

## 2024-25 Alternative Schools' Modified Accountability System Option C

The Alternative Schools' Modified Accountability System allows three ways for schools to participate in the system:

**Option A:** Alternative schools may participate in School Performance Grades as defined by G.S. 115C-83.15 **or**

**Option B:** Alternative schools may participate in Option B as defined in 16 NCAC 06G .0314 of the administrative code **or**

**Option C:** An alternative school may propose its own alternative accountability system for approval by the SBE.

Schools requesting Option C submitted their proposed model to the State Board of Education (SBE) for review and approval at the October 2024 State Board of Education meeting. By mid-August of each reporting year, individual reports are due from each school or district for submission to the State Board of Education. This document is comprised of the results for the 2024–25 academic year as calculated by each school or district according to their Option C proposals.

LEA code	LEA name	School code	School name
260	Cumberland County	260374	Alger B. Wilkins High School
260	Cumberland County	260413	Howard Learning Academy
260	Cumberland County	260449	Ramsey Street High School
280	Dare County	280306	Dare Learning Academy
320	Durham Public Schools	320322	Durham Performance Learner Center
320	Durham Public Schools	320341	Lakeview School
410	Guilford County	410534	Dean B. Pruette SCALE Academy
410	Guilford County	410398	Doris Henderson Newcomer's School
410	Guilford County	410533	SCALE - Greensboro
410	Guilford County	410300	Slyvia Mendez Newcomer's School
410	Guilford County	410458	C Joyner Green Education Center
410	Guilford County	410379	Gateway Education Center
410	Guilford County	410464	Haynes Inman Education Center
410	Guilford County	410457	Herbin Metz Education Center
560	Macon County	560350	Bartram Academy
570	Madison County	570321	Madison Velocity Learning Center
800	Rowan-Salisbury Schools	800308	Henderson Independent Hish School
93L	Charter	93L000	Central Wake High School
60U	Charter	60U000	Commonwealth High School
61L	Charter	61L000	Stewart Creek High School

Questions regarding the specifics in any of the reports should be directly addressed to the school(s) or district(s). Information regarding the Alternative Schools' Modified Accountability System can be found on the North Carolina Department of Public Instruction's Office of Accountability and Testing website.

# **Cumberland County**

Alger B. Wilkins High School

Howard Learning Academy

Ramsey Street High School

**ALGER B. WILKINS HIGH SCHOOL  
ALTERNATIVE ACCOUNTABILITY MODEL 2024–2025**

Alger B. Wilkins High School has chosen Option C as the proposed Alternative Accountability Model for the 2024–2025 school year. Alger B. Wilkins High School (ABWHS) is an alternative high school for students who have been unsuccessful in the traditional high school setting in obtaining their high school diploma. A large number of potential students who are selected to attend Alger B. Wilkins High School are behind in credits, have dropped out, or are on the verge of dropping out of high school. It is the goal of Wilkins to provide a safe learning environment that supports the needs of students who may be at risk or who may need an environment that supports a differentiated learning style. Prospective students are required to submit an application to be accepted into the ABWHS academic program. It is important to note that these students are held to the same academic standards as other Cumberland County high school students. The fact that Alger B. Wilkins High School students can work at an accelerated pace to move quickly through their required courses makes our school a needed asset for students who have limited alternatives to overcoming academic setbacks. This is possible through the use of the Edgenuity online curriculum, which is aligned with the North Carolina Standard Course of Study, without jeopardizing the integrity of the academic program, to attain the credits needed for high school graduation.

The administration at Alger B. Wilkins High School, along with the School Improvement Team, would like to choose Option C as the Alternative Accountability Model for the 2024–2025 academic school year. The approval of this model would allow our organization to focus our improvement efforts on the components listed below:

**Parental Involvement:** Researchers involved with the Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. Standardized test scores, grades, and teacher ratings were found to be higher in schools with higher parental involvement. According to a 2011 study “Parent Involvement and Student Academic Performance”, increased parent involvement directly correlated to the student-teacher relationship. The quality of the relationship was significantly related to academic achievement. Findings also indicate that increased parent involvement relates to the child’s increased perception of cognitive involvement. When parents are involved, children believe they are smarter and more capable.

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Parental involvement has always been a concern at Alger B. Wilkins High School and the inclusion of this indicator will remain beneficial for the school and the students. Alger B. Wilkins High School will provide a variety of opportunities to increase parental involvement to include PTA Meetings, EOC Nights, Graduation Meetings, Parent Information sessions, Senior Nights, Multicultural festivals, and Parent Teacher Conferences, just to name a few. Attendance records will be kept to support all documentation that is submitted. A student's parent can only be counted one time per activity. The calculation for this component will be computed by dividing the number of parents involved by the total student enrollment, resulting in a range of 0 to 100.

**School Growth:** We understand the importance growth plays in the achievement of our students. School Growth is part of the NC Accountability Model. No further information is needed.

**School and Student Achievement:** This indicator will combine the mean of three indicators; school proficiency on EOC tests and student achievement via improved GPA and increased high school credit. Student achievement will be based on the performance of every student in the school, not just those enrolled in state test courses. Alger B. Wilkins High School will measure students attending one semester or longer who improved their GPA by 0.5 points or more. In addition, the percent of high school credits earned will be measured for students attending one semester or longer.

**Test Participation:** At Alger B. Wilkins High School, we understand the importance of student accountability on testing days. It is understood by students and staff members that any absence during a testing day may be a lost opportunity for a student to take a required assessment. Under the guidelines set forth in the ESSA Plan, all schools are expected to test 100% of eligible students in every subgroup with the required population. Sanctions will be issued for anything less than 95%; thus, our goal is 95% test participation.

**Student Attendance:** According to the NCES, National Center for Educational Statistics, research shows that student attendance has a direct impact on student achievement. Chronic absenteeism reduces even the most effective teachers in providing quality instruction to their students. The Center for Applied Research and Educational Improvement notes that chronic absenteeism affects not only achievement, but social-emotional development, grade retention and dropout, discipline, and is associated with substance abuse. All of these factors are associated with social and health problems into adulthood. Researchers also note that in addition to individual concerns, classrooms with high absenteeism can affect all achievement, even students with good attendance. Hanover Research consistently finds that missing more than 10% of school for high school students is detrimental to College and Career Readiness skills.

Alger B. Wilkins High School will monitor and provide additional opportunities to increase student attendance. We have created a virtual mentoring program this year to assist with motivating students to attend school. Student attendance records will be kept to support all

documentation that is submitted. Student attendance has always been a concern at Wilkins and by using this indicator we want to ensure that our efforts for increasing student attendance will remain beneficial for the school and to the students as well. The calculation for this component will be computed by the PowerSchool attendance average for the 2024-2025 school year. Student attendance was difficult this school year and it will be a work in progress next school year. However, we continue to work towards showing improvement.

Indicators	Score	Weight	Model Score
Parental Involvement	100	5%	5
School and Student Achievement	62	15%	9.3
Test Participation	93	10%	9.3
Student Attendance	88	10%	8.8
School Growth	80.4	60%	48.2
<b>Overall Composite</b>			<b>80.6</b>

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2024-2025 is **Effective** due to +0.9 increase from 2023-2024.

## References

- Attendance and Chronic Absenteeism: Literature Review. (2018). *Center for Applied Research and Educational Improvement*. Published.
- Beyond Involvement and Engagement: The Role of the Family in School–Community Partnerships. (2016). *School Community Journal*. Published.
- Forum Guide to Collecting and Using Attendance Data. (2018). *National Forum for Educational Statistics*, 1–3.
- K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2011). *Journal of Prevention and Intervention in the Community*. Published.

## **HOWARD LEARNING ACADEMY ALTERNATIVE ACCOUNTABILITY MODEL 2024-2025**

Howard Learning Academy (HLA) serves to educate students in grades 6-8 who receive services through the Exceptional Children's Services and Regular Education Programs. Students are reassigned for disciplinary reasons. Students are assigned to HLA for a minimum of 45 days, one semester, or the remainder of the school year. These reassignments are based on violations of the Cumberland County Schools Code of Conduct. Students are assigned by the Associate Superintendent of Student Support Services as a result of those violations. At the end of the students' assignments, students may be considered for re-enrollment to their referring schools based on successful completion of goals including academics, attendance, and behavior.

