Clover Garden

Grade Span: 0K-12 **Charter:** Yes
2454 Altamahaw Union Ridge Roa, Burlington, NC 27217

Welcome Letter

Compare to Other Schools

The data for Alamance-Burlington Schools has been added to the comparison charts below because Clover Garden is located in that county.

2022-23 Overall Performance

View Performance by
School or District View Performance by
Subgroup

×

Overall Performance

Academic Growth

School Academic Growth represents the academic progress of a student compared to the average progress of students across the state in a given grade and/or subject. When the state has compelling evidence that the students in a school are progressing far above the average, the school is exceeding expected growth. When there is evidence that the students in a school are progressing consistent with the average, the school is meeting expected growth.

Growth is displayed in the School Report Card for subgroups when growth is part of the subgroup letter grade. To see additional growth details or growth of subgroups not part of the subgroup letter grade, including Academically/Intellectually Gifted and Homeless subgroups, use this link.

- https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports

How the School Performance Grade is Determined

- 80 percent of the grade is based on the school achievement score, which is determined by points earned on accountability measures for that school.
- 20 percent of the grade is based on academic growth. School academic growth represents the academic progress of a student compared to the average progress of students across the state in a given grade and/or subject. When the state has compelling evidence that the students in a school are progressing far above the average, the school is exceeding expected growth. When there is evidence that the students in a school are progressing consistent with the average, the school is meeting expected growth.

School Performance Grading Scale

Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

Please Note: The accountability measures used to calculate the achievement score and growth score changed slightly in 2017–18 to comply with the Every Student Succeeds Act requirements. Comparisons of School Performance Grades in 2017–18 to earlier school years' results should be reviewed within that context.
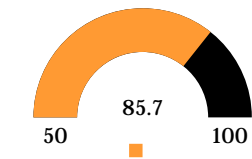
For additional information about accountability indicators used in the calculation of the School Performance Grades see: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports.

B

2022-23
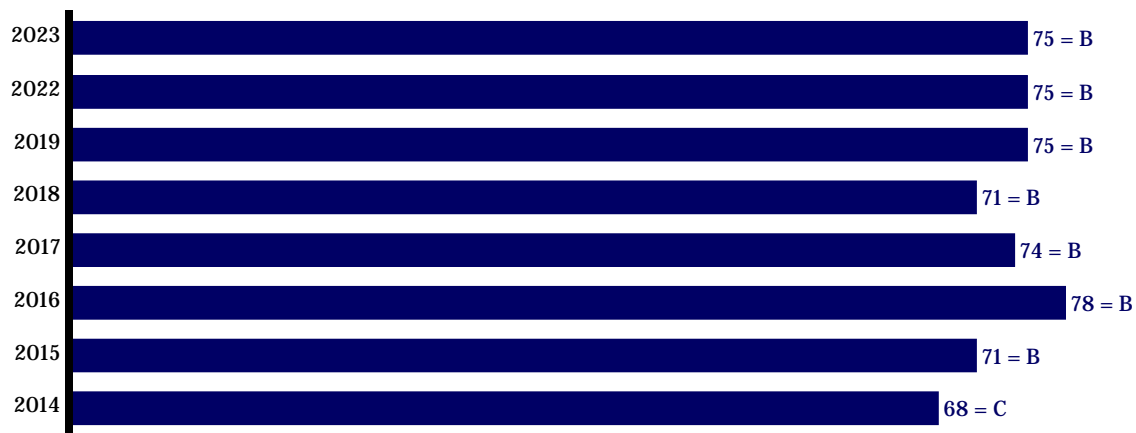GRADE

75

PERFORMANCE GRADE SCORE

85.7

50   100

Academic Growth

⭐ Growth Exceeded

Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History

Year	Score
2023	75 = B
2022	75 = B
2019	75 = B
2018	71 = B
2017	74 = B
2016	78 = B
2015	71 = B
2014	68 = C

Academic Growth History

Year	Score
2023	85.7 = Exceeded
2022	89.2 = Exceeded
2019	84.4 = Met
2018	79.5 = Met
2017	81.1 = Met
2016	90.9 = Exceeded
2015	83.5 = Met
2014	74.3 = Met

B

2022-23
EOG READING GRADE

70

EOG READING GRADE SCORE

2022-23
MATH GROWTH STATUS

✓ Growth Met

2022-23
READING GROWTH STATUS

✓ Growth Met

Note - To protect student privacy, some data values for small groups will be suppressed as "> 95%" or "< 5%" in the charts or tables below. For counts less than 10, no data will be displayed.


2022-23 Student Characteristics & Participation

This section describes some key measures about the students at this school.

Percentage Economically Disadvantaged

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Economically Disadvantaged

This measure shows the percentage of students in this school who are economically disadvantaged. Students from economically disadvantaged families face additional challenges.

51.6%

23.6%

0   100

■ Clover Garden ■ State of North Carolina
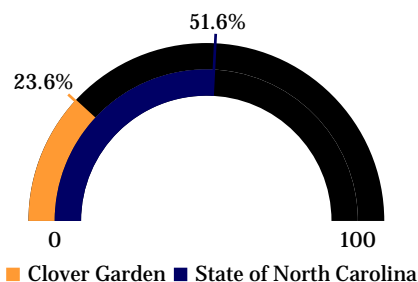
2022-23 Career and College Ready

This section describes data around College and Career Ready in Clover Garden. For more information about College and Career Ready please see: http://www.ncpublicschools.org/cte/.

- Career Ready
- College Ready

High School Diploma Endorsements
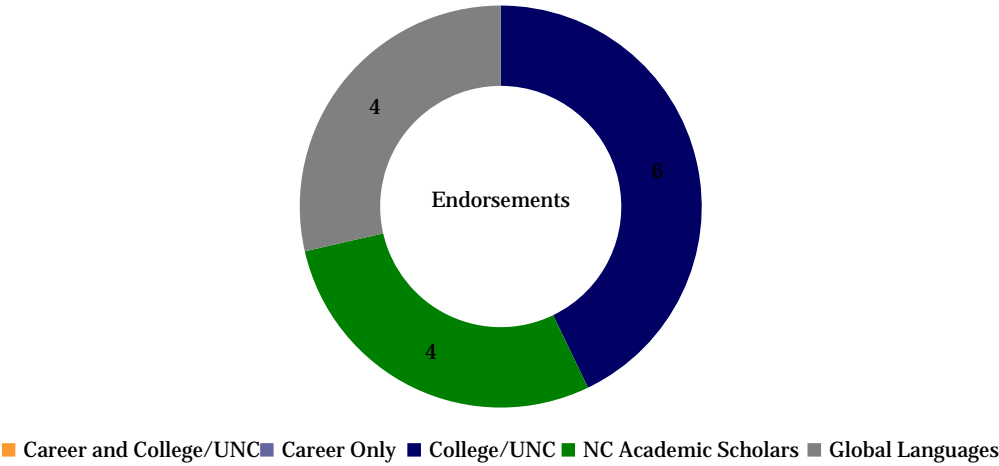
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High School Diploma Endorsements

If a student obtains a High School Diploma Endorsement, they have completed a particular program of focus-study. These consist of courses that are specific to the program area. For example, if a student is studying Business Management, they will complete a sequence of courses in a program of study for the career field they are interested in.

Below is information on the High School Diploma Endorsements awarded at this school to recent graduates.

- **Career Endorsement** indicates completion of a rigorous course of study that includes a Career Technical Education concentration, which is a specialized area of study that prepares students for careers after high school.
- **Career and College/UNC Endorsement** indicates a graduates' readiness for entry into community colleges, or into a four-year university in the University of North Carolina system in addition to the completion of a rigorous course of study that includes a Career Technical Education concentration.
- **College/UNC Endorsement** indicates readiness for entry into a four-year university in the University of North Carolina system.
- **NC Academic Scholars Endorsement** indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** indicates proficiency in one or more languages in addition to English.

For more information please visit: https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-

endorsements

■ Career and College/UNC ■ Career Only ■ College/UNC ■ NC Academic Scholars ■ Global Languages

ChartTable

2022-23 Student Performance

Student Performance
by School/DistrictStudent Performance
by Subgroup

×

Alternate Assessment Participation

Students with significant cognitive disabilities are instructed on the NC Extended Content Standards and participate in the alternate assessment. This table reflects the number and percent of students assessed on NCEXTEND1 alternate assessment in this school.

The Every Student Succeeds Act (ESSA) requires states to ensure that the total number of students with disabilities tested in English Language Arts/Reading, Mathematics, and Science using an alternate assessment does not exceed 1.0 percent of the total number of all students assessed in each subject at the state level.

