

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mrs. Candis Hagaman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Caldwell Early College High School

(As it should appear in the official records)

School Mailing Address 2859 Hickory Blvd SW

(If address is P.O. Box, also include street address.)

City Hudson State NC Zip Code+4 (9 digits total) 28638-2672

County Caldwell County State School Code Number\* 140309

Telephone 828-759-4636 Fax 828-759-4666

Web site/URL http://cechs.caldwellschools.com E-mail chagaman@caldwellschools.com

Facebook Page

https://www.facebook.com/Caldwelle

Twitter Handle @cechsmustangs arlyCollege Google+ \_\_\_\_\_

YouTube/URL

https://sites.google.com/a/caldwellschool

s.com/cechs-tv/

Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Steve Stone E-mail: sstone@caldwellschools.com

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caldwell County Schools Tel. 828-728-8407

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Darrell Pennell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 16 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 26 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 0          | 0            | 0           |
| 1                     | 0          | 0            | 0           |
| 2                     | 0          | 0            | 0           |
| 3                     | 0          | 0            | 0           |
| 4                     | 0          | 0            | 0           |
| 5                     | 0          | 0            | 0           |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 35         | 48           | 83          |
| 9                     | 37         | 48           | 85          |
| 10                    | 32         | 47           | 79          |
| 11                    | 25         | 52           | 77          |
| 12                    | 27         | 42           | 69          |
| <b>Total Students</b> | 156        | 237          | 393         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 4 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| <b>Steps For Determining Mobility Rate</b>                                                                                     | <b>Answer</b> |
|--------------------------------------------------------------------------------------------------------------------------------|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year             | 0             |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 0             |
| (3) Total of all transferred students [sum of rows (1) and (2)]                                                                | 0             |
| (4) Total number of students in the school as of October 1                                                                     | 384           |
| (5) Total transferred students in row (3) divided by total students in row (4)                                                 | 0.000         |
| (6) Amount in row (5) multiplied by 100                                                                                        | 0             |

7. English Language Learners (ELL) in the school: 8%  
33 Total number ELL  
 Number of non-English languages represented: 6  
 Specify non-English languages: Albanian, Romanian, Russian, Spanish, Swahili, Vietnamese
8. Students eligible for free/reduced-priced meals: 39%  
 Total number students who qualify: 155

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 2 %  
7 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |                                                |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>3</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

|                                                                                                                                                                                                                 | <b>Number of Staff</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Administrators                                                                                                                                                                                                  | 1                      |
| Classroom teachers                                                                                                                                                                                              | 19                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.                                                                  | 0                      |
| Paraprofessionals                                                                                                                                                                                               | 4                      |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 97%       | 97%       | 97%       | 97%       | 98%       |
| High school graduation rate | 98%       | 98%       | 98%       | 0%        | 0%        |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

| <b>Post-Secondary Status</b>                  |     |
|-----------------------------------------------|-----|
| Graduating class size                         | 71  |
| Enrolled in a 4-year college or university    | 71% |
| Enrolled in a community college               | 2%  |
| Enrolled in career/technical training program | 0%  |
| Found employment                              | 26% |
| Joined the military or other public service   | 1%  |
| Other                                         | 0%  |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Caldwell Early College High School, an innovative, small learning community, puts relationships first by providing an environment where students believe that educators know them, care about them, and expect them to succeed. Engaging students in a rigorous curriculum with researched based, nontraditional instructional practices, our vision is to graduate all students ready for college, career, and life.

Caldwell County, population 82,000, is located in the foothills of rural Appalachia in northwest North Carolina with a school district serving 12,350 students in 26 schools. Seventy-five percent of Caldwell County residents have a high school education with only 12% earning a four year college degree; in addition, 90% are white with most of the remaining 10% evenly divided between African American and Hispanic residents. Over the last twenty years, our local economy has been devastated by the relocation of its furniture manufacturing industry. The disappearance of secure jobs requiring minimal education highlighted the urgency to increase the number of students graduating and pursuing higher education.

In response, our school was created in 2006 through a partnership between Caldwell County Schools and Caldwell Community College & Technical Institute (CCC&TI). With the support of local government and community members, planning and start-up grants were awarded from North Carolina New Schools (NCNS), supported by the Bill and Melinda Gates Foundation.

Located on the campus of CCC&TI, our five-year program includes 393 students who take high school and college courses beginning in ninth grade. A pervasive college-going culture is designed to propel students toward completion of an associate's degree and acceptance to a four-year institution. Students apply to CECHS during eighth grade and are selected randomly by an NCNS endorsed agency. Our population reflects Caldwell County demographics in regard to geography, academic achievement, ethnicity, and socioeconomic status. However, our target population is first generation college students and underrepresented groups in higher education.

Faculty are recruited from elementary, middle, and high school backgrounds, ensuring a developmentally responsive approach to educating the whole child. Teachers are united by a commitment to rigorous and relevant curriculum grounded in positive relationships with students, staff, and families. A culture of redefined professionalism promotes high standards for student achievement, common instructional practices, and a commitment to reflection and refinement of school goals. We believe the practice of teaching is public, and collaboration among teachers is the norm. Teachers embrace the Common Core standards as a starting point, not as the finish line. Teachers employ non-traditional methods, allowing engaging, problem-based activities which highlight 21st century skills needed for college and career readiness. Students are asked to collaborate, read, write, think, and speak every day in order to identify, analyze, and solve real world problems. Non-traditional curriculum includes community service built into the school day that develop citizenship and a sense of community. Unique seminar courses at each grade level teach life and college-ready skills.

