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.

www.NCEdFacts.org
info@BEST-NC.org
Twitter: @BESTNCorg
Facebook: @bestnorthcarolina

BEST NC’s Vision:

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

This guide is designed to give you quick and easy access to key data that will support you in your work to improve North Carolina’s education system.

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

Pages 4-15

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

Pages 16-31

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

Pages 32-37

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

Pages 38-49

Achievement
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? Are our students prepared for careers and life?

Pages 50-75
In 2016, North Carolina was ranked 34th overall in child wellbeing and 28th in education in the Annie E. Casey Foundation KIDS COUNT Project. KIDS COUNT annually assesses child wellbeing nationally and among the 50 states.

Source: Annie E. Casey Foundation 2016 Kids Count Data Book

Children Living in Households with Food Insecurity (2014)

Source: Annie E. Casey Foundation 2016 Kids Count Data Center, Zero to Three 2015 North Carolina State Baby Facts

Children Under Six Receiving Developmental Screening (2015)

Source: NC Child 2016 Kids Count Data Center

Children Ages Zero to 18 Living At or Below 200% of the Federal Poverty Level (2014)

Source: NC Child 2016 Kids Count Data Center

Low-Birthweight Babies (2014)

Source: NC Child 2016 Kids Count Data Center
Young Children Not in School,* by Poverty Status

<table>
<thead>
<tr>
<th></th>
<th>Higher Poverty**</th>
<th>Lower Poverty**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>64%</td>
<td>44%</td>
</tr>
<tr>
<td>2014</td>
<td>68%</td>
<td>45%</td>
</tr>
</tbody>
</table>

*The share of children ages three and four not enrolled in school, including nursery school, preschool, or kindergarten.

**Higher poverty defined as at or below 200% of the federal poverty level.

**Source:** Annie E. Casey Foundation 2016 Kids Count Data Center

North Carolina Pre-K (NC Pre-K)

Since it was initiated in 2001, the NC Pre-K program (formerly More at Four) has served more than 300,000 children. Students enrolled in NC Pre-K attend school for 6.5 hours per day, 180 days per year.

- **300K children served**
- **10 quality benchmarks met**
- **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.**
- **In 2015-16, there were approximately 29,000 students in NC Pre-K and over 7,000 additional eligible four-year-olds on the waitlist.**

**Source:** Frank Porter Graham 2013 NC Pre-K Evaluation, National Institute for Early Education Research 2015 NC School Report Cards, NC General Assembly 2016 Conference Committee Report, NC Dept. of Health and Human Services NC Pre-K Program Summary (as of December 2016)
SECTION 1: Children & Students

Annual Enrollment in NC Pre-K

Note: NC Pre-K (formerly More at Four) started as a pilot in the 2001-02 school year and has included programs in all 100 counties since the 2003-04 school year.


Percent of All Four-Year-Olds Enrolled in NC Pre-K


Annual Enrollment in K-12 Programs (2015-16)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Public(^1)</td>
<td>1,432,507 (82.8%)</td>
</tr>
<tr>
<td>Public Charter(^2)</td>
<td>80,546 (4.7%)</td>
</tr>
<tr>
<td>Private</td>
<td>97,721 (5.7%)</td>
</tr>
<tr>
<td>Independent Private</td>
<td>29,403</td>
</tr>
<tr>
<td>Religious Private</td>
<td>68,318</td>
</tr>
<tr>
<td>Home Schooled</td>
<td>118,268 (6.8%)</td>
</tr>
<tr>
<td>Total K-12 Students</td>
<td>1,729,042</td>
</tr>
</tbody>
</table>

Year-Over-Year Change in K-12 Enrollment by School Type

Note: In 2009, the NC General Assembly enacted a law raising the minimum age for kindergarten eligibility.

(1) For enrollment data and figures by school district see pages 34-35.

(2) Nine charter schools were added in the 2016-17 academic year, preliminary enrollment is 92,226.

Source: NC Department of Public Instruction (DPI) 2015-16 Final Average Daily Membership, NC 2016 Home School Statistical Summary, NC 2016 Directory of Non-Public Schools
### Enrollment by Race/Ethnicity in K-12 Public Schools

The percentage of the North Carolina K-12 public school student population identifying as Hispanic has doubled in the last 10 years.

*Source: NC DPI Statistical Profile (as of December 2016)*

### Short-Term Suspension Rate by Race/Ethnicity in K-12 Public Schools (2014-15)

*Source: NC DPI 2014-15 Consolidated Report*

### National School Lunch Program

Public school children qualify for free meals if their family’s income is 130% of the federal poverty level or less ($31,590 per year for a family of four). Students qualify for reduced price meals if family income is 131-185% of the federal poverty level (up to $44,955 per year for a family of four).


### Percent of K-12 Students Who Received Free or Reduced Price Meals

*Source: NC Department of Health and Human Services Special Nutrition Programs (as of December 2016), National Center for Education Statistics 2014 Digest*
Enrollment in K-12 Special Programs by Race/Ethnicity (2016)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Academically and Intellectually Gifted (AIG)</th>
<th>Exceptional Children’s Services (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>Black</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Students are classified as chronically absent if they miss 15 or more days of school in a single year.

Source: NC DPI 2016 AIG Child Count, NC DPI 2016 EC Child Count

Chronic Absenteeism* in K-12 Public Schools (2015)

- **North Carolina**: 13%
- **National**: 14%

*Students are classified as chronically absent if they miss 15 or more days of school in a single year.

Source: Attendance Works 2016 Preventing Missed Opportunity Report

6.5% of North Carolina public school students are English language learners.