The staff at Howard Learning Academy, along with the School Improvement Team for the 2024-2025 school year would like to design our own alternative accountability model for approval by the State Board of Education. This would be Option C. We would like to ask for approval to use several components listed in this proposal.

**Student Persistence:** The North Carolina Department of Instruction (NCDPI) states that graduating from high school is a predictor of adult success, adult health outcomes, and participation in the criminal justice system. New York State goes on to say that drop-outs are more likely to be unemployed, living in poverty, and living on the public welfare system. They are 8 times more likely to serve time in prison for committing crimes than high school graduates. Yet, according to NCDPI, 15% of North Carolina students entering high school will not graduate. In North Carolina students as young as 16 can leave school before graduating and do not need parental permission nor meet any other requirements before leaving. Keeping students enrolled and productively participating in school is a priority of Howard Learning Academy.

This indicator reflects the percentage of students enrolled in the school throughout the year, as identified in any official accountability data collection, and remain enrolled in any North Carolina public school through the end of the school year, as identified in the final official accountability data collection.

**School and Student Achievement:** Students enrolled at Howard Learning Academy at the time of End-of-Grade testing will be administered the ELA, Math, and Science EOG Assessments. The results from each of these assessments will be combined to determine a composite score. This indicator will come from the NCDPI Accountability Reports. This is already a part of the NC Accountability Model. No further information is needed.

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**Test Participation:** At Howard Learning Academy, we strive to test every eligible student captured in the enrollment in the official data collection. The staff will work collaboratively to test all students enrolled. Under the guidelines outlined in the ESSA Plan, all schools are expected to test 100% of eligible students in every subgroup. Sanctions will be issued for anything less than 95%. Test participation will be determined by the official NCDPI data files.

**School Safety and Student Conduct:** At Howard Learning Academy we value the time we have with our students. Building relationships between students and staff is imperative for student academic growth and overall comprehension and achievement. We understand time missed in class directly impacts student achievement. According to a Children and Schools published study, out-of-school suspensions (OSS) lead to problems outside of school, especially for at-risk youth. An OSS often leads to additional incidents of suspension and could result in dropping out of school. This was the same finding in “Exclusion and Urban Public Discipline of Offending Across Time.” Suspended students had weaker achievement, attendance, course completion, and were less likely to graduate in 4, 5, or 6 years. These effects are not just suffered by students of multiple suspensions. In “Do Suspensions Affect Student Outcomes,” evidence was noted that any out-of-school suspensions negatively impact academic achievement in a significant manner.

The number of instructional days lost due to disciplinary issues will be reduced by 10%.

<b>Scale for the NC Alternative Accountability Model</b>	
Reduction of 10% or more	100
Reduction of 9%	90
Reduction of 8%	80
Reduction of 7%	70
Reduction of 6%	60
Reduction of 5%	50
Reduction of 4%	40
Reduction of 3%	30
Reduction of 2%	20
Reduction of 1%	10
Increase in OSS percentage	0

**School Growth:** We understand the importance growth plays in the achievement of our students. School Growth is a part of the NC Accountability Model. No further information is needed.



Indicators	Score	Weight	Model Score
Student Persistence	97.5	15%	14.63
School and Student Achievement	4.1	15%	0.62
Test Participation	99.7	10%	9.97
School Safety and Student Conduct	100	10%	10
School Growth	55.6	50%	27.8
<b>Overall Composite</b>			<b>63.2</b>

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.1 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2024-2025 is **Extremely Effective** due to the **+10.7** increase from 2023-2024.

## References

- Dropout Prevention and Intervention*. (n.d.). North Carolina Department of Instruction.  
<https://www.dpi.nc.gov/students-families/student-support/dropout-prevention-and-intervention>
- Exclusion and Urban Public High Schools: Short- and Long-Term Consequences of School Suspensions. (2018). *American Journal of Education*. Published.
- High School Drop Out Rate*. (2021). Education Data.  
<https://educationdata.org/high-school-dropout-rate>
- K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2010). *Journal of Prevention and Intervention in the Community*. Published.
- Reducing Out-of-School Suspensions: Practice Guidelines for School Social Workers. (2009). *Children and Schools*. Published.
- Staying in High School*. (n.d.). New York State.  
<https://www.gocollegeny.org/staying-in-school>

## **RAMSEY STREET HIGH SCHOOL ALTERNATIVE ACCOUNTABILITY MODEL 2024-2025**

Ramsey Street High School (RSHS) currently has a dual mission: to educate students in grades 9-12 who receive services through the Exceptional Children's Services Program and to educate students who have been reassigned for disciplinary reasons. All students are assigned at RSHS for 45 days, one semester, or the remainder of the year, based on violations of the Cumberland County Schools' Code of Conduct. At the end of their assignment, students may be considered for re-admittance to their referring school based on successful completion of goals, including attendance, academics, and behavior.

The staff at Ramsey Street High School, along with members of the School Improvement Team, would like to design our own alternative accountability model Under Option C. We are asking you to approve our plan which is made up of several components. The following components are:

**Parent Involvement:** Researchers involved with the Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. Standardized test scores, grades, and teacher ratings were found to be higher in schools with higher parental involvement. According to a 2011 study, "Parent Involvement and Student Academic Performance," increased parent involvement directly correlates to the student-teacher relationship. The quality of the relationship was significantly related to academic achievement. The study also found that increased parent involvement relates to the child's increased cognitive involvement. When parents are involved, children believe they are smarter and more capable.

Ramsey Street High School will provide a variety of opportunities to increase parent involvement and will maintain a log of These activities . The goal will be to have all of the students' parents/guardians involved in our school.

Parents are invited to attend conferences, child/family/team meetings, and IEP meetings. Parents will only be counted one time for this indicator. Each opportunity for parent involvement will be calculated on its own. At the end of the year, we will average all of the opportunities and have a final average. The value used at the end of the year will be the average percentage of parents who were involved in the school and it will be a value between 0 and 100.

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**School and Student Achievement:** This indicator will combine the mean of three indicators; school proficiency on EOC tests and student achievement via improved GPA and increased high school credit. Student achievement will be based on the performance of every student in the school, not just those enrolled in state test courses. Ramsey Street High School will measure students attending one semester or longer who improved their GPA by 0.5 points or more. In addition, the percent of high school credits earned will be measured for students attending one semester or longer.

**Student Persistence:** According to 2021 Education Data, students that dropped out of high school had parents trying to prevent it at a higher rate than the schools. Only 37% indicated that their school tried to get them to stay in school and 24% say their school offered to help with personal problems. The North Carolina Department of Instruction (NCDPI) states that graduating from high school is a predictor of adult success, adult health outcomes, and participation in the criminal justice system. New York State goes on to say that drop-outs are more likely to be unemployed, living in poverty, and living on the public welfare system. They are 8 times more likely to serve time in prison for committing crimes than high school graduates. Yet according to NCDPI, 15% of North Carolina students entering high school will not graduate. In North Carolina, students as young as 16 can leave school before graduating and do not need parental permission nor meet any other requirements before leaving. Keeping students enrolled and productively participating in school is a priority of Ramsey Street High School.

Calculation for this component is the percent of students identified as enrolled in Ramsey Street High School, during any data collection throughout the year, who remain enrolled through the end of the school year in any NC public school. Graduating students, as per graduation collection data, are included in the calculation.

**Student Attendance:** Student attendance is a vital aspect of the culture at Ramsey Street High School. Student attendance is imperative for student academic growth and overall comprehension and achievement. According to the NCES, National Center for Educational Statistics, research shows that student attendance has a direct impact on student achievement. Chronic absenteeism reduces the positive academic impact of even the most effective teachers in providing quality instruction to their students. The Center for Applied Research and Educational Improvement notes that chronic absenteeism affects not only achievement, but social-emotional development, grade retention and dropout, discipline, and is associated with substance abuse. All of these factors are associated with social and health problems into adulthood. Researchers also note that in addition to individual concerns, classrooms with high absenteeism can affect all achievement, even students with good attendance. Hanover Research consistently finds that missing more than 10% of school for high school students is detrimental to College and Career Readiness skills.

