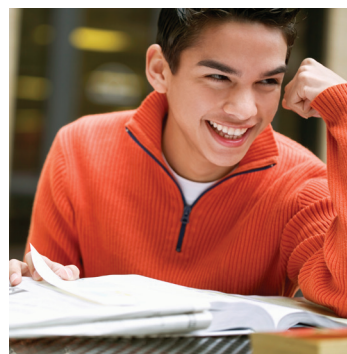


2014-2015 ANNUAL REPORT

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL



ENGAGED IN LEARNING
anywhere, everywhere

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Highlights from 2014-2015

The North Carolina Virtual Public School has been in successful operation since 2007 serving over 321,000 student enrollments since that first year. Below is a list of accomplishments, facts, and recognitions that make the 2014-2015 school year unique.

- Over 55,000 enrollments from approximately 35,000 students, which documents the highest enrollment ever for NCVPS
- NCVPS students in regular education courses scored at or above state averages for the three End-of-Course tests: Biology, English II, and Math I
- Students exceed state or national averages in three additional Advanced Placement Courses
- Three new middle school elective courses were developed and deployed: Creative Writing, Success IOI, and Music
- Advanced Placement Physics I and SharePoint were added to the course catalogue
- Mastery Learning for First Time Credit pilot program, an intervention model for students who are failing their courses, was launched
- Non-public enrollments increased by 121%
- The first annual "E-Learning Coordinator of the Year" was awarded. (Wendy Kraft - New Hanover County)
- Successfully launched Fall 2015 courses in CANVAS the Learning Management System
- New Health and P. E. course is first to require students to submit videos of themselves showing mastery of skills
- 186 teachers participated in the Teacher-in-Training teacher induction program to teach with NCVPS
- 771 teachers and conversation coaches were employed with NCVPS during the 2013-2014 school year representing a 4% increase over the previous year
- Peer tutors volunteered over 6,000 hours across 10 different academic departments
- Launched the first NCVPS Teacher Working Conditions Survey

NCVPS VISION:

Expanding Minds
 Expanding Opportunities
 Expanding Connections through blended and online learning

MISSION: NCVPS serves learners with high quality online courses and expanded options in education.

Letter from the Executive Director

Dear Education Leader,

The 2014-2015 school year is characterized by our commitment to partnering with North Carolina schools. These partnerships have resulted in new programs and courses leading to expanded opportunities for students. Our founding principle of equity in access for all students is growing in new ways.

Many of you are aware of our Occupational Course of Study program for students with special needs. This program pairs the district's special education teacher with the NCVPS online content teacher to create targeted lesson for the students. Education Week ran a story on our program and Skip Stahl, senior policy analyst with the Center for Applied Special Technology, referred to our program as a "gold standard". We are thrilled to have this program honored in this way. The link to the story is here - <http://www.edweek.org/ew/articles/2015/04/01/online-course-taking-evolving-into-viable-option-for.html>.

At the request of one district, we developed a program called Mastery Learning for First Time Credit. This program is targeted at students who are failing and who need an intervention or a new way to engage in the content. In partnership with the local school leaders, students are transferred from their face-to-face classroom to the same course online with NCVPS. These courses are no longer bound by time. In other words, students are able to stay in the course longer than a semester if they need to in order to master the content. Learning is the constant and time is a variable. Our pilot quickly expanded to include one charter school and two additional districts. Our plan is to grow the program during the 2015-2016 school year.

Several districts asked us to partner to create local virtual academies. District leaders recognized that some students and families would prefer a totally online high school program. By partnering with NCVPS, local districts are able to provide all the courses a student needs to graduate from high school and offer those same students opportunities to play football, join the band, and participate in clubs.

In addition, we have expanded our course catalogue based on feedback from our partners. Advanced Placement Physics I was added to our catalogue in order to continue to meet the needs of advanced learners. We developed online Physical Education as well as two elective courses developed specifically for middle school students. ACT Prep is also available in order to help students prepare for this exam.

I spent nine years as a public school principal in North Carolina. Teaching every child well was part of my mantra despite the fact that I had teacher vacancies in key areas and limited access to technology. Many of these challenges are now solved by NCVPS. Students have access to a wide range of courses that meet a wide range of learning needs and all are taught by North Carolina certified teachers.

Sincerely,



Eliz Colbert, Ed.D.
Executive Director

Letter from the 2014 NCVPS Online Teacher of the Year

Dear Education Leaders,

As I reach the halfway mark of serving as the 2015 North Carolina Virtual Public School Teacher of the Year, I am humbled and honored. Each day I get to interact with energized students, motivated schools, and innovative teachers across the state. My teacher heart is filled with joy, and I rest assured knowing that North Carolina students are guided and nurtured by teachers of great integrity.

NCVPS teachers know that at the foundation of all growth experiences is community. To build community we must have trust, respect, and communication. We develop communities in each of our classes, in our e-Learning Communities, in our departments, and as a school. NCVPS teachers model these very actions and interactions for our students, and in addition to seeing our relationships with them grow, we see their relationships with their peers and families strengthen.

Transitioning from face-to-face teaching to online teaching can be a challenge without strong resources and support, without understanding the why behind the what. The NCVPS 16-week Teacher in Training course walks North Carolina teachers through the best practices that NCVPS calls the Four Pillars and then provides them an opportunity to master these practices under the daily coaching of a veteran mentor teacher. These new online teachers grow from the extensive practicum as they see first-hand how the Four Pillars that guide our daily interactions with students, parents, and stakeholders create a thoughtful, personalized experience for each student. We leave our weekly sessions together feeling more profoundly connected to something bigger than our individual selves; we are making a real difference in the lives of North Carolina students.

Teaching for NCVPS is a challenging job, but it is incredibly rewarding. The expectations are high, but we rise to meet them because we know they matter and because our leadership believes we can. We strive to surpass them because we want to reach excellence, and our leadership believes we can.

Sincerely,



Jessica Ludders
2015 NCVPS Online Teacher of the Year

Letter from the 2015 NCVPS E-Learning Coordinator of the Year

Greetings Education Community!

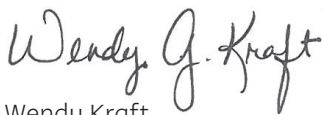
This year our district was honored to be recognized for our dedication to the success of our online learners! New Hanover County Schools (NHCS) celebrates nearly 3,000 NCVPS enrollments for the 2014-2015 year, with 91% pass rate!! This is a tribute to the hard work of our E-Learning Advisors, Virtual Academy Coordinators and rich partnerships with parents, NCVPS teachers, school administrators and support staff.

Our superintendent, Dr. Tim Markley, continues to allocate resources to ensure that our district is effectively supporting our online learning program. One of the most impactful support structures that we've implemented has been our Virtual Academy model. Students enrolled in online courses at each of our middle and high schools receive daily support from their Virtual Academy Coordinator. These Virtual Academy Coordinators work in the labs on each campus, supporting students with navigation, time management, self-advocacy as well as communicating with all stakeholders on behalf of the students and coordinating additional academic supports needed, such as after school tutoring, ESL assistance, etc.

Our online learning program has benefited greatly from having a district-level position, tasked with supporting the implementation of online learning to provide schools with a tool to personalize pathways for our students. In this role, I have been able to work closely with both schools and our partners at NCVPS to pilot courses, provide input on local and state decisions related to online learning, and continue to "think outside the box" to best serve our students.

As we embark on another exciting year, I look forward to expanding partnerships with NCVPS teams across the state. Together we can build even stronger programs to support our student's success in online learning!

Sincerely,



Wendy Kraft

2015 NCVPS E-Learning Coordinator of the Year

PROJECTED ENROLLMENTS VERSUS ACTUAL ENROLLMENTS 2014-2015

Total enrollments for 2014-2015: 55,817

Total Enrollments from Summer 2007 to Spring 2014: 321,135

LOCAL EDUCATION AGENCY (LEAs)

- 115 LEAs participated in NCVPS online courses
- 101 LEAs used more than 75% of their projected enrollments
- 65 LEAs used more than 100% of their projected enrollments and requested reserve funds
- 14 LEAs used less than 75% of their projected enrollments

CHARTER SCHOOLS

- 61 charter schools participated in NCVPS online courses
- 25 charter schools used more than 75% of their projected enrollments
- 19 charter schools used more than 100% of their projected enrollments and requested reserve funds
- 43 charter schools used less than 75% of their projected enrollments
- 19 charter schools used 0% of their projected enrollments

Refer to Appendix A for more details on the NCVPS enrollment projections versus actual enrollment by LEA or charter school.

VIRTUAL TEACHER SALARIES (These are per student amounts)

| Per Student Teacher Pay | Summer | Block | Year-Long |
|-------------------------|--------|-------|-----------|
| 2009-2010 | \$225 | \$450 | \$450 |
| 2010-2011 | \$200 | \$350 | \$400 |
| 2011-2012 | \$200 | \$306 | \$390 |
| 2012-2013 | \$200 | \$306 | \$390 |
| 2013-2014 | \$200 | \$306 | \$390 |
| 2014-2015 | \$200 | \$306 | \$390 |

In 2014-2015, NCVPS contracted with 771 teachers and conversation coaches.

Teacher salaries from the payroll for 2014-2015 total \$19,118,788.92.

NON-PUBLIC ENROLLMENTS FOR 2014-2015

NCVPS has served non-public school students since Fall 2011. The non-public sector includes home school, private school, and any out of state students desiring to take NCVPS courses.

