2023–24 Performance and Growth of North Carolina Public Schools

Annual Testing Report
(September 4, 2024)

Statistical Summary of Results

This report provides performance and growth data for the 2023–24 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in reading and mathematics and the Essential Standards in Science, for all public schools in North Carolina.

The following data are included in this report:

Section 1. Test Data: The percentage of students that scored Level 3 and above (Grade Level Proficient) or Level 4 and above (Career and College Readiness) on the EOG and EOC assessments.
Section 2. Percent Proficient Disaggregated by Subgroup
Section 3. Test Performance Disaggregated by Academic Achievement Level
Section 4. Growth Results: Based on student performance on the EOG and EOC assessments, the percentage of schools that exceeded, met, or did not meet growth expectations for the school and for each applicable subgroup within a school as defined and calculated in EVAAS.
Section 5. School Performance Grades: An A–F designation for each school, for each student subgroup within a school and for reading and mathematics in schools with grades 3–8. 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 (SBE) 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 2021–22 and the 2022–23 school years.

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 2022–23 school year, all content areas and all grade levels show either the same or an increase in the percentage of students meeting Level 3 and above and Level 4 and above except for (1) Grades 4 and 7 reading students scoring Level 3 and above and Level 4 and above, (2) grade 8 science students scoring Level 3 and above, (3) biology students scoring Level 3 and above and Level 4 and above, and (4) NC Math 3 students scoring Level 3 and above and Level 4 and above.

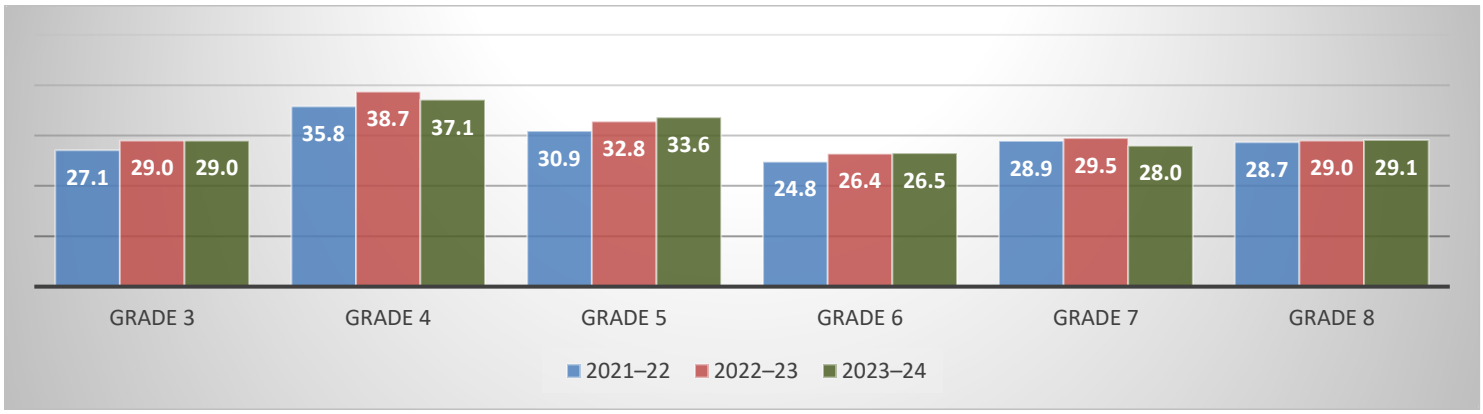


FIGURE 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard).

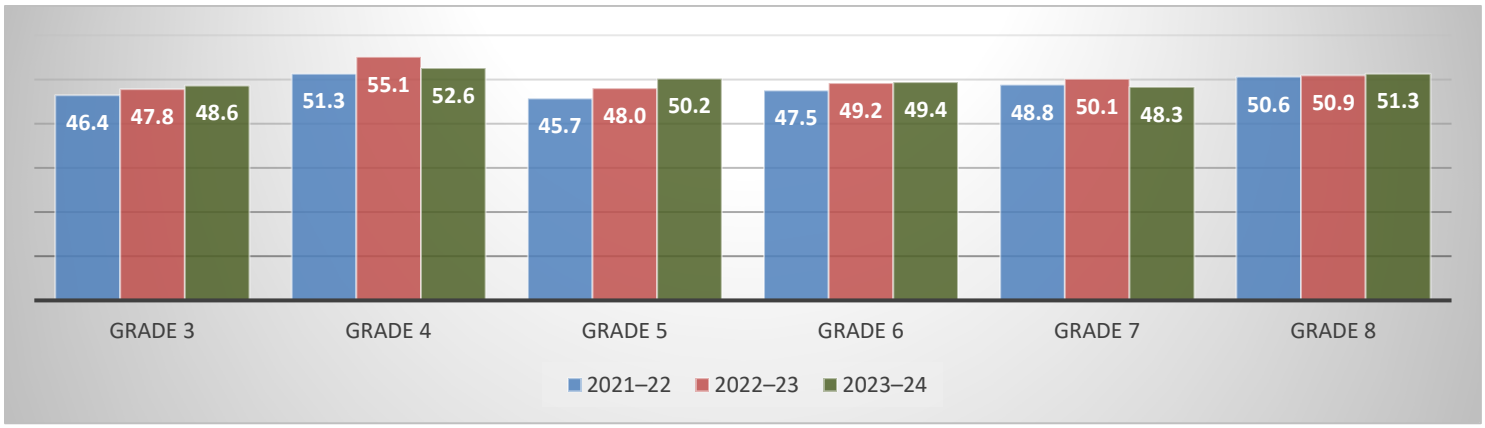


FIGURE 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard).

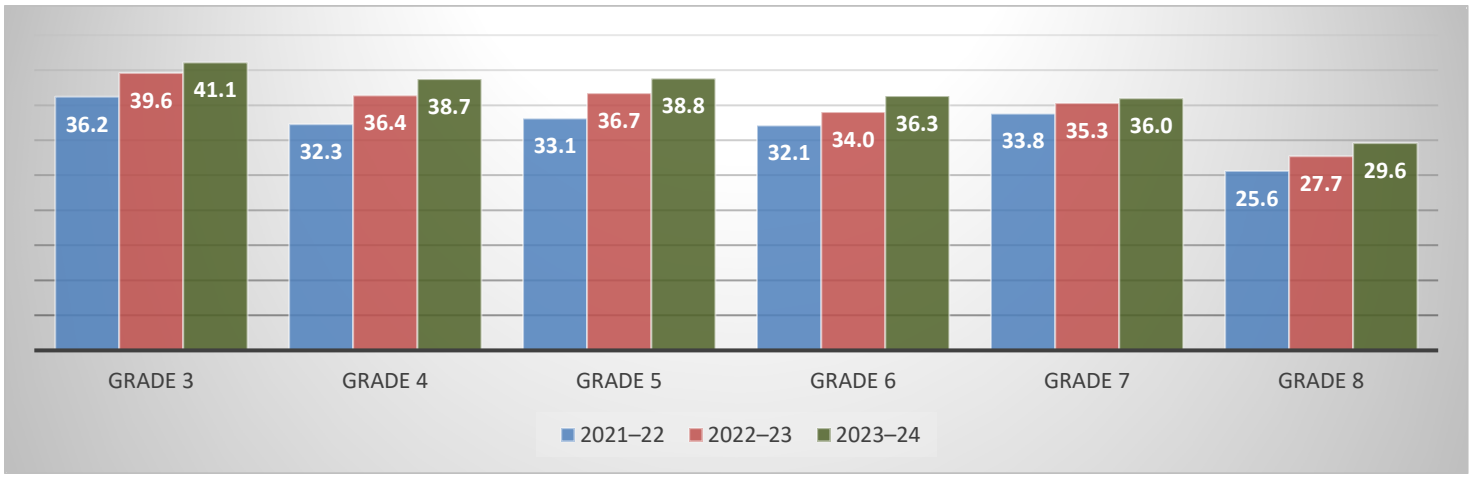


FIGURE 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard).

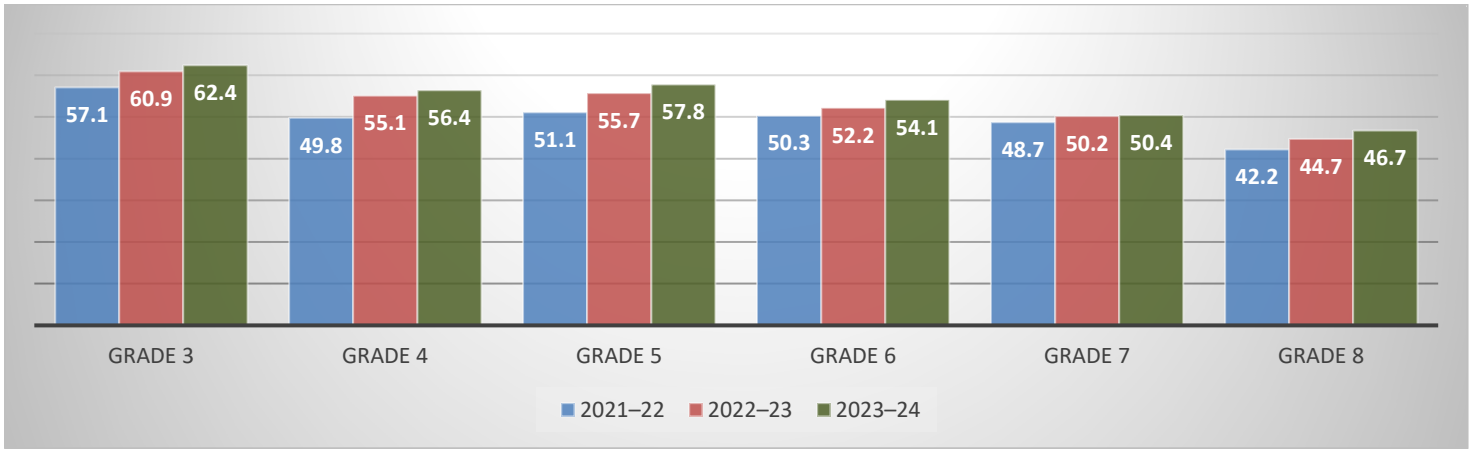


FIGURE 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard).

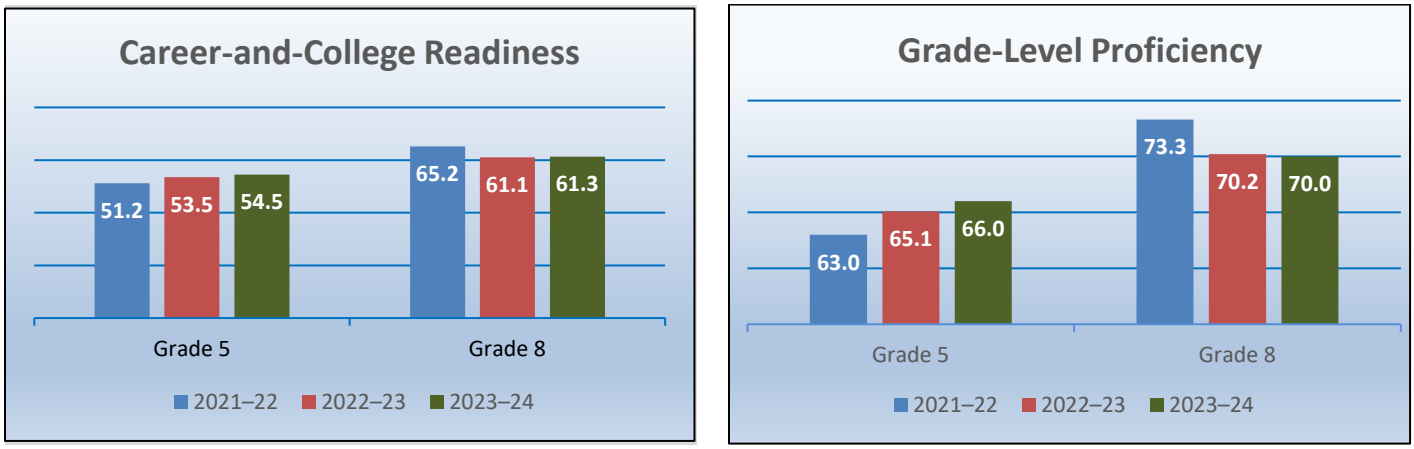


FIGURE 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

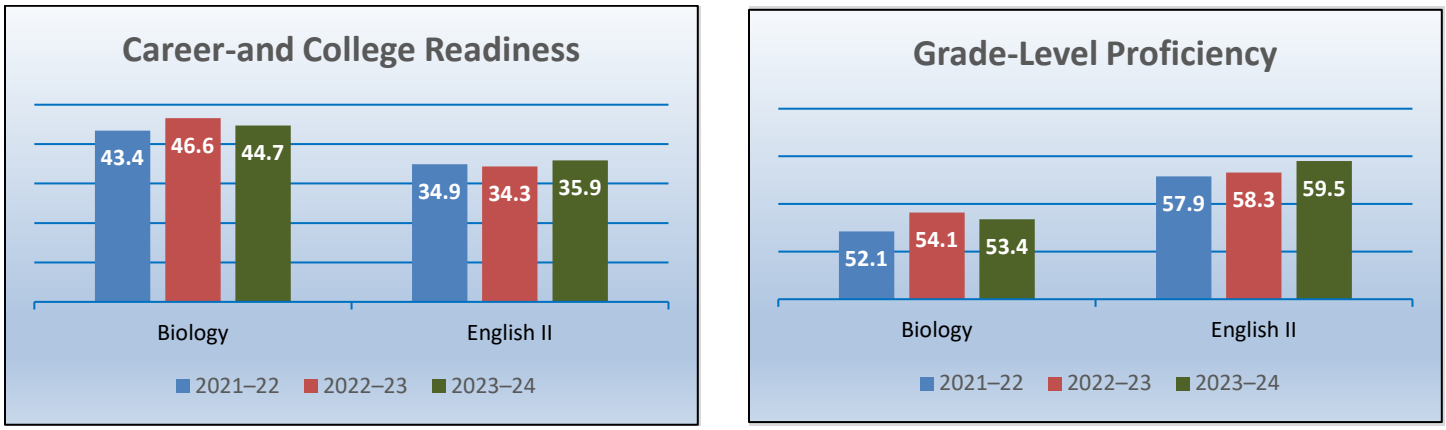


FIGURE 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

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

Students who took NC Math 1 during or prior to grade 8 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 this school year.
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, 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.

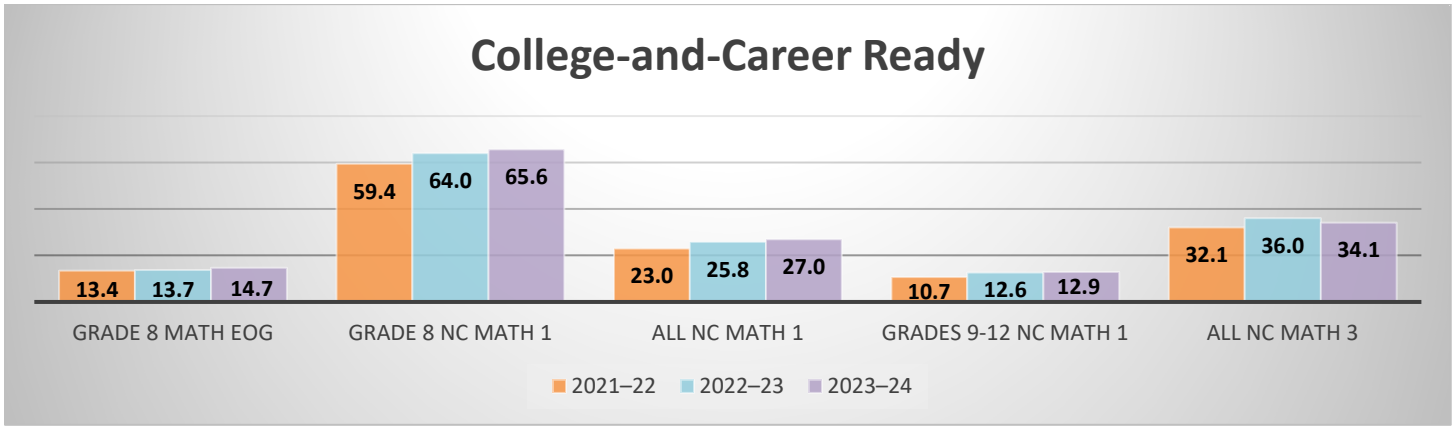


FIGURE 7. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 4 and above—CCR Standard).

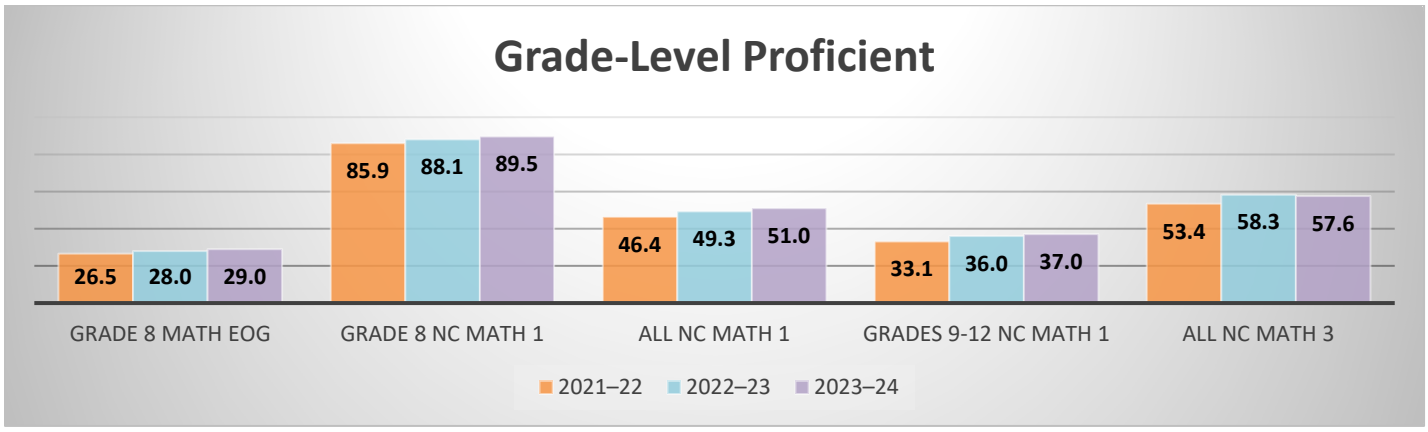


FIGURE 8. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 3 and above—GLP Standard).

Section 2. Percent Proficient Disaggregated by Subgroup

Tables 1–12 show the test results disaggregated by subgroup with tables 1–6 reporting performance for grade level proficiency and tables 7–12 reporting performance for career and college readiness.

