

2014–15 Performance and Growth of North Carolina Public Schools

Executive Summary (September 2, 2015)

Statistical Summary of Results

This report provides growth and performance data for the 2014–15 school year based on analysis of all end-of-grade (EOG) tests and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The following data are presented:

1. Growth: Reporting if schools exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS
2. Performance: Reporting how schools performed on assessments, high school indicators, and School Performance Grades
3. Progress: Reporting if schools met or did not meet performance and participation targets set for each of the Annual Measurable Objectives (AMO)

Schools not included in the report may not have any tested grades or may have a transient or very small student population. Typically these schools are K–2 schools, special education schools, vocational/career schools, and hospital schools.

Section I. Growth Results

For the 2014–15 school year, school accountability growth results are presented for 2,496 of the 2,535 public schools that participated in the statewide testing program. Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth tool. Each school with the required data is designated as having exceeded growth, met growth, or not meet growth. The results for school accountability growth are shown in Table 1.

Table 1. 2014–15 School Accountability Growth

Growth Category	Number	Percent
Exceeded Expected Growth	689	27.6%
Met Expected Growth	1,116	44.7%
Did Not Meet Growth	691	27.7%

Section II. Performance Results

The 2014–15 school year is the third year of the implementation of assessments aligned to college and career readiness content standards, and it is the second year that the academic achievement standards have been reported as (1) Level 4 and above: on track for being prepared for college and career at the conclusion of high school and (2) Level 3 and above: demonstrating preparedness to be successful at the next grade level. To report student performance since 2012–13, the first year the tests were implemented, College and Career Readiness in 2012–13 (Level 3 and above) may be compared to College and Career Readiness in 2013–14 and 2014–15 (Level 4 and above). As shown in Figure 1, there has been a consistent increase each year in the

percent of students demonstrating college and career readiness on the reading and mathematics tests for grades 3–8.

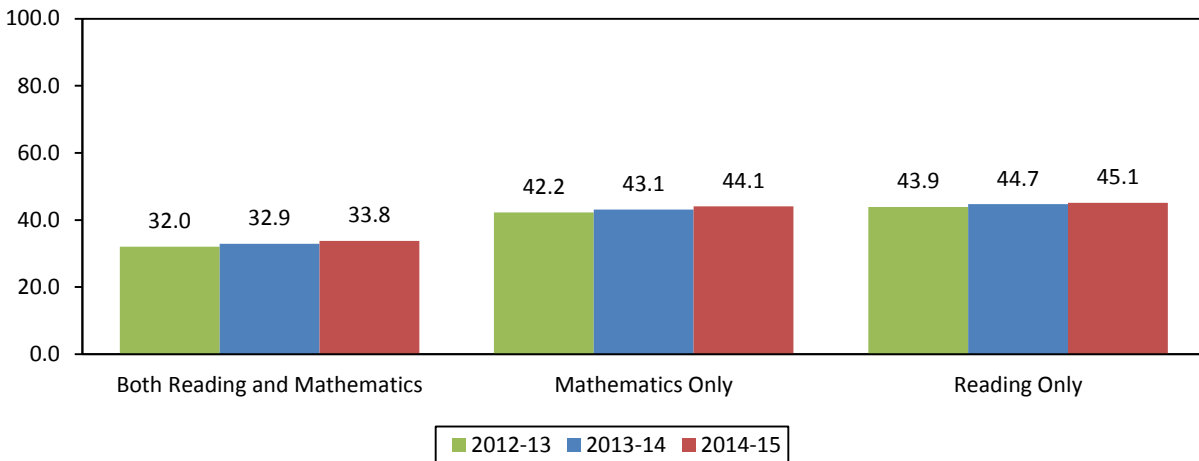


Figure 1. End-of-Grade State-Level Performance Results in Both Reading and Mathematics, Mathematics, and Reading (Level 4 and above—College and Career Readiness Standard)

With Grade Level Proficiency (Level 3 and above) being implemented for the first time in 2013–14, there are only two years to compare: 2013–14 and 2014–15. As presented in Figure 2, Both Reading and Mathematics and Mathematics Only had an increase from the previous year in 2014–15.

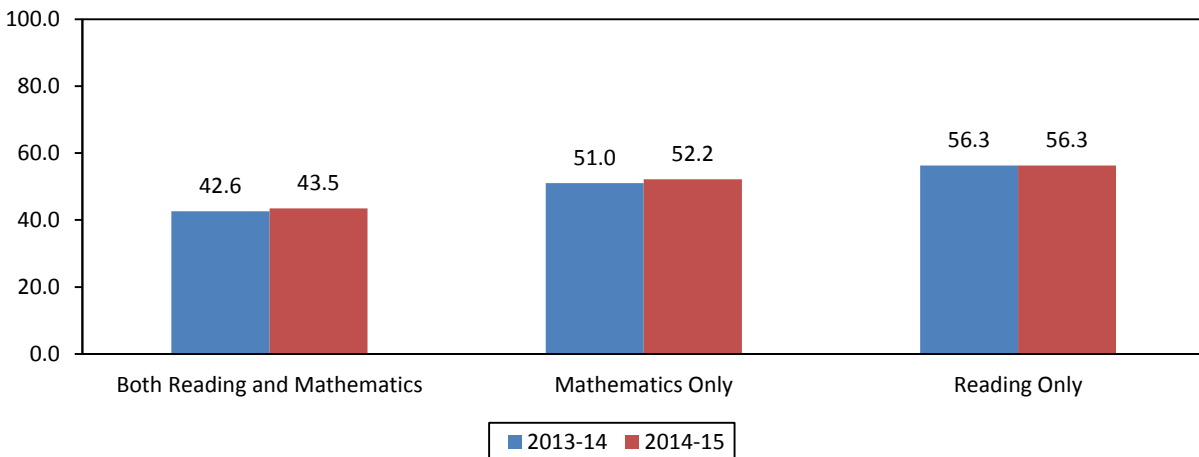


Figure 2. End-of-Grade State-Level Performance Results in Both Reading and Mathematics, Mathematics, and Reading (Level 3 and above—Grade Level Proficient Standard)

Figures 3 through 8 show current year data and previous years’ data for College and Career Readiness (Level 4 and above) and for Grade Level Proficiency (Level 3 and above) for each grade and subject. For reading at grades 3–8, some grade levels had an increase in the percent of students meeting College and Career Readiness or Grade Level Proficiency. For mathematics at grades 3–8 and science at grades 5 and 8, all grade levels had a higher percent of proficient students than the previous year, for both College and Career Readiness and for Grade Level Proficiency. Of the three EOC tests (Figure 8), Math I had a higher percent of students proficient than the previous year for College and Career Readiness.