CECHS celebrates many traditions, such as bi-weekly student-centered assemblies, annual three-night Road Trips, and "Summer Bridge" for rising freshmen. We showcase successes through community events such as student-led museums, College Decision Day, and shared graduation with CCC&TI.

In 2009, CECHS was selected as a NCNS model school, providing professional development for educators and administrators from across North Carolina. We have hosted 12 study visits for over 250 educators. In 2011, we were honored as an NC STEM Teacher Education Program training site for professionals seeking alternate teacher certification in the STEM disciplines, providing year-long internships for teacher candidates.

For eight years, our attendance rate has been 97%, highest in the district and higher than the state average. With a high school graduation rate of over 98%, CECHS has demonstrated a commitment to reducing the dropout rate. Student proficiency on state mandated tests is consistently higher than the district and state

averages, last year by as much as forty percentage points. CECHS showed high growth in the 2012-13 school year and consistently meets Annual Measurable Objectives and Adequate Yearly Progress indicators.

Our graduates earn an average of 62 college transfer credit hours and consistently outperform traditional college students at CCC&TI. Students from the first three graduating classes are in attendance at 28 colleges and universities in eight different states. In 2013, 98% of graduates were accepted to their first or second choice school. This year, over 85% of our fourth graduating class will graduate from high school with an Associate's degree. Collectively, these 69 students have submitted over 250 college applications to 53 different universities in 12 different states.

CECHS embodies the National Blue Ribbon standard of excellence. Students are thriving in a rigorous, nurturing environment that develops affective and cognitive resilience and 21st century skills for success. Our staff is a dynamic, cohesive team, striving daily to perfect our craft and fulfill our commitment to prepare every student for college, career, and life.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A) At CECHS, students take state and federally-mandated assessments. In 2012-2013, NC End-of -Course (EOC) exams measured the performance and growth of students in English II, Math I, and Biology. Current EOC exams are aligned with Common Core Standards for English and Math and NC Essential Standards for Biology. On EOCs, proficiency is indicated by a Level III or IV. Earning a Level III shows that students consistently perform at grade level standards. Earning a Level IV indicates that students have an advanced command of content and consistently perform above grade level standards. Prior to the 2012-2013 school year, students took EOC exams calibrated for different standards; therefore previous EOC exams are not comparable to current tests.

Additionally, all CECHS tenth graders complete the PLAN assessment as a college-readiness benchmark in the ACT's College and Career Readiness System. All students take the ACT in eleventh grade. College-readiness is indicated by meeting the UNC minimum admissions requirement score of 17. The percentage of students who meet college-readiness benchmarks on the ACT, proficiency rates on EOC exams, and several other indicators are part of CECHS's school accountability model.

In addition to tests included in the school's accountability model, students take NC Final Exams in non-EOC academic courses. These tests include a proficiency and student growth component. Additionally, these tests provide teachers with individual growth predictors for students through NC's Education Value-Added Assessment System and are part of the NC teacher evaluation model.

CECHS students must take the Accuplacer college placement exams to meet prerequisites for Caldwell Community College and Technical Institute college courses. Students must achieve the following scores to place into college-level courses: Reading, 80; Sentence Skills, 86; Arithmetic, 55; and Elementary Algebra, 75.

B) In 2008-2012, students consistently achieved high proficiency levels on EOC exams in Algebra, English, and Biology. This proficiency extended to both the whole school and individual subgroups, allowing teachers to focus closely on individual student growth. In the 2012-2013 school year, EOC performance data on new summative assessments revealed gaps in subgroup achievement. While school-wide proficiency was well above district and state levels, teachers identified specific students who performed below grade level. To address this achievement gap, teachers chose to target students individually rather than entire subgroups. For instance, on the English II EOC exam, 60% of African-American students were proficient, compared to 91.1% proficiency for the school as a whole. While this gap is significant, only five African-American students took the English II EOC exam. Because this group is so small, teachers were able to identify and remediate individual students rather than creating a plan designed for the entire sub-group.

This individualized approach to addressing student achievement is a key strategy in accelerating student growth and closing gaps. CECHS utilizes this strategy not only for increasing student growth on EOC exams but also for supporting students in increasing scores on other high-stakes tests, such as ACT/SAT and Accuplacer. This focused intervention targets all low-performing students in each subgroup.

Over the past five years, CECHS has seen a significant increase in achievement on nationally-normed tests. While CECHS students did not traditionally take the ACT prior to the 2011-2012 school year, students have consistently shown growth in average SAT scores. Over the past five years, average student SAT scores have increased over 30 points, much larger increases than the district (+18 points), state (+0 points) and national (-1 points) rates. This is largely due to teachers' strategic use of PSAT results to craft growth plans for students that focus on preparing each student for college entrance requirements.

Teachers use a similar targeted strategy for propelling student achievement on the ACT assessment. Using the PLAN test as a benchmark, teachers identify specific students and groups for targeted support in the four ACT-tested areas. This has led to increases in student sub-scores, such as a math score average of 19.9 in the

2011-2012 school year to an average of 20.5 in the 2012-2013 school year. These supports, paired with a schoolwide focus on college readiness, have led CECHS to exceed the state (18.4) and district (18.3) average scores by as much as 2.5 points, with an average score of 20.8 in the 2012-2013 school year.