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

	Reading Grade 3			Reading Grade 4			Reading Grade 5		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	46.4	47.8	48.6	51.3	55.1	52.6	45.7	48.0	50.2
American Indian	31.4	36.1	40.3	35.0	40.7	40.0	28.4	33.4	35.9
Asian	70.6	70.1	70.4	74.5	78.0	74.9	71.4	73.7	76.3
Black	31.0	33.1	35.2	34.8	40.3	38.7	28.4	31.4	35.5
Hispanic	32.8	33.8	34.2	38.1	42.5	38.4	31.8	34.1	36.8
Two or More Races	47.0	48.8	50.8	52.7	56.1	54.4	46.5	48.8	50.4
White	59.6	60.5	60.9	64.7	67.4	65.3	59.9	61.7	63.0
Economically Disadvantaged	30.9	34.7	36.5	35.2	41.9	40.1	29.2	33.6	36.8
Not Economically Disadvantaged	57.6	63.1	62.0	62.4	70.0	66.1	56.8	63.7	64.3
English Learners	20.8	21.0	21.7	24.7	28.3	23.2	13.2	14.7	16.0
Not English Learners	49.9	51.4	52.6	54.9	58.8	56.9	49.6	52.0	54.7
Students with Disabilities	17.9	17.9	19.1	18.1	18.7	17.5	13.4	14.2	14.7
Not Students with Disabilities	50.7	52.8	53.7	56.4	61.1	58.9	50.7	53.3	56.2
Academically or Intellectually Gifted	>95	>95	94.4	>95	>95	>95	>95	>95	>95

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

	Reading Grade 6			Reading Grade 7			Reading Grade 8		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	47.5	49.2	49.4	48.8	50.1	48.3	50.6	50.9	51.3
American Indian	32.6	31.9	34.5	35.9	36.2	31.9	34.4	38.4	37.5
Asian	75.7	76.8	77.0	78.0	78.9	76.9	78.8	79.3	79.6
Black	31.3	33.1	34.5	32.6	34.7	34.0	34.4	35.2	35.6
Hispanic	34.9	36.2	35.7	36.8	37.3	34.2	38.4	38.4	37.6
Two or More Races	48.2	51.1	51.0	48.7	50.0	49.7	51.7	51.0	51.8
White	60.4	62.1	62.1	62.0	62.8	61.0	63.6	64.2	65.0
Economically Disadvantaged	31.5	35.0	35.9	32.6	36.0	34.6	34.6	36.8	37.6
Not Economically Disadvantaged	58.2	65.1	63.5	59.2	65.4	62.2	60.2	65.9	65.1

	Reading Grade 6			Reading Grade 7			Reading Grade 8		
English Learners	10.3	12.3	11.3	10.0	12.5	11.7	12.5	11.5	12.6
Not English Learners	51.2	53.1	53.7	52.4	54.1	52.7	54.3	54.9	55.9
Students with Disabilities	13.1	13.8	13.5	14.3	14.3	13.2	14.3	14.9	14.4
Not Students with Disabilities	52.6	54.5	54.9	53.8	55.3	53.4	55.6	56.0	56.6
Academically or Intellectually Gifted	94.0	>95	94.9	93.9	>95	94.5	94.5	94.7	>95

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

	Mathematics Grade 3			Mathematics Grade 4			Mathematics Grade 5		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	57.1	60.9	62.4	49.8	55.1	56.4	51.1	55.7	57.8
American Indian	45.9	52.8	58.5	30.9	42.5	41.2	31.1	39.5	43.2
Asian	84.2	85.3	85.8	80.9	83.6	83.8	81.9	85.6	86.7
Black	39.1	43.7	47.1	28.4	35.6	38.6	30.3	35.5	39.7
Hispanic	47.4	51.5	51.4	40.8	46.3	46.1	42.1	46.6	47.9
Two or More Races	54.7	60.1	62.3	47.4	53.5	54.8	49.6	53.9	56.0
White	69.9	72.7	74.2	63.9	68.0	69.2	64.8	69.2	70.9
Economically Disadvantaged	41.2	48.5	50.7	32.6	41.2	43.1	33.6	41.3	44.0
Not Economically Disadvantaged	68.5	75.2	75.5	61.7	70.8	70.6	62.8	71.6	72.4
English Learners	40.1	43.2	42.9	32.9	38.0	36.6	28.4	33.0	32.7
Not English Learners	59.4	63.2	65.4	52.1	57.5	59.2	53.8	58.5	61.1
Students with Disabilities	27.0	29.5	30.9	19.8	22.2	22.9	16.7	19.6	20.6
Not Students with Disabilities	61.6	66.0	67.9	54.5	60.6	62.3	56.4	61.5	64.2
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95	>95	>95	>95

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

	Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8**		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	50.3	52.2	54.1	48.7	50.2	50.4	42.2	44.7	46.7
American Indian	34.3	35.6	41.2	32.0	36.5	31.8	25.5	27.8	36.6
Asian	82.3	83.7	85.7	82.9	84.1	83.9	78.1	82.0	82.5
Black	29.2	31.3	34.6	27.9	29.5	30.5	23.3	25.7	28.9
Hispanic	39.8	41.3	42.7	38.8	39.0	38.4	31.7	33.8	34.9
Two or More Races	48.9	51.3	52.9	46.2	47.7	49.7	39.0	41.8	44.2
White	65.0	66.9	68.3	63.5	65.0	65.2	55.9	58.8	60.3
Economically Disadvantaged	32.5	36.8	39.4	30.7	34.6	34.9	24.7	29.1	31.6

	Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8**		
Not Economically Disadvantaged	62.2	69.5	69.7	60.3	67.2	66.2	52.7	61.3	61.9
English Learners	19.6	21.7	22.9	16.0	19.8	20.4	13.2	14.3	17.0
Not English Learners	53.4	55.5	57.7	51.7	53.4	54.0	45.0	47.8	50.3
Students with Disabilities	15.7	16.5	16.7	15.3	15.9	15.6	10.4	11.8	12.9
Not Students with Disabilities	55.5	57.6	59.9	53.5	55.2	55.5	46.6	49.4	51.6
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95	90.6	92.8	94.3

* The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
** 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)*

	Science Grade 5			Science Grade 8		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	63.0	65.1	66.0	73.3	70.2	70.0
American Indian	51.9	55.3	56.6	64.7	62.8	61.9
Asian	83.2	85.3	86.0	91.1	90.8	90.6
Black	44.0	47.4	50.3	57.8	54.3	54.8
Hispanic	52.8	54.1	53.9	64.4	59.5	58.4
Two or More Races	64.7	66.4	66.9	75.3	71.4	71.5
White	76.6	78.5	79.2	84.8	83.1	82.9
Economically Disadvantaged	47.9	52.8	54.3	60.2	58.3	58.7
Not Economically Disadvantaged	73.1	78.7	78.3	81.1	82.8	81.4
English Learners	34.2	36.2	34.5	38.3	31.9	34.3
Not English Learners	66.4	68.7	70.1	76.6	74.0	74.2
Students with Disabilities	28.2	30.2	30.3	35.8	34.4	34.2
Not Students with Disabilities	68.3	70.7	72.0	78.5	75.2	75.1
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

	English II			Biology			NC Math 1			NC Math 3**		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	57.9	58.3	59.5	52.1	54.1	53.4	33.1	36.0	37.0	53.4	58.3	57.6
American Indian	43.0	42.7	45.2	39.2	47.1	44.5	24.0	27.7	23.9	40.6	49.2	47.8
Asian	82.8	83.1	83.8	81.0	82.1	82.0	56.1	60.2	62.8	82.6	86.5	86.7
Black	40.2	42.2	43.8	32.0	33.8	34.6	20.2	23.0	25.3	34.1	39.3	39.9
Hispanic	46.3	46.7	47.6	38.7	41.3	40.7	27.4	29.5	30.0	43.9	49.6	47.6
Two or More Races	58.4	59.9	61.3	52.3	56.0	54.1	33.1	37.7	36.9	51.2	56.2	56.5
White	70.6	70.8	72.5	66.0	68.1	67.4	44.8	48.7	50.1	64.7	69.7	69.4
Economically Disadvantaged	41.0	43.7	45.5	34.1	38.6	38.7	23.7	27.6	28.9	35.9	43.7	43.7

	English II			Biology			NC Math 1			NC Math 3**		
Not Economically Disadvantaged	66.1	72.0	72.3	60.4	67.8	66.4	40.1	48.4	48.5	60.5	69.7	68.8
English Learners	11.1	11.8	16.1	11.2	14.4	15.2	11.7	15.5	15.3	19.6	26.6	25.0
Not English Learners	60.6	61.9	64.0	54.4	56.8	56.8	35.3	38.8	40.3	55.0	60.1	60.0
Students with Disabilities	16.5	16.6	17.2	18.3	18.9	18.6	12.0	12.5	13.5	17.7	21.4	20.9
Not Students with Disabilities	63.2	63.7	64.8	56.2	58.4	57.6	36.9	40.3	41.3	56.4	61.5	60.7
Academically or Intellectually Gifted	>95	>95	>95	92.9	93.6	93.8	77.9	83.9	85.0	89.9	92.8	92.8

* The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
** 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)

	Reading Grade 3			Reading Grade 4			Reading Grade 5		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	27.1	29.0	29.0	35.8	38.7	37.1	30.9	32.8	33.6
American Indian	15.4	18.2	19.1	21.1	25.5	23.4	14.8	18.8	19.9
Asian	50.4	51.0	50.1	60.1	64.6	60.0	56.6	58.8	61.8
Black	14.1	16.3	17.4	19.8	23.5	23.3	15.6	17.4	19.4
Hispanic	15.9	17.1	17.0	23.1	26.3	24.1	18.7	20.0	21.7
Two or More Races	26.8	29.6	29.7	36.2	38.8	37.8	31.5	32.9	33.5
White	37.8	39.5	39.4	48.6	50.9	49.2	43.1	45.3	45.1
Economically Disadvantaged	14.2	17.1	18.0	20.5	25.3	24.5	16.2	19.4	20.6
Not Economically Disadvantaged	36.5	42.7	41.3	46.3	53.9	50.7	40.8	47.5	47.2
English Learners	7.7	8.7	8.8	12.2	14.5	11.7	5.1	5.7	6.8
Not English Learners	29.7	31.7	32.0	39.0	42.0	40.8	34.0	36.1	37.1
Students with Disabilities	8.0	8.5	9.2	9.7	10.0	9.7	6.2	7.1	7.1
Not Students with Disabilities	30.0	32.4	32.4	39.8	43.4	42.0	34.7	36.8	38.1
Academically or Intellectually Gifted	85.3	84.0	81.4	89.7	90.5	88.2	85.4	86.0	84.5

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

	Reading Grade 6			Reading Grade 7			Reading Grade 8		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	24.8	26.4	26.5	28.9	29.5	28.0	28.7	29.0	29.1
American Indian	12.0	11.5	14.2	17.2	16.2	15.1	15.4	17.4	15.7
Asian	52.4	56.7	56.7	60.5	60.6	59.8	59.9	60.3	61.3
Black	11.8	13.6	13.8	14.8	15.8	14.9	14.6	15.1	14.9
Hispanic	14.8	15.4	15.0	18.7	18.4	16.2	17.8	17.9	17.2
Two or More Races	24.8	26.8	27.3	28.4	28.8	28.0	28.8	28.5	28.9

	Reading Grade 6			Reading Grade 7			Reading Grade 8		
White	34.9	36.4	36.8	39.6	40.4	38.6	39.7	40.3	40.8
Economically Disadvantaged	12.2	14.4	15.0	15.0	17.0	15.7	14.9	16.5	16.6
Not Economically Disadvantaged	33.3	40.0	38.7	37.8	43.2	40.5	37.0	42.4	41.7
English Learners	<5	<5	<5	<5	<5	<5	<5	<5	<5
Not English Learners	27.1	29.0	29.3	31.3	32.3	30.9	31.2	31.7	32.2
Students with Disabilities	<5	<5	<5	5.8	5.2	5.0	<5	<5	<5
Not Students with Disabilities	27.9	29.7	29.9	32.2	33.1	31.3	32.1	32.4	32.7
Academically or Intellectually Gifted	74.8	78.1	76.7	78.1	80.3	79.1	78.0	78.9	79.8

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

	Mathematics Grade 3			Mathematics Grade 4			Mathematics Grade 5		
Student Subgroup	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	36.2	39.6	41.1	32.3	36.4	38.7	33.1	36.7	38.8
American Indian	25.9	29.3	33.0	15.0	23.0	22.8	15.1	18.9	24.1
Asian	68.3	69.8	71.5	66.9	70.7	71.2	69.1	73.0	74.2
Black	18.4	21.6	23.8	13.4	17.5	20.8	14.4	17.3	20.0
Hispanic	25.2	28.9	29.8	22.5	26.5	27.9	23.8	26.7	28.3
Two or More Races	33.6	38.1	39.0	29.7	33.6	36.4	30.6	33.9	35.9
White	49.0	52.0	53.7	44.9	49.2	51.4	45.3	49.7	51.9
Economically Disadvantaged	20.4	25.9	27.8	16.6	22.3	24.7	17.0	21.9	24.1
Not Economically Disadvantaged	47.6	55.4	55.9	43.1	52.5	53.7	43.8	52.9	54.3
English Learners	19.4	23.0	23.2	15.9	19.6	20.3	12.8	15.1	15.9
Not English Learners	38.5	41.8	43.8	34.5	38.8	41.3	35.5	39.4	41.8
Students with Disabilities	13.1	14.4	15.5	9.2	10.8	11.5	7.4	8.6	9.9
Not Students with Disabilities	39.7	43.7	45.5	35.9	40.7	43.5	37.0	41.2	43.7
Academically or Intellectually Gifted	94.3	94.1	94.0	90.1	92.0	92.2	88.0	91.4	91.6

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

	Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8**		
**Student Subgroup	2021–22	2022–23	2023–24	2021–22	2022–23	2023–24	2021–22	2022–23	2023–24
All Students	32.1	34.0	36.3	33.8	35.3	36.0	25.6	27.7	29.6
American Indian	17.5	16.7	23.5	18.7	21.8	18.4	12.8	14.3	16.8
Asian	70.3	73.2	75.6	73.7	75.3	76.6	63.5	68.9	70.7
Black	13.3	14.8	17.6	14.6	15.7	16.8	10.5	11.6	13.4
Hispanic	21.4	22.6	24.1	23.5	23.7	23.7	16.5	18.2	19.1
Two or More Races	29.0	31.7	34.2	31.0	31.7	34.1	22.8	24.5	27.1
White	45.1	47.4	49.8	47.4	49.1	49.9	36.1	39.0	41.0
Economically Disadvantaged	15.6	18.9	21.3	16.9	19.7	20.5	11.8	14.5	16.2
Not Economically Disadvantaged	43.1	51.0	52.2	44.7	52.2	51.9	33.9	41.7	43.0
English Learners	6.9	9.0	9.6	7.2	8.9	10.4	5.5	5.9	7.6
Not English Learners	34.6	36.7	39.4	36.3	38.1	39.1	27.5	29.9	32.2
Students with Disabilities	5.8	6.2	7.0	6.4	6.3	6.7	<5	<5	<5
Not Students with Disabilities	36.0	38.2	40.8	37.8	39.5	40.3	28.6	31.0	33.1
Academically or Intellectually Gifted	86.7	89.6	90.7	87.5	88.9	90.1	70.6	76.0	78.7

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
** 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)*

	Science Grade 5			Science Grade 8		
Student Subgroup	2021–22	2022–23	2023–24	2021–22	2022–23	2023–24
All Students	51.2	53.5	54.5	65.2	61.1	61.3
American Indian	37.7	41.6	44.5	54.8	52.6	52.8
Asian	75.3	77.9	78.9	87.8	86.7	86.1
Black	31.1	34.2	36.7	47.0	42.4	43.3
Hispanic	39.5	41.0	41.4	54.7	49.3	48.7
Two or More Races	52.4	53.8	54.5	66.9	61.9	62.1
White	65.7	68.1	69.1	78.8	76.0	75.9
Economically Disadvantaged	34.9	39.6	41.0	49.8	47.2	48.0
Not Economically Disadvantaged	62.0	68.7	68.8	74.4	75.9	74.6
English Learners	22.0	23.6	23.3	27.5	21.6	24.3
Not English Learners	54.6	57.1	58.6	68.8	65.1	65.6
Students with Disabilities	18.0	19.4	19.6	24.8	23.6	23.1
Not Students with Disabilities	56.2	58.9	60.5	70.8	66.5	66.7
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**	**2021–22**	**2022–23**	**2023–24**
All Students	34.9	34.3	35.9	43.4	46.6	44.7	10.7	12.6	12.9	32.1	36.0	34.1
American Indian	19.4	17.3	21.2	30.0	38.0	35.4	6.6	8.7	7.0	17.2	26.0	20.1
Asian	65.3	66.4	66.9	75.6	77.5	76.7	28.1	32.7	32.4	70.0	74.2	73.1
Black	18.2	18.6	19.7	23.7	26.6	26.3	<5	5.7	6.5	14.4	17.6	17.3
Hispanic	23.2	23.0	23.8	30.6	34.1	32.2	8.1	9.2	9.6	22.5	25.9	24.0
Two or More Races	34.8	35.2	37.3	43.2	47.8	44.3	10.0	12.9	12.6	30.3	33.1	32.4
White	46.7	45.8	48.5	56.7	60.3	58.2	16.0	19.0	19.4	41.9	46.9	44.7
Economically Disadvantaged	18.7	19.9	21.4	25.6	30.8	29.9	6.3	8.1	8.4	15.9	21.1	20.0
Not Economically Disadvantaged	42.7	47.8	49.0	51.6	60.7	57.8	14.0	19.3	19.3	38.7	47.6	45.4
English Learners	<5	<5	<5	7.0	10.4	10.2	<5	<5	<5	7.0	10.0	9.1
Not English Learners	36.8	36.8	39.2	45.4	49.1	47.8	11.5	13.8	14.3	33.3	37.4	35.9
Students with Disabilities	5.0	<5	5.3	10.5	11.9	10.7	<5	<5	<5	5.6	6.7	6.6
Not Students with Disabilities	38.8	38.1	39.7	47.5	50.9	48.8	12.2	14.4	14.8	34.3	38.5	36.4
Academically or Intellectually Gifted	81.8	81.6	83.5	87.6	89.7	89.3	41.4	50.6	49.5	74.0	79.3	78.1

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

Section 3. Performance Disaggregated by Academic Achievement Level

Figures 9–12 show disaggregated 2022–23 and 2023–24 reading, mathematics, and science test results by academic achievement levels.

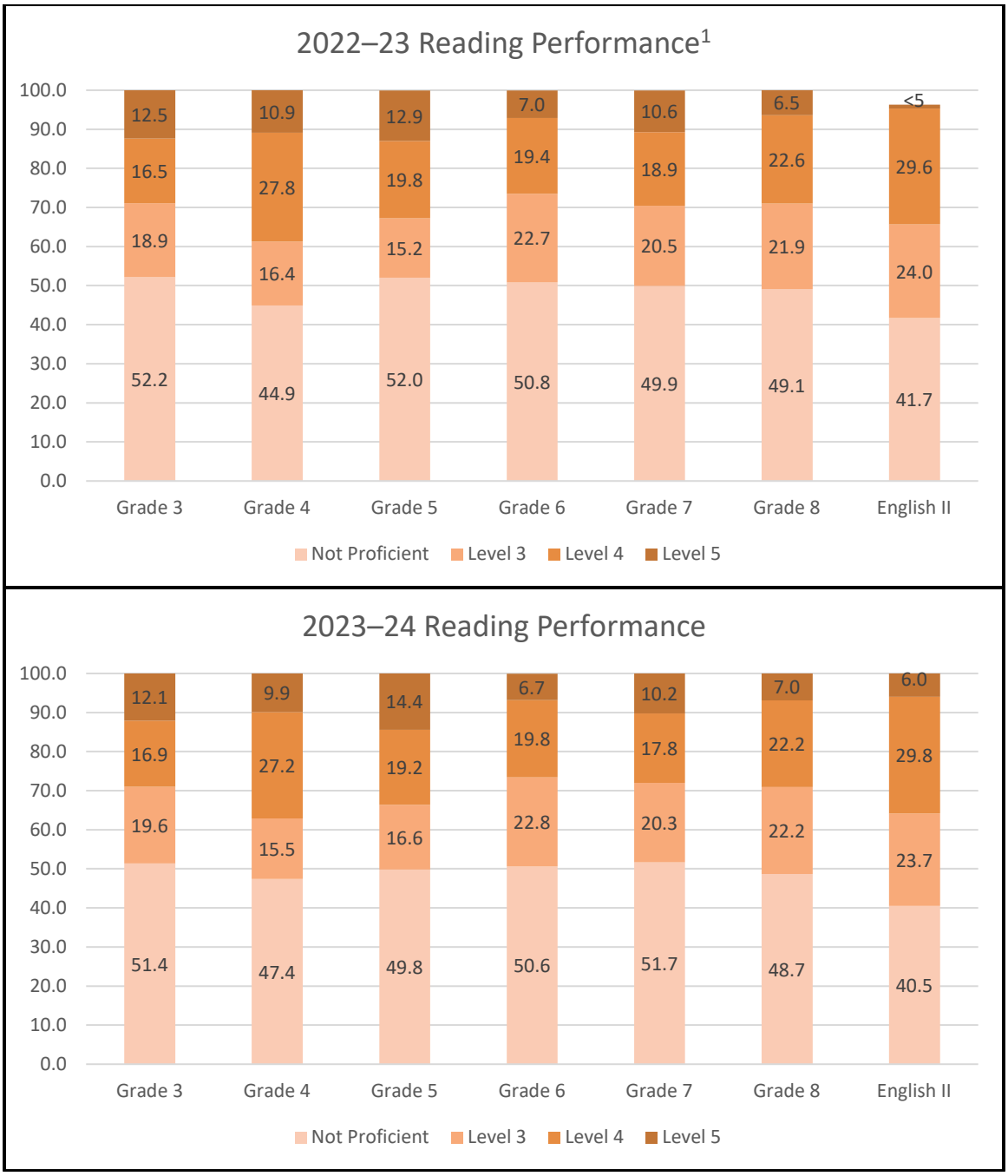


FIGURE 9. End-of-grade reading and English II test performance for all students.
[1] Data that is <5 does not show in the referenced chart.