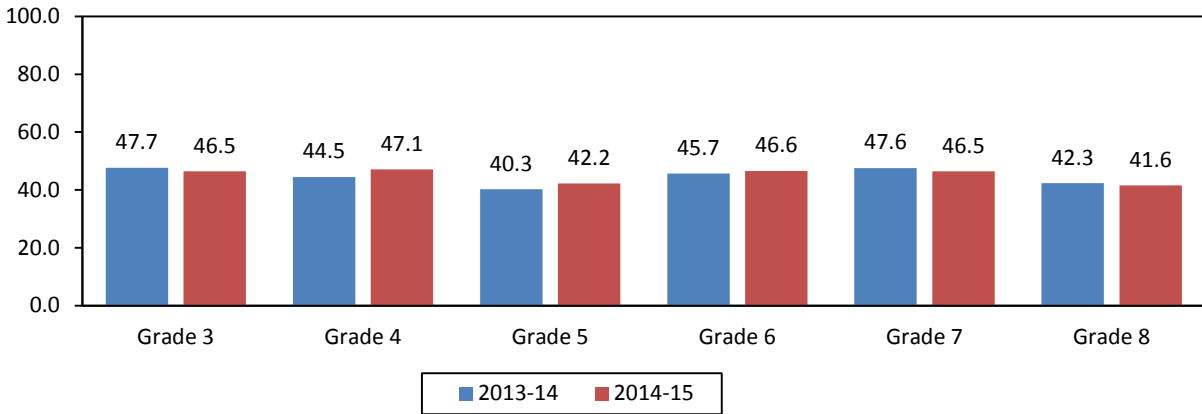


Figure 3. End-of-Grade Reading Performance by Grade (Level 4 and above—College and Career Readiness Standard)

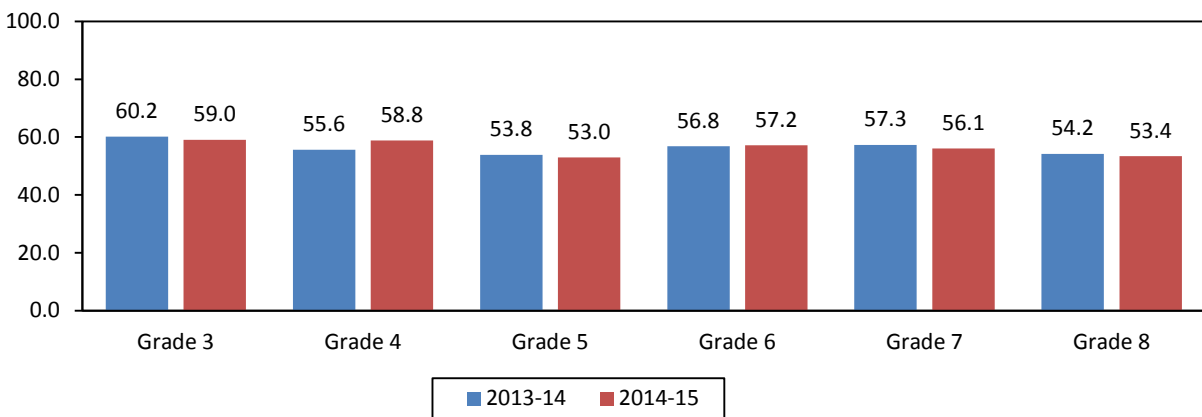


Figure 4. End-of-Grade Reading Performance by Grade (Level 3 and above—Grade Level Proficient Standard)

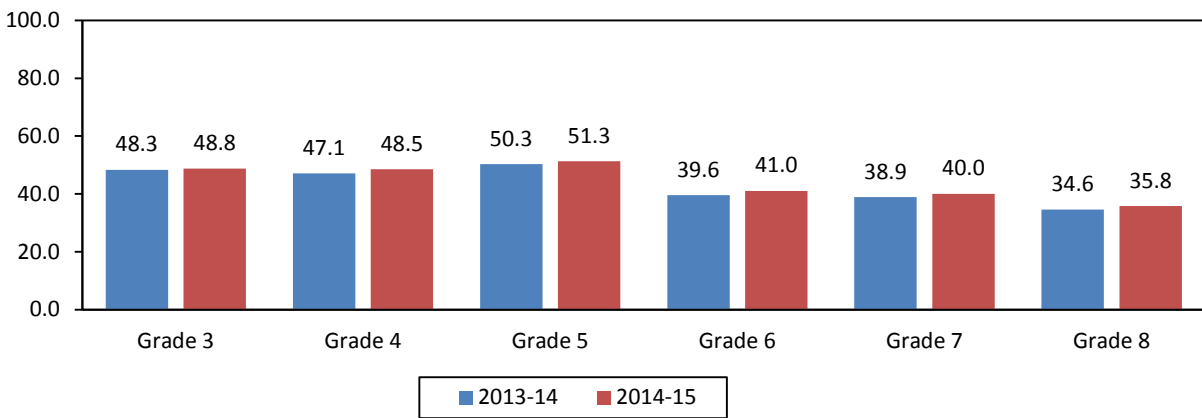


Figure 5. End-of-Grade Mathematics Performance by Grade (Level 4 and above—College and Career Readiness Standard)

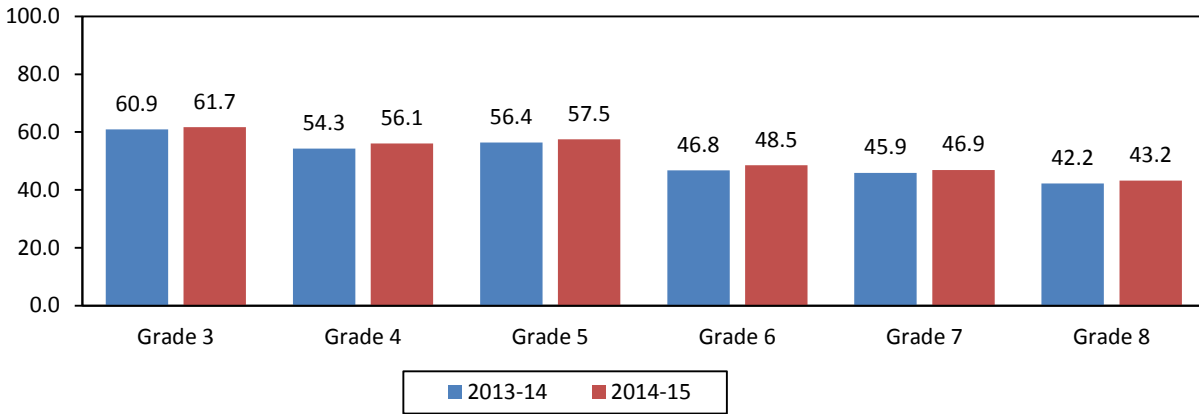


Figure 6. End-of-Grade Mathematics Performance by Grade (Level 3 and above—Grade Level Proficient Standard)

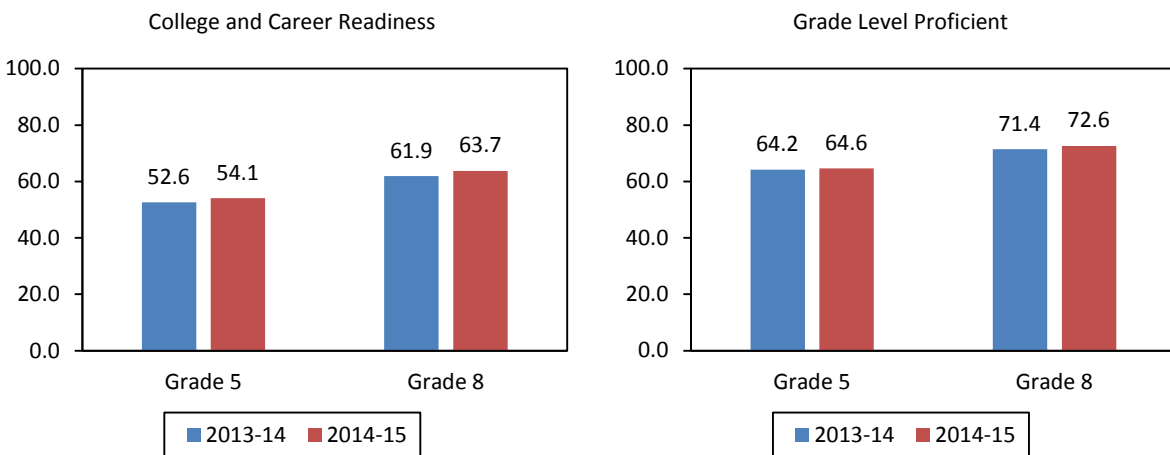


Figure 7. End-of-Grade Science Performance by Grade (Level 4 and above—College and Career Readiness Standard and Level 3 and above—Grade Level Proficient Standard)