To provide supports for college placement exams, CECHS has developed a strategic plan to prepare students for the Accuplacer assessment. Rising ninth grade students take the Accuplacer test as a baseline, and teachers analyze results and plan interventions to target students' weaknesses. These interventions draw on the expertise of high school and college staff to help students gain necessary skills for course placement and success.

To further address achievement gaps, CECHS has intentionally analyzed trends and crafted structures designed specifically for increasing student achievement through individualized instruction. Teachers use English and Math Labs to provide one-on-one and small group instruction to address achievement gaps. Through these Labs, teachers target specific academic skills, such as reading comprehension or calculator inactive arithmetic. Also, CECHS utilizes CCC&TI resources to support students in acquiring college-ready skills. Students access the college Academic Support Center for practice and instruction in areas of need and receive assistance through the Tutoring Center.

## **2. Using Assessment Results:**

Assessment results are used pervasively throughout CECHS to inform instruction and improve student achievement by identifying student, grade level, and whole school needs.

Innovation, flexibility, and creativity help identify student needs; teacher teams regularly adjust class schedules and student grouping, customize and provide alternate assignments, and create supplemental curriculum and staff development.

The School Improvement Team (SIT) reviews school-wide assessment data, determining areas of growth and weakness to develop a bi-annual school improvement plan. This plan drives professional development and structural changes, all aimed at improving student learning. For example, SIT's analysis of Accuplacer, PSAT, and ACT data is currently being used to craft intervention plans and school structures, such as weekly after school tutoring. Grade level teams create personalized and small group remediation in academic support classes, ensuring that each student is college-ready in math and reading. College administrators and CECHS staff also use this data to build our students' college class selections and adjust the curriculum plan by grade level to maximize student success.

The Student Success Team (SST) reviews high school and college course progress, college placement scores, and academic behaviors to identify and plan for both at-risk students and those in need of acceleration. These plans include prescriptive class schedules with supports built into the school day, referral to additional services (e.g. school nurse or social worker), frequent student "status checks," parental involvement, and facilitation of advanced course placement or accelerated graduation.

In the classroom, teachers use demonstration of mastery, self-assessment, reflection, presentation of artifacts, and observation of academic behaviors to evaluate student success that guides instruction. Teachers also use predicted growth data from Education Value-Added Assessment System (EVAAS) to identify next steps for individual students. Grade level teams critically review this data, identifying learning gaps that can be addressed before end-of-year assessments. Teachers collaborate with students and parents to craft tailored intervention plans which include prescribed, targeted assistance, academic skill building, and shared accountability.

CECHS regularly shares student progress and assessment results with families through web-based programs, information sessions, progress reports, and student and teacher-led conferences. One example is PLAN Night. With preparation, students offer parents an examination of their PLAN scores and college readiness benchmarks. Another example is the ability of students and parents to access student grades for high school courses in PowerSchool and college grades through Moodle.

Community members are frequently invited to the school as audiences for student learning products, including museums and graduation projects. The NC School Report Card provides public access to detailed assessment data on an annual basis. Community school board meetings showcase student achievement several times a year and provide a public forum for the school improvement plan.

CECHS utilizes state-mandated exams as well as college placement and admission tests to analyze student progress. Through this purposeful analysis of assessment data and trends, staff are better equipped to close achievement gaps and individually support students in reaching their academic potential.

### **3. Sharing Lessons Learned:**

Because of the design and culture of CECHS, the staff has been propelled to share innovative practices and become a catalyst for improvement in other schools.

Since being selected as a Learning Lab Initiative model school by NC New Schools in 2009, CECHS has hosted twelve two-day “study visits” for over 250 educators from across North Carolina and as far away as Minnesota. These highly structured study visits provide intensive professional development for teams of teachers, administrators, and other education leaders. These mini-residencies are infused with classroom visits, networking opportunities, teacher and student panels, and immersion in the CECHS culture of redefined professionalism and powerful teaching and learning. Visiting teams are guided to reflect on school culture and structures, define best practices, and craft strategic plans. Examples of participant feedback include “...seeing that a school culture that works for all students requires a purposeful framework...has been most inspiring to me,” and “Being in a real school and seeing the NC New Schools’ Design Principles in action...has given us hope that things can get better, and helped us realize that everyone is valuable.”

In addition, staff members share lessons through local, state, and national presentations. Teachers present at district meetings, sharing instructional strategies and lessons, such as “Presidential Roll Call: Teaching the Presidents.” State level examples include “This is Not Your Momma’s Biology Class” and “Inquiry-Based Science Instruction” at the NC Science Teachers Conference and “Outcomes-Based Assessment” at the Foreign Language Association of NC Conference. Teacher leaders were published in the Fall 2010 edition of the NC Middle School Association Journal. This article highlighted our culture of student advocacy and teaming, correlating with middle school best practices.

Since 2007, teachers have provided professional development for other innovative educators at NC New Schools’ Summer Institutes, Scaling STEM, Common Practices Symposium, and New Teacher Institute. Some sessions include topics such as “College Ready! Who? How? and Why?,” and “Building Leadership Capacity at CECHS.” Recently, teachers participated in a forum about best practices at the first National Early College Conference.

