

2024–25 Performance and Growth of North Carolina Public Schools

Annual Testing Report (September 3, 2025)

Statistical Summary of Results

This report provides performance and growth data for the 2024–25 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, including the associated alternates, which are aligned to the North Carolina Standard Course of Study in reading, mathematics, and 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 (College-and-Career Readiness) on the EOG, EOC, and NCEExtend1 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

The appendix includes test performance data and School Performance Grades by State Board of Education (SBE) regions and by virtual charter schools.

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/accountability-and-testing/school-accountability-and-reporting>. The testing results are available in a database at <https://go.ncdpi.gov/AccountabilityDashboards>. 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 2022–23 and the 2023–24 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 college and career at the end of high school if continued learning occurs.

Compared to the 2023–24 school year, all content areas and all grade levels for mathematics and reading show either the same or an increase in the percentage of students meeting Level 3 and above and Level 4 and above except for:

- Grade 3 reading students scoring Level 3 and above and Level 4 and above,
- Grade 3 mathematics students scoring Level 4 and above,
- English II students scoring Level 3 and above and Level 4 and above,
- Grade 8 NC Math 1 students scoring Level 3 and above and Level 4 and above,
- Grades 9–12 NC Math 1 students scoring Level 3 and above and Level 4 and above, and
- All NC Math 1 students scoring Level 3 and above.

With newly adopted science content standards (July 2023), new science assessments for grades 5 and 8 and biology were implemented in the 2024–25 school year. Comparisons to previous school years’ assessments are not valid due to the differences in the content standards.

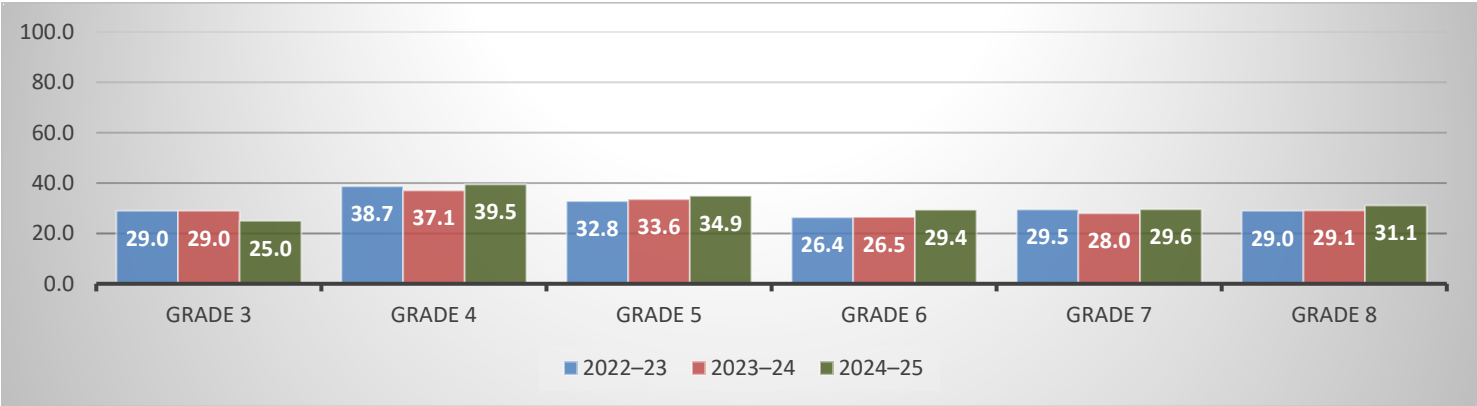


FIGURE 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard).

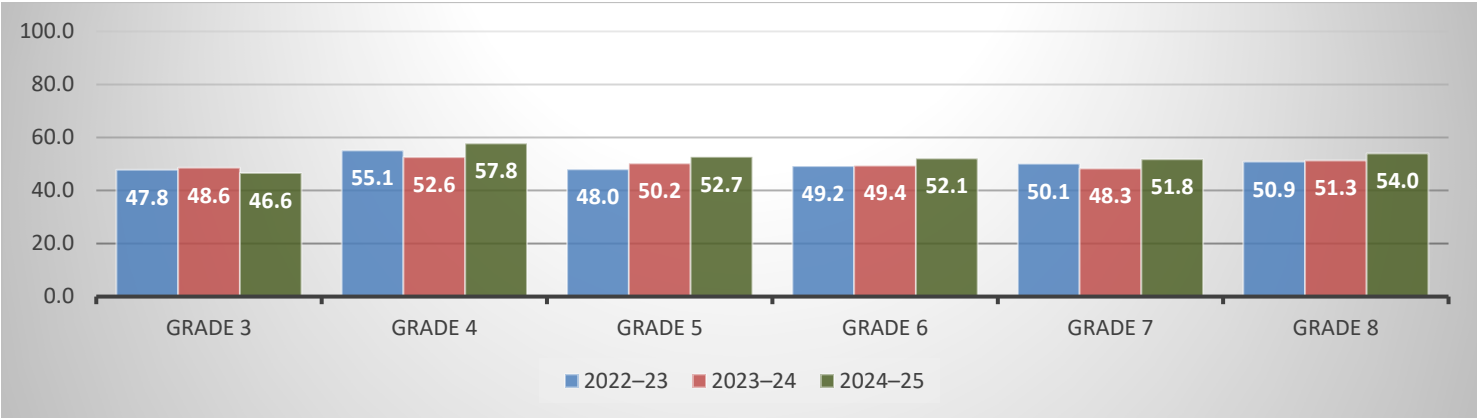


FIGURE 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard).

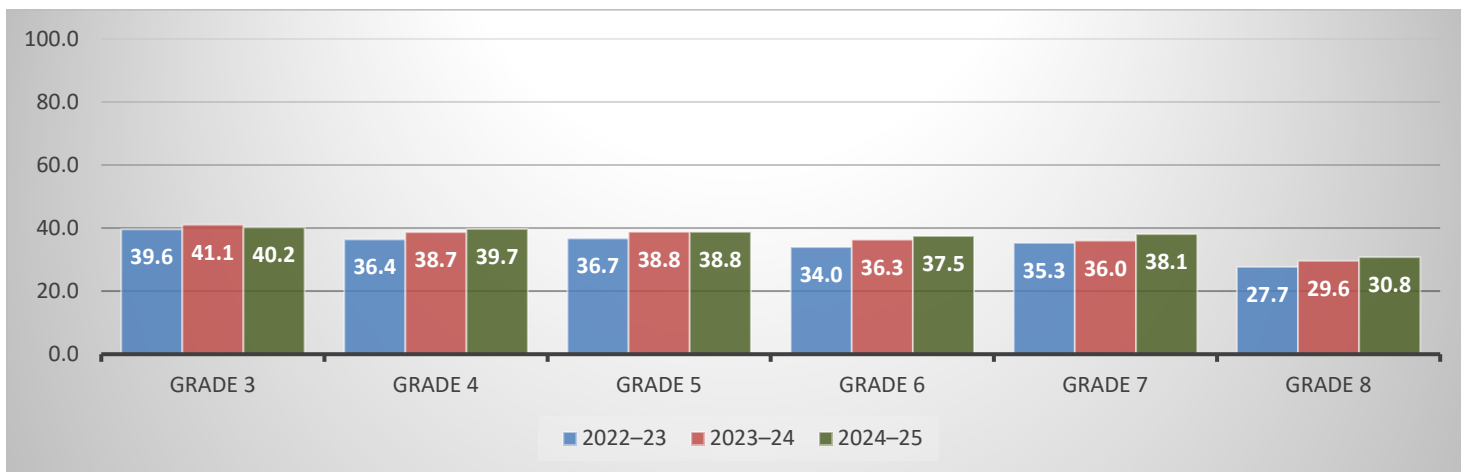


FIGURE 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard).

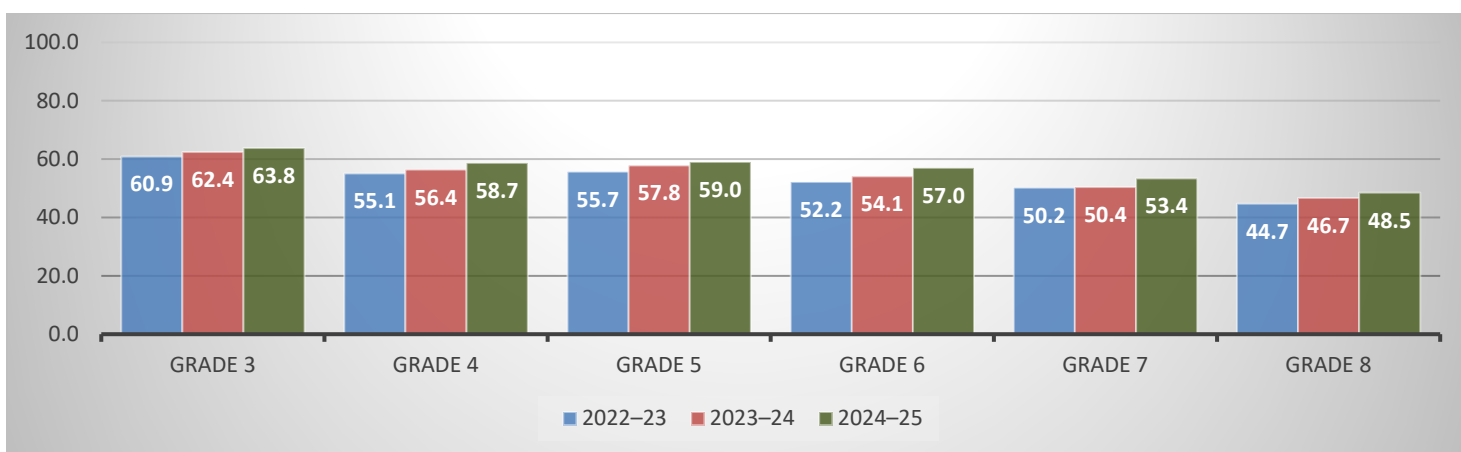


FIGURE 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard).

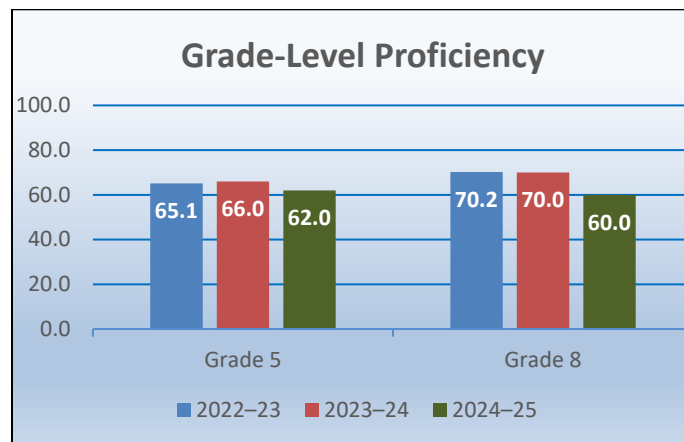
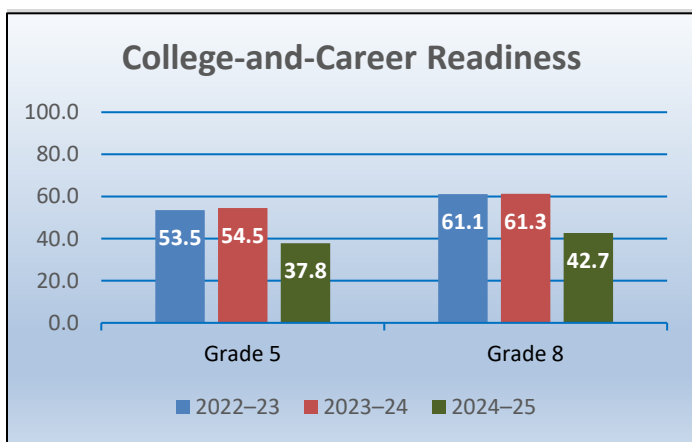


FIGURE 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

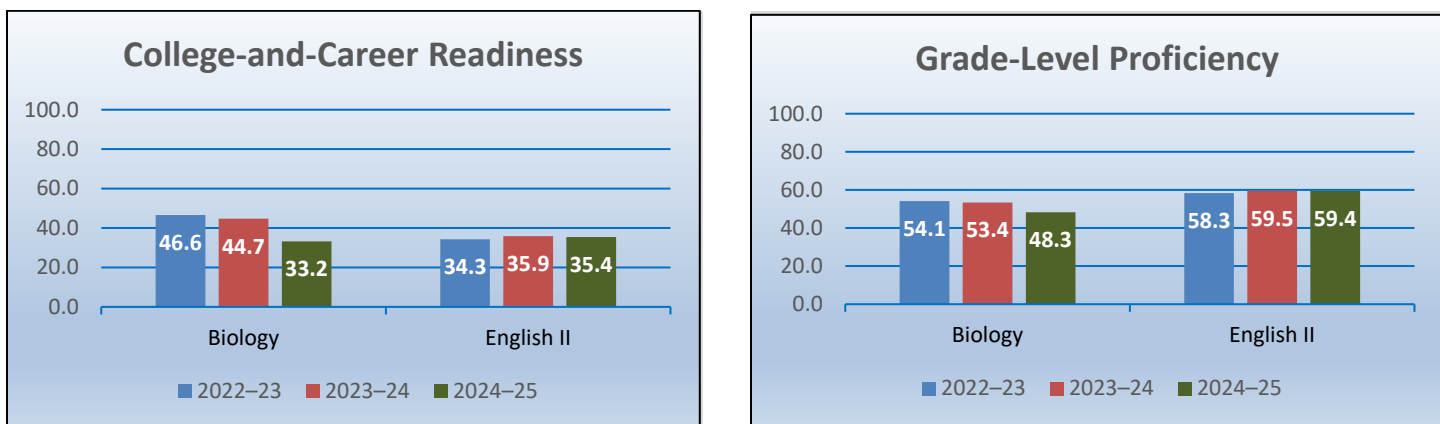


FIGURE 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard).

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.

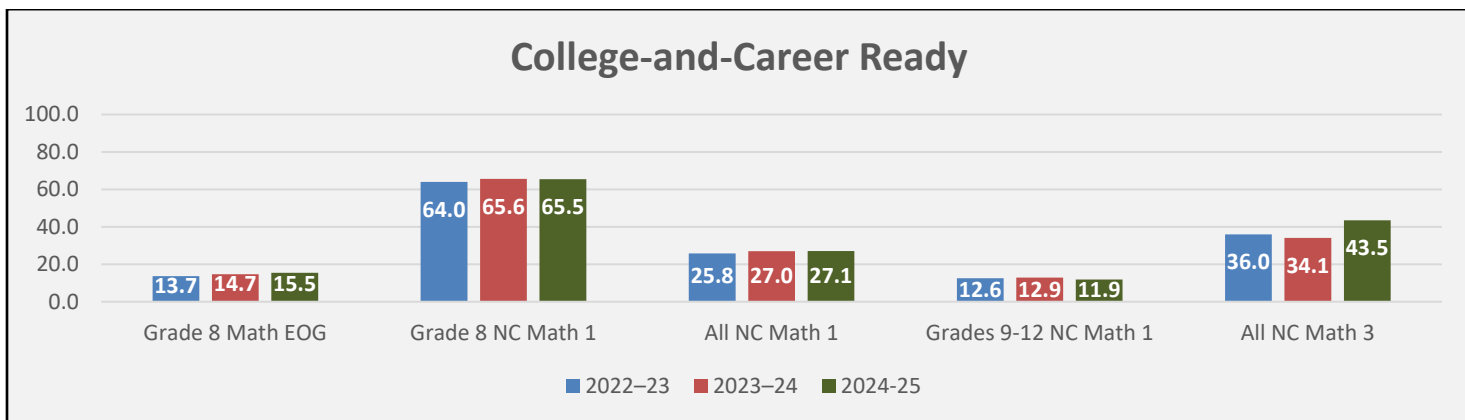


FIGURE 7. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 4 and above—CCR Standard).

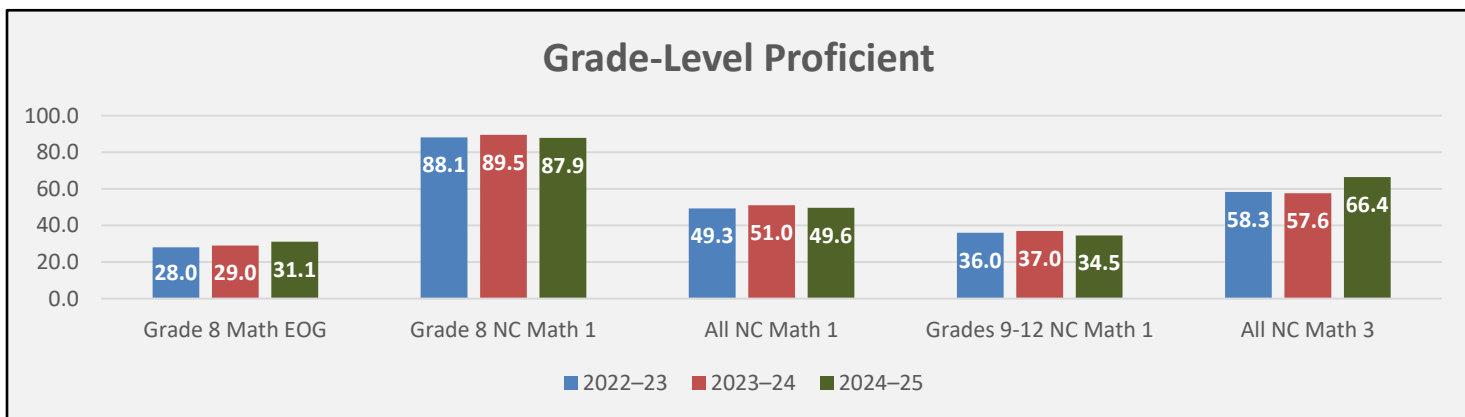


FIGURE 8. Mathematics end-of-grade and end-of-course performance information at grades 8–12 (Level 3 and above—GLP Standard).

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 college-and-career readiness.

