



FACTS & FIGURES

EDUCATION IN NORTH CAROLINA

May 2021

BEST NC's Vision:

Every student graduates with the knowledge, skills and behaviors to succeed in a competitive global economy.



BEST NC (Business for Educational Success and Transformation) is a nonprofit organization created by business leaders who believe the future of our state's economy is inseparable from the quality of our education. North Carolina's education system must keep pace with the rapidly changing economic landscape of the 21st century. BEST NC supports the creation of the boldest education success story in America, one that nurtures the talents of every student, from early learning to post-graduate, by investing in students, teachers, school leaders, innovation, and establishing high standards of success for all.



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complex social and scientific challenges. RTI's Education and Workforce Development experts conduct rigorous studies used to assess and improve the quality of early development, education, and employment programs. We scale our approach to fit the demands of each project, delivering the power of a global leader and the passion of a local partner. Learn more at www.rti.org.

Navigating *Facts & Figures: Education in North Carolina*



Children & Students

Pages 4-16

Who goes to school in North Carolina? Where do they go to school? How has this changed over time?



Educators

Pages 17-32

Who is teaching in North Carolina, pre-k through postsecondary? How do teachers enter the profession? How are educators compensated?



Schools & Programs

Pages 33-40

How many schools are in North Carolina? Where do students go to school from pre-k to postsecondary? What schooling options do students have?



Finance

Pages 41-55

How is education paid for in North Carolina? How is funding distributed? Are there funding inequities?



Achievement

Pages 56-75

How are students performing on state and national assessments? At what rate do North Carolina students graduate from high school and postsecondary programs? How are students performing in higher education?

NC Pathways to Grade-Level Reading

The Pathways icon indicates whole-child Measures of Success that put children on a pathway to grade-level reading. For more information visit:

buildthefoundation.org/initiative/pathways-to-grade-level-reading.



myFutureNC

The myFutureNC icon indicates key education performance measures directly tied to North Carolina's education-to-workforce continuum and the state goal of increasing educational attainment to 2 million by 2030. For more information visit: myfuturenc.org.

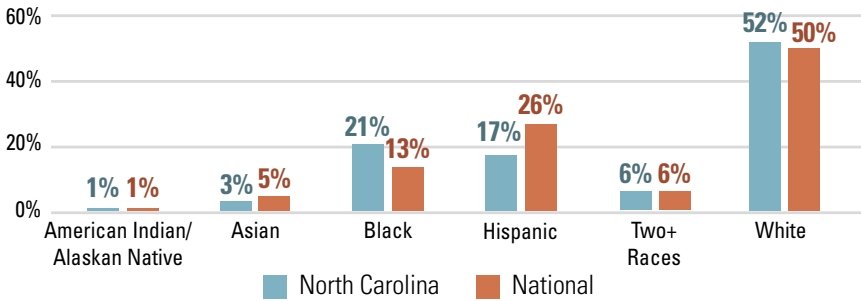


NOTE: As a result of the COVID-19 pandemic, new data were not available for many key education indicators, including student achievement data for the 2019-20 academic year. Additionally, many metrics were impacted by the pandemic, most notably enrollment in early childhood education programs and K-12 public schools. **We encourage the use of caution when interpreting data and shifts in longitudinal trends.**



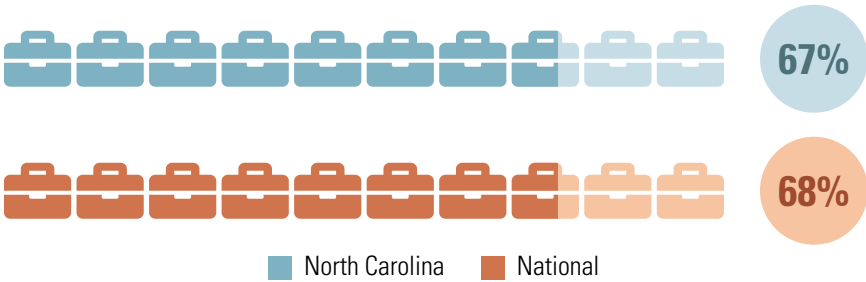
SECTION 1: Children & Students

Children Ages Zero to Four, by Race/Ethnicity (2019)



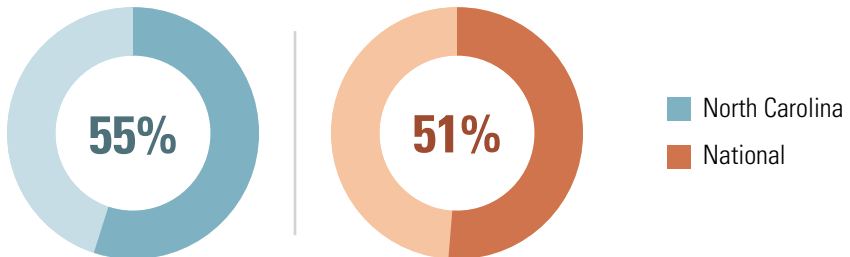
Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201

Children Under Age Six with All Parents in the Household in the Labor Force (2019)



Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table B23008

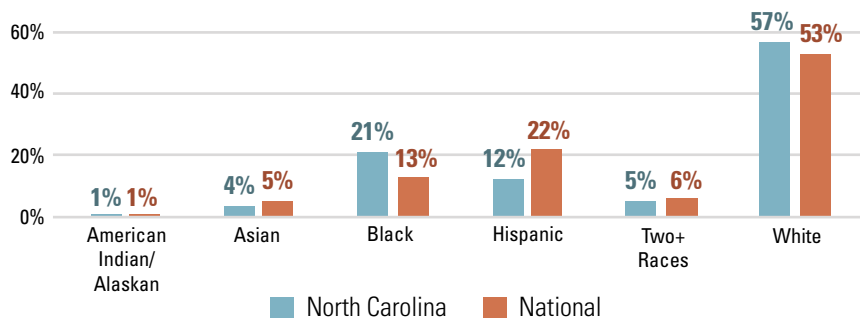
Children Ages Three and Four Not in School (2019)



Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table B14003

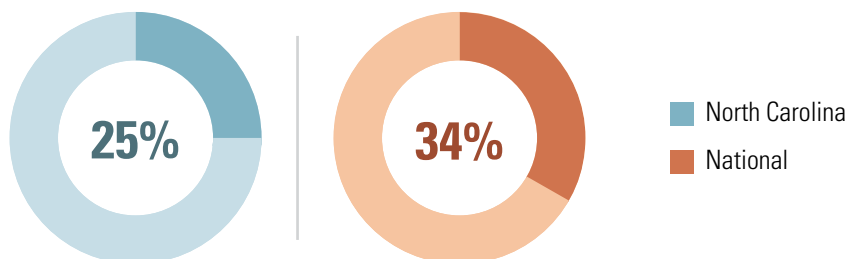


Preschool Enrollment of Children Over Age Three, by Race/Ethnicity (2019)



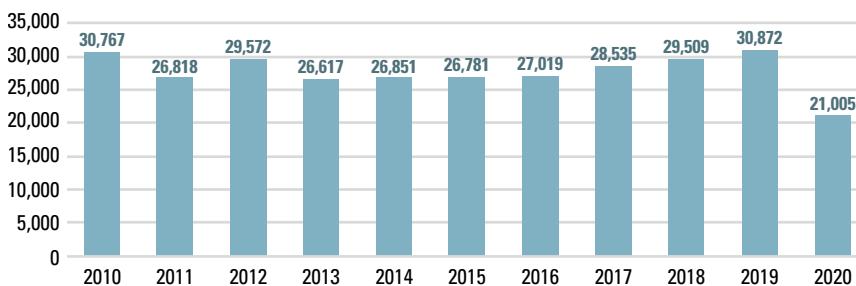
Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201

Pre-Kindergarten Enrollment of Children Age Four (2019-20)



Source: NIEER 2020 State of Pre-School Report

North Carolina Pre-K Seats (2010 to 2020)



Source: NC Dept. of Health and Human Services, Division of Child Development and Early Education (Data Request)



North Carolina Pre-K (NC Pre-K)

Since it was initiated in 2001, the North Carolina Pre-K program (formerly More at Four) has served more than 350,000 children. Students enrolled in NC Pre-K attend school for 6.5 hours per day, 180 days per year.

Families at or
BELOW 75%
of the state median
income are eligible

Children from families at or below 75% of the state median income are eligible to enroll in NC Pre-K, along with English language learners, children with developmental disabilities or chronic health conditions, and children of active duty military members.



**25% OF NC
COUNTIES**
meet NIEER enrollment
targets for NC Pre-K

The National Institute for Early Education Research (NIEER) encourages states to enroll 75% of eligible children in state pre-k programs. Approximately 25% of North Carolina's counties met NIEER's enrollment targets in 2019.

Source: NC Dept. of Health and Human Services - NC Pre-K Program; National Institute for Early Education Research - Barriers to Expansion of NC Pre-K: Problems and Potential Solutions

North Carolina Subsidized Child Care

The Subsidized Child Care Program is a statewide child-care assistance program for low-income and other eligible families. This program helps families afford child care by sharing the cost. Most parents must pay a fee, depending on the size of their family and their income.

Families at or
BELOW 200%
of the federal poverty level
are eligible

The Subsidized Child Care Program helps families that earn at or below 200% of the federal poverty level to pay for child-care while they work or attend school.



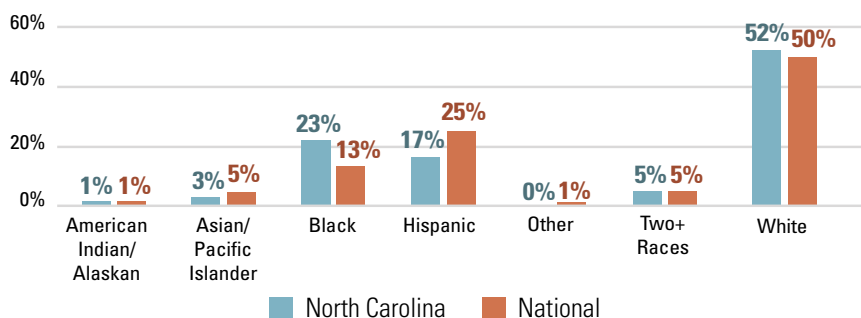
**60,411
CHILDREN**
benefited from the Child
Care Subsidy Program

In March 2021, there were 60,411 children participating in the Subsidized Child Care Program, while another 18,810 eligible children were on the waiting list.

Source: NC Dept. of Health and Human Services - Care for Children Receiving Subsidy

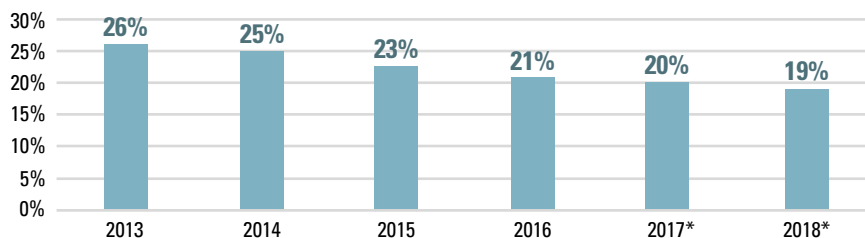


Children Ages Five to 17, by Race/Ethnicity (2019)



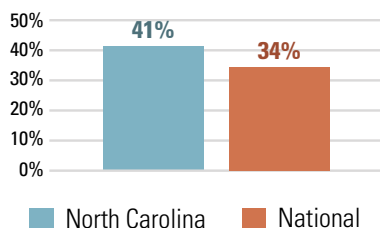
Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201

Children Living in Households with Food Insecurity (2013 to 2018)



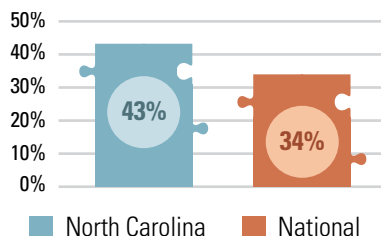
Source: NC Dept. of Health and Human Services; *2017 & 2018 Data Retrieved from Feeding America

Children Under 18 Living At or Below 200% of the Federal Poverty Line (2019)



Source: U.S. Census Bureau, Current Population Survey, 2019 Annual Social and Economic Supplement

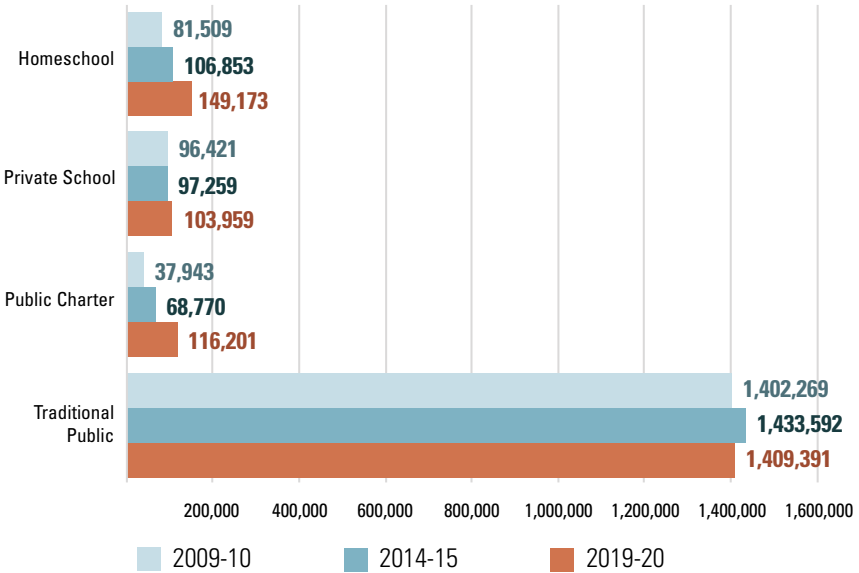
Children Ages Nine to 35 Months Receiving Developmental Screening (2018-19)



Source: 2018-19 National Survey of Children's Health (NSCH), Indicator 4.10



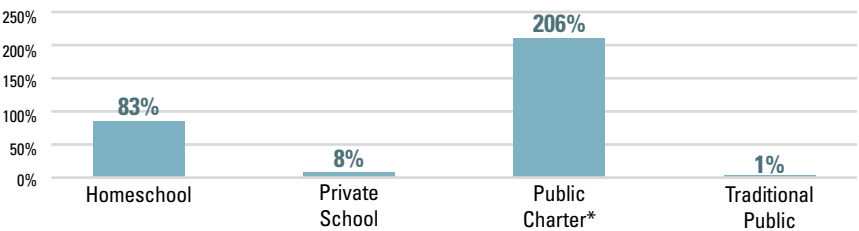
K-12 Enrollment, by School Type (2009-10 to 2019-20)



Note: Student enrollment estimates are based on an algorithm where values for nonreporting schools and schools with reported numbers that are not possible (such as 10 students in one grade, etc.)

Source: NC DPI Statistical Profile; NC Division of Non-Public Education

10-Year Percentage Change in K-12 Enrollment, by School Type (2009-10 to 2019-20)



*In 2012, the 100-school cap on the number of charter schools in North Carolina was lifted.

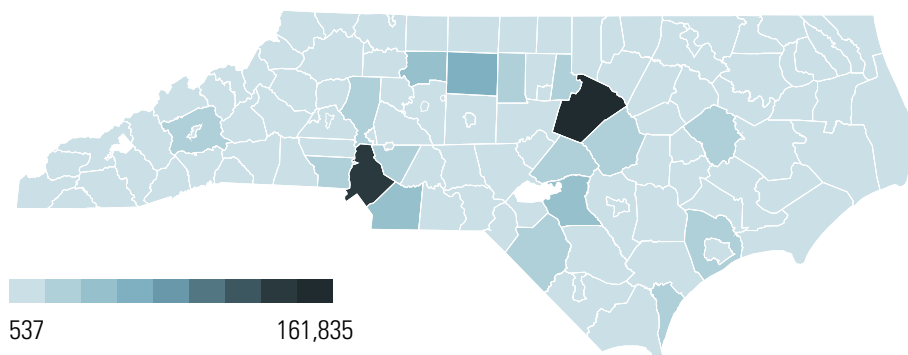
Source: NC DPI Statistical Profile; NC Division of Non-Public Education; 2020 North Carolina Home School Statistical Study; 2020 North Carolina Private School Statistics

6% From 2010 to 2019, the population of children in North Carolina aged 5 to 17 grew by 6%.

Source: U.S. Census Bureau (2018), American Community Survey 1-Year Estimates, Table S0201

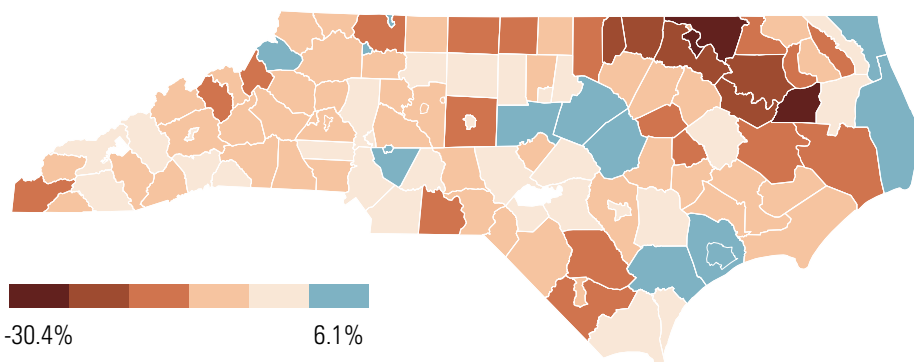


K-12 Traditional Public School Enrollment, by District (2020-21)



Source: NC DPI Statistical Profile

Five-Year Percentage Change in K-12 Traditional Public School Enrollment, by District (2016-17 to 2020-21)



Source: NC DPI Statistical Profile

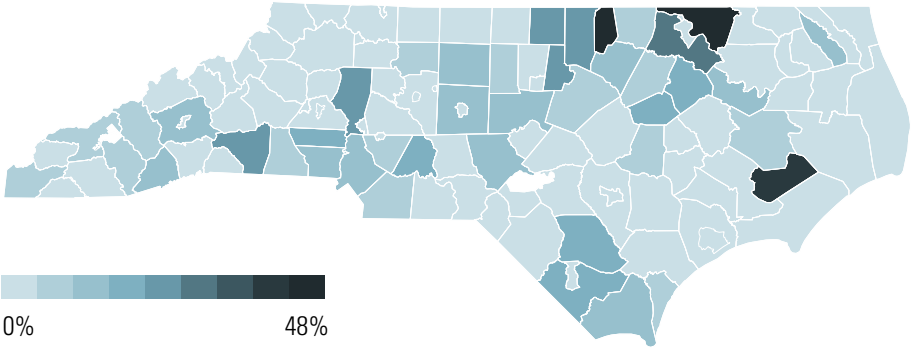
5%

Overall enrollment in traditional K-12 public schools decreased by 5% between 2015-16 and 2020-21, with 102 of 115 districts experiencing a decline.

Source: NC DPI Statistical Profile

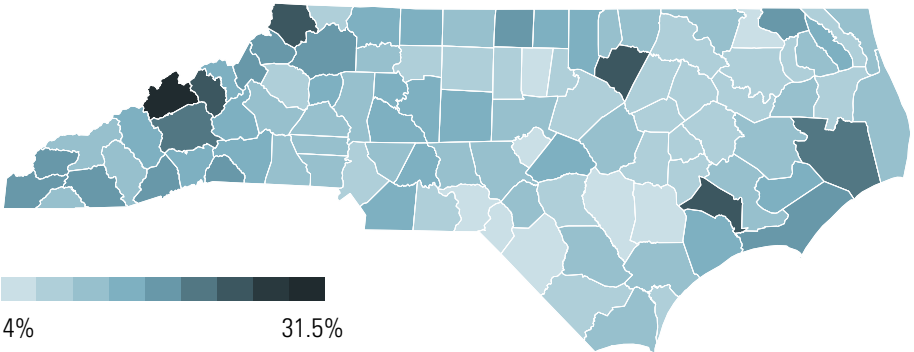


Public Charter School Enrollment as a Percentage of Total K-12 Public School Enrollment, by District (2020-21)



Source: NC DPI Statistical Profile

Homeschool Enrollment as a Percentage of Total K-12 Traditional Public School Enrollment, by County (2019-20)

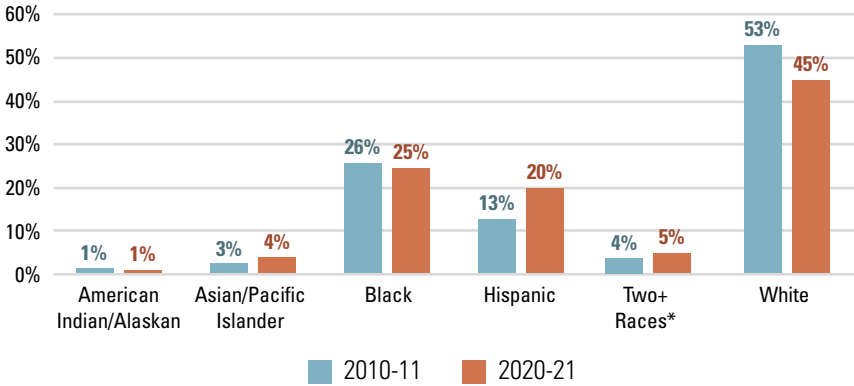


Source: NC DPI Statistical Profile; NC Division of Non-Public Education

As a percentage of enrollment in traditional K-12 schools, charter school students have increased by **2%** in the last 5 years, and homeschooled students have increased by **3%** in the last 5 years.