For information on the NC Extended Content Standards, see https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards

This section describes student performance in various test subject areas. Student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career-and-college readiness.

×

Measuring Proficiency

This section describes student performance in various test subject areas. Student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness.

1. NOT PROFICIENT: Inconsistent understanding of grade-level content standards
2. LEVEL 3: Sufficient understanding of grade-level content standards
3. LEVEL 4: Thorough understanding of grade-level content standards
4. LEVEL 5: Comprehensive understanding of grade-level content standards

What does the achievement level number mean? Students scoring at Not Proficient will likely need additional help in the next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course and are also on a path to be prepared for a career or college by the time they graduate.
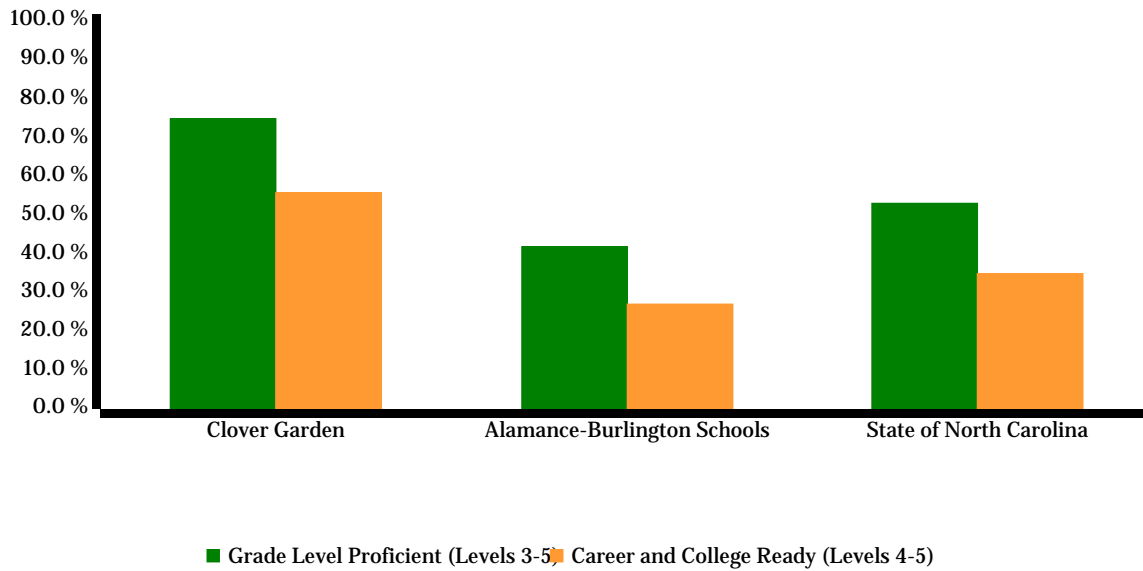
Proficiency in Subject Areas
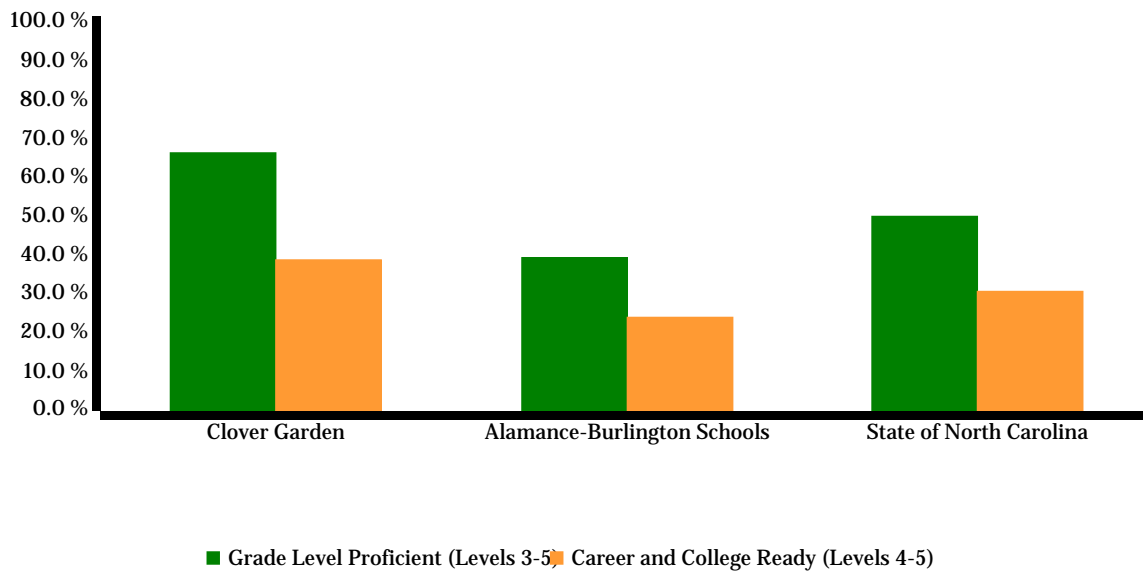
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English I Performance
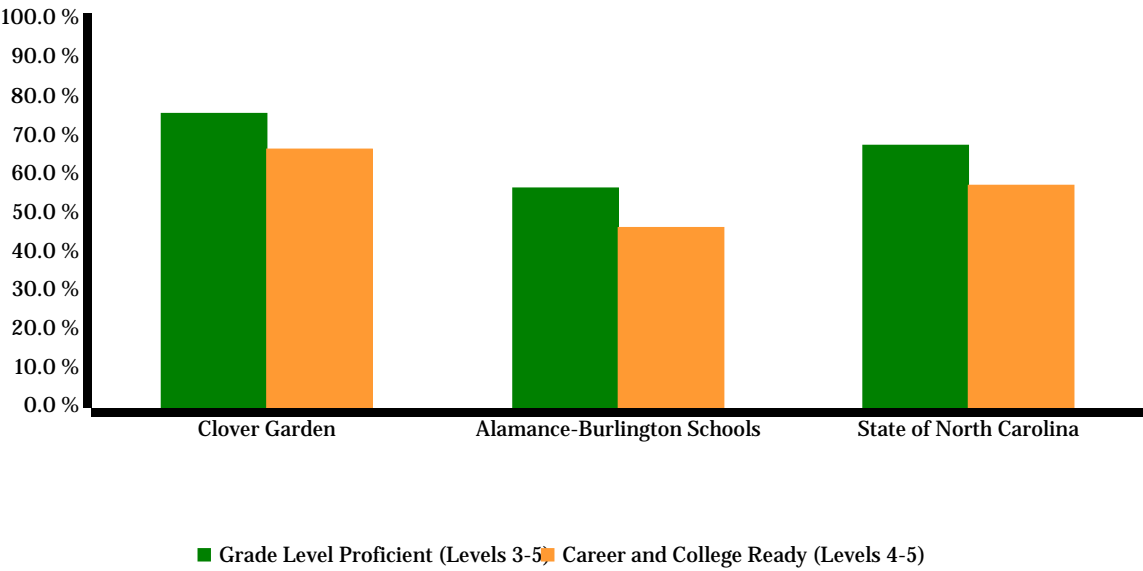
TBD

Math Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

Reading Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

Science Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

Biology Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)
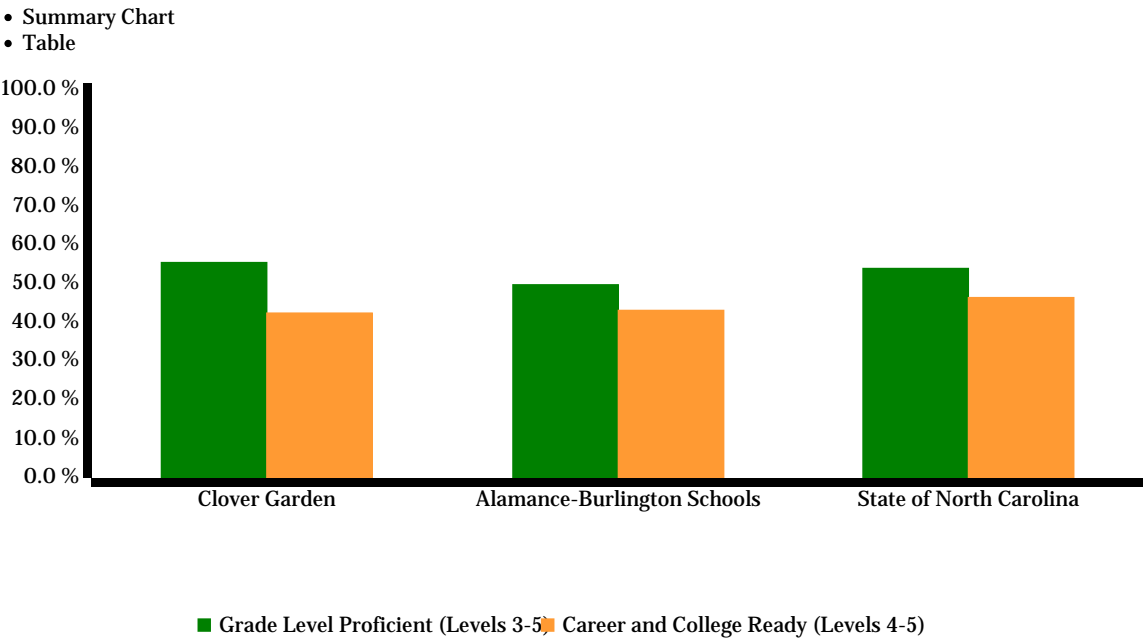
English II Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

