

# 2011

## NCVPS Annual Report



The Nation's Second  
Largest State Virtual  
School



11/7/2011

### NCVPS: North Carolina's Virtual Advantage

- Provides high school courses to over 46,000 students per year
- Serves all 115 school districts, plus over 20 charter schools
- Offers over 100 courses that include core studies, Advanced Placement, Career-Technical Education and World Languages
- Provides mastery-based credit recovery courses with a NC-certified teacher
- Integrates modular, mobile and blended learning solutions into courses and professional development
- Serves NC districts by providing leadership development, teacher training and student support services
- Provides peer tutoring services that are nationally recognized by the US Department of Education

*"eLearning opens up a whole new world of educational opportunities for North Carolinians. No matter where you call home, with the click of a mouse you can have the power to manage your education, further your career, and increase your job choices. So check out your elearning options and decide: Where will you learn today?"*

- Governor Beverly Perdue



### NCVPS Advisory Board

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### NCVPS Mission

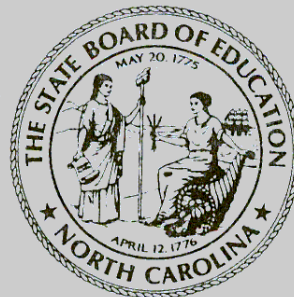
NCVPS provides blended learning and leadership opportunities to empower globally competitive students.

### Vision

To be a world-class model of blended learning for a new generation of global learners.

### Values

Student learning focus  
Relationship building through clear and timely communication  
Family matters--our people are our most valuable resource  
Stakeholder involvement and teamwork  
Collaborative systems before silos  
Continuous improvement for high performing results  
Data-driven innovation  
Accountability for all stakeholders



## LETTER FROM EXECUTIVE DIRECTOR



Dear Education Leader,

Every day this fall, over 22,000 students will participate in classrooms that we couldn't have imagined a decade ago, in schools that provide them an unprecedented number of choices to prepare them for career and college. These students will use 21st century skills as they learn subjects ranging from English and mathematics to Japanese and videography. They'll work each day with one of the best teachers in North Carolina, and they'll interact with peers from diverse communities across the state. Every day this fall, over 22,000 students will get a world-class education from the North Carolina Virtual Public School.

Launched in 2007, NCVPS has already grown to be the nation's second-largest state virtual school. During this unprecedented growth, NCVPS has remained committed to raising achievement and closing learning gaps through 21st century innovation. Simply put, we provide the vehicle for school districts to accomplish the State Board's goals of producing 21st century learners, professionals, leaders, and systems to deliver anytime, anywhere learning experiences for our state's most valuable resource—kids. Our mission is to provide the skills, student support, and opportunities for 21st century learners to succeed in a globally competitive world, and to ensure access to those opportunities for every student in North Carolina. We work with today's learners and tomorrow's leaders by offering over 100 courses including advanced placement, world languages, and credit recovery courses to students across the state of North Carolina. To maximize the interactivity, NCVPS courses are taught by highly-qualified teachers trained in this new medium, teachers who integrate video, interactive whiteboards, wikis, and online discussion tools to engage the 21st century learner.

Through online, blended, and mobile courses from NCVPS, students are discovering an unmatched set of options that will prepare them for college and career, including:

- hard-to-staff subjects like Arabic, Mandarin Chinese, and German,
- a broad range of Advanced Placement (AP) courses,
- opportunities to participate in peer tutoring programs and "culture cafes,"
- rigorous credit recovery options recognized by the NCAA,
- blended courses for the Occupational Course of Study, and
- opportunities for participating middle schools to offer students a chance to gain high school credit

School leaders have embraced NCVPS as a service they can use to meet State Board of Education priorities, providing a 21st century learning environment for 21st century-ready students. Parents and communities have rallied around the expanded offerings now available to school communities, embracing NCVPS as a complement to a traditional education.

In the next few years, NCVPS will become the state's leader in shared digital content. With a catalog of over 100 online courses, North Carolina could soon make digital learning materials available freely to every teacher and student in the state. With tools that allow classroom teachers to create their own blended learning lessons using NCVPS content, we feel confident that we can help schools boost student achievement *and* save money on content. We'll do this while our enrollments continue to grow and more students from every area of the state discover that NCVPS isn't a single location, it's everywhere-- but everywhere is a great place to learn.

Sincerely,

**Ross White**

Executive Director

## OVERVIEW OF NCVPS



Thanks to the leadership of Governor Beverly Perdue, the NC General Assembly and the E-Learning Commission, students now have online learning opportunities with highly qualified teachers regardless of their geographic location or economic circumstances. As a supplemental service, NCVPS continues to provide students with expanded academic options by offering online courses (AP, Honors, World Languages, etc.), online services such as test preparation, career planning services, credit recovery, and Occupational Course of Study (OCS) courses to North Carolina students. The courses utilize cutting-edge learning management software to maximize student interaction in each class. Our highly qualified teachers utilize the latest online and mobile technologies to engage students as well as prepare them to be career and college ready.