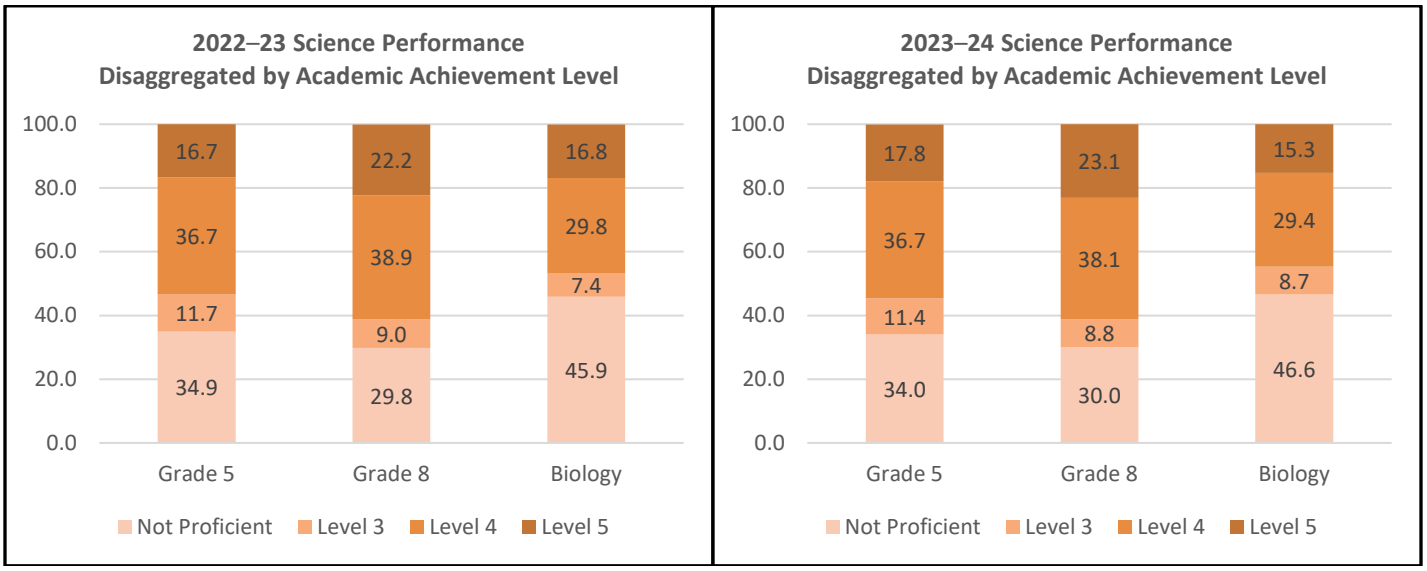


FIGURE 10. End-of-grade science and biology test performance for all students.

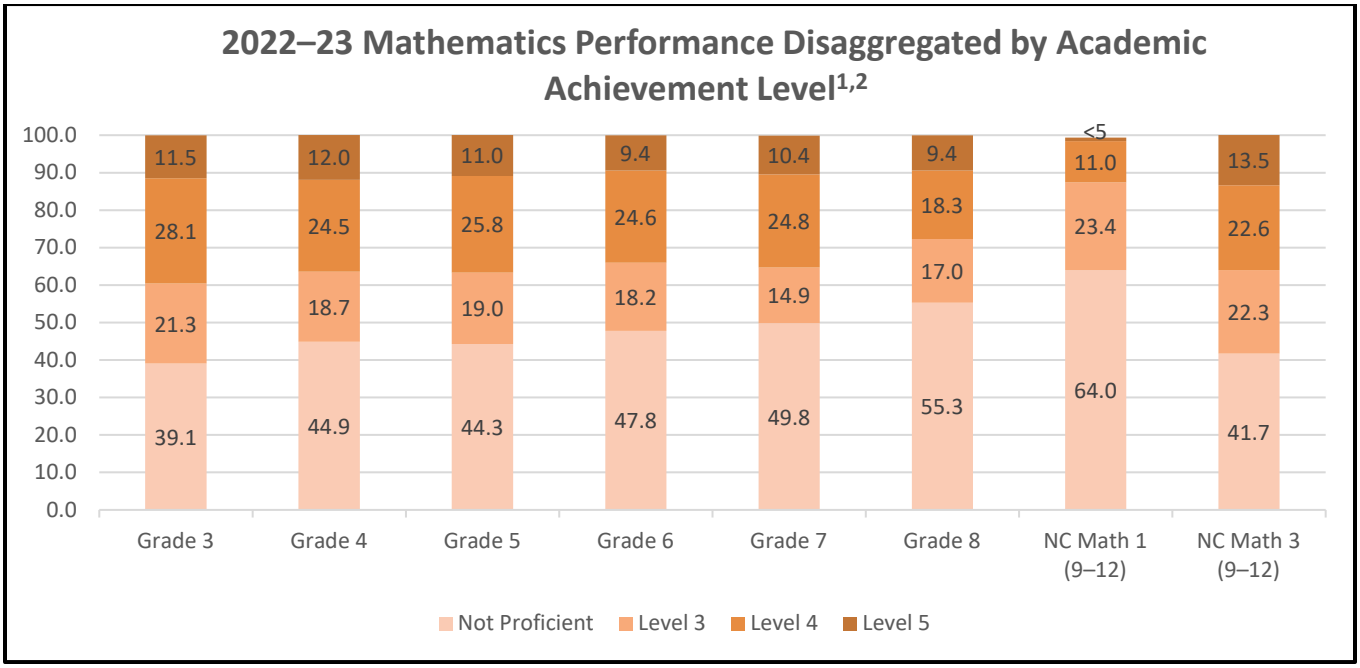


FIGURE 11. 2022–23 end-of-grade and end-of-course mathematics test performance for all students.
[1] Data that is <5 does not show in the referenced chart.
[2] Eighth graders participate in either grade 8 End-of-Grade Mathematics or NC Math 1.

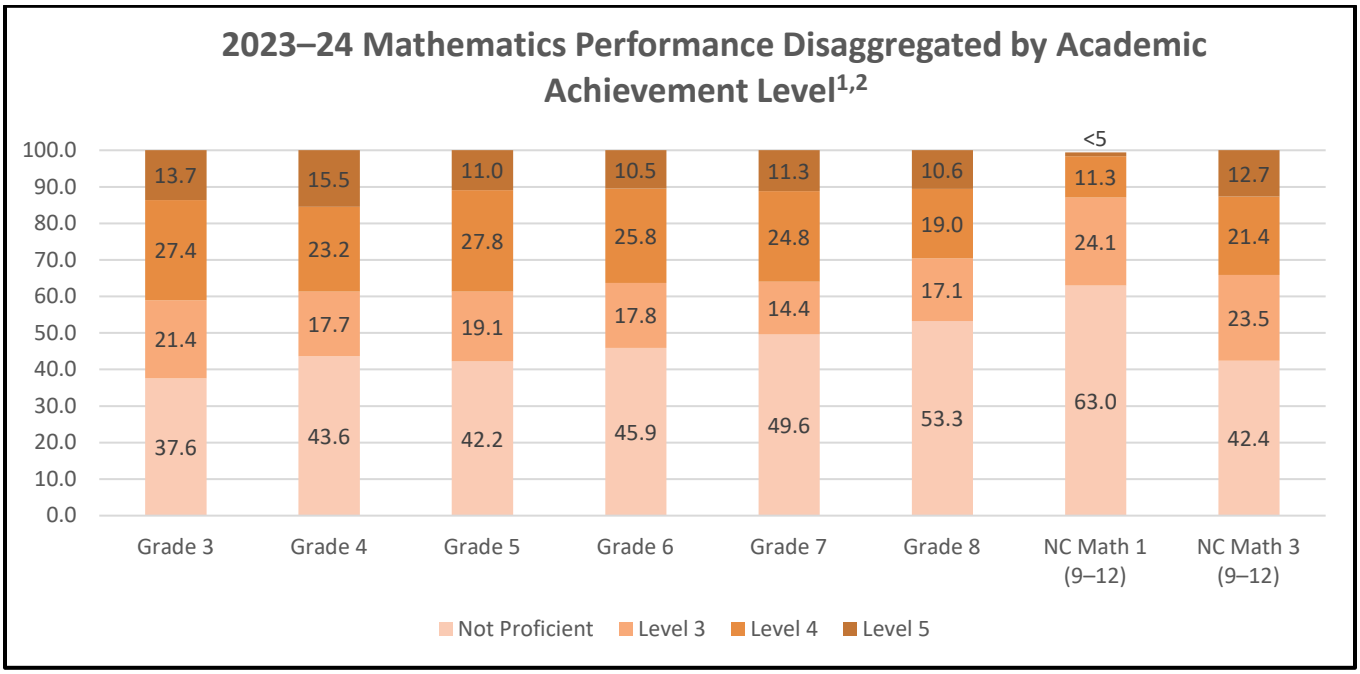


FIGURE 12. 2023–24 end-of-grade and end-of-course mathematics test performance for all students.
[1] Data that is <5 does not show in the referenced chart.
[2] Eighth graders participate in either grade 8 End-of-Grade Mathematics or NC Math 1.

Section 4. Growth Results

For the 2023–24 school year, school accountability growth results are presented for the 2,558 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 8 or prior) test scores, school accountability growth is calculated using EVAAS, a value-added growth model. 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 2023–24 school year, 72.5% of all schools met or exceeded growth expectations.

TABLE 13. School accountability growth

Growth category	2021–22 Number	2021–22 Percent	2022–23 Number	2022–23 Percent	2023–24 Number	2023–24 Percent
Exceeded expected growth	736	28.8	725	28.3	733	28.7
Met expected growth	1,043	40.8	1,126	44.0	1,122	43.9
Did not meet growth	778	30.4	710	27.7	703	27.5
Total	**2,557**		**2,561**		**2,558**	

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 5), middle (any school with a grade configuration up to grade 8), and high (any school with a grade configuration up to grade 12 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	337	27.8	198	28.8	198	30.2
Met expected growth	631	52.0	261	37.9	230	35.1
Did not meet growth	245	20.2	229	33.3	228	34.8
Total	**1,213**		**688**		**656**	

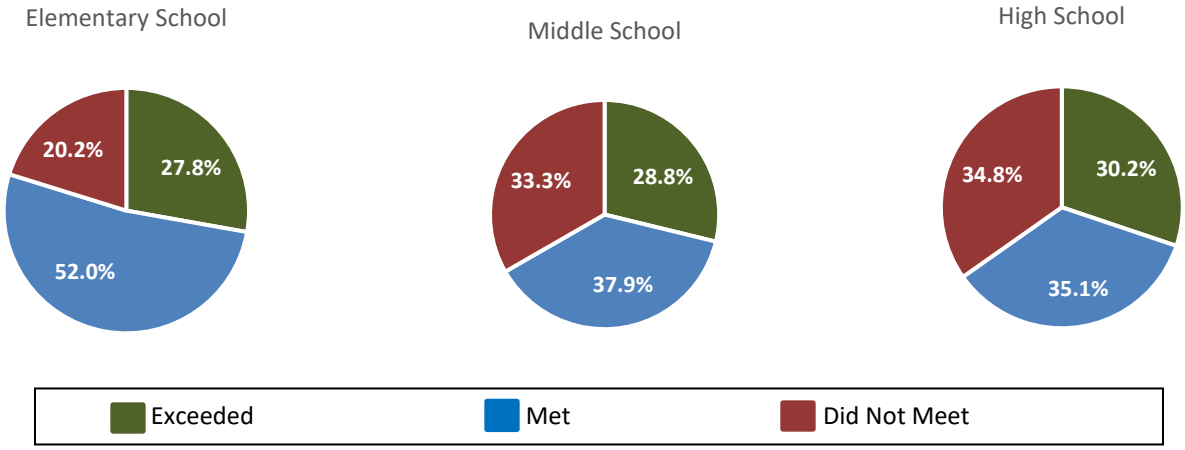


FIGURE 13. Growth status by school type.

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 49 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	2	4.1	37	75.5	10	20.4	49
Asian	81	33.6	154	63.9	6	2.5	241
Black	239	14.8	1,021	63.3	354	21.9	1,614
Hispanic	295	18.0	1,118	68.2	227	13.8	1,640
Two or More Races	29	6.9	341	81.6	48	11.5	418
White	465	23.2	1,092	54.4	450	22.4	2,007
Economically Disadvantaged	468	19.2	1,342	55.0	628	25.8	2,438
English Learner	222	20.7	718	67.0	131	12.2	1,071
Students with Disabilities	133	9.0	1,085	73.2	264	17.8	1,482

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

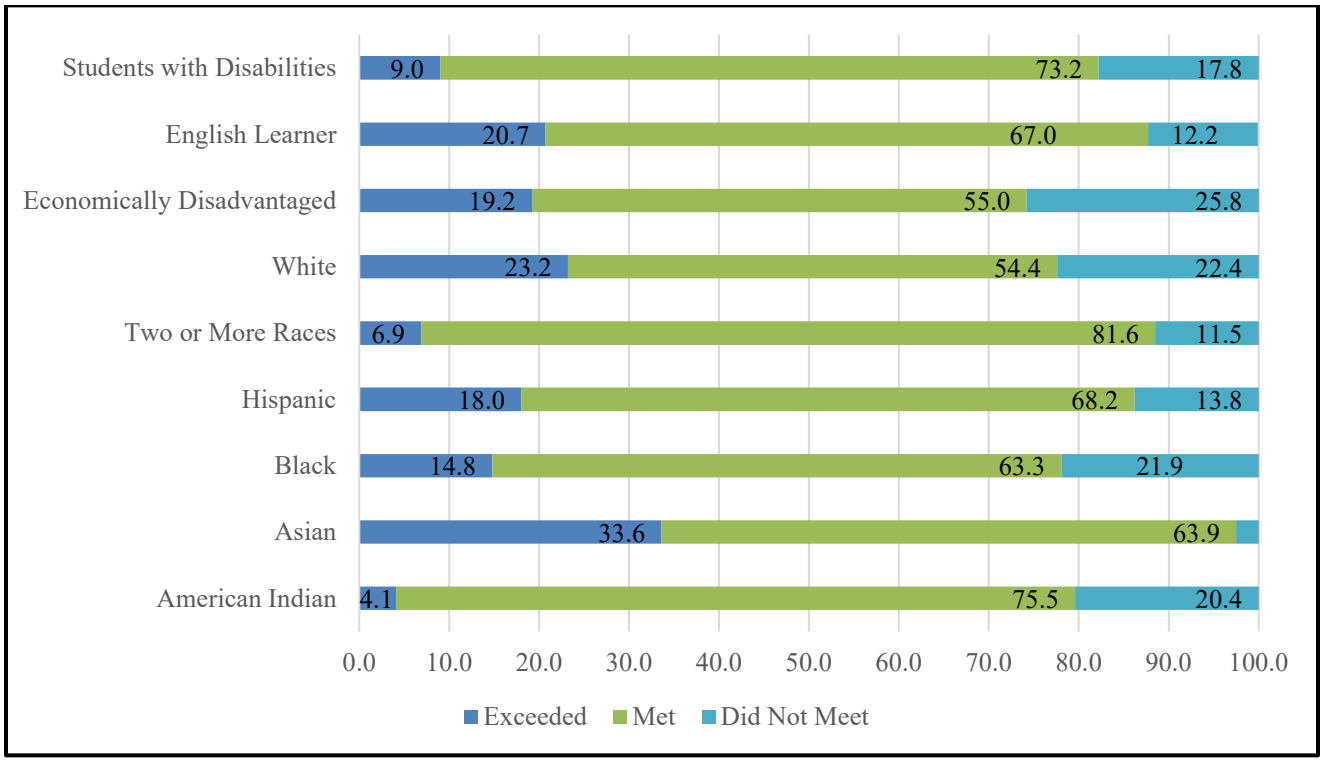


FIGURE 14. Subgroup growth designations – percentages less than 5% are provided in Table 15.

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.

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, 2,597 received School Performance Grades (SPG) for the 2023–24 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 2021–22	Percent of schools 2021–22	Number of schools 2022–23	Percent of schools 2022–23	Number of schools 2023–24	Percent of schools 2023–24
A	145	5.6	180	6.9	194	7.5
B	446	17.2	515	19.8	526	20.3
C	907	35.0	983	37.8	1,008	38.8
D	833	32.1	712	27.4	706	27.2
F	264	10.2	208	8.0	163	6.3
Total	**2,595**		**2,598**		**2,597**	

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

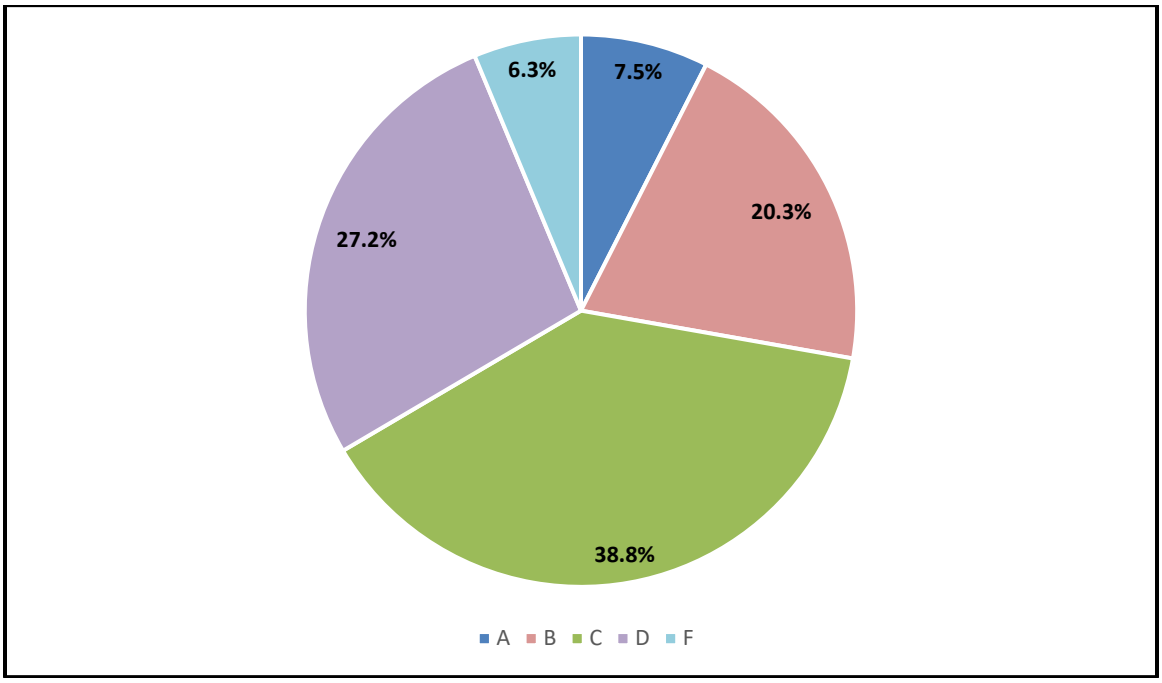


FIGURE 15. 2022–23 School Performance Grades for all schools.