During the 2014-2015 school year, NCVPS had 190 non-public enrollments in 66 courses representing a 121% increase in non-public enrollments from the 2013-2014 school year. Non-public students attended 86 different schools. Top courses include the following:

- Math I (16)
- Civics & Economics (7)
- Math II (5)
- Earth/Environmental Science (2)
- American History (4)
- Civics and Economics Honors (4)
- Pre-Calculus (10)
- Chemistry Honors (6)
- English III Honors (5)
- World History (4)
- Biology Honors (4)
- English I (9)
- Spanish (5)
- Latin I (4)
- AP Psychology (4)
- Psychology Honors (4)

NON-PUBLIC ENROLLMENT RATES FOR 2014-2015

| Semester | Cost PER COURSE for In State Non-Public Students | Cost PER COURSE for Out-of-State Non-Public Students |
|---------------------|--|--|
| Summer | \$310 | \$500 |
| Block (Fall/Spring) | \$420 | \$700 |
| Year Long | \$510 | \$880 |
| World Languages** | \$640 | \$915 |

**World language courses that require conversation coaches have an additional fee for the coach's pay.

VENDOR COURSE APPROVAL PROCESS

State Board of Education Policy # GCS-M-001 ("Course for Credit") Section 4.I, states: "Any K-12 e-learning course taken for credit towards a diploma must first be approved for credit by the NC Virtual Public School (NCVPS)." The approval process is intended to ensure access to a variety of high-quality, standards-based courses from vendors and providers all over the country, while lowering costs by eliminating the need for each school or LEA to separately evaluate virtual course products.

Vendors include any third-party organization that desires to offer content for purchase for North Carolina school districts to make available for students.

The goal of the vendor course approval process is to consolidate as many high-quality courses as possible into a menu of options for schools and LEAs. NCVPS invites LEAs and schools to identify virtual learning courses necessary to meet the needs of their students. Through partnership with LEAs and schools, NCVPS can better serve the needs of all students and the state may achieve some benefit through cost consolidation and state-level agreements.

THE REVIEW PROCESS:

The process only applies to first time, teacher-led courses. Teacher-led is defined as the vendor provides the teacher who delivers the instruction for the course. To be eligible for approval, a course must meet criteria in course and teacher quality as determined by standards from International Association for K-12 Online Learning and the Southern Regional Educational Board. The number of courses submitted for approval increased by more than 350% from the previous year.

| Total Submissions since 2012 | Total Approvals since 2012 |
|------------------------------|--------------------------------|
| 251 | 166 |
| Submissions for 2014-2015 | Course Approvals for 2014-2015 |
| 146 | 90 |

Vendors with Approved Courses

| Vendors | Total Courses |
|-----------------------|---------------|
| Accelerate Education | 7 |
| Apex Learning | 15 |
| Connections Education | 8 |
| Edgenuity | 34 |
| Edison Learning | 2 |
| Edmentum | 28 |
| Florida Virtual | 19 |

| Vendors | Total Courses |
|---------------------------|---------------|
| Founders Education | 14 |
| Fuel Education | 15 |
| Middlebury Languages | 2 |
| OdysseyWare | 5 |
| Oklahoma State University | 5 |
| Pamoja Learning | 12 |

ACADEMIC RESULTS

END-OF-COURSE TEST RESULTS 2014-2015

General/Honors

| Test | Scores | | | | | | Calculations | | | | | State Scores |
|------------|--------------|----|----|----|-----|-----|-------------------------|-----------------------|------------------|-------------------|--------------------|------------------------|
| | Non-Reported | 1 | 2 | 3 | 4 | 5 | Total NCVPS Enrollments | Total Scores Reported | Percent Reported | Number Proficient | Percent Proficient | 2014-15 State Averages |
| Biology | 31 | 43 | 74 | 32 | 77 | 25 | 282 | 251 | 89.0% | 134 | 53.4% | 53.7% |
| English II | 51 | 41 | 39 | 21 | 121 | 13 | 286 | 235 | 82.2% | 155 | 66.0% | 59.6% |
| Math I | 110 | 97 | 39 | 25 | 96 | 102 | 469 | 359 | 76.5% | 223 | 62.1% | 59.8% |

Credit Recovery

| Test | Scores | | | | | | Calculations | | | | | State Scores |
|------------|--------------|-----|----|----|----|---|-------------------------|-----------------------|------------------|-------------------|--------------------|------------------------|
| | Non-Reported | 1 | 2 | 3 | 4 | 5 | Total NCVPS Enrollments | Total Scores Reported | Percent Reported | Number Proficient | Percent Proficient | 2014-15 State Averages |
| Biology | 129 | 90 | 35 | 7 | 9 | 0 | 245 | 116 | 47.3% | 15 | 12.9% | 53.7% |
| English II | 123 | 68 | 40 | 14 | 29 | 0 | 274 | 151 | 55.1% | 43 | 28.5% | 59.6% |
| Math I | 77 | 114 | 40 | 12 | 9 | 0 | 252 | 175 | 69.4% | 21 | 12.0% | 59.8% |

Occupational Course of Study

| Test | Scores | | | | | | Calculations | | | | | State Scores |
|------------|--------------|------|----|----|---|---|-------------------------|-----------------------|------------------|-------------------|--------------------|------------------------|
| | Non-Reported | 1 | 2 | 3 | 4 | 5 | Total NCVPS Enrollments | Total Scores Reported | Percent Reported | Number Proficient | Percent Proficient | 2014-15 State Averages |
| Biology | 242 | 1209 | 53 | 11 | 5 | 0 | 1495 | 1253 | 83.8% | 16 | 1.3% | 53.7% |
| English II | 175 | 1050 | 52 | 3 | 3 | 0 | 1283 | 1108 | 86.4% | 6 | .5% | 59.6% |
| Math I | 158 | 1043 | 34 | 4 | 2 | 0 | 1241 | 1083 | 87.3% | 6 | .6% | 59.8% |

ADVANCED PLACEMENT TEST RESULTS 2014-2015

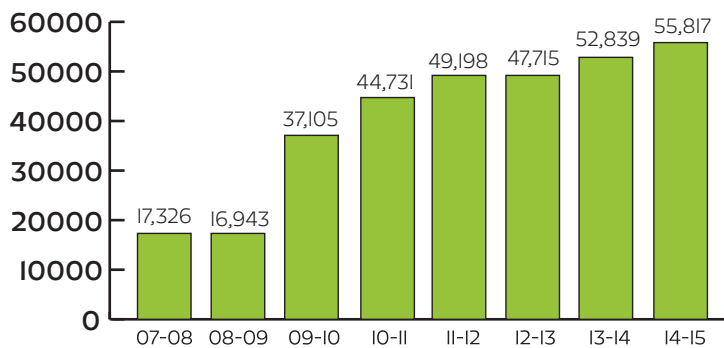
| 2014-2015 Course | # Tests Taken | NCVPS Pass Rate | State Pass Rate | National Pass Rate |
|--|---------------|-----------------|-----------------|--------------------|
| Art History | 119 | 39.5% | 49.9% | 57.6% |
| AP Biology | 69 | 49.3% | 62.0% | 64.3% |
| AP Calculus BC | 71 | 52.1% | 73.7% | 79.7% |
| AP Computer Science | 221 | 52.9% | 48.2% | 64.3% |
| AP English Language/Comp | 63 | 52.4% | 53.6% | 55.5% |
| AP English Literature/Comp | 66 | 59.1% | 52.2% | 56.2% |
| AP European History | 122 | 54.1% | 52.8% | 63.2% |
| AP Environmental Science | 174 | 34.5% | 46.4% | 47.0% |
| AP US Government and Politics | 159 | 51.6% | 47.3% | 48.0% |
| AP Human Geography | 357 | 49.9% | 61.1% | 53.8% |
| AP Latin Vergil/AP Latin | 33 | 23.5% | 54.6% | 63.6% |
| AP Mandarin/ AP Chinese Language and Culture | 26 | 80.8% | 87.6% | 93.1% |
| AP Music Theory | 103 | 46.6% | 55.9% | 61.0% |
| AP Physics I | 72 | 54.2% | 41.5% | 39.2% |
| AP Psychology | 678 | 55.0% | 56.2% | 66.2% |
| AP World History | 108 | 41.7% | 53.4% | 52.1% |
| AP World History | 108 | 41.7% | 53.4% | 52.1% |

Indicates NCVPS courses earning a higher pass rate than state and national averages.

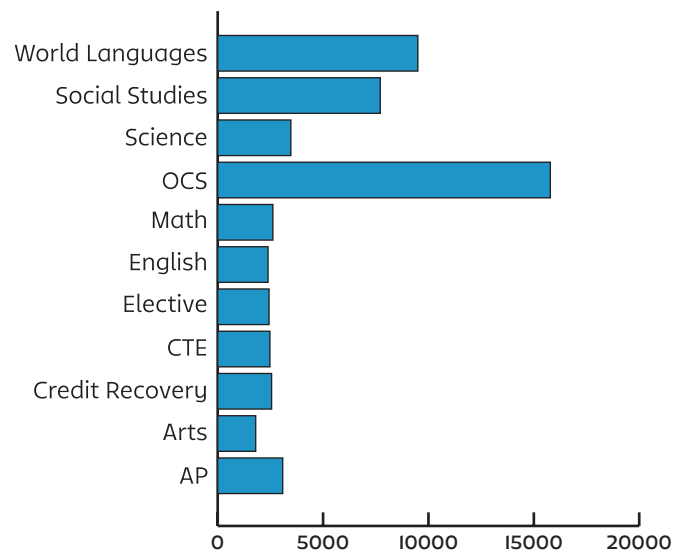
ENROLLMENT AND COURSE DISTRIBUTION

The NCVPS Enrollment History chart shows enrollment figures since the 2007-2008 fiscal year, the first year of operation for NCVPS. The Enrollment by Department chart details the enrollment in the most popular courses.