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

Student Subgroup	Reading Grade 3			Reading Grade 4			Reading Grade 5		
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	47.8	48.6	46.6	55.1	52.6	57.8	48.0	50.2	52.7
American Indian	36.1	40.3	35.3	40.7	40.0	47.9	33.4	35.9	39.8
Asian	70.1	70.4	69.2	78.0	74.9	79.8	73.7	76.3	76.2
Black	33.1	35.2	32.9	40.3	38.7	44.6	31.4	35.5	38.2
Hispanic	33.8	34.2	33.3	42.5	38.4	44.0	34.1	36.8	39.1
Two or More Races	48.8	50.8	48.8	56.1	54.4	60.1	48.8	50.4	54.7
White	60.5	60.9	58.6	67.4	65.3	69.9	61.7	63.0	65.4
Economically Disadvantaged	34.7	36.5	34.4	41.9	40.1	45.8	33.6	36.8	39.7
Not Economically Disadvantaged	63.1	62.0	59.6	70.0	66.1	70.2	63.7	64.3	65.7
English Learners	21.0	21.7	21.0	28.3	23.2	28.6	14.7	16.0	16.0
Not English Learners	51.4	52.6	50.5	58.8	56.9	62.2	52.0	54.7	57.3
Students with Disabilities	17.9	19.1	17.3	18.7	17.5	20.1	14.2	14.7	14.9
Not Students with Disabilities	52.8	53.7	51.6	61.1	58.9	64.6	53.3	56.2	59.3
Academically or Intellectually Gifted	>95	94.4	92.9	>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)*

Student Subgroup	Reading Grade 6			Reading Grade 7			Reading Grade 8		
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	49.2	49.4	52.1	50.1	48.3	51.8	50.9	51.3	54.0
American Indian	31.9	34.5	39.5	36.2	31.9	36.0	38.4	37.5	36.6
Asian	76.8	77.0	78.3	78.9	76.9	78.4	79.3	79.6	80.1
Black	33.1	34.5	38.2	34.7	34.0	37.4	35.2	35.6	39.4
Hispanic	36.2	35.7	39.4	37.3	34.2	38.4	38.4	37.6	40.7
Two or More Races	51.1	51.0	52.5	50.0	49.7	54.4	51.0	51.8	55.9
White	62.1	62.1	64.3	62.8	61.0	64.3	64.2	65.0	66.8
Economically Disadvantaged	35.0	35.9	38.8	36.0	34.6	38.3	36.8	37.6	40.6
Not Economically Disadvantaged	65.1	63.5	65.5	65.4	62.2	64.7	65.9	65.1	66.5
English Learners	12.3	11.3	12.0	12.5	11.7	14.2	11.5	12.6	16.2
Not English Learners	53.1	53.7	56.7	54.1	52.7	56.4	54.9	55.9	58.7
Students with Disabilities	13.8	13.5	13.9	14.3	13.2	13.9	14.9	14.4	14.9
Not Students with Disabilities	54.5	54.9	58.4	55.3	53.4	57.4	56.0	56.6	59.5
Academically or Intellectually Gifted	>95	94.9	>95	>95	94.5	>95	94.7	>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 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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	60.9	62.4	63.8	55.1	56.4	58.7	55.7	57.8	59.0
American Indian	52.8	58.5	56.9	42.5	41.2	46.4	39.5	43.2	45.9
Asian	85.3	85.8	87.0	83.6	83.8	85.6	85.6	86.7	86.2
Black	43.7	47.1	48.6	35.6	38.6	41.5	35.5	39.7	41.6
Hispanic	51.5	51.4	54.6	46.3	46.1	48.9	46.6	47.9	49.1
Two or More Races	60.1	62.3	63.4	53.5	54.8	57.3	53.9	56.0	58.3
White	72.7	74.2	74.8	68.0	69.2	71.0	69.2	70.9	71.4
Economically Disadvantaged	48.5	50.7	52.1	41.2	43.1	45.7	41.3	44.0	45.6
Not Economically Disadvantaged	75.2	75.5	76.2	70.8	70.6	72.1	71.6	72.4	72.5
English Learners	43.2	42.9	47.8	38.0	36.6	39.3	33.0	32.7	33.1
Not English Learners	63.2	65.4	66.2	57.5	59.2	61.6	58.5	61.1	62.3
Students with Disabilities	29.5	30.9	30.8	22.2	22.9	24.0	19.6	20.6	20.7
Not Students with Disabilities	66.0	67.9	69.4	60.6	62.3	64.9	61.5	64.2	65.8
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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	52.2	54.1	57.0	50.2	50.4	53.4	44.7	46.7	48.5
American Indian	35.6	41.2	44.7	36.5	31.8	38.3	27.8	36.6	31.3
Asian	83.7	85.7	87.3	84.1	83.9	85.5	82.0	82.5	82.9
Black	31.3	34.6	38.6	29.5	30.5	33.9	25.7	28.9	31.2
Hispanic	41.3	42.7	46.3	39.0	38.4	42.2	33.8	34.9	37.3
Two or More Races	51.3	52.9	55.5	47.7	49.7	51.8	41.8	44.2	46.6
White	66.9	68.3	70.5	65.0	65.2	67.7	58.8	60.3	61.5
Economically Disadvantaged	36.8	39.4	42.5	34.6	34.9	38.0	29.1	31.6	33.3
Not Economically Disadvantaged	69.5	69.7	71.6	67.2	66.2	68.1	61.3	61.9	62.7
English Learners	21.7	22.9	24.8	19.8	20.4	23.5	14.3	17.0	20.9
Not English Learners	55.5	57.7	60.6	53.4	54.0	57.1	47.8	50.3	52.0
Students with Disabilities	16.5	16.7	17.5	15.9	15.6	16.3	11.8	12.9	13.0
Not Students with Disabilities	57.6	59.9	63.5	55.2	55.5	59.0	49.4	51.6	53.5
Academically or Intellectually Gifted	>95	>95	>95	>95	>95	>95	92.8	94.3	94.7

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

Student Subgroup	Science Grade 5			Science Grade 8		
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	65.1	66.0	62.0	70.2	70.0	60.0
American Indian	55.3	56.6	52.5	62.8	61.9	46.6
Asian	85.3	86.0	82.5	90.8	90.6	85.3
Black	47.4	50.3	45.5	54.3	54.9	43.4
Hispanic	54.1	53.9	49.2	59.5	58.4	47.5
Two or More Races	66.4	66.9	63.7	71.4	71.5	61.6
White	78.5	79.2	75.8	83.1	82.9	73.6
Economically Disadvantaged	52.8	54.3	49.4	58.3	58.7	46.4
Not Economically Disadvantaged	78.7	78.3	74.6	82.8	81.4	72.6
English Learners	36.2	34.5	28.9	31.9	34.3	25.4
Not English Learners	68.7	70.1	66.2	74.0	74.3	64.3
Students with Disabilities	30.2	30.3	27.6	34.4	34.2	23.9
Not Students with Disabilities	70.7	72.0	68.1	75.2	75.1	65.0
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)*

Student Subgroup	English II			Biology			NC Math 1			NC Math 3**		
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	58.3	59.5	59.4	54.1	53.4	48.3	36.0	37.0	34.5	58.3	57.6	66.4
American Indian	42.7	45.2	44.3	47.1	44.5	32.0	27.7	23.9	28.1	49.2	47.8	61.9
Asian	83.1	83.8	83.3	82.1	82.0	80.7	60.2	62.8	57.2	86.5	86.7	90.1
Black	42.2	43.8	43.8	33.8	34.6	29.9	23.0	25.3	25.3	39.3	39.9	51.4
Hispanic	46.7	47.6	47.0	41.3	40.7	36.1	29.5	30.0	27.4	49.6	47.6	57.7
Two or More Races	59.9	61.3	60.7	56.0	54.1	49.1	37.7	36.9	34.4	56.2	56.5	65.9
White	70.8	72.5	72.9	68.1	67.4	62.4	48.7	50.1	45.6	69.7	69.4	76.8
Economically Disadvantaged	43.7	45.5	45.4	38.6	38.7	33.5	27.6	28.9	26.9	43.7	43.7	54.0
Not Economically Disadvantaged	72.0	72.3	71.5	67.8	66.4	60.9	48.4	48.5	44.4	69.7	68.8	75.9
English Learners	11.8	16.1	15.6	14.4	15.2	13.2	15.5	15.3	16.1	26.6	25.0	36.8
Not English Learners	61.9	64.0	64.2	56.8	56.8	52.2	38.8	40.3	37.8	60.1	60.0	69.2
Students with Disabilities	16.6	17.2	17.6	18.9	18.6	16.8	12.5	13.5	12.8	21.4	20.9	30.0
Not Students with Disabilities	63.7	64.8	64.6	58.4	57.6	52.1	40.3	41.3	38.5	61.5	60.7	69.4
Academically or Intellectually Gifted	>95	>95	>95	93.6	93.8	92.0	83.9	85.0	80.8	92.8	92.8	>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).

** 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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	29.0	29.0	25.0	38.7	37.1	39.5	32.8	33.6	34.9
American Indian	18.2	19.1	16.0	25.5	23.4	27.8	18.8	19.9	21.7
Asian	51.0	50.1	45.2	64.6	60.0	63.4	58.8	61.8	59.8
Black	16.3	17.4	14.4	23.5	23.3	25.9	17.4	19.4	21.1
Hispanic	17.1	17.0	15.2	26.3	24.1	26.2	20.0	21.7	22.7
Two or More Races	29.6	29.7	25.7	38.8	37.8	40.1	32.9	33.5	35.9
White	39.5	39.4	34.0	50.9	49.2	51.7	45.3	45.1	46.4
Economically Disadvantaged	17.1	18.0	14.9	25.3	24.5	27.1	19.4	20.6	22.3
Not Economically Disadvantaged	42.7	41.3	35.8	53.9	50.7	52.4	47.5	47.2	47.5
English Learners	8.7	8.8	7.6	14.5	11.7	14.3	5.7	6.8	6.1
Not English Learners	31.7	32.0	27.7	42.0	40.8	43.4	36.1	37.1	38.5
Students with Disabilities	8.5	9.2	6.8	10.0	9.7	10.4	7.1	7.1	6.8
Not Students with Disabilities	32.4	32.4	28.1	43.4	42.0	44.8	36.8	38.1	39.8
Academically or Intellectually Gifted	84.0	81.4	75.2	90.5	88.2	88.2	86.0	84.5	83.8

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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	26.4	26.5	29.4	29.5	28.0	29.6	29.0	29.1	31.1
American Indian	11.5	14.2	16.8	16.2	15.1	16.9	17.4	15.7	15.8
Asian	56.7	56.7	58.7	60.6	59.8	60.9	60.3	61.3	61.9
Black	13.6	13.8	16.7	15.8	14.9	16.2	15.1	14.9	17.2
Hispanic	15.4	15.0	18.1	18.4	16.2	17.5	17.9	17.2	19.2
Two or More Races	26.8	27.3	30.0	28.8	28.0	30.5	28.5	28.9	31.6
White	36.4	36.8	39.6	40.4	38.6	40.6	40.3	40.8	42.5
Economically Disadvantaged	14.4	15.0	17.2	17.0	15.7	17.0	16.5	16.6	18.1
Not Economically Disadvantaged	40.0	38.7	41.6	43.2	40.5	41.8	42.4	41.7	43.2
English Learners	<5	<5	<5	<5	<5	<5	<5	<5	<5
Not English Learners	29.0	29.3	32.4	32.3	30.9	32.8	31.7	32.2	34.5
Students with Disabilities	<5	<5	<5	5.2	5.0	5.0	<5	<5	<5
Not Students with Disabilities	29.7	29.9	33.4	33.1	31.3	33.3	32.4	32.7	34.8
Academically or Intellectually Gifted	78.1	76.7	78.8	80.3	79.1	79.5	78.9	79.8	81.9

*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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	39.6	41.1	40.2	36.4	38.7	39.7	36.7	38.8	38.8
American Indian	29.3	33.0	32.4	23.0	22.8	23.6	18.9	24.1	24.9
Asian	69.8	71.5	70.9	70.7	71.2	73.0	73.0	74.2	73.9
Black	21.6	23.8	23.2	17.5	20.8	21.5	17.3	20.0	21.0
Hispanic	28.9	29.8	29.3	26.5	27.9	29.2	26.7	28.3	27.9
Two or More Races	38.1	39.0	39.0	33.6	36.4	37.7	33.9	35.9	37.4
White	52.0	53.7	52.4	49.2	51.4	52.3	49.7	51.9	51.3
Economically Disadvantaged	25.9	27.8	26.7	22.3	24.7	25.6	21.9	24.1	24.3
Not Economically Disadvantaged	55.4	55.9	54.5	52.5	53.7	54.2	52.9	54.3	53.3
English Learners	23.0	23.2	23.8	19.6	20.3	21.2	15.1	15.9	15.3
Not English Learners	41.8	43.8	42.7	38.8	41.3	42.5	39.4	41.8	41.8
Students with Disabilities	14.4	15.5	14.2	10.8	11.5	11.6	8.6	9.9	8.7
Not Students with Disabilities	43.7	45.5	44.6	40.7	43.5	44.7	41.2	43.7	44.1
Academically or Intellectually Gifted	94.1	94.0	92.8	92.0	92.2	92.2	91.4	91.6	91.1

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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	34.0	36.3	37.5	35.3	36.0	38.1	27.7	29.6	30.8
American Indian	16.7	23.5	24.2	21.8	18.4	23.5	14.3	16.8	14.5
Asian	73.2	75.6	75.8	75.3	76.6	77.0	68.9	70.7	71.2
Black	14.8	17.6	18.9	15.7	16.8	19.2	11.6	13.4	14.9
Hispanic	22.6	24.1	26.3	23.7	23.7	26.0	18.2	19.1	20.3
Two or More Races	31.7	34.2	34.7	31.7	34.1	36.3	24.5	27.1	28.7
White	47.4	49.8	50.7	49.1	49.9	51.8	39.0	41.0	41.9
Economically Disadvantaged	18.9	21.3	22.2	19.7	20.5	22.4	14.5	16.2	17.1
Not Economically Disadvantaged	51.0	52.2	53.0	52.2	51.9	53.1	41.7	43.0	43.5
English Learners	9.0	9.6	10.3	8.9	10.4	11.9	5.9	7.6	9.8

	Mathematics Grade 6			Mathematics Grade 7			Mathematics Grade 8**		
**Student Subgroup	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
Not English Learners	36.7	39.4	40.6	38.1	39.1	41.3	29.9	32.2	33.4
Students with Disabilities	6.2	7.0	7.1	6.3	6.7	7.0	<5	<5	5.1
Not Students with Disabilities	38.2	40.8	42.5	39.5	40.3	42.7	31.0	33.1	34.4
Academically or Intellectually Gifted	89.6	90.7	90.2	88.9	90.1	91.4	76.0	78.7	79.9

*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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	53.5	54.5	37.8	61.1	61.3	42.7
American Indian	41.6	44.5	25.8	52.6	52.8	28.0
Asian	77.9	78.9	64.7	86.7	86.1	75.3
Black	34.2	36.8	20.7	42.4	43.3	25.0
Hispanic	41.0	41.4	25.4	49.3	48.7	29.9
Two or More Races	53.8	54.5	37.8	61.9	62.1	42.3
White	68.1	69.1	51.2	76.0	75.9	56.6
Economically Disadvantaged	39.6	41.0	23.9	47.2	48.0	27.9
Not Economically Disadvantaged	68.7	68.8	51.6	75.9	74.6	56.4
English Learners	23.6	23.3	10.1	21.6	24.3	12.4
Not English Learners	57.1	58.6	41.3	65.1	65.6	46.5
Students with Disabilities	19.4	19.6	9.8	23.6	23.1	10.2
Not Students with Disabilities	58.9	60.5	42.7	66.5	66.7	47.3
Academically or Intellectually Gifted	>95	>95	88.5	>95	>95	91.7

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

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	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
All Students	34.3	35.9	35.4	46.6	44.7	33.2	12.6	12.9	11.9	36.0	34.1	43.5
American Indian	17.3	21.2	21.4	38.0	35.4	17.9	8.7	7.0	9.0	26.0	20.1	35.6
Asian	66.4	66.9	67.5	77.5	76.7	69.2	32.7	32.4	28.5	74.2	73.1	79.6
Black	18.6	19.7	19.4	26.6	26.3	17.1	5.7	6.5	7.3	17.6	17.3	25.8
Hispanic	23.0	23.8	23.4	34.1	32.2	21.7	9.2	9.6	8.6	25.9	24.0	32.7
Two or More Races	35.2	37.3	35.7	47.8	44.3	33.3	12.9	12.6	11.2	33.1	32.4	42.2

	English II			Biology			NC Math 1			NC Math 3		
Student Subgroup	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
White	45.8	48.5	48.4	60.3	58.2	45.2	19.0	19.4	17.1	46.9	44.7	55.1
Economically Disadvantaged	19.9	21.4	21.3	30.8	29.9	19.3	8.1	8.4	8.2	21.1	20.0	29.0
Not Economically Disadvantaged	47.8	49.0	47.7	60.7	57.8	44.9	19.3	19.3	16.9	47.6	45.4	54.5
English Learners	<5	<5	<5	10.4	10.2	6.6	<5	<5	<5	10.0	9.1	14.5
Not English Learners	36.8	39.2	39.0	49.1	47.8	36.1	13.8	14.3	13.2	37.4	35.9	46.2
Students with Disabilities	<5	5.3	5.3	11.9	10.7	7.0	<5	<5	<5	6.7	6.6	10.4
Not Students with Disabilities	38.1	39.7	39.2	50.9	48.8	36.4	14.4	14.8	13.6	38.5	36.4	46.2
Academically or Intellectually Gifted	81.6	83.5	83.6	89.7	89.3	79.9	50.6	49.5	44.1	79.3	78.1	86.8

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

Section 3. Performance Disaggregated by Academic Achievement Level

Figures 9–12 show disaggregated 2023–24 and 2024–25 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.

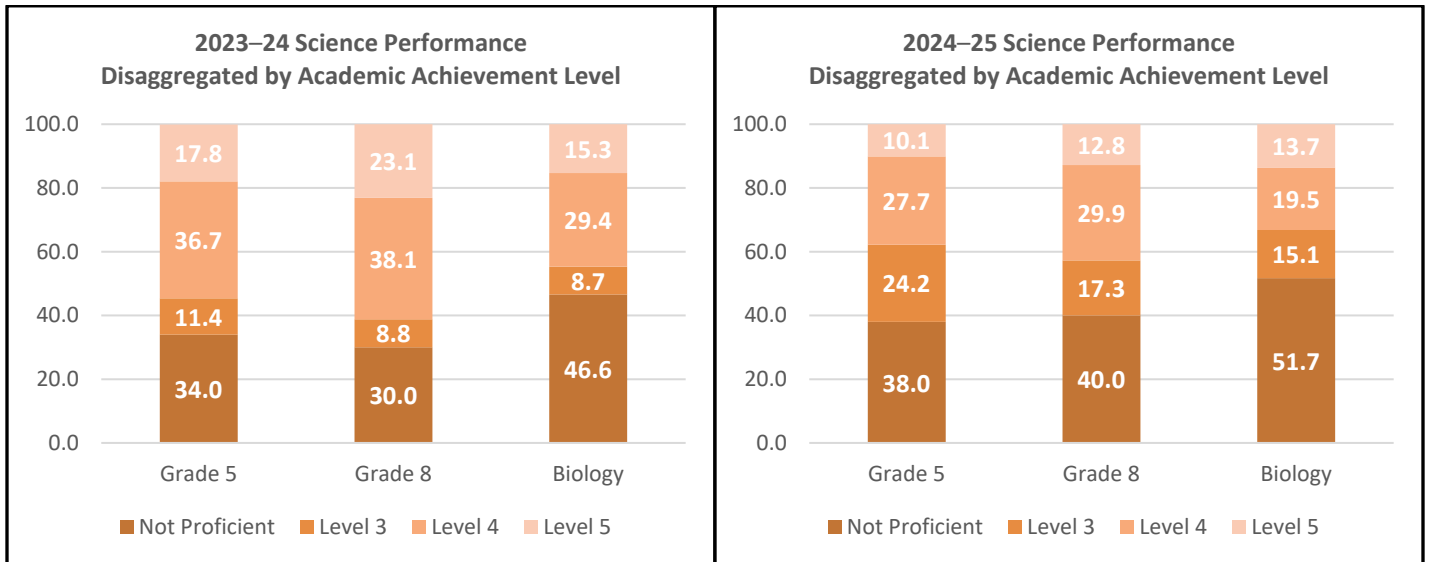


FIGURE 10. End-of-grade science and biology test performance for all students.

