



Goal 4

Goal Setting Data Dive Part 2 - September 10 , 2024

Goal 4 Finalization Timeline

August 27	Goal Setting Data Dive Part I <ul style="list-style-type: none">● Overview of Process● EOC and EC/Life Skills Indicator● CTE Concentrators● CTE Credentials
September 10	Goal Setting Data Dive Part 2 <ul style="list-style-type: none">● ACT/SAT● ASVAB● JROTC● College Credit (UNCC, CPCC, IB, AP, Cambridge)
September 24	Goal 4 Recommendation and Discussion Part 1
October 8	Goal 4 Recommendation and Discussion Part 2
October 22	Goal 4 Public Hearing
November 12	Goal 4 Vote

Goal 4 Report Objective

- Review data to understand historical and current state related to four postsecondary readiness indicators in Goal 4.

Goal 4 Vote (Nov 12)

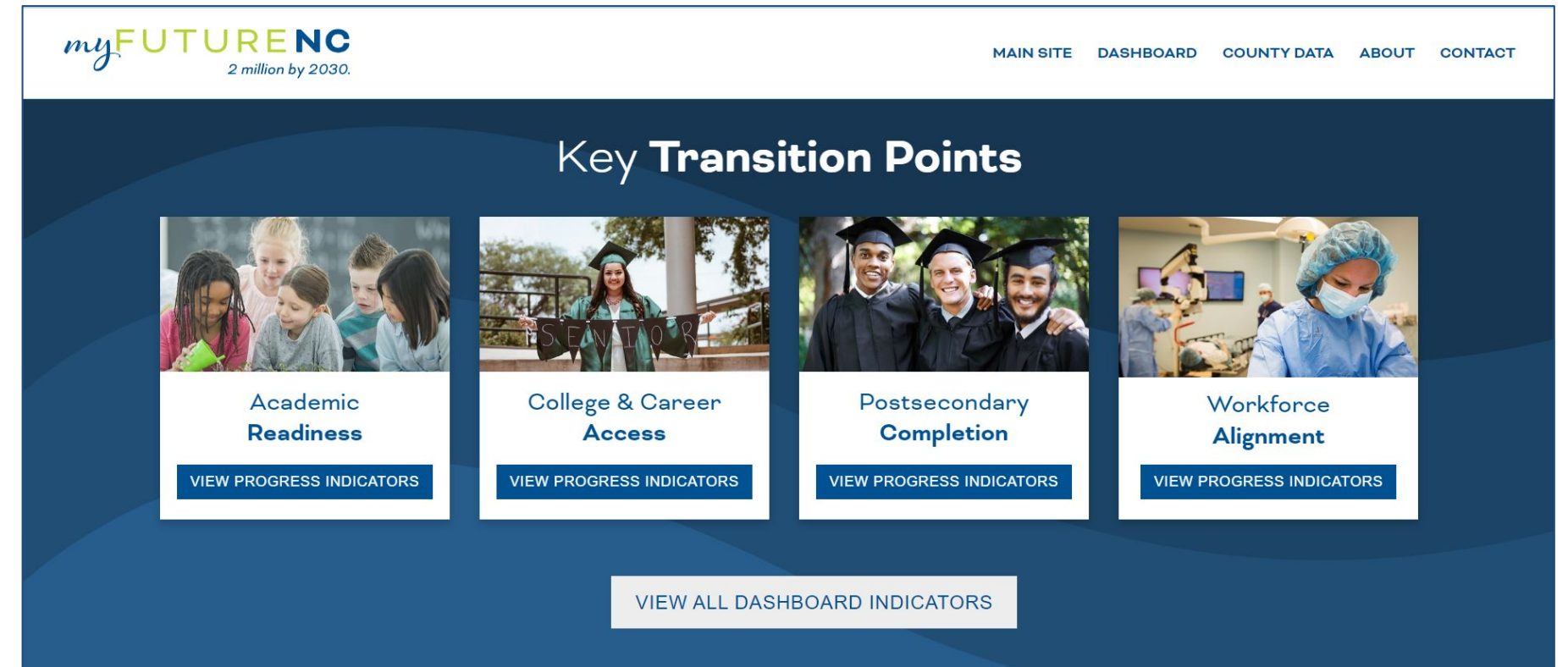
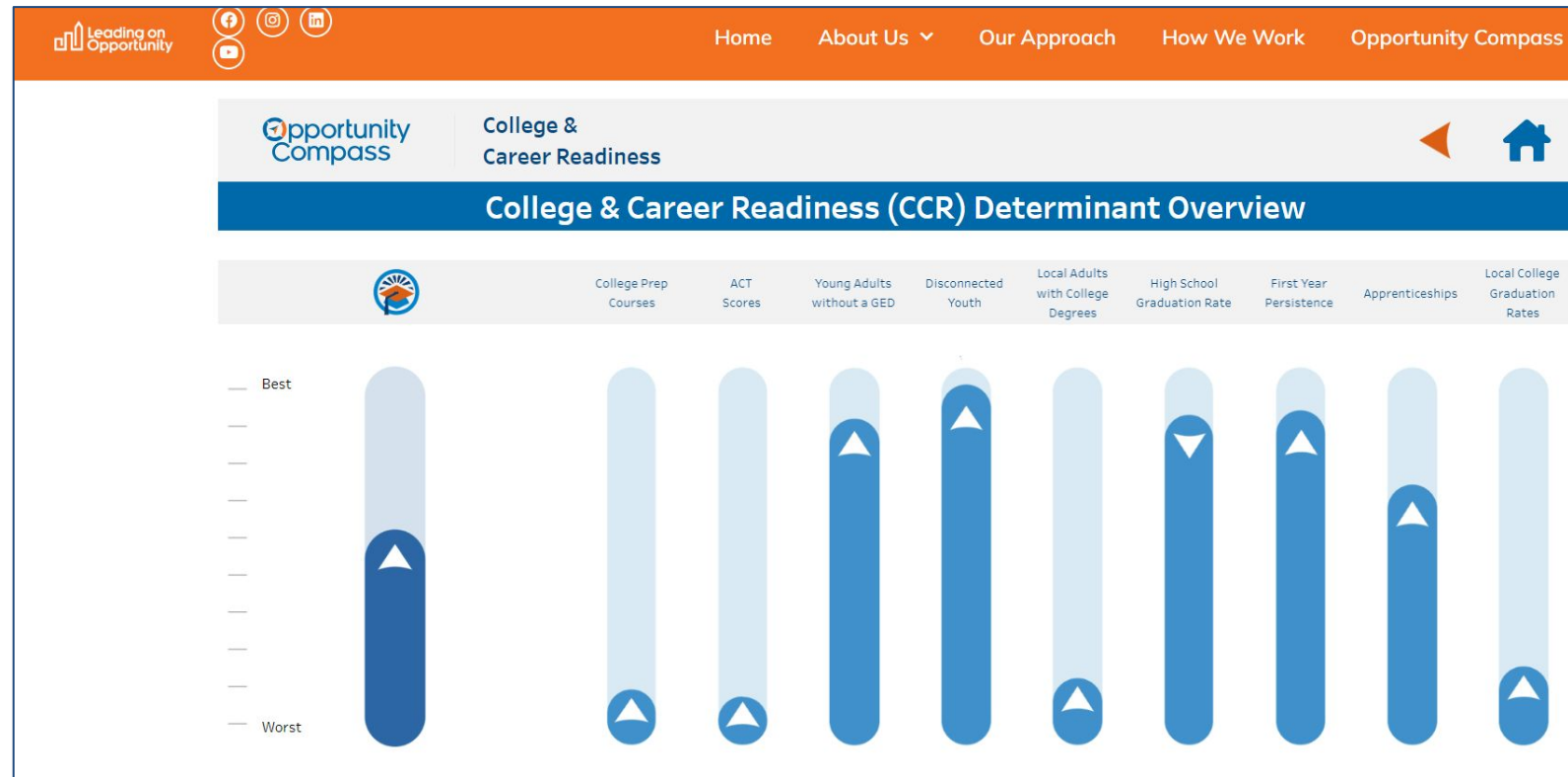
	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.			____%



Goal 4 Context

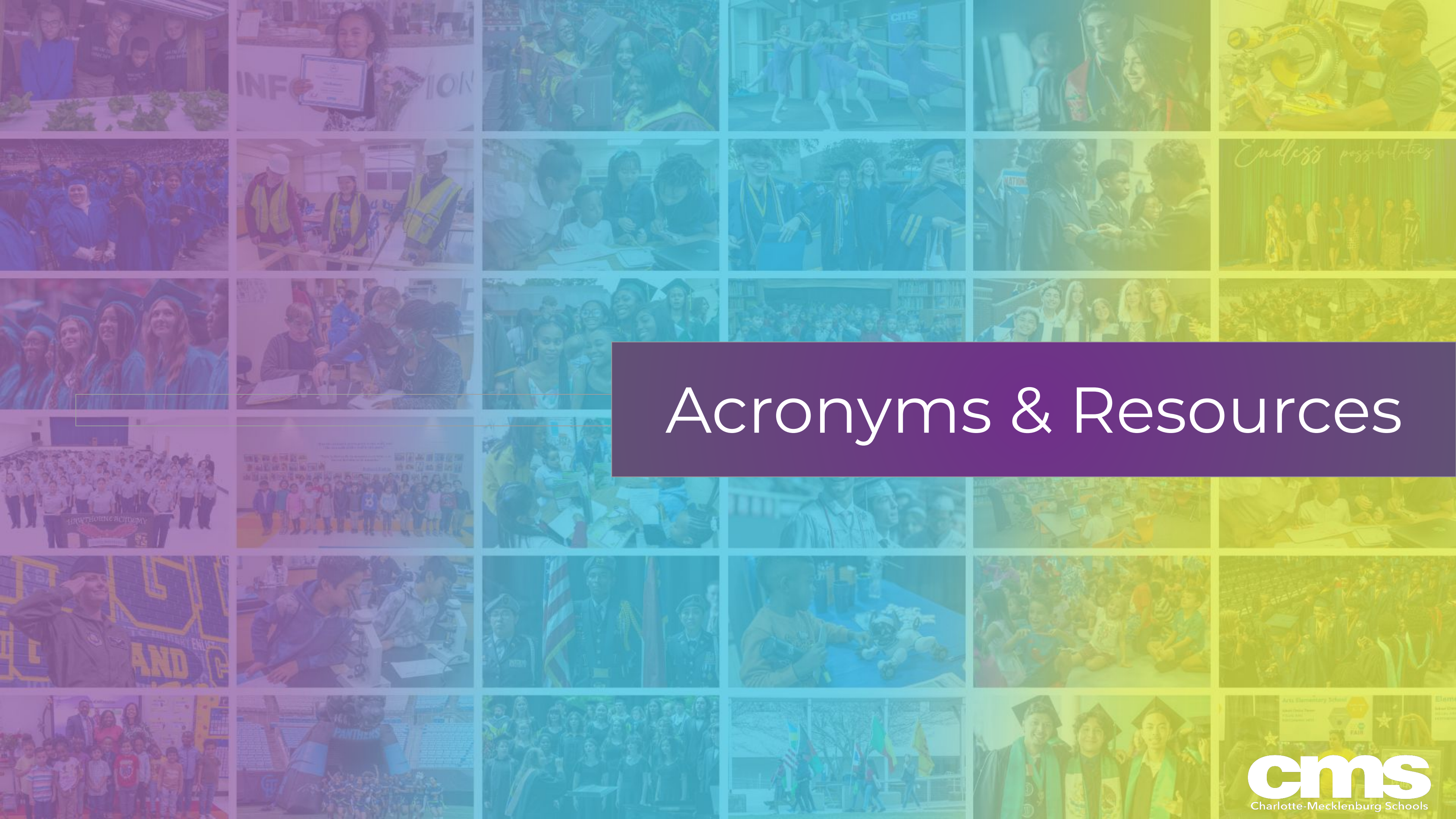
Endless possibilities

Goal 4: Postsecondary Readiness



Aligning with Partner Organizations:

We are collaborating with Charlotte's Leading on Opportunity and North Carolina's MyFutureNC to ensure our business rules align to the metrics shared across other organizations.