At Ramsey Street High School, we feel student attendance is vital to student academic achievement. The average reported will be the PowerSchool attendance average for the year.

**Test Participation:** At Ramsey Street High School, we understand the importance of having students in attendance on testing days. We understand that any absence during a testing day may be a lost opportunity for a student to take a required assessment, demonstrate mastery learning, and gather

important student data. Based on the requirements of the United States Department of Education, we understand the importance of assessing all students who are required to test.

**School Growth:** We understand the importance growth plays in the achievement of our students. School Growth is part of the NC Accountability Model. No further information is needed.

Indicators	Score	Weight	Model Score
Parental Involvement	81	5%	4
School and Student Achievement	47.9	15%	7.19
Student Persistence	95.1	15%	14.3
Student Attendance	77.3	5%	3.87
Test Participation	93.8	10%	9.38
School Growth	58.3	50%	29.15
Overall Composite			67.89

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school’s designation for 2024-2025 is **Effective** due to the overall composite change of -1.69.

## References

- Attendance and Chronic Absenteeism: Literature Review. (2018). Center for Applied Research and Educational Improvement. Published.
- Beyond Involvement and Engagement: The Role of the Family in School–Community Partnerships. (2016). *School Community Journal*. Published.
- Dropout Prevention and Intervention*. (n.d.). North Carolina Department of Instruction.  
<https://www.dpi.nc.gov/students-families/student-support/dropout-prevention-and-intervention>
- Forum Guide to Collecting and Using Attendance Data. (2018). National Forum for Educational Statistics, 1–3.
- High School Drop Out Rate*. (2021). Education Data.  
<https://educationdata.org/high-school-dropout-rate>
- K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2011). *Journal of Prevention and Intervention in the Community*. Published.
- Staying in High School*. (n.d.). New York State.  
<https://www.gocollegeny.org/staying-in-school>

# **Dare County Schools**

Dare Learning Center



## Dare Learning Academy Accountability Model



- 1. (30%) Higher Expectations for Student Achievement** Goal: The percentage of students earning C or better in all courses completed at the Dare Learning Academy will increase from **75% to 78%** as documented by PowerSchool.

Cause or Effect: The Relationship Between Academic Achievement and Delinquency in America -

"Higher grades strengthen the perceived attachments to school most notably and thus act as the key tether between students and school."

Correlation Between High School GPA and College Completion - "Research finds that high school GPA are stronger predictors of college graduation than ACT scores."

**RESULTS:** Per Infinite Campus 54 of 64 students who completed the school year earned a C or better in all of their courses. This equals 84%. Therefore DLA surpassed this goal.

- 2. (30%) School Safety/Student Conduct**

Goal: The number of instructional days lost due to disciplinary issues will be maintained **below 50** as documented by Educator's Handbook.

How School Suspensions Affect Student Achievement - "What we find specifically is suspensions for any reason are tied to lower scores in math and English language arts tests and that the negative effect increases with each additional day of suspension."

Long-term Impacts of School Suspension on Adult Crime

"Schools that suspend more students see a host of negative outcomes later in life," he explained. These negative outcomes included lower educational achievement, lower graduation rates, lower college enrollment rates, and higher involvement in the juvenile and adult criminal justice systems."

**RESULTS:** Per Infinite Campus, DLA had 27 total days Out of School Suspension resulting in loss of instruction for students during the 2024-25 school year. Therefore, DLA surpassed this goal.

- 3. (30%) Student Persistence**

Goal: The percentage of alternative school students who remain enrolled in school through the end of the school year will increase from **85% to 88%** or above.

**This is not a proposed change from Option B.**

**RESULTS:** Per Infinite Campus, there were 5 (W2) student withdrawals from DLA during the 2024-25 school year with a total enrollment of 64 students. This is a 92% School Persistence rate, surpassing our goal.

- 4. (10%) Student Growth**

Goal: Alternative school students will meet growth as calculated using EVAAS.

**This is not a proposed change from Option B.**

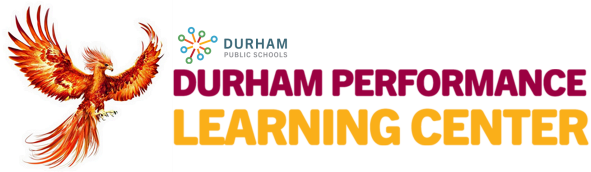
**Our school met expected growth.**



# **Durham County Schools**

Durham's Performance Learner  
Center

Lakeview School



**DURHAM PERFORMANCE  
LEARNING CENTER**

401 N. DRIVER ST.  
DURHAM NC, 27703

*Kesha Futrell, Principal*  
*Karmen Newton, Assistant Principal*

**2024-2025 Alternative Schools' Modified Accountability System**  
**End-of-Year Report**

This was the third year that we implemented our customized Alternative Schools' Modified Accountability System. We are encouraged and hopeful that this model will continue to serve as an accurate reflection of the success and growth of Durham Performance Learning Center.

Please find our 2024-25 end-of-year report below. It begins with a description of our data collection processes and procedures, followed by the results.

**Participation (10%)**

Accountability Match Summary reports were provided to schools during the EOC testing cycles so they could monitor their progress. The EOC participation data used in reporting was collected using the PARTSUM file provided by the NCDPI.

**School Performance (25%)**

Proficiency (25%): The proficiency data for all EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (0%): There was no EVAAS Growth data for DPLC so per the plan, the indicator (usually 15%) is based completely on proficiency.

**Cohort Graduation Rate (CGR) (20%)**

The CGR data was collected using the REPSUM file provided by the NCDPI.

**Persistence (20%)**

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI.

**Earned Credits (25%)**

For the "Earned Credits" indicator, PowerSchool was used as the authoritative source. A SQL Oracle code was developed to help accurately extract the data. To determine the denominator, the code looked at all final, stored grades for DPLC only and pulled any students who were showing as having a "potential credit". Note that an individual student could be represented multiple times in the denominator if they were showing as having

stored grades for multiple “potential credits”. Then, students would count in the *numerator* if the expression showed the student as having a “Y” for the “potential credit”.

**Data Reporting Table:**

School: Durham Performance Learning Center  
 School Code: 320322  
 School Year: 2024-25

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Participation	105	114	92.1%	10.0%	9.2%	<b>Succeeding</b>
School Proficiency	16	105	15.2%	10.0%	1.5%	
EVAAS Growth		22	75.6%	15.0%	11.3%	
CGR	70	119	58.8%	20.0%	11.8%	
Persistence	159	180	88.3%	20.0%	17.7%	
Earned Credits	1119	1347	83.1%	25.0%	20.8%	
<b>OVERALL COMPOSITE</b>					<b>72.3%</b>	

The school designations for the Durham Performance Learning Center will be based on the overall composite of the indicators. The labels will be:

**EMERGING:** If overall composite of the indicators is between 0-25  
**DEVELOPING:** If overall composite of the indicators is between 26-50  
**SUCCEEDING:** If overall composite of the indicators is between 51-75  
**EXCELLING:** If overall composite of the indicators is between 76-100



LAKEVIEW SCHOOL  
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DURHAM NC, 27704

*Dr. Theresa McGowan, Principal*

## **2024-2025 Alternative Schools' Modified Accountability System** **End-of-Year Report**

This was the third year that we implemented our customized Alternative Schools' Modified Accountability System. We are still encouraged and hopeful that this model will continue to serve as an accurate reflection of the success and growth of Lakeview School.

Please find our 2024-25 end-of-year report below. It begins with a description of our data collection processes and procedures, followed by the results.

### **Attendance (20%)**

This indicator measures the cumulative attendance rate for students still enrolled at the end of the year. We used the "First Day Spring" (FDS) membership file to determine which students would count in the calculation. From there, an Average Daily Membership (ADM), Average Daily Attendance (ADA) cumulative ratio was calculated for those students only using the Month 9 Principal's Monthly Report for Lakeview. This data is pulled directly from PowerSchool.

### **Persistence (30%)**

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI.

### **Suspensions (20%)**

This indicator measures the number of students still enrolled at the end of the year who were not assigned out-of-school short-term, long-term or 365 day suspension. We used the "First Day Spring" (FDS) membership file to determine which students would count in the denominator for the calculation. From there, the membership is cross-checked with the year-end Discipline Incident Detail datafile from PowerSchool.