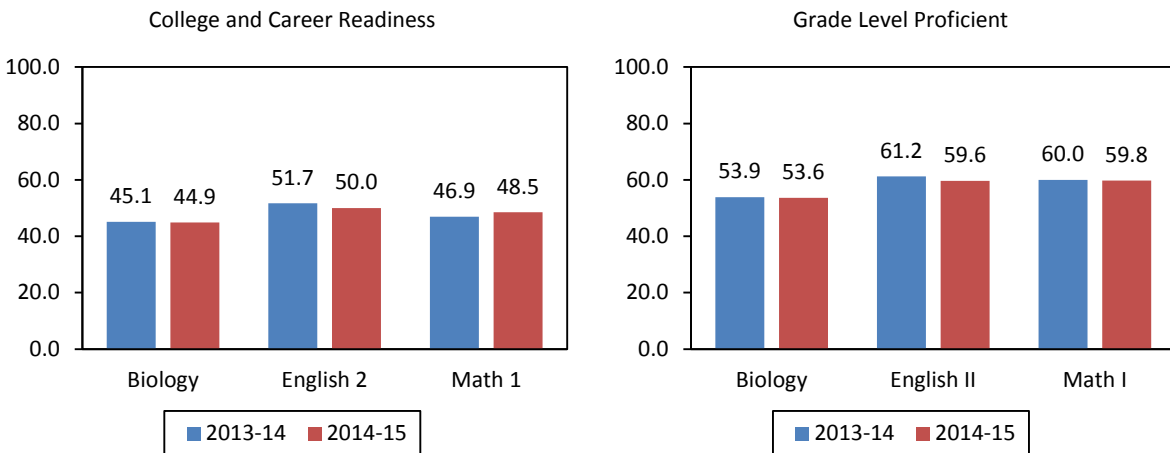


Figure 8. End-of-Course Performance by Subject (Level 4 and above—College and Career Readiness Standard and Level 3 and above—Grade Level Proficient Standard)

State-level results for other high school indicators: The ACT, ACT WorkKeys, Students Passing Math III, and the Graduation Project are presented in Table 2. Of the high school indicators, the largest increase was ACT WorkKeys with an increase of 4.6% when compared to 2013–14.

Table 2. *State-Level Performance for the High School Indicators*

Indicator	Benchmark Definition	2013–14 Percent Meeting Benchmark	2014–15 Percent Meeting Benchmark
The ACT	Percent of grade 11 participating students who meet the UNC System minimum admission requirement of a composite score of 17	59.3%	59.7%
ACT WorkKeys	Percent of graduates who are Career and Technical Education (CTE) concentrators who earn a Silver Certificate or higher	67.6%	72.2%
Students Passing Math III	Percent of graduates who successfully complete Math III (Algebra II or Integrated Mathematics III)	>95%	>95%
Graduation Project	Percent of high schools that implemented a graduation project	44.2%	36.2%

Section III. Progress Results

AMO are progress targets for student subgroups. Targets are calculated as specified in North Carolina’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver, with 2012–13 as the baseline year and the first target year. Using the 2012–13 state mean as the starting point, the AMO targets were set to reduce by one-half the percent of students who are not-proficient within six years. The AMO reports include targets for reading, mathematics, science, math course rigor, The ACT, and ACT WorkKeys. In addition, schools have AMO targets for graduation rate or attendance.

It is required that the number of AMO targets for each school and the number and percent met is reported. AMO targets are set for the following subgroups: School as a Whole (All Students); American Indian; Asian; Black; Hispanic; Two or More Races; White; Economically Disadvantaged; Limited English Proficient; Students with Disabilities; and Academically or Intellectually Gifted. Performance and participation are reported for each identified subgroup. For performance, each subgroup must meet or exceed the state’s percent proficient targets. For participation, schools must have at least 95% of its students participate in the assessments. In addition, the schools must show progress by subgroup on the graduation rate. If a school does not have a graduation rate, then it must show progress on the attendance rate for the school as a whole.

Table 3 and Table 4 show the number and percent of schools by AMO targets met and not met overall.

Table 3. *AMO Targets*

	Number of Schools	Percent of Schools
Met All Targets	392	15.6%
Did Not Meet All Targets	2,114	84.4%
Total	2,506	100.0%

Table 4. *The Number and Percent of Schools by Percent of Targets Met*

Percent AMO Targets Met	Number of Schools	Percent of Schools
0–49.9	41	1.6%
50–59.9	428	17.1%
60–69.9	511	20.4%
70–79.9	479	19.1%
80–89.9	364	14.5%
90–100	683	27.3%

Participation is a required part of AMO target reporting. In the ESEA waiver, North Carolina committed to holding schools to a 95% participation rate and to apply consequences to schools that do not meet the targets by subgroup. Schools are labeled “Consistently Low Participating” if they miss a participation target for a second consecutive year. These schools must create and submit a plan for ensuring that the missed subgroup(s) will meet participation expectations in the coming year. As part of the ESEA Flexibility Waiver and beginning with 2014–15, schools are identified as “Focus Schools” if they fail to meet participation target(s) for a third consecutive year. Schools with the Focus School designation must send a letter to notify parents of the inadequate participation. The letter must include information on a plan to ensure full participation for subsequent administrations.

This year 118 schools are labeled Consistently Low Participating.

This year 111 schools are labeled Focus Schools for missing participation targets.

AMO results are shown by the schools’ growth statuses in Table 5. Schools must have a growth status to be included in this table.

Table 5. *AMOs by School-Growth Status*

Category	AMO Targets			
	Met All		Did Not Meet All	
	Number	Percent	Number	Percent
Exceeded Growth	138	20.0%	551	80.0%
Met Growth	185	16.7%	922	83.3%
Did Not Meet Growth	58	8.5%	627	91.5%

Table 6. *The Number and Percentage of School-Level Targets Met By Subgroup*

AMO Subgroup	All AMOs		
	Number Targets Met	Total Number of Targets	Percent Targets Met
All Students	15,254	20,030	76.2%
American Indian	235	362	64.9%
Asian	803	938	85.6%
Black	6,760	9,636	70.2%
Hispanic	5,048	6,892	73.2%
Multi-racial	782	939	83.3%
White	11,019	14,199	77.6%
Economically Disadvantaged	10,703	14,858	72.0%
Limited English Proficient	1,410	1,985	71.0%
Students with Disabilities	4,916	7,111	69.1%
Academically Intellectually Gifted	6,625	7,221	91.7%

Section IV. School Performance Grades (A–F)

Beginning with the 2013–14 school year data, per legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly, School Performance Grades (A–F) based on test scores, and high schools’ additional indicators that measure college and career readiness, are reported for schools in North Carolina.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in Math I, Biology, and English II (Level 3 and above)
3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade
4. The percentage of grade 11 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on The ACT (composite score of 17)
5. The percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
6. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

The EVAAS model, which provides the growth measure, uses current and previous student test data to determine whether schools are maintaining or increasing student achievement from one year to the next. In the event that a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score. For the final Performance Score and Grade, if a school’s growth designation is Meets or Exceeds Expected Growth, but the inclusion of the school’s Growth Score reduces the school’s Performance Score and Grade, only the School Achievement Score may be used for the Performance Score and Grade. For 2014–15, there were eleven (11) schools that met this exception, and growth was not included in their final grade calculation.

