

2025–26 Accountability Reports

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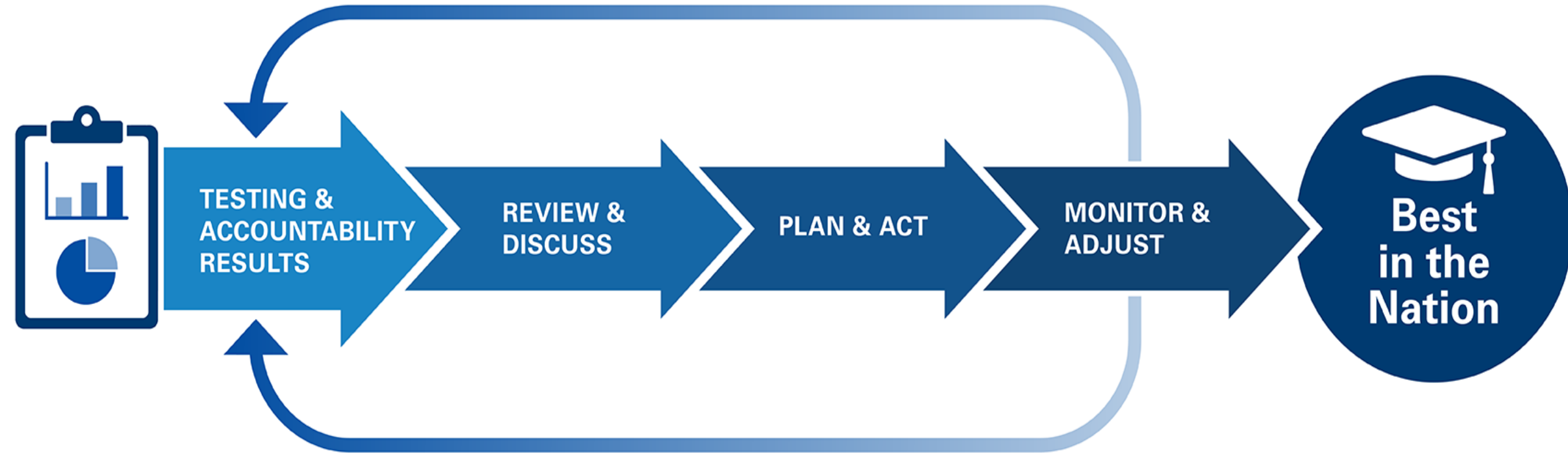
September 2, 2026



Context



Using Testing and Accountability Results



Supporting Improvement

- Throughout the summer, as data was available it was shared with local educational leaders for their review and planning
- As of today, all data and reports are publicly available
 - Excel spreadsheets on NCDPI website (school and district level where applicable)
 - Dashboards (test data, school performance grades, and cohort graduation rate)
 - Annual Testing Report
 - Cohort Graduation Report

Changes for the 2025–26 results

- Retesting
 - Retesting was implemented in the 2024–25 school year, 2025–26 updates include
 - Added grade 3 reading
 - Grade 3 reading retesting historically only applied to Read to Achieve
 - Added grade 5 science, grade 8 science and biology
 - 2024–25 was a standard setting year so retesting was not available
- ACT/ACT WorkKeys indicator
 - This accountability measure uses a composite score of 17
 - Aligns to UNC System admissions criteria

Celebrate the Good: Graduation Rate

- Four-Year Cohort Graduation Rate increased from 87.8% to 88.8%
 - This is the fourth consecutive year of increases in the rate
 - Highest rate in North Carolina history.



Celebrate The Good: 2025–26

- The percentage of students who were proficient on reading and mathematics tests were the highest in the last 3 years for 14 of 15 tests.
- The percentage of students who were proficient on science tests were the highest in the last 2 years for 3 of 3 tests
- Results for all race/ethnicity subgroups were the highest in the last three years (composite).
- All end of grade mathematics tests show an increase in the percentage of students proficient for the current year and the previous two years.
- Significantly reduced low-performing districts and low-performing schools

Opportunities 2026

- Improve achievement in reading and mathematics across various subgroups of students
- Increase number of students earning a Level 4 or Level 5 on EOG and EOC assessments
- WorkKeys performance
 - Increase number of students attaining a Silver or higher certificate

Student Outcomes



Reported Data

- 2025–26 End-of-grade (EOG) and end-of course (EOC) results
 - Analysis of all EOG, EOC tests, and NCExtend1 assessments, aligned to the North Carolina Standard Course of Study in reading, mathematics, and science for all public schools in North Carolina
 - **Level 3 and above (grade-level proficiency, GLP)**
 - Level 4 and above (college-and-career readiness, CCR)
 - Results from 2023–24 and 2024–25 provide context
- ACT and ACT WorkKeys
- Cohort Graduation Rate
- English Learner Progress

2025–26 Testing Participation

End-of-Grade and End-of-Course

99%

of all expected tests
were taken.



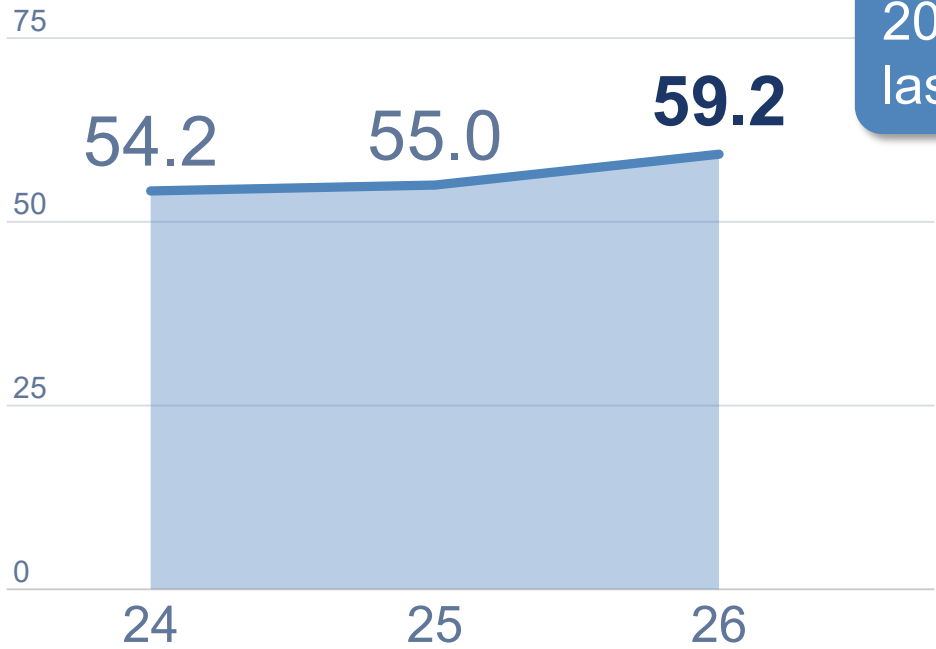
2,196 (85.5%) out of 2,568 schools
met all subgroup participation targets

All Subjects and Grades Composite

Percent of students proficient on the composite of all grades and subjects by year (2024, 2025, 2026)

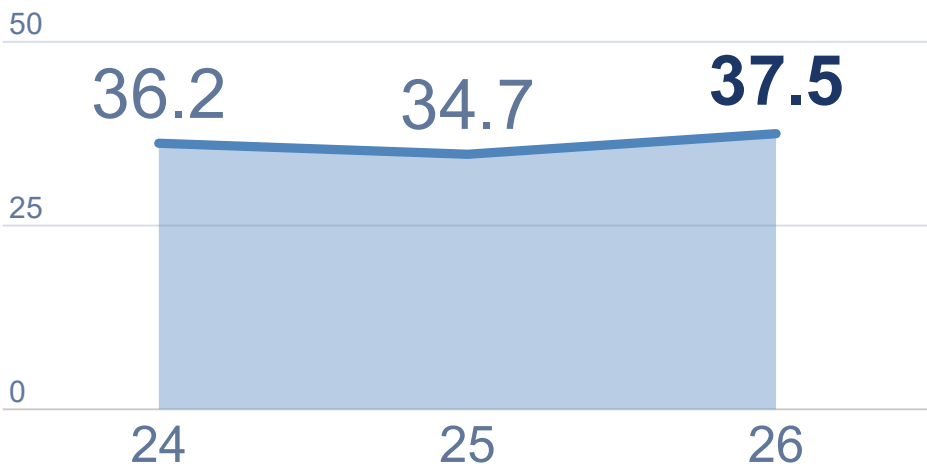
Grade-Level

100% grade-level proficient



College and Career Ready

100% college and career-ready proficient



2026 proficiency was **highest** in last three years.

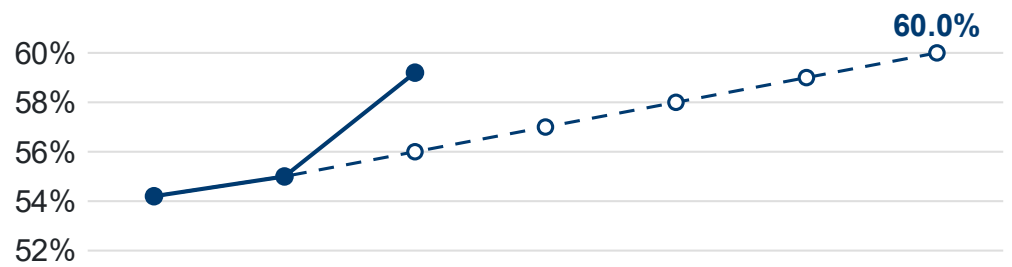


A Great Start to the Strategic Plan

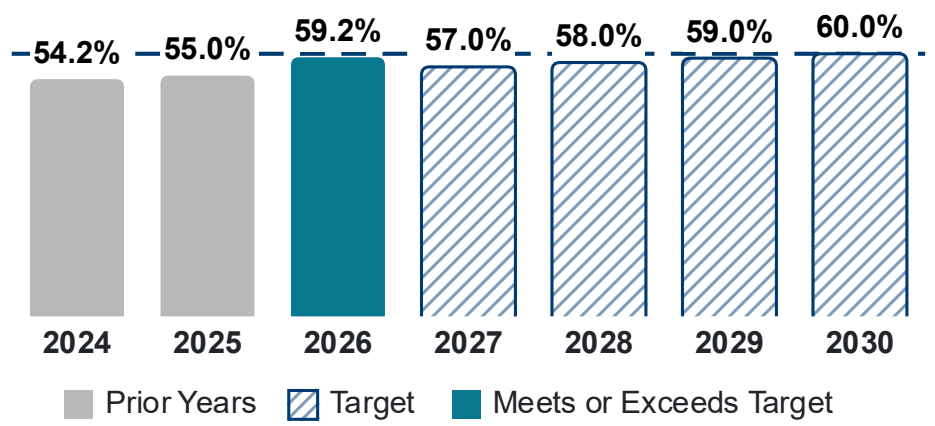
Strategic Plan
Pillar 1, Measure 10

Increase the percentage of students scoring levels 3, 4 or 5 on the End of Grade (EOG) and End of Course (EOC) tests

PATH TO 60% BY 2030

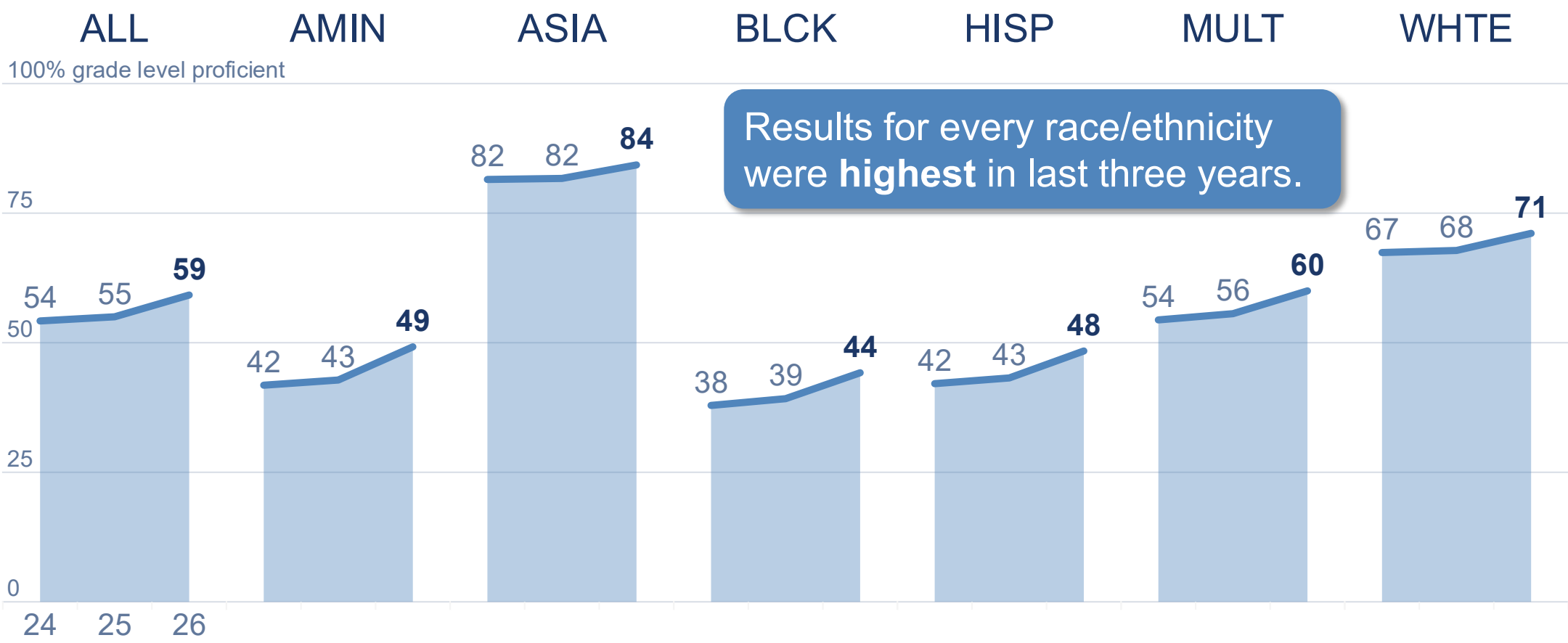


ANNUAL RESULTS



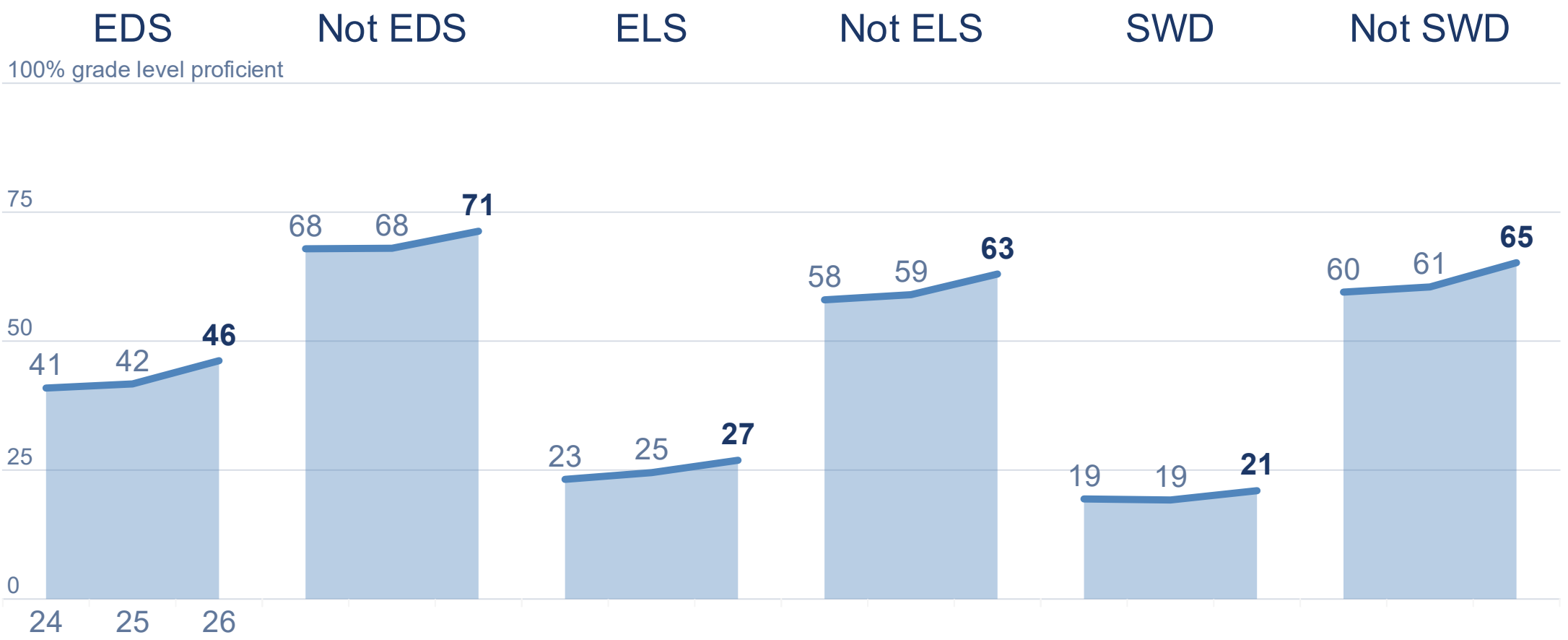
Composite by Race/Ethnicity

Percent of students proficient on the composite of all grades and subjects by year (2024, 2025, 2026)



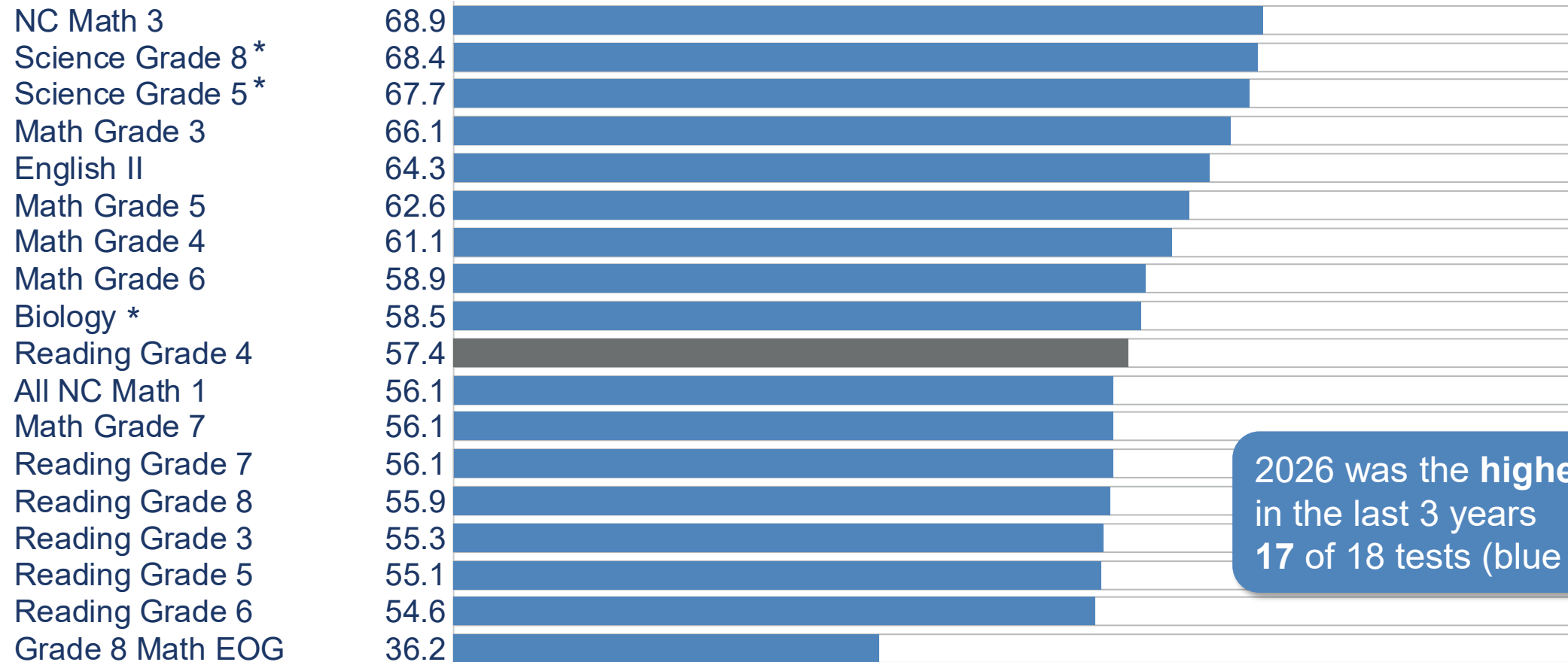
Composite by Other Student Groups

Percent of students proficient on the composite of all grades and subjects by year (2024, 2025, 2026)



Grade-Level Proficiency Snapshot

Percent of students grade-level proficient by test (2026)

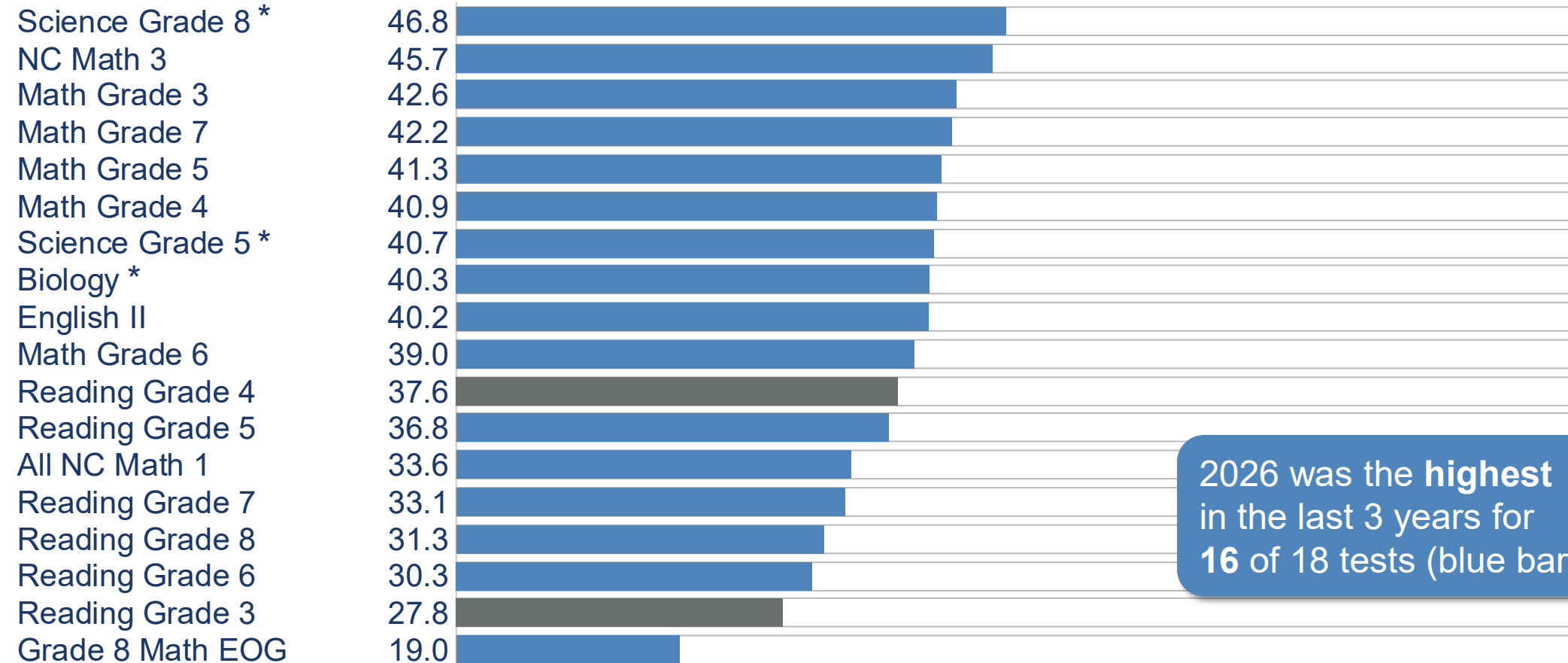


2026 was the **highest**
in the last 3 years
17 of 18 tests (blue bars).