### **School Performance (30%)**

Proficiency (10%): The proficiency data for all EOG and EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (20%): The growth data was collected using the EGSTAT file provided by the NCDPI.

**Data Reporting Table:****School:** Lakeview School**School Code:** 320341**School Year:** 2024-25

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Attendance			78.7%	20.0%	15.7%	<b>Excelling</b>
Persistence	259	281	92.2%	30.0%	27.7%	
Suspensions	175	220	79.5%	20.0%	15.9%	
Proficiency	237	505	46.9%	10.0%	4.7%	
EVAAS Growth		45	60.5%	20.0%	12.1%	
<b>OVERALL COMPOSITE</b>					<b>76.1%</b>	

The school designations for Lakeview will be based on the overall composite of the indicators.  
The labels will be:

**EMERGING:** If overall composite of the indicators is between 0-25

**DEVELOPING:** If overall composite of the indicators is between 26-50

**SUCCEEDING:** If overall composite of the indicators is between 51-75

**EXCELLING:** If overall composite of the indicators is between 76-100

# **Guilford County**

Sylvia Mendez Newcomer's School

Doris Henderson Newcomer's School

Dean B. Pruette SCALE Academy

SCALE - Greensboro

C. Joyner Green Education Center

Gateway Education Center

Herbin Metz Education Center

Haynes Inman Education Center



**Guilford**  
COUNTY SCHOOLS

August 2025  
Guilford County Schools  
Division of Accountability, Research & Planning

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## **GCS Alternative Accountability Report 2024-25**

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## Table of Contents

<b>Alternative School Progress Model (Option C) 2024-25 School Year .....</b>	<b>2</b>
<b>Overview .....</b>	<b>2</b>
<b>Overall Rating.....</b>	<b>2</b>
<b>Results .....</b>	<b>3</b>
<i>SCALE Greensboro (410533).....</i>	<i>3</i>
<i>Dean B. Pruette SCALE Academy (410534).....</i>	<i>3</i>
<b>Public Separate School Progress Model (Option C) 2024-25 School Year .....</b>	<b>4</b>
<b>Overview .....</b>	<b>4</b>
<b>Overall Rating.....</b>	<b>5</b>
<b>Results .....</b>	<b>5</b>
<i>Gateway Education Center (410379) .....</i>	<i>5</i>
<i>Herbin-Metz Education Center (410457) .....</i>	<i>5</i>
<i>C. Joyner Greene Education Center (410458) .....</i>	<i>6</i>
<i>Haynes-Inman Education Center (410464).....</i>	<i>7</i>
<b>Newcomers School Progress Model (Option C) 2024-25 School Year.....</b>	<b>7</b>
<b>Overview .....</b>	<b>7</b>
<b>Overall Rating.....</b>	<b>8</b>
<b>Results .....</b>	<b>8</b>
<i>Sylvia Mendez Newcomers School (410300).....</i>	<i>8</i>
<i>Doris Henderson Newcomers School (410398).....</i>	<i>9</i>



## Alternative School Progress Model (Option C) 2024-25 School Year

SCALE Greensboro (410533)

Dean B. Pruette SCALE Academy (410534)

### Overview

SCALE Greensboro and Pruette SCALE Academies are alternative middle and high schools in Guilford County Schools. SCALE is an acronym for School Community Alternative Learning Environment. An alternative school progress model for accountability was proposed due to the unique population of students that the SCALE schools serve. The Option C model that was approved by the Guilford County Schools Board of Education and NCDPI was composed of:

- 20% Attendance: Data on school attendance sourced from the NC Student Information System
- 40% Parental Involvement: Parental involvement data is collected by schools and consists of parent attendance at intake meetings, IEP meetings, and school events.
- 25% Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any NC public school through the end of the school year. This data is provided by NCDPI.
- 15% School Performance
  - Achievement: School achievement is calculated according to the guidance for Alternative Accountability Option B.
  - Growth: EVAAS growth data is not available for these schools due to having too few students. Therefore, school performance is based solely on achievement, per the approved Option C model.

Research supports the use of attendance, parental involvement, persistence and school performance as indicators of student success (Anthony, C. & Ogg, J., 2019<sup>1</sup>; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016<sup>2</sup>).

### Overall Rating

For year-to-year comparisons, each school received one of the following ratings based on the scores calculated using the approved Option C model:

- *Excellent Progress* indicates a change of at least +1 points above the previous year.
- *Adequate Progress* indicates a change between -2.9 and +0.9 points compared to the previous year.
- *In Need of Improvement* indicates a change of at least -3 points below the previous year.

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<sup>1</sup> Anthony, Christopher, & Ogg, Julia. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

<sup>2</sup> Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools? *Education Finance and Policy*. 12. 1-47. 10.1162/EDFP\_a\_00207.

## Results

Compared to 2023-24, SCALE Greensboro's total model score increased by 2.0 placing this school into the *Excellent Progress* category. Pruette SCALE saw a 1.6-point decrease in their total model score compared to the 2023-24 school year and received an overall rating of *Adequate Progress* (see Table 1).

**Table 1: Overall Rating of SCALE and Pruette SCALE schools**

School	2023-24	2024-25	Change	Overall Rating
SCALE Greensboro	79.4	81.4	2.0	Excellent Progress
Pruette SCALE Academy	82.6	81.0	-1.6	Adequate Progress

In any single year, there are often not enough students at the SCALE schools to meet DPI criteria for inclusion in an accountability model (10 students per test). As such, scores for the past three years were included in the calculation of the achievement category (if available) to make the data more reliable. The specific assessments that met the minimum participation threshold are described separately in each school's summary.

### SCALE Greensboro (410533)

SCALE Greensboro's total model score increased from 79.4 in 2023-24 to 81.4 in 2024-25 (see Table 2), giving the school a designation of *Excellent Progress*. This increase was driven by SCALE Greensboro's significantly improved attendance score. The school's persistence and achievement scores declined slightly. The achievement calculation for this school included EOG Math, EOG Reading, EOG Science, and EOC proficiency. No other data sources contained the minimum required participation for both 2023-24 and 2024-25.

**Table 2: SCALE Greensboro Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
Attendance	68.5	0.20	13.7	81.6	0.20	16.3
Parental Involvement	100.0	0.40	40.0	100.0	0.40	40.0
Persistence	99.3	0.25	24.8	97.4	0.25	24.4
Achievement	6.0	0.15	0.9	5.0	0.15	0.8
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			79.4			81.4
Change from 24-25 to 24-25						2.0

### Dean B. Pruette SCALE Academy (410534)

Pruette SCALE's overall model score decreased from 82.6 in 2023-24 to 81.0 in 2024-25 (see Table 3), giving the school a designation of *Adequate Progress*. The school's scores declined across the attendance, persistence, and achievement categories, with the most significant decline in attendance. The achievement calculation for this school included EOG Math, EOG Reading, EOG Science, and EOC proficiency. No other data sources contained the minimum required participation for both 2023-24 and 2024-25.

**Table 3: Pruette Scale Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
Attendance	82.8	0.20	16.6	78.6	0.20	15.7
Parental Involvement	100.0	0.40	40.0	100.0	0.40	40.0
Persistence	99.3	0.25	24.8	97.4	0.25	24.4
Achievement	7.9	0.15	1.2	6.0	0.15	0.9
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			82.6			81.0
Change from 23-24 to 24-25						-1.6

### Public Separate School Progress Model (Option C) 2024-25 School Year

Gateway Education Center (410379)  
 Herbin-Metz Education Center (410457)  
 Christine Joyner Greene Education Center (410458)  
 Haynes-Inman Education Center (410464)

#### Overview

Gateway Education Center, Herbin-Metz Education Center, C Joyner Greene Education Center, and Haynes-Inman Education Center are all public-separate schools that serve students with severe disabilities and/or learning challenges. We use an alternative school progress model for accountability due to the unique population of students that these schools serve. The model for the 2024-25 school year approved by the Guilford County Board of Education and NCDPI was composed of:

- 20% Attendance: Data on school attendance sourced from the NC Student Information System
- 35% Parental Involvement: Parental involvement data is collected by schools and consists of attendance at IEP meetings.
- 35% Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any NC public school through the end of the school year. Data provided by NC DPI.
- 10% School Performance
  - Achievement: School achievement is calculated according to the guidance for Alternative Accountability model B.
  - Growth: EVAAS growth data is not available due to having too few students at these schools taking standard EOG/EOCs. Therefore, school performance is based solely on achievement, per the approved Option C model.