NC Math 1 Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)
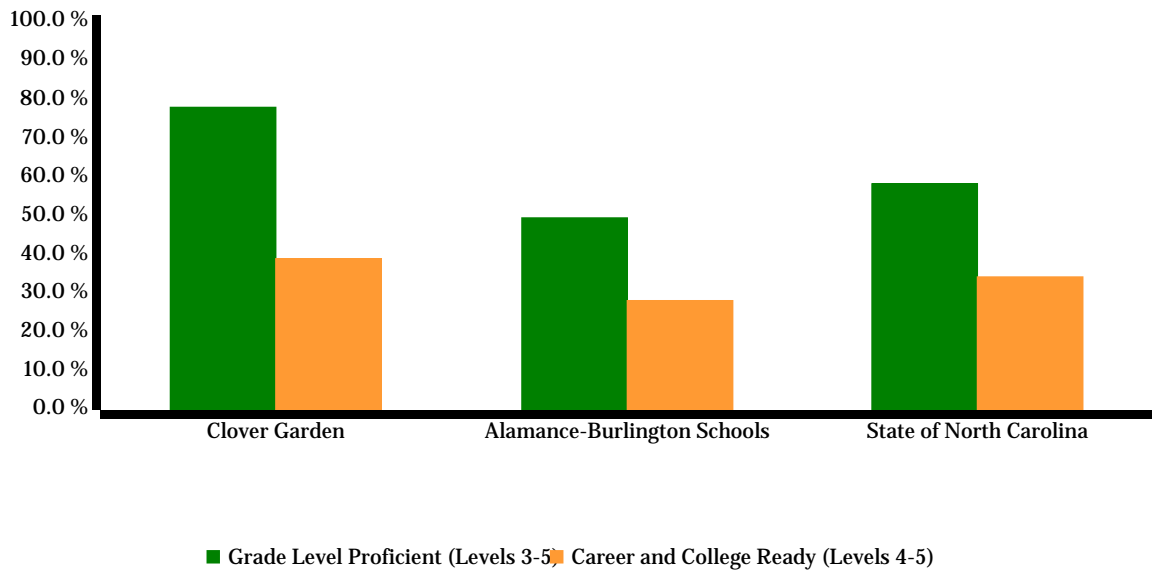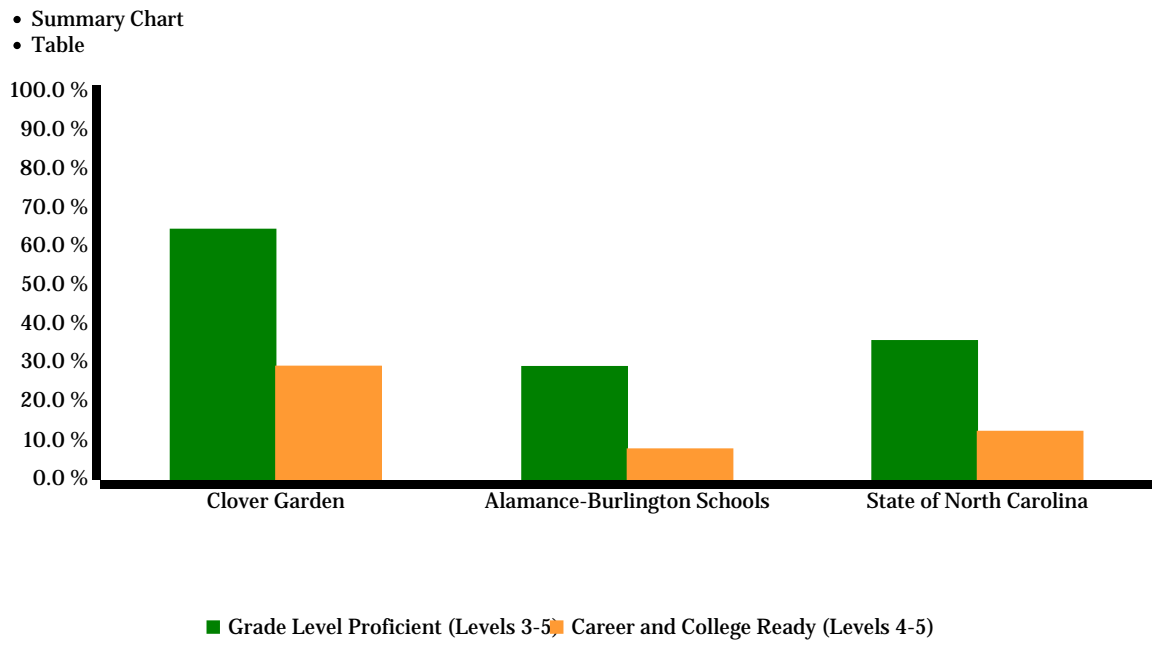
NC Math 3 Performance

- Summary Chart
- Table

■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)
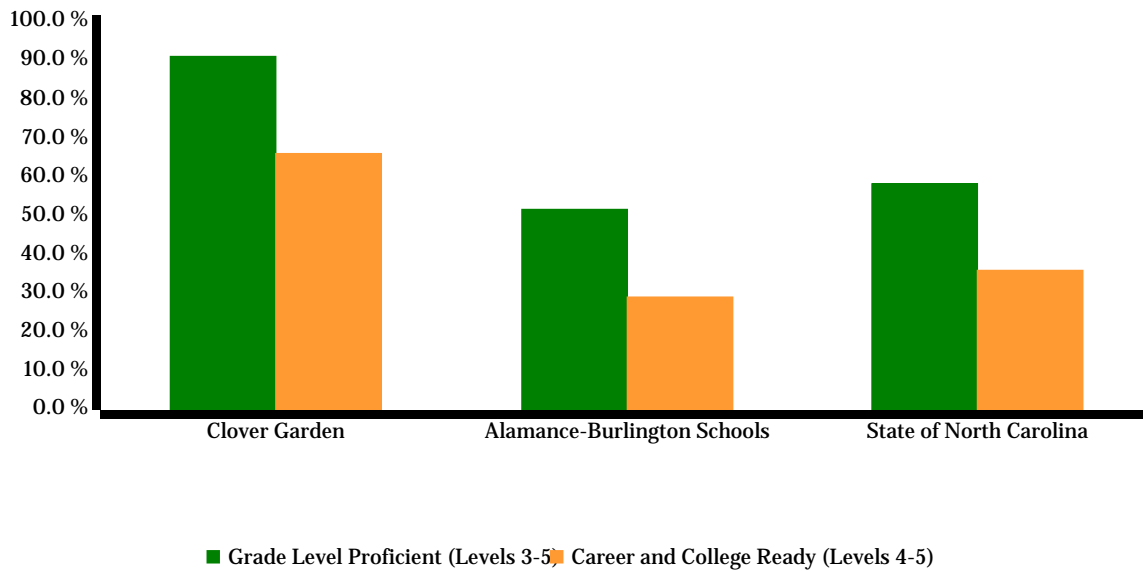
Other Measures

4 Year Graduation Rate

Percent graduating within four years at Clover Garden

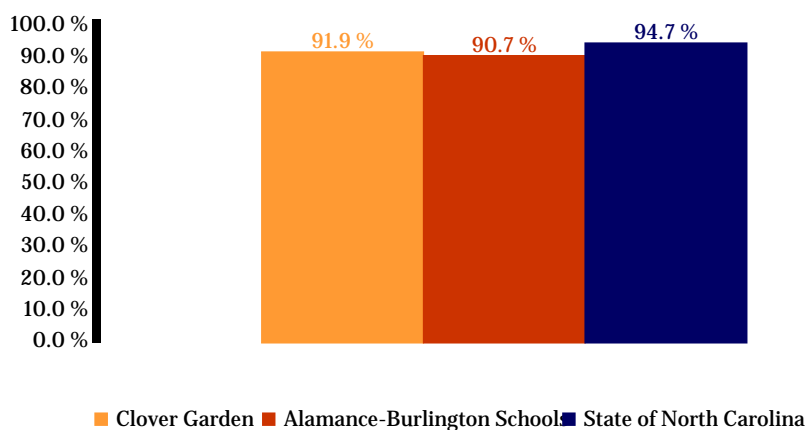■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