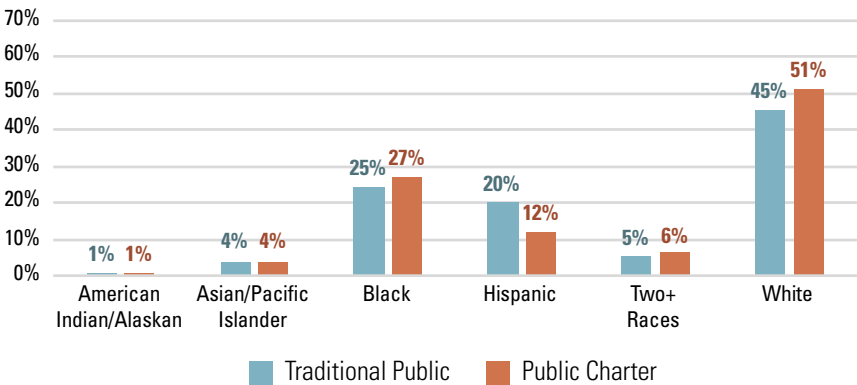


K-12 Public School Enrollment, by Race/Ethnicity (2010-11 and 2020-21)



Source: NC DPI Statistical Profile

K-12 Public School Enrollment, by School Type and Race/Ethnicity (2020-21)



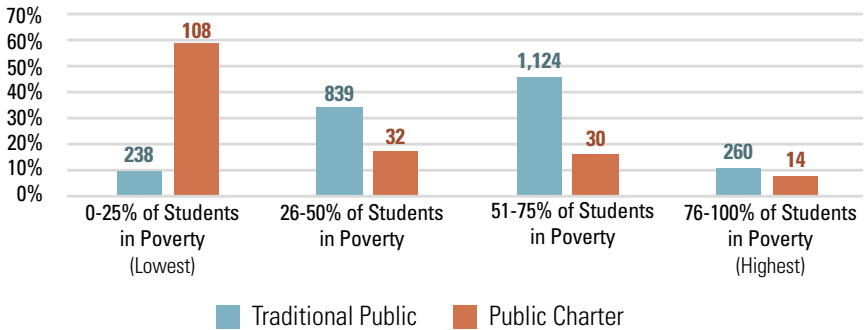
Source: NC DPI Statistical Profile

From 2010 to 2020, the number of Hispanic and Asian students has increased by **58%** and **59%** respectively, while at the same time, the number of Black and White students has decreased by **1%** and **9%** respectively.

Source: NC DPI Statistical Profile



K-12 Public Schools, by School Poverty Level (2019-20)

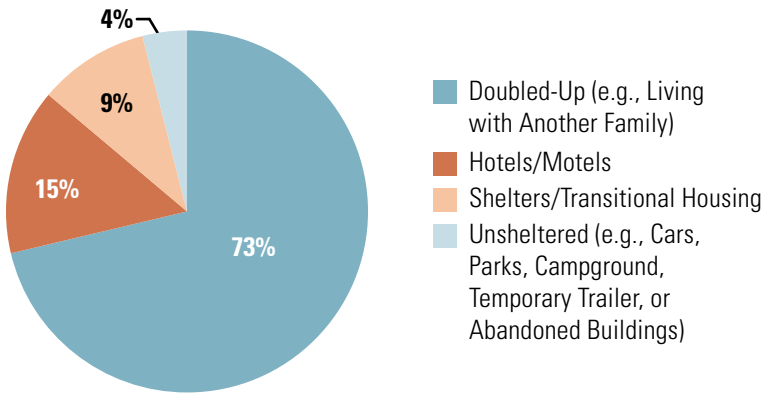


Source: NC DPI Accountability School Performance Grade Data Report



K-12 Public School Homeless Students

Homeless Youth, by Primary Nighttime Residence (2019)



Percentage of Students Proficient on End-of-Grade Tests, by Homeless Status (2017-18)

	EOG Reading Grades 3-8	EOG Math Grades 3-8	EOG Science Grades 5 & 8
Homeless Students	21%	21%	35%
All Students	58%	55%	73%

2%
of public school students were homeless in 2017-18
(28,903 students)

Source: NC DPI Consolidated State Performance Report; NC DPI Accountability School Performance Grade Data Report



SPOTLIGHT ON:

Rural Students in North Carolina

North Carolina has the second largest rural student population in the United States (after Texas), with **524,955 rural students in 2018-19, 36% of all K-12 students.**

58%

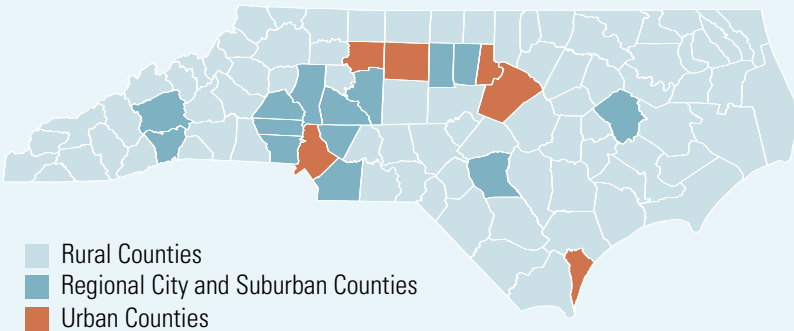
of adults in rural counties have a **high school diploma** or higher, compared with 60% of adults in non-rural counties

14%

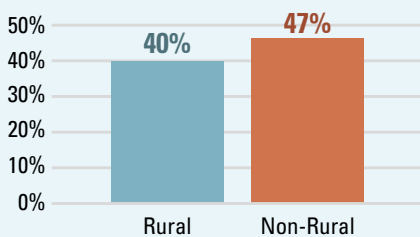
of adults in rural counties have a **bachelor's degree** or higher, compared to 25% of adults in non-rural counties

Eighty of North Carolina's 100 counties are rural, defined as a county with an average population density of 250 people per square mile or less.

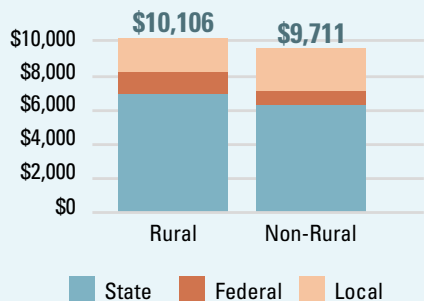
North Carolina Counties, by Rural Status (2018)



Students Scoring at College and Career Ready Levels on EOGs and EOCs, by Rural Status (2018-19)



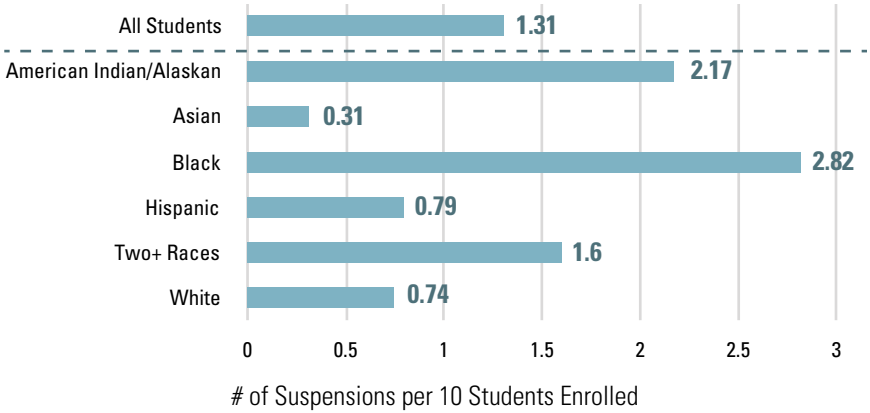
Per Pupil Expenditures, by Source and Rural Status (2018-19)



Source: NC Rural Center - About Us; NC DPI Statistical Profile; The Rural School and Community Trust - Why Rural Matters 2018-19; NC Dept. of Commerce



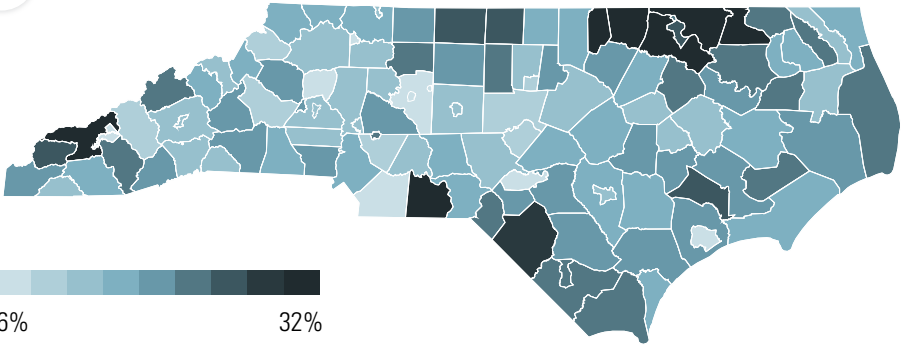
Short-Term Suspension Rates in K-12 Public Schools, by Race/Ethnicity (2018-19)



Source: NC DPI 2018-19 Consolidated Discipline Report



Chronic Absenteeism in K-12 Traditional Public Schools, by District (2018-19)



Source: NC DPI School Report Card Data

In 2019, 16% of North Carolina students were chronically absent. Districts in North Carolina had between 4%-34% of their students chronically absent, and 81 school districts had 15% or more of students chronically absent.



North Carolina Community College System Full-Time Equivalent Enrollment (Fall 2019)



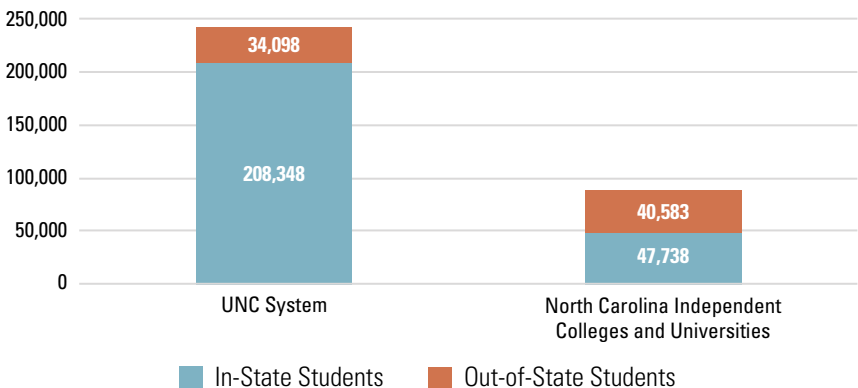
Fall Curriculum Enrollment	
Career and Technical Education	82,500
Transfer and General Education	94,973
Special Credit	8,149
Total Curriculum Unduplicated Enrollment	185,622

Fall Continuing Education Enrollment	
Basic Skills	12,244
All Other Continuing Education	44,361
Total Continuing Education Unduplicated Enrollment	56,605

Note: Many Community College students enroll part-time, so the number of enrolled students is substantially higher than the unduplicated full-time equivalent count of enrollment.

Source: [North Carolina Community College System Data Dashboard](#)

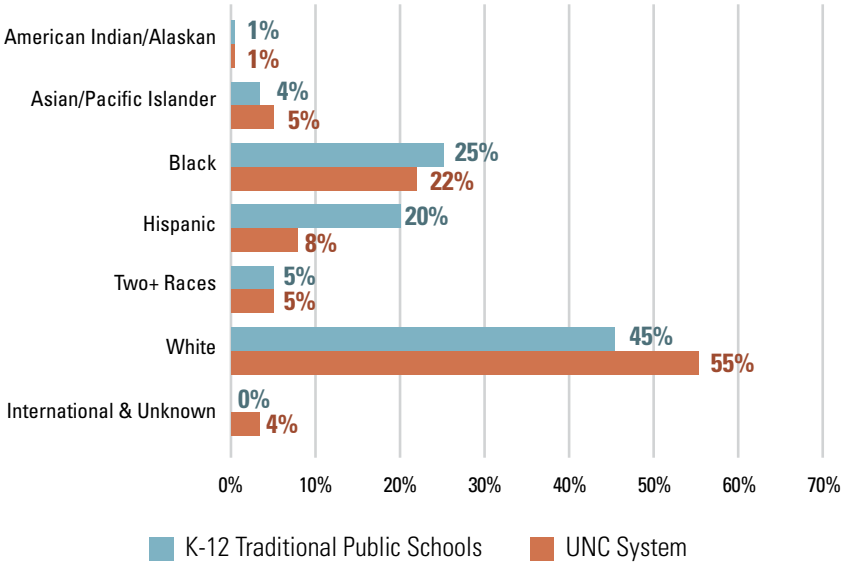
UNC System and North Carolina Independent Colleges and Universities Enrollment (Fall 2020)



Source: [UNC InfoCenter](#); [NCICU 2020 Fast Facts](#)

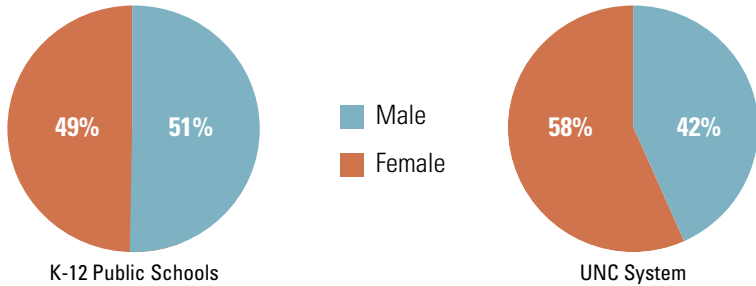


K-12 Traditional Public School (2019-20) vs. UNC System (Fall 2020) Enrollment, by Race/Ethnicity



Source: NC DPI Statistical Profile; UNC InfoCenter

K-12 Traditional Public School (2019-20) vs. UNC System (Fall 2020) Enrollment, by Gender



Source: NC DPI Statistical Profile; UNC InfoCenter

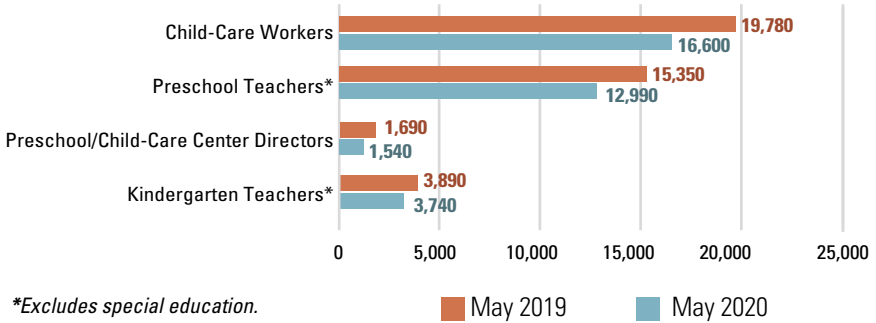
55% of UNC System students are White, while only **45%** of K-12 students are White. In contrast, Hispanic students account for **20%** of the K-12 student population, but only **8%** of the UNC System enrollment.



SECTION 2: Educators



Early Childhood Educators, by Occupation



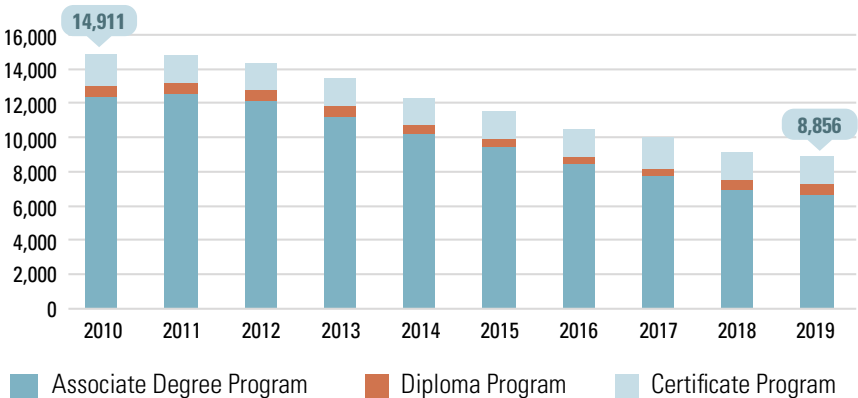
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics (OES)

INFANT AND TODDLER TEACHERS are required to complete 1 COURSE IN EARLY CHILDHOOD EDUCATION.

NC Pre-K requires ALL LEAD TEACHERS to hold a BACHELOR'S DEGREE in early childhood education.

Source: NC Dept. of Health and Human Services - NC Pre-K Program

Early Childhood Education Enrollment in North Carolina Community Colleges, by Program Type (2010 to 2019)

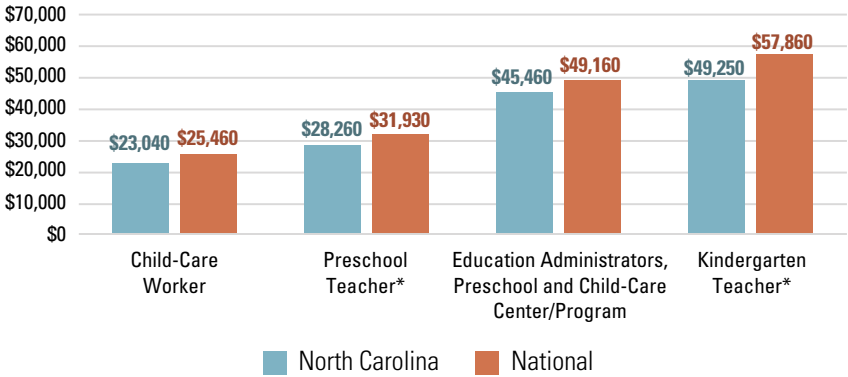


Source: NC Tower



SECTION 2: Educators

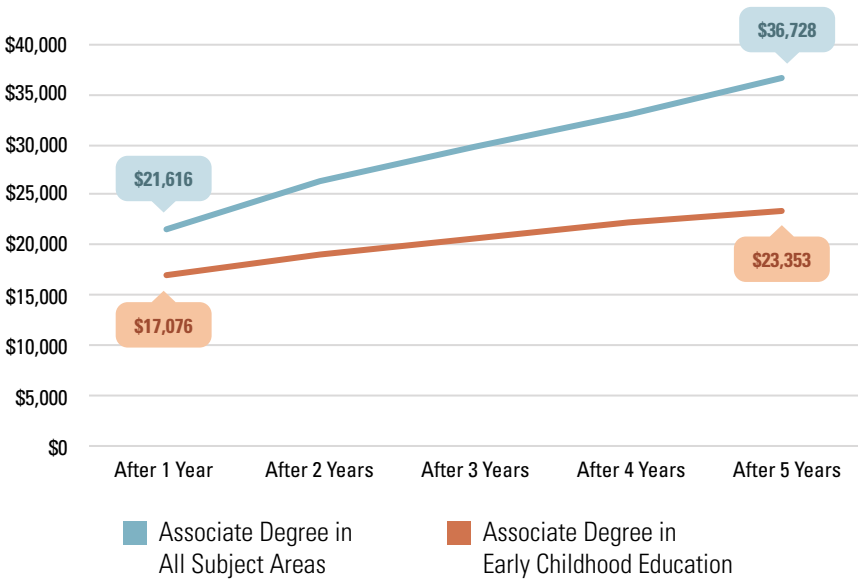
Median Early Childhood Education Wages, by Occupation (May 2020)



*Excludes special education.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics (OES)

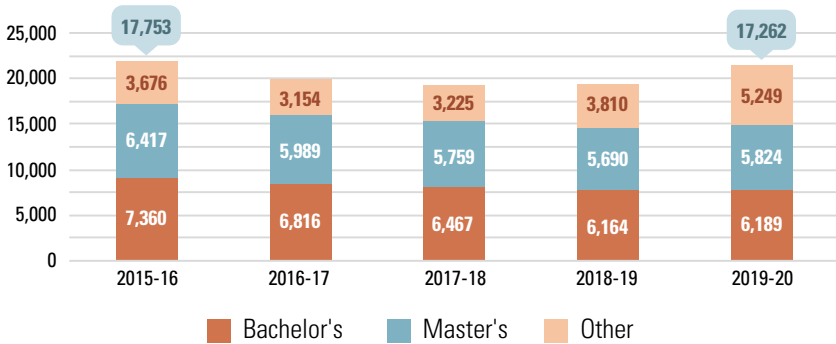
Average Wages for North Carolina Community College System Graduates, by Program Area and Over Time (2013-14 Graduating Class)



Source: NC Tower

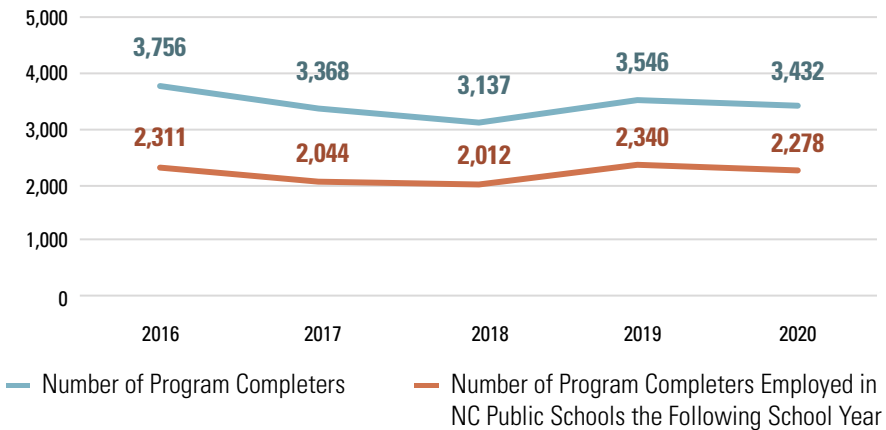


Public and Independent Educator Preparation Program (EPP) Enrollment*, by Degree Type (2015-16 to 2019-20)



Source: NC DPI (Data Request)

Public and Independent Educator Preparation Program (EPP) Completion, by In-State Public School Employment Status (2016 to 2020)



Source: NC DPI (Data Request)

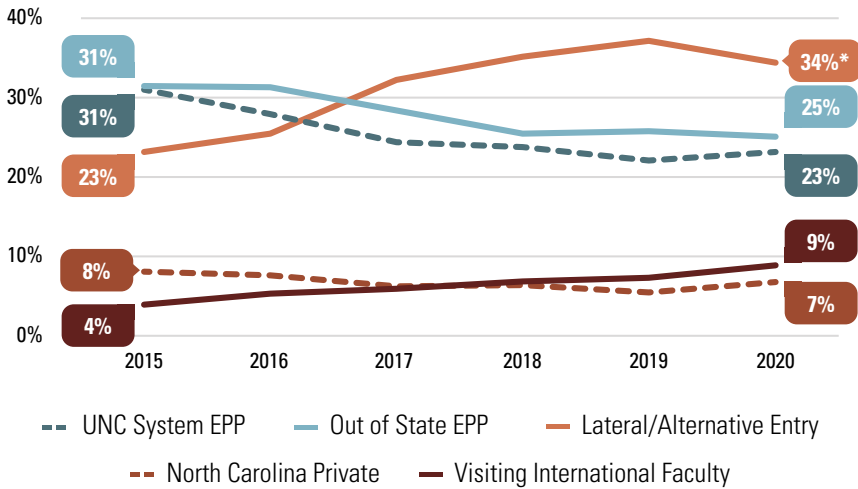
The percentage of educator preparation program completers who were employed in North Carolina public schools the following year rose from **62%** in 2016 to **66%** in 2020.