Acronyms & Resources

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Acronyms

EOC	End of Course Assessment	The end-of-course (EOC) tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Essential Standards. NC students take EOCs in Biology, English II, NC Math 1, and NC Math 3.
GLP	Grade Level Proficient	Students at Grade Level Proficiency demonstrate <i>sufficient</i> understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.
CTE	Career and Technical Education	The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.

* From NCDPI website [linked here](#)

Acronyms

Cambridge	Cambridge	Cambridge International A Level is typically a two-year course in high school with 360 teaching hours. The courses and exams equate to two semesters of undergraduate level courses, equivalent to 6-8 college credits for a passing grade of E or higher.
AP	Advanced Placement	The College Board defines Advanced Placement (AP) courses as “rigorous, college-level classes in a variety of subjects that give students the opportunity to earn college credit while in high school by scoring a 3 or higher (5-point scale) on the AP exam associated with that course.” Advanced Placement (AP) is a program in the United States and Canada created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.
IB	International Baccalaureate	International Baccalaureate (IB) courses follow a curriculum created by the International Baccalaureate Organization (IBO), a non-profit educational foundation located in Cardiff, Wales. Students can take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher on the corresponding IB exam) or can be IB diploma students, which is a 2-year program for juniors and seniors. Students who decide to pursue an IB diploma must complete a specific set of courses, the Theory of Knowledge course, a 4,000-word Extended Essay, and 150 hours of creativity, action, and service hours.
ASVAB	Armed Services Vocational Aptitude Battery	Multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students.

* From NCDPI website [linked here](#)

Resources

2024-2025 HIGH SCHOOL PLANNING GUIDE



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Charlotte-Mecklenburg Schools

* Located on the Charlotte-Mecklenburg Schools website [linked here](#)

7 GRADUATION REQUIREMENTS EXHIBIT – IKF-E

Effective with Class of 2021 (beginning with students entering 9th grade in 2017)

Adopted: 8/28/12 Last Revised: 10/26/21

TABLE 7.1

Course of Study	Future Ready Core Plus	Occupational (Effective with entry year 2021)
Content Area	Courses	Credits
English	4 Credits English I, II, III, IV (taken in sequence); or Early College English Course sequence	4 Credits English I, II, III, IV
Mathematics	4 Credits (See Notes 1, 2 & 3) • NC Math 1, and Alternate Math Sequence (requires principal approval); • NC Math 2, and (OR) • NC Math 1, and NC Math 3, and NC Math 2 and • A 4th math aligned with the student's post high school plans; two other alternative math courses.	4 Credits • Introduction to Mathematics • NC Math 1 (See Note 3) • Financial Management • Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits • An earth/environmental science • Biology • A physical science	3 Credits • Applied Science • Biology • Employment Preparation I: Science (to include 150 work hours)
Social Studies	4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school. 9th grade entry between 2014-15 and 2019-20: • World History, and • A founding principles course, and • One American History course and one additional course (one of these options): • American History I and American History II • American History I, or American History II, and another Social Studies course (see note 5) • American History and another Social Studies course (see note 5) 9th grade entry during the 2020-21 school year: • World History, and • A founding principles course, and • Economics and Personal Finance, and • An American History course 9th grade entry during the 2021-22 school year and beyond: • World History, and • Founding Principles of the United States of America and North Carolina: Civic Literacy, and • Economics and Personal Finance, and • American History	2 OR 4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school. 9th grade entry year between 2017-18 and 2019-20 Two Social Studies credits that shall be: • American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy • American History I or American History II or American History 9th grade entry during the 2020-21 school year: Two Social Studies credits that shall be: • Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance 9th grade entry during the 2021-22 school year and beyond: Four Social Studies credits that shall be: • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance • Employment Preparation I: Citizenship 1A (to include 75 work hours) • Employment Preparation I: Citizenship 1B (to include 75 work hours)
Health & Physical Education	1 Credit	1 Credit
Electives	8 Credits A concentration of four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6)	4 Credits Career/Technical Education
Employment Preparation	0 Credits	4 Credits which consist of: Employment Prep II: Citizenship II A (to include 75 work hours) Employment Prep II: Citizenship II B (to include 75 work hours) Employment Preparation I: Science Lab Employment Preparation IV: Math Lab
TOTALS	24 Credits (See Note 7)	24 Credits

- Notes:
- To meet minimum admission requirements for the UNC University System, a student must: a) complete a specific math sequence; and to have a minimum of two years of credit in the same World Language.
 - A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the learning community superintendent.
 - The course title of Civics and Economics has changed to "American History: The Founding Principles, Civics and Economics."
 - The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
 - Students must earn four elective credits constituting a concentration in CTE, ROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation 19CC-R for details.
 - Additional graduation requirements: CPE certification. CPE certification is required beginning with students entering the 9th grade in 2011. This is suspended for the 2021-2022 school year per North Carolina Session Law 2021-130. This provision was suspended for the 2020-2021 school year per North Carolina Session Law 2020-3.
 - Students following the Occupational Course of Study and entering 9th grade in the 2012-2013 or 2013-2014 school year must also complete 300 School-Based Training hours, 240 Community-Based Training hours, and 360 Paid Employment Hours. Students entering 9th grade in the 2014-2015 or later school years must complete 150 School-Based Training hours, 225 Community-Based Training hours, and 225 Paid Employment Hours.
 - The NC General Assembly passed legislation that allows high school students the opportunity to graduate with 22 credits beginning in the 2024-2025 school year. Students must declare this pathway as a rising 9th grader and complete the CMS Accelerated Graduation process through the school counselor and principal.

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Charlotte-Mecklenburg Schools



Business Rules & Cohort Context

Business Rules

Business Rules:

- **(Indicator 2) ACT/SAT:** Students who graduated within the 2022-23 cohort having scored 19 (or higher) on ACT or 1050 (or higher) on SAT
- **(Indicator 3) Higher Education:** Students who graduated within the 2022-23 cohort having earned credit from an institute of higher education (CPCC, UNCC) or earned the minimum score required for college credit on an AP, IB, or Cambridge exam.
- **(Indicator 4) ASVAB:** Students who graduated within the 2022-23 cohort having scored 31 (or higher) on Armed Services Vocational Aptitude Battery (ASVAB).
- **(Indicator 5) JROTC:** Students who graduated within the 2022-23 cohort having completed a Junior Reserve Officers' Training Corps (JROTC) pathway.*

* The JROTC pathway is not currently an official concentrator pathway offered by Career & Technical Education. Rather, we define pathway completion as completing three JROTC courses with a passing grade. Currently, the district is working with the state to create an official CTE JROTC pathway that would include a NOCTI Exam. This should be available starting in 2025-26.

2022-23 Graduating Cohort Context

2022-23 Graduating Cohort

- 2019-20** ● Students entered remote learning in March 2020.
- 2020-21** ● Students were in remote or hybrid learning the entire school year.
- 2021-22** ● Students were in-person the entire school year.*
- 2022-23** ● Students were in-person the entire school year.*

* Students enrolled in a virtual school program were learning virtually due to their program choice.

** Students were required to take the Math I, Math III, Biology and/or English II end of course assessment (EOC) if it was not taken during 2019-20 due to remote learning. Not all students participated.

Rules about Reporting Data

NC Department of Public Instruction Student Privacy Policy:

- Requirement of FERPA to protect student personal identifiable information (PII)
- Data with fewer than 10 students are not reported
- Results less than 10% are masked (<5%)
- Results greater than 95% are masked (>95%)



Goal 4 Indicators

Endless possibilities

Goal 4: Postsecondary Readiness

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.			
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 or higher on the SAT			
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge			
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)			
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway			
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		



Indicator 2 2022-23 Baseline Data

Endless possibilities

Goal 4, Indicator 2: ACT/SAT

% of students who scored **19** (or higher) on ACT or **1050** (or higher) on SAT

ACT* Score Benchmark:

A student who achieved a composite score of at least **19**** on an ACT Test. The composite score is the average of four test scores (English, Math, Reading and Science).

SAT Score Benchmark:

A student who achieved a score of at least **1050** on an SAT Test. A student's SAT score is the total of two portions, Reading and Writing and Math.

* More information on statewide ACT administration guidelines and results is on the NCDPI website [linked here](#).

** More information minimum admission requirements for colleges and universities in the UNC system is [linked here](#).

Goal 4, Indicator 2: ACT/SAT

Minimum Eligibility Requirements

The Systemwide [minimum admission requirements](#) are guidelines to help future students and university administrators determine if applicants are ready to meet the challenges of a four-year degree program, or if they might benefit from additional preparatory work at a community college before transferring into the UNC System. As a mechanism for predicting student success, the UNC System's minimum eligibility requirements consider three key measurements of students' previous achievement: high school courses, high school grade point average (GPA), and test scores*.

On May 23, 2024, the UNC Board of Governors approved [Policy 700.1.1](#) revising the test score requirements for admissions.

For students entering in the Fall 2024 or Spring 2025 semesters:

1. High School GPA: A minimum weighted GPA of 2.5; **OR**
2. Standardized Test Scores: Students are not required to submit a standardized test score.

If a student does not meet the minimum High School GPA requirement, they may gain admission eligibility with a composite ACT score of 19, or combined SAT (mathematics and evidence-based reading and writing) of 1010.

For students entering in the Fall 2025 or Spring 2026 semesters:

1. High School GPA: A minimum weighted GPA of 2.5.
2. Standardized Test Scores: **Students with a weighted High School GPA greater than or equal to 2.50 and less than 2.80 are required to submit a standardized test score (ACT or SAT).**

For students entering in the Fall 2026 semester and beyond:

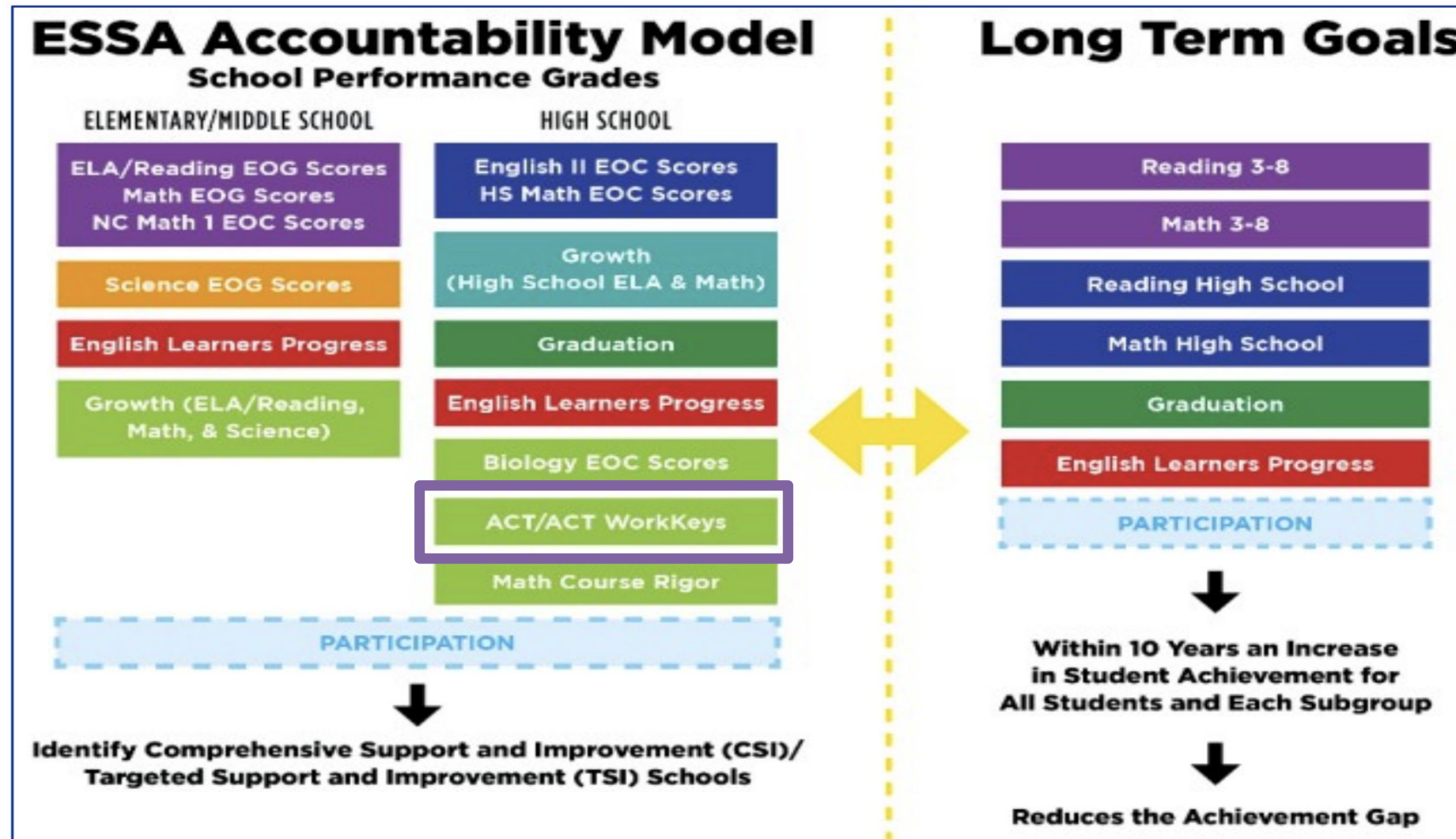
1. High School GPA: A minimum weighted GPA of 2.5.
2. Standardized Test Scores: **Students with a weighted High School GPA greater than or equal to 2.50 and less than 2.80 are required to submit a standardized test score of a 17 or higher on the ACT or a 930 or higher on the SAT.**