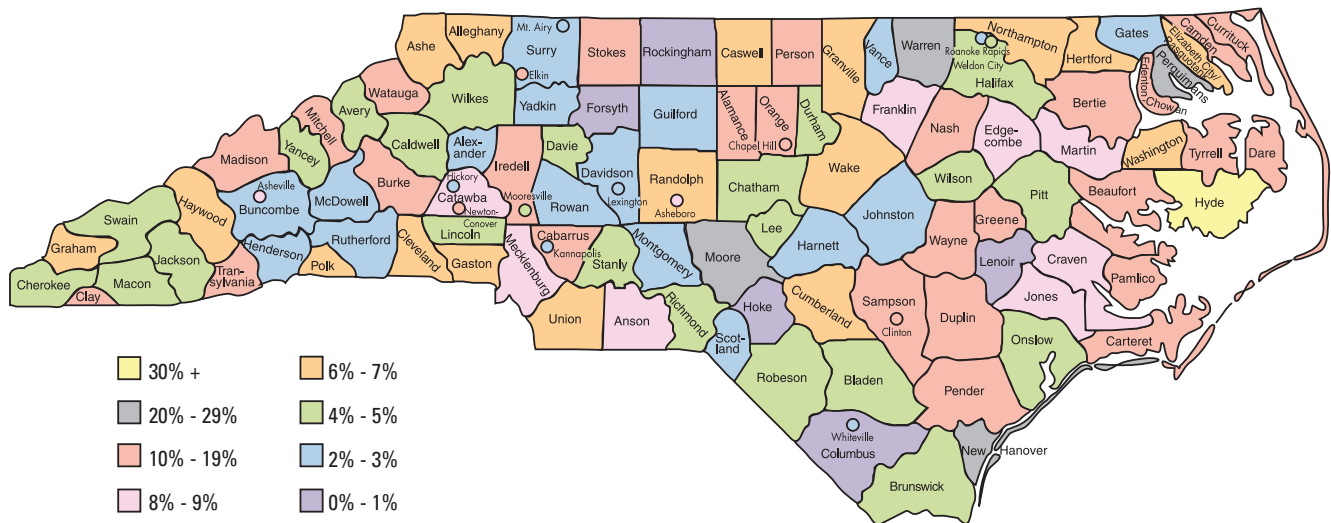
NCVPS ENROLLMENT HISTORY



ENROLLMENT BY DEPARTMENT

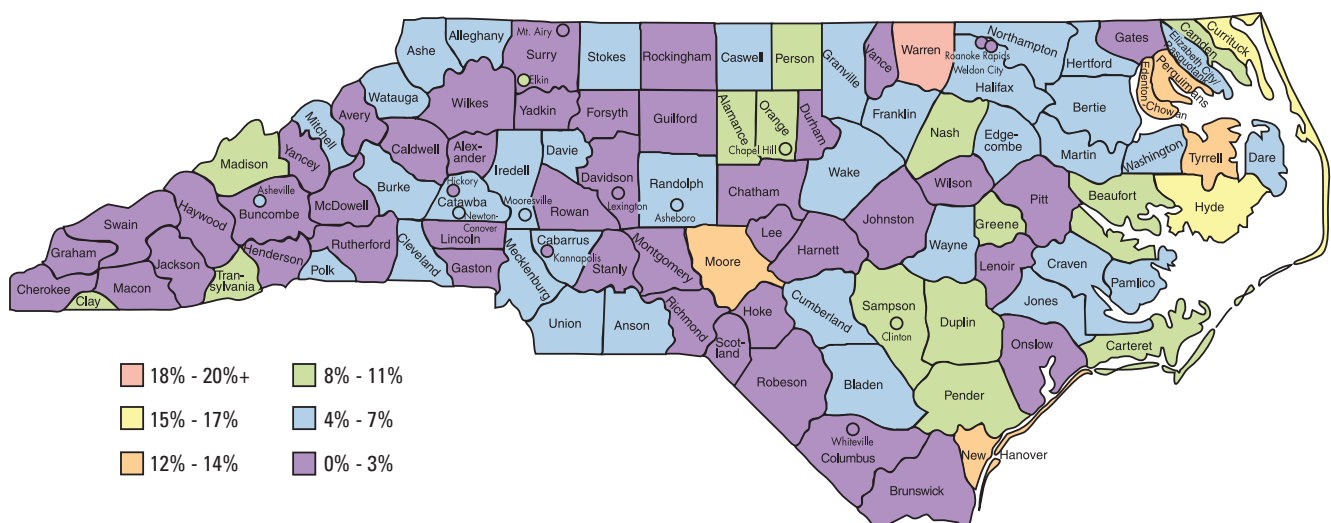


NCVPS PERCENTAGE OF ALL ENROLLMENTS FOR ADM GRADES 6-12 2014-2015 SCHOOL YEAR



Based on ADM projections and enrollments for NCVPS funding formula published in 2014.
Enrollments reported include multiple enrollments by unique students.

PERCENTAGE OF UNIQUE, NON-DUPLICATIVE STUDENTS ENROLLED IN ADM GRADES 6-12 2014-2015 SCHOOL YEAR



Based on ADM projections and enrollments for NCVPS funding formula published in 2014.
Enrollments are reported by unique students.

NCVPS 2014-2015 SCORECARD

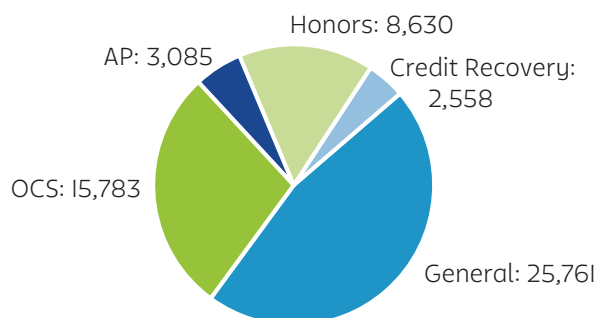
The scorecard is designed to highlight the successful statewide use of NCVPS. Critical metrics show student performance, top enrolling districts, as well as the most popular courses. Information about courses including type and department is also included.

| Top Enrolling Districts | Enrollment |
|-------------------------|------------|
| Charlotte-Mecklenburg | 6,947 |
| Wake County Schools | 5,707 |
| New Hanover | 2,751 |
| Charter Schools | 2,281 |
| Cumberland County | 1,848 |
| Cabarrus | 1,694 |
| Union County Schools | 1,519 |
| Alamance Burlington | 1,456 |
| Moore | 1,396 |
| Nash-Rocky Mount | 1,272 |

| Top Courses | Enrollment |
|--------------------------|------------|
| Success 101 | 2,068 |
| OCS Applied Science | 1,653 |
| OCS Biology | 1,481 |
| OCS Intro to Math | 1,475 |
| OCS Financial Management | 1,428 |
| OCS American History I | 1,385 |
| Psychology Honors | 1,321 |
| OCS American History II | 1,275 |
| OCS English | 1,265 |
| OCS Math I | 1,218 |

| NCVPS Numbers "To Know" | |
|----------------------------------|--------|
| Pass Rate | 83.1% |
| 2014-2015 Course Enrollments | 55,817 |
| 2014-15 Unique Students Enrolled | 35,966 |

COURSE ENROLLMENT BY TYPE



TEACHER INDUCTION PROGRAM

The Teacher Induction Process, entitled Teacher-in-Training, is a required of all potential teachers and includes 16 weeks of specialized, unpaid training and professional learning. This consists of a nine-week online course and a nine-week practicum in which potential teachers, also referred to Teachers in Training, earn four continuing education credits. During the coursework, Teachers in Training learn NCVPS policies, procedures, expectations, how to work within a learning management system, NCVPS instructional design principles, and best practices for teaching through communication, grading and feedback, announcements, and personalized instruction. The coursework is designed to model what an online course looks like from a student perspective. As part of the experience, Teachers-in-Training attend regular weekly synchronous sessions to collaborate and to take a deeper look at the course content. These synchronous meetings serve to model the participation expected in NCVPS electronic learning communities (ELCs), a model similar to a professional learning community (PLC). After successfully completing the coursework, Teachers-in-Training are assigned a mentor teacher and enter the practicum. Throughout the practicum, the Teachers-in-Training are putting coursework learning into practice as they are given increasing responsibilities each week. The mentor teacher completes a weekly evaluation to monitor the Teachers-in-Training's progress. By the end of the practicum, the Teacher-in-Training experience replicates what will be expected of them when they are assigned their own section to teach with NCVPS. Finally, the Teachers-in-Training take a post assessment. To enter the teaching pool, the Teacher-in-Training must score mastery on the post assessment and receive a recommendation from the mentor teacher.

For the 2014-2015, NCVPS graduated 186 online teachers from this program with 134 of the graduates receiving sections.

What are teachers saying about Teacher in Training and Practicum experience?

"Being a TnT has been the most challenging and rewarding experience of my teaching career. I love the support and encouragement that I received while learning new and innovative teaching techniques. Thank you so much for giving me this opportunity! I am delighted and ecstatic to teach for NCVPS!"

"My mentor has changed my view of teaching for the better, not just with NCVPS. His passion for the work we do is phenomenal. He was great with coaching me and not just giving me the answer."