The North Carolina Virtual Public School has served over 147,000 middle and high school students since its initial launch in the summer of 2007. NCVPS has proven to be a results-oriented organization and the results speak for themselves.

- 2nd largest state virtual school in the nation
- 82.5% passing rate
- Teacher-led credit recovery – national model with over 50% mastery achieved
- Successful blended learning OCS model in partnership with NCDPI
- State & national student winners in world language competitions



NCVPS provides many services that assist districts in partnering with NCVPS to provide online learning for their students.

- School Support: Regional consultants work with school-based liaisons to assist in registration, progress reporting, accountability & leadership development.
- Curriculum Support: Services include peer tutoring, world language coaches, teacher-student support (asynchronous and synchronous) and
- Technical Support: Online helpdesk for students, teachers and school administrators.
- Leadership Support: Modules and training to assist teachers, principals, technology facilitators, central office personnel and superintendents in integrating online learning.

The continued growth of NCVPS depends on building collaborative partnerships with school districts and other educational institutions across the State. NCVPS will actively pursue the role of resource provider by working with school systems to create and share course content and learning objects.

Collaborative learning is core to the NCVPS model, so courses will utilize real-time and asynchronous collaborative tools, audio & video, blogs, cutting-edge assessment tools, and even virtual worlds. Most importantly, courses will pair students with highly-qualified faculty members from around the world– faculty who, even though they may not live in students' zip codes, will become a part of the life of their schools. NCVPS offers young people the opportunity to become globally aware (and globally competitive) while remaining firmly connected to their communities.

*"I was really hesitant on teaching Algebra to our OCS population, but it has been a real success. My online teacher has been a real asset to teaching our special learners."*

*~ OCS teacher, Montgomery Co.*

### HIGHLIGHTS OF NCVPS LEGISLATION

- NCVPS reports to the NC State Board of Education
- NCVPS Director assures rural and low-wealth counties have access to e-learning
- NCVPS Director assures quality and rigor of all e-learning courses
- The NC State Board of Education shall implement a funding formula (allotment formula) to fund NCVPS
- The State Board shall establish a separate per student tuition for out-of-state students, home-schooled students, and private school students

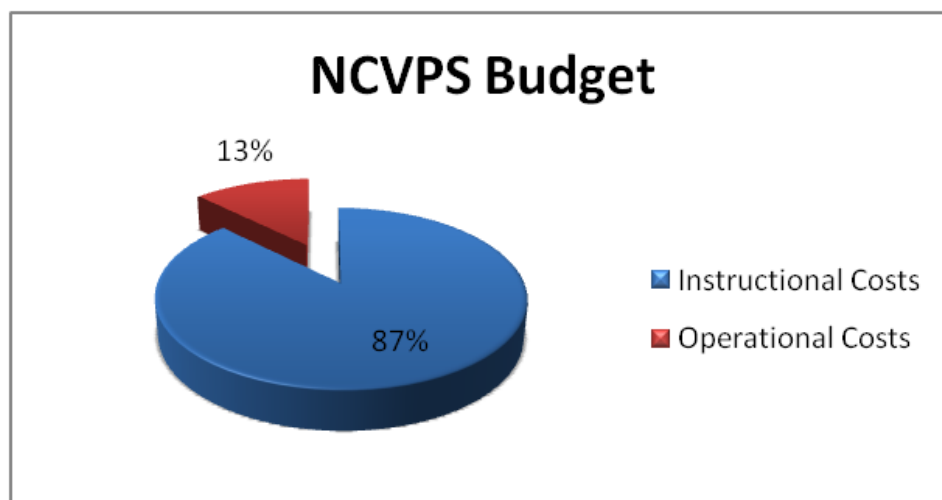
### NORTH CAROLINA VIRTUAL PUBLIC SCHOOLS

**SECTION 7.22.(a)** The North Carolina Virtual Public School (NCVPS) program shall report to the State Board of Education and shall maintain an administrative office at the Department of Public Instruction.

**SECTION 7.22.(b)** The Director of NCVPS shall ensure that students residing in rural and low-wealth county local school administrative units have access to e-learning course offerings in order to expand available instructional opportunities. E-learning instructional opportunities shall include courses required as part of the standard course of study for high school graduation and AP offerings not otherwise available.