* Highest in last two years

College and Career Ready Proficiency Snapshot

Percent of students college and career ready proficient by test (2026)

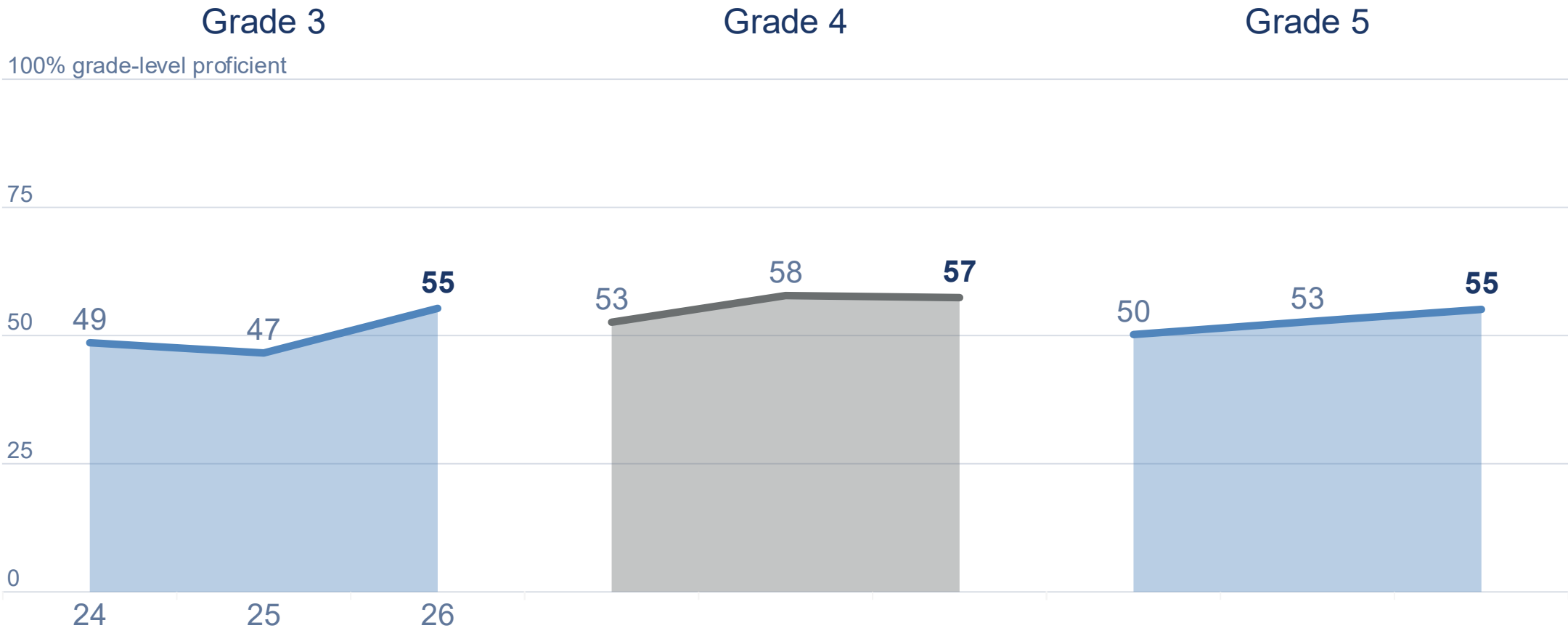


2026 was the **highest** in the last 3 years for **16** of 18 tests (blue bars).

* Highest in last two years

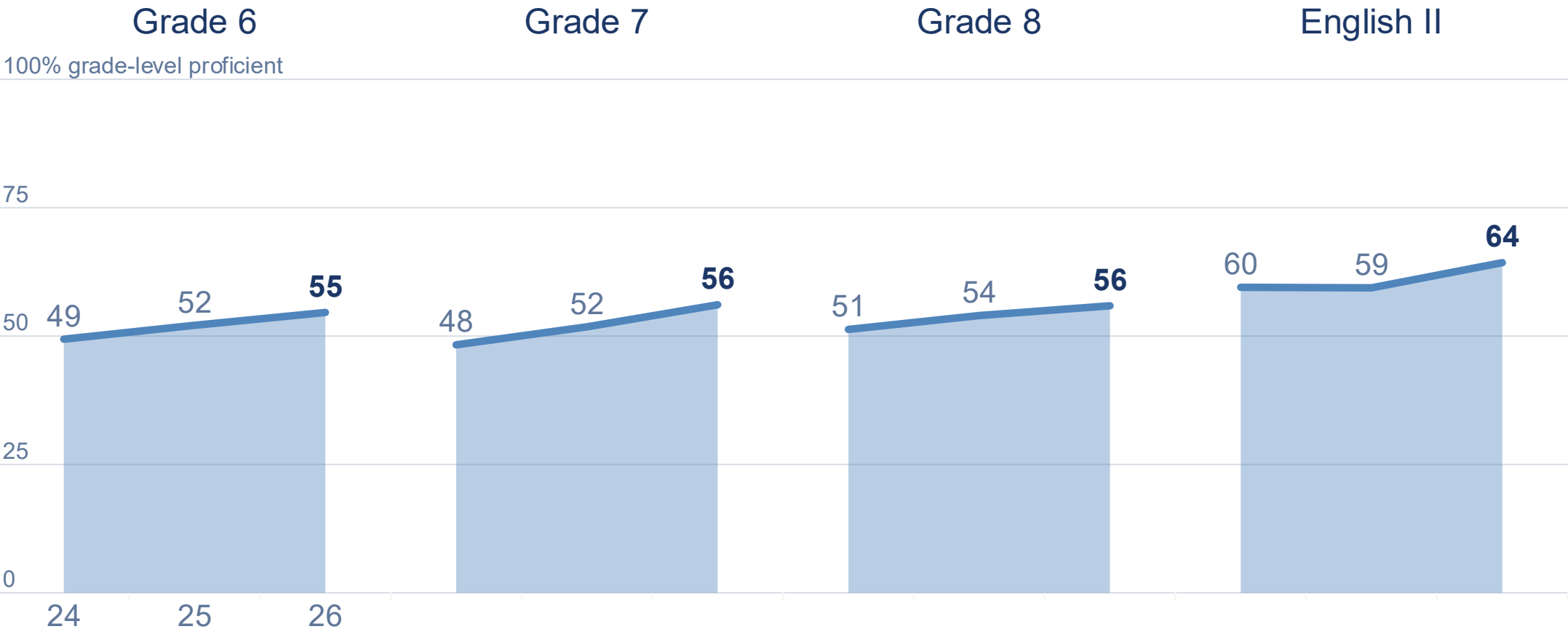
Reading Grades 3–5 Proficiency

Percent of students grade-level proficient by grade and year (2024, 2025, 2026)



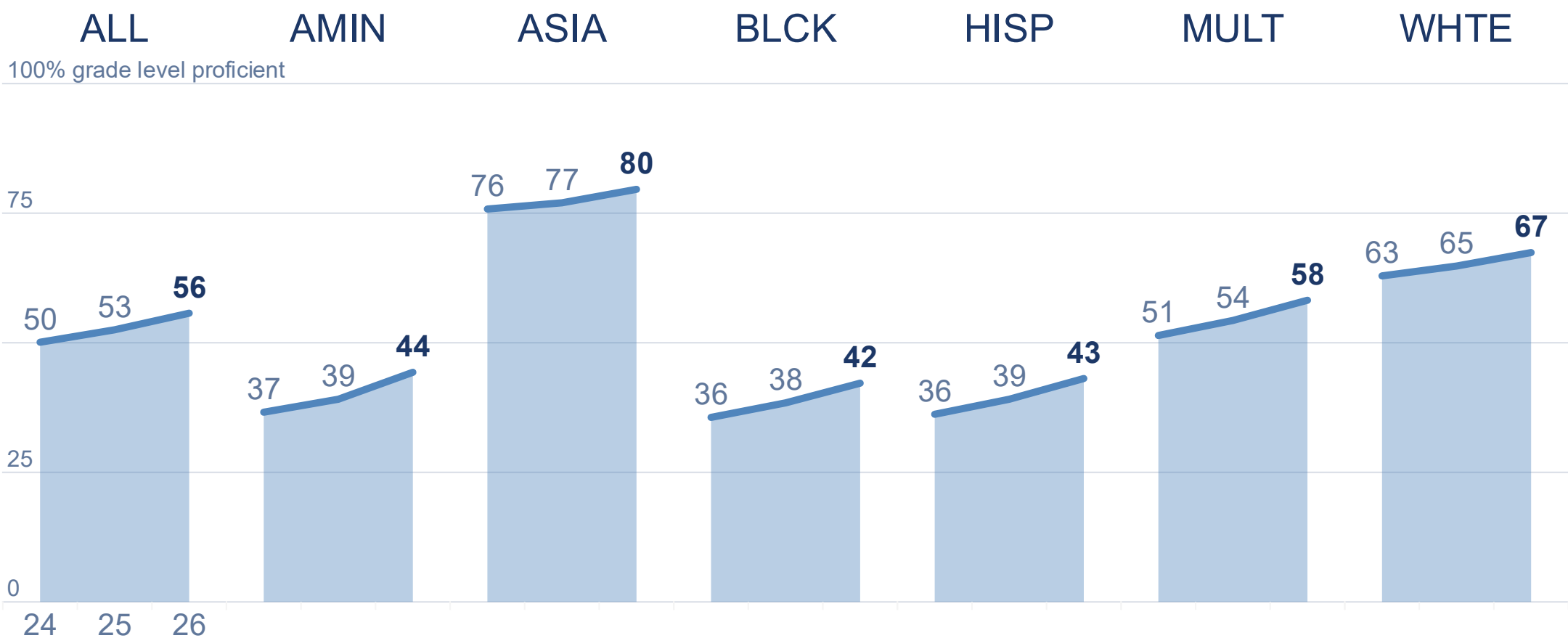
Reading 6–8, English II Proficiency

Percent of students grade-level proficient by grade and year (2024, 2025, 2026)



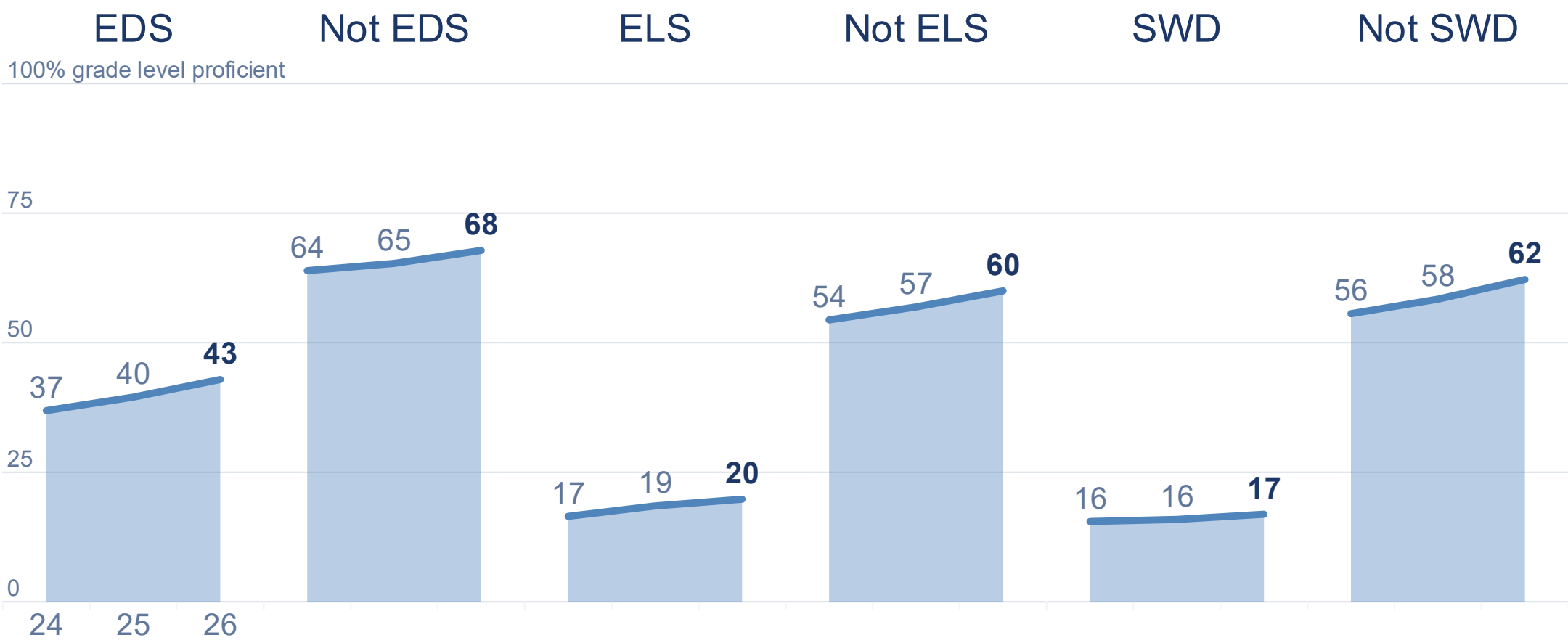
Reading Grades 3–8 by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity and year (2024, 2025, 2026)



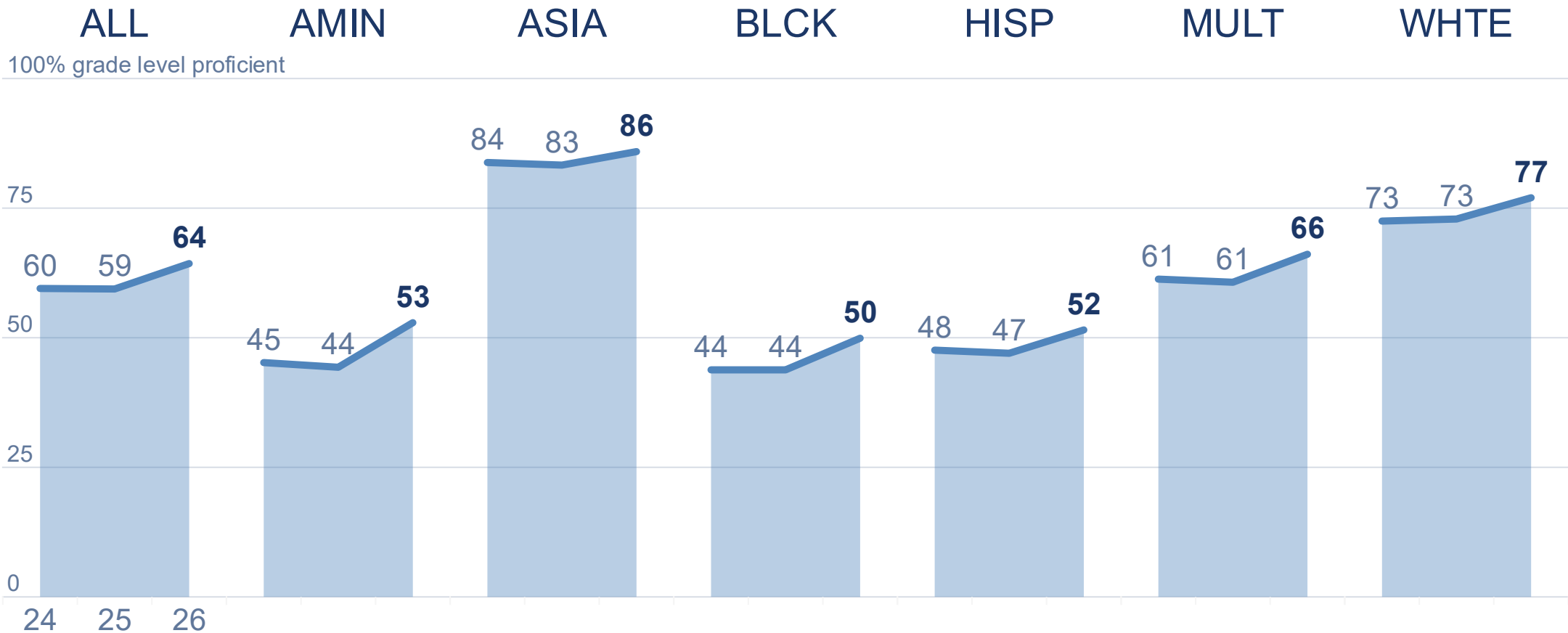
Reading 3–8 Other Student Groups

Percent of students grade-level proficient by student subgroup and year (2024, 2025, 2026)



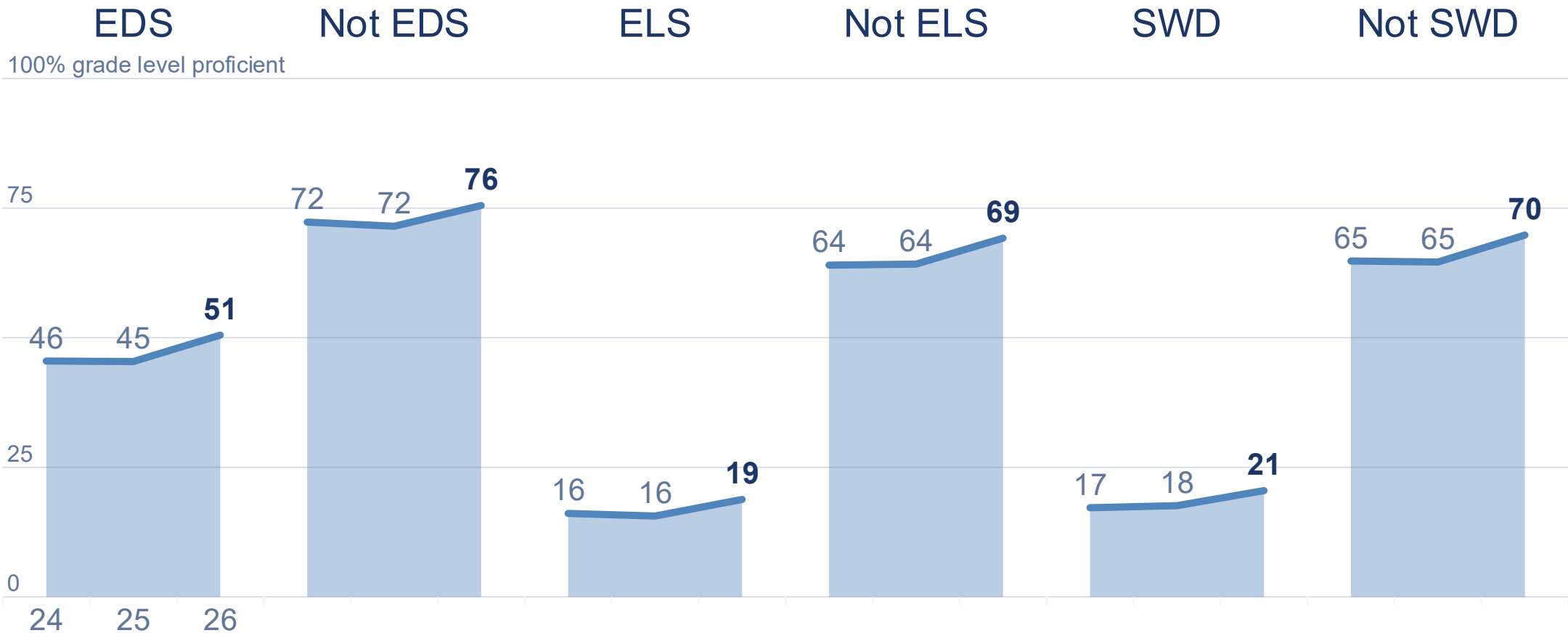
English II by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity and year (2024, 2025, 2026)