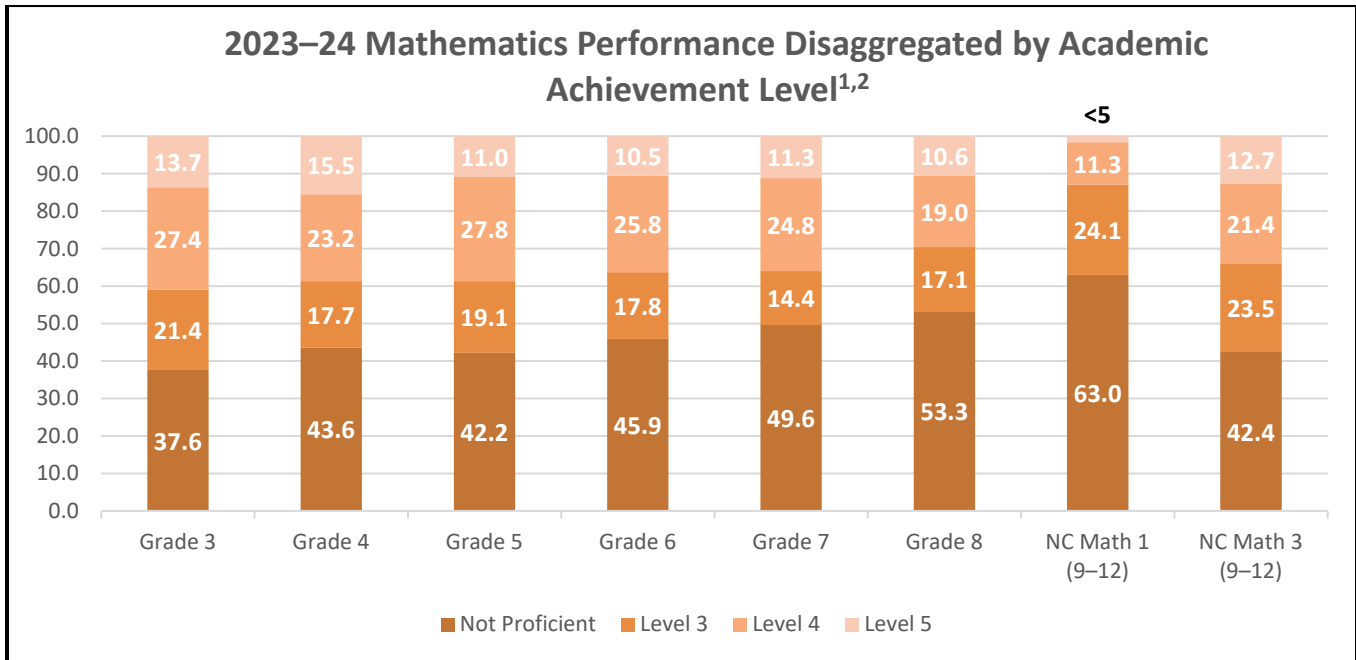


FIGURE 11. 2023–24 end-of-grade and end-of-course mathematics test performance for all students.

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.

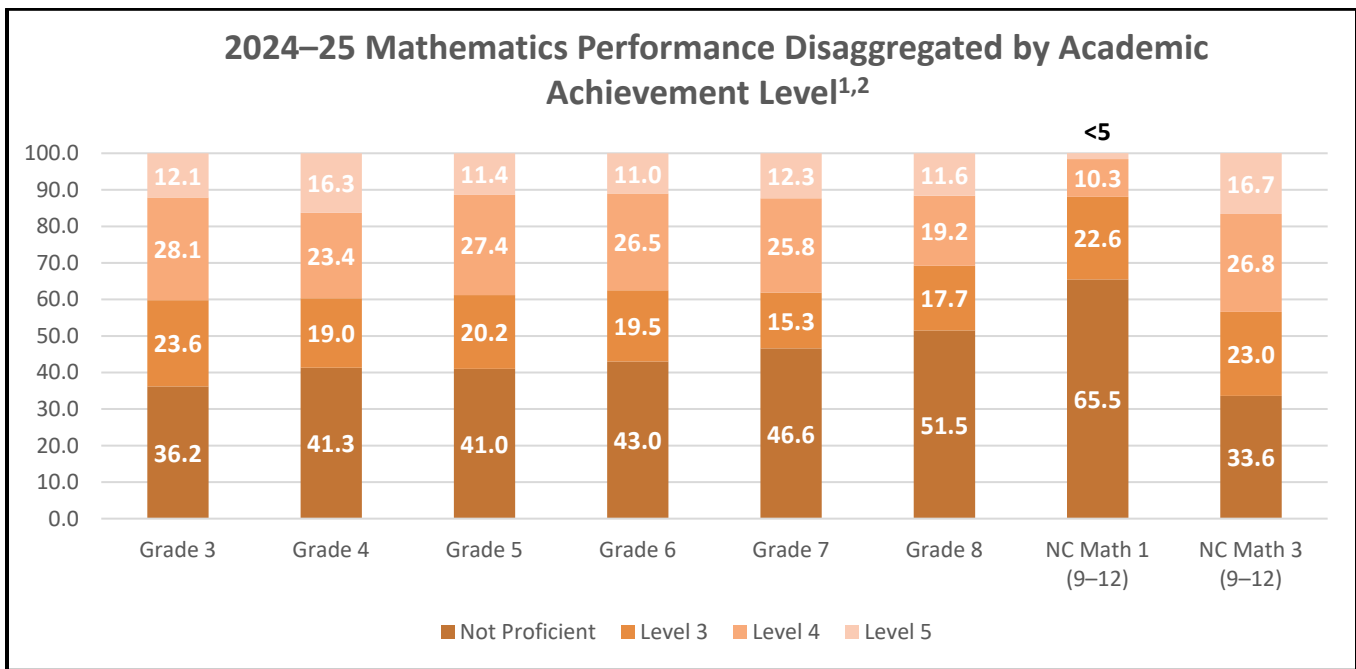


FIGURE 12. 2024–25 end-of-grade and end-of-course mathematics test performance for all students.

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 2024–25 school year, school accountability growth results are presented for the 2,541 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 2024–25 school year, 70.7% of all schools met or exceeded growth expectations.

TABLE 13. School accountability growth

Growth category	2022–23 Number	2022–23 Percent	2023–24 Number	2023–24 Percent	2024–25 Number	2024–25 Percent
Exceeded expected growth	725	28.3	733	28.7	714	28.1
Met expected growth	1,126	44.0	1,122	43.9	1,083	42.6
Did not meet growth	710	27.7	703	27.5	744	29.3
Total	2,561		2,558		2,541	

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	310	25.7	206	30.2	198	30.4
Met expected growth	610	50.5	247	36.2	226	34.7
Did not meet growth	287	23.8	229	33.6	228	35.0
Total	1,207		682		652	

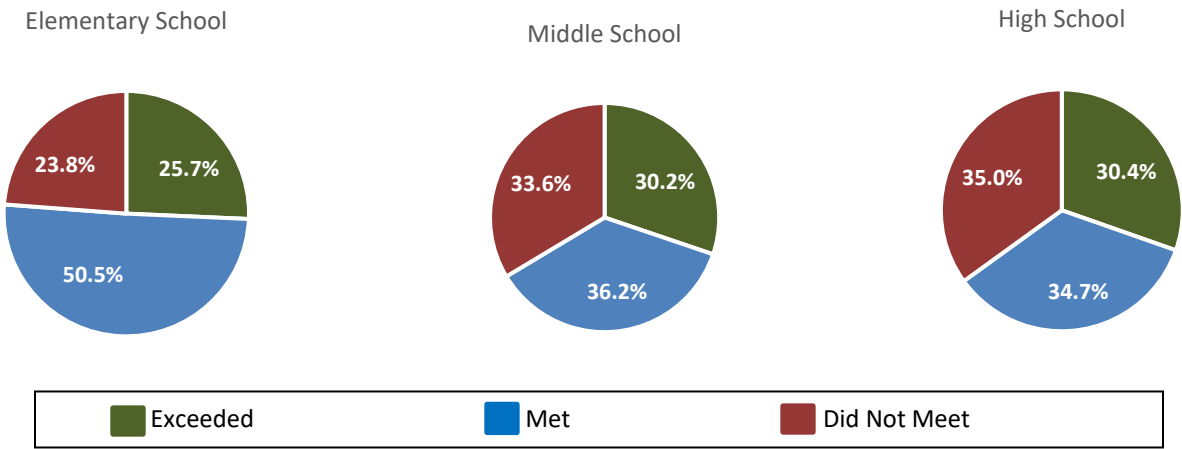


FIGURE 13. Growth status by school type.

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 52 school-level American Indian subgroups that met the data requirement of having at least thirty students in the subgroup. Schools' subgroups that did not meet the minimum data requirement of thirty 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	7	13.5	34	65.4	11	21.2	52
Asian	92	36.9	152	61.0	5	2.0	249
Black	250	15.7	970	60.8	375	23.5	1,595
Hispanic	317	18.8	1,112	66.0	255	15.1	1,684
Two or More Races	29	6.5	368	82.3	50	11.2	447
White	418	20.9	1,103	55.2	477	23.9	1,998
Economically Disadvantaged	428	17.6	1,297	53.3	707	29.1	2,432
English Learner	263	24.0	707	64.6	125	11.4	1,095
Students with Disabilities	120	8.1	1,025	68.9	343	23.1	1,488

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

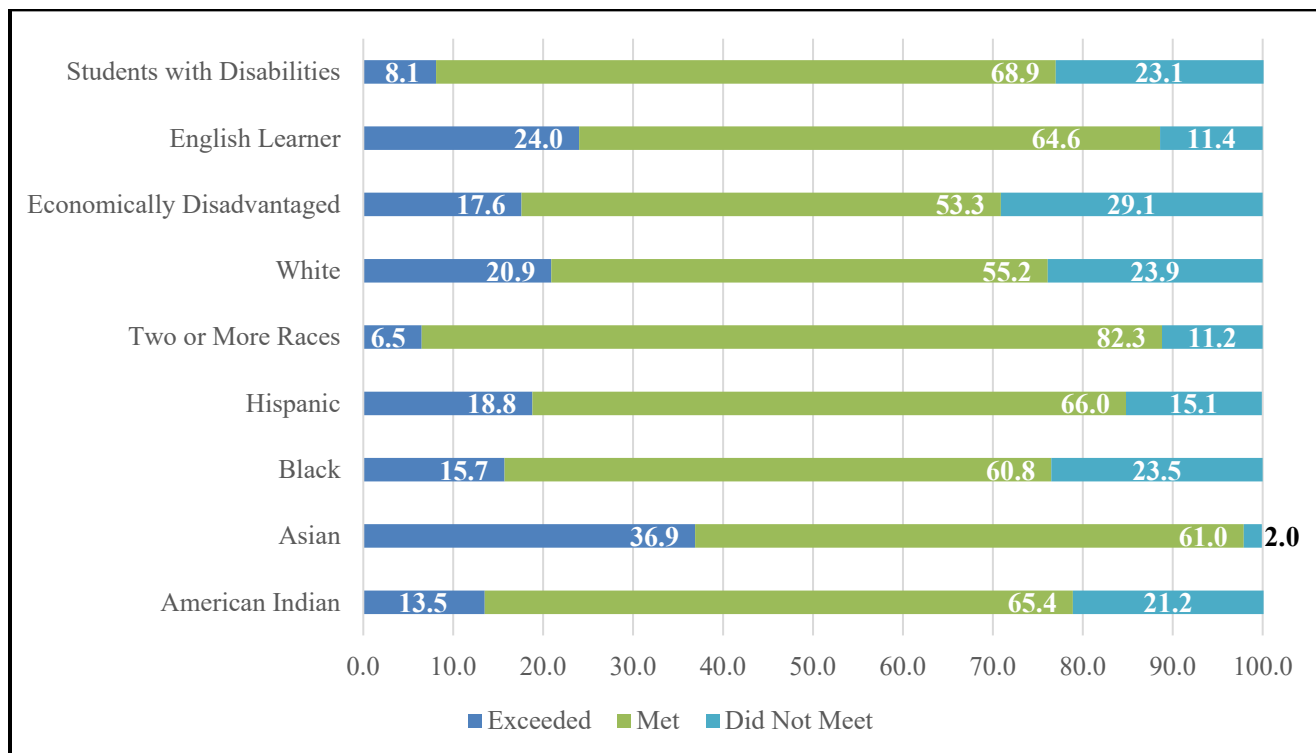


FIGURE 14. Subgroup growth designations – percentages less than 5% are provided in table 15.

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 3–8 and science assessments in grades 5 and 8 (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 8 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 9th 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 9 or higher).
3. The percentage of 12th grade students who complete NC Math 3 with a passing grade.
4. The percentage of 12th 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, 2,584 received School Performance Grades (SPG) for the 2024–25 school year. Of the schools not included in the SPG report, 98 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 2022–23	Percent of schools 2022–23	Number of schools 2023–24	Percent of schools 2023–24	Number of schools 2024–25	Percent of schools 2024–25
A	180	6.9	194	7.5	196	7.6
B	515	19.8	526	20.3	535	20.7
C	983	37.8	1,009	38.9	1,040	40.2
D	712	27.4	705	27.1	681	26.4
F	208	8.0	163	6.3	132	5.1
Total	2,598		2,597		2,584	

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

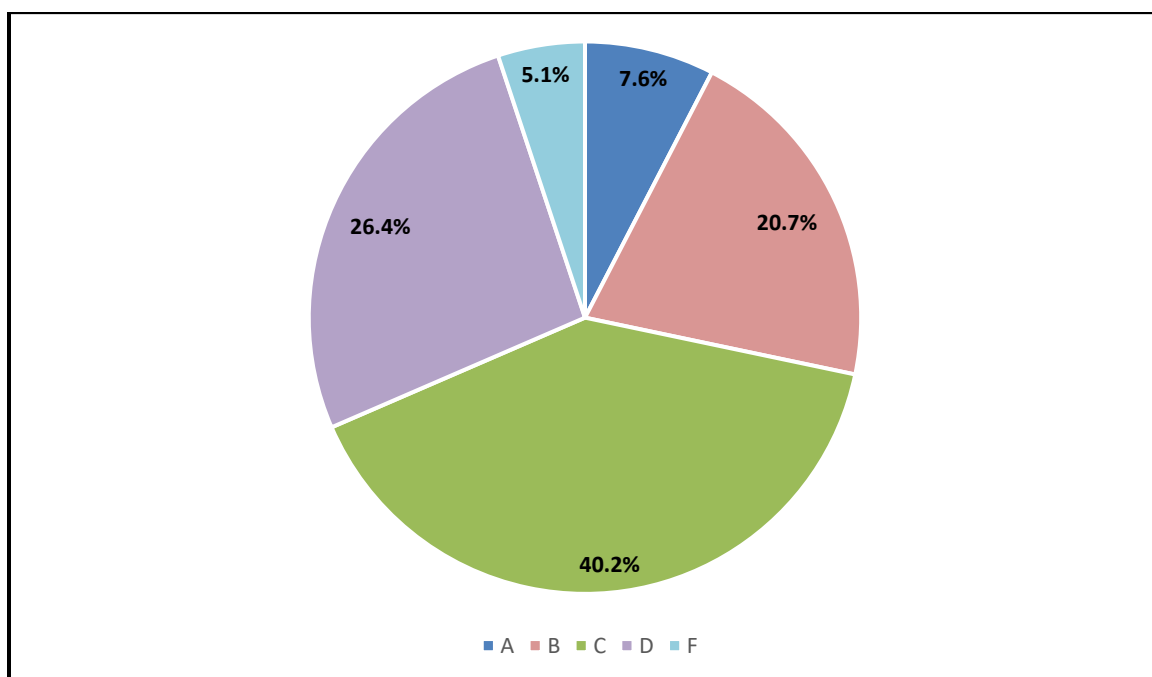


FIGURE 15. 2024–25 School Performance Grades for all schools.

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 2024–25, 63.1% of the elementary and middle schools earned a grade of C or better, compared to 84.3% 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	70	3.6	48	3.8	22	3.2	126	19.2
B	367	19.0	278	22.3	89	13.0	168	25.6
C	781	40.5	510	40.9	271	39.7	259	39.5
D	594	30.8	349	28.0	245	35.9	87	13.3
F	117	6.1	62	5.0	55	8.1	15	2.3
Total	1,929		1,247		682		655	

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

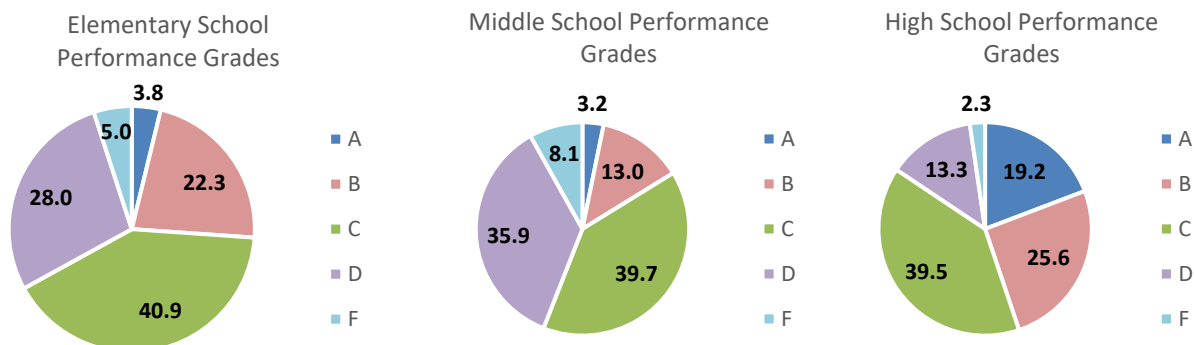


FIGURE 16. School Performance Grades by school type.

