



Queen's Grant Community

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Grades K-10
 Regular School
 Traditional Calendar

SAFE, ORDERLY AND CARING SCHOOLS

School Safety

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

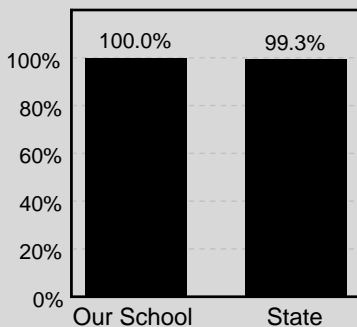
Out of 820 students in our school, there were a total of 6 act[s] of crime or violence.

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

OUR SCHOOL	1
STATE	1

Access to Technology

Percentage of classrooms connected to the Internet



SCHOOL PROFILE

School Size

The total number of students in our school and the average number of students in schools with similar grade ranges in the state.

OUR SCHOOL	820
STATE	289

Average Class Size

The average number of students enrolled in a "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	20	26	26	26	27	27	25	22	21
State	19	19	19	19	20	21	21	21	20

Average Course Size

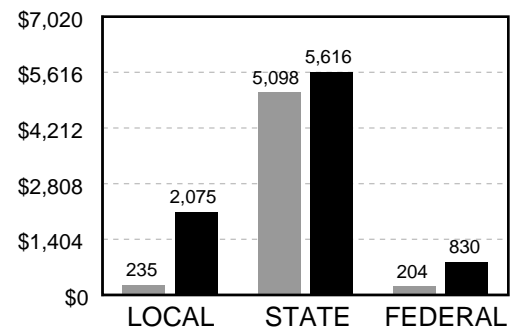
The average number of students enrolled in the the courses listed at the time of testing.

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Econ.	US History
Our School	23	30	15	21	18	N/A	N/A	N/A	15	N/A
State	17	19	19	19	17	18	17	14	18	18

FINANCIAL SUPPORT

Source of Funds (Amount per Student)

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

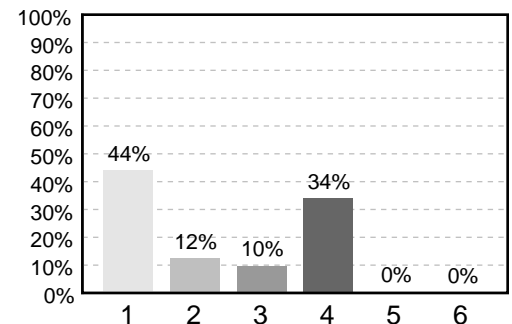


■ Charter School ■ State Average

Use of Funds

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

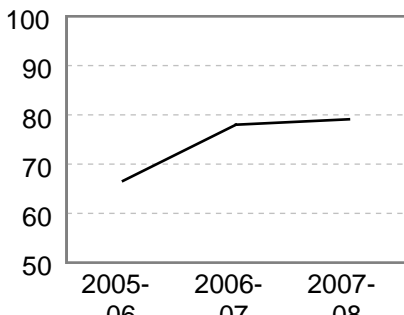
- 1. Salaries
- 2. Benefits
- 3. Supplies & Materials
- 4. Purchased Services
- 5. Equipment
- 6. Other



HIGH STUDENT PERFORMANCE

Three-Year Trend of Student Performance on the ABCs End-of-Grade Math Tests

Percentage of students at or above grade level for the past three years.



* A multi-year trend for reading is not available for 2007-08 because of new tests based on the revised Standard Course of Study.

School Attendance

The average percentage of students who attend school daily.

Our School	96%
State	95%

To learn more about federal No Child Left Behind (NCLB) requirements, visit <http://www.ncpublicschools.org/nclb/>

For information about the ABCs of Public Education and Adequately Yearly Progress (AYP), visit <http://www.ncpublicschools.org/accountability/>

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of Students' Scores At or Above Grade Level

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	79.7%	86.7%	79.0%	79.7%	66.7%	73.8%	84.6%	76.6%	62.5%	75.0%	80.5%	83.1%	75.4%	79.1%
State	54.5%	73.2%	59.2%	72.8%	55.6%	69.6%	59.3%	68.2%	51.1%	67.3%	54.2%	68.2%	55.6%	69.9%

N/A = Fewer than five students

*New reading tests based on revised Standard Course of Study.