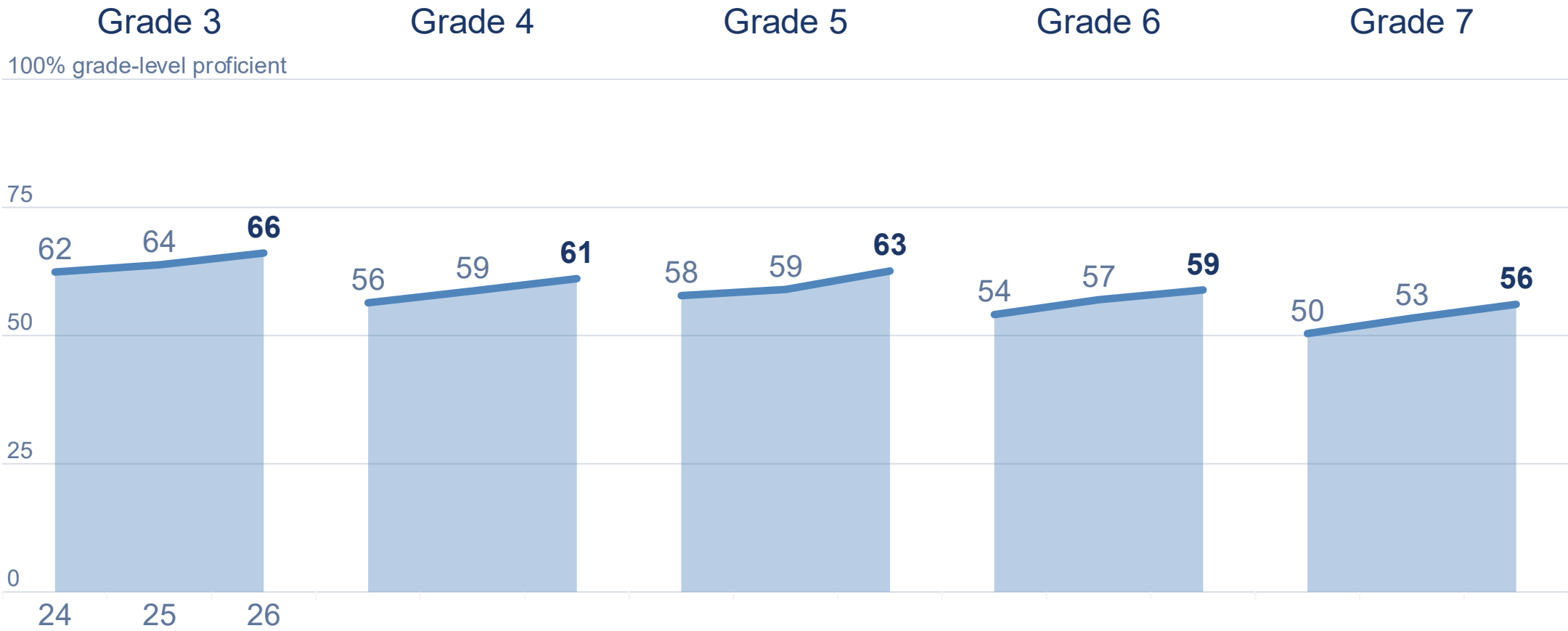
English II by Other Student Groups

Percent of students grade-level proficient by student subgroup and year (2024, 2025, 2026)



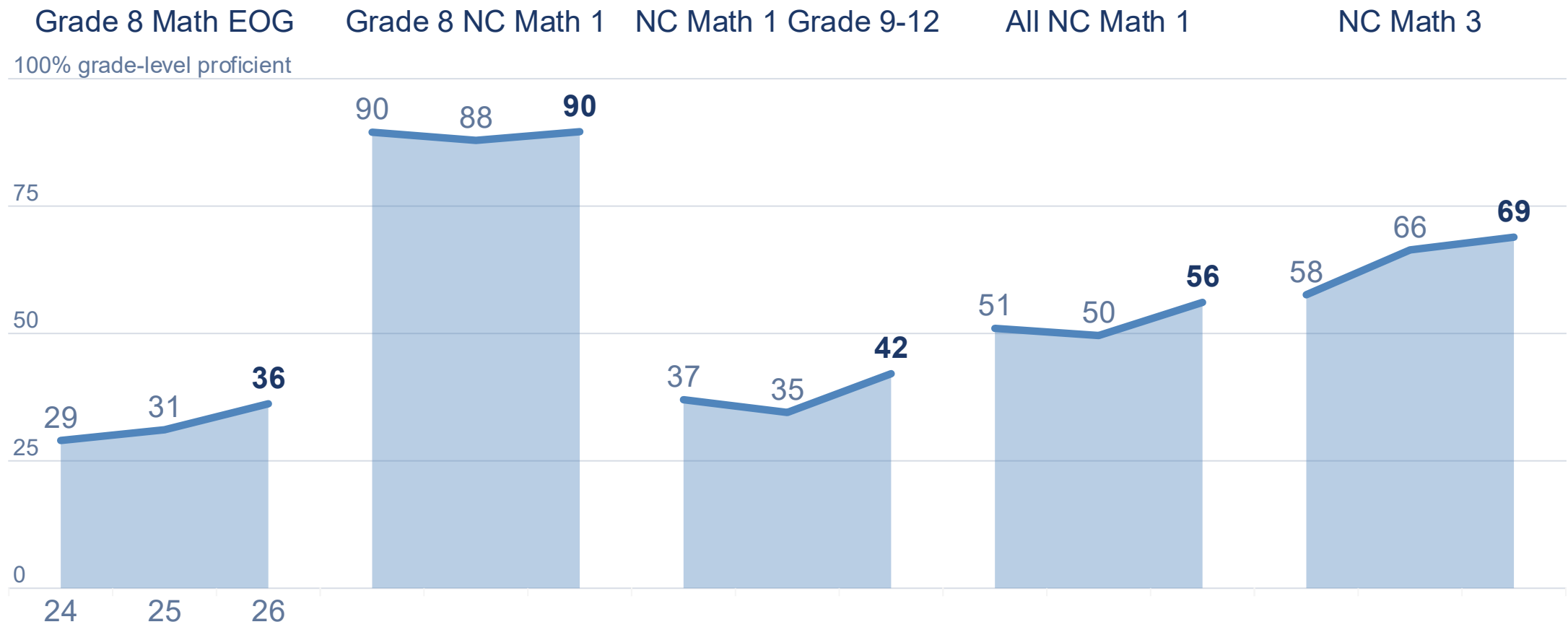
Mathematics Grades 3–7 Proficiency

Percent of students grade-level proficient by grade and year (2024, 2025, 2026)



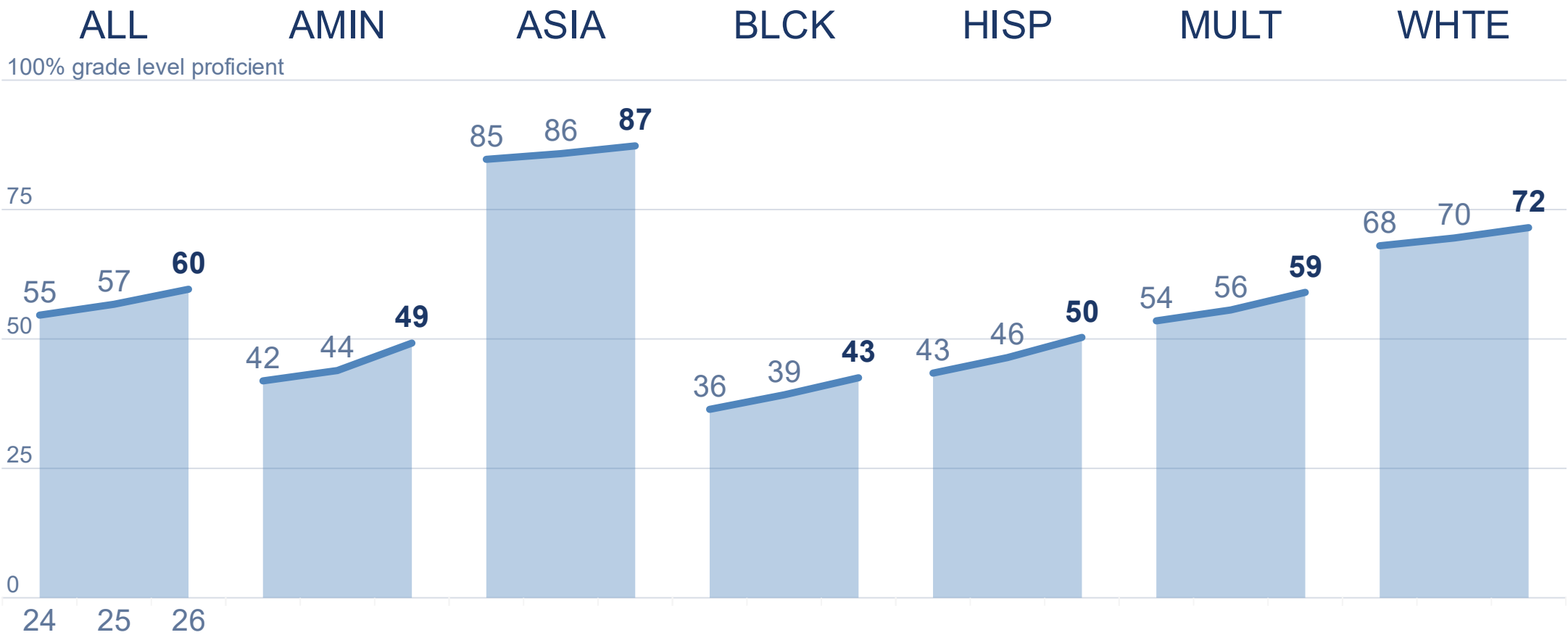
Mathematics Grade 8 and High School

Percent grade-level proficient by tested population and year (2024, 2025, 2026)



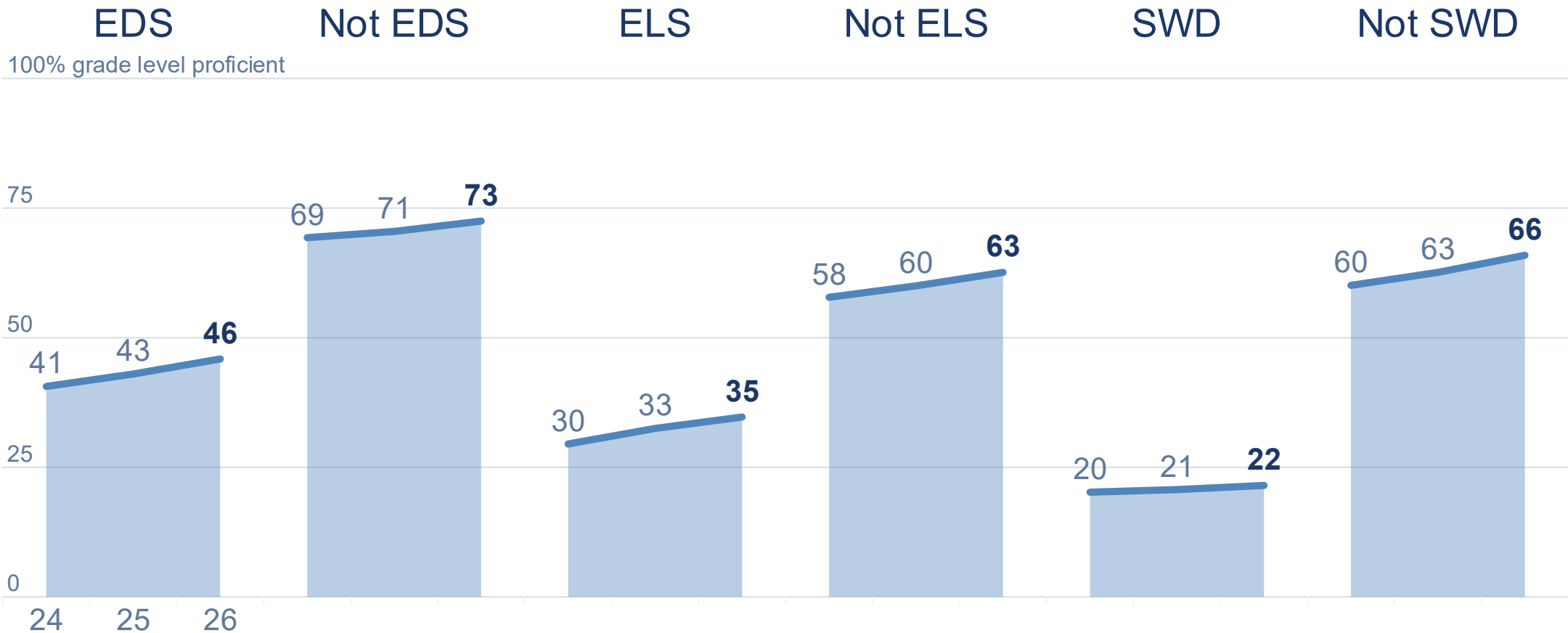
Mathematics 3–8 by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity and year (2024, 2025, 2026)
(Includes NC Math 1 end of course tests taken in grade 8 and below.)



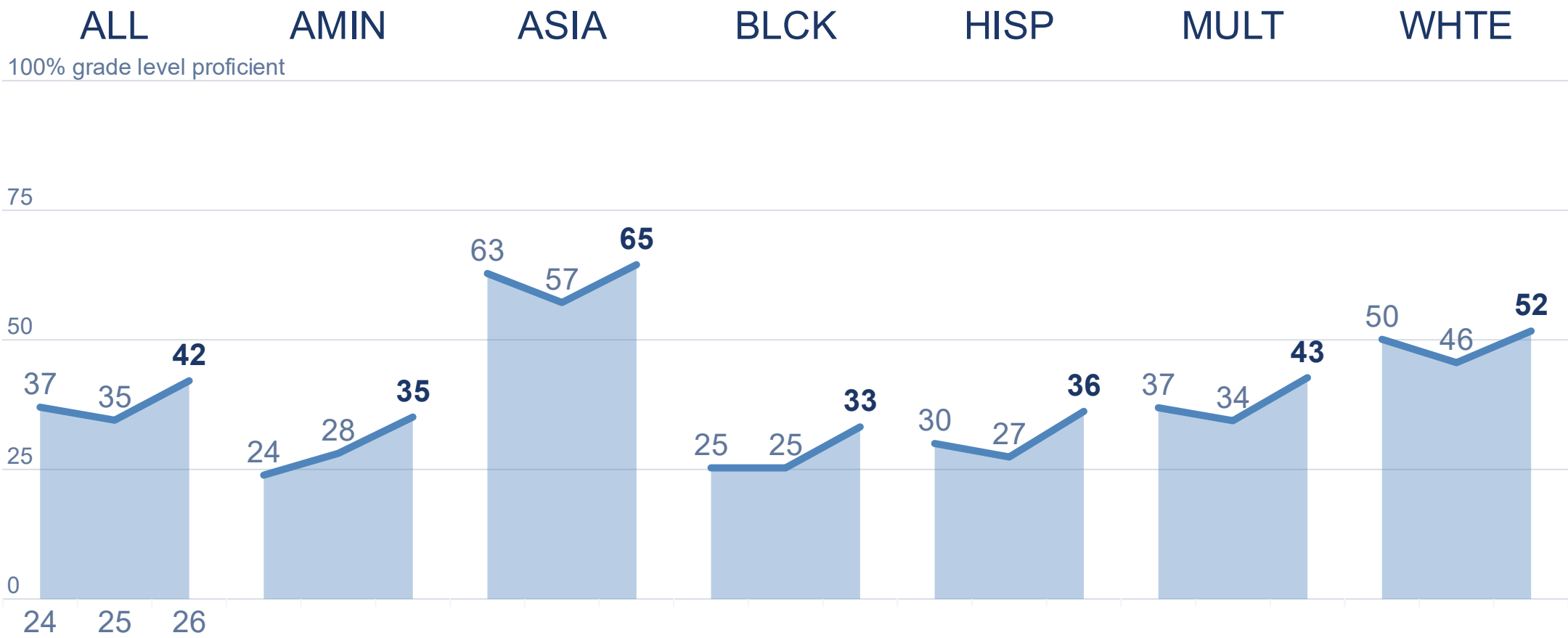
Mathematics 3–8 Other Student Groups

Percent of students grade-level proficient by student subgroup and year (2024, 2025, 2026)
(Includes NC Math 1 end of course tests taken in grade 8 and below.)



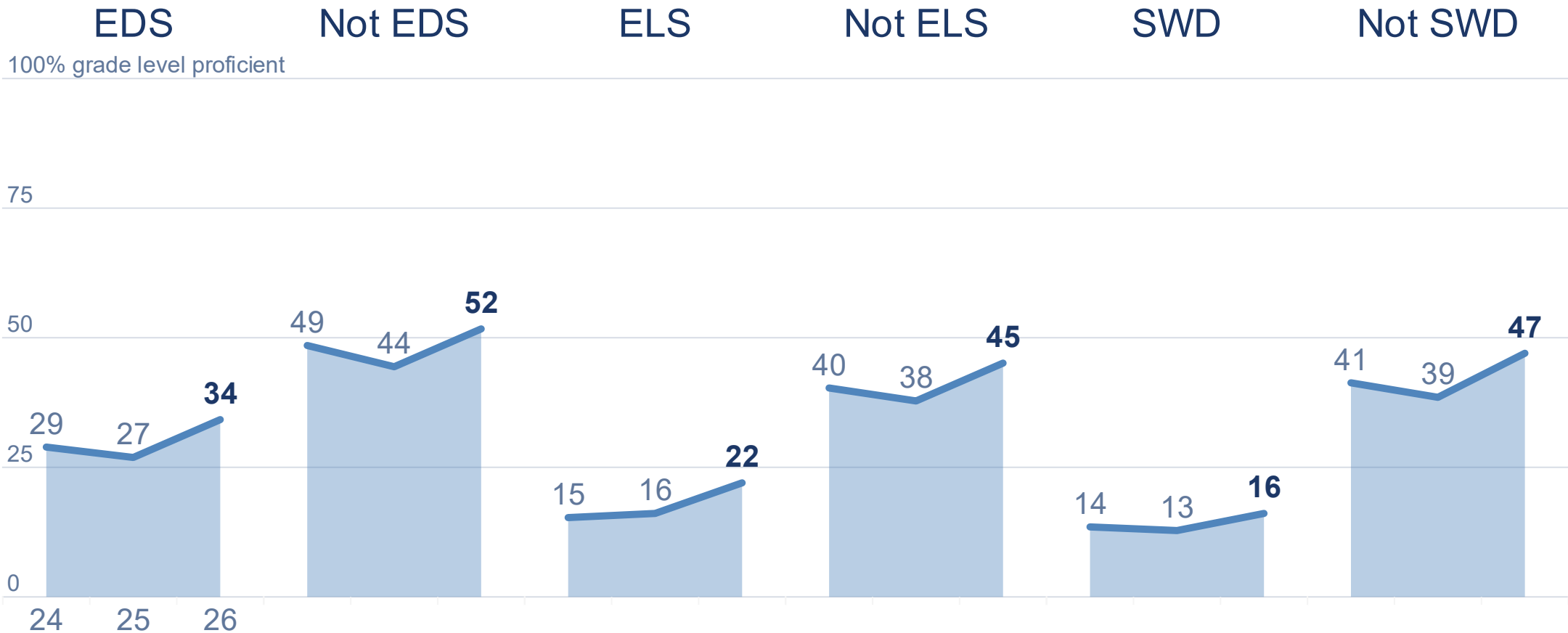
NC Math 1 Grades 9–12 by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity and year (2024, 2025, 2026)



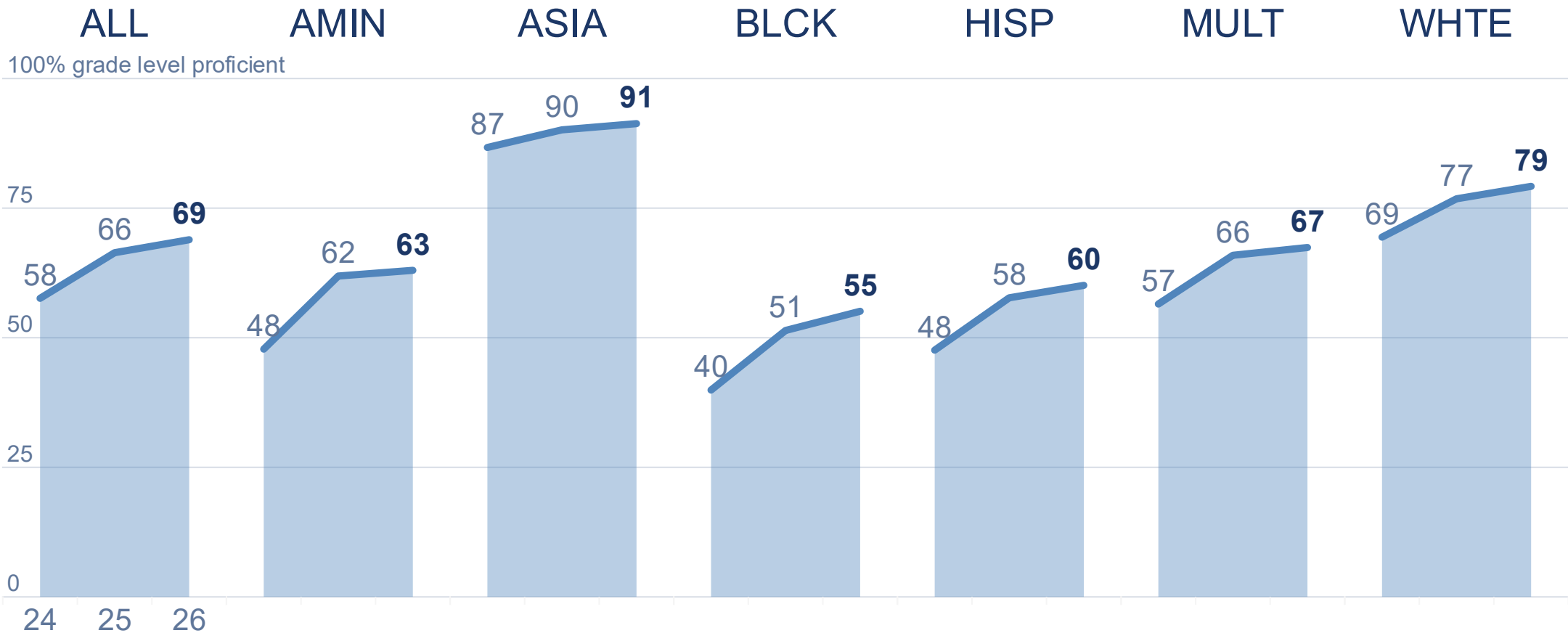
NC Math 1 9–12 Other Student Groups

Percent of students grade-level proficient by student subgroup and year (2024, 2025, 2026)