"The best comparison I can give is a 'wake-up call' for what I am doing in my classroom."

"The people I have dealt with across the board are the most positive, upbeat people I've ever worked with - ever."

Stakeholder Testimony

"This semester my son is in a journalism class with Ms. P. I have never seen this teacher. She doesn't live in the same town but, I have to say she is a teacher who truly cares about her students. She has gone above and beyond to keep on my son and us informed when he is falling behind and when he is succeeding. I thought it was important that someone know how awesome she is and goes above and beyond for these kids. I hope if my son continues with NCVPS has more teacher like Ms. P." – [Parent of NCVPS Student](#)

"I want to take a moment to thank you all for your hard work and dedication for our students taking NCVPS courses!!! If it was not for all of our wonderful NCVPS teachers our students would not be as successful as they are! Also, because we have such wonderful teachers my job is a joy!! You all communicate so well and respond promptly providing helpful feedback so I can advocate for our students on the homefront." – [E-learning Advisor, New Hanover County](#)

"I just wanted to take a moment of your time to let you know what a phenomenal educator you have in Mr. P. My daughter had the pleasure of having him as her AP Biology NCVPS instructor this year. I cannot begin to say enough about Mr. P. He was truly the best teacher that she has had in her 12 years of school. He engages the students, makes it fun yet pushes them to do their best in his class. He stayed in touch with both her and myself the entire year and was always responsive if emailed (which was almost never as he always explained things in detail)! In general, you can just tell that he loves what he does and it shows. One of the slides at our Senior Awards said that you could tell an educator that loves teaching by the number of students that loved learning from them. He exemplifies this!" – [Parent of NCVPS Student](#)

"I have an exceptional student in Spanish 2 this semester. She is 15 and is an elite gymnast (the highest level). She's been training in Texas off and on this semester and I've had to work with her to make sure that she gets everything done. She's an exceptional student that works hard "inside" the class and outside. She has to take all online classes because she trains 45 hours in the gym every week. She does all of this while maintaining a very high average! As if that's not celebration enough, she just found out that she made the U.S. National Gymnastics Team (1 of 10 in the U.S.)! She'll be traveling to Italy in two weeks for two weeks to compete, then on to the Panamerica Championship in Canada. If she performs well, she could be chosen as part of the six person team to compete at the World Championship. It's stories like these that truly showcase how wonderful online learning can be in the lives of (young) people!" – [NCVPS Teacher](#)

"This is A. from your English III class last spring. I hope your summer has gone well. I was wondering if you would be willing to write a recommendation for me. I was hoping you would write the recommendation because I gained so much from your class. English is one of my weaker subjects, and it hadn't ever really been my favorite, but your class and your thoughtful feedback throughout changed that for me. Last spring was so enjoyable, and I now look forward to working on English because I can appreciate the literature and meanings behind it. Even if you don't wish to write a recommendation, I want to say thank you for helping me discover how enjoyable English is. Your class changed my perspective and had a huge impact on me." – [NCVPS Student](#)

COURSES FOR 2014-2015 SCHOOL YEAR

The following is a list of the courses by category offered during the 2014-15 school year:

ADVANCED PLACEMENT (15)

- AP Art History
- AP Biology
- AP Computer Science A
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP Government and Politics US
- AP Human Geography
- AP Latin
- AP Chinese Language and Culture
- AP Music Theory
- AP Physics B
- AP Psychology
- AP World History

ARTS (12)

- Visual Arts (Beginning)
- Visual Arts (Intermediate)
- Visual Arts Specialization (Intermediate):
Art of Game Design
- Visual Arts Specialization (Intermediate):
Art of Advertising
- Visual Arts Specialization (Intermediate):
Art of Digital Photography
- Visual Arts Specialization (Proficient):
Digital Photography
- Music Specialization (Beginning): Music
Appreciation
- Music Specialization (Beginning): Music
Business and Recording
- Visual Arts Specialization (Beginning):
Non Western Art
- Visual Arts Specialization (Intermediate):
Art of Videography
- Visual Arts Specialization (Intermediate):
Visual Journaling
- Visual Arts Specialization (Intermediate):
Art of Fashion Design

ELECTIVE (1)

- Success IOI

HONORS (27)

- Anatomy and Physiology Honors
- Biology Honors
- Calculus Honors
- Chemistry Honors
- Civics and Economics Honors
- Earth / Environmental Science Honors
- e-Commerce I Honors
- English I Honors
- English II Honors
- English III Honors
- English IV Honors
- French III Honors
- French IV Honors
- German III Honors**
- German IV Honors**
- Latin III Honors
- Mandarin Chinese Language and Culture III
- Mandarin Chinese Language and Culture IV
- Math II Honors
- Pre-Calculus Honors
- Psychology Honors
- Spanish III Honors
- Spanish IV Honors
- American History I Honors
- American History II Honors
- US History Honors
- World History Honors

TEST PREP (2)

- SAT Prep
- ACT Prep

CAREER TECHNICAL EDUCATION (8)

- Accounting I
- Computer Programming I
- Pilot-Computer Science Principles
- eCommerce I
- Entrepreneurship I (BE/ME)
- Personal Finance
- Principles of Business and Finance (BE/ME)
- Strategic Marketing

CREDIT RECOVERY(13)

- CR English I – New Standards
- CR English II – New Standards
- CR English III – New Standards
- CR English IV – New Standards
- CR Math II – New Standards
- CR Math II - New Standards
- CR Physical Science – New Standards
- CR Biology – New Standards
- CR Civics and Economics – New Standards
- CR American History I – New Standards
- CR American History II – New Standards
- CR US History - Old Standards
- CR World History – New Standards

ENGLISH (5)

- English I
- English II
- English III
- English IV
- Journalism

HEALTH (1)

- Health Education

MATH (4)

- Advanced Functions and Modeling
- Math I
- Math II
- Math III

MIDDLE SCHOOL (1)

- Middle School Success IOI

OCCUPATIONAL COURSE OF STUDY (OCS) (10)

- English I
- English II
- Financial Management
- Introduction to Math
- Math I
- Locally Developed Math Elective
- Biology
- Applied Science
- American History I
- American History II

SCIENCE (3)

- Biology
- Earth / Environmental Science
- Physical Science

SOCIAL STUDIES (9)

- African-American Studies
- Civics and Economics
- Leadership Development
- Medieval Studies
- Psychology
- American History I
- American History II
- US History
- World History

STEM (RTTT PILOT) (6)

- Earth/Environmental Science
- Forensic Science
- Math I
- Math II
- Biotechnology & Agriscience I
- Biotechnology & Agriscience II

WORLD LANGUAGES (16)

- Arabic I
- Arabic II
- Russian I
- Russian II
- Japanese I
- Japanese II
- Latin I
- Latin II
- Mandarin Chinese Language and Culture I
- Mandarin Chinese Language and Culture II
- Spanish I
- Spanish II
- French I
- French II
- German I**
- German II**

** Course offered through external provider
(Oklahoma State University).

LIST OF COURSES DEVELOPED DURING 2014-2015 SCHOOL YEAR

- ACT prep
- AP Physics I
- Career Management
- Math II
- Math III
- Middle School Art
- Middle School Music
- Spanish III

LIST OF COURSES REVISED DURING 2014-2015 SCHOOL YEAR

- Advanced Functions & Modeling
- Anatomy & Physiology
- AP Human Geography
- AP Psychology
- Arabic I
- Health Education
- Japanese I
- Mandarin Chinese IV
- Math I
- Middle School Success IOI
- Psychology
- Success IOI
- Visual Journaling

DEVELOPMENT AND REVISIONS

The following is a list of the courses we revised and/or developed during the 2014-15 school year:

COURSE DEVELOPMENT

- AP Physic II
- Middle School Creative Writing
- Physical Education
- Sharepoint

COURSE REVISIONS

- AP Calculus AB
- AP European
- AP Psychology
- AP Statistics
- AP US History
- Entrepreneurship I
- Music Business and Recording
- SAT Prep
- Spanish IV

SHARED COURSES AND RESOURCES

NCVPS shares certain courses within the field of education in order to provide high-quality open-sourced curriculum for use in North Carolina, nationally, and internationally. The courses and content shared by NCVPS have been created either through federal grants or with state funds and were developed under Creative Commons Licensing. Therefore, the teachers of North Carolina have access to these resources to use in their classrooms to enhance instruction.

FEDERALLY FUNDED COURSES

Federally funded courses are shared with the general public:

- Arabic I
- Arabic II
- AP Mandarin Chinese
- Japanese I
- Japanese II
- Mandarin Chinese I
- Mandarin Chinese II
- Mandarin Chinese III
- Mandarin Chinese IV

NC FUNDED COURSES

Courses developed with NC state funds are shared with NC schools only:

- American History I
- American History II
- Biology
- Chemistry Honors
- Civics and Economics
- English I
- English II
- English III
- English IV
- World History

CAREER TECHNICAL EDUCATION COURSES (CTE)

CTE courses are shared with NC teachers only:

- Computer Science Principles
- eCommerce I
- Entrepreneurship I
- Personal Finance
- Principles of Business and Finance
- Strategic Marketing

ALTERNATIVE LEARNING PATHS

NCVPS continues to explore alternative learning paths for all student learners in North Carolina!

COURSES FOR DIVERSE LEARNERS

NCVPS has developed an array of courses that have been beneficial for students with disabilities. Our Credit Recovery program, Occupational Course of Study program, assistive technologies, and individualized instruction in all courses meet the needs of all students, and especially for students with learning disabilities. NCVPS was recently featured in the Education Week article "Online Coursetaking Evolving into Viable Option for Special Ed."

