

Alternative Accountability Model Option D Reports for 2015–16

Reports are submitted by each school or district for submission to the North Carolina State Board of Education. The reports follow each title page. Use the preset bookmarks to go directly to the schools or scroll through document.

School Name	District Name
Community High School	Buncombe County Schools
Bridges School	Carteret County Public Schools
Pauline Jones Alternative Middle School	Cumberland County Schools
Ramsey Street Alternative High School	Cumberland County Schools
Dare County Alternative School	Dare County Schools
Central Haywood High	Haywood County Schools
Union Academy	Macon County Schools
Partnership Academy	Orange County Schools
Commonwealth High School	Charter School

Questions regarding specifics in any of the reports should be directly addressed to the schools or districts. Information regarding the Alternative Accountability Model can be found on the North Carolina Department of Public Instruction's Accountability Services site at www.ncpublicschools.org/accountability/reporting.

Community High School
Buncombe County Schools



Tony Baldwin, Ed.D., Superintendent

175 Bingham Road, Asheville, NC 28806
P 828.255.5921 F 828.255.5923
www.buncombe.k12.nc.us

July 5, 2016

Dr. Tammy Howard, Director of Accountability Services
Accountability Services
North Carolina Department of Public Instruction
6314 Mail Service Center
Raleigh, North Carolina 27699-6314

Dear Dr. Howard:

On behalf of Buncombe County Public Schools, we respectfully submit our report on the Alternative Accountability Model Option D for Community High School (110303) with two appendices.

Appendix A details the plan used by Community High School including the evaluation areas, data collection procedures, business rules applied, and the school designation. Appendix B shows the calculations used to obtain Community High School's overall grade.

The first calculation used to determine Community High's grade is persistence by semester which accounts for 25% of the total grade. The total number of students enrolled at Community High during the first semester was 159. At the end of the semester, 135 students were enrolled. This includes students who did not drop and remained enrolled at the end of the semester or graduated. This leads to a calculation of 84.9% (135/159) persistence by semester. Similarly for semester two, 133 students remained at the end of the semester out of the 163 enrolled during the semester for persistence by semester calculation of 81.6% (133/163). These calculations can be seen in Appendix B.

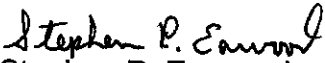
The second calculation used to determine Community High's grade is Academic Achievement which accounts for 50% of the total grade. Students are expected, at a minimum, to be proficient on 80% of all outcomes for each class per semester. This calculation can be seen in Appendix B under Academic Achievement. The calculation for first semester was 84% (203/242) and 86% for second semester (243/284). The second part of the Academic Achievement is derived from growth in literacy measured

using lexile levels obtained from Achieve 3000. Each student was assessed at the beginning of each semester to obtain a baseline lexile level. This baseline level was measured against the students' performance at the end of the semester to determine if the students' lexile level improved. The growth score was obtained by dividing the number of students that showed growth by the number of students being measured. For the first semester, 60% of the students showed growth while 62% showed growth in the second semester. Combining the growth score (25%) with the proficiency score (75%) produced an Academic Achievement score of 78 for first semester and 80 second semester.

The final calculation used to determine Community High's grade is Graduation Rate which accounts for 25% of the total grade. The graduation rate is determined by comparing the number of eligible seniors at the beginning of the semester who graduate divided by the total number of students eligible to graduate. Community High had 18 students in the first semester eligible to graduate with 16 of those actually graduating for an 89% (16/18) graduation rate. Second semester, Community High had a graduation rate of 93% (28/30). The Expected Current Year Graduates (by semester) score was derived by comparing the actual rate to the expected rate of 85% and taking +/- 1 point per % exceeding or below the expected outcome of 85%. For first semester, the score was 89 and 93 for second semester.

The overall score was determined from the above three calculations with persistence and graduation rate accounting for 25% each and academic achievement accounting for 50%. The total overall score was 82 $[(2 \times 78) + 85 + 89] / 4$ for first semester and 84 $[(80 \times 2) + 82 + 93] / 4$ for second semester. This calculation can be seen in Appendix B. The school ratings as detailed in the plan (Appendix A) places Community High as Highly Effective since it has an overall score greater than 80 and improved from the previous year's score of 78.75.

This report is respectfully submitted,


Stephen P. Earwood

Director of Testing and Accountability, Buncombe County Schools

Report on the Alternative Accountability Model for Community High School
Submitted by Community High School Improvement Team
July 1, 2016 for 2015-2016 School Year

Rationale for alternative accountability model:

- 1) Most schools expect 25% turnover each year (seniors graduate, students transfer out or in, freshmen enter) while Community High School experiences 30% to 40% turnover each semester (mid-year graduations, new placements, moving out of district, etc.).
- 2) Students leaving each semester generally reflect the students who have been most successful and on whom the school has had most impact. Eighty percent of student turnover is due to graduation, as a result of successful long-term interventions by the school.
- 3) Entering students are often at highest risk and need the most interventions.
- 4) Tracking student achievement by grade level is not appropriate at Community High School because students' credits and graduation requirements are somewhat fluid. The standard for determining grade level is based on credits earned rather than required courses.
- 5) To show growth school-wide, we need to track same student growth by semester rather than grouping by content area or grade level over a full school year. Therefore, we propose to have two data points per school year rather than one. Students are enrolled in courses based on graduation credit needs rather than nominal grade level.

Evaluation Areas:

Continued Enrollment by Semester: 25%

- Eighty-five percent or more of students will remain enrolled in school or will have graduated at the end of the semester, based on students who were enrolled within the first five days of the semester.
- Tools for measuring this will be PowerSchool enrollment reports, withdrawal codes, and graduation data.
- Sample calculation:
 - The total number of students enrolled for the semester was 130, with 120 students in initial enrollment, ten additional students emergency placed, five students dropping out, three students moving out of the district but enrolled elsewhere, one student enrolling in an online school, and one enrolling in a treatment program that still serves as a public school.
 - 125 students out of the 130, or 96.15%, showed continued enrollment.
 - 25% of the overall school score is 96.
 - NOTE: Failure to meet 85% at this goal will require the school improvement team to set a goal for addressing the issue immediately.