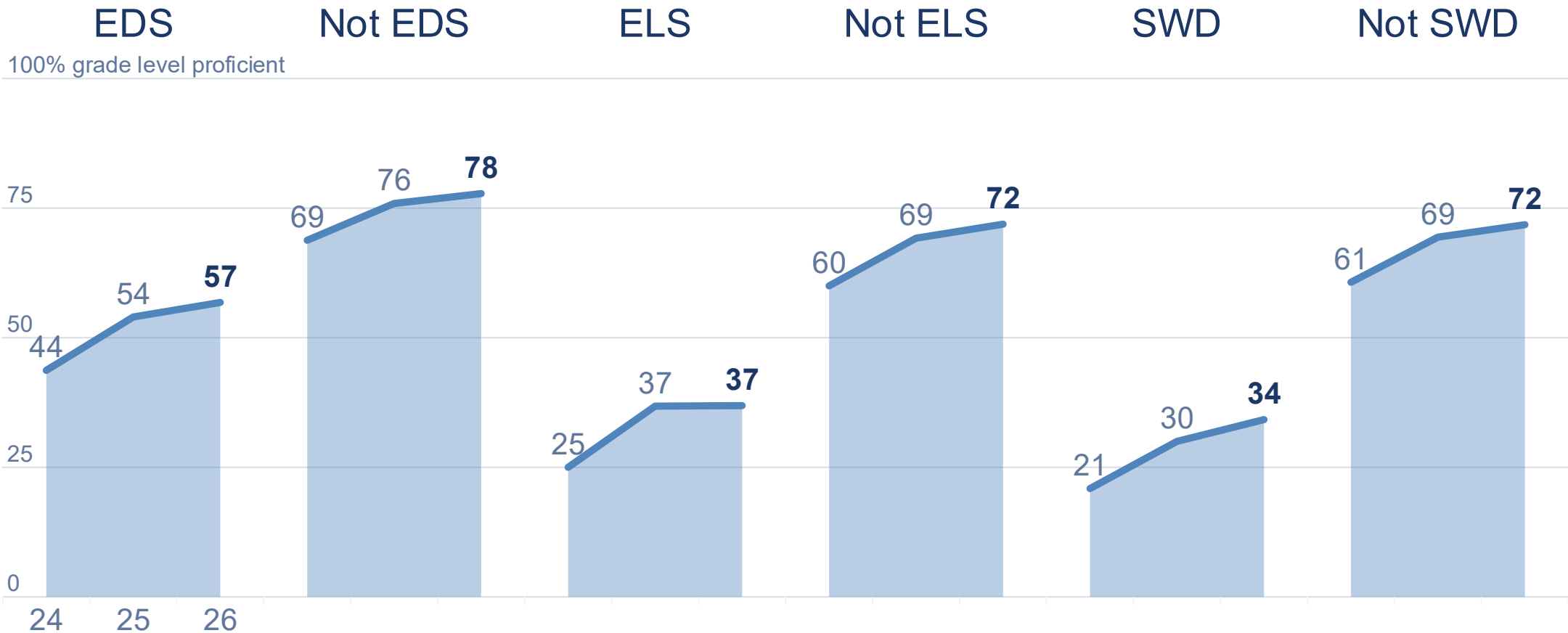
NC Math 3 by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity and year (2024, 2025, 2026)



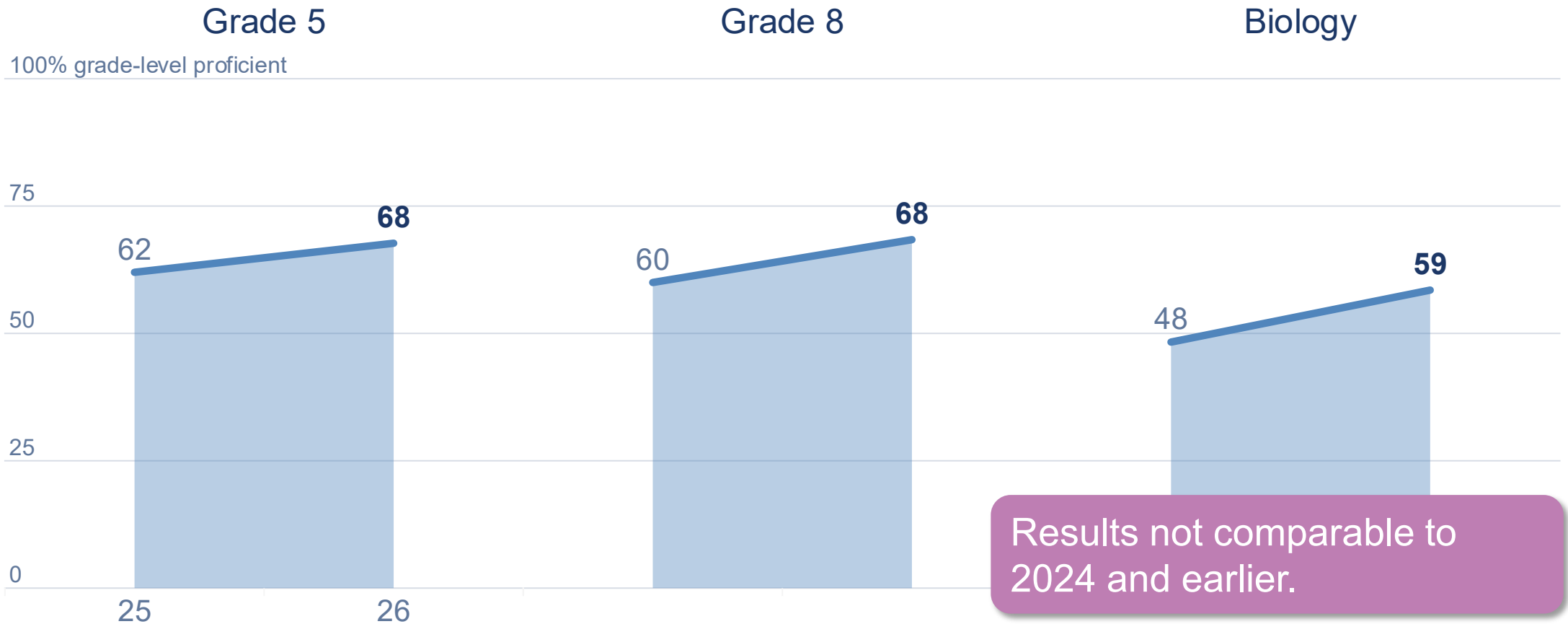
NC Math 3 by Other Student Groups

Percent of students grade-level proficient by student subgroup and year (2024, 2025, 2026)



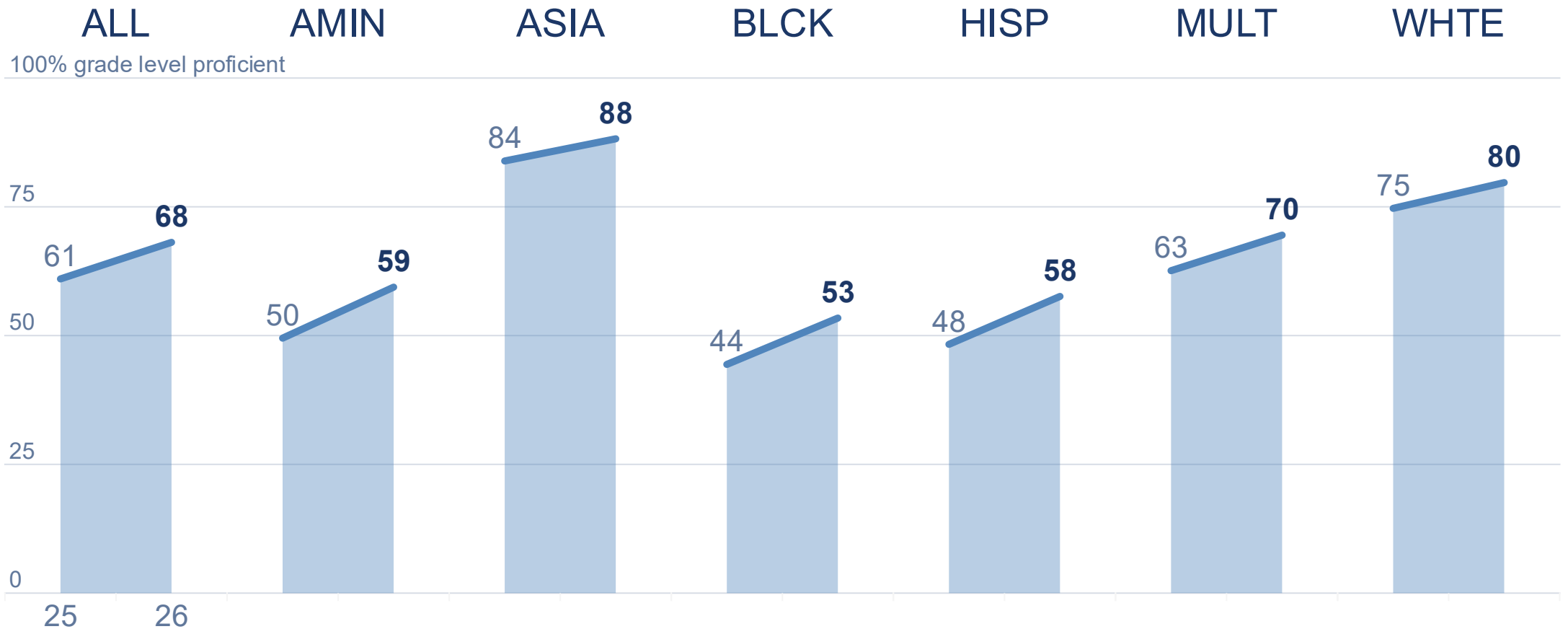
Science Proficiency

Percent of students grade-level proficient by test and year (2025, 2026)



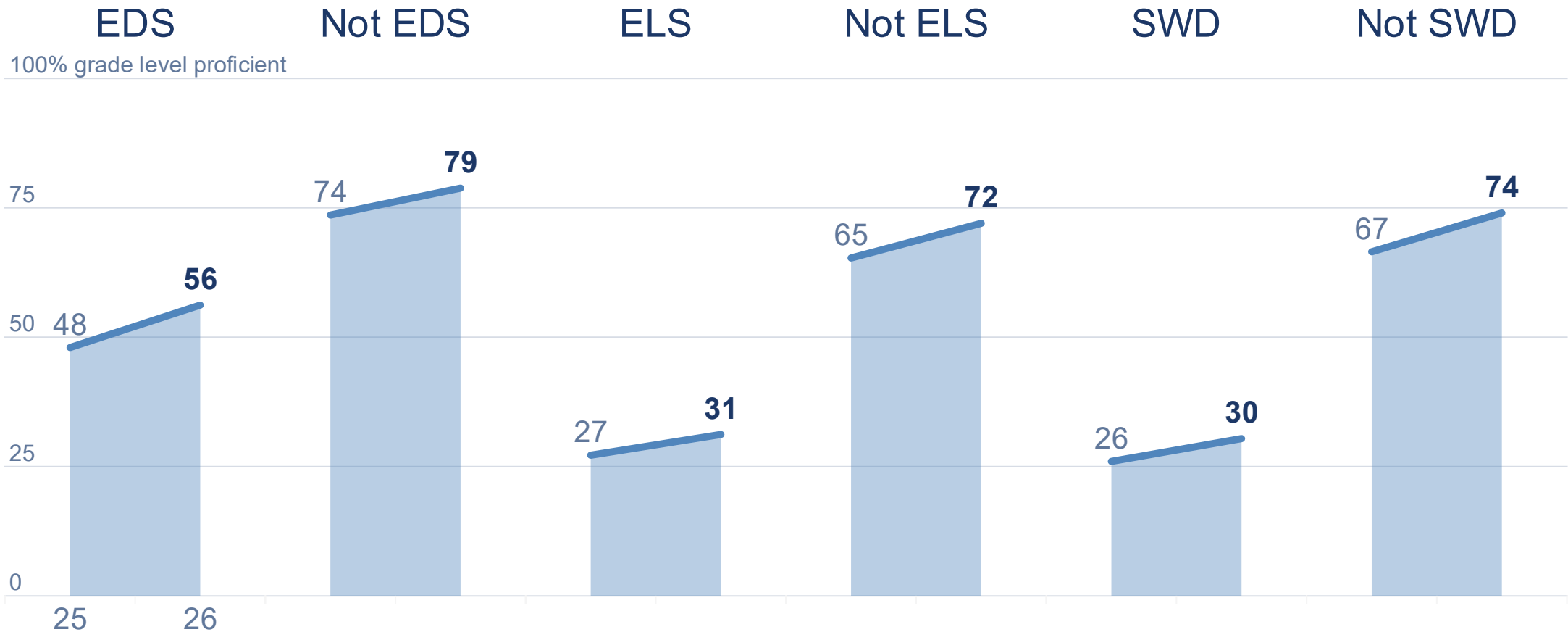
Science 5 and 8 by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity (2025, 2026)



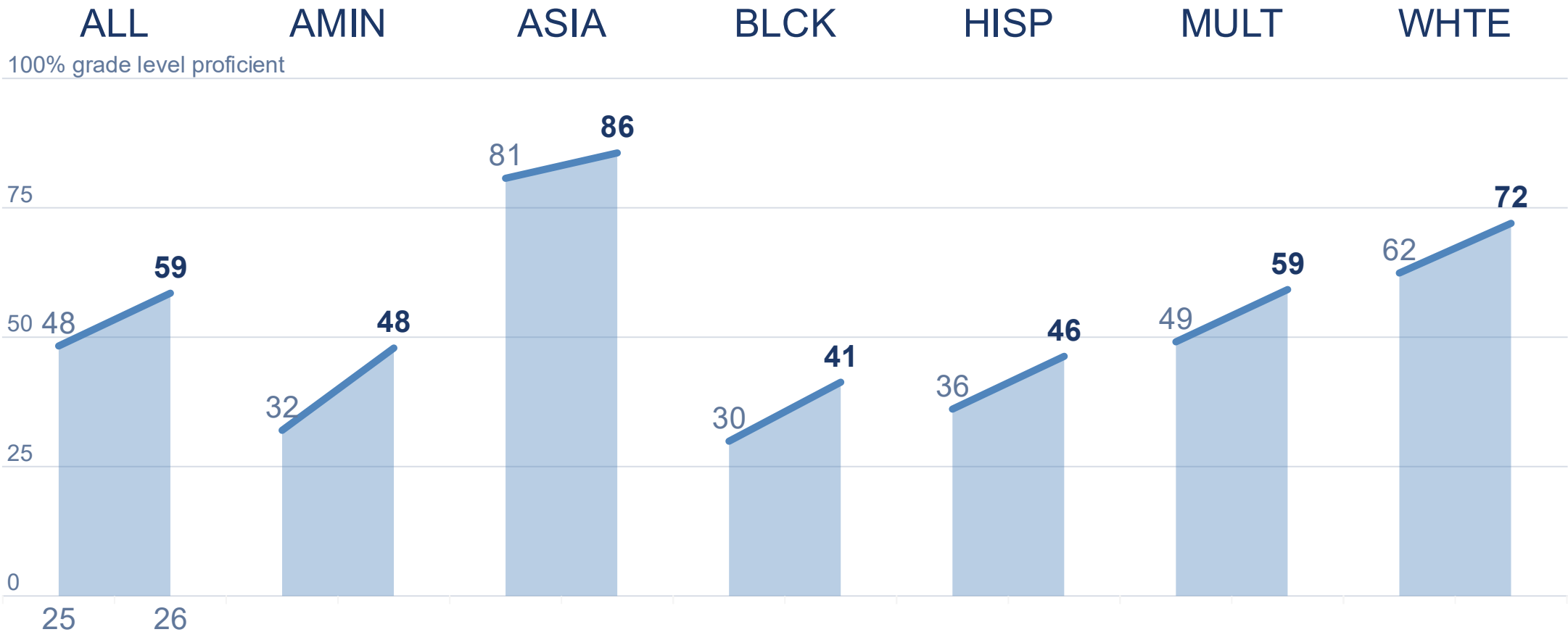
Science 5 and 8 Other Student Groups

Percent of students grade-level proficient by student subgroup (2025, 2026)



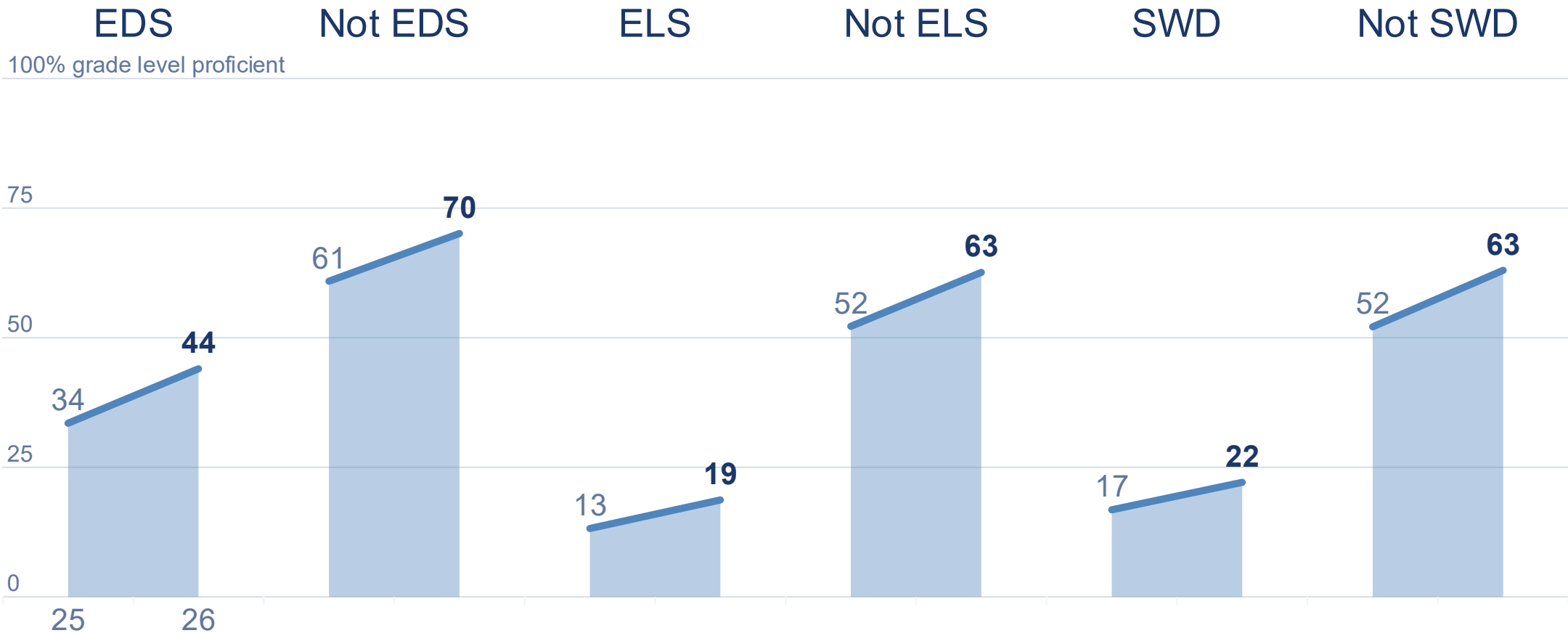
Biology by Race/Ethnicity

Percent of students grade-level proficient by race/ethnicity (2025, 2026)



Biology by Other Student Groups

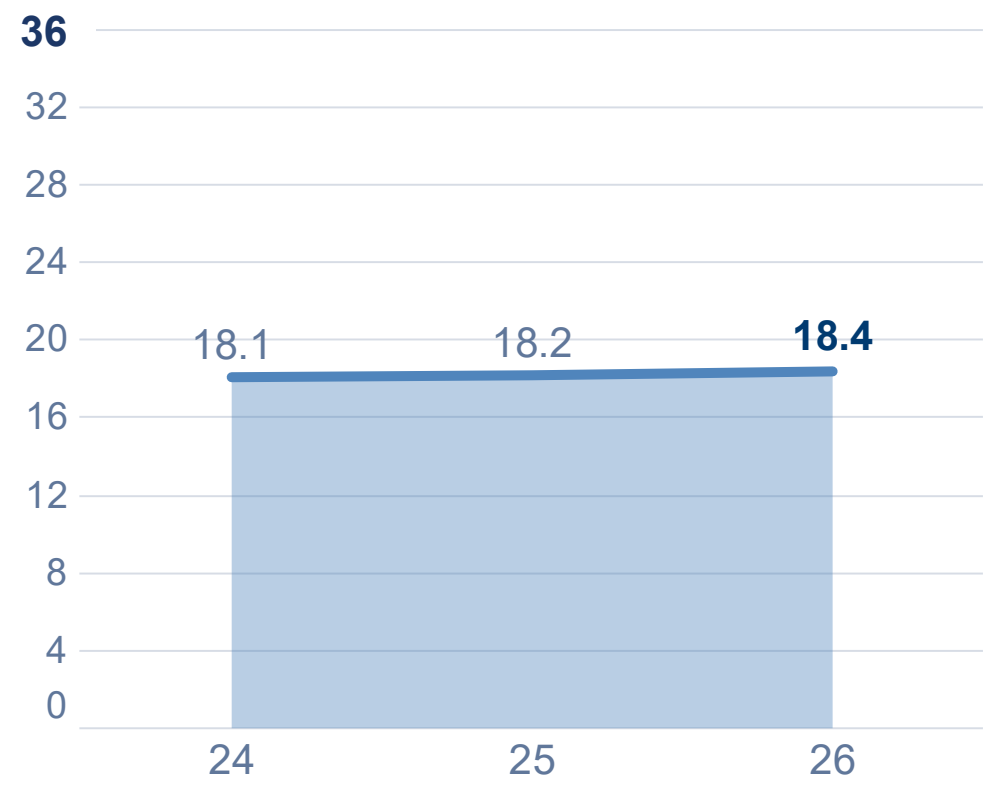
Percent of students grade-level proficient by student subgroup (2025, 2026)



ACT (11th Graders) Composite Results

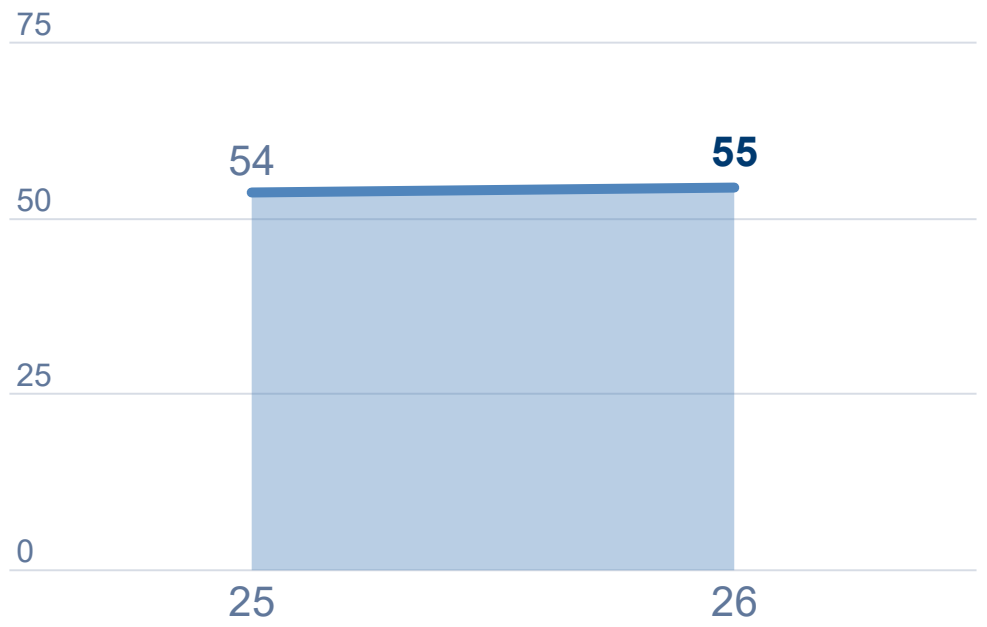
Results by year (2024, 2025, 2026)