×
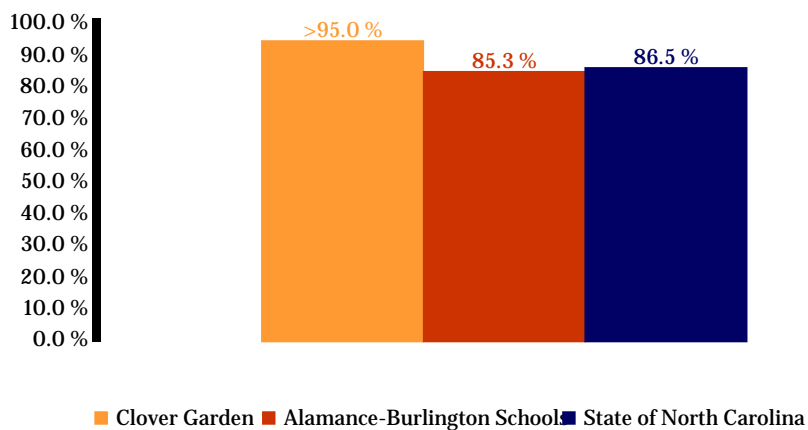
4 Year Graduation Rate

The four-year cohort graduation rate shows the percent of students who graduate in four years or less after first enrolling in 9th grade.

Passing Math 3

Percent Passing at Clover Garden

■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

✕

Passing NC Math 3

The percentage of graduates who took and passed the NC Math 3 course during their high school career is included in accountability calculations for the school
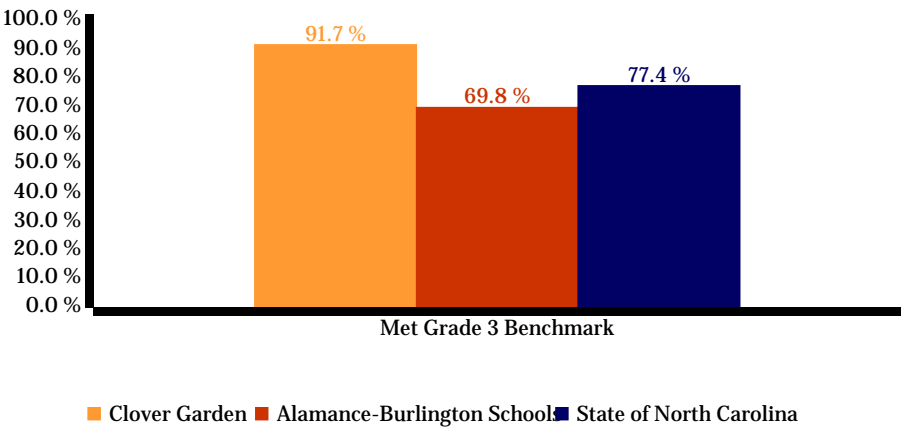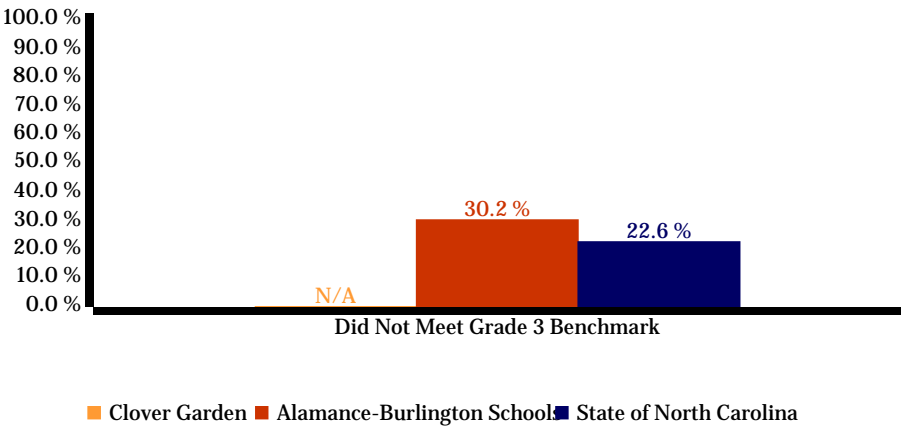
✕

Read to Achieve

Research has shown the importance of learning to read by the end of third grade. The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and interventions. For more information on the "Read to Achieve" Program please see:

https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/grade-3-read-achieve-rta

Read to Achieve - Met Grade 3 Benchmark

Met Grade 3 Benchmark

■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

Read to Achieve - Did Not Meet Grade 3 Benchmark

Did Not Meet Grade 3 Benchmark

■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

 Student Enrollment in Advanced Courses

✕

Advanced Classes

Advanced Course Enrollment is the percentage of all enrollments in Advanced Placement, International Baccalaureate, and Cambridge International Education courses at the high school, in academic courses at community colleges and universities, and career and technical courses at the high
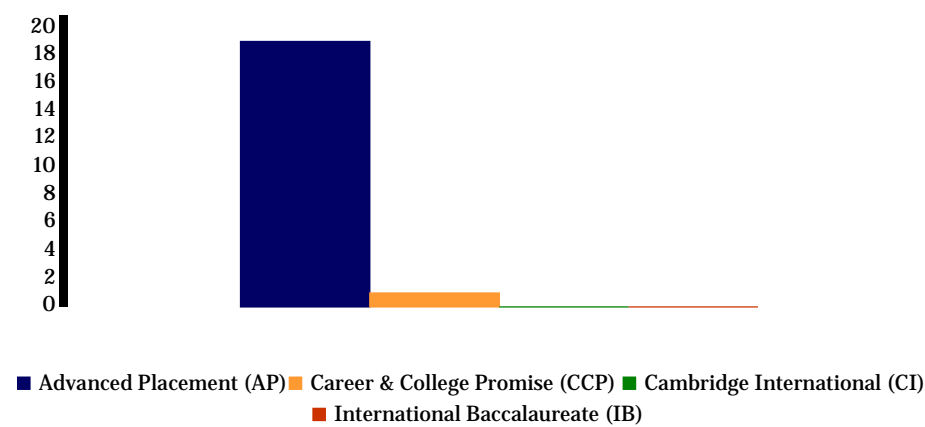
school and community colleges.

High school students have the option to enroll in courses that provide instruction geared towards their post-graduate goals. Students who plan to attend college may choose to enroll in Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Education (CIE) or community college or university academic courses, which cover more advanced course material.

The following charts show the breakdown of number of students enrolled in various advanced courses. Students may be enrolled in multiple courses. Not all schools offer all types of advanced courses.
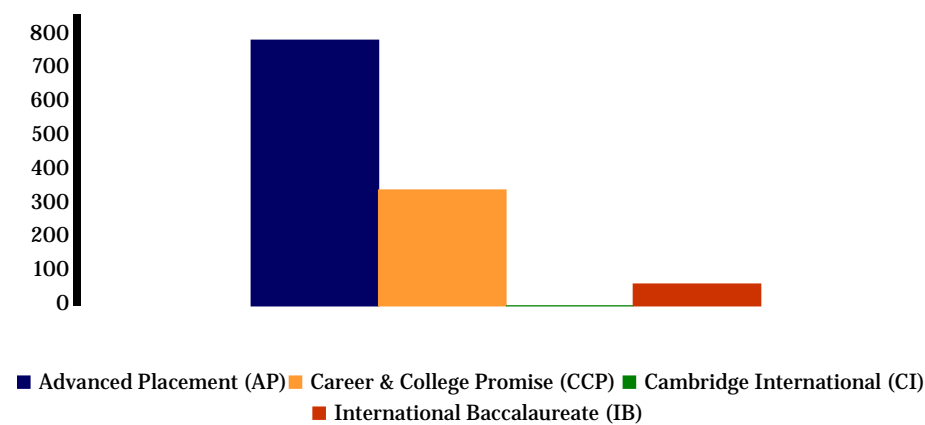
The following charts show the breakdown of number of students enrolled in advanced courses.