At our partner university, Appalachian State, teachers share effective strategies and practical tips with teacher candidates. Teachers presented with ASU professors at the NC Council of the Teachers of Mathematics Conference, sharing “Difficult Translations Between Mathematical Representations.” Additionally, CECHS hosts student teachers and counseling interns, allowing future educators to glean strategies and develop philosophies before entering the field.

### **4. Engaging Families and Community:**

Strong family and community partnerships reflect our commitment to maintaining a collaborative nurturing learning community. CECHS believes that there is a direct correlation between family engagement and student success. We strive to involve our families early, having them on campus three times prior to the first day of school. One example is a celebratory cookout to welcome families in a relaxed experience on the college campus. The district superintendent, school board members, and college president deliver a welcome, and fifth year students challenge rising freshmen to pursue their college dreams by “passing the torch.”

Purposeful family outreach programs are well attended. For example, gallery walks, project showcases, and student-led conferences keep families informed of student learning. Parent information sessions relay a wide-range of topics from school orientation to financial aid. Hispanic Family Night, created for Spanish-speaking parents, features student presentations and a shared meal of ethnic food.

Our collaborative culture promotes two-way communication with parents: teachers conference, email, text, and call to celebrate accomplishments and request support in meeting student needs. Parents often express appreciation of the safe, caring environment and availability and commitment of our staff.

Throughout students' fifth year, parents attend one-on-one conferences with the seminar teacher and college liaison, actively engaged in student education plans. "College Application Clinics" allow students and parents to work together with staff support. College application and acceptance rates have increased significantly with the implementation of these activities.

Detailed multimedia communication further enhances effective and reliable information. Our website includes comprehensive information and photo galleries of events. Parents receive weekly phone messages, "e-updates," and a monthly newsletter highlighting student and school-wide accomplishments. We also utilize Facebook, Twitter, and a video channel documenting student products.

Community engagement grows organically from our innovative curriculum. School activities are attended by community leaders and often featured in our local newspaper. For example, in "Caldwell Speaks," students interview long-time residents and create web-published oral histories. Local businesses and historical organizations provide on-site experiences for our tenth grade Caldwell County study. Elementary and middle school students visit CECHS to participate in student-created interactive museums.

Service learning strengthens community connections and career exploration. Students volunteer at organizations such as elementary schools, public libraries, shelter homes, soup kitchens, and Hospice. Students consistently report increased self-confidence and a heightened awareness of community. Students are frequently praised for their civic-minded spirit, poise in social situations, and impressive public-speaking skills.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

All CECHS students enroll in honors-level courses that align with Common Core standards and fulfill the NC Future-Ready Core graduation requirements as well as course requirements for admission to a North Carolina four-year public university. In addition to earning a high school diploma, students have the opportunity to earn an Associate’s degree from Caldwell Community College and Technical Institute, at no cost to the student.

Students follow a deliberately cohorted five-year plan integrating college courses with the required math, science, English, Spanish, social studies, and seminar courses. Seminar, a unique curriculum developed by our staff for all five grade levels, scaffolds college and career readiness, self-exploration, service learning, and life skills. Also unique to our curriculum are academic support courses built into the school day and customized by grade level to address the specific student needs, identified by test data, student feedback, college performance, and teacher reflections. Topics include navigating college systems, note taking, managing time, studying effectively, preparing for college placement/entrance exams, and building skills in core subjects. Virtual high school courses and remedial computer based programs are also available to personalize education plans.

With support of our college administration, college classes are scheduled within our school day and registration is designed to scaffold the college experience for students. Five high school classes and 2-3 college classes are offered in the freshman year, progressing to 8-10 college classes and one high school class in the fifth year. During their freshmen year, students attend college class with other CECHS freshmen to allow for targeted skill building and acclimation to the college campus. Sophomores and juniors comprise one half of the students in their college classes, introducing them to the experience of working along side traditional college students. Upperclassmen course selection is driven by degree requirements, and schedules become more individualized facilitating the transition to independent college students.

Teachers work in grade level teams with cohorted students, allowing for better coordination of integrated instructional units, shared schedules, and student supports. These teams regularly design interdisciplinary units called “Big Ideas,” including a central theme for classroom activities, integrated project-based-learning, and rigorous assignments, connecting content to the “real world.” One example of a cross-curricular Big Idea is “Rollin’ on the River,” which involved testing local water quality, examining ancient river civilizations, writing nature poetry, and using math to study river currents. The culminating event was an interactive, multi-media children’s museum highlighting students’ discoveries and products from the Big Idea.

Content-area teams collaborate to align curriculum, ensuring skills are scaffolded to support college readiness. Content area teachers share best practices and resources to develop multi-level units that span across grade levels. One example is the Biofuel Project, in which 9th-11th grade students created biofuel. The eleventh grade biology students fermented cane or corn sugar, tenth grade chemistry students distilled the fermented mixtures, and ninth grade earth and environmental science students tested the efficiency of the finished products. At various stages of the experiment, lab groups of 9th-11th graders met to discuss and analyze the findings, resulting in a collaborative lab report. Partners from local businesses met with students to share expertise and related career opportunities.

By purposeful design, each Friday is designated for curriculum enrichment, including off-campus learning activities, multi-grade level projects, university visits, and service-learning opportunities. These activities offer authentic, engaging experiences beyond the classroom walls. For example, students traveled to a local park, participating in a multi-grade battle simulation, Battle of Redwood. During the simulation, students used concepts that they had learned to explore and experience the facets of war and to gain a better understanding of how perspective affects the way history is recorded.