ACT Average Composite Score



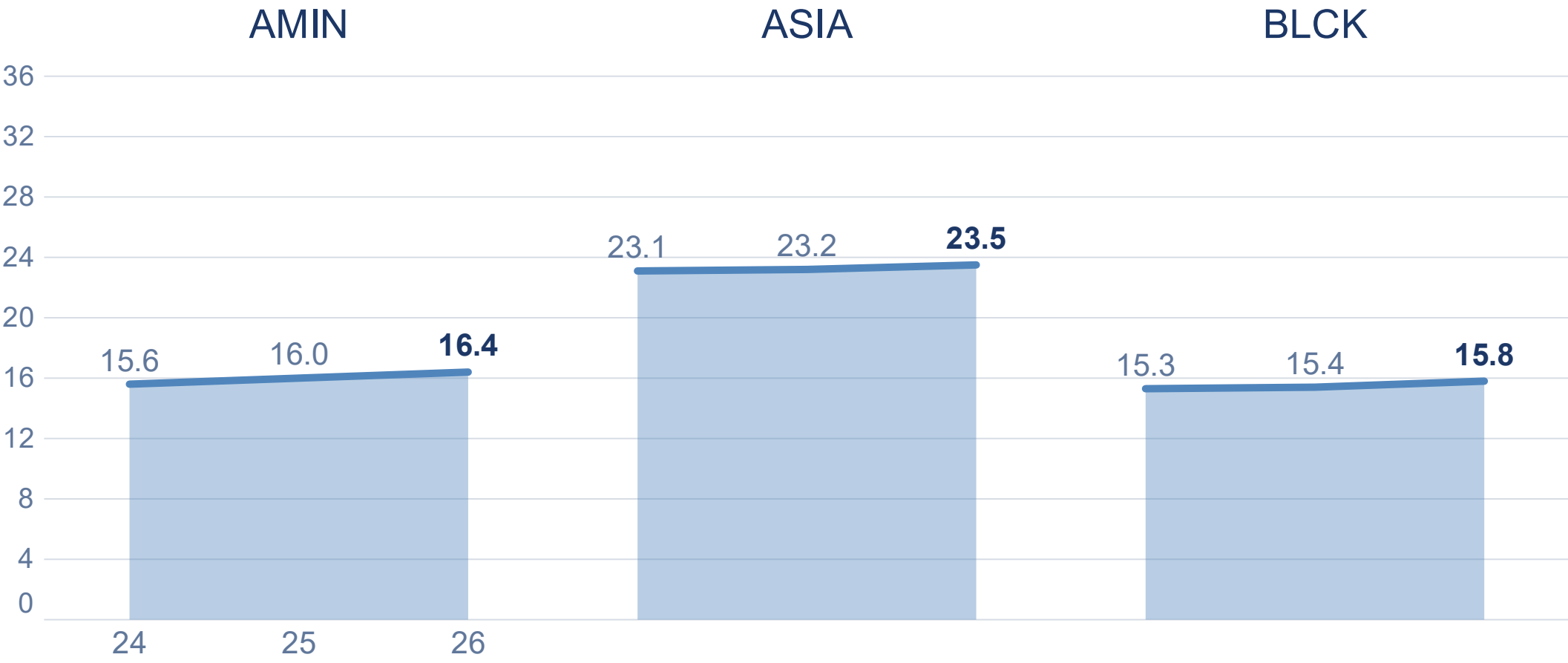
Percentage scoring 17+ on composite

100% score 17 or higher on composite



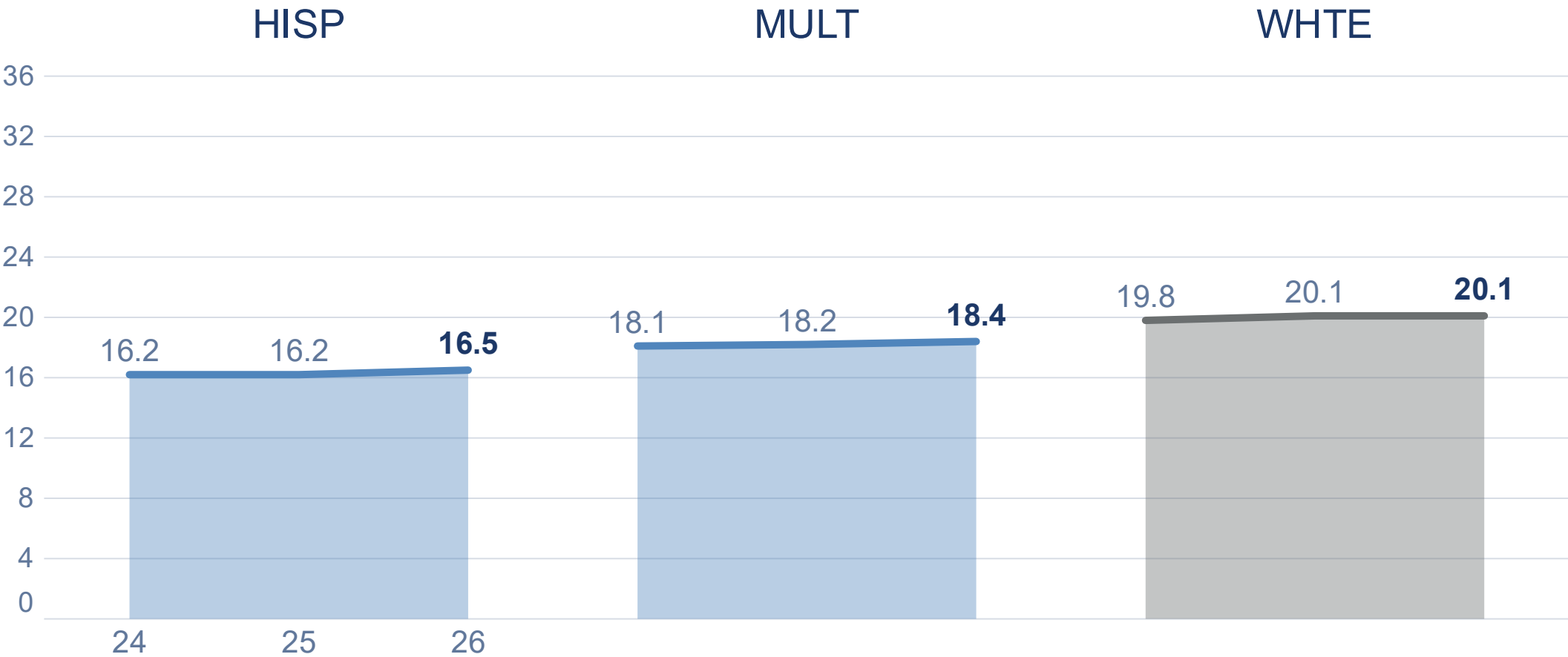
ACT Composite by Race/Ethnicity

Average 11th grader composite score by race/ethnicity and year (2024, 2025, 2026)



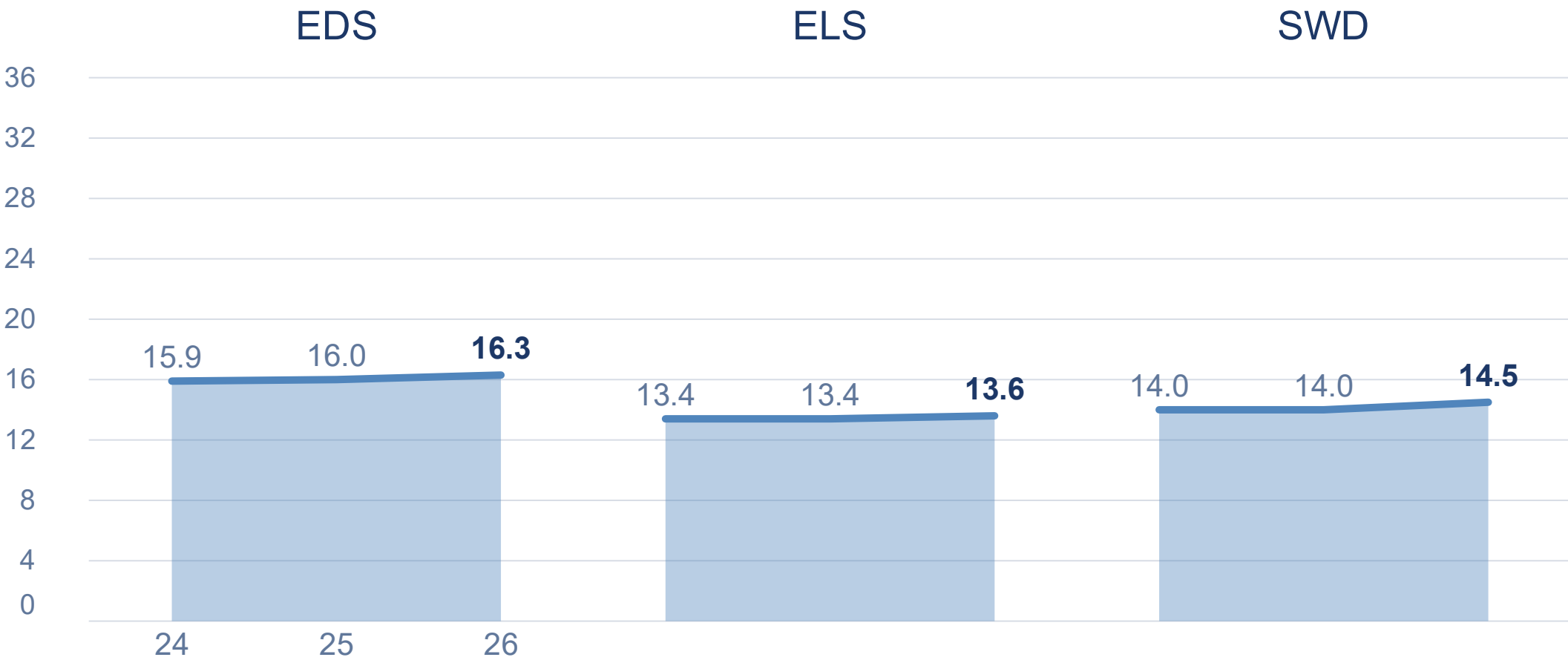
ACT Composite by Race/Ethnicity (cont.)

Average 11th grader composite score by race/ethnicity and year (2024, 2025, 2026)



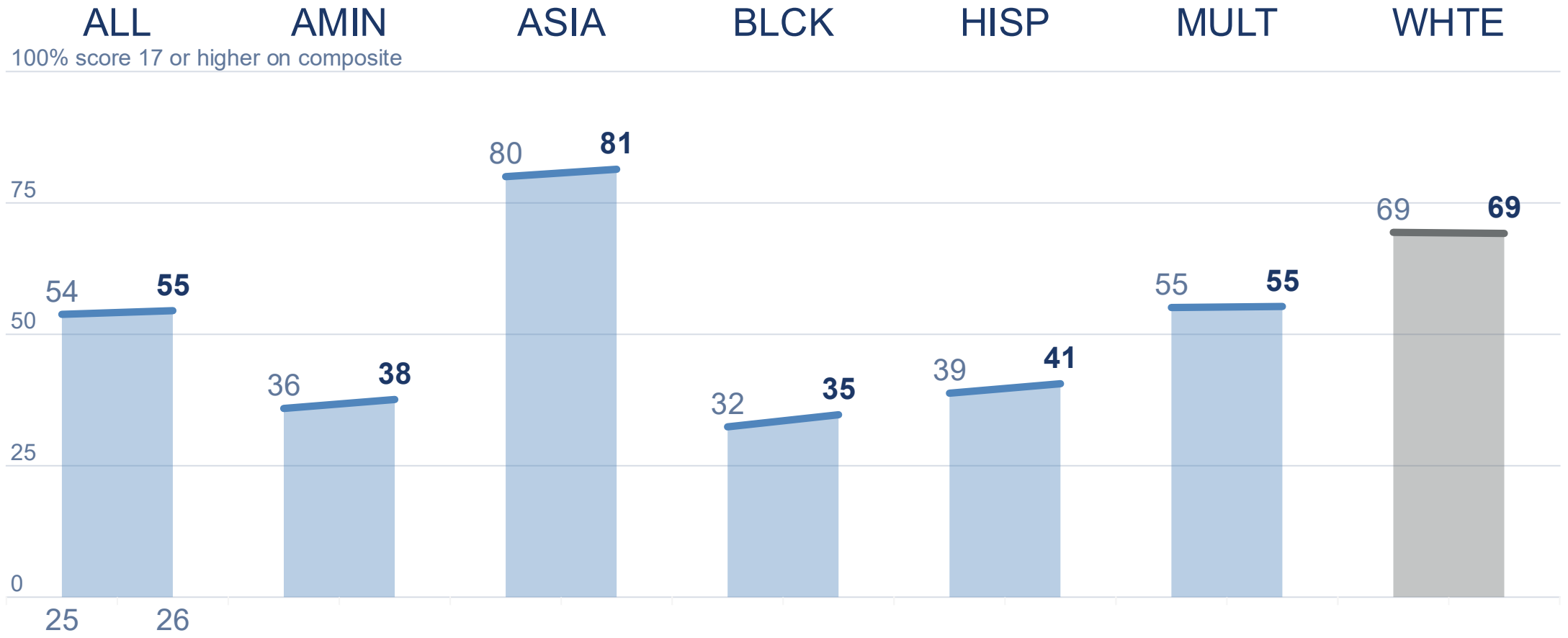
ACT Composite by Other Groups

Average 11th grader composite score by student subgroup and year (2024, 2025, 2026)



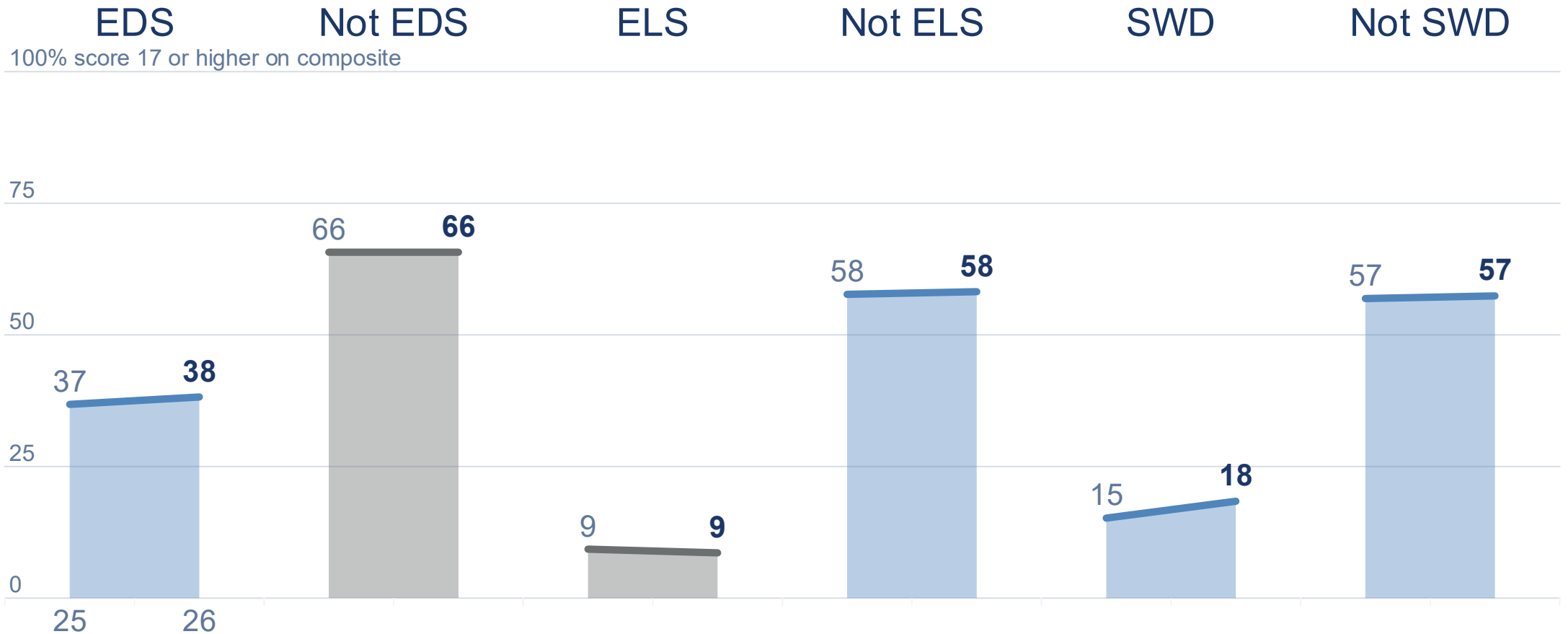
ACT Percent 17+ by Race/Ethnicity

Percent of 11th graders with a composite score of 17 or higher by race/ethnicity (2025, 2026)



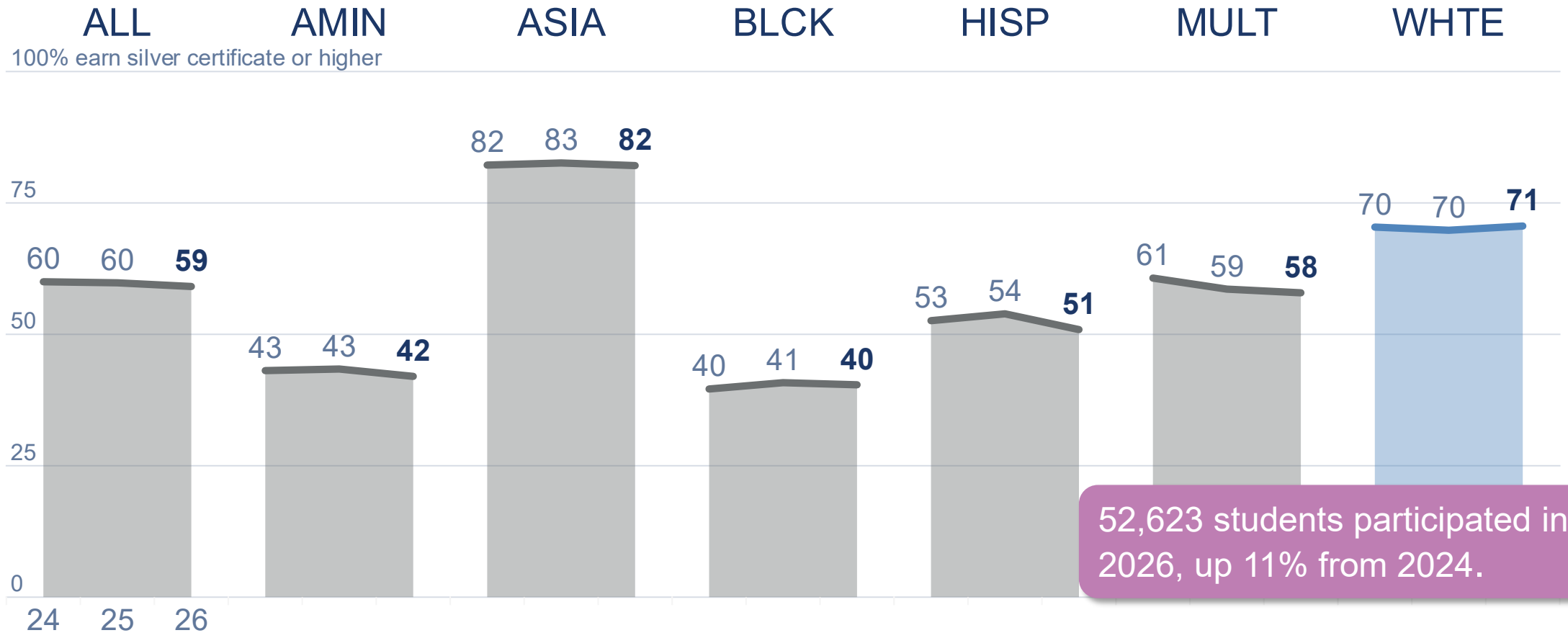
ACT Percent 17+ Other Student Groups

Percent of 11th graders with a composite score of 17 or higher by student subgroup (2025, 2026)



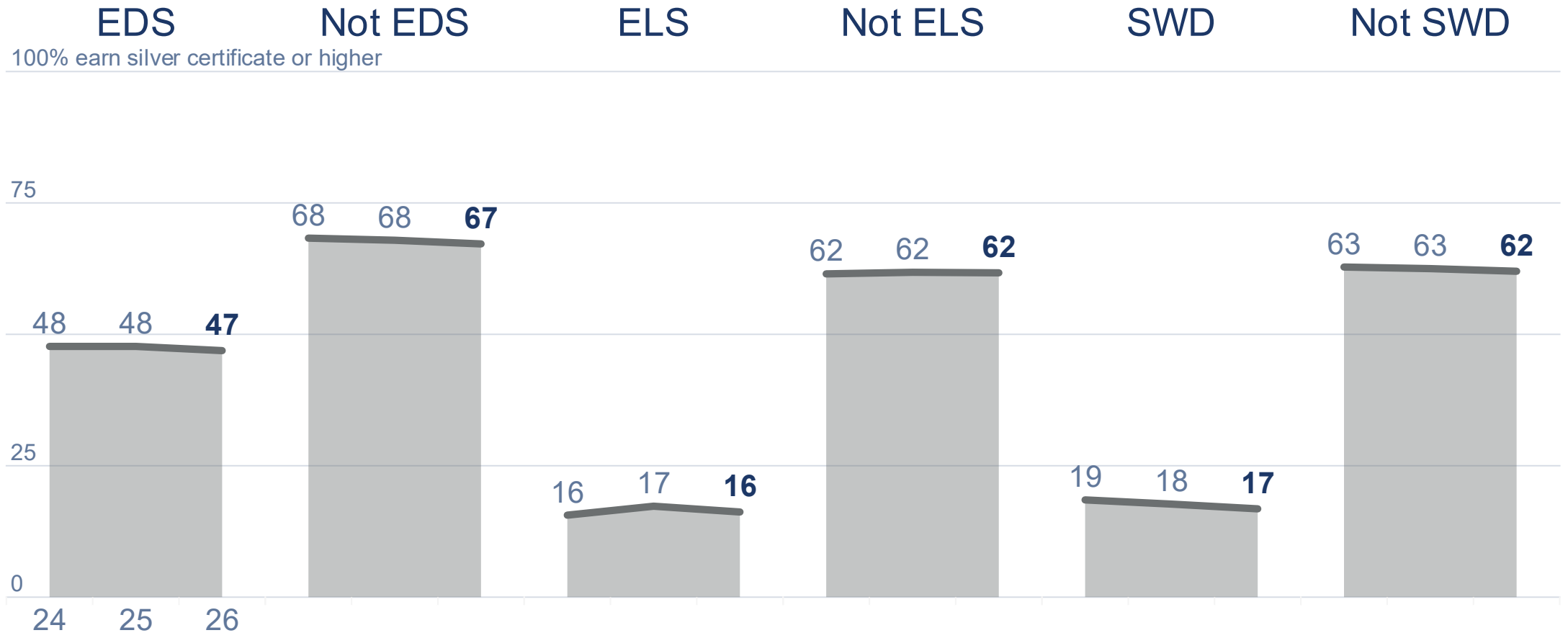
WorkKeys by Race/Ethnicity

Percent of students earning silver or higher certificate by year (2024, 2025, 2026)