← Current High School Seniors

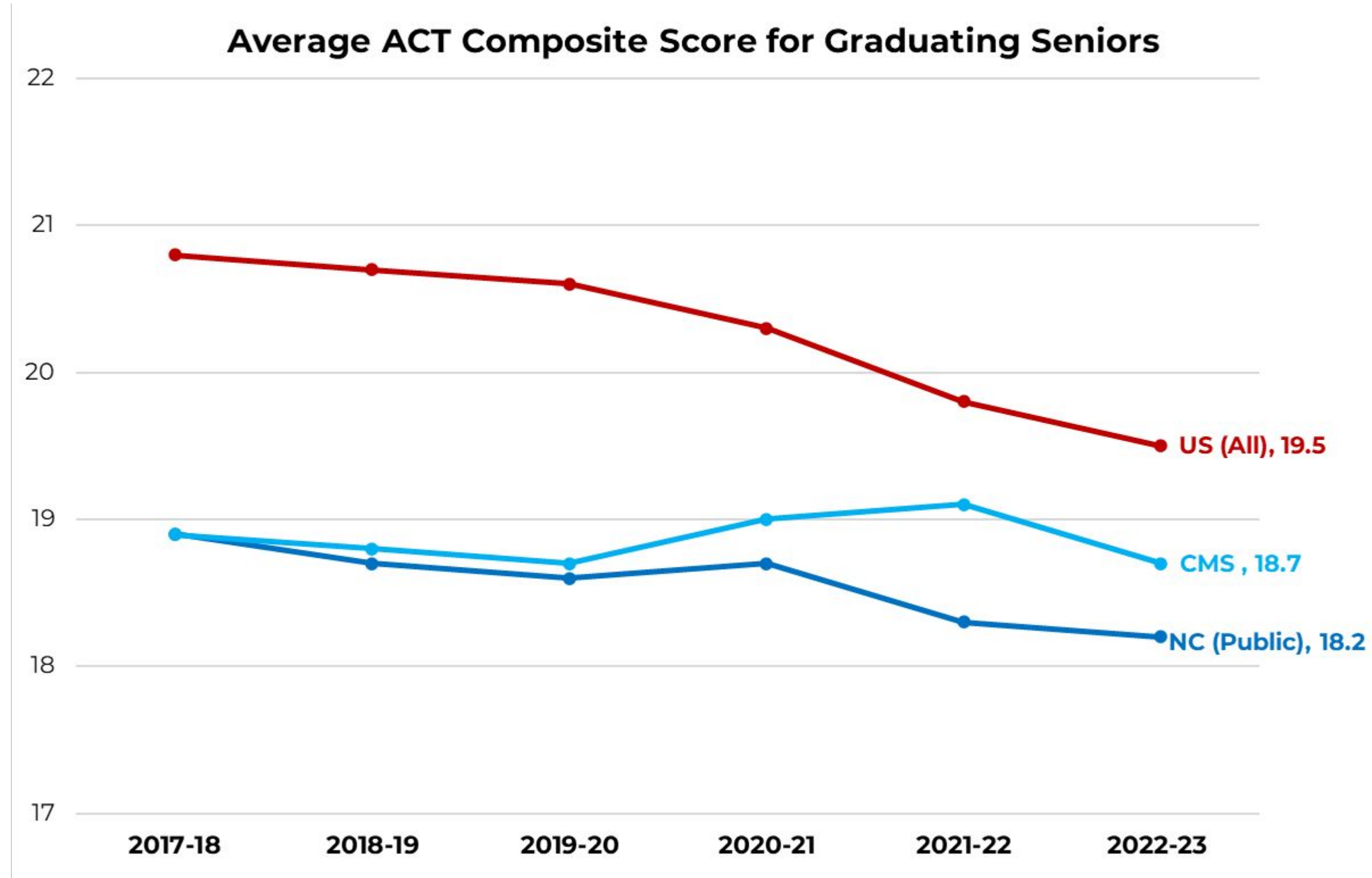
← Current High School Junior

Please note that, while these are the minimum requirements for consideration, **they do not guarantee acceptance.**

Goal 4, Indicator 2: ACT/SAT



Goal 4, Indicator 2: ACT/SAT



Goal 4, Indicator 2: ACT/SAT

ACT/SAT Participation by Year

	CMS		North Carolina	
	ACT	SAT	ACT	SAT
2017-18	8,320	4,959	103,899	48,535
2018-19	8,645	5,140	101,830	47,842
2019-20	8,649	4,672	N/A*	44,828
2020-21	7,898	2,438	86,953	N/A*
2021-22	7,276	2,725	97,770	23,378
2022-23	8,078	2,486	100,261	22,607

*Data Unavailable

Goal 4, Indicator 2: ACT/SAT

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **3,889** Students Met Goal 4 Indicator 2

40.4%*
Percentage of 2022-23 Graduates
Meeting Goal 4 Indicator 2

Goal 4, Indicator 2: ACT/SAT

Students Meeting or Exceeding Score Benchmark:

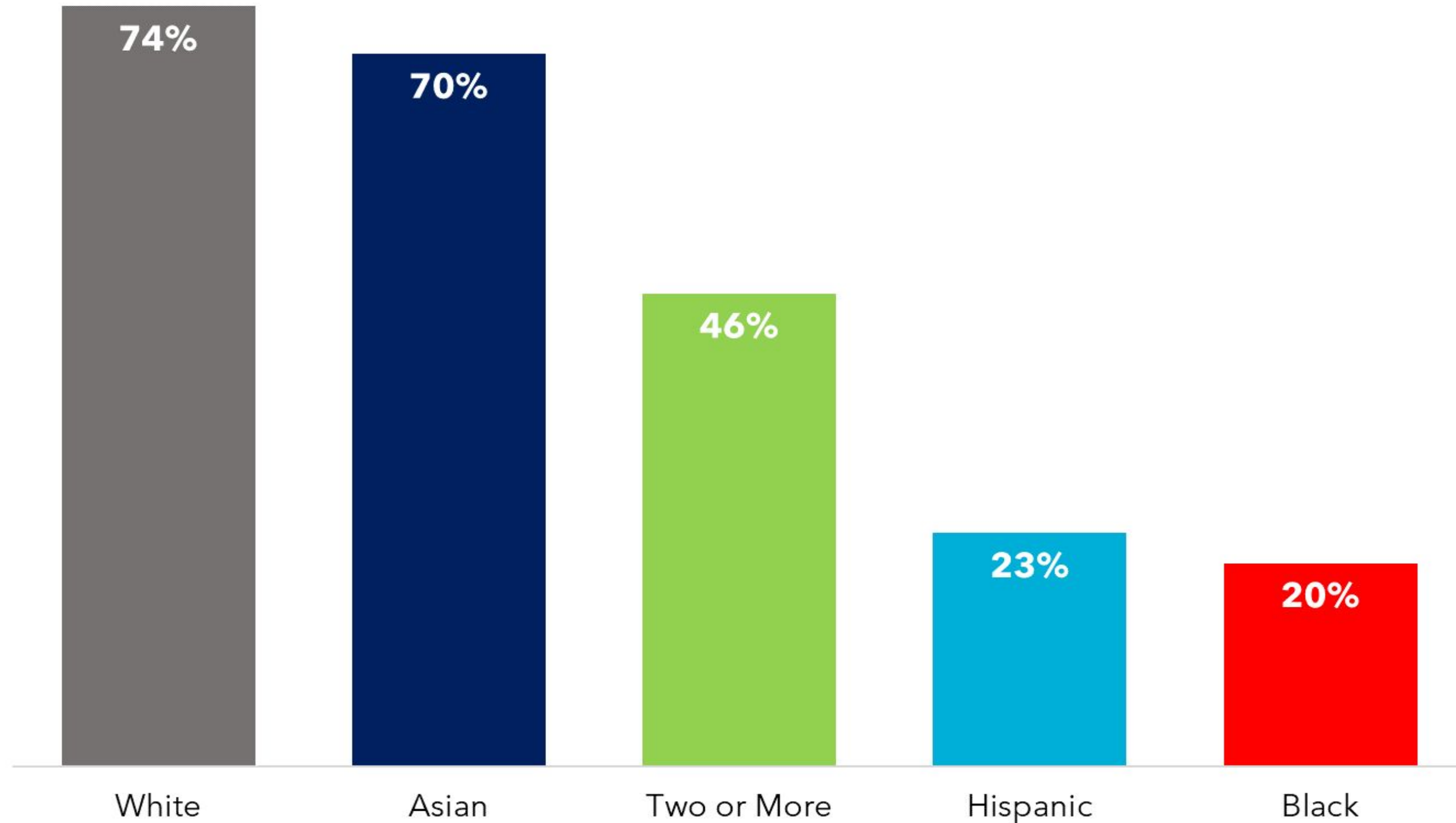
	ACT	SAT	Total
Total Cohort	9,629	9,629	9,629
Took Test	8,078	2,486	8,180*
Reached Benchmark	3,774	1,814	3,889
% of Test Takers Reaching Benchmark	46.7%	73.0%	47.5%
% of Cohort Reaching Benchmark	39.2%	18.8%	40.4%

Students enrolled in the 11th grade are required to take the ACT Assessment to meet the requirements of the North Carolina Accountability Model.

