



## SUMMARY OF FINDINGS

Results in 2017-2018 closely resemble those in 2016-2017. Specifically:

- For all grade spans, low-poverty schools were composed of mostly white students, whereas in high-poverty schools, the majority of students were black and Hispanic. Moderate-poverty schools' composition was somewhat more balanced between black, Hispanic, and white students.
- On End-of-Grade and End-of-Course standardized state tests, the percentage of students who were College and Career Ready decreased as the level of poverty increased. For reading, math, and science EOGs and Math I, English II, and biology EOCs, at low-poverty schools, students of each race had higher rates of College and Career Readiness than students of the same race at moderate-poverty schools, and in particular, at high-poverty schools.
- On the ACT, students reaching a composite score of 17 (the minimum required for entrance into UNC system colleges) were more commonly found in high schools classified as low poverty.
- Nearly half of CMS graduates took a college-level course, defined as an Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment (DE) course, during high school. In low-poverty schools, on average, 71% of graduates completed a college-level course, whereas in moderate-poverty schools, this percentage was 42%.<sup>23</sup>
- On Advanced Placement (AP) exams, scores of 3, 4, or 5 are considered passing. Students at low-poverty schools had an AP exam pass rate nearly 10 times higher than students at high-poverty schools.
- In 2018, the four-year cohort graduation rate (the percentage of students graduating from high school in four years or fewer) was 85.4%. Changes in the calculation of the cohort graduation rate in 2017-2018 by the North Carolina Department of Public Instruction led to some changes in the percentage of students graduating by school.
- The percentage of students who were chronically absent (missing more than 10% of the days they are enrolled) was greater among high-poverty schools, followed by moderate-poverty, and lowest among low-poverty schools, for all grade spans. The percentage of chronically absent students in grades 9-12 at high-poverty schools is particularly concerning, especially when compared to students in the same grades at low-poverty schools.
- High-poverty schools had a greater percentage of students with one or more out-of-school suspension, particularly in grades 6-8. In low-poverty schools, all grade spans had a similar percentage of students with one or more suspensions (overall averages were <5%), whereas, in high-poverty schools, there is a steep increase in the average rates between grades K-5 and the subsequent grade spans (6-8, 9-12).
- The percentage of teachers with an EVAAS rating of Exceeds Expected Growth and who were retained was relatively similar in schools across poverty levels (equal to or greater than 80%).

All of these patterns are similar to the patterns seen in the 2016-2017 Breaking the Link report. It is important to note that this work will take time. We cannot undo in one year what has occurred in American society over centuries. These findings, and others contained in this report, will enable us to track over time our district's progress in closing the substantial gaps we currently see.

<sup>23</sup> The number of one group of students in high-poverty schools is too small to report, so the average for high-poverty schools is not presented.