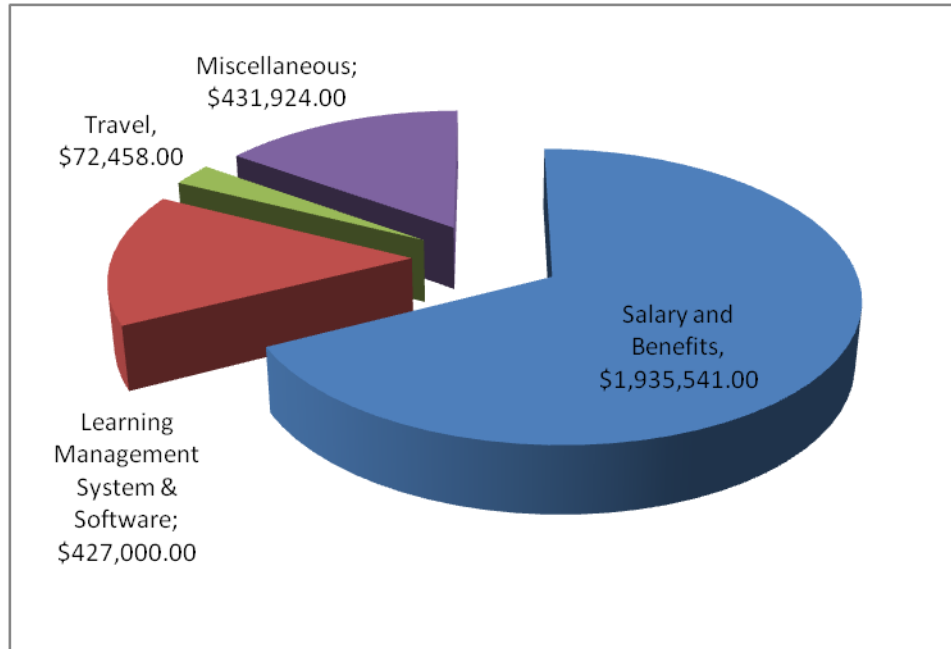
### FUNDING FORMULA

NCVPS derives its budget from a legislatively mandated funding formula. The funding formula allocates the instructional costs as well as the operational (administrative) costs for NCVPS. The budget shows approximately 87% of funding going to cover the cost of instruction (teacher costs + instructional leaders & coaches) and 13% going towards operations.





## OPERATIONAL BUDGET FOR NCVPS



### FISCAL YEAR 2010-11

The total NCVPS budget for FY 2010-11 was \$18,966,665. Teacher pay accounted for \$16,263,730 of the total. Administrative costs including staff salaries, benefits, and the operation of NCVPS were \$2,702,935. The budget included a \$94,500 mandated reduction. Based on enrollment projections, the 2010-11 funding formula generated more funds than were needed to cover the teacher payroll resulting in \$1,200,000 being returned to school districts.



Over 800 PT teachers, conversation coaches and instructional leaders provide instructional leadership for NCVPS

### VIRTUAL TEACHER SALARIES

Per Student Teacher Pay	Summer	Fall	Spring	Year-Long
2009-10	\$225	\$450	\$450	\$450
2010-11	\$200 ↓	\$350 ↓	\$350 ↓	\$400 ↓
2011-12	\$200	\$306 ↓	\$306 ↓	\$390 ↓

## FUNDING FORMULA LEGISLATION

**SECTION 7.22.(d)** The State Board of Education shall take the following steps to implement an allotment formula for NCVPS beginning with the 2011-2012 school year:

(1) Project NCVPS student enrollment by semester and year-long course types for each local school administrative unit and charter school.

(2) Establish a per course teacher payment structure for the instructional costs of NCVPS. In establishing this payment structure, the Board shall consider the following:

a. The payment structure is based on a total compensation analysis to ensure NCVPS teacher pay has parity with similar programs. The total compensation analysis shall take into account salaries, benefits, and work effort to ensure valid comparisons between occupations.

b. The effects any change in NCVPS teacher payments may have on the attraction and retention of NCVPS teachers.

(3) Develop a per student fee structure for in-State students that is based on the per course teacher pay structure. The fee structure for in-State students shall ensure that the projected cost for local school administrative units and charter schools equals the projected instructional cost for NCVPS courses.

(4) Multiply the per course fees for in-State students by the projected enrollment by course type to determine the total instructional cost for each local school administrative unit and charter school.

(5) Transfer a dollar amount equal to seventy-five percent (75%) of the local school administrative unit's or charter school's projected instructional cost from the classroom teacher allotment to NCVPS.

(6) No later than February of each year, calculate the actual instructional cost for each local school administrative unit and charter school based upon actual NCVPS enrollment as of that date.

(7) Subtract the amount transferred pursuant to subdivision (5) of this subsection from the actual instructional cost for each unit or charter school and transfer the remaining dollar amount owed, up to a maximum of one hundred percent (100%) of the projected cost.

(8) Develop and implement a policy regarding returning funds to local school administrative units and charter schools in cases where the amount transferred pursuant to subdivision (5) of this subsection exceeds the actual instructional costs.

