

For research studies requesting student level data. We strongly recommend obtaining parent consent for the release of student data. If you choose not to obtain parental consent, you may only request de-identified data that meets the following criteria:

- Student research ID # will be provided and will remain constant over time.
- School (if requested) will be de-identified with a research ID # that would remain constant over time
- Teacher (if requested) will be de-identified with a research ID # that would remain constant over time

A minimum of 3 schools must be included in the study/evaluation. The number of schools in the study would increase the number of data variables that could be requested.

- If your request/study includes the same grade span at 3-14 schools – 3 demographic variables may be selected
- If your request/study includes the same grade span at 15-19 schools – 4 demographic variables may be selected
- If your request/study includes the same grade span at 20 or more schools – 6 demographic variables may be selected

Demographics include but are not limited to:

- Grade Level
- Race/Ethnicity
- EL (English Learner) Status
- AIG (Gifted) Status
- SWD (Students with Disabilities) Status
- Treatment Group (e.g. tutoring program participant)

Please note that CMS does not have student-level SES data.

| STUDENT LEVEL DATA | | |
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| Teacher consent required if linking student data to teacher | | |
| If requesting current year data, all data will be current through date pulled | | Years requested/Comments from researcher |
| School Year | Academic year; specify which years 2012-13 through 2018-19 here; Unless specified, only the most recent completed academic year (2018-19) will be provided | |
| Demographics - Consent Required | | |
| Last Name (Consent Required) | Student last name | |
| First Name (Consent Required) | Student first name | |
| Student ID (Consent Required) | Unique CMS student identifier | |
| Zip Code (Consent Required) | | |
| Birthdate (Consent Required) | Student birthdate | |
| Demographics - Consent may be required if more than 2 selected. Due to federal and local regulations (i.e., FERPA and CMS policies) regarding student confidentiality, we limit the number of demographic variables that we can share without parental consent in order to keep the data de-identified. | | |
| Grade* | Student grade level | |
| Current School* | School at which student was enrolled | |
| Gender* | F=female, M=male | |
| Race* | Values: Black, White, Hispanic, Asian, American Indian, Multi-Racial | |
| SWD Status* | SWD=student with disability | |
| AIG Status* | AIG=academically or intellectually gifted | |
| EL Status* | EL - English Learner | |
| No Consent Needed | | |
| Research Student ID | De-identified Student ID; this remains constant over time | |
| Research School ID | De-identified School ID; this remains constant over time | |
| Promotion and Graduation Data | | |
| Promotion/Retention | Whether student was promoted from or retained in grade level in previous academic years | |
| 9th Grade Entry Year | Year in which the student began 9th grade (joined a 9th grade cohort) | |
| On-Time Graduation Year | Year of on-time graduation for student's 9th grade cohort (graduation in or before this year indicates on-time graduation) | |
| Total Credits Attempted (High School Only) | Number of high school credits for which the student has enrolled (cumulative) | |
| Total Credits Earned (High School Only) | Number of high school credits which the student has earned (cumulative) | |
| Literacy Data Grades K-3 (DIBELS and TRC only available through 2018-19) | | |
| Fall TRC Level (Grades K-3) | Fall administration Text Reading and Comprehension (TRC) level | |
| Winter TRC Level (Grades K-3) | Winter administration Text Reading and Comprehension (TRC) level | |
| Spring TRC Level (Grades K-3) | Spring administration Text Reading and Comprehension (TRC) level | |
| Fall Reading 3D Fluency Level (Grades K-3) | Beginning-of-year DIBELS reading fluency level | |
| Winter Reading 3D Fluency Level (Grades K-3) | Middle-of-year DIBELS reading fluency level | |