Research supports the use of attendance, parental involvement, persistence and school performance as indicators of student success, (Anthony, C. & Ogg, J., 2019<sup>3</sup>; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016<sup>4</sup>).

<sup>3</sup> Anthony, C. & Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

<sup>4</sup> Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools?

### Overall Rating

For year-to-year comparisons, each school received one of the following ratings based on the scores calculated using the approved Option C model:

- *Excellent Progress* indicates a change of at least +1 points above the previous year
- *Adequate Progress* indicates a change between -2.9 and +0.9 points compared to the previous year
- *In Need of Improvement* indicates a change of at least -3 points below the previous year

### Results

A summary of results for Guilford County's four public separate schools is listed in Table 4. Herbin-Metz Education Center, C. Joyner Greene Education Center, and Haynes-Inman Education Center all increased their total score enough to earn an *Excellent Progress* rating for the 2024-25 school year. Gateway Education Center's score declined slightly, resulting in an *Adequate Progress* rating.

**Table 4: Overall Ratings**

School	2023-24	2024-25	Change	Overall Rating
Gateway Education Center	86.2	84.9	-1.3	Adequate Progress
Herbin-Metz Education Center	86.2	87.5	1.3	Excellent Progress
C. Joyner Greene Education Center	86.5	87.6	1.1	Excellent Progress
Haynes-Inman Education Center	86.9	87.9	1.0	Excellent Progress

In any single year, there are often not enough students at GCS' public separate schools to meet DPI minimum criteria for inclusion in an accountability model (10 students per test). As such, scores for the past three years were included in the calculation of the achievement category (if available) to make the data more reliable. The specific assessments that met the minimum participation threshold are described separately in each school's summary.

### Gateway Education Center (410379)

Gateway Education Center's model score decreased from 86.2 to 84.9, giving the school a rating of *Adequate Progress* for the 2024-25 school year (see Table 5). The decrease was driven by slight declines in every category. The achievement calculation for Gateway included EOG Math, EOG Reading, EOG Science, and EOC proficiency. No other achievement data sources contained the minimum required participation for both 2023-24 and 2024-25.

**Table 5: Gateway Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
<i>Attendance</i>	81.4	0.20	16.3	80.9	0.20	16.2
<i>Parental Involvement</i>	98.9	0.35	34.6	97.7	0.35	34.2
<i>Persistence</i>	99.3	0.35	34.8	97.4	0.35	34.1
<i>Achievement</i>	5.7	0.10	0.6	4.1	0.10	0.4
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			<b>86.2</b>			<b>84.9</b>
<b>Change from 23-24 to 24-25</b>						<b>-1.3</b>

### Herbin-Metz Education Center (410457)

Herbin-Metz Education Center's model score increased from 86.2 to 87.5 from 2023-24 to 2024-25, giving the school a rating of *Excellent Progress* (see Table 6). The school made improvements across

attendance, parental involvement, and achievement, which offset a decline in the persistence category. The achievement calculation included EOG Math, EOG Reading, and EOG Science.

**Table 6: Herbin-Metz Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
<i>Attendance</i>	90.2	0.20	18.0	90.8	0.20	18.2
<i>Parental Involvement</i>	95.0	0.35	33.3	100.0	0.35	35.0
<i>Persistence</i>	99.3	0.35	34.8	97.4	0.35	34.1
<i>Achievement</i>	1.5	0.10	0.1	2.3	0.10	0.2
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>						
			<b>86.2</b>			
<b>Change from 23-24 to 24-25</b>						<b>1.3</b>

### C. Joyner Greene Education Center (410458)

C. Joyner Greene's model score increased from 86.5 in 2023-24 to 87.6 in 2024-25, giving the school a rating of *Excellent Progress* (see Table 7). Improvements in the attendance and parental involvement categories offset declines in persistence and achievement. The achievement calculation for C. Joyner Greene included EOC proficiency and math course rigor. No other achievement data sources contained the minimum required participation for both 2023-24 and 2024-25.

**Table 7: C. Joyner Greene Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
<i>Attendance</i>	88.5	0.20	17.7	90.8	0.20	18.2
<i>Parental Involvement</i>	94.9	0.35	33.2	99.1	0.35	34.7
<i>Persistence</i>	99.3	0.35	34.8	97.4	0.35	34.1
<i>Achievement</i>	8.3	0.10	0.8	7.0	0.10	0.7
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>						
			<b>86.5</b>			
<b>Change from 23-24 to 24-25</b>						<b>1.1</b>



### Haynes-Inman Education Center (410464)

Haynes-Inman's total model score increased from 86.9 to 87.9 from 2023-24 to 2024-25, giving the school a rating of *Excellent Progress* (see Table 8). The school's performance in every category except persistence increased. The achievement calculation for Haynes-Inman included EOG Math, EOG Reading, EOG Science, and EOC results. No other achievement data sources contained the minimum required participation for both 2023-24 and 2024-25.

**Table 8: Haynes-Inman Year 1 (2023-24) and Year 2 (2024-25)**

	Score 23-24	Weight 23-24	Model Score 23-24	Score 24-25	Weight 24-25	Model Score 24-25
<i>Attendance</i>	80.7	0.20	16.1	81.7	0.20	16.3
<i>Parental Involvement</i>	97.0	0.35	33.9	99.5	0.35	34.8
<i>Persistence</i>	99.3	0.35	34.8	97.4	0.35	34.1
<i>Achievement</i>	21.1	0.10	2.1	26.4	0.10	2.6
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			<b>86.9</b>			<b>87.9</b>
<b>Change from 23-24 to 24-25</b>						<b>1.0</b>

### Newcomers School Progress Model (Option C) 2024-25 School Year

*Sylvia Mendez Newcomers School (410300)*

*Doris Henderson Newcomers School (410398)*

#### Overview

Doris Henderson Newcomers School and Sylvia Mendez Newcomers School are specialty schools that serve students in grades 3-11 who have recently immigrated to the US and who are novice English speakers. Students attend these schools for up to one year upon their first entry into the public school system, during which they receive focused English as a Second Language (ESL) instruction in addition to integration of ESL instruction into standard course content. Option C is the proposed alternative school modified accountability system due to the unique population of students that these schools serve. The model is described in detail below.

- 20% Attendance: Data on school attendance sourced from the NC Student Information System.
- 30% Parental Involvement: Parental engagement in student learning is tracked by the schools based on attendance at parent engagement events throughout the school year.
- 10% Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any NC public school through the end of the school year. Data provided by NC DPI.
- 20% Transition Benchmark Skills: a unique local assessment that monitors student development of essential skills to succeed in a new country. The schools are measured on the percentage of items that show improvement from one year to the next.
- 20% School Performance
  - Achievement: School achievement is calculated according to the guidance for Alternative Accountability model B.
  - Growth: EVAAS growth data is not available at the time of model calculation. Therefore, school performance is based solely on achievement, per the approved Option C model.

Research supports the use of attendance, parental involvement, persistence and school performance

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as indicators of student success, (Anthony, C. & Ogg, J., 2019<sup>5</sup>; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016<sup>6</sup>). The Transition Benchmarks assessment is supported by research into the needs of students making this unique transition, including García-Vázquez et al. (1997)<sup>7</sup>, Tsai (2006)<sup>8</sup>, Reeve & Lee (2014)<sup>9</sup>, and Soland & Sandilos (2021)<sup>10</sup>.

Overall Rating

For year-to-year comparisons, each school received one of the following ratings based on the scores calculated using the approved Option C model:

- *Excellent Progress* indicates a change of at least +1 points above the previous year
- *Adequate Progress* indicates a change between -2.9 and +0.9 points compared to the previous year
- *In Need of Improvement* indicates a change of at least -3 points below the previous year

The Newcomers schools’ first year of alternative accountability model monitoring was school year 2024-25. This year will be treated as a “baseline” year and so no progress category can be calculated until school year 2025-26.