Source: NC DPI 2015 Headcount of Limited English Proficient Students

Children who are chronically absent in preschool, kindergarten, and 1st grade are less likely to read at grade level by the 3rd grade. Students who are chronically absent from school are far more likely to eventually drop out.

Source: US Department of Education 2015 Chronic Absenteeism Data Story
**Charter Enrollment as a Percent of Total K-12 Public School Enrollment by District (2015-16)**

Source: NC DPI 2016 Pupil Accounting Data

Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

**Source:** NC DPI Statistical Profile (as of December 2016)

---

**Four-Year College Enrollment in North Carolina (2015)**

- UNC System: 85%
- North Carolina Independent Colleges and Universities (NCICU): 59%

Source: UNC System Data Dashboard (as of December 2016), NCICU 2015-16 Enrollment Counts

---

**North Carolina Community College System (NCCCS) Enrollment (2015)**

**Fall 2015 Curriculum Enrollment**

- Career and Technical Education (CTE): 108,723
- Transfer Preparation and General Education: 106,829
- Non-Credential Seeking: 10,546
- Total Curriculum Enrollment: 226,098

*Note:* 167,727 students are enrolled full-time.

---

**Fall 2015 Continuing Education Enrollment**

- Basic Skills: 49,350
- Occupational Continuing Education: 160,366
- Other: 25,016
- Total Continuing Education Enrollment: 234,732

*Note:* 43,589 continuing education students are enrolled full-time.

Source: NCCCS 2015-16 Annual Statistical Report

---

**Enrollment in K-12 Traditional Public and Public Charter Schools by Race/Ethnicity (2015-16)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Traditional Public</th>
<th>Public Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>49%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: NC DPI 2016 Pupil Accounting Data

---

6% of K-12 public school students statewide attend charter schools in 2016-17, up from 3% five years ago.

Source: NC DPI 2016 Pupil Accounting Data
**Educational Attainment of North Carolina Early Childhood Education (ECE) Teachers (2015)**

- Bachelor’s Degree or Higher: 37%
- Associate’s Degree: 26%
- High School, Plus Any College Courses: 36%
- High School Only: 1%

*Source: Child Care Services 2016 Workforce Report*

**Statewide Wages for Early Childhood Education Teachers (2015)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Wage (2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Early Childhood Education Teachers</td>
<td>$10.46/hour</td>
</tr>
<tr>
<td>NC Pre-K Teachers</td>
<td>$17.49/hour</td>
</tr>
</tbody>
</table>

*Source: Child Care Services 2016 Workforce Report*

**Early Childhood Education Teacher Wage Gap (2016)**

- North Carolina Community College System (NCCCS) Graduates with an Associate’s Degree in Early Childhood Education: $30,287
- All Associate’s Degree Graduates: $19,632

*Source: NCCCS 2016 Graduate Wage Data*

**Early Childhood Education (ECE) Teacher Preparation Enrollment In North Carolina Community Colleges**

*Source: NCCCS 2016 ECE Program Enrollment Counts*
### Average SAT Scores for Education Majors and Non-Education Majors in the UNC System (2014-15)

<table>
<thead>
<tr>
<th>Education Majors</th>
<th>Non-Education Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Students</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>1400</td>
<td>800</td>
</tr>
<tr>
<td>1300</td>
<td>700</td>
</tr>
<tr>
<td>1200</td>
<td>600</td>
</tr>
<tr>
<td>1100</td>
<td>500</td>
</tr>
<tr>
<td>1000</td>
<td>400</td>
</tr>
<tr>
<td>900</td>
<td>300</td>
</tr>
<tr>
<td>800</td>
<td>200</td>
</tr>
<tr>
<td>700</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** UNC Educator Quality Dashboard Academic Profile Comparisons (as of December 2016)

### Teacher and Student Demographics in K-12 Public Schools (2015-16)

- **81%** White
- **50%** White
- **14%** Black
- **26%** Black
- **5%** All Other Races
- **25%** All Other Races

**Source:** NC DPI Statistical Profile (as of December 2016)

### % of K-12 teachers are white, while the majority of K-12 public school students are non-white.

**Source:** NC DPI Statistical Profile (as of December 2016)
In 2015-16, there was one guidance counselor for every 375 students in North Carolina public schools. The American Counseling Association recommends a maximum of 250 students for every one guidance counselor.

In 2014, there was one school nurse for every 1,117 students in North Carolina public schools. The National Association of School Nurses recommends one school nurse for every 750 students without special health needs.

### North Carolina K-12 Teachers (2015-16)

- **94,421 Traditional Public School Teachers**
- **4,990 Public Charter School Teachers**

*Source: NC DPI Statistical Profile (as of December 2016)*

### North Carolina K-12 School-Based Administrators (2015-16)

- **2,441 Traditional Public School Principals**
- **2,853 Traditional Public School Assistant Principals**
- **172 Public Charter School Principals**
- **147 Public Charter School Assistant Principals**

*Source: NC DPI Statistical Profile (as of December 2016)*

11% of North Carolina educators in traditional public schools are National Board Certified. North Carolina has more National Board Certified Teachers than any other state in the nation.

*Source: NC DPI National Board Certification Data (as of December 2016), National Board for Professional Teaching Standards 2016 State Statistics*

From 2006 to 2016, if K-12 staff had increased at the same rate as student enrollment (+5%), over 4,000 new teachers would have been added. Instead, just 292 teachers were added, while over 2,500 additional supervisors, managers, and other professionals were hired.

*Source: NC DPI Statistical Profile (as of December 2016)*
Teacher Turnover in K-12 Schools by District (2015-16)

13.4% State Average Teacher Turnover in 2015-16

Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

Source: NC DPI 2015-16 State of the Teaching Profession Report

Teachers retained in North Carolina public schools tend to be more effective, on average, than teachers who depart (as measured by the Educator Value Added Assessment System [EVAAS]).