For 2014–15, the grade designations are set on a 15 point scale as follows:

A = 85–100	B = 70–84	C = 55–69	D = 40–54	F = 39 or Less
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Schools that earn an A designation and do not have significant achievement and/or graduation gaps are designated as an A^{+NG} school. Significant achievement and graduation gaps are defined as in-school gaps that are above the three-year state average when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup.

Following is the state-level distribution of School Performance Grades, including the reading and mathematics grades for the K–8 schools and secondary analyses on growth, school type, poverty, and State Board of Education districts.

Section V. Overall School Performance Grades

Of the 2,586 public schools and public charter schools, 2,446 received School Performance Grades for the 2014–15 school year. The 140 schools not included in the report may not have any tested grades or may have a transient or very small student population. Typically these schools are K–2 schools, special education schools, and some alternative schools. Table 7 and Figure 9 provide the number and percent of the 2,446 schools that received each letter grade (A–F). The majority of all schools received a letter grade of C or better. Compared to 2013–14, there were an additional 26 schools that earned an A/A^{+NG}.

To be eligible for the A^{+NG} designation, a school must have at least 30 students in two subgroups. In 2014–15, there were 72 schools that achieved an A but did not have enough data for the achievement gap calculation. Of the 86 schools with sufficient data for the analysis, 69 schools did not have significant gaps and were identified as an A^{+NG} school.

Table 7. Performance Grade by School (Public Schools and Public Charter Schools)*

Overall Grade	Number of Schools 2013–14	Percent of Schools 2013–14	Number of Schools 2014–15	Percent of Schools 2014–15
A ^{+NG}	NA	NA	69	2.8
A	132	5.4	89	3.6
B	582	24.0	584	23.9
C	1,003	41.4	1,022	41.8
D	561	23.1	536	21.9
F	146	6.0	146	6.0
Total	2,424		2,446	

*Due to rounding, the percent of schools may not total 100%.

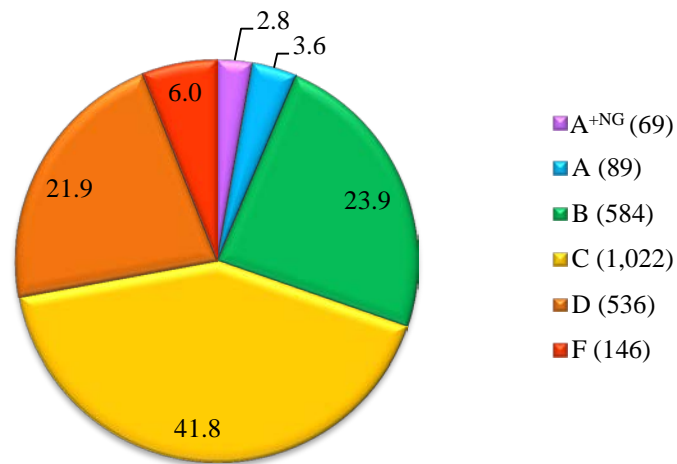


Figure 9. Performance grades by all schools

Table 8 and Figure 10 show letter grades broken out by public schools and by public charter schools. Public schools had a lower percent of schools with D and F grades (27.8%) than public charter schools (29.6%). Public charters had a higher percent of A/A^{+NG} and B grades (48.6%) than public schools (29.2%).

Table 8. Performance Grades by Public Schools and by Public Charter Schools*

Overall Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A ^{+NG}	57	2.5	12	8.5
A	82	3.6	7	4.9
B	534	23.2	50	35.2
C	991	43.0	31	21.8
D	512	22.2	24	16.9
F	128	5.6	18	12.7
Total	2,304		142	

*Due to rounding, the percent of schools may not total 100%.

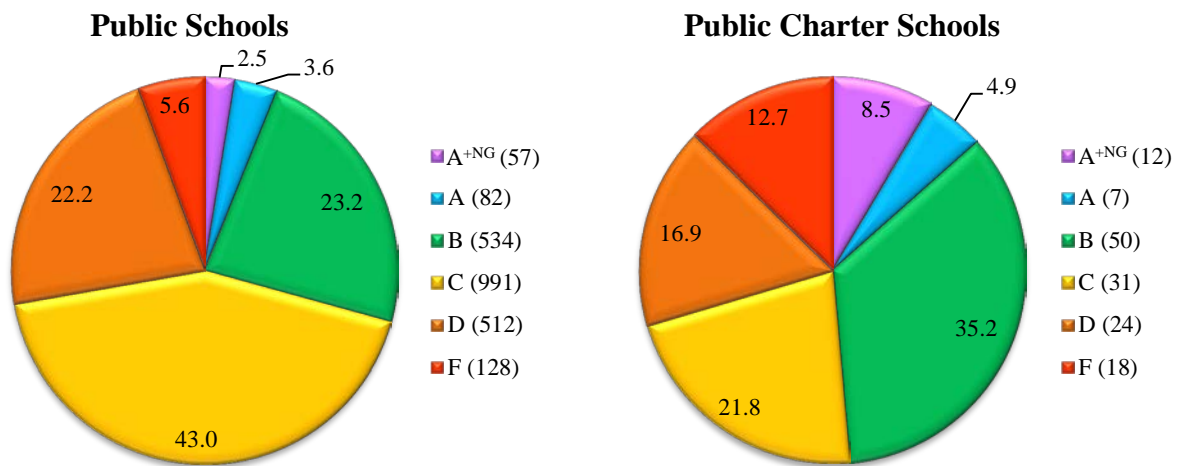


Figure 10. Performance grades for public schools and public charter schools

Table 9 and Figure 11 show the distribution of school grades by school type. School type is defined as follows: elementary (any school with a grade configuration up to grade 5), middle (any school with a grade configuration up to grade 8), and high (any school with a grade configuration up to grade 12 or ungraded). The elementary and middle schools' achievement scores are based only on test scores. Consistently increasing when compared to last year, 67.7% of the elementary and middle schools earned a grade of C or better, 25.1% earned a B or better, and 3.2% earned an A/A^{+NG}. The most improvement in grades was at the high school level where 17.3% of high schools earned an A/A^{+NG}, compared to 13.1% last year. Likewise, of the 26 schools that earned an A/A^{+NG} for the first time in 2014–15, 23 were high schools.