Results

A summary of results for Guilford County’s two Newcomers Schools is listed in Table 9.

Table 9: Overall Ratings

School	2024-25	Change	Overall Rating
Sylvia Mendez Newcomers School	64.8	N/A	N/A
Doris Henderson Newcomers School	53.9	N/A	N/A

In any single year, there are often not enough students tested at GCS’ Newcomers schools to meet DPI minimum criteria for individual test inclusion in an accountability model (10 students per test). As such, scores for the past three years were included in the calculation of the achievement category (if available) to make the data more reliable. The specific assessments that met the minimum participation threshold are described separately in each school’s summary.

Sylvia Mendez Newcomers School (410300)

Sylvia Mendez Newcomers School’s model score for the baseline school year 2024-25 was 64.8 and is detailed below in Table 10. The achievement calculation for Sylvia Mendez Newcomers included ACT performance, EOC proficiency, Math EOGs, Reading EOGs, and Science EOGs.

<sup>5</sup> Anthony, C.& Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

<sup>6</sup> Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools?

<sup>7</sup> García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. (1997). Language Proficiency and Academic Success: Relationships Between Proficiency in Two Languages and Achievement Among Mexican American Students. *Bilingual Research Journal*, 21(4), 395–408. <https://doi.org/10.1080/15235882.1997.10162712>

<sup>8</sup> Tsai, J.H.-C. (2006), Use of Computer Technology to Enhance Immigrant Families' Adaptation. *Journal of Nursing Scholarship*, 38, 87-93. <https://doi.org/10.1111/j.1547-5069.2006.00082.x>

<sup>9</sup> Reeve, J., & Lee, W. (2014). Students’ classroom engagement produces longitudinal changes in classroom motivation. *Journal of Educational Psychology*, 106(2), 527–540. <https://doi.org/10.1037/a0034934>

<sup>10</sup> Soland, J., & Sandilos, L. E. (2021). English Language Learners, Self-efficacy, and the Achievement Gap: Understanding the Relationship between Academic and Social-Emotional Growth. *Journal of Education for Students Placed at Risk (JESPAR)*, 26(1), 20–44. <https://doi.org/10.1080/10824669.2020.1787171>

**Table 10: Sylvia Mendez Newcomers Baseline Performance (2024-25)**

	<b>Score 24-25</b>	<b>Weight 24-25</b>	<b>Model Score 24-25</b>
<i>Attendance</i>	92.2	0.20	18.4
<i>Parental Involvement</i>	53.4	0.30	16.0
<i>Persistence</i>	97.4	0.10	9.7
<i>Transition Benchmarks</i>	100.0	0.20	20.0
<i>Achievement</i>	2.8	0.20	0.6
<i>Growth</i>	N/A	N/A	N/A
<b>Total Score</b>			<b>64.8</b>

**Doris Henderson Newcomers School (410398)**

Doris Henderson Newcomers School's model score for the baseline school year 2024-25 was 53.9 and is detailed below in Table 11. The achievement calculation for Doris Henderson Newcomers included ACT performance, EOC proficiency, Math EOGs, Reading EOGs, and Science EOGs.

**Table 11: Doris Henderson Newcomers Baseline Performance (2024-25)**

	<b>Score 24-25</b>	<b>Weight 24-25</b>	<b>Model Score 24-25</b>
<i>Attendance</i>	90.8	0.20	18.2
<i>Parental Involvement</i>	17.5	0.30	5.2
<i>Persistence</i>	97.4	0.10	9.7
<i>Transition Benchmarks</i>	100.0	0.20	20.0
<i>Achievement</i>	3.7	0.20	0.7
<i>Growth</i>	N/A	N/A	N/A
<b>Total Score</b>			<b>53.9</b>



# **Macon County Schools**

Bartram Academy

**2024-2025 Alternative School's Modified Accountability**  
**Bartram Academy 560350**

**Results**

**20% School Achievement**

	2023	2024	2025
Reading EOG (7&8)	10.5	NA	NA
Math EOG (7&8)	5.3	NA	NA
Science EOG (7&8)	42.9	NA	NA
Biology EOC	5.7	13.8	<5
Math 1	<5	<5	<5
English II	26.3	11.6	8.0
ACT WorkKeys	12.5	6.7	20.0
4-Year Graduation Rate	60	61.3	68.6

**20% Completion of Senior Portfolio**

100% of students completed the Senior Portfolio.

Components of Senior Portfolio:

- a) Resume
- b) Cover Letter
- c) Essay
- d) FASFA completion
- e) Sample employment application
- f) Community college application complete
- g) Sample college essay
- h) Letter to request recommendations (2)
- i) Sample of student work (minimum of two-from any subject area) with written reflection
- j) Awards/certificates/transcript

**60% Growth**

2025 Status- Not Met

**Data Collection Process**

Data was collected using NCDPI Division of Accountability Services' data processes for collection and calculation.

**Business Rules**

Business Rules were applied using NCDPI Division of Accountability Services' business rules.

# **Madison County Schools**

Madison Velocity Learning Center

The MHS VLC Accountability Model measures program performance collected across five different metrics: Course Completion, Growth, Attendance, Persistence, and Discipline. The VLC uses Edmentum, an online academic platform. Reports generated through the platform were used to compile Course Completion and Growth data for VLC students. Course Completion is a platform-wide comparison of all students completing courses versus the total number of students who did not. All courses were included in data collection for the Course Completion metric. The Growth metric is a comparison between pre- and post-test data collected from all VLC students in all units of all classes and a demonstration of all students who showed improvement as opposed to all students who did not. Attendance is a metric collected from Power School. Each student received a mark for days present and no mark for days absent. Similarly, Persistence data was collected from Power School. Each student who remained in school received a mark and the one VLC student who did not persist did not. All were entered into the model. Finally, in the Disciplinary category, VLC students with no disciplinary referrals were entered into the model with a mark, and those with referrals were entered in the same category to reflect the comparison.

Growth	Achievement	On Schedule	Persistence	Attendance	Behavior	
38.23	91.4	94.4	64.2	92.3	97.4	
0.4	0.2	0.15	0.15	0.05	0.05	
15.292	18.28	14.16	9.63	4.615	4.87	66.847

# **Rowan-Salisbury Schools**

Henderson Independent



During the 2024-2025 School year, Henderson Independent in the Rowan-Salisbury School system operated under Option C for the Alternative Accountability Model. The 2025-2026 school year will be the second year that we operate under Option C as an alternative accountability model. We believe that this customized accountability model will be a more accurate representation of the work and success at Henderson Independent. This accountability model has already given Henderson a more targeted approach for their students.

Please find our current data below to warrant the continuation of option C. For each result, we have supplied a description of the data to be used along with the collection processes and procedures. The descriptions of the data that is used are followed by the results for each data point.

### **Cohort Graduation Rate (CGR) (20%)**

The CGR data was collected using the REPSUM file provided by the NCDPI. The Five-year Cohort graduation rate was used. CGR is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.

### **Earned Credits (15%)**

For the “Earned Credits” indicator, Edmentum was used as the authoritative source. A data report was developed through the Edmentum software. To determine the denominator, the report examined all final completed grades for HIHS only and identified any students who were listed as having a “potential credit.” Note that an individual student could be represented multiple times in the denominator if they were showing as having grades for multiple “potential credits.” Then, students would count in the numerator if the report showed final credit. Infinite Campus was used as a Secondary source to verify the data extracted from Edmentum. Students with a 75% completion rate or higher were considered to have credit for the course since Edmentum is used to “co-teach” at Henderson. Students in Infinite Campus with a final grade of 60% or higher were considered to have credit for courses.

### **Participation (10%)**

Accountability Match Summary reports were provided to schools during the EOC testing cycles so they could monitor their progress. The EOC participation data used in reporting was collected using the PARTSUM file provided by the NCDPI. Participation is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.

### **Persistence (20%)**

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI. This data set represents the students that continued enrollment in any North Carolina Public School through the end of the school year. Persistence is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.



## School Performance Grade (20%)

Proficiency (10%): The proficiency data for all EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (10%): The growth data was collected using the EGATAT file provided by the NCDPI. School performance through achievement is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.