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	1.8	177	63.2	25	1.5	32	1.8	27	4.5	292	14.0	57	2.3	13	1.1	0	0.0
B	3	5.5	63	22.5	99	5.9	169	9.6	126	21.1	775	37.0	146	5.9	56	4.8	3	0.2
C	14	25.5	32	11.4	409	24.3	722	40.8	235	39.4	799	38.2	887	35.7	188	16.2	37	2.1
D	19	34.5	8	2.9	796	47.3	682	38.6	166	27.8	206	9.8	1,116	44.9	514	44.3	320	18.1
F	18	32.7	0	0.0	353	21.0	164	9.3	43	7.2	20	1.0	281	11.3	390	33.6	1,412	79.7
Total	55		280		1,682		1,769		597		2,092		2,487		1,161		1,772	

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

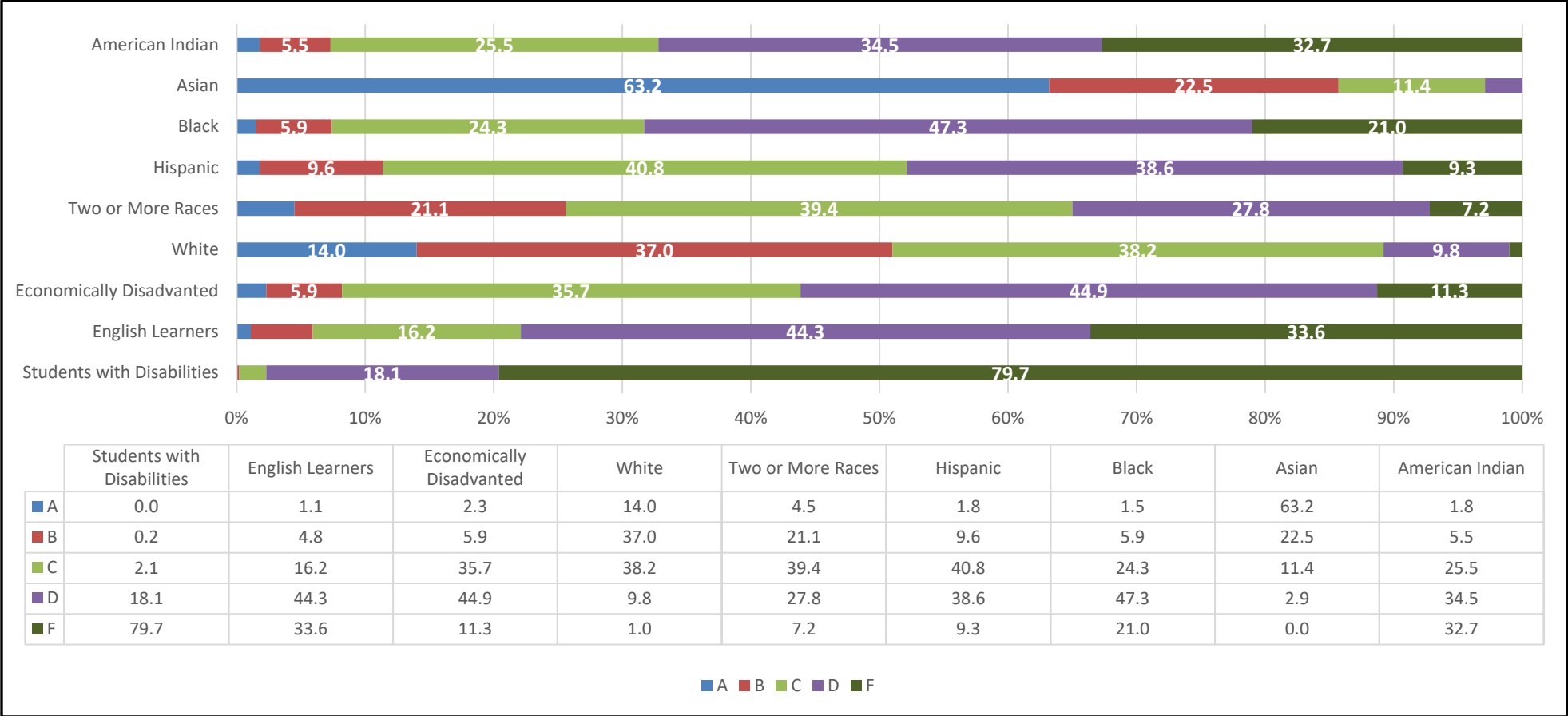


FIGURE 17. Subgroup letter grades – percentages less than 5% are provided in table 18.

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.

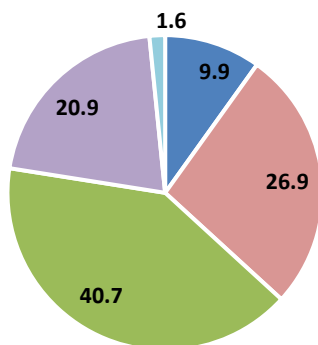
Table 19 and figure 18 show that of the 2,515 schools with both an SPG and a school accountability growth status, 1,790 (71.2%) met or exceeded growth; of those schools, 178 (9.9%) earned an A, 481 (26.9%) earned a B, and 728 (40.7%) earned a C.

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	178	9.9	134	18.8	44	4.1	3	0.4
B	481	26.9	232	32.5	249	23.1	40	5.5
C	728	40.7	245	34.3	483	44.9	296	40.8
D	375	20.9	101	14.1	274	25.5	289	39.9
F	28	1.6	2	0.3	26	2.4	97	13.4
Total	1,790		714		1,076		725	

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

Schools Meeting or Exceeding Growth



Schools Not Meeting Growth

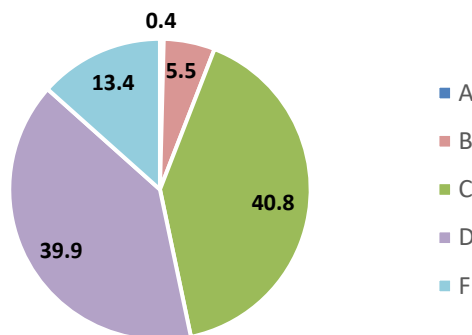


FIGURE 18. School Performance Grade by school by growth designations.

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

Tables 20 and 21 present SPGs and school accountability growth by the percentage of Economically Disadvantaged Students (EDS) for schools. The 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 ranges¹

Percent EDS	Measure	School Performance Grade					
		A	B	C	D	F	Total
State level	Percent	7.6	20.7	40.3	26.3	5.1	
0–20%	Number	83	46	2	0	0	131
	Percent	63.4	35.1	1.5	0.0	0.0	
21%–40%	Number	71	257	117	8	1	454
	Percent	15.6	56.6	25.8	1.8	0.2	
41%–60%	Number	39	188	602	217	20	1,066
	Percent	3.7	17.6	56.5	20.4	1.9	
61%–80%	Number	3	44	304	384	78	813
	Percent	0.4	5.4	37.4	47.2	9.6	
81%–100%	Number	0	0	15	71	33	119
	Percent	0.0	0.0	12.6	59.7	27.7	

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

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

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

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

TABLE 21. Growth status and EDS percent ranges¹

Percent EDS	Measure	Growth Status			
		Exceeded	Met	Did Not meet	Total
State level	Percent	28.1	42.6	29.3	
0–20%	Number	66	51	10	127
	Percent	52.0	40.2	7.9	
21%–40%	Number	159	190	92	441
	Percent	36.1	43.1	20.9	
41%–60%	Number	276	429	335	1,040
	Percent	26.5	41.3	32.2	
61%–80%	Number	190	353	266	809
	Percent	23.5	43.6	32.9	
81%–100%	Number	23	60	41	124
	Percent	18.5	48.4	33.1	

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	39	1.9	113	5.6
B	299	14.7	497	24.5
C	797	39.2	760	37.4
D	738	36.3	512	25.2
F	158	7.8	150	7.4
Total	2,031		2,032	

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

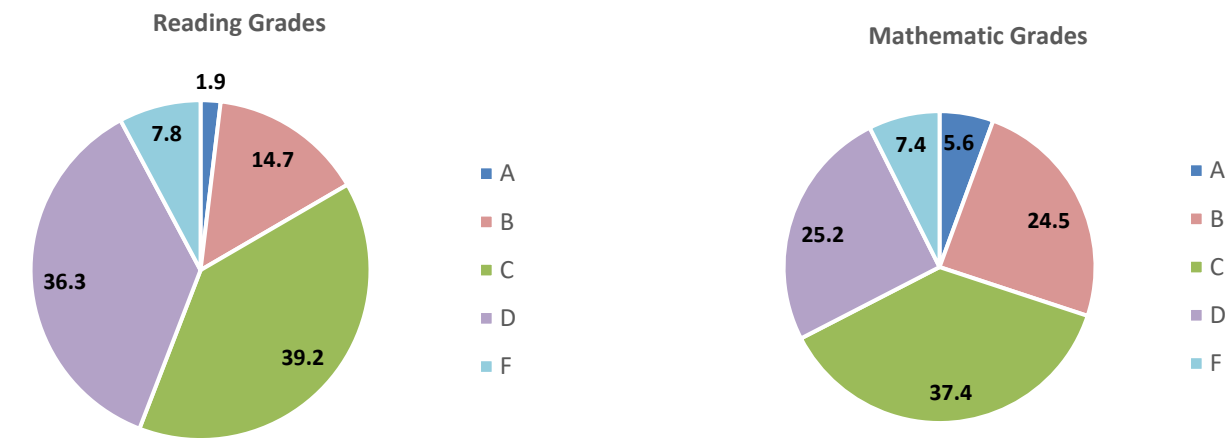


FIGURE 19. School Performance Grades for reading and mathematics.

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 College-and-Career 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 2024–25 (grades 3–8)

Student subgroup	Reading (grades 3–8)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	31.3	53.8	Not Met	31.2	55.8	Not Met	32.2	57.8	Not Met
American Indian	18.0	40.3	Not Met	17.9	42.8	Not Met	19.1	45.2	Not Met
Asian	60.2	73.4	Not Met	60.7	75.2	Not Met	60.9	77.0	Not Met
Black	17.0	38.1	Not Met	17.3	40.6	Not Met	18.6	43.2	Not Met
Hispanic	20.1	41.3	Not Met	20.0	43.7	Not Met	21.3	46.1	Not Met
Two or More Races	31.1	54.6	Not Met	31.0	56.6	Not Met	32.3	58.6	Not Met
White	42.3	65.2	Not Met	41.8	66.8	Not Met	42.5	68.4	Not Met
Economically Disadvantaged	18.5	40.6	Not Met	18.6	43.0	Not Met	19.6	45.5	Not Met
English Learners	13.8	23.3	Not Met	14.1	26.4	Not Met	15.0	29.5	Not Met
Students with Disabilities	6.8	25.5	Not Met	6.8	28.5	Not Met	6.5	31.5	Not Met

TABLE 24. State level mathematics Measure of Interim Progress for 2024–25 (grades 3–8)

Student subgroup	Mathematics (3–8)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	35.2	57.8	Not Met	37.3	60.5	Not Met	38.1	63.3	Not Met
American Indian	20.5	44.5	Not Met	23.0	47.7	Not Met	23.9	50.9	Not Met
Asian	72.8	83.2	Not Met	74.8	84.9	Not Met	75.4	86.7	Not Met
Black	16.4	40.6	Not Met	18.7	43.9	Not Met	19.8	47.3	Not Met
Hispanic	25.4	50.1	Not Met	27.2	53.1	Not Met	28.2	56.1	Not Met
Two or More Races	32.4	56.2	Not Met	34.6	59.0	Not Met	35.7	61.8	Not Met
White	47.8	68.2	Not Met	49.6	70.5	Not Met	50.1	72.9	Not Met

Student subgroup	Mathematics (3–8)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
Economically Disadvantaged	20.7	44.9	Not Met	22.6	48.1	Not Met	23.3	51.3	Not Met
English Learners	22.0	35.6	Not Met	24.0	39.1	Not Met	25.1	42.7	Not Met
Students with Disabilities	8.5	29.3	Not Met	9.5	33.0	Not Met	9.2	36.8	Not Met

TABLE 25. State level reading Measure of Interim Progress for 2024–25 (grade 10)*

Student subgroup	Reading grade 10 (English II)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	35.2	59.1	Not Met	37.1	61.2	Not Met	36.6	63.2	Not Met
American Indian	19.5	44.1	Not Met	20.8	46.6	Not Met	23.2	49.2	Not Met
Asian	67.2	74.5	Not Met	69.2	75.9	Not Met	70.4	77.4	Not Met
Black	18.6	42.8	Not Met	20.4	45.4	Not Met	19.8	48.0	Not Met
Hispanic	24.9	47.7	Not Met	25.8	50.1	Not Met	25.4	52.6	Not Met
Two or More Races	35.9	59.4	Not Met	37.7	61.4	Not Met	36.5	63.4	Not Met
White	46.3	69.8	Not Met	49.2	71.5	Not Met	49.0	73.1	Not Met
Economically Disadvantaged	20.6	44.7	Not Met	22.2	47.3	Not Met	22.0	49.8	Not Met
English Learners	6.9	17.7	Not Met	8.2	21.3	Not Met	7.3	24.8	Not Met
Students with Disabilities	<5	25.8	Not Met	5.3	29.1	Not Met	5.5	32.3	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 2024–25 (grade 11)*

Student subgroup	Mathematics grade 11 (NC Math 1)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	27.5	55.3	Not Met	30.8	58.3	Not Met	31.9	61.3	Not Met
American Indian	13.2	42.1	Not Met	14.8	45.6	Not Met	17.8	49.0	Not Met
Asian	62.7	82.9	Not Met	68.3	85.9	Not Met	70.3	88.8	Not Met
Black	10.9	38.0	Not Met	13.6	41.5	Not Met	14.3	45.1	Not Met
Hispanic	17.8	45.9	Not Met	21.5	49.2	Not Met	21.6	52.5	Not Met
Two or More Races	25.6	53.7	Not Met	27.4	56.8	Not Met	29.7	59.8	Not Met
White	37.0	66.1	Not Met	41.2	68.7	Not Met	43.1	71.4	Not Met

Student subgroup	Mathematics grade 11 (NC Math 1)								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
Economically Disadvantaged	13.2	41.6	Not Met	16.1	45.1	Not Met	17.1	48.5	Not Met
English Learners	7.5	21.4	Not Met	7.7	25.5	Not Met	8.2	29.6	Not Met
Students with Disabilities	<5	26.4	Not Met	<5	30.4	Not Met	<5	34.3	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 2024–25*

Student subgroup	Cohort Graduation Rate								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	86.5	89.5	Not Met	87.0	90.5	Not Met	87.7	91.4	Not Met
American Indian	80.3	87.2	Not Met	82.4	88.5	Not Met	84.6	89.8	Not Met
Asian	94.7	94.0	Met	>95	94.2	Met	>95	94.4	Met
Black	84.0	87.7	Not Met	84.5	89.0	Not Met	85.7	90.2	Not Met
Hispanic	81.1	86.1	Not Met	83.3	87.6	Not Met	82.8	89.0	Not Met
Two or More Races	83.5	87.8	Not Met	83.5	89.0	Not Met	86.0	90.2	Not Met
White	89.9	91.2	Not Met	89.8	91.8	Not Met	90.9	92.4	Not Met
Economically Disadvantaged	83.6	86.4	Not Met	82.5	87.8	Not Met	83.3	89.2	Not Met
English Learners	66.1	72.3	Not Met	73.0	76.1	Not Met	71.8	79.9	Not Met
Students with Disabilities	71.6	79.3	Not Met	71.6	82.0	Not Met	72.6	84.6	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 2024–25

Student subgroup	English Learners' Progress								
	2022–23			2023–24			2024–25		
	Percent	Target	Met or not met	Percent	Target	Met or not met	Percent	Target	Met or not met
All Students	24.9	39.2	Not Met	27.3	42.7	Not Met	35.2	46.1	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	2022–23	2,049	52	2.5	1,997	97.5
	2023–24	2,060	47	2.3	2,013	97.7
	2024–25	2,044	42	2.1	2,002	97.9
American Indian	2022–23	47	3	6.4	44	93.6
	2023–24	43	0	0.0	43	100.0
	2024–25	45	0	0.0	45	100.0
Asian	2022–23	176	21	11.9	155	88.1
	2023–24	192	27	14.1	165	85.9
	2024–25	206	29	14.1	177	85.9
Black	2022–23	1,336	40	3.0	1,296	97.0
	2023–24	1,339	40	3.0	1,299	97.0
	2024–25	1,335	39	2.9	1,296	97.1
Hispanic	2022–23	1,292	61	4.7	1,231	95.3
	2023–24	1,324	62	4.7	1,262	95.3
	2024–25	1,349	65	4.8	1,284	95.2
Two or More Races	2022–23	344	51	14.8	293	85.2
	2023–24	376	56	14.9	320	85.1
	2024–25	411	59	14.4	352	85.6
White	2022–23	1,645	48	2.9	1,597	97.1
	2023–24	1,632	51	3.1	1,581	96.9
	2024–25	1,617	43	2.7	1,574	97.3
Economically Disadvantaged	2022–23	1,970	50	2.5	1,920	97.5
	2023–24	1,998	58	2.9	1,940	97.1
	2024–25	1,998	56	2.8	1,942	97.2
English Learners	2022–23	840	62	7.4	778	92.6
	2023–24	850	42	4.9	808	95.1
	2024–25	892	46	5.2	846	94.8
Students with Disabilities	2022–23	1,294	28	2.2	1,266	97.8
	2023–24	1,372	24	1.7	1,348	98.3
	2024–25	1,414	20	1.4	1,394	98.6

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	2022–23	2,049	82	4.0	1,967	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
	2024–25	2,045	62	3.0	1,983	97.0
American Indian	2022–23	47	2	4.3	45	95.7
	2023–24	43	2	4.7	41	95.3
	2024–25	45	2	4.4	43	95.6
Asian	2022–23	176	25	14.2	151	85.8
	2023–24	193	35	18.1	158	81.9
	2024–25	205	35	17.1	170	82.9
Black	2022–23	1,336	41	3.1	1,295	96.9
	2023–24	1,339	49	3.7	1,290	96.3
	2024–25	1,334	41	3.1	1,293	96.9
Hispanic	2022–23	1,292	74	5.7	1,218	94.3
	2023–24	1,323	69	5.2	1,254	94.8
	2024–25	1,349	79	5.9	1,270	94.1
Two or More Races	2022–23	344	56	16.3	288	83.7
	2023–24	376	51	13.6	325	86.4
	2024–25	411	82	20.0	329	80.0
White	2022–23	1,645	91	5.5	1,554	94.5
	2023–24	1,632	91	5.6	1,541	94.4
	2024–25	1,617	74	4.6	1,543	95.4
Economically Disadvantaged	2022–23	1,970	62	3.1	1,908	96.9
	2023–24	1,998	79	4.0	1,919	96.0
	2024–25	1,998	63	3.2	1,935	96.8
English Learners	2022–23	842	84	10.0	758	90.0
	2023–24	850	81	9.5	769	90.5
	2024–25	892	74	8.3	818	91.7
Students with Disabilities	2022–23	1,290	35	2.7	1,255	97.3
	2023–24	1,373	38	2.8	1,335	97.2
	2024–25	1,413	29	2.1	1,384	97.9