Education Week interviewed NCVPS co-teacher Lindsey L. Taylor at Ashbrook High School in Gastonia: "In last year's biology class, for example, the state (which makes predictions for student test scores on state tests) predicted one student would score in the second percentile, but that student instead scored in the 82nd percentile, Ms. Taylor said. The majority of her other seven students made significant gains too. "Even though my students might not be on grade level, the growth they're making is enormous," she said.

Skip Stahl, a senior policy analyst for the Wakefield, Mass.-based Center for Applied Special Technology, said he sees the North Carolina virtual courses as a gold standard unlikely to be replicated by for-profit companies.

NCVPS is uniquely built and positioned to embrace the multitude of diverse learners and ensure their success in the academic environment.

COURSES FOR ENGLISH LANGUAGE LEARNERS

Over the last six months, five staff members and eight teachers have been researching and learning ways that NCVPS can better support our English Language Learners (ELL). We are learning how to build our courses with research based strategies supporting students as they learn a second language. We will develop English I with the SIOP (Sheltered Instruction Observation Protocol) strategies with plans to offer the course in the spring of 2016.

MASTERY LEARNING FOR FIRST TIME CREDIT

For the 2014-2015 school year, NCVPS piloted a Mastery Learning for First Time Credit program that allows schools the option to schedule students in special enrollment situations that do not happen during convenient scheduling windows; allowing NCVPS to become an intervention strategy for students. Students who are in a course for first time credit and need another scheduling option can begin the same course in NCVPS from the beginning and work at their own pace to complete the course with their NCVPS teacher. Enrollment start date and length of time in the course are no longer time bound.

Success from 2014-2015 school year showed that over 80% of the students enrolled in the pilot program were successful in mastering the content and able to finish their course. NCVPS continues to offer the program and is looking for ways to expand options.

STATEWIDE LEARNING MANAGEMENT SYSTEM AND NCVPS

In March 2015, DPI announced a statewide contract with Instructure, Inc. for its Canvas learning management system (LMS) service. As part of the state contract, up to 150,000 users are included at no cost to NCVPS. NCVPS staff developed a transition plan for moving our 150+ student courses and professional learning courses for teachers into Canvas. In Summer 2015, NCVPS moved all of its professional learning courses for educators into the Canvas LMS. This will allow teachers and staff the opportunity to become familiar with the new LMS prior to teaching in it. For the Fall 2015 semester, all sections of Honors Chemistry and Journalism are being taught in Canvas. The participants in this pilot will provide invaluable feedback on how to better support our teachers and students as we transition to Canvas over the next year. Forty-fifty courses additional courses will be taught in Canvas beginning in January, 2016. The remaining courses will be in Canvas by the fall of 2016.

PEER TUTORING CENTER

The NCVPS Peer Tutoring Center (PTC) is operated by NCVPS students who assist other NCVPS students to be successful in their online courses. The PTC is the first of its kind for a virtual school and is an integral part of NCVPS's commitment to raising achievement and closing learning gaps with 21st-century innovation. The NCVPS PTC promotes achievement through high-quality, innovative academic support that develops student life, promotes excellence and well-being, and engages in personalized learning through peer service.

The data below shows the dedication of the student tutors along with the knowledge and expertise the tutors provide to support students taking most of the courses offered by NCVPS. The NCVPS PTC is a model being adopted by several state virtual schools.

TOTAL HOURS VOLUNTEERED — (This includes training, projects, tutoring, and being available for tutoring.)

| Summer 2014 | Fall 2014 | Spring 2015 | School Year 2014-2015 |
|-------------|-----------|-------------|-----------------------|
| 2,626 | 2,491 | 1,780 | 6,897 |

TOTAL HOURS ENGAGED WITH STUDENTS

| Summer 2014 | Fall 2014 | Spring 2015 |
|---------------------------|---------------------------|-----------------------|
| 375 • (14% of total time) | 665 • (27% of total time) | 593 • (of total time) |

TOTAL HOURS BY DEPARTMENT

- Art: 62
- CTE: 237
- Multiple: 2,188
- Electives: 111
- English: 101
- Math: 1,091
- Psychology: 39
- PTC (training, projects, TutorTalk): 245
- Science: 1,299
- Social Studies: 367
- World Languages: 1,157

SURVEYS

The North Carolina Virtual Public School has implemented an ongoing method for conducting surveys of various stakeholders. This data is used to monitor organizational performance and evaluate areas for improvement.

NCVPS gathers feedback through three networks:

- I. Student surveys administered once each semester
- II. Annual survey of school and district personnel
- III. Annual Teacher Working Condition surveys of NCVPS teachers

The following provides an overview of major findings from these surveys.

STUDENT SURVEYS

The majority of students responding to the survey indicated their teachers provided timely feedback and they received helpful comments from their teacher to help them improve. Most respondents agreed that their teacher treated them with respect and was available to provide extra help when needed. Most students indicated they were very satisfied with their experience in their NCVPS course. Most respondents stated they learned from the course what they were supposed to learn.

DISTRICT STAKEHOLDER SURVEYS

In general, district stakeholders indicated that NCVPS understands their support needs. Most respondents stated NCVPS teachers provide timely responses to district and school personnel. The majority of respondents agreed they are kept well-informed about information pertaining to NCVPS and information provided in emails, e-Lerts, website, etc. is clearly stated. The majority of respondents agreed their overall experience with NCVPS has been a positive one.

NCVPS TEACHER PERCEPTIONS SURVEY

Most teachers responding to the survey agreed that effective processes are in place to allow teachers to make group decisions to solve problems. Teachers indicated they have sufficient support in resolving technology issues. Overall, teachers are satisfied with the support they receive from NCVPS staff members. Respondents also stated teachers are recognized as educational experts in their field and are encouraged to participate in leadership roles. Additionally, results indicated a need for NCVPS leadership to increase efforts in minimizing the amount of routine paperwork teachers are required to do.

In summary, 2014-2015 survey results of various stakeholders were very encouraging. These results provided awareness of areas in need of further data collection and analysis as well as delivered insightful information pertaining to instructional best practices, teacher working conditions, communication and customer support. NCVPS will continue to seek input from students, district and school personnel as well as teachers in an effort to improve course quality, student learning experiences, processes, customer support and overall organizational performance.

RESEARCH PARTNERSHIPS

North Carolina Virtual Public School has established research partnerships with various organizations at the state and national levels. These relationships signify our contributions to current research efforts as well as our ongoing commitment to improving online and blended learning opportunities for students.

THE FRIDAY INSTITUTE AT NORTH CAROLINA STATE UNIVERSITY: NCVPS is partnering with The Friday Institute for Educational Innovation on research initiatives through doctoral internship opportunities. Interns are provided opportunities to learn and grow through real-world problem solving and research. This type of study produces products that are beneficial for the growth and direction of NCVPS and that are complementary to the individual needs of the student as well as NC State University. The Friday Institute is also conducting a study that includes identifying the features and characteristics of the NCVPS credit recovery program. This study is in progress and will provide beneficial information that will enable NCVPS to improve. The Friday Institute's emphasis on educational research empowers NCVPS to remain national leaders in online learning and equips NCVPS with necessary research that drives instructional practices.

THE UNIVERSITY OF KANSAS CENTER FOR RESEARCH AND THE CENTER FOR ONLINE LEARNING FOR STUDENTS WITH DISABILITIES: The University of Kansas Center for Research (KUCR) is involved in a collaborative study with North Carolina Virtual Public Schools. The focus of this research is to gain a deeper understanding of online learning for students with disabilities who are enrolled in the Occupational Course of Study program. A component of the study will also identify factors that make the Occupational Course of Study program a success.

LENOIR-RHYNE UNIVERSITY: A qualitative case study was conducted in partnership with Lenoir-Rhyne University that examined the E-Learning Community as a community of practice for new and veteran online teachers. This study examined ways in which the e-learning community (ELC) participation required for NCVPS teachers supports new and veteran online teachers in using effective online teaching practices in the online environment. The results of this study were encouraging, showing the ELC process both supported and limited the professional learning of teachers. This study provided NCVPS with quality information to guide leadership as they design, facilitate and participate in electronic learning communities.

MICHIGAN VIRTUAL LEARNING RESEARCH INSTITUTE: In partnership with the Michigan Virtual Learning Research Institute, NCVPS is participating in a study that will identify the relationship between locale code and course outcomes in K-12 online learning. This endeavor is part of a national study among members of the State Virtual School Leadership Alliance. This study is in progress and is likely to provide greater insight into an area of student performance that has not been examined previously.

UNIVERSITIES, COLLEGES, AND DOCTORAL STUDENTS: NCVPS supports research conducted by researchers in higher educational institutions as well as doctoral students across the state and nation. A number of research partnerships are currently underway and all research efforts are aligned with NCVPS strategic plan and research goals. These partnerships are strategically vetted and carefully selected to ensure optimal collaboration and contribution to current research in online and blended learning.

ELA/ELC OF THE YEAR AWARD

NCVPS recognizes the hard work and dedication of E-Learning Advisors and E-Learning Coordinators across the state who work at the school level to support students enrolled in NCVPS online courses. In the spring of 2015, NCVPS held its first annual search for excellence in E-Learning support. NCVPS set out to recognize outstanding E-Learning Advisors and E-Learning Coordinators in a search that would ultimately provide the winner of the **2015 North Carolina Virtual Public School ELA/ELC Award**.