## Students Exiting the Alternative Program (15%)

For the “students exiting the alternative program” indicator, PowerSchool was used as the authoritative source. The enter/exit report was used to accurately extract the data. To determine the denominator, we looked at all students who were enrolled within the alternative program throughout the school year. We pulled all students that were enrolled throughout the 2024-2025 school year. Each student was represented one time in the data.

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent x Weight	Designation
CGR	7	24	29.2%	20%	5.84	<b>Succeeding</b>
Earned Credits	174	231	75.32%	15%	11.298	
Participation	39	42	92.8%	10%	9.28	
Persistence	169	180	93.8%	20%	18.76	
School Proficiency	7	131	5.34%	10%	.534	
EVAAS Growth		18	59.3%	10%	5.93	
Exiting ALP	130	191	68.06%	15%	10.209	
OVERALL Composite						<b>61.851</b>





**HENDERSON**  
**INDEPENDENT**

Principal: Alexis Cowan  
1215 North Main Street  
Salisbury, NC 28144

**School Designations for Henderson Independent will be:**

**EMERGING:** If the overall composite of the indicators is between 0-25

**DEVELOPING:** If the overall composite of the indicators is between 26-50

**SUCCEEDING:** If the overall composite of the indicators is between 51-75

**EXCELLING:** If the overall composite of the indicators is between 76-100



## **References:**

- K-12 Indicators and Predictors of College and Career Readiness. (2020). Hanover Research. Published.
- High School Drop Out Rate. (2021). Education Data.  
<https://educationdata.org/high-school-dropout-rate>
- Top Strategies to earn high school credits quickly:  
<https://www.asupreglobalacademy.org/news/how-to-get-high-school-credits-fast/>
- North Carolina High School Graduation requirements:  
<https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>
- The True Cost of Dropping out of High School:  
<https://www.excelhighschool.com/blog/the-true-cost-of-dropping-out-of-high-school/>
- High School Graduation (US Department of Health and Human Services):  
<https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/high-school-graduation>
- How students get banished to Alternative Schools:  
<https://www.propublica.org/article/how-students-get-banished-to-alternative-schools>
- The Impact of an Alternative Education Intervention (Student Transition and Recovery) on Middle Schools' Attendance, Academic Performance, and Discipline:  
<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1333&context=etd>

# **Central Wake High School**

Charter

July 29, 2025

Dr. Tammy Howard, Senior Director of Accountability and Testing  
NCDPI Division of Accountability Services  
6307 Mail Service Center  
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Central Wake High School's proposed Alternative Accountability Model Option C submission at its October 2024 meeting.

The 2024-25 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-G that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in four of the seven areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2024-25 students "attending for one+ semesters." The business rule for determining if a 2024-25 student has attended one+ semesters is as follows: If the student attended the school at any point in 2024-25 AND the student attended a cumulative 90+ days before the end of the 2024-25 school year, even if some of those days were in prior school years, then the student is included among, "2024-25 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,

Tom Hanley, Executive Principal

# Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2024-25

7/7/25

## **School Rating: Highly Effective**

Approved Measure for 2024-25 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	<b>32</b> <small>Average percent for all NC alt ed schools in 2023-24 was 19 %. Target is 19 + 13 = 32.</small>	<b>18</b> <small>Percent of Central Wake students completing the English or Math EOCs that Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>95</b>	<b>96</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>75</b>	<b>65</b>
INCREASED HS CREDIT EARNING RATE: Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. (Attachment D.)	<b>75</b>	<b>78</b>
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. (Attachment E.)	<b>50</b>	<b>37</b>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment F.)	<b>Plus 40</b> <small>Percent of students with a prior GPA of 2.0+ was 43%. Target is 43 + 40 = 83</small>	<b>97</b>
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment G.)	<b>95</b>	<b>96</b>
<b>TOTAL POINTS</b>	<b>505</b>	<b>487</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (487) are divided by the total Target Points (505) for an overall score of 96 % . (487 divided by 505 = .96).

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

<sup>1 1</sup> Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus* SeeReader tool or on the ReadingPlus Accuplacer follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

<sup>2</sup> Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

# **Attachment A – Central Wake**

## **Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School**

### **Description of Target-Setting Using Results at Other Alternative Education Sites:**

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2024-25 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year were tabulated using the "2023-24 State, District, and School Level Summary Data" report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 19%. The target is set at 19% plus 13 percentage points for a total target of 32% or 32 points.

### **Summary of Results at the School:**

Of the 89 students taking the Math I or English II assessments at the school in 2024-25, 16 met the Grade Level Standard.  $16 \div 89 = 18\%$  or 18 points.

# **Attachment B – Central Wake**

## **Actual Results - Percent of Students Demonstrating Reading Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

### **Summary of Calculations:**

200 students attended the school for 1+ semesters in 2024-25 and were assigned to the ReadingPlus program for reading remediation. Of these students, 192 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 192 students achieving a gain divided by 200 total students = 96% or 96 points.

# **Attachment C – Central Wake**

## **Actual Results - Percent of Students Demonstrating Math Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 75% or 75-point target.

### **Summary of Calculations:**

200 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2024-25. Of these students, 129 achieved a gain on the second or subsequent administration.  $129 \text{ students achieved a gain} \div 200 \text{ total students} = 65\% \text{ or } 65 \text{ points}.$



# **Attachment D – Central Wake**

## **Prior and Current Actual Results – Credit Earning Rates**

### **Methodology:**

For the students attending 90+ days, calculate their credit earning rate at Central Wake and at their prior schools. Identify the students who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools.

### **Summary of Calculations:**

200 students attended the school for 1+ semesters in 2024-25. Of the 200, 155 increased their credit earning rate by 1+ credits per semester.  $155 \div 200 = 78\%$  or 78 points.

# **Attachment E – Central Wake**

## **Actual Results - Industry Certification**

### **Description of Methodology:**

For students attending 90+ days, first identify those who completed a Career and Technical Education (CTE) course. Then, calculate the percentage of that group who earned an industry certification.

### **Summary of Calculations:**

65 students attended the school for 1+ semesters in 2024-25 and completed a career and technical education course. Of the 65 students, 24 students earned an industry certification.  $24 \div 65 = 37\%$  or 37 points.

# **Attachment F – Central Wake**

## **Prior and Current Actual Results – Students with 2.0 or higher GPA**

### **Description of Methodology:**

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Forty (40) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

### **Summary of Calculations:**

200 students attended the school for 1+ semesters in 2024-25. Of the 200, 85 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 85 divided by 200 = 43%. The school's target is set as 43% plus 40 percentage points equals 83% or 83 points.

After attending for one semester or more, 193 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is 193 divided by 200 = 97% or 97 points.

# **Attachment G – Central Wake**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2024-25 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

### **Summary of Calculations:**

271 students expressed an opinion on the survey question. Of the 271 respondents, 259 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 259 divided by 271 respondents equals 96% or 96 points.

**Commonwealth High School**

Charter School

July 29, 2025

Dr. Tammy Howard, Senior Director of Accountability and Testing  
NCDPI Division of Accountability Services  
6307 Mail Service Center  
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Commonwealth High School's proposed Alternative Accountability Model Option C submission at its October 2024 meeting.

The 2024-25 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-G that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in six of the seven areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2024-25 students "attending for one+ semesters." The business rule for determining if a 2024-25 student has attended one+ semesters is as follows: If the student attended the school at any point in 2024-25 AND the student attended a cumulative 90+ days before the end of the 2024-25 school year, even if some of those days were in prior school years, then the student is included among, "2024-25 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,

Tamara Wynn, Principal

cc: Ozella Wiggins, Education Testing/Accountability Consultant, Analysis and Reporting, NCDPI

# Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2024-25

7/7/25

## **School Rating: Highly Effective**

Approved Measure for 2024-25 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	<b>32</b> <small>Average percent for all NC alt ed schools in 2023-24 was 19%. Target is 19 + 13 = 32.</small>	<b>26</b> <small>Percent of Commonwealth students completing the English or Math EOCs that Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>95</b>	<b>100</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>70</b>	<b>93</b>
INCREASED HS CREDIT EARNING RATE: Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. (Attachment D.)	<b>75</b>	<b>80</b>
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. (Attachment E.)	<b>50</b>	<b>83</b>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment F.)	<b>Plus 40</b> <small>Percent of students with a prior GPA of 2.0+ was 16%. Target is 16 + 40 = 56</small>	<b>79</b>
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment G.)	<b>95</b>	<b>97</b>
<b>TOTAL POINTS</b>	<b>473</b>	<b>558</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (558) are divided by the total Target Points (473) for an overall score of 118% . (558 divided by 473 = 1.18).

