SAFE, ORDERLY AND CARING SCHOOLS

School Safety

The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Out of 1,180 students in our school, there were a total of 0 acts of crime or violence.

The number of acts of crime or violence reported per 100 students:

| OUR SCHOOL | 0 |
| STATE      | 0.4 |

Access to Technology

Percentage of classrooms

| 100.0% | 99.8% |
| Our School | State |

FINANCIAL SUPPORT

Source of Funds (Amount per Student)

Charter schools in North Carolina operate with funding from local, state, and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating a charter school, including teacher and administrator salaries, textbooks, and other educational supplies and materials.

- LOCAL
  - Charter School: $2,027
  - State Average: $2,095
- STATE
  - Charter School: $5,390
  - State Average: $5,395
- FEDERAL
  - Charter School: $145
  - State Average: $1,008

Use of Funds

Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a charter school. State and federal funds are generally allotted for specific purposes, services, or programs.

- 1. Salaries
- 2. Benefits
- 3. Supplies & Materials
- 4. Purchased Services
- 5. Equipment
- 6. Other

- 1. Salaries: 54%
- 2. Benefits: -14%
- 3. Supplies & Materials: 10%
- 4. Purchased Services: 20%
- 5. Equipment: 3%
- 6. Other: 0%
### Performance of Students in Each Grade on the North Carolina End-of-Grade Tests

**Percentage of Students’ Scores At or Above Grade Level**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
</tr>
<tr>
<td>Our School</td>
<td>85.7%</td>
<td>63.7%</td>
<td>84.4%</td>
<td>72.2%</td>
<td>61.5%</td>
<td>47.9%</td>
</tr>
<tr>
<td>State</td>
<td>45.2%</td>
<td>46.8%</td>
<td>43.7%</td>
<td>47.6%</td>
<td>39.5%</td>
<td>47.7%</td>
</tr>
</tbody>
</table>

N/A = Fewer than five students

### Performance of Students in Each Course on the North Carolina End-of-Course Tests

**Percentage of Students’ Scores At or Above Grade Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>English II</th>
<th>Math I*</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School</td>
<td>83.7%</td>
<td>74.2%</td>
<td>52.2%</td>
</tr>
<tr>
<td>State</td>
<td>51.2%</td>
<td>36.3%</td>
<td>45.6%</td>
</tr>
</tbody>
</table>

N/A = Fewer than five students

* Math I was previously called Algebra I/Integrated Mathematics I.

### Performance of Each Student Group on the North Carolina End-of-Grade Tests

**Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>E.D.</th>
<th>N.E.D.</th>
<th>L.E.P.</th>
<th>Migrant Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School</td>
<td>82.2%</td>
<td>49.4%</td>
<td>59.2%</td>
<td>18.8%</td>
<td>36.0%</td>
<td>N/A</td>
<td>60.0%</td>
<td>N/A</td>
<td>31.3%</td>
<td>37.7%</td>
<td>57.5%</td>
<td>N/A</td>
<td>N/A</td>
<td>27.3%</td>
</tr>
<tr>
<td># of tests taken</td>
<td>246</td>
<td>312</td>
<td>475</td>
<td>32</td>
<td>25</td>
<td>N/A</td>
<td>10</td>
<td>N/A</td>
<td>16</td>
<td>47</td>
<td>511</td>
<td>N/A</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>State</td>
<td>56.0%</td>
<td>33.5%</td>
<td>43.5%</td>
<td>14.2%</td>
<td>19.3%</td>
<td>17.3%</td>
<td>35.7%</td>
<td>28.7%</td>
<td>32.2%</td>
<td>17.4%</td>
<td>49.8%</td>
<td>5.8%</td>
<td>12.4%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

E.D. = Economically Disadvantaged  
N.E.D. = Not Economically Disadvantaged  
L.E.P. = Limited English Proficiency  
N/A = Fewer than five students

### Performance of Each Student Group on the North Carolina End-of-Course Tests

**Percentage of Passing Scores on the End-of-Course Tests Grouped by Gender, Ethnicity, and Other Factors**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>E.D.</th>
<th>N.E.D.</th>
<th>L.E.P.</th>
<th>Migrant Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School</td>
<td>78.2%</td>
<td>62.5%</td>
<td>71.8%</td>
<td>57.9%</td>
<td>83.3%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>50.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>40.0%</td>
</tr>
<tr>
<td># of tests taken</td>
<td>133</td>
<td>144</td>
<td>241</td>
<td>19</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>30</td>
<td>247</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>State</td>
<td>42.5%</td>
<td>45.7%</td>
<td>55.8%</td>
<td>24.5%</td>
<td>33.5%</td>
<td>26.8%</td>
<td>63.6%</td>
<td>50.9%</td>
<td>45.0%</td>
<td>28.4%</td>
<td>58.8%</td>
<td>8.6%</td>
<td>19.3%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

E.D. = Economically Disadvantaged  
N.E.D. = Not Economically Disadvantaged  
L.E.P. = Limited English Proficiency  
N/A = Fewer than five students

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**School Attendance**

The average percentage of students who attend school daily.

- **Our School:** 96%
- **State:** 95%
HIGH STUDENT PERFORMANCE, CONTINUED

READY

Effective with the 2012-13 school year, the North Carolina Department of Public Instruction changed the accountability model from the ABCs of Public Education to a new indicator-based reporting model called the READY Accountability Model. The State Board of Education identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college- and/or career-ready.

These new indicators include new state-administered North Carolina End-of-Grade (EOG) and North Carolina End-of-Course (EOC) assessments, college- and career-readiness examinations (The ACT and ACT WorkKeys), math course rigor, and high school graduation rates. In addition to these indicators, other valuable information is reported including school growth as measured by EVAAS, Annual Measureable Objectives, and participation in a graduation project.

To access the READY Accountability Model reporting please go to http://www.ncpublicschools.org/accountability/reporting/.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Annual Measurable Objectives (AMOs)

Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs in reading and mathematics based on 2012-13 data.

Our school met 30 out of 30 performance targets.

QUALITY TEACHERS

<table>
<thead>
<tr>
<th>Total Number of Classroom Teachers*</th>
<th>Fully Licensed Teachers**</th>
<th>Classes Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School</td>
<td>75</td>
<td>79%</td>
</tr>
<tr>
<td>State</td>
<td>36</td>
<td>86%</td>
</tr>
</tbody>
</table>

*The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

** According to the charter school statute, a charter school is required to have a minimum of 50% of its teachers licensed.