Source: NC DPI (Data Request)



SECTION 2: Educators

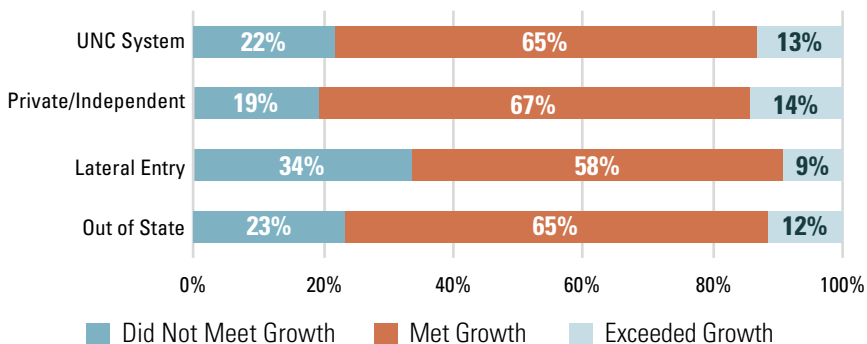
Distribution of Preparation Routes for Newly Hired K-12 Public School Teachers (2015 to 2020)



*Beginning in 2019-20, the route for alternate certification changed from lateral entry to residency licenses. New candidates pursuing alternate certification could begin teaching with a residency license, or as a first step toward residency, the candidate could teach under an emergency license. Among those teaching with an emergency license, the data do not distinguish those on the way to residency from others. In the chart above, for the purpose of comparison with prior years, we add emergency licenses to residency licenses beginning in 2019-20. Separately, the 2020 rates were 25% Residency and 9% Emergency.

Source: NC DPI (Data Request)

Distribution of EVAAS Scores for First Year K-12 Public School Teachers, by Preparation Route (2017 to 2019)



Source: NC DPI (Data Request)



Trends in Classroom Teacher Allotment Ratios* for North Carolina Public Schools (2005-21)

Grade	2004-05 to 2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 to 2020-21	Net Effect from 2005 to 2021**
K	1:18	-	-	1:19	1:18	-	-	-	-
1	1:18	1:17	-	1:18	1:17	-	1:16	-	1:18 to 1:16
2-3	1:18	1:17	-	1:18	1:17	-	-	-	1:18 to 1:17
4-6	1:21	-	-	1:24	-	-	-	-	1:22 to 1:24
7-8	1:21	-	-	1:23	-	-	-	-	1:21 to 1:23
9	1:24.5	-	-	1:26.5	-	-	-	-	1:24.5 to 1:26.5
10-12	1:26.64	-	-	1:29	-	-	-	-	1:26.64 to 1:29

— No Change ■ Class Size Decrease ■ Class Size Increase

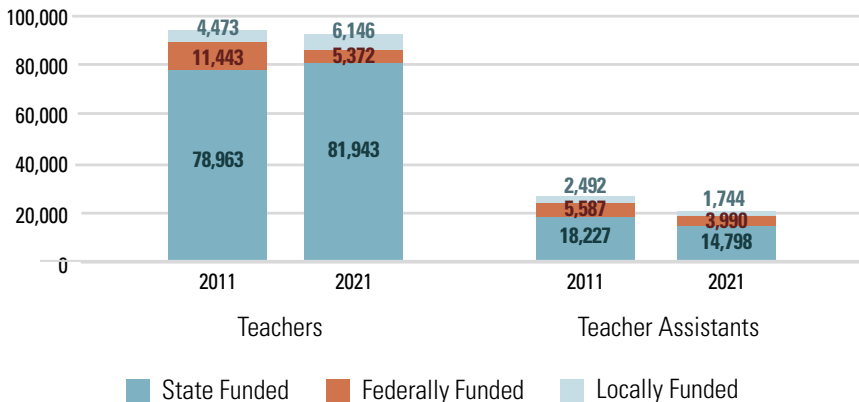
*Expressed as teachers per students in average daily membership.

Source: NC DPI



Beginning in 2009-10 and ending in 2013-14, LEAs were required to comply with budget reversions triggered by the economic recession. LEAs were given flexibility in determining how to make the budget reversions, which in 2013-14 resulted in a 'truing up' of the ratios to reflect average actual practice from previous years.

K-12 Traditional Public School Teachers and Teacher Assistants, by Funding Source (2011 and 2021)

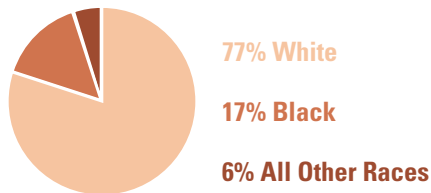
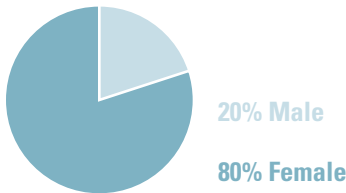


Source: NC DPI Statistical Profile



SECTION 2: Educators

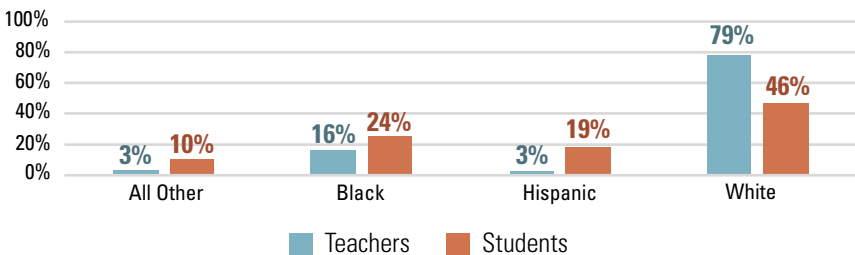
K-12 Traditional Public School Teachers, by Gender and Race/Ethnicity (2020-21)



93,461 Total

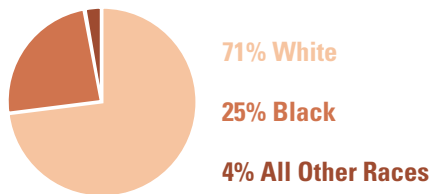
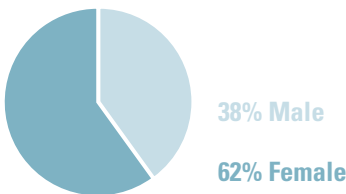
Source: NC DPI Statistical Profile

K-12 Public School Teachers and Students, by Race/Ethnicity (2020-21)



Source: NC DPI 2018-19 State of the Teaching Profession Report

K-12 Traditional Public School Principals, by Gender and Race/Ethnicity (2020-21)



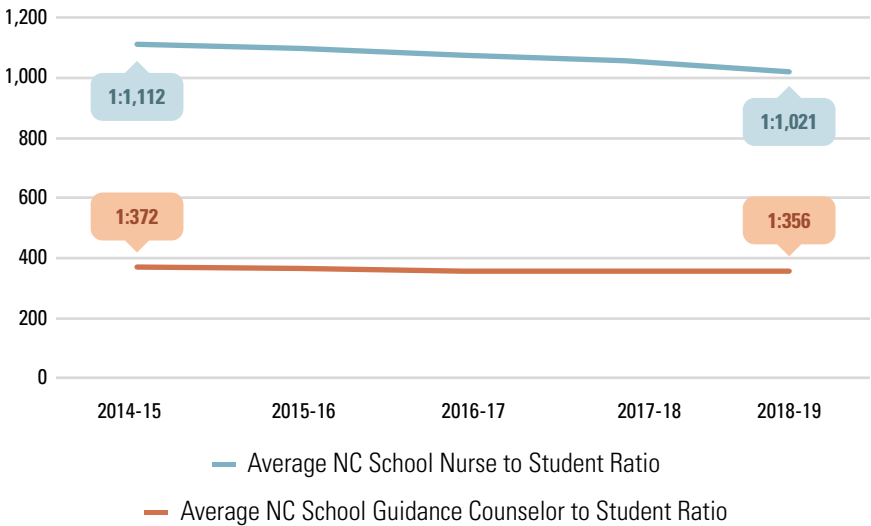
2,446 Total

Source: NC DPI Statistical Profile

79% of K-12 teachers are White, while **46%** of K-12 public school students are White.



Ratio of K-12 Public School Guidance Counselors and Nurses to Students (2014-15 to 2018-19)



Source: NC DPI Statistical Profile

The American School Counselor Association recommends a ratio of

1:250

The National Association of School Nurses recommends a ratio of

1:750

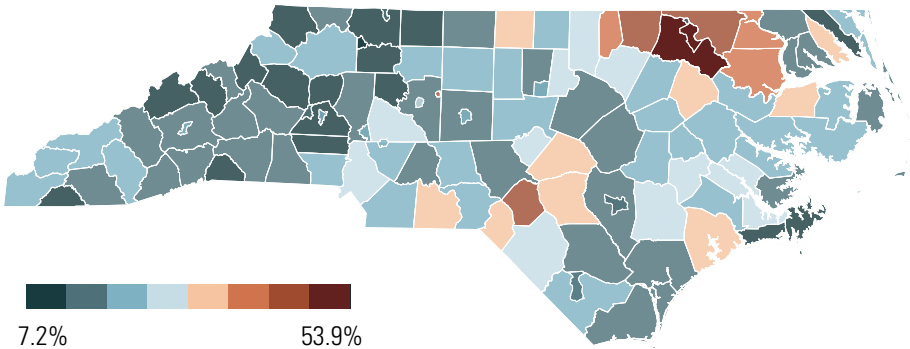
Sources: American School Counselor Association - Press; National Association of School Nurses - School Nurse Workload: Staffing for Safe Care





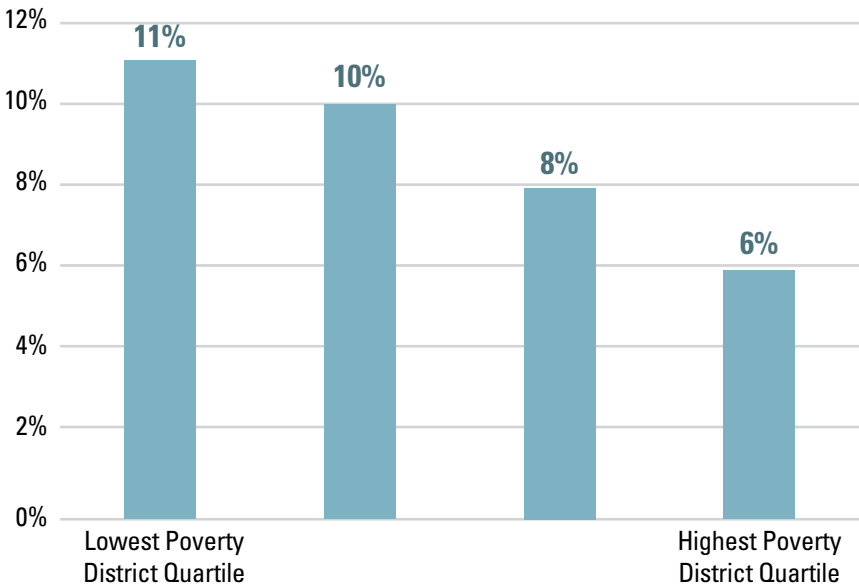
SECTION 2: Educators

Percentage of Teachers Not Fully Licensed, by District (2018-19)



Source: NC DPI Data Request

K-12 Traditional Public School National-Board Certified Teachers, by District Poverty Quartile* (2018-19)



*Districts were sorted by the percentage of their economically disadvantaged students (EDS) and grouped into poverty quartiles. The lowest poverty quartile includes districts with 22-45% EDS, while the highest poverty quartile includes districts with 61-76% EDS. The number of NBCTs was divided by the total number of teachers in each quartile to calculate the percentage of NBCTs in each quartile.

Source: NC DPI National Board Certification Data; NC DPI Statistical Profile



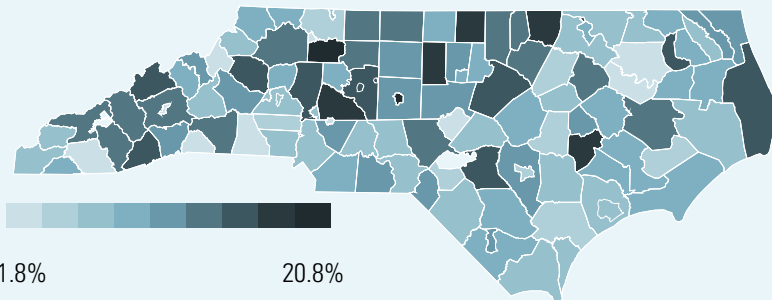
SPOTLIGHT ON:

National Board-Certified Teachers

The National Board Certification process, offered by the National Board for Professional Teaching Standards, recognizes high-quality teaching. The certification process uses rigorous standards to evaluate teaching practice through performance-based assessments. Correlational studies have consistently found that students taught by Board-certified teachers learn more than students taught by other teachers.

At 23,090, North Carolina ranks #1 in the nation with the most National Board-Certified Teachers. Approximately 10% of all teachers in North Carolina Traditional Public Schools districts are Board-certified, but employment is lower in high-poverty schools (see page 24).

Percentage of National Board-Certified Teachers* in K-12 Traditional Public Schools, by District (2019-20)



*Expressed as teachers per students in average daily membership.

In 2019, North Carolina was one of 25 states that provide additional compensation for teachers that are Board-certified, including seven in the Southeast.

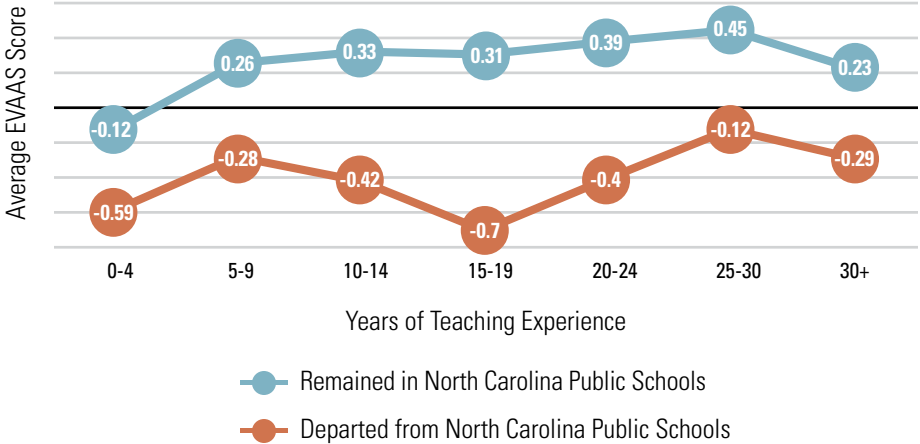
North Carolina	12% salary increase above base pay (a minimum of \$4,200 and, on average, more than \$6,000)
Alabama	\$5,000 annual stipend, plus an additional \$5,000 in certain subject areas in eligible schools
Arkansas	If certified after 2018, \$2,500 if not teaching in a high-poverty school (for up to 5 years), \$5,000 if teaching in a high-poverty school (for up to 5 years), and \$10,000 teaching in a high-poverty school that's also in a high-poverty district (for up to 10 years) [applies only to certifications after 2018]
Kentucky	\$2,000 annual stipend
Mississippi	\$6,000 annual stipend, plus an additional \$4,000 in 16 select high-needs counties
Virginia	\$5,000 initial award, then \$2,500 annually
West Virginia	\$3,500 annual stipend, plus an additional \$2,000 if teaching in a low-performing school

Source: National Board of Professional Teaching Standards - State Financial Incentives for National Board Certification; NC DPI - NC Data on National Board Certification; National Board of Professional Teaching Standards - The Proven Impact of Board-Certified Teachers on Student Achievement



SECTION 2: Educators

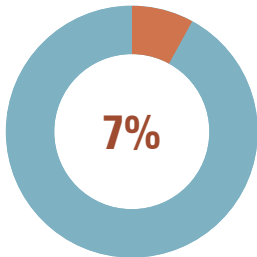
Average EVAAS Scores* of K-12 Teachers Who Remained in and Departed from Traditional Public Schools (2018-19)



*Teachers with EVAAS scores of zero are considered to be as effective as the hypothetical "average" North Carolina teacher.

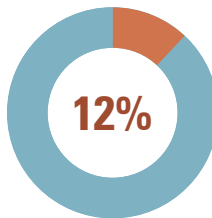
Source: NC DPI 2019-20 State of the Teaching Profession Report

K-12 Traditional Public School Teacher Attrition Rates, by Teacher Category (2019-20)



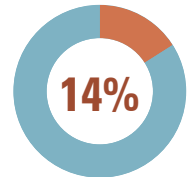
5,305 of 73,701

Fully Licensed Teachers



1,806 of 13,598

Beginning Teachers
(0-3 Years of Experience)



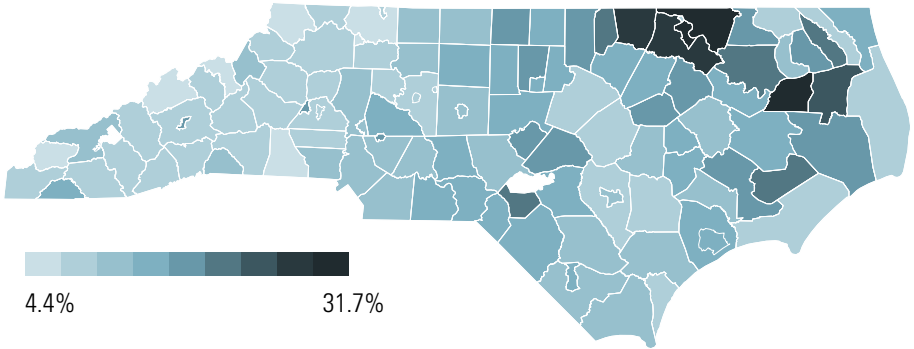
751 of 4,790

Lateral Entry Teachers

Source: NC DPI 2019-20 State of the Teaching Profession Report



K-12 Traditional Public School Teacher Attrition Rates, by District (2019-20)

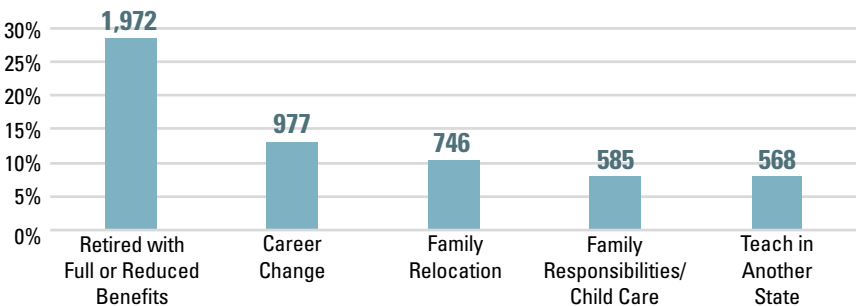


Source: NC DPI 2019-20 State of the Teaching Profession Report

8%
Average Statewide
Teacher Attrition Rate
(2019-20)

7,111
Teachers who Left
Teaching in North
Carolina (2019-20)

Top Reasons for K-12 Traditional Public School Teacher Attrition (2019-20)

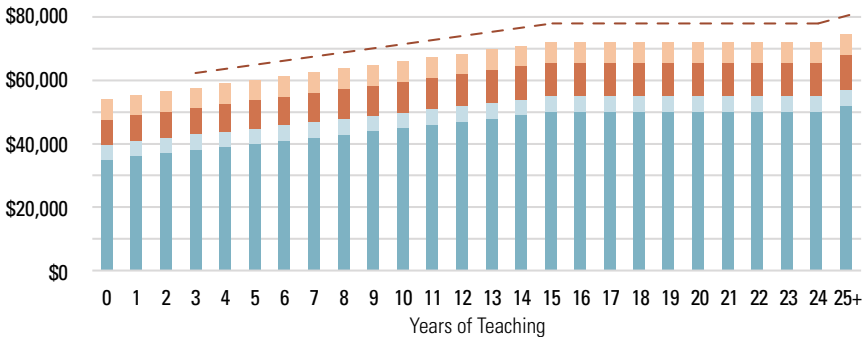


Source: NC DPI 2019-20 State of the Teaching Profession Report



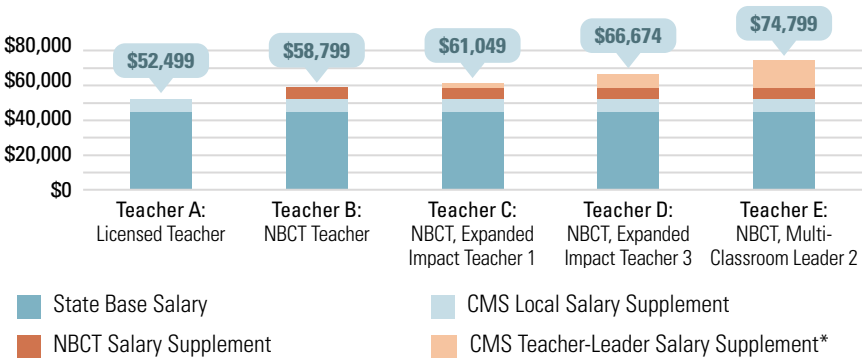
SECTION 2: Educators

Average Total Compensation (including Benefits) for K-12 Traditional Public School Teachers, by Number of Years Teaching (2020-21)



- 2020-21 State Base Salary
- Average Local Supplement (\$4,942)
- State Retirement Contribution (19.7% of Salary)
- State Health Insurance Contribution (\$6,104)
- - - National Board Supplement (12% of Salary)

In addition to state base salary and local salary supplements, there are several state and local opportunities for higher salaries. For example, National Board-Certified Teachers (NBCT) earn 12% more, and Advanced Teaching Roles can pay as much as \$20,000 more. The following demonstrates some of the career and salary options in Charlotte-Mecklenburg Schools (CMS) during the 2020-21 academic year for teachers with 10 years of experience:



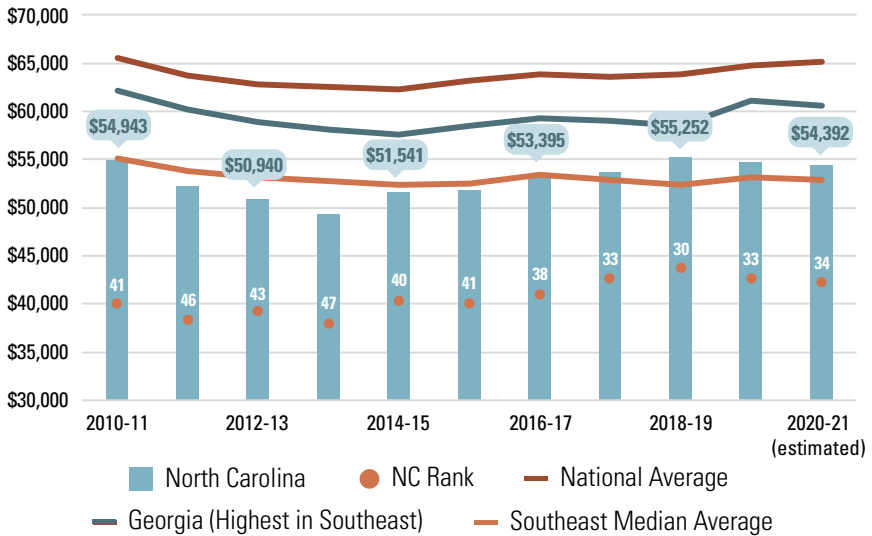
- State Base Salary
- CMS Local Salary Supplement
- NBCT Salary Supplement
- CMS Teacher-Leader Salary Supplement*

*Supplements paid along a range. Visit CMS' Teacher-Leadership website for more information.