NCVPS was clear in its intent to recognize one individual making a difference in the lives of students enrolled in online classes. This individual would demonstrate exemplary support, innovation and commitment to online learning as well as a high level of commitment to students. They would be masters at bridging the gap between the face-to-face environment and NCVPS and identifying unique ways for NCVPS to accommodate student needs and schedules.

Nominations were received recognizing the work of individuals across the entire state and these candidates would go through a rigorous selection process consisting of an extensive portfolio submission and interview.

The 2015 winner of the NCVPS ELA/ELC of the Year Award was **Ms. Wendy Kraft of New Hanover County Public Schools**. Ms. Kraft has served four years as New Hanover's E-Learning Coordinator at the district level. While in this position, New Hanover has had phenomenal growth in its online enrollment, and the district's support structure has ensured student success. Also topping the list of finalists for this search were Ms. Jatana Baucom, E-Learning Advisor of Union Academy Charter School and Ms. Jessica Milligan, E-Learning Advisor for Hoggard High School, New Hanover County.

These individuals have implemented innovative practices that serve as a model for other schools and districts. Their innovation results in improving the overall effectiveness of online learning and contributes to the success of students taking NCVPS courses. Their success has led to opportunities for students and improved student achievement.

NCVPS VIRTUAL SUPPORT CENTER

NCVPS has operated an online technology helpdesk for four years. In 2012, the technology helpdesk was expanded to include all support requests resulting in the establishment of the Virtual Support Center. The data below outlines activity of the Virtual Support Center for 2014-2015.

TICKET / SUMMARY

| # of tickets | Topic |
|--------------|--------------------------|
| 20,470 | Total Number of Tickets |
| 394 | Average Tickets Per Week |
| 56 | Average Tickets Per Day |

TICKETS / TOPIC

| # of tickets | Topic |
|--------------|--------------------------------|
| 7,274 | Technology Help |
| 7,123 | Login Problems |
| 3,098 | General Program Information |
| 1,978 | School Support |
| 746 | NC WISE Information |
| 251 | none |
| 32 | Race to the Top (RttT) Support |

NCVPS OUTREACH 2014-2015

NCVPS continues to seek to expand its outreach efforts. The table below represents the myriad of diverse stakeholder groups that NCVPS presented to during the 2014-2015 academic year.

| | |
|--|--|
| ISTE Online Institute | Exceptional Children's Conference, Greensboro, NC |
| 2015 Collaborative Conference for Student Achievement, Greensboro, NC | BB Bits Webinar (Blackboard) |
| iNACOL Symposium, Palm Springs, CA | SCOLT (Southern Conference on Language Teaching) - Atlanta, GA |
| Multiple Presentation to LEA district leadership (within the district) | ACTFL (American Council on Teaching Foreign Language), San Antonio, Texas |
| AIG Conference, Winston Salem | USDE - Rural Dropout Prevention Strategies: Supports for High-Quality Credit Recovery Programs |
| UNC-W Principal Candidates | Global Education Conference, Virtual |
| NCDPI C&I Division | Blackboard World Las Vegas |
| WRESA, Asheville, NC | Virtual State Leadership Alliance Meetings |
| Region 4 Roundtable, Pembroke, NC | 64th Conference on Exceptional Children Koury Convention Center, Greensboro, NC |
| Region 3 Roundtable, Raleigh, NC | Annual AP Conference, Philadelphia, PA |
| Summer Leadership Conference, Asheville, NC | DPI Summer Institutes, Rocky Mount, NC |
| Guidance Counselors Summer Meeting | NC Charter Schools Leadership Institute, East Wake Academy |
| NC School Boards Association, Greensboro, NC | NC Blended Learning Summit, Greensboro, NC |
| Rotary, Morehead City, NC | NC Juvenile Justice Leadership, Raleigh, NC |
| Duke University - Public Policy Class | Chapel HS Leadership Team |
| State Board of Education Meeting - every other month | AIG parents' meeting, Iredell-Statesville |
| Home Base Conference, Greensboro, NC | Quality Matters, Baltimore, MD |
| Charter School Leadership, East Wake Academy | Western Superintendent Council Meeting, Asheville, NC |
| Statewide Curriculum Leaders | Students @ Work Program, Raleigh, NC |

Appendix A: 2014-2015 NCVPS Projected Versus Actual Enrollment Detail

Local Education Agencies (LEAs) Participating

| LEA Participation | Actual Costs | Projection | Difference | Percent of Projection Used | Adjustment for Enrollments Above 75% |
|---------------------------|----------------|----------------|----------------|----------------------------|--------------------------------------|
| Alamance-Burlington | \$486,191.00 | \$681,687.00 | \$195,496.00 | 71% | |
| Alexander County | \$31,780.00 | \$15,904.00 | (\$15,876.00) | 200% | (\$3,976.00) |
| Alleghany County | \$20,605.00 | \$9,423.00 | (\$11,182.00) | 219% | (\$2,355.75) |
| Anson County | \$57,691.00 | \$64,668.00 | \$6,977.00 | 89% | (\$16,167.00) |
| Ashe County | \$35,872.00 | \$36,573.00 | \$701.00 | 98% | (\$9,143.25) |
| Asheboro City | \$83,973.00 | \$75,747.00 | (\$8,226.00) | 111% | (\$18,936.75) |
| Asheville City | \$69,369.00 | \$33,162.00 | (\$36,207.00) | 209% | (\$8,290.50) |
| Avery County | \$16,189.00 | \$13,055.00 | (\$3,134.00) | 124% | (\$3,263.75) |
| Beaufort County | \$164,695.00 | \$113,334.00 | (\$51,361.00) | 145% | (\$28,333.50) |
| Bertie County | \$56,413.00 | \$34,451.00 | (\$21,962.00) | 164% | (\$8,612.75) |
| Bladen County | \$48,898.00 | \$29,272.00 | (\$19,626.00) | 167% | (\$7,318.00) |
| Brunswick County | \$34,030.00 | \$39,119.00 | \$5,089.00 | 87% | (\$9,779.75) |
| Buncombe County | \$120,051.00 | \$81,319.00 | (\$38,732.00) | 148% | (\$20,329.75) |
| Burke County | \$257,045.00 | \$340,808.00 | \$83,763.00 | 75% | |
| Cabarrus County | \$549,781.00 | \$478,173.00 | (\$71,608.00) | 115% | (\$119,543.25) |
| Caldwell County | \$89,960.00 | \$106,808.00 | \$16,848.00 | 84% | (\$26,702.00) |
| Camden County | \$42,469.00 | \$35,771.00 | (\$6,698.00) | 119% | (\$8,942.75) |
| Carteret County | \$226,345.00 | \$204,376.00 | (\$21,969.00) | 111% | (\$51,094.00) |
| Caswell County | \$26,883.00 | \$27,841.00 | \$958.00 | 97% | (\$6,960.25) |
| Catawba County | \$304,578.00 | \$346,491.00 | \$41,913.00 | 88% | (\$86,622.75) |
| Chapel Hill-Carrboro City | \$291,763.00 | \$497,628.00 | \$205,865.00 | 59% | |
| Charlotte-Mecklenburg | \$2,385,243.00 | \$2,055,024.00 | (\$330,219.00) | 116% | (\$513,756.00) |
| Chatham County | \$71,915.00 | \$50,440.00 | (\$21,475.00) | 143% | (\$12,610.00) |
| Cherokee County | \$26,765.00 | \$22,855.00 | (\$3,910.00) | 117% | (\$5,713.75) |
| Edenton-Chowan | \$76,890.00 | \$77,513.00 | \$623.00 | 99% | (\$19,378.25) |
| Clay County | \$36,741.00 | \$34,202.00 | (\$2,539.00) | 107% | (\$8,550.50) |
| Cleveland County | \$194,998.00 | \$170,779.00 | (\$24,219.00) | 114% | (\$42,694.75) |
| Clinton City | \$64,532.00 | \$61,473.00 | (\$3,059.00) | 105% | (\$15,368.25) |
| Columbus County | \$10,096.00 | \$58,545.00 | \$48,449.00 | 17% | |
| Craven County | \$238,978.00 | \$247,930.00 | \$8,952.00 | 96% | (\$61,982.50) |
| Cumberland County | \$584,065.00 | \$448,706.00 | (\$135,359.00) | 130% | (\$112,176.50) |
| Currituck County | \$158,971.00 | \$139,326.00 | (\$19,645.00) | 114% | (\$34,831.50) |
| Dare County | \$95,895.00 | \$90,852.00 | (\$5,043.00) | 106% | (\$22,713.00) |
| Davidson County | \$136,257.00 | \$96,942.00 | (\$39,315.00) | 141% | (\$24,235.50) |
| Davie County | \$68,922.00 | \$79,459.00 | \$10,537.00 | 87% | (\$19,864.75) |
| Duplin County | \$221,392.00 | \$216,060.00 | (\$5,332.00) | 102% | (\$54,015.00) |