Achievement: 50%

- Achievement calculations will be based on our outcomes-based grading scale and growth in literacy as measured by lexile levels. In our system, a student must demonstrate proficiency on at least 80% of the course outcomes in order to receive a grade of C. Crosswalk documents describing the link between course outcomes and state curriculum standards are available for review.
- The school's improvement goal is that 70% of all students will be, at a minimum, proficient in 80% of all outcomes for each class per semester.
- Student portfolios will demonstrate student achievement in both content and metacognitive abilities through the semester. Portfolios will include pre-assessment measures, benchmarks, post-assessment measures, and evidence of proficiency in outcomes aligned to state curriculum.
- Portfolios will include a table of contents listing of all outcomes, the proficiency level attained for each, student tracking of performance on benchmarks and proficiencies (overseen by teacher), evidence of proficiency for each outcome, and additional instructional time received in intervention.
- In the portfolio, evidence must be shown of proficiency in 80% of course outcomes to achieve a grade of C for the student. This is an average of 80 for the student. Should the student be high performance on some of the outcomes, the grade would improve. Should the student be high performance on all outcomes, that student would achieve a grade of A and 100%. The portfolio will include pre-assessment and post-assessment data and configuration of growth into the final grade.
- Pre-assessment and benchmark assessments directly related to state standard curriculum will be utilized to guide instruction as well as monitor intervention effectiveness and need.
- Community High School's outcomes are directly aligned with state curriculum and do not eliminate the giving of the state tests, but hold us accountable to a higher standard of instructional practice as well as provide a means of measuring growth in ways more accurate to student growth than provided for in other alternative school accountability options to choose from (i.e., Options A, B, and C).
- EVAAS data will be utilized, alongside teacher input, results from pre-assessment and benchmark assessments, as well as student proficiency as demonstrated in the portfolio, to determine the at-risk level and guide discussion around the need for interventions to address skill deficits in order to increase student achievement and success.
- Upon entry to Community High School, all students will take a pre-assessment using Achieve 3000 to establish a baseline lexile measure, as well as the target for growth.
- Growth calculations will be based on the number of students that show growth in their lexile level. A Growth Score will be determined by measuring the number of students that met the growth target, as measured by Achieve 3000, versus the number of students being measured.
- The literacy growth score will account for 25% of our achievement component.

- The literacy baseline for each student will be determined by establishing a lexile level, or level at which a student reads independently. Currently we utilize the Achieve 3000 program, but multiple programs provide easy access to lexile levels and scoring matrices, and faculty can be trained to assess as well, should the need arise in the future.
- Students will read within a lexile range of comprehension just below and above the assessed level. For example, a student with a lexile level of 1240L may have a range of 1140L to 1290L. Many programs, such as the one used currently, provide access to multiple leveled readings, available in a variety of topics relating to multiple course areas.
- Student literacy will be monitored at a minimum on a weekly basis. Due to research, all courses provide and utilize reading intervention, as it has been shown to improve scholastic performance.
- Projected growth in literacy is currently done through a matrix offered through the research-based Achieve 3000 program but can be done in other ways as well [Note: other programs utilizing lexile measures include Aimsweb, the Iowa tests, Stanford, Flex literacy, Dibels Next, Istation, TOEFL, Star assessments, i-Ready, Scholastic reading inventory, and many others]. The target is that by graduation every student is on grade level. Depending on where the student begins, the trajectory must be kept reasonable. For example, a student entering 9th grade with an 11th grade reading level would not be expected to achieve a 12th grade reading level in one semester of intervention. Likewise, a student entering 9th grade with a 3rd grade reading level would not be expected to achieve a 9th grade reading level by semester's end.
- Monitoring for significant student success will occur through weekly review of the student Personalized Education Plan (advisory and course content).
- Sample calculation (based on 120 students in student body):
 - With 120 students taking 3 courses, 360 scores will be included in the calculation.
 - For each course, the final percentage grade, based on the portfolio and assessment, goes into the school composite which will account for 75% of our achievement component.
 - If the 360 scores are averaged, and the average is 84%, and the literacy component scores are at 80% (based on the number of students showing growth in their lexile level), then the overall achievement score would be 83 [$84 + 84 + 84 + 80 = 332/4 = 83$]. The courses average is weighted three times that of the literacy component, as can be seen in the computation above.
 - 50% of the overall school score (Academic Achievement) is 83.
 - NOTE: If 70% of student course scores are not demonstrating proficiency in 80% of outcomes or better, a school improvement goal will be set and addressed immediately. All teachers will also be held to this standard by the administration.

Expected Current Year Graduates by semester 25%

- The expected current year graduation by semester calculation will be based on the number of Community High School eligible seniors at the beginning of the semester who graduate divided by the total number of students eligible to graduate. This percentage will then be compared with our expectation that 85% or more of all eligible seniors at the start of the semester will graduate during that semester.
- An 85% expected current year graduation rate by semester will result in a base score of 85. Community High School will receive 1 point for each 1% gain above the 85% and subtract 1 point for each 1% below the baseline expected current year graduation rate by semester of 85%.
- Eligibility is determined by the number of courses required to pass in order to graduate. Three courses, sometimes four, if one can take place outside of the regular school day (for example, Twilight School or CTE Internship), remaining would make a student eligible.
- If the three required courses include a sequence of courses (for example, Math II, Math III, and a fourth math), that would be an unreasonable burden, as the courses build on one another, or foreign languages and other courses where it is reasonable to assume that a student would not be successful without first taking the prior course, the student would be excluded from eligibility **UNLESS** that student, a parent and an administrator agreed for the courses to be taken concurrently.
- Students transferring in during the semester who qualify as eligible graduates will be counted as such.
- Historically up to 40% or more of students enrolling at Community High School have missed the opportunity to meet the four-year cohort graduation goal prior to enrollment. For this reason we see a measure of graduation among those eligible to graduate as a more valid assessment tool than the four-year cohort measure.
- Sample calculation:
 - Forty (40) students graduated at end of semester.
 - Graduation score will be based on the number of eligible graduates at enrollment that graduate that semester. There were 42 eligible graduates that semester.
 - 95% of eligible students were graduates. 95 will be compared with the expected current year graduation baseline of 85%. This will result in an expected current year graduates by semester score of 90 (80 + 10).
 - NOTE: Failure to meet 85% at this goal will require the school improvement team to set a goal for addressing the issue immediately.