**Students took at least one of the tests*

Goal 4, Indicator 2: ACT/SAT

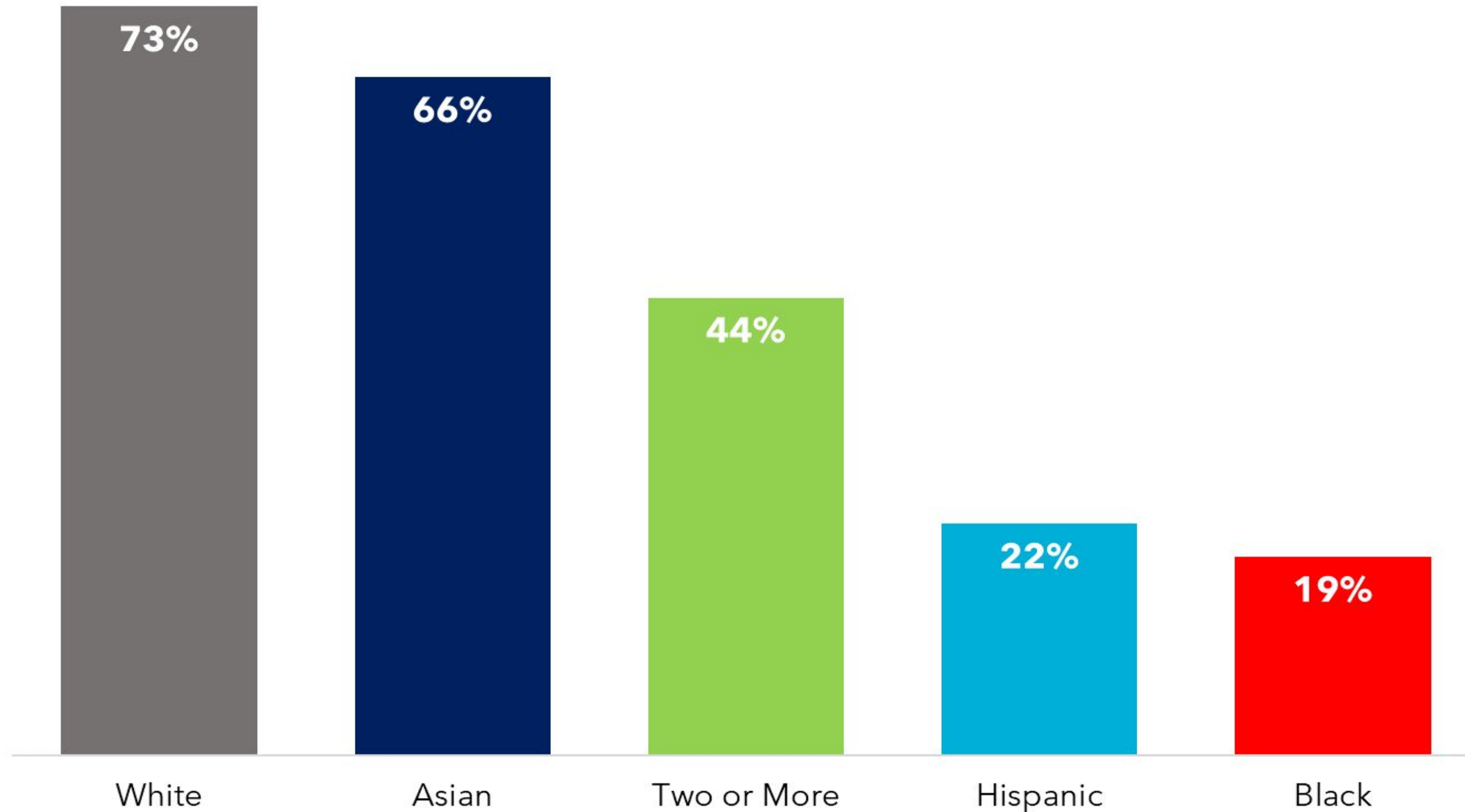
% of Student Groups Reaching ACT or SAT Benchmark



*Pacific Islander and Native American student group not included in graphic due to low quantity (<10)

Goal 4, Indicator 2: ACT/SAT

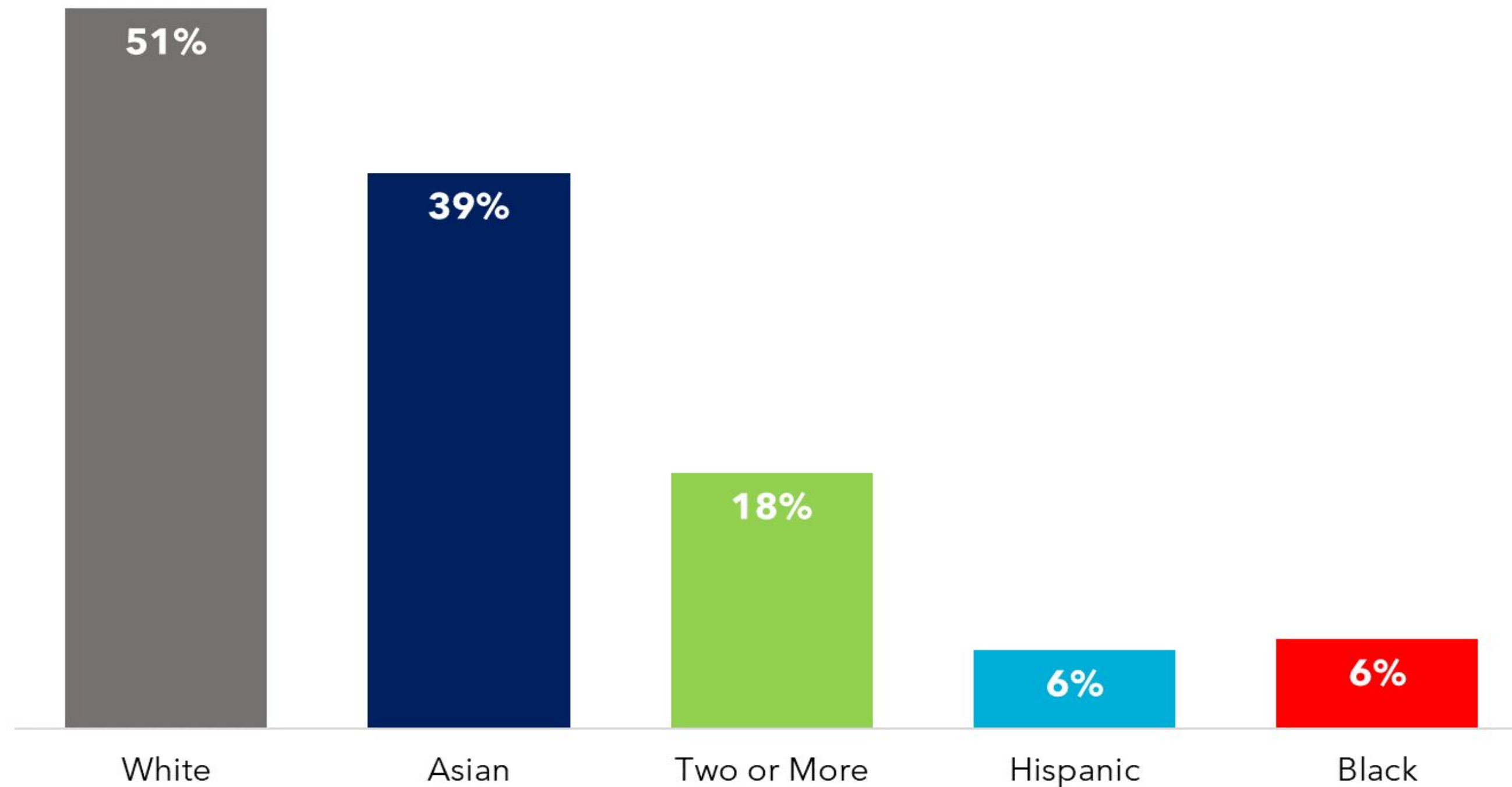
% of Student Groups Reaching ACT Benchmark (≥ 19)



*Pacific Islander and Native American student group not included in graphic due to low quantity (<10)

Goal 4, Indicator 2: ACT/SAT

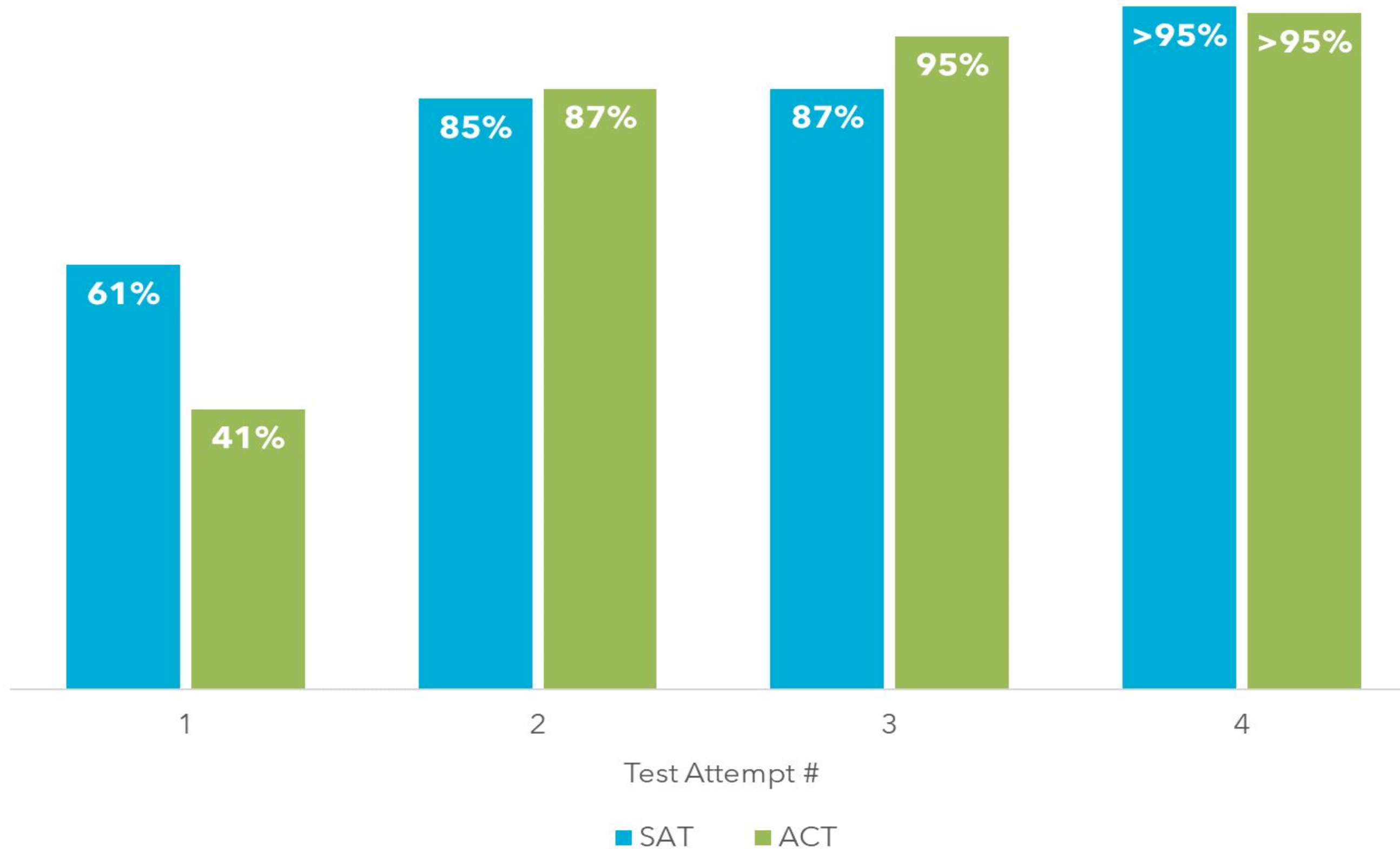
% of Student Groups Reaching SAT Benchmark (> 1050)