Table 9. Performance Grade by School Type (Public Schools and Public Charter Schools)*

Grade	Elementary and Middle		Elementary		Middle		High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A ^{+NG}	36	1.9	26	2.1	10	1.5	33	5.9
A	25	1.3	13	1.1	12	1.8	64	11.4
B	412	21.9	294	24.2	118	17.6	172	30.6
C	802	42.6	528	43.5	274	41.0	220	39.1
D	478	25.4	279	23.0	199	29.7	58	10.3
F	131	7.0	75	6.2	56	8.4	15	2.7
Total	1884		1,215		669		562	

*Due to rounding the percent of schools may not total 100%.

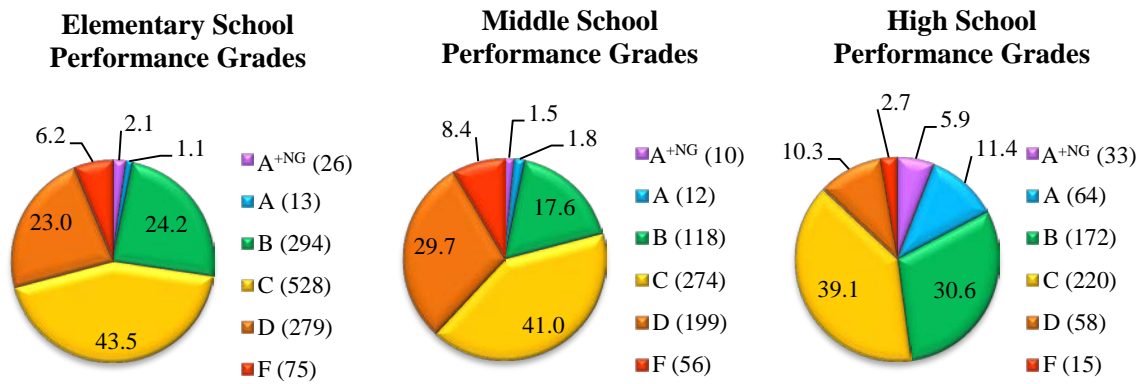


Figure 11. Performance grades by school type

Section VI. Growth and School Performance Grades (Public Schools and Public Charter Schools)

Though only counted as 20% of the overall School Performance Grade, the amount of growth a school’s students demonstrate for the year indicates the school’s success in moving student achievement forward, a key criterion for sustained improvement. For 2014–15, 72.3% of all schools, public and public charter, met or exceeded growth expectations for 2014–15. Table 10 and Figure 12 provide the percent of schools for each growth designation by school type.

Table 10. Growth Status by School Type (Public Schools and Public Charter Schools)

Growth Status	Elementary School		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Exceeds Expected Growth	290	23.9	212	31.7	184	33.6
Meets Expected Growth	654	53.8	249	37.3	191	34.9
Does Not Meet Expected Growth	271	22.3	207	31.0	173	31.6
Total	1,215		668		548	

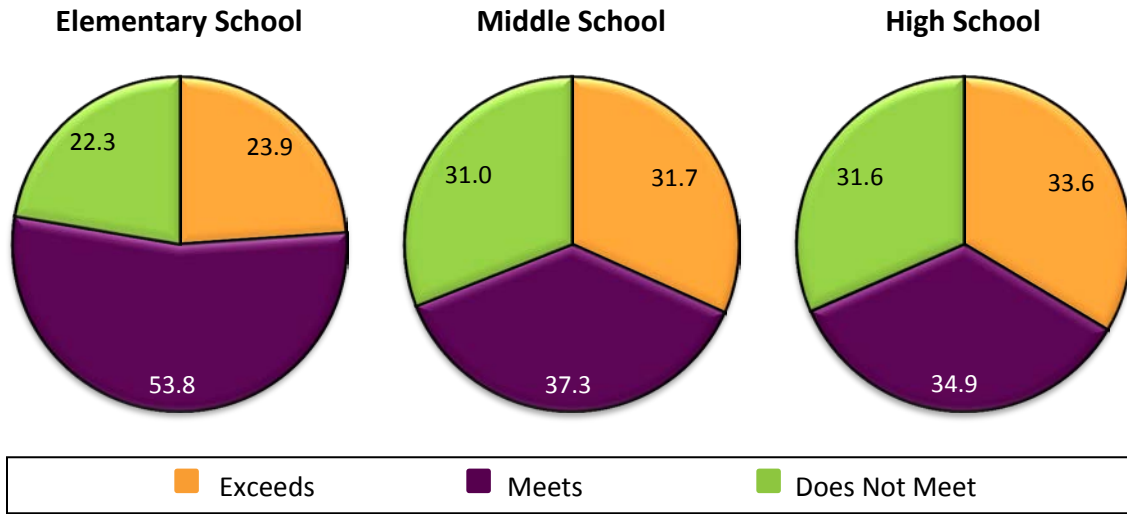


Figure 12. Growth status by school type

Data shows that of the 2,431 schools with both a School Performance Grade and a school accountability growth status, 1,780 (73.2%) met or exceeded growth, and of those schools: 149 (8.4%) earned an A/A^{+NG}, 513 (28.8%) earned a B, and 741 (41.6%) earned a C (see Table 11 and Figure 13).

Table 11. Performance Grade by School Accountability Growth (Public Schools and Public Charter Schools)

Grade	Meets or Exceeds Expected Growth		Exceeds Expected Growth		Meets Expected Growth		Does Not Meet Expected Growth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A ^{+NG}	68	3.8	41	6.0	27	2.5	1	0.2
A	81	4.6	49	7.1	32	2.9	1	0.2
B	513	28.8	232	33.8	281	25.7	70	10.8
C	741	41.6	269	39.2	472	43.1	280	43.0
D	317	17.8	92	13.4	225	20.6	219	33.6
F	60	3.4	3	0.4	57	5.2	80	12.3
Total	1,780		686		1,094		651	

*Due to rounding the percent of schools may not total 100%.

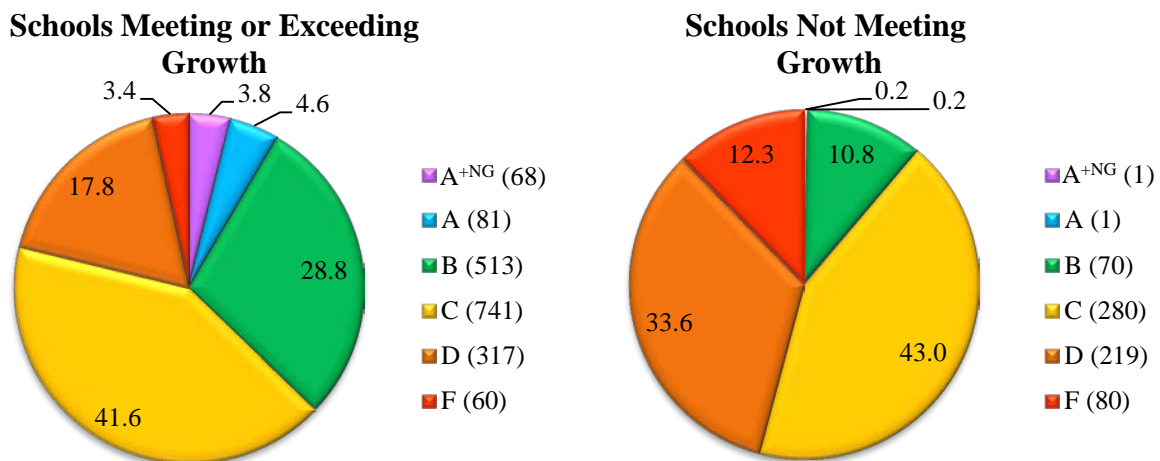


Figure 13. Performance grades of schools by growth designations

Section VII. Performance Grade by School Poverty Percentage (Public Schools and Public Charter Schools)

Data for the poverty percentages were available for 2,441 schools. Table 12 and Figure 14 show the distribution of letter grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50% of their students. Schools with greater poverty earned fewer A/A^{+NG}'s and B's and earned more C's, D's, and F's than schools with less poverty.