Calculating the Overall Score:

- Achievement was 83 in this example.
- Continued Enrollment by Semester 96.
- Expected Current Year Graduates by semester was 90.

- With Achievement weighted twice (or 50%) while each other component is weighted once (or 25%), the overall school score is 90.5 [$83 + 83 + 96 + 90 = 352/4 = 88$].

Rating:

- Our school will be accountable for achieving an overall score of 80% or better each year.
- Highly effective: If our school achieves an overall score of 80% or better and has improved upon the previous year's score, it will be considered highly effective.
- Effective: If our school achieves an overall score of less than 80% but has improved from the previous year's score, the school will be considered to be effective. Also, if our school achieves an overall score of 80% but has not improved on the previous year's score, the school will be considered to be effective.
- Emerging: If our school performs both below 80% and has not improved from the previous year's score, the school will be deemed to be emerging.
- In the example give above, Community High School would have scored at 88%, and would therefore be considered "highly effective".

Data availability:

- All data related to our plan will be kept in an electronic spreadsheet format that will be accessible online for monitoring by the LEA. Sharing of data will be complete with regard to performance as a school but will adhere to FERPA guidelines with regard to individual students.

Calculation of School Grade									
Accountability data		Semester 1					Accountability data		Semester 2
Continued Enrollment by semester (25% of total accountability)									
Total students enrolled, day 5, semester 1 2015-16 per PowerSchool						154	Continued Enrollment by semester (25% of total accountability)		
Students added between day 6 and end of semester						5	Total students enrolled, day 5, semester 1 2015-16 per PowerSchool		155
Student Transfers						11	Students added between day 6 and end of semester		8
Students graduated semester 1						16	Student Transfers		9
Students withdrawn W2 (No plan to return)						13	Students graduated semester 2		28
enrolled + added						159	Students withdrawn W2 (No plan to return)		21
(enrolled + added - drop)						135	enrolled + added		163
Continued Enrollment (% of students who started semester, who did not drop, who remain enrolled at semester end or graduated)						85	(enrolled + added - drop)		133
							Continued Enrollment (% of students who started semester, who did not drop, who remain enrolled at semester end or graduated)		82
Academic Achievement (50% of total accountability):									
							Academic Achievement (50% of total accountability):		
% of students achieving proficiency or better in 70% of course outcomes:						83.9	% of students achieving proficiency or better in 70% of course outcomes:		85.6
Growth score (Ach3000 %)						60	Growth score (Ach3000 %)		62
Academic Achievement score (Proficiency Score * .75 + Growth Score * .25):						77.93	Academic Achievement score (Proficiency Score * .75 + Growth Score * .25):		79.70
Expected Current Year Graduates (by semester) (25% of total accountability)									
# of students eligible to graduate at end of semester 1:						18	# of students eligible to graduate at end of semester 2:		30
# of students actually graduated at end of semester 1: (eligibility to graduate based on reasonable expectation of required course completion per submitted documentation)						16	# of students actually graduated at end of semester 2: (eligibility to graduate based on reasonable expectation of required course completion per submitted documentation)		28
weighted school graduation score:						89	weighted school graduation score:		93
85 +/- 1 point per % exceeding or below expected outcome of 85%							85 +/- 1 point per % exceeding or below expected outcome of 85%		
Overall accountability score:									
							Overall accountability score:		
							academic * 2 + continued enrollment + graduation/4		
Total overall score						82.44	Total overall score		83.50
Total yearly score						82.97			
2014-15 Score						78.75			
2015 2016 Rating						HIGHLY EFFECTIVE			

Appendix B - Calculation of School Grade

Bridges School
Carteret County Public Schools

Dr. Tammy Howard
Director of Accountability Operations
North Carolina Department of Public Instruction
6314 Mail Service Center
Raleigh, NC 27699-6314

August 25, 2016

Dr. Howard:

The following report provides the 2015-16 results of the Carteret County Schools' Alternative School Progress Model (Option D) for Bridges School (160309) in Morehead City.

The computations are based on the proposal previously approved by the North Carolina Board of Education. Because we are unable to access the growth component, calculations have been adjusted using the ratios of the remaining components.

If you have questions regarding the report or the calculations used, please contact Ms. Crystal Bailey at (252) 728-4583 ext. 1115.

Sincerely,

Dr. Dan Novey
Superintendent
Carteret County Schools

Attachment:

Alternative School Progress Model (Option D)

CARTERET COUNTY SCHOOLS
Alternative School Progress Model (Option D)

2015-16 School Year

Bridges School (160309)

Part I – Student Persistence (90% of total) : **97.5** (87.75 points)

Student Persistence is defined as the percent of alternative students who remain enrolled in any North Carolina public school through the end of the school year.

DPI's PERAUDIT160 report indicates 39 of 40 students remained enrolled through the last day of school: (97.50%)

Part II – Proficiency (10% of total): **19.3** (1.93 points)

The School Proficiency component uses the 3-year average of the following Grade-level Proficiency indicators:

- End-of-Grade English Language Arts/Reading
- End-of-Grade Mathematics Assessments at Grades 3–8
- End-of-Grade Science Assessments at Grades 5 and 8
- End-of-Course Assessments in Biology, Math I, and English II

Part III – Growth (50% of total): **Unable to Access**

The Alternative Growth Model is calculated as the reported READY STATUS Growth Index converted to a 100-point scale in the same manner as used in the School Report Card.