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 5), middle (any school with a grade configuration up to grade 8), and high (any school with a grade configuration up to grade 12 or ungraded). In 2023–24, 60.9% of the elementary and middle schools earned a grade of C or better, compared to 83.3% 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	64	3.3	43	3.4	21	3.0	130	19.9
B	358	18.4	269	21.5	89	12.9	168	25.7
C	762	39.2	507	40.4	255	37.0	246	37.7
D	609	31.3	364	29.0	245	35.6	97	14.9
F	150	7.7	71	5.7	79	11.5	12	1.8
Total	1,943		1,254		689		653	

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

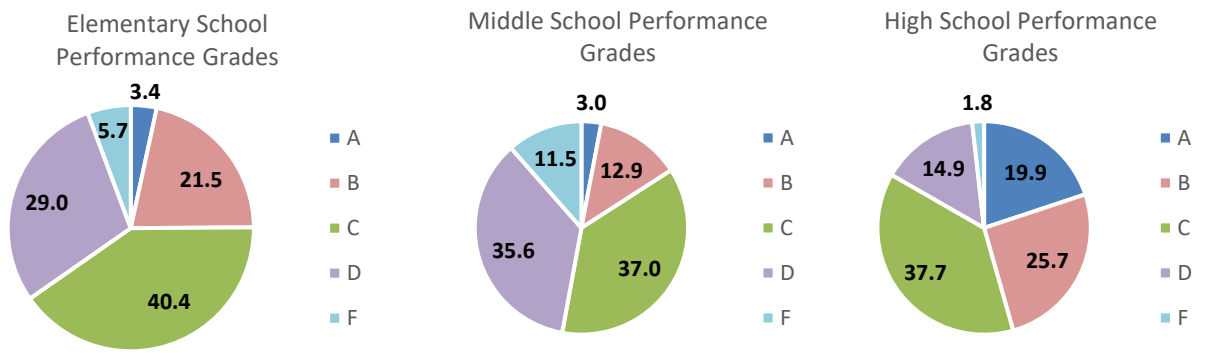


FIGURE 16. School Performance Grades by school type.

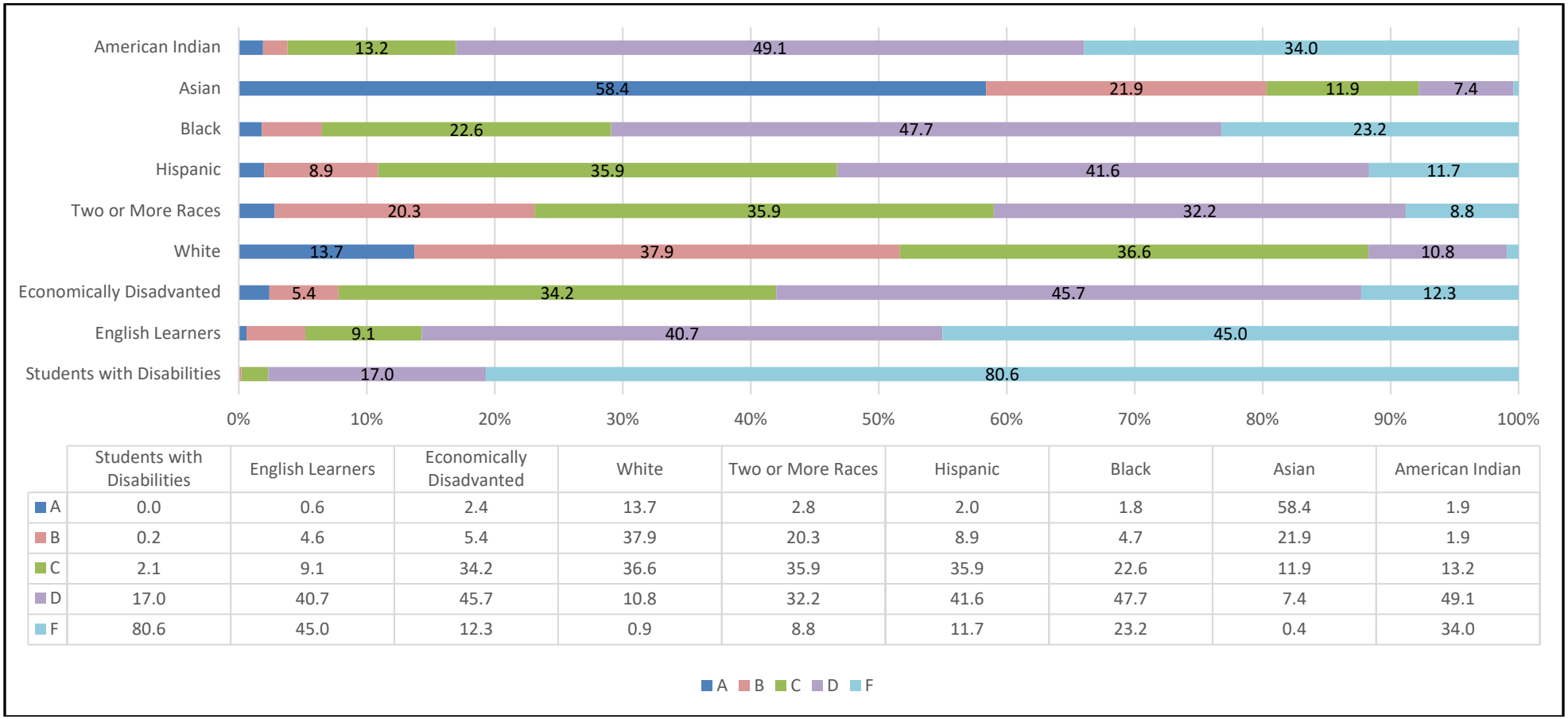
School Performance Grade by Subgroups

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	1.9	157	58.4	31	1.8	34	2.0	16	2.8	287	13.7	59	2.4	7	0.6	0	0.0
B	1	1.9	59	21.9	81	4.7	154	8.9	115	20.3	795	37.9	136	5.4	52	4.6	4	0.2
C	7	13.2	32	11.9	386	22.6	622	35.9	203	35.9	768	36.6	857	34.2	102	9.1	36	2.1
D	26	49.1	20	7.4	813	47.7	722	41.6	182	32.2	227	10.8	1,144	45.7	455	40.7	295	17.0
F	18	34.0	1	0.4	395	23.2	203	11.7	50	8.8	19	0.9	307	12.3	503	45.0	1,396	80.6
Total	**53**		**269**		**1,706**		**1,735**		**566**		**2,096**		**2,503**		**1,119**		**1,731**	

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



	Students with Disabilities	English Learners	Economically Disadvanted	White	Two or More Races	Hispanic	Black	Asian	American Indian
A	0.0	0.6	2.4	13.7	2.8	2.0	1.8	58.4	1.9
B	0.2	4.6	5.4	37.9	20.3	8.9	4.7	21.9	1.9
C	2.1	9.1	34.2	36.6	35.9	35.9	22.6	11.9	13.2
D	17.0	40.7	45.7	10.8	32.2	41.6	47.7	7.4	49.1
F	80.6	45.0	12.3	0.9	8.8	11.7	23.2	0.4	34.0

FIGURE 17. Subgroup letter grades – percentages less than 5% are provided in Table 18.

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 2,532 schools with both an SPG and a school accountability growth status, 1,851 (73.1%) met or exceeded growth; of those schools, 173 (9.3%) earned an A, 463 (25.0%) earned a B, and 731 (39.5%) 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	173	9.3	127	17.4	46	4.1	5	0.7
B	463	25.0	244	33.4	219	19.6	54	7.9
C	731	39.5	249	34.1	482	43.0	259	38.0
D	435	23.5	110	15.0	325	29.0	255	37.4
F	49	2.6	1	0.1	48	4.3	108	15.9
Total	**1,851**		**731**		**1,120**		**681**	

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

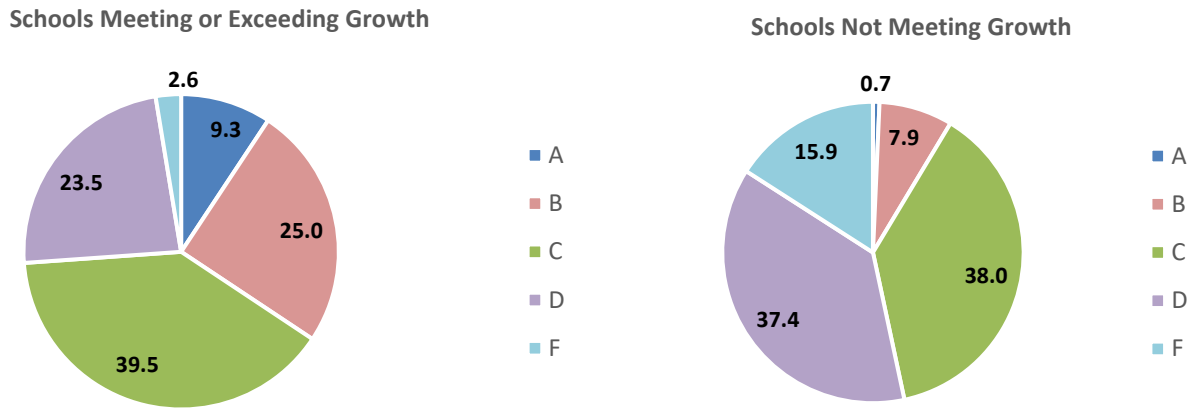


FIGURE 18. School Performance Grade by school by growth designations.

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 percentage 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 ranges[1]

Percent EDS	Measure	School Performance Grade					
		A	B	C	D	F	Total
State level	**Percent**	**7.5**	**20.3**	**38.8**	**27.2**	**6.3**	
0–20%	Number	79	45	5	0	0	129
	Percent	61.2	34.9	3.9	0.0	0.0	
21%–40%	Number	63	257	106	17	3	446
	Percent	14.1	57.6	23.8	3.8	0.7	
41%–60%	Number	44	184	534	188	19	969
	Percent	4.5	19.0	55.1	19.4	2.0	
61%–80%	Number	8	40	338	416	93	895
	Percent	0.9	4.5	37.8	46.5	10.4	
81%–100%	Number	0	0	25	85	47	157
	Percent	0.0	0.0	15.9	54.1	29.9	

[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 ranges[1]

Percent EDS	Measure	Growth Status			
		Exceeded	Met	Did Not meet	Total
State level	**Percent**	**28.7**	**43.9**	**27.5**	
0–20%	Number	69	45	12	126
	Percent	54.8	35.7	9.5	
21%–40%	Number	165	173	91	429
	Percent	38.5	40.3	21.2	
41%–60%	Number	250	409	290	949
	Percent	26.3	43.1	30.6	
61%–80%	Number	220	413	260	893
	Percent	24.6	46.2	29.1	
81%–100%	Number	29	82	49	160
	Percent	18.1	51.3	30.6	

[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 3–8 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	30	1.5	100	4.9
B	280	13.7	451	22.1
C	709	34.7	737	36.0
D	815	39.9	565	27.6
F	211	10.3	192	9.4
Total	**2,045**		**2,045**	

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

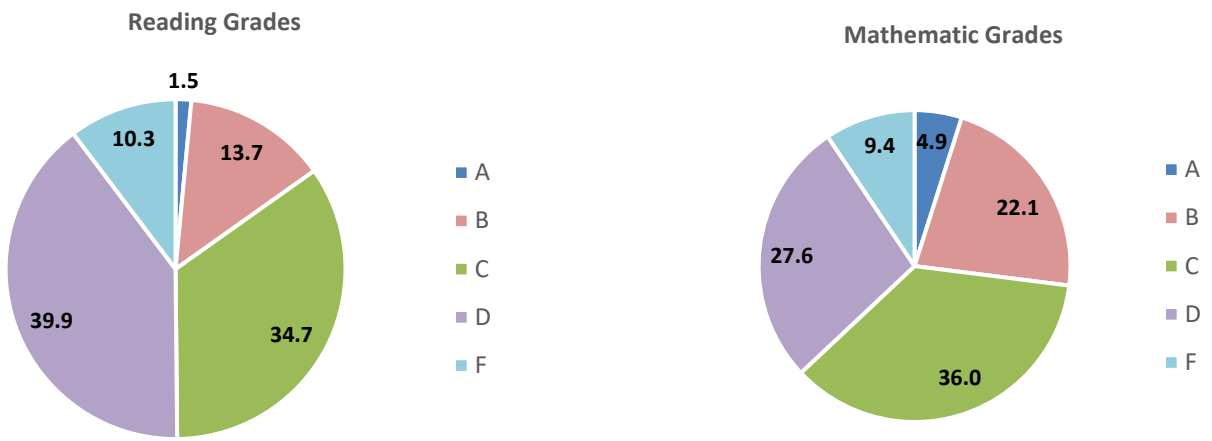


FIGURE 19. School Performance Grades for reading and mathematics.

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

In the ESSA State Plan, North Carolina set twelve-year goals for improvement in Academic Achievement, Graduation Rate, and English Language Proficiency.

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)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	29.6	51.8	Not Met	31.3	53.8	Not Met	31.2	55.8	Not Met
American Indian	16.0	37.8	Not Met	18.0	40.3	Not Met	17.9	42.8	Not Met
Asian	57.5	71.7	Not Met	60.2	73.4	Not Met	60.7	75.2	Not Met
Black	15.1	35.5	Not Met	17.0	38.1	Not Met	17.3	40.6	Not Met
Hispanic	18.7	38.8	Not Met	20.1	41.3	Not Met	20.0	43.7	Not Met
Two or More Races	29.5	52.6	Not Met	31.1	54.6	Not Met	31.0	56.6	Not Met
White	40.7	63.6	Not Met	42.3	65.2	Not Met	41.8	66.8	Not Met
Economically Disadvantaged	15.6	38.1	Not Met	18.5	40.6	Not Met	18.6	43.0	Not Met
English Learners	12.5	20.3	Not Met	13.8	23.3	Not Met	14.1	26.4	Not Met
Students with Disabilities	6.4	22.6	Not Met	6.8	25.5	Not Met	6.8	28.5	Not Met

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

Student subgroup	Mathematics (3–8)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	32.3	55.1	Not Met	35.2	57.8	Not Met	37.3	60.5	Not Met
American Indian	17.5	41.2	Not Met	20.5	44.5	Not Met	23.0	47.7	Not Met
Asian	69.2	81.4	Not Met	72.8	83.2	Not Met	74.8	84.9	Not Met
Black	14.1	37.2	Not Met	16.4	40.6	Not Met	18.7	43.9	Not Met
Hispanic	22.6	47.1	Not Met	25.4	50.1	Not Met	27.2	53.1	Not Met
Two or More Races	29.5	53.4	Not Met	32.4	56.2	Not Met	34.6	59.0	Not Met
White	44.6	65.9	Not Met	47.8	68.2	Not Met	49.6	70.5	Not Met

Student subgroup	Mathematics (3–8)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
Economically Disadvantaged	16.5	41.7	Not Met	20.7	44.9	Not Met	22.6	48.1	Not Met
English Learners	19.3	32.0	Not Met	22.0	35.6	Not Met	24.0	39.1	Not Met
Students with Disabilities	7.6	25.5	Not Met	8.5	29.3	Not Met	9.5	33.0	Not Met

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

Student subgroup	Reading grade 10 (English II)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	36.4	57.1	Not Met	35.2	59.1	Not Met	37.1	61.2	Not Met
American Indian	19.9	41.5	Not Met	19.5	44.1	Not Met	20.8	46.6	Not Met
Asian	66.5	73.0	Not Met	67.2	74.5	Not Met	69.2	75.9	Not Met
Black	19.1	40.2	Not Met	18.6	42.8	Not Met	20.4	45.4	Not Met
Hispanic	25.2	45.2	Not Met	24.9	47.7	Not Met	25.8	50.1	Not Met
Two or More Races	36.3	57.4	Not Met	35.9	59.4	Not Met	37.7	61.4	Not Met
White	47.6	68.2	Not Met	46.3	69.8	Not Met	49.2	71.5	Not Met
Economically Disadvantaged	19.5	42.2	Not Met	20.6	44.7	Not Met	22.2	47.3	Not Met
English Learners	7.4	14.2	Not Met	6.9	17.7	Not Met	8.2	21.3	Not Met
Students with Disabilities	5.2	22.6	Not Met	<5	25.8	Not Met	5.3	29.1	Not Met

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

Student subgroup	Mathematics grade 11 (NC Math 1)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	38.1	52.3	Not Met	27.5	55.3	Not Met	30.8	58.3	Not Met
American Indian	19.2	38.7	Not Met	13.2	42.1	Not Met	14.8	45.6	Not Met
Asian	70.7	79.9	Not Met	62.7	82.9	Not Met	68.3	85.9	Not Met
Black	16.8	34.4	Not Met	10.9	38.0	Not Met	13.6	41.5	Not Met
Hispanic	28.2	42.6	Not Met	17.8	45.9	Not Met	21.5	49.2	Not Met
Two or More Races	34.3	50.7	Not Met	25.6	53.7	Not Met	27.4	56.8	Not Met
White	47.3	63.4	Not Met	37.0	66.1	Not Met	41.2	68.7	Not Met

Student subgroup	Mathematics grade 11 (NC Math 1)								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
Economically Disadvantaged	20.0	38.2	Not Met	13.2	41.6	Not Met	16.1	45.1	Not Met
English Learners	12.9	17.2	Not Met	7.5	21.4	Not Met	7.7	25.5	Not Met
Students with Disabilities	<5	22.5	Not Met	<5	26.4	Not Met	<5	30.4	Not Met

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

Student subgroup	Cohort Graduation Rate								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	86.4	88.6	Not Met	86.5	89.5	Not Met	86.9	90.5	Not Met
American Indian	85.3	85.9	Not Met	80.3	87.2	Not Met	82.4	88.5	Not Met
Asian	>95	93.9	Met	94.7	94.0	Met	>95	94.2	Met
Black	83.4	86.5	Not Met	84.0	87.7	Not Met	84.3	89.0	Not Met
Hispanic	80.2	84.6	Not Met	81.1	86.1	Not Met	83.2	87.6	Not Met
Two or More Races	83.5	86.6	Not Met	83.5	87.8	Not Met	83.4	89.0	Not Met
White	89.9	90.5	Not Met	89.9	91.2	Not Met	89.7	91.8	Not Met
Economically Disadvantaged	79.5	84.9	Not Met	83.6	86.4	Not Met	82.4	87.8	Not Met
English Learners	66.9	68.5	Not Met	66.1	72.3	Not Met	72.8	76.1	Not Met
Students with Disabilities	71.0	76.7	Not Met	71.6	79.3	Not Met	71.5	82.0	Not Met

