Sterling Montessori Academy

202 Treybrooke Drive
Morrisville, NC 27560
(919) 462-8889
Grades PK-8
Regular School
Traditional Calendar

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 State
581 449

Average Class Size
The average number of students enrolled in a "typical" K–8 classroom.
* Due to data entry issues, some class sizes in select schools are unavailable for 2012-13.

<table>
<thead>
<tr>
<th>OUR SCHOOL</th>
<th>STATE</th>
</tr>
</thead>
</table>
| Grade 1    | 28    | 20
| Grade 2    | 28    | 20
| Grade 3    | N/A   | 19
| Grade 4    | 20    | 21
| Grade 5    | 22    | 21
| Grade 6    | 28    | 22
| Grade 7    | 24    | 22
| Grade 8    | 18    | 21

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.

<table>
<thead>
<tr>
<th>Charter School</th>
<th>State Average</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>14%</td>
<td>5%</td>
<td>22%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

HIGH STUDENT PERFORMANCE
Performance of Students in Each Grade on the North Carolina End-of-Grade Tests
Percentage of Students’ Scores At or Above Grade Level

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
</tr>
</tbody>
</table>
| Our School
| 76.3%  | 69.7%  | 68.7%  | 62.7%  | 74.6%  | 76.1%  | 87.5%  | 80.4%  | 87.2%  | 68.1%  | 72.1%  | 65.1%  | 77.2%  | 70.6%  |
| State
| 45.2%  | 46.8%  | 43.7%  | 47.6%  | 39.5%  | 47.7%  | 46.4%  | 38.9%  | 47.8%  | 38.5%  | 41.0%  | 34.2%  | 43.9%  | 42.3%  |

N/A = Fewer than five students
In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

## 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 581 students in our school, there were a total of 0 acts of crime or violence.

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

<table>
<thead>
<tr>
<th></th>
<th>Our School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td># of acts</td>
<td>0</td>
<td>0.33</td>
</tr>
</tbody>
</table>

## Access to Technology

### Percentage of classrooms connected to the Internet

- **Our School**: 100.0%
- **State**: 99.8%

## High Student Performance, Continued

### Performance of Each Student Group on the North Carolina End-of-Grade Tests

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>E.D.</th>
<th>N.E.D.</th>
<th>L.E.P.</th>
<th>Migrant Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our School</strong></td>
<td>64.0%</td>
<td>60.0%</td>
<td>58.8%</td>
<td>36.3%</td>
<td>68.2%</td>
<td>N/A</td>
<td>80.3%</td>
<td>N/A</td>
<td>81.0%</td>
<td>25.0%</td>
<td>62.8%</td>
<td>N/A</td>
<td>N/A</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>30.6%</td>
<td>33.5%</td>
<td>43.5%</td>
<td>14.2%</td>
<td>19.3%</td>
<td>17.3%</td>
<td>56.7%</td>
<td>28.7%</td>
<td>32.2%</td>
<td>17.4%</td>
<td>49.8%</td>
<td>5.8%</td>
<td>12.4%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

E.D. = Economically Disadvantaged  
N.E.D. = Not Economically Disadvantaged  
L.E.P. = Limited English Proficiency  
N/A = Fewer than five students

### Annual Measurable Objectives (AMOs)

Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs in reading and mathematics based on 2012-13 data.

Our school met 21 out of 21 performance targets.

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

### READY

Effective with the 2012-13 school year, the North Carolina Department of Public Instruction changed the accountability model from the ABCs of Public Education to a new indicator-based reporting model called the READY Accountability Model. The State Board of Education identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college- and/or career-ready.

These new indicators include new state-administered North Carolina End-of-Grade (EOG) and North Carolina End-of-Course (EOC) assessments, college- and career-readiness examinations (The ACT and ACT WorkKeys), math course rigor, and high school graduation rates. In addition to these indicators, other valuable information is reported including school growth as measured by EVAAS, Annual Measurable Objectives, and participation in a graduation project.

To access the READY Accountability Model reporting please go to [http://www.ncpublicschools.org/accountability/reporting/](http://www.ncpublicschools.org/accountability/reporting/).
QUALITY TEACHERS

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Classroom Teachers*</th>
<th>Fully Licensed Teachers**</th>
<th>Classes Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our School</td>
<td>41</td>
<td>81%</td>
<td>92%</td>
</tr>
<tr>
<td>State</td>
<td>31</td>
<td>94%</td>
<td>97%</td>
</tr>
</tbody>
</table>

* 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.

** According to the charter school statute, a charter school is required to have a minimum of 50% of its teachers licensed.