Central to the curriculum is a pervasive, shared definition of powerful teaching and learning. This common definition is facilitated through use of the Common Instructional Framework, which includes six research-based strategies that teachers use to plan powerful lessons. At the foundation is the belief that positive, nurturing relationships with students is the key to engaging students to take ownership of “the learning.” Commitment to powerful teaching and learning, common instructional practices, student relationships and shared vision that EVERY student will be ready for college, career, and life drives innovation, rigor, and relevance in our curriculum.

## **2. Reading/English:**

Teachers hold high standards for reading and writing, creating a cohesive approach to building college-ready literacy skills in all subject areas. A collaborative instructional approach pushes students to read, write, think, and speak in every class, every day. Students develop reading comprehension skills by analyzing, synthesizing, and creating products that demonstrate a thorough understanding of texts. Through character trials, student-created adaptations, and Paideia seminars, students collaborate to bring readings to life.

Collaborative learning allows teachers to delve into English language arts (ELA) standards and to differentiate through purposeful grouping, student role assignments, and leveled readings. Students actively participate in literacy circles to socially construct meaning of rigorous and engaging texts. Students build critical thinking skills, evaluate selected readings, and create their own literary works. For example, while studying works by e. e. cummings and Edgar Allan Poe, 9th-11th grade students analyzed poems, crafted collaborative and individual poems, and performed original poetry at an off-campus Poetry Slam. Through questioning and conferencing, teachers support reading comprehension and promote college-level writing.

Teachers have created a school-wide vertical writing plan (VWP) that addresses critical writing and research skills, complementing the expectations of college courses. All teachers take ownership of VWP implementation, allowing students more opportunities to build literacy skills and ensuring that writing is pervasive in all courses. For example, students learn how to write an analysis of primary sources in history and how to create APA citations through science-based research papers. College success rates and feedback from students, teachers, and CECHS graduates drive on-going VWP refinement.

Students are assessed utilizing a variety of non-traditional methods, such as student choice in products, class presentations, and peer-evaluations. For example, some students may demonstrate understanding by writing an essay while others choose to draw a comic strip or perform an original song. Assessments are rubric-based and include specific feedback and resubmission of assignments. To identify student needs and skill gaps, teachers use data including classroom assessments, observations, and college placement test results. Teachers create individual and small group skills-based interventions in English Labs and in after-school tutoring.

All ELA courses are based on Common Core Standards and taught at honors level. Students take English I, II, and III before completing their fourth English requirement through CCC&TI. Students also have the opportunity to enroll in higher level college English courses such as Expository Writing, Argument-Based Research, Literature-Based Research, and African-American Literature.

## **3. Mathematics:**

CECHS math instructors utilize an integrated math curriculum and inquiry-based instructional approach to prepare students for high levels of reasoning and logic. This math curriculum emphasizes collaborative group work and pushes students to read, write, think, compute, and speak in every math class, every day. Students construct knowledge and understanding of math concepts through investigating real world problems requiring explanation of thinking through discourse called “math talk.” Teachers intentionally craft opportunities to problem solve, reason, prove, and grapple with multiple representations of correct answers. In CECHS math classes, one would observe students engaged in discussion surrounding math concepts while the teacher asks probing questions to facilitate mathematical thinking.

Students have multiple opportunities and platforms to demonstrate mastery of learning targets and essential math skills. Using mastery-based assessments, teachers focus on individualizing instruction by providing frequent, specific feedback. Assessment takes place through observation of student work, group discussions, individual assignments, and formal assessments. Student progress is shared through performance indicators to help each student focus on mastering mathematical concepts. Students work toward mastery as reflected by a “proficient” indicator rather than simply finishing an assignment, receiving a grade, and “moving on.” This assessment system allows teachers to better plan for remediation and enrichment by identifying areas of weakness and growth for specific students. Teachers facilitate weekly Math Lab, support classes included in the school day, to provide opportunities improving skills and mastering learning targets through one-on-one and small group instruction. This personalized approach to instruction and assessment allows students with different abilities and learning styles to become successful, college-ready math students.

All high school math courses are based on Common Core Standards and taught at an honors level. Students take Math I, II, and III before completing their fourth math requirement through CCC&TI, our community college partner. Students also have the opportunity to enroll in higher level college math courses such as Statistics, Precalculus Algebra, Precalculus Trigonometry, Brief Calculus, and Calculus I, II, and III.

CECHS purposefully crafted these instructional methods to address the significant gaps in student math abilities upon entering in ninth grade ensuring that each student is prepared for college math. The college-ready curriculum scaffolds crucial math skills and concepts to prepare students to take college math courses, beginning as early as the freshman year. Additionally, the curriculum is designed to develop skills for college entrance and placement tests, including the Accuplacer, ACT, and SAT.

#### **4. Additional Curriculum Area:**

CECHS Seminar, a cornerstone of our curriculum, was purposefully developed by staff to support our vision to graduate every student ready for college, career, and life. This required yearlong course teaches life skills, college readiness, academic behaviors, and citizenship in grades 9 through 13. Each course features a scaffolded theme that develops a foundation of academic and personal success.

Freshman seminar features an introspective theme of "Understanding Who I Am," as students create a portfolio highlighting identity, family, personality, and learning styles. Sophomore seminar promotes "Exploring Where I Am" through a study of Caldwell County history, culture, economics, and geography. Junior seminar focuses on "Finding My Place" with career exploration through research, job shadowing, and mentorship. Senior seminar, called "Making It Happen," provides personalized supports for excelling as full-time college students and selecting a university program of study. "Planning for the Road Ahead" in fifth year seminar culminates in a successful transition to a university setting with an emphasis on navigating college systems, applications, scholarships, and financial aid.