*The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

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

Student subgroup	English Learners' Progress								
	2021–22			2022–23			2023–24		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	21.1	35.7	Not Met	24.9	39.2	Not Met	27.3	42.7	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	2021–22	1,991	12	0.6	1,979	99.4
	2022–23	2,048	52	2.5	1,996	97.5
	2023–24	2,060	47	2.3	2,013	97.7
American Indian	2021–22	43	0	0.0	43	100.0
	2022–23	47	3	6.4	44	93.6
	2023–24	43	0	0.0	43	100.0
Asian	2021–22	155	8	5.2	147	94.8
	2022–23	176	21	11.9	155	88.1
	2023–24	192	27	14.1	165	85.9
Black	2021–22	1,280	17	1.3	1,263	98.7
	2022–23	1,335	40	3.0	1,295	97.0
	2023–24	1,339	40	3.0	1,299	97.0
Hispanic	2021–22	1,211	24	2.0	1,187	98.0
	2022–23	1,292	61	4.7	1,231	95.3
	2023–24	1,324	62	4.7	1,262	95.3
Two or More Races	2021–22	252	5	2.0	247	98.0
	2022–23	344	51	14.8	293	85.2
	2023–24	376	56	14.9	320	85.1
White	2021–22	1,608	20	1.2	1,588	98.8
	2022–23	1,645	48	2.9	1,597	97.1
	2023–24	1,632	51	3.1	1,581	96.9
Economically Disadvantaged	2021–22	1,832	8	0.4	1,824	99.6
	2022–23	1,969	50	2.5	1,919	97.5
	2023–24	1,998	58	2.9	1,940	97.1
English Learners	2021–22	790	54	6.8	736	93.2
	2022–23	840	62	7.4	778	92.6
	2023–24	850	42	4.9	808	95.1
Students with Disabilities	2021–22	1,196	17	1.4	1,179	98.6
	2022–23	1,293	27	2.1	1,266	97.9
	2023–24	1,372	24	1.7	1,348	98.3

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	2021–22	1,991	31	1.6	1,960	98.4
	2022–23	2,048	82	4.0	1,966	96.0
	2023–24	2,060	80	3.9	1,980	96.1

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
American Indian	2021–22	43	0	0.0	43	100.0
	2022–23	47	2	4.3	45	95.7
	2023–24	43	2	4.7	41	95.3
Asian	2021–22	155	11	7.1	144	92.9
	2022–23	176	25	14.2	151	85.8
	2023–24	193	35	18.1	158	81.9
Black	2021–22	1,279	17	1.3	1,262	98.7
	2022–23	1,335	41	3.1	1,294	96.9
	2023–24	1,339	49	3.7	1,290	96.3
Hispanic	2021–22	1,210	36	3.0	1,174	97.0
	2022–23	1,292	74	5.7	1,218	94.3
	2023–24	1,323	69	5.2	1,254	94.8
Two or More Races	2021–22	254	13	5.1	241	94.9
	2022–23	344	56	16.3	288	83.7
	2023–24	376	51	13.6	325	86.4
White	2021–22	1,607	41	2.6	1,566	97.4
	2022–23	1,645	91	5.5	1,554	94.5
	2023–24	1,632	91	5.6	1,541	94.4
Economically Disadvantaged	2021–22	1,833	19	1.0	1,814	99.0
	2022–23	1,969	62	3.1	1,907	96.9
	2023–24	1,998	79	4.0	1,919	96.0
English Learners	2021–22	791	59	7.5	732	92.5
	2022–23	842	84	10.0	758	90.0
	2023–24	850	81	9.5	769	90.5
Students with Disabilities	2021–22	1,195	24	2.0	1,171	98.0
	2022–23	1,289	35	2.7	1,254	97.3
	2023–24	1,373	38	2.8	1,335	97.2

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	2021–22	533	12	2.3	521	97.7
	2022–23	563	15	2.7	548	97.3
	2023–24	577	22	3.8	555	96.2
American Indian	2021–22	7	0	0.0	7	100.0
	2022–23	7	0	0.0	7	100.0
	2023–24	7	0	0.0	7	100.0
Asian	2021–22	23	5	21.7	18	78.3
	2022–23	21	6	28.6	15	71.4
	2023–24	25	6	24.0	19	76.0

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
Black	2021–22	250	3	1.2	247	98.8
	2022–23	260	3	1.2	257	98.8
	2023–24	269	4	1.5	265	98.5
Hispanic	2021–22	222	5	2.3	217	97.7
	2022–23	242	6	2.5	236	97.5
	2023–24	255	12	4.7	243	95.3
Two or More Races	2021–22	4	0	0.0	4	100.0
	2022–23	10	3	30.0	7	70.0
	2023–24	16	4	25.0	12	75.0
White	2021–22	382	11	2.9	371	97.1
	2022–23	398	11	2.8	387	97.2
	2023–24	392	23	5.9	369	94.1
Economically Disadvantaged	2021–22	346	0	0.0	346	100.0
	2022–23	399	10	2.5	389	97.5
	2023–24	416	12	2.9	404	97.1
English Learners	2021–22	33	2	6.1	31	93.9
	2022–23	59	0	0.0	59	100.0
	2023–24	87	3	3.4	84	96.6
Students with Disabilities	2021–22	150	2	1.3	148	98.7
	2022–23	181	0	0.0	181	100.0
	2023–24	180	1	0.6	179	99.4

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	2021–22	419	58	13.8	361	86.2
	2022–23	532	7	1.3	525	98.7
	2023–24	565	24	4.2	541	95.8
American Indian	2021–22	3	0	0.0	3	100.0
	2022–23	6	0	0.0	6	100.0
	2023–24	7	0	0.0	7	100.0
Asian	2021–22	7	0	0.0	7	100.0
	2022–23	17	0	0.0	17	100.0
	2023–24	18	3	16.7	15	83.3
Black	2021–22	113	4	3.5	109	96.5
	2022–23	227	0	0.0	227	100.0
	2023–24	250	1	0.4	249	99.6
Hispanic	2021–22	80	5	6.3	75	93.8
	2022–23	201	2	1.0	199	99.0
	2023–24	224	7	3.1	217	96.9

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
Two or More Races	2021–22	0	0		0	
	2022–23	2	0	0.0	2	100.0
	2023–24	5	1	20.0	4	80.0
White	2021–22	301	42	14.0	259	86.0
	2022–23	366	5	1.4	361	98.6
	2023–24	382	12	3.1	370	96.9
Economically Disadvantaged	2021–22	146	3	2.1	143	97.9
	2022–23	374	1	0.3	373	99.7
	2023–24	397	11	2.8	386	97.2
English Learners	2021–22	1	0	0.0	1	100.0
	2022–23	16	0	0.0	16	100.0
	2023–24	34	2	5.9	32	94.1
Students with Disabilities	2021–22	9	0	0.0	9	100.0
	2022–23	107	0	0.0	107	100.0
	2023–24	133	1	0.8	132	99.2

* 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	2021–22	564	195	34.6	369	65.4
	2022–23	609	202	33.2	407	66.8
	2023–24	614	207	33.7	407	66.3
American Indian	2021–22	14	7	50.0	7	50.0
	2022–23	13	4	30.8	9	69.2
	2023–24	13	3	23.1	10	76.9
Asian	2021–22	29	14	48.3	15	51.7
	2022–23	30	16	53.3	14	46.7
	2023–24	31	17	54.8	14	45.2
Black	2021–22	260	78	30.0	182	70.0
	2022–23	280	79	28.2	201	71.8
	2023–24	283	69	24.4	214	75.6
Hispanic	2021–22	219	64	29.2	155	70.8
	2022–23	247	79	32.0	168	68.0
	2023–24	255	89	34.9	166	65.1
Two or More Races	2021–22	15	5	33.3	10	66.7
	2022–23	19	9	47.4	10	52.6
	2023–24	27	8	29.6	19	70.4
White	2021–22	414	164	39.6	250	60.4
	2022–23	434	163	37.6	271	62.4
	2023–24	428	150	35.0	278	65.0

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
Economically Disadvantaged	2021–22	369	77	20.9	292	79.1
	2022–23	414	122	29.5	292	70.5
	2023–24	437	96	22.0	341	78.0
English Learners	2021–22	66	16	24.2	50	75.8
	2022–23	77	13	16.9	64	83.1
	2023–24	78	16	20.5	62	79.5
Students with Disabilities	2021–22	222	69	31.1	153	68.9
	2022–23	219	60	27.4	159	72.6
	2023–24	234	46	19.7	188	80.3

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	2021–22	949	121	12.8	828	87.2
	2022–23	1,124	240	21.4	884	78.6
	2023–24	1,220	255	20.9	965	79.1

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. Participation consequences are applied to schools that did not meet their participation target.

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	2,192	84.7
Did not meet all participation requirements	395	15.3
Total	**2,587**	

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	8,534	8,862	96.3
American Indian	178	187	95.2
Asian	679	694	97.8
Black	4,440	4,715	94.2
Hispanic	4,412	4,662	94.6
Two or More Races	987	1,024	96.4
White	6,226	6,362	97.9
Economically Disadvantaged	7,269	7,623	95.4
English Learners	2,668	2,832	94.2
Students with Disabilities	3,511	3,791	92.6

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 2023–24 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	17	22.1
Maintaining	48	62.3
Declining	12	15.6
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.

On May 6, 2024, the U.S. Department of Education approved an amendment to the ESSA state plan. The amendment modified the identification year of the following federal designations to the start of the 2025–26 school year (previously scheduled for the start of the 2024–25 school year).

- Comprehensive Support and Improvement – Low Performing
- Comprehensive Support and Improvement – Low Graduation Rate
- Comprehensive Support and Improvement – Additional Targeted Support not Exiting Such Status
- Targeted Support and Improvement – Additional Targeted Support

This modification aligns the identification and exit years. The Targeted Support and Improvement – Consistently Underperforming designation is an annual identification, and thus occurs in fall 2024 for the 2024–25 school year.

Comprehensive Support and Improvement Schools

For the 2024–25 school year, previously identified CSI schools maintain designations and are provided continued support. These schools may exit in the 2025–26 school year 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 2023–24 school year, and new identifications were made. TSI- Additional Targeted Support subgroups, had an opportunity to exit at the end of the 2023–24 school year, but no new identifications were made.

- *2023–24 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 2024–25 identification 2021–22, 2022–23, and 2023–24 data were used.)
- *2023–24 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 2024–25 fall exit, 2022–23, and 2023–24 data were used.)
- *2023–24 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, and require a minimum-n 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 are 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/accountability-and-testing/school-accountability-and-reporting/accountability-data-sets-and-reports.

TABLE 39. Summary of federal designations

Designation	Number of schools[1]
CSI – Low Performing	77
CSI – Low Graduation Rate	36
TSI – Consistently Underperforming Subgroups	1,267 (57 exited)
TSI – Additional Targeted Support	576 (227 exited)

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

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
- Continually 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.

Continually Low-Performing School. A continually 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 continually 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 2021–22 to 2023–24.

TABLE 40. Number of Low-Performing Schools and Districts

	2021–22[1]	**2022-23[2]**	**2023-24[3]**
Low-Performing Schools	864 (+376)	804 (-60)	736 (-68)
Low-Performing Districts	29 (+21)	25 (-4)	23 (-2)
Continually Low-Performing Schools	464 (+41)	658 (+194)	731 (+73)
Continually Low-Performing Charter Schools	35 (-3)	57 (+22)	59 (+2)

[1]Difference cited is between 2018-19 and 2021-22
[2]Difference cited is between 2021-22 and 2022-23
[3]Difference cited is between 2022-23 and 2023-24

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/accountability-and-testing/school-accountability-and-reporting/accountability-data-sets-and-reports.

Section 11. ACT

ACT is reported as the percentage of 11th graders who have a composite score of at least 19, the UNC system admission minimum requirement. For the 2023–24 school year, the participation rate was >95% (112,995 students).

TABLE 41. 2023–24 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	Met ACT Minimum 2023–24
All Students	112,995	>95	<5	41.7	41.1	40.2
American Indian	1,050	>95	<5	22.8	19.0	19.6
Asian	4,438	>95	<5	70.4	72.5	72.4
Black	26,793	94	6	18.6	18.7	18.3
Hispanic	23,567	95	5	26.0	25.7	25.4
Two or More Races	5,493	>95	<5	41.2	40.2	40.2
White	51,501	>95	<5	55.9	55.5	55.0
Economically Disadvantaged	49,837	95	5	21.1	22.7	22.6
Not Economically Disadvantaged	63,158	>95	<5	49.3	54.0	53.2
English Learners	8,313	94	6	<5	<5	<5
Not English Learners	104,682	>95	<5	43.4	42.9	42.6
Students with Disabilities	11,799	93	7	8.3	8.2	8.5
Not Student with Disabilities	101,196	>95	<5	44.4	43.8	42.8
Academically or Intellectually Gifted	18,986	>95	<5	88.1	87.1	86.8

Section 12. WorkKeys

WorkKeys is reported as the percentage of 12th grade Career and Technical Education Completers who achieve a Silver Certificate or better. WorkKeys had the lowest participation of any assessment at 93%.

TABLE 42. 2023–24 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	Silver or Better 2023–24
All Students	50,658	93	7	61.1	61.9	60.0
American Indian	630	95	5	49.9	55.2	43.1
Asian	1,984	94	6	81.4	81.2	82.2
Black	11,548	90	10	40.8	42.6	39.6
Hispanic	9,535	92	8	55.3	56.0	52.6
Two or More Races	2,217	93	7	60.8	60.2	60.7
White	24,677	>95	<5	69.7	70.7	70.4
Economically Disadvantaged	20,741	91	9	46.8	49.8	47.7
Not Economically Disadvantaged	29,917	95	5	65.8	69.8	68.3
English Learners	2,097	88	12	14.5	16.0	15.6
Not English Learners	48,561	94	6	62.5	63.2	61.5
Students with Disabilities	3,267	91	9	19.9	20.5	18.5
Not Students with Disabilities	47,391	94	6	64.0	64.6	62.8
Academically or Intellectually Gifted	8,894	95	5	92.2	91.9	92.0

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 increased from 6.1% for the 2021–22 school year to 7.3% for the 2023–24 school year. This is an increase of 1.2 percentage points.

TABLE 43. 2023–24 English learners meeting progress and exiting EL status

English learner proficiency and exit status	Total EL Progress 2021–22	Percent Exiting EL Status 2021–22	Percent Meeting Annual Progress Toward Exiting 2021–22	Total EL Progress 2022–23	Percent Exiting EL Status 2022–23	Percent Meeting Annual Progress Toward Exiting 2022–23	Total EL Progress 2023–24	Percent Exiting EL Status 2023–24	Percent Meeting Annual Progress Toward Exiting 2023–24
All English Learners	21.1	6.1	15.0	24.9	6.9	18.0	27.3	7.3	19.9
American Indian	16.4	<5	14.1	17.9	5.8	12.1	23.9	6.9	17.0
Asian	32.8	16.4	16.5	37.4	18.2	19.2	42.2	19.8	22.4
Black	22.6	7.4	15.3	26.2	8.1	18.1	30.1	8.4	21.7
Hispanic	19.4	<5	14.7	23.1	5.5	17.6	24.9	5.7	19.2
Two or More Races	22.3	10.2	12.2	27.7	11.0	16.7	28.4	10.8	17.6
White	31.8	13.4	18.5	35.7	12.8	22.8	43.1	14.4	28.6
Economically Disadvantaged	19.1	<5	14.4	23.2	5.7	17.5	24.8	6.0	18.8
Not Economically Disadvantaged	22.8	7.3	15.5	28.6	9.5	19.1	31.7	9.8	22.0
Students with Disabilities	7.7	<5	6.8	11.5	<5	7.7	12.1	<5	8.1
Not Students with Disabilities	24.0	7.2	16.8	27.7	7.5	20.2	30.3	8.0	22.3
Academically or Intellectually Gifted	62.1	52.7	9.3	62.0	50.0	12.0	64.0	48.4	15.5

Section 14. Graduation Project

Seven schools completed the high school Graduation Project for the 2023–24 school year. At the end of the 2022–23 school year, nine schools had completed the high school Graduation Project.

TABLE 44. Public school units completing the Graduation Project for the 2023–24 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	49F000	Langtree Charter Academy	Southwest

Appendix A. Proficiency: Regions and Virtual Charters

TABLE 45. North Central 2023–24 test performance and participation by subgroup[1]

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	50.1	55.1	30.5	35.5
American Indian	36.6	48.1	17.9	29.5
Asian	75.8	81.7	58.3	65.8
Black	35.6	38.2	17.3	18.8
Hispanic	36.2	38.2	18.5	19.6
Two or More Races	51.4	59.0	30.9	38.7
White	62.9	70.9	41.6	50.0
Economically Disadvantaged	36.9	37.4	18.4	18.4
Not Economically Disadvantaged	63.9	69.6	43.3	49.5
English Learners	16.5	18.4	6.2	7.0
Not English Learners	54.4	60.4	33.7	39.6
Students with Disabilities	15.5	18.3	6.7	8.2
Not Students with Disabilities	55.6	60.7	34.4	39.6
Academically or Intellectually Gifted	>95	>95	81.6	84.2
Math (grades 3–8)[2]	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	54.6	58.3	36.7	40.3
American Indian	41.9	53.5	23.0	33.0
Asian	84.7	89.3	73.3	79.3
Black	36.4	37.6	18.7	19.1
Hispanic	43.4	43.6	25.4	25.1
Two or More Races	53.5	59.7	34.6	39.5
White	68.0	74.8	49.6	56.4
Economically Disadvantaged	40.6	39.7	22.4	21.1
Not Economically Disadvantaged	69.3	73.6	51.7	56.2
English Learners	29.5	30.2	14.9	15.7
Not English Learners	57.8	62.4	39.5	43.9
Students with Disabilities	20.2	22.4	9.4	10.7
Not Students with Disabilities	60.1	63.8	41.1	44.9
Academically or Intellectually Gifted	>95	>95	89.2	90.0
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	63.8	35.9	41.3
American Indian	45.2	54.2	21.2	29.9
Asian	83.8	89.7	66.9	75.4
Black	43.8	47.2	19.7	22.5
Hispanic	47.6	48.0	23.8	24.9
Two or More Races	61.3	68.2	37.3	45.5
White	72.5	79.7	48.5	57.9
Economically Disadvantaged	45.5	45.9	21.4	21.7
Not Economically Disadvantaged	72.3	77.2	49.0	56.0
English Learners	16.1	16.6	<5	<5
Not English Learners	64.0	69.4	39.2	45.8
Students with Disabilities	17.2	21.3	5.3	8.5
Not Students with Disabilities	64.8	68.9	39.7	45.2

Academically or Intellectually Gifted	>95	>95	83.5	87.1
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	37.0	35.1	12.9	11.1
American Indian	23.9	28.9	7.0	8.4
Asian	62.8	66.3	32.4	38.2
Black	25.3	25.8	6.5	6.4
Hispanic	30.0	27.6	9.6	7.3
Two or More Races	36.9	36.3	12.6	11.3
White	50.1	50.0	19.4	17.7
Economically Disadvantaged	28.9	25.8	8.4	6.4
Not Economically Disadvantaged	48.5	47.0	19.3	17.1
English Learners	15.3	13.8	<5	<5
Not English Learners	40.3	39.2	14.3	12.6
Students with Disabilities	13.5	14.4	<5	<5
Not Students with Disabilities	41.3	39.0	14.8	12.6
Academically or Intellectually Gifted	85.0	84.3	49.5	45.8
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	60.0	34.1	37.6
American Indian	47.8	52.6	20.1	29.5
Asian	86.7	89.8	73.1	78.3
Black	39.9	41.3	17.3	18.5
Hispanic	47.6	46.7	24.0	23.3
Two or More Races	56.5	61.9	32.4	38.7
White	69.4	73.9	44.7	50.4
Economically Disadvantaged	43.7	43.0	20.0	19.3
Not Economically Disadvantaged	68.8	71.2	45.4	49.6
English Learners	25.0	25.5	9.1	10.5
Not English Learners	60.0	62.8	35.9	39.7
Students with Disabilities	20.9	22.5	6.6	8.3
Not Students with Disabilities	60.7	63.2	36.4	40.0
Academically or Intellectually Gifted	92.8	94.0	78.1	81.0
Science (grades 5 and 8)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	68.0	70.3	57.9	60.6
American Indian	59.2	69.8	48.6	57.4
Asian	88.2	91.4	82.4	86.5
Black	52.6	53.5	40.0	40.6
Hispanic	56.2	56.2	45.2	44.8
Two or More Races	69.1	74.2	58.1	63.8
White	81.0	85.8	72.5	78.5
Economically Disadvantaged	56.5	54.8	44.5	42.4
Not Economically Disadvantaged	79.8	82.9	71.7	75.4
English Learners	34.4	35.2	23.8	24.0
Not English Learners	72.2	75.3	62.2	65.8
Students with Disabilities	32.1	34.6	21.2	22.9
Not Students with Disabilities	73.6	75.7	63.7	66.3
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	53.4	55.0	44.7	46.5
American Indian	44.5	44.4	35.4	36.4
Asian	82.0	86.3	76.7	81.5
Black	34.6	34.0	26.3	25.6
Hispanic	40.7	38.4	32.2	29.9
Two or More Races	54.1	59.2	44.3	49.8
White	67.4	72.8	58.2	63.9
Economically Disadvantaged	38.7	35.0	29.9	26.4
Not Economically Disadvantaged	66.4	69.6	57.8	61.3
English Learners	15.2	14.8	10.2	10.1
Not English Learners	56.8	59.3	47.8	50.4
Students with Disabilities	18.6	19.9	10.7	12.2
Not Students with Disabilities	57.6	59.2	48.8	50.7
Academically or Intellectually Gifted	93.8	94.6	89.3	90.9