Source: NC DPI 2015-16 State of the Teaching Profession Report

Top Reasons for K-12 Teacher Turnover (2015-16)

Differences in Average EVAAS Scores* Between Teachers Who Remained in and Departed from North Carolina Public Schools (2015-16)

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

Source: NC DPI 2015-16 State of the Teaching Profession Report
SECTION 2: Educators

### Total Compensation for K-12 Teachers (2016-17)

**Source:** NC General Assembly 2016 Appropriations Act, NC DPI Statistical Profile (as of December 2016)

- **Total Compensation with Master’s and National Board Supplement**
- **State Retirement Contribution** (16.21% of Salary)
- **Health Insurance Contribution** ($5,659)
- **Average Local Supplement** ($3,870 in 2015-16)

**Total Compensation**

- **2016-17 Base Salary**
- **Years of Experience**

One-third of middle and high school math and science courses are taught by teachers without licenses in the discipline they are teaching.

**Source:** NC STEM Center 2014 Scorecard (most recently available data)

In 2015-16, North Carolina teacher pay ranked 41st in the nation.

**Source:** National Education Association 2016 Rankings and Estimates Report

---

### Hard-to-Staff K-12 Teacher Licensure Areas

**Source:** NC DPI 2015-16 State of the Teaching Profession Report

- **6th-8th Math**
- **6th-8th Science**
- **9th-12th Math**
- **9th-12th Science**
- **Special Education**

---

In 2015-16, North Carolina teacher pay ranked 41st in the nation.

**Source:** National Education Association 2016 Rankings and Estimates Report

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Teacher compensation in North Carolina public schools is primarily based on years of experience.
SECTION 2: Educators

Average Local Salary Supplement for K-12 Teachers by School District (2015-16)

Source: National Education Association 2016 Rankings and Estimates Report
Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

Source: NC DPI Statistical Profile (as of December 2016)

Average K-12 Teacher Salaries, Inflation-Adjusted to 2016 Dollars

Source: National Education Association 2016 Rankings and Estimates Report

Average Total Compensation for K-12 School District Personnel*, Inflation-Adjusted to 2016 Dollars

* Includes all employees of local school districts, such as teachers, principals, central office administrators, guidance counselors, bus drivers, and cafeteria workers.

Source: NC DPI Statistical Profile (as of December 2016)
Adjusting for inflation, state-funded principal base salaries decreased by 20% over the past ten years.

North Carolina ranks 50th out of 50 states and the District of Columbia in average pay for school-based administrators (principals and assistant principals combined).

North Carolina has one of the highest principal turnover rates in the country, with the average principal leading a school for only 2.7 to 3.5 years.

---

**Average State-Funded Salary* for K-12 School-Based Administrators (2007 to 2016)**

*Does not include local supplements, longevity pay, bonuses, or benefits.

**Source:** North Carolina State Board of Education November 2, 2016 Presentation on School-Based Administrators

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**Average Local Salary Supplement for K-12 Principals by School District (2015-16)**

**Source:** NC DPI Statistical Profile (as of December 2016)

---

**Higher Education Salaries in North Carolina vs. Southern Region Education Board (SREB) States**

**Source:** SREB 2016 State Data Exchange

In the 2015-16 academic year, the average local salary supplement was $12,763 for K-12 principals and $6,604 for assistant principals.

**Source:** NC DPI Statistical Profile (as of December 2016)
**Teacher Evaluations (2014-15)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>% Proficient and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers demonstrate leadership.</td>
<td>98.6%</td>
</tr>
<tr>
<td>2</td>
<td>Teachers establish a respectful environment for a diverse population of students.</td>
<td>97.7%</td>
</tr>
<tr>
<td>3</td>
<td>Teachers know the content they teach.</td>
<td>97.3%</td>
</tr>
<tr>
<td>4</td>
<td>Teachers facilitate learning for their students.</td>
<td>98.0%</td>
</tr>
<tr>
<td>5</td>
<td>Teachers reflect on their practice.</td>
<td>97.7%</td>
</tr>
<tr>
<td>6</td>
<td>Teachers contribute to the academic success of students.</td>
<td>82.4%</td>
</tr>
</tbody>
</table>

**Note:** Standards 1-5 are assessed by an administrator. The sixth standard is measured using state-administered standardized tests. Effective April 2016, Standard 6 is renamed Student Growth and is no longer an independent standard in the educator evaluation process.

**Source:** NC DPI 2014-15 Educator Effectiveness Data, North Carolina State Board of Education July 2016 Educator Evaluation Policy Changes Memo

**Principal Evaluations (2014-15)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>% Proficient and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategic Leadership</td>
<td>98.0%</td>
</tr>
<tr>
<td>2</td>
<td>Instructional Leadership</td>
<td>97.8%</td>
</tr>
<tr>
<td>3</td>
<td>Cultural Leadership</td>
<td>98.1%</td>
</tr>
<tr>
<td>4</td>
<td>Human Resource Leadership</td>
<td>98.2%</td>
</tr>
<tr>
<td>5</td>
<td>Managerial Leadership</td>
<td>98.4%</td>
</tr>
<tr>
<td>6</td>
<td>External Development Leadership</td>
<td>98.7%</td>
</tr>
<tr>
<td>7</td>
<td>Micro-Political Leadership</td>
<td>98.5%</td>
</tr>
<tr>
<td>8</td>
<td>Academic Achievement Leadership</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

**Note:** District Superintendents and Assistant Superintendents are responsible for principal evaluations. Effective April 2016, Standard 8 is renamed School Growth.