WorkKeys by Other Student Groups

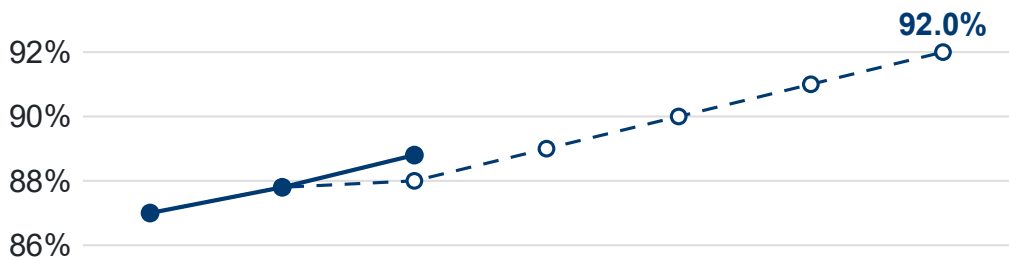
Percent earning silver or higher certificate by year (2024, 2025, 2026)



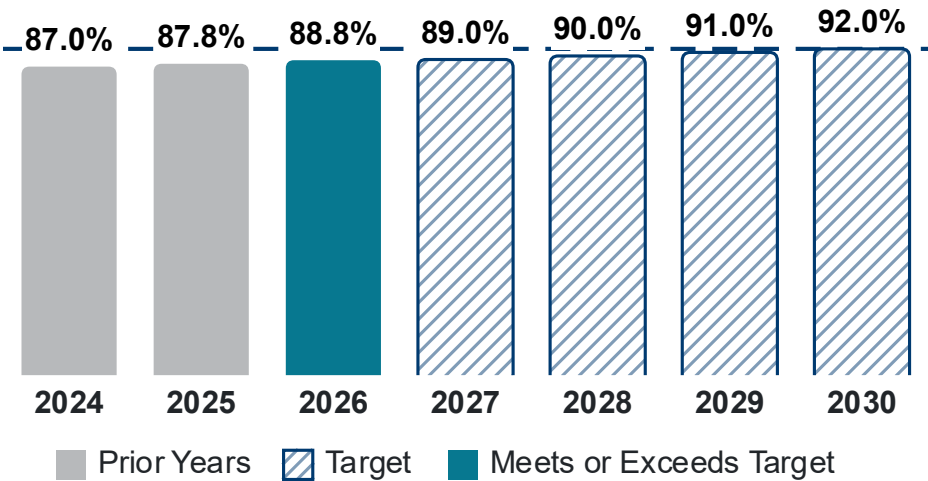
Cohort Graduation Rate (CGR)

Percent of entering ninth-graders graduating high school in four years

PATH TO 92% BY 2030



ANNUAL RESULTS

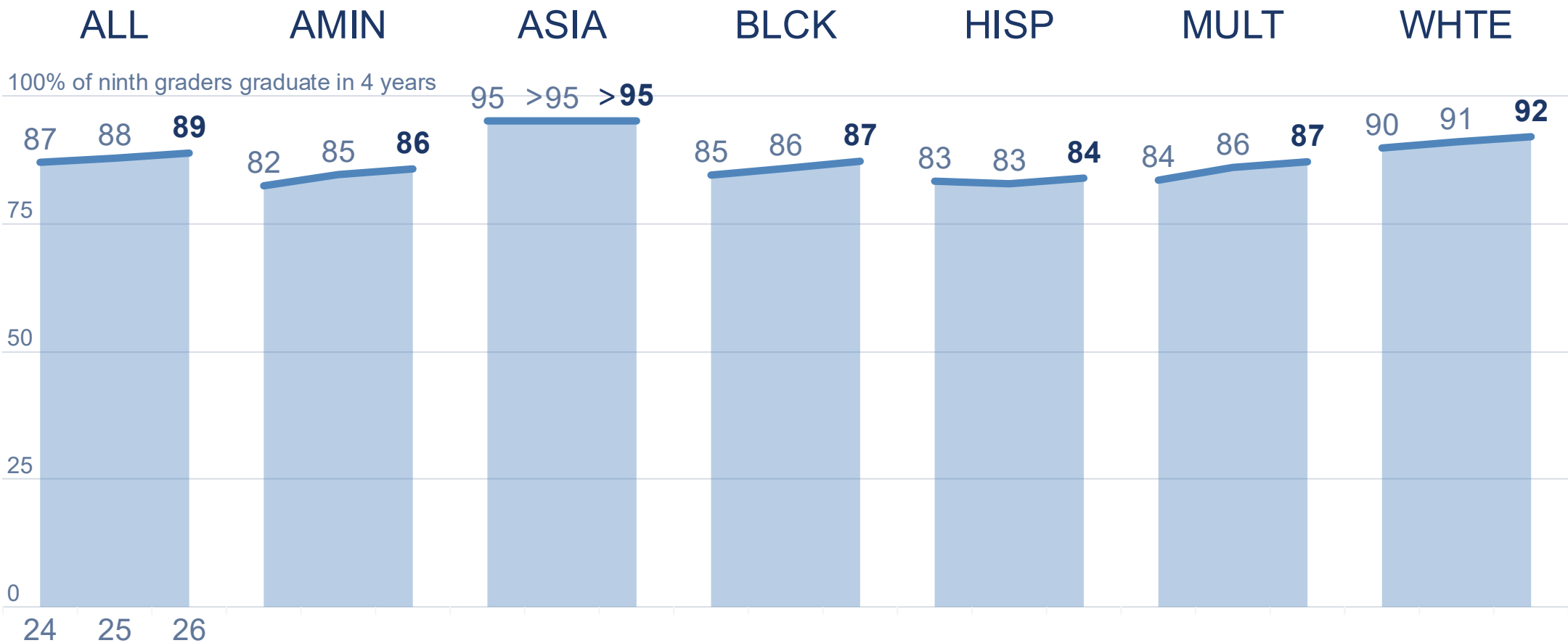


Strategic Plan
Pillar 1, Measure 1

Increase the adjusted four-year cohort high school graduation rate to 92% by 2030.

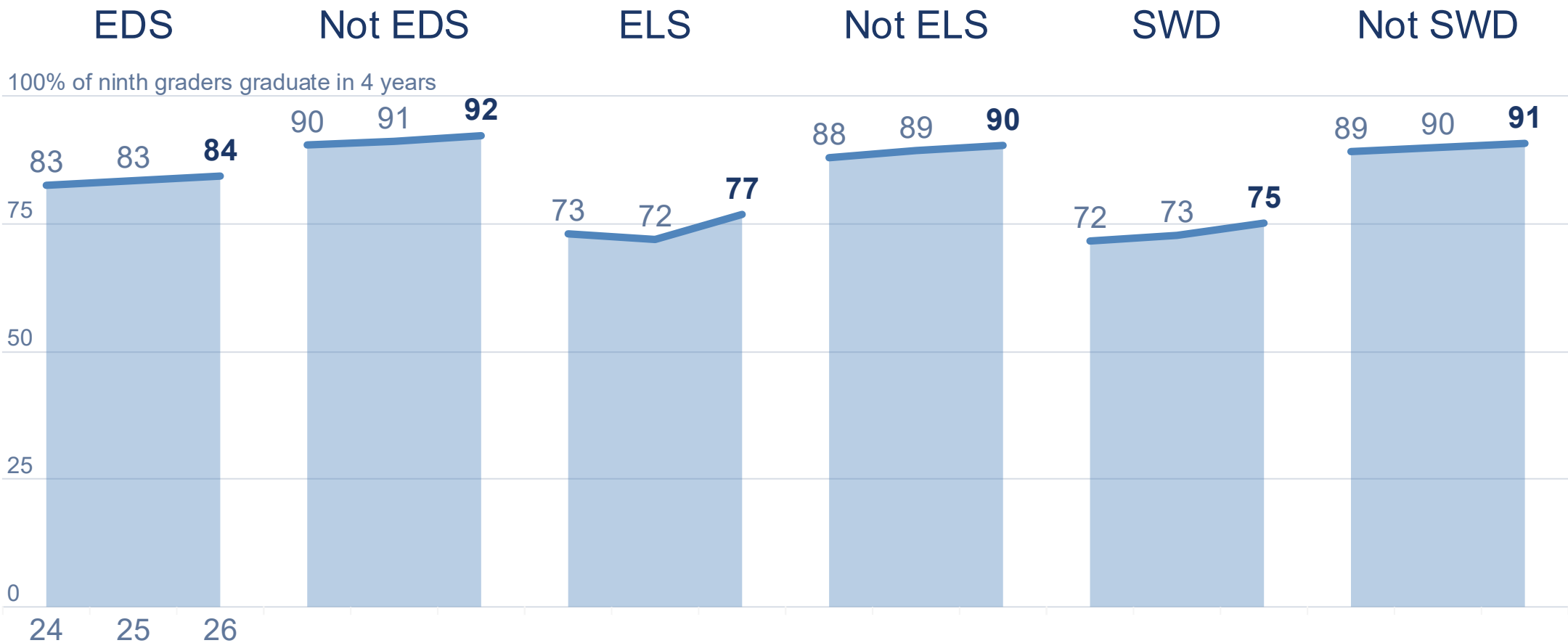
CGR by Race/Ethnicity

Percent of entering ninth-graders graduating high school in four years (2024, 2025, 2026)



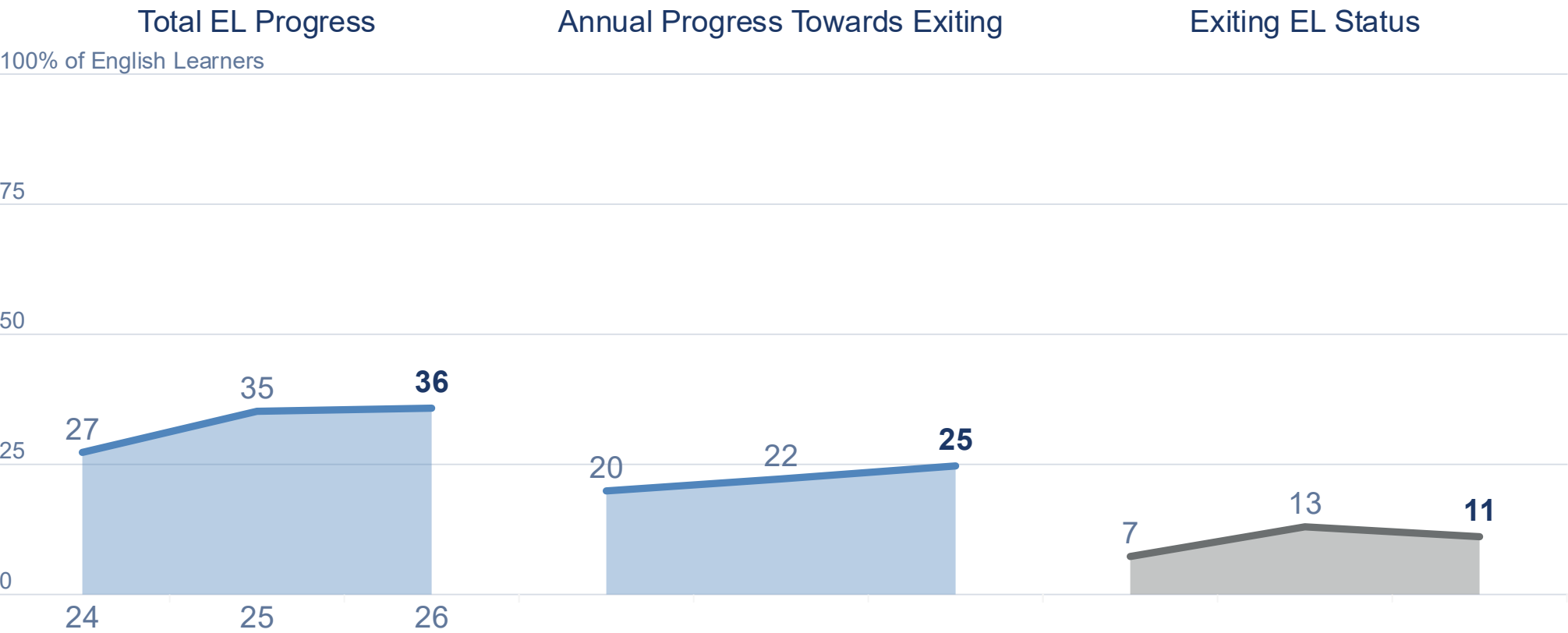
CGR by Other Student Groups

Percent of ninth-graders graduating high school in four years (2024, 2025, 2026)



English Learner Progress

Percent of students (of 138,946) progressing through and exiting English Learner status



* Total EL Progress consists of students that met annual progress plus students that exited English learner status. The Total EL Progress value is used for School Performance Grade calculations and the English Learner Progress long-term goal.

School Outcomes



School Performance Grade Components

- Student achievement (80%) and growth (20%)
- Annual EOG mathematics and reading tests in grades three through eight, and science tests in grades five and eight (Level 3 and above)
- Annual EOC tests in NC Math 1, NC Math 3, and English II (Level 3 and above)
- Percentage of English Learners who meet the progress standard on the English Proficiency test
- Percentage of students who graduate within four years of entering high school (Four-Year Cohort Graduation Rate)

School Quality or Student Success Indicators

- Growth for elementary and middle schools (mathematics, reading, and science). High school growth is included in the achievement indicator.
- Annual EOC assessment in biology for high schools (schools with grade nine or higher).
- Percentage of twelfth grade students who completed NC Math 3 with a passing grade.
- Percentage of twelfth grade students who scored 17 on the ACT composite or who met the Silver Certificate (or higher) on the WorkKeys assessment.

Calculating the Grades

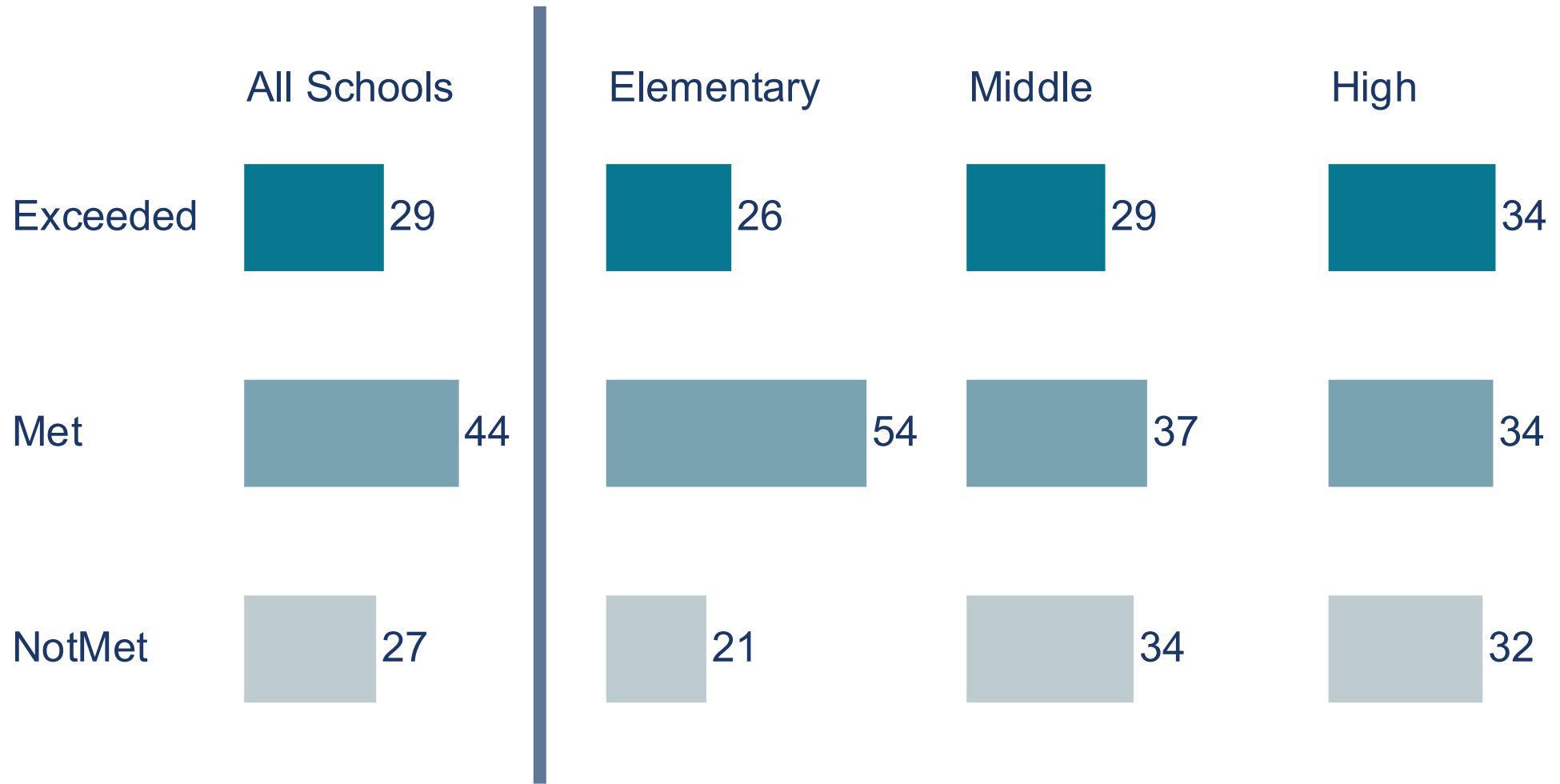
For an indicator to be included in the School Performance Grade calculation, there must be 30 students or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.

The grade designations are set on a 15-point scale as follows:



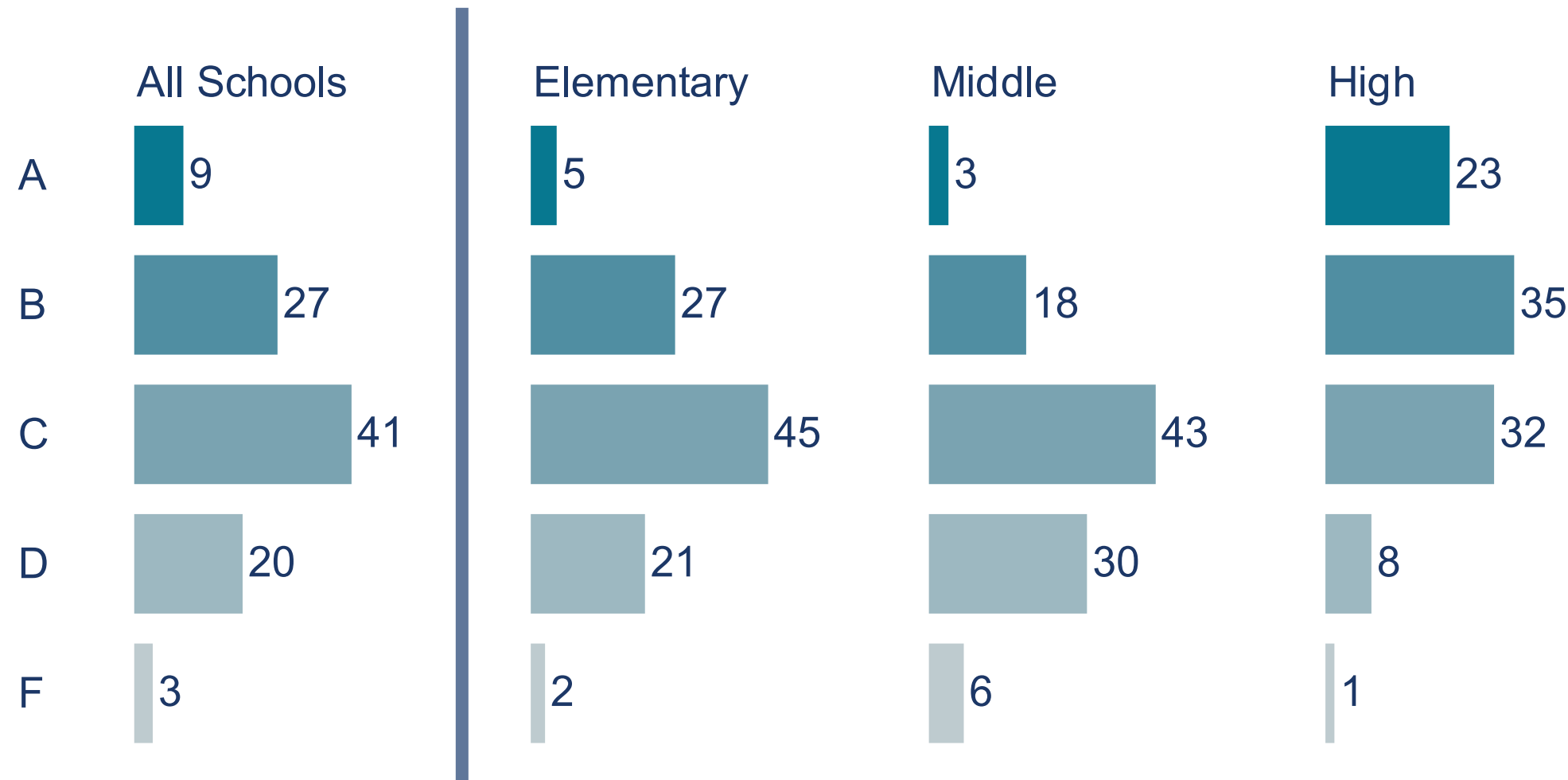
Growth Status (20% of SPG)

Percent of schools that did not meet, met, or exceeded growth expectations (2026)



School Performance Grade Annual Results

Percent of schools by school performance grade and school type (2026)



Low-Performing Definitions

State Identifications Definitions

Low-Performing School

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 percent of schools identified as low performing.