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	2022–23	563	15	2.7	548	97.3
	2023–24	577	22	3.8	555	96.2
	2024–25	583	25	4.3	558	95.7
American Indian	2022–23	7	0	0.0	7	100.0
	2023–24	7	0	0.0	7	100.0
	2024–25	7	0	0.0	7	100.0
Asian	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
	2024–25	27	5	18.5	22	81.5
Black	2022–23	260	3	1.2	257	98.8
	2023–24	269	4	1.5	265	98.5
	2024–25	266	6	2.3	260	97.7
Hispanic	2022–23	242	6	2.5	236	97.5
	2023–24	255	12	4.7	243	95.3
	2024–25	267	11	4.1	256	95.9
Two or More Races	2022–23	10	3	30.0	7	70.0
	2023–24	16	4	25.0	12	75.0
	2024–25	12	2	16.7	10	83.3
White	2022–23	398	11	2.8	387	97.2
	2023–24	392	23	5.9	369	94.1
	2024–25	399	18	4.5	381	95.5
Economically Disadvantaged	2022–23	399	10	2.5	389	97.5
	2023–24	416	12	2.9	404	97.1
	2024–25	420	15	3.6	405	96.4
English Learners	2022–23	59	0	0.0	59	100.0
	2023–24	87	3	3.4	84	96.6
	2024–25	105	1	1.0	104	99.0
Students with Disabilities	2022–23	181	0	0.0	181	100.0
	2023–24	180	1	0.6	179	99.4
	2024–25	175	2	1.1	173	98.9

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	2022–23	532	7	1.3	525	98.7
	2023–24	565	24	4.2	541	95.8
	2024–25	568	28	4.9	540	95.1
American Indian	2022–23	6	0	0.0	6	100.0
	2023–24	7	0	0.0	7	100.0
	2024–25	6	0	0.0	6	100.0
Asian	2022–23	17	0	0.0	17	100.0
	2023–24	18	3	16.7	15	83.3
	2024–25	20	3	15.0	17	85.0
Black	2022–23	227	0	0.0	227	100.0
	2023–24	250	1	0.4	249	99.6
	2024–25	258	5	1.9	253	98.1
Hispanic	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
	2024–25	240	17	7.1	223	92.9
Two or More Races	2022–23	2	0	0.0	2	100.0
	2023–24	5	1	20.0	4	80.0
	2024–25	9	0	0.0	9	100.0
White	2022–23	366	5	1.4	361	98.6
	2023–24	382	12	3.1	370	96.9
	2024–25	382	22	5.8	360	94.2
Economically Disadvantaged	2022–23	374	1	0.3	373	99.7
	2023–24	397	11	2.8	386	97.2
	2024–25	396	8	2.0	388	98.0
English Learners	2022–23	16	0	0.0	16	100.0
	2023–24	34	2	5.9	32	94.1
	2024–25	56	1	1.8	55	98.2
Students with Disabilities	2022–23	107	0	0.0	107	100.0
	2023–24	133	1	0.8	132	99.2
	2024–25	136	1	0.7	135	99.3

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	2022–23	609	202	33.2	407	66.8
	2023–24	614	208	33.9	406	66.1
	2024–25	621	226	36.4	395	63.6
American Indian	2022–23	13	4	30.8	9	69.2
	2023–24	13	3	23.1	10	76.9
	2024–25	13	2	15.4	11	84.6
Asian	2022–23	30	16	53.3	14	46.7
	2023–24	31	17	54.8	14	45.2
	2024–25	34	18	52.9	16	47.1
Black	2022–23	280	79	28.2	201	71.8
	2023–24	283	70	24.7	213	75.3
	2024–25	289	80	27.7	209	72.3
Hispanic	2022–23	247	79	32.0	168	68.0
	2023–24	255	90	35.3	165	64.7
	2024–25	281	80	28.5	201	71.5
Two or More Races	2022–23	19	9	47.4	10	52.6
	2023–24	27	8	29.6	19	70.4
	2024–25	24	11	45.8	13	54.2
White	2022–23	434	163	37.6	271	62.4
	2023–24	427	151	35.4	276	64.6

Student subgroup	Year	Number of schools with the subgroup	Schools meeting goal		Schools not meeting goal	
			Number	Percent	Number	Percent
	2024–25	435	169	38.9	266	61.1
Economically Disadvantaged	2022–23	414	122	29.5	292	70.5
	2023–24	437	98	22.4	339	77.6
	2024–25	439	95	21.6	344	78.4
English Learners	2022–23	77	13	16.9	64	83.1
	2023–24	78	17	21.8	61	78.2
	2024–25	114	22	19.3	92	80.7
Students with Disabilities	2022–23	219	60	27.4	159	72.6
	2023–24	234	46	19.7	188	80.3
	2024–25	241	34	14.1	207	85.9

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	2022–23	1,124	240	21.4	884	78.6
	2023–24	1,220	255	20.9	965	79.1
	2024–25	1,317	489	37.1	828	62.9

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 subgroups: 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	2,170	84.5
Did not meet all participation requirements	399	15.5
Total	2,569	

TABLE 36. The number and percentage of school-level participation requirements met by student subgroup

Student subgroup	Participation expectations		
	Number of schools met	Total number of schools with the subgroup	Percent met
All Students	8,526	8,852	96.3
American Indian	181	189	95.8
Asian	730	748	97.6
Black	4,433	4,708	94.2
Hispanic	4,511	4,737	95.2
Two or More Races	1,067	1,100	97.0
White	6,224	6,368	97.7
Economically Disadvantaged	7,237	7,597	95.3
English Learners	2,801	2,982	93.9
Students with Disabilities	3,585	3,873	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 2024–25 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	20	Schools submitted individual reports to the NCDPI
Total	98	

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	18	23.4
Maintaining	51	66.2
Declining	8	10.4
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. Table 39 provides a quick reference of federal designations that had the opportunity to exit and were newly identified.

Comprehensive Support and Improvement Schools

CSI schools had an opportunity to exit at the end of the 2024–25 school year and new identifications were made for the 2025–26 school year. The 2025–26 identification lists included the new federal designation of CSI-Additional Targeted Support schools who were previously identified as TSI – Additional Targeted Support and did not exit such status within the required six years. All identified schools are provided support to implement interventions.

- **2024–25 Comprehensive Support and Improvement – Low Performing (CSI-LP) Exit Criteria.** Achieve above the lowest 5 % of Title I served schools for the most recent and previous school year and meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math).
- **2024–25 Comprehensive Support and Improvement – Low Graduation Rate (CSI-LG) Exit Criteria.** Graduation rates greater than or equal to 66.7 percent in the most recent and previous academic year.
- **2025–26 Comprehensive Support and Improvement – Low Performing (CSI-LP) Identification Criteria.** Lowest performing five percent of all Title I schools.
- **2025–26 Comprehensive Support and Improvement – Low Graduation Rate (CSI-LG) Identification Criteria.** High Schools with graduation rates lower than 66.7 percent.
- **2025–26 Comprehensive Support and Improvement – Additional Targeted Support (CSI-AT) Identification Criteria.** Failure to exit TSI-Additional Targeted Support status after six years and receive Title I funds.

Targeted Support and Improvement Schools

TSI subgroups had an opportunity to exit at the end of the 2024–25 school year, and new identifications were made for the 2025–26 school year.

- **2024–25 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, 2023–24, and 2024–25 data were used.)
- **2024–25 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.
- **2025–26 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 2025–26 identification 2022–23, 2023–24, and 2025–26 data were used.)

- **2025–26 Targeted Support and Improvement – Additional Targeted Support (TSI–AT) Identification Criteria.** Subgroup(s) performance grade at or below highest CSI-LP identified school and school’s subgroup(s) is identified as TSI-CU in the identification year

TABLE 39. Federal identification and exits

Designation	Identification (2025–26)	Exit (2024–25)
CSI-Low Performing	Yes	Yes
CSI-Low Graduation Rate	Yes	Yes
CSI- Additional Targeted Support Not Exiting Such Status	Yes	NA
TSI-Consistently Underperforming	Yes	Yes
TSI-Additional Targeted Support	Yes	Yes

A summary of the number of schools with the above designations is listed in table 40. Schools identified as CSI-Low Graduation Rate may also be identified as CSI – Low Performing or Targeted Support and Improvement. For the 2025–26 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 40. Summary of federal designations

Designation	Number of schools ^{1, 2}
CSI – Low Performing	121 (4 exited)
CSI – Low Graduation Rate	34 (9 exited)
CSI – Additional Targeted Support	68
TSI – Consistently Underperforming Subgroups	450 (823 exited) ³
TSI – Additional Targeted Support	961 (136 exited)

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

² If schools exited but were then reidentified, they are not included in the count of schools exiting.

³ The number of schools exiting TSI–CU increased with the new TSI–AT identification. Subgroups are no longer on both TSI lists.

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 41. Number of Low-Performing Schools and Districts

	2022–23 ¹	2023–24 ²	2024–25 ³
Low-Performing Schools	804 (-60)	735 (-69)	686 (-49)
Low-Performing Districts	25 (-4)	23 (-2)	23 (0)
Continually Low-Performing Schools	658 (+194)	730 (+72)	670 (-60)
Continually Low-Performing Charter Schools	57 (+22)	59 (+2)	50 (-9)

¹Difference cited is between 2021–22 and 2022–23

²Difference cited is between 2022–23 and 2023–24

³Difference cited is between 2023–24 and 2024–25

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 17, the UNC system admission minimum requirement. Although the ACT reports use the UNC cited minimum admission composite score of at least 17, the School Performance Grades continue to use the UNC minimum admission requirement of at least 19. This change of score is consistent with the UNC Board of Governors fall of 2026 transition, requiring incoming first year students to have an ACT composite score of at least 17. The students who took the ACT in the 2024–25 school year will be incoming students in fall 2026.

For the 2024–25 school year, the participation rate of the ACT at grade 11 was >95% (113,611 students).

TABLE 42. 2024–25 ACT (grade 11)

ACT (grade 11)	Number expected to test	Percent tested	Percent not tested	Met ACT Minimum 2022–23	Met ACT Minimum 2023–24	Met ACT Minimum 2024–25
All Students	113,611	>95	<5	41.1	40.2	53.8
American Indian	944	>95	<5	19.0	19.6	35.9
Asian	4,701	>95	<5	72.5	72.4	80.0
Black	27,694	94	6	18.7	18.3	32.4
Hispanic	23,787	95	5	25.7	25.4	38.8
Two or More Races	5,903	>95	<5	40.2	40.2	55.1
White	50,424	>95	<5	55.5	55.0	69.4
Economically Disadvantaged	48,791	95	5	22.7	22.6	36.8
Not Economically Disadvantaged	64,820	>95	<5	54.0	53.2	65.7
English Learners	10,908	94	6	<5	<5	9.3
Not English Learners	102,703	>95	<5	42.9	42.6	57.7
Students with Disabilities	11,517	92	8	8.2	8.5	15.2
Not Student with Disabilities	102,094	>95	<5	43.8	42.8	56.9
Academically or Intellectually Gifted	18,771	>95	<5	87.1	86.8	94.1

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 94%.

TABLE 43. 2024–25 WorkKeys (grade 12)

WorkKeys (grade 12)	Number expected to test	Percent tested	Percent not tested	Silver or Better 2022–23	Silver or Better 2023–24	Silver or Better 2024–25
All Students	53,322	94	6	61.9	60.0	59.8
American Indian	712	95	5	55.2	43.1	43.4
Asian	2,176	95	5	81.2	82.2	82.6
Black	12,297	92	8	42.6	39.6	40.8
Hispanic	10,771	93	7	56.0	52.6	53.9
Two or More Races	2,389	94	6	60.2	60.7	58.6
White	24,904	>95	<5	70.7	70.4	69.8
Economically Disadvantaged	21,727	93	7	49.8	47.7	47.7
Not Economically Disadvantaged	31,595	95	5	69.8	68.3	67.9
English Learners	2,973	90	10	16.0	15.6	17.3
Not English Learners	50,349	95	5	63.2	61.5	61.8
Students with Disabilities	3,409	92	8	20.5	18.5	17.7
Not Students with Disabilities	49,913	95	5	64.6	62.8	62.5
Academically or Intellectually Gifted	9,159	>95	<5	91.9	92.0	92.8

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

New English Learner (EL) exit standards were implemented for the 2024–25 school year. The English language proficiency assessment's composite score required to exit EL status changed from 4.8 to 4.5. The newly implemented alternate English language proficiency assessment's exit criterion was set at Performance Level 2. Identified English learners take either the general or the alternate 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 6.9% for the 2022–23 school year to 13.0% for the 2024–25 school year. This is an increase of 6.1 percentage points.

TABLE 44. 2024–25 English learners meeting progress and exiting EL status

English learner proficiency and exit status	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	Total EL Progress 2024–25	Percent Exiting EL Status 2024–25	Percent Meeting Annual Progress Toward Exiting 2024–25
All English Learners	24.9	6.9	18.0	27.3	7.3	19.9	35.2	13.0	22.2
American Indian	17.9	5.8	12.1	23.9	6.9	17.0	31.7	15.1	16.5
Asian	37.4	18.2	19.2	42.2	19.8	22.4	52.8	30.5	22.3
Black	26.2	8.1	18.1	30.1	8.4	21.7	39.5	14.2	25.3
Hispanic	23.1	5.5	17.6	24.9	5.7	19.2	32.5	10.7	21.8
Two or More Races	27.7	11.0	16.7	28.4	10.8	17.6	41.5	20.1	21.4
White	35.7	12.8	22.8	43.1	14.4	28.6	51.1	22.8	28.4
Economically Disadvantaged	23.2	5.7	17.5	24.8	6.0	18.8	32.5	11.6	20.9
Not Economically Disadvantaged	28.6	9.5	19.1	31.7	9.8	22.0	39.0	14.9	24.0
Students with Disabilities	11.5	<5	7.7	12.1	<5	8.1	15.1	<5	10.3
Not Students with Disabilities	27.7	7.5	20.2	30.3	8.0	22.3	38.9	14.5	24.4
Academically or Intellectually Gifted	62.0	50.0	12.0	64.0	48.4	15.5	77.4	66.2	11.2

Appendix A. Proficiency: Regions and Virtual Charters

TABLE 45. North Central 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	56.8	31.5	36.2
American Indian	39.1	52.8	19.1	29.7
Asian	77.0	81.6	58.3	64.2
Black	38.4	40.1	18.5	19.7
Hispanic	39.1	40.6	19.8	21.0
Two or More Races	54.3	61.0	32.2	39.3
White	64.8	72.3	42.4	50.5
Economically Disadvantaged	39.5	39.3	19.4	19.1
Not Economically Disadvantaged	65.3	70.0	43.6	49.2
English Learners	18.5	20.1	6.7	7.5
Not English Learners	56.9	62.2	34.8	40.5
Students with Disabilities	15.9	18.7	6.5	8.1
Not Students with Disabilities	58.4	62.8	35.6	40.7
Academically or Intellectually Gifted	>95	>95	81.6	83.5
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	56.7	60.3	37.5	41.6
American Indian	43.9	51.4	23.9	32.6
Asian	85.8	89.6	73.7	79.2
Black	39.2	40.1	19.8	20.2
Hispanic	46.4	46.7	26.5	26.6
Two or More Races	55.6	60.8	35.7	41.4
White	69.5	76.1	50.1	57.7
Economically Disadvantaged	43.0	41.9	23.1	22.0
Not Economically Disadvantaged	70.5	74.2	51.9	56.5
English Learners	32.5	33.9	15.9	17.4
Not English Learners	60.0	64.1	40.4	45.2
Students with Disabilities	20.7	23.1	9.1	10.7
Not Students with Disabilities	62.6	66.1	42.1	46.5
Academically or Intellectually Gifted	>95	>95	89.4	90.5
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	63.6	35.4	40.0
American Indian	44.3	66.0	21.4	40.8
Asian	83.3	88.2	67.5	74.2
Black	43.8	46.6	19.4	21.0
Hispanic	47.0	47.1	23.4	23.1
Two or More Races	60.7	66.8	35.7	42.9
White	72.9	80.7	48.4	57.2
Economically Disadvantaged	45.4	45.0	21.3	20.6
Not Economically Disadvantaged	71.5	76.2	47.7	53.2
English Learners	15.6	16.2	<5	<5
Not English Learners	64.2	69.5	39.0	44.6
Students with Disabilities	17.6	22.2	5.3	7.8
Not Students with Disabilities	64.6	68.5	39.2	43.8

Academically or Intellectually Gifted	>95	>95	83.6	86.6
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	34.5	32.8	11.9	10.1
American Indian	28.1	37.9	9.0	13.6
Asian	57.2	61.0	28.5	32.1
Black	25.3	25.0	7.3	6.7
Hispanic	27.4	25.9	8.6	7.3
Two or More Races	34.4	33.9	11.2	10.4
White	45.6	46.1	17.1	14.6
Economically Disadvantaged	26.9	24.3	8.2	6.8
Not Economically Disadvantaged	44.4	43.1	16.9	14.2
English Learners	16.1	16.7	<5	5.2
Not English Learners	37.8	36.5	13.2	11.3
Students with Disabilities	12.8	13.1	<5	<5
Not Students with Disabilities	38.5	36.9	13.6	11.6
Academically or Intellectually Gifted	80.8	77.9	44.1	35.0
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	66.4	67.9	43.5	46.9
American Indian	61.9	55.0	35.6	34.9
Asian	90.1	93.5	79.6	86.4
Black	51.4	51.1	25.8	26.5
Hispanic	57.7	55.0	32.7	31.3
Two or More Races	65.9	69.7	42.2	48.5
White	76.8	80.7	55.1	61.0
Economically Disadvantaged	54.0	50.5	29.0	26.7
Not Economically Disadvantaged	75.9	78.0	54.5	58.6
English Learners	36.8	34.6	14.5	13.9
Not English Learners	69.2	71.3	46.2	50.2
Students with Disabilities	30.0	31.6	10.4	12.7
Not Students with Disabilities	69.4	70.9	46.2	49.7
Academically or Intellectually Gifted	>95	>95	86.8	89.2
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	61.0	63.8	40.3	44.3
American Indian	49.5	55.3	26.9	41.6
Asian	83.9	87.1	69.8	75.1
Black	44.4	45.1	22.9	23.9
Hispanic	48.3	48.9	27.7	27.9
Two or More Races	62.6	67.4	40.0	46.9
White	74.7	80.4	53.9	61.4
Economically Disadvantaged	48.0	46.1	25.9	24.9
Not Economically Disadvantaged	73.6	76.8	54.0	58.5
English Learners	27.2	28.6	11.2	12.4
Not English Learners	65.3	68.7	43.9	48.7
Students with Disabilities	26.0	28.1	10.0	11.7
Not Students with Disabilities	66.5	69.2	45.0	49.2
Academically or Intellectually Gifted	>95	>95	90.0	91.4

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	52.4	33.2	37.7
American Indian	32.0	44.8	17.9	29.2
Asian	80.7	87.0	69.2	77.2
Black	29.9	31.3	17.1	17.9
Hispanic	36.1	36.2	21.7	22.3
Two or More Races	49.1	56.3	33.3	41.3
White	62.4	69.4	45.2	52.3
Economically Disadvantaged	33.5	31.7	19.3	18.0
Not Economically Disadvantaged	60.9	66.1	44.9	50.6
English Learners	13.2	14.8	6.6	8.0
Not English Learners	52.2	56.9	36.1	41.2
Students with Disabilities	16.8	19.0	7.0	9.2
Not Students with Disabilities	52.1	56.2	36.4	40.9
Academically or Intellectually Gifted	92.0	93.7	79.9	83.5