*We were unable to access the growth component, therefore calculations were adjusted using the ratios of the remaining components.

Overall School Score: 89.68 points

Annual Overall Alternative Progress Status: Superior

CARTERET COUNTY SCHOOLS
Alternative School Progress Model
Progress Categories by Score

The computations of the Model from the minimum to the maximum result are divided equally into four ranges. The annual designation of the school will be established based on the range achieved by the computation of the components.

For year-to-year comparisons, the results of each annual computation of the Alternative Schools Progress Model will fall into one of four categories.

Superior Progress (76 – 100 points)

Excellent Progress (51 – 75 points)

Adequate Progress (26 – 50 points)

Less than Anticipated Progress (0 - 25 points)

Pauline Jones Alternative
Middle School
Cumberland County Schools

ALTERNATIVE ACCOUNTABILITY MODEL 2015-2016

Pauline Jones Middle School

Parent Involvement

There were 177 parental visits logged during the 2015-2016 School Year. Visits included attendance of IEP meetings, open house, parent night, Student Service Team meetings, award programs, parent/teacher conferences, and assemblies. In addition, parents participated in the intake process, discipline hearings, offered classroom support, and ate lunch with their child. 185 students were enrolled during the 2015-2016 School Year.

Results: 177/185 = 95.7%.

Student Proficiency (Achievement)

Students enrolled at Pauline Jones Middle School at the time of End-of-Grade testing were administered the ELA, Math and Science EOG Assessments. The results from each of these assessments are as follows:

school_code	subject	type	subgroup	prof_den	prof_num_glp	prof_pct_glp
260413	MA05	ALL	ALL	*	*	*
260413	MA06	ALL	ALL	31	*	*
260413	MA07	ALL	ALL	63	*	*
260413	MA08	ALL	ALL	77	*	*
260413	RD05	ALL	ALL	*	*	*
260413	RD06	ALL	ALL	32	*	18.8
260413	RD07	ALL	ALL	64	*	12.5
260413	RD08	ALL	ALL	76	10	13.2
260413	SC05	ALL	ALL	*	*	*
260413	SC08	ALL	ALL	76	15	19.7
260413	EOG05	ALL	ALL	12	*	*
260413	EOG06	ALL	ALL	63	*	12.7
260413	EOG07	ALL	ALL	127	*	*
260413	EOG08	ALL	ALL	229	27	11.8
260413	MA	ALL	ALL	175	*	*
260413	RD	ALL	ALL	176	24	13.6
260413	SC	ALL	ALL	80	15	18.8
260413	EOG	ALL	ALL	431	43	10.0
260413	ALL	ALL	ALL	431	43	10.0

*-Indicates values below the reporting threshold

Results: 43/431=10%

Alternative Behavior Education Program

The Alternative Behavior Education Program is a student information system focused on behavior and student interventions. The interactive software emphasizes the importance of responsible behaviors and demonstrates why positive change is important. Focus is placed on behaviors and consequences, while providing at-risk students skills necessary to succeed. The ABE Program also provided detailed graphs and data revealing problematic areas in need of improvement. Crucial behavioral patterns are pinpointed, which are necessary for targeting influential variables. The parent portal component of the program provides parents access to student referrals and interventions. The ABE Program data can also be printed as summaries or graphs.

Of the 14 students who were referred, 12 completed the Alternative Behavior Education (ABE) Program. 5 of these students did not return to in-school suspension.

Results: This is a completion rate of 85.7%.

Community Involvement

265 community members signed the Community Involvement Log during the 2015-2016 School Year. Community members visited as guest speakers, mentors, testing volunteer, DSS contacts, court liaisons, and student support. The community also participated in sports tournament, talent show, as well as providing student uniforms, supplies, and staff incentives.

Results: The Community Log shows 265 signatures for the 185 students enrolled: 265/185= 143% we will use 100% for this indicator since we will not exceed 100% on any indicator.

Test Participation

At Pauline Jones Middle School, we strive to test every student on roll during the testing window. The chart below shows how we did by grade and subject:

school_code	subject	type	subgroup	part_den	part_num	part_pct
260413	MA05	ALL	ALL	*	*	>95
260413	MA06	ALL	ALL	34	31	91.2
260413	MA07	ALL	ALL	65	63	>95
260413	MA08	ALL	ALL	81	78	>95
260413	RD05	ALL	ALL	*	*	>95
260413	RD06	ALL	ALL	34	32	94.1
260413	RD07	ALL	ALL	65	64	>95
260413	RD08	ALL	ALL	81	77	>95
260413	SC05	ALL	ALL	*	*	>95
260413	SC08	ALL	ALL	81	77	>95
260413	EOG05	ALL	ALL	12	12	>95
260413	EOG06	ALL	ALL	68	63	92.6
260413	EOG07	ALL	ALL	130	127	>95
260413	EOG08	ALL	ALL	243	232	>95
260413	MA	ALL	ALL	184	176	>95
260413	RD	ALL	ALL	184	177	>95
260413	SC	ALL	ALL	85	81	>95
260413	EOG	ALL	ALL	453	434	>95
260413	ALL	ALL	ALL	453	434	>95

*-Indicates values below the reporting threshold

Results: 434/453=95.8%

EVAAS Growth

50% of the Alternative Accountability Model will be comprised of EVAAS Growth. We emphasize the important of growth and want that to be reflected in our plan. The EVAAS Growth Composite will be used. That figure will then be converted to a 0-100 figure that will be taken from the NCDPI SPG Conversion Chart.