NCVPS shall use funds transferred to it to provide the NCVPS program at no cost to all students in North Carolina who are enrolled in North Carolina's public schools, Department of Defense schools, and schools operated by the Bureau of Indian Affairs.

### Challenges With The Current Funding Formula

- Doesn't easily allow for unexpected growth
- \$2M reserve has proven to be too small during period of accelerated growth
- Very few data points to do accurate projections
- Inaccurate projections have little effect with small schools, but huge effect with large districts
- Instructional costs are variable, infrastructure grows more slowly
- NCVPS must provide supports for all students, but student enrollments may grow more quickly than licensing agreements, hardware infrastructure, or human capacity
- Revenue plan does not support infrastructure



## REVENUE PLAN

**SECTION 7.22.(e)** In establishing the fee structure and payment structure for NCVPS, the State Board shall consider recommendations from the eLearning Commission and the NCVPS Advisory Board

**SECTION 7.22.(f)** The State Board shall establish a separate per student tuition for out-of-state students, home-schooled students, and private school students, which shall be adjusted upward from the in-State student fee structure by an amount determined appropriate by the State Board.

**SECTION 7.22.(g)** NCVPS shall develop a revenue-generating plan for the sale of courses to out-of-state educational entities. NCVPS shall submit its plan to the State Board by September 1, 2011.

Session Law 2011-145 directs NCVPS to:

1. develop a plan to sell online courses to out-of-state non-public educational entities and enroll non-public students in-state and out-of-state.
2. establish tuition and fees for out-of-state students, home-schooled students, and private school students.
3. base tuition for out-of-state students, home-schooled students, and private school students on instructional costs, administrative costs, and a \$100 non-refundable, per-course registration fee.
4. implement a pilot program for generating revenue by offering three courses to non-public school students in- and out-of-state during spring semester 2012.

### Key Challenge

The legislation provides no funding from external enrollments to offset increased administrative costs. Additional cost to host students in courses without supporting funding can result in potential degradation of service to all students.

### Phase 1 – School Year 2011-2012 Implementation Pilot

- Explore partnership with the *elearningnc* Web portal to offer a state-wide approach PreK-20 online education opportunities.
- Pilot for 90 students
- Enrollment opens January 2012
- Three courses: SAT Prep, Success 101, Anatomy & Physiology
- Direct outreach to home school and private school students
- Global interest, with potential leads as far away as Egypt

### Phase 2 – School Year 2012-2013 Expansion

- Expand the sale of online courses based on experience gained during the implementation and planning under Phase 1, option 1 or 2.
- Establish a pricing structure for the sale of NCVPS developed online courses.
- Implement a system of payment and accounting processes to:
  - Receive fees for the sale or lease of NCVPS courses
  - Provide a timely accounting information to NCVPS
  - Transfer funds to appropriate NCVPS Type 2 account budget lines
- Develop a catalog of courses that can be sold to other educational entities.
- Determine which NCVPS courses have all rights needed for commercial re-sale.
- Determine which NCVPS courses will require minor and major modification for re-sale.
- Create a course catalog of courses that are available for sale.
- Communications/Marketing Plan
- Develop and implement a marketing/sales communications plan to inform other virtual schools of the courses available for sale through NCVPS.
- Create and publish a course catalog for non-public students.

### NCVPS Course Costs For Non-Public School Students

Semester	Course Cost
Summer	\$500.00
Block	\$700.00
Year-long	\$880.00
Block World Languages with coach	\$915.00

### NCVPS Competitive Analysis

Provider	Cost Per 1 Credit Course
FLVS	\$674 \$949+ AP
K12, Inc.	\$650
Aventa	\$600 \$640 AP
eSchool Network	\$700 plus membership
Education 2020	\$550
Lincoln	\$525
Kaplan	\$640
Brigham Young University Independent Study	\$354

### OCCUPATIONAL COURSE OF STUDY – BLENDED LEARNING PROGRAM

The NCVPS Occupational Course of Study (OCS) Blended Learning program allows the “best of both worlds;” the best of the live interaction of the face-to-face (f2f) teacher is combined with the opportunities for these digital learners to engage with the content and be able to learn material in a variety of modalities. The NCVPS partner teacher is able to take the learning that is happening with the classroom teacher and the OCS students and further differentiate that learning on a daily basis. This program allows students to work at their own pace and receive a high level of individualized instruction from two NC certified teachers. It is truly a win-win situation for the students.

Students who never thought they could be successful in an online environment now sometimes are MORE successful in high school and college classes. Thanks so much for giving us the tools, and skills to use them, for Montgomery County students.