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 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	48.8	31.5	26.9
American Indian	39.1	40.5	19.1	17.2
Asian	77.0	74.5	58.3	58.9
Black	38.4	35.4	18.5	15.3
Hispanic	39.1	43.4	19.8	22.2
Two or More Races	54.3	52.7	32.2	27.9
White	64.8	62.4	42.4	38.9
Economically Disadvantaged	39.5	38.1	19.4	17.9
Not Economically Disadvantaged	65.3	62.9	43.6	38.9
English Learners	18.5	21.0	6.7	8.2
Not English Learners	56.9	50.6	34.8	28.1
Students with Disabilities	15.9	15.7	6.5	5.5
Not Students with Disabilities	58.4	54.6	35.6	30.7
Academically or Intellectually Gifted	>95	>95	81.6	78.6
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	56.7	54.3	37.5	33.8
American Indian	43.9	39.7	23.9	18.1
Asian	85.8	83.6	73.7	73.9
Black	39.2	39.1	19.8	18.6
Hispanic	46.4	52.4	26.5	31.3
Two or More Races	55.6	55.8	35.7	34.5
White	69.5	69.0	50.1	48.7
Economically Disadvantaged	43.0	43.2	23.1	22.3
Not Economically Disadvantaged	70.5	69.2	51.9	49.2
English Learners	32.5	36.4	15.9	18.6
Not English Learners	60.0	55.5	40.4	34.8
Students with Disabilities	20.7	20.9	9.1	8.1
Not Students with Disabilities	62.6	60.2	42.1	38.4
Academically or Intellectually Gifted	>95	>95	89.4	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	59.4	54.8	35.4	29.6
American Indian	44.3	55.0	21.4	45.0
Asian	83.3	84.2	67.5	61.4
Black	43.8	39.2	19.4	14.7
Hispanic	47.0	50.7	23.4	27.9
Two or More Races	60.7	59.6	35.7	35.0
White	72.9	70.7	48.4	43.7
Economically Disadvantaged	45.4	42.1	21.3	18.9
Not Economically Disadvantaged	71.5	68.2	47.7	40.9
English Learners	15.6	15.8	<5	<5
Not English Learners	64.2	56.7	39.0	31.0
Students with Disabilities	17.6	15.6	5.3	<5
Not Students with Disabilities	64.6	60.0	39.2	33.0
Academically or Intellectually Gifted	>95	95.0	83.6	76.3
NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	34.5	35.9	11.9	12.5
American Indian	28.1	30.0	9.0	10.0

Asian	57.2	63.0	28.5	48.1
Black	25.3	27.0	7.3	8.2
Hispanic	27.4	33.1	8.6	10.6
Two or More Races	34.4	39.7	11.2	11.9
White	45.6	48.2	17.1	18.8
Economically Disadvantaged	26.9	29.0	8.2	9.0
Not Economically Disadvantaged	44.4	46.1	16.9	17.8
English Learners	16.1	23.3	<5	6.8
Not English Learners	37.8	37.0	13.2	13.0
Students with Disabilities	12.8	14.7	<5	<5
Not Students with Disabilities	38.5	39.8	13.6	14.2
Academically or Intellectually Gifted	80.8	82.6	44.1	52.1
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	66.4	64.5	43.5	40.1
American Indian	61.9	57.7	35.6	34.6
Asian	90.1	93.3	79.6	78.7
Black	51.4	49.5	25.8	23.0
Hispanic	57.7	69.8	32.7	44.0
Two or More Races	65.9	61.3	42.2	37.4
White	76.8	76.3	55.1	53.9
Economically Disadvantaged	54.0	53.6	29.0	28.2
Not Economically Disadvantaged	75.9	75.5	54.5	52.3
English Learners	36.8	48.6	14.5	22.0
Not English Learners	69.2	65.2	46.2	41.0
Students with Disabilities	30.0	28.1	10.4	9.3
Not Students with Disabilities	69.4	67.8	46.2	43.0
Academically or Intellectually Gifted	>95	>95	86.8	87.1
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	61.0	59.7	40.3	37.8
American Indian	49.5	61.4	26.9	40.9
Asian	83.9	76.1	69.8	67.5
Black	44.4	42.9	22.9	21.0
Hispanic	48.3	53.7	27.7	31.1
Two or More Races	62.6	64.0	40.0	38.8
White	74.7	76.3	53.9	54.7
Economically Disadvantaged	48.0	48.5	25.9	25.2
Not Economically Disadvantaged	73.6	73.7	54.0	53.6
English Learners	27.2	31.3	11.2	13.4
Not English Learners	65.3	61.5	43.9	39.3
Students with Disabilities	26.0	26.0	10.0	9.3
Not Students with Disabilities	66.5	65.4	45.0	42.7
Academically or Intellectually Gifted	>95	>95	90.0	90.0
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	44.5	33.2	28.7
American Indian	32.0	47.6	17.9	9.5
Asian	80.7	81.3	69.2	65.3
Black	29.9	29.1	17.1	15.4
Hispanic	36.1	39.9	21.7	24.6
Biology	49.1	45.7	33.3	28.3
Two or More Races	62.4	59.2	45.2	41.6

White	33.5	32.6	19.3	18.5
Economically Disadvantaged	60.9	56.7	44.9	39.2
Not Economically Disadvantaged	13.2	14.7	6.6	<5
English Learners	52.2	45.9	36.1	29.8
Not English Learners	16.8	20.2	7.0	7.4
Students with Disabilities	52.1	47.6	36.4	31.4
Not Students with Disabilities	92.0	89.1	79.9	73.7
Academically or Intellectually Gifted	48.3	44.5	33.2	28.7

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.

TABLE 47. Northwest 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	51.1	31.5	28.9
American Indian	39.1	51.5	19.1	18.2
Asian	77.0	52.3	58.3	26.9
Black	38.4	32.0	18.5	13.1
Hispanic	39.1	37.9	19.8	17.9
Two or More Races	54.3	47.7	32.2	25.2
White	64.8	56.5	42.4	33.6
Economically Disadvantaged	39.5	42.5	19.4	21.6
Not Economically Disadvantaged	65.3	61.7	43.6	37.9
English Learners	18.5	15.9	6.7	<5
Not English Learners	56.9	54.7	34.8	31.4
Students with Disabilities	15.9	13.9	6.5	5.9
Not Students with Disabilities	58.4	58.0	35.6	33.1
Academically or Intellectually Gifted	>95	>95	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	56.7	57.0	37.5	36.4
American Indian	43.9	54.5	23.9	36.4
Asian	85.8	67.3	73.7	44.2
Black	39.2	34.7	19.8	15.3
Hispanic	46.4	47.4	26.5	27.0
Two or More Races	55.6	51.6	35.7	29.7
White	69.5	61.3	50.1	40.7
Economically Disadvantaged	43.0	47.8	23.1	27.0
Not Economically Disadvantaged	70.5	68.3	51.9	47.7
English Learners	32.5	29.9	15.9	12.4
Not English Learners	60.0	59.8	40.4	38.8
Students with Disabilities	20.7	20.8	9.1	8.6
Not Students with Disabilities	62.6	63.7	42.1	41.4
Academically or Intellectually Gifted	>95	>95	89.4	88.5
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	58.4	35.4	32.4
American Indian	44.3	30.0	21.4	20.0
Asian	83.3	64.5	67.5	40.3
Black	43.8	38.0	19.4	10.5
Hispanic	47.0	45.6	23.4	21.6
Two or More Races	60.7	52.0	35.7	27.3
White	72.9	64.1	48.4	37.3
Economically Disadvantaged	45.4	49.4	21.3	23.9
Not Economically Disadvantaged	71.5	66.9	47.7	40.5
English Learners	15.6	12.9	<5	<5
Not English Learners	64.2	62.7	39.0	35.4
Students with Disabilities	17.6	12.7	5.3	<5
Not Students with Disabilities	64.6	64.0	39.2	35.8
Academically or Intellectually Gifted	>95	94.0	83.6	75.8

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	34.5	43.1	11.9	17.2
American Indian	28.1	*	9.0	*
Asian	57.2	56.7	28.5	27.3
Black	25.3	26.2	7.3	7.4
Hispanic	27.4	35.5	8.6	12.5
Two or More Races	34.4	38.4	11.2	15.6
White	45.6	46.5	17.1	19.1
Economically Disadvantaged	26.9	34.0	8.2	11.8
Not Economically Disadvantaged	44.4	54.1	16.9	23.8
English Learners	16.1	18.8	<5	<5
Not English Learners	37.8	46.2	13.2	19.0
Students with Disabilities	12.8	12.2	<5	<5
Not Students with Disabilities	38.5	48.3	13.6	19.7
Academically or Intellectually Gifted	80.8	86.0	44.1	54.4
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	66.4	68.0	43.5	42.6
American Indian	61.9	*	35.6	*
Asian	90.1	80.1	79.6	52.3
Black	51.4	49.5	25.8	20.4
Hispanic	57.7	60.9	32.7	33.2
Two or More Races	65.9	65.3	42.2	35.6
White	76.8	70.9	55.1	46.7
Economically Disadvantaged	54.0	58.3	29.0	31.7
Not Economically Disadvantaged	75.9	76.6	54.5	52.1
English Learners	36.8	36.9	14.5	10.6
Not English Learners	69.2	70.4	46.2	45.0
Students with Disabilities	30.0	27.9	10.4	8.3
Not Students with Disabilities	69.4	70.9	46.2	45.0
Academically or Intellectually Gifted	>95	94.5	86.8	82.2
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	61.0	62.1	40.3	39.4
American Indian	49.5	58.3	26.9	16.7
Asian	83.9	66.7	69.8	42.6
Black	44.4	38.5	22.9	19.0
Hispanic	48.3	47.8	27.7	26.8
Two or More Races	62.6	59.6	40.0	34.3
White	74.7	67.6	53.9	44.6
Economically Disadvantaged	48.0	53.7	25.9	29.9
Not Economically Disadvantaged	73.6	71.8	54.0	50.5
English Learners	27.2	24.8	11.2	9.2
Not English Learners	65.3	65.8	43.9	42.5
Students with Disabilities	26.0	24.7	10.0	8.9
Not Students with Disabilities	66.5	68.5	45.0	44.7
Academically or Intellectually Gifted	>95	>95	90.0	88.8

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	45.8	33.2	28.8
American Indian	32.0	*	17.9	*
Asian	80.7	52.2	69.2	34.5
Black	29.9	19.6	17.1	9.1
Hispanic	36.1	31.5	21.7	18.8
Two or More Races	49.1	44.7	33.3	28.2
White	62.4	51.8	45.2	33.1
Economically Disadvantaged	33.5	36.5	19.3	20.9
Not Economically Disadvantaged	60.9	54.7	44.9	36.5
English Learners	13.2	7.3	6.6	<5
Not English Learners	52.2	49.4	36.1	31.3
Students with Disabilities	16.8	13.6	7.0	<5
Not Students with Disabilities	52.1	49.8	36.4	31.8
Academically or Intellectually Gifted	92.0	87.7	79.9	69.6

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 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	47.8	31.5	27.5
American Indian	39.1	40.6	19.1	24.4
Asian	77.0	65.4	58.3	45.2
Black	38.4	36.1	18.5	17.3
Hispanic	39.1	35.8	19.8	17.2
Two or More Races	54.3	49.3	32.2	27.7
White	64.8	60.3	42.4	38.4
Economically Disadvantaged	39.5	37.1	19.4	17.8
Not Economically Disadvantaged	65.3	61.1	43.6	39.7
English Learners	18.5	16.3	6.7	5.5
Not English Learners	56.9	52.3	34.8	30.7
Students with Disabilities	15.9	14.3	6.5	5.8
Not Students with Disabilities	58.4	53.5	35.6	31.2
Academically or Intellectually Gifted	>95	94.7	81.6	78.1
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	56.7	52.7	37.5	33.4
American Indian	43.9	48.3	23.9	29.1
Asian	85.8	75.7	73.7	58.7
Black	39.2	37.0	19.8	18.3
Hispanic	46.4	43.1	26.5	24.0
Two or More Races	55.6	52.1	35.7	32.3
White	69.5	66.1	50.1	46.3
Economically Disadvantaged	43.0	41.3	23.1	22.0
Not Economically Disadvantaged	70.5	66.8	51.9	47.7
English Learners	32.5	28.5	15.9	12.9
Not English Learners	60.0	56.2	40.4	36.4
Students with Disabilities	20.7	19.2	9.1	8.3
Not Students with Disabilities	62.6	58.4	42.1	37.7
Academically or Intellectually Gifted	>95	>95	89.4	86.6
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	54.6	35.4	31.5
American Indian	44.3	60.0	21.4	28.9
Asian	83.3	73.6	67.5	55.1
Black	43.8	40.8	19.4	18.5
Hispanic	47.0	43.3	23.4	21.4
Two or More Races	60.7	57.4	35.7	32.6
White	72.9	67.7	48.4	43.2
Economically Disadvantaged	45.4	42.8	21.3	20.0
Not Economically Disadvantaged	71.5	67.1	47.7	43.7
English Learners	15.6	12.4	<5	<5
Not English Learners	64.2	59.8	39.0	35.1
Students with Disabilities	17.6	13.8	5.3	<5
Not Students with Disabilities	64.6	59.7	39.2	34.9
Academically or Intellectually Gifted	>95	>95	83.6	81.3

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	34.5	27.8	11.9	8.1
American Indian	28.1	34.6	9.0	15.4
Asian	57.2	41.7	28.5	14.9
Black	25.3	19.8	7.3	5.3
Hispanic	27.4	21.6	8.6	5.7
Two or More Races	34.4	29.3	11.2	8.1
White	45.6	38.1	17.1	11.8
Economically Disadvantaged	26.9	22.2	8.2	6.0
Not Economically Disadvantaged	44.4	37.2	16.9	11.7
English Learners	16.1	12.4	<5	<5
Not English Learners	37.8	30.9	13.2	9.1
Students with Disabilities	12.8	11.2	<5	<5
Not Students with Disabilities	38.5	31.0	13.6	9.2
Academically or Intellectually Gifted	80.8	74.7	44.1	34.4
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	66.4	63.6	43.5	39.7
American Indian	61.9	52.5	35.6	37.5
Asian	90.1	81.3	79.6	64.3
Black	51.4	49.9	25.8	25.0
Hispanic	57.7	55.8	32.7	30.4
Two or More Races	65.9	62.2	42.2	38.2
White	76.8	75.0	55.1	51.7
Economically Disadvantaged	54.0	53.2	29.0	28.3
Not Economically Disadvantaged	75.9	73.4	54.5	50.3
English Learners	36.8	35.0	14.5	12.9
Not English Learners	69.2	66.7	46.2	42.6
Students with Disabilities	30.0	29.0	10.4	8.0
Not Students with Disabilities	69.4	66.5	46.2	42.3
Academically or Intellectually Gifted	>95	>95	86.8	83.2
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	61.0	57.0	40.3	36.1
American Indian	49.5	59.8	26.9	37.0
Asian	83.9	73.2	69.8	55.4
Black	44.4	42.4	22.9	20.7
Hispanic	48.3	45.3	27.7	24.9
Two or More Races	62.6	58.5	40.0	36.3
White	74.7	71.4	53.9	50.3
Economically Disadvantaged	48.0	46.2	25.9	24.3
Not Economically Disadvantaged	73.6	70.1	54.0	50.3
English Learners	27.2	23.7	11.2	8.7
Not English Learners	65.3	61.7	43.9	39.9
Students with Disabilities	26.0	23.7	10.0	9.0
Not Students with Disabilities	66.5	62.4	45.0	40.4
Academically or Intellectually Gifted	>95	>95	90.0	87.7

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	45.7	33.2	30.6
American Indian	32.0	33.3	17.9	15.4
Asian	80.7	73.3	69.2	58.8
Black	29.9	28.8	17.1	16.6
Hispanic	36.1	34.7	21.7	20.7
Two or More Races	49.1	49.8	33.3	31.0
White	62.4	59.8	45.2	42.6
Economically Disadvantaged	33.5	33.3	19.3	18.9
Not Economically Disadvantaged	60.9	58.7	44.9	42.8
English Learners	13.2	10.6	6.6	5.3
Not English Learners	52.2	50.0	36.1	33.7
Students with Disabilities	16.8	14.9	7.0	5.5
Not Students with Disabilities	52.1	49.4	36.4	33.6
Academically or Intellectually Gifted	92.0	90.8	79.9	77.8

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 49. Sandhills 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	46.3	31.5	25.2
American Indian	39.1	35.8	19.1	16.6
Asian	77.0	72.5	58.3	51.5
Black	38.4	36.5	18.5	17.3
Hispanic	39.1	42.0	19.8	21.3
Two or More Races	54.3	49.5	32.2	27.3
White	64.8	61.5	42.4	38.0
Economically Disadvantaged	39.5	37.5	19.4	17.7
Not Economically Disadvantaged	65.3	59.8	43.6	36.9
English Learners	18.5	19.1	6.7	6.7
Not English Learners	56.9	48.8	34.8	26.9
Students with Disabilities	15.9	15.0	6.5	5.4
Not Students with Disabilities	58.4	51.5	35.6	28.6
Academically or Intellectually Gifted	>95	94.9	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	56.7	48.5	37.5	28.1
American Indian	43.9	42.4	23.9	22.2
Asian	85.8	80.9	73.7	64.6
Black	39.2	36.3	19.8	17.3
Hispanic	46.4	47.0	26.5	26.0
Two or More Races	55.6	49.1	35.7	28.1
White	69.5	63.8	50.1	42.3
Economically Disadvantaged	43.0	39.0	23.1	19.4
Not Economically Disadvantaged	70.5	63.1	51.9	41.6
English Learners	32.5	31.0	15.9	13.4
Not English Learners	60.0	50.1	40.4	29.5
Students with Disabilities	20.7	18.5	9.1	7.2
Not Students with Disabilities	62.6	53.5	42.1	31.6
Academically or Intellectually Gifted	>95	>95	89.4	82.5
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	52.9	35.4	28.2
American Indian	44.3	39.5	21.4	16.6
Asian	83.3	79.5	67.5	62.7
Black	43.8	42.0	19.4	18.1
Hispanic	47.0	51.5	23.4	26.0
Two or More Races	60.7	55.9	35.7	30.1
White	72.9	68.4	48.4	42.7
Economically Disadvantaged	45.4	43.9	21.3	20.1
Not Economically Disadvantaged	71.5	64.9	47.7	39.0
English Learners	15.6	16.2	<5	<5
Not English Learners	64.2	55.7	39.0	30.2
Students with Disabilities	17.6	13.3	5.3	<5
Not Students with Disabilities	64.6	58.4	39.2	31.6
Academically or Intellectually Gifted	>95	>95	83.6	82.0