Table 12. Number and Percent of Schools by Letter Grade and School Poverty Percentage (Public Schools and Public Charter Schools)*

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A ^{+NG}	69	7	10.1	62	89.9	100
A	87	17	19.5	70	80.5	100
B	583	145	24.9	438	75.1	100
C	1,021	723	70.8	298	29.2	100
D	536	506	94.4	30	5.6	100
F	145	143	98.6	2	1.4	100
Total	2,441	1,541		900		

*Data Source: 2014–15 Eligible School Summary Report

Grades by School Poverty Percentage

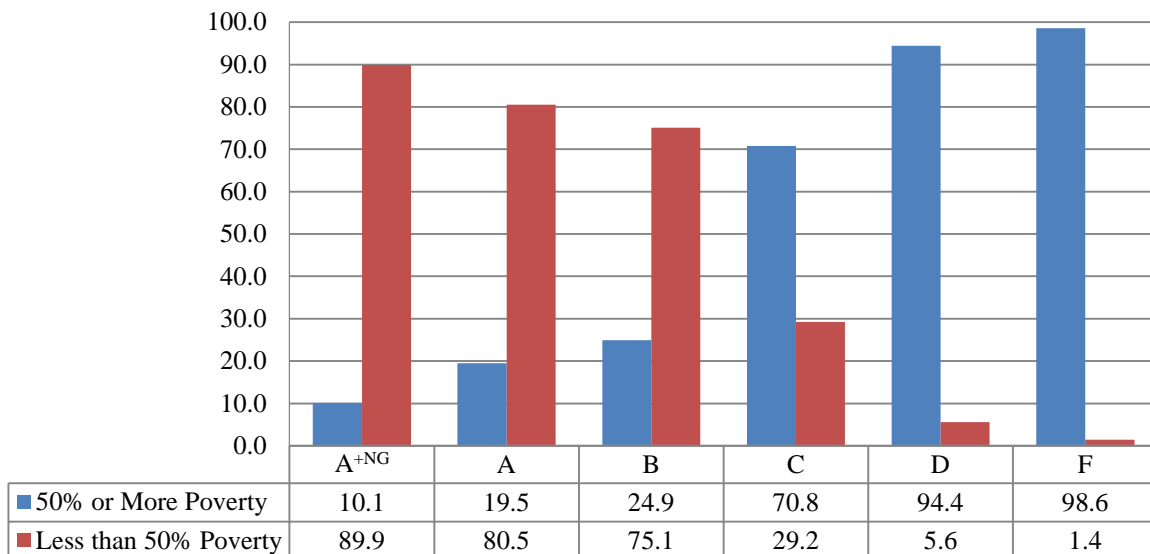


Figure 14. Bar graph showing school performance grades by school poverty percentage

Section VIII: Reading and Mathematics Performance Grades for Elementary and Middle Schools

Schools with grades 3–8 report a separate School Performance Grade for reading and for mathematics based on the EOG test scores. Like the overall School Performance Grades, the reading and mathematics grades include achievement (80%) and growth (20%). Table 13 and Figure 15 provide this information by the number and percent of grades earned for all schools. A^{+NG} designations are not assigned to reading and mathematics performance grades.

Table 13. *Number and Percent of Schools' Reading and Mathematics Letter Grades (Public Schools and Public Charter Schools)**

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	48	2.4	66	3.4
B	409	20.8	374	19.1
C	820	41.8	725	37.0
D	563	28.7	551	28.1
F	122	6.2	246	12.5
Total	1,962		1,962	

*Due to rounding, the percent of schools may not total 100%.

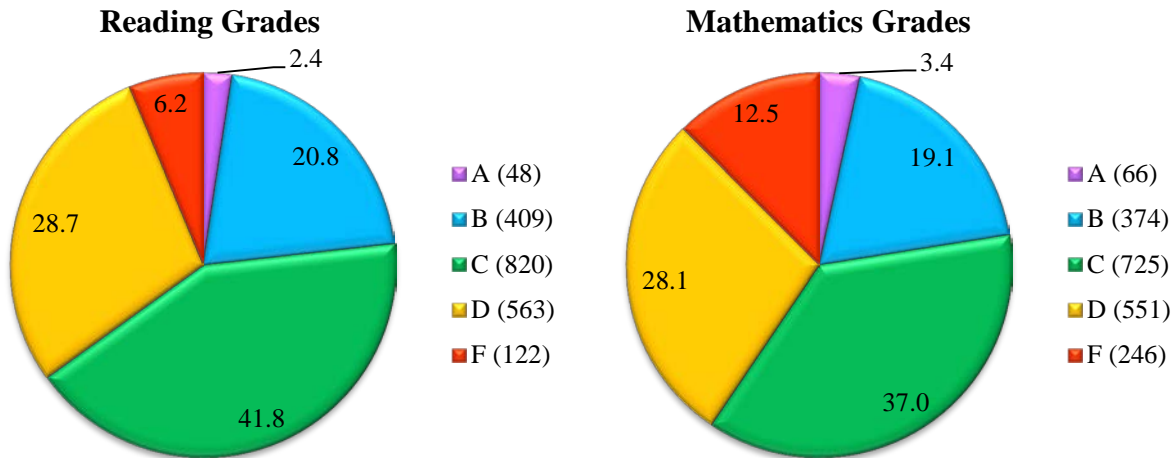


Figure 15. Performance grades for reading and mathematics

Table 14 and Figure 16 show the distribution of reading grades for public schools and public charter schools.

Table 14. *Number and Percent of Reading Grades by Public Schools and Public Charter Schools**

Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A	38	2.1	10	7.5
B	349	19.1	60	44.8
C	791	43.3	29	21.6
D	538	29.4	25	18.7
F	112	6.1	10	7.5
Total	1,828		134	

*Due to rounding, the percent of schools may not total 100%.

