

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

[X] Public or [] Non-public

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

Name of Principal Dr. Thomas Humble

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

Official School Name Raleigh Charter High School

(As it should appear in the official records)

School Mailing Address 1307 Glenwood Avenue

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

City Raleigh State NC Zip Code+4 (9 digits total) 27605-3249

County Wake State School Code Number* 93000

Telephone 919-715-1155 Fax 919-715-1176

Web site/URL http://www.raleighcharterhs.org E-mail thumble@raleighcharterhs.org

| | | |
|---------------------------------------|--|---|
| Twitter Handle | Facebook Page | Google+ |
| <u>www.twitter.com/raleighcharter</u> | <u>www.facebook.com/raleighcharter</u> | <u>https://plus.google.com/110002905494638113140/</u> |

YouTube/URL _____ 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* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. NA

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. Don Stroud
(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

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

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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 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. 15 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 | 0 | 0 | 0 |
| 9 | 71 | 74 | 145 |
| 10 | 59 | 74 | 133 |
| 11 | 56 | 76 | 132 |
| 12 | 50 | 85 | 135 |
| Total Students | 236 | 309 | 545 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 18 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 13 % 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: 1%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (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 | 5 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 5 |
| (4) Total number of students in the school as of October 1 | 545 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.009 |
| (6) Amount in row (5) multiplied by 100 | 1 |

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

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.

We do not ask our families for FRL information. We estimate that we do not currently have any families who would qualify for FRL as we ask that families let us know if they need assistance paying for PSAT or AP exams. We have not had any families come to us with a request for such financial assistance, hence our estimate of 0%.

9. Students receiving special education services: 3 %
19 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>14</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>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</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:

| | Number of Staff |
|---|------------------------|
| Administrators | 2 |
| Classroom teachers | 37 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 1 |
| Paraprofessionals | 3 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

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 18:1

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

| Required Information | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 96% | 96% |
| High school graduation rate | 100% | 100% | 99% | 99% | 100% |

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

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

| Post-Secondary Status | |
|---|-----|
| Graduating class size | 127 |
| Enrolled in a 4-year college or university | 95% |
| Enrolled in a community college | 3% |
| Enrolled in career/technical training program | 1% |
| Found employment | 1% |
| Joined the military or other public service | 0% |
| 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

Our mission: “Raleigh Charter High School challenges college-bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens.”

Since our doors opened in 1999, RCHS has become a nationally recognized leader in active, social, and creative learning with rigorous college preparation, an educational program that focuses on student engagement and activity, and a curriculum that teaches the principles of citizenship. In our small, community-driven atmosphere, students enjoy individualized attention from our caring, talented faculty. Innovative programs, such as Flex Days and Community Work Days, allow students to connect with the community around them through service learning and in-depth educational experiences. We challenge and support our students.

College preparatory studies, maintaining honor and integrity, serving different communities, and maintaining a healthy balance of academics and personal growth—these and many other facets of our work contribute to our sense of citizenship education. We enrich North Carolina’s Common Core and Essential Standards (“Common Core”) so that students are well prepared for college, and our college-counseling program gives students a realistic view of colleges all over the nation.

In 2011, in light of an increasing rent schedule and decreasing local, state and federal funding, our community worked together to raise \$2.25 million to purchase a permanent home. Students, faculty and parents painted our walls, scrubbed our desks, and sealed our cement floors. Their dedication and labor and repurposing old materials saved us over \$750,000. Faculty contributed \$85,000, despite the fact that they had not had a raise in over 3 years. Our new facility does not have a cafeteria, athletics fields, a gymnasium, a media center, or an auditorium. As a result, students eat lunch together in classrooms or outside and share resources. Because of these adjustments, our small school is a very close-knit community.

Our school has served students from 11 different North Carolina counties. Currently, seven counties are represented. Each year, we receive applications from over 100 different middle schools. Still, with all of this diversity, we build a sense of community among our students and their families. We work to build a culture that embraces stretched learning and civic consciousness.

We encourage our students to be as active and engaged as possible, to work in pairs, groups, and whole classes, and to make, to do, to create. We ask that they find their own levels of excellence — in academics, athletics, clubs, and their personal lives. We encourage them to partake actively in community building by engaging in common enterprises with people who are different, accommodating and addressing conflict and change, facilitating problem solving and taking ownership of the school and its traditions. We teach students to take an active role in their learning and we provide opportunities and avenues for them to seek their own agency and accountability. Students are given tools that empower them in this regard; they are able to attend extra-help and review sessions outside of class time, request an override meeting if they believe that they are better suited for a course not recommended by their teacher, meet with teachers and college counselors during lunch and before or after school for curricular guidance, or can join Student Government to affect larger school-wide change.

Students are responsible for most school activities and annual events, including Open Mic Night, dances, student/faculty kickball games, charity basketball games, Spirit Week, Community Crosswalk (a celebration and exploration of how our students work to support and improve our local community, with an opportunity for students to showcase original research), and Cake Bake and Art Farm (a cake potluck and arts fair whose proceeds benefit local aging blues musicians). Students are welcome to create clubs if they find that a club representing a particular topic or cause does not exist, granted that they are able to find a faculty adviser and draft a proposal of the club’s purpose and mission. These avenues allow students to take leadership positions in activities that interest them outside of the classroom but within a safe school environment, encouraging habits of mind that will enable them to be stewards of both their communities and their own personal growth in college and beyond.