**Pacific Islander and Native American student group not included in graphic due to low quantity (<10)*

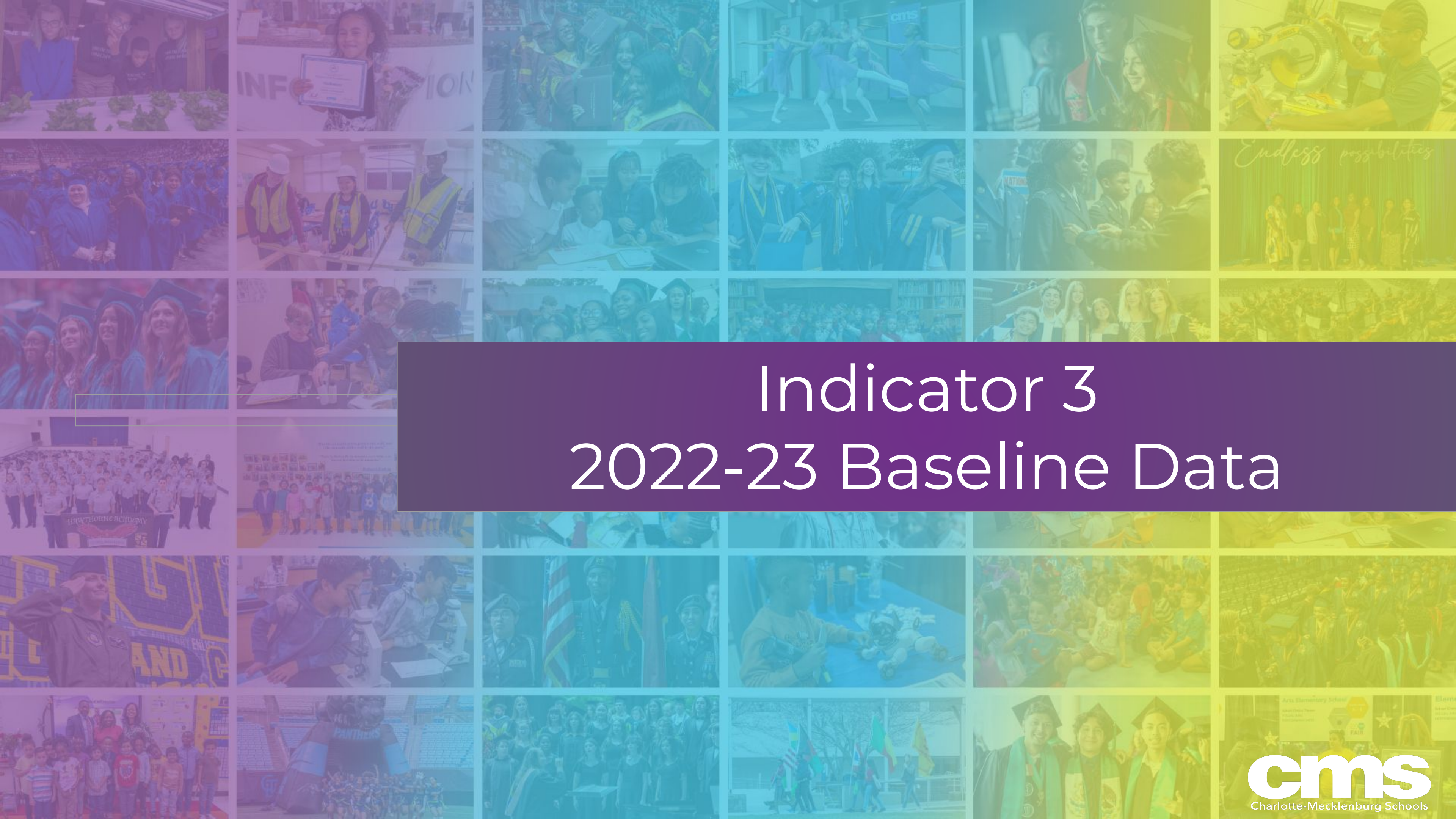
Goal 4, Indicator 2: ACT/SAT

% of Students Reaching Indicator Benchmark
by Number of Tests Attempted



Goal 4, Indicator 2: ACT/SAT

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% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%		
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge			
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)			
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway			
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		



Indicator 3 2022-23 Baseline Data

Goal 4, Indicator 3: College Credit

% of students earning a credit from an institute of higher education (**CPCC, UNCC** including dual enrollment), **AP, IB,** or **Cambridge**

CPCC /UNCC Dual Enrollment Benchmark:

A student enrolled and passed a CPCC/UNCC accredited course.

AP Credit Benchmark:

A student who achieved a score of at least **3** on an AP Exam.

IB Credit Benchmark:

A student who achieved a score of at least **4** on an IB Exam.

Cambridge Credit Benchmark:

A student who achieved an assessment score E or above within a Cambridge course.

Goal 4, Indicator 3: College Credit

9 CAREER & TECHNICAL EDUCATION

WHAT IS CAREER TECHNICAL EDUCATION (CTE)?

- A blend of early career discovery and skill development through active learning
- Early career launch through sequenced career pathway courses
- Opportunity to build industry recognized certifications and early credit towards postsecondary degree
- Connect with Charlotte employers through job shadows and internships

What is a CTE pathway?

- Three to four course sequence using state of the art hardware, software, and equipment that allows students to build industry relevant knowledge in their chosen career field, students are not allowed to take courses out of sequence to ensure that they have the prior knowledge to complete the course
- Courses embed industry credentials and deepen industry experience for each sequential course taken
- Deepening industry experience for each sequential course taken
- Most pathways articulate to a pathway through two or four year university, or the next level of necessary certification
- Courses align to provide deeper work based learning opportunities
- Courses build industry ready skills which lead to high quality internships

By completing a CTE pathway, students have the opportunity to begin building a professional network with Charlotte employers before graduating high school.

How can completing a CTE Pathway help me?

- Complete industry certification embedded in pathway sequence
- Leverage CTE AP and Honors Courses to deepen industry knowledge
- Enroll in early college opportunities through College and Career Promise
- Track field trips, job shadows and internships
- Participate in capstone competitions
- Be an active member of Career and Technical Student Organization

The following pages outline the pathways that are hosted at each school. To ensure students are able to maximize their CTE opportunities, please connect with counselors or the Career Development Coordinator at the school level. All high schools offer CTE courses. The courses listed in the pathways document are not intended to be an exclusive list of CTE courses at each school. Some pathway sequences will vary slightly by school based on a specialty offered at that school.

Table 9.1

SEMESTER HOURS CREDIT***	HIGH SCHOOL CREDITS
1-2	0
3-4*	1
5-8**	2
9 OR MORE**	3

For 24-25 academic school year, college and university courses shall earn high school dual credit as specified to the left.

* Courses with labs, the combination of the course and the lab count as a single course.

** These occur only in certain Career and Technical courses.

*** High school credit applies to college courses in college curriculum programs.

CAREER AND COLLEGE PROMISE (CCP)

Career and College Promise (CCP) gives high school juniors and seniors the opportunity to get a "jump start" and earn college credit toward a two year or four year degree while still in high school. Students are dually enrolled in their high school and at Central Piedmont Community College, allowing them the opportunity to receive both high school and college credit for courses taken through the program while remaining at their current high school. Best of all, **CCP classes are tuition-free during the fall, spring and summer semesters.**

HOW HAS CAREER AND COLLEGE PROMISE BENEFITED STUDENTS?

- Students can explore more than 50 academic programs.
- High school students earned over 17,000 hours of college credit.
- More than 2500 high school students saved approximately \$1,200,000 in college tuition.

Table 9.2

TUITION FREE OPTIONS	HOW TO QUALIFY FOR CCP	MAINTAINING ELIGIBILITY	PATHWAY REQUIREMENTS
Career & Technical Education Pathway	<ul style="list-style-type: none"> • Be a high school junior or senior; • Have a minimum unweighted cumulative GPA of 2.8 on high school courses; or • Demonstrate college readiness in English, Reading, and Mathematics on an approved assessment or placement test 	<ul style="list-style-type: none"> • Continue to make progress toward high school graduation • Maintain a 2.0 in college coursework after completing two courses, <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. 	<ul style="list-style-type: none"> • A student must enroll in one program of study and may not substitute courses in one program for courses in another. • The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator. • Students may also enroll in both CTE and College Transfer with approval of the high school principal or his/her designee and the college's chief student development administrator.
College Transfer Pathway	<p>There are two options for Career and Technical Pathway Eligibility. The student must be a high school junior or senior and meet either A or B below.</p> <p>A. Show College Readiness</p> <ol style="list-style-type: none"> 1. With a minimum unweighted, cumulative GPA of 2.8 on high school courses, or 2. With approved assessments in English, Reading, and Mathematics <p>These students are eligible to enroll in any CTE pathway</p> <p>B. Do not show College Readiness</p> <ol style="list-style-type: none"> 1. Have a recommendation of their high school principal or designee 2. Have received career pathway information outlining program requirements for completion of the certificate or diploma <p>These students are eligible to enroll in a CTE pathway without UGETC (Universal General Education Component) Courses.</p>		

Adapted from Central Piedmont Community College. For more information: www.cpc.edu/hsprograms

2 ADVANCED STUDIES

CHARLOTTE-MECKLENBURG SCHOLARS

Effective for students entering 9th grade in 2005 and after. A total number of 30 credits is required:

Table 2.2

Credits	Courses
4	English I, II, III, IV
4	Science (must include one second level science or one AP/IB level or one college-level science course)
4	Mathematics (must include one math course for which NC Math 3 is a prerequisite)
4	World Language (four levels of one language or two levels of two different languages)
4	Social Studies (Founding Principles of the United States and North Carolina: Civic Literacy, American History, World History, and one second level or one AP/IB or one college-level social studies course)
1	Health/Physical Education
1	Arts Education
8	Electives

An overall unweighted GPA of 3.5 is required (at end of 1st semester of 12th grade)

ADVANCED PLACEMENT COURSES (AP):

Research has shown that students who participate in AP courses outperform others in college, particularly in grades and graduation rates. CMS believes that all children deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses. We want to provide our students and parents with information to aid them in determining what AP classes and how many AP classes a student should consider.

If you would like further information about the Advanced Placement program, please contact your child's counselor or the Advanced Studies Department at 980-343-6955.

STUDENTS ENROLLED IN AP COURSES:

1. Are expected to take the AP exam.
2. Engage in the content and challenge themselves academically.
3. Advocate for themselves.

WHEN MAKING A DECISION ABOUT TAKING AP COURSES, STUDENTS SHOULD CONSIDER THE FOLLOWING QUESTIONS:

1. What content areas are you most interested in?
2. Are you willing to work diligently to be successful in college level coursework?
3. When enrolled in an AP course, will you be willing to reach out for help from the teacher and your peers when needed?
4. What kinds of support will help you succeed in an AP course (i.e. tutoring, writing preparation, reading preparation, study skills)? How will you develop that support?
5. Speak to the teacher of the course you are interested in - are there any specific expectations that you should be aware of?
6. What is your understanding of the significance of the AP exam at the end of the year? How will you benefit from studying for the exam and striving to do your best?

SKILLS DEVELOPED IN AP COURSES:

ART HISTORY: Learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity; explore architecture, sculpture, painting and other media from across a variety of cultures; articulate visual and art historical concepts in verbal and written form; investigating and evaluate works of art through observation, discussion, reading and research.

ART & DESIGN: 2-D ART & DESIGN; 3-D ART & DESIGN, DRAWING: Demonstrate investigation of 2-D, 3-D or Drawing design principles through the development of a portfolio that is personal to your individual talents and interests; explore your creativity and be an informed, independent, critical decision maker; see art from more than one perspective, accept critique from others, and take creative ideas to fruition; Portfolios are evaluated at the end of the course.

MUSIC THEORY: Develops musical skills and builds understanding of music composition and theory through listening, analysis, and analytical exercises.

COMPUTER SCIENCE: Understand how computing and technology influence the world around you; creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life; learn the fundamentals of programming and problem solving.

ENGLISH: Reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres.

GLOBAL STUDIES: Constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view.

MATH: Problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, Mathic, numeric, tabular, and verbal representations of functions and relations.

SCIENCES: Demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports.

WORLD LANGUAGES: Demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures.

CAMBRIDGE PROGRAM

The Cambridge Program is offered at Garinger, Hopewell, Independence, Julius L. Chambers, Palisades, and West Mecklenburg.

The Cambridge Program is a rigorous set of courses that are made up of honors level courses IGCSE (International General Certificate of Secondary Education) and AS and A Level courses that can lead students to earn an AICE (Advanced International Certificate of Education) Diploma that is recognized globally. IGCSE courses are honors level and receive an additional .5 GPA, and AS and A Level courses are college level courses and receive an additional 1 GPA.

Cambridge is a flexible course of study that allows students to choose the course of study that best reflects their strengths and interests. That being said, we do have three pathways that we recommend to our students: Traditional, Humanities, and Math and Science Pathways.

Goal 4, Indicator 3: College Credit

2 ADVANCED STUDIES

IB MIDDLE YEARS PROGRAM

The IB Middle Years Program is offered at Ballantyne Ridge (candidate), East Mecklenburg, Myers Park, North Mecklenburg, and West Charlotte High Schools.

MYP works with the framework of the North Carolina Standard Course of Study, and MYP teachers create units which combine NC required objectives with IB contexts and concepts.

While the MYP is a stand-alone program, it can also prepare students to enter the IB Diploma or Career-related Program in grade 11. To enter the DP, students must have completed at least three levels of math and at least three levels of world language, along with other typical course requirements for 9th and 10th graders. Below are some typical course progressions for students in high school MYP; individual student schedules may vary based on their needs and schools' offerings.