Performance of Students in Each Course on the ABCs End-of-Course Tests

Percentage of Students' Scores At or Above Grade Level

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Econ.	US History
Our School	76.1%	68.5%	46.7%	66.7%	42.9%	N/A	N/A	N/A	53.3%	N/A
State	73.1%	69.0%	67.2%	67.9%	68.0%	71.8%	58.4%	81.5%	68.5%	66.5%

N/A = Fewer than five students

Performance of Each Student Group on the ABCs End-of-Grade Tests

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

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	68.9%	67.8%	71.3%	45.0%	16.7%	N/A	72.7%	N/A	51.9%	70.5%	85.7%	N/A	34.7%
# of tests taken	228	236	404	40	6	1	11	2	54	410	7	0	49
State	48.6%	53.2%	64.4%	29.5%	34.6%	34.6%	65.9%	51.7%	33.3%	66.9%	19.8%	18.8%	21.3%

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

N/A = Fewer than five students

*New reading tests based on revised Standard Course of Study.

Performance of Each Student Group on the ABCs End-of-Course Tests

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

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	65.0%	63.8%	67.1%	45.9%	N/A	N/A	N/A	N/A	>95%	63.6%	N/A	N/A	22.2%
# of tests taken	140	163	258	37	2	3	1	2	6	297	2	0	9
State	68.8%	68.2%	78.5%	48.6%	59.1%	58.6%	80.6%	71.9%	53.6%	76.0%	45.4%	40.2%	39.5%

E.D. = Economically Disadvantaged

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HIGH STUDENT PERFORMANCE, CONTINUED

School Performance

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year.

Our School's Designation(s): School of Progress, High Growth

DESIGNATION	PERFORMANCE: STUDENTS PERFORMING AT GRADE LEVEL	GROWTH: LEARNING ACHIEVED IN ONE YEAR			PERCENT OF SCHOOLS WITH DESIGNATION IN THE STATE
		High Growth	Expected Growth	Expected Growth Not Achieved	
HONOR SCHOOL OF EXCELLENCE	At least 90% of students at grade level and school made adequate yearly progress (AYP)				0%
SCHOOL OF EXCELLENCE	At least 90% of students at grade level				0%
SCHOOL OF DISTINCTION	At least 80% of students at grade level				16%
SCHOOL OF PROGRESS	At least 60% of students at grade level	✓			40%
NO RECOGNITION	60 to 100% of students at grade level				28%
PRIORITY SCHOOL	50 to 60% of students at grade level, OR Less than 50% of students at grade level				12%
LOW PERFORMING	Less than 50% of students at grade level				4%

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

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB).

Our school did not make adequate yearly progress.

Our school met 19 out of 21 AYP targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers
Our School	52	69%	87%
State	29	80%	87%

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

Keeping you informed

More information about your school is available on the NC School Report Cards website at:
<http://www.ncreportcards.org>



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Queen's Grant Community School

- 1) Percentage of students not tested disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged:

Subject	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Female	Male	Disability Status	Migrant Status	English Proficiency	Economically Disadvantaged
Reading	<5	N/A	N/A	<5	<5	N/A	<5	<5	<5	<5	N/A	N/A	<5
Math	<5	N/A	N/A	<5	<5	N/A	<5	<5	<5	<5	N/A	N/A	<5

- 2) The most recent two-year trend in student achievement in each subject area and for each grade level on the EOG Assessments:

The Percentage of Students' Scores At or Above Grade Level				
	Reading		Math	
	2006-07	2007-08	2006-07	2007-08
Grade 3	>95	79.7	84.0	86.7
Grade 4	>95	79.0	80.2	79.7
Grade 5	>95	66.7	75.0	73.8
Grade 6	91.3	84.6	71.3	76.6
Grade 7	93.8	62.5	75.0	75.0
Grade 8	>95	80.5	82.3	83.1
Total	>95	76.0	78.0	79.1

- 3) Information on the performance of schools including names of each school identified for improvement:

Queen's Grant Community School is a single-school LEA; it was not identified for improvement in 2007-08.

- 4) The annual increase in the percentage of teachers who are receiving high quality professional development; and 5) the annual increase in the percentage of highly qualified teachers if not 100%.

Teacher Receiving High Quality Professional Development		Percent of Highly Qualified Teachers*		
2006-07	2007-08	2006-07	2007-08	2006-07 to 2007-08 Annual Increase
100%	100%	85%	97%	12%

**Note: Queen's Grant Community School is working to ensure that all non-Highly Qualified teachers become Highly Qualified. Queen's Grant Community School has developed a plan for each teacher identified as not Highly Qualified and is utilizing its funds to support each teacher in the execution of that plan and intends to have 100% of teachers Highly Qualified as soon as possible. Further, Highly Qualified teacher analysis is as of June 2008.*

Student academic and demographic data represented herein has been drawn from the North Carolina Department of Public Instruction website. It can be reviewed at <http://www.ncpublicschools.org>