Results: The 2015-16 EVAAS Growth Composite was -6.0 which converts to a 56.6. 56.6 will be used in the EVAAS Growth area and will be weighted 50%.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	177	185	>95	.10	9.567	
Student Proficiency	43	431	9.976	.15	1.5	
ABE Program	12	14	85.7	.05	4.285	
Community Involvement	185	185	>95	.10	10	
Test Participation	434	453	>95	.10	9.58	
Total			34.93	.50	17.466	
EVAAS			56.6	.50	28.3	
Overall					45.8	★ ★

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

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

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

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

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

Ramsey Street Alternative
High School
Cumberland County Schools



RAMSEY STREET HIGH SCHOOL
117 QUINCY STREET
FAYETTEVILLE, N.C. 28301
(910) 437-5829/ Fax (910) 437-5121



ALTERNATIVE ACCOUNTABILITY MODEL FOR 2015-16

Parent Involvement: As a criterion for students to return to their home school, parents are required to participate in the In-Take Orientation Conference. In addition, parents are invited to attend conferences, child/family/team meetings, and IEP meetings.

There were 325 parental visits logged during the 2015-2016 School Year. 325 students were enrolled during the 2015-2016 School Year.

Results: 325/325=100%.

Parent and Student Surveys: At Ramsey Street High School, we value the opinions of our parents/guardians and students. Of the 325 parent/student surveys that were distributed, 130 were returned.

Results: 130/325=40%

Student Proficiency Students enrolled at Ramsey Street High school during the testing cycle were administered the appropriate End-of-Course test. The results from these are as follows:

school_code	subject	type	subgroup	prof_den	prof_num_glp	prof_pct_glp
260449	M1	ALL	ALL	55	*	7.3
260449	BI	ALL	ALL	34	*	8.8
260449	E2	ALL	ALL	49	*	8.2
260449	ALL	ALL	ALL	138	11	8.0

*-Indicates a value less than the reporting threshold

Of the 138 End-of-Course tests that were taken during the 2015-2016 School Year, 11 scored as proficient.

Results: 11/138=8.0%.

ABE Program: Alternative Behavior Education Program provides students interactive software that emphasizes the importance of responsible behaviors. Automated graphs provide detailed data revealing problematic areas and areas of improvement. Designed with student success in mind, ABE places focus on behavior and social success by emphasizing its importance. Peer testimonials explain decisions and consequences to demonstrate why positive change is important. This provides at-risk students the skills to help them succeed.

Of the 325 enrolled students, 162 completed the Alternative Behavior Education (ABE) Program.

Results: This a completion rate of 162/325=49.84%.

Student Attendance: At Ramsey Street High School, we feel student attendance is vital to student academic achievement. During the 2015-2016 school year, enrolled students were expected to attend 18,735 attendance markers. Student attendance is checked in each period throughout the day. Recorded indicated that 13,740 attendance markers were attended.

Results: 13740/18735=73.33%

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. The chart below shows the results by each End-of-Course assessment.

school_code	subject	type	subgroup	part_den	part_num	part_pct
260449	M1	ALL	ALL	54	54	>95
260449	BI	ALL	ALL	34	34	>95
260449	E2	ALL	ALL	49	49	>95
260449	ALL	ALL	ALL	137	137	>95

Results: 137/137=100%.

Community, Business and Faith-Based Partner: At Ramsey Street High School, we understand the importance of having a community, business, and faith-based partnerships on our campus. This partnership will provide opportunities for our students to experience academic success, while providing guidance on making better choices behaviorally in an environment that is nurturing and conducive to learning in the 21st century. 230 community members were invited to participate in various ways. Of those 230 invitations, 230 of them accepted and participated.

Results: 230/230=100%

EVAAS Growth

At Ramsey Street High School, we value the student/teacher relationship. We will use the EVAAS Growth measure as 50% of the Alternative Accountability Model. The EVAAS Growth Composite will be used. That figure will then be converted to a 0-100 figure from the NCDPI SPG Conversion Chart.

Results: The 2015-16 EVAAS Growth Composite was -6.19 which converts to a 56.3. 56.3 will be used in the EVAAS Growth area and will be weighted 50%.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	325	325	>95	.05	5.00	
Parent Survey	130	325	40.00	.05	2.00	
Student Proficiency	11	138	8.0	.10	.80	
ABE Program	162	325	49.84	.05	2.49	
Student Attendance	13740	18735	73.33	.10	7.33	
Test Participation	137	137	>95	.10	10.00	
Community Involvement	230	230	>95	.05	5.00	
Total			32.62	.50	16.31	
EVAAS			56.3	.50	28.15	
Overall					44.5	★ ★

The school designations will be based on the overall composite of the indicators.

The labels will be:

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



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



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



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



Dare County Alternative Dare County Schools

2015-2016 Dare County Alternative School Accountability Results

School Rating System: None

Dare County Alternative School

"Bridging the Gap"

829 Wingina Ave.
Manteo, NC 27954
Phone numbers:
(252) 473-5841
Ext. 1091
Fax (252) 473-2263

Teresa Twyne
*Director of
Alternative Programs*

Higher Expectations for Student Achievement (25%)

Goal: The percentage of students enrolled in higher level courses such as Math II and Math III will increase from 39% to 50%

Results: 76%

Met Goal

Process for Verification:

The Dare County Alternative School Program Manager reviewed student enrollment in Math II and Math III in Power School. Thirty-eight of 50; or 76%, of Dare County Alternative School students were enrolled in Math II or Math III for 2015-2016. This far exceeds the goal of 50%.

School Safety/Student Conduct (25%)

Goal: The percentage of students receiving 3 or more discipline referrals will decrease from 41% to 36%.

Results: 22%

Met Goal

Process for Verification:

Student referrals are electronically entered by the teachers into the Educator's Handbook Discipline System used county-wide by the high schools. Referrals are then processed by one of the school administrators who determines the consequence/actions for students. The system calculates the number of referrals per student. The school's data manager subsequently enters all reportable actions into Power School.

Dare County Alternative School had 11 of 50 students receive 3 or more referrals in Educator's Handbook equaling 22% of students for the 2015-2016 school year. This far exceeds the goal of lowering our percentage to 36%.