Clover Garden

- Advanced Placement (AP)
- Career & College Promise (CCP)
- Cambridge International (CI)
- International Baccalaureate (IB)

ChartTable

Alamance-Burlington Schools

- Advanced Placement (AP)
- Career & College Promise (CCP)
- Cambridge International (CI)
- International Baccalaureate (IB)

ChartTable

State of North Carolina

- Advanced Placement (AP)
- Career & College Promise (CCP)
- Cambridge International (CI)
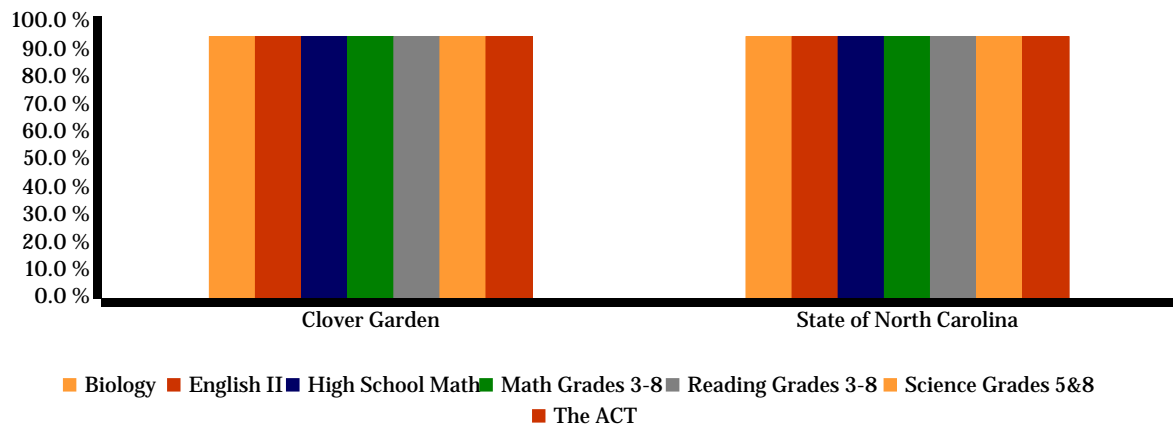- International Baccalaureate (IB)
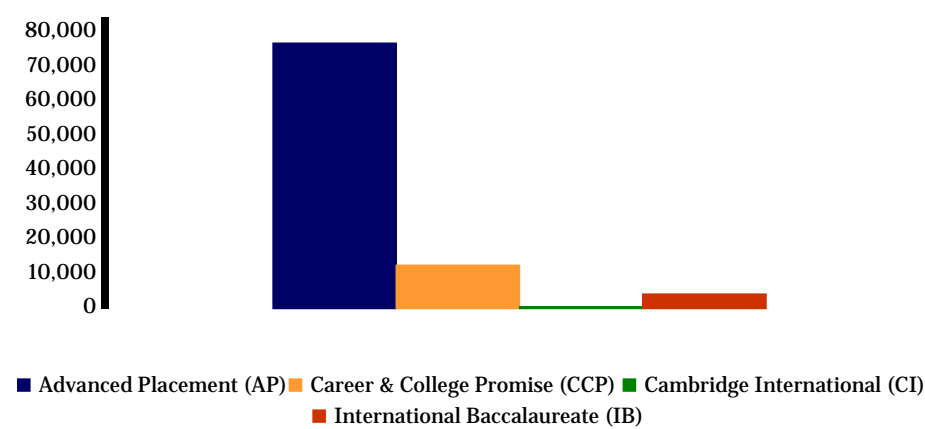
ChartTable

Test Participation

Percentage of students participating in state mandated standardized testing.

Legend: Biology, English II, High School Math, Math Grades 3-8, Reading Grades 3-8, Science Grades 5&8, The ACT

ChartTable

Students with Disabilities Alternate Test Participation

The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy.

×

Participation Rates

The Every Student Succeeds Act (ESSA) requires 95% of eligible students be tested on reading and mathematics assessments. Additionally, North Carolina has a requirement of 95% of eligible students be tested on science, ACT WorkKeys and ACT assessments. This information shows the percent of participation targets met in each category. For the 2022-23 school year only, participation at high school is measured on current year English II, high school math, and biology assessments.

For more details on missed targets, see https://www.dpi.nc.gov/2022-23-participation-requirements-report/download?attachment.

For more information on determining the percent of students tested, see https://www.dpi.nc.gov/dpischoolgradetechnicalguide2023-final.

2022-23 Teachers and Qualifications

This section provides information on teachers and their qualifications.

×

National Board Certification

National Board Certification, offered by the National Board For Professional Teaching Standards (NBPTS), recognizes the accomplished teaching that is occurring in North Carolina's classrooms. The certification process is based on high and rigorous standards that evaluate teaching practice through performance-based assessments. NBPTS Standards can be found at www.nbpts.org or www.boardcertifiedteachers.org .

×

Educator Effectiveness

North Carolina is reporting on the effectiveness of teachers across the State, which is measured using the North Carolina Educator Evaluation System. This system engages teachers, principals, and their evaluators in dynamic discussions that recognize educators' individual strengths and focuses on how they can improve their craft. The reports show ratings of the performance of teachers who were evaluated during the school year.

Important Information:

Please keep the following in mind when reviewing the educator effectiveness data.

- North Carolina's Educator Evaluation System is a growth instrument. It identifies the knowledge, skills, and dispositions expected of teachers, and measures the level at which they meet the standard as they move from ratings of "not demonstrated" to "distinguished."
- As lifelong learners, teachers and school leaders are constantly learning and growing. Since educators (like all employees) always have room to improve, it is uncommon to see a school in which the majority of teachers are distinguished. It is expected that educators in a school or district would be distributed across the rating categories.
- During the 2010-11 school year, the State only required school districts to complete evaluations for teachers in their first three years in the classroom and tenured teachers renewing their licenses. As a result, new teachers are heavily over-represented in the data, and the data do not

fully represent the school or school district. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.
- For the 2011-12 school year and after, principals could elect to complete abbreviated evaluations for career-status teachers. Career-status teachers, however, must receive a full evaluation at least once during the five-year license renewal cycle. An abbreviated evaluation consists of ratings on Standards 1, 4, and Student Growth. This explains why the teacher counts for Standards 2, 3, and 5 are different than the counts for Standards 1, 4, and Student Growth.

Standards

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice

Student Growth

Evaluation Ratings

For Standards 1 – 5, educators can receive one of five ratings on a standard. The individual evaluating the educator selects the ratings.

- Not demonstrated - indicates that the educator did not demonstrate competence on the standard, or display adequate growth toward the standard.
- Developing - indicates that the educator is growing in his or her understanding of that standard, but has not yet demonstrated competence.
- Proficient -indicates that the educator demonstrated basic competence of the standard.
- Accomplished-indicates that the educator exceeded basic competence on the standard, most of the time.
- Distinguished - indicates that the educator consistently and significantly exceeds basic expectations on the standard.

For Student Growth, educators can receive one of three ratings on a standard.

- Does Not Meet Expected Growth - the student growth value for the teacher (or school) is lower than what was expected relative to the state average.
- Meets Expected Growth - the student growth value for the teacher (or school) is what was expected relative to the state average.
- Exceeds Expected Growth - the student growth value for the teacher (or school) exceeds what was expected relative to the state average.

×

Teachers Effectiveness

North Carolina is reporting on the effectiveness of teachers across the State, which is measured using the North Carolina Educator Evaluation System. This system engages teachers, principals, and their evaluators in dynamic discussions that recognize educators' individual strengths and focuses on how they can improve their craft. The reports show ratings of the performance of teachers who were evaluated during the school year.

Important Information:

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Standards for Educator Effectiveness

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students..
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice

Educators are assigned effectiveness ratings based on their overall performance on the five observational standards and the overall growth rating (where available). The classification process is the same for educators whether they are on a comprehensive, standard, or abbreviated evaluation process. The three rating categories are listed below with a description of how they are derived

1. **Needs Improvement** – the educator demonstrated a less than proficient rating on one of the five observational standards and/or demonstrated growth that did not meet expectation (if an individual growth measure is available for that educator). For educators without a growth measure, only the observational standards are used in the determination of effectiveness.
2. **Effective** – the educator demonstrated a rating of at least "Proficient" on all observational standards and the educator met or exceeded expectation on the growth measure (where available). If the educator demonstrated a rating of "Proficient" on one of the five observational standards or only met expected growth, then he or she is classified as "Effective" regardless of greater than proficient ratings on the other standards. For teachers without a growth measure, only the observational standards are used in the determination of effectiveness.
3. **Highly Effective** – the educator demonstrated a rating of "Accomplished" or "Distinguished" on all five of the observational standards (or both ratings if on an abbreviated evaluation plan) and exceeded expectations on the growth measure. For teachers without a growth measure, only the observational standards are used in the determination of effectiveness.