We have been nominated by North Carolina's Department of Public Instruction (NC DPI) because of our consistently high achievement on various state and national tests. Software analytics company SAS Institute has developed a system in which the actual value (or impact) of the school can be extracted from student performance, both expected and realized. With regard to our school, this metric, the Education Value-Added Assessment System (EVAAS), demonstrates that our students, no matter where they are when they arrive at our school, are growing in very significant ways. (We explain more about this in Part IV.) We have been named a School of Distinction (1999-2000), a School of Excellence (2000-2004) and a Honor School of Excellence (2004-2012). In 1999, the school's inaugural year, students attained the state's highest End-of-Course scores and, in 2001, RCHS was the first high school to be named a School of Excellence by NC DPI.

Our highest national rankings include 9th ("America's Best High Schools," 2005, Newsweek), 20th ("Best High Schools in the U.S.," 2008, U.S. News and Reports), 11th ("Best American High Schools for Science and Math," 2011, U.S. News and Reports), and 55th ("America's Most Challenging High Schools," 2011, 2014, Washington Post). We have been identified as one of five high schools in the nation recognized for proven and promising practices by the Model Schools Network (network of the International Center for Leadership in Education). Our students have won numerous state-level academic competitions and have competed at the national levels (Ocean Science Bowl, Science Olympiad, We the People, Quiz Bowl, Mock Trial). Our graduating class of 2013 was awarded over \$6.9 million in scholarships. Students from our 12 graduating classes have been accepted to 268 unique colleges.

Students apply for and are selected for admission by a public lottery held in mid-March. Students must be Common Core Math 1-ready (at least) to be entered into our lottery. Rising ninth-grade siblings of students and alumni who meet state requirements for sibling preference in the lottery receive priority admission. Applicants selected in the lottery fill the remaining slots of the rising ninth-grade class. Upperclassmen siblings are selected in separate lotteries and are added to a waiting list. When slots open up for upperclassmen students, upperclassmen siblings receive priority admission for those slots.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

RGHS has been among the top scoring districts in the state. With the exception of Algebra 1, where students score just above the state average, students have historically tested at the top or near the top, when compared with other charter schools and conventional public-school districts. In the 2009-2010 school year, we administered EOC exams for English I, Algebra I, Algebra II, Geometry, Biology, Civics/Economics and U.S. History. However, within the last five years, the following exams have been discontinued by the state: English 1 (discontinued beyond 2011-2012), Geometry (2010-2011), Algebra II (2011-2012), Civics and Economics (2011-2012) and U.S. History (2011-2012). We chose to adopt the Common Core Math I exam in the last school year, and that exam replaces the Algebra I EOC exam previously taken by our 9th grade students.

In the NC DPI's State Testing results, EOC assessments are evaluated according to the following scale.

Level I: Students do not have sufficient mastery of knowledge or skills and are not prepared to move to the next level in grade or content area

Level II: Students demonstrate inconsistent mastery of knowledge or skills in grade or content area

Level III: Students performing at this level demonstrate mastery of knowledge or skills and are well-prepared to advance to the next course level

Level IV: Students consistently demonstrate superior mastery of knowledge or skills

Note: Students who perform at Level III or IV are rated as being proficient and prepared to move forward in the grade, subject or content areas.

At Raleigh Charter High School, we currently administer the three state-mandated EOC exams: English II (10th grade), Common Core Math I (9th grade) and Biology (9th grade). Since 2009, 95.6% of RGHS students have demonstrated proficiency and have achieved a Level III or IV on their EOC exams. Despite the many changes to the EOC exam lineup, our students have continued to excel on the exams.

On North Carolina's EOC exams, we have maintained a fairly consistent level of excellence as the data tables show. Last year, there was a material change in the first high school math course — from Algebra 1 to Common Core Math 1. Our performance percentages dropped from over 90% in Algebra 1 over the previous four years — with 100% achieving grade level or above in 2011-2012, with the state average at 78.7% — to 79% on Common Core Math 1 in 2012-2013. Common Core Math I testing across the state began in 2013. Along with the material change from testing Algebra 1 to testing Common Core Math 1, the NC State Board of Education (OR SBE) lowered the cut scores for proficiency. Math 1 scores dropped across the state. The State Board of Education took a stringent policy about "cut scores" for proficiency in 2013, a position they have reversed for next year (2014-2015). Our 79% in CC Math 1 is higher than the state average of 36%, but we are still working on improving our percentage of proficient students. Our new math teacher in CC Math 1 has undertaken independent study in the Common Core Math sequences. Our CC Math 1 students are encouraged to attend Math Lab, which is available six times per week, or to meet with their teacher during her morning office hours.

We offer the PSAT to students in Grades 9, 10, and 11, so that students and parents can see growth in student understanding from year to year. This also allows for students to prepare to qualify as National Merit Scholars as juniors. Our performance levels always show growth over the years as students mature and as they take more complex and more challenging courses at our school.