High School Registration Notes for IBMYP Grade 9

SITUATION 1: ONE MATH, ONE WORLD LANGUAGE

IBMYP English 9
IBMYP Civic Literacy or Economics/Personal Finance
IBMYP Earth/Environmental Science (may be taken later in high school if necessary)
IBMYP Biology
IBMYP Math 1 or IBMYP Math 2 or IBMYP Math 3 (depending on last math class)
IBMYP World Language 1 or 2 (offerings vary by school)
IBMYP Health/PE
One (or two) elective(s)

SITUATION 2: ONE MATH, TWO WORLD LANGUAGE LEVELS

(for students who have not had level 1 of world language in middle school)
IBMYP English 9
IBMYP Civic Literacy or Economics/Personal Finance
IBMYP Earth/Environmental Science (optional)
IBMYP Biology
IBMYP Math 1 or IBMYP Math 2 or IBMYP Math 3 (depending on last math class)
IBMYP World Language 1 (offerings vary by school)
IBMYP World Language 2 (offerings vary by school)
IBMYP Health/PE

SITUATION 3: TWO MATHS, ONE WORLD LANGUAGE

IBMYP English 9
IBMYP Civic Literacy or Economics/Personal Finance
IBMYP Earth/Environmental Science (optional)
IBMYP Biology
IBMYP Math 1
IBMYP Math 2
IBMYP World Language 1 or 2 (offerings vary by school)
IBMYP Health/PE

High School Registration Notes for IBMYP Grade 10

SITUATION 1: MATH 3, ONE WORLD LANGUAGE

IBMYP English 10
IBMYP Economics/Personal Finance or Civic Literacy
IBMYP Math 3 (Honors or Standard) or IB Math Analysis 1 (depending on last math class)
IBMYP Chemistry 1 and/or IBMYP Physics 1
IBMYP World Language 3 (offerings vary by school)
At least one of the following classes strongly suggested:
Arts Class (IBMYP Drama, IBMYP Visual Arts, Crafts, Band, Chorus or Orchestra) OR other Design class
One elective

SITUATION 2: MATH 3, TWO WORLD LANGUAGE LEVELS

IBMYP English 10
IBMYP Economics/Personal Finance or Civic Literacy

IBMYP Math 3 (Honors or Standard) or IB Math Analysis 1 (depending on last math class)

IBMYP Chemistry 1 and/or IBMYP Physics 1
IBMYP World Language 2 (offerings vary by school)
IBMYP World Language 3 (offerings vary by school)

At least one of the following classes strongly suggested:

Arts Class (visual or performing, depending on school offerings) OR
Design class (offerings vary by school)
One elective

SITUATION 3: MATH 2 AND MATH 3, ONE WORLD LANGUAGE

IBMYP English 10
IBMYP Economics/Personal Finance or Civic Literacy
IBMYP Math 2
IBMYP Math 3
IBMYP Chemistry 1 and/or IBMYP Physics 1
IBMYP World Language 3 (offerings vary by school)

At least one of the following classes strongly suggested:

Arts Class (visual or performing, depending on school offerings) OR
Design class (offerings vary by school)
One additional elective

SITUATION 4: MATH 2 AND MATH 3, TWO WORLD LANGUAGE LEVELS

IBMYP English 10
IBMYP Economics/Personal Finance or Civic Literacy
IBMYP Math 2
IBMYP Math 3
IBMYP Chemistry 1 or IBMYP Physics 1
IBMYP World Language 2 (offerings vary by school)
IBMYP World Language 3 (offerings vary by school)

One Elective- one of the following classes strongly suggested:

Arts Class (visual or performing, depending on school offerings) OR
Design class (offerings vary by school)

IB DIPLOMA PROGRAM

The IB Diploma Program spans grades 11 and 12 at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, and West Charlotte High Schools.

IB Diploma Program Course Requirements

The IB Diploma Program spans grades 11 and 12, and requires the courses listed below; course descriptions begin on page 3.

GRADE 11:

- IB English Literature HL I
- IB World Language SL I or World Language HL I (or World Language SL II if World Language SL I is taken in grade 10)
- IB History of the Americas HL I
- IB Math Applications I OR IB Math Analysis I (or IB Math Analysis II if IB Math Analysis I taken in grade 10)
- IB Science SL I or IB Science HL I
- IB Theory of Knowledge I
- IB Sixth Subject I*

GRADE 12:

- IB English Literature HL II
- IB World Language SL II or World Language HL II
- IB History SL
- IB Math Applications II OR IB Math Analysis II
- IB Science SL II or IB Science HL II
- IB Theory of Knowledge II
- IB Sixth Subject II (if applicable)*

*The IB 6th Subject can be a second social studies course (such as IB Business or IB Psychology), a second science, or an IB Visual Arts or IB Theatre class, depending on the school's course offerings.

Goal 4, Indicator 3: College Credit

1	Takes all classes at CMS early or middle college	<ul style="list-style-type: none">• Student enrolled full-time at a CMS early or middle college
2	Takes all classes at CMS assigned school*	<ul style="list-style-type: none">• Student enrolled full-time at assigned Charlotte-Mecklenburg school*• Student takes CPCC college level classes at their assigned CMS high school**
3	Takes high school classes at CMS assigned school and college classes at CPCC	<ul style="list-style-type: none">• Student enrolled full-time at assigned Charlotte-Mecklenburg school*• Student travels to CPCC to take college level classes

* Not an early or middle college

** Note that CPCC classes can be online or in person.

Goal 4, Indicator 3: College Credit

Dual Enrollment Courses

Ardrey Kell High School	Mallard Creek High School
Cato Middle College High School	Merancas Middle College @ CPCC
Charlotte Teachers Early College	Midwood High School/Tate Taps
Charlotte-Mecklenburg Virtual HS	Myers Park High School
Cochrane Middle School	North Mecklenburg High School*
David W. Butler High School	Northwest School Of The Arts*
East Mecklenburg High School*	Olympic High School*
Garinger High School*	Palisades High School
Harding University High School	Performance Learning Center
Harper Middle College High School	Phillip O. Berry Academy Of Technology
Hopewell High School*	Providence High School
Independence High School	Rocky River High School*
JT Williams Secondary Montessori	South Mecklenburg High School
Julius L Chambers High School*	UNCC-EPIC
Levine Middle College High School	West Charlotte High School*
M G Davis Military Academy	West Mecklenburg High School*
	William Amos High School

** Schools host Central Piedmont Academy, offering students the opportunity to take courses for college credit taught in person on the high school campus by CPCC professors.*

Goal 4, Indicator 3: College Credit

Advanced Placement (AP) Courses

All high schools in Charlotte-Mecklenburg Schools offer:

Biology

Calculus AB/BC

Computer Science Principles

English Language and Composition

English Literature and Composition

Environmental Science

Human Geography

Psychology

Statistics

United States History

Goal 4, Indicator 3: College Credit

Advanced Placement (AP) Courses

Arts	Art History, 2-D Art and Design, 3-D Art and Design, Drawing, Music Theory
English	English Language and Composition, English Literature and Composition
Interdisciplinary	Seminar, Research
Math & Computer Science Principles	Computer Science Principles, Computer Science A, Precalculus, Calculus AB/BC, Statistics
Sciences	Physics 1: Algebra-Based, Physics 2: Algebra-Based, Physics C: Electricity & Magnetism, Physics C: Mechanics, Chemistry, Biology, Earth and Environmental
Social Studies/History	African American Studies, Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US Government and Politics, United States History, World History: Modern.
World Languages	Chinese Language, French Language, German Language, Italian Language, Japanese Language, Latin, Spanish Language, Spanish Literature

Goal 4, Indicator 3: College Credit

All Schools Offering IB Courses

Billingsville Elementary
Blythe Elementary
Cotswold Elementary
Huntingtowne Farms Elementary
Lansdowne Elementary
Statesville Road Elementary
Marie G. Davis K-8
Albemarle Road Middle
JM Alexander Middle
Piedmont Middle
Quail Hollow Middle
Randolph Middle
Ranson Middle

High Schools Offering IB Courses Included in Indicator 3 Criteria

East Mecklenburg High School
Harding University High School
Myers Park High School
North Mecklenburg High School
West Charlotte High School

Goal 4, Indicator 3: College Credit

Elementary, Middle Schools Offering Cambridge Program

Barnette Elementary School
Coulwood STEM Academy
Eastway Middle School*
Francis Bradley Middle School
Grand Oak Elementary School
Long Creek Elementary School
Mint Hill Middle School
Mountain Island Lake Academy
Torrence Creek Elementary School

High Schools Offering Cambridge Courses Included in Indicator 3 Criteria

Hopewell High School***
West Mecklenburg High School***
Julius Chambers High School**
Palisades High School**
Independence High School **
Garinger High School*

* Cambridge programming is in its first year of implementation in 2024-25. Therefore, there are no students included in the 2022-23 baseline data.

** Cambridge programming started in the 2023-24 school year. Therefore, there are no students in the 2022-23 baseline data.

*** Cambridge programming was in place in 2022-23. There are students reflected in the 2022-23 baseline data.

Goal 4, Indicator 3: College Credit

Cambridge Courses

Arts	Drama AS, Drama A
English	English General Paper AS, English Language AS, English Language A, English Literature AS
Interdisciplinary	Thinking Skills AS, Thinking Skills A, Global Perspectives & Research AS
Math	Probability & Statistics AS, Probability & Statistics A
Sciences	Biology AS, Environmental Management AS, Marine Science AS
Social Studies/History	Psychology AS, Psychology A, Sociology AS

Goal 4, Indicator 3: College Credit

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **3,636** Students Met Goal 4 Indicator 3

37.8%
Percentage of 2022-23 Graduates
Meeting Goal 4 Indicator 3

Goal 4, Indicator 3: College Credit

Charlotte-Mecklenburg Schools 2022-23 Graduates

	Students	% of Cohort
Met 0 Indicator Criteria	5,993	62.2%
Met 1 Indicator Criteria	2,508	26.0%
Met 2 Indicator Criteria	1,083	11.2%
Met 3 Indicator Criteria	45	<5%
Met 4 Indicator Criteria	<10	<5%

Goal 4, Indicator 3: College Credit

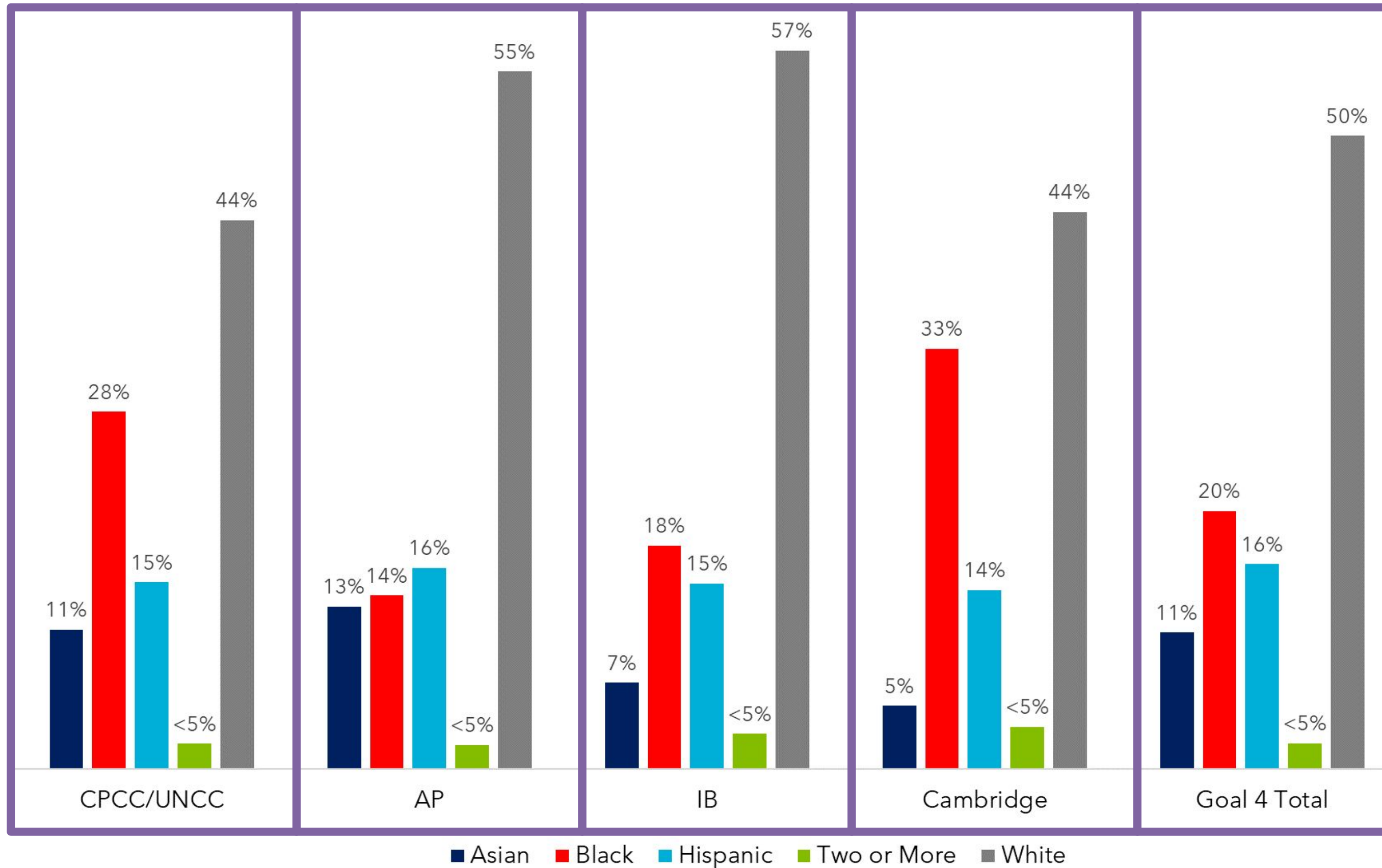
Students Meeting or Exceeding Benchmark:

	Dual Enrollment	AP Credit	IB Credit	Cambridge Credit	Total
Total Cohort	9,629	9,629	9,629	9,629	9,629
Took Test / Course	1,808	4,627	514	150	5,252*
Reached Benchmark	1,656	2,638	395	120	3,636
% of Test Takers Reaching Benchmark	91.5%	57.0%	76.8%	80.0%	69.2%
% of Cohort Reaching Benchmark	17.2%	27.4%	4.1%	1.2%	37.8%

*Students took at least one of the tests or enrolled in a dual enrollment course

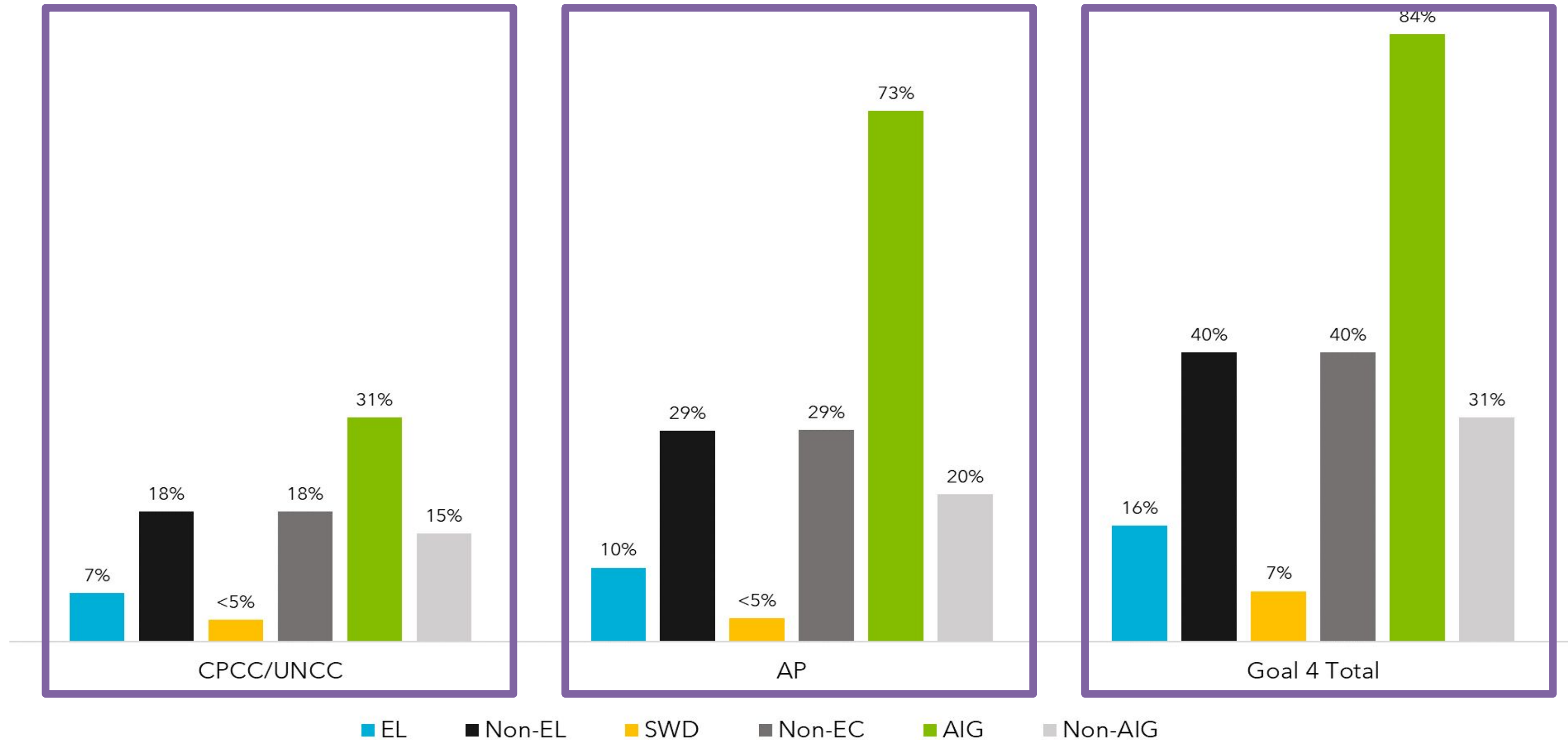
Goal 4, Indicator 3: College Credit

% of Make-Up of Each Indicator Benchmark by Student Group



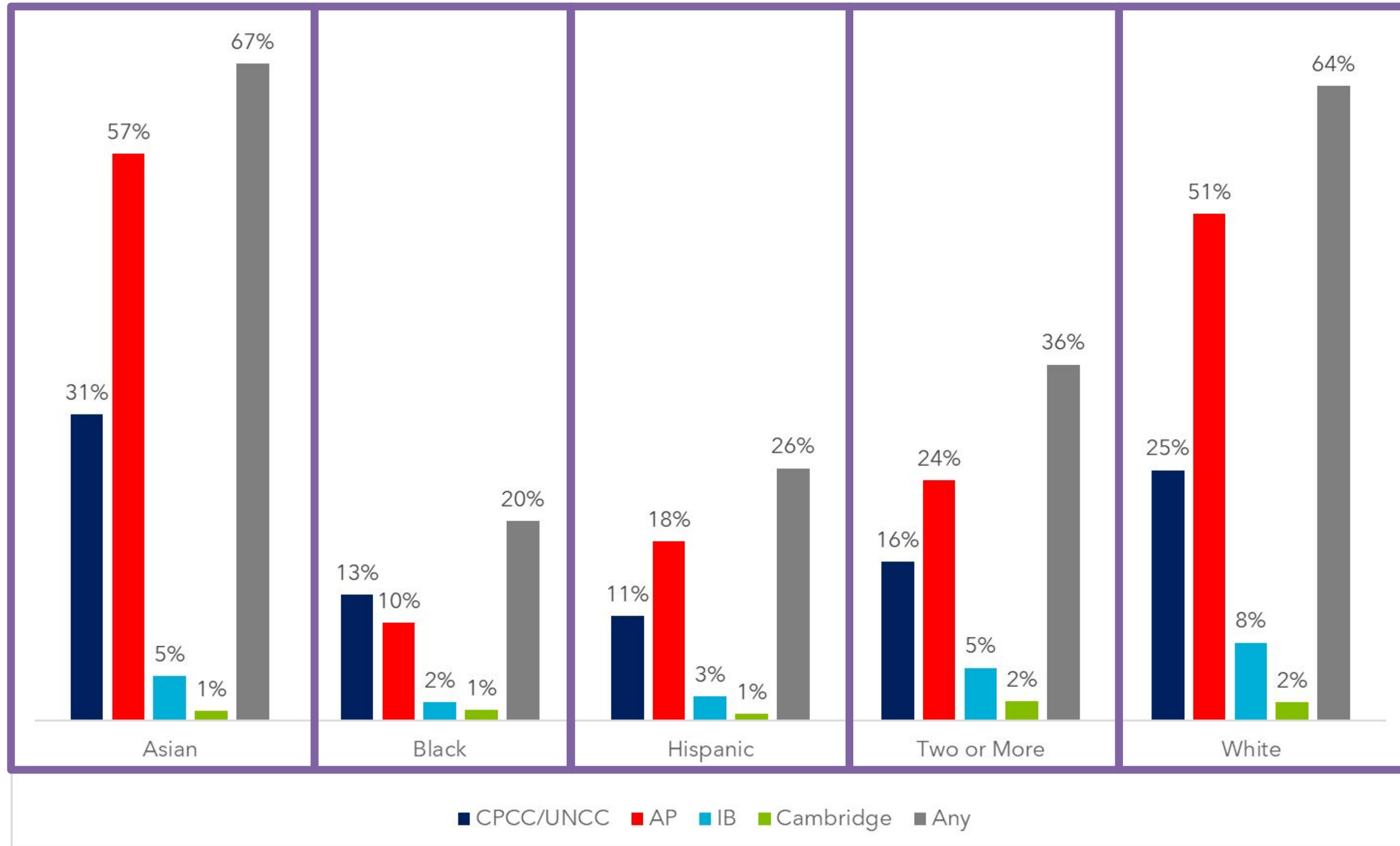
Goal 4, Indicator 3: College Credit

% of Student Groups Reaching Benchmark with each Indicator Criteria



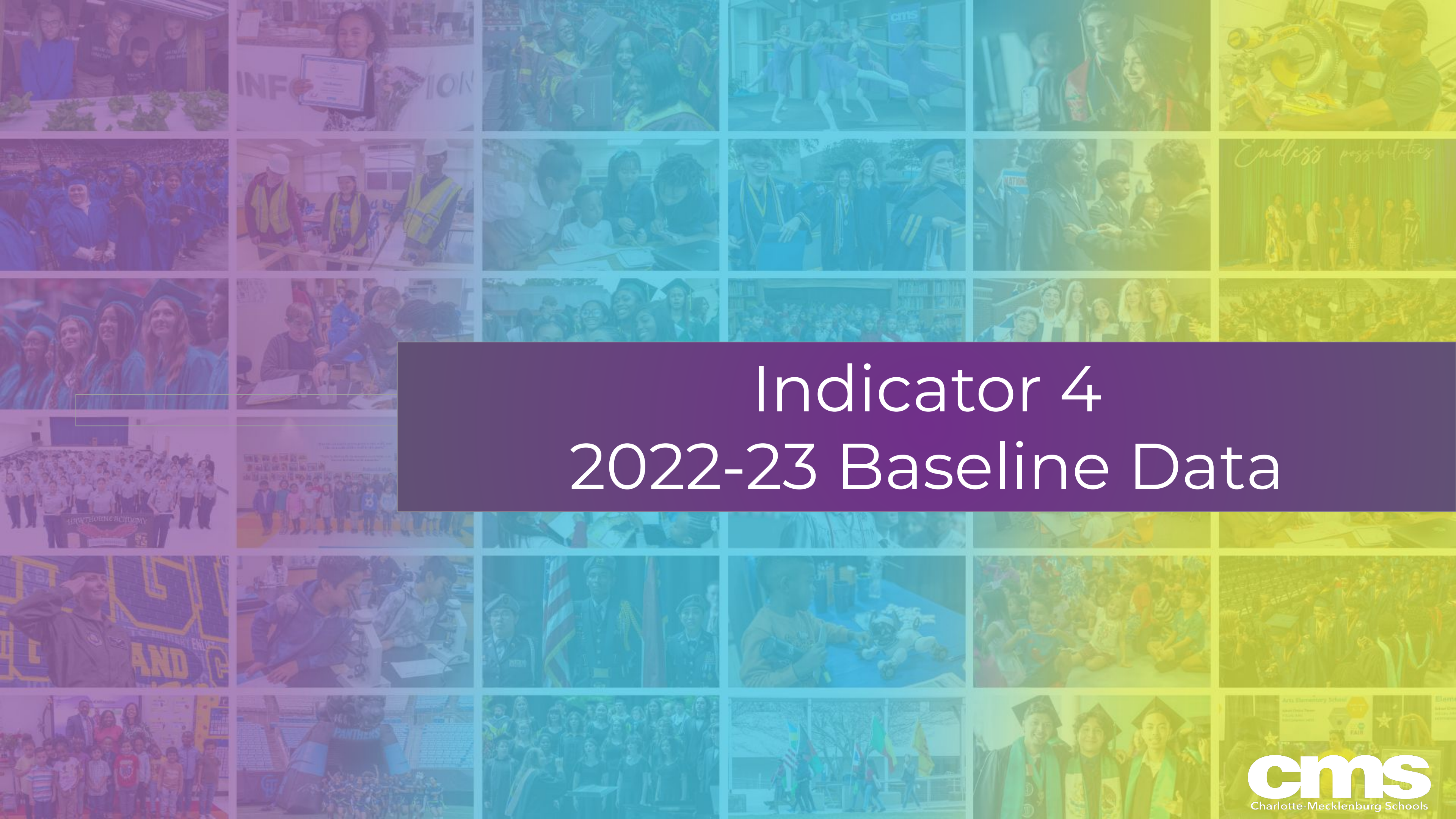
Goal 4, Indicator 3: College Credit

% of Student Groups Reaching Benchmark with each Indicator Criteria (Sorted by Student Group)



Goal 4, Indicator 3: College Credit

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.			
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%		
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%		
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)			
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway			
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		



Indicator 4 2022-23 Baseline Data

Goal 4, Indicator 4: ASVAB

% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)

Armed Services Vocational Aptitude Battery (ASVAB):

Multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to over one million military applicants, high school, and post-secondary students. A score of 31 is the minimum requirement to join a military branch without a waiver.