Source: 2019-20 North Carolina Public School Salary Schedules; NC DPI Statistical Profile; 2019 Highlights of the NC Public School Budget; Charlotte-Mecklenburg Schools Compensation Schedule; Charlotte Schedule & NBCT Supplement; CMS Teacher Leadership

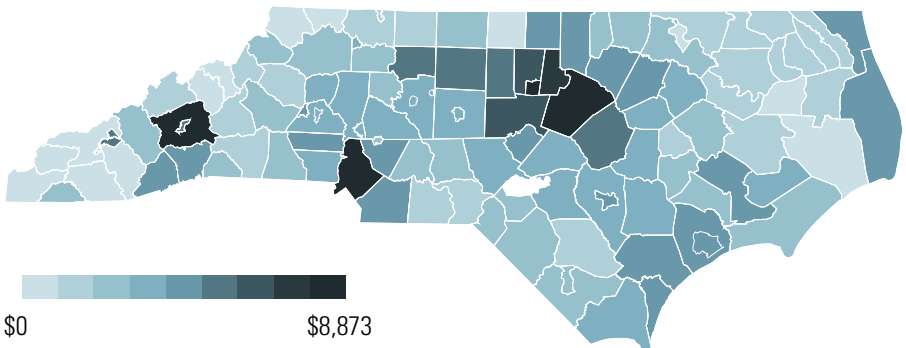


Average K-12 Teacher Salaries, Inflation Adjusted to 2020 Dollars (2010-11 to 2020-21)



Source: National Education Association Rankings and Estimates; U.S. Bureau of Labor Statistics Consumer Price Index

Average Local Salary Supplement for K-12 Teachers in Traditional Public Schools, by District (2020-21)



Note: Five districts do not offer local salary supplements for teachers.

Source: NC DPI Statistical Profile

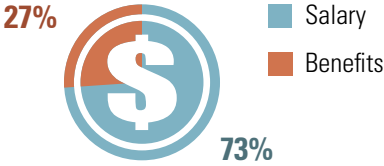
In 2019-20, the average K-12 teacher salary in **35** states was below the national average.

Source: NC DPI Statistical Profile



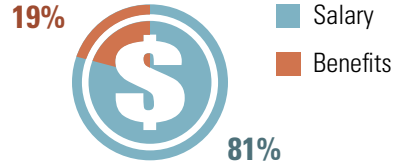
SECTION 2: Educators

Compensation Distribution for K-12 Traditional Public School Teachers (2019-20)



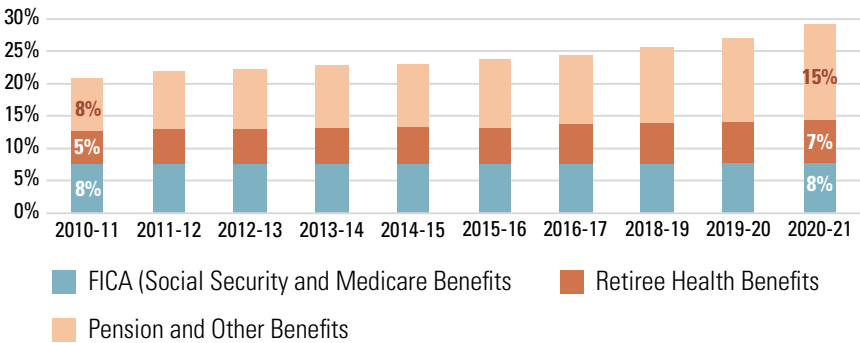
Source: NC DPI Statistical Profile

Compensation Distribution for the Private Sector in the U.S. South Atlantic Region (2020)



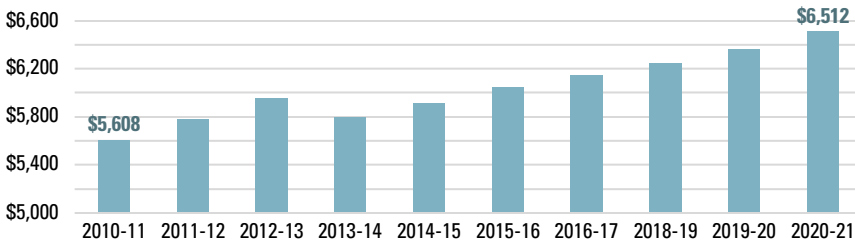
Source: U.S. Bureau of Labor Statistics

State Retirement Contributions for K-12 Traditional Public School Teachers and District Personnel, as a Percentage of Employee Salary (2010-11 to 2020-21)



Source: North Carolina General Assembly Fiscal Research Division – History of Budget Legislation; BLS CPI Southeast Average

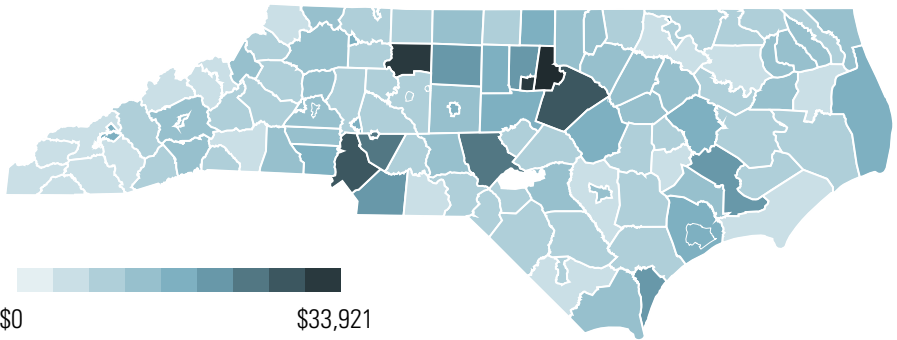
State Health Coverage Contributions for K-12 Traditional Public School Teachers and District Personnel, Inflation-Adjusted to 2021 Dollars (2010-11 to 2020-21)



Source: North Carolina General Assembly Fiscal Research Division – History of Budget Legislation; BLS CPI Southeast Average

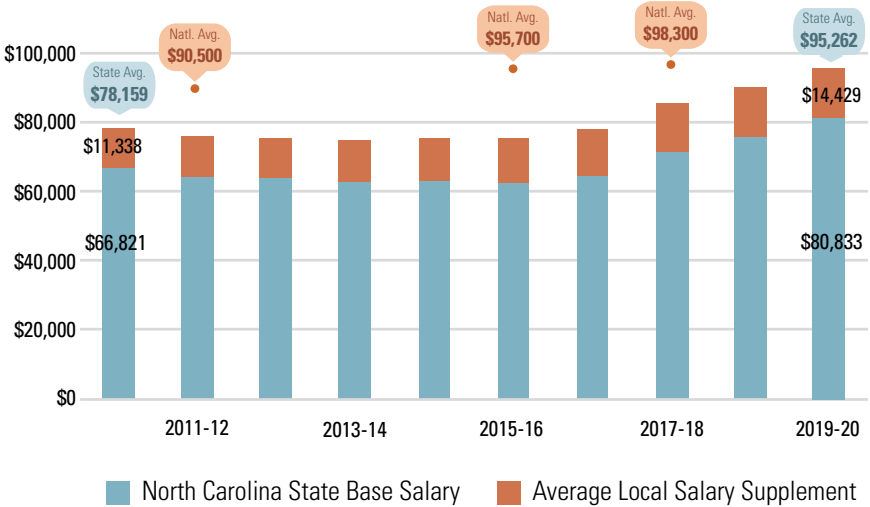


Average Local Salary Supplement for K-12 Principals in Traditional Public Schools, by District (2020-21)



Source: NC DPI Statistical Profile

Average K-12 Principal Salaries in Traditional Public Schools (2010-11 to 2019-20)



Source: NC DPI Statistical Profile; NC DPI Annual Highlights Reports (2010-2019); NCES National Teacher and Principal Survey

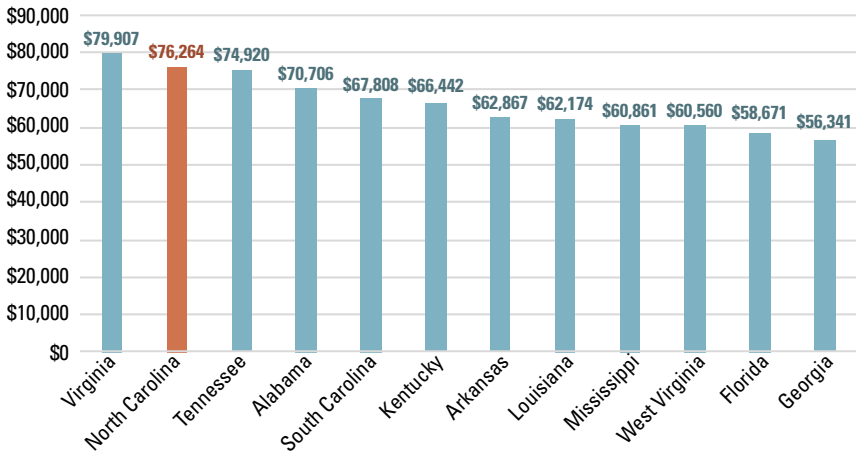
In 2020-21, the average principal salary supplement in North Carolina was **\$14,429**. Average principal salary supplements range from **\$0** in four school districts to **\$33,921** in Durham County Schools.

Source: NC DPI Statistical Profile

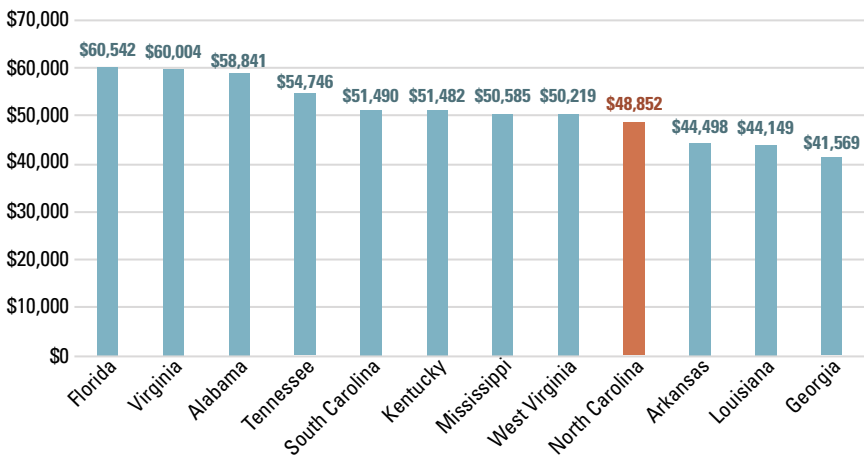


Higher Education Salaries in the U.S. Southeast Region* (2019-20)

Public Four-Year Institutions



Public Two-Year Institutions



Source: NCES IPEDS, Table SAL2018_IS

*Salaries represent the median institutional average salary within each state for full time instructional staff, equated to a 9-month contract total.

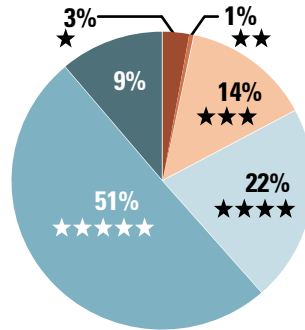


SECTION 3: Schools & Programs



Licensed Child-Care Program Enrollment, by Star Rating (2020)

- Five Star Facilities
- Four Star Facilities
- Three Star Facilities
- Two Star Facilities
- One Star Facilities
- All Other Facilities*



In 2020, **203,383** North Carolina children attended one of **5,187** licensed child-care programs - **3,908 (75%)** child-care centers and **1,279 (25%)** family child-care homes. North Carolina uses a range of one to five stars to rate early learning programs. Programs that meet minimum standards receive one star, while programs exceeding these requirements may receive up to five stars.

**An additional 21,242 children are enrolled in child-care programs that are exempt from the star-rated license system. For instance, religious-sponsored child-care programs do not receive a star rating unless they choose to apply.*

Source: NC Dept. of Health and Human Services, Division of Child Development and Early Education

K-12 Schools, by Type (2019-20)

Traditional Public	2,451
Public Charter	196
Regional and Lab Schools	6
Statewide: Deaf & Blind	3
Statewide: Virtual Schools	2
Innovation School District	1
Private	750
Total Schools*	3,409

**There are also over 90,000 individual homeschools across North Carolina.*

Source: NC DPI Statistical Profile; NC DPI Education Services for the Deaf and Blind; NC Division of Non-Public Education



Public School Units (2020-21)

There are
325 PSUs
in North Carolina
as of April 2021

Public School Unit (PSU) includes local education agencies, charter schools, lab schools, regional schools, public residential schools, and the Innovative School District.

Source: NC DPI Data Request

K-12 Traditional Public School District Enrollment (2020-21)

North Carolina has **116** school districts (otherwise known as Local Education Agencies, or LEAs).



11,795 Students
Average District Size



5,370 Students
Median District Size

Source: NC DPI Statistical Profile

47%

of K-12 traditional public school students attend the largest 10 school districts

Wake County and **Charlotte-Mecklenburg** school districts each enroll more students than the **55 smallest districts combined**.

Source: NC DPI Statistical Profile

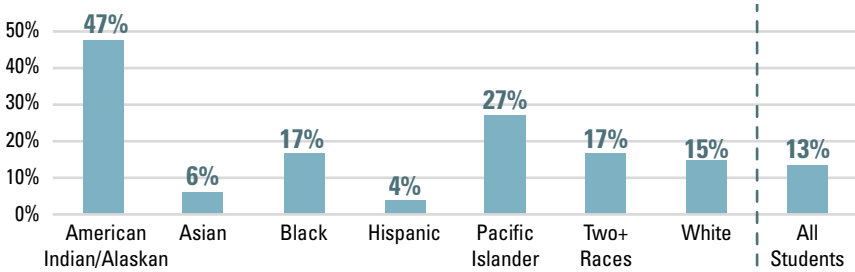


In the 2019-20 academic year, North Carolina had **149,173** home-schooled students. If homeschooling were a district, it would be the 3rd largest district in North Carolina.

Source: NC DPI Student Accounting Data, NC Private School Statistics, NC Home School Statistical Summary



Children with Disabilities in K-12 Public Schools Who Receive Special Education Services, by Race/Ethnicity (2018-19)



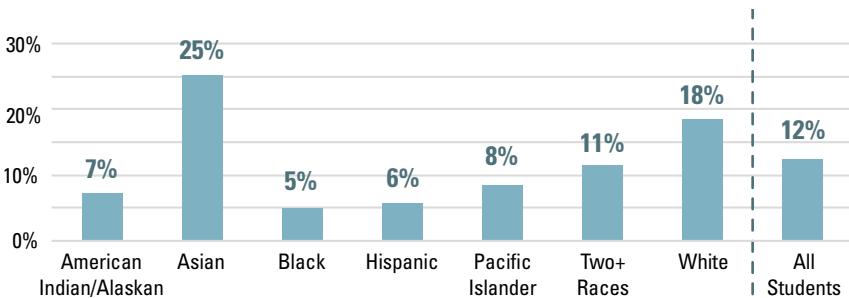
Source: NC DPI Statistical Profile



The North Carolina Department of Public Instruction's Exceptional Children Division supports local school districts to develop and implement individualized education plans for over **206,000** students with disabilities in North Carolina K-12 public schools.

Source: NC DPI Statistical Profile

Children in Academically and Intellectually Gifted Programs in K-12 Public Schools, by Race/Ethnicity (2019-20)



Source: NC DPI Division of Advanced Learning & Gifted Education

Over **176,000** students are enrolled in gifted education programming. White students are enrolled at nearly **3X** the rate of Black and Hispanic students.

Source: NC DPI Division of Advanced Learning & Gifted Education



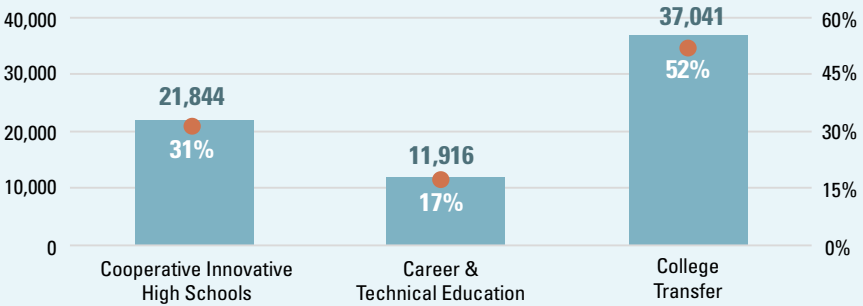
SPOTLIGHT ON: Career and College Promise

In 2019-20, 70,801 public high school students participated in the Career and College Promise (CCP) program, which offers qualified high school students the opportunity to enroll in community college and university courses that provide pathways to a certificate, diploma, degree, or state- or industry-recognized credential. Enrollment in these courses is free for students and many courses county for both high school and college credit.

CCP Pathways:

- College Transfer** - Requires completion of at least 30 semester hours of college transfer courses, including English and mathematics.
- Career and Technical Education** - Requires completion of courses leading to a certificate or diploma aligned with a high school career cluster or leading to a state- or industry-recognized credential aligned with a high school career cluster.
- Cooperative Innovative High Schools (CIHS)** - Often located on college campuses, CIHSs provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years, e.g. Early College High Schools.

Career and College Promise Enrollment, by Program Type (2019-20)



31%

(33,636 students)
of all 2020 high school graduates enrolled in at least one dual enrollment course during high school

The graduating class of 2020 enrolled in

225,002

college courses during their high school careers

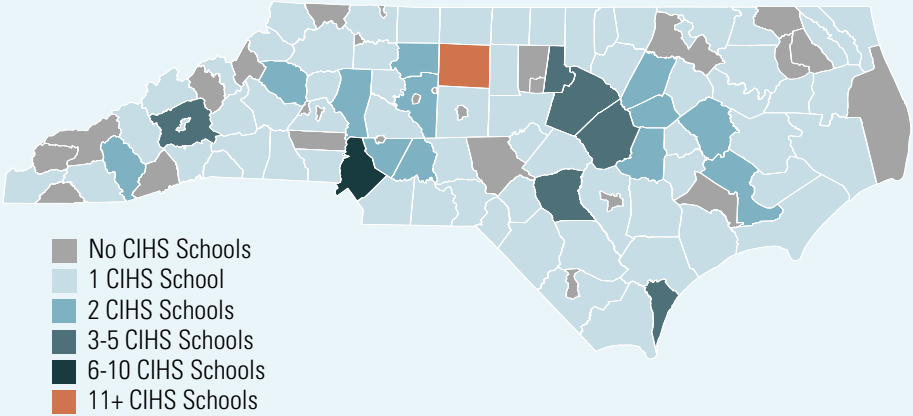
94%

of 2020 high school graduates who enrolled in a dual enrollment college course earned credit towards high school graduation



In 2020, **North Carolina was one of just 10 states** that have enacted specific legislation to create and/or sustain early college high schools, the most common type of Cooperative Innovative High Schools (CIHS) across the state. CIHSs have significantly higher college acceptance rates than traditional, charter or private students (see page 70).