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

<sup>1</sup> Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus* SeeReader tool or on the ReadingPlus Accuplacer follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

<sup>2</sup> Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

# **Attachment A – Commonwealth**

## **Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School**

### **Description of Target-Setting Using Results at Other Alternative Education Sites:**

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2024-25 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year were tabulated using the “2023-24 State, District, and School Level Summary Data” report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 19%. The target is set at 19% plus 13 percentage points for a total target of 32% or 32 points.

### **Summary of Results at the School:**

Of the 39 students taking the Math I or English II assessments at the school in 2024-25, 10 met the Grade Level Standard.  $10 \div 39 = 26\%$  or 26 points.



# **Attachment B – Commonwealth**

## **Actual Results - Percent of Students Demonstrating Reading Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

### **Summary of Calculations:**

225 students attended the school for 1+ semesters in 2024-25 and were assigned to the ReadingPlus program for reading remediation. Of these students, 225 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 225 students achieving a gain divided by 225 total students = 100% or 100 points.

# **Attachment C – Commonwealth**

## **Actual Results - Percent of Students Demonstrating Math Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 70% or 70-point target.

### **Summary of Calculations:**

225 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2024-25. Of these students, 209 achieved a gain on the second or subsequent administration.  $225 \text{ students achieved a gain} \div 209 \text{ total students} = 93\% \text{ or } 93 \text{ points}.$

# **Attachment D – Commonwealth**

## **Prior and Current Actual Results – Credit Earning Rates**

### **Methodology:**

For the students attending 90+ days, calculate their credit earning rate at Commonwealth and at their prior schools. Identify the students who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools.

### **Summary of Calculations:**

225 students attended the school for 1+ semesters in 2024-25. Of the 225, 181 increased their credit earning rate by 1+ credits per semester.  $181 \div 225 = 80\%$  or 80 points.

# **Attachment E – Commonwealth**

## **Actual Results - Industry Certification**

### **Description of Methodology:**

For students attending 90+ days, first identify those who completed a Career and Technical Education (CTE) course. Then, calculate the percentage of that group who earned an industry certification.

### **Summary of Calculations:**

54 students attended the school for 1+ semesters in 2024-25 and completed a career and technical education course. Of the 59 students, 49 students earned an industry certification.  $49 \div 59 = 83\%$  or 83 points.

# **Attachment F – Commonwealth**

## **Prior and Current Actual Results – Students with 2.0 or higher GPA**

### **Description of Methodology:**

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Forty (40) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

### **Summary of Calculations:**

225 students attended the school for 1+ semesters in 2024-25. Of the 225, 35 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 35 divided by 225 = 16%. The school's target is set as 16% plus 40 percentage points equals 56% or 56 points.

After attending for one semester or more, 178 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is 178 divided by 225 = 79% or 79 points.

# **Attachment G – Commonwealth**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2024-25 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

### **Summary of Calculations:**

369 students expressed an opinion on the survey question. Of the 369 respondents, 359 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 359 divided by 369 respondents equals 97% or 97 points.

# **Stewart Creek High School**

Charter School

July 29, 2025

Dr. Tammy Howard, Senior Director of Accountability and Testing  
NCDPI Division of Accountability Services  
6307 Mail Service Center  
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Stewart Creek High School's proposed Alternative Accountability Model Option C submission at its October 2024 meeting.

The 2024-25 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-G that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school met or exceeded its target in six of the seven areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2024-25 students "attending for one+ semesters." The business rule for determining if a 2024-25 student has attended one+ semesters is as follows: If the student attended the school at any point in 2024-25 AND the student attended a cumulative 90+ days before the end of the 2024-25 school year, even if some of those days were in prior school years, then the student is included among, "2024-25 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,

Sabrina Johnson, Principal

cc: Ozella Wiggins, Education Testing/Accountability Consultant, Analysis and Reporting, NCDPI



# Submission of “Option C” Accountability Results for Stewart Creek Dropout Prevention and Recovery Charter HS: 2024-25

7/7/25

## **School Rating: Highly Effective**

Approved Measure for 2024-25 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	32 <small>Average percent for all NC alt ed schools in 2023-24 was 19%. Target is 19 + 13 = 32.</small>	26 <small>Percent of Stewart Creek students completing the English or Math EOCs that Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	95	100
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	70	88
INCREASED HS CREDIT EARNING RATE: Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. (Attachment D.)	75	83
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. (Attachment E.)	50	94
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment F.)	Plus 40 <small>Percent of students with a prior GPA of 2.0+ was 41%. Target is 41 + 40 = 81</small>	90
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment G.)	95	96
<b>TOTAL POINTS</b>	<b>498</b>	<b>577</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (577) are divided by the total Target Points (498) for an overall score of 116% . (577 divided by 498 = 1.16).

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

<sup>1</sup> Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus* SeeReader tool or on the ReadingPlus Accuplacer follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

<sup>2</sup> Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

# **Attachment A – Stewart Creek**

## **Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School**

### **Description of Target-Setting Using Results at Other Alternative Education Sites:**

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2024-25 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year were tabulated using the "2023-24 State, District, and School Level Summary Data" report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 19%. The target is set at 19% plus 13 percentage points for a total target of 32% or 32 points.

### **Summary of Results at the School:**

Of the 41 students taking the Math I or English II assessments at the school in 2024-25, 12 met the Grade Level Standard.  $12 \div 46 = 26\%$  or 26 points.

# **Attachment B – Stewart Creek**

## **Actual Results - Percent of Students Demonstrating Reading Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

### **Summary of Calculations:**

214 students attended the school for 1+ semesters in 2024-25 and were assigned to the ReadingPlus program for reading remediation. Of these students, 213 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 213 students achieving a gain divided by 214 total students = (99.5%) or 100% or 100 points.

# **Attachment C – Stewart Creek**

## **Actual Results - Percent of Students Demonstrating Math Growth**

### **Description of Methodology:**

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 70% or 70-point target.

### **Summary of Calculations:**

214 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2024-25. Of these students, 189 achieved a gain on the second or subsequent administration.  $189 \text{ students achieved a gain} \div 214 \text{ total students} = 88\% \text{ or } 88 \text{ points}.$

# **Attachment D – Stewart Creek**

## **Prior and Current Actual Results – Credit Earning Rates**

### **Methodology:**

For the students attending 90+ days, calculate their credit earning rate at Stewart Creek and at their prior schools. Identify the students who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools.

### **Summary of Calculations:**

214 students attended the school for 1+ semesters in 2024-25. Of the 214, 177 increased their credit earning rate by 1+ credits per semester.  $177 \text{ divided by } 214 = 83\% \text{ or } 83 \text{ points}$ .

# **Attachment E – Stewart Creek**

## **Actual Results - Industry Certification**

### **Description of Methodology:**

For students attending 90+ days, first identify those who completed a Career and Technical Education (CTE) course. Then, calculate the percentage of that group who earned an industry certification.

### **Summary of Calculations:**

35 students attended the school for 1+ semesters in 2024-25 and completed a career and technical education course. Of the 35 students, 33 students earned an industry certification.  $33 \div 35 = 94\%$  or 94 points.

# **Attachment F – Stewart Creek**

## **Prior and Current Actual Results – Students with 2.0 or higher GPA**

### **Description of Methodology:**

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Forty (40) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

### **Summary of Calculations:**

214 students attended the school for 1+ semesters in 2024-25. Of the 214, 80 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is  $87 \div 214 = 41\%$ . The school's target is set as 41% plus 40 percentage points equals 81% or 81 points.

After attending for one semester or more, 193 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is  $193 \div 214 = 90\%$  or 90 points.

# **Attachment G – Stewart Creek**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2024-25 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

### **Summary of Calculations:**

405 students expressed an opinion on the survey question. Of the 405 respondents, 390 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 390 divided by 405 respondents equals 96% or 96 points.