



Kestrel Heights School

4700 S Alston Ave
Durham, NC 27713

(919) 484-1300
Grades K-12
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.

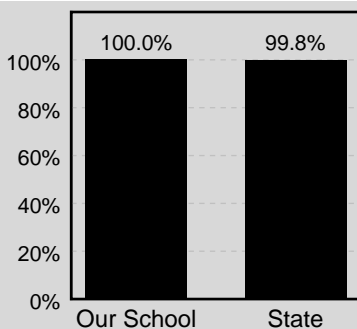
Out of 982 students in our school, there were a total of 0 act[s] of crime or violence.

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

OUR SCHOOL	0
STATE	0.4

Access to Technology

Percentage of classrooms



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	982
STATE	441

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	17	17	19	20	21	23	24	24	22
State	20	20	20	19	21	21	22	22	21

* Due to data entry issues, some class sizes in select schools are unavailable for 2012-13.

Average Course Size

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

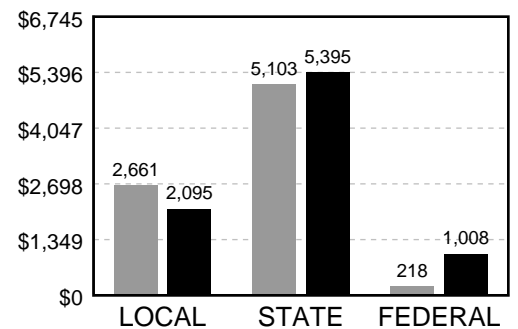
	English II	Math I*	Biology
Our School	12	20	21
State	18	20	18

* Math I was previously called Algebra I/Integrated Mathematics I.

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.

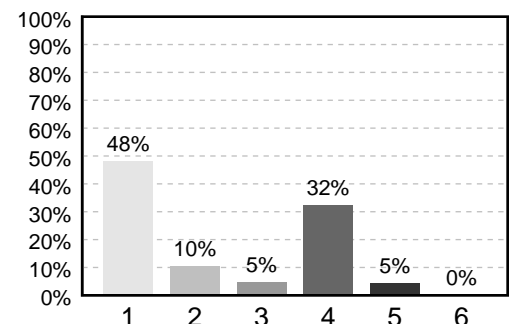


■ Charter School ■ State Average

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

For information about the READY Accountability Model and the Annual Measurable Objectives (AMOs), visit <http://www.ncpublicschools.org/accountability/reporting/>.

Performance of Students in Each Grade on the North Carolina 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	41.0%	47.5%	39.7%	44.4%	46.4%	58.0%	52.0%	41.8%	57.4%	42.6%	44.9%	32.7%	48.0%	43.5%
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

Performance of Students in Each Course on the North Carolina End-of-Course Tests
Percentage of Students' Scores At or Above Grade Level

	English II	Math I*	Biology
Our School	43.2%	23.3%	28.4%
State	51.2%	36.3%	45.6%

N/A = Fewer than five students

* Math I was previously called Algebra I/Integrated Mathematics I.

School Attendance

The average percentage of students who attend school daily.

Our School	95%
State	95%

Performance of Each Student Group on the North Carolina 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	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	33.6%	36.8%	52.3%	16.8%	17.6%	N/A	66.7%	N/A	47.4%	12.9%	38.3%	6.3%	N/A	8.8%
# of tests taken	259	231	197	208	34	N/A	27	N/A	19	62	428	16	N/A	57
State	30.6%	33.5%	43.5%	14.2%	19.3%	17.3%	56.7%	28.7%	32.2%	17.4%	49.8%	5.8%	12.4%	6.6%

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

N/A = Fewer than five students

Performance of Each Student Group on the North Carolina 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	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	25.0%	36.4%	48.2%	22.0%	13.2%	N/A	N/A	N/A	41.7%	11.1%	31.7%	<5%	N/A	<5%
# of tests taken	140	121	83	127	38	N/A	N/A	N/A	12	18	243	8	N/A	46
State	42.5%	45.7%	55.8%	24.5%	33.5%	26.8%	63.6%	50.9%	45.0%	28.4%	58.8%	8.6%	19.3%	12.2%

E.D. = Economically Disadvantaged

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HIGH STUDENT PERFORMANCE, CONTINUED

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 Measureable Objectives, and participation in a graduation project.

To access the READY Accountability Model reporting please go to <http://www.ncpublicschools.org/accountability/reporting/>.

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.

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 33 out of 35 performance targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers**	Classes Taught by Highly Qualified Teachers
Our School	107	88%	87%
State	36	86%	91%

*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.

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