Cooperative Innovative High Schools, by District (2020-21)



Charlotte Teacher Early College

One of North Carolina's newest CCP/CIHS programs, **Charlotte Teacher Early College (CTEC)** opened in August 2017 on the campus of UNC Charlotte to serve students interested in a career in education. The five-year program is the product of a partnership between UNC Charlotte's Cato College of Education and Charlotte-Mecklenburg Schools.

As the only program of its kind in North Carolina, and one of the first in the country, CTEC immerses students in intentional field-based learning activities in education. Coursework is designed to develop knowledge and skills required for success in today's diverse urban classrooms. Students graduate with a high school diploma, a Certificate of Advanced Standing in Education, and a minimum of 60 hours in course credits transferrable to any public institution in North Carolina.

Source: *Inside UNC Charlotte*

Source: *NC Community Colleges - Career and College Promise Manual; Career and College Promise - 2018-19 Report to the North Carolina General Assembly; College & Career Readiness & Success Center - Evidence-Based Practices to Support College and Career Readiness in High School: Early College High School; DPI Report to the NC General Assembly: College and Career Promise and Cooperative Innovative High School Study, 2019*



Career and Technical Education (2018-19)

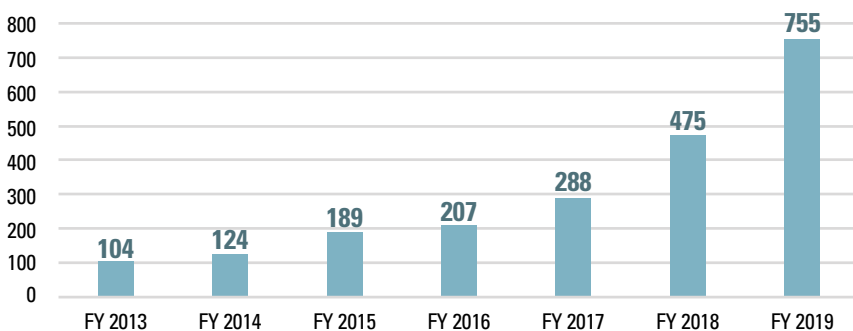
Career and Technical Education (CTE) in North Carolina public schools provides students with academic, technical, and employability skills along with industry recognized certifications and licenses that have value in local, regional, state, and global economies.

North Carolina public school students earned **241,338** Career and Technical Educational credentials during the 2019-20 school year.

Source: NC DPI – NC Career and Technical Education 2018-19 Credentialing Data



Youth Apprenticeship Program Participation (FY2013 to FY2019)



Source: NC Department of Commerce

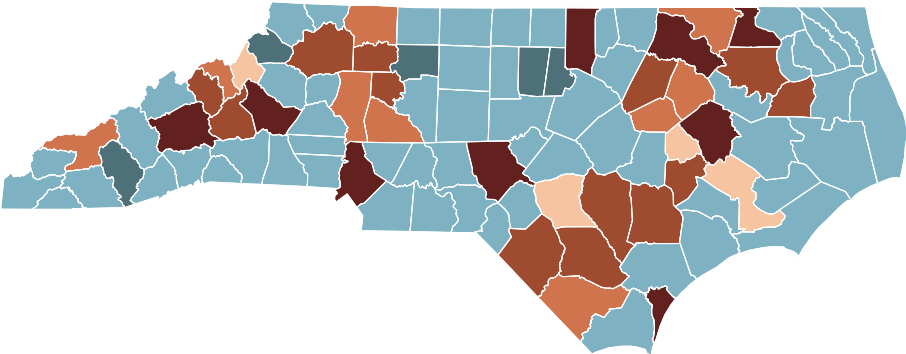
Youth Apprenticeship programs prepare participants for entry into Registered Apprenticeships. Many of these programs feature partnerships between industry, K-12 school districts, local community colleges, and other community partners. Youth apprenticeships are designed to connect K-12 CTE programs to adult apprenticeship opportunities through certified career pathways.



School Systems as Employers

Traditional K-12 public school districts are the single-largest employer in 60 North Carolina counties, a top-3 employer in 95 counties, and a top-5 employer in all 100 counties. Institutes of Higher education are the single-largest employer in 5 North Carolina counties, with three being part of the UNC System.

Largest Employer Industry, by County (2019)



- Health Services
- Higher Education
- K-12 Education
- Manufacturing
- Other
- Public Administration

Source: NC Department of Commerce

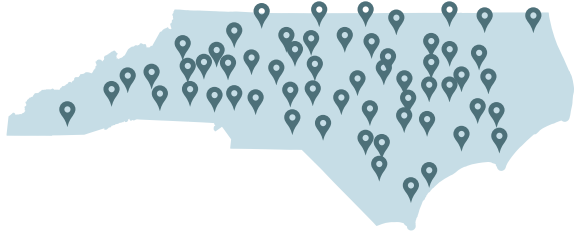




Higher Education Institutions (2020)

North Carolina Community College System (NCCCS)

58 Community Colleges



Source: NCCCS Main Campuses

UNC System

17 Public Campuses



Source: UNC System Campuses Map

Independent Colleges and Universities

36 Institutions



Source: NCICU Colleges and Universities

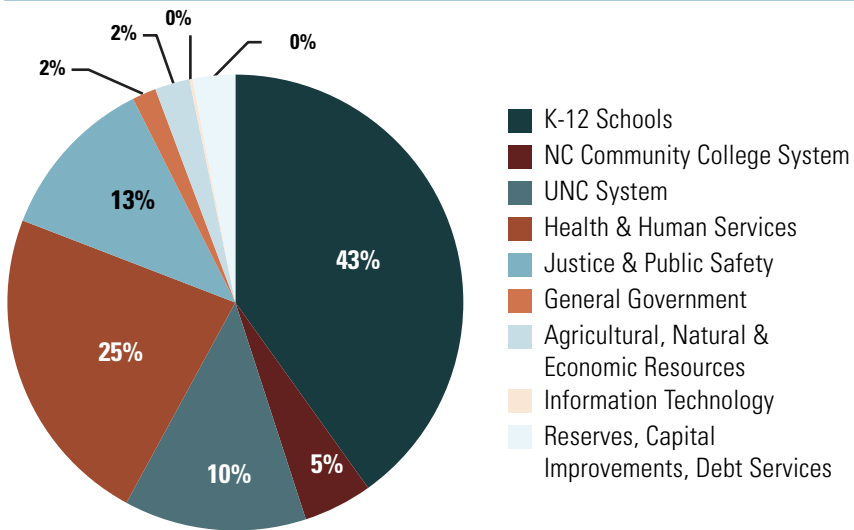
The North Carolina Community College System is the **3rd largest** in the nation, based on the number of colleges.



SECTION 4: Finance

North Carolina General Fund Appropriations (2020-21)

K-12 Schools	\$9,988,491,974	43%
NC Community College System	\$1,230,457,552	5%
UNC System	\$2,311,043,528	10%
Health & Human Services	\$5,725,020,656	25%
HHS: Division of Child Development & Early Education	\$228,445,720	1%
Justice & Public Safety	\$2,895,197,974	13%
General Government	\$404,849,397	2%
Natural & Economic Resources	\$463,953,955	2%
Information Technology	\$54,409,483	0%
Reserves, Capital Improvements, Debt Services	\$2,624,316	0%
Total	\$23,076,048,835	100%



Source: North Carolina General Assembly - Joint Conference Committee Report on the Current Operations Appropriations Act of 2019

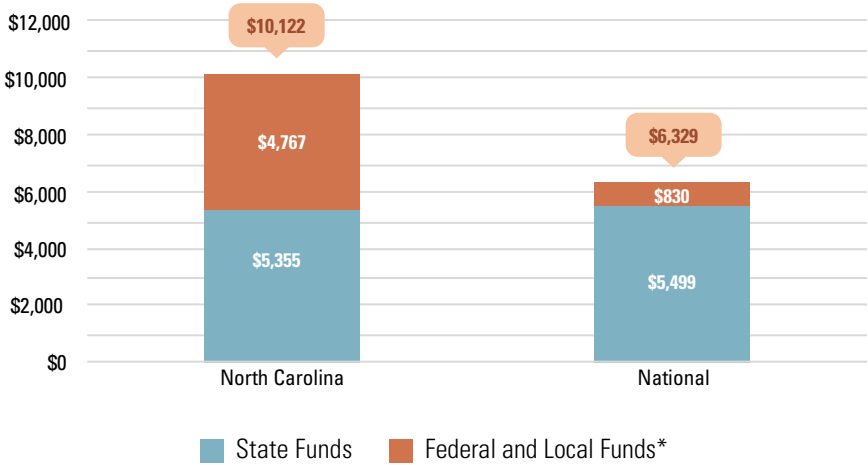
58% of the North Carolina General Fund appropriations support public education.

Source: North Carolina General Assembly - Joint Conference Committee Report on the Current Operations Appropriations Act of 2019



SECTION 4: Finance

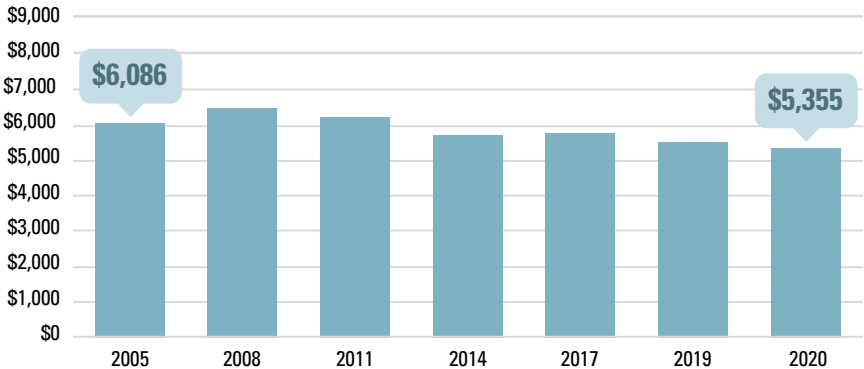
Total Spending per Child Enrolled in State Pre-K Programs, by Funding Source (2020)



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure. To learn more, check out the [NC Early Childhood Foundation Cost of NC Pre-K Fact Sheet](#).

Source: NIEER 2020 State of Preschool Report; NIEER 2020 State of Preschool Report - NC Profile

State Spending per Child Enrolled in NC Pre-K, Inflation Adjusted to 2020 Dollars (2005 to 2020*)



*Selective years as reported NIEER.

Source: NIEER 2020 State of Preschool Report; NIEER 2020 State of Preschool Report - NC Profile



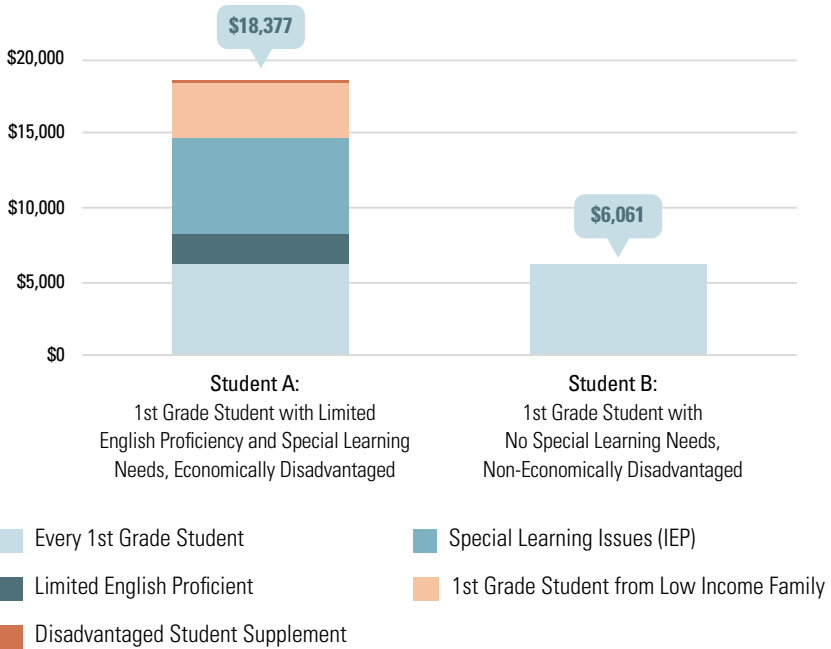
K-12 Education Finance in North Carolina (2018-19)

Roughly **10%** of K-12 public education funding in North Carolina comes from the federal government. Federal funds mainly support child nutrition, students with disabilities, and students from low-income households.

North Carolina provides additional funding to districts based on student needs (such as for children with disabilities, English language learners, and economically disadvantaged students). The state also provides supplemental funding to **74** low-wealth school districts (\$240,171,672) and **28** small counties (\$48,883,994).

Source: NC DPI 2019 Highlights of the Public School Budget

Example Federal and State per Pupil K-12 Public Education Funding, by Student Characteristic (2019-20)*



*Data are based on student characteristics and exclude all local funding as well as any low-wealth and small county supplemental funding from the state.

Source: NC DPI 2020 Highlights of the Public School Budget



SECTION 4: Finance

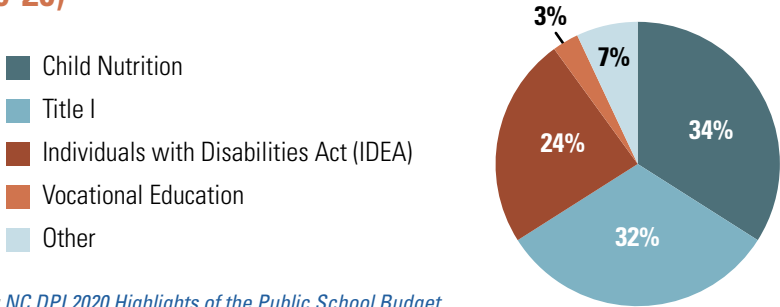
Local Education Funding in North Carolina

In addition to state and federal funds, North Carolina counties provide funding to supplement state support for K-12 school operations. Funds to build, furnish, and maintain K-12 school buildings are also provided at the county level.

In 2020-21, local dollars funded **26,832** positions in K-12 public schools, including **6,629 service workers**, **6,146 teachers**, **1,744 teacher assistants**, and **817 assistant principals** across the state. In 2019-20, local funds for school operations ranged from **\$768 per pupil** in Public Schools of Robeson County to **\$6,332 per pupil** in Chapel-Hill/Carrboro City Schools.

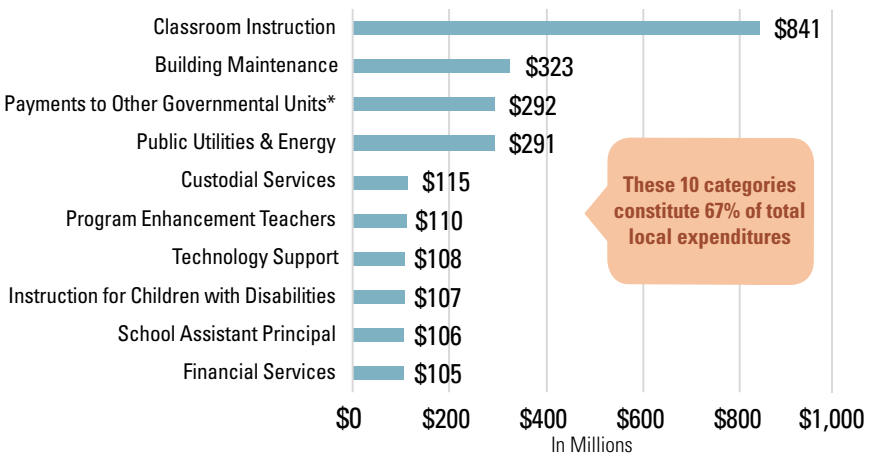
Source: NC DPI Statistical Profile

Distribution of Federal K-12 Public Education Funds (2019-20)



Source: NC DPI 2020 Highlights of the Public School Budget

Top-10 Local K-12 Public Education Operating Expenditures (2019-20)



Source: NC DPI Statistical Profile

*Predominately transfers to charter schools.



K-12 Public Education per Pupil Funding, by Source (FY2018)

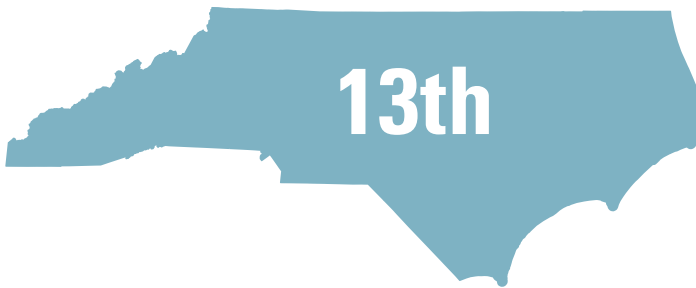
	North Carolina	National Average
Total Revenue Per Pupil	\$9,931	\$14,840
State %	\$6,103 (61%)	\$6,937 (47%)
Federal %	\$1,075 (11%)	\$1,136 (8%)
Local %	\$2,753 (28%)	\$6,767 (45%)

Source: U.S. Census Bureau, 2018 Public Elementary-Secondary Education Finance Data, Summary Table #1 & #19



“The General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools, which shall be maintained at least nine months in every year, and wherein equal opportunities shall be provided for all students.”

– Article IX, Section 2, North Carolina Constitution



In 2018, North Carolina ranked 13th for the percentage of education funding provided by the state.

Source: NEA Rankings of the States 2017

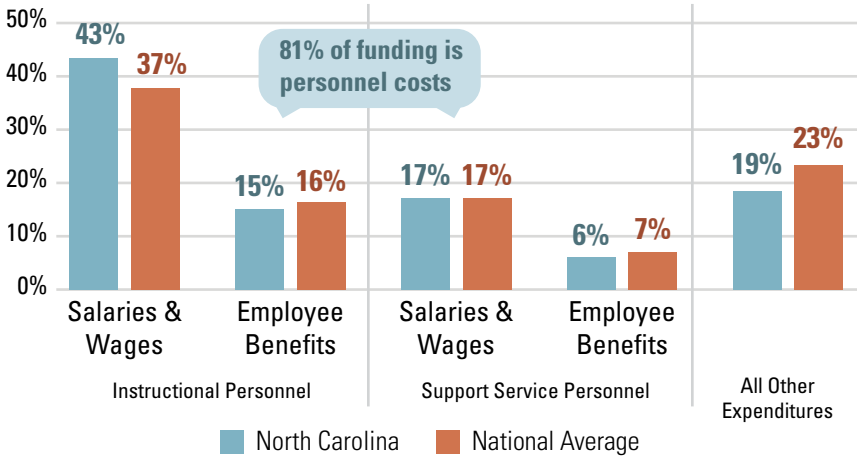
In 2017, total per pupil revenues ranged from **\$7,179** in Utah to **\$23,091** in New York. The percent of total revenue provided by the state (as opposed to local or federal sources) ranges from **32%** in New Hampshire to **90%** in Vermont.

Source: U.S. Census Bureau



SECTION 4: Finance

K-12 Public Education Expenditure Distribution, by Function (FY2018)



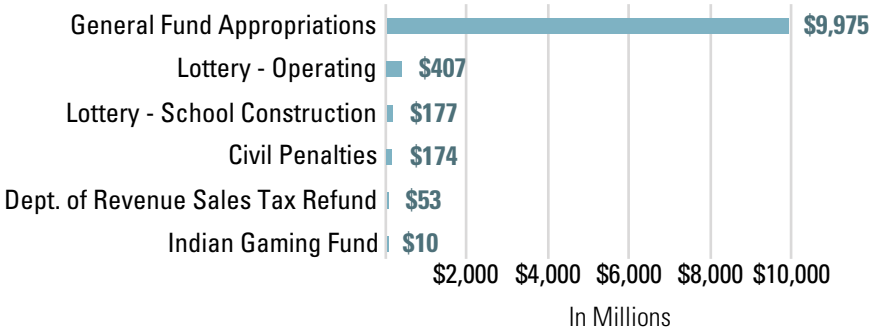
Source: U.S. Census Bureau, 2018 Public Elementary-Secondary Education Finance Data, Summary Table #6



In North Carolina, **58%** of K-12 expenditures fund the salary and benefits of instructional personnel, compared to **53%** nationally.