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	34.5	32.6	11.9	11.1
American Indian	28.1	24.0	9.0	6.5
Asian	57.2	63.2	28.5	33.3
Black	25.3	26.3	7.3	8.0
Hispanic	27.4	32.2	8.6	11.0
Two or More Races	34.4	33.0	11.2	10.2
White	45.6	42.5	17.1	16.3
Economically Disadvantaged	26.9	26.8	8.2	8.3
Not Economically Disadvantaged	44.4	42.6	16.9	16.0
English Learners	16.1	16.0	<5	<5
Not English Learners	37.8	34.3	13.2	11.9
Students with Disabilities	12.8	10.9	<5	<5
Not Students with Disabilities	38.5	36.2	13.6	12.5
Academically or Intellectually Gifted	80.8	83.9	44.1	49.4
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	66.4	63.9	43.5	38.3
American Indian	61.9	64.4	35.6	35.6
Asian	90.1	80.3	79.6	66.2
Black	51.4	53.3	25.8	26.1
Hispanic	57.7	65.5	32.7	38.6
Two or More Races	65.9	69.2	42.2	42.0
White	76.8	72.4	55.1	50.0
Economically Disadvantaged	54.0	57.2	29.0	30.4
Not Economically Disadvantaged	75.9	71.8	54.5	47.7
English Learners	36.8	49.3	14.5	18.5
Not English Learners	69.2	65.0	46.2	39.7
Students with Disabilities	30.0	23.4	10.4	7.3
Not Students with Disabilities	69.4	67.4	46.2	41.0
Academically or Intellectually Gifted	>95	>95	86.8	84.0
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	61.0	54.9	40.3	32.7
American Indian	49.5	46.3	26.9	23.0
Asian	83.9	81.0	69.8	61.7
Black	44.4	43.3	22.9	21.8
Hispanic	48.3	49.8	27.7	29.6
Two or More Races	62.6	58.6	40.0	34.1
White	74.7	72.1	53.9	48.5
Economically Disadvantaged	48.0	45.1	25.9	23.2
Not Economically Disadvantaged	73.6	69.3	54.0	46.5
English Learners	27.2	26.8	11.2	11.5
Not English Learners	65.3	57.4	43.9	34.5
Students with Disabilities	26.0	24.1	10.0	8.1
Not Students with Disabilities	66.5	59.9	45.0	36.7
Academically or Intellectually Gifted	>95	>95	90.0	85.3

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	43.1	33.2	28.5
American Indian	32.0	29.0	17.9	16.0
Asian	80.7	67.2	69.2	52.6
Black	29.9	29.6	17.1	17.5
Hispanic	36.1	41.7	21.7	25.1
Two or More Races	49.1	46.2	33.3	31.3
White	62.4	61.8	45.2	45.5
Economically Disadvantaged	33.5	34.1	19.3	19.9
Not Economically Disadvantaged	60.9	54.6	44.9	39.6
English Learners	13.2	13.5	6.6	5.4
Not English Learners	52.2	45.3	36.1	30.3
Students with Disabilities	16.8	15.4	7.0	6.0
Not Students with Disabilities	52.1	46.6	36.4	31.4
Academically or Intellectually Gifted	92.0	90.7	79.9	77.3

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 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	51.5	31.5	29.4
American Indian	39.1	44.1	19.1	23.7
Asian	77.0	60.2	58.3	34.6
Black	38.4	33.8	18.5	14.7
Hispanic	39.1	39.9	19.8	19.7
Two or More Races	54.3	54.4	32.2	30.6
White	64.8	63.0	42.4	39.1
Economically Disadvantaged	39.5	41.0	19.4	20.2
Not Economically Disadvantaged	65.3	63.6	43.6	39.9
English Learners	18.5	15.7	6.7	5.0
Not English Learners	56.9	55.2	34.8	31.9
Students with Disabilities	15.9	15.7	6.5	5.9
Not Students with Disabilities	58.4	58.1	35.6	33.7
Academically or Intellectually Gifted	>95	94.4	81.6	77.4
Math (grades 3–8)²	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	56.7	56.0	37.5	35.3
American Indian	43.9	52.0	23.9	26.0
Asian	85.8	71.8	73.7	51.5
Black	39.2	35.2	19.8	15.9
Hispanic	46.4	47.9	26.5	27.0
Two or More Races	55.6	55.2	35.7	33.3
White	69.5	67.5	50.1	46.5
Economically Disadvantaged	43.0	44.5	23.1	24.0
Not Economically Disadvantaged	70.5	69.2	51.9	48.4
English Learners	32.5	30.0	15.9	13.1
Not English Learners	60.0	58.7	40.4	37.6
Students with Disabilities	20.7	19.9	9.1	8.4
Not Students with Disabilities	62.6	62.7	42.1	40.3
Academically or Intellectually Gifted	>95	>95	89.4	87.0
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	57.2	35.4	32.4
American Indian	44.3	46.2	21.4	17.9
Asian	83.3	58.4	67.5	37.3
Black	43.8	37.4	19.4	14.1
Hispanic	47.0	47.6	23.4	23.8
Two or More Races	60.7	59.2	35.7	31.8
White	72.9	69.2	48.4	43.6
Economically Disadvantaged	45.4	45.0	21.3	20.3
Not Economically Disadvantaged	71.5	68.8	47.7	43.9
English Learners	15.6	13.1	<5	<5
Not English Learners	64.2	61.1	39.0	35.0
Students with Disabilities	17.6	16.5	5.3	<5
Not Students with Disabilities	64.6	63.3	39.2	36.5
Academically or Intellectually Gifted	>95	95.0	83.6	77.7

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	34.5	37.2	11.9	12.8
American Indian	28.1	24.1	9.0	6.9
Asian	57.2	39.2	28.5	16.7
Black	25.3	25.6	7.3	7.3
Hispanic	27.4	32.5	8.6	10.4
Two or More Races	34.4	34.2	11.2	11.9
White	45.6	46.5	17.1	17.2
Economically Disadvantaged	26.9	30.0	8.2	8.9
Not Economically Disadvantaged	44.4	46.7	16.9	18.0
English Learners	16.1	18.0	<5	5.3
Not English Learners	37.8	39.9	13.2	13.9
Students with Disabilities	12.8	12.8	<5	<5
Not Students with Disabilities	38.5	41.9	13.6	14.7
Academically or Intellectually Gifted	80.8	77.0	44.1	38.3
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	66.4	65.6	43.5	40.8
American Indian	61.9	44.4	35.6	29.6
Asian	90.1	73.8	79.6	61.1
Black	51.4	46.7	25.8	21.3
Hispanic	57.7	58.3	32.7	32.1
Two or More Races	65.9	62.9	42.2	40.1
White	76.8	75.7	55.1	50.9
Economically Disadvantaged	54.0	54.1	29.0	28.3
Not Economically Disadvantaged	75.9	75.0	54.5	51.1
English Learners	36.8	33.5	14.5	12.5
Not English Learners	69.2	67.7	46.2	42.7
Students with Disabilities	30.0	33.5	10.4	11.1
Not Students with Disabilities	69.4	68.8	46.2	43.7
Academically or Intellectually Gifted	>95	>95	86.8	83.2
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	61.0	59.5	40.3	38.7
American Indian	49.5	64.3	26.9	37.5
Asian	83.9	71.4	69.8	51.4
Black	44.4	39.6	22.9	19.7
Hispanic	48.3	47.9	27.7	27.6
Two or More Races	62.6	61.3	40.0	37.8
White	74.7	72.2	53.9	51.1
Economically Disadvantaged	48.0	48.5	25.9	27.1
Not Economically Disadvantaged	73.6	71.8	54.0	51.7
English Learners	27.2	23.6	11.2	10.4
Not English Learners	65.3	63.2	43.9	41.6
Students with Disabilities	26.0	25.9	10.0	10.0
Not Students with Disabilities	66.5	65.6	45.0	43.9
Academically or Intellectually Gifted	>95	>95	90.0	88.1

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	46.2	33.2	30.3
American Indian	32.0	27.3	17.9	12.1
Asian	80.7	56.3	69.2	43.0
Black	29.9	22.9	17.1	11.3
Hispanic	36.1	36.6	21.7	21.6
Two or More Races	49.1	47.4	33.3	31.3
White	62.4	60.3	45.2	42.1
Economically Disadvantaged	33.5	33.2	19.3	19.3
Not Economically Disadvantaged	60.9	58.6	44.9	40.8
English Learners	13.2	11.5	6.6	5.1
Not English Learners	52.2	49.1	36.1	32.4
Students with Disabilities	16.8	17.5	7.0	7.0
Not Students with Disabilities	52.1	50.6	36.4	33.9
Academically or Intellectually Gifted	92.0	89.1	79.9	73.9

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 51. Southwest 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	54.4	31.5	33.5
American Indian	39.1	61.3	19.1	34.3
Asian	77.0	80.4	58.3	62.0
Black	38.4	41.7	18.5	21.1
Hispanic	39.1	38.9	19.8	20.0
Two or More Races	54.3	56.6	32.2	35.0
White	64.8	67.7	42.4	45.2
Economically Disadvantaged	39.5	40.7	19.4	20.3
Not Economically Disadvantaged	65.3	65.8	43.6	44.5
English Learners	18.5	19.6	6.7	7.5
Not English Learners	56.9	60.1	34.8	37.8
Students with Disabilities	15.9	15.2	6.5	6.2
Not Students with Disabilities	58.4	60.0	35.6	37.4
Academically or Intellectually Gifted	>95	>95	81.6	84.6
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	56.7	59.9	37.5	41.5
American Indian	43.9	59.2	23.9	43.6
Asian	85.8	88.9	73.7	78.6
Black	39.2	43.0	19.8	23.4
Hispanic	46.4	47.6	26.5	27.8
Two or More Races	55.6	59.8	35.7	40.9
White	69.5	73.9	50.1	55.8
Economically Disadvantaged	43.0	45.3	23.1	25.4
Not Economically Disadvantaged	70.5	72.1	51.9	54.9
English Learners	32.5	35.5	15.9	18.4
Not English Learners	60.0	63.9	40.4	45.3
Students with Disabilities	20.7	21.1	9.1	9.5
Not Students with Disabilities	62.6	65.4	42.1	46.0
Academically or Intellectually Gifted	>95	>95	89.4	92.9
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	61.1	35.4	37.6
American Indian	44.3	62.1	21.4	44.8
Asian	83.3	86.3	67.5	70.8
Black	43.8	46.7	19.4	22.0
Hispanic	47.0	47.1	23.4	23.7
Two or More Races	60.7	61.7	35.7	37.7
White	72.9	75.7	48.4	51.8
Economically Disadvantaged	45.4	46.4	21.3	22.2
Not Economically Disadvantaged	71.5	72.3	47.7	49.3
English Learners	15.6	17.9	<5	<5
Not English Learners	64.2	66.8	39.0	42.0
Students with Disabilities	17.6	18.3	5.3	<5
Not Students with Disabilities	64.6	65.8	39.2	41.1
Academically or Intellectually Gifted	>95	>95	83.6	86.8

NC Math 1 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	34.5	36.6	11.9	14.3
American Indian	28.1	36.7	9.0	16.3
Asian	57.2	62.6	28.5	32.6
Black	25.3	28.0	7.3	8.7
Hispanic	27.4	27.0	8.6	9.4
Two or More Races	34.4	36.9	11.2	13.2
White	45.6	50.8	17.1	22.4
Economically Disadvantaged	26.9	28.4	8.2	9.2
Not Economically Disadvantaged	44.4	45.8	16.9	19.9
English Learners	16.1	16.2	<5	5.1
Not English Learners	37.8	41.0	13.2	16.2
Students with Disabilities	12.8	13.7	<5	<5
Not Students with Disabilities	38.5	40.6	13.6	16.2
Academically or Intellectually Gifted	80.8	85.0	44.1	54.0
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	66.4	67.6	43.5	46.1
American Indian	61.9	71.4	35.6	53.1
Asian	90.1	92.9	79.6	83.6
Black	51.4	53.5	25.8	27.9
Hispanic	57.7	56.7	32.7	32.7
Two or More Races	65.9	66.6	42.2	44.1
White	76.8	79.5	55.1	60.4
Economically Disadvantaged	54.0	53.9	29.0	29.7
Not Economically Disadvantaged	75.9	76.7	54.5	57.0
English Learners	36.8	37.7	14.5	16.4
Not English Learners	69.2	70.9	46.2	49.4
Students with Disabilities	30.0	29.7	10.4	11.2
Not Students with Disabilities	69.4	70.3	46.2	48.6
Academically or Intellectually Gifted	>95	>95	86.8	90.1
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	61.0	63.1	40.3	42.7
American Indian	49.5	61.5	26.9	39.4
Asian	83.9	87.4	69.8	74.2
Black	44.4	48.1	22.9	25.6
Hispanic	48.3	49.3	27.7	28.7
Two or More Races	62.6	65.8	40.0	42.8
White	74.7	77.0	53.9	57.3
Economically Disadvantaged	48.0	49.6	25.9	27.2
Not Economically Disadvantaged	73.6	73.8	54.0	55.0
English Learners	27.2	29.7	11.2	12.3
Not English Learners	65.3	68.1	43.9	47.2
Students with Disabilities	26.0	26.1	10.0	9.8
Not Students with Disabilities	66.5	68.1	45.0	47.1
Academically or Intellectually Gifted	>95	>95	90.0	91.9

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	49.1	33.2	34.5
American Indian	32.0	60.0	17.9	44.0
Asian	80.7	82.4	69.2	71.1
Black	29.9	32.0	17.1	18.9
Hispanic	36.1	35.7	21.7	21.2
Two or More Races	49.1	46.4	33.3	32.5
White	62.4	64.0	45.2	47.9
Economically Disadvantaged	33.5	33.4	19.3	19.6
Not Economically Disadvantaged	60.9	60.6	44.9	45.5
English Learners	13.2	14.8	6.6	7.6
Not English Learners	52.2	53.7	36.1	38.2
Students with Disabilities	16.8	16.3	7.0	6.6
Not Students with Disabilities	52.1	52.6	36.4	37.6
Academically or Intellectually Gifted	92.0	93.5	79.9	83.0

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 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	53.1	31.5	32.5
American Indian	39.1	40.1	19.1	19.8
Asian	77.0	60.8	58.3	40.7
Black	38.4	29.5	18.5	12.8
Hispanic	39.1	34.6	19.8	17.3
Two or More Races	54.3	49.1	32.2	28.4
White	64.8	60.0	42.4	38.3
Economically Disadvantaged	39.5	43.0	19.4	22.9
Not Economically Disadvantaged	65.3	63.7	43.6	42.6
English Learners	18.5	13.3	6.7	<5
Not English Learners	56.9	56.9	34.8	35.2
Students with Disabilities	15.9	15.5	6.5	6.8
Not Students with Disabilities	58.4	60.3	35.6	37.4
Academically or Intellectually Gifted	>95	>95	81.6	82.2
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	56.7	55.6	37.5	36.2
American Indian	43.9	38.4	23.9	17.0
Asian	85.8	68.5	73.7	54.6
Black	39.2	31.2	19.8	13.3
Hispanic	46.4	41.2	26.5	23.4
Two or More Races	55.6	47.9	35.7	29.2
White	69.5	61.9	50.1	41.8
Economically Disadvantaged	43.0	45.2	23.1	25.8
Not Economically Disadvantaged	70.5	66.5	51.9	47.0
English Learners	32.5	25.1	15.9	11.2
Not English Learners	60.0	58.6	40.4	38.6
Students with Disabilities	20.7	18.9	9.1	9.2
Not Students with Disabilities	62.6	62.7	42.1	41.4
Academically or Intellectually Gifted	>95	>95	89.4	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	59.4	64.3	35.4	39.6
American Indian	44.3	45.8	21.4	25.0
Asian	83.3	73.8	67.5	60.0
Black	43.8	40.8	19.4	14.7
Hispanic	47.0	48.3	23.4	23.9
Two or More Races	60.7	62.2	35.7	35.4
White	72.9	71.4	48.4	46.6
Economically Disadvantaged	45.4	53.5	21.3	27.9
Not Economically Disadvantaged	71.5	74.0	47.7	50.2
English Learners	15.6	13.8	<5	<5
Not English Learners	64.2	68.5	39.0	42.7
Students with Disabilities	17.6	18.6	5.3	5.1
Not Students with Disabilities	64.6	70.8	39.2	44.6
Academically or Intellectually Gifted	>95	>95	83.6	86.7

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	34.5	39.5	11.9	13.4
American Indian	28.1	38.0	9.0	12.7
Asian	57.2	80.6	28.5	32.3
Black	25.3	21.9	7.3	<5
Hispanic	27.4	30.4	8.6	10.4
Two or More Races	34.4	36.3	11.2	9.7
White	45.6	44.3	17.1	15.4
Economically Disadvantaged	26.9	32.0	8.2	10.1
Not Economically Disadvantaged	44.4	48.4	16.9	17.4
English Learners	16.1	16.9	<5	<5
Not English Learners	37.8	42.0	13.2	14.4
Students with Disabilities	12.8	14.0	<5	<5
Not Students with Disabilities	38.5	44.8	13.6	15.6
Academically or Intellectually Gifted	80.8	84.1	44.1	48.0
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	66.4	68.8	43.5	44.1
American Indian	61.9	53.8	35.6	25.6
Asian	90.1	93.1	79.6	79.3
Black	51.4	50.8	25.8	21.1
Hispanic	57.7	59.9	32.7	32.9
Two or More Races	65.9	62.8	42.2	36.2
White	76.8	73.2	55.1	49.7
Economically Disadvantaged	54.0	60.6	29.0	34.2
Not Economically Disadvantaged	75.9	75.1	54.5	51.8
English Learners	36.8	31.1	14.5	10.0
Not English Learners	69.2	71.6	46.2	46.7
Students with Disabilities	30.0	32.8	10.4	10.7
Not Students with Disabilities	69.4	72.5	46.2	47.6
Academically or Intellectually Gifted	>95	>95	86.8	86.3
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	61.0	63.7	40.3	41.0
American Indian	49.5	54.5	26.9	30.9
Asian	83.9	76.2	69.8	57.4
Black	44.4	37.3	22.9	15.4
Hispanic	48.3	46.9	27.7	25.7
Two or More Races	62.6	56.4	40.0	33.2
White	74.7	70.8	53.9	47.6
Economically Disadvantaged	48.0	53.7	25.9	29.9
Not Economically Disadvantaged	73.6	73.7	54.0	52.2
English Learners	27.2	22.2	11.2	8.9
Not English Learners	65.3	67.5	43.9	43.9
Students with Disabilities	26.0	26.3	10.0	10.6
Not Students with Disabilities	66.5	70.7	45.0	46.7
Academically or Intellectually Gifted	>95	>95	90.0	89.3

Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	50.2	33.2	33.0
American Indian	32.0	25.0	17.9	11.3
Asian	80.7	66.7	69.2	48.1
Black	29.9	24.5	17.1	11.5
Hispanic	36.1	35.2	21.7	20.2
Two or More Races	49.1	42.4	33.3	26.5
White	62.4	57.8	45.2	39.3
Economically Disadvantaged	33.5	39.4	19.3	23.3
Not Economically Disadvantaged	60.9	59.9	44.9	41.6
English Learners	13.2	9.3	6.6	<5
Not English Learners	52.2	53.6	36.1	35.3
Students with Disabilities	16.8	15.1	7.0	5.3
Not Students with Disabilities	52.1	55.2	36.4	36.9
Academically or Intellectually Gifted	92.0	93.0	79.9	81.0