For more information about Standards and EVAAS ratings, please see the Educator Effectiveness Model webpage.

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Total Classroom Teachers

The number of teachers at the school in March 2023. School system and State numbers are based upon the average number of teachers in schools with similar grades.

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Fully Licensed Teachers

Teachers who have met all education and testing requirements. School system and State numbers are based upon the average number of teachers in schools with similar grades.
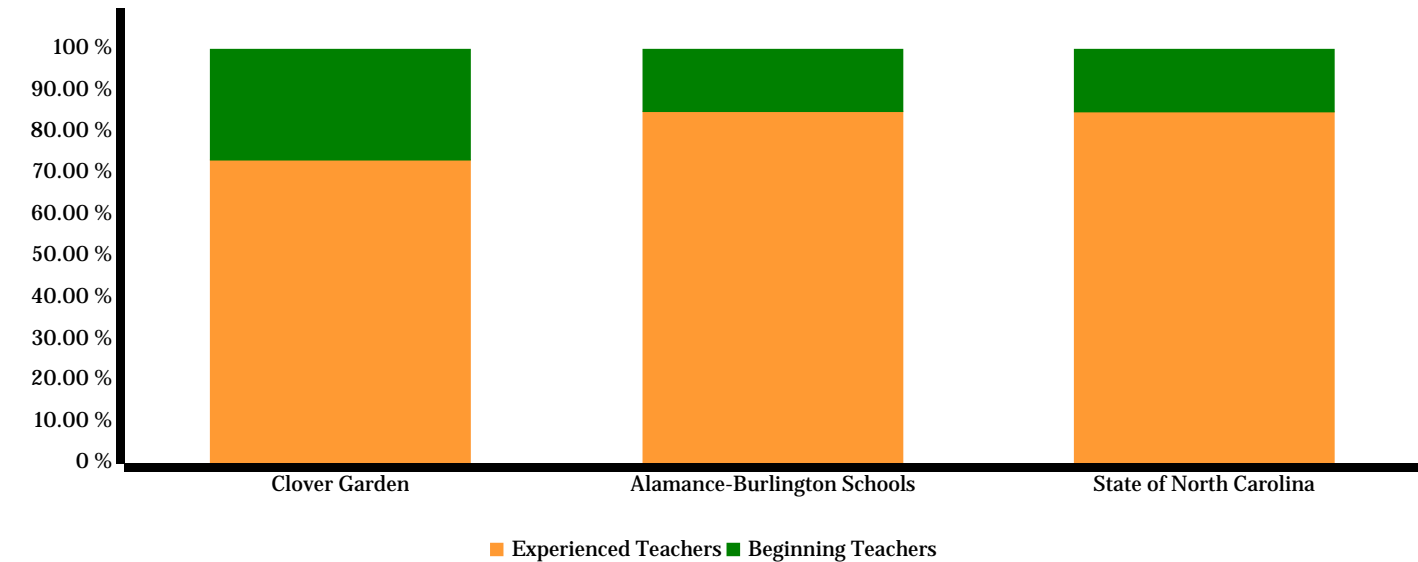
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Teachers with Advanced Degrees

Teachers with license areas above the four year degree level (Bachelor). School system and State numbers are based upon the average number of teachers in schools with similar grades.
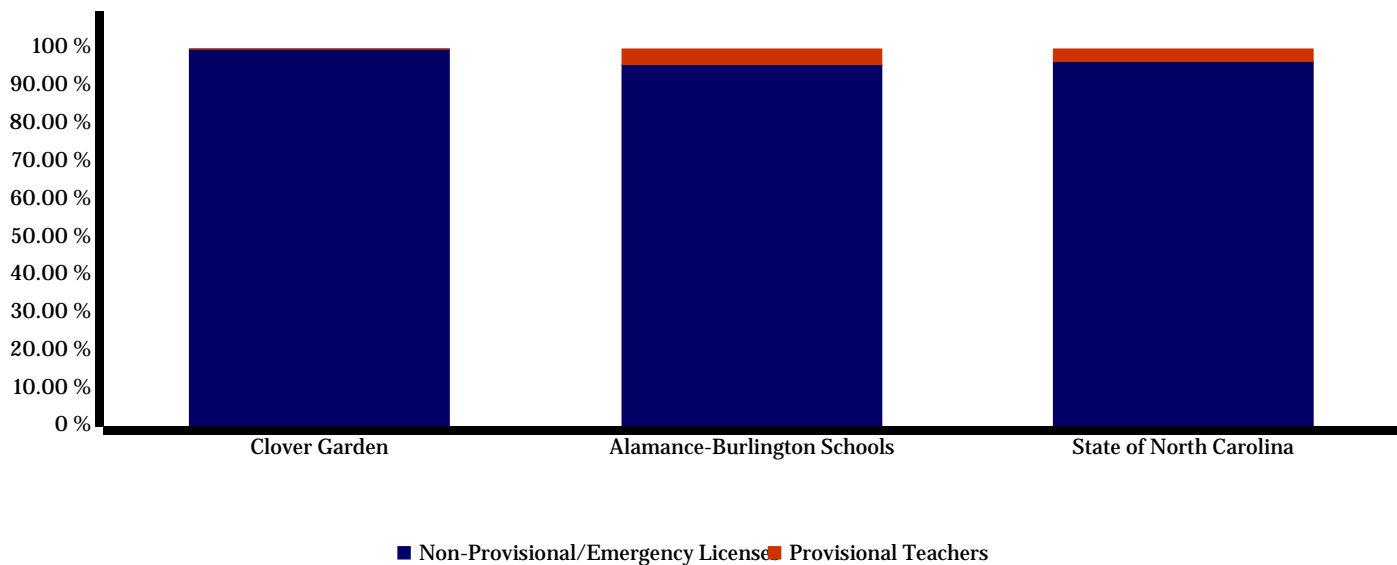
- Summary Chart
- Table

Teacher Qualifications

- Summary Chart
- Table

Non-Provisional/Emergency Licenses

■ Non-Provisional/Emergency License ■ Provisional Teachers
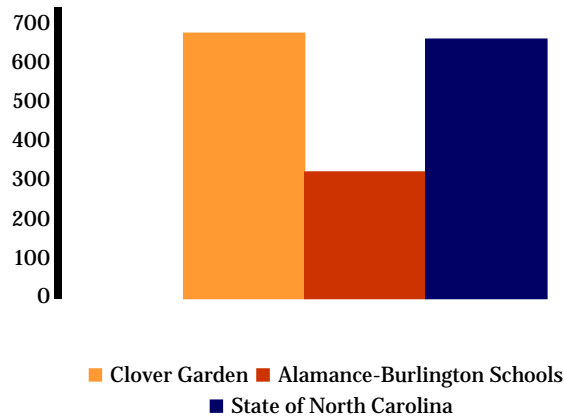
2022-23 School Environment

View Environment
by School/DistrictView Environment
by Subgroup

This section provides information on the school environment and facilities

Total Students

679

Student Enrollment

■ Clover Garden ■ Alamance-Burlington Schools
■ State of North Carolina

×

Student Enrollment

This chart shows the final average daily membership. Schools are compared to 'like' schools across the district and state.

×

Average Class Size

Class size is a calculation by grade of the number of students in classes divided by the number of lead teachers assigned to the classes for that grade. Lead teachers are only counted once in the calculation and have equal responsibility for all students in the class and do not include pull out teachers, teachers who work with select students, or teacher assistants.

If the students across sections of a course are all scheduled into a single Section or with the same Expression in PowerSchool, the class size maybe appear inflated, as it will appear as if they are all in the same class with a single teacher.

The Average Class Size report provides the average number of students enrolled in "typical" K-8 classrooms.

This data is based on the Legislated Class Size Report (LCS).

Class size is important because it may influence the one-on-one attention that teachers provide to students and the level of classroom discipline. Keep in mind that class size averages my change slightly as students make changes to their schedules or as students move during the school year. Consider asking your school principal about targeted class sizes in your district.

×

Average Course Size

The Average Course Size report provides the average number of students enrolled per section enrolled in the courses finishing with a North Carolina End-of-Course (EOC) test (English II, NC Math 1, NC Math 3, Biology).

This data is based on the Legislated Class Size Report (LCS). Course size data is based on the number of students taking the EOC tests.

Course size is important because it may influence the one-on-one attention that teachers provide to students and the level of classroom discipline. Keep in mind that class size averages my change slightly as students make changes to their schedules or as students move during the school year. Consider asking your school principal about targeted class sizes in your district.