For the last three years, the average SAT scores of RGHS students have exceeded the average state and national averages. In 2013, the average score of an RGHS student was 1914 (on a 2400 scale), compared to the state (1479) and the nation (1498). In 2012, RGHS students averaged 1858, compared with the state's average of 1469 and the nation's average of 1498. In 2011, RGHS juniors scored 1861, over the state's 1475 and the nation's 1500. Over those three years, 94-100% of RGHS students took the SAT.

For the last three years, juniors have taken the ACT each March. On the 2013 ACT, 21% of our juniors had

a composite of 33 or higher, while the state of NC had 2% of students scoring at least a 33. We had 86% of students with a score of 24 or higher while the state of NC had 14%. A student at our school who scores 30 is below the 56th percentile for our school but is above the 95th percentile in the state. A student at our school who scores 28 is 43rd percentile at our school ("below average") but would be in the top 7% of the state.

In AP exams and our students' AP scores, we have seen a great increase in both the number of exams taken and in the number of student examinees each year from 2007 to 2013. In 2007, 275 students took 639 exams. In 2013, 332 students took 841 exams. Our school's census in 2006-2007 was 518 students, and in 2012-2013, it was 537. Our success rate (exams scored at 3, 4, or 5) over those seven years has fluctuated, but it has never been below 93.8% (2010). In 2007, the success rate was 97.1%; in 2013, 96.7%.

EVAAS (as referenced in Part III) data collected demonstrate that the longer students are at our school, the greater their gains. Our EVAAS effectiveness rating of 6.28 is based on EOC scores (2 or above is an exceptional achievement). Based on predictions compiled about our students in middle school, our students are demonstrating great gains: they outperform the predicted scores, and by a good deal, too.

2. Using Assessment Results:

Since our first year, we have used results from numerous tests to analyze and to evaluate our approaches to teaching and learning.

At the state level, we have used the EVAAS assessment system, developed by SAS Institute for NC DPI, to evaluate students who have taken state-mandated End-of-Course tests and other tests. At the national level, RCHS students have excelled as takers of Advanced Placement exams, SAT and PSAT tests, and ACT tests.

At our school, we would like all of our students to show growth and show more growth than predicted. And our EVAAS data demonstrate that they do grow a great deal. So we change the question, "What is being done to close any achievement gap?" to "How are we ensuring that all students are showing greater growth and performing at higher levels?"

We offer several programs to enable students to improve their performance.

- 1.) We identify struggling students early—just after the first six-weeks' report card. Personalized Education Plans (PEPs) are drawn up by a student's advisor, in consultation with the student, parent, and teachers. That PEP is a road map with specific activities that the student must perform and complete. We give report cards every six weeks so that students and parents can have information about progress and achievement more often than the commoner once per quarter.
- 2.) Math Lab meets six times a week, before and after school. Math teachers take shifts to help students with math homework, make-up work due to absences, and math concepts.
- 3.) All ninth-grade students and a parent (admission requires both the student and the parent) are invited to "Strategies for Academic Success," an annual evening program that focuses on managing the high-school path.
- 4.) Numerous opportunities exist for tutoring in subject areas, including tutoring by teachers and by students in our Tutoring Club.
- 5.) Tenth-grade students with continuing difficulties during their ninth-grade year are invited to take a yearlong course called "Study Preparation," a course that addresses strategies for the many courses students are taking. This course is open only to tenth-graders.

Parents are informed of student achievement and success via the weekly emailed newsletter (archived on our school website). There, we regularly share state-normed and nationally-normed test results. We include state and national test data alongside our own results to provide context for our student's performance. We also share this information at parent-only grade-specific morning and evening events. For exceptional achievements, press releases are shared with the local media.

3. Sharing Lessons Learned:

Throughout our school's history, we have shared our programs and information about our programs with other schools. As one of a few "dedicated" charter high schools (schools that have only grades 9-12) in North Carolina, we have been visited by schools who wished to develop a dedicated high school (Gray Stone Charter High School, Misenheimer NC; Roxboro (NC) Community High School; Uwharrie Charter Academy, Asheboro NC). For six of our first ten years, we have shared our successes at annual NC charter-school conferences, sponsored by the State Department of Public Instruction. Nationally, we have presented sessions at the National English Teachers Conference (NCTE, Milwaukee, 2000 and Indianapolis, 2004), at the National Council for the Social Studies (NCSS, 2003), at the National Alliance for Charter Schools (NASC, 2007), and at the Model Schools Network. We have also presented at state conferences—NC English Teachers' Association (four times), NC Council for the Social Studies Conference (NCCSS, twice), Foreign Language Teachers of NC (FLANC, seven presentations), NC NC WISE Symposium (2011, 2012: student information system annual conference), and the Closing the Gap Conference, co-sponsored by NC DPI and the Model Schools Network (2009).

Some of the topics we have shared with peers are "Students As Curators: Creating a Museum of Ancient Artifacts" at the NCCSS and the NCSS; "Teaching About the Supreme Court" at the NCCSS; "The Charter High School" at several NC Charter School Conferences; "Flex Programs for Conventional Schedules" and "Using Authentic Materials in the German Classroom" at FLANC; "New Resources at SAS inSchool" and "The Text Is What It Does: Freedom and Constraint in Interpretation" at NCETA; and "Charter Schools in Newsweek's Top 100" at NASC.

Our teachers have worked closely with Teach for America (TFA) programs in North and South Carolina. TFA teachers have visited our school to learn about active lessons.