Continually Low-Performing School

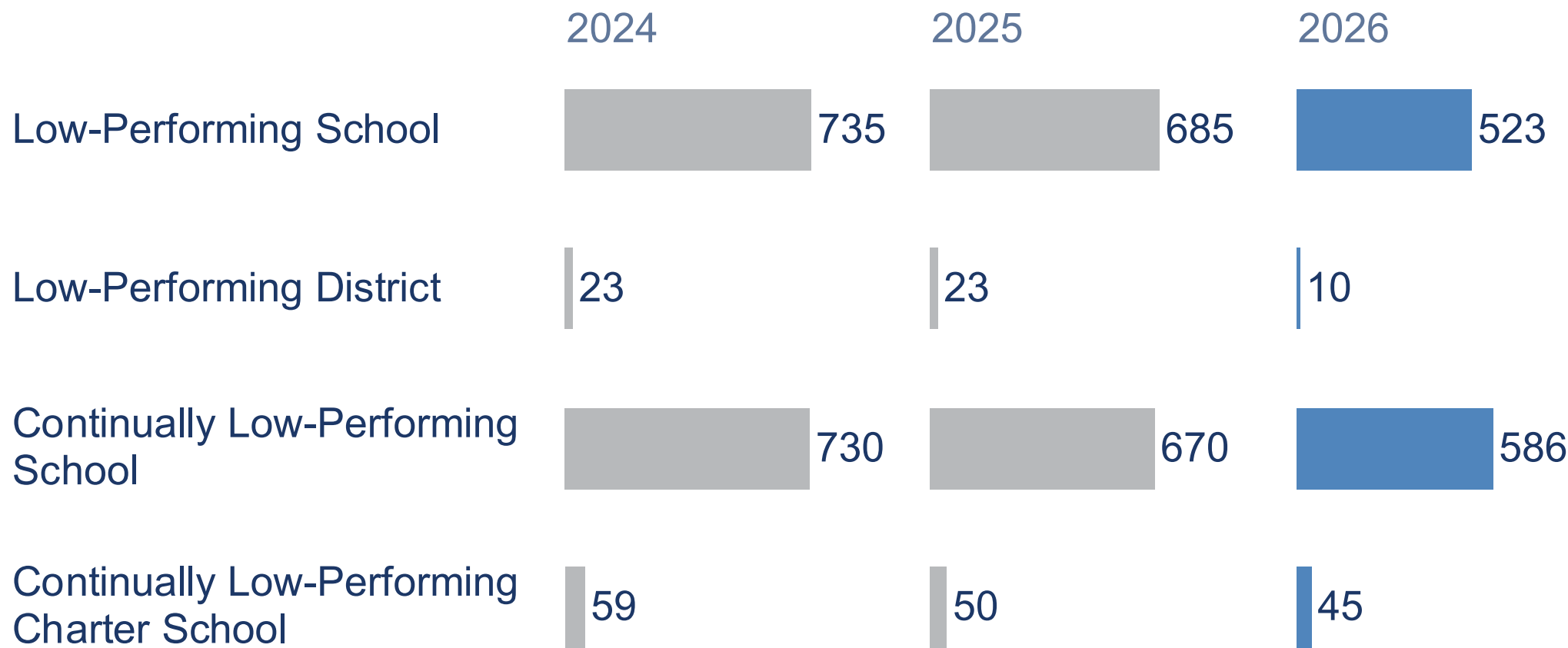
Is identified as low performing in any two of the last three years. A low-performing school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.

Continually Low-Performing Charter School

Is identified as low performing in any two of the last three years. A low-performing charter school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.

Low-Performing Counts

Number of schools by state identification and year (2024, 2025, 2026)

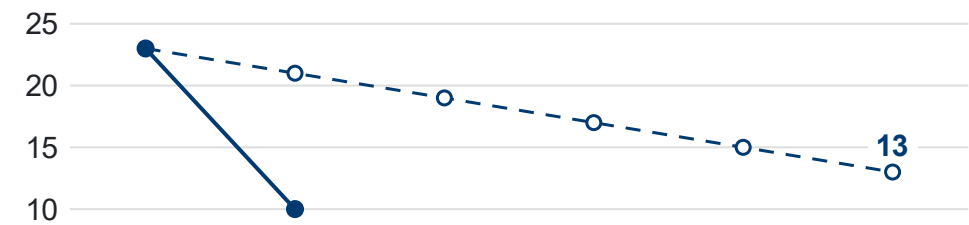


Decreasing low-performing districts/schools

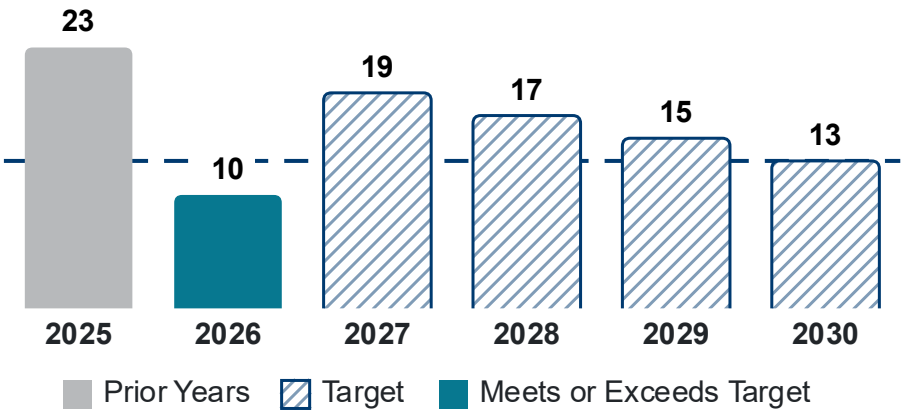
Strategic Plan Pillar 6, Measure 1

Low-Performing Districts

PATH TO 13 BY 2030

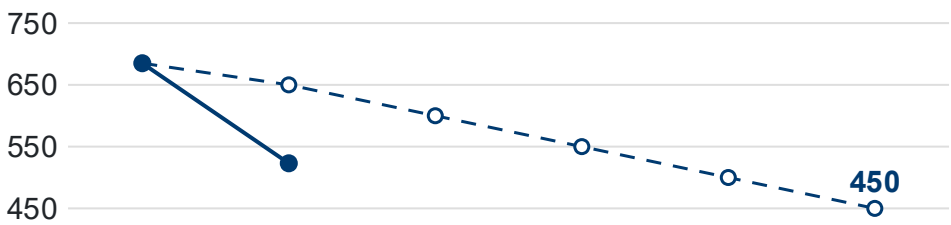


ANNUAL RESULTS

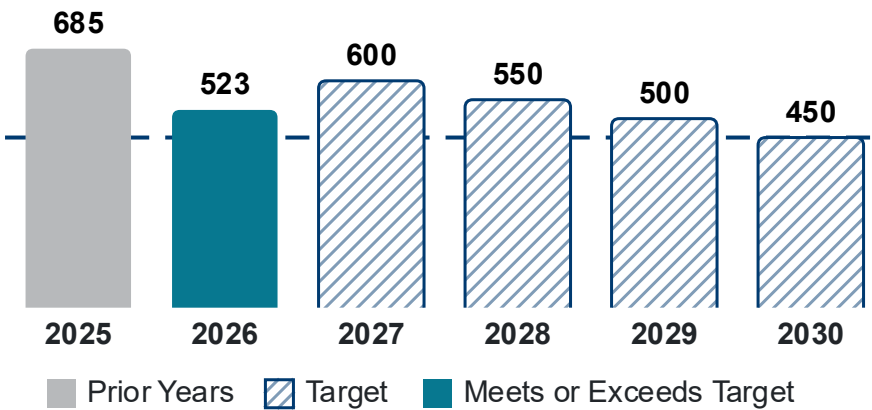


Low-Performing Schools

PATH TO 450 BY 2030



ANNUAL RESULTS



Comprehensive or Targeted Support and Improvement Definitions

Federal Identifications Definitions per ESSA

Comprehensive Support & Improvement

CSI – Low Performing

Lowest performing five percent of all Title I schools, plus previously identified schools unable to meet exit criteria

CSI – Low Graduation Rate

High Schools with graduation rates lower than 66.7 percent, plus previously identified schools unable to meet exit criteria

CSI – Additional Targeted Support (first identification)

Title I served schools unable to exit the TSI–AT identification by the end of the six-year identification period.

Targeted Support & Improvement

TSI – Consistently Underperforming

Schools with one or more subgroups with a F letter grade for the past three years, plus previously identified schools unable to meet exit criteria

TSI – Additional Targeted Support

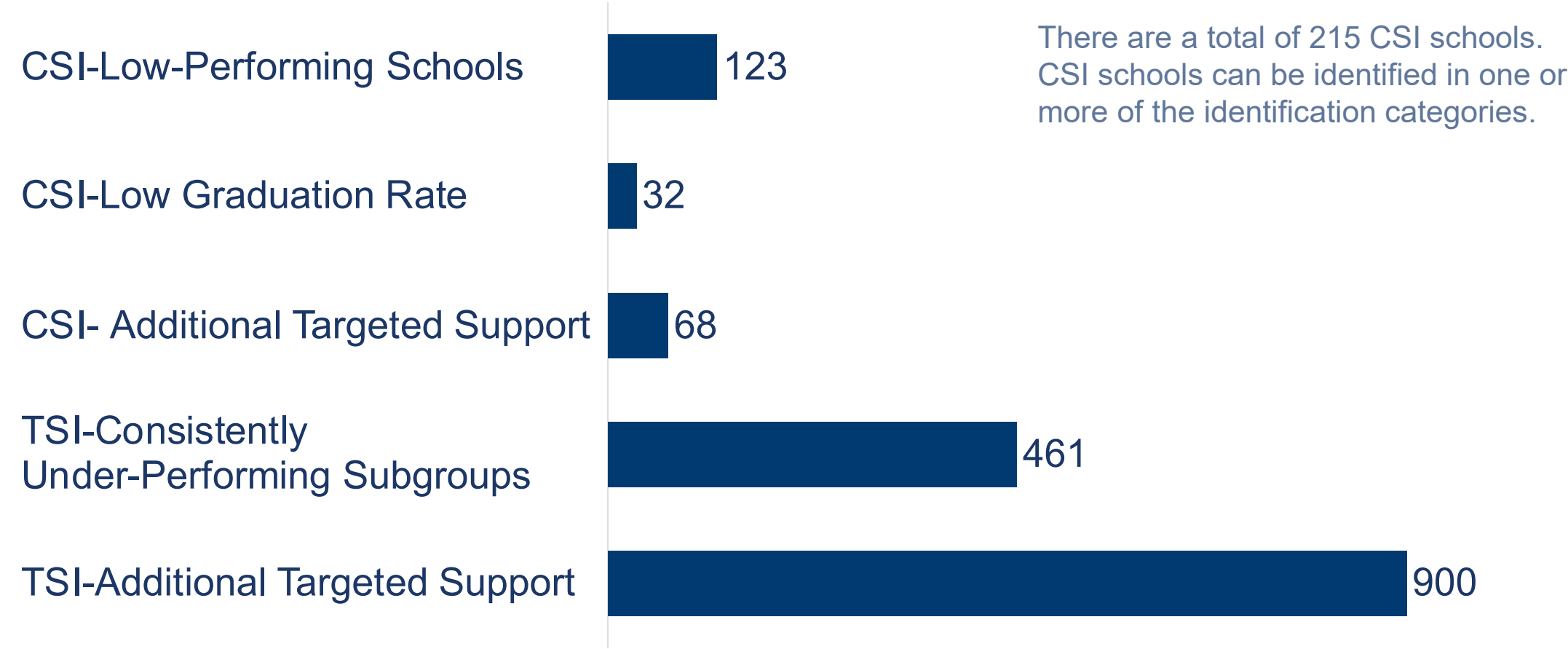
Schools with one or more subgroups performing at or below the highest performing CSI – Low Performing school, plus previously identified schools unable to meet exit criteria

Federal Identifications and Exits

Designation	Identification (2026-27)	Exit (2024–25)
CSI-Low Performing	No	No
CSI-Low Graduation Rate	No	No
CSI- Additional Targeted Support	No	No
TSI-Consistently Underperforming	Yes	Yes
TSI-Additional Targeted Support	No	Yes

Schools Identified for Comprehensive or Targeted Support and Improvement

Number of schools by federal identifications per ESSA (2026)



Additional Data

Accountability Data Sets and Reports | NC DPI

Data Files

Reports

School Identification Lists

Interactive dashboards available

NCDPI Accountability Dashboards



Accountability Task Force Update

- April through August
 - Discussed potential changes to current indicators and new indicators
 - Reviewed aggregation methods, school identification and reporting categories
- September
 - Final review of indicators
- October
 - Final review of aggregation methods, school identification and reporting categories
 - Discuss final report
- December
 - Review and finalize summary report

Progress Creates Momentum

Building on Progress
Accelerating What Comes Next

Dr. Stacey Wilson-Norman, Chief Academic Officer, Division of Academics



PROGRESS **CREATES** MOMENTUM

North Carolina is making meaningful progress. Our responsibility now is to convert that progress into **stronger preparation, greater opportunity, and sustained excellence** for **every** student.



59.2% 

OVERALL GRADE-LEVEL PROFICIENCY

Highest composite in **three years** and above the strategic plan target.

17 of 18 

ASSESSMENTS AT RECENT HIGHS

Broad progress across **subjects** and **grade levels**.

88.8% 

FOUR-YEAR GRADUATION RATE

Fourth consecutive increase and the **highest in state history**.



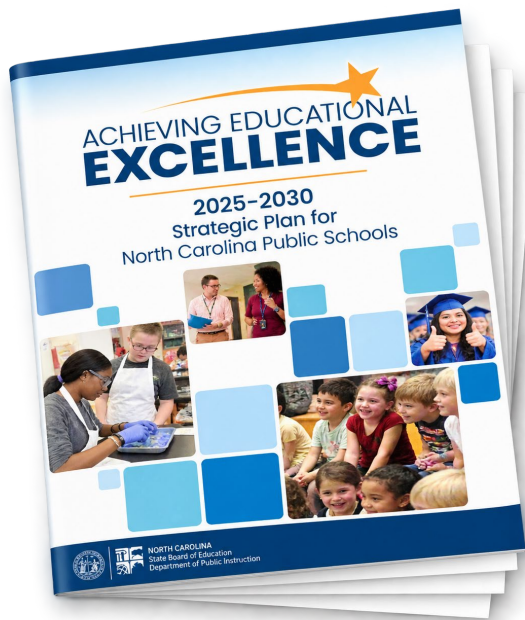
Every racial and ethnic student group improved, and low-performing schools declined from

685 to 523



Investment Builds Momentum

Building a **Stronger Continuum** from Early Literacy to Postsecondary Opportunity



The *Achieving Educational Excellence Strategic Plan* establishes the direction toward **best in the nation**.



The General Assembly’s investment in **early literacy** enabled statewide Science of Reading implementation and stronger **K–3 foundations**.

The General Assembly’s expansion of literacy support across the **K–8 continuum** creates the opportunity to protect early gains and extend them for continued success.

Investments in **advanced coursework, postsecondary access, and career pathways** connect academic progress to opportunity after graduation.

A stronger continuum creates a lasting impact for **every student**.

Moving More Students Toward **Readiness**

Grade-Level Proficient (GLP)
Students at Grade Level

College and Career Ready
Students on Track for the Future

OVERALL
All Students

59.2%

37.5 %

READING
Grades 3–8

55.7 %

32.8 %

MATHEMATICS
Grades 3–8

59.6 %

40.2%

Grade-level proficiency is an essential milestone.

Now, we must **accelerate progress** for students who are not yet proficient
and **move more students from Level 3 toward Levels 4 and 5.**



Becoming **best in nation**
requires **advancement** for
students with disabilities,
multilingual learners,
and economically
disadvantaged students.



More than **500 schools** remain
low performing.

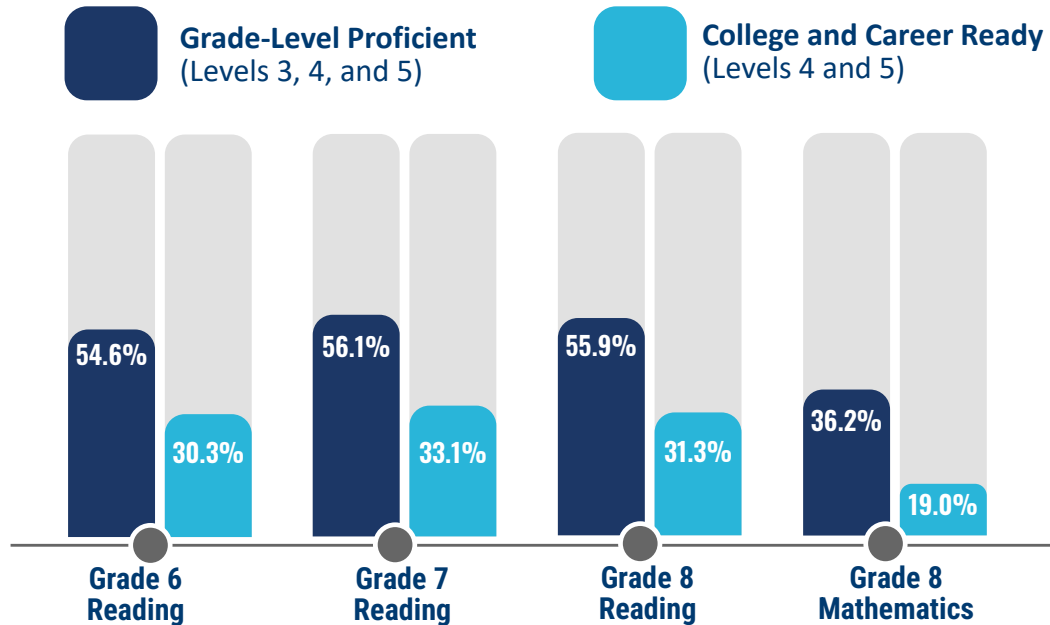


Middle Schools have
the highest percentage
of schools not meeting growth
expectations.



Achievement and access
remain **inconsistent**
across schools and regions.

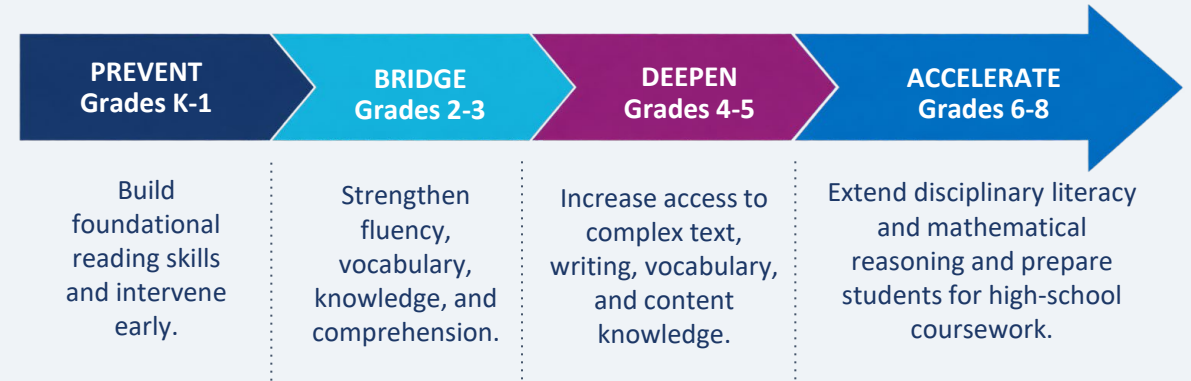
Middle Grades Are a Critical Bridge



The middle grades are where **early gains** must become high-school readiness.

Literacy is the pathway through which students access every content area, advanced coursework, and career preparation.

Building a Continuum of Support Across K-8



- **\$13.8 million** in General Assembly funding supports middle-school **literacy professional development** through **Lexia Aspire**.
- Aspire extends literacy support across **ELA, mathematics, science, social studies, multilingual learner, and Exceptional Children educators**.
- Implementation includes examining literacy outcomes before and after professional learning to **guide continuous improvement**.



Strong Core Instruction Drives Improvement

Standards establish clear expectations for what students must know and be able to do.

Implementation guidance translates standards into clear instructional expectations and resources.

High-quality instructional materials provide access to grade-level content, complex texts, meaningful tasks, and mathematical reasoning.

Aligned professional learning and coaching build the capacity of teachers, coaches, principals, and district leaders.

Standards set the **expectations**.

Materials and Professional Learning support
implementation.

Core Instruction determines what **students experience**.

Three Conditions Students Need



**Strong Core
Instruction**



**Additional
Time to Learn**



**Content-Strong
Teachers**

Standards



Students

The Foundation

The NC Standard Course of Study establishes clear expectations for student learning, supported by aligned resources, professional learning, and implementation efforts that enable effective classroom instruction.



The Student Experience

Moving beyond standards implementation: every North Carolina student experiences high-quality, standards-aligned instruction that prepares them for success in school, career, and life.



Standards



Instructional
Resources



High-Quality
Instructional
Materials



Professional
Learning



Technical
Assistance



Implementation
Support

Support Redesigned for Impact



REGIONS + DISTRICTS

CONNECT

Regional Improvement Directors

Provide **one clear regional entry point**, connect the right expertise to the right need, and maintain **follow-through and shared accountability**.

COORDINATE

Expanded Core + Supplemental Teams

Bring **academic, school-improvement, diagnostic, planning, and instructional leadership expertise** closer to districts and schools.

RESPOND

Instructionally Focused Support

Differentiate support using **local evidence and context**, with a stronger focus on **standards implementation, HQIM, assessment, professional learning, and strong core instruction**.



23 → 10 Low-Performing Districts

A significant one-year reduction.

The redesigned model is built to **sustain and accelerate progress** through **more coherent, instructionally focused support**.



Every Student Must Experience the Momentum

Accelerating progress for **every student** is our priority.



Student Group Acceleration

WHAT WE MUST DO

- Use **student-group data** to identify who is benefiting, who is not there yet, and what each student needs to learn next.
- Support students who have not yet reached proficiency while **accelerating students at Level 3 toward Levels 4 and 5**.
- Strengthen **shared responsibility** across general and special education for students with disabilities.
- Prioritize **strong core instruction, additional effective learning time, content-strong educators, and targeted specialized support**.
- Monitor **access, opportunity, growth, proficiency, and college-and-career-ready performance** across student groups.