### CREDIT RECOVERY



The NCVPS Credit Recovery model is unique in several ways; first, students can move at their own pace, but they do so with a North Carolina certified teacher to guide them. Our teachers map out the students' paths for each unit depending upon the skills the students have already mastered or still lack as shown through the pre-assessments. Second, the student/teacher relationship is critical; the teacher is available to work one-on-one with the student each week, and the teacher is in constant communication with the student – providing feedback on assignments, encouraging the student, and answering questions. Teacher class size is one teacher for every twenty students. Teachers also provide student updates to the school contact twice a month during the regular semester and weekly during the summer session. Likewise, students need engagement, and the NCVPS Credit Recovery courses provide that engagement. Individual student learning styles are also addressed within each course. Students access the content in multiple ways including reading material, viewing appropriate videos, using interactive tools to learn concepts, practicing the concepts in a variety of ways, and then showing their learning in a variety of ways. Students do more than look at a computer screen and click answers; students are involved in their own learning and they are responsible for their own learning. Teachers support the students so that they can be successful in this process.

### RACE TO THE TOP

Through the Race to the Top grant, NCVPS will:

- Increase availability of highly effective math and science teachers to students who are at risk of failure in core math and science courses by developing and delivering a new virtual STEM course model to address the needs of these students.
- Develop blended courses in which onsite teachers share teaching duties with more experienced, historically effective online teachers, again with a focus on serving students in the lowest-achieving schools.
- Develop 8 courses over the life of the grant and will deliver the courses in a blended environment as developed to 240 students

115 out of 115 school  
districts utilize NCVPS

## 5 highlights of accomplished goals of Race To The Top:

- Identified job requirements for the contract workers and developed a process for interviewing and hiring.
- Identified the blended STEM model.
- Trained contractors on the blended STEM model and NCVPS course development processes.
- Identified the eight courses to be developed over the life of the grant.
- Created and revised the course development timeline.



## PEER TUTORING

Established in 2009, the NCVPS Peer Tutoring program assists students who may need additional assistance in their online studies. The program is staffed by student volunteers who have successfully completed at least one NCVPS course, have strong content knowledge and the recommendation of an NCVPS teacher. The program allows students to gain volunteer hours by assisting online learners through the use of innovative Web 2.0 tools such as Wimba and Pronto Instant Messenger.

Peer tutors provide support for both learners and fellow peer tutors through four unique services:

**Virtual Buddy:** At the request of a teacher or site-based e-Learning Learning Advisor, an experienced NCVPS student will initiate contact with a new or struggling student to offer guidance, support and encouragement.

**Quick Question:** The purpose of this service is to quickly provide assistance to students as they begin to navigate the NCVPS platform and their courses. Peer tutors are available on Pronto Instant Messenger throughout the day. This service is provided to all NCVPS students

**Peer Tutors:** A tutor assists students with understanding the content or assignments of a course (short or long term). Tutors are available during a variety of times and make concerted efforts to accommodate a student's schedule.

**Peer Tutor Blog:** Tutors post bi-weekly articles offering tips and suggestions to help students achieve success in the online and the face-to-face classroom. The Blog is entitled *Tutor Talk*.  
[www.ncvpspeertutor.blogspot.com](http://www.ncvpspeertutor.blogspot.com)

Psychology has been a good experience for me and others to experience. I want to pursue a degree in Psychology, so this class has built a strong foundation for me. I really did enjoy the class. Mrs. Shigas, you are a great teacher, who is very concerned about others and her students as well. The assignments were extensive in a way, but Mrs. Shigas extended her hand through emails and/or phone calls.

~ NCVPS Psychology Student

**Congratulations to the 2011 NCVPS Teacher of the Year, Leslie Fetzer!**

Leslie started her career in the pharmaceutical industry as a Medical Writer before she realized she had missed her calling and became a teacher. Leslie's first teaching job was as a Chemistry, Biology, and Forensic Science teacher for the Bolivar-Richburg Central School in the rural community of Bolivar, NY. She moved to Holly Springs, North Carolina in 2007 and taught Chemistry and Biology for Holly Springs High School. In 2009, Leslie joined NCVPS as a Credit Recovery Teacher, and has been a teacher and Instructional Leader for the OCS Blended Learning Program since it began in 2010.

Regarding online teaching, Leslie notes: "Teaching for NCVPS allows me to reach students not only in my local community and classroom, but across the state in engaging ways. I am able to create a lesson meant for a single student that is challenged to learn. They might need to "see it, hear it, or read it" in a different way. I truly believe that students are not limited by their disabilities—they are challenged by them. Teaching online gives me the advantage of having a repertoire of tools and media that I can use to reach students. I am limited only by my own imagination. Their learning challenges prompt and inspire me to be more imaginative and more creative, and I am more fulfilled for it."