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 2024–25 test performance and participation by subgroup¹

Reading (grades 3–8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	52.5	49.8	31.5	27.5
American Indian	39.1	41.4	19.1	24.1
Asian	77.0	74.6	58.3	56.3
Black	38.4	44.8	18.5	23.5
Hispanic	39.1	49.6	19.8	27.3
Two or More Races	54.3	44.7	32.2	24.3
White	64.8	53.2	42.4	29.3
Economically Disadvantaged	39.5	43.7	19.4	22.4
Not Economically Disadvantaged	65.3	63.5	43.6	38.9
English Learners	18.5	18.6	6.7	8.1
Not English Learners	56.9	50.9	34.8	28.1
Students with Disabilities	15.9	18.8	6.5	7.2
Not Students with Disabilities	58.4	54.8	35.6	30.7
Academically or Intellectually Gifted	>95	89.4	81.6	78.0
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	56.7	36.2	37.5	20.1
American Indian	43.9	24.1	23.9	13.8
Asian	85.8	76.1	73.7	59.2
Black	39.2	28.1	19.8	13.7
Hispanic	46.4	35.2	26.5	19.6
Two or More Races	55.6	32.2	35.7	17.6
White	69.5	40.7	50.1	23.0
Economically Disadvantaged	43.0	29.1	23.1	14.2
Not Economically Disadvantaged	70.5	52.0	51.9	33.4
English Learners	32.5	15.1	15.9	7.0
Not English Learners	60.0	36.9	40.4	20.6
Students with Disabilities	20.7	15.0	9.1	5.6
Not Students with Disabilities	62.6	39.5	42.1	22.4
Academically or Intellectually Gifted	>95	85.4	89.4	60.2
English II	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	59.4	63.1	35.4	38.3
American Indian	44.3	33.3	21.4	8.3
Asian	83.3	83.3	67.5	75.0
Black	43.8	60.1	19.4	27.0
Hispanic	47.0	63.2	23.4	43.4
Two or More Races	60.7	66.7	35.7	38.6
White	72.9	64.5	48.4	43.4
Economically Disadvantaged	45.4	56.5	21.3	30.4
Not Economically Disadvantaged	71.5	73.0	47.7	50.2
English Learners	15.6	29.4	<5	5.9
Not English Learners	64.2	64.1	39.0	39.3
Students with Disabilities	17.6	38.8	5.3	12.9

Not Students with Disabilities	64.6	67.2	39.2	42.6
Academically or Intellectually Gifted	>95	>95	83.6	92.6
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	34.5	26.1	11.9	9.0
American Indian	28.1	*	9.0	*
Asian	57.2	*	28.5	*
Black	25.3	18.4	7.3	7.4
Hispanic	27.4	25.9	8.6	8.6
Two or More Races	34.4	27.8	11.2	9.3
White	45.6	30.8	17.1	10.2
Economically Disadvantaged	26.9	21.8	8.2	6.7
Not Economically Disadvantaged	44.4	36.6	16.9	14.6
English Learners	16.1	5.6	<5	<5
Not English Learners	37.8	26.8	13.2	9.3
Students with Disabilities	12.8	14.1	<5	<5
Not Students with Disabilities	38.5	28.6	13.6	10.7
Academically or Intellectually Gifted	80.8	73.7	44.1	26.3
NC Math 3 (grades 9–12)	Level 3 and above State	Level 3 and above region	Level 4 and Above State	Level 4 and above region
All Students	66.4	54.6	43.5	30.3
American Indian	61.9	*	35.6	*
Asian	90.1	50.0	79.6	50.0
Black	51.4	54.9	25.8	29.5
Hispanic	57.7	56.8	32.7	24.3
Two or More Races	65.9	51.9	42.2	32.7
White	76.8	55.6	55.1	31.6
Economically Disadvantaged	54.0	45.4	29.0	22.7
Not Economically Disadvantaged	75.9	67.6	54.5	41.1
English Learners	36.8	18.8	14.5	6.3
Not English Learners	69.2	55.8	46.2	31.1
Students with Disabilities	30.0	33.3	10.4	<5
Not Students with Disabilities	69.4	57.2	46.2	33.6
Academically or Intellectually Gifted	>95	>95	86.8	77.8
Science (grades 5 and 8)	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	61.0	50.1	40.3	30.0
American Indian	49.5	33.3	26.9	25.0
Asian	83.9	80.0	69.8	68.0
Black	44.4	40.0	22.9	22.7
Hispanic	48.3	42.5	27.7	25.2
Two or More Races	62.6	42.0	40.0	25.0
White	74.7	59.6	53.9	35.2
Economically Disadvantaged	48.0	42.9	25.9	23.6
Not Economically Disadvantaged	73.6	65.4	54.0	43.7
English Learners	27.2	14.3	11.2	7.1
Not English Learners	65.3	51.2	43.9	30.7
Students with Disabilities	26.0	27.3	10.0	11.4
Not Students with Disabilities	66.5	53.9	45.0	33.1

Academically or Intellectually Gifted	>95	93.8	90.0	83.3
Biology	Level 3 and above State	Level 3 and above region	Level 4 and above State	Level 4 and above region
All Students	48.3	43.8	33.2	28.8
American Indian	32.0	*	17.9	*
Asian	80.7	54.5	69.2	54.5
Black	29.9	30.8	17.1	18.9
Hispanic	36.1	41.9	21.7	24.3
Two or More Races	49.1	52.1	33.3	33.3
White	62.4	51.9	45.2	35.3
Economically Disadvantaged	33.5	39.6	19.3	24.4
Not Economically Disadvantaged	60.9	50.2	44.9	35.7
English Learners	13.2	17.4	6.6	8.7
Not English Learners	52.2	45.0	36.1	29.7
Students with Disabilities	16.8	20.3	7.0	11.4
Not Students with Disabilities	52.1	47.8	36.4	31.8
Academically or Intellectually Gifted	92.0	>95	79.9	84.6

¹An 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).

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

Appendix B. School Performance Grades by State Board Regions

The distributions of SPGs, Growth Designations, Reading Grades, and Mathematics Grades by State Board of Education regions are presented in Tables 54–57.

TABLE 54. Number and percent of School Performance Grades by State School Board Region¹

Region		Overall Performance Grade					Total schools
		A	B	C	D	F	
Northeast	Number	8	24	73	55	6	166
	Percent	4.8	14.5	44.0	33.1	3.6	
Southeast	Number	13	49	107	68	13	250
	Percent	5.2	19.6	42.8	27.2	5.2	
North Central	Number	54	162	209	131	23	579
	Percent	9.3	28.0	36.1	22.6	4.0	
Sandhills	Number	13	37	93	95	17	255
	Percent	5.1	14.5	36.5	37.3	6.7	
Piedmont-Triad	Number	25	62	175	132	35	429
	Percent	5.8	14.5	40.8	30.8	8.2	
Southwest	Number	67	126	196	115	33	537
	Percent	12.5	23.5	36.5	21.4	6.1	
Northwest	Number	9	25	98	48	2	182
	Percent	4.9	13.7	53.8	26.4	1.1	
Western	Number	7	50	89	35	3	184
	Percent	3.8	27.2	48.4	19.0	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 Region¹

Region		Growth status			Total schools
		Exceeds	Meets	Does not meet	
Northeast	Number	34	84	36	154
	Percent	22.1	54.5	23.4	
Southeast	Number	70	101	77	248
	Percent	28.2	40.7	31.0	
North Central	Number	207	236	126	569
	Percent	36.4	41.5	22.1	
Sandhills	Number	51	122	72	245
	Percent	20.8	49.8	29.4	
Piedmont-Triad	Number	84	186	155	425
	Percent	19.8	43.8	36.5	
Southwest	Number	216	177	125	518
	Percent	41.7	34.2	24.1	
Northwest	Number	22	85	69	176
	Percent	12.5	48.3	39.2	
Western	Number	30	85	63	178
	Percent	16.9	47.8	35.4	
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 Region¹

Region		Reading grade					Total schools
		A	B	C	D	F	
Northeast	Number	0	10	41	56	10	117
	Percent	0.0	8.5	35.0	47.9	8.5	
Southeast	Number	3	24	103	52	16	198
	Percent	1.5	12.1	52.0	26.3	8.1	
North Central	Number	12	114	175	146	26	473
	Percent	2.5	24.1	37.0	30.9	5.5	
Sandhills	Number	2	17	63	91	25	198
	Percent	1.0	8.6	31.8	46.0	12.6	
Piedmont-Triad	Number	2	31	110	155	39	337
	Percent	0.6	9.2	32.6	46.0	11.6	
Southwest	Number	20	76	152	137	40	425
	Percent	4.7	17.9	35.8	32.2	9.4	
Northwest	Number	0	7	76	57	0	140
	Percent	0.0	5.0	54.3	40.7	0.0	
Western	Number	0	20	76	43	2	141
	Percent	0.0	14.2	53.9	30.5	1.4	
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 schools may not total 100%.² The two virtual charter schools serve students statewide and are not assigned to a specific region.

TABLE 57. Number and percent of mathematics grades by State School Board Region¹

Region		Mathematics grade					Total schools
		A	B	C	D	F	
Northeast	Number	2	19	53	35	8	117
	Percent	1.7	16.2	45.3	29.9	6.8	
Southeast	Number	6	53	82	46	11	198
	Percent	3.0	26.8	41.4	23.2	5.6	
North Central	Number	37	149	167	97	23	473
	Percent	7.8	31.5	35.3	20.5	4.9	
Sandhills	Number	6	28	67	75	22	198
	Percent	3.0	14.1	33.8	37.9	11.1	
Piedmont-Triad	Number	10	66	130	98	34	338
	Percent	3.0	19.5	38.5	29.0	10.1	
Southwest	Number	49	120	127	87	42	425
	Percent	11.5	28.2	29.9	20.5	9.9	
Northwest	Number	0	29	72	36	3	140
	Percent	0.0	20.7	51.4	25.7	2.1	
Western	Number	3	33	62	36	7	141
	Percent	2.1	23.4	44.0	25.5	5.0	
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 Region¹

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	3	14	15	16	49
	Percent	2.0	6.1	28.6	30.6	32.7	
Piedmont-Triad	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Southwest	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Northwest	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	
Western	Number	0	0	0	4	1	5
	Percent	0.0	0.0	0.0	80.0	20.0	
Virtual ²	Number	0	0	0	0	0	0
	Percent	*	*	*	*	*	

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

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

* Undefined percents are not displayed

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

Region		Overall Performance Grade Asian					Total subgroups
		A	B	C	D	F	
Northeast	Number	3	0	0	0	0	3
	Percent	100.0	0.0	0.0	0.0	0.0	
Southeast	Number	0	0	2	1	0	3
	Percent	0.0	0.0	66.7	33.3	0.0	
North Central	Number	78	21	3	0	0	102
	Percent	76.5	20.6	2.9	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	21	12	10	3	0	46
	Percent	45.7	26.1	21.7	6.5	0.0	
Southwest	Number	70	25	5	2	0	102
	Percent	68.6	24.5	4.9	2.0	0.0	
Northwest	Number	1	3	11	2	0	17
	Percent	5.9	17.6	64.7	11.8	0.0	
Western	Number	0	0	0	0	0	0
	Percent						
Virtual ²	Number	0	1	1	0	0	2
	Percent	0.0	50.0	50.0	0.0	0.0	

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

* Undefined percents are not displayed

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

Region		Overall Performance Grade Black					Total subgroups
		A	B	C	D	F	
Northeast	Number	1	2	31	68	18	120
	Percent	0.8	1.7	25.8	56.7	15.0	
Southeast	Number	1	5	24	92	38	160
	Percent	0.6	3.1	15.0	57.5	23.8	
North Central	Number	10	29	126	226	81	472
	Percent	2.1	6.1	26.7	47.9	17.2	
Sandhills	Number	4	5	36	107	45	197
	Percent	2.0	2.5	18.3	54.3	22.8	
Piedmont-Triad	Number	4	12	54	133	73	276
	Percent	1.4	4.3	19.6	48.2	26.4	
Southwest	Number	5	46	132	156	73	412
	Percent	1.2	11.2	32.0	37.9	17.7	
Northwest	Number	0	0	2	4	13	19
	Percent	0.0	0.0	10.5	21.1	68.4	
Western	Number	0	0	4	8	12	24
	Percent	0.0	0.0	16.7	33.3	50.0	
Virtual ²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

TABLE 61. Number and percent of Hispanic subgroup grades by State School Board Region¹

Region		Overall Performance Grade Hispanic					Total Subgroups
		A	B	C	D	F	
Northeast	Number	0	6	34	22	3	65
	Percent	0.0	9.2	52.3	33.8	4.6	
Southeast	Number	2	21	76	62	15	176
	Percent	1.1	11.9	43.2	35.2	8.5	
North Central	Number	12	42	187	171	39	451
	Percent	2.7	9.3	41.5	37.9	8.6	
Sandhills	Number	4	11	82	57	12	166
	Percent	2.4	6.6	49.4	34.3	7.2	
Piedmont-Triad	Number	3	22	105	140	40	310
	Percent	1.0	7.1	33.9	45.2	12.9	
Southwest	Number	10	58	170	145	36	419
	Percent	2.4	13.8	40.6	34.6	8.6	
Northwest	Number	1	3	43	47	6	100
	Percent	1.0	3.0	43.0	47.0	6.0	
Western	Number	0	6	25	36	13	80
	Percent	0.0	7.5	31.3	45.0	16.3	
Virtual ²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

TABLE 62. Number and percent of Two or More Races subgroup grades by State School Board Region¹

Region		Overall Performance Grade Two or More Races					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	5	11	6	1	23
	Percent	0.0	21.7	47.8	26.1	4.3	
Southeast	Number	0	13	34	21	2	70
	Percent	0.0	18.6	48.6	30.0	2.9	
North Central	Number	13	42	58	23	6	142
	Percent	9.2	29.6	40.8	16.2	4.2	
Sandhills	Number	1	13	29	32	7	82
	Percent	1.2	15.9	35.4	39.0	8.5	
Piedmont-Triad	Number	3	13	27	28	11	82
	Percent	3.7	15.9	32.9	34.1	13.4	
Southwest	Number	10	39	56	35	11	151
	Percent	6.6	25.8	37.1	23.2	7.3	
Northwest	Number	0	0	11	12	4	27
	Percent	0.0	0.0	40.7	44.4	14.8	
Western	Number	0	1	8	8	1	18
	Percent	0.0	5.6	44.4	44.4	5.6	
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 63. Number and percent of White subgroup grades by State School Board Region¹

Region		Overall Performance Grade White					Total subgroups
		A	B	C	D	F	
Northeast	Number	11	38	56	2	1	108
	Percent	10.2	35.2	51.9	1.9	0.9	
Southeast	Number	16	84	101	19	2	222
	Percent	7.2	37.8	45.5	8.6	0.9	
North Central	Number	121	212	120	17	3	473
	Percent	25.6	44.8	25.4	3.6	0.6	
Sandhills	Number	12	62	79	34	1	188
	Percent	6.4	33.0	42.0	18.1	0.5	
Piedmont-Triad	Number	28	102	146	53	5	334
	Percent	8.4	30.5	43.7	15.9	1.5	
Southwest	Number	86	160	117	38	6	407
	Percent	21.1	39.3	28.7	9.3	1.5	
Northwest	Number	9	44	103	24	0	180
	Percent	5.0	24.4	57.2	13.3	0.0	
Western	Number	9	73	77	17	2	178
	Percent	5.1	41.0	43.3	9.6	1.1	
Virtual ²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

TABLE 64. Number and percent of Economically Disadvantaged subgroup grades by State School Board Region¹

Region		Overall Performance Grade Economically Disadvantaged					Total subgroups
		A	B	C	D	F	
Northeast	Number	4	5	43	91	12	155
	Percent	2.6	3.2	27.7	58.7	7.7	
Southeast	Number	4	18	99	101	21	243
	Percent	1.6	7.4	40.7	41.6	8.6	
North Central	Number	15	33	174	261	75	558
	Percent	2.7	5.9	31.2	46.8	13.4	
Sandhills	Number	9	8	77	123	35	252
	Percent	3.6	3.2	30.6	48.8	13.9	
Piedmont-Triad	Number	9	16	139	191	65	420
	Percent	2.1	3.8	33.1	45.5	15.5	
Southwest	Number	11	49	208	189	57	514
	Percent	2.1	9.5	40.5	36.8	11.1	
Northwest	Number	4	3	73	86	7	173
	Percent	2.3	1.7	42.2	49.7	4.0	
Western	Number	1	14	74	72	9	170
	Percent	0.6	8.2	43.5	42.4	5.3	
Virtual ²	Number	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	100.0	0.0	

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

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

TABLE 65. Number and percent of English Learner subgroup grades by State School Board Region¹

Region		Overall Performance Grade English Learner					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	2	2	13	8	25
	Percent	0.0	8.0	8.0	52.0	32.0	
Southeast	Number	0	0	9	39	42	90
	Percent	0.0	0.0	10.0	43.3	46.7	
North Central	Number	5	25	56	149	98	333
	Percent	1.5	7.5	16.8	44.7	29.4	
Sandhills	Number	1	0	6	31	35	73
	Percent	1.4	0.0	8.2	42.5	47.9	
Piedmont-Triad	Number	1	5	29	102	79	216
	Percent	0.5	2.3	13.4	47.2	36.6	
Southwest	Number	6	24	78	127	79	314
	Percent	1.9	7.6	24.8	40.4	25.2	
Northwest	Number	0	0	3	32	25	60
	Percent	0.0	0.0	5.0	53.3	41.7	
Western	Number	0	0	5	21	22	48
	Percent	0.0	0.0	10.4	43.8	45.8	
Virtual ²	Number	0	0	0	0	2	2
	Percent	0.0	0.0	0.0	0.0	100.0	

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

TABLE 66. Number and percent of Students with Disabilities subgroup grades by State School Board Region¹

Region		Overall Performance Grade Students with Disabilities					Total subgroups
		A	B	C	D	F	
Northeast	Number	0	1	1	10	85	97
	Percent	0.0	1.0	1.0	10.3	87.6	
Southeast	Number	0	0	1	36	147	184
	Percent	0.0	0.0	0.5	19.6	79.9	
North Central	Number	0	0	10	101	302	413
	Percent	0.0	0.0	2.4	24.5	73.1	
Sandhills	Number	0	0	2	17	144	163
	Percent	0.0	0.0	1.2	10.4	88.3	
Piedmont-Triad	Number	0	0	6	44	261	311
	Percent	0.0	0.0	1.9	14.1	83.9	
Southwest	Number	0	2	13	83	296	394
	Percent	0.0	0.5	3.3	21.1	75.1	
Northwest	Number	0	0	0	12	92	104
	Percent	0.0	0.0	0.0	11.5	88.5	
Western	Number	0	0	4	17	83	104
	Percent	0.0	0.0	3.8	16.3	79.8	
Virtual ²	Number	0	0	0	0	2	2
	Percent	0.0	0.0	0.0	0.0	100.0	

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

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