**Source:** NC DPI 2014-15 Educator Effectiveness Data, North Carolina State Board of Education July 2016 Educator Evaluation Policy Changes Memo

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**Teacher Effectiveness in K-12 Schools by Student Poverty, Three-Year Average (2011-12 to 2013-14)**

![Graph showing teacher effectiveness by student poverty level]

- First Quartile: 17% Highly Effective, 8% Needs Improvement
- Second Quartile: 13% Highly Effective, 7% Needs Improvement
- Third Quartile: 13% Highly Effective, 7% Needs Improvement
- Fourth Quartile: 13% Highly Effective, 7% Needs Improvement

**Source:** North Carolina 2015 State Plan to Ensure Equitable Access to Effective Educators

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**Students in predominately non-white schools are twice as likely to be taught by a first-year teacher and half as likely to be taught by a National Board Certified Teacher as students in predominately white schools.**

**Source:** North Carolina 2015 State Plan to Ensure Equitable Access to Effective Educators
North Carolina has 6,621 licensed child care programs; 4,628 are child care centers and 1,993 are 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 apply to receive up to five stars.

**Children in Four- or Five-Star Child Care Programs**

- **86%** NC Pre-K
- **75%** Child Care Centers (Ages 0-5)

**Source:** Frank Porter Graham Child Development Institute 2012-13 NC Pre-K Evaluation

**K-12 Schools by Type (2016-17)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Public</td>
<td>2,446</td>
</tr>
<tr>
<td>Public Charter</td>
<td>168</td>
</tr>
<tr>
<td>Schools for the Deaf &amp; Blind</td>
<td>3</td>
</tr>
<tr>
<td>Private</td>
<td>720</td>
</tr>
<tr>
<td><strong>Total K-12 Schools</strong></td>
<td><strong>3,337</strong></td>
</tr>
</tbody>
</table>

**North Carolina Cooperative Innovative High Schools (2014-15)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>106</td>
</tr>
<tr>
<td>Students Currently Enrolled</td>
<td>21,458</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Percent of Community College Courses Passed with C or Better (2013)</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Source:** NC DPI 2016 Evaluation of Innovative High School Programs

**North Carolina’s College and Career Promise**

The College and Career Promise offers opportunities for qualified high school students to enroll tuition-free in community college courses that provide pathways leading to a certificate, diploma, or degree. In 2015, nearly 17,000 North Carolina high school students participated in the College and Career Promise program.

**Career and Technical Education (CTE)**

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

Nearly 89,000 North Carolina public school students earned one or more Career and Technical Education credentials in the 2015-16 academic year.

**Source:** NC DPI 2016 CTE Career Pathways Directory, NC DPI 2015-16 CTE Credentialing Data

8% of North Carolina high school students attended a cooperative innovative high school or participated in the College and Career Promise program in 2015.
Although K-12 student enrollment increased by 1.1% overall in North Carolina traditional public schools over the past five years, more than two-thirds of school districts experienced a net decline in enrollment.

Source: NC DPI Student Accounting Data 2011-12 to 2015-16

If homeschooling were a district, it would be the 3rd largest district in North Carolina. Private schools would be the 4th largest, and charter schools would be the 5th largest.

Source: NC DPI 2015-16 Student Accounting Data

North Carolina K-12 Public School Districts

North Carolina has 115 school districts (otherwise known as Local Education Agencies or LEAs).

Source: NC DPI 2015-16 Student Accounting Data

In 2015-16, Wake and Mecklenburg counties each enrolled more students than the 50 smallest districts combined.

Source: NC DPI 2015-16 Student Accounting Data
Access to Technology in K-12 Schools

North Carolina is nationally recognized as a leader in bringing broadband Internet access to public schools.

Through the School Connectivity Initiative (SCI), every $1 in state funds is leveraged with at least $3.50 in federal funds to deliver high-speed Internet to virtually every K-12 public school in North Carolina. More than two-thirds of school districts have at least one Internet access point per classroom.

In the past five years, Internet bandwidth delivered to K-12 public schools increased eightfold. According to the North Carolina Department of Public Instruction’s 2017 SCI report, peak Internet usage in K-12 public schools is double that of the community college system, UNC system, and independent colleges and universities combined.

2015 Annual Media and Technology Report Survey

684 schools from 93 districts and 20 charter schools have 1:1 computing initiatives

631 schools estimate that less than 50% of their students have home Internet access

Source: NC DPI 2017 School Connectivity Initiative report, NC DPI School Connectivity and E-Rate Services 2016 highlights, NC DPI 2015 Annual Media and Technology Report Survey
NC Pre-K Program Per Pupil Expenditures (2015)

State Funding Per Child

$5,340

Total Funding Per Child*

$7,793

*Includes federal, state and local funds


State Funding Per Pupil Enrolled in NC Pre-K, Inflation-Adjusted to 2015 Dollars


How North Carolina Finances K-12 Education Compared to the National Average (2016)

<table>
<thead>
<tr>
<th></th>
<th>North Carolina</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funding Per Pupil</td>
<td>$9,340</td>
<td>$12,775</td>
</tr>
<tr>
<td>State</td>
<td>$5,446 (58%)</td>
<td>$5,969 (47%)</td>
</tr>
<tr>
<td>Local</td>
<td>$2,833 (30%)</td>
<td>$5,712 (45%)</td>
</tr>
<tr>
<td>Federal</td>
<td>$1,061 (11%)</td>
<td>$1,094 (9%)</td>
</tr>
</tbody>
</table>


North Carolina ranked 40th in the country in total K-12 per pupil funding in 2014-15.

North Carolina ranked 13th in the country for the percentage of education funding provided by the state in 2014-15.