NCVPS would also like to take this opportunity to extend our congratulations to all of the teachers who were nominated by their peers for this recognition: Crystal Pullen, Darlene Schaefer, Debra Pylypiw, Jen Currin, Karen Barraza, Karen Carroll, Kateryna Decker, Lydia Richmond, Michelle Barnhill, Teryn Odom, Andrew Sandel, and Susan Johnson.

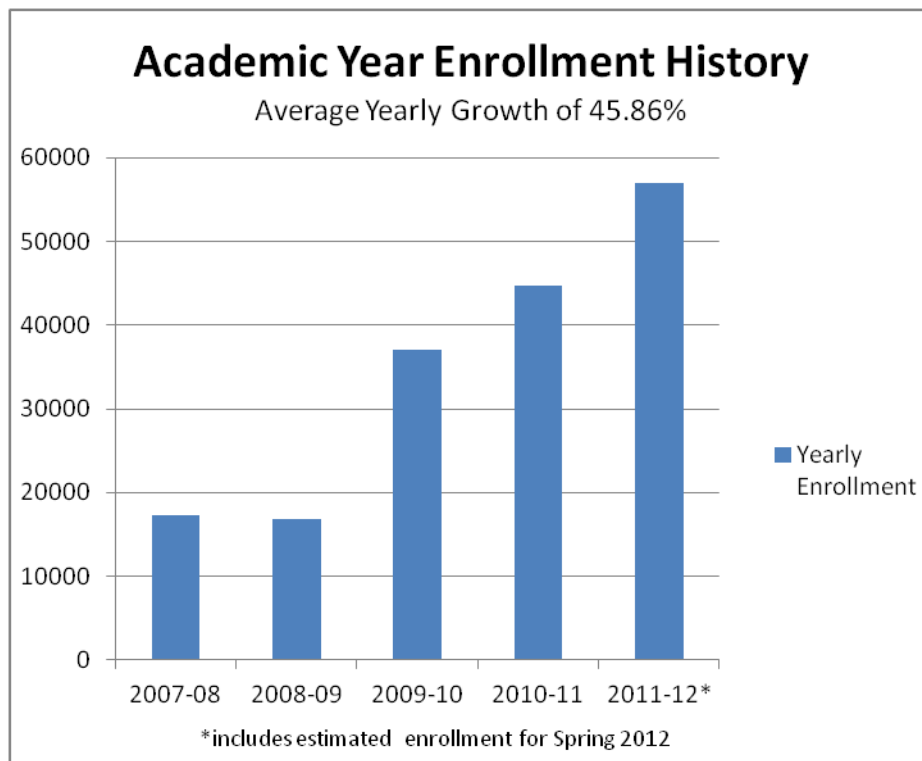
Leslie was evaluated by a set of peers and a cross-functional committee of NCVPS staff members.

## ENROLLMENT & PERFORMANCE

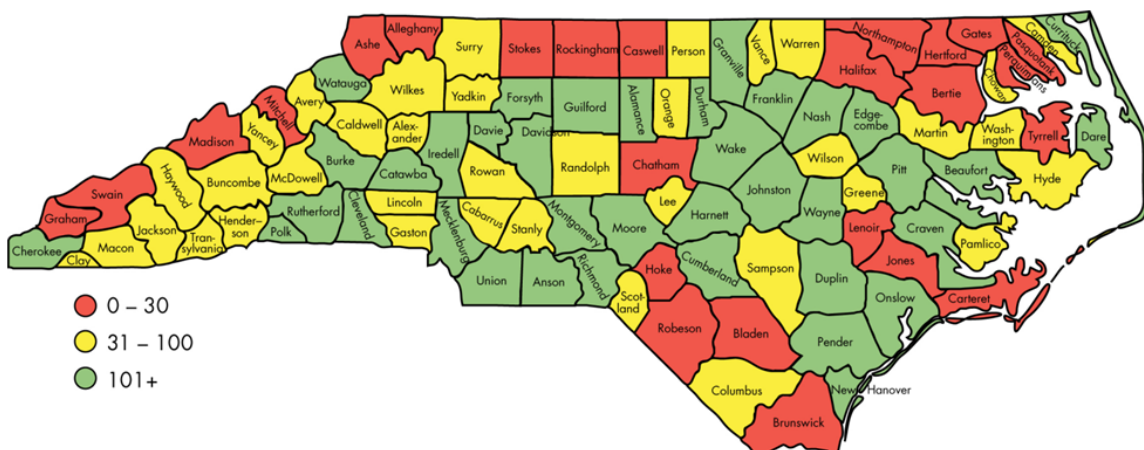


### ENROLLMENT DATA

On average, NCVPS has grown 45% each year since 2007. In 2010-11, the North Carolina General Assembly enacted a funding formula in which districts' ADM allocation was reduced based on projected enrollments. In 2011-12 the funding formula was adjusted (see legislation above for details) to pay for courses taken through NCVPS. NCVPS continues to see 30-35% growth in enrollment in the 2010-11 school year with over 44,000 students enrolled in NCVPS. There are over 22,000 enrollments for the Fall 2011 semester. Spring 2012 enrollments opened November 14, 2011, and over 5,900 students were enrolled in the first 24 hours.



