NC Pathways to Grade-Level Reading

**Cabarrus County Data**

**Low-Income Families Cabarrus NC**

Percent of Children Under Age 6 Living in Low-Income Families 46.7% 53.3%

**Social Emotional Health**

Nationally, 70% percent of third graders exhibiting self-control, good interpersonal skills and no behavior problems

**Social Supports**

In North Carolina, mothers reported during their most recent pregnancy the social supports they had available including, someone to loan me $50, someone to help me if I were sick and needed to be in bed, someone to take me to the clinic or doctor’s office if I needed a ride, and someone to talk with about my problems. Those who answered Yes to all four questions were considered to have Excellent social supports.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All** | **White** | **Black** | **Latina** | **Non-Hispanic “Other”** | **Medicaid Recipient** | **Non-Medicaid Recipient** |
| **Excellent Social Supports** | 75.5% | 83.1% | 71.3% | 63.5% | 60.1% | 68.7% | 80.4% |

**Early Intervention**

Data are for Concord CDSA Region for children ages birth through three receiving early intervention services.

 **Region NC**

Positive social-emotional skills (including social relationships) 71.3% 71.3%

Acquisition and use of knowledge and skills (including early language/communication) 86.1% 76.7%

Use of appropriate behaviors to meet their needs 77.1% 76.8%

**Quality of Child Care**

Percent of Children in Licensed Child Care Attending 4 and 5 Star Programs, by Age

Percent of Children in Licensed Child Care Receiving Subsidy Attending 4 and 5 Star Programs, by Age

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All** | **Infant** | **Age 1** | **Age 2** | **Age 3** | **Age 4** | **Age 5** |
| **All Children** | Cabarrus | 69% | 67% | 63% | 64% | 67% | 71% | 82% |
| NC | 74%% | 67% | 68% | 67% | 70% | 78% | 83% |
| **Children Receiving Subsidy** | Cabarrus | 89% | 82% | 77% | 84% | 87% | 95% | 90% |
| NC | 84% | 74% | 73% | 74% | 81% | 93% | 77% |

Percent of Children in Child Care Receiving Subsidy Attending 4 and 5 Star Programs, by Race/Ethnicity

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All** | **White** | **Black** | **American Indian/Native American** | **Asian** | **Hispanic** | **Other** |
| Cabarrus | 90% | 86% | 89% | 100% | 100% | 100% | 94% |
| NC | 84% | 84% | 81% | 74% | 94% | 99% | 94% |

**Regular Attendance**

Chronic Absenteeism for Schools with K, 1st, 2nd and/or 3rd Grades

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Hispanic** | **American Indian/Alaska Native** | **Asian** | **Native Hawaiian/Pacific Islander** | **Black** | **White** | **Two or More** | **Boys** | **Girls** | **All** |
| Cabarrus | 8.4% | 20.4% | 6.6% | \* | 8.2% | 8.0% | 12.9% | 8.6% | 8.0% | 8.3% |
| NC | 9.9% | 23.4% | 10.9% | 24.6% | 11.6% | 12.8% | 17.3% | 12.2% | 11.4% | 11.7% |

**Literacy Development**

|  |  |  |
| --- | --- | --- |
|  | **Cabarrus** | **NC** |
| **On Track at Kindergarten Entry** Percent of kindergarteners not meeting reading assessment benchmarks at the beginning of the year. For kindergarteners, the Total Reading Comprehension assessment measures understanding of basic print concepts, reading behaviors, and word recognition. | 45% | 33% |
|  |  |  |
| **On Track at 1st Grade**Percent of first graders meeting reading assessment benchmarks at the end of the year. For first graders, the Total Reading Comprehension assessment measures understanding of basic print concepts, reading behaviors, word recognition, reading level and written comprehension. | 51% | 50% |
|  |  |  |
| **On Track at 2nd Grade**Percent of second graders meeting reading assessment benchmarks at the end of the year. For first graders, the Total Reading Comprehension assessment measures understanding of basic print concepts, reading behaviors, word recognition, reading level and written comprehension. | 58% | 53% |

**On Track at 3rd Grade**

Reading Proficiently as Measured by the NC Third Grade End-of-Grade (EOG) Reading Test

All Students 59.1% 57.7%

Female 63.1% 61.1%

Male 55.3% 54.6%

American Indian 54.5% 41.6%

Asian 83.2% 75.3%

Black 47.9% 41.3%

Hispanic 35.0% 42.9%

Two or More Races 64.0% 60.7%

White 67.7% 71.3%

Economically Disadvantaged 43.1% 44.1%

Limited English Proficiency 19.1% 29.5%

*\* Data is suppressed because of sample size.*

**SOURCES:**

**Low Income**: American Community Survey, 2014.

**Social Emotional Health:** Annie E. Casey Foundation, *The First Eight Years: Giving kids a foundation for lifetime success*, 2013.

**Social Supports:** 2014 Pregnancy Risk Assessment Monitoring System, NC Center for Health Statistics, Department of Health and Human Services.

**Early Intervention**: NC Infant and Toddler Program, Division of Public Health, Department of Health and Human Services, 2015-16.

**Quality of Child Care**: The North Carolina Partnership for Children, 2014-15.

**Regular Attendance**: US Department of Education, Office of Civil Rights Data Collection, 2013-14.

**Kindergarten**: Special Data Request, NC Department of Public Instruction, 2015-16.

**First and Second Grade**: *NC Public Schools/NC State Board of Education/NC DPI Report to the NC General Assembly, Improve K-3 Literacy Accountability Measures*, October 2016.

**Third grade**: NC Department of Public Instruction State, District and School-Level drilldown performance data, 2015-16. Data is for “grade-level proficiency.”