State-Funded K-12 Per Pupil Spending by District (2015-16)

North Carolina Average: $5,724

Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

Source: NC DPI Statistical Profile (as of December 2016)

Locally-Funded K-12 Per Pupil Spending by District (2015-16)

North Carolina Average: $2,158

Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

Source: NC DPI Statistical Profile (as of December 2016)

Total K-12 Per Pupil Spending by District: State, Federal, and Local (2015-16)

North Carolina Average: $8,888

Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Click here to open an interactive map.

Source: NC DPI Statistical Profile (as of December 2016)

The five districts* that spent the most per pupil in 2015-16 (including state, local, and federal spending) spent an average of $14,643 per pupil, compared to an average of $8,024 in the five districts spending the least per pupil. The difference in spending—$6,619 per pupil—amounts to a $165,470 difference in spending on a class of 25 students.

*The five districts spending the most per pupil (Hyde, Tyrrell, Weldon City, Jones, and Northampton) all have fewer than 2,000 students and higher free and reduced meal eligibility rates than the state average.

Source: NC DPI Statistical Profile (as of December 2016)

North Carolina earned a “B” for funding equity and an “F” for funding effort from the Education Law Center’s national school funding report card in 2016.

Source: Education Law Center 2016 School Funding Fairness Report
Capital Expenditures for K-12 Public Schools by Source (2005 to 2016)

Local: 96%
State: 3%
Federal: 1%

Source: NC DPI Statistical Profile (as of December 2016)

Total Capital Expenditures for K-12 Public Schools

Historical Per Pupil Expenditures for K-12 Public Schools, Inflation-Adjusted to 2016 Dollars

Source: NC DPI Statistical Profile (as of December 2016)

Historical Per Pupil Expenditures for K-12 Public Schools by Category, Inflation-Adjusted to 2016 Dollars

Source: NC DPI Statistical Profile (as of December 2016)
**State General Fund Appropriations in North Carolina (2016-17)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Appropriations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>$8,733,375,580</td>
<td>39.1%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$1,095,990,712</td>
<td>4.9%</td>
</tr>
<tr>
<td>UNC System</td>
<td>$2,852,288,121</td>
<td>12.8%</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>$5,020,897,501</td>
<td>22.5%</td>
</tr>
<tr>
<td>Justice and Public Safety</td>
<td>$2,601,712,738</td>
<td>11.6%</td>
</tr>
<tr>
<td>General Government</td>
<td>$427,507,960</td>
<td>1.9%</td>
</tr>
<tr>
<td>Natural and Economic Technology</td>
<td>$536,329,317</td>
<td>2.4%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$43,297,929</td>
<td>0.2%</td>
</tr>
<tr>
<td>Reserves, Capital Improvements, and Debt Service</td>
<td>$1,030,037,732</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$22,341,437,590</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: [NC General Assembly 2016 Conference Committee Report](#)

**Per Pupil Spending versus Poverty* Rate in K-12 School Districts (2014-15)**

*As measured by free and reduced meal eligibility rates.

Source: [NC DPI Statistical Profile (as of December 2016), NC Department of Health and Human Services School Nutrition Data (as of December 2016)](#)

North Carolina is one of just six states nationally that provide at least 10% more per pupil funding to high poverty districts than low poverty districts.

Source: [Ed Build 2016 Resource Inequality Map](#)
North Carolina Community College System (NCCCS): State Expenditures per Full-Time Student, Inflation-Adjusted to 2015 Dollars

Source: NC General Assembly Fiscal Research Historical Education Expenditures, Fiscal Year 2006-07 to Fiscal Year 2014-15

North Carolina Teachers and State Employees Retirement System

All full-time employees in North Carolina public schools participate in the state’s Teachers and State Employees Retirement System (TSERS). TSERS provides qualifying employees a guaranteed salary and individual health benefits upon retirement from state government.

In North Carolina, employees vest in TSERS after five years of service. Employees may retire with unreduced benefits after 30 years at any age, after 25 years of service at age 60 or older, or after five years at age 65 or older. National research from TeacherPensions.org suggests that roughly half of teachers in North Carolina public schools do not vest in TSERS because they teach for fewer than five years.

Teachers contribute 6% of their pre-tax salary to TSERS, a rate that has been consistent since 1975. Due in part to longer life expectancies and rising health care costs, the State’s employer contribution has increased from 7% of each employee’s salary in 2006 to 16% in 2016. For comparison, the average employer retirement contribution for large private companies is 6%.

Compensation Distribution for North Carolina K-12 Public School System Employees

North Carolina Education Lottery

The North Carolina Education Lottery was created with the enactment of House Bill 1023 in 2005. By law, education-directed lottery revenues were intended to support NC Pre-K, reduce class size, provide financial aid for low-income students to attend college, and support the public school building capital fund.

This funding prescription was eliminated in 2013. Currently, the bulk of education-directed lottery revenues fund non-instructional supports such as clerical assistants, custodians, and substitute teachers.


The majority of lottery revenues are used to pay for prize expenses. In the 2014-15 academic year, 27% of net lottery revenue went toward education funding, down from 35% in 2006-07 (the first year of the North Carolina Education Lottery).