Student Persistence (25%)

Goal: The percentage of alternative school students who remain enrolled in school through the end of the school year will increase from 90% to 93%.

Results: 93.75%

Met Goal

Process for Verification:

The Dare County Schools Director of Testing and Accountability reviewed and sent information from the NCDPI-provided files PERAUDIT280 and PEREXIT280 to the Dare County Alternative School Program Manager to verify the status of each student. The NCDPI-required documentation was collected for students who went to a private or out-of-state school. Forty-Five out of 48 students, or 93.75%, met the student persistence requirement.



Student Growth (25%)

Goal: Alternative school students will meet growth as calculated using an alternative growth model developed in conjunction with EVAAS.

Results:

Met Goal

Process for Verification: 2015-16 Internal READY website

Central Haywood High
Haywood County Schools

Central Haywood High School

School Performance

	2013-14	2014-15	2015-16	3-Yr Total
Indicator	Score	Score	Score	Score
Math I	17	19	11	15
Biology	17	6	22	15
English II	27	38	18	25
ACT WorkKeys	15	53	40	38
Math Course Rigor	69	79	91	79
CGR 4yr	81	72	76	76
CGR 5yr	86	81	75	81

Overall	65	64	63	64
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2016 School
Performance (3 yr)
64

Student Persistence

2016 Student
Persistence
84

Growth

2013-14		2014-15		2015-16	
Index	Score	Index	Score	Index	Score
-1.2	74	-2.42	67.9	-2.98	65.1

Growth Average (3yr)
69

Overall School Score

School Performance X .20	Student Persistence X .20	Growth X .60
12.8	16.8	41.4

Overall School Score
71

Overall School Rating
Effective

Central Haywood High School (440326)

Alternative School Accountability Model

A. Components used in the overall school score:

(1) 20% Student Persistence

- a. Student Persistence is defined as the percent of alternative students who remain enrolled in any North Carolina public school through the end of the school.

Calculation for this component is the percent of students identified as enrolled in Central Haywood High School (CHHS) during any data collection throughout the year who remain enrolled through the end of the school year in any NC public school. Students who graduate from high school, as per graduation collection data, are included in the calculation. The maximum number of points available for the Student Persistence component is 100. During the 2015-16 school year, 108 out of the 128 students enrolled at CHHS throughout the year remained enrolled in a NC public school for a Student Persistence score of 84 points.

(2) 20% School Performance

- a. The School Accomplishment component uses the following indicators:
 - i. EOC Assessments in Biology, Math I, and English II
 - ii. ACT WorkKeys
 - iii. 4-year Graduation Rate
 - iv. 5-year Graduation Rate
 - v. Math Course Rigor

The standards for these indicators are calculated in the same manner as for School Performance Grades and READY Accountability, with the exception of ACT data, which is omitted. To review the standards, please consult the Business Rules for Calculating Results found on the NCDPI [Accountability Services website](#). The mission of CHHS is to enable students to complete high school and receive a diploma. This is accomplished by focusing on the individual needs of each student and addressing the varying situations that hindered success in the traditional setting. The ACT, a college readiness assessment, is not aligned with the mission of the school and is therefore not an appropriate measurement tool. Due to the population of students at CHHS and the environmental challenges they face, ACT performance fluctuates significantly from year to year. CHHS will continue to strive for student success on the ACT assessment, but the indicator is not included for school achievement in the accountability model. The maximum available points for School Performance is 100. CHHS made gains in several indicators this year as compared to the previous year, including Biology, English II, Cohort Graduation Rate and Math Course Rigor. The 2015-16 School Performance score is 63 points.

- b. Three (3) years of data will be used for calculating school achievement.
 - i. Total students numerator and denominator for 3-years
 - ii. Must be assessed at alternative school to be included in calculation

Central Haywood High is a small school and numbers fluctuate from year to year. Often, the school does not have enough data to measure some indicators. Therefore, three years (current year plus two previous) of school data for the indicators is used, resulting in greater reliability of the data. The total number of scores meeting the standards for the indicators is divided by the total number of scores available. The 3-Year School Performance score for CHHS is 64.

(3) 60% Growth

- a. Growth will be calculated for the current year using the alternative growth model developed by DPI in conjunction with EVAAS.
 - i. Remove 140 day membership rule and calculate as a percentage for all students taking assessments at alternative school
- b. Three (3) years of data will be used for calculating Growth

The School Growth component for each year is measured using an alternative growth model developed in conjunction with EVAAS. EVAAS Growth measures progress on EOC assessments and generates an index value. The index value is converted to a 100 pt. scale score. Reported growth will be a 3-year average (current year and 2 previous) of the 100 pt. scale score. This value is weighted 60% in the Overall School Score calculation. CHHS met expected growth with a converted scale score of 74 during the 2013-14 school year and obtained a converted scale of 68 for 2014-15. With the current year's growth score, 65, the 3-year average is 69 points.

B. A change rating will be assigned to the school comparing the previous year to the current year.

(1) Highly Effective

- a. *Highly Effective* indicates a change in the school from the previous year by at least +3 points.

(2) Effective

- a. *Effective* indicates a change in the school from the previous year by -2.9 to +2.9 points.

(3) In Need of Improvement

- a. *In need of Improvement* indicates a change in the school from the previous year by at least -3 points.

The Overall School Rating is the difference in the Overall School Score for the current and prior school year. The difference value will determine the change rating of *Highly Effective*, *Effective*, or *In Need of Improvement*. The Overall School Rating for 2014-15 was 69 and for 2015-16 is 71 with a difference of +2. The assigned change rating for 2015-16 is *Effective*.