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| Spring Reading 3D Fluency Level (Grades K-3) | End-of-year DIBELS reading fluency level | |
| Fall Reading 3D Composite Level (Grades K-3) | Beginning-of-year DIBELS reading composite level | |
| Winter Reading 3D Composite Level (Grades K-3) | Middle-of-year DIBELS reading composite level | |
| Spring Reading 3D Composite Level (Grades K-3) | End-of-year DIBELS reading composite level | |
| Grade 3 Reading BOG Score | Third grade reading BOG score | |
| Grade 3 Lexile Band | Third grade reading pretest lexile band (<520=Below Range, 520-820=In Range, >820=Above Range) | |
| Literacy Data Grades 3-8 | | |
| EOG Reading Achievement Level (Grades 3-8) Grade level will not be provided unless requested in demographics | Achievement level on NC End-of-Grade Reading Assessment (1,2,3,4,5) (grades 3-8); specify year(s) 2012-13 through 2018-19 | |
| EOG Reading Proficiency (Grades 3-8) Grade level will not be provided unless requested in demographics | Proficiency on NC End-of-Grade Reading Assessment (Y=proficient,N=not proficient) (grades 3-8); specify year(s) 2012-13 through 2018-19 | |
| EOG Reading Score (Grades 3-8) Grade level must be requested in demographics | Scale score on 2014-15 NC End-of-Grade Reading Assessment (grades 3-8); specify year(s) 2012-13 through 2018-19 | |
| Math Data Grades 3-8 | | |
| EOG Math Achievement Level (Grades 3-8) Grade level will not be provided unless requested in demographics | Achievement level on NC End-of-Grade Math Assessment (1,2,3,4,5) (grades 3-8); specify year(s) 2012-13 through 2018-19. Note that starting in 2018-19, achievement levels 1 and 2 have been combined, creating only 4 achievement levels: Not proficient, Level 3, Level 4, Level 5 | |
| EOG Math Proficiency (Grades 3-8) Grade level will not be provided unless requested in demographics | Proficiency on NC End-of-Grade Math Assessment (Y=proficient,N=not proficient) (grades 3-8); specify year(s) 2012-13 through 2018-19 | |
| EOG Math Score (Grades 3-8) Grade level must be requested in demographics | Scale score on NC End-of-Grade Math Assessment (grades 3-8); specify year(s) 2012-13 through 2018-19 | |
| Science Data Grades 5 and 8 | | |
| Science Achievement Level (Grades 5 and 8) Grade level will not be provided unless requested in demographics | Achievement level on NC End-of-Grade Science Assessment (1,2,3,4,5) (grades 5 & 8); specify year(s) 2012-13 through 2018-19 | |
| Science Proficiency (Grades 5 and 8) Grade level will not be provided unless requested in demographics | Proficiency on NC End-of-Grade Science Assessment (Y=proficient,N=not proficient) (grades 5 & 8); specify year(s) 2012-13 through 2018-19 | |
| EOG Science Score (Grades 5 and 8) Grade level must be requested in demographics | Scale score on NC End-of-Grade Science Assessment (grades 5 & 8); specify year(s) 2012-13 through 2018-19 | |
| Literacy Data High School | | |
| English 2 Achievement Level (High School, typically 10th grade) | Achievement level on 2014-15 NC End-of-Course English 2 Assessment (1,2,3,4,5); specify year(s) 2012-13 through 2018-19 | |
| English 2 Proficiency (High School, typically 10th grade) | Proficiency on 2014-15 NC End-of-Course English 2 Assessment (Y=proficient,N=not proficient);specify year(s) 2012-13 through 2018-19 | |