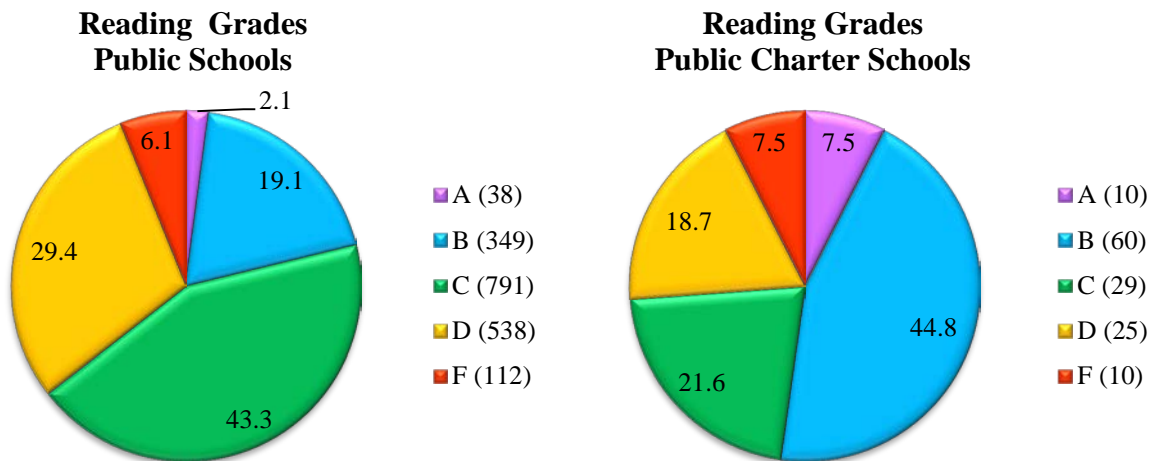


Figure 16. Distribution of reading grades for public schools and public charter schools

Table 15 and Figure 17 show the distribution of mathematics grades for public schools and public charter schools.

Table 15. Mathematics Grades by Public Schools and Public Charter Schools

Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A	57	3.1	9	6.7
B	342	18.7	32	23.9
C	685	37.5	40	29.9
D	525	28.7	26	19.4
F	219	12.0	27	20.1
Total	1,828		134	

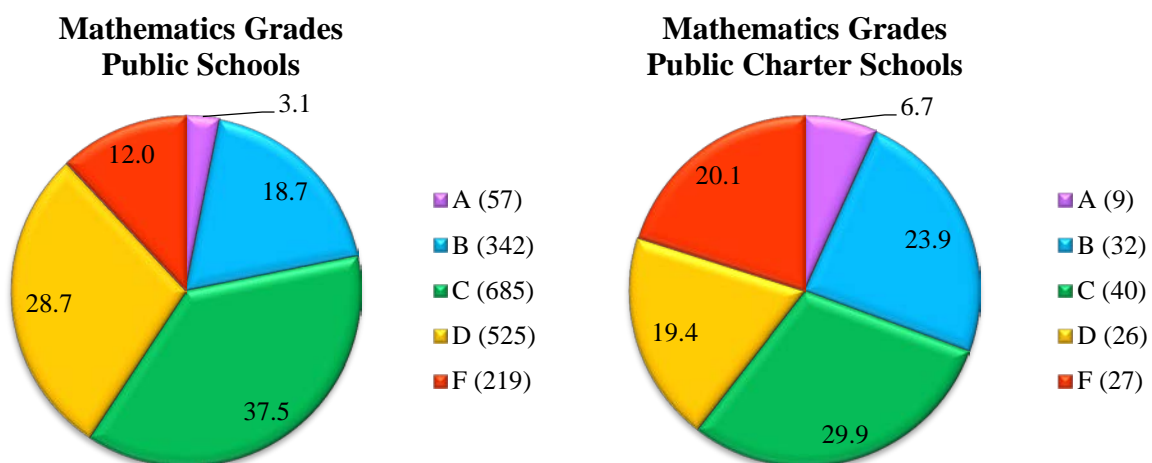


Figure 17. Distribution of mathematics grades for public schools and public charter schools

Table 16 and Figure 18 show the distribution of reading grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50 percent of their students.

Table 16. *Number and Percent of Schools by Reading Grade and School Poverty Percentage*

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A	48	1	2.0	47	98.0	100
B	409	92	22.5	317	77.5	100
C	820	566	69.0	253	30.9	100
D	563	545	97.0	18	3.2	100
F	122	119	97.5	2	1.6	100
Total	1,962	1,323		637		

Reading Grades by School Poverty Percentage

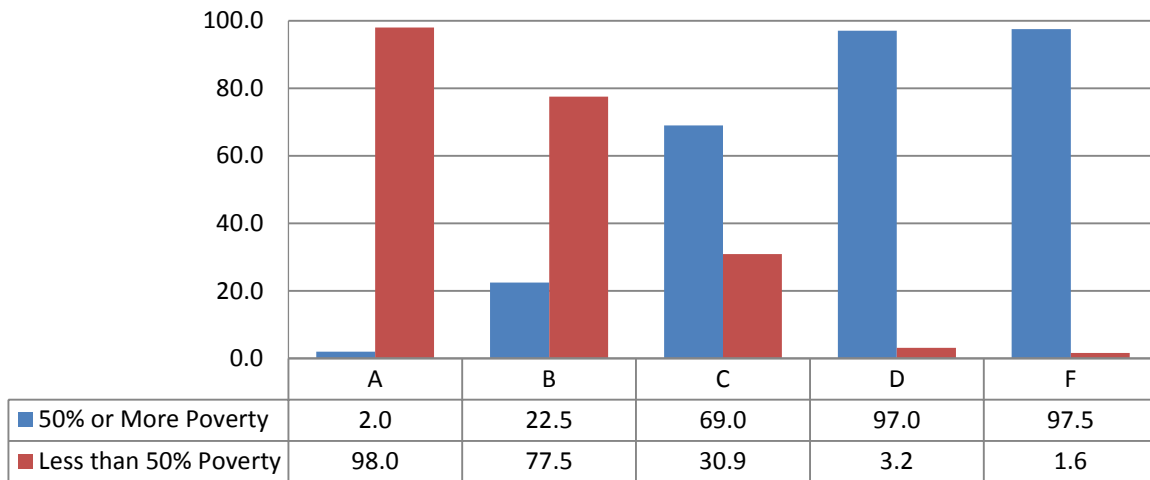


Figure 18. Reading grades by school poverty percentage

Table 17 and Figure 19 show the distribution of mathematics grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50 percent of their students.

Table 17. *Number and Percent of Schools by Mathematics Grade and School Poverty Percentage*

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A	66	7	10.6	59	89.4	100
B	374	113	30.2	261	69.8	100
C	725	488	67.3	237	32.7	100
D	551	481	87.3	69	12.5	100
F	246	234	95.1	11	4.5	100
Total	1,962	1,323		637		

Mathematics Grades by School Poverty Percentage

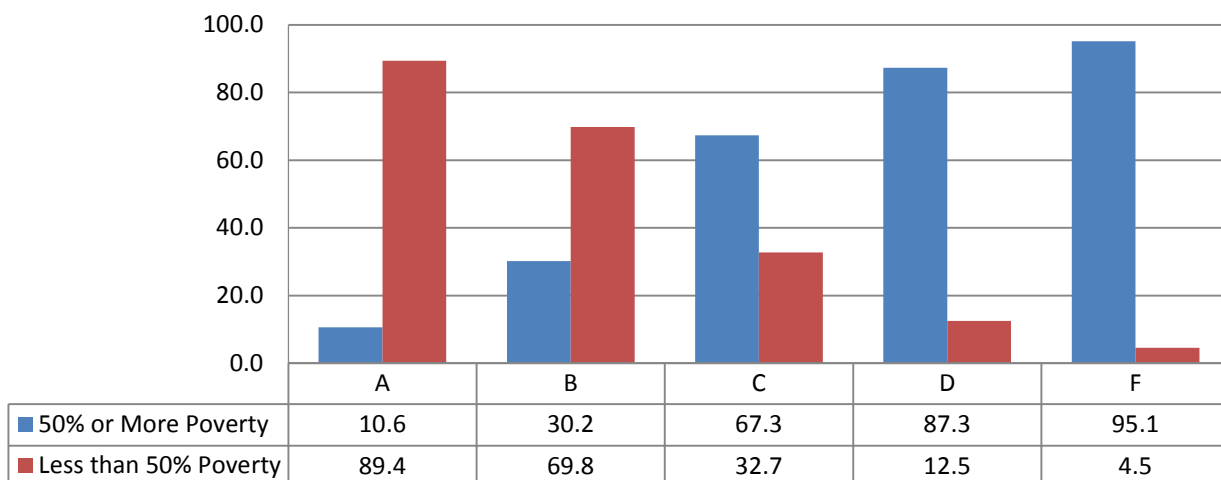


Figure 19. Mathematics grades by school poverty percentage

Section IX. Performance Grades by State Board Districts (Public Schools and Public Charter Schools)

The distributions of School Performance Grades, Growth Designations, Reading Grades, and Mathematics Grades by State Board of Education districts are presented in Tables 18–21.