Seminar courses advance social and cognitive development. Teachers strategically utilize book studies to facilitate acquisition of academic, interpersonal, and life skills. In a study of *The Teen's Guide to World Domination* by Josh Shipp, students address the idea of truly “dominating” one’s world: being confident, achieving goals, and working with diligence to make the most of every opportunity. This study is paired with a CECHS-created Academic Behaviors Checklist, which allows students to identify and demonstrate critical academic behaviors. Other books include Ron Clark's *The Essential 55* and Sean Covey's *The 6 Most Important Decisions You'll Ever Make*. Instructional methods for book studies utilize literacy circles, reflective journaling, peer teaching, small group multimedia presentations, purposeful questioning, and “classroom talk.” Teachers use non-traditional methods to formatively assess students’ personal and academic growth.

Seminar promotes our college-going culture by providing visits to at least two NC university campuses per year. These tours help students visualize themselves as college students and analyze university options. In preparation, students research academic and social qualities of each campus, matching achievement profiles and personal preferences. Campus tours include visiting current university students, eating in a dining hall, and exploring varied program and social offerings. Increasingly, CECHS graduates located on these

campuses lead the tours to share personal experiences. Students reflect on each visit, building a list of potential university choices.

The integration of service learning into the seminar curriculum teaches civic responsibility and encourages lifelong community engagement. Service learning provides structured opportunities, such as tutoring elementary students, in 9th-11th grade. In the 4th and 5th year, service transitions to student-driven projects, such as “Freeze Your Buns for Little Ones Polar Plunge,” coordinated by a senior to raise money for Caldwell Memorial Hospital Family Birthing Center. Through service-learning, freshmen partner with a local civic organization to deliver and read books each month to elementary students. This school year, sophomores crafted and implemented action plans to collect, create, and deliver holiday presents for local nursing home residents. Collectively, students provide over 11,000 service hours each year to more than twenty community organizations.

Academic Support classes are another CECHS-created curriculum designed to help close achievement gaps and provide specialized, college-ready support. In grades 9-11, required yearlong academic support classes are paired with core content courses. In these academic labs and “selected topics” classes, teachers use one-on-one and small group instruction for remediation, differentiation, and enrichment in core content standards. For instance, in 11th grade English Lab, the teacher creates personalized instructional activities for students to focus on improving reading comprehension while others conference on college writing assignments or prepare for college-entrance benchmarks. The Academic Support curriculum also includes “selected topics” from the core content courses designed to build college-ready literacy skills, such as close reading or selecting valid evidence. For example, in Chemistry Selected Topics, students participate in a book study of *The Disappearing Spoon*, investigating the Periodic Table of Elements. Through this study, students participate in literacy circles and guided reflection to build reading comprehension and critical thinking skills.

Since these additional curricular areas are unique to our school, we are vested in making necessary improvements to course components based on student input, teacher reflection, college course data, and community feedback. We believe that every child is entitled to achieve high academic and effective outcomes, and we see the direct correlation between these courses and the success of our students.

## **5. Instructional Methods:**

CECHS teachers believe that students should read, write, think, and speak in every class, every day. To ensure high level instruction and 100% student engagement, teachers commit to using NC New Schools’ Common Instructional Framework, which includes six research-based strategies:

- Collaborative Group Work, utilizing small, intentional groups of varying learning abilities to support and challenge peers while solving problems as a unit
- Writing to Learn, allowing students to develop ideas through structured writing activities
- Literacy Groups, engaging students in rigorous, structured discussions for text dissection through specific roles
- Questioning, crafting purposeful questions to encourage discourse and inquiry
- Scaffolding, activating prior knowledge and allowing a variety of access points in a lesson
- Classroom Talk, providing a platform for high levels of student discourse with specific learning outcomes

Using these strategies as a foundation for student engagement, teachers plan lessons and units designed to prepare students for college, career, and life. These strategies not only ensure engagement but also address the various student learning needs.

By scaffolding content and literacy skills, utilizing college-level readings, and integrating research and writing, teachers design cross-curricular units that allow students to make connections between disciplines. Through collaborative group work and the creation of authentic products for real audiences, cross-curricular units serve as a platform by which students can refine 21st century skills, such as public presentations,

multimedia communication, and problem solving. These units are purposefully crafted to differentiate tasks for ability and learning styles and to allow enrichment opportunities for students performing above grade level.

Technology use is pervasive and is a means for exploring ideas, researching content, and creating and presenting products. For example, students use Wikispaces to create portfolios, Mixbook to publish products, and Google apps to collaborate with peers.

Formative and summative assessments drive instruction, allowing for personalization of student learning. Assessments are designed to evaluate content knowledge, 21st century skills (such as work ethic and critical thinking), and academic behaviors. Students are empowered to self-assess through online resources, such as Quia and PLATO, and teachers frequently provide feedback using online tools.

Teachers believe student success is tied to the ultimate instructional method: purposeful, nurturing relationships between teachers, students, and families. Fostering these relationships allows teachers to capitalize on the interests, goals, and concerns of each student to create a community of learners in which students are empowered and encouraged to take ownership of their education.