North Carolina Education Lottery: Education-Directed Spending By Category

- 2016-17
- 2015-16
- 2014-15
- 2013-14
- 2012-13
- 2011-12
- 2010-11
- 2009-10
- 2008-09
- 2007-08
- 2006-07

- Public School Building Capital Fund
- Classroom Teachers
- NC Pre-K
- College Scholarships for Low-Income Students
- Digital Learning
- Non-Instructional Support
- Teacher Assistants

SECTION 5: Achievement

Statewide Assessments for K-12 Students

<table>
<thead>
<tr>
<th>Test</th>
<th>State</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Entry Assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>K-3 mClass Reading (Various Assessments)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3rd Grade Beginning-of-Grade Reading</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3rd-8th Grade End-of-Grade Tests in Both Math and English, also in Science for 5th and 8th Grades</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>End-of-Course in Biology, Math I, and English II</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ACT Testing Suite, Given in 8th, 10th, and 11th Grades</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>North Carolina Final Exams, Given in Otherwise Untested Grades and Subjects</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Assessments in All CTE Courses</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Subgroups of students, such as English Language Learners, Advanced Placement, and International Baccalaureate students, participate in additional state and federal testing. In addition, local districts often require multiple additional assessments, such as interim or benchmark tests, that may provide educators in the district with additional information about student growth and achievement. A statistical sample of students in North Carolina also takes the National Assessments for Educational Progress (NAEP) every two years.

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

Source: NC DPI Accountability Services Division

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

Source: NC DPI ABCs Accountability Model

Performance on North Carolina End-of-Grade (EOG) and End-of-Course (EOC) Exams

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

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Command of Grade-Level Knowledge and Skills</th>
<th>Indicates Grade-Level Proficiency</th>
<th>On Track for College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Superior</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Solid</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Sufficient</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Partial</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Limited</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Source: NC DPI Accountability Services Division
North Carolina K-12 Students On Track for College and Career by Subject

North Carolina K-12 Students On Track for College and Career by Group (2016)

% of North Carolina 4th grade students scored at or above proficient on the 2015 NAEP reading assessment (up from 35% in 2013).

Source: The Nation’s Report Card 2015 Reading Assessment
School Performance Grades and Performance Expectations (2015-16)

A, A+NG* 101 56 6
B 249 321 64
C 263 518 302
D 78 202 188
F 40 58

# of North Carolina K-12 Public Schools

- Exceeded Performance Expectations
- Met Performance Expectations
- Did Not Meet Performance Expectations

Source: NC DPI 2015-16 Accountability and Testing Results

Grade Calculation

80% School Achievement Score and 20% Value-Added Growth Score**

School grades are assigned on a 15-point scale:
A = 85-100; B = 70-84; C = 55-69; D = 40-54; F = < 40

*A+NG schools earn an A rating and have no significant achievement gaps between student groups.

**The value-added growth model designates a school as having exceeded, met, or not met student performance expectations. Schools meet performance expectations if students in the school maintain their relative academic standing compared to students across the state with similar performance on previous state tests.

Source: EVAAS Statistical Models 2010 White Paper

Percentage of North Carolina K-12 Students On Track for College and Career by Free and Reduced Meal Eligibility Rate (2015-16)

Source: NC DPI 2015-16 Accountability and Testing Results, NC Department of Health and Human Services School Nutrition Programs (as of December 2016)

Across North Carolina, school grades and proficiency rates are strongly correlated with student poverty. However, 339 schools statewide (or nearly 14%) serve higher than average percentages of low-income students while posting higher than average rates of college and career readiness.

Source: NC DPI 2015-16 Accountability and Testing Results, NC Department of Health Human Services School Nutrition Programs (as of December 2016)
National Assessment of Education Progress (NAEP)

NAEP 4th Grade Math Score Trends (2005 to 2015)

NAEP 8th Grade Math Score Trends (2005 to 2015)

NAEP 4th Grade Reading Score Trends (2005 to 2015)

NAEP 8th Grade Reading Score Trends (2005 to 2015)

Source: The Nation’s Report Card 2015 Math and Reading Assessment

National Assessment of Education Progress (NAEP) Proficiency by Free & Reduced Meal (F&RM) Eligibility (2015)

*Massachusetts is the highest performing state nationally

Source: The Nation’s Report Card 2015 Math and Reading Assessment
National Assessment of Education Progress (NAEP)
Science Proficiency by Free & Reduced Meal (F&RM) Eligibility (2015)

- 4th Grade Science (F&RM Eligible): 22%, 22%, 26%
- 4th Grade Science (Non-F&RM Eligible): 58%, 55%, 62%
- 8th Grade Science (F&RM Eligible): 18%, 18%, 24%
- 8th Grade Science (Non-F&RM Eligible): 49%, 49%, 60%

*Massachusetts is the highest performing state nationally

Source: The Nation’s Report Card 2015 Science Assessment

Programme for International Student Assessment (PISA)
The Programme for International Student Assessment (PISA) is a triennial survey of 15-year-old students assessing essential higher-order knowledge and skills in science, reading, and mathematics needed for full participation in the modern world.

Worldwide, 73 countries and education systems participated in the survey, including all Organization for Economic Cooperation and Development (OECD) nations, which are most directly comparable with the United States. North Carolina and Massachusetts were the only two US states to participate in the study at a state level, and can therefore put student performance in an international context.

North Carolina’s student performance closely mirrored the performance of the United States as a whole. Benchmarked against all 35 OECD countries, North Carolina ranks in the middle of the pack in science and reading, and near the bottom in math.

PISA Results: North Carolina Performance Benchmarked Against OECD Countries (2015)

North Carolina received an ‘A’ for academic return on investment from the US Chamber of Commerce in 2014.

Note: Per pupil expenditures adjusted by state cost of living using the Council for Community and Economic Research state cost of living index.


*Massachusetts is the highest performing state nationally

Source: The Nation’s Report Card 2015 Science Assessment

Source: PISA 2015 Excellence and Equity in Education Report
North Carolina outperforms the US and other OECD countries on measures of educational equity. In North Carolina, 9% of the variation in science performance can be explained by students’ socioeconomic status, compared to 11% in the US and 13% in OECD countries as a whole.