Average Course Size

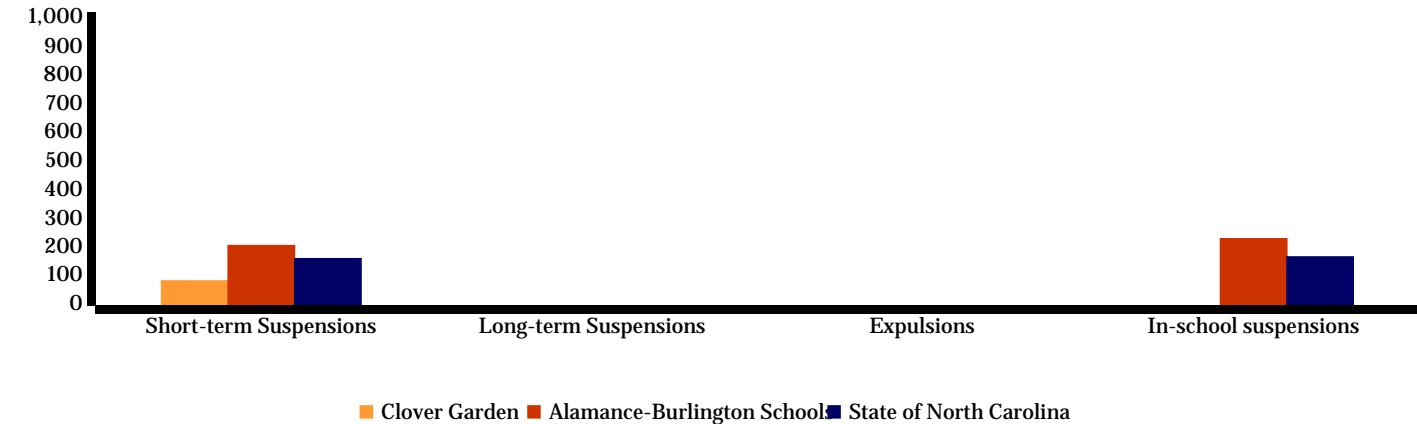■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

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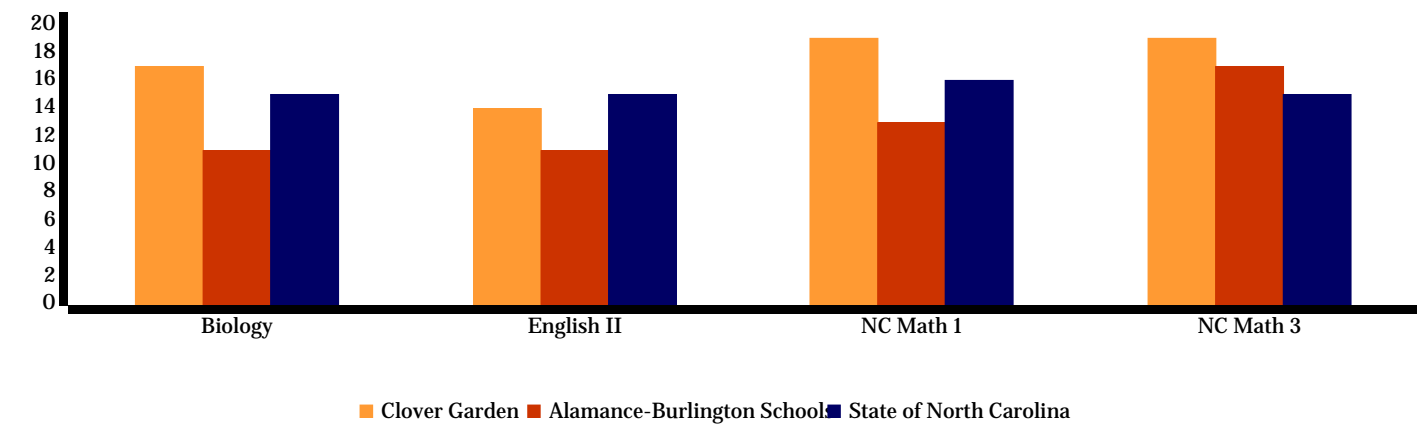
Number of Students Enrolled in Preschool

This information represents the number of children who were enrolled in the preschool program at this elementary school. In some cases, not every student served in an elementary school- based preschool program remains enrolled in that elementary school for their kindergarten year.

Suspension and Expulsion Rates (per 1000 students)

■ Clover Garden ■ Alamance-Burlington Schools ■ State of North Carolina

ChartTable

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)

Agency	Criminal Acts	Bullying and Harassment	Referral to Law Enforcement	Arrests
Clover Garden	1.47	0.00	0.00	0.00
Alamance-Burlington Schools	14.46	22.28	14.74	0.00

Agency	Criminal Acts	Bullying and Harassment	Referral to Law Enforcement	Arrests
State of North Carolina	8.77	14.26	6.22	0.09

×

Suspension and Expulsion Rates (per 1000 students)

This chart describes some of student behavior and discipline issues:

- Short-term Suspensions - Number of short-term suspensions per 1000 students
- Long-Term Suspensions - Number of long-term suspensions per 1000 students
- Expulsions - Number of expulsions per 1000 students
- In-school Suspensions – Number of In-school suspensions per 1000 students

Rates per 1000 are calculated by dividing the total number of crimes or suspensions/expulsions by student membership at the State, District, or School level, and then multiplying by 1000. This statistic allows for general comparison of one entity to another by controlling for differences in student population size.

Since this is a rate and not a percentage, the >95 and <5 masking rules do not apply. Masking rules apply when a subgroup or student membership is less than 10. There were instances where the insufficient data rules were applied.

Additional data can be found here https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data.

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Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)
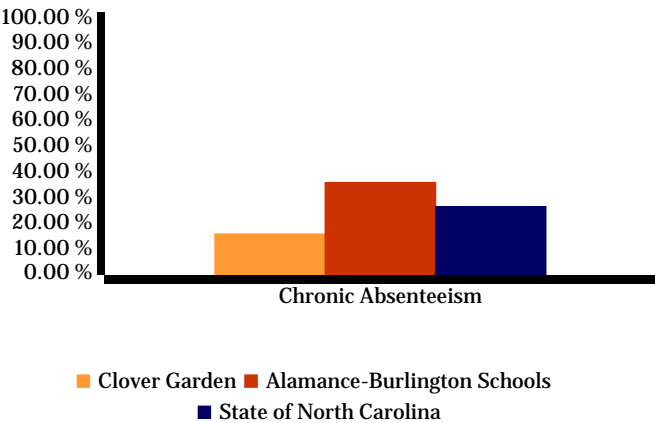
- Criminal Acts - Number of criminal acts per 1000 students
- Acts of Bullying and Harassment – Number of acts of bullying or harassment per 1000 students
- Reports to Law Enforcement – Numbers of reports to law enforcement per 1000 students
- School Arrests – Numbers of school-related arrests per 1000 students

Rates per 1000 are calculated by dividing the total number of crimes or suspensions/expulsions by student membership at the State, District, or School level, and then multiplying by 1000. This statistic allows for general comparison of one entity to another by controlling for differences in student population size.

Since this is a rate and not a percentage, the >95 and <5 masking rules do not apply. Masking rules apply when a subgroup or student membership is less than 10. There were instances where the insufficient data rules were applied.

Additional data can be found here https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data.

Chronic Absenteeism

Chronic Absenteeism

■ Clover Garden ■ Alamance-Burlington Schools
■ State of North Carolina
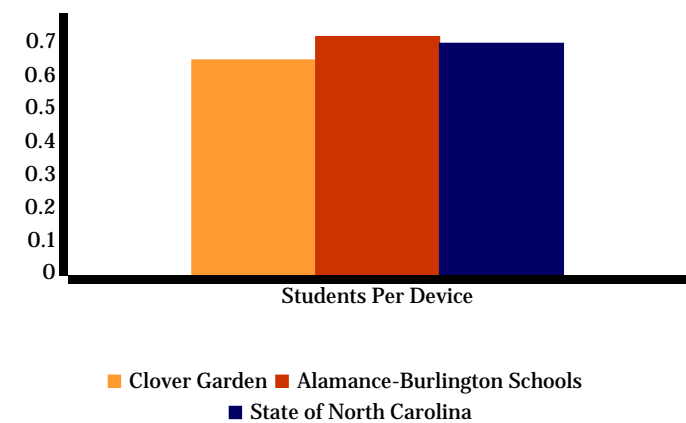
ChartTable

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Chronic Absenteeism

Chronic Absenteeism represents the percentage of students in a school or district who are chronically absent from school. A student is defined as chronically absent when they are enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that the student has been enrolled at any school during a given school year.