### WHERE ARE STUDENTS PARTICIPATING FROM?

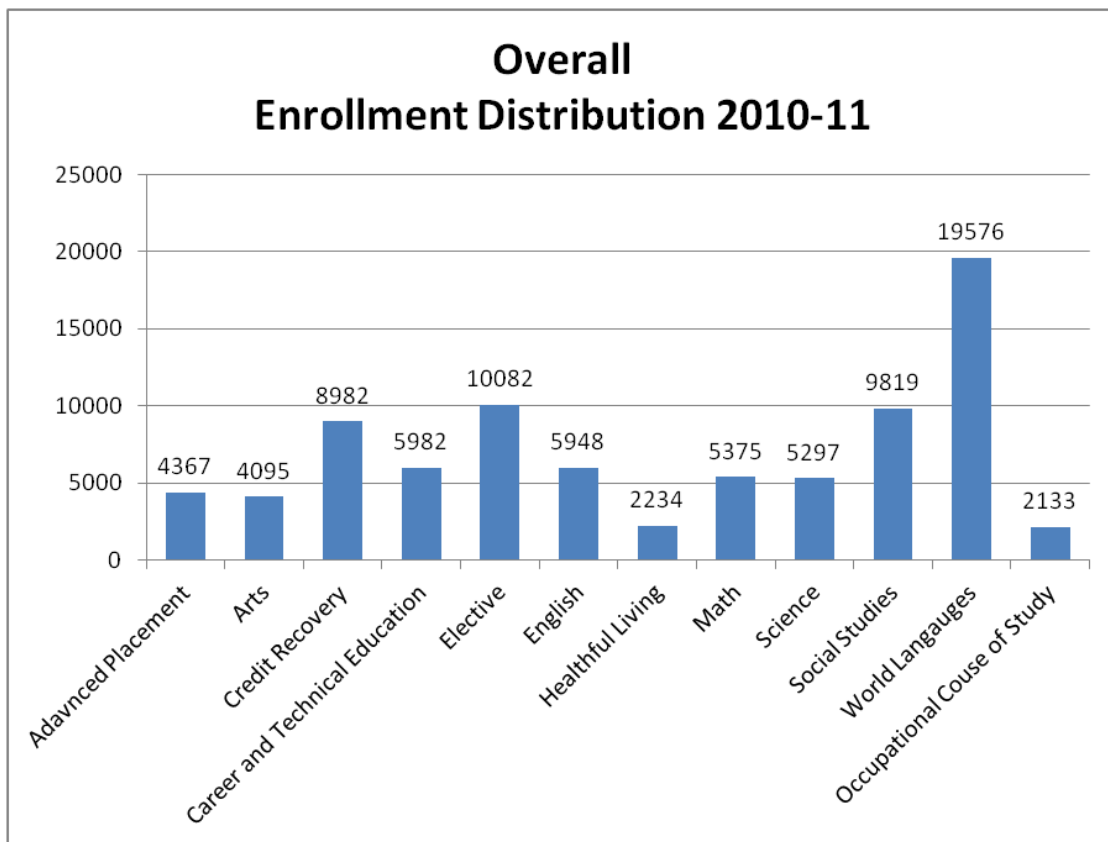




### TOP 12 PARTICIPATING DISTRICTS

DISTRICT	2010-11	PASS-RATE	COMPLETE-RATE
<b>Charlotte-Mecklenburg</b>	6378	70.41%	99.21%
<b>Wake</b>	3065	77.11%	97.51%
<b>Union</b>	1820	90.81%	98.82%
<b>Guilford</b>	1549	82.22%	96.73%
<b>Chapel-Hill Carrboro</b>	1327	81.04%	90.49%
<b>Wayne</b>	1100	82.01%	99.02%
<b>Iredell</b>	1070	71.90%	97.34%
<b>Cumberland</b>	1062	74.94%	98.55%
<b>Cabarrus</b>	1051	70.84%	98.08%
<b>Craven</b>	971	84.09%	98.29%
<b>Currituck</b>	965	77.49%	95.88%
<b>Moore</b>	887	85.63%	98.25%

### DISTRIBUTION BY COURSE



## AP Performance

NCVPS students performed fair on AP exams administered during the 2009-10 school year. NCVPS students performed at or above national averages in 5 out of 15 subject areas. As the chart shows, areas of concern are Biology, Calculus, Latin: Virgil, Statistics and US History. NCVPS AP courses are aligned to the College Board standards for rigor and all course syllabi are approved.