Table 18. Number and Percent of School Performance Grades (A–F) by State School Board District*

District		Overall Performance Grade						Total Schools
		A ^{+NG}	A	B	C	D	F	
Northeast	Number	0	4	24	68	48	16	160
	Percent	0.0	2.5	15.0	42.5	30.0	10.0	
Southeast	Number	5	9	48	100	59	11	232
	Percent	2.2	3.9	20.7	43.1	25.4	4.7	
North Central	Number	22	17	127	196	124	39	525
	Percent	4.2	3.2	24.2	37.3	23.6	7.4	
Sandhills	Number	0	8	39	112	76	20	255
	Percent	0.0	3.1	15.3	43.9	29.8	7.8	
Piedmont-Triad	Number	14	16	83	196	86	28	423
	Percent	3.3	3.8	19.6	46.3	20.3	6.6	
Southwest	Number	22	24	138	167	109	30	490
	Percent	4.5	4.9	28.2	34.1	22.2	6.1	
Northwest	Number	3	2	54	101	21	2	183
	Percent	1.6	1.1	29.5	55.2	11.5	1.1	
Western	Number	3	9	71	82	13	0	178
	Percent	1.7	5.1	39.9	46.1	7.3	0.0	

*Due to rounding, the percent of schools may not total 100%.

Table 19. *Number and Percent of School Growth Designations by State School Board District**

District		Growth Status			Total Schools
		Exceeds	Meets	Does Not Meet	
Northeast	Number	38	79	41	158
	Percent	24.1	50	25.9	
Southeast	Number	73	103	56	232
	Percent	31.5	44.4	24.1	
North Central	Number	140	212	170	522
	Percent	26.8	40.6	32.6	
Sandhills	Number	82	108	65	255
	Percent	32.2	42.4	25.5	
Piedmont-Triad	Number	114	199	105	418
	Percent	27.3	47.6	25.1	
Southwest	Number	152	204	132	488
	Percent	31.1	41.8	27	
Northwest	Number	54	91	36	181
	Percent	29.8	50.3	19.9	
Western	Number	33	98	46	177
	Percent	18.6	55.4	26	

*Due to rounding, the percent of schools may not total 100%.

Table 20. *Number and Percent of Reading Grades by State School Board District**

District		Reading Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	2	13	41	54	13	123
	Percent	1.6	10.6	33.3	43.9	10.6	
Southeast	Number	5	26	91	52	11	185
	Percent	2.7	14.1	49.2	28.1	5.9	
North Central	Number	15	102	156	130	27	430
	Percent	3.5	23.7	36.3	30.2	6.3	
Sandhills	Number	0	24	83	86	15	208
	Percent	0	11.5	39.9	41.3	7.2	
Piedmont-Triad	Number	4	56	147	102	27	336
	Percent	1.2	16.7	43.8	30.4	8	
Southwest	Number	21	106	130	111	27	395
	Percent	5.3	26.8	32.9	28.1	6.8	
Northwest	Number	0	30	99	16	2	147
	Percent	0	20.4	67.3	10.9	1.4	
Western	Number	1	52	73	12	0	138
	Percent	0.7	37.7	52.9	8.7	0	

*Due to rounding, the percent of schools may not total 100%.

Table 21. *Number and Percent of Mathematics Grades by State School Board District**

District		Mathematics Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	1	12	31	51	28	123
	Percent	0.8	9.8	25.2	41.5	22.8	
Southeast	Number	4	24	71	64	22	185
	Percent	2.2	13	38.4	34.6	11.9	
North Central	Number	18	96	150	105	61	430
	Percent	4.2	22.3	34.9	24.4	14.2	
Sandhills	Number	2	22	70	75	39	208
	Percent	1	10.6	33.7	36.1	18.8	
Piedmont-Triad	Number	9	53	139	95	40	336
	Percent	2.7	15.8	41.4	28.3	11.9	
Southwest	Number	28	101	125	93	48	395
	Percent	7.1	25.6	31.6	23.5	12.2	
Northwest	Number	0	27	77	35	8	147
	Percent	0	18.4	52.4	23.8	5.4	
Western	Number	4	39	62	33	0	138
	Percent	2.9	28.3	44.9	23.9	0	

*Due to rounding, the percent of schools may not total 100%.

Section X. Alternative Schools

In consideration of the limited data available for alternative schools, State Board of Education policy provides an alternative accountability model for alternative schools to report their overall achievement and growth performance, in lieu of required participation in School Performance Grades. Schools in this model include alternative schools, North Carolina Department of Public Instruction (NCDPI)-approved special education schools, and schools identified as Developmental Day Centers. Table 22 provides information on the options selected by the alternative schools.

Table 22. *Alternative Accountability Model Options*

SBE Policy Selection	Number of Schools	Description of Option and Outcomes
Option A	1	Participate in School Performance Grades
Option B	3	All data sent back to base schools
Option C	83	Alternative Progress Model—2015 is baseline year; therefore, all schools receive the Maintaining designation
Option D	9	Schools submitted individual reports to NCDPI
Total	96	

The results of the schools that chose Option C or Option D are located at <http://www.ncpublicschools.org/accountability/reporting/>.

Section XI. State Board of Education Goals

The State Board of Education (SBE) implemented a strategic plan with the vision that “every public school student will graduate ready for post-secondary education and work, prepared to be globally engaged and productive citizens.” Table 23 provides information showing results based on the goals set.

Table 23. *State Board of Education Goals*

Objective	Measure	2013–14 Actual	2014–15 Target	2014–15 Actual
1.2	1.2.1 The ACT (Minimum 17 Composite)	59.3	66.9	59.7
1.3	1.3.1 ACT WorkKeys (Silver or Better)	67.6	69.3	72.2
1.5	1.5.1 Percent Proficient (EOG/EOC)*	46.2	51.7	46.9
1.5	1.5.2 School Growth (Meet/Exceed)	74.7	75.0	72.3
2.4	2.4.1 Charter Schools 60% or higher Performance Composite	32.0	51.7	39.9
2.4	2.4.2 Charter Schools’ Growth (Meet/Exceed)	75.6	75.0	73.4
2.5	2.5.1 School Performance Composite above 60% and Growth (Meet/Exceed)	16.4	30.0	17.1

*Based on Level 4 and above (college and career readiness standard)

Accountability Performance Results are presented for 2,535 of 2,589 public schools at <http://www.ncpublicschools.org/accountability/reporting/>.