## **6. Professional Development:**

Professional development is instrumental in cultivating the school's instructional philosophy and practice. Teachers design, facilitate, and engage in targeted professional development twice-monthly based on professional growth and student achievement, aligned with the School Improvement Plan. Teachers work in cadres to develop sessions, capitalizing on the creativity and expertise of each member, drawing on the trust teachers share with one another.

Frequent, purposeful reflection on data drives professional development and often leads to changes in school structures aimed at increasing student achievement. For example, to address the need for college-ready academic behaviors, identified by college success data and feedback from CECHS graduates, staff participated in a book study of David Conley's *College and Career Ready*. From this study, staff were equipped to define and address academic behaviors, creating structures and strategies that teach and support these behaviors. Student success rates in college courses have improved greatly in correlation with teachers' purposeful integration of academic behaviors into content lessons.

CECHS engages in instructional rounds, modeled after medical rounds, to refine best practices and positively impact student growth. Through instructional rounds, peers observe lessons and provide specific, constructive feedback on an identified area of improvement. These rounds reinforce the school's philosophy that the "practice of teaching is public," sharing best practices and encouraging ongoing professional discourse. For example, to ensure that Common Instructional Framework implementation is pervasive, specific strategies such as using "writing to learn" for formative assessment are identified for instructional rounds. Cadres lead professional development through modeling before teachers implement the strategy and receive feedback.

Additionally, the entire staff participates in CECHS Summer Camp, a three-day, intensive professional development that includes goal-setting and sessions designed specifically to address targeted areas for improvement in student achievement. These sessions include purposeful nurturing and team building that mirror the process in which teachers engage and interact with students. Summer Camp is a vehicle for maintaining "one voice" among staff and beginning each school year with a cohesive plan and spirit of collegiality.

CECHS teachers benefit from our partnership with NC New Schools through participation in New Teacher Institute, Common Practices Symposium, Summer Institute, Scaling Stem, Literacy Design Collaborative, Lenses on Learning for Secondary Math, and Modeling in Science, all focused on teacher capacity and student learning. Additionally, the NCNS Instructional Coach provides on-site, personalized support for

teachers of varying experience levels to increase achievement through student engagement and effective instructional strategies.

## **7. School Leadership**

CECHS culture fosters a spirit of shared leadership through collaboration, accountability, and innovation. To advance the mission and vision, teachers are empowered to think critically about the practice of teaching—feedback, solutions, and new ideas are encouraged. The principal serves as an instructional leader, empowering teachers to be creative and take risks to propel student achievement. Through the idea of redefined professionalism, staff build a culture of powerful teaching and learning that supports student achievement and ensures a cohesive approach to fulfilling the school’s mission and vision. The principal endeavors to build the leadership capacity of each staff member by crafting purposeful opportunities for professional growth. One example is the strategic use of cadres to drive change within the school.

To distribute leadership opportunities, six cadres were formed based on the school’s design principles: Ready for College, Powerful Teaching and Learning, Personalization, Redefine Professionalism, Purposeful Design, and Leadership. Each staff member serves on at least one cadre. Cadres meet regularly and are the driving force behind systemic change within the school to improve student achievement. Drawing on the expertise of each member, cadres identify specific goals and develop new solutions to increase student achievement. For instance, the Ready for College cadre, observed a persistent need to support students in applying and paying for college. In response, the cadre developed college application clinics and financial aid sessions, held on multiple evenings to provide direct support for all students and families.

In addition to cadres, each teacher is part of a grade level team and has a specific role, including team facilitator, auxiliary director, correspondence coordinator, data director, and finance manager. Each team member shares ownership in administrative tasks and creates structures that promote student success. These teams meet weekly, focusing on student support and academic integration. Ad-hoc committees, such as the School Improvement Team and Student Success Team (SST), work to address specific needs within the school. Through the use of cadres, grade level roles, and ad-hoc committees, CECHS leadership structures support a culture of high expectations and shared accountability for staff and students.

The principal and each teacher is an ambassador for CECHS in the district, state, and partnering organizations, ensuring that all decisions benefit students. Additionally, the principal and each teacher demonstrates leadership in our educational network by sharing best practices, serving on advisory councils, leading professional development, and developing new programs.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Math 1 / Algebra 1

**All Students Tested/Grade:** 9

**Edition/Publication Year:** 2013

**Publisher:** North Carolina Department of Public Instruction

| School Year                                                                  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                                                                | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>                                                        |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 73        | 95        | 95        |           | 92        |
| % Level 4                                                                    | 30        | 62        | 53        |           | 49        |
| Number of students tested                                                    | 121       | 82        | 81        |           | 77        |
| Percent of total students tested                                             | 100       | 100       | 100       |           | 100       |
| Number of students tested with alternative assessment                        | 0         | 0         | 0         |           | 0         |
| % of students tested with alternative assessment                             | 0         | 0         | 0         |           | 0         |
| <b>SUBGROUP SCORES</b>                                                       |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 68        | 95        | 95        |           | 87        |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    | 53        | 28        | 32        |           | 31        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>                                        |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 85        | 95        |           |           | 95        |
| % Level 4                                                                    | 31        |           |           |           |           |
| Number of students tested                                                    | 13        | 5         |           |           | 7         |
| <b>5. African- American Students</b>                                         |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 50        |           |           |           |           |
| % Level 4                                                                    | 0         |           |           |           |           |
| Number of students tested                                                    | 8         |           |           |           |           |
| <b>6. Asian Students</b>                                                     |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>7. American Indian or</b>                                                 |           |           |           |           |           |