Course	# Students Tested	NCVPS Pass Rate	National Pass Rate
Art History	61	50.8%	58.0%
Biology	34	32.4%	50.6%
Calculus AB	39	20.5%	56.2%
Calculus BC	38	60.5%	80.2%
Chinese Language	14	100.0%	95.4%
Computer Science A	74	67.6%	63.9%
English Language	46	78.3%	61.2%
English Literature	65	53.8%	57.2%
Environmental Science	91	49.5%	49.4%
European History	74	60.8%	64.9%
Human Geography	117	53.0%	51.0%
Latin: Virgil	17	11.8%	63.9%
Music Theory	51	25.5%	59.2%
Psychology	474	56.5%	66.2%
Statistics	121	30.6%	58.8%
US Government & Politics	168	40.5%	51.6%
US History	72	26.4%	52.8%
World History	102	42.2%	48.4%

## EOC Performance

NCVPS performance on End-Of-Course (EOC) testing remains a challenge. Retrieval of scores and accurate data has been difficult due improper reporting of data at the local school level in NCWISE. The following EOC performance data provides a glimpse of how students taking courses for first time credit in grades 6-12 fared in the seven EOC tested areas for 2009-10.

Biology		
Grade Level	# Tests Taken	% Proficient
7	2	100
8	5	100
9	15	93
10	34	65
11	43	60
12	27	56

English		
Grade Level	# Tests Taken	% Proficient
7	1	100
8	18	100
9	197	60
10	74	59
11	5	80
12	6	100

Algebra I		
Grade Level	# Tests Taken	% Proficient
6	2	100
7	26	100
8	228	97
9	94	34
10	51	33
11	20	35
12	16	50

Physical Science		
Grade Level	# Tests Taken	% Proficient
7	2	100
8	2	100
9	13	38
10	33	64
11	84	67
12	135	50

Civics and Economics		
Grade Level	# Tests Taken	% Proficient
9	35	43
10	226	75
11	96	57
12	105	77
13	3	67

Algebra II		
Grade Level	# Tests Taken	% Proficient
6	2	100
8	32	97
9	29	79
10	125	74
11	116	45
12	114	46

US History		
Grade Level	# Tests Taken	% Proficient
8	4	75
9	13	38
10	34	56
11	243	70
12	157	52

I broke my leg and was unable to attend school for an extended period. I enrolled in 4 Advanced Placement courses and 1 Honors course at the North Carolina Virtual Public School. The opportunity for me to continue AP and Honors courses online was the only way that I could have successfully kept up with and completed my coursework. [Alexis was named a Morehead Scholar.]

~ Alexis C., Onslow Co.



General/Honors/AP Courses											
	Scores					Calculations					
Subject	Absent (not used in proficiency calculations)	1	2	3	4	Total NCVPS Enrollment	Total NCWise Data Reported	% Reported	Number Proficient	Number Scored Results	% Proficient
ALG1	6	75	47	129	185	531	442	83.24%	314	436	72.02%
ALG2	9	72	97	149	100	484	427	88.22%	249	418	59.57%
BIOL	5	12	30	66	18	169	131	77.51%	84	126	66.67%
CECO	7	57	83	179	144	548	470	85.77%	323	463	69.76%
ENGL	6	35	70	152	43	386	306	79.27%	195	300	65.00%
PSCI	6	43	72	106	50	333	277	83.18%	156	271	57.56%
USHI	10	63	107	175	101	628	456	72.61%	276	446	61.88%

OCS Courses											
	Scores					Calculations					
Subject	Absent (not used in proficiency calculations)	1	2	3	4	Total NCVPS Enrollment	Total NCWise Data Reported	% Reported			% Proficient
ALG1	18	602	78	6	0	860	704	81.86%	6	686	0.87%
BIOL	13	382	163	37	0	710	595	83.80%	37	582	6.36%
ENGL	21	391	126	21	0	1062	559	52.64%	21	538	3.90%

Credit Recovery Courses											
	Scores					Calculations					
Subject	Absent (not used in proficiency calculations)	1	2	3	4	Total NCVPS Enrollment	Total NCWise Data Reported	% Reported			% Proficient
ALG1	17	79	103	72	7	475	278	58.53%	79	261	30.27%
ALG2	4	37	96	104	3	396	244	61.62%	107	240	44.58%
BIOL	21	36	101	55	1	343	214	62.39%	56	193	29.02%
CECO	16	56	120	81	3	448	276	61.61%	84	260	32.31%
ENGL	12	39	74	77	4	432	206	47.69%	81	194	41.75%
PSCI	6	33	35	31	1	175	106	60.57%	32	100	32.00%
USHI	16	28	85	53	4	290	186	64.14%	57	170	33.53%