Source: PISA 2015 Excellence and Equity in Education Report

71% of North Carolina students attained a baseline level of proficiency in math, compared 83% in Massachusetts, and an average of 77% in OECD countries.

Source: PISA 2015 Excellence and Equity in Education Report

In 2014, the North Carolina General Assembly made the AP exam free of charge for any student enrolled in an AP course. Nearly one in five high school students in North Carolina public schools took at least one Advanced Placement course in 2015-16.

Source: NC DPI 2016 AP Report, NC DPI 2016 Student Accounting Data
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.

ACT Average Composite Scores* for States with 100% Participation (2016)

<table>
<thead>
<tr>
<th>State</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>19.1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>19.1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>19.1</td>
</tr>
<tr>
<td>North Carolina</td>
<td>19.1</td>
</tr>
<tr>
<td>Alabama</td>
<td>19.0</td>
</tr>
<tr>
<td>Louisiana</td>
<td>19.0</td>
</tr>
<tr>
<td>Tennessee</td>
<td>19.0</td>
</tr>
<tr>
<td>Kentucky</td>
<td>19.0</td>
</tr>
<tr>
<td>Wyoming</td>
<td>19.0</td>
</tr>
<tr>
<td>Utah</td>
<td>19.0</td>
</tr>
<tr>
<td>Missouri</td>
<td>19.0</td>
</tr>
<tr>
<td>Michigan</td>
<td>19.0</td>
</tr>
<tr>
<td>Montana</td>
<td>19.0</td>
</tr>
<tr>
<td>North Dakota</td>
<td>19.0</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>19.0</td>
</tr>
<tr>
<td>Colorado</td>
<td>19.0</td>
</tr>
<tr>
<td>Illinois</td>
<td>19.0</td>
</tr>
<tr>
<td>Minnesota</td>
<td>19.0</td>
</tr>
<tr>
<td>Colorado</td>
<td>19.0</td>
</tr>
<tr>
<td>Illinois</td>
<td>19.0</td>
</tr>
</tbody>
</table>

*Scores are based on a 36-point scale.

Source: ACT 2016 Condition of College and Career Readiness Report

Participation in the SAT is optional in North Carolina. Accordingly, no direct state-to-state comparisons can be made. In North Carolina, 40% of SAT test takers in the class of 2015 met the SAT college and career readiness benchmark.

Career and Technical Education (CTE)
ACT WorkKeys Career Readiness Certificate (2016)

In North Carolina, 73% of high school seniors with a CTE concentration earned at least a Silver Career Readiness Certificate on the ACT WorkKeys assessment, indicating readiness for at least two-thirds of surveyed jobs.

ACT Career Readiness Certificates are based on the assessments of work skills needed for success in jobs across industries and occupations, including the ability to set up and solve complex work-related math problems, read and understand documents commonly found in the workplace, and apply information derived from graphics to work-related problems.

Source: NC DPI 2015-16 Accountability and Testing Results, ACT National Career Readiness Certificate Information (as of December 2016)

Nearly 90,000 CTE students earned one or more industry-recognized certifications in the 2015-16 academic year.

Source: NC DPI 2015-16 CTE Credentialing Data

40% of North Carolina public school students scored below a 17 on the ACT in 2016, the minimum entry score required for admission into UNC System institutions.

Source: NC DPI 2015-16 Accountability and Testing Results
**ACT-Tested High School Students Meeting College Readiness Benchmarks (2016)**

- **Math:** 32% North Carolina, 41% National
- **Reading:** 34% North Carolina, 44% National
- **English:** 47% North Carolina, 61% National
- **Science:** 26% North Carolina, 36% National
- **All Four Subjects:** 18% North Carolina, 26% National

**ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity (2016)**

- **Am. Indian:** 12%
- **Asian:** 49%
- **Black:** 8%
- **Hispanic:** 16%
- **White:** 39%

Source: ACT 2016 North Carolina Profile Report

**Four-Year Cohort High School Graduation Rate**

- 2006: 68%
- 2008: 70%
- 2010: 74%
- 2012: 80%
- 2014: 84%
- 2016: 86%

Source: NC DPI Cohort Graduation Report 2006 to 2016, National Center of Education Statistics 2014 Common Core of Data

**High School Graduation Rate by Student Group (2015-16)**

- **All Students**
  - Male: 90%
  - Female: 86%
- **Economically Disadvantaged**
  - Male: 70%
  - Female: 74%
- **English Language Learners**
  - Male: 80%
  - Female: 84%
- **Students with Disabilities**
  - Male: 85%
  - Female: 80%
- **American Indian**
  - Male: 90%
  - Female: 90%
- **Asian**
  - Male: 90%
  - Female: 90%
- **Black**
  - Male: 85%
  - Female: 80%
- **Hispanic**
  - Male: 90%
  - Female: 90%
- **Two or More Races**
  - Male: 90%
  - Female: 90%
- **White**
  - Male: 90%
  - Female: 90%

Source: NC DPI Cohort 2015-16 Graduation Report

46% of North Carolina high school graduates met none of the four ACT college readiness benchmarks in 2016.

66% of 2013 North Carolina public high school graduates enrolled in postsecondary education within 16 months of receiving a regular diploma, down from 68% in 2011.
**High School Diploma Integrity**

In North Carolina, 61% of students passed the End-of-Course (EOC) exam in Math I in 2015-16, the first math course offered in high school. Less than a third of students met college readiness benchmarks in math on the ACT. Nevertheless, virtually all students (>95%) received passing grades in Math III, which is typically taken two years after Math I but does not have an End-of-Course exam.