Source: U.S. Census Bureau, 2018 Public Elementary-Secondary Education Finance Data, Summary Table #6

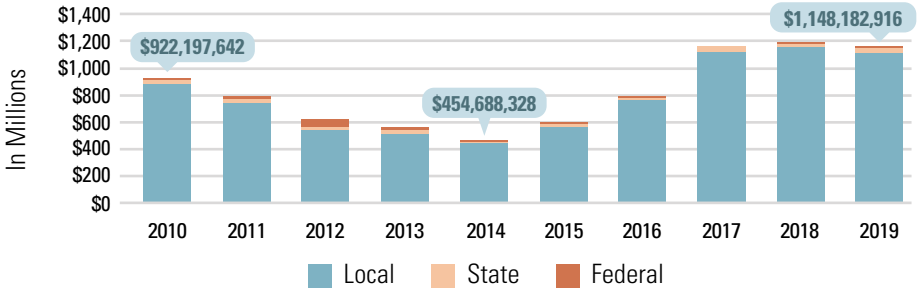
State Revenue Sources for K-12 Public Education (2020-21)



Source: Office of State Budget and Management - 2019-21 Certified Budget

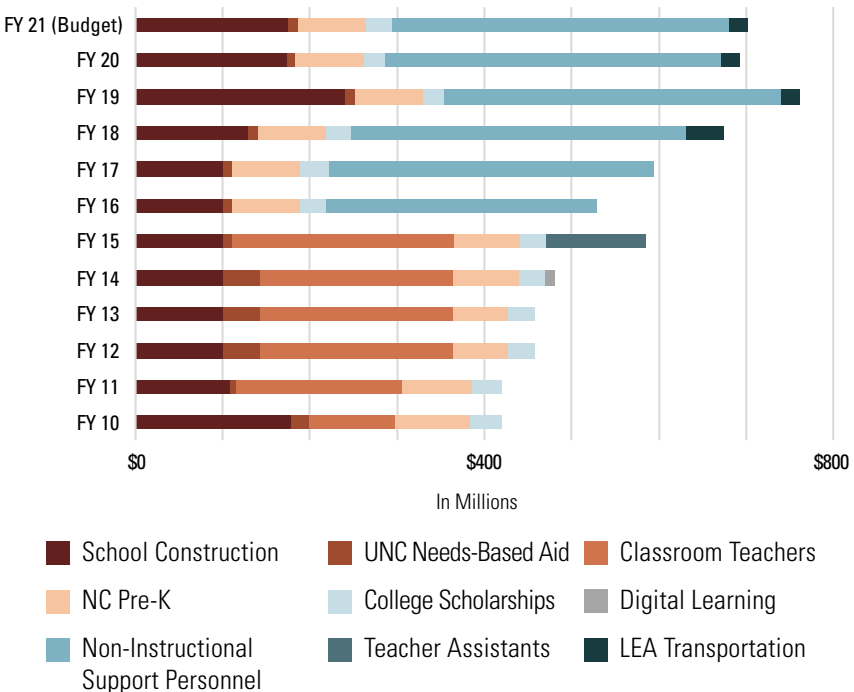


K-12 Public Education Capital Expenditures, by Source (2010 to 2019)



Source: NC DPI Statistical Profile

North Carolina Education Lottery: Education-Directed Spending, by Category (FY10 to FY21)

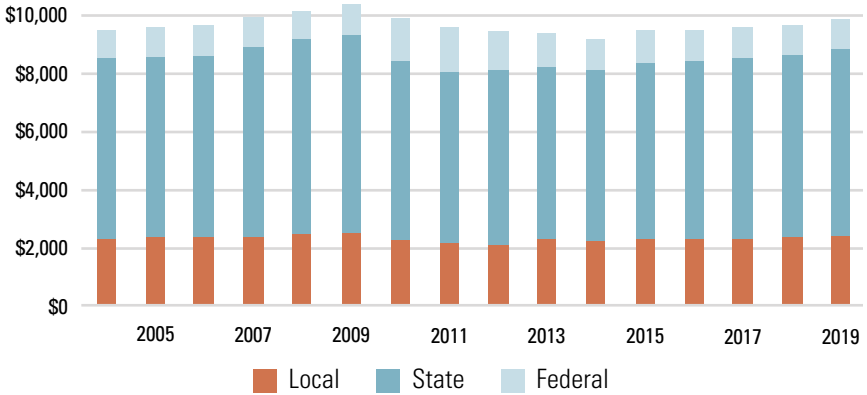


Source: North Carolina Education Lottery - History of Lottery Fund Assignment



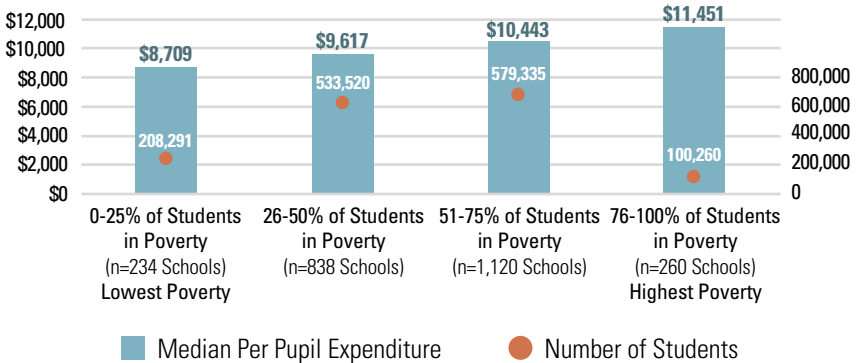
SECTION 4: Finance

K-12 Public Education per Pupil Expenditures, Inflation Adjusted to 2019 Dollars (2004 to 2019)



Source: NC DPI Statistical Profile

Median School-Level per Pupil Expenditures, by School Poverty Level (2019-20)

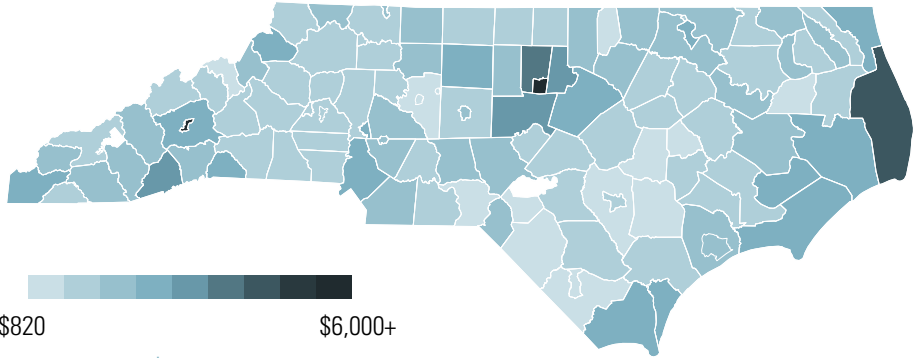


Source: NC DPI (Data Request)

Traditional public schools with the highest-poverty students receive **33%** more per pupil funding than traditional schools with the lowest-poverty students.



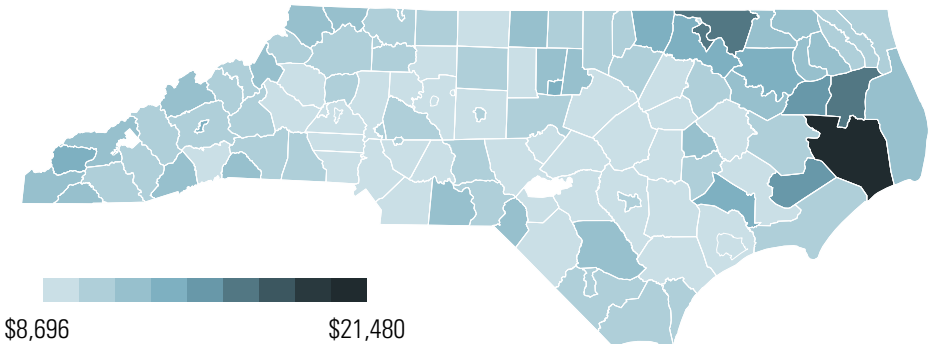
Locally-Funded K-12 Public Education per Pupil Expenditures, by District (2020-21)



Average: \$2,121

Source: NC DPI Statistical Profile

Total K-12 Public Education per Pupil Expenditures, by District (2020-21)



Average: \$10,887

Source: NC DPI Statistical Profile

Since 2015, total per pupil expenditures in North Carolina have increased by 13% - from **\$8,784** to **\$9,951**. State and local per pupil expenditures increased by **18%** and **9%**, respectively, while federal per pupil expenditures declined by **2%**.

Source: NC DPI Statistical Profile



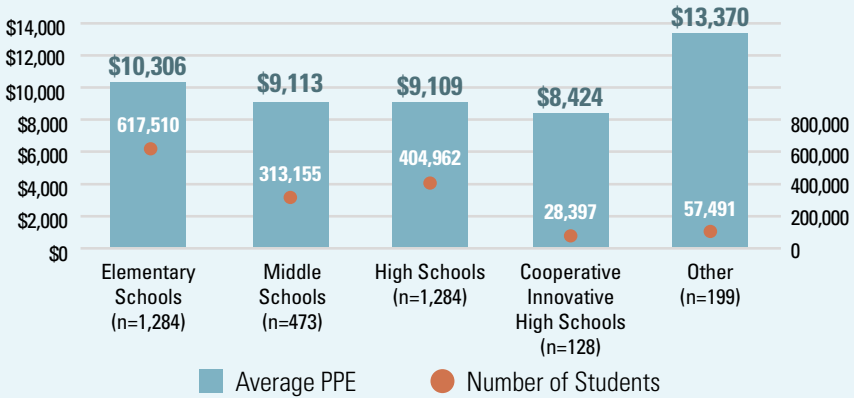
SPOTLIGHT ON:

K-12 School-Level per Pupil Expenditures (PPE)

More than \$13 billion dollars was spent on K-12 traditional public education in North Carolina in the 2018-19 school year, including funding from local, state, and federal sources. Beginning in 2019-20, the federal Every Student Succeeds Act (ESSA) requires all states to report school-level per-pupil expenditures, by funding source, for the preceding fiscal year.

The availability of school-level data allows a new level of transparency for the public, educators, and policymakers. This spotlight features analysis that is now possible with these new data. Additional data/tools can be found at www.BESTNC.org/PPE201819 as well as on the North Carolina School Report Cards.

K-12 Traditional Public School per Pupil Expenditures, by School Level (2018-19)



K-12 Traditional Public School Total Expenditures, by School Level (2018-19)

\$6,363,921,224

Elementary Schools

\$2,853,782,625

Middle Schools

\$3,688,902,277

High Schools

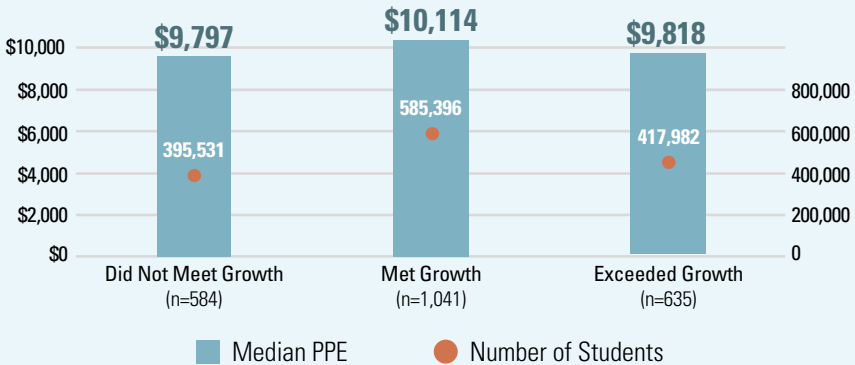
\$239,227,130

Cooperative Innovative High Schools

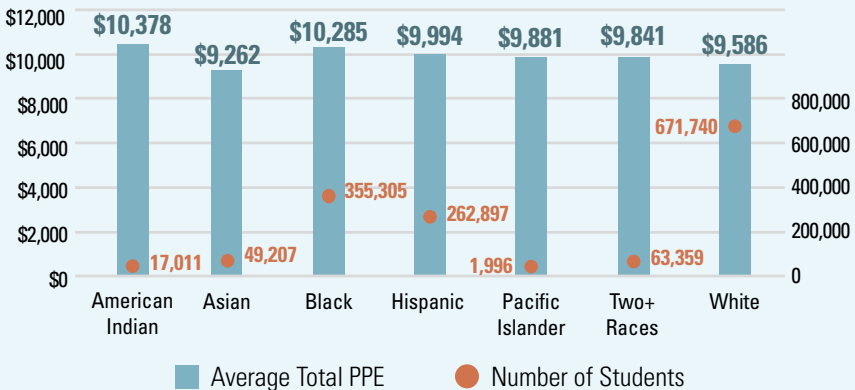
Note: Another \$768,672,488 of expenditures fund "Other" schools, which includes schools that span multiple levels, such as grades K-12 or 6-12 and other alternative schools.



K-12 Traditional Public Schools per Pupil Expenditures, by School Growth Status (2018-19)



K-12 Traditional Public Schools per Pupil Expenditures, by Race/Ethnicity (2018-19)



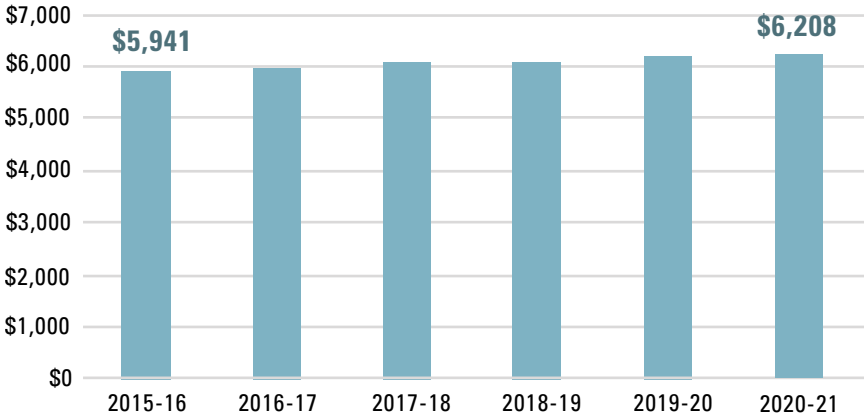
Note: To estimate PPE by race/ethnicity subgroups, school level expenditures were prorated by multiplying each school's PPE by the number of students in each subgroup. The total expenditures for each subgroup were then aggregated and divided by the total number of students in that subgroup statewide.

Median per pupil expenditures for high-poverty schools are about \$2,700 more per pupil than low-poverty schools (see chart at the bottom of page 48).



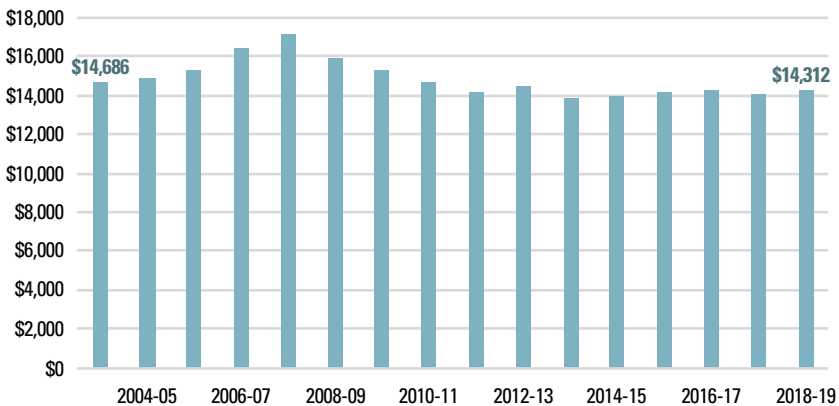
SECTION 4: Finance

North Carolina Community College System: State Spending per Full-Time Student (2016 to 2021)



Source: North Carolina Community Colleges System - Finance and Operations - Budget Information (2015-2020)

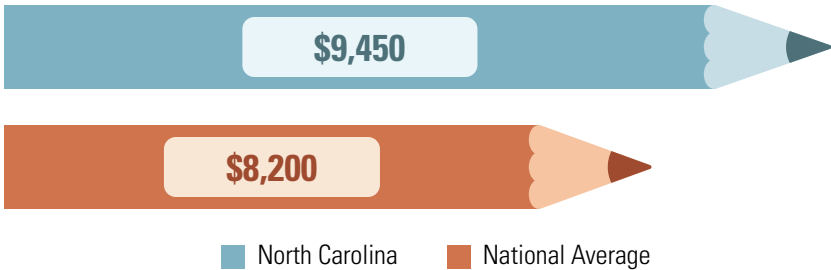
UNC System: State Spending per Full-Time Student, Inflation Adjusted to 2019 Dollars (2004 to 2019)



Source: North Carolina General Assembly - Fiscal research Division (Data Request)

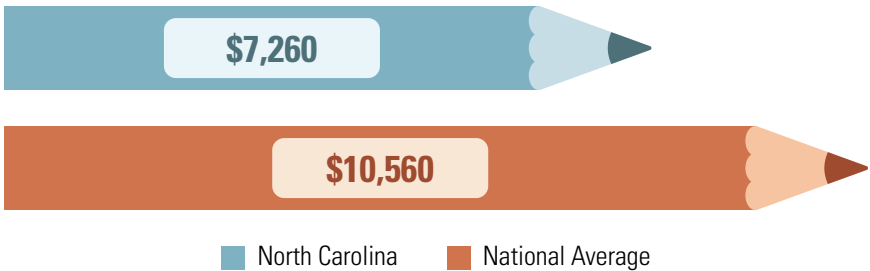


State and Local Funding for Higher Education per Full-Time Student (2018-19)



Source: College Board: Trends in College Pricing and Student Aid 2020

Average In-State Tuition and Fees at Public Four-Year Higher Education Institutions (2020-21)



Source: College Board: Trends in College Pricing and Student Aid 2020



In 2018-19, North Carolina ranked 10th highest nationally for public higher education funding per full-time student.



In 2020-21, average in-state tuition at North Carolina's public four-year institutions was the 4th lowest nationally.

Source: College Board: Trends in College Pricing and Student Aid 2020



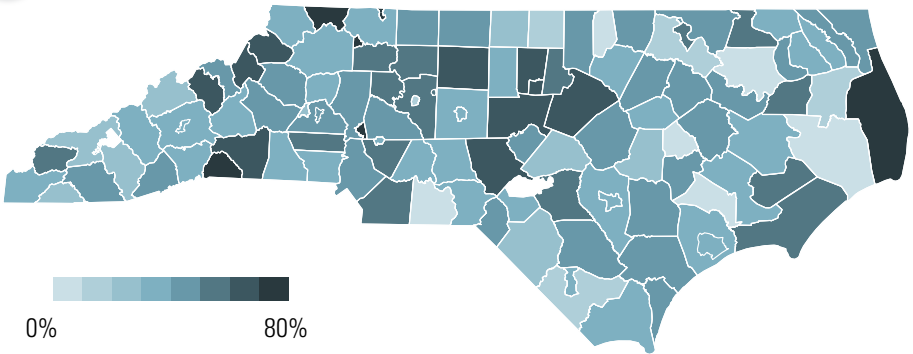
SECTION 4: Finance

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid (FAFSA) must be filled out by anyone seeking federal aid to help fund their higher education expenses. This is a key metric for educational matriculation and attainment.



FAFSA Completion Rates, by District (2020-21 Cycle, through December 2020)



Source: U.S. Dept. of Education Office of Federal Student Aid



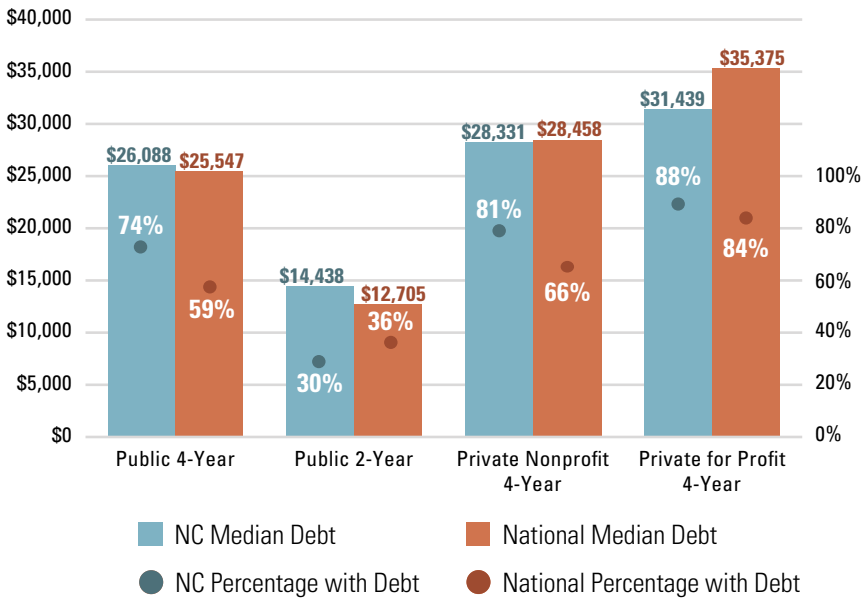
83% of LEAs had a 50% or higher estimated FAFSA completion rate in 2020-21.



“The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.”

– Article IX, Section 9, North Carolina Constitution

Median College Debt and Percentage of Graduates with Debt, by Institution Type (Graduating Class of 2016)



56%

Percentage of All 2016
North Carolina College
Graduates with Debt

\$23,000

Median Amount Owed by All
2016 North Carolina College
Graduates with Debt

Source: *NCES Powerstats*



SECTION 5: Achievement

Statewide Assessments for K-12 Public School Students

Test	State	Federal
Kindergarten Entry Assessment*	✓	
K-3 Reading (Various Assessments)	✓	
3rd Grade Beginning-of-Grade Reading	✓	
3rd-8th Grade End-of-Grade Tests in Both Math and English, also in Science for 5th and 8th Grades**		✓
End-of-Course in Biology, Math I, and English II**		✓
ACT Testing Suite, Given in 8th, 10th, and 11th Grades	✓	
Career and Technical Education (CTE) Assessments in All CTE Courses		✓

Note: Assessments above are given to the majority of students in North Carolina.

* Beginning with the 2020-21 school year, the Kindergarten Entry Assessment will transition to a new observation-based assessment called the NC Early Learning Inventory.

**Due to the COVID-19 pandemic, end-of-year summative assessments were not administered during the 2019-20 academic year.

Subgroups of students, such as English Language Learners, and Advanced Placement and International Baccalaureate students participate in additional state and federal testing.

Local districts often require multiple additional assessments, such as interim or benchmark tests, that may provide educators in the district with more information about student growth and achievement across the school year.

Also, a statistical sample of students in North Carolina (and all states nationally) take the National Assessments of Educational Progress (NAEP) every two years.

Source: NC DPI Accountability and Reporting



North Carolina has led the nation in accountability since the establishment of the **ABCs of Public Education in 1995**, administering end-of-grade and end-of-course assessments well before the federal testing mandates of **No Child Left Behind in 2001**.

Achievement Levels on North Carolina End-of-Grade and End-of-Course Exams

Performance on North Carolina End-of-Grade (EOG) and End-of-Course (EOC) exams is broken out into five achievement levels.