| LEA Participation | Actual Costs | Projection | Difference | Percent of Projection Used | Adjustment for Enrollments Above 75% |
|---------------------------|--------------|--------------|----------------|----------------------------|--------------------------------------|
| Durham Public | \$258,139.00 | \$245,796.00 | (\$12,343.00) | 105% | (\$61,449.00) |
| Edgecombe County | \$101,739.00 | \$86,943.00 | (\$14,796.00) | 117% | (\$21,735.75) |
| Elizabeth City-Pasquotank | \$68,582.00 | \$48,963.00 | (\$19,619.00) | 140% | (\$12,240.75) |
| Elkin City | \$23,236.00 | \$26,142.00 | \$2,906.00 | 89% | (\$6,535.50) |
| Forsyth County | \$60,446.00 | \$32,944.00 | (\$27,502.00) | 183% | (\$8,236.00) |
| Franklin County | \$142,565.00 | \$145,489.00 | \$2,924.00 | 98% | (\$36,372.25) |
| Gaston County | \$365,273.00 | \$425,494.00 | \$60,221.00 | 86% | (\$106,373.50) |
| Gates County | \$8,554.00 | \$14,982.00 | \$6,428.00 | 57% | |
| Graham County | \$16,752.00 | \$19,284.00 | \$2,532.00 | 87% | (\$4,821.00) |
| Granville County | \$90,280.00 | \$21,317.00 | (\$68,963.00) | 424% | (\$5,329.25) |
| Greene County | \$26,353.00 | \$29,665.00 | \$3,312.00 | 89% | (\$7,416.25) |
| Guilford County | \$293,219.00 | \$219,692.00 | (\$73,527.00) | 133% | (\$54,923.00) |
| Halifax County | \$29,900.00 | \$30,131.00 | \$231.00 | 99% | (\$7,532.75) |
| Harnett County | \$121,796.00 | \$105,566.00 | (\$16,230.00) | 115% | (\$26,391.50) |
| Haywood County | \$97,322.00 | \$84,221.00 | (\$13,101.00) | 116% | (\$21,055.25) |
| Henderson County | \$106,404.00 | \$130,356.00 | \$23,952.00 | 82% | (\$32,589.00) |
| Hertford County | \$40,370.00 | \$29,316.00 | (\$11,054.00) | 138% | (\$7,329.00) |
| Hickory City | \$20,548.00 | \$12,777.00 | (\$7,771.00) | 161% | (\$3,194.25) |
| Hoke County | \$13,062.00 | \$37,136.00 | \$24,074.00 | 35% | |
| Hyde County | \$35,402.00 | \$16,937.00 | (\$18,465.00) | 209% | (\$4,234.25) |
| Iredell-Statesville | \$410,921.00 | \$379,584.00 | (\$31,337.00) | 108% | (\$94,896.00) |
| Jackson County | \$26,317.00 | \$26,983.00 | \$666.00 | 98% | (\$6,745.75) |
| Johnston County | \$87,282.00 | \$61,298.00 | (\$25,984.00) | 142% | (\$15,324.50) |
| Jones County | \$16,175.00 | \$14,284.00 | (\$1,891.00) | 113% | (\$3,571.00) |
| Kannapolis City | \$17,509.00 | \$25,544.00 | \$8,035.00 | 69% | |
| Lee County | \$65,779.00 | \$245,349.00 | \$179,570.00 | 27% | |
| Lenoir County | \$22,898.00 | \$34,896.00 | \$11,998.00 | 66% | |
| Lexington City | \$13,960.00 | \$13,892.00 | (\$68.00) | 100% | (\$3,473.00) |
| Lincoln County | \$94,082.00 | \$111,570.00 | \$17,488.00 | 84% | (\$27,892.50) |
| Macon County | \$35,487.00 | \$23,849.00 | (\$11,638.00) | 149% | (\$5,962.25) |
| Madison County | \$63,559.00 | \$48,350.00 | (\$15,209.00) | 131% | (\$12,087.50) |
| Martin County | \$40,729.00 | \$43,981.00 | \$3,252.00 | 93% | (\$10,995.25) |
| McDowell County | \$33,155.00 | \$49,622.00 | \$16,467.00 | 67% | (\$12,405.50) |
| Mitchell County | \$39,063.00 | \$53,475.00 | \$14,412.00 | 73% | (\$13,368.75) |
| Montgomery County | \$25,655.00 | \$8,732.00 | (\$16,923.00) | 294% | (\$2,183.00) |
| Moore County | \$478,143.00 | \$519,273.00 | \$41,130.00 | 92% | (\$129,818.25) |
| Mooresville City | \$58,541.00 | \$74,111.00 | \$15,570.00 | 79% | (\$18,527.75) |
| Mount Airy City | \$5,762.00 | \$10,046.00 | \$4,284.00 | 57% | |
| Nash-Rocky Mount | \$439,962.00 | \$326,584.00 | (\$113,378.00) | 135% | (\$81,646.00) |

| LEA Participation | Actual Costs | Projection | Difference | Percent of Projection Used | Adjustment for Enrollments Above 75% |
|---------------------|----------------|----------------|---------------|----------------------------|--------------------------------------|
| New Hanover County | \$900,562.00 | \$1,047,704.00 | \$147,142.00 | 86% | (\$261,926.00) |
| Newton-Conover City | \$63,122.00 | \$49,536.00 | (\$13,586.00) | 127% | (\$12,384.00) |
| Northampton County | \$19,202.00 | \$24,693.00 | \$5,491.00 | 78% | (\$6,173.25) |
| Onslow County | \$168,116.00 | \$136,105.00 | (\$32,011.00) | 124% | (\$34,026.25) |
| Orange County | \$200,924.00 | \$177,638.00 | (\$23,286.00) | 113% | (\$44,409.50) |
| Pamlico County | \$25,466.00 | \$25,508.00 | \$42.00 | 100% | (\$6,377.00) |
| Pender County | \$274,140.00 | \$213,752.00 | (\$60,388.00) | 128% | (\$53,438.00) |
| Perquimans County | \$76,089.00 | \$70,266.00 | (\$5,823.00) | 108% | (\$17,566.50) |
| Person County | \$121,870.00 | \$126,287.00 | \$4,417.00 | 97% | (\$31,571.75) |
| Pitt County | \$199,474.00 | \$164,318.00 | (\$35,156.00) | 121% | (\$41,079.50) |
| Polk County | \$30,943.00 | \$13,133.00 | (\$17,810.00) | 236% | (\$3,283.25) |
| Randolph County | \$228,292.00 | \$234,545.00 | \$6,253.00 | 97% | (\$58,636.25) |
| Richmond County | \$60,099.00 | \$67,734.00 | \$7,635.00 | 89% | (\$16,933.50) |
| Roanoke Rapids City | \$17,941.00 | \$19,647.00 | \$1,706.00 | 91% | (\$4,911.75) |
| Robeson County | \$202,091.00 | \$150,646.00 | (\$51,445.00) | 134% | (\$37,661.50) |
| Rockingham County | \$10,915.00 | \$14,070.00 | \$3,155.00 | 78% | (\$3,517.50) |
| Rowan-Salisbury | \$107,526.00 | \$109,100.00 | \$1,574.00 | 99% | (\$27,275.00) |
| Rutherford County | \$56,818.00 | \$14,323.00 | (\$42,495.00) | 397% | (\$3,580.75) |
| Sampson County | \$258,430.00 | \$217,618.00 | (\$40,812.00) | 119% | (\$54,404.50) |
| Scotland County | \$33,987.00 | \$50,595.00 | \$16,608.00 | 67% | |
| Stanly County | \$79,796.00 | \$81,495.00 | \$1,699.00 | 98% | (\$20,373.75) |
| Stokes County | \$138,309.00 | \$135,059.00 | (\$3,250.00) | 102% | (\$33,764.75) |
| Surry County | \$41,594.00 | \$53,858.00 | \$12,264.00 | 77% | (\$13,464.50) |
| Swain County | \$19,544.00 | \$15,445.00 | (\$4,099.00) | 127% | (\$3,861.25) |
| Thomasville City | \$37,083.00 | \$29,031.00 | (\$8,052.00) | 128% | (\$7,257.75) |
| Transylvania County | \$76,459.00 | \$76,160.00 | (\$299.00) | 100% | (\$19,040.00) |
| Tyrrell County | \$17,019.00 | \$13,180.00 | (\$3,839.00) | 129% | (\$3,295.00) |
| Union County | \$501,271.00 | \$586,927.00 | \$85,656.00 | 85% | (\$146,731.75) |
| Vance County | \$31,778.00 | \$79,696.00 | \$47,918.00 | 40% | |
| Wake County | \$1,791,372.00 | \$2,126,703.00 | \$335,331.00 | 84% | (\$531,675.75) |
| Warren County | \$118,007.00 | \$72,592.00 | (\$45,415.00) | 163% | (\$18,148.00) |
| Washington County | \$22,008.00 | \$20,021.00 | (\$1,987.00) | 110% | (\$5,005.25) |
| Watauga County | \$88,326.00 | \$56,247.00 | (\$32,079.00) | 157% | (\$14,061.75) |
| Wayne County | \$402,926.00 | \$323,713.00 | (\$79,213.00) | 124% | (\$80,928.25) |
| Weldon City | \$8,169.00 | \$18,511.00 | \$10,342.00 | 44% | |
| Whiteville City | \$14,487.00 | \$6,980.00 | (\$7,507.00) | 208% | (\$1,745.00) |
| Wilkes County | \$83,863.00 | \$80,216.00 | (\$3,647.00) | 105% | (\$20,054.00) |
| Wilson County | \$88,702.00 | \$59,490.00 | (\$29,212.00) | 149% | (\$14,872.50) |
| Yadkin County | \$67,193.00 | \$64,258.00 | (\$2,935.00) | 105% | (\$16,064.50) |
| Yancey County | \$20,940.00 | \$23,034.00 | \$2,094.00 | 91% | (\$5,758.50) |