Union Academy
Macon County Schools

Union Academy
Macon County Schools
Franklin, North Carolina

Option D

2015-2016

1. 20% Student Persistence (77.5%)
2. 20% School Performance (42%)
 - a. End-of-Course Assessments in Biology, Math I, and English II (5.7%)
 - b. ACT WorkKeys (0%)
 - c. 4-Year Graduation Rate (65.6)
 - d. Completion of a Graduation Project (96.8%)
3. 60% Growth (63.6)

Total: 62.06

Last year (2014-2015), Union Academy's baseline total was 61.68. There was an increase in their overall score of 0.38%.

Partnership Academy
Orange County Schools

Partnership Academy Accountability Plan Results 2015-16

GOAL: 80% percent of students who enroll in Partnership Academy will improve his/her grades by .5 grade point average (GPA) points when comparing grades at the time of withdrawal from his/her previous school to Partnership Academy final report card grades at the end of the semester or year.

Results: 85% of students met the goal of increasing their GPA at the time of withdrawal from their former school by at least .5 while attending Partnership Academy during the 2015-16 school year. The students as a group increased their grades by an average of 1.73 GPA points.

Redacted

Partnership Academy Accountability Plan Results 2015-16

GOAL: 80% of students enrolled at Partnership Academy will increase his/ her individual course passing rate (defined as credits earned over credits attempted) when compared to his/ her individual course passing rate while enrolled in the student's prior school.

Results: 100% of students increased their course passing rate while attending PA during 2015-16 school year. Those who already had a passing rate of 100% maintained their 100% passing rate.

Redacted

Partnership Academy Accountability Plan Results 2015-16

GOAL: 70% of students will decrease his / her unexcused absence rate while enrolled at PA when compared to each student's unexcused absence rate while enrolled at the prior school.

Results: 73% of students decreased their unexcused absence rate while attending PA during the 2015-16 school year. Any students who had excessive absences resulting in course failure made-up their missed time during the 2015-16 school year by participating in academic activities during various non-instructional times of the day before school, after school, or during lunch.

Redacted

Partnership Academy Accountability Plan Results 2015-16

GOAL: 80% of all students will improve his/ her results on Perceived School Experiences Survey at the end of the year while enrolled at PA when compared to survey scores taken when first enrolled in PA.

Results: 79% of students improved his/ her results on the Perceived School Experiences Survey at the end of the year while enrolled at PA when compared to survey scores taken when first enrolled in PA.

Redacted

Partnership Academy Accountability Plan Results 2015-16

Redacted

The Academic Learning Pathway includes the constructs of Academic Experiences (school connectedness, academic press, and academic motivation), Support for Learning, and Career and College Aspirations.

Principal's Signature Elizabeth Paige K. Moor Date July 1, 2016

Director of Testing and Accountability Andrea Niemi Date 8/3/16

Commonwealth High School

Charter School

PRELIMINARY “Option D” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2015-16

As of 8/12/16

School Rating: Highly Effective

Approved Measure for 2015-16 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math and 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.)	26 <small>Average percent for all NC alt ed schools in 2014-15 was 16%. Target is 16 + 10 = 26</small>	44 <small>44% of Commonwealth students completing the English and Math EOCs Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	80	87
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	80	71
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	100 <small>Students earned an avg of 1.7 credits with a "C" or higher per semester at their prior school. Target is 1.91 (1.74 + .17 = 1.91.) This is set to a baseline of 100.</small>	104 <small>Students earned 1.99 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. (1.99 divided by 1.91 = 104%)</small>
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 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attach E)	20 <small>Percent of students with a prior GPA of 2.0+ was 10%. Target is 10 + 10 = 20</small>	30 <small>Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters</small>
SATISFACTION: Percent of students responding "very satisfied" or "satisfied" when asked to rate their "satisfaction with the school" will be satisfactory. (Attachment F.)	70	98
TOTAL POINTS	376	434

Calculation of Final Score and Rating:

The school's total Actual Points (434) are divided by the total Target Points (376) for an overall score of 115%. (434 divided by 376 = 115%.) Using the approved rating bands, the school's overall rating is, "Highly Effective."

Attachment A

Target Calculations - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide

Description of Target-Setting:

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2014-15 Math I and English II results were tabulated using the "NCAccModel_2015_Summary" report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm15.xlsx>. (Please note that results were not reported for 14 of 92 Alternative Education schools due to the small number of students taking the Math I and English II assessments.) The average percent of students at the reported schools Meeting Math I Grade Level Standard was 12% and Meeting English II Grade Level Standard was 20% for a combined average of 16%. The target is set at 16% plus 10 percentage points for a total target of 26% or 26 points. Please see the Table on page 2 for a listing of included schools and percentages.