From 2005 until 2010, RCHS was one of ten NC schools selected to be a part of a Model Schools Network (one of 75 nationally), operated by the International Center of Leadership in Education and sponsored by the Bill and Melinda Gates Foundation and the Council of Chief State School Officers. At three annual national conferences of the Model Schools Network, our school presented its program to audiences (2009-2011). At the conclusion of the five-year study, our school was one of five nationally recognized for supporting and sustaining rigor and relevance for all students.

4. Engaging Families and Community:

The Raleigh Charter staff intentionally communicates our school's vision and values to new parents. As a first step, administrators and parents conduct a summer Open House for parents of new students, where small group conversations with other parents and school staff are held, as well as a student panel, where students discuss their experiences. Additional sessions are held in the fall to orient new parents to the school's vision, policies, and procedures. We are currently in the process of introducing grade-specific parent-only meetings, where administrators share information relevant to families at different points in their student's high school career. For example, in the fall, we invite the parents of ninth graders to discuss with them the school's approach to building independence, integrity, perseverance, and the ability to develop positive relationships with peers and adults. This year, we introduced a tenth grade parent event in which administrators, faculty and students perform skits to demonstrate the importance of balance in a student's life. Parents repeatedly express their appreciation for these activities, and the whole school community benefits from these added opportunities to improve parent understanding of our school culture.

Since its inception, RCHS has worked to include families. The school was founded by parents in 1998 and they populated the school's Board of Directors in the months prior to our opening in August 1999.

We are located minutes from our State's capitol: we incorporate Raleigh's downtown resources into our innovative programs. Our faculty have designed these unique days:

Flex(-ible Scheduling) Days: Over two consecutive Fridays twice a year, students attend four curricular field

trips. Activities include those listed below, as well as developing and implementing a fractions lesson to elementary students, or meeting with a local hero of the North Carolina Civil Rights Movement.

9th Grade Sample Flex Day schedule

Poetry Out Loud (Poetry analysis and recitation)

Museum Behind the Scenes (Studying museum exhibits from differing perspectives of the curator, anthropologist, and historian at the North Carolina Museum of Art)

Ecostation Exploration (Environmental research)

Places of Worship (World religions; meeting practitioners in the community)

12th Grade Sample Flex Day schedule

Career Exploration ("Speed dating" career conversations with members of the community from a range of backgrounds)

Personal Finance and More (Healthy cooking, financial management, changing a tire, and other "real world" challenges)

Introduction to Southern History (Literary analysis, historiography, food, and film)

Art All Day (Art analysis, the role of art in the community, and exploring artistic talents at the North Carolina Museum of Art)

Ex(-tended Period) Days: The Extended Period Day extends periods to 95 minutes over two days, six times per year. Ex Days enable teachers to schedule laboratories, simulations, examination practice, extended discussions, and other lessons for student creativity and activity.

Community Work Days: Twice a year, students meet in one of 31 assigned groups to explore their service interests during the school day. Students also meet for one pre-Community Work Day planning session per Community Work Day. A week after each Community Work Day, students are given time to reflect on their efforts and contributions.

Students are placed in groups according to student interest, and groups work together through a series of planning meetings and reflection sessions to realize a shared goal over the course of the school year. Students directly influence their communities while building project management experience. Programs include reimagining and rebuilding a nearby playground to meet developmental needs, hosting a quiz bowl for elementary school students, developing advocacy campaigns to raise health and domestic abuse awareness among fellow RCHS students, helping young students improve their reading skills at a nearby elementary school, and collaborating with a nearby poverty-relief organization to stock, set up, and run a soup kitchen for some of Raleigh's homeless.

Interdisciplinary Flex (ID) Day: Each January, students learn about paradigm shifts or, more broadly, the nature of change in history and in the future. Topics students cover include the Axial Age, the Middle Ages, the Renaissance, the Enlightenment, scientific revolutions of the nineteenth and twentieth centuries, and looking forward to the future.

Our programs, specifically our Flex and Community Work Days, provide opportunities for our students to benefit from our community's varied resources while, in many cases, also giving back to it. Both of these special days require a highly organized system of parent drivers in order for students to attend programs in various parts of our region. Parent volunteers who drive students to their programs get to experience first-hand the authentic learning and community engagement of our students, further deepening their understanding of our curriculum and mission.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

RCHS stresses citizenship education with a rigorous college-preparatory curriculum.

Research shows that the more students are engaged, the more they retain. Through our active, social and creative constructivist lessons, students of varying abilities can be better reached. Our school creates the right fit for our students: they are empowered to find productive, stretched, joyous paths for themselves in academics, athletics, civic contributions, and clubs.

Our curriculum has two defining characteristics: on the one hand, we have a rigorous college-preparatory course of study that is grounded in and enriches North Carolina's Future Ready Curriculum; on the other hand, we design a broad and deep foundation of citizenship education, a focus that permeates everything we do—from curriculum to extracurricular activities to unique and innovative programs that place our students in meaningful contact with the community.

Our citizenship curricula is centered on students as makers and contributors rather than users and consumers. In Civics and Economics classes, students design projects to address some problem or need in their community, and in other classes, teachers approach student learning from the perspective of skepticism and creating. In math classes, teachers teach mathematical notation and encourage students to analyze how that notation might be improved and what avenues they can take to improve it. This dual emphasis raises students' awareness of their own impact on the world.