*Source: NC DPI 2015-16 Accountability and Testing Results*

**Math Content Proficiency versus Math Course Pass Rates**

**All Students**

- Passed the High School Math I End-of-Course Exam
  - 61%
- Received a Passing Grade in a Third-Level High School Math Course
  - >95%
- Met the ACT Math College Readiness Benchmark
  - 30%

**Non-Economically Disadvantaged Students**

- 74%
- >95%
- 40%

**Economically Disadvantaged Students**

- 43%
- 95%
- 13%

**High School Graduation versus Postsecondary Readiness**

**All Students**

- End-of-Course Exams - Met College and Career Readiness Benchmark
  - 49%
- Four-Year Cohort Graduation Rate
  - 86%
- ACT Exam - Met UNC System Minimum Entry Requirement
  - 60%

**Non-Economically Disadvantaged Students**

- 63%
- 89%
- 72%

**Economically Disadvantaged Students**

- 32%
- 81%
- 42%

*Source: NC DPI 2015-16 Accountability and Testing Results*
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.

Public School District FAFSA Completion Rates for North Carolina (2015-16)

Overall, North Carolina had a 39% FAFSA completion rate in 2016. The national average was 40%, and Tennessee led all states with a 62% completion rate.

Source: Bellwether Education Partners 2016 FAFSA Completion Rates by State

“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

Percent of College Graduates with Debt and Average College Debt (2015)

North Carolina ranks 40th out of 50 in the Class of 2015 in average student debt carried by graduates, with 1st place being the state with the highest average student debt.

Source: Institute for College Access and Success Student Debt and the Class of 2015
SECTION 5: Achievement

Success Rate* in College-Level Courses
North Carolina Community College System (NCCCS) (2016)

Math

29%

English

51%

*Percentage of first-time Associate’s Degree seeking and transfer pathway students, ages 18 to 24, passing a credit-bearing math and English course with a “C” or better within their first two academic years.

Source: NCCCS 2016 State and Federal Performance Measures

Six-Year Higher Education Completion Rates,
Fall 2009 Freshmen Cohort

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>2,773</td>
<td>71%</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>3,947</td>
<td>62%</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
<td>660</td>
<td>39%</td>
</tr>
<tr>
<td>Fayetteville State University</td>
<td>754</td>
<td>32%</td>
</tr>
<tr>
<td>NC A&amp;T State University</td>
<td>1,879</td>
<td>44%</td>
</tr>
<tr>
<td>NC Central University</td>
<td>1,346</td>
<td>42%</td>
</tr>
<tr>
<td>NC State University</td>
<td>4,589</td>
<td>76%</td>
</tr>
<tr>
<td>UNC Asheville</td>
<td>639</td>
<td>60%</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>3,958</td>
<td>90%</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>3,158</td>
<td>53%</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>2,497</td>
<td>56%</td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>1,202</td>
<td>38%</td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>1,945</td>
<td>71%</td>
</tr>
<tr>
<td>UNC School of the Arts</td>
<td>157</td>
<td>68%</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>1,549</td>
<td>57%</td>
</tr>
<tr>
<td>Winston-Salem State University</td>
<td>794</td>
<td>47%</td>
</tr>
</tbody>
</table>

Source: UNC System 2016 Data Dashboard

UNC System Enrollment and Six-Year Completion Rates
(2009 First-Time, Full-Time Freshmen)

Source: National Student Clearinghouse 2016 Signature Report State Supplement

74% students who attend UNC System schools after receiving their Associate’s degree from the North Carolina Community College System graduate with a Bachelor’s degree within four years.

Source: UNC System 2015 Retention and Graduation Report
Graduate Retention and Wages: North Carolina Community College System (NCCCS) and UNC System (2013)

Mean Wages After Five Years
Post-Graduation Enrollment or Employment in North Carolina After Five Years

Source: NC Tower (as of December 2016)

North Carolina Employer Needs Survey (2016)

6 OUT OF 10 employers use on-the-job training exclusively to meet skill needs.

39% of employers in North Carolina had difficulty filling at least one position in 2015.

Among employers with hiring difficulty, 62% cited a lack of education, certification, or training among applicants.

Source: NC Department of Commerce 2016 Employer Needs Survey

Educational Attainment by Race/Ethnicity in North Carolina (2015)

Source: United States Census Bureau 2015 American Community Survey

Median Earnings and Unemployment Rate by Education Level in North Carolina (2015)

Source: United States Census Bureau 2015 American Community Survey

37% of North Carolina residents ages 25 and older have an Associate’s degree or higher.

Source: United States Census Bureau 2015 American Community Survey
High School to Postsecondary Pipeline in North Carolina (2016)

100
9th Grade Students

86
High School Graduates

57
High School Graduates Enrolled in a Postsecondary Institution within 16 Months of Graduation

42% of North Carolina Community College System students earn a degree or transfer to a four-year institution within 6 years

70% of UNC System students graduate from college within 6 years

In 1970, just 19% of North Carolina adults ages 25-64 had any postsecondary education.

By 2020, 67% of North Carolina jobs will require some postsecondary education.

Share of North Carolina Adults with Any Postsecondary Education by Gender and Race/Ethnicity (2015)

American Indian | Asian | Black | Hispanic | White
--- | --- | --- | --- | ---
Female | 49% | 67% | 58% | 36% | 64%
Male | 36% | 73% | 45% | 27% | 60%

59% of North Carolina adults ages 25 and older have some postsecondary education.


Source: United States Census Bureau 2015 American Community Survey

Source: Georgetown University 2014 Report on Job Growth and Education Requirements Through 2020, Carolina Demography

Source: United States Census Bureau 2015 American Community Survey
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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In memory of our friend and Board Advisor Howard Haworth, whose dedication to uncomfortable truths and urgent commitment to student success continues to inspire our work every day.