Redacted

Table – 2015 Math I and English II Results for NC Alternative Education Schools

District Name	School Code	School Name	Math I Percent Grade Level Proficient	English II Percent Grade Level Proficient
Alamance-Burlington Schools	010378	Ray Street Academy	<5	23.8
Anson County Schools	040305	Anson Academy	<5	5.0
Avery County Schools	060334	Blue Ridge Academy	*	14.3
Beaufort County Schools	070310	B C Ed Tech Center	<5	12.5
Brunswick County Schools	100308	Brunswick County Academy	<5	20.0
Buncombe County Schools	110303	Community High School	<5	22.5
Burke County Schools	120308	Hallyburton Academy	10.3	13.6
Cabarrus County Schools	130317	Cabarrus Co Opportunity School		
Caldwell County Schools	140307	Horizons Elementary		
Caldwell County Schools	140306	Gateway School	16.7	40.0
Carteret County Public Schools	160309	Bridges School		*
Chapel Hill-Carrboro Schools	681338	Phoenix Academy High	28.6	28.6
Charlotte-Mecklenburg Schools	600439	Turning Point Academy	<5	12.7
Charter Schools	60U000	Commonwealth High	*	50.0
Chatham County Schools	190310	SAGE Academy	<5	25.0
Cherokee County Schools	200322	Mountain Youth School		
Cleveland County Schools	230330	Turning Point Academy	<5	13.2
Cumberland County Schools	260449	Ramsey Street High	<5	10.7
Cumberland County Schools	260413	Pauline Jones Middle		
Cumberland County Schools	260374	Alger B. Wilkins High School PLC	<5	28.6
Dare County Schools	280306	Dare County Alternative School	9.1	37.5
Davidson County Schools	290314	Davidson County High School	80.0	42.1
Davie County Schools	300306	Central Davie Academy	*	40.0
Durham Public Schools	320341	Lakeview School	<5	<5
Durham Public Schools	320322	Durham's Performance Learning Center	7.7	22.2
Forsyth County Schools	340427	Kingswood School	<5	18.2
Forsyth County Schools	340385	Main Street Academy	<5	18.2
Gaston County Schools	360372	Warlick Academy	13.0	14.3
Granville County Schools	390314	Center For Innovative Learning		
Guilford County Schools	410534	Pruette SCALE Academy	<5	*
Guilford County Schools	410533	SCALE School	16.7	6.7
Guilford County Schools	410396	High School Ahead Academy	81.3	
Harnett County Schools	430345	STAR Academy	<5	15.8
Haywood County Schools	440326	Central Haywood High	18.8	37.5
Henderson County Schools	450343	Balfour Education Center	<5	35.0
Hoke County Schools	470342	J W Turlington School	<5	20.5
Iredell-Statesville Schools	490350	Pressly School	<5	13.3
Iredell-Statesville Schools	490342	Monticello School	<5	20.5
Jackson County Schools	500324	Jackson Co Sch of Alternatives	15.4	25.0
Johnston County Schools	510381	South Campus Community Middle		
Johnston County Schools	510380	South Campus Community High	15.0	33.3
Lee County Schools	530358	Warren Williams Elementary Alternative		
Lee County Schools	530306	Bragg Street Academy	<5	6.3
Lenoir County Public Schools	540318	Lenoir County Learning Academy	<5	8.0
Lincoln County Schools	550308	Asbury School	<5	<5
Macon County Schools	560350	Union Academy	15.8	12.1
McDowell County Schools	590393	McDowell AEC	13.8	31.6
Montgomery County Schools	620310	Montgomery Learning Academy	<5	9.1
Moore County Schools	630330	The Community Learning Center @ Pinckney	<5	14.3
Nash-Rocky Mount Schools	640340	Tar River Academy	<5	12.5
New Hanover County Schools	650355	Mary Sidberry Mosley PLC	5.6	20.0
New Hanover County Schools	650354	Lakeside	12.5	<5
New Hanover County Schools	650345	Lake Forest Academy		
Orange County Schools	680335	Partnership Academy	25.0	33.3
Pasquotank County Schools	700310	H L Trigg Community	<5	<5
Richmond County Schools	770342	Leak Street High	6.5	14.3
Richmond County Schools	770312	Cordova School	80.0	80.0
Rockingham County Schools	790392	The SCORE Center	6.7	11.1
Rowan-Salisbury Schools	800308	Henderson High	10.0	<5
Rutherford County Schools	810386	Rutherford Opportunity Center	<5	16.7
Scotland County Schools	830316	Shaw Academy	<5	14.3
Stanly County Schools	840370	Stanly Academy Learning Center	21.4	25.0
Stokes County Schools	850324	Meadowbrook Academy	<5	21.1
Transylvania County Schools	880320	Davidson River School	15.0	38.5
Union County Public Schools	900365	South Providence	8.3	19.0
Vance County Schools	910368	Western Vance High	14.3	7.7
Wake County Schools	920528	Phillips High	13.6	20.0
Wake County Schools	920508	Mount Vernon		
Wake County Schools	920438	River Oaks Middle	*	
Wayne County Public Schools	960488	Wayne Middle / High Academy	9.4	15.2
Whiteville City Schools	241312	North Whiteville Academy	<5	20.0
Wilson County Schools	980306	Milton M Daniels Learning Cntr	<5	<5
Yadkin County Schools	990340	Yadkin Success Academy	<5	11.1
Average of Above			12	20

* If a school's results were reported as "<5," it was assumed to have a full 5% meeting standard.

Attachment B

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:

161 students attended the school for 1+ semesters in 2015-16 and were assigned to the ReadingPlus program for reading remediation. Of these students, 140 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 140 students achieving a gain divided by 161 total students = 87% or 87 points.

Attachment C

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 80% or 80 point target.

Summary of Calculations:

133 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2015-16. Of these students, 94 achieved a gain on the second or subsequent administration. $94 \text{ students achieved a gain} \div 133 \text{ total students} = 71\% \text{ or } 71 \text{ points.}$

Attachment D

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared.

Summary of Calculations:

Students attending the school for 1+ semesters in 2015-16 entered having previously earned an average of 1.74 credits per semester. (The 1.74 is increased by 10% (or 0.17) for a target credit earning rate at the school of 1.91. The target is set to a baseline of 100.)

At the school, the students earned an average of 1.99 credits per semester attended. (The school's points are calculated as 100 times $(1.99 \div 1.91) = 104$.)

Attachment E

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. Ten (10) 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:
1) achieved a cumulative GPA of 2.0 or improved the GPA by 0.5 points or more.

Summary of Calculations:

161 students attended the school for 1+ semesters in 2015-16. Of the 161, 16 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $16 \div 161 = 9.9\%$ rounded to 10%. The school's target is set as 10% plus 10 percentage points equals 20% or 20 points.

After attending for one semester or more, 49 students achieved a GPA of 2.0 or higher. The school's result is $49 \div 161 = 30.4\%$ or 30 points.

Attachment F

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during May-June 2016 or upon graduation, the percent answering “satisfied” or “very satisfied” is calculated for the prompt, “Please rate your satisfaction with your school.” Survey Monkey as the survey administration tool.

Summary of Calculations:

58 students responded to the survey question. Of the 58, 57 responded “Satisfied” or “Very Satisfied.” The percent meeting the satisfaction criterion was 57 divided by 58 respondents equals 98.3% or 98 points.