Our decisions about instruction are student-centered. We offer several different levels of classes to meet the educational needs and goals of our students. In addition to AP, Honors and Standard courses, we also offer Honors Enriched courses in English, History and Science. The Honors curriculum is divided into Enriched Honors and Honors. Students in Enriched courses bring a background that does not require as structured a model of learning as students in Honors classes. A tenth-grade class in Civics and Economics meets state requirements and prepares students for the AP examination in US Government and Politics. Some Advanced Algebra II students move to AP Calculus AB by taking a shorter PreCalculus course. Our Advanced Calculus course is for students who wish to continue with calculus in a non-AP setting. We are one of a few public schools in the state to offer Calculus III.

We offer a few courses at the Standard level. Because our charter defined us a college-preparatory high school, most of our courses are offered at the Honors, Enriched Honors, and Advanced Placement (AP) levels. For required courses, students in grades 9 and 10 may choose between Honors and Enriched Honors courses in English 1 and 2, Biology, Chemistry, and World History. Also for required courses, older students may choose between Honors Environmental Science and AP Environmental Science, Honors US History and AP US History, Honors Civics and Economics and College-Level Civics and Economics (the latter holds an option for student to sit for the exam in AP US Government and Politics, Honors English 3 or AP English Language and Composition, Honors English 4 and AP English Literature and Composition

Mathematics. Students at Raleigh Charter High School will elect different entry points based on what math course they were taking before their arrival here. Students may begin with Common Core 1 or any number of courses. For students who are prepared, we do offer AP Calculus AB, AP Calculus BC, AP Statistics, and Calculus 3 (for which AP Calculus BC is required). Four courses in mathematics are required for graduation.

Science. In addition to all the AP science courses available (Biology, Chemistry, Physics B, Physics C: Electricity and Magnetism, Physics C: Mechanics, and Environmental Science), we offer electives in Oceanography and Science Research. Students are required to take Biology, Chemistry, and Environmental Science to graduate from our school.

History. In addition to many AP courses (US History, US Government and Politics, European History, and

Psychology), students in recent years have taken American Studies, Studies in Latin America, and Studies in Africa. Students are required to take World History, Civics and Economics, and US History to graduate. Each year, about 25 ninth graders elect to enrich their study in order to sit for the AP Examination in World History.

English. We offer the two AP English courses, English Language and Composition and English Literature and Composition. Four years of English are required for graduation.

World Languages. We offer Spanish, German, French, and Chinese, and all of these languages are offered up to Advanced Placement. We require two consecutive years of study in the same world language.

Fine Arts. We offer courses in Art, including AP Studio Art, Chorus, Strings, and Band.

The graduation requirements for Raleigh Charter High School are as follows. Students must earn 22 units in order to graduate.

Mathematics: 4 units (at minimum, Algebra 1, Geometry, Algebra 2, and one higher math course)

OR (at minimum, CC Math 1, CC Math 2, CC Math 3, and one higher math course)

Science: 3 units (*Biology, Chemistry, and Environmental Science or Earth Science)

History: 3 units (World History, Civics and Economics, and U.S. History) (rising 12th grade)

OR 4 units (World History, Civics and Economics, U.S. History and U.S. History 2)

OR (World History, C&E, APUSH, and History elective)(rising 9th, 10th, 11th grades)

English: 4 units (English I, II, III, IV)

Foreign Language: 2 units (including one course beyond the first year)

Healthful Living: 1 unit

Electives: 5 units (rising 12th grade)

OR 4 units (rising 9th, 10th, 11th grades)

Total 22 Units

Students have 20-30 minutes of homework per course per night, with AP courses (we offer 20) requiring up to 45 minutes per night per course. Teachers do not assign busy work. Students are encouraged to maintain a healthy balance when they register for courses as we want our students to have fun and to be excited in school. We encourage our students to find joy and laughter in their studies, finding “haha” moments in addition to “aha” moments.

Given our scores on college-readiness exams such as the ACT, students graduate with an exceptional foundation upon which to build their college studies. When our entire junior class took the ACT last year, 85% scored 24 or higher. A student at our school who scores 28 is 43rd percentile at our school ("below average") but would be in the top 7% of the state. Our focus on critical thinking lends itself to high achievements in testing and is evidenced by our alumni's success in college, career and beyond. We have heard from many alumni that, given the expectation of quality at RCHS, their acclimation to college-level work was minimal, especially when compared to their college peers.

2. Reading/English:

Our English scope and sequence is grounded in and enriches North Carolina's Common Core Standards. The pacing and sequence of our four-year curriculum enable our students to grow at a reasonable and age-appropriate pace, wherever their starting point may be. Teachers encourage systematic vocabulary development in context, spend time on grammar and mechanics (particularly paragraph and sentence development and subordination), teach inferential reading, and teach the craft and substance of composition.

In class, students spend time studying paragraphs for structure and coherence, with attention to transitions and other structural signals. Students take ownership for their learning by designing comprehension questions as part of the reading assignment. Students write elastic (iterative) summaries, each progressively shorter than the other, enabling students to find the essence of the reading. Students are challenged to

collaborate in their compositions so that they help each other with higher-order thinking skills such as inference, judgment (analysis and evaluation), rhetorical analysis, structural analysis, and analysis of literary forms.