Charter School Participating

| Charter Participation | Actual Cost | Projection | Difference | Percent of Projection Used | Adjustment for Enrollments Above 75% |
|--------------------------------------|-------------|-------------|--------------|----------------------------|--------------------------------------|
| Am Renaissance Mid | \$0.00 | \$4,989.00 | \$4,989.00 | 0.0% | |
| Arapahoe Charter | \$26,175.00 | \$17,724.00 | (\$8,451.00) | 147.7% | (\$4,431.00) |
| Artspace | \$0.00 | \$4,989.00 | \$4,989.00 | 0.0% | |
| Cape Fear Center for Inquiry | \$0.00 | \$5,687.00 | \$5,687.00 | 0.0% | |
| Carolina Intrntnl | \$2,792.00 | \$6,855.00 | \$4,063.00 | 40.7% | |
| Carter G Woodson School of Challenge | \$349.00 | \$4,113.00 | \$3,764.00 | 8.5% | |
| Casa Esperanza Montessori | \$0.00 | \$5,687.00 | \$5,687.00 | 0.0% | |
| Charlotte Secondary | \$13,383.00 | \$5,979.00 | (\$7,404.00) | 223.8% | (\$1,494.75) |
| Bear Grass Charter | \$4,074.00 | \$9,647.00 | \$5,573.00 | 42.2% | |
| Socrates Academy | \$0.00 | \$5,858.00 | \$5,858.00 | 0.0% | |
| Chatham Charter | \$11,517.00 | \$5,509.00 | (\$6,008.00) | 209.1% | (\$1,377.25) |
| Clover Garden | \$5,445.00 | \$8,429.00 | \$2,984.00 | 64.6% | |
| Community School of Davidson | \$13,995.00 | \$6,855.00 | (\$7,140.00) | 204.2% | (\$1,713.75) |
| Crosscreek Charter | \$0.00 | \$4,113.00 | \$4,113.00 | 0.0% | |
| Crossnore Academy | \$9,423.00 | \$9,996.00 | \$573.00 | 94.3% | (\$2,499.00) |
| Crossroads Charter | \$7,243.00 | \$17,011.00 | \$9,768.00 | 42.6% | |
| Delany New School | \$1,314.00 | \$4,989.00 | \$3,675.00 | 26.3% | |
| East Wake Academy | \$75,871.00 | \$87,659.00 | \$11,788.00 | 86.6% | (\$21,914.75) |
| Endeavor Charter | \$876.00 | \$5,687.00 | \$4,811.00 | 15.4% | |
| Entrepreneur High | \$2,443.00 | \$0.00 | (\$2,443.00) | No Projection | \$0.00 |
| Evergreen Cmty Chart | \$0.00 | \$5,687.00 | \$5,687.00 | 0.0% | |
| Falls Lake Academy | \$2,628.00 | \$0.00 | (\$2,628.00) | No Projection | \$0.00 |
| Forsyth Academies | \$0.00 | \$5,687.00 | \$5,687.00 | 0.0% | |
| Franklin Academy | \$12,307.00 | \$9,205.00 | (\$3,102.00) | 133.7% | (\$2,301.25) |
| Gaston College Prep | \$2,083.00 | \$8,849.00 | \$6,766.00 | 23.5% | |
| Grandfather Academy | \$1,745.00 | \$5,509.00 | \$3,764.00 | 31.7% | |
| Gray Stone Day | \$7,446.00 | \$10,829.00 | \$3,383.00 | 68.8% | |
| Greensboro Academy | \$0.00 | \$4,989.00 | \$4,989.00 | 0.0% | |
| Guilford Preparatory | \$1,396.00 | \$4,113.00 | \$2,717.00 | 33.9% | |
| Haliwa-Saponi Tribal | \$16,403.00 | \$12,439.00 | (\$3,964.00) | 131.9% | (\$3,109.75) |
| Hawbridge School | \$14,775.00 | \$6,855.00 | (\$7,920.00) | 215.5% | (\$1,713.75) |
| Kennedy Charter | \$22,229.00 | \$46,064.00 | \$23,835.00 | 48.3% | |
| Kestrel Heights School | \$60,600.00 | \$59,964.00 | (\$636.00) | 101.1% | (\$14,991.00) |
| KIPP Charlotte | \$0.00 | \$4,811.00 | \$4,811.00 | 0.0% | |
| Lake Lure Classical | \$1,834.00 | \$0.00 | (\$1,834.00) | No Projection | \$0.00 |
| Lake Norman Charter | \$1,492.00 | \$6,157.00 | \$4,665.00 | 24.2% | |
| Lincoln Charter | \$12,015.00 | \$11,399.00 | (\$616.00) | 105.4% | (\$2,849.75) |

| Charter Participation | Actual Cost | Projection | Difference | Percent of Projection Used | Adjustment for Enrollments Above 75% |
|---------------------------------------|-------------|-------------|---------------|----------------------------|--------------------------------------|
| Longleaf School of Arts | \$14,508.00 | \$6,734.00 | (\$7,774.00) | 215.4% | (\$1,683.50) |
| Magellan Charter | \$0.00 | \$4,811.00 | \$4,811.00 | 0.0% | |
| Maureen Joy Charter | \$0.00 | \$5,459.00 | \$5,459.00 | 0.0% | |
| Metrolina Reg Sch Ac | \$787.00 | \$5,979.00 | \$5,192.00 | 13.2% | |
| Millennium Charter | \$0.00 | \$4,989.00 | \$4,989.00 | 0.0% | |
| Mountain Discovery | \$876.00 | \$0.00 | (\$876.00) | No Projection | \$0.00 |
| Mountain Island | \$16,826.00 | \$6,734.00 | (\$10,092.00) | 249.9% | (\$1,683.50) |
| Neuse Charter | \$5,598.00 | \$43,728.00 | \$38,130.00 | 12.8% | |
| Orange Charter | \$0.00 | \$4,583.00 | \$4,583.00 | 0.0% | |
| Oxford Preparatory High School | \$5,149.00 | \$4,989.00 | (\$160.00) | 103.2% | (\$1,247.25) |
| Pace Academy | \$0.00 | \$6,855.00 | \$6,855.00 | 0.0% | |
| Paul R. Brown Leadership Academy | \$2,094.00 | \$0.00 | (\$2,094.00) | No Projection | \$0.00 |
| Phoenix Academy, Inc. | \$0.00 | \$17,253.00 | \$17,253.00 | 0.0% | (\$4,313.25) |
| Piedmont Commtty Char | \$14,120.00 | \$15,231.00 | \$1,111.00 | 92.7% | (\$3,807.75) |
| Pine Lake Prep | \$27,776.00 | \$23,284.00 | (\$4,492.00) | 119.3% | (\$5,821.00) |
| Preeminent Charter | \$3,504.00 | \$5,687.00 | \$2,183.00 | 61.6% | |
| Quality Educ Academy | \$3,490.00 | \$7,553.00 | \$4,063.00 | 46.2% | |
| Queens Grant Cmty | \$55,479.00 | \$31,191.00 | (\$24,288.00) | 177.9% | (\$7,797.75) |
| Raleigh Charter High | \$1,168.00 | \$7,795.00 | \$6,627.00 | 15.0% | |
| Research Triangle Charter | \$0.00 | \$5,509.00 | \$5,509.00 | 0.0% | |
| Research Triangle High | \$7,293.00 | \$7,293.00 | \$0.00 | 100.0% | (\$1,823.25) |
| River Mill Academy | \$9,690.00 | \$10,263.00 | \$573.00 | 94.4% | (\$2,565.75) |
| Rocky Mount Prep | \$29,051.00 | \$43,419.00 | \$14,368.00 | 66.9% | |
| Roxboro Community Middle School | \$12,802.00 | \$10,480.00 | (\$2,322.00) | 122.2% | (\$2,620.00) |
| Sallie B Howard School | \$0.00 | \$5,509.00 | \$5,509.00 | 0.0% | |
| Sandhills Renaissance | \$2,532.00 | \$4,811.00 | \$2,279.00 | 52.6% | |
| Southern Wake/Community Partners | \$35,850.00 | \$20,597.00 | (\$15,253.00) | 174.1% | (\$5,149.25) |
| Sterling Montessori | \$438.00 | \$4,989.00 | \$4,551.00 | 8.8% | |
| Sugar Creek Charter | \$349.00 | \$0.00 | (\$349.00) | No Projection | \$0.00 |
| The Learning Center | \$0.00 | \$4,583.00 | \$4,583.00 | 0.0% | |
| The North Carolina Leadership Academy | \$1,047.00 | \$0.00 | (\$1,047.00) | No Projection | \$0.00 |
| Thomas Jefferson Classical Academy | \$2,895.00 | \$6,855.00 | \$3,960.00 | 42.2% | |
| Triad Math and Science | \$63,772.00 | \$9,647.00 | (\$54,125.00) | 661.1% | |
| Two Rivers Community | \$876.00 | \$0.00 | (\$876.00) | No Projection | \$0.00 |
| Union Academy | \$82,607.00 | \$68,805.00 | (\$13,802.00) | 120.1% | (\$17,201.25) |
| Uwharrie Charter Academy | \$25,516.00 | \$20,872.00 | (\$4,644.00) | 122.2% | (\$5,218.00) |
| Voyager Academy | \$13,646.00 | \$15,786.00 | \$2,140.00 | 86.4% | (\$3,946.50) |
| Washington Montessori | \$1,396.00 | \$5,865.00 | \$4,469.00 | 23.8% | |
| Woods Charter | \$2,667.00 | \$6,855.00 | \$4,188.00 | 38.9% | |



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