Goal 4, Indicator 4: ASVAB

Students Meeting or Exceeding Benchmark:

	ASVAB
Total Cohort	9,629
Attempted ASVAB	142
Earned ASVAB Credit	88
% of Test Takers Reaching Benchmark	62.0%
% of Cohort Reaching Benchmark	0.9%

Goal 4, Indicator 4: ASVAB

% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **142** Students Attempted ASVAB*
- **88** Students Met Goal 4 Indicator 4

0.9%
Percentage of 2022-23 Graduates
Met Goal 4 Indicator 4

**Assessment scores are only available for 2022-23.*

Goal 4, Indicator 4: ASVAB

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.			
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 or higher on the SAT	40.4%		
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%		
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	.9%		
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway			
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		



Indicator 5 2022-23 Baseline Data

Endless possibilities

Goal 4, Indicator 5: JROTC Pathway

% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway

Junior Reserve Officers' Training Corps (JROTC) Pathway:

A student who has completed (3) three or more courses within the JROTC Pathway program.

Goal 4, Indicator 5: JROTC Pathway

Army

Ballantyne Ridge High School*
David W. Butler High School
Garinger High School
Harding University High School
Hawthorne Academy of Health Sciences
Hopewell High School
Mallard Creek High School
Marie G Davis Military Academy
Myers Park High School
Olympic High School
Palisades High School
Phillip O. Berry Academy Of Technology
Rocky River High School
West Charlotte High School
William Amos High School

Air Force

Julius Chambers High School
East Mecklenburg High School
Independence High School
North Mecklenburg High School
West Mecklenburg High School

Marines

Ardrey Kell High School

Navy

Providence High School
South Mecklenburg High School

**School added to the JROTC Program in School Year 2024-25. Not included in 2022-23 data.*

Goal 4, Indicator 5: JROTC Pathway

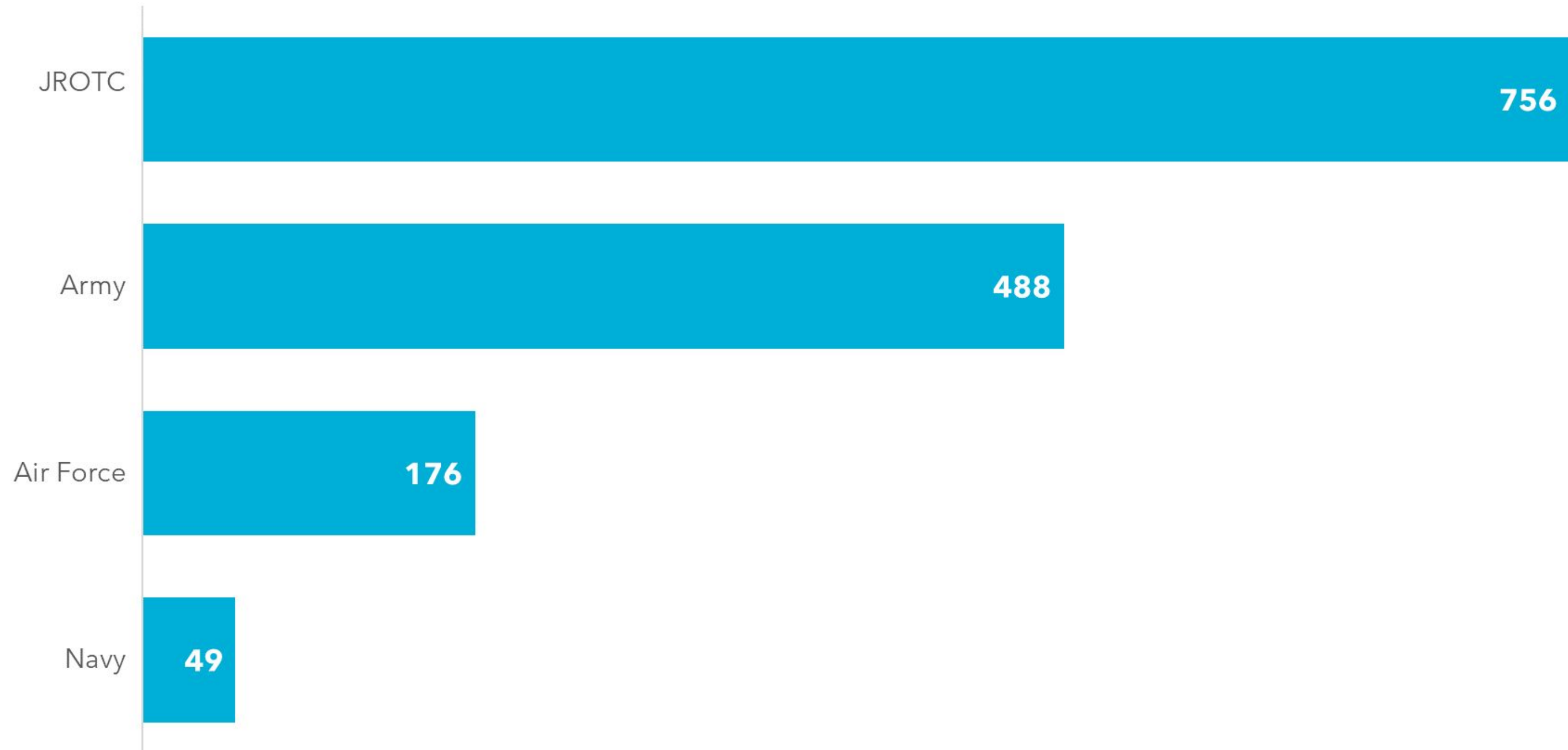
Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **1,020** Students Completed at least one JROTC Course
- **412** Students Met Goal 4 Indicator 5 (Completed 3+ JROTC Courses)

4.3%
Percentage of 2022-23 Graduates
Met Goal 4 Indicator 5
(3+ Courses)

Goal 4, Indicator 5: JROTC Pathway

JROTC Courses Completed Within Each Service

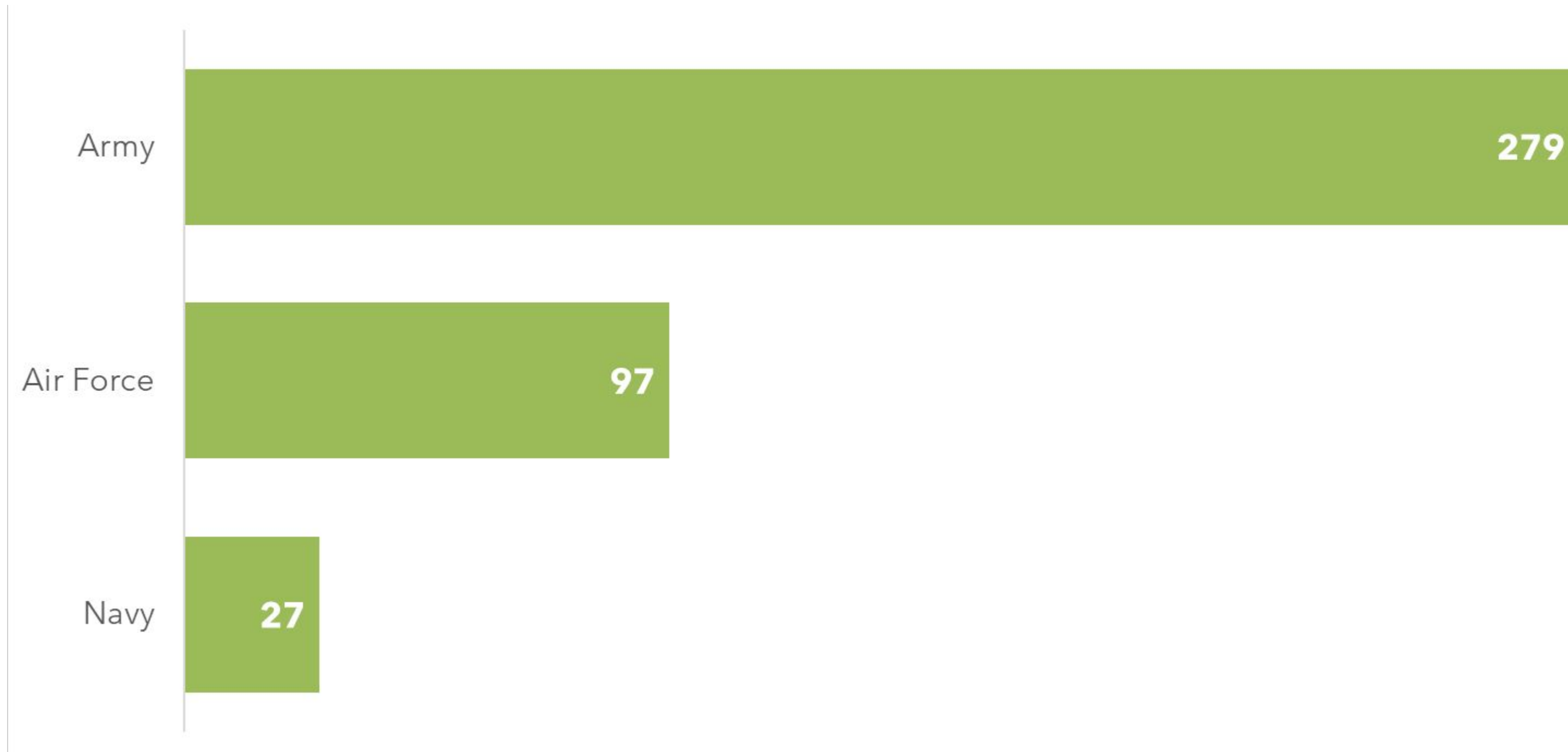


* Graphic showcases courses completed by students who satisfied the 3+ course Goal 4 minimum.

** Marines excluded from graphic due to low volume

Goal 4, Indicator 5: JROTC Pathway

JROTC Pathways Completed Within Each Service



* Graphic showcases pathways completed by students who satisfied the 3+ course Goal 4 minimum.

** Marines excluded from graphic due to low volume

Goal 4, Indicator 5: JROTC Pathway

Junior Reserve Officers' Training Corps (JROTC) Pathway Upcoming Changes:

CMS JROTC Director LTC Shawn Cowley has coordinated with the Regional JROTC Director and the North Carolina CTE Director, to incorporate JROTC courses into the CTE Course Inventory beginning in school year 2025-26.

Goal 4, Indicator 5: JROTC Pathway

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.			
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%		
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%		
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	0.9%		
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.3%		
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		

Goal 4, Overview

-
- **9,629** Students within 2022-23 Cohort
 - **7,332** Students Met at Least One Goal 4 Indicator
-

76.1%
Percentage of 2022-23 Graduates
Meeting at least one Goal 4
Indicator

Goal 4, 2022-23 Baseline

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.	76.1%		
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course	31.8%		
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%		
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%		
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	.9%		
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.3%		
% of students earning an industry credential	41.2%		
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		



Questions



Appendix

NCDPI 2022-23 Test Specifications

**NORTH CAROLINA DEPARTMENT OF
PUBLIC INSTRUCTION**

2022–23 Technical Guide for Accountability and
Testing Results

Prepared by

Office of Accountability and Testing
Analysis and Reporting Section

September 2023

[Linked here](#)