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| English 2 Score (High School, typically 10th grade) | Scale score on 2014-15 NC End-of-Course English 2 Assessment;specify year(s) 2012-13 through 2018-19 | |
| Math Data High School | | |
| Math I Achievement Level (typically grade 8 or 9) | Achievement level on 2014-15 NC End-of-Course Math I Assessment (1,2,3,4,5);specify year(s) 2012-13 through 2018-19 Note that starting in 2018-19, achievement levels 1 and 2 have been combined, creating only 4 achievement levels: Not | |
| Math I Proficiency (typically grade 8 or 9) | Proficiency on 2014-15 NC End-of-Course Math I Assessment (Y=proficient,N=not proficient);specify year(s) 2012-13 through 2018-19 | |
| Math I Score (typically grade 8 or 9) | Scale score on 2014-15 NC End-of-Course Math I Assessment;specify year(s) 2012-13 through 2018-19 | |
| Math III Achievement Level | Achievement level on 2014-15 NC End-of-Course Math III Assessment (1,2,3,4,5);specify year(s) 2012-13 through 2018-19 Note that starting in 2018-19, achievement levels 1 and 2 have been combined, creating only 4 achievement levels: Not proficient, Level 3, Level 4, Level 5) | |
| Math III Proficiency | Proficiency on 2014-15 NC End-of-Course Math III Assessment (Y=proficient,N=not proficient);specify year(s) 2012-13 through 2018-19 | |
| Math III Score | Scale score on 2014-15 NC End-of-Course Math III Assessment;specify year(s) 2012-13 through 2018-19 | |
| Biology Data High School | | |
| Biology Achievement Level | Achievement level on 2014-15 NC End-of-Course Biology Assessment (1,2,3,4,5);specify year(s) 2012-13 through 2018-19 | |
| Biology Proficiency | Proficiency on 2014-15 NC End-of-Course Biology Assessment (Y=proficient,N=not proficient);specify year(s) 2012-13 through 2018-19 | |
| Biology Score | Scale score on 2014-15 NC End-of-Course Biology Assessment;specify year(s) 2012-13 through 2018-19 | |
| Other High School Test Data | | |
| ACT Score | Score on state administered ACT test in 11th grade | |
| NCFE Scores | Scores on NCFE tests in tested courses | |
| PreK Data | | |
| PPVT (PreK) | Peabody Picture Vocabulary Test; Below Average (<85), Average (85-100), Above Average (>100); Please note, scores range from 0-160. | |
| DECA (PreK) | Administered only in 2016-17 and 2017-18 and for Bright Beginnings Program only; administered in the Fall and Spring; 5 categories available: Initiative, Self-control, Attachment, Total Protective Factors, Behavioral Concerns; Typical, Area of Need, Strength ratings in each category (Behavioral Concerns is only Typical and Area of Need) | |
| Enrollment and Attendance Data | | |
| Total Days Enrolled | Number of days the student was enrolled during academic year ; unless specified otherwise, days enrolled in the DISTRICT will be provided. | |
| % Days Absent | Percentage of school days for which student was absent in academic year | |
| Absences | Total number of days absent in academic year | |
| Excused Absences | Total number of excused absences in academic year | |
| Unexcused Absences | Total number of unexcused absences in academic year | |
| Chronically Absent indicator | 10% or more of days absent of days enrolled ; Y/N Unless otherwise specified, this indicates chronic absenteeism for ALL schools enrolled during the year; | |
| % Days Tardy | Percentage of school days for which student was tardy in academic year | |
| Days Tardy | Total number of days tardy in academic year | |

| Discipline Data | | |
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| Days ISS | Total number of days in-school suspension served by student in academic year | |
| Days OSS | Total number of days out-of-school suspension served by student in academic year | |
| Total Discipline Incidents | Total number of discipline incidents recorded for student in academic year | |
| Course and Grade Data | | |
| Course Grade | Provide course title (include all variations of course title) | |
| Current Grade - Grades 3-12 only | Grade as of data pulled (note this is dependent on teacher entering grades) | |
| Final Grade - Grades 3-12 only | Semester classes will be final grade at end of semester, Year long classes this will be final grade at end of schoolyear | |
| Cumulative GPA as of Prior Yr End (High School Only) | Grade Point Average as of end of previous academic year (cumulative and on a four point scale) | |
| Cumulative Weighted GPA as of Prior Yr End (High School Only) | Weighted Grade Point Average as of end of previous academic year (cumulative) | |
| Mobility | | |
| Number of schools attended | Number of schools attended with the school year | |
| CMS does not have any SES student level data | | |