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 46. Northeast 2023–24 test performance and participation by subgroup[1]

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	50.1	46.1	30.5	25.6
American Indian	36.6	41.4	17.9	18.1
Asian	75.8	68.6	58.3	54.5
Black	35.6	32.1	17.3	13.8
Hispanic	36.2	39.9	18.5	20.1
Two or More Races	51.4	49.4	30.9	26.2
White	62.9	60.8	41.6	38.3
Economically Disadvantaged	36.9	35.7	18.4	16.8
Not Economically Disadvantaged	63.9	60.4	43.3	37.8
English Learners	16.5	18.6	6.2	7.0
Not English Learners	54.4	47.8	33.7	26.8
Students with Disabilities	15.5	15.4	6.7	5.7
Not Students with Disabilities	55.6	51.4	34.4	29.1
Academically or Intellectually Gifted	>95	94.5	81.6	78.9
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	54.6	51.7	36.7	32.1
American Indian	41.9	36.2	23.0	21.6
Asian	84.7	83.1	73.3	70.6
Black	36.4	35.4	18.7	16.8
Hispanic	43.4	50.8	25.4	29.7
Two or More Races	53.5	53.4	34.6	31.2
White	68.0	67.3	49.6	47.3
Economically Disadvantaged	40.6	40.3	22.4	21.0
Not Economically Disadvantaged	69.3	67.6	51.7	47.4
English Learners	29.5	34.6	14.9	17.0
Not English Learners	57.8	52.9	39.5	33.1
Students with Disabilities	20.2	19.8	9.4	8.1
Not Students with Disabilities	60.1	57.3	41.1	36.3
Academically or Intellectually Gifted	>95	>95	89.2	87.9
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	53.6	35.9	27.3
American Indian	45.2	50.0	21.2	10.0
Asian	83.8	76.0	66.9	60.0
Black	43.8	39.1	19.7	14.8
Hispanic	47.6	50.4	23.8	21.9
Two or More Races	61.3	54.5	37.3	26.8
White	72.5	68.5	48.5	40.7
Economically Disadvantaged	45.5	42.0	21.4	17.4
Not Economically Disadvantaged	72.3	66.7	49.0	38.4
English Learners	16.1	18.7	<5	<5
Not English Learners	64.0	55.4	39.2	28.5
Students with Disabilities	17.2	16.1	5.3	<5
Not Students with Disabilities	64.8	58.7	39.7	30.4
Academically or Intellectually Gifted	>95	>95	83.5	78.4
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	37.0	39.1	12.9	13.4
American Indian	23.9	31.3	7.0	6.3

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
Asian	62.8	72.7	32.4	33.3
Black	25.3	29.1	6.5	7.3
Hispanic	30.0	43.4	9.6	16.2
Two or More Races	36.9	42.3	12.6	19.6
White	50.1	50.2	19.4	19.4
Economically Disadvantaged	28.9	31.6	8.4	8.8
Not Economically Disadvantaged	48.5	50.6	19.3	20.5
English Learners	15.3	26.8	<5	6.3
Not English Learners	40.3	39.8	14.3	13.8
Students with Disabilities	13.5	12.8	<5	<5
Not Students with Disabilities	41.3	43.9	14.8	15.4
Academically or Intellectually Gifted	85.0	88.8	49.5	55.2
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	57.6	53.4	34.1	28.8
American Indian	47.8	63.2	20.1	10.5
Asian	86.7	90.2	73.1	86.9
Black	39.9	37.3	17.3	13.9
Hispanic	47.6	57.8	24.0	30.0
Two or More Races	56.5	55.2	32.4	26.4
White	69.4	66.3	44.7	41.5
Economically Disadvantaged	43.7	39.9	20.0	16.3
Not Economically Disadvantaged	68.8	66.4	45.4	40.8
English Learners	25.0	37.6	9.1	13.9
Not English Learners	60.0	54.0	35.9	29.3
Students with Disabilities	20.9	18.1	6.6	<5
Not Students with Disabilities	60.7	56.3	36.4	30.7
Academically or Intellectually Gifted	92.8	93.4	78.1	79.4
Science (grade 5 and 8)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	68.0	66.7	57.9	54.8
American Indian	59.2	64.1	48.6	51.3
Asian	88.2	86.2	82.4	79.8
Black	52.6	53.0	40.0	38.4
Hispanic	56.2	60.3	45.2	48.9
Two or More Races	69.1	68.3	58.1	57.3
White	81.0	82.3	72.5	72.8
Economically Disadvantaged	56.5	56.9	44.5	43.2
Not Economically Disadvantaged	79.8	79.9	71.7	70.5
English Learners	34.4	40.6	23.8	28.2
Not English Learners	72.2	68.4	62.2	56.5
Students with Disabilities	32.1	31.5	21.2	19.4
Not Students with Disabilities	73.6	72.5	63.7	60.6
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	53.4	51.4	44.7	41.9
American Indian	44.5	23.8	35.4	14.3
Asian	82.0	79.0	76.7	74.2
Black	34.6	33.2	26.3	24.8
Hispanic	40.7	53.1	32.2	42.7

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	54.1	58.7	44.3	50.0
White	67.4	66.0	58.2	55.6
Economically Disadvantaged	38.7	39.0	29.9	30.4
Not Economically Disadvantaged	66.4	64.7	57.8	54.4
English Learners	15.2	22.3	10.2	14.6
Not English Learners	56.8	52.5	47.8	43.0
Students with Disabilities	18.6	21.4	10.7	11.5
Not Students with Disabilities	57.6	55.1	48.8	45.7
Academically or Intellectually Gifted	93.8	91.4	89.3	87.6

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 47. Northwest 2023–24 test performance and participation by subgroup[1]

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	50.1	49.4	30.5	28.5
American Indian	36.6	58.8	17.9	29.4
Asian	75.8	48.3	58.3	24.2
Black	35.6	30.5	17.3	12.8
Hispanic	36.2	36.6	18.5	17.5
Two or More Races	51.4	46.5	30.9	24.1
White	62.9	54.5	41.6	33.1
Economically Disadvantaged	36.9	40.6	18.4	20.8
Not Economically Disadvantaged	63.9	61.0	43.3	38.5
English Learners	16.5	14.8	6.2	<5
Not English Learners	54.4	53.0	33.7	30.9
Students with Disabilities	15.5	14.2	6.7	6.5
Not Students with Disabilities	55.6	55.9	34.4	32.5
Academically or Intellectually Gifted	>95	94.9	81.6	78.9
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	54.6	57.0	36.7	37.6
American Indian	41.9	50.0	23.0	29.4
Asian	84.7	65.7	73.3	44.8
Black	36.4	32.4	18.7	16.2
Hispanic	43.4	48.1	25.4	28.1
Two or More Races	53.5	51.4	34.6	32.9
White	68.0	61.1	49.6	41.7
Economically Disadvantaged	40.6	47.9	22.4	28.3
Not Economically Disadvantaged	69.3	68.9	51.7	49.8
English Learners	29.5	30.0	14.9	13.3
Not English Learners	57.8	59.7	39.5	40.1
Students with Disabilities	20.2	21.7	9.4	10.5
Not Students with Disabilities	60.1	63.4	41.1	42.6
Academically or Intellectually Gifted	>95	>95	89.2	89.7
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	60.3	35.9	35.4
American Indian	45.2	*	21.2	*
Asian	83.8	65.6	66.9	29.8
Black	43.8	39.0	19.7	15.6
Hispanic	47.6	48.3	23.8	24.5
Two or More Races	61.3	57.9	37.3	34.8
White	72.5	65.2	48.5	40.1
Economically Disadvantaged	45.5	50.1	21.4	25.1
Not Economically Disadvantaged	72.3	70.4	49.0	45.5
English Learners	16.1	13.9	<5	<5
Not English Learners	64.0	64.3	39.2	38.2
Students with Disabilities	17.2	14.7	5.3	<5
Not Students with Disabilities	64.8	66.1	39.7	39.3
Academically or Intellectually Gifted	>95	>95	83.5	81.6

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	37.0	49.1	12.9	19.8
American Indian	23.9	*	7.0	*
Asian	62.8	65.3	32.4	34.0
Black	25.3	31.5	6.5	5.4
Hispanic	30.0	41.3	9.6	16.2
Two or More Races	36.9	44.4	12.6	13.6
White	50.1	52.8	19.4	22.1
Economically Disadvantaged	28.9	42.6	8.4	14.3
Not Economically Disadvantaged	48.5	57.4	19.3	26.9
English Learners	15.3	21.8	<5	6.3
Not English Learners	40.3	52.2	14.3	21.3
Students with Disabilities	13.5	16.2	<5	<5
Not Students with Disabilities	41.3	54.5	14.8	22.5
Academically or Intellectually Gifted	85.0	90.9	49.5	60.0
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	60.0	34.1	33.3
American Indian	47.8	*	20.1	*
Asian	86.7	75.0	73.1	43.8
Black	39.9	36.1	17.3	13.9
Hispanic	47.6	49.8	24.0	24.0
Two or More Races	56.5	48.0	32.4	24.5
White	69.4	64.7	44.7	37.4
Economically Disadvantaged	43.7	48.8	20.0	23.2
Not Economically Disadvantaged	68.8	69.5	45.4	41.9
English Learners	25.0	21.3	9.1	<5
Not English Learners	60.0	62.5	35.9	35.1
Students with Disabilities	20.9	19.9	6.6	5.5
Not Students with Disabilities	60.7	63.1	36.4	35.4
Academically or Intellectually Gifted	92.8	93.0	78.1	75.1
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	68.0	70.9	57.9	60.2
American Indian	59.2	81.3	48.6	75.0
Asian	88.2	71.5	82.4	61.4
Black	52.6	47.7	40.0	35.1
Hispanic	56.2	57.9	45.2	45.9
Two or More Races	69.1	66.3	58.1	53.0
White	81.0	76.3	72.5	66.2
Economically Disadvantaged	56.5	63.2	44.5	50.5
Not Economically Disadvantaged	79.8	80.7	71.7	72.3
English Learners	34.4	34.3	23.8	22.4
Not English Learners	72.2	74.6	62.2	63.9
Students with Disabilities	32.1	33.0	21.2	22.5
Not Students with Disabilities	73.6	77.4	63.7	66.5
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	53.4	56.6	44.7	46.8
American Indian	44.5	*	35.4	*
Asian	82.0	68.8	76.7	55.9
Black	34.6	36.1	26.3	25.9
Hispanic	40.7	43.1	32.2	33.2
Two or More Races	54.1	45.9	44.3	38.4
White	67.4	62.1	58.2	52.2
Economically Disadvantaged	38.7	46.2	29.9	36.2
Not Economically Disadvantaged	66.4	66.1	57.8	56.4
English Learners	15.2	14.5	10.2	8.5
Not English Learners	56.8	59.8	47.8	49.7
Students with Disabilities	18.6	19.0	10.7	11.7
Not Students with Disabilities	57.6	60.9	48.8	50.8
Academically or Intellectually Gifted	93.8	93.8	89.3	88.0

[1] An asterisk symbol indicates insufficient data. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 48. Piedmont-Triad 2023–24 test performance and participation by subgroup[1]

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	50.1	45.5	30.5	27.0
American Indian	36.6	40.3	17.9	22.5
Asian	75.8	63.2	58.3	45.0
Black	35.6	33.4	17.3	16.3
Hispanic	36.2	33.3	18.5	16.9
Two or More Races	51.4	46.2	30.9	26.7
White	62.9	58.2	41.6	37.9
Economically Disadvantaged	36.9	34.7	18.4	17.4
Not Economically Disadvantaged	63.9	60.5	43.3	40.4
English Learners	16.5	14.6	6.2	5.6
Not English Learners	54.4	49.8	33.7	30.1
Students with Disabilities	15.5	14.5	6.7	6.5
Not Students with Disabilities	55.6	50.7	34.4	30.5
Academically or Intellectually Gifted	>95	94.4	81.6	79.0
Math (grades 3–8)[2]	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	54.6	50.7	36.7	32.9
American Indian	41.9	42.9	23.0	25.8
Asian	84.7	74.0	73.3	58.3
Black	36.4	35.0	18.7	17.6
Hispanic	43.4	40.5	25.4	23.1
Two or More Races	53.5	49.9	34.6	31.2
White	68.0	64.4	49.6	46.1
Economically Disadvantaged	40.6	39.2	22.4	21.5
Not Economically Disadvantaged	69.3	66.8	51.7	48.8
English Learners	29.5	26.6	14.9	12.7
Not English Learners	57.8	54.1	39.5	35.8
Students with Disabilities	20.2	19.2	9.4	9.0
Not Students with Disabilities	60.1	56.0	41.1	36.9
Academically or Intellectually Gifted	>95	>95	89.2	87.5
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	54.9	35.9	31.7
American Indian	45.2	50.9	21.2	28.3
Asian	83.8	70.0	66.9	51.7
Black	43.8	40.6	19.7	18.4
Hispanic	47.6	43.6	23.8	21.3
Two or More Races	61.3	57.4	37.3	34.1
White	72.5	68.1	48.5	43.4
Economically Disadvantaged	45.5	43.1	21.4	20.3
Not Economically Disadvantaged	72.3	68.7	49.0	45.0
English Learners	16.1	13.9	<5	<5
Not English Learners	64.0	59.7	39.2	35.0
Students with Disabilities	17.2	13.5	5.3	<5
Not Students with Disabilities	64.8	60.2	39.7	35.3
Academically or Intellectually Gifted	>95	95.0	83.5	79.6

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	37.0	30.0	12.9	8.4
American Indian	23.9	29.3	7.0	9.8
Asian	62.8	48.5	32.4	15.3
Black	25.3	20.4	6.5	<5
Hispanic	30.0	23.3	9.6	5.8
Two or More Races	36.9	32.3	12.6	9.8
White	50.1	41.6	19.4	13.3
Economically Disadvantaged	28.9	24.4	8.4	6.0
Not Economically Disadvantaged	48.5	40.8	19.3	13.2
English Learners	15.3	12.4	<5	<5
Not English Learners	40.3	33.1	14.3	9.5
Students with Disabilities	13.5	11.2	<5	<5
Not Students with Disabilities	41.3	33.7	14.8	9.7
Academically or Intellectually Gifted	85.0	78.3	49.5	38.4
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	54.4	34.1	30.8
American Indian	47.8	42.9	20.1	21.4
Asian	86.7	78.6	73.1	58.9
Black	39.9	37.4	17.3	16.2
Hispanic	47.6	44.4	24.0	21.0
Two or More Races	56.5	54.8	32.4	31.5
White	69.4	67.1	44.7	41.7
Economically Disadvantaged	43.7	42.2	20.0	19.3
Not Economically Disadvantaged	68.8	66.7	45.4	42.4
English Learners	25.0	22.4	9.1	7.4
Not English Learners	60.0	57.2	35.9	32.8
Students with Disabilities	20.9	20.3	6.6	6.1
Not Students with Disabilities	60.7	57.5	36.4	33.0
Academically or Intellectually Gifted	92.8	89.9	78.1	72.3
Science (grades 5 and 8)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	68.0	64.9	57.9	54.6
American Indian	59.2	65.2	48.6	55.1
Asian	88.2	82.5	82.4	73.5
Black	52.6	49.9	40.0	37.8
Hispanic	56.2	55.2	45.2	44.3
Two or More Races	69.1	64.8	58.1	54.5
White	81.0	78.1	72.5	69.3
Economically Disadvantaged	56.5	54.8	44.5	43.2
Not Economically Disadvantaged	79.8	78.2	71.7	69.8
English Learners	34.4	33.5	23.8	22.7
Not English Learners	72.2	69.1	62.2	59.0
Students with Disabilities	32.1	30.3	21.2	20.1
Not Students with Disabilities	73.6	70.3	63.7	60.1
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	53.4	50.2	44.7	41.6
American Indian	44.5	50.0	35.4	43.5
Asian	82.0	70.0	76.7	64.3
Black	34.6	34.9	26.3	26.8
Hispanic	40.7	39.3	32.2	30.9
Two or More Races	54.1	51.1	44.3	39.8
White	67.4	63.6	58.2	54.8
Economically Disadvantaged	38.7	38.2	29.9	29.4
Not Economically Disadvantaged	66.4	64.1	57.8	55.9
English Learners	15.2	14.1	10.2	9.4
Not English Learners	56.8	54.0	47.8	45.0
Students with Disabilities	18.6	16.6	10.7	9.4
Not Students with Disabilities	57.6	54.6	48.8	45.9
Academically or Intellectually Gifted	93.8	92.0	89.3	86.1

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 49. Sandhills 2023–24 test performance and participation by subgroup[1]

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	50.1	44.6	30.5	24.8
American Indian	36.6	33.7	17.9	14.8
Asian	75.8	72.6	58.3	53.6
Black	35.6	35.1	17.3	17.0
Hispanic	36.2	39.8	18.5	20.7
Two or More Races	51.4	47.3	30.9	27.0
White	62.9	59.8	41.6	37.6
Economically Disadvantaged	36.9	36.0	18.4	17.4
Not Economically Disadvantaged	63.9	58.5	43.3	36.7
English Learners	16.5	17.6	6.2	6.3
Not English Learners	54.4	47.0	33.7	26.4
Students with Disabilities	15.5	14.3	6.7	5.7
Not Students with Disabilities	55.6	49.6	34.4	28.0
Academically or Intellectually Gifted	>95	94.7	81.6	78.7
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	54.6	46.8	36.7	27.7
American Indian	41.9	40.2	23.0	20.8
Asian	84.7	80.8	73.3	64.1
Black	36.4	34.6	18.7	16.7
Hispanic	43.4	45.0	25.4	25.6
Two or More Races	53.5	47.0	34.6	28.2
White	68.0	62.3	49.6	41.9
Economically Disadvantaged	40.6	37.6	22.4	19.2
Not Economically Disadvantaged	69.3	61.6	51.7	41.3
English Learners	29.5	28.7	14.9	12.8
Not English Learners	57.8	48.4	39.5	29.0
Students with Disabilities	20.2	17.3	9.4	7.4
Not Students with Disabilities	60.1	51.7	41.1	31.0
Academically or Intellectually Gifted	>95	>95	89.2	84.0
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	52.9	35.9	28.3
American Indian	45.2	40.4	21.2	17.2
Asian	83.8	74.2	66.9	54.5
Black	43.8	41.3	19.7	17.1
Hispanic	47.6	51.9	23.8	25.9
Two or More Races	61.3	57.0	37.3	34.5
White	72.5	68.7	48.5	43.5
Economically Disadvantaged	45.5	43.2	21.4	18.9
Not Economically Disadvantaged	72.3	66.8	49.0	41.6
English Learners	16.1	18.6	<5	<5
Not English Learners	64.0	55.5	39.2	30.2
Students with Disabilities	17.2	14.5	5.3	<5
Not Students with Disabilities	64.8	58.0	39.7	31.6
Academically or Intellectually Gifted	>95	>95	83.5	80.1

