1	11.6	85.3	
Southwest	Number	0	0	13	61	286	360
	Percent	0.0	0.0	3.6	16.9	79.4	
Northwest	Number	0	0	1	12	84	97
	Percent	0.0	0.0	1.0	12.4	86.6	
Western	Number	0	0	1	15	90	106
	Percent	0.0	0.0	0.9	14.2	84.9	
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 67 provides information showing results based on the goals set for assessment and accountability measures. Unless specified, results include data for all schools.

TABLE 67. State Board of Education goals

Objective	Measure	Subgroup	2018–19	2022–23		
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	15.6		
		Asian	22.6	23.2		
		Black	15.4	15.3		
		Hispanic	16.4	16.2		
		Two or More Races	18.4	18.2		
		White	20.1	20.0		
		Economically Disadvantaged	15.8	15.8		
		English Learners	13.1	13.3		
		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	2022–23 47.8			
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	198	90	45.5	50	25.3

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.