The English Department coordinates its approach to working with students who have less experience in the language arts and those who may be gifted in the subjects. Students with questions are encouraged to visit the teacher, and teachers coax students to articulate where and why their understanding breaks down. Each year, senior (non-AP) English students engage in an in-depth study of Hamlet: they read secondary sources, write several short essays, and perform scenes from Hamlet in a professional theatre.

Ninth graders who struggle are offered a tenth-grade course called “Study Preparation,” where they work on developing vocabulary, study test-taking strategies, and create study guides to learn more deeply about their reading.

To challenge students who read and write above grade level or very well above grade level, our AP English program challenges students to be fine readers and essay composers. Both AP English Language and AP English Literature challenge students to be reading, thinking, and writing at a sophisticated level. Over the last five years, 98% of our AP English students have scores of 3 or higher, on each English exam.

Alumni regularly mention how well prepared they are when it comes to writing and to writing extended essays (greater than five pages), compared with their collegiate peers. Our students grow as writers by working on the craft of composition and using reflection to create insight in order to assume ownership of their thinking.

3. Mathematics:

Our Mathematics curriculum follows the scope and sequence of the Common Core for our first three years. Like other classes, Math classes employ active, social, and creative learning where the responsibility for and ownership of learning rest with the student as much as possible. Math teachers prove what they teach and teach students to prove their work. They also work to encourage questions, intuitive and critical thinking, and even skepticism.

We offer Honors, Honors Enriched and AP courses up to Calculus 3, as well as AP Statistics, Introduction to Computer Science, Systems Theory, Programming for Scientists and Engineers. If students are interested in courses beyond that, they may further their study at a nearby university for credit.

On the 2012-2013 Common Core Math 1 EOC exam, 78.6% of students scored as proficient, compared to 36.3% of North Carolina’s students. In 2012, prior to the shift to Common Core-related exams, more than 95% of RCHS students achieved proficiency on the Algebra 1 EOC, as compared to 78.7% of the state’s students who were proficient.

Our courses help students reach their most appropriate level of math in a careful, cared-for manner. In line with the testing philosophy of the Mathematics Department, teachers design tests that continuously build on lessons from previous units. Teachers monitor the thinking processes of individual students to ensure that students are thorough and discerning in their answer-finding.

For a small group of CC Math 3 students, we offer a half-year course in PreCalculus that accelerates students from PreCalculus to AP Calculus AB. To encourage the exploration of ideas beyond the basic curriculum through practice and competition at the local, state, and national levels, faculty advise the Math Contest Club and share information about extracurricular math competitions with students. Ex Days provide opportunities to delve into special topics, such as the meaning of infinity, the complex plane, and the meaning behind matrix mechanics.

Students with less experience in math take a sequence of standard-level, challenging courses. Math Lab, offered six times a week before and after school, provides opportunities for remediation and extra help

through collaborative teacher-student and student-student problem solving. Teachers hold weekly, scheduled office hours and will work directly with students by discussing progress with parents and arranging for students to work with peers in class or with student tutors.

The Mathematics Department's goals fit our constructivist philosophy: students are encouraged to stretch their thinking through inquiry and discovery and thinking abstractly, critically, and skeptically.

4. Additional Curriculum Area:

Science teachers engender in our students an appreciation for the scientific method and research protocols, an integration of mathematics into science courses, and a desire to pursue their personal goals with extracurricular study and competitions: e.g., Ocean Science Bowl, where we have competed nationally four times, and Science Olympiad, where we have competed at the National Olympiad in ten of the last twelve years, by finishing first or second in the state-level Science Olympiad.

Science goals for students are achievable because our school's natural teaching process is constructivism; students take responsibility for fashioning their acquisition of new knowledge and skills by active, social, and creative learning and through inquiry and discovery. Science students learn to "know" (the root meaning of science) why things are the way they are, sometimes in humorous, playful ways. Laboratories give students a chance to practice what they are learning.

We offer our students all five AP sciences (Biology, Chemistry, Environmental Science, Physics B and C): in 2013, 92% of our AP science examinees scored 3 or above.

Reading skills are important in the sciences, and we teach reading within their content areas. Students read current events and make connections to their own world of study. Students are often asked to read complex texts—research texts that may be beyond their comfort zones—to see what they can derive therefrom. Stretching in a safe environment is one of our educational principles. Our mission is rooted in educating a "knowledgeable, thoughtful, and contributing" citizenry, and we believe that a society based on scientific thinking is one that makes better decisions. We teach our students to analyze readings that overlap among many scientific and other disciplines—e.g., mathematics, statistics, geography, history, economics, and rhetoric are all addressed in AP Environmental Science. The ability to read—to comprehend, to think, to process, and to apply—is essential to a well-informed society, especially in the sciences.

The History Department develops students of history and historiography. Students learn tons of facts—dates, biographies, events, and movements—but they also learn how to think about these facts, how to place these facts within historical contexts, in comparison with other culture's histories, and in relation to our current world. Classes are conducted so that students are active, social, and creative learners; students participate in games, exercises, and simulations. Writing is a focus in each course.