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	37.0	34.9	12.9	13.1
American Indian	23.9	20.5	7.0	5.5
Asian	62.8	66.7	32.4	40.3
Black	25.3	27.1	6.5	8.8
Hispanic	30.0	37.3	9.6	13.9
Two or More Races	36.9	31.5	12.6	12.7
White	50.1	48.5	19.4	19.9
Economically Disadvantaged	28.9	28.3	8.4	9.3
Not Economically Disadvantaged	48.5	47.1	19.3	20.0
English Learners	15.3	19.8	<5	<5
Not English Learners	40.3	36.3	14.3	13.8
Students with Disabilities	13.5	10.8	<5	<5
Not Students with Disabilities	41.3	39.0	14.8	14.9
Academically or Intellectually Gifted	85.0	88.5	49.5	58.0
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	52.6	34.1	27.8
American Indian	47.8	45.8	20.1	18.3
Asian	86.7	81.3	73.1	62.5
Black	39.9	41.1	17.3	17.8
Hispanic	47.6	53.1	24.0	27.4
Two or More Races	56.5	57.4	32.4	31.4
White	69.4	64.3	44.7	39.2
Economically Disadvantaged	43.7	43.8	20.0	19.9
Not Economically Disadvantaged	68.8	63.3	45.4	37.4
English Learners	25.0	30.0	9.1	8.2
Not English Learners	60.0	53.7	35.9	28.8
Students with Disabilities	20.9	17.5	6.6	<5
Not Students with Disabilities	60.7	55.8	36.4	29.9
Academically or Intellectually Gifted	92.8	92.2	78.1	75.4
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	68.0	63.8	57.9	52.4
American Indian	59.2	56.5	48.6	45.9
Asian	88.2	82.9	82.4	76.4
Black	52.6	53.0	40.0	39.8
Hispanic	56.2	60.5	45.2	49.1
Two or More Races	69.1	66.8	58.1	54.9
White	81.0	79.4	72.5	69.8
Economically Disadvantaged	56.5	55.4	44.5	43.2
Not Economically Disadvantaged	79.8	77.1	71.7	67.0
English Learners	34.4	36.9	23.8	25.4
Not English Learners	72.2	66.1	62.2	54.7
Students with Disabilities	32.1	30.2	21.2	19.8
Not Students with Disabilities	73.6	69.1	63.7	57.6
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	53.4	51.6	44.7	42.8
American Indian	44.5	43.8	35.4	34.5
Asian	82.0	79.6	76.7	73.0
Black	34.6	37.0	26.3	28.7
Hispanic	40.7	51.4	32.2	43.0
Two or More Races	54.1	56.5	44.3	46.8
White	67.4	66.6	58.2	57.3
Economically Disadvantaged	38.7	41.9	29.9	33.1
Not Economically Disadvantaged	66.4	64.4	57.8	55.5
English Learners	15.2	24.6	10.2	16.6
Not English Learners	56.8	53.0	47.8	44.2
Students with Disabilities	18.6	20.0	10.7	11.3
Not Students with Disabilities	57.6	55.4	48.8	46.6
Academically or Intellectually Gifted	93.8	94.6	89.3	90.1

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 50. Southeast 2023–24 test performance and participation by subgroup[1]

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	50.1	48.6	30.5	28.4
American Indian	36.6	44.9	17.9	26.3
Asian	75.8	55.5	58.3	36.8
Black	35.6	30.8	17.3	13.6
Hispanic	36.2	36.7	18.5	18.8
Two or More Races	51.4	50.3	30.9	29.2
White	62.9	60.6	41.6	38.3
Economically Disadvantaged	36.9	37.9	18.4	19.1
Not Economically Disadvantaged	63.9	61.6	43.3	39.6
English Learners	16.5	14.1	6.2	<5
Not English Learners	54.4	52.2	33.7	30.9
Students with Disabilities	15.5	15.1	6.7	6.3
Not Students with Disabilities	55.6	54.7	34.4	32.4
Academically or Intellectually Gifted	>95	93.9	81.6	77.9
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	54.6	53.2	36.7	34.8
American Indian	41.9	46.7	23.0	26.9
Asian	84.7	67.9	73.3	50.8
Black	36.4	32.0	18.7	15.5
Hispanic	43.4	44.4	25.4	25.9
Two or More Races	53.5	52.6	34.6	32.8
White	68.0	65.2	49.6	46.2
Economically Disadvantaged	40.6	41.6	22.4	23.5
Not Economically Disadvantaged	69.3	67.1	51.7	48.3
English Learners	29.5	27.4	14.9	12.7
Not English Learners	57.8	55.9	39.5	37.1
Students with Disabilities	20.2	20.0	9.4	9.3
Not Students with Disabilities	60.1	59.1	41.1	39.3
Academically or Intellectually Gifted	>95	>95	89.2	86.1
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	58.1	35.9	33.0
American Indian	45.2	37.0	21.2	11.1
Asian	83.8	70.7	66.9	51.0
Black	43.8	38.5	19.7	15.7
Hispanic	47.6	46.8	23.8	22.7
Two or More Races	61.3	59.2	37.3	33.1
White	72.5	70.3	48.5	43.8
Economically Disadvantaged	45.5	45.9	21.4	21.9
Not Economically Disadvantaged	72.3	70.1	49.0	43.9
English Learners	16.1	14.7	<5	<5
Not English Learners	64.0	61.5	39.2	35.4
Students with Disabilities	17.2	18.5	5.3	5.5
Not Students with Disabilities	64.8	63.9	39.7	37.0
Academically or Intellectually Gifted	>95	>95	83.5	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	37.0	39.3	12.9	14.0
American Indian	23.9	31.7	7.0	14.6
Asian	62.8	55.8	32.4	18.3
Black	25.3	22.8	6.5	5.0
Hispanic	30.0	33.1	9.6	11.5
Two or More Races	36.9	38.2	12.6	15.1
White	50.1	51.4	19.4	19.9
Economically Disadvantaged	28.9	30.4	8.4	8.9
Not Economically Disadvantaged	48.5	52.1	19.3	21.3
English Learners	15.3	13.4	<5	<5
Not English Learners	40.3	42.3	14.3	15.2
Students with Disabilities	13.5	14.0	<5	<5
Not Students with Disabilities	41.3	44.5	14.8	16.4
Academically or Intellectually Gifted	85.0	80.1	49.5	41.4
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	54.5	34.1	29.3
American Indian	47.8	40.6	20.1	12.5
Asian	86.7	73.7	73.1	49.6
Black	39.9	33.7	17.3	11.6
Hispanic	47.6	47.1	24.0	22.5
Two or More Races	56.5	50.6	32.4	26.1
White	69.4	65.7	44.7	39.0
Economically Disadvantaged	43.7	42.1	20.0	17.8
Not Economically Disadvantaged	68.8	65.6	45.4	39.7
English Learners	25.0	19.9	9.1	5.5
Not English Learners	60.0	56.5	35.9	30.7
Students with Disabilities	20.9	19.6	6.6	<5
Not Students with Disabilities	60.7	57.8	36.4	31.7
Academically or Intellectually Gifted	92.8	90.4	78.1	72.9
Science (grades 5 and 8)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	68.0	68.0	57.9	57.7
American Indian	59.2	61.7	48.6	46.7
Asian	88.2	75.3	82.4	65.6
Black	52.6	48.7	40.0	36.4
Hispanic	56.2	57.9	45.2	46.8
Two or More Races	69.1	68.1	58.1	57.7
White	81.0	79.9	72.5	70.8
Economically Disadvantaged	56.5	58.0	44.5	46.2
Not Economically Disadvantaged	79.8	79.7	71.7	71.2
English Learners	34.4	33.5	23.8	22.8
Not English Learners	72.2	71.5	62.2	61.2
Students with Disabilities	32.1	33.4	21.2	22.5
Not Students with Disabilities	73.6	74.0	63.7	63.8
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	53.4	54.7	44.7	45.4
American Indian	44.5	54.5	35.4	48.5
Asian	82.0	67.5	76.7	61.0
Black	34.6	32.1	26.3	23.2
Hispanic	40.7	41.4	32.2	32.9
Two or More Races	54.1	52.1	44.3	42.6
White	67.4	67.9	58.2	58.1
Economically Disadvantaged	38.7	41.5	29.9	32.2
Not Economically Disadvantaged	66.4	66.8	57.8	57.4
English Learners	15.2	10.3	10.2	6.9
Not English Learners	56.8	57.3	47.8	47.7
Students with Disabilities	18.6	20.9	10.7	12.0
Not Students with Disabilities	57.6	59.3	48.8	49.9
Academically or Intellectually Gifted	93.8	92.5	89.3	86.6

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 51. Southwest 2023–24 test performance and participation by subgroup[1]

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	50.1	50.8	30.5	31.6
American Indian	36.6	51.3	17.9	33.3
Asian	75.8	78.8	58.3	60.6
Black	35.6	37.3	17.3	18.8
Hispanic	36.2	34.2	18.5	17.7
Two or More Races	51.4	52.4	30.9	32.2
White	62.9	65.0	41.6	43.6
Economically Disadvantaged	36.9	36.5	18.4	18.2
Not Economically Disadvantaged	63.9	62.8	43.3	42.8
English Learners	16.5	16.4	6.2	6.6
Not English Learners	54.4	56.3	33.7	35.6
Students with Disabilities	15.5	14.1	6.7	6.0
Not Students with Disabilities	55.6	56.0	34.4	35.2
Academically or Intellectually Gifted	>95	>95	81.6	82.6
Math (grades 3–8)[2]	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	54.6	56.6	36.7	40.1
American Indian	41.9	57.6	23.0	41.1
Asian	84.7	87.4	73.3	77.8
Black	36.4	39.1	18.7	21.7
Hispanic	43.4	43.1	25.4	26.2
Two or More Races	53.5	55.4	34.6	38.4
White	68.0	71.4	49.6	54.8
Economically Disadvantaged	40.6	41.3	22.4	23.9
Not Economically Disadvantaged	69.3	69.4	51.7	53.7
English Learners	29.5	31.2	14.9	17.1
Not English Learners	57.8	60.6	39.5	43.8
Students with Disabilities	20.2	19.8	9.4	9.4
Not Students with Disabilities	60.1	61.8	41.1	44.4
Academically or Intellectually Gifted	>95	>95	89.2	92.0
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	61.2	35.9	37.7
American Indian	45.2	71.7	21.2	45.3
Asian	83.8	87.3	66.9	71.3
Black	43.8	46.6	19.7	21.9
Hispanic	47.6	47.6	23.8	23.5
Two or More Races	61.3	63.2	37.3	38.1
White	72.5	75.0	48.5	52.0
Economically Disadvantaged	45.5	45.9	21.4	21.3
Not Economically Disadvantaged	72.3	72.5	49.0	50.0
English Learners	16.1	17.3	<5	<5
Not English Learners	64.0	66.3	39.2	41.7
Students with Disabilities	17.2	16.4	5.3	<5
Not Students with Disabilities	64.8	66.0	39.7	41.3
Academically or Intellectually Gifted	>95	>95	83.5	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	37.0	38.4	12.9	14.6
American Indian	23.9	36.6	7.0	14.6
Asian	62.8	65.4	32.4	35.4
Black	25.3	26.5	6.5	7.4
Hispanic	30.0	29.0	9.6	10.1
Two or More Races	36.9	38.3	12.6	11.8
White	50.1	55.1	19.4	23.7
Economically Disadvantaged	28.9	29.2	8.4	9.2
Not Economically Disadvantaged	48.5	49.4	19.3	20.9
English Learners	15.3	16.2	<5	<5
Not English Learners	40.3	42.6	14.3	16.4
Students with Disabilities	13.5	14.0	<5	<5
Not Students with Disabilities	41.3	42.5	14.8	16.5
Academically or Intellectually Gifted	85.0	85.7	49.5	51.9
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	57.6	59.3	34.1	37.4
American Indian	47.8	64.7	20.1	35.3
Asian	86.7	89.5	73.1	79.2
Black	39.9	42.3	17.3	19.5
Hispanic	47.6	46.7	24.0	24.8
Two or More Races	56.5	57.8	32.4	35.4
White	69.4	72.4	44.7	49.7
Economically Disadvantaged	43.7	43.6	20.0	20.9
Not Economically Disadvantaged	68.8	69.7	45.4	48.4
English Learners	25.0	26.4	9.1	10.7
Not English Learners	60.0	62.1	35.9	39.7
Students with Disabilities	20.9	21.7	6.6	7.6
Not Students with Disabilities	60.7	62.1	36.4	39.6
Academically or Intellectually Gifted	92.8	94.8	78.1	83.4
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	68.0	68.3	57.9	58.9
American Indian	59.2	73.2	48.6	64.9
Asian	88.2	90.2	82.4	85.4
Black	52.6	54.7	40.0	42.9
Hispanic	56.2	54.6	45.2	44.1
Two or More Races	69.1	70.2	58.1	59.4
White	81.0	81.9	72.5	74.1
Economically Disadvantaged	56.5	56.2	44.5	44.6
Not Economically Disadvantaged	79.8	78.1	71.7	70.4
English Learners	34.4	34.3	23.8	24.6
Not English Learners	72.2	73.3	62.2	63.9
Students with Disabilities	32.1	29.9	21.2	19.0
Not Students with Disabilities	73.6	73.6	63.7	64.4
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	53.4	53.1	44.7	44.8
American Indian	44.5	51.0	35.4	40.8
Asian	82.0	84.6	76.7	80.2
Black	34.6	35.3	26.3	27.1
Hispanic	40.7	39.4	32.2	31.1
Two or More Races	54.1	53.2	44.3	43.1
White	67.4	68.5	58.2	59.8
Economically Disadvantaged	38.7	37.0	29.9	28.6
Not Economically Disadvantaged	66.4	65.1	57.8	57.0
English Learners	15.2	16.3	10.2	11.1
Not English Learners	56.8	57.0	47.8	48.4
Students with Disabilities	18.6	16.8	10.7	8.9
Not Students with Disabilities	57.6	57.0	48.8	48.7
Academically or Intellectually Gifted	93.8	94.5	89.3	90.8

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth graders participate in either grade 8 EOG or NC Math 1.

TABLE 52. Western 2023–24 test performance and participation by subgroup[1]

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	50.1	52.3	30.5	32.4
American Indian	36.6	39.7	17.9	21.5
Asian	75.8	66.4	58.3	46.1
Black	35.6	28.3	17.3	12.7
Hispanic	36.2	34.6	18.5	17.6
Two or More Races	51.4	46.7	30.9	27.5
White	62.9	59.0	41.6	38.0
Economically Disadvantaged	36.9	41.3	18.4	22.1
Not Economically Disadvantaged	63.9	63.9	43.3	43.2
English Learners	16.5	13.9	6.2	<5
Not English Learners	54.4	55.8	33.7	34.9
Students with Disabilities	15.5	15.2	6.7	7.1
Not Students with Disabilities	55.6	59.5	34.4	37.3
Academically or Intellectually Gifted	>95	>95	81.6	82.3
Math (grades 3–8)[2]	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	54.6	56.2	36.7	37.4
American Indian	41.9	37.0	23.0	21.6
Asian	84.7	73.9	73.3	61.5
Black	36.4	30.7	18.7	14.5
Hispanic	43.4	42.2	25.4	24.3
Two or More Races	53.5	48.9	34.6	30.2
White	68.0	62.3	49.6	42.9
Economically Disadvantaged	40.6	45.3	22.4	26.0
Not Economically Disadvantaged	69.3	67.7	51.7	49.4
English Learners	29.5	25.8	14.9	12.1
Not English Learners	57.8	59.0	39.5	39.7
Students with Disabilities	20.2	20.0	9.4	9.5
Not Students with Disabilities	60.1	63.3	41.1	42.8
Academically or Intellectually Gifted	>95	>95	89.2	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	59.5	63.0	35.9	39.1
American Indian	45.2	59.3	21.2	33.3
Asian	83.8	84.9	66.9	60.3
Black	43.8	39.2	19.7	14.3
Hispanic	47.6	49.2	23.8	26.1
Two or More Races	61.3	59.2	37.3	36.2
White	72.5	69.0	48.5	44.9
Economically Disadvantaged	45.5	52.4	21.4	28.1
Not Economically Disadvantaged	72.3	72.5	49.0	49.0
English Learners	16.1	12.8	<5	<5
Not English Learners	64.0	67.1	39.2	42.1
Students with Disabilities	17.2	17.3	5.3	<5
Not Students with Disabilities	64.8	70.0	39.7	44.4
Academically or Intellectually Gifted	>95	>95	83.5	85.5

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	37.0	44.6	12.9	16.7
American Indian	23.9	30.8	7.0	7.7
Asian	62.8	64.5	32.4	35.5
Black	25.3	25.0	6.5	5.6
Hispanic	30.0	37.0	9.6	13.0
Two or More Races	36.9	41.8	12.6	14.4
White	50.1	49.9	19.4	19.4
Economically Disadvantaged	28.9	37.3	8.4	12.7
Not Economically Disadvantaged	48.5	53.6	19.3	21.6
English Learners	15.3	17.0	<5	<5
Not English Learners	40.3	47.8	14.3	18.2
Students with Disabilities	13.5	16.1	<5	<5
Not Students with Disabilities	41.3	50.5	14.8	19.7
Academically or Intellectually Gifted	85.0	88.0	49.5	54.7
NC Math 3 (grades 9–12)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	57.6	63.1	34.1	37.0
American Indian	47.8	58.3	20.1	26.7
Asian	86.7	82.4	73.1	63.5
Black	39.9	33.0	17.3	12.7
Hispanic	47.6	53.2	24.0	27.6
Two or More Races	56.5	53.8	32.4	25.9
White	69.4	68.4	44.7	41.9
Economically Disadvantaged	43.7	53.0	20.0	26.5
Not Economically Disadvantaged	68.8	70.9	45.4	45.1
English Learners	25.0	22.7	9.1	7.0
Not English Learners	60.0	65.5	35.9	38.8
Students with Disabilities	20.9	21.9	6.6	6.3
Not Students with Disabilities	60.7	67.1	36.4	40.0
Academically or Intellectually Gifted	92.8	92.3	78.1	76.1
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	68.0	71.5	57.9	61.6
American Indian	59.2	60.9	48.6	52.2
Asian	88.2	81.3	82.4	71.4
Black	52.6	48.0	40.0	34.9
Hispanic	56.2	53.6	45.2	42.7
Two or More Races	69.1	66.3	58.1	53.9
White	81.0	78.4	72.5	69.1
Economically Disadvantaged	56.5	62.8	44.5	51.6
Not Economically Disadvantaged	79.8	80.2	71.7	71.8
English Learners	34.4	27.4	23.8	18.8
Not English Learners	72.2	75.3	62.2	65.4
Students with Disabilities	32.1	35.0	21.2	24.9
Not Students with Disabilities	73.6	78.5	63.7	68.7
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	53.4	56.2	44.7	46.8
American Indian	44.5	47.4	35.4	35.5
Asian	82.0	82.8	76.7	68.8
Black	34.6	25.8	26.3	18.1
Hispanic	40.7	40.4	32.2	32.0
Two or More Races	54.1	50.6	44.3	40.4
White	67.4	63.2	58.2	53.5
Economically Disadvantaged	38.7	45.3	29.9	35.4
Not Economically Disadvantaged	66.4	65.6	57.8	56.6
English Learners	15.2	7.2	10.2	5.4
Not English Learners	56.8	59.7	47.8	49.7
Students with Disabilities	18.6	17.5	10.7	11.5
Not Students with Disabilities	57.6	62.3	48.8	52.3
Academically or Intellectually Gifted	93.8	>95	89.3	89.7