Achievement Level	Command of Grade-Level Knowledge and Skills	Indicates Grade-Level Proficiency	On Track for College and Career Readiness
5	Superior	Yes	Yes
4	Solid	Yes	Yes
3*	Sufficient	Yes	No
2	Partial	No	No
1	Limited	No	No

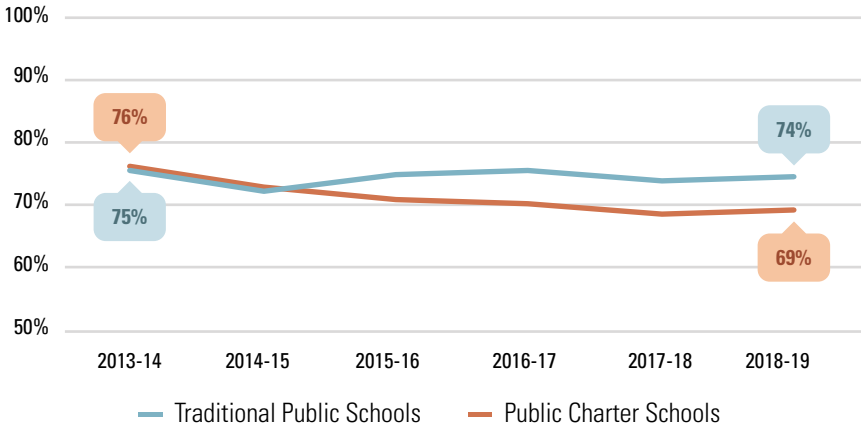
* Students performing at this level have a sufficient command of grade-level knowledge and skills, but may need academic support to engage successfully in the next grade level.

Source: NC DPI Accountability and Reporting



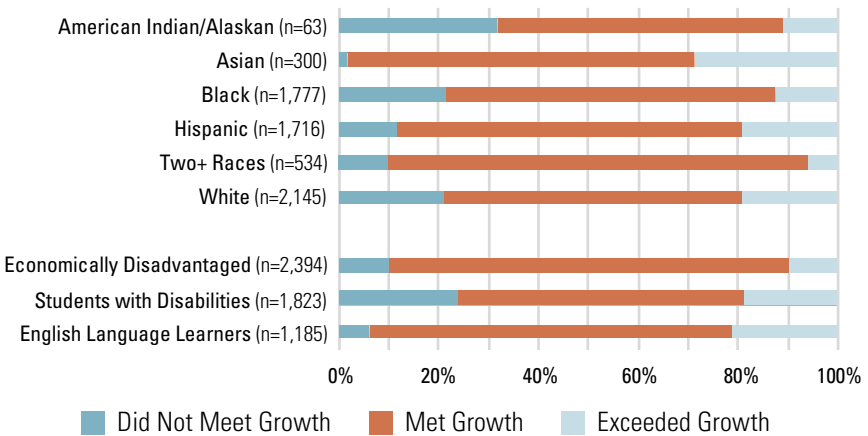


K-12 Public Schools Meeting or Exceeding Expected Student Academic Growth, by School Type (2013-14 to 2018-19)



Source: NC DPI Accountability and Reporting

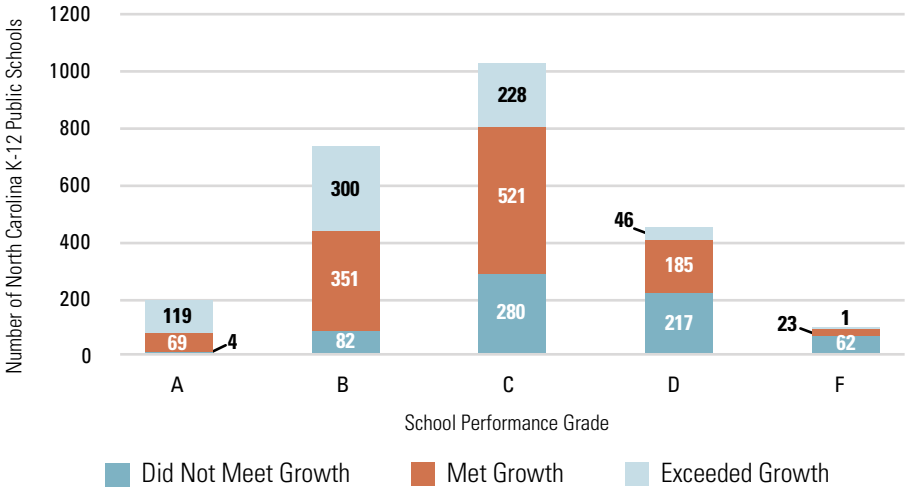
K-12 Public School Distribution of Academic Growth, by Student Subgroup (2018-19)



Source: NC DPI Accountability and Reporting

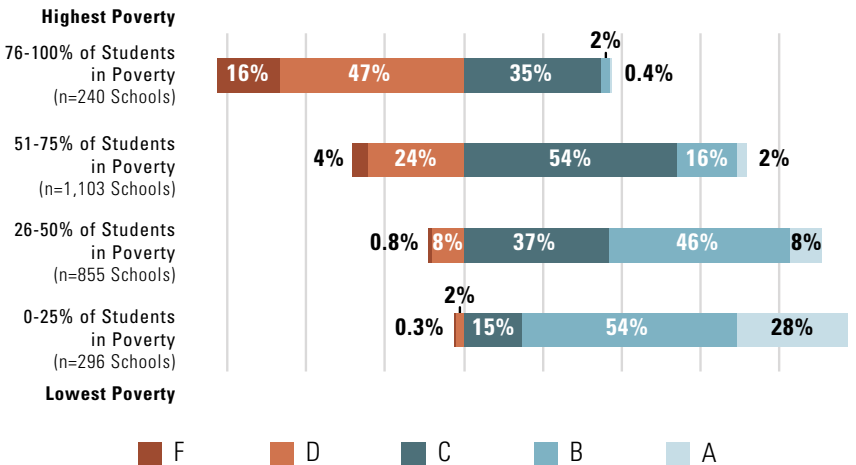


K-12 Public School Performance Grades, by Student Academic Growth (2018-19)



Source: NC DPI Accountability and Reporting

School Performance Grades, by School Poverty Level (2018-19)



Source: NC DPI Accountability and Reporting



National Assessment of Educational Progress (NAEP) (2019)



All states participate in NAEP, making it the most comprehensive measure of K-12 student achievement, trends, and state rankings. For more detailed data visit:

www.nationsreportcard.gov/profiles/stateprofile and www.NCEdFacts.org.

Grade	Subject Area	% of Students At or Above Proficient		Highest Proficiency Rate	National Ranking Before Urban Institute Adjustment	Urban Institute (UI) National Ranking*
		North Carolina	National Public Average			
4th	Reading	36%	34%	45% (MA)	19th	6th
4th	Math	41%	40%	53% (MA)	18th	7th
8th	Reading	33%	32%	45% (MA)	30th	11th
8th	Math	37%	33%	50% (MA)	21st	3rd

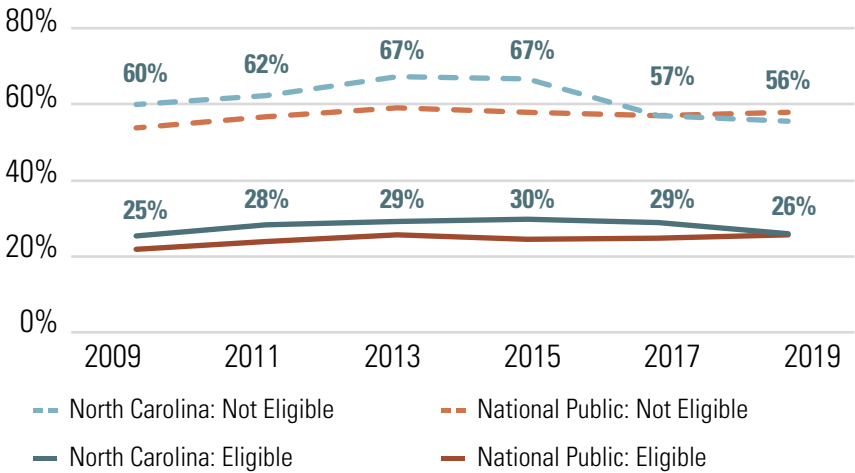
*The Urban Institute adjusts NAEP scores to account demographic differences such as race, receipt of special education services, and status as an English language learner across students in each state, then ranks states based on those adjusted scores.

Source: *The Nation's Report Card – State Profiles*

64% of North Carolina 4th grade students did not meet proficiency standards on the 2019 NAEP reading assessment.

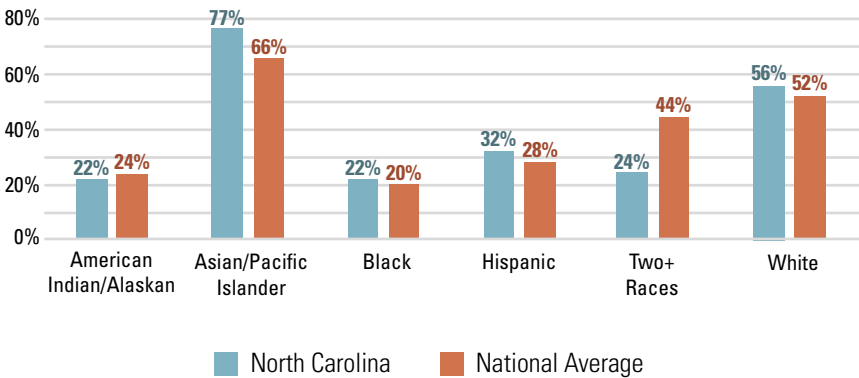


NAEP 4th Grade Math Proficiency, by Free & Reduced Price Meal Eligibility (2009 to 2019)



Source: *The Nation's Report Card – State Profiles*

NAEP 4th Grade Math Proficiency, by Race/Ethnicity (2019)



Source: *The Nation's Report Card – State Profiles*

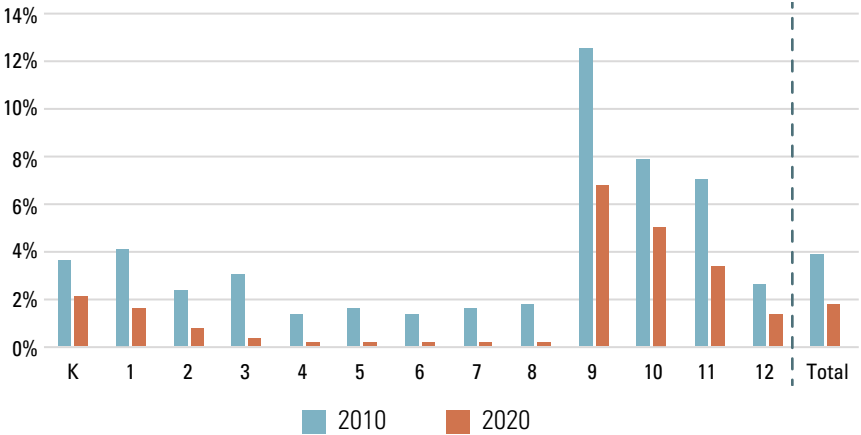
63% of North Carolina 8th grade students did not meet proficiency standards on the 2019 NAEP math assessment.

Source: *The Nation's Report Card – State Profiles*



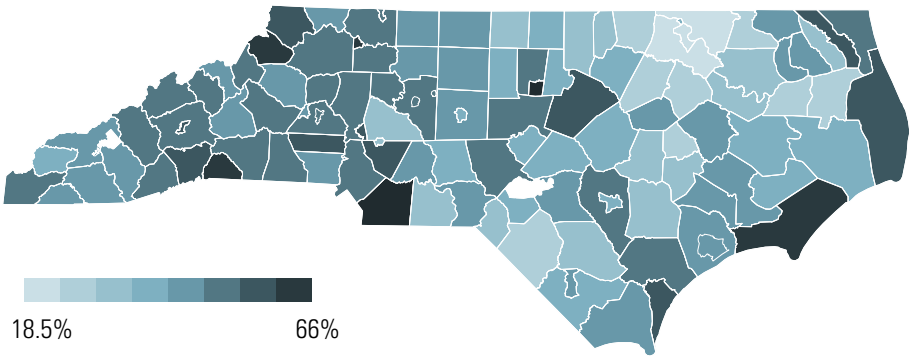
SECTION 5: Achievement

Retention (Non-Promotion) Rates in K-12 Traditional Public Schools, by Grade Level (2010 and 2020)



Source: NC DPI Statistical Profile

College and Career Readiness of K-12 Traditional Public School Students, by District (2018-19)

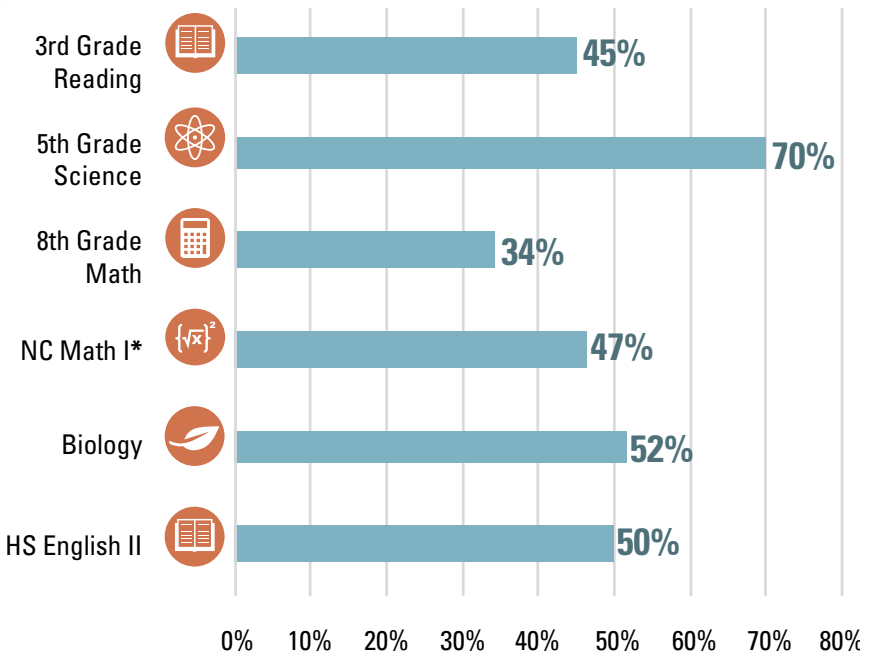


Source: NC DPI Accountability and Reporting

Since 2010, retention rates (or non-promotion rates) have dropped at every grade level. From 2010 to 2020, the overall promotion rate rose from 96% to 98%. The largest shift was the 9th grade promotion, which rose from 88% to 93%.



K-12 Public School Students On Track for College and Career, by Selected Subject (2018-19)



*2017-18 Math I data (2018-19 exam data are not available)

Source: NC DPI Accountability and Reporting

55%

of 3rd grade students in North Carolina public schools are not on track for college and career in reading.

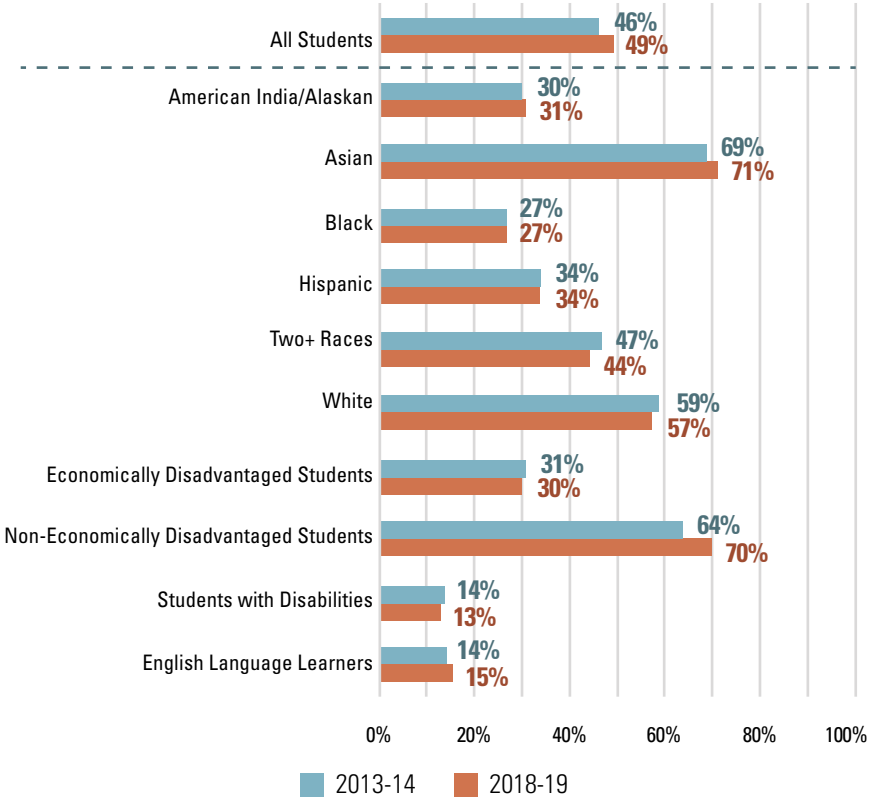
Source: NC DPI Accountability and Reporting



SECTION 5: Achievement



College and Career Readiness (CCR) of K-12 Traditional Public School Students, by Student Subgroup (2018-19)



Source: NC DPI Accountability and Reporting

30 PERCENTAGE POINTS

CCR achievement gap between White and Black students

23 PERCENTAGE POINTS

CCR achievement gap between White and Hispanic students

40 PERCENTAGE POINTS

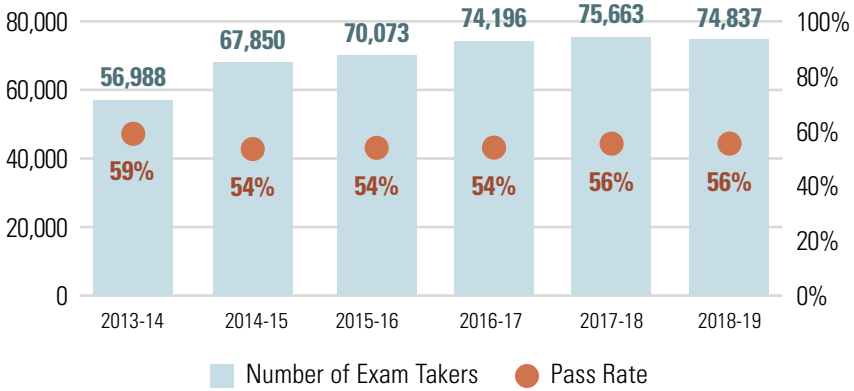
CCR achievement gap between ED* and Non-ED students

Source: NC DPI Accountability and Reporting

*Economically Disadvantaged

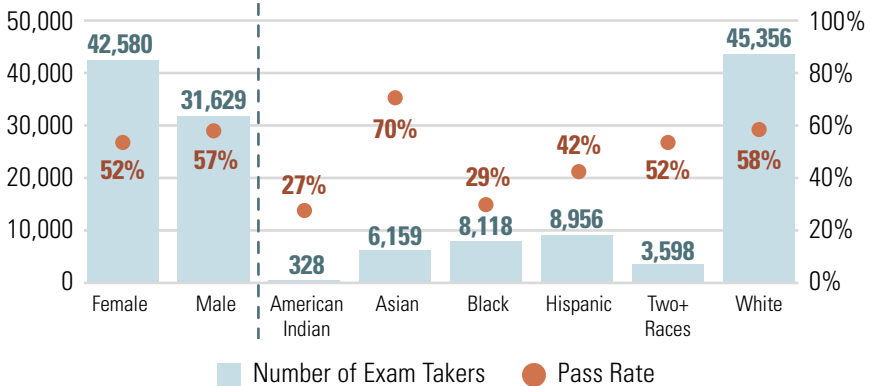


Advanced Placement (AP) Exam Participation and Pass Rates in K-12 Public Schools (2013-14 to 2018-19)



Source: NC DPI Accountability and Reporting

AP Exam Participation and Pass Rates in K-12 Public Schools, by Student Subgroup (2018-19)



Source: NC DPI Accountability and Reporting

54%

**North Carolina
AP Exam Pass Rate**

58%

**National
AP Exam Pass Rate**

Source: NC DPI Accountability and Reporting

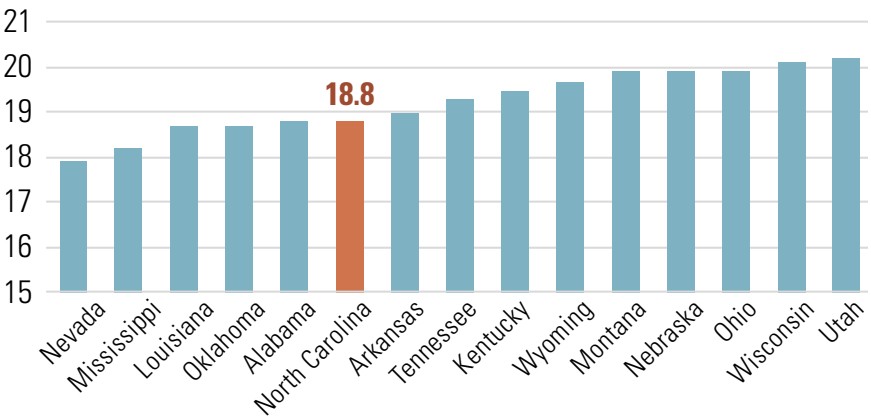


American College Testing (ACT)

The ACT and ACT WorkKeys assessments are used to measure college and career preparedness among high school students in North Carolina public schools. All high school juniors are required to take the ACT. All seniors with a Career and Technical Education (CTE) concentration also take the ACT WorkKeys career readiness assessment.



Average ACT Composite Score for States with 100% Participation (2020)



Source: ACT 2020 Condition of College & Career Readiness Report



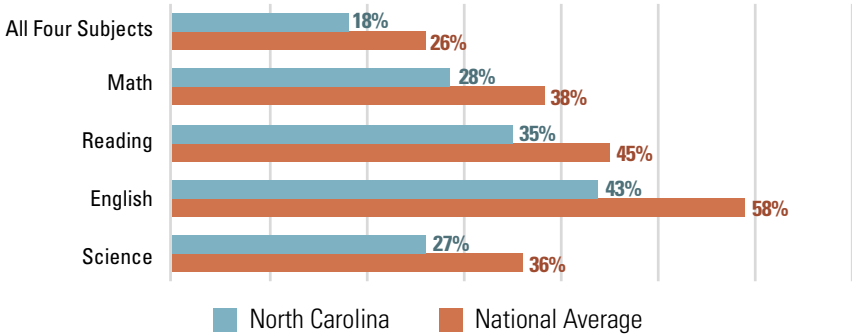
In 2018-19, 44% of 11th grade students in North Carolina scored **below 17 on the ACT** - which is the minimum entry score required for admission into UNC System institutions.