For one night each year for the past 15 years, ninth-grade World History students have transformed our school into an Artifact Museum. Prior to the event, students prepare artifacts, exhibits, didactic labels, and a research paper after they research and visit the North Carolina Museum of Art, where they learn about curation and exhibits. As experts in their ancient region, students become docents as they field questions from families about their artifact and civilization; they demonstrate their critical thinking and knowledge in this authentic setting.

All students in Civics and Economics participate in a simulated Congressional hearing in front of outside judges to demonstrate their knowledge of the history and principles of the U.S. Constitution and its application to the world today.

In History classes, students acquire a depth of knowledge and essential skills to develop into "knowledgeable, thoughtful, contributing citizens." Regular assignments begin with rigorous reading and writing and conclude with a classroom discussion where ideas are analyzed, evaluated, and synthesized. Every junior in U.S. History writes a substantial, thesis-driven, primary source-based research paper

(approximately 10 pages). Students actively work in teams, create and disseminate their own arguments, and simulate democratic activities to test the depth of their knowledge.

Our college-preparatory students are required to complete at least two years of a world language. We offer Spanish, French, German, and Chinese, including an AP course in each.

Teachers conduct classes in the language as much as possible, returning to English periodically in the first or second year to ensure that all students have understanding. This practice keeps students engaged in the listening and speaking components of language study. With homework and class work, teachers also provide students with practice in reading and writing in the target language.

Once per week, students attend our Language Lab (LLab), a computer lab with language software. Teachers design lessons for the LLab so that students can get many more repetitions than in a regular classroom. Teachers can assign headphoned students to speak with each other and, by design, teachers can assign students of similar ability levels to speak with each other. This collaborative effort allows students to appropriately assist their peers in their language studies.

The teacher can communicate with any student, or monitor conversations to check on accuracy of correct case, pronunciation, or diction. Students also are able to listen to selections in the language provided by the teacher. The study of world languages is a requirement and a necessity for college-bound students. This study allows students to practice their language skills in a safe environment while preparing them to be citizens of a complex world.

5. Instructional Methods:

Active, social, creative learning is the core of instruction at Raleigh Charter High School. There are classes and segments of classes when the teacher will necessarily be the center of the instruction, working at the whiteboard or at the computer to demonstrate a lesson or to solve a problem. We encourage, however, the energy of learning to be owned and managed and manipulated by the student as much as possible. This approach takes the “cap” off learning. Given the prompt of the lesson, the student—individually or in a small group—may take the lesson as far as she can. After passing through our hallways and into our classrooms, visitors to our school have commented that they could not easily discern the teacher from the students because of the high level of active and participatory learning taking place in the classrooms.

We offer several different levels of classes to meet the educational needs and goals of our students. But, regardless of the level of the course, the teacher designs lessons where students are responsible for their own learning, as much as possible.

Although we segment ability levels, there is still a range of talents and experiences in a class. Putting the responsibility on the student allows for each student—regardless of background—to learn more and to be more productive. This is a common practice in science laboratories. But math teachers also create math laboratories. History teachers create simulations and hands-on activities. Our World Languages Laboratories allows students to interact with each other and with the world. One Raleigh Charter High School English teacher, who is especially adept with the use of technology in writing, creates online communities so that his student writers can comment on each other’s essays online or add interpretative analyses to texts online.

6. Professional Development:

We intentionally and continuously expose our school community, including teachers, students, and parents, to our mission and vision. We deliberately communicate the school’s vision to new teachers, and this education begins during a candidate’s first interview and extends through the school’s orientation process. Our administrative team revisits the shared vision of citizenship and learning each year for all teachers during the first work day each August. We have also devoted several additional staff meetings to that enterprise. And, when our school moved from a campus where we spent our first twelve years to our current home, we used staff development to address the changes that a new site would have on student psychology

and teacher preparation.

Researchers from the Successful Practices Network (2011) extolled the value of the school's professional learning community as central to the success of the institution. "The ... quality of each individual teacher and... their collegial interactions drives the mission, the pedagogy, and the approach that accepts adolescents as adolescents. In this environment, the bar is high, and teachers feel comfortable challenging one another and being challenged by others to do their best work. This ... far exceeded the professional cultures we have seen elsewhere" (Focused on Student Success: A Five-Year Research Study of Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students, p. 55).

Teachers avail themselves of a great many resources outside our school walls, particularly since they are highly trained and Highly Qualified specialists. Specific staff development also takes place within departments. Often, teachers design development activities of independent study in keeping with our school's plan of staff development, approved by NC DPI.

The school encourages teachers to conduct meaningful staff development activities in keeping with annual goals. In the summer of 2013, we studied the possibility of a 1:1 computer-to-student structure. Our faculty read *The Shallows: What the Internet Is Doing to our Brains* by Nicholas Carr (2011). The reading of this important work about the power and limits of technology in education was meant to stretch our faculty's thinking about technology in education. We held large- and small-group discussions about the advantages and disadvantages of using Chromebooks, for instance, in instruction. Also during that summer, teachers checked out Chromebooks to play with them and to see how they could be used in different academic areas. This kind of staff development drew its energies from the individual teacher reading about technology in education and experimenting with technology in education and was eventually treated synergistically in our large- and small-group discussions.