[1] The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] 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 2023–24 test performance and participation by subgroup[1]

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	50.1	48.6	30.5	27.6
American Indian	36.6	31.0	17.9	24.1
Asian	75.8	81.8	58.3	51.5
Black	35.6	42.2	17.3	22.4
Hispanic	36.2	49.7	18.5	28.5
Two or More Races	51.4	48.7	30.9	27.0
White	62.9	51.2	41.6	29.7
Economically Disadvantaged	36.9	43.0	18.4	21.8
Not Economically Disadvantaged	63.9	61.9	43.3	41.4
English Learners	16.5	24.1	6.2	6.9
Not English Learners	54.4	49.1	33.7	28.0
Students with Disabilities	15.5	21.2	6.7	9.5
Not Students with Disabilities	55.6	53.0	34.4	30.5
Academically or Intellectually Gifted	>95	89.7	81.6	75.2
Math (grades 3–8)[2]	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	54.6	35.5	36.7	19.6
American Indian	41.9	24.1	23.0	13.8
Asian	84.7	75.4	73.3	60.0
Black	36.4	29.5	18.7	14.6
Hispanic	43.4	33.2	25.4	16.8
Two or More Races	53.5	31.3	34.6	17.0
White	68.0	39.2	49.6	22.3
Economically Disadvantaged	40.6	28.1	22.4	13.7
Not Economically Disadvantaged	69.3	53.3	51.7	33.7
English Learners	29.5	10.3	14.9	<5
Not English Learners	57.8	36.1	39.5	20.0
Students with Disabilities	20.2	16.5	9.4	7.1
Not Students with Disabilities	60.1	38.6	41.1	21.6
Academically or Intellectually Gifted	>95	86.1	89.2	63.5
English II	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	59.5	63.7	35.9	39.2
American Indian	45.2	54.5	21.2	27.3
Asian	83.8	*	66.9	*
Black	43.8	58.8	19.7	31.6
Hispanic	47.6	70.6	23.8	45.6
Two or More Races	61.3	61.7	37.3	36.2
White	72.5	65.9	48.5	42.9
Economically Disadvantaged	45.5	57.4	21.4	33.4
Not Economically Disadvantaged	72.3	73.5	49.0	48.1
English Learners	16.1	16.7	<5	<5
Not English Learners	64.0	64.9	39.2	40.2
Students with Disabilities	17.2	28.6	5.3	12.9

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	64.8	69.6	39.7	43.6
Academically or Intellectually Gifted	>95	>95	83.5	85.7
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	37.0	30.5	12.9	9.6
American Indian	23.9	*	7.0	*
Asian	62.8	*	32.4	*
Black	25.3	24.6	6.5	<5
Hispanic	30.0	37.7	9.6	10.1
Two or More Races	36.9	28.6	12.6	11.9
White	50.1	32.3	19.4	12.6
Economically Disadvantaged	28.9	26.5	8.4	6.1
Not Economically Disadvantaged	48.5	40.0	19.3	17.9
English Learners	15.3	18.8	<5	6.3
Not English Learners	40.3	30.9	14.3	9.7
Students with Disabilities	13.5	16.1	<5	<5
Not Students with Disabilities	41.3	32.6	14.8	10.3
Academically or Intellectually Gifted	85.0	81.8	49.5	63.6
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	57.6	47.8	34.1	23.8
American Indian	47.8	*	20.1	*
Asian	86.7	*	73.1	*
Black	39.9	40.2	17.3	16.3
Hispanic	47.6	50.8	24.0	25.4
Two or More Races	56.5	48.8	32.4	17.1
White	69.4	49.8	44.7	27.1
Economically Disadvantaged	43.7	43.0	20.0	21.5
Not Economically Disadvantaged	68.8	54.7	45.4	27.1
English Learners	25.0	*	9.1	*
Not English Learners	60.0	48.6	35.9	24.2
Students with Disabilities	20.9	31.8	6.6	<5
Not Students with Disabilities	60.7	49.7	36.4	26.1
Academically or Intellectually Gifted	92.8	84.0	78.1	64.0
Science (grades 5 and 8)	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	68.0	62.9	57.9	52.1
American Indian	59.2	*	48.6	*
Asian	88.2	90.9	82.4	81.8
Black	52.6	51.8	40.0	42.1
Hispanic	56.2	63.8	45.2	49.6
Two or More Races	69.1	53.9	58.1	43.4
White	81.0	70.6	72.5	60.1
Economically Disadvantaged	56.5	57.4	44.5	45.0
Not Economically Disadvantaged	79.8	74.8	71.7	67.5
English Learners	34.4	25.0	23.8	15.0
Not English Learners	72.2	63.7	62.2	52.9

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	32.1	46.3	21.2	28.5
Not Students with Disabilities	73.6	65.4	63.7	55.8
Academically or Intellectually Gifted	>95	94.1	>95	92.2
Biology	**Level 3 and above State**	**Level 3 and above region**	**Level 4 and above State**	**Level 4 and above region**
All Students	53.4	47.0	44.7	38.7
American Indian	44.5	*	35.4	*
Asian	82.0	*	76.7	*
Black	34.6	38.5	26.3	30.8
Hispanic	40.7	50.0	32.2	41.4
Two or More Races	54.1	40.0	44.3	35.6
White	67.4	53.5	58.2	44.1
Economically Disadvantaged	38.7	40.1	29.9	32.1
Not Economically Disadvantaged	66.4	60.8	57.8	52.0
English Learners	15.2	*	10.2	*
Not English Learners	56.8	47.7	47.8	39.3
Students with Disabilities	18.6	18.0	10.7	13.1
Not Students with Disabilities	57.6	51.6	48.8	42.7
Academically or Intellectually Gifted	93.8	>95	89.3	92.0

[1]An asterisk symbol indicates insufficient data. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).
[2] Eighth 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 Region[1]

Region		Overall Performance Grade					Total schools
		A	B	C	D	F	
Northeast	Number	13	25	61	66	5	170
	Percent	7.6	14.7	35.9	38.8	2.9	
Southeast	Number	16	54	102	64	14	250
	Percent	6.4	21.6	40.8	25.6	5.6	
North Central	Number	56	152	203	136	31	578
	Percent	9.7	26.3	35.1	23.5	5.4	
Sandhills	Number	14	34	100	86	20	254
	Percent	5.5	13.4	39.4	33.9	7.9	
Piedmont-Triad	Number	23	65	171	145	33	437
	Percent	5.3	14.9	39.1	33.2	7.6	
Southwest	Number	53	109	181	139	55	537
	Percent	9.9	20.3	33.7	25.9	10.2	
Northwest	Number	11	37	94	41	1	184
	Percent	6.0	20.1	51.1	22.3	0.5	
Western	Number	8	50	96	27	3	184
	Percent	4.3	27.2	52.2	14.7	1.6	
Virtual[2]	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

TABLE 55. Number and percent of schools with School Performance Grades by growth designations by State School Board Region[1]

Region		Growth status			Total schools
		Exceeds	Meets	Does not meet	
Northeast	**Number**	46	73	41	160
	Percent	28.8	45.6	25.6	
Southeast	**Number**	73	98	77	248
	Percent	29.4	39.5	31.0	
North Central	**Number**	200	254	115	569
	Percent	35.1	44.6	20.2	
Sandhills	**Number**	67	110	66	243
	Percent	27.6	45.3	27.2	
Piedmont-Triad	**Number**	98	203	129	430
	Percent	22.8	47.2	30.0	
Southwest	**Number**	161	216	144	521
	Percent	30.9	41.5	27.6	
Northwest	**Number**	41	83	55	179
	Percent	22.9	46.4	30.7	
Western	**Number**	45	83	51	179
	Percent	25.1	46.4	28.5	
Virtual[2]	**Number**	0	0	2	2
	Percent	0.0	0.0	100.0	

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

TABLE 56. Number and percent of reading grades by State School Board Region[1]

Region		Reading grade					Total schools
		A	B	C	D	F	
Northeast	Number	0	10	32	65	13	120
	Percent	0.0	8.3	26.7	54.2	10.8	
Southeast	Number	4	24	72	78	20	198
	Percent	2.0	12.1	36.4	39.4	10.1	
North Central	Number	13	109	164	154	31	471
	Percent	2.8	23.1	34.8	32.7	6.6	
Sandhills	Number	1	15	53	100	28	197
	Percent	0.5	7.6	26.9	50.8	14.2	
Piedmont-Triad	Number	3	23	100	178	42	346
	Percent	0.9	6.6	28.9	51.4	12.1	
Southwest	Number	8	72	134	143	69	426
	Percent	1.9	16.9	31.5	33.6	16.2	
Northwest	Number	0	10	72	58	2	142
	Percent	0.0	7.0	50.7	40.8	1.4	
Western	Number	1	17	82	37	5	142
	Percent	0.7	12.0	57.7	26.1	3.5	
Virtual[2]	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

TABLE 57. Number and percent of mathematics grades by State School Board Region[1]

Region		Mathematics grade					Total schools
		A	B	C	D	F	
Northeast	**Number**	2	18	47	43	10	120
	Percent	1.7	15.0	39.2	35.8	8.3	
Southeast	**Number**	9	50	67	48	24	198
	Percent	4.5	25.3	33.8	24.2	12.1	
North Central	**Number**	36	127	168	109	31	471
	Percent	7.6	27.0	35.7	23.1	6.6	
Sandhills	**Number**	4	22	68	76	27	197
	Percent	2.0	11.2	34.5	38.6	13.7	
Piedmont-Triad	**Number**	10	60	124	117	35	346
	Percent	2.9	17.3	35.8	33.8	10.1	
Southwest	**Number**	34	103	125	108	56	426
	Percent	8.0	24.2	29.3	25.4	13.1	
Northwest	**Number**	2	38	67	33	2	142
	Percent	1.4	26.8	47.2	23.2	1.4	
Western	**Number**	3	33	71	29	6	142
	Percent	2.1	23.2	50.0	20.4	4.2	
Virtual[2]	**Number**	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

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 Region[1]

Region		Overall Performance Grade American Indian					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	0	0	0	0	0	0
	Percent	*	*	*	*	*	
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	7	21	16	46
	Percent	2.2	2.2	15.2	45.7	34.8	
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	0	5	1	6
	Percent	0.0	0.0	0.0	83.3	16.7	
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 Region[1]

Region		Overall Performance Grade Asian					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	3	0	0	0	0	3
	Percent	100.0	0.0	0.0	0.0	0.0	
Southeast	**Number**	0	0	0	3	0	3
	Percent	0.0	0.0	0.0	100.0	0.0	
North Central	**Number**	69	21	5	0	0	95
	Percent	72.6	22.1	5.3	0.0	0.0	
Sandhills	**Number**	4	1	0	0	0	5
	Percent	80.0	20.0	0.0	0.0	0.0	
Piedmont-Triad	**Number**	17	9	13	7	1	47
	Percent	36.2	19.1	27.7	14.9	2.1	
Southwest	**Number**	62	24	4	5	0	95
	Percent	65.3	25.3	4.2	5.3	0.0	
Northwest	**Number**	1	4	9	5	0	19
	Percent	5.3	21.1	47.4	26.3	0.0	
Western	**Number**	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Virtual[2]	**Number**	1	0	1	0	0	2
	Percent	50.0	0.0	50.0	0.0	0.0	

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

TABLE 60. Number and percent of Black subgroup grades by State School Board Region[1]

Region		Overall Performance Grade Black					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	5	4	21	69	25	124
	Percent	4.0	3.2	16.9	55.6	20.2	
Southeast	**Number**	1	3	28	76	53	161
	Percent	0.6	1.9	17.4	47.2	32.9	
North Central	**Number**	12	22	125	233	85	477
	Percent	2.5	4.6	26.2	48.8	17.8	
Sandhills	**Number**	3	2	40	116	35	196
	Percent	1.5	1.0	20.4	59.2	17.9	
Piedmont-Triad	**Number**	4	14	46	147	65	276
	Percent	1.4	5.1	16.7	53.3	23.6	
Southwest	**Number**	6	36	121	157	97	417
	Percent	1.4	8.6	29.0	37.6	23.3	
Northwest	**Number**	0	0	1	7	15	23
	Percent	0.0	0.0	4.3	30.4	65.2	
Western	**Number**	0	0	4	6	19	29
	Percent	0.0	0.0	13.8	20.7	65.5	
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 Region[1]

Region		Overall Performance Grade Hispanic					Total Subgroups
		A	B	C	D	F	
Northeast	**Number**	0	11	18	28	3	60
	Percent	0.0	18.3	30.0	46.7	5.0	
Southeast	**Number**	3	15	71	69	16	174
	Percent	1.7	8.6	40.8	39.7	9.2	
North Central	**Number**	12	39	161	186	44	442
	Percent	2.7	8.8	36.4	42.1	10.0	
Sandhills	**Number**	4	24	62	60	17	167
	Percent	2.4	14.4	37.1	35.9	10.2	
Piedmont-Triad	**Number**	3	13	98	147	44	305
	Percent	1.0	4.3	32.1	48.2	14.4	
Southwest	**Number**	11	42	135	156	64	408
	Percent	2.7	10.3	33.1	38.2	15.7	
Northwest	**Number**	1	5	41	44	4	95
	Percent	1.1	5.3	43.2	46.3	4.2	
Western	**Number**	0	5	35	31	11	82
	Percent	0.0	6.1	42.7	37.8	13.4	
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 62. Number and percent of Two or More Races subgroup grades by State School Board Region[1]

Region		Overall Performance Grade Two or More Races					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	0	4	12	6	0	22
	Percent	0.0	18.2	54.5	27.3	0.0	
Southeast	**Number**	0	10	29	21	6	66
	Percent	0.0	15.2	43.9	31.8	9.1	
North Central	**Number**	10	34	53	28	5	130
	Percent	7.7	26.2	40.8	21.5	3.8	
Sandhills	**Number**	1	14	27	32	9	83
	Percent	1.2	16.9	32.5	38.6	10.8	
Piedmont-Triad	**Number**	1	13	24	28	15	81
	Percent	1.2	16.0	29.6	34.6	18.5	
Southwest	**Number**	4	39	43	41	14	141
	Percent	2.8	27.7	30.5	29.1	9.9	
Northwest	**Number**	0	1	10	12	0	23
	Percent	0.0	4.3	43.5	52.2	0.0	
Western	**Number**	0	0	5	12	1	18
	Percent	0.0	0.0	27.8	66.7	5.6	
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 63. Number and percent of White subgroup grades by State School Board Region[1]

Region		Overall Performance Grade White					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	10	37	54	8	1	110
	Percent	9.1	33.6	49.1	7.3	0.9	
Southeast	**Number**	19	91	87	22	1	220
	Percent	8.6	41.4	39.5	10.0	0.5	
North Central	**Number**	123	208	117	21	3	472
	Percent	26.1	44.1	24.8	4.4	0.6	
Sandhills	**Number**	12	68	72	34	2	188
	Percent	6.4	36.2	38.3	18.1	1.1	
Piedmont-Triad	**Number**	32	99	147	55	3	336
	Percent	9.5	29.5	43.8	16.4	0.9	
Southwest	**Number**	67	164	121	49	8	409
	Percent	16.4	40.1	29.6	12.0	2.0	
Northwest	**Number**	11	52	92	24	0	179
	Percent	6.1	29.1	51.4	13.4	0.0	
Western	**Number**	13	76	77	13	1	180
	Percent	7.2	42.2	42.8	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 Region[1]

Region		Overall Performance Grade Economically Disadvantaged					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	7	8	47	89	12	163
	Percent	4.3	4.9	28.8	54.6	7.4	
Southeast	**Number**	6	18	86	103	28	241
	Percent	2.5	7.5	35.7	42.7	11.6	
North Central	**Number**	18	29	172	256	82	557
	Percent	3.2	5.2	30.9	46.0	14.7	
Sandhills	**Number**	9	6	74	129	31	249
	Percent	3.6	2.4	29.7	51.8	12.4	
Piedmont-Triad	**Number**	8	17	127	217	57	426
	Percent	1.9	4.0	29.8	50.9	13.4	
Southwest	**Number**	8	36	187	206	81	518
	Percent	1.5	6.9	36.1	39.8	15.6	
Northwest	**Number**	2	10	80	76	5	173
	Percent	1.2	5.8	46.2	43.9	2.9	
Western	**Number**	1	12	84	66	10	173
	Percent	0.6	6.9	48.6	38.2	5.8	
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 Region[1]

Region		Overall Performance Grade English Learner					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	0	2	2	11	10	25
	Percent	0.0	8.0	8.0	44.0	40.0	
Southeast	**Number**	0	1	3	36	46	86
	Percent	0.0	1.2	3.5	41.9	53.5	
North Central	**Number**	3	19	31	124	145	322
	Percent	0.9	5.9	9.6	38.5	45.0	
Sandhills	**Number**	0	0	5	27	37	69
	Percent	0.0	0.0	7.2	39.1	53.6	
Piedmont-Triad	**Number**	1	4	17	81	112	215
	Percent	0.5	1.9	7.9	37.7	52.1	
Southwest	**Number**	3	26	35	131	105	300
	Percent	1.0	8.7	11.7	43.7	35.0	
Northwest	**Number**	0	0	5	27	22	54
	Percent	0.0	0.0	9.3	50.0	40.7	
Western	**Number**	0	0	4	18	24	46
	Percent	0.0	0.0	8.7	39.1	52.2	
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 Region[1]

Region		Overall Performance Grade Students with Disabilities					Total subgroups
		A	B	C	D	F	
Northeast	**Number**	0	0	1	8	85	94
	Percent	0.0	0.0	1.1	8.5	90.4	
Southeast	**Number**	0	0	4	22	154	180
	Percent	0.0	0.0	2.2	12.2	85.6	
North Central	**Number**	0	0	11	102	299	412
	Percent	0.0	0.0	2.7	24.8	72.6	
Sandhills	**Number**	0	0	2	24	128	154
	Percent	0.0	0.0	1.3	15.6	83.1	
Piedmont-Triad	**Number**	0	1	5	43	246	295
	Percent	0.0	0.3	1.7	14.6	83.4	
Southwest	**Number**	0	3	13	64	304	384
	Percent	0.0	0.8	3.4	16.7	79.2	
Northwest	**Number**	0	0	0	14	91	105
	Percent	0.0	0.0	0.0	13.3	86.7	
Western	**Number**	0	0	0	18	87	105
	Percent	0.0	0.0	0.0	17.1	82.9	
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	2021–22	2022–23	2023–24
1.4	1.4.1 Increase average composite score on state-mandated college entrance exam by subgroup	All Students	18.2	18.2	18.1
		American Indian	15.9	15.6	15.6
		Asian	22.8	23.2	23.1
		Black	15.2	15.3	15.3
		Hispanic	16.1	16.2	16.2
		Two or More Races	18.2	18.2	18.1
		White	19.9	20.0	19.8
		Economically Disadvantaged	15.6	15.8	15.9
		English Learners	13.1	13.3	13.4
		Students with Disabilities	14.0	14.0	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 24	Please see Table 23

Objective	Measure			
2.3	Increase the percentage of students proficient in math by subgroup	Please see Table 3		
2.4	Increase the percentage of students proficient in reading by the end of third grade (2018–19 is the baseline year)	**2021–22** 46.4	**2022–23** 47.8	**2023–24** 48.6
2.5	Increase the percentage high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim progress	Please see Table 26		
2.6	Increase the percentage of students proficient in science by subgroup	Please see Table 5		
2.7	Increase the number of schools meeting or exceeding growth measure by subgroup	Please see Table 15		

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]	204	91	44.6	52	25.5

[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.