| **Classical Charter Schools of Southport (10B000)<br>2022–23<br>Read to Achieve Grade 3 End-of-Year (EOY) Results** | | G.S. §115C-83.10 requires "each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:" | |
|---|---|---|---|
| | | **Number of Students** | **Percentage of Students** |
| The denominator for calculating the required percentages for rows 1 and 2 is all students in membership at grade 3 for the first day of spring testing. The denominator for the state is 78. | | | |
| 1 | Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) Reading Test, the End-of-Grade (EOG) Reading Test, or the EOG Reading Retest (i.e., scored level 3 or higher). | 42 | 53.8% |
| 2 | Did not demonstrate reading proficiency on the BOG3 Reading Test, the EOG Reading Test, or the EOG Reading Retest | 36 | 46.2% |
| The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. Denominator for each category in row 3 is row 2. | | | |
| 3 | a. Students who took and passed an alternative assessment approved by the SBE (i.e., State-approved formative and diagnostic assessment system (mCLASS DIBELS 8), Read to Achieve Test, or locally determined SBE-approved alternative assessment). | 19 | 52.8% |
| | b. English Learner [EL]students with less than two school years of instruction in an English as a Second Language [ESL] program. | * | * |
| | c. Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two school-year delay in educational performance, or have received intensive reading interventions for at least two school years. | * | * |
| | d. Students who have been previously retained more than once in kindergarten, first, second, or third grades. | * | * |
| | e. Students who demonstrated reading proficiency appropriate for third-grade students through a RtA Reading Portfolio. | * | * |

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|---|---|

| | | **Number of Students** | **Percentage of Students** |
|---|---|---|---|
| The denominator for calculating the required percentages for rows 4 and 6 are all students in membership at grade 3 for the first day of spring testing. The denominator for the state is 78. | | | |
| 4 | The number and percent of students eligible for priority enrollment in reading camp. This number equals row 2 minus the total of rows 3a through 3e. | 13 | 16.7% |
| The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4. | | | |
| 5 | The number and percentage of students eligible for priority enrollment who attended reading camp. | 10 | 76.9% |
| | | | |
| 6 | Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: [1] retained in a third-grade class, [2] placed in a transitional third and fourth grade class combination, or [3] placed in a fourth-grade accelerated class with a retained reading label. | 10 | 12.8% |
| | | | |
| 7 | **Charter Schools Only.** Charter schools must indicate the number and percentage of retained students recorded in number 6 who do not return to the charter school for the upcoming school year. | * | * |

| **Alternative Assessments** | **Number of Students Who Passed the Alternative Assessment[1]** |
|---|---|

| | | |
|---|---|---|
| 1 | SBE-Approved alternative assessment for districts (if approved for use in 2022-23) | N/A |
| 2 | Acadience Reading | 12 |
| 3 | Achieve3000 | N/A |
| 4 | AIMSweb | N/A |
| 5 | American Reading Company | N/A |
| 6 | College Teacher Press | N/A |
| 7 | Columbia Teachers College | N/A |
| 8 | Easy CBM | N/A |
| 9 | Edmentum—*Exact Path Individualize Learning Solution* | N/A |
| 10 | eSpark Learning | N/A |
| 11 | FastBridge—*FastBridge aReading* | N/A |
| 12 | Fountas and Pinnell Reading Program | N/A |
| 13 | Houghton Mifflin Harcourt—*Reading Inventory* | N/A |
| 14 | Imagination Station—*Istation's Indicators of Progress (ISIP$^{TM}$) Reading*[3] | N/A |
| 15 | Imagine Learning—*Galileo English Language Arts/Reading Assessment* | N/A |
| 16 | Imagine Learning—*Reading Level Assessment* | N/A |
| 17 | Instructure—CASE Benchmark Assessment | 37 |
| 18 | Iowa Assessments | N/A |
| 19 | i-Ready | N/A |
| 20 | Lexia Learning—*RAPID Assessment* | N/A |
| 21 | mClass | N/A |
| 22 | Moby Maz | N/A |
| 23 | Northwest Evaluation System (NWEA)—*Measures of Academic Progress Growth* | N/A |
| 24 | Raz+ | N/A |

| | | |
|---|---|---|
| 26 | STAR Reading | N/A |
| 27 | STEP Assessment | N/A |
| 28 | Approved school-created term assessment | * |

[1] The number of students who passed each alternative assessment is denoted in this column. If the approved alternative assessment was not used, N/A is shown. If the number of students
who passed the alternative assessment is fewer than ten students, an asterisk (*) is shown.

Privacy policies dictate that for less than ten students, the specific number and percentage should not be given. An * indicates that the student population number and percentage is too
small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).