|                                                              |    |    |    |  |    |
|--------------------------------------------------------------|----|----|----|--|----|
| <b>Alaska Native Students</b>                                |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      |    |    |    |  |    |
| % Level 4                                                    |    |    |    |  |    |
| Number of students tested                                    |    |    |    |  |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      |    |    |    |  |    |
| % Level 4                                                    |    |    |    |  |    |
| Number of students tested                                    |    |    |    |  |    |
| <b>9. White Students</b>                                     |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      | 73 | 94 | 95 |  | 94 |
| % Level 4                                                    | 25 |    |    |  |    |
| Number of students tested                                    | 94 | 75 | 76 |  | 65 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      | 60 |    |    |  |    |
| % Level 4                                                    | 0  |    |    |  |    |
| Number of students tested                                    | 5  |    |    |  |    |
| <b>11. Other 1: Academically or Intellectually Gifted</b>    |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      | 91 | 95 | 95 |  | 95 |
| % Level 4                                                    | 54 |    |    |  |    |
| Number of students tested                                    | 35 | 22 | 29 |  | 30 |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      |    |    |    |  |    |
| % Level 4                                                    |    |    |    |  |    |
| Number of students tested                                    |    |    |    |  |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |  |    |
| % Level 3 (+) % Level 4                                      |    |    |    |  |    |
| % Level 4                                                    |    |    |    |  |    |
| Number of students tested                                    |    |    |    |  |    |

**NOTES:** NA means fewer than 5 students in the category

Algebra 1 was the EOC test used in 2008-2009, 2010-2011, 2011-2012

Math 1 was the EOC test used in 2012-13

2009-2010 - Did not have Math Course that qualified for EOC testing - transition from Algebra 1 to Math 1

2012-2013 No state re-tests as in previous years

95 reflects actual scores of >95 (state only reports >95)

Excluding 2012-13, Level 4 data by subgroups is not available

Math Scores reflect 9th and 10th grade students

Entry #13 -Our enrollment includes grades 9-13.

Entry #4 our student numbers are listed in grades 8-12 as instructed

In addition to all federally mandated targets, North Carolina reports all state-level targets, such as science test scores, the ACT, ACT WorkKeys, math course rigor, and current year EOC participation. Also, the state reports data on the additional subgroup, Academically or Intellectually Gifted (AIG) students. This transition began in the 2012-2013 school year with North Carolina's ESEA waiver.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** English I and II End of Course

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2013

**Publisher:** North Carolina Department of Public Instruction

| School Year                                                                  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                                                                | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>                                                        |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 91        | 95        | 95        | 95        | 95        |
| % Level 4                                                                    | 13        | 66        | 54        |           | 60        |
| Number of students tested                                                    | 79        | 79        | 85        | 86        | 78        |
| Percent of total students tested                                             | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 0         | 0         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                                                       |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 88        | 95        | 95        | 95        | 95        |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    | 32        | 33        | 33        | 35        | 31        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>                                        |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 95        | 95        | 95        |           | 95        |
| % Level 4                                                                    | 0         |           |           |           |           |
| Number of students tested                                                    | 6         | 6         | 5         |           | 7         |
| <b>5. African- American Students</b>                                         |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      | 60        | 95        |           |           |           |
| % Level 4                                                                    | 0         |           |           |           |           |
| Number of students tested                                                    | 5         | 5         |           |           |           |
| <b>6. Asian Students</b>                                                     |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |
| Number of students tested                                                    |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Level 3 (+) % Level 4                                                      |           |           |           |           |           |
| % Level 4                                                                    |           |           |           |           |           |

|                                                              |    |    |    |    |    |
|--------------------------------------------------------------|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      |    |    |    |    |    |
| % Level 4                                                    |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      | 92 | 95 | 95 | 95 | 95 |
| % Level 4                                                    | 15 |    |    |    |    |
| Number of students tested                                    | 66 | 66 | 78 | 80 | 66 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      |    |    |    |    |    |
| % Level 4                                                    |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Academically or Intellectually Gifted</b>    |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      | 95 | 95 | 95 | 95 | 95 |
| % Level 4                                                    | 24 |    |    |    |    |
| Number of students tested                                    | 25 | 25 | 23 | 31 | 30 |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      |    |    |    |    |    |
| % Level 4                                                    |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Level 3 (+) % Level 4                                      |    |    |    |    |    |
| % Level 4                                                    |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** NA means fewer than 5 students in the category  
English 1 was the EOC test used in 2008-2009, 2010-2011, 2011-2012  
English II was the EOC test used in 2012-13  
2012-2013 No state re-tests as in previous years  
Excluding 2012-13, Level 4 data by subgroups is not available  
95 reflects actual scores of >95 (state only reports >95  
English I scores reflect 9th grade students and English II reflects 10th grade students

Entry #13 -Our enrollment includes grades 9-13.  
Entry #4 our student numbers are listed in grades 8-12 as instructed

In addition to all federally mandated targets, North Carolina reports all state-level targets, such as science test scores, the ACT, ACT WorkKeys, math course rigor, and current year EOC participation. Also, the state reports data on the additional subgroup, Academically or Intellectually Gifted (AIG) students. This transition began in the 2012-2013 school year with North Carolina's ESEA waiver.