7. School Leadership

RCHS maintains as flat an administrative model as possible. To be sure, top-down decisions have to be made by the principal and other administrators. The principal consults with four other administrators (two academic deans [equivalent to vice-principals], the general manager, and the technology director). This leadership group meets twice a week.

A leadership team of academic department heads and umbrella committee chairs meets once a month. The faculty also meets once a month. Departments and umbrella committees also meet monthly.

Departments meet to communicate with each other and to make connections between and among sub-departments (e.g., in the sciences, the world languages, or the fine arts department).

Three years ago, the school revamped its committee structure to create five umbrella committees: Technology and Learning Committee (TALC, good for what itches); Faculty Growth (addresses staff development and staff benefits); Student Support (works with students who may be struggling by proposing helpful programs); Student Enrichment (addresses areas where students can be stretched, including many innovative programs such as Flex Days and Community Work Days); and Community Outreach (analyzes and proposes the way our school interacts with communities, including political structures like the City and the County and the State, civic organizations, and other educational entities such as other schools, including charter schools, and organizations). Each staff member is a member of an umbrella committee and thus has a voice in one of our school's five main areas of interest.

Teachers are involved in the hiring of their colleagues in substantial ways. When we have a teaching vacancy, the affected department takes the lead in the candidate search, although we do post information on our website and send related information to local teacher education programs. The department chair meets with the department to review applications and to select candidates for interviewing; the principal is also consulted on the selection of candidates to interview. The candidate teaches a lesson to students (observed by three department members) and a lesson to faculty (department members are required to attend and other

faculty are invited). The candidate has an interview with a small administrative team and one with the department. When all the candidates have visited, the department recommends its choice to the chair who then consults with the principal. The chair and the principal reach a consensus, and the principal offers the position to the selected candidate. This best practice for hiring involves many stakeholders in leadership roles and has been recognized by NC DPI for its innovation and effectiveness.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: EOC Algebra I/CC Math I

All Students Tested/Grade: 9

Edition/Publication Year: 2012

Publisher: State Of NC Department of Public Instruction

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Level III and Level IV % | 79 | 100 | 93 | 98 | 90 |
| Level IV % | 11 | 53 | 31 | 67 | 44 |
| Number of students tested | 28 | 36 | 39 | 39 | 41 |
| Percent of total students tested | 5 | 7 | 7 | 7 | 8 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 7. American Indian or | | | | | |

| | | | | | |
|--|----|-----|----|-----|----|
| Alaska Native Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Level III and Level IV % | 83 | 100 | 92 | 100 | 87 |
| Level IV % | 16 | 59 | 32 | 70 | 48 |
| Number of students tested | 19 | 27 | 27 | 30 | 31 |
| 10. Two or More Races identified Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |

NOTES: Only student groups with test scores shown qualify as a subgroup.

The Publication years are 2008-2012.

Common Core Math I testing began in 2013. Along with the material change from testing Algebra 1 to testing Common Core Math 1, the NC State Board of Education (OR SBE) lowered the cut scores for proficiency. Math 1 scores dropped across the state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: EOC English 2

All Students Tested/Grade: 10

Edition/Publication Year: 2012

Publisher: State of NC Department of Public Instruction

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| Level III and Level IV % | 94 | | | | |
| Level IV % | 30 | | | | |
| Number of students tested | 133 | | | | |
| Percent of total students tested | 25 | | | | |
| Number of students tested with alternative assessment | 0 | | | | |
| % of students tested with alternative assessment | 0 | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Level III and Level IV % | 97 | | | | |
| Level IV % | 41 | | | | |
| Number of students tested | 24 | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |

| | | | | | |
|--|----|--|--|--|--|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Level III and Level IV % | 93 | | | | |
| Level IV % | 29 | | | | |
| Number of students tested | 90 | | | | |
| 10. Two or More Races identified Students | | | | | |
| Level III and Level IV % | 97 | | | | |
| Level IV % | 41 | | | | |
| Number of students tested | 5 | | | | |
| 11. Other 1: Other 1 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |

NOTES: 2012/2013 was the first year of this EOC.
Only student groups with test scores shown qualify as a subgroup.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: EOC English I

All Students Tested/Grade: 9

Edition/Publication Year: 2011

Publisher: State of NC Department of Public Instruction

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Level III and Level IV % | | 100 | 100 | 100 | 99 |
| Level IV % | | 84 | 87 | 87 | 86 |
| Number of students tested | | 137 | 144 | 135 | 127 |
| Percent of total students tested | | 25 | 26 | 25 | 24 |
| Number of students tested with alternative assessment | | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Level III and Level IV % | | 100 | 100 | 100 | |
| Level IV % | | 85 | 91 | 94 | |
| Number of students tested | | 27 | 23 | 18 | |
| 7. American Indian or Alaska Native Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |

| | | | | | |
|--|--|-----|-----|-----|-----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Level III and Level IV % | | 100 | 100 | 100 | 100 |
| Level IV % | | 87 | 89 | 89 | 87 |
| Number of students tested | | 91 | 98 | 107 | 92 |
| 10. Two or More Races identified Students | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Level III and Level IV % | | | | | |
| Level IV % | | | | | |
| Number of students tested | | | | | |

NOTES: Only student groups with test scores shown qualify as a subgroup.
The Publication years are 2008-2011.
The EOC for English 1 was discontinued after the 2011/2012 school year.