Source: NC DPI Accountability Data Sets and Reports

66% of high school seniors with a CTE concentration earned at least a Silver Career Readiness Certificate on the ACT WorkKeys assessment.

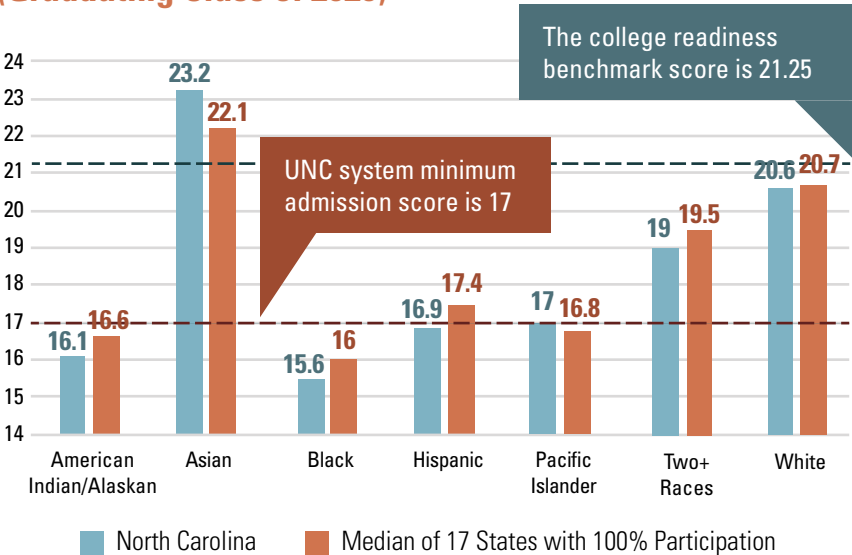


ACT-Tested High School Students Meeting College Readiness Benchmarks (Graduating Class of 2020)



Source: ACT 2020 Condition of College & Career Readiness Report

Average ACT Composite Score, by Race/Ethnicity (Graduating Class of 2020)



Source: ACT 2020 Condition of College & Career Readiness Report

Only **36%** of economically disadvantaged students had a 17 or higher ACT composite score, compared to **68%** of non-economically disadvantaged students.

Source: NC DPI Accountability Services Division



High School Diploma Integrity (2018-19)

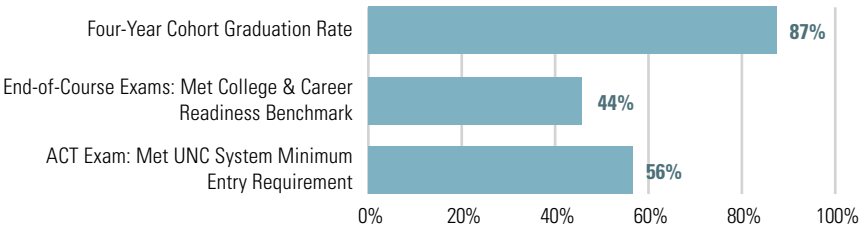
The four-year cohort graduation rate in North Carolina public schools increased from **74%** in 2010 to **88%** in 2020. However, comparing ACT scores, high school End-of-Course exam proficiency, and graduation rates suggests a concern about diploma integrity – particularly for underserved groups. The majority of economically disadvantaged students graduate without achieving college and career ready standards in math, English, and biology, and without meeting the minimum ACT score required for admission into UNC System universities.

Source: NC DPI Accountability and Reporting

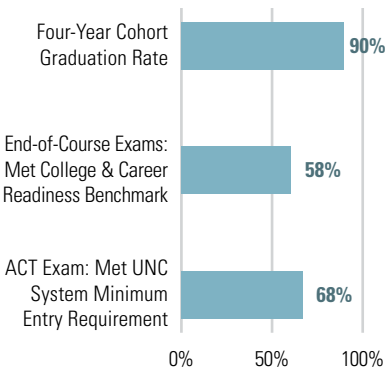


K-12 Public High School Graduation Rates vs. Postsecondary Readiness, by Student Subgroup (2018-19)

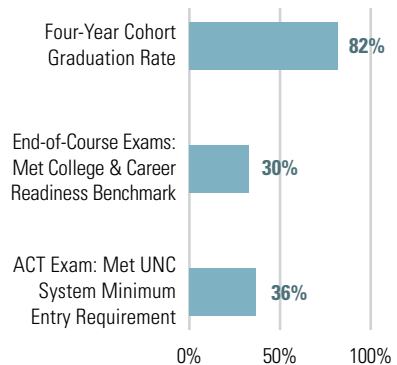
All Students



Non-Economically Disadvantaged Students



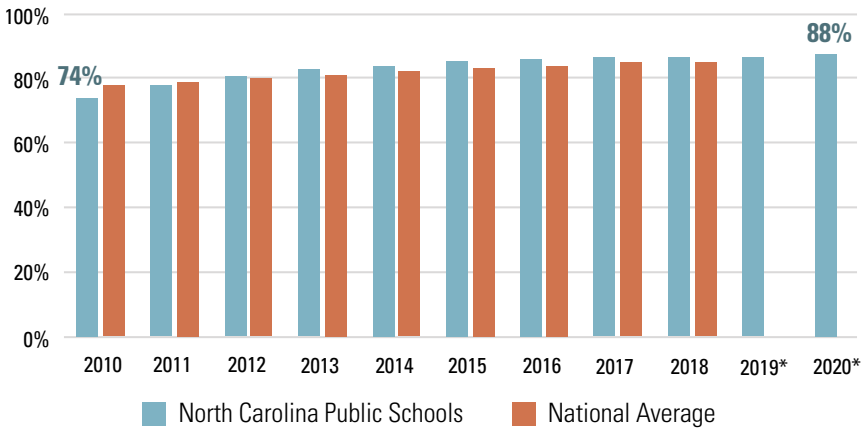
Economically Disadvantaged Students



Source: NC DPI Accountability and Reporting



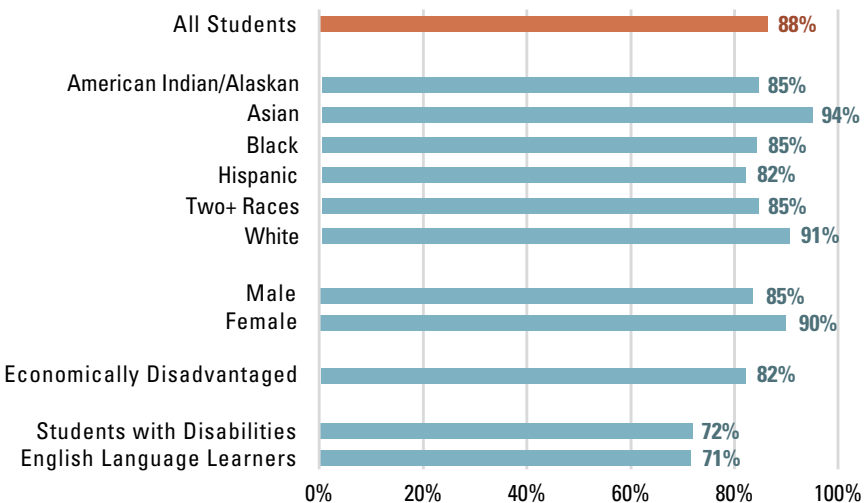
K-12 Public High School Graduation Rates (2010 to 2020)



*National averages are not available for these years.

Source: NC DPI 4-Year Cohort Graduation Rate Report; National Center for Education Statistics – Digest of Education Statistics, Table 219.46)

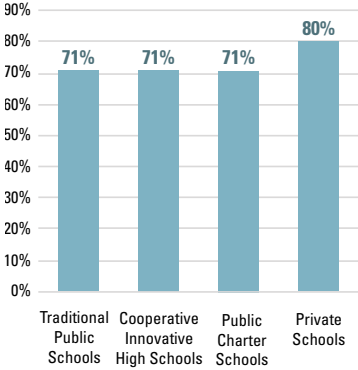
K-12 Public High School Graduation Rates, by Student Subgroup (2020)



Source: NC DPI 4-Year Cohort Graduation Rate Report

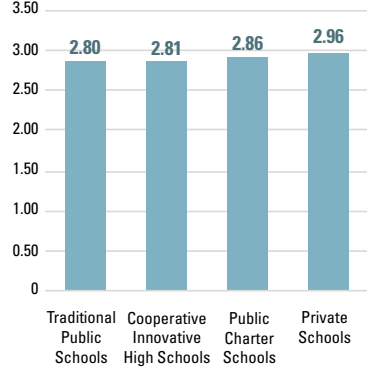


UNC System Acceptance Rates, by Incoming High School Type (Fall 2020)



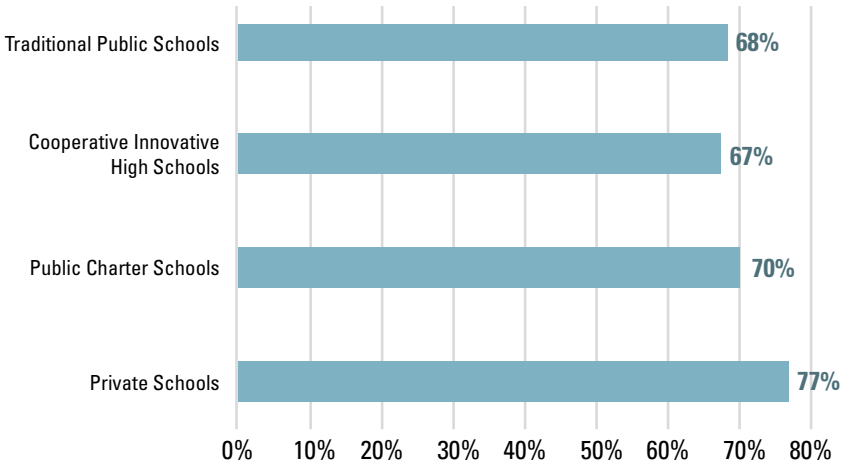
Source: UNC System

UNC System First Year GPA, by Incoming High School Type (Fall 2019)



Source: UNC System

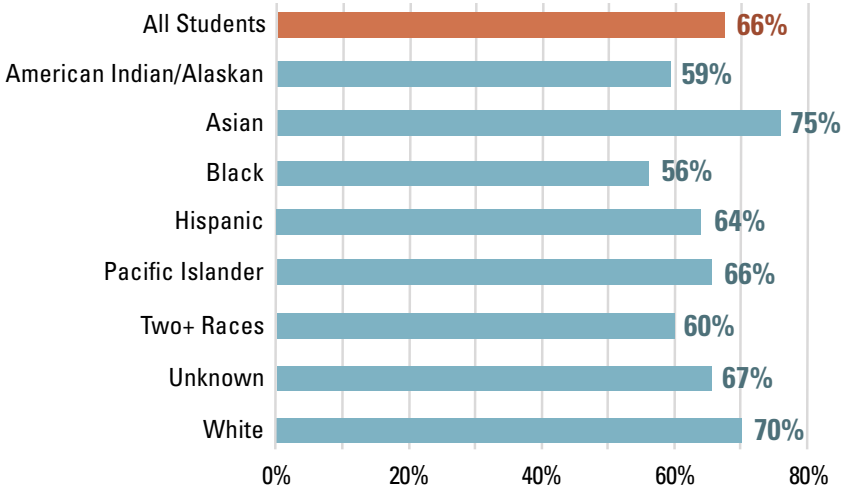
UNC System Six-Year Graduation Rates, by Incoming High School Type (2014 Cohort)



Source: UNC System



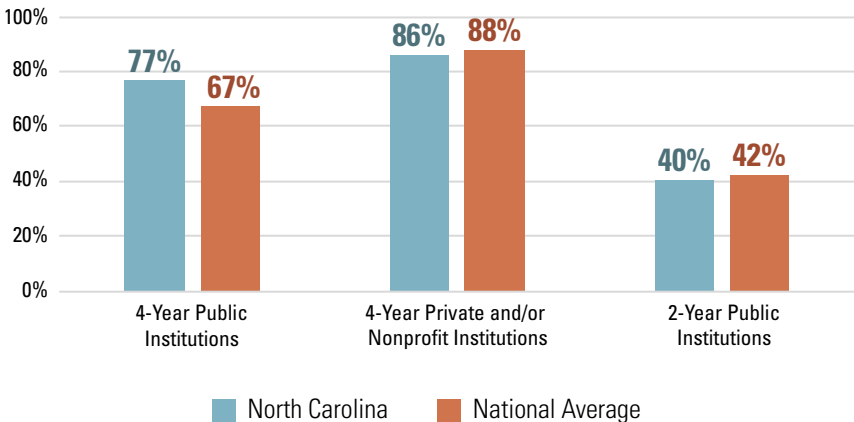
First Year Progression Rate* in the North Carolina Community College System, by Race/Ethnicity (Fall 2019)



*Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.

Source: NCCCS Data Dashboard

Six-Year Higher Education Graduation Rates (Fall 2014 Cohort)



Source: National Student Clearinghouse Research Center - A State-Level View of Student Attainment Rates



UNC System Enrollment and Six-Year Graduation Rates of First-Time Students Attending Full-Time (2014 Cohort)

	Enrollment	Graduation Rate
Appalachian State University	3,030	73%
East Carolina University	4,180	65%
Elizabeth City State University	204	43%
Fayetteville State University	468	36%
NC A&T State University	1,707	52%
NC Central University	923	52%
NC State University	4,370	85%
UNC Asheville	628	62%
UNC Chapel Hill	3,976	91%
UNC Charlotte	3,299	65%
UNC Greensboro	2,572	59%
UNC Pembroke	1,050	43%
UNC School of the Arts	216	73%
UNC Wilmington	2,156	72%
Western Carolina University	1,745	64%
Winston-Salem State University	844	50%
UNC System Total	31,368	71%

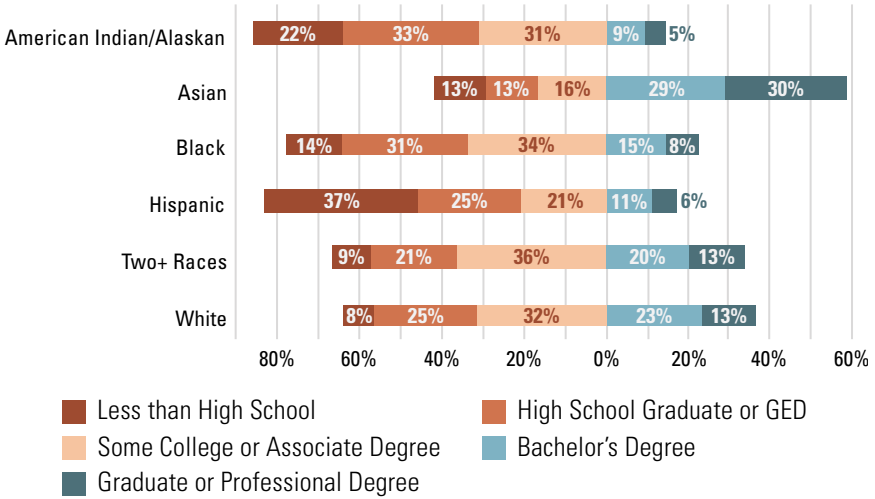
Source: UNC System

At **91%**, UNC Chapel Hill has the highest six-year graduation rate within the UNC system for full-time students attending for the first time.

Source: UNC INFOCENTER

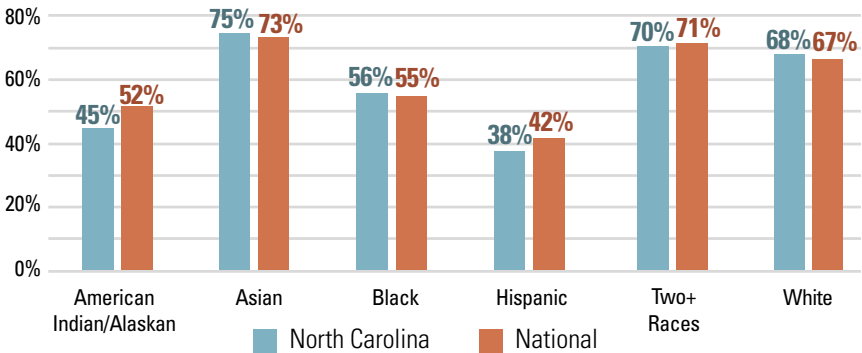


Educational Attainment of Adults Ages 25 and Older, by Race/Ethnicity (2019)



Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201

Adults Ages 25 and Older with Any Postsecondary Education, by Race/Ethnicity (2019)



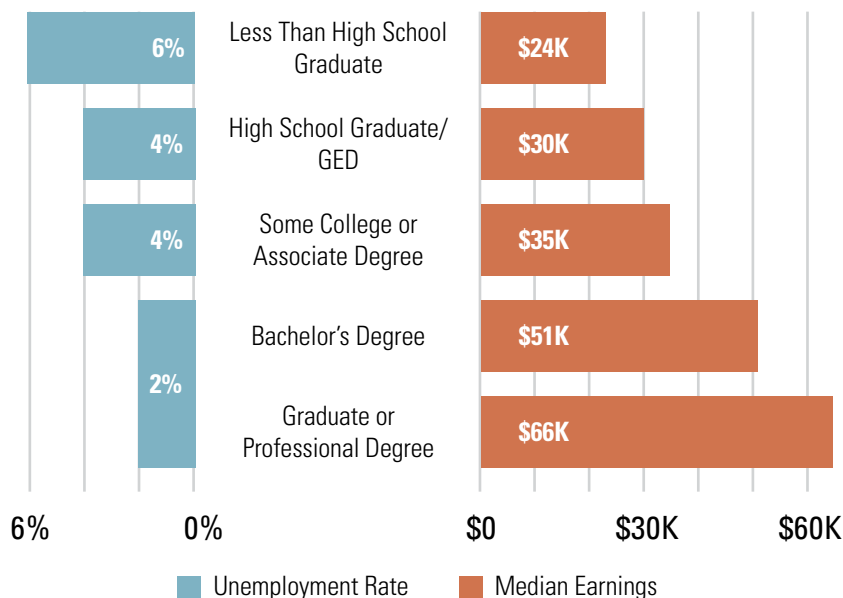
Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201

30% of Hispanic adults over the age of 25 have less than a high school diploma, compared to **7%** of White adults over the age of 25.

Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table S0201



Unemployment Rate and Median Earnings of Adults Ages 25 and Older, by Educational Attainment (2019)



Source: U.S. Census Bureau (2019), American Community Survey 1-Year Estimates, Table B20004; U.S. Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, 2018 - Table 15

32%

of North Carolina residents ages 25 and older have a bachelor's degree or higher, and 63% have some post-secondary education.



SPOTLIGHT ON:

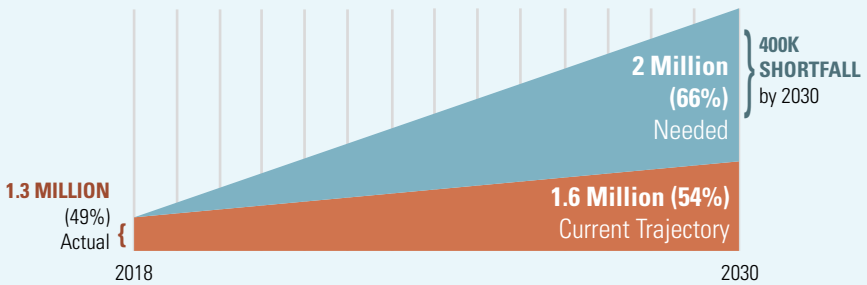
*my***FUTURE NC**
2 million by 2030.

In 2017, North Carolina was just one of nine states that had not yet set a goal for educational attainment. The myFutureNC Commission was formed to develop a vision for attainment across North Carolina, from early childhood through postsecondary education. In 2019, the myFutureNC Commission announced a new statewide goal to help build a cross-sector, coordinated approach that tackles systemic challenges and barriers across the education continuum:



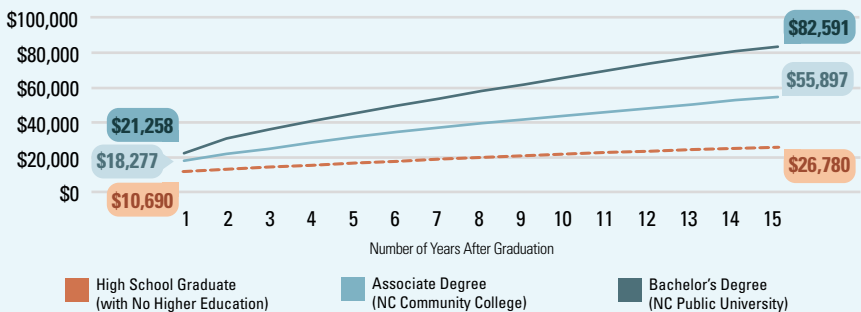
2 million high-quality degrees and credentials by 2030

On the current trajectory, myFutureNC estimates that North Carolina will fall short by 400,000 individuals with the skills needed to fill our state's projected 2030 job needs.



Increasing educational attainment will help North Carolina attract and retain businesses, while improving the livelihood of individuals and families across the state. Higher education is associated with higher earnings:

Projected Median Wage of Workers in North Carolina, by Level of Educational Attainment (2018)



Source: myFutureNC; NC LEAD (Data Request)



Our Vision

At BEST NC, we envision a North Carolina in which every student graduates with the knowledge, skills and behaviors to succeed in a competitive global economy.

BEST NC's mission is to unite an engaged and informed business perspective to build consensus toward dramatically transforming and improving education in North Carolina.

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