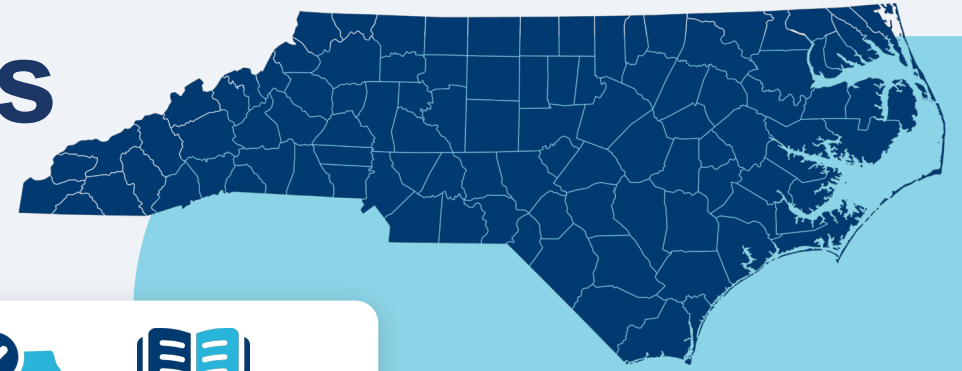
Our System Focus

Separate ownership ➡ **Shared responsibility**
Compliance ➡ **Instructional practice + outcomes**
Adding adults ➡ **Effective learning time**
Disconnected intervention ➡ **Strong core + specialized expertise**



NORTH CAROLINA
State Board of Education
Department of Public Instruction

How Momentum Becomes Sustained Excellence



Best in Nation



Use results to **identify needs**.



Strengthen standards-aligned **core instruction**.



Support implementation of standards and **high-quality instructional materials**.



Build **educator and leader capacity** and deliver **differentiated regional support**.



Monitor **implementation and student outcomes**.



Adjust, improve, and **scale what works**.



We are not launching a collection of initiatives.

We are building a **coherent instructional system** capable of delivering excellence for every learner.



NORTH CAROLINA
State Board of Education
Department of Public Instruction

How Do We Know Our Students Are Ready for What Comes Next?

MOMENTUM TO CELEBRATE



88.8%

FOUR-YEAR
GRADUATION RATE

Highest in State History

READINESS BEYOND THE DIPLOMA



23,000 +

Seniors accepted NC College Connect
direct admission offers.

More than 88,000 offers accepted.



90,504

Students participated in
Advanced Placement
exams.

Exams earned
scores of 3
or higher.

123,394



Individual CTE
Credentials were
earned in 24-25.

380,000 +

Aligned with the NC
Workforce Credentials
List.

70,182



Graduation tells us students completed high school.

These measures help us understand how prepared they are for what comes next.



NORTH CAROLINA
State Board of Education
Department of Public Instruction

This is How **We Build** What Comes Next

A coherent system that connects
standards, instruction, supports,
and **student experiences** from Pre-K
through graduation.



Celebrate the Good: Graduation Rate

- Four-Year Cohort Graduation Rate increased from 87.8% to 88.8%
 - This is the fourth consecutive year of increases in the rate
 - Highest rate in North Carolina history.



Celebrate The Good: 2025–26

- The percentage of students who were proficient on reading and mathematics tests were the highest in the last 3 years for 14 of 15 tests.
- The percentage of students who were proficient on science tests were the highest in the last 2 years for 3 of 3 tests
- Results for all race/ethnicity subgroups were the highest in the last three years (composite).
- All end of grade mathematics tests show an increase in the percentage of students proficient for the current year and the previous two years.
- Significantly reduced low-performing districts and low-performing schools



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Supplementary Data Tables



All Subjects/Grades Composite Table

Percent of students proficient on composite of all grades and subjects by year

	2023–24		2024–25		2025–26	
All students	GLP	CCR	GLP	CCR	GLP	CCR
Composite	54.2	36.2	55.0	34.7	59.2	37.5

Strategic Plan Pillar 1, Measure 10 Table

Increase the percentage of students scoring levels 3, 4 or 5 on the End of Grade (EOG) and End of Course (EOC) tests

Percent proficient increase	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
Actual	54.2	55.0	59.2				
Target	n/a	n/a	56.0	57.0	58.0	59.0	60.0

Composite by Race/Ethnicity Table

Percent of students proficient on composite of all grades and subjects by year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
All	54.2	36.2	55.0	34.7	59.2	37.5
American Indian	41.8	23.8	42.8	22.3	49.2	26.5
Asian	81.5	68.1	81.7	66.6	84.3	69.1
Black	37.9	20.4	39.2	19.2	44.2	22.0
Hispanic	42.1	24.7	43.2	23.3	48.4	26.6
Two or More Races	54.4	35.6	55.6	34.2	60.0	37.3
White	67.4	48.5	67.8	46.6	71.1	49.1

Composite Other Student Groups Table

Percent of students proficient on composite of all grades and subjects by year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadvantaged (EDS)	40.9	23.0	41.7	21.4	46.2	23.8
Not Economically Disadvantaged (Not EDS)	67.9	49.8	68.0	47.6	71.3	50.0
English Learner (ELS)	23.2	11.3	24.5	10.4	26.9	10.9
Not English Learner (Not ELS)	58.0	39.3	59.0	37.8	63.0	40.6
Students with Disabilities (SWD)	19.4	9.2	19.2	7.7	21.0	8.2
Not Students with Disabilities (Not SWD)	59.5	40.3	60.5	38.8	65.2	42.0

College & Career Ready Proficiency Table

Percent of students college and career-ready proficient by test (2026)

Math	Pct	Reading	Pct	Science	Pct
Grade 3	42.6	Grade 3	27.8	Grade 5	40.7
Grade 4	40.9	Grade 4	37.6	Grade 8	46.8
Grade 5	41.3	Grade 5	36.8	Biology	40.3
Grade 6	39.0	Grade 6	30.3		
Grade 7	42.2	Grade 7	33.1		
Grade 8 EOG	19.0	Grade 8	31.3		
All NC Math 1	33.6	English II	40.2		
NC Math 3	45.7				

Grade-Level Proficiency Table

Percent of students grade-level proficient by test (2026)

Math	Pct	Reading	Pct	Science	Pct
Grade 3	66.1	Grade 3	55.3	Grade 5	67.7
Grade 4	61.1	Grade 4	57.4	Grade 8	68.4
Grade 5	62.6	Grade 5	55.1	Biology	58.5
Grade 6	58.9	Grade 6	54.6		
Grade 7	56.1	Grade 7	56.1		
Grade 8 EOG	36.2	Grade 8	55.9		
All NC Math 1	56.1	English II	64.3		
NC Math 3	68.9				

Reading Grades 3–5 Proficiency Table

Percent of students proficient by grade and year

Grade level	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Grade 3	48.6	29.0	46.6	25.0	55.3	27.8
Grade 4	52.6	37.1	57.8	39.5	57.4	37.6
Grade 5	50.2	33.6	52.7	34.9	55.1	36.8

Reading Grades 6–8, English II Table

Percent of students proficient by grade/test and year

Grade level	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Grade 6	49.4	26.5	52.1	29.4	54.6	30.3
Grade 7	48.3	28.0	51.8	29.6	56.1	33.1
Grade 8	51.3	29.1	54.0	31.1	55.9	31.3
English II	59.5	35.9	59.4	35.4	64.3	40.2

Reading 3-8 by Race/Ethnicity Table

Percent of students proficient by race/ethnicity and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
All	50.1	30.5	52.5	31.5	55.7	32.8
American Indian	36.6	17.9	39.1	19.1	44.3	21.6
Asian	75.8	58.3	77.0	58.3	79.6	59.5
Black	35.6	17.3	38.4	18.5	42.2	19.9
Hispanic	36.2	18.5	39.1	19.8	43.1	21.6
Two or More Races	51.4	30.9	54.3	32.2	58.2	34.2
White	62.9	41.6	64.8	42.4	67.4	43.2

Reading 3-8 Other Student Groups Table

Percent of students proficient by student subgroup and year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadv (EDS)	36.9	18.4	39.5	19.4	42.9	20.6
Not Economically Disadv (Not EDS)	63.9	43.3	65.3	43.6	67.8	44.4
English Learner (ELS)	16.5	6.2	18.5	6.7	19.8	6.2
Not English Learner (Not ELS)	54.4	33.7	56.9	34.8	60.0	36.0
Students with Disabilities (SWD)	15.5	6.7	15.9	6.5	16.9	6.4
Not Students with Disabilities (Not SWD)	55.6	34.4	58.4	35.6	62.2	37.2

English II by Race/Ethnicity Table

Percent of students proficient by race/ethnicity and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
All	59.5	35.9	59.4	35.4	64.3	40.2
American Indian	45.2	21.2	44.3	21.4	52.9	27.3
Asian	83.8	66.9	83.3	67.5	85.9	70.3
Black	43.8	19.7	43.8	19.4	49.9	23.6
Hispanic	47.6	23.8	47.0	23.4	51.5	27.2
Two or More Races	61.3	37.3	60.7	35.7	66.1	40.4
White	72.5	48.5	72.9	48.4	77.0	53.4

English II Other Student Groups Table

Percent of students proficient by student subgroup and year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadvantaged (EDS)	45.5	21.4	45.4	21.3	50.5	24.8
Not Economically Disadvantaged (Not EDS)	72.3	49.0	71.5	47.7	75.5	52.7
English Learner (ELS)	16.1	<5	15.6	<5	18.8	<5
Not English Learner (Not ELS)	64.0	39.2	64.2	39.0	69.2	44.0
Students with Disabilities (SWD)	17.2	5.3	17.6	5.3	20.5	6.0
Not Students with Disabilities (Not SWD)	64.8	39.7	64.6	39.2	69.8	44.4

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



Mathematics 3–7 Proficiency Table

Percent of students proficient by grade and year

	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
Grade level	GLP	CCR	GLP	CCR	GLP	CCR
Grade 3	62.4	41.1	63.8	40.2	66.1	42.6
Grade 4	56.4	38.7	58.7	39.7	61.1	40.9
Grade 5	57.8	38.8	59.0	38.8	62.6	41.3
Grade 6	54.1	36.3	57.0	37.5	58.9	39.0
Grade 7	50.4	36.0	53.4	38.1	56.1	42.2

Mathematics 3-8 by Race/Ethnicity Table

Percent of students proficient by race/ethnicity and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
All	54.6	36.7	56.7	37.5	59.6	40.2
American Indian	41.9	23.0	43.9	23.9	49.2	28.4
Asian	84.7	73.3	85.8	73.7	87.3	75.8
Black	36.4	18.7	39.2	19.8	42.5	22.3
Hispanic	43.4	25.4	46.4	26.5	50.3	29.8
Two or More Races	53.5	34.6	55.6	35.7	59.0	38.6
White	68.0	49.6	69.5	50.1	71.5	52.5

Mathematics 3-8 Student Group Table

Percent of students proficient by student subgroup and year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadv (EDS)	40.6	22.4	43.0	23.1	45.9	25.4
Not Economically Disadv (Not EDS)	69.3	51.7	70.5	51.9	72.5	54.2
English Learner (ELS)	29.5	14.9	32.5	15.9	34.7	16.8
Not English Learner (Not ELS)	57.8	39.5	60.0	40.4	62.6	43.0
Students with Disabilities (SWD)	20.2	9.4	20.7	9.1	21.5	9.5
Not Students with Disabilities (Not SWD)	60.1	41.1	62.6	42.1	65.9	45.3

Mathematics EOG and EOC Table

Percent proficient by tested population and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
Grade 8 EOG	29.0	14.7	31.1	15.5	36.2	19.0
Grade 8 NC Math 1	89.5	65.6	87.9	65.5	89.6	71.7
NC Math 1 Grade 9-12	37.0	12.9	34.5	11.9	42.1	17.6
All NC Math 1	51.0	27.0	49.6	27.1	56.1	33.6
NC Math 3	57.6	34.1	66.4	43.5	68.9	45.7

NC Math 1 Grades 9–12 Table

Percent of students proficient by race/ethnicity and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
All	37.0	12.9	34.5	11.9	42.1	17.6
American Indian	23.9	7.0	28.1	9.0	35.1	10.7
Asian	62.8	32.4	57.2	28.5	64.5	38.6
Black	25.3	6.5	25.3	7.3	33.2	12.1
Hispanic	30.0	9.6	27.4	8.6	36.2	14.3
Two or More Races	36.9	12.6	34.4	11.2	42.7	17.9
White	50.1	19.4	45.6	17.1	51.7	23.1

NC Math 1 9–12 Student Groups Table

Percent of students proficient by student subgroup and year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadv (EDS)	28.9	8.4	26.9	8.2	34.2	12.9
Not Economically Disadv (Not EDS)	48.5	19.3	44.4	16.9	51.7	23.5
English Learner (ELS)	15.3	<5	16.1	<5	22.0	7.8
Not English Learner (Not ELS)	40.3	14.3	37.8	13.2	45.1	19.1
Students with Disabilities (SWD)	13.5	<5	12.8	<5	16.1	<5
Not Students with Disabilities (Not SWD)	41.3	14.8	38.5	13.6	47.0	20.1

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



NC Math 3 by Race/Ethnicity Table

Percent of students proficient by race/ethnicity and year

Student group	2023–24	2023–24	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR	GLP	CCR
All	57.6	34.1	66.4	43.5	68.9	45.7
American Indian	47.8	20.1	61.9	35.6	63.0	38.2
Asian	86.7	73.1	90.1	79.6	91.3	80.2
Black	39.9	17.3	51.4	25.8	55.1	29.9
Hispanic	47.6	24.0	57.7	32.7	60.1	35.3
Two or More Races	56.5	32.4	65.9	42.2	67.4	44.0
White	69.4	44.7	76.8	55.1	79.2	56.7

NC Math 3 Student Groups Table

Percent of students proficient by student subgroup and year

Student group	2023–24 GLP	2023–24 CCR	2024–25 GLP	2024–25 CCR	2025–26 GLP	2025–26 CCR
Economically Disadv (EDS)	43.7	20.0	54.0	29.0	56.8	31.4
Not Economically Disadv (Not EDS)	68.8	45.4	75.9	54.5	77.8	56.3
English Learner (ELS)	25.0	9.1	36.8	14.5	36.9	15.7
Not English Learner (Not ELS)	60.0	35.9	69.2	46.2	71.9	48.5
Students with Disabilities (SWD)	20.9	6.6	30.0	10.4	34.2	13.2
Not Students with Disabilities (Not SWD)	60.7	36.4	69.4	46.2	71.8	48.4

Science Proficiency Table

Percent of students proficient by test and year

	2024–25	2024–25	2025–26	2025–26
Subject	GLP	CCR	GLP	CCR
Grade 5 Science	62.0	37.8	67.7	40.7
Grade 8 Science	60.0	42.7	68.4	46.8
Biology	48.3	33.2	58.5	40.3



Science 5 and 8 Race/Ethnicity Table

Percent of students grade-level proficient by race/ethnicity

	2024–25	2024–25	2025–26	2025–26
Student group	GLP	CCR	GLP	CCR
All	61.0	40.3	68.1	43.8
American Indian	49.5	26.9	59.4	30.9
Asian	83.9	69.8	88.2	74.6
Black	44.4	22.9	53.4	26.3
Hispanic	48.3	27.7	57.6	32.1
Two or More Races	62.6	40.0	69.5	44.0
White	74.7	53.9	79.7	56.7

Science 5 and 8 Proficiency Table

Percent of students proficient by student subgroup and year

Student group	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR
Economically Disadv (EDS)	48.0	25.9	56.2	29.3
Not Economically Disadv (Not EDS)	73.6	54.0	78.8	56.9
English Learner (ELS)	27.2	11.2	31.2	10.6
Not English Learner (Not ELS)	65.3	43.9	72.0	47.3
Students with Disabilities (SWD)	26.0	10.0	30.4	10.8
Not Students with Disabilities (Not SWD)	66.5	45.0	74.0	49.0

Biology by Race/Ethnicity Table

Percent of students proficient by race/ethnicity and year

	2024–25	2024–25	2025–26	2025–26
Student group	GLP	CCR	GLP	CCR
All	48.3	33.2	58.5	40.3
American Indian	32.0	17.9	47.9	30.2
Asian	80.7	69.2	85.6	73.9
Black	29.9	17.1	41.3	23.2
Hispanic	36.1	21.7	46.3	28.0
Two or More Races	49.1	33.3	59.2	40.5
White	62.4	45.2	72.0	53.1

Biology Student Groups Table

Percent of students proficient by student subgroup and year

Student group	2024–25	2024–25	2025–26	2025–26
	GLP	CCR	GLP	CCR
Economically Disadvantaged (EDS)	33.5	19.3	44.0	25.4
Not Economically Disadv (Not EDS)	60.9	44.9	70.1	52.1
English Learner (ELS)	13.2	6.6	18.7	8.5
Not English Learner (Not ELS)	52.2	36.1	62.6	43.6
Students with Disabilities (SWD)	16.8	7.0	22.1	9.5
Not Students with Disabilities (Not SWD)	52.1	36.4	63.0	44.1

ACT

Results by year

ACT Results	2023–24	2024–25	2025–26
Average Composite Score	18.1	18.2	18.4
Percentage of Composite Scores ≥ 17		53.8	54.5



ACT Average by Race/Ethnicity Table

Average composite score by race/ethnicity and year

Student group	2023–24	2024–25	2025–26
All	18.1	18.2	18.4
American Indian	15.6	16.0	16.4
Asian	23.1	23.2	23.5
Black	15.3	15.4	15.8
Hispanic	16.2	16.2	16.5
Two or More Races	18.1	18.2	18.4
White	19.8	20.1	20.1

ACT Average Student Groups Table

Average composite score by student subgroup and year

Student group	2023–24	2024–25	2025–26
Economically Disadvantaged (EDS)	15.9	16.0	16.3
English Learner (ELS)	13.4	13.4	13.6
Students with Disabilities (SWD)	14.0	14.0	14.5

ACT Percent by Race/Ethnicity Table

Percent with a composite score of 17 or higher by race/ethnicity and year

Student group	2024–25	2025–26
All	53.8	54.5
American Indian	35.9	37.6
Asian	80.0	81.4
Black	32.4	34.7
Hispanic	38.8	40.6
Two or More Races	55.1	55.3
White	69.4	69.2

ACT Percent by Student Group Table

Percent of students with a composite score of 17 or higher by student subgroup and year

Student group	2024–25	2025–26
Economically Disadvantaged (EDS)	36.8	38.2
Not Economically Disadv (Not EDS)	65.7	65.7
English Learner (ELS)	9.3	8.6
Not English Learner (Not ELS)	57.7	58.2
Students with Disabilities (SWD)	15.2	18.4
Not Students with Disabilities (Not SWD)	56.9	57.4

WorkKeys by Race/Ethnicity Table

Percent of students earning silver or higher certificate by year

Student group	2023–24	2024–25	2025–26
All	60.0	59.8	59.1
American Indian	43.1	43.4	42.0
Asian	82.2	82.6	82.1
Black	39.6	40.8	40.4
Hispanic	52.6	53.9	50.9
Two or More Races	60.7	58.6	57.9
White	70.4	69.8	70.6

WorkKeys Student Groups Table

Percent earning silver or higher certificate by year (2024, 2025, 2026)

Student group	2023–24	2024–25	2025–26
Economically Disadvantaged (EDS)	47.7	47.7	46.9
Not Economically Disadvantaged (Not EDS)	68.3	67.9	67.2
English Learner (ELS)	15.6	17.3	16.2
Not English Learner (Not ELS)	61.5	61.8	61.7
Students with Disabilities (SWD)	18.5	17.7	16.8
Not Students with Disabilities (Not SWD)	62.8	62.5	62.0

Cohort Graduation Rate (CGR) Table

Increase the adjusted four-year cohort high school graduation rate to 92% by 2030.
(Strategic Plan Pillar One, Measure One)

Cohort Graduation Rate	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>	<u>2029-30</u>
Actual	87.0	87.8	88.8				
Target			88.0	89.0	90.0	91.0	92.0

CGR Three-Year Table

Percent of entering ninth-graders graduating high school in four years by graduation year

Student Group	2023–24	2024–25	2025–26
All Students	87.0	87.8	88.8

CGR by Race/Ethnicity Table

Percent of entering ninth-graders graduating high school in four years by graduation year

Student group	2023–24	2024–25	2025–26
All	87.0	87.8	88.8
American Indian	82.4	84.6	85.7
Asian	>95	>95	>95
Black	84.5	85.8	87.2
Hispanic	83.3	82.8	83.9
Two or More Races	83.5	86.0	87.1
White	89.8	91.0	92.0

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking

CGR Student Groups Table

Percent of ninth-graders graduating high school in four years by graduation year

Student group	2023–24	2024–25	2025–26
Economically Disadvantaged (EDS)	82.5	83.4	84.3
Not Economically Disadv (Not EDS)	90.4	91.1	92.2
English Learner (ELS)	73.0	71.9	76.8
Not English Learner (Not ELS)	87.9	89.3	90.3
Students with Disabilities (SWD)	71.6	72.7	75.1
Not Students with Disabilities (Not SWD)	89.1	89.9	90.7

English Learner Progress Table

Percent of students progressing through and exiting English Learner status by year

Measure	2023–24 Pct	2024–25 Pct	2025–26 Pct	2025–26 Num
Percent Meeting Annual Progress Toward Exiting EL Status	19.9	22.2	24.7	34,317
Percentage Exiting EL Status	7.3	13.0	11.1	15,457
Total EL Progress	27.3	35.2	35.8	49,774

Growth Status Table

Percent of schools that did not meet, met, or exceeded growth expectations (2026)

School grade span	# Did Not Meet	% Did Not Meet	# Met	% Met	# Exceeded	% Exceeded
Elementary	248	20.5	652	53.8	312	25.7
Middle	233	34.4	252	37.2	193	28.5
High	207	31.7	221	33.9	224	34.4
All Schools	688	27.1	1125	44.3	729	28.7

School Performance Grade Results Table

Percent of schools by school performance grade and school type (2026)

School grade span	A #	A %	B #	B %	C #	C %	D #	D %	F #	F %
Elementary	58	4.6	338	27.0	558	44.6	267	21.3	30	2.4
Middle	23	3.4	123	18.1	289	42.6	201	29.6	43	6.3
High	152	23.2	232	35.4	207	31.6	55	8.4	9	1.4
All Schools	233	9.0	693	26.8	1054	40.8	523	20.2	82	3.2

Low-Performing Counts Table

Number of schools by state designation by year

State designation	2023–24	2024–25	2025–26
Low-Performing Schools	735	685	523
Low-Performing Districts	23	23	10
Continually Low-Performing Schools	730	670	586
Continually Low-Performing Charter Schools	59	50	45

Reduce number of low-performing districts and schools target table

Strategic Plan Pillar 6, Measure 1

Low-Performing	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
Actual Districts	23	10				
Target Districts	n/a	21	19	17	15	13
Actual Schools	685	522				
Target Schools	n/a	650	600	550	500	450

Schools Identified for Comprehensive or Targeted Support and Improvement Table

Number of schools by federal identifications per ESSA by year

Federal identification	2025–26 count
CSI-Low-Performing	123
CSI-Low Graduation Rate	32
CSI – Additional Targeted Support	68
TSI-Consistently Under-Performing Subgroups	461
TSI-Additional Targeted Support	900