Student chronic absence is a risk factor for adverse outcomes. Student chronic absence differs from both truancy and average daily attendance. Student daily attendance is the percentage of students present in a school each day. Student truancy measures unexcused absences only. Student chronic absence refers to missing so much school, for any type of absence – excused, unexcused, disciplinary – that a student is at risk of falling behind.

This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.

In some schools, the number of students who are counted as chronically absent may be greater than the total number of students, particularly in the counts for sub-groups. This is because a student may be counted as chronically absent in a school but not counted in the school's annual membership.

Students Per Device

Students Per Device

■ Clover Garden ■ Alamance-Burlington Schools
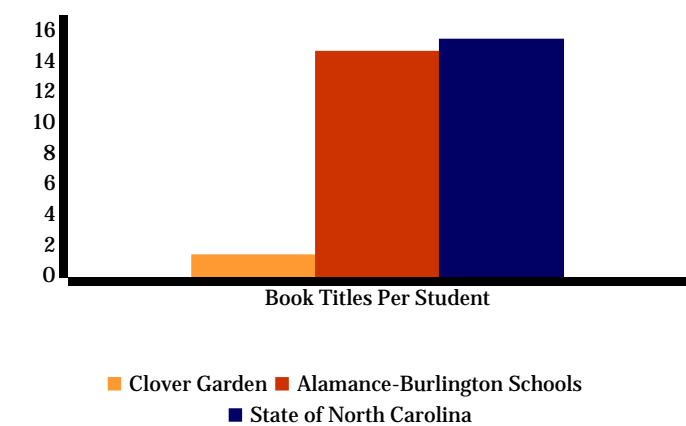■ State of North Carolina

ChartTable

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Students Per Device

Students per device: The number of students per device in the school. On this measure, the lower the number the better. There are more computers available to students when this number is low.

Book Titles Per Student

Book Titles Per Student

■ Clover Garden ■ Alamance-Burlington Schools
■ State of North Carolina

ChartTable

×

Book Titles Per Student

A school library's number of book titles per student indicates the availability of different book titles for students to select. A higher number of book titles per student indicates a wider variety of books to choose from.

Wireless Access Points per Classroom

■ Clover Garden ■ Alamance-Burlington Schools
■ State of North Carolina
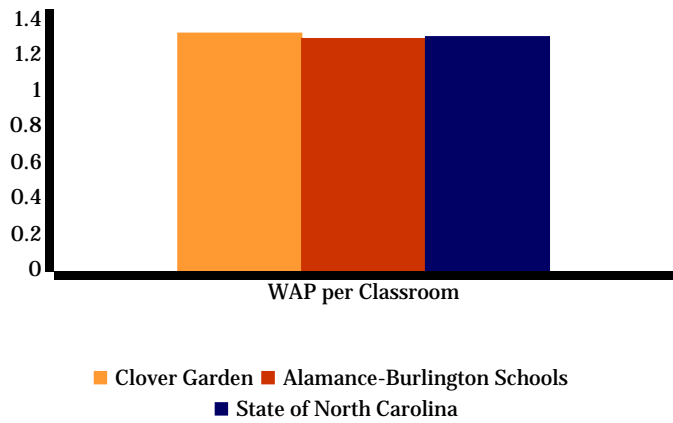
ChartTable

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Wireless Access Points per Classroom

This report provides the number of wireless access points for each classroom. Typically, when there are more access points available, there is better wireless internet coverage in the school.

Devices Issued To Students

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One to One Access

This report indicates if a school provides a school owned device to each student for an entire grade within the school. Some schools provide the device only during school hours while other schools allow students to take them home.

Clover Garden provides a school owned device for each student in each of the following grades.

**3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th**

Arts Education

The following arts education disciplines are offered at Clover Garden. The number of courses offered, and the percentage of school population enrolled in that discipline, are displayed. To protect student privacy, some data values for small groups will be suppressed as ">95%" or "<5%" in the charts or tables. For more information about Arts Education Courses offered in NC, please visit the NC Arts Ed Data Project.

Participation Percentage

■ Clover Garden ■ State of North Carolina

Number Of Classes

■ Clover Garden ■ State of North Carolina Median
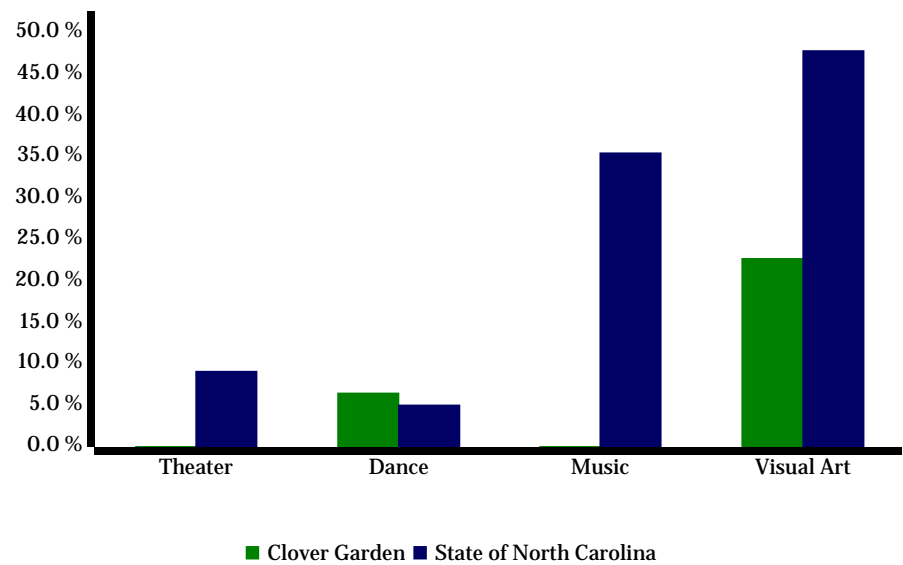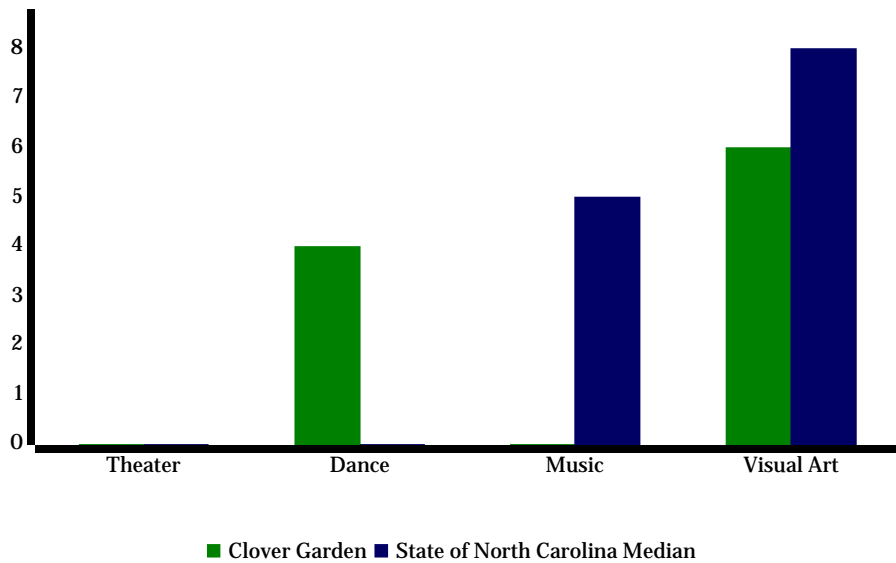
Strategic Planning 2022-23

This section provides information on Clover Garden's strategic planning, goals and progress.

- Title 1 Status

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Title 1 Status

This school receives Title I funding from the Federal Government which is designated to assist this school with providing all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close achievement gaps.

Progress Goals

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Long-Term Goals

Targets Toward Meeting Long-term Goals

Each school in North Carolina has a 12-year Long Term Goal for English language arts/reading, Mathematics, English Learners' Progress and Cohort Graduation Rate, as applicable.

Every year, North Carolina evaluates the performance of each school to determine if the school has met yearly progress showing the school is on-track to meet the 12-year long-term goals.

For more detailed information about these goals, see https://accrpt.tops.ncsu.edu/essa_ltg/ltg.html.

This school has progress goals for 4 Year Graduation Rate, Math Grade 11, Math Grades 3-8, Reading Grade 10, and Reading Grades 3-8 in the following student groups - ALL, Economically Disadvantaged, Students with Disabilities, and White.

Click the following link to see the progress of student groups at this school (note you will need to select this school again).